

**Yeled v'Yalda Early Childhood Center, Inc.: Child Outcomes Report  
HS/EHS Program**

**CHILD OUTCOMES NARRATIVE  
Fall 2012-2013**

Yeled v'Yalda assesses Head Start/EHS children at three checkpoints (fall,winter,spring) during the year, analyzes children's performance at each checkpoint, and then analyzes children's progress as well.

Results for the Fall checkpoint are given in the data table, which shows children's performance level by age on two of the objectives for development and learning for each essential domain. The narrative below explains the data in the following areas – social/emotional, physical, language and literacy, cognitive and approaches to learning.

**Physical Development**

The results show that the 3 and 4 year old Head Start children and 2 year old EHS center-based option children have highest scores in the physical essential domain. Specifically, this is for gross motor skills such as demonstrating balancing skills and demonstrating gross motor manipulation skills. For example, both 2 year olds and 3 year olds can experiment with different ways of balancing, e.g., our 2 year olds and 3 year olds can kneel while playing, and stand on tiptoe to reach something. As for demonstrating gross motor manipulation skills, 2/3 year olds manipulate balls or similar items with stiff body movements, e.g., throw a ball with both hands. YvY finds that the performance of the 2 year olds falls within the widely held expectations while that of 4 year olds falls below the widely held expectations, on average, at the fall checkpoint. YvY expects that 3 year olds and 4 year olds will progress to the next performance level (i.e., within the widely held expectations) over the course of the year.

The data show that for children enrolled in the EHS home-based program which serves children 2 years of age and below, scores were below widely held expectations for a number of objectives, to include demonstrates travel skills, demonstrates balancing skills, and demonstrates gross motor manipulation skills. This is because children enrolled in programs in the communities serviced have limited opportunities for gross motor activities. Center-based facilities provide many opportunities for gross motor activities which support children's development (1 hour of outdoor gross motor exercise is scheduled every day), but home-based facilities are more limited and the service is less intense. Accordingly, Yeled v'Yalda has enhanced the Program Design for the Home-based option to provide additional socialization experiences, and encourage increased attendance which gives children and their families opportunities to use the facilities to support physical development, so that their progress and performance will improve over the program year.

**Language and Literacy**

According to Yeled v'Yalda's assessment tool which is aligned with the Head Start Child Development Framework, language is composed of objectives to include listening, understanding, communicating, and expressing ideas and thoughts. Literacy skills are the skills necessary for learning to read, ranging from discriminating sounds, recognizing letters of the alphabet, and responding to books, to demonstrating emergent writing skills.

The data show that 4 year old Head Start children and 2 year old EHS children in the center based option are meeting the widely held expectations at the fall checkpoint for both receptive and expressive language.

For literacy, the data for the Head Start children as well as for the literacy performance of EHS center-based children, as measured by alphabet knowledge, is below widely held expectations for 2 and 3 year olds, but is within the widely held expectations, on average, for 4 year olds. This validates the value of a 2-year Head Start experience: 4 year old Head Start children have already benefitted from at least a year of Head Start center-based learning to achieve the age appropriate milestone.

Home-based Early Head Site Toddlers and 2 year olds performed below widely-held expectations for their age. Accordingly, Yeled v'Yalda will enhance EHS home-based home visits and group socializations to emphasize and model talking to children throughout the day and reading to them, among other activities. This is aligned with YvY's School Readiness Plan and the Parent Family Engagement portion of the plan.

### **English Language Acquisition**

For children who are English Language Learners, the YvY curriculum supports both the home language and English language acquisition. YvY's assessments measure progress in both languages. Data on English language acquisition for Head Start children and EHS center-based and home-based children demonstrate a higher level of skill development in the home language for ELL's than in English. By the time the children are four years old, however, they have been shown to demonstrate substantial progress in English language acquisition, improving with each checkpoint. While both languages are used in both center-based and home-based experiences, children in the center-based option are exposed to more English and, therefore, show a more rapid rate of progression in English language acquisition (supported by assessments, observations and children's portfolios).

### **Social/Emotional**

In terms of the essential domain measuring social-emotional milestones, two and three year-olds in center-based care are already within widely held expectations for their age group for regulating emotions and behaviors. Four-year olds have not yet met these expectations, which are more complex for this age group. At the fall checkpoint, two-year-olds in the home-based program do not yet meet widely held expectations in the social/emotional domain. With continued home visits and socializations, YvY projects that this gap will be narrowed over the course of the program year.

### **Cognitive/Approaches to Learning**

In the cognitive domain, which includes approaches to learning (as measured by problem solving), two-year-olds in the center-based program have met widely held expectations for their age group. Three-year-olds and fours have not yet attained these expectations at this first checkpoint, but YvY anticipates that widely held expectations for these age groups will be met by the end of the program year. The YvY curriculum supports this area; children who are having difficulties meeting these higher expectations will be supported through individualization focusing on this area of development. At this first checkpoint, home-based EHS children, both one-year olds and two-year olds, have met widely held expectations for this domain as well.

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**All Head Start / EHS Grantee Classrooms/Centers – Fall 2012 (1<sup>st</sup>) Progress Checkpoint (N=622)**

**OBJECTIVES FOR DEVELOPMENT & LEARNING**

Group:	2 yr old	3 yr old	4 yr old	2 yr old	3 yr old	4 yr old
<b>Essential Domain: Social-Emotional</b>			<b>Essential Domain: Social-Emotional</b>			
Regulates Own Emotions & Behaviors -			Establishes & Maintains Positive Relationships -			
Manages Feelings			Responds to Emotional Cues			
Level	3.47	3.23	<u>4.68</u>	2.51	<u>2.75</u>	<u>4.38</u>
4 = Comforts self by seeking out special object or person.			4 = Demonstrates concern about the feeling of others.			
<b>Essential Domain: Physical</b>			<b>Essential Domain: Physical</b>			
Demonstrates Balancing Skills			Demonstrates Gross Motor Manipulation-Skills			
Level	4.28	<u>4.57</u>	<u>5.64</u>	4.14	<u>4.28</u>	<u>5.45</u>
6 = Sustains balance during simple movement experience			6 = Manipulates balls or similar objects with flexible body movements			
<b>Essential Domain: Language</b>			<b>Essential Domain: Language</b>			
Listens to & Understands Increasingly Complex Language -			Uses Language to Express Thoughts & Needs -			
Follows Directions			Uses Conventional Grammar			
Level	3.84	<u>3.76</u>	5.08	2.66	3.69	4.99
4 = Follows simple requests not accompanied by gestures.			4 = Uses 3 to 4 word sentences; may omit some words or use some words incorrectly.			
<b>Essential Domain: Cognitive</b>			<b>Essential Domain: Cognitive</b>			
Demonstrates Positive Approaches to Learning -			Uses Classification Skills			
Solves Problems			-			
Level	2.97	<u>3.03</u>	<u>4.53</u>	2.18	<u>2.61</u>	3.97
4 = Observes and initiates how other people solve problems; asks for a solution and uses it.			4 = Places objects in two or more groups based on differences in a simple characteristic			
<b>Essential Domain: Literacy</b>			<b>Essential Domain: Literacy</b>			
Demonstrates Knowledge of the Alphabet -			Comprehends & Responds to Books or Other Texts -			
Identifies and Names Letters			Retells Stories			
Level	<u>0.30</u>	<u>0.98</u>	2.72	0.92	<u>1.35</u>	2.86
2 = Recognizes and names a few letters in own name.			2 = Retells some events from a familiar story with close adult prompting.			
<b>Essential Domain: Math</b>			<b>Essential Domain: Math</b>			
Uses Number Concepts and Operations -			Demonstrates Knowledge of Patterns			
Counts			-			
Level	<u>1.51</u>	<u>2.36</u>	<u>3.91</u>	1.48	<u>1.91</u>	4.00
4 = Verbally counts to 10; counts up to 5 objects accurately			4 = Copies simple repeating patterns			

NOTE: Averages that are not within widely held expectations for child development and learning for the age-group are underlined.

NOTE: Example levels are for 3 year old widely held expectations. NOTE: See Narrative for EHS Home-based children