

EDUCARE WINNEBAGO

EARLY HEAD START/CC PARTNERSHIP/HEAD START/CHILD CARE



WHERE THE DISCUSSIONS BEGAN

- SPECIAL EDUCATION SERVICES WERE INADEQUATE, AND CHILD WHO NEEDED SERVICES WERE NOT GETTING THEM WITHIN THEIR TIME IN OUR PROGRAM. (2 YEARS)
- IN 2009, A DISCUSSION WAS HELD IN HOPES OF BUILDING AN ADVANCED CENTER FOR OUR PRESCHOOL AGE CHILDREN. ST. AUGUSTINE'S SCHOOL NOTICED THE KINDERGARTEN CHILDREN COMING TO SCHOOL UNPREPARED.
- SOON THE HEAD START PROGRAM, WINNEBAGO PUBLIC SCHOOL, ST. AUGUSTINE'S SCHOOL, AND STATE SPECIAL EDUCATION STAFF MET TO DISCUSS HOW WE COULD IMPROVE SERVICES. A RELATIONSHIP AND PARTNERSHIP STARTED HERE, WE ALL WANTED THE SAME THING, AND THAT WAS TO IMPROVE THE OUTCOMES FOR OUR CHILDREN.
- A REPRESENTATIVE FROM THE BUFFETT EARLY CHILDHOOD FUND, EDUCARE OMAHA BEGAN TO ATTEND OUR MEETINGS. WE THEN RECEIVED A TOUR OF THE TWO FACILITIES IN OMAHA.
- THE LAST BUT MOST IMPORTANT STEP WE TOOK WAS APPROACHING OUR TRIBAL COUNCIL ABOUT THIS POSSIBILITY AND GETTING THEM TO BUY INTO THE IDEA OF BUILDING THIS COMPREHENSIVE BIRTH TO FIVE FACILITY. (IT'S DEFINITELY NOT CHEAP)

STILL IN PROCESS.....



- EDUCARE OMAHA OPENED THEIR DOORS TO US, THEY PROVIDED US RESOURCES, TRAININGS, ANYTHING WE NEEDED.
- BUFFETT EARLY CHILDHOOD AGREED TO COVER HALF THE COST OF OUR BUILDING. THE WINNEBAGO TRIBE HAD TO COVER THE OTHER HALF.
 - THAT YEAR WAS CALLED YEAR OF THE CHILD AND IT REALLY HELPED THE TRIBE FOCUS ON IMPROVING EARLY CHILDHOOD SERVICES IN OUR COMMUNITY.
- RESEARCH SHOWS THAT THE MOST IMPORTANT YEARS FOR A CHILD ARE THE 1ST FIVE YEARS.
- EDUCARE WINNEBAGO BECAME A REALITY IN MARCH OF 2014 WHEN WE OPENED OUR DOORS TO THE COMMUNITY. THE BIRTH TO FIVE CHILDREN ALL COME TO THE SAME FACILITY. A STATE OF THE ART EARLY CHILDHOOD CENTER.

PICTURES OF OLD FACILITY COMPARED TO NEW EDUCARE WINNEBAGO BUILDING



BUILDING QUALITY IN OUR PROGRAM

- WE BECAME PART OF THE EDUCARE NETWORK. EDUCARE MODEL HAS FOUR CORE FEATURES: DATA UTILIZATION, EMBEDDED PROFESSIONAL DEVELOPMENT, HIGH-QUALITY TEACHING PRACTICES, AND INTENSIVE FAMILY ENGAGEMENT.
- WINNEBAGO PUBLIC SCHOOL (LEA) PROVIDED FOUR SPECIAL EDUCATION STAFF MEMBERS, 2 SPECIAL EDUCATION TEACHERS, AND 2 SPEECH AND LANGUAGE PATHOLOGISTS (FULL TIME), AND A CHILD PSYCHOLOGIST (PART TIME 20 HRS WEEK).
 - THE LEA ALSO BEGAN ADMINISTERING OUR INCOMING AND OUTGOING ASSESSMENTS.
 - FROM THE BEGINNING THEY CAN IDENTIFY WHICH CHILDREN MAY NEED TO BE REFERRED FOR SERVICES. THIS IS COMPLETE IN THE FIRST 45 DAYS OF SCHOOL.
- WINNEBAGO PUBLIC SCHOOL RECEIVED 2 GRANTS, ONE FOR BIRTH TO THREE YEAR OLD CLASSROOMS, AND ONE FOR PRESCHOOL. THEY FUND THE TEACHERS IN THESE CLASSROOMS. REQUIREMENT OF THE GRANT IS TO HAVE A BACHELOR LEVEL TEACHER IN EACH OF THOSE CLASSROOMS. (4 CLASSROOMS TOTAL)

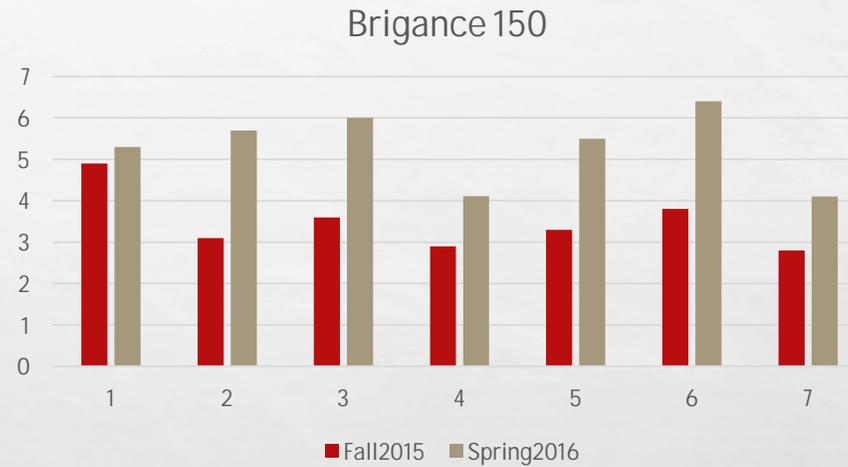
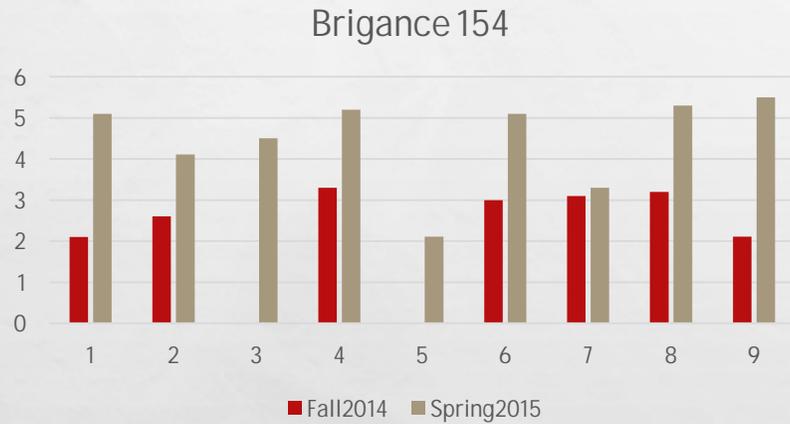
EDUCARE MODEL: DATA UTILIZATION

University of Nebraska Medical Center conducts the program evaluation. The following assessments are given to each child in preschool twice a year: (Fall and Spring)

- (PPVT) Peabody Picture vocabulary Test – measures student's receptive vocabulary.
- (PLS) Preschool Language Scale – measures students receptive and expressive language
- (DECA) Devereux Early Childhood Assessment - social emotional and behavioral tool. Filled out by the teacher.
- BRACKEN is a kindergarten readiness assessment done on all children
- CLASS Observations are also done, as well as ECERS and ITERS on all classrooms to measure teacher/student interactions.



INCOMING AND OUTGOING ASSESSMENT



Age Equivalency at entrance and exit

EMBEDDED PROFESSIONAL DEVELOPMENT

- TRAINING OF STAFF IS ONGOING, ADDED TO OUR YEARLY CALENDAR, AT LEAST 1 DAY PER MONTH.
- TEACHERS HAVE INPUT ON WHAT TRAININGS THEY WANT OFFERED.
- PROFESSIONAL DEVELOPMENT PLANS ARE CREATED WITH EACH STAFF MEMBER, TRAININGS ARE OFFERED ACCORDING TO STAFF NEEDS.
- LOCAL COMMUNITY COLLEGE, HOLDS EARLY CHILDHOOD CLASSES IN OUR FACILITY FOR OUR STAFF.

HIGH QUALITY TEACHING PRACTICES

- STAFF RATIO 3:17 IN PRESCHOOL AGE CLASSROOMS, AND 3:8 IN EARLY HEAD START CLASSROOMS
- BACHELOR LEVEL IN EACH CLASSROOM, AA TEACHER IN EACH CLASSROOM, AND A TRAINING TEACHER.
(EDUCARE REQUIREMENT)
 - CURRENTLY WE HAVE 6 OF 16 WITH BACHELORS, NUMEROUS STAFF ARE IN COLLEGE WORKING TOWARDS THEIR BACHELOR DEGREES.
- LANGUAGE GRANT-EARLY LANGUAGE INITIATIVE- TEACHING THE HOCAK LANGUAGE TO ALL THE STUDENTS IN EDUCARE

INTENSIVE FAMILY ENGAGEMENT

- WE HAVE 4 FAMILY SUPPORT STAFF, EACH ASSIGNED 4 CLASSROOMS IN OUR BUILDING.
- WORK WITH FAMILIES ON IDENTIFYING STRENGTHS, NEEDS, AND GOALS.
- FAMILY FUN ACTIVITIES PLANNED EVERY MONTH FOR FAMILIES TO ENGAGE WITH EACH OTHER AND THEIR CHILDREN.
- QUARTERLY CLASSROOM MEETING WITH FAMILIES, TEACHERS, AND FAMILY SUPPORT
- MONTHLY FAMILY CHILD REVIEWS: TEACHER, FAMILY SUPPORT, SCHOOL PSYCHOLOGIST AND EDUCATION COORDINATOR. DETAILED INDIVIDUAL MEETING REGARDING ANY ISSUES PREVENTING THE CHILD FROM LEARNING AT FULL CAPACITY.
- TRANSITIONS INTO KINDERGARTEN.

ELI LANGUAGE INITIATIVE GRANT

- LANGUAGE TEACHERS GO INTO THE CLASSROOM AND PROMOTE LANGUAGE USE AND CULTURE AWARENESS DAILY
- MONTHLY PHRASES, WORDS, FAMILY INVOLVEMENT, CONTEST EACH MONTH
- BARRIERS: VERY LITTLE FLUENT SPEAKERS, STAFF LEARNING ALONG WITH THE CHILDREN

EARLY CHILDHOOD MENTAL HEALTH

- WE HAVE A PART TIME CHILD PSYCHOLOGIST. SHE REVIEWS CLASSROOMS, MENTAL HEALTH QUESTIONNAIRES, EVALUATES THE CHILDREN THAT ARE OF CONCERN.
- DOES CLASSROOM OBSERVATION
- BEHAVIOR HEALTH COMES IN AND DOES PREVENTION ACTIVITIES, AND WILL TAKE REFERRALS FOR CHILDREN THAT HAVE SIGNIFICANT BEHAVIORS
- SOCIAL EMOTIONAL GRANT THIS YEAR: A TEAM IS DEVELOPED, AND MEETS ABOUT BEHAVIOR CONCERNS, TEACHERS RECEIVE INTENSITIVE TRAINING ON BUILDING SE/EXECUTIVE FUNCTIONING SKILLS

ADVOCATING FOR EARLY CHILDHOOD

- GET SUPPORT FROM YOUR TRIBAL COUNCIL, SECURE FUNDING RESOURCE
- BUILD A RELATIONSHIP WITH YOUR SCHOOLS, CHILD CARES, STATE EARLY CHILDHOOD STAFF
- SHARE DATA, SHOW HOW CHILDREN ARE IMPROVING WITH EARLY CHILDHOOD EDUCATION

State of art training room



Pre-K classrooms



EARLY HEAD START CLASSROOM



OUTDOOR PLAY SPACE



OUTDOOR CULTURE PROJECTS

Natural plants



Chipoke for outdoor classroom



CULTURE IS INCORPORATED IN THE ENTIRE BUILDING

