

**Honeycutt Research**

**Context of ABC Programs**

<b>Input</b>	<b>Process Conclusions</b>	<b>Product</b>	
		<b>Implications</b>	<b>Recommendations</b>
ABC Teachers	<ul style="list-style-type: none"> <li>▶ The ABC teacher workforce is predominately young white females with a teaching degree and a license. She earns less than \$25,000 per year.</li> <li>▶ As teacher's wages increase percent proficient scores increase.</li> <li>▶ There is a correlation between wage and education.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teachers with a higher degree are paid a higher wage.</li> <li>▶ As long as the standard for teacher wages remains the same, the current turnover climate will remain.</li> <li>▶ The implication is that without a change in teachers salaries one cannot expect the percent proficient scores to increase.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The recommendation is to encourage DCCECE to develop a teacher wage supplement program.</li> </ul>
ABC Students	<ul style="list-style-type: none"> <li>▶ The ABC student is a white English-speaking boy or girl at the 200 percent of poverty level.</li> <li>▶ As a teacher's years of experience increase percent proficient scores increase.</li> <li>▶ Pre-K ELLA training attendees had higher percent proficient scores.</li> <li>▶ There is a correlation between student achievement and total ECERS-R scores.</li> <li>▶ There is a correlation between student achievement and each of the ECERS-R subscale scores; program structure, interaction, activities, space and furnishings.</li> <li>▶ There is a correlation between student achievement and language-reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>▶ There is a cultural match between white teachers and white students. The implication is there should be a closer cultural match between black students and teachers and between Hispanic students and teachers.</li> <li>▶ When teachers are retained, student achievement scores are increased.</li> <li>▶ Pre-K ELLA training is transferring to students in the classroom.</li> <li>▶ Teachers who rate students higher have classroom environments that are rated higher and students are benefitting from quality environments.</li> <li>▶ Students are benefitting from increased teacher knowledge and training.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The recommendation is to encourage the Arkansas Early Childhood Association to develop strategies for recruiting black and Hispanic teachers into early childhood programs.</li> <li>▶ The above recommendation for the teacher wage supplement program also would increase teacher retention; therefore, increase student achievement scores.</li> </ul>

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Quality Care	<ul style="list-style-type: none"> <li>▶ Total ECERS-R scores increase as teacher's years of experience increase.</li> <li>▶ There is a correlation between ECERS-R and experience; and between student achievement and ECERS-R scores.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Retaining teachers is important to improving quality of care.</li> <li>▶ The more experienced teachers have higher quality classrooms and students benefit from being in quality classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The above recommendation for the teacher wage supplement program which will retain experienced teachers, improve quality of care and benefit students.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>▶ Framework training attendees had higher ECERS-R scores.</li> <li>▶ Pre-K ELLA training attendees had higher ECERS-R scores.</li> <li>▶ There is a correlation between; Pre-K ELLA and experience; Framework and experience; WSS and education; WSS and wage.</li> </ul>	<ul style="list-style-type: none"> <li>▶ As teachers interact in high quality training, knowledge is gained and transferred into quality of care in the classroom.</li> <li>▶ The more experienced teachers attend Pre-K ELLA, Framework and WSS training. The more highly paid and higher degree teachers attend WSS.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The recommendation is to encourage DCCECE to sponsor training, which is sustained and intensive.</li> <li>▶ The recommendation is to encourage DCCECE to develop a system for collecting and analyzing data.</li> <li>▶ The recommendation is to encourage DCCECE to ensure that each person (teacher) inputting the information do so completely and accurately.</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Further research</li> </ul>	<ul style="list-style-type: none"> <li>▶ The recommendation is for further research: (1) replication of this study conducted annually or biannually; (2) study of professional development required by ABC program and minimum licensing; (3) study the impact of wage and benefits on retention of teachers.</li> </ul>

Figure 2. CIPP Evaluation Model for ABC Programs