Program Evaluation:
Early Learning 2023-2024

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Leadership

- **How is our mission determined?**
- **What is our purpose?**

Purpose

As an early learning approach, we have combined our Parents as Teachers (PAT) Program and our Great Beginnings Program into a singular program evaluation. Our purpose is to partner with families to address the unique needs of children prenatal to five through high-quality, developmentally-appropriate instruction and support. The PAT program focuses on home visiting, yearly screenings, facilitating group connections, and providing support and resources to families.; the Great Beginnings program utilizes specialized instruction and related services on an individualized basis and evidence-based curriculum resources and instruction to enhance the early learning experience.

Great Beginnings Team

Dr. Jennifer Beutel, Susie Murphy, Kim McGinness, Christina Pfaff, Sherri Johnson, Joyce Born, Ashley Kelly, Becky Swindler, Emily Miller, Jennifer Mann, Rebecca Goodney, Leah Place, Tyson Van Dyke, Samantha Wiltz, Meghan Marsh, Amanda Hooten, Diane McKinney, Susan Matthews, Kristin Joplin, Jennifer Hillman, Tracy Shippee, Amy Crawford

Parents as Teachers Team

Dr. Jennifer Beutel, Jen Beeman, Rachel Doughty, Courtney Webster

CSIP Alignment

A2-The percentage of students identified in subgroups (Individualized Education Program (IEP) scoring proficient or advanced on Missouri Assessment Program (MAP)/End-of-Course Exam (EOC) will increase annually.

Customer Focus

- **Who are our customers relative to this program?**
- **How do we determine the needs of the customer?**
- **What are the needs of the customer?**

Customers for this program are students and their families and our community. Last year, the Great Beginnings program served 62 Early Childhood Special Education (ECSE) students and 21 tuition preschool students. This

year, the program currently has 57 ECSE students (to date), 19 currently in process, 3 itinerant IEP students, 8 SII students, 29 tuition preschool students and 5 peers. We screen students using the DIAL-4 (Developmental Indicators for the Assessment of Learning | Fourth Edition) and determine needs based on comprehensive special education evaluations if a disability is suspected, parent surveys, parent conferences, and the Desired Results Developmental Profile (DRDP).

Needs could include a variety of special education (SPED) services, resources, social workers, etc. Focus areas to better serve needs have included transitions from First Steps, Individualized Family Services Plan (birth to age 3) and IEP meetings, parent conferences, and open regular communication with families through newsletter, daily note, and enhanced learning resources through Google classroom.

Staff focused on early learning have consistently identified a gap for at-risk learners at the preschool level, as we do not currently serve preschoolers who are at risk based upon learning and behavioral profiles prior to kindergarten entry. There is potential to blend classrooms, using existing staff, to serve additional non-SPED preschoolers with additional costs related to materials and transportation. We have changed the criteria for peers, strategically targeting students who don't have access to quality early learning programs, and who can model the learning. This exploration is an innovation for the Pupil Services Department and the Early Childhood team and the newly established Early Learning Parent Advisory will provide a recommendation to the Parent Advisory Steering Committee by the end of the school year (2023).

Parent educators in the PAT program provide education, screenings, and support to families in the district with children from prenatal to age 5. Their home-visit program is structured to assess needs and refer to community agencies if needed, but their largest impact is as ambassadors for the District and preparing children and their families for kindergarten. The team currently supports 72 families (109 children) and has provided 254 home visits to date. We refer children for services through Great Beginnings, First Steps, KU Med, Children's Mercy to name a few.

Workforce Focus

- **How do we determine our staff needs?**
- **What are we doing to support our staff to achieve our goals?**

Staff needs are evaluated annually based upon the program's objectives. This year, the program focused on co-teaching and large group instruction/teaming, behavior management, and Conscious Discipline (a social/emotional learning curriculum approach that includes direct instruction in self regulation). These will continue.

Prior Staff Focus Areas
- Investigation process to determine a new curriculum resource
- Staff needs are dependent on students and their individual needs.
- Specific professional development (Autism, Picture Exchange Communication System [PECS], Desired Results Developmental Profile [DRDP])
- Transdisciplinary approaches to increase collaboration and development of the whole child
- Monthly program-wide Professional Learning Community (PLC)
- Theme-based planning
- PECS training for all certified staff

Current Staff Focus Areas
- Continued implementation of new curriculum (Emerging Language and Literacy Curriculum~ ELLC)

- Phonemic Awareness implementation (Heggerty)
- Trauma supports
- Language Essentials for Teachers of Reading and Spelling- Early Childhood version (LETRS) training
- Kindergarten alignment

Process

- **What process/improvement actions did we focus on last year to improve this program?**

Prior Process Improvement Actions
- DRDP implementation for program-wide data
- Co-teaching
- Develop longitudinal tracking for Great Beginnings through the PCR3 experience
- ECSE-developed District-wide Kindergarten Screener

Current Process Improvement Actions
- Development and implementation of Fidelity Protocols
- Participation on the Community Advisory for Early Learning to expand program offerings
- Alignment of PAT and EC process improvements, including PAT screening for ECSE
- Implementation of new curriculum resource (Emerging Language & Literacy Curriculum)
- LETRS training implementation
- Exploration of At-Risk preschool programming
- Refine recruitment efforts for PAT and peer programming

Measurement/Analysis/Knowledge

- **What are the results of our SWOT analysis for this year?**
- **What are our measures to determine progress/success?**

Measurements
- A2 Achievement Data
- Early Childhood Outcomes (ECO)
- SWOT
- DESE Special Education Profile

Great Beginnings SWOT ANALYSIS Themes
- Increasing the capacity for Staff related to high quality pre-reading instruction (LETRS training) and professional development on new curriculum resources (Emerging Language Learning Curriculum-ELLC) have been beneficial
- Expansion of early learning opportunities for At-Risk learners should receive further exploration (Early Learning Community Advisory)
- Need to assess technology practices and tools for early learners
- Intended changes in transition to kindergarten processes should ease workload and close gaps
- Changes in eligibility criteria and monitoring practices at DESE continue to create workflow

challenges

<u>**Parents as Teachers SWOT ANALYSIS Themes**</u>
- Group connections and home visit approaches are well received by families and recruitment has subsequently increased; families are retained in the program through to kindergarten eligibility
- Opportunities for increased collaboration with Great Beginnings leads to partnership, shared resources, and strategies
- Expansion of early learning opportunities for At-Risk learners should receive further exploration (Early Learning Community Advisory)
- Partnerships with NCC and Child Development at PCHS should impact student learning and increase awareness for the program
- New PAT staff have seamlessly moved into their roles
- There are increased opportunities for continued training and education through DESE, MOPATA, Conference on the Young Years, to increase knowledge & enhance learning in child development.

Results

- **How are we doing? How have we done over time? How have we done compared to others (if applicable)?**

<u>**Special Education District Profile, 2022-23 Data**</u>

Early Childhood Special Education Child Count (A1)
The following indicates the number of children who are eligible for and receiving early childhood special education services.

Total Early Childhood 3-PK5			
	2020-21	2021-22	2022-23	State 2022-23
Child Count	40	35	37	11,708

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2020-21 #	2020-21 %	2021-22 #	2021-22 %	2022-23 #	2022-23 %	State 2022-23 %
In the regular early childhood program:	5	12.5%	2	5.7%	0	0.0%	47.3%
10+ hours with majority of SPED services in EC Program*	4	10.0%	1	2.9%	0	0.0%	23.5%
10+ hours with majority of SPED services in Other Location	0	0.0%	0	0.0%	0	0.0%	18.6%
less than 10 hours with majority of SPED services in EC Program*	1	2.5%	1	2.9%	0	0.0%	1.7%
less than 10 hours with majority of SPED services in Other Location	0	0.0%	0	0.0%	0	0.0%	3.6%
Separate Class	30	75.0%	29	82.9%	36	97.3%	44.2%
Separate School	1	2.5%	0	0.0%	0	0.0%	1.4%
Residential Facility	0	0.0%	0	0.0%	0	0.0%	0.0%
Home (SPP 6C)	0	0.0%	0	0.0%	0	0.0%	0.7%
Service Provider Location	4	10.0%	4	11.4%	1	2.7%	6.3%
Total Early Childhood	40	100.0%	35	100.0%	37	100.0%	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	5	12.5%	2	5.7%	0	0.0%	25.2%
Total separate placements** (SPP 6B)	31	77.5%	29	82.9%	36	97.3%	45.7%

Source: District reported data via MOSIS Student Core (December cycle)
Percentage = Educational Environment / Total Early Childhood
*Total attending includes children in an early childhood program and receiving the majority of their SPED services in the EC program
**Total separate includes children reported in Separate Class, Separate School, and Residential Facility

Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays.

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number referred and eligible	NA	9	NA	NA	8
IEPs developed with acceptable timelines	NA	9	NA	NA	8
Percent developed within acceptable timelines	NA	100.0%	NA	NA	100.0%
State % developed within acceptable timelines	100.0%	99.5%	97.8%	97.8%	98.5%

Source: Data are collected from districts in the year prior to monitoring review

Early Childhood Outcome Data (SPP 7) (A4)
Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes: 2022-23 School Year	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
Outcomes: Percent of children who	#	%	State %	#	%	State %	#	%	State %
a. did not improve functioning	1	6.7%	2.1%	1	6.7%	2.1%	1	6.7%	2.3%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.0%	1.4%	0	0.0%	0.9%	0	0.0%	1.6%
c. improved functioning to a level nearer to same-aged peers but did not reach	7	46.7%	69.9%	7	46.7%	70.6%	5	33.3%	60.8%
d. improved functioning to reach a level comparable to same-aged peers	7	46.7%	21.5%	7	46.7%	24.3%	9	60.0%	29.4%
e. maintained functioning at a level comparable to same-aged peers	0	0.0%	5.1%	0	0.0%	2.1%	0	0.0%	6.0%
Total:	15	100.0%	100.0%	15	100.0%	100.0%	15	100.0%	100.0%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.		93.3%	96.3%		93.3%	97.0%		93.3%	95.9%
2. Percent of children who were functioning within age expectations by the time they exited.		46.7%	26.6%		46.7%	26.5%		60.0%	35.4%

Summary Calculations: 1. ((c+d)/(a+b+c+d))*100   2. ((d+e)/(a+b+c+d+e))
Source: MOSIS Student Core (June cycle)
Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months

Parent Survey Data

Parent Survey: I am satisfied with the special education services my child receives. (Parents)					
Building	**2018 SPI**	**2019 SPI**	**2020 SPI**	**2021 SPI**	**2022 SPI**
Great Beginnings	440.74	*	461.54	445.83	444.44
Respondents	27	*	13	24	18

Parents as Teachers Data as of November 2023

Total Families Served	72
Minority Families Served	15
Children Served	109
Total Family Personal Visits	254
Total Screenings Completed	56

Strategic Planning

- **How are goals developed?**
- **What are our long-term goals?**
- **What are our short-term goals?**
- **What are our objectives to determine progress?**

Goal

Increase the number of students exiting the program ready for kindergarten

Objective

Annually increase the number of "Met" outcomes on the Early Childhood Data Table of the Special Education District Profile.