

Program Evaluation

Early Learning 2022-2023

(Great Beginnings Tuition-based program, Early Childhood Special Education, Parents as Teachers)

LEADERSHIP ■ ■ ■

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

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 birth to five through high-quality, developmentally-appropriate instruction and support. The PAT program focuses on home visits and group connections to facilitate developmentally appropriate activities; 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, Glenda Christensen, Kim McGinness, Christina Pfaff, Sherri Johnson, Joyce Born, Kaylan O'Dea, Susie Meseberg, Becky Swindler, Emily Miller, Crystal James, Rebecca Goodney, Leah Place, Tyson Van Dyke, Samantha Wiltz, Alisa Yates, Amanda Hooten, Diane McKinney, Susan Matthews, Kristin Joplin, Debbie Kramer, 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? What are their needs? How were those determined?*
- *What are your focus areas in better serving their needs next year?*

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 48 ECSE students (to date), 15 currently in process, 29 tuition preschool students and 7 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, screening and support to families in the district with children from birth 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 62 families (82 children) and has provided 168 home visits to date.



STRATEGIC PLANNING ■ ■ ■

- *How are our goals developed?*
- *What are our long term goals?*
- *What are our short term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
 - *How does your budget align to your strategic plan?*

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.

WORKFORCE FOCUS ■ ■ ■

- *How do we determine what 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 processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
- *What processes/improvement actions will we focus on this year to improve our processes?*

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:

- Alignment of PAT and EC process improvements
- 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

- *How did you measure the progress of your Strategic Planning Goals?*



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- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
 - *What knowledge did you gain for this year related to your continuous improvement?*
 - *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

Measurements:

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

RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*

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 work load and close gaps
- Changes in eligibility criteria and monitoring practices at DESE continue to create workflow challenges

Parents as Teachers SWOT ANALYSIS Themes

- 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 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

Special Education District Profile, 2021-2022 data:

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				
	2019-20	2020-21	2021-22	State 2021-22
Child Count	43	40	35	10,685

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	2019-20		2020-21		2021-22		State 2021-22
	#	%	#	%	#	%	%
<i>In the regular early childhood program:</i>	4	9.3%	5	12.5%	2	5.7%	48.0%
10+ hours with majority of SPED services in EC Program*	3	7.0%	4	10.0%	1	2.9%	23.8%
10+ hours with majority of SPED services in Other Location	0	0.0%	0	0.0%	0	0.0%	18.5%
less than 10 hours with majority of SPED services in EC Program*	1	2.3%	1	2.5%	1	2.9%	2.2%
less than 10 hours with majority of SPED services in Other Location	0	0.0%	0	0.0%	0	0.0%	3.5%
Separate Class	33	76.7%	30	75.0%	29	82.9%	43.9%
Separate School	1	2.3%	1	2.5%	0	0.0%	1.4%
Residential Facility	0	0.0%	0	0.0%	0	0.0%	0.0%
Home	0	0.0%	0	0.0%	0	0.0%	1.0%
Service Provider Location	5	11.6%	4	10.0%	4	11.4%	5.7%
Total Early Childhood	43	100.0%	40	100.0%	35	100.0%	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	4	9.3%	5	12.5%	2	5.7%	26.0%
Total separate placements** (SPP 6B)	34	79.1%	31	77.5%	29	82.9%	45.3%

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



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.

2021-22 School Year Outcomes: Percent of children who	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	#	%	State %	#	%	State %	#	%	State %
a. did not improve functioning	1	4.0%	2.7%	1	4.0%	2.4%	1	4.0%	2.3%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.0%	1.8%	0	0.0%	1.4%	0	0.0%	1.6%
c. improved functioning to a level nearer to same-aged peers but did not reach	21	84.0%	66.6%	20	80.0%	68.2%	18	72.0%	59.3%
d. improved functioning to reach a level comparable to same-aged peers	3	12.0%	22.1%	4	16.0%	25.2%	6	24.0%	28.8%
e. maintained functioning at a level comparable to same-aged peers	0	0.0%	6.9%	0	0.0%	2.9%	0	0.0%	7.9%
Total:	25	100.0%	100.0%	25	100.0%	100.0%	25	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.		96.0%	95.3%		96.0%	96.1%		96.0%	95.7%
2. Percent of children who were functioning within age expectations by the time they exited.		12.0%	29.0%		16.0%	28.1%		24.0%	36.8%

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.					
	2017-18 SPI	2018-19 SPI	2019-20 SPI	2020-21 SPI	2021-22 SPI
<i>Great Beginnings</i>	447.83	440.74	*	461.54	445.83
<i>Respondents</i>	23	27	*	13	24



(2019-20 Parent Survey for Great Beginnings indicates no parents answered "yes" to prior question, "Does your child have an IEP?")

Parents as Teachers Data as of November, 2022

Total Families Served	39	23	62
Minority Families Served	11	3	14
Children Served	55	31	86
Total Family Personal Visits	113	55	168
Prenatal to Three Family Personal Visits	84	47	131
Three to Kindergarten Entry Family Personal Visits	29	8	37
Waiting List - Families Not Served	0	0	0
Waiting List - Children Not Served	0	0	0

