



## Local Evaluator (LE)

### POSITION SUMMARY:

The Local Evaluator will support the Child Signature Program (CSP) by working with Early Education Expert(s) and early childhood education program staff on evaluation and program planning, data collection, analysis, and reporting of child and classroom data. The LE will collect and translate data and analytic findings to local EEE and program staff in ways that helps them improve teaching practices and child outcomes.

### REPORTING RELATIONSHIPS:

- The LE reports to the First 5 county commission Executive Director or designee.

### MAJOR RESPONSIBILITIES AND KEY TASKS:

Evaluation and Program Planning:

In conjunction with local program staff, the LE will:

- Develop and implement a coherent and integrated evaluation plan to assess program quality characteristics and child outcomes.
- Develop a plan in conjunction with program staff for feedback loops of assessment data, determining which data are appropriate at the program, classroom, staff, and family-child levels, and gaining agreement across all entities.
- Establish a professional working relationship with EEEs, teachers, family support, and program staff.
- Meet with program staff to troubleshoot data collection issues and to discuss preliminary findings and implications for program quality improvement (meeting monthly is optimum).
- Ensure all relevant program staff understand the purpose and schedule of evaluation activities—when they are to happen and who will be involved. Charts or ‘tickler’ notifications are to be developed semi-annually for program staff as a reminder of when assessments are due.
- Act as a resource for up-to-date knowledge about evidence-based practices in early childhood education and early intervention in areas such as learning strategies, curriculum, and assessments.

- Help program staff implement a system of progress monitoring to inform program staff about **quality** of implementation of evidence-based practices.

Data Collection, Analysis, and Reporting:

- In partnership with the EEE, develop any additional data gathering techniques to support improved teaching practices (such as progress monitoring) or overall program practices.
- Ensure accuracy and reliability of data by setting up and monitoring systems to check for accuracy.
- Report child and teacher assessment data to EEE on a regular basis (e.g., fall/winter/spring).
- Collaborate with EEE on a regular basis (e.g., monthly or as needed) to support EEE coaching and reflective practices.
- Conduct ITERS/ECERS observations and submit data to state evaluator/state system.
- Conduct CLASS observations and submit to state evaluator/state system.
- Collect information on the number of children referred who were deemed eligible for outside/additional services (through regional center or district).
- Facilitate collection of data by the statewide evaluator.

In conjunction with program staff:

- Design data collection, data storage, and data reporting procedures that protect confidentiality and maintain human subject review standards. Examples:
  - Ensure consents are obtained through an informed consent process, providing annual and follow-up training of staff responsible for completing the informed consent process with parents regarding evaluation measures and procedures.
  - Ensure program assessment measures and protocols are stored in locked cabinets.
  - Ensure written and verbal reports maintain child, family, and staff confidentiality.
- Develop a timeline to ensure data are collected and analyzed in a timely manner.
  - Create annual assessment schedules for program staff so they understand when assessments will occur and who will administer them, taking into account needs of the children and daily programming schedules.
  - Ensure program staff are trained to competently and comfortably administer or complete any data collection instruments required of them, and are able to discuss results of the instruments with their colleagues and parents they serve.
  - Oversee/assist in the collection and analysis of data, including teacher, Family Support Specialist, and Mental Health Specialist/Resource-administered assessment data.
  - Respond to occasional ad hoc data collection and analysis needs.

- Perform data analyses sufficient for program understanding and program improvement processes.
  - LE may conduct analyses of data above and beyond what the program staff need for program improvement purposes (for example, multivariate analyses of children’s progress while in the program, the relations among risk factors, or other investigations that would be of interest to the LE and the field).
- Ensure a respectful and timely data-feedback loop is implemented and adapted according to the preferences of program leadership; the feedback provided by the LE is expected to undergo its own improvement process based on comments from program staff on what presentations or analyses would be most useful.
  - Produce written reports that interpret and represent data in a useful and meaningful way for program staff.
  - Develop recommendations regarding training, mentoring, and environmental changes as indicated by data analysis.
- Share site-specific analyses and data descriptions with Essential Staff.
- Develop and write concise reports and presentations, providing summaries of selected data, including MIS data that will inform program practice, decision making, and program planning; accept feedback and suggestions regarding reports from program leadership and essential staff.

Collect information on:

- demographic information on children
- results from screening tools: ASQ, ASQ-SE (parent administered tool)
- number of children referred for further assessment or services or requiring regular monitoring
- DRDP-IT, DRDP-PS, and DRDP-ACCESS scores from teachers/sites on individual children. Monitor quality of data—check for consistency and administration and reporting amongst sites
- results from DRDP parent survey
- health status indicators on children (e.g., BMI; could be health screening done by MD and required as part of enrollment)
- enrollment and attendance of children (date of enrollment, date child exits program, duration in program – all day versus part day, etc.)
- teacher/administrator data – education
- number and type of professional developmental opportunities offered
- teacher/administrator participation in professional development activities (attendance)
- teacher/administrator participation in coaching/interactions with “EEE/coach” – duration of interaction; frequency/times of interaction (EEE logs)
- parent receipt of services from Family Support Specialist
- parent engagement and support opportunities
- parent participation in parent engagement and support opportunities
- curriculum and any curriculum-based assessments used for language and literacy, social-emotional development, and early math skills

- fidelity with use of language and literacy curricula, early math curricula, social-emotional development

**EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS:**

- Ph.D. or completion within 6 months in Child Development, Human Development, Child Psychology, Educational Psychology or Special Education, all with specialty in early education is preferred. Masters Degree in Child Development, Human Development, child Psychology, Educational Psychology or Special Education or related field with 3 + years experience in program evaluation
- Experience working with children and families from culturally and linguistically diverse backgrounds

**REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES:**

- Minimum three years of experience in research projects with supervision of graduate or research assistants and the following set of experiences: minimum two years in applied research setting or program setting; minimum 1 year research project management; minimum 1 year assessment of young children, with experience in assessment of infants and toddlers a plus
- Excellent understanding of research design including: methodology, sampling, questionnaire development, data collection, analysis, report writing
- Interest in and proficient with a variety of analytic techniques, including techniques that use non-categorical and qualitative data
- Proficient in computer software, including SPSS or similar statistical programs
- Knowledge of relational database, Access, and/or SQL a plus
- Excellent interpersonal skills, negotiation, and team building skills
- Excellent written and verbal communication skills, with ability to interpret and communicate research findings to staff and families
- Ability to work within an interdisciplinary team as a cooperative and supportive team member
- Ability to maintain an independent perspective while collaborating closely with a wide variety of program personnel
- Understanding the nature of programs and how research methodology can be adapted a plus
- Demonstrated ability to work effectively with racially and ethnically diverse communities and staff
- Ability to represent the county/organization in professional and public settings
- Ability to assess child development progress across multiple domains using various methods of informal and formal assessment
- Ability to monitor and track child gains over time

**ESSENTIAL JOB FUNCTIONS:**

- Must be able to travel within and between sites and to conferences, trainings, and meeting sites within and outside the county
- Ability and willingness to work at sites located in high-risk, low-income communities
- Ability to analyze assessment data and communicate results
- Participation in professional development
- Ability to integrate assessment results into program implementation
- Provide program staff regular updates on progress through regular meetings
- Assist in the incorporation of evaluation results into decision and learning opportunities
- Ability to track child and/or classroom progress
- Collect and analyze data and provide feedback and coaching to teachers
- Must be able to speak, read, and write in fluent English