What works?
Determining interventions that impact on quality
In ECCE Settings
Authors

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- Ciara Monaghan
- Susan Brockelsby
- Marlene McCormack (Presenter)
Evaluation of National Early Years Access Initiative
Project location
Geographical location of sample
## The Staff & Children

### Staff

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
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<tbody>
<tr>
<td>Total</td>
<td>88</td>
</tr>
<tr>
<td>Average per service</td>
<td>$11 \pm 4.3$</td>
</tr>
<tr>
<td>Full-time</td>
<td>35</td>
</tr>
<tr>
<td>Sessional</td>
<td>25</td>
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<tr>
<td>CE/ JI</td>
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### Qualifications

<table>
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<tr>
<td>Fetac 5</td>
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<td>Fetac 6</td>
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<tr>
<td>Fetac 7</td>
<td>0</td>
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<td>Fetac 8</td>
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<tr>
<td>Fetac 9</td>
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<tr>
<td>Undergraduate Degree</td>
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<tr>
<td>Postgraduate Degree</td>
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</table>
Project Rationale

Quality
Linked to outcomes

Early intervention
Provides window of opportunity

Professional development
Graduate led sector

Mentoring
Drive change
Aims of evaluation

Primary Aim:
Evaluate the effectiveness of a targeted intervention on the quality of Early Childhood Care and Education

Secondary Aim:
Assess corporate governance across participating services
Aims of evaluation

Primary Aim:
Evaluate the effectiveness of a targeted intervention on the quality of Early Childhood Care and Education

Secondary Aim:
Assess corporate governance across participating services
A quality improvement early childhood care and education intervention

1. Quality Mentoring
2. Professional development
3. Corporate Governance
4. Learning Communities & Networks
5. Work Placement Training
6. Parent & Child Consultation
Aistear
Creatchuraclam na Luath-Óige
The Early Childhood Curriculum Framework

síolta
The National Quality Framework for Early Childhood Education
Repeated Measures Design

Research Design

- Baseline: Sept. ‘12
- Mid-test: April ‘13
- Post-test: Dec. ‘13

Process Evaluation
Methodology

Participants and Settings

- 8 preschools located in areas of high disadvantage
- 19 rooms (38 observations)

Measurements and Procedure

- The Early Childhood Environment Rating Scale (ECERS)
- The Infant/Toddler Environment Rating (ITERS)
- Service descriptive questionnaire
- One-to-one interviews with preschool managers
- Practitioner self assessments
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The ECERS and ITERS Scales
ECERS & Síolta

Space & Furnishings
Personal Care Routines
Language–Reasoning
Activities
Interaction
Program Structure
Parents & Staff

Standard 1: Rights of the Child
Standard 2: Environments
Standard 3: Parents and Families
Standard 4: Consultation
Standard 5: Interactions
Standard 6: Play
Standard 7: Curriculum
Standard 8: Planning and Evaluation
Standard 9: Health and Welfare
Standard 10: Organisation
Standard 11: Professional Practice
Standard 12: Communication
Standard 13: Transitions
Standard 14: Identity and Belonging
Standard 15: Legislation and Regulation
Standard 16: Community Involvement
Interviews

- One to one (researcher and preschool manager)
- Completed at mid-test
- Ascertain managers thoughts on the programme
- Identify barriers
- Identify successful elements
- Discuss programme sustainability.
<table>
<thead>
<tr>
<th></th>
<th>Baseline (n=8)</th>
<th>Mid-test (n=8)</th>
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</thead>
<tbody>
<tr>
<td>Total number of children</td>
<td>347</td>
<td>411</td>
</tr>
<tr>
<td>Total number of children with additional needs†</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Average age of child</td>
<td>4.2 ± 0.4</td>
<td>4.1 ± 0.7</td>
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<tr>
<td>Total number of staff</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Average number of staff per service</td>
<td>11.0 ± 4.3</td>
<td>8 ± 3.6</td>
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<tr>
<td>Total number of full-time staff</td>
<td>35</td>
<td>36</td>
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<tr>
<td>Total number of part-time staff</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Total number of CE staff</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Total number of staff with level 4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total number of staff with level 5</td>
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<td>Total number of staff with level 6</td>
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<tr>
<td>Total number of staff with level 7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of staff with level 8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total number of staff with UG degree</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Total number of staff with PG degree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total number staff with no qualification</td>
<td>19</td>
<td>14</td>
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†the additional need was diagnosed by a professional
# The Preschools

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<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Rooms</strong></td>
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<tr>
<td>Baby</td>
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<td>0</td>
</tr>
<tr>
<td>Wobbler</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Toddler</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Preschool</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
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<tr>
<td>Play based</td>
<td>8</td>
<td>100</td>
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<tr>
<td><strong>Síolota</strong></td>
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<td>Validated</td>
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Interim Results
ECERS Baseline v Mid-test
## ECERS Results

<table>
<thead>
<tr>
<th>ECERS subscale</th>
<th>Baseline</th>
<th>Mid-test</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space &amp; Furnishings</td>
<td>3.66 (.35)</td>
<td>4.89 (.40)</td>
<td>.000***</td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>4.05 (.50)</td>
<td>4.98 (.47)</td>
<td>.002**</td>
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<tr>
<td>Language &amp; Reasoning</td>
<td>3.94 (.53)</td>
<td>4.23 (.75)</td>
<td>.087</td>
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<tr>
<td>Activities</td>
<td>3.54 (.47)</td>
<td>4.33 (.57)</td>
<td>.042*</td>
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<tr>
<td>Interactions</td>
<td>3.15 (.49)</td>
<td>4.25 (.85)</td>
<td>.006**</td>
</tr>
<tr>
<td>Program Structure</td>
<td>4.15 (.80)</td>
<td>4.78 (.74)</td>
<td>.092</td>
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<tr>
<td>Parents &amp; Staff</td>
<td>4.00 (.55)</td>
<td>4.86 (.52)</td>
<td>.025*</td>
</tr>
</tbody>
</table>

Significant effects are indicated by asterisks: * P ≤ .05, **P ≤ .01, ***P ≤ .001
ITERS Baseline v Mid-test

- Space & Furnishings
- Personal Care Routines
- Listening & Talking
- Activities
- Interactions
- Program Structure
- Parents & Staff
## ITERS Results

<table>
<thead>
<tr>
<th>ITERS subscale</th>
<th>Baseline</th>
<th>Mid–test</th>
<th>p–value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space &amp; Furnishings</td>
<td>3.67 (.12)</td>
<td>5.00 (.52)</td>
<td>.050*</td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>3.96 (.50)</td>
<td>4.92 (.45)</td>
<td>.004**</td>
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<tr>
<td>Listening &amp; Talking</td>
<td>3.22 (.84)</td>
<td>3.89 (.76)</td>
<td>.075</td>
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<tr>
<td>Activities</td>
<td>3.20 (.52)</td>
<td>4.22 (.56)</td>
<td>.012*</td>
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<tr>
<td>Interactions</td>
<td>3.00 (.25)</td>
<td>4.42 (.38)</td>
<td>.023*</td>
</tr>
<tr>
<td>Program Structure</td>
<td>3.36 (.63)</td>
<td>4.58 (.72)</td>
<td>.032*</td>
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<tr>
<td>Parents &amp; Staff</td>
<td>3.90 (1.05)</td>
<td>4.71 (.89)</td>
<td>.013*</td>
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</table>

Significant effects are indicated by asterisks: * P ≤ .05, **P ≤ .01, ***P ≤ .001
Corporate Governance

Participants & Settings
- Services (n=8)
- Boards (n=5)
- Board members (n=39)

Measurements & Procedures
- Cross-sectional study
- Completed with researchers
- The Irish Code of Governance
- 3 checklists (A,B,C)
- 32 item checklist
Principles of The Governance Code:

1. Leading the organisation
2. Exercising control over the organisation
3. Being transparent and accountable
4. Working effectively
5. Behaving with integrity
Project plans (2013/2014)

- Analyse and interpret qualitative data
- Complete and analyse Corporate Governance assessments
- Deliver last phase of intervention
- Complete last phase of data collection
- Disseminate findings on-going basis:
  - Local forums
  - National and international conferences
  - Project reports
  - Peer reviewed journals
Evaluation Team Contact Details

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