Eastern Washington University
Early Head Start

School Readiness Assessment Data Analysis:
Summary Report
April – June 2014

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 actively engaging parents, families and communities as they prepare infants and toddlers for Success in School by supporting:

- Social-emotional development
- Physical development and health
- Multiple approaches to learning
- Language and literacy, and
- Cognition and general knowledge.

Overarching EWU EHS School Readiness Program Goal

Throughout their Early Head Start experience, and at the point of transition out of the Early Head Start program, each EWU Early Head Start enrolled child shall be either:

- typically developing in all domains for their age, adjusted for prematurity, or be
- accessing or receiving early intervention services, including additional assessment, evaluation, planning and implementation of individualized services.
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 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.
**EWU EHS SCHOOL READINESS GOALS**

<table>
<thead>
<tr>
<th>School Readiness Goals 2014*</th>
</tr>
</thead>
</table>
| **Social and 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.  
  *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.*
<table>
<thead>
<tr>
<th>EWU EHS GOALS</th>
<th>ALIGNMENT WITH LOCAL &amp; STATE SCHOOL READINESS GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social &amp; Emotional Development</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 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 | 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 |
| **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** | | |
| 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 | 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. |
| **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. | 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** | | |
| 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 use math in every day routines to count, compare, connect numbers to quantities and identify patterns. |

*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.*
## EWU EHS SCHOOL READINESS ASSESSMENT DATA INDICATORS

### EHS SCREENING & ASSESSMENT TOOLS

<table>
<thead>
<tr>
<th>Personal-Social Emotional</th>
<th>Social and Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Personal Connections: It’s About Trust</td>
<td></td>
</tr>
<tr>
<td>o Feelings About Self: Learning About Me</td>
<td></td>
</tr>
<tr>
<td>o Relationships with Other Children: Child to Child</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Motor Fine Motor</th>
<th>Physical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Movement and Coordination: Babies/ Toddlers in Motion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Communication and Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Understanding and Communicating: Baby/ Toddler Talk</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal-Social Problem Solving</th>
<th>Cognitive Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Exploration and Problem Solving: Baby/Toddler Discoveries</td>
<td></td>
</tr>
<tr>
<td>o Social and Emotional</td>
<td></td>
</tr>
<tr>
<td>o Relationships with Other Children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Cognitive Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Exploration and Problem Solving: Baby/Toddler Discoveries</td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL READINESS DATA INDICATORS

<table>
<thead>
<tr>
<th>Medical or IFSP Evaluation Data Indicators (Diagnosed Delay)</th>
<th>Data Indicators Requiring Further Evaluation (Possible Delay)</th>
<th>Data Indicators for Typical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFSP Evaluations</td>
<td>ASQ-3 Below Cutoff</td>
<td></td>
</tr>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-SE Above Cutoff</td>
<td></td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>Ounce DP – All Indicators</td>
<td></td>
</tr>
<tr>
<td>Ounce DP – All Indicators</td>
<td>No diagnosed disability or delay</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ounce Scale® Observation Record &amp; Developmental Profile</th>
<th>Ounce DP – All Indicators</th>
<th>No diagnosed disability or delay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ounce Scale® Observation Record &amp; Developmental Profile</td>
<td>Ounce DP – All Indicators</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ounce Scale® Observation Record &amp; Developmental Profile</th>
<th>visions refer</th>
<th>No Vision or OAE concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ounce Scale® Observation Record &amp; Developmental Profile</td>
<td>visions refer</td>
<td>No Vision or OAE concerns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IFSP Evaluations</th>
<th>ASQ-3 Above Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Evaluations</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>Diagnosed Disability or Developmental Delay without an IFSP or IEP</td>
<td>ASQ-3 Above Cutoff</td>
</tr>
<tr>
<td>ASQ-3 Above Cutoff</td>
<td>No diagnosed disability or delay</td>
</tr>
</tbody>
</table>
ANALYSIS OF AGGREGATE SCHOOL READINESS DATA:  
April – June 2014

Data Population:

135 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>0 - 6</th>
<th>7 - 12</th>
<th>13 - 18</th>
<th>19 - 24</th>
<th>25 – 30</th>
<th>31-36</th>
<th>Over 36</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

School Readiness Data Summary:

❖ **103 children or 76%** of EHS infants and toddlers **do not** have currently diagnosed developmental delays

❖ **32 children or 24%** of EHS infants and toddlers **do** have diagnosed delays evaluated through the IFSP/IEP process. 10 additional children have a diagnosed disability (such as: failure to thrive, motor functioning, vision, neurological disorder or children who have qualified for an IFSP, but do not yet have the IFSP services in place etc.) through a medical provider or other.

❖ **30 or 22%** of EHS infants and toddlers have screening and assessment indicators of possible delays with parent engagement activities occurring to encourage further evaluation.

❖ **18 or 56%** of EHS infants and toddlers with diagnosed delays are male, **14 or 44%** are female.

❖ **15 or 50%** of EHS infants and toddlers with screening and assessment indicators of possible delays are male, **15 or 50%** are female.

❖ Language and Literacy delays exist for **15 of 32** infants and toddlers with diagnosed delays.
Physical & Motor delays and Cognition tie the second most frequent delay categories, with 12 of 32 infants and toddlers with diagnosed delays.

### Diagnosed Delays:

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Number of Male Children</th>
<th>Number of Female Children</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current IFSP\IEP</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Diagnosed Disability/No IFSP</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Diagnosed Disability/Refusing, Declining Services</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Diagnosed with Delays:</strong></td>
<td><strong>18</strong></td>
<td><strong>14</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

### Delay Domains:

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Diagnosed Development Delays</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Male Children</td>
</tr>
<tr>
<td>Social &amp; Emotional Development</td>
<td>3 of 32</td>
</tr>
<tr>
<td>Physical Well-being &amp; Motor Development</td>
<td>4 of 32</td>
</tr>
<tr>
<td>Language &amp; Literacy Development</td>
<td>10 of 32</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>5 of 32</td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>6 of 32</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 a Disability, but no IFSP/IEP</th>
<th>Number of Children with Delay Indicators Requiring Further Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 – PW 2-AS 3-KO 5-CE</td>
<td>Republic, Curlew, Onion Creek, Northport, Kettle Falls, Colville</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12 – DC 6-MG 9-DB</td>
<td>Colville to Chewelah</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>8 – JL 4-AL 7-AH 10-MB</td>
<td>Newport, Ione</td>
<td>5</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>11 – CP 13-DA 14-JN</td>
<td>Springdale, South Stevens Co.</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL** | **15** | **16** | **30**