

**Contra Costa County EHSD Community Services Bureau (CSB)**  
**Early Head Start School Readiness & Parent, Family, Community Engagement Goals 2014-2015**

Goals	Objectives	Expected Outcomes		Data Sources for Tracking Progress	Outcomes	Analyzing Progress	Continuous Improvement
		Mid-Year	Year-End				
<b>Domain: Social and Emotional Development</b>  <b>School Readiness Goal:</b> Children will be socially and emotionally ready for school.	By June 2015, 90 % of infants and toddlers will be able to comfort themselves in response to distress from either internal or external stimulation.	45% of infants and toddlers will score a minimum of 25% improvement from the first to second assessment on the DRDP 2010 IT Measure 5: Self Comforting.	90% of infants and toddlers will score a minimum of 25% improvement from the first to third assessment on Measure 5 Self Comforting.	2010 DRDP I/T assessment Data	<p>At mid-year 52.3% of infants and toddlers improved their score on measure 5, self-comforting by 25% or more, which surpassed the mid-year goal.</p> <p>At year end 87% of infants and toddlers improved their score on measure 5. This was 3% below the expectation of 90% of children.</p>	<p>At mid-year, we surpassed our expectations for the Social and Emotional Development goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show enough growth to meet the 90% benchmark.</p>	<p>The use of the DRDP 2015 allows a wider range of improvement in each measure since each of the 56 measures reflects a developmental continuum from early infancy to preschool entry.</p> <p>In addition, beginning in the 2015-16 school year, infant and toddler teachers will complete the third assessment by June 15th to give children more time between the second and final assessment to mature and strengthen their skills.</p>
Goals	Objectives	Expected Outcomes		Data Sources for Tracking Progress	Outcomes	Analyzing Progress	Continuous Improvement
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<b>Domain: Language Development and Literacy</b>  <b>School Readiness Goal:</b> Children will engage with stories and books.	By June 2015, 90% of infants and toddlers will show interest in books, songs, rhymes, finger plays and stories.	45% of infants and toddlers will score a minimum of 25% improvement from the first to second assessment on the DRDP 2010 IT Measure 18; interest in literacy.	90% of infants and toddlers will score a minimum of 25% improvement from the first to third assessment on Measure 18; interest in literacy.	2010 DRDP I/T assessment data	<p>At mid-year 51% of infants and toddlers improved their score on Measure 18, interest in literacy by 25% or more, which surpassed the mid-year goal.</p> <p>At year end, 81% of infants and toddlers improved their score on Measure 18. This was 9% below our expectation that 90% of infants and toddlers improving by</p>	<p>At mid-year, we surpassed our expectations for the Language and Literacy goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show enough growth to meet the</p>	<p>The use of the DRDP 2015 allows a wider range of improvement in each measure since each of the 56 measures reflects a developmental continuum from early infancy to preschool entry.</p> <p>In addition, beginning in the 2015-16 school year infant and toddler teachers will complete the third assessment by June 15th to give children more time between the</p>

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<i>Educators</i>	members engaging with their child through language, infant and toddler families will be asked to share a song, rhyme or finger play that they know in their home language. The results of this will be a book created and shared with each infant and toddler classroom and contributing family.				<p>at least 25%.</p> <p>Even so, between the first and third DRDP assessment there was <i>an average</i> of 58.8% improvement on measure 18.</p> <p><u>PFCE Goal:</u> Although CSB was not able to produce a book from multi-cultural family contributions, several other projects were implemented this year to engage families with their infants and toddlers around literacy development. The nationally recognized book lending program Raising a Reader was implemented to include infants this year. In addition CSB received a Reading is Fundamental grant to purchase infant, toddler and preschool books and implemented two child choice book events so that children took books home to read and keep. Lastly, a new community based program Reading Advantage was presented to parents. Following the meetings, all families and each infant and toddler received books for their home library.</p>	<p>90% benchmark.</p> <p><u>PFCE Goal:</u> Although the implementation of the song/story book was not completed families did however actively engage and participate in Raising a Reader, Reading Advantage and Reading is Fundamental projects.</p>	<p>second and final assessment to develop and mature.</p> <p><u>PFCE goal:</u> This objective will be continued in the 2015-16 program year with revised action plan to achieve successful implementation of this objective.</p>
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<b>Domain: Physical Development and Health</b>  <u>School Readiness Goal:</u> Children will develop control of small muscles for manipulation and exploration. Children will learn and begin to demonstrate healthy and safe habits.	<p>By June 2015, 90 % of infants and toddlers will be able to use their hands to reach or manipulate objects.</p> <p>By June 2015, 90 % of infants and toddlers will be able to show awareness of safety.</p>	45% of infants and toddlers will score a minimum of 25% improvement from the first to second assessment on the DRDP 2010 IT measure 33; fine motor and measure 35; safety	90% of infants and toddlers will score a minimum of 25% improvement from the first to third assessment on measure 33; fine motor and measure 35; safety	2010 DRDP I/T assessment Data	<p>At mid-year 38.5% of infants and toddlers improved their score on measure 33, Fine Motor, by 25% or more, which falls just short of the mid-year goal.</p> <p>At mid-year 52.6% of infants and toddlers improved their score on measure 35, Safety by 25% or more, which surpassed the mid-year goal.</p> <p>At year end 58.3% of infants and toddlers improved their score on measure 33, Fine Motor, by 25% or more, which is 31.7% below our expectation of 90% of the children.</p> <p>Even so, between the first and third DRDP assessments there was <i>an average</i> of 58.3% improvement on measure 33; Fine Motor.</p> <p>At year-end, 74.7% of infants and toddlers have improved their score on Measure 35, Safety by 25% or more, which is 15.3% below our expectation of 90% of</p>	<p>At mid-year, we were slightly below our expectations for the Physical Development and Health goal but anticipated meeting this goal by year end.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show enough growth to meet the 90% benchmark</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to 56 measures that reflect a developmental continuum from early infancy to preschool entry.</p> <p>In addition, beginning in the 2015-2016 school year infant and toddler teachers will complete the third DRDP 2015 assessment by June 15th to give children more time between the second and final assessment to mature and strengthen their skills.</p>

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					<p>the children.</p> <p>Even so, between the first and third DRDP assessment there was <i>an average</i> of 42% improvement on measure 35, safety.</p>		
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<p><b>Domain: Cognition and General Knowledge</b></p> <p><b>School Readiness Goal:</b> Children will learn and begin to use math concepts during daily routines and experiences.</p>	By June 2015, 90 % of infants and toddlers will be able to compare, match and categorize different people or different things.	45% of infants and toddlers will score a minimum of 25% improvement from the first to second assessment on the DRDP 2010 IT Measure 29; classification and matching.	90% of infants and toddlers will score a minimum of 25% improvement from the first to third assessment on Measure 29: classification and matching.	2010 DRDP I/T assessment Data	<p>At mid-year 55.2% of infants and toddlers improved their score on measure 29, Classification and Matching by 25% or more, which surpassed the mid-year goal.</p> <p>At year end 85.4% of infants and toddlers improved their score on measure 29; Classification and Matching. This is 4.6% below the expectation of 90% of the children,</p> <p>Even so, between the first and third DRDP assessment there was <i>an average</i> of 54.7% improvement on measure 29; Classification and Matching.</p>	<p>At mid-year, we surpassed our expectations for the Cognition and General Knowledge goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show enough growth to meet the 90% benchmark.</p>	<p>The use of DRDP 2015 allows a wider range of improvement in each measure due to 56 measures that reflect a developmental continuum from early infancy to preschool entry.</p> <p>In addition, beginning in the 2015-16 school year infant and toddler teachers will complete the third DRDP assessment by June 15th to give children more time between the second and final assessment to mature and strengthen their skills.</p>

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<b>Domain: Approaches to Learning</b>  <b>School Readiness Goal:</b> Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	By June 2015, 90 % of infants and toddlers will be able to actively explore people and things, especially new ones.	45% of infants and toddlers will score a minimum of 25% improvement from the first to second assessment on the DRDP 2010 I/T Measure 25; curiosity.	90% of infants and toddlers will score a minimum of 25% improvement from the first to third assessment on Measure 25; curiosity.	2010 DRDP I/T assessment Data	<p>At mid-year 53.1% of infants and toddlers improved their score on measure 25, Curiosity by 25% or more, which surpassed the mid-year goal.</p> <p>At year end 82% of infants and toddlers improved their score on Measure 25 by 25% or more, which is 8% below the expectation of 90% of the children.</p> <p>Even so, between the first and third DRDP assessment there was <i>an average</i> of 54.4% improvement in measure 25; Curiosity.</p>	<p>At mid-year, we surpassed our expectations for the Approaches to Learning goal.</p> <p>At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show enough growth to meet the 90% benchmark.</p>	<p>The use of the DRDP 2015 allows a wider range of improvement in each measure since each of the 56 measures reflects a developmental continuum from early infancy to preschool entry.</p> <p>In addition, beginning in the 2015-16 school year infant and toddler teachers will conduct the third DRDP assessment by June 15th to give children more time between the second and final assessment to mature and strengthen their skills.</p>