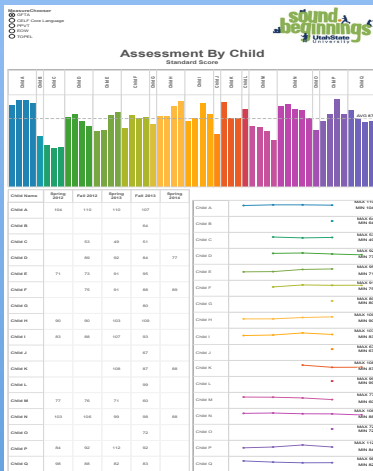


Program Evaluation of Early Childhood Education Programs for Children who are Deaf/Hard-of-Hearing

Kristina M. Blaiser and Karl R. White

Child outcomes

- Progress in one year?
- Progress over summer vs. school year?
- Number of children making more than one year's progress in one year's time?
- Number of children who are within normal limits (i.e., standard scores between 85-115)



Visual displays of information can show progress of the program- as well as trends for individual students.

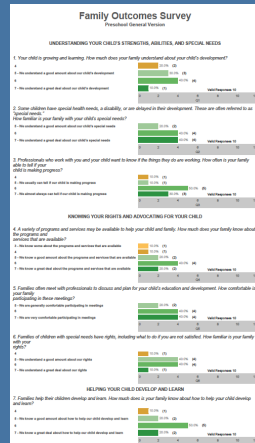
These graphs were developed using



Goal: To systematically evaluate an early childhood program for children who are deaf/hard-of-hearing and use listening and spoken language.

Rationale: Many different variables contribute to the successes and/or challenges of early childhood education programs. It is important to have quantitative metrics to assess the different components of a program to better communicate the results to board members, legislators, and the greater community (e.g., schools districts and funding agencies).

Family Involvement

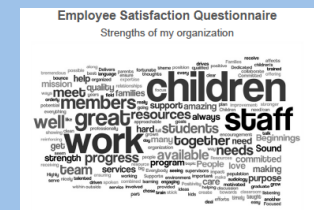


- What are we doing well?
- What can we do better?
- How can we link more families to resources?
- What types of resources do they need?

Create a Family Involvement Plan based on the Family Outcomes Survey (<http://ectacenter.org/eco/pages/tools.asp>)

Staff Engagement

- What was a value/strength to retain?
- What was an opportunity for improvement?
- How did staff engagement relate to retention? Recruitment?



Word cloud for qualitative responses for both strengths and opportunities. Adapted from the Gallup12 framework (<https://q12.gallup.com/Public/en-us/Features>)

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