



# Evaluation Report 2012-2013

**Interdisciplinary Center For Program Evaluation**  
**Munroe Meyer Institute**

Collaborate

Evaluate

Improve



# ANNUAL EVALUATION REPORT

## About Educare of Omaha

Educare of Omaha was formed in 2002 as a private, non-profit collaborative effort of the Buffett Early Childhood Fund, Omaha Public Schools, and the local Head Start grantee. After opening its doors in the wing of an elementary school building in 2002, Educare moved into its first building, adjacent to Kellom Elementary in North Omaha, in June of 2003. A second site opened in August of 2009 and is located next to Indian Hill Elementary in South Omaha.

In order to provide a high quality early childhood education and care program, Educare braids funds from numerous sources including the Office of Head Start, Nebraska Department of Education (including the USDA Child and Adult Care Food Program, Nebraska Department of Health and Human Services Child Care Development Block Grant, Omaha Public Schools (Title I, Early Childhood Special Education, State Aid, general fund), Buffett Early Childhood Fund, Sixpence grant funds, Learning Community of Douglas and Sarpy Counties, and parent fees.

## The Educare Model

Educare of Omaha is part of a larger, national network of Educare Centers. The Educare Model is described below by this network, [www.educareschools.org](http://www.educareschools.org).

*Educare is different than other early child care programs in that it gives students in poverty the best 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 success and Educare's program model is specifically designed to help at-risk students and their families overcome such barriers. The goal is that students receive the services they need to arrive at kindergarten ready to learn and do not start so far behind their more economically advantaged peers.*

*Early language and literacy skills, along with social-emotional-behavioral skills, lay the groundwork for academic success in students. Those two skills, along with self-confidence, a sense of curiosity, impulse control, empathy, the ability to engage with other students and teachers, hopefulness, and the ability to prevent and resist social pressure and violence are necessary for a child to have a good experience in school and must be developed in students.*

*The Educare Model's core features include: research-based practices and strategies, small class size and high staff/child ratios, highly qualified staff and intensive professional development, focus on language and literacy, emphasis on social-emotional development to promote school readiness, enhanced focus on problem-solving and numeracy, continuity of care to help students develop secure relationships, on-site family support services to engage students and parents, reflective supervision and practice throughout the program, an interdisciplinary and effective team approach, arts used to support social-emotional, language and literacy development, and an emphasis on starting early.*

*Educare is informed by research from a variety of relevant disciplines, including but not limited to, early childhood education, health, developmental psychology, and social work and encompasses ongoing evaluation in order to assess the quality of classroom environments and to evaluate students' progress.*

## Purpose of Evaluation

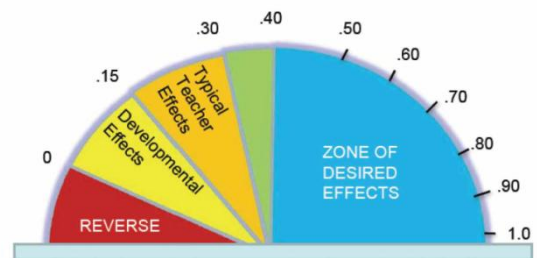
The evaluation of Educare of Omaha focused on determining the overall effectiveness of the program in providing early childhood services, parenting education, and family support services. Generally based upon a Utilization-Focused evaluation design (Patton, 2012), the evaluation plan employed multiple methods to describe and measure the quality of implementation, the quality of programming, and to report student and family outcomes.

The evaluation strives to answer the following questions:

- Who does Educare serve?
- Are staff and classrooms of high quality?
- Are students benefitting and achieving positive outcomes?
- 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, 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)<sup>1</sup>. 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.



<sup>1</sup> 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.

## Implementation: Who does Educare Serve?

Educare serves students primarily from the North and South Omaha areas. All students served by Educare meet the eligibility requirements for Early Head Start or Head Start. A majority of students served were identified as part of a minority racial or ethnic group. Approximately half of all students served were English language learners. About 14% were also verified for special education.

### Implementation Key Findings

- Educare of Omaha operated 31 classrooms: 17 were infant or toddler classrooms and 14 were preschool classrooms
- 381 students and their families were served (racially/ethnically diverse, high poverty, almost half were English language learners, about 14% verified for special education)
- Staff were highly qualified

The following table provides an overview of characteristics of students served between August of 2009 and June of 2013.

**Table 1: Characteristics of Population Served by Educare, 2009-13**

Year	School	% Black-African American	% Hispanic or Latino	% Multiple or Other	% White or Caucasian	Gender % Male	% Verified for Special Education	% English Language Learners	Total Served
2012-13	Kellom	66%	6%	14%	10%	51%	13%	20%	183
	Indian Hill	5%	83%	5%	8%	51%	15%	74%	198
2011-12	Kellom	68%	10%	13%	9%	55%	17%	15%	210
	Indian Hill	9%	74%	9%	8%	57%	15%	49%	202
2010-11	Kellom	62%	20%	9%	9%	59%	15%	20%	208
	Indian Hill	8%	72%	6%	14%	52%	11%	59%	216
2009-10	Kellom	66%	14%	6%	14%	54%	12%	20%	183
	Indian Hill	10%	72%	13%	5%	53%	8%	70%	191

## Staff Credentials

*Teaching staff:* As of May 31, 2013 100% (14 of 14) of the preschool Lead Teachers held a valid Nebraska Teaching Certificate with an endorsement in Early Childhood Education, Preschool Disabilities, or Early Childhood Education Unified.

Of the infant/toddler Lead Teachers, 76% (13 of 17) held at least a bachelor's degree in Child Development, Early Childhood Education, or Elementary Education with course work having been completed in early childhood. Of these 13 teachers, 10 held Nebraska teaching certificates with endorsements in Early Childhood Education. Three staff members (18% of Infant/Toddler Lead Teachers) held an out of state certification with endorsement or a NE certification without the ECE Endorsement. Four staff members (24% of the infant/toddler Lead Teachers) held a bachelor's degree in Psychology, Speech Language Pathology, Family/Women's Studies or Family Science, with demonstrated competency and experience working with the infant/toddler population. The latter seven teachers continue their pursuit of additional studies with a focus on obtaining teacher certification and an endorsement in early childhood.

In addition to a lead teacher in each classroom, Educare also has an associate teacher and a teacher aide. Of associate teachers, 100% held associate level or bachelor level degrees in early childhood or related fields (education, psychology). Of the teacher's aides, 22 met Nebraska's Rule 11 criteria. A total of 15 teacher aides were actively working toward CDA Certification and an additional 6 teacher aides were actively pursuing an Associate's degree in ECE.

Of the 115 program staff working at both schools, 100% are female, 29% are African American, 26% are Latino, and 45% are Caucasian.

## Educational Settings Are of High Quality

Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, Vandergrift, Pianta, & Mashburn, 2010; Burchinal, Peisner-Feinberg, Bryant, & Clifford, 2000; Ramey & Ramey, 1998). Classroom settings themselves are associated with both positive and negative effects on young students' motivation (Shonkoff & Phillips, 2000). Although the relationship between classroom environment and motivation is complex and requires further study, current research suggests that, "...students in classrooms characterized by minimal pressure to perform, ample child choice in activities, encouragement of collaboration, and more nurturing teacher-child interactions show more engagement when working on achievement tasks (Stipek et al., 1995; 1998 as cited by Shonkoff & Phillips, pg. 158, 2000)."

*The key evaluation question for this section is:* Are Educare of Omaha classrooms of high quality, as measured by industry-standard rating tools?

### Infant and Toddler Classroom Quality

**Environment Rating Scale.** 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, Listening and Talking, Learning Activities, Interaction, Program Structure, and Parents and Staff, as well as an overall rating of quality.

Eleven classrooms were observed and rated using the ITERS-R this year. The resulting scores are illustrated in Table 2. Note: older toddler rooms were observed and rated with the early childhood version of this tool.

### Classroom Quality Key Findings

- **Environment Rating Scales showed significant improvement with strong effects over a four year period (2009-2013)**
  - ITERS from 6.26 to 6.56 ( $p=.004$ ,  $d=1.14$ )
  - ECERS from 6.17 to 6.47 ( $p=.001$ ,  $d=0.97$ )
- **PRE-K CLASS showed significant improvement in Instructional Support over a three year period increasing from 3.28 to 4.49 ( $p=.018$ ,  $d=0.76$ )**
- **Infant and Toddler CLASS ratings were in or approaching the high quality range**

#### 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

**Table 2: ITERS-R Sub-scores and Overall Score, 2009-13**

Year	# of rooms	Space & Furnishings	Personal Care Routines	Listening & Talking	Learning Activities	Interaction	Program Structure	Parents & Staff	Overall Rating
<b>2012-2013</b>	<b>11</b>	<b>6.53</b>	<b>5.71</b>	<b>6.88</b>	<b>6.59</b>	<b>6.91</b>	<b>6.43</b>	<b>7.00</b>	<b>6.56</b>
12-13 K	5	6.56	5.83	7.00	6.48	6.95	6.60	7.00	6.59
12-13 IH	6	6.50	5.61	6.78	6.68	6.88	6.29	7.00	6.54
<b>2011-12</b>	<b>11</b>	<b>6.46</b>	<b>5.41</b>	<b>6.90</b>	<b>6.19</b>	<b>6.96</b>	<b>6.60</b>	<b>7.00</b>	<b>6.43</b>
<b>2010-11</b>	<b>11</b>	<b>6.64</b>	<b>4.11</b>	<b>6.79</b>	<b>6.36</b>	<b>6.86</b>	<b>6.75</b>	<b>7.00</b>	<b>6.28</b>
<b>2009-10</b>	<b>12</b>	<b>6.28</b>	<b>5.11</b>	<b>6.83</b>	<b>5.88</b>	<b>6.85</b>	<b>6.38</b>	<b>7.00</b>	<b>6.26</b>

*Results.* Infant and toddler classrooms were of good to excellent quality and, on average, exceeded the Nebraska Department of Education indicators of quality scores of “5” or greater on each domain of the ITERS-R. All areas were approaching “Excellent” (score of 7) with the exception of Personal Care Routines which was in the “Good” range (score of 5) and approaching the “Excellent” range. Scores were very similar across the two schools, though slightly higher overall at Kellom. Perhaps more importantly, ratings have continued to show strong improvement over a four year period with an overall change from 2009-2013 from 6.26 to 6.56 ( $p=.004$ ,  $d=1.14$ ).

*Infant CLASS Observation Rating.* According to its authors, the CLASS “is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.” The Infant Classroom Assessment Scoring System (Infant CLASS) was piloted in 2012-2013 and completed in infant 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—Emotional Support.

Infant CLASS

Toddler Classroom Assessment Scoring System

Authors: Hamre, La Paro, Pianta, & Locasale-Crouch, 2012

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

**Table 3: Infant CLASS Domain Averages 2012-2013**

**Emotional Support**

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

Year	# of rooms	Emotional Support
<b>2012-2013</b>	<b>5</b>	<b>5.96</b>
12-13 K	2	5.88
12-13 IH	3	6.04



Students in Educare of Omaha infant classrooms at both schools experienced interactions at or approaching the high quality range.

*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.

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

In addition to these domains, interactions are further considered relative to dimensions. 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).

**Table 4: Toddler CLASS Domain Averages 2011-2013**

Year	# of rooms	Emotional Support & Behavior Guidance	Engaged Support for Learning
<b>2012-2013</b>	<b>12</b>	<b>6.51</b>	<b>5.30</b>
12-13 Kellom	6	6.58	5.53
12-13 Indian Hill	6	6.44	5.08
<b>2011-2012</b>	<b>13</b>	<b>6.68</b>	<b>4.78</b>

Students in Educare classrooms at both schools experienced interactions in the moderate to high quality range in both domains. Schools were similar in regard to their ratings, and both showed improvement in Engaged Support for Learning from the prior year's results and slight declines in Emotional Support from 2011-12.

### Preschool Classroom Quality

*Environment Rating Scale.* 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

Twenty 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.

**Table 5: ECERS-R Sub-scores and Overall Score, 2009-13**

Year	# of rooms	Space & Furnishings	Personal Care Routines	Language-Reasoning	Learning Activities	Interactions	Program Structure	Parents & Staff	Overall Rating
<b>2012-13</b>	<b>20</b>	<b>6.28</b>	<b>5.33</b>	<b>6.93</b>	<b>6.55</b>	<b>6.84</b>	<b>6.71</b>	<b>7.00</b>	<b>6.47</b>
12-13 Kellom	10	6.14	5.02	7.00	6.48	6.74	6.70	7.00	6.37
12-13 I.H.	10	6.41	5.63	6.85	6.62	6.94	6.73	7.00	6.57
<b>2011-12</b>	<b>20</b>	<b>6.19</b>	<b>5.23</b>	<b>6.78</b>	<b>6.66</b>	<b>6.81</b>	<b>6.57</b>	<b>7.00</b>	<b>6.44</b>
<b>2010-11</b>	<b>20</b>	<b>6.18</b>	<b>5.17</b>	<b>6.80</b>	<b>6.19</b>	<b>6.90</b>	<b>6.44</b>	<b>7.00</b>	<b>6.32</b>
<b>2009-10</b>	<b>19</b>	<b>5.91</b>	<b>4.56</b>	<b>6.67</b>	<b>6.29</b>	<b>6.94</b>	<b>6.25</b>	<b>6.96</b>	<b>6.17</b>

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, but still improved from the previous year. Gains were noted overall compared to last year’s ratings, except for a slight decline with Learning Activities. Results were similar across schools, with Indian Hill achieving slightly higher ratings. Both schools overall showed continued improvement over the past four program years with significant improvement and strong effects from 2009 to 2013, improving from 6.17 to 6.47 ( $p=.001$ ,  $d=0.97$ ).

**CLASS Observation Rating.** The Pre-K version of the Classroom Assessment Scoring System (CLASS) was completed in each preschool classroom. The Pre-K CLASS has three domains:



In the same way the Toddler CLASS looks at additional dimensions with regard to each domain, the Pre-K CLASS does the same. Dimensions include emotional, organizational, and instructional supports. 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

**Table 6: Pre-K CLASS Domain Averages 2009-2013**

Year	# of rooms	Emotional Support	Classroom Organization	Instructional Support
<b>2012-2013</b>	<b>14</b>	<b>6.60</b>	<b>6.31</b>	<b>4.49</b>
12-13 Kellom	7	6.47	5.97	3.79
12-13 Indian Hill	7	6.73	6.64	5.08
<b>2011-2012</b>	<b>14</b>	<b>6.44</b>	<b>5.96</b>	<b>3.59</b>
<b>2010-11</b>	<b>14</b>	<b>6.52</b>	<b>6.01</b>	<b>3.17</b>
<b>2009-10</b>	<b>14</b>	<b>6.42</b>	<b>5.71</b>	<b>3.28</b>

Classrooms were generally in the high quality to moderate range. Research on the CLASS supports ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, as being necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010). Classrooms exceeded the local goal of 5 or greater in the domains of Emotional Support and

Classroom Organization. In the Instructional Support domain, Educare of Omaha exceeded the benchmark identified by researchers' national studies on this domain by a healthy margin (4.49 vs. cut score of 3.25) and showed continuous improvement from the prior three years. Just in the last year, however, ratings increased almost one point overall, which is a strong movement in the right direction. Further, the domain of Instructional Support showed strong effects across the program ( $p=.018$ ,  $d=0.76$ ). When examining by school, however, greater gains have been shown at Indian Hill. Adoption of the 'MyTeachingPartner' (MTP) program wide may continue to offer growth for Indian Hill while at the same time assisting Kellom in achieving greater strides in mastery of the Instructional Support domain.

MyTeachingPartner (MTP) is a program developed by The Center for Advanced Study of Teaching and Learning (CASTL) that focuses on professional development coaching and supports using the structure of the CLASS and its domains. Coaches work one-on-one with teachers using video clips to highlight interactions and help teachers build upon their interactions and classroom practices. A small number of classrooms at both Kellom and Indian Hill piloted MTP this past year using Master Teachers as the coaches in classrooms. Given that CLASS scores are significantly improving, it is recommended that Educare of Omaha implement this professional development coaching model across both schools program wide.

### **Overall Program Findings of Classroom Quality**

*Environment Rating Scale.* Overall, all classrooms in Educare of Omaha were of good to excellent quality and, on average, exceeded the Nebraska Department of Education indicators of quality scores of "5" or greater on each domain of both the ITERS-R and ECERS-R.

*Classroom Interaction Ratings.* After the first year of CLASS utilization, Educare of Omaha made Instructional Support the focus for continuous improvement. The developers of the tool note that most classrooms around the nation measure in the low range of quality for Instructional Support, but with each 0.50 gain students make significant academic gains (Locasale-Crouch, Konold, Pianta, Howes, Burchinal, Bryant, Clifford, et al., 2007). As a result, since the 2009-2010 pilot year, there has been significant improvement in Instructional Support, with ratings increasing from 3.28 to 4.49 ( $p=.018$ ,  $d=0.76$ ).

*Continuous Quality Improvement.* Upon completion of the ECERS-R, ITERS-R, or CLASS in each classroom, debrief consultation immediately followed with a member of the evaluation staff, the teaching team, and the Master Teacher. Using a continuous quality improvement model, strengths as well as areas for improvement were discussed with each group. Action plans were developed with classroom teams as needed to address areas of improvement. Classroom data were analyzed by the Master Teacher, by site, for Educare of Omaha as a whole, as well as across years, and summary reports were prepared. These data were reviewed with administrators and staff. Professional development plans continue to be refined in accordance with the findings of the observation data.

## Students Are Achieving Positive Outcomes

Between birth and age five, students are capable of rapid developmental progress, yet are also susceptible to challenges which may negatively impact development. Although the mechanisms involved in this delicate interplay are complex, it is clear that development can be positively affected when attention is focused on areas of concern (Shonkoff & Phillips, 2000). At infancy and in toddlerhood, a child already exhibits a unique set of strengths and challenges that can provide valuable information to parents, teachers, and other providers to consider approaches for supporting his/her developmental needs.

Multiple assessments are used to explore students' development in a variety of areas. The result is a snapshot of the development of students enrolled in Educare as compared to a norming sample (by tool) representative of the general population and changes in this population's development over time. The following sections use data to outline these results by infant, toddler, and preschool student populations enrolled at Educare of Omaha.

### Student Outcome Key Findings

- **Preschool students significantly improved vocabulary with modest effect sizes ( $d=0.23$ , PPVT)**
- **Over a three year period, students showed significant improvements in language with effects within the targeted zone ( $d=0.61$ , English PLS), however students with a home language of Spanish showed significant declines in Spanish ( $d=0.38$ , Spanish PLS)**
- **Students were significantly more prepared for kindergarten with effects within the targeted zone ( $d=0.45$ , BSRA)**
- **Students showed significant increases in total protective factors with effects within the targeted zone ( $d=0.40$ , DECA)**

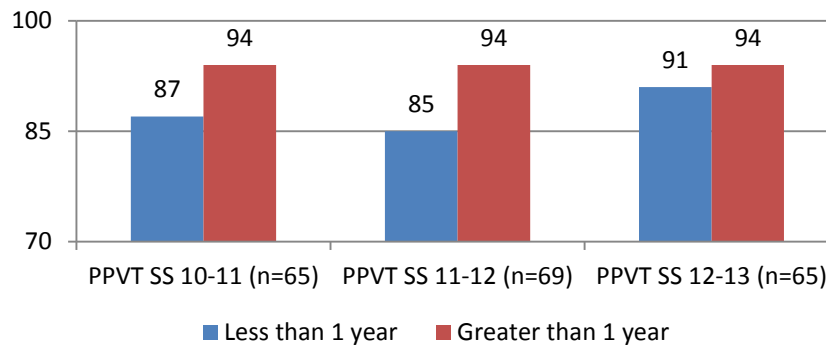
### Infants and Toddlers

The vocabulary of infants and toddlers is an important factor to explore when considering how students may fare as they progress through school. Students who have limited vocabularies at a very young age are likely to have more difficulty increasing their vocabulary to a level similar to those whose vocabulary is greater to start (Hart & Risley, 1995).

### Vocabulary Development

Infant and toddler receptive vocabulary development (understanding of language) was assessed using the Peabody Picture Vocabulary Test V (PPVT-V). In Figure 1, scores are depicted comparing students with less dosage of Educare (attended less than one year) contrasted with those who attended more than one year of Educare.

**Figure 1: PPVT Standard Scores at 36 mos. of Age  
by Length of Participation in Educare**



More time in Educare was associated increased vocabulary. Students who attended Educare for a greater amount of time received, on average, higher standard scores on the PPVT at age three. This year students with greater than one year of Educare averaged the same standard scores on the PPVT as in prior years, but students with less than one year of Educare averaged a much greater standard score (91, rather than 85 or 87 as in the previous two years). Why might this be? There are many possible explanations. Students may be attending other learning programs before age three. Students in other years may have attended far less than one year and this could be different in 2012-13. Teachers may be focusing on the “new” students and remediating skills to help them achieve a level more equal to “old” students. Perhaps teachers feel more comfortable differentiating and individualizing instruction at the lower end, but are less intentional at the higher skill level. It is not clear why this might be occurring, but is worthy of examination.

### **Preschool Students**

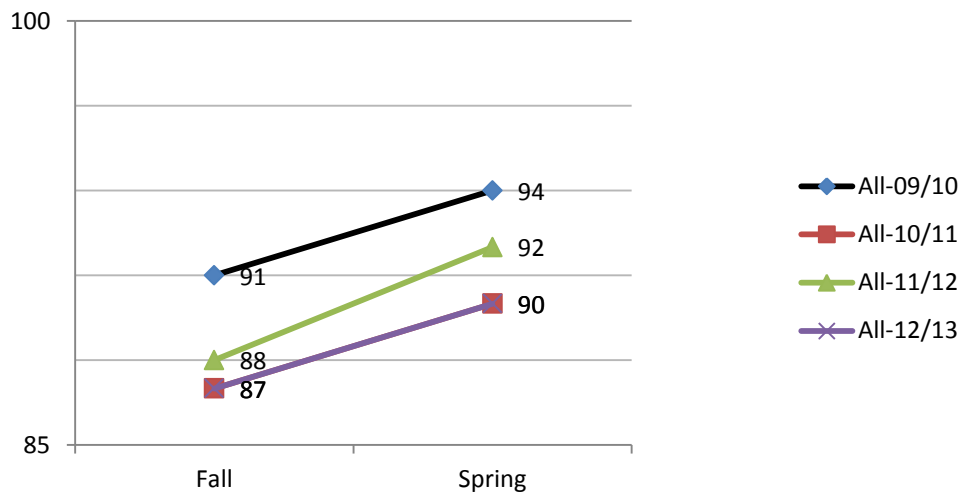
School readiness is an essential concern for students entering the educational system. Preparation to perform in an educational setting is a significant benefit for students, especially those who are from diverse backgrounds, with a greater number of risk factors, and have typically poorer school performance compared to their economically advantaged counterparts (Shonkoff & Phillips, 2000).

Five different tools were used with preschool students enrolled at Educare to comprehensively measure development across multiple domains: vocabulary, language, academic school readiness, broad observational measures, and social-emotional development.

## Vocabulary Development

Preschool students' receptive vocabulary development (understanding of language) was assessed using the Peabody Picture Vocabulary Test IV (PPVT-IV). Figure 2 displays trends comparing time 1 (generally fall) to time 2 (spring) standard scores on the PPVT-IV for 09/10, 10/11, 11/12, and 12/13 years across all preschool students (age three to five).

**Figure 2: PPVT-V Standard Scores by Year**



Preschool students made an average gain of 3 standard score points from time 1 (usually fall) to time 2 (spring), matching exactly results found in 2010-11. If you are reviewing this report in black and white rather than color, you will not see the 12/13 line because it overlays the 10/11 line. Using a paired samples statistic, students significantly improved ( $p=.014$ ) and showed modest effect sizes ( $d=0.23$ ). Students earned an average standard score of 87 in the fall and 90 in the spring ( $n=114$  with matched data or students who met basal for testing). About half (43%) of this group of students were English language learners and 13% were verified for special education.

Outcomes comparing PPVT outcomes by population group for all students age-eligible for a PPVT are listed in the following table.

**Table 7: Change in PPTV-IV by Population**

Year	Population	# of students	Time 1 Standard Scores	Time 2 Standard Scores	SS Change
2012-2013	All students	114	87	90	+3
	English proficient students, no special education verification	58	95	96	+1
	English Language Learners (ELL) students, no special education verification	41	80	84	+4
	Students with a special education verification, not ELL	6	88	89	+1
	ELL students with a special education verification	9	68	77	+9

Clearly, while greater gains were observed for the population of students who were learning English as a second language, all population groups showed gains.

### English and Spanish Language Development Skills

Infants, Toddlers, and Preschool students' English (and in cases of English Language Learners, both English and Spanish), language development skills were assessed using the Preschool Language Scales-Fifth Edition (PLS-V). This tool measures preschool students' progress with language by looking at both receptive communication and auditory language comprehension. It was administered among English language learners to inform the following evaluation questions: (1) Do these students make gains in English? (2) Do they make gains in Spanish? This year, the focus of our analysis was to compare long term results. Therefore, students were assessed in the fall of the 2010 program year and those results were compared to spring of 2013—three years of Educare programming. Below is a graph depicting changes from time 1 (fall 2010) to time 2 (spring 2013) in English and Spanish.

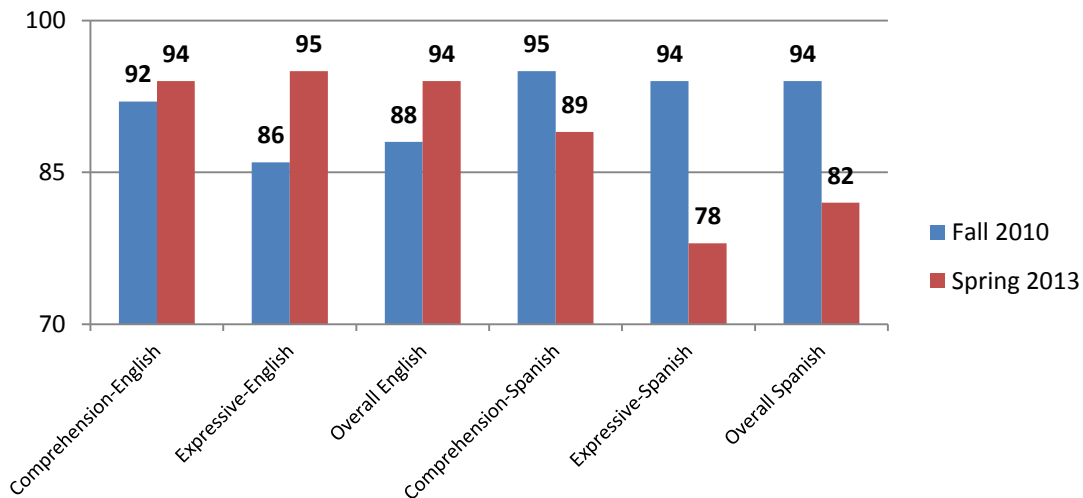
PLS-V  
Preschool Language  
Scales- 5<sup>th</sup> Edition

Authors: Zimmerman,  
Steiner & Pond (2011-  
English, 2012-Spanish)

Score:  
The mean is 100 with the  
average range of 85-115



**Figure 3: Preschool Language Scale Outcomes – English and Spanish (2010-13)**



**Results.** In summary, the evaluation questions in regard to Preschool Language Scale findings were: (1) Over the course of three years of participation in Educare, do students make long-term gains in English? (2) Do they make long-term gains in Spanish? As depicted in Figure 3, significant gains were found in English in the area of expressive language ( $n=27$ ,  $p=.004$ ,  $d=0.61$ ), with 30% of the sample being English language learners and 11% being verified for special education. Those same patterns were not evident in Spanish language maintenance. Generally, students made gains in English, but students with a home language of Spanish showed significant declines in expressive ( $n=16$ ,  $p=.002$ ,  $d=.38$ ) and overall Spanish language skills ( $n=16$ ,  $p=.007$ ,  $d=.78$ ).

Given the small numbers included in the sample above, we further examined long term changes in Spanish by incorporating multiple years of data. Those results also showed significant declines over a two to three year period, with Spanish auditory comprehension declining from 90.92 to 87.62 ( $n=125$ ,  $p=.016$ ,  $d=.22$ ), Spanish expressive communication from 91.71 to 81.09 ( $n=111$ ,  $p<.001$ ,  $d=.51$ ) and overall standard scores declining from 90.67 to 83.45 ( $n=111$ ,  $p<.001$ ,  $d=.42$ ). One limitation to consider with the PLS is to note that infants and toddlers tend to start somewhat higher on the tool for a variety of reasons (e.g., fewer direct assessment items and one or two more correct responses increases a standard score by a greater margin than in preschool). A second limitation was the small number of students in the matched sample. A third limitation was the transition from measurement tool (PLS-4 to PLS-5) in the 2011-12 year.

### School Readiness

The importance of concept development, particularly for students from diverse cultural and linguistic backgrounds, has been demonstrated in numerous articles (Neuman, 2006; Panter and Bracken, 2009). Some

#### Bracken

The Bracken School Readiness Assessment -3<sup>rd</sup> Edition (BSRA)

Author: Bracken, 2007

Scale: The average score is 100, with an average range of 86-114

researchers have found that basic concepts are a better means of predicting both reading and mathematics than are traditional vocabulary tests such as the PPVT-IV (Larrabee, 2007). Therefore, preschool students' school readiness was assessed using the Bracken School Readiness Assessment (BSRA).

This tool is used to measure the academic school readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. It has been used in numerous studies, including the Joint Center for Poverty Research, NICHD study of early child care and youth development, Harlem Project, and the national implementation study of Educare, to name but a few.

The Bracken examines children's knowledge of basic concepts necessary for successful entry into kindergarten. The percent of mastery score shows the percentage of correct responses, on average, for children assessed with the Bracken.

Preschool students (3 to 5 years) showed significant improvement in academic school readiness skills from 'pre' in the spring, summer or fall to 'post' in the spring ( $n=234$ ,  $p<.001$ ,  $d=0.45$ ). Students moved from a 92 to a 97 standard score as a group, meaning they moved closer to the goal of a standard score of 100 or above.

The following Bracken results reported are for those students eligible to attend kindergarten in the next year (2013-14).

**Table 8: Bracken Outcomes-% of Mastery by Subtest for (Spring 2013)**

Subtest	Percent of Mastery-Kellom	Percent of Mastery-Indian Hill	Percent of Mastery-Educare of Omaha
Colors	89	83	86
Letters	56	48	52
Numbers and Counting	39	42	41
Sizes and Comparisons	35	37	36
Shapes	48	50	49

Students at Educare demonstrated a high level of mastery on recognition of colors, but less mastery of the other four content areas. The area with the most opportunity for improvement is Sizes and Comparisons. Vocabulary in this subscale explores concepts such as bigger/smaller, thinner/wider, shallow/deep, as well as more, about the same, less than. To put the assessment results in perspective, if a typical student about to turn age five achieved about 90% mastery on colors and about 70% mastery on all other items, he or she would achieve standard score of 103, in the high average range and a 58<sup>th</sup> percentile rank.

**Table 9: Bracken Standard Scores, 2009-2013**

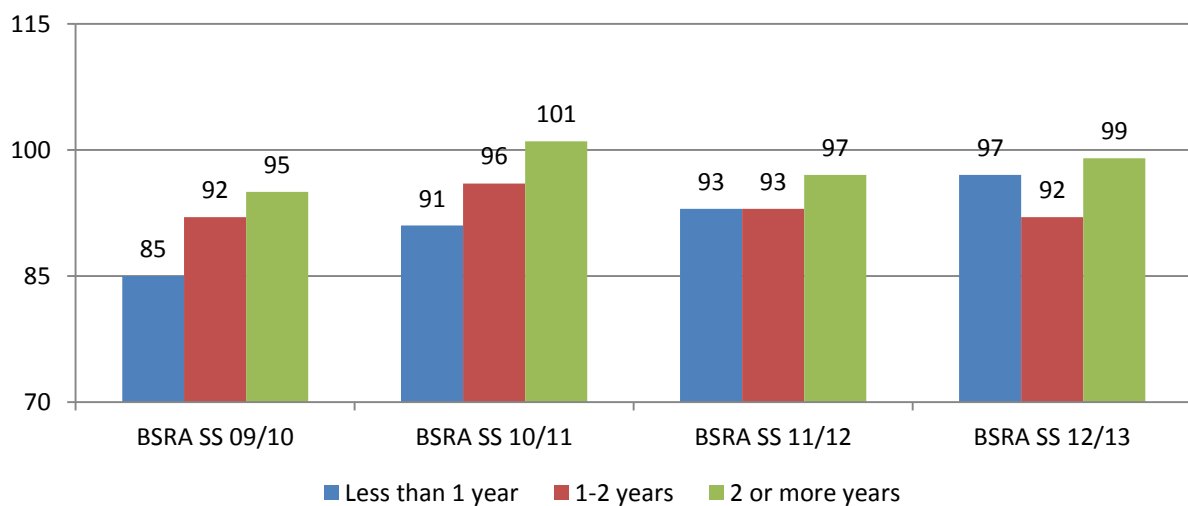
Year	# of students	Average Standard Scores
<b>2012-13 Educare of Omaha</b>	<b>97</b>	<b>98</b>
2012-13 Kellom	47	98
2012-13 Indian Hill	50	97
<b>2011-12 Educare of Omaha</b>	<b>102</b>	<b>93</b>
2011-12 Kellom	54	92
2011-12 Indian Hill	48	93
<b>2010-11 Educare of Omaha</b>	<b>121</b>	<b>97</b>
2010-11 Kellom	59	100
2010-11 Indian Hill	62	92
<b>2009-10 Educare of Omaha</b>	<b>108</b>	<b>91</b>
2009-10 Kellom	57	93
2009-10 Indian Hill	51	88

*Results.* Bracken standard scores improved slightly compared to the previous year.

The evaluation team has now added assessing three and four year old students who are not kindergarten bound with the Bracken School Readiness Assessment. This will yield information for teachers and leadership to utilize as they plan instruction in the classrooms and plan professional development for teachers.

Analysis was also done by grouping students into cohorts based upon length of participation in Educare.

**Figure 4: Bracken Standard Scores by Length of Participation in Educare**



*Results.* Analysis by length of enrollment with Educare showed differences in standard scores on the Bracken. In past years, scores consistently improved with each year of attendance. This year, students who participated two or more years demonstrated the greatest standard scores, followed closely by those who attended less than one year. The scoring pattern suggests that while greater length of participation is generally associated with improved school readiness, it is not 100% consistent. Note: sample sizes varied widely in the 12/13 year with 55 children participating in Educare for less than one year, 7 students for 1-2 years, and 35 students for greater than two years. Again, it will be recommended that Educare leadership reflect on these outcomes and consider approaches to strengthen outcomes for all students.

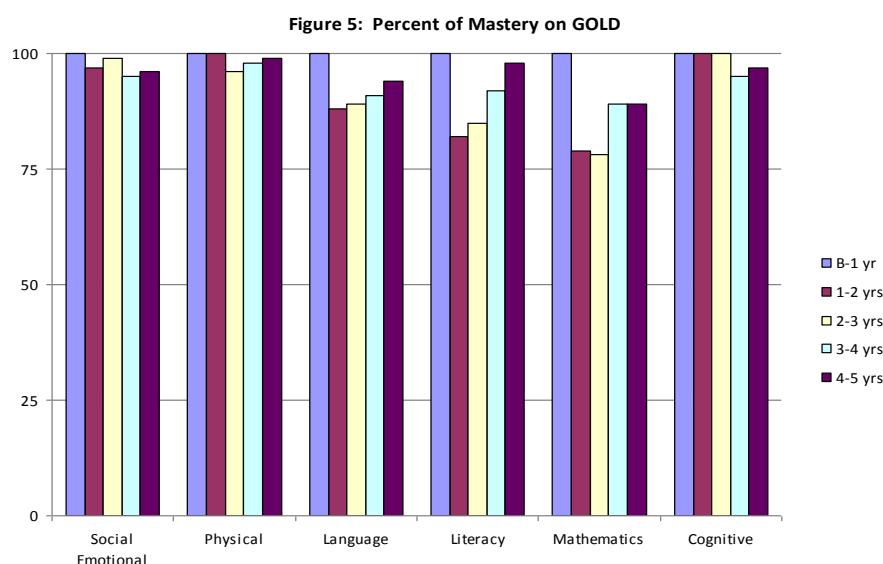
**Table 10: Bracken SRA Scores by Population for Kindergarten-Bound (KB) students, 2012-13**

Year	Population	# of students	Mean SS Spring
2012-2013	All KB students	97	98
	English proficient KB students	42	101
	English Language Learners (ELL) KB students without a special education verification	41	96
	KB students with a special education verification	14	87

*Results.* Analysis by subgroup showed variation in mean standard scores in the spring, with the highest scores found for English proficient children and lowest scores found for students with a special education verification.

### **Creative Curriculum GOLD**

Teachers at Educare also use the Creative Curriculum GOLD for their curriculum framework as well as for teacher observational assessment of student progress across multiple domains of learning.



According to the teacher ratings at the end of the year, students were meeting or exceeding targets across most domains in the early years. Toddler and preschool students showed more variation in areas of strength. Higher rated areas were social emotional and cognitive domains. An area for continued improvement was mathematics, followed by literacy.

### Social and Emotional Development

The social and emotional development of preschool students was assessed using both the Devereaux Early Childhood Assessment (DECA) and the Devereaux Early Childhood Assessment for Infants and Toddlers (DECA-IT). These questionnaires assess young students' social-emotional development by identifying social-emotional protective factors overall and in the areas of initiative, self-control, attachment and behavior.

The following tables display the percentage of students rated by classroom teachers as having sufficient or better Total Protective Factors (TPF) followed by typical behavior.

#### DECA and DECA-IT

Devereaux Early Childhood Assessment (DECA) and the Devereaux Early Childhood Assessment for Infants and Toddlers (DECA-IT)

Authors: LeBuffe & Naglieri, 1999

Scale: The average T score is 50, with a typical range of 41-59; except Behavioral Concerns, then 59 and Below

**Table 11: DECA (Preschool, Toddler, and Infant) Percent of Students with Typical or Better Total Protective Factors, 2009-13**

Year	Age Range	# of students	Fall	Spring
2012-13 Educare of Omaha	0-5 years	359	86%	95%
12-13 Kellom		172	81%	92%
12-13 Indian Hill		187	90%	97%
2011-12 Educare of Omaha	0-5 years	356	83%	90%

Year	Age Range	# of students	Fall	Spring
11-12 Kellom		167	80%	89%
11-12 Indian Hill		189	85%	92%
<b>2010-11 Educare of Omaha</b>	0-5 years	346	84%	92%
<b>2009-10 Educare of Omaha</b>	0-5 years	365	83%	90%

These data suggested that many students served by Educare of Omaha exhibited strengths that may mediate challenges such as stress or adversity. From fall to spring, students significantly increased in teacher ratings of Total Protective Factor scores ( $p<.001$ ,  $d=0.40$ ), and a greater percentage were rated at typical or better ratings, suggesting that there may have been a relationship between students' participation in Educare and improvement in their social-emotional well-being over the year.

**Table 12: DECA Percent of Students Screened Positive for Behavioral Concerns, 2009-13**

Year	Age Range	# of students	Fall	Spring
<b>2012-13 Educare of Omaha</b>	2-5 years	285	18%	17%
12-13 Kellom		137	20%	19%
12-13 Indian Hill		148	17%	12%
<b>2011-12 Educare of Omaha</b>	2-5 years	279	25%	20%
11-12 Kellom		134	25%	19%
11-12 Indian Hill		145	25%	22%
<b>2010-11 Educare of Omaha</b>	2-5 years	263	21%	17%
<b>2009-10 Educare of Omaha</b>	2-5 years	256	21%	21%

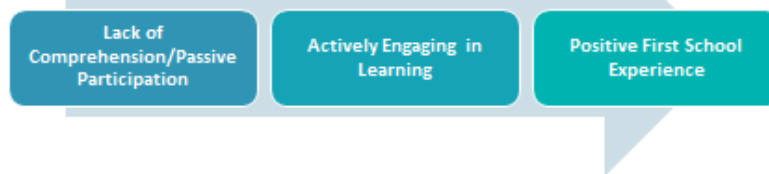
The percentage of students with behavioral concerns slightly decreased overall this year. Overall program results were not statistically significant.

## Implications.....

### Real World Impacts

What are the real world differences when children approach PPVT, PLS and/or BSRA Standard Scores of 100 or greater, compared to children below average?  
A positive first school experience and increased sense of self as a learner.

Children move from a diminished ability to comprehend teachers' classroom instructions and learning activities to being able to fully participate and actively engage in the learning process. Fewer children end up with unintentional misbehavior resulting from lack of understanding of instructions and expectations.



## Families Are Achieving Positive Outcomes

Higher student achievement occurs when real partnerships exist between families and schools (Henderson & Mapp, 2002). Providing targeted supports to families about ways to support their young students' learning at home can result in positive language outcomes for students (St. Clair & Jackson, 2006). Targeted supports to families can yield long term academic benefits (St. Clair, Jackson & Zweiback, 2012). Parenting quality is more predictive of long term academic achievement of students and their social and behavioral progress in school than high quality early childhood education (Belsky et al, 2007).

For these reasons, Educare of Omaha sought systematic ways to better support and partner with families. Educare utilized strategies including parenting education and engagement activities, parent leadership on the policy council, Educare board, and in strategic planning, as well as monthly activities focusing on developing healthy nutritional and movement lifestyles.

Educare continued its monthly *Read & Play* activities, which offered parents and other adult care givers meaningful ways to

positively interact with their students, as well as monthly classroom parent meetings. In the *Read & Play* Activities, speech language pathologists at Educare identify books and develop developmentally appropriate activities related to the stories. Students who participate receive a free book as well as materials for a home activity. This has resulted in a high level of parent participation. Most families participate in *Read and Play* activities, which are typically offered three times per month from 2 p.m. until closing at 5:30 or 6:00 p.m., hours which are more likely to suit parent schedules. Parent meetings were held monthly in each classroom, typically in the late afternoon. Meetings focused around a goal of the Creative Curriculum. Teachers and family support staff described the importance of the goal and discussed with parents how they could reinforce their child's development through activities in their home or in the community. Meetings were held in the classroom as well as in the community to provide parents with the opportunity to engage with their children in activities to reinforce the identified concept. Average attendance at these parent meetings exceeded 50%. Weekly, resident artists also spent time on site engaging students and families in art activities (dance, drama, music, movement, and visual arts) throughout the year.

Parents of students attending Educare were surveyed at one point during the year (ranging from fall to spring) by family support and/or teaching staff. A total of 332 parent surveys were

### Family Outcome Key Findings

- **83% expect their child to earn a Bachelor's degree or attend graduate school**
- **48% of parents worry about running out of food sometimes or often (national Educare average is only 38%)**
- **97% of parents of children leaving Educare to attend kindergarten reported knowing they could ask for help for their child from the new school, if needed**



completed this past year (89% at Indian Hill and 84% at Kellom), compared to 353 parent surveys in 2011-12 and 351 in 2010-11. Most surveys were completed by mothers (92%). About 25% were a teen parent at the time of their child's birth.

Further examination was done to determine whether there would be site level differences with regard to how parents responded to specific parent survey items, such as the one below regarding parent hopes for their child's future.

The majority of parents (83%) expect their child to finish college and earn a bachelor's or graduate degree. These percentages varied slightly across schools, with 79% at Kellom and 86% at Indian Hill expressing this hope. What were some areas of strength identified by parents? Most reported that they read with their child three or more times per year (60%), they share "an affectionate, warm relationship" with their child (96.5%), and almost half (46%) visited the library within the past month.

The Child-Parent Relationship Scale (Pianta, 1992) was used to rate closeness and conflict in parent-child relationships. Parent-Child Closeness ratings from the Child-Parent Relationship Scale averaged 4.64 on a 5-point scale (4.63 at Indian Hill and 4.64 at Kellom). Parent-Child Conflict ratings were fairly low (2.08 overall, with 2.18 at Indian Hill and 1.96 at Kellom). Overall relationship ratings were positively rated (4.29 overall with 4.23 at Indian Hill and 4.34 at Kellom).

Parents were asked questions regarding their feelings about their current neighborhood (social capital) and whether they felt they had support or a negative influence in regards to the neighborhood or neighbors. Ratings are on a 4 point scale where 1 is definitely disagree and 4 is definitely agree. Social capital ratings were in the 2.86 range (compared to the national Educare average of 2.85), which were closest to '3-somewhat agree'. However, overall neighborhood support ratings suggested more families did not believe their neighborhood is supportive (52%) compared to those who described it as supportive (46%), and 2% who didn't respond.

Next, we examined risks and challenges faced by these parents and how they cope with these experiences. Parental distress was low (27<sup>th</sup> percentile compared to national Educare average of 29<sup>th</sup> percentile). Almost half worried about running out of food sometimes/often (48% compared to national average of 38%). About 15% of parents reported depression (compared to national Educare average of 18%). The average number of major life events reported by families was close to 3, a moderate number of life events suggesting that whereas some families are encountering many life stressors (10), on average, the number of life events was not high for the majority.

*Parent Interviews: Parents of Kindergarten-Bound Students Only.* A total of 112 Kindergarten Exit Interviews from parents of students who would be attending kindergarten in the fall (53, Kellom and 59, Indian Hill) were collected. The following table highlights results from these surveys. Yes or no questions were reported by percentage indicating ‘yes’ and five-point rating scale items were reported by the percentage indicating agree/strongly agree. On items noted in tan shading, fewer agreeing with the statement is the desired result.

**Table 13: Parent Interview Responses, Kindergarten Bound Students**

Item	2009-10		2010-11		2011-12		2012-13	
	K	IH	K	IH	K	IH	K	IH
I chose my child’s school for kindergarten	75%	77%	81%	68%	77%	67%	62%	63%
Have you visited the school?	84%	86%	85%	85%	79%	88%	68%	81%
Students do better in school when their parents also teach them things at home	89%	95%	88%	88%	87%	89%	100%	98%
There is little I can do to help my child do well in school.	9%	7%	9%	7%	9%	14%	6%	27%
Schools are responsible for teaching students, not parents.	5%	7%	4%	0%	3%	7%	8%	3%
Parents need to be involved in their child’s education	98%	98%	85%	97%	91%	89%	100%	97%
It is important for me to provide my child with reading, drawing and writing materials in our home	89%	91%	85%	85%	84%	75%	100%	100%
My child will be a more successful student if he/she sees me reading and writing	75%	84%	77%	83%	78%	78%	94%	97%
Telling my child that I expect him/her to stay in school and to go to college will help him/her to be successful	75%	84%	72%	71%	74%	80%	96%	98%
When my child goes to school, it will be important for me to talk with the teacher regularly	89%	93%	87%	85%	82%	79%	98%	100%

Item	2009-10		2010-11		2011-12		2012-13	
	K	IH	K	IH	K	IH	K	IH
If my child begins to struggle in school, I know I can talk with the teacher and principal to make helpful changes for my child	93%	23%	85%	80%	84%	82%	96%	98%

Parents' responses were trending toward positive outcomes. Findings suggested parents rated themselves as empowered, prepared, and knowledgeable. One concern was the 27% of parents who didn't disagree with the statement, "There is little I can do to help my child do well in school." However, one always has to consider whether language or time spent on the interview may have impacted reporting. While the interview is intended to be just that—an interview—it is often approached as a survey.

*Graduate Follow Up Surveys.* Follow up surveys were conducted with parents of students whose children graduated from Educare in the year prior. Those parents were surveyed by phone in the fall following their first scheduled parent teacher conference. Responses from 79 parents showed students attended 38 public schools including Omaha Public Schools, Bellevue, Westside, and Council Bluffs, and 5 parochial schools. Indian Hill showed the largest student attendance from this group (8), followed by Belvedere and Castelar (with 4 each).

The purpose of this survey was to evaluate parental perception of the impact that Educare had on a child's kindergarten preparation. A teacher or translator surveyed the parents. The survey included information about their child's school, questions regarding the child's strengths, achievements, and level of preparedness for kindergarten, as well as parental communication and interaction with the school. Both quantitative and qualitative data were gathered in this survey.

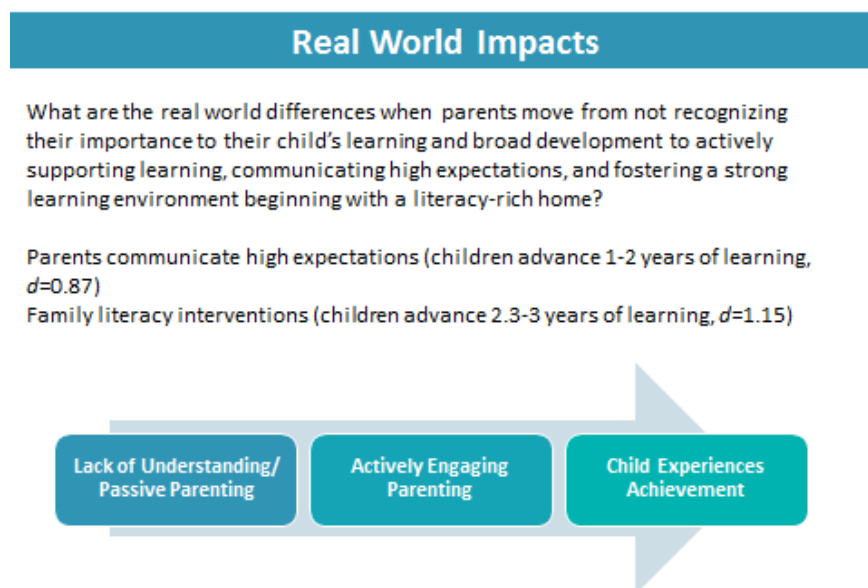
The majority (73%) attended a neighborhood school. The vast majority (92%) attended their child's parent teacher conference. For those replying they hadn't, they were asked why not. One hadn't attended yet, but was scheduled to meet with teacher the following week. Three others indicated that they didn't attend parent-teacher conferences but were in regular contact with their child's teacher, and knew how the child was doing (one with an IEP, one doing very well in school, and one describing positive outcomes in kindergarten). One mother was incarcerated and unable to participate. Another mother didn't attend and indicated her daughter didn't like school and was working with a tutor.

The following section summarizes parent responses to six questions using a three point-scale (yes, somewhat, or no). The percentage replying 'yes' and 'somewhat' are noted.

- My child was ready for kindergarten? 84% yes – 10% somewhat
- I talk with my child's teacher at least weekly? 75% yes – 10% somewhat

- I am comfortable talking with my child's teacher? 91% yes – 4% somewhat
- My child's teacher or school provides me with activities to do with my child at home? 78% yes – 15% somewhat
- If I felt changes were needed regarding my child's school performance, I would be comfortable asking someone for help at the school (teacher, principal, counselor or other)? 63% yes – 1% somewhat. Note: a large percentage (33%) skipped this question. Given that, this question should be eliminated or re-worded on next year's follow up survey.
- I have participated in other events at my child's school? 74% yes, 5% somewhat, 17% no, and 3% skipped this item.
  - Those who attended other events described them. They included: Open House, Winner's Circle, classroom parties, Safe Walk to School, PTO/PTA, volunteering, parent meetings, orientation, IEP meetings or therapy sessions for child, concert, before/after school programs, and fundraising activities. One noted: "Any and all. I go to everything."
  - Those who reported no generally provided an explanation. Most often, "working" or parent working and in school was cited. One noted "I haven't seen another activity at the school" and one noted that the family had been sick a lot in the fall.

In conclusion, the majority of parents believed that their child was prepared for kindergarten (84%). The majority of parents felt comfortable contacting their child's teacher, principal or another staff member about their child's performance if necessary (91%). Parents reported maintaining regular contact with their child's kindergarten teacher (63% weekly, 27% one to three times over the fall).



## Summary of Key Findings and Implications for Program Improvement

### Implementation Key Findings:

- Educare of Omaha operated 31 classrooms: 17 were infant or toddler classrooms and 14 were preschool classrooms
- 381 students and their families were served (diverse, high poverty, almost half were English language learners, about 14% verified for special education)
- Staff were highly qualified

### Classroom Quality Key Findings:

- Environment Rating Scales showed significant improvement with strong effects over a four year period (2009-2013)
  - ITERS from 6.26 to 6.56 ( $p=.004$ ,  $d=1.14$ )
  - ECERS from 6.17 to 6.47 ( $p=.001$ ,  $d=0.97$ )
- PRE-K CLASS showed significant improvement in Instructional Support over a three year period increasing from 3.28 to 4.49 ( $p=.018$ ,  $d=0.76$ )
- Infant and Toddler CLASS ratings were in or approaching the high quality range

### Student Outcome Key Findings:

- Preschool students significantly improved vocabulary with modest effect sizes ( $d=0.23$ , PPVT)
- Over a three year period, students showed significant improvements in language with effects within the targeted zone ( $d=0.61$ , English PLS), however students with a home language of Spanish showed significant declines in Spanish ( $d=0.38$ , Spanish PLS)
- Students were significantly more prepared for kindergarten with effects within the targeted zone ( $d=0.45$ , BSRA)
- Students showed significant increases in total protective factors with effects within the targeted zone ( $d=0.40$ , DECA)

### Recommendations:

- It is recommended that professional development utilization of 'MyTeachingPartner' (MTP) CLASS coaching be implemented program wide, given the success of the pilot of this coaching model.
- It is recommended that Educare of Omaha compare student assessment outcomes across the sites, study what is working well and less effectively and with whom, and then develop strategies for increased school readiness.
- It is recommended that Educare of Omaha reflect on its supports for maintenance of home language, particularly in the area of Spanish, and develop a program model to best fit its goals for students. Once that model is identified, the evaluation team will develop evaluation strategies to evaluate progress.
- It is recommended that staff develop a plan to support intentional activities related to mathematics concepts.
- It is recommended that one item in the Kindergarten Follow Up Study Survey be eliminated or altered, given the large percentage of families that skipped the item.

This evaluation report confirms Educare's commitment to providing high quality services delivered over multiple years is making a long-term difference. Most students are well prepared at the time they transition to kindergarten. Students who participated at least two years in Educare were performing significantly better across domains. Parents reported increasingly greater levels of educational aspirations, with most of them expecting their child to graduate with a bachelor's or graduate degree. Parents also report a plan to employ a variety of strategies to ensure their child is successful in school.

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## Notes

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