**Pocono Services for Families and Children**
**Monroe County Head Start/PreK Counts**

**Program Child Outcomes**
**Fall, 2017**

The first baseline developmental assessment using the *Teaching Strategies GOLD* was completed by October 15, 2017 on every child enrolled in Pocono Services for Families and Children for more than 30 days at the time of reporting (269 children).

The GOLD is a system developed to provide authentic, ongoing observational assessment of each child in 10 areas of development and learning:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts
- English Language Acquisition

These 10 areas of development and learning are grounded in 38 research based objectives that include predictors of school success and are aligned with the *Common Core State Standards* (state early learning guidelines), *the Pa. Early Learning Standards*, and the *Head Start Development and Learning Framework*.

**Program Wide Results of GOLD (based on 16 center based classrooms, 1 Combination Option Classroom, and 1 Home Base Group)**
This is baseline data, meaning this reflects children's development at the beginning of the program year. There were delays noted in every domain of learning (not meeting expectations). Overall, 41% are not meeting expectations for their age, with 8% exceeding expectations for their age. These percentages are showing 11% more children coming into the program not meeting expectations then data reported in Fall, 2015. This reinforces the continued need for comprehensive, quality services for children in Monroe County Head Start.

**Outcomes by Domain (Program Wide):**

| Domain | Does not meet | Meets | Exceeds |
|---|---|---|---|
| Social/Emotional/Social Studies | 47% | 43% | 10% |
| Physical/ gross and fine motor | 38% | 56% | 6% |
| Language | 37% | 55% | 8% |
| Cognitive/Science | 40% | 54% | 7% |
| Literacy | 40% | 50% | 10% |

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|---|---|---|---|
| Mathematics | 42% | 51% | 7% |
| **Average Totals** | **41%** | **52%** | **8%** |

**Outcomes by Site/Option:**

| Domain | Does not meet | Meets | Exceeds | | | | |
|---|---|---|---|---|---|---|---|
| Central/East Stroudsburg | 25% | 69% | 6% | | | | |
| The Mountain Center | 44% | 52% | 4% | | | | |
| Middle Smithfield | 35% | 63% | 2% | | | | |
| Resica | 2% *** | 23% | 75% | | | | |
| Smithfield/ Combination Option | 69% | 30% | 1% | | | | |
| Home Base | 83% | 17% | 0% | | | | |

*** will review the validity of assessment procedures

**Domains of Strength (includes objectives that were met or exceeded expectations):**
- Language (63%)
- Physical/Fine Motor (62%)
- Cognitive/Science (61%)

**Areas to Intentionally Plan for to strengthen curriculum and individualizing for children:**
- Social/Emotional (49%) do not meet expectations
- Mathematics (42%) do not meet expectations
- Literacy (40%) do not meet expectations

**Note:** these are the same learning domain areas of strengths and weaknesses as the Fall, 2016 reporting period.

**Follow-up:**
Each teacher has printed out individual colored graphs of the children enrolled in their classroom and are using the data for daily planning for each child and in supervisory discussions. Teachers are developing a Classroom Quality Improvement Plan which identifies goals for classroom learning based on the results of several sources of classroom data (ECERS, CLASS, GOLD, IGDI, and GRADE assessments). Individual child outcomes are being shared and discussed with parents on home visits or during parent-teacher conferences.

**Results of AML-R Behavior Rating Scale (AML-R)**
The AML is a 12 item, quick screening tool completed by teachers to aid in identifying children experiencing school adjustment problems through acting out, aggression, moodiness, shyness, anxious behaviors, and/or challenges in learning. Comparison of a child's relative position across three scales can identify a particular

problem area and assist mental health professionals and teachers in determining an approach which may best meet a child's specific needs.

Results of 269 children monitored by the CWBS:
- 31% are on a monitor (76 children)  (Monitor - a delay or monitor on a screening, staff expressed verbal or written concerns, parents had concerns, or observations were made.) 35 of the children on a monitor ae enrolled at The Mountain Center
- (3%) of the children had a behavioral treatment plan at their September, 2017 enrollment time.
- Of the 13 children with behavioral treatment plans they include a diagnosis of disruptive behavior disorder, adjustment disorder: unspecified disruptive impulse control and conduct disorder, oppositional defiant disorder; or overall global developmental delay.
- 11 families have had direct intervention with Child Well Being staff within the first 30 days of enrollment

**Children with IEP's or Behavioral Treatment Plans:**

- 10 % of the children enrolled at this reporting have a diagnosis by an appropriate professional and have an IEP
- Social/Emotional, behavioral, or mental health –  2 children
- Speech/Language – 11 children
- Developmental Delays –  9 children
- Cognitive delay – 2 children
- Orthopedic - 1 child

**Conclusions:**
With the number of referrals in process there is a potential for more children to have an IEP, a Behavioral Treatment Plan, and/or other special needs.  There are more children on a monitor at this reporting period then last year at this same time period.  This is significant number in that it bring many challenges to staff, parents, and community agencies.  This supports the importance of the Child Well Being System and its multi-team, individualized, holistic approach to planning for children' specific special needs.

**Recommendations to strengthen curriculum, teaching strategies, and individualizing for children:**

**Mathematics and Science:**
- Provide opportunities for teachers to participate in field trips to the Newton Center and LCCC to observe and talk with other teachers about STEM focused classrooms. (Spring, 2018)
- Develop Teacher Resource Centers at TMC and ES in order to provide teachers with an organized way to store and have accessible loose parts and recyclable materials for exploration and engineering to improve math skills.
- Continue to evaluate math materials for classroom use and replenish/purchase as needed.
- Review computer learning activities and make recommendations for additional math related activities

**Social Emotional:**
- Utilize EC Coachers to model and encourage the use of the Second STEP curriculum .  Purchase Second STEP for new classrooms at TMC.

- Utilize expertise of Behavior Intervention Coaches to support teachers and transfer behavioral intervention skill strategies for individual children
- With the additional positions of CWBS Coordinator and Family Specialist provide more parental in-home support and education of working with children at home with challenging behaviors.
- Continue to provide families with monthly mental health flyers for tips on how to develop children's social/emotional growth at home and for themselves starting with attachment and information on trauma informed care.
- Continue to provide families with opportunities to participate in parent workshops on topics related to behaviors at home, ie. Consistent routines, positive guidance strategies, etc.
- Implement a parenting curriculum with a focus on protective factors and resilience

**Literacy:**
- Collect and analyze data specific to GOLD literacy skills to determine aspects of literacy needing improvement
- Explore partnerships with local libraries to bring library experiences into the classroom.
- Provide training to classroom staff on dialogical reading techniques associated with Creative curriculum
- Explore with ESASD the possibility of continuing the literacy trainings for PSFC's new staff.

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- Review inventory of children's books and topics to determine if additional purchasing is needed, including DLL books
- Continue to use IGDI results to plan individually for children on literacy skills


**Family Engagement:**
- Continue to provide opportunities for families to participate in hands on learning activities that they can do at home with their child.
- Provide in home support for families to have the skills to be effective in behavioral strategies with their children in their family and community environments.
- Provide opportunities for families to participate in a "book exchange" of children's books
- Continue the Family Reading activities to receive incentives for reading to their child at home.
- Ask ESU and NCC students to make a book drive of new books to send home for child ownership