



TULSA  
EDUCARE

2022-2023 ANNUAL REPORT



# WHAT'S INSIDE?

**02**

LETTER FROM OUR  
EXECUTIVE DIRECTOR

**03**

WHO WE ARE

**06**

WHO WE SERVE

**09**

EFFORTS TO PROMOTE  
ORGANIZATIONAL  
HEALTH

**11**

EFFORTS TO PROMOTE  
EXCEPTIONAL  
TEACHING

**13**

EFFORTS TO PROMOTE  
CONNECTED FAMILIES

**15**

EFFORTS TO PROMOTE  
SCHOOL READINESS

**19**

FINANCIAL  
INFORMATION

**21**

OTHER  
INFORMATION

**Welcome to Tulsa Educare's 2022-23 Annual Report.** This year, a study was published demonstrating that our schools deliver long-term academic returns to the children we reach. We already believed in our impact but the study confirmed our impact and has renewed our energy and passion. We have been sharing this information with parents, funders, policy makers, and practitioners since we need more to understand that we have the answers for disrupting intergenerational poverty nationwide. The study was conducted by researchers from the Early Childhood Education Institute at the University of Oklahoma-Tulsa.

While celebrating this news, we have worked to continue rebuilding our schools from the aftermath of the coronavirus pandemic. Our hard work to retain existing staff and hire new staff paid off as staffing increased by five percentage points. Data from staff surveys tell us our program became more nurturing as reports of trust and positive work environments increased and reports of being treated unfairly by colleagues decreased. Child attendance significantly improved as average daily attendance increased six percentage points. Along with children being in our schools more days, parents spent more time in our schools as we offered more in-person events such as a school-wide multicultural fiesta and English as a Second language classes.

Our community initiative Early Learning Works (ELW) experienced a 30 percent increase in the number of child care providers it reaches, now up to one hundred twenty six. Also, ELW began work to support fifteen individuals in opening high-quality family child care homes funded by their new grant from the Oklahoma Clearinghouse for Early Childhood Success.

We are super excited about our influence on policy this year. Our advocacy along with that of local child care providers resulted in the City Council improving the zoning code as it pertains to family child care homes. We were also part of Oklahoma House Bill 2452 passing in the 2023 legislative session which prevents city and county agencies from overriding the number of children that Oklahoma Department of Human Services allows in family child care homes.

Our work would not be possible without the myriad of supports we have from funders, partner organizations, friends, colleagues, and parents. Thank you for your generous support and your partnership in working to create a world where a young child's income, adverse experiences, and race do not predict their life success.



*C. Decker*

**CINDY DECKER**

Executive Director, Tulsa Educare





WHO WE  
**ARE**



# OUR VISION



Our Vision is a world where a young child's family income, race, and adverse experiences do not predict life success.

# OUR MISSION



Our Mission is to transform the lives of very young children and their families through high-quality early childhood education, enhancing parenting practices, and strong partnerships with other organizations.

# OUR METHOD



Tulsa Educare seeks to achieve our mission with a two-fold approach by operating four early childhood schools as a member of the national Educare Learning Network and partnering closely with child care providers to meet Early Head Start or Oklahoma Early Childhood Program standards and impacting the lives of children from birth through age eight beyond the walls of our school and partners through Early Learning Works.



# OUR VALUES

Our values guide us toward our vision and mission. These six beliefs allow us to view the world through a lens of hope and to create a culture in which each staff member and family can be successful.



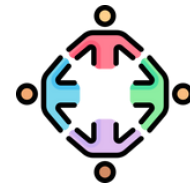
## KINDNESS

We respect the worth and uniqueness of every single child, family member, and colleague. We give honest, direct, and productive feedback.



## RECIPROCITY

We help others, and they, in turn, help us. Staff and families together share responsibility to ensure effective outcomes.



## INCLUSIVENESS

We welcome multiple, diverse perspectives since it is a moral responsibility, and it will make us better. We respect differing viewpoints.



## POSITIVE PROBLEM-SOLVING

We identify problems, reflect and examine from different viewpoints, and work collaboratively and constructively, including those who can help solve them.



## DATA-DRIVEN DECISION MAKING

We collect and utilize quantitative and qualitative data to drive continuous improvement.



## COURAGE

We respectfully lean into tough conversations. We challenge assumptions and the status quo.





WHO WE  
**SERVE**



### **Total Number of Children Served:**

Tulsa Educare funds 793 children at our four schools and thirteen child care providers using Early Head Start and Oklahoma Early Childhood Program funding. Of these 793, 436 are funded with Early Head Start funds (55%). Children who are eligible for Early Head Start include those whose family income is less than the Federal Poverty Level and those in families receiving Supplemental Nutrition Assistance Program (SNAP). Children living in foster care and experiencing homelessness are also eligible.

We reach additional children, adults, and programs beyond the walls of our schools through Early Learning Works, which offers various supports and development opportunities. For example, Early Learning Works reaches 126 child care providers in the city of Tulsa to improve their business practices and enhance their quality of care through professional development, coaching, and collaboration towards achieving national accreditation.

### **Eligible Children Served:**

The 2021 American Community Survey estimates that of Tulsa County's 44,424 children under five, 23% (10,379) lived below poverty. The number under five living in poverty has decreased somewhat since 2015. We estimate that 6,227 of the 10,379 are under three and, therefore, eligible for Early Head Start in Tulsa County. In other words, we provide services to 436 of the 6,227 or 7.0% of Tulsa County's children eligible for Early Head Start.





# MONTHLY ENROLLMENT



The table below shows our average monthly enrollment of children under three funded by Head Start. Our average enrollment for the 2022-2023 school year was 91%.

Month	August 2022	September 2022	October 2022	November 2022	December 2022	January 2023
Number of Children	388	382	389	392	385	400
% Enrolled	89%	88%	89%	90%	88%	92%
Month	February 2023	March 2023	April 2023	May 2023	June 2023	July 2023
Number of Children	393	400	405	412	420	418
% Enrolled	90%	92%	93%	94%	96%	96%







EFFORTS TO  
PROMOTE  
ORGANIZATIONAL  
**HEALTH**





One of our five strategic goals is Organizational Health. For 2022-23, the overarching priority in our schools was to (re)ground ourselves in providing a nurturing environment for children, families and staff. Given all the effects of COVID, this foundation goal made sense. Leadership worked to connect regularly with staff individually to motivate and support, all staff made commitments to support one another, and leadership participated in multiple training sessions related to nurturing. And, each school had school-specific goals to support nurturing.

To support nurturing, we launched Operation Teddy Bear Hug where nearly 100 teachers met one-on-one with one of our 35 leadership team members who does not work in their same school. Teachers were asked open-ended prompts including describing a good day at work and then a bad day at work.

The first finding was that the functioning of a teacher’s team both in his/her classroom and in his/her suite is key. Functioning for this purpose includes teacher attitudes and moods, teachers communicating well with one another by listening, collaborating, and problem solving, and the ability to take breaks. An important input into how well a teacher team functions is the number of vacancies on the team, whether a team member frequently does not come to work unexpectedly (commonly referred to as “called out”) and whether a team member is at work but out of the room. The second key finding is that teachers value day-to-day support and clear communication from leadership. They want school leadership visiting their classrooms regularly to see how things are going, to connect with one another, and to show appreciation or support. These findings are being used to implement some strategies in 2023-24.

As a fun way to nurture our staff, we funded a billboard on a busy highway throughout May. A Facebook post about this received 477 Likes!

We experienced an improvement in nurturing. We see this in the October 2022 employee engagement survey results and from the spring teacher survey, where the percentage of teachers reporting that Educare colleagues treat them unfairly at least a few times a month went from 15% in spring 2022 to 7% in spring 2023.







EFFORTS TO  
PROMOTE  
**EXCEPTIONAL  
TEACHING**



Because we have many new teachers as the result of high staff turnover occurring nationally in the Great Resignation, we deepened our onboarding by developing six weeks of training for new teachers called Foundational Teaching Practices. Each week, new content is delivered and teachers practice applying the strategies with targeted coaching. Seventy-four teachers participated.



Supporting our Diversity, Equity, and Inclusion work and our goal for children to express pride in their unique identities while appreciating differences, Tulsa Educare Hawthorne honored Black history for Black History Month. Children had related art experiences, viewed incredible displays around the school, and participated in a parade around the school.

Thanks to a new partnership with the Birth through Eight Strategy for Tulsa (BEST), our schools explored light studios at each site. The studios included light tables, projectors, microscopes, translucent and iridescent materials, along with a myriad of other tools to transform and experience the element of light. Educators and children experimented with the joy, creativity, and innovation that can be made possible through intentionally designed teaching and learning environments.



One of our favorite days of the year is International Mud Day! Playing in the mud isn't just good, clean fun. It helps with fine and gross motor skills, increases brain activity, can help reduce allergy symptoms, relieve stress, and so much more!





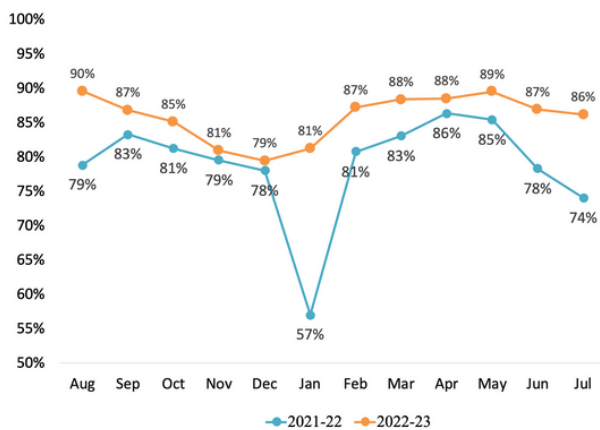
2511

EFFORTS TO  
PROMOTE

CONNECTED  
**FAMILIES**



## Educare School Attendance



Child attendance increased dramatically this year. This is due to families gaining comfort with sending their children to school and our staff talking with families about the importance of attendance. It is also due to changes in the Centers for Disease Control and Prevention guidance related to quarantining and some changes in internal COVID exclusion policies.

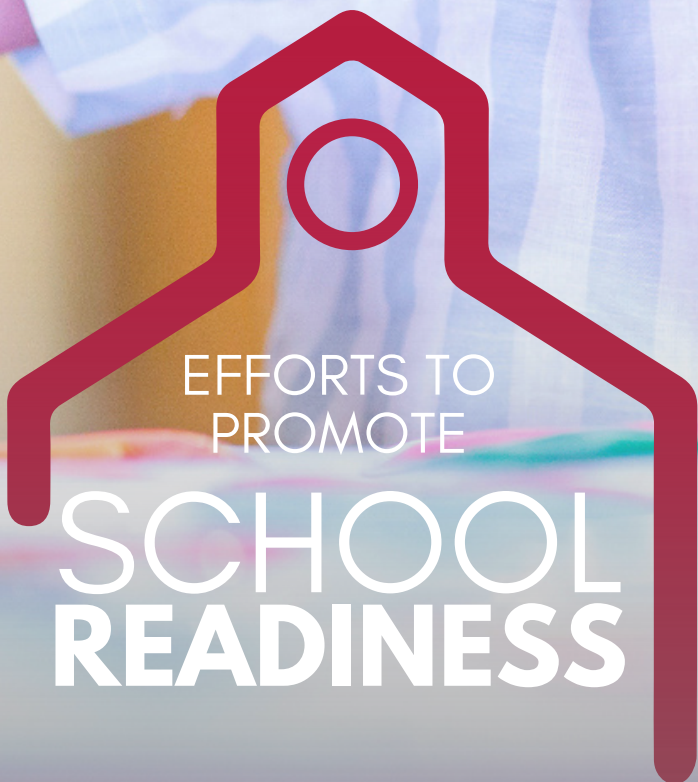


For the first time in a long while, English as a Second Language classes were offered to families. Participants completed eight weeks of classes, attending two days a week for two hours at Tulsa Educare-Celia Clinton. The parents could apply for a scholarship at Tulsa Community College to continue these courses or join free language clubs. This was such a success, classes will be offered at three Educare schools in 2023-24.



We beefed up school-wide events for families this year given COVID concerns were diminished. Parents at Tulsa Educare Kendall-Whittier enjoyed a Multicultural Fiesta to celebrate the rich diversity of children, families and staff. There were cultural displays from eight countries. All enjoyed a huge buffet of treats, including buñuelos from Mexico, banana pudding from the United States, arroz con leche from Venezuela, sweets from Guatemala, and cookies from El Salvador. There was dancing, reading, and lots of fun.





EFFORTS TO  
PROMOTE

**SCHOOL  
READINESS**





At Tulsa Educare, we work to prepare the children we serve for elementary school. This year, a study was published demonstrating that our schools deliver long-term academic returns to the children we reach. We already believed in our impact but the study confirmed our impact and has renewed our energy and passion. We have been sharing this information with parents, funders, policy makers, and practitioners since we need more to understand that we have the answers for disrupting intergenerational poverty nationwide. The study was conducted by researchers from the Early Childhood Education Institute at the University of Oklahoma-Tulsa.

We have child school readiness goals to clarify our approach, measure how we are doing, identify needs for continuous improvement, and track progress over time. This year, we established family school readiness goals as our families need to be ready to support their child in elementary school. These goals and their metrics are presented below.



<b>ELOF Domain</b>	<b>Tulsa Educare School Readiness Goals</b>	<b>Spring 2022</b>	<b>Spring 2023</b>
<b>Approaches to Learning</b>	1. Children will utilize imagination and creativity during play and while communicating with others.	95%	95%
	2. Children will maintain focus and sustain attention on a child-initiated experience with minimal trusted adult support.	92%	92%
<b>Cognition/Mathematics &amp; Scientific Reasoning (CMS)</b>	3. Children will wonder and explore (hypothesizing, testing theories, solving problems) in their indoor and outdoor environments. (problem solving)	88%	91%
	4. Children will hear, understand and use a variety of words in their daily experiences at home, school and in the community. (vocabulary)	88%	90%
	5. Children will explore relationships in quantities, space and data and learn to express these relationships in ways that help them make sense of the world around them. (numeracy)	88%	93%
<b>Language, Communication &amp; Literacy (LCL)</b>	6. Children will express, hear, discuss and create narratives and explanations. (emergent literacy)	88%	91%
	7. Children will use multiple modalities to communicate thoughts, ideas, wonderings, understandings and to convey information. (language/communication)	77%	80%
<b>Physical, Motor &amp; Perceptual (PMP)</b>	8. Children will engage in authentic experiences with their bodies to gain gross and fine motor strength, tone and coordination. (gross and fine motor)	91%	92%
<b>Social Emotional (SE)</b>	9. Children will express pride in their unique identities, appreciate differences and develop a sense of belonging to their families and communities. (self-identity)		86%
	10. Children will engage in positive reciprocal relationships with caregivers and peers. (relationships)	90%	91%



Head Start Family Outcomes	Tulsa Educare Family School Readiness Goals	Metric and Measures (percentage meeting or exceeding widely held expectations)	% Ready 2021-22	% Ready 2022-23
Family Well Being	Families have routines that support regular attendance to school.	Children whose attendance was 90% or higher	15.2%	42.4%
Families as Life Long Educators	Families facilitate child(ren)'s language development to support emergent literacy skills.	Describe what child experienced 6-7 times in past week	53.7%	57.0%
		Told stories 6-7 times in past week	21.0%	22.0%
		Read story 6-7 times in past week	26.9%	27.5%
Families as Learners	Families understand the skills their child(ren) needs to get along with others.	No concerns on academic skills	66.0%	70.3%
		No concerns on making needs known to others	68.5%	67.1%
		No concerns on getting along with classmates	71.2%	66.2%
		No concerns on behavior problems	65.4%	73.2%
		No concerns on separation from family	71.2%	72.3%
		No concerns on getting along with teachers	76.9%	81.2%
		No concerns on following directions	59.6%	66.4%
Positive Parent-Child Relationships	Parents have healthy*** relationships with their children that nurtures their child's learning, social emotional development and mental health.	In tune with what your child is feeling-definitely applies	79.3%	79.1%
		Child angry after being disciplined-definitely applies	5.2%	5.5%
Family Engagement In Transitions	Families are prepared to adapt to changes and expectations of their new school environment.	<i>Add something on IT to preschool transition?</i>		
		<i>Attend an informational parent meeting with Educare staff about the transition to elementary school?</i>	35.5%	34.0%
		<i>Attend a meeting or receive information about how to support the skills that your child will need in elementary school?</i>	38.7%	27.1%
		<i>Visit the kindergarten program with your child?</i>	22.6%	23.6%
Family Connections to Peers and Community	Families have a social network that they can rely on for help.	Can easily find someone to watch child	49.2%	56.5%
		Friends or family help me get child to doctor	69.8%	73.7%
		Friends or family check on things if child sick	68.9%	75.7%
		Friend or relative will talk over child problems at school	77.6%	78.1%
		Friend or family will loan cash in emergency	66.7%	68.4%
		I have someone I can talk to for advice	80.5%	81.5%
Families as Leaders and Advocates	Parents articulate their needs and concerns to school staff.	Talked to Educare staff almost every month or more about my child's development or my parenting	73.2%	87.8%





FINANCIAL  
INFORMATION



**ACTUAL 2022-2023 VS.  
BUDGETED 2023-2024 REVENUE**

	Actual 2022		Budgeted 2023	
	\$	%	\$	%
<b>Federal</b>				
U.S. Dept. of Health and Human Services- Early Head Start	7,785,488	33.3	8,533,294	36.7
U.S. Dept. of Health and Human Services- Child Care Subsidy	2,684,442	11.5	3,243,868	13.9
U.S. Dept. of Agriculture- Child and Adult Care Food Program	721,941	3.1	693,934	3.0
American Rescue Plan- Eastern Shawnee, Miami, Shawnee, & Ottawa Tribes Grants	683,400	2.9	173,420	.7
U.S. Department of Health and Human Services- COVID Assistance	149,469	0.6	0	.0
<b>State/Local</b>				
Oklahoma Department of Education- Oklahoma Early Childhood Program	3,065,741	13.1	3,070,074	13.2
Oklahoma Department of Human Services- Stabilization and Quality Improvement System	966,000	4.1	330,000	1.4
Oklahoma Department of Education- Four Year-Old Program	270,979	1.2	268,186	1.2
Oklahoma Clearinghouse for Early Childhood Success	117,068	0.5	132,650	.6
<b>Private</b>				
George Kaiser Family Foundation- Oklahoma Early Childhood Program	4,598,611	19.7	4,605,112	19.8
George Kaiser Family Foundation- Birth Through Eight Strategy for Tulsa	885,444	3.8	1,563,467	6.7
Tulsa Early Childhood Stimulus	648,399	2.8	462,351	2.0
George Kaiser Family Foundation- Operations	530,024	2.3	0	.0
Red Nose Grant	173,912	0.7	173,912	.7
Other Donations, Investments, and Income	105,597	0.5	30,995	.1
<b>Total</b>	<b>23,386,514</b>	<b>100.0</b>	<b>23,281,263</b>	<b>100</b>

**ACTUAL 2022-2023 VS.  
BUDGETED 2023-2024 EXPENSES**

	Actual 2022		Budgeted 2023	
	\$	%	\$	%
Program Salaries and Benefits	14,981,115	70.1	16,096,100	69.1
Indirect Expenses	1,562,457	7.3	1,632,807	7.0
Child Care Partners	1,082,880	5.1	1,128,166	4.8
Repairs and Maintenance	847,388	4.0	1,166,535	5.0
Supplies and Equipment	794,223	3.7	964,671	4.1
Food	660,155	3.1	716,000	3.1
Utilities	415,946	1.9	426,200	1.8
Program Evaluation	344,486	1.6	360,000	1.5
Staff Development and Travel	238,808	1.1	248,453	1.1
Parent Meetings and Assistance	188,327	0.9	83,940	0.4
Other	173,495	0.8	342,087	1.5
Consulting and Contract Services	96,209	0.4	116,304	0.5
<b>Total Expenses</b>	<b>21,385,489</b>	<b>100</b>	<b>23,281,263</b>	<b>100</b>





OTHER  
INFORMATION





## Monitoring Results

We comply with a variety of regulations and standards, including that of the U.S. Office of Head Start’s Early Head Start program (EHS), the U.S. Department of Agriculture’s Child and Adult Care Food Program (CACFP), Oklahoma’s Department of Human Services child care licensing (DHS), Oklahoma Department of Education’s Early Childhood Program (OECP) as well as those suggested by the National Association for the Education of Young Children’s Program Standards (NAEYC). This annual report shares the monitoring reviews conducted by the Office of Head Start.

Our most recent monitoring review by the Office of Head Start was the Focus Area Two review in June 2022. It found our program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.



## Financial Audit

In the auditor's opinion, Tulsa Educare's financial statements present fairly, in all material respects, the financial position of Tulsa Educare as of June 30, 2023. Consequently, the auditor issues an unmodified independent Auditor's Report. No deficiencies or findings were reported on the auditor's report on major programs.

The auditor did find a significant deficiency in internal controls of financial reporting for not making a journal entry for grants receivable and revenue that was significant to the financial statements. Tulsa Educare has implemented a corrective action plan as a result.

Our most recent financial audit is available on [our website](#).



## Medical and Dental Visits

We work with parents to ensure they understand the importance of routine medical and dental exams for their children. Our most recent numbers regarding health and dental exams are below, using our current enrollment between our four schools and seven Early Head Start child care partners.

	# OF CHILDREN ENROLLED	# WITH ONGOING CARE	%
MEDICAL	643	636	99
DENTAL	643	613	95



