

## Day Care

**Service Category:** Pre-K/Day Care

**Issue Area:** Education

**Community Need to be Addressed:**

According to Iowa State University, Iowa ranks second in the nation in the number of households with children ages 5 and under with working parents, currently 79%. Iowa also ranks first in the nation with 83% of all households with both parents working. Within the county of  (enter name) ,  (enter %)  of parent families have both parents working. Due to the high number of parents being in the workforce, there is a need for safe, supervised child care focusing on social skill development, provided by positive adult role models. RSVP volunteers can act as positive role models and add diversity to day care settings by providing an intergenerational aspect to programs.

*Additional information or details relating to **community need** in county/service area:*

**Service Activity:**

RSVP volunteers will facilitate the development of social skills in children that have been identified by day care staff as needing additional adult interactions. RSVP volunteers will serve as positive role models, helping to model appropriate social skills, such as manners, behavior, and focus. They will help with enrichment activities, provide calm and nurturing support during one-on-one and small group interactions, and contribute daily to the progress of identified children. RSVPs will be working in  (enter number)  day care centers throughout  (enter name)  County. They will work an average of  (enter hours/week) , with an average of 5 children per RSVP volunteer for  (enter months) .

*Additional information or details relating to **service activity** in county/service area:*

**Anticipated Inputs:**

(Enter number)  RSVP volunteers will each serve an average of  (enter hours/week)  with approximately  (enter number)  children in  (enter number)  day care centers in  (enter name)  county. Each RSVP volunteer will receive an average of  (enter hours)  in-service training, including, but not limited to, helping children express themselves appropriately, both verbally and nonverbally; to demonstrate appropriate meal and social manners, and with other child development topics.

*Additional information or details relating to **inputs** in county/service area:*

**Anticipated Accomplishments: (Outputs)** Children will receive an average of five hours per week of assistance from a RSVP volunteer in day care centers throughout \_(Enter Name)\_ County.

Indicator: Total number of children served at the end of the year; total number of day care centers served.

Target: \_(Enter Number)\_ children in \_(Enter Number)\_ Day Care Centers in \_(Enter Name)\_ county will receive the assistance of a RSVP volunteer.

How Measured\*: Day Care Center Log will track the number of children served and the number of day care centers served

\*If you already have an instrument that you are using to collect the number of children in your county/service area who are receiving assistance from an RSVP volunteer, and the number of day care centers receiving assistance, you may continue to use that instrument if you prefer.

**Anticipated Impact (Intermediate Outcome):** Identified children will increase their ability to follow directions and/or accomplish tasks, according to observations of day care staff.

Indicator: Percent of identified children served by RSVP volunteers who demonstrate an increase in ability to follow directions and/or accomplish tasks. "Following directions" is defined as the when the child understands and follows direction as requested by staff or RSVP Volunteers. "Accomplishing tasks" is defined as the child being able to start and complete specific tasks.

Target: \_(Enter %)\_ of children will demonstrate an increase in their ability to follow directions and/or accomplish tasks.

How Measured? Students' Ability to Follow Directions/Accomplish Tasks Assessment

**Anticipated Impact (End Outcome):** Identified children will improve their social skills through manners, behavior, and focus level, by the end of May each year.

Indicator: Percent of children served by RSVP volunteers who demonstrate improved social skills as evidenced through improved manners, behavior, and focus level.

Target: \_(Enter %)\_ of the identified children will demonstrate improved social skills as evidenced through improved manners, behavior, and focus level.

How Measured? Students' Social Skills Assessment

### Day Care Center Log

Site/Station: \_\_\_\_\_

Program Year \_\_\_\_\_

Supervisor: \_\_\_\_\_

*Instructions: In each row, enter the name of the day care center where RSVP volunteers served; the number of RSVP volunteers who served there, and the number of children served by the RSVP volunteers.*

Day Care Center	Number of RSVP serving	Number of children served
<b>Totals:</b>	_____	_____

- TOTALS: For program year 20\_\_\_\_,
- Total number of day care centers served: \_\_\_\_\_
  - Total number of children served: \_\_\_\_\_

**Day Care Program  
Student Ability to Follow Directions/Accomplish Tasks**

During the past year, an RSVP Volunteer(s) has spent time in your Day Care classroom helping children to follow directions and accomplish tasks. For each child identified below, please tell us what changes you may have observed, keeping in mind what is appropriate for the child's age. Information you provide will remain confidential and will be used to improve our program.

Teacher name: \_\_\_\_\_ Date completed: \_\_\_\_\_

Site: \_\_\_\_\_ RSVP Volunteer: \_\_\_\_\_

Please describe each child's ability to follow directions and accomplish tasks over the last \_\_\_\_ months. "Following directions" is defined as the when the child understands and follows direction as requested by staff or RSVP Volunteers. "Accomplishing tasks" is defined as the child being able to start and complete specific tasks.

Child ID	Ability to follow directions:			Ability to accomplish tasks:			Comments
	Increased	Decreased	No Change	Increased	Decreased	No Change	
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The RSVP Volunteer has helped to make these changes possible.  Yes  No

Please make any additional comments on back of page.

**Day Care Program**

### Student Social Skills

During the past year, an RSVP Volunteer(s) has spent time in your Day Care classroom helping children to develop social skills. For each child identified below, please tell us what changes you may have observed in his/her social skills over the past year, keeping in mind what is appropriate for the child's age. Information you provide will remain confidential and will be used to improve our program.

Teacher name: \_\_\_\_\_ Date completed: \_\_\_\_\_

Site: \_\_\_\_\_ RSVP Volunteer: \_\_\_\_\_

Please describe each child's social skills over the last \_\_\_\_ months.

Child ID	Manners: Greeting, mealtime, etc.			Behavior: Positive interaction with staff and peers			Focus: Staying focused on a specific task		
	Improved	Worsened	No Change	Increased	Decreased	No Change	Increased	Decreased	No Change
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The RSVP Volunteer has helped to make these changes possible.  Yes  No

Please make any additional comments on back of page