

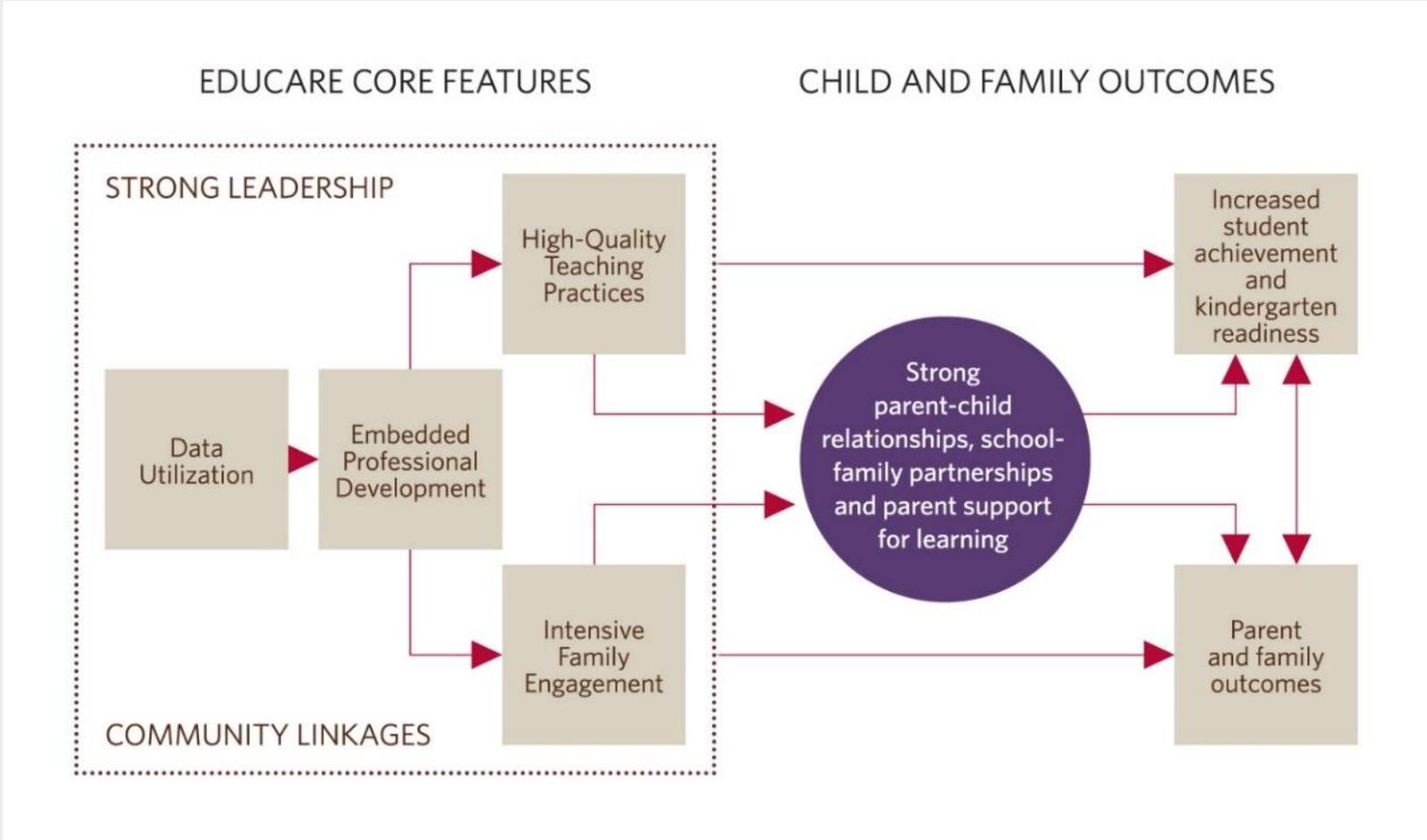
EDUCARE OF OMAHA. INC. ANNUAL REPORT 2021-2022



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Munroe-Meyer Institute
University of Nebraska Medical Center
Interdisciplinary Center For Program Evaluation

NATIONAL EDUCARE MODEL



NATIONAL EDUCARE EVALUATION



CHILD OUTCOMES

- PPVT-4**
PRE-K SAMPLE
- PLS-5**
PRE-K AND
TODDLERS
- DECA**
ALL AGES

TEACHER OUTCOMES

- NATIONAL SURVEY

CLASSROOM QUALITY

- PRE-K CLASS**
PRE-K
CLASSROOMS
- ITERS**
INFANT &
TODDLER
CLASSROOMS

PARENT OUTCOMES

- NATIONAL SURVEY

SUPPLEMENTAL EVALUATION COMPONENTS

CHILD OUTCOMES

- ITLA-
INFANTS AND
TODDLERS
- ECI-
INFANTS AND
TODDLERS
- MEFS-
PRE-K AND
TODDLERS

TEACHER OUTCOMES

- M&M SURVEY

CLASSROOM QUALITY

- ECERS-
PRE-K
CLASSROOMS
- INFANT CLASS-
INFANT
CLASSROOMS
- TODDLER CLASS-
TODDLER
CLASSROOMS
- CD
OBSERVATION-
ALL CLASSROOMS



DATA UTILIZATION

CHILD DATA

- DEBRIEF WITH TEACHING TEAMS AND MTS/DIRECTOR IN THE FALL AND SPRING BEFORE CONFERENCES
- PARENT REPORTS ARE PROVIDED TO PARENTS IN THE FALL AND SPRING
- DIRECTORS ARE PROVIDED ALL DATA IN THE FALL AND SPRING

TEACHER OUTCOMES

- PROVIDED TO LEADERSHIP TEAM ANNUALLY

PARENT OUTCOMES

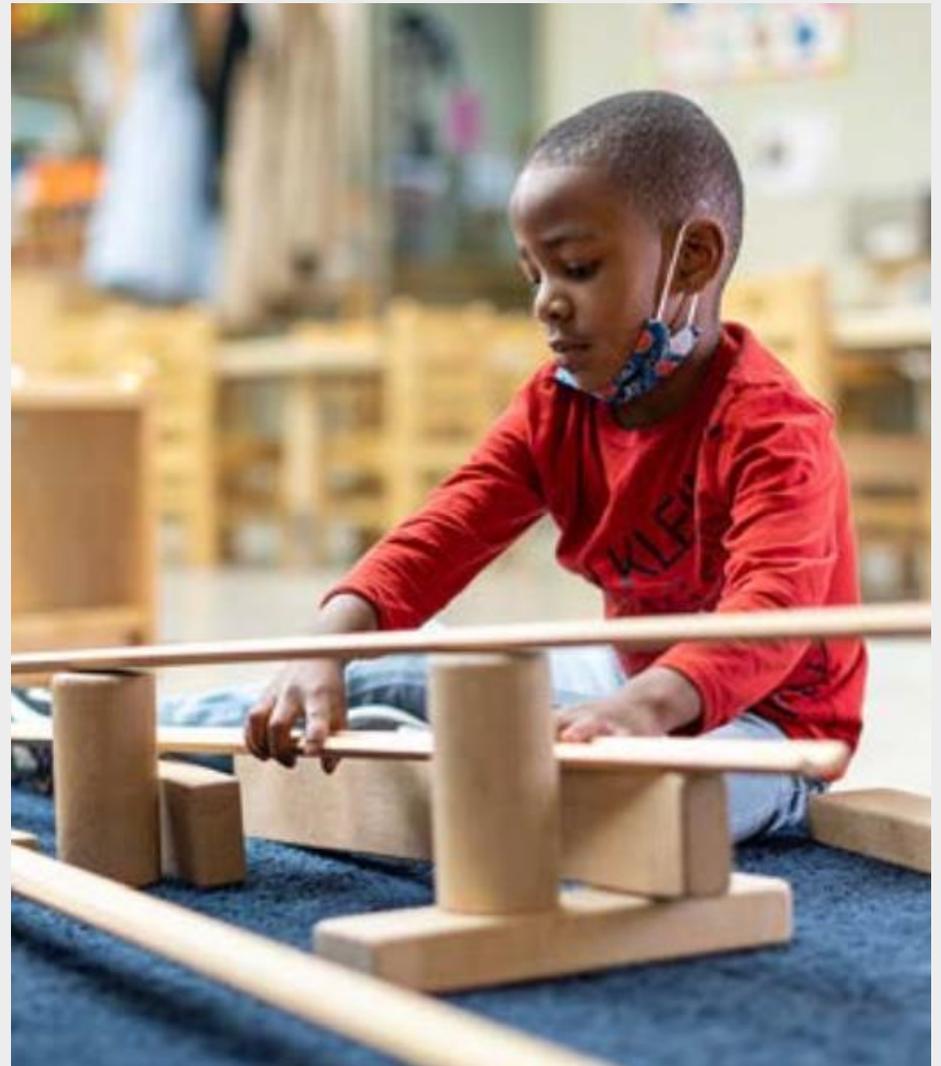
- PROVIDED TO LEADERSHIP TEAM ANNUALLY

CLASSROOM QUALITY

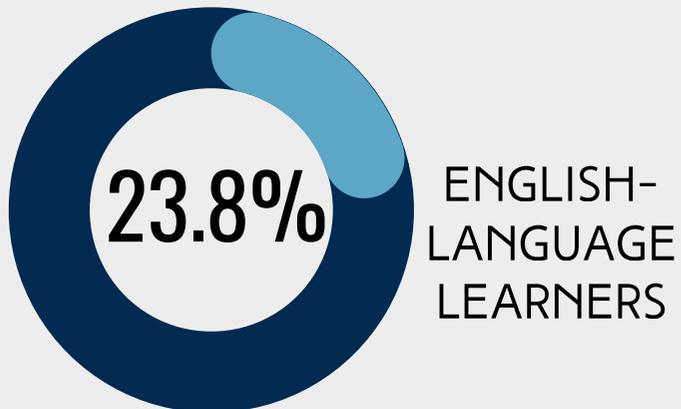
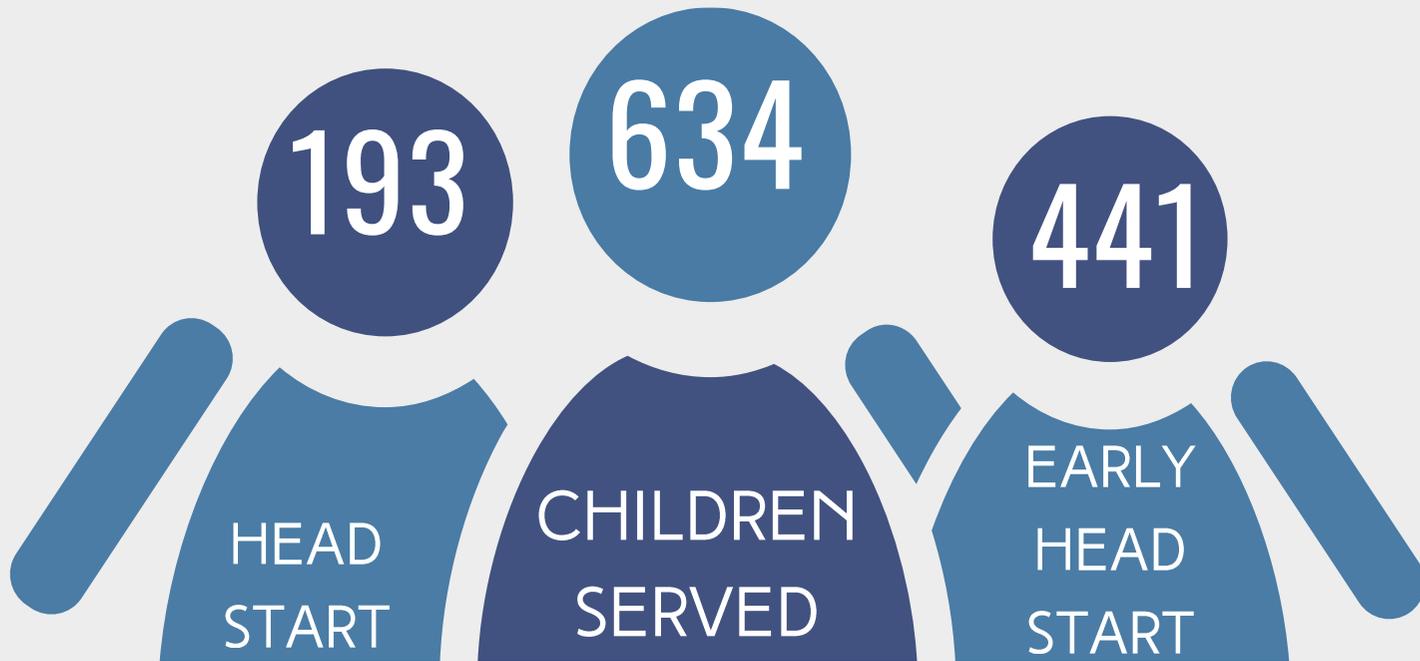
- DEBRIEF WITH TEACHING TEAMS AND MTS/DIRECTOR THE DAY OF OR THE DAY FOLLOWING THE OBSERVATION
- DIRECTORS ARE PROVIDED ALL OBSERVATION DATA

WHO WE SERVED

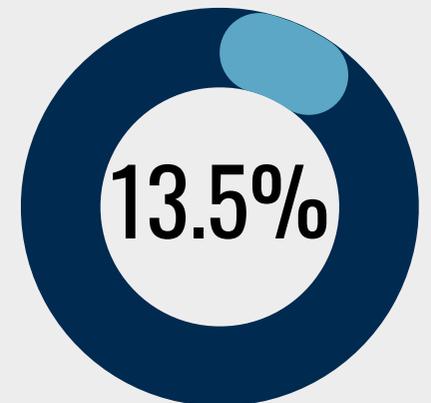
WHO ACCESSED
AND PARTICIPATED
IN THE PROGRAM?



CHARACTERISTICS OF CHILDREN SERVED AT EDUCARE OMAHA



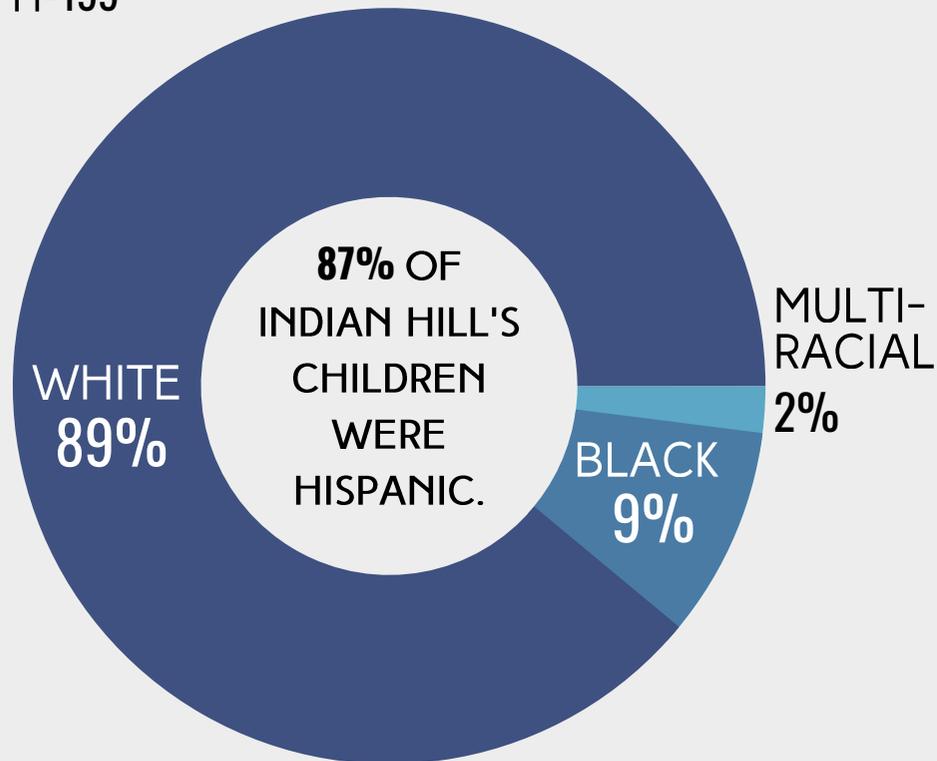
ELIGIBLE FOR
EARLY CHILDHOOD
SPECIAL
EDUCATION
SERVICES



MOST OF THE CHILDREN SERVED AT EDUCARE OMAHA REPRESENTED DIVERSE ETHNIC OR RACIAL POPULATIONS

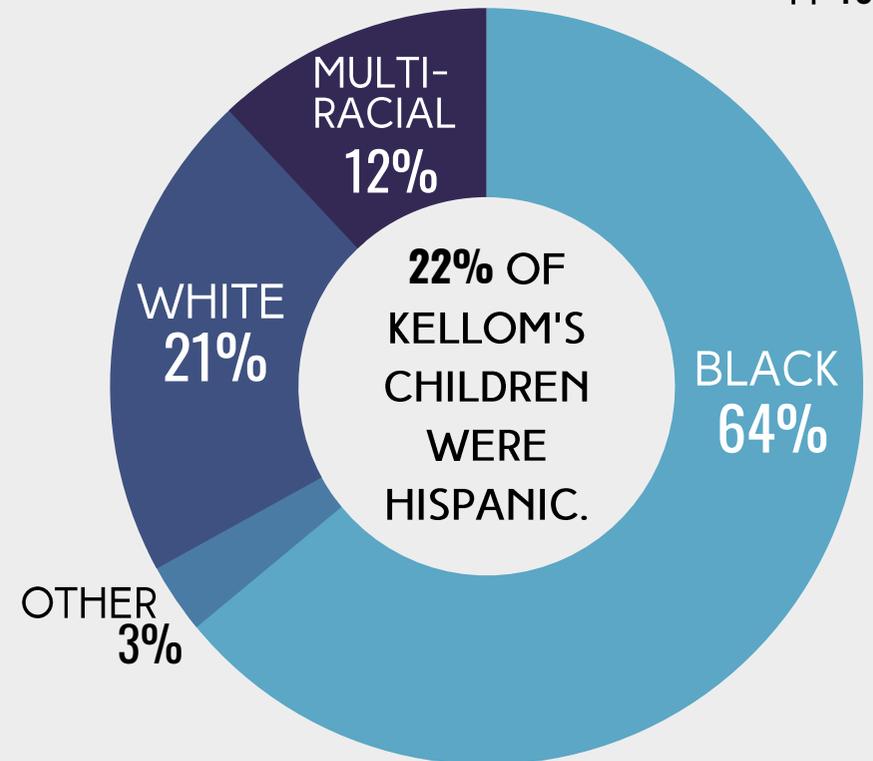
INDIAN HILL SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE WHITE.

N=199



KELLOM SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.

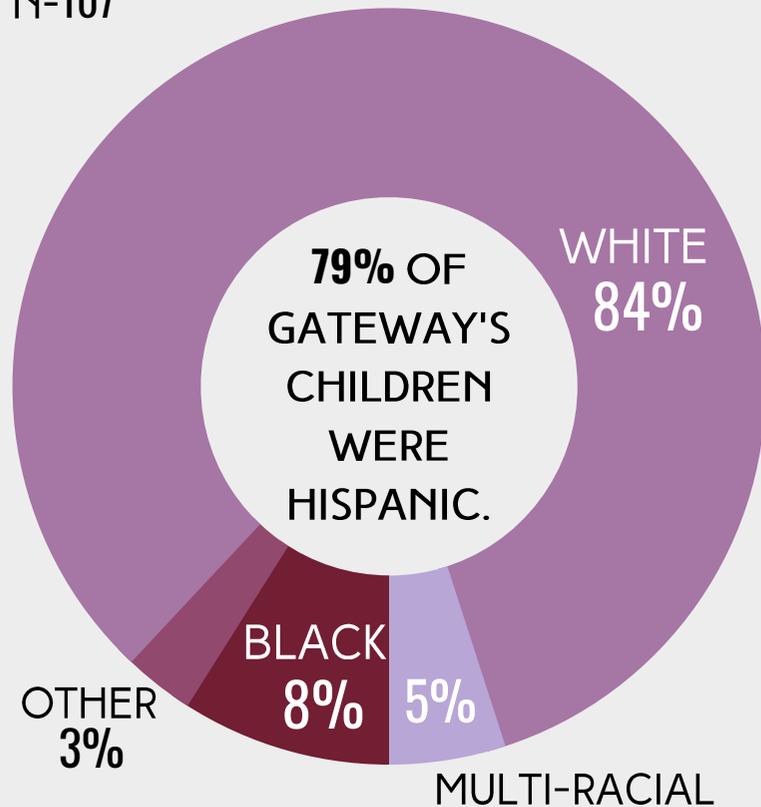
N=163



MOST OF THE CHILDREN SERVED AT ELC REPRESENTED DIVERSE ETHNIC OR RACIAL POPULATIONS

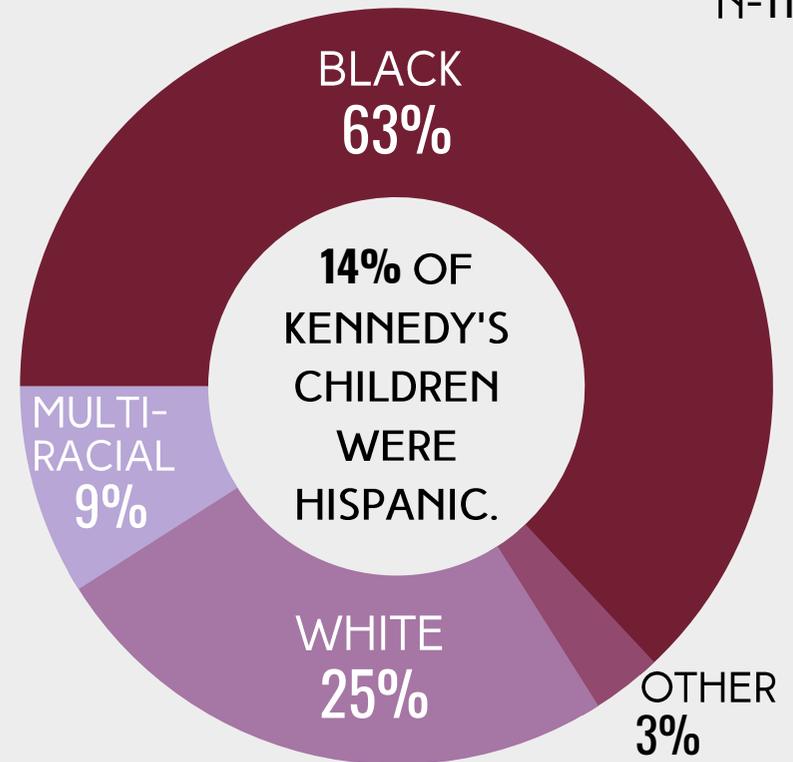
GATEWAY SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE WHITE.

N=107



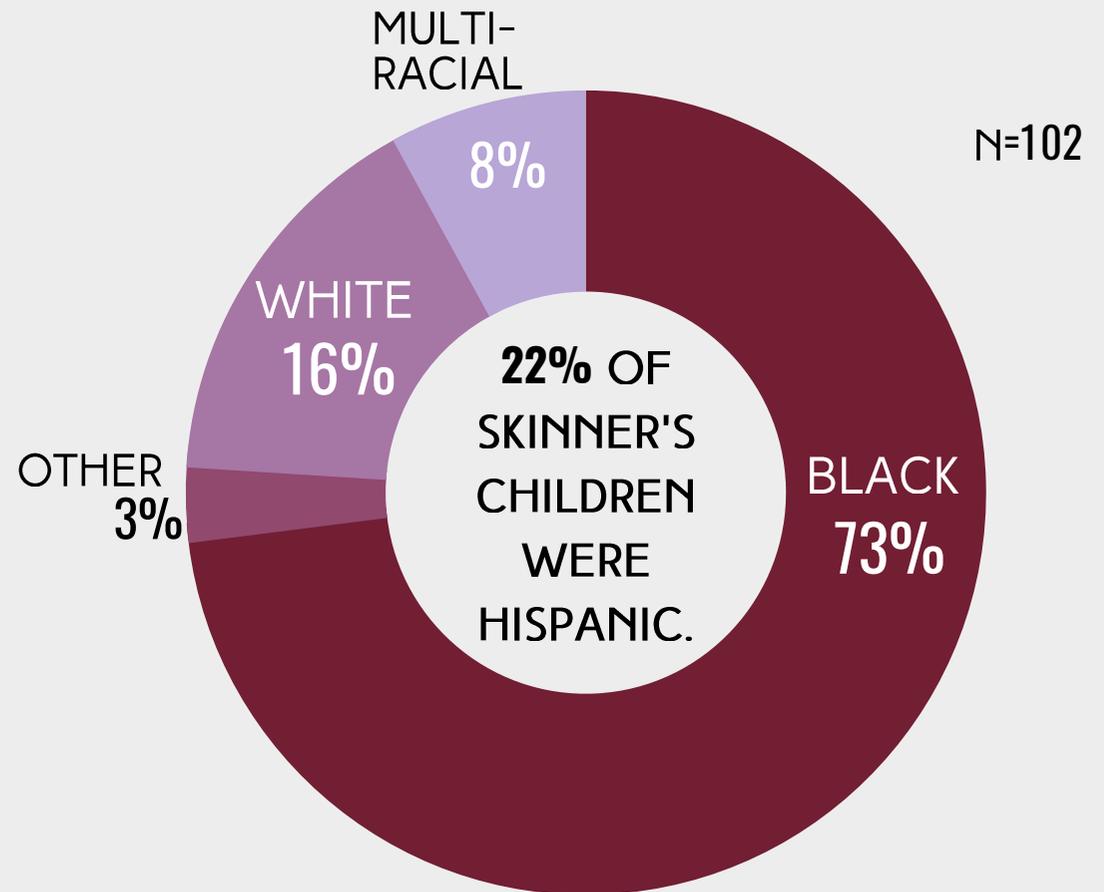
KENNEDY SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.

N=111



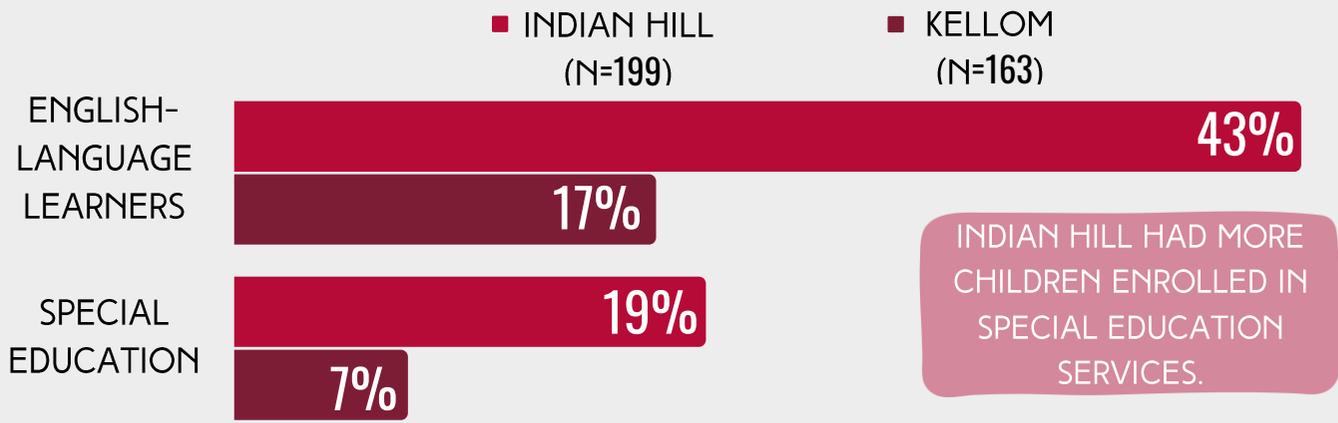
ELC CONTINUED

SKINNER SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.

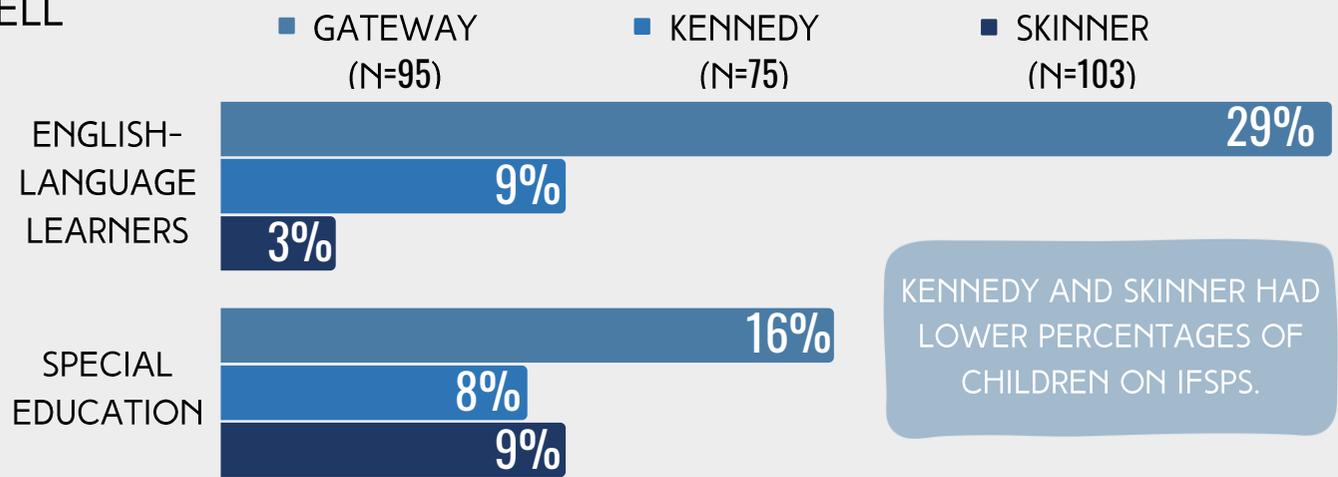


EDUCARE OF OMAHA. INC. ELL AND SPECIAL EDUCATION MAKE UP

INDIAN HILL HAD A HIGH PERCENTAGE OF CHILDREN WHO WERE ELL



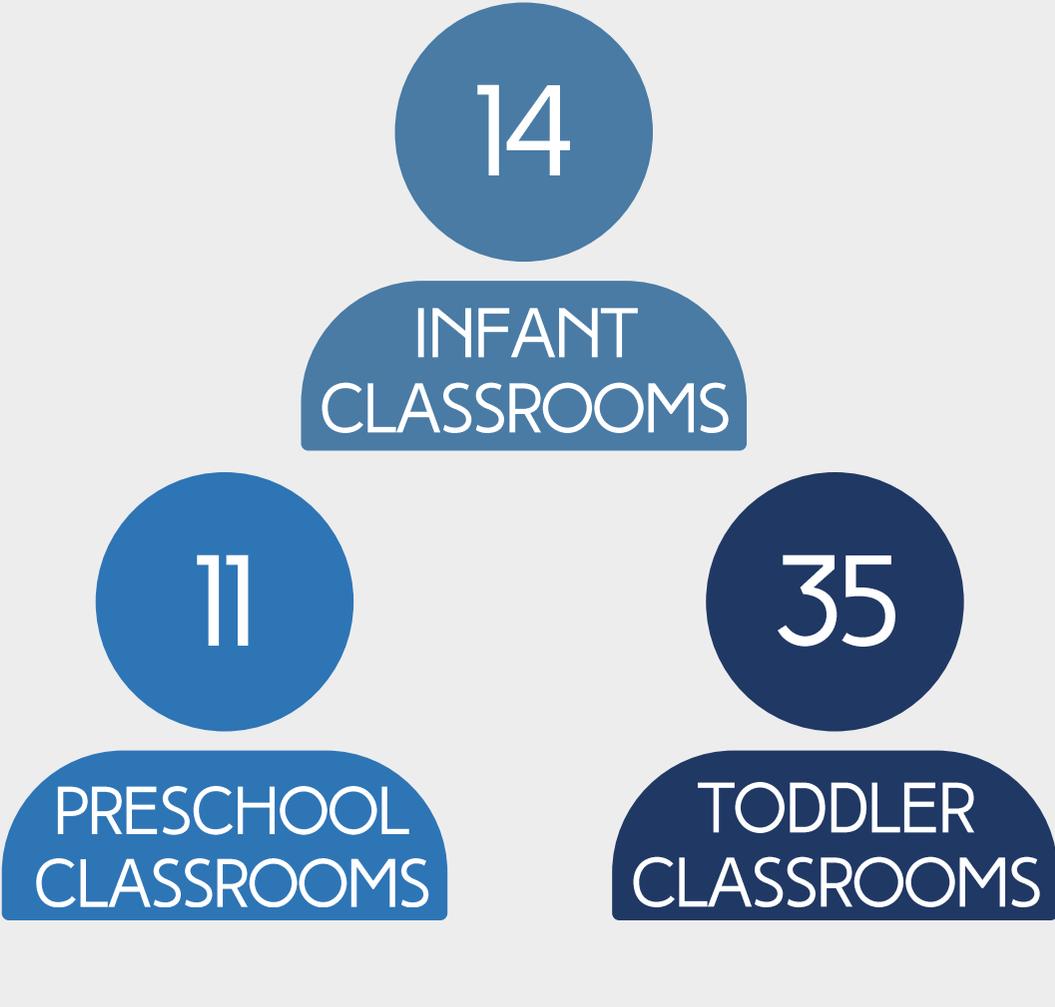
GATEWAY HAD A HIGH PERCENTAGE OF CHILDREN WHO WERE ELL



WHAT WAS THE QUALITY OF EDUCARE OF OMAHA, INC. CLASSROOMS?

QUALITY PRACTICES

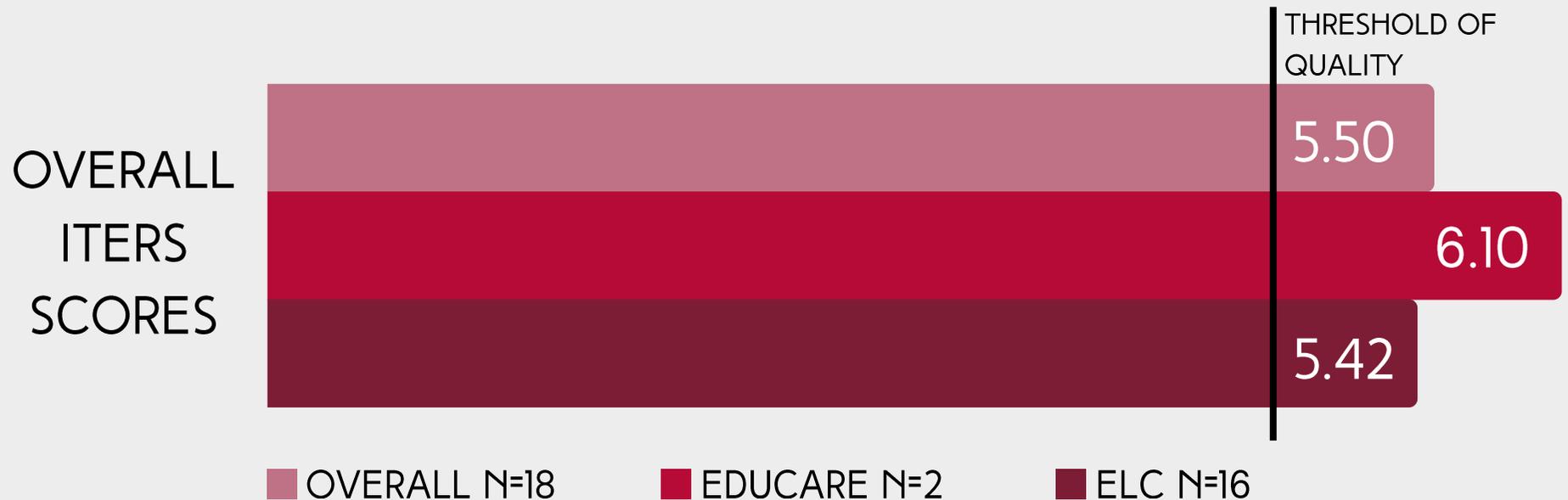
To what extent did instructional practices and/or professional development improve classroom practices?



ENVIRONMENTAL QUALITY RATINGS WERE OF HIGH QUALITY FOR INFANTS AND TODDLERS

OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS.

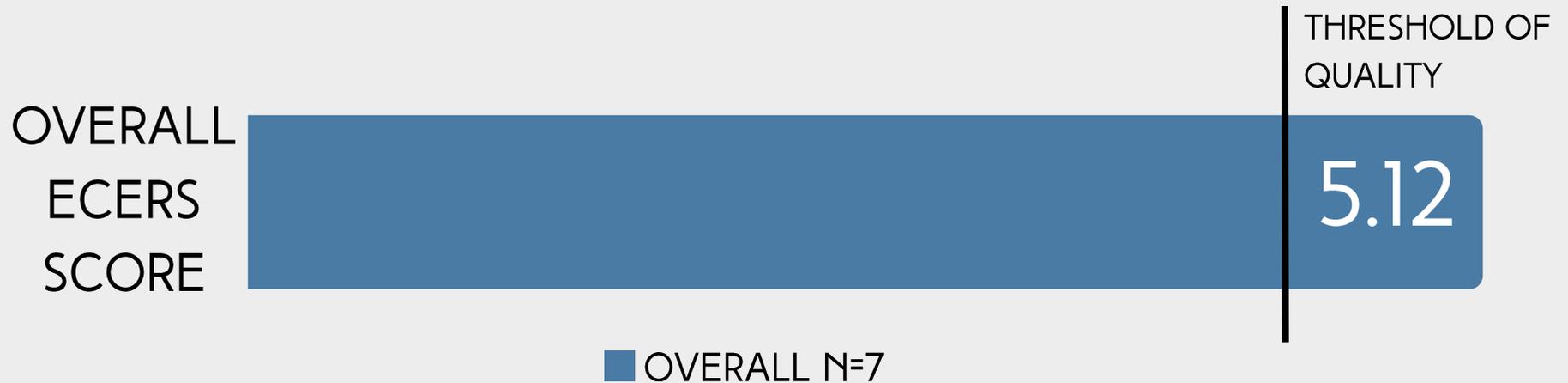
Highest quality practices were in Language & Books and Interactions.



ENVIRONMENTAL QUALITY RATINGS WERE OF MODERATE QUALITY FOR PRESCHOOL CHILDREN

IN MOST AREAS. THE SITES HAD SIMILAR CLASSROOM QUALITY PRACTICES.

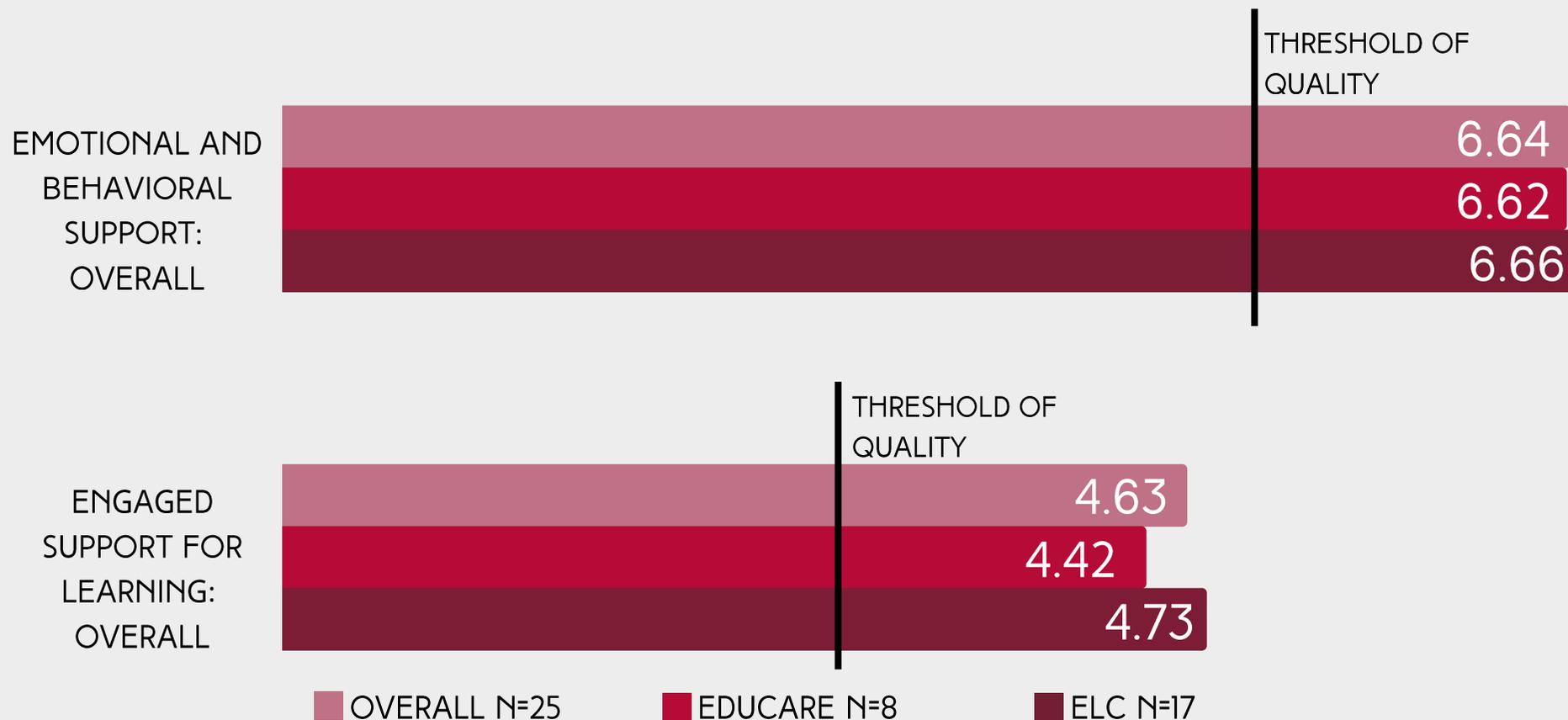
The greatest differences were in Personal Care Routines and Program Structure.



ACROSS TODDLER CLASSROOMS. TEACHERS SUCCESSFULLY PROVIDED EMOTIONAL AND LEARNING SUPPORT

OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS.

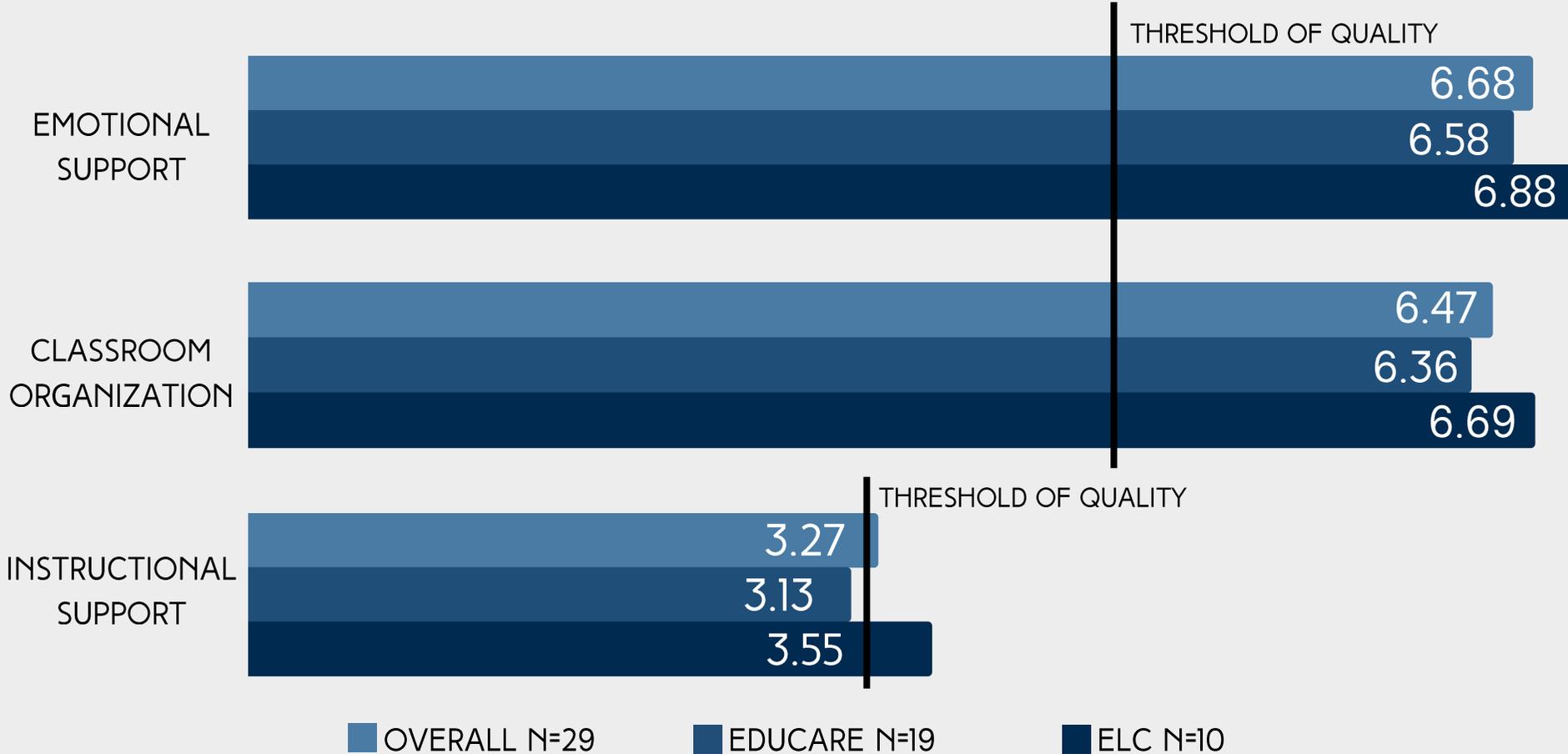
Highest quality practices were in Emotional and Behavioral Support.



PRE-K CLASS SCORES WERE AT OR ABOVE THE TOP 10% OF ALL NATIONAL HEAD START PROGRAMS IN EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION

OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS

Highest quality practices were in Emotional Support and Classroom Organization.



RECOMMENDATIONS



- Continue to help teachers identify strategies to increase the frequency, depth, and duration of engaging interactions with children.
- Provide additional learning opportunities that support children's concept development.

WHAT WERE THE OUTCOMES FOR CHILDREN?



CHILD OUTCOMES

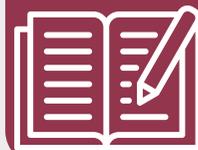
What were the child outcomes related to academic achievement?



SOCIAL-
EMOTIONAL



LANGUAGE



LITERACY



EXECUTIVE
FUNCTIONING

PEABODY PICTURE VOCABULARY TEST (PPVT)

HEAD START



Focus:

- Understanding of words (receptive vocabulary)

When is it administered:

- In the spring

Who Receives it:

- 50% sample of Head Start children

Administration:

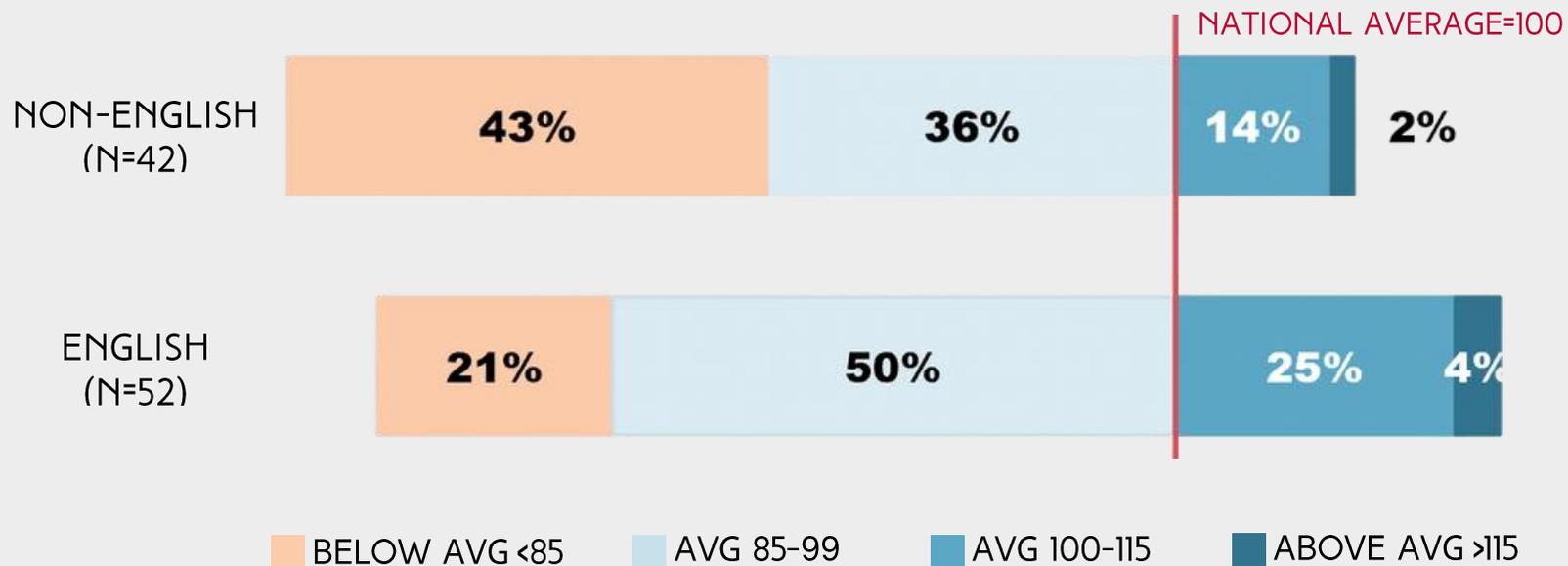
- 10-15 minutes. Asks children to listen to a vocabulary word spoken by the assessor and then point to the picture of that word

VOCABULARY

HEAD START

IN THE SPRING, 75% OF ENGLISH-SPEAKING PRESCHOOLERS WERE WITHIN THE AVERAGE RANGE OR ABOVE IN THE AREA OF VOCABULARY.

More English-speaking children were at the national average or above.



English-speaking students had higher PPVT-IV scores in spring on average than those who were ELL. When compared across ethnicity, children who are not Hispanic had higher PPVT-IV scores in spring on average than those who are Hispanic.

PRESCHOOL LANGUAGE SCALE (PLS)-AUDITORY

EARLY HEAD START AND HEAD START

Focus:

- Auditory comprehension (child's understanding of language)

When is it administered:

- HS: Fall and spring
- EHS: Year round

Who Receives it:

- HS: New children in the fall and all children in the spring
- EHS: All children after 2nd and 3rd birthday

Administration:

- 25-45 minutes. Asks children to complete different tasks using pictures, toys, and answering questions

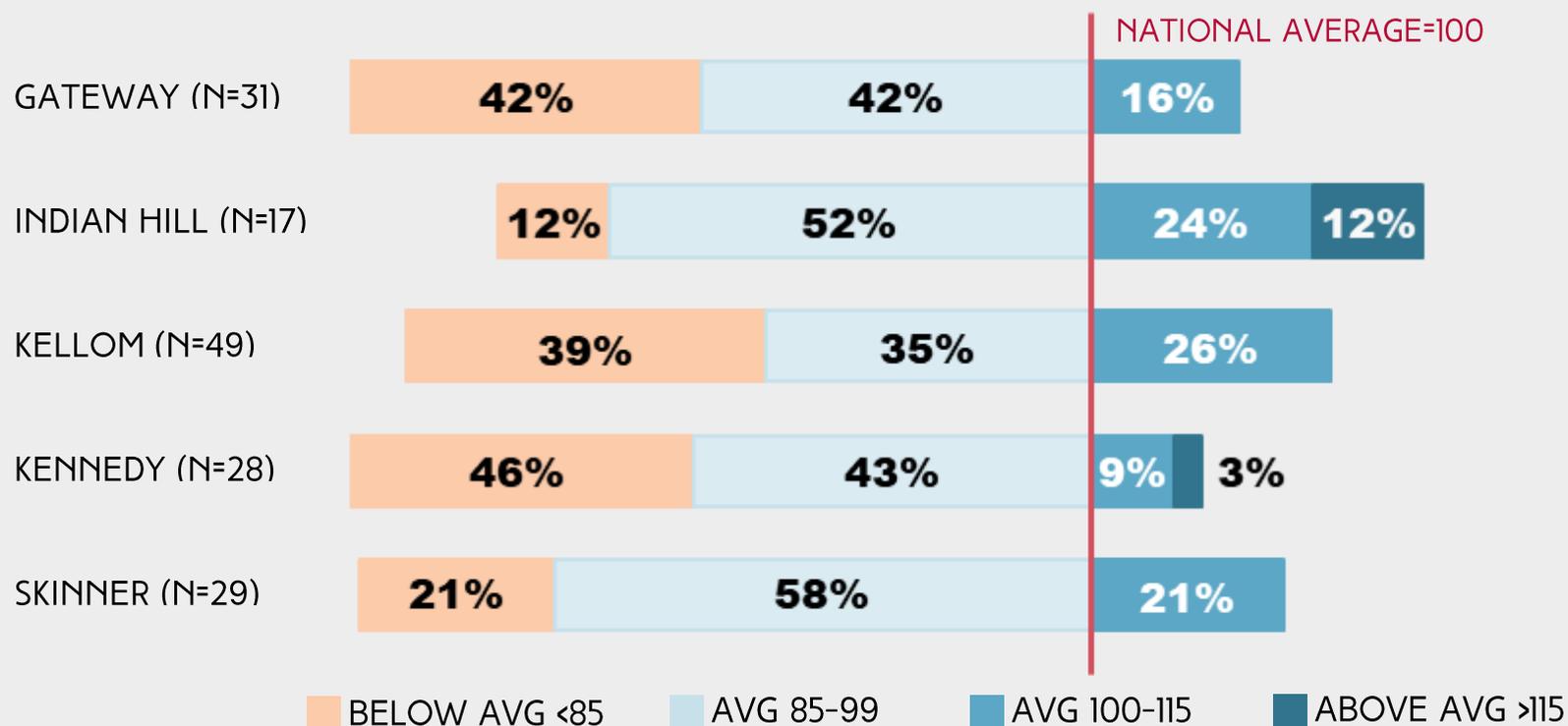


AUDITORY COMPREHENSION (ENGLISH)

EARLY HEAD START

IN THE SPRING. THE MAJORITY OF TODDLERS' AUDITORY COMPREHENSION SKILLS WERE WITHIN THE BROAD AVERAGE RANGE.

However, over 40% of toddlers at 2 sites scored in the below-average range.

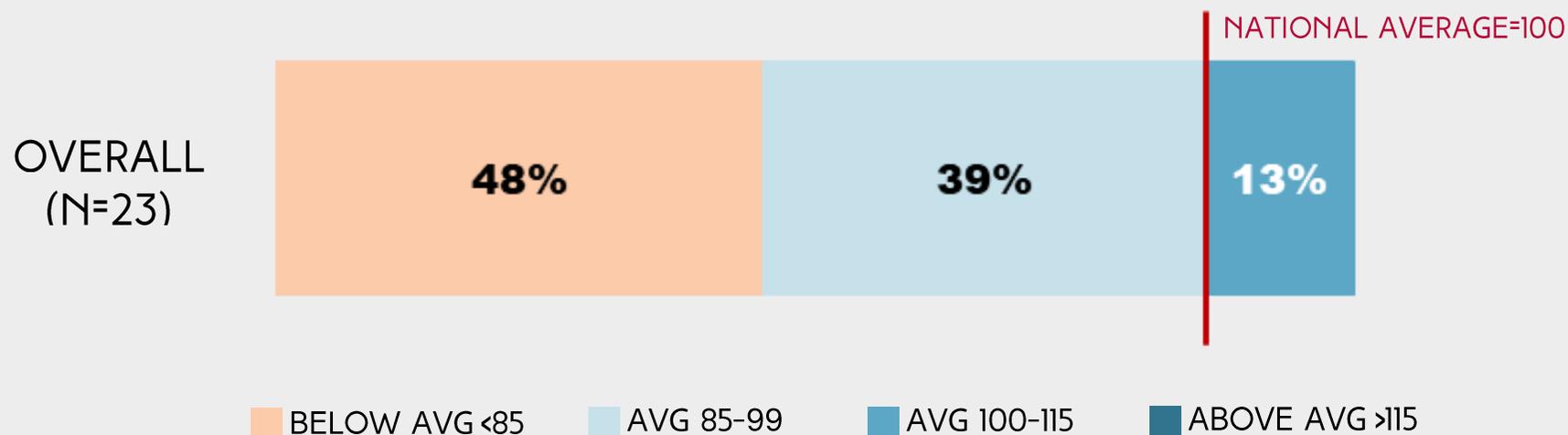


Overall, 22% of children scored at or above the national average in auditory comprehension in the spring.

AUDITORY COMPREHENSION (SPANISH)

EARLY HEAD START

IN THE SPRING, 52% OF SPANISH-SPEAKING TODDLERS' AUDITORY COMPREHENSION SKILLS WERE WITHIN THE AVERAGE RANGE.



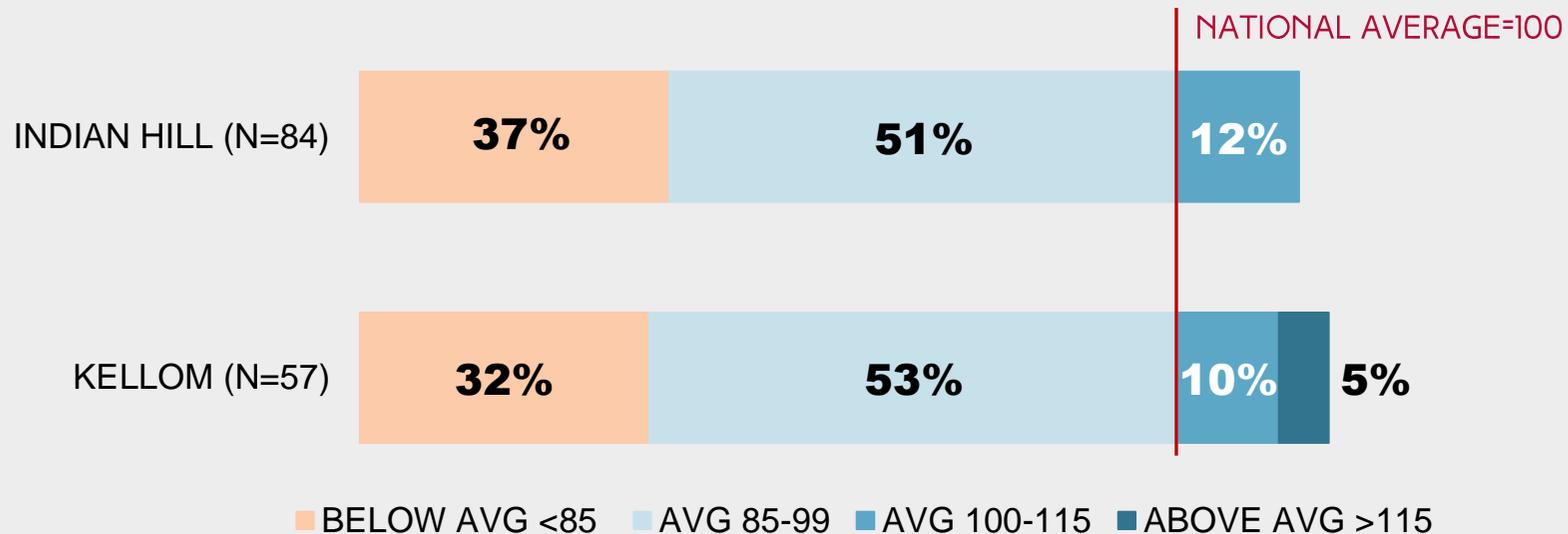
In the spring, 23 Spanish-speaking Early Head Start children's auditory comprehension was assessed, and 13% scored at or above the national average in auditory comprehension.

AUDITORY COMPREHENSION (ENGLISH)

HEAD START

IN THE SPRING, THE MAJORITY OF PRESCHOOLERS' AUDITORY COMPREHENSION SKILLS WERE WITHIN THE AVERAGE RANGE.

Kellom had a slightly higher percentage of preschoolers at or above the national average.

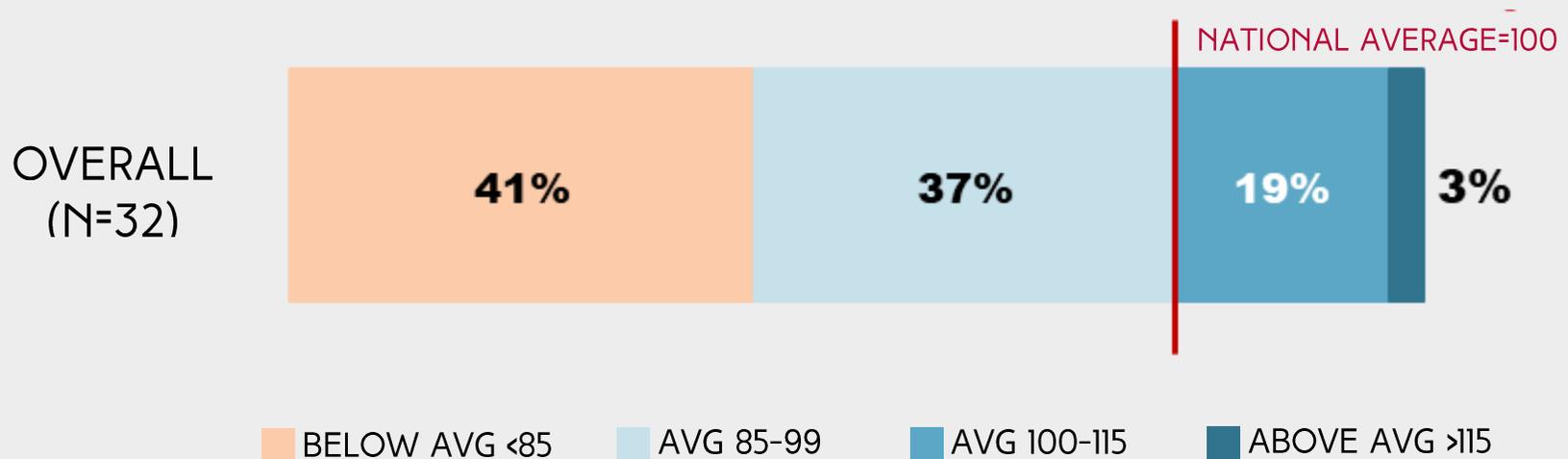


Pre-K girls' auditory comprehension skills significantly improved over time from fall to spring assessment.

AUDITORY COMPREHENSION (SPANISH)

HEAD START

IN THE SPRING. 59% OF SPANISH-SPEAKING PRESCHOOLERS' AUDITORY COMPREHENSION SKILLS WERE WITHIN OR ABOVE THE AVERAGE RANGE.



In the spring, 32 Spanish-speaking preschool children's auditory comprehension was assessed, and 22% scored at or above the national average in auditory comprehension.

INFANT-TODDLER LITERACY ASSESSMENT (ITLA)

EARLY HEAD START



Focus:

- Literacy skills (communication, print/book awareness, and routines, rhymes, and social play)

When is it administered:

- Fall and spring

Who Receives it:

- All EHS children between 6 months and 3 ½ years of age

Administration:

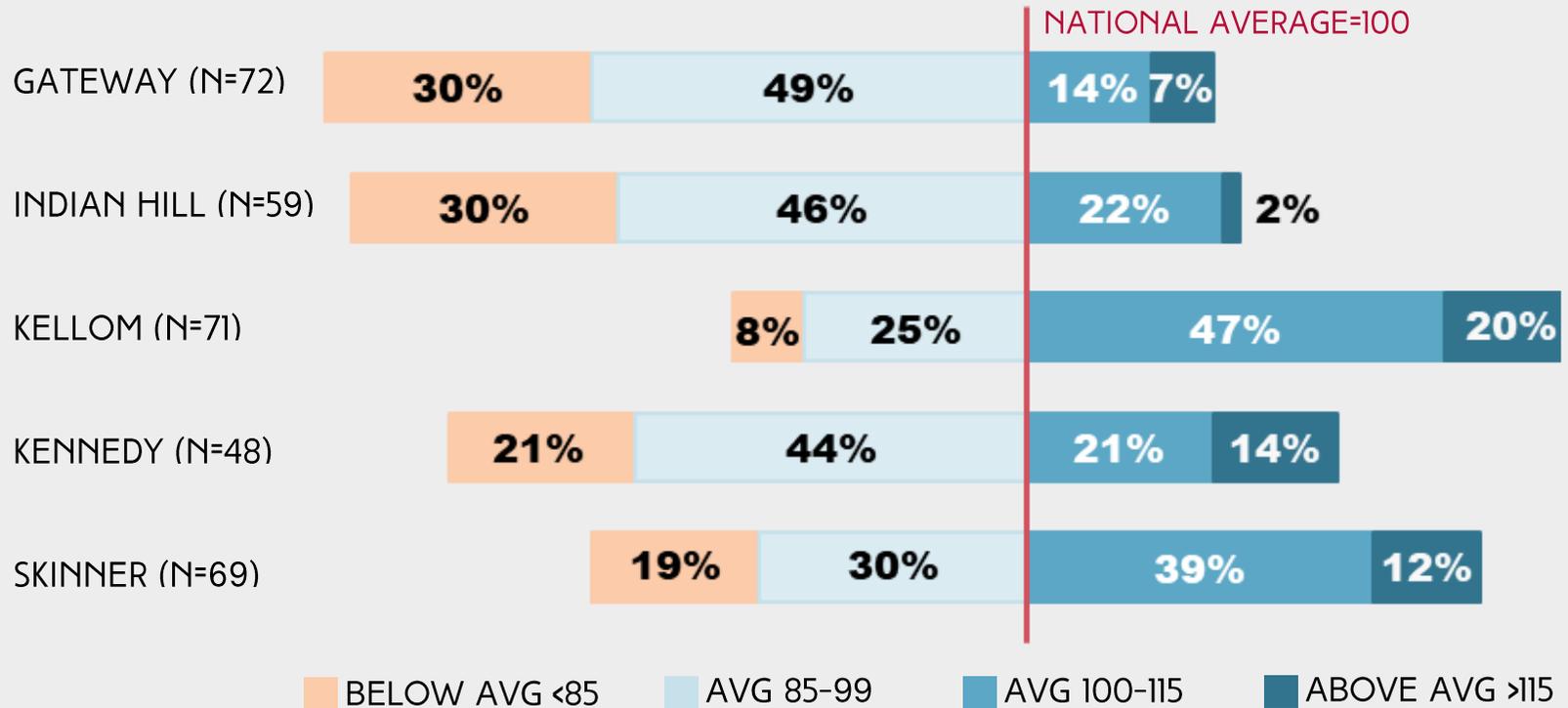
- 10-15 minutes. Teachers fill out form based upon observations of the child over the previous 3 weeks

LITERACY SKILLS

EARLY HEAD START

IN THE SPRING, THE MAJORITY OF INFANTS' AND TODDLERS' LITERACY SKILLS WERE WITHIN THE AVERAGE RANGE.

At Kellom and Skinner, over 50% of children scored at the national average or above.



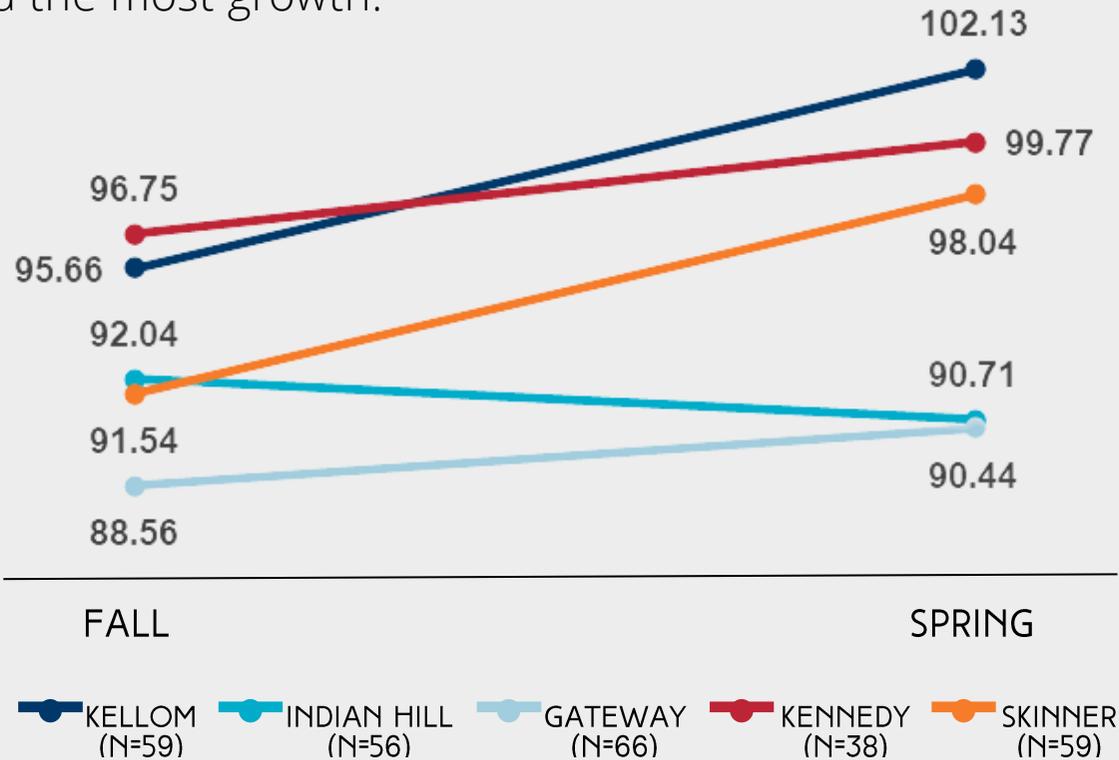
Overall, 40% of children scored at or above the national average in literacy skills in the spring.

LITERACY SKILLS

EARLY HEAD START

LITERACY STANDARD SCORES WERE SIGNIFICANTLY HIGHER IN SPRING THAN IN FALL.

Kellom students had the most growth.



Infants' and toddlers' literacy skills significantly improved over time from their fall to spring assessment.

MINNESOTA EXECUTIVE FUNCTION SCALE (MEFS)

EARLY HEAD START AND HEAD START

Focus:

- Executive function skills (working memory, impulse control, and cognitive flexibility)

When is it administered:

- Fall and spring

Who Receives it:

- All children 2 years and older

Administration:

- 3-6 minutes. Asks children to sort cards using different rules on an iPad

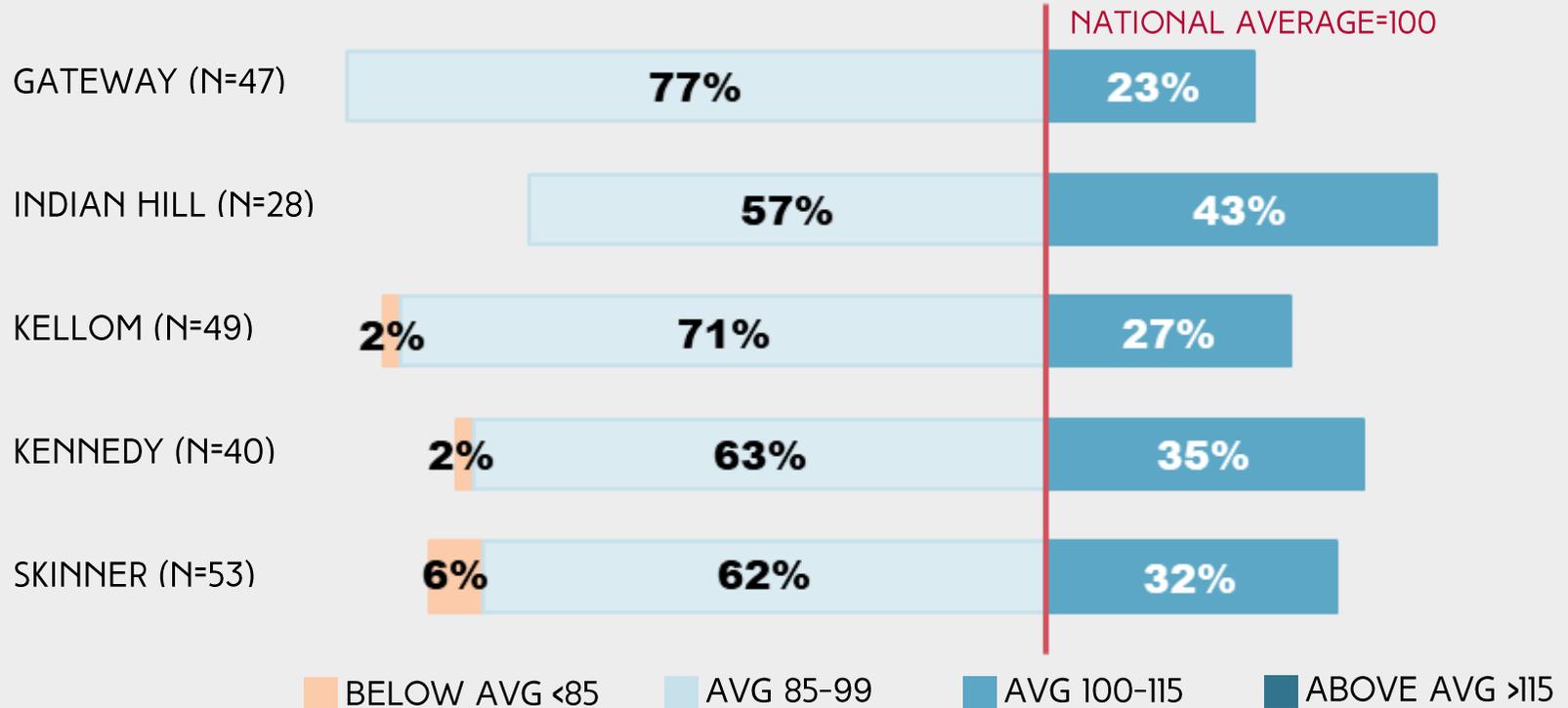


EXECUTIVE FUNCTIONING SKILLS

EARLY HEAD START

IN THE SPRING. THE MAJORITY OF TODDLERS WERE WITHIN THE AVERAGE RANGE IN EXECUTIVE FUNCTIONING.

Gateway and Indian Hill had no toddlers in the below average range.



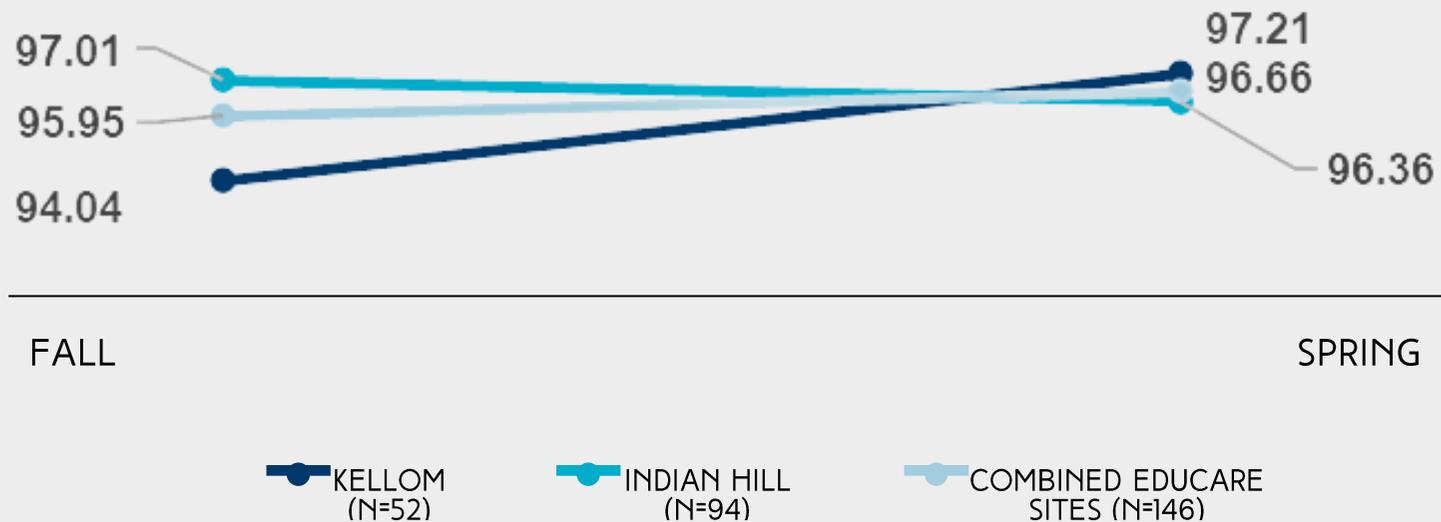
Length of time in program did not predict changes in children's executive functioning scores from fall to spring.

EXECUTIVE FUNCTIONING SKILLS

HEAD START

OVERALL HS EXECUTIVE FUNCTIONING STANDARD SCORES WERE STABLE FROM FALL TO SPRING.

Scores for Kellom were significantly higher in the spring.



Length of time in program did predict changes in children's executive functioning scores.

DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)

EARLY HEAD START AND HEAD START

Focus:

- Social and emotional skills

When is it administered:

- Fall and spring

Who Receives it:

- All children in the fall and spring

Administration:

- 10-15 minutes. Teachers fill out form based upon observations of the child over the previous 4 weeks

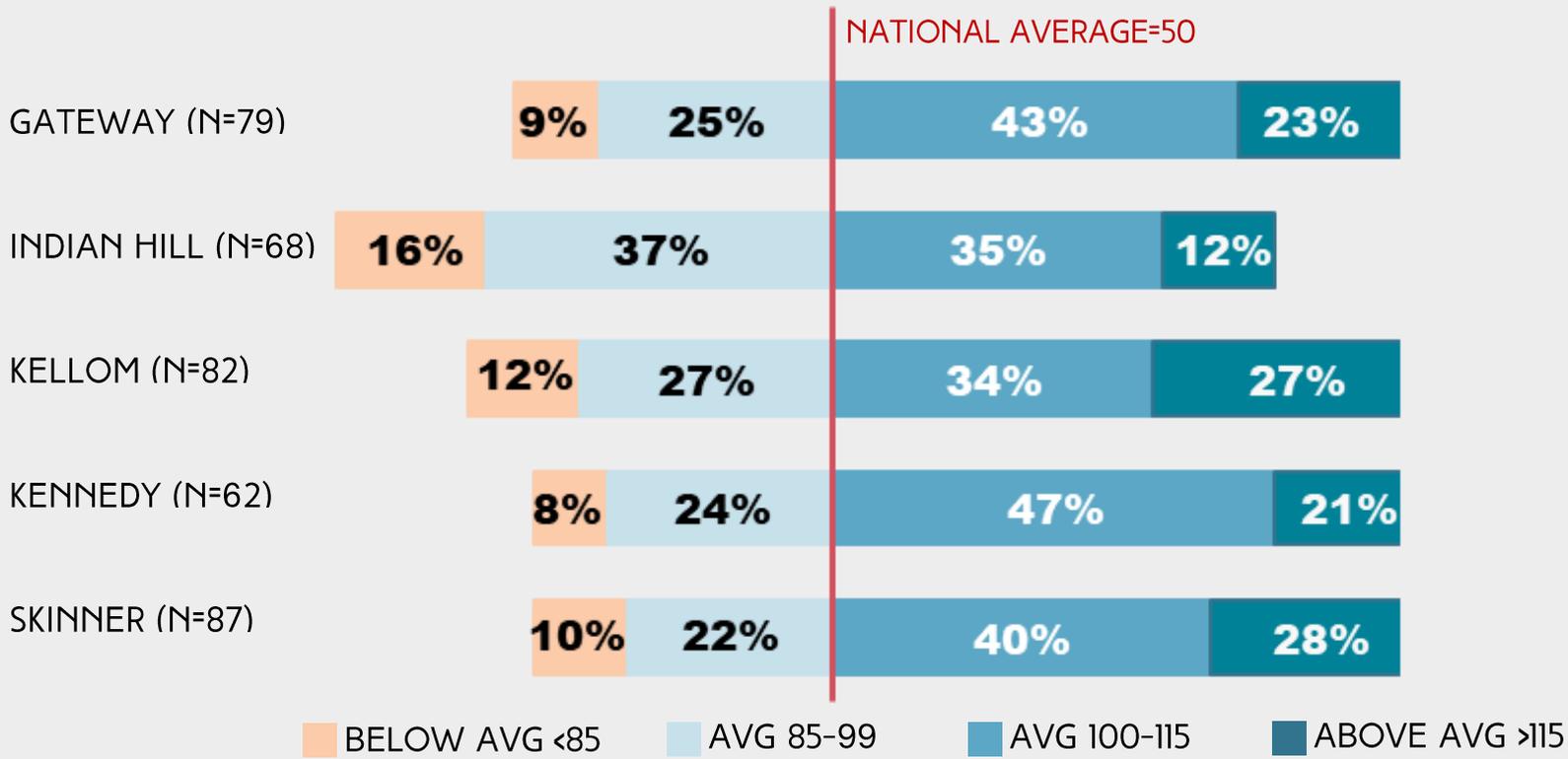


SOCIAL-EMOTIONAL SKILLS

EARLY HEAD START

IN THE SPRING. THE MAJORITY OF TODDLERS' SOCIAL AND EMOTIONAL SKILLS WERE WITHIN THE AVERAGE RANGE.

At Gateway, Kellom, Kennedy, and Skinner, over 50% of children scored at the national average or above.



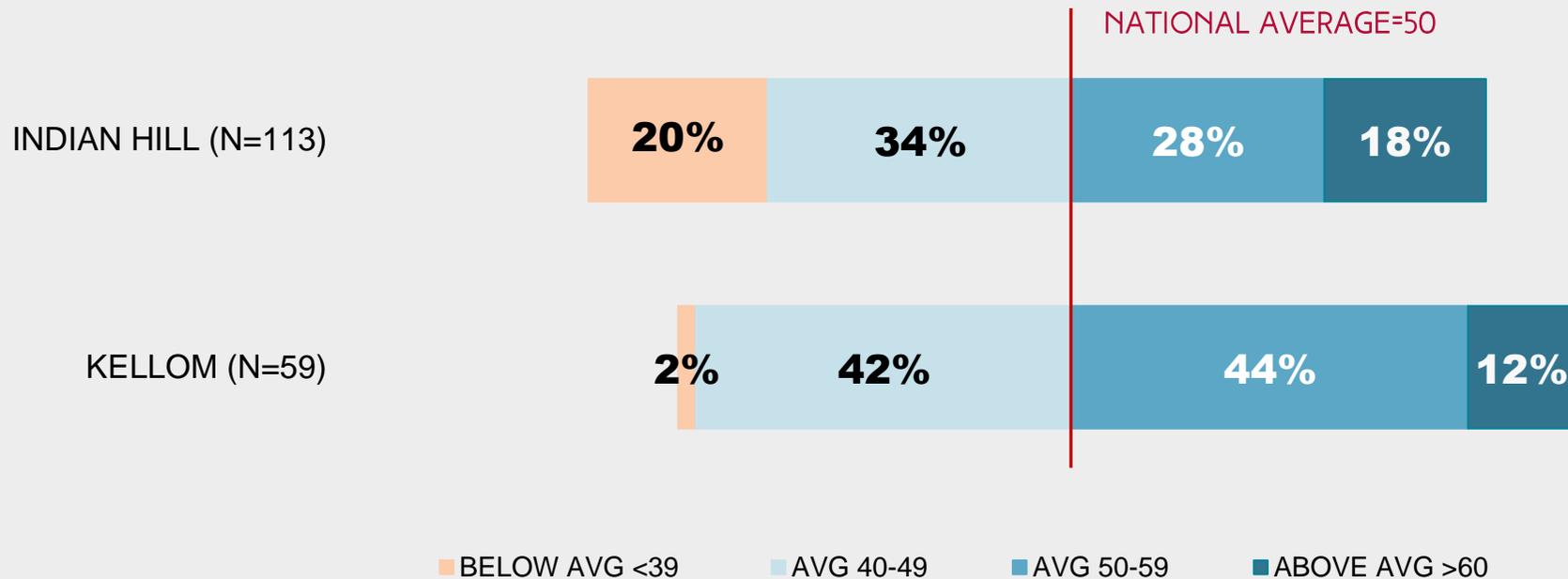
In the spring, 378 children's total protective factor scores were assessed, and 62% scored at or above the national average.

SOCIAL-EMOTIONAL SKILLS

HEAD START

IN THE SPRING. THE MAJORITY OF PRESCHOOLERS' SOCIAL AND EMOTIONAL SKILLS WERE WITHIN THE AVERAGE RANGE.

More children at Kellom scored at the national average or above.



Hispanic children had significantly higher Self-Regulation scores and significantly fewer Behavioral Concerns.

RECOMMENDATIONS

- Consider diversifying supports for children who may need more individualized learning opportunities.
- Identify strategies to support dual language learners' development and use of their home and English language skills.
- Continue to utilize child and classroom evaluation data to support children's development.



WHAT WERE THE FAMILY OUTCOMES?



WHAT WERE THE
FAMILY OUTCOMES
RELATED TO PARENTING
AND FAMILY
ENGAGEMENT?

FAMILY ENGAGEMENT WITH KINDERGARTEN TEACHER

PARENTS OF KINDERGARTEN STUDENTS FELT ENGAGED WITH THEIR STUDENT'S TEACHER.

I AM COMFORTABLE TALKING WITH MY CHILD'S TEACHER **93%**

MY CHILD WAS READY FOR KINDERGARTEN **90%**

I AM COMFORTABLE ASKING FOR HELP FOR MY CHILD **87%**

I TALK TO MY CHILD'S TEACHER REGULARLY **73%**

45% I PARTICIPATED IN EVENTS AT MY CHILD'S SCHOOL

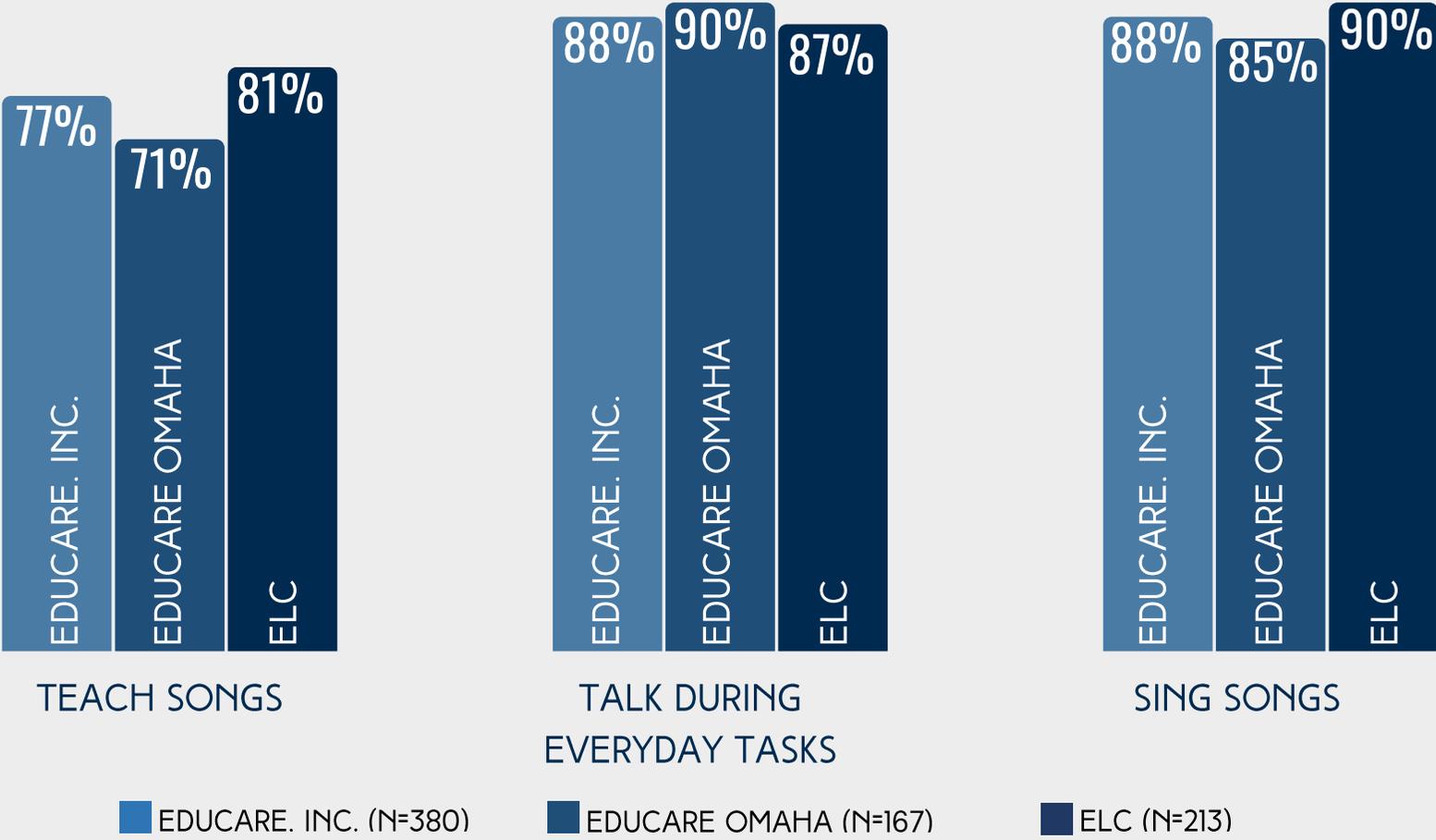
n=48

“ HE IS DOING VERY WELL IN SCHOOL. HE IS VERY ORGANIZED WITH SCHOOL RESPONSIBILITIES. ”

FAMILIES AS LIFELONG NURTURERS AND EDUCATORS

THE MAJORITY OF PARENTS ENGAGED IN LANGUAGE AND LITERACY ACTIVITIES WITH THEIR CHILDREN IN THE FALL OF 2021.

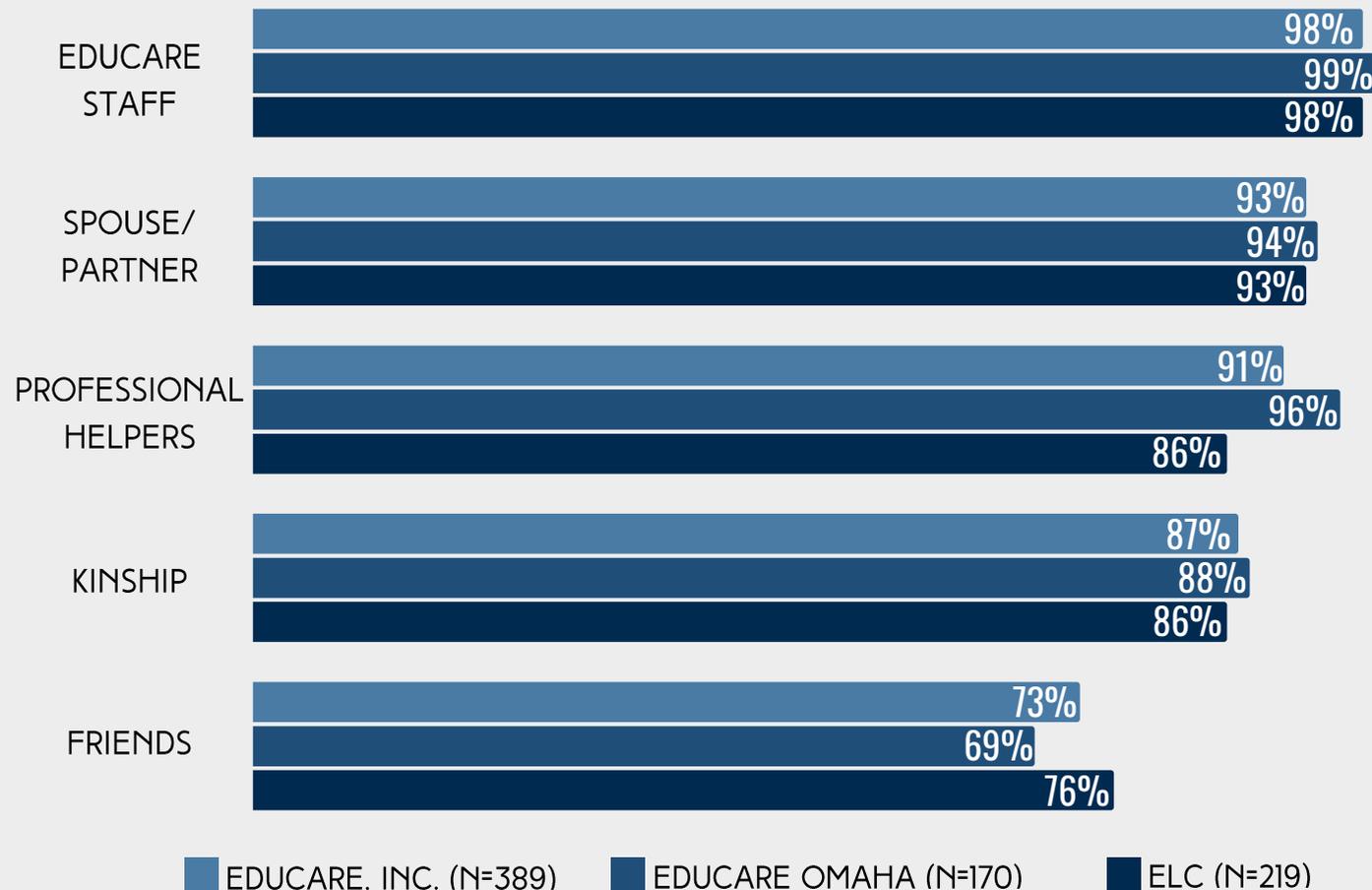
Teaching songs had the largest difference between programs.



FAMILY. FRIENDS. AND PROFESSIONAL SERVICES OFFERED FAMILIES THE MOST SUPPORT.

EDUCARE STAFF AND SPOUSE/PARTNER SUPPORTS PROVIDED FAMILIES THE MOST SUPPORT.

On average, Educare and ELC parents rated supports similarly.



SCORES FOR ALL GROUPS OF PARENTS WERE RATED WITHIN THE "STABLE" RANGE.

FAMILIES AS LIFELONG ADVOCATES AND LEADERS

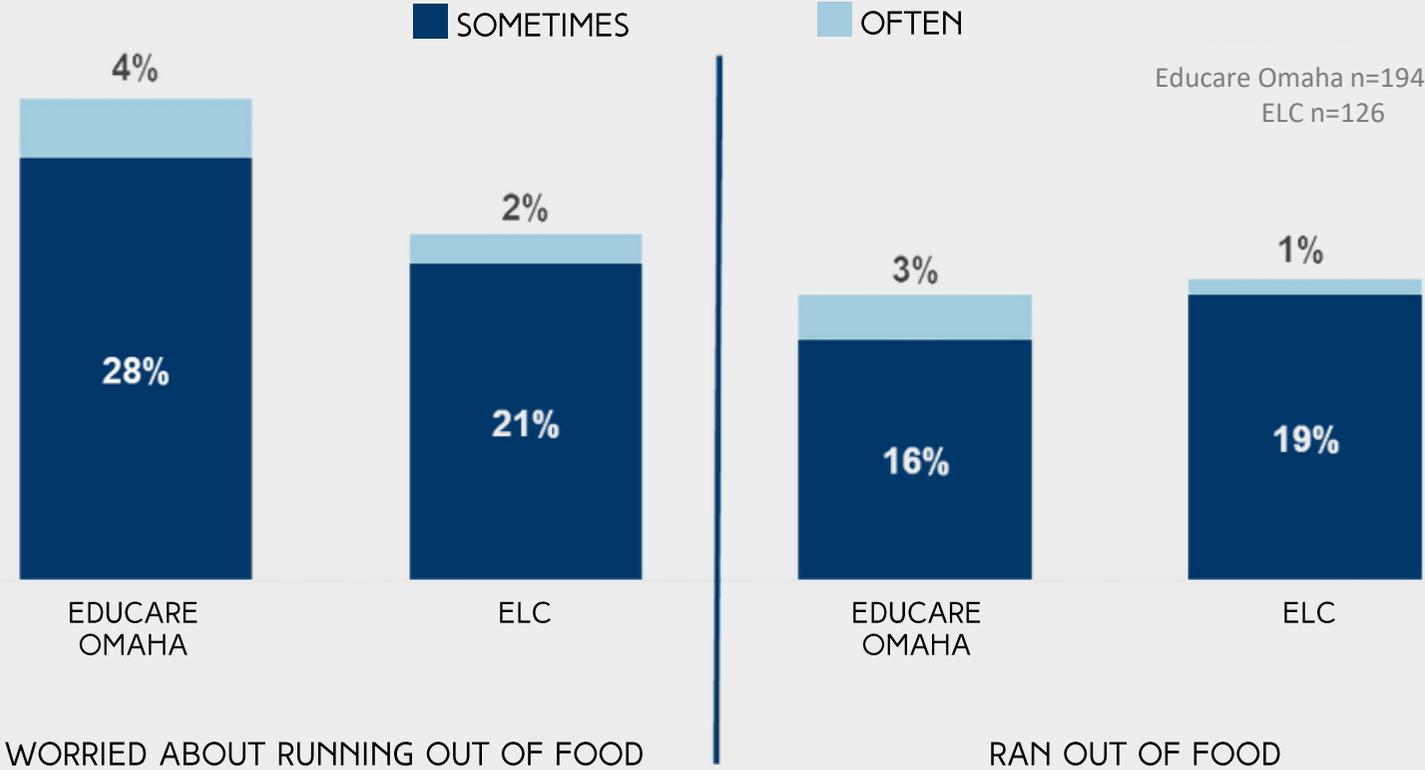
THE PARENT INTERVIEW RESULTS FOUND THAT 72% OF THE PARENTS FELT THAT EDUCARE HELPED TO DEVELOP THEIR LEADERSHIP SKILLS. A SLIGHTLY HIGHER PERCENTAGE OF PARENTS AGREED WITH THIS STATEMENT AT THE ELC SITES (75%) VERSUS THE EDUCARE SITES (71%).



PARENTS ARE RESILIENT AS THEY ADDRESS STRESS IN THEIR LIVES

A HIGHER PERCENTAGE OF EDUCARE OMAHA PARENTS REPORTED WORRYING ABOUT FOOD INSECURITY IN SPRING OF 2022 COMPARED TO ELC PARENTS.

Parent reports of food running out were similar across programs.



THIS YEAR. 14% OF THE PARENTS ACROSS EDUCARE. INC. SCREENED POSITIVE FOR DEPRESSION.

98% of parents reported that they bounce back quickly after hard times.

RECOMMENDATIONS



- Utilize data from parent surveys to provide additional support to families that experience food insecurities.
- Consider offering additional supports to families that experience depression symptoms.

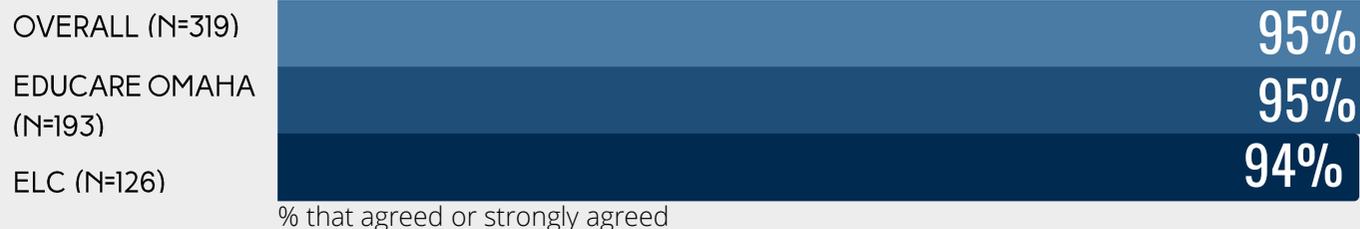
WHAT WERE THE PROGRAM OUTCOMES?



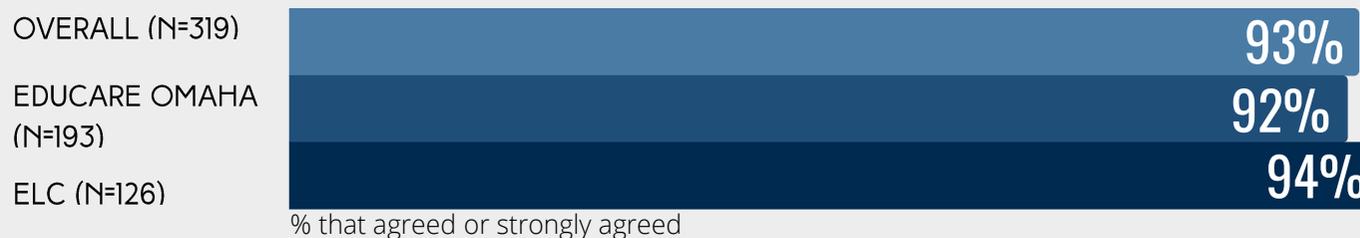
HOW SATISFIED
WERE THE FAMILIES
AT EDUCARE OF
OMAHA. INC.?

PARENTS ARE SATISFIED WITH FAMILY ENGAGEMENT SPECIALISTS

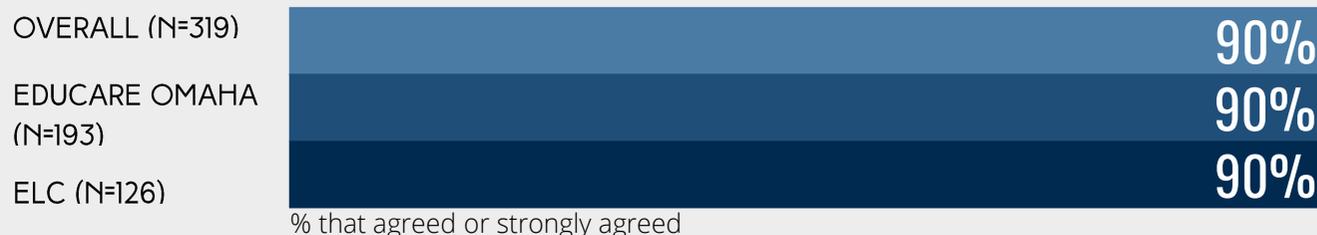
I FELT COMFORTABLE SHARING INFORMATION



HOME SUPPORTS FOR LEARNING AND DEVELOPMENT WERE PROVIDED



MY CULTURE AND VALUES WERE RESPECTED



PARENTS AT ALL FIVE SITES INDICATED THAT THEY HAD A COMMITTED FAMILY ENGAGEMENT SPECIALIST WHO UNDERSTOOD AND RESPECTED THEIR CULTURE, VALUES, THOUGHTS, AND OPINIONS.

RACIAL AND ETHNIC IDENTITY AND DISCRIMINATION

PARENT RESULTS

FAMILIES AT BOTH ELC AND EDUCARE REPORTED DIFFERENCES IN BELIEFS IN REGARD TO WHETHER OR NOT CONVERSATIONS ABOUT DISCRIMINATION WERE AGE APPROPRIATE.



125 ELC Families



192 Educare Families



No ELC parents reported that the questions were not age-appropriate, but most parents (about 90%) had never had the conversations with their children in the last year.



Approximately 25% of Educare families reported that the conversations about racial and ethnic identity and discrimination were not age-appropriate. The majority of the rest of the parents reported that they never had those conversations.

RACIAL AND ETHNIC IDENTITY AND DISCRIMINATION

STAFF RESULTS

IN CONTRAST TO THE PARENT DISCRIMINATION SURVEY RESULTS.

EDUCARE OMAHA AND ELC STAFF FREQUENTLY REPORTED THAT THEY FELT DISCRIMINATION CONVERSATIONS WERE NOT AGE-APPROPRIATE FOR THE CHILDREN IN THEIR CLASSROOM.



63 ELC Staff



75 Educare Staff



Teachers are rarely having conversations about racial and ethnic identity discrimination in their classrooms.

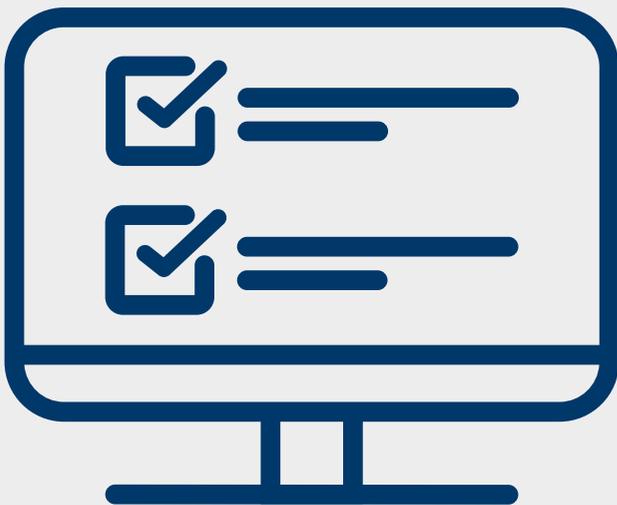


Talking to children about discrimination or prejudice against their racial or ethnic group was the conversation reported most often by the teachers at Educare Omaha (11%) and ELC (5%).

DISCRIMINATION EXPERIENCE

PARENT RESULTS

FAMILIES AT BOTH EDUCARE OMAHA AND ELC REPORTED LOW INSTANCES OF EXPERIENCING DISCRIMINATION IN THEIR DAY-TO-DAY LIVES.

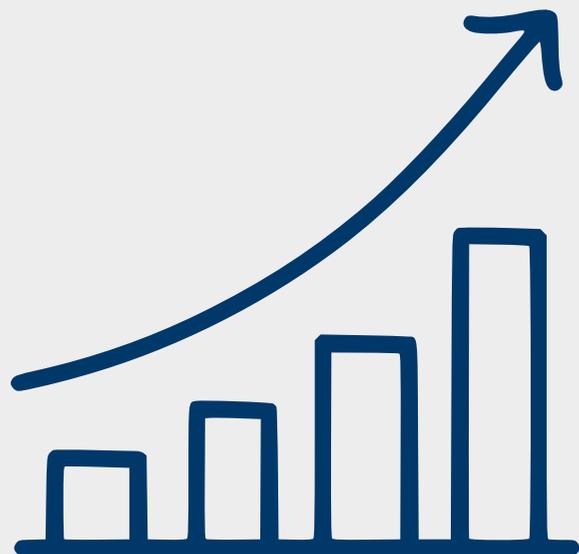
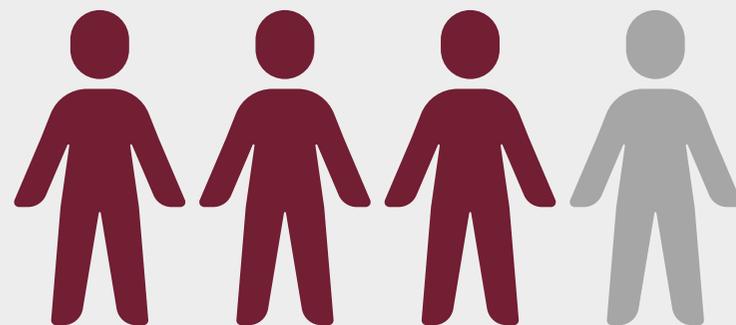


COMPARED TO THE EDUCARE NATIONAL EVALUATION. EDUCARE OF OMAHA, INC. PARENTS SCORED VERY SIMILARLY TO THE OTHER PARENTS IN THE NATIONAL EVALUATION.

DISCRIMINATION EXPERIENCE

STAFF RESULTS

IN CONTRAST TO THE PARENT RESULTS. STAFF AT BOTH EDUCARE AND ELC REPORTED SLIGHTLY MORE INSTANCES OF EXPERIENCING DISCRIMINATION IN THEIR DAY-TO-DAY LIVES.



COMPARED TO THE EDUCARE NATIONAL EVALUATION. EDUCARE OF OMAHA. INC. STAFF REPORTED SLIGHTLY HIGHER FREQUENCIES OF EXPERIENCING DISCRIMINATION IN THEIR DAY-TO-DAY LIVES.

RECOMMENDATIONS

- Consider continued training and conversations on the importance of racial and cultural identity.
- Find additional ways to represent families' cultures and beliefs throughout the entire year.



QUESTIONS





FAMILIES.
EDUCARE STAFF. &
MMI EVALUATION
TEAM

Thank you!

