StRENGTHS AND OPPORTUNITIES STATEWIDE

Strengths
- Physical Development and Health
- Building relationships with other children

Opportunities
- Emotions
- Phonological Awareness

TEACHING PRACTICES THAT TARGET THESE FOCUS AREAS

- Adults will respond to children as they express emotions and will label their emotions throughout the day.
- Teachers will provide opportunities for children to enjoy stories, rhymes, and songs every day.

FOR MORE INFORMATION, PLEASE CONTACT:
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RACIAL DEMOGRAPHICS
- Hispanic/Latino: 18%
- White Non-Hispanic: 13%
- Black/African American: 6%
- Indigenous: 2%
- Other: 6%

LANGUAGE DEMOGRAPHICS
- Spanish: 59%
- English: 28%
- Indigenous: 11%
- Other: 2%

Child outcomes based on COR Advantage — ongoing assessment for young children birth through kindergarten.

Approximately 8% of children served at RCMA have an IEP/IFSP.
ENGLISH LANGUAGE LEARNING SKILLS

For children whose first language is not English, the greater their skills in their home language, the more easily they can learn a second language. Children learning English typically progress through several stages in which they listen, mimic, try out, and eventually speak with growing confidence. Understanding (comprehension) tends to come before speaking. At RCMA children are developing strong English acquisition skills that will prepare them for kindergarten (see graph).

GAINS BY COR CONTENT AREA

RCMA uses COR Advantage as our ongoing assessment. Teachers gather, analyze and score anecdotes throughout the year. A Pre score is established at the beginning of the school year, and a Post score at the end. The difference between Post and Pre is considered the gains made by children.

Typically:
- Infants and toddlers — range from levels 0-3
- Preschool — range from levels 2-5
- Kindergarten — range from levels 4-7

4 YEARS OLD

3 YEARS OLD

2 YEARS OLD

1 YEAR OLD

INFANTS