

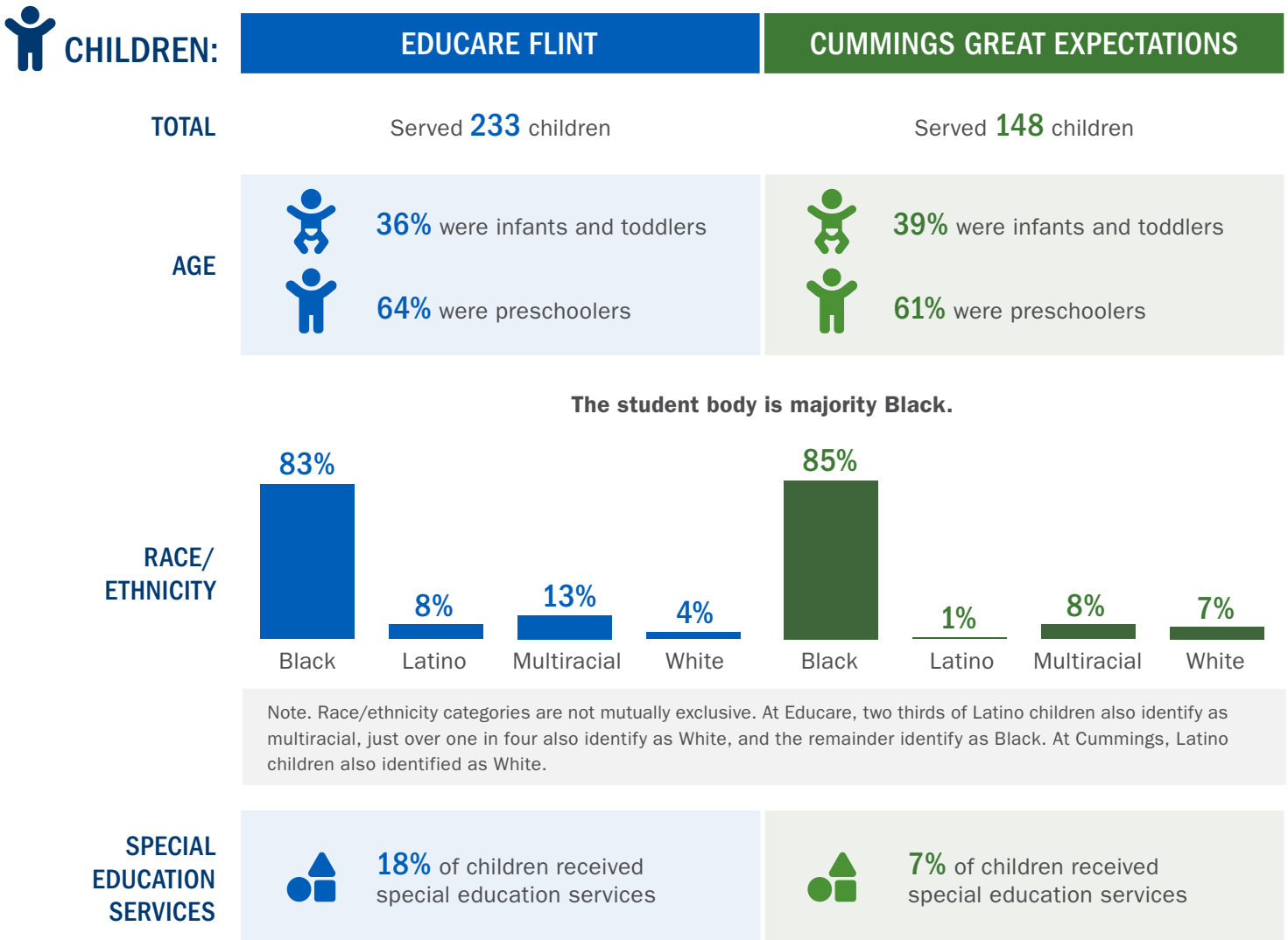
FLINT KIDS THRIVE:

Educare Flint & Cummings
Great Expectations Child
Assessment Data from
the 2019–20 School Year













Educare Flint and Cummings Great Expectations are two birth-5 education centers that implement the Educare model to serve the children and families of Flint, Michigan. The schools were both opened to battle the devastating effects of early lead exposure in the community. Both schools opened in 2017 and are now in their third year of operation. In partnership with AIR and HighScope, the program collects data on family and staff characteristics, and child outcomes to understand their progress towards the goal of offering high-quality early learning experiences for families and children in Flint.

Who attends Educare Flint and Cummings?



Families enrolled at Educare Flint and Cummings in the 2019–20 school year have a diverse set of strengths and challenges.

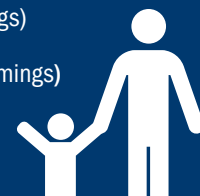
FAMILIES:	EDUCARE FLINT	CUMMINGS GREAT EXPECTATIONS
EMPLOYMENT	 76% of families were employed	 85% of families were employed
EDUCATION LEVEL	 49% of families had at least some college degree	 43% of families had at least some college degree
LIVING ARRANGEMENTS	 50% single-parent homes	 43% single-parent homes
	 41% two-parent homes	 50% two-parent homes
	 9% other living arrangements (e.g., extended family)	 7% other living arrangements (e.g., extended family)

Majority of families had high expectations for college and career success (88% Educare; 97% Cummings)

Almost half of families experienced at least one negative life event (44% Educare; 46% Cummings)

Most families felt confident in their ability to handle their personal problems (77% Educare, 80% Cummings)

Nearly all families rated their early childhood program as very or extremely helpful (90% Educare, 84% Cummings) and named the school as the most common source of social support.



What are the school readiness skills of children attending Educare Flint and Cummings?

We have information about school readiness in two domains: language development and social emotional skills.

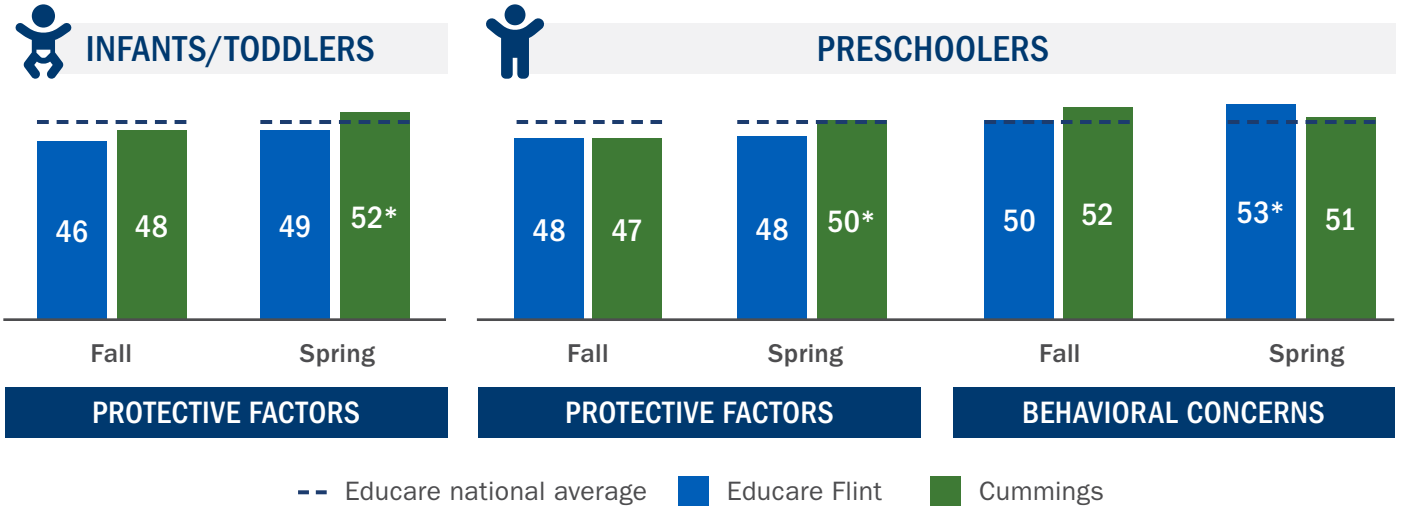


https://www.researchgate.net/figure/Framework-for-School-Readiness_fig1_304336059

Social Emotional Skills

Children at Educare Flint and Cummings perform similarly to students at other Educare schools across the country. They score very close to national averages.

Children’s protective social-emotional skills increased, but so did behavioral concerns across the 2019–20 school year even with COVID school closures interrupting instruction.



Source. Devereux Early Childhood Assessment (DECA).

Note. A score of 50 represents the average score for social-emotional skills on this assessment, though scores between 40–60 fall within the typical range of development. Dashed lines represent the Educare national averages for the 2019–20 school year.

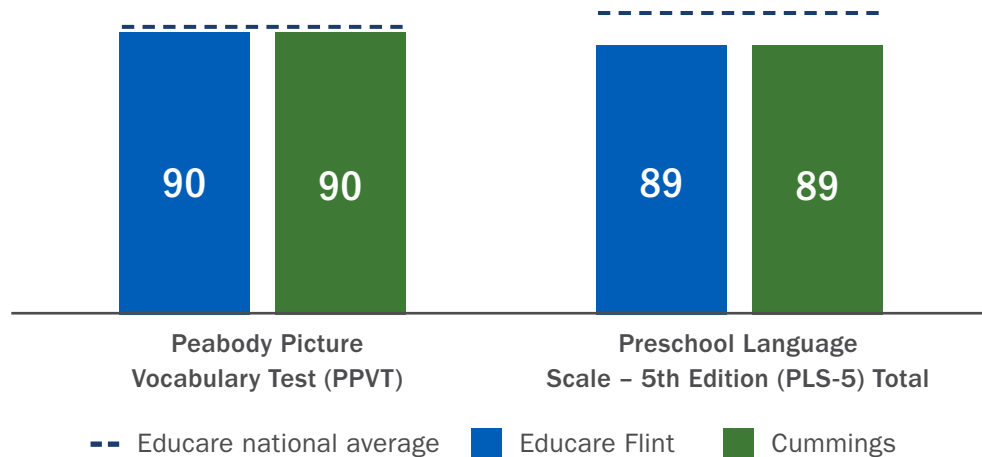
* Asterisk on the spring bars indicates that the fall-to-spring change for the program was statistically significant at $p < .05$



Language Skills in Preschool

Preschool children at Educare Flint and Cummings were in the normal range for language development, but performed about 10 points below national averages for language assessments.

Scores were comparable (or slightly lower) than the Educare national averages for language skills.



Note. A score of 100 represents the average score for language development on these assessments, though scores between 85–115 fall within the typical range of development. Dashed lines represent the Educare national averages (PPVT: 90; PLS-5: 92) for fall of the 2019–20 school year, excluding Flint.

Other interesting findings:

- Female students tended to score higher than male students on language and social-emotional assessments at both Educare Flint and Cummings.
- Language and social-emotional skills were related to each other for preschool children which is consistent with prior research.¹ Correlations ranged from 0.30 (for PPVT and fall DECA Self-Control measures) to 0.67 (for PLS Auditory Comprehension and spring DECA Protective measures). This means as children’s language skills improve, so too does their behavior, and vice versa.

¹Curby, T. W., Brown, C. A., Bassett, H. H., & Denham, S. A. (2015). Associations between preschoolers’ social-emotional competence and preliteracy skills. *Infant and Child Development*, 24(5), 549–570.

Doctoroff, G. L., Greer, J. A., & Arnold, D. H. (2006). The relationship between social behavior and emergent literacy among preschool boys and girls. *Journal of Applied Developmental Psychology*, 27(1), 1–13. <https://doi.org/10.1016/j.appdev.2005.12.003>

