

Educare Publications by Members of the ELN Network (2013-2023)

Journal Articles

Bryant, D., Yazejian, N., Jang, W., Kuhn, L., Hirschstein, M., Soliday Hong, S., & Stein, A., (2023). Retention and turnover of teaching staff in a high-quality early childhood network. *Early Childhood Research Quarterly*, 65, 159-169. <https://doi.org/10.1016/j.ecresq.2023.06.002>

Soliday Hong, S., Yazejian, N. & Bryant, D. (2023). Is starting earlier better? A propensity score analysis of toddler-year impacts for English only and Spanish-speaking dual language learners *Early Childhood Research Quarterly*, 65, 1-12. <https://doi.org/10.1016/j.ecresq.2023.05.004>

Soliday Hong, S.L., Legette, K.B., Kuhn, L., Zgourou, E., Kainz, K., Yazejian, N., & Iruka, I.U. (2023). Lead teacher, assistant teacher, and peer racial/ethnic match and child outcomes for Black children enrolled in enhanced high-quality early care and education programs. *Early Childhood Research Quarterly*, 64, 186-198. <http://doi.org/10.1016/j.ecresq.2023.03.001>

Iruka, I. U., Kainz, K., Kuhn, L., Guss, S., Tokarz, S., Yazejian, N., & Niño, S. (2023). Early education program racial and ethnic composition and associations with quality and children's language and social-emotional development. *Early Education and Development*, 34, 1341-1360. <https://doi.org/10.1080/10409289.2022.2139553>

Horm, D. M., Jeon, S., Clavijo, M. V., & Acton, M. (2022). Kindergarten through grade 3 outcomes associated with participation in high-quality early care and education: A RCT follow-up study. *Education Sciences*, 12, 908. <https://doi.org/10.3390/educsci12120908>

Felt, D., Perez-Bill, E., Barela, E., Cundiff, N., Ellis, R., Johnson, L., Metcalf, N., Moore, T. R., Philliber, A., Poirier, J., Rasher, S. D., Rizzo, C., Glenn, E. E., & Phillips, G. (2022). Imagining the future of LGBTQ+ evaluation: New(er) directions and what comes next. *New Directions for Evaluation*, 2022, 171– 191. <https://doi.org/10.1002/ev.20513>

Palomino, C. & Brudvig, A. (2021, Sept 15). Examining the role of demographic characteristics, attachment, and language in preschool children's executive function skills. *Early Child Development and Care*. <https://doi.org/10.1080/03004430.2021.1958803>

Laurin, D. E., Guss, S. S., & Horm, D. (2021). Caregiver–infant and toddler interactions during diapering: Caregiver responsiveness and child well-being and involvement. *Infant Mental Health Journal*, 42, 546–559. <https://doi.org/10.1002/imhj.21933>

Acar, I. H., Torquati, J. C., Raikes, H., & Rudasill, K. M. (2020). Pathways to low-income children's self-regulation: Child temperament and qualities of teacher-child relationships. *Early Education and Development*, 32(8), 1103-1121. <https://doi.org/10.1080/10409289.2020.1830465>

Foster, T. J., Burchinal, M., & Yazejian, N. (2020). The relation between classroom age composition and children's language and behavioral outcomes: Examining the role of peer effects. *Child Development, 91*(6), 2103-2122. <https://doi.org/10.1111/cdev.13410>

Yazejian, N., Bryant, D. M., Kuhn, L. J., Burchinal, M., Horm, D., Hans, S., File, N., & Jackson, B. (2020). The Educare intervention: Outcomes at age 3. *Early Childhood Research Quarterly, 53*, 425-440. <https://doi.org/10.1016/j.ecresq.2020.05.008>

Encinger, A., Kutaka, T., Chernyavskiy, P., Acar, I., & Raikes, H. (2020). Relations among low-income preschool children's self-regulation, marginal food security, and parent stress. *Early Education and Development, 31*, 1264-1280. <https://doi.org/10.1080/10409289.2020.1749492>

Escalante-Barrios, E.L., Suarez-Enciso, S.M., Raikes, H., Davis, D., Garcia, A., Gonen, M., et al. (2020). Child-parent interactions in American and Turkish families: Examining measurement invariance analysis of child-parent relationship scale. *PLOS ONE 15*(4): e0230831. <https://doi.org/10.1371/journal.pone.0230831>

Walker, D., Sepulveda, S.J., Hoff, E., Rowe, M.L., Schwartz, I.S., Dale, P.S., Peterson, C., Diamond, K.E., Goldin-Meadow, S., Levine, S.C., Wasik, B.H., Horm, D.M., & Bigelow, K.M. (2020). Language intervention research in early childhood care and education: A systematic survey of the literature. *Early Childhood Research Quarterly, 50*(1), 68-85. <https://doi.org/10.1016/j.ecresq.2019.02.010>

Soliday Hong, S., Yazejian, N., Guss, S., Stein, A., Connors, M., Horm, D., Kainz, K., & the Educare Learning Network (ELN) Investigative Team. (2019). Broadening the definition of collaboration in early care and education. *Early Education and Development, 30*, 1084-1093. <https://doi.org/10.1080/10409289.2019.1656987>

Guler-Yildiz, T., Gonen, M., Ulker-Erdem, A., Garcia, A., Raikes, H., Acar, I., Davis, D., Ozkan-Yildiz, F. (2019). Examining the associations between children's receptive language skills and developmental domains in the United States and Turkey. *Journal of Child Language, 46*, 480-500. <https://doi.org/10.1017/s0305000918000570>

Acar, I. H., Veziroglu-Celik, M., Garcia A., Colgrove, A., Raikes, H., Gonen, M., & Encinger, A. (2019). The qualities of teacher-child relationships and self-regulation of children at risk in the United States and Turkey: The moderating role of gender. *Early Childhood Education Journal, 47*, 75-84. <https://doi.org/10.1007/s10643-018-0893-y>

Ren, L., Garcia, A., Esterach, J., Encinger, A., Raikes, H., & Acar, I. (2019). Parent-child relationships and preschoolers' social-emotional functioning among low-income families: The moderating role of parental nativity. *Infants and Young Children, 32*(2):123-138.

Raikes, H., White, L., Green, S., Burchinal, M., Kainz, K., Horm, D., Bingham, G., Cobo-Lewis, A., St. Clair, L. & Greenfield, D. (2019). Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. *Early Childhood Research Quarterly, 47*, 145-158.

Acar, I., Torquati, J., Garcia, A.S., & Ren, L. (2018). Examining the roles of parent-child and teacher-child relationships on behavior regulation of children at risk. *Merrill-Palmer Quarterly*, 64(2), 248-274. <https://doi.org/10.13110/merrpalmquar1982.64.2.0248>

Guss, S. S., Morris, A. S., Bosler, C., Castle, S. L., Hays-Grudo, J., Horm, D. M., & Treat, A. (2018). Parents' adverse childhood experiences and current relationships with their young children: The role of executive function. *Early Child Development and Care*, 190 (7), 1042-52. <https://doi.org/10.1080/03004430.2018.1513921>

Choi, J. Y., Castle, S., Burchinal, M., Horm, D., Guss, S., & Bingham, G. E. (2018). Peer effects on low-income children's learning and development. *Journal of School Psychology*, 71, 1-17. <https://psycnet.apa.org/doi/10.1016/j.jsp.2018.10.002>

Gonen, M., Guler-Yildiz, T.....Raikes, H., & Davis, D. (2018). Examining the association between executive functions and developmental domains of low-income children in the United States and Turkey. *Psychological Reports*. Advance online publication. <https://doi.org/10.1177%2F0033294118756334>

Iruka, I. U., Jones Harden, B. P., Bingham, G., Esterach, J., & Green, S. (2018). Profiles of parenting for low-income families and links to children's preschool outcomes. *Early Education and Development*, 29, 515-539. <https://doi:10.1080/10409289.2018.1440843>

Acar, I. H., Torquati, J., Encinger, A. J., & Colgrove, A. (2017, May 8). The role of child temperament on low income preschool children's relationships with their parents and teachers. *Infant and Child Development*, 27. <https://doi:10.1002/icd.2045>

Ucus, Ş., Acar, I. H., & Raikes, H. (2017). A new model in early childhood education in the United States: Educare. *International Journal of Research in Teacher Education*, 8(1), 45-57.

Horm, D., File, N., Bryant, D., Burchinal, M., Raikes, H., Forestieri, N., Encinger, A., & Cobo-Lewis, A. (2017). Associations between continuity of care in infant-toddler classrooms and child outcomes. *Early Childhood Research Quarterly*. 42, 105-118. <https://doi.org/10.1016/j.ecresq.2017.08.002>

Yazejian, N., Bryant, D., Hans, S., Horm, D., St. Clair, L., File, N., & Burchinal, M. (2017). Child and parenting outcomes after one year of Educare. *Child Development*, 88, 1671-1688. <https://doi:10.1111/cdev.12688>.

Guss, S., Jones-Harden, B., Stein, A., Yazejian, N., & Forestieri, N. (2016). Relationship of adversity to indicators of child well-being in a high-quality early education context. *NHSA Dialog*, 18(4).

Guss, S., Jones-Harden, Yazejian, N., Weeden, S., Ladner, J. (2016). Addressing adversity to support family and child well-being. *NHSA Dialog*, 18(4).

Yazejian, N., Bryant, D., Freel, K., Burchinal, M., & the Educare Learning Network (ELN) Investigative Team. (2015). High-quality early education: Age of entry or time in care

differences in student outcomes for English-only and dual language learners. *Early Childhood Research Quarterly*, 32, 23-39. [https://doi: 10.1016/j.ecresq.2015.02.002](https://doi.org/10.1016/j.ecresq.2015.02.002)

Guss, S. S., Horm, D. M., Lang, E., Krehbiel, S., Petty, J., Austin, K., Bergren, C., Brown, A., Holloway, S. (2013, July). Using classroom quality assessments to inform teacher decisions. *Young Children*, 68 (3), 16-20.

Norris, D. J., & Horm, D. M. (2013) Introduction to the special issue on the use of data to inform early childhood practice and policy. *Early Education and Development*, 24, 1-3. <https://doi.org/10.1080/10409289.2013.736082>

Guss, S. S., Norris, D. J., Horm, D. M., Monroe, L. A., & Wolfe, V. (2013). Lessons learned about data utilization from classroom observations. *Early Education and Development*, 24, 4-18. [https://doi: 10.1080/10409289.2013.739543](https://doi.org/10.1080/10409289.2013.739543)

Stein, A., Freel, K., Hanson, A. T., Pacchiano, D., & Eiland-Williford, B. (2013). The Educare Chicago research-program partnership and follow-up study: Using data on program graduates to enhance quality improvement efforts. *Early Education and Development*, 24, 19-41. [https://doi: 10.1080/10409289.2013.739542](https://doi.org/10.1080/10409289.2013.739542)

Yazejian, N., & Bryant, D. (2013). Embedded, collaborative, comprehensive: One model of data utilization. *Early Education and Development*, 24, 68-70. <https://doi.org/kffb>

Chapters

Horm, D., Yazejian, N., Kennel, P., & Jackson, C. D. S. (2017). Educare: A model for U.S. early childhood services. In L. Miller, C. Cameron, C. Dalli, & N. Barbour (Eds.), *SAGE handbook of early childhood policy* (pp. 303-319). Thousand Oaks, CA: SAGE Publications.

Horm, D. (2017). Educare as a model of multi-site, collaborative, policy-relevant research. In N. Barbour & B. A. McBride (Eds.), *The future of child development laboratory schools: Applied developmental science in action*. New York: Routledge.

Yazejian, N., Bryant, D., & Kennel, P. (2013). Implementation and replication of the Educare model of early childhood education. In T. G. Halle, A. J. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 209-225). Baltimore, MD: Brookes.

Papers Under Review

Vuletich, H., Stafford, B. A., Iruka, I. U., & Payne, B. K. (under review). Exploring the relation between early childhood education and historical and contemporary racism and bias for Black children. [Submitted to *Early Childhood Research Quarterly*].

Kwon, K. A., Jang, W., Ford, T., Horm, D., Yazejian, N., & Bryant, D. (under review). Longitudinal patterns and classroom correlates of Head Start teacher turnover. [Submitted to *American Educational Research Journal, Teaching and Teacher Education*].

Escalante, E., Garcia, A., Raikes, H., Veziroglu-Celik, M., Gonen, M., Bilgic, P., & Dedebyraktar, D. (under review). Relations among executive function, BMI, and food responsiveness in a cross-cultural context. [Submitted to *Eating Behaviors*].

Dissertations/Theses

Sansbury, A. (In process). *Racial identity development of young Black children in early childhood education: The roles of teachers and families*. (Doctoral dissertation). George Mason University. Funded by a grant for \$25,000 from OPRE/ACF.

Grubb, C. (In process). *The validity and predictive utility of the Classroom Assessment Scoring System (CLASS) in Head Start classrooms*. (Doctoral dissertation). Colorado State University.

Niño, S. (2023). *Teamwork makes the dream work: Examining teaching philosophy in Head Start teaching teams* (Doctoral dissertation). University of Miami.

Foster, T. J. (2021). *The influence of peer age and sex on the relationship between peer skills and child outcomes* (Doctoral dissertation). University of North Carolina at Chapel Hill.

Byrd, J. (2021). *Associations between parent-reported household food insecurity and child outcomes* (Doctoral dissertation). University of Nebraska-Lincoln.

Niño, S. M. (2019). *It takes two to make a good thing right: Examining the dynamics among teaching teams in Head Start classrooms*. (Master's thesis). University of Miami.
https://scholarship.miami.edu/discovery/fulldisplay/alma991031447302702976/01UOML_INST:ResearchRepository

Guss, S. S. (2019). *Refinement of a measure of data use practices* (Doctoral dissertation). Oklahoma State University.

Foster, T. J. (2018). *The relationship between classroom age composition and children's language and social school readiness outcomes: Examining the role of peer effects* (Master's thesis). University of North Carolina at Chapel Hill. [Paper published in 2020 in *Child Development*].

Dunaway, L. E. F. (2017). *Stepping outside of the classroom: The impact of health, neighborhoods, and parenting on school readiness for children in a high-quality early education program* (Doctoral dissertation). Tulane University, New Orleans, LA. Retrieved from: <https://digitallibrary.tulane.edu/islandora/object/tulane%3A75595>

Tran, V. (2017). *Parent/caregiver involvement in activities with children and child language, social-emotional, and school readiness outcomes in a high-quality early learning program* (Master's thesis). University of Washington, Seattle, WA.

Acar, I. H. (2016). *Examining the roles of child temperament, home, and classroom environments on low-income preschool children's self-regulation* (Doctoral dissertation). University of Nebraska – Lincoln. ProQuest Dissertations Publishing, #10139057.

Escalante Barrios, E. L. (2016). *Feeding practices of families with preschoolers in Colombia and USA: A cross-cultural multiple case study*. (Doctoral dissertation). University of Nebraska – Lincoln. ProQuest Dissertations Publishing, #10143737.

Huffman, J. (2012). *The role of preschool quality and family characteristics in the social and language development of children living in urban poverty* (Doctoral dissertation). University of Wisconsin - Milwaukee.