

**Greenwich United Way Early Childhood Achievement Gap Solutions (ECAGS) Update  
October 2019**

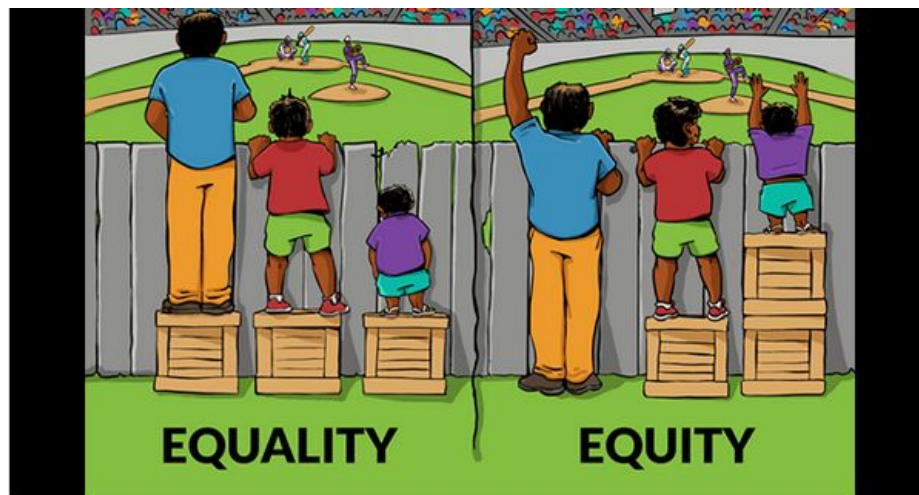
**Intro:** Schools, communities and families all share the common goal of wanting children to succeed in school. Children who do well in the early grades of elementary school are more likely to graduate from high school and go on to be successful in life.

How can we increase the likelihood that children will do well in elementary school? Research shows that school readiness predicts later school achievement. **Therefore, we should provide positive experiences for children, starting at birth or earlier, that maximize school readiness.**<sup>1</sup>

**Program Overview:** Greenwich United Way launched the Early Childhood Achievement Gap Solutions (ECAGS) program in May 2018, with local impact partners Family Centers, YMCA of Greenwich and Greenwich Public Schools. This research-based approach to narrow the achievement gap focuses on two core components:

**1) Home visitation (Ages birth - 3)** – Greenwich Parents as Teachers (GPAT) utilizes an evidence-based home visitation model, Parents as Teachers (PAT), which serves low-income Greenwich families and their children, ages prenatal to 3. We expect to serve 30-40 families in this part of the program which started enrolling families in July 2018.

**2) Intensive Instructional Coaching (Ages 3- 5)**– The pre-school instructional coach utilizes the Jim Knight coaching model, with support from an early childhood consultant, for the Family Centers and YMCA pre-schools, which serve a large percentage of low-income families with children between the ages of 3-5. We expect to serve 200 pre-school students annually, in this part of the program, which started in September 2018.



**In July 2019, the Parents as Teachers national office recognized our program as a Model of Fidelity. Our GPAT program met all the 20 Essential PAT Requirements.**

<sup>1</sup> Snow, C.E., Burns, M., and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

## Greenwich Parents as Teachers (GPAT)

Key GPAT Goals	Four Interrelated Components
Increase parent knowledge of early childhood development and improve parenting practices	Home Visits
Provide early detection of developmental delays and health issues	Group Meetings/Connections
Prevent child abuse and neglect	Screenings/Assessments
Increase children's school readiness and school success	Resource Network

### Program Updates:

#### **Update on Key GPAT Projected Outputs:**

Subject	Actuals	YR1 Goals
*Number of families enrolled (Avg household is 4)	28	30-40
Number of families served with 2 or more stressor family experiences	27	NA
Group Connection Meetings	12	7
Percentage of children who have received a developmental screening within 90 days of enrollment?	100%	75%
Completed home visits	260	NA
Dropouts	1	25%

*Reporting Period: July 2018 – August 2019*

*\* Average monthly income of families is \$2,559 per month*

### Outcomes:

-Assisted families with: enrollment in English to Speakers of Other Languages (ESOL) classes, education, employment, childcare, medical insurance, basic essentials, parenting attitudes and behaviors, nutrition, and breastfeeding

-100% of families have been connected to at least one community resource

-Program staff collected 21 annual program surveys in July and caregivers reported that:

100% strongly agree/agree that this program helps them find useful resources in their community

100% strongly agree/agree that this program increases their understanding of child development

100% strongly agree/agree that they feel less stressed because of this program

100% strongly agree/agree they are satisfied with the program

### Success Story:

The PE (Parent Educator) met H, when her baby was 1 month old. H lacked confidence in her parenting skills. The father was not involved with the family when the PE first met mom. He didn't think the baby was his, but mom knew he was. H decided to apply for child support against her mother's wishes. Her mother took pride in supporting her daughter and didn't feel that she had to ask for support. The PE skillfully supported mom in requesting support and encouraged the father of the baby to meet his son, while the PE helped mom negotiate her relationship with her mother. The father of the baby did a genetic test which confirmed that he was the father. He is now involved with the home visiting sessions and the baby is recognizing his father and calls him Dada. They also worked on the negative effects of TV on infants. At first the TV was on all the time. The PE helped mom identify the effect on her son and her fears of him crying. The PE normalized crying. When partnering with the PE, H has significantly increased her confidence as a mom.

## Intensive Pre-School Instructional Coaching

### Short-Term Outcomes with the Pre-School Instructional Coach (PSIC):

Subject	Actuals	YR1 Goals
Teacher observations completed within first month	40	35
Coaching sessions completed	454 (308@FC & 146@YMCA)	250*
Number of children served	177	200

Reporting Period: October 2018 – June 2019

*\*With the program operating in its first year a rough estimate was made from field research*

Established Trusting Relationships- The PSIC has been successful in establishing trusting relationships with teachers and administration forming the critical foundation for open and honest discussions that are necessary between coach and mentees.

Established Collaborative and Communication Methodologies- The PSIC has been successful in establishing collaborative relationships with program managers, consultants and other related professionals at both agencies. She created communication systems to encourage key staff to communicate with one another about shared responsibilities related to students, classrooms and internal messaging needs. As a result, there is better ongoing updates, less confusion and increased cohesion among these professionals.

Data-Driven Conversations- Since the PSIC has started, there has been a renewed focus on analyzing assessment data and using that data to differentiate and improve instruction. She developed an assessment workshop for all pre-school administration in March 2019.

#### Early Successes in the Classroom:

- Used varied, effective strategies to instruct diverse learners
- Used test and other information on students' performance in instructional planning
- Safeguarded instructional time
- Used research and data to improve practice

#### Early Successes at the Pre-Schools:

- Integrated ongoing conversations about the Achievement Gap
- Set high expectations
- Focus on academics
- Used assessment information on students' performance to inform instruction
- Identified individualized strategies to increase student achievement
- Supported leadership/teaching teams
- Provided ongoing professional development for school leaders on effective strategies for closing the achievement gap.

**“One of the greatest assets of our teaching staff is the training instruction that they receive yearly, which includes teacher coaching courtesy of the Greenwich United Way.” -Family Centers Early Care and Education Program**

**“We are thrilled to be partners with United Way as part of the ECAGS initiative to close the achievement gap through early intervention. The Preschool Instructional Coach provides weekly coaching sessions for preschool teachers and collaborates with teachers to achieve best practice in the classroom.” - Carly Adames, Director of Educational Programs, YMCA Early Learning Center**