

Sustained Exposure to High Quality Programming During the Earliest Years: Evidence from the Educare Cross-site Implementation Study

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Educare

- Formation of Educare and the Bounce Learning Network
- Public/Private partnerships
- Future growth of the Network

8 operational sites: Chicago, Denver,
Milwaukee, Miami, Oklahoma City,
Omaha (2), Tulsa

4 sites opening by Fall 2010: Kansas City,
Maine (central), Seattle, Tulsa 2

9 sites in development: Anacostia,
Arizona, California, Cleveland,
Michigan, New Jersey, New Orleans,
West DuPage, Yakima



Core Features of the Educare Model

- Small Class Size
- Staff Qualifications
- Continuity of Care
- Early Oral Language and Literacy
- Social Emotional Development
- Problem Solving and Numeracy
- Starting Early
- Research Based
- Family Support Services
- Interdisciplinary Approach
- Reflective Supervision and Practice
- Integrating the Arts

Implementation Study Purposes

- For internal stakeholders:
Program improvement, site-specific technical assistance, and answering site-specific questions
- For external stakeholders:
Document core features, showcase high quality, contribute to literature on enhancing child outcomes, and provide data and a place for advocacy

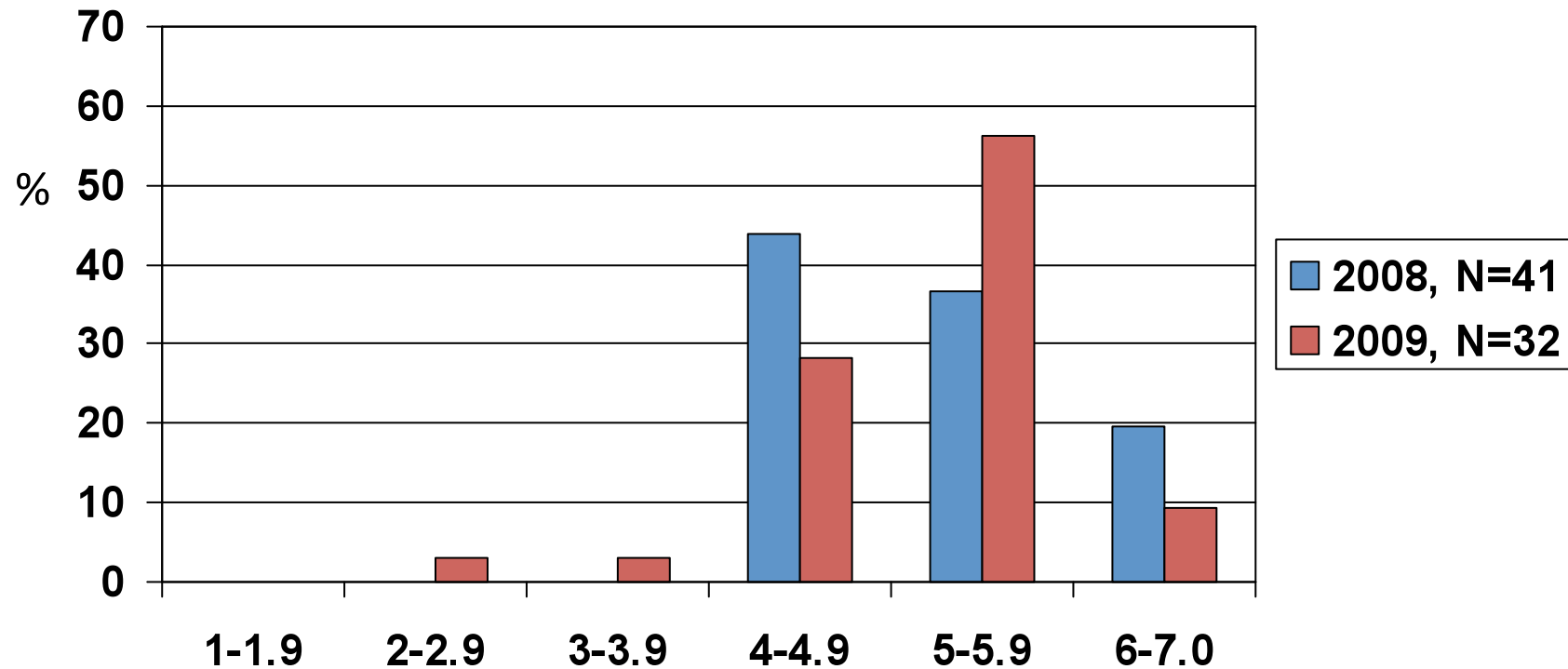
Who Are We?

- Local evaluators at eight sites (in 2009-10) with a central evaluation coordination site at FPG
- National advisory board for the Implementation Study
- Local program leaders and funders
- Technical assistance staff at the Ounce of Prevention Fund

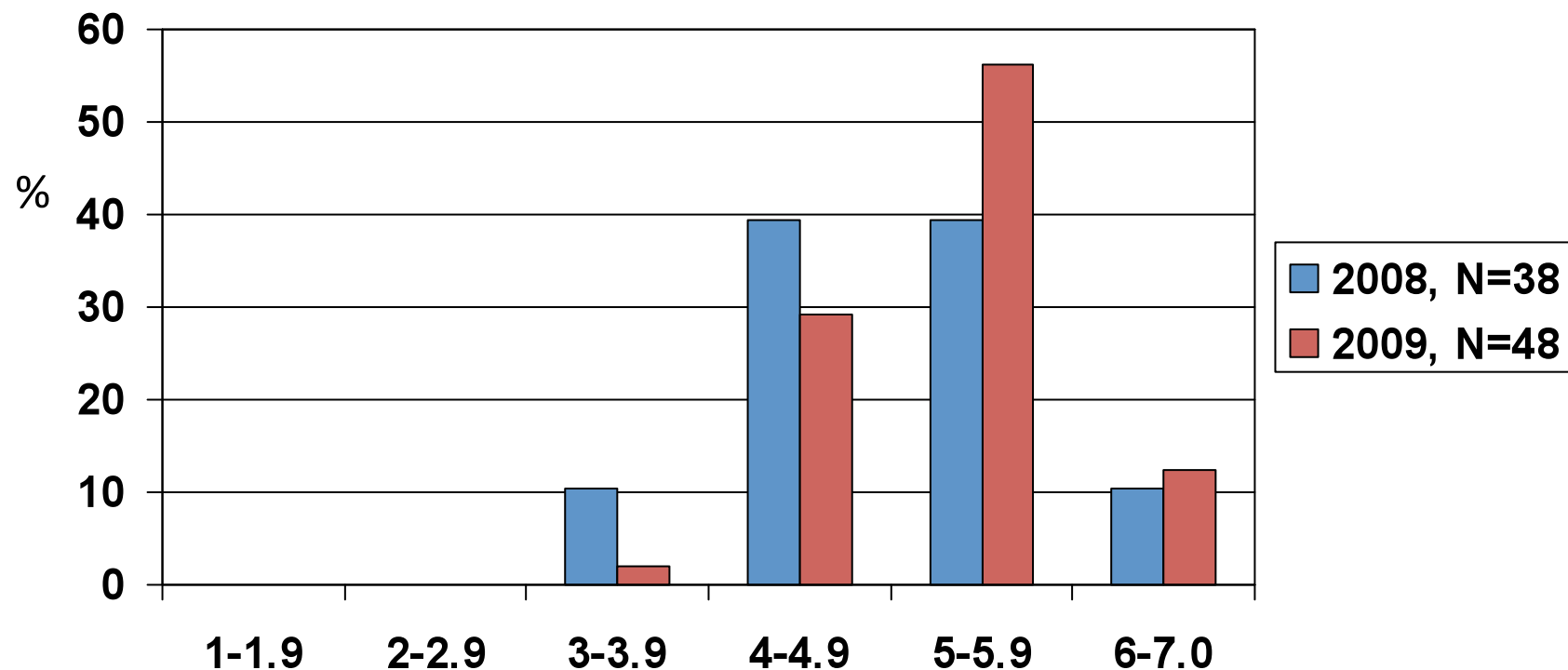
Overview of Data Collection

Type of data	Frequency	Why Collect?
Staff Questionnaire	Annually	Demographics, beliefs, practices
Parent Interview	F & S each year	Demographics, beliefs, activities, involvement, risk factors
<u>Classroom Obs</u> ITERS-R or ECERS-R ELLCO CLASS	Annually	Classroom activities, language, interactions, overall quality
<u>Child assessments</u> Early Comm. Indicator Bayley PPVT-4 (+ Woodcock-Munoz) PALS Bracken	F, W, S 24 months EHS: at 36 mo HS: F & S of 1 st HS yr + S of 2 nd yr F & S of yr before K Spring before K	Child language and cognitive status and change over time; maintenance of Spanish language (for ELLs)
<u>Tchr ratings:</u> DECA-IT & DECA	F & S each year	Children's social-emotional competence

Distribution of ITERS-R Total Scores, 2008 & 2009



Distribution of ECERS-R Total Scores, 2008 & 2009

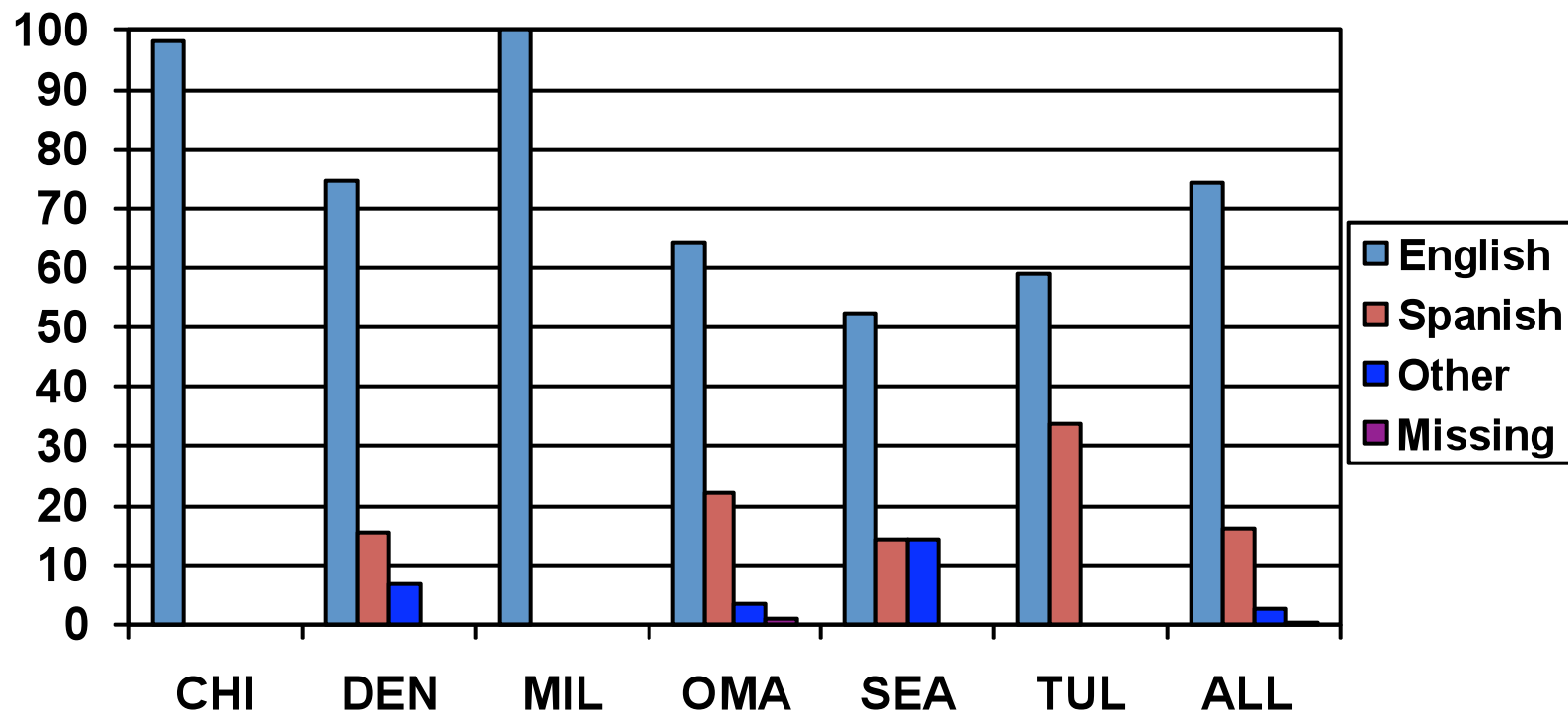


Child Demographics, 2009

- **Gender:** 51% Boys, 49% Girls
- **Race/Ethnicity**
 - 29% Hispanic (any race)
 - 56% Black
 - 7% White
 - 8% Biracial or Other
- **Primary Caregiver Education**

19% < HS	14% HS plus technical training
20% HS/GED	10% AA
24% some college	7% BA

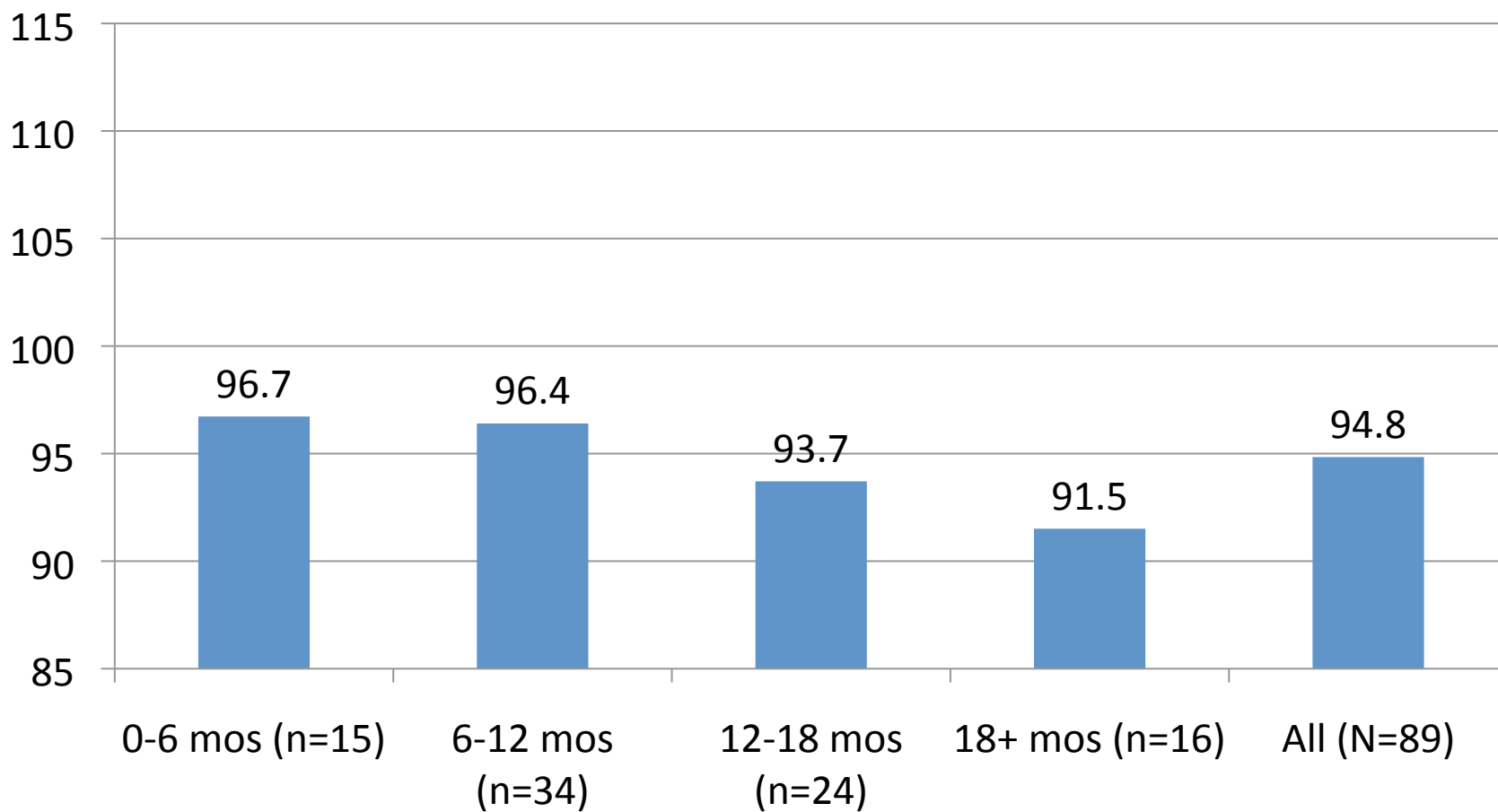
Language Most Heard at Home (%)



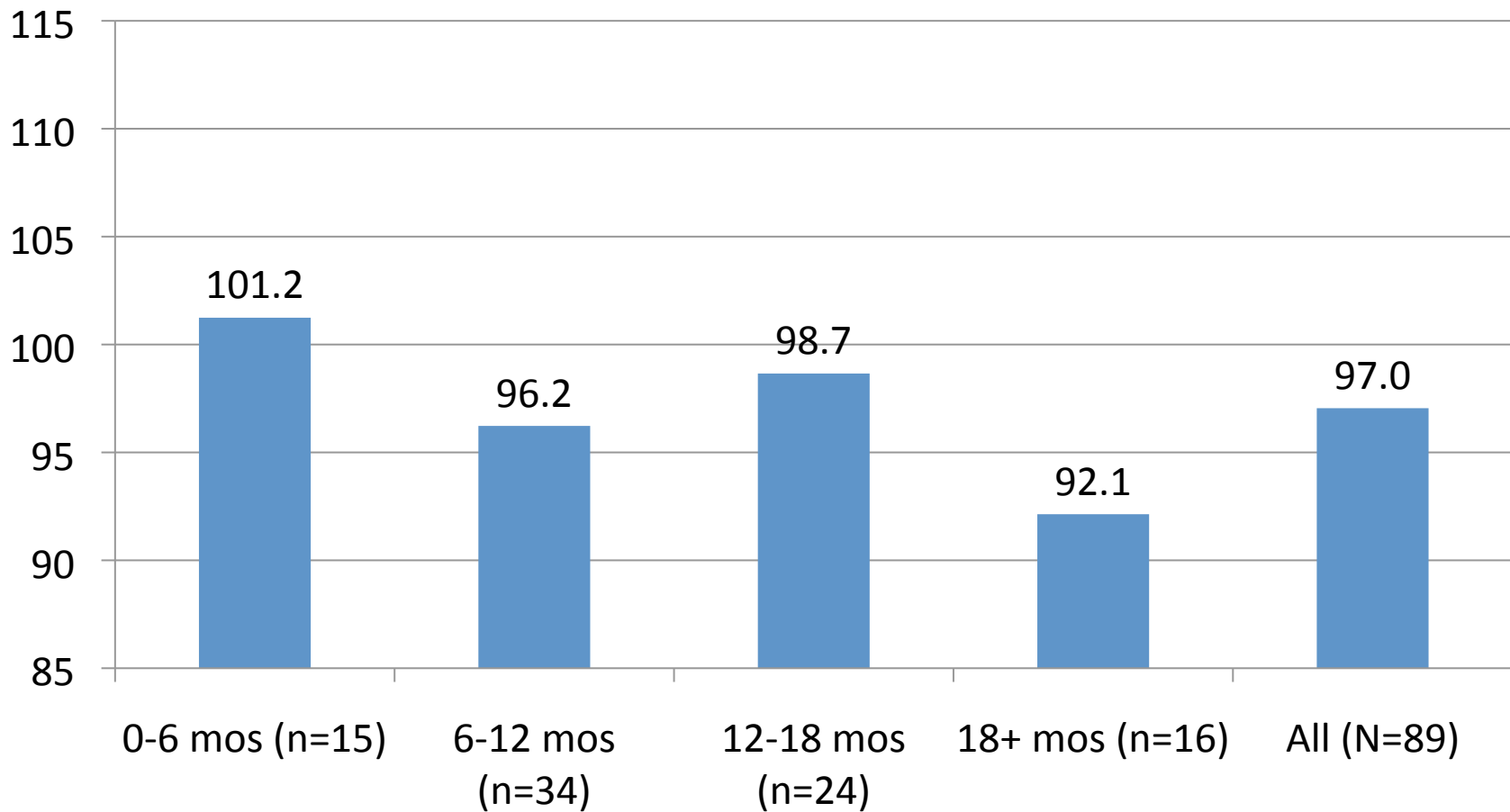
Summary of Age of Entry Effects

- Age of entry matters—the earlier children enter, the higher their scores on:
 - Bayley cognitive and language scores at age 2
 - PPVT vocabulary scores at age 3 (Eng speakers)
 - PPVT the spring before K (Eng & non-Eng)
 - Bracken school readiness the spring before K (Eng & non-Eng)
 - Woodcock Munoz Spanish lang ability the spring before K
- Age of entry effects were not found for:
 - Bayley motor scores
 - Latest ECI communication scores
 - PPVT for non-Eng and Woodcock Munoz at age 3 (but sample sizes small)

Bayley Cognitive Standard Scores of 2 Year Olds
by Age of Entry into Educare
All Sites, English, Adjusted, 2007-09



Bayley Language Standard Scores of 2 Year Olds by Age of Entry into Educare All Sites, English, Adjusted, 2007-09

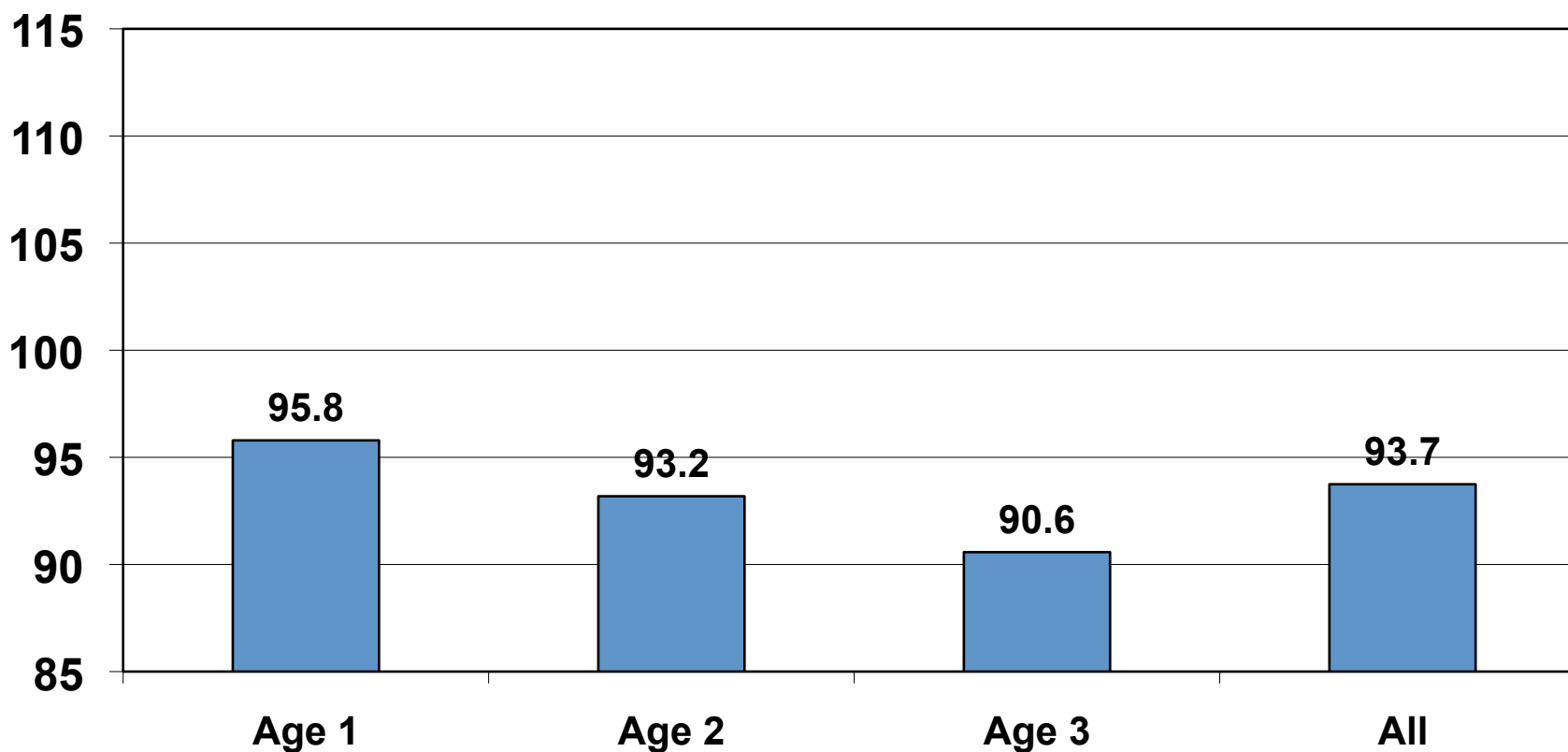


English Vocabulary Scores (PPVT-4) of 3 Year Olds by Age of Entry into Educare

All Sites, Adjusted, 2007-09

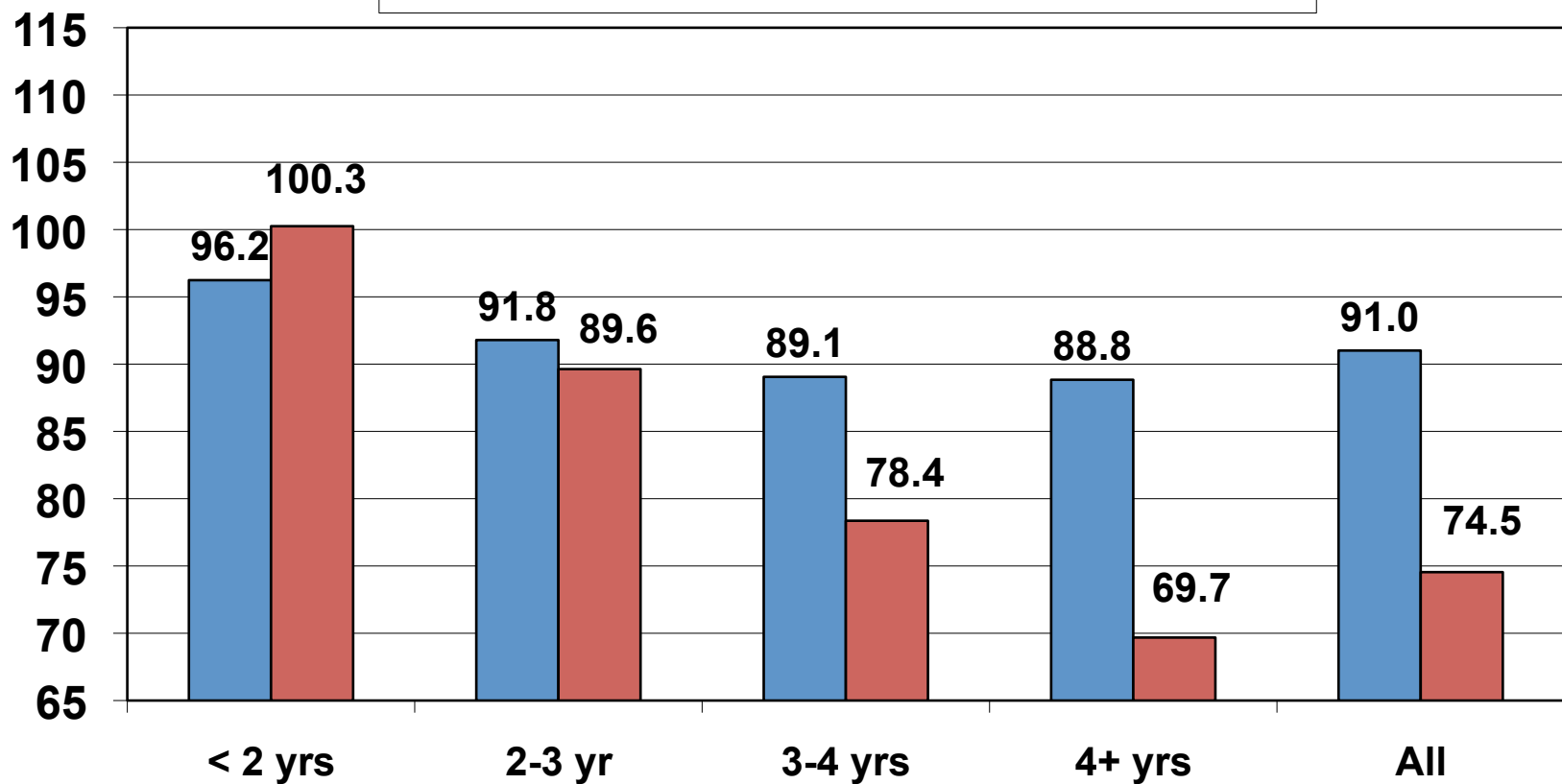
Children's Home Language:

English (n=230)



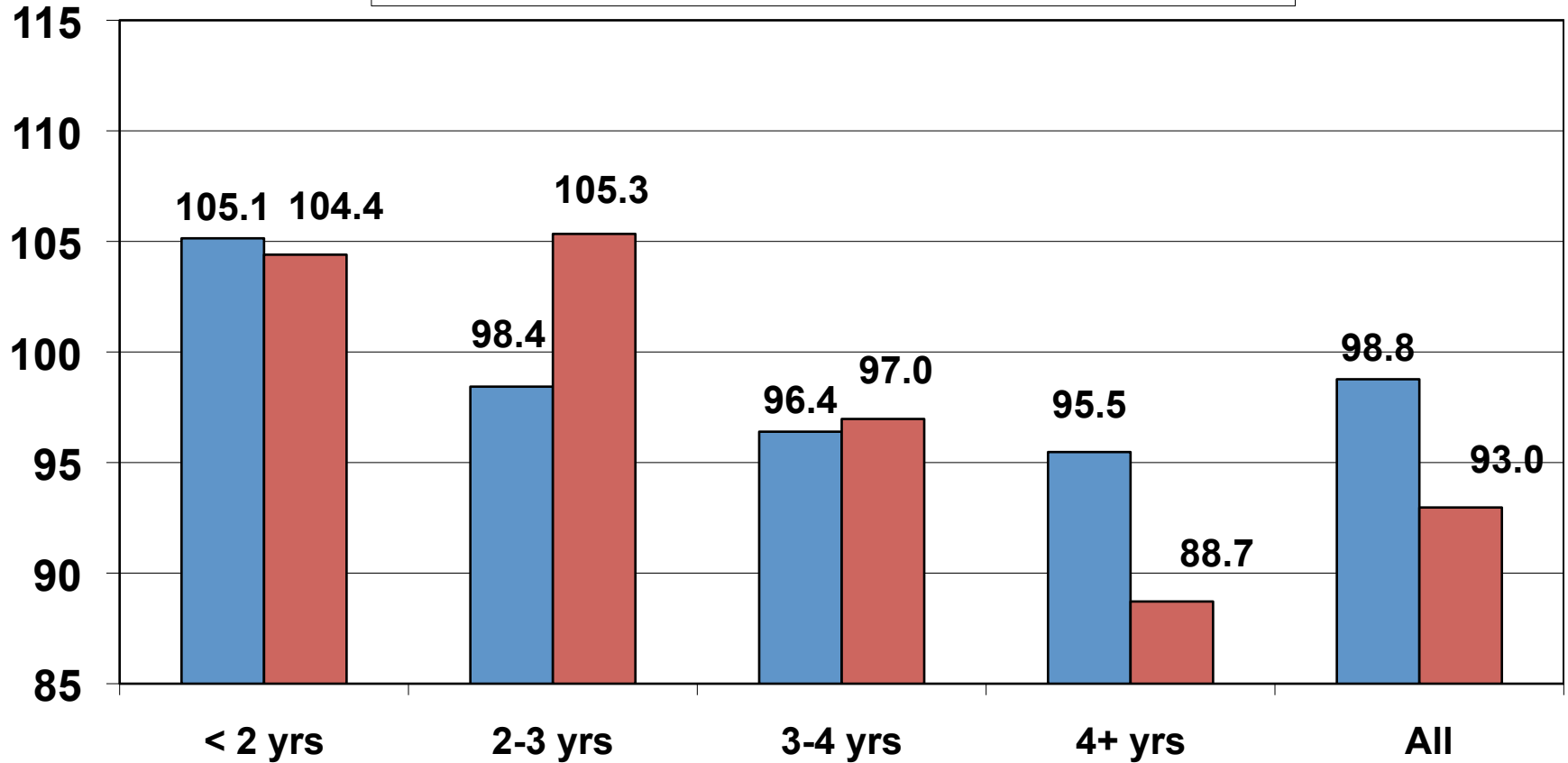
English Vocabulary Scores (PPVT-4) of Kindergarten Bound Children by Age of Entry into Educare All Sites, Adjusted, 2007-09

Children's Home Language:
English (n=372) Non-English (n=214)



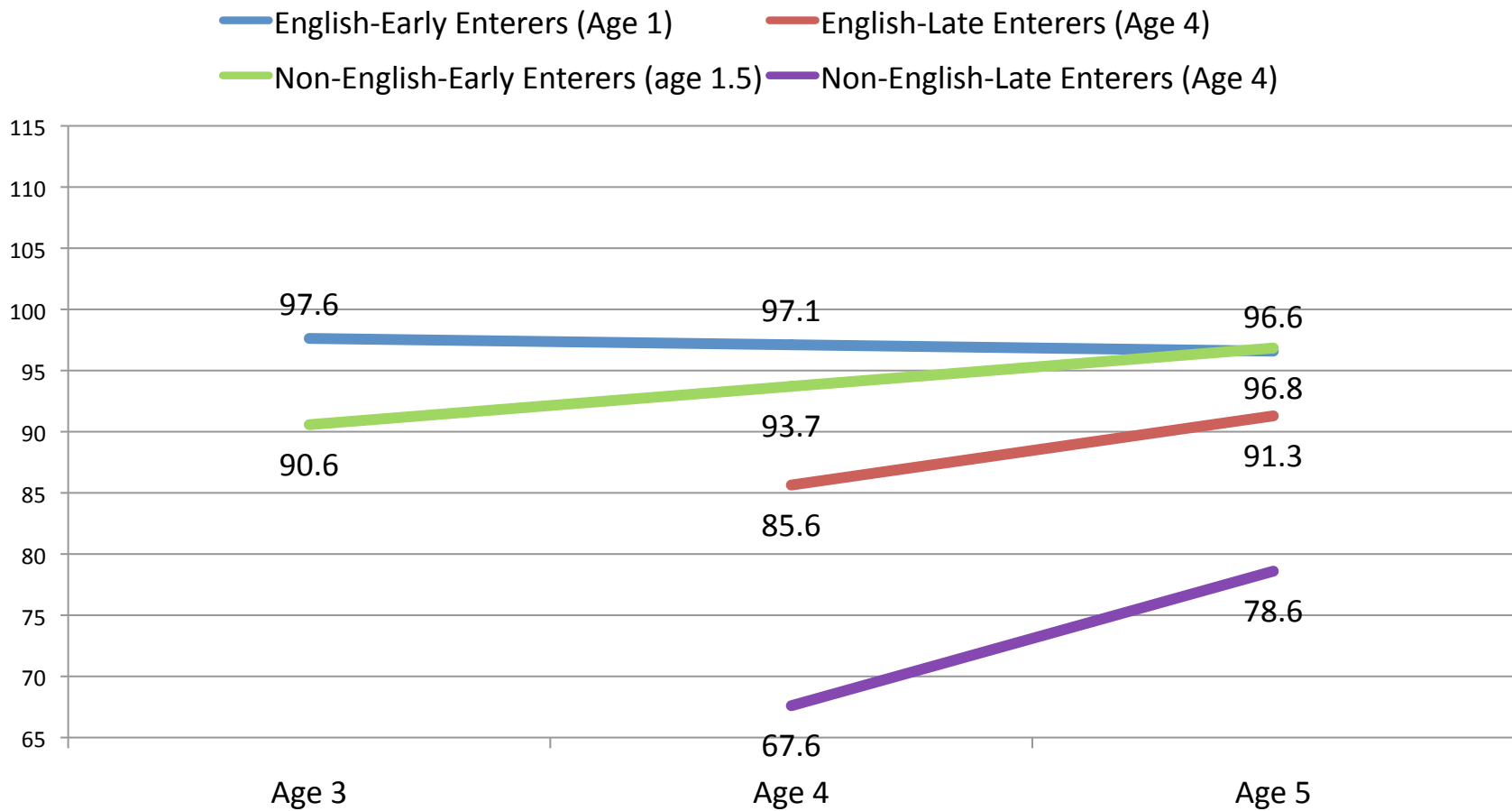
School Readiness Scores (English Bracken) of Kindergarten Bound Children by Age of Entry into Educare
All Sites, Adjusted, 2007-09

Children's Home Language:
English (n=332) Non-English (n=189)



PPVT Scores 2007-09: Age by Age of Entry Interactions

(Home Language: n=681 English, 283 non-English)



Educare's Early Returns are Promising

- Strong evidence for “earlier is better”
- High-quality classrooms presumed to play a role, but also other Educare core features
- Planning for a randomized study to better compare effects of Educare with “typical” care
- Purpose statement, measures list, and Promising Early Returns documents are available at:
<http://www.fpg.unc.edu/~bounce>