

COMMUNITY ACTION ORGANIZATION OF ERIE COUNTY, INC

HEAD START/EARLY HEAD START PROGRAM

Annual School Readiness End Report
June 11, 2012

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“Excellence Exceeding Expectations Everyday”

**School Readiness Conference Call – June 6, 2012
2011-12 School Readiness – End**

CAO of Erie County has learned from its final aggregation and analysis of preschool children’s assessment data that there is a definite need for Head Start/Early Head Start (HS/EHS) in Erie County New York. Head Start/Early Head Start provides the foundation needed for infants, toddlers and pre school children to be successful as they enter private, public, charter and parochial schools in the Western New York region. Head Start provides the needed building blocks that children must have to ensure they are indeed school ready. Our goal is to prepare children to not only be school ready, but ahead of their peers also entering kindergarten.

The data from our current assessment tool revealed to CAO Head Start/Early Head Start the progression and growth of the infant, toddlers and preschool children during the 2011-2012 program year. It also provided opportunities for educational and professional growth. CAO Head Start/Early Head Start utilizes a curriculum that is in alignment with Head Start Child Development and Early Learning Framework, New York State Early Learning Guidelines and the New York State Prekindergarten Foundation for the Common Core.

Throughout the school year, EHS tracked the progression of the infants and toddlers as they transition from one age group to the next between each checkpoint. The infants or toddlers may progress from one age group to another depending on their date of birth. For example, the children that turned one year of age between Fall and Winter are included in the one to two year old data numbers.

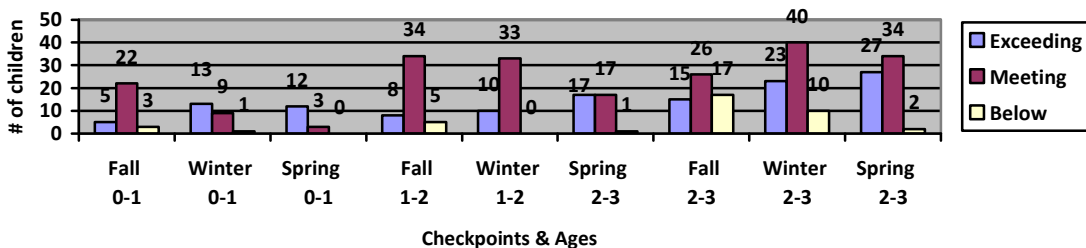
Total number Early Head Start infants and toddlers assessed at each check point for Social Emotional:

Fall – 135 children

Winter – 106 children

Spring- 113 children

Social Emotional EHS



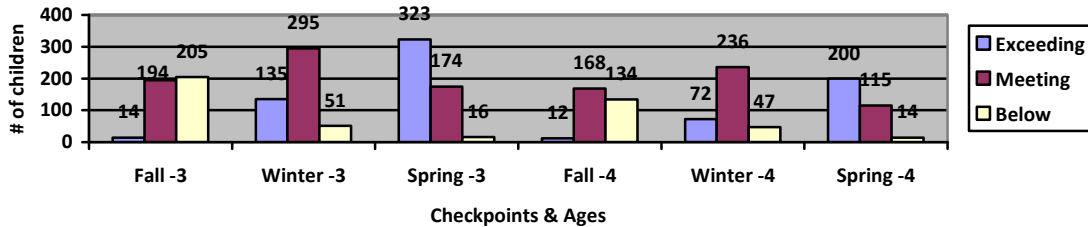
Total number of Head Start children assessed at each check point for Social Emotional:

Fall – 727 children

Winter – 836 children

Spring– 842 children

Social Emotional HS



The Fall data revealed that 364 out of 862 HS/EHS children that were assessed at the beginning of the school year were below expectation with their social emotional skills. If Head Start/Early Head Start did not exist in our community these children would have entered into school districts without knowing how to: (1) Regulate emotions and behaviors; (2) Establishing and sustaining positive relationships, and (3) Participate cooperatively and constructively in groups.

The Spring data revealed that 33 out of 955 HS/EHS children have yet to meet expectation in Social Emotional. Of these thirty three (33) children nine (9) of fourteen (14) children are four years old with an IEP. There are six (6) of sixteen (16) three year old with an IEP. One (1) of the two to three year old toddlers has an IFSP. One (1) of the one to two year old infant also has an IFSP. The data over this school year was shared with our multidisciplinary team as well as our community partners as we created strategies to provide support for the children, families and staff. Sharing this data gave the program an opportunity to provide training, technical assistance, coaching, mentoring and modeling in the learning environments and classrooms to increase individual social and emotional skills. The children are now able to regulate their own emotions, establish positive relationships and participate in both small and large group settings.

At the culmination of the 2011-2012 program years, a total of 579 HS/EHS children out of 955 are exceeding expectations in the social emotional domain.

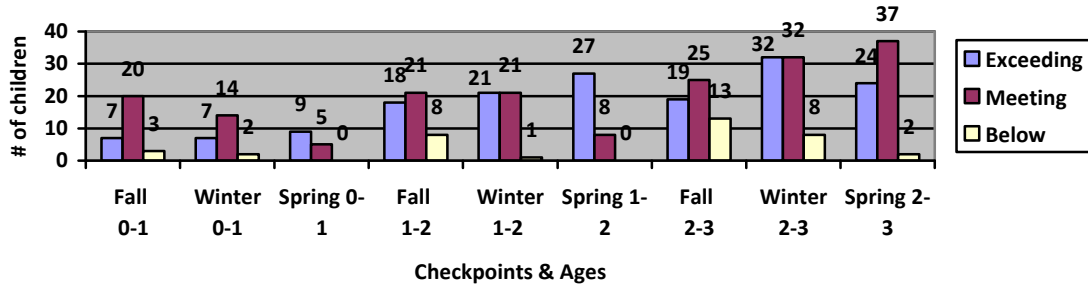
Total number of Early Head Start infants and toddlers assessed at each check point for Physical Gross Motor:

Fall – 134 children

Winter-138 children

Spring- 112 children

Physical Gross Motor EHS



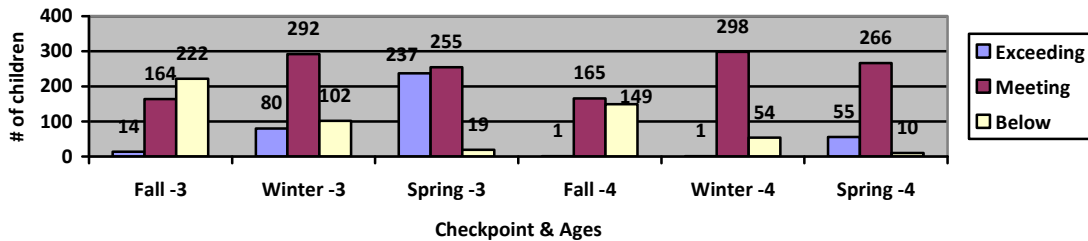
Total number of Head Start children assessed at each check point for Physical Gross Motor:

Fall - 715

Winter - 827

Spring - 842

Physical Gross Motor HS



The Fall data revealed 395 of the 849 HS/EHS children that were assessed in the program lacked gross motor skills. The program sought opportunities to increase the gross motor skill levels of our children through staff professional development and community collaborations. This year, we collaborated with Canisius College to meet the needs of the children in every skill level of gross motor. Canisius College implemented the SPARK Curriculum with our 3-5 year old children. The SPARK Curriculum is a researched based tool that promotes lifelong wellness and strives to improve the health of children.

The Spring data revealed that 31 of the 954 HS/EHS children have yet to meet expectations in Gross Motor. Six (6) of the ten (10) four years old have an IEP and five (5) of the nineteen (19) three years old has an IEP.

Children who had the opportunity to attend the Head Start/Early Head Start program are able to display traveling and balancing skills. They are now able to demonstrate gross motor manipulative skills. We provide multiple opportunities throughout the day for children to engage in enriched gross motor activities.

At the culmination of the 2011-2012 program year a total of 352 HS/EHS children out of 954 that are exceeding expectations in the gross motor domain.

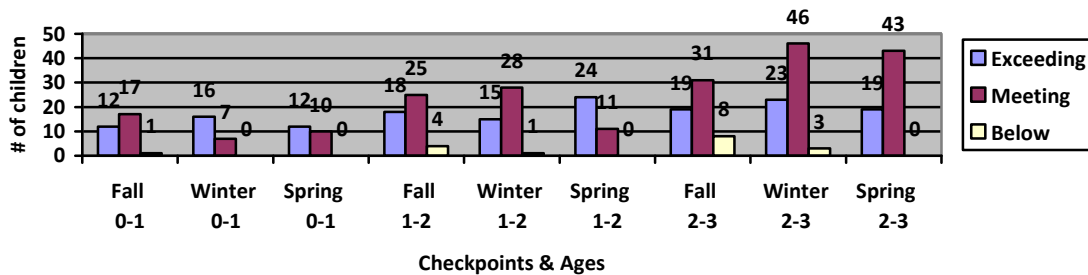
Total number of Early Head Start infants and toddlers assessed at each check point for Physical Fine Motor:

Fall- 135

Winter-139

Spring-119

Physical Fine Motor EHS



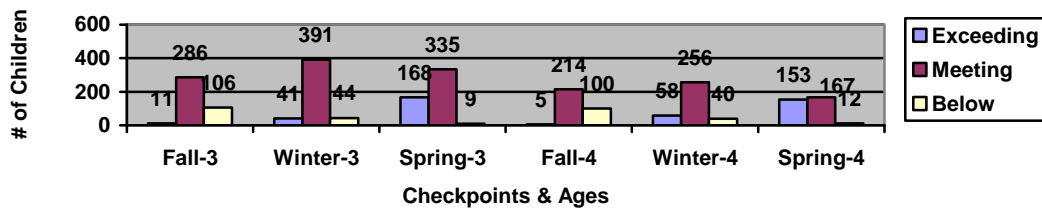
Total number of Head Start children assessed at each check point for Physical Fine Motor:

Fall - 722

Winter - 830

Spring - 844

Physical Fine Motor HS



The Fall data revealed 220 of the 857 HS/EHS children that were assessed in our program did not meet expectations. We sought opportunities to increase fine motor skills within all age levels. The education team provided pre-writing skill techniques and activities for teachers to stimulate the development of large and small muscles used to enhance the fine motor development.

The Spring data revealed 21 of the 963 HS/EHS children that were assessed has yet to meet expectations for fine motor development. Six (6) of twelve (12) four

years old has an IEP, and three (3) of the nine (9) three years old has an IEP. There have been tremendous gains in this domain. Children are now able to demonstrate fine motor strengths and coordination, use writing and drawing tools, and use fingers and hands to manipulate objects.

At the conclusion of the 2011-2012 program year, we have a total of 376 HS/EHS children out of 954 that are exceeding expectations in the fine motor domain.

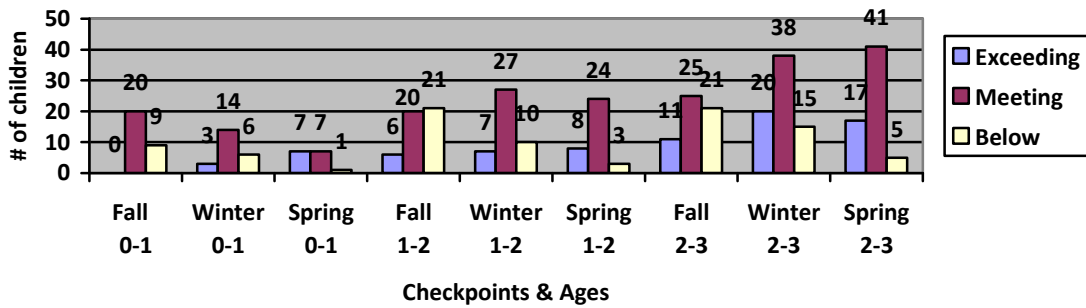
Total number of Early Head Start infant and toddlers assessed at each check point for Language:

Fall- 133

Winter- 140

Spring- 113

Language EHS



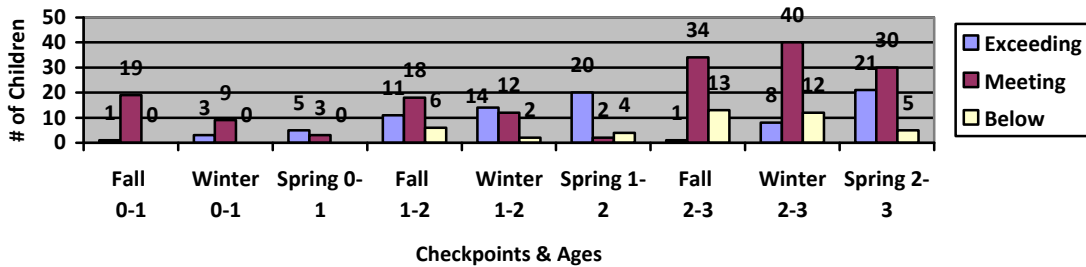
Total number of Early Head Start infants and toddlers assessed at each check point for Literacy:

Fall- 103

Winter-100

Spring- 90

Literacy EHS



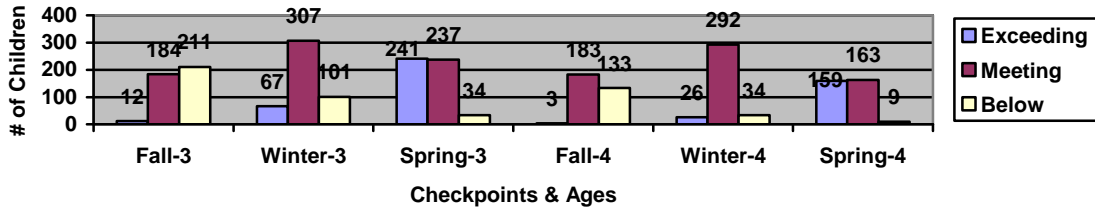
Total number of Head Start children assessed at each check point for Language:

Fall - 726

Winter - 827

Spring- 843

Language HS



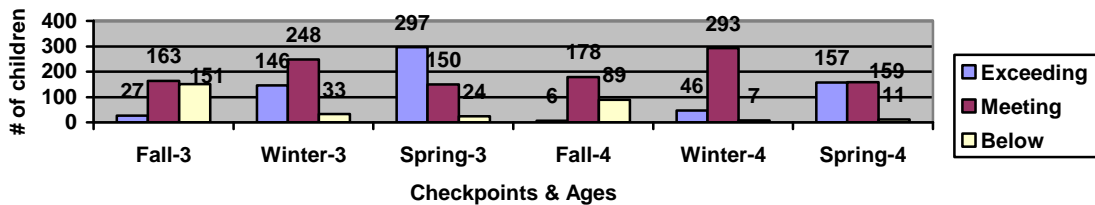
Total number of Head Start children assessed at each check point for Literacy:

Fall - 614

Winter - 773

Spring - 798

Literacy HS



The Fall data for language revealed 395 of the 859 HS/EHS children that were assessed and the literacy data revealed 259 of the 717 children assessed came to us with difficulty engaging in conversation, following directions, and speaking clearly.

After analyzing this data, we took the opportunity to collaborate with one of our community partners, Lakeshore Learning, to assist in professional development of our teaching staff. Lakeshore Learning provided trainings to the education content staff which focused on using material currently in the classrooms and enhancing language and literacy activities through intentional teaching.

We also collaborated with Buffalo State College Foreign Language Department. This collaboration introduced the French language to our children. The purpose of this pilot was to expand our children's exposure to different languages. The children's interest and curiosity of the new language engaged the entire classroom to such an extent, that children identified with challenging behaviors were completely betrothed in daily lessons. The French language assisted with improving our children's language scores, sparking brain development in recognizing word and letter sounds other than the familiar. It added a new group of phonemes to the children's collection and expanded vocabulary.

We also collaborated with the Music Department from the University of Buffalo to work with children 0-5 in our Academies. Our partners provided a structured musical experience in which children and staff were infused with music and song throughout the sessions. This encouraged vocabulary building, social skills, phonological awareness and following directions. The children were attentive and engaged during music sessions. These classes also encouraged social emotional skills such as cooperation and provided multiple opportunities to form relationships with other trusted adults, leading to conversational skills and balancing needs and rights of self and others.

The Spring data reveals 52 of the 956 HS/EHS children for language and 44 of the 888 children for literacy have yet to meet expectations in these areas. There were five (5) of nine (9) four years old has an IEP. Ten (10) of thirty-four 34 three years old has an IEP. (Language), Six (6) of eleven (11) four year olds have an IEP. Five (5) of the twenty-four (24) three year olds have an IEP. (Literacy) One (1) of five (5) two to three year olds has an IFSP. (Literacy)

Although we have made great gains from fall to winter and winter to spring, we continue to seek growth and development in the areas of language and literacy. We have designed training sessions for the education teams that focus on language and literacy skills. The need for these trainings was apparent after the finalization of our first checkpoint. We will continue to train staff as our goal is that every child enrolled in our program has the opportunity to reach their highest potential

At the culmination of the 2011-2012 program year, we have a total of 432 HS/EHS children out of 956 that are exceeding expectations in the language domain. Furthermore, we have a total of 500 HS/EHS children out of 888 that are exceeding expectations in the literacy domain.

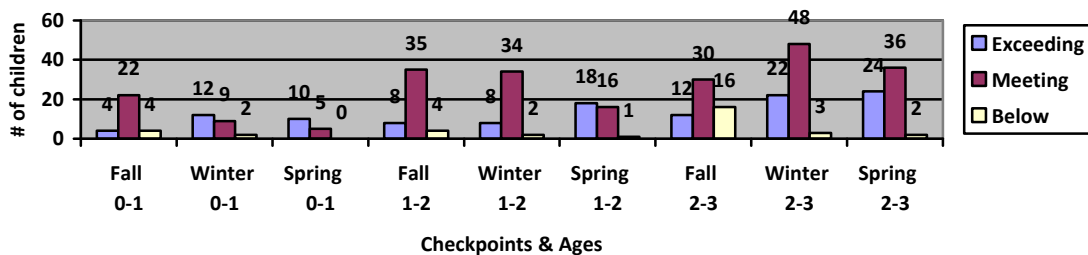
Total number of Early Head Start infants and toddlers assessed at each checkpoint for Cognitive:

Fall- 135

Winter- 140

Spring -112

Cognitive EHS



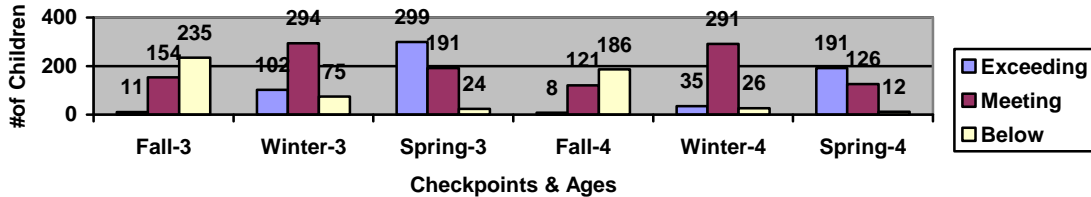
Total number of Head Start children assessed at each check point for Cognitive:

Fall - 715

Winter - 823

Spring – 843

Cognitive HS



The Fall data revealed 445 of the 850 HS/EHS children at the beginning of the school year were lacking expectations for cognitive skills.

The Spring data revealed 39 of the 955 HS/EHS children have made tremendous gains. There were seven (7) of twelve (12) four year olds have IEP's. Six (6) of the twenty-four (24) three year olds have IEP's. The spring data tells us that children have developed problem solving skills, made great strides in remembering and connecting experiences, as well as demonstrating multiple positive approaches to learning.

The efforts of our professionals and the collaborative partners assisted CAO Head Start/Early Head in implementing strategies which strengthens the children's ability to use symbols and images of something not present as well as recognizing and recalling real life events.

At the end of the 2011-2012 program years, we have a total of 542 HS/EHS children out of 955 that are exceeding expectations in the cognitive domain.

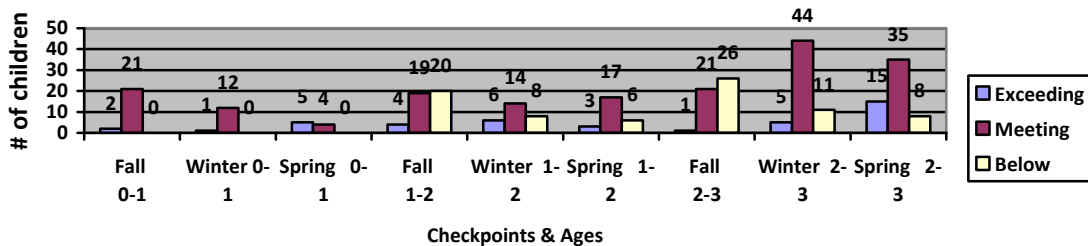
Total number of Early Head Start infant and toddlers assessed at each check point for Mathematics:

Fall- 114

Winter- 101

Spring- 93

Mathematics EHS

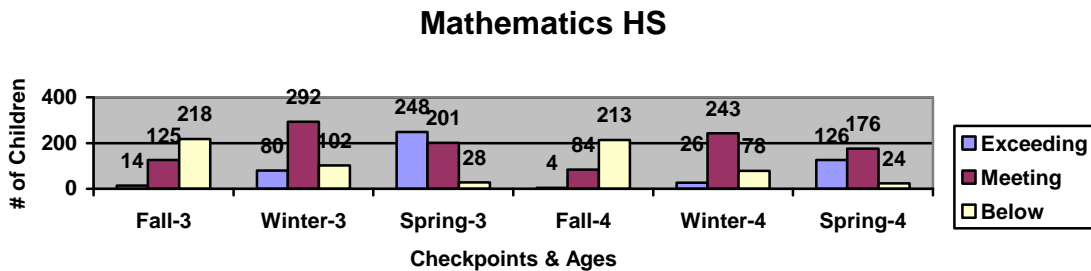


Total number of Head Start children assessed at each check point for Mathematics:

Fall - 658

Winter - 821

Spring – 803



The Fall data reveals 477 of the 772 HS/EHS children assessed did not meet the expectations for math. We provided staff strategies and activities to increase our student outcomes. To increase the performance in the area of mathematics, rigorous trainings and the introduction of the High Five Mathematize curriculum was utilized throughout our program.

The Spring data reveals 66 of the 896 HS/EHS children has made progress throughout the school year however, that are below expectations. There were ten (10) of twenty-four (24) four year olds have an IEP. Five (5) of 28 three year olds have an IEP. One (1) of eight (8) two to three year olds has an IFSP. One (1) of six (6) one to two year olds has an IFSP. We have provided professional development, hands on math experiences and ongoing mentoring, modeling and coaching opportunities to the education teams that will enhance outcomes for children.

At the culmination of the 2011-2012 program year, we have a total of 397 HS/EHS children out of 896 that are exceeding expectations in the math domain.

What CAO Head Start/Early Head Start grantee learned from 2011-2012 data will drive decision in 2012-2013 program as we support all children in meeting and exceeding School Readiness Goals in the following manner:

1. To strategically place children in classrooms that meet their individual needs
2. To provide the necessary professional development for our staff, ensuring that the Education Manager, Education Specialist and Center Directors are CLASS reliable
3. To meet children where they are as they move toward school readiness
4. To provide the necessary tools for and families to be successful
5. To determine what community collaborations are needed
6. To prepare children to not only be school ready, but ahead of their peers also entering kindergarten

In response to this year's experiences the grantee has made operational and programming changes for our upcoming year. During the 2011-2012 program year the checkpoint ended on the 15th of November, February, and April and the educational team had until the 30th of the said month to finalize the documentation. To improve outcomes we have updated our procedures of finalizing documentation. Teachers must have all documentation entered into the system and finalized on the 15th of November, February, and April. This will allow the Education Manager to retrieve and disaggregate the data in a timely manner. The Education Manager, with the Education Specialist, will make data driven decisions and implement new strategies in our program to ensure quality teaching and learning. It will give us the opportunity to individualize for children having difficulty meeting expectations as well as challenging students who may meet or exceed expectations in each domain. It will also allow additional opportunities for the teachers and families to collaborate on achieving and setting goals at home and in school

To prevent the regression of learning over the summer months, CAO Head Start/Early Head Start has provided each family with a summer take home package. Each package includes developmentally appropriate, intentional, engaging, educational and fun activities that families can do with their children at minimal or no cost. All activities can be modified based on the needs and skills level of the individual child. Examples of activities included in the summer package are: parents can take their child's height and weight and create a chart to strengthen their math skills, increase counting skills by counting how many steps they take while on a walk or playing hopscotch game on the sidewalk, stringing household items to create a bracelet or necklace will assist with fine motor development, hand eye coordination and pattern recognition. We encourage families to play outside and/or visit a new playground daily which will promote gross motor development as well as a healthy family lifestyle. Other activities include cutting words from a newspaper to increase letter recognition, and build vocabulary to increase all levels of language and literacy skills. Cognitive skill sets, such as problem solving, can be approached by playing a hide and seek game with the children. A family member can hide an item, give their child a clue, and ask them to find the item.

The Education Manager, with the Education Specialists, will use this data to plan the 5th Summer Training Institute for all staff prior to the beginning of the 2012-2013 school year. This will allow teachers to implement current and reliable techniques within their classrooms, have the skill to complete accurate assessments, provide sound documentation and be proficient with finalizing all data at each checkpoint

CAO Head/Early Head Start embraces Family Engagement. Collaborations with families play a huge role in a child's development. After each checkpoint the education team along with other content staff shares the developmental assessment results with each parent/guardian. Sharing information with parents

and family members regarding our school readiness goals, inform parents and families of the expectations placed upon their child as they transition out of our program. When parents are aware of the expectations they are better equipped to advocate for their families.

CAO Head Start/Early Head Start of Erie County is focused on taking children from where they are to exceeding expectations in each domain, putting them ahead of their peers when entering private, public, charter and parochial schools in the Western New York region. Exposure to different learning styles and techniques, continuous professional growth opportunities for the all CAO Head Start/Early Head Start staff, mentoring and modeling from the Education Specialists, and collaborations with various community resources assist us as we transition our children and families to school readiness.