



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

SPRING 2023

SCHOOL READINESS GOALS

# 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.

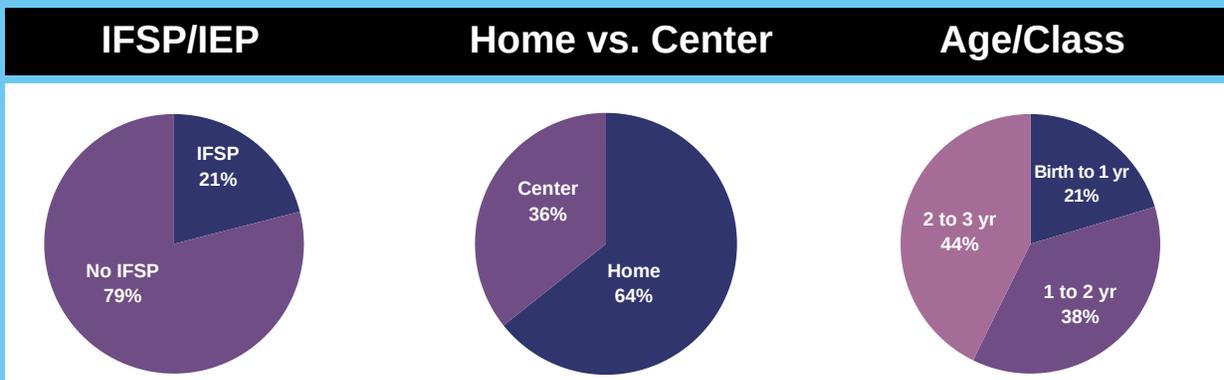
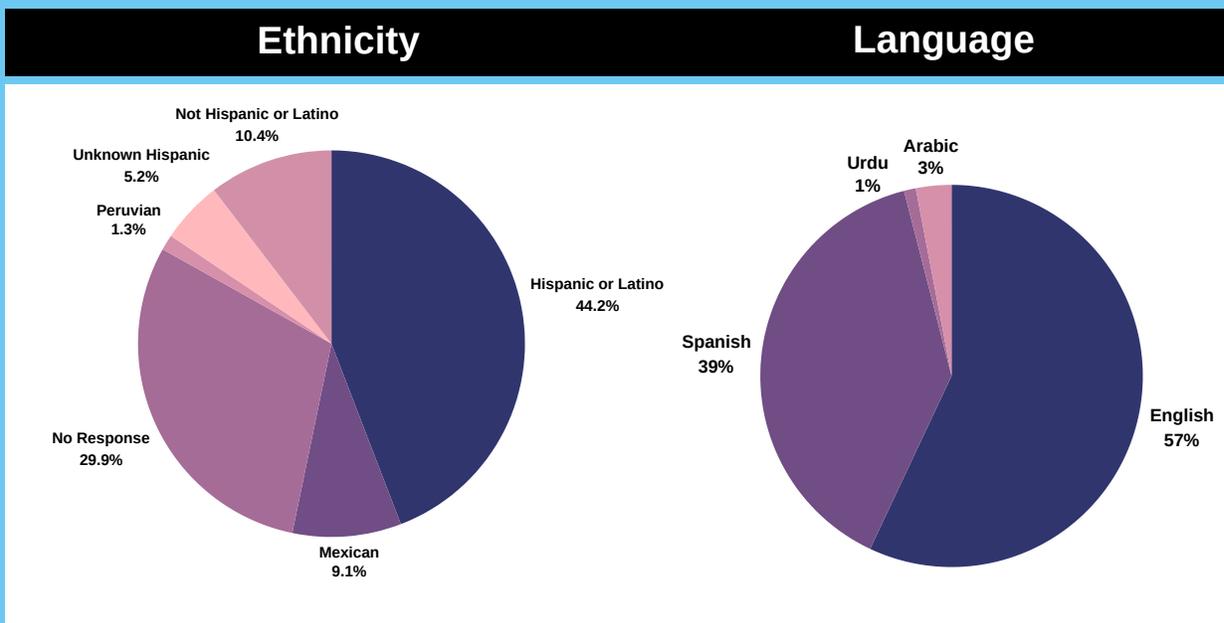
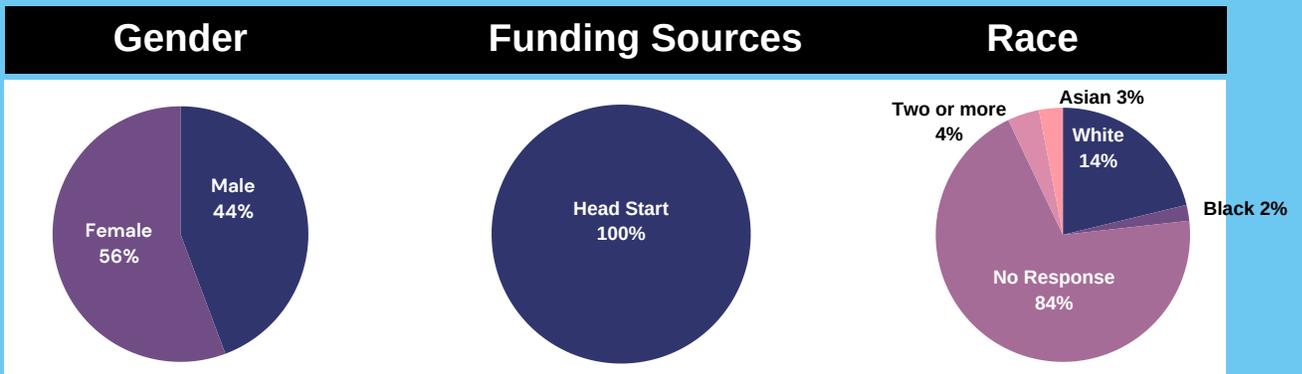
**Cognitive:** The goal of developing the sense of number and quantity (TS GOLD 20); was chosen in response to the collected data, which showed that a significant percentage of the emergent math skills were left not observed. This objective, seeks to develop in the young child, the ability to build the 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.

# Spring Demographics

On June 30, 2023, of the 78 children enrolled in MPTN’s Early Head Start program enrolled during the Spring checkpoint, 70 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 Spring 2023 reporting period, data on 70 children was included in this analysis, based on a minimum of 90-days continuous enrollment.

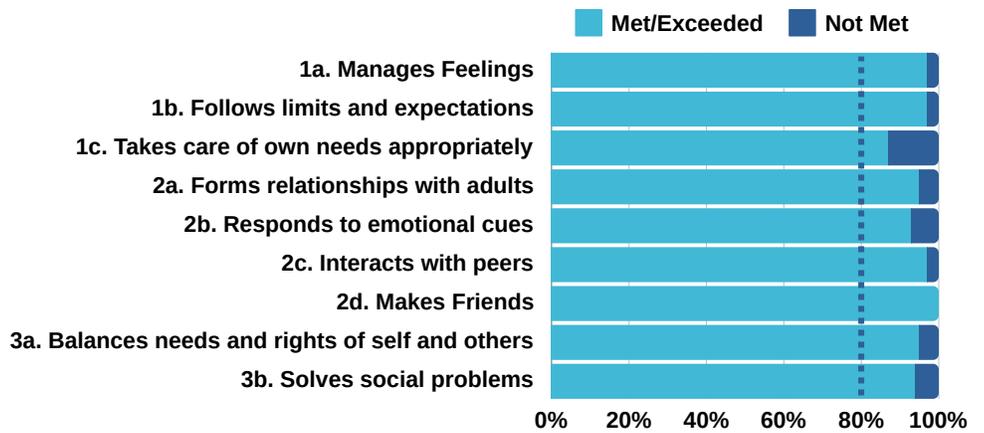
Established School Readiness Goal (SRG) at each reporting period is, 80% of children enrolled at least 90 days in the program will...

DOMAIN	ESTABLISHED SRG OUTCOME	CENTER	HOME	
Physical	<b>TSG 7a</b> - demonstrate fine motor skills by using hands to explore, play and carry daily routines	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 92% Not Met: 8%	Met/Exceeds: 89% Not Met: 11%
Language	<b>TSG 9c</b> - use language to express thoughts and needs by using an increasing number of words in communication and conversation	Met/Exceeds: 91% Not Met: 9%	Met/Exceeds: 89% Not Met: 11%	Met/Exceeds: 94% Not Met: 6%
Cognition	<b>TSG 20b</b> - use emergent math skills to Develops sense of number and quantity	Met/Exceeds: 89% Not Met: 11%	Met/Exceeds: 82% Not Met: 18%	Met/Exceeds: 97% Not Met: 3%
Approaches to Learning	<b>TSG 11e</b> - demonstrate positive approaches to learning by showing flexibility and inventiveness to increase understanding.	Met/Exceeds: 97% Not Met: 3%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 98% Not Met: 2%
Social Emotional	<b>TSG 2b</b> - establish and sustain positive relationships by expressing, recognizing and responding to emotional cues	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 93% Not Met: 7%

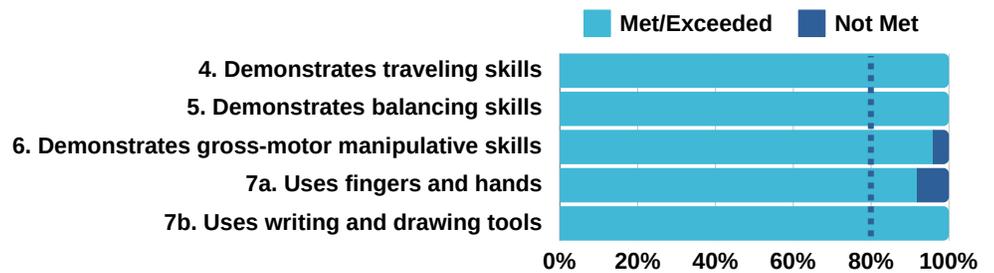


# Center-Based

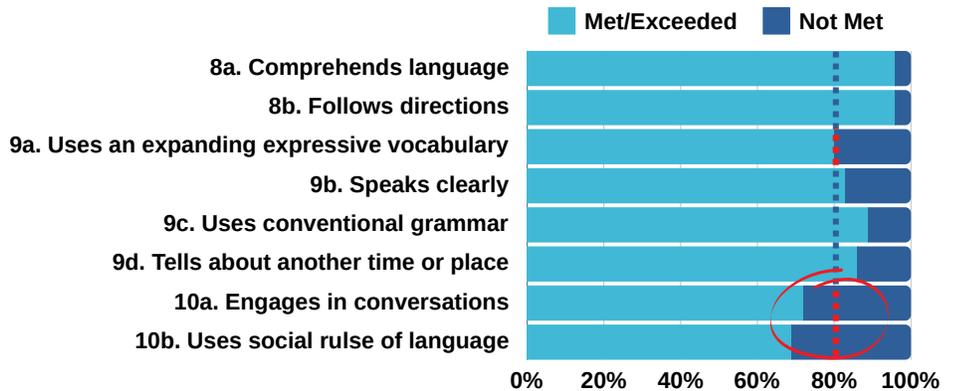
## Social Emotional



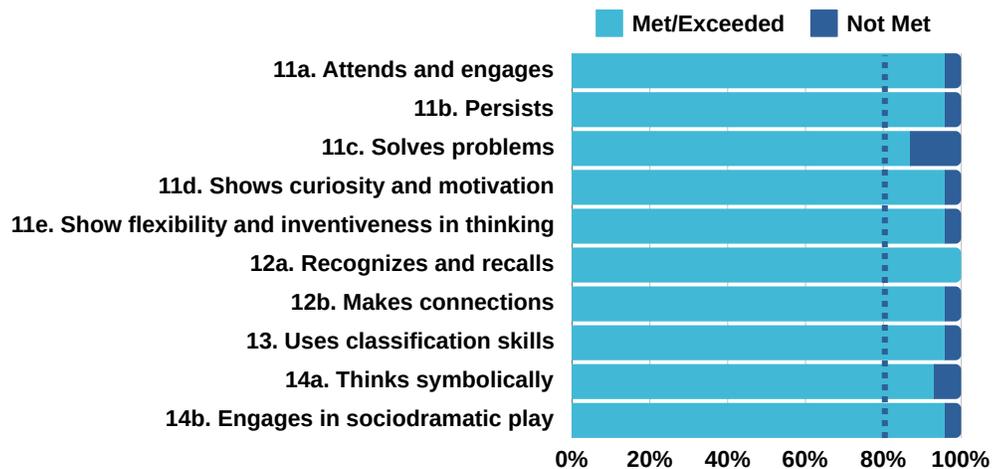
## Physical



## Language

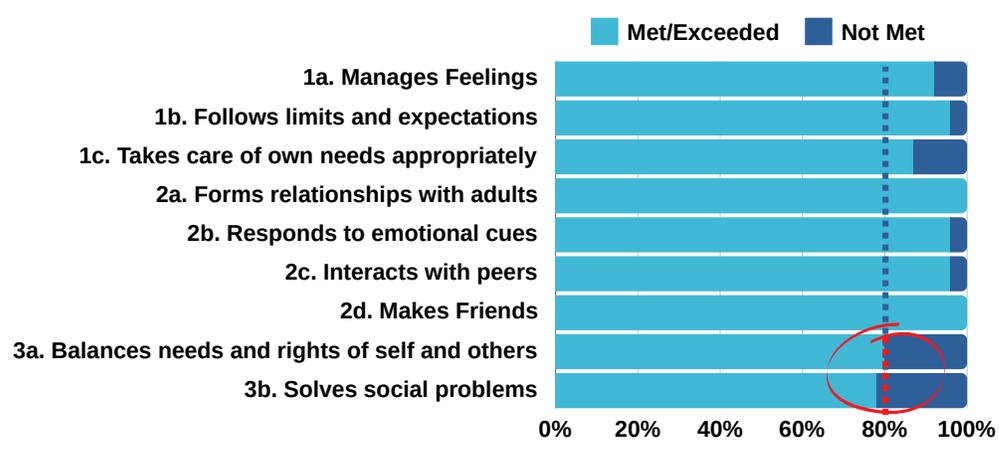


## Cognitive

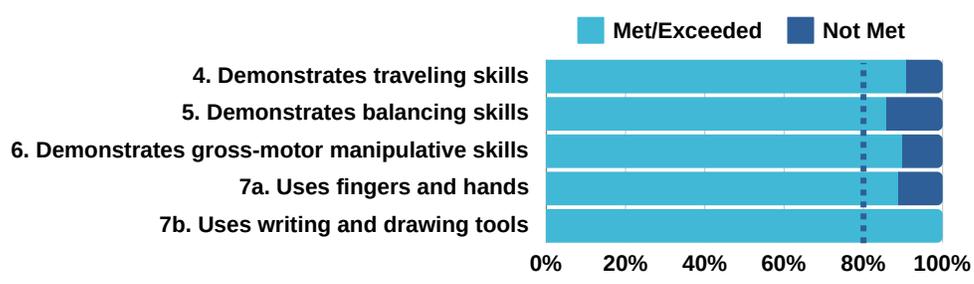


# Home-Based

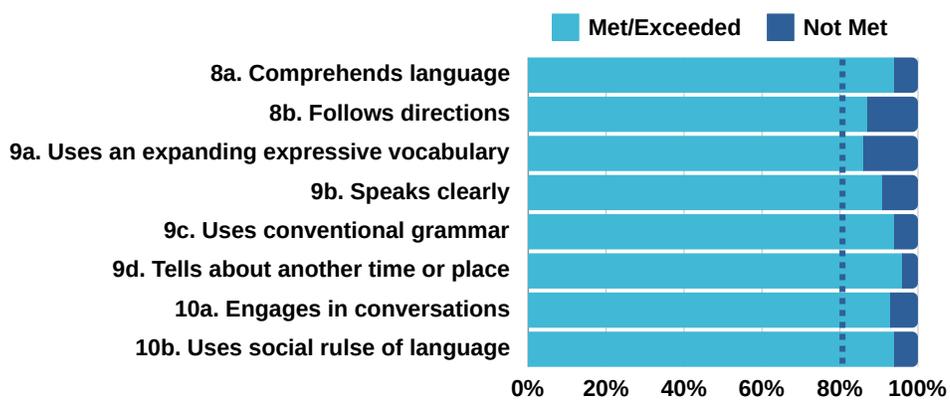
## Social Emotional



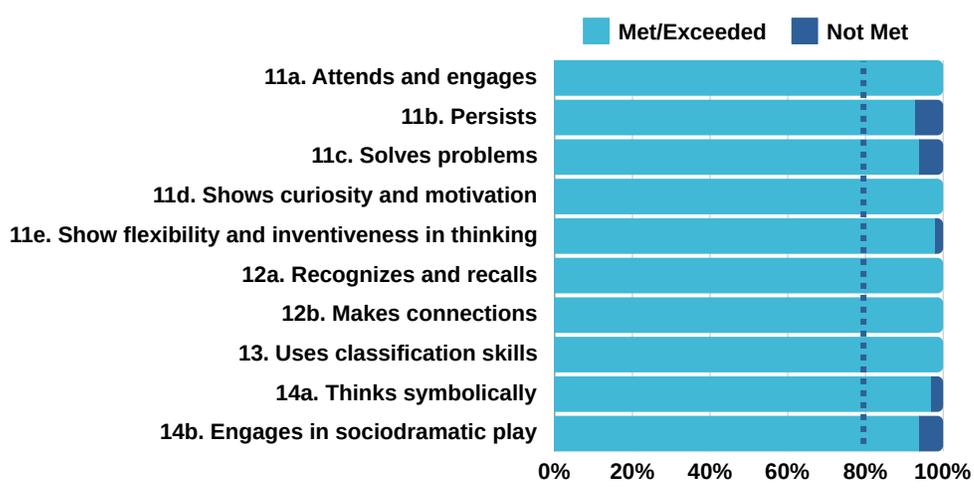
## Physical



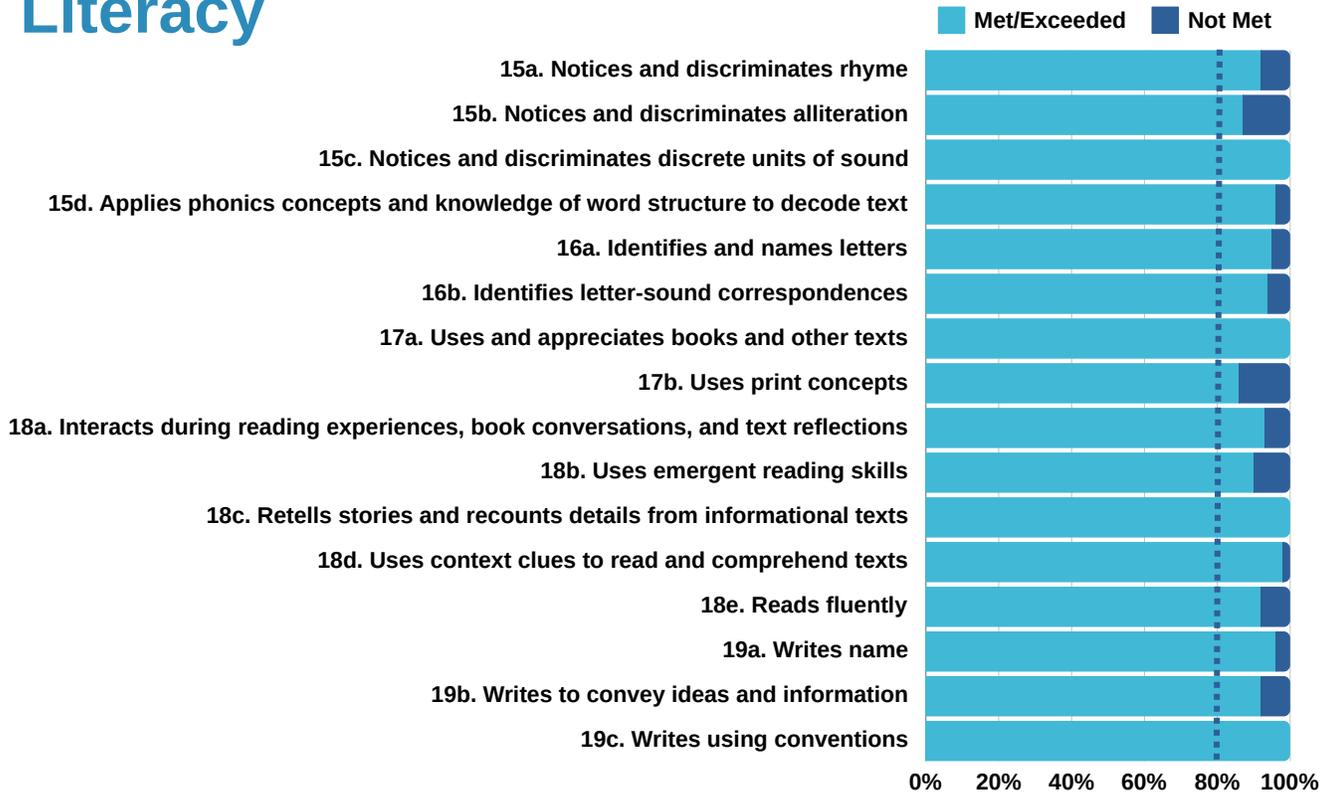
## Language



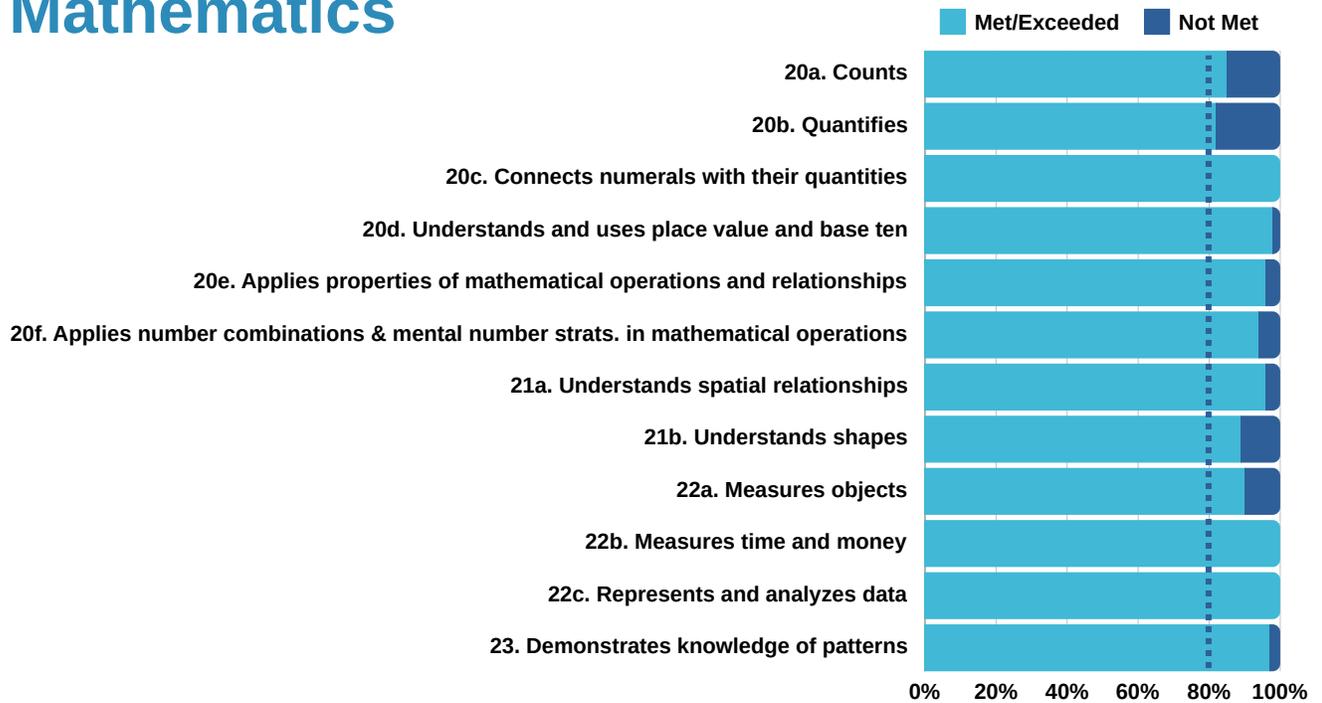
## Cognitive



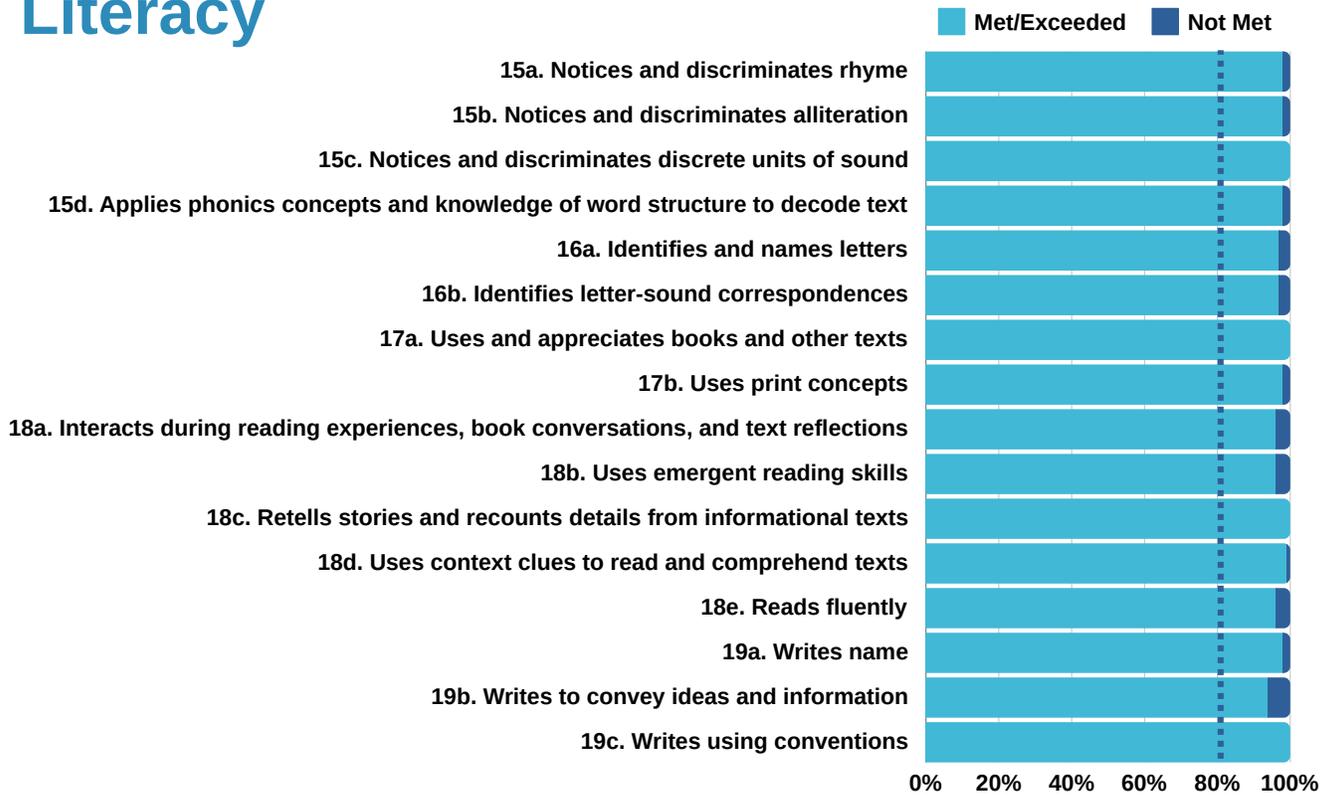
## Literacy



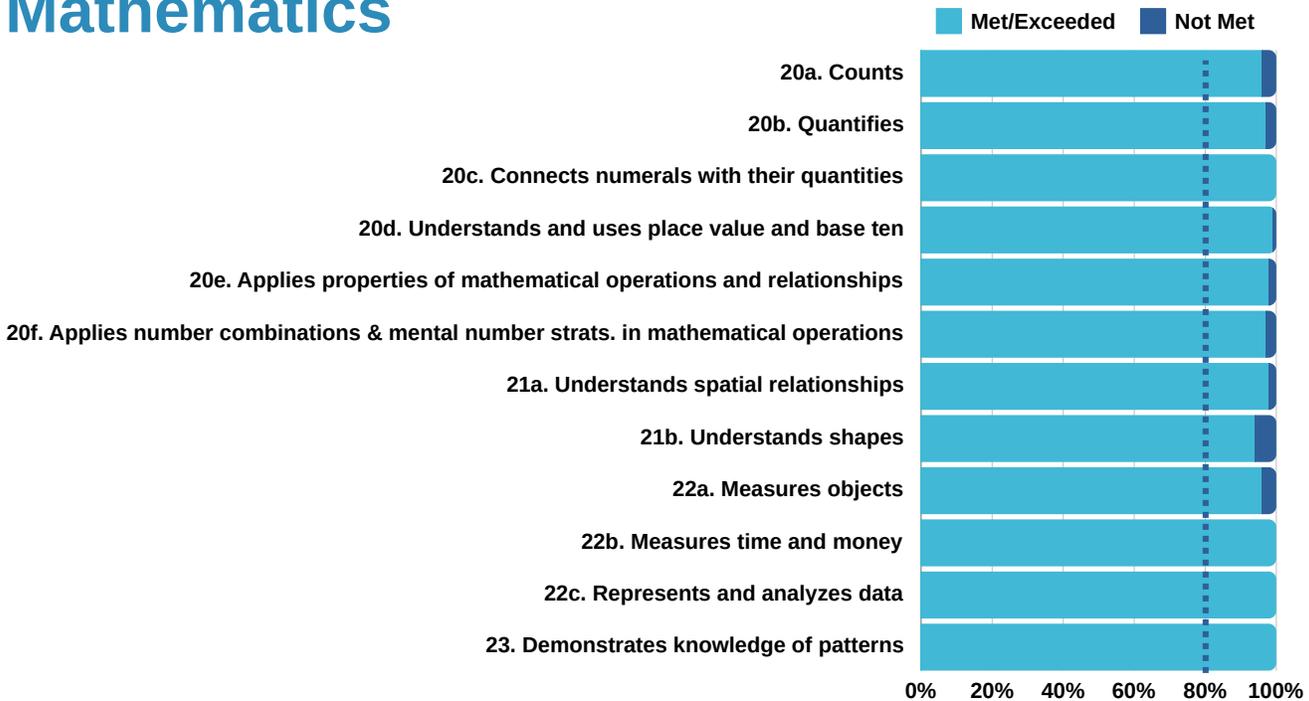
## Mathematics



# Literacy

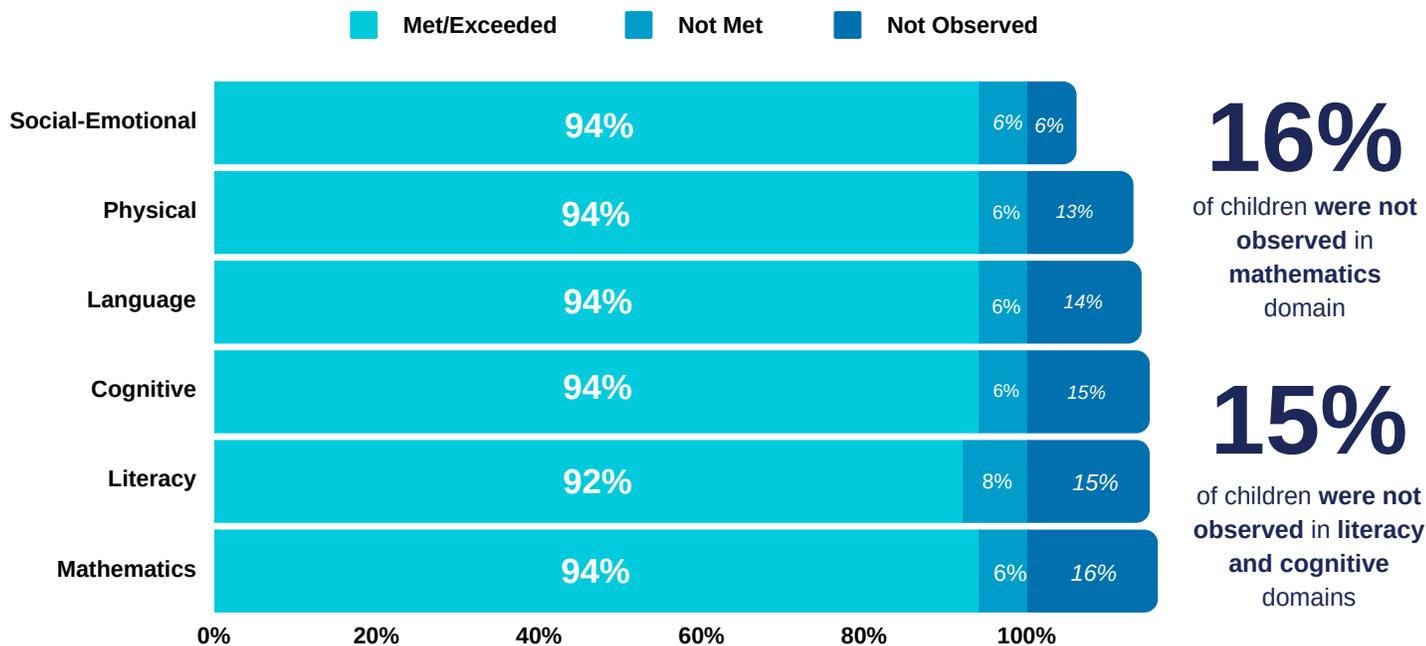


# Mathematics



# Overall School Readiness

Taking a broad look at our Spring 2023 performance



During the months of March 2023 through June 2023, the Center was still functioning at a lower capacity than expected. They were at 75% capacity. This means that there were (2) open vacancies in each classroom. Another factor to consider, in the impact of the measures marked not observed or scoring below expectancy. Is that in the Center, seven out of the eighteen children considered for outcomes, had an IFSP with global delay and/or connected to language domain. Considering Language is key in Literacy, the data aggregated shows correlation of the not observed measures between Objectives assessing oral expression and the literacy objectives. In addition, 1 out of the 3 classrooms was English only, due to educators not being Biliterate. Therefore, Spanish Literacy was not observed. The staff in that classroom had to rely on how some of the Dual Language Learners responded to English Literacy versus their home language.

## The Home-Based program

During this Spring Checkpoint, the Home-Based program had five out of six classrooms open. There are several elements to consider. First, staff turnaround continued to impact this checkpoint. There were 2 out of 5 educators who were newly hired and were still learning to understand and use the Assessment tool. Another factor to consider, is the need to continue train our staff, on how to observe and respond to the children that are displaying pre-linguistic skills. And therefore, be able to plan those observations, when they are unable to observe those emergent literacy and math skills when meeting with families. Lastly, in regards to the Social emotional domain, through time, it has been observed that staff is responding to the child's behavior. Yet having difficulties in connecting what they do with the objectives that they must observe. This data shows us the need to continue to train in the understanding of the objectives and dimensions in the assessment tool.

# Goal Growth

## PHYSICAL

### TSG 7a

demonstrate fine motor skills by using hands to explore, play and carry daily routines

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%
<b>Growth</b>	<b>-6%</b>	<b>-3%</b>	<b>-8%</b>

## LANGUAGE

### TSG 9c

use language to express thoughts and needs by using an increasing number of words in communication and conversation

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%
<b>Growth</b>	<b>-2%</b>	<b>-6%</b>	<b>+2%</b>

## COGNITION

### TSG 20b

use emergent math skills to Develops sense of number and quantity

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%
<b>Growth</b>	<b>-5%</b>	<b>-8%</b>	<b>+1%</b>

## APPROACHES TO LEARNING

### TSG 11e

demonstrate positive approaches to learning by showing flexibility and inventiveness to increase understanding.

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%
<b>Growth</b>	<b>0%</b>	<b>+1%</b>	<b>0%</b>

## SOCIAL EMOTIONAL

### TSG 2b

establish and sustain positive relationships by expressing, recognizing and responding to emotional cues

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%
<b>Growth</b>	<b>-4%</b>	<b>-4%</b>	<b>-7%</b>



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**Spring 2023**