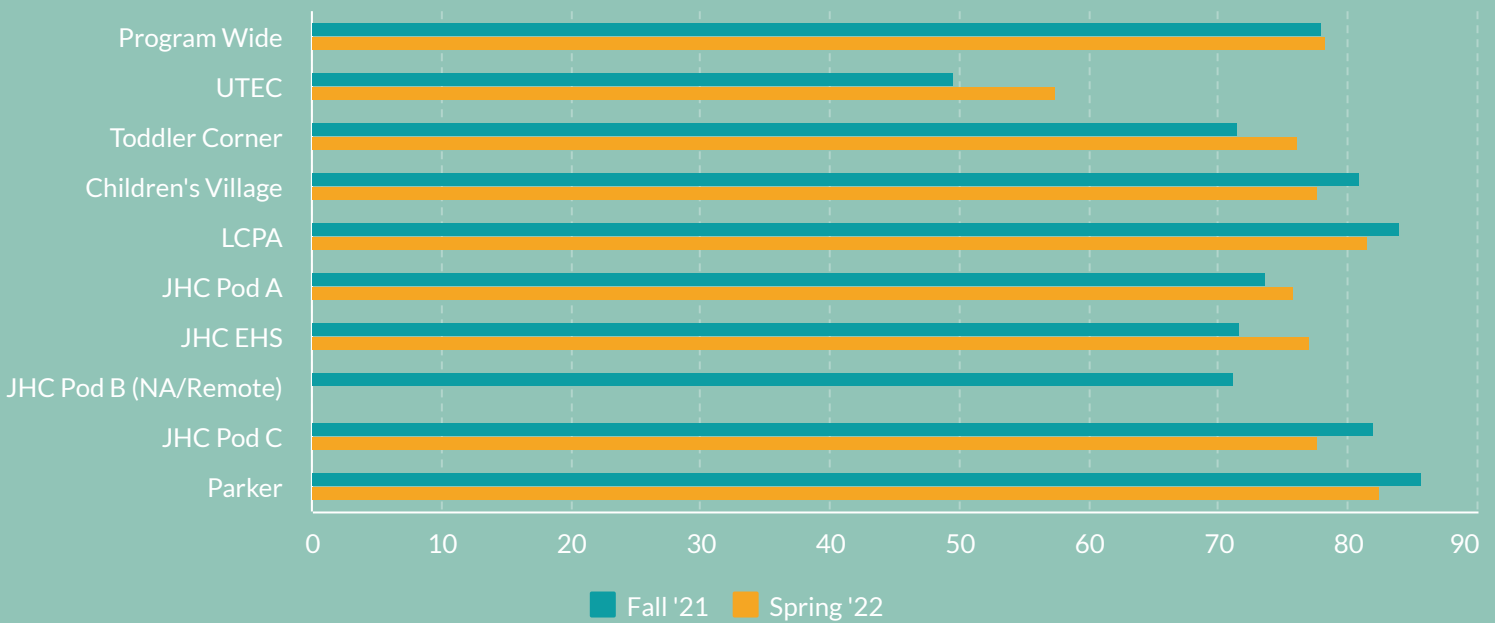


Early Learning Program School Readiness Report Spring 2022



Family Development

Attendance



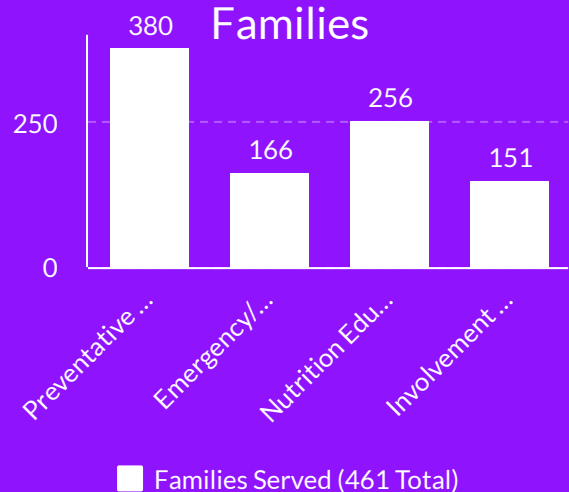
Spring Highlights:

- Our Homeless Contract increased 3,38% from Fall to Spring. This is due to our Homeless Contract being shared across the division
- Attendance is lower than we would like, other attributes aside from COVID-19 include: Limiting transportation due to staffing vacancies and two public school vacation weeks
- Our Part Day classrooms did have to go remote due to staffing vacancies, however these families were offered twice a week 'Stay & Play' Events which yielded a part day attendance rate of over 90%.

6.1% **6.6%** **16.1%**
Homeless **Foster** **Supportive**

Priority Populations

Services Provided to Families

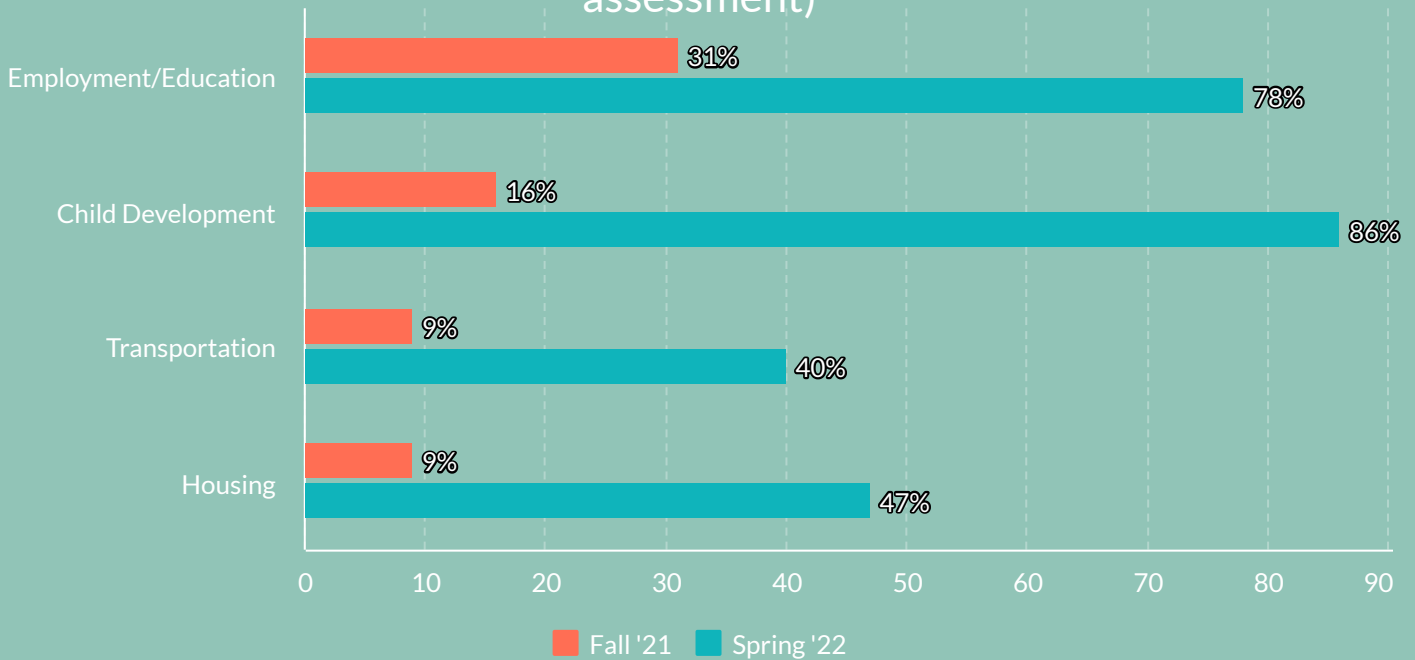


Impact of Mid Year Efforts:

- Attendance Program Wide increased from Fall 2021 to Spring 2022 by .35%. The increase overall was in EHS which is due to transitions. As Preschool spots open, EHS children transition up to HS yielding Infant openings which we fill with new children. Those new to the program, tend to have more consistent attendance than those who have been in program.
- Due to the Covid-19 pandemic, the program was not penalizing enrolled families for low attendance however our mid year efforts consisted of our Family Development Team still continuing to provide families with educational resources on the benefit of regular attendance.

Family Development (Cont.)

Needs of In Crisis or At-risk Families (352 families completed assessment)



Spring Highlights:

- 40% of families who were identified as in crisis or at risk in the Fall in the area of Transportation moved into a safe or stable category.
- 90% of families enrolled in Early Head and Head Start received at least one resource or referral provided by the program.

Impact of Mid Year Efforts:

The mid year efforts that the Family Development team focused on included decreasing the amount of families identified as in crisis or at risk in the areas of housing, employment, and education. Spring Scales and Ladders data indicated the following areas of growth.

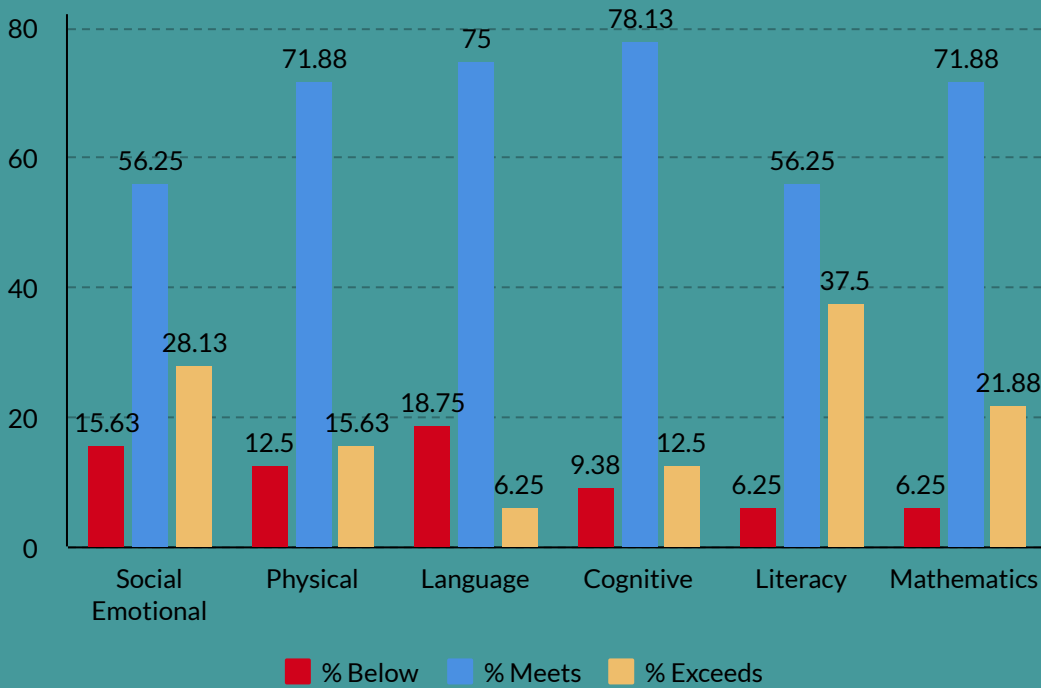
- 13 families who experienced homelessness at the beginning of the year acquired housing.
- 34 families received services or referrals for housing assistance to support with a housing subsidy, utilities, and/or needed home repairs.
- 78% of families who were identified as in crisis or at risk in the area of Employment moved into safe or stable.
- 86% of families who were identified as in crisis or at risk in the area of Education moved into safe or stable.

Child Development

The Early Learning Program utilizes a research and evidence-based observation assessment system for children birth through kindergarten called My Teaching Strategies. Children are assessed on a quarterly basis by their assigned educator, using information from documented individual observations of the child against widely held development expectations.

Early Head Start - Home Based

Spring 2022 Child Outcomes



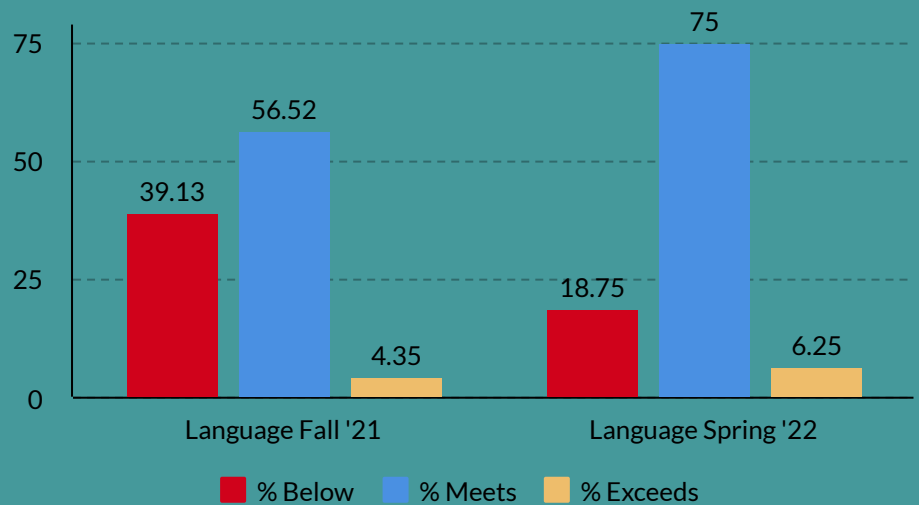
Spring Highlights:

- The Home-Based Program purchased books to support their work with dual language families. This increased children's outcomes in the area of language development
- The collaboration between Home Based and the Raising-A-Reader Literacy Program helped promote Language and Literacy development.
- An increase in social-emotional development was observed after the Home-Based Program was able to return to in-person services.

Impact of Mid Year Efforts:

As a mid year effort, the Home-Based Program assessed the primary languages and the data showed that there was an increase in Arabic speaking families. In addition to the Raising-A-Reader program, the home visitors incorporated these materials into the individualized curriculum to support their work with the families, promoting language and literacy development.

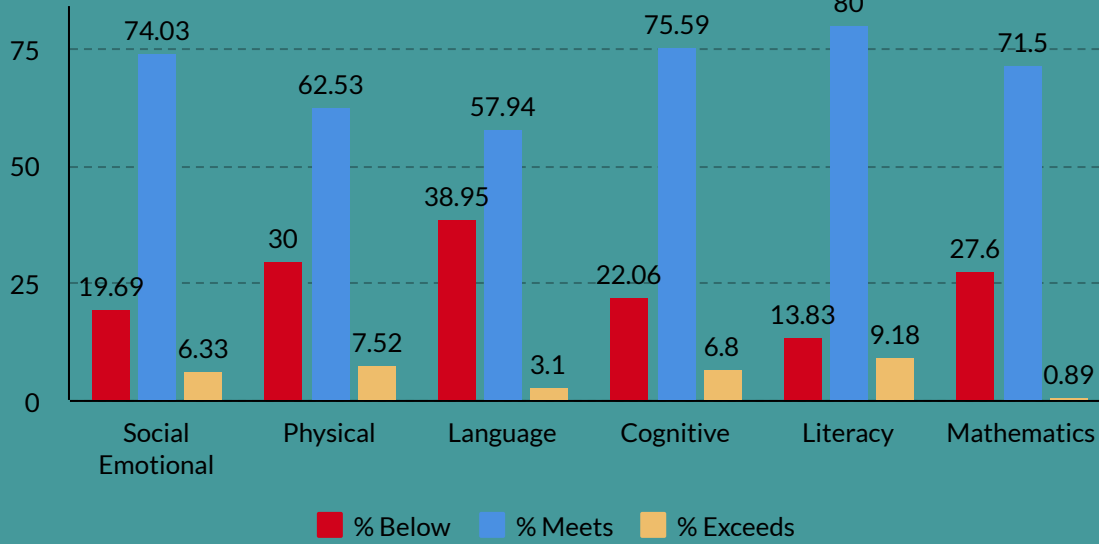
Mid Year Effort Fall/Spring Comparison



Child Development (Cont.)

Early Head Start - Center Based

Spring 2022 Child Outcomes



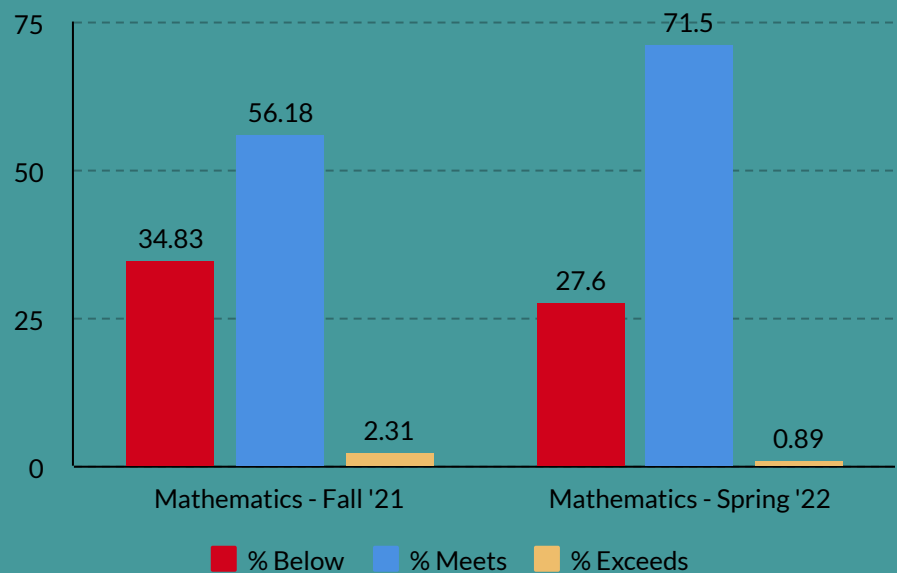
Spring Highlights:

- After staff participated in an Early Head Start Math training on a professional development day, there was an increase in children's math skills.
- Child Development Coaches worked with teaching teams to support curriculum feedback and modifications related to math.

Impact of Mid Year Efforts:

An Early Head Start math training was provided which took a deeper dive into the math learning objectives and provides strategies to embed math into the classroom throughout all routines. Eleven staff participated in focused discussions on activities that have been implemented to expose students to math concepts. Participants left this training with math activities, ideas, and resources. Child Development Coaches have supported teachers with math curriculum and developmentally appropriate classroom activities.

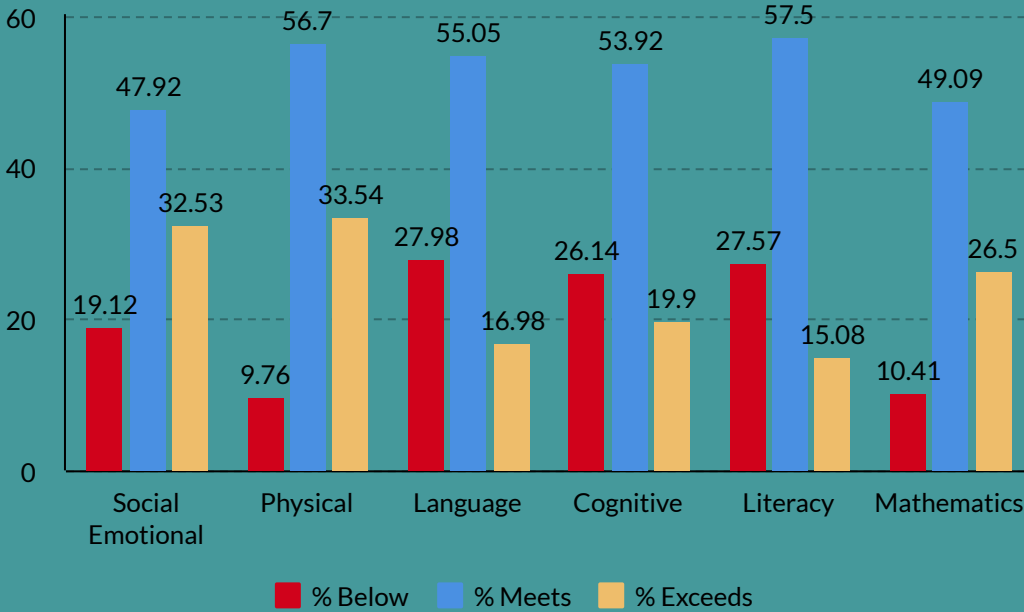
Mid Year Effort Fall/Spring Comparison



Child Development (Cont.)

Head Start - Center Based

Spring 2022 Child Outcomes



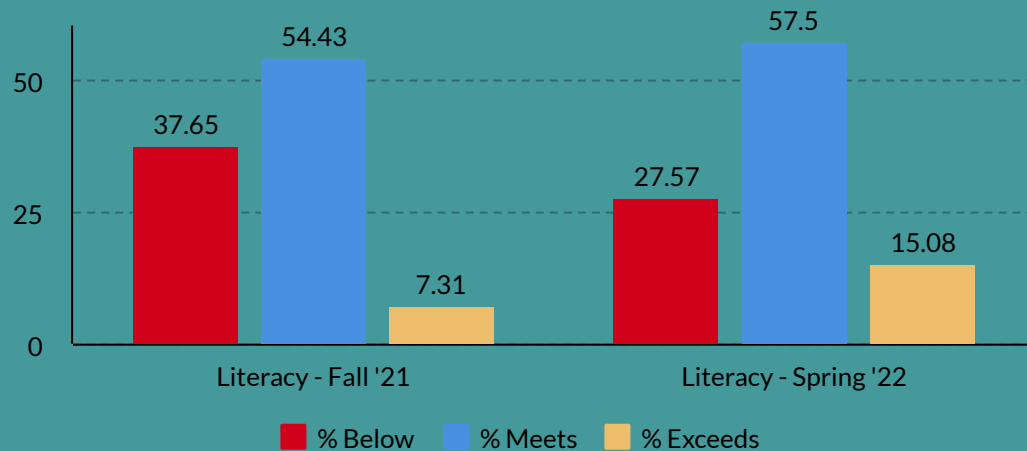
Spring Highlights

- With Child Development Coaches reviewing lesson plans and providing feedback, children's outcomes in all developmental areas have increased.
- A training was provided for staff on understanding Checkpoint data. By taking a deeper dive into children's outcomes, Head Start teachers had an increased understanding of how to support children's development using classroom data, improving literacy outcomes.
- After attending a Math professional development training, Head Start teachers were able to implement developmentally appropriate math activities into their curriculum, increasing math outcomes.

Impact of Mid Year Efforts:

We were able to increase outcomes in all areas for Head Start children through professional development and coaching. Child Development Coaches began reviewing weekly lesson plans in pilot classrooms, which positively impacted child outcomes. Curriculum feedback and coaching will be extended to the entire program.

Mid Year Effort Fall/Spring Comparison



Child Development (Cont.)

CLASS Observation

The Early Learning Program has adopted the **CLASS** (Classroom Assessment Scoring System) Observation tool to collect, analyze, and track data classroom data. CLASS is an observation tool that measures the effectiveness of classroom interactions among teachers and children, including emotional support, classroom organization and instructional support.

Domain	National Average	Fall 2021 ELP Scores	Spring 2022 ELP Scores
Emotional Support	6.03	5.59	5.42
Classroom Organization	5.78	5.13	5.3
Instructional Support	2.94	2.61	3.46

Spring Highlights:

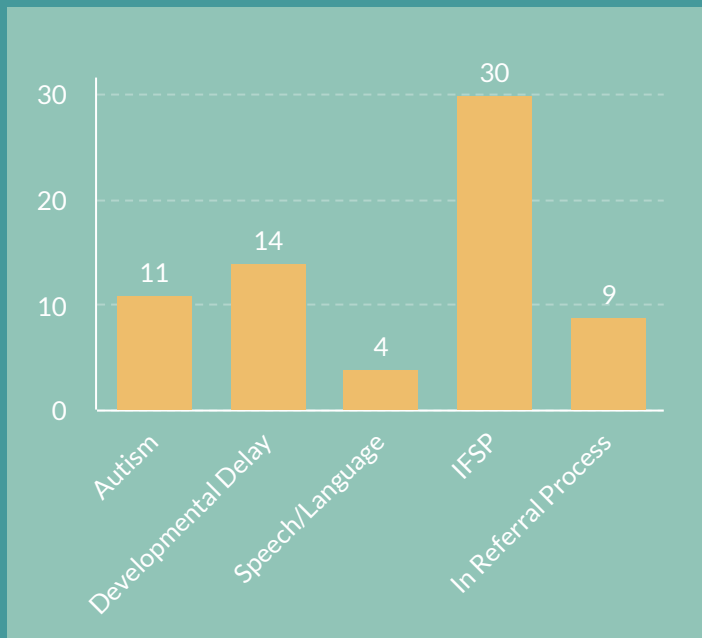
- Child Development Coaches provided CLASS-focused training and development for staff to embed CLASS principles in their teaching practices, improving CLASS scores in Instructional Support.
- After focused coaching was provided by Child Development Coaches to teachers, CLASS scores improved in the area of Classroom Organization.
- Teachers were trained on the CLASS observation tool by our T&TA specialist, leading to increased scores and a better understanding of the CLASS tool.

Impact of Mid Year Efforts:

Targeted coaching and training were provided to classrooms to support teachers in embedding CLASS principles in their work, which led to an increase in CLASS scores. A Community of Practice with a Pyramid focus for the next school year will be provided to further support the specific needs of the classrooms and centers.

Mental Health & Disabilities

Individual Education Plan/ Individual Family Service Plan- Breakdown



Spring Highlights:

- A training was provided to staff by a local Early Intervention company about Autism Spectrum Disorder, leading to an improved relationship with Early Intervention and increased understanding of Autism.
- Staff were trained on using and understanding the IFSP document, leading to increased knowledge about individualizing curriculum and promoting child development using the IFSP outcomes.
- A monthly meeting with the local LEA was arranged to improve collaboration and understanding IEP goals.

Impact of Mid Year Efforts:

Through professional development and collaboration with Early Intervention, staff were able to increase knowledge about Early Intervention and Autism Spectrum Disorder. Staff left the training with specific strategies to use in the classroom to support curriculum individualization for all children. The Mental Health & Disabilities Manager position was reinstated, leading to increased support for teachers and staff, as well as improved collaboration with Early Intervention and the LEA through monthly meetings and regular contact.

Mental Health & Disabilities (Cont.)

Head Start Teacher DECA Ratings Spring 2022

Impact of Mid Year Efforts:

Using targeted coaching and professional development related to DECA, teachers gained a better understanding of the DECA tool. During the training, teachers were able to reflect on the data and how it relates to social-emotional development and the Pyramid model. This allowed teachers to share individualized strategies and resources with families. Teachers were also able to individualize curriculum to match individual children's needs.

DECA	Strength	Typical	Need
Attachment/Relationships	6%	70%	24%
Initiative	10%	71%	19%
Self-Regulation	9%	73%	19%
Total Protective Factor	10%	68%	22%
Behavior Concerns	N/A	82%	18%

Health & Nutrition

School	Food Allergies	Food Intolerances	Religious/Personal Food Preferences	Total Enrolled
ELP	35	31	34	427
CVM	6	4	2	47
HB	2	0	1	30
JHC	14	13	16	168
LCPA	6	6	6	87
Parker	4	6	7	77
TC	1	1	1	14
UTEC	2	1	0	4

Impact of Mid Year Efforts:

The mid-year efforts that the Health & Nutrition team focused on include creating and implementing a new system of tracking substitute meals so that families who require meal accommodations are aware of what their child is being offered. In addition a menu survey was distributed to all families and staff for feedback and suggestions. Recommendations that were implemented include:

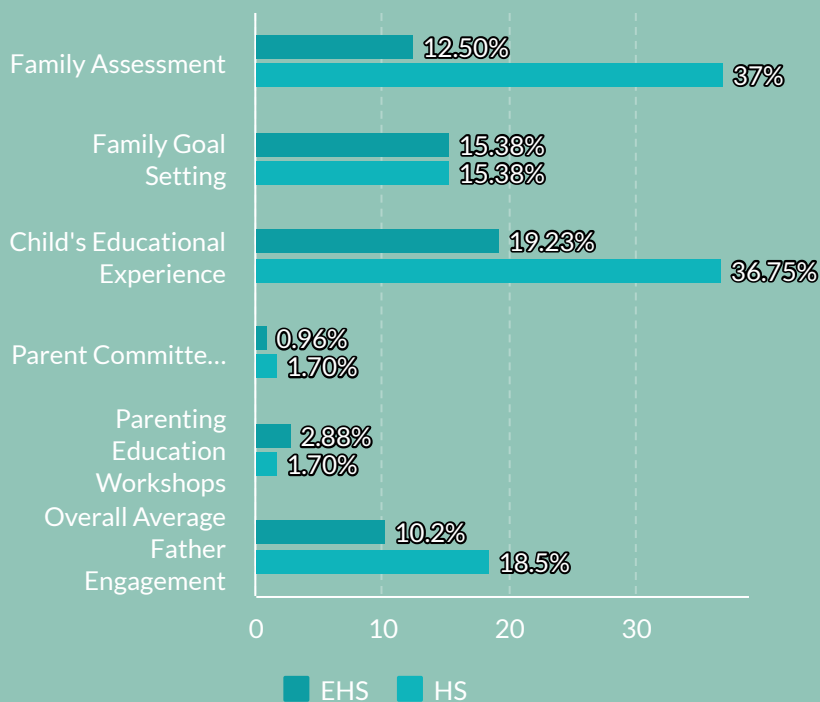
- 4 menu items were reintroduced with choking modifications
- 3 new fresh fruits and vegetables have been added to the menu
- 3 new meals have been added to the menu

Spring Highlights:

- Training and technical assistance was provided to all infant staff at professional development day and several one on one sessions were provided at off sites.
- 7 families participated in sugar sweetened beverage education
- 11 families received education on eating healthy on a budget
- All families received nutrition education resources on at least 5 occasions
- The number of enrolled children requiring special meal accommodations increased from 20-23%
- More than half of families surveyed were satisfied with the menu, but less than half of staff were satisfied with the overall menu, the variety and cultural appropriateness

Family Engagement

Spring Father Engagement



Impact of Mid Year Efforts:

The mid-year efforts that the Family Engagement Team focused on increasing Father Figure Engagement across the program. Program data indicated an increase in Father Figure Engagement in both Early Head Start (4.41%) and Head Start (5.38%). Several factors influenced this increase which include:

- Increased enrollment over the winter brought in additional male figures.
- 46 staff members were oriented to the newly established content area of Parent Engagement and trained in the importance of engaging fathers, the Parent, Family and Community Engagement (PFCE) Framework, the Relationship-Based Competencies (RBC's) and inkind.
- 15 staff members were trained in Head Start Home Visits in which engaging fathers is a topic of discussion.
- The Parent Engagement Coordinator has been meeting with Center Directors where they have been brainstorming and implementing ideas to offer higher quality, more engaging opportunities for parents. This has been difficult due to the inability to have parents in the classroom. Centers have been creative in providing engagement opportunities that are sent home and on Class Dojo, asking for projects to be returned to the classroom or pictures/videos posted online. It has been proposed to pilot a schedule for parents to be able to engage with their children in the classroom one at a time for short periods or in small groups outdoors.
- One father has been a consistent PPC representative on the Executive team.

Spring Highlights:

- The first class of the Nurturing Parents Curriculum was offered and successfully completed by 5 parents in the program.
- A vision plan for Family Engagement has been created to continue the work of increasing family engagement that reaches across all content areas.