Acknowledgements

Authors: Dawn Davis, Mashael Altwijri, Rosa Torres, Yao Yao, Helen Raikes.

The UNL Local Evaluation Partner team acknowledges Diane Farrand, Katie Brennan, and students in Speech and Language Pathology, University of Nebraska-Lincoln; we also acknowledge Josh Byrd, Jan Esteraich, Reina Sebastian, Kenzie Essley, Amy Colgrove, Aileen Garcia, in Child, Youth and Family Studies, University of Nebraska-Lincoln.

We also gratefully acknowledge the staff, children, and parents at Educare of Lincoln who so graciously shared their time and feedback.

We acknowledge our partner LEP at Munroe Meyer, University of Nebraska Medical Center and Jolene Johnson for her leadership around the Acceleration Grant that led to the MEFS data collection.

Finally, we acknowledge the National Evaluation Partnership at Frank Porter Graham, University of North Carolina-Chapel Hill, for their data collection leadership and analyses.

This evaluation was funded by the Buffett Early Childhood Fund. With gratitude to Jessie Rasmussen, Gladys Haynes and others at BECF who have made this work possible.

-The results in this booklet are from the 2016-2017 school year.
Educare of Lincoln

Opened in March, 2013 and is currently a collaborative effort of the Buffett Early Childhood Fund (BECF), Lincoln Public Schools (LPS), and the University of Nebraska-Lincoln (UNL). Educare of Lincoln is part of the larger, national network of 22 Educare Centers located throughout the U.S. which build on Head Start and Early Head Start.

Local Evaluation Partner (LEP)

The evaluation is provided by the College of Education and Human Sciences, University of Nebraska, Lincoln) to answer the following questions:
- Who does Educare of Lincoln serve?
- How are families faring and contributing to their children’s development?
- Are classrooms of high quality?
- Are children benefiting and achieving positive outcomes in language development, general school readiness, social-emotional development, and other ways?

This booklet is a summary of key findings. For a more detailed report or questions/comments, please contact Dr. Helen Raikes at hraikes2@unl.edu
Who were the families served?

- 16 Countries
- 51% Single-Parent
- 61% Work full-time
Who were the Children served?

- 29% First Language not English
- 54% Female
- 9% Verified for Special Education Services
What were families’ supports?

- 32% Have a close friendship with another Educare parent
- 46% Live in a neighborhood that is supportive
What were families’ stressors?

22% Reported depressive symptoms in the last month

Run Out 14% Worry

Homeless 8% Worry

Food 45% Home 12%
Where did families take their children in the community?

<table>
<thead>
<tr>
<th>Year</th>
<th>Visit Zoos</th>
<th>Visit Libraries</th>
<th>Visit Museums</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>63%</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>2017</td>
<td>61%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Educare families took children to the library and museums more this year than last year!
How did families support their children’s development?

- 22% Read *daily* to their children
- 27% Talk *daily* about letters and numbers
- 52% Play games *daily* with their children
What are parents’ level of education and hopes for their children?

Parents' level of education:
- 20% Have no high school
- 16% Have high school
- 34% Have technical training
- 27% Have two years or more college

Parents' hopes for their children's education:
- 83% Earn BA or higher
What did parents think about Educare?

67% viewed Educare as very or extremely helpful

Parents reported they liked:

- The learning environment, teaching, and helping with basic skills and manners
- Building a bond between teachers/staff and other parents.
What was the quality of the classrooms?

Classrooms met the criteria for high quality interactions*

83% of Infant/Toddler
100% of Prek

*Based on scores of 5 or above on the Environmental Rating Scales, Interactions subscale
How did children’s language grow?

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant &amp; Toddler</td>
<td>43%</td>
<td>61%</td>
</tr>
<tr>
<td>Prek children</td>
<td>35%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Of children met the goal for language skills*

*Based on standard score of 100 or above on the Peabody Picture Vocabulary Test (Dunn & Dunn, 2007) for the Prek, and the Developmental Assessment of Young Children-Second Edition (Voress & Maddox, 2012) for Infants and Toddlers.
How are children growing their social-emotional and executive function skills?

**Social-emotion**

88% of children showed strong social-emotional skills related to attachment, initiative and self-regulation*.

**Executive function**

28% of children performed at or above the national average in the fall and 34% did in the spring on a measure of executive function**.

*Based on t score of 40 or above on Devereux Early Childhood Assessment (LeBuffe & Naglieri, 1999)
**Based on a standard score of 100 or above on Minnesota Executive Function Scale (Carlson & Zelazo, 2014)
Are preschool children leaving Educare ready for kindergarten?

31% of preschool children met the goal for demonstrating kindergarten readiness in the spring before entering kindergarten.*

At the start of the year, only 19% met this goal.

*Based on a standard score of 100 on Bracken School Readiness Assessment (Bracken, 2007).
Data showed that 32% of families had few or no books in their home language.

To support Language Growth, the program provided:

- Books in home languages and library events

Master teachers worked with teams to set goals and provide support based on classroom observation data.
What are some Opportunities for Growth?

Support for Families

Many of Educare of Lincoln’s parents report little or no interaction with other parents while parents and their children face many similar challenges, the program can continue to build a network for friendship, support, and advice, and the program can continue to engage and build connections between families.

Support for Children

Individualized support and interventions will help ensure that all children’s needs are met. Partnering with families to support learning at home will increase opportunities for children.

Support for classrooms and staff

Maintaining and building upon the quality and experiences of staff will help to ensure Educare of Lincoln is able to meet its goals. Professional development opportunities that target specific areas of support and continued support from the administration and staff are essential.
Is Educare of Lincoln meeting its goals?

Children typically enter Educare of Lincoln with varying challenges including food and home insecurity, emotional and behavioral problems, and a lack of opportunities for cultural and academic growth.

Educare exposes children to literacy-rich environments with teachers trained to facilitate growth in areas of cognitive ability and social-emotional development.

Educare of Lincoln continues to empower families and support children’s literacy, social-emotional behaviors, and executive functioning in a high-quality setting.

Overall, Educare of Lincoln has worked to achieve its goals and the data continue to show growth across areas. The partnership between the program and Evaluation team has served to support programming with data and to reflect on progress using these findings.
The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.
Prepared by:
Local Evaluation Partners, University of Nebraska-Lincoln

For more information, please contact:
Dr. Helen Raikes
hraikes2@unl.edu