

Mi Escuelita Preschool Program

Program Evaluation Summary, 2007-2013

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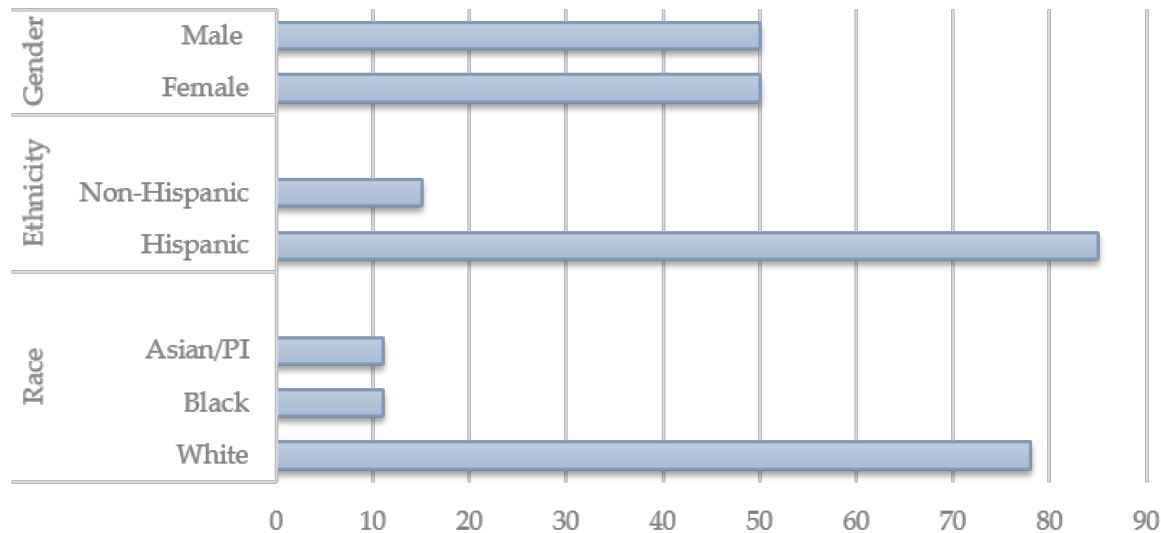
Our primary outcomes of interest were school readiness and academic performance

- ▶ We asked: What are the academic achievements of children who received services at Mi Escuelita in elementary school compared to their peers in the local school district?
- ▶ Five measures of academic achievement were included as outcome variables:
 - ▶ San Diego's local area measures for math, reading, and writing;
 - ▶ California's state standards for math and English

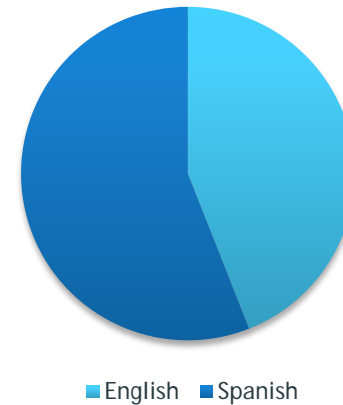
A picture of the Mi Escuelita students

- ▶ Total children in evaluation: N=75

Characteristics of Mi Escuelita Children



Primary Home Language



- ▶ Average length of enrollment: 13 months

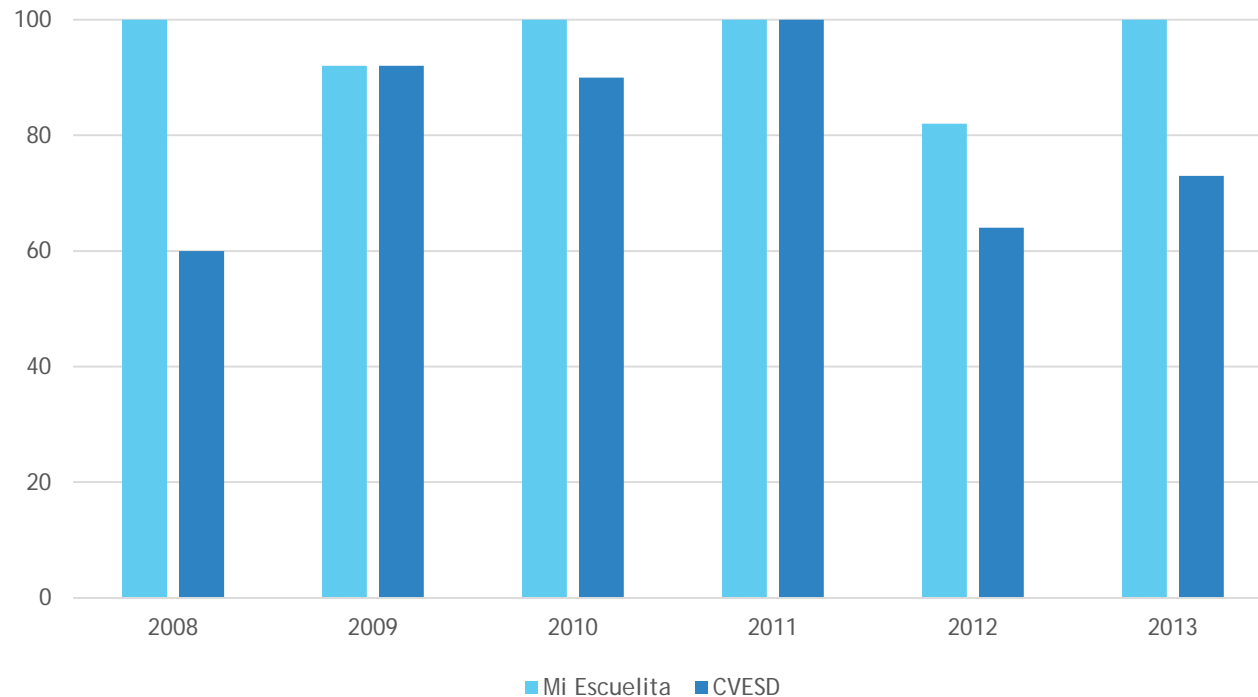


We used a matching design to best evaluate the effectiveness of the Mi Escuelita program

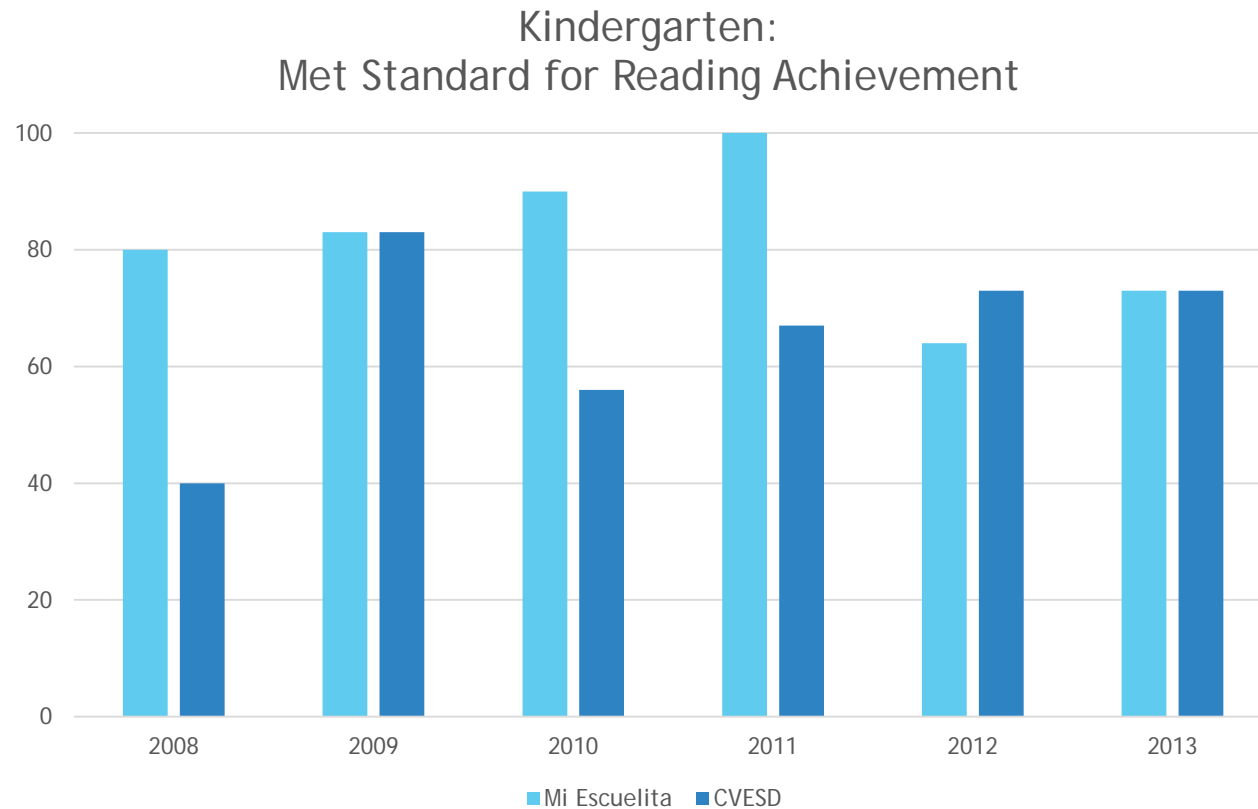
- ▶ Each case/control pair has matching values on key factors:
 - ▶ Gender
 - ▶ Ethnicity
 - ▶ Race
 - ▶ Socioeconomic position
 - ▶ Primary language
 - ▶ Individualized Education Plan
 - ▶ Date of birth
- ▶ Data was drawn from the Chula Vista Elementary School District (CVESD) from the 2007-2008 through the 2012-2013 academic years

Kindergarten test scores clearly show that the Mi Escuelita program succeeds with school readiness

Kindergarten:
Met Standard for Math Achievement

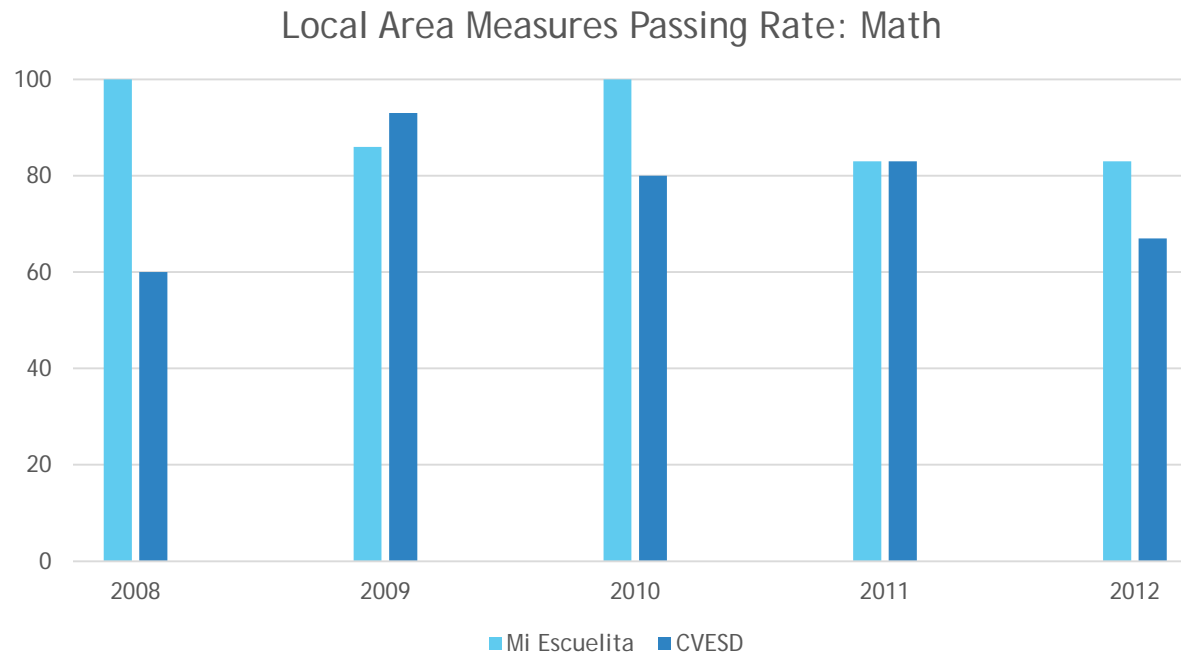


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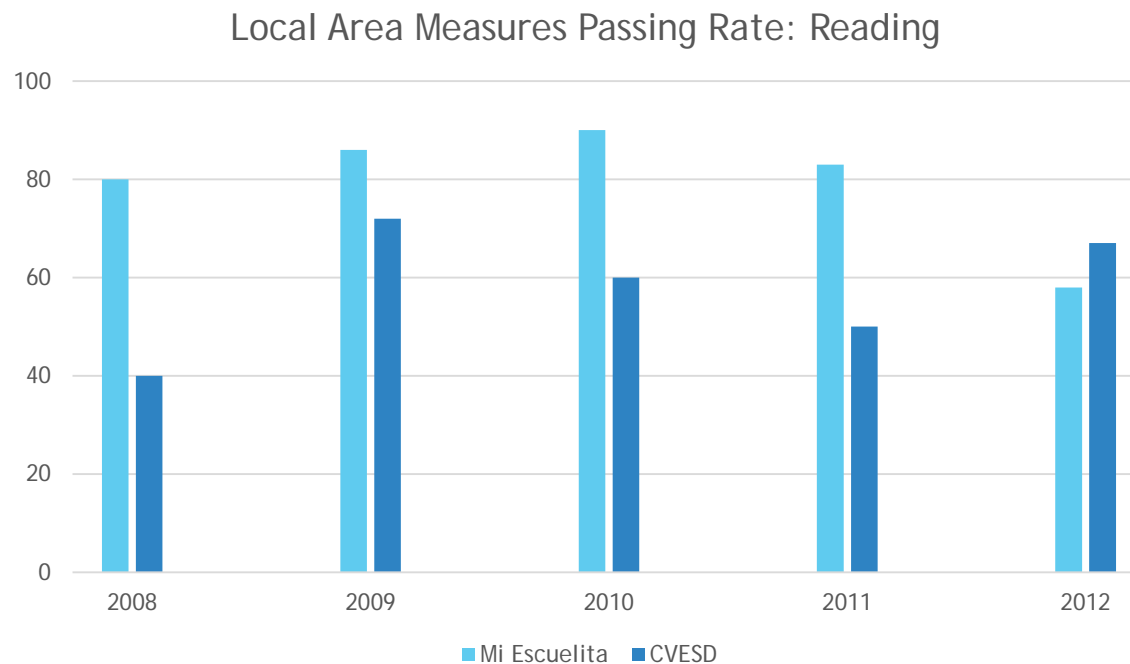
Mi Escuelita students have continued academic success as they move through the elementary years

- Across all grades, children who participated in the Mi Escuelita program demonstrate great success in passing the local area achievement tests



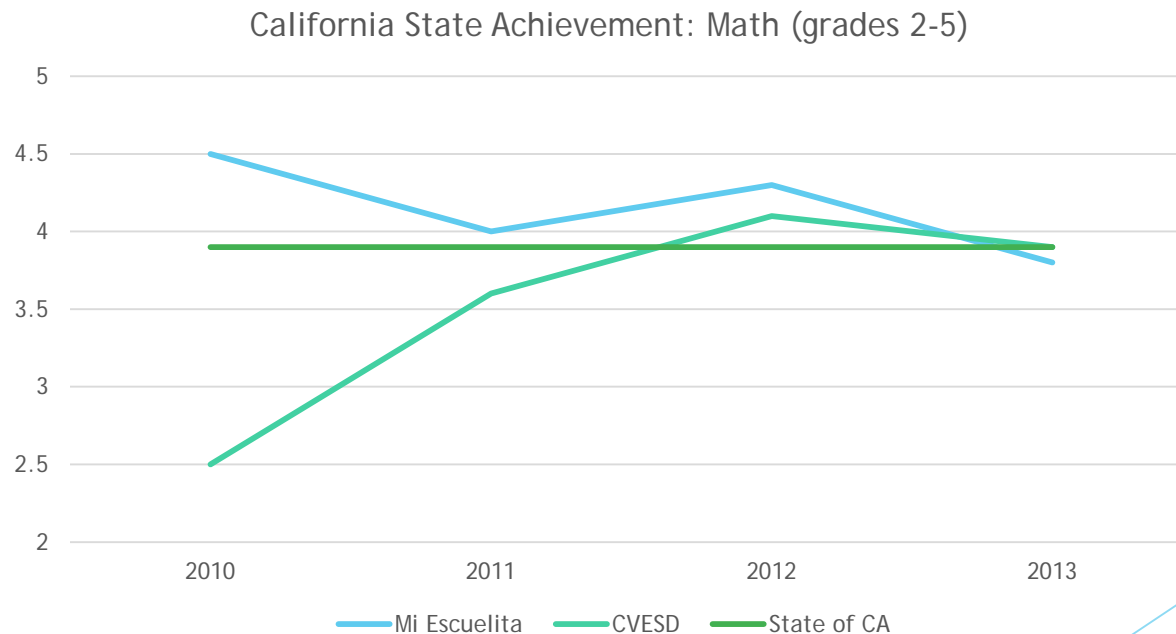
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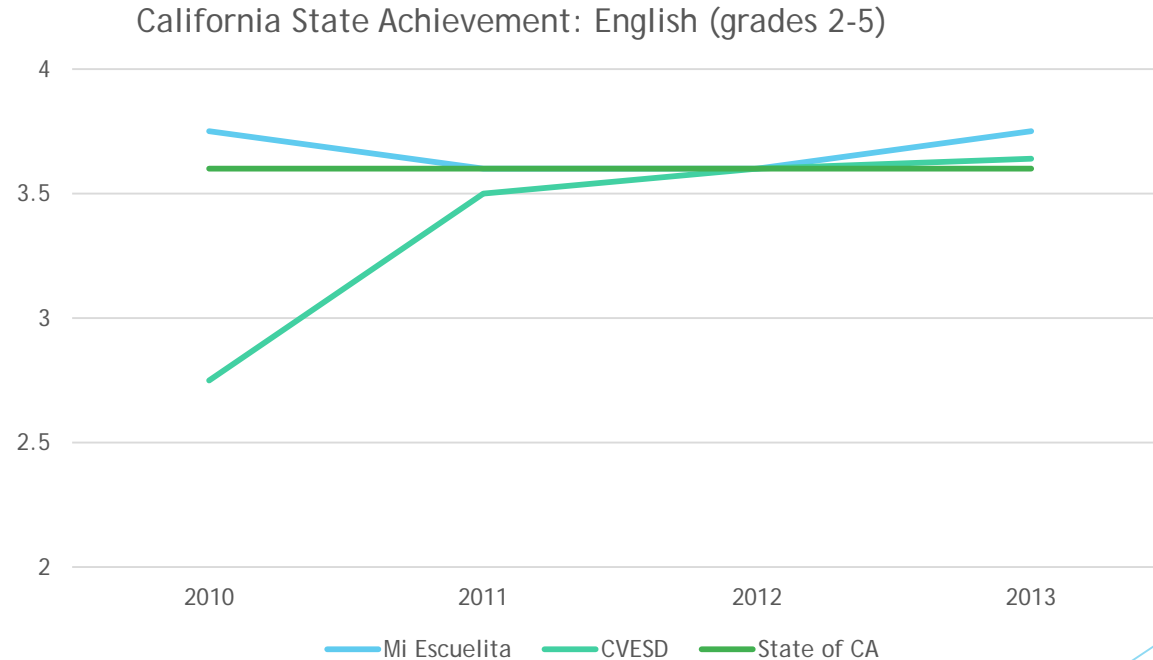
Mi Escuelita children also demonstrate great success on CA State testing

- ▶ From 2010 through 2013, Mi Escuelita children scored an average of 4.25 out of 5 on the CA math test



Mi Escuelita children also demonstrate great success on CA State testing

- ▶ English scores averaged 3.65 across the four year span for Mi Escuelita children



Situating Mi Escuelita success in the broader context of trauma-exposed children in the U.S.

Traumatized Children in the U.S.

- ▶ Children exposed to domestic violence between the ages of 3 & 5 have reduced verbal ability, impeding school readiness
- ▶ 35-42% of elementary-aged children with trauma experiences repeat a grade compared to an average of 14% nationwide
- ▶ 23-47% receive special education at some point in their schooling

Mi Escuelita Children

- ▶ Mi Escuelita children achieve a degree of school readiness (at least) equal to their peers
- ▶ Repeat a grade at a rate equivalent to the national average
- ▶ Nearly equal number of Mi Escuelita children and CVESD children receive special education (~the national average of 12%)

Taken together, the Mi Escuelita program demonstrates clear benefits to at-risk children



- ▶ While it is impossible to predict the continued circumstances surrounding the lives of Mi Escuelita children as they age and move through the elementary years, there is solace in recognizing that these children, who faced significant, traumatic life experiences at very young ages, continue to perform at least as well on key indicators of academic success as their peers who may not experience the same types of trauma