

Contra Costa County Community Services Bureau

2015-2016 Child Outcomes Report: Infant/Toddler Assessment 3 –Year End

EXECUTIVE SUMMARY

Overview of Methods

The Community Services Bureau (CSB) utilizes DRDP 15-Tech[®] to assess the development of infants and toddlers enrolled in the program. Three assessments are conducted each program year using this instrument as follows:

- 1st Assessment: Within 60 days from the date of enrollment
- 2nd Assessment: Within 150 from the date of enrollment
- 3rd Assessment: By June 2016

Assessment 3 includes baseline data, mid-year data and end of the year data for infants and toddlers. The data is contained in DRDP15-Tech data management system, and is used to individualize curriculum, identify school readiness goals, and drive program quality. Using the DRDP15-Tech[®], CSB staff assesses the development of infants and toddlers on the following five thematic areas (domains): Approaches to Learning Self-Regulation (**ATL-REG**), Social and Emotional Development (**SED**), Language and Literacy Development (**LLD**), Cognition including Math and Science (**COG**), and Physical Development Health (**PD-HLTH**).

Results are based on developmental level for each domain and measure, and are reported in aggregate across all enrolled children (ages 0-3).

Key Findings

- Of all infants and toddlers assessed at 18 centers, 30% rated Building Earlier in Approaches to Learning-Self Regulation (ATL-REG) which is an increase of 22% from the baseline assessment.
- When compared to the 2015-16 baseline assessment scores for infants and toddlers, the third assessment scores show a 16% increase in the numbers of children rated exploring later or above on Social and Emotional Development (SED).
- When compared to the 2015-16 baseline assessment scores, infants and toddlers in the third assessment show similar scoring patterns for children 0-3 years old which occurred in the domains of Cognition Development (COG), Social Emotional Development, and Approaches to learning-Self Regulation. In the third assessment the highest scores occurred in the domain of Physical Development Health (PD-HLTH).

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Figure 1: Percentage of Children’s Attainment on the Approaches to Learning and Self-Regulation Domain

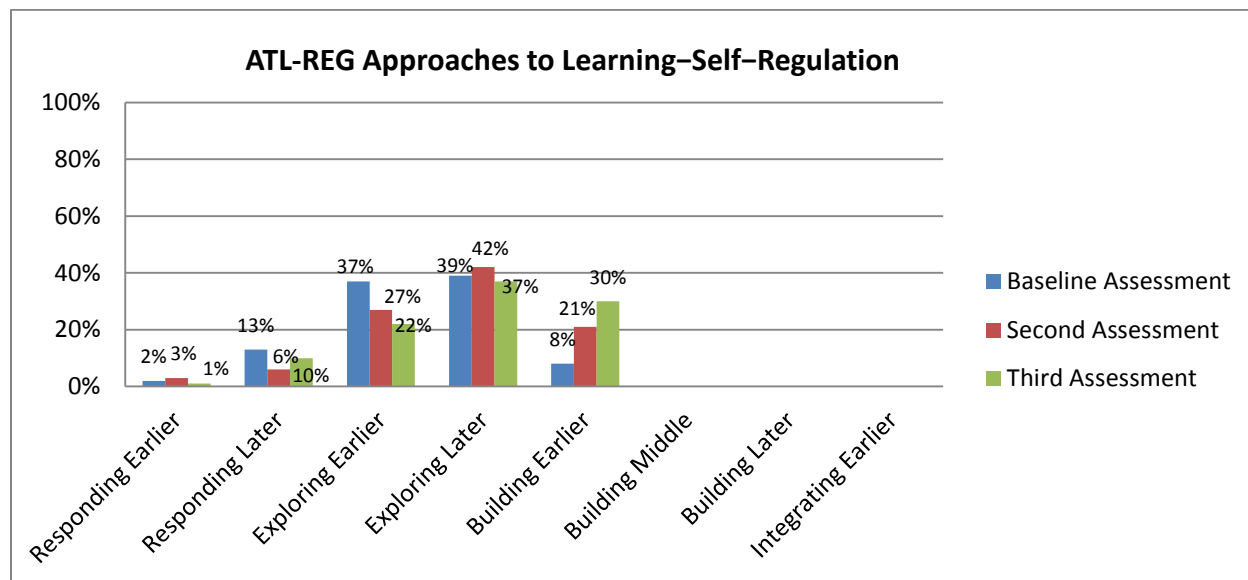


Figure 1 presents the percentage of infants and toddlers at each developmental level of the Approaches to Learning-Self Regulation domain at baseline assessment, second assessment, and third assessment. For example, at baseline assessment 8% of the children rated at *Building Earlier* on Approaches to Learning-Self Regulation Domain. On the third assessment, 30% of the children rated at *Building Earlier* which is the highest rating possible in the domain. Overall, 89% of infants and toddlers rated exploring or above which exceeds our School Readiness goal of 80% of children achieving at this level.

Figure 2: Percentage of Children’s Attainment on the Social and Emotional Development Domain

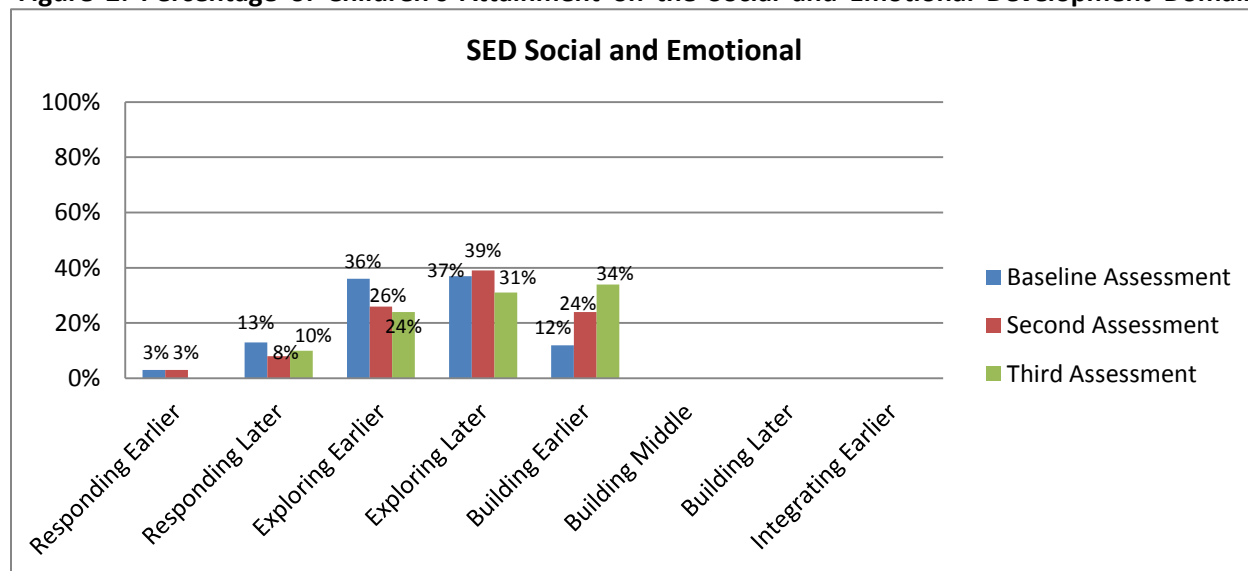


Figure 2 presents the percentage of infants and toddlers at each developmental level of the Social Emotional Development domain at baseline assessment, second assessment, and third assessment. For example, at baseline assessment 12% of the children rated at *Building Earlier* on Social and Emotional Development domain. On the third assessment, 34% of the children rated at *Building Earlier* achieving

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the highest rating possible in the domain. Overall, 89% of infants and toddlers rated exploring or above which exceeds our School Readiness goal of 80% of children achieving at this level.

Figure 3: Percentage of Children’s Attainment on the on the Language and Literacy Development Domain

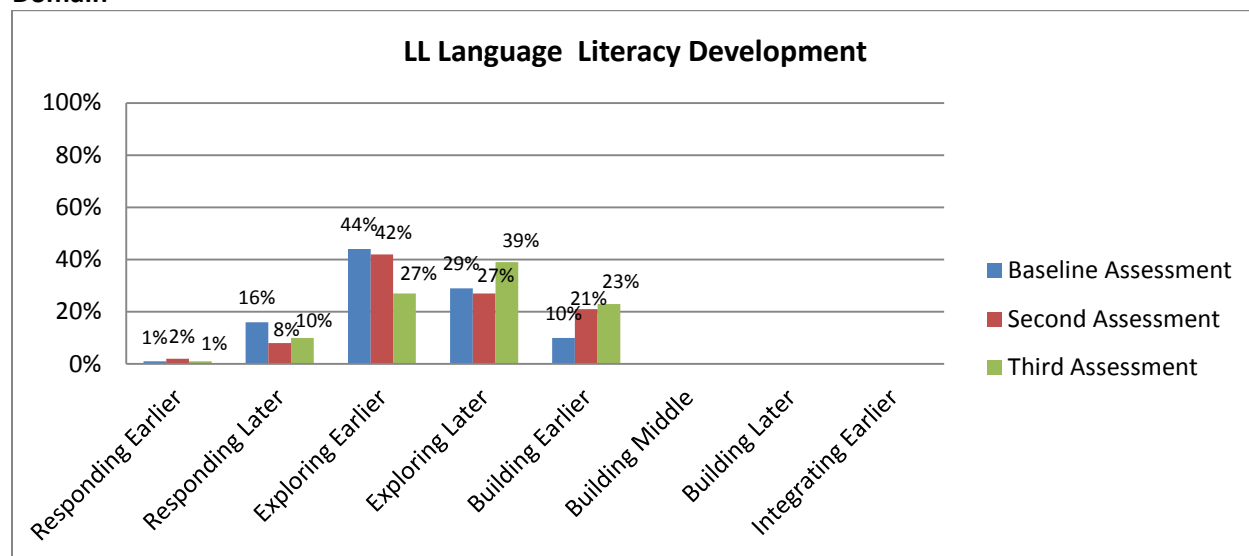


Figure 3 presents the percentage of infants and toddlers at each developmental level of the Language and Literacy Development domain at baseline assessment, second assessment and third assessment. For example, at baseline 10% of the children rated at *Building Earlier* on Language and Literacy Development domain. On the third assessment, 23% of the children rated at Building achieving the highest rating possible in the domain. Overall, 90% of infants and toddlers rated exploring or above which exceeds our School Readiness goal of 80% of children achieving at this level.

Figure 4: Percentage of Children’s Attainment on the Cognition Domain

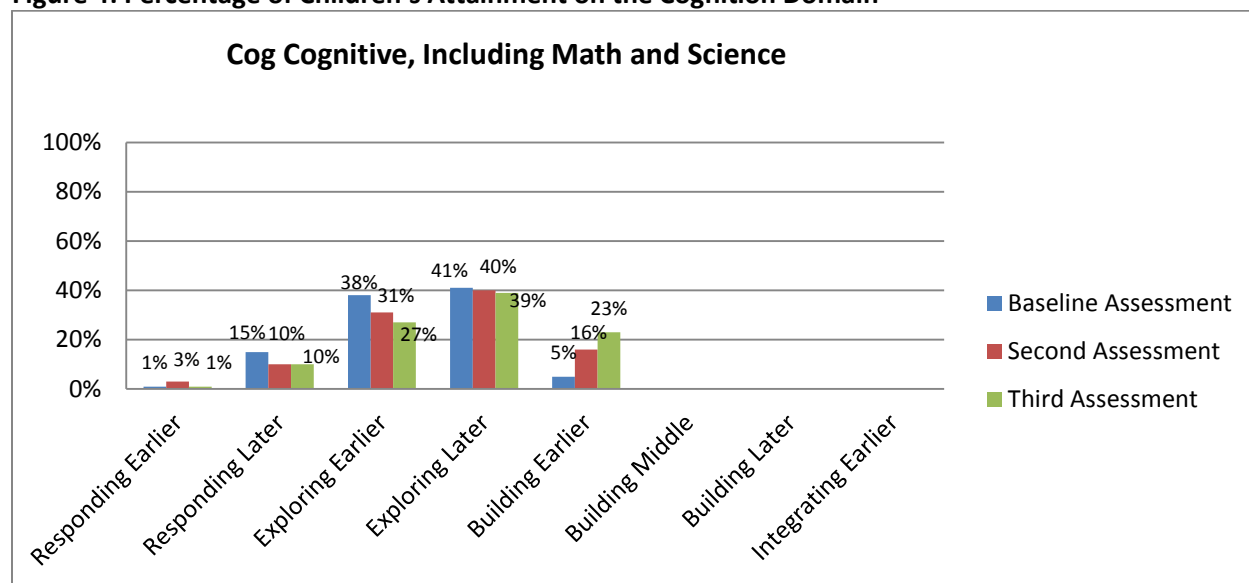


Figure 4 presents the percentage of infants and toddlers at each developmental level of the Cognition domain at baseline assessment, second assessment, and third assessment. For example, at baseline 5% of children rated at *Building Earlier*. On the second assessment, 23% of the children rated at *Building*

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Earlier achieving the highest rating possible in the domain. This increase in achievement reflects the highest amount of growth across all domains. Overall, 89% of infants and toddlers rated exploring or above which exceeds our School Readiness goal of 80% of children achieving at this level.

Figure 5: Percentage of Children’s Attainment on the Physical Development and Health Domain

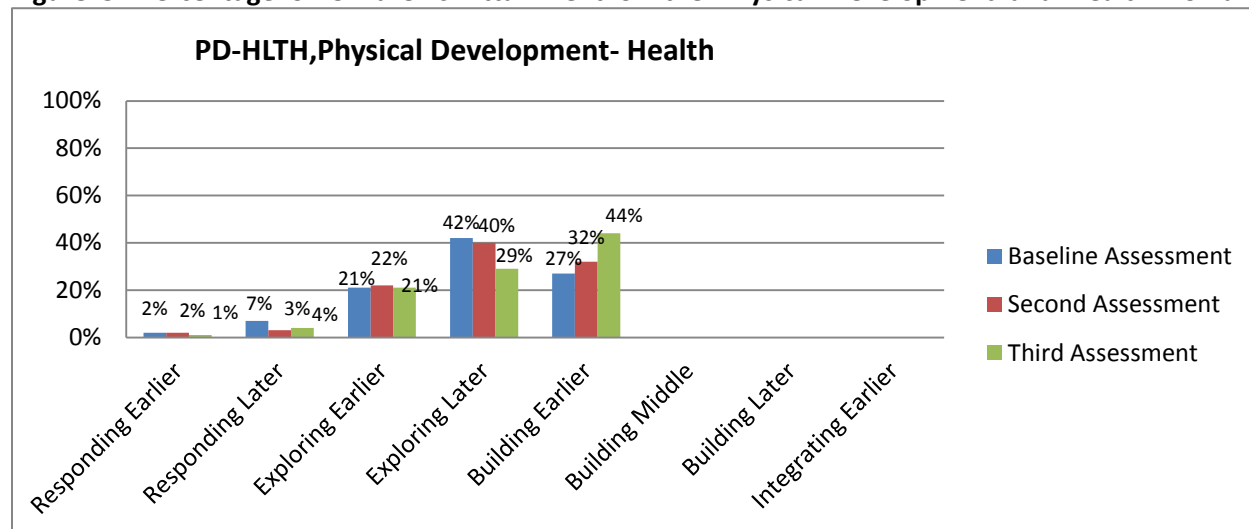


Figure 5 presents the percentage of infants and toddlers at each developmental level of the Physical Development-Health domain. For example, at baseline 27% of the children rated at *Building Earlier*. On the third assessment, 44% of the children rated at *Building Earlier* achieving the highest rating possible in the domain. Overall, 94% of infants and toddlers rated exploring or above which exceeds our School Readiness goal of 80% of children achieving at this level.

Figure 6: Comparison of Infants and Toddlers in each DRDP2015 Domain 3rd Assessment

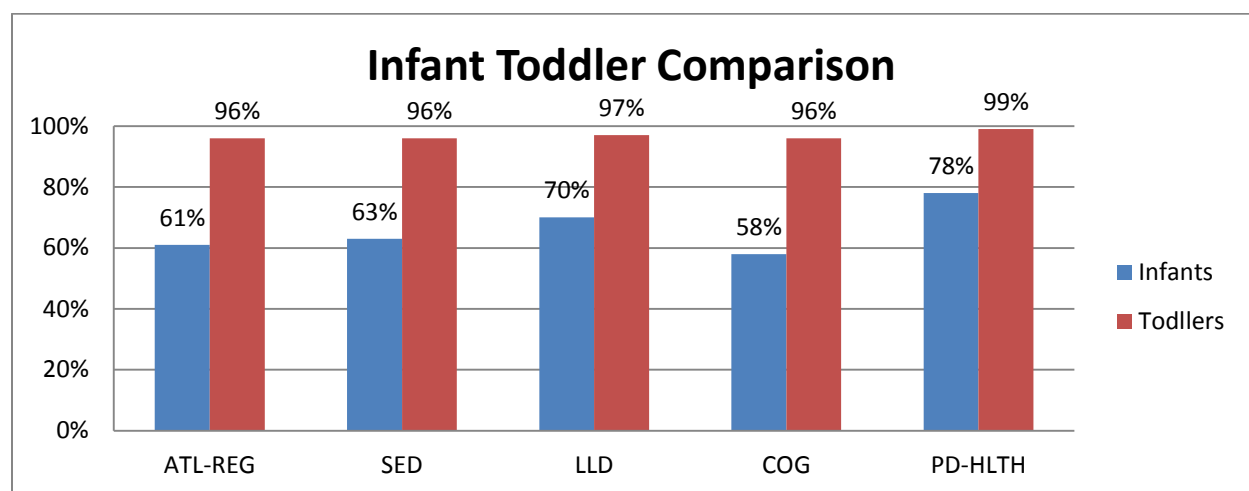


Figure 6 presents a comparison of infants and toddlers scoring exploring or higher level of development in each domain on the third assessment. For example, the data demonstrates that 99% of toddlers achieved a score of exploring or above in the Physical Development-Health domain. At least 96% of toddlers achieved a score of exploring or higher level of development in the four remaining domains.