

**Evaluation Report
2014-2015
Educare of Lincoln**



Executive Summary

Educare of Lincoln. Educare of Lincoln opened in March, 2013 as a collaborative effort among Community Action of Lincoln (CAL), the Buffett Early Childhood Fund (BECF), Lincoln Public Schools (LPS) and the University of Nebraska-Lincoln (UNL). Lincoln served 199 students overall in 2014-15, with some turnover. The capacity of Educare Lincoln is 159 students across 13 classrooms.

The Educare Model. Educare of Lincoln is part of the larger, national network of 21 Educare Centers located throughout the US. Educare builds on Head Start and Early Head Start. In Lincoln, Community Action of Lincoln is the grantee for Head Start and Lincoln Public Schools is delegate for Head Start. The Buffett Early Childhood Fund and University of Nebraska join this partnership and the Educare Model builds to a new level www.educareschools.org.

Educare is a program designed to give students in poverty an improved chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five. Students and families from low-income homes often face unique barriers in developing foundations for academic success. Educare's program model is specifically designed to help these at-risk students and their families overcome such barriers. Educare's mission is to ensure that these students receive the services they need to arrive at kindergarten ready to learn and participate on par with their more economically advantaged peers.

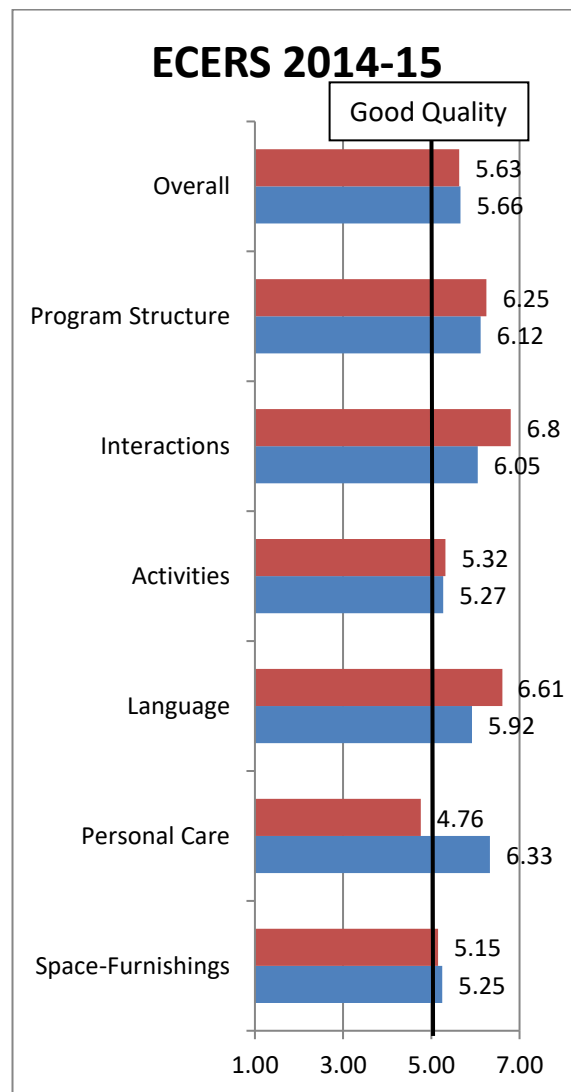
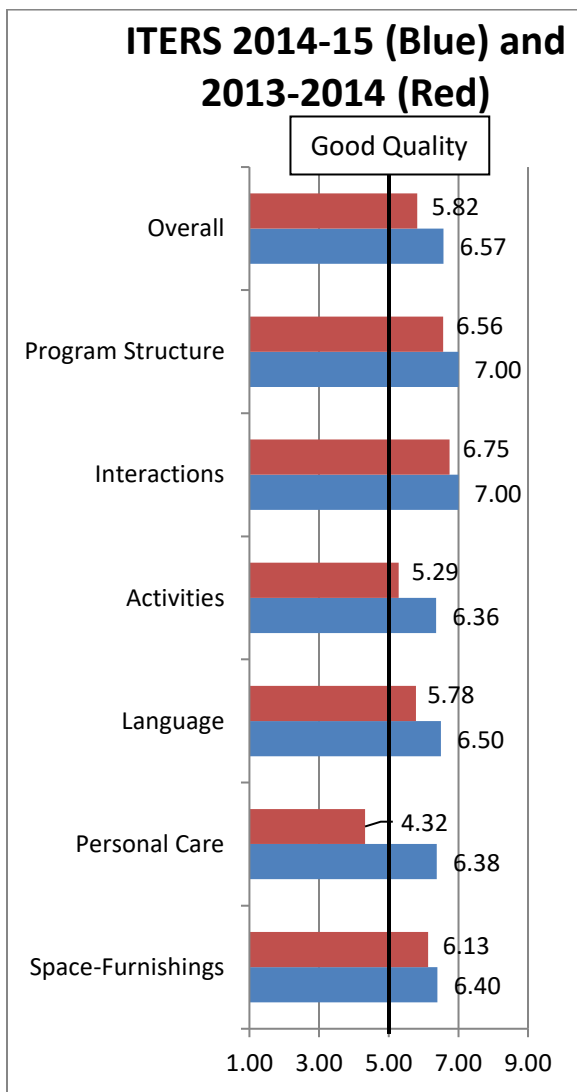
Evaluation of Educare Lincoln is provided by the College of Education and Human Sciences, University of Nebraska, Lincoln, as the Local Evaluation Partner (LEP). Data collectors work in conjunction with LEPs from other Educare programs and the National Evaluation Partner (NEP), Frank Porter Graham Institute, University of North Carolina.

Who are Lincoln Educare Families and Children? The families of children served include a large percentage of diverse immigrants (37%). Parents were born in different parts of the world (e.g., central and Latin America, Africa, central Asia, eastern and central Europe). In all, parents were born in 17 different countries. In 30% of the homes, English is not the language children hear most often. In 14% of homes Spanish is prevalent but in another 16% other languages are spoken, with Arabic the most prevalent. Nearly all parents are employed; many are also in training and most families have multiple children. Altogether, diverse and busy describes this Educare population presenting both challenges and opportunities.

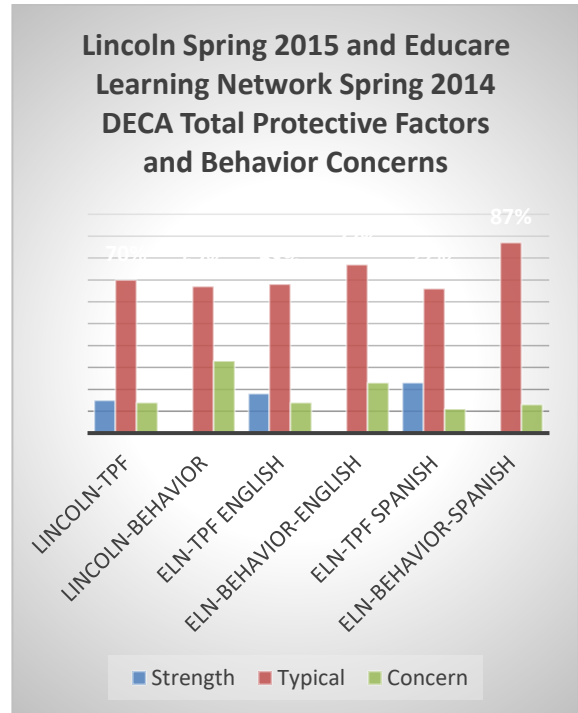
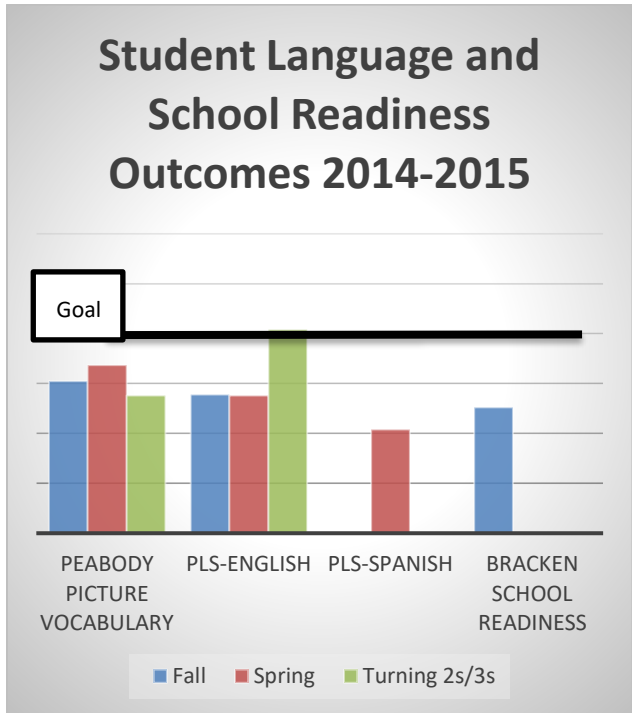
Characteristics of Population Served by Educare Lincoln

% LEP	% White/ Caucasian	% Black	% Hispanic	% Children Verified for Special Education	% Male Children
29%	35%	32%	19%	19%	57%

What was the quality of implementation for Educare Lincoln? The Infant Toddler Environment Rating Scale-Revised (ITERS-R) measured the quality of infant and toddler classrooms and the Early Childhood Environment Rating Scale-Revised (ECERS-R) measured the quality of classrooms for children aged 3 and above. Trained and reliable observers completed the ratings. A score of “5” is generally regarded as a good score and the charts below show that on average Educare Lincoln classrooms scored above this benchmark and were on par with other Educare programs. On the CLASS measure, both infant toddler and preschool classrooms scored somewhat below the Educare Learning Network average, demonstrating opportunities for improvement (see the report document).



Are Children Benefitting? Students were assessed twice during the 2014-15 school year on multiple measures. The measures evaluate individual students on language, vocabulary, school readiness and social/emotional factors.



For all of the norm-referenced assessments the goal is for students to score at or above a standard score of 100. The assessments for which the standard scores are used are the Bracken School Readiness Assessment (BSRA; Bracken, 2007), the Peabody Picture Vocabulary Test (PPVT-4; Dunn & Dunn, 2007) and the Preschool Language Scales (PLS-5; Zimmerman, Steiner, & Pond, 2011; Zimmerman, Steiner, & Pond, 2012). As can be seen, preschool-age children improved on the PPVT-4 from fall to spring. They did not show improvements on average on the PLS-5 and for all except the turning 2-year olds and turning 3-year olds, scores were below the desired national average, signaling a possible goal for the future.

To assess social-emotional development Devereux Early Childhood Assessments (DECAs) were completed on 118 children in fall and spring. Average Protective Factor T scores (social emotional scores) were 48.41 for fall and 49.79 for spring, indicating modest progress in Protective Factors over all the infant, toddler and preschool levels. DECA Protective Factor Scores, with 14% in the concerns category, were comparable to those of the Early Learning Network (ELN) from 2013-2014 (2014-2015 scores not available yet). Educare Lincoln Behavioral Concerns did not change appreciably from fall to spring. However, DECA Behavioral

Concerns, with 33% in the concerns category in Lincoln, vs. 23% for the ELN, demonstrates Educare Lincoln had higher rates of Behavioral Concerns than was true for the ELN.

The parent survey completed for 155 children provided descriptive information about parents. Just a few of the many findings regarding parents are reported here; see the full report for a more comprehensive report.

- 38% of families report they sometimes or often worry about running out of food.
- 45% of parents reported they breastfed their child for at least 6 months.
- 29% of preschool age children are overweight or obese; 60% are in the normal category.
- Educare Lincoln parents better national averages on parent feeding scales but children are more responsive to food (associated with being overweight) than national averages.
- 44% of parents live in neighborhoods where they feel lack of support.
- 44% of Educare parents have a conversation with other Educare parents once a week.
- 29% of parents answered yes to three questions indicating challenges with depression.
- Educare Lincoln parents have more “life changes” than ELN parents on average.
- The majority of parents had not been to a play, concert, live show, museum, art gallery, or library with their child. 5% of parents take their child to the library weekly.
- 27% of parents have no books for their child in their home language.
- 85% of parents have a television in their home (44% in child’s bedroom); 52% own a media tablet.
- Most parents feel close to their child; parents report more conflict than true for the ELN.
- 83% of parents hope their child will attain a college degree.

Possible Goals

Throughout the report the evaluation team has identified some possible goals that seem to extend from the findings. These, of course, are only for consideration, and actual setting of goals will be up to program personnel. A few for overall consideration are as follows:

- 1. In language and cognitive development, while there was growth on the PPVT-4 this past year, it is be possible to aim towards greater growth on the PPVT-4 and PLS-5, as well as on the Bracken (which will be measured fall and spring in 2015-2016). A long-term goal is the national average of 100 on these measures but a more realistic goal is to aim for fall to spring improvement in all areas. This aim can be pursued jointly by increasing and enhancing language use in classrooms but also by encouraging more use of books and libraries by parents.*
- 2. In social emotional development, greater growth in DECA Protective Factors is possible and reducing DECA Behavior Concerns is generally possible. Aiming to improve toddler and preschool-age children’s Self Control as measured in the DECA*

- while helping parents find ways to reduce parent-child conflict can work together to build more child resiliency and self-control, leading to all around success for children.*
- 3. While Rating Scale (RS) scores are comparable to those for the ELN, to ensure implementation of the Educare model, aim towards scores that are equal to overall ELN averages on the CLASS measures, while maintaining or improving the RS scores.*
 - 4. Build on the wonderful diversity in the Educare Lincoln community by emphasizing and celebrating who the families are and where they are from! Encourage more interactiveness among families while in the Educare program.*

Introduction

Educare of Lincoln

Educare of Lincoln opened in March, 2013 as a collaborative effort among Community Action of Lincoln (CAL), the Buffett Early Childhood Fund (BECF), Lincoln Public Schools (LPS) and the University of Nebraska-Lincoln (UNL). In order to provide high quality early childhood education and care, funds are provided through multiple sources including the Buffett Early Childhood Fund, Head Start, Lincoln Public Schools, the College of Education and Human Sciences, UNL, the University of Nebraska Foundation. Funds have also been provided from the Lincoln Community Foundation.

The Educare Model

Educare of Lincoln is part of the larger, national network of 21 Educare Centers located throughout the US. Educare builds on Head Start and Early Head Start. In Lincoln, Community Action of Lincoln is the grantee for Head Start and Lincoln Public Schools has long been the delegate for many of the Head Start children. The Buffett Early Childhood Fund and University of Nebraska join this partnership and the Educare Model builds to a new level as described below, in the Theory of Change schematic that follows and at this URL, www.educareschools.org.

Educare is a program designed to give students in poverty an improved chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five. Students and families from low-income homes often face unique barriers in developing foundations for academic success. Educare's program model is specifically designed to help these at-risk students and their families overcome such barriers. Educare's mission is to ensure that these students receive the services they need to arrive at kindergarten ready to learn and participate on par with their more economically advantaged peers.

Educare is based on research from a variety of relevant disciplines, such as early childhood development, social work, and other allied fields. Social-emotional developmental theory, in particular, informs all aspects of the Educare model as the development of healthy relationships and positive social-emotional skills are a key component of student academic success. Educare also incorporates ongoing evaluations to assess the quality of classroom environments and evaluate students' progress. Data from these ongoing evaluations is used for program improvements and policy development at both the state and national levels.

The Educare Model's core features include data utilization, embedded professional development, high-quality teaching practices, and intensive family engagement. Data utilization encompasses research-based and data-driven practices, while embedded professional development emphasizes highly qualified staff, intensive staff development, an interdisciplinary approach that encourages communication and collaboration, and reflective supervision and practice throughout the program. High-quality teaching practices integrate full-day, full-year care and education for children, small class sizes with high staff-child ratios, and continuity of care to help students develop secure relationships. Moreover, it involves a research-based curriculum with an intentional and specific focus on the development of language and literacy, social-emotional development, early math concepts, problem solving and motor development, as well as using the arts to strengthen and support these skills. Intensive family engagement supports strong parent-child relationships, family well-being, and ongoing learning and development by providing on-site family support services and emphasizing prenatal and birth-to-three services.

Through the coordinated implementation of these core features, Educare promotes high-quality early childhood programs that encourage strong family-school partnerships and parental support for children's learning, helping to ensure that children grow up safe, healthy, and eager to learn. In turn, children are better prepared for kindergarten, increasing their chances for long-term academic and life success.

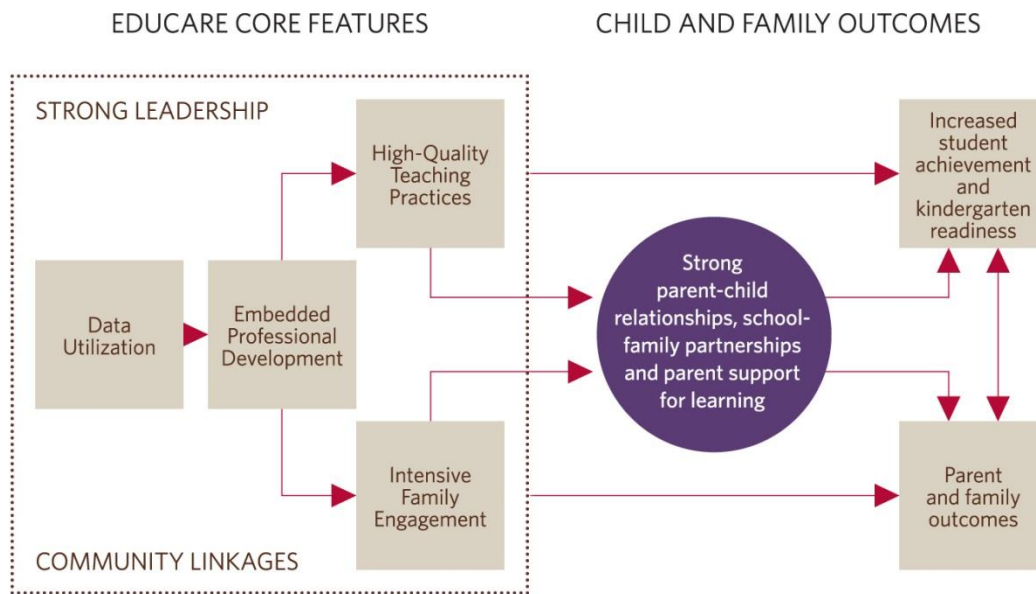


Figure 1. Educare Theory of Change

Evaluation

As noted above, the data and evaluation play a special role in the Educare Network. Each Educare has a Local Evaluation Partner (LEP) and common data are collected across all sites that are aggregated by the National Evaluation Partner (NEP). LEPs collect some unique local data as well to help the program understand matters of local interest. In Educare Lincoln, the College of Education and Human Sciences, University of Nebraska-Lincoln, is the LEP. The evaluation is coordinated by Departments of Child, Youth and Family Studies and Speech and Language Pathology. Under the supervision of faculty, graduate students are involved in data collection (see Appendix 1). In addition, after data are collected, teachers and parents are informed about children’s development, teachers and Master Teachers receive classroom observation scores, data dashboards are prepared and this annual report aggregates for the year. Altogether, there are two major purposes of the evaluation:

1. Internal: to use data in a timely fashion to inform the program about its own practices and progress and
2. External: to present aggregate reports and scholarly articles that can inform about the network’s efforts overall and inform the field as innovations are implemented in Educare (e.g. Yazejian, Bryant, Freel, & Burchinal, 2015).

Throughout 2014-2015, evaluation activities have focused on the first goal by providing as timely as possible child-level reports to classroom teachers and administrative staff. Parents were also given data reports about their own children in order to bring all possible sources of information

into the planning process for children’s growth and well-being. In addition, classroom reports were given to all classroom teams and master teachers for all the classroom measures. Dashboard reports have been prepared for the Policy Council as data became available during the school year. For aggregate reporting, data are shared with Frank Porter Graham for Educare cross-site reports.

This evaluation report of Educare focuses on determining the overall effectiveness of the programs in providing early childhood services, parenting education, and family support services. The purpose of the program evaluation is to help the program improve and develop practices while concurrently examining the overall effectiveness of the program. The information in this evaluation report should be considered baseline and part of an ongoing evaluation. Throughout we identify (*in italics*) possible goals that the data suggest for program consideration.

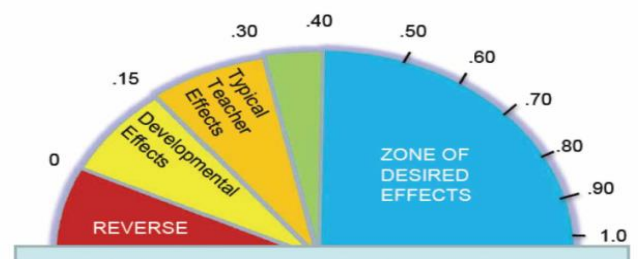
This evaluation report strives to answer the following questions:

- Who does Educare Lincoln serve?
- Are staff and classrooms of high quality?
- Are students benefitting and achieving positive outcomes?
 - In language development
 - In general school readiness
 - In social-emotional development
 - In other ways
- Are families benefitting and achieving positive outcomes?



These questions continue to be answered by collecting data across multiple sources and utilizing mixed methods approaches.

To quantify program impacts, beginning in 2015-2016, we will report all pre and post measures relative to significance (were the results statistically significant) and if so, what was the magnitude of the change (effect size). To understand effect size and to place it in context, Cohen suggests using $d=0.20$ to be small, $d=0.50$ to be medium, and $d=.80$ to be a large effect. Therefore, when significant differences were found, effect sizes of those differences were



measured using a Cohen's *d* (Cohen, 1988)¹. To describe this another way, John Hattie in *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, uses a concept called "zone of desired effects" that starts at a medium effect size, 0.40 (Hattie, 2009). Hattie suggests that a 1.0 effect size (as shown in the graph) is equal to about 2-3 years of student growth and learning. Effect sizes can be greater than 1.0; however, they are less common and are therefore not shown on the graphic. Effect size is often smaller with infant through kindergarten students because the range of measurement error is larger with these very young children (Burchinal, 2008). Additionally, there are a smaller number of early childhood assessments that measure learning domains with young children; the result is the possibility of more measurement error in this testing. Therefore, for the very young, an effect size as low as .15 to .30 may be the beginning of the zone of desired effects. This current report includes descriptive fall to spring change and effect sizes for change when there were fall to spring changes noted descriptively.

Diverse Cultural Context

Perhaps because of Lincoln's role as an Immigration and Naturalization Service-receiving community, Educare Lincoln is unique to the Educare network in that the families of children served include a large percentage of diverse immigrants (37%). Parents were born in different parts of the world (e.g., central and Latin America, Africa, central Asia, eastern and central Europe). In all, parents were born in 17 different countries. In 30% of the homes, English is not the language children hear most often. In 14% of homes Spanish is prevalent but in another 16% a diversity of other languages are spoken, with Arabic the most prevalent; parents report for 29% of children, their first language is not English. Diverse countries of origin and diverse languages do not explain the all of diversity in Educare Lincoln; when race and ethnicity are combined, 35% of children's race/ethnicity is reported to be white, 32% black, 19% Hispanic and 14% other. Children contribute further to the culture; Educare Lincoln serves 57% boys and nearly 19% of the children have been identified as needing special education services (IEP or IFSP) and 30% of parents completing the parent interview said their children have special health needs. It should be underscored that nearly all parents are employed; many are also in training and most families have multiple children. Altogether, diverse and busy describes this Educare population presenting both challenges (e.g., for communication, staffing) and opportunities. *Possible goal: build on diversity as a strength for celebration, learning about and intentionally adding to all the ways diversity can enhance discourse, classrooms, the Educare Lincoln environment and community, but do so in ways that communicate quickly and bring fun to these busy parents.*

¹ When paired samples testing (t-tests) were used for analysis, Cohen's *d* was computed using the paired differences mean divided by the paired differences standard deviation.



Who are the Families and Children Served by Educare of Lincoln?

Lincoln served 199 students overall in 2014-15, with some turnover. The capacity of Lincoln is 159 students across 13 classrooms. Not all classrooms were used this past year.

Characteristics of Population Served by Educare Lincoln

% LEP	% White/ Caucasian	% Black	% Hispanic	% Children Verified for Special Education	% Male Children
29%	35%	32%	19%	19%	57%

Characteristics of Families: Parents were born in 17 different countries, including Afghanistan, Chad (3), Colombia, Ethiopia (3), Guatemala, Haiti (5), Honduras (2), Iran, Iraq, Libya (5), Malawi, Mexico (15), Saudi Arabia, Sudan (12), Vietnam, and Zambia. Altogether, 37% of primary caregivers were born outside the USA. As well, 98 of the parents were born in the USA. More children than parents were born in the USA; 8% of children were born outside the USA. Children not born in the USA were born in Afghanistan (2), Albania, Argentina, Germany, Iraq, Libya, Saudi Arabia, and Sudan.

Children’s First Language; Languages Spoken in Homes: Parents reported that for 71% of children, child’s first language is English, 14% Spanish, with 15% speaking first other languages, many Arabic. Similar were reports of languages spoken most in homes: 69% reported English was spoken most, 14% reported Spanish is spoken most and 16% reported speaking other languages most at home. In 30% of the homes, English is not what children hear most at home. However, for 82% of children, parents reported English was the child’s strongest language, for 10% Spanish was strongest, and for 8% it was other languages. Thus, parents perceive children to be more proficient in English than use of language in home would suggest.
Possible goal: Discuss specific intentions at Educare Lincoln about bilingualism and English

language learning. What are the goals? What will be the strategies for reaching the goals? How will those strategies be implemented?

Race/Ethnicity: When race and ethnicity are combined, 35% of children's race/ethnicity is reported to be white, 32% black, 19% Hispanic and 14% other.

Primary Caregivers: Mothers report they are children's primary caregivers for 92% of children but fathers are reported to be children's primary caregivers for 5% of the children, others, grandparents and foster parents.

Education and Work: Primary caregivers report having no high school degree in 13% of cases; 13% have a high school degree; 37% have some college or some technical training; 37% have 2 years of college or more. Of the first category, 3 primary caregivers have an 8th grade education or less, 13 have some high school and 17 have a high school or GED degree. The large majority of Educare caregivers are employed full time (60%), another 27% indicated they were employed part-time or part of year. Only 7 (6%) of the primary caregivers listed themselves as not in the labor force at all. As well, 34% indicated they were in school or in a training program. *Possible goal: As parents are very busy with work and training, parent meetings that include supports for them (e.g., something to take home for dinner and child care) can help support and enable them to participate.*

Family Structure: Two-parent (48%) and single-parent (51%) families are fairly evenly divided in the Lincoln Educare population. Children live with their mothers in 97% of cases reporting; with their father in 42%, with a brother (47%) or sister (46%), with a grandmother (10%) or grandfather (9%). The mean number of adults in households was 1.7 and mean number of children is 2.7. More households have two or more adults (57%) than one adult (43%). More households have two (33%), three (30%), four (13%) or more (8%) children living together than having only one child (16%). *Possible goal: Since most households have more than one child (and most parents work as well) some parent meeting activities (e.g., group games to take home and that can be played by all children or fun family gatherings) may be welcome.*



Mother's Age: Over 56% of children's birth mothers at the time of the interview were 30 or older; another 23% were in the 26-30 age range and 34% were in the 20-25 age range. When children were born, 9% were 19 or younger; the teenager birth rate in some Educare sites is higher. Mean age for mothers when the Educare child was born was 27 years.

Child Sex: 89 (57%) of Lincoln Educare children are boys, and 66 (43%) are girls. *Possible goal: Recruit girls for balance.*

Children with Special Needs: While Head Start requires that at least 10% of children served qualify for special education, Educare Lincoln far exceeds with 16% qualifying for an IEP (Individualized Education Plan and Part B for 3-5 year olds) and 3% have an IFSP (Individualized Family Support Plan and Part and Part C for 0-3 year olds). There is a total of 39 verified disabilities within the program. Even more parents report that their child had some kind of special need—28.4% and 30% indicated on a different question that the child had special health needs. Most frequently mentioned health needs were allergies, eczema and asthma and other needs.

Child Health: While 61.2% of parents report children are in excellent or very good health, another 37.8% report children are in good to fair health. This is a considerably higher rate than reported for the Educare Learning Network (at 18% for 2012-2014) (See also more data on more nutrition and BMI factors later in this report.) *Possible goal: The relatively high percentage of children whose parents do not rate them in very good or better health categories suggests that health needs to continue to be a high priority for Lincoln Educare and that goals, strategies and implementation need to be closely monitored.*



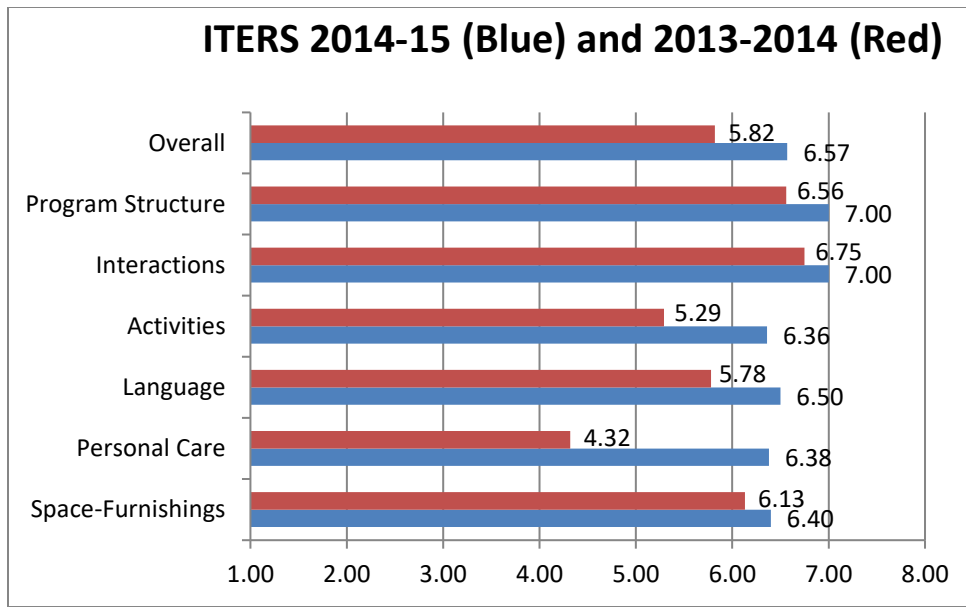
What was the quality of implementation for Educare Lincoln?

Infant and Toddler Classroom Quality

Infant Toddler Environment Rating Scale-Revised (ITERS-R). The quality of infant and toddler classrooms was measured using the Infant/Toddler Environment Rating Scale – Revised (ITERS-R). This observational tool is used to assess the quality of infant and toddler classrooms in various domains including: Space and Furnishings, Personal Care Routines, Language (Listening and Talking), Learning Activities, Interaction, Program Structure, and Parents and Staff, as well as an overall rating of quality.

- Six classrooms were observed and rated using the ITERS-R this year. The resulting scores are illustrated below. Note: older toddler rooms were observed and rated with the early childhood version of this tool.

ITERS-R
Infant/Toddler
Environment Rating
Scale – Revised
Authors: Harms, Cryer
& Clifford, 2006
Scale: 1 to 7
1 = Inadequate
3 = Minimal
5 = Good
7 = Excellent



Classrooms were rated of good quality (6.57 overall rating across classrooms). Areas of highest ratings were interactions and language supports (listening and talking in infant and toddler classrooms). Opportunities for improvement exist within personal care routines (hand washing, meals and snacks, etc.) and activities but scores are very good. Improvements from 2013-2014 in these areas are notable! *Possible goals: keep focusing on activities, language, personal care, space and furnishings.*

Infant CLASS Observation Rating. According to its authors, the CLASS “is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.” This was the second year that the Infant Classroom Assessment Scoring System (Infant CLASS) was completed in classrooms with the majority of students under the age of 12 months. Whereas the Environment Rating Scales (ITERS and ECERS) rate materials and the environment, the CLASS focuses instead on what teachers are doing with those materials to boost learning, examining closely the interactions occurring. The Infant CLASS has one overall domain—Responsive Caregiving.

Infant CLASS
Infant Classroom
Assessment Scoring
System

Authors: Hamre, Paro,
Pianta, & LoCasale-
Crouch (2014)

Scale: 1 to 7
1-2 = Low Range
3-5 = Middle Range
6-7 = High Range

Responsive Caregiving

- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

• Infant CLASS Domain Averages

Year	# of rooms	Responsive Caregiving
2014-2015	2	4.47
2013-2014	2	5.51

- Scores on the Infant CLASS were good but dropped a bit from 2013-2014.
- *Possible goal: While currently supporting good scores, aim to raise Responsive Caregiving each year.*

Toddler CLASS Observation Rating. The Toddler Classroom Assessment Scoring System (Toddler CLASS) was completed in each infant or toddler classroom with the majority of enrolled students over the age of 12 months. The Toddler CLASS has two domains: Emotional-Behavioral Support and Engaged Support for Learning. These dimensions include aspects such as: Positive Climate (focuses on how teachers interact with students to develop warm relationships that promote students’ enjoyment of the classroom community) and Facilitation of Learning and Development (focuses on how well teachers facilitate activities to support students’ learning and understanding opportunities).

Toddler CLASS
Toddler Classroom
Assessment Scoring
System

Authors: Pianta, LaParo,
& Hamre, 2012

Scale: 1 to 7
1-2 = Low Range
3-5 = Middle Range
6-7 = High Range

Emotional and Behavioral Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Child Perspectives
- Behavior Guidance

Engaged Support for Learning

- Facilitation of Learning & Development
- Quality of Feedback
- Language Modeling

• Toddler CLASS Domain Averages

Year	# of rooms	Emotional Support & Behavior Guidance	Engaged Support for Learning
2014-2015	4	5.29	2.27
2013-2014	5	5.34	2.94

- Students in the Lincoln infant and toddler classrooms experienced interactions in the good quality range though a bit below the ELN average of 6.3. Engaged Support for Learning is below the ELN average of 4.3.

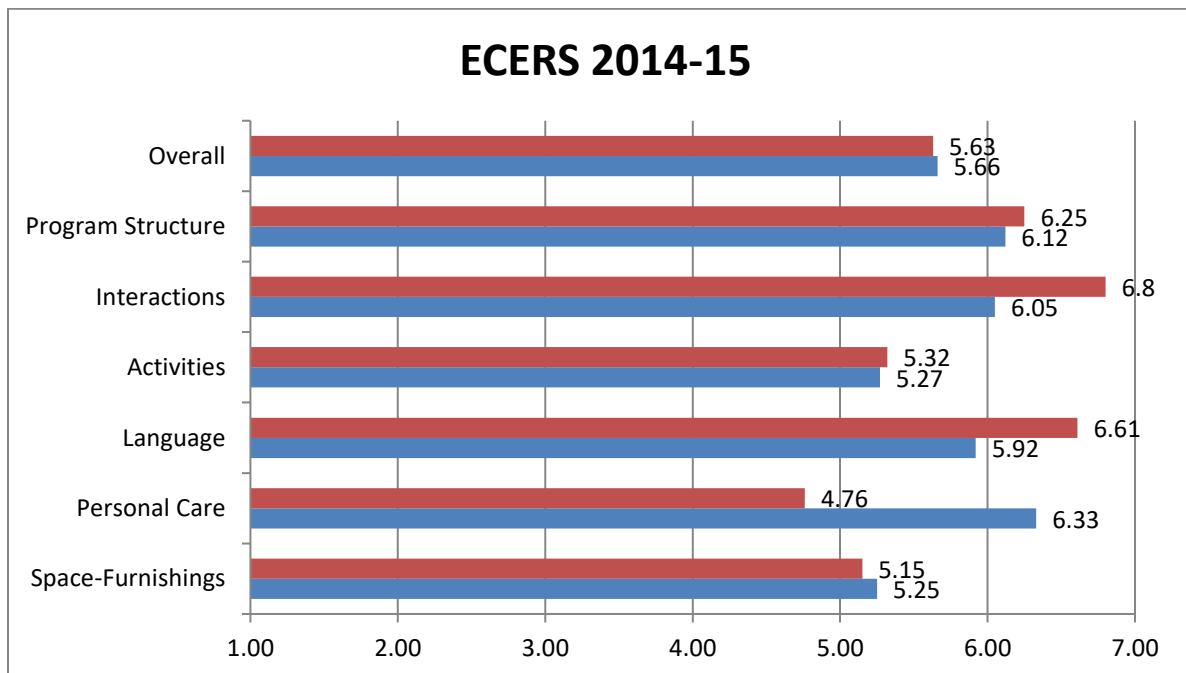
- *Possible Goal: Focus in toddler rooms particularly on Engaged Support for Learning and on attainment of ELN averages for both domains. It will be helpful for teachers and Master Teachers to take part in Toddler CLASS training this fall.*

Preschool Classroom Quality

Early Childhood Environment Rating Scale-Revised (ECERS-R). The quality of preschool classrooms was measured using the Early Childhood Environment Rating Scale – Revised (ECERS-R). This observational tool is used to assess the quality of preschool classrooms in various domains including: Space and Furnishings; Personal Care Routines; Language and Reasoning; Learning Activities; Interaction; Program Structure; and Parents and Staff, as well as an overall rating of quality.

ECERS-R
Early Childhood
Environment Rating Scale
– Revised
Authors: Harms, Clifford, &
Cryer, 2005
Scale: 1 to 7
1 = Inadequate
3 = Minimal
5 = Good
7 = Excellent

- Eight older toddler and preschool classrooms were observed and rated using the ECERS-R this year. The following chart illustrates the resulting classroom observation ratings, both by domain and overall.



- Older toddler and preschool classrooms were also of good to excellent quality and, on average, exceeded the Nebraska Department of Education indicators of quality scores of “5” or greater on the ECERS-R. Ratings were generally in the “Excellent” range (6-7) except

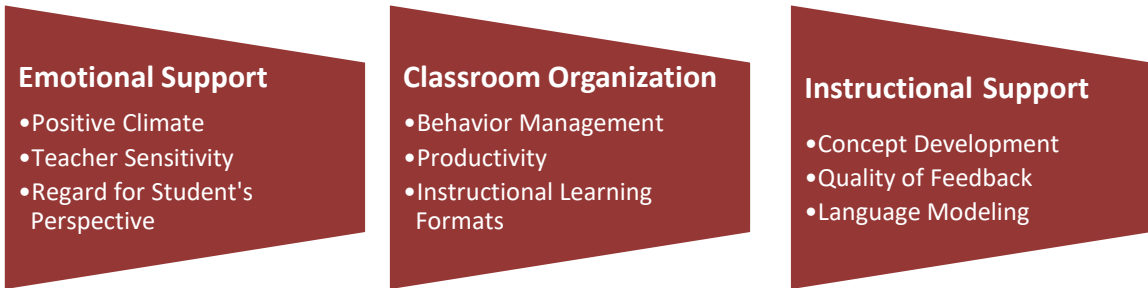
for Personal Care Routines which was in the “Good” range. Overall score at 5.66 was similar to the previous year and to the ELN average of 5.66. Some scales went up (Personal Care and Space Furnishings) while some went down (Interactions, Language). *Possible goal: Focus again on Interactions and Language while maintaining Personal Care and Space-Furnishings.*

Preschool CLASS Observation Rating. The Pre-K version of the Classroom Assessment Scoring System (CLASS) was completed with each preschool classroom. The Pre-K CLASS has three domains: Emotional Support, Classroom Organization, and Instructional Support. Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, model advanced language, and to promote higher-order thinking skills.

Pre-K CLASS
Classroom Assessment
Scoring System

Authors: Pianta, LaParo, &
Hamre, 2008

Scale: 1 to 7
1-2 = Low Range
3-5 = Middle Range
6-7 = High Range



• **Pre-K CLASS Domain Averages**

Year	# of rooms	Emotional Support	Classroom Organization	Instructional Support
2014-2015	7	5.17	4.26	1.66
2013-2-14	6	5.30	5.03	2.49

- Classrooms were in good range for Emotional Support with average scores of 5.17 (ELN average was 6.67) but provide opportunity for improvement in Classroom Organization and Instructional Support (ELN averages were 5.34 and 3.4 on these Domains, respectively). Research on the CLASS tool supports ratings of 5 or greater within the domain of Emotional Support and 3.25 or greater within the domain of Instructional Support as being indicators of good quality (Burchinal, Vandergrift, Pianta & Mashburn, 2010). There was some erosion from scores of the previous year with turnover.
- *Possible goal: Educare Lincoln would benefit from focused coaching in the area of Instructional Support, with a goal of raising these ratings to exceed 3.25. Additional*

coaching in Classroom Organization would be of benefit with the goal to raise this score to 5.0.



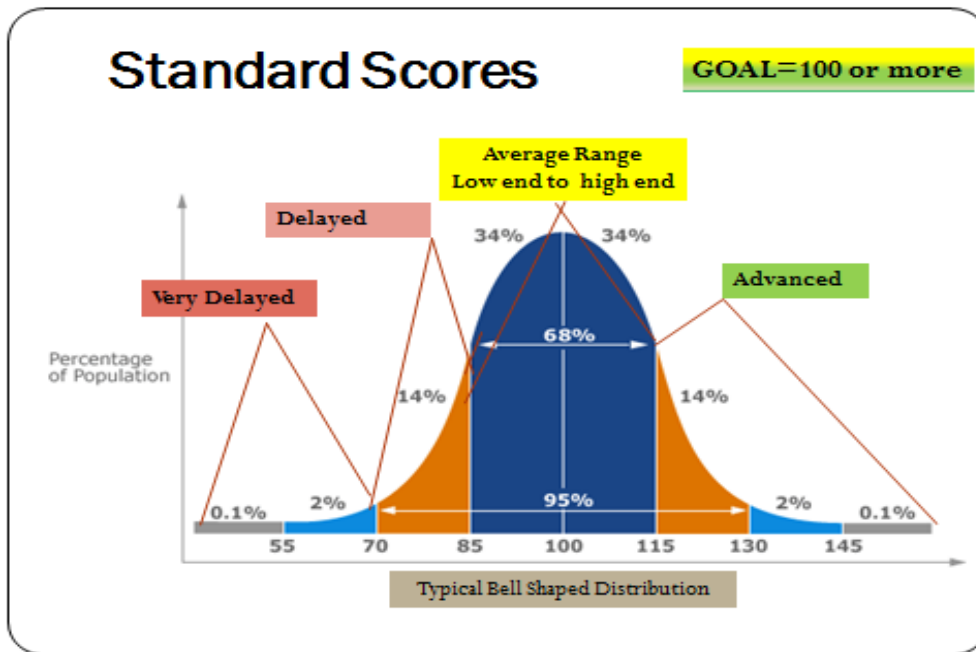
Are Children Benefitting?

Lincoln Educare learning network child assessments: How did children progress during the 2014-2015 school year?

Student Outcome Data

Students were assessed twice during both the 2013-2014 and the 2014-15 school years on multiple measures. The measures selected are from the national Educare model and evaluate individual students on language, vocabulary, school readiness and social/emotional factors. For all of the norm-referenced assessments given, the goal is for students to score at or above a standard score of 100. The assessments for which the standard scores are used are the Bracken School Readiness Assessment (BSRA; Bracken, 2007), the Peabody Picture Vocabulary Test (PPVT-4; Dunn & Dunn, 2007) and the Preschool Language Scales (PLS-5; Zimmerman, Steiner, & Pond, 2011; Zimmerman, Steiner, & Pond, 2012).

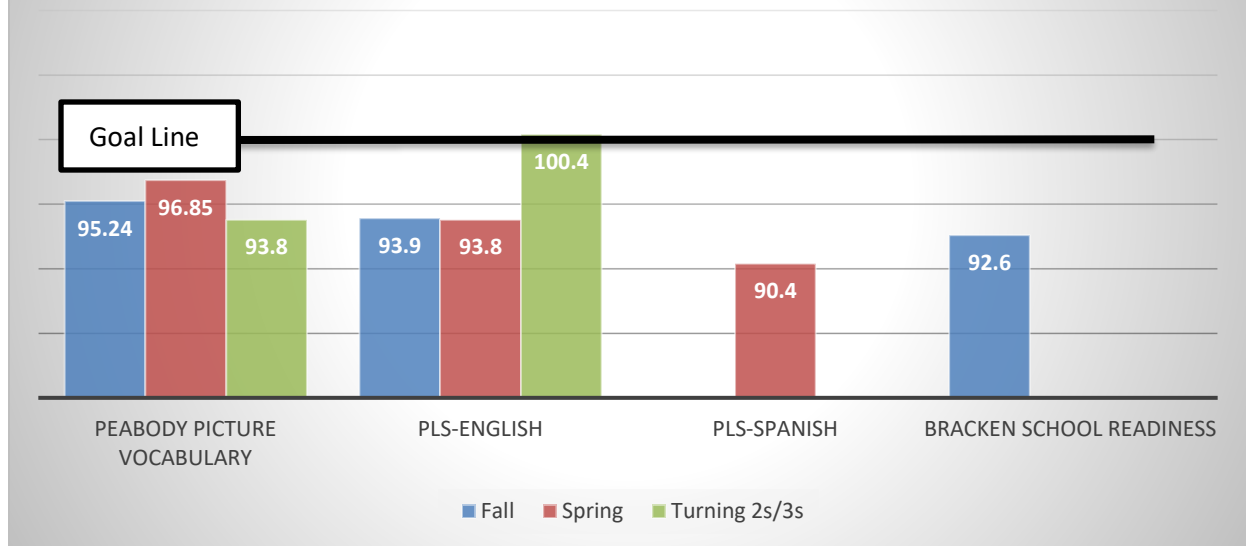
Understanding Standard Scores



Standard scores are used for assessments because they allow teachers, evaluators, and researchers to make comparisons across assessments, grade levels and age groups. Standard scores are scores that have the same meaning no matter the context. For example, a standard score of 100 is always average. The goal of Educare is for all students to reach standard scores of 100 or higher on the assessments given.

The following charts present student baseline data across the multiple measures.

Student Language and School Readiness Outcomes 2014-2015



In the 2014-15 year, students' fall and spring scores on each assessment were used for paired analyses to test for change. There were 88 matched vocabulary measures (PPVT, Dunn & Dunn, 2007), 57 children completed the school readiness measure in the spring (BSRA, Bracken, 2007). There were 118 matched Devereux social-emotional ratings by teachers (DECA, LeBuffe & Naglieri, 1999), and 72 PLS-5 English scores. We report first on fall to spring match and then scores from unmatched assessments.

Language and School Readiness Outcomes. PPVT-4, Bracken, PLS-5 in English were administered individually to children by UNL Speech and Language Pathology (SLP) masters students under direct supervision of senior SLP faculty. Administration was conducted at the Educare site. Children were invited to come to the testing rooms with SLP administrators. PPVTs took about 10-15 minutes each; Bracken administration was about 10-15 minutes. PLS English administration was about 45 minutes and was conducted in a separate session from PPVT or Bracken; PLS Spanish administration took about 1 hour because the administration assessed the child's Spanish and English simultaneously (see score reporting below). Spanish assessment was completed by 2 SLP students and 1 UNL Child, Youth and Family Studies (CYAF) student. MacArthur-Bates Communicative Development Inventory (CDI; MacArthur, Fenson, Dale, Reznick, Thal, Bates, Hartun, Pethick & Reilly, 1993) infant/toddler vocabulary data were also obtained for 17 fall spring matched pairs through data sharing with the Sixpence Evaluation conducted by Munroe Meyer Institute, University of Nebraska Medical Center-Omaha.

PPVT-4. Head Start children completing the PPVT-4 included 88 matched children. The children averaged 95.24 in the fall and 96.85 in the spring an increase of 1.61 points over the school year and a small effect size of .14. This represents a percentile ranking of 40.5 in the fall, compared to national averages, and a ranking of 43.4 for spring, thus children gained more than expected/more than national averages from fall to spring but are still below the national average of 100 or the 50th percentile. Children also complete the PPVT-4 when they become age 3 if they are in the Early Head Start program. This year, 5 children completed the PPVT-4 as “turning 3s.” These children averaged 93.8 or a percentile score of 39.6, quite close to the fall scores of children in Head Start on the PPVT-4. *Possible goal: A 50th percentile goal—average score of 100—is doable for children who have multiple years of Early Head Start/Head Start, with time. It is doable but realistic to expect a 2-point increase for each year of program and to aim to be close to national averages at end of EHS as well. This means that with Educare, children would be gaining approximately 2 points a year more than their peers. Vocabulary needs to be emphasized every day to do this—lots of talk at Educare and at home!*

PLS-5 Auditory Comprehension (AC) English. Head Start children completed the PLS-5 AC in English including 72 matched fall and spring children. These children averaged 93.9 in the fall and 93.8 in the spring. Thus, children gained at average rates relative to the norming population but not at accelerated rates during the school year. This year 23 children were assessed in English as “turning 2s and turning 3s” and these children were right at the national average with an average score of 100.39. *Possible goal: While children gain as expected (they don’t go backwards relative to the population), now set a goal for a 2-point gain on national averages for each year in Early Head Start or Head Start.*

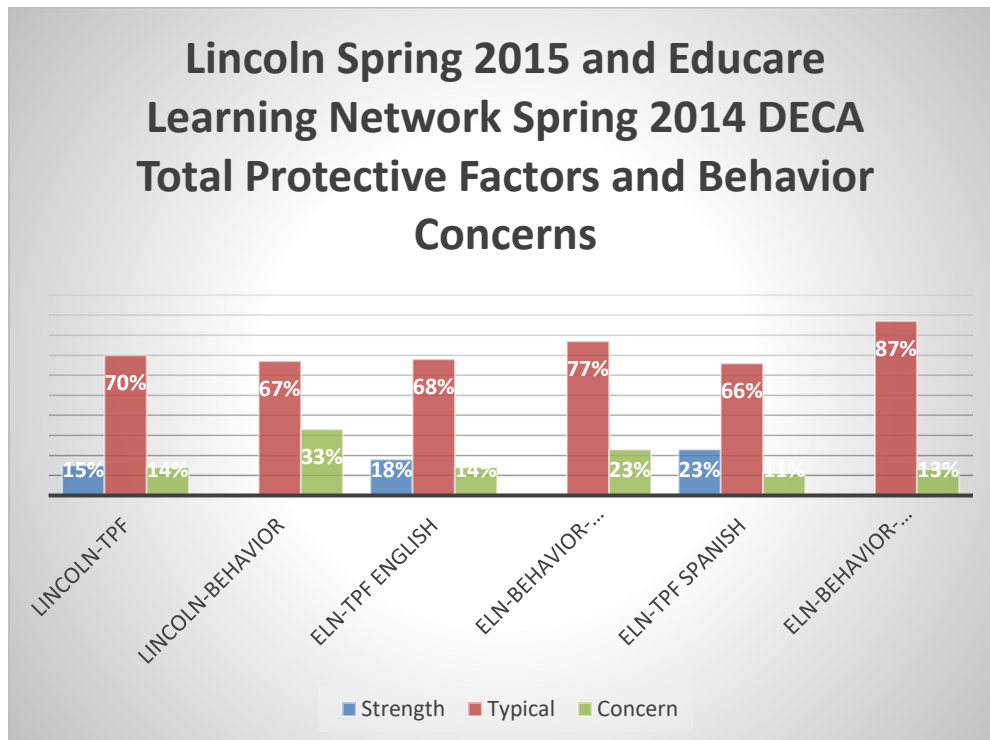
PLS-5 Auditory Comprehension (AC) Spanish Combination Scores. As well, 11 children were assessed for a combination score in Spanish and English (first in Spanish and then in English) and these children averaged 90.36, just a little behind their English-speaking peers. Spanish-speaking children were only assessed once. As for “turning 2s and turning 3s” one child was assessed in Spanish and this child’s score was 103 (not on graph as there was only one). *Possible goal: assess Spanish-speaking twice and set goals for their Spanish and English learning. Focus on language learning for children speaking other languages.*

Bracken. Bracken school readiness assessment was completed in spring 2015 with 57 children who were kindergarten bound for fall 2015. These 57 children averaged 92.6 with a percentile score of 36.3. *Possible goal: Here too, it is likely that the program may aim for higher scores on the Bracken towards the Head Start ultimate goal of school readiness. There are plans to assess fall Bracken in 2015 which should be helpful for planning instruction.*

MacArthur-Bates Communicative Development Inventory. Matched scores for 17 children on the Language Production Subscale (infants and toddlers) of the CDI showed toddlers grew in language production from the 25th percentile to the 41st from fall to spring, a significant difference with an effect size of .56, in the zone of desired effects. *Possible goal: Continue to increase the language by both teachers and children in classrooms during the critical early years of language learning.*

Social Emotional Outcomes. Devereux Early Childhood Assessment (DECA; LeBuffe & Naglieri, 1999) scores were obtained by consensus report from classroom teachers in both fall and spring. In fall, the initial DECA was completed after children had been with the teacher for at least a month. In most cases, there was a six-month interval between fall and spring assessments on these measures.

DECA. DECA's were completed on 118 children in fall and spring. Average Protective Factor T scores (social emotional scores) were 48.41 for fall and 49.79 for spring, indicating modest progress in Protective Factors over all the infant, toddler and preschool levels (Effect size = .15). For the entire sample, fall Initiative T scores were 49.2 and in spring were 51.2. Fall Self Control scores for preschool and toddlers were 47.96 and in the spring were 47.1 so Self Control was not a gain area. Relationships improved somewhat. Fall Attachment scores were 45.52 and spring Attachment scores were 47.81. The table below shows that Total Protective Factors were similar to those of the Educare Learning Network (ELN) but that Behavior Concerns were higher for Lincoln than for the ELN.



The DECA story can be broken down by infant, toddler and preschool versions as the table below shows. Green shading demonstrates where scores increased from fall to spring OR were above the 50% percentile and pink where there was a drop in scores OR were below the 50th percentile (with the exception of Behavior Problems where scores below the 50th percentile would be desired). White indicates essentially no change. Blue indicates where T scores are in the Strength category.

	Fall T Score	Fall Percentile	Spring T Score	Spring Percentile
ATTACHMENT				
Infant (n=11)	54.91	64.55	55.45	66.27
Toddler (n=22)	53.5	61.82	52.8	60.7
Preschool (n=85)	45.53	36.36	48.65	45.52
INITIATIVE				
Infant (n=11)	57.64	76.73	62.55	82.55
Toddler (n=22)	52.86	59.50	52.05	59.5
Preschool (n=85)	47.13	40.40	49.49	48.88
SELF CONTROL				
Infant (n=11)	NA	NA	NA	NA
Toddler (n=22)	50.59	52.05	46	37.86
Preschool (n=85)	47.28	42.76	47.35	41.42
PROTECTIVE FACTORS				
Infant (n=11)	56.91	72.91	59.55	75.82
Toddler (n=22)	52.9	60.55	50.59	52.86
Preschool (n=85)	46.15	38.28	48.29	44.48
BEHAVIOR PROBLEMS				
Preschool (n=85)	53.04	58.48	53.99	62.41

There are different ways to think about goals related to the DECA. Good goals could be to aim to improve from fall to spring; to have collective scores in the typical (40-60) or strength categories (above 60) and not above 60 (concern) for Behavior Problems, to see scores at least above the 50th Percentile or to be at ELN levels. Areas where there was fall to spring improvement include Infant and Preschool Attachment, Infant and Preschool Initiative, Infant and Preschool Protective Factors, Preschool Behavior Problems (they decreased). Areas where scores were above 50th Percentile included Infant and Toddler Attachment, Infant and Toddler Initiative, Fall Toddler Self Control, Infant and Toddler Protective Factors. Self Control was the one area where few improvements were noted from fall to spring for either Toddlers or Preschool. Behavior Problems improved but were still quite high at end of year relative to the population and were at a higher level than for the ELN. *Possible goals: (1) For Preschool and Toddlers: Aim for improvements in Self Control and Protective Factors (2) For Preschool: Aim to*

reduce Behavior Problems. The DECA information system provides many suggestions for improvements in each area. These could be used in both classrooms and homes.

Additional information about child outcomes and classrooms from UNL self/emotion regulation study: What else did we learn about children's development and teacher-child relationships?

The Self/Emotion Regulation Study, being conducted at UNL and involving data collected at Educare Lincoln and Educare Omaha, provided additional information about preschool-age children from measures focused on children's emotion regulation, impulse control and executive functioning, and temperament. During the previous school year, some 80 children (number varied by measure) were assessed on the Preschool Self-Regulation Assessment (PSRA; Smith-Donald, Raver, Hayes, & Richardson, 2007) and on the Very Short Form of the Children's Behavior Checklist (CBQ; Putnam & Rothbart, 2006), and 46 on the Comprehensive Executive Functioning Index (CEFI; Naglieri & Goldstein, 2013).

PSRA: The PSRA was a direct assessment in which the child accompanied two assessors in completing nine brief tasks (e.g, Pencil Tap; Tower Task; Snack Task; Gift Task involving waiting; Balance). The tasks are scored as two scales, Impulse Control and Executive Functioning. Standardized mean score for Impulse Control was $-.03$ and for Executive Function was $.13$. The following table shows correlations between the Impulse Control and Executive Function tasks and other measures in Lincoln Educare Evaluation. As can be seen in the table below the PSRA factors both correlate significantly with DECA Initiative, Attachment, Protective Factors and the PLS. Executive Function also correlates (negatively) with Behavior Problems, and positively with PPVT scores. *Possible goal: Measure Executive Function in future assessments.*

CEFI: The CEFI is a rating scale measuring multiple components of executive functioning in children ages 5-18 years. Components measured by the CEFI (5-18 years) are: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring and Working Memory. Standard scores are calculated for all component scales in addition to a Full Scale standard score. For the current study, the Teacher Report form (100 items) was used. The lead teacher for each student's classroom was sent an electronic link to complete the rating form during the month of the student's fifth birthday with a request to complete the assessment within two weeks. The link was also sent to the Master Teacher responsible for the classroom. Results were generated electronically and sent back to the leadership team and Master Teachers to share with the classroom teacher. Reports included the standard scores as well as suggestions for how to improve on any areas of weakness. Because CEFI's were completed only for 5 year olds, there were 46 children with CEFI scores. Overall standard score full scale mean was 91.8 and for standard scores for scales were as

follows: Attention (92.2), Emotion Regulation (89.7), Flexibility (96.1), Inhibitory Control (90.2), Initiation (94.4), Organization (89.6), Planning (93.1), Self-Monitoring (92.7) and Working Memory (93.8), suggesting that relative to the population of 5-year olds Emotion Regulation and Organization are areas that call for particular work while Flexibility and Initiation are relative strengths (but still considerably below the average of 100). *Possible goal: Focus particularly on emotion regulation and organization in preschool classrooms.*

CBQ: The Very Short Form of the CBQ was used to assess children’s temperament. Parents (n=81) completed this 35-item questionnaire. “Temperament is best understood as a child’s general style of responding to their environment. It is biologically based, meaning that it is present at birth. The three subscales of the CBQ were Surgency (referring to a child’s positive affect, activity level, approach tendencies and impulsivity, sometimes called Extraversion), Negative Affect (refers to a child’s proneness to anger, frustration, fear and discomfort) and Effortful Control (referring to a child’s ability to pay attention, inhibit unwanted behaviors and sensitivity to the external environment). Children have varying levels of these dimensions and the combination constitutes a child’s overall temperamental style. None are good or bad; they are just differences between children, p.1.” (Prokasky, 2015). Educare Lincoln children’s scores on Surgency, Negative Affect and Effortful Control for T scores averaged 5.10, 4.1 and 5.4, respectively.

Perhaps more meaningful are relations of the variables to other measures of social emotional and self-regulation as well as to relationship variables as shown in the correlation table below.

As can be seen, children whose parents rate their temperament as high in Surgency (extraverted but also active and impulsive) had lower Executive Functioning, were rated by teachers as showing less Initiative and Self Control on the DECA and altogether had fewer DECA Protective Factors. These children also had low Closeness and high Conflict with parents.

Parents who had more Conflict with children had more Negative Affect but Negative Affect had fewer other correlates.

CBQ Effortful Control as rated by parents also had significant relations with objectively assessed Executive Functioning and with DECA Initiative, Self Control, Attachment and Protective Factors as well as with both language measures and reduced

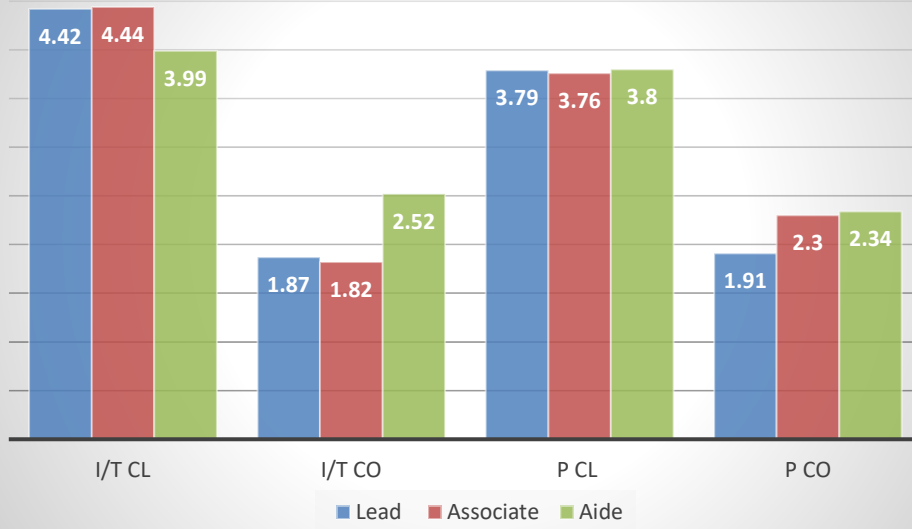


child-teacher Conflict on the STRS. *Possible goals: Children's temperament plays a big role in their relationships with parents and to some extent with teachers and in their success in Executive Functioning as well as in important factors as rated by DECA. Helping parents and assisting teachers in working with children in assisting children with support for Effortful Control (CBQ) will likely improve relations with parents and help children in having more Protective Factors (DECA). Remember that temperament comes from biological bases and strategies for managing should come from the environment and by helping the child learn situationally how to manage impulses/fears/anger.*

Looking across all the variables demonstrates that Impulse Control, Executive Functioning, Effortful Control, Initiative, Self Control, reverse of Behavior Problems, Teacher and Parent Closeness, reverse of Conflict with Teacher and Parents tend to cluster together. Many of the positive variables associate with language as well. Helping children with high scores in this cluster in their language could improve their self control/impulse control/executive functioning as PPVT and PLS scores in the chart suggest. Environmental supports, a pull out group of children high in impulsiveness to focus on language and control strategies could be helpful as could matched peers who are high in Impulse Control within the classroom (e.g., see work of Willard Hartup).

STRS: The Student Teacher Rating Scale (Pianta, 2001) was completed for 139 children by lead teachers, for 123 children by associate teachers and for 135 children by teacher aides. The STRS yields a total Closeness and total Conflict scale. As can be seen below, the averages between infant/toddler and preschool for Closeness were different, with infant/toddler closeness higher. Interestingly teachers and aides were quite close to each other in both types of classrooms but aides were closer to teacher/associates in preschool classrooms than in infant/toddler classrooms. Conflict between infant/toddler and preschool classrooms was similar for lead teachers but preschool associates had more Conflict than infant/toddler associates. As can be seen from the correlation table below, STRS Closeness associates with child Impulse Control, Executive Functioning, DECA Initiative, Attachment, Protective Factors and negatively with DECA Behavior Problems. STRS Conflict associates with DECA negatively with Self Control and positively with CPRS Parent Conflict. *Possible goal: After a year off (of not measuring the STRS) it may be helpful to use the STRS again given its strong relationship with other factors that matter to social emotional and executive functioning. Teacher-child Closeness seems to have a strong relation to Executive Functioning of children.*

STRS Means



Associations among Child Self-Regulation, Temperament, Teacher and Parent-Child Relationship, and Other Key Child Variables in Preschool-Aged Children.

	IC	EF		DECA Init	DECA SC	DECA Attach	DECA PF	DECA BP	PPVT	PLS	STRS CL	STRS CO	CPRS CL	CPRS CO	CBQ Sur	CBQ Neg	CBQ EC
IC	**																
EF	.55	**															
DECA Init	.37	.64		--													
DECA SC	.27	.28		.42	--												
DECA Att	.32	.32		.59	.40												
DECA PF	.40	.51		.79	.77	.81											
DECA BP	-.27	-.32		-.32	-.78	-.57	-.53										
PPVT	.10	.38		.33	.16	.11	.24	-.20									
PLS-E	.32	.46		.46	.22	.26	.35*	-.23	.72								
STRS CL	.25	.33		.45	.22	.50	.44	-.25	.03	.23							
STRS CO	-.35	-.30		-.24	-.64	-.16	-.24	.55	-.23	-.37	-.42						
CPRS CL	.30	.25		.14	.05	.10	.11	-.10	.28*	.32	.09	-.12					
CPRS CO	-.23	-.12		.06	-.29	.01	-.13	.23	-.05	-.07	.08	.26	-.46				
CBQ Surgency	-.11	-.38		-.24	-.25	-.09	-.23	.17	-.01	.10	.02	.09	-.23	.34	--		
CBQ Negative	-.07	-.03		.06	-.06	-.00	-.01	.10-	-.01	.07	.00	.15	.15	.27	-.00	--	
CBQ EC	.24	.26		.42	.27	.24	.36	-.20	.25	.34	.21	-.29	.20	-.07	.07	.13	--

Sample size ranges from 48 to 74. IC = Impulse Control, PSRA; EF=Executive Functioning, PSRA; DECA Init= DECA Initiative; DECA SC=DECA Self Control; DECA Att=DECA Attachment; DECA PF= DECA Protective Factors; DECA BP=DECA Behavior Problems; PPVT=PPVT; PLS-E=PLS English; STRS CL=STRS Closeness; STRS CO=STRS Conflict; CPRS CL=Child Parent Relationship Closeness; CPRS CO=Child Parent Relationship Conflict; CBQ Surgency=Child Behavior Questionnaire Surgency; CBQ Negative =Child Behavior Questionnaire Negative; CBQ EC=Child Behavior Questionnaire Effortful Control.

Are Families Benefitting?

For the 2014-2015 school year parent surveys were completed for 155 children in Fall 2014. This included 128 surveys completed by parents for their first Educare child and another 27 completed as supplements when there were two or more Educare children. This data collection included 144 surveys completed by mothers; 8 by fathers and 3 by others. Surveys were sent to Frank Porter Graham (FPG), University of North Carolina, Chapel Hill, NC, and compiled by FPG and returned to the UNL Evaluation Team. In addition, the UNL evaluation team collected information about children's nutrition and media use. Parents (n=125) completed Nutrition/Media Use questionnaires. In some cases, where information is available, we compare 2014-2015 data to ELN data for the previous year (as 2014-2015 information for the ELN is not yet available).

What do families report about their nutrition and health-related matters?

Food sufficiency: While 62% of parents said they never worry about running out of food, 34% sometimes have this worry and 4% worry often (38% for both), higher than for the ELN where 34% sometimes or often worry. Additionally, 77% never worry about being homeless but 21% sometimes worry about this and 2% often worry (23% for both sometimes and often), higher than for the 15% in the ELN. And 7% report having been homeless in the past.

Breastfeeding: 76% reported they ever breastfed; 45% reported breastfeeding for 6 months or longer or are currently breastfeeding their children. Breastfeeding associated significantly (negative) with children's BMI suggesting that breastfeeding in Educare Lincoln is a protective factor for child obesity or overweight.

Child and Parent BMI: Among preschool-age children (n=104), the average child Body Mass Index (BMI) percentile was 59.63 (SD = 31.85), with 11.5% of children categorized as underweight (BMI < 5th percentile), 59.6% as normal weight (BMI = 5th percentile to <85th percentile), 15.4% as overweight (BMI = 85th percentile to <95th percentile), and 13.5% as obese (BMI ≥ 95th percentile). Technically, BMI is not calculated for infants and toddlers for whom height and weight are compared to growth charts.

Nutrition Scales: In fall, 2014, 125 nutrition questionnaires were completed by Lincoln Educare parents. Questionnaires were completed in English, Spanish and Arabic. Nutrition content was recommended by Educare staff and was drawn from scales of well-known nutrition questionnaires. Parents completed information about their feeding practices of children (n=124) and about children's eating practices (n=125). On scales Control of Eating (Wardle,

Sanderson, Guthrie, Rapoport, & Plomin, 2002; controlling what children eat), Environment (Musher-Eizenman, & Holub, 2007; having healthy food in the environment), and Instrumental (Wardle et al., 2002; using food as reward) means were 3.94, 3.83, and 1.94, respectively. In each case, means were better (higher for Environment and lower for the other two scales) than national averages. But for Food Responsiveness (Wardle, Guthrie, Sanderson, & Rapoport, 2001; a greater or excessive emphasis on food associated with higher BMI) the average of 2.43 was higher than the national average. For Satiety Responsiveness (Wardle, Guthrie, Sanderson, & Rapoport, 2001) whereby child is able to gauge his/her own fullness and associated with normal BMI) the mean of 3.11 was higher or better than the national average. *Possible goal: De-emphasize food while continuing to encourage children to determine for themselves what they need. Help children reflect for themselves when they have had too much sugar or what is a good way to eat.*

What do families report about stressors and supports?

Neighborhood: People were asked questions about their neighborhoods. The overall score indicated that about 44% of parents live in neighborhoods where they feel a lack of or low support. *Possible goal: work to build community in the Educare community so parents who do not have support where they live can feel supported by other parents at Educare.*



Relationships with Other Parents: Parents were asked how many times they have a conversation with other parents when they drop off children—45% of parents said they never do this and 44% do so once or twice a week. Also, 90% said they never talked to other parents in a meeting the previous week; 51% said they did not have a friendship with other parents. *Possible goals: During parent meetings emphasize team work, getting to know other parents. Pictures of parents and families in hallways with mini stories about families and children.*

Parenting Distress, Depression, Life Events. Eleven items from the Parenting Stress Scale are asked on the Parent Survey and items were also asked regarding depression. Educare parents are also asked to report on whether 19 different life events occurred for them in the previous year—these involve major changes in family life, including death, divorce, job changes, housing changes that cumulatively have been associated with stress.

Mean score on the Parenting Distress Scale is 1.84 and the Sum is 22.07, with a percentile score of 35.34, and indicating that parents are below the average stress level. Most highly rated items were as follows: I am giving up more of my life. Quite a few things bother me about my life. Altogether, 79% of parents were rated as not highly stressed but 15% of scores were categorized as stressed.

Regarding depression, most parents reported they had not felt depressed in the past 2 years. However, 34% reported they had been depressed for 2 weeks or more in the past year and 18% said they had been depressed for a week or more in the past month. Finally, 29% of parents answered yes to all three depression questions.

Lincoln Educare parents reported 3.67 of the measured life events on average, and the maximum was 12 major changes. This compares to around 3 for the ELN at large demonstrating that lives of Lincoln Educare parents may involve more major changes than is true for the Educare network at large.

What do we know about parenting activities and relationships with children?

Activities with Child: What do parents do with their children? Parents were asked how frequently they performed a number of typical parent-child activities with their child. These items are from the Home Observation for Measurement of the Environment Scale (HOME; Caldwell & Bradley, 1984). Most frequent activities during the past week were as follows: playing with toys or games indoors; talking during errands and talking about Educare. Less frequent were as follows: telling child a story; working on arts, teaching child songs, music, doing sports or exercising together, talking about TV or videos or playing counting games. Parents were three to four times more likely to take a child to a park than to a library, play or concert, museum or zoo. However, two-thirds reported playing with toys or games indoors with the child every day and 61% said they talk with their child about Educare every day. Special experiences seem to be in short order; 78% of parents have never been to a play, concert or live show with their child; 63% have never been to a museum or art gallery; and 46% had never been to zoo/aquarium or petting fair. Lincoln Educare parents were fairly comparable to others in the ELN in frequenting these community activities. *Emphasize field trips and free tickets to the Lincoln Children's Museum, Lincoln Zoo and special performances perhaps in classroom groups.*

Reading and Literacy Activities with Children. Reading to children daily is often found to be an important predictor of language development; 33% of parents reported they read to children

daily or 6 times a week but 72% report reading at least three times a week, slightly better than the 68% reported by the ELN. 10% of parents report they never read to their child. Slightly more (35%) said they talk with their child about letters or numbers daily (and 25% play counting games daily) while 5% said they never do this (8% never play counting games). Over half (53%) have never visited a library with their child while 5% visit a library every week and another 43% visit a library at least monthly (below the average for the ELN with 50% visiting a library monthly). Children have some books in their homes; 25% have over 50 books but 11 percent have 10 or fewer and 27% have no or few books in their home language. *Possible goals: Parent meetings may include books for families to borrow and in multiple languages; taking field trips to the library. These busy parents are doing a better job than the average ELN Educare parent in reading at least three times a week to their child; there are even greater bonuses for language growth when parents read nearly daily.*

Media. The average amount of time children from Educare spend watching television or videos is just over 3 hours a day. About a third of the parents say they talk with their child nearly every day about TV or videos. Forty-four percent of the children have televisions in their bedrooms. Children spend about 1 ½ hours on digital devices a day, which includes smartphones, tablets, game devices or laptop/desktop computers. Eighty-five percent of the families have a television in their home, 79% own a smartphone, and 52% own a tablet. Households nationwide with children ages 0 – 8 report a slightly lower rate of ownership for smartphones (71%) and tablets (42%) (Northwestern University, 2013). *Possible goal: Discourage television in bedrooms, frequent television viewing, and parental involvement with television and digital use.*

Parent-Child Relationship Scale: Parents report many positive aspects of their relationships with children. The 16-item Parent-Child Relationship Scale (CPRS; Pianta, 1992) reports on parent-child Closeness, Conflict and Parent-Child Total. A full 93% said that they share an affectionate relationship with their child. The mean Closeness score on this scale was 4.77 out of 5.00 possible which was very close to the ELN average across all sites; Conflict was 2.16 out of 5.00 whereas the ELN average was near 2.0. Thus, scores showed that Conflict was a bigger issue than Closeness, relative to the ELN. Conflict items that showed the highest means were as follows: Child easily becomes angry with you. Dealing with child drains energy. Child angry when disciplined. Child's bad mood means a bad day for you. *Possible goals: Hold parent meetings focused on helping children manage anger, or discipline without anger and power struggles. Incorporate the recommendations into Acceleration Grant social emotional strategies.*

Parents' Aspirations for their Children: Parents have high aspirations for their children; 83% indicated they hoped their child would attain a BA degree or grad school (similar to the ELN

where 85% of parents said they expect their child to finish college); only 5% indicated they hoped for only a high school degree for their child. *Possible goals: In parent meetings, demonstrate relations between reading and talking to children, executive functioning during Educare years and children's success in school and between early success in school and success trajectories from secondary education and college. Busy parents may not be aware of connections between their behaviors today and later successes. Signs in hallways emphasizing language, positive outcomes-promoting parenting behaviors and school success. Help parents make connections.*



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