

# Strengthening Early Childhood Involvement and Programs

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# Learning Objectives

- Participants will be able to include “Element Five – Early Childhood Social and Emotional Learning Programs” when implementing an integrated, comprehensive community-wide plan designed to create safe, respectful, and drug-free school environments and promote pro-social skills and healthy childhood development.
- Participants will recognize the benefits of involving early education and care providers from across their community.
- Participants will be able to identify early childhood strategies that have been successfully implemented by SS/HS grantees in N. Wasco, Oregon and St. Clair, Alabama.



# St. Clair, Alabama

- Total Population: 7,427
  - 94.1% Caucasian
  - 4.3% African American
- Population of those under 5: 574
- 15% of families with children under 5 living below poverty
- Median income per year: \$36,681
- There are 4 childcare providers within the Odenville city limits (one private center and three church daycares). In addition, there is Head Start and a state-funded K-4 program.
- All above information is for the city of Odenville only.

[www.factfinder.census.gov](http://www.factfinder.census.gov)

**SS/HS Element 5: Early Childhood Social and Emotional Learning Programs**

**Goal:** To increase the number and range of services that specifically address early childhood psychological and emotional development in staff and families.

Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
<p>There is a need for early intervention services to address mental health issues in preschool children and their families in Odenville School Schools.</p> <p>Head Start staff has received no training to recognize warning signals of mental health issues in young children.</p> <p>Parents of pre-school children need training in understanding positive/negative mental health characteristics in young children.</p> <p>There are no parenting classes for the general at-risk population.</p>	<p>5.1 Provide a research-based intervention/prevention mental health program as part of the regular curriculum to address the mental health issues in preschool children.</p> <p>5.2 Increase the % of Head Start staff who report confidence in their ability to recognize warning signals of mental health issues in young children.</p> <p>5.3 Increase the % of pre-school students' parents who have received training in the parent component of Incredible Years</p> <p>5.4 Increase parents' acquisition of knowledge concerning the importance of helping their children learn pro-social skills during the preschool years.</p>	<p>Provide training for Head Start personnel in Incredible Years program</p> <p>Implement Incredible Years in Head Start</p> <p>Training for Head Start teachers on warning signals of mental health issues in children aged 0-5.</p>	<p>Evidence of implementation of research-based mental health intervention/prevention program offered as part of the regular curriculum for pre-school children.</p> <p># of Head Start staff trained in <i>Incredible Years</i></p> <p># of Head Start staff who report confidence in their ability to recognize warning signals of mental health issues in young children.</p> <p># of pre-school parents who have received training for families in parent component of <i>Incredible Years</i> curriculum.</p>	<p>Early Childhood Head Start program of St Clair County</p>	<p>5.1 Documented use of a research-based intervention/prevention program offered for Odenville pre-school children and their families as measured by lesson plans by end of project.</p> <p>5.2 Increase % of Head Start staff who report confidence in their ability to recognize warning signals of mental health issues in young children to 100% by project end as measured by a local survey.</p> <p>5.3 Increase the <b>percent</b> of pre-school students' parents who report receiving training in the parent component of Incredible Years curriculum to 40% of enrollment as measured by participation records by project end.</p> <p>5.4 Increase parents' acquisition of knowledge concerning the importance of helping their children learn pro-social skills during the preschool years.</p>



## St. Clair, Alabama

Community need for a focus on early childhood

- Head Start staff had no formal mental health training
- Parents need training in understanding positive/negative mental health characteristics
- No parenting classes available for parents of at-risk preschool children
- Limited number of preschool providers



# St. Clair, Alabama

- SS/HS partnered with St. Clair County BOE, St. Clair County Commission, St. Clair County Sheriff, St. Clair Juvenile Justice, Judge Philip Seay, St. Clair County Head Start, and JBS Mental Health.
- All of the partners are represented on the CMT and actively participate in monthly meetings.
- The Head Start staff trained in *Incredible Years* are the same staff participating on the CMT.
- Currently, there are 217 students being served by Head Start. Thirty-eight of the students reside within the Odenville zip code.
- Head Start staff trained in the classroom curriculum; however, they will be trained this school year in the parent component of *Incredible Years*.
- Head Start staff to train state funded preschool staff if it is worked out so that *Incredible Years* is implemented in these programs as well.



# St. Clair, Alabama

## Incredible Years

- Trained in the *Dina Dino Classroom* curriculum.
- The curriculum strengthens the child's social and emotional capabilities.
- Uses puppets, videos, and books to teach the curriculum.
- Taught 2-3 times per week which includes 20-30 minutes of circle time, small group practice, and booster sessions throughout the day.
- Staff to be trained in the parent component this year.



# St. Clair, Alabama

## Implementation

- Due to the delay in receiving the curriculum, Head Start decided not to fully implement until the 2010/2011 school year; however, they implemented the classroom management piece of the curriculum.
- *Incredible Years* is scheduled to be implemented on a full scale beginning August 2010.
- Head Start staff will be trained in the fall for the Parent Component of *Incredible Years* and implement it in the Spring of 2011.
- Talks have begun with the local school district to implement *Incredible Years* in the state funded preschool programs at the local schools.
- After school director was trained; however, the curriculum was not fully implemented. Once again, only the classroom management piece was implemented. SS/HS cannot ensure fidelity in this program.





# St. Clair, Alabama

## Benefits

- Head Start has been an incredible partner for SS/HS.
- Head Start loves the curriculum and wants to ensure it is done with fidelity.
- Head Start is willing to train others outside of their agency.

## Challenges

- Part of curriculum not available immediately which caused a delay in implementing the program.
- No data collected this year.



# St. Clair, Alabama

## Outcomes

- Unfortunately, we do not have outcomes to report at this time due to the delay in implementing the EBI. We did not want to collect data due to concerns with fidelity.
- Surveys will be implemented in August in order to collect data. There will be surveys administered to staff and parents. In addition, *Incredible Years* data will be collected.



# St. Clair, Alabama

## Head Start Sustainability

- Curriculum has been purchased.
- Puppets have been purchased.
- Staff has been trained for classroom management and use of curriculum.
- Staff to be trained in parent component.
- Trained staff to train new and untrained staff yearly.

State funded preschool sustainability to be determined if Incredible Years is implemented.



# St. Clair, Alabama

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# The Dalles, OR North Wasco Co. School District



- Small, rural school district serving approximately 3,000 students in 7 schools
- Population 0-5 yrs. old = 1,261 children
- There are 1,294 children ages 0-17 living in poverty in the county at a rate that is 37% worse than the rest of the state.



The Dalles, OR  
North Wasco Co. School District



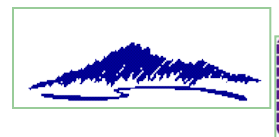
- Determined early that the original plan for Early Childhood Services written into the grant was not feasible.
- CMT identified 'Kindergarten Readiness' as a primary objective for SSHS Element 5.
  - The Oregon Progress Board had ranked Wasco County 36<sup>th</sup> out of 36 counties for having the lowest number of children entering kindergarten prepared to learn for 6 years running.



# The Dalles, OR North Wasco Co. School District



- Evaluation Team researched the issue and presented data at a *Community Forum on Kindergarten Readiness*.
- CMT Partner assisted in forming a taskforce on Kindergarten Readiness to develop recommendations for consideration by CMT.
- Workgroup evaluated data, mapped current resources, identified gaps in services and developed recommendations for a systemic approach.



# The Dalles, OR North Wasco Co. School District



## • Workgroup Findings

- About 24% of incoming Kindergarten students had not attended any form of preschool or early learning program.
- The local economy produces several families who have two working parents whose income puts them just above the Federal Poverty Guidelines used to determine eligibility for Head Start and Oregon Pre-Kindergarten.
- The biggest disparity in Kindergarten Readiness exists in language/literacy followed by cognitive skills.
- Latino boys lag behind their peers in several areas.
- The number of young children with behavior disorders is increasing and behavioral health services are lacking in the community.
- Many barriers exist to enrolling children in preschool in the community, parents need information about the importance of pre-school and what it takes to be “Ready for Kindergarten.”
- There is currently little to no communication between K-12 and early learning programs.





# The Dalles, OR North Wasco Co. School District



The first recommendation was to improve the quality of the data collected regarding Kindergarten Readiness.

- Created a parent survey that includes information about early learning programs and the child's environment.
- Trained Kindergarten Teachers to use the Oregon Kindergarten Readiness tool accurately, using common definition of terms.
- Evaluation team agreed to implement tools annually

## WELCOME to KINDERGARTEN

In order to provide the very best Kindergarten experience for your child, we've prepared a brief survey. Through this survey we hope to learn more about your child's early learning experiences. Please take a few moments to help us know your child better.

Child's Name: \_\_\_\_\_

Has your child participated in a Pre-School?  Yes  No  
If yes, please indicate which Pre-School and How Long they attended. (mark all that apply)

PRE-SCHOOL	How Long
<input type="checkbox"/> Early Head Start	_____
<input type="checkbox"/> Head Start	_____
<input type="checkbox"/> OCDC	_____
<input type="checkbox"/> Methodist Pre-School	_____
<input type="checkbox"/> Children of Faith Pre-School	_____
<input type="checkbox"/> Sunshine Pre-School	_____
<input type="checkbox"/> In-Home Childcare Pre-School	_____
<input type="checkbox"/> Hodges Pre-School	_____
<input type="checkbox"/> Other (please list)	_____

What kinds of activities does your family enjoy doing together? (mark all that apply)  
 Camping  Swimming  Playing in the Park  
 Story Time @ the Library  Playing at Wonderworks  
 Attending Church  Playing Sports  Computer Games  Other \_\_\_\_\_

Does your child adjust well in new situations?  
 Yes  No

What kinds of things make your child anxious or upset? \_\_\_\_\_  
 \_\_\_\_\_

What kinds of things help to calm your child when he/she is upset?  
 \_\_\_\_\_  
 \_\_\_\_\_

About how many times per week do you or another adult in your home read with your child?  
 0-2 times per week  
 2-4 times per week  
 4-7 times per week  
 8+ times per week

How many books does your child have or share with siblings?  
 0-5  
 5-10  
 10-15  
 15-25  
 25+

Did your child ever receive home visiting services?  
 Yes  No  
 If Yes, which community organization provided the services?  
 Families First  OCDC  
 Head Start or Early Head Start  Health Department  
 Early Intervention/Early Childhood Special Education  
 Someone came to our house, but not sure who?

Please mark all of the skills that your child can do by themselves most or all of the time:  
 Manage bathroom needs  
 Button or zip own clothes  
 Wash/Dry own hands  
 Can Hop, Jump, and Skip  
 Can Hop or Stand on one foot  
 Can use eating utensils without assistance  
 Can cut with safety scissors  
 Can hold and use a pencil  
 Can trace a line  
 Can draw a circle, a cross, and a square  
 Speaks in complete sentences  
 Speech is understandable to adults outside the home  
 Can follow two-step directions  
 Can retell a simple story  
 Recognizes his/her name in print  
 Can count to 10  
 Can recognize some letters  
 Can identify five (5) colors


Is there anything else that you want me to know about your child?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# The Dalles, OR North Wasco Co. School District



- Increase enrollment in existing pre-school programs.
- Inform parents about the importance of early learning and early brain development.
  - Partnered with existing community event to host a PRE-K Round-up
  - Developing a Social Marketing Campaign

A row of ten diverse preschool children of various ethnicities and abilities standing in a line. From left to right: a girl in a white shirt and purple pants; a girl in a light blue shirt and plaid shorts; a girl in a pink shirt in a black stroller with another girl in a pink shirt standing next to it; a boy in a red shirt and blue pants; a girl in a colorful floral dress; a girl in a black shirt and white pants hugging a boy in a black shirt and tan pants; a girl in a light blue shirt and jeans; a boy in a red shirt and dark pants; a girl in a purple dress; and a boy in a white and black basketball uniform holding a basketball.

nurture your child's potential 

# ENROLL IN PRESCHOOL

For a list of preschools in your area call Child Care Partners at 541-506-6131

The footer contains three logos: "WCCCF CHILDREN & FAMILIES" with a blue and white icon, "Safe Schools Healthy Students" with a green schoolhouse icon, and "NWC" with a blue and white icon.

The Dalles, OR  
North Wasco Co. School District



- Develop a pre-school option for families that don't qualify for public services and cannot afford private pre-school.

» Formed a new pre-school in one of the elementary schools offering scholarships to low-income families.



The Dalles, OR  
North Wasco Co. School District



- **Improve quality of existing pre-school programs**

- » Hosted Professional Development Workshop Series for Pre-School providers in the community.

- » This was a HUGE success. We had 10-12 pre-school providers from 5 sites both private and public. The evaluations were very positive and participants had a better understanding of Kindergarten Standards and measurements.



The Dalles, OR  
North Wasco Co. School District



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Questions?



National Center for Mental Health  
Promotion and Youth Violence Prevention



Safe Schools  
Healthy Students

## For More Information

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