

Educare of Lincoln



Evaluation Report
2016-2017

Acknowledgements

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



Educare of Lincoln Evaluation

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.

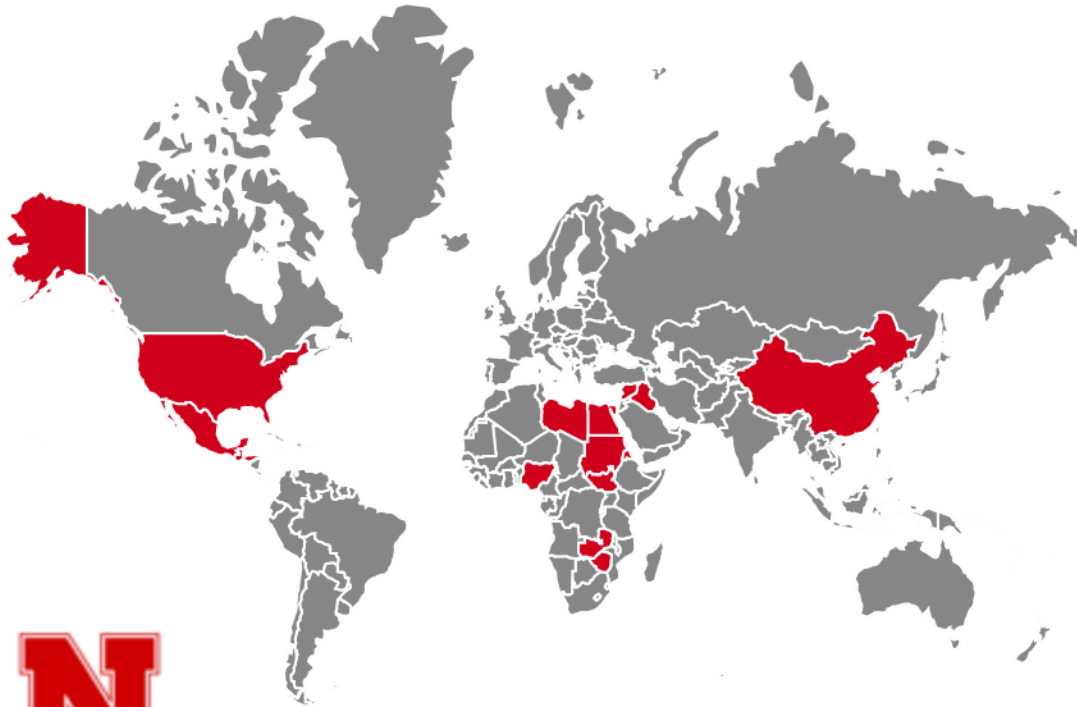
Local Evaluation Partner (LEP)

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?



N

16
Countries

51%
Single-
Parent

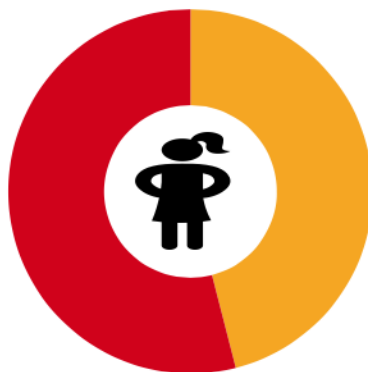
61%
Work
full-time

Who were the Children served?



E (71%) Non- E (29%)

**29% First Language
not English**



M (46%) F (54%)

54% Female



No (91%) yes (9%)

**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%



FOOD

45%

Worry

Homeless

8%



HOME

12%

Worry

Where did families take their children in the community?



2016	63%
2017	61%
	Visit Zoos



38%
43%
Visit Libraries



27%
43%
Visit Museums



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?



20% Have no high school
16% Have high school
34% Have technical training
27% Have two years or more college

Parents' level of education



83% Earn BA or higher

Parents' hopes for their children's education



What did parents think about Educare?

67% viewed Educare as very or extremely helpful

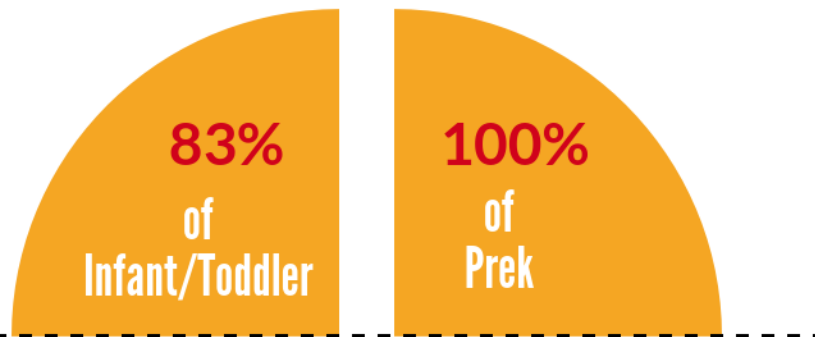
Parents
reported they
liked:

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?

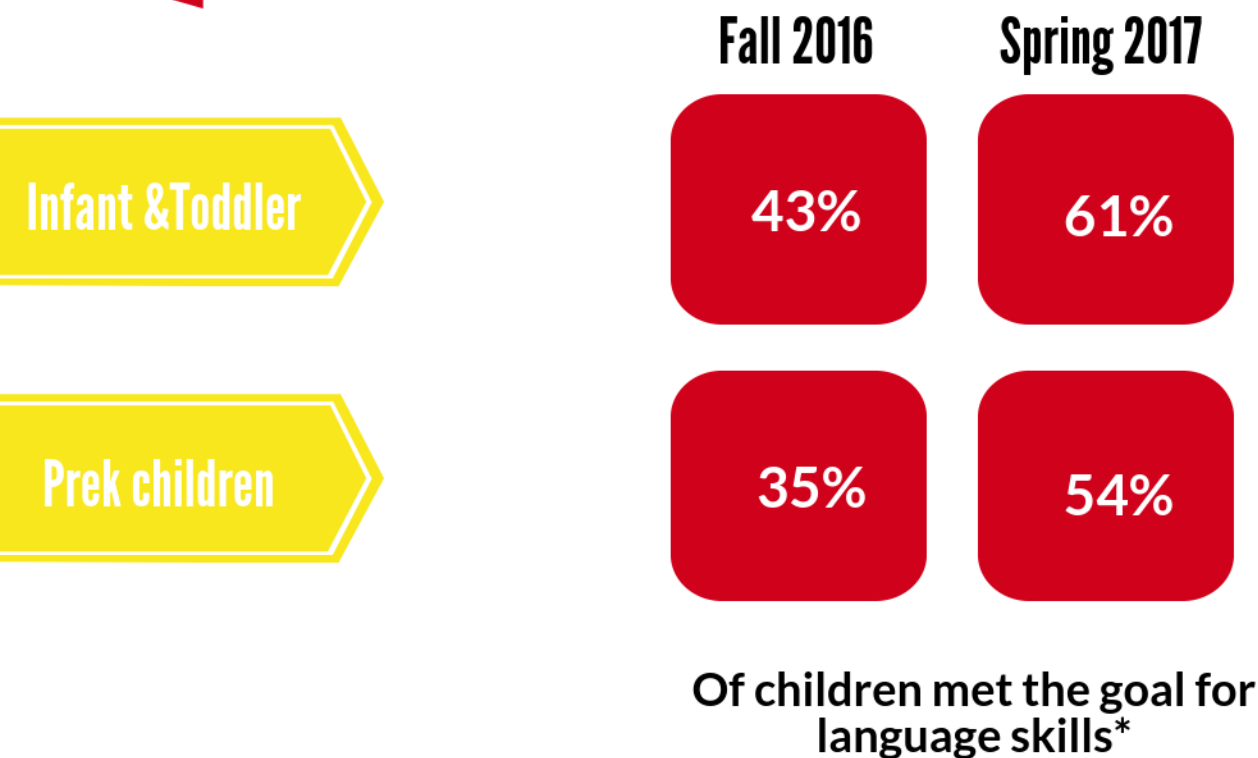


Classrooms met the criteria for
high quality interactions*

*Based on scores of 5 or above on the Environmental Rating Scales, Interactions subscale



How did children's language grow?



*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).



How did the program use data to improve services?



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?

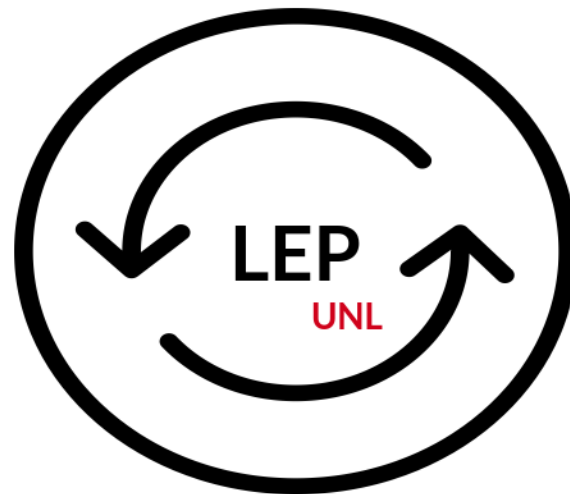
Children typically enter Educare of Lincoln with varying challenges including food and home insecurity, emotional and behavioral problems, and a lack of opportunities for cultural and academic growth.

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.

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