

<b>Area:</b>	Child Development
<b>Subject:</b>	CD06 – Outcomes Data Collection
<b>Reference:</b>	1304.21 (a)(2)(ii)(iii) 1304.21 (c)(2)
<b>Policy:</b>	Teachers will continually observe and record children’s behavior and skill level in order to provide activities that support a range of developmental levels to enhance individual progress for children. Grantee/Delegate staff will use outcomes data for program planning.

**Procedure:**

1. Teachers will document observations of children and match the observations to the appropriate DRDP-R Assessment measure and enter data into COPA.
2. The teacher will collect ongoing observations, request parent input and analyze samples of children’s work to determine the current performance levels per measure for each child and compile data on the DRDP-R Assessment.
3. The teacher will complete a DRDP-R Developmental Assessment on each child. This will be completed within 45 calendar days of child’s first day of attendance for MHS and within 60 calendar days for RHS.
4. The teacher will update the DRDP-R Developmental Assessment for each child a minimum of two times during the program operation.
5. The teacher will summarize the child’s development with parent input and document on the Summary of Child’s Developmental Progress form.
  - Review the child’s observation data to summarize his/her development in the four developmental areas.
  - Review the child’s summary with the parent. Invite parents to share his/her observations of the child and what they would like to see his/her child gain from his preschool experience.
  - Develop goals for the child with the parent. These goals must be specific and measurable.
  - Develop strategies that will support and build on the child’s interest and learning skills.
  - Both the teacher and the parent will sign and date the summary. The yellow copy goes to the parent and the white goes in the child’s file.
6. The teacher will update the child’s developmental progress a minimum of two times during the program year by completing a new Summary of Child’s Developmental Progress form.
7. The teacher will incorporate the child’s goals into the weekly activity plan to provide individualization of the curriculum.
8. The teacher will develop a classroom summary (electronic COPA Assessment Tracking Sheet) three times a year as a classroom composite. The teachers will review this data to use for classroom planning.
9. After conducting classroom observations and completing individual DRDP-R assessments Teachers will input each child’s data into the computer data base called the

Child Assessment Result System COPA (as per three collection periods).

10. Assessment data is updated two times after first collection period on the DRDP-R assessment and inputted into the COPA data base.

11. Outcomes Report Collection Periods

First Collection Period	Regional Head Start Program	Migrant/Seasonal Head Start Program
Data Due to Grantee	1 <sup>st</sup> Week of December	3 <sup>rd</sup> Week of July

Second Collection Period	Regional Head Start Program	Migrant/Seasonal Head Start Program
Data Due to Grantee	3 <sup>rd</sup> Week of April	4 <sup>th</sup> Week of September

Third Collection Period	Regional Head Start Program	Migrant/Seasonal Head Start Program
Data Due to Grantee	2 <sup>nd</sup> Week of June	1 <sup>st</sup> Week of December

The timelines reflect the last date Outcomes Data must be received by the Grantee office. Due to the various modes of child care services available, the actual assessment due date may be subject to change at the center level based on year-round and short-term program’s (2-3 mos.) calendar years.

12. Teachers will analyze DRDP-R assessment data at the classroom level to identify areas needing improvement. Classroom analytical data will be reported in the “Outcomes Plan for Continuous Improvement” after the 2<sup>nd</sup> assessment collection period. This data will be shared at Center Parent Committee meetings. DO/Delegate agencies may choose to develop additional plans in other areas or after the first or third collection periods.

13. Direct Operated (DO) and Delegate management staff will collect the 13 Legislative Mandated Indicators (LMI) classroom data from the first and second DRDP-R Assessment collection periods. This data will be reviewed and analyzed to identify areas needing improvement at the DO/Delegate level on the “Outcomes for Continuous Improvement” and submitted to the Grantee designated Child Development Supervisor on a specified date after the second collection period. This analytical data will be used to determine some DO/Delegate goals & objectives and training & technical assistance plans (T/TA) and reported to DO/Delegate staff, Parent Policy Committees and Governing Board Meetings.

14. The Grantee Child Development Supervisor will collect the 13 LMI DO/Delegate data to review and analyze DRDP-R assessment data at the Grantee level to identify areas needing improvement on the “Outcomes Plan for Continuous Improvement.” The DO/Delegate and Grantee Plans and Outcomes COPA data reports will be filed in the MHS and RHS “Outcomes Data Collections and Analysis” binders located on the community shelves.

15. This Grantee 13 LMI analytical data will be used for some of the goals and objectives, the refunding application narrative and the Grantee T/TA master plans and narrative. Highlights of the grantee “Outcomes Plan for Continuous Improvement” will be shared at Parent Policy Council, Management Staff, Delegate Director and Governing Board meetings and the community at large.

- Supervised by:** Coordinator of Early Childhood Programs
- Performed by:** Child Development Supervisor, Director, Teachers
- Forms needed:** DRDP-R Assessment, DRDP-R Rating Records, Outcomes Plan for Continuous Improvement, Outcomes, COPA generated reports, Summary of child's developmental progress, observation records, activity plan
- Frequency:** Ongoing; three collection periods per program