



**momentum**<sup>®</sup>  
early head start

SCHOOL READINESS GOALS

Fall 2023

# SRG Report

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# 2023 School Readiness Goals

**Physical:** The goal of demonstrating fine-motor strength and coordination (TS GOLD #7); was chosen in response to the aggregated data. Which showed a need to support exploration and autonomy in the children of our program. Understanding that children in our age group, learn through the uses of their senses. Being able to reach, grab and/or pull, in order to explore; will be key in enhancing the learning and understanding of the world around them. According to The National Center of Education Statistics 2000, some children from at-risk families have less-developed fine motor skills. Therefore, the relevance in working as a program to provide rich experiences in the classroom, and at the home. That allows them to progressively develop key milestones such as eye-hand coordination; which in time will allow them to perform daily routines, self-care activities and eventually school tasks

**Language:** In accordance with past years school readiness data, we have found that Language continues to be one of the highest areas of need in our program. Recognizing the importance this domain plays in the everyday interactions with others. And how pivotal this is to prepare our littles to be in community. We have chosen the goal, using conventional grammar (TS GOLD 9c). This includes but is not limited to the use of expressive language to communicate needs, interest and wants. In addition, our goal is to walk our families and staff, through the process of learning to read and respond to the child's pre-linguistic skills. That in time, and through consistency and repetition, will develop into words. This chosen goal, allowed for us to go past mere labeling and naming, but also be able to celebrate and encourage all efforts to use words in their home language and English.

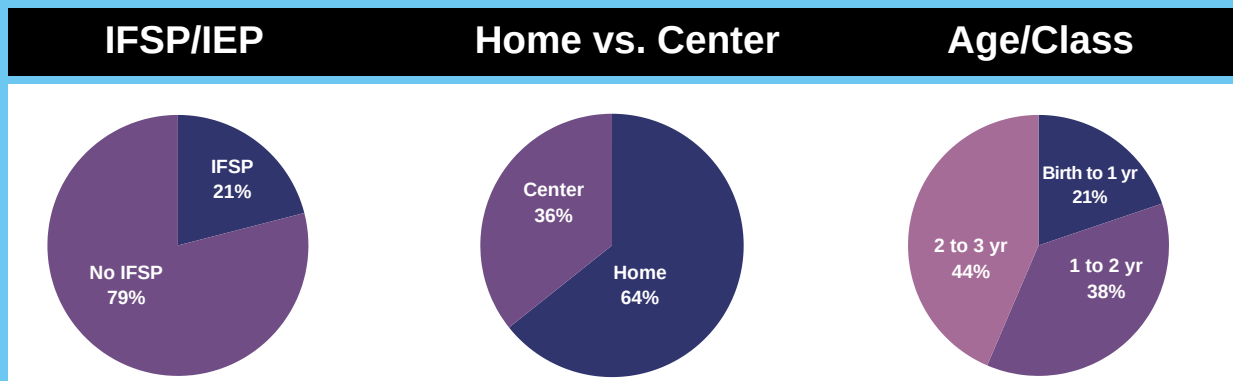
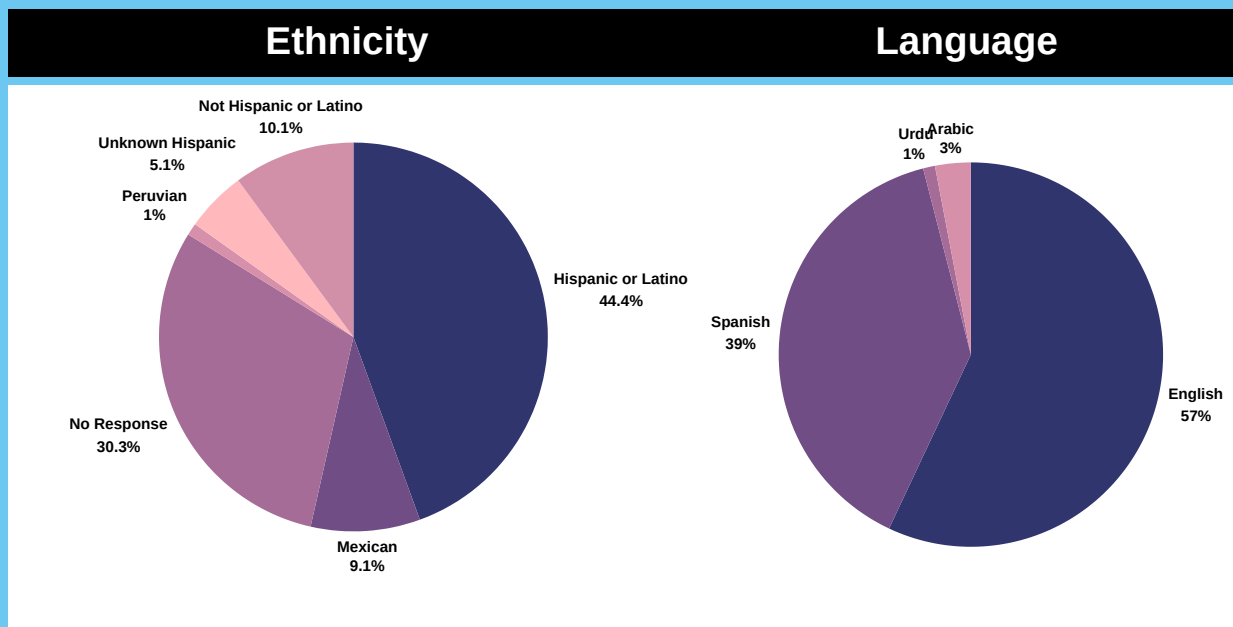
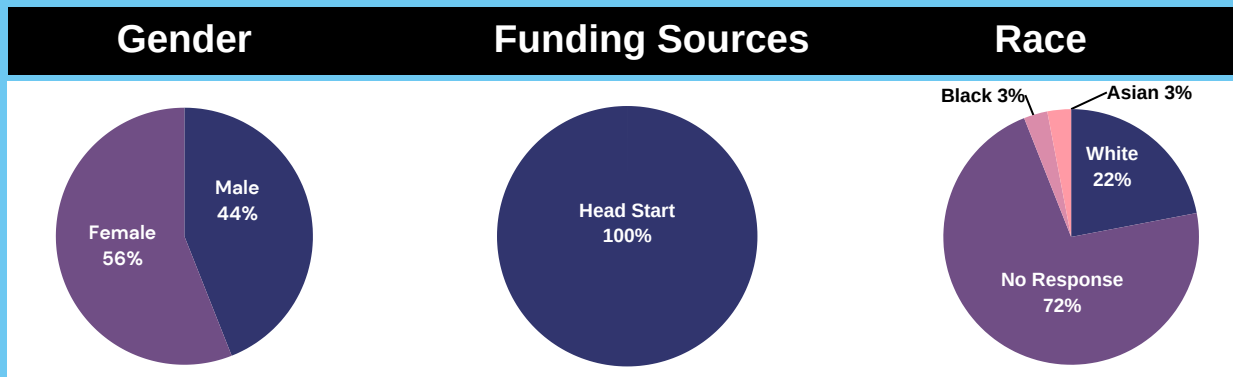
**Cognitive:** The goal of developing the sense of number and quantity (TS GOLD 20); was chosen in response to the collected data, which showed that a significant percentage of the emergent math skills were left not observed. This objective, seeks to develop in the young child, the ability to build the concept of number. By comparing groups of two or more; and determining the need for more or none. In time, and through much repetition our children will be able to understand cardinality, essential base for math skills in school readiness.

**Approaches to Learning:** The data collected in the previous year, reflected inventiveness and flexibility of thought as a dimension left not observed and/ or scored below expectancy. Considering that this skill is a foundation to the increase of understanding and supports interaction with others. It was considered a must for this year. While working this goal, our children will strengthen their imitation skills, enforcing the parent's role as the child's most important teacher. The children will be expose to a variety of experiences that allows them to learn how different elements work; and slowly explore new and different ways to use them. In connection to the social emotional domain, being able to understand perspective other than his will strengthen his relation with others.

**Social Emotional:** The children in our age group as expected, are developing awareness and understanding of emotions. Therefore, through time, there have objectives in this domain that scored below the 80% expectancy. What was found, was that the skills where the children appeared to not have met the deadline. Were those that are linked to managing, recognizing and responding to their own and others emotions. In an effort to address this need, the goal of establishing and sustaining positive relationships (TS GOLD 2) was chosen. Creative Curriculum says the following in this regard, Children who can accurately interpret emotional signals are most likely to respond appropriately to others and less likely to become angry or aggressive. Being able to have positive interactions with others will enable the child to work collaboratively which is key component of being part of a community.

# Fall Demographics

On October 31, 2023, of the 86 children enrolled in MPTN’s Early Head Start program during the Fall checkpoint period, 79 had enough data in the TSG database to be included in the program demographics as presented here.





# School Readiness Outcomes

Momentum’s EHS School Readiness Goals are developed to align with the Head Start Child Development and Early Learning Framework and the California State Infant/Toddler Learning & Development Foundations. Table 1 illustrates the average home/center progress towards Momentum’s EHS School Readiness Goals developed for 2023. For the Fall 2023 reporting period, data on 79 children was included in this analysis, based on a minimum of 90-days continuous enrollment.

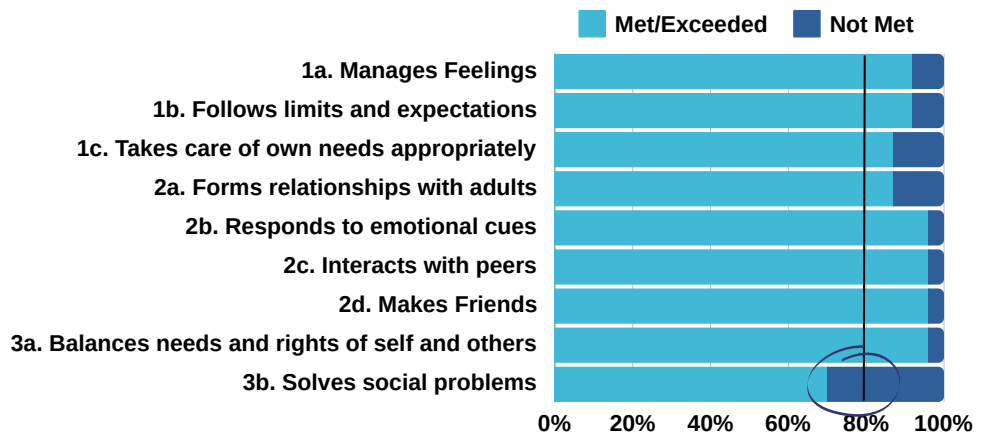
**Established School Readiness Goal (SRG) at each reporting period is, 80% of children enrolled at least 90 days in the program will...**

DOMAIN	ESTABLISHED SRG OUTCOME	CENTER	HOME	
<b>Physical</b>	<b>TSG 7a</b> - demonstrate fine motor skills by using hands to explore, play and carry daily routines	<b>Met/Exceeds: 97%</b> Not Met: 3%	<b>Met/Exceeds: 96%</b> Not Met: 4%	<b>Met/Exceeds: 95%</b> Not Met: 5%
<b>Language</b>	<b>TSG 9c</b> - use language to express thoughts and needs by using an increasing number of words in communication and conversation	<b>Met/Exceeds: 92%</b> Not Met: 8%	<b>Met/Exceeds: 88%</b> Not Met: 12%	<b>Met/Exceeds: 94%</b> Not Met: 6%
<b>Cognition</b>	<b>TSG 20b</b> - use emergent math skills to Develops sense of number and quantity	<b>Met/Exceeds: 90%</b> Not Met: 10%	<b>Met/Exceeds: 90%</b> Not Met: 10%	<b>Met/Exceeds: 89%</b> Not Met: 11%
<b>Approaches to Learning</b>	<b>TSG 11e</b> - demonstrate positive approaches to learning by showing flexibility and inventiveness to increase understanding.	<b>Met/Exceeds: 99%</b> Not Met: 1%	<b>Met/Exceeds: 96%</b> Not Met: 4%	<b>Met/Exceeds: 100%</b> Not Met: 0%
<b>Social Emotional</b>	<b>TSG 2b</b> - establish and sustain positive relationships by expressing, recognizing and responding to emotional cues	<b>Met/Exceeds: 98%</b> Not Met: 2%	<b>Met/Exceeds: 96%</b> Not Met: 4%	<b>Met/Exceeds: 100%</b> Not Met: 0%

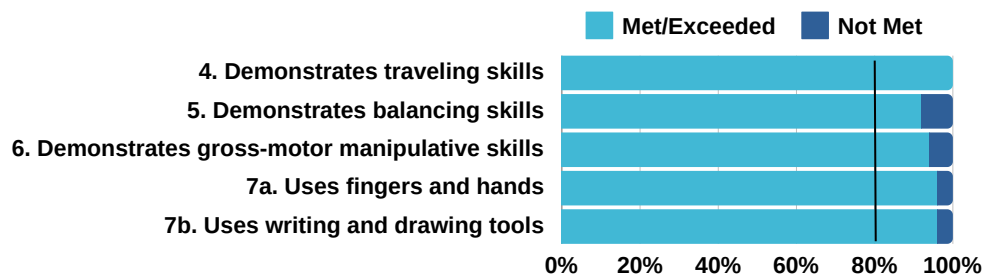


# Center-Based

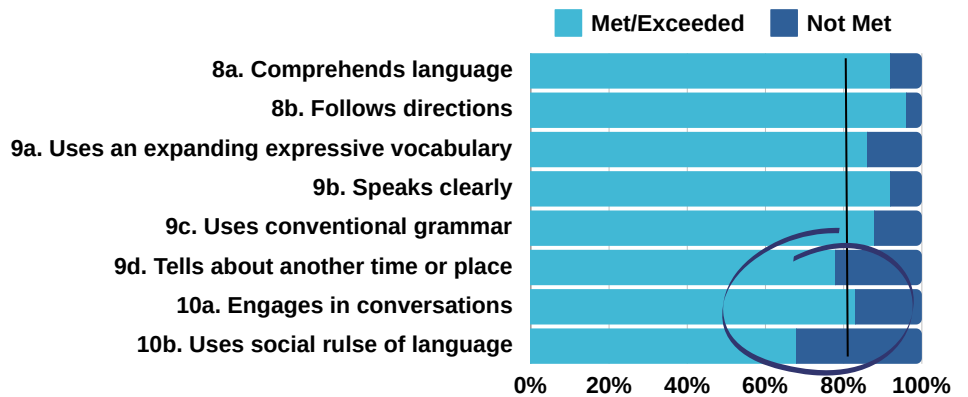
## Social Emotional



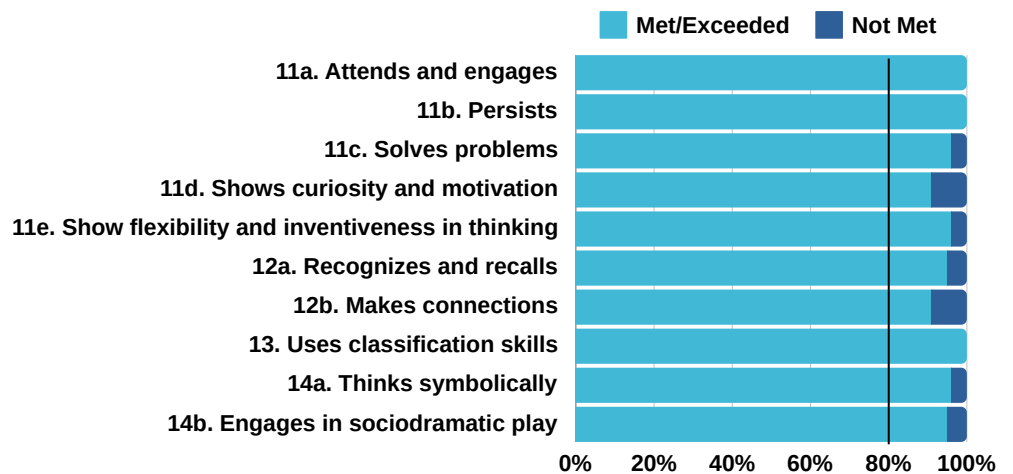
## Physical



## Language

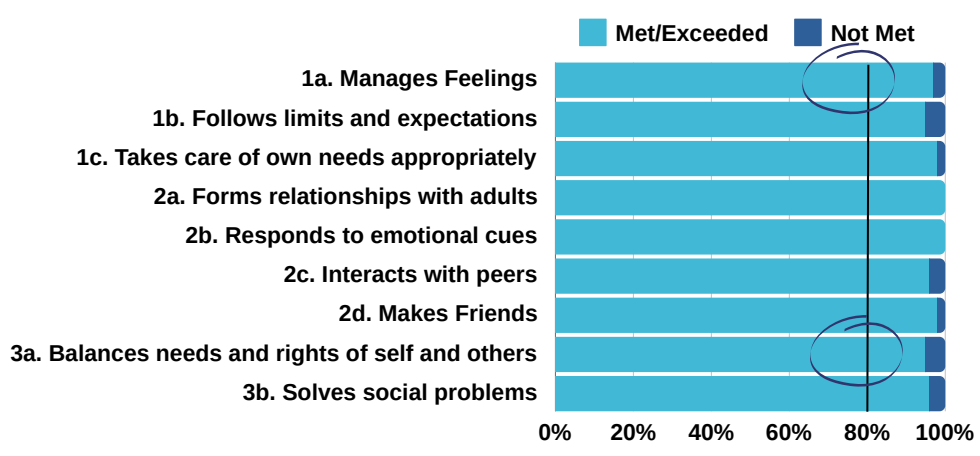


## Cognitive

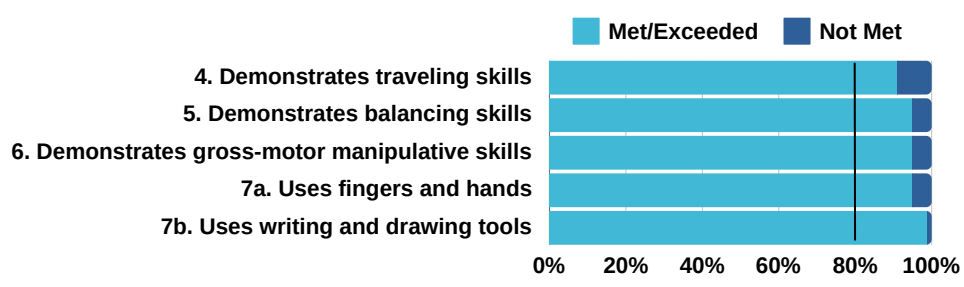


# Home-Based

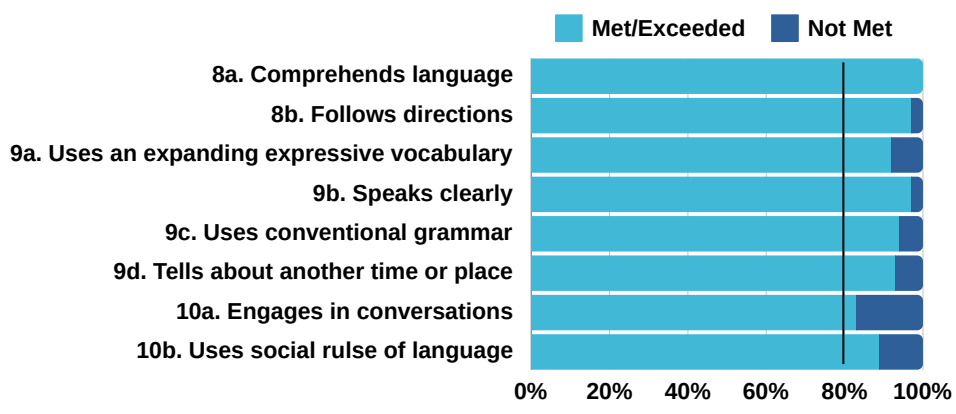
## Social Emotional



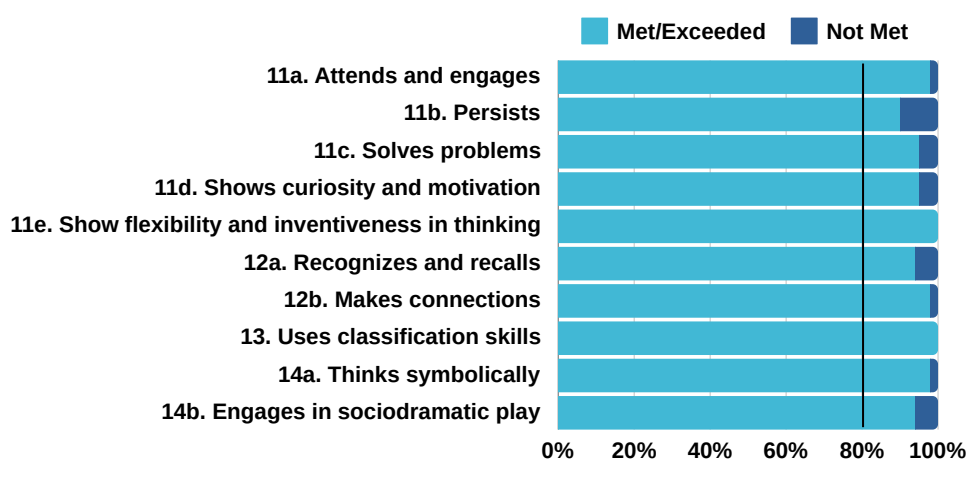
## Physical



## Language

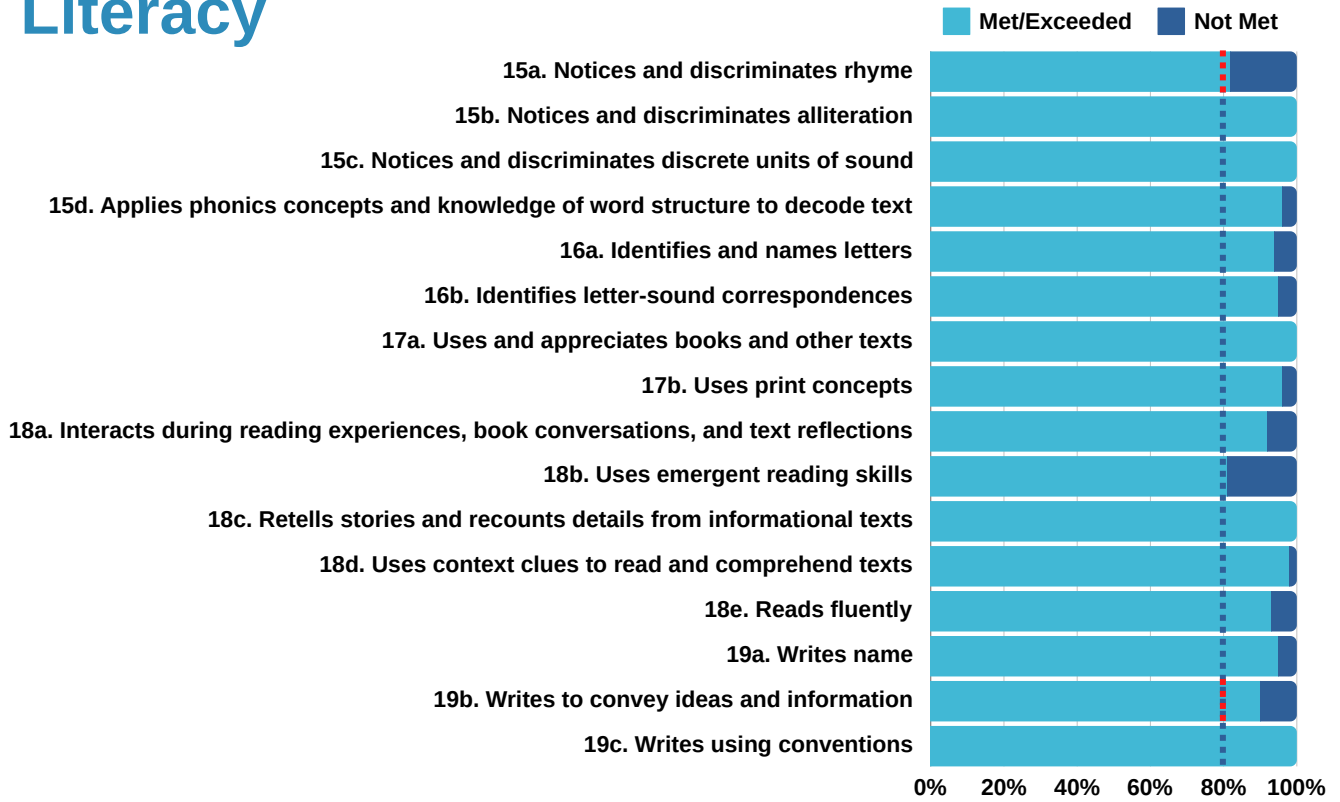


## Cognitive

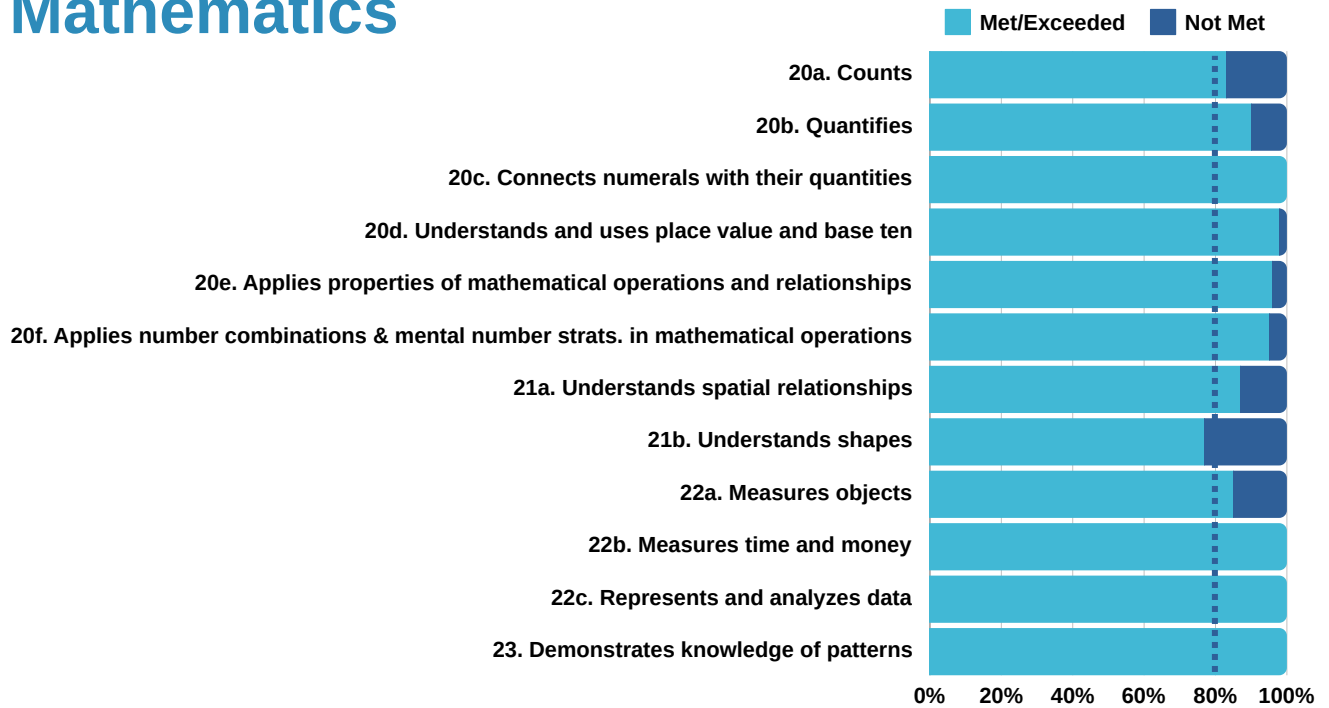




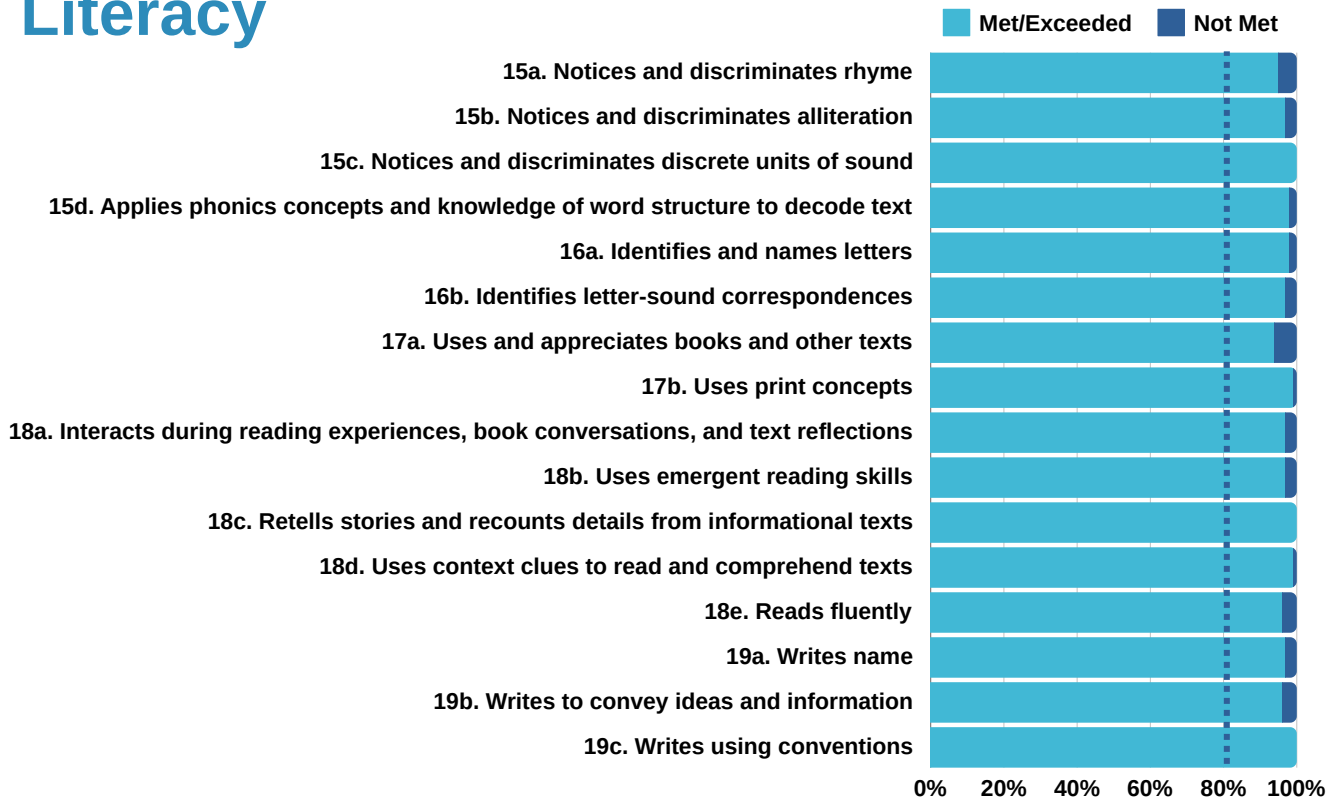
## Literacy



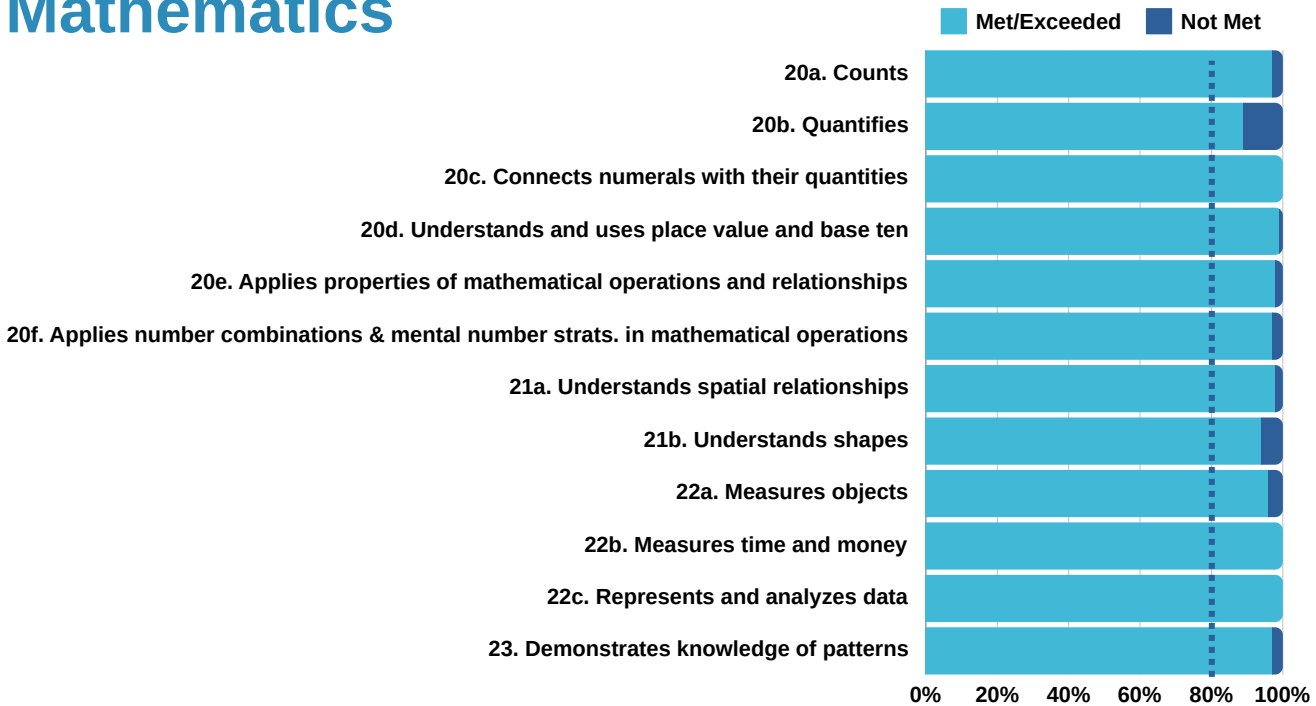
## Mathematics



# Literacy

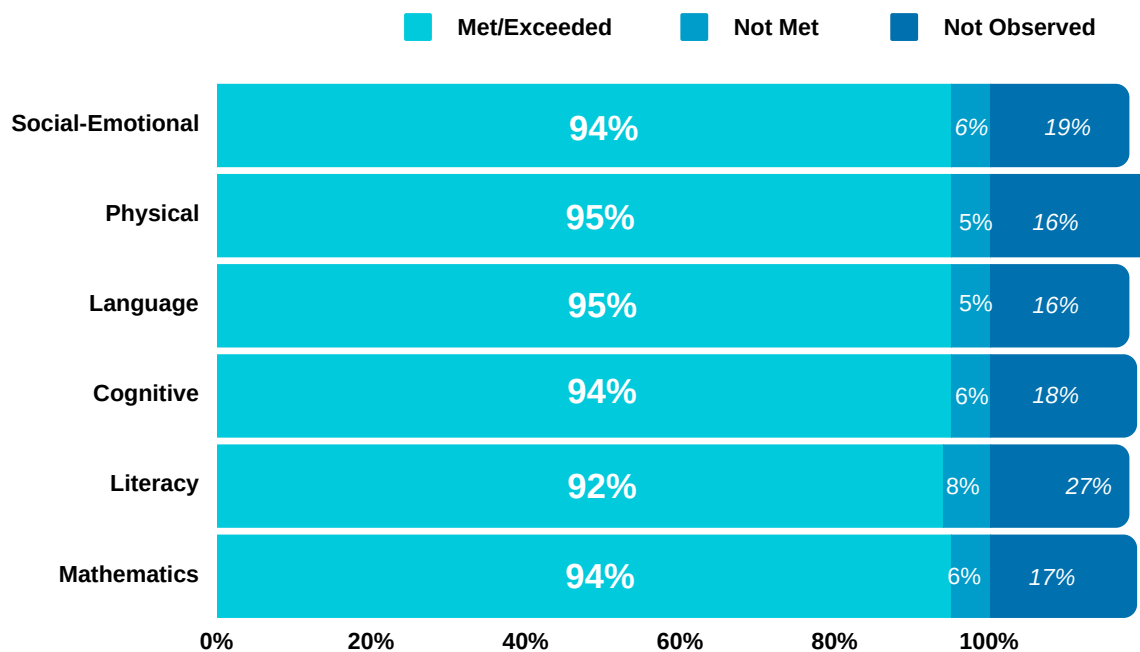


# Mathematics



# Overall School Readiness

Taking a broad look at our Fall 2023 performance



**19%**

of children were not observed in social-emotional domain

**27%**

of children were not observed in literacy domain

During the months of July 2023 through October 2023, the Center was impacted by staff turnaround. The East classroom lost both lead teachers in the beginning of the checkpoint. The South classroom lost one lead. Therefore, all (3) classrooms, were now functioning with a lead teacher in each classroom with the support of a substitute teacher. Those staff were carrying the full responsibility of completing the assessment tool. Due to the leads having been in the program, for over a year, the impact of having (3) lead educators missing; did not highly impacted the data of the Fall Checkpoint.

During the Fall Checkpoint, the Home -Based program had all seven-classrooms open. There were 3 out of the 7 classrooms with educators that had completed 3 or more checkpoint since hired. 4 out of the 7 classes, had an educator in training on curriculum and assessment. These educators had completed 1 or less checkpoints on their own. Some additional elements to consider.

Even though the HB program is now fully staff. There are (3) new staff with strong qualifications in family services. But are still learning how to utilize a curriculum and assessment tool to fidelity. EM coached these three staff individually, several times throughout the checkpoint. As we approached the closing of the current checkpoint, EM was able to determine the following: It requires at least three checkpoints (1year) for a new staff to learn how to observe-assess with intentionality; and be able to complete the assessment tool, independently. Secondly, Staff is still learning to gage how the different domains connect. Most of the time, objectives and dimensions that were marked not observed, are those in the Literacy and Math domains which are heavily influenced by Language. This domain has been of high need in our program through time.



# Goal Growth

## PHYSICAL

### TSG 6

demonstrate gross-motor manipulative skills

Checkpoint	Outcome	Center	Home
Winter 2022-2023	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 97% Not Met: 3%
Spring 2023	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 92% Not Met: 8%	Met/Exceeds: 89% Not Met: 11%
Fall 2023	Met/Exceeds: 97% Not Met: 3%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 95% Not Met: 5%

Growth **+1%** **+1%** **-2%**

## LANGUAGE

### TSG 10a

appropriate conversational and other communication skills by engaging in conversations

Checkpoint	Outcome	Center	Home
Winter 2022-2023	Met/Exceeds: 93% Not Met: 7%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 92% Not Met: 8%
Spring 2023	Met/Exceeds: 91% Not Met: 9%	Met/Exceeds: 89% Not Met: 11%	Met/Exceeds: 94% Not Met: 6%
Fall 2023	Met/Exceeds: 92% Not Met: 8%	Met/Exceeds: 88% Not Met: 12%	Met/Exceeds: 94% Not Met: 6%

Growth **-1%** **-7%** **+2%**

## COGNITION

### TSG 14a

use symbols and images to represent something not present by thinking symbolically

Checkpoint	Outcome	Center	Home
Winter 2022-2023	Met/Exceeds: 94% Not Met: 6%	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 96% Not Met: 4%
Spring 2023	Met/Exceeds: 89% Not Met: 11%	Met/Exceeds: 82% Not Met: 18%	Met/Exceeds: 97% Not Met: 3%
Fall 2023	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 89% Not Met: 11%

Growth **-4%** **0%** **-7%**

## APPROACHES TO LEARNING

### TSG 11b

demonstrate positive approaches to learning by persisting

Checkpoint	Outcome	Center	Home
Winter 2022-2023	Met/Exceeds: 97% Not Met: 3%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 98% Not Met: 2%
Spring 2023	Met/Exceeds: 97% Not Met: 3%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 98% Not Met: 2%
Fall 2023	Met/Exceeds: 99% Not Met: 1%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 100% Not Met: 0%

Growth **+2%** **+1%** **+2%**

## SOCIAL EMOTIONAL

### TSG 1a

regulate own emotions and behaviors by managing emotions.

Checkpoint	Outcome	Center	Home
Winter 2022-2023	Met/Exceeds: 100% Not Met: 0%	Met/Exceeds: 100% Not Met: 0%	Met/Exceeds: 100% Not Met: 0%
Spring 2023	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 93% Not Met: 7%
Fall 2023	Met/Exceeds: 98% Not Met: 2%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 100% Not Met: 0%

Growth **-2%** **-4%** **0%**

# Summary

The 2023 School Readiness Report underscores the resilience and adaptability of our Early Head Start program amidst significant challenges posed by the recovery efforts of the COVID-19 pandemic. Despite difficulties in staffing and attendance, we have managed to maintain high standards in developmental outcomes, particularly in social-emotional development and approaches to learning.

A high percentage of children meeting or exceeding developmental goals across all domains is a testament to our program's effectiveness. Our commitment to continuous improvement and adaptation, as evidenced by the detailed analysis and reflection on each reporting period, showcases our dedication to child development.

However, language development, though improved, remains an area needing focused attention. We need to implement further strategies to support language acquisition, especially in dual-language learners. Addressing the challenges of staffing shortages and enhancing training for new educators to ensure consistency in assessment and program delivery are also critical areas for improvement.

Looking ahead, we will emphasize continued professional development for our educators, particularly in understanding and utilizing assessment tools effectively. Strengthening support systems for families to ensure consistent engagement and attendance, mitigating the impacts of external factors such as health-related absences, is also a priority. In conclusion, this report reflects a successful year for our Early Head Start program, marked by strong developmental outcomes and a robust response to unprecedented challenges. The insights gained will inform future program planning and help us sustain and enhance the quality of early childhood education we provide.



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**Fall 2023**