

ANNUAL REPORT

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TABLE OF CONTENTS



About Educare of Omaha, Inc.....	4
The Educare Model	6
Professional Development.....	9
Purpose of Evaluation	11
Child and Family Demographics.....	12
Health Services.....	15
Staff Credentials	17
Quality Instructional Practices Outcomes	19
CLASS.....	19
ERS	26
Recommendations	29
Child Outcomes.....	30
Vocabulary.....	31
Auditory Comprehension	33
Literacy and Language	36
Executive Functioning.....	37
Social-Emotional.....	38
Recommendations	42
Family Engagement Outcomes	43
Dimensions of Parenting Survey.....	43
Reading to Children at Home.....	44
Family Well-Being	46
Engagement with Kindergarten Teacher.....	47
Program Outcomes	49
Satisfaction with Educare.....	49

Parent Respect.....	50
Parent and Staff Beliefs.....	51
Parent Cultural, Racial, and Ethnic Beliefs.....	52
Recommendations.....	53
Sixpence Outcomes.....	54
References.....	63
Assessment Tools.....	65
Appendix.....	66
Appendix 1: Special Initiatives and Partnerships.....	66
Appendix 2: Fall Gold Data.....	69
Appendix 3: Spring Gold Data.....	72



ABOUT EDUCARE OF OMAHA, INC.

Educare of Omaha, Inc., believes everyone deserves a fair chance to achieve their dreams and it starts by leveling the playing field from birth. By providing high-quality early education and empowering parents as their child's first and best teachers, Educare of Omaha, Inc. works to eliminate the opportunity gap for young children from under-resourced Omaha communities and helps them build skills necessary for success in school and life.

Over 20 years ago, community leaders recognized a need to close the learning gap of low-income children before they entered kindergarten. A review of early childhood education models led a team to Educare Chicago in April 2000. The Educare model is based on research from early childhood development, education, social work, and other allied fields. Inspired by what they saw, leaders created a new non-profit, Educare of Omaha, Inc. in 2001 through a public-private partnership between Omaha Public Schools and Buffett Early Childhood Fund. The first Educare Omaha campus at Kellom Elementary was dedicated in September 2003. Educare Omaha at Kellom was the first school to replicate the Educare Chicago model. The success of the project at Kellom and the needs of the community prompted the creation of Educare Omaha at Indian Hill in 2009. Omaha became the first city in the country to have two Educare schools.

Educare Omaha schools are part of the national Educare Network consisting of 25 high-quality early learning programs. The Educare model has been piloted, refined, and strengthened in communities across the country and seeks to be effective in supporting young children's growth and development through data utilization, embedded professional development, high-quality teaching practices, and intensive family engagement. Educare is committed to cultivating an anti-bias, anti-racism Network that amplifies families' cultural wealth, uplifts marginalized communities, and leverages innovative best practices to advance early learning and care for all.



In January 2020, Educare of Omaha, Inc. merged with Omaha Early Learning Centers, Inc. and acquired three Early Learning Centers, more than doubling the number of staff, children, and families served by Educare of Omaha, Inc. These schools follow a model similar to the Educare model but are not part of the Educare Network since they only serve children 0-3 years old.

In addition to center-based programs, Educare of Omaha, Inc. also provides home visiting services through Sixpence funding. Two Educare home visitors meet with families of children prenatal to three years old to provide in-home education to support child development, support parents, and build community.



PUBLIC-PRIVATE FUNDING PARTNERSHIP

By combining public funding with philanthropic funding, Educare of Omaha, Inc. is able to implement additional strategies and supports beyond the tenants of traditional Early Head Start/Head Start requirements to achieve exceptional outcomes for children and families. In order to provide a high-quality early childhood education and care program, Educare braids funds from numerous sources, including but not limited to:

- Parent Fees
- Private Foundations
- Office of Head Start
- Sixpence Early Childhood Fund
- Buffett Early Childhood Fund
- Contributions from individuals and corporations
- Omaha Public Schools (Education, State Aid, general fund)
- Nebraska Department of Health and Human Services Child Care Development Block Grant
- Nebraska Department of Education (including the USDA Child and Adult Care Food Program)

Educare Omaha at Kellom and Educare Omaha at Indian Hill are delegates of Head Start/Early Head Start funding through Omaha Public Schools. In addition to federal grant funding, Omaha Public Schools also provides in-kind resources for all Educare of Omaha, Inc. facilities in the form of building maintenance, custodial care, utilities, and more.

Additional Early Head Start services are delivered through a partnership between Educare of Omaha, Inc., Nebraska Early Childhood Collaborative (the grantee), and community-based social service providers. The ELCs provide high-quality, comprehensive Early Head Start services to children ages birth through three years old and their families in Douglas County. Early Learning Centers are not affiliated with the Educare Learning Network or Educare Founders LLC, and are not Educare Learning Network schools or programs.

Educare of Omaha, Inc. also receives funding for 145 students at 3 locations and its home-visiting program through Sixpence Early Childhood Fund. The structure of the center-based slots follows the Educare model, with high-quality care, data utilization, embedded professional development, and intensive family engagement.

THE EDUCARE MODEL

Educare of Omaha, Inc. schools implement the Educare Model. 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 goal 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 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).

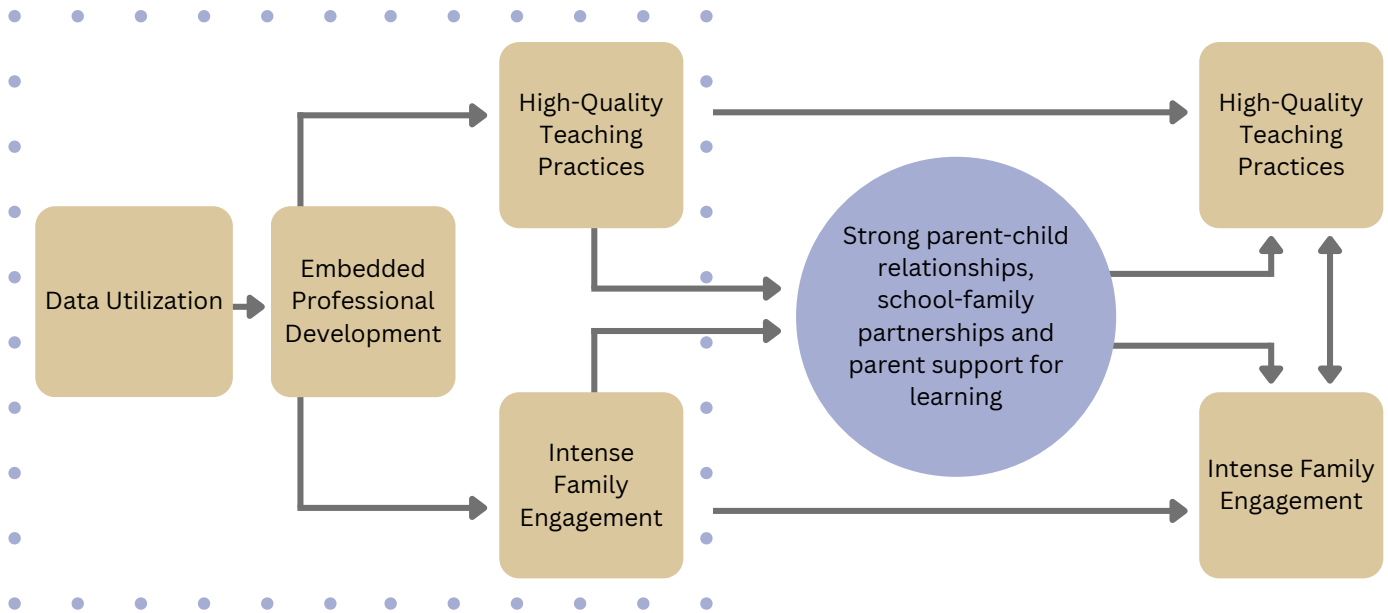
A program that emphasizes social-emotional development in all aspects of its program model through the development of healthy relationships.

Using data from the ongoing evaluation to improve their program.



EDUCARE CORE FEATURES

CHILD AND FAMILY OUTCOMES



DATA UTILIZATION

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

EMBEDDED PROFESSIONAL DEVELOPMENT

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

HIGH-QUALITY TEACHING PRACTICE

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

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

MODEL IMPLEMENTATION

Data Utilization

Educare of Omaha, Inc. partners with The University of Nebraska Medical Center's Munroe-Meyer Institute for continuous evaluation to ensure students receive the highest-quality programming and care. Program level assessments help guide intentional school improvement processes. Frequent child-level assessments across a range of areas, including language and literacy, inform data-driven decisions in how teachers implement curriculum and individualize instruction to best support each child's learning and prepare them for future success. UNMC researchers meet with Educare of Omaha, Inc. leaders monthly to discuss assessment data and brainstorm additional questions. Data also informs professional development planning.

PROFESSIONAL DEVELOPMENT

Educare of Omaha, Inc. staff and teachers are prepared with data-driven teaching practices and benefit from a rich, intentional growth environment that empowers them to do their best work. On-the job daily professional learning for continuous improvement is possible and they have opportunities to learn and collaborate with peers and other like-minded organizations.

At the Educare Omaha schools and in the Sixpence classrooms, Mentor Teacher Supervisors are responsible for the training, coaching, and leading of the education staff. They also review education plans for children and provide regular constructive, individualized feedback to teachers. At the Early Learning Centers, grant partner Nebraska Early Childhood Collaborative staff provide coaching to teachers at the ELCs monthly.



In addition to coaching, staff receive support from Educare of Omaha, Inc.'s Professional Development department. Professional Development is responsible for planning new hire orientation training and annual in-service days. During the 2023-24 school year, new employees were enrolled in 10 days of professional development, including 24 hours of mandatory trainings as defined by the state of Nebraska as well as Head Start. New hire

orientation provided additional training in best practice topics such as Brazelton Touchpoints, Conscious Discipline, challenging behaviors, practice demonstrations, key health policies, and shifting mindsets when it comes to challenging behavior.

Additional onboarding sessions were held for new employees every 30, 60, and 90 days for 4 hours to offer opportunities to connect with their cohort and to provide ongoing support in identified areas of need, such as challenging behaviors and brain states, professionalism in the workplace, and continued team building and goal setting.

A Peer Mentor program was implemented for new hires to provide an additional support in the first 90 days of employment. Peer mentors provide new hires with an opportunity to shadow and observe best practices prior to going into ratio and ongoing reflective support about the challenges and success in the learning environment.

There were seven combined Professional Development Days in May and August 2024 with a combined offering 50.5 hours of professional development in areas such as health & safety, Early Learning Guidelines (Social-Emotional Learning and Engaged Support for Learning), Navigating Discord, Home Visitor Safety, Conscious Discipline, Infant Toddler Environmental Rating Scale/Early Childhood Environmental Rating Scale, CLASS observations, Autism and Early Childhood, and training for new infant teams. Outside partners involved included Project Harmony, Munroe-Meyer Institute, Nebraska Autism Spectrum Disorders Network, and Innocent Technologies.



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.

A variety of methods and measures were used to evaluate 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 are classrooms and instructional practices of high quality?

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?



CHILD AND FAMILY DEMOGRAPHICS

Educare of Omaha, Inc. 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. 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.

Who were the children served?

58 classrooms

47 infant or toddler classrooms and 11 preschool classrooms.

5 locations

Gateway, Indian Hill, Kellom, Kennedy, and Skinner.

659 children

451 in Early Head Start, and 208 in Head Start.

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

51% boys

49% girls

Slightly more boys were served in both EHS and HS.

Most children served by Educare Omaha met the eligibility requirements for Early Head Start and Head Start and were at **100% of poverty or below.**

Approximately thirteen percent (13.2%) of children had an IEP/IFSP (Individualized Education Plan/Individualized Family Service Plan). **Almost a third of children (32.6%)** were English Language Learners.



INDIAN HILL

Indian Hill served large percentages of children whose race was white. 88% of their children's ethnicity was Hispanic.

KELLOM

Kellom served large percentages of children whose race was black. 29% of their children's ethnicity was Hispanic.

GATEWAY

Gateway served large percentages of children whose race was white. 70% of their children's ethnicity was Hispanic.

KENNEDY

Kennedy served large percentages of children whose race was black. 26% of their children's ethnicity was Hispanic.

SKINNER

Skinner served large percentages of children whose race was black. 12% of their children's ethnicity was Hispanic.

Who were the families served?

Across the 5 Educare of Omaha, Inc. schools:

44%

Almost half (44%) of the parents had a high school diploma or GED.

21%

There were some (21%) parents who had some college, but no degree.

13%

Other parents (13%) had technical training or held a certificate.

8% OF PARENTS ACROSS THE FIVE EDUCARE OF OMAHA, INC. SCHOOLS HAD A BACHELOR'S DEGREE OR HIGHER.

14%

Fourteen percent of parents did not have a high school degree or GED.

INTENSIVE FAMILY ENGAGEMENT

On-site family support services at Educare Omaha schools and Sixpence classrooms help build strong adult-child relationships and seek to produce stronger child and family outcomes through focused work, professional development, and peer collaboration centered on creating and sustaining an empowering school culture that intentionally partners with families. Specialists meet with families to identify family strengths and needs and create meaningful goals to improve family well-being. They monitor progress and provide support to reach the identified goals. In addition, Family and Community Engagement Specialists (FACES) plan and host socialization activities for families to create networks for parents, provide access to fun family activities (like trips to the zoo or parks), and further enhance positive parent-child interactions. FACES also attend school events, such as Policy Committee and parent meetings, and share additional community resources. Parental engagement begins with the daily or weekly contacts, which take place with teachers, FACES, and home visitors, including pick-up and drop-off every day. In the Home Visiting Program, families meet with their home visitors on a weekly basis in addition to monthly group socializations.

Parent Leadership Opportunities

Parents are integrally involved in every aspect of the Educare of Omaha, Inc. program. Parents have a myriad of opportunities in Educare of Omaha, Inc. to invest energy and time in their child’s development and their own personal and professional development. These opportunities include:

- Program Volunteering and Employment Opportunities: Parents are encouraged to volunteer in the program whenever they are interested and available. Parents are also encouraged to apply for job openings for which they are qualified.
- Parent Education Workshops and Parent Committee Meetings: All parents of children enrolled in the center-based program are members of the Parent Committees and are encouraged to participate actively in meetings and group activities. All enrolled families are invited to participate in Parent Education Workshops on a variety of topics, which occur throughout the year.
- Policy Committee, Grantee Policy Council, and Health Services Advisory Committee: Parents participate in the governance and guidance of the program through the Policy Committee, Grantee Policy Council, and Health Services Advisory Committee, which shapes policies for the Educare of Omaha, Inc. program. In these capacities, parents also have opportunities to interact with and shape our relationships with community partners.

HEALTH SERVICES



The Health Services Team consists of six 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 experience in public health, pediatrics, rehabilitation, and school health.

Health screenings are completed annually for 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 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.

Boys Town Audiology assisted with fall hearing screenings for the 23-24 school year. A child who receives a "fail" will be tested again after 2 weeks to ensure that it is a true fail. Children who receive a report of "fail" 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. Children who receive a report of "fail" two times for a vision screening will be tested again after 2 weeks to ensure true failure and then 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 are located in these at-risk zip codes. Methodist College of Nursing conducts lead screenings in the fall and spring. For students with high lead levels, The Department of Health is notified and will work with the health team to monitor follow-up care, as well as 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. Children with chronic health conditions have an Individualized Health Plan created specifically for them by an intradisciplinary team, including the physician, health team, and other Educare of Omaha, Inc. staff members.

Children whose growth 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. In addition to growth assessments, dental exams were also conducted. For children who are found to need additional oral care, the health team and community agencies work closely with the family to schedule follow-up care. The results of each of the health screenings completed over the 2023-2024 year are in the chart below.



Health Screenings Key Findings:

Hearing Screens

356 total students screened, **76** were referred for additional testing.

Vision Screens

317 total students screened, **69** were referred for additional testing.

Lead Screens

The lead screen yielded **24 students** with high lead levels in their systems.

Chronic Health Conditions

Asthma (**58**), Anaphylaxis (**15**), Seizures (**12**), Hearing (**4**), and Vision (**17**) - **106** total.

Growth Assessments

63 HS students fell into the overweight or obese category while **6** were underweight.

Dental Screenings

258 total students screened, with **162 families** consenting to 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	HEPATITIS B
DIPHTHERIA, TETANUS, PERTUSSIS	PNEUMOCOCCAL
MEASLES, MUMPS, RUBELLA	VARICELLA OR A DOCUMENTATION 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. **589/617 students’ immunizations were complete** at the time of enrollment, with another **7 being up to date** by the end of enrollment, and **4 considered exempt**.

STAFF CREDENTIALS

Who were the staff at Educare of Omaha, Inc. schools?

Educare of Omaha, Inc. **lead teachers** are highly experienced and highly credentialed.

Associate teachers/aides hold either a Child Development Associate (CDA) credential, an associate’s, or bachelor’s degree.

90% OF LEAD TEACHERS HAD AT LEAST A BACHELOR’S DEGREE, WITH MANY OF THESE TEACHERS ALSO HAVING A MASTER’S DEGREE.

100% of Educare locations

practice continuity of care - meaning children stay with the same teaching staff through the entirety of their enrollment.



Who were the FACES and Mentor Teacher Supervisor staff?

100% OF MENTOR TEACHER SUPERVISORS HAVE THEIR MASTER’S DEGREE IN THE AREA OF EARLY CHILDHOOD EDUCATION OR EDUCATION.



100%

of FACES had at least a bachelor’s degree, with 50% also having a master’s degree.

Mentor Teacher Supervisors worked an average of **15.25** years in the field and an average of **6.78** years at Educare.

FACES worked in the field an average of **17.40** years and an average of **8.39** years at Educare.

HIGH QUALITY TEACHING PRACTICES

Educare of Omaha, Inc. has high standards for teacher qualifications and a commitment to maintaining low staff-child ratio and small class sizes. This allows staff to better serve children and families and meet their individual needs. All Educare of Omaha, Inc. locations practice continuity of care, meaning that children stay with the same teaching staff through the entirety of their enrollment in the infant-toddler program and again in the preschool program. This long-term pairing supports relationships and builds trust between teachers, children, and families, optimizing learning. In addition to teaching staff, each location also has on-site health aides and nutrition staff.

Quality

All Educare of Omaha, Inc. schools are licensed by the State of Nebraska, meeting or exceeding state health and safety requirements to ensure the health and safety of children. In addition to state-licensing, Educare of Omaha, Inc. schools participate in the Nebraska Step Up to Quality program. Step Up to Quality is the state of Nebraska’s Quality Rating and Improvement System. Programs are awarded quality rating for meeting a defined set of program standards around program administration, child outcomes, professional development and training, family engagement and partnerships, and learning environments and program curriculum. Current ratings can be found at stepuptoquality.ne.gov.

QUALITY INSTRUCTIONAL PRACTICES OUTCOMES

What was the quality of center-based services?

Need for quality classrooms:

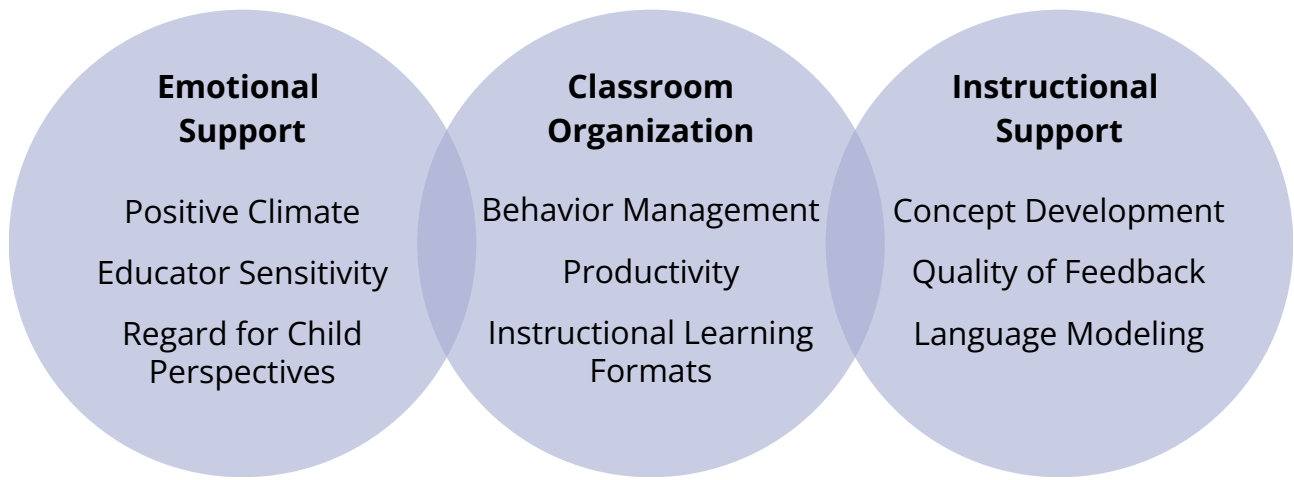
Quality early childhood programs with higher-quality interactions showed greater learning gains across school readiness domains, including executive functioning and early literacy (Vitiello, Bassock, Hamre, Player, & Williford, 2018). Although the relationship between classroom environment and motivation 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)

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 (LaParo, Hamre, & Pianta, 2012.). The Infant, Toddler, or Pre-K version was used for the observation based on the ages of children in the classroom. CLASS observations were completed both in the fall and spring.

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 Outcomes

Educare schools had **17 Pre-K CLASS** observations

Emotional Support

mean = 6.58

Classroom Organization

mean = 6.25

Instructional Support

mean = 3.08

ELC schools had **12 Pre-K CLASS** observations

Emotional Support

mean = 6.56

Classroom Organization

mean = 6.11

Instructional Support

mean = 3.23

During the 2020-2021 program year, the Office of Head Start (OHS) used the Pre-K CLASS during its on-site reviews of grantees. Data from this report (Early Childhood Learning and Knowledge Center, 2020) was compared to the results of the Educare of Omaha, Inc. program data. Overall, teachers observed with the Pre-K CLASS at Educare of Omaha, Inc. schools demonstrated classroom practices that were above the top 10% of all Head Start (HS) classrooms nationally in Emotional Support (HS=6.32) and Classroom Organization (HS=6.17). Educare Omaha and the ELCs scored lower than the top 10% in Instructional Support (3.52).

At Educare schools, there were 17 Pre-K CLASS observations with a mean of 6.58 for Emotional Support ($sd=.091$). At the ELC schools, there were 12 Pre-K CLASS observations with a mean of 6.56 for Emotional Support ($sd=.104$). **An independent samples t-test indicated Emotional Support results did not differ significantly between Educare and ELC schools.**

At Educare schools, there were 17 Pre-K CLASS observations with a mean of 6.25 for Classroom Organization ($sd=.200$). At the ELC schools, there were 12 Pre-K CLASS observations with a mean of 6.11 for Classroom Organization ($sd=.149$). **An independent samples t-test indicated Classroom Organization results did not differ significantly between Educare and ELC schools.**

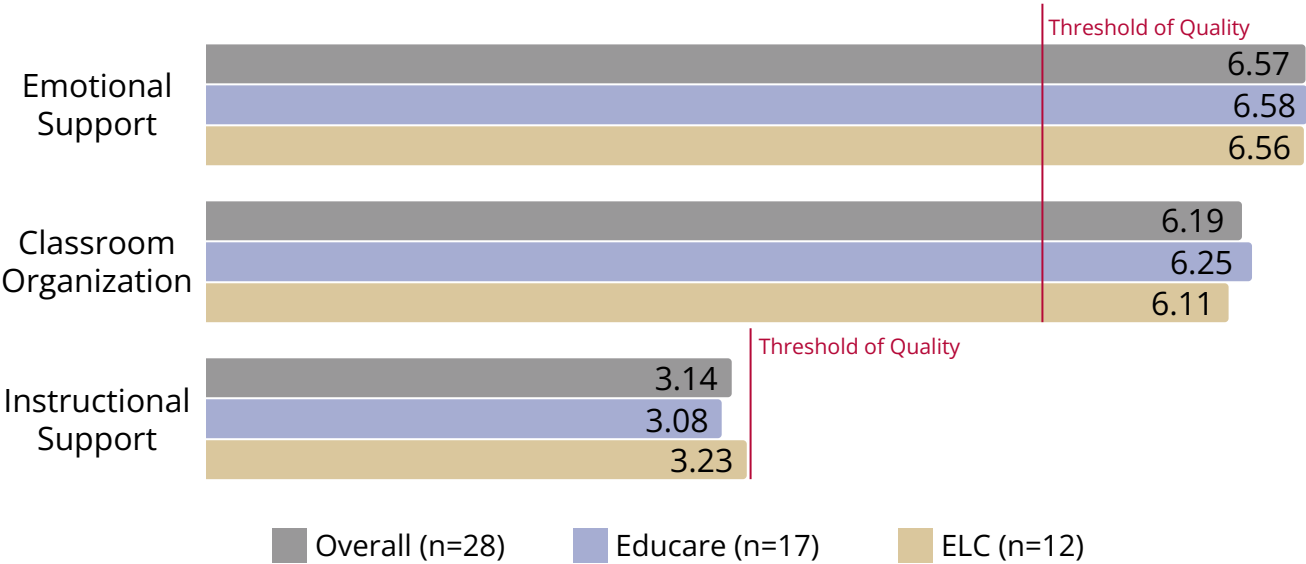
At Educare schools, there were 17 Pre-K CLASS observations with a mean of 3.08 for Instructional Support ($sd=.170$). At the ELC schools, there were 11 Pre-K CLASS observations with a mean of 3.23 for Instructional Support ($sd=.139$). **An independent samples t-test indicated Instructional Support results did not differ between Educare and ELC schools.**



Overall, 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 and Classroom Organization domains.

OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS

Highest quality practices were in Emotional Support and Classroom Organization



The CLASS scores remained consistent from 2022-2023 school year to 2023-2024. Classroom Organization scores improved the most:

OVERALL
EDUCARE
EARLY LEARNING CENTERS

Scores for the Emotional Support domain increased from 6.52 to 6.57, scores for Classroom Organization increased from 5.86 to 6.19, and scores for Instructional Support decreased slightly from 3.24 to 3.14.

Scores for the Emotional Support domain increased from 6.50 to 6.58, scores for Classroom Organization increased from 5.74 to 6.25, and scores for Instructional Support decreased slightly from 3.21 to 3.08.

Scores for the Emotional Support domain remained the same at 6.56, scores for Classroom Organization increased from 6.09 to 6.11, and scores for Instructional Support decreased slightly from 3.30 to 3.23.



Pre-K CLASS Outcomes:

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**, two of the five 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**.

Infant/Toddler CLASS Outcomes

Educare schools had **12 Toddler CLASS** observations

Emotional and Behavioral Support

mean = 6.54

Engaged Support for Learning

mean = 4.05

ELC schools had **14 Toddler CLASS** observations

Emotional and Behavioral Support

mean = 6.58

Engaged Support for Learning

mean = 4.02

*There were too few Infant CLASS observations done last spring to report.

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 28 classroom observations from the spring from all five Educare of Omaha, Inc. schools (26 toddler classrooms and two infant rooms).

Infant Outcomes:

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 (6.47). Relational Climate was the highest-scoring dimension (7.00). There were too few Infant CLASS observations done last spring to compare (Educare Omaha n=1, ELC n=1).

Toddler Outcomes:

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

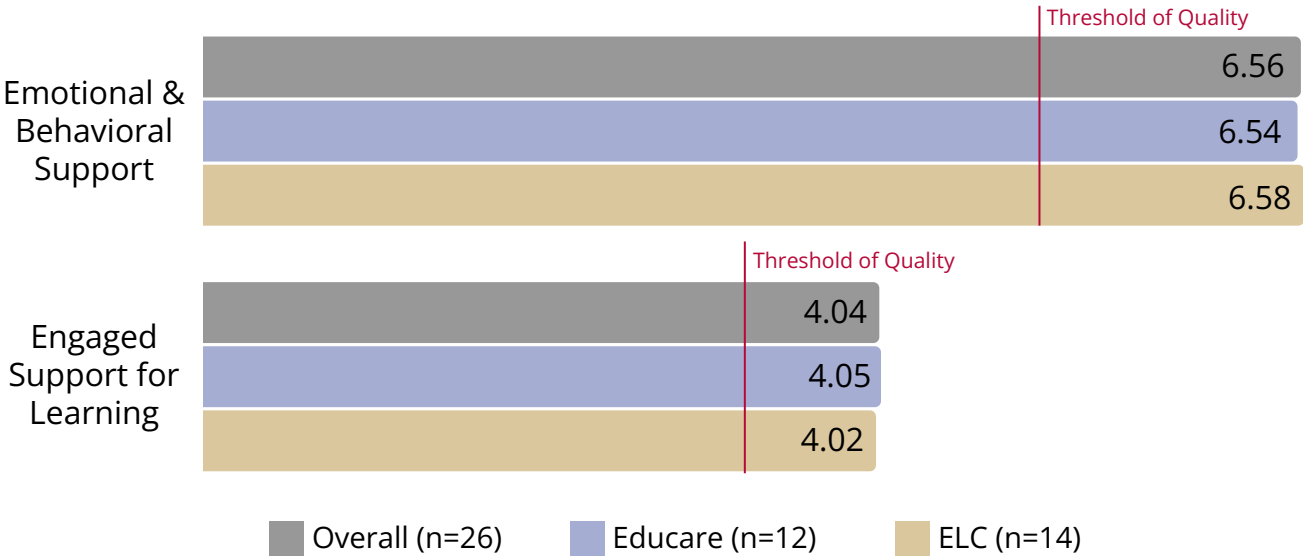


Support for Learning (score of 3.25 or higher), and all classrooms met the minimal threshold of quality in the domain of Emotional and Behavioral Support (score of 5 or higher). The overall score and all the dimensions in Emotional and Behavioral Support were in the high-quality range. The Engaged Support for Learning overall score was 4.04, and the dimension scores were in the mid-range of quality. The strength in this area was Language Modeling. Quality of Feedback was the lowest-rated area for the toddler classrooms.



OVERALL SCORES WERE SIMILAR ACROSS THE TWO PROGRAMS

Highest quality practices were in Emotional and Behavioral Support



At Educare schools, there were 12 Toddler CLASS observations with a mean of 6.54 for **EMOTIONAL AND BEHAVIORAL SUPPORT** and a mean of 4.05 for **ENGAGED SUPPORT FOR LEARNING**.

At ELC schools, there were 14 Toddler CLASS observations with a mean of 6.58 for **EMOTIONAL AND BEHAVIORAL SUPPORT** and a mean of 4.02 for **ENGAGED SUPPORT FOR LEARNING**.

Across toddler classrooms, Educare Inc. **teachers met the threshold of quality** in the **EMOTIONAL & BEHAVIORAL SUPPORT** domain.



Environment Rating Scales (ERS)

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 winter or early spring.

ECERS Outcomes:

The chart on the following page illustrates the resulting classroom observation ratings by overall score across both Educare schools. Six classrooms, all HS classrooms, were observed and rated using the ECERS-3. Too few ECERS-3 observations (Indian Hill n=4, Kellom n=2) were completed to report data by school. No ECERS-3 were completed at the ELC schools, as they are all infant or toddler classrooms.



ECERS-3 Outcomes

Educare schools had **6 ECERS-3** observations

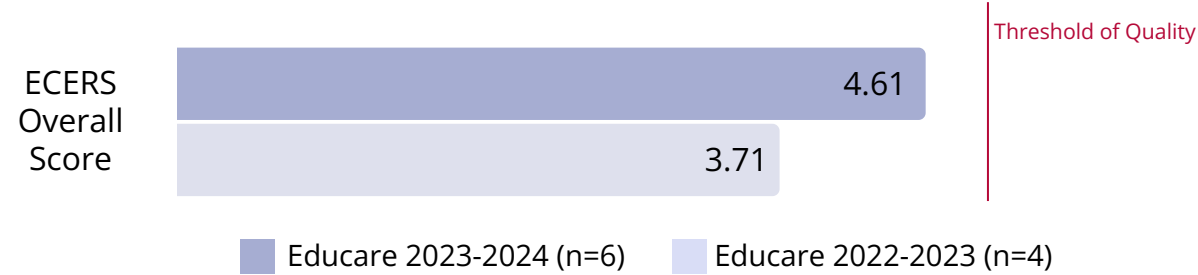
Overall Score



OVERALL ECERS SCORES
FROM 2022-2023 SCHOOL
YEAR TO 2023-2024 SCHOOL
YEAR INCREASED.

*No ECERS-3 were completed at ELC schools, as they are all infant or toddler classrooms.

OVERALL ECERS SCORES FROM 2022-2023 SCHOOL YEAR TO 2023-2024 SCHOOL YEAR INCREASED



ITERS-3 Outcomes

Educare schools had **8 ITERS-3** observations

Overall Score



ELC schools had **11 ITERS-3** observations

Overall Score



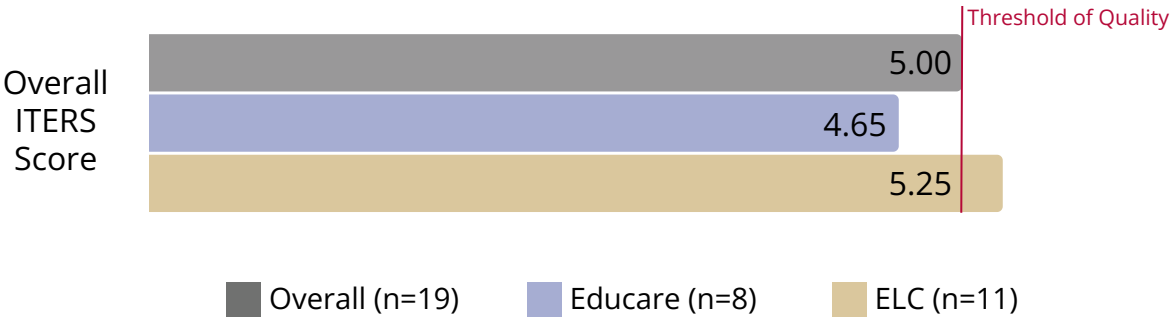
OVERALL ITERS SCORES FROM 2022-2023 SCHOOL YEAR TO 2023-2024 REMAINED CONSISTENT.

ITERS-3

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

OVERALL ITERS SCORES ACROSS THE TWO PROGRAMS

Highest quality practices were in Language & Books and Interaction.



The ITERS-3 scores remained consistent from 2022-2023 school year to 2023-2024 however showed a slight decrease in overall scores.

OVERALL	Scores for the ITERS-3 overall average decreased slightly from 5.04 to 5.00.
EDUCARE	Scores for the ITERS-3 overall average decreased slightly from 4.79 to 4.65.
EARLY LEARNING CENTERS	Scores for the ITERS-3 overall average increased slightly from 5.18 to 5.25.



ITERS-3 Outcomes:

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** for classrooms is **PERSONAL CARE ROUTINES**.

There were **19 ITERS-3 observations completed** - 8 were completed at Educare schools (mean score: 4.65) & 11 were completed at ELC schools (mean score: 5.25).

No significant differences were found **between the ELC and Educare** schools ITERS-3 scores.

RECOMMENDATIONS

Continue supporting interactions that encourage teachers to utilize language and feedback that encourages higher-order thinking.

Consider ways to extend teacher-child interactions that supports both social and emotional development and language development.

Educare of Omaha, Inc. staff received professional development on the CLASS and the Environment Rating Scales in August of 2024. These included an introduction to each observation tool for new staff, and a review and data utilization for veteran staff. Continue to utilize the information and action plans that were created at each training.

The following implementation strategies supported instructional practice outcomes. See **Appendix 1** for program descriptions: **Conscious Discipline, Construct Coaching Initiative (at Indian Hill and Kellom only), Innocent Classroom, Mental Health Supports, Practice Based Coaching (at ELCs only), Reflective Supervision, and Teaching Pyramid Infant-Toddler Observations (TPITOS).**

CHILD OUTCOMES

Individual, child-level assessments were conducted during the fall of 2023 and spring of 2024 to evaluate children’s development outcomes across five domains: Vocabulary, Auditory Comprehension, Literacy, Executive Functioning, and Social-Emotional Learning. The results presented in this section provide a snapshot of the developmental progress of children enrolled in Educare of Omaha, Inc., compared to a normative sample representative of the general population of children in the United States.

Children’s developmental outcomes were analyzed and reported in three ways: 1) percentage of children meeting the program goal (the national average), 2) t-tests across children’s demographic characteristics and time in program, and 3) linear regression analyses to understand how program dosage, attendance, and chronic absenteeism predict outcomes.



TIME IN PROGRAM: Difference between a child's first assessment upon entering the program and their most recent assessment while enrolled in the program.

PROGRAM DOSAGE: Indicates whether a child attended the program for one year or two years.

ATTENDANCE: The total number of days a child was present during the 2023-2024 school year.

CHRONIC ABSENTEEISM: Defined as missing 10% or more of the total school days during the 2023–2024 school year.

Linear regression analyses examined how children’s demographic characteristics, program dosage, attendance, and chronic absenteeism predicted outcomes in each of the five developmental domains. The regression model controlled for child’s IEP status, ELL status, gender, and race/ethnicity. The results presented in the following sections only highlight predictors that were statistically significant.

Vocabulary Outcomes

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 2024**.

To transition to the new version of the Peabody Picture Vocabulary Test (PPVT-5), some students received a PPVT-4, while others received a PPVT-5. Returning students who had previously had a PPVT-4 received another PPVT-4 (n=39). Students who were new to Head Start were assessed with the PPVT-5 (n=43).

Vocabulary Outcomes

English-speaking (non-ELL) students (m=95.7) scored **significantly higher** (p=0.005) on **PPVT-4** assessment **compared to ELL students** (m=83.2).

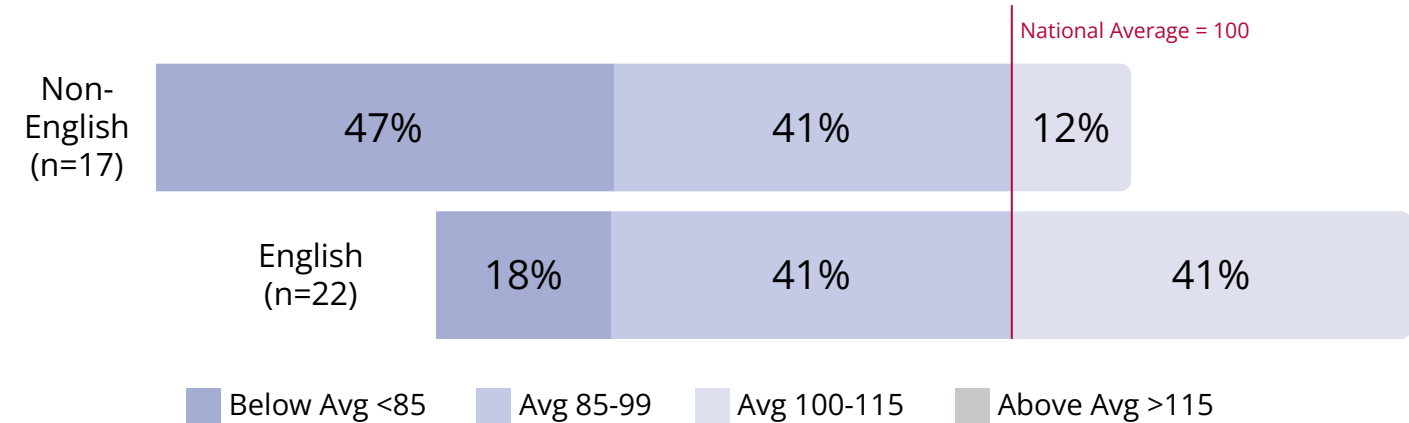
Female students (m=94.7) scored, on average, **8.2 points higher than male students** (m=86.5) on the **PPVT-4** assessment. Although this difference was **not statistically significant possibly due to the small sample size**, the results suggest a potential trend of higher performance among female students.

Students with IEPs (M=71.4) scored **significantly lower** (p=0.002) on the **PPVT-5** assessment **compared to non-IEP students** (M=88.6). However, the discrepancy in sample sizes limits the comparability of these results.

Female students (m=86.4) scored, on average, **3.2 points higher than male students** (m=83.2) on the **PPVT-5** assessment. However, the difference was **not statistically significant possibly due to sample size**.

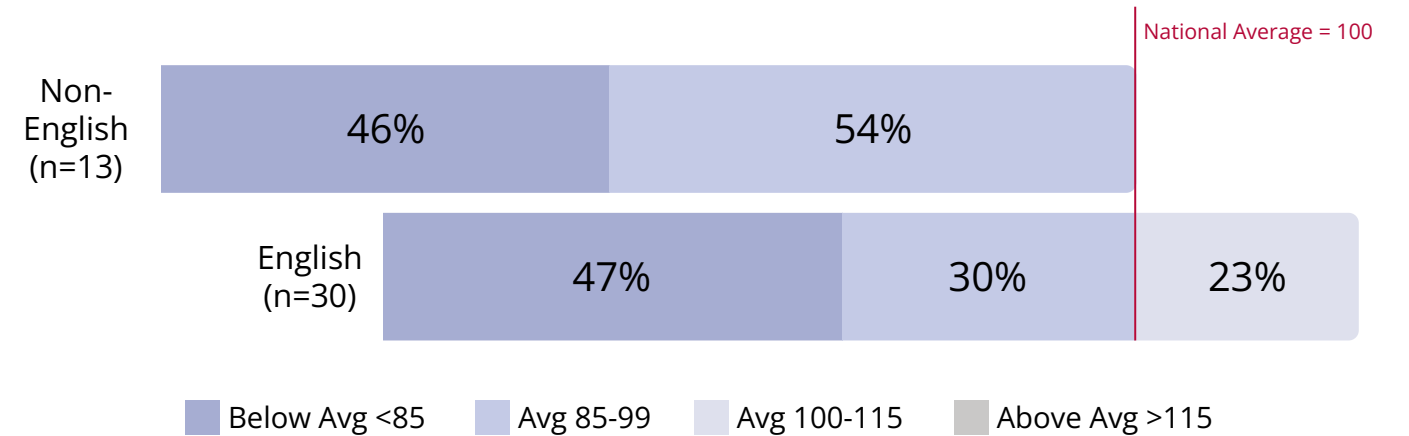
No statistically significant differences in PPVT-4 and PPVT-5 scores were observed across race/ethnicity. However, the small sample size limits the ability to draw definitive conclusions.

IN THE SPRING, 82% OF **ENGLISH-SPEAKING PRESCHOOLERS** SCORED WITHIN THE AVERAGE RANGE OR ABOVE IN THE AREA OF **VOCABULARY ON THE PPVT-4.**



A t-test comparing a child's first assessment upon entering the program to their most recent assessment while enrolled indicated suggestive evidence that **children who remained in the program longer were more likely to achieve higher vocabulary scores** (p=0.012).

IN THE SPRING, 53% OF **ENGLISH-SPEAKING PRESCHOOLERS** SCORED WITHIN THE AVERAGE RANGE OR ABOVE IN THE AREA OF **VOCABULARY ON THE PPVT-5.**



The following implementation strategies supported vocabulary outcomes. See **Appendix 1** for program descriptions: **Creative Curriculum, Nebraska Growing Readers, Read & Play Program,** and **LENA.**

Auditory Comprehension Outcomes

What were the children's auditory comprehension outcomes?

English and Spanish Auditory Comprehension

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. **Early Head Start children were assessed at ages two and three. Head Start children were assessed in their first year of HS and every spring.** The results are summarized first for English-speaking and then for Spanish-speaking children.



English-Speaking Children Outcomes

- **Chronic absenteeism** was a **significant predictor** ($p=0.011$) of **infants' and toddlers' auditory comprehension skills** (by -4.26 points).

- **Being female** was a **significant predictor** ($p=0.004$) of **auditory comprehension skills in toddlers** (by 4.7 points).

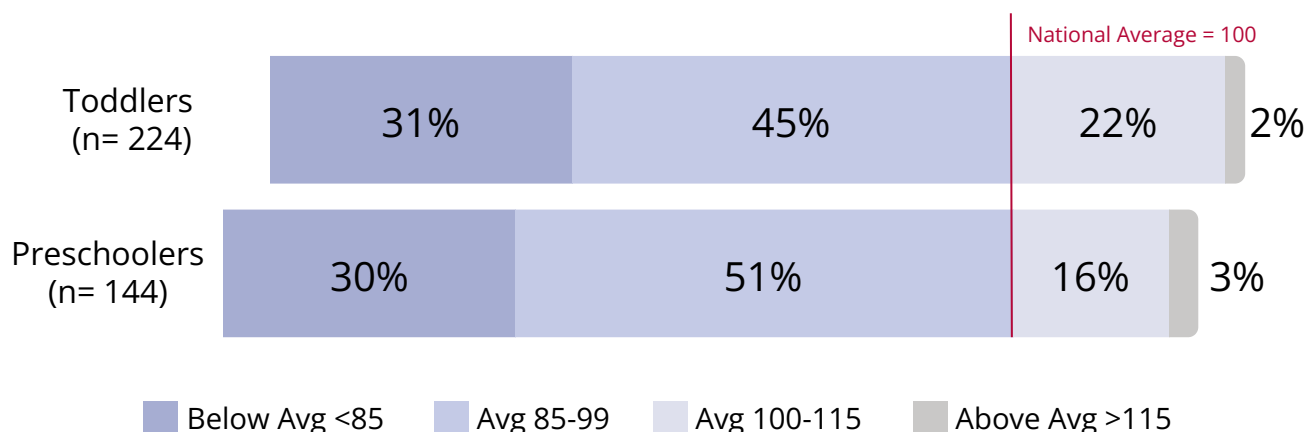
- On average, **toddlers' IEP status** (by -12.5 point) was a **significant negative predictor** ($p<0.001$) of **auditory comprehension skills**.

- **Preschoolers' IEP status** (by -5.8 points) was a **significant negative predictor** ($p=0.027$) of **auditory comprehension skills**.

- The majority of **English-speaking preschoolers' (70%) and toddlers' (69%)** skills were **at or above the average range in auditory comprehension**.

- Time in the program **was not a significant predictor** of toddlers' and preschoolers' auditory comprehension skills.

THE MAJORITY OF **ENGLISH-SPEAKING TODDLERS' AND PRESCHOOLERS' AUDITORY COMPREHENSION** SCORES WERE WITHIN THE AVERAGE RANGE.



Spanish-Speaking Children Outcomes

By the spring, **49% of Spanish-speaking toddlers' scores** were **at or above the average range** in auditory comprehension.

By the spring, **69% of Spanish-speaking preschoolers' scores** were **at or above the average range** in auditory comprehension.

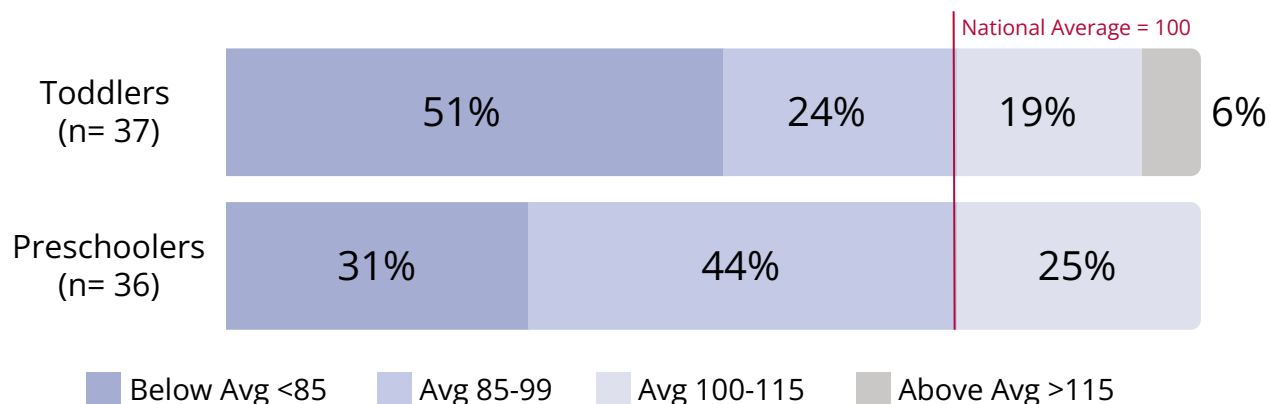
67% of Spanish-speaking toddlers' conceptual scores were at or above the **average range**.

89% of Spanish-speaking preschoolers' conceptual scores were at or above the **average range**.

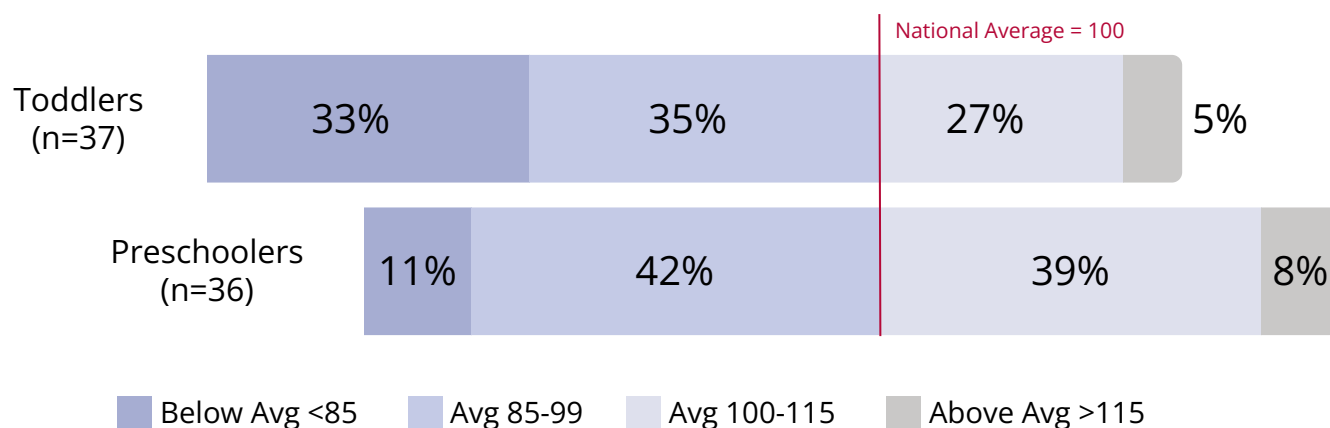
Due to small sample size, no additional analyses were conducted.



THE MAJORITY OF **SPANISH-SPEAKING TODDLERS' AND PRESCHOOLERS' AUDITORY COMPREHENSION** SCORES WERE WITHIN THE AVERAGE RANGE.



THE MAJORITY OF **SPANISH-SPEAKING TODDLERS' AND PRESCHOOLERS' CONCEPTUAL SCORES** WERE WITHIN THE AVERAGE RANGE.



The following implementation strategies supported auditory comprehension outcomes. See **Appendix 1** for program descriptions: **Creative Curriculum**, **Nebraska Growing Readers**, and **Read & Play Program**.

Literacy Outcomes

What were the children's literacy 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).

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 2023 and again in the spring of 2024.**



Literacy Outcomes

Overall, among the children that received testing from both fall and spring (n=303), there was **significant growth in literacy skills** ($p=0.015$) **from fall** (m=99.6) **to spring** (m=101.5).

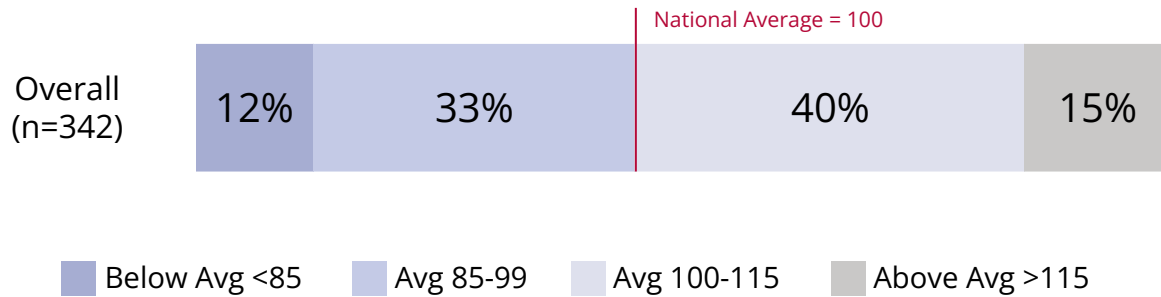
Girls showed statistically significant growth ($p=0.033$) **in literacy skills from fall** (m=101.2) **to spring** (m=103.5).

Boys also showed growth in literacy skills from fall to spring; however, it was **not statistically significant**.

In the spring, a total of **342 infants' and toddlers'** literacy skills were assessed, and the majority scored **(88%) at or above the average range**.

THE MAJORITY OF **INFANTS' AND TODDLERS' LITERACY** SKILLS WERE WITHIN THE AVERAGE RANGE.

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



A t-test comparing a child's first assessment upon entering the program to their most recent assessment while enrolled indicated suggestive evidence that **children who remained in the program longer were more likely to achieve higher language and literacy scores**, on average, by 7.6 points ($p < 0.001$)

The following implementation strategies supported literacy and language outcomes. See **Appendix 1** for program descriptions: **Creative Curriculum, Nebraska Growing Readers, Read & Play Program, and Speech and Language Supports.**

Executive Functioning Outcomes

What were the children's executive functioning outcomes?

Executive functioning (EF) 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; Koruco, Litkowski & Schmitt, 2020; Meixner & Laubrock, 2024). "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).

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

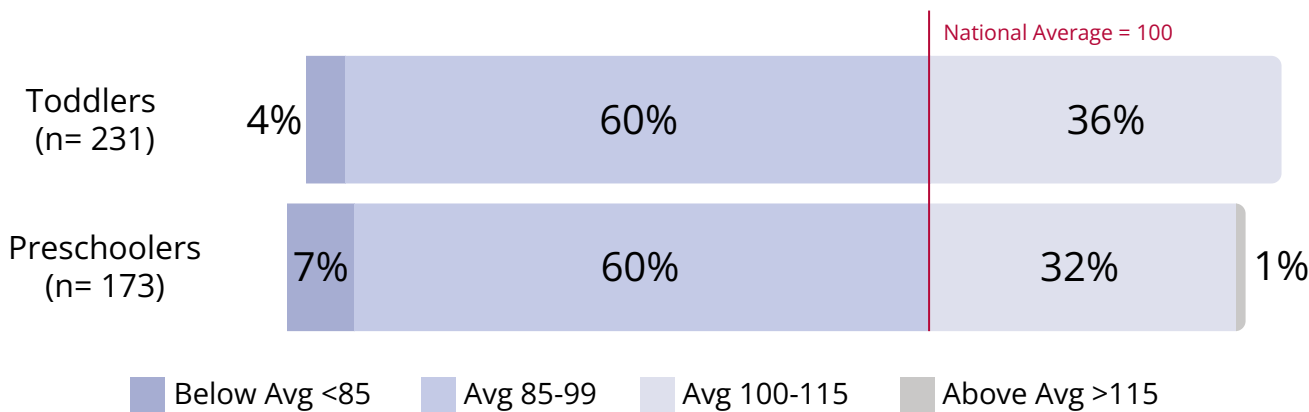
Executive Functioning Outcomes

In the spring, **96% of all toddlers** were **at or above the average range** for executive functioning.

In the spring, **93% of all preschoolers** were **at or above the average range** for executive functioning.

Overall, there was **no significant change in executive functioning scores for toddlers or preschoolers** from fall to spring, as **most children had already met the average benchmark in the fall.**

THE MAJORITY OF TODDLERS' AND PRESCHOOLERS' EXECUTIVE FUNCTION SCORES WERE AT OR ABOVE THE AVERAGE RANGE.



The following implementation strategies supported executive function outcomes. See **Appendix 1** for program descriptions: **Conscious Discipline, Creative Curriculum, and Science Club (at Indian Hill and Kellom only).**

Social-Emotional Outcomes

What were the children's social-emotional outcomes?

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. The results on the following pages first show infant and toddler social-emotional outcomes, then preschool outcomes.

Social-Emotional Outcomes

By spring, teachers at all schools rated the **majority (89%) of infants’ and toddlers’** social-emotional skills within the **average range**.

Preschoolers’ attendance was a significant predictor (p=0.002) for **fall-to-spring growth in total protective factors** (by 0.09 points) and **attachment scores** (by 0.14 points).

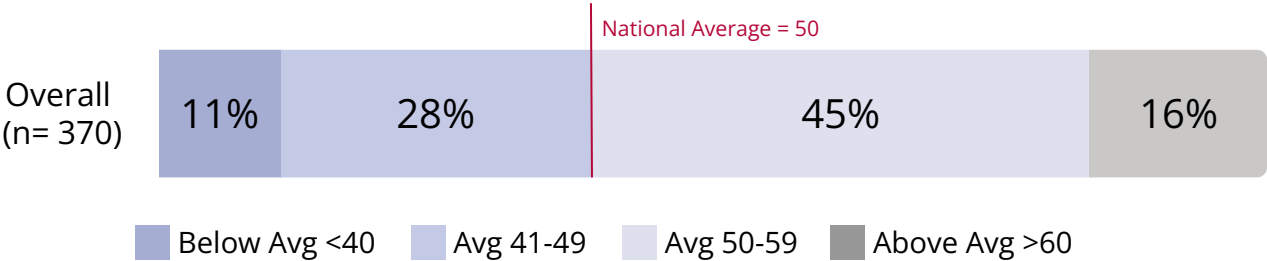
A paired t-test (n= 166) showed **statistically significant growth** (p<0.001) in **preschoolers’ total protective scores** from **fall** (m=46.8) to **spring** (m=49.7).

ELL status was a significant, negative predictor of attachment scores (by -3.5 points; p=0.034) and an **improvement in behavioral concerns** (by -3.7 points; p=0.026) for **preschoolers from fall to spring**.

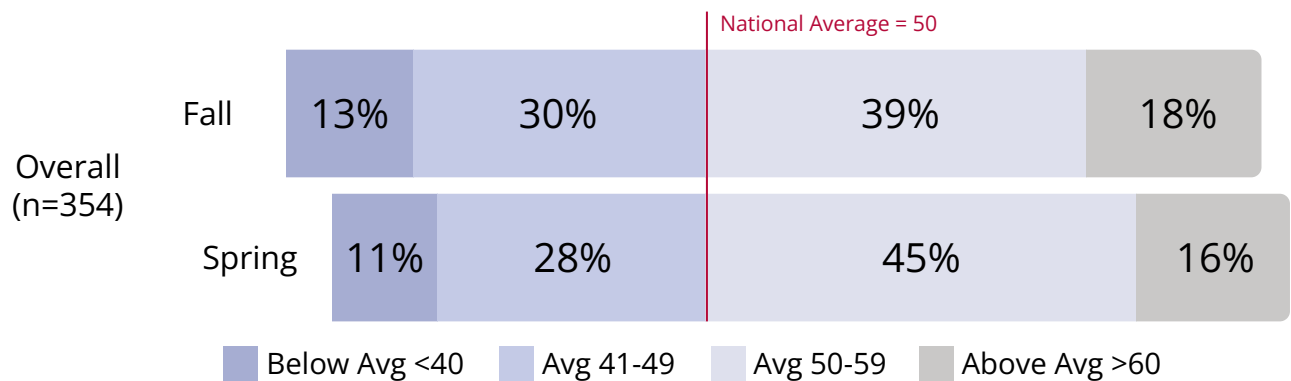
IEP status was a significant, negative predictor (p=0.018) for **self-control skills** (by -4.0 points) for **preschoolers from fall to spring**.

Among the matched sample of **children with both fall and spring assessments** (n=166), teachers at all schools rated that the **majority (87%) of preschoolers’** social-emotional skills were **at or above the average range** by spring.

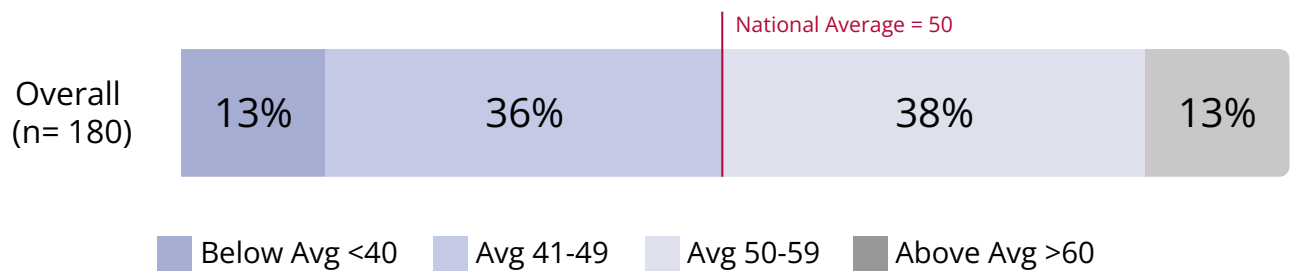
IN THE SPRING, MAJORITY OF **INFANTS AND TODDLERS** WERE WITHIN THE AVERAGE RANGE FOR **SOCIAL-EMOTIONAL SKILLS**.



AMONG THE MATCHED SAMPLE OF CHILDREN WITH BOTH FALL AND SPRING ASSESSMENTS, THE MAJORITY OF **INFANTS' AND TODDLERS' SOCIAL-EMOTIONAL SKILLS** WERE WITHIN THE AVERAGE RANGE.

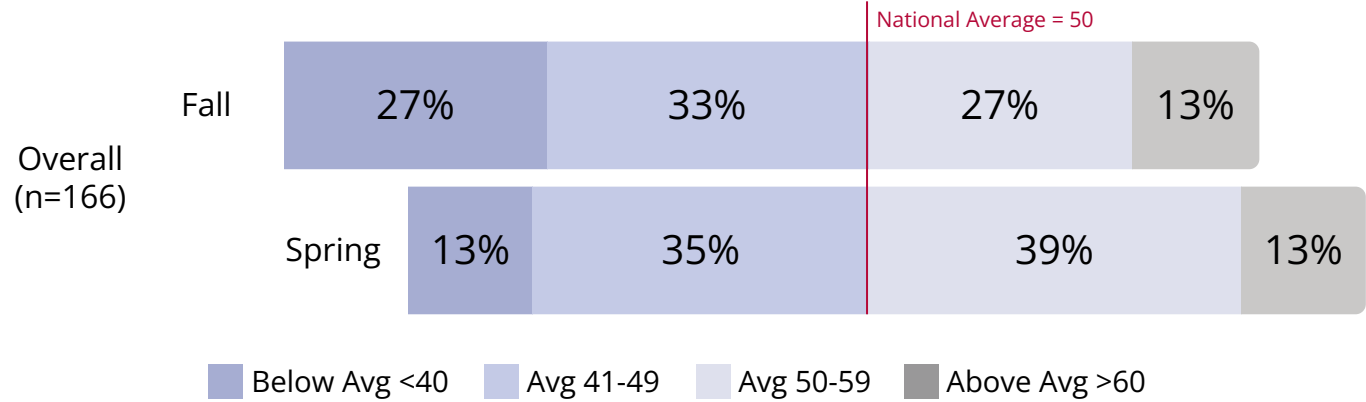


THE MAJORITY OF **PRESCHOOLERS' SOCIAL-EMOTIONAL** SKILLS WERE WITHIN THE AVERAGE RANGE.





AMONG THE MATCHED SAMPLE OF CHILDREN WITH BOTH FALL AND SPRING ASSESSMENTS, THE MAJORITY OF **PRESCHOOLERS’ SOCIAL-EMOTIONAL SKILLS** WERE WITHIN THE AVERAGE RANGE.



A t-test comparing a child's first assessment upon entering the program to their most recent assessment while enrolled indicated suggestive evidence that **children who remained in the program longer were more likely to achieve higher attachment scores** by 2.1 points **for infants and toddlers** ($p=0.001$) and 3.8 points **for preschoolers** ($p<0.001$).

The following implementation strategies supported social-emotional outcomes. See **Appendix 1** for program descriptions: **Conscious Discipline**, **Creative Curriculum**, and **Innocent Classroom**.

RECOMMENDATIONS

Provide individualized learning opportunities to children that meet their specific learning needs throughout the day.

Engage children in learning opportunities that allow them to be active participants in the learning and problem solving process.

Provide professional development around ways to support social and emotional and executive functioning skills.



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.



What were the Dimensions of Parenting outcomes?

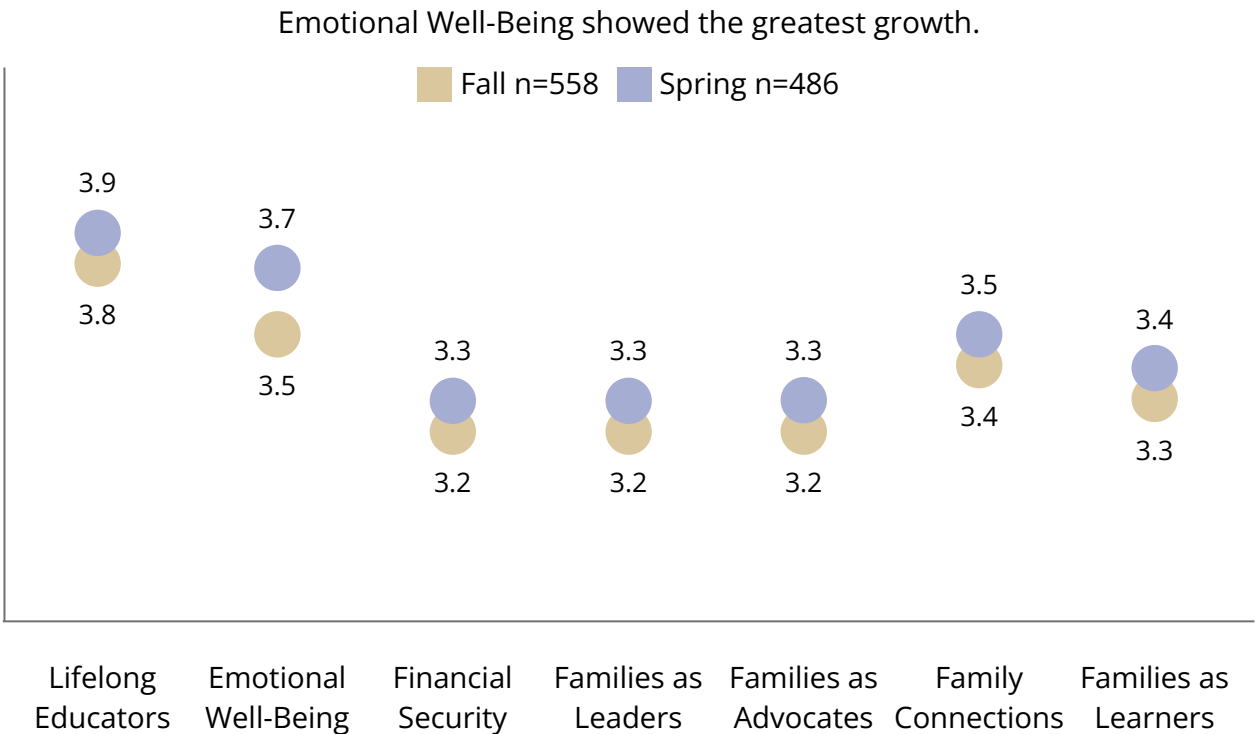
Family and Community Engagement Specialists (FACES) used the Dimensions of Parenting (DOP) assessment to help identify family strengths and needs in the fall and spring. A total of 558 DOPs were collected in the fall of 2023, and 486 were collected in the spring of 2024 across all five Educare of Omaha, Inc. schools. Also, as part of the evaluation, all five Educare of Omaha, Inc. schools complete a parent interview with families in the fall and a parent survey is collected in the spring. Three hundred and eight (308) Educare Network parent interview surveys were collected in the fall of 2023, and 128 surveys were collected in the spring of 2024. Several different areas of parenting outcomes were measured.

In the DOP, the areas of Families as Lifelong Nurturers and Educators and Families as Learners measured a parent’s capacity to support their child’s developmental and educational needs. The area of Family Connections evaluated parents’ social capital and their support systems, connections with their community, and their partnerships with the school staff. Families as Lifelong Advocates and Families as Leaders 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. The area of Financial Security looks at multiple areas of financial management. Lastly, the Family Well-Being area evaluated parents’ level of stress, resilience, social-emotional, mental and physical health, and economic and financial stability.

DOP Outcomes

- By the spring, **ALL families experienced growth** in **all areas of the DOP**, with the **largest improvement** being in the area of **Emotional Well-Being**.
- Pre-post comparisons** of ratings of **each area** of parenting outcomes **showed growth from fall to spring**.
- Overall, **all areas** were rated in the **“stable” range**.

ALL PARENTS SHOWED AN INCREASE IN ALL DOP SKILLS FROM FALL TO SPRING.



What were the reading to children at home outcomes?

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.

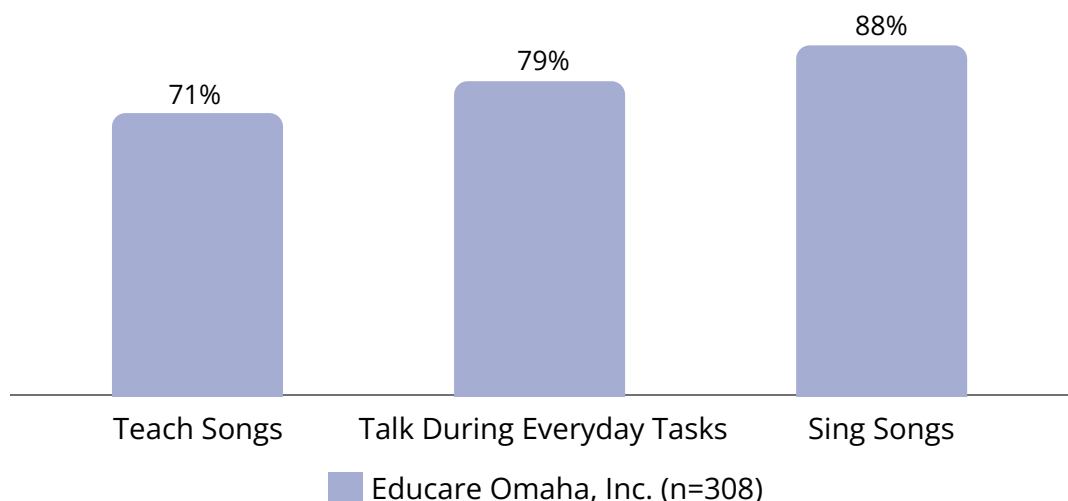
The results from the parent interview were used to analyze parents' typical practices at home in singing to their children, teaching them songs or music, and talking with their children while doing everyday tasks and errands, like going to the post office, the bank, or the store. Each year, parents complete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

Reading Outcomes

The **majority of parents reported** that they **engaged in language and literacy** activities at home **three times or more a week** with their children in the fall of 2023.

Parents reported singing songs with their child **most often throughout the week (88%)**.

THE MAJORITY OF PARENTS ENGAGED IN LANGUAGE AND LITERACY ACTIVITIES WITH THEIR CHILDREN IN THE FALL OF 2023.



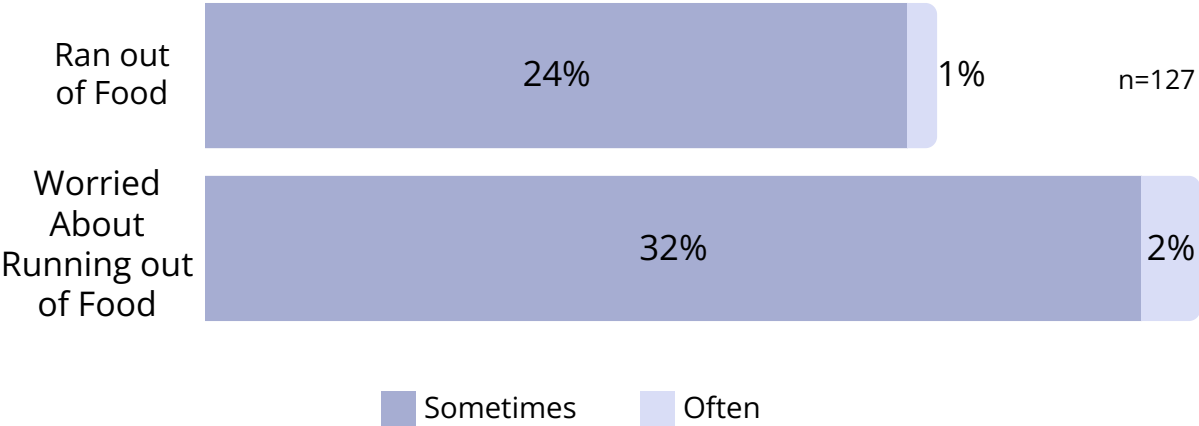
What were the family well-being outcomes?

As stated above, parent interviews are collected in the fall and parent surveys are collected in the spring. Both collect data on multiple areas of family well-being. This data is used by the FACES to better support the children and families.

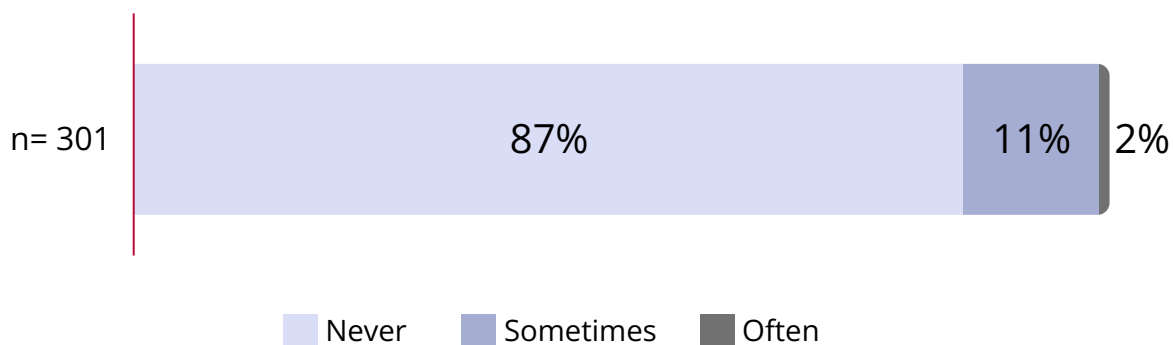
Family Well-being Outcomes

- **In the fall, 11% of the parents across Educare of Omaha, Inc. screened positive for depression based on the parent interview. In the spring, 13% of parents screened positive for depression based on the parent survey.**
- **Many parents (34%) were worried about running out of food for their families in the spring of 2024. A smaller percentage (25%) experienced running out of food.**
- **In the fall of 2023, some Educare of Omaha, Inc. parents who completed the interview reported being worried about becoming homeless (11%), while 5% reported experiencing homelessness.**

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



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 2023. 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 **89% of parents reported that they do not take long to get over setbacks**, and **91% reported that they do not have a hard time with stressful events**. **Eighty-nine percent (89%) responded that they do not take a long time to get over setbacks**. 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?

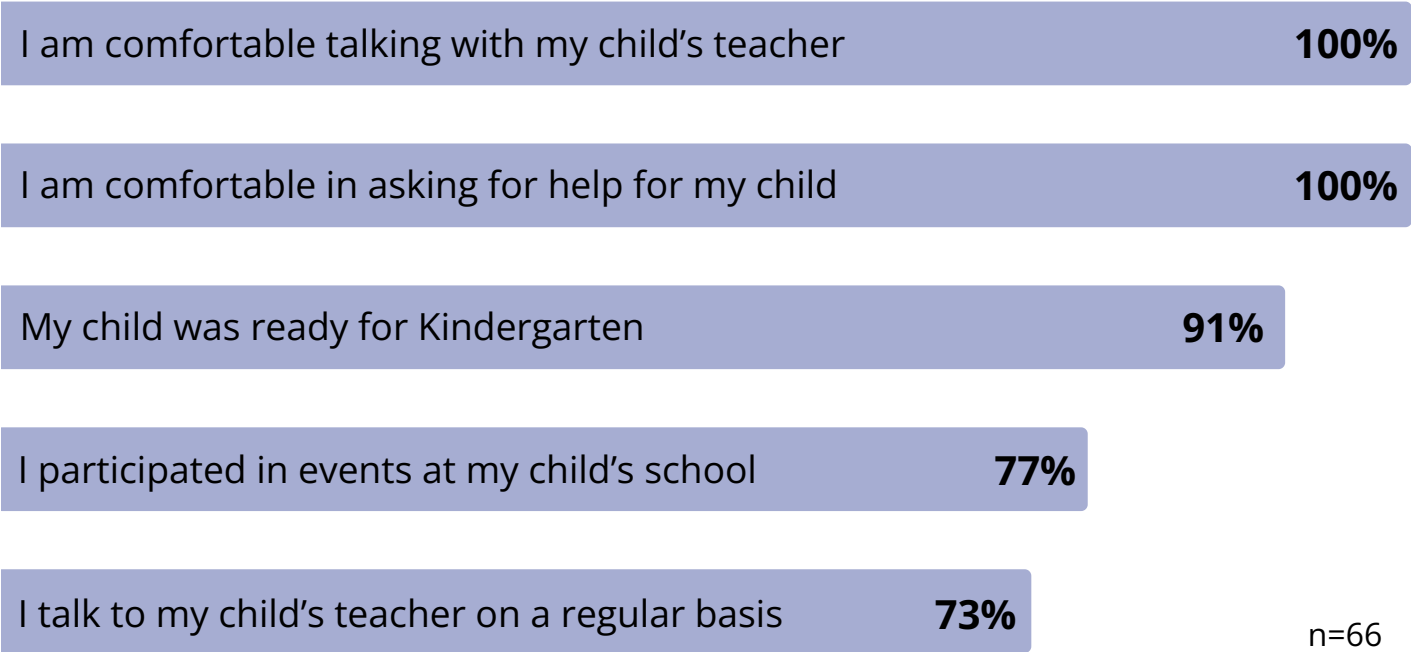
Follow-up surveys were conducted with parents of children who graduated from Educare Indian Hill and Kellom the prior year. Those parents were surveyed by phone in the fall following their first scheduled parent-teacher conference. Responses were collected from 45 parents. The purpose of this survey 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 also 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.



Kindergarten Engagement Outcomes:

- Most **parents (91%)** believed their child was **fully prepared for kindergarten**, and **all parents (100%)** felt **comfortable asking for help for their child**.
- **Seventy-seven percent (77%) of parents attended events** at their child’s new school. Those that did not attend stated that there either wasn’t an opportunity to participate, or time/work schedules were the primary reasons for not attending.

PARENTS OF KINDERGARTEN STUDENTS REPORTED HIGH LEVELS OF ENGAGEMENT IN THEIR CHILD’S EDUCATION.



n=66



PROGRAM OUTCOMES

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.

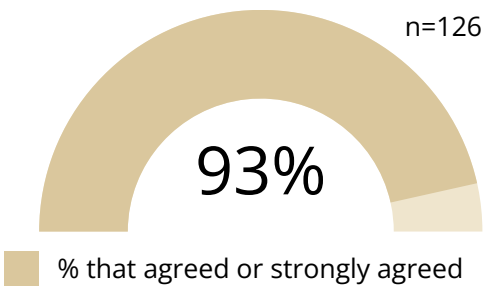
How satisfied were the families with Educare?

Satisfaction Outcomes

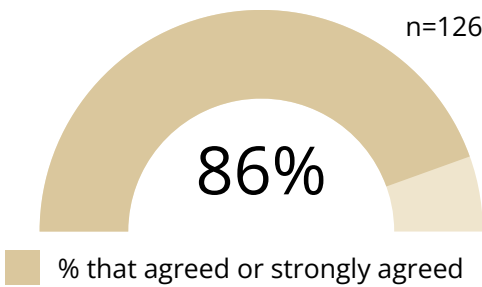
Parents at all five schools reported high levels of satisfaction with the program. Almost all parents indicated that they had a committed family engagement specialist who understood and respected their culture, values, thoughts, and opinions. Parents felt comfortable sharing information with teachers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



LIKELY TO RECOMMEND
EDUCARE TO A FRIEND

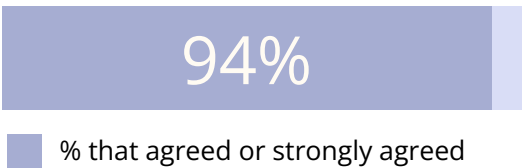


MY CULTURE AND VALUES
WERE RESPECTED



I FELT COMFORTABLE
SHARING INFORMATION

n=126



Did Educare families feel that they were treated with respect?

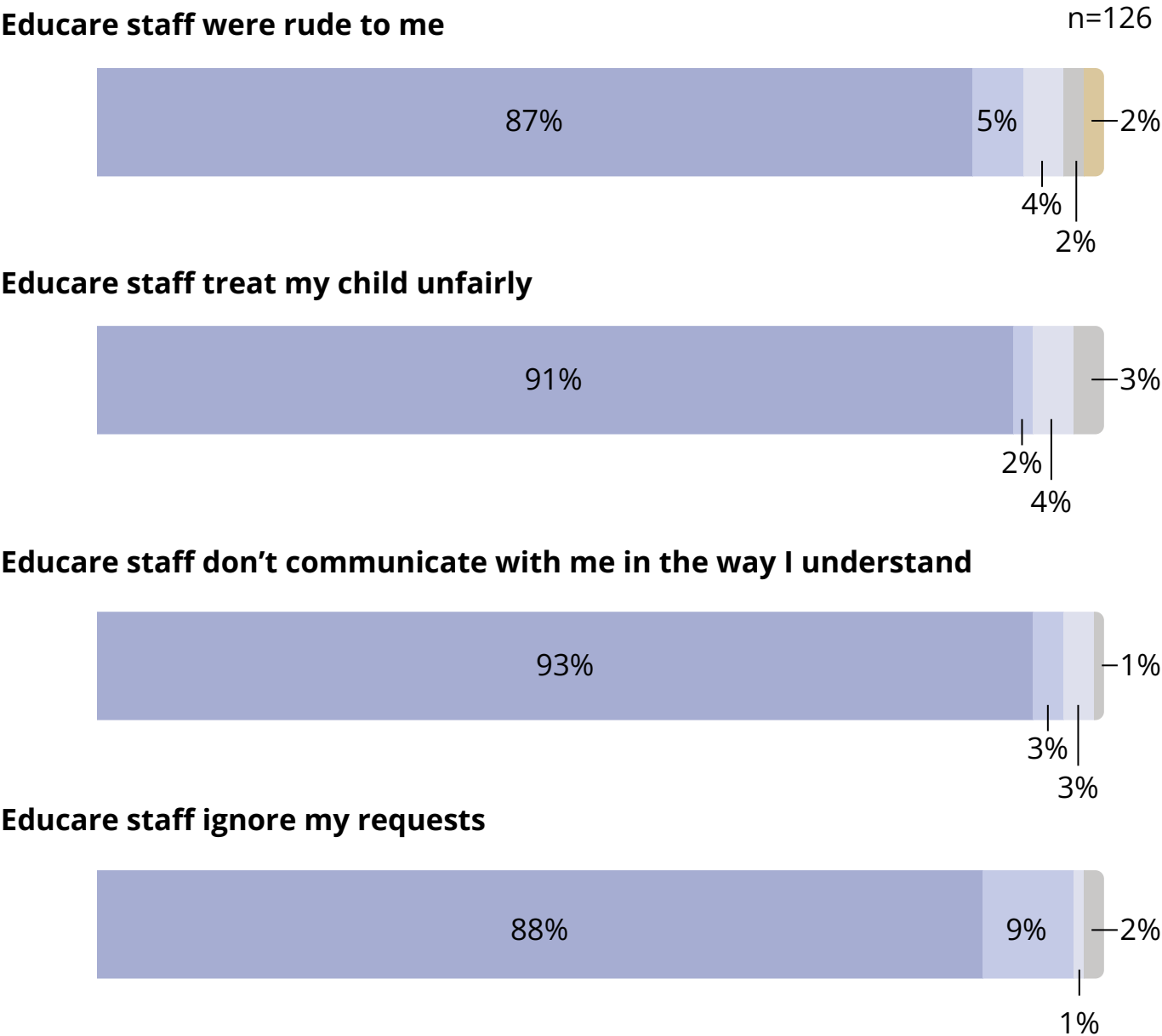
Parent Respect Outcomes

Ninety-one percent (91%), or higher, of parents reported that staff treated their child fairly, and that staff used communication they understood.

At least 92% of parents reported never or less than once a year experiencing disrespect from staff or having staff ignore their requests.

IN THE SPRING, MOST PARENTS REPORTED EXPERIENCING DISRESPECT INFREQUENTLY.

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



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

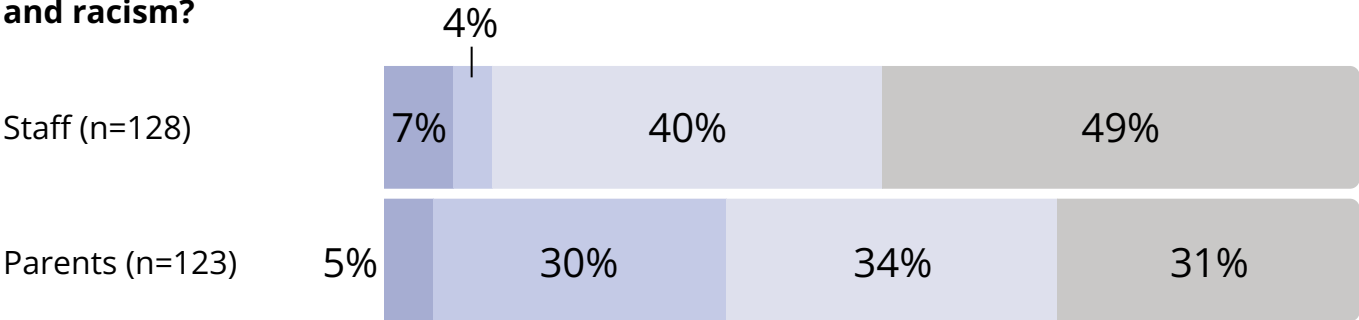
Staff and Parent Race and Cultural Heritage Beliefs Outcomes

Both parents (65%) and staff (89%) reported that they believed that conversations about discrimination and racism should start in or after preschool.

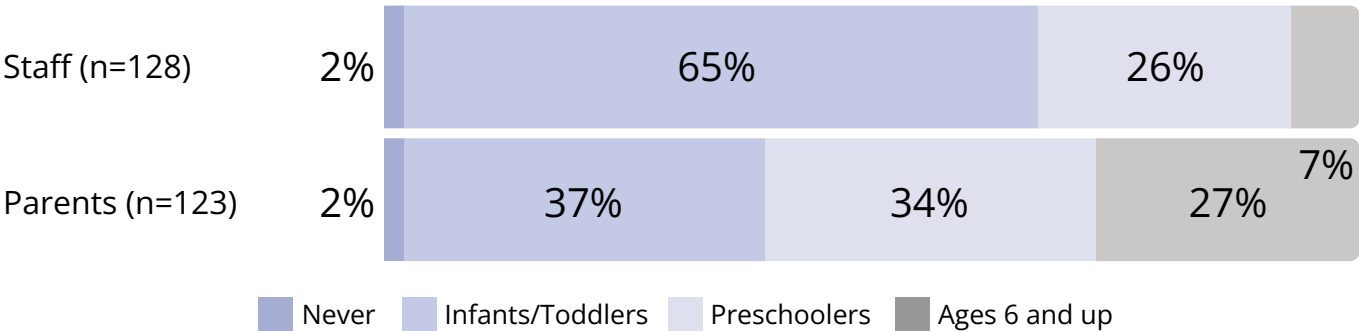
72% of parents believed that conversations promoting cultural customs, histories, and traditions should start in preschool or before. 93% of the staff believed that these conversations should start in preschool or before.

THE MAJORITY OF EDUARE 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 Outcomes

ACROSS THE FIVE SCHOOLS, THE MAJORITY OF PARENTS REPORTED ENGAGING IN ACTIVITIES THAT CELEBRATED AND SHARED THEIR CULTURAL HERITAGE.

Celebrated cultural holidays and traditions of your child’s race or ethnic group



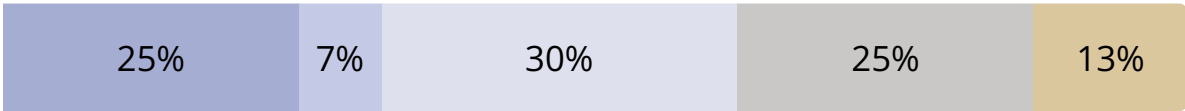
Talked to your child about important people or events in the history of their racial group



Taken your child to places or events that reflect their racial or ethnic heritage



Read your child books about their history or tradition



Read your child books that have characters that look like them



Encouraged your child to learn about the history or traditions of their race/ethnicity & cultural heritage



Never Once 2-3 times 4 or 5 times More than 6 times

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.



RECOMMENDATIONS

Home and food insecurity continues to be a concern for families. Look for additional resources or agencies that could provide assistance.

Continue to be a welcoming and inclusive space where families feel welcome and supported.

Parent depression has remained consistent from year to year. Look for more concrete and consistent resources that might be able to impact parent outcomes.

SIXPENCE OUTCOMES

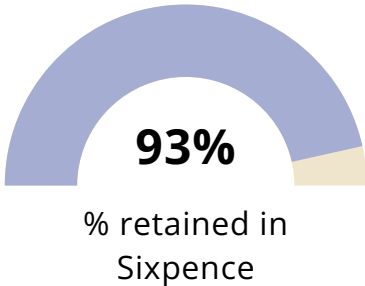
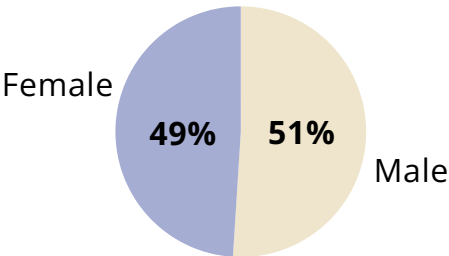
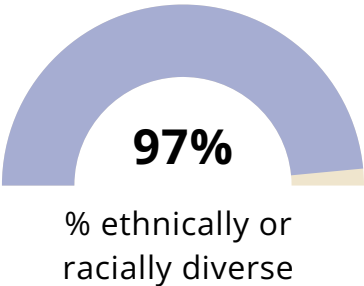
What were Educare Indian Hill’s and Kellom’s center-based Sixpence outcomes?

In 2023-2024, Sixpence programs served 1,082 families and 1,254 children prenatally through age 3 across Nebraska. This snapshot report includes demographic data and child, family and program outcomes specific to Indian Hill and Kellom. The statewide Annual Report can be found here: <https://www.singasongofsixpence.org/resources/resource-library.html>

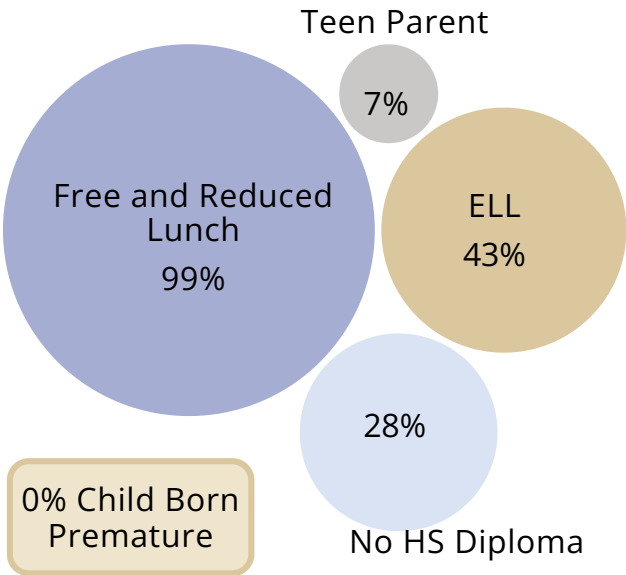
Child and Family Demographics

There were a total of **169** children enrolled in 2023-2024

There were **zero** mothers served prenatally



Family Stressors



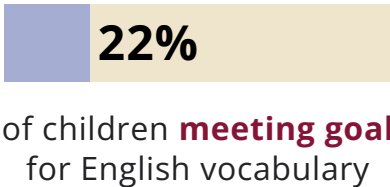
% With Additional Stressors

- 71%** Single Parent Households
- 19%** Parent with Mental Health Issues
- 8%** Parent with Substance Abuse
- 9%** Parent Absence (i.e.: military , deployment, deportation, death)
- 14%** Parent Incarcerated
- 3%** Child Witnessed Violence
- 5%** Child in Foster Care
- 26%** Child Referred to the Early Development Network
- 55% of families have three or more stressors**

Language Outcomes

Sixpence used one assessment to monitor the children's language outcomes, the PPVT (Peabody Picture Vocabulary Test-V), a direct child assessment measuring English vocabulary at age 3. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile.

A total of **49** children had the vocabulary assessment



The average English Vocabulary Standard Score at age 3: **91**

Family Literacy Practices

- 77%** Read to their child 3 times a week
- 24%** Read to their child daily
- 58%** Have more than 10 children's books
- 57%** Have at least half of their children's books in their home language
- 57%** Played games or sang songs daily

Family Satisfaction

In the spring, parents completed an online satisfaction survey rating multiple aspects of their Sixpence experience. Topics included their satisfaction with Sixpence, what they learned, their parenting practices, and their relationship with the Sixpence provider.

69 Families Responded to The Survey

% of families who agree or strongly agree that their home visitor:

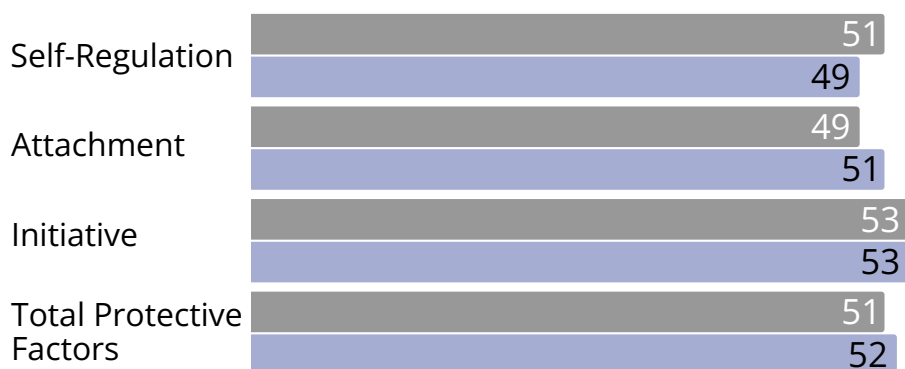
- 94%** Taught me about my child's development
- 91%** This program has made them a better parent
- 91%** Encouraged me to read to my child
- 91%** Would help me find services in the community to help family
- 94%** Encouraged me to talk with my child
- 94%** Of respondents are highly satisfied with this program

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.



63% met the program goal by time 2

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

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.

129 families were surveyed

95% of families reported having health insurance

84% of families have Medicaid

5% of families have private insurance

6% of families have a combination of the two

% OF CHILDREN MEETING HEALTH GOALS



What were ELC Gateway's center-based Sixpence outcomes?

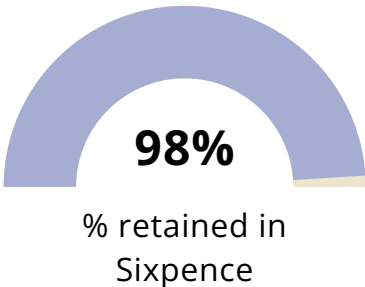
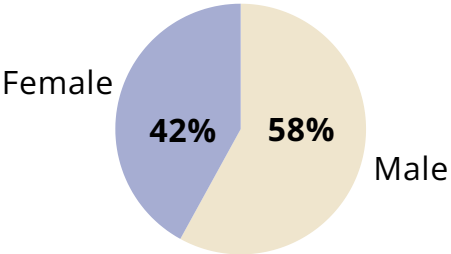
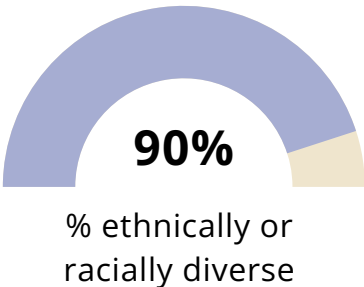
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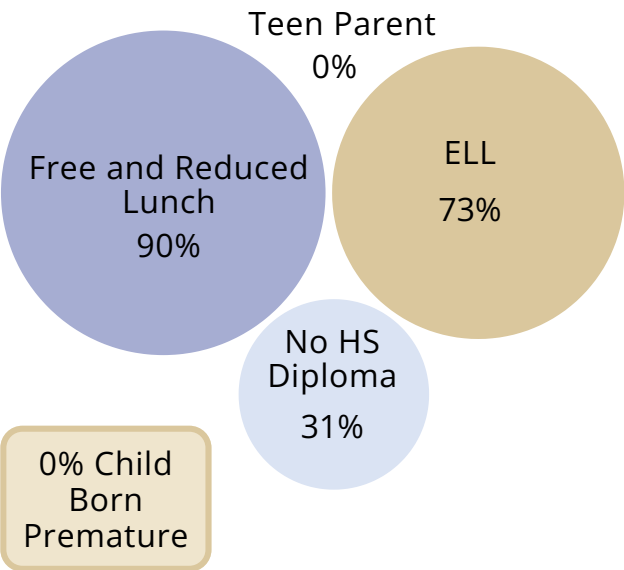
Child and Family Demographics

There were a total of **41** children enrolled in 2023-2024

There were **zero** mothers served prenatally



Family Stressors



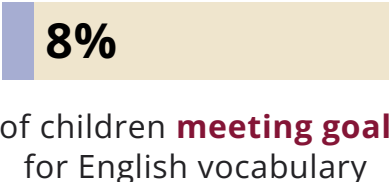
% With Additional Stressors

- 58%** Single Parent Households
- 11%** Parent with Mental Health Issues
- 8%** Parent with Substance Abuse
- 5%** Parent Absence (i.e.: military , deployment, deportation, death)
- 11%** Parent Incarcerated
- 3%** Child Witnessed Violence
- 8%** Child in Foster Care
- 24%** Child Referred to the Early Development Network
- 63% of families have three or more stressors**

Language Outcomes

Sixpence used one assessment to monitor the children's language outcomes, the PPVT (Peabody Picture Vocabulary Test-IV), a direct child assessment measuring English vocabulary at age 3. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile.

A total of **13** children had the vocabulary assessment



The average English Vocabulary Standard Score at age 3: **84**



Family Literacy Practices

- 65% Read to their child 3 times a week
- 14% Read to their child daily
- 27% Have more than 10 children’s books
- 41% Have at least half of their children’s books in their home language
- 43% Played games or sang songs daily

Family Satisfaction

In the spring, parents completed an online satisfaction survey rating multiple aspects of their Sixpence experience. Topics included their satisfaction with Sixpence, what they learned, their parenting practices, and their relationship with the Sixpence provider.

12 Families Responded to The Survey

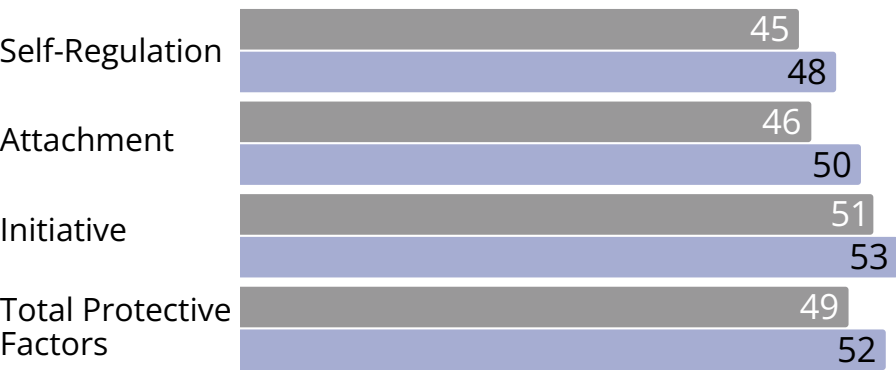
% of families who agree or strongly agree that their home visitor:

- 100% Taught me about my child’s development
- 100% Would help me find services in the community to help family
- 100% This program has made them a better parent
- 100% Encouraged me to talk with my child
- 100% Encouraged me to read to my child
- 100% Of respondents are highly satisfied with this program

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.



- 55% met the program goal by time 2
- 40 children had time 1 and time 2 social-emotional assessments

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.

37 families were surveyed

- 91% of families reported having health insurance
- 78% of families have Medicaid
- 5% of families have private insurance
- 8% of families have a combination of the two

% OF CHILDREN MEETING HEALTH GOALS

Smoke-Free Home	97%
Immunized	100%
Medical Home	97%
Good Health Status	92%
Car Seat Use	100%

What were ELC Kennedy’s home visiting Sixpence outcomes?

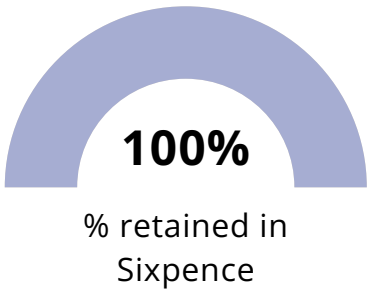
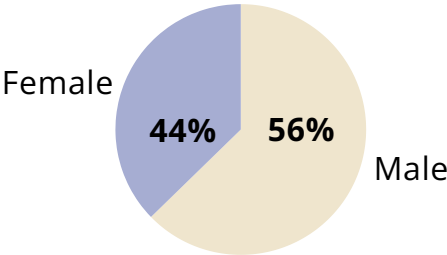
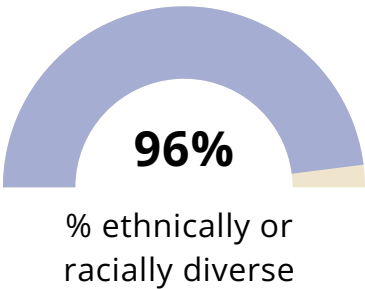
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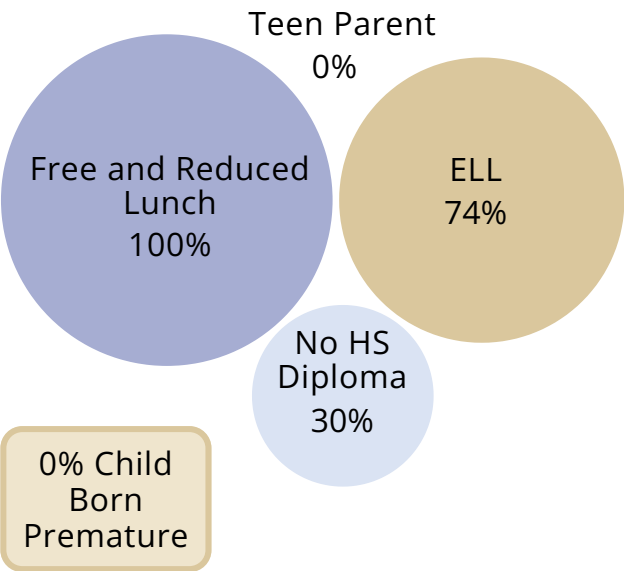
Child and Family Demographics

There were a total of 23 children enrolled in 2023-2024

There were two mothers served prenatally



Family Stressors



% With Additional Stressors

- 44%** Single Parent Households
- 0%** Parent with Mental Health Issues
- 0%** Parent with Substance Abuse
- 0%** Parent Absence (i.e.: military , deployment, deportation, death)
- 0%** Parent Incarcerated
- 0%** Child Witnessed Violence
- 0%** Child in Foster Care
- 10%** Child Referred to the Early Development Network
- 44% of families have three or more stressors**

Language Outcomes

Sixpence used one assessment to monitor the children's language outcomes, the PPVT (Peabody Picture Vocabulary Test-V), a direct child assessment measuring English vocabulary at age 3. The program goal is to score at the mid-point of average which is a standard score of 100 or the 50th percentile.

A total of **2** children had the vocabulary assessment

0%
of children **meeting goal** for English vocabulary

The average English Vocabulary Standard Score at age 3: **83**

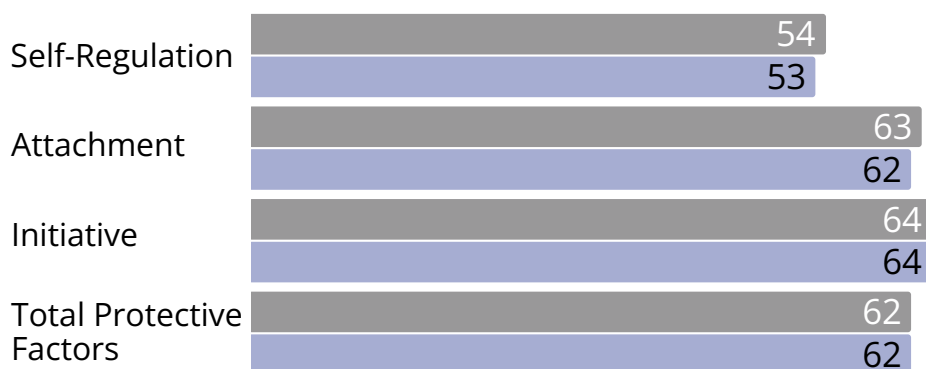
Family Literacy Practices

- 85%** Read to their child 3 times a week
- 40%** Read to their child daily
- 75%** Have more than 10 children's books
- 55%** Have at least half of their children's books in their home language
- 75%** Played games or sang songs 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.



91% met the program goal by time 2

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

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.

20 families were surveyed

- 100%** of families reported having health insurance
- 85%** of families have Medicaid
- 10%** of families have private insurance
- 5%** of families have a combination of the two

% OF CHILDREN MEETING HEALTH GOALS

Smoke-Free Home	100%
Immunized	100%
Medical Home	100%
Good Health Status	95%
Car Seat Use	95%

Family Satisfaction

In the spring, parents completed an online satisfaction survey rating multiple aspects of their Sixpence experience. Topics included their satisfaction with Sixpence, what they learned, their parenting practices, and their relationship with the Sixpence provider.

18 Families Responded to The Survey

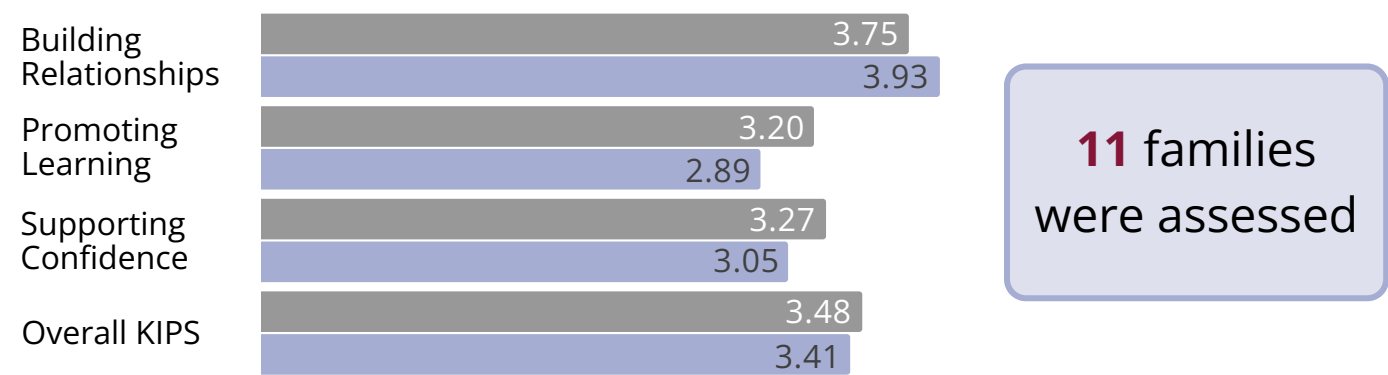
% of families who agree or strongly agree that their home visitor:

- 100%** Taught me about my child's development
- 100%** Would help me find services in the community to help family
- 100%** This program has made them a better parent
- 100%** Encouraged me to talk with my child
- 100%** Encouraged me to read to my child
- 100%** Of respondents are highly satisfied with this program

Parent-Child Interactions

Parent-child interactions were scored based on the Keys to Interactive Parenting Scale (KIPS) which measures parenting behaviors in Building Relationships, Promoting Learning, and Supporting Confidence. KIPS has a 5 point scale with 5 indicating high quality.

PARENT-CHILD INTERACTIONS FROM TIME 1 TO TIME 2.



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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.
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.
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 3rd Edition and Infant/Toddler Environmental Rating Scale 3rd Edition	ECERS: Harms, T., Clifford, R. M., & Cryer, D. ITES: 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 and V	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

SPECIAL INITIATIVES & PARTNERSHIPS

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 partner's initiatives. The next four pages provide detailed descriptions of each initiative.

BRAZELTON TOUCHPOINTS: All five Educare of Omaha, Inc. 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.

CONSTRUCT COACHING INITIATIVE (Educare Only): 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.

NEBRASKA GROWING READERS: The Nebraska Growing Readers initiative aims to deliver age-appropriate books to early care and education sites across the state, eliminating book deserts. It is a partnership between the Nebraska Department of Education, Nebraska Children and Families Foundation, the Statewide Family Engagement Center and Unite for Literacy.

CREATIVE CURRICULUM: Creative Curriculum is an early childhood curriculum that serves infants, toddlers, and preschoolers. It is aligned with the Head Start Early Learning Outcomes Framework and fosters all areas of children’s development and learning – from social-emotional and physical skills to development in literacy, math, science, and the arts. It facilitates individual instruction for each child based on needs and interests. Creative Curriculum objectives are evaluated by using the Teaching Strategies (TS) GOLD tool, an authentic developmental assessment. This tool was adopted by the Nebraska Department of Education to assess all children receiving services in school district-funded programs. TS GOLD establishes 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.

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.

LENA (LANGUAGE ENVIRONMENT ANALYSIS): ELC at 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 2023, 16 Skinner classroom teachers wore the bands for five days. The goal was to average 25 plus conversational turns per hour. Skinner teachers averaged 39.5 turns per hour, up from 38.60 the year prior.

MENTAL HEALTH SUPPORTS: 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.

PARENTS AS TEACHERS: The Parents as Teachers curriculum helps caregivers connect with their child's early development and build a lifetime foundation for academic success.

READ & PLAY PROGRAM: Research shows that reading to children is a wonderful way to increase vocabulary and literary skills. Through Read & Play, each child receives a free bilingual and developmentally appropriate book, and parents receive strategies on how to read the book to their child and engage in activities related to the book theme. The goal of the program is to increase frequency of reading at home, and use follow-up reading activities to promote connection between parents and children. In 2024, the Omaha Community Foundation awarded a grant from the Creche Childhood Fund to provide books and materials to the Read & Play Program.

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.

SCIENCE CLUB: Science Club is a bite-sized approach to STEM learning through a partnership with the University of Miami and their Early Science Initiative. Two preschool classrooms at each Educare Omaha school participated. The University of Miami team sent a "provocation" box each month to the participating teachers with lesson ideas and convened monthly communities of practice. It empowered teachers to prioritize science learning in a supported, collaborative way. Five provocations were sent from February to June 2024 and teachers engaged in five monthly communities of practice. These activities were possible through a grant from General Motors facilitated by Start Early Educare Fundraising Partnerships.

TEACHING PYRAMID INFANT-TODDLER OBSERVATIONS (TPITOS): NECC coaches completed TPITOS observations in the majority of the ELC Gateway, 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 Gateway classrooms (n=6) was 88%, Kennedy classrooms (n=7) was 76%, and Skinner classrooms (n=8) was 87%.

APPENDIX 2

Teaching Strategies GOLD Assessment Data: Fall 2023/2024

SOCIAL EMOTIONAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	11.86	84.40	3.74	88.14
Gateway	10.42	85.42	4.17	89.59
Kennedy	15.49	77.46	7.04	84.50
Skinner	9.68	90.32	0	90.32
Program	25.08	70.38	4.55	74.93
Indian Hill	37.17	62.83	0	62.83
Head Start	48.80	51.20	0	51.20
Early Head Start	15.38	84.62	0	84.62
Kellom	12.99	77.92	9.09	87.01
Head Start	11.94	76.12	11.94	88.06
Early Head Start	13.95	79.07	6.98	86.05
LANGUAGE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	19.79	76.86	3.35	80.21
Gateway	22.92	77.08	0	77.08
Kennedy	26.76	64.79	8.45	73.24
Skinner	9.68	88.71	1.61	90.32
Program	34.08	64.69	1.24	65.93
Indian Hill	46.07	53.40	0.52	53.92
Head Start	55.20	44.80	0	44.80
Early Head Start	29.23	69.23	1.54	70.77
Kellom	22.08	75.97	1.95	77.92
Head Start	22.39	76.12	1.49	77.61
Early Head Start	22.09	75.58	2.33	77.91

COGNITIVE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	8.09	87.06	4.84	91.90
Gateway	9.38	83.33	7.29	90.62
Kennedy	8.45	85.92	5.63	91.55
Skinner	6.45	91.94	1.61	93.55
Program	30.03	67.51	2.48	69.99
Indian Hill	39.27	59.69	1.05	60.74
Head Start	52.00	48.00	0	48.00
Early Head Start	15.38	81.54	3.08	84.62
Kellom	20.78	75.32	3.90	79.22
Head Start	20.90	74.63	4.48	79.11
Early Head Start	19.77	76.74	3.49	80.23
LITERACY	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	7.45	90.50	2.05	92.55
Gateway	6.25	90.63	3.13	93.76
Kennedy	11.27	87.32	1.41	88.73
Skinner	4.84	93.55	1.61	95.16
Program	27.44	71.07	1.50	72.57
Indian Hill	41.88	57.07	1.05	58.12
Head Start	52.00	48.00	0	48.00
Early Head Start	21.54	75.38	3.08	78.46
Kellom	12.99	85.06	1.95	87.01
Head Start	14.93	83.58	1.49	85.07
Early Head Start	11.63	86.05	2.33	88.38

MATHEMATICS	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	10.80	89.20	0	89.20
Gateway	11.46	88.54	0	88.54
Kennedy	11.27	88.73	0	88.73
Skinner	9.68	90.32	0	90.32
Program	38.06	60.39	1.56	61.95
Indian Hill	50.79	48.69	0.52	49.21
Head Start	67.20	32.80	0	32.80
Early Head Start	20.00	78.46	1.54	80.00
Kellom	25.32	72.08	2.60	74.68
Head Start	23.88	70.15	5.97	76.12
Early Head Start	25.58	74.42	0	74.42
PHYSICAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	7.94	82.81	9.25	92.06
Gateway	13.54	76.04	10.42	86.46
Kennedy	7.04	90.14	2.82	92.96
Skinner	3.23	82.26	14.52	96.78
Program	20.78	77.08	2.15	79.23
Indian Hill	32.46	66.49	1.05	67.54
Head Start	35.20	64.80	0	64.80
Early Head Start	27.69	69.23	3.08	72.31
Kellom	9.09	87.66	3.25	90.91
Head Start	1.49	95.52	2.99	98.51
Early Head Start	15.12	81.40	3.49	84.89

APPENDIX 3

Teaching Strategies GOLD Assessment Data: Spring 2023/2024

SOCIAL EMOTIONAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	5.95	84.66	9.39	94.05
Gateway	5.21	91.67	3.13	94.80
Kennedy	7.89	75.00	17.11	92.11
Skinner	4.76	87.30	7.94	95.24
Program	13.41	73.56	13.03	86.59
Indian Hill	21.69	77.25	1.06	78.31
Head Start	25.90	72.66	1.44	74.10
Early Head Start	10.00	90.00	0	90.00
Kellom	5.13	69.87	25.00	94.87
Head Start	4.41	57.35	38.24	95.59
Early Head Start	5.68	79.55	14.77	94.32
LANGUAGE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	13.56	75.80	10.64	86.44
Gateway	17.71	81.25	1.04	82.29
Kennedy	11.84	76.32	11.84	88.16
Skinner	11.11	69.84	19.05	88.89
Program	20.91	70.23	8.86	79.09
Indian Hill	32.80	65.61	1.59	67.20
Head Start	36.69	61.15	2.16	63.31
Early Head Start	22.00	78.00	0	78.00
Kellom	9.03	74.84	16.13	90.97
Head Start	10.45	59.70	29.85	89.55
Early Head Start	7.95	86.36	5.68	92.04

COGNITIVE	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	2.45	88.09	9.46	97.55
Gateway	3.13	89.58	7.29	96.87
Kennedy	2.63	84.21	13.16	97.37
Skinner	1.59	90.48	7.94	98.42
Program	12.72	74.84	12.44	87.28
Indian Hill	22.22	77.25	.53	77.78
Head Start	26.62	72.66	.72	73.38
Early Head Start	10.00	90.00	0	90.00
Kellom	3.21	72.44	24.36	96.80
Head Start	4.41	54.41	41.18	95.59
Early Head Start	2.27	86.36	11.36	97.72
LITERACY	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	9.54	81.24	9.22	90.46
Gateway	9.38	84.38	6.25	90.63
Kennedy	14.47	81.58	3.95	85.53
Skinner	4.76	77.78	17.46	95.24
Program	16.70	75.30	8.00	83.30
Indian Hill	26.98	69.84	3.17	73.01
Head Start	33.09	64.75	2.16	66.91
Early Head Start	10.00	84.00	6.00	90.00
Kellom	6.41	80.77	12.82	93.59
Head Start	5.88	76.47	17.65	94.12
Early Head Start	6.82	84.09	9.09	93.18

MATHEMATICS	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	10.17	87.11	2.72	89.83
Gateway	7.29	91.67	1.04	92.71
Kennedy	10.53	85.53	3.95	89.48
Skinner	12.70	84.13	3.17	87.30
Program	22.78	63.88	13.34	77.22
Indian Hill	39.15	56.61	4.23	60.84
Head Start	43.88	52.52	3.60	56.12
Early Head Start	26.00	68.00	6.00	74.00
Kellom	6.41	71.15	22.44	93.59
Head Start	8.82	51.47	39.71	91.18
Early Head Start	4.55	86.36	9.09	95.45
PHYSICAL	Below Expectations	Meeting Expectations	Exceeding Expectations	Total % Meeting or Exceeding-Goal: 90%
Program	7.94	82.81	9.25	92.06
Gateway	13.54	76.04	10.42	86.46
Kennedy	7.04	90.14	2.82	92.96
Skinner	3.23	82.26	14.52	96.78
Program	20.78	77.08	2.15	79.23
Indian Hill	32.46	66.49	1.05	67.54
Head Start	35.20	64.80	0	64.80
Early Head Start	27.69	69.23	3.08	72.31
Kellom	9.09	87.66	3.25	90.91
Head Start	1.49	95.52	2.99	98.51
Early Head Start	15.12	81.40	3.49	84.89