

CHILD NURSERY CENTERS

OUTCOMES REPORT

2007-2008

Child Nursery Centers Outcomes Report

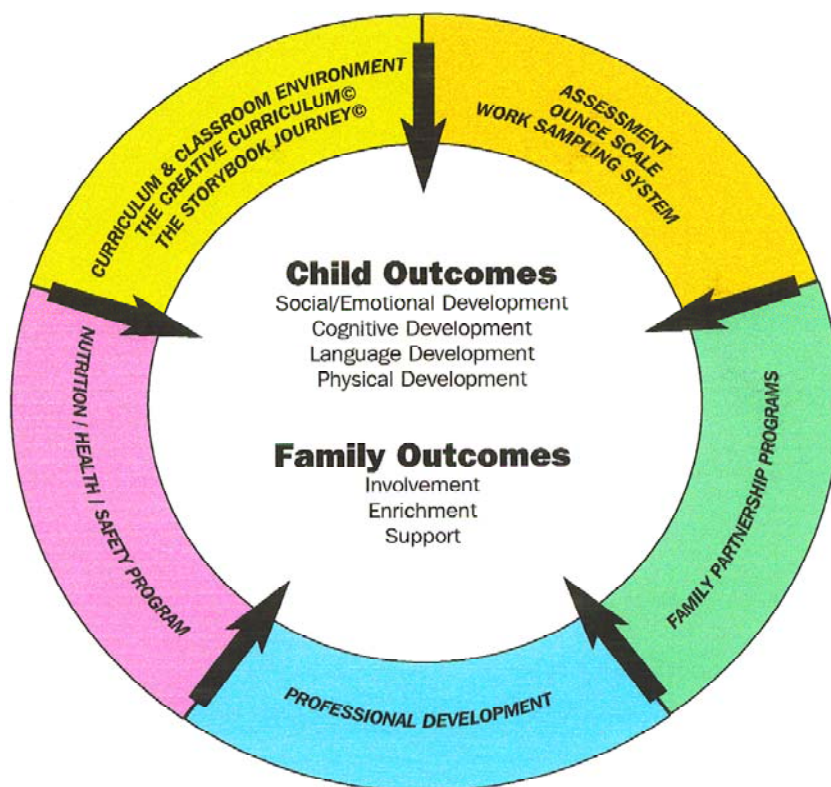
Child Nursery Centers (CNC) is committed to **our mission of providing high quality, comprehensive early care and education for all children.** Ensuring that children are well prepared and ready to succeed in school is an important goal of CNC's early learning program. Research suggests that early childhood programs are increasingly important as a common context in which young children develop prior to elementary school entry. High quality child care in a safe and nurturing environment allows parents, and in the future their children, to achieve and maintain self sufficiency.

Because of our mission, CNC has adopted a comprehensive **Model of Early Childhood Care and Education** referred to as **The Wheel** (see below) that focuses on the whole child with additional emphasis on the family and the classroom community. Successful outcomes are achieved with quality programs in five interrelated areas:

- **CURRICULUM AND CLASSROOM ENVIRONMENT**
- **ASSESSMENT**
- **FAMILY PARTNERSHIP PROGRAMS**
- **PROFESSIONAL DEVELOPMENT**
- **NUTRITION, HEALTH, AND SAFETY PROGRAMS**

The following report focuses on outcomes that have been compiled for 2008 in each of the areas of The Wheel. Assessment (Child Outcomes) analyzes results for the 2007-2008 school year.

Early Childhood Care and Education Model
(The Wheel)



CURRICULUM AND CLASSROOM ENVIRONMENT

Center Outcomes for 2008

Our curriculum, **The Storybook Journey**, supports early literacy by using excellent children's literature as the centerpiece of the program. Exposure to rich oral language and opportunities to actively explore an engaging environment are made possible through child centered activities and meaningful interactions with adults. Learning Centers filled with developmentally appropriate materials offer choice, stimulate curiosity, and guide self-directed learning.

To measure overall program quality, CNC's sites participate in **Qualistar Early Learning**, a statewide non-profit organization working with child care providers, parents, and communities to improve the quality of early childhood education in Colorado. The Qualistar Rating measures quality in licensed early learning programs using a four-star system (four being the highest) that outlines the strengths and weaknesses of the program and provides a detailed plan for continuous quality improvement. Trained observers collect information on five different quality components: learning environment, family partnerships, training and education of staff, adult to child ratios, and accreditation by a national accrediting agency. All of the points that programs earn in each of these components are added together to arrive at a Qualistar Rating.

Center	Qualistar Rating
Antlers Place	3 Stars
Day Nursery	4 Stars
Meadows Park	4 Stars
Sand Creek	3 Stars
South Chelton	3 Stars

In 2007, CNC began the process of pursuing accreditation for all its Centers under the new standards and criteria of the National Association for the Education of Young Children (NAEYC). NAEYC uses the standards and criteria to define program quality and recognize programs that have demonstrated the capacity to sustain quality over time. Our commitment to continuous quality improvement will be realized through NAEYC accreditation.

Child Outcomes for the 2007-2008 School Year

Measurement Tools

Our center-based classrooms use the **Ounce Scale** to assess the growth and development of infants and toddlers and the **Work Sampling System** (WSS) as a method for measuring child outcomes with our preschool-age children.

The Ounce Scale is an on-going assessment that uses an **Observation Record** for teachers to write anecdotal notes reporting on the development of the children. A **Family Album** allows parents to share information about their child through photos, drawings, or stories. The album also contains valuable insight into common child development issues. Since the scale is anecdotal in nature, outcomes are not compiled on this assessment tool.

WSS is a curriculum-embedded assessment that allows teachers to continuously evaluate children's progress and growth in the natural setting of the classroom. Assessment is ongoing with multiple opportunities for children to demonstrate what they know by participating in developmentally appropriate activities and experiences. The WSS is structured around seven broad curriculum areas, or domains: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking,

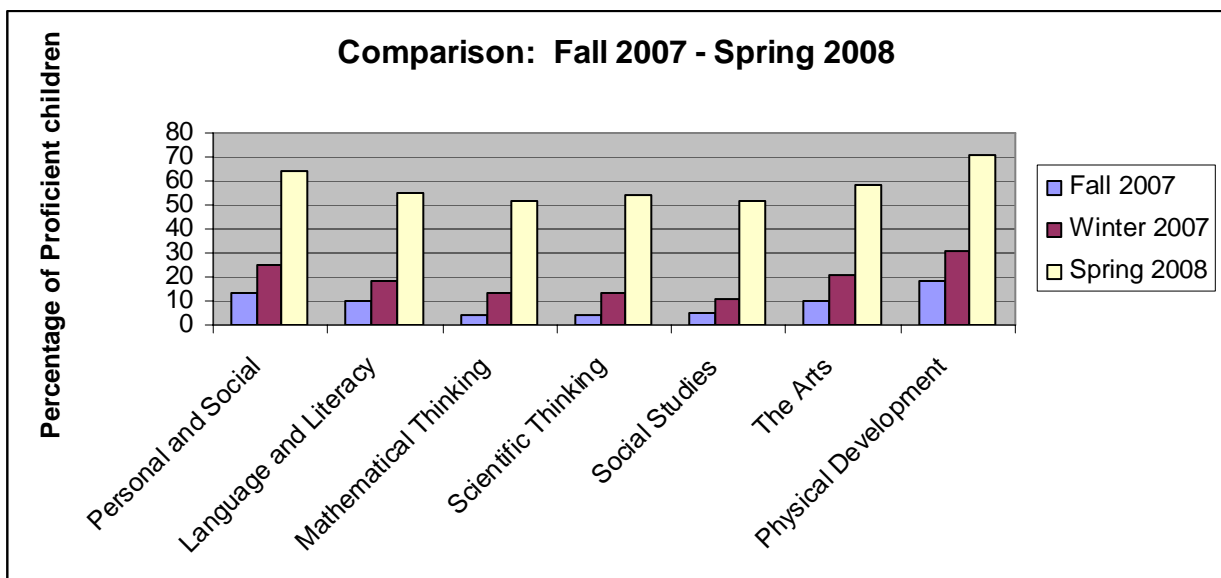
Social Studies, The Arts, and Physical Development. It consists of three interrelated elements: **Developmental Checklists** which are a list of age-specific performance indicators used for summarizing and interpreting observations, **Portfolios** which are collections of children’s work, and **Summary Reports** which share the information gained with parents.

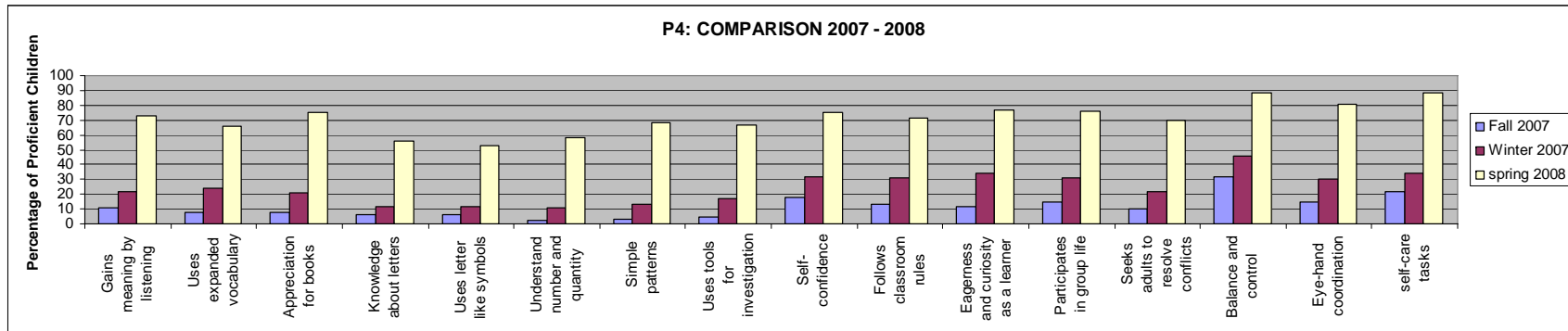
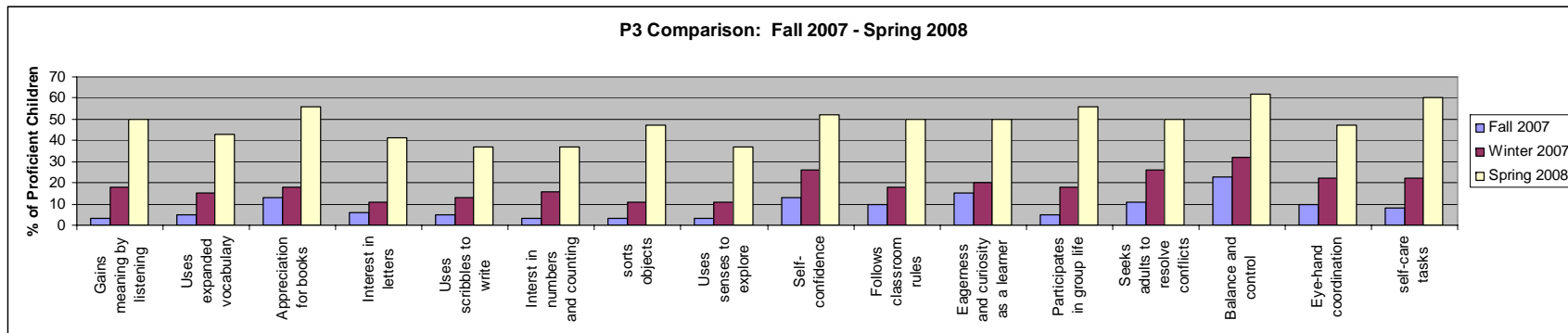
Results

Using the WSS Developmental Checklists, the following analysis reflects data gathered on 134 children (an average of 55 three-year-olds and 79 four-year-olds) enrolled in CNC’s center-based preschool classrooms. Three data collection periods were completed in the fall, winter, and spring for each school year.

Data was collected from the Checklists based on the ratings determined by the teacher on performance indicators listed under each domain. Each indicator has three types of ratings possible: **not yet, in process, or proficient**. Proficient means that the child can demonstrate the skill represented by the indicator reliably and consistently. The following chart indicates an overall comparison between the fall, winter and spring collection periods of the percentage of three and four year old children functioning at the proficient level in all seven domains. While growth from fall to spring was shown in all domains, the following gains are of particular interest:

- **Language and Literacy** which is the focus of CNC’s curriculum, The Storybook Journey, showed 55% proficiency compared with 10% in the fall.
- Results in the important areas of **Mathematical and Scientific Thinking** showed gains from 5% in the fall to 51% in the spring.
- **Personal and Social Development**, an area that is vital to success in elementary school, showed growth with 64% of the children proficient in the spring as compared to 12% in the fall.
- **Physical Development** showed the greatest gains with 70% of the children proficient in the spring compared with 19% in the fall.
- **Overall Proficiency in all domains** increased from 9% in the fall to 58% in the spring.





Unlike group-administered tests that are designed to rank and compare children, WSS is an instructional assessment that drives curriculum by helping teachers focus on the needs of the children as determined by the results of the checklist ratings and samples of their work. Each age-specific Developmental Checklist focuses on the typically developing child with indicators that are rated on the child's depth of understanding of each item. Though the indicators are similar, the Developmental Checklists for 3-year-olds (P3) and 4-year-olds (P4) differ in their expectations of how the two age groups would perform. For example, in Language and Literacy, the P3 checklist rates how the child uses *scribbles* to write while the P4 looks at how the child uses *letters and symbols* to write.

Using the Data

After the data from WSS is compiled and analyzed administrative staff uses this information to improve overall program quality by evaluating the growth of children in all domains and providing teacher support based on the areas in need of strength. This might include staff trainings and workshops, mentoring and supervision, or reallocation of program resources if necessary. Outcomes also aid in developing curriculum, lesson plans, and developmentally appropriate activities and experiences based on the strengths and weaknesses of individual children as well as the group as a whole.

Child outcomes help teachers share valuable information with parents about their child's progress in all developmental areas especially those related to school readiness. Goals are set with families concerning their child's growth and development and, if necessary, individual learning plans can be created based on the needs of the child.

FAMILY PARTNERSHIP PROGRAMS

At CNC families are valued and respected as the first and most important teachers of their children. Family and teachers form a "team" to set educational, social, and physical goals for children. Two times a year each family receives a **Home Visit** from one of the child's teachers. **Conferences** are also scheduled twice a year to share information about performance and progress. Through our **Books at Home Project**, each child receives a hardcover book at the Home Visit. Teachers share tips on reading to children and stressing the importance of literacy. **Family Nights** and **Social Events** are held regularly to encourage families to actively participate in their child's learning.

- A total of 795 Home Visits and Conferences were conducted in 2008 with 73% of our families participating in one or more parent/teacher contacts.
- A total of 16 family nights were held with 50% of our families attending at least one.

PROFESSIONAL DEVELOPMENT

To maintain high quality programs, CNC recognizes the instrumental role teachers play in early care and education. Individual **Professional Development Plans** help each staff member establish goals and strategies to meet their educational needs. We support continuous education by offering on-site college-level classes and on-going training for The Ounce Scale, The Work Sampling System, and The Storybook Journey as well as providing release time for teachers to attend classes.

Of the 64 classroom and center administrators:

- 14 have a Bachelors Degree in Early Childhood Education (ECE) or a related field.
- 17 have an Associates Degree in ECE or a related field.
- 13 have a Child Development Associate credential.
- 30 teachers were enrolled in college-level course work.

NUTRITION, HEALTH AND SAFETY PROGRAMS

We serve two wholesome meals and a snack daily. 70% of CNC children qualified for free or reduced cost meals under the Child and Adult Care Food Program. Children eat together, family-style, with their teachers.

- Total Meals Served: 149,730
- Breakfasts: 44,172
- Lunches: 49,412
- Snacks: 56,146

Two nurses and a Health Liaison assist families with their health care needs. They visit all of the Centers administering medications, treating minor injuries, and teaching good health, safety and eating habits. They aid families in finding community resources to meet the health care needs of their children. Our health professionals also staff our **Get Well Center** which offers care to mildly ill children whose parents must work or go to school.

- 2,480 nurse contact visits
- 233 medications given
- 75 children using the Get Well Center

HOME NETWORK

To provide limited income families quality choices of child care settings, the Home Network (HN) was established in 2000. The goals of the HN are to improve quality in Family Child Care Homes, to expand professional development opportunities for Family Child Care Providers, and to increase capacity for families who qualify for the Colorado Child Care Assistance Program (CCCAP). Over the next three years, we plan to expand the number of family child care homes from the current 20 to 100, with a total capacity of 800 children.

- 262 children served in 2008
 - 56 Early Head Start/Head Start
 - 105 CCCAP
- 100% of providers who participated in the HN for the entire year completed a minimum of 12 hours of ECE training (average: 42 hours)
- 4 homes were accredited by the National Association of Family Child Care (NAFCC)

CONCLUSION

While numbers and statistics are important, the heart and soul of Child Nursery Centers rests with **our mission: to provide high quality, comprehensive early care and education for all children.** By selecting The Storybook Journey curriculum, using authentic child assessments, partnering with parents, providing ongoing professional development, and attending to the nutrition and health needs of our children, CNC has created a winning combination of factors that allows for sustaining high quality programming in our classrooms and centers.