

Educare Learning Network Implementation Study
Data Collection Measures – September, 2013

Domain and Purpose/Link to Logic Model	Measure	Who Does	When Administered
CHILD PROGRESS MEASURES			
Language/Literacy <ul style="list-style-type: none"> • Children will demonstrate age-appropriate language skills. • Children will demonstrate age-appropriate emergent literacy skills, including phonemic awareness, alphabet knowledge, and knowledge about books. • Children with delays and disabilities in language/communication will be identified and given appropriate services. 	Spanish Speakers: PLS-5 Spanish	LEP	At 24 months, 36 mo, then F of 1 st HS year and each S thereafter
	English Speakers: PLS-5 English	LEP	At 24 months, 36 mo, then F of 1 st HS year and each S thereafter
	PPVT-4	LEP	At 36 mo, then F of 1 st HS year and each S thereafter
	PALS (site option)	LEP or Teachers/ Staff	F & S of 4 year old year
	Early Communication Indicator (site option)	LEP with Teachers/ Staff as play partners	F, W, S; or at entry, 6 mo, and every 6 mo until 3
Social-Emotional <ul style="list-style-type: none"> • Children will demonstrate competence in relating to other children and managing their behavior within a group setting. • Children will show competence in constructively expressing their emotions. • Children exposed to trauma will receive services. • Children with identified emotional or behavioral disturbances will show improvement. 	DECA-IT	Teachers/ Staff	F & S in EHS
	DECA-P2	Teachers/ Staff	F & S in HS
Numeracy / Cognitive <ul style="list-style-type: none"> • Children will demonstrate age-appropriate numeracy skills. • Children will demonstrate age-appropriate problem solving skills. • Children will demonstrate age-appropriate logical and symbolic thinking skills. 	Bracken	LEP	S of 4-year-old year

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FAMILY PROGRESS MEASURES			
Child Health <ul style="list-style-type: none"> • Children will have a medical home. • Children with medical conditions will receive treatment. • Parents will employ basic safety measures in the home. • Children will receive proper nutrition. 	Parent Interview	LEP or Family Support (FS)	Annual and at exit to kindergarten or pre-k
Child Language and Literacy <ul style="list-style-type: none"> • Parents will effectively support their children’s language development. • Parents will read to children each day and age-appropriate books will be available in homes. 	Parent Interview	LEP or FS	Annual and at exit to kindergarten or pre-k
Child Social-Emotional <ul style="list-style-type: none"> • Parents will effectively support their children’s social and emotional development through appropriate discipline and responsive interactions. • Parents demonstrate sensitivity and responsiveness in interactions with their children. 	Parent Interview	LEP or FS	Annual and at exit to kindergarten or pre-k
Child Overall Development <ul style="list-style-type: none"> • Parents spend time with their children in activities that stimulate development. • Parents provide home environments and experiences that are supportive of their children’s development. • Parents demonstrate knowledge of child development and awareness of children’s developmental progress. • Parents demonstrate ability to advocate for their child’s educational needs and are engaged in their child’s education. 	Parent Interview	LEP or FS	Annual and at exit to kindergarten or pre-k
Parent Development <ul style="list-style-type: none"> • Adult family members strengthen their relationships. • Parents make progress toward their educational, literacy, and employment goals. • Parents enhance their self concept and emotional well being and experience less parenting stress. 	Parent Interview	LEP or FS	Annual and at exit to kindergarten or pre-k

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CLASSROOM/TEACHER PROGRESS MEASURES			
Global Quality Developmentally appropriate child care.	ITERS-R	LEP	Oct. - March
	ECERS-R	LEP	Oct. - March
Quality of Instruction Classroom activity will build cognitive skills	Toddler CLASS	LEP	Oct. - March
	CLASS Pre-K	LEP	Oct. - March
Staff Education/Training	Staff Questionnaire	Staff	S
Interdisciplinary Practice	Staff Questionnaire	Staff	S
Reflective Practice	Staff Questionnaire	Staff	S
Understanding of Educare model	Staff Questionnaire	Staff	S
Data Utilization	Staff Questionnaire	Staff	S

Citations for Measures

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Harms, T., Clifford, R., & Cryer, D. (1998). *Infant/Toddler environment rating scale* (revised). New York, NY: Teachers College Press.

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Invernizzi, M., Sullivan, A., Meier, J., & Swank, L. (2004). *Phonological awareness literacy screening*. Charlottesville, VA: University of Virginia.

La Paro, K.M., Hamre, B.K., & Pianta R.C. (2011). *Classroom assessment scoring system toddler manual*. Charlottesville, VA: Teachstone.

LeBuffe, P., & Naglieri, J. (2012). *Devereux early childhood assessment*. Lewisville, NC: Kaplan Press.

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