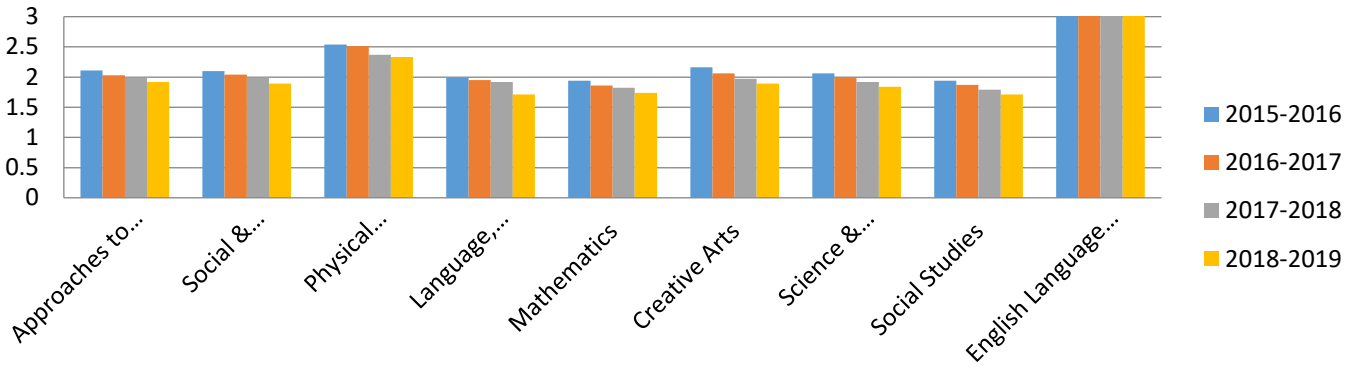


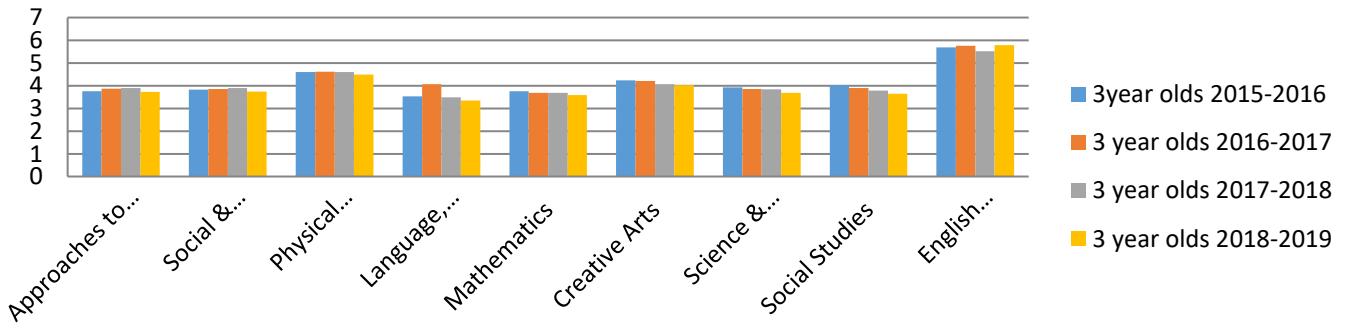
Educational Outcomes Summary and Recommendations

Averages by Category on the Child Observation Record Assessment for the
15-16, 16-17, 17-18, and **18-19** Program Years

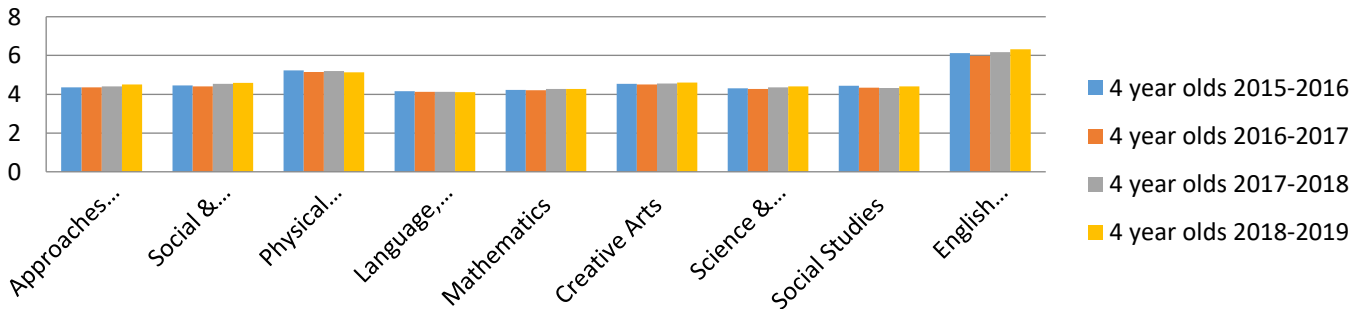
Early Head Start



Average Scores for 3 year olds by domain



Average Scores for 4 year olds by domain



Goal Attainment Comments:

- The charts above show that levels of growth in most areas have remained fairly consistent over the past 4 years.
- During 2018-2019, on average, children aged 0-2 showed the most growth in Social-Emotional Development, Physical Development and Health, and Approaches to Learning, with the smallest increases in English Language Learning, Social Studies, and Language, Literacy and Communication.
- On average, children aged 3 showed the most growth in Creative Arts, Social-Emotional Development, and Physical Development and Health with the smallest increases in Approaches to Learning, Social Studies, and Mathematics.
- On average, children aged 4 showed the most growth in Science and Technology, Social Studies, and Physical Development and Health and the smallest increases in English Language Learning, Approaches to Learning, and Creative Arts.
- The graphs above show that, on average, 3 year olds and 4 year olds are demonstrating progress that exceeds their standardized age/assessment level.

Conclusions and recommendations:

- Although growth in English Language Learning was minimal for 0-2 and 4 year olds, it is important to keep in mind that this area had the highest score overall for all three age groups, indicating that English language learners generally entered the program with understanding of English Language already in progress.
- Phonological Awareness scores, along with Reading, Writing, and Alphabetic Knowledge comprise the Language, Literacy and Communication domain score. 2018-2019 scores for 3 and 4-year olds showed that increased attention is needed to support children's development in these skills. In 2019-2020 all preschool teaching staff received 4-6 hours of additional training in Phonological Awareness, Reading, Alphabetic Knowledge and Writing, and how to incorporate these kinds of experiences more intentionally into their daily routines. Supervisors continue to monitor implementation of these strategies.
- CAHS recognizes that preschool children's conflict resolution skills are foundational to learning and to a successful Kindergarten transition. Conflict Resolution is one indicator of the Social Emotional development domain that is receiving a strong focus. In addition to promoting Positive Behavior Intervention and Support (PBIS), CAHS is strengthening our training model for the Promoting Alternative Thinking Strategies (PATHS) social-emotional curriculum. In 2018-2019 30 Foose Head Start teachers all received 2 days of training in PATHS. Children in those classrooms scored an average 7% higher than other preschool children in the Social-Emotional indicators comprising the domain score. During the 2019-2020 program year, the CAHS Curriculum Specialist has trained an additional 18 teaching staff during the process of becoming a certified PATHS trainer by June of 2020, as we continue toward our goal of providing this training to all teachers.

