Monitoring & Evaluation on the NEYAI programme
Project Rationale

**Quality:**
Research shows high-quality early learning and care is important because children who attend higher quality preschool provision tend to do better throughout primary school, particularly in reading.

**Early intervention:**
Research has shown that the time between birth and age 36 months is a critical developmental period in a child’s life. These months offer a window of opportunity that will not be available later.

**Professional development:**
The issue of quality in any sector is inextricably linked to the issues of training, education and professional development. It is thought that direct instruction to providers, through rigorous training and mentorship, will increase children's opportunities.

**Mentoring:**
Mentoring is used to facilitate continued professional development, improve professional practice, and increase retention of new practitioners.
Project location
Demographical Information
Geographical location of sample

4.7km
Project Structure

South Dublin NEYAI

Consortium

Steering Group

Board of Management x 5

Services x 8

South Dublin County Partnership Ltd. (formerly CPLN) - Co-ordination & Implementation

Early Childhood Ireland & NUI Maynooth: Research design & Local evaluation

Intervention Expert Group

Mission Statement: Address the gaps between training and practice

Peer Group
Aistear
Creatchuraclam na Luath-Óige
The Early Childhood Curriculum Framework

síolta
The National Quality Framework for Early Childhood Education
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
Intervention Refinement

Expert Group:
1. Early childhood specialist
2. Síolta mentor
3. Early childhood quality specialist
4. Member of expert advisory group for the Early Years National Strategy
5. A manager from a large service provider in the area
Question: What can the NEYAI project do for your service?

Answer: “Maybe by putting us in touch with other services who have previous experience and worked through these developments, but mainly to be aware that our service is a very positive place to work, and that all staff will consider any support and suggestions you may give us, as we would be united in wanting our service to be considered always as a quality childcare service provider, and to move with the times we are in now. Thank you.”
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
Sampling

8 services invited

8 services engage

13 observations

3 Toddlers Groups

10 Preschool Groups

Tallaght

Clondalkin
Repeated Measures Design

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

Process Evaluation
Participants and Settings

- 8 preschools located in areas of high disadvantage
- 13 rooms (78% of rooms)

Measurements and Procedure

- The Early Childhood Environment Rating Scale (ECERS)
- The Infant/Toddler Environment Rating (ITERS)
- One-to-one interviews with preschool managers
- Practitioner self assessments
Methodology

Participants and Settings
- 8 preschools located in areas of high disadvantage
- 13 rooms (78% of rooms)

Measurements and Procedure
- The Early Childhood Environment Rating Scale (ECERS)
- The Infant/Toddler Environment Rating (ITERS)
- One-to-one interviews with preschool managers
- Practitioner self assessments
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.
## The Preschools

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half day</td>
<td>37.5</td>
<td>3</td>
</tr>
<tr>
<td>Full day</td>
<td>62.5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Rooms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wobbler</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Toddler</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Preschool</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play based</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td><strong>Siolta</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Validated</td>
<td>12.5</td>
<td>1</td>
</tr>
</tbody>
</table>
## The Staff & Children

<table>
<thead>
<tr>
<th>Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Average per service</strong></td>
<td>11 ± 4.3</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>35</td>
</tr>
<tr>
<td><strong>Sessional</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>CE/ JI</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

### Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fetac 4</td>
<td>5</td>
</tr>
<tr>
<td>Fetac 5</td>
<td>50</td>
</tr>
<tr>
<td>Fetac 6</td>
<td>17</td>
</tr>
<tr>
<td>Fetac 7</td>
<td>0</td>
</tr>
<tr>
<td>Fetac 8</td>
<td>1</td>
</tr>
<tr>
<td>Fetac 9</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>5</td>
</tr>
<tr>
<td>Postgraduate Degree</td>
<td>1</td>
</tr>
</tbody>
</table>
# The Staff & Children

<table>
<thead>
<tr>
<th>Staff</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Average per service</strong></td>
<td>11 ± 4.3</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>35</td>
</tr>
<tr>
<td>Sessional</td>
<td>25</td>
</tr>
<tr>
<td>CE/ JI</td>
<td>34</td>
</tr>
</tbody>
</table>

### Qualifications
- Fetac 4: 5
- Fetac 5: 50
- Fetac 6: 17
- Fetac 7: 0
- Fetac 8: 1
- Fetac 9: 0
- Undergraduate Degree: 5
- Postgraduate Degree: 1
Baseline Results
ECERS Baseline Scores

- Parents & Staff: Score 4.0
- Program Structure: Score 4.8
- Interaction: Score 3.0
- Activities: Score 4.0
- Language-Reasoning: Score 4.2
- Personal Care: Score 4.3
- Space & Furnishing: Score 4.0

Score <4
ECERS Baseline Scores

- Parents & Staff
- Program Structure
- Interaction
- Activities
- Language-Reasoning
- Personal Care
- Space & Furnishing

Relationships

Scores range from 0.00 to 7.00
ITERS Baseline Scores

- Parents & Staff
- Program Structure
- Interaction
- Activities
- Language–Reasoning
- Personal Care
- Space & Furnishing

The graph shows the baseline scores for various categories, with each category represented by a horizontal bar chart.
Corporate Governance

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

Measurements & procedures
- Cross-sectional study
- Completed with researchers
- The Code of Governance
- 3 checklists (A,B,C)
- 32 item checklist
Project plans (2013/2014)

- Analyse and interpret mid test data
- Deliver last phase of intervention (–Dec 2013)
- Complete last phase of data collection
- Disseminate findings on-going basis:
  - Local forums
  - National and international conferences
  - Project reports
  - Peer reviewed journals
Thank You!!
Evaluation Team Contact Details

mmccormack@earlychildhoodireland.ie
modwyer@earlychildhoodireland.ie

Early Childhood Ireland
Hainault House
Belgard Square
Tallaght
Dublin 24

Tel: +353 (0) 1 4040645 / +353 (0) 87 738 5412
Fax: +353 (0)1 4057109