

**STORYTELLER CHILDREN'S CENTER**  
**LONGITUDINAL STUDY IMPLEMENTATION REPORT**  
**AUGUST 2009**

**OVERVIEW AND PURPOSE OF THIS REPORT**

This report is 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 about Storyteller, findings related to the objectives included in its strategic logic model plan (see Appendix), and analysis of assessment data collected during the 2008-2009 school year for the cohort of children who will enter kindergarten in the fall 2009. The information collected followed the Storyteller Logic Model evaluation plan with the focus on the Child Outcome indicators that focused on 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, in 2008, Storyteller established a framework 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.
3. Assessment tools targeting skills necessary for kindergarten readiness and lifelong resilience were recommended.
4. Analysis of the data collected using assessment tools.

**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 more than 70% consist of single-parent households. The ethnic population is approximately 89% Latino-American and 11% Euro-American. Currently, nearly half of the children we serve 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) 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 our 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/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 2008–August 2009 who are entering kindergarten in August 2009. The overall strategy was to collect information early in the period and then again near June 2009 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 hopefully through grade 3.

### **Goals for Storyteller**

The general child-focused goals of Storyteller Children's Center are listed below. A more detailed description of the objectives under each goal will be provided in the results section.

1. Children will gain competency socially and emotionally

2. Children will gain competence as effective learners
3. Children will develop physical and motor competencies
4. Children will be safe and healthy
5. Children will demonstrate kindergarten readiness

### **Participants**

The participants of this report are 18 children at Storyteller Children's Center of Santa Barbara who will be matriculating to Kindergarten August 2009 (note that two children had partial information but did not complete the school year and most assessments so they are not included in this report). These children are from families of very low socioeconomic status and, with the exception of one child, from Latino families with English as the second language and Spanish the primary language spoken at home. All children included in this study are between the ages of 4.5 and 5.11 years old. The participants were 11 girls and 7 boys.

### **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, thus Storyteller was already using this measure. Furthermore, the DRDP data fits directly into the goals that Storyteller sets forth to accomplish in helping foster the development of each child.

##### *The Early Screening Inventory – Kindergarten (ESI-K)*

This instrument provides more information about cognitive, language, and motor concerns. It will be administered in the spring to all students matriculating to kindergarten and was chosen in order to understand more about each child's individual cognitive, language and motor abilities.

##### *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 as takes very little time to administer (10-15 minutes) and will give an idea of the children's receptive vocabulary knowledge.

#### **Social-Emotional Measures**

##### *Kindergarten Student Entrance Profile (KSEP)*

The KSEP has been used extensively by the Santa Maria-Bonita School District. There is a solid record of local comparison information. There is no cost for the KSEP materials, but some funds will be set aside for training. This assessment was chosen to give more understanding of the children's developmental progress and their preparedness for the kindergarten environment.

##### *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):

<http://www.wested.org/desiredresults/training/questions.htm>

Taking from the WedstEd website, the DRDP is described as examining four developmental domains—cognitive, social-emotional, language, and physical development. Each of these domains represents a desirable developmental outcome and associated indicators. For example, an indicator of the desired result, Children are personally and socially competent, Children show self-awareness and a positive self-concept. Each of these is an Indicator of progress toward the Desired Result. The development of a 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 against a rubric with the following categories: Exploring, Developing, Building, and Integrating. The rubric describes behaviors that reflect the child’s increasing skill development as reflected by completing related tasks with increasing ease and confidence, consistency over time, and across different settings.

#### *Behavioral and Emotional Screening System – BASC-2 (BESS)*

The BESS provides a brief general measure of social-emotional status. It is used nationally in large-scale mental health screening/support programs. Its use offered an efficient way to obtain parent/guardian reflections of their child’s emotional development that included non-school settings. It provides a global score with high scores used to assess the need for additional assessment of mental health needs.

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

The DECA-C was used as a progress monitoring measure for social-emotional development as a substitute for the BASC-2 as originally planned. The DECA-C places fewer burdens on teachers and 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.

### **Procedure**

Storyteller teachers and a UCSB graduate assistant provided the assessment information described previously in this report. More specifically, the months the information was collected and by whom is listed in the Table 1.

Table 1. Schedule for Collection of Evaluation Information

Measure	Nov	Jan	Feb	Mar	Apr	May
DRDP	Teacher Completed				Teacher Completed	
DECA-C			Teacher			
KSEP						
BASC-2 BESS			Parent			
ESI-K						UCSB

**CHILD-FOCUSED MEASURABLE GOALS**

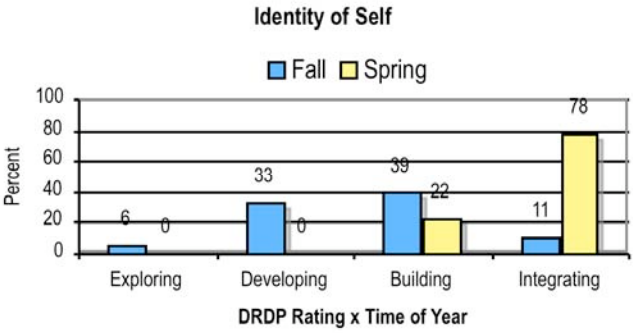
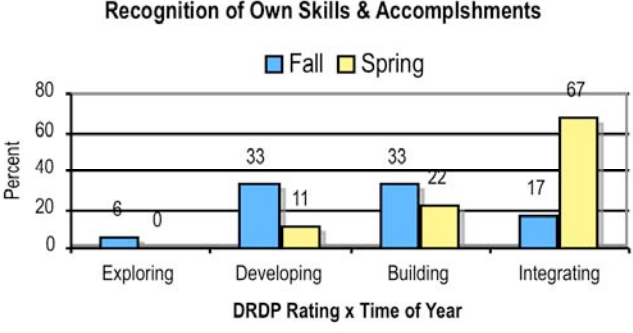
This section presents information gathered during the November 2008 through June 2009 related to Storyteller's key Child-Focused goals and objectives. Each goal and its related objective is presented along with the specific outcome indicators.

**Goal A: Children will gain competency socially and emotionally.**

1. Children will develop their self-concept (i.e., identity of self and recognition of own skills and accomplishments).
2. Children will develop their social-interpersonal skills.
3. Children will develop their self-regulation, impulse control, and turn taking skills, as demonstrated by their ability to delay wants and needs until an appropriate time across settings, including small and large group contexts.
4. Children will develop the ability to follow rules with increasing independence when participating in routine activities.
5. Children will increase their language comprehension, expression, and use.

### MEASURABLE GOALS – PRIORITY 1: THE CHILD

#### STORYTELLER WILL FOSTER THE HEALTHY DEVELOPMENT OF YOUNG CHILDREN WHO ARE IN CRISIS

GOAL A: CHILDREN WILL GAIN COMPETENCY SOCIALLY AND EMOTIONALLY																															
	Measurement Indicators																														
<b>Goal A1.</b> Children will develop their self-concept.	DRDP-R 1: Identity of self 2: Recognition of own skills and accomplishments																														
Summary of Findings	Tables/Graphs																														
<p>Substantial changes the children’s sense of self and appreciation for their competence was found. A majority of the children were rated in the Developing or Building levels in the fall of 2008. By June 2009, the teachers rated between two-thirds and three-fourths of the children as reaching the highest, Integrating” development level.</p>	<div style="text-align: center;"> <p><b>Identity of Self</b></p>  <table border="1" style="margin: 10px auto;"> <caption>Identity of Self Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>6</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>33</td> <td>0</td> </tr> <tr> <td>Building</td> <td>39</td> <td>22</td> </tr> <tr> <td>Integrating</td> <td>11</td> <td>78</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>Recognition of Own Skills &amp; Accomplishments</b></p>  <table border="1" style="margin: 10px auto;"> <caption>Recognition of Own Skills &amp; Accomplishments Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>6</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>33</td> <td>11</td> </tr> <tr> <td>Building</td> <td>33</td> <td>22</td> </tr> <tr> <td>Integrating</td> <td>17</td> <td>67</td> </tr> </tbody> </table> </div>	DRDP Rating	Fall (%)	Spring (%)	Exploring	6	0	Developing	33	0	Building	39	22	Integrating	11	78	DRDP Rating	Fall (%)	Spring (%)	Exploring	6	0	Developing	33	11	Building	33	22	Integrating	17	67
DRDP Rating	Fall (%)	Spring (%)																													
Exploring	6	0																													
Developing	33	0																													
Building	39	22																													
Integrating	11	78																													
DRDP Rating	Fall (%)	Spring (%)																													
Exploring	6	0																													
Developing	33	11																													
Building	33	22																													
Integrating	17	67																													

## Goal A: Children will gain competency socially and emotionally

	Measurement Indicators – During Program
<p><b>Goal A2.</b> Children will develop their social-interpersonal skills.</p>	<p>DRDP-R</p> <p>3: Expressions of empathy</p> <p>4: Building cooperative relationships with adults</p> <p>5: Developing friendships</p> <p>6: Building cooperative play with other children</p> <p>7: Conflict negotiation</p> <p>8: Awareness of diversity in self and others</p> <p>Behavior Assessment System for Children 2<sup>nd</sup> ed. Behavioral and Emotional Screening System</p>

Summary of Findings	Tables/Graphs
---------------------	---------------

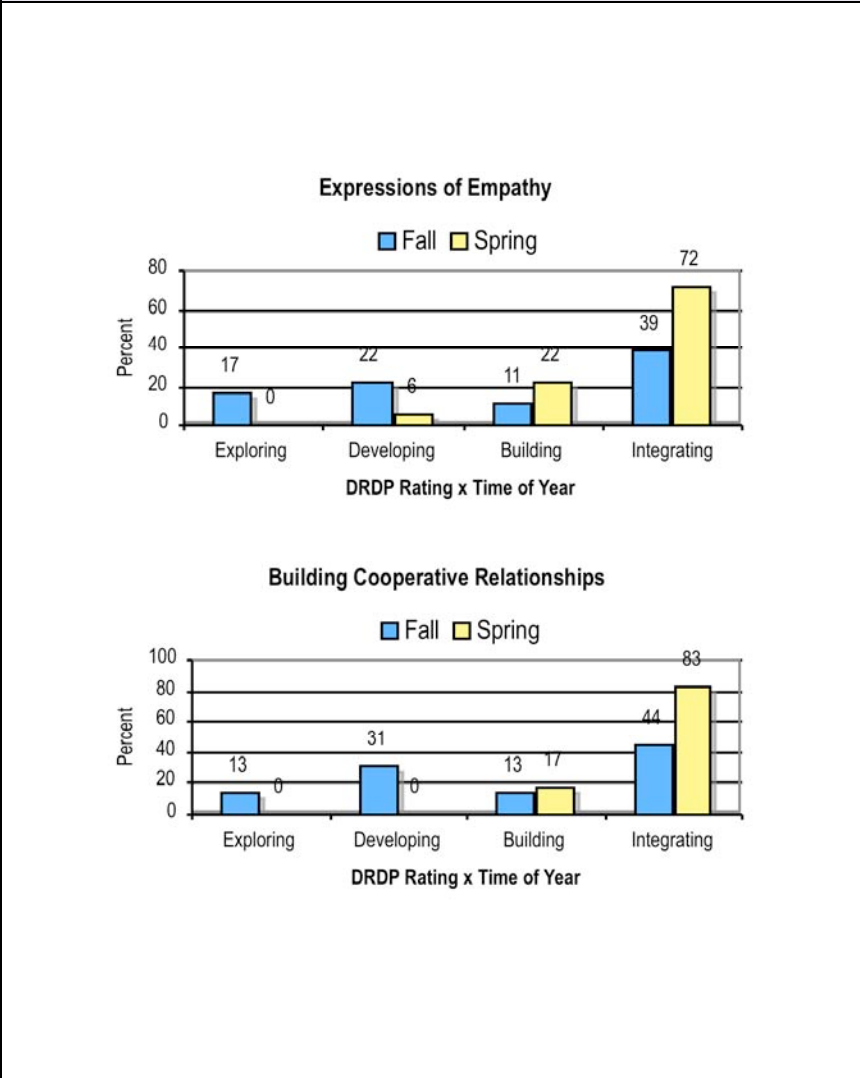
This important area of development was examined using 6 DRDP items and the total BESS score provided by the parents/guardians.

In general, the fall 2008 ratings showed a range of interpersonal skill development and needs, with between 13% to 25% of the children described as being at the lowest (Exploring) developmental area.

By the spring 2009 rating, the teachers noted strong progress toward meeting this outcome with 53% to 85% at the highest (Integrating) developmental level.

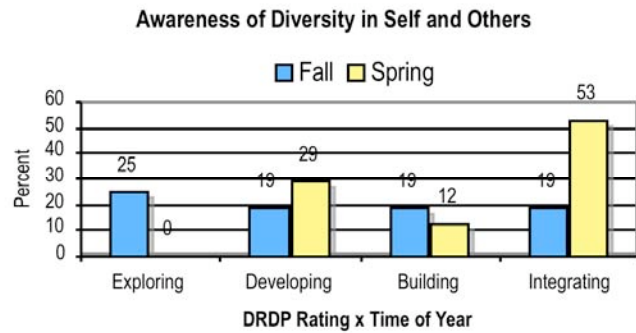
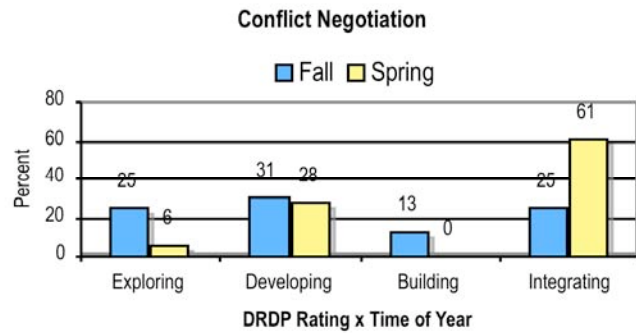
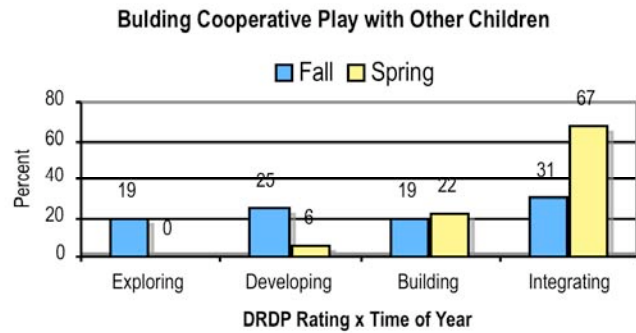
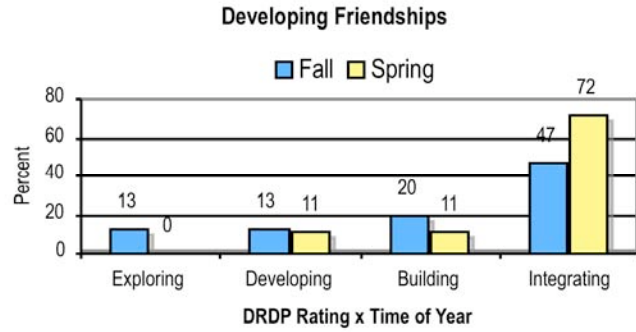
The strongest developmental progress was noted in building cooperative relationships and the need for most improvement was related to awareness of diversity and conflict negotiation.

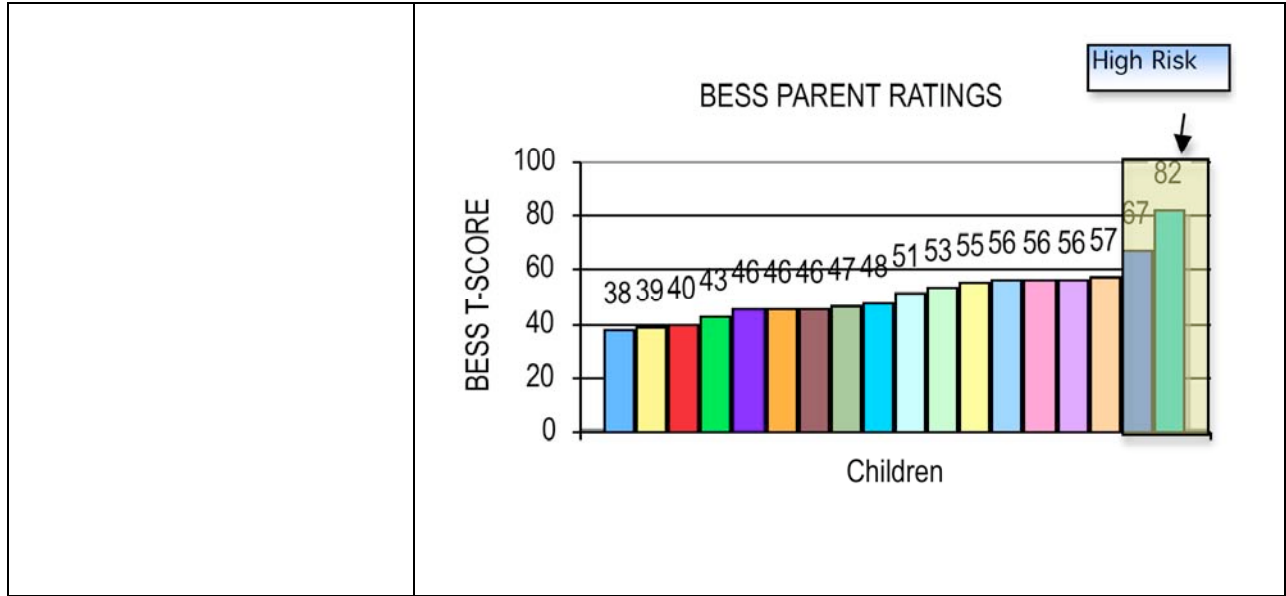
The chart on the bottom right of this section shows the scores of all 18 children on the BESS that were provided by their parent/guardian.



This rating reflects behavior that occurred near February 2009 when it was collected. These scores have an average of 50 with lower scores showing very little concern about behavior/emotional problems and high scores deeper concerns. Sixteen of the 18 children had scores in the average range with just 2 having scores (67 and 82) suggesting that the parents/guardians had elevated concerns for their child.

In general, the teachers and parents/guardians had very positive perceptions of the children's interpersonal skill development.





## Goal A: Children will gain competency socially and emotionally

	<b>Measurement Indicators – During Program</b>
<p><b>Goal A3.</b> Children will develop their self-regulation, impulse control, and turn taking skills, as demonstrated by their ability to delay wants and needs until an appropriate time across settings, including small and large group contexts.</p>	<p>DRDP-R</p> <p>9: Impulse control</p> <p>10: Taking turns</p> <p>11: Shared use of space and materials</p> <p>Devereux Early Childhood Assessment (DECA)</p>

Summary of Findings	Tables/Graphs
---------------------	---------------

Emotional regulation is a critical factor in school readiness and as a predictor of long-term positive development.

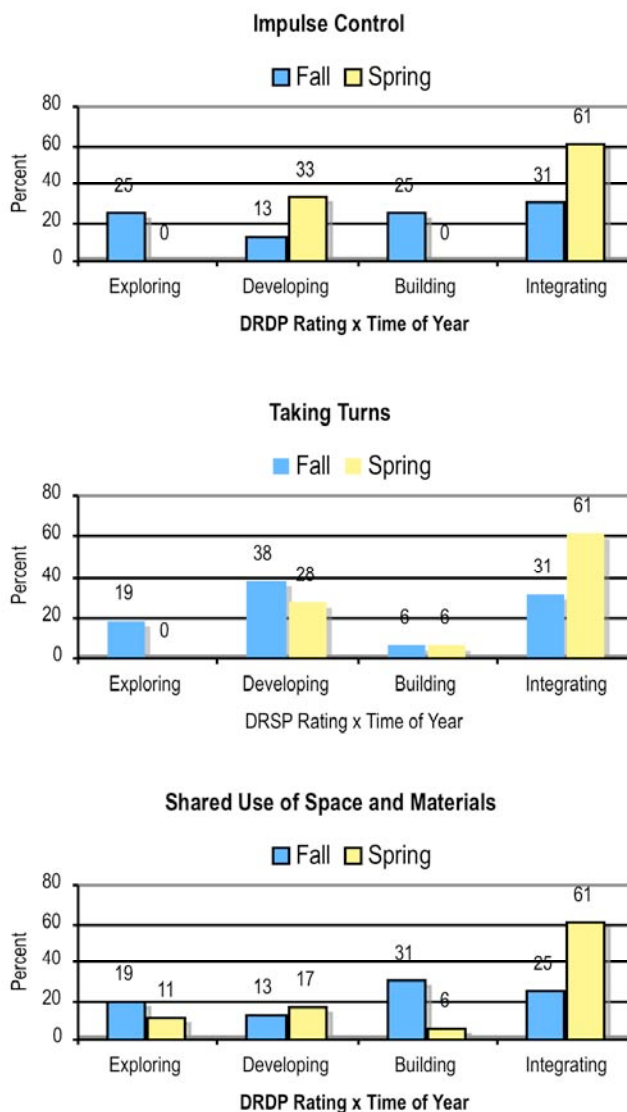
Teacher ratings in fall 2008 showed that only 25% to 31% of the children had already considered being at the highest (Integrating) level with respect to the three self-regulation DRDP items. By the spring of 2009 about 61% of the students were considered to show developmentally appropriate regulation.

All students had shown progress in turn taking and impulse control with some students still working to manage their behavior when sharing materials/spaces.

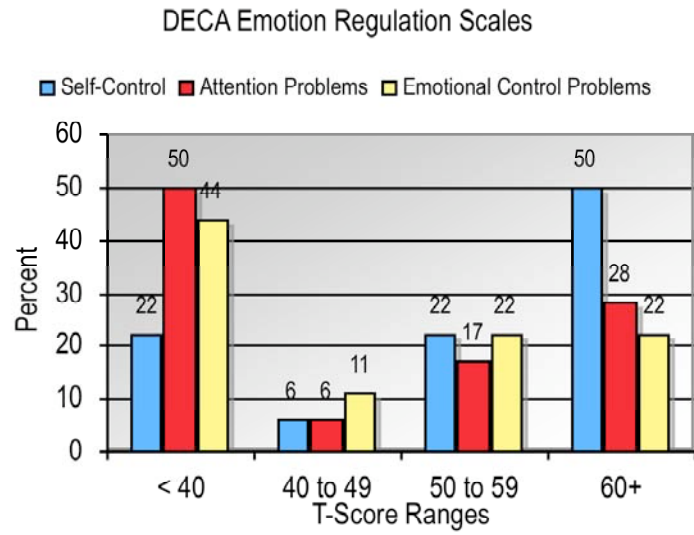
The teachers also provided a norm-referenced rating using the DECA-C. Three sets of DECA-C items that ask the teacher to comment on the child’s regulation skills. See the chart at the bottom right of this section.

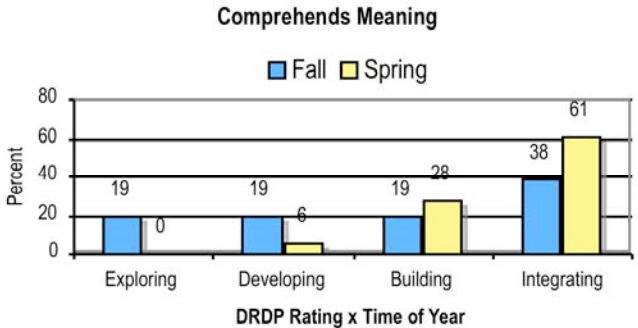
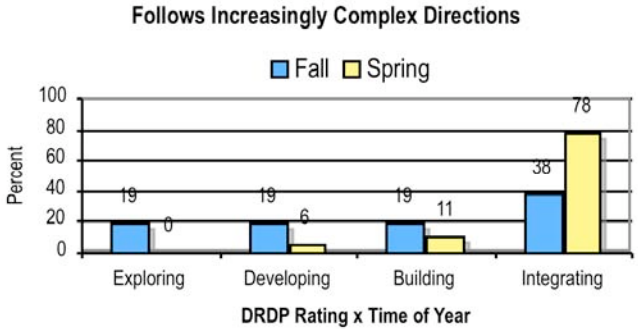
Self-Control assesses positive regulation (blue bar in the chart at the bottom right of this section). In this winter 2009 rating, the teachers indicated that 50% of the children had high levels of positive self-control such that it could be considered a source of resilience. In comparison, 22% were considered to have low levels of positive self-control.

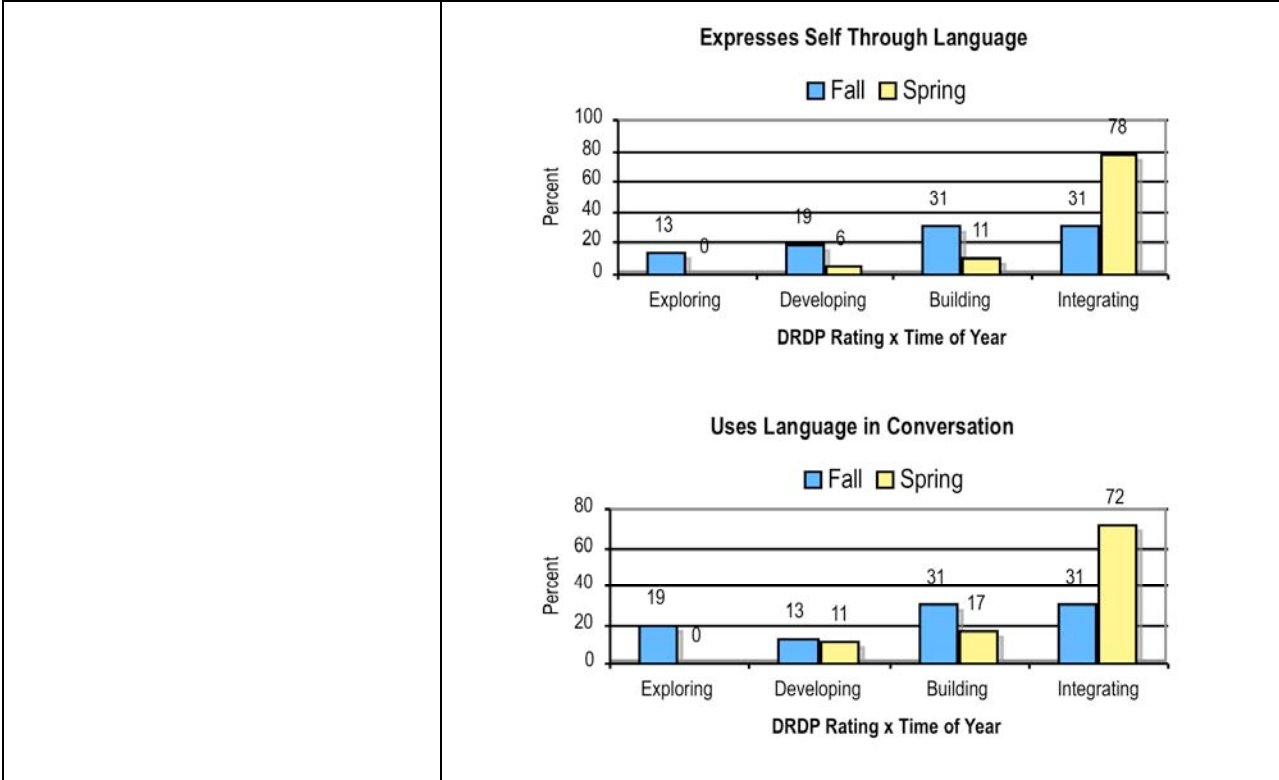
The teachers also evaluated possible

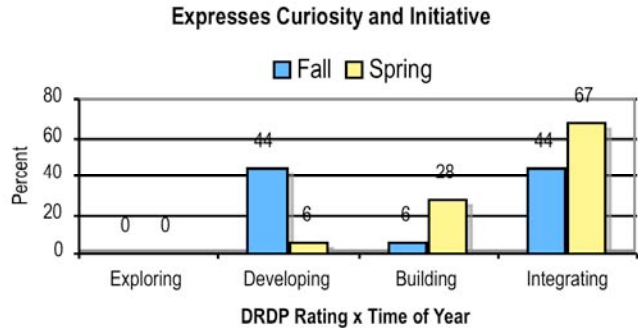
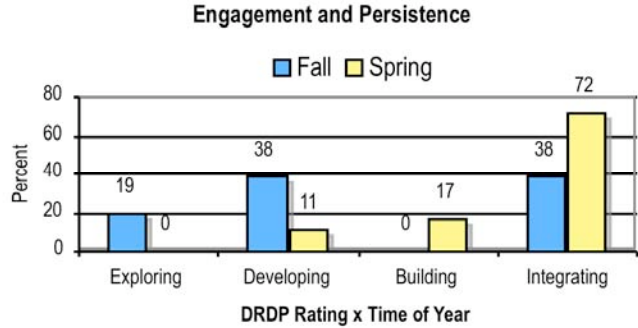
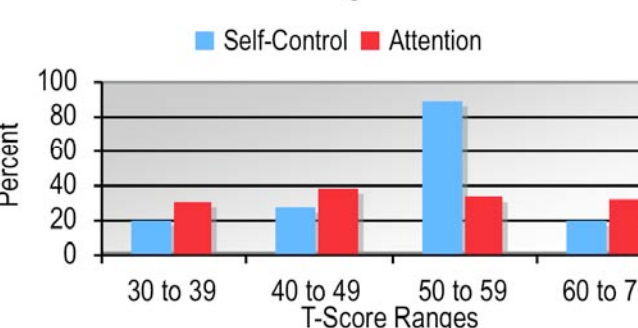


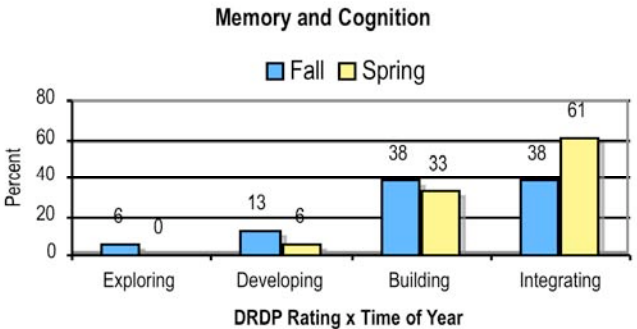
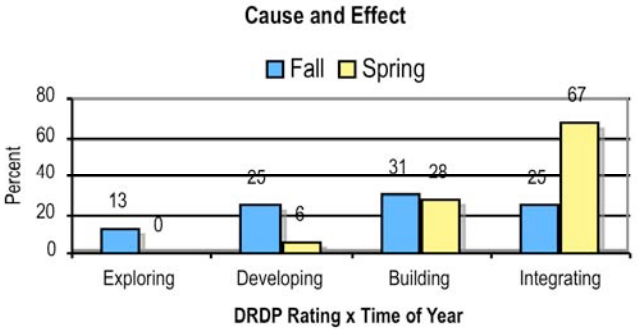
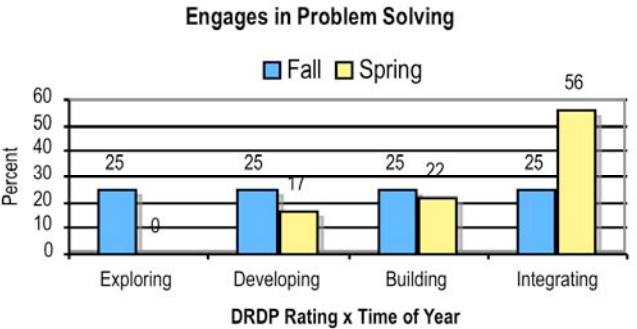
behavior problems related to attention skills (red bar at right) and Emotional Control Problems (yellow bar at right). About 3 out of 4 children showed no problems.

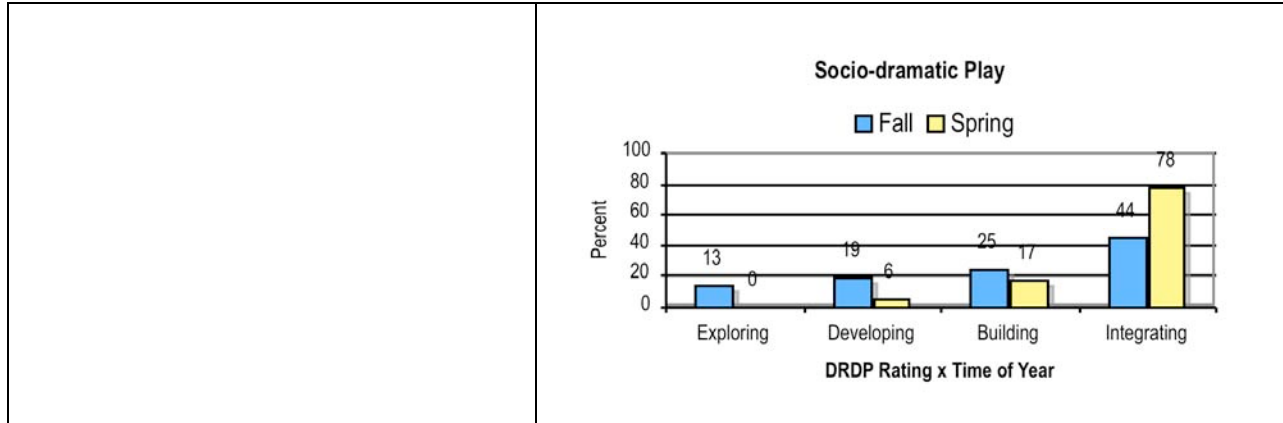


<b>Goal A: Children will gain competency socially and emotionally</b>																															
	<b>Measurement Indicators – During Program</b>																														
<p><b>Goal A4.</b> Children will increase their language comprehension, expression, and use.</p>	<p>DRDP-R Language</p> <p>12: Comprehends meaning</p> <p>13: Follows increasingly complex instructions</p> <p>14: Expresses self through language</p> <p>15: Uses language in conversation</p> <p>Behavior Assessment System for Children 2<sup>nd</sup> ed. Behavioral and Emotional Screening System Functional Communication Items</p>																														
Summary of Findings	Tables/Graphs																														
<p>Four of the DRDP items were identified as providing relevant information about language development and communication skills.</p> <p>At pretest in the fall of 2008, the children had a range of skill development with about 2 of 5 already considered to be at the highest level (Integrating) and 3 of 5 needing additional skill development. By the spring 2009 rating, more than 3 of 4 children had reached the Integrating level with respect to following directions, using language for expression, and following directions. Most of the children (61%) were assessed to be at the integration level in comprehending meaning in oral language. These are all important skills for successful transition to kindergarten.</p> <p>An important outcome is that by spring 2009, all of the children had moved beyond the Exploring developmental level.</p>	<div style="text-align: center;"> <p><b>Comprehends Meaning</b></p>  <table border="1"> <caption>Comprehends Meaning Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>19</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>19</td> <td>6</td> </tr> <tr> <td>Building</td> <td>19</td> <td>28</td> </tr> <tr> <td>Integrating</td> <td>38</td> <td>61</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Follows Increasingly Complex Directions</b></p>  <table border="1"> <caption>Follows Increasingly Complex Directions Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>19</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>19</td> <td>6</td> </tr> <tr> <td>Building</td> <td>19</td> <td>11</td> </tr> <tr> <td>Integrating</td> <td>38</td> <td>78</td> </tr> </tbody> </table> </div>	DRDP Rating	Fall (%)	Spring (%)	Exploring	19	0	Developing	19	6	Building	19	28	Integrating	38	61	DRDP Rating	Fall (%)	Spring (%)	Exploring	19	0	Developing	19	6	Building	19	11	Integrating	38	78
DRDP Rating	Fall (%)	Spring (%)																													
Exploring	19	0																													
Developing	19	6																													
Building	19	28																													
Integrating	38	61																													
DRDP Rating	Fall (%)	Spring (%)																													
Exploring	19	0																													
Developing	19	6																													
Building	19	11																													
Integrating	38	78																													



Goal B: Children will gain competence as effective learners																																														
	Measurement Indicators – During Program																																													
<p><b>Goal B1:</b> Children will develop their curiosity, initiative, and persistence at tasks, including abilities to attend, master, and understand an activity of his or her choice in the face of difficulty or challenge.</p>	<p>DRDP-R                      16: Curiosity and initiative                      17: Engagement and persistence                      Behavior Assessment System for Children 2<sup>nd</sup> ed. (BASC-2) Attention Problems Items                      Devereux Early Childhood Assessment (DECA)</p>																																													
Summary of Findings	Tables/Graphs																																													
<p>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.</p> <p>Teachers thought most of the students were already beyond the Emerging level in the fall of 2008, with about 2 out of 5 considered to already be at the Integrating level. This increased to about 3 of 5 by the spring 2009 DRDP assessment.</p> <p>In February 2009, the teachers also completed the DECA-C. The Initiative section includes items that ask about the learning orientation, such as the child chooses to "do a task that as challenging for him/her."</p>	<div style="text-align: center;"> <p><b>Expresses Curiosity and Initiative</b></p>  <table border="1"> <caption>Expresses Curiosity and Initiative Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>0</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>44</td> <td>6</td> </tr> <tr> <td>Building</td> <td>6</td> <td>28</td> </tr> <tr> <td>Integrating</td> <td>44</td> <td>67</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Engagement and Persistence</b></p>  <table border="1"> <caption>Engagement and Persistence Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>19</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>38</td> <td>11</td> </tr> <tr> <td>Building</td> <td>0</td> <td>17</td> </tr> <tr> <td>Integrating</td> <td>38</td> <td>72</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>DECA Emotion Regulation Scales</b></p>  <table border="1"> <caption>DECA Emotion Regulation Scales Data</caption> <thead> <tr> <th>T-Score Range</th> <th>Self-Control (%)</th> <th>Attention (%)</th> </tr> </thead> <tbody> <tr> <td>30 to 39</td> <td>20</td> <td>30</td> </tr> <tr> <td>40 to 49</td> <td>25</td> <td>35</td> </tr> <tr> <td>50 to 59</td> <td>85</td> <td>35</td> </tr> <tr> <td>60 to 70</td> <td>20</td> <td>30</td> </tr> </tbody> </table> </div>	DRDP Rating	Fall (%)	Spring (%)	Exploring	0	0	Developing	44	6	Building	6	28	Integrating	44	67	DRDP Rating	Fall (%)	Spring (%)	Exploring	19	0	Developing	38	11	Building	0	17	Integrating	38	72	T-Score Range	Self-Control (%)	Attention (%)	30 to 39	20	30	40 to 49	25	35	50 to 59	85	35	60 to 70	20	30
DRDP Rating	Fall (%)	Spring (%)																																												
Exploring	0	0																																												
Developing	44	6																																												
Building	6	28																																												
Integrating	44	67																																												
DRDP Rating	Fall (%)	Spring (%)																																												
Exploring	19	0																																												
Developing	38	11																																												
Building	0	17																																												
Integrating	38	72																																												
T-Score Range	Self-Control (%)	Attention (%)																																												
30 to 39	20	30																																												
40 to 49	25	35																																												
50 to 59	85	35																																												
60 to 70	20	30																																												

<b>Goal B: Children will gain competence as effective learners</b>																																														
	<b>Measurement Indicators – During Program</b>																																													
<p><b>Goal B2.</b> Children will increase cognitive competencies, including their memory and knowledge, their sense of cause and effect, their problem-solving skills, and their use of socio-dramatic play.</p>	<p>DRDP-R Cognitive Competence                      18: Memory and knowledge                      19: Cause and effect                      20: Engages in problem solving                      21: Socio-dramatic play</p>																																													
Summary of findings	Tables/Graphs																																													
<p>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.</p> <p>These aspects of development can be nurtured, but may not respond as rapidly and easily skills in other domains. Nonetheless, the children showed strong progress by spring 2009 with 93% to 99% assessed to be either Building or Integrating in Memory and Cognition, their emerging sense of cause an effect, and purposeful involvement in imaginative play.</p>	<div style="text-align: center;"> <p><b>Memory and Cognition</b></p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Memory and Cognition Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>6</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>13</td> <td>6</td> </tr> <tr> <td>Building</td> <td>38</td> <td>33</td> </tr> <tr> <td>Integrating</td> <td>38</td> <td>61</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Cause and Effect</b></p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Cause and Effect Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>13</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>25</td> <td>6</td> </tr> <tr> <td>Building</td> <td>31</td> <td>28</td> </tr> <tr> <td>Integrating</td> <td>25</td> <td>67</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Engages in Problem Solving</b></p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Engages in Problem Solving Data</caption> <thead> <tr> <th>DRDP Rating</th> <th>Fall (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Exploring</td> <td>25</td> <td>0</td> </tr> <tr> <td>Developing</td> <td>25</td> <td>17</td> </tr> <tr> <td>Building</td> <td>25</td> <td>22</td> </tr> <tr> <td>Integrating</td> <td>25</td> <td>56</td> </tr> </tbody> </table> </div>	DRDP Rating	Fall (%)	Spring (%)	Exploring	6	0	Developing	13	6	Building	38	33	Integrating	38	61	DRDP Rating	Fall (%)	Spring (%)	Exploring	13	0	Developing	25	6	Building	31	28	Integrating	25	67	DRDP Rating	Fall (%)	Spring (%)	Exploring	25	0	Developing	25	17	Building	25	22	Integrating	25	56
DRDP Rating	Fall (%)	Spring (%)																																												
Exploring	6	0																																												
Developing	13	6																																												
Building	38	33																																												
Integrating	38	61																																												
DRDP Rating	Fall (%)	Spring (%)																																												
Exploring	13	0																																												
Developing	25	6																																												
Building	31	28																																												
Integrating	25	67																																												
DRDP Rating	Fall (%)	Spring (%)																																												
Exploring	25	0																																												
Developing	25	17																																												
Building	25	22																																												
Integrating	25	56																																												



## Goal B: Children will gain competence as effective learners

**Goal B3.** Children will develop math concepts, including number sense, shapes, time, classification, measurement, and patterning.

- DRDP-R Math Items  
 22: Number sense: Understands quantity and counting  
 23: Number sense: Math operations  
 24: Shapes  
 25: Time  
 26: Classification  
 27: Measurement  
 28: Patterning

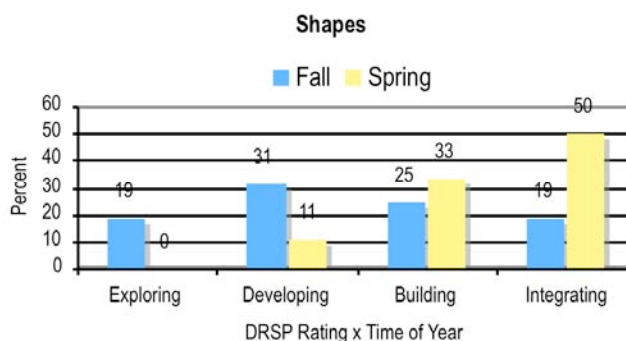
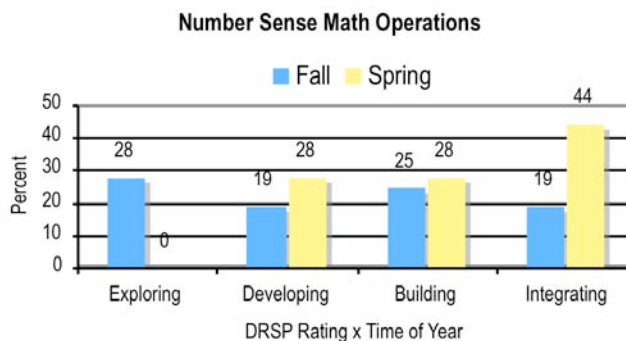
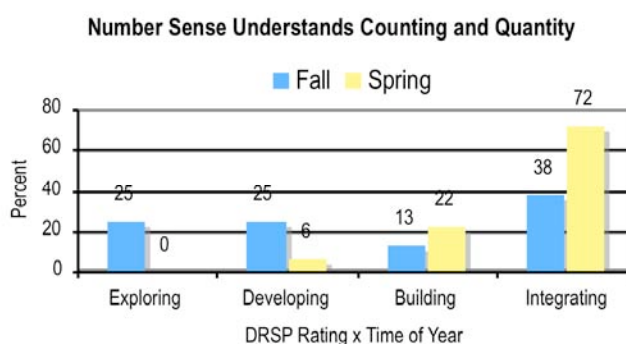
### Summary of Findings

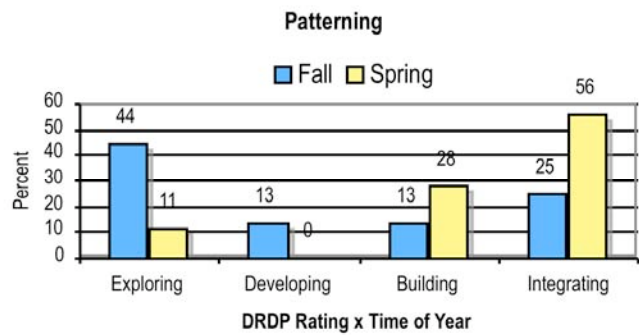
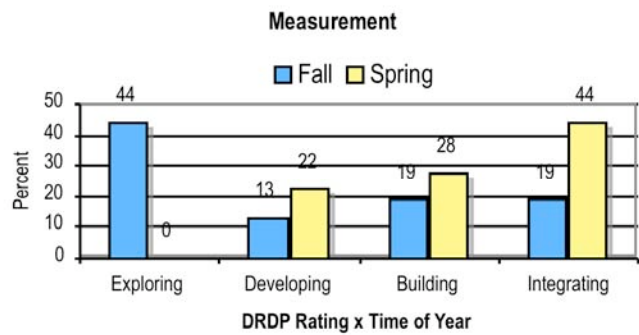
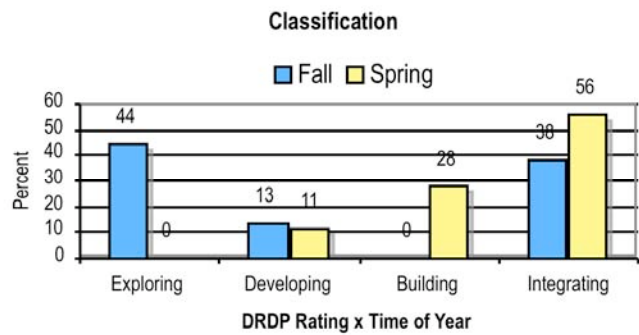
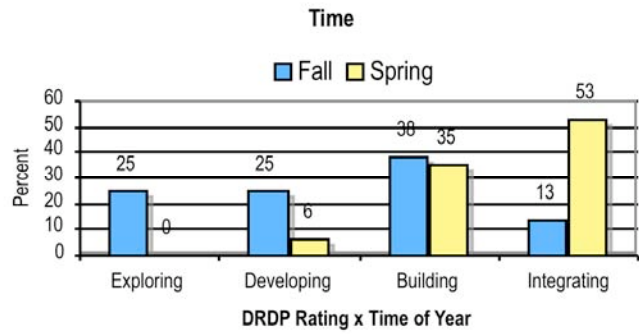
The early development of quantity and number knowledge and skills (numeracy, the companion of early literacy skills) is one of the best predictors of academic success. Reflecting this, the DRDP includes 7 items that ask the teacher about a child's number and quantity related skills.

Given that number knowledge requires some formal instruction, it was not surprising to see that across the 7 items in the fall 2008 assessment, 19% to 44% of the students were assessed to be still at the lowest level (Exploring). By the spring 2009 assessments, all of the students had advanced past the Emerging level for 6 of the 7 items; with Patterning (identifying logical patterns) the only exception with 2 of the 18 children will at the Emerging level.

One half or more of the students had reached the highest level (Integrating) for 5 of the 7 items, the exceptions being measurement skills and early math operation skills.

### Tables/Graphs





**Goal B: Children will gain competence as effective learners**

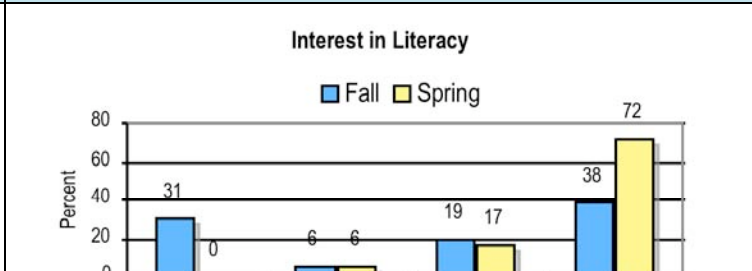
4. Literacy will be fostered by building children’s interest in literacy, concepts of print, letter and word knowledge, phonological awareness, emerging writing, and text comprehension.

- DRDP-R Literacy Items  
 29: Interest in literacy  
 30: Letter and word knowledge  
 31: Emerging writing  
 32: Concepts of print  
 33: Phonological awareness

Summary of Findings

Tables/Graphs

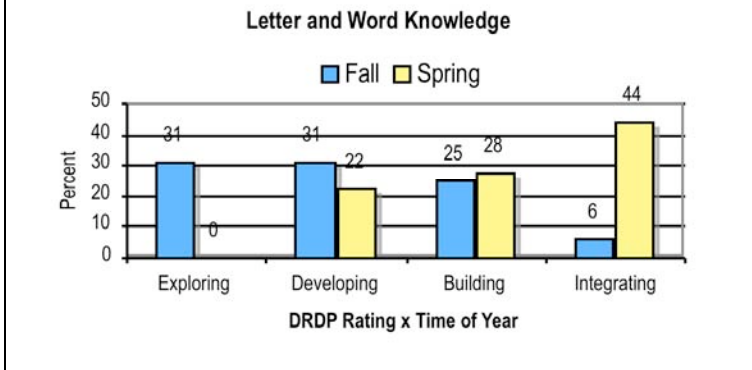
A child’s early interest in and skills related to language, reading, and written communication is obviously linked with school success. The DRDP asked the teacher to comment on the children’s literacy skills. As with numeracy skills, the acquisition of literacy skills requires purposeful stimulating and direct instruction.

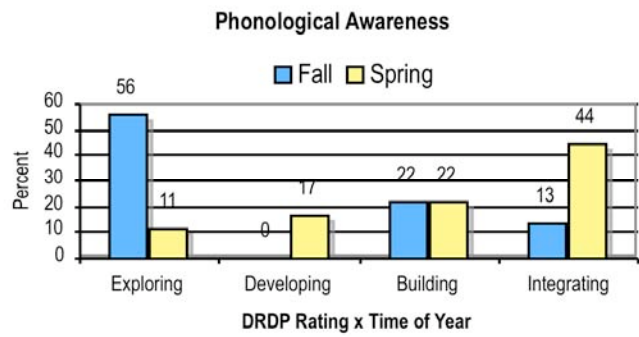
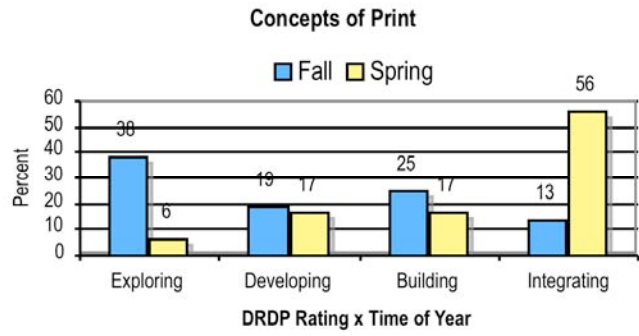


Substantial growth was noted in all literacy areas with about 2 of 4 students at the Integrating level with respect to interest in reading and literacy.



About 2 of 3 children had progress were assessed to be at the Building or Integrating levels by spring in 2009 for all items. Notably progress was found in that 56% of the children’s phonemic awareness skills (implicit recognition of word-sound relations) were at the Emerging level in fall 2008 and only 13% at the Integrating level. However, these rates changed to 11% and 44%, respectively, by spring 2009.





**Goal C: Children will develop physical and motor competencies**

**Measurement Indicators – During Program**

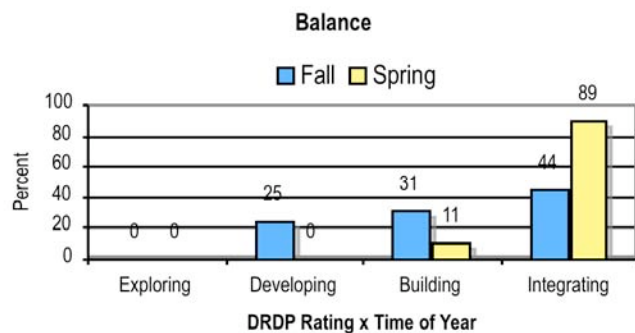
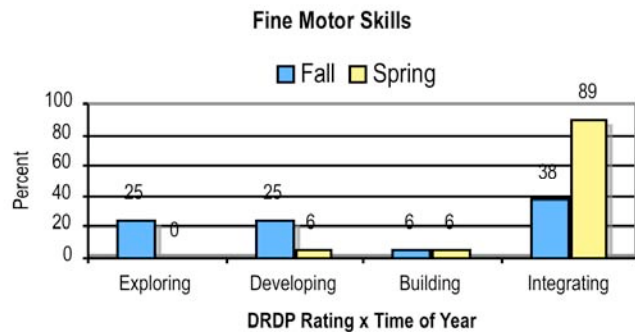
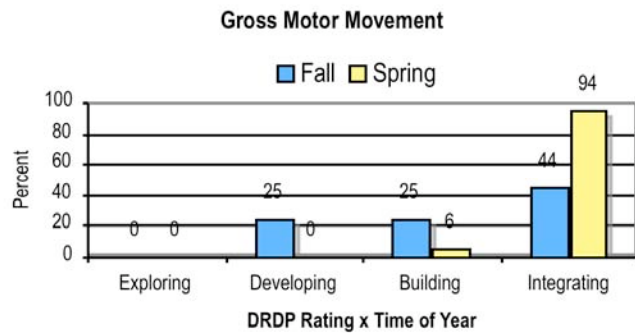
**Goal C1.** Children will develop and refine gross motor movement, fine motor skills, and balance.

DRDP-R Motor Skills Items  
 34: Gross motor movement  
 35: Fine motor skills.  
 36: Balance

**Summary of Findings**

Physical development is an important element of overall child health and well-being. Three DRDP items asked about motor development. The teachers rated about 9 of 10 students at the highest (Integrating) level for gross motor, fine motor, and balance skills.

**Tables/Graphs**

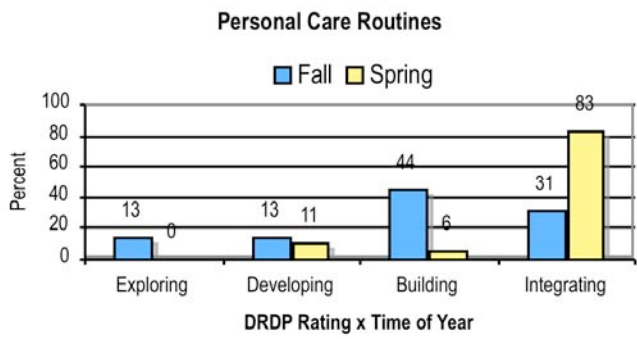
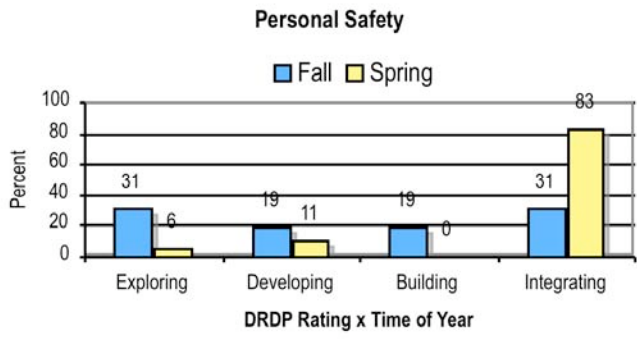
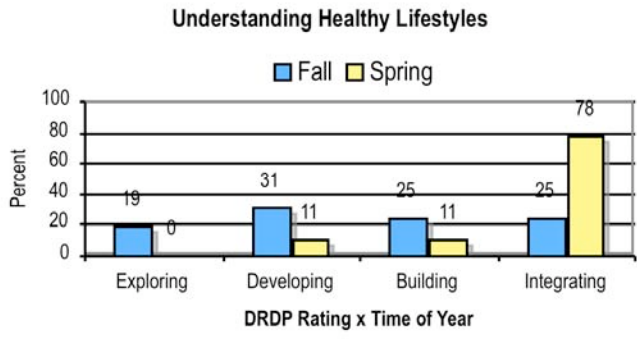


## Goal D: Children will be safe and healthy

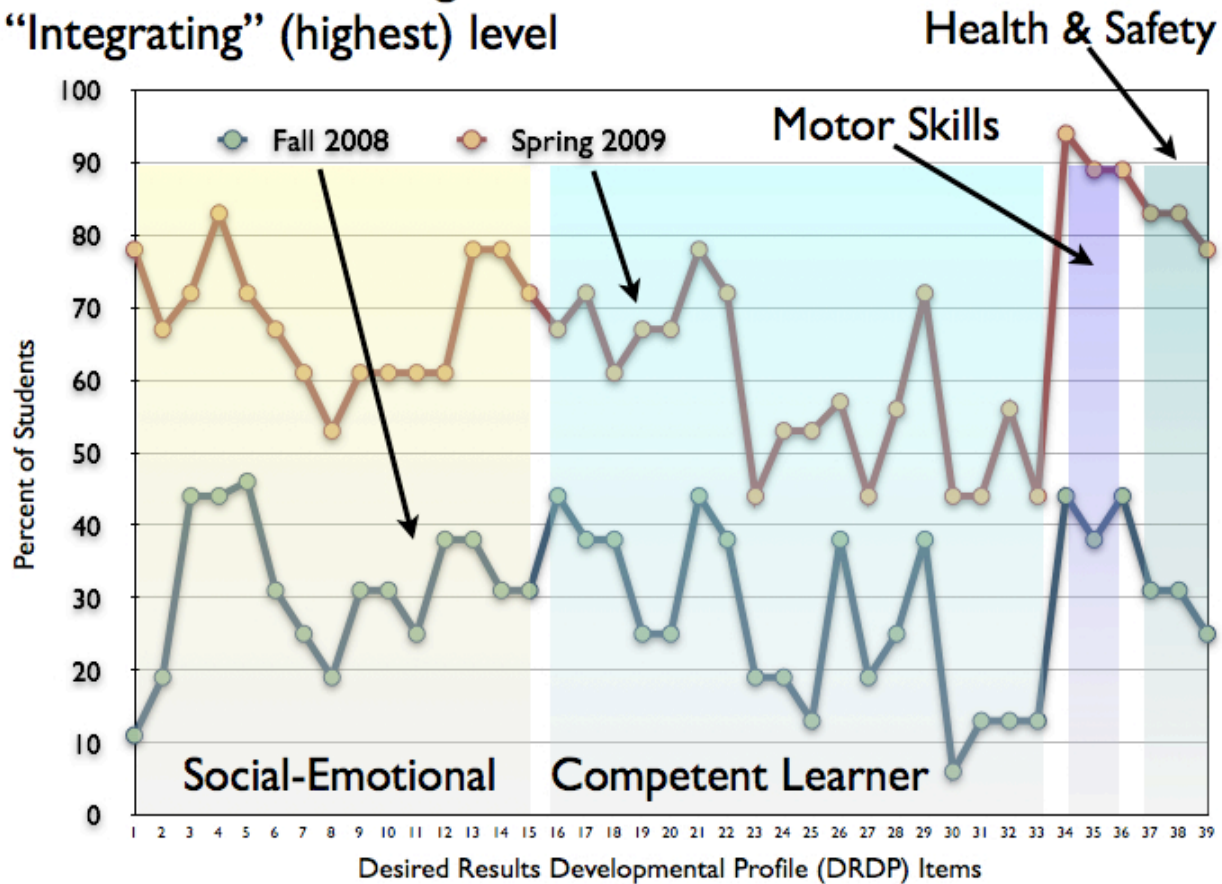
### Measurement Indicators – During Program

<p><b>Goal D1.</b> Children will develop their personal care routines and their understanding of personal safety and healthy lifestyles.</p>	<p>DRDP-R Safety and Health Items                      37: Personal care routines                      38: Personal safety                      39: Understanding healthy lifestyle</p>
--	---

### Summary of Findings

<p>The Storyteller children showed substantial improvement in their personal care and safety habits. About 6 of 7 students were rated at the Integrating level in this domain.</p>	<div style="text-align: center;"> <p><b>Personal Care Routines</b></p>  <p>DRDP Rating x Time of Year</p> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Personal Safety</b></p>  <p>DRDP Rating x Time of Year</p> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Understanding Healthy Lifestyles</b></p>  <p>DRDP Rating x Time of Year</p> </div>
--	---

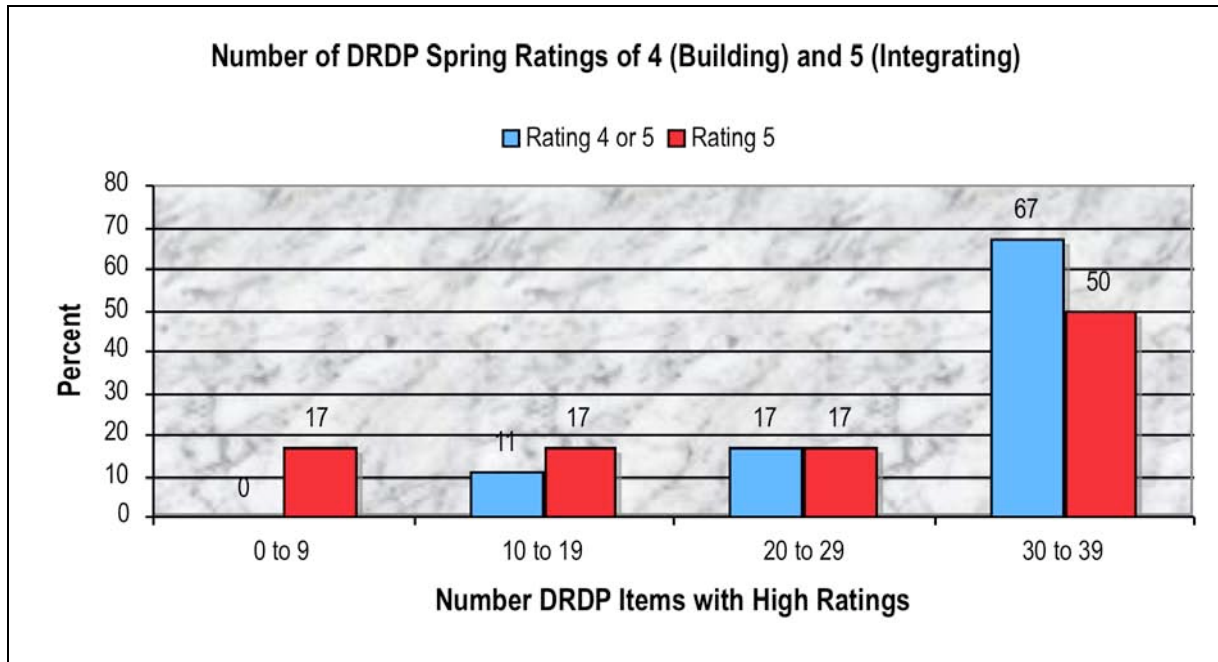
### Students DRDP ratings at the “Integrating” (highest) level



7

### STORYTELLER STUDENTS SHOW SUBSTANTIAL GROWTH IN ALL DOMAINS

This chart shows the percentage of Storyteller students rated at the highest developmental level (Integrating) at the fall 2008 (blue line) and the spring 2009 (red line) assessments. The gap between each line shows the increase of skill development. On 28 items, 60% or more of the students reached the Integrating level by spring 2009. The areas with the most students reaching the Integrating level were in social-emotional and physical development. The lowest area of skill development was in the number knowledge and skill domain.



**STORYTELLER CHILDREN INTEGRATING A MAJORITY OF THE DRDP DEVELOPMENTAL INDICATORS**

This chart shows the number of number of DRDP items that the teacher rated as being at the Building + Integrating or Integrating only level. It shows that 2 of 3 Storyteller children were assessed to be at the Building or Integrating level for 30 to 39 DRDP items (50% of the children were rated at the highest level [Integrating] for 30 to 39 items). Using this as a school readiness criterion, this means that 2 of 3 Story teller children could be consider to have the skill sets needed for a success transition to kindergarten.

Table 1. Average Number of DRDP Items with a rating of 4/5 (Building and Integrating combined) or 5 (Integrating only) for Fall 2008 and Spring 2009 Assessments.

DRDP Levels	Fall 2008		Spring 2009		t-test	p
	Average	SD	Average	SD		
Building (4) or Integrating (5) combined	17.8	16.0	32.7	8.9	4.77	< .001
5 (Integrating only)	10.1	14.4	25.7	14.0	5.34	< .001

*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.

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

Another way to consider changes in the overall DRDP ratings from November 2009 through April 2009 is to compare the average number of items at the highest rating levels. For this comparison, the number of the 39 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 39 DRDP items with a high ratings, the more likely it is that the child is more prepared for kindergarten entry. Table 1 shows these values.

The *t* value compares the average fall score to the average spring 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 about more 15 items rated as a 4/5 (Building or Integrating) or as a 5 (Integrating only) in the spring 2009 compared to the fall 2009. This large of a difference would occur less than 1 in 1000 times by chance.

Table 2. Early Screening Inventory–Preschool (ESP-I) Scores Obtained in May 2009

ESKI Total Score	Number of Students	Performance Level
5	1	Refer for Assessment
16	3	Pass
17	2	Pass
18	3	Pass
19	2	Pass
20	1	Pass
22	1	Pass
24	1	Pass
25	1	Pass
28	1	Pass

**NINE OF TEN STORYTELLER CHILDREN HAD COGNITIVE DEVELOPMENT  
ESK-I PERFORMANCE WITH NORMAL LEVELS**

The Early Screening Inventory-Revised (ESI-P) 2008 Edition provides a brief developmental screening instrument designed to be individually administered to children from 3.5 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school. The instrument addresses developmental, sensory, and behavioral concerns in the following areas: (a) Visual Motor/Adaptive, (b) Language and Cognition, (c) Gross Motor Skills.

This is a production assessment in which the child responds to questions and presented materials. As such, it shows how a child manages a testing situation, which is common in school contexts. The assessment is not a test of inherent cognitive skills. It provides an overall score indicated if the child is progressing in the three areas assessed in a generally normal manner or if there is a need to follow-up assessment to evaluate the child's needs.

Sixteen children were given the ESI-P and 15 of them obtained a score within acceptable developmental ranges. One child's score was below the value used to recommend follow-up assessment.

<b>Priority 1: The Child</b> Storyteller will foster the healthy development of young children who are in crisis.	
<b>Goal E: Children will demonstrate kindergarten readiness.</b>	
<b>Measurement Indicators – During Program</b>	
1. Children will begin kindergarten prepared for long-term school success.	Kindergarten Student Entrance Profile (KSEP)
Summary of Findings	Tables/Graphs
	<ul style="list-style-type: none"> <li>• School entry/readiness assessment measuring social-emotional and school ready knowledge</li> <li>• 9 MASTERED ITEMS = TARGET READY NUMBER</li> <li>• 100% of Storyteller children rated “Mastered” on 9 or more items compared to only 36% of more than 1,000 entering kindergarten students in Santa Barbara County</li> </ul>