



momentum[®]
early head start

SCHOOL READINESS GOALS

SRG Report

Winter 2023

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Introduction

This school readiness report documents the abilities of program participants across five areas of development: approaches to learning, social-emotional skills, cognition, language skills, and physical skills. The school readiness report is typically prepared three times each year, covering the following reporting periods: Winter (October 30 – February 28); Spring (February 29 – June 29); Fall (June 30 – October 29); to summarize the year's progress and assist with program planning for the following year.

Since Momentum's EHS program has a rolling admissions process, only children who are enrolled for at least 90-days during the specific reporting period are included in the school readiness analyses. The primary tool used to assess each child's performance across the six developmental areas is Teaching Strategies Gold® (TSG). TSG is a commercially available criterion-referenced measure that compares each child's abilities to a developmental range. The TSG scoring criteria of interest for the Momentum EHS program on each developmental objective is either "met/exceeds" or "not met."

The Momentum EHS program strives to support a minimum of 80% of program participants "meeting or exceeding" all skills within the five developmental areas at all times.

We have evaluated the data over the Winter checkpoint period (October 30 – February 28). We drilled down using the Winter assessment data and compared the different developmental areas based on Center-based participants and the Home Based programs.

Important Note: MPTN's EHS program has continued to pivot in response to the immediate needs of the families and children after reopening from the COVID pandemic. The strain took a toll on the Center Based Staffing, leaving us with a shortfall of staff and thus a decreased enrollment in our center-based classrooms from Spring 2021 – to the present. We continue to work diligently to hire Center and Home Based Educators to ramp up enrollment, but we are experiencing the same challenges the industry is facing with very few qualifying applicants.

The data presented here reflects these challenges of the center and home based programs and the EHS families. In addition, there were additional challenges in both home and center data collection with the COVID-19 variant surge from December to the end of January, causing illness in both staff and families.



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.

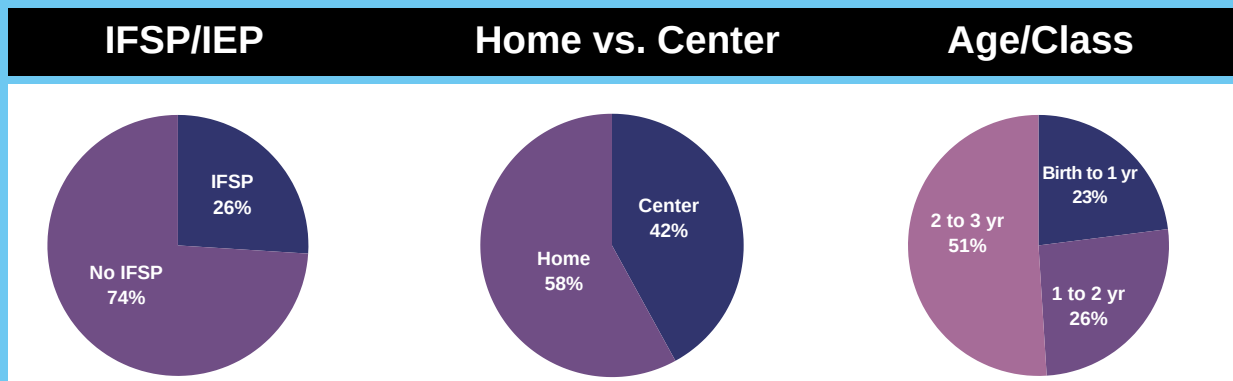
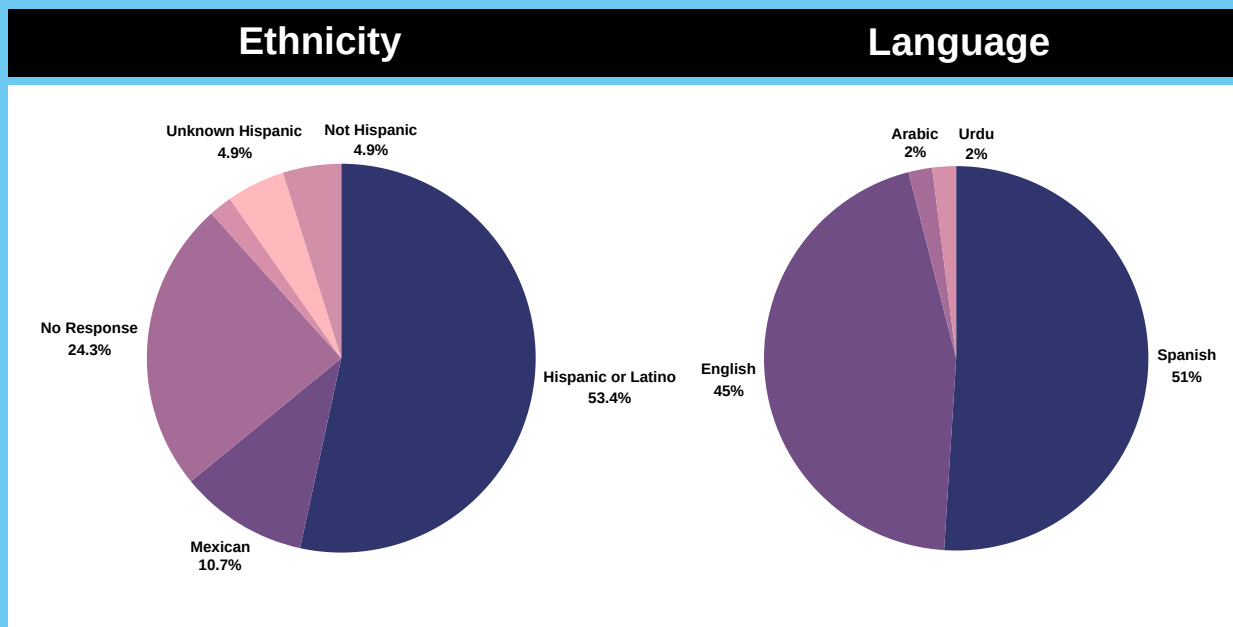
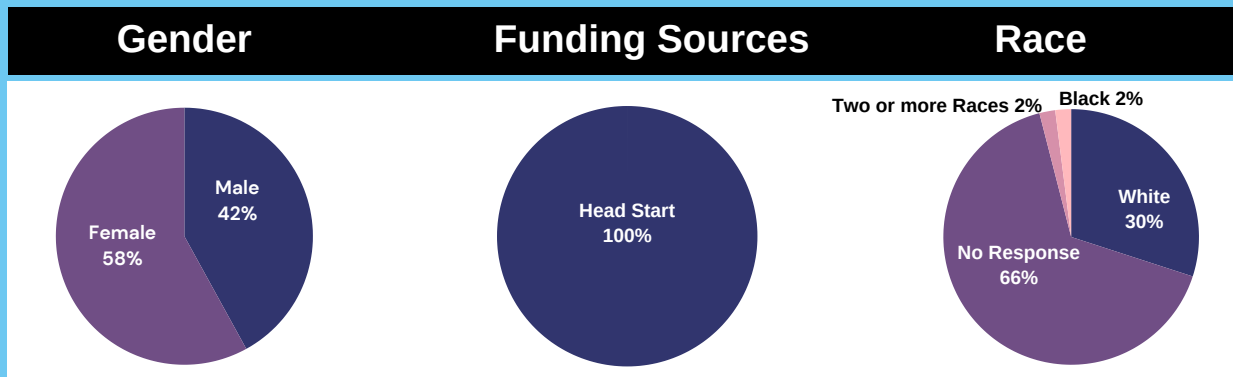
Cognitive: The goal of developing the sense of number and quantity (TS GOLD 20); was chosen in response to the collected data, which showed that a significant percentage of the emergent math skills were left not observed. This objective, seeks to develop in the young child, the ability to build the concept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

Our Demographics

On February 28, 2023, of the 112 children enrolled in MPTN's Early Head Start program during the Winter checkpoint period, 53 had enough data in the TSG database to be included in the program demographics as presented here.

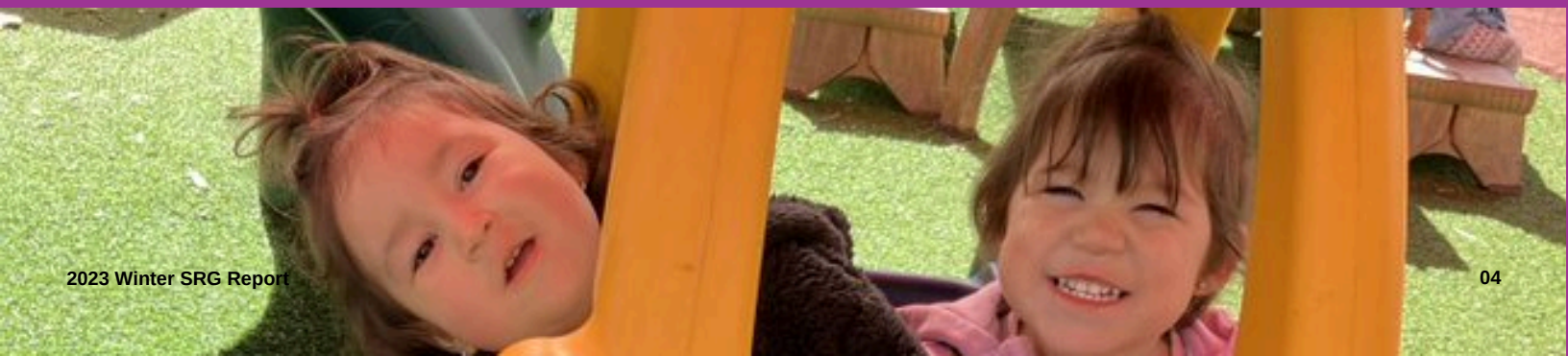


School Readiness Outcomes

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 Winter 2022-2023 reporting period, data on 52 children was included in this analysis, based on a minimum of 90-days continuous enrollment.

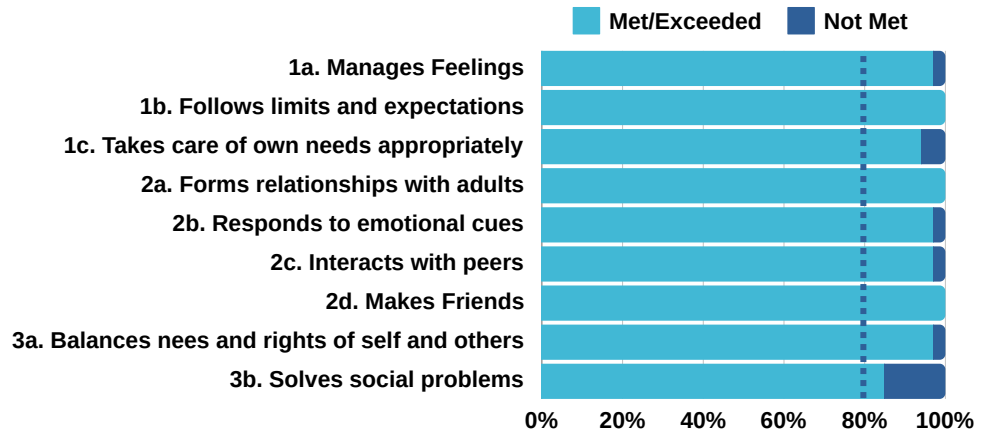
Established School Readiness Goal (SRG) at each reporting period is, 80% of children enrolled at least 90 days in the program will...

DOMAIN	ESTABLISHED SRG OUTCOME	CENTER	HOME	
Physical	TSG 7a - demonstrate fine motor skills by using hands to explore, play and carry daily routines	Met/Exceeds: 96% Not Met: 4%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 97% Not Met: 3%
Language	TSG 9c - use language to express thoughts and needs by using an increasing number of words in communication and conversation	Met/Exceeds: 93% Not Met: 7%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 92% Not Met: 8%
Cognition	TSG 20b - use emergent math skills to develop a sense of number and quantity	Met/Exceeds: 94% Not Met: 6%	Met/Exceeds: 90% Not Met: 10%	Met/Exceeds: 96% Not Met: 4%
Approaches to Learning	TSG 11e - demonstrate positive approaches to learning by showing flexibility and inventiveness to increase understanding	Met/Exceeds: 97% Not Met: 3%	Met/Exceeds: 95% Not Met: 5%	Met/Exceeds: 98% Not Met: 2%
Social Emotional	TSG 2b - establish and sustain positive relationships by expressing, recognizing and responding to emotional cues.	Met/Exceeds: 100% Not Met: 0%	Met/Exceeds: 100% Not Met: 0%	Met/Exceeds: 100% Not Met: 0%

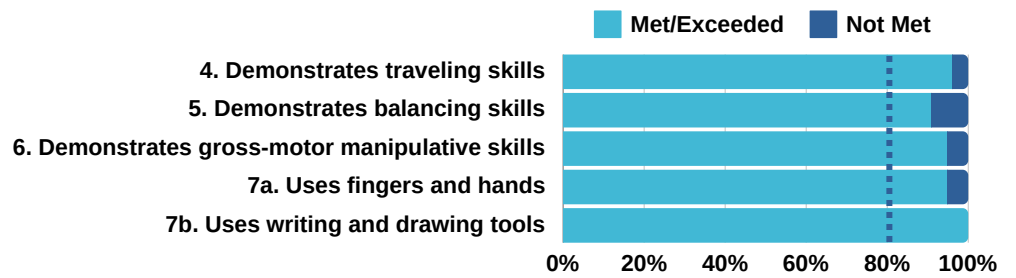


Center-Based

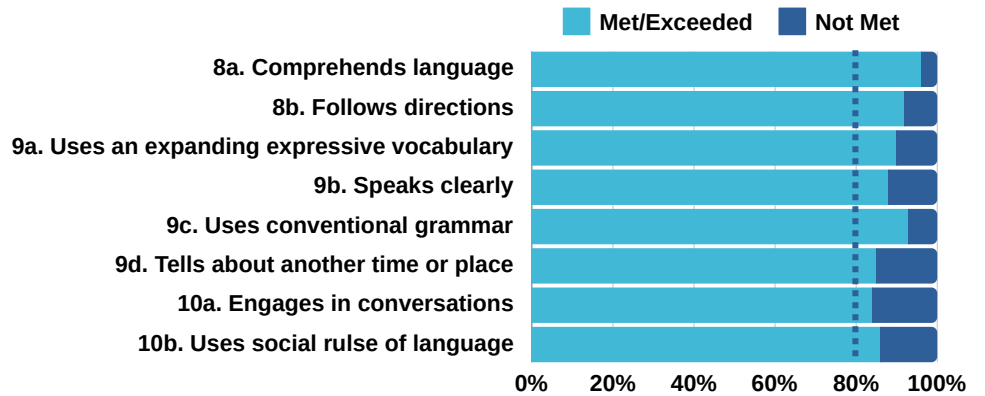
Social Emotional



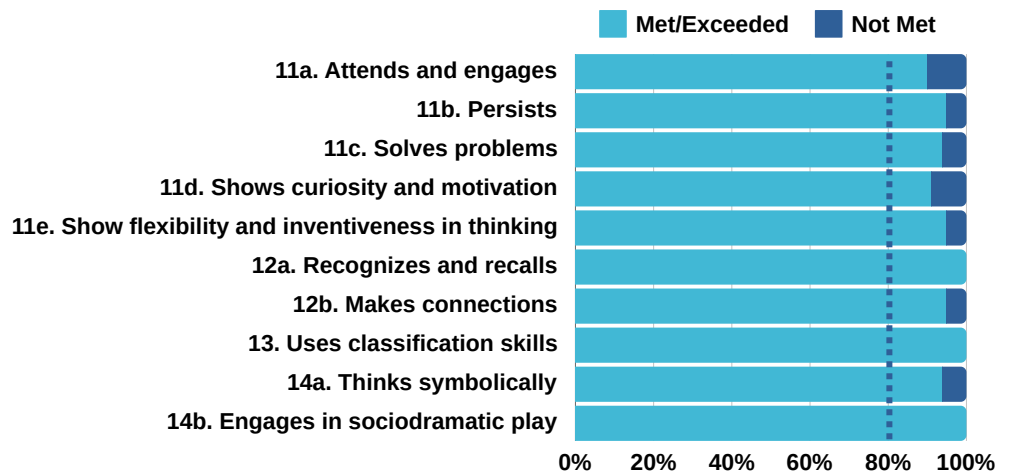
Physical



Language

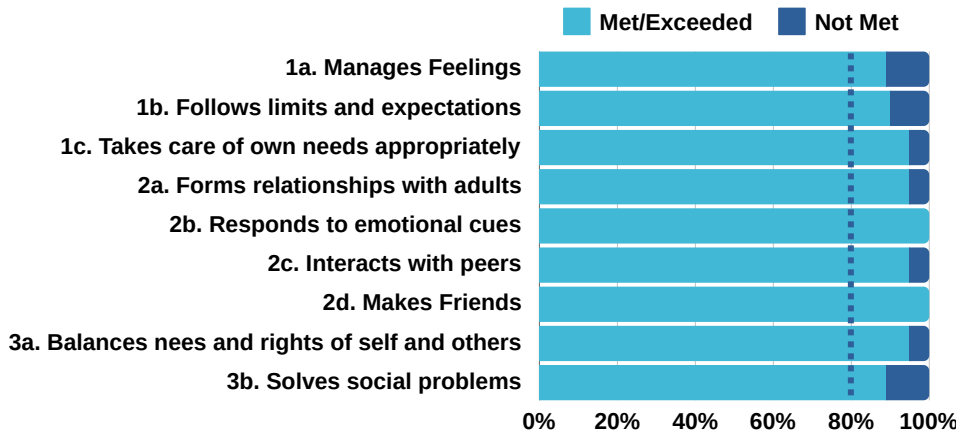


Cognitive

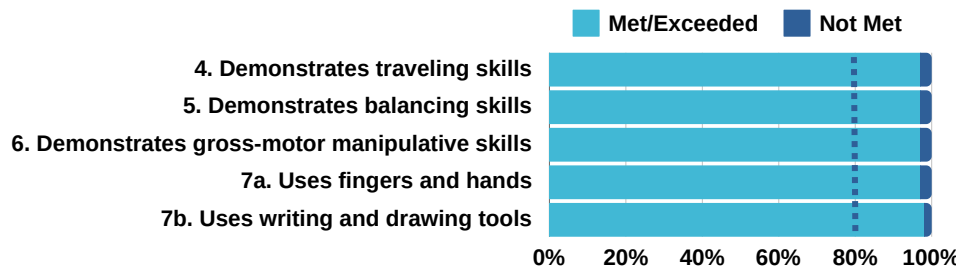


Home-Based

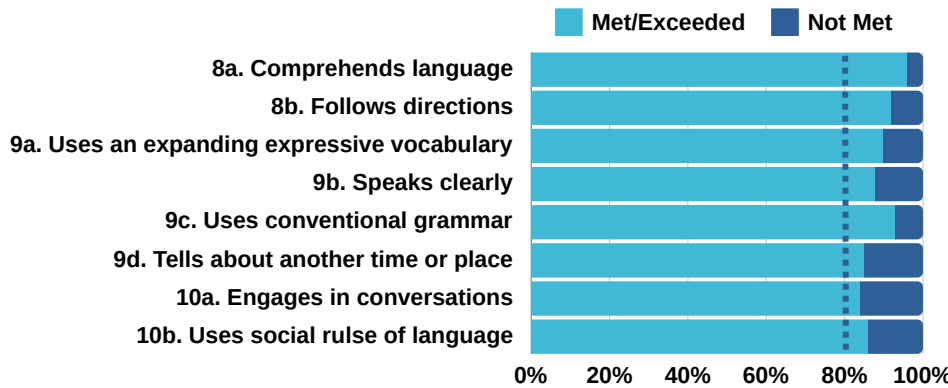
Social Emotional



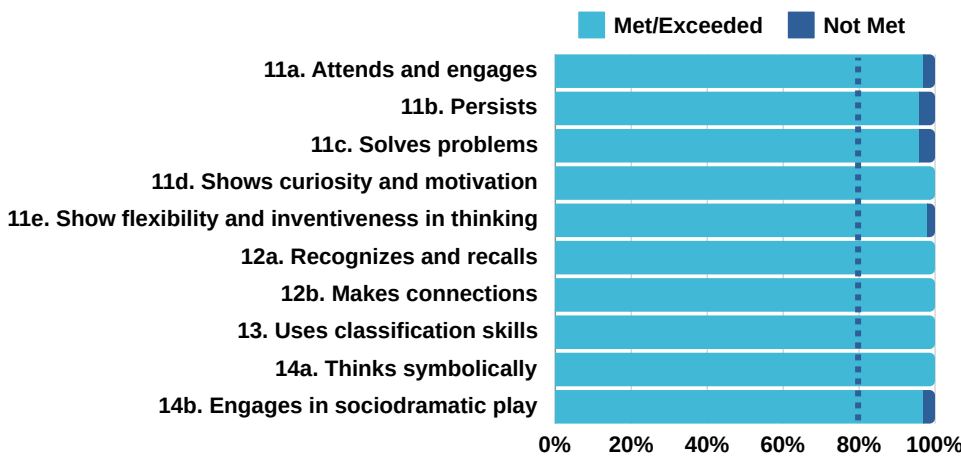
Physical



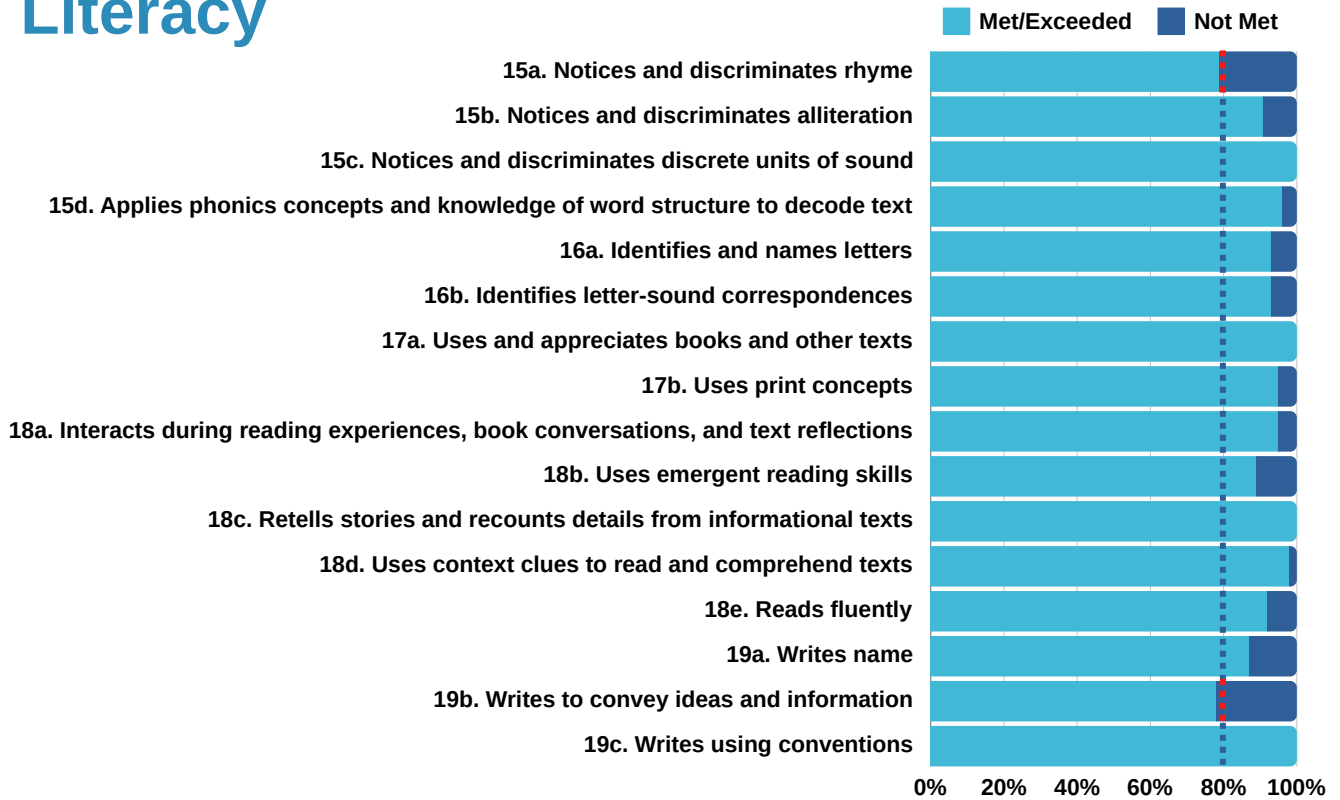
Language



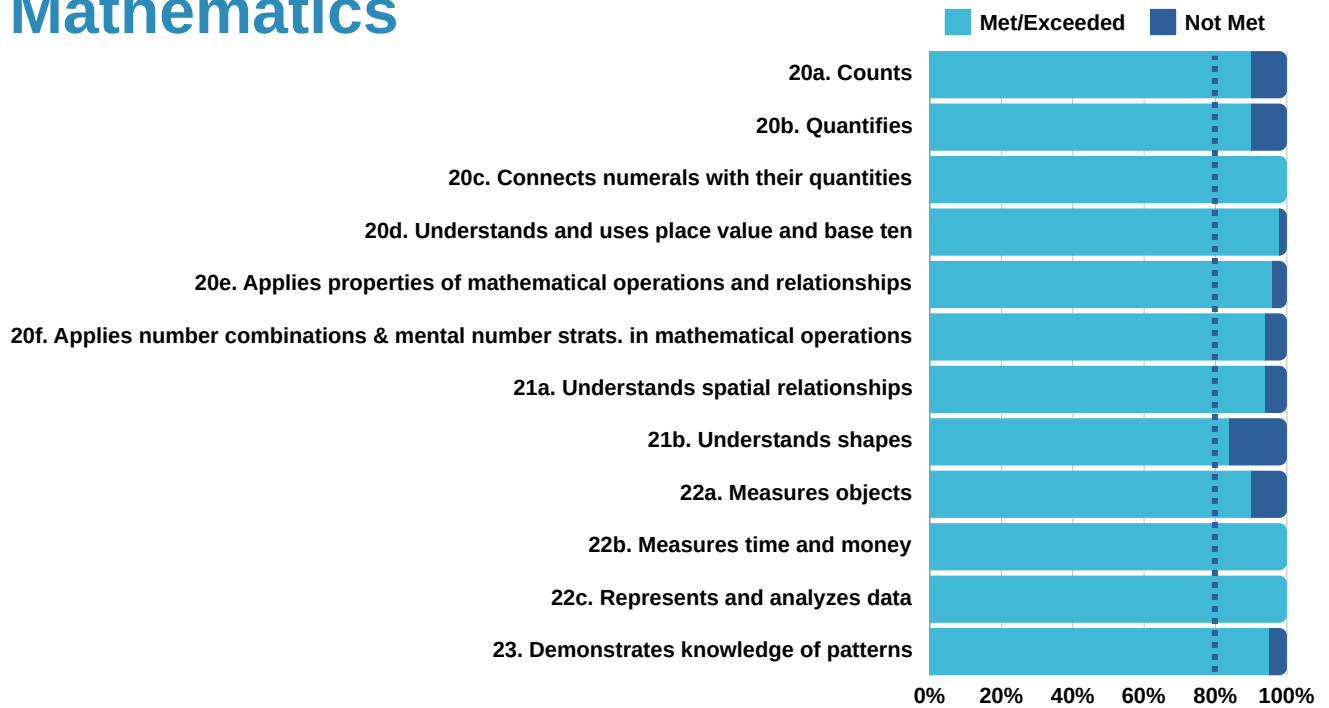
Cognitive



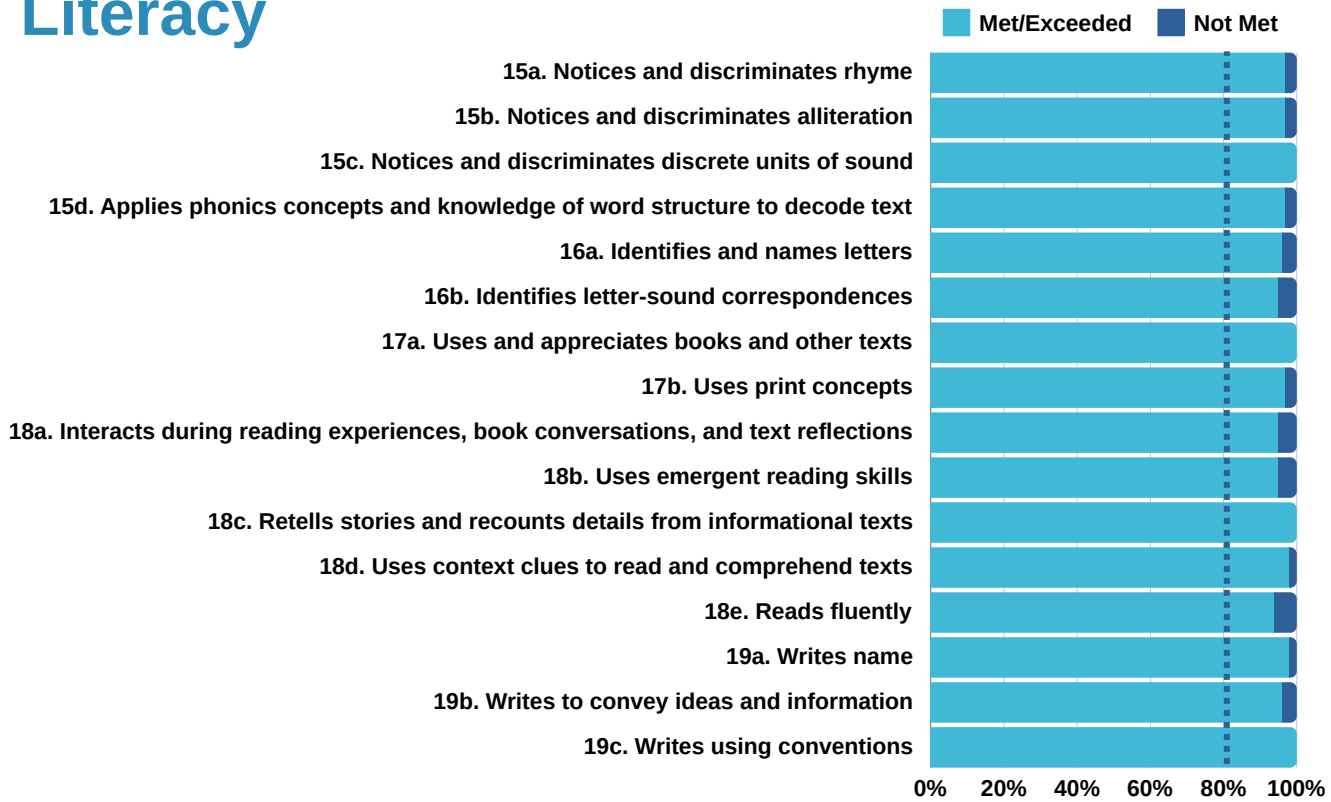
Literacy



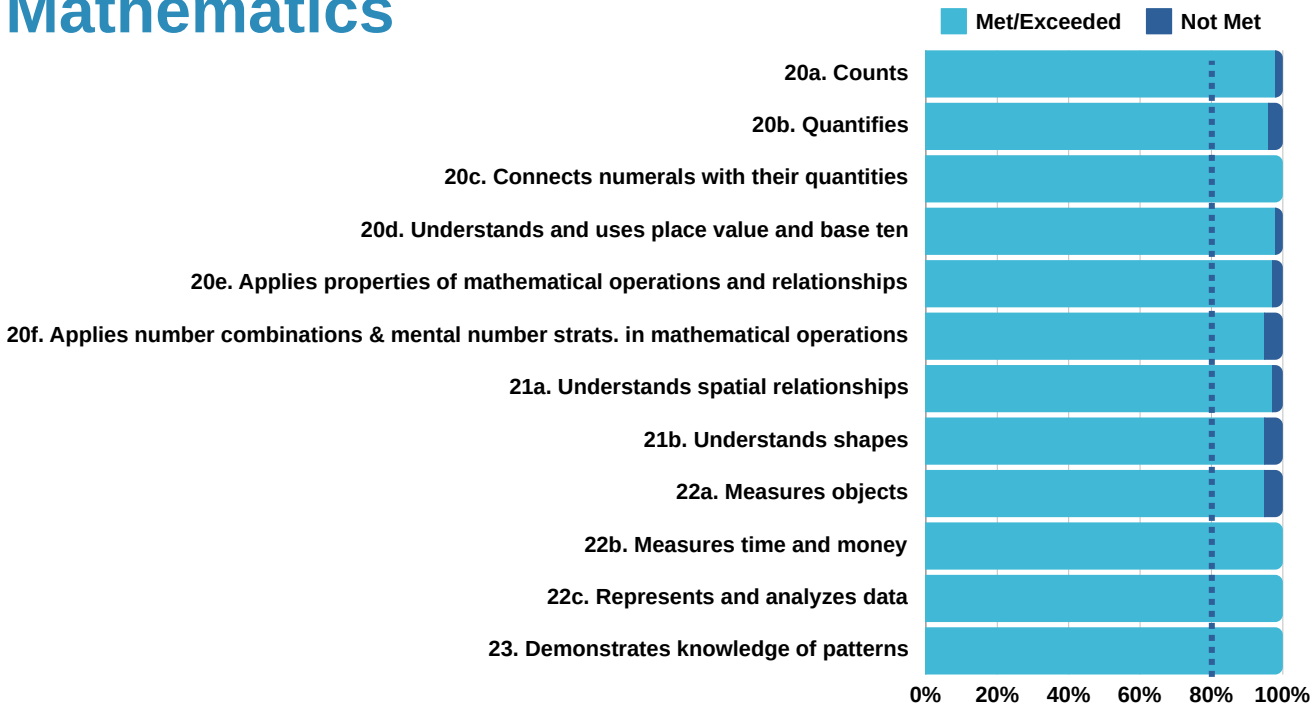
Mathematics



Literacy

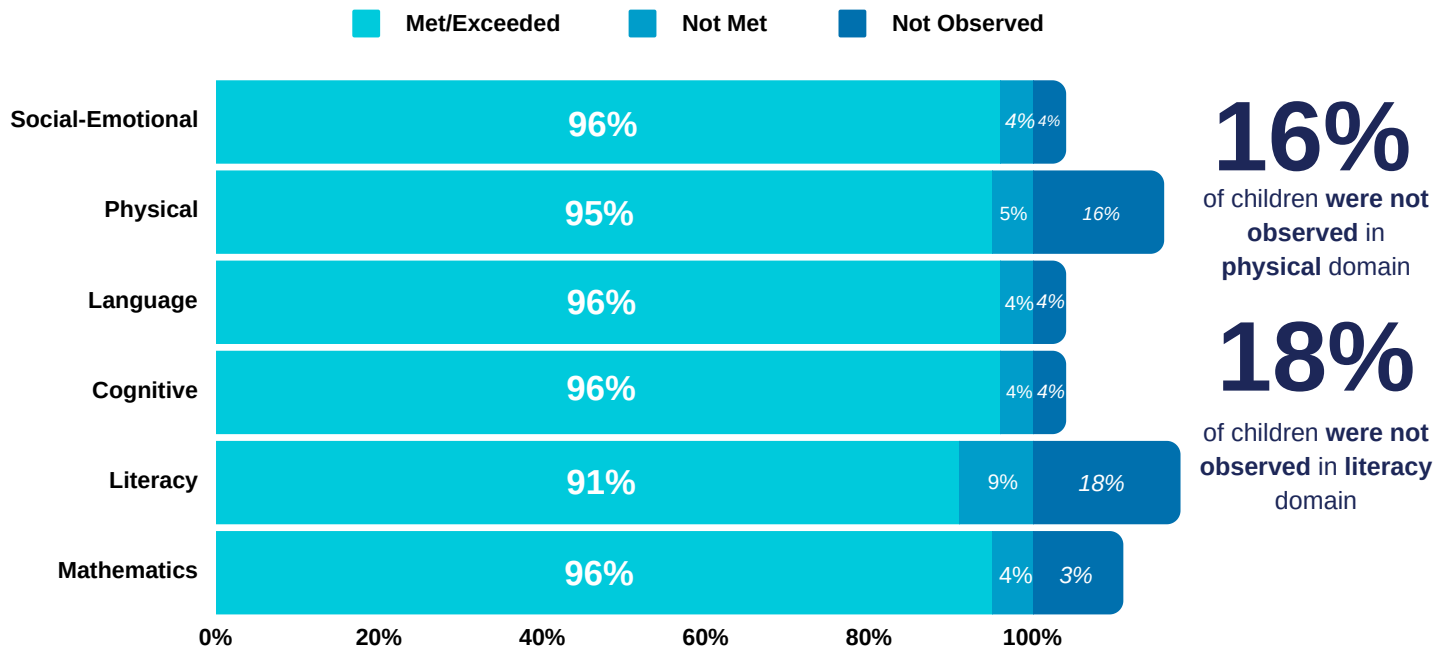


Mathematics



Overall School Readiness

Taking a broad look at our Winter 2023 performance



During the Winter Checkpoint which goes from November 2022 through February 2023. The Center Based program was impacted by the following challenges. The first, was that this checkpoint takes place during a season of colder climate. Through time, data has shown that attendance is highly impacted. There were more cases of children missing class due to illness. Therefore, children's attendance was inconsistent, making it difficult to retrieve observations from parents. Another area of challenge, was staff turnaround. In two of the three classrooms, there was an educator that had been in the program for a year or less. The newer educators, were in the process of learning how to carry out an assessment tool; as well as understanding how to support children as they go through the various development progressions in all 5 domains.

The Home-based program had 3 out of 6 (50%) classrooms open. In spite of this, there were 2 out those 3 (67%) classrooms, with lead educators that have been part of the program for more than 3 years, and are fully trained. Only 1 out 3, was newer to the program with less of a year of hire. For this reason, there were more measures observed to fidelity in their children profiles.



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