

Urban, Rural, and Tribal EC Evaluation Data: Similarities and Differences

**Amanda Prokasky, Jolene Johnson,
Amy Encinger**

Education and Child Development
Munroe-Meyer Institute, UNMC



Introduction

Context influences the amount and type of data we can collect

Work occurs within a political and cultural context

Stakeholder Input drives evaluation questions



Parent University at Learning Community Center of North Omaha

200 families
380 total children (264 ages 0-8)
**94% represented racial and
ethnic diversity.**



Family Learning at Learning Community Center of South Omaha

298 families

532 children ages 0-8

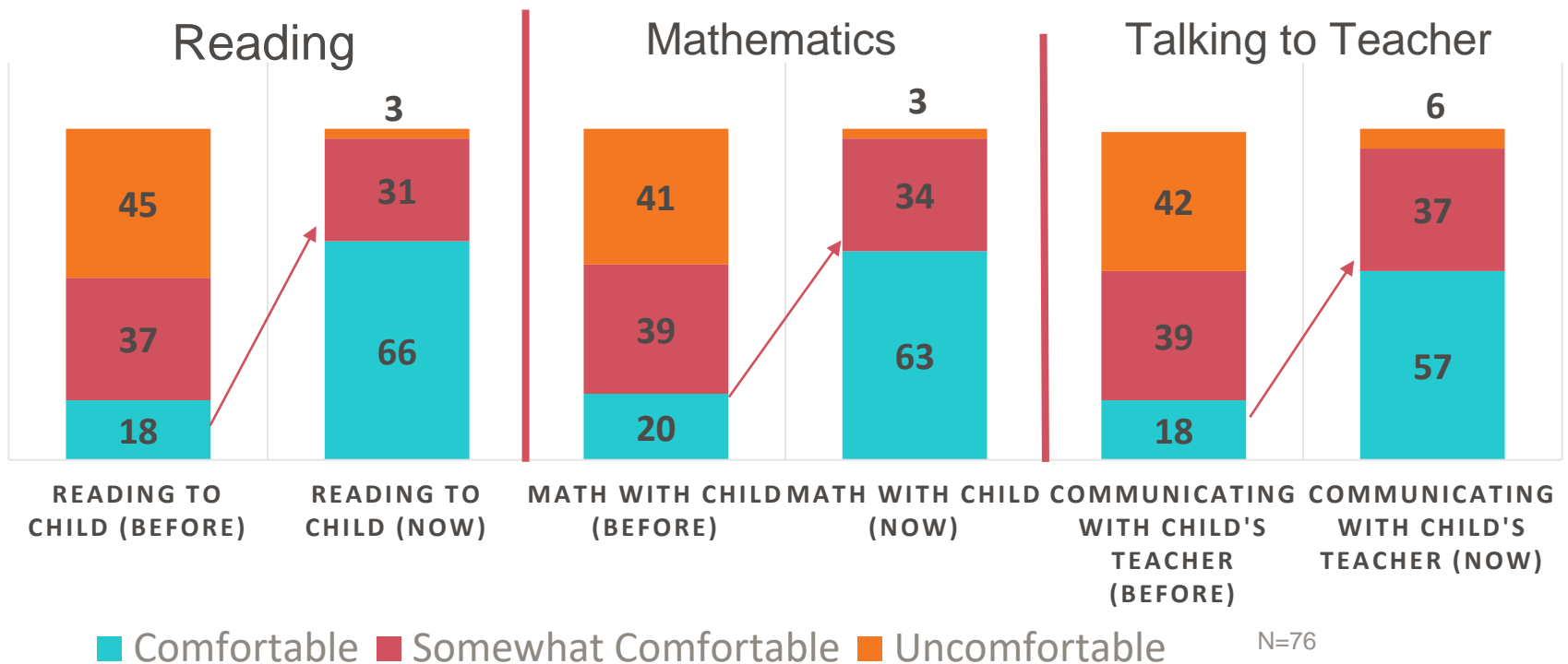
74% of families needed childcare

85% qualify for FRL

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES



PROGRAMMING INCREASES PARENT ENGAGEMENT ACROSS ALL EDUCATIONAL ACTIVITIES.
PARENTS REPORT INCREASED LEVELS OF CONFIDENCE.

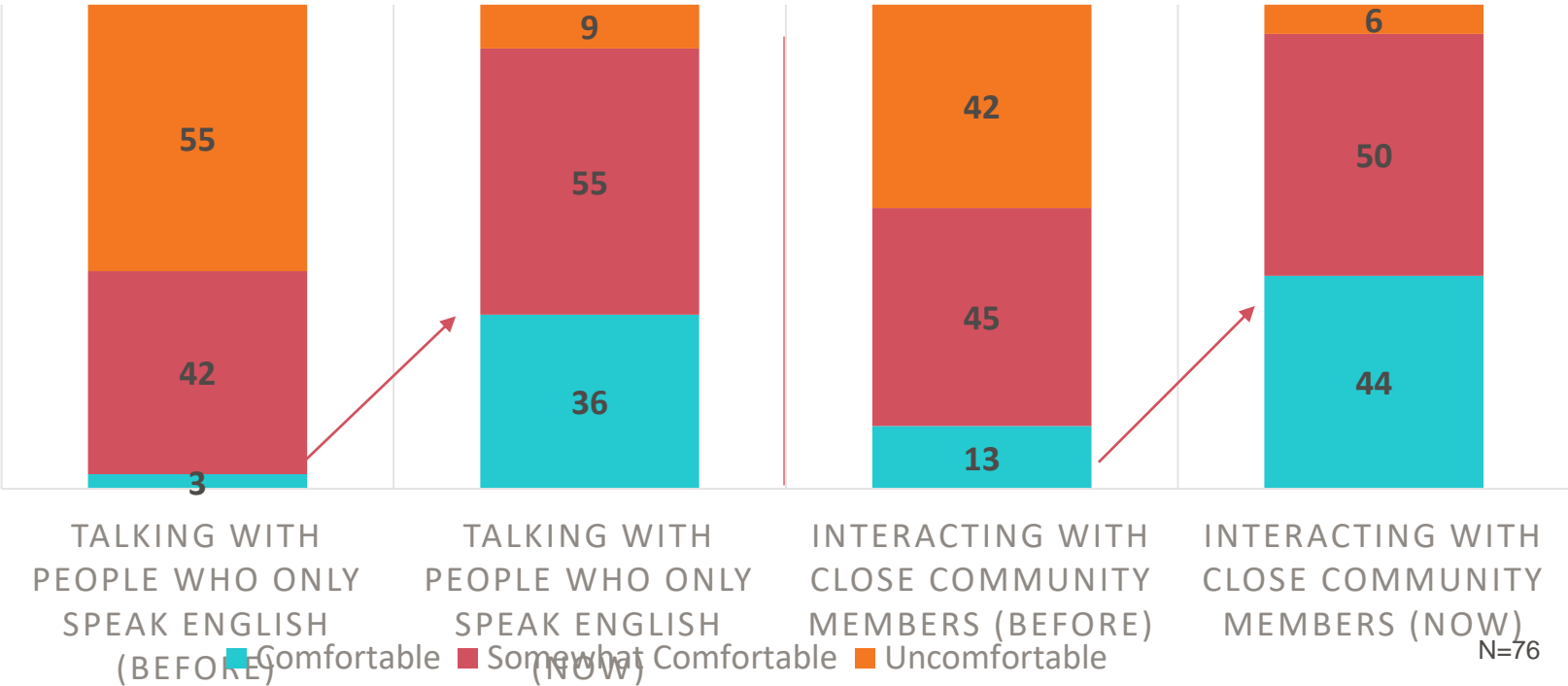




LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

PARTICIPANTS WERE MORE COMFORTABLE INTERACTING AND SPEAKING ENGLISH WITH OTHERS AFTER ATTENDING PROGRAMMING FOR AT LEAST 6

Talking to English Interacting with Community Members





“I feel satisfied. I love the English classes. I like the conversations we have during class so we can practice speaking.”

“They have helped me a lot. When I go to the store, I can ask for things that I am looking for. I feel more confident. I understand more than I did.”



Winnebago Educare

Elevate

Family and community strengths with cultural family survey

Expand

Classroom observation measures to reflect center practices that include cultural activities, learning, and language

Provide

Family and classroom data back to families, teachers, cultural committee, and center leadership for programmatic awareness and use

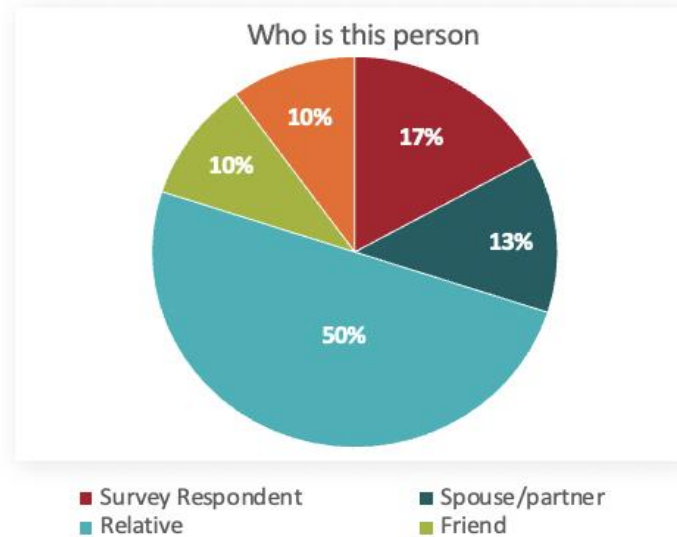


81% of Educare Winnebago families are enrolled in the Winnebago Tribe of Nebraska

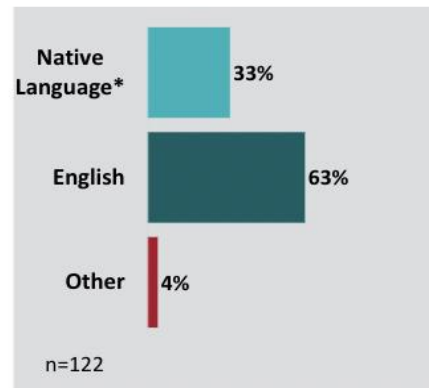


A total of 11 different tribal affiliations are represented at Educare Winnebago including: Winnebago, Kickapoo, Navajo, Oglala Sioux, Omaha, Red Lake Band of Chippewa Indians, Rosebud Sioux, Yankton Sioux, Sac & Fox Tribe of the Mississippi in Iowa, Sisseton Wahpeton Oyate, and Southern Ponca Tribe

42% of Educare Winnebago children have another person in their life that is **like a mother** to them.

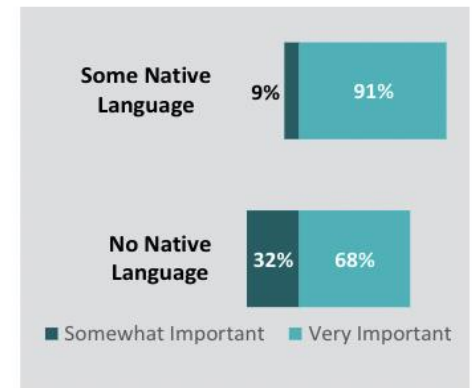


33% of families used some Native language in their homes.



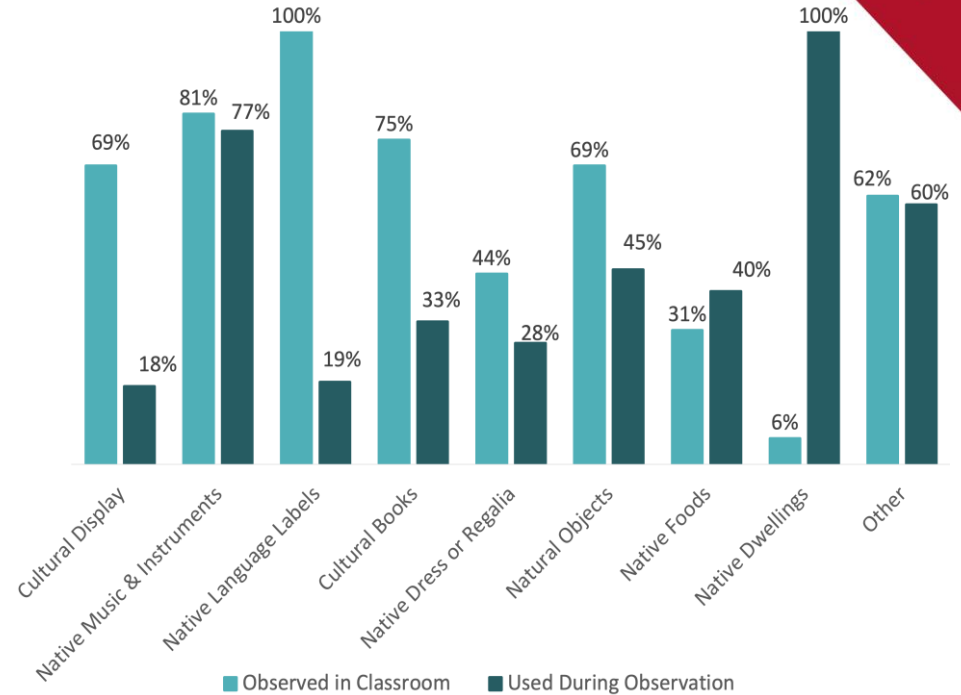
*HoChunk, Navajo, and Dakota

In homes with some Native language use, 91% of children had parents who felt it very important for their child to learn a Native language.

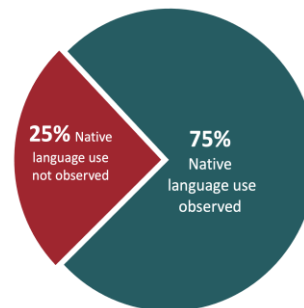




Every classroom had at least 1 type of cultural item present.



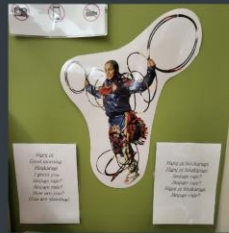
Three-fourths of children were in classrooms where Native language was observed - most often used in lessons



42% Observed using Native language in conversations

83% Observed using Native language in lessons

Storytelling was not observed in any of the classrooms



Communities for Kids Plus (C4K+)



Purpose: *Build* local infrastructure to focus on *increasing quality, availability and families' access* to excellent early learning programs in Nebraska

28 communities, from Panhandle to Omaha

Majority rural communities

Early Childhood Community Coordinators (ECCC)

Coordinate local community-based EC efforts

Develop infrastructure support and local buy-in

Community Awareness

C4K+: Evaluating Community EC Efforts in Rural Nebraska



Activity Logs:

Progress tracked at community level- no cross community comparisons

Activity Date	Activity Type	Activity Type Other	Number Attended	Event Duration Minutes
06-08-2021	Training		25	45
06-07-2021	One-on-one meeting		1	60
06-07-2021	Group Meeting		25	60
06-04-2021	Community Event (e.g., EC fair, back to school night, etc.)		200	120

Activity Date	06-07-2021
Type of Activity: (select 1)	One-on-one meeting
Activity Type Other: Please Specify	
Who was the target audience?	
What was the training topic?	
Was this activity related to the Bilingual Child Care Support Initiative?	Y
Did any bilingual people attend or were served at the activity?	
What was the purpose of the activity?	Address EC capacity issues (i.e., increase number of child care slots available in community) Continuing education/ professional development for EC professional Increase EC quality
Who were the activity participants?	Core Team/Board Member/ EC Steering Committee Parent
How effective do you think this activity was in achieving its purpose?	
Number Attended	1
Event Duration in Minutes	60
Entry Date	6/8/2021 12:48:15 PM

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Activity Logs:

Demonstrates system-building efforts

(when outcome data is not available or feasible)



C4K+ Activity Logs

1,827 activities logged

- 54% group meetings
- 34% one-on-one meetings
- 6% community events
- 5% trainings
- <1% parent groups

People engaged

- 25% EC professional
- 20% core team/board/steering committee member
- 17% community member
- 14% business leader
- 8% social service provider
- 7% health professional
- 7% parent

Activity Purpose

- 19% build relationships
- 18% share information/raise awareness
- 14% address EC capacity issues
- 13% increase EC quality
- 10% sustainability planning
- 8% increase number of EC professionals in community
- 6% continuing education/PD for EC professionals
- 2% fundraising

2,627 hours



Lessons Learned



Responsiveness to community and stakeholder needs improves community buy-in



Improves community use of data to inform practice



Relationships matter



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