School Readiness Integration (SRI) Models: A Descriptive and Cost Analysis Study

Submitted to the

Texas Education Agency

Submitted by

Edvance Research, Inc.

October 26, 2007

RFP No. 701-07-007

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Executive Summary

In 2003, the Texas Legislature passed Senate Bill 76 which requires school districts to investigate sharing sites among childcare programs before establishing their own stand-alone preschool childcare programs. In 2005 the Texas legislature expanded the School Readiness Integration (SRI) initiative with the passage of Senate Bill 23. Agencies that implement a SRI model are eligible to participate in the Texas Early Education Model (TEEM). The State Center for Early Childhood Development (State Center) serves at the chief sponsor for TEEM. The State Center provides TEEM communities with onsite and online professional development training, project coordinators/mentors, training stipends for teachers, classroom materials and software-based progress monitoring instruments using personal digital assistance devices.

During the four years of the TEEM initiative, communities increased from 11 communities in 2003 to 33 communities by the fall of 2006. Each TEEM community continued to expand each year. By fall of 2006, 45% of the classrooms were located in ISD, 28% were in Head Start and 27% were in childcare facilities. The number of children in classrooms that were participating in the TEEM initiative rose from 1,584 in 2003 to 26,956 in 2006.

The State Center served as the fiscal steward for state appropriated funds, the program developer of the TEEM resources and the service provider for TEEM training. As the fiscal steward of these funds, the State Center developed "cost avoidance" opportunities for the TEEM Communities. In essence, the State Center purchased all critical resources (e.g., PDA, software licenses, curriculum) and reimbursed certain other costs, particularly salaries and teacher stipends, for the TEEM initiative for each community. The State Center has spent

$21.8 million on the TEEM initiative from September 1, 2003 through January 31, 2007. Because expenditures at the community level were not available, a cost allocation model was developed to estimate the cost for TEEM community.

In Year 1, the research design for examining student and teacher performance was a treatment versus control design. In Year 2, the classrooms that had served as controls for year 1 now received TEEM training, changing the research design to a dosage study, comparing classrooms with teachers who had more TEEM experience to those with less TEEM experience. While this changes the nature of the research questions that can be addressed with this dataset, classrooms can still be viewed as having been randomly assigned (in year 1) to high or low dosage conditions.

There was considerable variation both between and within communities with regards to student performance and teacher outcomes. For about half of the communities, students in the treatment groups improved more than students in the control groups, and for the other half of the communities students in the control groups improved more than the students in the treatment groups on the student outcome measures (e.g., mCLASS subtests). TEEM did lead to overall improvement for teachers, although there was considerable variation, with teachers in both control and treatment groups obtaining both positive and negative difference scores on the teacher outcome measure (i.e., Teacher Behavior Rating Scale.)

Recommendations were offered for future implementation in three areas; program initiation/implementation, program costs, and program effectiveness (student performance). Each area has unique data requirements that must be determined in advance in order to assure that policy relevant questions can be addressed. A central data repository to ensure completeness and standardized record keeping (content and format) is a minimal requirement

for cost and student performance data. Building this repository will be necessary as the longitudinal assessment of program impact will be the logical next step in understanding how the SRI initiative is implemented in TEEM communities.

In addition, future evaluations should focus on the more important underlying question for TEEM, which is whether TEEM better prepares students for elementary school. In other words, "Does TEEM really improve school readiness for children?"

Chapter 1: Introduction

Legislation Overview

In 2003, the Texas Legislature proposed legislation to encourage shared resources among government-funded and private-sector childcare and early education programs. Legislation coordinating school readiness integration programs gained unanimous bipartisan support with the passage of Senate Bill 76 (Tex. S.B. 76, 78th Leg., R.S. (2003); S.J. of Tex., 78th Leg., R.S. 1220 (2003). Authored by Senator Judith Zaffirini (D-Laredo), Senate Bill 76 requires school districts to investigate sharing sites among childcare programs before establishing their own stand-alone preschool childcare programs (Tex. S.B. 76, 78th Leg., R.S. (2003); Tex. Educ. Code §29.1533).

Specifically, school districts are required to investigate sharing Head Start or other childcare sites to enhance coordination among publicly funded programs and entities (Tex. S.B. 76, 78th Leg., R.S. (2003), House Research Organization, Bill Analysis, Tex. S.B. 76, 78th Leg., R.S. (2003); Tex. Educ. Code §29.1533). The primary goal is to increase school readiness among preschool children. Senate Bill 76 authorized the Texas Education Agency (TEA) to coordinate these early childhood and education programs to create full-day, full-year services to all eligible families. To facilitate implementation, the Commissioner of Education may administer grants for early childhood care and education programs in a manner that provides the greatest flexibility in coordination and integration.

The Commissioner is authorized to waive state laws or rules relating to early childhood education programs if the law or rule proved more restrictive than required by federal law. Additional waivers of state agency rules and procedures impairing coordination were

approved, and agencies were required to seek federal waivers for rules or procedures that impaired coordination (Tex. S.B. 76, 78th Leg., R.S. (2003), Texas Educ. Code §29.158).

In December 2003, Governor Rick Perry designated the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) as the State Center for Early Childhood Development (State Center). The State Center is a non-profit organization based in the Children's Learning Institute at the University of Texas Health Science Center at Houston under the direction of Dr. Susan H. Landry. Currently the State Center is actively involved in numerous research, community programs and training activities related to the goal of promoting quality learning environments for young children.

The center developed a large research database from numerous research programs supported by the National Institute of Child Health and Development (NICHD), foundations, and the UTHSC-H. These include, longitudinal evaluations of environmental influences on children's development from infancy through elementary school age years. Research funded by NICHD and foundations has also funded the development and evaluation of parenting programs for infants and young children.

In 2005 the Texas legislature expanded the School Readiness Integration (SRI) initiative with the passage of Senate Bill 23. Senator Zaffirini (D-Laredo) authored the legislation that broadened the scope of the program model. With the expansion, the legislature developed additional criteria for maximizing resources and school readiness integration. The legislation provided for procedural and organizational streamlining. Communities are required to coordinate items such as program calendars, and hold periodic meetings of the participating entities (Tex. S.B. 23, 79th Leg., R.S. (2005), Tex. Educ. Code §29.160(c) et seq.).

Structure of the TEEM Program

TEEM Program

The State Center serves is the chief sponsor of the Texas Early Education Model (TEEM). The State Center provides professional development training, project coordinators/mentors, training stipends to teachers, and disburses materials, software-based progress monitoring instruments using personal digital assistance devices, online professional development, monitoring, etc. to the TEEM communities.

In 2003, a Request for Interested Parties was issued by the State Center for eligible applicants (public school districts, Head Start programs, and Childcare providers) to participate in the TEEM program. To be eligible an applicant must serve at least 75% low-income students, defined as qualifying for a free or reduced price lunch. In addition, the applicants must implement integration strategies. Integration strategies include: sharing certified teachers, developing common standards and performance goals, sharing physical space, conducting joint professional development programs, and adopting similar approaches to monitor student progress.

Applicants were not required to adopt the same integration strategies. They were encouraged to identify the integration strategies that would work best in their local communities. Applications were reviewed and eleven communities were selected for the 2003–2004 school year. Each TEEM community identified one partner to serve as their lead agency. The goal of the lead agency was to coordinate services among their individual community partners to implement the requirements of the TEEM program. Since 2003 the number of TEEM communities has continued to increase. There were 33 TEEM communities in 2006–2007 school year.

TEEM Professional Development Training

The TEEM Professional Development training was designed by the State Center. The premise of the TEEM model is that children learn best in a responsive and interactive learning environment. Classrooms should include exposure to print concepts, balanced teaching strategies, and flexible groupings of children including one-to-one, small groups, and large groups. Teachers should provide rich language input, read children's nonverbal signals, maintain and build on children's interests and adapt to children's changing needs. Training includes onsite training at the State Center, online courses, and mentoring. In addition, videotaped case studies of classroom practice, activities to help teachers apply what they are learning in their classrooms, online discussions with peers and information on the latest research findings are part of the TEEM professional development training.

The two day training onsite at the State Center provides teachers with interactive, hands-on activities that reflect the latest research in cognitive development in young children in the framework of developmentally appropriate practices to ensure the social/emotional health of children.

The online professional development training includes eight courses. The topic and course components as well as the time allotments for each course are listed in Table 1.1. The estimated time includes time for reviewing online materials, such as the video presentations, and completing the activities associated with each section.

Table 1.1
Detailed Description of TEEM Online Professional Development Courses

Building Vocabulary	
Course Components	**Approximate Time Allotment**
Introduction	1 hour
About Vocabulary Development	2 hours in 1 week
Planning a Vocabulary Rich Classroom	4 hours in 1-2 weeks
Building Vocabulary During Read Alouds	4 hours in 1-2 weeks
Making Connections in Centers	4 hours in 1-2 weeks
Assessment	4 hours in 1-2 weeks
Conclusion	4 hours in 1-2 weeks
Total	**23 hours**
Classroom Management	
Introduction	1 hour
About Classroom Management	2 hours in 1 week
Setting Up the Room	4 hours in 1-2 weeks
Getting Off to a Good Start	4 hours in 1-2 weeks
Developing Rules and Routines	4 + hours in 1-2 weeks
Managing Centers	4 + hours in 1-2 weeks
Handling Conflict	4 + hours in 1-2 weeks
Respecting Children's Individuality	4 + hours in 1-2 weeks
Conclusion	2 hours in 1week
Total	**33 hours**
Early Mathematics	
Introduction	1 hour
Weaving Mathematics into Daily Routines	4 hours in 1-2 weeks
Implementing Focused Mathematics Lessons	4 hours in 1-2 weeks
Integrating Mathematics with Read Alouds	4 hours in 1-2 weeks
Conclusion	2 hours in 1 week
Total	**15 hours**

Source: State Center

Table 1.2
Detailed Description of TEEM Online Professional Development Courses

Course Components	Approximate Time Allotment
Letter Knowledge	
Introduction	1 hour
About Letter Knowledge	2 hours in 1 week
Setting the Stage for Letter Knowledge	4 hours in 1-2 weeks
Learning Letters in the ABC Center & Beyond	4 hours in 1-2 weeks
Teaching Letter Knowledge Throughout the Year	4 hours in 1-2 weeks
Bringing It All Together	2 hours in 1 week
Total	**17 hours**
Phonological Awareness	
Introduction	1 hour
About Phonological Awareness	2 hours in 1 week
Listening and Rhyming	4 hours in 1-2 weeks
Alliteration	4 hours in 1-2 weeks
Moving Along the Continuum	4 hours in 1-2 weeks
Monitoring Children's Learning	4 hours in 1-2 weeks
Helping Individual Children	6+ hours in 2-4 weeks
Conclusion	2 hours in 1 week
Total	**27+ hours**
Read Alouds	
Introduction	1 hour
About Read Alouds	2 hours in 1 week
Reading the Story	4 hours in 1-2 weeks
Connecting with the Centers	4 hours in 1-2 weeks
Putting It All Together	4 hours in 1-2 weeks
Total	**15 hours**
Setting the Stage for Children's Talk	
Introduction	1 hour
About Children's Talk	2 hours in 1 week
Creating a Meaningful Context for Talk	4 hours in 1-2 weeks
Responding to Children's Leads	4 hours in 1-2 weeks
Expanding Children's Talk	4 hours in 1-2 weeks
Assessing Children's Talk	4 hours in 1-2 weeks
Total	**19 hours**
Written Expression	
Introduction	1 hour
About Written Expression	2 hours in 1 week

Course Components	Approximate Time Allotment
Making Writing Meaningful to Children	4 hours in 1-2 weeks
Sharing Writing with Children	4 hours in 1-2 weeks
Assessing Children's Writing	4 hours in 1-2 weeks
Conclusion	2 hours in 1 week
Total	**17 hours**

Source: State Center

An integral part of the TEEM model includes teacher training on how to use a personal digital assistant (PDA) to build portfolios of children's development and to inform their instruction. In addition, teachers receive training on the Texas School Readiness Certification System. The Texas School Readiness Certification System allows early childhood education programs across Texas to be certified as Texas School Ready!^{TM} programs by determining if the program is preparing children for kindergarten in the key areas of school readiness. Information about the early childhood program along with assessments when children enter kindergarten determines whether a preschool program has prepared children for school.

Teachers also receive professional development through TEEM mentors. The mentors conduct classroom observations and provide hands on demonstrations of how to implement teaching strategies, utilize materials, and other skills covered by the professional development training. Teachers who are in their first year of TEEM training receive four hours per month of in-classroom mentoring. Teachers in their second year of TEEM training receive two hours per month of in-classroom mentoring. Teachers in their third or more years of TEEM training receive one hour of in-classroom mentoring.

Mentors

TEEM communities select an individual from their community to serve as a TEEM mentor. The mentors then become part of the State Center's staff. The responsibilities for a

TEEM mentor include: facilitating communication between the State Center and community partners, facilitate communication among community partners, supervise professional development training, provide mentoring support, assist in student progress monitoring, complete teacher performance checklists, meet with senior leadership at the State Center, and participate in online mentoring training. Mentors receive approximately 40 hours in training including follow-up trainings, regular update web trainings and flexible monitoring visits based on the skill level of the mentor. Mentors are trained in the course materials and utilize a side-by-side coaching model which emphasizes classroom management and best practices.

SRI Specialists

In 2006, for Cycle 12 of the Prekindergarten Expansion grant, grant recipients were required to develop, submit and implement a School Readiness Integration (SRI) plan to be compliant with Prekindergarten Expansion grant requirements. To assist districts with this new requirement to partner with Head Start and childcare organizations in their communities, trainings for Prekindergarten Expansion grant recipients were provided by TEA across the state and TEA initiated the SRI Specialist project in each ESC region. Exemptions from the SRI requirement were granted to small, rural and charter schools that were able to demonstrate that community partners were unavailable.

The TEA SRI Specialists are to assist with the SRI initiative. Each of the 20 Regional Education Service Centers has a SRI specialist on staff. These individuals report to TEA, not the State Center. The responsibilities for an SRI specialist include: helping school districts with implementation of their SRI Plan, facilitating participation in the Texas School Readiness Certification System and assisting with the coordination of TEEM efforts in their region.

Overview of Prekindergarten Programs

In Texas prekindergarten programs are offered through local, state, and federal agencies and private organizations. These programs include public school districts, Head Start programs, and Childcare providers. Childcare providers include private providers such as faith-based programs and community non-profit programs. For-profit childcare providers range from small family day homes to multi-jurisdictional corporations. Each type of agency was eligible to participate as a partner in a Texas Early Education Model (TEEM) community.

Public School Districts

Texas' Independent School Districts are required to provide free prekindergarten services to eligible children who will turn four on or before September 1st of the current school year. Texas Independent School Districts may provide free prekindergarten services to children who will turn three years of age on or before September 1st of the current school year. Registration for publicly-funded prekindergarten is conducted by individual school districts. If fifteen children in a school district are eligible, the district must provide free prekindergarten services to all eligible four year-old children in the district and may provide free prekindergarten services to eligible three year-old children. (Tex. Educ. Code §29.153).

To be eligible for services a child must meet one of the following requirements:

- Unable to speak or comprehend English and are, therefore, limited-English proficient (LEP);

- Educationally disadvantaged as determined by family eligibility for the national free or reduced price lunch program;

- Migratory, homeless, or whose parent or guardian is homeless;

- Child of active military parent in the armed forces; or

- Child of a member of the armed forces injured or killed while in duty.

- Child is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Section 262.201 Family Code.

Table 1.3
Prekindergarten Enrollment in Texas Public Schools

School Year	Enrollment
2003-2004	166,579
2004-2005	176,547
2005-2006	182,293
2006-2007	187,824

Source: Legislative Budget Board

Head Start

Head Start provides early intervention to disadvantaged children who are at least three years of age. The federal Head Start Bureau provides grants to entities at the local level. Eligible grantees may include local public and private non-profit and for-profit agencies. Educational, health, nutritional and social services are provided to children and their families. Parental involvement is a primary component of Head Start. Parents receive assistance with educational, literacy, and employment skills (Office of Head Start, 2007). A child whose family income falls within federal income poverty guidelines is eligible for Head Start services (42 USC §601 et seq.).

Table 1.4
Head Start Enrollment in Texas

Fiscal Year	Enrollment
2003	67,764
2004	67,785
2005	67,372
2006	67,875

Source: Administration for Children & Families

Childcare

There are no specific eligibility enrollment criteria for children who attend Childcare programs, with the exception of those who receive subsidized assistance.

Subsidized Childcare

Publicly-funded subsidized childcare is offered as a support service for parents/guardians while working, attending school, or participating in job training. (Tex. Hum. Res. Code §§44.001 et seq., Tex. Lab. Code §§302.021(b)(2); 302.004-302.006). Children under the age of 13 are eligible for childcare assistance if their parents are:

- Receiving public assistance such as Temporary Assistance to Needy Families (TANF) and participating in the state employment and training program;

- Transitioning from public assistance such as Temporary Assistance to Needy Families (TANF) for up to one year;

- Receiving or needing state protective services, or;

- Eligible on the basis of low-income.

Although subsidized childcare funding flows through the state level, local workforce development boards contract for the administration of childcare services through Texas Workforce "One-Stop" Centers. The state allocates funds to local areas according to established allocation formulas. Once the local area receives its funding, the local board allocates the funds according to certain criteria.

These local workforce centers maintain lists of eligible childcare providers and accept applications from parents who apply for services. To enroll in services, parents are screened by local customer service representatives to determine eligibility. Supporting documentation, including proof of income or enrollment in school or training, may be required. Availability of

subsidized childcare services is subject to the availability of funds. Local Workforce Centers often maintain waiting lists of families who qualify for subsidized childcare service. Within the parameters of state and federal law, each local workforce development board may determine its own eligibility criteria for services (Texas Workforce Commission, 2007). Local workforce development boards may:

- Establish income eligibility limits according to local needs;

- Provide childcare for children with disabilities up to the age of 19;

- Determine the length of time a parent may participate in educational activities while receiving childcare;

- Establish the parent's share of costs of childcare;

- Establish the maximum reimbursement rate to childcare providers; and

- Establish childcare attendance policies.

Purpose of the Evaluation

In September 2006, the TEA issued a Request for Proposals (RFP) for a third-party consultant to evaluate the SRI Model in TEEM communities. This mixed delivery model brought together school districts, other local governments, both for-profit and nonprofit childcare providers, Head Start programs, faith-based childcare providers and other community organizations in a cohesive service model to improve early reading, mathematics and social development skills. The goals of the SRI model were to prepare all children to enter kindergarten on or above grade level (and to stay on grade level in kindergarten and beyond), and to accomplish this through the implementation of community-based service partnerships individualized to the needs of each specific community.

The evaluation was to address three objectives:

1. Describe how SRI models are being implemented in TEEM communities across the state of Texas, the characteristics of these programs and community partnerships, and how programs differ across various communities.

2. Provide a cost analysis of SRI models of TEEM communities.

3. Describe student performance in the TEEM communities throughout the implementation years 2003–2007.

Evaluation Overview

Formative evaluation procedures were used to provide TEA with information to improve and shape the TEEM program. Descriptions of the thirty-three TEEM communities were provided by gathering information from the State Center and in-depth interviews with teachers and SRI specialists from seven TEEM communities. The evaluation team developed a cost allocation model to estimate Community level costs. The evaluation team requested datasets from the State Center to analyze student achievement and teacher outcomes. The evaluation team worked closely with the State Center to identify the variables in each dataset. Detailed information on how the State Center handled missing data and outliers was not available to the evaluation team.

Organization of the Report

The report is organized by each of the major tasks required in the evaluation. Each task is organized as a standalone study with its own set of objectives, research questions, key findings, methodology, analyses, findings and recommendations. Information on each of the 33 communities will be presented in Appendix B.

Terminology

For the purposes of this evaluation the following terminology will be used. Program

Years are referred to as:

Year 1—school year 2003–2004

Year 2—school year 2004–2005

Year 3—school year 2005–2006

Year 4—school year 2006–2007

Prekindergarten programs are referred to as:

ISD—public school district

HS—Head Start

CC—Childcare

Chapter 2: Descriptions of TEEM Communities

Objective

The objective for Task 1 was to describe how participating TEEM communities implemented SRI models in communities across the state of Texas, the characteristics of these programs and community partnerships and how programs may differ across various communities.

Research Questions

1. How have childcare providers implemented the integration of the community program, local government program and Head Start programs?

2. What strategies have been used in these communities to maximize the potential of their programs?

3. What partnerships have formed and what strategies were implemented to develop those partnerships?

4. What commonalities exist across communities?

5. What elements are specific to individual communities?

6. What best practice principles might be learned from examination of these SRI models?

Key Findings

- The number of TEEM communities participating in the SRI program, steadily increased from Year 1 through Year 4.

- Alliances were achieved with a good mix of participation by different agencies as represented in Year 4 classroom participation (Table 2.8 on page 29).

- Children that typically have access to fewer resources due to geographic location were served through the TEEM program as 30% of the TEEM communities were located in West Texas and the Mexico border region.

- Teacher attitudes shifted during their participation in the program. Even teachers initially resistant to the program reported a stronger confidence in their skills, as well as recognizing each child's potential for success.

- Common challenges were reported including role confusion, funding concerns and proper planning and implementation.

Introduction

There are multiple levels within the TEEM communities. The community level represents the geographic location of the lead agencies for the community. For example Child Inc., located in Austin Texas, is the lead Agency for the Austin TEEM community. Each community has multiple sites. Sites are the physical buildings for each partnering agency. For example, as depicted in Figure 2.1, there may be seven elementary schools, three Head Start Centers, and five childcare programs that are participating in a community. Each site may have one or more classrooms.

Figure 2.1
TEEM Community Structure
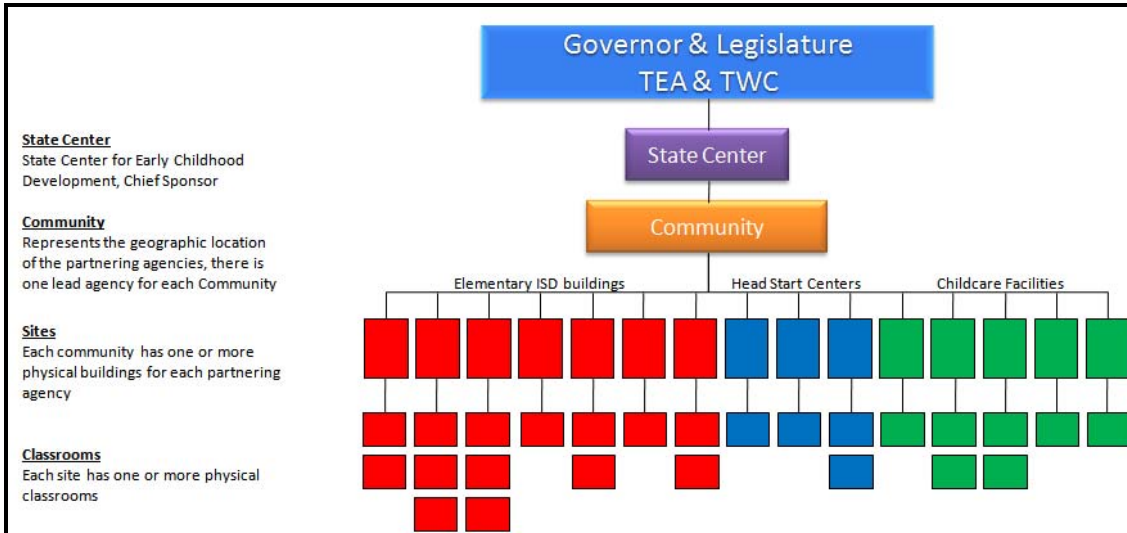
Methodology

Both quantitative and qualitative methods were used to describe the TEEM communities. Quantitative methods were used to address research questions 3, 4, and 5. Qualitative methods were used to address research questions 1–6.

Datasets

The mCLASS dataset was used to describe the student performance in TEEM communities. The mCLASS dataset included three subtests: Rapid Letter Naming, Rapid Vocabulary Naming and Phonological Awareness. The data were collected three times each year (i.e., beginning, middle, and end of school year). For the purposes of this evaluation, data collection times will be referred to as Time 1, Time 2 and Time 3 to represent the beginning, middle and end of year respectively.

In Year 1, data were collected only on those students who were in the treatment group; mCLASS data were not collected on students assigned to the control group. Furthermore, the TEEM program did not begin until mid-year so there were only two data points per student (Time 2 and Time 3). The dataset included data on a large number of students during Year 3 (n=5200); however, only a small number of students had outcome scores at both Time 1 and Time 3 (n=135). There were two data points per student (Time 1 and Time 2) for Year 4, because the Time 3 data were not available at the time of the evaluation. The number of students and communities included for each year in the mCLASS dataset is presented in Table 2.5.

Table 2.5
Sample Sizes for Students and Communities for mCLASS Data by Year

Year	Total Number of Students	Number of Communities
2003–2004	1,584	11
2004–2005	3,951	14
2005–2006	5,200	20
2006–2007	26,956	33

Source: mCLASS Student dataset

Outliers

The State Center conducted outlier analysis before releasing the datasets for this evaluation. The datasets used in this evaluation did not include item level raw data; therefore, it was not possible to fully conduct an independent outlier analysis. Cases were dropped from the datasets, however, when scores were clearly invalid (i.e., out of range values).

Missing Data

Appropriate imputation approaches for dealing with missing data require assumptions (e.g., MAR vs. NMAR) about the reasons for the missing data in order to use the correct

approach (e.g., multiple imputation vs. model-based). There was not sufficient information to determine the reason for missing data in these datasets. Therefore, aside from appropriate deletion of cases as needed to conduct valid statistical analyses, no imputation of missing data was conducted.

Software

Data preparation was conducted using SAS v. 9.1.3. The SAS datasets were converted into SPSS v. 12 datasets.

Exploratory/Descriptive Analyses

Descriptive statistics (means, SDs) for student outcomes were examined for each community.

In-depth Interviews

Twenty semi-structured phone interviews were collected for this evaluation. Each interview lasted approximately 45 minutes. Two interview protocols were developed prior to the interviews (See Appendix A). The Teacher Interview protocol contained 10 key interview questions and 11 probes for follow-up questions. The SRI Specialist Interview protocol contained 9 key interview questions and 9 probes for follow-up questions. The protocols were designed with instructions to the interviewer as well as space for recording comments or reflective thoughts. All interviews were recorded using Budget Conferencing. MP3 files were available at the end of each call.

The type and variety of integration strategies used in the 33 TEEM communities were used to identify a subset of seven TEEM communities. Specifically, four communities were selected because they utilized 4 to 5 integration strategies and they had teachers who were paid by an ISD but were teaching at another site (i.e., Head Start or childcare classrooms). Three

additional TEEM communities were identified because they utilized 2 to 4 of the integration

strategies and did not have teachers who were paid by an ISD but were teaching at another site

(i.e., Head Start or Childcare classrooms). Communities provided lists of teachers who fit these

requirements. Teachers were then randomly selected and voluntarily agreed to be interviewed.

In addition, six SRI specialists in the Educational Service Center (ESC) for each community

were interviewed. Two communities were located in the same ESC region. Of the fourteen

teachers who were interviewed, 8 were ISD, 3 were HS, and 3 were CC.

Verification Strategy

Verbatim transcriptions of the interviews were mailed to the respective interviewee to

review for accuracy. Participants were encouraged to contact the lead researcher if there were

concerns regarding the accuracy of the transcription. Two participants contacted the lead

researcher and expressed concern about the fragments and filler words that were included in

the transcription. It was explained that these were raw transcriptions that were transcribed word

for word. Participants were informed that these verbatim transcriptions were for data analysis

only, and if direct quotes were used, the filler words would be removed. This met with the

participants' approval.

Data Analysis

The MP3 files from the telephone interviews were transcribed verbatim. A general

review of each transcription was conducted to obtain an overall sense of the data.

Findings

Implementation of TEEM

The fourteen teachers who were interviewed for this evaluation provided information

on the implementation of the skills they learned in the professional development training. The

two-day training at the beginning of the year provided teachers with the specifics of how the program worked, the guidelines and expectations. Teachers stated that the materials in the TEEM kits were useful in both classroom management and instruction. Teachers reported spending less of their own money on classroom materials because the TEEM program provided the materials needed to implement the activities. Teachers valued the amount of training (i.e., online and mentoring) they received on how to use the materials and reportedly were more confident when they used the materials in their classrooms.

> *"After teaching for 12 years and going to all kinds of conferences, I feel that the TEEM training helped me remember things that I already knew."—Teacher, Tyler TEEM*

In addition, the TEEM training emphasized how to integrate the activities throughout the day (e.g., during transitions: rhyming while going to the playground). Teachers found the materials flexible and combined them in different ways to create new centers throughout the year. After participating in TEEM training, teachers reportedly spent more time on vocabulary development, phonological awareness and writing activities than they had before the TEEM training.

> *"The training taught me to teach more than letter naming and letter recognition. To increase their vocabulary, I've been putting more pictures up in the centers and spent more time in conversation with the students."—Teacher, Tyler TEEM*

The transition from a traditional daycare program to a more education-oriented program was difficult in the first year of implementation for some teachers. Teachers reported feeling overwhelmed with the amount of information and implementation requirements during

their first year in the program; however they relaxed more in their second year. The TEEM

program is designed for consistent instructional time. Teachers struggled to find time to meet

both district and TEEM requirements.

> *"I believe my biggest challenge was the planning*
> *– because I have to implement both district*
> *material and I have to implement TEEM material.*
> *Learning how to balance it all and get everything*
> *done, not only to get it done, but with quality."—*
> *Teacher, El Paso TEEM*

Strategies for Building Partnerships

There are no standard forms or meetings agendas that are used across the TEEM

communities for building partnerships. The SRI specialists reported that different strategies

were employed depending on the interaction style of the administrators at the different

agencies. Communication through multiple methods and constant communication was the key

strategy used to build and maintain partnerships. Informational meetings for potential partners

included an overview of the program and the expectations. SRI specialists utilized emails and

conference calls to organize the meetings but found "face-to-face" meetings were most

effective to establishing the partnerships. Memorandum of Understanding (MOU) development

workshops were provided once partners were identified.

Integration happens on two levels. First, the administrators must agree to come together

to address the logistics. Where will the program be housed? Which agency will feed lunch to

the children? Who will pay for band-aids. How will they make arrangements for facilities to be

open for extended hours (e.g., when a Head Start classroom is housed in an ISD building).

Who will evaluate and provide administrative support and oversight of the teachers. Who will

supply the tables, chairs, and other materials for the classroom? TEEM community MOUs were not available for the evaluation team to review.

Reportedly, potential partners expressed concern about the vagueness of funding. Some administrators thought it was not an efficient way of doing business. In addition, both teachers and SRI specialists were concerned about the sustainability of the established communities.

Once a partnership was established, SRI specialists spent time with teachers in the program. Reportedly the more time the SRI specialist spent with individuals or groups, the smoother the integration process for the community. The second level of integration happens in the classroom. Mentors and SRI specialists were sensitive to the potential "turf battles" that could occur. Teachers from childcare and Head Start settings expressed concern that their input would not be valued by the ISD teachers. Mentors and SRI specialists facilitated team meetings to address these types of concerns and ensure that each teacher had a contributing role.

> *"The biggest challenge is helping people see outside the lines of their responsibility." —SRI Specialist, Ft. Worth TEEM*

The teachers experienced the typical stages of team development: forming, storming, norming, and performing. The lack of alignment of childcare and ISD policies and a lack of knowledge of the agency guidelines was a challenge for teachers. The SRI specialists and mentors spend time familiarizing the teacher with the childcare policies.

Partnerships

The school readiness integration TEEM model was successful in growing the existing TEEM communities and expanding to new communities as shown in Table 2.6. TEEM

communities increased from 11 to 33 communities over the course of the four years. Only one

of the original 11 TEEM communities withdrew from the program after Year 2.

Table 2.6
Total Number of TEEM Communities by Year

Program Year	Number of TEEM Communities
Year 1	11
Year 2	14
Year 3	20
Year 4	33

Source: State Center

A factor of community growth is also apparent in the increase in the number of students

served. In 2003–2004 school year, 1,584 students were served. By the 2006–2007 the number

of students grew to 26,956. This is a growth of 25,372 students in four years. Figure 2.2 and

Table 2.7 depict the student growth and the increase in community participation over four

years.

Table 2.7
Number of Students Served and Number of Communities by Year

Year	Total Number of Students	Number of Communities
2003–2004	1,584	11
2004–2005	3,951	14
2005–2006	5,200	20
2006–2007	26,956	33

Source: mCLASS Student Dataset

Figure 2.2
Total Number of Students Served by Year
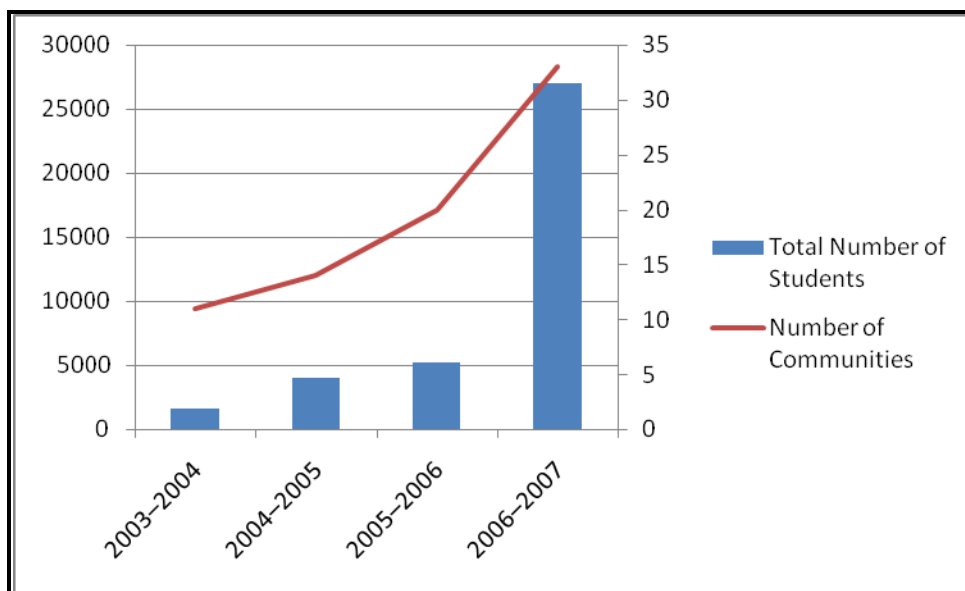
Source: State Center; mCLASS Student Dataset

Throughout the four years, HS and CC classrooms increased at a similar rate across communities. There were more ISD classrooms in any given year than HS or CC.

Table 2.8 and Figure 2.3depict the four year growth rate of the ISD, HS and CC classrooms.

Table 2.8
Number of classrooms in TEEM Communities by Agency and by Year

Program Year	Number of ISD Classrooms	Number of Head Start Classrooms	Number of Childcare Classrooms
Year 1	47	30	33
Year 2	109	71	78
Year 3	413	278	268
Year 4	826 (45%)	520 (28%)	501 (27%)

Note: Year 4 percentages represent classroom participation by agency.

Source: State Center

Figure 2.3
Total Number of Classrooms in TEEM Communities by Agency by Year
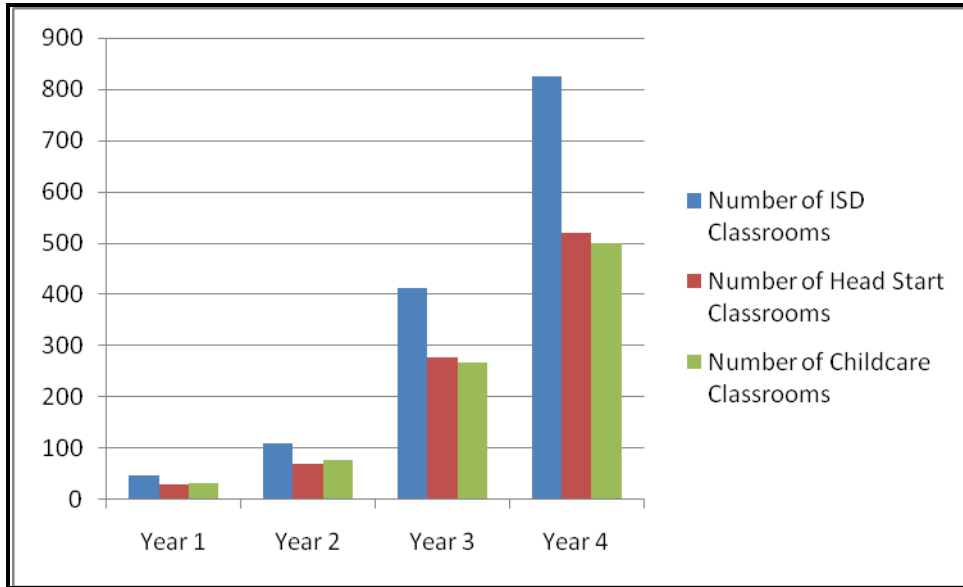
Source: State Center

Throughout the four years, HS and CC classrooms increased at a similar rate across communities. There were more ISD classrooms in any given year than HS or CC classrooms.

Twenty-nine of the TEEM communities established and maintained partnerships with all three types (i.e., ISD, HS and CC) of agencies. In Year 4, four communities established partnerships between two of the three agencies (i.e., ISD and CC); and one community established a partnership with ISD and CC agencies. Specific demographic information was not available at the community level.

Nineteen of Texas Education Agency's Educational Service Centers had at least one TEEM community. Regions 1, 4, 5, 10, 12 and 20 had more than two TEEM communities. One TEEM community was served by both Region 3 and Region 4 as shown in Table 2.9.

Table 2.9
Number of TEEM Communities by Educational Service Center

ESC Region	Number of TEEM Communities	ESC Region	Number of TEEM Communities
1	4	11	1
2	1	12	5
3	1.5	13	1
4	3.5	14	1
5	2	15	1
6	1	16	1
7	1	17	1
8	1	18	1
9	0	19	1
10	2	20	3

Source: State Center; TEA

The largest concentration of communities is in two areas. Thirty percent of the communities were located in West Texas and the Mexico border region (i.e., ESCs 1, 15, 18, 19 and 20). Eighteen percent were located in the gulf coast region (ESC 2, 3 and 4).

Commonalities of TEEM

By the very nature of the TEEM initiative each TEEM community shares some common features. First all TEEM communities serve at least 75% low-income students, defined as qualifying for a free or reduced price lunch. All communities must implement integration strategies, including but not limited to sharing certified teachers, developing common standards and performance goals, sharing physical space, conducting joint professional development programs, and adopting similar approaches to monitor student progress. The applications for the 2006–2007 TEEM program were not available for the evaluation team to review; therefore, specific integrations strategies for each community were not reported.

In response to the TEEM professional development training, teachers in each of the seven communities identified benefits for the children, parents and themselves. TEEM emphasizes teaching academic skills (vocabulary, rhyming, phonological awareness) through play activities. Teachers reported an improvement in children's early literacy skills. Improvement was also reported in self-esteem and behavior in the classroom. The TEEM program provided strategies for teachers to actively engage students with classroom jobs.

> *"They were assigned jobs with the helper chart. It made them feel special and helped direct their energy."—Teacher, Tyler TEEM*

Teachers reported parents displayed pride in their child's academic achievements and that increased involvement in home activities. Teachers attributed increased attendance rates in childcare settings to parents who thought they were more than just a daycare. The PDA assessments allowed teachers to set specific goals for the children. Reportedly teachers implemented more small group instruction with individualized plans. Some teachers experienced a paradigm shift in what skills they thought were appropriate for 3 year olds.

> *"Before participating in the TEEM training I would have said "yes, three year olds can't do that." But it's amazing what three year olds can do whenever you just try. And for the children who can't do a specific skill, if you keep working with them, before long, they'll be able to do it too. It's not that they can't do it, it's just that they're not developmentally ready for it yet."—Teacher, Amarillo TEEM*

After participating in TEEM, teachers felt the training refreshed their skills, reinforced what they already knew, and provided them with new ideas and experience with new technology. Some teachers reported they understood specific goals like alliteration but did not know how to implement it.

> *"I knew what it meant, but I didn't know how to implement it."—Teacher, Austin TEEM*

Reportedly, through interagency integration, districts decreased the number of overcrowded classrooms which provided a more cohesive environment for teachers and they felt rejuvenated.

> *"I have ten years experience, but these past two years renewed my passion for teaching."—Teacher, Houston TEEM*

Unique Characteristics of TEEM

The TEEM professional development training is different than most types of professional development training that teachers attend. The TEEM training is delivered through online services. This creates a support network across all 33 TEEM communities. Teachers from different communities collaborated through web postings and emails to share their experiences with the activities and learn from teachers in other communities. Because they have all received the same training they are able to reinforce ideas covered in the courses and share their experiences implementing the activities in the classroom.

> *"It's nice to know that I can call upon my co-teachers and we can lean on each other. I just feel like it has made me a stronger individual and a stronger teacher."—Teacher, Austin TEEM*

Another unique feature of the TEEM professional development training is the one on one mentoring. Mentors continue to reinforce the skills learned through the online training. Teachers found their mentors to be a valuable resource in and out of the classroom. Mentors provided support and individualized training for teachers. They demonstrated how to use the materials through in-class demonstrations.

> *"My mentor was the driving force. She motivated me and took away the fear of trying something new."—Teacher, Brownsville TEEM*

Teachers stated that when they attended other types of professional development, they did not always implement what they learned. However, with the TEEM training, the materials were provided and the mentor helped them to integrate and implement what they learned after the training.

One SRI specialist located in the panhandle region served districts 140 miles away. Video conferencing was utilized to teach the e-circle classes. In this same community, participants who were interested in TEEM program attended the initial two day training that was provided for the teachers already enrolled in the program.

Recommendations

Recommendations include but are not limited to:

- Create a document repository for the TEEM communities. This would allow them to share community announcements for parents, eligible agencies and administrators as well as MOUs.

- Create opportunities for communities to share their experiences about developing partnerships. While each community is unique in who they partner with and how they define the partnership, many of the challenges are similar across communities.

- Create Spanish versions of the child assessment used by the State Center to be used in TEEM communities with monolingual or bilingual children.

- To reach potential agencies, TEEM communities should have websites outlining the current partnering agencies and the specifics about the program. ESCs could post information on their websites about the TEEM communities in their region.

- Provide training to teachers on the different policy guidelines for ISD, HS, and CC prior to them working in the setting.

- Although SRI specialist and mentors have specific job descriptions. These individuals report to different agencies, including TEA and the State Center respectively. More time should be spent on coordinating and clarifying the roles in order to maximize their contributions to the communities.

- TEA and the State Center should clarify the difference between an SRI program and the TEEM program. A school readiness integration model can be employed without the TEEM professional development program. Although the TEEM professional development model could be implemented without a SRI component, the TEEM professional development program as outlined in the Request for Interested Parties cannot be implemented without a SRI component.

Individual TEEM Community Profiles

Comprehensive community profiles detailed each TEEM community, including community growth, current integration strategy, current number of teachers, student performance and community allocations. See Appendix B for 33 comprehensive individual community profiles. The following description outlines the content of the comprehensive community profile located in Appendix B.

Each community profile identified the name of the TEEM community, Lead Agency, years in the program, ESC regional location and indicated whether or not the community was designated as rural.

Community Growth

The Community Growth table revealed the first year the community participated in the TEEM program as well as the number of sites and classroom (e.g., Childcare, Head Start, ISD) that participated each year in the TEEM community. The number of students served by the community is also provided by year.

Community Development Summary

Current strategies and tactics used by the community to develop and maximize the program were summarized in the Community Development Summary. This section summarized specific strategies of how the community developed partnerships, established buy-in and maximized the potential of individual partners. In addition, other factors that impacted community integration along with challenges faced by the community are covered in the summary.

Community 2006-2007 Integration Strategies

Following the Community Development Summary, each TEEM profile provides 2006-2007 integration strategies that the TEEM community utilized in their community, including:

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Current Number of Teachers

The table titled 2006-2007 Number of Teachers described the number of teachers by agency (e.g., Childcare, Head Start, ISD) and identified the number of years of TEEM training they had received (i.e., were teachers in their first, second, third or fourth year of TEEM training in 2006-2007).

Student Performance on mCLASS

Student performance on mCLASS subtests was provided for Year 2 (2004–2005) and Year 4 (2006–2007). The tables on the Community 2004–2005 and/or 2006–2007 Student Cohort Mean Performance on mCLASS subtests contains community level Mean and Standard Deviations for Rapid Letter Naming, Rapid Vocabulary and Phonological Awareness subtests, as well as overall gain on these subtests.

Chapter 3: Task 2 Cost Description of the SRI TEEM Model

Objective

The RFP called for a cost-effectiveness analysis; however, because the level of expenditure tracking that is needed to conduct this type of analysis was not required or requested by TEA or TWC at the outset of the TEEM initiative in 2003 program implementation and therefore not collected by the State Center, the evaluation team determined that a depiction of overall costs of the TEEM initiative was the only feasible approach to be utilized.

Research Questions

1. What are the short-term cost impacts of the TEEM model?

2. What are the differences in the level of cost impact as related to community integration level?

3. What are the changes in the program services provided to the target populations resulting from the TEEM model?

Key Findings

- The State Center rigorously tracks expenditure information for the Texas Education Agency, the Texas Workforce Commission and TEEM communities; however, this practice is too narrow to properly evaluate the success of the TEEM initiative.

- The State Center does not track legislative appropriations for the TEEM initiative. The Legislature is the State Center's primary financial benefactor, not the

individual granting agencies, Texas Education Agency and the Texas Workforce Commission.

- The State Center does not track expenditures in a manner that allows policy-level consideration of the TEEM initiative; it does not provide a comprehensive overview of expenditures from all of its state funding partners, namely the Texas Education Agency and the Texas Workforce Commission.

- The State Center does not link performance measures to expenditure of state appropriated funds. There are no key performance measures that link back to state appropriations.

- Because of the structure of legislative appropriations to date and the manner in which the Texas Education Agency and the Texas Workforce Commission have provided grants, there is a lack of budget detail that is necessary for policy-making decision.

Appropriations

State appropriations of general revenue and federal funds are the primary financial resources of the TEEM Model administered by the State Center. Appropriations of funds and performance measures from the Governor and the state legislature are the fundamental building blocks of state programs. Accordingly, the cost description provided in Chapter 3 will track state appropriations from highest level (i.e., state appropriations) through grants and expenditures made to and by the State Center all the way down to expenditures (and allocations) at the TEEM community level.

The Legislature appropriated funds in 2003 and 2005 for the TEEM initiative, although in some cases it granted authority for the Texas Education Agency and the Texas Workforce

Commission to determine grant amounts. The method of finance for TEA appropriations is state general revenue. The method of finance for TWC appropriations is the federal Child Care Development Block Grant. The history of appropriated funds is outlined in Table 3.10.

The provisions in various of the state's biennial General Appropriations Acts are as follows:

- Rider 57, Texas Education Agency, for the 2004–2005 biennium ($10 million was specifically appropriated by this rider to the State Center),

- Rider 46, Texas Education Agency, for the 2006–2007 biennium ($15 million was appropriated for various early childhood programs and $15 million was ultimately granted to the State Center by the TEA)

- Rider 14.36, General Provisions, for the 2006–2007 biennium authorized the Texas Work Force Commission to expend funds on the TEEM initiative ($50 million was appropriated and $23.3 was ultimately granted to the State Center by the TWC).

Table 3.10
Appropriation History for the TEEM Initiative (in millions).

Agency	2004	2005	2006	2007	Total
Texas Education Agency	$5	$5	$10.5	$7.5	$28
Texas Workforce Commission	$0	$0	$50	UB	$50
Total	$5	$5	$60.5	$7.5	$78

Source: General Appropriations Act for 2003 and 2005

Agency Awards to the State Center

Agency awards to the SCECD total $45.3 million over four years. TEA and TWC have different priorities and make independent decisions about funding for the TEEM initiative; this explains the difference in grants relative to legislative appropriations.

Table 3.11
Agency Awards to State Center (in millions).

Agency	2004	2005	2006	2007	Total
Texas Education Agency	$5	$5	$7.5	$7.5	$25
Texas Workforce Commission	$0	$8.3	$12	UB	$20.3
Total	$5	$13.6	$22.5	$7.5	$45.3

Source: State Center and TEA

State Center Expenditures of TEA and TWC Grants

The State Center served as the fiscal steward for state appropriated funds, the program developer of the TEEM resources and the service provider for TEEM training. As the fiscal steward of these funds, the State Center developed "cost avoidance" opportunities for the TEEM Communities. In essence, the State Center purchased all critical resources (e.g., PDA, software licenses, curriculum) and reimbursed certain other costs, particularly salaries and teacher stipends, for the TEEM initiative for each community. The State Center has spent $21.8 million on the TEEM initiative from September 1, 2003 through January 31, 2007. The flow of funds is depicted in Figure 3.4.

Figure 3.4
Funding Flow From the Governor and Legislature to TEEM Communities.
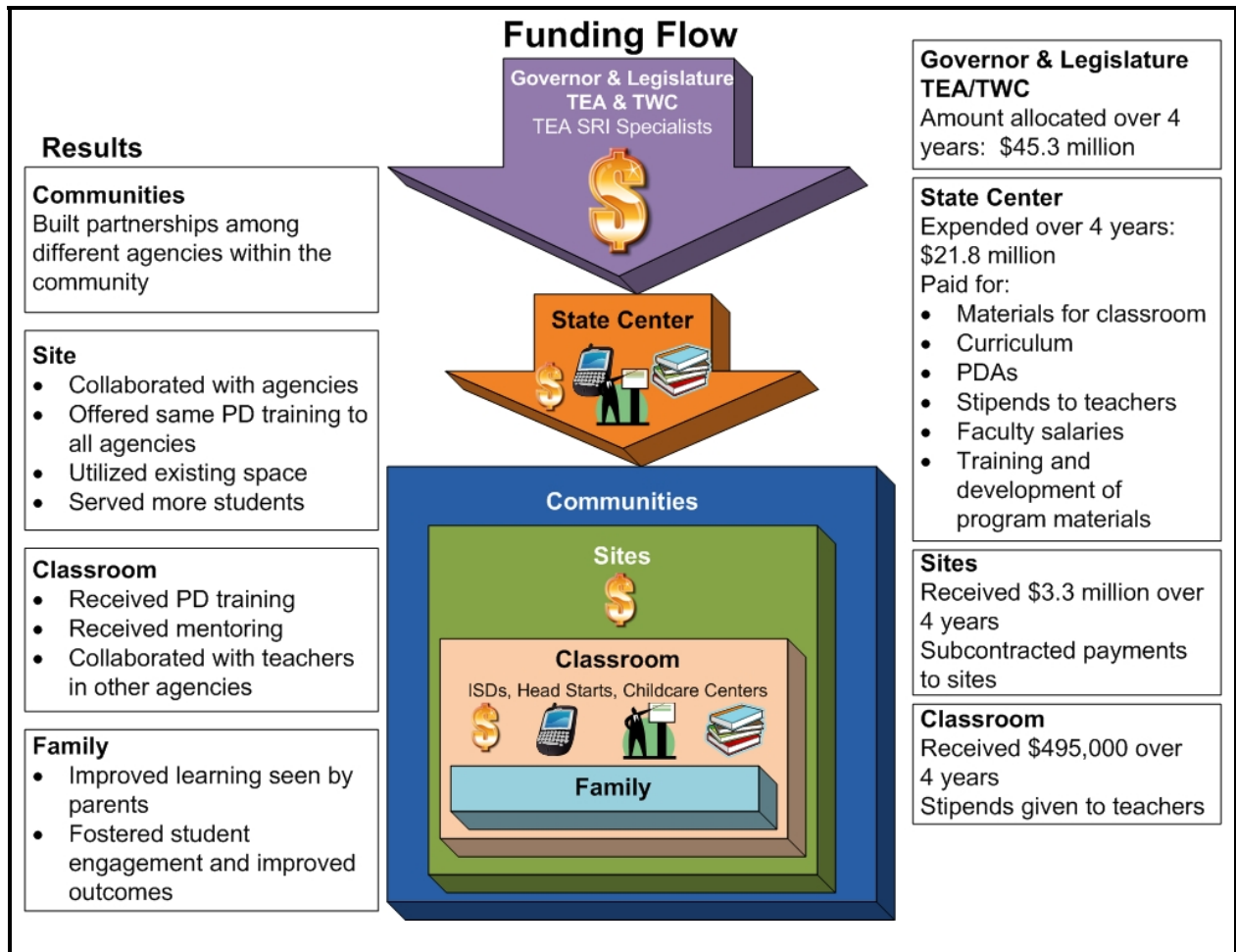
Datasets

The dataset provided by the State Center included the following expenditure categories: faculty salaries, classified salaries, other wages, benefits, maintenance and operations (M&O), travel, indirect costs and subcontract payments by State Center. Expenditure associated with each of these categories were generated from 9 individual accounts, each of which tracked back to grants received from either TWC or TEA. This expenditure data was provided for Fiscal Years 2004–2006 and FY 2007 (through January 31).

Methodology

To develop a cost allocation model, cost drivers need to be identified for each cost category. The State Center identified the number of classrooms as the primary cost driver for all cost categories, rather than identifying an individual driver for each category. This is a limitation of the methodology and limits the strength of the estimate of the individual TEEM community costs. Due to the limitation of the strength of the estimate, the research questions were not able to be answered. Any attempt to apply this weak estimate to answer the research questions would provide misleading information.

Two broad expenditure categories were identified: General State Center Operating Expenditures and Maintenance & Operations (M&O). Within these two broad categories thirteen subcategories were identified.

General Operating Expenditures of the State Center represent:

- Faculty Salaries: represented the salaries of State Center employees who held faculty appointments.

- Classified Salaries: represented the salaries of State Center employees who did not hold faculty appointments (i.e., classified employees).

- Other Wages: represented the wages of State Center part-time employees assigned to the TEEM program who typically worked 5-10 hours a week.

- Benefits: represented the State Center fringe benefit package for full and part time FTEs, approximately 21% of an FTE's salary.

- Travel: represented the travel costs incurred by faculty and classified employees during site visits to TEEM communities.

- Operating Expenses: represented expenditures for State Center operations incurred that were not captured under another subcategory but not was limited to are desktops, laptops, copies and mail.

- Indirect Costs: represented the indirect rate for the program, approximately 15%.

Maintenance & Operations (M&O): quantified the financial value of the TEEM initiative to TEEM communities.

- Subcontract Payments: "Subcontract payments" is an internal term used by the State Center to represent reimbursement of teacher salary costs incurred by a TEEM community. It is one of the only (and the most significant) expenditure categories for which a TEEM community receives a cash benefit for participation in the TEEM initiative.

- Consultant Support: represented "subcontract payments" to a non-ISD employee.

- Curriculum: represented costs for books, curriculum, and teacher and student materials and manuals for TEEM communities.

- PDAs: represented costs associated with purchasing PDAs for TEEM communities.

- Classroom Licenses: represented costs associated with purchasing software licenses for classrooms in TEEM communities.

- Teacher Stipend/Sub/Services: represented incentive stipends, up to $1000, paid to teachers participating in the TEEM training, as well as payments for substitutes while teachers attended training. This category was used for all four fiscal years 2004–2007. Fiscal Years 2006 and 2007 included this combined category plus the three individual categories; however, the State Center provided no adequate

explanation of how the combined category differed from other categories elsewhere

in their expenditure report.

- TEEM Stipend: no specific definition provided

- Teacher Substitute: no specific definition provided

- Teacher Services: no specific definition provided

Findings

The total amounts of the two key categories of Maintenance & Operations (which

benefits the TEEM communities), State Center General Operating Expenditures are displayed

in Figure 3.5. This is significant in that it shows the state financial resources allocated to the

TEEM communities and those retained by UTHSC-H and the State Center to support the

TEEM communities.

Figure 3.5
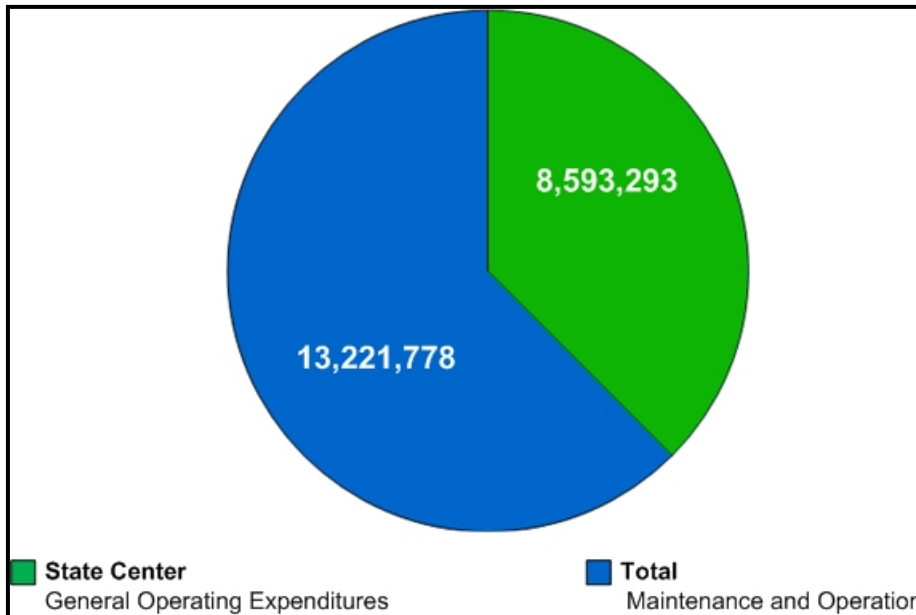
Four Year Total of Key Expenditure Categories

Source: State Center Expenditure Data

Table 3.12 represents expenditure of state appropriated funds (of state and federal sources) by the State Center from September 1, 2004 thru January 31, 2007. All categories represent costs incurred directly by the State Center, except for three categories in Maintenance & Operations (subcontract payments, TEEM Teacher Stipend/Sub/Service and TEEM Stipend). The other costs are incurred first by the TEEM Community and later reimbursed by the State Center.

Table 3.12
Expenditures for Fiscal Years 2004, 2005, 2006 and 2007 (9/1/06-1/31/07)

Expenditure Categories	Total
State Center General Operating Expenditures	
Faculty Salaries	$469,004.11
Classified Salaries	$2,604,542.26
Other Wages	$26,381.17
Benefits	$640,632.63
Travel	$669,453.74
Indirect Cost	$1,677,308.23
Operating Expenses	$2,505,970.99
Subtotal	*$8,593,293.13*
Maintenance & Operation	
Subcontract payments (Payments to sites)	$3,666,024.35
Consultant support to TEEM sites	$640,326.33
Curriculum provided to TEEM sites.	$5,044,196.68
Teacher Manuals and Testing Materials	$199,994.29
PDA's provided to TEEM site teachers	$280,873.79
TEEM Substitute Teachers/Stipends/Classroom	$80,062.18
TEEM Teacher Stipend/Sub/Service	$374,443.73
TEEM Stipend	$495,191.95
TEEM Teacher Services	$79,627.13
TEEM Substitute Teachers	$293,154.66
Classroom Licenses at TEEM sites	$2,067,883.01
Subtotal	*$13,221,778.10*
Grand Total	***$21,815,071.23***

Source: State Center Expenditure Data

Figure 3.6 depicts the major expenditure categories at the TEEM Initiative on an annual

basis (e.g., State Center Operating Expenditures and Maintenance & Operations).

Figure 3.6
Annual Expenditures of TEEM Initiative
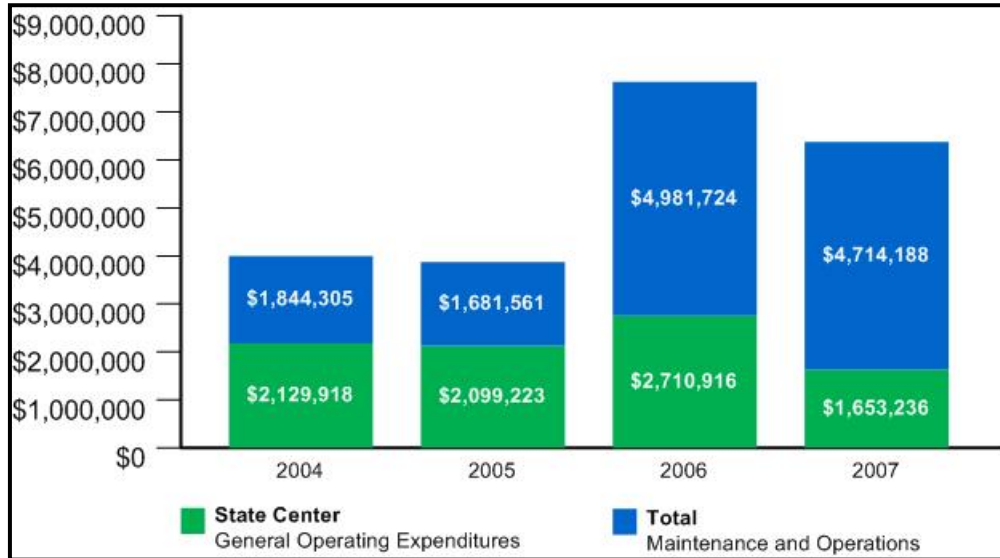
 Source: State Center Expenditure Data

The TEEM Communities

TEEM communities have received very little funds (in the form of cash) since the

inception of the TEEM initiative. (See Table 3.12.) $3.6 million (subcontract payments to

sites), or approximately 17%, has been expended over a four year period time while overall

program expenditures to date are $21.8 million. There are 33 TEEM sites. Not all of them have

participated in the program since FY 2004.

Decisions regarding resources are made by the State Center with direction, guidance

and technical assistance from TEA and TWC and are in compliance with all federal, state and

local regulatory frameworks. For example, TEA approves new community grant awards prior

to actual award by the State Center. However, even though expenditures are tracked very

carefully by the State Center back to original sources of funding, the TEEM communities

expend funds in the same ways, regardless of the original source of funds. Not all TEEM sites

use both TEA and TWC funds. Many use only TEA funds while and others use TWC funds that have only recently (October 2006) been available.

Sample Financial Interaction Between the State Center and a TEEM Community

As a general rule, expenditures for the TEEM initiative are made by the State Center, not TEEM communities or TEEM sites; there are a few exceptions to this. The cost allocation model developed by the State Center provides an estimate of total expenditures in each expenditure category across four fiscal years. The amounts in each expenditure category under State Center Operating Expenditures do not reflect actual community expenditures; the State Center merely allocated an amount of their operating expenditures to each community. Maintenance & Operations is essentially a global category of "cost avoidance" avoidance opportunities for the TEEM Communities. (See Table 3.13.) Thirty-three TEEM community allocation tables are included in Appendix B. The table presents community allocation estimates for each Fiscal Year 2004–2007, for each community.

Table 3.13
Amarillo TEEM Community, Fiscal Years 2004–2007

State Center Operating Expenditures	FY 2004	FY 2005	FY 2006	FY 2007	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 5,615	$ 2,822	$ 30,569
Classified Salaries	47,797	54,110	32,689	26,667	161,263
Other Wages	392	324	335	446	1,496
Benefits	11,547	14,028	7,998	6,286	39,859
Operating Expenses	78,939	39,927	31,420	16,217	166,503
Travel	13,961	12,612	9,107	5,980	41,660
Indirect Cost	32,857	27,734	23,428	17,664	101,683
Sub-total, State Center	$193,630	$162,730	$110,592	$76,082	$543,033
Amarillo Expenditures & Allocations					
Subcontract payments (Payments to sites)	0	0	37,212	0	37,212
Consultant support to TEEM sites	208	6,100	11,682	12,563	30,553
Curriculum provided to TEEM sites	47,602	38,528	66,268	110,410	262,808
Teacher Manuals and Testing Materials	2,157	1,290	2,987	3,976	10,411
PDA's provided to TEEM site teachers	5,679	1,436	747	8,356	16,218
TEEM Teacher Stipend/sub/services	7,278	22,805	2,116	14,797	46,997
TEEM Services	0	0	1,585	1,877	3,461
TEEM Stipends	0	0	20,201	0	20,201
Classroom Licenses at TEEM sites	72,354	15,698	27,383	18,328	133,762
Sub-total, Maintenance & Operations	$135,278	$85,857	$170,181	$170,307	$561,623
Grand Total	*$328,908*	*$248,588*	*$280,773*	*$246,390*	*$1,104,656*

Source: State Center Allocation & Expenditure Data

Comparing TEEM & Traditional Pre-K

A TEEM Model-to-Traditional Pre-K comparison is critical and the data as it exists today at TEA and the State Center is provided here for purposes of showing what gaps should be filled before a comparative analysis of the two programs could begin to yield instructive results. While there is very helpful detail about both programs, it is ultimately insufficient to draw conclusions. Data for both programs need to be streamlined and, ultimately, categories need to be bridged so that proper comparisons can be made. Here are some examples:

The data here about the Amarillo TEEM model needs to be accompanied by but not limited to:

a) an array of performance measures;

b) more thorough definitions of expenditure categories;

c) an express discussion of the value of the technology component of the TEEM model;

d) an express discussion of the value of professional development of the TEEM model;

e) how the childcare financing component should be added to data provided here;

f) how the benefits and financing of Head Start should be added to data provided here;

g) bridges between expenditure category definitions for the two programs;

h) any other expenditures (from the ISD for facilities, for example).

The Traditional Pre-K data needs to be accompanied by but not limited to:

a) an array of performance measures;

b) more thorough definitions of expenditure categories;

c) bridges between expenditure category definitions for the two programs;

d) any other expenditures (from the ISD for facilities, for example).

See Table 3.14 for a more specific depiction of data gaps in the Traditional Pre-K

arena.

Table 3.14
Amarillo ISD Pre-K Data

General Costs and Staffing	
Total Operating Expenditures	$171,883,324
Teacher FTE	74
Teacher Pay	$3,121,025
Non-Teacher FTE	1.5
Non-Teacher Pay	$20,060

Student Population Data	
% of ADA that is Pre-K	2.4%
Total ADA	27,265
Pre-K ADA	662

Pre-K Cost Categories	
Estimated Cost of Pre-K Program	$4,219,423
Instruction	n/a
Instruction Res/Media	n/a
Curriculum	n/a
Staff Development	n/a
Instructional Leadership	n/a
School Leadership	n/a
Guidance Counseling	n/a
Social Work Services	n/a
Health Services	n/a
Transportation	n/a
Food	n/a
Co-curricular	n/a
General Administration	n/a
Plant Maintenance	n/a
Security/Monitoring	n/a
Data Processing	n/a

Source: TEA

Chapter 4: Description of Student Performance

Objective

The objective for Task 3 was to describe the student performance of the TEEM communities during the different years of the program, addressing specific research questions of interest, as well as to conduct descriptive exploratory analyses. During Year 1, the TEEM program was designed with a treatment group and a control group. Year 2 followed a dosage design in which students and teachers with more intervention and TEEM training were compared to those with less intervention and TEEM training. During Years 3 & 4, data was collected on TEEM communities, but not on any special comparison groups.

Research Questions

1. Do students in TEEM communities have better performance gains than students in non-TEEM communities?

2. Do teachers in TEEM communities have better performance gains than teachers in non-TEEM communities?

3. Do communities that have participated longer in TEEM training have better performance gains for students than communities having TEEM for a shorter period of time?

4. Do communities that have participated longer in TEEM training have better performance gains for teachers than communities having TEEM for a shorter period of time?

5. Does the level of performance gains in TEEM communities remain the same as new sites are added?

Key Findings

- The Year 1 research design did not have sufficient power to conclude that students taught by teachers with TEEM training perform better than students taught by teacher without TEEM trainings.

- Teachers with TEEM training had statistically significant gains on the Teacher Behavior Rating Scale when compared to teachers without TEEM training.

- Teachers with two years of TEEM training had higher scores on the Team Teaching, Use of Lesson Plans, Best Practices subtests as well as Total Score on the TBRS than teachers with one year of TEEM training.

- There was considerable variation of student performance on the mCLASS, both across and within TEEM communities.

Datasets

The State Center provided five datasets[1] that were used for this evaluation. Following is a description of the data the State Center collected for each dataset.

Year 1 Student Dataset (2003–2004)

The Year 1 student dataset was used to address Question 1: "Do TEEM communities have better performance gains for students than non-TEEM communities?" It contained student achievement and demographic data collected during Year 1 for all 11 TEEM communities. The performance outcome measures included for students in Year 1 are listed in Table 4.15. The demographic information included student age, race, sex, and the language in which the test was administered.

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[1] The data from the State Center was provided in many different datasets which were merged to make the five discussed here.

Classrooms were randomly assigned to either the treatment condition (i.e., TEEM training) or a control condition (i.e., business as usual). The intervention and corresponding pretesting was conducted in January and February of 2004 and posttesting was conducted in April 2004. The time span between pretest and posttest data collection was approximately 3.5 months. The data provided is for a random sample of seven students from each classroom who were tested at the beginning of the study and at the end of the year.

Table 4.15
Key Outcome Measures in Year 1 Student Dataset

Assessment	Subtests/variables
Phonological Awareness, Language, and Literacy System (CPALLS)	Letter Naming raw score
Preschool Language Scale, Fourth Edition (PLS–4)	Auditory Comprehension raw score Auditory Comprehension scaled score
Expressive One Word Picture Vocabulary Test–2000 Edition (EOWPVT–2000)	Total raw score Total scaled score
Preschool Comprehensive Test of Phonological Processes (Pre–CTOPP)	Print Awareness raw score Elision raw score Phoneme Blending raw score Word Discrimination raw score

Source: State Center Year 1 Student dataset

Year 1 Teacher Dataset (2003–2004)

The Year 1 teacher dataset was used to address Question 2: "Do TEEM communities have better performance gains for teachers than non-TEEM communities?" It contained teacher behavior and demographic data collected during Year 1 for all 11 TEEM communities. The performance outcome measures included for teachers in Year 1 are various pedagogical variables as measured by the Teacher Behavior Rating Scales (TBRS) developed by the State Center. The subtests measured are listed in Table 4.16. Each subtest consists of a series of items that are scored on a Likert scale; each subtest score is an average of the items for each

subtest. Demographic information for the teachers included sex, race, and educational

attainment information.

Teachers were randomly assigned to either the treatment group, which received the

TEEM training, or the control group, which did not receive the training. The dataset contained

data from a random subsample of the teachers. This subsample contained 51 teachers in the

treatment group and 53 in the control group. TBRS scores were collected twice, providing pre-

and posttest scores. Pretesting was conducted in January and February of 2004; posttesting was

conducted in April and May of 2004.

Table 4.16

Key Outcome Measures in Year 1 and Year 2 Teacher Datasets

Assessment	Subtests
Teacher Behavior Rating Scales (TBRS)	Team Teaching
	Use of Lesson Plans
	Early Writing Activities
	Math Activities
	Use of Centers
	Quality of Book Reading
	Print & Letter Knowledge Activities
	Phonological Awareness Activities
	Encourages Children's Language
	Best Practices
	Monitors Children's Learning
	TBRS Total Score

Source: State Center Teacher dataset

Year 2 Student Dataset (2004–2005)

The Year 2 student dataset was used to address Question 3: "Do communities that have

participated longer in TEEM training have better performance gains for students than

communities having TEEM for a shorter period of time?" It contained student level

performance and demographic data collected during Year 2 for the same 11 TEEM

communities that participated in Year 1. Table 4.17 presents the outcomes measures used in

Year 2, which is the same as for year 1, except that the Developing Skills Checklist replaced the CPALLS. The demographic variables are the same as for year 1.

Although three new communities were added during Year 2, data for the new communities were not part of this dataset[2], which was designed to follow the same teachers and classrooms (though not necessarily the same students), as the Year 1 Student Dataset. In Year 1, the research design was a treatment versus control design. In Year 2, the classrooms that had served as controls for year 1 now received TEEM training, changing the research design to a dosage study, comparing classrooms with more TEEM experience to those with less TEEM experience. While this changes the nature of the research questions that can be addressed with this dataset, classrooms can still be viewed as having been randomly assigned (in year 1) to high or low dosage conditions. Therefore, causal conclusions from the data are still appropriate.

Table 4.17
Key outcome measures in Year 2 Student Dataset

Assessment	Subtests/variables
Developing Skills Checklist (DSC)	Auditory raw score Auditory scaled score
Preschool Language Scale, Fourth Edition (PLS–4)	Auditory Comprehension raw score Auditory Comprehension scaled score
Expressive One Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000)	Total raw score Total scaled score
Preschool Comprehensive Test of Phonological Processes (Pre–CTOPP)	Print Awareness raw score Elision raw score Phoneme Blending raw score Word Discrimination raw score Print Discrimination raw score

Source: State Center Year 2 Student dataset

[2] The new communities are included in the mCLASS dataset.

Year 2 Teacher Dataset (2004–2005)

The Year 2 teacher dataset was used to address Question 4: "Do communities that have participated longer in TEEM training have better performance gains for teachers than communities having TEEM for a shorter period of time?" It contained teacher performance and demographic data collected during Year 2 for the same 11 TEEM communities in Year

1. The variables collected were the same as for the Year 1 dataset.

Although three new communities were added during Year 2, data for the new communities were not part of this dataset, which was designed to follow the same teachers as the Year 1 Teacher Dataset. In Year 1, the research design was a treatment versus control design. In Year 2, the teachers that had served as controls for year 1 now received TEEM training changing the research design to a dosage study, comparing teachers with more TEEM experience to those with less TEEM experience. While this changes the nature of the research questions that can be addressed with this dataset, teachers can still be viewed as having been randomly assigned (in year 1) to high or low dosage conditions. Therefore, causal conclusions from the data are still appropriate.

Years 1–4 mCLASS Dataset (2003–2007)

The mCLASS dataset was used to address Question 5: "Does the level of performance gains in TEEM communities remain the same as new sites are added?" It contained student performance data collected for Years 1–4 on the mCLASS, a curriculum-based instrument developed by the State Center. The mCLASS includes three subtests: Rapid Letter Naming, Rapid Vocabulary Naming, and Phonological Awareness. The data were collected using a personal digital assistant (PDA) device at the beginning, middle, and end of the school year.

For the purposes of this evaluation, data collection times will be referred to as Time 1, Time 2, and Time 3 to represent the beginning, middle, and end of year, respectively.

The mCLASS dataset provided by the State Center includes data for all students who were 3 ½ years old or older in the TEEM classrooms. In Year 1, mCLASS data were collected only on those students who were in the treatment group, not on those assigned to the control group. Since the TEEM program did not begin until mid-year in Year 1, there were only two data points per student (Time 2 and Time 3) for year 1.

Also, for Year 4, there are only two data points per student (Time 1 and Time 2) because the Time 3 data were not available at the time of the evaluation. Furthermore, while the dataset does include data on a large number of students during year 3 ($n = 5,200$); only a small number of students have outcome scores at both Time 1 and Time 3 ($n = 135$), since the mCLASS dataset provided by the State Center includes all the data they currently have, but is not the complete mCLASS dataset. The number of students and communities included for each year in the mCLASS dataset is presented in Table 4.18.

Table 4.18
Sample sizes for students and communities for mCLASS data by year

Year	Total Number of Students	Number of Communities
2003–2004	1,584	11
2004–2005	3,951	14
2005–2006	5,200	20
2006–2007	26,956	33

Source: State Center mCLASS dataset

Methodology

The following descriptions of methods apply generally to all datasets used in this evaluation.

Outliers

The appropriate method for dealing with statistical outliers is to first identify them, and then to evaluate the corresponding data to determine if there are problems that require the cases to be dropped. It is not good practice to simply delete a score because it is statistically unlikely, since such scores may still be valid. The State Center conducted outlier analysis before releasing the datasets for this evaluation, however, a detailed description of the method used was not provided. The datasets used in this evaluation did not include item level raw data; therefore, it was not possible to fully conduct an independent outlier analysis. Cases were dropped from the datasets, however, when scores were clearly invalid (i.e., out of range values).

Missing Data

Appropriate imputation approaches for dealing with missing data require an evaluation of the missing data mechanism. Most standard approaches (e.g., multiple imputation) require the assumption that the data is either missing completely at random (MCAR) or the less stringent assumption that the data is missing at random (MAR) (Little & Rubin, 2002). However, missing data can also be missing not at random (MNAR), which means that the likelihood of being missing depends on the missing values themselves (e.g., high scores are more likely to be missing than low scores). Missing data due to MNAR would require a model based approach in which the theoretical missingness mechanism would need to be postulated. The datasets used for this evaluation did not provide sufficient information to determine the

reasons for missing data. Therefore, aside from appropriate deletion of cases as needed to conduct valid statistical analyses, no missing data were replaced by estimated values.

Software

Data preparation was conducted using SAS 9.1.3. The Hierarchical Linear Modeling (HLM) analyses were conducted using HLM 6.04. The SAS datasets were converted into SPSS and then separated into three sub-datasets, one for each level of the HLM model, as required by the HLM software. Certain calculations (e.g., effect sizes and Benjamini-Hochberg values) were conducted in Excel 2007.

Data Analysis Overview

The quantitative analyses conducted for this evaluation included both hypothesis testing and exploratory/descriptive statistics. The various hypothesis tests were conducted using HLM to account for the fact that the data were nested (e.g., students within classrooms, schools within communities). In general, three-level nested models were used for student data and two-level nested models were used with teacher data (with the specific nesting depending on the particular dataset being analyzed).

In cases in which the variance accounted for by the higher level variables was not significant, correspondingly simpler models were examined, and model fit and parsimony were compared to select the final model. In most cases, the different models yielded very similar results. There were a few cases in which the lower level model fit better and led to meaningful differences in either significance levels or effect sizes. When appropriate, these lower level models were used; otherwise, higher level HLM models were utilized for the analyses. All HLM models examined posttest scores on the variables of interest, corrected for the pretest

scores, rather than examining the difference scores directly. This method was chosen, since it accounts for the effect of regression to the mean for those difference scores.

All hypothesis testing was conducted as two-tailed tests because there was insufficient a priori reason for testing the corresponding one-tailed hypotheses. All tests were conducted at $\alpha = .05$. In instances where multiple comparisons were conducted between more than two groups, the false discovery rate was controlled using the Benjamini-Hochberg procedure (Benjamini & Hochberg, 1995). In this procedure, the *p*-values are rank ordered from lowest to highest $P_{(1)}$, $P_{(2)}$, $P_{(m)}$ with $P_{(0)}$ defined as 0. The decision whether or not to reject H_0 for a particular comparison is based on the calculation of k,

$$\text{where } k = \max\left\{ 0 \le i \le m : P_{(i)} \le \alpha \frac{i}{m} \right\} \text{ and where } H_0 \text{ is rejected for all } P_{(j)} \le P_{(k)}.$$

In addition to providing the *p*-values and rejection decisions for each hypothesis, the corresponding effect sizes were calculated. For HLM, the appropriate method for calculating effect size is the following version of Hedges' *g* (Hedges, in press):

$$g = \frac{\lambda}{\sqrt{\dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2 - 2)}}}$$

where λ is the HLM coefficient for the effect due to treatment, which is a group mean difference adjusted for pretest scores. In the denominator n_1 and n_2 are the level 1 sample sizes, and S_1 and S_2 are the unadjusted level 1 standard deviations for the treatment and comparison group, respectively. This formula assumes grand-mean centered variables, which is the case for the HLM analyses conducted for this evaluation.

Analyses

The analyses conducted on the datasets fall into two broad categories – Hypothesis testing and descriptive/exploratory analyses. Hypothesis testing was conducted using Hierarchical Linear Modeling to address the five key research questions, and specifics are detailed for each dataset in the following section. Descriptive and exploratory data analyses were also conducted on each dataset as described below.

Hypothesis Testing

Year 1 Student Hypothesis Testing

The HLM analyses were conducted with student data at level 1, teacher/classroom data at level 2, and community data at level 3. An examination of the data revealed many schools in which there was only a single teacher/classroom in the dataset; therefore, the analyses were not nested within schools.

Two-tailed hypotheses, using $\alpha = .05$, were conducted for each key outcome variable as presented in Table 4.15 on page 55. Posttest scores were treated as outcome variables, with corresponding pretest scores entered into the model as grand-mean centered level 1 covariates. Since random assignment to treatment and control conditions was made at the classroom level, and TEEM training was a teacher level intervention, an indicator variable for condition was entered into the model as a grand-mean centered level 2 variable. Classroom average outcomes and treatment effects were modeled as random effects, and effects of pretest were modeled as fixed effects. Analyses were conducted separately for the English and Spanish subsamples, as well as for the overall sample.

Year 1 Teacher Hypothesis Testing

The HLM analyses were conducted with teacher/classroom data at level 1 and community data at level 2. School information was provided for most of the teachers in the Year 1 teacher dataset; however, almost none of the schools had more than one teacher. Therefore the analyses were not nested within schools.

Two-tailed hypotheses, using $\alpha = .05$, were conducted for each key outcome variable presented in Table 4.16. Posttest scores were treated as outcome variables, with corresponding pretest scores entered into the model as grand-mean centered level 1 covariates. Because teachers were randomly assigned to treatment and control conditions and were the ones receiving the intervention, an indicator variable for condition was entered into the model as a grand-mean centered level 1 variable.

Year 2 Student Hypothesis Testing

The HLM analyses were conducted with student data at level 1, teacher/classroom data at level 2, and community data at level 3. An examination of the data revealed many schools in which there was only a single teacher/classroom in the Year 2 student dataset; therefore, the analyses were not nested within schools.

Two-tailed hypotheses, using $\alpha = .05$, were conducted for each key outcome variable as presented in Table 4.17. Posttest scores were treated as outcome variables, with corresponding pretest scores entered into the model as grand-mean centered level 1 covariates. Since the random assignment to high or low dosage conditions was made at the classroom level, and TEEM training can be thought of as a teacher level intervention, an indicator variable for condition was entered into the model as a grand-mean centered level 2 variable. Classroom average outcomes and treatment effects were modeled as random effects, and effects of pretest

were modeled as fixed effects. Analyses were conducted separately for the English and Spanish subsamples, as well as for the overall sample.

Year 2 Teacher Hypothesis Testing

The HLM analyses were conducted with teacher/classroom data at level 1 and community data at level 2. School information was provided for most of the teachers in the Year 2 teacher dataset; however, almost none of the schools had more than one teacher. Therefore the analyses were not nested within schools.

Two-tailed hypotheses, using $\alpha = .05$, were conducted for each key outcome variable as presented in Table 4.16. Posttest scores were treated as outcome variables, with corresponding pretest scores entered into the model as grand-mean centered level 1 covariates. Because teachers were randomly assigned to high or low dosage conditions and are the ones receiving the intervention, an indicator variable for condition was entered into the model as a grand-mean centered level 1 variable.

mCLASS Hypothesis Testing

The mCLASS dataset required a slightly different type of HLM analysis than the other datasets. This is due both to the type of question being addressed and the nature of the dataset itself. The mCLASS data is collected three times a year (Time 1, Time 2, and Time 3), but for Year 1, data was only available at Time 2 and Time 3, and for Year 4, data was only available for Time 1 and Time 2.

The question of interest is whether or not the improvement from Time 1 to Time 2 to Time 3 remains consistent from year to year as the TEEM program scales up. Given the nature of the data, gains from Time 1 to Time 3 could only be examined for Year 2 and Year 3. Improvement from Time 1 to Time 2 was examined for Years 2, 3, and 4, and change from

Time 2 to Time 3 was examined for Years 1, 2, and 3. These various comparisons were made, using indicator variables for a particular year.

The HLM analyses were conducted with student data at level 1, school data at level 2, and community data at level 3. Unlike the other datasets in which teacher/classroom level data was provided, in this case the only identifying variables collected were based on the examiner, who may or may not have been the teacher (in many cases one person collected mCLASS data for all classrooms across a school). Therefore, for this dataset, the level 2 data were school based, rather than classroom based.

Two-tailed hypotheses, using $\alpha = .05$, were conducted for each key outcome. Posttest scores were treated as outcome variables, with corresponding pretest scores entered into the model as grand-mean centered level 1 covariates. The indicator variables for year were entered, when appropriate, as grand-mean centered level 2 variables. Classroom average outcomes were modeled as random effects, and effects of pretest and year were modeled as fixed effects. When multiple comparisons were conducted, the Benjamini-Hochberg approach was used to control the false discovery rate.

Exploratory/Descriptive Analyses

For each dataset, variables such as sex and race were examined to see if potential trends could be identified. Descriptive statistics (means and standard deviations) for each outcome measure also were examined to evaluate variability of results both within and across communities.

Findings

Year 1 Student Findings

The significance levels and effect sizes for each of the academic performance variables for the overall sample, as well as for the English and Spanish subsamples are presented in Table 4.19. There was only one statistically significant result, CPALLS Letter Knowledge for the Spanish subsample $t(29) = 2.56$, $p = .016$, $g = .335$. For the rest of the variables, no statistically significant effects were found and corresponding effect sizes were mostly quite small.

The lack of significant results was not unexpected. In Year 1, the TEEM program was implemented during January, midway through the school year. Posttest data were collected on students approximately 3 and a half months after the pretest ($M = 3.41$ months, $SD = .69$ months). This is not much time for the distal effects of the TEEM training of teachers on student performance to occur (the more proximal effect on teacher performance did show stronger outcomes as described in the next section). Between the short time between pre- and posttesting and the relatively small sample sizes (only 11 communities, and only a random sample of 7 students per community), the research design did not have sufficient power to answer the research question.

Table 4.19
Year 1 Treatment vs. Control Student Results

Sample	Variable	t	df	P	sig	Hedges' g
All Students	CPALLS Letter Naming RS	1.38	197	0.168	ns	0.063
English speaking only	CPALLS Letter Naming RS	0.75	173	0.455	ns	0.037
Spanish speaking only	CPALLS Letter Naming RS	2.56	29	0.016	*	0.335
All Students	PLS–4 Auditory RS	0.31	197	0.760	ns	0.018
English speaking only	PLS–4 Auditory RS	0.29	173	0.769	ns	0.018
Spanish speaking only	PLS–4 Auditory RS	0.55	29	0.586	ns	0.088
All Students	PLS–4 Auditory SS	0.23	197	0.815	ns	0.014
English speaking only	PLS–4 Auditory SS	0.54	173	0.589	ns	0.036
Spanish speaking only	PLS–4 Auditory SS	-1.11	29	0.277	ns	-0.123
All Students	P–CTOPP Phoneme Blending RS	-0.21	197	0.835	ns	-0.013
English speaking only	P–CTOPP Phoneme Blending RS	-0.15	173	0.881	ns	-0.012
Spanish speaking only	P–CTOPP Phoneme Blending RS	0.58	29	0.569	ns	0.087
All Students	P–CTOPP Print Awareness RS	-0.44	197	0.660	ns	-0.021
English speaking only	P–CTOPP Print Awareness RS	-0.72	173	0.474	ns	-0.036
Spanish speaking only	P–CTOPP Print Awareness RS	0.84	29	0.410	ns	0.103
All Students	P–CTOPP Elision RS	0.07	197	0.946	ns	0.005
English speaking only	P–CTOPP Elision RS	-0.09	173	0.929	ns	-0.006
Spanish speaking only	P–CTOPP Elision RS	1.30	29	0.205	ns	0.228
All Students	P–CTOPP Word Discrimination RS	-0.93	197	0.356	ns	-0.061
English speaking only	P–CTOPP Word Discrimination RS	-1.33	173	0.185	ns	-0.093
Spanish speaking only	P–CTOPP Word Discrimination RS	0.73	29	0.472	ns	0.120
All Students	EOWPVT RS	0.76	197	0.449	ns	0.036
English speaking only	EOWPVT RS	0.90	173	0.370	ns	0.034

Sample	Variable	t	df	P	sig	Hedges' g
Spanish speaking only	EOWPVT RS	0.89	29	0.384	ns	0.143
All Students	EOWPVT SS	0.75	197	0.452	ns	0.035
English speaking only	EOWPVT SS	0.98	173	0.328	ns	0.040
Spanish speaking only	EOWPVT SS	0.17	28	0.865	ns	0.028

Source: State Center Year 1 Student dataset

Note. ns = not significant ($p > .05$)
* $p<.05$

Year 1 Teacher Findings

       The significance levels and effect sizes for each of the teacher behavior variables are presented in Table 4.20. The findings for all but three variables (i.e., Team Teaching, Early Writing Activities and Monitors Children's Learning) were statistically significant with effect sizes ranging from moderate to very large (g=0.350 to 1.024). These results suggest that even in a short period of time (approximately 3.5 months) the TEEM training does lead to desired behavior modifications in the teachers.

Table 4.20
Year 1 Treatment vs. Control Teacher Results for Teacher Behavior Rating Scales (TBRS) variables

Variable	t	df	p	sig	Hedges' g
Team Teaching	1.49	49	0.143	ns	0.395
Use of Lesson Plans	2.32	79	0.023	*	0.457
Early Writing Activities	1.89	81	0.062	ns	0.386
Math Activities	2.91	81	0.005	**	0.587
Use of Centers	2.96	81	0.005	**	0.582
Quality of Book Reading	2.85	79	0.006	**	0.570
Print & Letter Knowledge Activities	5.14	82	<.001	***	1.024
Phonological Awareness Activities	3.10	82	0.003	**	0.645
Encourages Children's Language	2.14	82	0.035	*	0.383
Best Practices	3.02	82	0.004	**	0.592
Monitors Children's Learning	1.83	82	0.070	ns	0.350
TBRS Total Score	4.49	82	<.001	***	0.793

Source: State Center Year 1 Teacher dataset

Note. ns = not significant ($p > .05$)
* $p<.05$
** $p<.01$
*** $p<.001$

Year 2 Student Findings

The significance levels and effect sizes for each of the academic performance variables, for the overall sample as well as for the English and Spanish subsamples, are presented in Table 4.21. There were a number of statistically significant differences for the student performance measures for the Spanish subsample, primarily on PLS–4 and Pre–CTOPP variables. There was only one instance (Pre–CTOPP Phoneme Blending) in which the difference was significant for the overall sample, and no instances in which the English subsample yielded significant results.

To fully understand these results it is important to examine the effect sizes provided in Table 4.21. Statistical significance is important; however, with large sample sizes, small unimportant effects can be statistically significant. Furthermore, with small sample sizes, large effects can be statistically insignificant. For example, the overall sample for Pre–CTOPP Phoneme Blending ($df = 190$) was statistically significant, however, the effect size ($g = .126$) was small. In contrast, the Spanish only sample for Pre–CTOPP Print Awareness ($df = 38$) was not statistically significant but had a much larger effect size ($g = .282$). This is not to say that the level of significance is unimportant but that it should be considered along with the effect sizes for appropriate evaluation.

Many of the findings yielded fairly large effect sizes for the Spanish subsample, including some that were not statistically significant. The non-significant findings with larger effect sizes should be viewed with caution but appeared to be promising. There were no statistically significant findings for the English subsample, and the corresponding effect sizes were small.

In evaluating the effect sizes in Table 4.21, it is important to not blindly use rules-of-thumb, such as Cohen's values (Cohen, 1988), which have been misunderstood and misapplied in many situations. Effect sizes must always be evaluated in the appropriate context, and it is possible that some 'small' effect sizes may be viewed as important in a particular educational setting, especially ones that may have a cumulative effect from year to year.

One question is why the results were so much stronger for the Spanish subsample than for the English subsample. There is little data provided which could shed light on this, but an exploratory examination of pre-test score differences between the English and Spanish samples is reported below.

While it is unknown what important differences in student characteristics, teacher characteristics or other variables might have existed between the Spanish and English subsamples to account for the differences, it is clear that, at least for some students, sufficient exposure to TEEM does lead to significant improvement on a number of performance variables. Future research will be needed to explore under what conditions TEEM is most beneficial.

Table 4.21
Year 2 High vs. Low Dosage TEEM Student Results

Sample	Variable	*t*	*df*	*p*	sig	Hedges' *g*
All Students	DSC Auditory RS	1.17	190	0.243	ns	0.082
English speaking only	DSC Auditory RS	1.03	158	0.304	ns	0.076
Spanish speaking only	DSC Auditory RS	0.67	38	0.509	ns	0.144
All Students	DSC Auditory SS	0.81	181	0.417	ns	0.059
English speaking only	DSC Auditory SS	0.66	149	0.512	ns	0.052
Spanish speaking only	DSC Auditory SS	1.30	38	0.200	ns	0.216
All Students	EOWPVT RS	0.32	189	0.753	ns	0.013
English speaking only	EOWPVT RS	-0.07	157	0.949	ns	-0.003
Spanish speaking only	EOWPVT RS	0.96	37	0.342	ns	0.128
All Students	EOWPVT SS	-0.46	189	0.645	ns	-0.021
English speaking only	EOWPVT SS	-0.21	157	0.833	ns	-0.009
Spanish speaking only	EOWPVT SS	0.66	36	0.513	ns	0.090
All Students	PLS–4 Auditory Comprehension RS	1.65	190	0.100	ns	0.096
English speaking only	PLS–4 Auditory Comprehension RS	0.05	158	0.958	ns	0.003
Spanish speaking only	PLS–4 Auditory Comprehension RS	3.28	38	0.003	**	0.473
All Students	PLS–4 Auditory Comprehension SS	1.21	190	0.229	ns	0.072
English speaking only	PLS–4 Auditory Comprehension SS	-0.32	158	0.749	ns	-0.020
Spanish speaking only	PLS–4 Auditory Comprehension SS	3.06	38	0.004	**	0.524
All Students	P–CTOPP Print Awareness RS	0.75	190	0.452	ns	0.048
English speaking only	P–CTOPP Print Awareness RS	0.04	158	0.965	ns	0.003

Sample	Variable	t	df	p	sig	Hedges' g
Spanish speaking only	P–CTOPP Print Awareness RS	1.34	38	0.189	ns	0.282
All Students	P–CTOPP Phoneme Blending RS	1.99	190	0.048	*	0.126
English speaking only	P–CTOPP Phoneme Blending RS	1.12	158	0.267	ns	0.077
Spanish speaking only	P–CTOPP Phoneme Blending RS	2.48	38	0.018	*	0.313
All Students	P–CTOPP Print Discrimination RS	1.53	190	0.126	ns	0.090
English speaking only	P–CTOPP Print Discrimination RS	0.49	158	0.628	ns	0.031
Spanish speaking only	P–CTOPP Print Discrimination RS	2.46	38	0.019	*	0.366
All Students	P–CTOPP Word Discrimination RS	0.67	190	0.504	ns	0.040
English speaking only	P–CTOPP Word Discrimination RS	-0.03	158	0.979	ns	-0.002
Spanish speaking only	P–CTOPP Word Discrimination RS	2.21	38	0.033	*	0.297
All Students	EOWPVT GRP	1.01	190	0.316	ns	0.052
English speaking only	EOWPVT GRP	0.64	158	0.521	ns	0.036
Spanish speaking only	EOWPVT GRP	2.73	37	0.010	**	0.295
All Students	PLS–4 GRP	0.83	190	0.407	ns	0.053
English speaking only	PLS–4 GRP	-0.38	158	0.711	ns	-0.025
Spanish speaking only	PLS–4 GRP	2.47	38	0.018	*	0.387

Source: State Center Year 2 student dataset

Note. ns = not significant ($p > .05$)
* $p<.05$
** $p<.01$
Year 2 Teacher Findings

The significance levels and effect sizes for each of the teacher behavior variables are

presented in Table 4.22. None of the findings were statistically significant, and the effect sizes

ranged from slightly negative to moderately large (g = -0.116 to .495). These findings were in

stark contrast to the Year 1 Teacher findings in which all but three of the variables reflected

statistically significant differences. The gains at the end of the year were not significantly

different whether the teachers began the year with a half year of TEEM training or with no

TEEM training.

The data suggested that the rate at which teachers improve over the course of a year

does not differ significantly between those starting the year with no TEEM training vs. having

had half a year of TEEM training. However, it is still reasonable to hypothesize that those

teachers with more TEEM experience will finish the year scoring higher on variables of

interest due to longer exposure to TEEM.

Table 4.22
Year 2 High vs. Low Dosage TEEM Teacher Results for Teacher Behavior Rating Scales (TBRS) Variables

Variable	*T*	*df*	*p*	sig	Hedges' g
Team Teaching	1.04	27	0.309	ns	0.336
Use of Lesson Plans	1.71	45	0.094	ns	0.495
Early Writing Activities	0.25	46	0.806	ns	0.060
Math Activities	-0.25	46	0.802	ns	-0.068
Use of Centers	0.86	46	0.392	ns	0.233
Quality of Book Reading	-0.02	46	0.987	ns	-0.005
Print & Letter Knowledge Activities	1.47	46	0.149	ns	0.378
Phonological Awareness Activities	-0.46	46	0.650	ns	-0.116
Encourages Children's Language	0.76	46	0.449	ns	0.202
Best Practices	1.90	46	0.064	ns	0.451
Monitors Children's Learning	0.12	46	0.908	ns	0.031
TBRS Total Score	1.15	46	0.255	ns	0.268

Source: State Center Year 2 teacher dataset

Note: ns = not significant (p>.05)

Table 4.23 shows the significance levels and effect sizes for posttest only scores (i.e., uncorrected for pretest scores) for the high vs. low dosage teachers. Three of the subtests, as well as the total score, were statistically significant and all but three variables had large positive effect sizes. The data suggested that at the end of the year, teachers with more TEEM training performed better on Team Teaching, Use of Lesson Plans, Best Practices, and the Total Score than teachers with less TEEM training.

Table 4.23
Year 2 High vs. Low Dosage TEEM Teacher Results for Posttest[1] Teacher Behavior Rating Scales (TBRS) Variables

Variable	t	df	p	sig	Hedges' g
Team Teaching	2.38	44	0.022	*	0.611
Use of Lesson Plans	2.06	62	0.044	*	0.512
Early Writing Activities	1.83	63	0.072	ns	0.420
Math Activities	0.31	63	0.761	ns	0.078
Use of Centers	1.95	63	0.056	ns	0.460
Quality of Book Reading	1.62	63	0.111	ns	0.402
Print & Letter Knowledge Activities	1.96	63	0.054	ns	0.503
Phonological Awareness Activities	-0.38	63	0.705	ns	-0.090
Encourages Children's Language	1.83	63	0.072	ns	0.460
Best Practices	2.47	63	0.016	*	0.569
Monitors Children's Learning	0.75	63	0.457	ns	0.184
TBRS Total Score	2.42	63	0.019	*	0.596

Source: State Center Year 2 Teacher dataset

Note. 1 = uncorrected for pretest scores
ns = not significant ($p > .05$)
* $p<.05$

Looking at Table 4.22 and Table 4.23 together, there were two variables for which a different conclusion may be warranted. For Math Activities and Phonological Awareness Activities, although there were no statistically significant differences in gains, both had small negative effect sizes. In addition, the differences in posttest averages at the end of the year for the two groups were not statistically significant and the effect sizes were small relative to the other variables. The data suggested that for Math Activities and Phonological Awareness Activities teachers with more TEEM training reached a plateau by the end of year and teachers with less TEEM training caught up to the more experienced teachers for these two variables.

mCLASS Findings

The research question addressed by this data is whether or not the performance gains that students made in a TEEM community are at a comparable level over the years. Various comparisons were made across the years. As appropriate, we compared the increases from Time 1 to Time 2, from Time 2 to Time 3, and from Time 1 to Time 3 across the years. Table 4.24 presents the significance levels and effect sizes for the most relevant comparisons. None of the findings were statistically significant, and the effect sizes were small. There were two cases in which $p = .049$, but these were each part of a group of multiple comparisons and therefore need to be appropriately corrected to control for the false discovery rate. Using the Benjamini-Hochberg as detailed earlier, neither of these two results was statistically significant.

Table 4.24
Selected mCLASS Comparisons

Subtest	Time	Year	t	df	p	sig	Hedges' *g*
Rapid Letter Naming RS	3 – 1	2 vs. 3	-0.54	133	0.592	ns	-0.092
Rapid Letter Naming RS	2 – 1	2 vs. 4	0.26	784	0.796	ns	0.010
Rapid Letter Naming RS	3 – 2	1 vs. 3	1.98	170	0.049	ns[1]	0.179
Phonological Awareness Total RS	3 – 1	2 vs. 3	0.28	133	0.784	ns	0.047
Phonological Awareness Total RS	2 – 1	2 vs. 4	0.32	784	0.751	ns	0.012
Phonological Awareness Total RS	3 – 2	1 vs. 3	1.07	158	0.287	ns	0.188
Rapid Vocabulary Naming RS	3 – 1	2 vs. 3	-0.49	133	0.626	ns	-0.101
Rapid Vocabulary Naming RS	2 – 1	2 vs. 4	1.97	822	0.049	ns[1]	0.075
Rapid Vocabulary Naming RS	3 – 2	1 vs. 3	1.04	170	0.301	ns	0.094

Source: State Center Year 1 mCLASS dataset

ns = not significant ($p > .05$)*Note*: 1 = not significant after the Benjamini-Hochberg procedure was applied to control false discovery rate

     The lack of any significant effects, along with mostly small effect sizes, supports the conclusion that the effectiveness of TEEM does not become diluted as the program scales up over time. These results can probably not be considered truly definitive, however, given some of the issues with the mCLASS data as outlined earlier. Of most concern are the incomplete data for Year 3 and small percent of cases that year with data at Time 1 and Time 3. Given that the gains from Time 1 to Time 3 (beginning to end of year) are the most important, and that this data only existed for Years 2 and 3, the limitations in the Year 3 data calls into question the power and generalizability of the results (many schools had no student data at either Time 1 or Time 3 and are not part of the analysis).

Exploratory/Descriptive Findings

Year 1 Student Exploratory/Descriptive Findings

For each community, the means and standard deviations were calculated for the difference between pre- and posttest scores for each outcome measure in the dataset for both the control and treatment groups. The data were analyzed for the entire sample and separately for the English and Spanish subsamples (see Appendix C). The goal in examining this descriptive data was to gain an understanding of how much variability there was in student performance both across and within communities.

For example, Figure 4.7 shows the mean change from pre- to posttest on the Pre-CTOPP Print Awareness Total Raw Score for all Year 1 students in the treatment group (red bars) and students in the control group (blue bars) by community. The vertical lines embedded in each bar represent the first and third quartiles for each group (the top point is Q3 and the bottom point is Q1). Together these provide for each group a range of scores obtained by the middle 50% of the distribution for each group. For about half of the communities (e.g., Raymondsville), the treatment groups improved more than the control groups, and for about half of the communities (e.g., Fort Worth), the control groups improved more than the treatment groups.

The resulting hypothesis test, as shown in Table 4.19, was not significant, $t(197)=-0.44$, $p=.660$, $g=-0.021$. There was considerable variation in performance gains both within and across communities. The varying heights of the bars show variation across sites (e.g., Fort Worth control group has a mean change of 10.73, whereas El Paso's control group only averaged a 4.10 mean change). The vertical lines illustrate the considerable variation within

sites (e.g., the middle 50% of students in Amarillo's control group had pre-/posttest changes from as little as 2 raw score points to as high as 14 raw score points).

Appendix C contains the results for the other variables and samples. In general, there is tremendous variation both across and within TEEM communities.

Figure 4.7
Year 1 P–CTOPP print awareness RS mean gains for the total sample.
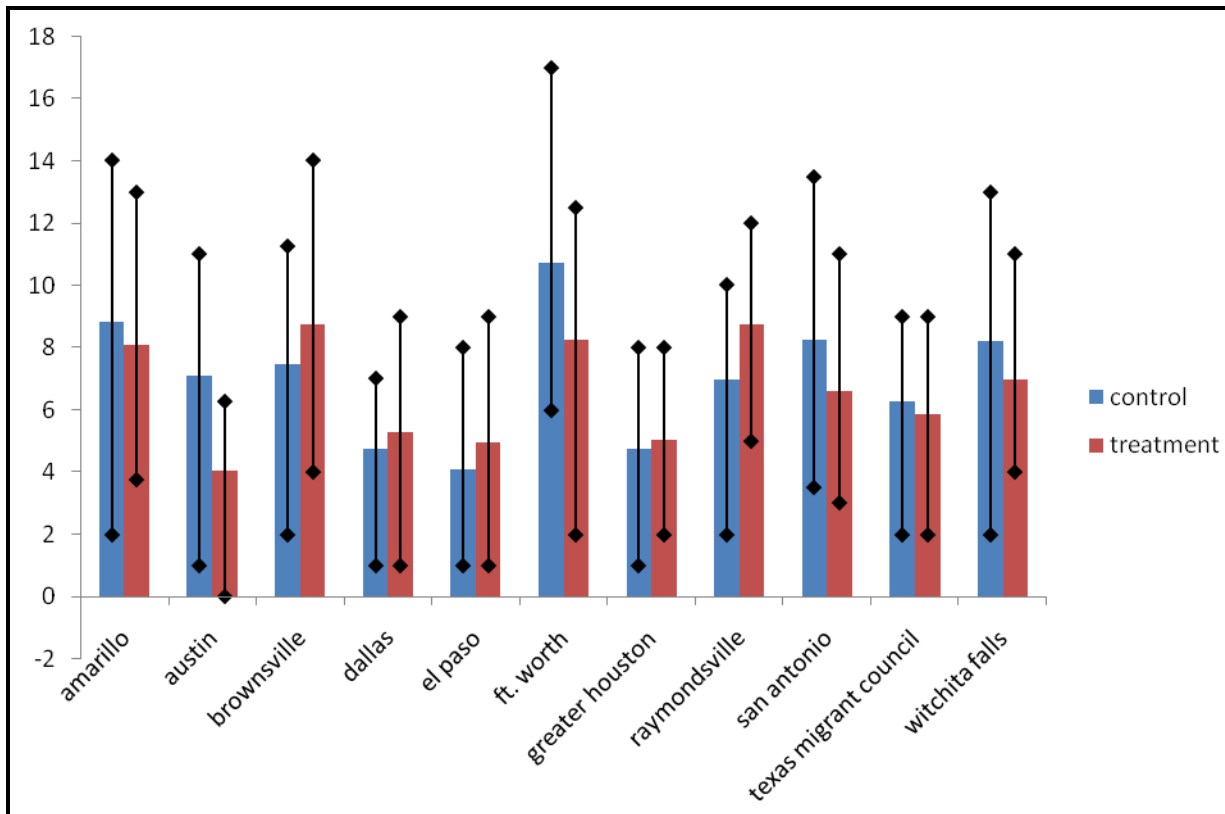
Year 1 Teacher Exploratory/Descriptive Findings

Mean differences between pre- and posttest scores for all of the Year 1 TBRS outcome measures, as well as the standard deviations for those differences, are located in Appendix D. Descriptive statistics are presented for each community and separately for the teachers in the control and treatment groups. There was considerable variation both between and within communities. Control and treatment teachers reflected both positive and negative difference

scores for all of the variables. The data suggested that, although the effect of TEEM training was both significant and strong on these variables; there was considerable variation in results for individual teachers and communities.

The demographic data for both teachers and their classrooms were also examined. Three basic results of interest regarding the demographic variables and teacher gains were found. First, teachers in full-day settings tended to have better gains than the teachers in half-day settings. Second, teachers with early childhood certification tended to have better gains than teachers without such certification. Third, teachers in half-day programs tended to have better gains when their class sizes were small.

These results should be viewed cautiously as they were exploratory. The results were not statistically significant and do not have large effect sizes. These findings may be of interest for future research.

Year 2 Student Exploratory/Descriptive Findings

Mean differences between pre- and posttest scores for all of the Year 2 student level outcome measures, as well as the standard deviations for the differences for both the high and low dosage groups, are found in Appendix E. The data were analyzed for the entire sample and separately for the English and Spanish subsamples. As was the case for the Year 1 student level data, there was considerable variation both between and within communities.

Exploratory analyses were conducted to better understand the differences between the Spanish and English subsamples, since the Spanish subsample showed many significant effects due to TEEM, whereas the English subsample did not. The only student level demographic information provided was sex and race. In terms of group composition, the Spanish sample was almost entirely Hispanic (97.57%), which was as expected. The English sample, however, was

also predominantly Hispanic, though to a lesser degree (59.78%). Males made up slightly more

of both subsamples than females. No meaningful variations in these variables were found

between high and low dosage classrooms.

One hypothesis was that perhaps the Spanish subsample was starting with lower scores

than the English sample. Among the variables for which the Spanish subsample had significant

results, they had lower pretest scores compared to the English subsample only for PLS–4

Auditory Comprehension. These were not particularly large, with an average 4-point standard

score (SS) difference for both high and low dosage classrooms, and a 1-point difference on the

raw scores (RS). Without further data on these children (such as SES indicators), no firm

conclusions can be drawn about why the Spanish subsample improved more than the English

subsample due to TEEM dosage.

Year 2 Teacher Exploratory/Descriptive Findings

Appendix F provides mean differences between pre- and posttest scores for all of the

Year 2 TBRS outcome measures, as well as the standard deviations for those differences.

These descriptive statistics are presented for each community and separately for high and low

dosage teachers. Although the results from the hypothesis testing were very different for

teachers from Year 1 to Year 2, in terms of the degree of variation of individual and

community results, Year 2 teachers showed great variation, as did the year 1 teachers.

To further try to understand the Year 2 student performance differences between the

English and Spanish subsamples, we looked at various teacher and classroom characteristics in

this dataset. This had to be done with caution because the teachers were only a subset of those

who taught the students in the Year 2 student dataset. There were, however, two different

results that are worth noting, keeping in mind those limitations. First, for the Year 2 teachers,

68% of those teaching in Spanish had a 4-year college degree, while only 40% of those teaching in English did. Second, for the English-only teachers, 31% were part of childcare programs. On the other hand, none of the Spanish-only teachers were in childcare programs.

mCLASS Dataset Exploratory/Descriptive Findings

Descriptive statistics for various comparisons in the mCLASS data are located in Appendix G. For each of the outcome measures, differences were calculated from Time 1 to Time 3 (T3-T1), from Time 1 to Time 2 (T2-T1) and from Time 2 to Time 3 (T3-T2). Means and standard deviations were provided for each difference score, broken down by year and by community. Due to the nature of the dataset, as described earlier, many of the cells have missing data. As was the case for the other student level datasets, there was considerable variation both between and within communities.

TEEM Community Student Performance

Thirty-three TEEM community student performance profiles are included in Appendix B. Student performance on mCLASS subtests was provided for Year 2 (2004–2005) and Year 4 (2006–2007). The tables on the Community 2004–2005 and/or 2006–2007 Student Cohort Mean Performance on mCLASS subtests contains community level means and standard deviations for Rapid Letter Naming, Rapid Vocabulary, and Phonological Awareness subtests, as well as overall gain on these subtests.

Chapter 5: Recommendations (Next Steps)

Evaluation Recommendations

The recommendations that follow address three areas of program activity critical to evaluating the SRI initiative into the future. The research questions originally proposed in the RFP were a little ahead of where the program is currently, but are very appropriate in the near future. We propose that an overall evaluation design be put into place to guide data collection and general program fidelity; to formalize the program management function to ensure that activities are planned and executed on schedule; and finally to explore new research questions that build on the current analyses.

1. Create an Overall Evaluation Design Going Forward

No overall external/independent evaluation strategy which linked all program/site activities was developed at the outset of this initiative in 2002. This in large part created a number of challenges in completing the initial evaluation of the SRI models implemented in TEEM communities across the state in 2006 retrospectively. The most obvious challenge was the recognition that this was a very complex initiative requiring the coordination of many data collection activities among different organizational structures and levels. There was a lack of systematic data collection at all levels of program development, coordination and implementation which made the assessment of some critical SRI program impacts impossible.

An overall evaluation design could mitigate the coordination problem. The three areas of focus, program initiation/implementation, program costs, and program effectiveness (student performance) all have unique data requirements that must be determined in advance in order to assure that policy relevant questions can be addressed. This would signal the need to assess

whether processes and systems are in place to collect the data or whether new ones would have to be developed. For example, for cost/expenditure reporting, the State Center could:

a) routinely track state-level budget (expenditures, revenue, unexpended balances) in a format that depicts the financial landscape of the program in historical and future terms;

b) routinely track state-level method of finance in a format that depicts program expenditures over time: (general revenue, specific type of federal funds, unexpended balances, and private funds);

c) routinely track TEEM community expenditures and other cost avoidance benefits in a format that depicts expenditures over time; or on the program side,

d) develop "key" program performance data that can be tracked over time and be projected into the future. The Office of the State Auditor and the Legislative Budget Board routinely produce and provide methodologies on how to develop measures that comport with budget outlays. The State Center should consult both agencies.

Planned activities such as these would ensure that the basic data is available for analysis. Further, if there is an interest in relating the aforementioned areas of focus, then a careful research design would be required to ensure that critical factors can be related to one another (e.g., financial data and effectiveness data).

Serious attention needs to be paid to a central data repository to ensure completeness and adequate overall program management. Standardized (content and format) record keeping is a minimal requirement for cost and student performance data. Probably more critical is the planned timing of the data collection to adequately represent program inputs and outcomes. Unique student identifiers may be required as we follow students from preschool to

kindergarten. Building this repository will be necessary as the longitudinal assessment of program impact will be the logical next step in understanding SRI.

2. Formalize the Program Management Function

The implementation of large system-wide initiatives requires a very high level of coordination in order to realize their stated objectives. This initiative required both vertical and horizontal integration of activities in order to accomplish its goals. Projects having this level of complexity require a level of management to ensure all the parts are working together, that there is fidelity of program implementation, and that there is compliance to budgetary targets. One of the major challenges of the SRI initiative has been the coordination of all the intricate components involved in successfully managing the program.

These management issues became apparent as we tried to assemble the data relevant to the evaluation questions. The lack of specificity in data requirements and lack of consistent data management among the funding recipients, the program developers, and the program sponsors made the task very difficult. It is important to state that having a carefully designed evaluation is not enough to guarantee quality information or program efficacy…it must be managed.

Key program and project management elements that will be critical to the future SRI implementation and evaluation include:

- Thorough, proactive planning with key program stakeholders
- Scheduling and scoping of program activities
- Identification of major milestones, tasks, and subordinate tasks along an understanding of their interdependencies
- Assignment of resources (i.e., labor and materials)

- Accountability of assigned resources through metrics and reporting

- Formulation of, tracking on, and managing to budgets at a sufficient level of detail

- Communications mechanisms, coordination activities

- Status reporting

While each community is tracking on its activities and student results, and the development center is tracking on the many sites it is supporting, a program manager sees and reports on the big picture to ascertain whether the entire initiative is on track.

3. Build on Current Analysis

While the existing data as analyzed in this report answers some important questions about the effectiveness of the TEEM intervention, in order to better address the issues in the future, there are specific recommendations that we would make about what data to collect and what analyses to conduct.

The various data examined for this study have certain limitations that could certainly be addressed in similar future studies. For example, the pilot data for TEEM vs. control did not have a long enough period between implementation and post-testing, and the second year did not include a true control group. Because of this, the conclusions that can be made about student performance gains as a function of TEEM, while positive, are subject to caveats, and not as definitive. This could be improved with an additional study with larger sample sizes and longer time for the student effects to materialize.

It would be particularly beneficial if a study could be conducted to better understand why there were such marked differences between the Spanish and English subsample in how effective TEEM was on student performance gains. Identifying particular communities and collecting data on potential explanatory variables would be very helpful.

In general, rather than trying to replicate the type of data evaluated in this study through improved versions of those studies, it would be more useful for future research to focus on the more important underlying question for TEEM, which is not whether or not students do better in the short term, but rather whether TEEM better prepares students for elementary school. In other words, "Does TEEM really improve school readiness for children?"

This is not a question that can be answered with any of the data analyzed in this report. However, it is a question that can and should be answered with future data. Already, some of the students in the TEEM program have entered Kindergarten and 1st Grade, and data such as promotion rates could be compared between TEEM and non-TEEM children. In doing so, there are two key design issues which need to be addressed in such an analysis.

First, there is the issue of a proper comparison group. Primary school outcome data for TEEM students needs to be compared to an appropriate comparison group. This will require careful matching on key variables such as SES or implementing a particular quasi-experimental approach, namely interrupted time-series. Here, in a particular community, comparisons would be made between children before and after TEEM was implemented, in terms of their eventual school readiness. In this case, the students in a community before TEEM are essentially serving as a matched group for the TEEM students in that same community. Of course, issues of tracking appropriate students in a particular community would need to be dealt with.

Unfortunately, even with careful matching, causal conclusions about TEEM could not be easily made. No matter how carefully a matched comparison group is created, it would be difficult to rule out reasonable alternatives explanations for any TEEM vs. comparison

differences on school readiness. That does not mean that such data would not be extremely useful, but it would still have to be interpreted with caution.

In order to deal with this second issue of causality, the ideal situation would be to conduct a randomized control trial, in which a group of students is randomly assigned to TEEM or no-TEEM schools, and then track them into primary education. This is more time-consuming and complicated to do, but would be one way of truly addressing the key issue.

Alternatively, there could be another way of adequately addressing the question of effectiveness of TEEM on school readiness which would not require a randomized control trial. Under proper circumstances, regression discontinuity could be used to address the question. This design requires that students be assigned to TEEM or not, based on some selection variable. This would be useful if there were communities in which TEEM were applied only to students below a certain point on some measurement (e.g., some measure of at-risk status). This design, if properly implemented would allow causal conclusions to be drawn, but is only feasible if communities are providing, or can be induced to provide, TEEM to all students (and only to all students) below a cutoff on some criterion.

Regardless of potential design to be utilized for future research, there are a number of important aspects of the study that need to be adequately addressed as discussed below.

Sample Size

While the particular sample size needed will depend on many issues, it is important that a careful power analysis be conducted with reasonable assumptions. If the study is underpowered, then no matter how well implemented, it is limited in how useful the results will be. An appropriate power analysis will require a priori estimates for Minimal Detectable Effect Sizes (MDESs), Intraclass Correlation Coefficients (ICCs) and explanatory power of the

pretest and other covariates. The currently collected data will provide an excellent source (along with a review of appropriate literature) for estimating these values. Standard assumptions for the power analysis should include 80% power or higher, $\alpha=.05$ or lower, and 2-tailed hypothesis testing, and the selection of other values would need to be statistically justified.

Outcome Measures

Careful thought needs to be given to how best to measure the key outcome of school readiness. Since we are dealing with Kindergarten or first grade students, the outcome measures will need to be valid and reliable. Of course, ease of collection is also of concern, and outcomes that are already collected by the schools would be preferable. The Texas Primary Reading Inventory (TPRI) would be one excellent candidate. Promotion rates would also be useful, though the discrete nature of the data would need to be appropriately treated, and the data may be too skewed or limited in variability to provide sufficient power. Attendance records would also be a good candidate since it should be easily available. Any number of standardized tests would also be available, and careful consideration needs to be given to the construct and operational definition of school readiness.

Important Covariates

There are a number of covariates that will need to be considered in any well designed study. To the degree that TEEM does prove to be effective in improving school readiness, it is likely to do so as a function of variables such as dosage (i.e., length of time a student has been in a TEEM classroom), quality (e.g., how well implemented TEEM is in the students classroom/community, how much TEEM training/experience the student's teacher has had,

etc.), age of the student, other student demographics, etc. A well designed study would need to identify the key covariates and make sure that they were collected and appropriately analyzed.

Statistical Issues

The specific statistical approach to be taken will depend on many factors, but will need to be carefully thought out. The design will certainly need to take the nested nature of the data into account using HLM. In general, statistical best practices should be followed (significance tests should not be reported without also reporting effect sizes, point estimates should not be reported without accompanying confidence intervals, etc.)

While there are many alternative approaches that vary both in ease of implementation and strength of conclusions, it is clear that additional analyses of the effect of TEEM on school readiness is needed in order to appropriately determine the future usefulness of the program. The data in this study provides promising results for TEEM, but cannot directly address the impact of TEEM on school readiness.

Recommendations for the Governor, Legislature and Relevant State Agencies

1. Place the Burden on the State Center for Early Childhood Development

The Governor and the Legislature, in close coordination with the Texas Education Agency and the Texas Workforce Commission, should require an effectiveness review of the TEEM model before the beginning of the next session of the Legislature. By the time the next Legislature convenes, the TEEM initiative will be in its sixth year of operation after four years of pilot and demonstration phases and the general revenue and federal funds used to support the effort to date should be reviewed for effectiveness.

2. Future Funding Structure

If an effectiveness review is undertaken and is positive, or still worthy of continued consideration, the Legislature and relevant state agencies should change the manner in which the TEEM initiative is funded. The Legislature and relevant state agencies can most effectively accomplish this by repositioning the manner in which the State Center requests funds from the state. Currently, it is funded as a grant program where the State Center annually requests funds from state agencies. Ideally, the State Center, with appropriate input from TEA and TWC, would assert a best case scenario at a legislative level and legislators would make a final decision on the relative worth of the TEEM initiative as a non-formula funded, trusteed program at the University of Texas Health Science Center-Houston.

3. Proposed New State Appropriation Technique

As stated in Chapter 3, appropriations are the fundamental building blocks of state programs. Presently, the State Center operates in a netherworld of state finance; the budget of the State Center is not transparent, expenditures and performance are not recapitulated for policy makers and a key and growing public school program is being operated not out of the Texas Education Agency but a medical school in Houston, Texas. Changing the appropriation technique for this public school program will strengthen the foundation of the TEEM initiative and give policy makers and program administrators alike confidence that public dollars are being spent effectively.

The State Center should approach the 81st Legislature with a proposal to create a Trusteed Programs budget within UTHSC-H bill pattern in the General Appropriations Act for

the 2010-2011 fiscal biennium.[3] This will create financial transparency, strengthen data collection and reports, avoid appropriations conflicts with its parent institution (UTHSC-H) and generally elevate the seriousness of debate about the Texas Early Education Model.

The State Center should officially and formally engage the state budget development process with the Legislative Budget Board and appropriate committees of the legislature. The State Center might also consider providing funding/performance requests of the Governor and the Legislature that more conservatively and systematically address future needs of the State Center; this can be accomplished by comporting with the standard legislative appropriation request process of the Governor and the Legislature.

Texas Education Agency

TEA should initiate a data request from appropriate parties that will show how Head Start financial resources are used to supplement the financial resources provided by the State Center. TEA should further require that the State Center synthesize this information for comparative purposes. Such a data request could be limited to the samples provided in the TEEM Community Comparisons section of this report.

Texas Workforce Commission

TWC should initiate a data request from appropriate parties that will show how child care funding resources are used to supplement the financial resources provided by the State Center. TWC should further require that the State Center synthesize this information for

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[3] There are numerous examples of this in the General Appropriations Act: the Office of the Governor, the General Land Office, and the Comptroller's Judiciary Section stand out as examples. Where legislative appropriations requests (LARs) are concerned, multiple sign-off on the LAR from President of UTHSC-Houston, SCECD, TWC and TEA are probably appropriate.

comparative purposes. Such a data request could be limited to the samples provided in the

TEEM Community Comparisons section of this report.

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TEEM Teacher Interview Protocol

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:

Introduction:

I want to thank you for taking time to talk with me today. I am working with Edvance Research, Inc. (ERI) on the School Readiness Integration (SRI) project. I will be recording and transcribing what we say during our time together.

Later this week I will transcribe the interview. The transcription will be verbatim, including the "uhs" and "ahs", that you say. Should any quotes be used in the final report, those will not be there. It is important the transcription be verbatim so that I do not paraphrase something you said with an incorrect interpretation. When I have completed the transcription, ERI will email the transcription to you for your review and approval.

What ERI is interested in understanding is how agencies have implemented the TEEM Model. Please feel free to be as in-depth with your responses as you deem appropriate. Before we begin the interview questions, please take a few minutes and give me some background information.

Demographic Information	Observations/Comments
What agency do you work for?	
What is your position with that agency?	
How long have you been in that position?	
What TEEM community do you work for?	
How long have you been participating in the TEEM training? (Year 1, Y2, Y3, or Y4 teacher?)	

Interview Questions

1. Who are the partners in your TEEM community. (Probe: What agencies are collaborating together (ISD, Head Start, childcare.)	Observations/Comments
2. How is the TEEM Model being implemented in your classroom?(Probe: What specific strategies have you learned?)	

3. How has being part of the TEEM model impacted your teaching? (Probe: How has it changed what you do day to day?)	Observations/Comments

4. How were you able to incorporate the TEEM materials (books, letter people, etc.) into your daily routine? (Probe: Did you find the materials useful? Did the mentor demonstrate how to use materials? Was that helpful?)	Observations/Comments

5. How does being part of a TEEM Model effect the children? (Probe: Have you seen changes in behavior or academic achievement?)	Observations/Comments

6. How does being part of a TEEM Model effect the parents? (Probe: Are there any benefits to having their child participate in the TEEM Community?)	Observations/Comments

7. Please describe any challenges you have experienced implementing the TEEM Model? (Probe: How are concerns addressed/resolved? Who do you turn to when there is a problem?)	**Observations/Comments**
8. Given that each agency has different guidelines, how were you as a participant made aware of the differences in the guidelines? (Probe: For example, the child to teacher ratio is different for Childcare vs. a school district.)	**Observations/Comments**

9. What recommendations do you have for future TEEM Communities? (Probe: For teachers? For administrators? For parents?)	Observations/Comments

10. Is there anything else you want to tell me about the TEEM Model? Thank you for your time.	Observations/Comments

SRI Specialist Protocol

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:

Introduction:

I want to thank you for taking time to talk with me today. I am working with Edvance Research, Inc. (ERI) on the School Readiness Integration (SRI) project. I will be recording and transcribing what we say during our time together.

Later this week I will transcribe the interview. The transcription will be verbatim, including the "uhs" and "ahs", that you say. Should any quotes be used in the final report, those will not be there. It is important the transcription be verbatim so that I do not paraphrase something you said with an incorrect interpretation. When I have completed the transcription, ERI will email the transcription to you for your review and approval.

What ERI is interested in understanding is how agencies have implemented the SRI Model. Please feel free to be as in-depth with your responses as you deem appropriate. Before we begin the interview questions, please take a few minutes and give me some background information.

Demographic Information	Observations/Comments
How long have you been a School Readiness Integration Specialist?	
What position did you hold before becoming a SRI specialist?	
How many TEEM communities do you work with?	

Interview Questions

1. Please describe the role of a School Readiness Integration Specialist. (Probe: What are the primary responsibilities?)	Observations/Comments

2. Please describe two or three challenges that you have faced with SRI. (Probe: Are there challenges common across Head Start, School Districts, and Childcare or are they unique?)	Observations/Comments

3. How were these challenges resolved? (Probe: How are contractual differences resolved?)	Observations/Comments

4. How do you get community "buy-in" from the different agencies for SRI planning? (Probe: How do is the potential for each program maximized?)	Observations/Comments

5. What strategies are used to maintain the partnership between the different organizations? (Probe: Weekly meetings? How do you keep everyone informed?)	Observations/Comments

6. What strategies do your SRI partners use to recruit children? (Probe: How do you inform parents of the program? How have parents reacted to the SRI model?)	Observations/Comments

7. In your opinion, what is the key factor needed for these agencies to integrate? (Probe: Is it essential to have buy in from the top administrators?)	Observations/Comments

8. What recommendations would you have for future School Readiness Integration Specialist? (Probe: During integration? During implementation?)	Observations/Comments

9. Is there anything else you want to tell me about the School Readiness Integration Model? Thank you for your time.	Observations/Comments

Abilene TEEM Community

Lead agency: Abilene ISD
Years in program: 2004–2007
ESC region: 14
Rural community: No

Abilene Community Growth Summary

The Abilene community participated in 3 years of the TEEM program. With the exception of Head Start classroom in 2006–2007, there was an increase in participation across the 3-year period. The largest growth in the Abilene TEEM community was seen in ISD programs.

Table B.1

Abilene Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	6	8	14
Total number of classrooms	NA	12	30	57
ISD classrooms	NA	4	10	38
Head Start classrooms	NA	4	10	4
Childcare classrooms	NA	4	10	15
Number of students	NA	213	373	971

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

Figure B.1.

Growth of Abilene Community by Type of Classroom.
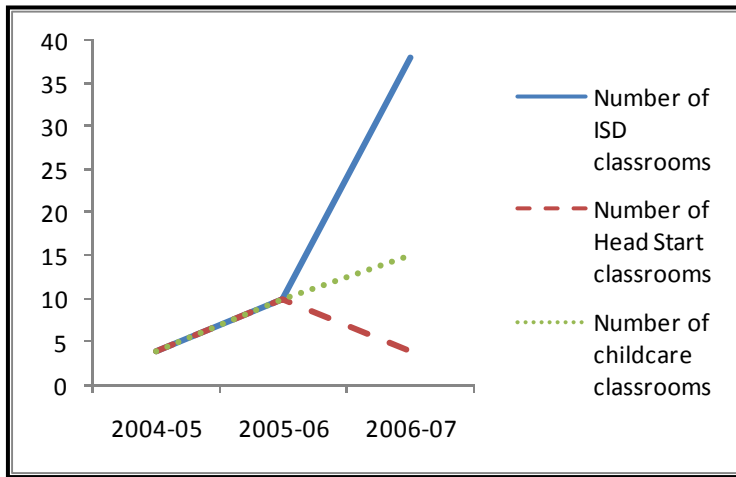
Abilene Community Development Summary

The following sections summarize the strategies and tactics used by the Abilene TEEM Community to develop and maximize the program in its community. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Head Start program and the Independent School District were fully integrated, housed in and run by the ISD. To develop other partnerships and to share information, the Abilene TEEM Community held one-on-one meetings, placed phone calls, and exchanged emails with other early childhood organizations.

Establishing Agency Buy-in

To establish buy-in the Abilene TEEM project coordinator met with individual agency leaders to outline the benefits of participation such as the materials provided, training information, and assessments. The project coordinator also gave presentations on "selling the

program" to different community stakeholders and then held discussions to solve any logistical problems. Informative parent meetings were held for the childcare centers when requested.

Maximizing Community Potential

The Abilene TEEM community implemented frequent and direct communication, training, and strong mentoring strategies to maximize community potential. The TEEM community also developed a close working relationship with the childcare directors and principals.

Integration Factors

Communication, flexibility, and willingness to abandon turf for the good of the children, were key for maintaining collaboration for the Abilene TEEM community. It was also critical for the community to fully establish roles and responsibilities in a well developed, in-depth, and detailed memorandum of understanding.

Challenges

The major challenge experienced by the Abilene TEEM Community was the high teacher turnover in the childcare centers. This turnover made teacher training difficult and caused conflicts in scheduling the limited staff to attend e-Circle classes during operating hours. The second challenge for the Abilene TEEM Community was a misunderstanding regarding the roles and responsibilities between the childcare center teachers and the certified ISD teachers.

Abilene Community 2006–2007 Integration Strategies

- Sharing certified teachers
- Sharing physical space
- Conducting joint professional development
- Adopting similar approaches to progress monitoring and student tracking

> *Note: Not all sites in the community used all of these strategies. These strategies were used by at least one site in this TEEM community.*

Current Number of Teachers

In the 2006–2007 school year there are 56 teachers participating in the Abilene TEEM Community. Of those, 32 teachers were new to the Abilene TEEM Community and received their first year of TEEM training in 2006–2007. Twenty-three teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. There are no teachers participating in the 2004–2005 school year and one teacher received a fourth year of training.

Table B.2.

Number of Teachers in the Abilene Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	9	5	0	0	14
Head Start	1	3	0	0	4
ISD	<u>22</u>	<u>15</u>	<u>0</u>	<u>1</u>	<u>38</u>
Total	**32**	**23**	**0**	**1**	**56**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2, as well as the associated gains, are listed in Table B.3. These data suggest that on average, student performance increased by 8.97 points on Rapid Letter Naming, 7.17 points on Rapid Vocabulary Naming, and 11.06 points on Phonological Awareness from beginning to the middle of the 2006–2007 school year. These results are based on the datasets provided by the State Center.

Table B.3.

Abilene Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 848	14.44	17.90	23.41	22.24	8.97	12.45
Rapid Vocabulary Naming *n* = 848	34.28	11.45	41.45	11.44	7.17	9.62
Phonological Awareness *n* = 837	41.14	16.06	52.20	16.53	11.06	12.09

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.4

Abilene Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	$ 8,397	$ 4,319	$ 14,609	$ 27,325
Classified Salaries	NA	32,466	25,145	75,494	133,106
Other Wages	NA	194	257	751	1,203
Benefits	NA	8,417	6,152	18,785	33,354
Travel	NA	7,567	7,005	18,583	33,155
Indirect Cost	NA	16,641	18,022	46,507	81,169
Total Maintenance & Operations					
Operating Expenses	NA	23,956	24,169	59,000	107,126
Subcontract Payments (Payments to Sites)*	NA	41,803	71,363	113,166	226,332
Consultant Support to TEEM Sites	NA	3,660	8,986	21,071	33,717
Curriculum Provided to TEEM Sites	NA	23,117	50,976	148,132	222,224
Teacher Manuals and Testing Materials	NA	774	2,298	5,738	8,810
PDAs Provided to TEEM Site Teachers	NA	861	575	7,040	8,476
TEEM Teacher Stipend/Sub/Services	NA	13,683	1,628	25,234	40,545
TEEM Services	NA	0	1,219	2,478	3,697
TEEM Stipends*	NA	0	15,540	15,540	31,079
Classroom Licenses at TEEM Sites	NA	9,419	21,064	42,773	73,255
Total	NA	$190,956	$258,717	$614,899	$1,064,573

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007.

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the Abilene TEEM Community cannot be determined from this allocation model.

Amarillo TEEM Community

Lead agency: Amarillo ISD
Years in program: 2003–2007
ESC region: 16
Rural community: No

Amarillo Community Growth Summary

The Amarillo TEEM Community participated in all 4 years of the TEEM program. The number of classrooms participating across the 4-year period increased with the exception of childcare classrooms in the 2005–2006 school year. The largest growth in the Amarillo TEEM Community was seen in ISD programs.

Table B.5

Amarillo Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	10	20	18	38
Total number of classrooms	10	20	39	85
ISD classrooms	7	14	30	34
Head Start classrooms	1	2	6	18
Childcare classrooms	<u>2</u>	<u>4</u>	<u>3</u>	<u>33</u>
Number of students	223	502	805	1502

Source: State Center

Figure B.2

Growth of Amarillo Community by Type of Classroom.
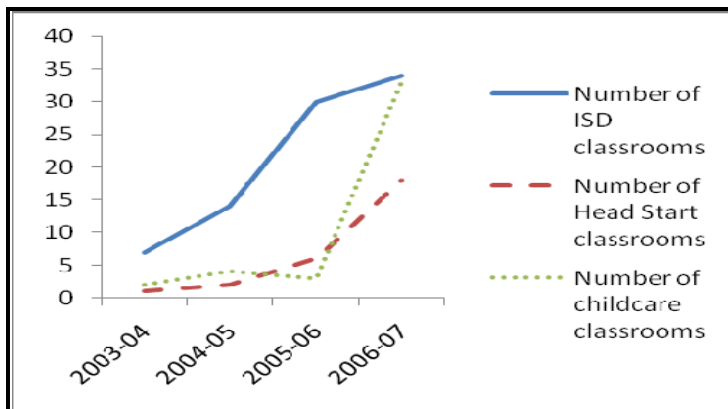
Amarillo Community Development Summary

The following sections summarize the strategies and tactics used by the Amarillo TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

To develop partnerships, the Amarillo TEEM Community sent letters to every school district, licensed childcare center, and Head Start program outside Amarillo to solicit interest in participation. Each interested party submitted an application, which was scored on a rubric using pre-determined criteria. Using the rubric, sites were invited to participate in the project.

Establishing Agency Buy-in

The Amarillo TEEM Community held an informational TEEM overview meeting for all childcare agencies that were interested in participating in the project. Sixty-seven invitations to the meeting were sent to childcare agencies. Information about the meeting and the opportunity for childcare agencies to participate in the project was included in the Panhandle Association for the Education of Young Children (PAEYC) monthly newsletter. Two meeting sessions were scheduled, one in the afternoon and one in the evening, to accommodate agency schedules. Additional buy-in was garnered through letters and phone calls.

Maximizing Community Potential

To maximize community potential, the Amarillo TEEM Community partners each contributed financial resources, commitment to the TEEM project, and support for implementation. The grant also contributed to maximizing community potential.

Integration Factors

Commitment to the integration and an understanding of the licensing or state and federal regulations of each participating agency were key integration factors for the Amarillo TEEM Community. It also was important for the community to understand the roles of each participating agency as well as that of the lead agency. Each agency played an equal role in integration and the success of the project.

Challenges

A major challenge faced by the Amarillo TEEM Community was the vast geographic area of the Texas Panhandle, which encompasses 22,500 square miles. This made finding the geographic clusters of children and classrooms large enough to participate in the TEEM project difficult. Also, the small number of licensed childcare facilities in the rural communities of the Panhandle caused problems. Many areas may have one individual provider operating out of a home without any partners with which to collaborate. Another challenge was that all partners were not equally represented and there was not any significant effort for integration to continue through the TEEM project.

Amarillo 2006–2007 Integration Strategies

- Sharing certified teachers
- Sharing physical space
- Conducting joint professional development programs
- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year there are 74 teachers participating in the Amarillo TEEM Community. Of those, 44 teachers were new to the Amarillo TEEM Community and received their first year of TEEM training in 2006–2007. Twenty-two teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Four teachers who had participated in both 2004–2005 and 2005–2006 school year remained in the program and received their third year of TEEM training. Four teachers received their fourth year of TEEM training.

Table B.6

Number of Teachers in the Amarillo Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	20	3	0	0	23
Head Start	12	5	1	0	18
ISD	12	14	3	4	33
Total	**44**	**22**	**4**	**4**	**74**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

For the 2004–2005 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the corresponding gains are listed in Table B.7. On average, student performance increased by 27.17 points on Rapid Letter Naming, 10.57 points on Rapid Vocabulary Naming and 20.46 points on Phonological Awareness over the course of the school year. These results are based on the datasets provided by the State Center.

Table B.7

Amarillo Student Performance 2004–2005 Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	14.01	18.21	41.18	26.97	27.17	20.16
Rapid Vocabulary Naming *n* = 393	32.72	11.48	43.29	11.90	10.57	9.14
Phonological Awareness *n* = 316	44.87	14.51	65.34	15.47	20.46	13.45

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective

subtests.

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2

as well as the associated gains for the 2006–2007 school year are listed in Table B.8. These data

show that on average, student performance increased by 12.29 points on Rapid Letter Naming,

5.53 points on Rapid Vocabulary Naming and 11.69 points on Phonological Awareness from the

start to the middle of the school year. These results are based on the datasets provided by the

State Center.

Table B.8

Amarillo 2006–2007 Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1180	13.46	18.62	25.75	23.70	12.29	14.63
Rapid Vocabulary Naming *n* = 848	33.15	15.05	38.68	13.84	5.53	10.76
Phonological Awareness y= 837	40.36	15.86	52.04	16.84	11.69	11.83

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.9

Amarillo Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 5,615	$ 2,822	$ 30,569
Classified Salaries	47,797	54,110	32,689	26,667	161,263
Other Wages	392	324	335	446	1,496
Benefits	11,547	14,028	7,998	6,286	39,859
Travel	13,961	12,612	9,107	5,980	41,660
Indirect Cost	32,857	27,734	23,428	17,664	101,683
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	31,420	16,217	166,503
Subcontract Payments (Payments to Sites)*	0	0	37,212	0	37,212
Consultant Support to TEEM Sites	208	6,100	11,682	12,563	30,553
Curriculum Provided to TEEM Sites	47,602	38,528	66,268	110,410	262,808
Teacher Manuals and Testing Materials	2,157	1,290	2,987	3,976	10,411
PDAs Provided to TEEM Site Teachers	5,679	1,436	747	8,356	16,218
TEEM Teacher Stipend/Sub/Services	7,278	22,805	2,116	14,797	46,997
TEEM Services	0	0	1,585	1,877	3,461
TEEM Stipends*	0	0	20,201	0	20,201
Classroom Licenses at TEEM Sites	72,354	15,698	27,383	18,328	133,762
Total	**$328,908**	**$248,588**	**$280,773**	**$246,390**	**$1,104,659**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Amarillo TEEM Community cannot be determined from this allocation model.

Austin TEEM Community

Lead agency: Child Inc.
Years in program: 2003–2007
ESC region: 13
Rural community: No

Austin Community Growth Summary

The Austin community participated in all 4 years of the TEEM program. There was an increase in participation across the 4-year period. The largest growth in the Austin TEEM Community was seen in Head Start classrooms.

Table B.10

Austin Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	9	20	36	53
Total number of classrooms	10	20	47	57
ISD classrooms	5	11	18	19
Head Start classrooms	2	3	10	17
Childcare classrooms	3	6	19	21
Number of students	99	172	175	802

Source: State Center

Figure B.3

Growth of Austin Community by Type of Classroom.
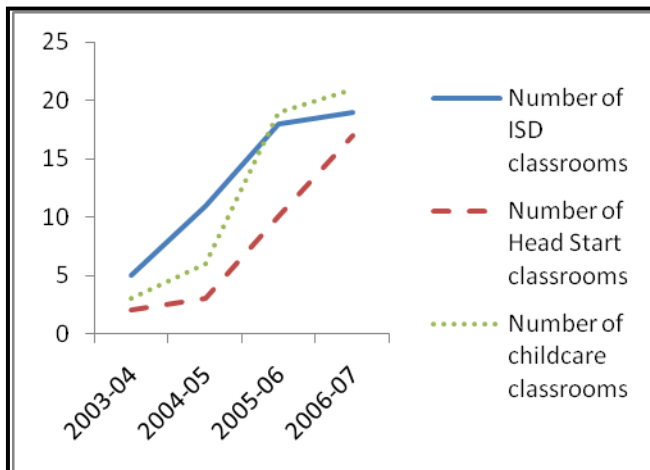
Austin Community Development Summary

The following sections summarize the strategies and tactics used by the Austin TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Austin TEEM community already had a historic predisposition toward collaboration because of previous interaction with each other. To foster partnerships, the mayor of Austin created a Mayor's Child Care Council. Stakeholders met regularly to discuss childcare issues and met regularly with decision makers to problem solve and review progress. Instrumental to successful collaboration and progress was the designation of a committed lead agency that actively managed meetings and communications. At the beginning of the second year, the lead agency hired an outside agency to facilitate a partner meeting. This resulted in the development and implementation of a conflict resolution ladder.

Establishing Agency Buy-in

The lead agency in the Austin TEEM Community met with the highest decision maker from the other participating agencies. This resulted in buy-in from the top and assignment of agency staff that had a vested interest in success. The decision makers worked to institute a collaborative process. This was facilitated by numerous meetings among the decision makers, the mentors from the different agencies, and the TEEM mentors to ensure that they were all conveying the same message.

Maximizing Community Potential

Key to maximizing the potential for the Austin TEEM Community was communication between the agencies. Listening and responding to each other's needs and requests, exercising patience and endurance, making long-term commitments, and focusing on the children's success were instrumental to effective communication. This built trust among the Austin Community agencies. Additionally, having the lead agency in direct communication with the State Center proved very helpful to the partners.

Integration Factor

Key factors for Austin TEEM Community integration were open communications and strong leadership by the lead agency.

Challenges

The most difficult challenge was creating a common vision at the beginning of the project for the Austin TEEM partners. Many partners focused on social/emotional versus cognitive progress. Additionally, many agencies had difficulty with the timelines and rate of change.

To overcome these difficulties, numerous meetings and other forums were conducted. Although this community had a more common vision about school readiness, the lead agency regularly met with the other agencies to facilitate progress and this helped others move forward. The Communications and Conflict Resolution Ladder that was developed at the partnering session provided structure to resolve issues.

Austin Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year there are 67 teachers participating in the Austin TEEM Community. Of those, 37 teachers were new to the Austin TEEM Community and received their first year of TEEM training in 2006–2007. Seventeen teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Seven teachers who had participated in both 2004–2005 and 2005–2006 school year remained in the program and received their third year of TEEM training. Six teachers received their fourth year of TEEM training.

Table B.11

Number of Teachers in the Austin Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	15	6	1	1	23
Head Start	10	6	2	3	21
ISD	12	5	4	2	23
Total	**37**	**17**	**7**	**6**	**67**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

Table B.12 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the corresponding gains for the 2004–2005 school year. These results show that the average student performance on Rapid Letter Naming increased by 20.80 points, on Rapid Vocabulary Naming by 11.56 points, and on Phonological Awareness by 18.45 points from the beginning to the end of the school year. These results are based on datasets provided by the State Center.

Table B.12

Austin Community Student 2004–2005 Cohort Mean Performance on mCLASS Subtests

	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
mCLASS Subtest	*M*	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	12.53	15.96	41.18	25.01	20.80	18.04
Rapid Vocabulary Naming *n* = 393	27.77	12.06	39.33	12.30	11.56	13.39
Phonological Awareness *n* = 316	38.62	16.44	57.06	15.65	18.45	13.15

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests

For the 2006–2007 school year, Table B.13 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the associated gains. On average, student performance increased by 10.17 points on Rapid Letter Naming, 7.34 points on Rapid Vocabulary Naming and 10.02 points on Phonological Awareness from the beginning through the middle of the school year. These results are based on datasets provided by the State Center.

Table B.13

Austin Community 2006–2007 Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 669	18.89	22.57	29.06	26.73	10.17	14.05
Rapid Vocabulary Naming *n* = 848	32.34	13.73	39.68	14.35	7.34	10.04
Phonological Awareness *n* = 837	40.36	18.69	53.57	19.45	10.02	12.54

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.14

Austin Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 6,767	$ 30,791	$ 59,690
Classified Salaries	47,797	54,110	39,394	159,184	300,485
Other Wages	392	324	403	1,418	2,537
Benefits	11,547	14,028	9,639	39,429	74,643
Travel	13,961	12,612	10,975	41,559	79,107
Indirect Cost	32,857	27,734	28,234	100,670	189,495
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	37,865	167,606	324,337
Subcontract Payments (Payments to Sites)*	55,534	86,100	150,000	322,760	614,393
Consultant Support to TEEM Sites	208	6,100	14,078	28,811	49,197
Curriculum Provided to TEEM Sites	47,602	38,528	79,862	240,031	406,024
Teacher Manuals and Testing Materials	2,157	1,290	3,600	9,714	16,761
PDAs Provided to TEEM Site Teachers	5,679	1,436	900	13,619	21,634
TEEM Teacher Stipend/Sub/Services	7,278	22,805	2,551	42,557	75,191
TEEM Services	0	0	1,910	3,169	5,079
TEEM Stipends*	0	0	24,345	24,345	48,690
Classroom Licenses at TEEM Sites	72,354	15,698	33,000	133,342	254,393
Total	**$384,442**	**$334,688**	**$443,522**	**$1,359,004**	**$2,521,656**

Note. *Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Austin TEEM Community cannot be determined from this allocation model.

Beaumont Rural TEEM Community

Lead agency:	Beaumont ISD
Years in program:	2006–2007
ESC region:	5
Rural community:	Yes

Beaumont Rural Community Growth Summary

The Beaumont Rural TEEM Community participated in 1 year of the TEEM program.

Table B.15

Beaumont Rural Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	7
Total number of classrooms	NA	NA	NA	16
ISD classrooms	NA	NA	NA	7
Head Start classrooms	NA	NA	NA	5
Childcare classrooms	NA	NA	NA	4
Number of students	NA	NA	NA	231

Source: State Center

Note. NA = Not Applicable as the Beaumont Rural Community participated in 1 year of the TEEM program

The Growth by Type of Classroom Figure is not represented here, since Beaumont Rural has only participated in the program for one year.

Beaumont Rural Community Development Summary

The following sections summarize the strategies and tactics used by the Beaumont Rural TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced in the community.

Developing Partnerships

Although not involved in the School Readiness Integration TEEM Community, the Beaumont Rural Community e-Circle classes provided opportunities for teachers from the different organizations to share and support each other in their growth.

Establishing Agency Buy-in

The Beaumont Rural Community established agency buy-in through the TEEM grant involvement and TWC grant training.

Maximizing Community Potential

The Region 5 training opportunities maximized the potential of the programs within the Beaumont Rural Community.

Integration Factors

The integrating factors for the Beaumont Rural Community were the TEEM grant, which gave all partners an opportunity to get to know and trust each other and provided the background for excellence that is expected by the programs, as well as the implementation of the SRI model, which provided accountability and a common method of monitoring students' development and progress.

Challenges

Timely data entry was a challenge for the Beaumont Rural Community. As a result, one district assigned one person to handle all classes, overwhelming and frustrating the overworked teacher. To overcome this challenge, the districts either hired a teacher or assigned other staff to input the data for all the schools.

Beaumont Rural Community 2006–2007 Integration Strategies

- Sharing physical space

- Conducting joint professional development programs

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 10 teachers were new to the Beaumont Rural TEEM

Community and received their first year of TEEM training.

Table B.16

Number of Teachers in the Beaumont Rural Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	4	0	0	0	4
Head Start	5	0	0	0	5
ISD	1	0	0	0	1
Total	**10**	**0**	**0**	**0**	**10**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2

as well as the corresponding gains are shown in

Table B.17. It can be seen that the average student performance increased by 10.57 points

on Rapid Letter Naming, 5.98 points on Rapid Vocabulary Naming, and 11.57 points on

Phonological Awareness from initial testing to the mid-year testing. These results are based on

datasets provided by the State Center.

Table B.17

Beaumont Rural Student 2006–2007 Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 196	15.73	21.40	26.31	25.21	10.57	14.91
Rapid Vocabulary Naming *n* = 848	33.29	15.65	39.27	16.29	5.98	11.02
Phonological Awareness *n* = 837	40.36	17.84	48.91	17.11	11.57	12.86

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.18

Beaumont Rural Community Allocations for fiscal years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 531	$ 531
Classified Salaries	NA	NA	NA	5,020	5,020
Other Wages	NA	NA	NA	84	84
Benefits	NA	NA	NA	1,183	1,183
Travel	NA	NA	NA	1,126	1,126
Indirect Cost	NA	NA	NA	3,325	3,325
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	3,053	3,053
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,365	2,365
Curriculum Provided to TEEM Sites	NA	NA	NA	20,783	20,783
Teacher Manuals and Testing Materials	NA	NA	NA	749	749
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,573	1,573
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,785	2,785
TEEM Services	NA	NA	NA	353	353
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,450	3,450
Total	**NA**	**NA**	**NA**	**$ 46,379**	**$ 46,379**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Beaumont Rural TEEM Community cannot be determined from this allocation model.

Beaumont TWC TEEM Community

Lead agency: Beaumont ISD
Years in program: 2006–2007
ESC region: 5
Rural community: No

Beaumont TWC Community Growth Summary

The Beaumont TWC Community participated in 1 year of the TEEM program.

Table B.19

Beaumont TWC Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	6
Total number of classrooms	NA	NA	NA	16
ISD classrooms	NA	NA	NA	6
Head Start classrooms	NA	NA	NA	5
Childcare classrooms	NA	NA	NA	5
Number of students	NA	NA	NA	221

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Beaumont TWC has only participated in the program for one year.

Beaumont TWC Community Development Summary

The following sections summarize the strategies and tactics used by the Beaumont TWC TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Beaumont TWC TEEM Community assigned a project coordinator to meet individually with agencies interested in participating in the TEEM program.

Establishing Agency Buy-in

The Beaumont TWC Community informed partner agencies that the School Readiness Integration was a component of the grant and had to be implemented to receive funding.

Integration Factors

The key integration factor for the Beaumont TWC TEEM Community was assigning a specific contact person in the lead agency.

Challenges

A major challenge faced by the Beaumont TWC TEEM Community was the initial lack of understanding of all the components of the TEEM grant by the partner agencies. The Beaumont TWC TEEM Community also encountered problems during the implementation phase when the technical support team did not have the necessary access and training for the SRI system.

Beaumont TWC 2006–2007 Integration Strategies

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 17 teachers were new to the Beaumont TWC TEEM

Community and received their first year of TEEM training.

Table B.20

Number of Teachers in the Beaumont TWC Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	6	0	0	0	6
Head Start	5	0	0	0	5
ISD	6	0	0	0	6
Total	**17**	**0**	**0**	**0**	**17**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

mCLASS subtest means and standard deviations at Time 1 and Time 2 as well as the

associated gains are listed in Table B.21. There was an average increase on Rapid Letter Naming

of 15.18 points, an average increase on Rapid Vocabulary Naming of 3.85 points, and an average

increase on Phonological Awareness of 12.80 points comparing the scores at the beginning of the

school year to the mid-year scores. These results are based on datasets provided by the State

Center.

Table B.21

Beaumont TWC Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 175	15.61	18.94	30.79	23.75	15.18	15.21
Rapid Vocabulary Naming *n* = 848	30.65	11.86	34.50	10.82	3.85	9.10
Phonological Awareness *n* = 837	40.36	14.46	52.46	16.24	12.80	12.19

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.22

Beaumont TWC Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 531	$ 531
Classified Salaries	NA	NA	NA	5,020	5,020
Other Wages	NA	NA	NA	84	84
Benefits	NA	NA	NA	1,183	1,183
Travel	NA	NA	NA	1,126	1,126
Indirect Cost	NA	NA	NA	3,325	3,325
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	3,053	3,053
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,365	2,365
Curriculum Provided to TEEM Sites	NA	NA	NA	20,783	20,783
Teacher Manuals and Testing Materials	NA	NA	NA	749	749
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,573	1,573
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,785	2,785
TEEM Services	NA	NA	NA	353	353
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,450	3,450
Total	**NA**	**NA**	**NA**	**$46,379**	**$46,379**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Beaumont TWC TEEM Community cannot be determined from this allocation model.

Belton TEEM Community

Lead agency: Belton ISD
Years in program: 2006−2007
ESC region: 12
Rural community: No

Belton Community Growth Summary

The Belton Community participated in 1 year of the TEEM program.

Table B.23

Belton Community Growth

Measurement	2003−2004	2004−2005	2005−2006	2006−2007
Number of sites	NA	NA	NA	11
Total number of classrooms	NA	NA	NA	39
ISD classrooms	NA	NA	NA	18
Head Start classrooms	NA	NA	NA	0
Childcare classrooms	NA	NA	NA	21
Number of students	NA	NA	NA	533

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Belton has only participated in the program for one year.

Belton Community Development Summary

The following sections summarize the strategies and tactics used by the Belton TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

Individual contacts were established among the Belton Independent School District (BISD) and the Head Start and child care programs. Venues included partnership meetings and formal and informal meetings between the directors, program managers, and mentors. The Belton Community planned for the 2007 and 2008 school year meetings to be conducted every 6 weeks and to include the Head Start program manager, mentors, and ISD and Head Start teachers. Additionally, meetings were planned for every 6 weeks for mentors and childcare directors.

Establishing Agency Buy-in

Head Start had been interested in teaming with BISD before the TEEM grant. Additionally, the childcare programs that were asked to work on the grant talked with the participating childcare program director about the experiences with the integration. Finally, the Central Texas Workforce Board had provided TEEM related training for Head Start and Child Care in the area and provided BISD with knowledge of potential eligible children in those facilities.

Maximizing Community Potential

To maximize potential, the Belton TEEM Community placed ISD teachers into Head Start classrooms. Additionally, there was continuous contact between mentors and directors/program managers. The community also provided mentoring that included modeling with Head Start and childcare teachers. Online training for teachers was accomplished through e-Circle and curriculum and kits were provided by the TEEM grant.

Integration Factors

The key integration factor was continuous communication between each agency (ISD, Head Start and childcare).

Challenges

Challenges included implementing the 3.5 cognitive instruction hours in ISD, Head Start, and childcare classrooms, determining roles and responsibilities of Head Start and ISD teachers in the Head Start classrooms, and integrating the required Head Start and TEEM curriculum and themes. To overcome these challenges, communication was key and meetings between the BISD curriculum director, Head Start director/program manager, mentors, and teachers were conducted.

Belton Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year there are 22 teachers participating in the Belton TEEM Community. This community was in the first year of the program, but some of the sites had participated in the Year 3 Waco Community program. Three teachers received year 1 training in 2006–2007, while 19 teachers who had participated in the Waco Community received their

second year of training.

Table B.24

Number of Teachers in the Belton Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	2	0	0	4
Head Start	0	0	0	0	0
ISD	1	17	0	0	18
Total	**3**	**19**	**0**	**0**	**22**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

For the 2006–2007 school year, The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are listed in Table B.25. On average, student performance increased by 12.45 points on Rapid Letter Naming, 6.29 points on Rapid Vocabulary Naming, and 11.54 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.25

Belton Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 429$	24.64	24.63	37.09	26.15	12.45	14.71
Rapid Vocabulary Naming $n = 848$	39.41	12.04	45.69	11.57	6.29	8.87
Phonological Awareness $n = 837$	40.36	15.55	58.77	16.24	11.54	11.97

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.26

Belton Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 1,295	$ 1,295
Classified Salaries	NA	NA	NA	12,235	12,235
Other Wages	NA	NA	NA	205	205
Benefits	NA	NA	NA	2,884	2,884
Travel	NA	NA	NA	2,744	2,744
Indirect Cost	NA	NA	NA	8,105	8,105
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	7,441	7,441
Subcontract Payments (Payments to Sites)*	NA	NA	NA	51,183	51,183
Consultant Support to TEEM Sites	NA	NA	NA	5,764	5,764
Curriculum Provided to TEEM Sites	NA	NA	NA	50,659	50,659
Teacher Manuals and Testing Materials	NA	NA	NA	1,824	1,824
PDAs Provided to TEEM Site Teachers	NA	NA	NA	3,834	3,834
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	6,789	6,789
TEEM Services	NA	NA	NA	861	861
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	8,409	8,409
Total	**NA**	**NA**	**NA**	**$164,232**	**$164,232**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Belton TEEM Community cannot be determined from this allocation model.

Brownsville TEEM Communit{

Lead agency:	Cameron Works, Inc.
Years in program:	2003–2007
ESC region:	1
Rural community:	No

Brownsville Community Growth Summary

The Brownsville Community participated in all 4 years of the TEEM program. With the exception of childcare classrooms in the 2006/2007 school, there was an increase in participating classrooms across the 4-year period. The largest growth in the Brownsville TEEM Community was seen in ISD programs.

Table B.27

Brownsville Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	7	10	35	69
Total number of classrooms	10	20	68	133
ISD classrooms	5	10	27	67
Head Start classrooms	3	5	10	41
Childcare classrooms	2	5	31	25
Number of students	153	321	200	1,808

Source: State Center

Figure B.4

Growth of Brownsville Community by Type of Classroom.
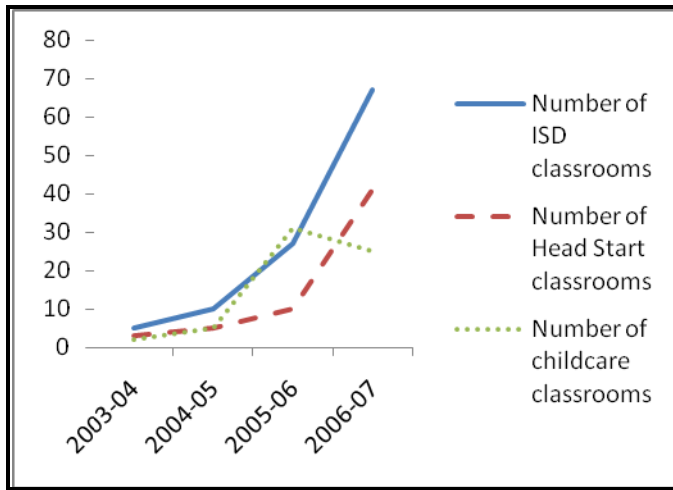
Brownsville Community Development Summary

The following sections summarize the strategies and tactics used by the Brownsville TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The project coordinator conducted the first TEEM Community meeting with each organization individually. During these meetings the program was described in detail, and individuals had opportunities to ask questions. The TEEM partners then were invited to participate in quarterly partnership meetings as well as collaboration meetings with Head Start, Brownsville ISD, and San Benito ISD to discuss issues that surround the sharing of certified teachers. The TEEM Community also provided teachers in the school districts and private childcare centers with professional development and resources.

Establishing Agency Buy-in

To establish buy-in the Brownsville TEEM Community met with each individual agency to outline the benefits the TEEM Community. Each agency was able to discuss its concerns and resolve them as a group.

Maximizing Community Potential

The Brownsville TEEM Community held partner meetings and administrator training to maximize program potential. The project coordinator worked with the partners to streamline project components across agencies.

Integration Factors

Communication was essential for the Brownsville TEEM Community to maintain collaboration. By bringing the partners together, the community was able to identify agencies' concerns and resolve them accordingly. Upfront knowledge of the issues at the initial meeting was also a key factor for agency integration.

Challenges

The major challenge experienced by the Brownsville TEEM Community during the implementation phase involved finding enough pre-kindergarten children at one facility. The school districts each needed 12–15 children to draw Average Daily Attendance (ADA) for the teacher. The location of the Brownsville TEEM Community also was a challenge. Because the TEEM community was not centrally located to any given set of childcare centers, the children had to be transported, which was not cost effective for the partners. The second challenge for the Brownsville TEEM Community was integrating the Head Start programs. It took 3 years of building a relationship between the Head Start agencies and the TEEM community before collaboration succeeded.

Brownsville Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Conducting joint professional development programs

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year there are 147 teachers participating in the Brownsville TEEM Community. Of those, 94 teachers were new to the Brownsville TEEM Community and received their first year of TEEM training in 2006–2007. Forty-five teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Eight teachers who had participated in both 2004–2005 and 2005–2006 school year remained in the program and received their third year of TEEM training.

Table B.28

Number of Teachers in the Brownsville Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	31	12	2	0	45
Head Start	19	16	0	0	35
ISD	44	17	6	0	67
Total	**94**	**45**	**8**	**0**	**147**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the associated gains are listed in Table B.29. These data suggest that on average, student performance increased by 29.26 points on Rapid Letter Naming, 11.42 points on Rapid Vocabulary Naming, and 17.27 points on Phonological Awareness over the course of the 2004–

2005 school year. These results are based on the datasets provided by the State Center.

Table B.29

Brownsville Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 250	14.75	19.05	41.18	26.71	29.26	21.90
Rapid Vocabulary Naming *n* = 250	20.95	12.31	32.37	13.97	11.42	13.60
Phonological Awareness *n* = 206	47.01	16.45	64.28	16.01	17.27	16.26

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective

subtests.

For the 2006–2007 school year, Table B.30contains the means and standard deviations for

the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains. On

average, student performance increased by 17.86 points on Rapid Letter Naming, 8.80 points on

Rapid Vocabulary Naming, and 15.47 points on Phonological Awareness from the beginning

through the middle of the 2006–2007 school year. These results are based on the datasets

provided by the State Center.

Table B.30

Brownsville Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1451	17.00	19.71	34.86	25.89	17.86	19.12
Rapid Vocabulary Naming *n* = 848	27.48	14.83	36.28	17.58	8.80	14.20
Phonological Awareness *n* = 837	40.36	16.73	57.81	16.68	15.47	14.22

Source: State Center mClass dataset
Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.31

Brownsville Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 9,790	$ 36,338	$ 68,260
Classified Salaries	47,797	54,110	56,996	200,629	359,532
Other Wages	392	324	584	1,997	3,296
Benefits	11,547	14,028	13,946	49,357	88,877
Travel	13,961	12,612	15,879	51,809	94,261
Indirect Cost	32,857	27,734	40,849	129,079	230,518
Total Maintenance & Operations				0	
Operating Expenses	78,939	39,927	54,784	199,024	372,674
Subcontract Payments (Payments to Sites)*	0	0	84,316	215,186	299,502
Consultant Support to TEEM Sites	208	6,100	20,368	46,334	73,011
Curriculum Provided to TEEM Sites	47,602	38,528	115,545	374,434	576,109
Teacher Manuals and Testing Materials	2,157	1,290	5,208	14,877	23,533
PDAs Provided to TEEM Site Teachers	5,679	1,436	1,303	21,492	29,909
TEEM Teacher Stipend/Sub/Services	7,278	22,805	3,690	56,927	90,701
TEEM Services	0	0	2,764	5,700	8,463
TEEM Stipends*	0	0	35,223	35,223	70,446
Classroom Licenses at TEEM Sites	72,354	15,698	47,745	164,474	300,270
Total	$ 328,908	$248,588	$508,987	$1,602,880	$2,689,362

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Brownsville TEEM Community cannot be determined from this allocation model.

Copperas Cove TEEM Community

Lead agency: Ft. Hood
Years in program: 2006–2007
ESC region: 12
Rural community: No

Copperas Cove Community Growth Summary

The Copperas Cove Community participated for the first year in the TEEM program in

2006–2007.

Table B.32

Copperas Cove 2006–2007 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Total number of sites	NA	NA	NA	10
Number of classrooms	NA	NA	NA	15
ISD classrooms	NA	NA	NA	7
Head Start classrooms	NA	NA	NA	4
Childcare classrooms	NA	NA	NA	4
Number of students	NA	NA	NA	300

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Copperas Cove

has only participated in the program for one year.

Copperas Cove Community Development Summary

The following sections summarize the strategies and tactics used by the Copperas Cove

ISD TEEM Community to develop and maximize the program. Specifically addressed are

strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by

the community.

Developing Partnerships

The Copperas Cove TEEM Community used a variety of venues and mechanisms to develop partnerships. They used surveys to gain insight into organization needs and attended the other organizations' meetings. The Texas Workforce Commission and the State Center conducted meetings for organizations interested in participating in the TEEM program. The school district contacted administrators from Head Start and child development centers and invited them to join the TEEM community. Their TEEM coordinators kept in contact with the administrators of those agencies throughout the school year through individual meetings and collaborative meetings. The school district also placed a certified teacher (Pre-K Expansion Cycle 12 Grant) in one of the Head Start centers during the 2006–2007 school year.

Establishing Agency Buy-in

Communication was established with each partner center. The agencies were introduced to the TEEM program by use of an informative PowerPoint presentation provided by the State Center. Partners were given details about teacher training, mentoring, curriculum, and material support. Additionally, the stipend provided to teachers influenced participation.

Maximizing Community Potential

The Copperas Cove TEEM Community began the 2006–2007 school year with 15 TEEM classrooms. The potential of the program was observed early on by the learning improvement of 3– and 4–year-old children. The community then began early in the fall 2006 campaigning for additional classrooms. The Copperas Cove TEEM Community applied for the Pre-K TEEM Expansion grant as well as additional funding through the Texas Workforce Commission. This resulted in the TEEM expansion to 57 classrooms for the 2007–2008 school year.

Integration Factors

Critical to integrating the various agencies for the Copperas Cove TEEM Community were a common value-added goal, ample funding, and sufficient staffing. Additionally, well-informed program administrators educated on the TEEM process were a key integration factor. The Copperas Cove TEEM Community also stressed the importance of inviting teachers to introduction meetings and other training sessions.

Challenges

One significant challenge for the Copperas Cove TEEM Community was accepting non-resident students who were qualified based upon pre-kindergarten eligibility criteria. To overcome these challenges, informational sessions were conducted to provide community education about the program and agencies. Another challenge for the community was a lack of understanding of the organization and planning process of community Head Start centers. To alleviate this issue, the State Center organized a meeting between the State Head Start leaders and TEEM coordinators. This meeting helped to clarify numerous misconceptions about policies. Finally, there were privacy issues involving the information exchange between the military and secure educational websites; this still has not been resolved.

Copperas Cove 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies or these strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year five teachers were new to the Copperas Cove TEEM

Community and received their first year of TEEM training.

Table B.33

Number of Teachers in Copperas Cove Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	3	0	0	0	3
Head Start	2	0	0	0	2
ISD	0	0	0	0	0
Total	**5**	**0**	**0**	**0**	**5**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

mCLASS subtest means and standard deviations at Time 1 and Time 2 as well as the

associated gains are listed in Table B.34. These results show that the average student

performance on Rapid Letter Naming increased by 14.08 points, on Rapid Vocabulary Naming

by 4.90 points, and on Phonological Awareness by 12.72 points from the beginning to the middle

of the 2006–2007 school year. These results are based on datasets provided by the State Center.

Table B.34

Copperas Cove 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 186	22.25	20.75	36.32	24.78	14.08	13.94
Rapid Vocabulary Naming *n* = 848	39.25	10.19	44.15	10.17	4.90	8.90
Phonological Awareness *n* = 837	40.36	16.28	55.43	16.75	12.72	11.24

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.35

Copperas Cove Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 498	$ 498
Classified Salaries	NA	NA	NA	4,706	4,706
Other Wages	NA	NA	NA	79	79
Benefits	NA	NA	NA	1,109	1,109
Travel	NA	NA	NA	1,055	1,055
Indirect Cost	NA	NA	NA	3,117	3,117
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,862	2,862
Subcontract Payments (Payments to Sites)*	NA	NA	NA	20,020	20,020
Consultant Support to TEEM Sites	NA	NA	NA	2,217	2,217
Curriculum Provided to TEEM Sites	NA	NA	NA	19,484	19,484
Teacher Manuals and Testing Materials	NA	NA	NA	702	702
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,475	1,475
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,611	2,611
TEEM Services	NA	NA	NA	331	331
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,234	3,234
Total	**NA**	**NA**	**NA**	**$63,501**	**$63,501**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the Copperas Cove TEEM Community cannot be determined from this allocation model.

Dallas TEEM Community

Lead agency:	Child Care Group
Years in program:	2003–2007
ESC region:	10
Rural community:	No

Dallas Community Growth Summary

The Dallas Community participated in all 4 years of the TEEM program. In the 2006–2007 school, there was an increase across the 4–year period. The largest growth in the Dallas TEEM Community was seen in childcare classrooms.

Table B.36

Dallas Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	10	17	30	40
Total number of classrooms	10	20	43	82
ISD classrooms	2	4	10	21
Head Start classrooms	1	3	11	24
Childcare classrooms	7	13	22	37
Number of students	126	267	158	1,219

Source: State Center

Figure B.5

Growth of Dallas Community by Type of Classroom
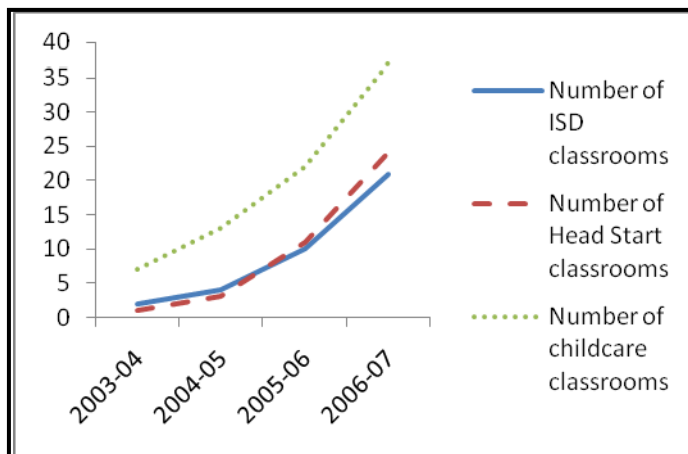
Dallas Community Development Summary

The following sections summarize the strategies and tactics used by the Dallas TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

To develop partnerships among the different agencies the Dallas TEEM Community assigned a project coordinator to meet individually with agencies interested in participating in the TEEM program. The project coordinator conducted the first TEEM Community meeting with each organization individually. During these meetings the program was described in detail, and individuals had opportunities to ask questions. The Dallas TEEM Community communicated regularly with the partners through individual meetings, group meetings, and email updates.

Establishing Agency Buy-in

The Dallas TEEM Community used several methods to establish buy-in, depending on the agency. Some of the agencies were immediately receptive and wanted to participate. Others were more hesitant and wanted to be convinced of the benefit to their organization. Others participated because of encouragement from TEA. Buy-in planning meetings were held with the partners involved. The success of the TEEM project itself helped to sell the concept and integration followed thereafter.

Maximizing Community Potential

The Dallas TEEM Community used frequent and consistent partner meetings along with teacher training, mentoring, and ongoing assessment to maximize program potential. The TEEM

Community streamlined the partners' shared vision of similar outcomes for pre-kindergarten, ISD, and HS programs.

Integration Factors

The key integration factors for the Dallas TEEM Community were commitment, a positive can-do attitude, trust, and belief in the benefits of the program.

Challenges

The major challenge experienced by the Dallas TEEM community was obtaining buy-in from the largest ISD in the community. The Dallas TEEM Community experienced great success with the smaller independent school districts in the surrounding suburbs and rural communities. Another challenge was the lack of communication prior to placing an ISD teacher in a new setting. Discussion of expectations, goals, and barriers were needed before starting work in a new classroom. There was a sense of unclear expectations and lack of planning among the ISD, childcare and Head Start teachers. It was also unclear how the TEEM mentors fit into the program.

Dallas Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year there are 91 teachers participating in the Dallas TEEM Community. Of those, 63 teachers were new to the Dallas TEEM Community and received their first year of TEEM training in 2006–2007. Twenty-four teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Four teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in the program and received their third year of TEEM training.

Table B.37

Number of Teachers in the Dallas Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	11	14	1	0	26
Head Start	23	1	2	0	26
ISD	29	9	1	0	39
Total	**63**	**24**	**4**	**0**	**91**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the corresponding gains are listed in Table B.38. On average, student performance increased by 19.38 points on Rapid Letter Naming, 10.02 points on Rapid Vocabulary Naming, and 18.47 points on Phonological Awareness over the course of the 2004–2005 school year. The results are based on datasets provided by the State Center.

Table B.38

Dallas Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	18.44	20.62	41.18	27.36	19.38	18.16
Rapid Vocabulary Naming *n* = 393	23.11	13.74	33.13	12.10	10.02	11.77
Phonological Awareness *n* = 316	40.71	16.75	59.18	17.78	18.47	14.93

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

For the 2006–2007 school year, Table B.39 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the associated gains. These data suggest that on average, student performance increased by 12.60 points on Rapid Letter Naming, 7.14 points on Rapid Vocabulary Naming, and 14.35 points on Phonological Awareness from the beginning to the middle of the school year. The results are based on datasets provided by the State Center.

Table B.39

Dallas Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 990	17.87	21.97	30.47	25.77	12.60	15.59
Rapid Vocabulary Naming *n* = 848	29.53	17.76	36.66	18.43	7.14	13.75
Phonological Awareness *n* = 837	40.36	18.09	52.95	18.21	14.35	13.84

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.40

Dallas Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 6,191	$ 31,045	$ 59,368
Classified Salaries	47,797	54,110	36,042	163,674	301,623
Other Wages	392	324	369	1,515	2,599
Benefits	11,547	14,028	8,819	40,458	74,851
Travel	13,961	12,612	10,041	42,383	78,998
Indirect Cost	32,857	27,734	25,831	103,462	189,884
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	34,643	169,153	322,662
Subcontract Payments (Payments to Sites)*	0	0	54,393	94,836	149,229
Consultant Support to TEEM Sites	208	6,100	12,880	31,308	50,496
Curriculum Provided to TEEM Sites	47,602	38,528	73,065	265,708	424,903
Teacher Manuals and Testing Materials	2,157	1,290	3,293	10,577	17,317
PDAs Provided to TEEM Site Teachers	5,679	1,436	824	16,000	23,938
TEEM Teacher Stipend/Sub/Services	7,278	22,805	2,334	46,692	79,109
TEEM Services	0	0	1,748	3,558	5,305
TEEM Stipends**	0	0	22,273	22,273	44,547
Classroom Licenses at TEEM Sites	72,354	15,698	30,191	135,924	254,167
Total	**$328,908**	**$248,588**	**$322,935**	**$1,178,567**	**$2,078,997**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

 The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Dallas TEEM Community cannot be determined from this allocation model.

Ellis County TEEM Community

Lead agency: Region 10 ESC
Years in program: 2006–2007
ESC region: 10
Rural community: Yes

Ellis County Community Growth Summary

The Ellis County Community participated in 1 year of the TEEM program.

Table B.41

Ellis County Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	8
Total Number of classrooms	NA	NA	NA	15
ISD classrooms	NA	NA	NA	13
Head Start classrooms	NA	NA	NA	0
Childcare classrooms	NA	NA	NA	2
Number of students	NA	NA	NA	349

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Ellis County has only participated in the program for one year.

Ellis County Community Development Summary

The following sections summarize the strategies and tactics used by the Ellis County TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Ellis County TEEM Community was built on existing partnerships in place between the Ellis County districts and Region 10 ESC Head Start. When the TEEM opportunity became available, all Ellis County districts were invited to a meeting regarding requirements and benefits of the project. The districts were already involved with the ESC because all the Head Start programs were encouraged to participate. All districts invited were encouraged to bring a childcare partner to the informational meeting. A representative from the TWC also attended the meeting to address issues from the childcare perspective. After districts and childcare providers agreed to participate, a mentor provided informal information to the district administrators and childcare directors. Formal informational meetings with all participating administrators were held twice a year with one-on-one meetings scheduled with some administrators who were not in attendance. Region 10 also used their Early Childhood Administrators Update forum to disseminate information about TEEM and its benefits. Ongoing communications in the form of emails, phone calls, and personal visits assisted in developing the partnerships.

Establishing Agency Buy-in

Buy-in was established by emphasizing the project's benefits for children and teachers. This included facilitating discussions with agencies about the school readiness certification and the need for research-based instruction and accountability. The Head Start director and SRI specialist had offices in the same building, which facilitated close communications and coordination. The Ellis County TEEM Community hosted SRI informational meetings for TEA as well as other meetings for the service area. The Ellis County TEEM Community worked with each school district and childcare partner, acknowledging each community with its own unique needs and qualities.

Maximizing Community Potential

Support was provided through training, mentoring, ongoing communications, email, phone calls, and personal visits. ISD, ISD-based Head Start, and childcare staff attended the same professional development through TEEM. The Ellis ISD invited the childcare partners and Head Start partners to attend other training offered to their teachers. The ISD preschool also allowed childcare staff to observe their TEEM classrooms.

Integration Factors

The additional funding available through this program played a prominent role in integration, particularly with a lack of facilities in the rural areas. This stressed the need for partnerships in many areas. Also key to integration was the elimination of barriers such as eligibility requirements, licensing regulations, multiple types of assessments for children, and duplication of paperwork or data entry.

Challenges

Ellis County encountered several challenges. Towns in rural areas were geographically dispersed and finding a common meeting place that did not require excessive travel time for any group was challenging especially when travel reimbursement funds were not available. Another challenge was finding a centralized training location, accounting for travel time, and dismissal times of the various teachers required to travel to the site.

The number of assessments required by Head Start and the additional number required by this project resulted in some teachers feeling that they were continually assessing and not having enough quality teaching time. In the first year the teachers were offered assistance with completing the assessments. In the upcoming school year, the Head Start program will pilot a project in which the TEEM assessment will also be utilized as the ongoing assessment required

by Head Start.

The lack of understanding about the project requirements resulted in a feeling of frustration and confusion. The plan for improving this issue includes providing more complete information to new participants and improving communications.

Faith-based childcare centers were concerned that their religious education and activities would have to be eliminated due to the requirement that sites use a state-adopted curriculum for 3 hours of cognitive instruction. These childcare centers were provided samples of the curriculum used in the ISD, and discussions were held about how faith-based materials could be used at various times of the day and how the state-adopted curriculum could be integrated for 3 hours of daily cognitive instruction.

Ellis County 2006–2007 Community Integration Strategies

- Sharing certified teachers
- Sharing physical space
- Conducting joint professional development programs
- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In 2006–2007 15 teachers in the Ellis County TEEM Community received their first year of TEEM training.

Table B.42

Number of Teachers in the Ellis County Community, 2006–2007

Agency	First Year of TEEM Training	Second Year of TEEM Training	Third Year of TEEM Training	Fourth Year of TEEM Training	Total
Childcare	2	0	0	0	2
Head Start	0	0	0	0	0
ISD	13	0	0	0	13
Total	**15**	**0**	**0**	**0**	**15**

Source: State Center

Student Performance on mClass subtests

Table B.43 provides the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains for the 2006–2007 school year. On average, student performance increased by 10.56 points on Rapid Letter Naming, 4.74 points on Rapid Vocabulary Naming, and 10.98 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on the datasets provided by the State Center.

Table B.43

Ellis County Community Rural 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 310$	14.26	17.67	24.82	21.80	10.56	12.26
Rapid Vocabulary Naming $n = 848$	29.56	12.95	34.30	12.78	4.74	7.97
Phonological Awareness $n = 837$	40.36	12.82	51.36	14.07	10.98	10.55

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.44

Ellis County Rural Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 498	$ 498
Classified Salaries	NA	NA	NA	4,706	4,706
Other Wages	NA	NA	NA	79	79
Benefits	NA	NA	NA	1,109	1,109
Travel	NA	NA	NA	1,055	1,055
Indirect Cost	NA	NA	NA	3,117	3,117
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,862	2,862
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,217	2,217
Curriculum Provided to TEEM Sites	NA	NA	NA	19,484	19,484
Teacher Manuals and Testing Materials	NA	NA	NA	702	702
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,475	1,475
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,611	2,611
TEEM Services	NA	NA	NA	331	331
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,234	3,234
Total	NA	NA	NA	$43,481	$43,481

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Ellis County TEEM Community cannot be determined from this allocation model.

ESC Region 2 TEEM Community

Lead agency: Corpus Christi
Years in program: 2005–2007
ESC region: 2
Rural community: No

ESC Region 2 Community Growth Summary

The ESC Region 2 Community participated in 2 years of the TEEM program. In the

2006–2007 school year, there was an increase in all programs across the 2-year period. The ISD

growth was the largest in the TEEM Community.

Table B.45

ESC Region 2 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	13	37
Total number of classrooms	NA	NA	18	61
ISD classrooms	NA	NA	8	36
Head Start classrooms	NA	NA	5	14
Childcare classrooms	NA	NA	5	11
Number of students	NA	NA	36	1,113

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since ESC Region 2

has only participated in the program for two years.

ESC Region 2 Community Development Summary

The following sections summarize the strategies and tactics used by the Corpus Christi

TEEM Community to develop and maximize the program. Specifically addressed are strategies

to develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

The Corpus Christi TEEM Community developed partnerships through collaborative meetings held at the beginning of the year with each agency and school district. Follow-up meetings were conducted throughout the year. A recognition luncheon was used to help further build the partnerships among the different agencies.

Establishing Agency Buy-in

The different agencies in the Corpus Christi TEEM Community were familiar with each other, having worked on previous projects and grants offered through the lead agency. The partners were receptive to meeting and discussing the TEEM project based on the trust they had formed through established relationships. The ISDs were interested because the project encouraged preschool children in the community to build their skills and because they recognized the benefit with the Pre-K expansion. Head Start sites were already familiar with STEP training from the CIRCLE program. The childcare centers were interested in the classroom materials and in the teacher training that was provided.

Maximizing Community Potential

The Corpus Christi TEEM Community conducted meetings with the ISD and Head Start curriculum staff to discuss the classroom progress and the support needed for teachers. ISD staff had open communication meetings regularly and visited other TEEM teachers in the different schools.

Integration Factors

Communication and meetings between team members were the key integration factors for the Corpus Christi TEEM Community. Positive relationships among the agencies preceded the project, and those relationships were strengthened via the consistent communication and

meetings throughout the project.

Challenges

The Corpus Christi TEEM Community faced a major challenge in understanding the role of the Head Start teacher in working with the Pre-K Expansion and the TEEM project. New sites joining the TEEM project thought the integrating teacher had to be a TEEM teacher. The timing of the need to accomplish a SRI plan may have affected this perception. The problem was resolved through regular meetings and communication.

Another challenge was the Head Start attendance, which was less than 14 children on a regular basis and negatively affected the ISDs. Yet, the districts did not have the ability to increase attendance counts or the amount of children serviced.

ESC Region 2 Community 2006−2007 Integration Strategies

- Sharing certified teachers

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006−2007 school year there are 60 teachers participating in the ESC Region 2 TEEM Community. Of those, 50 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Ten teachers who participated in the 2005−2006 school year remained in the program and received their second year of TEEM training.

Table B.46

Number of Teachers in the ESC Region 2 Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	8	3	0	0	11
Head Start	13	2	0	0	15
ISD	<u>29</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>34</u>
Total	**50**	**10**	**0**	**0**	**60**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the associated gains are listed in the Table B.47. It can be seen that the average student performance increased by 13.54 points on Rapid Letter Naming, 7.77 points on Rapid Vocabulary Naming, and 13.76 points on Phonological Awareness from initial testing to the mid-year testing. These results are based on the datasets provided by the State Center.

Table B.47

ESC Region 2 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 907	19.00	21.97	32.54	26.84	13.54	15.96
Rapid Vocabulary Naming *n* = 848	35.41	13.57	43.18	13.94	7.77	11.53
Phonological Awareness *n* = 837	40.36	15.83	54.76	17.67	13.76	13.05

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.48

ESC Region 2 Community Allocations for fiscal years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 2,592	$ 4,617	$ 7,208
Classified Salaries	NA	NA	15,087	34,225	49,312
Other Wages	NA	NA	154	475	629
Benefits	NA	NA	3,691	8,203	11,894
Travel	NA	NA	4,203	8,495	12,698
Indirect Cost	NA	NA	10,813	23,489	34,302
Total Maintenance & Operations					
Operating Expenses	NA	NA	14,502	26,140	40,641
Subcontract Payments (Payments to Sites)*	NA	NA	0	75,319	75,319
Consultant Support to TEEM Sites	NA	NA	5,391	14,408	19,799
Curriculum Provided to TEEM Sites	NA	NA	30,585	109,821	140,406
Teacher Manuals and Testing Materials	NA	NA	1,379	4,232	5,611
PDAs Provided to TEEM Site Teachers	NA	NA	345	6,341	6,686
TEEM Teacher Stipend/Sub/Services	NA	NA	977	11,596	12,573
TEEM Services	NA	NA	732	2,078	2,810
TEEM Stipends*	NA	NA	9,324	9,324	18,647
Classroom Licenses at TEEM Sites	NA	NA	12,638	25,791	38,430
Total	**NA**	**NA**	**$112,413**	**$364,552**	**$476,965**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the ESC Region 2 TEEM Community cannot be determined from this allocation model.

ESC Region 7 TEEM Community

Lead agency: Kilgore
Years in program: 2004–2007
ESC region: 7
Rural community: No

ESC Region 7 Community Growth Summary

The ESC Region 7 Community participated in 3 years of the TEEM program. With the exception of Head Start classrooms in the 2005–2006 school year, there was an increase in participation across the 3–year period. The largest growth in the ESC Region 7 TEEM Community was seen in childcare classrooms.

Table B.49

ESC Region 7 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	7	24	34
Total number of classrooms	NA	10	48	91
ISD classrooms	NA	2	23	32
Head Start classrooms	NA	2	2	24
Childcare classrooms	NA	6	23	35
Number of students	NA	155	304	1,276

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

Figure B.6

Growth of ESC Region 7 Community by Type of Classroom.
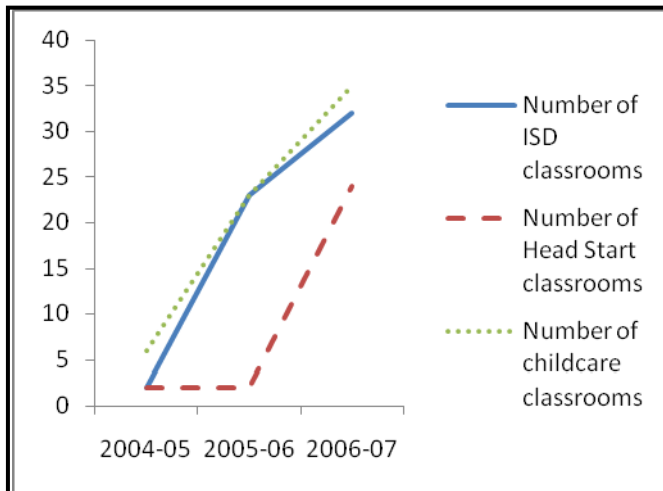
ESC Region 7 Community Development Summary

The following sections summarize the strategies and tactics used by the ESC Region 7 TEEM Community to develop and maximize their community. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The ESC Region 7 TEEM Community made individual phone calls and site visits with each agency to explain the benefits of the TEEM program. To develop partnerships among the different agencies, the ESC Region 7 Community hosted an informational meeting with administrators and teachers.

The region met collaboratively with representatives of all agencies including childcare centers, Head Start centers, the Special Education Preschool Program for Children with Disabilities(PPCD), secondary education, and the ESC Region 7 TEEM Community. The ESC Region 7 TEEM Community visited with groups of principals to provide them with an overview

of the TEEM program and to explain School Readiness Certification System (SRCS) requirements.

Establishing Agency Buy-in

To establish buy-in, the ESC Region 7 TEEM Community scheduled individual meetings with each agency to communicate the benefits of participation in the TEEM Community. The ESC Region 7 project coordinator explained the Pre-Kindergarten expansion grant process and described how participation in the TEEM Community would provide collaboration and partnerships with ISD, childcare centers, and Head Start centers. The project coordinator also explained that the TEEM program would provide professional development for teachers that would have an impact on future student outcomes.

Maximizing Community Potential

The ESC Region 7 TEEM Community provided periodic standard training to all agencies at a central location. It also provided assistance to agencies regarding challenges associated with data collection and data entry for the School Readiness Certification System. The ESC Region 7 kept the principals engaged regarding the TEEM program to maximize community potential.

Integration Factors

Communication was essential for the ESC Region 7 TEEM Community integration. Maintaining collaboration and providing updates to Head Start staff regarding curriculum and assessment were also critical to integration. The community reported that offering professional development to all agencies would build a stronger base of education for preschool teachers.

Challenges

During the implementation phase, the ESC Region 7 TEEM Community expressed how conducting the Head Start assessments and integrating the training with the Head Start Center

training were major challenges. Another challenge for the Region 7 TEEM Community was

teacher commitment to afterschool hours. Additionally, the community reported that

administrators judged the teachers unfairly when the teachers were implementing the TEEM

program as instructed. Funding was also reported to be a challenge for hiring teachers.

ESC Region 7 Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year there are 86 teachers participating in the ESC Region 7

TEEM Community. Of those, 53 teachers were new to the TEEM Community and received their

first year of TEEM training in 2006–2007. Thirty-three teachers who participated in the

2005–2006 school year remained in the program and received their second year of TEEM

training.

Table B.50

ESC Region 7 Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	21	19	0	0	34
Head Start	9	11	0	0	20
ISD	23	9	0	0	32
Total	**53**	**33**	**0**	**0**	**86**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the corresponding gains for the 2004–2005 school year are listed in Table B.51. On average, student performance increased by 20.67 points on Rapid Letter Naming, 8.25 points on Rapid Vocabulary Naming, and 19.15 points on Phonological Awareness over the beginning to the end of the school year. These results are based on the datasets provided by the State Center.

Table B.51

ESC Region 7 Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	16.86	18.50	41.18	25.62	20.67	18.60
Rapid Vocabulary Naming *n* = 393	29.54	15.78	37.79	12.75	8.25	16.12
Phonological Awareness *n* = 316	40.99	19.82	60.14	18.98	19.15	16.32

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

For the 2006–2007 school year, Table B.52 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the associated gains. It can be seen that the average student performance increased by 11.52 points on Rapid Letter Naming, 6.16 points on Rapid Vocabulary Naming, and 11.93 points on Phonological Awareness from initial testing to the mid-year testing. These results are based on the dataset provided by the State Center.

Table B.52

ESC Region 7 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1049	16.32	20.72	27.84	25.32	11.52	15.55
Rapid Vocabulary Naming *n* = 848	32.98	16.22	39.14	16.05	6.16	12.39
Phonological Awareness *n* = 837	40.36	18.08	52.35	18.03	11.93	12.32

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.53

ESC Region 7 Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	$ 6,998	$ 6,911	$ 16,930	$ 30,838
Classified Salaries	NA	27,055	40,233	95,837	163,125
Other Wages	NA	162	412	1,051	1,625
Benefits	NA	7,014	9,844	23,588	40,446
Travel	NA	6,306	11,209	23,917	41,431
Indirect Cost	NA	13,867	28,834	61,612	104,314
Total Maintenance & Operations					
Operating Expenses	NA	19,963	38,671	75,996	134,631
Subcontract Payments (Payments to Sites)*	NA	34,219	121,713	209,486	365,418
Consultant Support to TEEM Sites	NA	3,050	14,377	30,878	48,305
Curriculum Provided to TEEM Sites	NA	19,264	81,561	219,028	319,853
Teacher Manuals and Testing Materials	NA	645	3,676	8,578	12,899
PDAs Provided to TEEM Site Teachers	NA	718	919	10,583	12,220
TEEM Teacher Stipend/Sub/Services	NA	11,403	2,605	29,849	43,857
TEEM Services	NA	0	24,863	26,872	51,735
TEEM Stipends*	NA	0	1,951	1,951	3,901
Classroom Licenses at TEEM Sites	NA	7,849	33,702	61,173	102,724
Total	**NA**	**$158,513**	**$421,481**	**$897,330**	**$1,477,323**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the ESC Region 7 TEEM Community cannot be determined from this allocation model.

ESC Region 12 TEEM Community

Lead agency: Waco
Years in program: 2005–2007
ESC region: 12
Rural community: No

ESC Region 12 Community Growth Summary

The ESC Region 12 Community participated in 2 years of the TEEM program. The ISD

and childcare classrooms showed a decrease in participation in the 2006–2007 school year, while

there was an increase in participation in the Head Start classroom across the 2-year period.

Table B.54

ESC Region 12 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	20	17
Total number of classrooms	NA	NA	38	34
ISD classrooms	NA	NA	26	24
Head Start classrooms	NA	NA	7	8
Childcare classrooms	NA	NA	5	2
Number of students	NA	NA	150	625

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since ESC Region 12

has only participated in the program for two years.

ESC Region 12 Community Development Summary

The following sections summarize the strategies and tactics used by the ESC Region 12

TEEM Community to develop and maximize the program. Specifically addressed are strategies

to develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

The ESC Region 12 TEEM Community project coordinator scheduled quarterly meetings for all agencies.

Establishing Agency Buy-in

To establish buy-in, the ESC Region 12 TEEM Community approached the Head Start center and Waco ISD to explain the benefits of the project to the agencies.

Maximizing Community Potential

The ESC Region 12 TEEM Community worked with the Head Start center to bring more Jump Start programs into the district. The ESC Region 12 TEEM Community has five Jump Start programs within the Waco ISD and plans to add a Jump Start program for the 2007–2008 school year.

Integration Factors

Communication was essential for the ESC Region 12 TEEM Community to maintain collaboration between all agencies.

Challenges

The major challenge experienced by the ESC Region 12 TEEM Community during the implementation phase involved poor integration between the ISD and childcare centers. The ESC Region 12 TEEM Community did not have director support in the childcare centers. The second challenge for the ESC Region 12 TEEM Community was lack of communication and collaboration. Several agencies were left out of the communications when the ISD moved classrooms within the district.

ESC Region 12 Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year 29 teachers participated in the ESC Region 12 TEEM Community. Of those, 16 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Thirteen teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training.

Table B.55

Number of Teachers in the ESC Region 12 Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	4	0	0	6
Head Start	6	3	0	0	9
ISD	8	6	0	0	14
Total	**16**	**13**	**0**	**0**	**29**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

mCLASS subtest means and standard deviations at Time 1 and Time 2 as well as the associated gains are listed in Table B.56. These data show that, on average, student performance increased by 12.92 points on Rapid Letter Naming, 6.02 points on Rapid Vocabulary Naming, and 14.37 points on Phonological Awareness from the start to the middle of the school year.

These results are based on the datasets provided by the State Center.

Table B.56

ESC Region 12 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
mCLASS Subtest	**M**	**SD**	**M**	**SD**	**M**	**SD**
Rapid Letter Naming *n* = 543	15.37	18.82	28.29	23.96	12.92	14.66
Rapid Vocabulary Naming *n* = 848	32.43	12.47	38.45	13.54	6.02	10.25
Phonological Awareness *n* = 837	40.36	18.34	55.94	18.60	14.37	13.30

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.57

ESC Region 12 Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 5,471	$ 6,600	$ 12,071
Classified Salaries	NA	NA	31,851	42,518	74,368
Other Wages	NA	NA	326	505	831
Benefits	NA	NA	7,793	10,308	18,101
Travel	NA	NA	8,873	11,266	20,139
Indirect Cost	NA	NA	22,827	29,893	52,720
Total Maintenance & Operations					
Operating Expenses	NA	NA	30,614	37,101	67,716
Subcontract Payments (Payments to Sites)*	NA	NA	117,015	159,255	276,271
Consultant Support to TEEM Sites	NA	NA	11,382	16,407	27,789
Curriculum Provided to TEEM Sites	NA	NA	64,569	108,733	173,302
Teacher Manuals and Testing Materials	NA	NA	2,910	4,501	7,411
PDAs Provided to TEEM Site Teachers	NA	NA	728	4,070	4,798
TEEM Teacher Stipend/Sub/Services	NA	NA	2,062	7,981	10,043
TEEM Services	NA	NA	1,544	2,295	3,839
TEEM Stipends**	NA	NA	19,683	19,683	39,367
Classroom Licenses at TEEM Sites	NA	NA	26,681	34,012	60,693
Total	**NA**	**NA**	**$354,331**	**$495,127**	**$849,458**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the ESC Region 12 TEEM Community cannot be determined from this allocation model.

ESC Region 17 TEEM Community

Lead agency: Lubbock
Years in program: 2005–2007
ESC region: 17
Rural community: No

ESC Region 17 Community Growth Summary

The ESC Region 17 Community participated in 2 years of the TEEM program. There was

an increase in classroom participation from the 2005–2006 to the 2006–2007 period. The largest

growth in the ESC Region 17 TEEM Community was seen in ISD programs.

Table B.58

ESC Region 17 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	5	18
Total number of classrooms	NA	NA	16	41
ISD classrooms	NA	NA	7	24
Head Start classrooms	NA	NA	6	9
Childcare classrooms	NA	NA	3	8
Number of students	NA	NA	94	685

Source: State Center

Note. NA = Not Applicable as the ESC Region 17 Community participated in two years of the TEEM program

The Growth by Type of Classroom Figure is not represented here, since ESC Region 17

has only participated in the program for two years.

ESC Region 17 Community Development Summary

The following sections summarize the strategies and tactics used by the ESC Region 17

TEEM Community to develop and maximize their community. Specifically addressed are

strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by

the community.

Developing Partnerships

To continue partnerships among the different agencies, the ESC Region 17 Community held monthly meetings. The TEEM Community provided several individual sessions with agencies as needed. The ESC Region 17 TEEM Community project coordinator scheduled site visits with other TEEM Communities to demonstrate other integration models. The ESC Region 17 TEEM Community invited representatives from its Head Start, ISD, and childcare centers to observe the different models being practiced by TEEM Community teachers in each agency.

Establishing Agency Buy-in

For the most part, the majority of the agencies trusted the Regional Educational Service Center's guidance. To help establish buy-in, the ESC Region 17 TEEM Community scheduled meetings with each agency to communicate the benefits of participation in the TEEM Community. The project coordinator also described the TEEM Community program and benefits to teachers and students.

Maximizing Community Potential

Communication was essential for the ESC Region 17 TEEM Community to maintain collaboration.

Integration Factors

The ESC Region 17 TEEM community identified key factors necessary for agency collaboration. Strong communication from all agencies provided awareness of all ESC Region 17 TEEM Community needs. Funding for all agencies of the ESC Region 17 TEEM Community helped develop a successful program. The funding from the State Center helped the childcare centers increase teacher pay.

Challenges

The major challenge reported by the ESC Region 17 TEEM Community during the implementation phase of the program involved lack of teacher readiness. The district teachers were not fully prepared to transfer to the childcare center environment. The second challenge was making sure the childcare centers maintained their ratios. In addition, staff turnover was a major challenge for the childcare centers.

ESC Region 17 Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Sharing physical space

- Conducting joint professional development programs

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community

Current Number of Teachers

In the 2006–2007 school year 16 teachers participated in the ESC Region 17 TEEM Community. Of those, three teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Thirteen teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training.

Table B.59

Number of Teachers in the ESC Region 17 Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	0	2	0	0	2
Head Start	1	4	0	0	5
ISD	2	7	0	0	9
Total	**3**	**13**	**0**	**0**	**16**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are shown in Table B.60. On average, student performance increased by 10.89 points on Rapid Letter Naming, 3.56 points on Rapid Vocabulary Naming, and 9.95 points on Phonological Awareness from the beginning to the middle of the 2006–2007 school year. These results are based on the dataset provided by the State Center.

Table B.60

ESC Region 17 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 547	13.40	17.91	24.29	22.63	10.89	13.63
Rapid Vocabulary Naming *n* = 848	34.83	12.71	38.39	12.67	3.56	9.28
Phonological Awareness *n* = 837	40.36	15.97	51.75	17.58	9.95	12.30

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.61

ESC Region 17 Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 2,304	$ 3,665	$ 5,968
Classified Salaries	NA	NA	13,411	26,274	39,685
Other Wages	NA	NA	137	352	490
Benefits	NA	NA	3,281	6,314	9,595
Travel	NA	NA	3,736	6,621	10,357
Indirect Cost	NA	NA	9,611	18,132	27,743
Total Maintenance & Operations					
Operating Expenses	NA	NA	12,890	20,713	33,603
Subcontract Payments (Payments to Sites)*	NA	NA	0	56,834	56,834
Consultant Support to TEEM Sites	NA	NA	4,792	10,852	15,645
Curriculum Provided to TEEM Sites	NA	NA	27,187	80,443	107,630
Teacher Manuals and Testing Materials	NA	NA	1,225	3,143	4,369
PDAs Provided to TEEM Site Teachers	NA	NA	306	4,337	4,643
TEEM Teacher Stipend/Sub/Services	NA	NA	868	8,006	8,874
TEEM Services	NA	NA	650	1,555	2,206
TEEM Stipends*	NA	NA	8,288	8,288	16,575
Classroom Licenses at TEEM Sites	NA	NA	11,234	20,075	31,309
Total	**NA**	**NA**	**$99,923**	**$275,603**	**$375,526**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the ESC Region 17 TEEM Community cannot be determined from this allocation model.

ESC Region 18 TEEM Community

Lead agency: Midland
Years in program: 2004–2007
ESC region: 18
Rural community: No

ESC Region 18 Community Growth Summary

The ESC Region 18 TEEM Community participated in 3 years of the TEEM program.

There was an increase in participation across the 3-year period in all classrooms. The largest

growth in the ESC Region 18 TEEM Community was seen in childcare classrooms.

Table B.62

ESC Region 18 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	8	23	32
Total number of classrooms	NA	20	74	130
ISD classrooms	NA	9	34	52
Head Start classrooms	NA	6	12	36
Childcare classrooms	NA	5	31	42
Number of students	NA	293	797	1943

Source: State Center

Note. NA=Not applicable as the community did not participate in the program during that time period(s).

Figure B.7

Growth of ESC Region 18 Community by Type of Classroom.
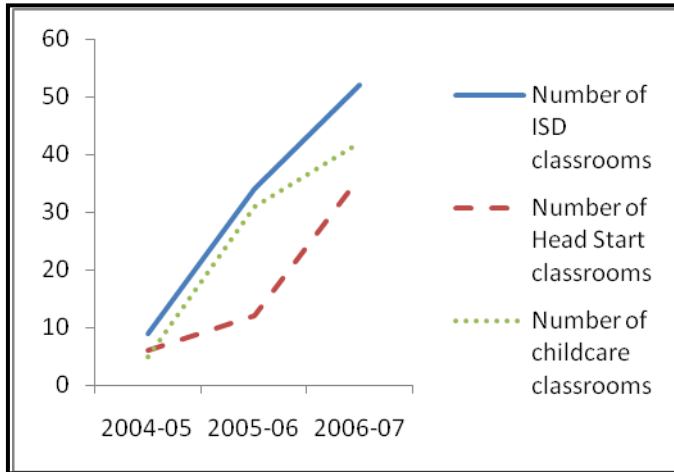
ESC Region 18 Community Development Summary

The following sections summarize the strategies and tactics used by the ESC Region 18 TEEM Community to develop and maximize the program in their community. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The ESC Region 18 TEEM Community project coordinator initiated a meeting with all interested parties to describe in detail the benefits of the TEEM program. Districts met with childcare centers to provide information regarding the TEEM program. To clarify responsibilities, a memorandum of understanding was developed for the participating agencies.

Establishing Agency Buy-in

To establish buy-in, the ESC Region 18 TEEM Community met with Midland ISD and Enviro-kids administrators to outline the benefits of TEEM Community program. The ESC Region 18 TEEM Community project coordinator had prior working relationships with the other

agencies, which helped facilitate buy-in into the program.

Maximizing Community Potential

To maximize community growth, the ESC Region 18 TEEM Community scheduled individual meetings and conference calls with administrators of each agency. The project coordinator also provided assistance to agencies by answering questions and helping to solve issues and problems among the agencies.

Integration Factors

In order for the community to better understand responsibilities and various integration models, the ESC Region 18 TEEM Community reported the need for an in-depth memorandum of understanding and site visits with existing communities. The ESC Region 18 TEEM Community also felt that developing a Frequent Asked Questions (FAQ) document would be helpful for establishing future communities.

Challenges

The major challenge expressed by the ESC Region 18 TEEM Community during the implementation phase was poor initial planning of the program. Lack of timely communication and a memorandum of understanding added to the challenges faced during implementation.

ESC Region 18 2006–2007 Integration strategies

- Sharing certified teachers

- Sharing physical space

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 128 teachers participated in the ESC Region 18 TEEM Community. Of these, 64 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Fifty-nine teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training.

Table B.63

Number of Teachers in the ESC Region 18 Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	27	16	0	0	43
Head Start	18	18	0	0	36
ISD	24	25	0	0	49
Total	**69**	**59**	**0**	**0**	**128**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

Table B.64 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the associated gains for the 2004–2005 school year. These results show that the average student performance on Rapid Letter Naming increased by 20.38 points, on Rapid Vocabulary Naming by 7.79 points, and on Phonological Awareness by 25.95 points from the beginning to the end of the school year. These results are based on the datasets provided by the State Center.

Table B.64

ESC Region 18 Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	15.32	17.60	41.18	22.67	20.38	16.51
Rapid Vocabulary Naming *n* = 393	29.40	10.39	37.19	9.61	7.79	11.26
Phonological Awareness *n* = 316	36.23	13.60	62.19	15.10	25.95	15.33

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

For the 2006–2007 school year, Table B.65 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains. These results show that on average student performance increased by 11.30 points on Rapid Letter Naming, 6.57 points on Rapid Vocabulary Naming, and 13.61 points on Phonological Awareness from the beginning to the middle of the school year.

Table B.65

ESC Region 18 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1599	14.52	19.21	25.82	22.67	11.30	13.93
Rapid Vocabulary Naming *n* = 848	33.37	12.73	39.93	11.65	6.57	10.29
Phonological Awareness *n* = 837	40.36	18.54	51.38	18.78	13.61	14.77

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.66

ESC Region 18 Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	$ 13,995	$ 10,654	$ 28,965	$ 53,615
Classified Salaries	NA	54,110	62,025	156,920	273,056
Other Wages	NA	324	635	1,641	2,600
Benefits	NA	14,028	15,176	38,819	68,023
Travel	NA	12,612	17,280	39,038	68,930
Indirect Cost	NA	27,734	44,453	99,203	171,390
Total Maintenance & Operations					
Operating Expenses	NA	39,927	59,617	124,347	223,892
Subcontract Payments (Payments to Sites)*	NA	45,945	118,480	202,269	366,694
Consultant Support to TEEM Sites	NA	6,100	22,165	47,480	75,745
Curriculum Provided to TEEM Sites	NA	38,528	125,740	333,130	497,398
Teacher Manuals and Testing Materials	NA	1,290	5,667	13,039	19,996
PDAs Provided to TEEM Site Teachers	NA	1,436	1,417	15,633	18,486
TEEM Teacher Stipend/Sub/Services	NA	22,805	4,016	49,452	76,273
TEEM Services	NA	0	3,007	5,877	8,885
TEEM Stipends*	NA	0	38,331	38,331	76,662
Classroom Licenses at TEEM Sites	NA	15,698	51,957	95,686	163,341
Total	**NA**	**$294,533**	**$580,622**	**$1,289,830**	**$2,164,985**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the ESC Region 18 TEEM Community cannot be determined from this allocation model.

ESC Region 19 TEEM Community

Lead agency: El Paso
Years in program: 2003–2007
ESC region: 19
Rural community: No

ESC Region 19 Community Growth Summary

The ESC Region 19 Community participated in all 4 years of the TEEM program. With the exception of ISD classrooms in the 2005–2006 school, there was an increase in participation across the 4-year period. The largest growth in the ESC Region 19 TEEM Community was seen in Head Start programs.

Table B.67

ESC Region 19 Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	6	9	15	35
Total number of classrooms	10	20	34	68
ISD classrooms	3	6	5	22
Head Start classrooms	3	6	15	24
Childcare classrooms	4	8	14	22
Number of students	129	243	144	766

Source: State Center

Figure B.8

Growth of ESC Region 19 by Type of Classroom.
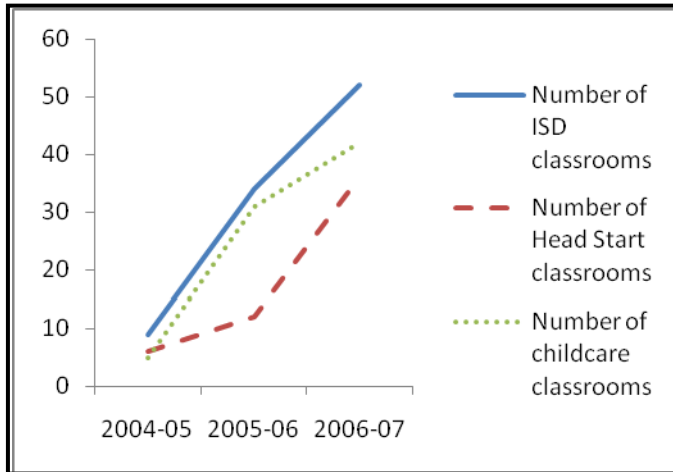
ESC Region 19 Community Development Summary

The State Center did not provide information on strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community for ESC Region 19 TEEM Community.

ESC Region 19 Community 2006–2007 Integration Strategies

The State Center did not provide information regarding ESC Region 19 integration strategies.

Current Number of Teachers

In the 2006–2007 school year 80 teachers participated in the ESC Region 19 TEEM Community. Of these, 55 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Nineteen teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Six teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in the program and received their third year of TEEM training.

Table B.68

Number of Teachers in the ESC Region 19 Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	16	7	3	0	26
Head Start	15	10	3	0	28
ISD	24	2	0	0	26
Total	**55**	**19**	**6**	**0**	**80**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

Table B.69 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the associated gains for the 2004–2005 school year. On average, student performance increased by 14.94 points on Rapid Letter Naming, 13.01 points on Rapid Vocabulary Naming, and 27.02 points on Phonological Awareness from the beginning to the end of the school year. These results are based on datasets provided by the State Center.

Table B.69

ESC Region 19 Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 393$	12.61	15.42	41.18	21.21	14.94	17.03
Rapid Vocabulary Naming $n = 393$	29.48	12.80	42.49	18.31	13.01	14.56
Phonological Awareness $n = 316$	34.55	16.58	61.57	16.63	27.02	17.19

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains for the 2006–2007 school year are listed in Table B.70. There was an average increase on Rapid Letter Naming of 9.20 points, an average increase on Rapid Vocabulary Naming of 8.42 points, and an average increase on Phonological Awareness of 16.22 points comparing the scores at the beginning to the mid-year scores. These results are based on datasets provided by the State Center.

Table B.70

ESC Region 19 Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	SD	M	SD	M	SD
Rapid Letter Naming *n* = 565	13.25	18.45	22.45	22.12	9.20	12.76
Rapid Vocabulary Naming *n* = 848	30.82	14.39	39.24	14.50	8.42	9.96
Phonological Awareness *n* = 837	40.36	17.24	53.72	18.43	16.22	13.86

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests

Table B.71

ESC Region 19 Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 4,895	$ 29,285	$ 56,312
Classified Salaries	47,797	54,110	28,498	151,739	282,144
Other Wages	392	324	292	1,364	2,371
Benefits	11,547	14,028	6,973	37,577	70,124
Travel	13,961	12,612	7,939	39,297	73,809
Indirect Cost	32,857	27,734	20,424	95,147	176,162
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	27,392	159,232	305,489
Subcontract Payments (Payments to Sites)*	30,918	57,937	78,378	190,779	358,013
Consultant Support to TEEM Sites	208	6,100	10,184	26,543	43,036
Curriculum Provided to TEEM Sites	47,602	38,528	57,772	232,230	376,133
Teacher Manuals and Testing Materials	2,157	1,290	2,604	9,233	15,284
PDAs Provided to TEEM Site Teachers	5,679	1,436	651	14,451	22,217
TEEM Teacher Stipend/Sub/Services	7,278	22,805	1,845	43,766	75,695
TEEM Services	0	0	1,382	2,883	4,265
TEEM Stipends*	0	0	17,611	17,611	35,223
Classroom Licenses at TEEM Sites	72,354	15,698	23,872	126,586	238,510
Total	$ **359,826**	**$306,525**	**$290,714**	**$1,177,722**	**$2,134,788**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

 The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the ESC Region 19 TEEM Community cannot be determined from this allocation model.

Fort Worth TEEM Community

Lead agency: Child Care Associates
Years in program: 2003–2007
ESC region: 11
Rural community: No

Fort Worth Community Growth Summary

The Fort Worth Community participated in all 4 years of the TEEM program. There was an increase in classroom participation across the 4-year period. The largest growth in the Fort Worth TEEM Community was seen in Head Start classrooms.

Table B.72

Fort Worth Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	6	10	31	65
Total number of classrooms	10	20	67	97
ISD classrooms	4	8	16	35
Head Start classrooms	4	8	36	44
Childcare classrooms	2	4	15	18
Number of students	154	368	511	2,118

Source: State Center

Figure B.9

Growth of Fort Worth Community by Type of Classroom.
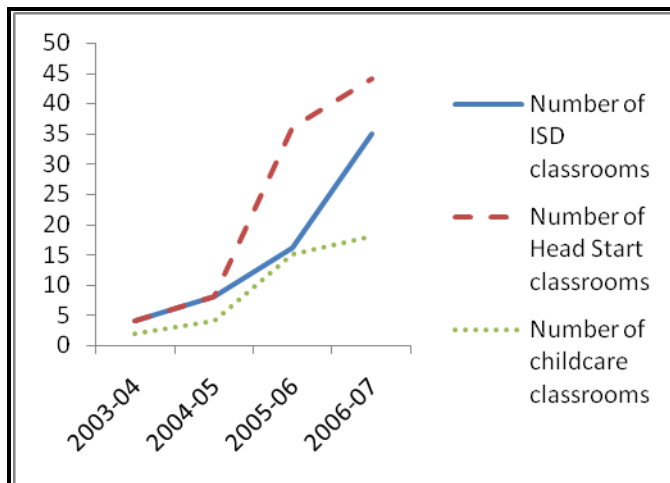
Fort Worth Community Development Summary

The following sections summarize the strategies and tactics used by the Fort Worth TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Fort Worth TEEM Community held initial planning meetings with potential partners who were given an opportunity to ask questions and determine their interest in participation. For those expressing interest, a Memorandum of Agreement was developed clearly stating the responsibilities of each partner. Partners were selected on the basis of ability to perform and commitment to the TEEM concepts and requirements. Not all who attended in the initial meetings chose to participate or were selected to join the TEEM community.

After the partnerships were developed, monthly meetings were held with the ISD, childcare agencies, and Head Start program. Town hall venues were conducted quarterly across partner groups to ensure knowledge and strategies were shared.

Establishing Agency Buy-in

Gaining buy-in was not a great concern for the Fort Worth TEEM Community. The community and its various partners discussed the benefits and economics of collaboration from various viewpoints, common desired school readiness outcomes for children, and negative impacts on the communities when entities serving young children do not coordinate efforts. Their focus was around braiding resources for efficiency and effectiveness. School Readiness Integration was a desired outcome to leverage assets and braid resources.

Maximizing Community Potential

The strategy focus was the TEEM implementation. The assets available through participation were intended to "maximize the potential of their programs." Each partner brought unique assets to share including staffing, facilities, materials, and equipment in addition to resources provided by the State Center through TEEM.

Integration Factors

The key integration factor for the Fort Worth TEEM Community was respect. Without mutual respect, each partner would not have been able to recognize the value collaboration in designing integrated service delivery systems.

Challenges

Three challenges influenced implementation for the Fort Worth TEEM Community. The first was developing a common language for what was being implemented and why it was needed. Secondly, developing the Memorandum of Agreement was demanding. Finally, staying focused on stated project goals through proper implementation was challenging.

The key to overcoming these challenges was regular and ongoing meetings to address issues as they arose rather than wait for issues to get out of control. This was critical to the entire process of partnerships. The regular and ongoing communications enabled the community to bring up, discuss, and resolve issues..

Fort Worth Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year 137 teachers participated in the Fort Worth TEEM Community. Of those, 86 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Thirty-seven teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Five teachers who had participated in both 2004–2005 and 2005–2006 school year remained in the program and received their third year of TEEM training. Nine teachers received their fourth year of TEEM training.

Table B.73

Number of Teachers in the Fort Worth Community, 2006–2007

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	9	6	2	2	19
Head Start	39	13	2	4	58
ISD	38	18	1	3	60
Total	**86**	**37**	**5**	**9**	**137**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations at Time 1 and Time 3 as well as the associated gains are listed in Table B.74. On average, student performance increased by 34.44 points on Rapid Letter Naming, 12.80 points on Rapid Vocabulary Naming, and 24.82 points on Phonological Awareness over the course of the 2004–2005 school year. These results are based

on datasets provided by the State Center.

Table B.74

Fort Worth Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	18.79	20.33	41.18	27.08	34.44	24.57
Rapid Vocabulary Naming *n* = 393	25.63	13.22	38.43	14.96	12.80	11.43
Phonological Awareness *n* = 316	41.50	18.11	66.32	15.98	24.82	15.06

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains for the 2006–2007 school year are provided in Table B.75. On average, student performance increased by 12.36 points on Rapid Letter Naming, 6.05 points on Rapid Vocabulary Naming, and 11.50 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.75

Fort Worth Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtests	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1710	25.47	25.47	37.83	27.12	12.36	16.63
Rapid Vocabulary Naming *n* = 848	31.65	15.86	37.70	15.18	6.05	13.35
Phonological Awareness *n* = 837	40.36	18.07	54.82	18.89	11.50	14.15

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests

Table B.76

Fort Worth Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 9,646	$ 34,999	$ 66,777
Classified Salaries	47,797	54,110	56,158	188,497	346,562
Other Wages	392	324	575	1,799	3,090
Benefits	11,547	14,028	13,741	46,489	85,804
Travel	13,961	12,612	15,645	49,043	91,262
Indirect Cost	32,857	27,734	40,248	120,997	221,836
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	53,978	191,351	364,194
Subcontract Payments (Payments to Sites)*	62,210	80,454	144,362	287,026	574,052
Consultant Support to TEEM Sites	208	6,100	20,068	40,714	67,091
Curriculum Provided to TEEM Sites	47,602	38,528	113,845	325,973	525,948
Teacher Manuals and Testing Materials	2,157	1,290	5,131	13,117	21,695
PDAs Provided to TEEM Site Teachers	5,679	1,436	1,283	17,934	26,332
TEEM Teacher Stipend/Sub/Services	7,278	22,805	3,636	50,606	84,325
TEEM Services	0	0	2,723	4,864	7,587
TEEM Stipends*	0	0	34,705	34,705	69,410
Classroom Licenses at TEEM Sites	72,354	15,698	47,043	156,009	291,103
Total	$ 391,118	$329,042	$562,787	$1,564,122	$2,847,069

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Fort Worth TEEM Community cannot be determined from this allocation model.

Galveston TEEM Community

Lead agency: Galveston
Years in program: 2006–2007
ESC region: 4
Rural community: No

Galveston Community Growth Summary

The 2006–2007 school year was the first year the Galveston Community participated in

the TEEM program.

Table B.77

Galveston Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	3
Total number of classrooms	NA	NA	NA	10
ISD classrooms	NA	NA	NA	4
Head Start classrooms	NA	NA	NA	4
Childcare classrooms	NA	NA	NA	2
Number of students	NA	NA	NA	34

Source: State Center

Note. NA = Not Applicable as the Galveston Community participated in one year of the TEEM program

The Growth by Type of Classroom Figure is not represented here, since Galveston has

only participated in the program for one year.

Galveston Community Development Summary

The following sections summarize the strategies and tactics used by the Galveston TEEM

Community to develop and maximize the program. Specifically addressed are strategies to

develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

To develop partnerships the Galveston TEEM Community held initial planning meetings with ISD board members, Head Start board members, and the childcare community.

Establishing Agency Buy-in

Agency buy-in was not difficult for the Galveston TEEM Community. The fact that the TEEM model presented a win-win collaboration opportunity for all partners involved brought buy-in. Head Start benefited by receiving space in the ISD buildings. The ISDs gained a full-day program to offer parents and families who needed full-day care. The childcare centers received material provided by the TEEM project.

Maximizing Community Potential

Focusing on what each partner had to offer had a positive impact on the potential for each agency. Combining resources, abilities, and philosophies, the Galveston TEEM Community partners were able to work smarter. All agencies were seeking the same outcome. The Galveston TEEM community was proactive in its approach to early education through the focus on literacy for at-risk children.

Integration Factors

The key integration factors for the Galveston TEEM Community were communication and funding.

Challenges

The major challenge for the Galveston TEEM Community faced was not having a clear definition of roles and responsibilities for the different agencies and an understanding of how to divide financial costs among them. Another challenge was the amount of time teachers spent assessing children to meet both federal and state mandates in the childcare community. Cognitive

instructional time was a challenge due to scheduling issues.

Galveston Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

Data regarding the number of teachers within the Galveston Community were not

available.

Galveston Community Student Performance

The student performance data provided by the State Center for the Galveston TEEM

Community did not contain enough data to evaluate student performance gains.

Table B.78

Galveston Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 332	$ 332
Classified Salaries	NA	NA	NA	3,137	3,137
Other Wages	NA	NA	NA	52	52
Benefits	NA	NA	NA	740	740
Travel	NA	NA	NA	704	704
Indirect Cost	NA	NA	NA	2,078	2,078
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	1,908	1,908
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	1,478	1,478
Curriculum Provided to TEEM Sites	NA	NA	NA	12,989	12,989
Teacher Manuals and Testing Materials	NA	NA	NA	468	468
PDAs Provided to TEEM Site Teachers	NA	NA	NA	983	983
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	1,741	1,741
TEEM Services	NA	NA	NA	221	221
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	2,156	2,156
Total	**NA**	**NA**	**NA**	**$28,987**	**$28,987**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the Galveston TEEM Community cannot be determined from this allocation model.

Houston TEEM Community

Lead agency: Neighborhood Centers, Inc.
Years in program: 2003–2007
ESC region: 4
Rural community: No

Houston Community Growth Summary

The Houston Community participated in all 4 years of the TEEM program. There was an increase in participation across the 4-year period. The largest growth in the Houston TEEM Community was seen in Childcare classroom.

Table B.79

*Houston Community Growth*

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	8	9	32	65
Total Number of classrooms	10	20	92	122
ISD classrooms	5	9	53	57
Head Start classrooms	3	8	27	28
Childcare classrooms	2	3	12	37
Number of students	151	358	258	1,905

Source: State Center

Mathematica's partners in the project include Analytica, Chesapeake Research Associates, Coalition for Evidence-Based Policy, CommunicationWorks, Empirical Education, Inc., Human Resources Research Organization, ICF-Caliber, Optimal Solutions Group, RAND Corporation, RG Research Group, SRI International, Twin Peaks Partners, University of Arkansas, and the University of Wisconsin.

Figure B.10

Growth of Houston Community by Type of Classroom.
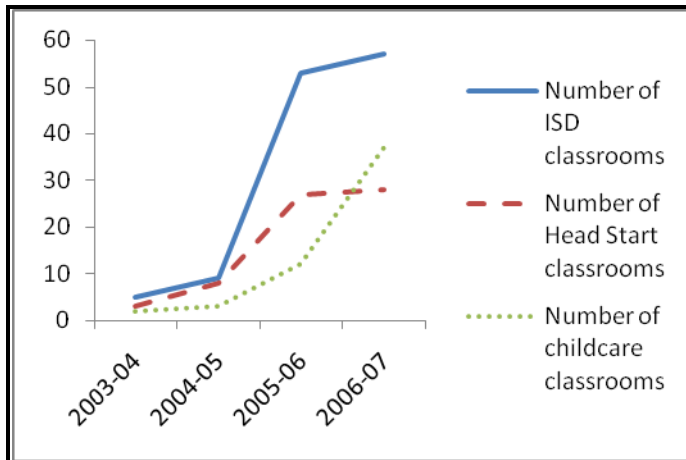
Houston Community Development Summary

The following sections summarize the strategies and tactics used by the Houston TEEM Community to develop and maximize the program in their community. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

To develop partnerships the Houston TEEM Community held cluster and partnership meetings twice a year.

Establishing Agency Buy-in

Buy-in was enhanced with one-on-one and large group meetings. Because of the large size of the ISDs, group meetings were more effective. When interaction was poor at large group meetings, however, cluster meetings and one-on-one meetings were held.

Maximizing Community Potential

To maximize potential, the Houston TEEM Community identified the strengths of each community. For example, some ISDs had good technology available and each teacher had a computer in the classroom. Districts made their computer labs available for e-Circle classes. Sync stations were set up in individual classrooms, or a central sync station was set up on campus. Mentors were permitted to sync their non-ISD teachers' PDAs at ISD sync stations. Additionally, Head Start had a strong classroom management system and a good lesson plan format, both of which were adjusted and shared in e-Circle classes and on online discussions. The goal was to identify the strengths of each community and use that strength as a collaborative tool. In this way the focus was on the positives as opposed to the negatives in each community.

Integration Factors

The key factor for the Houston TEEM Community was commitment. Commitment to the TEEM model enabled communities and agencies to see beyond "how things are done," and know that "things are done" on behalf of children, ensuring they arrive in kindergarten with the necessary literacy and math skills to be successful students.

Challenges

Getting buy-in at all levels, which translates into commitment, was difficult at the onset for the Houston TEEM Community. Although administrations bought in, some teachers felt coerced. Additionally, some teachers were excited but administrators felt their time was over-extended. The community partners learned over the past 2 years of participation that it is necessary to have clearly delineated roles and responsibilities including a Memorandum of Understanding (MOU) and timelines for implementation. The rapid movement of the project required timely implementation. The MOU was adjusted each year to include any changes in

roles and responsibilities and timelines.

The childcare industry in the Houston area has a high turnover of personnel. Consequently, teachers may change several times during the year. This disrupted classroom instruction. Additionally, childcare teachers often have multiple responsibilities in addition to classroom instruction. This also disrupted classroom instruction. Although they had little control over the childcare, every attempt was made to secure a 2–year commitment from each teacher. Mentors helped teachers to recognize the assets of being involved in the project, including professional marketability and enhanced instruction.

Houston Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year 141 teachers participated in the Houston TEEM Community. Of these, 77 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Fifty-seven teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Five teachers who had participated in both 2004–2005 and 2005–2006 school year remained in the program and received their third year of TEEM training. Two teachers received a fourth year of TEEM training.

Table B.80

Houston Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	26	9	2	0	37
Head Start	7	15	3	2	27
ISD	<u>44</u>	<u>33</u>	<u>0</u>	<u>0</u>	<u>77</u>
Total	**77**	**57**	**5**	**2**	**141**

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

For the 2004–2005 school year, Table B.81 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 3 as well as the relevant gains. It can be seen that the average student performance increased by 20.72 points on Rapid Letter Naming, 13.94 points on Rapid Vocabulary Naming, and 20.26 points on Phonological Awareness over the course of the school year. These results are based on datasets provided by the State Center.

Table B.81

Houston Community 2004–2005 Student Cohort Mean performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 393$	19.64	22.09	41.18	27.79	20.72	18.43
Rapid Vocabulary Naming $n = 393$	23.77	13.73	37.70	18.41	13.94	14.20
Phonological Awareness $n = 316$	42.44	19.20	62.70	18.96	20.26	15.25

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are shown in Table B.82. These results show that the average student performance increased by 11.69 points on Rapid Letter Naming, 7.01 points on Rapid Vocabulary Naming, and 10.77 points on Phonological Awareness from the beginning to the middle of the 2006–2007 school year. These results are based on datasets provided by the State Center.

Table B.82

Houston Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 1461	26.17	25.82	37.86	27.64	11.69	17.14
Rapid Vocabulary Naming *n* = 848	31.37	15.46	38.38	17.35	7.01	12.63
Phonological Awareness *n* = 837	40.36	18.09	55.76	18.00	10.77	12.90

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.83

Houston Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 13,246	$ 39,428	$ 74,806
Classified Salaries	47,797	54,110	77,112	217,294	396,314
Other Wages	392	324	789	2,145	3,650
Benefits	11,547	14,028	18,868	53,465	97,907
Travel	13,961	12,612	21,483	56,640	104,696
Indirect Cost	32,857	27,734	55,266	141,210	257,067
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	74,119	216,261	409,246
Subcontract Payments (Payments to Sites)*	0	0	101,008	193,982	294,991
Consultant Support to TEEM Sites	208	6,100	27,556	51,897	85,762
Curriculum Provided to TEEM Sites	47,602	38,528	156,325	400,926	643,381
Teacher Manuals and Testing Materials	2,157	1,290	7,046	16,201	26,694
PDAs Provided to TEEM Site Teachers	5,679	1,436	1,762	20,870	29,748
TEEM Teacher Stipend/Sub/Services	7,278	22,805	4,993	56,314	91,391
TEEM Services	0	0	3,739	6,432	10,171
TEEM Stipends*	0	0	47,654	47,654	95,309
Classroom Licenses at TEEM Sites	72,354	15,698	64,596	178,953	331,600
Total	**$328,908**	**$248,588**	**$675,563**	**$1,699,675**	**$2,952,733**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Houston TEEM Community cannot be determined from this allocation model.

Huntsville TEEM Community

Lead Agency:	Sam Houston State University
Years in program:	2006–2007
ESC Region:	6
Rural Community:	Yes

Huntsville Community Growth Summary

The 2006–2007 school year is the first year the Huntsville Community participated in the

TEEM program.

Table B.84

Huntsville Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	8
Total Number of classrooms	NA	NA	NA	15
ISD classrooms	NA	NA	NA	1
Head Start classrooms	NA	NA	NA	1
Childcare classrooms	NA	NA	NA	13
Number of students	NA	NA	NA	198

Source: State Center

Note. NA = Not applicable as the Huntsville Community did not participate in the program during the indicated time

period(s).

The Growth by Type of Classroom Figure is not represented here, since Huntsville has

only participated in the program for one year.

Huntsville Community Development Summary

The following sections summarize the strategies and tactics used by the Huntsville TEEM

Community to develop its community. Specifically addressed are strategies to develop

partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

To develop partnerships among the different agencies, the Huntsville Community hosted an informational meeting with the Children's Learning Institute. The Huntsville TEEM Community also provided one-on-one administrative meetings two to three times a year to maintain partnerships among the agencies.

Establishing Agency Buy-in

To establish buy-in, the Huntsville TEEM Community scheduled individual meetings with each agency to communicate the benefits of participation in the TEEM Community. The Huntsville TEEM Community project coordinator was knowledgeable about the TEEM Project, which helped in the facilitation of buy-in. During each individual meeting, the project coordinator described the benefits of participation and answered questions for the agencies.

Maximizing Community Potential

To ensure community growth, the Huntsville TEEM Community provided individual mentoring to teachers and conducted individual meetings with administrators of each agency.

Integration Factors

The Huntsville TEEM Community identified several key factors necessary to develop a strong community. As the pre-kindergarten program continues to grow, the districts must continue to seek collaboration among agencies within the community, and funding must occur for all agencies in the community to facilitate ownership of the overall program. Equal education and professional development were identified as critical integration factors as well an established communication plan so the community could stay abreast of all issues and concerns within each agency.

Challenges

During the implementation phase, the Huntsville TEEM Community reported that the major challenge was the various level of teacher knowledge among different agencies. Teacher turnover and poor quality professional development also was reported as a major challenge for the TEEM community.

Huntsville Community 2006–2007 Integration Strategies

- Sharing physical space

- Conducting joint professional development programs

Note: Not all sites in this community use all of these strategies. These strategies are used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year, 15 teachers were new to the Huntsville TEEM Community and received their first year of TEEM training.

Table B.85

Huntsville Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	13	0	0	0	13
Head Start	1	0	0	0	1
ISD	1	0	0	0	1
Total	**15**	**0**	**0**	**0**	**15**

Source: State Center

Note. There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

For the 2006–2007 school year, Table B.86 contains the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the associated gains. On average, student performance increased by 6.49 points on Rapid Letter Naming, 5.13 points on Rapid Vocabulary Naming, and 11.43 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.86

Huntsville Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	SD	M	SD	M	SD
Rapid Letter Naming *n* = 160	27.71	26.31	34.20	26.26	6.49	11.11
Rapid Vocabulary Naming *n* = 848	41.08	11.36	46.21	11.40	5.13	8.80
Phonological Awareness *n* = 837	40.36	13.97	55.05	16.42	11.43	13.27

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests

Table B.87

Huntsville Community Allocations for fiscal years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 498	$ 498
Classified Salaries	NA	NA	NA	4,706	4,706
Other Wages	NA	NA	NA	79	79
Benefits	NA	NA	NA	1,109	1,109
Travel	NA	NA	NA	1,055	1,055
Indirect Cost	NA	NA	NA	3,117	3,117
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,862	2,862
Subcontract Payments (Payments to Sites)*	NA	NA	NA	5,769	5,769
Consultant Support to TEEM Sites	NA	NA	NA	2,217	2,217
Curriculum Provided to TEEM Sites	NA	NA	NA	19,484	19,484
Teacher Manuals and Testing Materials	NA	NA	NA	702	702
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,475	1,475
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,611	2,611
TEEM Services	NA	NA	NA	331	331
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,234	3,234
Total	**NA**	**NA**	**NA**	**$ 49,249**	**$ 49,249**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Huntsville TEEM Community cannot be determined from this allocation model.

Killeen TEEM Community

Lead Agency: Killeen ISD
Years in program: 2006–2007
ESC Region: 12
Rural Community: No

Killeen Community Growth Summary

The 2006–2007 school year is the first year the Killeen Community participated in the

TEEM program.

Table B.88

Killeen Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	7
Total Number of classrooms	NA	NA	NA	14
ISD classrooms	NA	NA	NA	8
Head Start classrooms	NA	NA	NA	0
Childcare classrooms	NA	NA	NA	6
Number of students	NA	NA	NA	110

Source: State Center

Note. NA = Not Applicable as the Killeen Community participated in one year of the TEEM program

The Growth by Type of Classroom Figure is not represented here, since Killeen has only

participated in the program for one year.

Killeen Community Development Summary

The following sections summarize the strategies and tactics used by the Killeen TEEM

Community to develop and maximize the program. Specifically addressed are strategies to

develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

Strategies utilized to develop partnerships within Killeen TEEM Community and stakeholders included monthly meetings, site visits, email correspondences, and phone conversations. The project coordinator described in detail the benefits of the program to all agencies. The Killeen TEEM Community project coordinator provided material regarding the TEEM program and TEEM Community operating procedures. To demonstrate partnership, the four Head Start classrooms in the TEEM program were relocated to the East Ward Elementary.

Establishing Agency Buy-in

To establish buy-in, the Killeen TEEM Community met with each individual agency to outline the benefits the TEEM Community. Each agency agreed that the program would be beneficial for the children. The agencies understood the main focus was collaboration among agencies focusing on student success. The community reported, however, that buy-in has been difficult for some agencies as detailed in the Challenges section.

Maximizing Community Potential

The strategies utilized by the Killeen TEEM Community include cross-training professional development, analyzing and aligning program components, and reviewing student data. Some staff believe, however, that the Killeen TEEM Community has not maximized all potential.

Integration Factors

Communication was essential for the Killeen TEEM community to maintain collaboration. By bringing partners together, the Killeen TEEM Community was able to identify concerns and resolve issues, thereby providing a win-win result for students.

Challenges

The major challenge experienced by the Killeen TEEM Community during the implementation phase of the program included poor initial planning of the program. For example, the project started later in the school year. The Killeen TEEM Community did not have a defined participant list nor did it identify initial training participants and participant procedures. Head Start teachers were reported to be resistant to implement the curriculum, and the lack of communication among agencies regarding the curriculum has caused major problems. Different levels of training and experience also caused conflict among agencies.

Killeen Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community

Current Number of Teachers

In the 2006–2007 school year, 14 teachers were new to the Killeen TEEM Community and received their first year of TEEM training.

Table B.89

Killeen Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second Year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	6	0	0	0	6
Head Start	0	0	0	0	0
ISD	8	0	0	0	8
Total	**14**	**0**	**0**	**0**	**14**

Source: State Center

Note. There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

The student performance data provided by the State Center for the Galveston TEEM Community did not contain enough data to evaluate student performance gains.

Table B.90

Killeen Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 465	$ 465
Classified Salaries	NA	NA	NA	4,392	4,392
Other Wages	NA	NA	NA	73	73
Benefits	NA	NA	NA	1,035	1,035
Travel	NA	NA	NA	985	985
Indirect Cost	NA	NA	NA	2,909	2,909
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,671	2,671
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,069	2,069
Curriculum Provided to TEEM Sites	NA	NA	NA	18,185	18,185
Teacher Manuals and Testing Materials	NA	NA	NA	655	655
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,376	1,376
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,437	2,437
TEEM Services	NA	NA	NA	309	309
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,019	3,019
Total	**NA**	**NA**	**NA**	**$40,582**	**$40,582**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Killeen TEEM Community cannot be determined from this allocation model.

La Marque TEEM Community

Lead Agency: La Marque ISD
Years in program: 2006–2007
ESC Region: 4
Rural Community: No

La Marque Community Growth Summary

The 2006–2007 school year was the first year the La Marque Community participated in

the TEEM program.

Table B.91

La Marque Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	3
Total Number of classrooms	NA	NA	NA	10
ISD classrooms	NA	NA	NA	8
Head Start classrooms	NA	NA	NA	0
Childcare classrooms	NA	NA	NA	2
Number of students	NA	NA	NA	207

Source: State Center

Note: NA = Not applicable as the La Marque community did not participate in the program during that time

period(s).

The Growth by Type of Classroom Figure is not represented here, since La Marque has

only participated in the program for one year.

La Marque Community Development Summary

The following sections summarize the strategies and tactics used by the La Marque

TEEM Community to develop and maximize the program. Specifically addressed are strategies

to develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

The La Marque TEEM Community project coordinator met with the La Marque district superintendent and assistant superintendent of curriculum and instruction. After meeting with the superintendent, the La Marque TEEM Community project coordinator held a combined meeting with all agencies to describe in detail the TEEM Community program. Because the project coordinator had extensive experience and relationships in the La Marque district, the childcare agencies invited the project coordinator to conduct workshops with teachers to present the program.

Establishing Agency Buy-in

To establish buy-in, the La Marque TEEM Community emphasized the importance of agency collaboration. The project coordinator explained that students enrolled at the Early Childhood Learning Center (ECLC), childcare centers, and Head Start centers were academically successful in the program. The project coordinator also outlined the benefits the TEEM Community would provide each agency.

Maximizing Community Potential

To ensure and provide community growth, the La Marque TEEM Community provided weekly training sessions and monthly workshops for the childcare and Head Start teachers.

Integration Factors

Communication was essential for the La Marque TEEM Community to maintain collaboration among all agencies. The community reported that agencies had to understand that the key focus of the program was to enhance the educational potential of the students for the La Marque TEEM Community.

Challenges

The major challenge experienced by the La Marque TEEM community during the implementation phase of the program involved inexperienced staff. The second challenge for the La Marque TEEM community was lack of commitment from childcare centers. The childcare centers would not allow teachers to participate in training.

La Marque Community 2006 –2007 Integration Strategies

- Developing common standards and performance goals

- Conducting joint professional development programs

Note: Not all sites in this community use all of these strategies. These strategies are used by at least one site in this TEEM Community

Current Number of Teachers

In the 2006–2007 school year, 10 teachers were new to the La Marque TEEM Community and received their first year of TEEM training.

Table B.92

La Marque Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	0	0	0	2
Head Start	0	0	0	0	0
ISD	8	0	0	0	8
Total	**10**	**0**	**0**	**0**	**10**

Source: State Center

Note. There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are shown in Table B.93. There was an average increase of 8.17 points on Rapid Letter Naming, 4.61 points on Rapid Vocabulary Naming, and 9.46 points on Phonological Awareness from the beginning to the middle of the 2006–2007 school year. These results are based on the datasets provided by the State Center.

Table B.93

La Marque Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 130	22.18	21.84	30.35	22.57	8.17	12.45
Rapid Vocabulary Naming *n* = 848	30.74	11.77	35.35	12.15	4.61	9.36
Phonological Awareness *n* = 837	40.36	20.09	49.73	23.16	9.46	10.61

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.94

La Marque Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 332	$ 332
Classified Salaries	NA	NA	NA	3,137	3,137
Other Wages	NA	NA	NA	52	52
Benefits	NA	NA	NA	740	740
Travel	NA	NA	NA	704	704
Indirect Cost	NA	NA	NA	2,708	2,708
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	1,908	1,908
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	1,478	1,478
Curriculum Provided to TEEM Sites	NA	NA	NA	12,989	12,989
Teacher Manuals and Testing Materials	NA	NA	NA	468	468
PDAs Provided to TEEM Site Teachers	NA	NA	NA	983	983
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	1,741	1,741
TEEM Services	NA	NA	NA	221	221
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	2,156	2,156
Total	**NA**	**NA**	**NA**	**$29,987**	**$29,987**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the La Marque TEEM Community cannot be determined from this allocation model.

Laredo TEEM Community

Lead Agency: Texas Migrant Council
Years in program: 2003–2007
ESC Region: 1
Rural Community: No

Laredo Community Growth Summary

The Laredo Community participated in all 4 years of the TEEM program. With the exception of Head Start classrooms in the 2006–2007 school, there was an increase in participation across the 4-year period. The largest growth in the Laredo TEEM Community was seen in ISD programs.

Table B.95

Laredo Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	9	16	38	51
Total Number of classrooms	10	20	156	172
ISD classrooms	4	8	81	86
Head Start classrooms	4	7	59	39
Childcare classrooms	2	5	16	47
Number of students	113	117	313	1,299

Source: State Center

Figure B.11

Growth of Laredo Community by Type of Classroom.
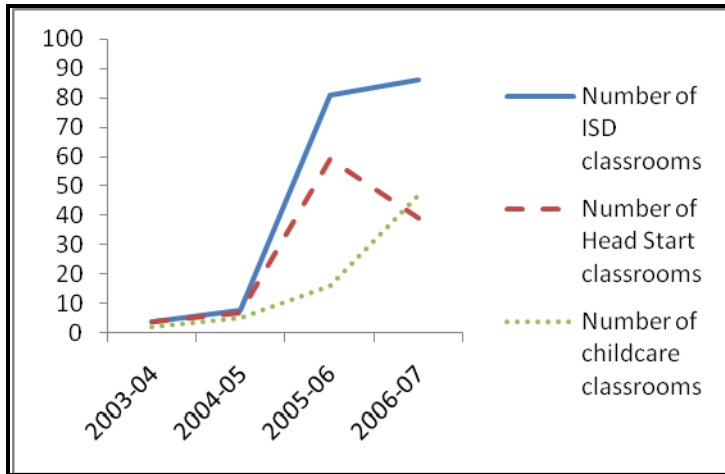
Laredo Community Development Summary

The State Center did not provide information on strategies to develop partnerships and

buy-in, notable integration factors, and challenges faced by the community for Laredo TEEM

Community.

Laredo Community 2006–2007 Integration Strategies

- Sharing certified teachers
- Developing common standards and performance goals
- Sharing physical space
- Conducting joint professional development programs
- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 139 teachers participated in the Laredo TEEM Community

program. Of those, 52 teachers were new to the TEEM Community and received their first year

of TEEM training in 2006–2007. Eighty-six teachers who participated in the 2005–2006 school

year remained in the program and received their second year of TEEM training. One teacher

received a fourth year of TEEM training. There are no teachers participating in the 2004–2005

school year and one teacher received a fourth year of training.

Table B.96

Laredo Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	33	15	0	0	48
Head Start	14	16	0	1	31
ISD	5	55	0	0	60
Total	**52**	**86**	**0**	**1**	**139**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations at Time 1 and Time 3 as well as the

associated gains are listed in Table B.97. These results show that, on average, student

performance increased by 15.68 points on Rapid Letter Naming, 4.55 points on Rapid

Vocabulary Naming, and 7.93 points on Phonological Awareness over the course of the

2004–2005 school year. These results are based on datasets provided by the State Center.

Table B.97

Laredo Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 393$	31.94	25.79	41.18	25.14	15.68	19.04
Rapid Vocabulary Naming $n = 393$	33.68	13.67	38.23	14.32	4.55	10.94
Phonological Awareness $n = 316$	54.00	13.44	61.93	11.45	7.93	10.33

Source: State Center mClass dataset
Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

For the 2006–2007 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are listed in Table B.98. There was an average increase of 14.40 points on Rapid Letter Naming, 9.64 points on Rapid Vocabulary Naming, and 13.39 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.98

Laredo Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 966	22.69	23.00	37.09	28.03	14.40	16.82
Rapid Vocabulary Naming *n* = 848	31.27	13.95	40.91	17.96	9.64	14.52
Phonological Awareness *n* = 837	40.36	16.18	57.41	16.81	13.39	13.42

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.99

Laredo Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 13,995	$ 22,460	$ 50,303	$ 94,895
Classified Salaries	47,797	54,110	130,756	286,624	519,287
Other Wages	392	324	1,339	2,957	5,011
Benefits	11,547	14,028	31,993	70,288	127,856
Travel	13,961	12,612	36,428	75,102	138,103
Indirect Cost	32,857	27,734	93,712	190,046	344,349
Total Maintenance & Operations					
Operating Expenses	78,939	39,927	125,680	277,362	521,908
Subcontract Payments (Payments to Sites)*	62,522	93,984	313,440	671,837	1,141,782
Consultant Support to TEEM Sites	208	6,100	46,726	78,457	131,492
Curriculum Provided to TEEM Sites	47,602	38,528	265,073	574,621	925,824
Teacher Manuals and Testing Materials	2,157	1,290	11,947	23,441	38,836
PDAs Provided to TEEM Site Teachers	5,679	1,436	2,988	27,012	37,115
TEEM Teacher Stipend/Sub/Services	7,278	22,805	8,466	68,492	107,041
TEEM Services	0	0	6,340	10,137	16,477
TEEM Stipends*	0	0	80,805	80,805	161,611
Classroom Licenses at TEEM Sites	72,354	15,698	109,532	234,671	432,254
Total	**$391,430**	**$342,571**	**$1,287,684**	**$2,722,154**	**$4,743,840**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Laredo TEEM Community cannot be determined from this allocation model.

Lasara TEEM Community

Lead Agency: Lasara ISD
Years in program: 2003–2007
ESC Region: 1
Rural Community: No

Lasara Community Growth Summary

The Lasara Community participated in all 4 years of the TEEM program. With the exception of childcare classrooms in the 2006–2007 school, there was an increase across the 4–year period. The largest growth in the Lasara TEEM Community was seen in ISD programs.

Table B.100

Lasara Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	8	10	28	39
Total Number of classrooms	10	18	53	69
ISD classrooms	5	9	21	33
Head Start classrooms	3	6	17	24
Childcare classrooms	2	3	15	12
Number of students	159	303	311	993

Source: State Center

Figure B.12

Growth of Lasara ISD Community by Type of Classroom.
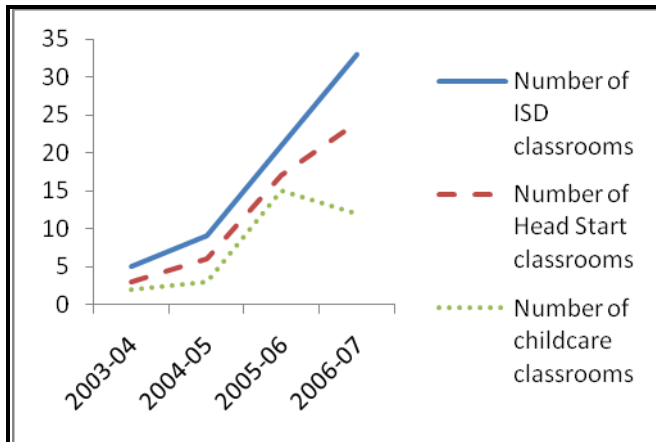
Lasara Community Development Summary

The State Center did not provide information on strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community for the Lasara TEEM Community.

Lasara Community 2006–2007 Integration Strategies

- Not Available

Current Number of Teachers

In the 2006–2007 school year 69 teachers participated in the Lasara TEEM Community. Of those, 25 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Thirty-one teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Six teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in the program and received their third year of TEEM training. Seven teachers received a fourth year of TEEM training.

Table B.101

Lasara Community 2006–2007 Number of Teachers

Agency	First Year of TEEM Training	Second Year of TEEM Training	Third Year of TEEM Training	Fourth Year of TEEM Training	Total
Childcare	11	11	0	1	23
Head Start	4	11	3	3	21
ISD	10	9	3	3	25
Total	**25**	**31**	**6**	**7**	**69**

Source: State Center

Note: There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations for at Time 1 and Time 3 as well as the associated gains are shown in Table B.102. On average, student performance increased by 23.00 points on Rapid Letter Naming, 10.33 points on Rapid Vocabulary Naming, and 19.17 points on Phonological Awareness over the course of the 2004–2005 school year. These results are based on datasets provided by the State Center.

Table B.102

Lasara Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	SD	M	SD	M	SD
Rapid Letter Naming *n* = 393	16.88	19.92	41.18	26.53	23.00	17.67
Rapid Vocabulary Naming *n* = 393	28.39	12.49	38.72	11.86	10.33	12.12
Phonological Awareness *n* = 316	44.17	18.50	63.34	18.02	19.17	15.12

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are provided in Table B.103. It can be seen that the average student performance increased by 13.93 points on Rapid Letter Naming, 6.22 points on Rapid Vocabulary Naming, and 13.27 points on Phonological Awareness from initial to mid-year testing. These results are based on datasets provided by the State Center.

Table B.103

Lasara Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 839	19.84	21.50	33.77	26.76	13.93	17.95
Rapid Vocabulary Naming *n* = 848	33.78	13.57	40.00	14.73	6.22	12.31
Phonological Awareness *n* = 837	40.36	17.74	55.57	18.71	13.27	14.46

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.104

Lasara Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 12,596	$ 7,631	$ 30,654	$ 59,017
Classified Salaries	47,797	48,699	44,423	162,567	303,486
Other Wages	392	291	455	1,500	2,638
Benefits	11,547	12,625	10,869	40,144	75,186
Travel	13,961	11,351	12,376	42,543	80,231
Indirect Cost	32,857	24,961	31,838	103,995	193,650
Total Maintenance & Operations					
Operating Expenses	78,939	35,934	42,699	170,737	328,309
Subcontract Payments (Payments to Sites)*	49,964	64,842	105,734	263,868	484,408
Consultant Support to TEEM Sites	208	5,490	15,875	31,772	53,345
Curriculum Provided to TEEM Sites	47,602	34,675	90,057	261,961	434,295
Teacher Manuals and Testing Materials	2,157	1,161	4,059	10,605	17,983
PDAs Provided to TEEM Site Teachers	5,679	1,292	1,015	14,770	22,756
TEEM Teacher Stipend/Sub/Services	7,278	20,525	2,876	42,691	73,371
TEEM Services	0	0	2,154	3,677	5,831
TEEM Stipends*	0	0	27,453	27,453	54,906
Classroom Licenses at TEEM Sites	72,354	14,128	37,213	138,572	262,267
Total	**$378,872**	**$288,571**	**$436,727**	**$1,347,509**	**$2,451,680**

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Lasara TEEM Community cannot be determined from this allocation model.

McAllen TEEM Community

Lead Agency:	Texas Migrant Council
Years in program:	2006–2007
ESC Region:	1
Rural Community:	No

McAllen Community Growth Summary

The 2006–2007 school year was the first year the McAllen Community participated in

the TEEM program.

Table B.105

McAllen Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	35
Total Number of classrooms	NA	NA	NA	55
ISD classrooms	NA	NA	NA	27
Head Start classrooms	NA	NA	NA	24
Childcare classrooms	NA	NA	NA	4
Number of students	NA	NA	NA	410

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since McAllen has

only participated in the program for one year.

McAllen Community Development Summary

The State Center did not provide information on strategies to develop partnerships and

buy-in, notable integration factors, and challenges faced by the community for the McAllen

TEEM Community.

McAllen Community 2006 – 2007 Integration Strategies

- Not Available

Current Number of Teachers

In the 2006–2007 school year 52 teachers participated in the McAllen TEEM Community program. Although this community is in its first year of the program, some of the sites participated in the Laredo community program in Year 3. Thirty-one teachers are new to the TEEM Community and received their first year of TEEM training in 2006–2007. Twenty-one teachers received their second year of TEEM training.

Table B.106

McAllen Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	4	0	0	0	4
Head Start	0	21	0	0	21
ISD	27	0	0	0	27
Total	31	21	0	0	52

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations at Time 1 and Time 2 as well as the associated gains are contained in Table B.107. On average, student performance increased by 9.31 points on Rapid Letter Naming, 9.04 points on Rapid Vocabulary Naming, and 11.45 points on Phonological Awareness from the start to the middle of the 2006–2007 school year. These results are based on datasets provided by the State Center.

Table B.107

McAllen Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 296	14.90	18.77	24.21	22.14	9.31	13.00
Rapid Vocabulary Naming *n* = 848	26.46	13.15	35.50	12.50	9.04	11.33
Phonological Awareness *n* = 837	40.36	15.87	51.30	16.33	11.45	13.61

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective

subtests.

Table B.108

McAllen Community Allocations for Fiscal Years 2004 – 2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 1,826	$ 1,826
Classified Salaries	NA	NA	NA	17,255	17,255
Other Wages	NA	NA	NA	289	289
Benefits	NA	NA	NA	4,068	4,068
Travel	NA	NA	NA	3,870	3,870
Indirect Cost	NA	NA	NA	11,430	11,430
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	10,494	10,494
Subcontract Payments (Payments to Sites)*	NA	NA	NA	55,742	55,742
Consultant Support to TEEM Sites	NA	NA	NA	8,129	8,129
Curriculum Provided to TEEM Sites	NA	NA	NA	71,442	71,442
Teacher Manuals and Testing Materials	NA	NA	NA	2,573	2,573
PDAs Provided to TEEM Site Teachers	NA	NA	NA	5,407	5,407
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	9,574	9,574
TEEM Services	NA	NA	NA	1,214	1,214
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	11,859	11,859
Total	**NA**	**NA**	**NA**	**$215,171**	**$215,171**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the expended (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the McAllen TEEM Community cannot be determined from this allocation model.

North East Texas TEEM Community

Lead Agency: Mount Pleasant ISD
Years in program: 2006–2007
ESC Region: 8
Rural Community: Yes

North East Texas Community Growth Summary

The 2006–2007 school year is the first year the North East Community participated in the

TEEM program.

Table B.109

North East Texas Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	4
Total Number of classrooms	NA	NA	NA	15
ISD classrooms	NA	NA	NA	12
Head Start classrooms	NA	NA	NA	3
Childcare classrooms	NA	NA	NA	0
Number of students	NA	NA	NA	267

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since North East Texas

has only participated in the program for one year.

North East Texas Community Development Summary

The State Center did not provide information on strategies to develop partnerships and

buy-in, notable integration factors, and challenges faced by the community for the North East

Texas TEEM Community.

North East Texas Community 2006–2007 Integration Strategies

- Not Available

Current Number of Teachers

In the 2006–2007 school year 21 teachers participated in the North East Texas TEEM Community. Of those, 18 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Six teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training.

Table B.110

North East Texas Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	0	0	0	0	0
Head Start	3	3	0	0	3
ISD	15	3	0	0	18
Total	18	6	0	0	21

Source: State Center

Note. There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

For the 2006–2007 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are listed in Table B.111. These data suggest that, on average student, performance increased by 10.87 points on Rapid Letter Naming, 9.32 points on Rapid Vocabulary Naming, and 15.51 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.111

North East Texas Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 236	11.06	15.70	21.93	21.94	10.87	15.01
Rapid Vocabulary Naming *n* = 848	27.33	13.55	36.66	14.11	9.32	8.97
Phonological Awareness *n* = 837	40.36	13.76	51.00	15.03	15.51	12.94

Source: State Center mClass dataset

Note. Analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.112

North East Texas Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 498	$ 498
Classified Salaries	NA	NA	NA	4,706	4,706
Other Wages	NA	NA	NA	79	79
Benefits	NA	NA	NA	1,109	1,109
Travel	NA	NA	NA	1,055	1,055
Indirect Cost	NA	NA	NA	3,117	3,117
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,862	2,862
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,217	2,217
Curriculum Provided to TEEM Sites	NA	NA	NA	19,484	19,484
Teacher Manuals and Testing Materials	NA	NA	NA	702	702
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,475	1,475
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,611	2,611
TEEM Services	NA	NA	NA	331	331
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,234	3,234
Total	**NA**	**NA**	**NA**	**$43,481**	**$43,481**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the North East Texas TEEM Community cannot be determined from this allocation model.

Pearsall TEEM Community

Lead Agency: Crystal City Carrizo Springs Housing Authority
Years in program: 2005–2007
ESC Region: 20
Rural Community: No

Pearsall Community Growth Summary

The Pearsall Community participated in 2 years of the TEEM program. There was an increase in participation across the 2-year period. The largest growth in the Pearsall TEEM Community was seen in ISD programs.

Table B.113

Pearsall Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	5	20
Total Number of classrooms	NA	NA	17	61
ISD classrooms	NA	NA	9	33
Head Start classrooms	NA	NA	2	25
Childcare classrooms	NA	NA	6	3
Number of students	NA	NA	119	888

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period

The Growth by Type of Classroom Figure is not represented here, since Pearsall has only participated in the program for one year.

Pearsall Community Development Summary

The following sections summarize the strategies and tactics used by the Pearsall TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Pearsall TEEM Community project coordinator conducted partnership meetings with each agency and invited administration staff. During these initial meetings the program was described in detail and individuals had opportunities to ask questions. The Pearsall TEEM Community project coordinator also held individual meetings with agencies to ensure all questions were answered regarding the TEEM program.

Establishing Agency Buy-in

To establish buy-in, the Pearsall TEEM Community met with each individual agency to outline the benefits of the TEEM Community. The State Agency administration staff was included in all meetings to provide feedback and updates on the TEEM program.

Maximizing Community Potential

The strategies utilized by the Pearsall TEEM Community include individual meetings to analyze agency needs, and to provide mentoring/side-by-side coaching for all agencies.

Integration Factors

Communication was essential for the Pearsall TEEM community to maintain collaboration. Identifying the defined purpose for the TEEM program and communicating this with all staff helped ensure commitment from all agencies.

Challenges

The major challenge experienced by the Pearsall TEEM Community during the implementation phase of the program included teacher resistance and timing of program implementation.

Pearsall Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 55 teachers participated in the Pearsall TEEM Community. Of those, 38 teachers were new to the TEEM Community and received their first year of TEEM training 2006–2007. Eleven teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Six teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in the program and received their third year of TEEM training.

Table B.114

Pearsall Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	1	0	0	3
Head Start	14	6	6	0	26
ISD	22	4	0	0	26
Total	**38**	**11**	**6**	**0**	**55**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations at Time 1 and Time 2 as well as the associated gains are listed in Table B.115. It can be seen that the average student performance increased by 11.89 points on Rapid Letter Naming, 9.35 points on Rapid Vocabulary Naming, and 14.58 points on Phonological Awareness from initial to mid-year testing during the 2006–2007 school year. These results are based on datasets provided by the State Center.

Table B.115

Pearsall Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 741	14.53	19.37	26.43	23.43	11.89	14.49
Rapid Vocabulary Naming *n* = 848	31.92	14.18	41.27	16.01	9.35	12.80
Phonological Awareness *n* = 837	40.36	18.40	49.31	20.11	14.58	14.55

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.116

Pearsall Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 2,448	$ 4,473	$ 6,920
Classified Salaries	NA	NA	14,249	33,386	47,636
Other Wages	NA	NA	146	466	612
Benefits	NA	NA	3,486	7,998	11,484
Travel	NA	NA	3,970	8,261	12,231
Indirect Cost	NA	NA	10,212	22,889	33,101
Total Maintenance & Operations					
Operating Expenses	NA	NA	13,696	25,334	39,030
Subcontract Payments (Payments to Sites)*	NA	NA	67,512	67,512	135,023
Consultant Support to TEEM Sites	NA	NA	5,092	14,108	19,200
Curriculum Provided to TEEM Sites	NA	NA	28,886	108,121	137,008
Teacher Manuals and Testing Materials	NA	NA	1,302	4,156	5,458
PDAs Provided to TEEM Site Teachers	NA	NA	326	6,322	6,648
TEEM Teacher Stipend/Sub/Services	NA	NA	923	11,542	12,464
TEEM Services	NA	NA	691	2,038	2,728
TEEM Stipends*	NA	NA	8,806	8,806	17,611
Classroom Licenses at TEEM Sites	NA	NA	11,936	25,089	37,025
Total	**NA**	**NA**	**$173,679**	**$350,500**	**$524,179**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Pearsall TEEM Community cannot be determined from this allocation model.

San Angelo TEEM Community

Lead Agency: San Angelo ISD
Years in program: 2005–2007
ESC Region: 15
Rural Community: No

San Angelo Community Growth Summary

The San Angelo Community participated in 2 years of the TEEM program. There was an increase in classroom participation across the 2-year period. The largest growth in the San Angelo TEEM Community was seen in childcare classrooms.

Table B.117

San Angelo Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	9	14
Total number of classrooms	NA	NA	20	42
ISD classrooms	NA	NA	5	9
Head Start classrooms	NA	NA	9	17
Childcare classrooms	NA	NA	6	16
Number of students	NA	NA	156	711

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since San Angelo has only participated in the program for two years.

San Angelo Community Development Summary

The following sections summarize the strategies and tactics used by the San Angelo TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

Before the San Angelo TEEM Community was established, a strong partnership existed between the Head Start program and San Angelo ISD. The San Angelo district was the delegate agency for the Head Start center. All agencies had a well established partnership that assisted in the implementation of the TEEM program. Due to the existing and successful partnership, the San Angelo TEEM Community has grown from 20 classrooms to 85. All agencies within the San Angelo TEEM Community participate in meetings to discuss the plans and needs of the TEEM program. Open communication among all agencies was important in the development of the San Angelo TEEM Community.

Establishing Agency Buy-in

To establish buy-in, the San Angelo TEEM Community project coordinator outlined the benefits the TEEM community. The project coordinator explained how teachers would receive training, supplies, and mentoring to help ensure practices become a successful part of the classroom.

Maximizing Community Potential

Communication was essential for the San Angelo TEEM Community to maintain ongoing planning and development between all stakeholders.

Integration Factors

San Angelo is waiting for the pre-kindergarten expansion grant to be opened up to new participants. To receive funding from the Average Daily Attendance (ADA) for Head Start and childcare centers, San Angelo pre-kindergarten classrooms must be a full-day program. The San Angelo TEEM Community cannot place certified teachers in non-public early childhood classes due to the ADA funding issue. If the pre-kindergarten expansion grant allows new participants in

Cycle 14, then San Angelo ISD will actively pursue the certified teacher plan.

Challenges

The major challenge experienced by the San Angelo TEEM Community during the implementation phase of the program included cancellation of Advisory Committee meetings. Due to the fast growth of the TEEM program, it was difficult to staff the mentor positions. Another challenge was understanding how to receive ADA funding for a certified teacher in a Head Start and Childcare program.

San Angelo Community 2006–2007 Integration Strategies

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 38 teachers participated in the San Angelo TEEM Community. Of those, 22 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Fourteen teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Two teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in the program and received their third year of TEEM training.

Table B.118

San Angelo Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	5	6	2	0	13
Head Start	9	6	0	0	15
ISD	8	2	0	0	10
Total	**22**	**14**	**2**	**0**	**38**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

For the 2006–2007 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are listed in Table B.119. On average, student performance increased by 9.57 points on Rapid Letter Naming, 7.69 points on Rapid Vocabulary Naming, and 13.02 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.119

San Angelo Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 520$	13.26	19.28	22.83	24.37	9.57	13.46
Rapid Vocabulary Naming $n = 848$	33.62	14.15	41.32	16.70	7.69	11.90
Phonological Awareness $n = 837$	40.36	18.58	52.67	19.61	13.02	14.46

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.120

San Angelo Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 2,879	$ 4,274	$ 7,153
Classified Salaries	NA	NA	16,764	29,940	46,704
Other Wages	NA	NA	172	392	564
Benefits	NA	NA	4,102	7,208	11,309
Travel	NA	NA	4,670	7,625	12,295
Indirect Cost	NA	NA	12,014	20,742	32,757
Total Maintenance & Operations					
Operating Expenses	NA	NA	16,113	24,126	40,239
Subcontract Payments (Payments to Sites)*	NA	NA	39,273	39,273	78,546
Consultant Support to TEEM Sites	NA	NA	5,991	12,198	18,189
Curriculum Provided to TEEM Sites	NA	NA	33,984	88,539	122,523
Teacher Manuals and Testing Materials	NA	NA	1,532	3,497	5,028
PDAs Provided to TEEM Site Teachers	NA	NA	383	4,512	4,895
TEEM Teacher Stipend/Sub/Services	NA	NA	1,085	8,397	9,482
TEEM Services	NA	NA	813	1,740	2,553
TEEM Stipends*	NA	NA	10,360	10,360	20,719
Classroom Licenses at TEEM Sites	NA	NA	14,043	23,099	37,141
Total	**NA**	**NA**	**$164,176**	**$285,922**	**$450,098**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the San Angelo TEEM Community cannot be determined from this allocation model.

San Antonio TEEM Community

Lead Agency: San Antonio ISD
Years in program: 2003–2007
ESC Region: 20
Rural Community: No

San Antonio Community Growth Summary

The San Antonio Community participated in all 4 years of the TEEM program. There was an increase in participation across the 4-year period. The largest growth in the San Antonio TEEM Community was seen in ISD programs.

Table B.121

San Antonio Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	9	10	27	54
Total Number of classrooms	10	18	54	90
ISD classrooms	3	6	15	37
Head Start classrooms	4	8	15	26
Childcare classrooms	3	4	24	27
Number of students	147	354	168	1,386

Source: State Center

Figure B.13

Growth of San Antonio Community by Type of Classroom.
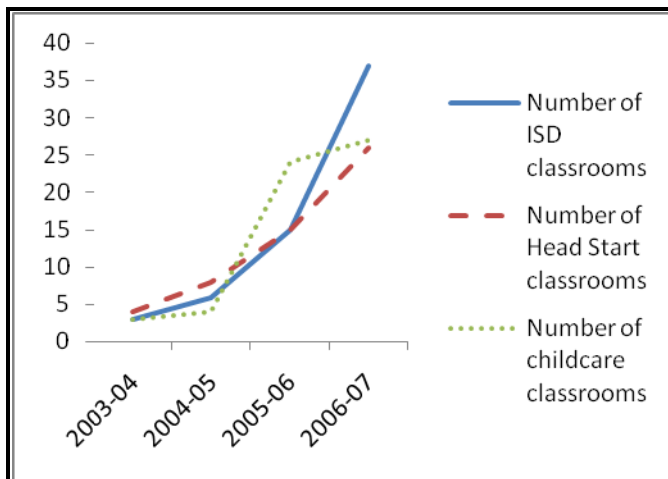
San Antonio Community Development Summary

The following sections summarize the strategies and tactics used by the San Antonio TEEM Community to develop and maximize their program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The San Antonio community has a rich history of collaboration demonstrated by their initial identification of lead TEEM partners, who came together to discuss the model and potential partnership development strategies. The San Antonio TEEM Community held monthly meetings with key partners to discuss integration strategies, logistics, potential barriers, and communication plans. Ongoing meetings, which included participants from the ISD and Head Start center, continued throughout San Antonio TEEM Community partnership development. As school board approval was required for continued partnership integration, a comprehensive integration plan was developed and presented, produced through the combined efforts of the Early Childhood department and the Head Start center. Previous relationships between Early Childhood department and the Head Start center helped solicit and acquire school board buy-in and support.

Establishing Agency Buy-in

To establish buy-in, the San Antonio TEEM Community exploited existing relationships and partnership experiences. Because the San Antonio agencies had a rich history of working together, communication, and dissemination of the goals and objectives of the TEEM program were efficient. However, initial buy-in from the ISD and administrators came when they collaboratively discussed, clarified, and gained a collective understanding of the goals and

objectives of the TEEM initiative. The assignment of a designated individual, who provided

assistance to the agencies, proved to be extremely beneficial in coordinating communication and

buy-in efforts.

Maximizing Community Potential

Each agency within the San Antonio TEEM Community brought unique competencies

and expertise to their program. This, along with strong partnership among their community

agencies, maximized community potential in many ways. They leveraged their past experience

working together to reduce program start-up time and to enhance trust and collaboration. One

agency, Family Service, was a well-respected early childhood partner in the community with a

solid reputation for collaboration. They had strong ties to the city, early childhood community,

schools, and the local workforce board. The San Antonio ISD is a strong partner that provided

systemic stability to the TEEM classrooms. Head Start centers enhanced the TEEM Community

work through their contribution of strong programmatic elements.

Additionally to further maximize community potential, surveys were conducted with

principals, teachers, and parents generating valuable input used in community development.

Meetings also were held with the San Antonio ISD and PCI administrators, teachers, and

principals at each campus, during which strategies, issues, and next steps were discussed and

effectively used in furthering TEEM program development.

Integration Factors

Communication was an essential and critical element throughout the development of the

San Antonio TEEM community. Effective communication served to maintain good collaboration

and an equal voice and, moreover, a better understanding on part of the teacher and

paraprofessional regarding details as the community developed.

Challenges

The major challenge experienced by the San Antonio TEEM Community during program development and implementation was working through a school district to develop the integration model and establishing effective and efficient communication. This proved time consuming and challenging due to the layers of bureaucracy inherent in the public education center. Another, somewhat unexpected, challenge was ensuring that logistical details, such as scheduling program development activities in shared space and working through duplicate service, were carried out in good order. Coordinating disparate community agency schedules also proved to be challenging. For example, because both the ISD and Head Start wanted to feed the children, on several occasions children ended up eating lunch twice. Additionally, children in the pre-kindergarten and the Head Start program have different eligibility criteria that made it hard to have a 100% dual enrollment.

San Antonio Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in the San Antonio TEEM Community

Current Number of Teachers

In the 2006–2007 school year 101 teachers participated in the San Antonio TEEM Community. Of these, 65 teachers were new to the TEEM Community and received their first year of TEEM training in 2006–2007. Twenty-three teachers who participated in the 2005–2006 school year remained in the program and received their second year of TEEM training. Seven

teachers who had participated in both the 2004–2005 and 2005–2006 school years remained in

the program and received their third year of TEEM training. Six teachers received a fourth year

of TEEM training.

Table B.122

San Antonio Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	18	14	1	1	34
Head Start	21	3	3	3	30
ISD	26	6	3	2	37
Total	65	23	7	6	101

Source: State Center

Note: There are more teachers than classrooms because some classrooms have two teachers.

Student Performance on mClass subtests

The mCLASS subtest means and standard deviations at Time 1 and Time 3 as well as the

associated gains are listed in Table B.123. These results show that on average, student

performance increased by 21.47 points on Rapid Letter Naming, 11.30 points on Rapid

Vocabulary Naming, and 19.55 points on Phonological Awareness over the course of the

2004–2005 school year. These results are based on datasets provided by the State Center.

Table B.123

San Antonio Community 2004–2005 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 3 (T3)		Gain (T3–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 393	14.29	18.43	41.18	26.68	21.47	17.98
Rapid Vocabulary Naming *n* = 393	28.11	11.24	39.41	12.12	11.30	9.70
Phonological Awareness *n* = 316	39.38	14.96	58.93	18.48	19.55	13.82

Source: State Center mClass dataset
Note. These analyses included only those students who had scores at both Time 1 and Time 3 for the respective subtests.

For the 2006–2007 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are provided in Table B.124. These data show that the average student performance increased by 13.67 points on Rapid Letter Naming, 8.59 points on Rapid Vocabulary Naming, and 13.83 points on Phonological Awareness from the start to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.124

San Antonio Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 922	17.85	20.99	31.52	25.32	13.67	17.29
Rapid Vocabulary Naming *n* = 848	34.10	14.90	42.69	16.81	8.59	14.91
Phonological Awareness *n* = 837	40.36	17.29	54.14	17.24	13.83	12.59

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.125

San Antonio Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	$ 8,137	$ 12,596	$ 7,775	$ 31,495	$ 60,002
Classified Salaries	47,797	48,699	45,262	169,993	311,751
Other Wages	392	291	463	1,619	2,765
Benefits	11,547	12,625	11,074	41,902	77,149
Travel	13,961	11,351	12,610	44,254	82,175
Indirect Cost	32,857	24,961	32,439	108,959	199,216
Total Maintenance & Operations					
Operating Expenses	78,939	35,934	43,505	175,549	333,927
Subcontract Payments (Payments to Sites)*	59,285	68,716	81,145	254,530	463,676
Consultant Support to TEEM Sites	208	5,490	16,174	35,175	57,048
Curriculum Provided to TEEM Sites	47,602	34,675	91,756	290,938	464,971
Teacher Manuals and Testing Materials	2,157	1,161	4,136	11,664	19,119
PDAs Provided to TEEM Site Teachers	5,679	1,292	1,034	16,853	24,859
TEEM Teacher Stipend/Sub/Services	7,278	20,525	2,930	46,401	77,135
TEEM Services	0	0	2,195	4,181	6,376
TEEM Stipends*	0	0	27,971	27,971	55,942
Classroom Licenses at TEEM Sites	72,354	14,128	37,915	143,803	268,199
Total	$ 388,193	$292,445	$418,384	$1,405,289	$2,504,310

Note.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the San Antonio TEEM Community cannot be determined from this allocation model.

Stockdale TEEM Community

Lead Agency: Stockdale ISD
Years in program: 2006–200**7**
ESC Region: 20
Rural Community: Yes

Stockdale Community Growth Summary

The 2006–2007 school year is the first year the Stockdale Community participated in the

TEEM program.

Table B.126

Stockdale Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	11
Total Number of classrooms	NA	NA	NA	17
ISD classrooms	NA	NA	NA	8
Head Start classrooms	NA	NA	NA	7
Childcare classrooms	NA	NA	NA	2
Number of students	NA	NA	NA	270

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Stockdale has

only participated in the program for one year.

Stockdale Community Development Summary

The following sections summarize the strategies and tactics used by the Stockdale TEEM

Community to develop and maximize the program. Specifically addressed are strategies to

develop partnerships and buy-in, notable integration factors, and challenges faced by the

community.

Developing Partnerships

The Stockdale TEEM Community project coordinator held regular meetings to discuss benefits of the TEEM program.

Establishing Agency Buy-in

To establish buy-in, the Stockdale TEEM Community emphasized the importance of student success and benefits for all agencies.

Maximizing Community Potential

The Stockdale TEEM Community did not identify any strategies they used to maximize community potential of their program.

Integration Factors

Communication was essential for the Stockdale TEEM Community to maintain collaboration among all agencies.

Challenges

The major challenges experienced by the Stockdale TEEM Community during the implementation phase of the program involved establishing buy-in within the community and working out program issues along the way.

Stockdale Community 2006–2007 Integration Strategies

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM community.

Current Number of Teachers

In the 2006–2007 school year, 17 teachers were new to the Stockdale TEEM Community and received their first year of TEEM training.

Table B.127

Stockdale Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	0	0	0	2
Head Start	7	0	0	0	7
ISD	8	0	0	0	8
Total	**17**	**0**	**0**	**0**	**17**

Source: State Center

Note: There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

The mCLASS means and standard deviations at Time 1 and Time 2 as well as the associated gains are listed in Table B.128. The average student performance increased by 10.63 points on Rapid Letter Naming, 7.83 points on Rapid Vocabulary Naming, and 13.58 points on Phonological Awareness from baseline to the middle of the 2006–2007 school year. These results are based on the dataset provided by the State Center.

Table B.128

Stockdale Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming $n = 222$	13.14	15.83	23.77	21.65	10.63	13.80
Rapid Vocabulary Naming $n = 848$	32.13	10.59	39.96	10.87	7.83	8.95
Phonological Awareness $n = 837$	40.36	14.66	55.39	16.75	13.58	12.17

Source: State Center mClass dataset
Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.129

Stockdale Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 564	$ 564
Classified Salaries	NA	NA	NA	5,333	5,333
Other Wages	NA	NA	NA	89	89
Benefits	NA	NA	NA	1,257	1,257
Travel	NA	NA	NA	1,196	1,196
Indirect Cost	NA	NA	NA	3,533	3,533
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	3,243	3,243
Subcontract Payments (Payments to Sites)*	NA	NA	NA	5,452	5,452
Consultant Support to TEEM Sites	NA	NA	NA	2,513	2,513
Curriculum Provided to TEEM Sites	NA	NA	NA	22,082	22,082
Teacher Manuals and Testing Materials	NA	NA	NA	795	795
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,671	1,671
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,959	2,959
TEEM Services	NA	NA	NA	375	375
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,666	3,666
Total	**NA**	**NA**	**NA**	**$54,730**	**$54,730**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the expended (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Stockdale TEEM Community cannot be determined from this allocation model.

Temple TEEM Community

Lead Agency: Temple ISD
Years in program: 2006–2007
ESC Region: 12
Rural Community: No

Temple Community Growth Summary

The 2006–2007 school year is the first year the Temple Community participated in the

TEEM program.

Table B.130

Temple Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	NA	5
Total Number of classrooms	NA	NA	NA	15
ISD classrooms	NA	NA	NA	10
Head Start classrooms	NA	NA	NA	2
Childcare classrooms	NA	NA	NA	3
Number of students	NA	NA	NA	265

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Temple has only

participated in the program for one year.

Temple Community Development Summary

The following sections summarize the strategies and tactics used by the Temple TEEM

Community to develop and maximize the program. Specifically addressed are the strategies used

to develop partnerships and buy-in, notable integration factors, and challenges faced.

Developing Partnerships

Partnership Development Strategies utilized by the Temple TEEM Community included monthly directors' meetings to discuss program issues, mentor teacher issues, and teacher support on other campuses (special education, referrals, use of library materials, use of die-cut and laminating, etc.). Directors also volunteered to host "model classroom" presentations. The Temple TEEM Community project coordinator arranged for showcases to highlight each agency and describe how they were implementing the TEEM strategies. The project coordinator also explained how the TEEM program leads to student success.

Establishing Agency Buy-in

To establish buy-in, the district ECE principal visited with directors of select centers. The educational benefits, the materials and financial support given by workforce helped establish agency buy-in. The Temple TEEM Community project coordinator outlined the benefits of the TEEM program and described to each agency how their students could increase their potential for future school readiness and success.

Maximizing Community Potential

The Temple TEEM Community used constant and consistent partner meetings to discuss project training, committees (Powerful Learning), presentations (parent/family workshops), curriculum/classroom environment adjustments, classroom model, and lesson plans for the Temple TEEM Community. The agencies worked together and monitored each other in order to have a successful Temple TEEM Community.

Integration Factors

Understanding how the TEEM program provides student improvement and benefits for all agencies was essential for the Temple TEEM Community.

Challenges

The major challenge experienced by the Temple TEEM community during the implementation phase of the program involved moving beyond the commonly held perception that the ISD had the best quality program. The second challenge was poor planning for teachers about the TEEM program. Third, the Temple TEEM Community did not receive CIRCLE training and the materials before the children arrived. The last challenge included problems with the programming aspect. Other challenges included frequent changes in guidelines and policies.

Temple Community 2006–2007 Integration Strategies

- Sharing certified teachers
- Developing common standards and performance goals
- Sharing physical space
- Conducting joint professional development programs
- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community

Current Number of Teachers

In the 2006–2007 school year, 15 teachers were new to the Temple TEEM Community and received their first year of TEEM training.

Table B.131

Temple Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	3	0	0	0	3
Head Start	2	0	0	0	2
ISD	10	0	0	0	10
Total	**15**	**0**	**0**	**0**	**15**

Source: State Center

Note. There is a one teacher assigned to each classroom.

Student Performance on mClass subtests

For the 2006–2007 school year, the means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are shown in Table B.132. There was, on average, an increase in student performance of 13.31 points on Rapid Letter Naming, 2.33 points on Rapid Vocabulary Naming, and 12.73 points on Phonological Awareness from the beginning to the middle of the school year. These results are based on datasets provided by the State Center.

Table B.132

Temple Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2 –T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 234	13.02	18.25	26.32	23.50	13.31	15.47
Rapid Vocabulary Naming *n* = 848	39.47	12.49	41.80	10.86	2.33	11.49
Phonological Awareness *n* = 837	40.36	14.85	54.59	15.79	12.73	12.17

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.133

Temple Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 498	$ 498
Classified Salaries	NA	NA	NA	4,706	4,706
Other Wages	NA	NA	NA	79	79
Benefits	NA	NA	NA	1,109	1,109
Travel	NA	NA	NA	1,055	1,055
Indirect Cost	NA	NA	NA	3,117	3,117
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	2,862	2,862
Subcontract Payments (Payments to Sites)*	NA	NA	NA	0	0
Consultant Support to TEEM Sites	NA	NA	NA	2,217	2,217
Curriculum Provided to TEEM Sites	NA	NA	NA	19,484	19,484
Teacher Manuals and Testing Materials	NA	NA	NA	702	702
PDAs Provided to TEEM Site Teachers	NA	NA	NA	1,475	1,475
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	2,611	2,611
TEEM Services	NA	NA	NA	331	331
TEEM Stipends*	NA	NA	NA	0	0
Classroom Licenses at TEEM Sites	NA	NA	NA	3,234	3,234
Total	**NA**	**NA**	**NA**	**$43,481**	**$43,481**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Temple TEEM Community cannot be determined from this allocation model.

Tri-County TEEM Community

Lead Agency: WSS Tri-County
Years in program: 2005–2007
ESC Region: 3 and 4
Rural Community: No

Tri-County Community Development Summary

The Tri-County Community participated in 2 years of the TEEM program. There was an increase in participation across the 2-year period. The largest growth in the Tri-County TEEM Community was seen in ISD programs.

Table B.134

Tri-County Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	10	20
Total Number of classrooms	NA	NA	22	63
ISD classrooms	NA	NA	7	21
Head Start classrooms	NA	NA	12	28
Childcare classrooms	NA	NA	3	14
Number of students	NA	NA	38	871

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Tri-County has only participated in the program for two years.

Tri-County Community Development Summary

The State Center did not provide information on strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community for Tri-County TEEM Community.

Tri-County Community 2006–2007 Integration Strategies

- Not Available

Current Number of Teachers

In the 2006–2007 school year 52 teachers participated in the Tri-County TEEM

Community. Of those, 44 teachers were new to the TEEM Community and received their first

year of TEEM training in 2006–2007. Sixteen teachers who participated in the 2005–2006

school year remained in the program and received their second year of TEEM training.

Table B.135

Tri-County Community 2006–2007 Number of Teachers

Agency	First Year of TEEM Training	Second Year of TEEM Training	Third Year of TEEM Training	Fourth Year of TEEM Training	Total
Childcare	7	2	0	0	9
Head Start	14	10	0	0	24
ISD	15	4	0	0	19
Total	**44**	**16**	**0**	**0**	**52**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

Table B.136 contains the means and standard deviations for the three mCLASS subtests

at Time 1 and Time 2 as well as the associated gains for the 2006–2007 school year. These data

show that the average student performance increased by 14.29 points on Rapid Letter Naming,

8.52 points on Rapid Vocabulary Naming, and 18.56 points on Phonological Awareness from

start to the middle of the school year. These results are based on datasets provided by the State

Center.

Table B.136

Tri-County Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 746	18.37	22.03	32.65	26.00	14.29	16.61
Rapid Vocabulary Naming *n* = 848	32.36	14.84	40.88	16.35	8.52	11.26
Phonological Awareness *n* = 837	40.36	17.69	56.71	17.08	18.56	14.74

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.137

Tri-County Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	NA	$ 3,167.44	$ 5,259.02
Classified Salaries	NA	NA	NA	18,440	38,205
Other Wages	NA	NA	NA	189	519
Benefits	NA	NA	NA	4,512	9,171
Travel	NA	NA	NA	5,137	9,570
Indirect Cost	NA	NA	NA	13,216	26,308
Total Maintenance & Operations					
Operating Expenses	NA	NA	NA	17,724	29,744
Subcontract Payments (Payments to Sites)*	NA	NA	NA	3,000	3,000
Consultant Support to TEEM Sites	NA	NA	NA	6,590	15,901
Curriculum Provided to TEEM Sites	NA	NA	NA	37,382	119,215
Teacher Manuals and Testing Materials	NA	NA	NA	1,685	4,632
PDAs Provided to TEEM Site Teachers	NA	NA	NA	421	6,615
TEEM Teacher Stipend/Sub/Services	NA	NA	NA	1,194	12,161
TEEM Services	NA	NA	NA	894	2,285
TEEM Stipends*	NA	NA	NA	11,396	11,396
Classroom Licenses at TEEM Sites	NA	NA	NA	15,447	29,031
Total	**NA**	**NA**	**NA**	**$140,393.45**	**$323,011.80**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is

subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore,

the actual cost for the Tri-County TEEM Community cannot be determined from this allocation model.

Victoria TEEM Community

Lead Agency: Victoria ISD
Years in program: 2005–2007
ESC Region: 3
Rural Community: No

Victoria Community Growth Summary

The Victoria Community participated in 2 years of the TEEM program. There was an increase in participation across the 2-year period. The largest growth was seen in Head Start classrooms.

Table B.138

Victoria Community Growth

Measurement	2003–2004	2004–2005	2005–2006	2006–2007
Number of sites	NA	NA	8	15
Total Number of classrooms	NA	NA	20	40
ISD classrooms	NA	NA	8	17
Head Start classrooms	NA	NA	7	15
Childcare classrooms	NA	NA	5	8
Number of students	NA	NA	90	680

Source: State Center

Note. NA = Not applicable as the community did not participate in the program during that time period.

The Growth by Type of Classroom Figure is not represented here, since Victoria has only participated in the program for two years.

Victoria Community Development Summary

The following sections summarize the strategies and tactics used by the Victoria TEEM Community to develop and maximize the program. Specifically addressed are strategies to develop partnerships and buy-in, notable integration factors, and challenges faced by the community.

Developing Partnerships

The Victoria TEEM Community initiated informational meetings for all childcare centers, Head Start centers, and ISD principals. To ensure agency partnership, the Victoria TEEM Community project coordinator scheduled combined meetings with all agencies to describe in detail the TEEM community program. The Victoria TEEM Community provided updates to all agencies by email and scheduled meetings and training for all agencies at the Regional Educational Service Center.

Establishing Agency Buy-in

To establish buy-in and promote the program, the Victoria TEEM Community received assistance from the Texas Workforce Commission and Region Educational Service Center.

Maximizing Community Potential

The Victoria TEEM Community worked jointly with the Special Education Department and Preschool Program for Children with Disabilities (PPCD) to place teachers at childcare site with students with special needs. The teacher funding was through special education funds.

Integration Factors

Cooperation was essential for the Victoria TEEM Community to maintain collaboration among all agencies.

Challenges

The major challenge reported by the Victoria TEEM Community during the implementation phase of the program was the lack of commitment of the lead agency to the TEEM program. The second challenge was funding for teachers for the districts. The third challenge was the reluctance of the Head Start center to work with the TEEM Community on the teacher funding issue. Last, the childcare centers did not have enough children to qualify for

Average Daily Attendance.

Victoria Community 2006–2007 Integration Strategies

- Sharing certified teachers

- Developing common standards and performance goals

- Sharing physical space

- Conducting joint professional development programs

- Adopting similar approaches to progress monitoring and student tracking

Note: Not all sites in this community used all of these strategies. These strategies were used by at least one site in this TEEM Community.

Current Number of Teachers

In the 2006–2007 school year 29 teachers participated in the Victoria TEEM Community.

Of these, 16 teachers were new to the TEEM Community and received their first year of TEEM

training in 2006–2007. Thirteen teachers who participated in the 2005–2006 school year

remained in the program and received their second year of TEEM training.

Table B.139

Victoria Community 2006–2007 Number of Teachers

Agency	First year of TEEM training	Second year of TEEM training	Third year of TEEM training	Fourth year of TEEM training	Total
Childcare	2	4	0	0	6
Head Start	6	3	0	0	9
ISD	8	6	0	0	14
Total	**16**	**13**	**0**	**0**	**29**

Source: State Center

Note. There are fewer teachers than classrooms because some teachers teach in two separate classrooms.

Student Performance on mClass subtests

The means and standard deviations for the three mCLASS subtests at Time 1 and Time 2 as well as the corresponding gains are given in Table B.140. It can be seen that the average student performance increased by 9.42 points on Rapid Letter Naming, 6.99 points on Rapid Vocabulary Naming, and 11.51 points on Phonological Awareness from the beginning to the middle of the 2006–2007 school year. These results are based on the datasets provided by the State Center.

Table B.140

Victoria Community 2006–2007 Student Cohort Mean Performance on mCLASS Subtests

mCLASS Subtest	Time 1 (T1)		Time 2 (T2)		Gain (T2–T1)	
	M	*SD*	*M*	*SD*	*M*	*SD*
Rapid Letter Naming *n* = 574	9.92	15.66	19.34	21.45	9.42	12.80
Rapid Vocabulary Naming *n* = 848	30.94	12.54	37.93	12.92	6.99	9.71
Phonological Awareness *n* = 837	40.36	15.12	50.03	17.94	11.51	12.65

Source: State Center mClass dataset

Note. These analyses included only those students who had scores at both Time 1 and Time 2 for the respective subtests.

Table B.141

Victoria Community Allocations for Fiscal Years 2004–2007

Account	FY 2004	FY 2005	FY 2006	FY 2007**	Total
Faculty Salaries	NA	NA	$ 2,879	$ 4,207	$ 7,087
Classified Salaries	NA	NA	16,764	29,313	46,076
Other Wages	NA	NA	172	382	553
Benefits	NA	NA	4,102	7,060	11,162
Travel	NA	NA	4,670	7,485	12,155
Indirect Cost	NA	NA	12,014	20,327	32,341
Total Maintenance & Operations					
Operating Expenses	NA	NA	16,113	23,745	39,857
Subcontract Payments (Payments to Sites)*	NA	NA	33,926	33,926	67,852
Consultant Support to TEEM Sites	NA	NA	5,991	11,903	17,893
Curriculum Provided to TEEM Sites	NA	NA	33,984	85,941	119,925
Teacher Manuals and Testing Materials	NA	NA	1,532	3,403	4,935
PDAs Provided to TEEM Site Teachers	NA	NA	383	4,315	4,698
TEEM Teacher Stipend/Sub/Services	NA	NA	1,085	8,049	9,134
TEEM Services	NA	NA	813	1,696	2,509
TEEM Stipends*	NA	NA	10,360	10,360	20,719
Classroom Licenses at TEEM Sites	NA	NA	14,043	22,668	36,710
Total	**NA**	**NA**	**$158,829**	**$274,777**	**$433,606**

Note. NA = Not applicable as the community did not participate in the program during that time period.

*Values for these accounts represent expended (actual) amounts per fiscal year.

** Values for 2007 represent allocations or expended amounts through January 2007

The methodology utilized to calculate the allocated (estimate) amount per fiscal year is cost per classroom. The one exception to this methodology is subcontractor payments representing actual expenditures per fiscal year. For items represented with a value of 0, no money was allocated or expended. Therefore, the actual cost for the Victoria TEEM Community cannot be determined from this allocation model.

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

*Table C1: **Amarillo Community***

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	63	63	63	63	63	63	63	63	63
	M	1.06	2.14	0.38	8.81	7.92	5.41	3.08	0.40	10.38
	SD	1.51	4.05	1.85	7.54	7.75	9.89	3.17	9.43	8.07
Treatment	N	52	52	52	52	52	52	51	50	52
	M	0.52	2.69	0.50	7.96	9.25	6.63	4.35	4.02	10.87
	SD	1.48	3.62	1.80	6.62	8.76	11.33	4.76	13.16	8.57
Total	N	115	115	115	115	115	115	114	113	115
	M	0.82	2.39	0.43	8.43	8.52	5.97	3.65	2.00	10.60
	SD	1.51	3.86	1.82	7.12	8.22	10.54	3.99	11.33	8.27
Spanish										
Treatment	N	7	7	7	7	7	7	7	7	7
	M	1.71	0.71	1.00	8.86	-2.14	-9.43	5.00	4.43	10.29
	SD	1.70	4.15	1.15	4.49	13.04	26.74	3.37	11.34	7.59
Total	N	7	7	7	7	7	7	7	7	7
	M	1.71	0.71	1.00	8.86	-2.14	-9.43	5.00	4.43	10.29
	SD	1.70	4.15	1.15	4.49	13.04	26.74	3.37	11.34	7.59
Total										
Control	N	63	63	63	63	63	63	63	63	63
	M	1.06	2.14	0.38	8.81	7.92	5.41	3.08	0.40	10.38
	SD	1.51	4.05	1.85	7.54	7.75	9.89	3.17	9.43	8.07
Treatment	N	59	59	59	59	59	59	58	57	59
	M	0.66	2.46	0.56	8.07	7.90	4.73	4.43	4.07	10.80
	SD	1.54	3.71	1.73	6.38	9.95	14.64	4.60	12.85	8.40
Total	N	122	122	122	122	122	122	121	120	122
	M	0.87	2.30	0.47	8.45	7.91	5.08	3.73	2.14	10.58
	SD	1.53	3.88	1.79	6.99	8.84	12.37	3.96	11.29	8.20

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C2: Austin Community

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	22	22	22	22	22	22	22	21	22
	M	0.55	4.05	1.23	7.18	8.05	5.77	4.05	3.05	10.27
	SD	1.79	5.30	1.93	7.51	5.64	7.37	4.62	13.90	8.28
Treatment	N	30	30	30	30	30	30	30	26	30
	M	0.23	2.47	0.27	3.77	6.63	3.73	2.10	-0.04	6.70
	SD	1.50	3.30	1.36	6.24	7.09	9.16	4.48	12.39	7.97
Total	N	52	52	52	52	52	52	52	47	52
	M	0.37	3.13	0.67	5.21	7.23	4.60	2.92	1.34	8.21
	SD	1.62	4.28	1.68	6.95	6.49	8.43	4.60	13.03	8.22
Spanish										
Control	N	19	19	19	19	19	18	19	19	19
	M	0.74	-0.05	0.79	7.00	6.53	8.11	3.00	3.05	3.21
	SD	1.05	2.82	1.32	6.18	3.85	8.27	4.28	10.37	3.87
Treatment	N	13	13	13	13	13	13	13	13	13
	M	0.54	0.46	0.46	4.69	3.85	1.92	1.62	-1.62	7.85
	SD	1.20	3.78	1.13	4.27	6.20	11.40	2.90	10.37	5.43
Total	N	32	32	32	32	32	31	32	32	32
	M	0.66	0.16	0.66	6.06	5.44	5.52	2.44	1.16	5.09
	SD	1.10	3.19	1.23	5.53	5.03	10.02	3.79	10.47	5.04
Total										
Control	N	41	41	41	41	41	40	41	40	41
	M	0.63	2.15	1.02	7.10	7.34	6.83	3.56	3.05	7.00
	SD	1.48	4.75	1.67	6.84	4.89	7.77	4.44	12.20	7.44
Treatment	N	43	43	43	43	43	43	43	39	43
	M	0.33	1.86	0.33	4.05	5.79	3.19	1.95	-0.56	7.05
	SD	1.41	3.53	1.29	5.68	6.89	9.78	4.04	11.64	7.25
Total	N	84	84	84	84	84	83	84	79	84
	M	0.48	2.00	0.67	5.54	6.55	4.94	2.74	1.27	7.02
	SD	1.44	4.15	1.52	6.42	6.01	9.01	4.29	11.99	7.30

Appendix C
Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C3: ***Brownsville Community***

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	45	45	45	45	37	37	44	42	45
	M	0.96	2.36	0.87	6.78	8.54	5.49	3.25	-0.17	7.20
	SD	1.52	3.23	1.93	6.98	8.28	11.33	4.67	11.65	9.37
Treatment	N	53	53	53	53	41	41	53	51	53
	M	0.87	4.21	0.68	7.89	6.44	4.10	3.77	1.86	9.62
	SD	1.39	4.06	1.74	5.90	6.81	7.53	6.61	12.17	8.21
Total	N	98	98	98	98	78	78	97	93	98
	M	0.91	3.36	0.77	7.38	7.44	4.76	3.54	0.95	8.51
	SD	1.44	3.80	1.82	6.41	7.57	9.49	5.79	11.92	8.80
Spanish										
Control	N	22	22	22	22	22	21	22	22	22
	M	0.64	-0.41	1.36	8.91	-4.05	-13.33	4.55	2.82	6.23
	SD	1.56	2.32	1.71	6.66	18.48	37.17	6.29	12.81	5.85
Treatment	N	7	7	7	7	7	7	7	7	7
	M	1.86	-0.43	2.43	15.29	-10.57	-26.14	3.14	2.86	15.29
	SD	1.68	2.07	1.40	8.36	5.74	11.19	2.67	9.34	6.21
Total	N	29	29	29	29	29	28	29	29	29
	M	0.93	-0.41	1.62	10.45	-5.62	-16.54	4.21	2.83	8.41
	SD	1.65	2.23	1.68	7.48	16.47	32.91	5.62	11.90	7.04
Total										
Control	N	67	67	67	67	59	58	66	64	67
	M	0.85	1.45	1.03	7.48	3.85	-1.33	3.68	0.86	6.88
	SD	1.53	3.22	1.86	6.90	14.28	25.48	5.25	12.05	8.35
Treatment	N	60	60	60	60	48	48	60	58	60
	M	0.98	3.67	0.88	8.75	3.96	-0.31	3.70	1.98	10.28
	SD	1.44	4.15	1.79	6.59	8.97	13.44	6.27	11.80	8.17
Total	N	127	127	127	127	107	106	126	122	127
	M	0.91	2.50	0.96	8.08	3.90	-0.87	3.69	1.39	8.49
	SD	1.49	3.84	1.82	6.76	12.14	20.82	5.74	11.89	8.41

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C4: ***Dallas Community***

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	*N*	52	52	52	52	51	51	52	51	52
	M	0.71	2.06	0.10	4.77	3.90	1.00	3.06	1.35	5.88
	SD	1.35	3.76	1.42	4.91	6.11	7.82	3.54	11.16	7.10
Treatment	*N*	57	57	57	57	56	56	57	50	57
	M	0.54	1.95	0.47	5.39	4.91	2.05	2.26	0.18	7.12
	SD	1.39	3.72	1.60	5.89	7.44	10.23	4.69	12.53	8.63
Total	*N*	109	109	109	109	107	107	109	101	109
	M	0.62	2.00	0.29	5.09	4.43	1.55	2.64	0.77	6.53
	SD	1.37	3.73	1.52	5.43	6.83	9.13	4.18	11.82	7.93
Spanish										
Treatment	*N*	11	11	11	11	11	8	11	10	11
	M	0.45	0.91	0.36	4.82	2.09	-4.13	2.73	0.80	4.45
	SD	1.37	3.05	1.12	6.27	5.70	4.85	4.13	9.84	5.77
Total	*N*	11	11	11	11	11	8	11	10	11
	M	0.45	0.91	0.36	4.82	2.09	-4.13	2.73	0.80	4.45
	SD	1.37	3.05	1.12	6.27	5.70	4.85	4.13	9.84	5.77
Total										
Control	*N*	52	52	52	52	51	51	52	51	52
	M	0.71	2.06	0.10	4.77	3.90	1.00	3.06	1.35	5.88
	SD	1.35	3.76	1.42	4.91	6.11	7.82	3.54	11.16	7.10
Treatment	*N*	68	68	68	68	67	64	68	60	68
	M	0.53	1.78	0.46	5.29	4.45	1.28	2.34	0.28	6.69
	SD	1.38	3.62	1.53	5.91	7.22	9.91	4.58	12.05	8.26
Total	*N*	120	120	120	120	118	115	120	111	120
	M	0.61	1.90	0.30	5.07	4.21	1.16	2.65	0.77	6.34
	SD	1.36	3.67	1.49	5.48	6.74	9.01	4.16	11.61	7.76

Table C5: El Paso Community

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	*N*	42	42	42	42	41	40	42	40	42
	M	0.62	2.60	1.05	5.74	4.68	2.95	2.86	2.73	3.69
	SD	1.32	3.93	1.61	4.91	6.33	8.00	6.03	13.22	4.18
Treatment	*N*	33	33	33	33	33	33	33	33	33
	M	0.82	3.39	0.36	6.24	6.61	5.00	4.03	4.55	4.97
	SD	1.49	3.86	1.56	5.29	7.17	9.23	4.21	11.60	6.54
Total	*N*	75	75	75	75	74	73	75	73	75
	M	0.71	2.95	0.75	5.96	5.54	3.88	3.37	3.55	4.25
	SD	1.39	3.90	1.61	5.05	6.74	8.58	5.31	12.47	5.35
Spanish										
Control	*N*	28	28	28	28	28	25	28	26	28
	M	0.64	1.11	0.21	1.64	4.14	3.16	2.71	1.92	2.04
	SD	1.42	2.11	1.26	3.40	5.28	11.32	3.30	9.58	4.22
Treatment	*N*	17	17	17	17	17	15	17	17	17
	M	0.29	1.82	0.12	2.47	5.29	4.93	1.94	-1.94	3.59
	SD	1.53	1.85	1.62	5.27	8.48	13.90	4.15	7.67	6.01
Total	*N*	45	45	45	45	45	40	45	43	45
	M	0.51	1.38	0.18	1.96	4.58	3.83	2.42	0.40	2.62
	SD	1.46	2.03	1.39	4.17	6.60	12.21	3.61	8.98	4.96
Total										
Control	*N*	70	70	70	70	69	65	70	66	70
	M	0.63	2.00	0.71	4.10	4.46	3.03	2.80	2.41	3.03
	SD	1.35	3.39	1.52	4.79	5.89	9.33	5.09	11.85	4.24
Treatment	*N*	50	50	50	50	50	48	50	50	50
	M	0.64	2.86	0.28	4.96	6.16	4.98	3.32	2.34	4.50
	SD	1.51	3.38	1.57	5.53	7.58	10.75	4.26	10.81	6.34
Total	*N*	120	120	120	120	119	113	120	116	120
	M	0.63	2.36	0.53	4.46	5.18	3.86	3.02	2.38	3.64
	SD	1.41	3.40	1.55	5.11	6.68	9.96	4.75	11.36	5.24

*Table C6: **Ft. Worth Community***

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	*N*	49	49	49	49	46	46	49	48	49
	M	0.84	3.29	1.00	10.73	9.89	6.70	4.92	4.27	14.82
	SD	1.83	3.75	1.70	8.28	9.84	11.22	4.28	11.96	10.46
Treatment	*N*	54	54	54	54	54	54	54	54	54
	M	0.72	2.81	0.56	8.26	9.63	6.98	4.57	4.44	14.19
	SD	1.50	4.12	1.61	6.84	6.08	8.00	4.21	10.81	9.05
Total	*N*	103	103	103	103	100	100	103	102	103
	M	0.78	3.04	0.77	9.44	9.75	6.85	4.74	4.36	14.49
	SD	1.66	3.93	1.66	7.62	7.99	9.57	4.22	11.31	9.70
Total										
Control	*N*	49	49	49	49	46	46	49	48	49
	M	0.84	3.29	1.00	10.73	9.89	6.70	4.92	4.27	14.82
	SD	1.83	3.75	1.70	8.28	9.84	11.22	4.28	11.96	10.46
Treatment	*N*	54	54	54	54	54	54	54	54	54
	M	0.72	2.81	0.56	8.26	9.63	6.98	4.57	4.44	14.19
	SD	1.50	4.12	1.61	6.84	6.08	8.00	4.21	10.81	9.05
Total	*N*	103	103	103	103	100	100	103	102	103
	M	0.78	3.04	0.77	9.44	9.75	6.85	4.74	4.36	14.49
	SD	1.66	3.93	1.66	7.62	7.99	9.57	4.22	11.31	9.70

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C7: **Greater Houston Community**

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	49	49	49	49	48	48	49	43	49
	M	0.49	2.10	0.49	4.96	7.04	4.44	3.65	2.72	5.18
	SD	1.17	3.08	1.34	5.87	5.58	6.96	4.39	11.87	6.09
Treatment	N	42	42	42	42	42	42	42	41	42
	M	0.07	1.57	0.50	4.17	5.17	2.29	4.79	5.12	5.00
	SD	1.42	3.74	1.81	5.13	5.79	7.87	3.92	12.52	6.74
Total	N	91	91	91	91	90	90	91	84	91
	M	0.30	1.86	0.49	4.59	6.17	3.43	4.18	3.89	5.10
	SD	1.30	3.39	1.57	5.53	5.73	7.43	4.19	12.17	6.36
Spanish										
Control	N	7	7	7	7	7	3	7	7	7
	M	0.00	1.29	0.43	3.29	3.43	1.33	6.00	6.00	3.29
	SD	0.82	2.21	0.79	4.68	5.32	7.51	4.55	8.52	5.44
Treatment	N	7	7	7	7	7	6	7	7	7
	M	1.00	3.29	1.86	10.14	2.71	-2.33	0.57	-5.00	7.43
	SD	1.00	2.81	1.46	4.10	6.37	14.36	3.64	8.93	2.51
Total	N	14	14	14	14	14	9	14	14	14
	M	0.50	2.29	1.14	6.71	3.07	-1.11	3.29	0.50	5.36
	SD	1.02	2.64	1.35	5.53	5.65	12.10	4.86	10.14	4.60
Total										
Control	N	56	56	56	56	55	51	56	50	56
	M	0.43	2.00	0.48	4.75	6.58	4.25	3.95	3.18	4.95
	SD	1.14	2.98	1.28	5.72	5.64	6.95	4.43	11.44	6.00
Treatment	N	49	49	49	49	49	48	49	48	49
	M	0.20	1.82	0.69	5.02	4.82	1.71	4.18	3.65	5.35
	SD	1.40	3.64	1.82	5.39	5.87	8.85	4.13	12.51	6.35
Total	N	105	105	105	105	104	99	105	98	105
	M	0.32	1.91	0.58	4.88	5.75	3.02	4.06	3.41	5.13
	SD	1.27	3.29	1.55	5.55	5.79	7.99	4.27	11.92	6.14

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C8: Raymondville Community

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	41	41	41	41	41	41	41	39	41
	M	0.51	4.61	1.10	6.98	8.27	6.20	4.46	4.79	7.66
	SD	1.66	4.99	1.95	6.04	8.71	11.20	3.89	11.11	8.45
Treatment	N	64	64	64	64	61	61	63	63	64
	M	0.70	3.31	0.84	8.34	7.74	5.25	5.32	5.87	9.17
	SD	1.58	4.52	1.75	6.18	6.95	8.04	4.81	13.42	7.93
Total	N	105	105	105	105	102	102	104	102	105
	M	0.63	3.82	0.94	7.81	7.95	5.63	4.98	5.46	8.58
	SD	1.61	4.73	1.82	6.13	7.67	9.40	4.47	12.54	8.13
Spanish										
Treatment	N	6	6	6	6	6	6	6	6	6
	M	1.17	0.00	0.67	13.00	-3.67	-13.33	4.83	2.83	12.67
	SD	1.33	3.35	1.86	4.10	4.37	10.33	3.60	9.99	4.55
Total	N	6	6	6	6	6	6	6	6	6
	M	1.17	0.00	0.67	13.00	-3.67	-13.33	4.83	2.83	12.67
	SD	1.33	3.35	1.86	4.10	4.37	10.33	3.60	9.99	4.55
Total										
Control	N	41	41	41	41	41	41	41	39	41
	M	0.51	4.61	1.10	6.98	8.27	6.20	4.46	4.79	7.66
	SD	1.66	4.99	1.95	6.04	8.71	11.20	3.89	11.11	8.45
Treatment	N	70	70	70	70	67	67	69	69	70
	M	0.74	3.03	0.83	8.74	6.72	3.58	5.28	5.61	9.47
	SD	1.56	4.51	1.74	6.14	7.50	9.77	4.70	13.13	7.74
Total	N	111	111	111	111	108	108	110	108	111
	M	0.66	3.61	0.93	8.09	7.31	4.57	4.97	5.31	8.80
	SD	1.59	4.74	1.82	6.14	7.97	10.36	4.41	12.39	8.02

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C9: San Antonio Community

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	*N*	39	39	39	39	37	37	39	33	39
	M	0.82	5.28	0.41	6.90	4.30	0.68	2.36	0.42	8.15
	SD	1.30	4.88	1.74	5.83	9.17	12.08	4.49	8.60	8.84
Treatment	*N*	48	48	48	48	48	48	48	44	48
	M	0.71	7.06	0.44	6.29	7.90	5.44	4.06	1.18	6.50
	SD	1.40	3.45	1.27	5.61	5.93	8.00	3.56	8.88	6.41
Total	*N*	87	87	87	87	85	85	87	77	87
	M	0.76	6.26	0.43	6.56	6.33	3.36	3.30	0.86	7.24
	SD	1.35	4.22	1.49	5.68	7.68	10.20	4.07	8.71	7.59
Spanish										
Control	*N*	7	7	7	7	7	6	7	6	7
	M	1.00	1.71	1.43	15.86	-14.00	-33.17	3.29	4.83	12.00
	SD	1.15	2.50	1.27	5.27	8.91	18.56	3.86	7.60	6.95
Treatment	*N*	7	7	7	7	7	7	7	7	7
	M	0.43	2.00	1.43	8.86	-6.00	-18.57	4.71	2.71	6.86
	SD	2.07	1.41	1.72	10.43	10.74	19.70	3.04	8.99	8.63
Total	*N*	14	14	14	14	14	13	14	13	14
	M	0.71	1.86	1.43	12.36	-10.00	-25.31	4.00	3.69	9.43
	SD	1.64	1.96	1.45	8.73	10.35	19.87	3.42	8.11	7.99
Total										
Control	*N*	46	46	46	46	44	43	46	39	46
	M	0.85	4.74	0.57	8.26	1.39	-4.05	2.50	1.10	8.74
	SD	1.26	4.75	1.71	6.55	11.28	17.52	4.38	8.52	8.62
Treatment	*N*	55	55	55	55	55	55	55	51	55
	M	0.67	6.42	0.56	6.62	6.13	2.38	4.15	1.39	6.55
	SD	1.48	3.67	1.36	6.34	8.08	12.81	3.48	8.82	6.64
Total	*N*	101	101	101	101	99	98	101	90	101
	M	0.75	5.65	0.56	7.37	4.02	-0.44	3.40	1.27	7.54
	SD	1.38	4.26	1.52	6.46	9.87	15.31	3.98	8.64	7.64

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C10: *Texas Migrant Council Community*

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	60	60	60	60	49	49	58	57	60
	M	0.65	1.63	0.77	6.13	6.33	3.71	5.59	5.37	4.55
	SD	1.60	3.44	1.93	6.35	7.15	9.05	10.69	15.76	6.29
Treatment	N	34	34	34	34	29	29	34	34	34
	M	0.74	0.56	0.44	4.94	6.52	4.34	1.88	1.12	6.44
	SD	1.64	3.89	1.58	5.28	6.51	8.26	10.22	17.64	7.86
Total	N	94	94	94	94	78	78	92	91	94
	M	0.68	1.24	0.65	5.70	6.40	3.95	4.22	3.78	5.23
	SD	1.61	3.62	1.81	5.98	6.87	8.71	10.62	16.52	6.92
Spanish										
Control	N	4	4	4	4	4	3	4	4	4
	M	1.50	0.75	1.75	8.25	-15.75	-22.00	7.75	12.00	-1.75
	SD	1.29	2.87	1.71	8.26	17.15	15.72	3.86	6.06	0.96
Treatment	N	18	18	18	18	18	18	18	18	18
	M	0.78	0.56	1.06	7.56	0.06	-5.50	4.89	4.56	5.33
	SD	1.73	2.28	1.73	5.64	9.80	18.02	3.77	11.34	5.14
Total	N	22	22	22	22	22	21	22	22	22
	M	0.91	0.59	1.18	7.68	-2.82	-7.86	5.41	5.91	4.05
	SD	1.66	2.32	1.71	5.96	12.60	18.32	3.86	10.86	5.42
Total										
Control	N	64	64	64	64	53	52	62	61	64
	M	0.70	1.58	0.83	6.27	4.66	2.23	5.73	5.80	4.16
	SD	1.59	3.39	1.92	6.42	9.94	11.11	10.39	15.37	6.28
Treatment	N	52	52	52	52	47	47	52	52	52
	M	0.75	0.56	0.65	5.85	4.04	0.57	2.92	2.31	6.06
	SD	1.66	3.39	1.64	5.50	8.45	13.60	8.63	15.71	7.00
Total	N	116	116	116	116	100	99	114	113	116
	M	0.72	1.12	0.75	6.08	4.37	1.44	4.45	4.19	5.01
	SD	1.61	3.42	1.80	6.00	9.23	12.32	9.68	15.56	6.65

Mean and Standard Deviation for Year 1 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table C11: Wichita Falls Community

Condition	Statistical Measure	PCTOPP Phoneme Blending	PCTOPP Elision	PCTOPP Word Discrimination	PCTOPP Print Awareness	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	CPALLS Letter Naming
English										
Control	N	52	52	52	52	52	52	52	51	52
	M	0.73	5.37	0.96	8.19	5.40	2.17	4.67	3.16	9.90
	SD	1.54	3.88	1.70	7.54	7.31	9.15	3.80	11.13	9.69
Treatment	N	48	48	48	48	48	48	48	48	48
	M	1.00	4.79	0.81	6.96	6.56	3.79	4.42	5.65	10.23
	SD	1.50	5.35	1.66	5.81	9.50	12.30	7.74	12.81	8.58
Total	N	100	100	100	100	100	100	100	99	100
	M	0.86	5.09	0.89	7.60	5.96	2.95	4.55	4.36	10.06
	SD	1.52	4.63	1.68	6.76	8.41	10.75	5.99	11.97	9.13
Total										
Control	N	52	52	52	52	52	52	52	51	52
	M	0.73	5.37	0.96	8.19	5.40	2.17	4.67	3.16	9.90
	SD	1.54	3.88	1.70	7.54	7.31	9.15	3.80	11.13	9.69
Treatment	N	48	48	48	48	48	48	48	48	48
	M	1.00	4.79	0.81	6.96	6.56	3.79	4.42	5.65	10.23
	SD	1.50	5.35	1.66	5.81	9.50	12.30	7.74	12.81	8.58
Total	N	100	100	100	100	100	100	100	99	100
	M	0.86	5.09	0.89	7.60	5.96	2.95	4.55	4.36	10.06
	SD	1.52	4.63	1.68	6.76	8.41	10.75	5.99	11.97	9.13

Appendix D

Table D: **Mean and Standard Deviation for Year 1 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

Community	Condition	Statistical Measure	Team Teaching	Use of Lesson Plans	Early Writing Activities	Math Activities	Use of Centers	Quality of Book Reading	TBRS Total Score	Print & Letter Knowledge Activities	Phonological Awareness Activities	Encourages Children's Language	Best Practices	Monitors Children's Learning
Amarillo	Control	M		0.44	-0.17	-0.17	-0.50	0.14	-0.12	-0.11	-0.17	-0.14	-0.22	0.17
		N		3	3	3	2	2	3	3	3	3	3	3
		SD		0.84	0.58	1.15	0.00	1.41	0.11	0.19	0.52	0.38	0.22	0.76
	Treatment	M	0.07	0.00	-0.20	0.20	0.73	0.50	0.28	0.60	1.00	0.20	-0.04	0.00
		N	3	5	5	5	5	4	5	5	5	5	5	5
		SD	0.76	0.75	1.25	1.44	1.04	0.85	0.48	1.03	1.22	0.82	0.51	0.35
Austin	Control	M	-0.87	0.44	-0.17	0.33	-0.39	-0.29	-0.15	-0.21	0.29	-0.62	-0.33	0.17
		N	3	3	3	3	3	3	3	3	3	3	3	3
		SD	0.42	1.39	0.58	0.58	0.69	0.25	0.29	0.34	0.31	0.30	0.48	0.76
	Treatment	M	0.87	1.33	0.50	1.60	0.07	0.49	0.64	0.97	0.90	0.03	0.47	0.30
		N	3	5	5	5	5	5	5	5	5	5	5	5
		SD	1.21	1.03	0.94	0.96	1.00	1.04	0.38	0.90	0.60	0.33	0.36	0.45
Brownsville	Control	M	0.80	-0.11	0.50	0.00	0.00	-0.29	0.10	-0.04	0.23	0.48	0.41	0.00
		N	2	3	3	3	4	3	4	4	4	4	4	4
		SD	0.28	0.51	0.87	1.00	0.30	0.52	0.21	0.50	0.66	0.65	0.34	0.00
	Treatment	M	1.13	-0.42	0.38	2.13	0.58	-0.54	0.30	0.29	-0.81	0.11	0.03	0.38
		N	3	4	4	4	4	4	4	4	4	4	4	4
		SD	0.83	0.57	1.44	1.11	0.99	0.76	0.64	0.53	1.11	0.21	0.77	0.75

Table D: **Mean and Standard Deviation for Year 1 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

Dallas	Control	*M*	-2.40	-0.33	-0.38	-0.88	0.29	-0.21	-0.33	-0.50	-0.25	-0.32	-0.17	0.25
		N	1	4	4	4	4	4	4	4	4	4	4	4
		SD	.	0.77	1.03	0.48	0.48	1.05	0.46	0.79	0.95	0.91	0.19	0.50
	Treatment	*M*	0.10	0.27	-0.30	-0.40	-0.03	-0.66	-0.15	0.10	-0.50	-0.29	-0.07	0.10
		N	4	5	5	5	5	5	5	5	5	5	5	5
		SD	0.74	0.64	1.35	1.56	0.58	1.18	0.47	0.95	0.89	1.25	0.56	0.74
El Paso	Control	*M*	-0.20	-0.53	0.20	0.30	0.80	0.11	0.04	0.33	-0.18	-0.46	0.27	-0.10
		N	3	5	5	5	5	5	5	5	5	5	5	5
		SD	1.11	0.80	0.76	0.57	0.34	0.57	0.23	0.42	0.39	1.20	0.43	0.74
	Treatment	*M*	0.00	0.33	0.00	1.00	0.47	-0.14	0.27	0.63	0.25	-0.18	0.25	-0.13
		N	1	4	4	4	4	4	4	4	4	4	4	4
		SD	.	0.27	0.00	0.82	0.33	0.53	0.25	0.70	0.50	1.02	0.32	0.25
Ft. Worth	Control	*M*	0.20	0.22	-0.17	-0.83	-0.33	-0.43	-0.37	-0.72	-1.58	-0.24	-0.56	0.33
		N	3	3	3	3	3	3	3	3	3	3	3	3
		SD	0.69	2.04	1.53	1.26	0.93	0.52	1.00	0.59	2.34	1.16	0.87	0.58
	Treatment	*M*	-1.13	-0.25	-1.00	0.38	-0.63	-0.43	-0.48	-0.42	-0.81	-0.64	-0.42	0.00
		N	3	4	4	4	4	4	4	4	4	4	4	4
		SD	1.14	1.79	0.82	0.25	0.70	0.35	0.44	0.74	0.63	0.64	0.66	0.82

Appendix D

Table D: **Mean and Standard Deviation for Year 1 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

	Control	*M*	1.30	-0.11	0.00	-0.50	-0.06	-0.71	-0.18	0.06	-0.04	-1.14	-0.07	0.33
		N	2	3	3	3	3	3	3	3	3	3	3	3
		SD	0.14	0.84	0.50	2.29	0.10	0.14	0.66	0.92	0.07	0.94	0.65	0.58
Greater Houston														
	Treatment	*M*	0.40	-0.33	1.50	0.25	0.13	-0.57	0.16	0.18	-0.50	-0.21	0.09	1.00
		N	1	2	2	2	2	2	2	2	2	2	2	2
		SD	.	1.89	1.41	1.77	0.28	0.61	0.11	0.92	0.53	1.52	0.51	0.00
	Control	*M*	-0.20	-0.47	0.10	0.00	-0.37	-0.40	-0.14	0.13	-0.45	0.39	0.02	-0.20
		N	2	5	5	5	5	5	5	5	5	5	5	5
		SD	0.57	0.61	1.47	0.79	0.30	0.77	0.43	0.46	0.49	0.67	0.56	0.45
Raymondsville														
	Treatment	*M*	0.85	0.78	1.38	0.75	1.75	0.36	0.93	1.58	1.13	0.07	0.92	0.50
		N	4	3	4	4	4	4	4	4	4	4	4	4
		SD	0.53	0.77	0.85	0.87	1.02	0.86	0.24	0.42	0.85	0.49	0.68	0.58
	Control	*M*	-0.80	1.22	0.00	0.50	0.13	-0.39	0.14	-0.25	-0.03	0.39	0.42	-0.25
		N	1	3	4	4	4	4	4	4	4	4	4	4
		SD	.	0.69	0.91	0.58	1.23	1.30	0.75	1.17	1.00	0.84	1.35	0.50
San Antonio														
	Treatment	*M*	0.15	1.87	-0.40	0.30	0.47	0.20	0.38	0.57	-0.03	0.26	0.22	0.10
		N	4	5	5	5	5	5	5	5	5	5	5	5
		SD	0.96	1.22	1.78	1.25	0.61	1.10	0.73	1.24	1.68	1.51	1.26	0.89

Table D: **Mean and Standard Deviation for Year 1 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

Texas Migrant Council	Control	*M*	-1.60	-0.67	0.00	0.67	-0.56	-0.67	-0.38	0.06	-0.17	-1.10	-0.44	-0.67
		N	1	3	3	3	3	3	3	3	3	3	3	3
		SD	.	1.33	0.50	1.04	0.95	0.82	0.57	0.25	0.40	0.58	0.91	0.58
	Treatment	*M*	0.10	-0.58	0.25	0.38	-0.33	0.18	0.02	0.28	-0.16	-0.14	0.47	-0.25
		N	4	4	4	4	4	4	4	4	4	4	4	4
		SD	1.28	2.10	0.29	0.25	0.65	1.48	0.58	0.60	0.49	1.09	0.14	0.50
Witchita Falls	Control	*M*	-0.40	0.67	2.00	1.00	0.67	2.29	0.90	0.67	0.25	0.86	1.44	0.50
		N	1	1	1	1	1	1	1	1	1	1	1	1
		SD	.	.	.	.	.	.	.	.	.	.	.	.
	Treatment	*M*	0.67	0.63	0.40	1.50	0.50	0.80	0.69	0.70	0.58	1.03	0.91	-0.10
		N	3	5	5	5	5	5	5	5	5	5	5	5
		SD	2.20	0.51	0.82	0.79	0.87	1.12	0.25	0.85	0.58	0.77	0.86	0.22

*Table E1: **Amarillo Community***

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	47	40	47	47	46	42	46	46	46	46	47	46
	M	3.15	4.60	10.98	7.55	4.83	3.52	13.11	1.00	2.30	1.04	0.32	0.37
	SD	3.79	13.71	6.85	8.96	3.50	9.87	7.96	1.53	2.46	1.56	0.52	0.64
Low	N	76	64	75	75	76	69	76	76	76	76	75	76
	M	2.04	2.27	10.03	6.92	4.03	-0.06	10.58	1.00	1.99	0.74	0.33	0.41
	SD	4.03	13.76	7.33	9.37	4.79	8.86	7.53	1.29	2.29	1.61	0.58	0.68
Total	N	123	104	122	122	122	111	122	122	122	122	122	122
	M	2.46	3.16	10.39	7.16	4.33	1.30	11.53	1.00	2.11	0.85	0.33	0.39
	SD	3.96	13.72	7.14	9.18	4.35	9.38	7.76	1.38	2.35	1.59	0.55	0.66
Spanish													
High	N	3	3	-	-	3	3	3	3	3	3	-	3
	M	3.00	4.00	-	-	9.33	14.67	13.67	0.67	2.00	0.33	-	0.67
	SD	1.00	2.65	-	-	0.58	2.52	8.14	1.53	3.46	1.53	-	0.58
Total	N	3	3	-	-	3	3	3	3	3	3	-	3
	M	3.00	4.00	-	-	9.33	14.67	13.67	0.67	2.00	0.33	-	0.67
	SD	1.00	2.65	-	-	0.58	2.52	8.14	1.53	3.46	1.53	-	0.58
Total													
High	N	50	43	47	47	49	45	49	49	49	49	47	49
	M	3.14	4.56	10.98	7.55	5.10	4.27	13.14	0.98	2.29	1.00	0.32	0.39
	SD	3.68	13.23	6.85	8.96	3.56	9.95	7.88	1.52	2.48	1.55	0.52	0.64
Low	N	76	64	75	75	76	69	76	76	76	76	75	76
	M	2.04	2.27	10.03	6.92	4.03	-0.06	10.58	1.00	1.99	0.74	0.33	0.41
	SD	4.03	13.76	7.33	9.37	4.79	8.86	7.53	1.29	2.29	1.61	0.58	0.68
Total	N	126	107	122	122	125	114	125	125	125	125	122	125
	M	2.48	3.19	10.39	7.16	4.45	1.65	11.58	0.99	2.10	0.84	0.33	0.40
	SD	3.91	13.53	7.14	9.18	4.37	9.50	7.74	1.38	2.37	1.59	0.55	0.66

Table E2: *Austin Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	41	27	39	39	41	38	41	41	41	41	39	41
	M	3.61	3.22	8.54	5.05	6.63	5.32	10.32	1.39	2.54	0.63	0.62	0.68
	SD	4.64	15.42	7.08	9.46	5.36	11.22	6.88	1.51	2.62	1.34	0.67	0.76
Low	N	41	26	40	40	41	36	41	41	41	41	40	41
	M	4.78	6.73	8.85	5.58	5.66	3.86	11.24	1.20	3.22	1.51	0.63	0.59
	SD	4.52	17.47	7.24	9.85	5.07	12.07	7.49	1.57	2.60	1.63	0.77	0.74
Total	N	82	53	79	79	82	74	82	82	82	82	79	82
	M	4.20	4.94	8.70	5.32	6.15	4.61	10.78	1.29	2.88	1.07	0.62	0.63
	SD	4.59	16.39	7.12	9.60	5.21	11.58	7.16	1.54	2.62	1.55	0.72	0.75
Spanish													
High	N	16	16	16	16	16	16	16	16	16	16	16	16
	M	3.94	5.44	8.69	8.06	4.81	0.44	14.94	1.13	2.63	1.13	0.56	0.63
	SD	3.96	12.84	3.63	6.80	4.23	9.97	8.62	1.82	3.42	1.59	0.51	0.81
Low	N	21	19	21	19	21	21	21	21	21	21	21	21
	M	3.05	2.58	12.43	16.32	6.10	3.62	14.71	0.38	1.67	0.90	1.00	0.90
	SD	2.77	9.21	5.85	11.75	3.36	10.09	8.90	1.72	3.14	1.76	0.63	0.77
Total	N	37	35	37	35	37	37	37	37	37	37	37	37
	M	3.43	3.89	10.81	12.54	5.54	2.24	14.81	0.70	2.08	1.00	0.81	0.78
	SD	3.31	10.94	5.30	10.53	3.76	10.03	8.66	1.78	3.25	1.67	0.62	0.79
Total													
High	N	57	43	55	55	57	54	57	57	57	57	55	57
	M	3.70	4.05	8.58	5.93	6.12	3.87	11.61	1.32	2.56	0.77	0.60	0.67
	SD	4.42	14.40	6.24	8.82	5.10	11.00	7.62	1.59	2.83	1.41	0.63	0.76
Low	N	62	45	61	59	62	57	62	62	62	62	61	62
	M	4.19	4.98	10.08	9.03	5.81	3.77	12.42	0.92	2.69	1.31	0.75	0.69
	SD	4.08	14.58	6.96	11.57	4.54	11.29	8.09	1.65	2.87	1.68	0.75	0.76
Total	N	119	88	116	114	119	111	119	119	119	119	116	119
	M	3.96	4.52	9.37	7.54	5.96	3.82	12.03	1.11	2.63	1.05	0.68	0.68
	SD	4.24	14.41	6.64	10.40	4.80	11.10	7.85	1.63	2.84	1.58	0.69	0.76

Appendix E
Year 2 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table E3: Brownsville Community

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	34	33	28	28	34	33	34	34	34	34	28	34
	M	3.65	8.27	9.86	6.68	6.32	4.94	12.26	1.47	2.32	0.50	0.43	0.68
	SD	3.85	15.52	7.68	10.63	6.97	10.57	8.41	1.58	3.58	1.86	0.63	0.81
Low	N	60	44	57	57	60	59	60	60	60	60	57	60
	M	4.20	9.30	9.70	5.89	8.37	8.76	12.70	1.08	2.27	0.75	0.49	0.83
	SD	4.02	15.08	5.26	8.41	5.75	11.68	7.22	1.83	2.79	1.56	0.60	0.85
Total	N	94	77	85	85	94	92	94	94	94	94	85	94
	M	4.00	8.86	9.75	6.15	7.63	7.39	12.54	1.22	2.29	0.66	0.47	0.78
	SD	3.95	15.18	6.12	9.14	6.26	11.38	7.63	1.74	3.08	1.67	0.61	0.83
Spanish													
Low	N	31	31	30	30	31	31	31	31	31	31	30	31
	M	2.90	5.16	6.03	4.37	4.42	1.90	11.61	0.77	1.45	0.90	0.37	0.55
	SD	4.60	16.49	7.41	14.36	4.64	10.22	8.17	1.75	2.98	1.56	0.76	0.68
Total	N	31	31	30	30	31	31	31	31	31	31	30	31
	M	2.90	5.16	6.03	4.37	4.42	1.90	11.61	0.77	1.45	0.90	0.37	0.55
	SD	4.60	16.49	7.41	14.36	4.64	10.22	8.17	1.75	2.98	1.56	0.76	0.68
Total													
High	N	34	33	28	28	34	33	34	34	34	34	28	34
	M	3.65	8.27	9.86	6.68	6.32	4.94	12.26	1.47	2.32	0.50	0.43	0.68
	SD	3.85	15.52	7.68	10.63	6.97	10.57	8.41	1.58	3.58	1.86	0.63	0.81
Low	N	91	75	87	87	91	90	91	91	91	91	87	91
	M	3.76	7.59	8.44	5.37	7.02	6.40	12.33	0.98	1.99	0.80	0.45	0.74
	SD	4.24	15.70	6.29	10.78	5.69	11.61	7.53	1.79	2.86	1.55	0.66	0.80
Total	N	125	108	115	115	125	123	125	125	125	125	115	125
	M	3.73	7.80	8.78	5.69	6.83	6.01	12.31	1.11	2.08	0.72	0.44	0.72
	SD	4.13	15.58	6.65	10.71	6.05	11.31	7.74	1.75	3.06	1.64	0.65	0.80

*Table E4: **Dallas Community***

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	47	35	44	44	47	40	47	47	47	47	44	47
	M	3.26	5.26	7.52	3.84	4.34	0.85	8.40	0.38	1.30	0.83	0.34	0.51
	SD	4.09	16.62	5.87	7.40	5.28	10.69	6.87	1.38	2.48	1.69	0.57	0.86
Low	N	57	42	53	53	57	54	57	57	57	57	53	57
	M	2.05	2.36	7.81	4.11	6.77	5.19	9.37	0.63	1.70	0.56	0.36	0.61
	SD	4.24	15.59	7.05	10.19	9.92	12.71	7.39	1.32	2.51	1.51	0.71	0.82
Total	N	104	77	97	97	104	94	104	104	104	104	97	104
	M	2.60	3.68	7.68	3.99	5.67	3.34	8.93	0.52	1.52	0.68	0.35	0.57
	SD	4.20	16.03	6.51	8.99	8.21	12.03	7.14	1.34	2.49	1.59	0.65	0.83
Spanish													
High	N	5	1	5	1	5	3	5	5	5	5	5	5
	M	0.40	-13.00	10.60	24.00	4.40	5.00	3.60	1.40	1.60	0.20	1.20	0.60
	SD	5.32	NA	5.03	NA	4.39	12.12	4.83	1.14	3.78	1.79	0.84	0.89
Total	N	5	1	5	1	5	3	5	5	5	5	5	5
	M	0.40	-13.00	10.60	24.00	4.40	5.00	3.60	1.40	1.60	0.20	1.20	0.60
	SD	5.32	NA	5.03	NA	4.39	12.12	4.83	1.14	3.78	1.79	0.84	0.89
Total													
High	N	52	36	49	45	52	43	52	52	52	52	49	52
	M	2.98	4.75	7.84	4.29	4.35	1.14	7.94	0.48	1.33	0.77	0.43	0.52
	SD	4.25	16.66	5.82	7.91	5.16	10.69	6.82	1.38	2.58	1.69	0.65	0.85
Low	N	57	42	53	53	57	54	57	57	57	57	53	57
	M	2.05	2.36	7.81	4.11	6.77	5.19	9.37	0.63	1.70	0.56	0.36	0.61
	SD	4.24	15.59	7.05	10.19	9.92	12.71	7.39	1.32	2.51	1.51	0.71	0.82
Total	N	109	78	102	98	109	97	109	109	109	109	102	109
	M	2.50	3.46	7.82	4.19	5.61	3.39	8.69	0.56	1.52	0.66	0.39	0.57
	SD	4.25	16.03	6.46	9.17	8.06	11.97	7.13	1.34	2.54	1.59	0.68	0.83

Table E5: *El Paso Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	32	32	31	31	32	32	32	32	32	32	31	32
	M	1.09	-2.16	4.26	0.65	4.50	1.34	8.06	0.59	1.53	0.72	0.29	0.41
	SD	4.07	14.15	6.00	8.01	5.33	9.60	7.20	1.39	2.51	1.40	0.53	0.61
Low	N	29	20	27	27	29	27	29	29	29	29	27	29
	M	3.52	0.95	6.81	3.93	5.14	-0.11	6.31	0.59	1.24	0.45	0.48	0.38
	SD	4.76	17.20	8.29	9.93	7.22	14.46	6.67	1.09	2.26	1.97	0.75	0.73
Total	N	61	52	58	58	61	59	61	61	61	61	58	61
	M	2.25	-0.96	5.45	2.17	4.80	0.68	7.23	0.59	1.39	0.59	0.38	0.39
	SD	4.54	15.30	7.21	9.03	6.25	11.98	6.95	1.24	2.38	1.69	0.64	0.67
Spanish													
High	N	14	13	14	13	14	14	14	14	14	14	14	14
	M	3.36	6.38	10.29	12.46	6.50	6.71	7.43	1.43	2.93	1.21	0.79	0.64
	SD	4.65	19.29	5.80	12.28	4.52	9.75	6.72	1.79	2.64	1.37	0.70	0.93
Low	N	31	28	30	26	31	31	31	31	31	31	30	31
	M	3.42	4.14	10.57	13.23	5.84	5.00	9.84	1.42	2.32	0.55	0.77	0.52
	SD	4.47	14.92	5.51	9.92	5.09	10.67	7.06	1.34	2.45	1.43	0.43	0.77
Total	N	45	41	44	39	45	45	45	45	45	45	44	45
	M	3.40	4.85	10.48	12.97	6.04	5.53	9.09	1.42	2.51	0.76	0.77	0.56
	SD	4.47	16.22	5.54	10.60	4.88	10.31	6.97	1.47	2.50	1.43	0.52	0.81
Total													
High	N	46	45	45	44	46	46	46	46	46	46	45	46
	M	1.78	0.31	6.13	4.14	5.11	2.98	7.87	0.85	1.96	0.87	0.44	0.48
	SD	4.34	16.06	6.51	10.80	5.13	9.86	6.99	1.55	2.61	1.39	0.62	0.72
Low	N	60	48	57	53	60	58	60	60	60	60	57	60
	M	3.47	2.81	8.79	8.49	5.50	2.62	8.13	1.02	1.80	0.50	0.63	0.45
	SD	4.58	15.81	7.16	10.89	6.17	12.73	7.04	1.28	2.41	1.70	0.62	0.75
Total	N	106	93	102	97	106	104	106	106	106	106	102	106
	M	2.74	1.60	7.62	6.52	5.33	2.78	8.02	0.94	1.87	0.66	0.55	0.46
	SD	4.53	15.89	6.97	11.01	5.72	11.50	6.99	1.40	2.48	1.58	0.62	0.73

Table E6: **Ft. Worth Community**

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	75	75	73	73	75	75	75	75	75	75	73	75
	M	3.31	5.44	11.03	7.38	7.48	6.44	15.92	1.27	2.84	1.24	0.48	0.71
	SD	4.71	16.79	6.90	8.41	6.99	11.95	8.44	1.61	2.73	1.51	0.60	0.78
Low	N	57	54	54	54	57	57	57	57	57	57	54	57
	M	2.46	2.11	9.63	6.67	6.19	5.75	15.88	1.44	3.25	1.44	0.37	0.58
	SD	4.46	16.48	7.98	9.85	5.27	12.23	7.72	1.71	3.20	1.88	0.59	0.80
Total	N	132	129	127	127	132	132	132	132	132	132	127	132
	M	2.94	4.05	10.43	7.08	6.92	6.14	15.90	1.34	3.02	1.33	0.43	0.65
	SD	4.61	16.68	7.38	9.02	6.32	12.03	8.11	1.65	2.94	1.67	0.60	0.79
Total													
High	N	75	75	73	73	75	75	75	75	75	75	73	75
	M	3.31	5.44	11.03	7.38	7.48	6.44	15.92	1.27	2.84	1.24	0.48	0.71
	SD	4.71	16.79	6.90	8.41	6.99	11.95	8.44	1.61	2.73	1.51	0.60	0.78
Low	N	57	54	54	54	57	57	57	57	57	57	54	57
	M	2.46	2.11	9.63	6.67	6.19	5.75	15.88	1.44	3.25	1.44	0.37	0.58
	SD	4.46	16.48	7.98	9.85	5.27	12.23	7.72	1.71	3.20	1.88	0.59	0.80
Total	N	132	129	127	127	132	132	132	132	132	132	127	132
	M	2.94	4.05	10.43	7.08	6.92	6.14	15.90	1.34	3.02	1.33	0.43	0.65
	SD	4.61	16.68	7.38	9.02	6.32	12.03	8.11	1.65	2.94	1.67	0.60	0.79

Table E7: *Greater Houston Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	20	17	20	20	20	20	20	20	20	20	20	20
	M	3.90	5.18	11.05	8.70	6.25	4.60	8.45	1.15	2.60	0.75	0.65	0.75
	SD	4.05	14.69	8.15	10.91	4.13	11.15	7.21	1.76	2.84	1.41	0.67	0.72
Low	N	84	61	79	79	84	80	84	84	84	84	79	84
	M	1.29	-3.10	7.35	3.00	5.56	2.04	9.89	0.70	1.95	0.79	0.44	0.79
	SD	4.03	13.45	10.80	12.89	5.12	10.15	8.51	1.67	2.93	1.68	0.83	0.81
Total	N	104	78	99	99	104	100	104	104	104	104	99	104
	M	1.79	-1.29	8.10	4.15	5.69	2.55	9.62	0.79	2.08	0.78	0.48	0.78
	SD	4.15	14.06	10.39	12.67	4.93	10.35	8.26	1.69	2.91	1.62	0.80	0.79
Spanish													
Low	N	22	20	22	19	22	22	22	22	22	22	22	22
	M	1.00	-1.45	2.68	2.11	1.77	-1.50	3.09	0.23	0.50	0.09	0.14	0.27
	SD	4.35	15.43	10.90	16.64	8.56	10.17	3.58	0.87	1.47	1.06	0.94	0.70
Total	N	22	20	22	19	22	22	22	22	22	22	22	22
	M	1.00	-1.45	2.68	2.11	1.77	-1.50	3.09	0.23	0.50	0.09	0.14	0.27
	SD	4.35	15.43	10.90	16.64	8.56	10.17	3.58	0.87	1.47	1.06	0.94	0.70
Total													
High	N	20	17	20	20	20	20	20	20	20	20	20	20
	M	3.90	5.18	11.05	8.70	6.25	4.60	8.45	1.15	2.60	0.75	0.65	0.75
	SD	4.05	14.69	8.15	10.91	4.13	11.15	7.21	1.76	2.84	1.41	0.67	0.72
Low	N	106	81	101	98	106	102	106	106	106	106	101	106
	M	1.23	-2.69	6.34	2.83	4.77	1.27	8.48	0.60	1.65	0.64	0.38	0.68
	SD	4.08	13.88	10.94	13.60	6.14	10.21	8.21	1.55	2.75	1.59	0.86	0.81
Total	N	126	98	121	118	126	122	126	126	126	126	121	126
	M	1.65	-1.33	7.12	3.82	5.01	1.82	8.48	0.69	1.80	0.66	0.42	0.69
	SD	4.18	14.26	10.64	13.33	5.88	10.40	8.04	1.59	2.78	1.56	0.83	0.79

Table E8: *Raymondville Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	51	50	46	46	51	51	51	51	51	51	46	51
	M	4.92	11.74	9.37	6.26	6.18	4.80	11.98	1.22	2.29	0.84	0.59	0.61
	SD	4.00	15.54	8.88	10.74	6.12	13.93	8.32	1.59	2.74	1.87	0.75	0.90
Low	N	48	48	47	47	48	48	48	48	48	48	47	48
	M	6.10	14.69	9.47	6.66	5.42	4.67	12.38	0.85	2.42	0.98	0.47	0.60
	SD	4.03	16.05	8.22	10.47	4.08	9.90	7.22	1.49	2.45	1.67	0.62	0.71
Total	N	99	98	93	93	99	99	99	99	99	99	93	99
	M	5.49	13.18	9.42	6.46	5.81	4.74	12.17	1.04	2.35	0.91	0.53	0.61
	SD	4.04	15.78	8.51	10.55	5.22	12.08	7.77	1.54	2.59	1.77	0.69	0.81
Spanish													
High	N	8	8	8	8	8	8	8	8	8	8	8	8
	M	2.63	2.75	9.25	9.38	7.00	6.50	19.50	1.38	4.38	2.25	0.75	0.88
	SD	4.81	16.43	3.11	6.65	4.24	11.60	5.95	1.30	2.13	1.28	0.46	0.64
Low	N	7	7	7	5	7	7	7	7	7	7	7	7
	M	5.00	14.29	10.14	6.00	6.29	8.14	7.57	0.43	2.00	1.00	0.43	0.86
	SD	4.65	20.77	8.01	10.56	7.27	14.62	9.05	1.99	2.94	0.82	0.53	1.07
Total	N	15	15	15	13	15	15	15	15	15	15	15	15
	M	3.73	8.13	9.67	8.08	6.67	7.27	13.93	0.93	3.27	1.67	0.60	0.87
	SD	4.73	18.85	5.70	8.12	5.64	12.63	9.53	1.67	2.74	1.23	0.51	0.83
Total													
High	N	59	58	54	54	59	59	59	59	59	59	54	59
	M	4.61	10.50	9.35	6.72	6.29	5.03	13.00	1.24	2.58	1.03	0.61	0.64
	SD	4.15	15.83	8.26	10.24	5.88	13.56	8.41	1.55	2.74	1.86	0.71	0.87
Low	N	55	55	54	52	55	55	55	55	55	55	54	55
	M	5.96	14.64	9.56	6.60	5.53	5.11	11.76	0.80	2.36	0.98	0.46	0.64
	SD	4.08	16.50	8.12	10.38	4.53	10.51	7.55	1.54	2.49	1.58	0.61	0.75
Total	N	114	113	108	106	114	114	114	114	114	114	108	114
	M	5.26	12.51	9.45	6.66	5.92	5.07	12.40	1.03	2.47	1.01	0.54	0.64
	SD	4.15	16.22	8.15	10.26	5.26	12.13	7.99	1.55	2.61	1.72	0.66	0.81

Year 2 Student Academic Performance Variables by Community - Including Spanish and English Subsamples

Table E9: San Antonio Community

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	51	33	51	51	51	49	51	51	51	51	51	51
	M	3.39	1.18	9.49	5.94	6.10	4.20	9.76	0.80	1.90	0.67	0.59	0.84
	SD	4.29	14.13	5.97	7.85	3.87	10.64	7.52	1.67	3.08	1.75	0.67	0.81
Low	N	54	45	52	52	54	51	54	54	54	54	52	54
	M	3.65	5.78	8.38	5.31	5.59	3.73	9.11	0.98	1.61	0.59	0.62	0.54
	SD	4.82	17.13	6.82	8.82	3.82	10.57	7.12	1.46	2.59	1.41	0.72	0.72
Total	N	105	78	103	103	105	100	105	105	105	105	103	105
	M	3.52	3.83	8.93	5.62	5.84	3.96	9.43	0.90	1.75	0.63	0.60	0.69
	SD	4.55	15.99	6.41	8.32	3.84	10.55	7.29	1.56	2.83	1.58	0.69	0.78
Spanish													
High	N	7	7	7	7	7	7	7	7	7	7	7	7
	M	-0.29	-8.14	6.29	5.00	8.00	5.00	3.57	0.00	0.43	0.71	0.71	1.29
	SD	2.81	9.15	4.61	9.49	3.16	9.56	12.79	2.31	4.24	2.36	0.49	0.49
Low	N	4	4	4	4	4	4	4	4	4	4	4	4
	M	-0.25	-8.00	2.25	-3.25	2.00	-4.00	11.75	0.00	-0.25	0.00	0.50	0.00
	SD	4.11	13.54	2.63	4.50	1.63	4.69	4.99	0.82	1.26	0.82	0.58	0.00
Total	N	11	11	11	11	11	11	11	11	11	11	11	11
	M	-0.27	-8.09	4.82	2.00	5.82	1.73	6.55	0.00	0.18	0.45	0.64	0.82
	SD	3.13	10.26	4.35	8.80	4.00	9.06	11.08	1.84	3.37	1.92	0.50	0.75
Total													
High	N	58	40	58	58	58	56	58	58	58	58	58	58
	M	2.95	-0.45	9.10	5.83	6.33	4.30	9.02	0.71	1.72	0.67	0.60	0.90
	SD	4.29	13.77	5.89	7.97	3.82	10.43	8.43	1.76	3.23	1.81	0.65	0.79
Low	N	58	49	56	56	58	55	58	58	58	58	56	58
	M	3.38	4.65	7.95	4.70	5.34	3.16	9.29	0.91	1.48	0.55	0.61	0.50
	SD	4.85	17.18	6.79	8.84	3.82	10.43	6.99	1.44	2.56	1.38	0.71	0.71
Total	N	116	89	114	114	116	111	116	116	116	116	114	116
	M	3.16	2.36	8.54	5.27	5.84	3.74	9.16	0.81	1.60	0.61	0.61	0.70
	SD	4.56	15.86	6.34	8.39	3.84	10.40	7.71	1.60	2.90	1.60	0.67	0.77

Table E10: *Texas Migrant Council Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	15	11	15	15	15	15	15	15	15	15	15	15
	M	3.00	4.91	4.47	0.27	5.07	1.27	8.93	1.00	2.27	0.80	0.33	0.73
	SD	5.74	24.04	9.79	12.35	3.26	7.97	9.10	1.81	3.20	1.86	0.62	0.59
Low	N	24	20	24	24	24	24	24	24	24	24	24	24
	M	1.88	-2.45	9.17	5.75	5.88	3.29	9.79	0.54	1.42	0.71	0.42	0.79
	SD	4.06	13.77	7.35	10.07	4.73	10.70	7.85	1.77	2.73	1.63	0.65	0.98
Total	N	39	31	39	39	39	39	39	39	39	39	39	39
	M	2.31	0.16	7.36	3.64	5.56	2.51	9.46	0.72	1.74	0.74	0.38	0.77
	SD	4.74	18.04	8.57	11.17	4.20	9.68	8.25	1.78	2.91	1.70	0.63	0.84
Spanish													
High	N	19	18	17	16	19	18	19	19	19	19	17	19
	M	4.63	8.89	9.53	10.00	11.37	16.78	14.05	1.21	2.74	1.16	0.94	1.37
	SD	4.96	16.74	7.37	14.33	3.76	10.02	8.04	1.47	2.58	1.57	0.75	0.76
Low	N	43	37	40	36	43	41	43	43	43	43	40	43
	M	3.30	6.97	6.83	6.00	3.70	0.32	6.86	0.47	1.33	0.72	0.60	0.74
	SD	4.98	19.16	5.21	9.77	4.98	10.10	7.15	1.65	2.89	1.67	0.71	0.85
Total	N	62	55	57	52	62	59	62	62	62	62	57	62
	M	3.71	7.60	7.63	7.23	6.05	5.34	9.06	0.69	1.76	0.85	0.70	0.94
	SD	4.97	18.27	6.00	11.37	5.83	12.57	8.09	1.63	2.86	1.64	0.73	0.87
Total													
High	N	34	29	32	31	34	33	34	34	34	34	32	34
	M	3.91	7.38	7.16	5.29	8.59	9.73	11.79	1.12	2.53	1.00	0.66	1.09
	SD	5.30	19.50	8.83	14.08	4.72	11.94	8.78	1.61	2.83	1.69	0.75	0.75
Low	N	67	57	64	60	67	65	67	67	67	67	64	67
	M	2.79	3.67	7.70	5.90	4.48	1.42	7.91	0.49	1.36	0.72	0.53	0.76
	SD	4.69	17.91	6.15	9.81	4.97	10.34	7.49	1.68	2.82	1.64	0.69	0.89
Total	N	101	86	96	91	101	98	101	101	101	101	96	101
	M	3.17	4.92	7.52	5.69	5.86	4.21	9.22	0.70	1.75	0.81	0.57	0.87
	SD	4.91	18.43	7.11	11.37	5.24	11.54	8.11	1.68	2.86	1.65	0.71	0.86

Table E11: *Wichita Falls Community*

Dosage	Statistical Measure	DSC RS	DSC SS	EOW RS	EOW SS	PLS-4 RS	PLS-4 SS	PCTOPP Print Awareness	PCTOPP Phoneme Blending	PCTOPP Print Discrimination	PCTOPP Word Discrimination	eowgrp	plsgrp
English													
High	N	43	42	42	42	43	43	43	43	43	43	42	43
	M	3.58	6.29	9.36	5.79	5.05	2.67	12.19	1.44	3.14	1.23	0.36	0.30
	SD	4.33	15.42	6.67	8.54	7.69	10.93	9.05	1.56	3.10	1.80	0.53	0.71
Low	N	60	55	59	59	60	60	60	60	60	60	59	60
	M	3.83	5.98	12.49	9.37	4.97	2.13	14.07	1.18	2.62	1.13	0.44	0.42
	SD	4.83	17.40	8.15	10.20	3.80	11.46	7.43	1.59	3.09	1.80	0.57	0.67
Total	N	103	97	101	101	103	103	103	103	103	103	101	103
	M	3.73	6.11	11.19	7.88	5.00	2.36	13.28	1.29	2.83	1.17	0.41	0.37
	SD	4.61	16.49	7.70	9.66	5.72	11.19	8.15	1.58	3.09	1.79	0.55	0.69
Total													
High	N	43	42	42	42	43	43	43	43	43	43	42	43
	M	3.58	6.29	9.36	5.79	5.05	2.67	12.19	1.44	3.14	1.23	0.36	0.30
	SD	4.33	15.42	6.67	8.54	7.69	10.93	9.05	1.56	3.10	1.80	0.53	0.71
Low	N	60	55	59	59	60	60	60	60	60	60	59	60
	M	3.83	5.98	12.49	9.37	4.97	2.13	14.07	1.18	2.62	1.13	0.44	0.42
	SD	4.83	17.40	8.15	10.20	3.80	11.46	7.43	1.59	3.09	1.80	0.57	0.67
Total	N	103	97	101	101	103	103	103	103	103	103	101	103
	M	3.73	6.11	11.19	7.88	5.00	2.36	13.28	1.29	2.83	1.17	0.41	0.37
	SD	4.61	16.49	7.70	9.66	5.72	11.19	8.15	1.58	3.09	1.79	0.55	0.69

Table F. **Mean and Standard Deviation for Year 2 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

Community	Dosage	Statistical Measure	Team Teaching	Use of Lesson Plans	Early Writing Activities	Math Activities	Use of Centers	Quality of Book Reading	TBRS Total Score	Print & Letter Knowledge Activities	Phonological Awareness Activities	Encourages Children's Language	Best Practices	Monitors Children's Learning
Amarillo	High	N	2	5	5	5	5	5	5	5	5	5	5	5
		M	0.17	0.27	1.11	-0.07	0.10	0.31	0.46	0.59	1.05	0.32	0.33	0.80
		SD	0.24	1.13	0.65	1.99	0.37	1.02	0.45	1.03	0.65	0.60	0.54	0.27
	Low	N	1	3	3	3	3	3	3	3	3	3	3	3
		M	-1.00	1.56	0.37	0.44	0.75	0.94	0.70	1.04	1.08	0.56	0.30	1.00
		SD	NA	1.11	0.68	0.69	0.56	1.32	0.30	0.06	1.01	0.69	0.30	0.00
Austin	High	N	4	4	4	4	4	4	4	4	4	4	4	4
		M	0.78	1.44	0.94	-0.92	0.70	0.57	0.48	0.42	0.13	0.17	0.43	0.63
		SD	1.46	0.74	0.71	1.00	0.24	0.23	0.51	0.72	0.97	1.00	0.52	0.25
	Low	N	1	2	3	3	3	3	3	3	3	3	3	3
		M	-0.27	1.06	0.22	0.00	0.43	1.00	0.37	0.11	1.00	0.00	0.17	0.17
		SD	NA	0.86	0.97	0.67	0.62	0.83	0.25	0.40	0.43	0.25	0.23	0.58
Brownsville	High	N	2	2	2	2	2	2	2	2	2	2	2	2
		M	0.77	1.56	0.22	1.00	1.31	0.19	0.64	-0.06	1.13	0.00	0.67	0.25
		SD	1.74	0.94	0.63	0.47	0.30	0.56	0.20	0.86	0.88	0.13	0.21	0.35
	Low	N	3	8	8	8	8	8	8	8	8	8	8	8
		M	1.67	0.22	0.68	0.04	0.71	0.58	0.64	0.54	1.63	0.79	0.28	0.50
		SD	0.37	1.77	0.40	0.81	0.48	0.83	0.48	0.57	0.91	0.46	0.57	0.53

Table F. Mean and Standard Deviation for Year 2 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community

Community	Level	Stat												
Dallas	High	N	2	3	3	3	3	3	3	3	3	3	3	3
		M	-0.20	0.30	0.59	0.44	0.11	0.06	0.48	1.19	0.83	0.76	0.44	0.50
		SD	1.89	1.36	0.34	0.77	1.22	0.10	0.30	0.83	1.44	0.34	0.26	0.50
	Low	N	1	2	2	2	2	2	2	2	2	2	2	2
		M	-0.09	-0.11	0.44	-0.17	0.12	0.15	0.13	0.44	0.13	0.19	-0.33	0.25
		SD	NA	1.10	0.31	0.24	0.30	1.44	0.21	0.63	0.88	0.94	0.16	0.35
El Paso	High	N	1	3	3	3	3	3	3	3	3	3	3	3
		M	0.87	0.96	0.15	-0.33	0.65	0.11	0.50	0.59	-0.08	0.92	0.12	0.83
		SD	NA	1.26	0.34	0.88	1.08	0.24	0.33	0.56	0.63	0.45	0.53	0.29
	Low	N	1	1	1	1	1	1	1	1	1	1	1	1
		M	0.67	0.00	0.00	0.00	0.38	0.00	0.30	0.44	0.00	0.48	0.37	1.00
		SD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ft. Worth	High	N	1	1	1	1	1	1	1	1	1	1	1	1
		M	-0.47	1.11	-0.44	0.33	0.24	-0.38	0.35	0.89	0.75	0.19	0.67	1.00
		SD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Low	N	3	3	3	3	3	3	3	3	3	3	3	3
		M	-0.78	0.22	-0.22	0.22	0.46	-0.10	-0.07	-0.04	0.33	-0.60	-0.56	0.33
		SD	0.47	2.44	0.97	0.69	0.54	0.31	0.32	0.17	0.58	0.72	0.10	0.76

Table F. **Mean and Standard Deviation for Year 2 Teacher Outcome Variables on the Teacher Rating Behavior Scales by Community**

Community														
Raymondsville	High	*N*	1	1	1	1	1	1	1	1	1	1	1	1
		M	1.27	1.56	0.44	-0.33	2.00	1.17	0.77	-0.11	0.00	1.05	0.96	0.50
		SD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Low	*N*	2	2	2	2	2	2	2	2	2	2	2	2
		M	0.37	0.11	1.56	0.00	0.88	0.58	0.50	0.22	-0.38	1.05	0.56	0.50
		SD	0.52	1.73	0.00	0.00	0.91	1.30	0.61	0.31	1.24	0.94	0.47	0.71
San Antonio	High	*N*	1	1	1	1	1	1	1	1	1	1	1	1
		M	1.73	2.67	-0.44	-0.33	1.57	0.58	0.74	0.44	0.50	1.52	-0.15	0.00
		SD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Low	*N*	1	1	1	1	1	1	1	1	1	1	1	1
		M	0.20	1.78	1.78	0.00	1.57	0.83	0.85	1.11	0.50	0.48	0.59	0.50
		SD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Witchita Falls	High	*N*	1	3	3	3	3	3	3	3	3	3	3	3
		M	0.67	-0.07	0.37	0.56	-0.21	-0.07	0.09	0.52	0.33	-0.22	0.10	-0.67
		SD	NA	0.71	0.56	0.69	0.74	0.96	0.36	0.53	0.58	0.52	0.60	0.29
	Low	*N*	2	3	3	3	3	3	3	3	3	3	3	3
		M	0.37	0.37	0.96	0.11	0.32	0.69	0.41	0.44	0.54	0.41	0.62	-0.17
		SD	1.37	1.22	0.64	0.19	0.41	0.90	0.49	0.99	0.20	0.72	0.77	0.76

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

Table G1: **Year 1**

TEEM Community	Statistical Measure	Rapid Letter Naming (T3-T2)	Phonological Awareness (T3-T2)	Rapid Vocabulary Naming (T3-T2)	Rapid Letter Naming (T3-T1)	Phonological Awareness (T3-T1)	Rapid Vocabulary Naming (T3-T1)	Rapid Letter Naming (T2-T1)	Phonological Awareness (T2-T1)	Rapid Vocabulary Naming (T2-T1)
Amarillo	N	197	172	197	-	-	-	-	-	-
	M	11.90	11.56	1.61						
	SD	11.44	10.53	8.16	-	-	-	-	-	-
Austin	N	80	73	80	-	-	-	-	-	-
	M	6.30	9.97	6.36						
	SD	12.82	11.89	11.72	-	-	-	-	-	-
Brownsville	N	118	91	118	-	-	-	-	-	-
	M	15.39	10.99	5.82	-	-	-	-	-	-
	SD	14.56	11.72	11.89	-	-	-	-	-	-
Dallas	N	112	83	112	-	-	-	-	-	-
	M	8.30	11.61	5.05						
	SD	14.44	12.13	12.12	-	-	-	-	-	-
ESC 19	N	112	100	112	-	-	-	-	-	-
	M	7.57	12.04	4.63						
	SD	11.09	9.76	8.98	-	-	-	-	-	-
Fort Worth	N	135	123	134	-	-	-	-	-	-
	M	17.02	10.60	5.81						
	SD	15.38	12.07	9.29	-	-	-	-	-	-
Houston	N	119	113	119	-	-	-	-	-	-
	M	9.21	8.83	8.55						
	SD	16.54	13.93	18.85	-	-	-	-	-	-
Laredo	N	61	54	61	-	-	-	-	-	-
	M	16.95	9.22	4.98						
	SD	21.80	11.46	11.98	-	-	-	-	-	-
Lasara	N	149	128	149	-	-	-	-	-	-
	M	10.77	13.13	4.54						
	SD	14.90	11.64	9.30	-	-	-	-	-	-

	N	147	135	147	-	-	-	-	-	-
San Antonio	*M*	8.93	10.36	4.97						
	SD	11.52	12.78	9.94	-	-	-	-	-	-
	N	128	121	128	-	-	-	-	-	-
Wichita Falls	*M*	10.00	10.66	3.12						
	SD	13.51	11.20	9.35	-	-	-	-	-	-

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

*Table G2: **Year 2***

TEEM Community	Statistical Measure	Rapid Letter Naming (T3-T2)	Phonological Awareness (T3-T2)	Rapid Vocabulary Naming (T3-T2)	Rapid Letter Naming (T3-T1)	Phonological Awareness (T3-T1)	Rapid Vocabulary Naming (T3-T1)	Rapid Letter Naming (T2-T1)	Phonological Awareness (T2-T1)	Rapid Vocabulary Naming (T2-T1)
Abilene	N	199	198	199	2	1	2	2	1	2
	M	17.04	21.52	6.21	39.00	42.00	18.50	0.00	-16.00	-7.50
	SD	15.11	14.78	9.18	9.90	NA	31.82	0.00	NA	17.68
Amarillo	N	425	422	425	393	316	393	412	325	412
	M	13.15	8.41	4.09	27.17	20.46	10.57	13.58	11.91	6.32
	SD	13.37	10.93	9.58	20.16	13.45	9.14	14.44	10.76	7.96
Austin	N	166	162	166	160	143	160	160	141	160
	M	10.86	6.75	1.97	20.80	18.45	11.56	9.86	11.29	9.66
	SD	14.07	12.05	11.19	18.04	13.15	13.39	12.87	11.66	10.99
Brownsville	N	269	264	269	250	206	250	262	214	262
	M	18.18	5.23	3.32	29.26	17.27	11.42	11.53	14.19	8.60
	SD	17.91	12.74	12.42	21.90	16.26	13.60	15.31	13.83	10.61
Dallas	N	209	205	209	203	153	203	208	160	208
	M	9.55	8.60	3.76	19.38	18.47	10.02	9.61	10.26	6.27
	SD	14.08	13.14	9.58	18.16	14.93	11.77	14.53	11.26	10.62
ESC 18	N	223	207	223	47	43	47	9	7	9
	M	17.87	17.45	7.66	20.38	25.95	7.79	6.00	6.57	1.44
	SD	20.30	17.32	13.38	16.51	15.33	11.26	6.86	8.30	7.65
ESC 19	N	181	174	181	154	141	154	166	147	166
	M	8.59	8.91	1.94	14.94	27.02	13.01	5.82	16.84	10.85
	SD	12.75	10.99	11.84	17.03	17.19	14.56	12.63	15.07	11.29
ESC 7	N	24	24	24	95	85	95	21	21	21
	M	9.58	0.67	-2.67	20.67	19.15	8.25	10.57	13.43	7.62
	SD	25.70	8.86	30.59	18.60	16.32	16.12	24.89	16.34	37.00
Fort Worth	N	324	321	324	308	247	308	324	261	324
	M	17.73	11.86	7.08	34.44	24.82	12.80	16.43	13.08	5.75
	SD	17.11	12.94	10.08	24.57	15.06	11.43	17.44	15.17	9.31

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

Houston	N	244	243	244	250	236	250	250	230	250
	M	9.92	9.20	5.12	20.72	20.26	13.94	11.17	11.27	7.72
	SD	15.02	12.19	9.89	18.43	15.25	14.20	14.03	13.63	11.00
Laredo	N	15	15	15	31	28	31	13	13	13
	M	7.20	4.80	1.20	15.68	7.93	4.55	11.69	2.46	12.31
	SD	17.45	17.05	8.41	19.04	10.33	10.94	13.92	6.33	18.62
Lasara	N	244	244	244	231	203	231	250	214	250
	M	10.20	8.15	2.32	23.00	19.17	10.33	12.33	11.12	7.46
	SD	13.90	11.56	10.33	17.67	15.12	12.12	13.45	14.35	10.97
San Antonio	N	289	266	289	276	184	276	290	188	290
	M	8.89	5.99	2.58	21.47	19.55	11.30	12.56	14.55	8.64
	SD	13.56	10.41	9.02	17.98	13.82	9.70	14.97	12.93	9.49
Wichita Falls	N	222	220	222	209	172	209	222	173	222
	M	12.11	9.65	4.28	30.02	24.50	11.68	17.59	15.45	7.50
	SD	15.04	10.32	9.74	20.92	13.93	10.44	16.23	13.80	9.41

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

*Table G3: **Year 3***

TEEM Community	Statistical Measure	Rapid Letter Naming (T3-T2)	Phonological Awareness (T3-T2)	Rapid Vocabulary Naming (T3-T2)	Rapid Letter Naming (T3-T1)	Phonological Awareness (T3-T1)	Rapid Vocabulary Naming (T3-T1)	Rapid Letter Naming (T2-T1)	Phonological Awareness (T2-T1)	Rapid Vocabulary Naming (T2-T1)
Abilene	N	56	35	56	-	-	-	-	-	-
	M	12.21	14.86	6.29	-	-	-	-	-	-
	SD	17.57	10.44	7.53	-	-	-	-	-	-
Amarillo	N	122	82	122	63	63	63	280	239	280
	M	13.00	14.07	3.67	26.83	22.41	9.33	15.88	13.10	7.00
	SD	13.66	11.52	8.06	19.52	12.18	12.39	16.04	10.91	9.19
Austin	N	6	-	6	1	1	1	-	-	-
	M	21.67	-	-6.00	14.00	4.00	9.00	-	-	-
	SD	10.54	-	3.35	NA	NA	NA	-	-	-
Brownsville	N	25	13	25	-	-	-	-	-	-
	M	19.84	14.92	2.12	-	-	-	-	-	-
	SD	12.05	8.85	8.12	-	-	-	-	-	-
Dallas	N	-	-	-	-	-	-	7	1	7
	M	-	-	-	-	-	-	-5.71	8.00	-3.57
	SD	-	-	-	-	-	-	15.47	NA	13.93
ESC 12	N	23	-	23	-	-	-	-	-	-
	M	12.26	-	6.00	-	-	-	-	-	-
	SD	10.13	-	8.50	-	-	-	-	-	-
ESC 17	N	38	16	38	-	-	-	-	-	-
	M	17.74	12.00	3.55	-	-	-	-	-	-
	SD	13.88	8.55	9.87	-	-	-	-	-	-
ESC 18	N	58	39	58	10	10	10	133	110	133
	M	13.07	10.56	0.79	5.20	11.00	0.00	10.42	8.56	3.92
	SD	14.47	12.78	8.56	10.96	6.62	10.37	14.54	10.30	10.57
ESC 19	N	2	-	2	-	-	-	-	-	-
	M	6.00	-	3.00	-	-	-	-	-	-
	SD	5.66	-	11.31	-	-	-	-	-	-

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

	N	29	8	29	-	-	-	-	-	-
ESC 7	M	18.41	11.50	13.24	-	-	-	-	-	-
	SD	19.52	14.57	16.35	-	-	-	-	-	-
	N	16	1	16	19	19	19	18	3	18
Fort Worth	M	9.38	-8.00	7.44	40.63	23.26	16.89	18.67	17.33	6.67
	SD	12.19	NA	8.61	24.03	11.65	7.95	16.28	17.93	8.54
	N	9	9	9	-	-	-	-	-	-
Houston	M	26.44	4.00	4.44	-	-	-	-	-	-
	SD	15.80	6.16	6.06	-	-	-	-	-	-
	N	5	1	5	5	5	5	42	37	42
Lasara	M	-3.20	22.00	0.80	22.80	23.60	7.60	6.67	7.62	6.38
	SD	8.67	NA	3.03	8.79	9.10	6.69	14.04	9.25	8.33
	N	12	12	12	-	-	-	-	-	-
Pearsall/Carrizo Springs	M	31.67	18.67	16.08	-	-	-	-	-	-
	SD	19.94	23.16	17.13	-	-	-	-	-	-
	N	31	-	31	-	-	-	-	-	-
San Angelo	M	10.97	-	2.97	-	-	-	-	-	-
	SD	13.30	-	8.54	-	-	-	-	-	-
	N	-	-	-	29	-	29	43	-	43
San Antonio	M	-	-	-	29.59	-	14.48	22.33	-	4.72
	SD	-	-	-	23.61	-	8.41	15.64	-	7.51
	N	5	-	5	-	-	-	-	-	-
Victoria	M	12.80	-	7.20	-	-	-	-	-	-
	SD	9.44	-	3.83	-	-	-	-	-	-

Table G4: ***Year 4***

TEEM Community	Statistical Measure	Rapid Letter Naming (T3-T2)	Phonological Awareness (T3-T2)	Rapid Vocabulary Naming (T3-T2)	Rapid Letter Naming (T3-T1)	Phonological Awareness (T3-T1)	Rapid Vocabulary Naming (T3-T1)	Rapid Letter Naming (T2-T1)	Phonological Awareness (T2-T1)	Rapid Vocabulary Naming (T2-T1)
Abilene	N	-	-	-	-	-	-	848	837	848
	M	-	-	-	-	-	-	8.97	11.06	7.17
	SD	-	-	-	-	-	-	12.45	12.09	9.62
Amarillo	N	-	-	-	-	-	-	1180	1164	1180
	M	-	-	-	-	-	-	12.29	11.69	5.53
	SD	-	-	-	-	-	-	14.63	11.83	10.76
Austin	N	-	-	-	-	-	-	669	658	669
	M	-	-	-	-	-	-	10.17	10.02	7.34
	SD	-	-	-	-	-	-	14.05	12.54	10.04
Beaumont Rural	N	-	-	-	-	-	-	196	195	196
	M	-	-	-	-	-	-	10.57	11.57	5.98
	SD	-	-	-	-	-	-	14.91	12.86	11.02
Beaumont TWC	N	-	-	-	-	-	-	175	174	175
	M	-	-	-	-	-	-	15.18	12.80	3.85
	SD	-	-	-	-	-	-	15.21	12.19	9.10
Belton	N	-	-	-	-	-	-	429	427	429
	M	-	-	-	-	-	-	12.45	11.54	6.29
	SD	-	-	-	-	-	-	14.71	11.97	8.87
Brownsville	N	-	-	-	-	-	-	1451	1399	1451
	M	-	-	-	-	-	-	17.86	15.47	8.80
	SD	-	-	-	-	-	-	19.12	14.22	14.20
Copperas Cove	N	-	-	-	-	-	-	186	184	186
	M	-	-	-	-	-	-	14.08	12.72	4.90
	SD	-	-	-	-	-	-	13.94	11.24	8.90
Dallas	N	-	-	-	-	-	-	990	976	990
	M	-	-	-	-	-	-	12.60	14.35	7.14
	SD	-	-	-	-	-	-	15.59	13.84	13.75

	N	-	-	-	-	-	-	310	301	310
Ellis County Rural	*M*	-	-	-	-	-	-	10.56	10.98	4.74
	SD	-	-	-	-	-	-	12.26	10.55	7.97
	N	-	-	-	-	-	-	543	534	543
ESC 12	*M*	-	-	-	-	-	-	12.92	14.37	6.02
	SD	-	-	-	-	-	-	14.66	13.30	10.25
	N	-	-	-	-	-	-	547	546	547
ESC 17	*M*	-	-	-	-	-	-	10.89	9.95	3.56
	SD	-	-	-	-	-	-	13.63	12.30	9.28
	N	-	-	-	-	-	-	1599	1566	1599
ESC 18	*M*	-	-	-	-	-	-	11.30	13.61	6.57
	SD	-	-	-	-	-	-	13.93	14.77	10.29
	N	-	-	-	-	-	-	565	548	565
ESC 19	*M*	-	-	-	-	-	-	9.20	16.22	8.42
	SD	-	-	-	-	-	-	12.76	13.86	9.96
	N	-	-	-	-	-	-	907	898	907
ESC 2	*M*	-	-	-	-	-	-	13.54	13.76	7.77
	SD	-	-	-	-	-	-	15.96	13.05	11.53
	N	-	-	-	-	-	-	1049	1026	1049
ESC 7	*M*	-	-	-	-	-	-	11.52	11.93	6.16
	SD	-	-	-	-	-	-	15.55	12.32	12.39
	N	-	-	-	-	-	-	1710	1659	1710
Fort Worth	*M*	-	-	-	-	-	-	12.36	11.50	6.05
	SD	-	-	-	-	-	-	16.63	14.15	13.35
	N	-	-	-	-	-	-	1461	1425	1461
Houston	*M*	-	-	-	-	-	-	11.69	10.77	7.01
	SD	-	-	-	-	-	-	17.14	12.90	12.63

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

	N	-	-	-	-	-	-	160	160	160
Huntsville Rural	M	-	-	-	-	-	-	6.49	11.43	5.13
	SD	-	-	-	-	-	-	11.11	13.27	8.80
	N	-	-	-	-	-	-	130	52	133
LaMarque	M	-	-	-	-	-	-	8.17	9.46	4.61
	SD	-	-	-	-	-	-	12.45	10.61	9.36
	N	-	-	-	-	-	-	966	960	966
Laredo	M	-	-	-	-	-	-	14.40	13.39	9.64
	SD	-	-	-	-	-	-	16.82	13.42	14.52
	N	-	-	-	-	-	-	839	837	839
Lasara	M	-	-	-	-	-	-	13.93	13.27	6.22
	SD	-	-	-	-	-	-	17.95	14.46	12.31
	N	-	-	-	-	-	-	296	293	296
McAllen	M	-	-	-	-	-	-	9.31	11.45	9.04
	SD	-	-	-	-	-	-	13.00	13.61	11.33
	N	-	-	-	-	-	-	236	235	236
NE Texas	M	-	-	-	-	-	-	10.87	15.51	9.32
	SD	-	-	-	-	-	-	15.01	12.94	8.97
	N	-	-	-	-	-	-	741	726	741
Pearsall/Carrizo Springs	M	-	-	-	-	-	-	11.89	14.58	9.35
	SD	-	-	-	-	-	-	14.49	14.55	12.80
	N	-	-	-	-	-	-	520	484	520
San Angelo	M	-	-	-	-	-	-	9.57	13.02	7.69
	SD	-	-	-	-	-	-	13.46	14.46	11.90
	N	-	-	-	-	-	-	922	904	922
San Antonio	M	-	-	-	-	-	-	13.67	13.83	8.59
	SD	-	-	-	-	-	-	17.29	12.59	14.91

Appendix G
Mean and Standard Deviation for mCLASS Variables by Community

	N	-	-	-	-	-	-	222	220	222
Stockdale Rural	*M*	-	-	-	-	-	-	10.63	13.58	7.83
	SD	-	-	-	-	-	-	13.80	12.17	8.95
	N	-	-	-	-	-	-	234	232	234
Temple	*M*	-	-	-	-	-	-	13.31	12.73	2.33
	SD	-	-	-	-	-	-	15.47	12.17	11.49
	N	-	-	-	-	-	-	574	573	574
Victoria	*M*	-	-	-	-	-	-	9.42	11.51	6.99
	SD	-	-	-	-	-	-	12.80	12.65	9.71
	N	-	-	-	-	-	-	746	738	746
WSS Tri-County	*M*	-	-	-	-	-	-	14.29	18.56	8.52
	SD	-	-	-	-	-	-	16.61	14.74	11.26