



Schenectady Community
Action Program

Creating Opportunity in Partnership

Early Learning Programs

Outcomes Report

2015 – 2016 School Year

SCAP's Early Learning programs make the most of a young child's potential by offering child care and pre-school programs for children from birth to kindergarten and their families in an environment that supports their cognitive and social-emotional development. During the 2015-2016 school year, SCAP's Early Learning programs cumulative enrollment was 475 children

SCAP operates a comprehensive pre-school program including Head Start, Universal Pre-K (UPK) and Priority Pre-K (PPK), for children age three to five. The program enriches children's learning experiences, engages parents in the education of their children, places an emphasis on family support services, fosters social and emotional growth and prepares children for kindergarten and continued success in school. In addition to our center-based program, SCAP provides home-based services for 30 children and families which include a weekly teacher visit along with bi-weekly socialization sessions for families to interact with other home-based families.

Through our Early Head Start-Child Care Partnerships (EHS-CCP) program SCAP partners with existing child-care centers and family child-care programs to improve the quality of infant and toddler child care for low-income families and to promote the physical, social, emotional, cognitive and language development of young children and families during the early years. SCAP supports these centers with services that are crucial to the learning and development of infants and toddlers. Examples include curriculum development, staff training, home visits and navigation services for parents, developmental comprehensive screenings for vision, mental health and oral health, and services to meet the needs of children with disabilities and their families. EHS-CCP partners include: Our Precious Sprouts Day Care; Andrea Adrian's Child Care; YWCA of NENY; and Albany Community Action Partnership.

All Early Learning programs use research-based assessment methods in order to support the educational instruction and school readiness of children in the program. Multiple tools are used to allow the program to examine all aspects of classroom effectiveness and developmental progress. We use the Creative Curriculum, which is research-based and identifies goals in all areas of development: social-emotional, cognitive, language, physical, literacy, mathematics, science and technology, social studies, the arts and English language acquisition. Curricula such as, Positive Behavioral Support (PBS), and Sports, Play and Active Recreation for Kids 3-5 (SPARK) are additional resources available for use in each classroom as well as the home-base option.

Teaching Strategies GOLD, which is directly linked to the Creative Curriculum, is used to assess developmental progress of children in our Early Learning programs. Teaching Strategies GOLD is grounded in 38 objectives that guide teachers throughout the assessment cycle. The objectives are research-based and include predictors of school success, and are aligned with the Head Start Early Learning Outcomes Framework, Common Core State Standards, early learning standards for New York State, the Office of Special Education Programs (OSEP). The objectives are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of that objective, and help clarify what the objective addresses.

Teaching Strategies GOLD also allows for individualized education plans to be established, monitored and tracked throughout the school year. This provides for best practices in the classroom and assists with staff professional development. Children's developmental growth is assessed three times in the school year. The results are used to assess children's readiness and teaching practices to ensure that each child's needs are met.

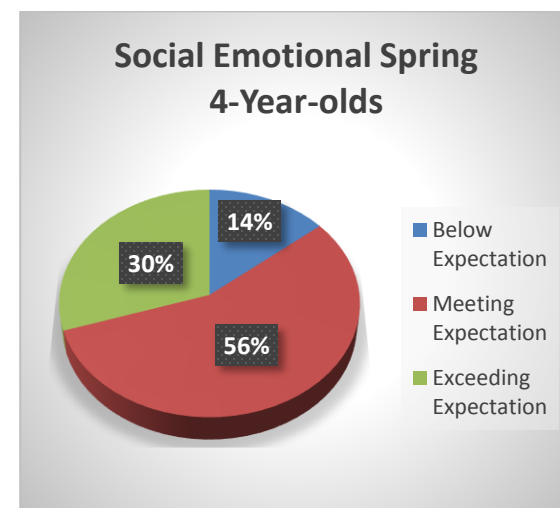
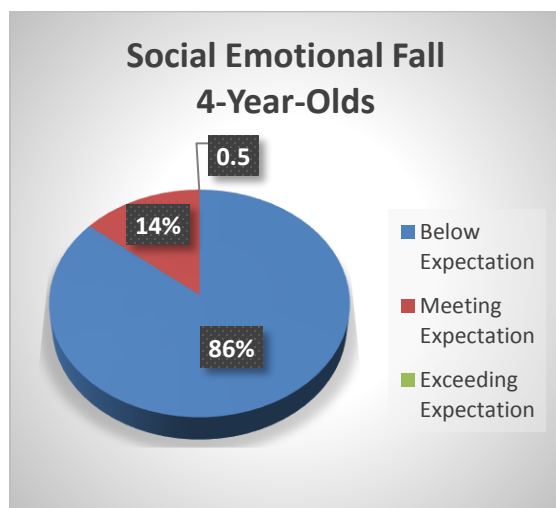
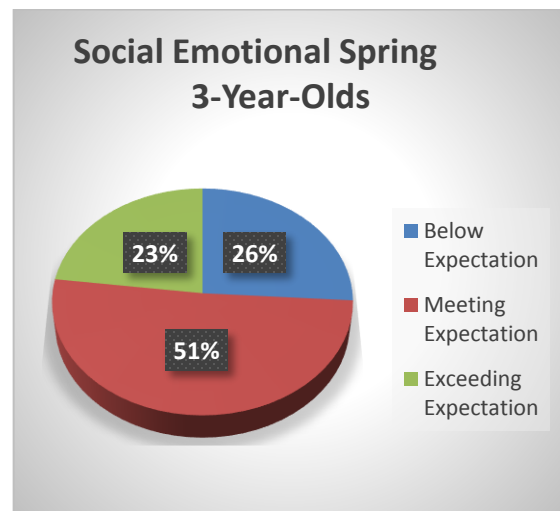
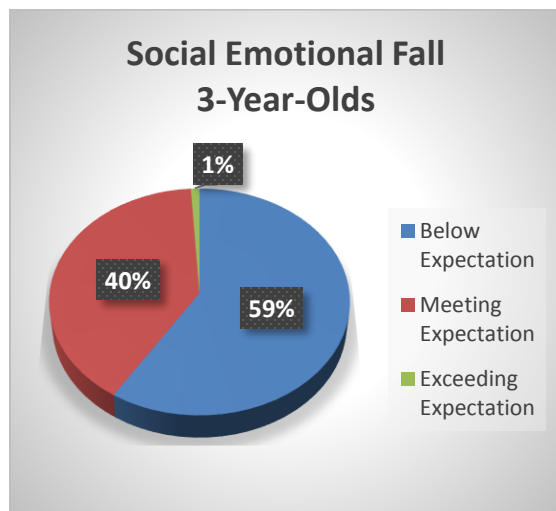
WIDELY HELD EXPECTATIONS REPORT

Pre-K

The Widely Held Expectations Report compares data for a group of children to determine if their skills, knowledge and behavior are below, meeting, or exceeding widely held expectations. The widely held expectations are research-based, encompassing the developmental milestones from birth through kindergarten. All outcomes are based on widely held expectations for each respective age/grade level of each group of children reported on. The following developmental data for the Pre-K program includes children who were enrolled in the program during all three “checkpoints” which are conducted in the fall, winter and spring of the same school year.

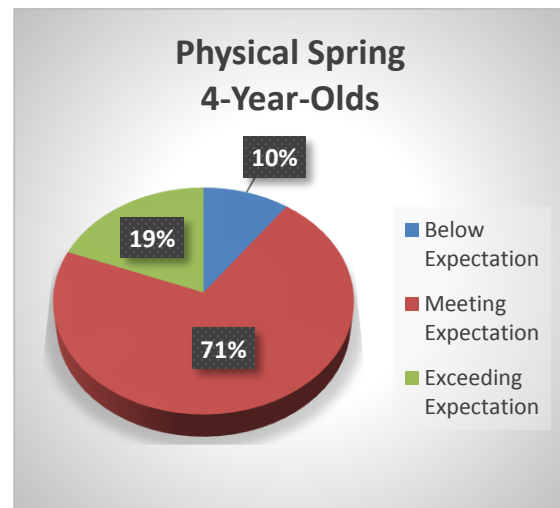
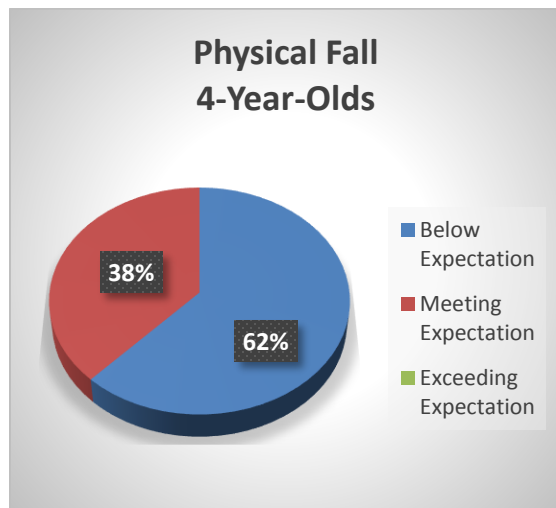
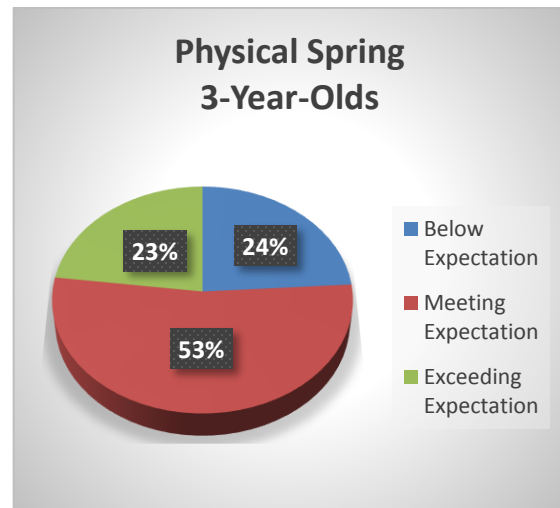
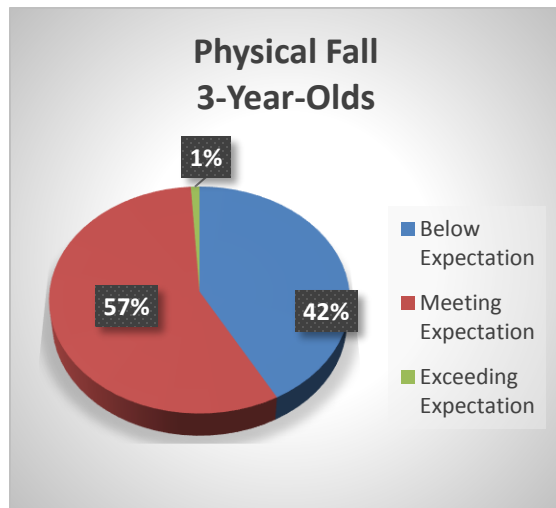
Social Emotional Development

There is a strong connection between children’s early relationships and behaviors and their later development and learning¹. For this reason, assessing children’s social-emotional development accurately and supporting their growth and competence in this area is especially important. Teaching Strategies GOLD includes three social-emotional objectives: regulates own emotions and behaviors, establishes and sustains positive relationships, and participates cooperatively and constructively in group situations.



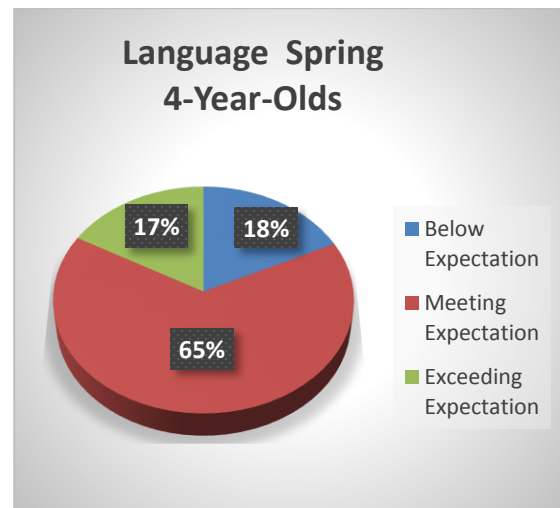
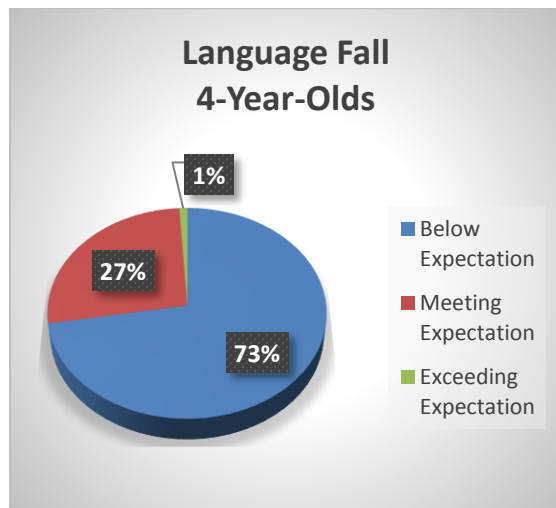
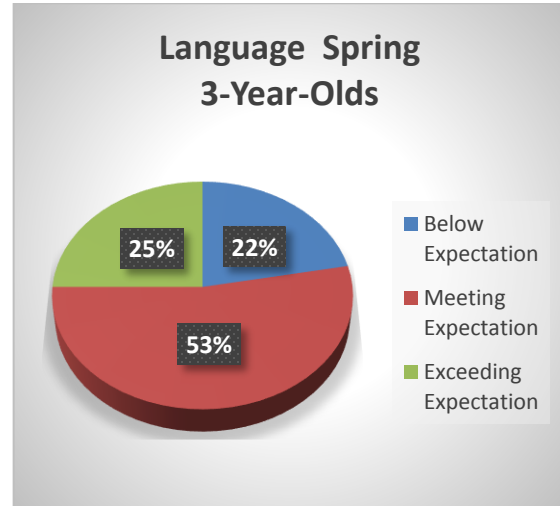
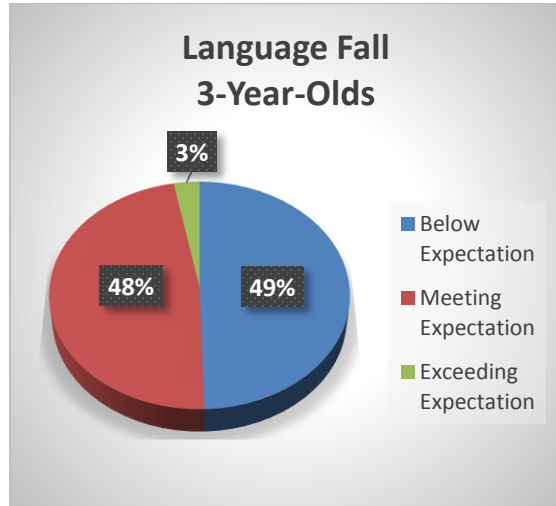
Physical Development

Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the importance of early, positive movement experiences to brain development², and physical development is linked to children's emotional development and their school performance³. The physical development objectives are: demonstrates traveling skills, demonstrates balancing skills, demonstrates gross-motor manipulative skills, and demonstrates fine-motor strength and coordination.



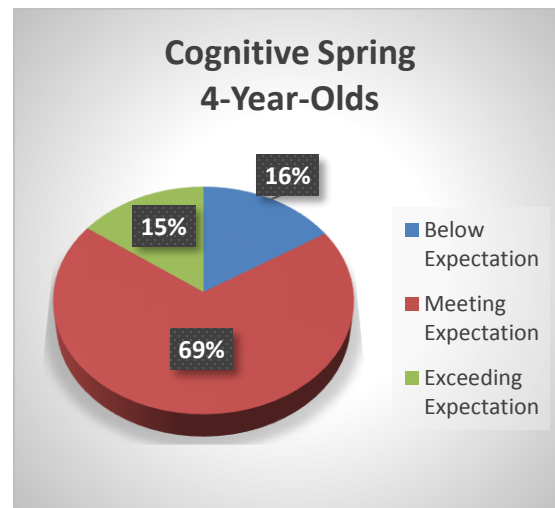
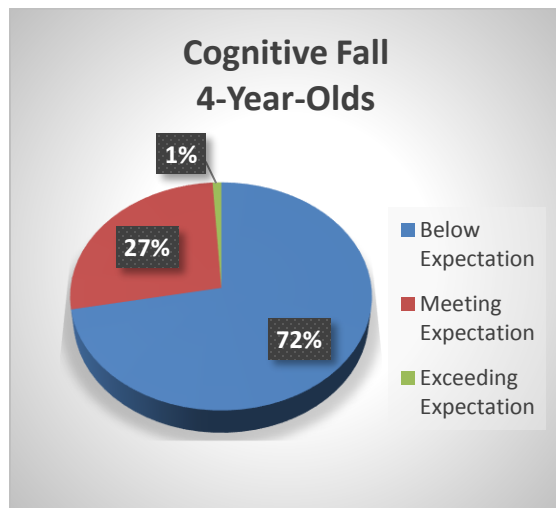
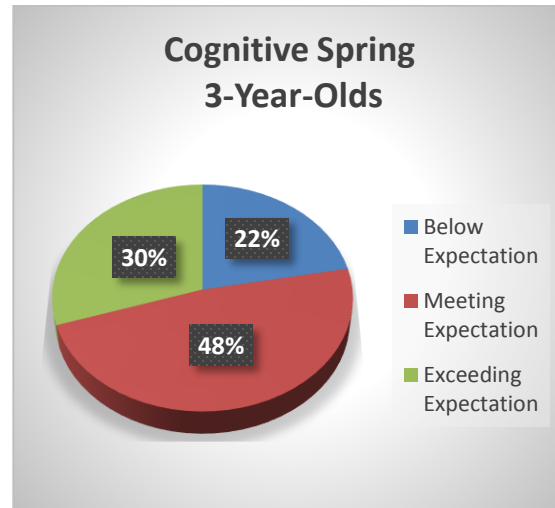
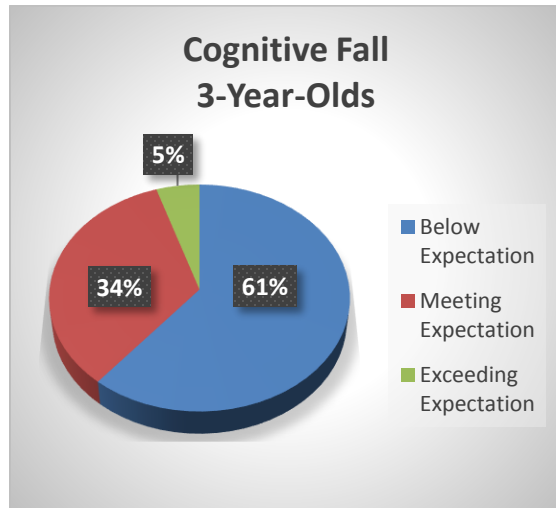
Language Development

Strong language skills are essential for children’s success in school and life⁴. Oral language, including grammar, the ability to define words, and listening comprehension helps provide the foundation and is an ongoing support for literacy⁵. The oral language objectives are: listens to and understands increasingly complex language, uses language to express thoughts and needs, and uses appropriate conversational and other communication skills.



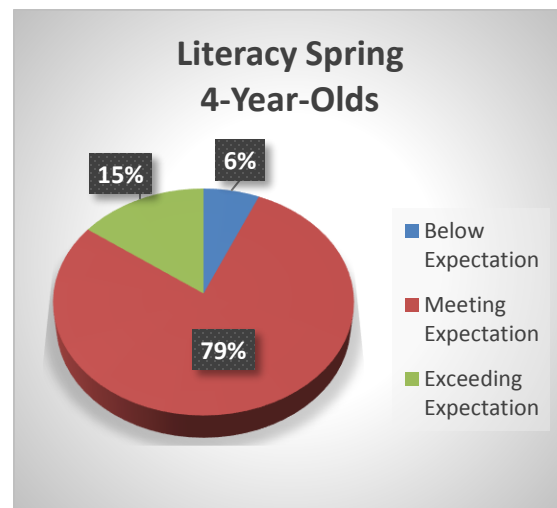
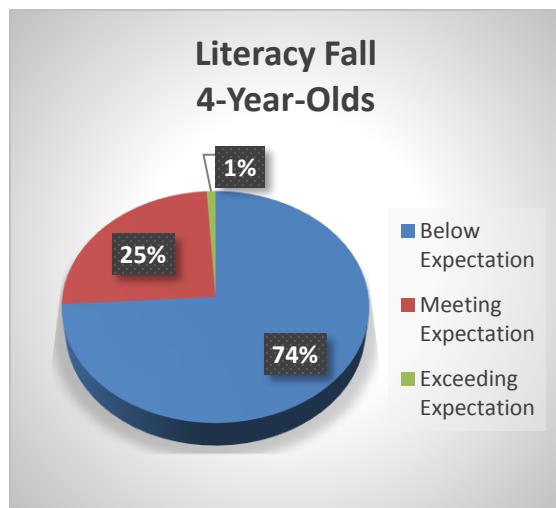
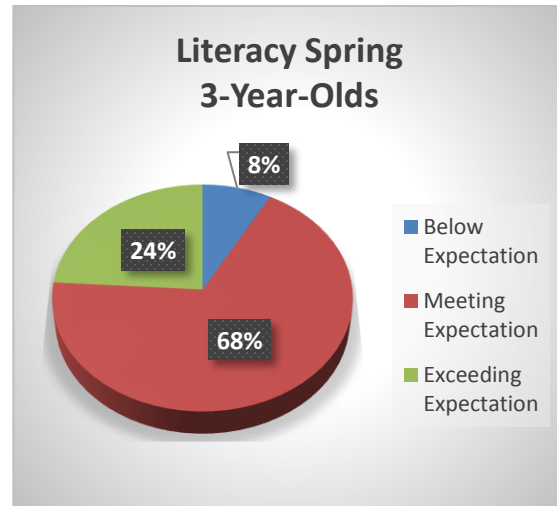
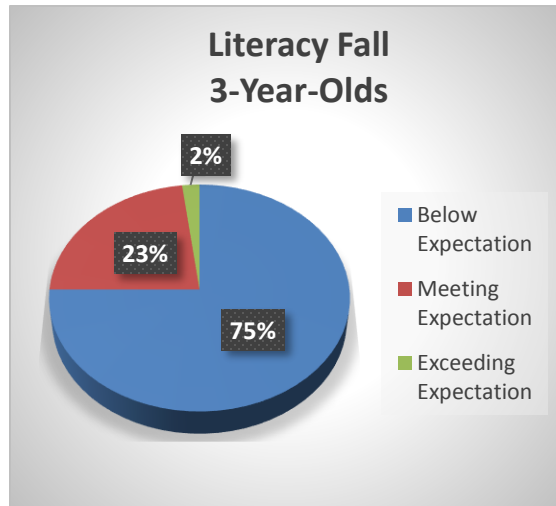
Cognitive Development

Cognitive development, also called intellectual development, is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child's background knowledge, or knowledge base, also affects the way a child thinks. This background knowledge influences the child's information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning⁶. The cognitive development objectives are: demonstrates positive approaches to learning, remembers and connects experiences, uses classification skills, and uses symbols and images to represent something not present.



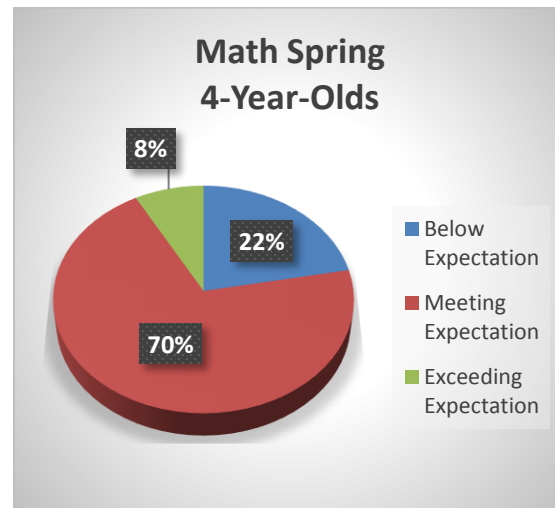
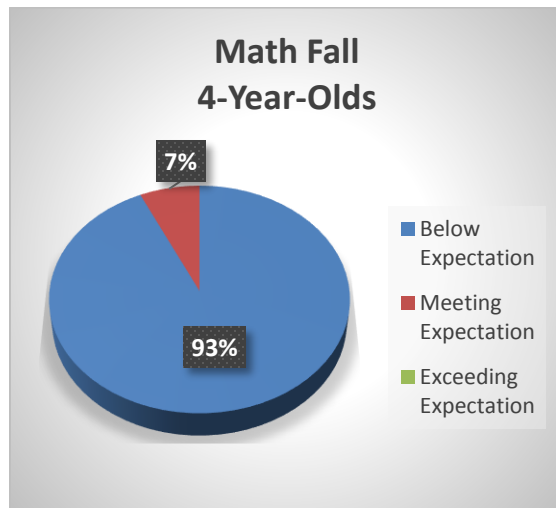
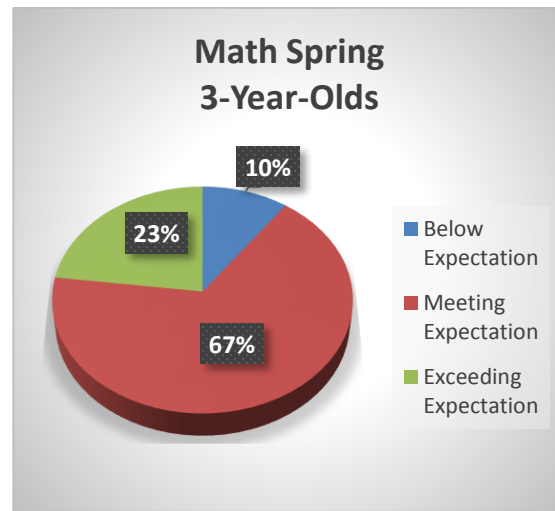
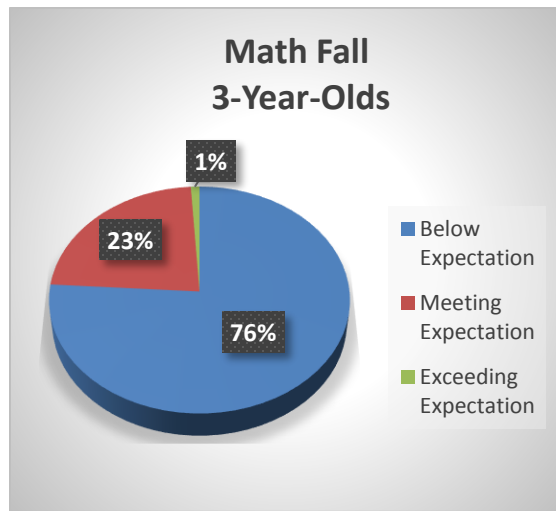
Literacy Development

The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life⁷. Effective instruction in the early years can have a large impact on children's literacy development. The assessment system has these literacy objectives: demonstrates phonological awareness, demonstrates knowledge of the alphabet, demonstrates knowledge of print and its uses, comprehends and responds to books and other texts, and demonstrates emergent writing skills.

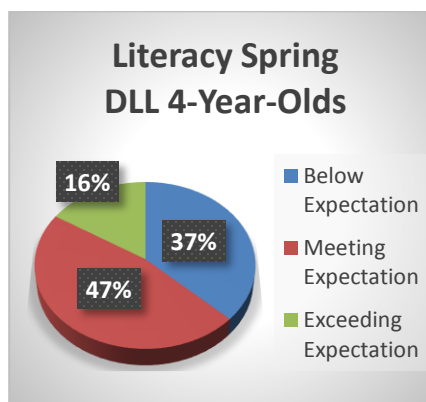
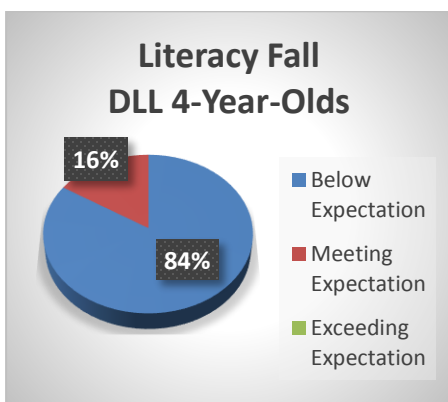
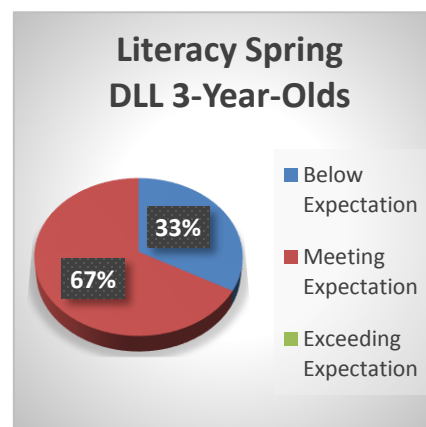
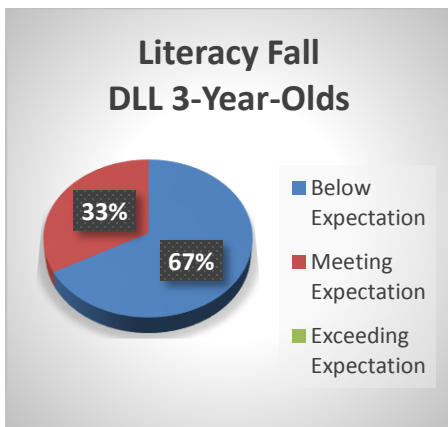
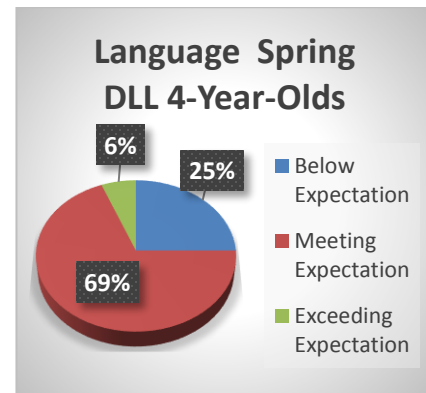
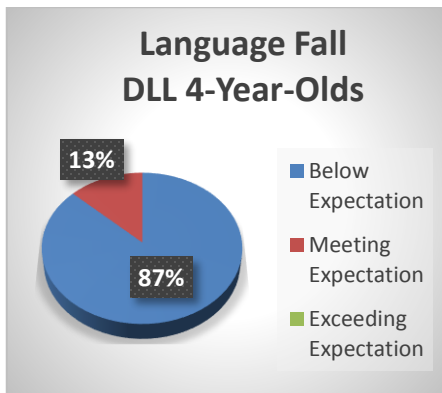
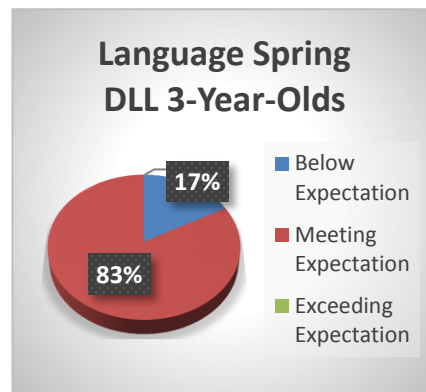
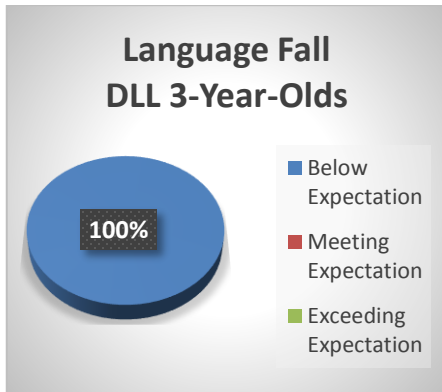


Math Achievement

Research has made a clear link between early math skills and later school reading and math achievement. Children’s mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children’s mathematical learning⁸. These mathematics objectives are: uses number concepts and operations, explores and describes spatial relationships and shapes, compares and measures, and demonstrates knowledge of patterns.



Dual Language Learners Pre-K



Growth Report

Pre-K

Growth Range is a point range developed by the Teaching Strategies GOLD research team and represents the amount a child in an age group/grade level is expected to change. The charts below demonstrate the growth summary for 3-year-olds, four-year-olds as well as for those students who had Individualized Education Plans (IEPs) and received Special Education Services.

Growth Summary		3-Year-Olds	
Area of Development	% Below Growth Range	% Meeting or Above Growth Range	
Social-Emotional	14%	86%	
Physical	12%	88%	
Language	15%	85%	
Cognitive	19%	81%	
Literacy	13%	87%	
Mathematics	13%	87%	

Growth Summary		4-Year-Olds	
Area of Development	% Below Growth Range	% Meeting or Above Growth Range	
Social-Emotional	5%	95%	
Physical	4%	96%	
Language	14%	86%	
Cognitive	13%	87%	
Literacy	3%	97%	
Mathematics	4%	96%	

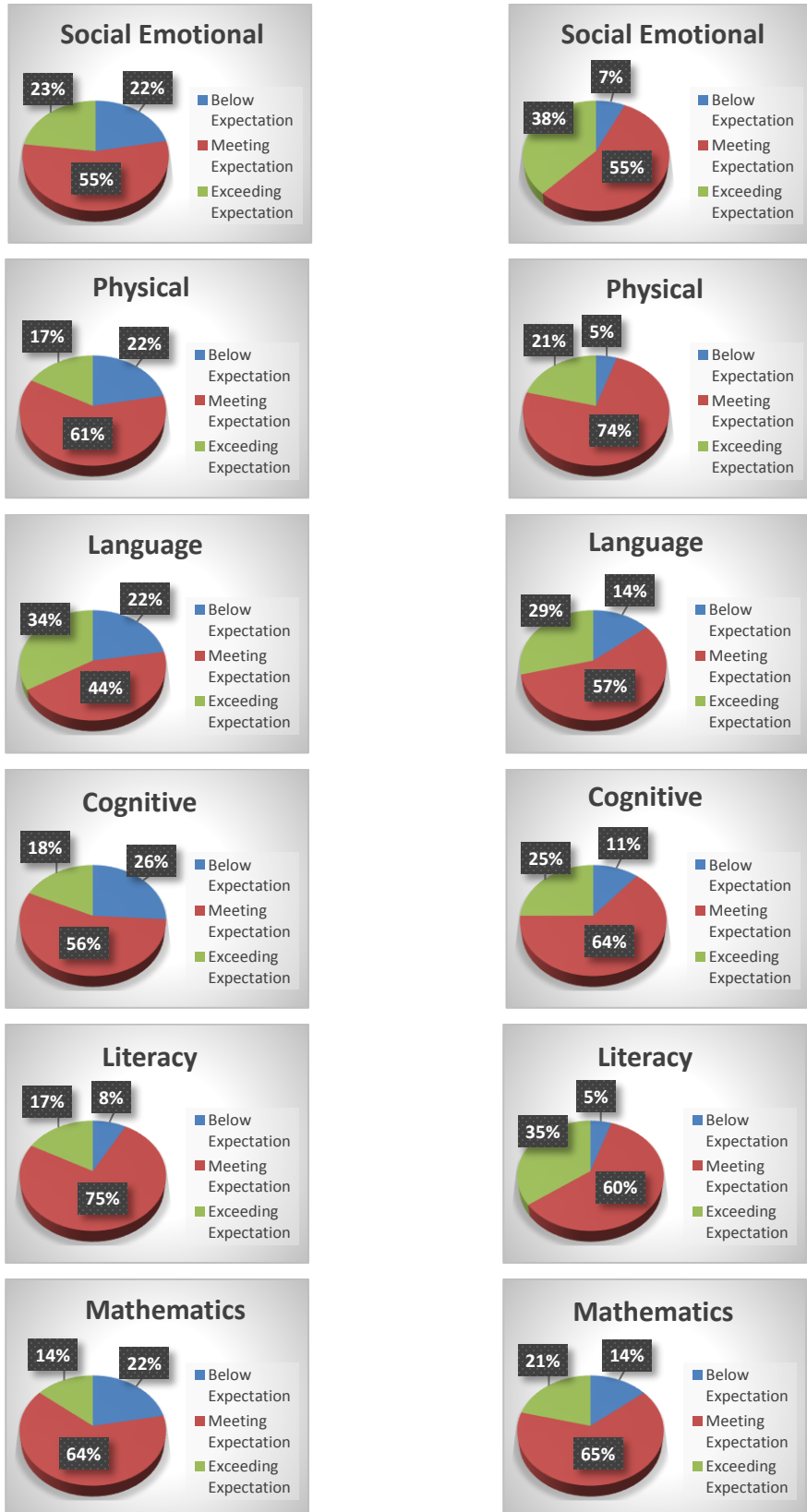
Special Education Services - Pre-K

Growth Summary		3-Year-Olds with IEPs	
Area of Development	% Below Growth Range	% Meeting or Above Growth Range	
Social-Emotional	18%	82%	
Physical	0%	100%	
Language	11%	89%	
Cognitive	11%	89%	
Literacy	6%	94%	
Mathematics	6%	94%	

Growth Summary		4-Year-Olds with IEPs	
Area of Development	% Below Growth Range	% Meeting or Above Growth Range	
Social-Emotional	6%	94%	
Physical	15%	85%	
Language	25%	75%	
Cognitive	21%	79%	
Literacy	6%	94%	
Mathematics	4%	96%	

Extended Year Program ~ Pre-K

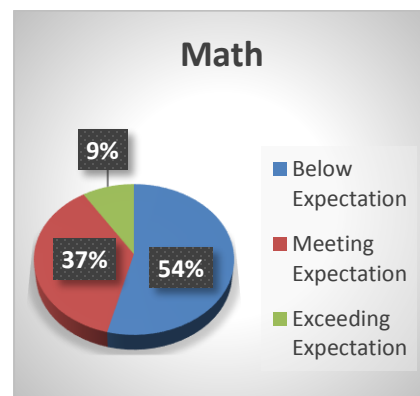
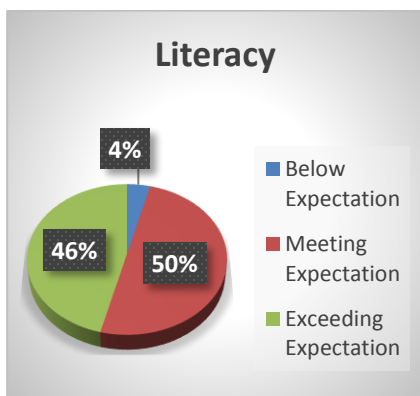
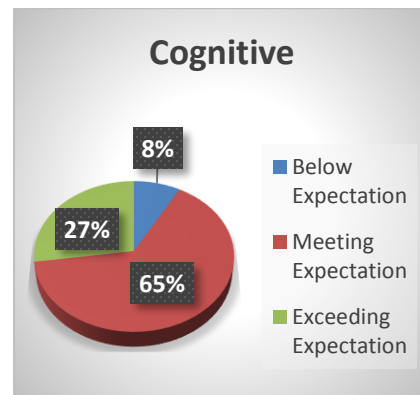
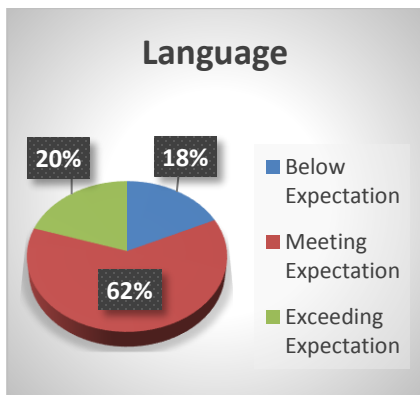
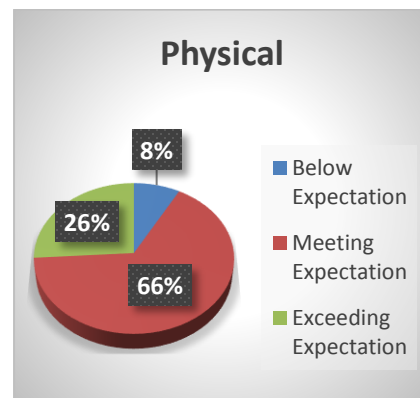
Our extended year program provides a high-quality summer learning opportunity that helps to accelerate development and mitigate summer learning loss. The data below compares the spring and summer checkpoint for the children enrolled in the extended year program.



Early Head Start Child Care Partnerships Infants and Toddlers

In 2015, SCAP was awarded HHS funding to expand our comprehensive Early Learning Program to serve an additional 115 children from birth to age three, through the new Early Head Start-Child Care Partnership (EHS-CCP) project. SCAP is partnering with four child-care providers in Schenectady and Albany Counties to provide regional EHS-CCP services, with a focus on serving children and families in distressed areas of the Cities of Schenectady and Albany. EHS-CCP partners include: Our Precious Sprouts Day Care; Andrea Adrian’s Child Care; YWCA of NENY; and Albany Community Action Partnership. All EHS-CCP classrooms support working families by providing a full-day (10 hours) and full-year program (minimum 48 weeks) so that low-income children have the healthy and enriching early experiences they need to realize their full potential.

In August, our EHS-CCP partners in Schenectady completed the first GOLD checkpoint. The data below represents the initial baseline.



HEALTH & DISABILITIES SERVICES

SCAP supports children and families by ensuring that their children have access to ongoing preventative medical, dental mental health and disabilities services. Of the children enrolled in Pre-K and EHS-CCP during the 2015-2016 school year:

- 471 had an ongoing source of continuous, accessible health care.
- 453 children were up-to-date on a schedule of age-appropriate preventative and primary health care.
- 79 children received medical treatment for a chronic condition such as asthma, anemia and vision.
- 352 children had continuous accessible dental care (exams, cleanings and fluoride treatments).
- 24 children were served by the mental health professional.
- 90% of initial referrals for Special Education Services were approved.
- 98 children had an Individualized Education Plan (IEP) indicating that they have been determined eligible to receive special education and related services.
- Our Pre-K program served: 123612 nutritious meals (42,370 breakfasts, 42, 527 lunches and 38,715 afternoon snacks).
- Children enrolled in EHS-CCP received formula and diapers at no cost while at the program.

Above data is cumulative and reflects a child's status at the time he/she left the program. SCAP participated in the 2016 Summer Lunch Program – 1696 lunches and 1605 snacks were delivered by SICM.

Demographics

Gender - Primary Caregivers	
Male	6%
Female	94%

Family Composition	
Two Parent Family	34%
Single Parent Family	66%
Single Parent Male	4%
Single Parent Female	96%

Parent Employment	
0 Employed	31%
2 Employed	11%
1 Employed	58%

Parent Education	
Less than high school graduate / No Diploma	24%
High school graduate or GED	34%
Some college - vocational school	30%
Bachelors or advanced degree	4%
No Answer	8%

Age Group at Enrollment	
Under 1 year	3%
1 Year	3%
2 Years	5%
3 Years	8%
4 Years	38%
5 Years	43%

* Demographics reflect the cumulative enrollment of all Early Learning Programs located in Schenectady serving children 0-5 years old. Albany's EHS-CCP demographics are not included.

Family Size	
2 Persons	16%
3 Persons	29%
4 Persons	24%
5 Persons	14%
6 Persons	14%
7 Persons	4%
8 Persons	2%
9 Persons	1%

Federal Poverty Level	
Families below 100% of poverty level	91%
Families 100%-130% of poverty level	7%
Families above 130% of poverty level	2%

Child Primary Language	
English	85%
Spanish	9%
Other	6%
Unspecified	0.05%

Ethnicity	
Hispanic or Latino	26%
Not Hispanic or Latino	74%
Race	
American Indian or Alaska Native	0%
Asian	3%
Black or African American	32%
Native Hawaiian or Other Pacific Islander	0%
White	22%
Biracial/Multi-racial	20%
Other	15%
Unspecified	8%

References

1. Smith & Hart, 2002.
2. Gabbard, 1998; Robert, 1999.
3. Pica, 2006; Rule & Stewart, 2002; Sanders, 2002; Son & Meisels, 2006.
4. Hart & Risley, 2003; Heath & Hogben, 2004; Jalongo, 2008; Kalmer, 2008.
5. National Early Literacy Panel, 2008; Strickland & Shanahan, 2004
6. Bjorklund, 2005; McAfee & Leong, 1994.
7. Neuman, Copple, & Bredekamp, 2000.
8. Clements & Sarama, 2009.