

**STORYTELLER CHILDREN'S CENTER
LONGITUDINAL STUDY IMPLEMENTATION REPORT**

Prepared by:

Michael Furlong, Ph.D.

Amanda Fox, M.Ed.

University of California, Santa Barbara

August 2011



<http://storytellercenter.org>

Table of Contents

<u>Overview and Purpose</u>	<u>3</u>
<u>Executive Summary</u>	<u>4</u>
<u>Description of Program</u>	<u>6</u>
<u>Method</u>	<u>7</u>
<u>Participants</u>	<u>7</u>
<u>Procedure</u>	<u>8</u>
<u>Results</u>	
<u>Create a language rich environment</u>	<u>9</u>
<u>Children develop mastery of academic skills needed for kindergarten entry</u>	<u>14</u>
<u>Children develop mastery of social/emotional skills needed for kindergarten entry</u>	<u>21</u>
<u>Summary of Results</u>	<u>32</u>
<u>Figure 1: Number of KSEP Items Mastered</u>	<u>32</u>
<u>Figure 3: DRDP Items at Integrating Level</u>	<u>33</u>
<u>Figure 4: DRDP Items Building and Integrating</u>	<u>34</u>
<u>Continued Program Evaluation</u>	<u>35</u>
<u>Appendix A: Measure</u>	<u>37</u>
<u>Appendix B: Storyteller/CALM Model</u>	<u>38</u>

STORYTELLER CHILDREN'S CENTER

LONGITUDINAL STUDY IMPLEMENTATION REPORT

August 2011

OVERVIEW AND PURPOSE OF THIS REPORT

This report is the Storyteller Children's Center third annual report. It contains a summary of the activities and data collected over the past school year at Storyteller Children's Center for the Storyteller Children's Center Longitudinal Study. The report provides information related to the objectives included in its strategic logic model plan and analysis of assessment data collected during the 2010-2011 school year for the cohort of children who will enter kindergarten in August 2011. A report to be issued in fall 2011 will look at the progress of the 2009-2010 cohort through the end of their year in kindergarten.

The information collected followed the Storyteller Logic Model evaluation plan with the focus on the Child Outcome indicators that targeted cognitive and social-emotional development. On-going evaluation is critical to successful intervention programs like Storyteller's and should inform the improvement of curriculum, program, and services. In addition, funding sources and policymakers want to know about meaningful program outcomes associated with the services provided. In keeping with the desire to evaluate the long- and short-term effects of its programs, Storyteller established a framework in 2008 for gathering and analyzing student data to evaluate student success and program efficacy. To achieve this goal, the following efforts were undertaken:

1. A logic model was developed delineating Storyteller priorities and goals, both measurable and procedural.
2. The Santa Barbara School District was contacted, in order to reach an agreement so that Storyteller could track graduates once they entered the schools in the Santa Barbara Elementary School District. (This past year, with the support of the Santa Barbara County Education Office, the kindergarten report cards were obtained for the 2009-2010 cohort. A report of progress will be issued in fall 2011).
3. Assessment tools targeting skills necessary for kindergarten readiness and lifelong resilience were recommended.
4. Analysis of the data collected using assessment tools was conducted.

Executive Summary

Storyteller Children's Center provides quality, early childhood education for homeless and at-risk children. This report describes the progress of 28 children at Storyteller Children's Center of Santa Barbara who will be matriculating to Kindergarten August 2011. These children are from families of low socioeconomic contexts and most are from Latino families with Spanish the primary language spoken at home. The overall interest was to evaluate students' readiness for kindergarten as part of a larger effort follow this group of students through their kindergarten year and then through grade three.

This report presents information gathered between October 2010 and June 2011. Information presented is primarily related to Storyteller's child-focused goal #1: Children enter School Ready to Learn. This report specifically addresses three objectives: B) Storyteller will create a language rich environment, C) Students will develop mastery of academic skills needed for kindergarten entry and D) Students will develop mastery of social/emotional skills needed for kindergarten entry.

Results indicate that Storyteller is approaching or meeting the goals outlined above. Indicators of language development show that approximately 43% of children had reached the highest, "Integrating" level with respect to comprehension of meaning, following directions, and using language for expression and in conversation, while the majority of the remaining students were rated at the next highest, "Building" level. By spring, none of the children remained at the lowest, "Exploring" level. English language learners made the most noticeable progress; in the fall, only 29% of students were at the "Building" or "Integrating" levels, but by spring, 74% were rated at these levels. Additionally, the Peabody Picture Vocabulary Test (PPVT) was used as an indicator of language development. Spring scores on the PPVT show that seven students scored in the extremely low range, eleven students scored in the moderately low range and eight students were in the average range. However, growth in English vocabulary was observed in this group, as previous fall scores were substantially lower. These scores indicate a need to emphasize vocabulary enrichment through curriculum as well as through everyday activities.

Mastery of academic skills was measured by items taken from the Kindergarten Student Entrance Profile (KSEP), as well as from the Desired Results Developmental Profile (DRDP) across several academic domains. KSEP results indicate that nearly all students were rated as having almost mastered or mastered the ability to recognize their own name, write their own name, demonstrate verbal abilities, understand that numbers represent quantity and recognize shapes and colors, all skills that help set students up for success in kindergarten.

A child's early interest and development of skills related to literacy, including language, reading, and written communication, is linked with school success. The spring DRDP assessments showed growth in only two literacy areas: Letter and Word Knowledge and Emergent Writing. The remaining three areas showed concerning decreases from fall to spring in the percentage of students reaching the "Integrating" level. For example, teachers rated 28% of students at the "Integrating" level on Phonological Awareness in the fall, while none of the students was ranked at the "Integrating" level in the spring. Future directions may include a focus on building literacy skills. Literacy can be fostered by building children's interest in literacy, concepts of print, letter and word knowledge, phonological awareness, emerging writing, and text comprehension; the acquisition of literacy skills requires purposeful, stimulating, and direct instruction.

The DRDP also examined growth in cognitive competencies, including their memory and knowledge, sense of cause and effect, problem-solving skills, and use of socio-dramatic play, skills that support kindergarten success. Children showed strong progress by spring with 81% to 96% assessed to be either "Building" or "Integrating" in memory and cognition, emerging sense of cause an effect, and purposeful involvement in socio- imaginative play.

Development of math concepts was measured by six DRDP items. The results of the spring assessments showed that all of the students had advanced past the "Exploring" level for all items. Only 4% (one student) remained at the "Exploring" level and on average, 23% of students had reached the highest, "Integrating" level. Teachers' scores indicated students were most advanced in Number Sense: Counting and Quantity (46% at "Integrating" level) and Patterning (35% at "Integrating" level).

Mastery of academic skills was measured by items taken from the KSEP, DRDP and the Devereux Early Childhood Assessment-Clinical Form (DECA-C) across several social/emotional domains. Spring KSEP results indicate that nearly all Storyteller students were rated as having mastered, or almost mastered fundamental social/emotional skills, including seeking adult help when appropriate, engaging in cooperative play activities with peers, exhibiting impulse control and self-regulation, maintaining attention to tasks, showing enthusiasm and curiosity about school and persisting with tasks after experiencing difficulty.

The development of children's social-interpersonal skills is crucial to their success in school, as it affects their ability to work with teachers and students, and to negotiate difficult situations and problem-solve. Spring ratings showed strong progress, with 34% to 62% at the highest (Integrating) developmental level. The strongest developmental progress was noted for Building Cooperative Play; between 20% and 46% were rated at the "Integrating" level. The area where students showed least improvement was in expressions of empathy, where in the fall, 31% of students were rated at the "Integrating" level, but by spring, this percentage had only increased by 3% to 34%. However, it should be noted that there appeared to be a substantial increase between the "Developing" and "Building" levels. Overall, students showed improvements in all six of these areas, with 58% to 92% of students falling in the "Building" or "Integrating" levels.

Other important areas of social/emotional development include the ability to self-regulate, control impulses and take turns, as demonstrated by the ability to delay wants and needs until an appropriate time, across multiple settings and contexts. . Spring DRDP ratings revealed that only 27% of students had reached the "Integrating" level, an 8% average decline from fall in ratings in this domain. However, teacher ratings indicated greater progress between the "Exploring" and "Developing" levels and the "Building" or "Integrating Levels."

Children were evaluated for possible behavior problems related to Emotional Control Problems using the DECA-C; ninety-six percent of students showed no indication of problems and were considered in the "typical" range. Given the environmental variables that many of these children face, these results are quite promising. The DECA-C also provided measures of initiative and persistence. This included items regarding independence and persistence during challenging tasks; fifty-nine percent of the students fell into the typical range and 7% exhibited Initiative, such that it could be considered a strength. However, 34% of Storyteller students were rated such that this was an area of concern. The Attention questions examined students' level of difficulty with routines and ease of distractibility. Eighty-one percent of students were in the typical range of attention, while approximately 7% of students fell into the range that indicates this area may be of concern.

STORYTELLER: DESCRIPTION OF PROGRAM

Storyteller Children's Center provides quality, tuition-free, early childhood education for homeless and at-risk children, ages 18 months through 5 years, as well as comprehensive support services for their families. Its programs are provided tuition-free five days a week from 7:30 a.m. to 5:00 p.m. In addition to its excellent preschool program, Storyteller Children's Center helps families in crisis achieve stability. Parents must pursue work or attend school while their children are enrolled. Children receive nutritious meals, medical screenings, and therapy if needed for developmental delays. On-site counseling, parent education classes, and referral services are offered.

Families are referred to Storyteller by various shelters and social service professionals in the community, most notably Child Protective Services, Domestic Violence Solutions, and Transition House. Some of the families live in shelters, while others live in substandard, exceptionally crowded conditions. All are considered by federal standards to have extremely low incomes (\$20,000 or less annually for a family of four) and close to 60% consist of single-parent households. The ethnic population is approximately 82% Latino-American and 18% Euro-American, African-American, or other ethnic backgrounds. Many of the children have experienced domestic violence within their families or have parents in recovery programs for substance abuse. Additionally, more than 40% of Storyteller children have been identified as needing special intervention, health services, and disability services.

Storyteller's program, with its low child-to-teacher ratio (six children to one teacher in the preschool classrooms and four children to one teacher in the toddler classrooms) and trained and committed teachers and counselors, is equipped to meet the special needs of children on site. Eight to ten therapists and health care practitioners from six different local agencies visit Storyteller weekly to work with children on speech therapy, behavior modification, fine motor skills and other physical and mental health related issues. Its program includes a curriculum that helps young children learn to understand their feelings, problem solve, and keep anger from escalating into violence.

Key activities of Storyteller's program include intake interviews, working with families to establish goals for children and parents, home visits, observation, record keeping, reporting, parent meetings and education classes, and referrals for specialized counseling and community services. Basic services and referrals are systematically and confidentially tracked through its Child Plus software program to ensure timely follow up and needed referrals. Storyteller offers on-site counseling and intensive nine-month Life Skills Training classes that cover an array of topics including child development, guidelines for discipline, conflict resolution, parenting skills, anger control, and substance abuse prevention. Along with providing vital information for improving their lives, meetings and classes offer a support group, where parents can talk with teachers and amongst themselves about personal challenges and successes.

EVALUATION OBJECTIVES and METHOD

This section of this report presents the procedures employed to gather information about the cognitive and social-emotional status of the cohort of children enrolled at Storyteller during September 2010–August 2011 who are entering kindergarten in August 2011. The overall strategy was to collect information early in the period and then again near June to assess the children’s developmental growth in cognitive and social–emotional domains. The overall interest was to evaluate their readiness for kindergarten as a baseline and then to establish the necessary communication links needed to follow this group of students through their kindergarten year and then through grade three.

Storyteller Goals

The general child-focused goals of Storyteller Children’s Center are listed below. A description of the objectives under each goal is provided in the Results section.

1. Children enter School Ready to Learn
2. Children are Healthy and Thriving
3. Families Support their Children’s learning and Development
4. Teachers are Effective, Therapeutic Educators

Participants

The report describes the progress of 28 children at Storyteller Children’s Center of Santa Barbara who will be matriculating to Kindergarten August 2011. They are also known as group three in the Storyteller Longitudinal Study; see Table 1, below. These children are from families of low socioeconomic contexts and most are from Latino families with Spanish the primary language spoken at home. All children included in this report were between the ages of 4.0 and 5.0 years old when initial data were collected. The mean age of the students at initial data collection was 4.5 years and was 5.2 at final data collection. The participants included 10 female and 17 male students.

Table 1: Storyteller Longitudinal Study Cohort Description

Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011
1	Storyteller Preschool	K	1	2
2		Storyteller Preschool	K	1
3			Storyteller Preschool	K

Procedure

Storyteller teachers, parents, and UCSB graduate student researchers implemented the assessment information previously described in this report. Table 2, shows when and by whom data were collected. Please note that results of data collected using school readiness measures (PPVT, NKT, and GRTR) were presented in the adjunct Fall School Readiness and Spring School Readiness reports and are not included in this report.

Table 2: Data Collection Schedule

Measure	Sept	Oct	Nov	Dec	Jan	Apr	May	June	July
PPVT			UCSB	UCSB			UCSB	UCSB	
DRDP-PS		Teachers					Teachers		
DECA-C						CALM			
KSEP								Teachers	
Reports Provided by UCSB			*Fall School Readiness				*Spring School Readiness		Annual

CHILD-FOCUSED MEASURABLE GOALS

This report presents information gathered between October 2010 and June 2011. Information presented is primarily related to Storyteller’s child-focused goal #1: Children enter School Ready to Learn. This report specifically addresses objectives B, C and D. Each goal and objective is presented below, along with the specific outcome indicators.

Goal 1 A): Language Rich Environment

In the fall of 2010, the children had a range of skill development where approximately 30% of children were already considered to be at the highest level, (Integrating) while 14% of children were at the lowest level (Exploring). By the spring 2011 rating, approximately 43% of children had reached the Integrating level with respect to comprehension of meaning, following directions and using language for expression and in conversation. One important outcome is that by spring 2011, all of the children had moved beyond the Exploring level and between only 4% and 12% remained in the Developing level.

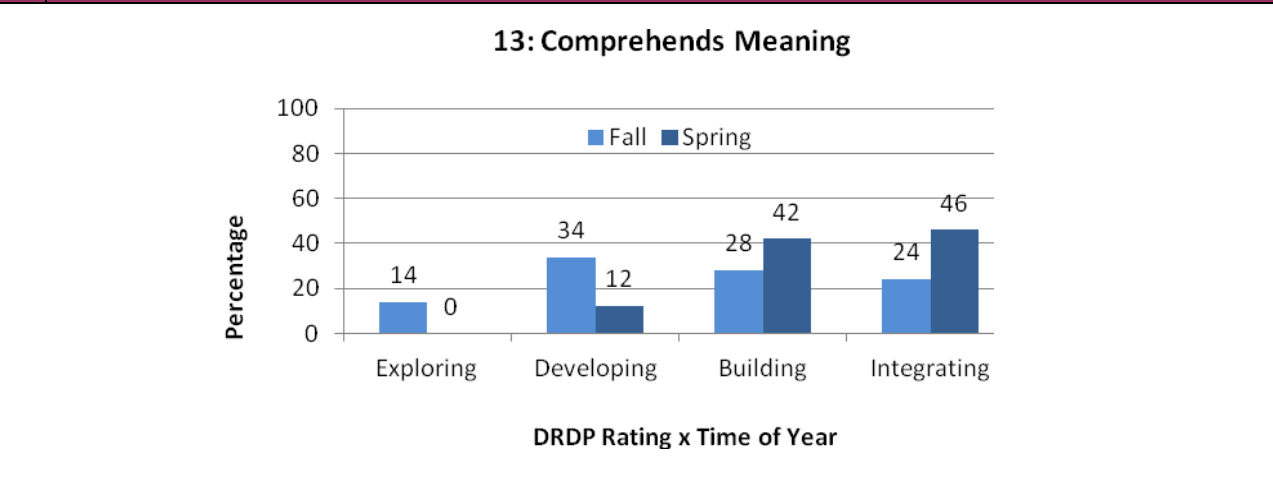
Goal 1: Children enter school ready to learn
 B) Create a language rich environment

Children will increase their language comprehension, expression, and use.

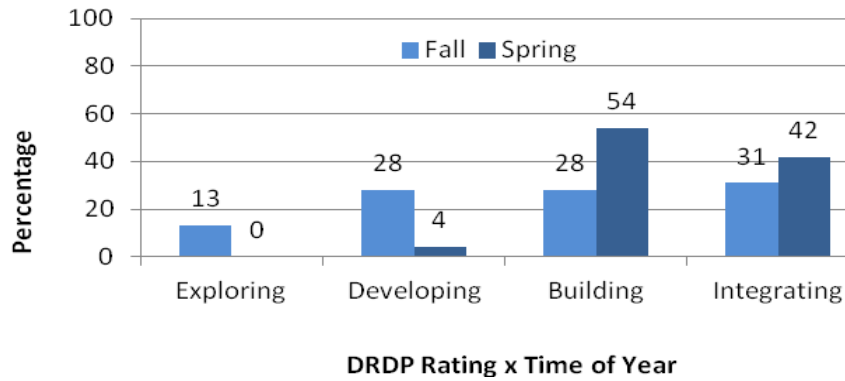
Measurement Indicators – During Program

DRDP-PS Language
 13: Comprehends meaning
 14: Follows increasingly complex instructions
 15: Expresses self through language
 16: Uses language in conversation

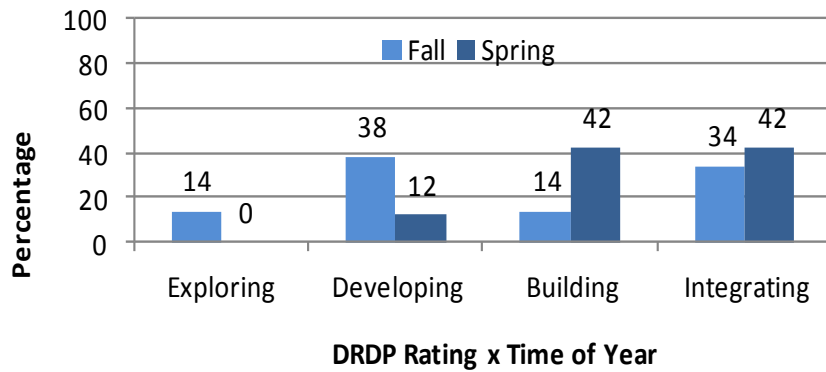
Tables/Graphs



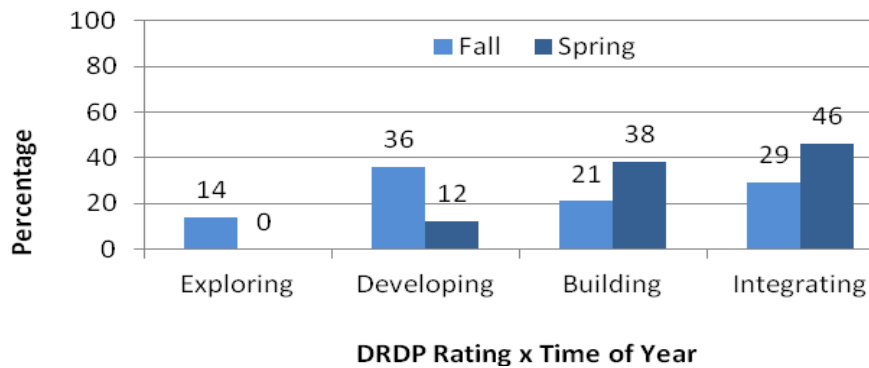
14: Following Increasingly Complex Directions



15: Expresses Self Through Language



16: Uses Language in Conversation



Four questions on the DRDP measured growth in English Language Development. These questions did not apply to English-only speaking students (n= 3 [12%]). Please note, in the four graphs presented below, totals do not add up to 100%; the totals shown do not include English-only speakers and students who teachers reported they were “Unable to Rate”. Improvements in English Language Development can be seen across all four areas. Specifically, results showed that 84% of English Language Learners are using English in conversation at the “Building” or “Integrating” levels. Students showed substantial growth in Self Expression in English; in the fall, only 29% of students were at the “Building” or “Integrating” levels, but by spring, 74% were rated at these levels. Looking only at the highest level, “Integrating” students showed the least improvement in Understanding and Response to English Literacy Activities. However, there was a 37% increase at the “Building” level. This may be explained in part, by the developmental process itself, as this ability may be emerging in English-only speakers of this age.

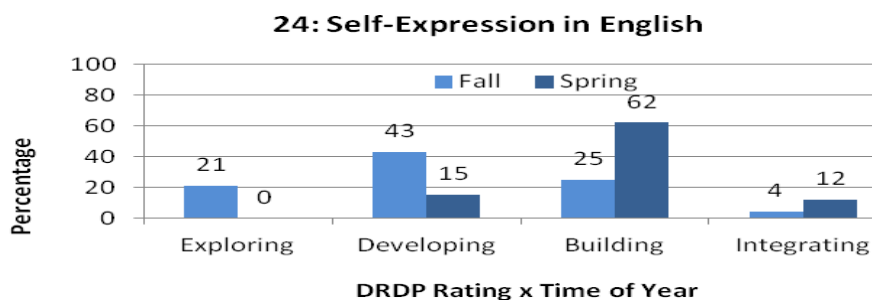
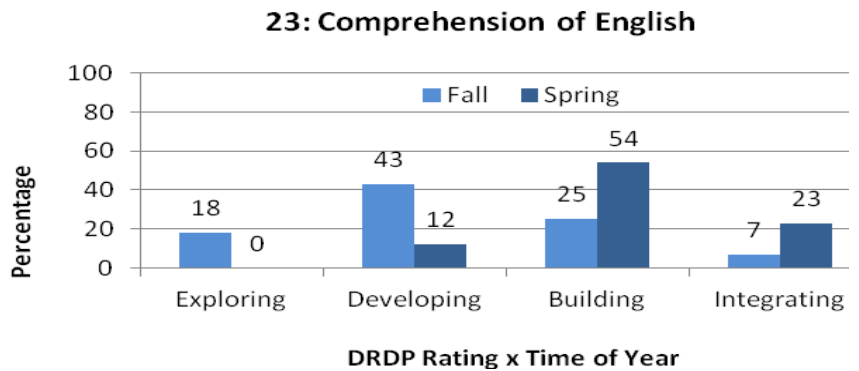
Goal 1: Children enter school ready to learn
 B) Create a language rich environment

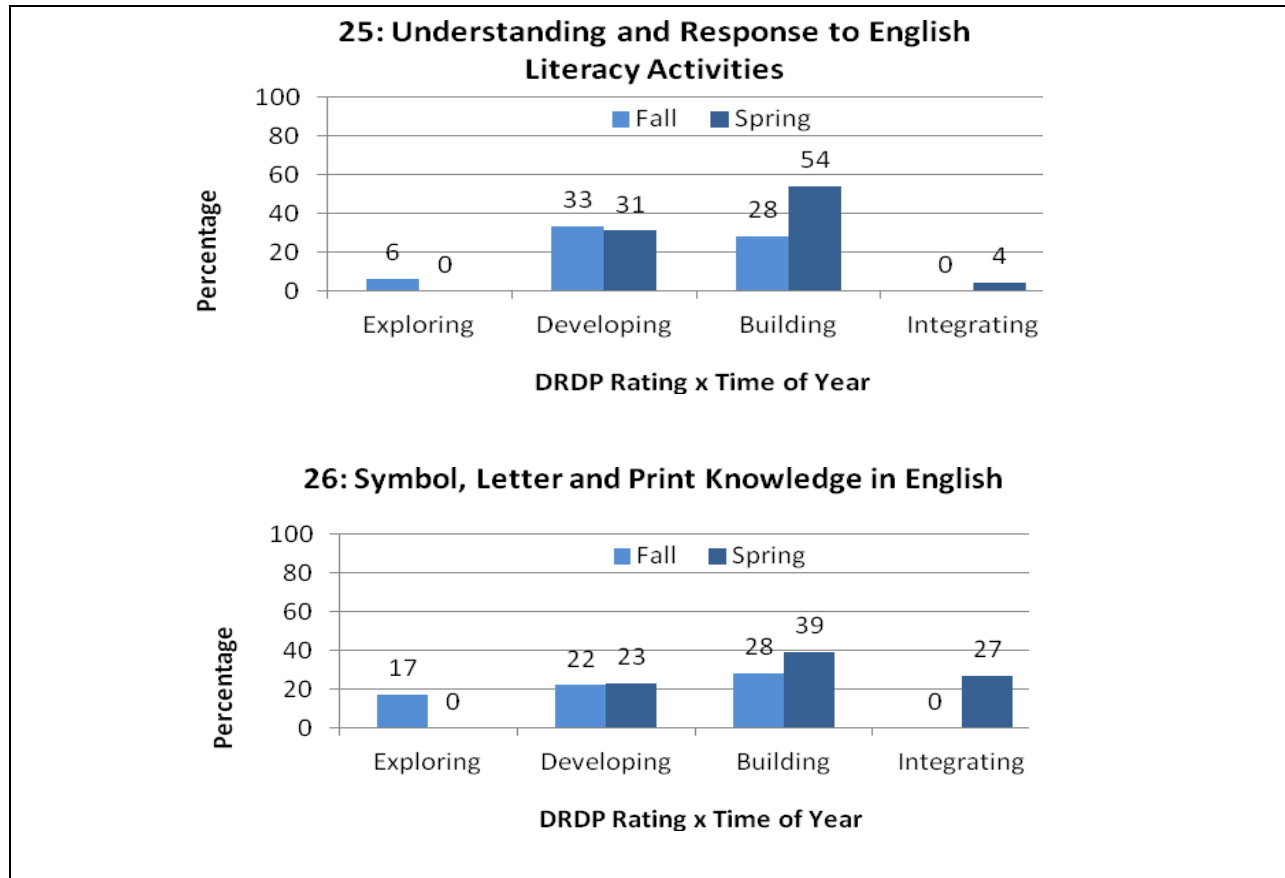
Children will increase their language comprehension, expression, and use.
 *Questions 23-26 evaluate the progress of English Development in English Language Learners only

Measurement Indicators – During Program

DRDP-PS Language
 23: Comprehension of English
 24: Self-Expression in English
 25: Understanding and Response to English Literacy Activities
 26. Symbol Letter and Print Knowledge in English

Tables and Graphs





Scores on the Peabody Picture Vocabulary Test (PPVT) were also used as an indicator of Storyteller students benefitting from a language rich environment. Standard Scores shown below, are derived from raw scores, taken directly from the test, and are based on the age of the child at the time of assessment. These scores are compared to a U.S. national normative sample of same-aged students. An average standard score falls between 85 and 115. Spring scores on the PPVT show that seven students scored in the extremely low range, eleven students scored in the moderately low range and eight students were in the average range. However, growth in English vocabulary was observed in this group, as previous fall scores were substantially lower. While it is important to recognize progress in this domain, the majority of students PPVT scores fell in the below average range. These scores indicate a need to emphasize English vocabulary enrichment through curriculum as well as through everyday activities.

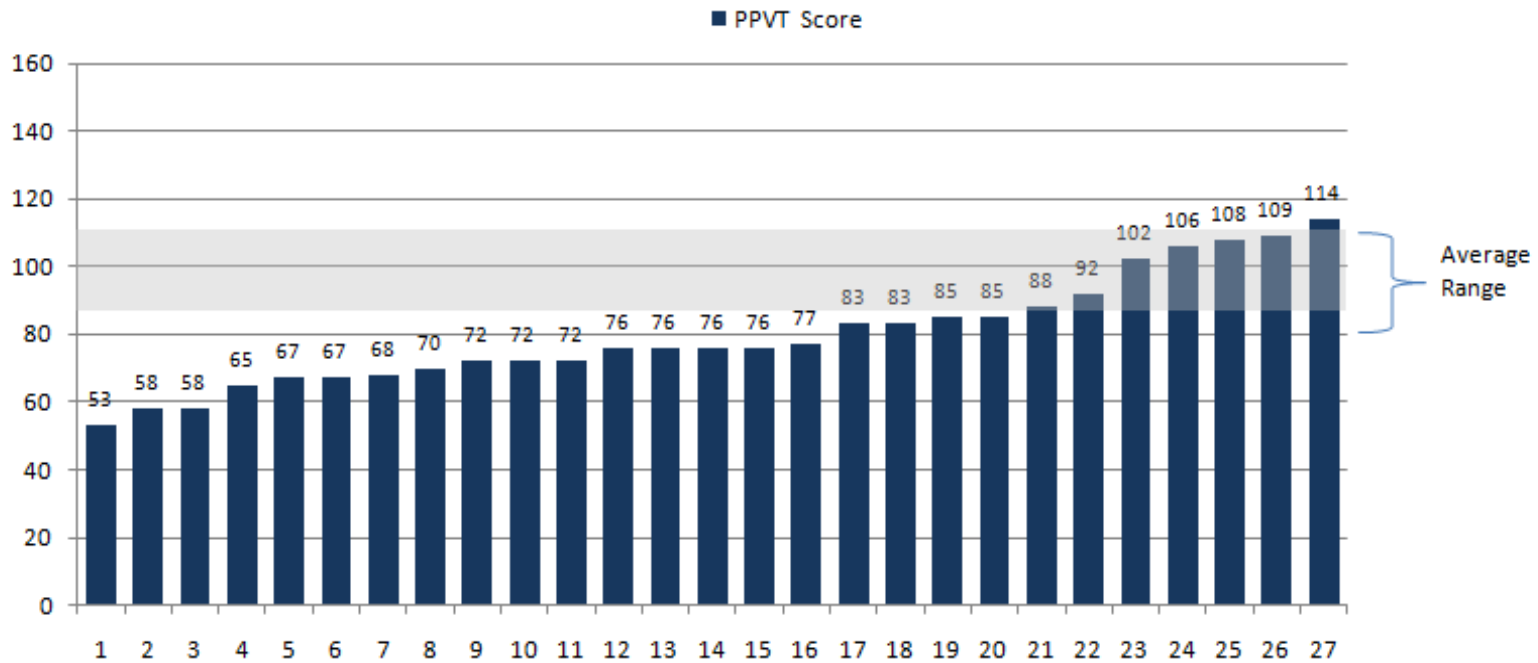
Goal 1: Children enter school ready to learn
B) Create a language rich environment

Measurement Indicators – During Program

Peabody Picture Vocabulary Test

Tables/Graphs

Individual Spring PPVT Scores



Goal 1 C): Children develop mastery of academic skills needed for kindergarten entry.

This chart indicates that of the 23 students assessed, only one student was classified as “Not Yet” on one item. “Emerging” was used as a rating nine times (7%). “Almost Mastered” was used as a rating 39 times (28%). “Mastered” was used as a rating 89 times (64%). This indicates that nearly all students were rated as having almost mastered or mastered the ability to recognize their own name, write their own name, demonstrate verbal abilities, have an understanding that numbers represent quantity and recognize shapes and colors; these skills will help set students up for success in kindergarten.

Goal 1: Children enter school ready to learn
C) Children develop mastery of academic skills needed for kindergarten entry

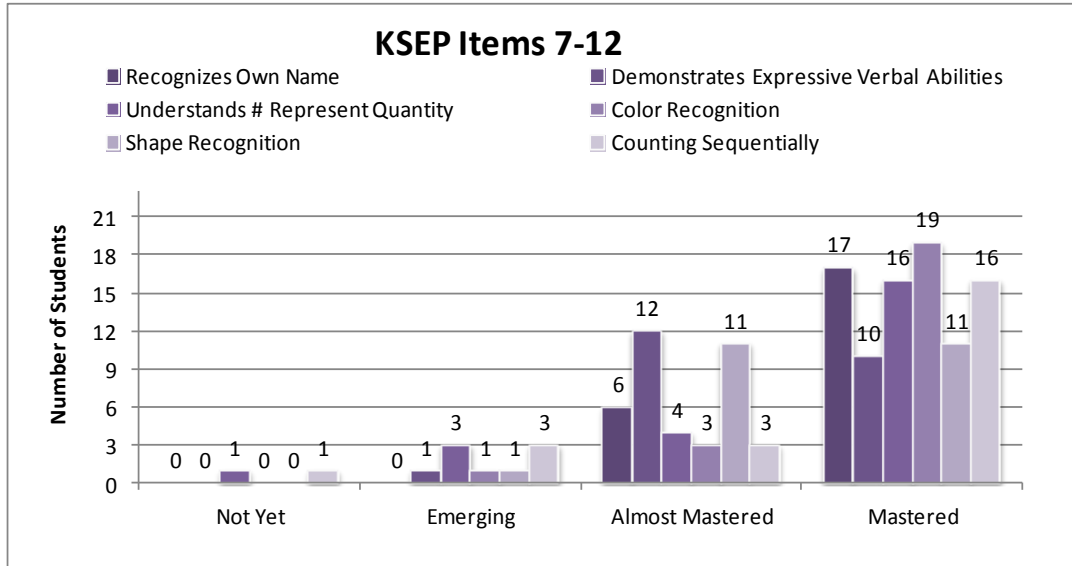
Measurement Indicators – During Program

Kindergarten Student Entrance Profile (KSEP)
 Cognitive Skills

(KSEP Items 7-12):

- 7. Recognizes own written name
- 8. Demonstrates expressive verbal abilities
- 9. Understands that numbers represent quantity
- 10. Child writes own name
- 11. Color recognition
- 12. Shape recognition

Tables/Graphs

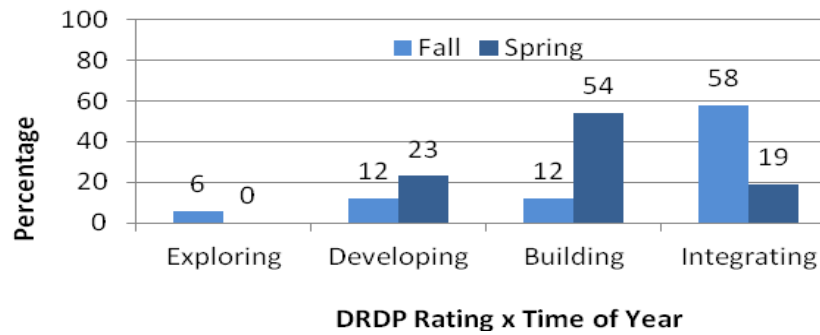


Literacy can be fostered by building children’s interest in literacy, concepts of print, letter and word knowledge, phonological awareness, emerging writing, and text comprehension. A child’s early interest in and skills related to language, reading, and written communication is linked with school success. The DRDP asked the teacher to comment on the children’s literacy skills. As with numeracy skills, the acquisition of literacy skills requires purposeful, stimulating, and direct instruction.

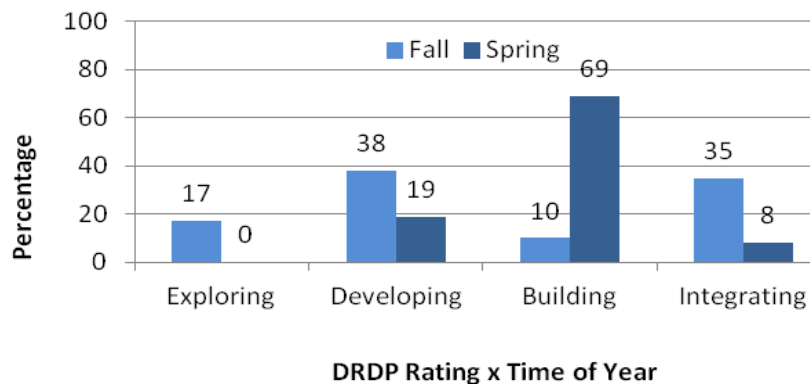
In the fall, 7% - 24% of students were at the “Exploring” level in all literacy domains while the majority (27% - 48%) of students were at the “Developing” level. The spring assessments showed improvement in only two literacy areas: Letter and Word Knowledge and Emergent Writing. The remaining three areas showed concerning decreases from fall to spring in the percentage of students reaching the “Integrating” level. For example, teachers rated 28% of students at the “Integrating” level on Phonological Awareness in the fall, while none of the students was ranked at the “Integrating” level in the spring. However, it should be noted that substantial growth was seen in these literacy areas between the “Developing” and “Building” levels.

Goal 1: Children enter school ready to learn															
C) Children develop mastery of academic skills needed for kindergarten entry															
Measurement Indicators-During Program															
<p>DRDP-PS Literacy Items</p> <p>17: Interest in literacy 18:Comprehension of Age Appropriate Text 19: Concepts of print 20: Phonological awareness 21: Letter and word knowledge 22: Emerging writing</p>															
Tables/Graphs															
<p>17: Interest in Literacy</p> <table border="1"> <caption>Data for 17: Interest in Literacy</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>11</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>32</td> <td>8</td> </tr> <tr> <td>Building</td> <td>18</td> <td>58</td> </tr> <tr> <td>Integrating</td> <td>39</td> <td>31</td> </tr> </tbody> </table>	DRDP Rating	Fall (%)	Spring (%)	Exploring	11	0	Developing	32	8	Building	18	58	Integrating	39	31
DRDP Rating	Fall (%)	Spring (%)													
Exploring	11	0													
Developing	32	8													
Building	18	58													
Integrating	39	31													

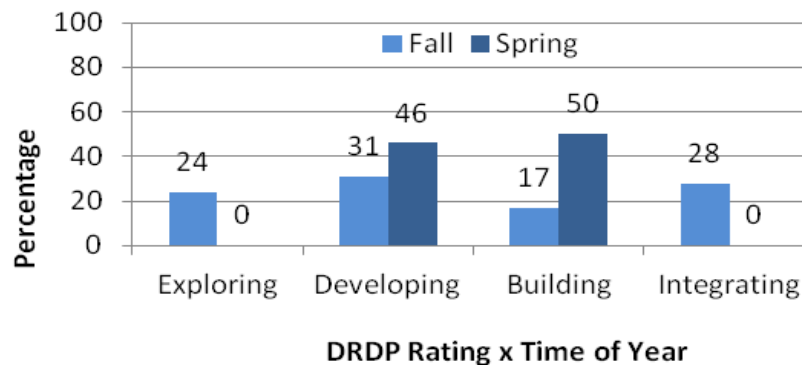
18: Comprehension of Age Appropriate Text

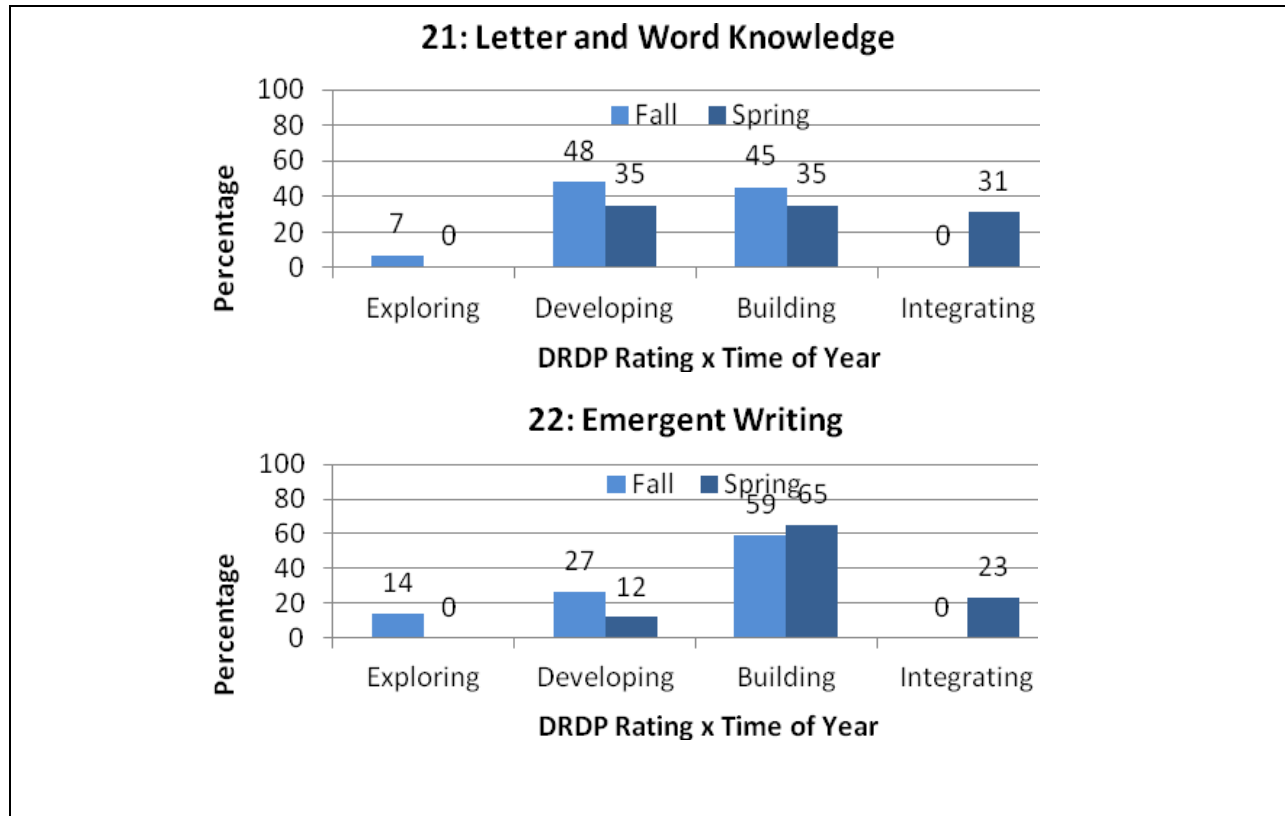


19: Concepts of Print



20: Phonological Awareness





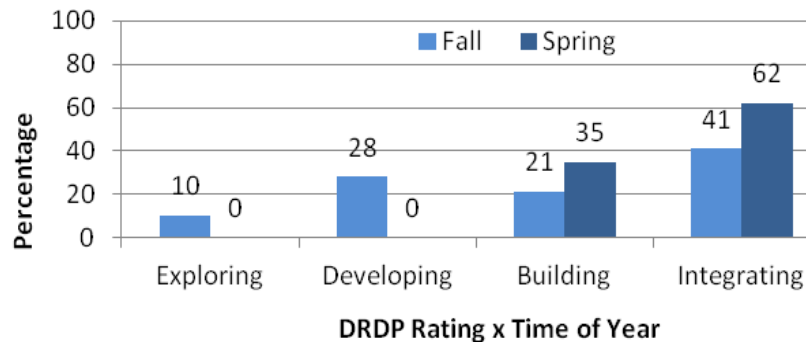
Children enrolled in Storyteller showed an increase in their cognitive competencies, including their memory and knowledge, sense of cause and effect, problem-solving skills, and use of socio-dramatic play; skills that support kindergarten success. Enhanced development in all domains is important for school success, but cognitive development is most central. The DRDP provides some general observations about cognitive competence with four items related to memory, problems solving, and symbolic/imaginative play.

These aspects of development can be nurtured, but may not respond as rapidly and easily as skills in other domains. Nonetheless, the children showed strong progress by spring 2011 with 81% to 96% assessed to be either “Building” or “Integrating” in memory and cognition, emerging sense of cause an effect, and purposeful involvement in socio- imaginative play.

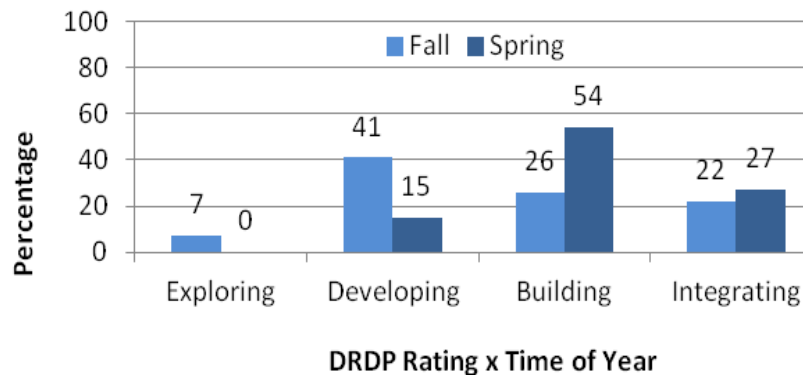
<p>Goal 1: Children enter school ready to learn C) Children develop mastery of academic skills needed for kindergarten entry</p>
<p>Measurement Indicators-During Program</p>
<p>DRDP-PS Cognitive Competence 9: Socio-dramatic play 27: Cause and effect 28: Engages in problem solving 29: Memory and knowledge</p>

Tables/Graphs

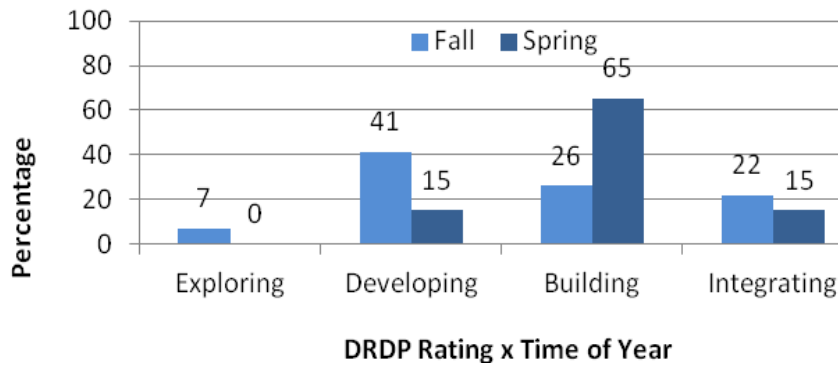
9: Socio-dramatic Play

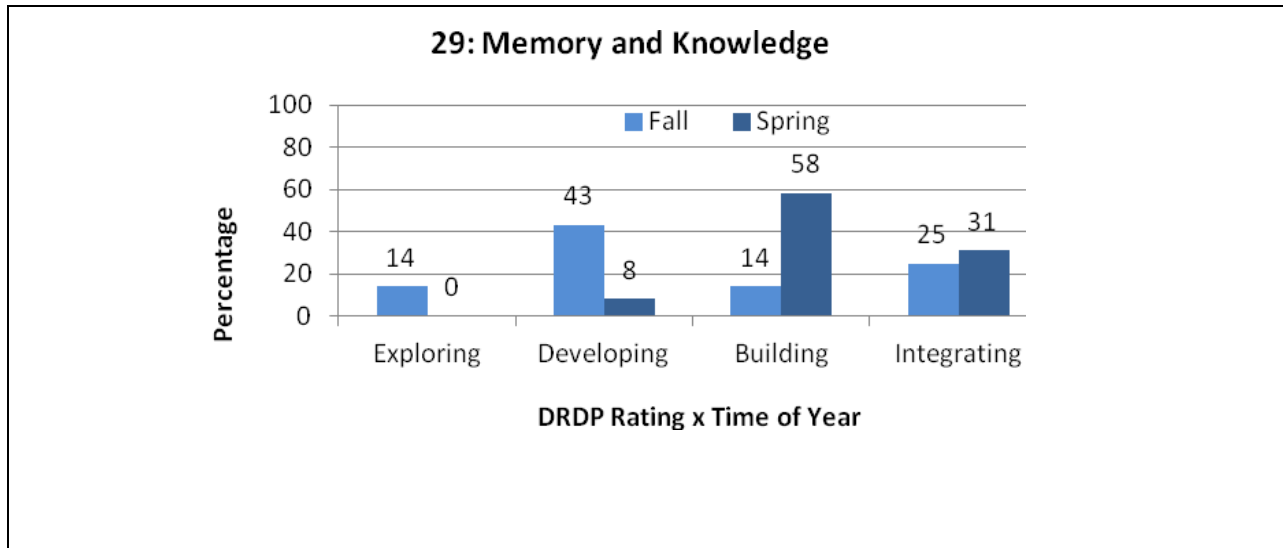


27: Cause and Effect



28: Engages in Problem Solving



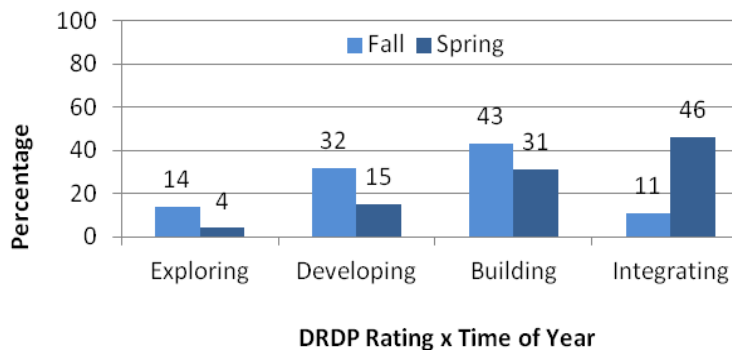


Also fundamental to success in kindergarten is the early development of math concepts, including number sense, shapes, time, classification, measurement, and patterning. The acquisition of quantity and number knowledge and skills (numeracy, the companion of early literacy skills) is one of the best predictors of academic success. The DRDP includes six items that ask the teacher about a child’s number and quantity related skills.

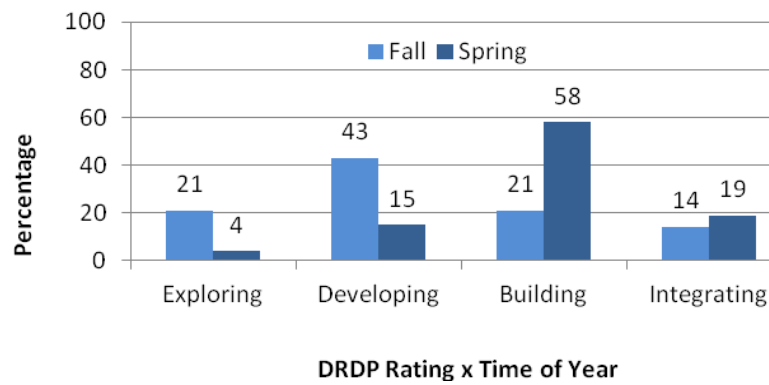
The fall assessment showed that 14% to 29% of the students were assessed to be at the lowest level (Exploring). By the spring assessments, all of the students had advanced past the “Exploring” level for all items. Only 4% (one student) remained at the “Exploring” level and on average, 23% of students had reached the highest, “Integrating” level. Teachers’ scores indicated students were most advanced in Number Sense: Counting and Quantity (46% at Integrating level) and Patterning (35% at Integrating level). While teachers rated 60% of students at the “Building” level on Measurement, only 4% (one student) was at the “Integrating” level in this domain.

<p>Goal 1: Children enter school ready to learn C) Children develop mastery of academic skills needed for kindergarten entry</p>
<p>Measurement Indicators-During Program</p>
<p>DRDP-PS Math Items 32: Number sense: Understands quantity and counting 33: Number sense: Math operations 34: Classification 35: Measurement 36: Shapes 37: Patterning</p>
<p>Tables/Graphs</p>

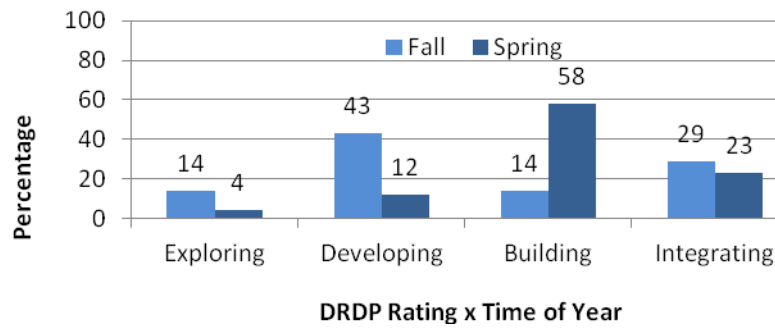
32: Number Sense: Counting and Quantity

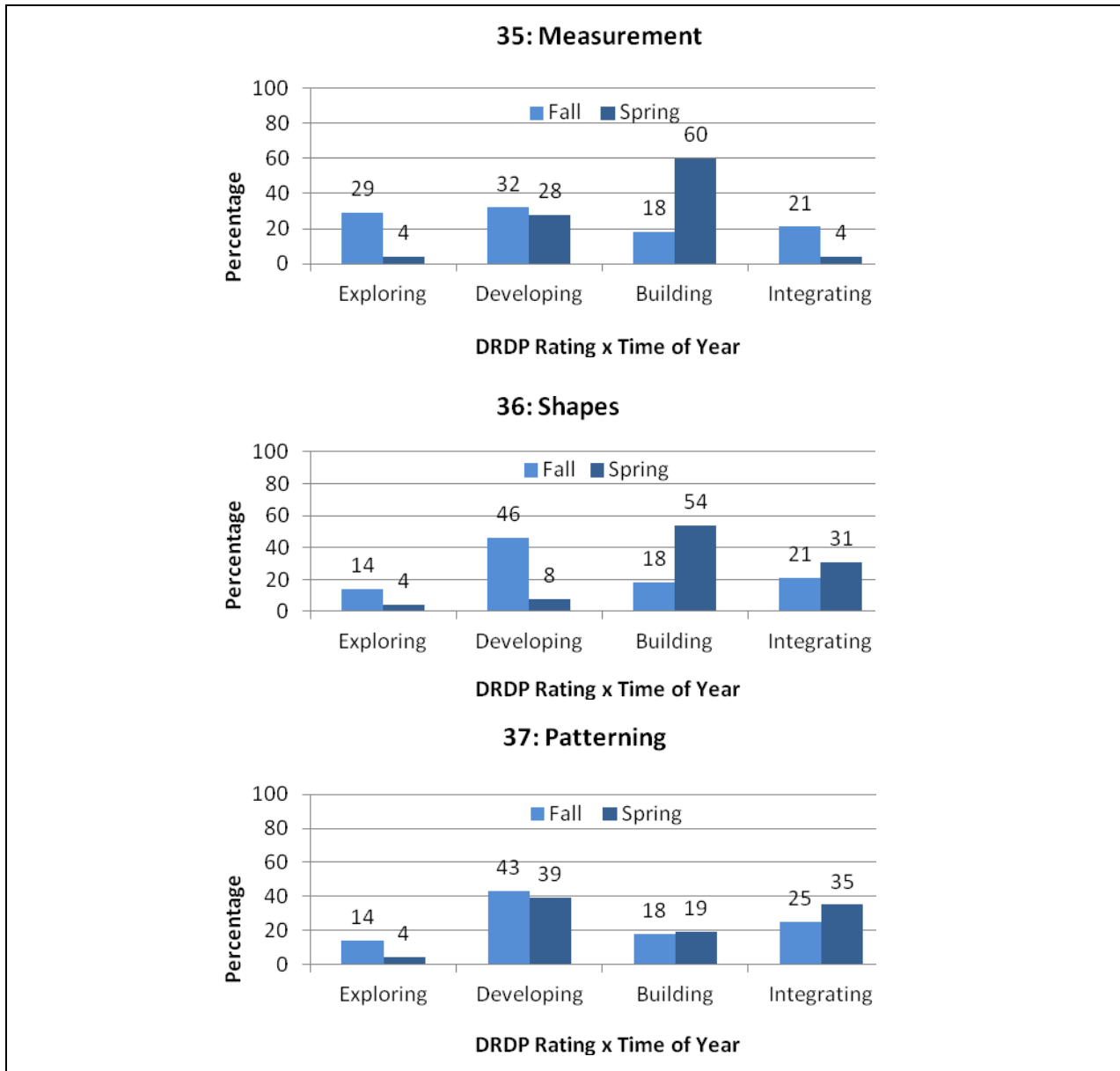


33: Number Sense: Math Operations



34: Classification





Goal 1 D): Children develop mastery of social/emotional skills for kindergarten entry.

The chart below chart indicates that of the 23 students assessed, only one student was classified as “Not Yet” on one item (Enthusiastic and curious about school.) “Emerging” was used as a rating 10 times on 138 total ratings (7%), “Almost Mastered” was used as a rating 42 times (30%) and “Mastered” was used as a rating 85 times (62%.) These results indicate that nearly all Storyteller students were rated as having mastered, or almost mastered the social/emotional skills that are fundamental to kindergarten entry.

Goal 1: Children enter school ready to learn.
 D) Children Develop Mastery of social/emotional skills needed for kindergarten entry.

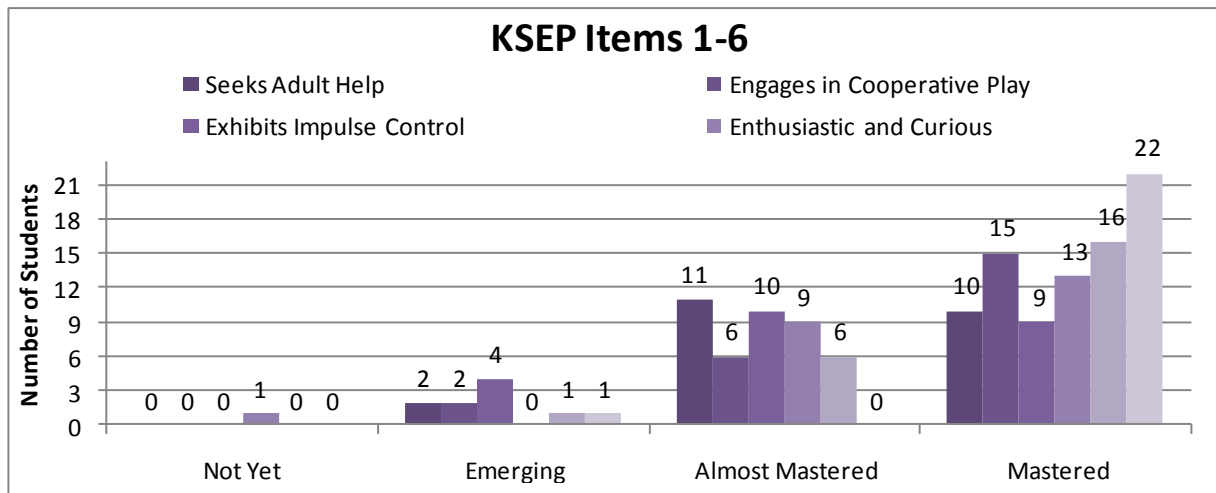
Measurement Indicators- During Program

Kindergarten Student Entrance Profile (KSEP)
 Socio-Emotional Functioning

(KSEP Items 1-6)

1. Seeks adult help when appropriate
2. Engages in cooperative play activities with peers
3. Exhibits impulse control and self-regulation
4. Maintains attention to tasks
5. Is enthusiastic and curious about school
6. Persists with task after experiencing difficulty

Tables/Graphs



Substantial changes in the children’s sense of self and recognition of their own competence were found. In the fall, the majority of children (62%) were rated at the “Developing” or “Building” levels. By June, teachers rated over half of the children as having reached the highest, “Integrating” level of development. In the fall, most of the children (66%) were rated at the “Developing” or “Building” levels. By June, none of the students was rated at the “Exploring” or “Developing” levels; 100% were at the “Building” or “Integrating” levels.

Goal 1: Children enter school ready to learn

D) Children develop mastery of social/emotional skills needed for kindergarten entry

Measurement Indicators –During Program

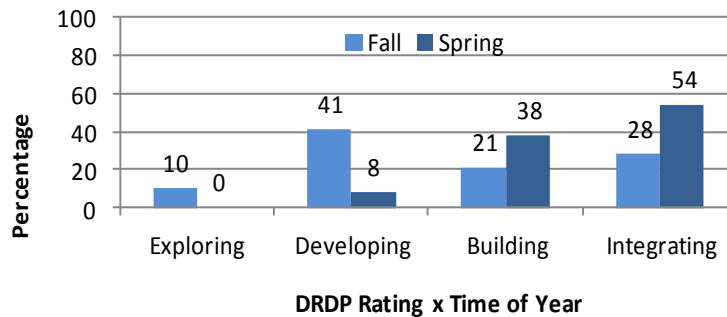
DRDP-PS

1: Identity of self

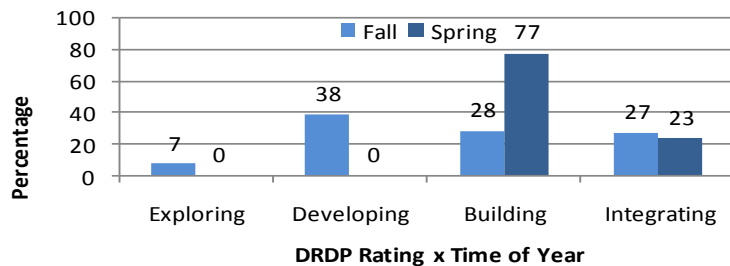
2: Recognition of own skills and accomplishments

Tables/Graphs

1: Identity of Self



2: Recognition of Own Skills & Accomplishments



The development of children’s social-interpersonal skills is crucial to their success in school, as it affects their ability to work with teachers, students and to negotiate difficult situations and problem solve. In general, the fall ratings showed a range of interpersonal skill development and needs, with between 0% and 21% of the children described as being at the lowest (Exploring) developmental area.

By the spring rating, the teachers noted strong progress toward meeting this outcome with 34% to 62% at the highest (Integrating) developmental level. The strongest developmental progress was noted for Building Cooperative Play; between 20% and 46% of students were rated at the “Integrating” level. The area where students showed least improvement was in expressions of empathy; in the fall, 31% of students were rated at the integrating level, but by spring, this percentage had only increased by 3% to 34%. Growth was observed between the “Developing” and “Building” levels. Overall, students showed improvements in all six of these areas, where 58% to 92% of students were at “Building” or “Integrating.”

Goal 1: Children enter school ready to learn

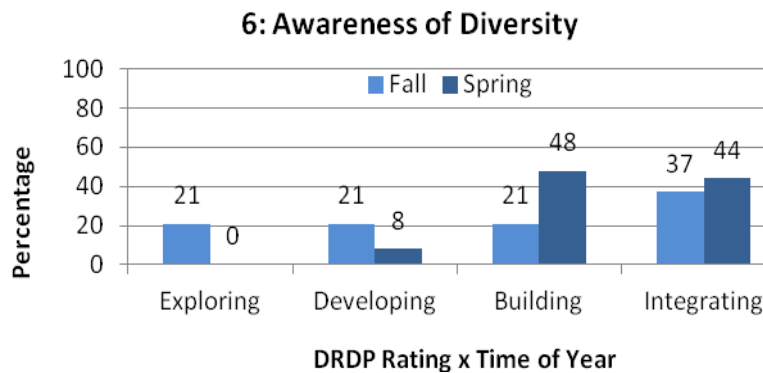
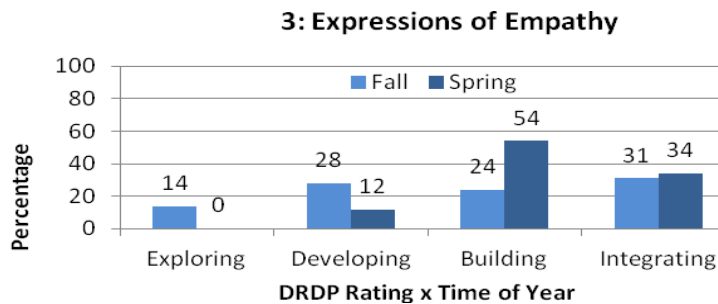
D) Children develop mastery of social/emotional skills needed for kindergarten entry

Measurement Indicators – During Program

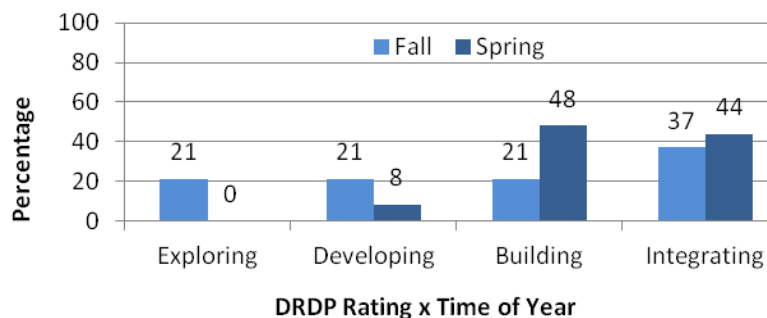
DRDP-PS

- 3: Expressions of empathy
- 6: Awareness of diversity in self and others
- 7: Building relationships with adults
- 8: Cooperative play with other children
- 10: Developing friendships
- 11: Conflict negotiation

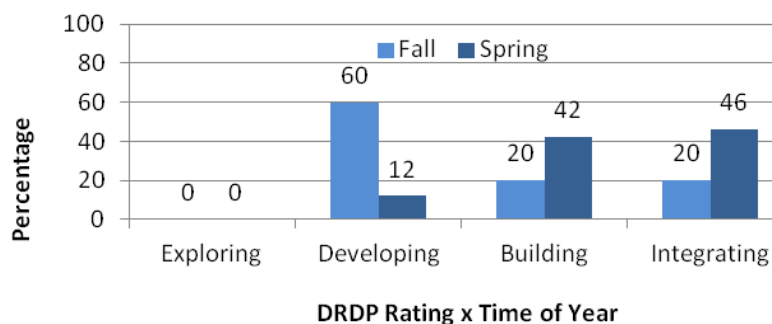
Tables/Graphs



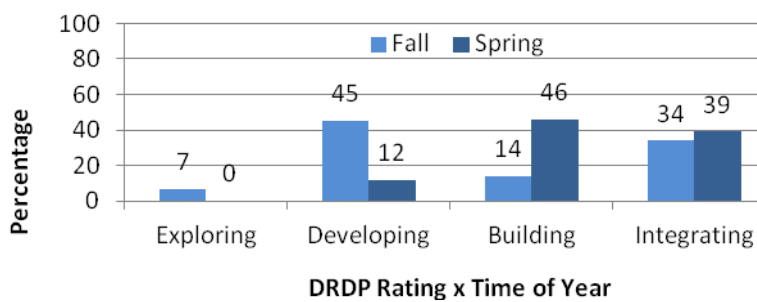
7: Relationships with Adults



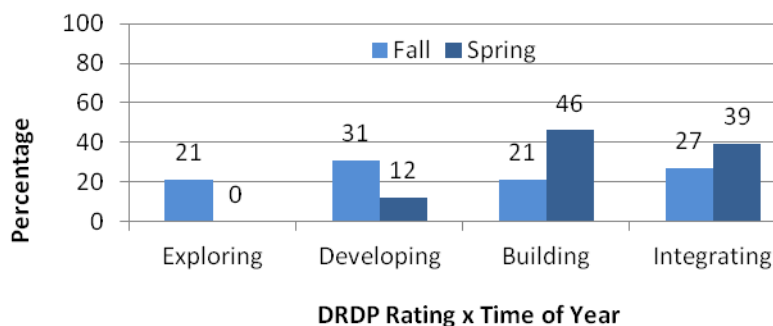
8: Cooperative Play



10: Friendships with Peers



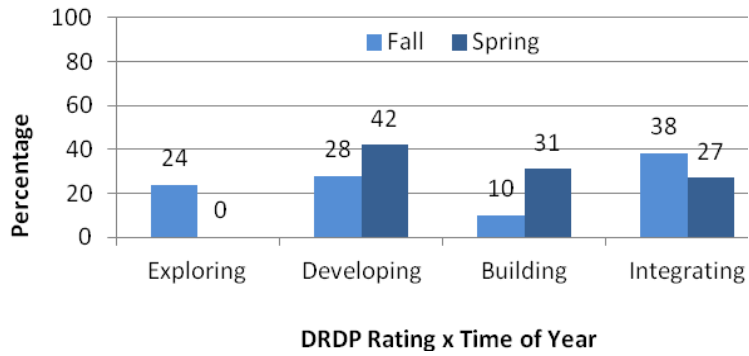
11: Conflict Negotiation



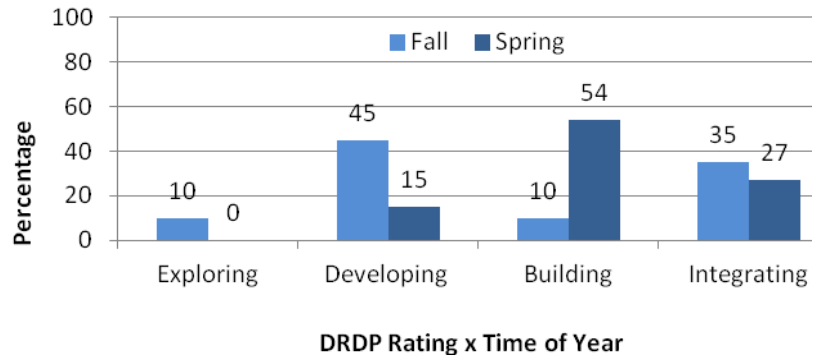
Other important areas of social/emotional development include the ability to self-regulate, control impulses and take turns, as demonstrated by the ability to delay wants and needs until an appropriate time, across multiple settings, including small and large group contexts. Teacher ratings in fall showed that 35% to 38% of the children were already considered to be at the highest level with respect to the three self-regulation DRDP items. By spring, teachers rated only 27% of students at the “Integrating” level, an 8% average decline in ratings in this domain. However, teachers rated students, higher on average in progressing from the “Exploring” and “Developing” levels to the “Building” or “Integrating Levels.” For example, on Impulse Control, 65% of students were at the “Building” or “Integrating” levels by spring. On Taking Turns, 58% fell into either of these ranges and 81% of students were rated as “Building” or “Integrating” on Shared use of Space.

Goal 1: Children enter school ready to learn																
D) Children develop mastery of social/emotional skills needed for kindergarten entry																
Measurement Indicators – During Program																
DRDP-PS 4: Impulse control 5: Taking turns 12: Shared use of space and materials																
Tables/Graphs																
4: Impulse Control																
<table border="1" style="margin: auto;"> <caption>4: Impulse Control - Percentage by Rating and Time of Year</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>17</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>35</td> <td>35</td> </tr> <tr> <td>Building</td> <td>13</td> <td>38</td> </tr> <tr> <td>Integrating</td> <td>35</td> <td>27</td> </tr> </tbody> </table>		DRDP Rating	Fall (%)	Spring (%)	Exploring	17	0	Developing	35	35	Building	13	38	Integrating	35	27
DRDP Rating	Fall (%)	Spring (%)														
Exploring	17	0														
Developing	35	35														
Building	13	38														
Integrating	35	27														

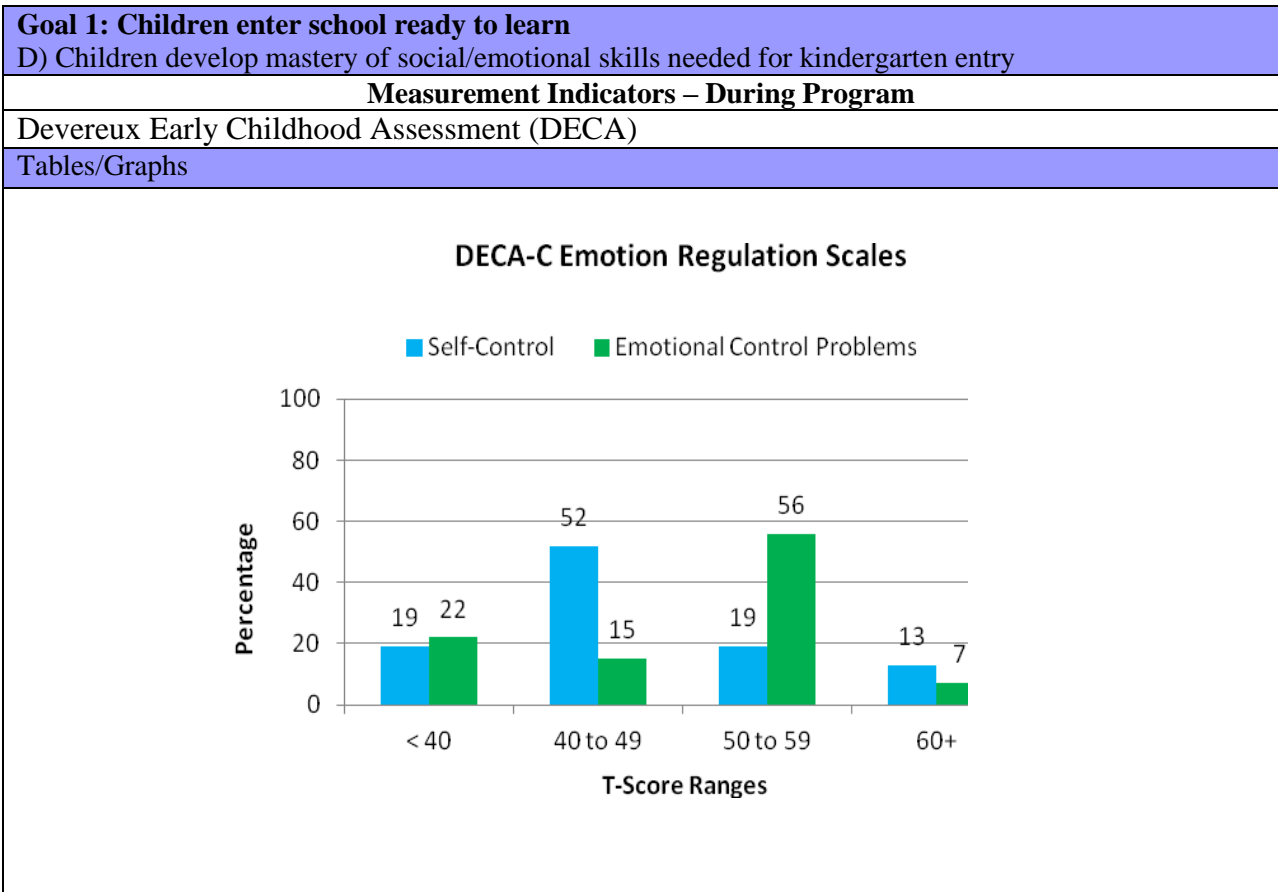
5: Taking Turns



12: Shared use of Space and Materials



A liaison agency, CALM (Child Abuse Listening and Mediation) also provided a norm-referenced rating using the DECA-C. Two sets of DECA-C items ask the teacher to comment on the child’s regulation skills. Self-Control assesses positive regulation (blue bar in the chart below) The ratings indicated that 71% of students were considered to be in the typical range (T-Scores of 40-59) while 13% of the children were in the range of exhibiting positive self-control such that it could be considered a source of resilience (T-Score of 60 or more). In contrast, 19% were considered to have low levels of positive self-control. Children were also evaluated for possible behavior problems related to Emotional Control Problems (green bar below). Ninety-six percent of students showed no indication of problems and were considered in the “typical” range (T-Score of 59 and below).



The development of curiosity, initiative, and persistence at tasks, including abilities to attend, master, and understand an activity in the face of difficulty or challenge is crucial to early school success and learning. A long-term goal of all education is to help support students’ efforts to become independent, self-motivated learners. This is a life-long process; however, the seeds are sown early.

Two DRDP items and one set of items (Initiative) from the DECA-C were used to assess students’ interest in learning. Teachers scored slightly less than half (43% and 46%) of students in the “Developing” stage in the fall. By spring, teachers indicated that 54% and 62% of students had reached the “Building” level and 35% and 23% had reached the “Integrating” level. It is important to note that teachers rated slightly fewer students at the “Integrating” level, on Engagement and Persistence in the spring (23%) than they did in the fall (32%).

Goal 1: Children enter school ready to learn
 D) Children develop mastery of social/emotional skills needed for kindergarten entry

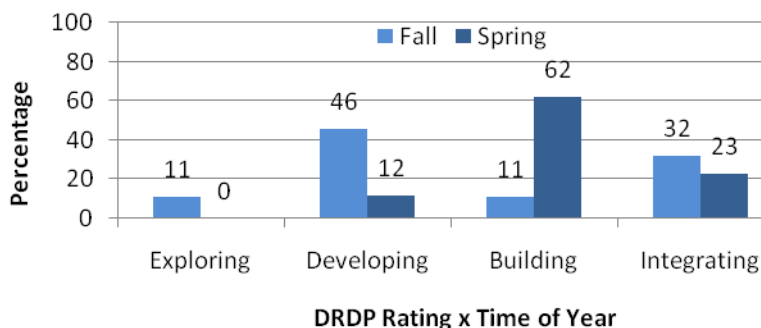
Measurement Indicators – During Program

DRDP-PS
 30: Curiosity and initiative
 31: Engagement and persistence

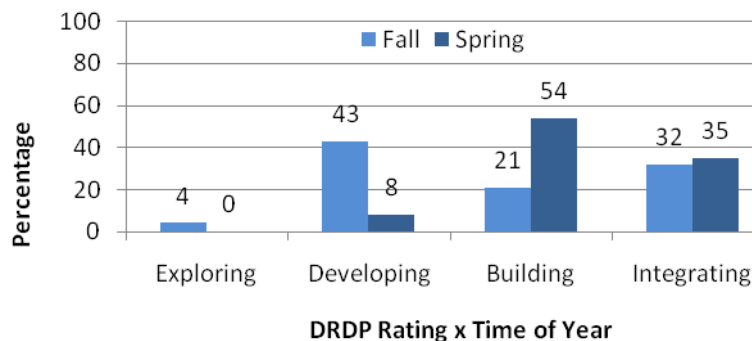
Devereux Early Childhood Assessment (DECA-C)

Tables/Graphs

31: Engagement and Persistence

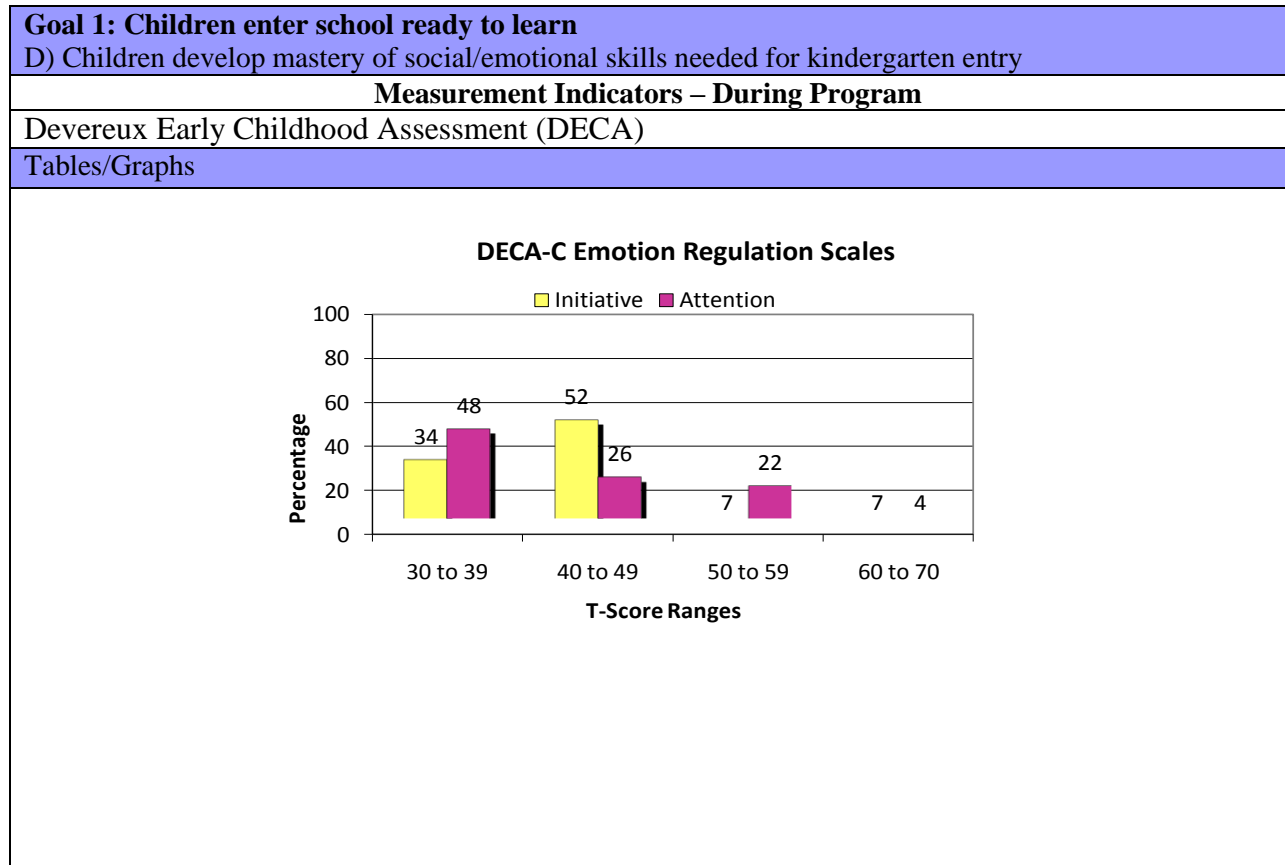


30: Expresses Curiosity and Initiative



CALM completed the DECA-C as a measure of initiative and persistence. The Initiative section (yellow bar in graph below) includes items that ask about independence and persistence during challenging tasks. Fifty-nine percent of the students fell into the typical range and 7% exhibited Initiative, such that it could be considered a strength. However, 34% of Storyteller students were rated such that this was an area of concern (T-Score of 40 or below).

The Attention questions (purple bar) examine students’ level of difficulty with routines and ease of distractibility. Eighty-one percent of students were in the typical range of attention, while approximately 7% of students fell into the range that indicates this area may be of concern (T-Scores of 60 and above.)



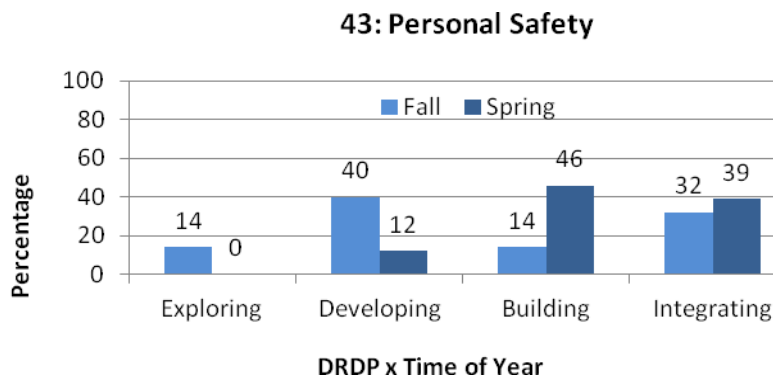
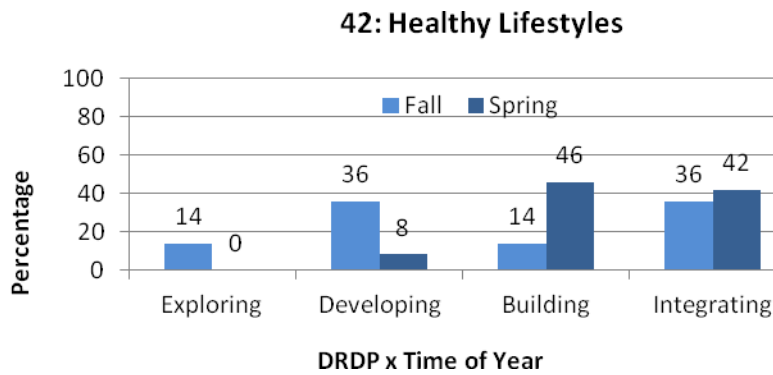
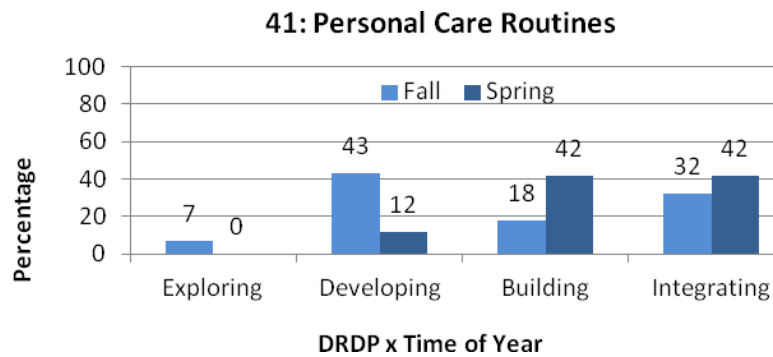
Children who have developed personal care routines and have an understanding of personal safety and healthy lifestyles are more prepared to enter a school environment. The Storyteller children showed substantial improvement in their personal care and safety habits. Approximately 8 of 10 students were rated at either the “Building” or “Integrating” levels in this domain. None of the students remained at the “Exploring” level by spring.

Goal 1: Children enter school ready to learn
 D) Children develop mastery of social/emotional skills needed for kindergarten entry

Measurement Indicators – During Program

DRDP-PS Safety and Health Items
 41: Personal care routines
 42: Understanding healthy lifestyle
 43: Personal safety

Tables/Graphs



Summary of Results

All items on the KSEP are scored using a 4-category rating rubric that ranges from 1 to 4 with 1 = “not yet,” 2 = “emerging,” 3 = “almost mastered,” and 4 = “mastered.” Students are recognized as mastering a school readiness component when they receive a score of 4 on an item. The scoring rubric accompanies the KSEP and describes how to rate each item and how each rating option would be observed in a student. Students who score between 11 and 22 are given an immediate follow-up. It is suggested that students who score between 23 and 32, receive monthly monitoring. Students who score between 33 and 39 should receive quarterly monitoring and students who score between 40 and 44, are considered “ready to go.” In addition to the 12 items, the KSEP includes response areas to gather information on student’s home language, health issues (e.g., glasses, medications, allergies), and special concerns the teacher may have (e.g., attendance). Tables 2 and 3 below show the breakdown of the number of items mastered and the number of students in each range.

Figure 1: Number of KSEP Items Mastered

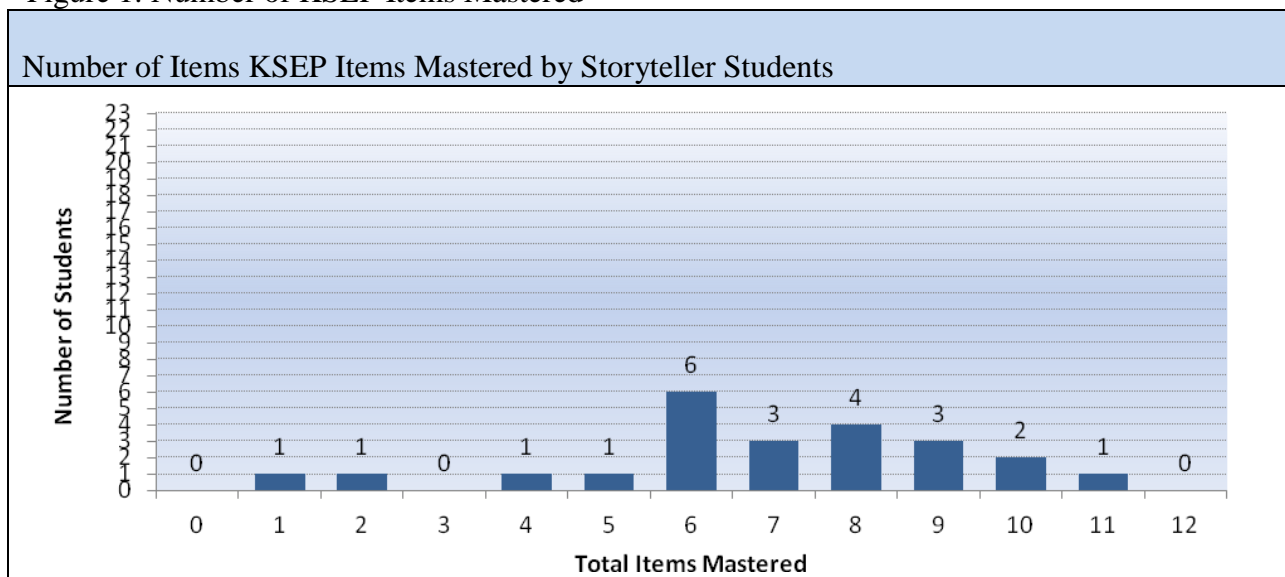


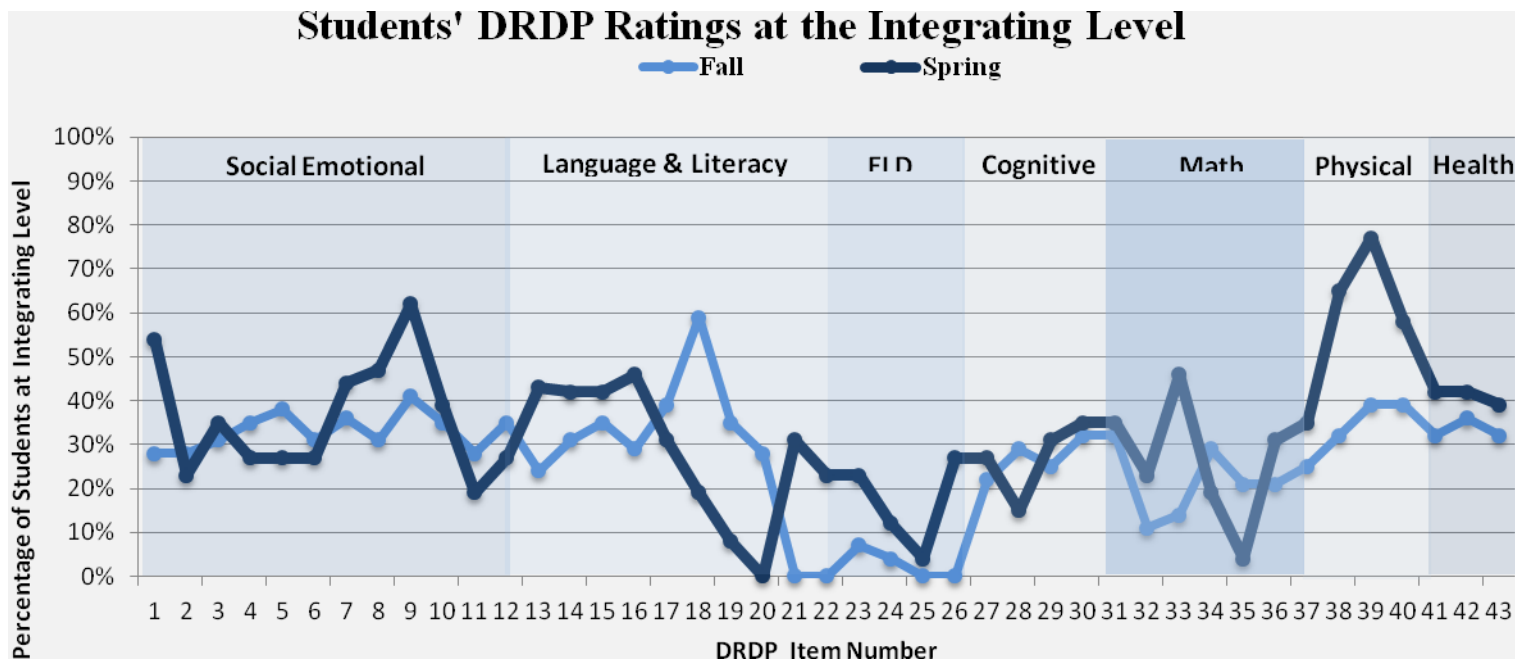
Figure 2: Percentage of Students in Progress Range

	Immediate Follow-up (11-22)	Monthly Monitor (23-32)	Quarterly Monitor (33-39)	Ready to Go (40-44)	Total %
Percentage of Storyteller Students (Number of Students)	0% (0)	4% (1)	39% (9)	48% (11)	100% (23)
Percentage of Comparable Santa Barbara County Students	9%	36%	34%	21%	100%

STORYTELLER STUDENTS SHOW SUBSTANTIAL GROWTH IN ALL DOMAINS

This chart shows the percentage of Storyteller students rated at the highest developmental level (Integrating) in the fall 2010 (light blue line) and in the spring 2011 (dark blue line) assessments. The gap between each line shows the increase of skill development. Students showed increases in the percentage of students at the integrating level on 31 of the 43 DRDP items. The areas with the most students reaching the Integrating level were in physical development and motor competencies. The greatest improvement between the fall and spring assessments was in Letter and Word Knowledge (from 0% to 31%) Number Sense of Quantity and Counting (from 14% to 46%) Gross Motor Movement (from 32 to 65%) and Balance (from 39% to 77%) The lowest area of skill development was in Phonological Awareness, which appeared to decline from Fall to Spring (from 28% to 0% of students at the Integrating Level) However, it should be noted, as evidenced in the graph, that students showed improvements across all domains between fall of 2010 and spring of 2011.

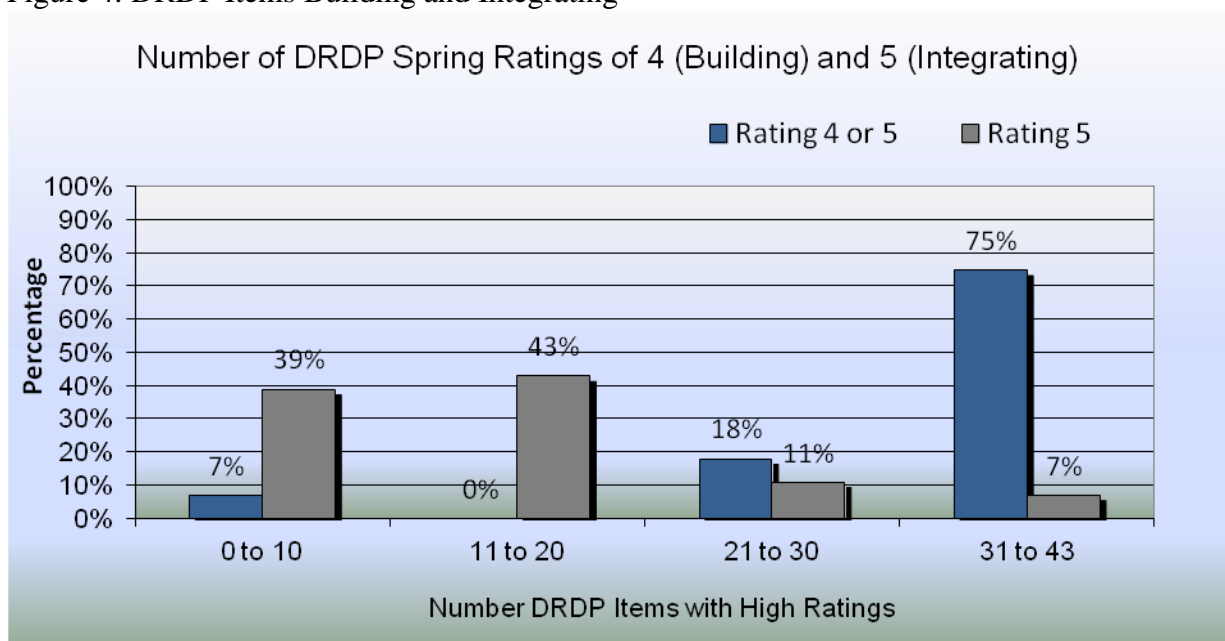
Figure 3: DRDP Items at Integrating Level



STORYTELLER CHILDREN INTEGRATING A MAJORITY OF THE DRDP DEVELOPMENTAL INDICATORS

The chart below shows number of DRDP items that the teacher rated as being at the Building + Integrating or Integrating only level. It shows that 75% of the Storyteller children were assessed to be at the Building or Integrating level for 31 to 43 DRDP items (7% of the children were rated at the highest level [Integrating] for 31 to 43 items). Using this as a school readiness criterion, this means that 3 of 4 Storyteller children could be considered to have the skill sets needed for a successful transition to kindergarten.

Figure 4: DRDP Items Building and Integrating



SIGNIFICANT INCREASE IN THE NUMBER OF DRDP ITEMS WITH THE HIGHEST DEVELOPMENTAL LEVEL

Another way to consider changes in the overall DRDP ratings from fall 2010 to Spring 2011 is to compare the average number of items at the highest rating levels. For this comparison, the number of the 43 DRDP items with a rating of 4 or 5 (Building and Integrating combined) and with 5 (Integrating only) was calculated. The greater the number of the 43 DRDP items with a high ratings, the more likely it is that the child is more prepared for kindergarten entry

The *t* value compares the average spring score to the average fall score and assesses if the difference is large enough that it can be concluded that it was not just due to chance. In this case, the Storyteller students had an average increase of approximately 11.3 items rated as a 4/5 (Building or Integrating) but only an average increase of 1.4 items rated as a 5 (Integrating only) in the spring 2011 compared to fall 2010. This large of a difference between fall and spring on “Building” or “Integrating” would occur less than 1 in 1000 times by chance and *is* considered

statistically significant. The difference between average fall and spring “Integrating” only scores *is not* statistically significant. Table 3, shows these values.

Table 3: Average Number of DRDP Items with a rating of 4/5 (Building and Integrating combined) or 5 (Integrating only) for fall 2010 and spring 2011 Assessments.

DRDP	Fall 2010	Fall 2010	Spring 2011	Spring 2011	t-test	p
Levels	Average	SD	Average	SD		
Building (4) or Integrating (5) Combined	19.0	17.2	32.2	11.4	6.1	<.001
Integrating (5) Only	11.2	15.1	12.9	9.3	0.99	ns

Note. SD = standard deviation, which is a measure of the distribution or spread of the average number of DRDP items with 4/5 or 5 ratings.

Continuing Program Evaluation

The purpose of this report was to provide information related to the objectives included in Storyteller Children’s Center’s strategic logic model plan and an analysis of assessment data collected during the 2010-2011 school year for the cohort of children who will promote to kindergarten in August 2011. The results that went into the report were indicators of academic and social emotional development and several of the measures included were used to help identify differences in learning in development. Data were provided to inform decision-making regarding future directions for the program at school-wide and program-wide levels. The data collected and analyzed followed the Storyteller Logic Model evaluation plan with the focus on the child outcome indicators that targeted cognitive and social–emotional development. On-going evaluation is critical to successful intervention programs like Storyteller’s and the information presented in this report is intended to inform the improvement of their curriculum, program, and services.

Also critical to the success of Storyteller’s program is continued evaluation of the efficacy and delivery of wrap-around services they provide to the families of their students. In an effort to better understand and improve the delivery of these services, the Desired Results for Children and Families-Parent Survey was given this year to the parents/families of Storyteller students.

The results of this survey indicated that 90% of parents who returned surveys were, “Very Satisfied” and 10%, were “Satisfied” with the services currently provided by Storyteller and outlined earlier in this report. Respondents rated high satisfaction with Storyteller’s overall quality and the characteristics of the program, such as hours of operation, location, adult supervision, equipment and materials, staff interaction, opportunities for parental involvement, environment, and nutrition. No parents reported dissatisfaction. However, 62% of parents reported that Storyteller’s programs had not made it easier for them to, “accept a job.” This may be explained in part to the adverse local economic conditions. Parents also reported high satisfaction with information they received regarding child growth and development, parenting skills opportunities for involvement, and indicators of their child’s performance in the program.

Appendix A: Evaluation Measures

Cognitive-Academic (Literacy/Language) Measures

Desired Results Developmental Profile – Revised (DRDP-R)

The DRDP is required for all institutions receiving Head Start funds. Furthermore, the DRDP data fits directly into the goal structure that Storyteller sets forth to help foster the development of each child. The DRDP was developed by WestEd for the California Department of Education. See http://www.wested.org/desiredresults/training/form_drdp.htm for more information.

Peabody Picture Vocabulary Test (PPVT-4)

This instrument provides information about children’s knowledge of vocabulary where the administrator says a word and the child points to a picture that best describes that word. This was chosen because of its efficiency, taking approximately 10-15 minutes to administer. It provides information regarding children’s receptive vocabulary knowledge. See <http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700> for additional information.

Social-Emotional Measures

Kindergarten Student Entrance Profile (KSEP)

The KSEP has been used extensively. There is a solid record of local comparison information and the KSEP's validity to assess school readiness has been documented in several studies published in peer-reviewed professional journals. There is no cost for the KSEP materials, but some funds were set aside for training. This assessment was chosen to provide additional understanding of the children’s developmental progress and preparedness for the kindergarten environment. See <http://web.me.com/michaelfurlong/KSEP> for additional information.

Desired Results Developmental Profile (DRDP)

The DRDP is a developmentally sequenced, desired results-based instrument that was developed by the California Department of Education as part of a more general effort to enhance preschool-elementary curriculum objectives. Detailed information about the DRDP is available from the following website (select “forms” in the header menu to see the DRDP items and forms):

The DRDP examines four developmental domains—cognitive, social-emotional, language, and physical development. Each of these domains represents a desirable developmental outcome and associated indicators. For example, “Children are personally and socially competent” and “Children show self-awareness and a positive self-concept” are both indicators of progress toward the desired result. The Storyteller logic model identified DRDP indicators that were well matched with program goals and objectives. These indicators provide the core of the information presented later in this report.

Each DRDP indicator is linked with a rubric that describes developmental levels along a developmental progression for a particular measure. For the purposes of this evaluation report,

each DRDP item was rated by the child's primary teacher against a rubric with the following categories: Exploring, Developing, Building, and Integrating. The rubric describes behaviors that reflect a child's increasing skill development as demonstrated by completing related tasks with increasing ease and confidence, consistency over time, and across different settings.

Devereux Early Childhood Assessment-Clinical Form (DECA-C)

The DECA-C was used as a progress monitoring measure for social-emotional development. The DECA-C is a teacher-rated measure that provides a desired balance between observed risks and resilience/protective factors in each child's life. The materials also include resources/curriculum that can be used to stimulate development. See <http://www.kaplanco.com/store/trans/productDetailForm.asp?PID=98817> for more information

Appendix B

Goal 1: Children enter school ready to learn		
Objectives	Measures	Indicators
Create classroom environment that promotes optimal academic/social emotional growth.	ECERS ED observation	100% of classrooms are environmentally appropriate
Create a language rich environment	PPVT	75% of 4 year olds will score between 90-110 on the PPVT
Develop mastery of academic skills needed for Kindergarten entry	ESIK, KSEP	85% of children will master 7 or more items on the KSEP (Score 40-44)
Develop mastery of social/emotional skills needed for Kindergarten entry	KSEP; ASQ/ASQ/SE; DRDP	85% of children will master 7 or more items on the KSEP (Score 40-44) 80% show ability to control impulses, self regulate, delay wants and needs
Goal 2: Children are healthy and thriving		
Objectives	Measures	Indicators
Children have BMI in normal range	Health screenings by medical professionals	90% of children have BMI in normal range
Families are educated about nutritional values and healthy eating	Avance; Self-reporting SafeCare/Home Visitor	90% of families receive nutritional support and information
Children that demonstrate developmental delays or symptoms of trauma are evaluated for further treatment	Mariposa Project, CBCL	100% of identified children receive services
Parents maintain sobriety and access help for substance abuse and mental health challenges	CES-D AUDIT/ DAST Addiction Severity Scale	Of those people who access help for substance abuse, 50% maintain sobriety during the course of the program
Goal 3: Families support their children’s learning and development		
Objectives	Measures	Indicators
Create home environment that promotes optimal academic/social emotional growth	SafeCare Home visits	80% of homes are safe and healthy
Children are living in safe and secure housing	HASB; SafeCare; Home Visits	80% of homes are safe and healthy
Parents learn and demonstrate healthy parenting practices	AAPI; PSI; PCIT (Eyeberg;)	70% of families show improvement on these measures pre- and post-
The health needs of families are assessed and addressed	CTS; CES-D; TSI; CBCL	70% of families show improvement on these measures pre- and post-
Goal 4: Teachers are effective therapeutic educators		
Objectives	Measures	Indicators
Teachers learn to manage aggressive and/or dysregulated behavior in the classroom and understand trauma	MH consultation and reflective supervision; ED observation SESBI-R	90% of teachers show capacity to respond to classroom needs
Teachers develop capacity to maintain parental involvement and consistency in the home	Parent satisfaction survey	90% of families participate in one or more Storyteller/CALM programs
Teachers learn to resolve conflicts with co-workers and manage secondary trauma and work related stress	Index of Teacher Stress MH consultant observation/evaluation	90% of teachers demonstrate capacity to manage stress
Teachers are trained in the CSEFEL model	Training schedule and participation log	100% of staff participate in training