# Table of Contents

I. From the Board President/Executive Director

II. Organization Overview  
   a. Mission  
   b. History  
   c. Locations  
   d. Funding and Partners  
   e. Revenue  
   f. Expenses

III. Program Composition and Design  
   a. Celebrating Diversity  
   b. Family Dynamics

IV. Program Services and Partnerships  
   a. Organizational Chart  
   b. Experienced and Credentialed Staff  
   c. Professional Development

V. Program Goals and Objectives  
   a. Strategic Planning  
   b. Family Engagement and Health Promotions  
   c. Curriculum Alignment  
   d. Evaluating for Outcomes  
   e. Beyond the Walls

VI. Governing Board

VII. Early Head Start Policy Council

VIII. Administrative Staff
From the President of Tulsa Educare Board
Annie Koppel Van Hanken

2015 has been an important year at Tulsa Educare. The new Early Head Start Child Care Partnership grant means that 214 children in Tulsa are receiving higher quality early learning. This collaboration with the Office of Head Start is meaningful for Tulsa Educare and the community—we hope it portends more joint work for the benefit of the thousands of Tulsa children who meet eligibility for Early Head Start, but for whom there is no program. Tulsa Educare is steadfast in its commitment to the city’s hub for early learning best practice and parent support.

Thank you for your interest in Tulsa Educare.

From the Executive Director of Tulsa Educare
Caren Calhoun

There is not a day that goes by that I don’t see amazing things happening at Tulsa Educare as well as meet and interact with passionate people. We are grateful to be a strong presence in the community and platform for change at the state and national level. This past year we were honored to have received an Early Head Start-Child Care Partnership grant and bring Early Head Start to an additional 214 children in Tulsa County. In addition to raising the quality internally, we partnered with a family child care home and a child development center to bring additional services to the children enrolled in their program that qualified for Early Head Start.

At Educare, our short-term goal is to help prepare children to succeed in school by the time they enter kindergarten. Of course, our long-term goal is to help children grow up to be well-educated, healthy, successful and productive citizens. We pursue the latter goal by ensuring our children are ready-to-learn (physically, academically and emotionally) and that their parents evolve into healthier, more economically stable role models. Parents are the child’s best educator and should lead the child down a path to lifelong success.

Thank you to all of the Educare children, families, staff and community partners who have made this endeavor successful.
Organization Overview

Mission

Tulsa Educare’s mission is to help break the cycle of poverty through a flagship, very early childhood education program and through transfer of best practices to other Tulsa programs.

History

Tulsa Educare is a state-of-the-art early childhood program that provides education and care for over 550 children (from birth to age five) and their families with full day, year-round early childhood education, family engagement services and ongoing health promotions in three facilities. Those eligible to attend include infants, toddlers, and preschool age children from low-income families.

Tulsa Educare is the result of an innovative partnership between public and private entities and is at the forefront of one of the most promising endeavors in the nation to implement an early childhood intervention, which interrupts the cycle of poverty. By combining best practices in early childhood education and collaborative partnerships with Head Start, the local school district, social service agencies, and healthcare practitioners, Tulsa Educare is able to enhance the early learning curriculum with wrap-around family engagement services.

Tulsa Educare is a part of a larger Educare Learning Network of like-minded individuals; working together to demonstrate that research-based early childhood education lessens the persistent achievement gap for our nation’s most at-risk young children. The Network’s evidence, practice expertise and dynamic partnerships help ensure that all children and families, especially those at greatest risk, will have access to effective early learning, and that the first five years will be an integral part of the nation’s education system. The national Educare network of early childhood facilities is helping to shape a new model for delivering education and care to children most at risk of school failure and serves as a catalyst for broader change throughout the nation. There are currently twenty-one Educare schools around the country. Tulsa is the only city in the country with three Educare centers and Oklahoma was the first state with four Educare centers (including one in Oklahoma City).

Tulsa Educare 1-Kendall Whittier, located at 2511 E. 5th Place, broke ground in 2005, opened its doors in August of 2006 and currently serves 208 children. Tulsa Educare 2-Hawthorne, located at 3420 N. Peoria, opened in February of 2010 and now serves 160 children. The third, Tulsa Educare 3-MacArthur, located on the grounds of a Tulsa Public Schools campus that includes MacArthur Elementary, Hale Junior High School and Hale High School, opened in August of 2012 and serves an additional 164 children.
Tulsa Educare, Inc. Locations

Educare 1-Kendall Whittier
2511 East 5th Place
Tulsa, OK  74104

Educare 2-Hawthorne
3420 N. Peoria
Tulsa, OK  74106

Educare 3-MacArthur
2190 South 67th East Avenue
Tulsa, OK  74129
Funding and Partners

Tulsa Educare, Inc. was formed in 2004 as a cooperative effort between public entities and private donors, led by local businessman George Kaiser and the George Kaiser Family Foundation, Community Action Project of Tulsa County, University of Oklahoma, Tulsa Public Schools and Family & Children’s Services. By establishing state-of-the-art facilities on the grounds of heavily attended, high-performing elementary schools in neighborhoods of “at risk” children; Tulsa Educare has sent a strong message to the community: learning begins at birth. Similarly, by forming essential partnerships with Tulsa Public Schools, University of Oklahoma, the George Kaiser Family Foundation and neighborhood organizations, Tulsa Educare became a trusted source for early education and family support in each of these neighborhoods.

A sound organization with numerous community partners from multiple sectors, Tulsa Educare is this community’s best example of public-private partnership. It has enjoyed significant, long-standing private investment and oversight from the George Kaiser Family Foundation. GKFF is one of the country’s largest philanthropic entities, is dedicated primarily to improving the quality of early childhood education, and has a successful history serving children from six weeks old to kindergarten transition.

While private dollars built Tulsa Educare and help fund operations, public dollars are also critical for significant portions of the operating costs. Still, the program could not operate without funding from Head Start, the Oklahoma State Early Childhood Program, Oklahoma State Department of Education public pre-school funds, Department of Agriculture Child and Adult Care Food Program and the Oklahoma Department of Human Services Child Care Subsidies.

### Funding Sources: 2015-16 Budget ($11,172,567)

- **$3,543,208** (32%) - George Kaiser Family Foundation
- **$3,933,404** (35%) - Early Head Start
- **$1,604,076** (14%) - Child and Adult Food Care Program
- **$1,275,000** (12%) - Childcare Subsidy/Parent Fees
- **$1,260,559** (11%) - State Department of Education
- **$436,320** (4%) - Department of Education- 4s
- **$260,559** (2%) - Other Donations and Investment Income
- **$120,000** (1%) - Income
A Snapshot of Revenue (July 2014-June 2015 Actual)*

Revenue Distribution by Source

- Federal
  - Department of Health and Human Services - EHS $2,685,555
  - Child and Adult Food Care Program- CACFP $510,905
- State
  - Early Childhood Stimulus Fund (100% GKFF) $807,563
  - OK Early Childhood Program (60% GKFF, 40% SDE) $3,887,940
  - OK DHS Child Care Subsidies $1,133,520
- Local
  - Department of Education 4-Year-Old Program $448,759
- Private
  - Parent Tuition and Co-Payments $328,940
  - Program Evaluation Funding (100% GKFF) $462,623
  - George Kaiser Family Foundation (GKFF) $567,289
  - Other Donations and Investment Income $121,926

TOTAL REVENUE $10,955,020

Revenue Distribution

- Health and Human Services-EHS 25%
- OK Early Childhood Program (60% GKFF) 36%
- Early Childhood Stimulus Fund (41% GKFF) 7%
- George Kaiser Family Foundation (GKFF) 5%
- Program Evaluation Funding (100% GKFF) 5%
- Parent Tuition 3%
- Other Donations 1%
- Dept of Education 4-Year-Old Funds 4%
- DHS Child Care Subsidies 10%
- GKFF-Evaluation Funding 4%
A Snapshot of Expenses (July 2014-June 2015 Actual)*

**Expense Distribution by Source**

- Program Salaries & Benefits: $7,591,541
- Utilities: 199,722
- Maintenance: 465,257
- Supplies/Equipment: 270,813
- Program Evaluation: 462,604
- Contractual: 114,367
- Food: 478,003
- Parent/Community Services: 62,837
- Staff Development/Travel: 119,555
- Other: 62,316
- Administrative Expenses: 838,023

**Total Expenses**: $10,665,038

---

*Unaudited*
Program Composition and Design

Tulsa Educare has three center-based schools supported by an array of funding streams. Each school has 16 classrooms with small group sizes and low teacher/child ratios. Educare 1-Kendall Whittier serves 204 children, birth through kindergarten transition, in eight Early Head Start infant/toddler classrooms and eight preschool classrooms, with an additional eight children being served in a home-based setting. Both Educare 2-Hawthorne and Educare 3-MacArthur serve 164 children, birth through kindergarten transition, in 12 infant/toddler and four preschool classrooms. Tulsa Educare offers a full day, year round program from 7 am to 6 pm, Monday through Friday.

Celebrating Diversity

Tulsa County reflects a number of demographic trends that are also evident across the state.

- The 2014 birth rate in Oklahoma for non-Hispanics was 13.2 per 1,000, whereas the rate was 19.1 for Hispanics.
- Tulsa County has seen population growth of 3.2% from 2010-2013, which is higher than the state’s rate. Most of the growth in Tulsa County has been in North and East Tulsa.

Diversity in Tulsa Public Schools has also increased. As of October 2014:

- 30.42% of enrolled students in Tulsa Public Schools were Hispanic, which, for the second year in a row, was the majority of any ethnic or racial group.
- 16.57% of the students in Tulsa Public Schools are on an IEP. 18.46% are English Language Learners, both groups growing steadily.
- In addition to a growing Hispanic population in Tulsa Public Schools, the poverty rate has increased dramatically with free or reduced-rate lunch rates growing from 67% in 2007 to 90.8% in 2014.

At Educare 1–Kendall Whittier, 67% of the children are of Hispanic origin, while at Educare 2–Hawthorne, 58% are African American. Educare 3–MacArthur is the most balanced ethnically and racially with roughly one-third Hispanic, one-third Caucasian and the remainder divided fairly equally between African American and biracial or multi-racial groups. Below are charts illustrating ethnicity, race and language of children at all Tulsa Educare schools for the school year 2014-2015. Note: In the chart below, Hispanic is considered an ethnic group, not a race.
Ethnicity 2014-2015

- Hispanic: 41%
- Non-Hispanic: 59%

Race 2014-2015

- White: 53%
- Black: 27%
- Multi/Bi-racial: 13%
- Asian: 1%
- Indian/Alaskan: 4%
- Other: 2%

Primary Language 2014-2015

- English: 71%
- Spanish: 28%
- Other: 1%
Family Dynamics

A growing proportion of families with children in Tulsa County under age six are headed by one parent. Tulsa Educare’s enrollment reflects this trend and is made up of roughly two-thirds single-parent families, as shown below.

![Composition of Families 2014-2015](image)

Tulsa Educare prioritizes enrollment to vulnerable populations, including teen parents and foster children. In the 2014-2015 school year, TEI served 84 teen parents and 54 foster children and their families.

Program Services and Partnerships

Tulsa Educare has a strong nine-year history of full enrollment and positive child outcomes. Additionally, Tulsa Educare implements evidence-based practices essential to a high-quality program, including: low-ratios of staff to children; highly trained teachers; ongoing evaluation that informs practice; high quality family support and engagement; nutritious, homemade food; literacy and language rich environments; and continuity-of-care. Continuity-of-care necessitates staff training, in order to minimize turnover, and to allow for strong bonds with the children served.

Educare has a strong staff infrastructure which can be seen by the organizational chart at the administrative and school level.
Tulsa Educare Org Chart

Executive Director
Caren Calhoun

Chief Program Officer
Vicki Wolfe

Chief Financial Officer
Marsha Schmidt

Director of Quality Assurance
Nicole Kirkland

School Operations
Jennifer Lighthart
Beth Eldridge
Kristin Vizer (Interim)

Mental Health
Ruth Slocum

Project Manager
vacant

Operations/IT
Michelle Hubbert-Hillsberry
Jerry Alspach

Fiscal/Benefits
Pam Pope
Robin Donaldson
Rondalyn Aboe

Human Resources
Valerie Reynolds
Brenda Reynolds

Compliance & Accountability
Jesse Badoe

Beyond the Walls-
Partnerships
Brittany Egger
Pilar Castoe

Beyond the Walls-
Community Outreach
Dr. Amy Emerson
Abby Lehman
Andrea Amaya

School Organization (16 Classrooms)

School Director

Assistant Director

2 Master Teacher/Mentor Coaches

1 MT-Resource Coordinator

Kitchen Manager

Administrative Assistant

Compliance Associate

4 Family Advocates

16 Associate Teachers

16 Teacher III/IV

8-16 Teacher Aides

Kitchen Assistant
Experienced and Credentialed Staff
Tulsa Educare prioritizes strong, stable relationships with well-trained, highly educated teachers. The program seeks to minimize disruptions in these relationships from birth to five years old. To do so, we have multi-age classrooms which provide for continuity of care to help children develop secure relationships. As always, Tulsa Educare ensures parents feel welcome in their child’s classroom and underscores the idea that parents are a child’s first and most important teacher.

Each mixed age infant/toddler classroom of eight children has a teacher with a bachelor’s degree working with a teacher with an associate’s degree or a teacher assistant with a Child Development Associate (CDA) certificate. Each teacher in a classroom is assigned to a primary group of four children. In addition, the classrooms that have children more than six hours a day have an additional teacher aide assigned to their classrooms. The staffing model includes a Master Teacher to coach, mentor, and supervise the classroom staff according to Educare’s core features, Head Start performance standards, best practice and reflective caregiving and supervision. Each "neighborhood" of four classrooms also has a Family Advocate with a bachelor’s degree to work with parents. Family Advocates ensure that parents understand and support their child’s development, the importance of positive socio-emotional relationships and the importance of their involvement in their child’s education. Family Advocates also help parents become an advocate for their child in the future. At Educare 1-Kendall Whittier, where 67% of the children are of Hispanic background, our Family Advocates are all bilingual.

Each site enjoys a strong leadership team including the School Director and Assistant Director. The leadership team manages daily operation, provides staff supervision and guidance, insists on compliance with Head Start and other performance standards, and provides oversight of the school’s budget. There is an on-site degreed Mental Health Specialist who is available to assist with classroom management issues and challenging children, as well as parent concerns and staff stressors. Additionally, there are other support staff, such as the Compliance Associate, Administrative Assistant and kitchen staff to assist with the day to day operations and administrative tasks.

Professional Development
Educare operates under the premise that adults learn every day and must continue learning to improve. To ensure that Tulsa Educare continues to provide high-quality early childhood education programs, the agency has a continuous program improvement feedback loop so that staff are presented and understand the outcomes of program evaluation. Additionally, Tulsa Educare provides ongoing professional development and targeted training for all staff.

Annually, each employee meets with her supervisor and develops an individual professional development plan (called a “My Plan”) which helps map her professional goals for the upcoming year in addition to aligning with the agency’s strategic goals and objectives. Information for training topics is taken from many data sources including the
child assessment data, environmental rating scores, monthly score cards, annual program reports, statistics, self-assessment, along with staff input.

Professional development of all newly hired employees begins with a week-long \textit{New Employee Orientation} provided by staff specialists. This orientation includes an organization overview, preventing sexual harassment module, preventing discrimination module, information related to identifying child abuse and neglect, safety and disaster preparedness, early intervention/special needs information, family engagement and support discussion, child health and milestones, mental health information, food handling overview, discussion about evaluation of the program and the related observations and assessments, program quality standards, first aid/CPR information, program compliance and regulations, a discussion of all state and federal requirements, and organization policies and procedures. These orientation sessions are conducted on a monthly basis. In 2016, TEI plans on setting up model/mentor classrooms for new employees to send their first week in.

Tulsa Educare is also part of a larger training system, the Educare Learning Network (ELN), which provides various types of training and support. ELN network meetings are conducted once per year at different Educare locations. There are sessions on Research to Practice: Using Data to Drive Decisions, Plenary Sessions with well-known presenters, and breakout sessions for deeper conversations according to position held within the program. In addition, ELN offers: Leadership Training, Master Teacher Core Training, Family Support Core Training, Reflective Supervision, Brazelton-Touchpoints, West Ed-Infant/Toddler Training and learning groups for each training cluster.

Training, Reflective Supervision and Community of Practice sessions are conducted on a regular basis for all employees, including: Site Directors, Assistant Directors, Master Teachers, Classroom Staff, Family Advocates, Food Service Workers, Compliance Associates and Administrative Assistants. These training sessions are designed to be interactive allowing staff to sharpen their skills, expand their knowledge, and to perform to the best of their individual abilities. Tulsa Educare strives to broaden employees’ professional development by encouraging participation in state, regional, and national conferences.

\textbf{Program Goals and Objectives}

Since Tulsa Educare opened in 2006, it has achieved many important milestones with the most important one being minimizing the achievement gap for at-risk young children as they enter kindergarten. Educare has many standards, guidelines and resources in place to ensure that school readiness goals can be attained. Head Start Performance Standards are used as a foundation to the program, with the Educare Core Features as a guide to develop and implement a very high quality early care and education program. Moreover, ELN uses an Implementation Checklist to guide the work and set goals towards continuous program improvement.
Four core features compose Educare’s theory of change: data utilization, embedded professional development, high-quality teaching practices and intensive family engagement. Strong leadership at Educare Schools supports the implementation of the model and develops the culture for high-quality early childhood education and family support services. In addition, community linkages provide a myriad of community-based services that support access to resources for children, families and staff.

These four core features work together in a comprehensive and intentional way to achieve a high-quality early childhood program that helps children from birth to age 5 grow up safe, healthy and eager to learn. The Educare theory of change posits that the coordinated implementation of these components leads to strong family-school partnerships and parent support for children’s learning, and that Educare prepares children for kindergarten and long-term academic and life success.

Additionally, Tulsa Educare participates in a national, multisite Implementation Study with a local evaluation partner (University of Oklahoma-Tulsa) which assists program leadership in developing and implementing a coherent data collection system to regularly review all available program data in order to inform practice-level decision making, professional development and continuous improvement in the quality of programming for children and families.

The Tulsa Educare Board President is a voting board member on the States Early Childhood Advisory Council, Oklahoma Partnership for School Readiness. The Executive Director sits on the Educare Leadership Council, which is a small group of executives from the network that engage in joint planning, prioritizing and decision making to achieve the short and long term objectives and move closer to the joint vision.
At the national level, Educare strives to expand in influencing the Nation’s early childhood education system.

At a local level, Tulsa Educare remains committed to improving community cohesion and revitalization. The Executive Director sits on the Advisory Committee for the “Growing Together Neighborhood Initiative” which is an initiative founded in the federal “Promise Neighborhood” effort. As a result, there are 128 brand new mixed income apartment units directly across the street from Educare, and parents and staff get priority for enrollment.

**Strategic Planning**

In 2013, Tulsa Educare spent several months in a five-year strategic planning process, which included many layers of staff, parents, Policy Council members, Board members and stakeholders from the community.

The strategic plan focuses on enhancing cooperation, coordination, and collaboration within six key activity areas. These areas are based on the finding of the Community Assessment, parent surveys, annual Self-Assessment, and tenets of the Early Learning Network. The key areas are:

- School readiness
- Family engagement
- Strengthen the Tulsa Educare, Inc. infrastructure and systems
- Prevalence of child abuse and neglect
- Families experiencing connections to incarceration
- Services to expectant families

Setting the framework for the strategic plan, involving TEI management in the goals and values, analyzing TEI core values and input from community partners allowed three broad focal areas to emerge. Intriguingly, these focal areas or strategic directions aligned with the three themes that describe the TEI agency: Embrace, Empower and Evolve.

**Embrace**

The “Embrace” theme originates from the compassionate, non-judgmental approach that TEI uses to serve at-risk families at the appropriate stage in their development and level-of-need. To the staff, “embrace” means using all that we know about early education and using all the resources within the site in order to build the best classroom that will close the achievement gap. Naturally, the Embrace theme is focused on the classroom and doing all we can to achieve positive outcomes with our children and families. The Embrace theme that we referenced for years aligns to the first TEI strategic direction of “Maximize Program Outcomes.”

**Empower**

When TEI referenced the original theme of “Empower”, it represented TEI’s commitment to its most valuable resource: employees. The TEI vision, mission and core values
require employees to work together through dynamic internal partnerships. It is widely known that empowered employees are the key to a more efficient program with a maximally engaged staff. Empowered employees are engaged and committed to the Tulsa Educare vision and mission. Therefore, the Empower theme aligns to the second TEI strategic direction of “Achieve Operational Excellence.”

**Evolve**

The “Evolve” theme was hinged on the idea of growth and development of self and others. In this sense, TEI intentionally created a culture of constant development, in regard to early education best practices and research. To evolve in this industry requires a vigilant evaluation of the sciences, as well as being an active contributor and partner to the sciences. It requires an active partnership with external scientists and practitioners who are capable of developing TEI staff and those who may want to learn from TEI. TEI wants to be a national model of effective early learning, yet is humble enough to realize that there is much more to be learned by all. The third and final Evolve theme aligns to the third and final strategic direction of “Share & Learn Through External Partnerships.”

The TEI themes and alignment with strategic directions are summarized below.

- **Embrace:** Maximize Program Outcomes (Program Focus)
- **Empower:** Achieve Operational Excellence (Operational Focus)
- **Evolve:** Share and Learn Through External Partnerships (External Focus)

The executive team folded the feedback from TEI management, community partners and Head Start Consultant into two sets of goals: short-term goals and five year long-term goals. The school readiness goals that emerged from the strategic plan and have been updated for 2015-16 include:

A. **Maximize program outcomes**
   
   a. Increase individual school readiness scores by five points in the cognitive domain as measured by Bracken for English children and 3.5 for dual language learners.
      
      i. Maintain ITERS and ECERS average scores between 5.7 and 6.2 agency-wide.
      
      ii. Achieve CLASS IT-Emotional and Behavioral average between 6.3 and 6.6, IT Engaged Support for Learning average between 4.3 and 4.5, CLASS PreK Emotional Support average between 5.8 and 6.6, Classroom Organization average between 5.4 and 6.3 and Instructional Support average between 3.5 and 4.6.
      
      iii. Strengthen the comprehensive, individual child plans by aggregating and analyzing quarterly child assessment data at the child, classroom and school level.

B. **Strengthen family engagement and partnering with parents to promote:**
   
   a. The parent/family as the primary nurturer/educator by implementing monthly classroom parent meetings focused around classroom school readiness goals with 80% attendance.
b. The parent as adult (family well-being) by implementing SuperParents parenting program at all 3 schools.
c. The parent/family as advocate/leader by continuing development of the parent ambassador program.
d. The parent/family connection to peers and community by planning and holding a 10 year summer celebration to begin a parent alumni group.

C. Improve human resources systems and plan for future direction of human capital.
D. Improve business management, internal synthesis, and integration.
E. Ensure that all HSPS are being met internally and with external partners.

Family Engagement and Health Promotions

Tulsa Educare understands that the parent is the child’s best educator. Families are equal partners in supporting the growth and development of their children. Staff and families are interconnected, providing a stable and supportive environment in which children thrive. It is important for the teacher, together with the Family Advocate, to complete regular home visits to each family. Home visits are a minimum of one hour in length. Family Advocates meet with the parent/guardian upon enrollment to set goals for the child’s development and family’s well-being in four key areas: Social Emotional, Language and Literacy, Math and a Family Goal.

The Family Advocates have an intentional role in supporting the parents in developing strong, positive parent/child relationships; enhancing the parents’ understanding of their child’s development, health and learning; and strengthening the parents’ role in their child’s school and educational experiences. The Family Advocate spends a portion of their day in the classroom working alongside the teacher and children while providing a minimum of two hands-on parent-child activities each week. The rest of their time is spent assisting families with resources, crisis intervention, goal-setting and follow-up as well as educating families through parent groups created based on needs identified as well as data from TEI’s Community Assessment and the Educare Implementation Study.

Among the parent groups offered, literacy-related activities, such as Tuesday Tales, and Family Literacy Night, are both popular among our parents and children. Tuesday Tales is facilitated by the Tulsa City-County Library and is an opportunity for parents to bring children to a storytelling session on site. Parents are instructed, in English or Spanish, on how to read to their children and help them become more confident readers. Parent support groups, led by mental health professionals, meet weekly to allow parents to socialize and learn new skills such as stress management and positive parenting. In order to promote the bond and involvement of fathers and other males in the lives of TEI’s children, each school offers a male engagement program.

Another notable program--Healthy Women, Healthy Futures (HWHF)--is collaboration between TEI and the University of Oklahoma-Tulsa. HWHF is a program offered twice a week that focuses on women’s health, including medical care, dental care, mental health, vision and healthy spacing between pregnancies. According to the nationally-representative, population-based Medical Expenditures Panel Survey, researchers
found that poor preconception mental health is the most significant factor for pregnancy complications, a possible risk factor for non-live birth and a strong risk factor for low birth weight. Women who reported poor mental health before pregnancy (a global mental health rating of “fair” or “poor”) were nearly twice as likely to give birth to a low birth weight infant, almost 50% more likely to have a non-live birth and 40% more likely to have any pregnancy complication even when controlling for maternal age, race/ethnicity, marital status education, health insurance status, income and the number of children in the household. Because Oklahoma ranks in the top 10 nationally for women’s poor mental health, HWHF is a highly valued program.

Tulsa Educare has realized the importance of community collaboration with regard to sharing strengths, expertise, and financial resources. Tulsa Educare recently began its sixth year of partnership with the Tulsa Children’s Project (TCP), a community-based, collaborative program operating through the Oklahoma State University Human Development and Family Sciences department (it was formerly operated by the University of Oklahoma). During the initial years of this partnership, TCP incorporated three highly integrated dual generation interventions: 1) an enhanced education and professional development curriculum for Educare staff and leadership, 2) adult development opportunities for parents called EduCareers, and 3) a proactive approach to mental health that promotes emotional and social well-being.

Capitalizing on four years of observation and experience with parent development at Tulsa Educare, TCP leadership and OSU-Tulsa faculty worked together to transition the EduCareers program into the new Super Parents program for the 2014-15 school year. Although the Super Parents program no longer includes a workforce training component, the curriculum continues to focus on strengthening executive functioning and stress management skills in addition to parenting skills. TCP’s goal is to partner with onsite Family Advocates to deliver this exciting program to multiple parent groups throughout the year and across the TEI locations. During the 2014-15 school year, the Super Parents program was created and delivered at each Tulsa Educare site. The
2015-16 school year will continue to transition the *Super Parents* program to be administered at Tulsa Educare by Tulsa Educare staff. The goal is to provide a developmental partnership to support onsite Family Advocates to organize and lead delivery of the *Super Parents* program.

The 2014-15 school year also included a unique partnership between TCP, Tulsa Educare and the Centers for Disease Control (CDC) and Prevention. The CDC created a parent development program called *Legacy for Children™*. This program is designed to help young children get the best possible start. Research has shown that a child’s first few years are the most important for learning and mothers play a key role in the learning process. The evidence-based curriculum is provided by trained TCP and Educare staff to parent groups to increase maternal-child attachment and allow mothers to share thoughts and ideas about parenting in a friendly, comfortable and supportive environment. The program is designed for mothers with children from pre-birth to age three in order to provide relevant and age-appropriate content. To date, three parent groups have completed the first 10-week session and several more parent groups are scheduled to begin in the 2015-16 school year.

In addition to multiple English-speaking parent groups, the CDC selected Tulsa Educare as the official site to validate the Spanish version of the *Legacy for Children™* program. TCP staff are looking forward to partnering with the CDC and the University of Oklahoma-Health Science Center to offer this program to the Tulsa community.

During the 2014-15 school year, TCP also hosted a Leadership Academy for all members of each Tulsa Educare school leadership team. The leadership team from each school assembled for three hours over three consecutive months to explore topics related to the following areas:

- Appreciative inquiry – A new way of conceptualizing and working toward success in life and work
- Understand the power (internal and external impact) of peak experiences
- How one views the “ideal Educare” influences one’s performance
- Hogan – Highlight unique team strengths, potential blind spots and common values of each school leadership team
- Understand how they want others to describe their leadership style
- Based on deep personal and team reflection of above topics, identify first steps on the pathway to achieve their shared goals

Each six-person school leadership team completed the three month program and feedback was very positive.

TCP was also asked to assist in the new Parent Ambassador program initiated by Tulsa Educare during 2014-15. The program was designed for Tulsa Educare parents who want to be more involved in the program and develop their leadership capacity. They began by talking about common issues and will begin working on special events (e.g., school tours, parent appreciation events, media interviews) and provide planning and
feedback on other Tulsa Educare initiatives (e.g., family recruiting). TCP staff provided individual Hogan leadership assessments to each of the selected Parent Ambassadors, distributed reports and facilitated understanding of the results.

Tulsa Educare also partnered with Dr. Amanda Morris to apply for a large, multi-year grant through Early Head Start. The goal of the proposed research is to strengthen and test interventions currently being implemented in partnership with Tulsa Educare. It is titled Building relationships among parents, teachers and Early Head Start children: Integrated interventions that improve biobehavioral responses to stress and emotion regulation. Regardless of federal funding, Tulsa Educare will continue to explore opportunities to develop a model of interventions for broader implementation across Early Head Start that improves early childhood development by strengthening relationships.

**Curriculum Alignment**

TEI has a strong partnership with Tulsa Public Schools (TPS) beginning with the shared belief that every child, especially those that are at-risk for school success, should have the highest quality early learning experience possible. TPS began their support by donating land to Tulsa Educare, Inc. In each case, the land was located adjacent to a TPS elementary school to ensure a safe community school for children and their families and continuity-of-care from birth through sixth grade. Tulsa Educare staff works with TPS Administration to align the school’s curriculum and early learning guidelines. This ensured the children are ready to learn and will have a smooth transition into public schools.

TEI and TPS also have a Memorandum of Understanding to work together to provide the best possible environment for each child that needs early intervention services or is on an Individual Education Plan (IEP). Both organizations believe in inclusion; mild to moderate children are placed in the classroom that the parent and multidisciplinary team deem most appropriate for the child.

In addition to the partnership with Tulsa Public Schools, TEI partners with Sooner Start to provide inclusion for children on Individual Family Service Plans (IFSPs) and provide early intervention referrals for children less than three years of age who we determine are not progressing with normal development.

**Evaluating for Outcomes**

The Early Childhood Education Institute at the University of Oklahoma – Tulsa conducts an extensive evaluation of Tulsa Educares, with leadership from the Educare Learning Network and the researchers at the Frank Porter Graham Child Development Institute at the University of North Carolina–Chapel Hill. The logic of the evaluation is shown in the Educare Theory of Change diagram, page 15. The theory of change shows that the data gathered for the Educare program is intended to be useful to both internal
stakeholders working directly with children as well as external stakeholders who make decisions about allocation of resources and strategic plans for the future. Internal stakeholders use the data to better understand the needs of children and families, to get objective information about the quality of classrooms, and to pursue insight into the complex situations of families’ struggles. External stakeholders use the data in the manner that is typical of evaluations – with the information providing a picture of the overall workings of the program. That is, the external stakeholders, such as board members and community partners, have data on how the families are doing, what the quality of the classrooms is like, and how well the children are being prepared for next steps in their educational journey.

As shown in the theory of change, the achievement and kindergarten readiness of children are supported by a network of inputs. The core features of Educare, high quality teaching practices and intensive family engagement, are expected to be the mechanisms by which child achievement is supported. Further, in order to continue the pattern of achievement beyond the preschool years, positive outcomes for families are a goal of change as children graduate from Educare programs.

With these shared goals in mind, Tulsa Educare partners with the Local Evaluation Partner (LEP) collaborate to achieve these goals. The data provided in this report are one aspect of this ongoing partnership.

Overview of the Evaluation
The Educare Learning Network works together to reach consensus on the battery of assessments and format of interviews and surveys used to collect the information for the evaluation. Teachers and staff, as well as parents/guardians, assist in creating an understanding of the program by completing the questionnaires aimed at understanding their activities with and beliefs about children, as well as some information about strengths and risks. The classrooms are evaluated through observational measures of the environment and the interaction of teachers with children. Child outcomes are measured through a battery of direct assessments measuring language, literacy, and school readiness. Teachers also complete a rating of children’s behavior, which is scored to get a picture of children’s social-emotional development. Below is an overview of these data collection tools – questionnaires, surveys, child assessments, and classroom observations.

<table>
<thead>
<tr>
<th>Overview of Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of data</strong></td>
</tr>
<tr>
<td>Staff Questionnaire</td>
</tr>
</tbody>
</table>
### Table of Data Collection Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Interviews and Survey</td>
<td>Annually and at exit</td>
<td>Demographics, beliefs, involvement, risk factors</td>
</tr>
<tr>
<td>Classroom Observations:</td>
<td>Annually</td>
<td>Classroom activities, language interactions, overall quality</td>
</tr>
<tr>
<td>ITERS-R or ECERS-R CLASS Toddler or CLASS Pre-K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Assessments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPVT</td>
<td></td>
<td>Child language and cognitive status and change over time; maintenance of Spanish language (for DLLs)</td>
</tr>
<tr>
<td>Bracken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Ratings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECA-IT &amp; DECA</td>
<td></td>
<td>Children’s social-emotional competence</td>
</tr>
</tbody>
</table>

The timeline of this collection is shown below.

**Timeline of Data Collection**

- **Fall**
  - Child Assessments
  - Annual Parent Interviews

- **Spring**
  - Child Assessments
  - Exiting Parent Interviews

- **Winter**
  - Classroom Observations

- **Summer**
  - Teacher Survey

While the evaluation collects a vast amount of information, the focus of analysis of data is partially informed by the strategic plans of the program. Therefore, in addition to an analysis of the child outcomes themselves, this section will deal with the *inputs to child outcomes* that are related to Tulsa Educare’s strategic plan, specifically, the bullets below.

- Family engagement (as evidenced by families’ self-report)
- Strengthen the Tulsa Educare, Inc. infrastructure and systems (as evidenced by classroom quality)
• Prevalence of child abuse and neglect (as evidenced by prevalence of high risk families)
• Families experiencing connections to incarceration (as evidenced by reports of incarceration)

These key activity areas can be organized into three groups – Family Inputs to Child Outcomes, Classroom Inputs to Child Outcomes, and Child Outcomes (School Readiness, Language, and Social Emotional Development).

Family Inputs to Child Outcomes
The strategic planning of Tulsa Educare identified key areas of family inputs that can be informed by evaluation data. Family engagement can be measured through questions about how often parents talk with teachers, how often parents talk with their children, and what kinds of supports families provide to children through activities and material resources. These kinds of inputs reflect an understanding of the family investment theory, a theory that explains the path from poverty to negative child outcomes as a lack of families’ ability to invest resources of time, knowledge, and material supports into the children’s development.

One way in which families invest in their children is by using the teachers, family advocates, and mental health staff at Educare as resources in their parenting journey. Of the 31.5% of children’s parents who responded, approximately one third of families reported speaking with Educare staff more than once per week about their child’s development (36%) or about their child’s behavior (39.4%). One in 5 responding families (20.3%) also speak with staff about parenting issues more than once per week. The majority of respondents report speaking with Educare staff at least once a month about child development (91%), child behavior (90%), and parenting issues (67%). These data, while sparse due to low response rates, illustrate the availability of family-home connections that can support Educare children’s learning.

Conversations with teachers will ideally translate to changes in parenting practice for Educare parents. In an interview in which 93% of children’s families responded, most parents report investing time into their child’s learning and development. Almost 1 in 5 families report reading almost every day and a much greater proportion report teaching letters,
words, or numbers (35.1%) or using parallel talk to support language development (37.6%). However, more than half of the families (54.3%) read less than 3 times a week. Because daily reading is a strong predictor of school success, partnering with parents to plan for a regular reading routine supports learning gains during the school day. Similarly, talking with infants, toddlers, and preschoolers supports a network of language learning. Increasing the percentage of families who talk with their children everyday could also support child outcomes, which will become more of a focus for the program.

While many children have a personal library at home from which they can conveniently choose a book for their parents to read to them, almost 1 in 4 Educare families had 10 or fewer books in the home. These material resources are abundant in Educare classrooms and family support workers may be able to empower families to gather these materials in their home.

There is some evidence that Educare families who have been in the program longer invest more frequently in practices such as daily reading. The table below shows how frequently families read to their children in the week of their interview, organized by how long the children attended in Educare. Out of families enrolled less than 1 year, only 14% read 6-7 times in the week they were interviewed. A slightly greater percentage of families read this often if they had been enrolled 12 to 23 months (18%). This percentage increases for families who have been enrolled 24 to 35 months (25%) and again for families enrolled 36 months or more (28%). There is a small, but statistically significant, correlation between time in the program and more literacy activities in the home.

**Frequency of reading in the last week, by time in program**

<table>
<thead>
<tr>
<th></th>
<th>Enrolled 0 to 11 months</th>
<th>Enrolled 12 to 23 months</th>
<th>Enrolled 24 to 35 months</th>
<th>36+ months</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reading in last week</td>
<td>22%</td>
<td>23%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Read 1-2 times in last week</td>
<td>35%</td>
<td>35%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>Read 3-5 times in last week</td>
<td>29%</td>
<td>24%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>Read 6-7 times in last week</td>
<td>14%</td>
<td>18%</td>
<td>25%</td>
<td>28%</td>
</tr>
</tbody>
</table>

The data above provides some evidence that parents are engaging in the program both at home and at the school. Parents report that they talk with Educare staff to gain knowledge and resources for their children. In addition, parents report interacting with their children in ways that sustain the stimulating experiences children receive while in school.
The income-linked achievement gap can also be explained by the *risk and resilience theory*. This theory links a higher prevalence of risks to more negative life outcomes for children. The theory also explains the complexity of human development through protective and compensatory factors that add to children’s resilience, even in the face of adversity. Watamura and colleagues (2011) found that children with risks at home and low quality child care experience a “double jeopardy”, as evidenced by lower social-emotional outcomes. However, high quality early childhood experiences seemed to protect children from negative inputs into their development. Ideally, all children will have all of their basic needs met, including the need for warm interactions and stimulating experiences, in both home and school environments. With this mission, TEI focuses on identifying and reducing family risks in two areas – 1) family connections to incarceration and 2) child abuse and neglect, while having high expectations for classroom quality.

On average, 19.5% of Tulsa Educare families report having a family member who has been incarcerated. This average is highest at the Educare MacArthur, reaching nearly 1 in 5 families. Close behind, 16.9% of Educare Hawthorne families reported having a family member who had been incarcerated. Educare partners with Women in Recovery (WIR) program, a rigorous prison alternative based inside the Family & Children’s Services, that is dedicated to reforming, educating, healing, counseling and rehabilitating non-violent female offenders. Children of parents in the WIR program receive priority in the Educare schools.

A second area of focus for Educare is child abuse and neglect. While data cannot be accurately collected about ongoing abuse without immediate ethical mandates to report, Educare staff can identify families who may be at risk of harming themselves or their children through measures of parenting distress and general depression. The data below on parental distress is a subscale of the Parenting Stress Index. The scale identified 5.2% of Educare families as experiencing high parental distress. While parenting is always a difficult job, these parents answered the survey in a way that could be followed up by Educare staff to learn if the parents need assistance with personal issues that are impacting their parenting or if they have a child with a particularly difficult temperament or behavior issue that could be addressed.

Families who participate in the study are also screened for depression. An agency-wide protocol between family advocates, the LEP, and the mental health specialists ensures that families are informed of the resources available to them and do not need to suffer the struggles of depression while trying to meet the needs of their children. This data
also shows where concentrations of depression risk are present – such as the 24.9% rate at MacArthur that exceeds the 10.4% and 11.2% rates at the other two sites.

Concentrations of risk can also occur due to an increase in financial stress, particularly when the stress causes material hardship. The data below demonstrate that many families at Educare experience this kind of material hardship. For example, while the majority of families do not worry about or ever run out of food, 15% of Educare families surveyed sometimes run out of food. Another 13% of families worry about running out of food, presumably because their food budget is only partially adequate. Tulsa Educare protects children from some of this hardship by providing nutritious meals and snacks throughout the day that are hot, healthy and homemade and cooked on-site. Educare also partners with the Eastern Oklahoma Food Bank to provide “Fresh Food Fridays” for families to stop and pick up fresh fruits and vegetables, similar to a small farmers market inside the schools. Children are also sent home with backpack with staple food items to help throughout the weekend. Overall, the percentage of families experiences these various risks has decreased since the 2013-14 school year.

**Classroom Inputs to Child Outcomes**

In rigorous, longitudinal studies, the quality of early childhood environments has been shown to be a major contributing factor to better school and life outcomes for children (Campbell, Ramey, Pungello, Sparling & Miller-Johnson, 2002; Vandell, Burchinal, Vandergriff, Belsky, Steinberg, & NICHD Early Child Care Research Network, 2010; Ruzek, Burchinal, Farkas, & Duncan, 2014). High quality programs not only influence
outcomes for children, but also seem to positively influence mother’s later involvement in their child’s education (Crosnoe, 2012).

Classroom Quality is measured with direct observation using two ‘families’ of instruments – the CLASS and the ERS. Both instruments must be conducted over a set amount of time and scored according to the administration guidelines of the authors. These tools have both strengths and limitations, but create a thorough picture of classroom quality when used as two pieces of a puzzle. The Classroom Assessment Scoring System (CLASS) has two versions appropriate for use in early childhood settings – the CLASS Toddler and the CLASS PreK. The toddler version was created for use in classroom where the majority of children are between 15 and 36 months old. The PreK version was developed for use with classrooms serving children 3 years old and older. Both versions have a focus on interactions, such as how the teachers talk with the kids, the warmth and responsiveness of teachers, and the instructional supports provided through activities and conversation. The Dimensions are organized into three Domains in the PreK version – Emotional Support, Classroom Organization, and Instructional Support. The Toddler version is organized into two domains – Emotional and Behavioral Support and Instructional Support. Both observations must be conducted over a period of at least two hours for valid scoring.

The Environment Rating Scales also have two versions appropriate for use in early childhood centers – the Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS). The ITERS is appropriate for use in classrooms where the majority of children are between 0 and 30 months old. It emphasizes individualization of schedules to respond to infants’ needs and the provision of a safe, healthy, and stimulating environment. The ECERS was developed for classrooms serving preschool age children (approximately 3-5 years old). Like the ITERS, it has a focus on schedule. The schedule is expected to allow for long periods of time for children to engage in facilitated play. As the emphasis in ECERS is on the developmentally appropriate practice of learning through play, the criteria of this instrument also focus on the amount and variety of play materials to which children have access. Additionally, basic needs of children to be safe, healthy, and have positive relationships are a focus of these instruments. The Items are combined to make up a Total ERS score. Both observations must be conducted over a period of at least three hours to allow for valid scoring. The subscales of the instruments are shown in the table to the right.

The results for the 2014-15 school year show that TEI continues to maintain high quality classrooms, as measured by both the CLASS and the ERS instruments. In the winter of
2015, all three Educare sites scored in the Good to Excellent range (5 or above) on the Environment Rating Scales. While the early years of the site opening scored in the mid-range, the data was used to inform practice and professional development, and thereby resulted in an increase in quality. The increases in global quality were captured by the instruments in subsequent years.

In addition to achieving overall global quality in the good to excellent range, Educare classrooms consistently score in the good to excellent (5-7) range on important inputs into children’s school readiness. Items such as Listening/Talking and Interactions on the ITERS or Language Reasoning, Activities, and Program Structure on the ECERS are examples of these particularly high functioning areas of quality.

Objective observers also captured the high quality of Educare classrooms using the CLASS measures. Educare classrooms exhibited excellent emotional support and classroom management, which serve as a foundation on which instructional interactions can occur. While the Instructional Support/Engaged Support for Learning scores did not reach the high range that the other domains reached, a point of context is that these scores are typically low across the nation. For example, approximately 31% of Head
Start classrooms in a sample of 359 rooms scored 2.5 or lower on the Instructional Support domain.

**Child Outcomes**
Following the Educare Theory of Change, these inputs of family engagement and high quality teaching practices will support children’s achievement in school readiness concepts, as well as the goals for positive outcomes for children’s language, literacy, and social-emotional development. The combinations of these create a picture of children’s developing school readiness. The schedule of assessments is shown in the diagram to the right.

**School Readiness Concepts**
While school readiness includes a variety of skills and competencies, the Bracken School Readiness Assessment (BSRA) focuses on academic concepts that many children learn in the early years leading to their entry into traditional school. The BSRA measures a child’s understanding of colors, letters, numbers, shapes, and sizes and comparisons.
The national mean of this measure is a standard score of 100, with a standard deviation of 15. While scores improved from Fall to Spring, the difference was not significant – a change from previous years.

However, the majority of children who were bound for kindergarten in the spring of 2014, scored in the typical range for this instrument, with 86% of English-speakers scoring in a range typical for the age group. Only 42% of kindergarten-bound Dual Language Learners scored in the typical range.

Language and Vocabulary
As the use of language and vocabulary are foundational to children’s later reading skills, the evaluation also measures these aspects of learning and development. The Peabody Picture Vocabulary Test (PPVT) measures receptive vocabulary by asking the child to point to one of a group of pictures that the assessor has named.

The Preschool Language Scale (PLS) is a broader measure of language, covering both auditory comprehension and expressive communication abilities. The PLS is administered through a variety of play-based items in either English or a combination of English and Spanish for Spanish-English dual language learners. While not used to diagnose children in the study, the PLS offers a culturally sensitive way to differentiate a child’s lack of familiarity with an English word from a potential communication disorder by asking the questions in Spanish first, then asking those that were missed in English.

Educare children who spoke English maintained an average score that approached the mean of 96, but dual language learners decreased on the norm-referenced measure. While children made gains, on average, the gains were not as rapid as similar-aged peers in the normative reference group.
Social Emotional Development

Most of the child assessments are conducted by the LEP team, but some aspects of development are difficult to observe in a standardized setting. For this reason, the Social Emotional Development, as measured by the Devereaux Early Childhood Assessment (DECA), is rated by the child’s teacher. The DECA is a questionnaire that asks about the frequency of certain behaviors, which are categorized into three types of protective factors that contribute to a child’s resilience. The preschool version of the assessment also screens for Behavior Concerns that may require assistance from Educare Master Teachers or Mental Health Specialists.

In the spring, DECA results show that a majority of children (86%) are scoring in the typical or better ranges of social emotional development. This means that they typically exhibit behaviors that show they have attachments to important people in their lives, take initiative to meet their own needs, and have an age appropriate level of self-regulatory ability. However, almost a quarter of preschool age children (21%) screened in the area of need on the Behavior Concerns subscale.

Demonstrating Results – Outcomes by Time in Program

An encouraging finding from the national study was that children who had been in the program longer were likely to score higher on language measures than were children who entered later. The analysis from this finding was robust, controlling for many other variables that could also be influencing this trend. In an effort to see how Tulsa Educare is doing with children who have
been enrolled for different periods of time, we use two kinds of analysis 1) a comparison of children’s spring scores, organized by their length of enrollment and 2) a comparison of children’s scores over time if they have been assessed twice annually over the past two years.

The graphs above indicate that when comparing children by how long they have been in the program, no statistical difference is observed between the mean scores of those enrolled for different periods of time. Children who had been in the program less than a year had similar vocabulary and school readiness scores as children enrolled longer, when measured in the Spring of 2015. This does not account for age of entry or other factors that may affect scores.

Across 2 years, however, a positive trend exists for children who remained in the program and were assessed repeatedly over time. As shown below, school readiness scores had an upward trend in the first 3 timepoints, with a slight decline in the Spring of 2015. This pattern seems to show that early efforts paid off for teaching the discrete skills measured by the Bracken.

Vocabulary scores for English speakers started high and stayed high, ending near the national mean of 100 at 99.5. This pattern seems to indicate more of a preventative effort for the broader, language-based assessment. Dual language learners made consistent gains in vocabulary, starting well below the mean at 76.8 and ending with
an average score in the typical range of 85.5. Like the Bracken pattern, this indicates a continual improvement due to increased exposure the concepts – which would be new to dual language learners, as the assessment is given in English.

Conclusion

Analysis of TEI’s data shows that the families and staff who care for Tulsa Educare’s children continue to struggle with the pervasive problem of preventing and patching the income-linked achievement gap. While gains in 2014-15 were not as robust as previous years, the table below shows that large percentages of children still scored in the typical ranges on school readiness (Bracken), receptive vocabulary (PPVT), communication (PLS), and social emotional development (DECA).

<table>
<thead>
<tr>
<th>Percentage of children scoring at or above typical ranges</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracken School Readiness Assessment</td>
<td>81%</td>
<td>49%</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test</td>
<td>88%</td>
<td>40%</td>
</tr>
<tr>
<td>Preschool Language Scale</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Devereaux Early Childhood Assessment</td>
<td>86%</td>
<td>86%</td>
</tr>
</tbody>
</table>

These outcomes are supported by a network of professionals working with children and families to produce excellent early education practices and engaging efforts of families to reduce risks and empower strengths.

Tulsa Educare—Beyond the Walls

Beyond the Walls is a program from Tulsa Educare which started early in 2014. The goal of the program is to provide opportunities and experiences to nurture early learning and parent-child interactions for families not enrolled in quality early childhood education programs. Offering a variety of program options to target different family interests and needs, Tulsa Educare collaborates with local agencies in order to ensure community partnerships are established to support child and parent development through a child’s first five years of life, and beyond. Tulsa Educare has developed or partnered with the following programs to provide early learning opportunities for non-enrolled families:

1) Reach Out and Read: Evidenced-based and staffed by a developmental pediatrician who is an early literacy champion. Reach Out and Read trains doctors and nurses to have conversations with parents, during well-child exams, about the importance of reading aloud with their children. The Reach Out and Read program also provides a book for each child during their regularly scheduled well-child exam, from six months to five years of age. Currently, eleven clinics are using the Reach Out and Read program (Birth and Beyond, Community Health Connection, In His Image, Indian Healthcare Resource Center, Milestones, Morton Clinic, OU Family Medicine, OU Pediatrics, Tulsa
Pediatric & Adolescent Medicine, Tulsa Pediatric Group, and Westview). From January 1st to June 30th of this year, 6,767 books were given out along with meaningful conversations to the families during the child’s well-child exam.

2) Talking is Teaching: *Talking is Teaching* is a campaign to encourage Tulsans to talk, read, and sing to young children. Through focused outreach with community-based and faith-based organizations, and a more widespread media campaign, parents and caregivers will be given tools and prompts to increase the amount of time they spend in meaningful interactions with the children in their care. The initiative is focused on encouraging parents that through talking, reading, and singing with their children, simply narrating daily activities, rather than adding new activities into their already time-starved day, adults can help young children enter school with a strong vocabulary and strong social-emotional well-being. From January 1st to June 30th of this year, eight churches and six community partnerships have held monthly, family engagement events with 1,338 parents and children participating and over 1,134 books distributed at these events.

3) Legacy for Children: This parenting intervention program is a curriculum based program, through the Center for Disease Control and a partnership with Tulsa Educare and OSU Tulsa – Tulsa Children’s Project. Legacy for Children is a three year, group-based program that supports mothers and their children, and is available in Spanish. Our intervention specialists hold regular group meetings designed to promote positive parenting through: highlighting the mother’s responsibility, investment, and devotion of the time and energy for her child; her role as a responsive, sensitive caregiver and guide for her child’s behavioral and emotional regulation; her role as facilitator of her child’s verbal and cognitive development; and promoting the mother’s sense of belonging to the community. Currently, Tulsa Educare and OSU have two on-groups with our third group, our first Spanish group, set to start in October of 2015.

4) Communities-In-Schools: Beyond the Walls supports Hale High School’s teen parenting program, Strong Tomorrows. Strong Tomorrow’s focuses on pregnant and parenting teens and helps promote parents’ career or college readiness, prevent secondary pregnancies, and connect parents to quality early childcare programs. Tulsa Educare partnered with Hale High School, by offering parent support groups regarding child development and positive parenting practices, created family engagement events, and connected the parents to early learning at Tulsa Educare III, which is adjacent to the high school.
Governing Board of Directors

Mike Burke-Vice President, Buffett Family Foundation
Debbie Deibert-Assistant Professor of Child Development, Tulsa Community College
Fred Dorwart-Attorney, Fredric Dorwart, Lawyers
Debi Friggel- QuikTrip Corporation
Phil Frohlich-President, R.H. Siegfried, Inc.
Dr. Deborah Gist-Superintendent, Tulsa Public Schools
George Kaiser-President, Kaiser-Francis Oil Company
Don Millican-Chief Financial Officer, Kaiser-Francis Oil Company
Ray Owen-Community Leader, Tulsa Metropolitan Baptist Church
Whitney Pingleton-Policy Council Chairperson
Bob Ross-President and CEO, Inasmuch Foundation
Mimi Tarrasch-Director of Women in Recovery Program, Family & Children’s Services
Annie VanHanken-Senior Program Officer, George Kaiser Family Foundation;
President, Tulsa Educare, Inc. Board
Early Head Start Policy Council

Whitney Pingleton-Parent, Policy Council Chairperson
Munirah Muhammad-Parent, Policy Council Vice Chairperson
Rachael Stagner-Farrell-Parent, Treasurer
Andrea Oldham-Parent, Sergeant of Arms
Michelle Sanchez-Parent
DeNeika Johnson-Parent
Lilia Hernandez-Parent
Maria Mauricio-Parent
Sarah O’Banion-Parent
Leticia Jaimes-Parent
Jasmine Brown-Parent
Megan Cooper-Parent
Alisha Norman-Parent
Dana Rutledge-Parent
Chelsie Fondren-Parent
Hannah Roberson-Parent
Lynn McClure- Community Representative
Debbie Guilfoyle-Community Representative
Paige Whalen-Community Representative
Farrell Saey-Community Representative
Brad Sullivan-Community Representative
Lesley Gudgel-Community Representative
Andy McKenzie-Community Representative
Debbie Deibert-TEI Board Representative
Tulsa Educare, Inc. Administrative Staff

Caren Calhoun, Executive Director
Vicki Wolfe, Chief Program Officer
Marsha Schmidt, Chief Financial Officer
Nicole Kirkland, Director of Quality Assurance
Michelle Hulbert, Director of Program Operations
Ruth Slocum, Director of Mental Health
Pam Pope, Accounting Manager
Robin Donaldson, Accounting Specialist
Rondalyn Abode, Benefits Generalist
Valerie Reynolds, Human Resources Manager
Brenda Reynolds, Human Resources Generalist
Jesse Badoe, Leader in Training
Educare 1-Kendall Whittier Administrative Staff

Krisitn Vivar, Interim School Director
Patricia Dabney, Compliance Associate

Lucy Guzman, Assistant Director
Deyssi Medrano, Administrative Assistant

Educare 2-Hawthorne Administrative Staff

Jennifer Ladner, School Director
Amanda Morris, Compliance Associate

Serenity Weeden, Assistant Director
Angie Prince, Administrative Assistant

Educare 3-MacArthur Administrative Staff

Beth Eldridge, School Director
Laura Roderick, Compliance Associate

Elizabeth Miranda, Assistant Director
Noemi Rangel, Administrative Assistant