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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 246 pages. Original publisher: Washington, D. C. : National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, 2007 OCLC Number: (OCoLC)144910501 Subject: Reading (Preschool) -- United States -- Evaluation. Excerpt: . . . The national evaluation of ERF was intended to investigate the effects on childrens language development and emergent literacy when: preschools receive funding to adopt scientifically based methods and materials teachers are provided with focused professional development that supports the use of these materials and methods The following research questions were addressed by the evaluation: What is the impact of ERF on the language and literacy skills of children enrolled in preschools that receive ERF support What is the impact of ERF on the quality of language and literacy instruction, practice, and materials that preschools provide To what extent are variations in ERF program quality and implementation associated with differences in the language and literacy skills of the children served Study Design The study uses a regression-discontinuity (RD) design to assess the impact of ERF funding and program support for preschools on the language and literacy preparedness of preschool children. This study design takes advantage of the fact that the U. S. Department of Education (ED) is required to follow a formal, structured process for selecting grantees to receive ERF funding. In its published announcement of the availability of ERF grants for FY 2003 (Federal Register of March 11, 2003), ED established criteria for scoring each application received. Independent reviewers used these criteria to review and score applications. ED then awarded ERF grants to the grant applicants with the highest application scores, progressing down the score distribution until all funding available for the fiscal year had been...

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