



Schenectady Community  
Action Program

*Creating Opportunity in Partnership*

## **Early Learning Programs**

**Outcomes Report**

**2017– 2018 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 2017-2018 school year, SCAP's Early Learning programs cumulative enrollment was 487 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 (ACAP).

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.

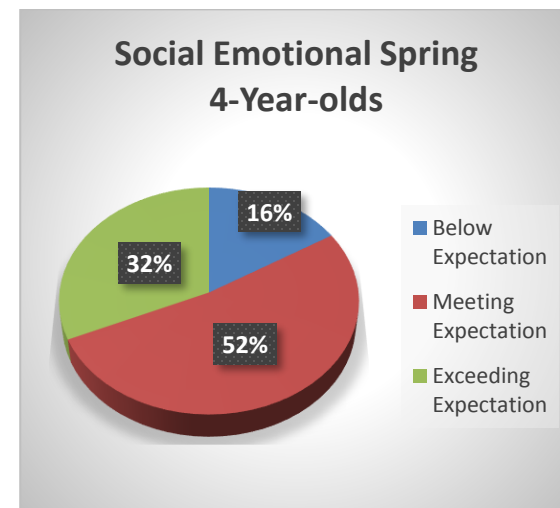
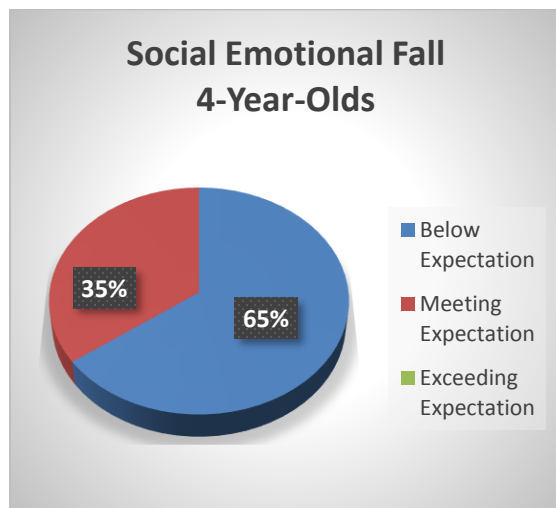
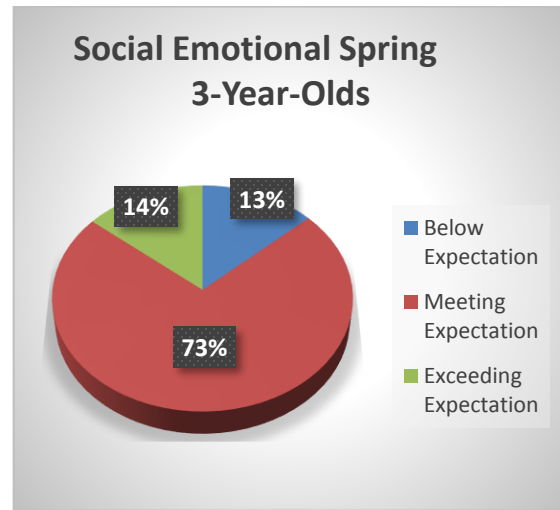
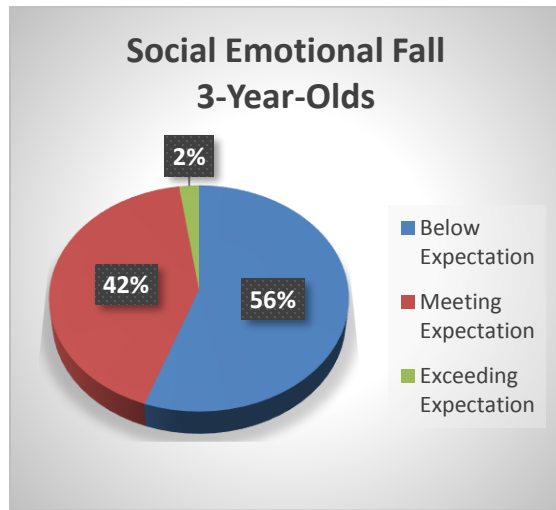
# WIDELY HELD EXPECTATIONS REPORT

## 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.

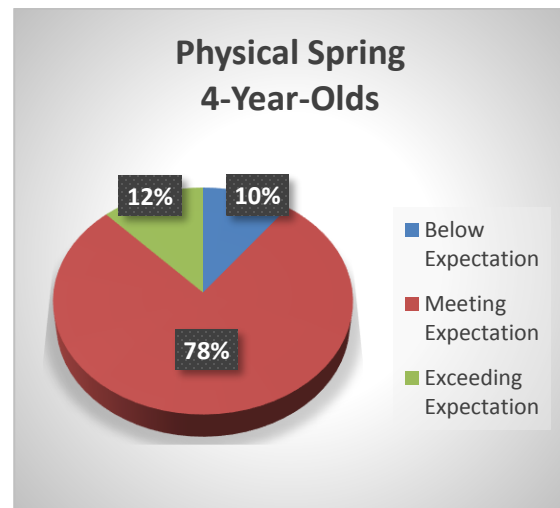
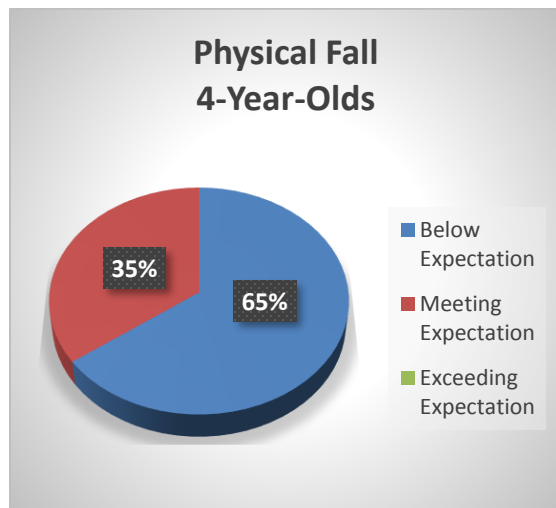
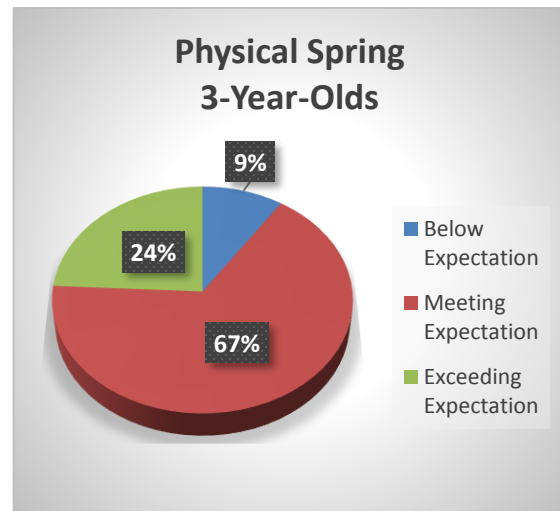
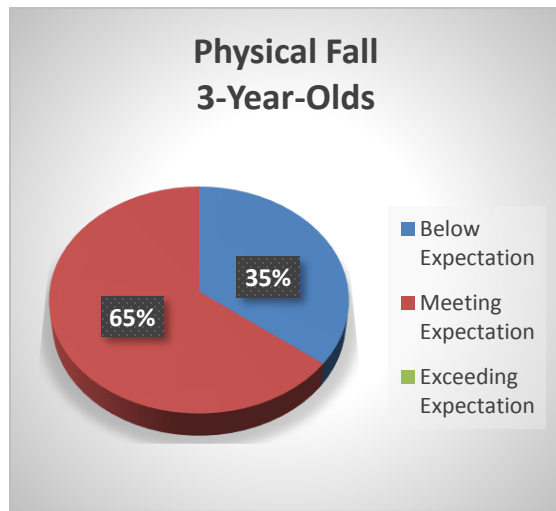
### Social Emotional Development

There is a strong connection between children’s early relationships and behaviors and their later development and 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.



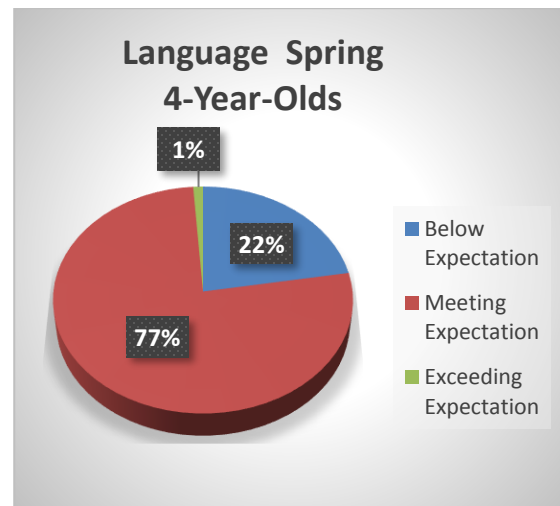
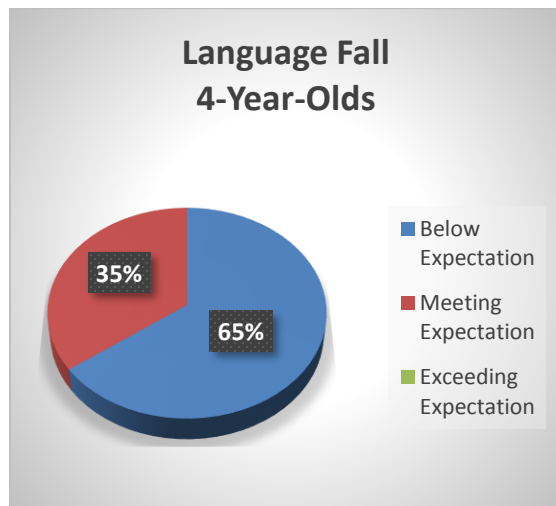
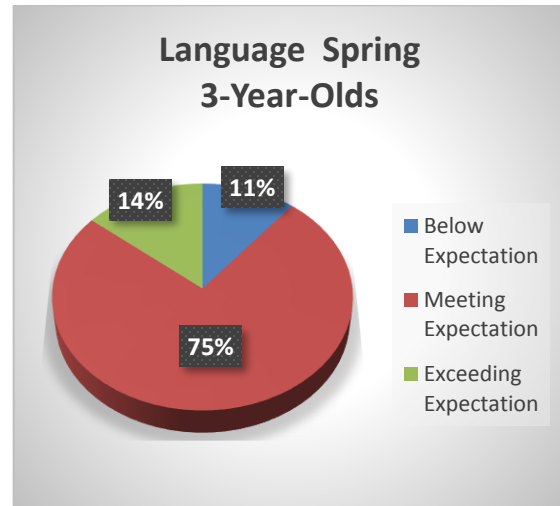
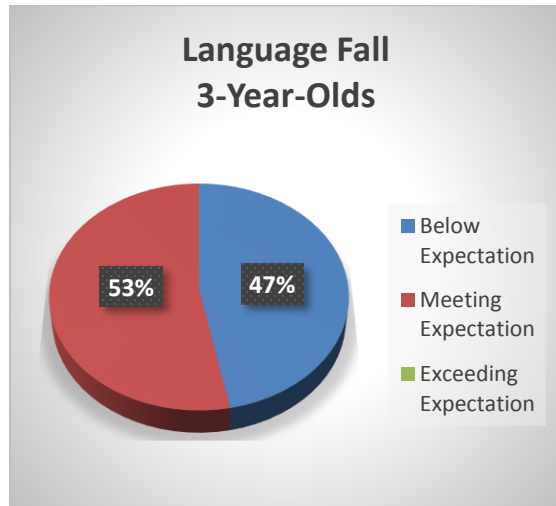
### Physical Development

Physical development includes children’s gross-motor (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 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.



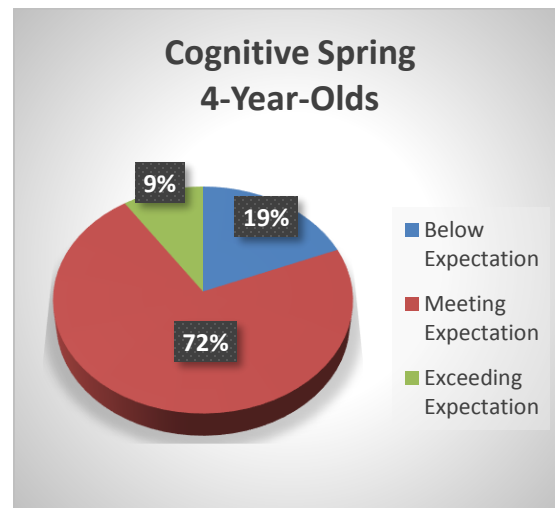
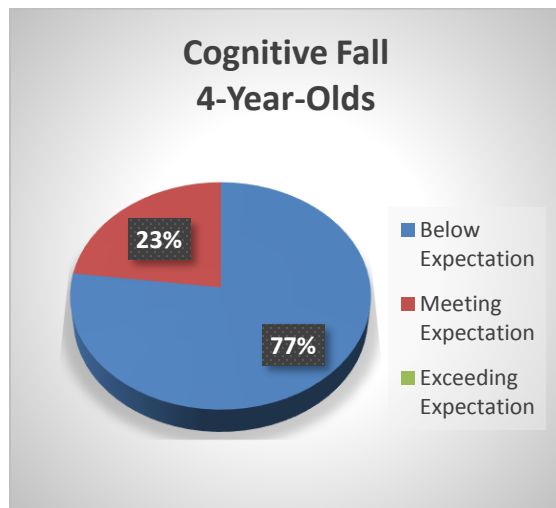
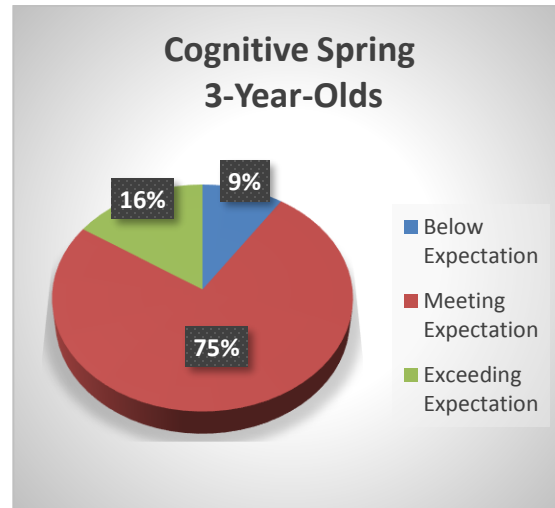
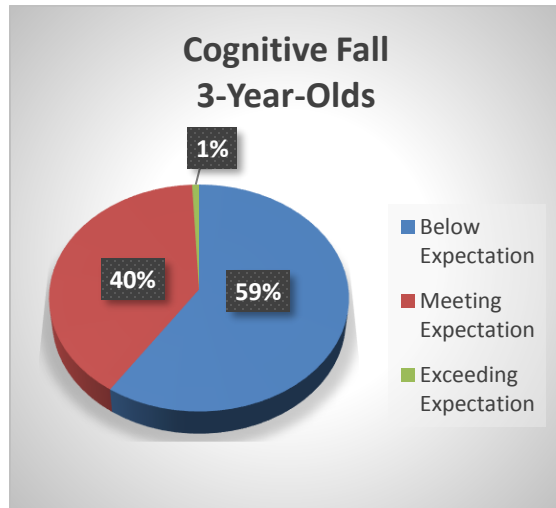
### Language Development

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.



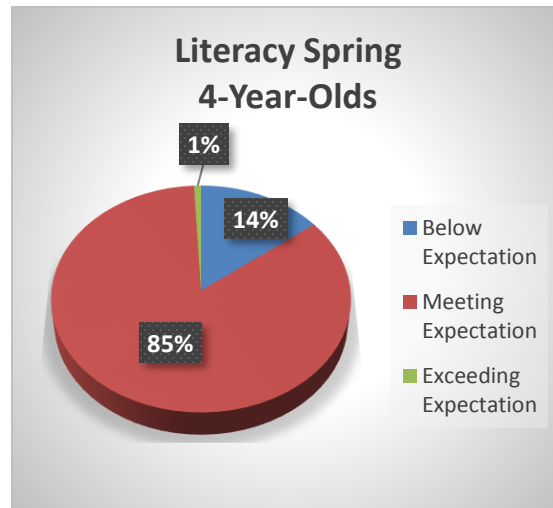
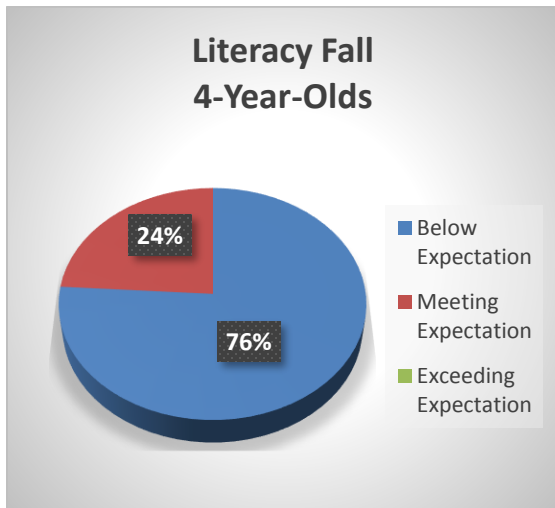
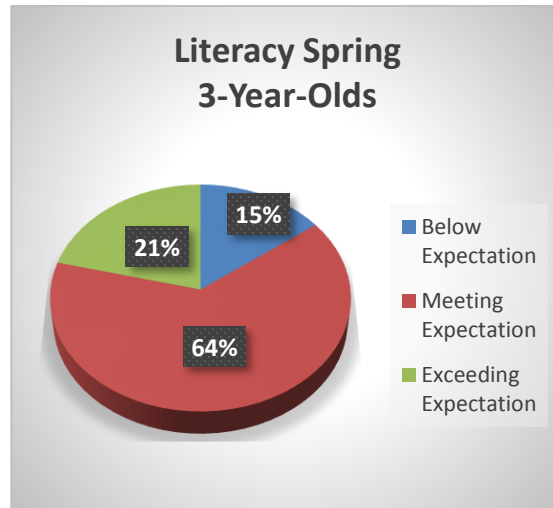
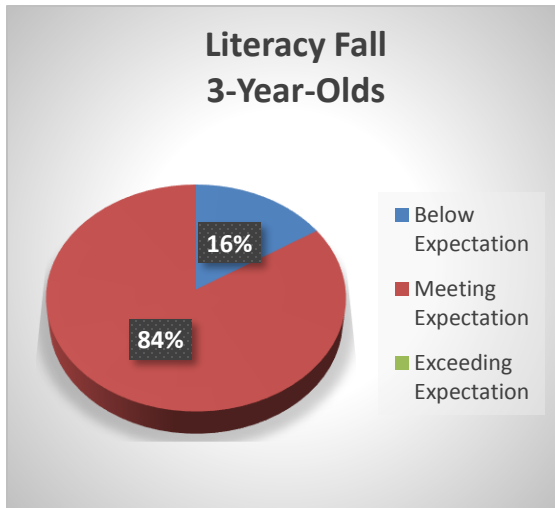
### Cognitive Development

Cognitive development, 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 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.



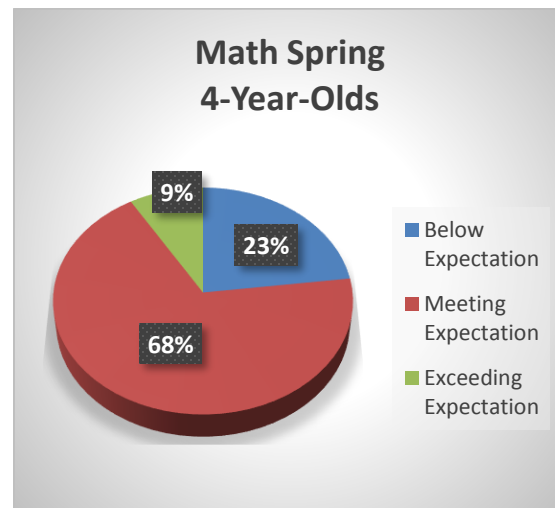
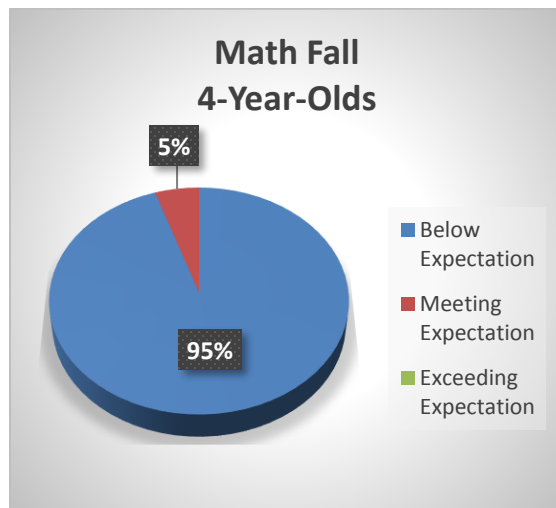
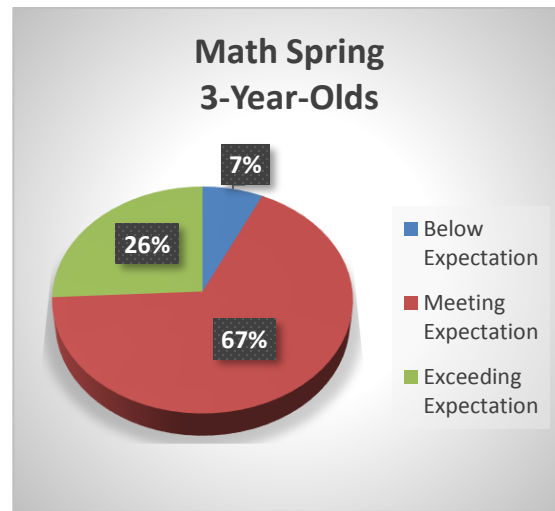
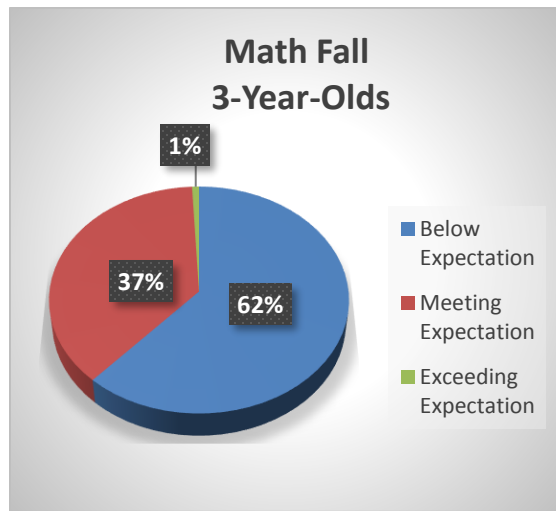
### Literacy Development

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

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 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/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	21%	79%
Physical	19%	81%
Language	22%	78%
Cognitive	23%	77%
Literacy	20%	80%
Mathematics	11%	89%

Growth Summary 4-Year-Olds		
Area of Development	% Below Growth Range	% Meeting or Above Growth Range
Social-Emotional	13%	87%
Physical	9%	91%
Language	13%	87%
Cognitive	6%	94%
Literacy	3%	97%
Mathematics	2%	98%

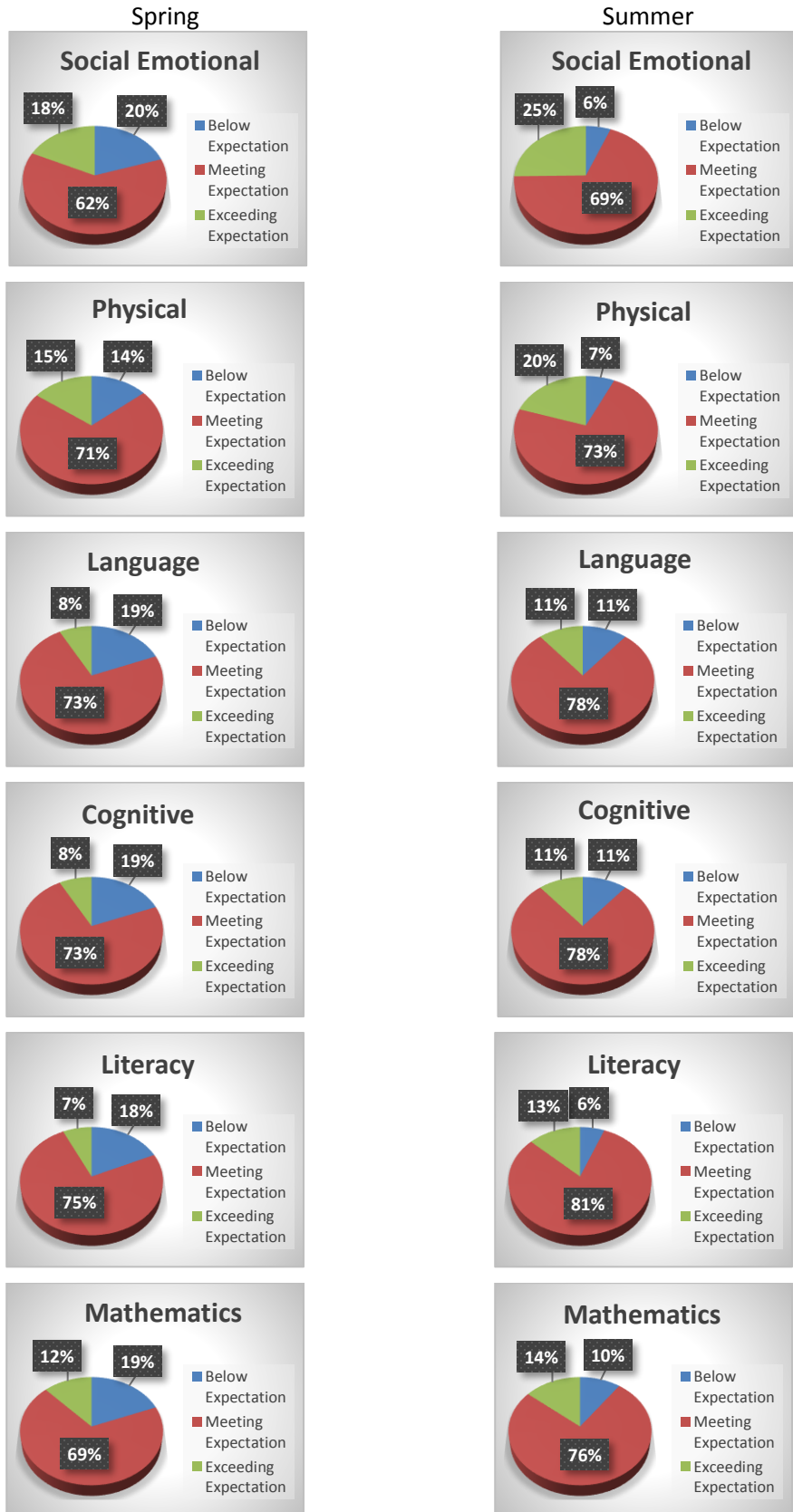
### Special Education Services Pre-K

Growth Summary 3-Year-Olds With IEP		
Area of Development	% Below Growth Range	% Meeting or Above Growth Range
Social-Emotional	29%	71%
Physical	16%	84%
Language	16%	84%
Cognitive	32%	68%
Literacy	26%	74%
Mathematics	16%	84%

Growth Summary 4-Year-Olds With IEP		
Area of Development	% Below Growth Range	% Meeting or Above Growth Range
Social-Emotional	21%	79%
Physical	12%	88%
Language	15%	85%
Cognitive	12%	88%
Literacy	18%	82%
Mathematics	3%	97%

## Extended Year Program ~ Pre-K

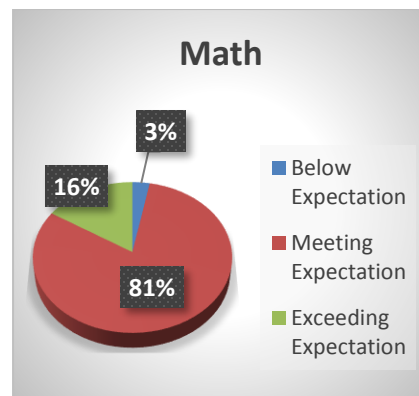
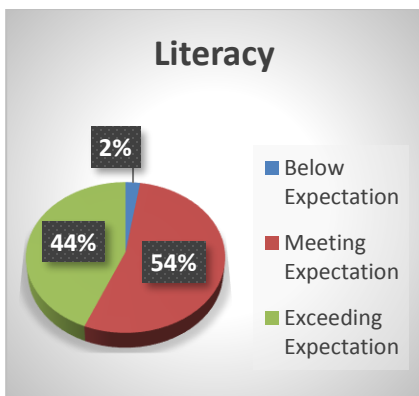
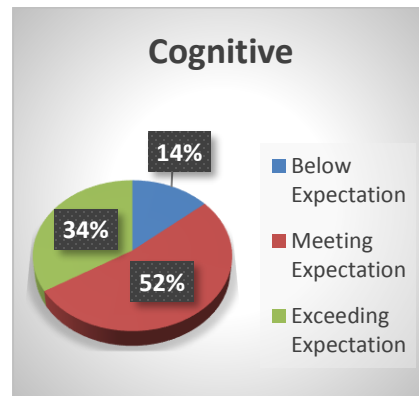
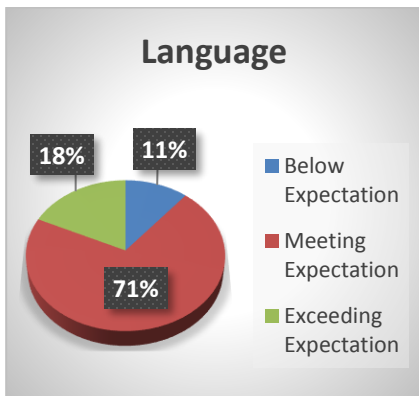
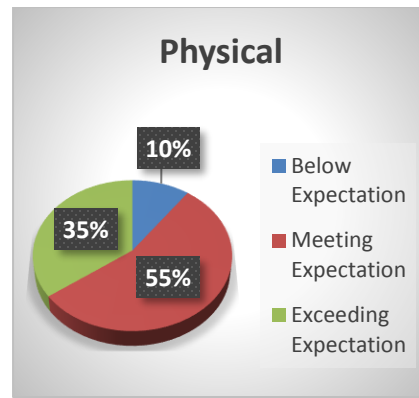
Our extended year program provides a high-quality summer learning opportunity that helps to accelerate development and mitigate summer learning loss. The data below compares the spring and summer checkpoint for the children enrolled in the extended year program.



## Early Head Start Child Care Partnerships Infants and Toddlers

SCAP serves an additional 94 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.

2018 Spring Checkpoint for Infants & Toddlers in Schenectady.



## 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 2017-2018 school year:

- 466 had an ongoing source of continuous, accessible health care.
- 394 children were up-to-date on a schedule of age-appropriate preventative and primary health care.
- 104 children received medical treatment for a chronic condition such as asthma, anemia and vision.
- 381 children had continuous accessible dental care (exams, cleanings and fluoride treatments).
- 21 children were served by the mental health professional.
- 93% of initial referrals for Special Education Services were approved.
- 86 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: 119,916 nutritious meals (41,064 breakfasts, 40,940 lunches and 37,912 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.

## Demographics

<b>Gender - Primary Caregivers</b>	
Male	8%
Female	92%

<b>Family Composition</b>	
Two Parent Family	20%
Single Parent Family	40%
Single Parent Male	1%
Single Parent Female	39%

<b>Parent Employment</b>	
0 Employed	27%
2 Employed	10%
1 Employed	63%

<b>Parent Education</b>	
Less than high school graduate / No Diploma	24%
High school graduate or GED	45%
Some college - vocational school	25%
Bachelors or advanced degree	3%
No Answer	3%

<b>Age Group at Enrollment</b>	
Under 1 year	1%
1 Year	3%
2 Years	4%
3 Years	48%
4 Years	44%

\* 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	27%
4 Persons	25%
5 Persons	15%
6 Persons	10%
7 Persons	5%
8 Persons	2%
9 Persons	.5%

<b>Federal Poverty Level</b>	
Families below 100% of poverty level	89%
Families 100%-130% of poverty level	11%
Families above 130% of poverty level	6%

<b>Child Primary Language</b>	
English	85%
Spanish	8%
Other	6%
Unspecified	1%

<b>Ethnicity</b>	
Hispanic or Latino	28%
Not Hispanic or Latino	72%
<b>Race</b>	
American Indian or Alaska Native	0%
Asian	3%
Black or African American	35%
Native Hawaiian or Other Pacific Islander	.5%
White	20%
Biracial/Multi-racial	23%
Other	15%
Unspecified	4%

### 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.