



**EDUCARE**

CENTRAL MAINE

[www.educarecentralmaine.org](http://www.educarecentralmaine.org)

# ANNUAL REPORT

2017-2018

Educare Central Maine is a partnership among: Kennebec Valley Community Action Program, Waterville Public Schools, Buffett Early Childhood Fund, and the Bill and Joan Alford Foundation



## TABLE OF CONTENTS

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<b>Board of Directors</b>	<b>2</b>
<b>Educare's Story</b>	<b>5</b>
<b>Family Story</b>	<b>6</b>
<b>Community Highlights/Grants</b>	<b>8</b>
<b>Child &amp; Family Demographics</b>	<b>12</b>
<b>Financial Report</b>	<b>14</b>
<b>Staff Qualifications</b>	<b>15</b>
<b>Demonstrating Results</b>	<b>16</b>
<b>Ways to Support Educare Central Maine</b>	<b>20</b>

## BOARD OF DIRECTORS

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**Laurie Lachance, Chairperson**

*President, Thomas College*

**Eric Haley, Secretary**

*Superintendent, Waterville Public Schools*

**Bill Alfond**

*President, Bill and Joan Alfond Foundation*

**Michael Burke**

*Vice President, Buffett Early Childhood Fund*

**Jim Clair**

*Clair Group of Companies*

**Suzanne Walsh**

*Chief Executive Officer, Kennebec Valley Community Action Program*

**Kathryn Colfer**

*Director, Kennebec Valley Community Action Program Child & Family Services/Educare Central Maine*



### VISION

Every child arrives at kindergarten with a healthy mind and body and is ready to learn.

### MISSION

Educare Central Maine will provide, model and/or extend high quality early care and education practices throughout Maine to young children, their families and communities to improve school readiness and close the achievement gap.

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



## EDUCARE'S STORY

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**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 what 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 follow 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.**



## FAMILY STORY

In the fall of 2015, I turned my ex-husband in for domestic sexual assault. Where I once was a fulltime mother and wife who homeschooled by day and then worked nights, I was suddenly a single mother of three, starting my life completely over and a key witness in a major domestic violence criminal case. The older two, then five and fifteen, were enrolled in Waterville Public Schools but my youngest was only three. I was only working a couple hours a week, but I had a considerable amount of legal appointments, therapy appointments, etc. to attend during the week so I found myself seeking childcare.

I consider myself an attentive mother, but our lives had been completely altered and my ability to function as I had always been able to, was drastically altered. I was hanging on mentally and emotionally, by the threads of grace. Given our very sensitive situation and the fact that my youngest had developed separation anxiety as an infant, finding a good childcare fit was extremely important to me. Educare had been recommended to me right off, but in my mind, I pinned it to be a bigger establishment than I preferred and applying for a spot seemed too intimidating at the time. Three, not-the-right-fit, establishments later, I was once again referred by a friend to try Educare. This time I took the plunge and completed the application process. One of the best decisions I've made in this journey! Educare has been a major pillar of our success, thus far. The overall security of Educare is phenomenal, with an impressive interior design that makes the amount of security almost unnoticeable, leaving a genuine safe and welcoming feel. My child was three years old upon entering the program, which is an extremely crucial developmental age, and the staff was incredibly supportive and attentive to my child's developmental needs, better than I could've expected. Educare provided many various opportunities for our family to engage in activities that brought us all closer together and allowed us to meet other families. A staff member worked specifically with me to set attainable, personal and family goals such as implementing new family routines and developing a plan for enrolling in college courses for my desired career path.

**“Educare had played a key role in helping me reestablish a life for me and my children. Educare gave us hope.”**

Having my little one graduate the program was extremely emotional for me because Educare had become such a main part of our support system. Educare had played a key role in helping me reestablish a life for me and my children. Educare gave us hope. They had built up my child's confidence and sense of security in the world, as well as mine and better equipped us for the next leg of our journey.



# COMMUNITY HIGHLIGHTS

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**Educare Central Maine provides a supportive environment that encourages children, families, and communities to thrive by identifying strengths and opportunities to develop strong partnerships to meet the needs of children and families.**



### **Harold Alfond Foundation**

Provides tuition scholarships to parents, who are working and/or are enrolled in educational programs to move towards improved family stability. Educare Central Maine 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>)

### **Mid-Maine Homeless Shelter**

Educare Central Maine partners with the Mid-Maine Homeless Shelter to offer playgroup opportunities, health and developmental screenings, and resource supports for children and their families experiencing homelessness.

### **Kennebec Behavioral Health, Community Dental and Waterville Pediatrics**

Educare Central Maine partners with health providers to offer onsite mental health screenings and intervention, dental screenings and other health services for children.

### **Maine Early Learning Investment Group**

The Maine Early Learning Investment Group consists of business leaders who understand that the success of Maine's economy depends on educated, skilled and innovative workers. These leaders are concerned with student achievement and the quality of Maine's future workforce, and are actively working to improve both. To this end, they have launched an initiative to raise and invest funds in the healthy development of Maine's youngest children and their families. (<http://www.melig.org>)

### **University of Maine**

Educare Central Maine partners with the University of Maine as the Lead Evaluation Partner to collect data, using research-based assessments, observations, and interview techniques with children, parents, and staff.

## **Buffet Early Childhood Fund Innovative Practices**

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### **Parent Ambassador Grant**

Educare Central Maine partnering with: Educare Seattle and Washington State Head Start

Educare Central Maine is applying all they learned in order to scale their already successful parent ambassador program. The school plans to use their new Acceleration Grant over the next three years to take their local school program and scale it to be statewide, develop similar programs with four other Educare schools, as well as develop a parent ambassador alumni program to keep parents involved.

### **Evaluation Grant**

The University of Maine (the Local Evaluation Partner {LEP} for Educare Central Maine) is one of six LEP's funded by the Buffett Early Childhood Fund through a subcontract with University of North Carolina at Chapel Hill in a multi-site grant to conduct a three-year follow-up study of Educare children and families into elementary school. Child assessments include measures of vocabulary, language, and executive function.

### **Construct Coaching**

Educare Central Maine partnering with: Milwaukee, Denver, and Phoenix.

Construct Coaching, an adaptive, individualized, job-embedded coaching model that promotes the development of effective teaching practices that support problem solving, critical thinking, and language development in young children is being implemented in classrooms at Educare Central Maine. One-on-one coaching is at the center for professional development for teachers. The model is currently being used "beyond the walls" of Educare Central Maine in other Kennebec Valley Community Action Program Child & Family Services locations serving children ages 3-5.

### **Two Generation Grant**

Educare Central Maine partnering with: Atlanta, Phoenix, and New Orleans.

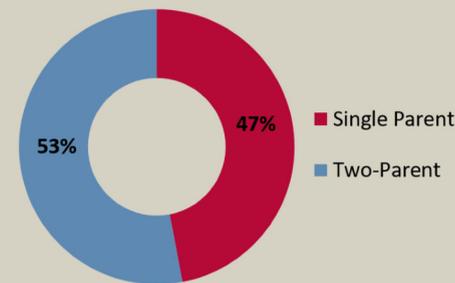
The Two Generation collaborative project is designed to address the strategic priority of partnering with parents to promote positive outcomes for themselves and their children. The goal is to provide opportunities for the Educare Schools to work together to improve a two generation approach that draws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



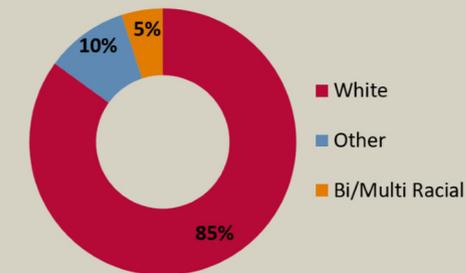


# CHILD & FAMILY DEMOGRAPHICS

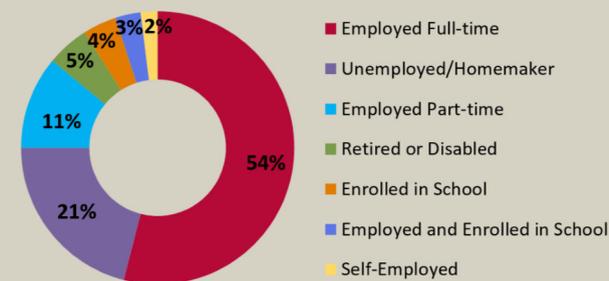
### Family Status



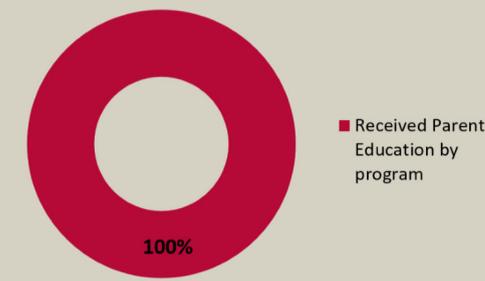
### Ethnicity/Race



### Parents Employment



### Parenting Education



## 95%

### UP-TO-DATE PHYSICAL EXAMS

Completed with all age appropriate components of an Early and Periodic Screening, Diagnostic, and Treatment

## 94%

### UP-TO-DATE DENTAL EXAMS

On-site dental services offered to all enrolled children through a partnership with Community Dental.

## 237

### CHILDREN ENROLLED

171 children, ages 3-5, and 66 children, ages 0-3, were served in part-day or full-day programming.



# FINANCIAL REPORT

October 1, 2017 - September 30, 2018

## REVENUE

Grants and Contracts	\$ 3,123,949
Program Revenue	\$ 1,280,632
Other Revenue*	\$ 105,832
<b>Total Revenue</b>	<b>\$ 4,510,413</b>

## EXPENSES

Personnel	\$ 2,248,299
Payroll Taxes & Employee Benefits	\$ 736,466
Staff Development	\$ 25,645
Travel	\$ 27,104
Office Costs	\$ 33,740
Telecommunications	\$ 21,438
Contract Services	\$ 139,538
Materials, Supplies & Food	\$ 160,686
Indirect/Administration	\$ 528,802
Other	\$ 25,027
Facilities	\$ 525,829
<b>Total Expenses</b>	<b>\$ 4,472,574</b>
<b>Net Revenue over Expenditures**</b>	<b>\$ 37,839</b>

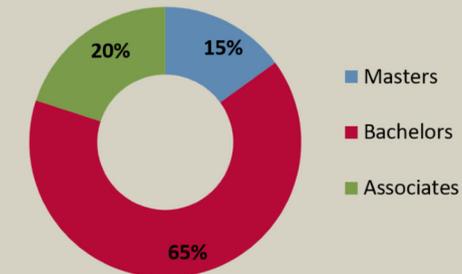
\* (Harold Alfond Foundation Scholarships, New Market Tax Credits Interest, etc.)  
 \*\* Includes depreciation/amortization of capital lease.



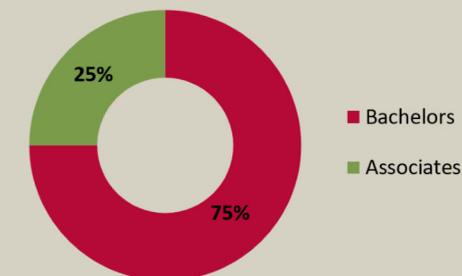
# STAFF QUALIFICATIONS

Professional development is a major focus. One-hundred percent (100%) of preschool classrooms at Educare Central Maine have a teacher with a minimum of a bachelor's degree and Department of Education certification to embed the practice of continuous quality improvement. One-hundred percent (100%) of preschool classrooms also have at least one staff person with Maine Early Learning and Development Standards training. One-hundred percent (100%) of Infant/Toddler classrooms have a teacher with a minimum of an associate's degree in early childhood education. Staff discuss professional development needs during his/her orientation period, and reviews/revises individual professional development plans as part of his/her annual evaluation process.

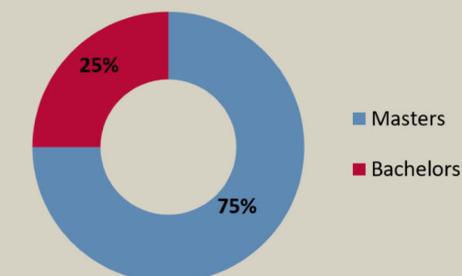
## Lead & Mentor Teachers



## Family Services Coordinators



## Content Specialists



Content Areas: Education, Infant/Toddler, Health and Nutrition, Family Services

**95%** of families

feel respected by staff and  
feel their contributions are  
valued.



## DEMONSTRATING RESULTS

**Data.** Educare Central Maine collects data and conducts comprehensive child assessments: 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, Educare Central Maine incorporates the latest findings from academic research and lessons learned from the day-to-day experiences with young children, families and staff.

Local Evaluators 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 schools and ensures that high standards for training and reliability of data collection are maintained.

**Continuity of Care.** In the early years of life, continuity of care 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 this continuity disrupts child development and studies have found that multiple and changing 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.

**Results from a longitudinal study of Educare schools 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.**



**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 4<sup>th</sup> grade. Reading problems can be prevented through early detection and immediate intervention. There is a strong relationship between vocabulary and reading comprehension. Educare Central Maine’s (ECM) 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 the following outcomes:

**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:** 98.4

**Peabody Picture Vocabulary Test.** This test measures English with a mean score of 100 considered a “good score.” **ECM:** 106.6

**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 System (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 3.8 in Instructional Practices, exceeding national averages in all three categories.



**95%**  
of families feel comfortable letting staff know about concerns and together they work to find a solution that works for both.

**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 2018, these results were:

**ECM Protective Factors.** A lack of protective factors was a concern for 8% of children.

**Behavioral Concerns.** Behavioral concerns were an issue for 17% 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 child’s reading, general knowledge, and mathematics knowledge and skills. **ECM:** 86% of parents read three or more times a week to their child; and 56% read six or more times a week to their child. **All parents** participate in additional program activities.



# DONATE TODAY AND MAKE A DIFFERENCE

Your donation provides children living in poverty the opportunity to arrive at public school with the skills, learning attitudes and behaviors that lead to K-12 and lifelong success. Brain research reveals that uninterrupted high quality learning experiences are critical to healthy brain development, particularly for children who live in poverty and high stress environments.



### Annual Fund

Gifts to Educare Central Maine's annual fund help to ensure that day to day operations occur without disruption. These donations help children attending Educare Central Maine get nutritious meals, dental and eye exams, and ensure that every child arrives at kindergarten with a healthy mind and body and is ready to learn.



### One Child Scholarship Fund

Investing in a high risk infant attending Educare Central Maine will support his/her educational progress until successful entry into kindergarten. Each year scholarship donors will receive a report on a student and family's progress. Reports will maintain the confidentiality of each student, while allowing donors to understand the value and tangible success and outcomes of their investment over the five-year period.



### Planned Giving

Planned giving or legacy giving offers a variety of ways to support Educare Central Maine during your lifetime or at death as part of a donor's financial and/or estate planning.

Planned giving can be cash gifts, appreciated securities, life insurance, retirement accounts, and wills/bequests.

# YOUR DONATION CAN IMPACT THE FUTURE

To become a donor or learn more about the program, contact Erin Merrill at 207-859-1678 or [erinm@kvcap.org](mailto:erinm@kvcap.org) or visit [www.educarecentralmaine.org](http://www.educarecentralmaine.org)



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