

Contra Costa County EHSD Community Services Bureau (CSB)
Head Start School Readiness & Parent, Family, Community Engagement Goals 2014-2015

Goals	Objectives	Expected Outcomes		Data Sources for Tracking Progress	Outcomes	Analyzing Progress	Continuous Improvement
		Mid-Year	Year-End				
Domain: Social and Emotional Development <u>School Readiness & Parent, Family, Community Engagement Goal:</u> Children will be socially and emotionally ready for school.	By June 2015, 90% of all preschool children will learn how to understand the needs of other children to negotiate constructively within the constraints of social rules and values by program implementation of the Second Step Violence Prevention Curriculum for Preschool/Kindergarten as measured by the DRDP Measure 11.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 4: Impulse Control and Measure 11: Conflict Resolution .	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 11: Conflict Resolution and DRDP Measure 4: Impulse Control.	DRDP Assessment Data	<p>At mid-year, 47.4% of preschoolers improved their score on Measure 4, Impulse Control by 25% or more, which surpassed the mid-year goal.</p> <p>At mid-year, 50.2% of preschoolers improved their score on Measure 11, Conflict Resolution by 25% or more, which surpassed the mid-year goal.</p> <p>At year end, 69.5% of preschoolers improved their score on Measure 4. This was 20.5% below our expectation of 90% of children improving by at least 25%.</p> <p>At year end, 72.0% of preschoolers improved their score on Measure 11. This was 18% below our expectation of 90% of children improving by at least 25%.</p>	<p>At mid-year, we surpassed our expectations for our students on both these Social and Emotional Development goals.</p> <p>At year-end, we did not reach our goals in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth.</p> <p>Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome.</p> <p>A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier).</p> <p>In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.</p>
	By June 2015, 20% of all preschool families will learn strategies to strengthen and maintain positive parent-child relationships, including home parenting strategies, as measured by pre and post surveys, through their participation in training on		80% of training participants will report an increased awareness and knowledge of strategies presented in the Second Step Curriculum as measured by pre and post surveys.	Second Step Violence Prevention Parent Training Pre and Post Surveys	<p>Even so, between the first and third DRDP assessment, there was <i>an average</i> of 26.89% improvement on Measure 4, Impulse Control and 30.16% on Measure 11, Conflict Resolution.</p> <p><u>PFCE Goal:</u> The survey results indicate</p>	<p><u>PFCE Goal:</u> The pre-survey results were much higher than expected. The data indicates that families had a high knowledge of Second Step Strategies prior to implementation; therefore fewer parents reported having an</p>	<p><u>PFCE Goal:</u> CSB recognizes that positive social and emotional development in children is the foundation for school success. We also recognize and are committed to ensuring social and emotional growth in children through the support of their families. Families are a child's most important teachers.</p> <p>Our teachers will continue to implement the Second Step curriculum during the 2015-16</p>

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	the Second Step Violence Prevention Curriculum.				<p>that an average of 57.5% of participating families had an increased awareness of Second Step strategies in the areas of Self Control and Conflict Resolution. This was below our expectation of 80% of participants reporting an increase in knowledge.</p> <p>The post-survey results indicate that 95% of families reported being “somewhat aware” or “very aware” of Second Step strategies.</p> <p>In comparing the pre-survey results to the post-survey results, in the area of Self-Control, 20% of families reported an increase in knowledge.</p> <p>In comparing the pre-survey results to the post-survey results, in the area of Conflict Resolution, 19% of families reported an increase in knowledge.</p>	<p>increased knowledge of Second Step strategies in the post-survey. We suspect that parents felt they had a strong knowledge of social and emotional development in children and were aware of strategies to support their child; however, their knowledge was not specific to Second Step strategies as indicated in the survey. Additionally, the Second Step curriculum was implemented mid-year by teachers and supported by families. The time frame between mid-January to May, when the surveys were conducted and the curriculum was implemented, did not allow sufficient time to show significant parental knowledge on Second Step strategies.</p>	<p>program year while including parents and families in events such as parent meetings, parent training, weekly take-home activities, and weekly letters detailing ways to support their child’s learning through specific Second Step strategies.</p> <p>The Second Step curriculum will be implemented in August of the new 2015-16 program year to allow children and families more time to acquire Second Step skills and strategies.</p>
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Domain: Language and Literacy Development School Readiness Goal: Children will engage with literature in developmentally appropriate ways.	By June 2015, 90% of all preschool children will show awareness of the sounds that make up language, including segmentation of sounds in words and recognition of word rhyming and alliteration as measured by DRDP Measure 20.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 20: Phonological Awareness.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 20: Phonological Awareness.	DRDP Assessment Data	<p>At mid-year, 55.7% of preschoolers improved their score on Measure 20, Phonological Awareness which surpassed the mid-year goal.</p> <p>At year end, 75.3% of preschoolers improved their score on Measure 20. This was 14.7% below our expectation of 90% of children improving by at least 25%.</p> <p>Even so, between the first and third DRDP assessment, there was <i>an average</i> of 36.68% improvement on Measure 20, Phonological Awareness.</p>	<p>At mid-year, we surpassed our expectations for our students on the Language and Literacy Development goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth.</p> <p>Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome.</p> <p>A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier).</p> <p>In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.</p>

Contra Costa County EHSD Community Services Bureau (CSB)
Head Start School Readiness & Parent, Family, Community Engagement Goals 2014-2015

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Domain: Approaches to Learning School Readiness Goal: Children will show an interest and an eagerness to learn in varied topics and activities.	By June 2015, 90% of all preschool children will persist in understanding and mastering a self-selected activity, even if challenging or difficult as measured by DRDP Measure 31.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 31: Engagement and Persistence.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 31: Engagement and Persistence.	DRDP Assessment Data	<p>At mid-year, 52.4% of preschoolers improved their score on Measure 31, Engagement and Persistence which surpassed the mid-year goal.</p> <p>At year end, 74.4% of preschoolers improved their score on Measure 31. This was 15.6% below our expectation of 90% of children improving by at least 25%.</p> <p>Even so, between the first and third DRDP assessment, there was <i>an average</i> of 30.40% improvement on Measure 31, Engagement and Persistence.</p>	<p>At mid-year, we surpassed our expectations for our students on the Approaches to Learning goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth.</p> <p>Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome.</p> <p>A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier).</p> <p>In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.</p>

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Domain: Cognition and General Knowledge School Readiness Goal: Children will use math regularly and in everyday routines to count, compare, identify patterns and problem solve.	By June 2015, 90% of all preschool children will show an increasing understanding of measurable properties, such as lengths, weight, and capacity and begin to quantify those properties as measured by DRDP Measure 35.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 35: Measurement.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 35: Measurement.	DRDP Assessment Data	<p>At mid-year, 56.5% of preschoolers improved their score on Measure 35, Measurement by 25% or more, which surpassed the mid-year goal.</p> <p>At year end, 75.8% of preschoolers improved their score on Measure 35. This was 14.2% below our expectation of 90% of children improving by at least 25%.</p> <p>Even so, between the first and third DRDP assessment, there was <i>an average</i> of 35.06% improvement on Measure 35, Measurement.</p>	<p>At mid-year, we surpassed our expectations for our students on the Cognition and General Knowledge goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth.</p> <p>Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome.</p> <p>A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier).</p> <p>In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.</p>

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Domain: Physical Development and Health School Readiness Goal: Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.	By June 2015, 90% of all preschool children will refine the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities as measured by DRDP Measure 40.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 40: Fine Motor Skills.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 40: Fine Motor Skills.	DRDP Assessment Data	<p>At mid-year, 49.2% of preschoolers improved their score on Measure 40, Fine Motor by 25% or more, which surpassed the mid-year goal.</p> <p>At year end, 68.1% of preschoolers improved their score on Measure 40. This was 21.9% below our expectation of 90% of children improving by at least 25%.</p> <p>Even so, between the first and third DRDP assessment, there was <i>an average</i> of 25.70% improvement on Measure 40, Fine Motor.</p>	<p>At mid-year, we surpassed our expectations for our students on the Physical Development and Health goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth.</p> <p>Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome.</p> <p>A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier).</p> <p>In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.</p>