

Educare of Omaha, Inc.

2022 - 2023 Evaluation Report | March 2024



Collaborate. Evaluate. Improve.

Interdisciplinary Center for Program Evaluation



EDUCARE of OMAHA, Inc.

2022-2023 Annual Report

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ABOUT EDUCARE of OMAHA, INC.

Educare of Omaha, Inc. is comprised of the two Educare Omaha schools (Kellom and Indian Hill) and the Early Learning Centers (Gateway, Kennedy, and Skinner) and serves the early childhood population across all of Douglas County. While similar, the supports and services provided at ELCs are not identical to those provided at the Educare schools and are explained below. The evaluation report provides a comprehensive and comparative look at the evaluation results across all five schools making up Educare of Omaha, Inc.

EDUCARE OMAHA

Educare 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. Educare Omaha has two schools, buildings adjacent to Kellom Elementary in North Omaha and 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 but not limited to:

- 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 (Education, State Aid, general fund)
- Buffett Early Childhood Fund
- Sixpence grant funds
- Parent fees

THE EDUCARE MODEL

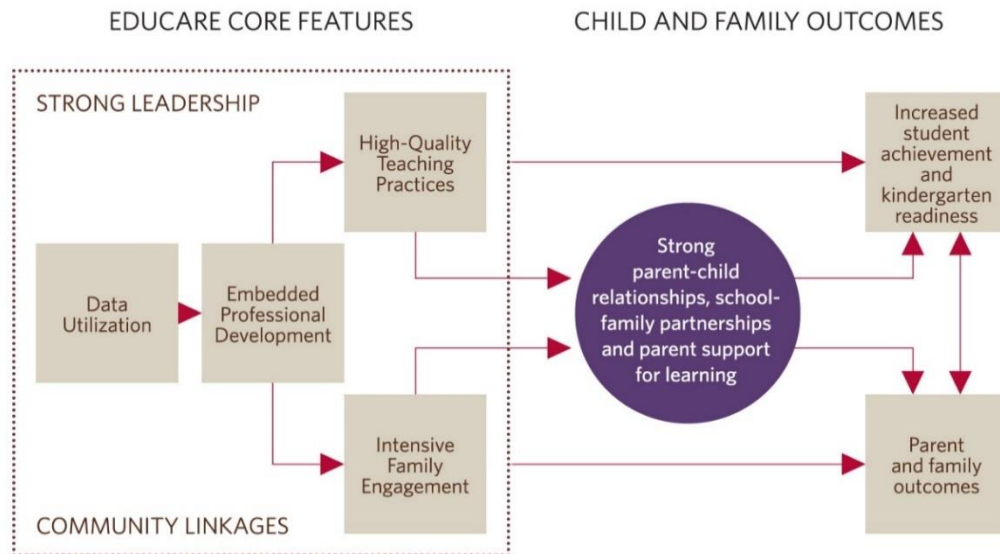
Educare Omaha Indian Hill and Kellom are part of a larger national network of Educare Schools. The Educare Model is described below; further information is available at www.educareschools.org. The Educare Model's core features include data utilization, embedded professional development, high-quality teaching practices, and intensive family engagement. Through the coordinated implementation of these core features, Educare promotes high-quality early childhood programs that encourage strong family-school partnerships and parental support for children's learning, helping to ensure that children grow up safe, healthy, and eager to learn. In turn, children are better prepared for kindergarten, increasing their chances for long-term academic and life success.

Children and families with multiple risk factors often face unique barriers in developing foundations for academic success. Educare's program model is specifically designed to help these children and their families overcome such barriers. Educare's mission is to ensure that children receive the services they need to arrive at kindergarten ready to learn and participate on par with their more economically advantaged peers.

Educare is:

- a program designed to give children in under-resourced communities an improved chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five;
- based on research from a variety of relevant disciplines (for example, early childhood development and social work);
- a program that emphasizes social-emotional development in all aspects of its program model through the development of healthy relationships; and
- using data from the ongoing evaluation to improve their program.





- Data Utilization
- Embedded Professional Development
- High-Quality Teaching Practices
- Intensive Family Engagement

Data utilization encompasses research-based and data-driven practices.

Embedded professional development emphasizes highly qualified staff, intensive staff development, an interdisciplinary approach that encourages communication and collaboration, and reflective supervision.

High-quality teaching practices are integrated into full-day, full-year care and education for children, small class sizes with high staff-child ratios, and continuity of care to help children develop secure relationships. Moreover, it involves a research-based curriculum with an intentional and specific focus on developing language and literacy, social-emotional development, early math concepts, problem-solving, and motor development, as well as using the arts to strengthen and support these skills.

Intensive family engagement supports strong parent-child relationships, family well-being, and ongoing learning and development by providing on-school family support services and emphasizing prenatal and birth-to-five services.



EARLY LEARNING CENTERS

While the schools are called ELCs, they are a part of Educare of Omaha, Inc. through an Early Head Start Child Care Partnership Grant, with NECC being the grantee. The Early Head Start services are delivered through a partnership between Educare of Omaha, Inc., NECC, and community-based social service providers. The ELCs consist of infant and toddler classrooms, comprehensive family engagement services, and on-site healthcare professionals. Their goal is to provide high-quality, comprehensive Early Head Start services to children ages birth through three years old and their families in Douglas County.

Special Initiatives and Partnerships

All five Educare of Omaha Inc. schools participated in several special initiatives to enhance the services they provided for children and families. These were implemented in partnership with acceleration grants that were funded through the Buffett Early Childhood Fund and other agency partners' initiatives.

Ages and Stages Questionnaire (ASQ-3). The ASQ-3 is a developmental screener for children between birth and age five and a half. The areas screened are: communication, gross motor, fine motor, problem-solving, and personal-social. All children are screened in the fall by the classroom teachers, per Head Start and Early Head Start regulations.

Brazelton Touchpoints. ELC schools continued to participate in Dr. T. Berry Brazelton's Touchpoints, a professional development program for systems of care working with young children and their families. The professional development program incorporates principles of adult learning theory, behavior change, and self-care. Topics include strengths-based family engagement, understanding children's development and behavior, strengthening partnerships with families through relationship-based practices, supporting everyone's mental health, and aligning organizational practices for effective family engagement.

Conscious Discipline. All schools received training from a Conscious Discipline certified trainer and continue implementing the program. Conscious Discipline is an evidence-based, trauma-informed, social-emotional learning program. The goal of Conscious Discipline is to aid in classroom relationship building and promote social-emotional skills. School directors, coaches, and the infant toddler program specialist use the Conscious Discipline practices to coach teachers in their classrooms.

Family Engagement Breakthrough Initiative. The Family Engagement Breakthrough Initiative articulates a core set of evidence-based family engagement practices that were implemented within an embedded professional development coaching model. The Family Engagement Breakthrough Initiative creates an opportunity for Educare leaders, program staff, researchers, and other national leaders to identify, implement, and assess the impact of family engagement practices and coaching models with diverse families in different contexts and across a variety of organizational, program, and community settings. This initiative also provides family engagement opportunities and coaching through Construct Coaching. Due to staff turnover and staffing shortages, this initiative was not carried out consistently. Both schools have put plans into place to carry out the programming to fidelity in the 2023-2024 school year.



KidSquad. KidSquad is a program based on the Teaching Pyramid, an evidence-based mental health early childhood consultation model designed to support the social and emotional development of young children. KidSquad mental health and early childhood education specialists partner with Educare of Omaha, Inc. staff to provide strategies to promote social-emotional competence in children and to address specific mental health and behavioral concerns. KidSquad is a single point of contact for parents, child care providers, and other early childhood professionals who are seeking help with the social, emotional, and behavioral issues of early childhood. A priority of KidSquad is to support child care centers that serve children of low income. Indian Hill made 15 child referrals and nine were accepted across six preschool classrooms. Fourteen child referrals were accepted at Kellom across seven classrooms. Mental health services were provided to three children at Gateway.



LENA (Language ENvironment Analysis). ELC Kennedy and Skinner participated in LENA, a program that uses a small, wearable recording device along with cloud-based software that gives detailed feedback to help adults make sustainable increases in interactive talk with children. This is an objective tool that helps guide coaching and helps teachers understand, measure, and increase conversations with children. In the fall of 2022, 10 Kennedy classrooms and 16 Skinner classroom teachers wore the bands for five days. The goal was to average 25 plus conversational turns per hour. Kennedy teachers averaged 28.90 conversational turns per hour, and Skinner teachers averaged 38.60.

Reflective Practice. Reflective supervision/consultation is a relationship-based practice that assists in managing emotional stress that professionals experience working in early childhood, human services, education, and many other arenas where retention rates are low and work-related stress is high. The early childhood workforce of today deal with increased workloads, decreased staff, conflict, and challenging interactions. Therefore, there is a need for those in leadership positions to interact with others with true attunement. Reflective practice helps develop not only self-awareness and regulation but teaches cue awareness to help better identify ways to communicate and work in partnership with staff. Reflection is important because it empowers staff (directors, Mentor Teacher Supervisors, FACE managers, and teachers) to assess one's own strengths, limits, and vulnerabilities. The desired outcome of the practice is the development of a collaborative and trusting relationship between the supervisor and supervisee.

FAN (Facilitating Attuned Interactions). FAN is a conceptual model and practical tool for building relationships and reflective practice. The FAN model has been being utilized within the levels of leadership at all five Educare Inc. schools and the Educare Executive Team. Additionally, seven Mentor Teacher Supervisors, two home visitors, and five other managers are all trained as well. For Reflective Supervision to work, supervisors should also be offered a facilitated time and space with an outside consultant to receive support modeling reflective practice. It is hoped that supervisors will then use this approach to help with their own self-awareness and focus on empathy, collaboration, and capacity building of others to increase the staff's sense of effectiveness and satisfaction in their work.

Sixpence. Sixpence promotes quality childcare programs, meets the needs of local families and children, and helps build stronger families. Child assessments are completed with the children and families at ELC Gateway as part of the center-based approach. This format includes child assessments each spring and assessments for the center to evaluate their child-care program and teaching. Additionally, home visitors

submit an assessment of home visiting practices that they are evaluated on. The assessments focus on very important child development milestones and the improvement of environment and practices. Once scored, they are returned to the teacher/home visitor to constantly monitor progress, areas of improvement, and areas that are above the norm. The classroom assessments are concentrated around the center's program model and constant improvement of classroom interactions. A family/child qualifies to participate in Sixpence if they have one of the following 5 factors: 1) premature/low birth weight, 2) home language other than English, 3) family income meets USDA Food Program's free/reduced lunch income qualification, 4) teen parent, or 5) parent education. Refer to Appendixes 1 and 2 for the full Sixpence Snapshot.

Teaching Pyramid Infant-Toddler Observations (TPITOS). NECC coaches completed TPITOS observations in the majority of the ELC Kennedy and Skinner classrooms. The TPITOS is used in infant and toddler classrooms to measure the level to which teachers are fostering responsive, nurturing relationships with children and promoting strong social-emotional development. The program goal is to complete 85% of the tasks to fidelity. The combined average of Kennedy classrooms (n=7) was 77% and Skinner classrooms' (n=8) combined average was 80%.

Teaching Strategies Gold. Teaching Strategies (TS) GOLD, an authentic developmental assessment, was adopted by the Nebraska Department of Education to assess all children receiving services in school district funded programs. The child outcome areas include cognitive, language, physical, social-emotional, literacy, and math. TS GOLD established widely held expectations for each age group. These expectations include the skills that children at a given age group would obtain based on evidence in the field. Assessments were completed on an ongoing basis. To review the fall 2022 checkpoint data, see Appendix 4. To review the spring 2023 checkpoint data, see Appendix 5.

PROFESSIONAL DEVELOPMENT

The newly formed Professional Development department offers 6 days of professional development to all new employees including 15.5 hours of mandatory trainings as defined by the state of Nebraska as well as Head Start. New Hire Orientation provided an additional 11.5 hours of additional training in best practice topics such as Touchpoints, Conscious Discipline, and shifting mindsets when it comes to challenging behavior. There were seven Professional Development Days in August 2022 and May 2023, with a combined offering 67.5 hours of professional development in areas such as asthma, cleaning and sanitizing, planning lessons responsive to student's needs, language and literacy development in preschoolers, trauma and resilience and motivating change. Outside partners involved included Project Harmony, Teaching Strategies, University of Nebraska Medical Center, Innocent Technologies, and the Nebraska Legal Diversity Council.

PURPOSE OF EVALUATION

A comprehensive evaluation process using a utilization-focused evaluation design (Patton, 2012) was conducted to monitor the implementation of services through Educare of Omaha, Inc. and assess progress towards identified program outcomes. Data were shared with the program throughout the year to support program improvement.

The evaluation employed multiple methods to describe and measure the quality of program implementation, the nature of programming, and to report outcomes. The evaluation report is structured to report in multiple areas: Implementation Strategies, Child and Family Demographics, Quality Instructional Practices, Child Outcomes, and Family Engagement Outcomes.



The overarching evaluation questions were the following:

Implementation: What was the nature and quality of implementation? Who accessed and participated in the program?

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

Child Outcomes: What were the short and long-term outcomes related to academic achievement? Were there child outcome differences related to race, ethnicity, gender, ELL (English Language Learner) status, and/or special education status?

Family Outcomes: Did family parenting skills improve? To what extent are parents engaged with their child's program? Did their parenting stress decrease? What was the level of parental well-being? Were parents satisfied with the program?

Program Comparisons: What differences, if any, were found between the Educare schools and the ELC schools in terms of classroom quality? Student outcomes? Family outcomes?

INTERPRETING THE RESULTS

How do you know if a strategy is making a difference?

The answer to this question can be found by reviewing both the quantitative and qualitative data that are summarized in this report. Typically, in this report, the quantitative data will include scores between two groups (e.g., children who are English Language Learners compared to children whose native language is English), scores change over time (e.g., children's first language assessment compared to their latest assessment), and if the child's length of time in the program is related to outcomes. Statistical analyses will provide information to determine if there were significant changes in the outcomes (p value) and if those significant values were meaningful (d value or effect size). Qualitative data from key informants' perspectives will provide more detailed insight into how the program is working and the resulting outcomes.

CHILD AND FAMILY DEMOGRAPHICS

Educare of Omaha, Inc., across all five schools, served children primarily from the North and South Omaha areas. The majority of children served by Educare met the eligibility requirements for Early Head Start or Head Start and were at 100% of poverty or below. The demographic information collected to describe the population served and to help interpret the evaluation findings included eligibility for free and reduced lunch, English Language Learners, and enrollment in special education services.

Educare Omaha

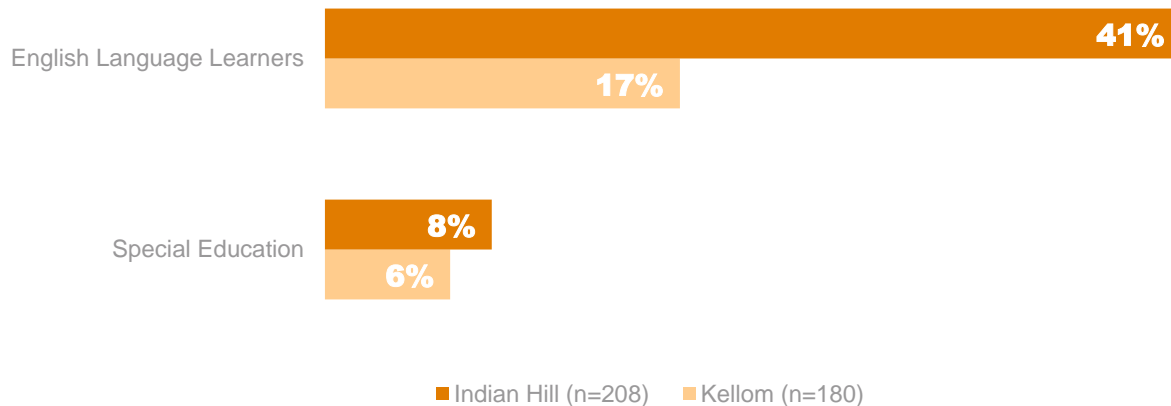
Who were the children and families served?

In 2022-2023, Educare Omaha operated 31 classrooms: 20 infant or toddler classrooms and 11 preschool classrooms. Children were served in one of two locations: Indian Hill or Kellom in the Omaha Public School district. Educare Omaha served 388 children, 180 in Early Head Start and 208 in Head Start. Slightly more boys (51%) were served at both locations. All children served by Educare Omaha met the eligibility requirements for Early Head Start and Head Start and were at 100% of poverty or below. Throughout the 2022-23 academic year, children's average percent of days present in the program was 85.71% (n=388). 14.1% of children had an IEP/IFSP (Individualized Education Plan/Individualized Family Service Plan) (n=55). The number of students identified as ELL and with an IEP/IFSP was 4.4% (N=17).



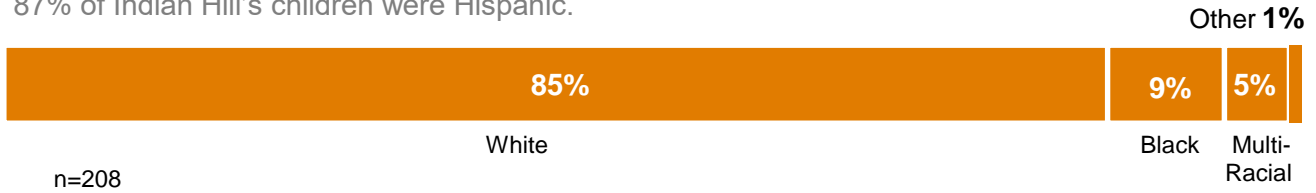
INDIAN HILL HAD A HIGH PERCENTAGE OF CHILDREN WHO WERE ELL.

Indian Hill also had more children enrolled in 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.
87% of Indian Hill’s children were Hispanic.



KELLOM SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.
21% of Kellom’s children were Hispanic.



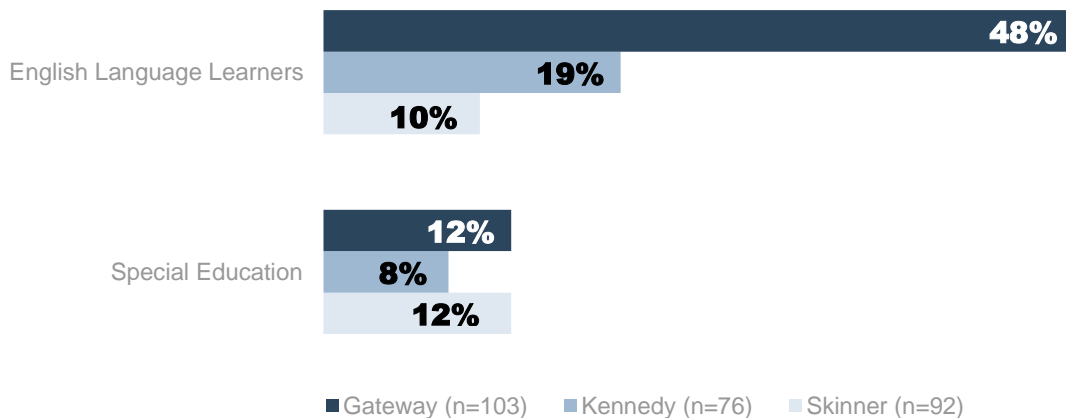
ELC

Who were the children and families served?

In 2022-2023, Early Learning Centers (ELC) served 271 children in 27 classrooms: 5 infant and 22 toddler classrooms. ELC had 13 and Kennedy (5) and Skinner (8) due to low staffing. ELC programs are located at one of three locations: Gateway, Kennedy, or Skinner in the Omaha Public School district. The child demographics encompass the children served in person throughout the school year. The majority of children served by ELC met the eligibility requirements for Early Head Start and were at 100% of poverty or below. Eleven percent (11%) of the children had an IFSP (n=29), and seven children receiving special education services also identified as ELL. Slightly more boys (52%) were served in the program.

GATEWAY HAD A HIGH PERCENTAGE OF CHILDREN WHO WERE ELL.

Kennedy had a lower percentage of children on IFSPs.



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

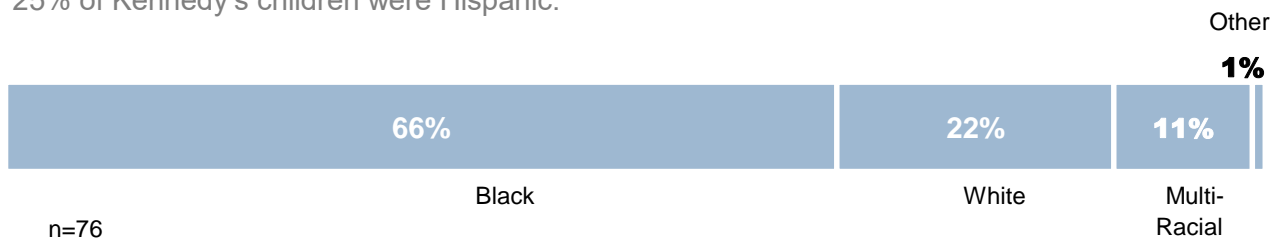
GATEWAY SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE WHITE.

82% of Gateway's children were Hispanic.



KENNEDY SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.

25% of Kennedy's children were Hispanic.



SKINNER SERVED LARGE PERCENTAGES OF CHILDREN WHO WERE BLACK.

15% of Skinner's children were Hispanic.



Health Services

The Health Services Team consists of 6 members including a health aide supporting each school, a Health Services Manager, and the Director of Health and Nutrition Services. Two registered nurses hold a bachelor's in nursing with an average of over 17 years of experience in the medical field. Four health aides are Certified Nursing Assistants and have been in the field an average of 3.5 years.

Health screenings are completed on students newly enrolled to the program and transitioning students within the program. Screenings can also be completed anytime there is a request by staff or family, and as needed based on recommendations from the Nebraska Department of Health. Vision and hearing screenings and growth assessments must be conducted on newly enrolled or transitioning students within 45 days of enrollment if a screening was not obtained at a scheduled Well-Child Check. Lead screenings and dental screenings are done yearly at Educare of Omaha, Inc.



Hearing screens led to 396 total students screened with 20 students failing the screen. A child who receives a “refer” will be tested again after 2 weeks to ensure that it is a true fail. Children who receive a report of “refer” two times will be given a referral to follow-up with their primary care provider, a specialist, or Omaha Public Schools (OPS) Audiology Department. OPS Audiology offers free testing to students who reside in the school district.

Vision screens resulted in 63/459 students failing the vision assessment. Children who receive a report of “refer” will be given a referral to follow-up with their primary care provider or a specialist along with a list of Pediatric Ophthalmologists in the area who accept Medicaid.

Due to the high level of lead found in certain areas of Omaha, the Department of Health recommends that a lead screen be conducted yearly from 12 months to 7 years of age for children living or spending a majority of their time in specific zip codes. All five Educare of Omaha, Inc. schools reside in these at-risk zip codes. **The lead screen yielded a small number (11) of students with high lead levels in their systems.** For those students, The Department of Health is notified and will work with the health team to monitor follow-up care. The Department of Health will also work with the family to investigate and eliminate the cause of the increased lead levels.

Chronic health issues are tracked for students enrolled in the program. Over the past year, **enrolled students had the following chronic health conditions: Asthma (46), Anaphylaxis (20), Seizures (7), Hearing (80, and Vision (21) for a total of 102 students with a condition.** Educare of Omaha, Inc. strives to meet the health needs of the individual child. Children with chronic health conditions have an Individualized Health Plan created specifically for that child by an intradisciplinary team including the physician, health team, and other Educare of Omaha, Inc. staff members.

Growth assessments indicated that 71 Head Start students fell into the overweight or obese categories while 7 students were in the underweight category. Children whose percentage is less than 5% (or Low) or greater than 84% (or High) will be given a referral to follow up with their primary care provider. Families will receive nutritional education provided by the Department of Health and Nutrition Services.

Dental screenings were completed on 352 students with 239 families consenting to follow-up and preventative care from One World and Charles Drew. If the child is found to need additional oral care, the health team and community agencies work closely with the family to schedule follow-up care.

Immunizations are tracked for children attending Educare of Omaha, Inc. The Nebraska Child Care Immunization Laws require programs to obtain proof of vaccinations (or refusal) within 30 days of enrollment and periodically after, for each child enrolled. Families must provide an immunization record for each child verifying age-appropriate immunizations against:

- Polio
- Diphtheria, Tetanus, Pertussis
- Hepatitis B
- Pneumococcal
- Measles, Mumps, Rubella
- Varicella or a document of the disease

When a vaccine-preventable disease occurs in the program, under-immunized children will be excluded for their protection until the incubation period has lapsed. **595/633 students’ immunizations were complete at the end of enrollment with another 23 being up to date at enrollment and 16 considered exempt.**



What were the education levels of parents at Educare of Omaha, Inc.?

Across the five Educare of Omaha, Inc. schools, almost half of the parents had a high school diploma or GED (44%). There were some parents who had some college but no degree (21%) and even fewer parents who had technical training or a certificate (13%). There were very few parents across the five Educare of Omaha, Inc. schools who had a bachelor's degree or higher (8%).

Staff Credentials

Who were the staff at Educare Omaha schools?

Educare strives to employ highly qualified staff. One hundred percent (100%) of their lead teachers had at least a bachelor's degree, with 18% of these teachers also having a master's degree. Given teacher shortages, there were some classrooms at Educare Omaha where associate teachers were acting as leads, and therefore did not have a bachelors degree. The majority of lead teachers held degrees in the areas of early childhood, education, or early childhood special education. Lead teachers on average had worked in the field for 13.20 years and worked at Educare for 3.93 years. Associate teachers and aides had either a child development associate's degree (51%) or a bachelor's degree (16%). The majority of their degrees were in early childhood education or education. On average, associate teachers and aides had worked in the field for 13.36 years and worked at Educare for 4.52 years. Over thirty percent (34%) of the teachers (aides, assistants, floaters, and leads) spoke a mix of English and Spanish with the children in their classes.

Mentor teachers and family support staff also play a vital role in supporting children, families, and teachers at Educare Omaha. Typically, one mentor teacher was assigned to three to four classrooms and was responsible for coaching and reflective supervision. All of the mentor teachers have their master's degree. Degrees were in the areas of early childhood education and education. On average, mentor teachers had worked in the field for 15.25 years and worked at Educare for 5.46 years.

Family engagement specialists (FES) work directly with families and with classroom teaching teams as part of an interdisciplinary approach. One hundred percent (100%) of family engagement specialists had at least a bachelor's degree, with 50% also having a master's degree. Degrees were in the areas of social work, psychology, early childhood education, or other. FES worked in the field for 17.40 years and worked at Educare for 9.92 years, on average.

Who were the staff at ELC schools?

Ninety percent (90%) of lead teachers at ELC schools had at least a bachelor's degree, with 10% of these teachers also having a master's degree. The majority of lead teachers held degrees in the areas of education, early childhood education, or psychology. Lead teachers on average had worked in the field for 13.82 years and worked at an ELC for 5.45 years. Associate teachers and aides had either a child development associate's degree (33%) or a bachelor's degree (13%). The majority of their degrees were in early childhood education or education. Associate teachers and aides had worked in the field for an average 7.19 years and worked at ELC for an average of 3.75 years. Thirty-five percent (35%) teachers (aides, assistants, floaters, and leads) spoke a mix of English and Spanish with the children in their classes.



QUALITY INSTRUCTIONAL PRACTICES OUTCOMES

What was the quality of center-based services?

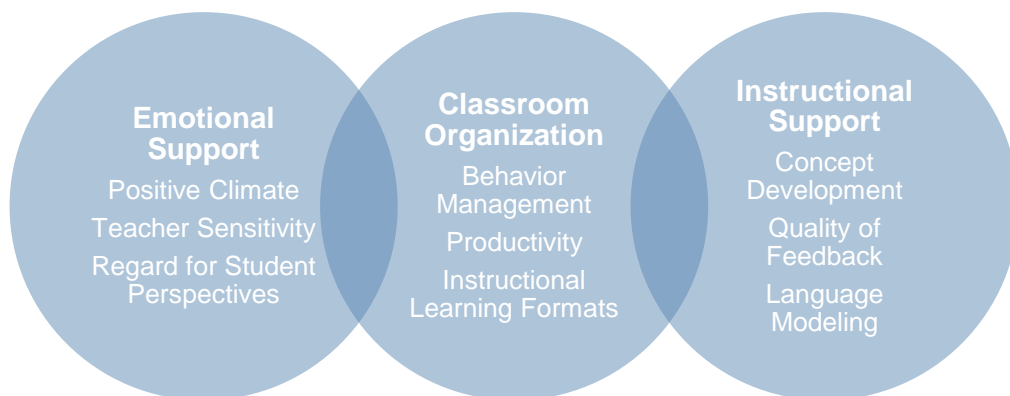
Need for quality classrooms. Quality early childhood programs with higher-quality interactions showed greater learning gains across school readiness domains, including executive functioning and early literacy (Vitiello, Bassock, Hamre, Player, & Williford, 2018). Although the relationship between classroom environment and motivation is complex, research suggests that children who experienced higher-quality classrooms showed gains in social and cognitive skills, including inhibitory control, working memory, and language and literacy skills (Hamre, Hatfield, Pianta, & Jamil, 2014). For preschoolers, higher levels of Instructional Support were associated with greater gains in letter-word identification, spelling, and applied problems in kindergarten (Johnson, Markowitz, Hill, & Phillips, 2016).

Classroom Assessment Scoring System (CLASS)

Method. The Classroom Assessment Scoring System (CLASS) tool was chosen to rate teacher-child relationships based on social-emotional supports and measure the level of language and higher-order thinking in the classrooms. The Infant, Toddler, or Pre-K version was used for the observation based on the ages of children in the classroom. Early Head Start classrooms were observed with the Pre-K version when over half of the students were over the age of three. CLASS was done in the fall on classrooms with new lead teachers and EHS rooms that had switched from an older toddler room the previous year to an infant room in the current year. All classrooms received a CLASS observation in the spring.

According to its authors, the CLASS “is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning” (Burchinal, Vandergrift, Pianta & Mashburn, 2010). CLASS ratings were completed through in-person observations of classroom activities across staff members throughout a morning period. These four cycles of 15-20 minute increments were rated by reliable evaluators. Scoring is based on a 7-point scale with 7 indicating highest quality. The Pre-K CLASS has three domains. Domains include Emotional, Organizational, and Instructional Support.

Nationally, 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 promote higher-order thinking skills. Research on the CLASS indicates 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 are the minimum threshold necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010).



Pre-K CLASS Results

Findings. The results of the Pre-K CLASS found that overall, all five Educare of Omaha, Inc. schools met the minimal threshold of quality (score of 5 or higher) to positively impact child outcomes in the domains of Emotional Support and Classroom Organization. All the Emotional Support and Classroom Organization dimension scores were in the mid-high to high-quality range. In Instructional Support, the majority of schools met the minimal threshold of quality (score of 3.25 or higher) to positively impact child outcomes. The Language Modeling dimension was a strength for all the schools. Lower-rated dimensions were Concept Development and Quality of Feedback. The Pre-K CLASS results below include 28 classroom observations in the spring from all Educare of Omaha, Inc. schools. Pre-K CLASS observations are done when at least half of the children in the room are above three years old. Since the observations are done in the spring, many of the rooms that were considered toddler rooms in the fall were considered Pre-K rooms in the spring because the majority of their children were older than three years old.

During the 2019-2020 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS) during its on-school reviews of grantees. Data from this report, (<https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020>), was compared to the results of the Educare Inc. data. **At the time of this report, the results from the 2020-2021 program year were not published so the 2019-2020 results were used for comparison.** Overall, teachers observed with the Pre-K CLASS at Educare Omaha and the ELCs demonstrated classroom practices that were above the top 10% of all Head Start (HS) classrooms nationally in Emotional Support (HS=6.32). Educare Omaha and the ELCs scored lower than the top 10% in Classroom Organization (HS=6.17) and Instructional Support (3.52).

All teachers observed with the Pre-K CLASS demonstrated scores that were above the top 10% of all Head Start programs nationally in the Emotional Support domain.

At Educare schools, there were 18 Pre-K CLASS observations with a mean of 6.50 for Emotional Support ($sd=.523$). At the ELC schools, there were 10 Pre-K CLASS observations with a mean of 6.56 for Emotional Support ($sd=.507$). **An independent samples t-test indicated Emotional Support results did not differ significantly between Educare and ELC schools.**

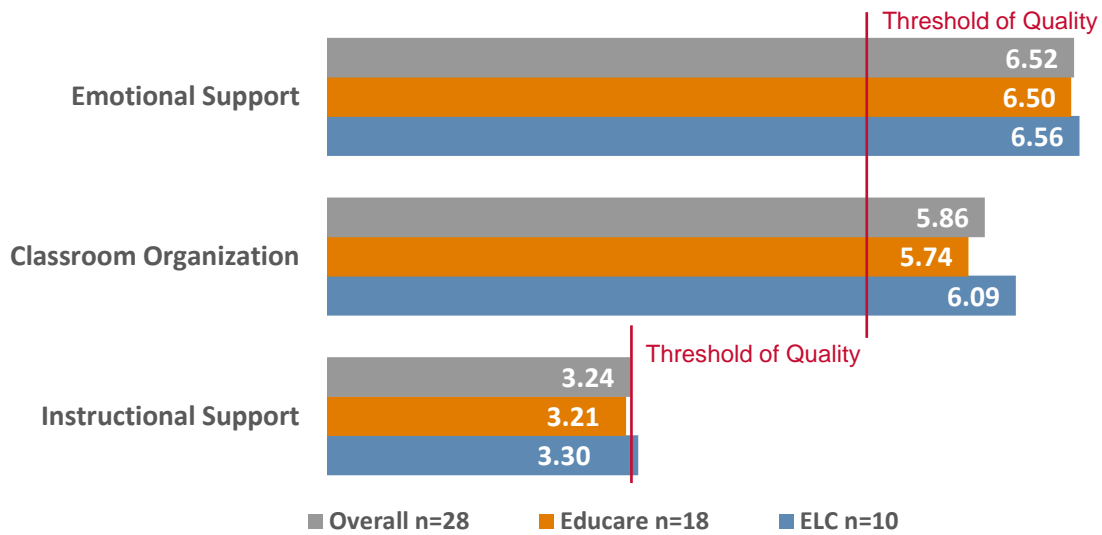
At Educare schools, there were 18 Pre-K CLASS observations with a mean of 5.74 for Classroom Organization ($sd=.943$). At the ELC schools, there were 10 Pre-K CLASS observations with a mean of 6.09 for Classroom Organization ($sd=.885$). **An independent samples t-test indicated Classroom Organization results did not differ significantly between Educare and ELC schools.**

At Educare schools, there were 18 Pre-K CLASS observations with a mean of 3.21 for Instructional Support ($sd=1.08$). At the ELC schools, there were 10 Pre-K CLASS observations with a mean of 3.30 for Instructional Support ($sd=.627$). **An independent samples t-test indicated Instructional Support results did not differ between Educare and ELC schools.**

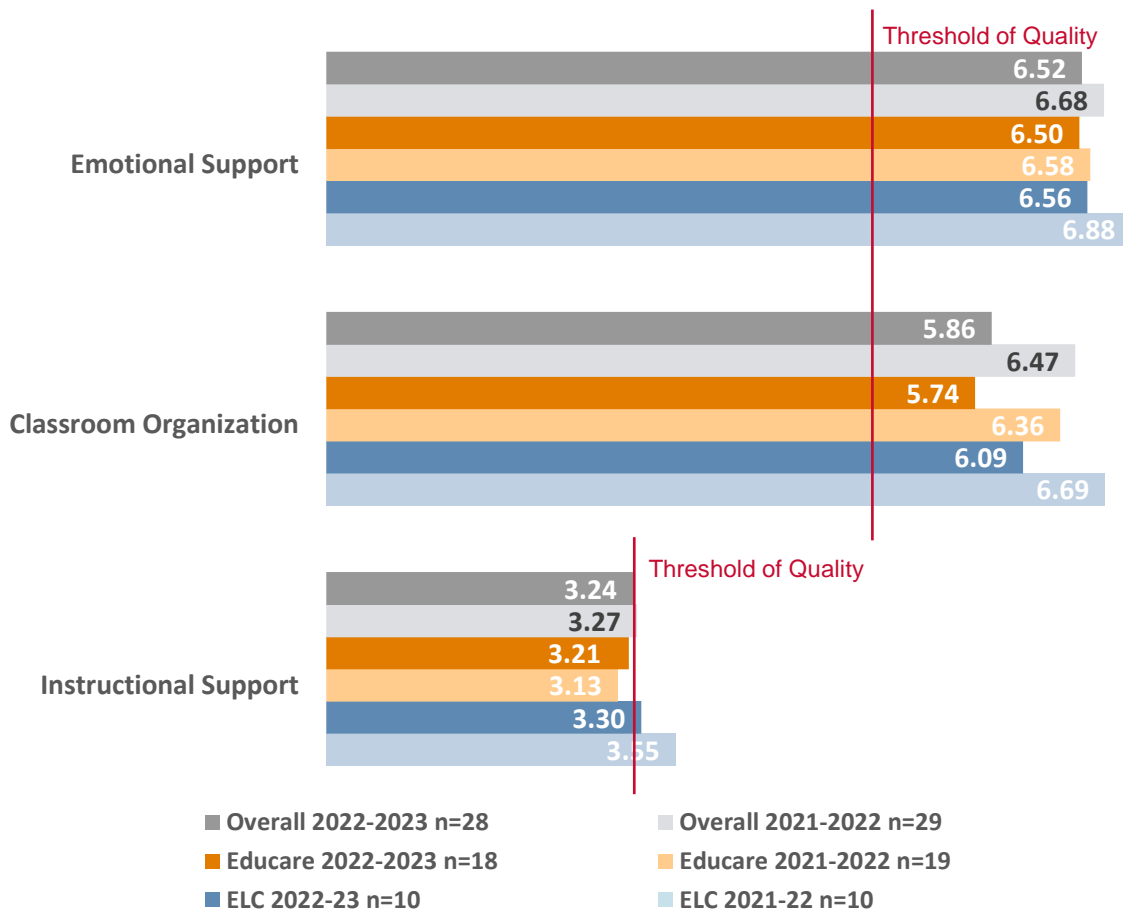


OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS.

Highest quality practices were in Emotional Support and Classroom Organization.



OVERALL PRE-K CLASS SCORES IMPROVED FROM 2021-2022 SCHOOL YEAR TO 2022-2023 SCHOOL YEAR.



Average scores on the Pre-K CLASS by school

	Overall (n=28)	Indian Hill (n=10)	Kellom (n=8)	Gateway (n=4)	Kennedy (n=3)	Skinner (n=3)
Positive Climate	6.46	6.48	6.25	6.81	6.92	6.00
Absence of Negative Climate	6.92	6.93	6.88	6.94	7.00	6.92
Teacher Sensitivity	6.61	6.58	6.66	6.75	6.92	6.08
Regard for Student Perspectives	6.09	6.08	6.13	5.94	6.42	5.92
Emotional Support Overall	6.52	6.51	6.48	6.61	6.81	6.23
Behavior Management	6.09	5.80	6.19	6.44	6.75	5.67
Productivity	6.31	6.18	6.44	6.25	6.83	6.00
Instructional Learning Formats	5.19	4.25	5.78	5.31	5.83	5.83
Classroom Organization Overall	5.86	5.41	6.14	6.00	6.47	5.83
Concept Development	2.94	2.93	3.19	3.06	2.00	3.00
Quality of Feedback	2.89	2.83	2.81	3.25	2.42	3.33
Language Modeling	3.89	3.50	4.03	4.13	3.83	4.50
Instructional Support Overall	3.24	3.08	3.34	3.48	2.75	3.61
	Overall (n=28)	Indian Hill (n=10)	Kellom (n=8)	Gateway (n=4)	Kennedy (n=3)	Skinner (n=3)



Infant/Toddler CLASS Results

Infant/Toddler. Similar to the Pre-K version of the CLASS, both the Infant and Toddler CLASS rate teacher-child relationships based on social-emotional supports and measure the level of language and higher-order thinking in the classrooms. Scoring is the same; however, domains for the Infant and Toddler versions vary slightly from the Pre-K version as well as from each other. The Infant CLASS has only one domain: Responsive Caregiving (made up of four dimensions). The Toddler CLASS has an additional domain, Engaged Support for Learning, which measures how teachers engage children in discovery, promote critical thinking, and provide rich language experiences. The CLASS results below include 30 classroom observations from the spring from all five Educare of Omaha, Inc. schools (27 toddler classrooms and three infant rooms).

Findings. The results of the Infant CLASS are limited because few classrooms are in the Infant CLASS age range by spring. The results of the Infant CLASS found that all classrooms observed met the minimal threshold of quality to positively impact child outcomes in the domain of Responsive Caregiving (score of 5 or higher). The overall score and all the dimensions in Responsive Caregiving were in the high-quality range. Relational Climate and Teacher Sensitivity were the highest-scoring dimensions (both 6.67).

There were too few Infant CLASS observations (Educare Omaha n=1, ELC n=2) done last spring to report and show a comparison between schools. Infant CLASS observations are done when at least half of the children in the room are under 15 months of age. Since the observations were done in the spring, many of the classrooms that were infant rooms in the fall were considered toddler rooms in the spring because the majority of their children were above 15 months of age.

INFANT ROOMS SCORED IN THE HIGH QUALITY RANGE.

The highest scoring dimension was Teacher Sensitivity.



■ Educare, Inc. n=3

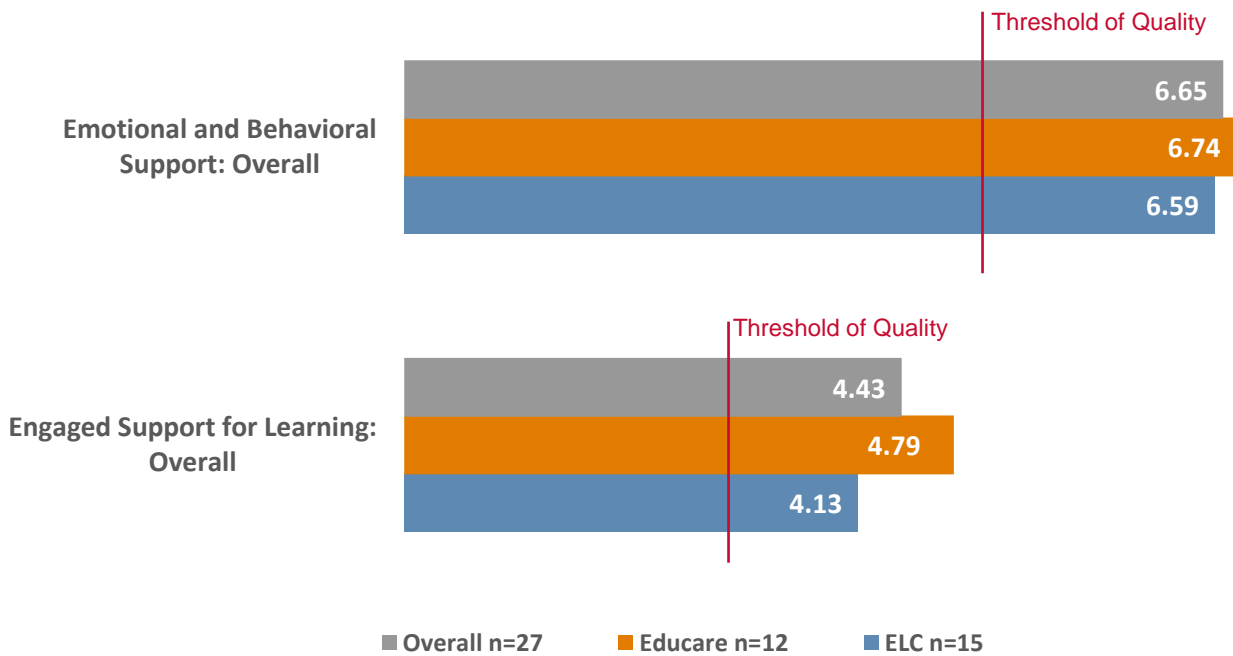
Across toddler classrooms, Educare Inc. teachers met the threshold of quality in the Emotional & Behavioral Support domain.



Findings. The results of the Toddler CLASS found that most classrooms across all five schools met the minimal threshold of quality to positively impact child outcomes in the domain of Engaged Support for Learning (score of 3.25 or higher), and all classrooms met the minimal threshold of quality in the domain of Emotional and Behavioral Support (score of 5 or higher). The overall score and all the dimensions in Emotional and Behavioral Support were in the high-quality range. The Engaged Support for Learning overall score was 4.43, and the dimension scores were in the mid-range of quality. The strength in this area was in Language Modeling. Quality of Feedback was the lowest-rated area for the toddler classrooms.

At Educare schools, there were 12 Toddler CLASS observations with a mean of 6.74 for Emotional and Behavioral Support ($sd=.145$) and a mean of 4.79 for Engaged Support for Learning ($sd=.783$). At the ELC schools, there were 15 Toddler CLASS observations with a mean of 6.59 for Emotional and Behavioral Support ($sd=.403$) and a mean of 4.13 for Engaged Support for Learning ($sd=.941$). Independent samples t-tests were conducted and results found that the Educare schools scored significantly higher in Engaged Support for Learning, $t(25) = 1.939$, $p = .032$ but there were not significant differences for Emotional and Behavioral Support.

OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS.
 Highest quality practices were in Emotional and Behavioral Support.



Average scores on the Toddler CLASS by school

	Overall (n=27)	Indian Hill (n=5)	Kellom (n=7)	Gateway (n=7)	Kennedy (n=4)	Skinner (n=4)
Positive Climate	6.76	6.85	6.96	6.86	5.94	6.94
Absence of Negative Climate	6.94	7.00	7.00	6.93	6.69	7.00
Teacher Sensitivity	6.82	6.90	6.96	6.86	6.38	6.88
Regard for Child Perspectives	6.39	6.40	6.32	6.25	6.50	6.63
Behavior Guidance	6.36	6.25	6.64	6.29	5.56	6.94
Emotional & Behavioral Support Overall	6.65	6.68	6.78	6.64	6.21	6.88
Facilitation of Learning and Development	4.70	4.70	5.07	4.54	4.13	4.94
Quality of Feedback	3.72	4.70	4.04	3.29	2.25	4.19
Language Modeling	4.85	5.25	5.07	4.54	3.63	5.75
Engaged Support for Learning Overall	4.43	4.88	4.73	4.12	3.33	4.96
	Overall (n=27)	Indian Hill (n=5)	Kellom (n=7)	Gateway (n=7)	Kennedy (n=4)	Skinner (n=4)

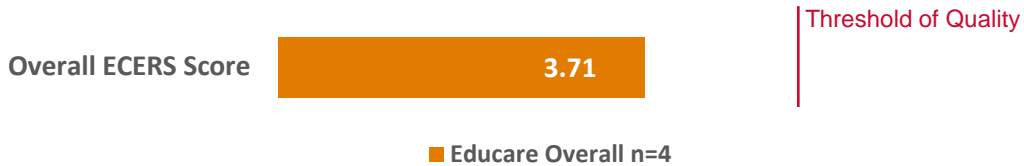
Environment Rating Scales (ERS)

Method. Both the Early Childhood Environment Rating Scale, 3rd Edition (ECERS-3) and Infant/Toddler Environment Rating Scale, 3rd Edition (ITERS-3) are based on three-hour, in-person observations done by reliable raters. Scoring is based on a 7-point scale, with 7 indicating the highest quality. Due to a change in network requirements, a 50% sample of classrooms was chosen to be observed. Some planned observations were not completed due to staff turnover. Classrooms were observed in early spring.

ECERS-3. The following chart illustrates the resulting classroom observation ratings by overall score across both Educare schools. Four classrooms, all HS classrooms, were observed and rated using the ECERS-3. Too few ECERS-3 observations (Indian Hill n=3, Kellom n=1) were completed to report data by school. No ECERS-3 were completed at the ELC schools, as they are all infant or toddler classrooms.

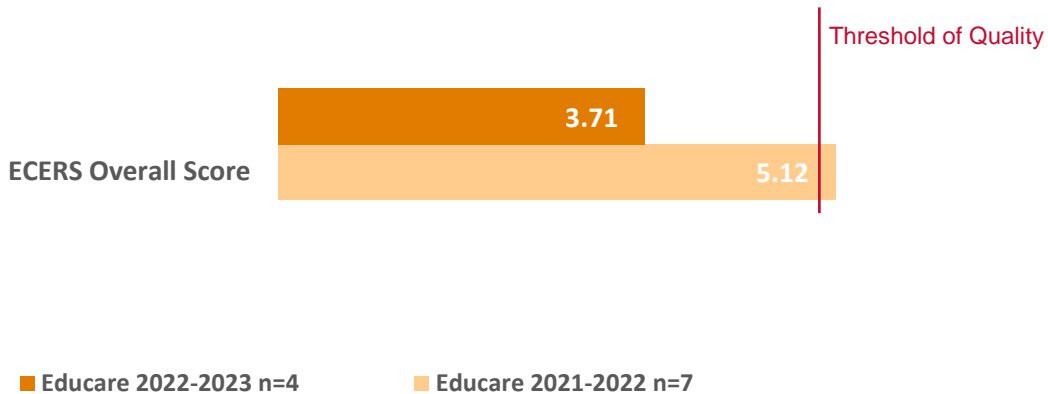
Findings. Classrooms averaged in the moderate range (3-5). An overall score of five is the benchmark of quality. Strengths were in the areas related to Space and Furnishings and Interaction. An area that could be targeted for improvement is Activities. The greatest differences in programs were in Language and Books and Activities. No statistical comparisons were made across scores because only four ECERS-3 were collected last year.

IN MOST AREAS, THE SCHOOLS HAD SIMILAR CLASSROOM QUALITY PRACTICES.
The greatest differences were in Personal Care Routines and Program Structure.



OVERALL ECERS SCORES FROM 2021-2022 SCHOOL YEAR TO 2022-2023 SCHOOL YEAR.

ECERS scores decreased across school years.



ITERS-3. The following graphs show ITERS-3 subscale and overall averages of Educare of Omaha, Inc., each program, and individual schools. Thirty-three infant and toddler classrooms were observed and rated.

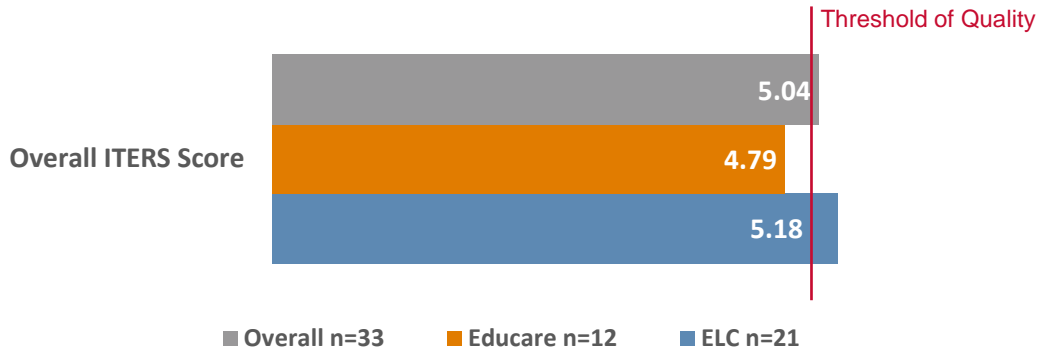
Findings. The overall average rating met the authors' benchmark for quality, which is an overall score of 5. Classrooms consistently scored in the moderate (3-5) to high (above 5) range on ITERS-3. Strengths were in the areas of Language and Books and Interactions. An area that could be targeted for improvement is Personal Care Routines. The greatest differences between programs were in Language and Books.

There were 33 ITERS-3 observations that occurred in early spring ($m=5.04$, $sd=.752$). All observations took place in EHS classrooms. At the Educare schools, there were 12 ITERS-3 observations with a mean of 4.79 ($sd=.877$). There were 21 ITERS-3 observations completed at the ELC schools with a mean of 5.18 ($sd=.653$). An independent sample t-test found no significant difference between the ELC and Educare schools, $t(31)=1.449$, $p=.079$. Since Kellom and Indian Hill are part of the National Educare evaluation, ERS observations are only collected if there is a lead teacher assigned to the room. For ELC, ERS observations are done if there is no lead teacher assigned to the room as long as a consistent teaching team is in place.

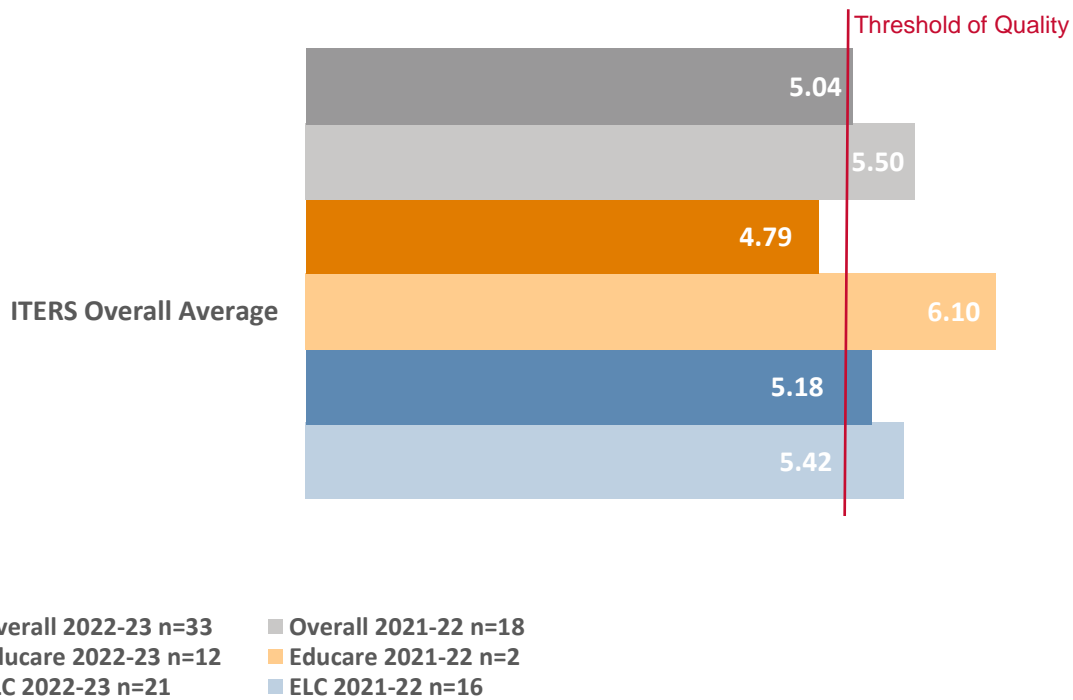


OVERALL SCORES ACROSS THE TWO PROGRAMS.

Highest quality practices were in Language & Books and Interactions.



OVERALL ITERS SCORES FROM 2021-2022 SCHOOL YEAR TO 2022-2023 SCHOOL YEAR INDICATED A DECREASE IN OVERALL SCORES.



Average scores on the Infant-Toddler Environment Rating Scale by school

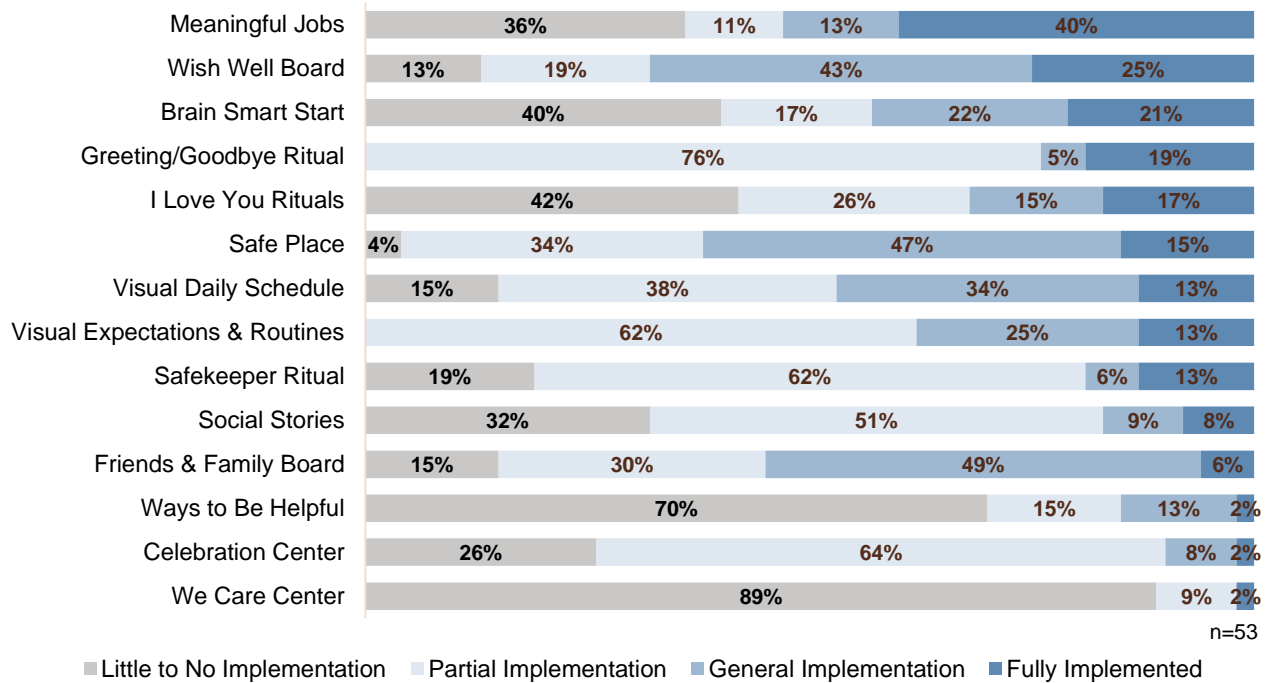
	Space & Furnishings	Personal Care Routines	Language & Books	Activities	Interaction	Program Structure	Overall Average
Overall (n=33)	4.94	4.14	5.66	4.69	5.56	5.10	5.04
Indian Hill (n=6)	5.22	4.29	6.14	4.74	5.83	5.25	5.28
Kellom (n=6)	4.42	3.63	4.67	4.00	4.97	4.17	4.33
Gateway (n=8)	5.03	4.44	6.23	4.91	6.25	5.33	5.41
Kennedy (n=4)	4.94	4.81	5.17	4.73	5.42	5.08	5.01
Skinner (n=9)	5.03	3.83	5.72	4.91	5.21	5.46	5.05

Conscious Discipline Observations

Conscious Discipline. Conscious Discipline is an evidenced-based social-emotional learning program that employs a variety of “behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities” (Bailey, 2000). The goal of Conscious Discipline is to aid in classroom relationship building and promote social-emotional skills. A Conscious Discipline observation rubric is used to evaluate the implementation of several Conscious Discipline components. Observations are done in all classrooms in both fall and spring. Results from the spring 2023 observations are below.



An area of strength is meaningful jobs



Conscious Discipline Observations by Program

	Little to No Implementation		Partial Implementation		General Implementation		Fully Implemented	
	Educare	ELC	Educare	ELC	Educare	ELC	Educare	ELC
	n=26	n=27	n=26	n=27	n=26	n=27	n=26	n=27
Safe Place	4%	4%	38%	30%	31%	63%	27%	4%
Friends & Family Board	27%	4%	27%	33%	38%	59%	8%	4%
Brain Smart Start	23%	56%	19%	15%	27%	18%	31%	11%
Safekeeper Ritual	15%	22%	54%	70%	12%	0%	19%	8%
Greeting/Goodbye Ritual	0%	0%	81%	71%	4%	7%	15%	22%



Visual Expectations & Routines	0%	0%	58%	67%	15%	33%	27%	0%
Visual Daily Schedule	19%	11%	31%	45%	31%	37%	19%	7%
Social Stories	23%	41%	58%	44%	8%	11%	11%	4%
I Love You Rituals	35%	49%	15%	37%	23%	7%	27%	7%
Ways to Be Helpful	58%	81%	27%	4%	11%	15%	4%	0%
Meaningful Jobs	31%	41%	15%	7%	8%	19%	46%	33%
We Care Center	92%	85%	4%	15%	0%	0%	4%	0%
Celebration Center	4%	48%	92%	37%	4%	11%	0%	4%
Wish Well Board	12%	15%	12%	26%	34%	52%	42%	7%
	Educare n=26	ELC n=27	Educare n=26	ELC n=27	Educare n=26	ELC n=27	Educare n=26	ELC n=27
	Little to No Implementation		Partial Implementation		General Implementation		Fully Implemented	

Recommendations

- Continue supporting emotionally supportive, language and interaction-rich classrooms.
- Consider ways to deepen interactions related to concepts around using materials in the classroom as well as using language and feedback that supports persistence and engagement and encourages higher-order thinking.



CHILD OUTCOMES

Multiple assessments were used to explore children’s development in a variety of areas. In-person assessments were collected at all Educare of Omaha, Inc. schools in the fall of 2022 and the spring of 2023. The result is a snapshot of the development of children enrolled in Educare of Omaha, Inc. as compared to a normative sample (by tool) that is representative of the general United States population of children.

What are the children’s vocabulary outcomes?

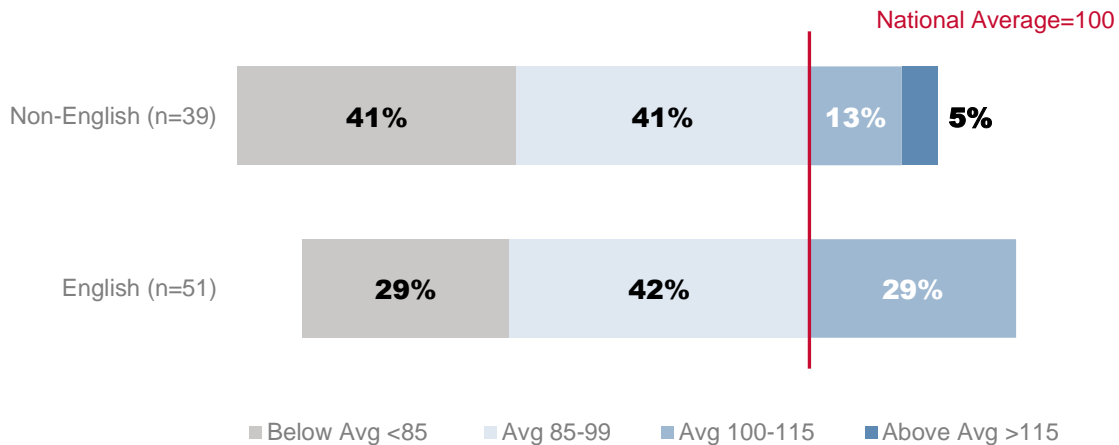
Children’s vocabulary is an important indicator of children’s future success in school. Children with scores in the average range are more likely to experience school success particularly in reading. The Peabody Picture Vocabulary Test–IV (PPVT-IV), a direct child assessment measuring English vocabulary, was administered to a randomized sample (50%) of preschool students in the spring of 2023.

Head Start (HS) Vocabulary Results

Method. Data for the preschool children were analyzed in two ways: 1) to determine if time in program influenced scores and 2) to find the percentage of children that met the program goal (the national average).

Program goal. The results found that 59% of non-English-speaking preschool children scored within or above the average range. More English-speaking children were within or above the average range (71%) than their peers (59%), whose, for the majority, home language was Spanish. Ninety Pre-K students’ language was assessed in spring ($m=90.41$, $sd=13.532$).

IN THE SPRING, 70% OF ENGLISH-SPEAKING PRESCHOOLERS WERE WITHIN THE AVERAGE RANGE OR ABOVE IN THE AREA OF VOCABULARY.



Spring status. Pre-K students’ English vocabulary skills were compared across child gender, ELL status, and IEP status. An independent samples *t*-test compared children who were ELL and their English-speaking peers. While English-speaking students had higher PPVT-IV scores in spring on average than those who were ELL, the difference was not significant. When compared across ethnicity, children who are not Hispanic ($m=92.32$) had higher PPVT-IV scores in spring on average than those who are Hispanic ($m=86.30$) but the difference was not significant. No significant gender differences nor difference based on IEP status were found.



SPRING VOCABULARY SAMPLE FOR INDIAN HILL AND KELLOM.

Kellom scored higher in the area of vocabulary.



Time in program. A linear regression analysis was run to determine whether the length of time that a child was in Educare Omaha predicted child outcomes. The overall regression model that included IEP status, home language, and length of time in program was not significant ($F=1.712$, $p=.171$). Home language was a significant predictor of children's PPVT-IV scores ($p=.046$); however, length of time in program ($p=.65$) and IEP status ($p=.366$) did not significantly contribute to children's spring PPVT-IV scores.

Length of time in program did not predict Pre-K children's vocabulary skills.

What were the children's auditory comprehension skills?

English and Spanish Auditory Comprehension

Method. Toddler and preschool children's auditory comprehension skills were assessed using the Preschool Language Scales-Fifth Edition (PLS-V). This tool was used to measure children's progress with auditory language comprehension. Children were assessed in English or Spanish at ages two and three. The results are summarized first for English-speaking and then for Spanish-speaking children.

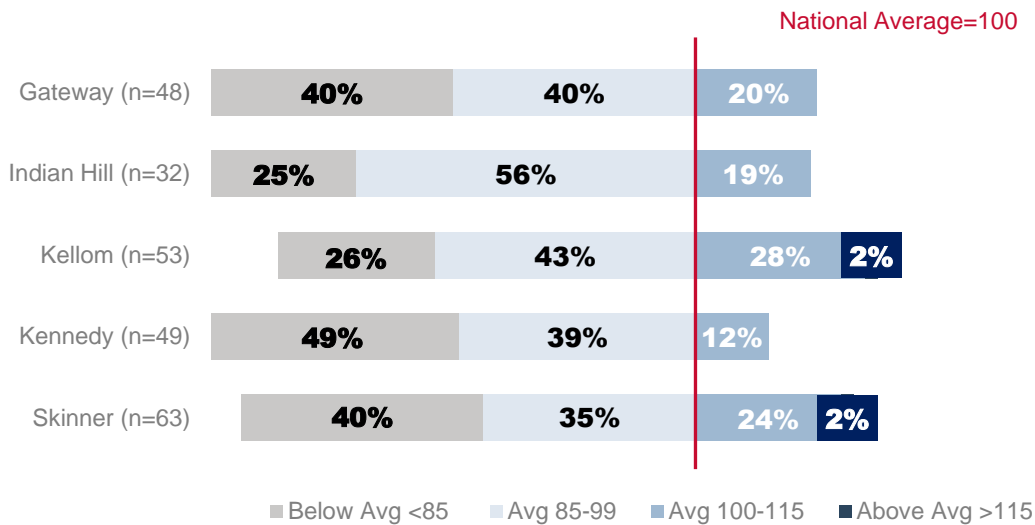
EHS English-Speaking Children

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average). In 2022-2023, 245 English-speaking, Early Head Start children's auditory comprehension was assessed ($m=87.69$, $sd=13.845$). **Overall, 22% of children scored at or above the national 50th percentile in auditory comprehension.**



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

However, over 40% of toddlers at three schools scored in the below average range.

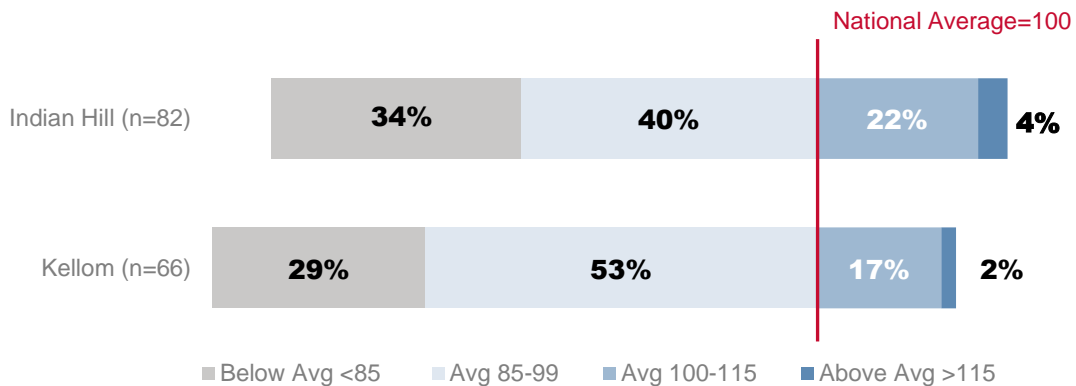


HS English-Speaking Children

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average). In the fall, 51 English-speaking preschool children’s auditory comprehension was assessed ($m=87.08$, $sd=10.006$), and 55% scored at or above the national average in auditory comprehension. In the spring, 148 English-speaking preschool children’s auditory comprehension was assessed ($m=89.85$, $sd=12.315$), and 22% scored at or above the national average in auditory comprehension.

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

Kellom had a higher percentage of students score in the average range.



Change over time. The results of the paired *t*-test (N=42) found that Pre-K students' auditory comprehension skills improved significantly from fall ($m=87.57$) to spring ($m=89.98$) although not significantly, $t(41) = 1.822, p=.038$. When comparing fall to spring English auditory comprehension scores by gender, both boys and girls had improved score, but the improvement was not significant. Due to the unequal samples, differences in scores based on IEP status were not considered.

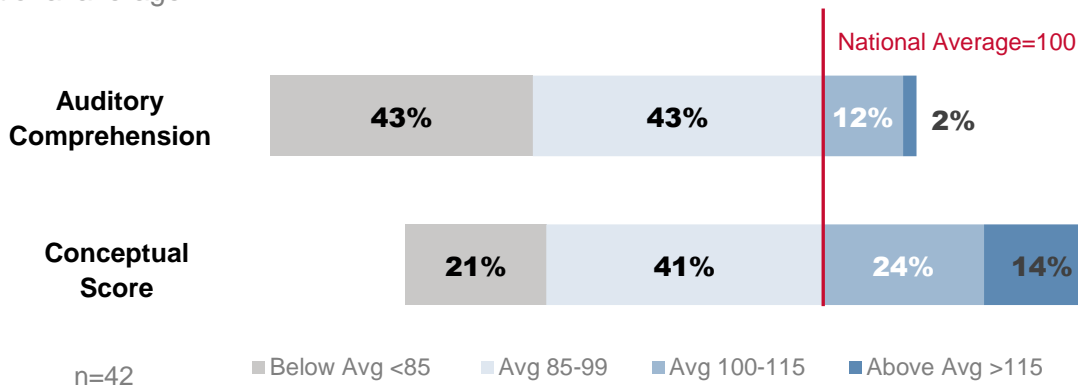
Time in program. Linear regression analyses were run to determine if the length of time that a child was in Educare Omaha predicted child outcomes when the child's home language, IEP status, and gender, were controlled for. Additionally, the overall regression model predicting change in auditory comprehension scores from months enrolled was not significant ($F=.071, p=.974$), indicating that **length of time in the program did not predict change in auditory comprehension scores from fall to spring.**

EHS Spanish-Speaking Children

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average). Forty-two Spanish-speaking Early Head Start children's auditory comprehension and conceptual scoring was assessed. Auditory comprehension scores represent only Spanish, and to arrive at a Conceptual Score, the evaluators first complete the assessment in Spanish, and then ask any questions that were missed in English. As a result, the conceptual score is a snapshot of both the child's Spanish and English capabilities. For auditory comprehension, 14% scored at or above the national average ($m=85.31, sd=16.240$). Conceptual scores were higher, with 38% scored at or above the national average ($m=95.86.31, sd=17.485$).

79% OF **SPANISH-SPEAKING TODDLERS' CONCEPTUAL SCORES** WERE WITHIN THE AVERAGE RANGE.

57% of Spanish-speaking toddlers' Auditory Comprehension skills were at or above the national average.



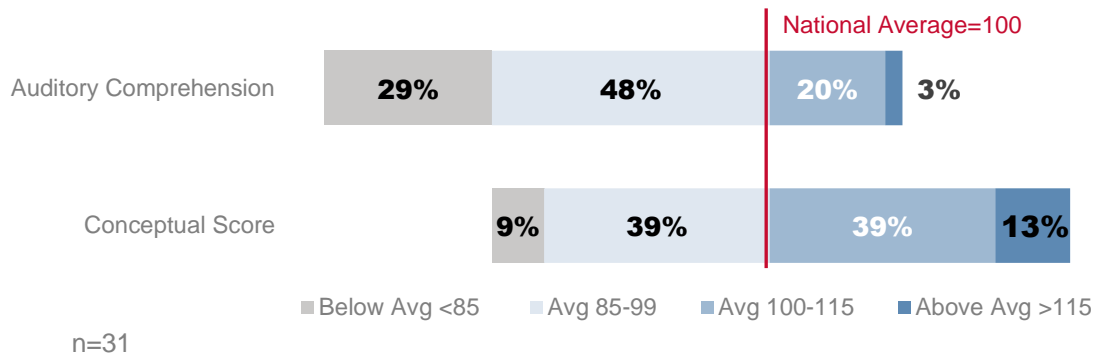
HS Spanish-Speaking Children

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average) for auditory comprehension and Conceptual Score. Auditory Comprehension scores represent only Spanish, and to arrive at a Conceptual Score, the evaluators first complete the assessment in Spanish, and then ask any questions that were missed in English. In the fall, 16 Spanish-speaking preschool children's auditory comprehension ($m=95.50, sd=14.161$) and conceptual score was assessed ($m=103.75, sd=17.422$). Thirty-two percent scored at or above the national average in auditory comprehension, and 69% scored at or above the national average for conceptual scoring. **In the spring, 31**



Spanish-speaking preschool children’s auditory comprehension ($m=92.03$, $sd=13.280$) and conceptual scoring ($m=100.58$, $sd=11.769$) Twenty-three percent scored at or above the national average in auditory comprehension and 52% scored at or above the national average for conceptual scoring.

BY THE SPRING, 71% OF SPANISH-SPEAKING PRESCHOOLERS' AUDITORY COMPREHENSION SKILLS WERE WITHIN OR ABOVE THE AVERAGE RANGE.
23% of Spanish-speaking preschoolers were at or above the national average.



Change over time. The results of the paired *t*-test found that Pre-K students’ auditory comprehension skills did not significantly improve over time from their fall to spring assessment. Due to the small sample of students ($n=11$) with two points of data, no additional analyses were conducted.

Time in program. Linear regression analyses were run to determine if the length of time that a child was in Educare Omaha predicted child outcomes. Due to the small sample size of Spanish-speaking children in Head Start, no covariates were included. The number of months the child was enrolled in the program was used to assess whether the length of time in the program predicted child auditory comprehension. The overall regression model predicting change in auditory comprehension scores from months enrolled was not significant ($F=.089$, $p=.77$), indicating that **length of time in the program did not predict change in auditory comprehension scores from fall to spring.**

The length of time that children were in the program did not predict children’s auditory comprehension skills.

What were the children’s literacy and language skills?

Language, phonological awareness, print knowledge, decoding, and early writing skills are important early predictors of later language and literacy development (Furnes & Samuelsson, 2009; Melby-Lervåg et al., 2012; National Early Literacy Panel, 2008). And instructional practices that teach certain combinations of these skills might lead to greater improvements in performance on taught and untaught skills (National Early Literacy Panel, 2008). Accordingly, it is worth examining what recent research indicates about whether and how teaching language and literacy skills (individually or in combination) impact taught and untaught skills. For example, teaching both phonological awareness and print knowledge might support children’s development in one or both domains more than teaching just one, given that performance in these domains is known to be highly related (Kim et al., 2010; Lerner & Lonigan, 2016).



Method. Teachers completed the Infant Toddler Literacy Assessment (ITLA), a criterion-referenced assessment that measures children’s literacy in the areas of social games, print awareness, and communication. Teachers at Educare of Omaha, Inc. completed the assessment in the fall of 2022 and again in the spring of 2023.

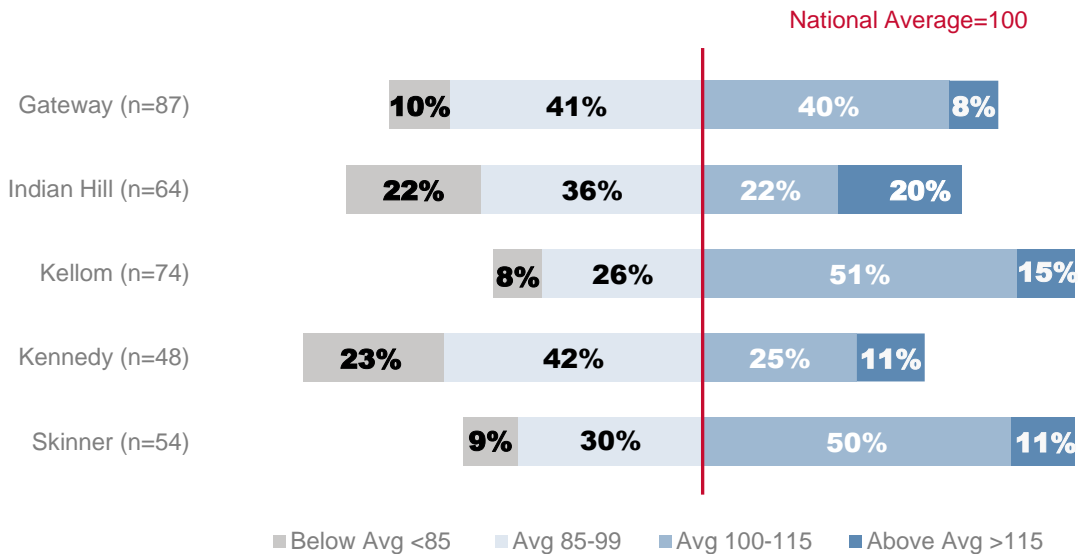
Literacy and Language Results

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average) in the fall and spring. In the fall, 350 infants’ and toddlers’ literacy skills were assessed ($m=91.63$, $sd=12.546$), and 26% scored at or above the national average. **In the spring, 343 infants’ and toddlers’ literacy skills were assessed ($m=99.31$, $sd=14.373$), and 52% scored at or above the national average in literacy skills.**



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

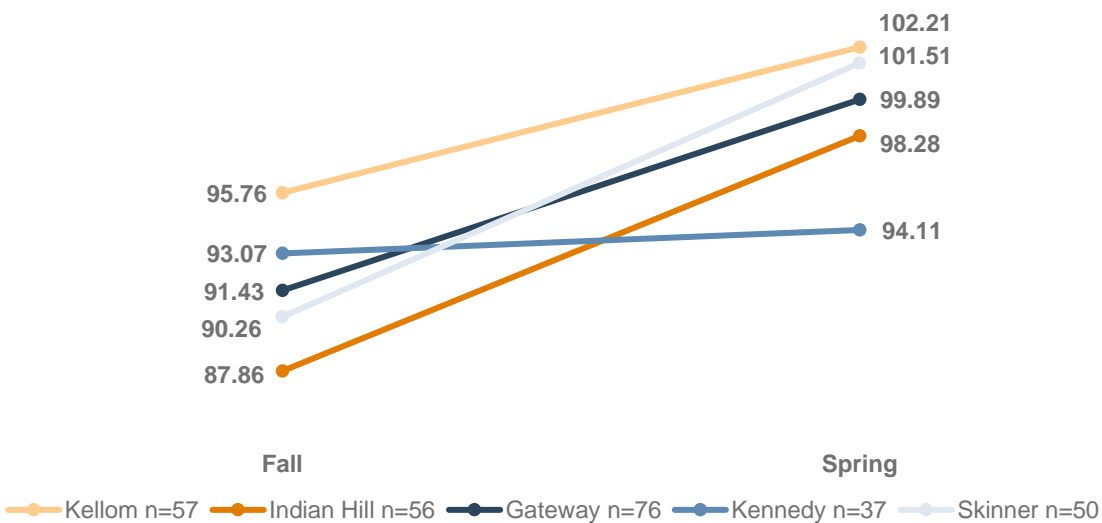
Three schools has 90% or more students scoring in the average range or higher.



Change over time. The results of the paired *t*-test found that **infants' and toddlers' literacy skills significantly improved over time from their fall to spring assessment, $t(275)=10.063, p<.001, d=.606$.** These results indicate there was moderate meaningful change in infants' and toddlers' literacy skills from fall to spring. Paired *t*-tests found that four schools (all but Kennedy) showed significant growth from fall to spring. There were no differences in the spring ITLA scores when comparing literacy skills across infants' and toddlers' scores for gender. Analyses were conducted based on student IEP status, but due to the large disparity in sample size, are not reported.

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

All schools demonstrated growth over the year.



Time in program. Linear regression analyses were run to determine if the length of time that a child was in Educare of Omaha, Inc. predicted child outcomes when the child's home language, IEP status, gender, and ethnicity were controlled for. The overall regression model predicting change in auditory comprehension scores from months enrolled was not significant ($F=1.374, p=.234$); nor were any other factors significant predictive contributors to change in scores from fall to spring.

What were the children's executive functioning outcomes?

Executive functioning captures a child's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. Researchers have found a relationship between preschool children's executive functioning and their ability to learn in the classroom (Benson, et al., 2013). "It's extremely important to help young children have good executive functioning because EFs early in life have been found to predict lifelong achievement, health, wealth, and quality of life. EFs are trainable and can be improved at any age—probably by many different approaches," (Diamond, 2014).

Method. Minnesota Executive Functioning Scale (MEFS) was administered to children who were two and older. The MEFS is a computerized assessment designed to measure behaviors associated with executive functioning in children ages two through adulthood. This assessment was completed with children ages two through five in the fall and spring.

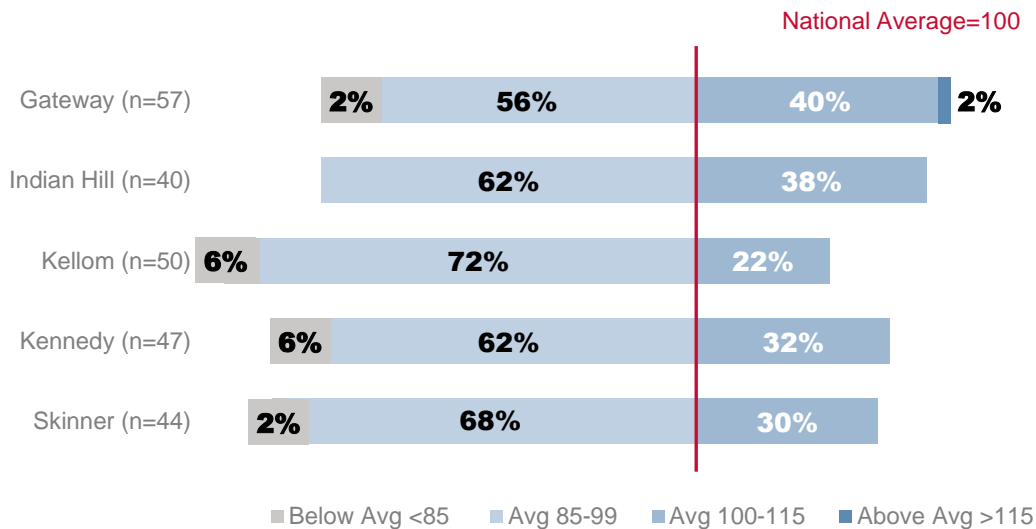


EHS Executive Functioning Results

Program goal. Descriptive analyses were completed to determine the percentage of toddler children that met the program goal (the national average). In the fall, 177 toddler children’s executive functioning skills were assessed ($m=96.73$, $sd=5.949$), and 38% scored at or above the national average. **In the spring, 238 toddler children’s executive functioning skills were assessed ($m=96.87$, $sd=6.012$), and 33% scored at or above the national average.**

IN THE SPRING, NEARLY ALL TODDLERS WERE WITHIN THE AVERAGE RANGE FOR EXECUTIVE FUNCTIONING.

IGateway had the highest percentage scoring above the national average.



Change across time. When looking at executive functioning standard scores, the results indicate scores were slightly higher in fall ($M=97.20$) than in spring ($M=96.51$) for EHS, although this difference was not significant. There were no differences in EHS executive functioning scores from fall to spring when comparing results across gender. IEP status was considered but no analyses conducted due to a small number of students having an IEP.

Time in program. Linear regression analyses were run to determine if the length of time that a child was in Educare of Omaha, Inc. predicted children’s executive functioning scores in spring when a child’s home language, IEP status, gender, and ethnicity were controlled for. The number of months was used to assess whether the length of time in the program predicted children’s executive functioning. The overall regression model predicting executive functioning skills from time enrolled in the program was not significant ($F=1.079$, $p=.375$), indicating that **length of time in the program did not predict changes in children’s executive functioning scores from fall to spring.**

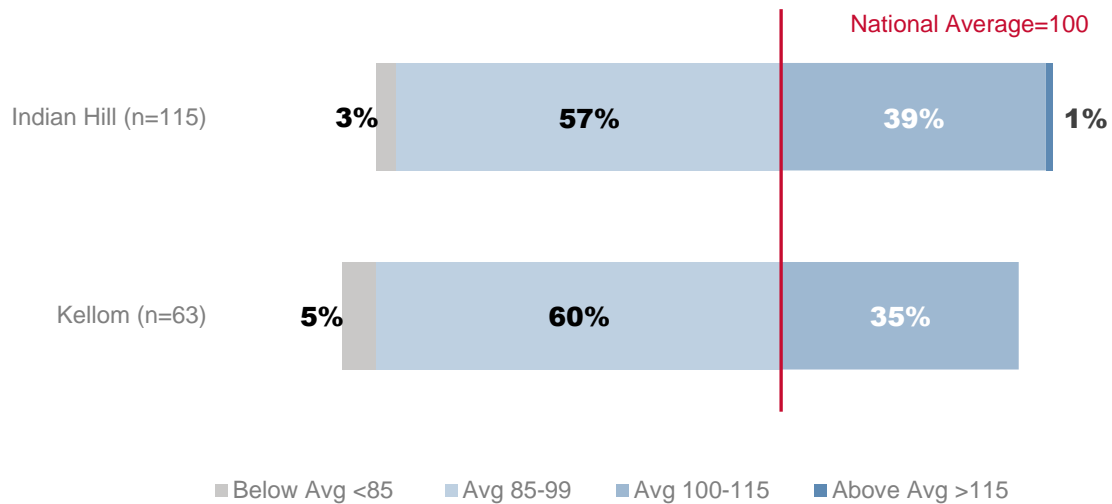
HS Executive Functioning Results

Program goal. Descriptive analyses were completed to determine the percentage of preschool children that met the program goal (the national average). In the fall, 174 preschool children’s executive functioning was assessed ($m=94.94$, $sd=7.802$), and 30% scored at or above the national average. **In the spring, 178 preschool children’s executive functioning was assessed ($m=96.91$, $sd=6.837$), and 39% scored at or above the national average.**



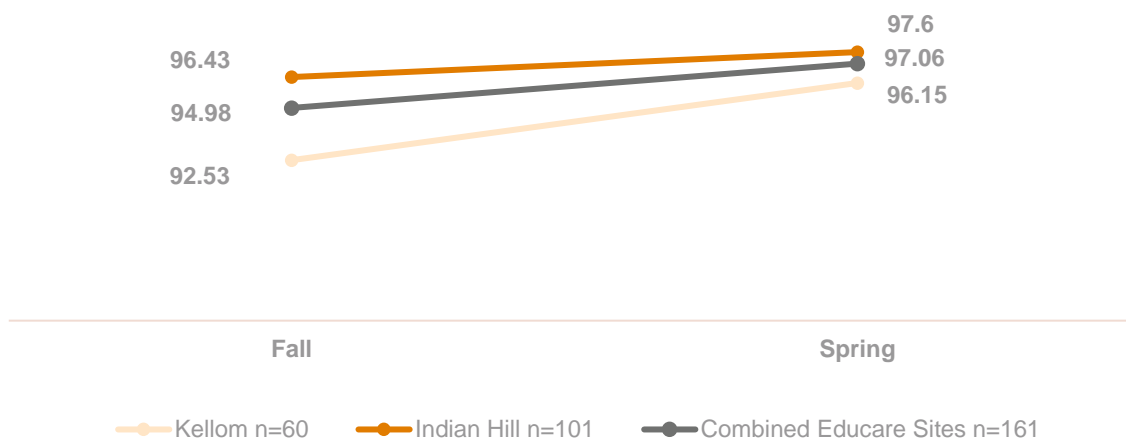
THE MAJORITY OF PRESCHOOLERS AT EDUCARE SCHOOLS WERE WITHIN THE AVERAGE RANGE OR ABOVE IN EXECUTIVE FUNCTIONING.

Overall scores remained in the average range from fall to spring.



Change over time. When looking at the schools serving Pre-K students, executive functioning standard scores significantly improved from fall ($m=94.98$) to spring ($m=97.04$, $t(160) = 3.106$, $p<.01$). When comparing fall to spring HS executive functioning scores separately across children with and without an IEP, results indicated there were no significant differences across IEP status from fall to spring on children’s executive functioning scores. There were no differences in HS executive functioning scores from fall to spring when comparing results across gender.

HS EXECUTIVE FUNCTIONING STANDARD SCORES SIGNIFICANTLY IMPROVED FROM FALL TO SPRING.



Time in program. A linear regression analysis was completed to determine if the length of time that a child was in Educare Omaha predicted change in children’s executive functioning scores from fall to spring when the child’s home language, IEP status, gender, and ethnicity were controlled for. **The overall model predicting change in executive functioning scores by the number of months the child was in the program was not significant ($F=.813, p=.54$).**

What were the children’s social-emotional outcomes?

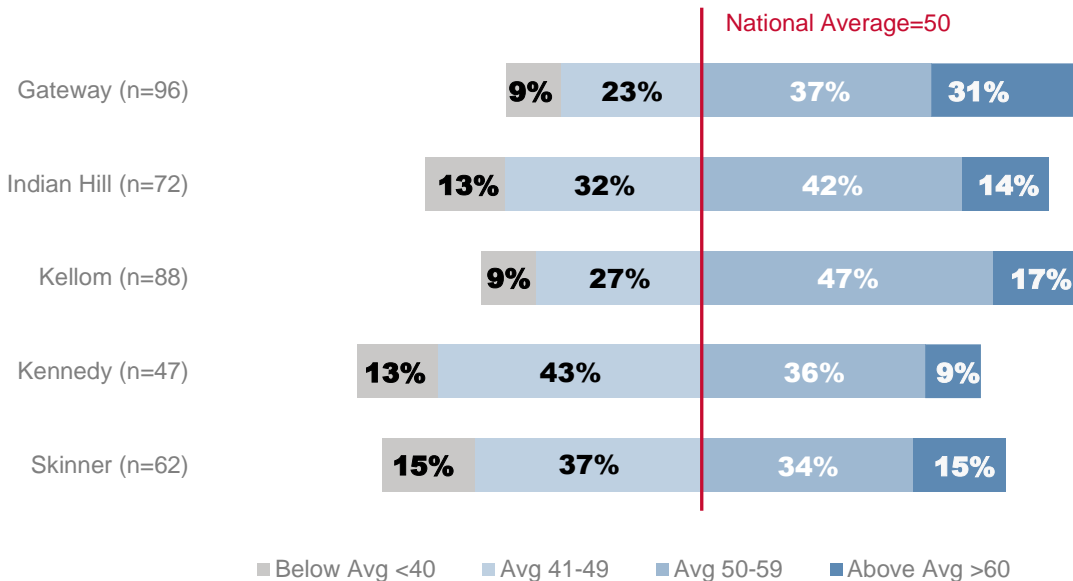
Method. The social and emotional development of infant, toddler, and preschool children was assessed using both the Devereux Early Childhood Assessment (DECA) and the Devereux Early Childhood Assessment for Infants and Toddlers (DECA-IT). These questionnaires assess young children’s social-emotional development by identifying social-emotional protective factors overall and in the areas of initiative, self-control, attachment, and behavior concerns. All children were rated by their teachers in the fall and spring.

EHS Social-Emotional Teacher-Rated Results

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average). In the fall, 409 children’s total protective factor scores were assessed ($m=50.17, sd=8.926$), and 52% scored at or above the national average. **In the spring, 365 children’s total protective factor scores were assessed ($m=51.38, sd=9.223$), and 59% scored at or above the national average.**

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

From fall to spring there as a 7% increase in students scoring at or above the national average.



Change over time. Repeated Measures ANOVA analyses were completed to determine if there was change in children’s scores over time and if any demographic variables predicted social-emotional outcomes.

Approximately 35.9% of the variability in Total Protective Factors was due to the classroom, indicating that the scores were different across classrooms. No significant change across time was found for Total Protective Factor scores. Gender ($p=.<.001$) and IEP status ($p<.001$) were significant predictors of children’s Total Protective Factor scores. On average, girls scored 2.09 points higher than boys, and children without IEPs scored 6.57 points higher than children with IEPs on Total Protective Factors.

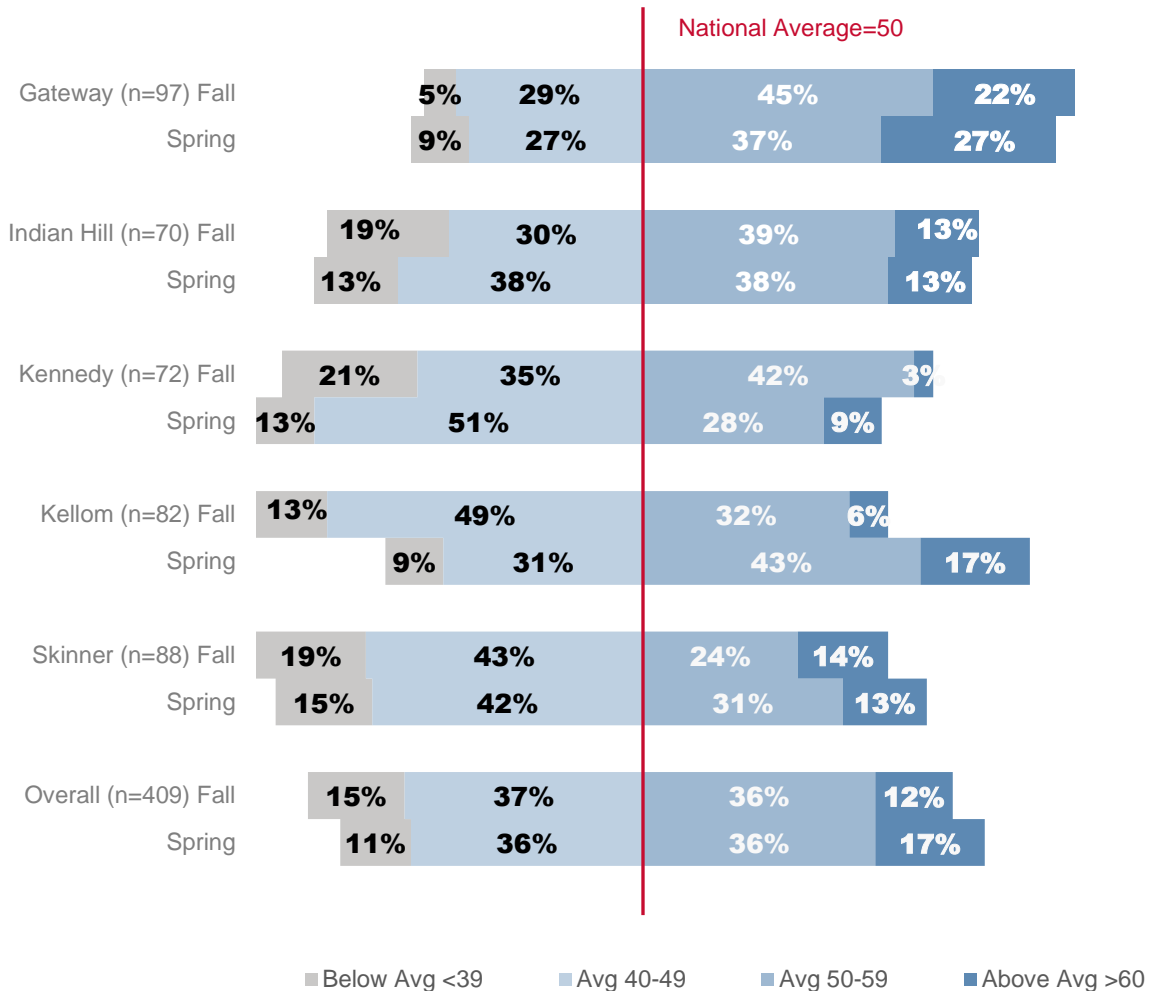
Approximately 43.2% of the variability in Attachment was due to the classroom, indicating that the scores were different across classrooms. No significant change across time was found for Attachment scores. Child gender ($p=.023$) and IEP status ($p<.001$) were significant predictors of children’s Attachment scores. On average, girls scored 0.64 points higher on attachment, and children without IEPs scored 5.14 points higher than children with IEPs.

Approximately 33.3% of the variability in Initiative was due to classroom, indicating that scores were different across classrooms. No significant change across time was found for Initiative scores. Gender and IEP status were found to be significant predictors of children’s Initiative scores. On average, girls scored 1.3 points higher than boys, and children without IEPs scored 5.29 points higher than children with IEPs. Approximately 20.9% of the variability in Self-Regulation scores was due to classroom, indicating scores were different although not significantly across classrooms. No significant change across time was found for Self-Regulation scores. IEP status ($p=.003$) and gender ($p<.001$) were significant predictors of children’s Self-Regulation scores. On average, children without IEPs scored 6.55 points higher than children with IEPs, and girls scored 4.30 points higher than boys on Self-Regulation.

Girls were consistently rated as having more skills than boys. However, the gap in ratings was smaller when compared to 2021-22.



BY SPRING, TEACHERS AT ALL SCHOOLS RATED THAT THE MAJORITY OF INFANTS' AND TODDLERS' SOCIAL-EMOTIONAL SKILLS WERE WITHIN THE AVERAGE RANGE. Kennedy had no students in the below average range.



Time in program. Linear regression analyses were completed to determine if the length of time that a child was in Educare of Omaha, Inc. predicted change in children’s social-emotional protective factors overall as well as in the areas of Initiative, Self-Control, Attachment, and Behavior Concerns from fall to spring. Children’s home language, IEP status, gender, and ethnicity were controlled for.

The percent of days the child was present in the program was used to assess whether the length of time in the program predicted children’s social-emotional protective factors. The results found that the length of time in the program did not predict change in social-emotional outcomes, $F=1.712$, $p=.131$.

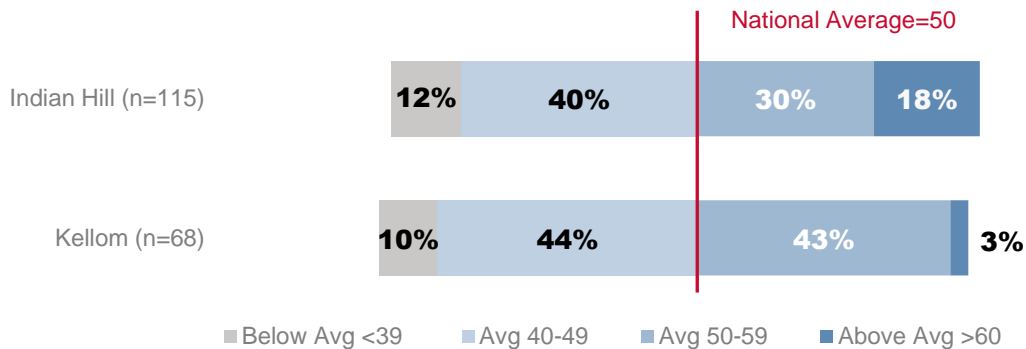


HS Social-Emotional Teacher-Rated Results

Program goal. Descriptive analyses were completed to determine the percentage of children that met the program goal (the national average). In the fall, 181 children’s Total Protective Factor scores were assessed ($m=48.60$, $sd=9.510$), and 44% scored at or above the national average. **In the spring, 183 children’s Total Protective Factor scores were assessed ($m=49.18$, $sd=9.161$), and 47% scored at or above the national average.** Similar percentages of preschool children were within the average range in the spring (90%) compared to the fall (88%).

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

More children at Indian Hill scored at the national average or above.



Change over time. Repeated Measures ANOVA analyses were completed to determine if there was change in children’s scores over time and if any demographic variables predicted social-emotional outcomes.

Approximately 25.9% of the variability in Total Protective Factors was due to the classroom, indicating scores were different across classrooms. No significant change across time was found in Total Protective Factors scores. Child gender ($p=.01$) was a significant predictor of DECA Total Protective Factors scores. On average, girls scored 4.28 points higher than boys.

Gender was a significant predictor for several social-emotional areas.

Approximately 13.5% of the variability in Behavioral Concerns was due to the classroom, indicating score differences across classrooms. No significant change across time was found in Behavioral Concerns scores.

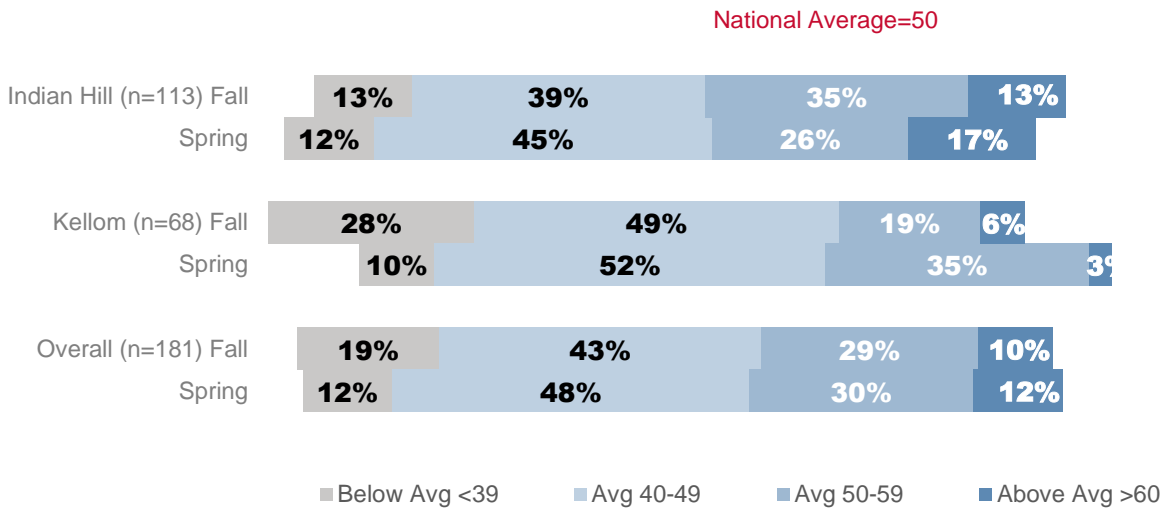
Approximately 28.7% of the variability in Attachment was due to the classroom, indicating scores differed across classrooms. No significant change across time was found for Attachment scores. Child gender ($p <.001$) was a significant predictor of children’s Attachment scores. On average, girls scored 2.10 points higher than boys.

Approximately 29% of the variability in Initiative was due to classroom, indicating scores differed across classrooms. No significant change across time was found in Initiative scores. Only gender was found to be significant predictors of children’s DECA Initiative scores. On average, girls scored 4.30 points higher than boys.



Approximately 20.4% of the variability in Self-Regulation scores was due to classroom, indicating scores differed across classrooms. No significant change across time was found in Self-Regulation scores. Child gender ($p=.008$) was a significant predictors of children’s Self-Regulation scores. On average, girls scored 4.28 points higher than boys.

BY SPRING, THE MAJORITY OF PRESCHOOLERS' SOCIAL-EMOTIONAL SKILLS WERE WITHIN THE AVERAGE RANGE OR ABOVE.



Time in program. Linear regression analyses were completed to determine if the length of time that a child was in Educare Omaha predicted change in children’s social-emotional protective factors overall as well as in the areas of Initiative, Self-Control, Attachment, and Behavioral Concerns from fall to spring. Children’s home language, gender, IEP status, and ethnicity were controlled for. The numbers of months the child was present in the program was used to assess whether the length of time in the program predicted children’s social-emotional protective factors. The overall model predicting change in overall social emotional scores was not significant ($F=1.686, p=.141$). There were no other significant findings.

Recommendations

- Continue professional development around social emotional skills and how genders may develop those skills differently.
- Consider how to incorporate even more language and executive function activities throughout the day.
- Intentionally plan to implement strategies allowing children to problem-solve.



FAMILY ENGAGEMENT OUTCOMES

A wide body of evidence emphasizes the importance of family engagement for student achievement and social development over time and makes a strong case that engagement can be a powerful strategy for sustainable long-term student success. Research shows a variety of links between effective family engagement and student success (Jacques & Villegas, 2020). A meta-analysis of family engagement programs completed as part of the Harvard Family Research Project. It showed the importance of “school-initiated” programs and how the positive impact of educators providing guidance and support to structure family engagement activities (Jeynes, 2012).

Educare used a variety of strategies to engage and support families. These strategies included: parenting education activities, activities focusing on developing healthy nutritional and well-being lifestyles, individualized planning to address family needs, and promoting leadership.

Method. Family and Community Engagement Specialists (FACES) used the Dimensions of Parenting (DOP) assessment to help identify family strengths and needs in the fall and spring. A total of 396 DOPs were collected in the fall of 2022, and 390 were collected in the spring of 2023 across all five Educare of Omaha, Inc. schools. Also, as part of the Educare evaluation, all five Educare of Omaha, Inc. schools complete a parent interview with families in the fall and spring. Two-hundred and seventy (270) Educare Network parent interview surveys were collected in the fall of 2022, and 156 were collected in the spring of 2023. Several different areas of parenting outcomes were measured in this survey. These specific measures will be identified in the results section described in the following.

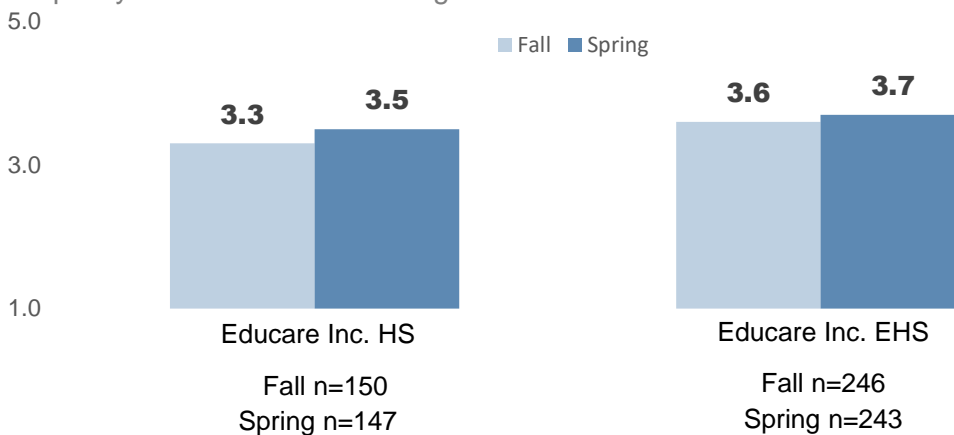
How did parents support their child’s learning at home?

Family Nurturer and Educator Results

Findings. Pre-post comparisons of ratings on the Families as Lifelong Educators scale found that parents’ capacity increased in this area. There was consistent growth for both groups with Head Start families experiencing a slightly larger increase. This area was a strength for all families. Scores for all groups were rated within the “stable” range.

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF LIFELONG NURTURER AND EDUCATOR.

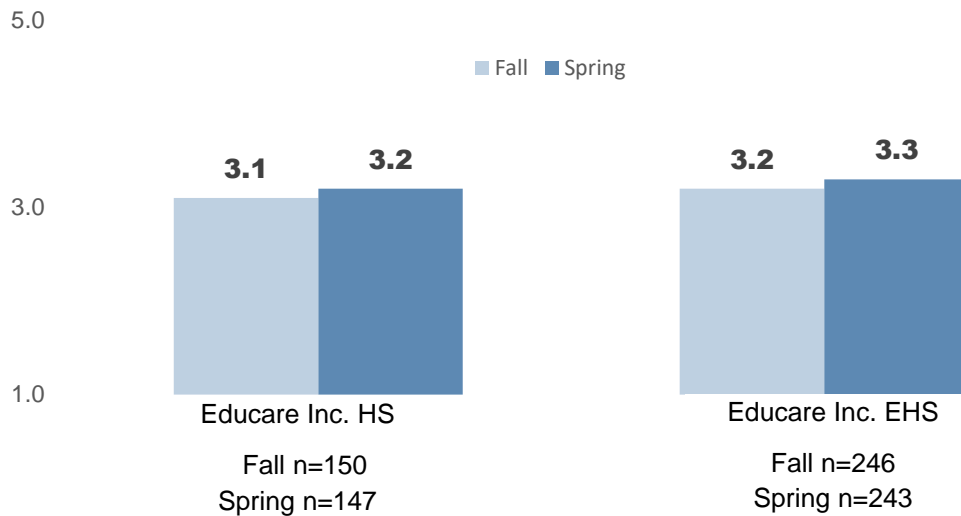
Parents' capacity to educate was a strength.



Pre-post comparisons of ratings on the Families as Learners scale found that Head Start and Early Head Start parents' capacity increased in this area. Head Start and Early Head Start families experienced the the same increase in this area. Scores for all groups were rated within the "stable" range.

BY SPRING, HEAD START AND EARLY HEAD START PARENTS WERE RATED HIGHER IN THE AREA OF FAMILIES AS LEARNERS.

Both groups increased at the same rate in this area.



Reading to Children at Home Results

Educare supported parents through monthly classroom parent meetings, home visits, as well as monthly *Read & Play* activities, which offered parents and other adult caregivers meaningful strategies to support their children's literacy skills. Speech-language pathologists at Educare would identify books and developmentally appropriate activities related to the stories for *Read & Play* activities. Children who participated received a free book as well as materials for the home activity. Most families participate in *Read and Play* activities, which are typically offered in the morning and at parent pick-up times to suit parents' schedules.

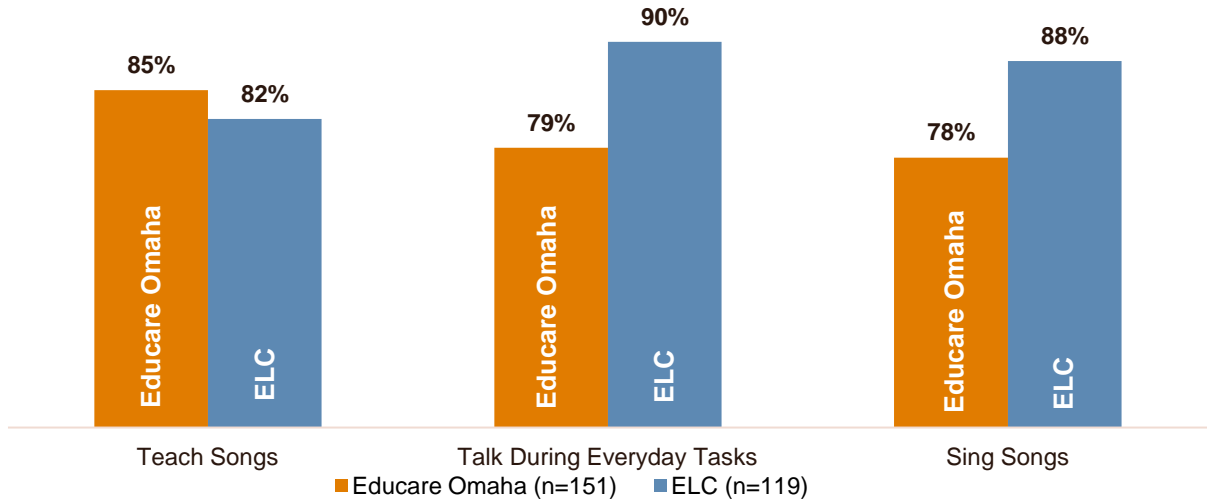
Method. The results from the parent interview were used to analyze parents' typical practices at home in singing to their children, teaching them songs or music, and talking with their children while doing everyday tasks and errands, like going to the post office, the bank, or the store. Each year, parents complete an interview and indicate the frequency they engage in these language and literacy-promoting activities.

Findings. Descriptive analyses were completed to determine if the engagement of parents in language and literacy activities at home increased after participation in the program. The majority of parents reported that they engaged in these activities three times or more a week with their children in the fall of 2022.



THE MAJORITY OF PARENTS ENGAGED IN LANGUAGE AND LITERACY ACTIVITIES WITH THEIR CHILDREN IN THE FALL OF 2022.

Talking during everyday tasks had the largest difference between programs.



What were the Family Connections to Peers, School, and Community?

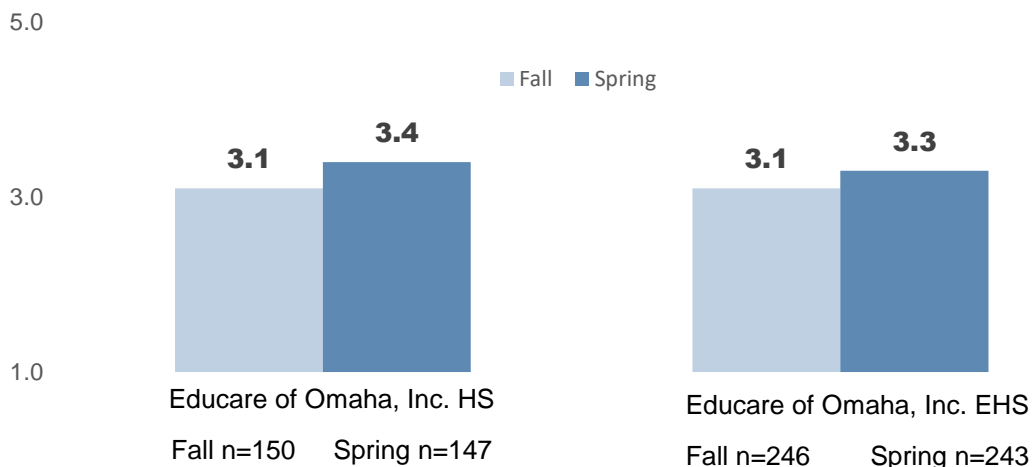
Method. The Dimensions of Parenting assessment and the parent interview was used to assess family connections. This area evaluated parents’ social capital and their support systems, connections with their community, and their partnerships with the school and staff.

Family Connection Results

Findings. Pre-post comparisons of ratings on the Family Connections scale found that parents’ capacity improved in this area for all families. Head Start and Early Head Start families experienced the largest increase overtime in this area and in Basic Needs. Scores for all groups were rated within the “stable” range.

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF FAMILY CONNECTIONS.

Head Start parents experienced the largest increase.



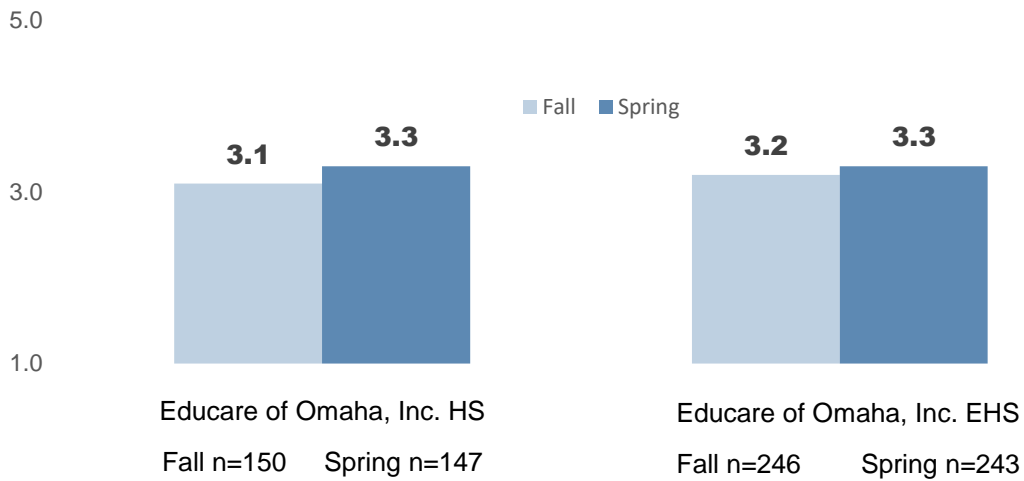
What were the Family as Lifelong Advocate and Leader Outcomes?

Method. This area was assessed using the Dimensions of Parenting assessment and information from the parent interview. This area evaluated parents' leadership and advocacy skills, their ability to advocate for high-quality early learning in their community, and their ability to make informed decisions.

Lifelong Advocate and Leader Results

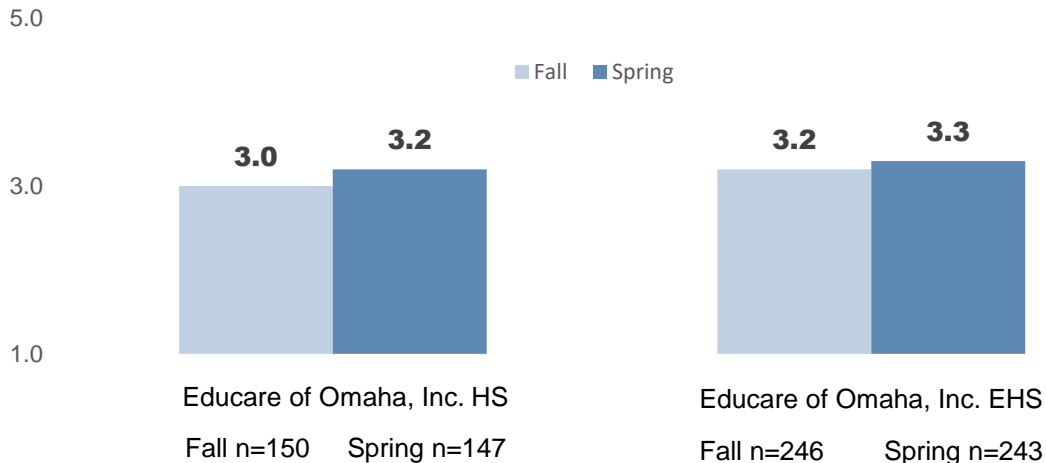
Findings. Pre-post comparisons of ratings on the Families as Advocates scale found that parents' capacity improved for all families. Scores for all groups were rated within the "stable" range. The parent interview results found that 64% of the parents felt that Educare helped to develop their leadership skills. Similar percentages of parents agreed with this statement at the ELC (65%) and Educare Omaha schools (64%).

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF ADVOCACY.
Head Start parents experienced the largest increase.



Pre-post comparisons of ratings on the Families as Leaders scale found that parents' capacity increased for all families. Educare Head Start parents experienced the largest increase. Scores for all groups were rated within the "stable" range.

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF LEADERSHIP.
Head Start parents experienced the largest increase.



What were the Family Well-Being Outcomes?

Method. This area was assessed using the Dimensions of Parenting assessment and information from the parent interview. The family well-being area evaluated parents' level of stress, resilience, social-emotional, mental and physical health, and economic and financial stability. Stressful experiences that are frequently encountered by families in poverty can undermine their child's social-emotional competence and well-being (Thompson, 2014). If sufficient in number and frequency, these stressors can serve as barriers to improving parenting and their ability to support their child.

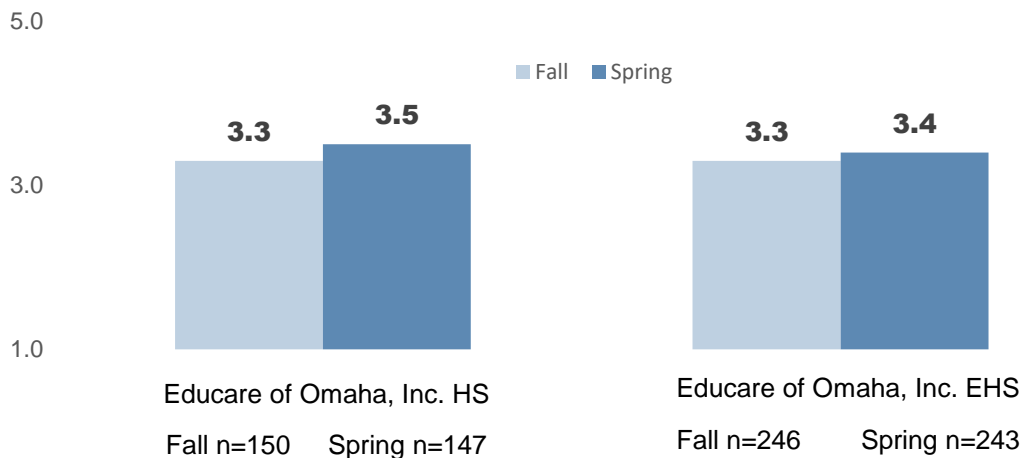


Family Well-Being Results

Findings. Pre-post comparisons of ratings on the Emotional Well-Being scale found that parents' capacity improved in this area for all families. Head Start parents experienced the largest increase. Scores for both groups were rated within the "stable" range.

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF EMOTIONAL WELL-BEING.

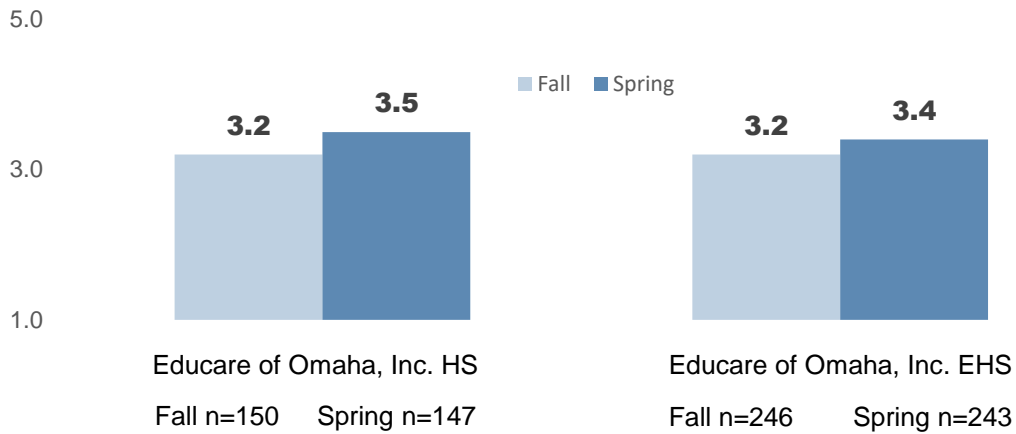
Head Start parents experienced the largest increase.



Pre-post comparisons of ratings on the Basic Needs scale found that Head Start and Early Head Start parents' capacity improved in this area. Educare Head Start parents experienced the largest increase. . Head Start and Early Head Start families experienced the largest increase overtime in this area and in Family Connections. Scores for both groups were rated within the "stable" range.

BY SPRING, EDUCARE HEAD START PARENTS WERE RATED HIGHER IN THE AREA OF BASIC NEEDS.

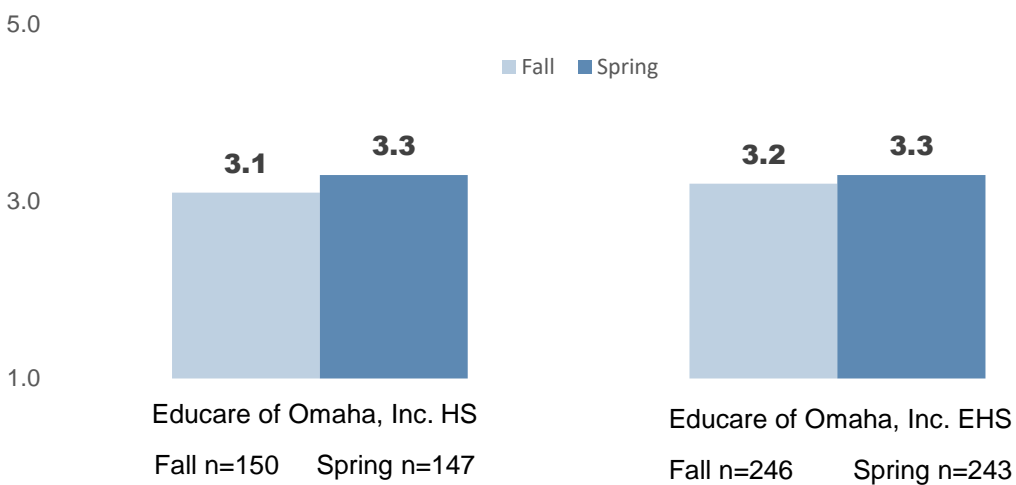
Head Start parents experienced the largest increase.



Pre-post comparisons of ratings on the Financial Security scale found that parents' capacity improved in this area. Each group's scores increased, with Head Start families experiencing the greatest gains. Scores for both groups were rated within the "stable" range.

BY SPRING, ALL PARENTS WERE RATED HIGHER IN THE AREA OF FINANCIAL SECURITY.

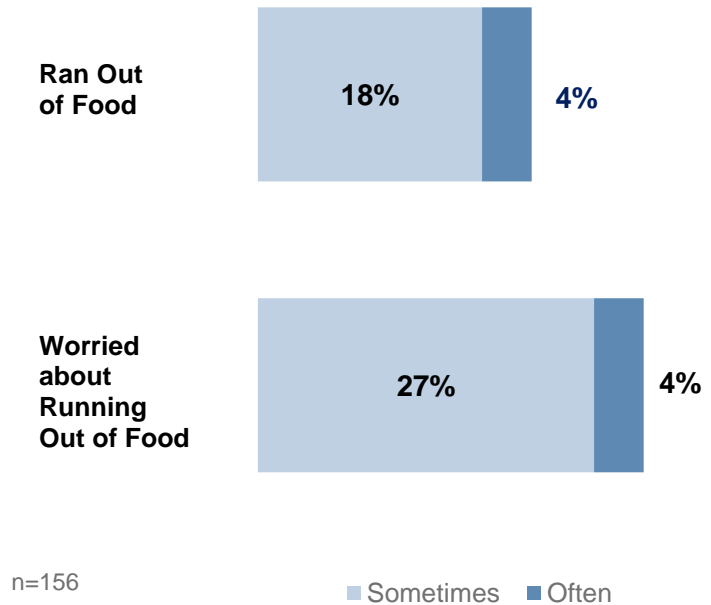
Head Start parents experienced the largest increase.



Another component of well-being is positive mental health. Each year, a mental health screening is completed with parents. This year, 14% of the parents across Educare of Omaha, Inc. screened positive for depression based on the parent interview that was completed in the spring. ELC parents (19%) reported higher rates of depression compared to Educare Omaha parents (11%).

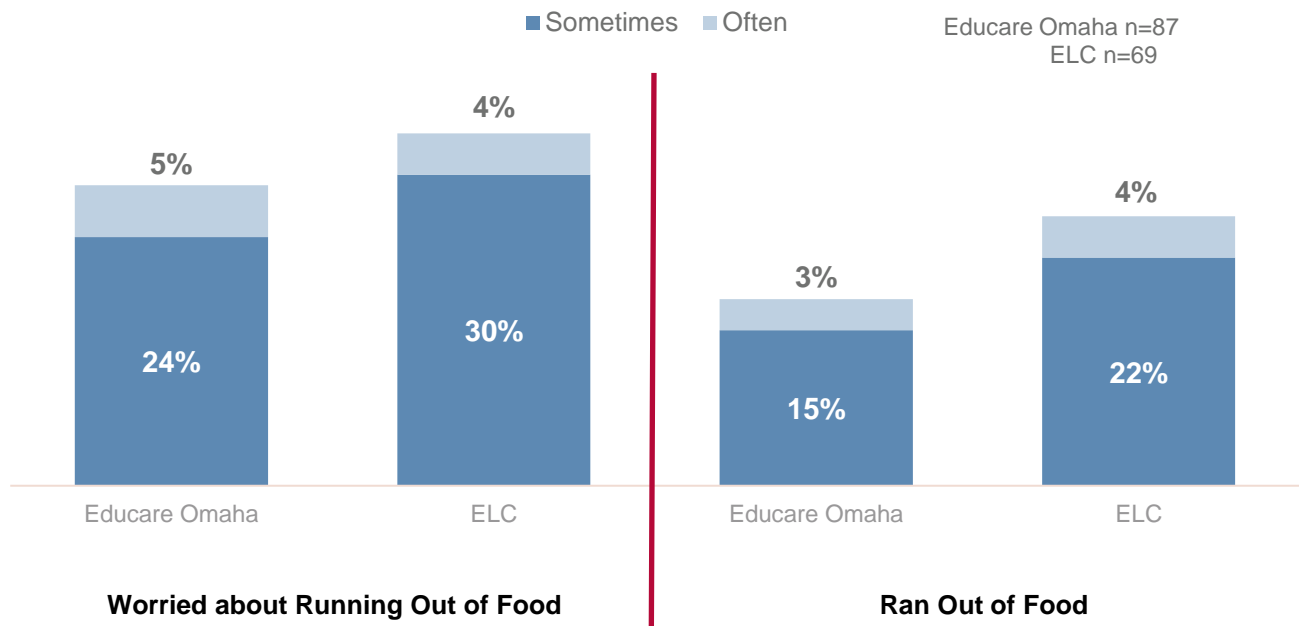
Parents were concerned about food insecurities. Many parents (31%) were worried about running out of food for their families in the spring of 2023. A smaller percentage (22%) experienced running out of food. Twenty-nine percent (29%) of Educare Omaha parents reported being worried about running out of food versus 34% of ELC parents. Educare Omaha and ELC parents both experienced running out of food (Educare Omaha – 26%; ELC–18%) in spring of 2023.

PARENTS AT EDUCARE OF OMAHA, INC. WORRIED ABOUT FOOD INSECURITY.



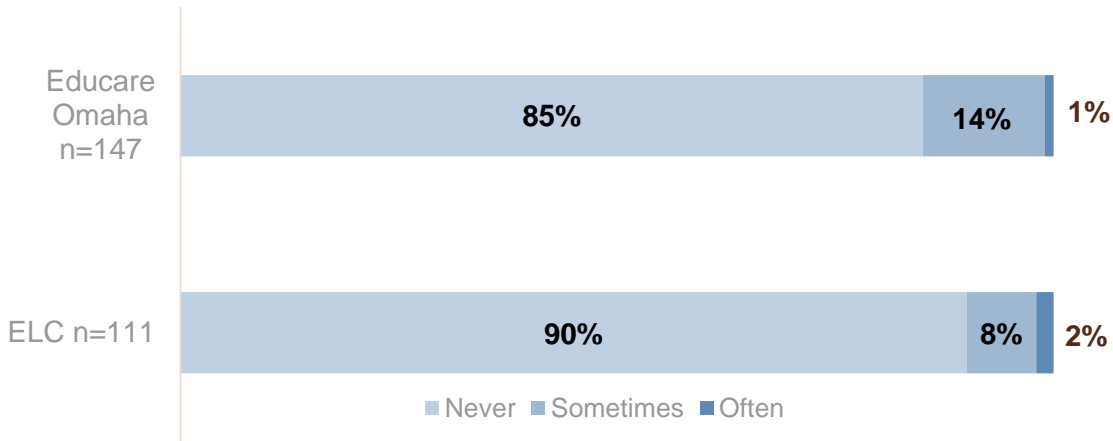
A HIGHER PERCENTAGE OF ELC PARENTS REPORTED WORRYING ABOUT FOOD INSECURITY IN SPRING OF 2023 COMPARED TO EDUCARE OMAHA PARENTS.

Parents' report of food running out often was similar across programs.



In the fall of 2022, some Educare of Omaha, Inc. parents reported being worried about becoming homeless (12%), while 1% reported experiencing homelessness. Fifteen percent (15%) of Educare Omaha parents reported being worried about homelessness versus 10% of ELC parents. A small percent of Educare Omaha parents (2%) experienced homelessness in the fall of 2022. No ELC parents reported experiencing homelessness.

SOME EDUCARE OF OMAHA, INC. PARENTS REPORTED WORRYING ABOUT HOMELESSNESS.



As part of the evaluation, parent resilience was measured across all five schools in the fall of 2022. During the parent interview, parents answered questions based on the Brief Resilience Scale (BRS). The BRS asked questions related to parents’ ability to bounce back quickly, if it took them a long time to get over setbacks, etc. A descriptive analysis of the data found that 94% of parents reported that they do not take long to get over setbacks, and 80% reported that they bounce back quickly after hard times. Eighty-four percent (84%) responded that they usually get through difficult times with little trouble. Overall, these results indicate that most parents at Educare of Omaha, Inc. are feeling equipped to handle the stresses they encounter in everyday situations.

How engaged were families with their kindergarten teacher and elementary school?

Method. Follow-up surveys were conducted with parents of children who graduated from Educare Indian Hill and Kellom the prior year. Those parents were surveyed by phone in the fall following their first scheduled parent-teacher conference. Responses were collected from 44 parents. The purpose of this survey was to evaluate parental perception of the impact Educare had on a child’s kindergarten preparation and how engaged they were with their student’s new school. The FACES that had previously worked with each family was the person who 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.

86% of parents felt their child was ready for kindergarten.



Kindergarten Engagement Results

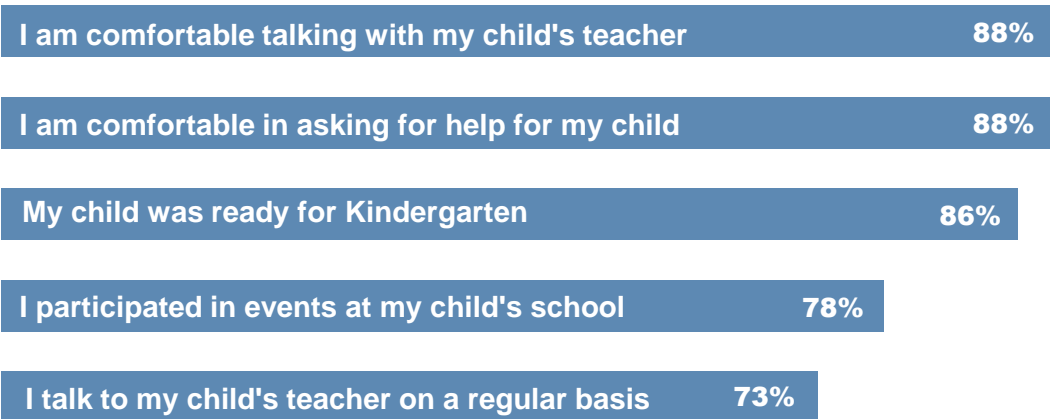
Finding. Most parents (86%) believed that their child was fully prepared for kindergarten. Eighty-four percent (84%) of parents attended their child's fall parent-teacher conferences. Seventy-eight percent (78%) of parents attended events at their child's new school. Those who did not attend stated there was no opportunity to participate and time/work schedules as the primary reasons for not attending. Most parents reported feeling comfortable talking with their child's teacher (88%). Parents reported they talked with teachers at pick-up and drop-off times as well as by telephone, text, or email. The results of the survey found that Educare Omaha was not only preparing children for kindergarten, but the program was also preparing families to advocate for their child's education even after they have left the program.

“
**He is doing great.
He is very outgoing and
social.**

A parent reflects on child's experience in kindergarten

”

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



n=45

Program Outcomes

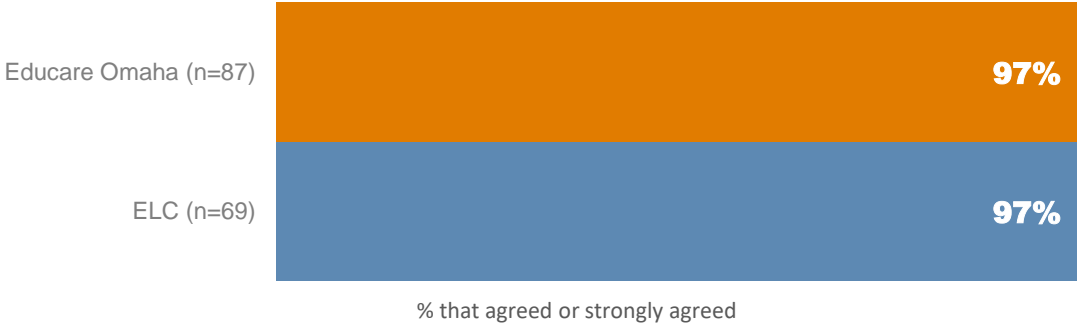
Method. The following sections review questions surveys regarding talking to children about race, and cultural heritage and experiences with discrimination/racism, as well as satisfaction results.

How satisfied were the families with Educare?

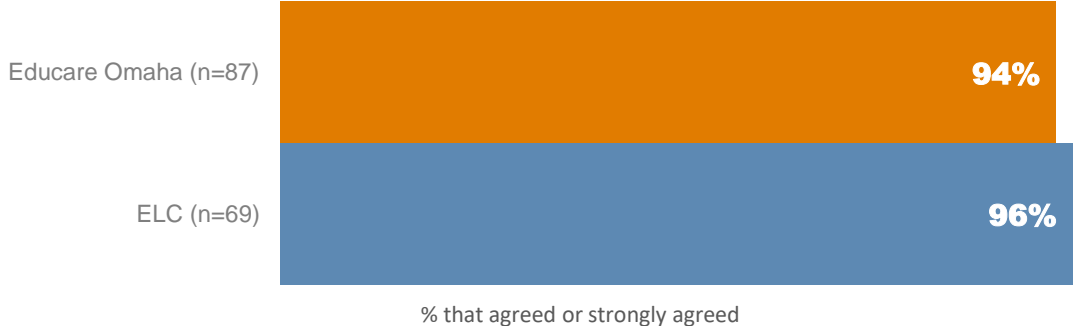
Satisfaction Results

Parents at all five schools reported high levels of satisfaction with the program. Almost all parents indicated that they had a committed family engagement specialist who understood and respected their culture, values, thoughts, and opinions. Parents felt comfortable sharing information with teachers and family engagement specialists.

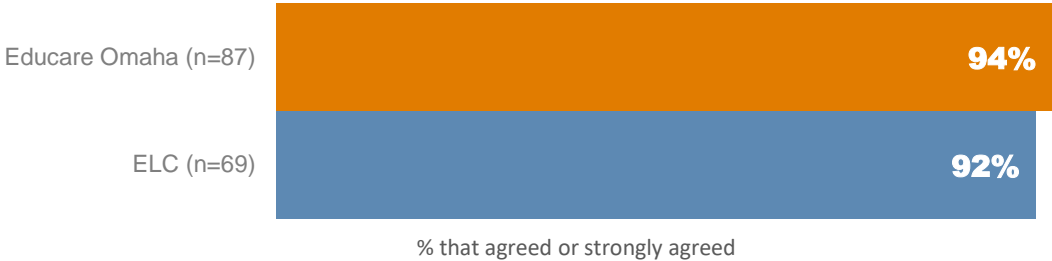
LIKELY TO RECOMMEND EDUCARE TO A FRIEND.



MY CULTURE AND VALUES WERE RESPECTED.



I FELT COMFORTABLE SHARING INFORMATION.



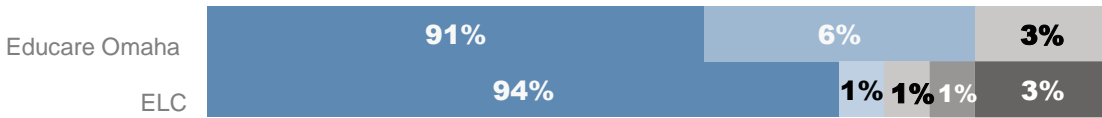
Did Educare families feel that they were treated with respect?

Parent Respect Results

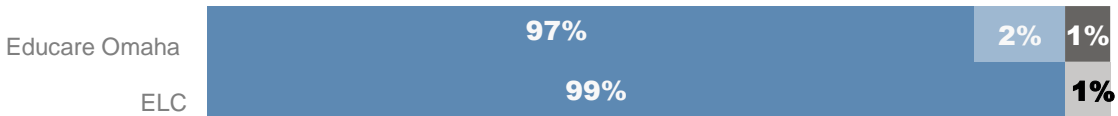
Parents were asked to rate the frequency of which they and/or their children were treated with disrespect. **Over 91% of parents reported never experiencing disrespect from staff, their child being treated unfairly, staff using communication they didn't understand, and staff ignoring requests.** Educare Omaha parents reported more instances of disrespect than ELC parents. Almost all parents at Educare Omaha and ELC reported that staff communicated with them in a language they understand.

IN THE SPRING, MOST PARENTS REPORTED EXPERIENCING DISRESPECT INFREQUENTLY.

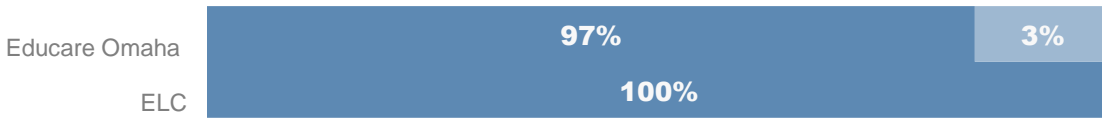
Educare staff were rude to me.



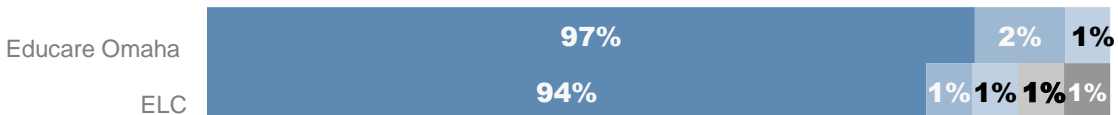
Educare staff treat my child unfairly.



Educare staff don't communicate with me in the way I understand.



Educare staff ignore my requests.



■ Never ■ Less than once a year ■ A few times a year ■ A few times a month ■ Almost every day

Educare Omaha n=83
ELC n=69



What are Educare staff and parents' beliefs regarding talking to children about race and cultural heritage?

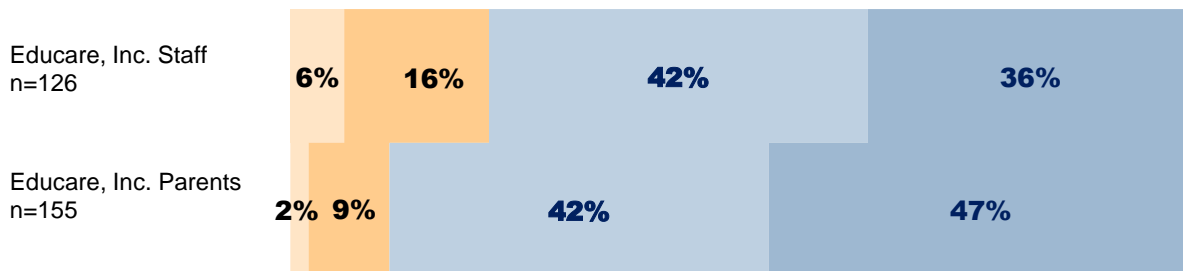
Parent and Staff Beliefs Results

Parents were asked at what age they felt *parents* should begin talking to children about discrimination, race, and culture. Also in the spring, teachers were asked at what age they felt *staff* should begin talking to children about discrimination, race, and culture. **Both parents (89%) and staff (78%) reported that they believed that conversations about discrimination and racism should start in or after preschool.** Slightly more staff (6%) than parents (2%) reported that they felt that discussing discrimination was never appropriate. **When surveyed about when to start promoting cultural customs, histories, and traditions, over half of the parents (58%) believed that these conversations should start in preschool or before. Twenty-eight percent of the staff believed that these conversations should start in preschool or before.** Only 1% of parents and staff felt that conversations promoting culture were never appropriate.

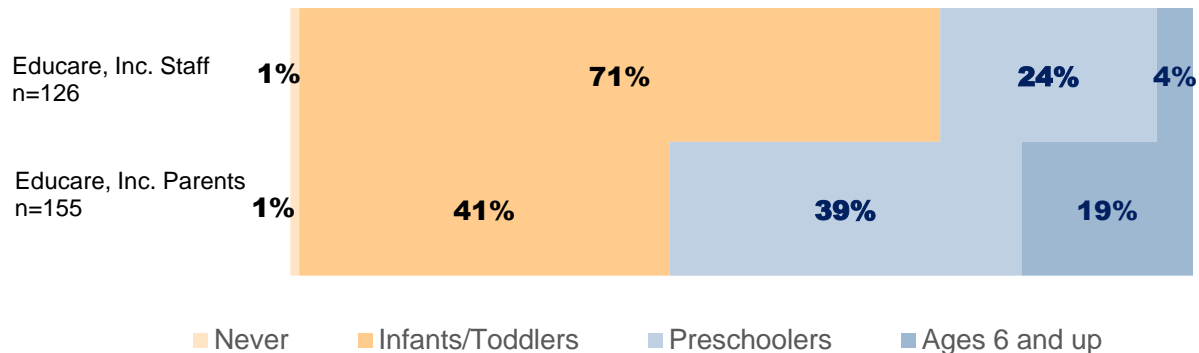
IN THE SPRING, THE MAJORITY OF PARENTS AND STAFF REPORTED BELIEVING THAT CONVERSATIONS ABOUT DISCRIMINATION AND RACISM SHOULD START IN OR AFTER PRESCHOOL.

The majority of Educare of Omaha, Inc. parents and staff also felt that conversations promoting cultural customs, histories, and traditions should start at an early age.

At what age should teachers/parents begin talking with children about discrimination and racism?



At what age should teachers/parents begin promoting cultural customs, histories, and traditions?

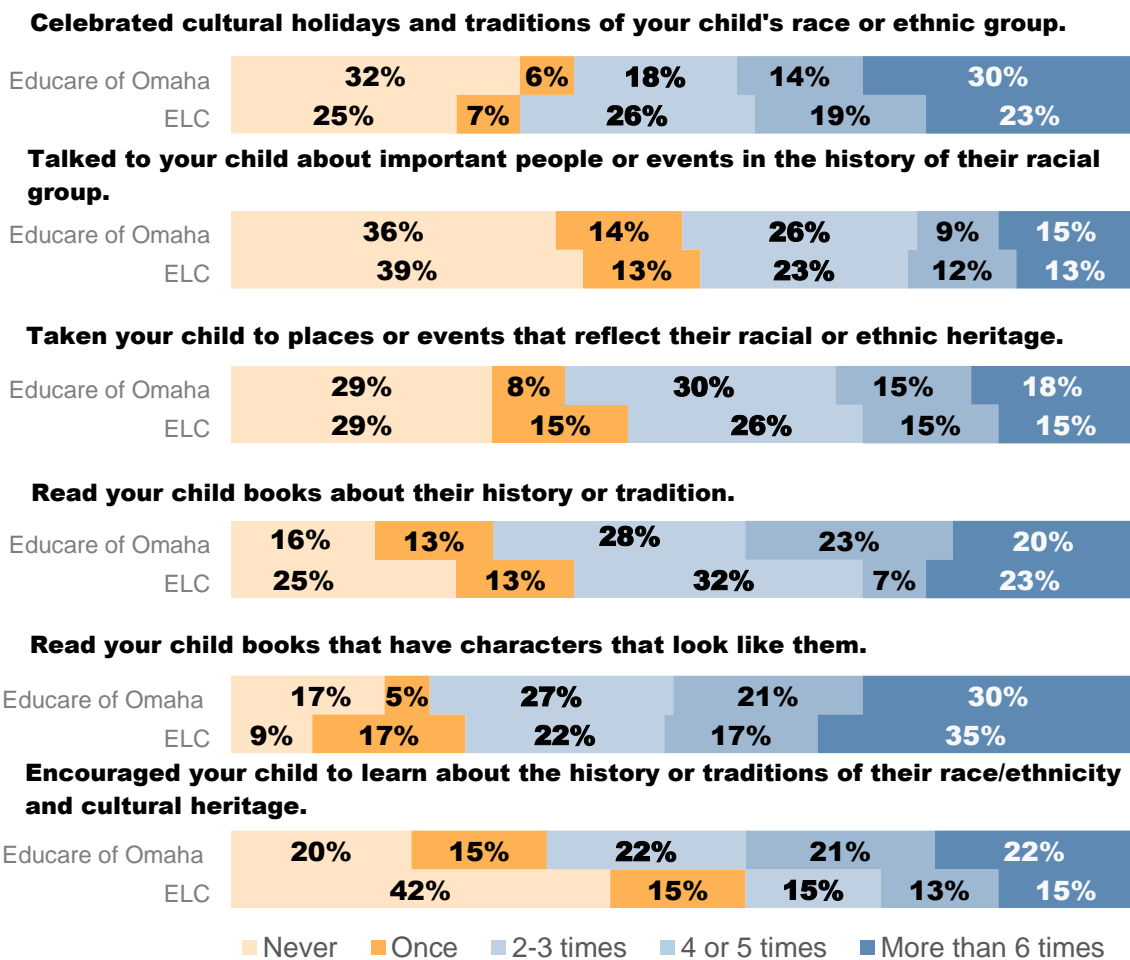


How often do Educare parents celebrate and share their cultural heritage?

Parent Cultural, Racial, and Ethnic Beliefs Results

Parents were also asked about how often they share their cultural, racial, and ethnic beliefs and history with their child day-to-day. **Reading your child books that have characters that look like them were reported as happening the most frequently day-to-day.** Compared to the Educare national evaluation, Educare Omaha, Inc. parents scored very similarly to the other parents in the national evaluation.

ACROSS THE FIVE PROGRAMS, PARENTS REPORTED READING BOOKS THAT HAVE CHARACTERS THAT LOOK LIKE THEM MOST OFTEN.



Educare Omaha n=87
ELC n=69



How often do Educare parents and staff experience discrimination?

Educare schools across the U.S. serve over 3,000 families identifying as Black, Latino/a, White, Asian, Native American, Middle Eastern, and Multi-Racial. As a network, schools wanted to learn more about the life experiences of the families and staff of different backgrounds, including experiences of racism and discrimination. As a result, questions were added to the anonymous parent and staff spring surveys to try to identify instances of discrimination and racism and look at how frequently it may be happening.

Parent Discrimination Experience Results

Parents at both Educare Omaha (n=87) and ELC (n=69) reported low instances of experiencing discrimination in their day-to-day lives. The majority of parents stated that they never or less than once a year experienced the scenarios in the below chart. People act as if they're better than you was reported most frequently, with 3% of ELC parents and 4% of Educare Omaha parents reporting experiencing it daily. Parents at both programs reported that they experienced being threatened or harassed the least often. Compared to the Educare national evaluation, Educare Omaha, Inc. parents scored similarly to other parents in the national evaluation.

Parent Discrimination Experience Results Chart

In your day-to-day life, how often do any of the following happen to you?	Program	Never	Less than once a year	Few times a year	Few times a month	At least once a week	Almost every day
You are treated with less courtesy than other people are.	ELC	44%	19%	24%	7%	3%	3%
	Educare Omaha	58%	17%	14%	6%	5%	1%
You are treated with less respect than other people are.	ELC	46%	19%	26%	3%	3%	3%
	Educare Omaha	64%	9%	18%	5%	2%	2%
You receive poorer service than other people at restaurants or stores.	ELC	44%	17%	35%		4%	
	Educare Omaha	58%	20%	13%	7%	1%	1%
People act as if they think you are not smart.	ELC	45%	21%	26%	4%	3%	1%
	Educare Omaha	57%	17%	13%	8%	1%	4%
People act as if they are afraid of you.	ELC	77%	15%	3%	4%	1%	
	Educare Omaha	77%	9%	10%	4%		
People act as if they think you are dishonest.	ELC	64%	17%	12%	6%	1%	
	Educare Omaha	75%	9%	8%	5%	1%	2%
People act as if they're better than you are.	ELC	46%	13%	25%	7%	6%	3%
	Educare Omaha	59%	14%	15%	4%	4%	4%
You are called names or insults.	ELC	77%	18%	4%	1%		
	Educare Omaha	82%	7%	9%	2%		



You are threatened or harassed.	ELC	81%	15%	3%	1%		
	Educare Omaha	87%	7%	5%			1%

Educare Omaha n=87, ELC n=69

Staff Discrimination Experience Results

In contrast to the parent discrimination results, staff at both Educare Omaha (n=75) and ELC (n=61) reported similar instances of experiencing discrimination in their day-to-day lives. Staff at Educare Omaha reported that they experienced being threatened or harassed the least often. Staff at the ELCs reported that people acted as if they were afraid of them the least often. Compared to the Educare national evaluation, Educare Omaha, Inc. staff scored similarly to other staff in the national evaluation. The below results show that staff experiences varied slightly depending on the item.

Staff Discrimination Experience Results Chart

In your day-to-day life, how often do any of the following happen to you?	Program	Never	Less than once a year	Few times a year	Few times a month	At least once a week	Almost every day
You are treated with less courtesy than other people are.	ELC	30%	16%	33%	13%	6%	2%
	Educare Omaha	45%	18%	23%	3%	8%	3%
You are treated with less respect than other people are.	ELC	34%	12%	33%	16%	3%	2%
	Educare Omaha	44%	18%	24%		7%	7%
You receive poorer service than other people at restaurants or stores.	ELC	36%	33%	24%	3%	4%	
	Educare Omaha	52%	25%	16%	2%	2%	3%
People act as if they think you are not smart.	ELC	31%	19%	30%	12%	8%	
	Educare Omaha	44%	18%	25%	8%	2%	3%
People act as if they are afraid of you.	ELC	75%	8%	12%	1%	3%	1%
	Educare Omaha	67%	21%	8%	2%		2%
People act as if they think you are dishonest.	ELC	61%	19%	12%	5%	3%	
	Educare Omaha	74%	14%	8%		2%	2%
People act as if they're better than you are.	ELC	27%	6%	33%	24%	10%	
	Educare Omaha	41%	11%	31%	10%	5%	2%
You are called names or insults.	ELC	58%	24%	10%	7%		
	Educare Omaha	72%	13%	9%	5%		1%
	ELC	70%	16%	6%	8%		



You are threatened or harassed.	Educare Omaha	80%	10%	5%	5%		
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Educare Omaha n=75, ELC n=61

What were staff experiences in 2022-2023?

UNMC conducted ten focus groups across different sites in Educare of Omaha. The goal was to record current experiences, attitudes, and opinions of the current coaching model with those who are actively giving or receiving coaching.

Lead and Acting Lead Teacher Focus Groups

Thirty-eight participants, comprising lead and acting lead teachers, were present in the 2023 summer Educare focus groups. Each group represented one of the five Educare locations. They reflected on different aspects of coaching and discussed the benefits and challenges of the current model, sharing examples from their own personal experiences. The following is a summary of the feedback received.

Coaching Defined

Lead and acting lead teachers discussed what coaching looks like in their respective roles. Coaches and Mentor Teacher Supervisors (MTS) would be expected to highlight positives and be encouraging. Two key components of their work are holding observations and receiving feedback. Effective observations would occur more than one time, be flexible to the teacher's need in length and time of day and include the complete attention of the observer. Remarketing on the flexibility, one participant stated it is necessary "to get a good and accurate picture of what's going on in the classroom." Feedback was provided through follow-up meetings, problem-solving, and modeling. Leads elaborated that when a plan to improve is made, there should be multiple revisits to assess progress. Problem-solving was defined as providing another viewpoint to advise on specific behavior issues or overall routines in the schedule. Modeling demonstrated what the new target routine or response would be and how it would be implemented. According to the group, coaching also included the creation of instructional supports in the classroom (e.g., lesson plan ideas, creating classroom materials, and providing various resources).

Coaching Impact on Teachers

The leads and acting leads detailed how coaching made a difference in their classroom practice. They elaborated on how reflections and receiving feedback through coaching made long-term impacts in their roles. One participant identified, "It was super helpful because we got to reflect and see what I need to work on, worked on it, and then it was something I could add to...my teacher toolbox." They reported their teaching had improved and valued by their coaches' feedback and support. Problem-solving by the coaches and MTS was often appreciated. Specifically, coaches helped them establish routines in their classroom, navigate student behavior, and successfully implement lasting changes. Participants responded that having a coach offers ideas, even if not always successful, and coaches being available made a positive difference.

While some of the participants recognized positives, they also admitted that their reflections were not based on current practice. One concern was about a lack of active coaching with staffing issues. Others clarified they felt everyone was so busy that there was not enough time for effective coaching. They reflected that in

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I really like that part of coaching, reflecting with my coach and hearing from her point of view.

How she thinks my classroom's going and what she sees as an outside person.

A teacher's reflection on coaching

”



the past, coaches would come and talk to everyone, but now, only leads occasionally received coaching. Other participants explained that they wanted more staff to be included in coaching as others could become lead teachers in the future. One participant shared they did not find coaching beneficial but recognized its importance for newer teachers.

Coaching Benefits

The group discussed the ways coaching has been beneficial in their professional growth and development. Having a coach who provides an alternative viewpoint to help them see missed areas where they can improve positively affects their confidence.

Good communication and accountability were other outcomes that aided the leads. A few participants were not able to identify any benefits to coaching, citing feeling other people on the team were left out of coaching or coaching only provided repetitive information or resources.

Challenges in Professional Development Goals

When recalling setting professional development goals based on coaching feedback and their “why” in that decision, about half of the participants made goals, but only a small portion based it on their coaching feedback. Of those that stated they did not set goals cited lack of coaching, lack of feedback given, no accountability in goal setting, and lack of clear directions provided as limitations. One person remarked that their coach is always positive and doesn’t feel like there is anything to work on. Of those participants who did create goals based on the coaches’ or MTS’ feedback, they explained their “why” as helping them to be better teachers and using their viewpoint to target a skill.

Suggestions for Improvement

Lead teachers and acting leads frequently referenced reflective meetings/follow-up, support, and interactions as areas to target for improvement. With meetings, having more consistency in scheduling in a way that prioritized the lead teachers’ convenience was preferred. Some leads discussed having meetings right after observations; others expressed working around the responsibilities of a lead teacher, such as completing DAYCs, DECAS, and ASQs and observations like ITERS and ECERS. The participants also want more dedicated time to meet with their coaches and MTS. Many referenced a lack of time and limited staff in trying to finish reflective work for coaching.

Support was defined as being available to the teacher to assist in difficult behavior situations as well as classroom routines. Many leads wanted their coaches and MTS to check in on them and recognize when they were struggling. Specific behavior plans for issues that arise in class and the availability of coaches or MTS to aid active situations was important. One lead described the ideal environment as “offering that support like when there’s those behaviors or when you’re short-staffed just being there and being available to help us.”

Most of the group discussed coaches and MTS’ needing to be receptive to the teacher’s needs in how long an issue is addressed and what types of support would be preferred, as modeling new strategies was highlighted several times in the groups.

Improvements with coach and MTS interactions with lead and acting lead teachers focused on effective communication and training. Several leads in each group referenced that coaches’ positivity helped boost teachers’ outlook on difficult situations in the workplace.



Open communication where expectations of the teachers and roles of the coach or MTS are clearly defined were valued. One lead teacher provided an example of what that would look like, “Say I have trouble with transitions, you know, come in, observe, take notes and even like pass me a note saying, ‘hey, here are some ideas I had.’ I would expect it to be constructive, followed through with grace and understanding, especially being short-staffed...I would expect it to be an achievable goal.” To improve interactions, especially for newer staff learning the process, leads believe that more training in coaching for MTS, coaches and staff is needed.

Mentor Teacher Supervisors and Coach Focus Groups

Mentor Teacher Supervisors (MTS) and coaches made up two groups that answered questions surrounding coaching in the focus groups. In total, thirteen people were asked similar questions about coaching as the lead and acting lead teacher groups and detailed their views on how coaching guides their work in Educare.

Components of Quality Coaching

MTS and coaches described quality coaching as teacher-focused. Coaching sessions would be individualized, consistent, and meaningful to the teachers and have a needs-based approach. A needs-based approach means that coaches would provide resources, knowledge, and support to improve teaching practices as determined by mentees. Quality coaching is also collaborative in communication and goal creation and is built on trust and a strong relationship.

“

I think that sometimes coaching can provide teachers with that outside lens opportunity to see it from a different angle, see it from a different view, to help them implement some strategies that might benefit them that they didn't know they needed or that were missing.

A MTS/coach's reflection on coaching

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Coaching Impact

MTS and coaches noticed that coaching provided increased confidence for less-experienced teachers and reminders of best practices for veteran teachers. A contributor expanded on coaching, expressing, “I think...a lot of my less experienced teachers [say] that they want to get better. It makes them feel seen, and it kind of empowers them a little bit to do better”. Coaching provides tools and ideas that can be implemented in the classroom. They observed how FAN reflective sessions improved mental health and well-being within their staff by providing the opportunity for teachers to process situations and, therefore, feel relaxed post-FAN reflective sessions. Furthermore, FAN reflective sessions contributed to increased trust among staff because using the FAN tool taught staff how to better understand each other.

Coaching Benefits

Three benefits were identified because of coaching. MTS and coaches believe that coaching fosters accountability because it provides opportunities to learn and practice new skills daily. Having someone who can work side by side to model, reflect, and discuss new ideas together facilitates professional development that is embedded in coaching sessions. MTS and coaches believe that coaching contributes to creating a growth mindset within their teachers. As one participant noted, “We can always keep learning.” A growth mindset was created through goal setting and relationships that allow coaches to observe mentees to then provide support to develop new skills. Beyond the ability to foster a growth mindset and increase



accountability through examples and relationships, MTS and coaches believe that coaching supports teachers to be resilient by increasing emotional resilience and leading them to find their own teaching style.

Establishing Goals Through Coaching Feedback

MTS and coaches reported not being involved in the goal-setting process but did have the opportunity to discuss goals with mentees during sessions. They reflected on how goal follow-up could improve by being more consistent. As a result, goals will be documented in their organization's database under individual profiles for administrators to see and identify professional development opportunities based on staff interest.

Improvement Areas for Coaching

Identified areas of improvement included staffing, the effect of existing building roles of MTS and coaches on mentor-mentee relationships and outcomes, and the implementation of Construct Coaching. MTS and coaches are facing daily challenges to fully staff classrooms and, therefore, struggle to plan an intentional coaching session when there are increased behavioral incidents and have responsibilities as building administration to respond to staff shortages. They often find themselves working one-on-one with students who demonstrate difficult behavior and report having minimal planning time. They shared they "get caught putting out fires a lot versus intentional, meaningful coaching."

Additionally, MTS and coaches believe that their existing leadership roles impact the success of a coaching relationship. Coaches in leadership roles address workplace rules and expectations such as dress code write-ups or tardiness and yearly appraisals. As one individual explained, "I've just noticed, with the staff that I have had to write up recently, that relationship is really kind of rocky, especially if they're newer staff." They expressed it hinders establishing full trust because mentees are hesitant to be completely open during sessions due to concern about the information shared during coaching affecting other aspects of their positions. Other managerial tasks, such as timecard review and time off requests, take away time from coaching duties.

Limited Construct Coaching program training is affecting the consistency of approach and direct results measured by CLASS. MTS and coaches feel that Construct Coaching functions as a checklist and lacks a teaching component. The materials include online videos but provide no concrete examples or a book to follow. MTS and coaches do independent research to find materials and tools to support their coaching. Some individuals were not trained or not trained to fidelity on Construct Coaching. Those who have received training report being shown various ways to use the tool and score, which causes inconsistencies. Instead of using Construct Coaching, coaches and MTS believe they could coach on topics that scored lower in CLASS evaluations. They also believe that not all progress or positive outcomes occurring in their buildings are being recognized through CLASS because of those inconsistencies and difficulty translating outcomes to numbers.

Family and Community Engagement Specialist Groups

Ten staff comprised of Family and Community Engagement Specialists (FACES) participated in the focus groups. They reflected on different aspects of coaching, shared their experiences, and voiced possible improvements to consider.

What Coaching Looks Like

The FACES/FES team reported coaching looks like support and guidance to the team through conversations and follow-up. Reflective supervision with a coach whom they have a relationship with was a highlight. One member reported, "I like to think it's pretty reflective all around. Just a situation will be brought up, and just information that we have, based on our area of expertise, I think helps those conversations." They appreciated having someone available to answer questions or guide change.



Coaching Benefits

Benefits were described from how the coaches interacted with the specialists as well as the coaching processes. Having a supportive relationship where concerns can be expressed, and care is taken to notice struggles allowed for more effective change. As one participant reflected, their coach worked with them “in a way that’s supportive and warm and not punitive.” These reflections developed into further professional growth in interacting with the families. The processes were described as participants recording themselves for review with a coach and having extended conversations with a coach around an issue. One individual elaborated, “I would say it’s beneficial because it helps guide me with my conversations that I’m having with the parents. So, when we do the coaching and record ourselves or [the coach] is there present with us as we do the coaching with the families, then I’m able to see if there’s anything I miss...It’s a good way to reflect on [the] work that I do every day.” The processes focused on finding ways to build upon their current skills and improve upon challenges.

Challenges in Professional Development Goals

In terms of setting professional goals, most stated that there were goals created but often would not be based on feedback from coaches. The goals that were set were focused on self-awareness and strengthening skills. One of those who did not set goals stated that they had no coach or supervisor. Others reported that they do not feel the need to set goals because they know where they need to grow, or it felt like just a requirement and not meaningful.

Needed Improvements for Successful Specialists

Within the discussion around improvements needed and how specialists can sustain being successful, there was overlap around the same ideas. Improvements that would aid the current work environment were described as having additional time. Additional time was defined as blocked-out time to reflect with other staff, time to develop close team relationships, and moments to pause and reflect when needed.

Success was defined as being able to perform all expected duties in their roles. It was appreciated when they were able to have training and updates, as it led to increased competence. The specialists reported having a supportive team with developed relationships makes their work more effective in navigating issues.

Certain times of the year, such as enrollment and the end of the school year, are especially stressful times when more support is required from coaches and other staff. Having additional support around these times aids the group to avoid being overwhelmed and limiting interruption in their service to families. Specialists suggested that clarifying their duties and expectations, along with consistent support for new members, would be beneficial. Some members expressed the need for more training. Overall, specialists stated that the expectations for specialists and educators across ELC sites differ and make navigating multiple placements difficult.

Concerns with Roles

With recent shifts in the role of FACES/FES positions, many concerns were reported. Staff reported that the change was unexpected, and they are unclear about expectations and the vision. The staff would have appreciated input on the changes since they are familiar with the workload. One member of the group

“

I agree [its important] having a really supportive team. It makes an FES or breaks an FES because there are so many times there's ups and downs and so many moving parts of the FES that it's not just one job, it's so many jobs within itself.

An FACES/FES's reflection of the position

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reported concern over the transition of responsibilities and worried that some families' paperwork might be misplaced and interrupt their placement which could reflect poorly upon the team. Staff also worried about additional work hours outside of the traditional workday. Another concern was that families began to see the FACES/FES staff as another burden due to multiple meetings, causing a rift in relationships.

Excitement with Changes

The positives noted about the changes were few. The specialists who shared explained they appreciated some tasks being shifted from their workload. They are excited to work with new families and look forward to having consistency with the families on their caseloads.

Overall Takeaways

In total, sixty-one individuals representing each part of Educare of Omaha Inc. facilities provided an account of their experiences, including their successes and concerns for the current state of this organization. It is clear coaching is effective with established relationships, proactiveness, time for reflection with the coach or MTS, and focuses on the lead and acting lead or specialist's needs. Equally, everyone recognized staffing issues and more in-class support for day-to-day responsibilities, the coaching model suffers and reduces the effective growth of relationships and consistency in roles between the coaches, MTS, FACES, FES, and lead teachers.

Recommendations

- Food and home insecurities continue to be a concern for families. Look for short- and long-term solutions for families experiences these insecurities.
- Continue to look for ways to address staffing shortages and in-class support needs.
- Provide resources and follow-up supports to parents that report being depressed.

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Assessment Tools

Tool	Author	Purpose
Classroom Assessment Scoring System (CLASS)	LaParo, Hamre, & Pianta, 2012.	CLASS “is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.”
Conscious Discipline Observation Rubric	Bailey, 2000.	The Conscious Discipline observation rubric is an observation tool that measures the level of fidelity at which classrooms are implementing the Conscious Discipline program.
Devereux Early Childhood Assessments: Infant, Toddler and Preschool	Mackrain, M, LeBuffe, P. & Powell, G., 2007. Devereux Foundation	The DECA is a strength-based assessment that assesses young children’s protective factors including social-emotional competencies and behavior challenges.
Early Communication Indicator (ECI)	Greenwood, Walker & Buzhardt, 2010.	The ECI is a 6-minute play-based measure of children’s growth in expressive communication (e.g., gestures, vocalizations, words, and phrases).
Educare Surveys: Parenting; Kindergarten; and Exit Surveys	Educare Network	The purpose of these surveys is to gather a range of demographic, family outcome and program data. Within the Parent Survey are a number of validated assessment tools.
Environmental Rating Scales: Early Childhood Environment Rating Scales 3 rd Edition and Infant/Toddler Environmental Rating Scale 3 rd Edition	ECERS: Harms, T., Clifford, R. M., & Cryer, D. ITERS: Harms, T., Cryer, D. Clifford, R. M., & Yazejian, N.	Environmental Rating Scales are observation tools that look at the following areas: Classroom layout, health & safety, play activities, language, teacher-child interactions, & program structure.
Infant Toddler Literacy Assessment (ITLA)	Jackson, B & Marvin, C. 2016	The Infant Toddler Literacy Assessment (ITLA), a criterion-referenced assessment that measures children’s literacy in the areas of social games, print awareness, and communication.
Minnesota Executive Functioning Scale	Reflection Sciences	The MEFS evaluates children’s executive functioning of children beginning at age two.
Peabody Picture Vocabulary Test-IV	Dunn, L. M., & Dunn, D. M. 2007 Pearson	The PPVT is a measure of receptive vocabulary.
Preschool Language Scale-5	Pearson, Inc. 2011	PLS is a language tool that evaluates children’s auditory comprehension and expressive communication skills.



Appendix 1: Sixpence Snapshot-ELC Center-Based

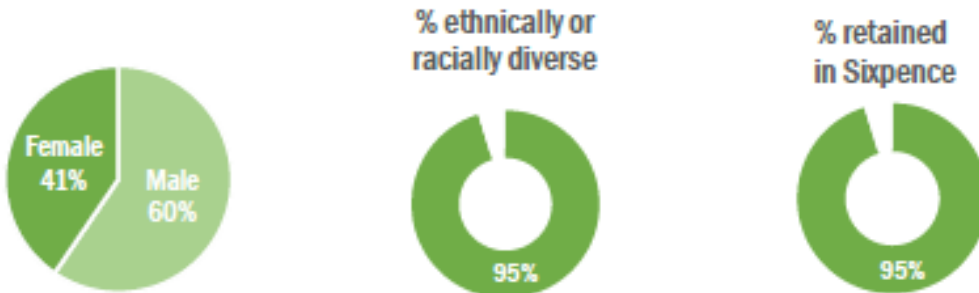
SIXPENCE SNAPSHOT REPORT 2022-2023 Early Learning Center ■ ■ ■

In 2022-2023, Sixpence programs served 1,004 families and 1,176 children prenatally through age 3 across Nebraska. This snapshot report includes demographic data and child, family and program outcomes specific to this community. The statewide Annual Report can be found here: <https://www.singasongofsixpence.org/resources/resource-library.html>

Child and Family Demographics

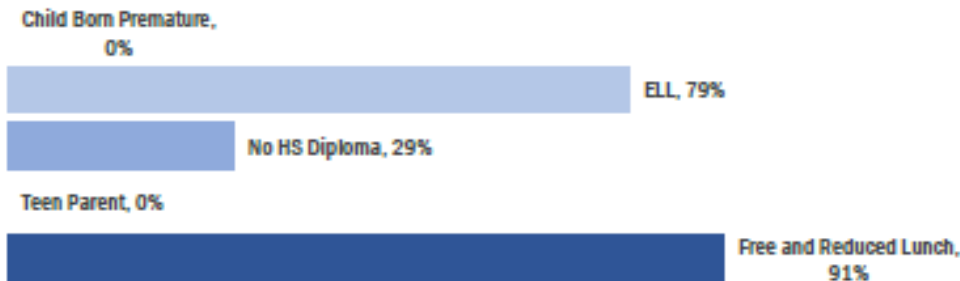
Total # of children enrolled in 2022-2023: 42

of mothers served prenatally: 0



Family stressors

% of families with qualifying factors



% with additional stressors

- 50% Single Parent Households
- 10% Parent with Mental Health Issues
- 0% Parent with Substance Abuse
- 2% Parent Absence (i.e.: military deployment, deportation, death)
- 5% Parent Incarcerated
- 7% Child Witnessed Violence
- 0% Child in Foster Care
- 12% Child referred to the Early Development Network

64%
of families have
three or more
stressors

Evaluation Results

Language Outcomes

We are reporting on two language assessments that were used in Sixpence, the PPVT (Peabody Picture Vocabulary Test-IV), a direct child assessment measuring English vocabulary at age 3, and the MacArthur-Bates CDI, a parent survey measuring Spanish language production administered from 16 to 30 months. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile. The DAYC-2 (Developmental Assessment of Young Children, 2nd edition) was completed to measure Receptive and Expressive English skills administered from 16 months to age 3; however, DAYC data is not reported in this snapshot. Please see individual child reports previously provided. The DAYC will no longer be collected.

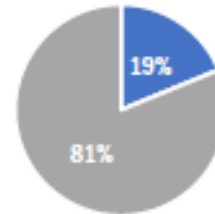
Children between 16 and 30 months of age whose home language is Spanish have a MacArthur assessment of Expressive Language in Spanish.

assessed: 3

% meeting the program goal: 0%

of children that had the vocabulary assessment: 16

% of children meeting goal for English vocabulary



Average English Vocabulary Scores
At age 3: 88

Family Literacy Practices

- 76% read to their child 3 times a week
- 11% read to their child daily
- 100% have at least 10 children's books
- 70% have at least half of their children's books in their home language
- 41% play games or sing with their child daily

Social-emotional Outcomes

Parents completed the Devereux Early Childhood Assessment (DECA), Infant/Toddler or Preschool, a standardized social-emotional assessment that measures children's protective factors in the areas of Attachment, Initiative, and Self-regulation and Total Protective Factors. The DECA is reported as a T score. The program goal is 50, which is the mid-point of average. The results report change over time and the percentage of children meeting the program goal by time 2.

Average social-emotional results from time 1 to time 2.



37 children had time 1 and time 2 social-emotional assessments

57% met the program goal by time 2

Health Outcomes

In the spring, providers completed a survey about the health status and safety practices for the families and children they serve. The program goal is for 90% of families to meet the health goals.

% of children meeting health goals



100% of families reported having health insurance

92% have Medicaid

0% have private insurance

8% have a combination of the two

37 families were surveyed



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Appendix 2: Sixpence Snapshot-Educare Omaha Center-Based

SIXPENCE SNAPSHOT REPORT 2022-2023 Educare Omaha

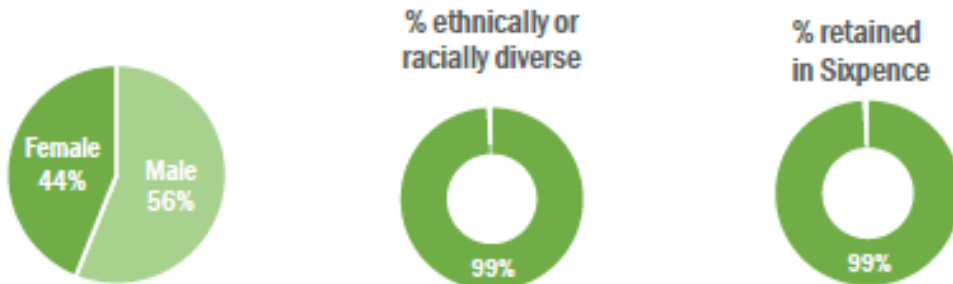


In 2022-2023, Sixpence programs served 1,004 families and 1,176 children prenatally through age 3 across Nebraska. This snapshot report includes demographic data and child, family and program outcomes specific to this community. The statewide Annual Report can be found here: <https://www.singasonofsixpence.org/resources/resource-library.html>

Child and Family Demographics

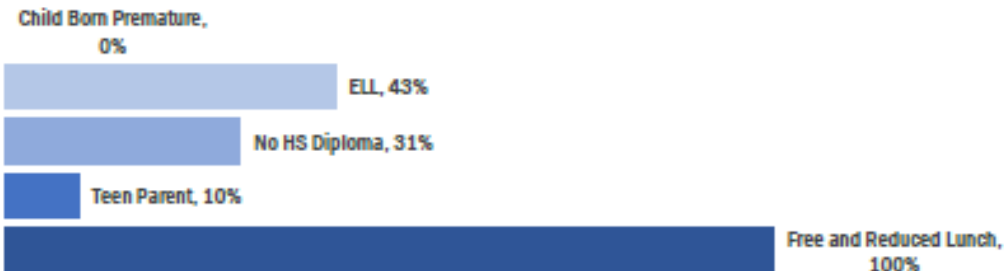
Total # of children enrolled in 2022-2023: **114**

of mothers served prenatally: **0**



Family stressors

% of families with qualifying factors



% with additional stressors

- 75% Single Parent Households
- 12% Parent with Mental Health Issues
- 3% Parent with Substance Abuse
- 7% Parent Absence (i.e.: military deployment, deportation, death)
- 12% Parent Incarcerated
- 2% Child Witnessed Violence
- 4% Child in Foster Care
- 10% Child referred to the Early Development Network

61%
of families have
three or more
stressors



Evaluation Results

Language Outcomes

We are reporting on two language assessments that were used in Sixpence, the PPVT (Peabody Picture Vocabulary Test–IV), a direct child assessment measuring English vocabulary at age 3, and the MacArthur-Bates CDI, a parent survey measuring Spanish language production administered from 16 to 30 months. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile. The DAYC-2 (Developmental Assessment of Young Children, 2nd edition) was completed to measure Receptive and Expressive English skills administered from 16 months to age 3; however, DAYC data is not reported in this snapshot. Please see individual child reports previously provided. The DAYC will no longer be collected.

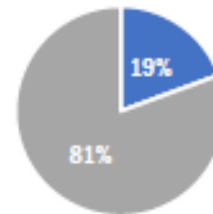
Children between 16 and 30 months of age whose home language is Spanish have a MacArthur assessment of Expressive Language in Spanish.

assessed: 3

% meeting the program goal: 0%

of children that had the vocabulary assessment: 36

% of children meeting goal for English vocabulary



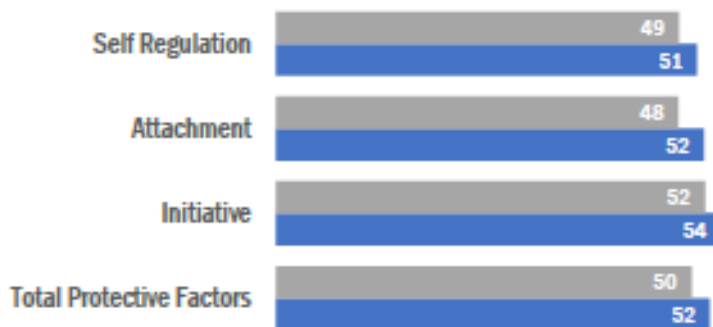
Average English Vocabulary Scores
At age 3: 90

Family Literacy Practices	
73%	read to their child 3 times a week
27%	read to their child daily
84%	have at least 10 children's books
67%	have at least half of their children's books in their home language
53%	play games or sing with their child daily

Social-emotional Outcomes

Parents completed the Devereux Early Childhood Assessment (DECA), Infant/Toddler or Preschool, a standardized social-emotional assessment that measures children's protective factors in the areas of Attachment, Initiative, and Self-regulation and Total Protective Factors. The DECA is reported as a T score. The program goal is 50, which is the mid-point of average. The results report change over time and the percentage of children meeting the program goal by time 2.

Average social-emotional results from time 1 to time 2.



106 children had time 1 and time 2 social-emotional assessments

61% met the program goal by time 2



Health Outcomes

In the spring, providers completed a survey about the health status and safety practices for the families and children they serve. The program goal is for 90% of families to meet the health goals.

% of children meeting health goals



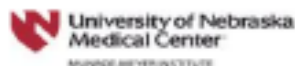
96% of families reported having health insurance

77% have Medicaid

5% have private insurance

9% have a combination of the two

104 families were surveyed



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Appendix 3: Teaching Strategies Gold Fall 2022 Checkpoint Data

SOCIAL EMOTIONAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	9.98	83.96	6.06	90.02
Gateway	14.29	83.67	2.04	85.71
Kennedy	9.09	87.88	3.03	90.91
Skinner	6.56	80.33	13.11	93.44
Program	22.42	74.01	3.57	77.58
Indian Hill	26.98	70.63	2.38	73.01
Head Start	31.11	65.56	3.33	68.89
Early Head Start	16.67	83.33	0	83.33
Kellom	17.86	77.38	4.76	82.14
Head Start	16.67	76.19	7.14	83.33
Early Head Start	19.05	78.57	2.38	80.95

PHYSICAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	12.35	75.54	12.11	87.65
Gateway	20.00	78.00	2.00	80.00
Kennedy	12.12	66.67	21.21	87.88
Skinner	4.92	81.97	13.11	95.08
Program	22.03	70.04	7.94	77.98
Indian Hill	23.81	69.84	6.35	76.19
Head Start	17.78	74.44	7.78	82.22
Early Head Start	38.89	58.33	2.78	61.11
Kellom	20.24	70.24	9.52	79.76
Head Start	14.29	80.95	4.76	85.71
Early Head Start	26.19	59.52	14.29	73.81



LANGUAGE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	19.66	78.78	1.56	80.34
Gateway	20.00	80.00	0	80.00
Kennedy	24.24	72.73	3.03	75.76
Skinner	14.75	83.61	1.64	85.25
Program	27.19	70.24	2.58	72.82
Indian Hill	31.75	66.67	1.59	68.26
Head Start	32.22	65.56	2.22	67.78
Early Head Start	30.56	69.44	0	69.44
Kellom	22.62	73.81	3.57	77.28
Head Start	23.81	69.05	7.14	76.19
Early Head Start	21.43	78.57	0	78.57

COGNITIVE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	9.36	85.77	4.87	90.64
Gateway	8.00	90.00	2.00	92.00
Kennedy	15.15	78.79	6.06	84.85
Skinner	4.92	88.52	6.56	95.08
Program	25.92	72.79	2.60	75.39
Indian Hill	28.45	71.55	0	71.55
Head Start	32.94	67.06	0	67.06
Early Head Start	16.13	83.87	0	83.87
Kellom	23.38	74.03	2.60	76.63
Head Start	38.10	61.90	0	61.90
Early Head Start	5.71	88.57	5.71	94.28

LITERACY	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	11.48	80.25	8.27	88.52
Gateway	8.00	90.00	2.00	92.00
Kennedy	15.15	63.64	21.21	84.85
Skinner	11.29	87.10	1.61	88.71
Program	29.57	65.88	4.56	70.44
Indian Hill	34.13	65.08	0.79	65.87
Head Start	45.56	53.33	1.11	54.44
Early Head Start	5.56	94.44	0	94.44
Kellom	25.00	66.67	8.33	75.00
Head Start	35.71	64.29	0	64.29
Early Head Start	14.29	69.05	16.67	85.72

MATHEMATICS	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	14.28	85.17	.55	85.72
Gateway	7.14	92.86	0	92.86
Kennedy	24.24	75.76	0	75.76
Skinner	11.48	86.89	1.64	88.53
Program	27.91	69.89	2.20	72.09
Indian Hill	34.13	65.08	0.79	65.87
Head Start	43.33	55.56	1.11	56.67
Early Head Start	11.11	88.89	0	88.89
Kellom	21.69	74.70	3.61	78.31
Head Start	28.57	71.43	0	71.43
Early Head Start	14.63	78.05	7.32	85.37

TSG Snapshot Report: by site for Fall 2022, by area, finalized checkpoint level, widely held expectations, program output.



Appendix 4: Teaching Strategies Gold Spring 2023 Checkpoint Data

Teaching Strategies GOLD Assessment Data: Spring 2023

SOCIAL EMOTIONAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	6.71	75.87	17.42	93.29
Gateway	7.29	75.00	17.71	92.71
Kennedy	9.72	79.17	11.11	90.28
Skinner	3.13	73.44	23.44	96.88
Program	13.56	77.28	9.18	86.46
Indian Hill	20.44	67.88	11.68	79.56
Head Start	12.24	71.43	16.33	87.76
Early Head Start	41.03	58.97	0	58.97
Kellom	6.67	86.67	6.67	93.34
Head Start	6.82	81.82	11.36	93.18
Early Head Start	6.52	91.30	2.17	93.47

PHYSICAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	3.07	76.10	20.84	96.94
Gateway	2.08	76.04	21.88	97.92
Kennedy	5.56	81.94	12.50	94.44
Skinner	1.56	70.31	28.13	98.44
Program	8.24	80.02	11.48	91.50
Indian Hill	13.14	72.26	14.60	86.86
Head Start	6.12	74.49	19.39	93.88
Early Head Start	30.77	66.67	2.56	69.23
Kellom	3.33	87.78	8.89	96.67
Head Start	4.55	86.36	9.09	95.45
Early Head Start	2.17	89.13	8.70	97.83

LANGUAGE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	15.68	70.37	13.95	84.32
Gateway	19.79	70.83	9.38	80.21
Kennedy	19.44	65.28	15.28	80.56
Skinner	7.81	75.00	17.19	92.19
Program	20.70	74.72	4.59	79.31
Indian Hill	31.39	62.77	5.84	68.61
Head Start	19.39	72.45	8.16	80.61
Early Head Start	61.54	38.46	0	38.46
Kellom	10.00	86.67	3.33	90.00
Head Start	11.36	81.82	6.82	88.64
Early Head Start	8.70	91.30	0	91.30

COGNITIVE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	3.18	76.10	20.72	96.82
Gateway	5.21	76.04	18.75	94.79
Kennedy	2.78	81.94	15.28	97.22
Skinner	1.56	70.31	28.13	98.44
Program	10.62	83.13	6.26	89.39
Indian Hill	16.79	77.37	5.84	83.21
Head Start	11.22	80.61	8.16	88.77
Early Head Start	30.77	69.23	0	69.23
Kellom	4.44	88.89	6.67	95.56
Head Start	6.82	88.64	4.55	93.19
Early Head Start	2.17	89.13	8.70	97.83



LITERACY	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	10.01	78.88	11.11	90.00
Gateway	10.42	88.54	1.04	89.58
Kennedy	5.56	77.78	16.67	94.45
Skinner	14.06	70.31	15.63	85.94
Program	10.97	86.27	2.76	89.03
Indian Hill	19.71	78.10	2.19	80.29
Head Start	13.27	83.67	3.06	86.73
Early Head Start	35.90	64.10	0	64.10
Kellom	2.22	94.44	3.33	97.77
Head Start	2.27	95.45	2.27	97.72
Early Head Start	2.17	93.48	4.35	97.83

MATHEMATICS	Below Expectations	Meeting Expectations	Exceeding Expectations	Total Percentage of Children Meeting and/or Exceeding Expectations
Program	10.36	75.99	13.66	89.65
Gateway	9.38	78.13	12.50	90.63
Kennedy	13.89	76.39	9.72	86.11
Skinner	7.81	73.44	18.75	92.19
Program	15.21	76.89	7.91	84.80
Indian Hill	22.63	69.34	8.03	77.37
Head Start	13.27	75.51	11.22	86.73
Early Head Start	46.15	53.85	0	53.85
Kellom	7.78	84.44	7.78	92.22
Head Start	6.82	81.82	11.36	93.18
Early Head Start	8.70	86.96	4.35	91.31

TSG Snapshot Report: by site for Spring 2023, by area, finalized checkpoint level, widely held expectations, program output.





Thanks to the Munroe-Meyer Institute Education Department Evaluation Team and Educare Staff for their support in completing the evaluation.



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