Early Head Start is a federal early child development and school readiness program created by an Act of Congress, approved by the President of the United States of America and funded by American taxpayers.

The mission of the federal Early Head Start program is to promote school readiness by enhancing the cognitive development of low income children, age 0 to 3, through the provision, to low-income children and their families, of health, educational, nutritional, social, and other services.

**EWU Early Head Start Mission**

To help Parents Make a Difference in the Lives of their Children by partnering with parents, families and communities to better prepare their infants and toddlers for Success in School by:

- promoting healthy and responsive social-emotional relationships and
- supporting the developmental potential of each child’s physical well-being, early learning, language & literacy and cognitive abilities.

**Overarching EWU EHS School Readiness Program Goal**

Each EWU Early Head Start child is either:

- typically developing in all domains or
- the child’s parent(s) are actively engaging in early intervention services for their child for the areas of identified developmental concern or delay.
OHS School Readiness Framework

According to § 1307.3(b)(1)(i) and (ii), Head Start programs serving infants and toddlers are required to establish program goals for improving school readiness of children that:

- Appropriately reflect the ages of children participating in the program;

- Align with the Head Start Child Development and Early Learning Framework in the five essential domains –
  - Social and Emotional Development
  - Language Development and Literacy
  - Approaches Toward Learning
  - Cognition and General Knowledge
  - Physical Well-Being and Motor Development

- Align with State early learning guidelines; and

- Align with the requirements and expectations of the schools, as they apply to infants and toddlers.

Effective school readiness goals for infants and toddlers…

reflect an understanding and acknowledgement of:

- The rapid period of growth and development that occurs during the infant and toddler years;
- The critical nature of relationships with responsive, caring adults;
- The critical impact of brain development occurring prenatally and during the infant and toddler years on all later learning;
- The foundational nature of developing skills, knowledge, and attitudes in the infant and toddler years necessary for success in school and for later learning in life; and
- The fact that development and learning are rooted in culture and supported by the family. The child’s language(s), knowledge, traditions, and family expectations are the primary influences on development.
**School Readiness Goals**

**FY 2012 - 2013**

| Social and Emotional Development  | Infants and toddlers will interact with parents, primary caregivers, siblings, family, peers and strangers in ways that are within the range of typical development for their age.  

*Washington State Early Learning and Developmental Guidelines*  
Categories: About me and my family and culture; Building relationships |
| Physical Well-Being and Motor Development | Infants and toddlers will demonstrate proficiency in small motor and gross motor skills within the range of typical development for their age.  

*Washington State Early Learning and Developmental Guidelines*  
Category: Growing up healthy; Touching, seeing, hearing and moving around |
| Language and Literacy Development | Infants and toddlers will demonstrate verbal and non-verbal language skills and literacy skills that are within the range of typical development for their age.  

*Washington State Early Learning and Developmental Guidelines*  
Category: Communicating |
| Approaches to Learning | Infants and toddlers will approach new things and experiences with curiosity and interest within the range of typical development for their age.  

*Washington State Early Learning and Developmental Guidelines*  
Category: Touching, seeing, hearing and moving around; Learning about my world |
| Cognition and General Knowledge | Infants and toddlers will approach challenges, tasks and problems in ways that are within the range of typical development for their age.  

*Washington State Early Learning and Developmental Guidelines*  
Category: Touching, seeing, hearing and moving around; Learning about my world |

*All children will be assessed for their developmental status compared to the range of typical development in each essential domain. The age of premature infants will be adjusted as required to protect the fidelity of the ongoing assessment instrument. Children diagnosed with delays or who have IFSPs will be also be assessed for progress toward their individual developmental goals.*
# SCHOOL READINESS GOALS ALIGNMENT

<table>
<thead>
<tr>
<th>EWU EHS GOALS</th>
<th>ALIGNMENT WITH LOCAL &amp; STATE SCHOOL READINESS GOALS</th>
</tr>
</thead>
</table>
| **Social & Emotional Development** | | 1. Children will learn and follow classroom rules and routines.  
2. Children will participate cooperatively and constructively in group situations including:  
- Positive interactions with peers & in a group  
- Sharing & cooperation  
- Resolving social problems |
| Infants and toddlers will interact with parents, primary care givers, siblings, family, peers and strangers in ways that are within the range of typical development for their age. | About me, my family and culture  
- Family and Culture  
- Self-concept  
- Self-management  
Building relationships  
- Interactions with adults  
- Interactions with children/peers  
- Social behavior  
- Problem solving, conflict resolution | Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and manipulation. |
| **Physical Well-Being & Motor Development** | | |
| Infants and toddlers will demonstrate proficiency in small motor and gross motor skills within the range of typical development for their age. | Touching, seeing, hearing and moving around  
- Using large muscles  
- Using small muscles  
Growing up healthy  
- Daily living skills  
- Nutrition and health  
- Safety | Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and manipulation. |
| **Language & Literacy Development** | | 1. Children will understand and follow classroom directions.  
2. Children will use appropriate communication and conversational skills, including knowing their full names and their parents’ names.  
3. Children will demonstrate knowledge of the alphabet. |
| Infants and toddlers will demonstrate verbal and non-verbal language skills and literacy skills that are within the range of typical development for their age. | Communicating (literacy)  
- Speaking & listening  
- Reading  
- Writing | Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and manipulation. |
| **Approaches to Learning** | | Children will demonstrate attention, engagement and persistence by sustaining interest in age appropriate activities, including creative play. |
| Infants and toddlers will approach new things and experiences with curiosity and interest within the range of typical development for their age. | Learning about my world  
- Arts  
- Touching, seeing, hearing and moving around  
- Using the senses  
About me and my family and culture  
- Learning about learning | Children will demonstrate attention, engagement and persistence by sustaining interest in age appropriate activities, including creative play. |
| **Cognition & General Knowledge** | | Children will use math in every day routines to count, compare, connect numbers to quantities and identify patterns. |
| Infants and toddlers will approach challenges, tasks and problems in ways that are within the range of typical development for their age. | Learning about my world  
- Knowledge  
- Math  
- Science  
- Social Studies | Children will demonstrate attention, engagement and persistence by sustaining interest in age appropriate activities, including creative play. |

*All children will be assessed for their developmental status compared to the range of typical development in each essential domain. The age of premature infants will be adjusted as required to protect the fidelity of the ongoing assessment instrument. Children diagnosed with delays or who have IFSPs will be also be assessed for progress toward their individual developmental goals.*
<table>
<thead>
<tr>
<th>EHS SCREENING &amp; ASSESSMENT TOOLS</th>
<th>SCHOOL READINESS DATA INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASQ3 and ASQ-SE</strong></td>
<td><strong>Ounce Scale® Observation Record &amp; Developmental Profile</strong></td>
</tr>
<tr>
<td><strong>Medical or IFSP Evaluation Data Indicators</strong></td>
<td><strong>ASQ &amp; Ounce Data Indicators (Possible Delay)</strong></td>
</tr>
<tr>
<td><strong>Data Indicators for Monitoring (Borderline)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Personal-Social</strong></td>
<td>Social and Emotional <strong>Personal Connections: It’s About Trust</strong></td>
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<tr>
<td><strong>Social-Emotional</strong></td>
<td>Feelings About Self: Learning About Me</td>
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<tr>
<td><strong>Other Children: Child to Child</strong></td>
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<tr>
<td><strong>Gross Motor</strong></td>
<td><strong>Physical Development</strong></td>
</tr>
<tr>
<td><strong>Fine Motor</strong></td>
<td>Movement and Coordination: Babies/Toddlers in Motion</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communication and Language <strong>Understanding and Communicating: Baby/Toddler Talk</strong></td>
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<tr>
<td><strong>Personal-Social</strong></td>
<td>Cognitive Development <strong>Exploration and Problem Solving: Baby/Toddler Discoveries</strong></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td><strong>Social and Emotional</strong></td>
</tr>
<tr>
<td><strong>Other Children</strong></td>
<td>Relationships with Other Children</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>Cognitive Development <strong>Exploration and Problem Solving: Baby/Toddler Discoveries</strong></td>
</tr>
</tbody>
</table>

**IFSP Evaluations**
- IEP Evaluations
- Diagnosed Disability or Developmental Delay without an IFSP or IEP

**ASQ-3 Below Cutoff**
- ASQ-SE Above Cutoff
- Ounce DP – All Indicators
- Ounce DP – Less Than All Indicators

**ASQ & Ounce Data Indicators**
- At ASQ-3 Cutoff or Concern
- At ASQ-3 Cutoff or Concern
- At ASQ-3 Cutoff or Concern
- At ASQ-3 Cutoff or Concern

**Problem Solving**
- Ounce DP – Less Than All Indicators
- Ounce DP – Less Than All Indicators
- Ounce DP – Less Than All Indicators
- Ounce DP – Less Than All Indicators
## EWU EHS SCHOOL READINESS CURRICULUM TOOLS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>CURRICULUM TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EWU EHS Infant and Toddler School Readiness Goals FY 13</strong></td>
<td><strong>Parent Engagement in School Readiness Curriculum Tools</strong></td>
</tr>
</tbody>
</table>

### Social & Emotional Development

Infants and toddlers will interact with parents, primary care givers, siblings, family, peers and strangers in ways that are within the range of typical development for their age.

- Baby’s and Toddler’s Development
  - Infant Mental Health
  - Guidance
  - Playing & Learning

- Caring for Baby and Toddler
  - Nutrition/Feeding
  - Daily Care Routines

- The Creative Curriculum® Learning Games: Social & Emotional Development.

- Florida State University Partners for a Healthy Baby: Family Development
  - Empowerment
  - Relationships & Support
  - Fatherhood
  - Family Health: Emotional Health

### Physical Well-Being & Motor Development

Infants and toddlers will demonstrate proficiency in small motor and gross motor skills within the range of typical development for their age.

- Caring for Baby and Toddler
  - Nutrition/Feeding
  - Daily Care Routines
  - Health & Safety

- The Creative Curriculum® Learning Games: Physical Dev.

- Florida State University Partners for a Healthy Baby: Family Development & Finances
  - Diet & Nutrition
  - Exercise & Physical Activity
  - Alcohol, Drugs & Tobacco
  - Sex, STDs & Family Planning
  - Family Health Care & Safety
  - Physical Changes & Discomforts

### Language & Literacy Development

Infants and toddlers will demonstrate verbal and non-verbal language skills and literacy skills that are within the range of typical development for their age.

- Baby’s and Toddler’s Development
  - Emerging Language & Literacy

- The Creative Curriculum® Learning Games: Language & Literacy Development

### Approaches to Learning

Infants and toddlers will approach new things and experiences with curiosity and interest within the range of typical development for their age.

- Baby’s and Toddler’s Development
  - Playing and Learning
  - Developmental Skills
  - Guidance

- Caring for Baby and Toddler
  - Health & Safety

- The Creative Curriculum® Learning Games: Entire Curriculum

### Cognition & General Knowledge

Infants and toddlers will approach challenges, tasks and problems in ways that are within the range of typical development for their age.

- Baby’s and Toddler’s Development
  - Developmental Skills
  - Play and Learning

- The Creative Curriculum® Learning Games: Cognitive Development
ANALYSIS OF AGGREGATE SCHOOL READINESS DATA: FEBRUARY 28, 2013

Data Population:

100 infants and toddlers, enrolled more than 45 days from the date of entry into the EWU EHS program.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age in Months</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 - 6</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

School Readiness Data Summary:

- **89%** of EHS infants and toddlers do not have currently diagnosed developmental delays
- **11%** of EHS infants and toddlers do have diagnosed delays evaluated through the IFSP/IEP process.

- 9% of EHS infants and toddlers have screening and assessment indicators of possible delays with parent engagement activities occurring to encourage further evaluation.
- 26% of EHS infants and toddlers have borderline screening and assessment indicators for possible delay and are receiving additional monitoring to assess ongoing progress.

- Two-thirds of EHS infants and toddlers with diagnosed delays are male, one-third are female.
- 80% of EHS infants and toddlers with screening and assessment indicators of possible delays are male, 20% are female.

- Language and literacy delays exist for 10 of 11 infants and toddlers with diagnosed delays.
- Social and emotional days are the second most frequent with 8 of 11 infants and toddlers exhibiting delays.
## Diagnosed Delays:

<table>
<thead>
<tr>
<th>IFSP Status</th>
<th>Number of Male Children</th>
<th>Number of Female Children</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current IFSP</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Current IEP</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Has IFSP Parent Disenrolled Child</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Eligible for IFSP/IEP</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

## Delay Domains:

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Diagnosed Development Delays</th>
<th>Number of Male Children</th>
<th>Number of Female Children</th>
<th>Total Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Development</td>
<td>6 of 7</td>
<td>2 of 4</td>
<td>8 of 11</td>
<td></td>
</tr>
<tr>
<td>Physical Well-being &amp; Motor Development</td>
<td>3 of 7</td>
<td>3 of 4</td>
<td>6 of 11</td>
<td></td>
</tr>
<tr>
<td>Language &amp; Literacy Development</td>
<td>7 of 7</td>
<td>3 of 4</td>
<td>10 of 11</td>
<td></td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>4 of 7</td>
<td>1 of 4</td>
<td>5 of 11</td>
<td></td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>4 of 7</td>
<td>1 of 4</td>
<td>5 of 11</td>
<td></td>
</tr>
</tbody>
</table>

## Possible Undiagnosed Delays: Children with Data Indicators from ASQ-3, ASQ-SE or Ounce Developmental Profile without an IFSP

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Data Indicators of Possible Delays</th>
<th>Number of Male Children</th>
<th>Number of Female Children</th>
<th>Total Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Development</td>
<td>1 of 8</td>
<td>0 of 2</td>
<td>1 of 10</td>
<td></td>
</tr>
<tr>
<td>Physical Well-being &amp; Motor Development</td>
<td>2 of 8</td>
<td>0 of 2</td>
<td>2 of 10</td>
<td></td>
</tr>
<tr>
<td>Language &amp; Literacy Development</td>
<td>3 of 8</td>
<td>1 of 2</td>
<td>4 of 10</td>
<td></td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>1 of 8</td>
<td>0 of 2</td>
<td>1 of 10</td>
<td></td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>2 of 8</td>
<td>1 of 2</td>
<td>3 of 10</td>
<td></td>
</tr>
</tbody>
</table>
### Possible Undiagnosed Delays: Children with Borderline Data Indicators from ASQ-3, ASQ-SE or Ounce Developmental Profile without an IFSP

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Total Number of Children with Borderline Screening &amp; Assessment Data Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Development</td>
<td>6 of 26</td>
</tr>
<tr>
<td>Physical Well-being &amp; Motor Development</td>
<td>6 of 26</td>
</tr>
<tr>
<td>Language &amp; Literacy Development</td>
<td>10 of 26</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>1 of 26</td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>3 of 26</td>
</tr>
</tbody>
</table>

### Home Visitor Caseload and Rough Demographic Breakdown of Children with Diagnosed Delays or Delay Indicators

<table>
<thead>
<tr>
<th>Region</th>
<th>Home Visitor #</th>
<th>General Location</th>
<th>Number of Children with IFSP/IEP</th>
<th>Number of Children with Delay Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Republic, Curlew</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Onion Creek, Northport</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Kettle Falls, Colville</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Ione, Colville</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Colville</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Colville</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Colville</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Newport</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Newport</td>
<td>1</td>
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<td></td>
<td>14</td>
<td>Nine Mile Falls, Clayton</td>
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<tr>
<td>4</td>
<td>11</td>
<td>Springdale</td>
<td>2</td>
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<tr>
<td></td>
<td>12</td>
<td>Chewelah</td>
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<tr>
<td></td>
<td>13</td>
<td>South Stevens</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>7</td>
<td>Newport</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>11</td>
<td>9</td>
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</tbody>
</table>