

# Child Development Outcomes

## Rationale:

In using the Creative Curriculum, the Child Care Connection tracks children 3-5 years old. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2014-2015. The strengths as well as the weaknesses will be compared and plans for improvements will also be stated for the following school year.

## Results:

English Acquisition was not included in the results because the Child Care Connection does not have any ESL children; none of them were enrolled in fall, winter, or spring making it impossible to calculate a total gain. All 50 children's results were calculated, with some providers having numerous children compared and some providers having only one child.

Total Program Averages 2014-2015 (%)

Indicator	Fall	Winter	Spring	Gain
Receptive Language	60	68	82	22
Expressive Language	70	78	89	19
Receptive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Expressive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Engagement English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Book Appreciation and Knowledge	41	50	63	22
Phonological Awareness	29	35	44	15
Alphabet Knowledge	20	32	42	22
Print Concept and Conventions	17	25	37	20
Early Writing	16	23	30	14
Number Concept and Quantities	24	37	51	27
Number Relationships and Operations	27	48	63	36
Geometry and Spatial Sense	32	46	64	32
Patterns	24	38	61	37
Measurements and Comparisons	16	26	38	22
Scientific Skills and Methods	16	23	35	19
Conceptual Knowledge of Natural and Physical World	30	46	58	28
Music	43	54	67	24
Creative Movement and Dance	37	53	61	24
Art	34	46	57	23
Drama	29	40	59	30

Social Relationships	54	66	78	24
Self Concept and Self Efficacy	50	71	83	33
Self Regulation	62	78	88	26
Emotional and Behavioral Health	36	48	64	28
Initiative and Curiosity	43	61	73	30
Persistence and Attentiveness	40	56	70	30
Cooperation	70	77	88	18
Reasoning and Problem Solving	34	46	62	28
Symbolic Representation	39	51	67	28
Self, Family and Community	32	41	54	22
People and the Environment	10	19	36	26
History and Events	21	30	50	29
Physical Health Status	69	81	88	19
Health Knowledge and Practice	41	48	63	22
Gross Motor Skills	50	61	72	22
Fine Motor Skills	52	65	69	17

### **Strengths**

The categories of Receptive Language, Expressive Language, Book Appreciation and Knowledge, Social Relationships, Self Concept and Efficacy, Self Regulation, Cooperation, Initiative and Curiosity, and Physical Health and Status.

### **Weakness**

The categories of Alphabet Knowledge, Print Concept and Quantities, Early Writing, Measurement and Comparisons, Scientific Skills and Methods, Symbolic Representation, and People and the Environment.

### **Program Improvement**

The areas that are low will be added to the 2014-2015 Child Care Connection training calendar as well as to the Lesson Plan Meeting training calendar. The Site Visitors, and the Providers will receive training in the areas that need improvement.

Child Care Partnership  
School Readiness Goals  
2015-2016

**Language and Literacy**

**Goal #1**

**Provide more opportunities for language with infants, toddlers and preschoolers, increasing vocabulary, language comprehension, phoneme awareness, and conversation.**

Implementation

- Increase infant, toddler, preschoolers language by narrating activities.
- Increase preschool vocabulary through listening and participating in read alouds.
- Increase number of books in each providers home.
- Provider literacy training to Providers and child development staff.
- On site mentoring with mentor coach.
- Set goals with Providers as needed.

Outcome

- Staff will have an increased knowledge base about the importance of language and literacy.
- Children will gain and expand their vocabulary through the use of language and literacy in the childcare through example and books.

Measures

- Progress in individual child goals.
- Mentor Coach will make monthly visits to each classroom and meet with the child development staff.

Documentation

- Mentor Coach observations
- Child Goals
- Site Visit case notes

## **Approaches to Learning**

### **Goal #1**

**Foster infants, toddlers, and preschoolers curiosity and ability to investigate by supporting learning and growth through creative expression and self selection.**

#### Implementation

- Provider will give enhanced opportunities in the dramatic play area.
- Providers will provide a variety of play opportunities to allow children choice in learning.
- Providers and Site Visitors will provide experience through drawing, writing, journals and class books.
- Provide approaches to learning training to Providers and child development staff.
- On site mentoring with mentor coach.
- Set goals with Providers as needed.

#### Outcome

- Staff and Providers will have an increased knowledge base about the importance of approaches to learning.
- Children will expand their curiosity through enriched childcare experience.

#### Measures

- Progress in individual child goals.
- Mentor coach will make monthly visits to each Providers home and meet with the child development staff.

#### Documentation

- Mentor coach observations
- Child Goals
- Site Visit case notes

## **Social and Emotional Development**

### **Goal #1**

**Support of infant, toddler and preschoolers development of self awareness, autonomy and self expression and encouragement of self control.**

#### Implementation

- Provide a safe and nurturing environment during group socializations for children to practice new skills.
- Site Visitors will teach mini lessons from Second Step Curriculum during Site Visits.
- Provide mental health observations with in home visits and site visits.
- Provide mental health training to Providers and child development staff.
- On site mentoring with mentor coach.
- Set goals with Providers as needed.

#### Outcome

- Staff and Providers will have a increased knowledge base about the importance of social and emotional development.
- Children will show progress across social and emotional domains according to age.

#### Measures

- Progress in individual child goals.
- Mentor coach will make monthly visits to each classroom and meet with the child development staff.

#### Documentation

- Mentor coach observations
- Child Goals
- Site Visit case notes
- Home Visit case notes
- ASQ-SE screenings

## **Physical Development and Health**

### **Goal #1**

**Provide increased opportunities for children and families to be physically active at all developmental levels.**

#### Implementation

- Provide outdoor and indoor gross motor activities for infant, toddlers and preschoolers.
- Provide Physical Development and Health training to Providers and child development staff.
- On site mentoring with mentor coach.
- Set goals with Providers as needed.

#### Outcome

- Staff and Providers will have an increased knowledge base about the importance of Physical Development and Health.
- Children will show progress across the Physical Development and Health domain according to age.

#### Measures

- Progress in individual child goals.
- Mentor coach will make monthly visits to each classroom and meet with the child development staff.

#### Documentation

- Mentor coach observations
- Child Goals
- Site Visit case notes

## **Cognition and General Knowledge**

### **Goal #1**

**Support children's learning across the math domain by providing hands on experiences with sorting, classification, and experimentation with various materials (0-3 years) and numbers, counting, patterns, and measuring (3-5 years).**

#### Implementation

- Lending Library will contain various items and support materials.
- Providers and child development staff will receive trainings focused on pre-math and math skills.

#### Outcomes

- Staff and Providers will have an increased knowledge base about the importance of math.
- Children will show progress across math domains according to age.

#### Measures

- Progress in individual child goals
- Mentor coach will make monthly visits to each Providers home and meet with the child development staff.

#### Documentation

- Mentor coach observations
- Child Goals
- Site Visit case notes