

# Program Abstract

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## **Overview**

The Brookline Early Education Project (BEEP) is a comprehensive birth-to-kindergarten program that combines child education and health monitoring services with parent education and support. BEEP utilizes a family-oriented approach designed to reduce learning and adjustment difficulties in school. BEEP consists of three components: 1) Parent Education and Support Program, 2) Child Education Program, and 3) Health and Development Monitoring. The Parent Education and Support Program provides home visits to families, parent discussion groups, a book and toy lending library, and social events. The Child Education Program consists of weekly playgroup sessions and daily prekindergarten classes. Finally, the Health and Development Monitoring program provides nine health and developmental screening exams for children beginning from two weeks of age through age 5.

Evaluations of the BEEP program demonstrated higher school functioning in kindergarten and the second grade compared to age-matched peers. At early adulthood, benefits for BEEP participants compared to peers included higher educational attainment, higher income, and more positive health indicators.

## **Staffing Requirement/ Training**

BEEP consists of three components, with different staffing requirements for each component:

- 1) Parent Education and Support Program
  - a. Home Visitors
  - b. Nurse
  - c. Social worker
- 2) Child Education Program
  - a. Two teachers per classroom
  - b. One assistant teacher per classroom
- 3) Health and Development Monitoring
  - a. Pediatrician
  - b. Developmental psychologist
  - c. Nurse
  - d. Social worker

## Program Materials

This EIPARDD program package contains one complete set of curriculum materials needed to implement this program including:

- 1) Brookline Early Education Project Manual
- 2) *Early Education in the Public Schools: Lessons from a Comprehensive Birth-to-Kindergarten Program* by Penny Hauser-Cram, Donald E. Pierson, Deborah Klein Walker, and Terrence Tivnan
- 3) *Infant-Toddler Curriculum of the Brookline Early Education Project* by Mary-Jane H. Yurchak and others
- 4) Early Intervention Evidence-Based Practice Resource Guide
- 5) Evaluation Measures CD-ROM

### Focus

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> General population       | <input type="checkbox"/> Psychosocial risk factors               | <input type="checkbox"/> Risk factors during pregnancy or birth |
| <input type="checkbox"/> Physical impairment or disadvantage | <input type="checkbox"/> Cognitive or language delay or disorder | <input type="checkbox"/> Autism spectrum disorders              |

### Delivery

- ☒ Center-based
- ☒ Home-based
- ☒ Other: Public elementary school and medical clinic

### Direct Participants

- ☒ Child
- ☒ Parent
- ☒ Child and Parent together

### Child's Age at Start of Program

- |  |  |                 |
|--|--|-----------------|
| <input checked="" type="checkbox"/> Pre-Birth to 12 months | <input type="checkbox"/> 12 to 24 months | 25 to 36 months |
|--|--|-----------------|

### Duration

- ☐ Up to 3 months
- ☐ 4 to 12 months
- ☐ 13 to 24 months
- ☐ 25 to 36 months
- ☒ More than 36 months

## *Program Abstract (continued)*

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### *Evaluation Design*

The evaluation of the Brookline Early Education Project (BEEP) utilized a quasi-experimental design that compared the outcomes of children who enrolled in BEEP with the outcomes of demographically similar comparison samples. Three evaluations of the BEEP program have been conducted. These studies took place one, three, and twenty years after the conclusion of the program during kindergarten, second grade, and in young adulthood.

### *Study Participants*

Researchers initially enrolled a total of 320 infants into the BEEP program. Recruitment for BEEP took place in the early 1970s in the town of Brookline, Massachusetts. Enrollment was open to all expectant parents living in Brookline and to ethnic minority parents living in the adjacent city of Boston. All children enrolled in BEEP had the option of attending the Brookline Public Schools either as residents or through a state funded, voluntary desegregation program called METCO. Particular attention was given towards outreach and in the recruitment of parents who would ordinarily not hear about or seek out early childhood education programs. Approximately one third of the families were from minority groups, primarily Black, Latino, or Asian.

### *Assessments*

Children participating in the study were assessed at the following three time points:

- 1) Kindergarten
- 2) Second Grade
- 3) Young Adulthood (age 20 years)

This study utilized the following assessment measures:

- 1) Bronson Social and Task Skill Profile
- 2) Teacher Rating Scale
- 3) Language Proficiency Evaluation
- 4) Record of Parent-Teacher Contacts

## ***Program Abstract (continued)***

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### ***Summary of Results***

The educational advantages found for BEEP participants in the early years of schooling included executive skills such as planning, organizing, and completing school-related tasks. BEEP participants at kindergarten were more likely than peers to have higher ratings of pro-social skill and use of time. At the second grade follow up, BEEP participants showed significantly positive differences in social skills, classroom learning behaviors (mastery), and reading readiness compared to peers. Parents of BEEP children were also more likely to contact teachers regarding their child's school progress at second grade compared to peers, suggesting possible higher parental involvement. At the young adult follow-up, BEEP participants showed advantages over their peers in educational attainment, income, health, and well being, highlighting the long-term benefits of the BEEP program.

### ***The EIPARDD Program Package***

The Brookline Early Education Project was selected by an Expert Panel of research scientists for inclusion in Sociometrics' *Early Intervention Program Archive to Reduce Developmental Disability (EIPARDD)*. The curriculum materials were obtained from the original developers of the program. Following acquisition of all materials, *EIPARDD* staff developed this *Program Summary*, assembled the evaluation resources, and prepared the *EIPARDD* program packate. Finally, Sociometrics' archiving work was reviewed and approved by the original developer.

### ***Contact Information***

Early Intervention Program Archive to Reduce Developmental Disability  
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## Program Abstract (continued)

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Bronson, M.B. (1985). Manual for the Bronson social and task skills profile. Boston College, Chestnut Hill, MA. (Number of categories reduced, Technical Qualities section and category descriptions refined, and training information clarified – standard instrument used in most studies)

Bronson, M.B. (1991). Manual for the Bronson social and task skills profile (1990 Revision). Boston College, Chestnut Hill, MA. (Extensively revised for use in Chapter 1 Study: number of categories reduced and observation protocol simplified to reduce training time and make instrument more practical for use in a national evaluation)

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