

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Educare Follow-Up Studies at Four Educare Schools | 2015-2021

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EDUCARE FOLLOW-UP STUDY

Purpose & Methods

- Four coordinated studies to compare the early school achievement (K-3rd grade) of Educare graduates with demographically similar peers
- Followed Educare graduates into school and recruited “matched” comparison children in the same classroom and followed them
- Tried to match on gender, race/ethnicity, disability status, income, and parent education
- Assessed in person in fall and spring of Kindergarten year, and spring of the 1st, 2nd, and 3rd grades
- PPVT for vocabulary, WJ for letter-word ID and applied problems, Head Toes Knees Shoulders for executive function, and a teacher rating of behavior (DESSA)

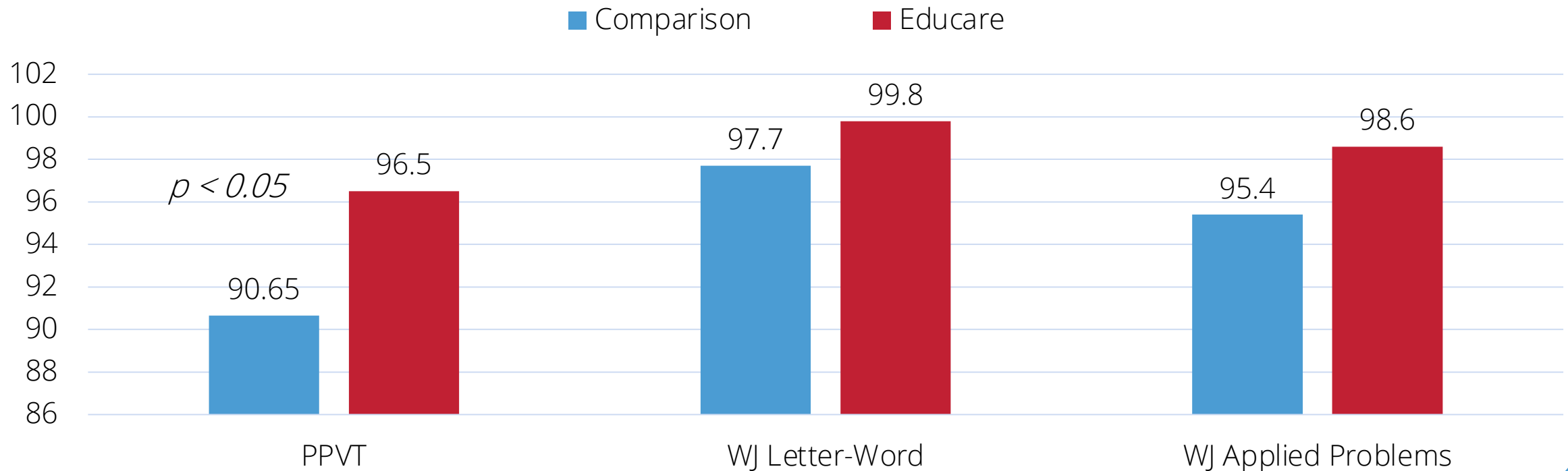
Study Design

Academic Year	Pre-K (Educare / Other Care)	Kindergarten Fall & Spring	1 st grade Spring	2 nd grade Spring	3 rd grade Spring
2014 – 15	Cohort 1				
2015 – 16	Cohort 2	Cohort 1			
2016 – 17	Cohort 3	Cohort 2	Cohort 1		
2017 – 18		Cohort 3	Cohort 2	Cohort 1	
2018 – 19			Cohort 3	Cohort 2	Cohort 1
2019 – 20				Cohort 3	Cohort 2
2020 – 21					Cohort 3

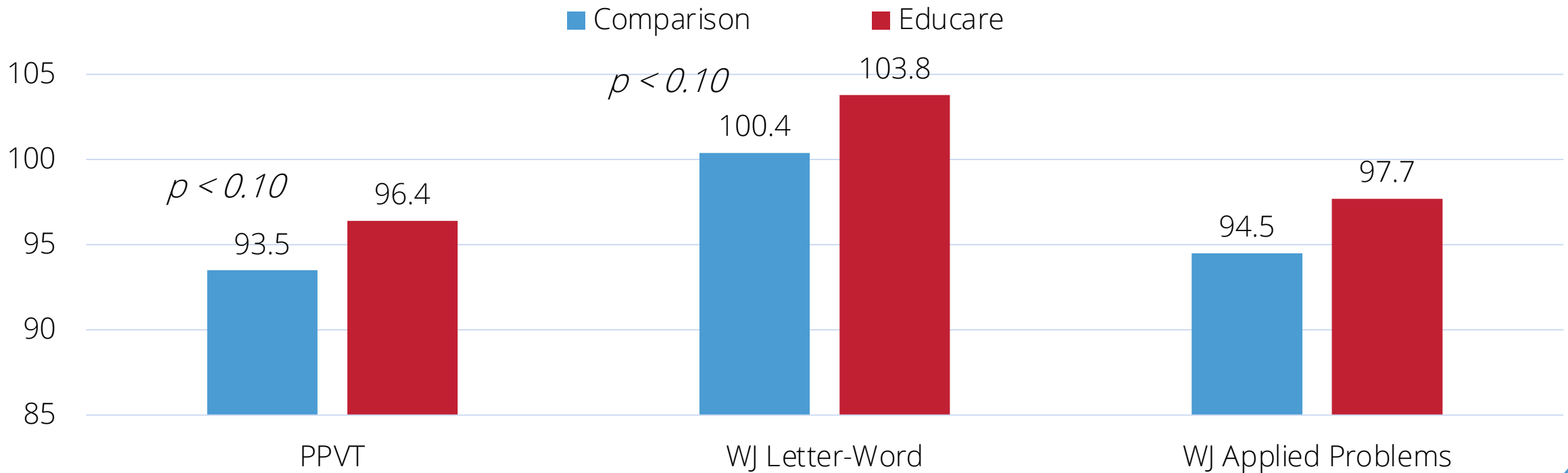
Educare vs Comparison Groups

	Comparison (N=116)			Educare (N=220)		
Age Entering K, mean years	5.5			5.5		
Gender, % boys	45.6%			51.6%		
Race/Ethnicity, % White, Black, Hispanic	40%	34%	39%	25%	46%	35%
Dual Language Learner	40%			38%		
Child has disability	16.4%			13.5%		
Mother's mean years of education	12.4			12.2		
Single Parent	17.2%			43.9%		
Family Income > \$36,000	23.9%			15.7%		
Attended center-based ECE in year before Kindergarten	91%			100%		

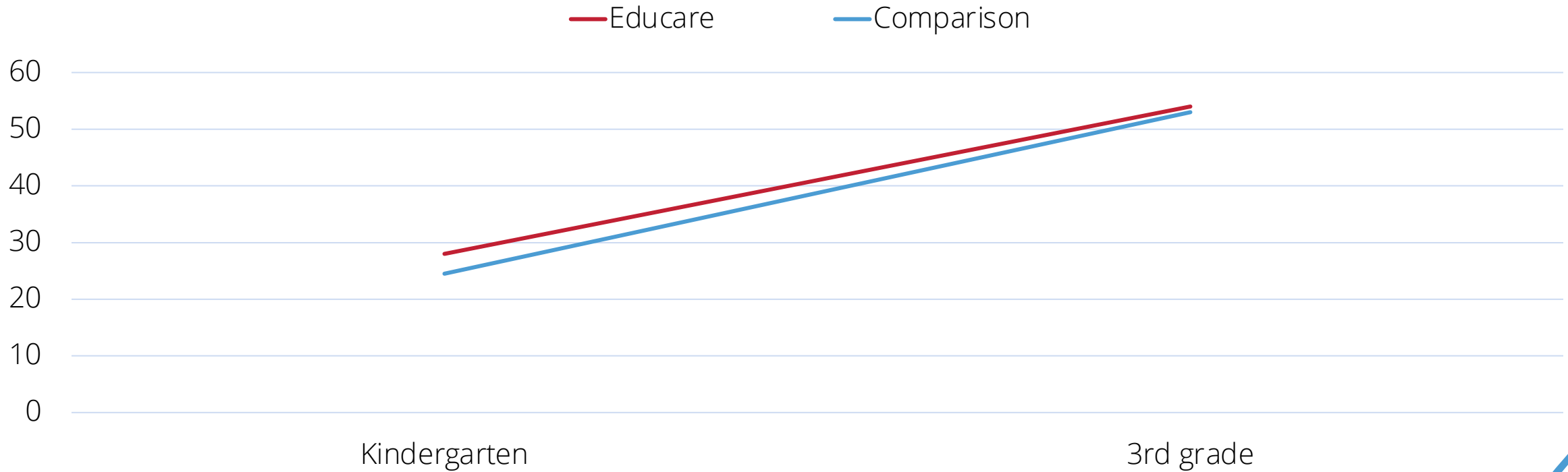
Child Assessments at Kindergarten Entry



Child Assessments in Spring of 1st Grade



Executive Function (HTKS) Score Over Time



Summary

Educare graduates do at least as well, if not better than, their peers in the early grades in several pre-academic domains, scoring significantly higher in kindergarten in their vocabulary knowledge and executive function skills.

Given the structurally-driven inequities their families face, especially poverty and potential discrimination, scoring at or near national averages on language and math measures is good.

This was not an Educare vs. no-ECE study; most comparison group children attended other center-based care before kindergarten, about 50% attended public pre-k programs and 25% attended other Head Start programs.



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