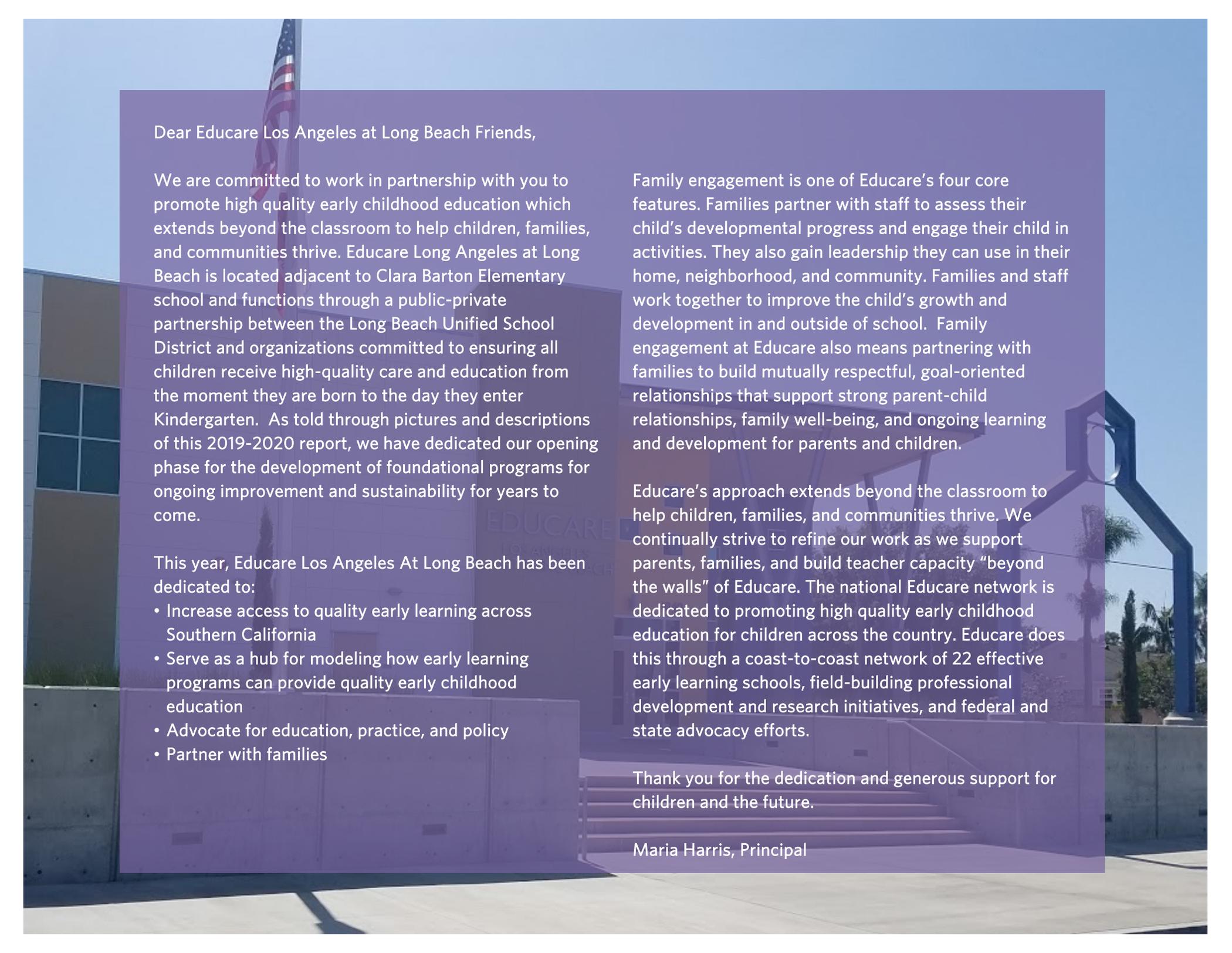


Educare Los Angeles at Long Beach 2019-2020: Evaluation Report





Dear Educare Los Angeles at Long Beach Friends,

We are committed to work in partnership with you to promote high quality early childhood education which extends beyond the classroom to help children, families, and communities thrive. Educare Long Angeles at Long Beach is located adjacent to Clara Barton Elementary school and functions through a public-private partnership between the Long Beach Unified School District and organizations committed to ensuring all children receive high-quality care and education from the moment they are born to the day they enter Kindergarten. As told through pictures and descriptions of this 2019-2020 report, we have dedicated our opening phase for the development of foundational programs for ongoing improvement and sustainability for years to come.

This year, Educare Los Angeles At Long Beach has been dedicated to:

- Increase access to quality early learning across Southern California
- Serve as a hub for modeling how early learning programs can provide quality early childhood education
- Advocate for education, practice, and policy
- Partner with families

Family engagement is one of Educare's four core features. Families partner with staff to assess their child's developmental progress and engage their child in activities. They also gain leadership they can use in their home, neighborhood, and community. Families and staff work together to improve the child's growth and development in and outside of school. Family engagement at Educare also means partnering with families to build mutually respectful, goal-oriented relationships that support strong parent-child relationships, family well-being, and ongoing learning and development for parents and children.

Educare's approach extends beyond the classroom to help children, families, and communities thrive. We continually strive to refine our work as we support parents, families, and build teacher capacity "beyond the walls" of Educare. The national Educare network is dedicated to promoting high quality early childhood education for children across the country. Educare does this through a coast-to-coast network of 22 effective early learning schools, field-building professional development and research initiatives, and federal and state advocacy efforts.

Thank you for the dedication and generous support for children and the future.

Maria Harris, Principal

Who We Are: Leadership of Educare

The Educare leadership team is composed of a variety of positions to support the work both within and outside of the walls of Educare: school principal, program specialist, director of public affairs, mentoring supervisors & Local Evaluation Partner (LEP).



Maria Harris
School Principal



Sonia Gutierrez
Program Specialist;
Family Support Supervisor



Genetric Brown
Director,
Public Affairs



Jodi Fender, Ph.D.
Local Evaluation
Partner

Mentoring Supervisors

Mentoring Supervisors facilitate full and effective implementation of Educare's Core Features and evidence-based instructional practices to continuously improve teaching & learning with the aim of accelerating children's learning, development, and school readiness outcomes. Mentoring Supervisors provide leadership to classroom teaching teams in the following ways:

- 1) design, coordinate and deliver intensive professional development
- 2) education program development
- 3) facilitation of inter-disciplinary collaboration
- 4) administrative support



Sharon Barker



Desiree Lee



Pam Rogers



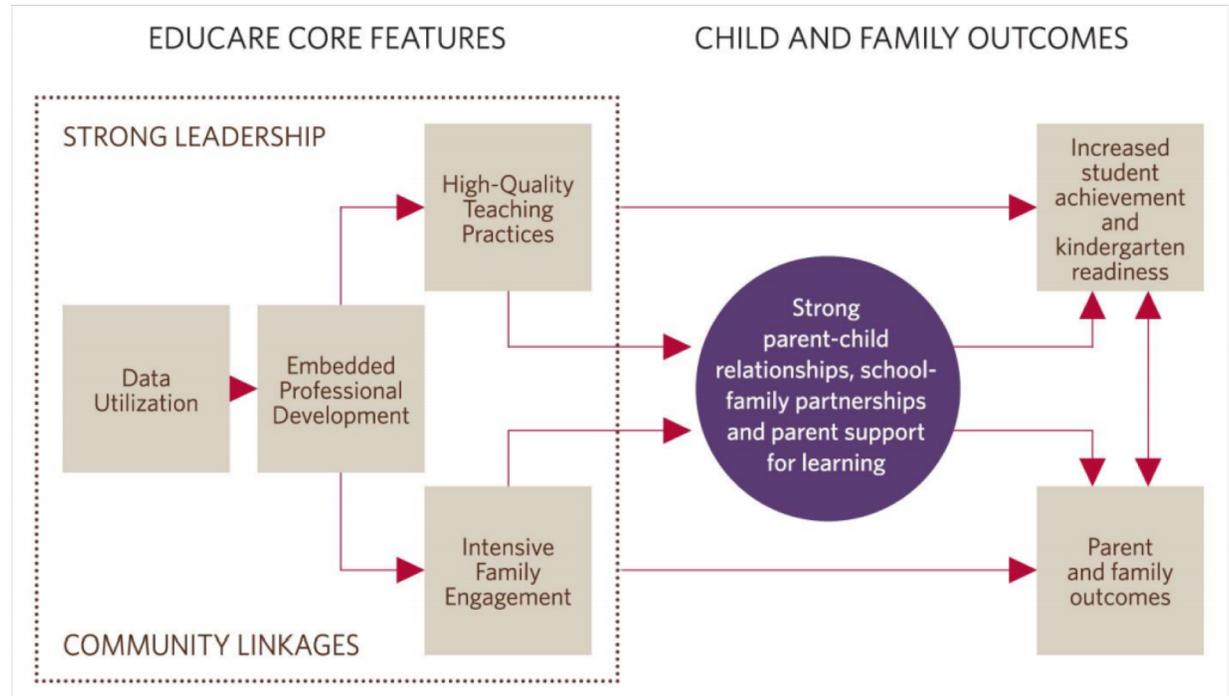
Kelly Sowle

How Educare Supports Families

The Educare Model Framework and Theory of Change

The Educare model is based on research from early childhood development, education, social work and other related fields.

Four core features compose the Educare model: data utilization, embedded professional development, high-quality teaching practices and intensive family engagement.



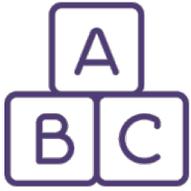
Educare contracts with a Local Evaluation Partner (LEP) to coordinate Educare National Evaluation requirements and to develop a Research Program Partnership. Our partnership is between Educare and the LBUSD Office of Research and School Improvement.

Several years of rigorous evaluation by the Educare Learning Network shows that when children leave Educare for elementary school, the majority are academically, socially and emotionally prepared for kindergarten.

The Educare National Evaluation:

1. Provides program staff with information for continuous program improvement and families with information to help them better support their children's learning
2. Provides information about how well the Educare Learning Network as a whole, and individual schools, in particular, are making progress toward the goal of implementing Educare's core domains of practice
3. Evaluates the progress children and families are making each year and longitudinally while in Educare

Educare families share what they like the most



Learning

- It helps my baby and I see how much she learns from her responding to me when I talk to her and sing to her
- That children are somewhere safe learning
- Learning more and gets to play with kids her age
- My child is learning new things



Safety

- That the children feel safe and they love coming to school
- That she gets to play with other kids that she's learning and that she is in a safe environment
- That children are somewhere safe learning
- I feel that my child is safe here, she is learning here. I see her progress.



Community

- Parent participation is welcomed and makes me feel secure and reinforces positive parent child relationship
- Spending time with my daughter in her classroom
- I love the teacher, the structure, and the community
- We can participate almost on anything and help each other out on school events
- The fact that Educare allows people to be hands on when it comes to the education of our children



Helpfulness

- How helpful they are, how much they do with the children, how they like to help the parents be better
- Very helpful and close feels like a warm family
- The help we get from everyone. My child has changed so much since being here
- I like that the teachers and staff are all so helpful. I also like that if a concern is expressed, the staff does what's possible to fix the situation



Everything

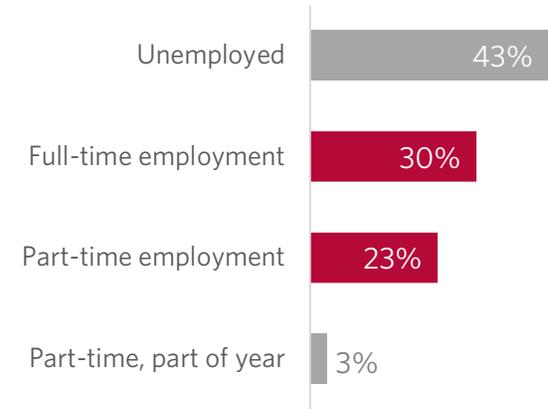
- I like that the kids are comfortable coming here and I feel so comfortable having them here. I like that they are learning and have fun. I like that its very organized and that we (parents) are treated as individuals and are remembered by name
- I love the school, the classroom, the teachers
- Everything, the school in general, staff is helpful and nice. I don't have to worry when she is in school
- I like that my child is able to be around other kids, the routine she is learning, to be more open and learn to express her emotions. Staff is kind

2019-20 Families Served

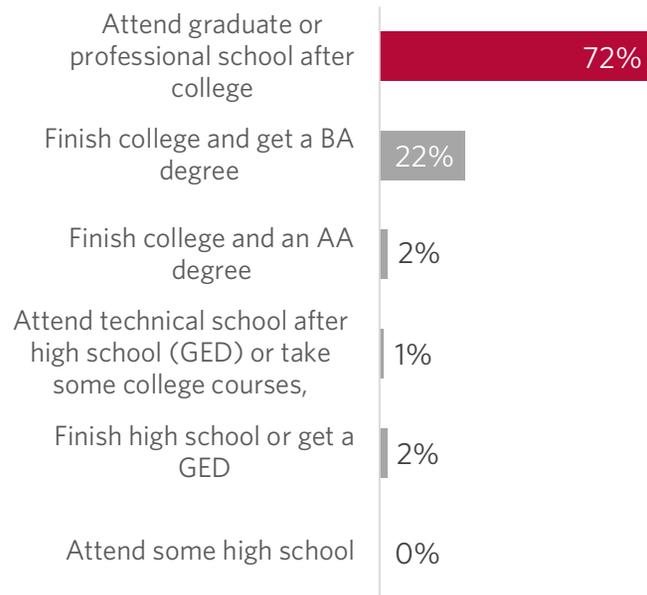


- 197** Children attended during 2019-20
- 157** Total number of families during 2019-20
- 59%** Single-parent Households
- 38%** Primary caregivers with Associate's, Bachelor's degree or higher

Over half of primary caregivers work **full-** or **part-time**



The vast majority of parents have **high educational aspirations** & believe their children will go beyond college to attend graduate or professional school

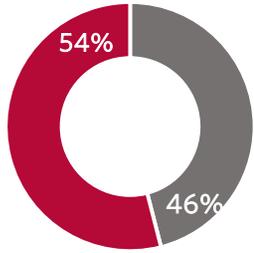


Families with children from birth to age five were eligible to enroll in Educare under one of the categories below:

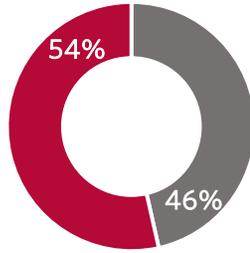
Receiving Public Assistance	27%
Income Below the Federal Poverty Guidelines (FPG)	49%
Income between 100-130% of the FPG	9%
Income over 130% of the FPG	4%
Foster	9%
Homeless	1%

The children of Educare

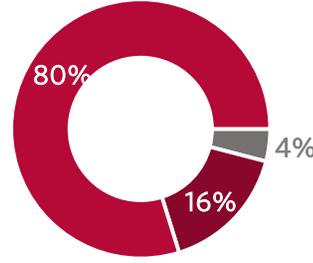
Slightly more **Female** students than Male



Slightly more **PreK** students than Infants/Toddlers/Twos (ITTs)



Students' primary language at home is most often **English**, although some primarily speak **Spanish** or Other languages



8% Special Needs

IEP: Individualized Education Program or IFSP: Individualized Family Service Plan

17% Disability *

15%: Speech or language impairment
1%: Visual impairment

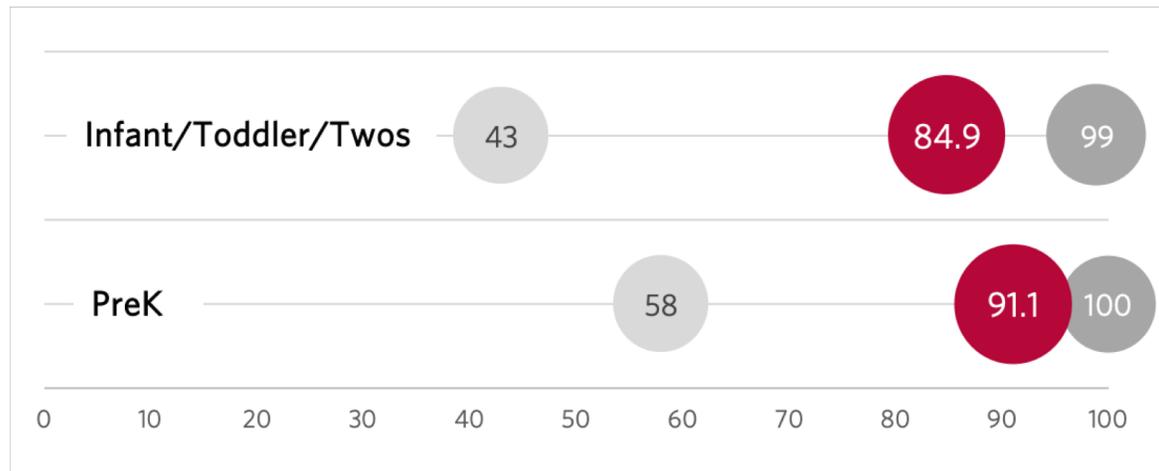
31% Special health needs *

13% Allergies,
11% Eczema, 9% Asthma

*As reported in the Parent Interview



Average attendance was higher for PreK than Infant/Toddler/Twos. Attendance varied widely from lowest to highest percent attendance.



Chronic absenteeism is missing 10%+ school days

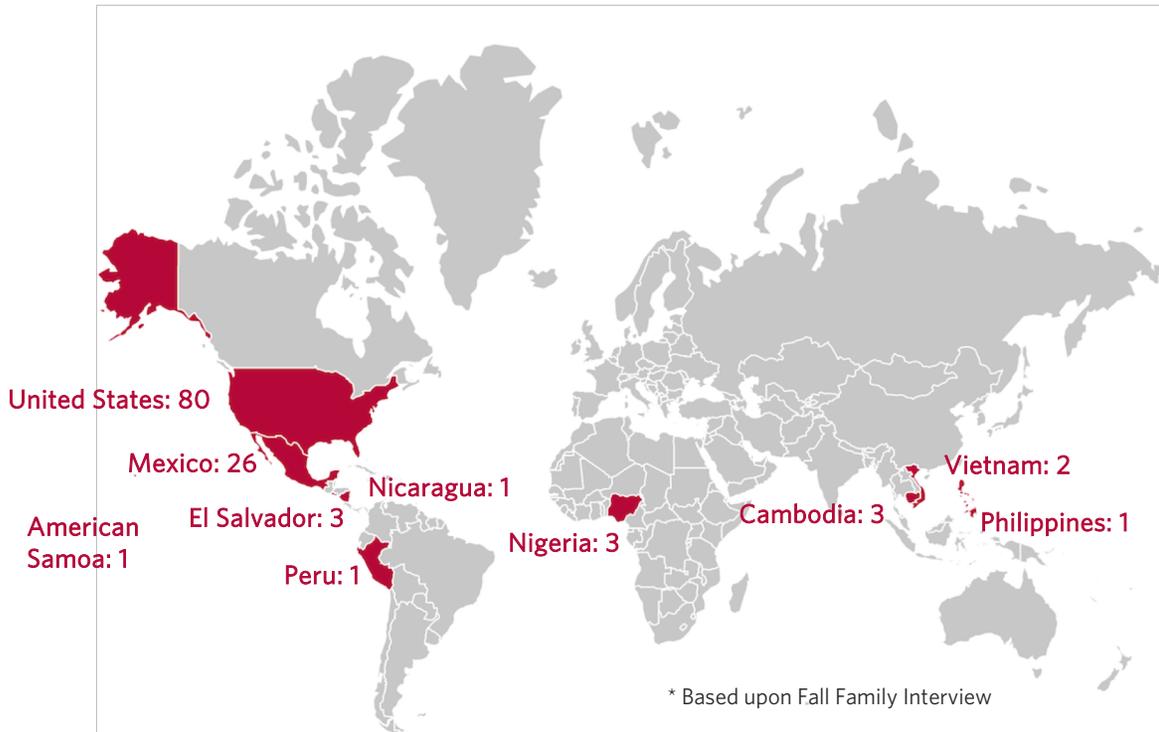
Children meeting or exceeding 90% attendance:

40 out of 88

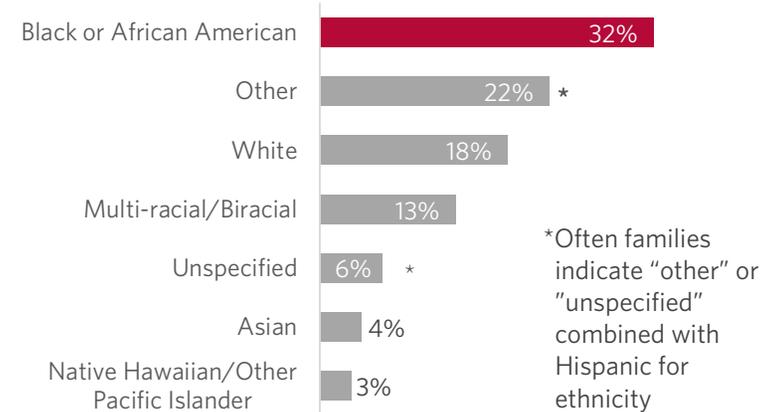
70 out of 104

Educare Los Angeles at Long Beach families are diverse

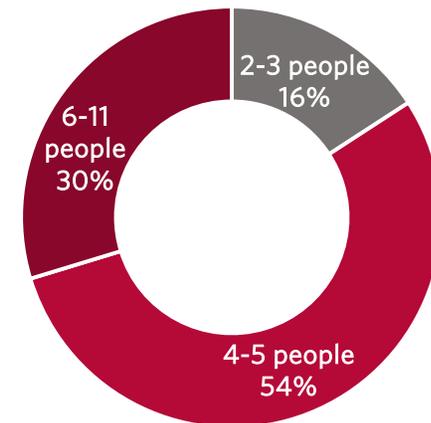
- 57%** of families identify as Hispanic
- 21%** of families report 1 of 4 languages other than English as the primary language spoken at home
Spanish | Khmer | Tagalog | Vietnamese
- 33%** of children have Primary Caregivers who were born outside of the United States*



Nearly 1/3 of families are Black or African American



Household size varies considerably with nearly 1/3 living with 6-11 people in the home



Each individual child's culture is an important factor in child development. Educare staff reflect on the importance and relevance of culture to better support student's ongoing learning. Families' cultures are integrated into

parent/student activities, the classroom environments, and family support services. Through this, we develop meaningful partnership with families to ensure students are exposed to and benefit from their own culture and others.

Home Context: Supports & Barriers to Learning

During the Fall Parent Interviews, Educare families reported on supports and barriers to learning: family activities, their relationships with children, supports and stressors.

Educare families find enrichment activities at:

Playgrounds



Community Events at Faith Institutions



Zoo, farm or aquarium



Library



At least 1x/year:

94%

73%

86%

92%

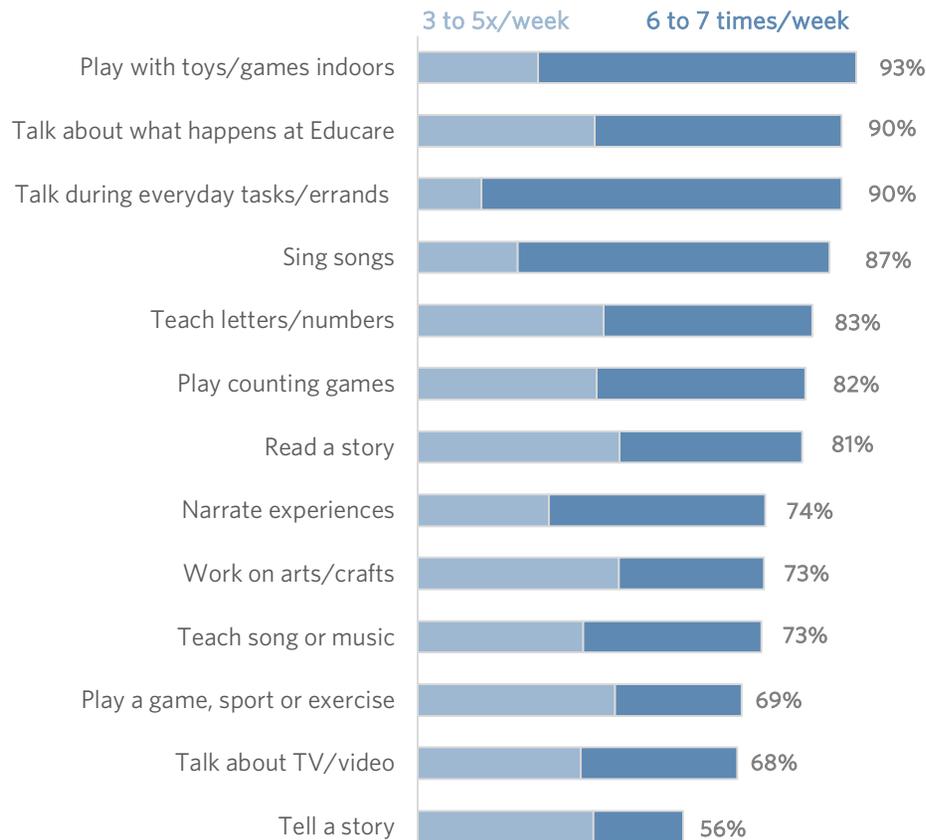
Monthly or more:

63%

33%

16%

19%



Educare families report frequently supporting children's learning at home, with many activities that support language development.



Parent-child relationships: Closeness & conflict

Parents were asked to reflect on the degree to which a series of statements currently applied to their relationship with each of their children. They made ratings on a 5-point scale from *Definitely does not apply* to *Definitely applies*.

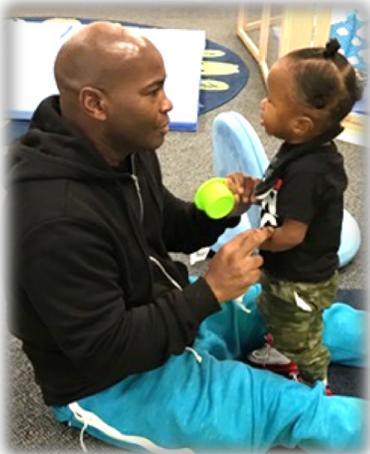
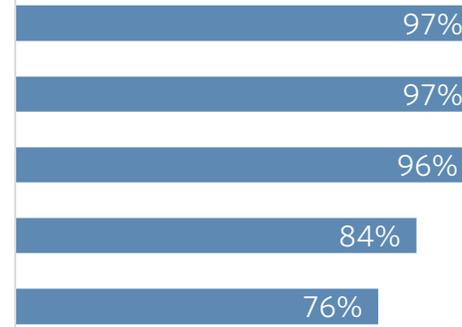
Some items focused on closeness of the parent-child relationship while others addressed possible areas of conflict. Future analysis could explore difference by age group and race/ethnicity. Overall we see high levels of closeness and lower levels of conflict.

Parents report very high levels of closeness with their children.

They also demonstrate knowledge of their children's emotional states.

- When you praise your child, he/she beams with pride.
- Your child values his/her relationship with you.
- You share an affectionate, warm relationship with your child.
- If upset, your child will seek comfort from you.
- It is easy to be in tune with what your child is feeling.

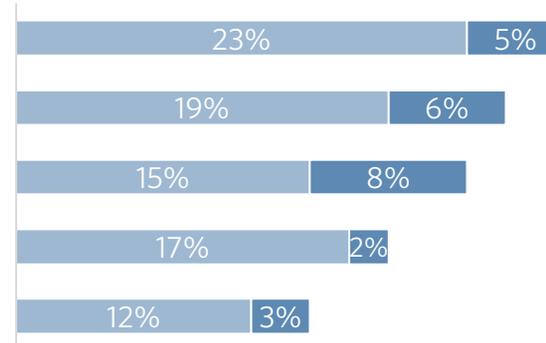
Definitely applies



- Your child remains angry or is resistant after being disciplined.
- Your child is sneaky or manipulative with you.
- When your child is in a bad mood, you know you're in for a long and difficult day.
- Dealing with your child drains your energy.
- Your child easily becomes angry with you.

Applies somewhat

Definitely applies

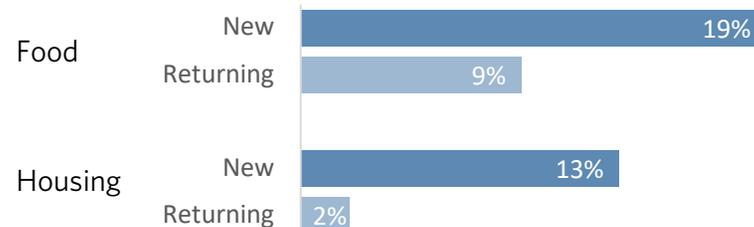


Parental reports of areas of conflict can help inform the work of Family Support Specialists and Mental Health providers. This will help connect families to resources and develop programming for Parent Meetings.

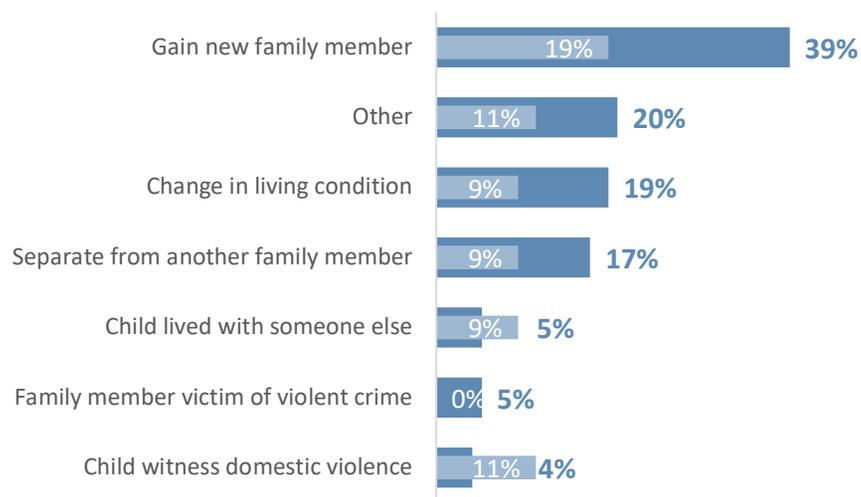
Returning families show fewer stressors...

As shown to the right, nearly **20% of new families** in 2019-20 reported *sometimes* to *often* worrying about food running out as compared to only **9% of returning families**.

A similar pattern was revealed for housing insecurity; **13% of new families** reported housing insecurity as compared to **2% of returning families**.



Returning families in 2019-20 reported stressful life events **less often** in the past year than did **new families**.



Further, **returning families** in 2019-20 also responded in more favorable ways to both positive and negative questions about their Perceived Stress than did **new families**. They were more likely to say NEVER to negative statements and were less likely to say NEVER to positive ones.

Perceived Stress Scale	Returning Families	New	Returning
Unable to control important things in life	16% more say Never	44%	60%
Felt difficulties piling up so high you could not overcome	16% more say Never to Almost never	67%	83%
Confident in ability to handle personal problems	6% fewer say Never to Almost never	8%	2%

Supporting Families through Intensive Family Engagement

Educare has six Family Support Staff (FSSs) working with families & teachers to support families and to foster the parent-child relationship. The focus on Intensive Family Engagement highlights that parents are their children's primary and most important teachers, and recognizes the importance of practitioners addressing a child's needs within the context of their family. Family engagement means partnering with families to

build mutually respectful and goal-oriented relationships to support strong parent-child relationships, family well-being, and ongoing learning and development for both parents and their children. FSSs support and encourage parent-teacher communication, help identify family strengths & needs, encourage parent growth & learning through workshops & trainings, address parent concerns & support them in advocating for their child and support families through transitions.

...as well as show increased protections

Returning families have more positive responses about being **resilient**.



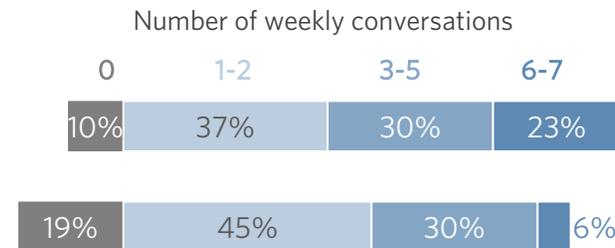
Brief Resiliency Scale	Returning Families	New	Returning
I bounce back quickly after hard times	12% more say Completely true	54%	66%
It doesn't take long to recover from stressful times	12% more say Completely true	41%	53%
I have a hard time making through stressful times	9% more say Not at all true	57%	66%
It's hard to snap back when something bad happens	13% more say Not at all true	62%	75%

Although we see increasing benefits for families enrolled multiple years, we do observe both returning families & new families making connections with other Educare families through weekly conversations and the development of close friendships.



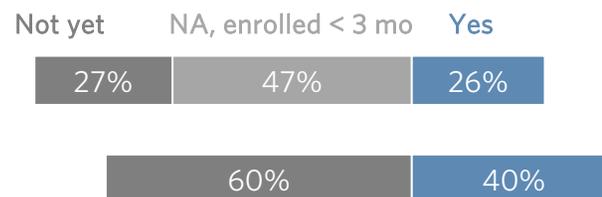
Frequency of weekly conversations

New
Returning



Develop close friendships of 3 months or longer

New
Returning



This collection of indicators demonstrates ways participation in the Educare program strengthens families, and how these benefits may increase over time.



Educare Has High Quality Classrooms

In the field of early childhood education, CLASS has redefined what is meant by the term “quality.” Rather than focusing primarily on structural factors or the physical environment (e.g., teacher/child ratios & number of books in a classroom), the **CLASS focuses specifically on the opportunities to learn provided by early childhood education investments**—the effectiveness with which teachers interact with children.

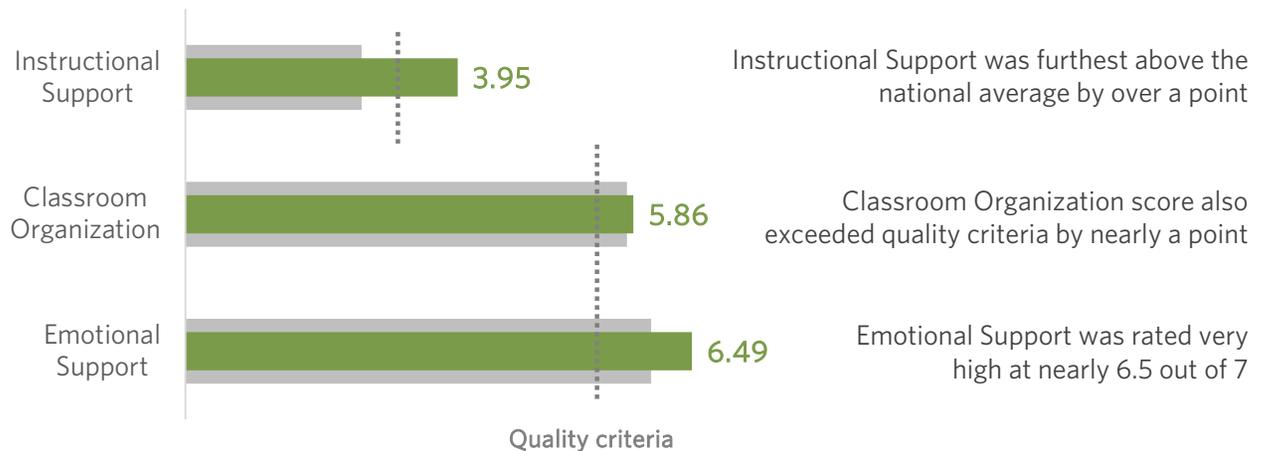


Teaching and Learning

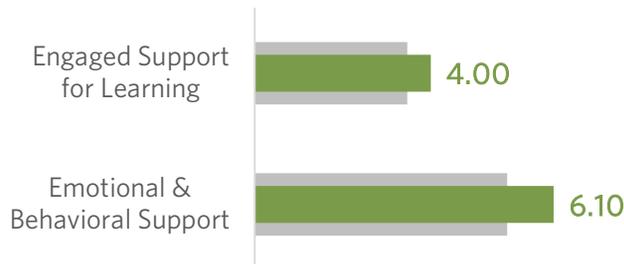
The Classroom Assessment Scoring System (CLASS) is a national assessment used for measuring early learning classroom quality. The CLASS system helps ensure every child has access to teachers offering warm, responsive and cognitively stimulating classrooms. The Educare network collects CLASS scores in the Winter annually. This observational measure uses a 7-point scale to look at interactions between teachers and students in varying domains depending on age group.

Fundamental to the CLASS is the recognition of a teacher’s role and approach in maximizing student development and learning. In order to effect change, the CLASS data are paired with coaching and professional development.

Educare PreK Classrooms out perform the **National Average** and exceed the quality threshold.



Toddler/Twos Classrooms had strong scores in Emotional & Behavioral Support with all seven toddler classrooms scoring high. Engaged Support for Learning had more variability across classrooms, yet it also surpassed the comparison group.



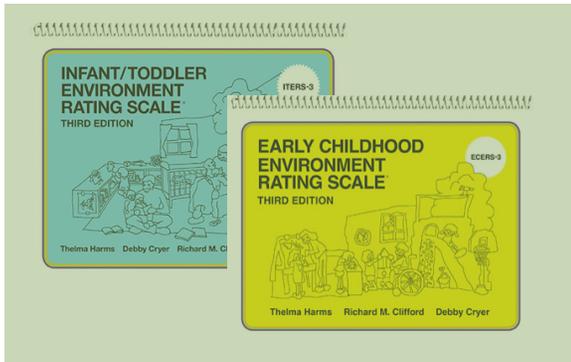
Infant Classrooms scores exceeded the comparison group by nearly a point, despite ratings being conducted during the first months of the infant program opening. All three infant classrooms demonstrated high levels of Teacher Sensitivity, each with scores of 6.0.



Quality Classroom Environments

The Environmental Ratings Scales (ERS) are a set of research scales used to assess process quality in early childhood group care. To provide care and education that enables children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have: 1) Protection of their health and safety, 2) Building positive relationships & 3) Opportunities for stimulation & learning from experience.

The Infants/Toddlers/Twos & PreK classrooms are each rated on 33-35 items organized into 6 subscales:



- Space and Furnishings
- Personal Care Routines
- Language and Books
- Learning Activities
- Interaction
- Program Structure

Overall Environmental Ratings



The **PreK classroom** average (of 6 classrooms) approached the LBUSD HeadStart average, while exceeding the Quality criteria. These classrooms had 4 of 6 subscales rated higher than 5.

PreK classrooms excelled in Personal Care Routines, which includes Meals/snacks, Toileting/diapering, Health practices & Safety practices

ITT classroom average surpassed the LBUSD HeadStart average, while also exceeding the Quality criteria. All subscales were rated above 5. While all areas were rated highly, Learning Activities was rated considerably higher than the comparison group.

The Learning Activities subscale includes many areas: Fine motor, Art, Music and movement, Blocks, Dramatic play, Nature/science, Math materials and activities, Math in daily events, Understanding written numbers, Promoting acceptance of diversity & Appropriate use of technology.

* The ----- line indicates Quality criteria



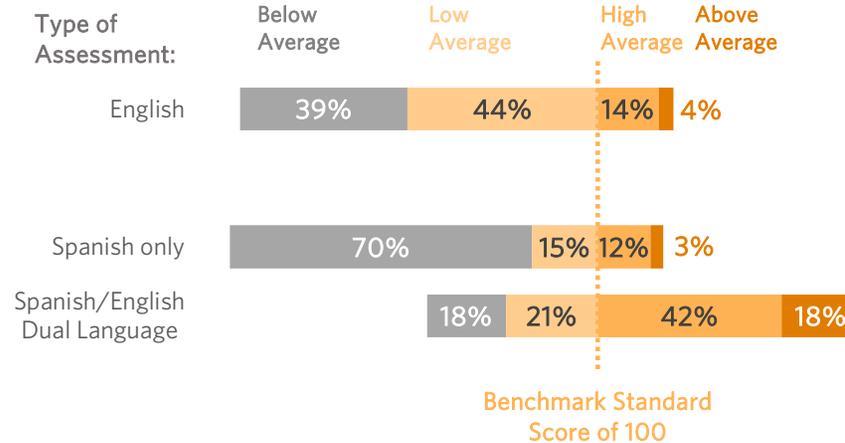
Language Learning

Educare Los Angeles at Long Beach assesses children’s language abilities as a component of the Educare National Evaluation. From 24 months, children are administered the Preschool Language Scales (PLS-5) to measure overall receptive language ability. Starting at 36 months, children’s vocabulary is measured by the Peabody Picture Vocabulary Tests (PPVT4).

Due to COVID-19 school closure in March 2020 the children were not in school for the planned spring “post” assessment. In future years, we will examine additional analysis looking at change over time with pre/post assessments.

Overall Language Comprehension

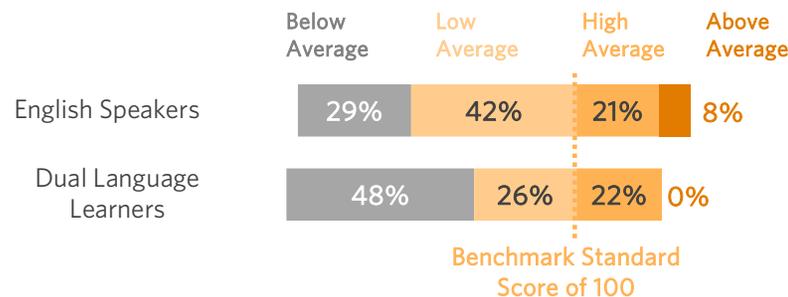
Children were assessed with the English PLS or the Spanish Dual Language PLS if 1) Spanish is listed as their primary language or 2) they are enrolled in a Dual Language Model classroom.



For the English test, only 18% were in the **high average** or **above average** categories; however, 60% Spanish speakers fell into these higher categories when Spanish and English abilities were both included. More is discussed on the following page.

Vocabulary

Children’s vocabulary was assessed nearly two-thirds of English speakers were in the low or high average range; for Dual Language Learners, this number was just under half. Between 22-29% of kids were **at** or **above** the national average.



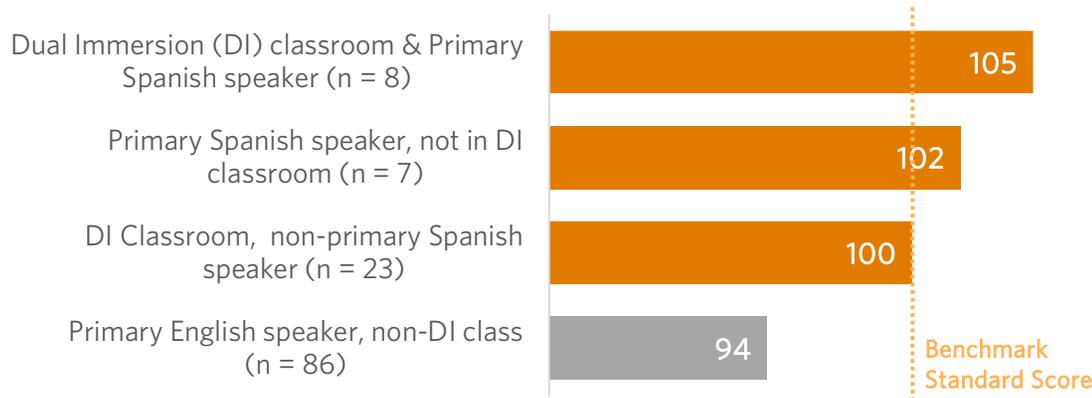
It is not surprising to see Dual Language Learners having lower vocabulary scores because they are learning words in multiple languages.

Dual Language Learners

Educare Los Angeles at Long Beach implements a Spanish/English **Dual Language Model** for toddler and PreK students. The school values language and cultural diversity and embraces the goal of bilingualism for all children.

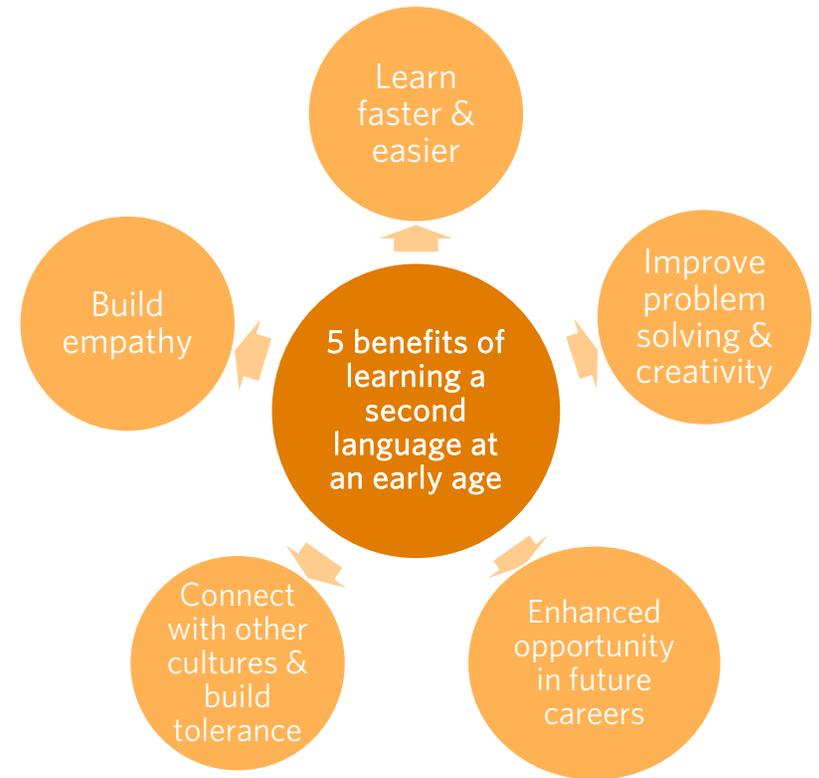
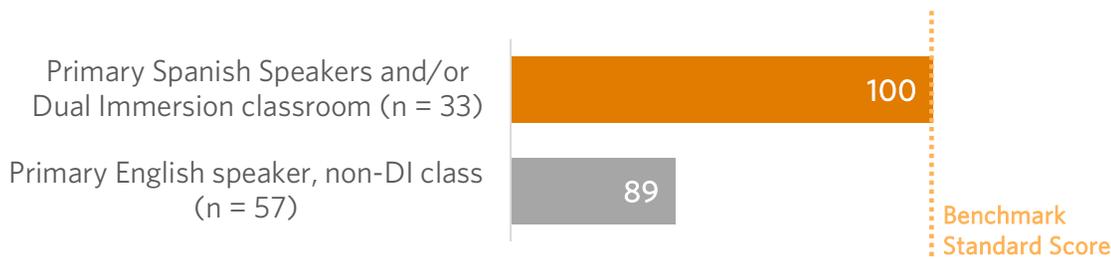
Children learning both Spanish & English were divided into three groups based on the combination of their primary language and placement in a Dual Immersion classroom.

For PLS language scores in **spring 2019**, the Dual Spanish/English language scores were at or above the national average of 100 for children who were either native Spanish speakers or those enrolled in Dual Immersion classrooms. Primary English speakers not learning another language scored lower, at 6 points below the national average.



Due to the COVID-19 school closure, children were assessed once in the fall of 2019 for the 2019-20 school year. We observed a similar finding in fall 2109 as in the prior spring.

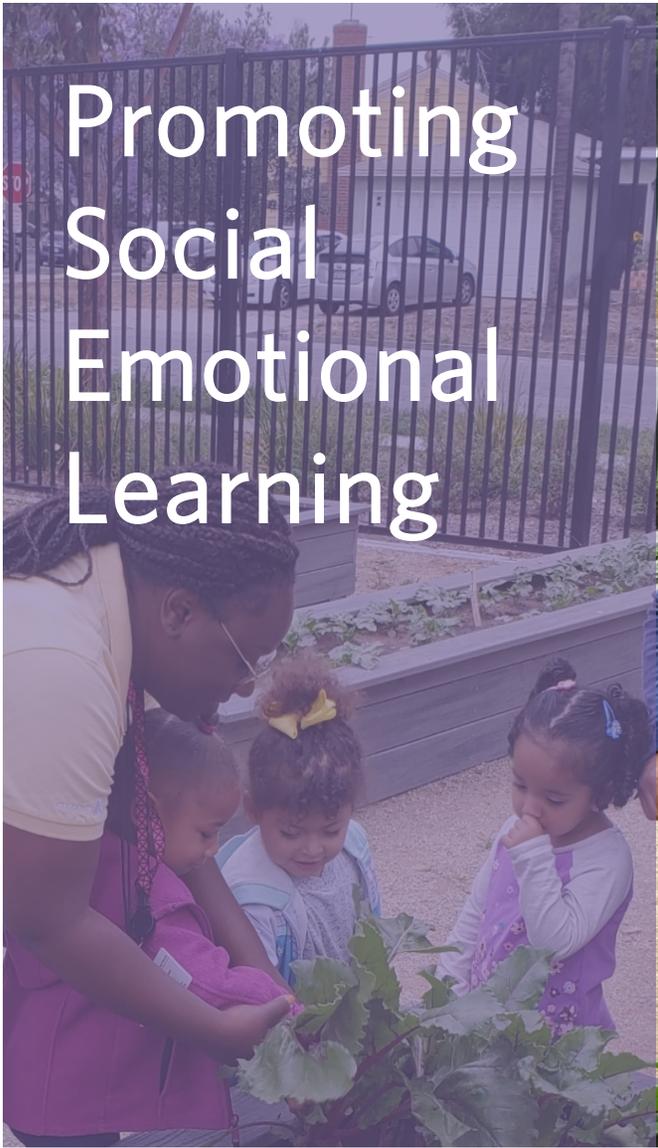
Students learning **two languages** scored higher than children learning one language.



Taken together, these results provide evidence that learning a second language at an early age is supporting the Educare dual language learners' general language comprehension and developing language abilities.

Future analyses will explore repeated assessments over time to assess dual language learners' continued development.

Promoting Social Emotional Learning



Typically, spring DECA ratings would have been completed in late May, but due to COVID-19, ratings were completed shortly after school closure in March. Despite the shortened pre/post timeline, great SEL gains were observed.

To measure Social Emotional Learning, the **Devereaux Early Childhood Assessment (DECA)** is a nationally standardized assessment tool that helps teachers understand how students are progressing with respect to key social and emotional skills: learning to regulate emotions, developing healthy relationships & showing initiative.

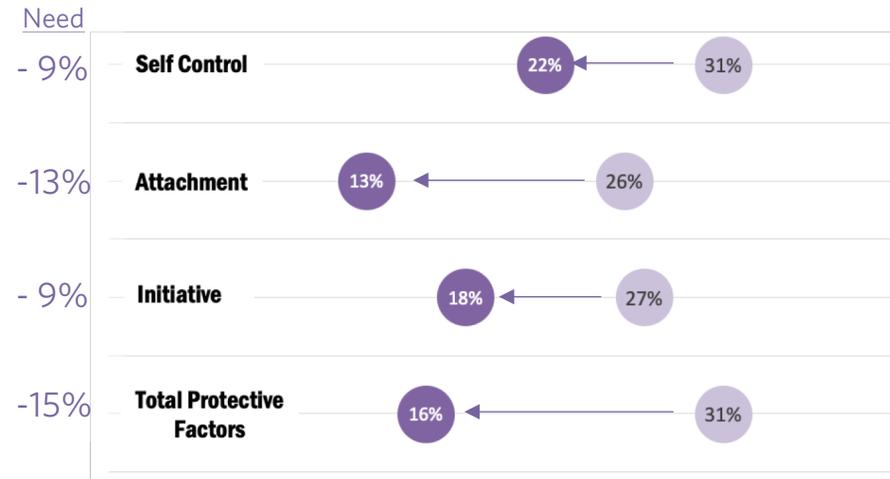
Children's scores were categorized as showing a Strength, Typical development or an Area of Need.

Ratings were made in the **fall** and again in **spring** for 101 PreK children aged 3 to 5, where we observed the number of children with Areas of Need decreasing and Areas of Strength increasing.

PreK Areas of Need

The percentage of children with ratings in Area of Need **decreased** from **Fall** to **Spring** in all areas.

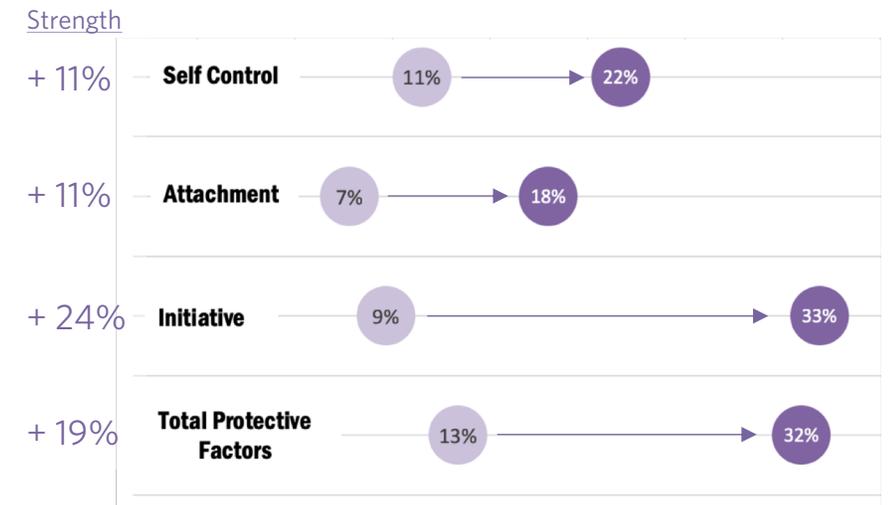
The areas with biggest change was in the overall score, **Total Protective Factors & Attachment**.



PreK Areas of Strength

The percentage of children with ratings in Area of Strength **increased** from **Fall** to **Spring** in all areas.

Children developed most in the area of Initiative. By spring 2020, one-third of children's **Initiative & Total Protective Factors** were areas of strength.



Connecting SEL data & the curriculum

Educare **Infants/Toddlers/Twos (ITTs)** are also developing strong Social Emotional Learning skills as rated on the DECA. Approximately 80 children were rated in the fall and spring.

The percentage of ITT children who demonstrated Typical development or an Area of Strength grew in every area.

Measure	Rated Typical or Area of Strength		Gain
	Fall	Spring	
Self control (toddlers/twos)	60%	77%	17%
Attachment	79%	90%	11%
Initiative	81%	91%	10%
Total Protective Factors	80%	88%	8%



Conscious Discipline school-wide curriculum for ITT & PreK



Conscious Discipline leads our school in a transformational process that promotes permanent behavior change. The change is from an unconscious, traditional, compliance model of discipline to a conscious, relationship-based, community model.

Conscious Discipline is built on three premises:

1. **Controlling and changing ourselves is possible and has a profound impact on others.**
2. **Connectedness governs behavior.**
3. **Conflict is an opportunity to teach.**

All staff are on this transformational journey, teaching and learning together. Each month interdisciplinary teams created and presented on Conscious Discipline structures and principles. These presentations, delivered to all staff, included engagement activities, role plays, photographs, and videos. Leadership team members provided written feedback to the presenters. We found this Peer to Peer teaching and learning to be an effective method for understanding the concepts and transferring new knowledge into day-to-day practices in the classroom.

Data dialogues are conducted with teachers after each fall rating to explore strategies that connect the data to Conscious Discipline strategies to create action plans and interventions where needed.

Mental Health Supports

A mental health consultant was assigned to Educare from September 2019-June 2020 to address mental health needs of children and families during the school year.

Coffee Talks



17 Talks were facilitated in-person with 46 parents/grandparents/caregivers/guardians participating

13 Talks were offered during COVID-19 via Zoom and 12 parents/grandparents participated

Referrals



31 In-house referrals made this school year & a total of 13 MH Referrals were made to The Guidance Center

6 new cases were successfully opened and MHS were provided 1-2 sessions/week were held with parent and child through family play sessions and helping parents understand their child's behaviors through a MH lens.

Staff Wellness



Staff Wellness during All Staff Meetings

During COVID-19 school shut downs 15 different "Wellness Check-ins" via Zoom to staff; 13 staff members participated; Wellness/Self-Care presentations were provided during team meetings to All Staff (about 50 staff)

In response to racial protest and climate, Priscilla Gomez offered check-ins with staff members via Zoom including 6 teachers, 6 FSS and 5 Leadership staff

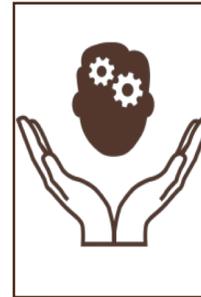
COVID-19 School Closure & Virtual Learning

Long Beach Unified School District announced schools would close on March 13, 2020. Over the next 3+ months of the 2019-20 school year, Educare leadership and staff continued to provide services and learning opportunities to Educare families and children. These activities continued into 2020-21 school year as the school remained closed to the public and services were continued virtually.



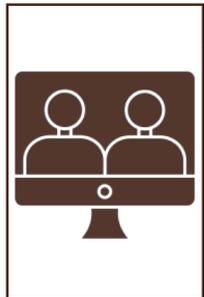
Family Outreach

- Weekly connections by email & phone to identify needs
- Resource sharing with families
- FSS continued to connect on family goals
- Families received breakfast and lunch from LBUSD Nutrition Services
- Monthly school-wide Parent Workshops/Trainings



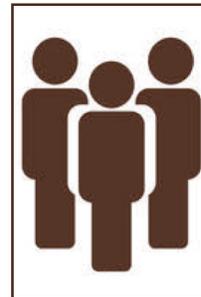
Mental Health Services

- Virtual Coffee Chats, family therapy time
- Weekly teletherapy
- Wellness check-ins with Educare Staff



Education-Teaching staff

- All Teachers maintain communication via Google Meet with families
- Families received daily Ready Rosie
- All children received a free backpack with supplies to support home learning opportunities



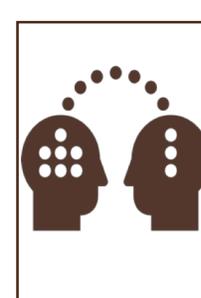
Family Support Staff (FSS)

- Supported families for PreK to Kinder transitions
- Connected families to resources such as food and diaper distributions, free Internet, housing assistance
- Assisted parents with the District's online student Kinder registration through ParentVUE



Staff Professional Development (PD)

- Staff attended weekly Virtual PD
- Staff attended PD for Program for Infant Toddler Care (PITC) and Creative Curriculum
- Daily planners were completed to log PD



Reflective Supervision for Staff

- Mentoring Supervisors and Teachers continued to meet for Monthly Sessions
- Sessions focused on mentoring and coaching
- Supervisors also received monthly Reflective Supervision

Building Teacher Capacity



Full staff 2-day training on two of the Essential Practices of Educare:

- Data Utilization
- Intensive Family Engagement

Embedded Professional Development

Teachers receive extensive training in evidence-based, research-based, and best practice programs/models and the school works in collaboration with partnering schools. There are many components to Educare teachers' High Quality Teaching Practices.

Book Study

The teachers were part of a book study, *The Intentional Teacher*, by Ann Epstein. It focuses on teachers reflecting on their practices, broadening their thinking about appropriate early curriculum content and instructional methods & helps teachers discover specific ideas & teaching strategies for interacting with children in subject areas.

Reflective Supervision & Coaching

Reflective supervision is the regular collaborative reflection between each Educare staff member and their supervisor to support individual professional growth which improves child, family and staff outcomes.

Classroom Team Meetings

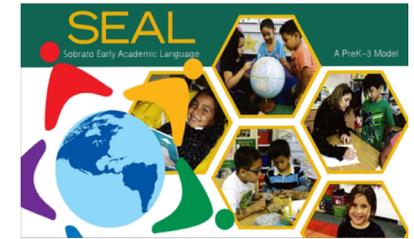
The Lead Teachers held bi-weekly Classroom Team Meetings with the Associate Teacher and Instructional Aide, to discuss students, curriculum and ways to support both.

Data Dialogues

Classroom teams, with the support of the LEP and mentoring supervisor, held data dialogues looking at DRDP, CLASS, ECERS/ITERS and DECA data to modify and implement activities supporting students.

Developing Leadership

Teachers facilitated workshops & made presentations on SEAL and Conscious Discipline teaching strategies. They also took leadership roles in School-wide Action Teams.



Supporting Staff

In spring of 2020, 100% of teachers at Educare Los Angeles at Long Beach completed the teacher survey

92% 

agree that supervisors encourage staff to become involved in staff development activities

76% 

agree that supervisors recognize when they do a good job

74% 

agree that staff and supervisors work collaboratively to identify needs for improvement for the program

Innovation in Early Learning



Participation in Acceleration Grants: Construct Coaching & Early Science Initiative

Construct Coaching lead by Educare Arizona
PreK Teachers: individual coaching
TOSA Head Start for Strength-based Coaching

Early Science Initiative: University of Miami
School Wide STEAM curriculum
On-going Professional Development
Supports for science rigor in ECE



Intensive Family Engagement

Events and activities at Educare are opportunities to partner with parents and nurture the relationship between staff & families. Monthly school-wide parent meetings, classroom meetings & Gallery Walks strengthen communication, build peer relationships, create links between home and school, and offer information to promote growth.

Monthly planning meetings are offered for parents who want leadership positions to represent Educare. Families and staff work together to support the transitions of their children, whether it be due to developmental growth or physical settings. Parents collaborate with staff in creating school-wide family events and Action Teams that focus on learning, connecting and school improvement.



Building Community Partnerships

Partnerships enhance the Educare experience. For example, Able Arts Work sponsored individual and small group therapy along with music lessons over zoom for PreK students



Data Utilization

Data Dialogues are conducted with Leadership monthly and with Teachers several times per year; continued advances in reporting and data-sharing are in progress



For additional information about the evaluation, contact the Local Evaluation Partner:
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Strategic Data Project Analyst, Long Beach Unified School District

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