

**Pocono Services for Families and Children
Monroe County Head Start/PreK Counts/Infant-Toddler Program**

**Program Child Outcomes
Winter 2019**

The first baseline developmental assessment using the *Teaching Strategies GOLD* was completed by February 8, 2019 on every child enrolled in Pocono Services for Families and Children for more than 30 days at the time of reporting. There were 28 Infant and Toddlers assessed and 235 preschoolers 3-5 years old assessed during this reporting period (263 total 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 15 center-based classrooms, 1 Combination Option Classroom, and 1 Home Base Group)

- Growth was noted in all 6 areas of development. This growth met or exceeded expectations as determined by the GOLD Growth Reports and are in the high range of the National Normative Samples of other preschoolers across the nation.
- The most amount of growth was in the area of Physical Development (81% meeting /exceeding compared to 63% at the Fall assessment)
- The least amount of growth was in the area of Mathematics (61% meeting/exceeding compared to 40% at the Fall assessment. (Note: that there was more growth during this assessment period but children still need more growth to meet or exceed expectations)
- There is a growth range program wide of children meeting or exceeding expectations for their age level.

Even though results show growth the program needs to also pay attention to whether children are meeting developmental expectations for their age level as these are the readiness skills needed to be successful in Kindergarten.

Outcomes by Domain (Program Wide):

Domain	Does not meet	Meets	Exceeds	Meets/Exceeds
Social/Emotional/Social Studies	34%	57%	9%	66%
Physical/ gross and fine motor	19%	68%	13%	81%
Language	25%	66%	9%	75%
Cognitive/Science	29%	68%	3%	71%
Literacy	35%	60%	6%	65%
Mathematics	40%	57%	5%	61%
Average Totals	30%	63%	7%	70%

Outcomes by Site/Program Option:

Site/Program Option	Does not meet	Meets	Exceeds
Central/East Stroudsburg	16%	79%	5%
The Mountain Center	30%	63%	7%
Middle Smithfield	8%	58%	34%
Smithfield	30%	65%	6%
Combination Option	90%	10%	0%
Home Base	78%	22%	0%

Meeting or Exceeding Expectations for Age Level

Area of Development	Infant/Toddlers	3 Year Olds	4 Year Olds	Program
Social/Emotional/Social Studies	86%	81%	55%	66%
Physical/ gross and fine motor	86%	84%	78%	81%
Language	75%	81%	72%	75%
Cognitive/Science	93%	77%	64%	71%
Literacy	86%	68%	60%	65%
Mathematics	68%	79%	50%	61%
Average Totals	82%	78%	63%	70%

Conclusions:

Although the % of children meeting or exceeding growth is lower than last year at this reporting time it needs to be noted that children came into the program in September with a higher percentage of not meeting expectations for their age level. A concern is noted in the Combination Option Program having a large percentage (90%) of children not meeting expectations at this mid-year reporting period. Also noted is the Home Based Program having 78% not meeting expectations. Teacher reliability in assessing is being explored as well as other contributing factors.

Domains of Strength based on objectives that were met or exceeded:

Infant/Toddlers:

- Cognitive (93%)
- Physical/Fine Motor/Gross Motor (100%)
- Social/Emotional (86%)
- Literacy (86%)

Three Year Olds:

- Physical/Fine Motor/Gross Motor (84%)
- Social Emotional (81%)
- Language (81%)

Four Year Olds:

- Physical (78%)

- Language (72%)
- Cognitive (64%)

Program Wide:

- Physical/Fine Motor/Gross Motor (81%)
- Language (75%)
- Social/Emotional (66%)

Areas to Intentionally Plan (to strengthen curriculum, teaching strategies, and individualizing for children):

Infant/Toddlers:

- Math (68%)
- Language (75%)

Three Year Olds:

- Literacy (68%)
- Cognitive (77%)

Four Year Olds:

- Math (50%)
- Social/Emotional (55%)

Program Wide:

- Literacy (65%)
- Mathematics (61%)

Comment: Even though Math is still a lower area of meeting expectations children's skills have increased and is scoring higher than in the last 3 years that the program has been working on increasing teacher math development skills.

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 the 263 children monitored by the CWBS:

- 49% are on a monitor (114 children) (Monitor - a delay or monitor on a screening, staff expressed verbal or written concerns, parents had concerns, or observations were made.) 66 of the children on a monitor are enrolled at The Mountain Center, 27 at the East Stroudsburg Center, 18 in school district classrooms, and 3 in the Home Base Program.
- Of the 7 children with behavioral treatment plans they include a diagnosis of Unspecified Disruptive Impulse-Control and Conduct Disorder; Adjustment Disorder; Unspecified Trauma and Stressor-Related Disorder; Oppositional Defiant Disorder; Global Developmental Delay: Autism Disorder

Children with IEP's or Behavioral Treatment Plans:

- 11 % (25) of the children enrolled at this reporting have a diagnosis by an appropriate professional and have an IEP
- Social/Emotional, behavioral, or mental health – 1 child
- Speech/Language – 10 children
- Developmental Delays – 10 children
- Cognitive delay – 4 children

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. This is significant number in that it brings 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's specific special needs.

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

Mathematics and Science: (Cognitive)

- 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, 2019)
- 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.
- Continue individualized coaching for teachers in Instructional Support (CLASS)

Social Emotional:

- Utilize EC Coachers to model and encourage the use of the Second STEP curriculum.
- Utilize expertise of Behavior Intervention Coaches to support teachers and transfer behavioral intervention skill strategies for individual children.
- 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, i.e. consistent routines, positive guidance strategies, etc.
- Implement a parenting curriculum with a focus on protective factors and resilience. (Your Journey Together)

Language/Literacy:

- Collect and analyze data specific to GOLD literacy skills to determine aspects of literacy needing improvement.
- Continue partnerships with local libraries to bring library experiences into the classroom.
- Provide training to classroom staff on dialogical reading techniques associated with Creative curriculum.
- 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.
- As identified by PMSD provide teachers with more rhyming strategies and activities to improve child literacy outcomes

Family Engagement:

- Continue to provide opportunities for families to participate in hands on learning activities that they can do at home with their child.
- Continue to 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.