

**Educare of Omaha, Inc.**  
**2009 Annual Report**

**Executive Director**

Gladys Haynes

**Contact Information**

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**Mission Statement:**

Educare Centers are committed to helping young children grow up safe, healthy and eager to learn.

**Population Summary:**

*Facilities:*

- Kellom - 2123 Paul Street
- Blackburn - 2606 Hamilton
- LaFern - 3010 R Street

*Number of Children Served:*

- 120 Early Head Start
- 170 Head Start children
- 28 community children

Age of Child Upon Entry into the Program	EHS 0-1 year	30%
	EHS 1-2 years	22%
	EHS 2-3 years	48%
	HS 3-4 years	50%
	HS 4-5 years	50%
Ethnicity of Children	Caucasian	21%
	African American	51%
	Hispanic	22%
	Other	6%
Children With Disabilities		11%
Children Who Were Dual Language Learners		32%
Income Eligibility		

	Below 100% of Poverty	66%
	100-130% of Poverty	4%
	Over Income	2%
	Foster Child	4%
	Homeless	5%
	Receiving Public Assistance	18%
Head of Household	Teen Parent	11%
	Single Parent	64%
	Two Parents	25%
Parents Who Were Working		63%
Parents Who Were in School		26%
Parents Who Did Not Have a High School Diploma or GED		39%

### Average Monthly Attendance

#### Average Daily Attendance 2008-2009

	EHS	HS/PK
August	85	87
September	89	92
October	91	91
November	91	92
December	86	87
January	82	86
February	87	90
March	85	89
April	86	87
May	89	90
June	84	
July	82	

### Summary of Health Services Provided

Screening	HS	EHS	Needing Treatment
Dental Exam with Fluoride Treatment	188	120	HS – 52 needed treatment EHS – 7 needed treatment
Lead Screening	188	120	HS – 0 needed treatment EHS – 1 needed treatment
Vision Screening	188	120	HS – 20 needed treatment EHS – 6 needed treatment
Hearing Screening	188	120	HS – 22 needed treatment EHS – 9 needed treatment
Height and Weights	188	120	HS – 54 needed dietary plan EHS – 13 needed dietary plan

## Nutrition

Breakfasts Served	43,913
Lunches Served	52,040
Snacks Served	41,828

Educare also hosts a monthly WIC Clinic.

## Mental Health

Educare receives services through a full time mental health consultant provided through a partnership agreement with Kids Squad.

## **Educational Services**

### Teen Parent Program

- Home health care visits
- Parenting education
- Support group services
- Coaching and mentoring in their child's classroom for class credit
- Parent-child group interactive activities

## Curriculum

### *Infants and Toddlers*

- Implement Creative Curriculum
- Warm, trusting relationships with consistent and familiar adults.
- Infants and toddlers explore their world
- Focus on relationships, respect and responsiveness.
- Assess children's developmental progress 3 times a year.

### *Preschool*

- Implement Creative Curriculum
- Children are active learners.
- Classroom is divided into interest areas.
- Children's developmental progress is assessed 3 times a year.

## Evaluation

Educare contracts with the University of Nebraska Medical Center to complete numerous assessments throughout the year to guide instruction as well as measure student progress. Following is a summary of the 2008-2009 evaluation findings:

*Educare classrooms are of high quality.*

Each infant and toddler classroom was assessed using the *Infant and Toddler Environment Rating Scale – Revised*. The 15 classrooms had an average score of 5.98 on a scale of 0-7.

Each preschool classroom was assessed using the *Early Childhood Environment Rating Scale-Revised*. The 10 classrooms had an average score of 5.55 on a scale of 0-7.

Classrooms were also assessed using the *Early Language and Literacy Classroom Observation*. This tool assesses the following five domains: Classroom Structure; Curriculum; Language Environment; Books and Reading and Print and Early Writing. Results ranged from 3.53 to 4.72 on a 5-point scale.

*Educare children develop strong language and literacy skills.*

Infant and toddler development in the areas of cognition, language and motor skills was assessed using the Bayley Scales of Infant and Toddler Development. This one-time assessment was completed as children turned 24 months of age. Average standard scores demonstrated positive trends in the areas of cognitive development (95), language development (88) and motor skills (91).

Infant and toddler receptive vocabulary development was assessed using the Peabody Picture Vocabulary Test IV (PPVT-IV). On average, children turning three years of age scored a 95. These data suggest that young children are making continued progress in language development at Educare of Omaha. Of greater interest in the analysis, however, is the comparison of children served for greater than one year at Educare of Omaha compared to those served less than one year by the age of three years. Three year old children served greater than one year scored an average standard score of 98 whereas children served less than one year averaged a standard score of 91. These data suggest that increased length of participation in Educare of Omaha is associated with greater measured outcomes in vocabulary development – a key component of reading comprehension.

Preschool children's receptive vocabulary development (hearing) was also assessed using the Peabody Picture Vocabulary Test IV (PPVT-IV). Analysis of scores by children who were eligible to attend kindergarten in the next school year demonstrated standard scores of 84 at Time 1 and 89 at Time 2 (n=47). This group included 10% children who were ELL and 10% verified for special education services. Further analysis suggests that the increase in score found between Time 1 and 2 was similar across children who were English language learners as compared to a group which consisted of both English language learners and those whose primary language was English. Analysis was done to determine whether kindergarten-bound children who participated in Educare for a longer duration achieved higher standard scores on the PPVT than children with shorter participation. Results indicated greater standard scores, on average, for children who participated three or more years (m=96.3) compared to those who attended 2-3 years (m=91.6), 1-2 years (m=90.8), or less than 1 year (m=78.9).

The *Phonological Awareness Literacy Screening – Preschool* was administered to all 4 year old children. Children are scored on whether they have achieved the identified Developmental Range. Following is a listing of their Fall to Spring scores:

- Name Writing 47% to 85%
- Upper Case Letters 30% to 68%
- Lower Case Letters 23% to 59%
- Letter Sounds 19% to 51%
- Beginning Sounds 37% to 87%
- Print/Word 10% to 60%
- Rhyme Awareness 34% to 65%
- Nursery Rhyme Awareness 34% to 51%

*Educare children enter kindergarten ready to learn.*

The *Bracken School Readiness Assessment* was used to assess the school readiness skills of the Educare children entering kindergarten. The children's average school readiness standard score was 100. Analysis using cohort data (dividing children into cohorts based upon length of participation in Educare) found that children who attended 2.5 years or more had an average Bracken standard score of 104 compared to an average standard score of 94 if they attended for less than 1.5 years suggesting that increased attendance is associated with improved school readiness.

*Educare children are developing social and emotional protective factors.*

All children are assessed with the *Devereux Early Childhood Assessment* (for preschool children as well as infants and toddlers). The percent of children with typical or better total protective factors improved from 83% in the fall to 91% in the spring

## **Transition Activities**

### Early Head Start to Head Start

- Each child's transition was discussed with his/her parents beginning with the January/February home visit/conference.
- During the summer months, Early Head Start teachers began taking children to see their new classrooms and talked with the children about the "different" things they would be doing in Head Start.
- Teachers talked to the children during the day about how an activity they were doing now might be different in Head Start.
- Class books featuring the new classrooms and teachers were prepared for the children.
- Transitioning Early Head Start children began exploring the Head Start playground.
- Early Head Start teachers began to prepare short summaries for the Head Start teachers highlighting the children's interests, their current levels of development, as well as logistics such as pick-up, drop-off times, etc.

- Children began visiting their new classrooms in July. Initially one of the classroom teachers accompanied the children. Teachers followed the children's lead, lengthening the visit as children felt comfortable.
- After the fall transition, children were allowed to go back and visit their former Early Head Start teacher.

#### Head Start to Kindergarten

- Presentation was held for parents of children entering kindergarten to review school district procedures for kindergarten; presenters included a school principal, school nurse and kindergarten teacher.
- Immunization records and school enrollment forms were distributed to parents.
- Parents were provided with schedule of kindergarten round-up times and encouraged to attend with their child.
- Children and teachers visited Kellom/Indian Hill kindergarten classrooms.
- Family Enrichment Specialists and Master Teachers met with neighboring school building principals to discuss Educare and transition activities.
- Teachers completed a kindergarten readiness checklist and shared instructional strategies with parents specific to each child's identified needs during conferences.
- Parents provided with a Kindergarten Readiness Activity Packet with activities designed to facilitate reading and writing (books and writing materials provided).
- Head Start teachers prepared a portfolio for the receiving kindergarten teacher featuring the interests, strengths and developmental levels of each child.

#### Family Support Services

##### Weekly Activities

Teen Parent Support Group (started in November-every Thursday)  
Muffins & Juice/Lending Library (every Friday)

##### Monthly Activities:

WIC  
All Parent Meetings (September 08 –July 09)  
Policy Committee (September 08–July 09)  
Read & Play (August 08- July 09) – Parent and child reading activity (children receive a free book)  
EduCook (started in July 09) – Parent and child cooking activity  
Grandparent Tea & Support Group (October 08-April 09)  
Operation Frontline (started in July 09)

##### PACT (Parents and Child Together):

September – Latin Music Experience – Dinner served (LaFern Only)  
October- -Parent & Pumpkins activity – Dinner served  
December- Holiday Breakfast (Animals on Parade play performed by the children)

February- Family breakfast- Dance and African drums  
July- Family Water Play Night

Parent Forum Topics:

Sleep Routines  
Winter Health Care  
Kindergarten Readiness  
Kindergarten Transitions  
Tips for Challenging Behaviors for Parents  
Story Telling  
Our Trip to the Zoo Making a Storybook from Photos from the Zoo  
What is Anemia?

Fatherhood Initiative Activities

Fathers as Nurturers (FAN) Kick off (October 08)  
Fathers made drums (December 08)  
Forum on Co-Parenting (February 09)  
Fathers helped with Water Play Night (July09)

Teen Parent Forums/Events

Clothing Giveaway/Exchange  
College Night  
Community Baby Shower  
Teen Parent Ice cream Social  
Toy drive

Special Events:

Family night at the Children's Museum  
Safety Week (September)  
Thanksgiving Basket Giveaway  
Toys for Tots (December)  
Parent & Community Forum- Coping with Violence (December)  
Free Tax Preparation (February)  
Shrine Circus Passes (February)  
Week of the Young Child Events (April)  
    Children's Museum  
    Royals Baseball game  
    Zoo  
    Breakfast  
Family Health Fair (April)  
Pre K Graduation ( May)  
Family Water Play Night (July)

## Community Partners

### Memorandums of Understanding

- 100 Black Men (community readers)
- Boys Town National Research Hospital (hearing screenings)
- Douglas County Health Department (lead screenings)
- Douglas County Health Department (WIC)
- Early Childhood Coalition of Omaha Area (training opportunities)
- Eastern Nebraska Office of Aging (Foster Grandparent program)
- Omaha Children's Museum (family interactive activities)
- One World Community Health Center (dental and physical health needs)
- OPS Teen Parent Program (identification and services to teen parents)
- University of Nebraska Medical Center (nursing students, dental services, health fair)
- Very Special Arts (art activities)
- Visiting Nurse Association (health care for pregnant/parenting teens)

## Financial Information

### 2008-2009 Fiscal Year Revenues

Source	Amount	Percent of Budget
Head Start	672,205	14
Head Start TA	15,735	0
Early Head Start	1,346,213	28
Early Head Start TA	33,051	1
Nebraska State Aid	347,019	7
PIRC	120,000	3
Early Endowment Fund (Sixpence) (Continuation Grant)	225,000	5
Early Endowment Fund (Sixpence) (Teen Parent Grant)	165,019	3
Parent Fees	85,439	2
CACFP	246,533	5
Child Care Block Grant Subsidy	318,258	6
Omaha Public Schools Early Childhood Special Education	62,080	1
Omaha Public Schools Title I	100,000	2
Omaha Public Schools	500,000	11
Buffett Early Childhood Fund	657,625	13
TOTAL	4,894,177	

2008-2009 Expenses

<b>Expense</b>	<b>Amount</b>	<b>Percent of Budget</b>
Salaries	3,634,285	76
Benefits	672,579	13
Contractual	146,653	3
Supplies	261,554	5
Equipment	24,585	1
Rent	41,400	1
Other	106,845	2
<b>TOTAL</b>	<b>4,887,901</b>	

Projected 2009-2010 Fiscal Year Revenues

<b>Source</b>	<b>Amount</b>	<b>Percent of Budget</b>
Head Start	895,454	16
Head Start TA	19,596	0
Head Start ARRA	59,435	1
Early Head Start	1,369,090	25
Early Head Start TA	34,227	1
Early Head Start ARRA	89,293	2
Nebraska State Aid	316,000	6
PIRC	120,000	2
Early Endowment Fund (Sixpence) (Continuation Grant)	225,000	4
Early Endowment Fund (Sixpence) (Teen Parent Grant)	80,000	1
Parent Fees	100,000	2
CACFP	315,000	6
Child Care Block Grant Subsidy	360,000	7
Omaha Public Schools Early Childhood Special Education	56,000	1
Omaha Public Schools Title I	100,000	2
Omaha Public Schools	500,000	9
Buffett Early Childhood Fund	850,000	15
<b>TOTAL</b>	<b>5,489,095</b>	

### Projected 2009-2010 Expenses

<b>Expense</b>	<b>Amount</b>	<b>Percent of Budget</b>
Salaries	4,366,135	80
Benefits	701,409	13
Contractual	135,338	3
Supplies	238,900	2
Equipment	3000	0
Other	43,950	1
<b>TOTAL</b>	<b>5,488,732</b>	

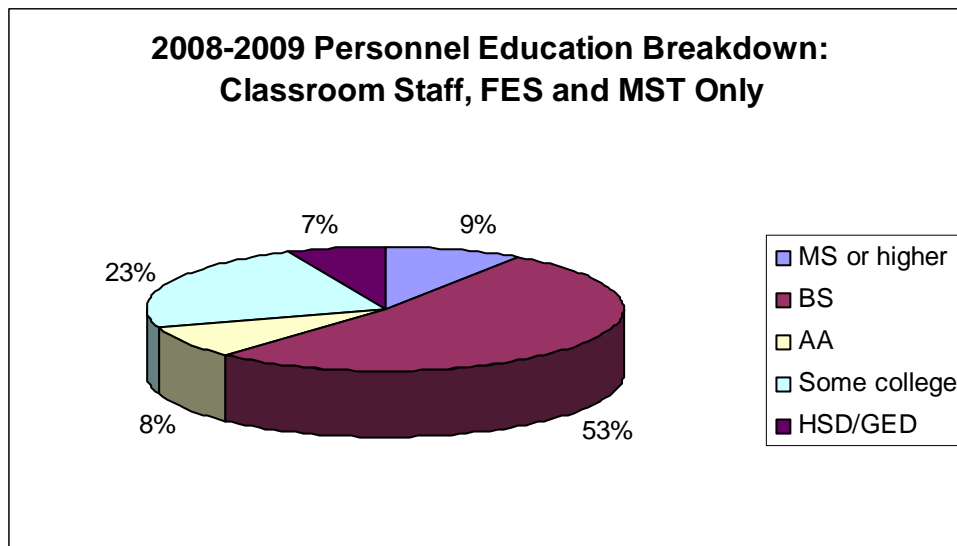
### In-Kind Services

Head Start Performance Standards require that 20% of the program's costs be raised by the grantee/delegate through in-kind or cash contributions. During the 2007-2008 fiscal year, Educare received \$in in-kind or cash contributions; % of the program's costs.

### Results of 2008-2009 Audit

Audit findings for 2008-2009 revealed no findings related to Head Start.

### **Program Staff**



## **Governance**

### Educare Board of Directors:

Jessie Rasmussen, Buffett Early Childhood Fund  
Dan Pedersen, Buffett Early Childhood Fund  
Dr. John Mackiel, Omaha Public Schools  
Don Erikson, Fiscal Specialist, First National Bank  
Dr. Joyce Buckner, Retired Early Childhood Administrator– Omaha Public Schools  
Isaiah Wilson, Licensed Attorney, Baird Holm Law Firm  
Teela Ramsey, Parent  
Ana Lamas, Parent

### Policy Committee Members:

#### *Early Head Start*

Schnobia Curry	Blackburn
Rosa Hernandez	Indian Hill
Jorge Herrera	Indian Hill
Tyron Lloyd	Kellom
Teela Ramsey	Kellom
Lizabeth Rueda	Indian Hill
Da Wanna Wrenn	Kellom
Samantha Lloyd	Kellom (Alternate)
Nicole Rinard	Kellom (Alternate)

#### *Head Start*

Donna Ashley	Kellom
Ruquiyah Foye	Kellom
Johnetta Green	Indian Hill
Lorraine Johnson	Kellom
Ana Lamas	Indian Hill
Itzel Lopez	Indian Hill
Evelyn Olivera	Indian Hill
Olivia Pliego	Kellom
Rodney Gray	Kellom (Alternate)

#### *Community Representatives*

Graciela Sharif	PTI Nebraska
Felicia Rogers	UMCC
Charity Rieves	Employment First
Ana Barrios	Catholic Charities
Paul Burnett	Healthy Start
Dawn Ballosingh	One World WIC Supervisor