

CAPITAL AREA HEAD START

A program of Keystone Human Services, DBA Children & Family Services

**PROVIDING EARLY CARE AND EDUCATION TO CHILDREN AND FAMILIES IN DAUPHIN,
CUMBERLAND, AND PERRY COUNTIES SINCE 1988**

2013-2014 OVERVIEW

SITES

Dauphin County has 15 locations:

- 12 part day/school year
- 3 home-based

Cumberland County has two locations:

- One part day/school year and home-based
- One home-based

Perry County has three locations:

- Three home-based

IMPORTANCE OF CAHS IN DAUPHIN, CUMBERLAND AND PERRY COUNTIES

- Employs approximately 250 staff
- Spends over \$12,000,000 annually through employment, leasing of space, and purchase of goods and services
- Brings needed federal funds into the area
- Is governed by a local Board of Directors and by a parent Policy Council, so decisions about spending, staffing and program administration are made locally
- Is a comprehensive, family-focused agency, working to impact parents' and children's health, education and development. CAHS connects families to services that provide them with new hope and opportunity by empowering them to make changes in their lives
- Is recognized as a high-quality program by the Pennsylvania Department of Welfare's Keystone Stars quality initiative program
- Builds strong families, which builds strong communities
- Advocates for children and families
- Demonstrates significant educational outcomes for children in literacy, cognitive development and social-emotional development
- Maintains 100% enrollment
- Demonstrates significant health outcomes for children
 - 99% of preschool children are up-to-date on a schedule of preventative and primary health care
 - 100% of all children are up-to-date or have all possible immunizations
 - 98% of preschool children have a completed dental exam

SERVICES

- Early Head Start child development home based program for 140 pregnant women and children from birth to age three and their families.
- Maternal Infant Early Childhood Home Visitation grant serves 40 children from birth to age three and their families.
- Preschool education (part day/school year) for 854 children ages three and four and education and employment programs for their families.
- Prevention, early diagnosis services for children with physical, language, speech, vision, and hearing or mental health needs as well as inclusion support services.
- Preventative health services which support families in completing children's physical, immunization and dental requirements before entry to public school.

- Nutrition education which supports and educates families about nutrition. Hot meals, breakfast and snacks that provide 1/3 - 2/3 of the daily nutritional requirements for children are provided daily.
- Specialized programming for children of incarcerated parents and families experiencing homelessness.
- Promoting Alternative Thinking Strategies (PATHS) program at all preschool sites.
- On-site training for students and staff from local childcare programs, high schools and colleges in Early Childhood Education and Social Work programs.
- Pre K Counts and Head Start State Supplemental Assistance Program funding provided by Office Of Child Development and Early Learning (OCDEL)
- Head Start and Early Head Start funding provided by U.S. Department of Health and Human Services

OUR OVER THIRTY COMMUNITY PARTNERS INCLUDE:

- American Literacy Corporation
- Capital Area Intermediate Unit
- Central Dauphin School District
- Children and Youth
- City of Harrisburg Lead Hazard Control
- Community Check Up Center
- Dauphin County Early Intervention
- Gratz Borough
- Hamilton Health Center
- Harrisburg Area Community College
- Harrisburg School District
- Housing Authority of the County of Dauphin
- Infant Development Program
- International Service Center
- Middletown Area School District
- Milton Hershey School
- Newport School District
- Nurse-Family Partnerships
- Penn State Prevention Research Center
- PNC Financial Services
- Sadler Health Center
- South Central Pennsylvania Food Bank
- Steelton Highspire School District
- Susquenita School District
- The Program for Female Offenders
- West Perry School District
- YWCA

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Getting the Facts Right on Pre-K and the President's Pre-K Proposal

Public policy is best advanced based on impartial analysis of *all* the available evidence. The Obama administration's new universal pre-K proposal comports favorably with our full review of the evidence. Opponents' attacks have been based on selected studies considered in isolation and even then, misinterpreted. NIEER examined four key issues in order to set the record straight and the results are summarized below.

Do the effects of high-quality preschool programs persist or fade out by third grade? Much debate has focused on a small number of well-known studies but many more studies have investigated the effects of preschool. An objective way to summarize this research is a meta-analysis. The most recent peer-reviewed meta-analysis summarizes the results of 123 studies. It found that despite some decline in effects after children entered school, on average effects did not disappear and remained substantial.

Cognitive gains from preschool programs were larger when programs focused on intentional and individualized teaching and small group learning. Programs with these features produced long-term cognitive effects equivalent to one half or more of the achievement gap through the end of high school. This is consistent with the findings of previous meta-analyses. More broadly, long-term effects include gains in achievement and in social-emotional development, less grade repetition and special education, and increased high school graduation. The average long-term cognitive effect is about half the size of the average initial effect, suggesting that relatively large initial effects are required to produce substantial long-term gains. The bottom line: pre-K does produce substantial long-term gains, particularly when programs are properly designed.

What about the President's statement that "Every dollar we invest in high-quality early childhood education can save more than seven dollars later on"? The study most relevant to this is the Chicago Longitudinal Study which reported a \$7.14 to \$1 benefit-cost ratio. The Chicago pre-K programs in this study were similar to current state pre-K programs in design and cost, incorporating the features of high quality listed by the President's proposal. Run by Chicago public schools they served thousands of children, hardly a "hot house" program. Their effects on achievement at kindergarten entry are similar in size to those found for Oklahoma's universal pre-K program. When the economic analysis was updated based on more recent follow-up data, the estimated rate of return for these Chicago preschools rose to about \$11 to \$1.

The similarity in initial effects between Chicago and Oklahoma alone might justify applying the more conservative \$7 to \$1 figure. However, other studies, including the frequently mentioned Perry Preschool Program study, also provide evidence. Although it was a small, relatively expensive program

serving disadvantaged children, it nevertheless demonstrates that high-quality pre-K yields a high return and establishes the links between initial program impacts and long-term outcomes like greater school success, reduced crime and delinquency, and increased earnings over a lifetime. These same outcomes (though often smaller in size) were observed in the larger Chicago study. A series of benefit-cost analyses of Perry have produced much higher estimated returns, up to \$16 to \$1. Taking into consideration these and other studies, the \$7 to \$1 figure is a reasonable estimate for the returns to public investment in one year of high-quality pre-K under the Administration's pre-K proposal.

Does high-quality pre-K benefit most children or only disadvantaged children, and which is more effective, targeted or universal pre-K? Studies in the United States and abroad (where universal programs have a longer history) tend to find that preschool education has larger benefits for disadvantaged children, but that high-quality programs still have substantive benefits for other children. Rigorous studies of universal pre-K in Oklahoma and elsewhere find that substantial effects are not dramatically lower for higher income children than for others. A recent U.S. study using twins to identify environmental effects on achievement finds positive impacts from attending preschool at age 4 across most of the socio-economic spectrum. One of the studies most relevant to the debate regarding the effects of universal pre-K is a randomized trial of preschool education in which all of the children were relatively advantaged. It found that positive effects on achievement continued into the school years with very large effects for boys, in particular, in the second and third grade.

Can large-scale public programs produce substantive long-term gains for children, and how effective are current programs including Head Start? Many studies find that large-scale public programs have produced meaningful long-term gains for children. Although they have tended to produce smaller effects than some of the well-known small-scale programs, public programs also have been less well-funded and, therefore, less intensive. Quality matters greatly. Underfunded programs with low standards produce few significant benefits while higher quality large-scale programs have produced substantive long-term gains. The Chicago pre-K centers were operated by the public schools, providing a clear test of a large-scale public program. Several states provide additional examples as do national programs in other countries that have been subject to rigorous evaluations.

Critics of the President's proposal hold up Head Start as an example of the inability of government to scale-up high-quality pre-K. They fail to acknowledge Head Start's inadequate funding to meet myriad Congressional mandates unlikely to lead to gains for children. They claim Head Start has little or no lasting effects based on a single study's results that underestimate Head Start's effects. They confound with "fade-out" hard won "catch-up" for children who did not attend Head Start produced by costly compensatory efforts by public schools. The critics also ignore other studies that yielded more favorable findings regarding Head Start. In sum, Head Start's impacts are stronger than pre-K critics admit, even though there is room for improvement. Moreover, this Administration has implemented historic reforms to improve Head Start's results. The new pre-K proposal itself can increase Head Start's effectiveness by integrating that program into universal pre-K, as some states have already done.

When all the evidence is considered it is found that large-scale public programs have produced meaningful long-term gains for children and not just disadvantaged children. Large gains depend on high-quality pre-K. Such programs can produce high rates of return to public investment. For a complete discussion and references, see our full report at: <http://nieer.org/publications/policy-reports/getting-facts-right-pre-k-and-presidents-pre-k-proposal>



Preschool program improves standardized test scores through grade 5

October 6, 2011

HARRISBURG, Pa. -- Continued participation in the Harrisburg Preschool Program (HPP) has led fifth-grade students to score higher on Pennsylvania System of School Assessment (PSSA) literacy and math tests than peers who have not participated in the HPP program, according to the final evaluation of the HPP initiative by the Prevention Research Center at Penn State. HPP is a collaborative program involving the Harrisburg School District and Capital Area Head Start, which provides comprehensive, high-quality preschool services to at-risk children in the Harrisburg area.

"This evaluation has demonstrated substantial long-term effects of the HPP program on children's reading and math achievement," said Mark Greenberg, principal investigator of the evaluation and director of the Prevention Research Center for the Promotion of Human Development at Penn State. "The fact that this advantage has now been documented on the state's standardized achievement tests through fifth grade is additional evidence that preschool is critical for disadvantaged children, not only for their school readiness but for their longer-term achievement.

"The program was created as central components of former superintendent Dr. Gerald Kohn's plan to improve child development and academic outcomes."

According to the evaluation, in the fifth grade, the PSSA math scores for children who attended preschool had an average standardized score of 1243, while children in the comparison group had an average score of 1188. Thirty-five percent of HPP students were found to be advanced or proficient, while only 19 percent of non-attendees attained similar results. In all, the number of students advanced or proficient in mathematics increased by 50 percent.

A similar pattern emerged for reading scores. Children who attended preschool had an average score of 1133, while the comparison group had an average score of 1071. More students also were found to be advanced or proficient in reading achievement -- 22 percent among HPP attendees versus 8 percent among non-attendees, for a 175 percent increase. Both math and reading scores for children who attended the HPP program were significantly higher than those for children in the comparison group.

These findings indicate that enrollment in this preschool program is having significant long-term effects on children's learning outcomes.

"The HPP program has the important elements of high-quality preschool," Greenberg said. "This includes well-trained and well-equipped teachers; a vital and challenging curriculum in literacy,

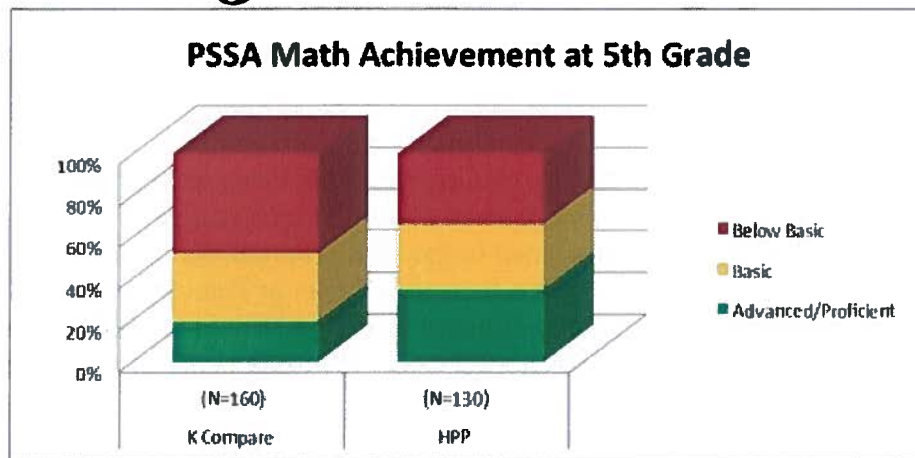
math and social emotional development; and a caring, supportive classroom environment that nurtures the learning of young children."

The HPP evaluation is directed by Greenberg and Celene Domitrovich, assistant director, Penn State Prevention Research Center, and supported by funding from the W.K. Kellogg Foundation.

The evaluation of HPP ended in June 2011, when all students completed the fifth grade.

The Harrisburg Preschool Program was established in 2002 with funding from the W.K. Kellogg Foundation and a strong partnership with Keystone Children's Services, Inc. (Head Start).

Math 5th



PSSA math achievement at fifth grade -- color



Contact Information:

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CAPITAL AREA HEAD START MISSION STATEMENT...

The purpose of Capital Area Head Start is to provide a state of the art, community based; early childhood school experience that is focused and responsive to the ever changing needs of families. We empower families to see the future with a sense of hope: to embrace the skills and confidence necessary to set and achieve their own goals

Pre k Counts Program in the Harrisburg School District (336 students)

Services:

- Ben Franklin (6 classes), Scott (3), Camp Curtin (4), Downey (8)
- Classes operate five days each week
- Five hours of instructional time daily
- 180 class days to align as closely as possible with the school district
- Three home visits are made to each child
- Two parent/teacher conferences each year
- Sixteen three and four year old students per class.
- Two co teachers. One with an Early Childhood Education (ECE) certification and the other with an Associate's Degree in ECE or a Bachelor's in a related field with 30 credits in ECE.
- Ongoing professional development for all staff
- Children transition to HSD kindergarten.

Head Start Supplemental Assistance Program in the Harrisburg School District (144 students)

Services:

- Foose School (9 classes)
- Classes operate 5 days each week
- 3.5 hours of instructional time daily
- 165 class days which align as closely as possible with the school district
- Three home visits are made to each child
- Two parent/teacher conferences each year
- Sixteen three and four year old students in each class
- One teacher with an Associate's degree in Early Childhood Education or a BA in a related field with ECE credits and one Associate teacher with a minimum of a Child Development Associate Credential within 2 years of hire.
- Ongoing professional development for all staff.
- Children transition to HSD kindergarten.

All Programming includes:

- Educational (research based developmental and social emotional screening within 45 days of start) and ongoing assessment. Educational component is aligned with Harrisburg School District and High Scope curriculum and the Pennsylvania Early Learning Standards. Each student has individualized planning with input from the parent/guardian.
- Health, nutritional screenings (within 45 days) and follow up within 90 days of start date. Health includes dental, physical, vision, hearing and lead testing.
- Inclusion support, speech and language therapy, occupational and physical therapies (in collaboration with the CAIU).
- Social services: Every parent/guardian develops goals using the Family Partnership Agreement with the teacher. Parent/guardian is assisted with other basic needs as appropriate. Additional supports are provided by family workers as needed.
- Parent involvement: 100% of parents/guardians are involved in programming in some way.
- Services are community based.

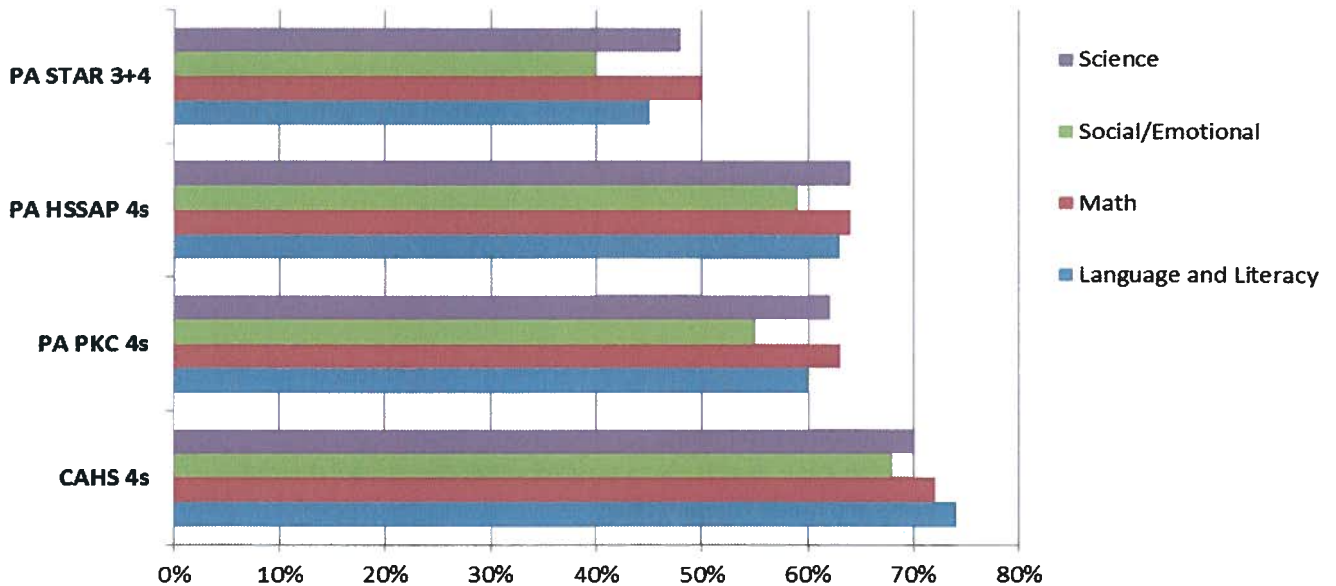
Outdoor Space:

- Ongoing agreement for use of small outdoor space at Lincoln School. CAHS has purchased and installed a fence and play equipment for use by Head Start (HS) students at the Martin Luther King Center on 17th and Walnut.

Educational Outcomes:

- The following graphs show that children attending CAHS exceeded the rate of progress of children across the state in other programs.

Proficiency Gains in CAHS and Statewide Programs 2012-13



PA STAR 3+4 = PA Keystone Stars Quality Initiative (Star Rating 3 and 4)

PA HSSAP 4s = Head Start State Supplemental Assistance Program (4 year old results)

PA PKC 4s = PA Pre K Counts (4 year old results)

CAHS 4s = Capital Area Head Start (4 year old results)

**Capital Area Head Start
2012-2013 Head Start Child Outcomes Report
Executive Summary**

Prepared by Sue Smith and Karen Grimm-Thomas, Reviewed by Jo Pepper
November, 2013

Capital Area Head Start (CAHS) utilizes the Work Sampling System (WSS) to calculate educational outcomes data for enrolled children at three points during the Head Start year. CAHS School Readiness Goals are correlated directly to indicators in the WSS assessment. This report summarizes data for the 2012-2013 school year for 744 children with three data collection points (enrolled from Fall 2012- Spring 2013).

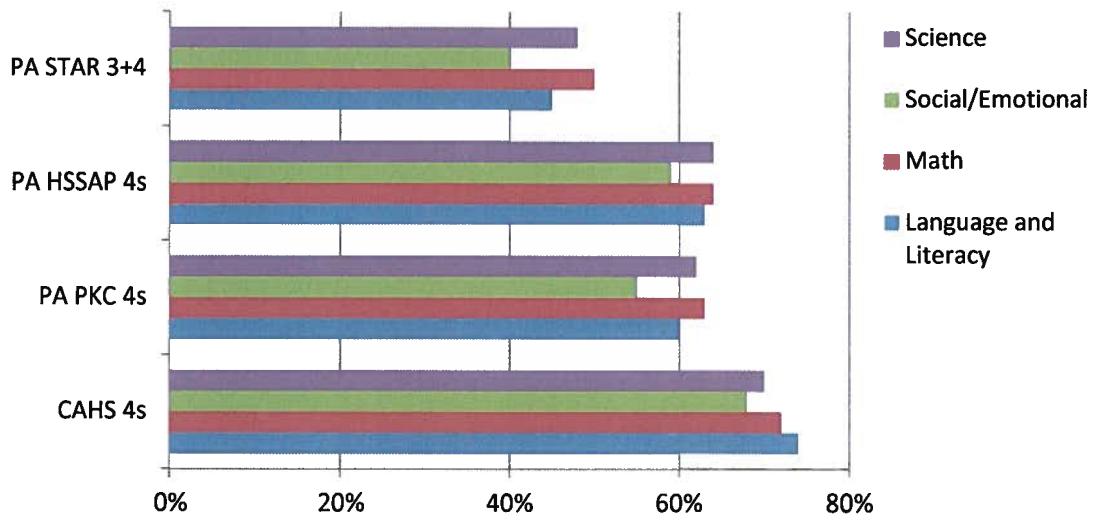
Demographic data showed little variance from 2011-2012. The percentage of dual language learners (DLL), children with Individualized Education Plans (IEPs), and gender and ethnic representation remained relatively consistent.

Children showed statistically significant progress in all domains of learning and in all of the indicators correlated to CAHS school readiness goals. It is apparent that preschool children at Capital Area Head Start (CAHS) children are progressing toward school readiness.

CAHS Outcomes Comparison with State-wide Averages

CAHS outcomes are compared to Pennsylvania Pre-K Counts (PKC), Head Start Supplemental Assistance (HSSAP) and Keystone STARS (Pennsylvania’s quality rating system for child care) programs below. Although children in CAHS scored lower on average at entry into CAHS than the average child in similar types of programs statewide, the rates of progress in all domains compared favorably with rates of progress of children in these programs across Pennsylvania. PA-wide Pre-K Counts and HSSAP program averages are for four year old children only. Comparison among the programs shows that four year olds in CAHS *exceeded the rate of progress of children across the state.*

Proficiency Gains in CAHS and Statewide Programs



Summary of Assessment Outcomes

- Children in CAHS made significant progress in all domains of learning, and Work Sampling scores indicate that CAHS children are progressing in all indicators that measure progress toward our school readiness goals. The specific indicators for school readiness reflecting CAHS goals in Language/ Literacy, Physical Development, and Cognitive/ General Knowledge showed the greatest progress. Social Emotional Development, which includes children's ability to regulate their emotions and behavior through the daily routine and transition times in the classroom, showed less improvement.
- Home Based children scored higher than children in other program options in all domains of development.
- Four year old children demonstrated higher percentages of proficiency in all learning domains than three year olds.
- Both three and four-year old dual language learners made significant progress in all domains, with greatest progress seen in Personal/ Social, the Arts and Physical Development.
- Children with Individualized Education Programs (IEPs) made significant progress in all domains, with the greatest progress in Language/ Literacy, Math, Science and Social Studies.

Recommendations

- In support of children's school readiness progress, it is recommended that CAHS continue its efforts to align more closely with area school district priorities. To further this goal, all teachers will be trained in LETRS (Language Essentials for Teachers of Reading and Spelling) within the next two years. This training will provide teachers with a stronger foundation for understanding how children develop early reading and phonological awareness skills.
- Social Emotional scores indicate that a stronger focus is needed in this area. It is recommended that supervisors and coordinators promote and monitor the use of Positive Behavior Intervention and Support throughout the program.
- Assessment results for the Home Based program indicate that continued efforts to engage parents in the learning process at home are warranted.
- Based on the improvements seen thus far in the Language/ Literacy domain, it is recommended that efforts to support children's writing and oral language, such as professional development for all teachers in story-telling and early writing benchmarks, are continued.