

2014 / 2015 **Annual Report**

Ensuring school readiness for children birth to age five.



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A family story...

Tiffani was quick to respond when asked what kind of impact Educare has had on her family. Her face lit up and the following words bubbled out of her, “Our family has grown immensely”. Tiffani is amazed at the changes and growth her family has seen in just one year since enrolling at Educare Central Maine.



Tiffani is “immensely grateful” for Educare. Since enrolling her two children, Patrick & Andrew, she and her husband, John, have been able to get more into a consistent routine. “We now have structure to our lives with set bed times, meal times and a morning routine.” Prior to Educare, she and her husband had to work opposite shifts to be able to care for the children. It didn’t allow for much family time, consistent routines or time to get home chores done. It also didn’t allow time to participate in fun activities with our children.

“It is not just the boys that have grown”, Tiffani shares, “I have grown as a parent too”. My home environment now allows the boys to grow and learn with less stress. She also added that the Cooking Matter’s class offered at Educare helps her to make healthy choices and build her confidence.

Just over a year ago, Tiffani’s youngest son was diagnosed with autism. She marveled that when he started at Educare he barely spoke. His language skills now surpass language expectations for a child his age. He is able to get all his therapies at school. “He wouldn’t be who he is without Educare,” she commented, adding that he is a happy, loving child who is thriving.



Over 96% of families feel respected by staff
and feel their contributions are valued.

At Educare, we believe everyone deserves a fair chance to achieve their dreams, and it starts by leveling the playing field from the day we're born. As one of the nation's most effective early childhood education schools, we make sure financially disadvantaged young children have the best possible chance for success in life. Our approach extends beyond the classrooms to help children, families and communities thrive.




Our comprehensive program incorporates everything science says young children need to flourish. We partner with families because learning doesn't stop when children leave the classroom. We support the continued learning of our passionate teachers and staff because we want to empower them to do their best work. We use research to improve our schools because we're committed to creating a lasting positive impact on every family we serve.

Educare works. When compared to their same-age peers, Educare children are just as academically, socially and emotionally ready for kindergarten. Educare parents are active in their children's education, both in school and at home. When these things happen, children grow up better prepared to chase their dreams, and our entire society thrives.

Our work is not complete until every child has an equal chance to succeed. That's why we advocate on behalf of children everywhere to improve access to quality early learning programs. We share our expertise with educators, researchers and policymakers so they know how to strengthen their communities. We build strong public-private partnerships to create strong schools and longtime champions who will amplify our call for change.

We will not stop until all children are born with equal opportunity to achieve their dreams. Our future depends on it.



A baby is sitting in a snowy environment. The baby is wearing a brown, fuzzy hat with large, upright ears and a smiling face with large eyes and a red mouth. The baby is also wearing a grey and black checkered jacket and dark blue pants. The baby's hands are in purple and white striped mittens. The baby is looking down at their hands. The background is a soft, out-of-focus white snow.

A child's experiences and
environmental influences
can affect his or her health
well into adulthood.

100% of families feel that the program provides
nutritious meals and snacks and works with the
family to meet their child's nutritional needs.



Research and Results

Literacy Skills. Children who begin school with prior knowledge and skills in a variety of language and literacy areas are more likely to become successful readers in elementary school. This is significant because children who struggle as readers at the end of first grade are usually still poor readers at the end of 4th grade. Reading problems can be prevented through early detection and immediate intervention. There is a strong relationship between vocabulary and reading comprehension. Educare's child assessments in the areas of vocabulary, phonological awareness and alphabet knowledge (letter and beginning sounds), rhyming, and concept of the words in text reveal:

Peabody Picture Vocabulary Test. This test measures English with a mean score of 100 considered a "good score." **ECM:** 108.7

Classrooms of high quality. Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance. The Classroom Assessment Scoring Scale (CLASS) (score range is 0-7) is used to measure classroom quality. ECM rates at 6.3 in Emotional Support; 6.1 in Classroom Organization; and 4.4 in Instructional Practices.

School Readiness. School readiness skills of young children are assessed in six subscales of the Bracken School Readiness Assessment: colors, letters, numbers/counting, sizes, comparisons and shapes. The range that is termed "average" is 86-114, with 100 being the mean score. **ECM:** 99.3





Results from a longitudinal study of Educare sites around the country indicate that earlier is better. Children living in poverty who enter Educare programs at age 1 do not experience an achievement gap upon kindergarten entry and are on par with children from other socio-economic groups.

Educare Central Maine collects data and conducts comprehensive child assessments for children in full-day, full year programming. Focus areas are social-emotional development, language and literacy skills, and math. The process is designed to describe and document the progress of the children and families, as well as inform program improvement efforts, individualize practices to the needs of the children and families and to satisfy accountability requirements set by funding agencies.

In conjunction with the Educare Learning Network, ECM incorporates the latest findings from academic research and lessons learned from the day-to-day experiences with young children, families and staff.

Local evaluation and program directors from each Educare school are partners in decision-making about the evaluation design. A technical work group of experts provides advice and links with the latest science in a variety of domains that impact early care and education work. Local evaluators collect data at their site, using research based, well-known assessments, observations, and interview techniques. Frank Porter Graham processes and summarizes data across sites and ensures that high standards for training and reliability of data collection are maintained.

Continuity of service. Continuity of care in the early years of life is an essential component of effective, quality early care and education. Often children and families experience numerous adult caregivers before the child enters kindergarten. Lack of care continuity disrupts child development and studies have found that multiple and changeable caregivers for infants and toddlers is associated with lower intelligence scores, poorer social relationships and more insecure attachment with mothers. Trust and relationship building are critical for both the children and their parents during the early learning years.



Research and Results

Resiliency. Resilience is important because it is the human capacity to face, overcome and be strengthened by, or even transformed by, the adversities of life. Children from low-income families need to become resilient to overcome the adversities they face. They cannot do it alone. A child's ability to form positive responses to adverse childhood experiences depends upon the quantity and quality of protective factors. How parents and other caregivers respond to situations, and how they help a child to respond, separates those adults who promote resilience in their children from those who destroy resilience or send confusing messages that both promote and inhibit resilience. Educare staff is trained to promote resiliency

in children and families. High protective factors equate to lower behavior concerns. In Spring 2015, these results were:

ECM Protective Factors: A lack of protective factors was a concern for 12.4% of children.

Behavioral Concerns: Behavioral concerns were an issue for 27.6% of children.

Parent engagement. Parent engagement in their child's learning is intricately linked to a child's school readiness. Research shows that greater parent involvement in a child's learning positively affects the child's school performance, including higher academic achievement. Simple interaction, such as reading to children, leads to greater reading knowledge and skills. Parent involvement outside of home, such as participation in literacy events and/or classroom activities relates to their reading, general knowledge, and mathematics knowledge and skills.

ECM: 98% of parents read twice weekly; and 69% read daily to their child. **All parents** participate in other program activities.



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Children leave
Educare
prepared for
kindergarten,
excited about
learning,
confident in
their own
abilities, and
ready to
succeed.

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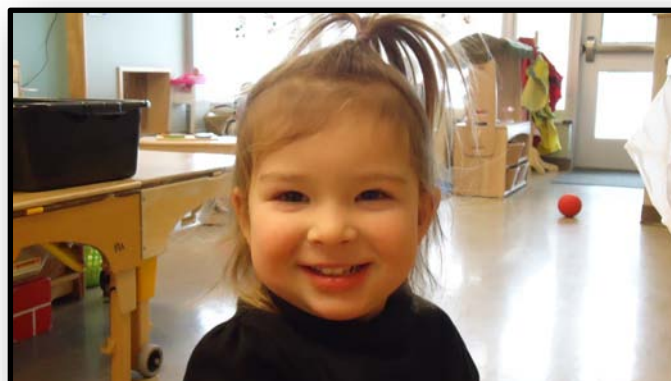


Over 97% of families feel they have the opportunity to influence their child's learning and development.

Community Highlights

Harold Alfond Foundation - ECM partners with The Harold Alfond Foundation to provide tuition scholarships to 60 low-income and slightly above low-income parents, who are working and/or are enrolled in educational programs to move towards improved family stability. ECM promotes the Harold Alfond College Challenge and assists families in opening a NextGen account to add to their children's future education funds. (<http://www.500forbaby.org>)

Kennebec Behavioral Health, Waterville Pediatrics, and Community Dental - ECM partners with health providers to offer onsite mental health screenings and intervention, dental screenings and other health services for children and parents.



Mid-Maine Homeless Shelter - ECM partners with the Mid-Maine Homeless Shelter (MMHS) to offer playgroup opportunities for 30 children and their families experiencing homelessness. In addition to the socialization opportunity for children, the playgroup facilitator offers parents strategies to support healthy child development, developmental screenings and referrals for intervention services, connections with Early Head Start and Head Start enrollment opportunities, and assistance in accessing a variety of community resources.

Buffett Early Childhood Fund - Acceleration Grants

Early Childhood Quality Teaching Initiative

Educare Schools involved: Milwaukee, Denver, Phoenix, and Central Maine

Early Childhood Quality Teaching Initiative is an extension of a demonstrated intentional coaching intervention model which promotes the development of effective teaching practices that support problem solving, critical thinking, and language development in young children. The primary goal is to establish a sustainable and replicable coaching intervention model which can be implemented by early care and education programs. The secondary goal is sustained positive outcomes for teachers in the field of early childhood education. The extension and integration of collective coaching strategies will serve to inform the field about promising teaching and coaching practices.

Two Generation Grant

Educare Schools involved: Atlanta, Phoenix, New Orleans, and Central Maine

The Two Generation collaborative project is designed to address the strategic priority of partnering with parents to promote positive outcomes for themselves and their children. The project will establish/strengthen the two generation approach within the communities with Educare Schools. The goal of the project is to provide opportunities for the Educare Schools to work together to improve a two generation approach that draws on the deep expertise of Educare Learning Network (22 schools nationwide) members and experts in the field and craft a sustainable two generation approach that improves child and family outcomes.

Parent Ambassador Grant

Educare Schools involved: Seattle & Central Maine

ECM will partner with Educare of Seattle to build on the success of its Parent Ambassador program. The purpose of the Parent Ambassador is to develop shared values on parent leadership; share the evolution, successes, challenges and lessons learned from Seattle's Program; and, generate ideas on promising family engagement practices for ECM, including ideas on how to partner with and empower parents as leaders and advocates in their families, schools and communities. ECM is excited to participate in the opportunity to accelerate discovery and share knowledge with Educare Seattle.

Evaluation Grant

University of Maine (the Lead Evaluation Partner {LEP} for ECM) is one of six LEP's that has been funded by the Buffett Early Childhood Fund through a subcontract with University of North Carolina at Chapel Hill as a partner in a multi-site grant to conduct a three-year follow-up study of Educare children and families into elementary school. The study has agreement to work with receiving schools starting in 2015-16 to conduct child assessments, teacher questionnaires, and parent surveys for Educare "graduates" and for demographically similar children attending the same schools. Child assessments will include measures of vocabulary, language, and executive function.

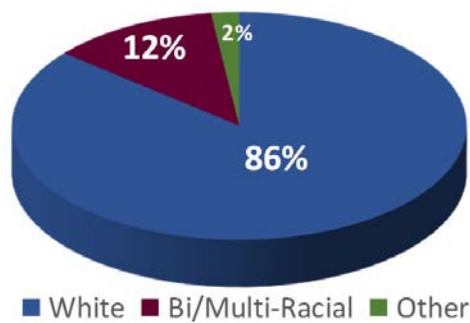


Enrollment

ECM enrollment provided services to 212 children; of which 164 were preschool age (3-5) and 48 were infants and toddlers (0-3). One hundred twenty eight (128) children were enrolled in Head Start; 43 in Early Head Start.

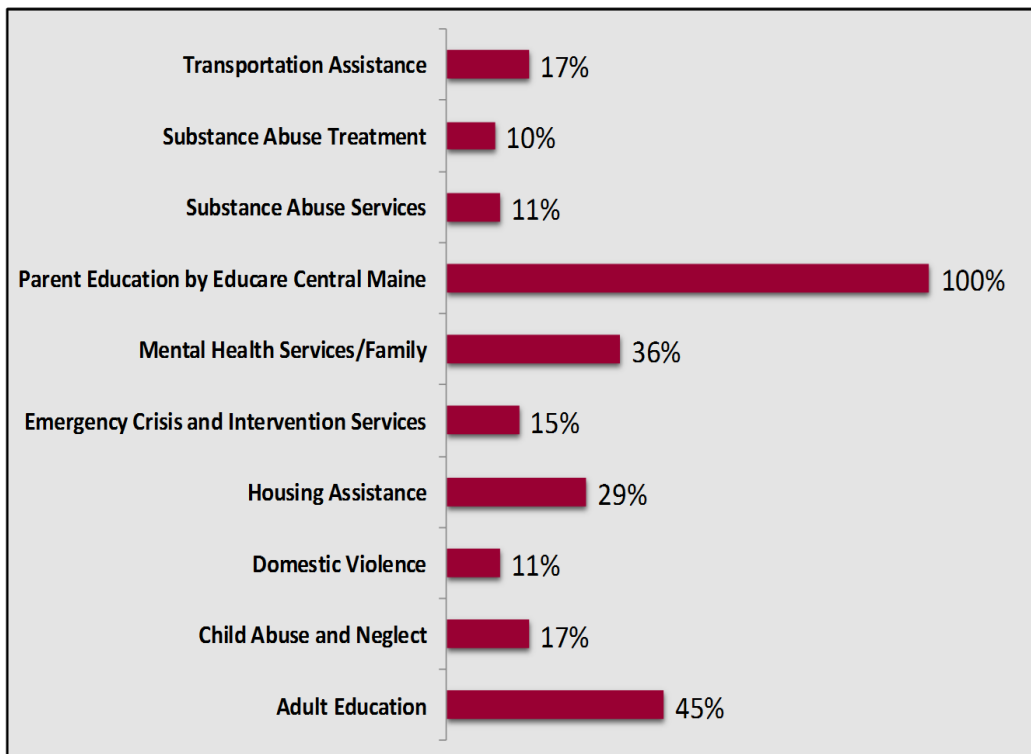


Ethnicity/Race



Family Services

Educare Central Maine assists parents in their efforts to improve the quality of life for themselves and their children. The following services/referrals were made for families in 2014-2015:



Percentage of Enrolled Children...



16%

With a Disability



90%

Received Dental Exams



83%

Received Physical Exams





Educare advocates for families, works within the community to help resolve issues, and more importantly, empowers the families to help themselves.

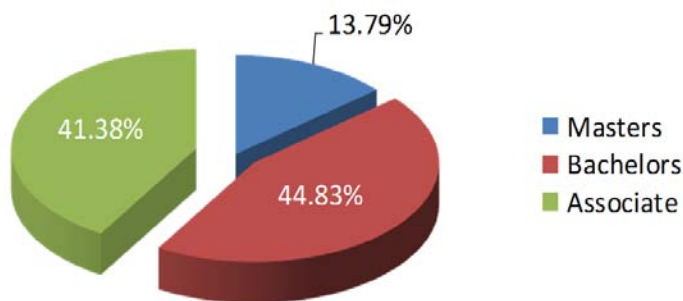
Thirty percent (30%) of parents are continuing their own education. Further, 77% hope their child(ren) will get at least a Bachelors degree.



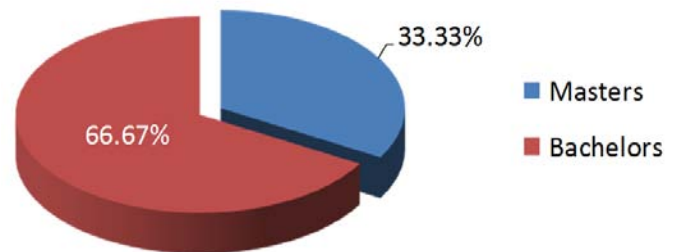
Staff Qualifications & Development

Professional development is a major focus. Eighty-six percent (86%) of preschool classrooms have a teacher with a minimum of a bachelor's degree and Department of Education certification, with the remaining 14% an Associate's degree. Sixty-seven percent (67%) of Infant/Toddler classrooms have a teacher with a minimum of a bachelor's degree, with the remaining 33% an Associate's degree. Staff discuss professional development needs during his/her orientation period, and reviews/revises individual professional plans as part of his/her annual evaluation process.

Lead & Mentor Teachers

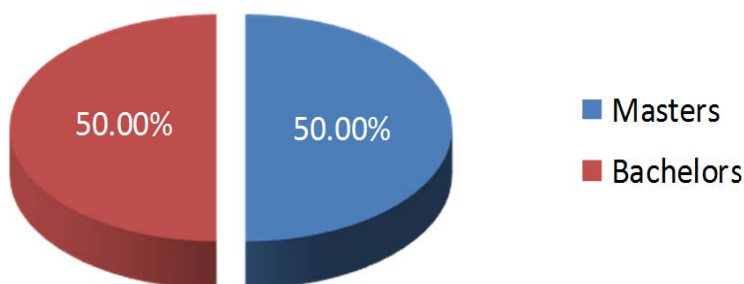


Family Service Coordinators



Content Specialists

(Education, Infant/Toddler, Health & Nutrition, Family Services, Mental Health, and Disabilities)



* Degree information as of December 31, 2015



Educare Central Maine Statement of Revenues & Expenditures 10/1/2014 - 9/30/2015

Revenue:	
Grants and contracts	\$1,859,672
Program revenue	\$1,491,671
Other revenue (Harold Alfond Foundation Scholarship, Bingham Tufts, New Market Tax Credits Interest, etc.)	\$417,125
Total Revenue	\$3,768,468

Expenses:	
Personnel	\$1,927,570
Payroll Taxes & Employee Benefits	\$611,779
Staff Development	\$33,137
Travel	\$16,208
Office Costs	\$23,905
Telecommunications	\$22,371
Contract Services	\$225,558
Materials & Supplies	\$169,222
Indirect/Administration	\$452,979
Other	\$22,478
Facilities - Administration	\$275,320
Facilities - Other	\$124,976
Total Expenses	\$3,905,503

Net Revenue over Expenditures*	(\$137,035)
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*Includes depreciation/Amortization of Capital lease with subsequent New Market Tax Credit Revenue draw down.





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