



Schenectady Community  
Action Program

*Creating Opportunity in Partnership*

## **Early Learning Programs**

**Outcomes Report**

**2021– 2022 School Year**

## **Program Overview**

SCAP operates a comprehensive pre-school program including Head Start and Universal Pre-K (UPK) services for children ages three to five. The program enriches children's learning experiences, places an emphasis on family support services, fosters social and emotional growth and prepares children for kindergarten and continued success in school. We also provide home-based services for ten children and families which include a weekly teacher visit along with bi-weekly socialization sessions for families to interact with other home-based families.

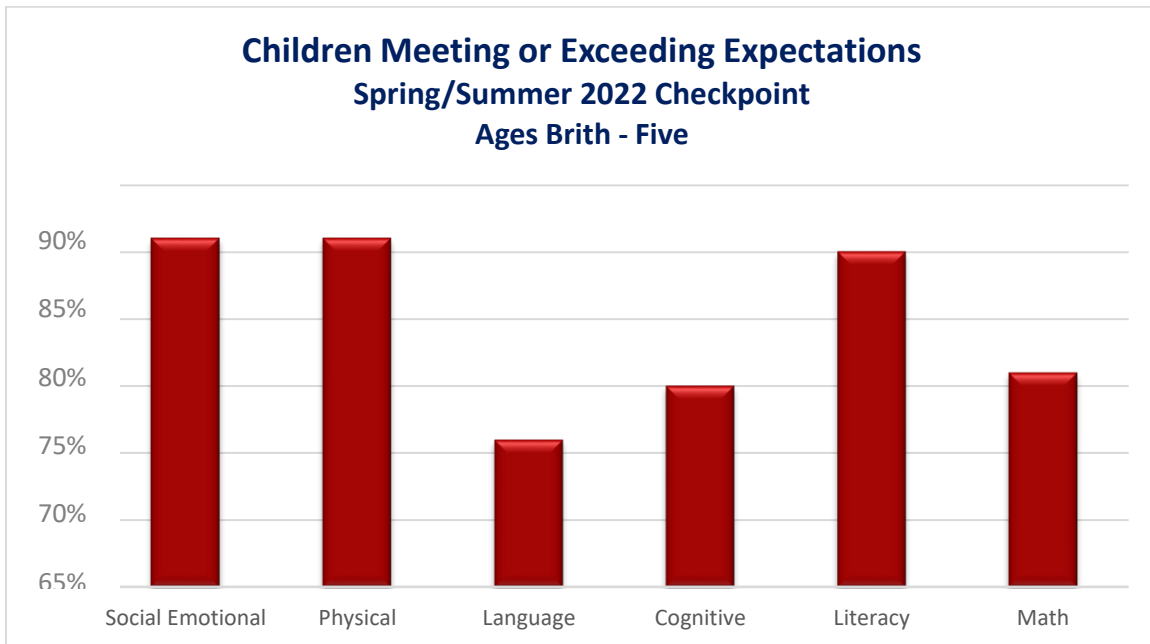
Through our Early Head Start-Child Care Partnerships (EHS-CCP) program SCAP partners with existing child care centers and family child care providers to improve the quality of infant and toddler child care for low-income families. SCAP supports these centers with services that are crucial to the learning and development of infants and toddlers. Examples include curriculum development, staff training, navigation services for parents, developmental screenings, and services to meet the needs of children with disabilities. EHS-CCP partners include Andrea Adrian's Child Care; YWCA of NENY, Albany Community Action Partnership (ACAP), Life's Little Treasures Daycare, Merari's Daycare, Munchkin University, and Octavia's Daycare.

All Early Learning programs use 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. 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).

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 a minimum of three times during the school year. Those enrolled during the summer months, including Early Head Start, receive a fourth checkpoint at the end of August. The results are used to assess children's readiness and teaching practices to ensure that each child's needs are met.

## Outcome Summary

SCAP's funded enrollment for children ages birth through five is 391 (359 Schenectady County). However, due to the workforce shortage we had to operate at reduced capacity during the 2021-2022 school year. Our cumulative enrollment was 243 children (223 Schenectady County). The following chart represents the percentage of children in Schenectady who met or exceeded research-based expectations at the end of the school year.



Health and social emotional well-being lay the foundation for school readiness. To help children thrive, we ensure children are up-to-date on immunizations, learn healthy habits and can access the health care they need. During the 2021-2022 school year:

- 218 children had an ongoing source of continuous, accessible health care.
- 211 children were up-to-date on a schedule of age-appropriate preventative and primary health care.
- 196 children had continuous accessible dental care (exams, cleanings and fluoride treatments).
- 10 classroom teachers and family child care providers received assistance from a mental health consultant through observation and consultation.
- 36 children had an Individualized Education Plan (IEP) indicating that they have been determined eligible to receive special education and related services. 1 child had an Individualized Family Service Plan (IFSP) indicating they have been determined eligible to receive early intervention services under (IDEA).
- Our Pre-K program served 55,594 nutritious meals during program hours (19,246 breakfasts, 19,025 lunches and 17,323 afternoon snacks).
- Children enrolled in EHS-CCP received formula and diapers at no cost while at the program.

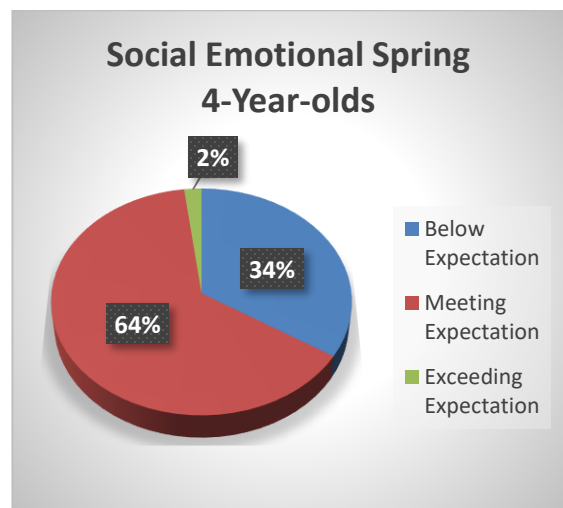
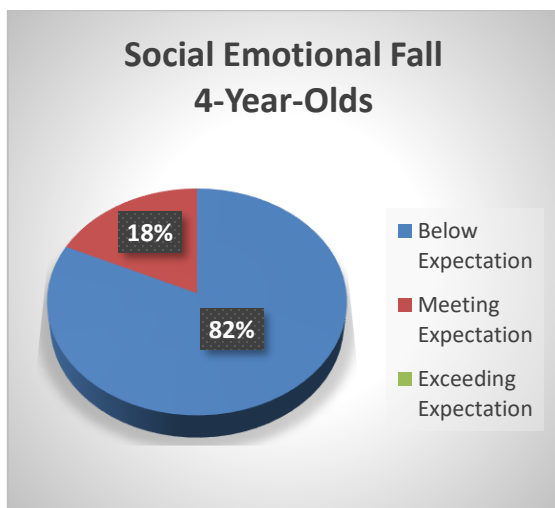
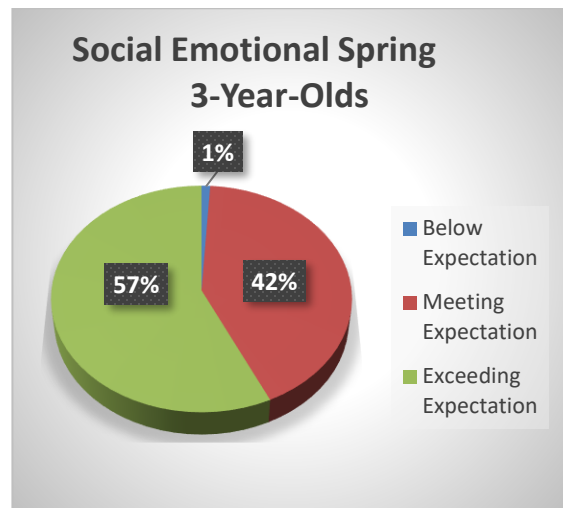
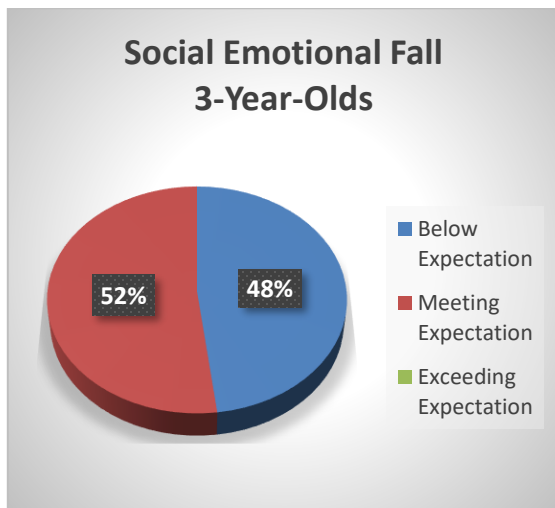
## WIDELY HELD EXPECTATIONS REPORT

### 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. During the 2021-2022 school year cumulative enrollment for our Pre-K program was 170 children. 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.

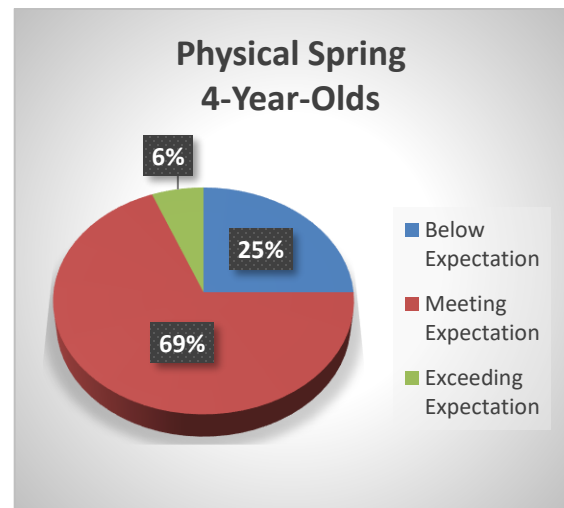
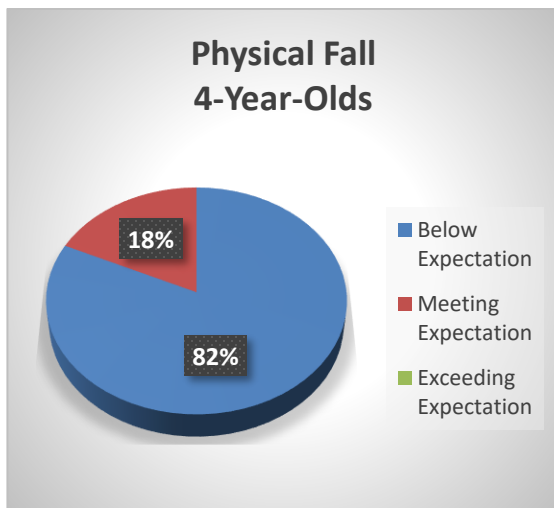
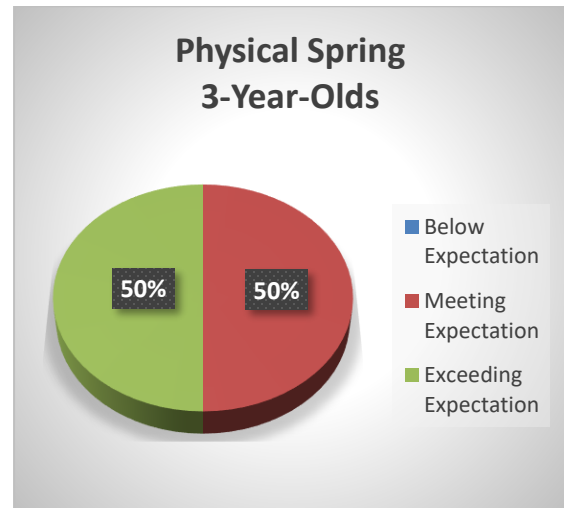
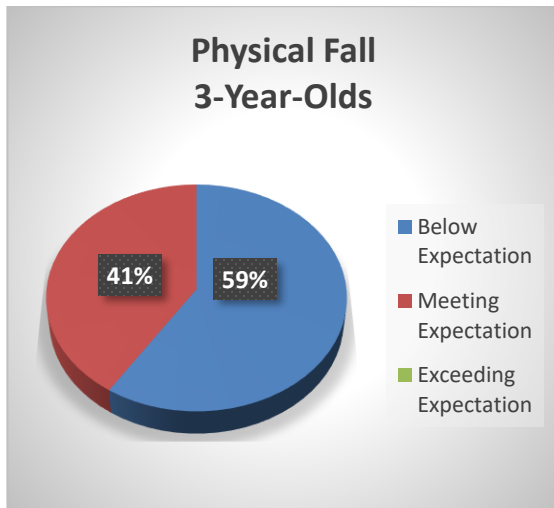
#### Social Emotional Development

There is a strong connection between children’s early relationships and behaviors and their later development and learning<sup>1</sup>. 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.



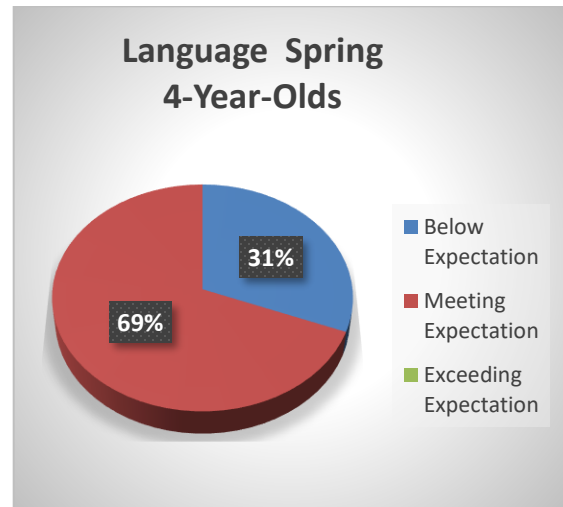
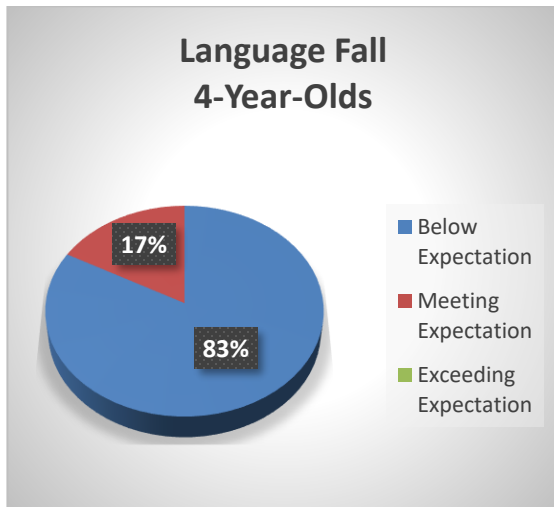
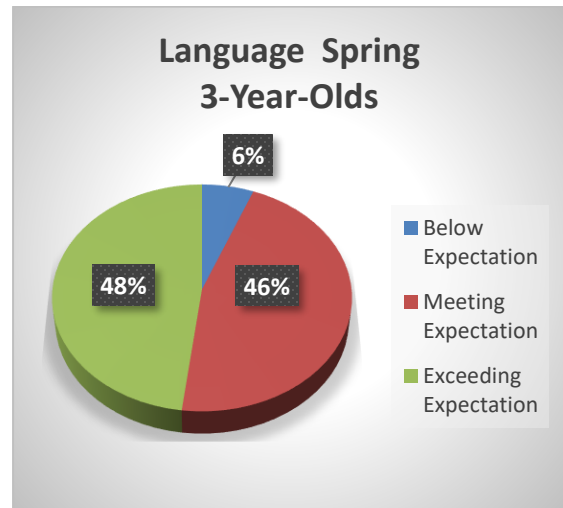
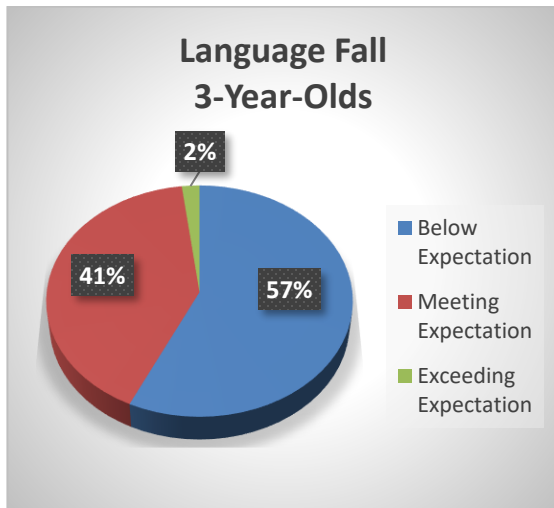
## Physical Development

Physical development includes children’s gross-motor and fine-motor skills. Physical development affects other areas of development. In fact, brain research points to the importance of early, positive movement experiences to brain development<sup>2</sup>, and physical development is linked to children’s emotional development and their school performance<sup>3</sup>. The physical development objectives are: demonstrates traveling skills, demonstrates balancing skills, demonstrates gross-motor manipulative skills, and demonstrates fine-motor strength and coordination.



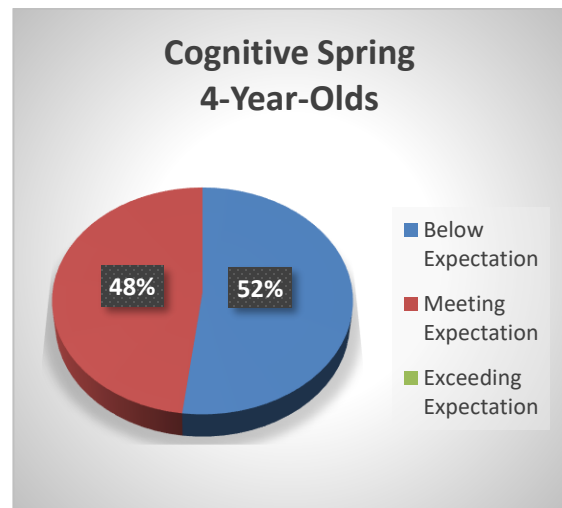
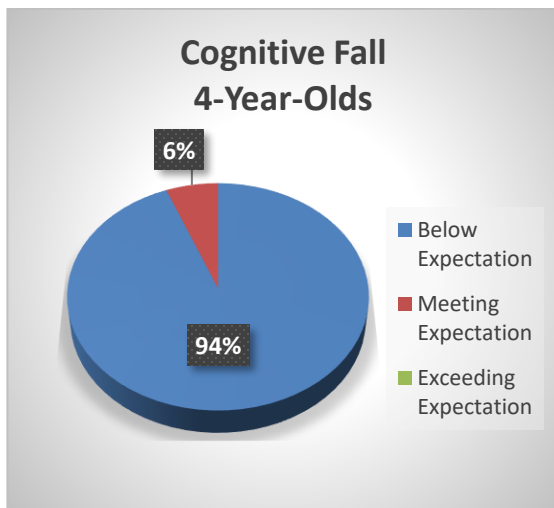
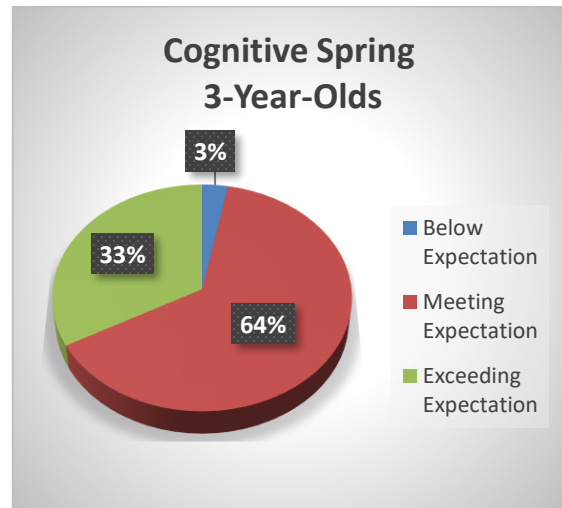
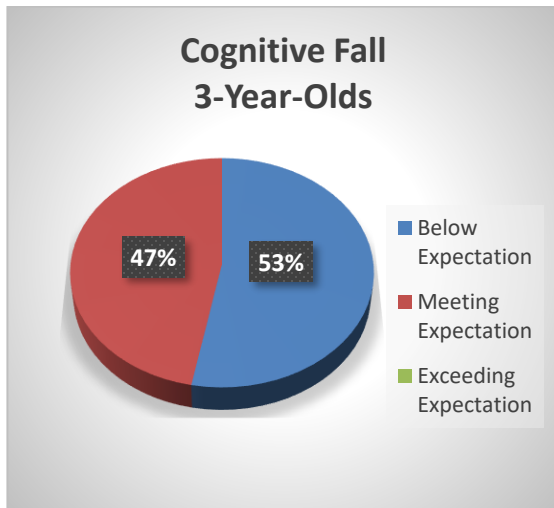
## Language Development

Strong language skills are essential for children’s success in school and life<sup>4</sup>. Oral language, including grammar, the ability to define words, and listening comprehension helps provide the foundation and is an ongoing support for literacy<sup>5</sup>. 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.



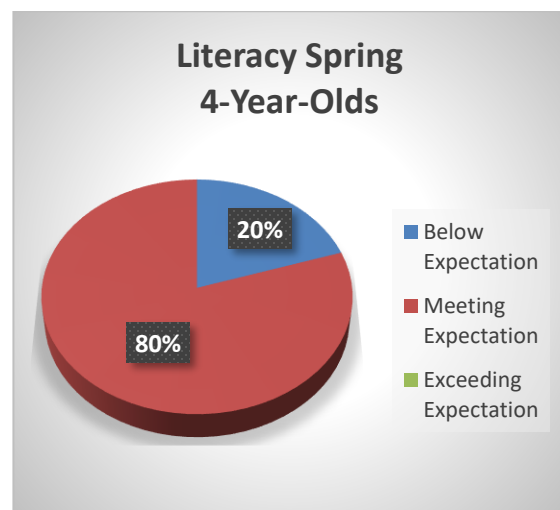
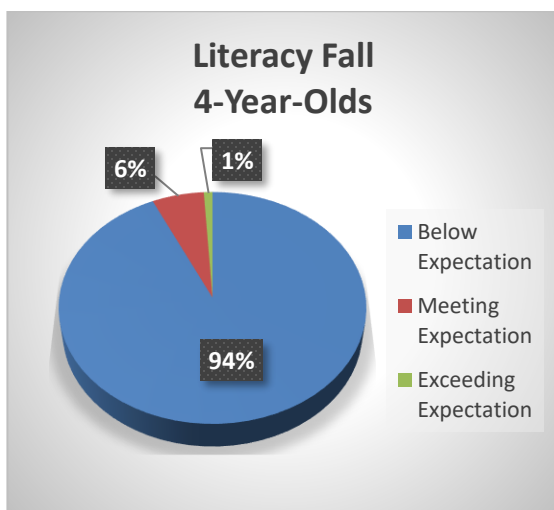
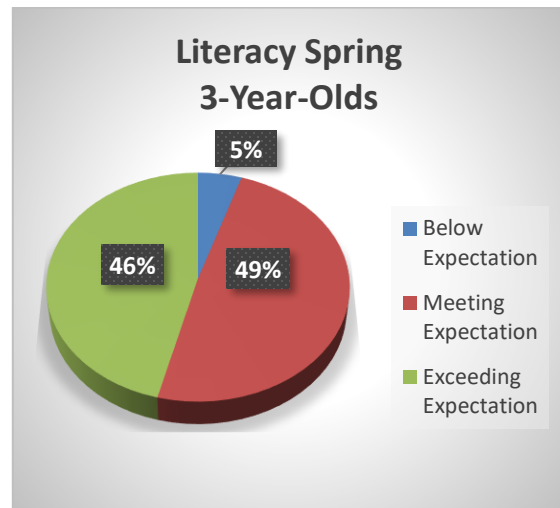
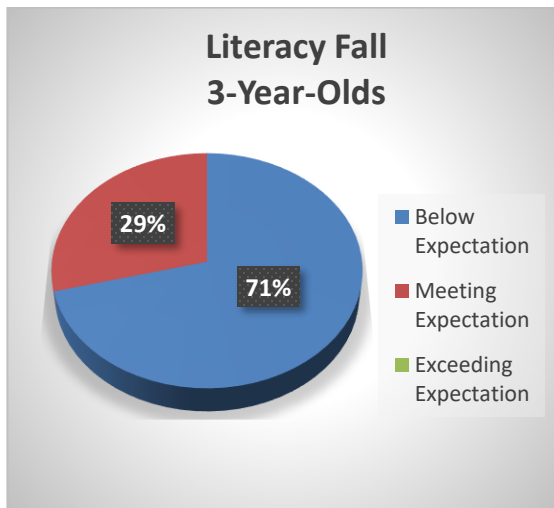
## Cognitive Development

Cognitive development 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 learning<sup>6</sup>. 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

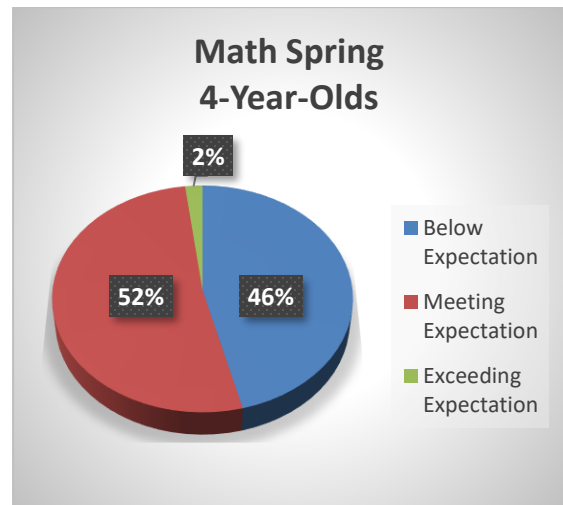
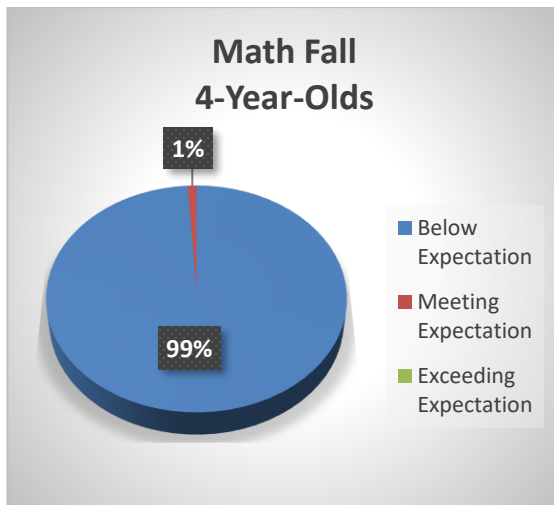
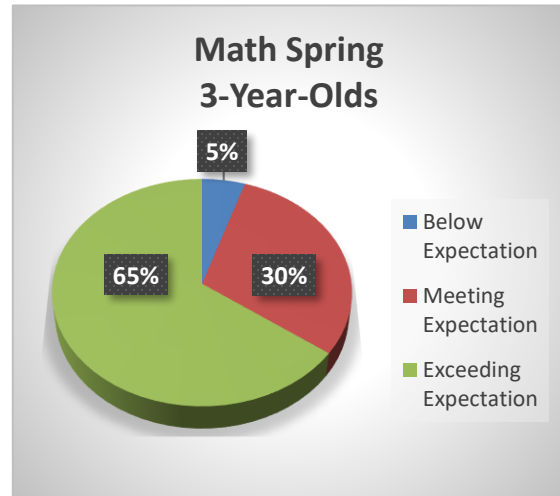
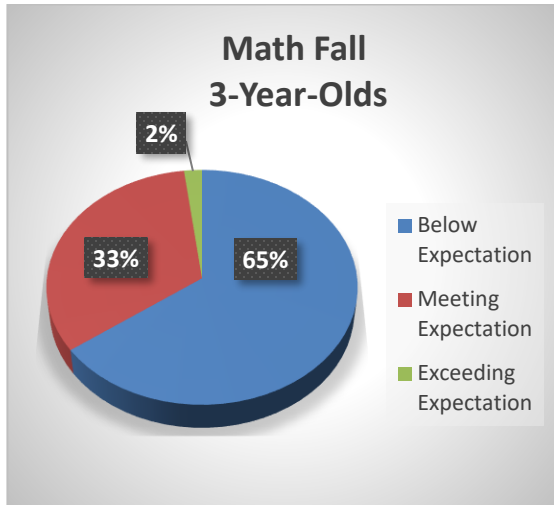
The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life<sup>7</sup>. Effective instruction in the early years can have a large impact on children’s 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

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 learning<sup>8</sup>. These mathematics objectives are: uses number concepts and operations, explores and describes spatial relationships and shapes, compares and measures, and demonstrates knowledge of patterns.



## 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 is expected to change. All children's knowledge, skills, and abilities may not meet widely held expectations by the end of the school year, but all children should make progress toward their next developmental milestone. The charts below demonstrate the growth summary for children in the program.

**Growth Summary 4-Year-Olds**

Area of Development	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	22%	78%
Physical	3%	97%
Language	13%	87%
Cognitive	26%	74%
Literacy	13%	87%
Mathematics	2%	98%

**Growth Summary 3-Year-Olds**

Area of Development	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	8%	92%
Physical	13%	87%
Language	13%	87%
Cognitive	19%	81%
Literacy	5%	95%
Mathematics	5%	95%

**Growth Summary Children with an Individualized Education Plan (IEP)**

Area of Development	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	21%	79%
Physical	15%	85%
Language	15%	85%
Cognitive	23%	77%
Literacy	7%	93%
Mathematics	9%	91%

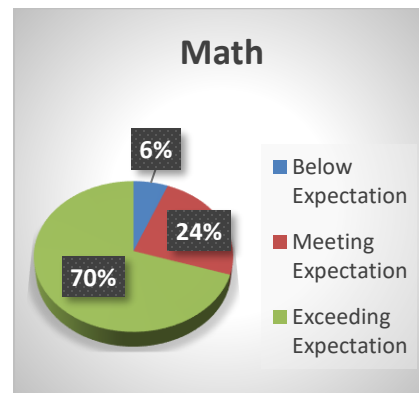
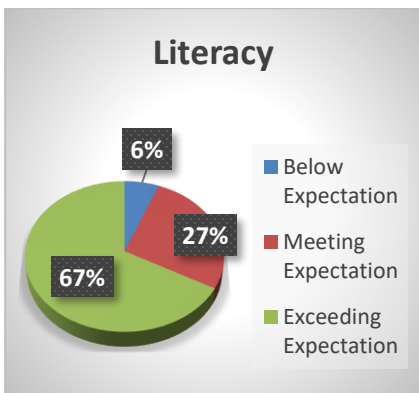
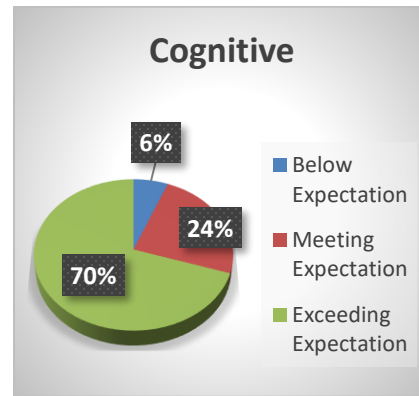
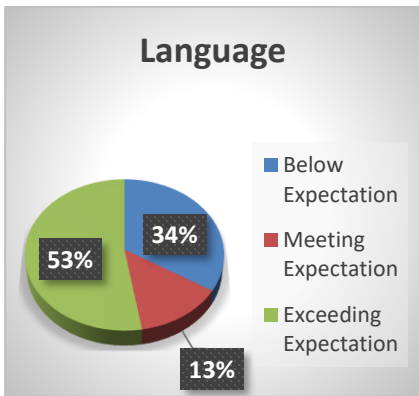
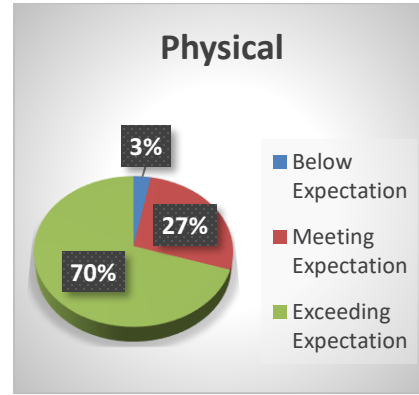
### Extended Year Summer Program

Research suggests that accumulated lack of summer experiences causes a child to lose academic ground contributing to the achievement gap. SCAP served 61 children in our six-week summer program. A fourth checkpoint at the end of August confirmed that the children continued to achieve developmental milestones and summer learning loss was prevented.

## Early Head Start Child Care Partnerships Infants and Toddlers

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. During the 2021-2022 school year cumulative enrollment for EHS-CCP was 73 children (53 Schenectady County).

2022 Summer Checkpoint for Infants & Toddlers in Schenectady.



## Demographics

<b>Gender - Primary Caregivers</b>	
Male	7%
Female	93%

<b>Family Composition</b>	
Two Parent Family	17%
Single Parent Family	42%
Single Parent Male	1%
Single Parent Female	40%

<b>Parent Employment</b>	
0 Employed	47%
2 Employed	8%
1 Employed	45%

<b>Parent Education</b>	
Less than high school graduate / No Diploma	14%
High school graduate or GED	42%
Some college - vocational school	19%
Bachelors or advanced degree	3%
No Answer	22%

\* 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.

<b>Family Size</b>	
2 Persons	16%
3 Persons	25%
4 Persons	25%
5 Persons	19%
6 Persons	7%
7 Persons	6%
8-11 Persons	2%

<b>Federal Poverty Level</b>	
Families below 100% of poverty level	77%
Families 100%-130% of poverty level	18%
Families above 130% of poverty level	5%

<b>Child Primary Language</b>	
English	75%
Spanish	9%
Other	5%
Unspecified	11%

<b>Ethnicity</b>	
Hispanic or Latino	27%
Not Hispanic or Latino	73%
<b>Race</b>	
Asian	4%
Black or African American	43%
White	15%
Biracial/Multi-racial	20%
Other	18%

### 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.