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

<table>
<thead>
<tr>
<th>Type of data</th>
<th>Frequency</th>
<th>Why Collect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Questionnaire</td>
<td>Annually</td>
<td>Demographics, beliefs, practices</td>
</tr>
<tr>
<td>Parent Interview</td>
<td>F &amp; S each year</td>
<td>Demographics, beliefs, activities, involvement, risk factors</td>
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<tr>
<td>Classroom Obs</td>
<td></td>
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<tr>
<td>ITERS-R or ECERS-R</td>
<td>Annually</td>
<td>Classroom activities, language, interactions, overall quality</td>
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<tr>
<td>ELLCO</td>
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<tr>
<td>CLASS</td>
<td></td>
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<tr>
<td>Child assessments</td>
<td></td>
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<tr>
<td>Early Comm. Indicator</td>
<td>F, W, S</td>
<td>Child language and cognitive status and change over time; maintenance of Spanish language (for ELLs)</td>
</tr>
<tr>
<td>Bayley</td>
<td>24 months</td>
<td></td>
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<tr>
<td>PPVT-4 (+ Woodcock-Munoz)</td>
<td>EHS: at 36 mo</td>
<td></td>
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<tr>
<td></td>
<td>HS: F &amp; S of 1st HS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yr + S of 2nd yr</td>
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</tr>
<tr>
<td></td>
<td>F &amp; S of yr before K</td>
<td></td>
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<tr>
<td></td>
<td>Spring before K</td>
<td></td>
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<tr>
<td>PALS</td>
<td></td>
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<tr>
<td>Bracken</td>
<td></td>
<td></td>
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<tr>
<td>Tchr ratings: DECA-IT &amp; DECA</td>
<td>F &amp; S each year</td>
<td>Children’s social-emotional competence</td>
</tr>
</tbody>
</table>
Distribution of ITERS-R Total Scores, 2008 & 2009

- 2008, N=41
- 2009, N=32
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
  20% HS/GED
  24% some college
  14% HS plus technical training
  10% AA
  7% BA
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

0-6 mos (n=15) 96.7
6-12 mos (n=34) 96.4
12-18 mos (n=24) 93.7
18+ mos (n=16) 91.5
All (N=89) 94.8
Bayley Language Standard Scores of 2 Year Olds by Age of Entry into Educare, All Sites, English, Adjusted, 2007-09

- 0-6 mos (n=15): 101.2
- 6-12 mos (n=34): 96.2
- 12-18 mos (n=24): 98.7
- 18+ mos (n=16): 92.1
- All (N=89): 97.0
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

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