

BEAR RIVER

2011-2012

Bear River Head Start appreciates the privilege of collaborating with you in serving children and families in your area. We are sending you this report to better acquaint you with our program services. Bear River Head Start also wants to let you know of the developmental gains children are making within our program, in our effort to give them a "Head Start" in their educational experience. Please let us know if there is more we could be doing as we continue to strive for excellence in providing quality services for children and their families.

Thank-you for your support



Yearly Report

Immediate Benefits to the Community

- Without the Head Start Program, 40 percent of Head Start children would not have any non-parental source of enrichment.
- Head Start centers were of significantly higher quality (based on ECERS-R scores) than the center attended by similar non-Head Start children. Head Start children, therefore, are in a higher category of quality care, on average, than similar children not in Head Start.
- The Head Start programs cut the achievement gap in pre-reading and other cognitive skills for both 3 years-old and 4 years-old. After only 8 months in Head Start, the pre-reading achievement gap experienced by low-income children was nearly cut in half. Head Start participation also reduced the achievement gap in pre-writing and vocabulary skills.
- The Head Start program reduced problem behaviors in many of the children it served. Fewer and less severe problems were reported in 3 year-olds and English speaking 4 year-olds who were in Head Start. This gave teachers more time to focus on learning rather than on behavior management.

- Head Start had a strong impact on minority children. Three-year-olds Hispanic children in Head Start scored higher in pre-reading, vocabulary, and pre-writing skills than did their non-Head Start counterparts. Similarly, 3 year-olds African American children attending Head Start scored higher than their non-Head Start peers in pre-reading, phonological awareness, and pre-writing skills.
- The Head Start Program had a positive impact on parenting behaviors. Parents in the Head Start group read more often to their children, were more likely to expose

their children to cultural enrichment activities and were less likely to spank their children.

- The Head Start program had a positive impact on how parents viewed their child's development. Parents with children in Head Start reported that their child exhibited better pre-literacy skills, on average. These skills include writing more letters, naming more colors, and counting higher.

The Head Start Impact Study: What Have We Learned So Far? Teaching strategies
Staff Jennifer Park-Jadotte

Bear River Head Start Service

Bear River Head Start has a long tradition of providing comprehensive and high quality preschool program services for children and their families. At Head Start we recognize the vital role parents play in giving their children opportunities to learn. Staff develop a partnership with parents in their child's learning. Head Start emphasizes and teaches the importance of being healthy, eating nutritious foods, and staying safe; as well as providing information about literacy, employability, and meeting educational goals.

Education

A daily education program provides children with varied experiences that will help them develop socially, physically,

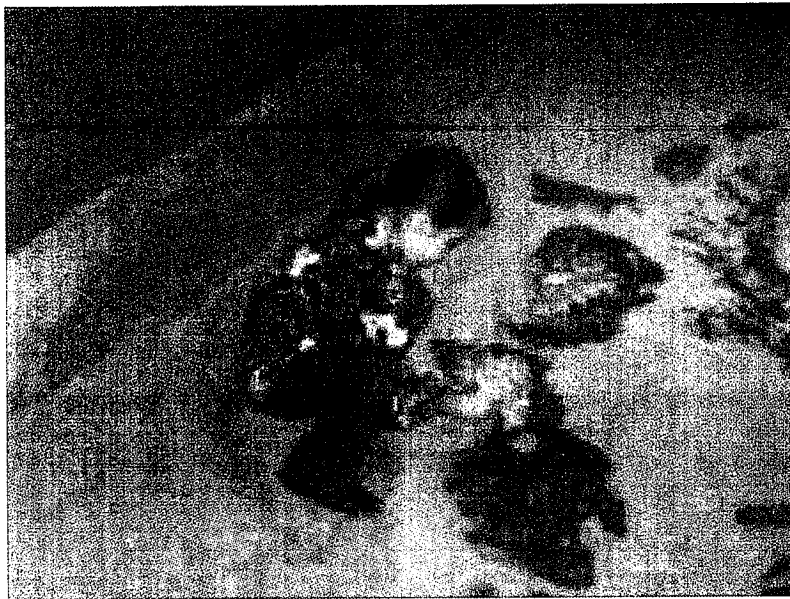
intellectually, emotionally, and in their literacy skills. Teachers create a "literacy rich environment," by thoughtfully planning the physical environment and including print that is meaningful to children.

For classroom literacy materials to be meaningful, they must serve a purpose. Such print materials help children communicate messages and ideas, learn new information and concepts, organize and express their thoughts, care for the classroom and know what to do in the classroom environment. Our literacy-rich environment conveys the message that reading, writing, listening and speaking are valuable and enjoyable.

Preschool children engage with literacy materials; to use them in their play; to talk with adults about what they are doing, thinking, and feeling. Teacher act with intentionally to

Long Term Effect to the Community

- Significantly more Head Start children complete high school
- Significantly more Head Start children attend college
- Significantly more Head Start children are likely to earning higher wages in their early twenties
- Kids that attend Head Start are less likely to be booked or charged with a crime
- Head Start is associate with large and significant gains in test scores
- Head Start significantly reduces the probability that a children repeat a grade



help children use written and spoken language throughout the day." (Cate Heroman & Candy Jones)

Children are taught letters of the alphabet by recognizing the letters in their own name, because these are the letters in a word that is most meaningful to them. We include activities each with child's own name as way to make letters and words more meaningful. After children learn the letters in their own name, they often learn letters or other words that are significant to them, such as the name of family members and pets.

Center-Based

The Center-based option at Bear River Head Start is a classroom experience for 3 to 4 year old children. One 3 year old classroom is offered in the Logan area service area. Each child is treated a unique individual and allow to grow and develop through an enrich environment, with caring staff who want them to succeed.

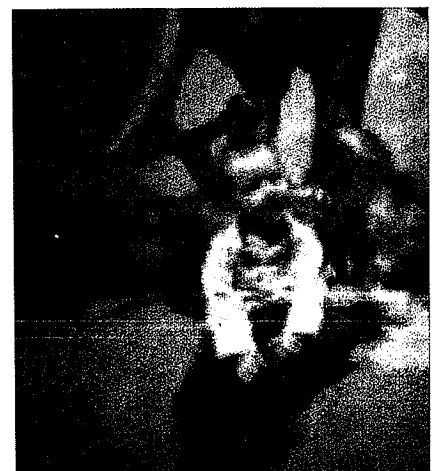
Each classroom has between 15-19 children (depending on classroom size), with a Teacher and Teacher Assistant. Class is held Mon-Thurs. (morning and afternoon sessions), depending upon the area.

Home-based

The Home Based Program Option is founded on the belief that parents are the first and most important teacher of their children. Learning occurs first in the home, the most natural environment. Parents are always teaching! With this philosophy in mind, families who enroll their 3 year-old or 4 year-old into the home-based program will receive Head Start services through a parent focused approach. Services to children are primarily in the home through weekly home visits by a Family Educator. Parents and children are given opportunities to participate in socialization activities with other Head Start families on a regular basis.

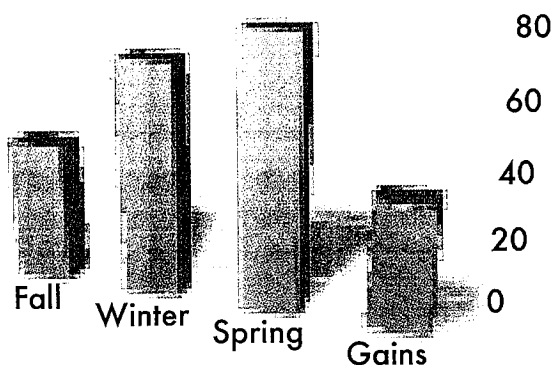
Social Service

Families matter! Bear River Head Start is designed in assist families to improving the conditions and the quality of their family life. Families are assisted by qualified Family Development staff who to help parents became aware of community resources and how to access them. Families also receive support in identifying their own strengths and needs and finding solutions to their individualized goals.



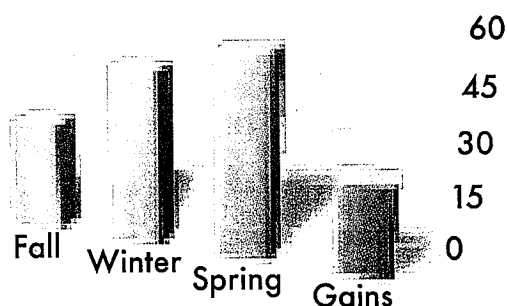
Three Year-Olds

Physical Development & Health



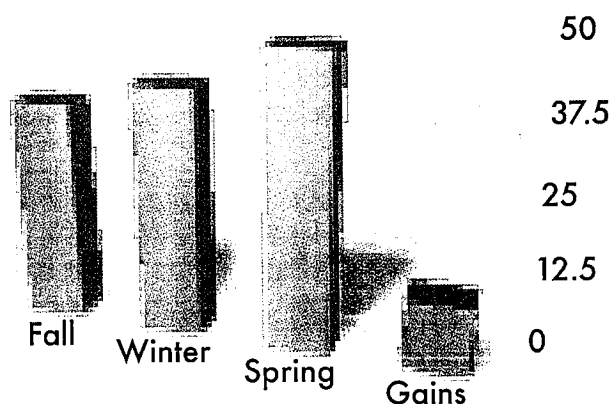
Physical Health Status The maintenance of healthy and age appropriate physical well-being
Health Knowledge & Practice The understanding of healthy and safe habits and practicing healthy habits
Gross Motor Skills The control of large muscles for movement, navigation, and balance
Fine Motor Skills The control of small muscles for such purposes as using utensils, self-care building and exploring

Social & Emotional Development



Social Relationships The healthy relationships and interactions with adults and peers
Self-Concept & Self-Efficacy The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals
Self-Regulation The ability to recognize and regulate emotions, attention, impulses, and behavior
Emotional & Behavioral Health A healthy range of emotional expression and learning positive alternative to aggressive isolating behaviors

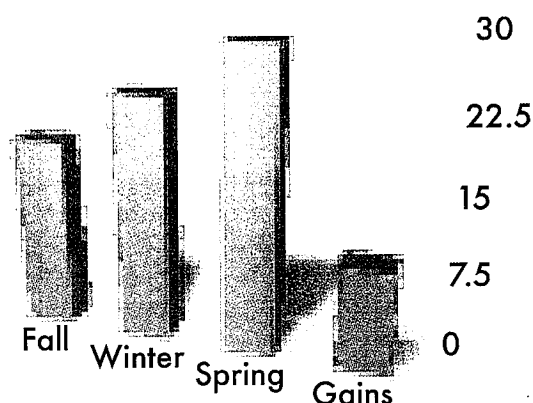
Approaches to Learning



Initiative & Curiosity An interest in varied topics and activities, desire to learn, creativeness, and independence in learning
Persistence & Attention The ability to begin and finish activities with persistence and attention
Cooperation An interest and engagement in group experiences

Three Year Olds

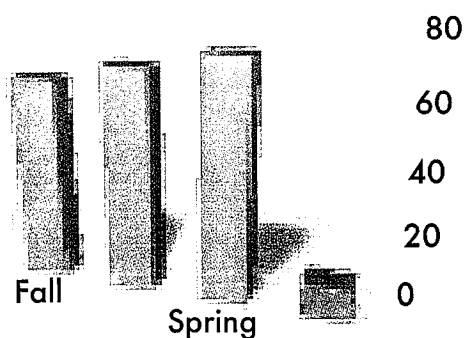
Logic & Reasoning



Reasoning & Problem Solving
The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions in a problem.

Symbolic Representation
The use of symbols or objects to represent something else.

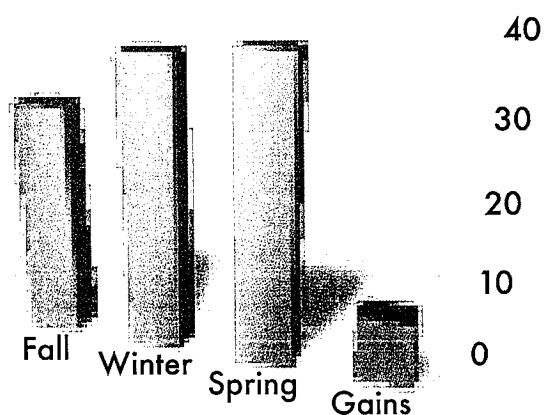
Language Development



Receptive Language
The ability to comprehend or understand language.

Expressive Language
The ability to use language.

Literacy Knowledge & Skills



Book Appreciation and Knowledge
The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from book and other texts.

Phonological Awareness
An awareness that language can be broken into words, syllables, and smaller pieces of sound.

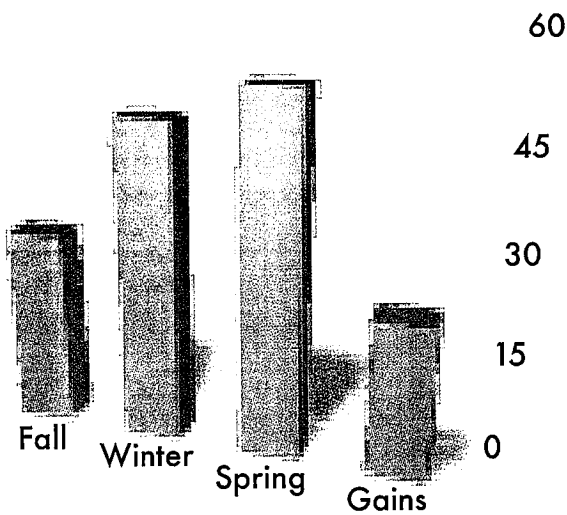
Alphabet Knowledge
The names and sounds associated with letters.

Print Concepts & Conventions
The concepts about print and early decoding (identifying letter-sound relationships).

Early Writing
The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols and letters.

Three Year Olds

Mathematics Knowledge & Skills



Number Concepts & Quantities
The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list)

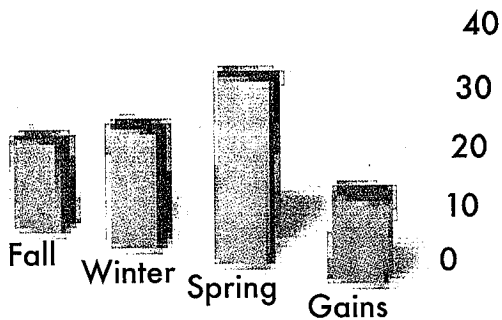
Number Relationship & Operation
The use of numbers to describe relationships and solve problems.

Geometry & Spatial Sense
The understanding of shapes, their properties, and how objects are related to one another.

Patterns
The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify object in a pattern.

Measurement & Comparison
The understanding of attributes and relative properties of objects as related to size, capacity, and area.

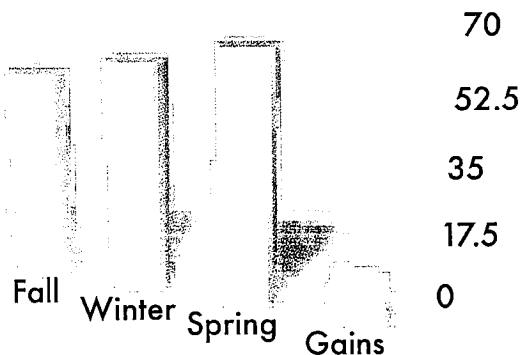
Science Knowledge & Skills



Scientific Skills & Methods
The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusion.

Conceptual Knowledge of the Natural & Physical World
The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

Creative Arts



Music
The use of voice and instruments to create sounds.

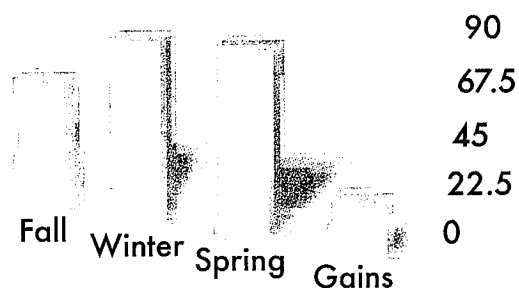
Creative Movement & Dance
The use of the body to move to music and express oneself.

Art
The use of a range of media and materials to create drawings, pictures, or other objects.

Drama
The portrayal of events, characters, or stories through acting and using props and language.

Three Year Olds

Social Studies Knowledge & Skills

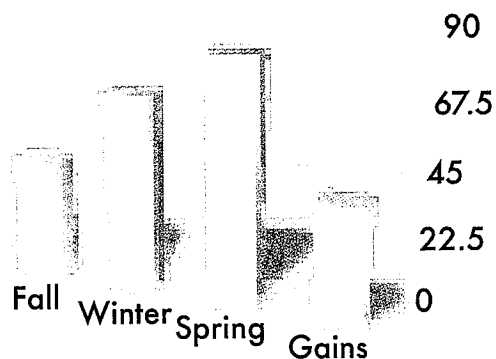


Self, Family & Community
The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity

People & the Environment
The understanding of the relationship between people and the environment in which they live

History & Events
The understanding that events happened in the past and how these events relate to one's self, family and community

English Language Development



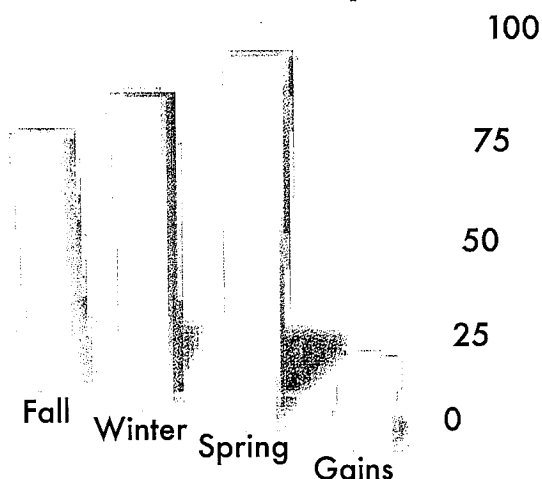
Receptive English Language Skills
The ability to comprehend or understand the English Language

Expressive English Language Skills
The ability to speak or use English

Engagement in English Literacy Activities
Understanding and responding to books, storytelling, and songs presented in English

Four Year Olds

Physical Development & Health



Physical Health Status
The maintenance of healthy and age appropriate physical well-being

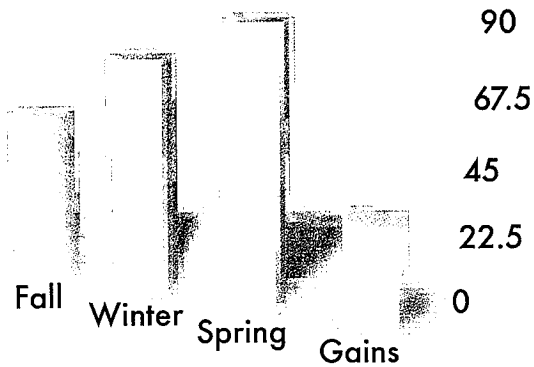
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Four Year Olds

Social & Emotional Development



Social Relationship

The healthy relationships and interactions with adults and peers.

Self-Concept & Self-Efficacy

The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals

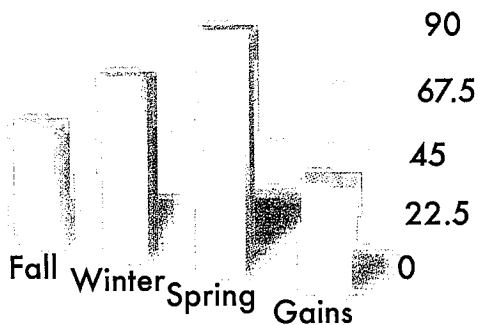
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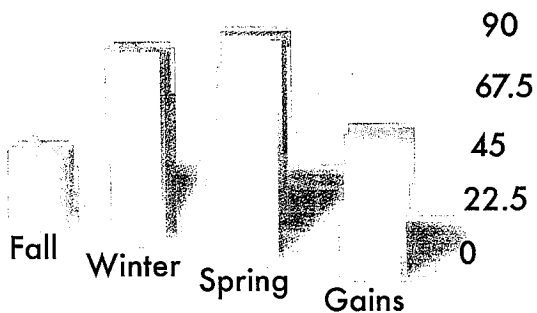
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Cooperation

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Reasoning & Problem Solving

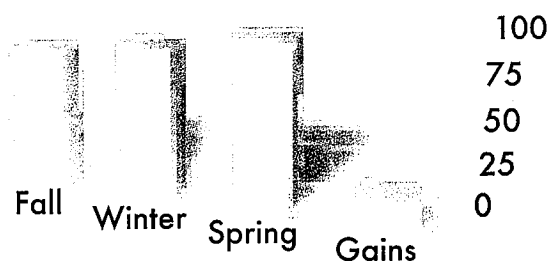
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Four Year Olds

Language Development



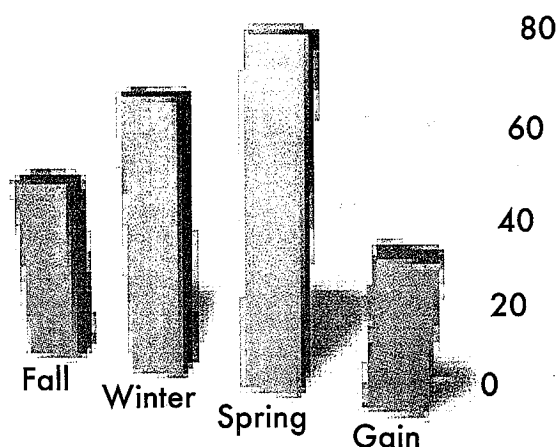
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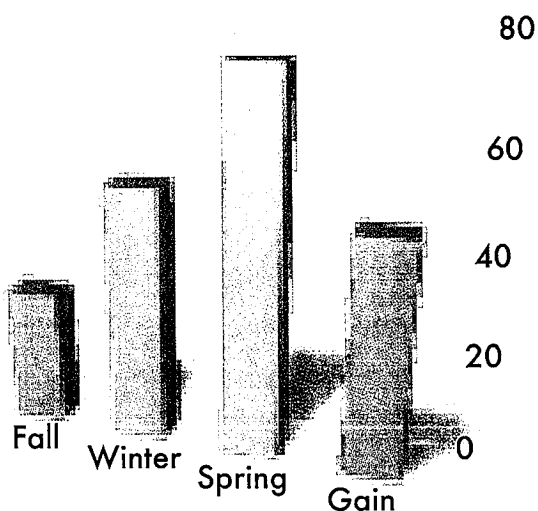
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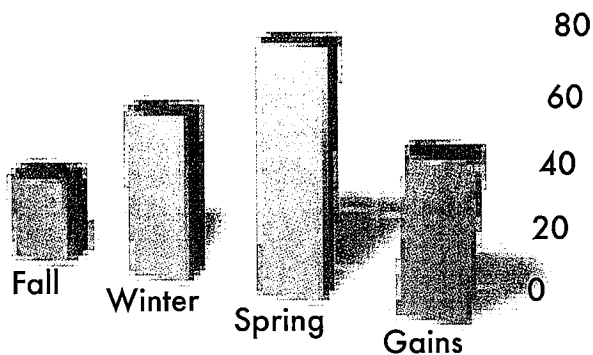
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Four Year Olds

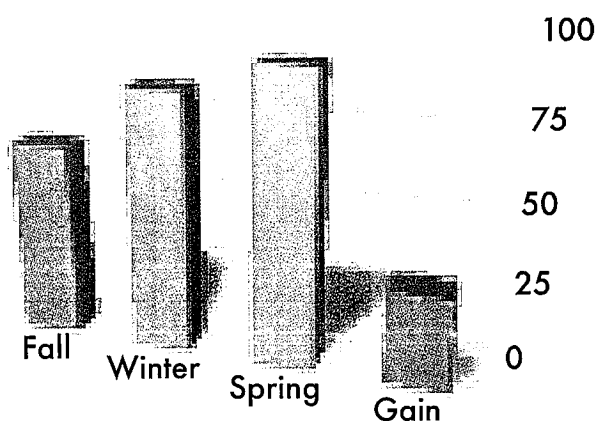
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Creative Art Expression



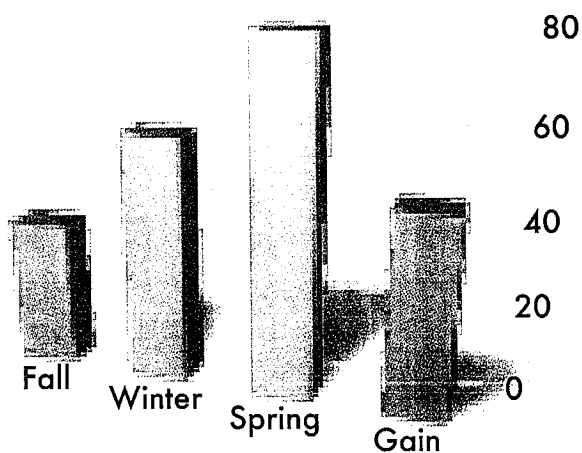
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Social Studies Knowledge & Skills



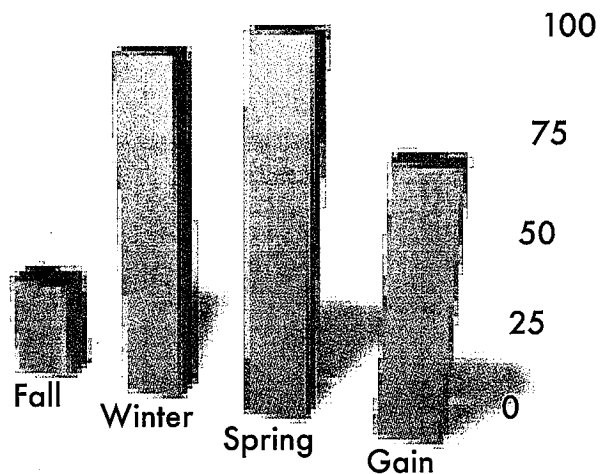
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Four Year Olds

English Language Development



Receptive English Language Skills

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Expressive English Language Skills

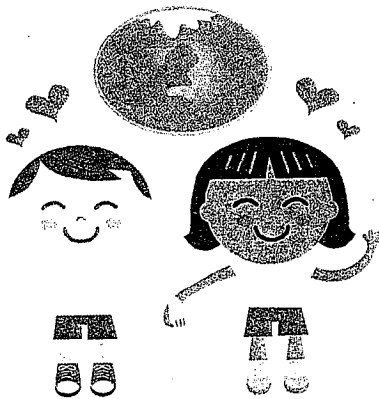
The ability to speak or use English

Engagement in English Literacy Activities

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Bear River Head Start 852 South 100 West Logan, Utah (435) 753-0951 ex 101

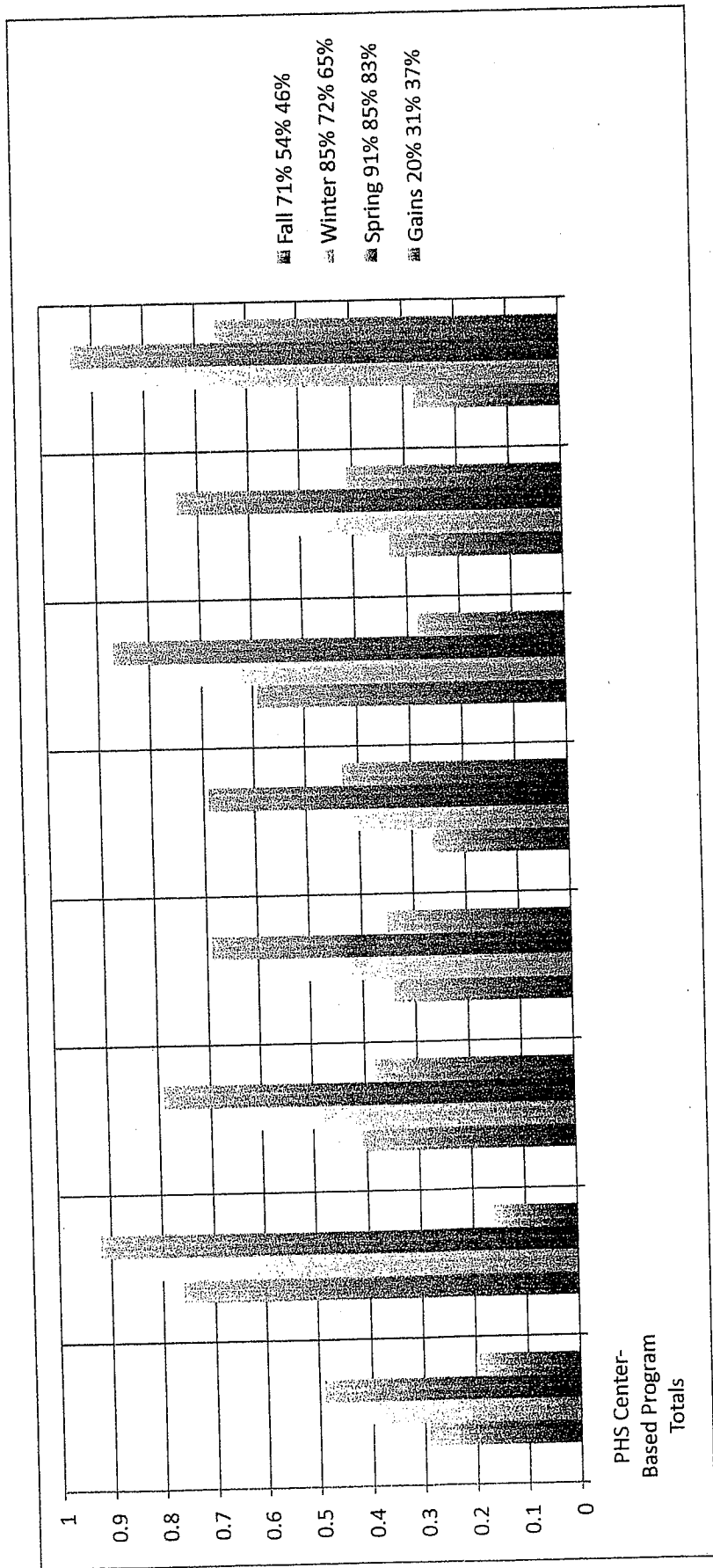
Outcomes by Area



Bear River Head Start Outcomes 2011-2012

PHS Center-Based Program Totals

	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	71%	54%	46%	29%	76%	41%	34%	26%	59%	33%	28%
Winter	85%	72%	65%	49%	83%	61%	51%	46%	78%	52%	91%
Spring	91%	85%	83%	49%	92%	79%	69%	69%	87%	74%	94%
Gains	20%	31%	37%	20%	16%	38%	35%	43%	28%	41%	66%



Bear River Head Start Outcomes 2011-2012

Adventure

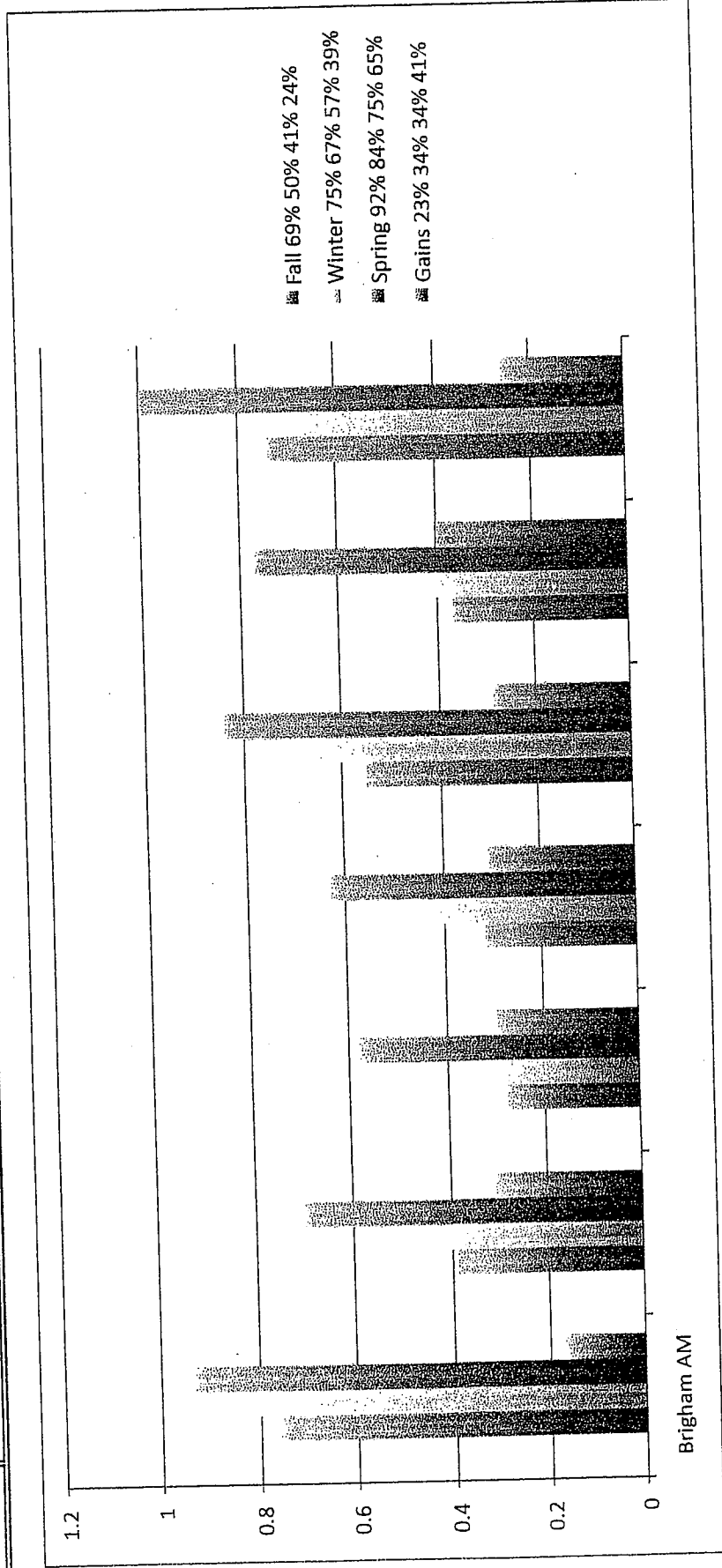
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	65%	45%	19%	19%	60%	23%	29%	14%	47%	24%	88%
Winter	75%	50%	37%	23%	70%	36%	35%	16%	55%	27%	93%
Spring	84%	52%	45%	29%	72%	39%	42%	31%	67%	36%	94%
Gains	19%	7%	26%	10%	12%	16%	13%	17%	20%	12%	6%



Bear River Head Start Outcomes 2011-2012

Brigham AM

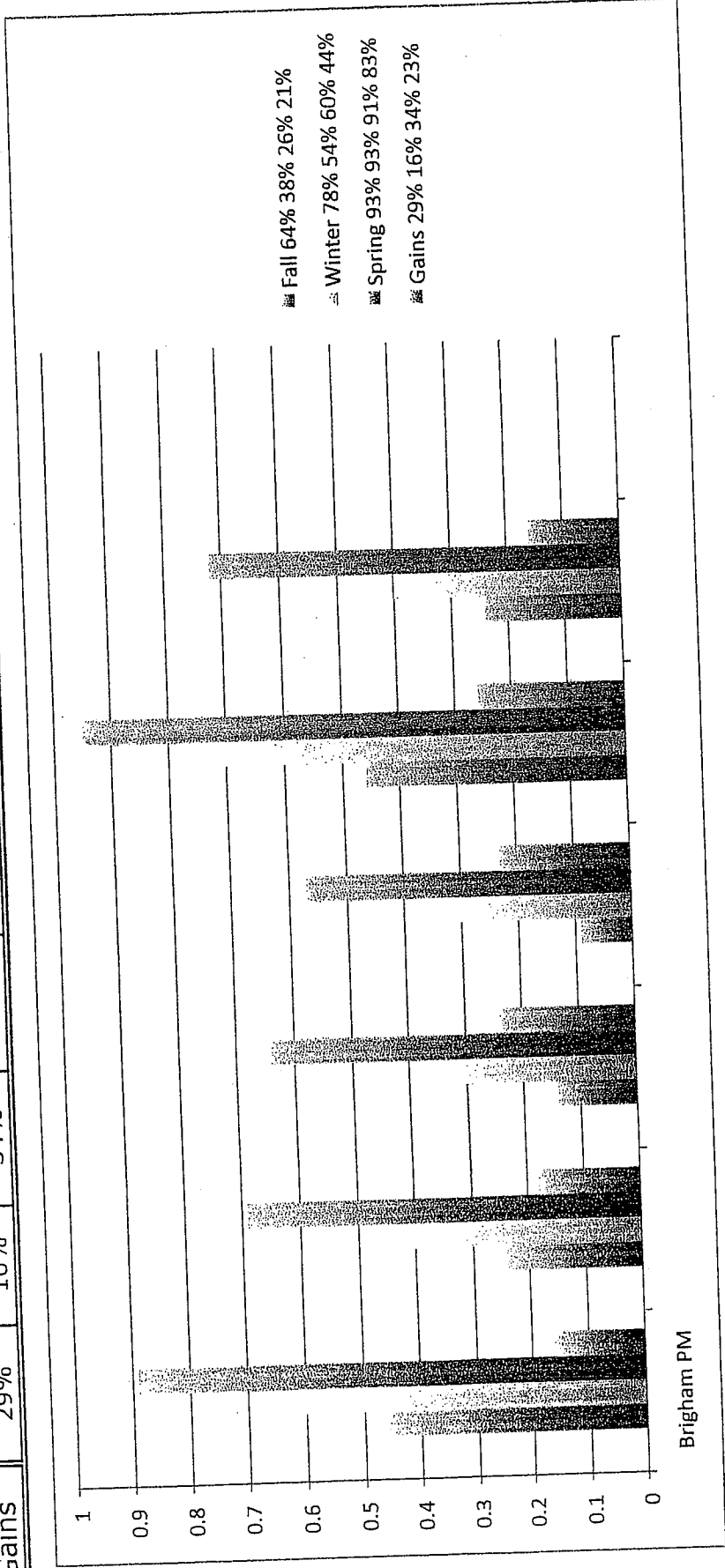
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	69%	50%	41%	24%	76%	39%	28%	32%	55%	37%	74%
Winter	75%	67%	57%	39%	85%	49%	33%	47%	69%	45%	74%
Spring	92%	84%	75%	65%	93%	70%	58%	63%	84%	77%	100%
Gains	23%	34%	34%	41%	17%	31%	30%	31%	29%	40%	26%



Bear River Head Start Outcomes 2011-2012

Brigham PM

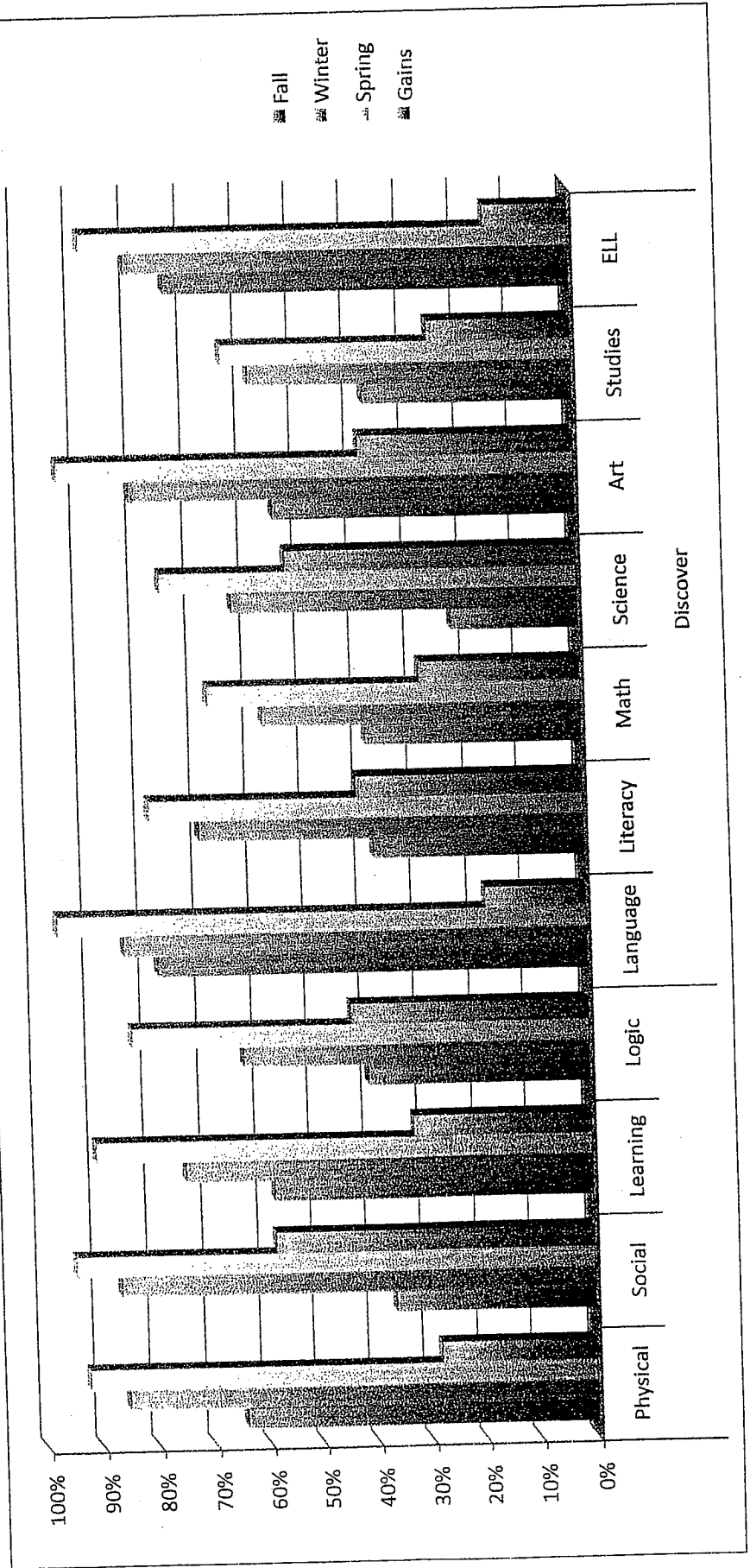
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	64%	38%	26%	21%	46%	24%	14%	9%	46%	24%	NA
Winter	78%	54%	60%	44%	62%	42%	38%	32%	72%	40%	NA
Spring	93%	93%	91%	83%	89%	69%	64%	57%	95%	72%	NA
Gains	29%	16%	34%	23%	16%	18%	24%	23%	26%	16%	NA



Bear River Head Start Outcomes 2011-2012

Discover

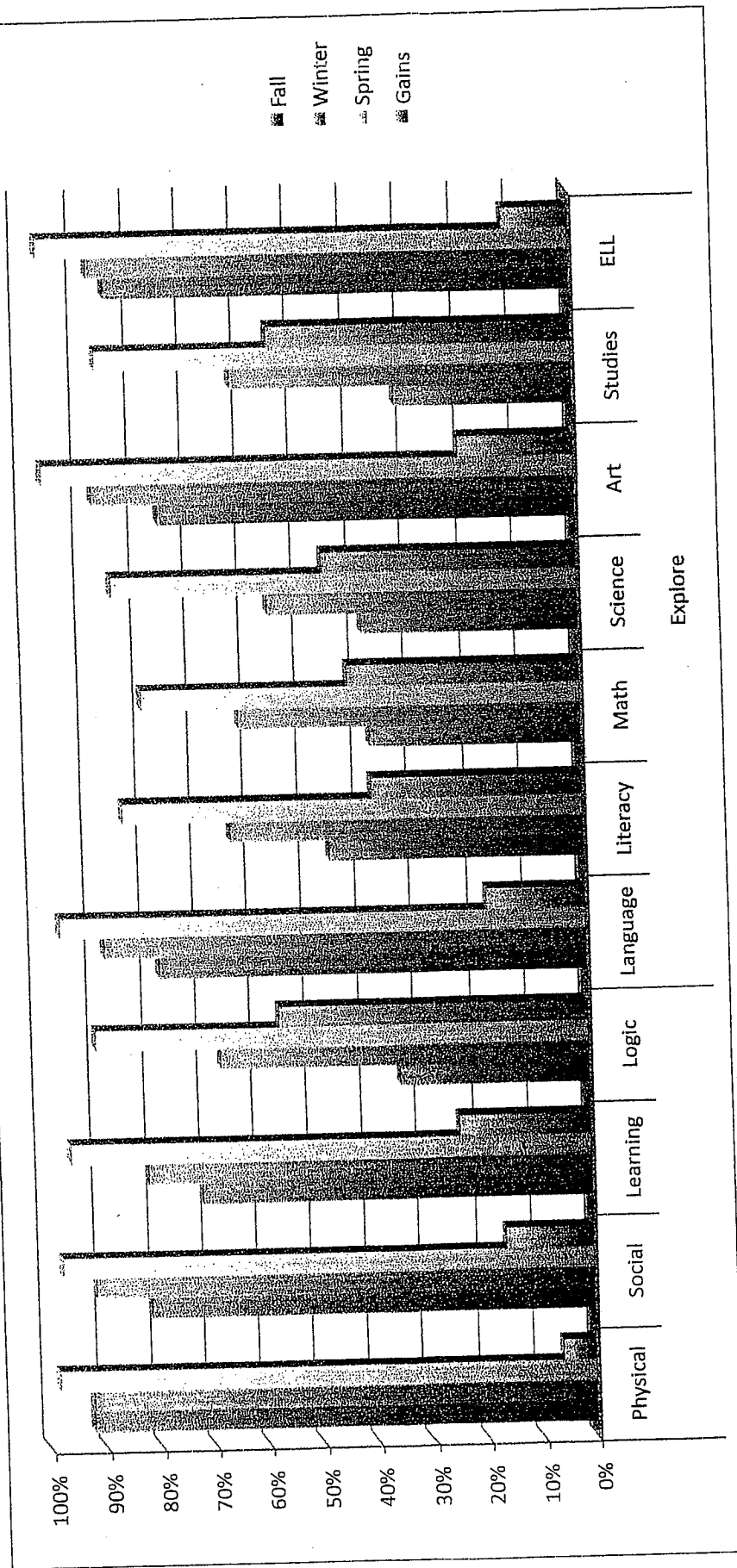
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	64%	36%	58%	40%	78%	38%	39%	23%	55%	38%	74%
Winter	85%	86%	74%	63%	84%	70%	58%	63%	81%	59%	81%
Spring	92%	94%	90%	83%	96%	79%	68%	76%	94%	64%	89%
Gains	28%	58%	32%	43%	18%	41%	29%	53%	39%	26%	15%



Bear River Head Start Outcomes 2011-2012

Explore

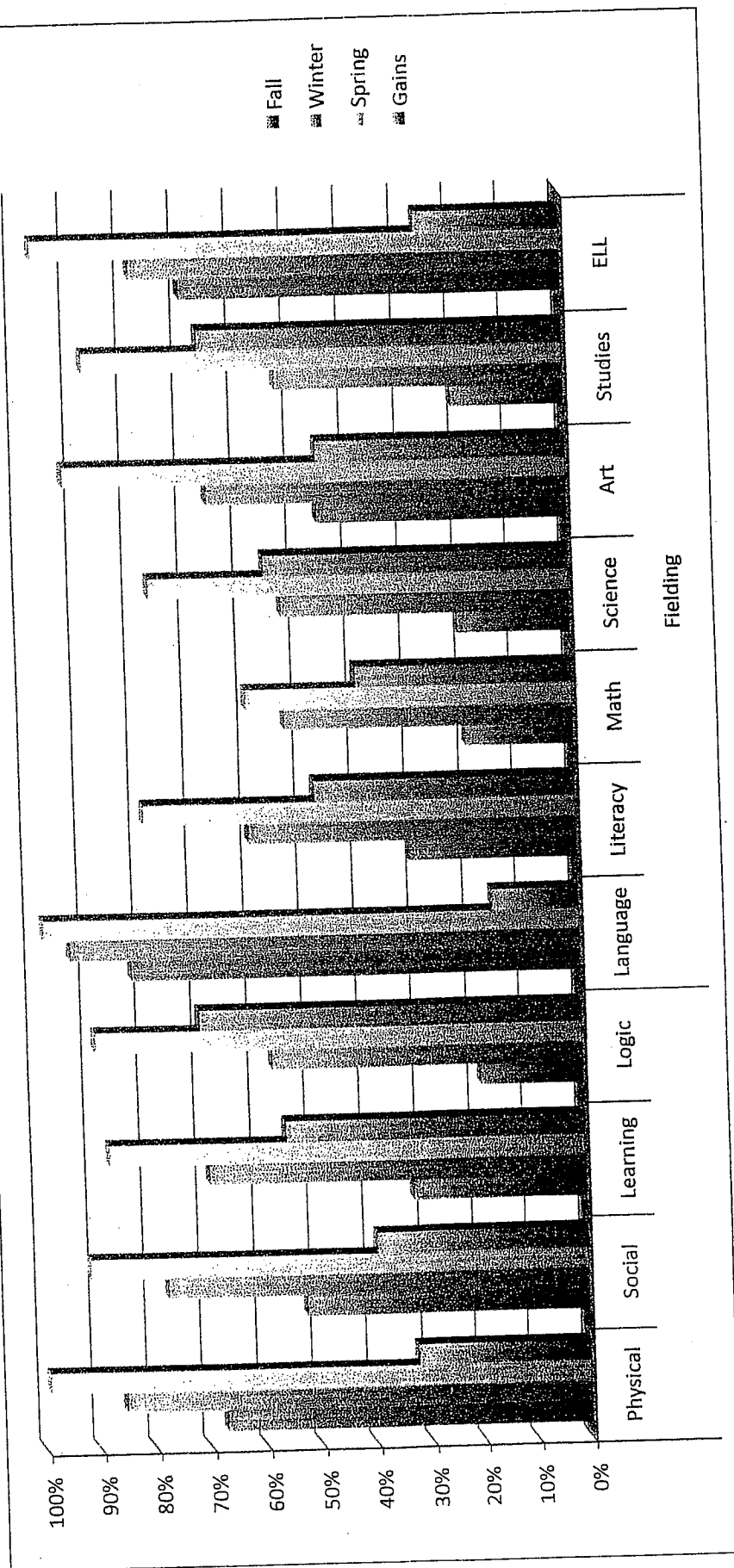
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	92%	81%	71%	34%	78%	46%	38%	39%	76%	32%	85%
Winter	92%	91%	81%	67%	88%	64%	62%	56%	88%	62%	88%
Spring	98%	97%	95%	90%	96%	84%	80%	85%	97%	87%	97%
Gains	6%	16%	24%	56%	18%	38%	42%	46%	21%	55%	12%



Bear River Head Start Outcomes 2011-2012

Fielding

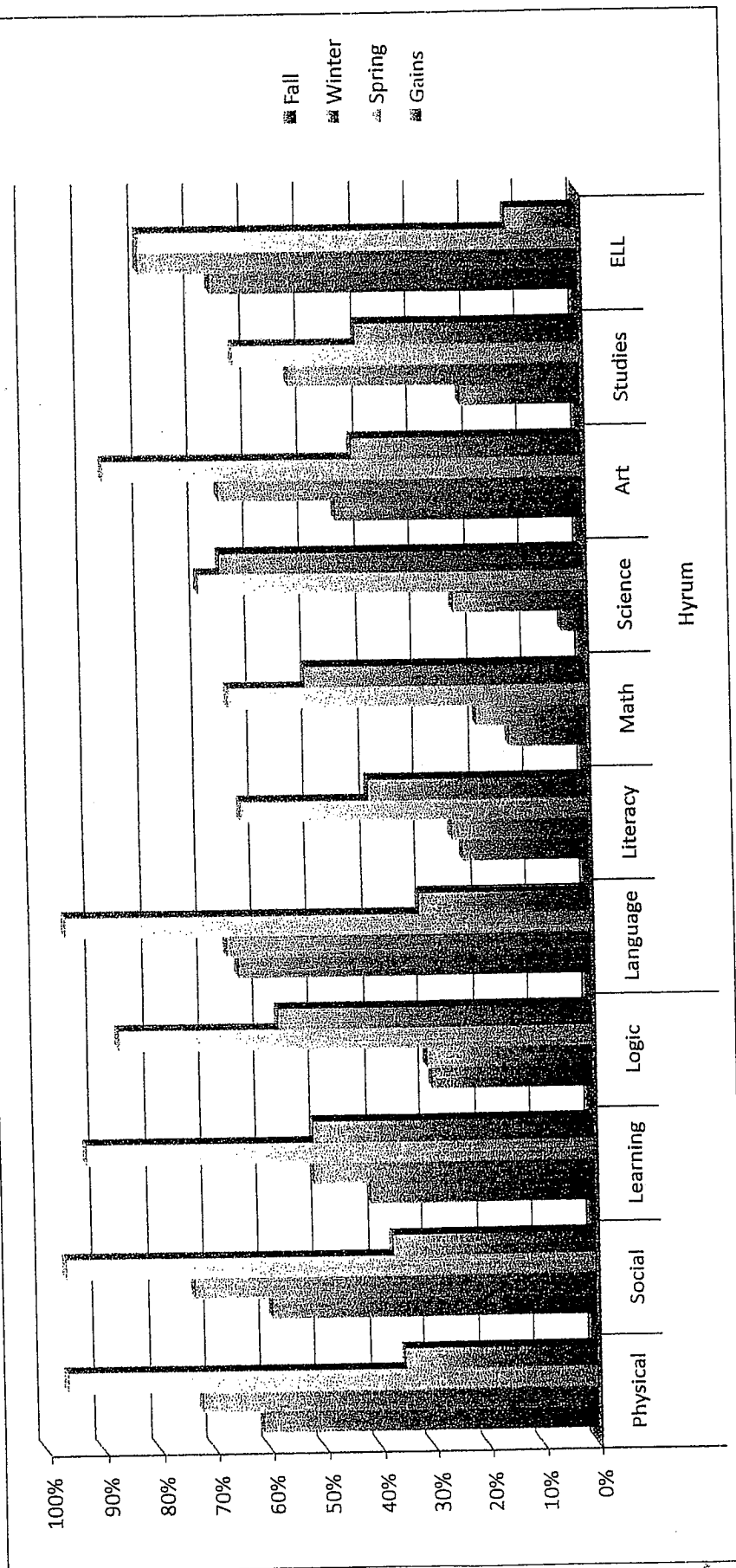
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	67%	52%	32%	19%	82%	31%	20%	21%	46%	21%	70%
Winter	85%	77%	69%	57%	93%	60%	53%	53%	66%	53%	79%
Spring	99%	91%	87%	89%	98%	79%	60%	77%	92%	88%	97%
Gains	32%	39%	55%	70%	16%	48%	40%	56%	46%	67%	27%



Bear River Head Start Outcomes 2011-2012

Hyrum

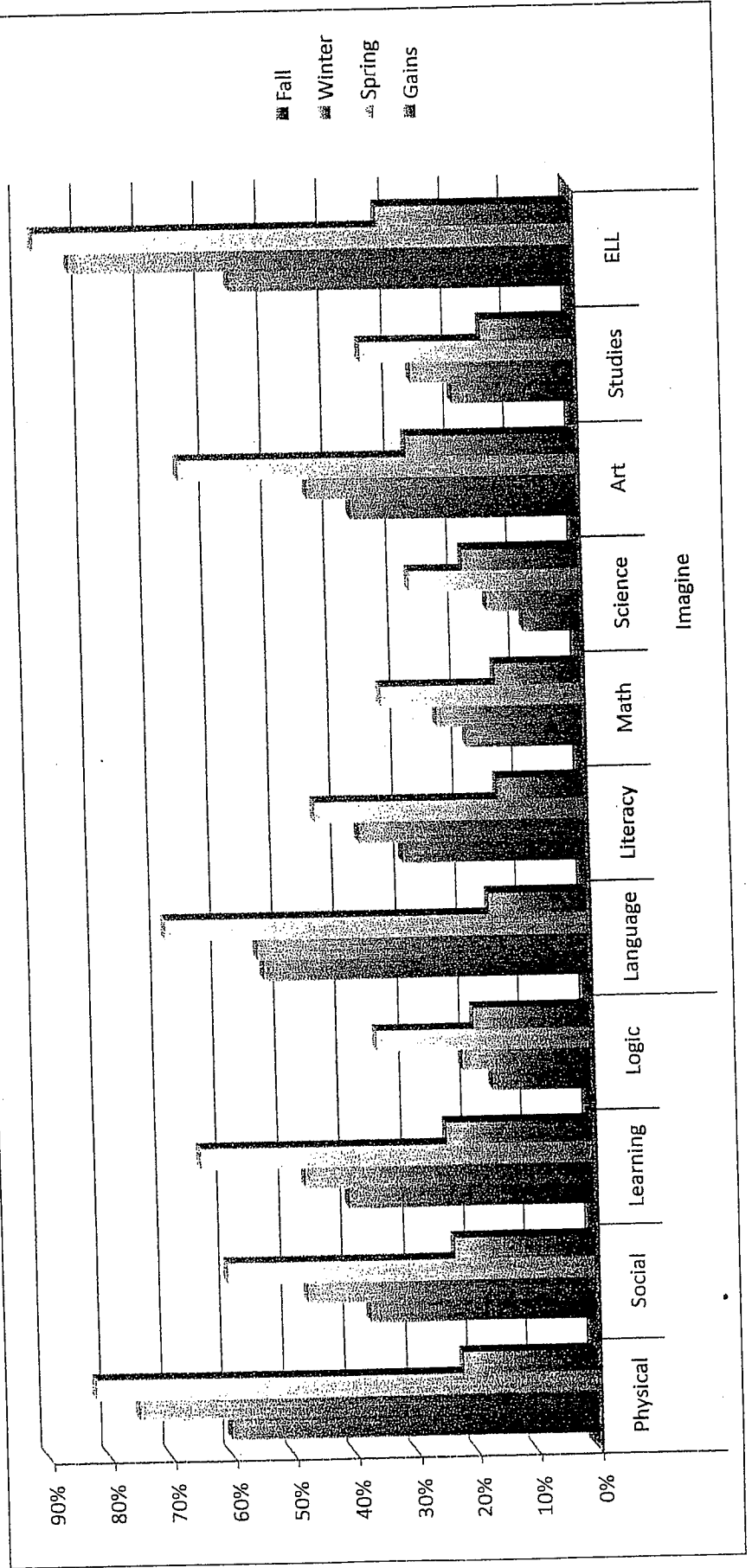
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	61%	59%	41%	29%	64%	23%	14%	4%	45%	22%	67%
Winter	72%	73%	51%	30%	66%	25%	20%	24%	66%	53%	80%
Spring	96%	96%	92%	86%	95%	63%	65%	70%	87%	63%	80%
Gains	35%	37%	51%	57%	31%	40%	51%	66%	42%	41%	13%



Bear River Head Start Outcomes 2011-2012

Imagine

	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	60%	37%	40%	16%	53%	30%	19%	9%	37%	20%	56%
Winter	75%	47%	47%	21%	54%	37%	24%	15%	44%	27%	82%
Spring	82%	60%	64%	35%	69%	44%	33%	28%	65%	35%	88%
Gains	22%	23%	24%	19%	16%	14%	14%	19%	28%	15%	32%



Bear River Head Start Outcomes 2011-2012

Inspire

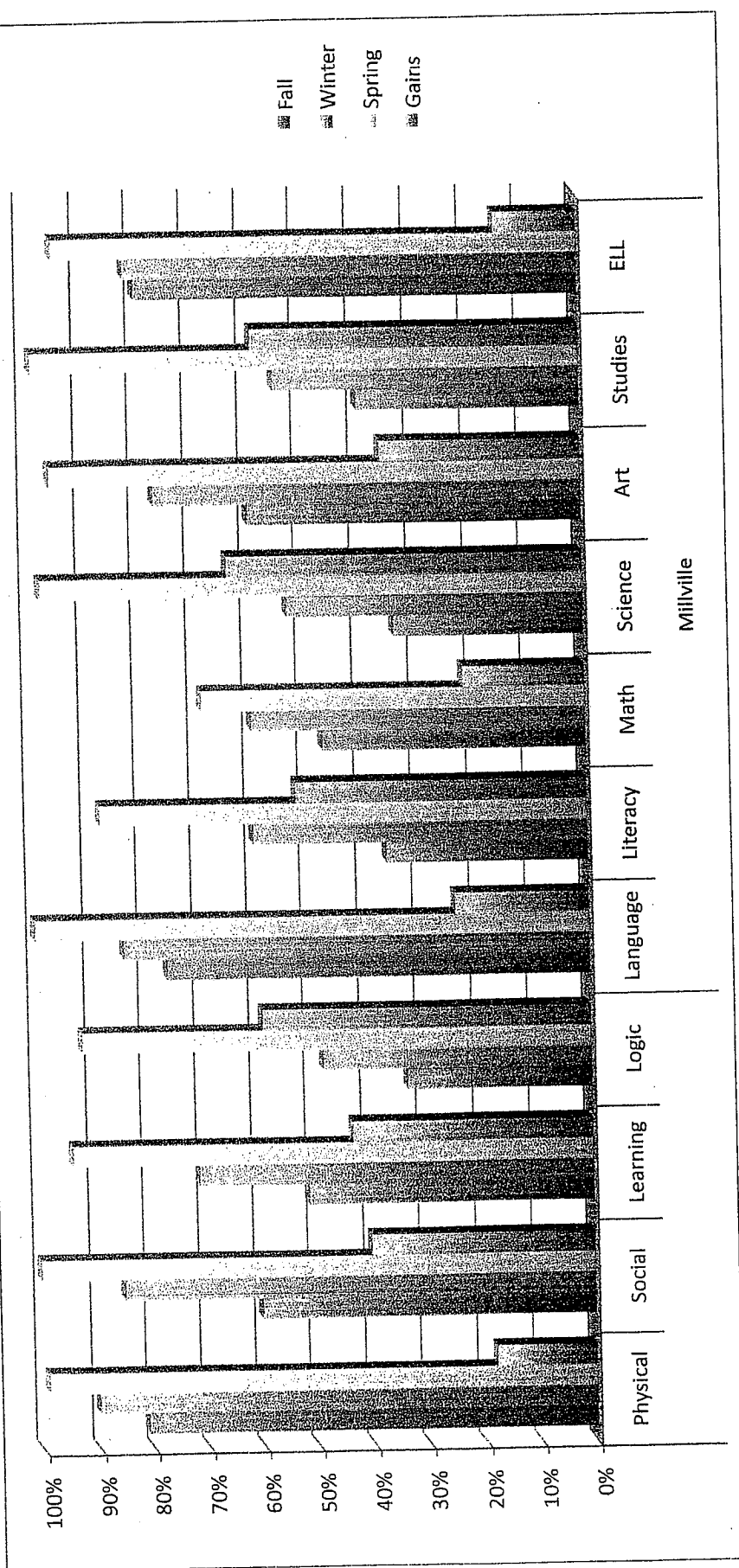
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	65%	38%	22%	11%	39%	24%	22%	6%	38%	23%	45%
Winter	79%	64%	47%	24%	64%	41%	29%	17%	58%	30%	79%
Spring	85%	72%	59%	37%	75%	52%	38%	30%	69%	40%	91%
Gains	20%	34%	37%	26%	36%	28%	16%	24%	31%	17%	46%



Bear River Head Start Outcomes 2011-2012

Millville

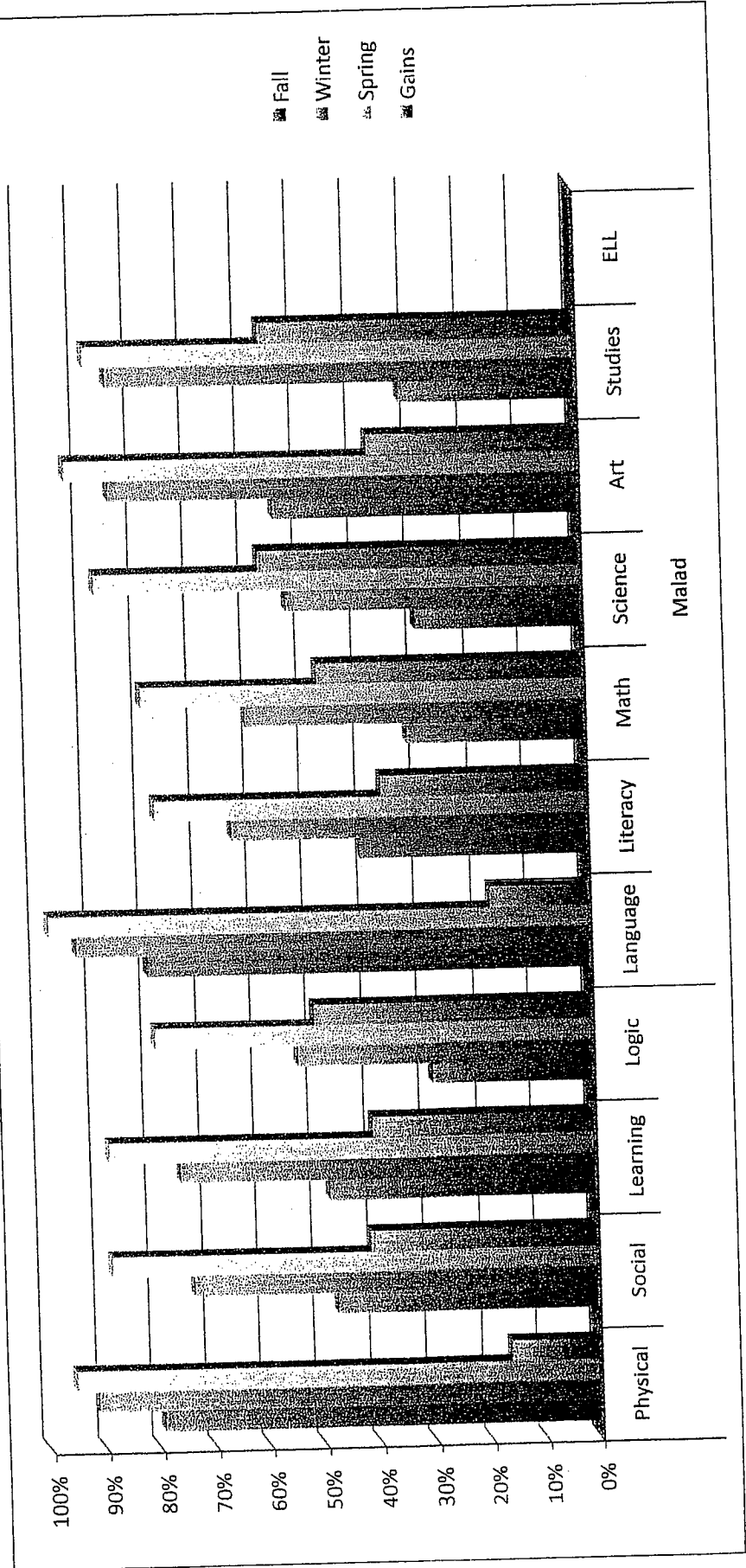
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	81%	60%	51%	33%	76%	36%	47%	34%	60%	40%	80%
Winter	90%	85%	71%	48%	84%	60%	60%	53%	77%	55%	82%
Spring	99%	100%	94%	92%	100%	88%	69%	98%	96%	99%	95%
Gains	18%	40%	43%	59%	24%	52%	22%	64%	36%	59%	15%



Bear River Head Start Outcomes 2011-2012

Malad

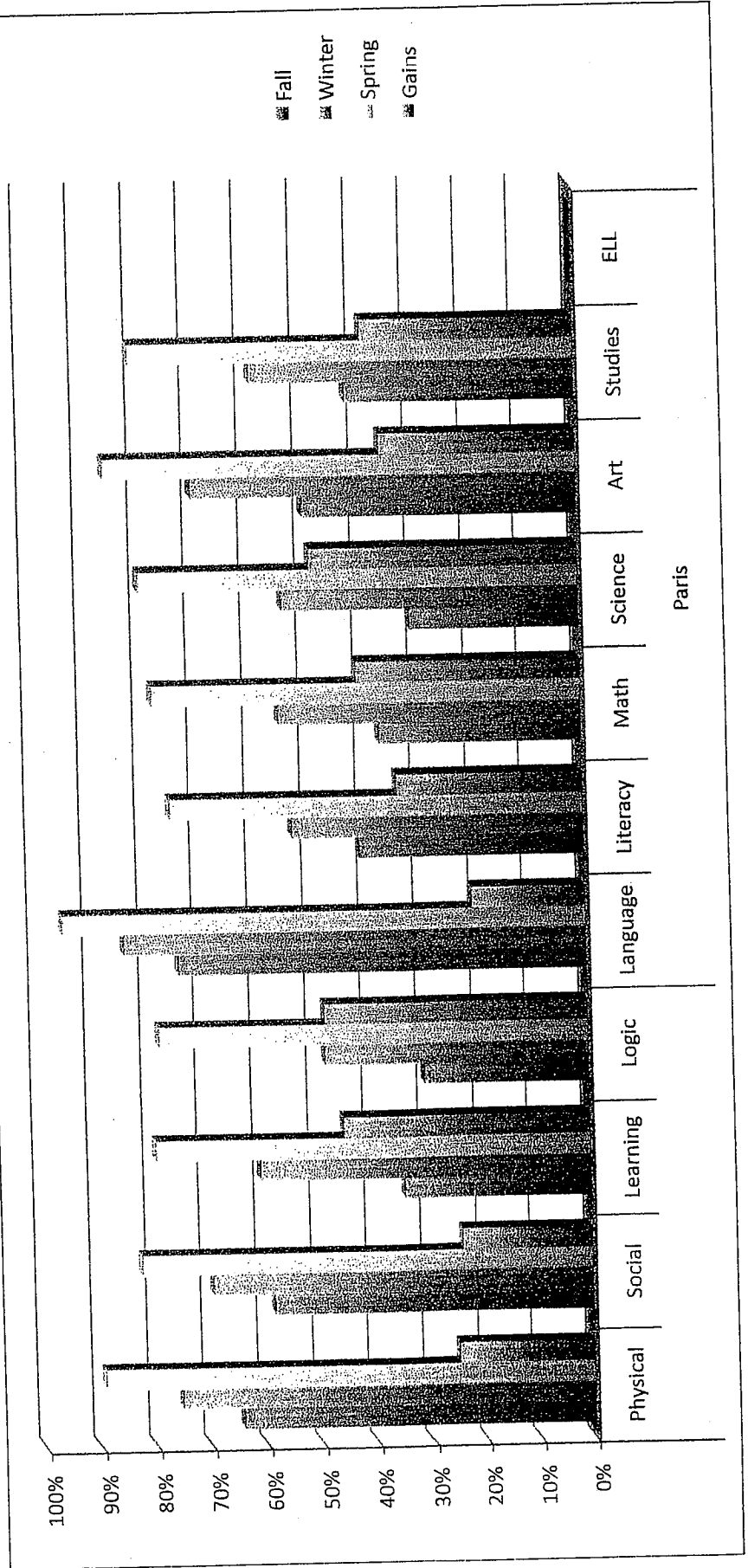
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	79%	47%	48%	29%	80%	41%	32%	30%	55%	32%	NA
Winter	91%	73%	75%	53%	93%	64%	61%	53%	85%	85%	NA
Spring	95%	88%	88%	79%	98%	78%	80%	88%	93%	89%	NA
Gains	16%	41%	40%	50%	18%	37%	48%	58%	38%	57%	NA



Bear River Head Start Outcomes 2011-2012

Paris

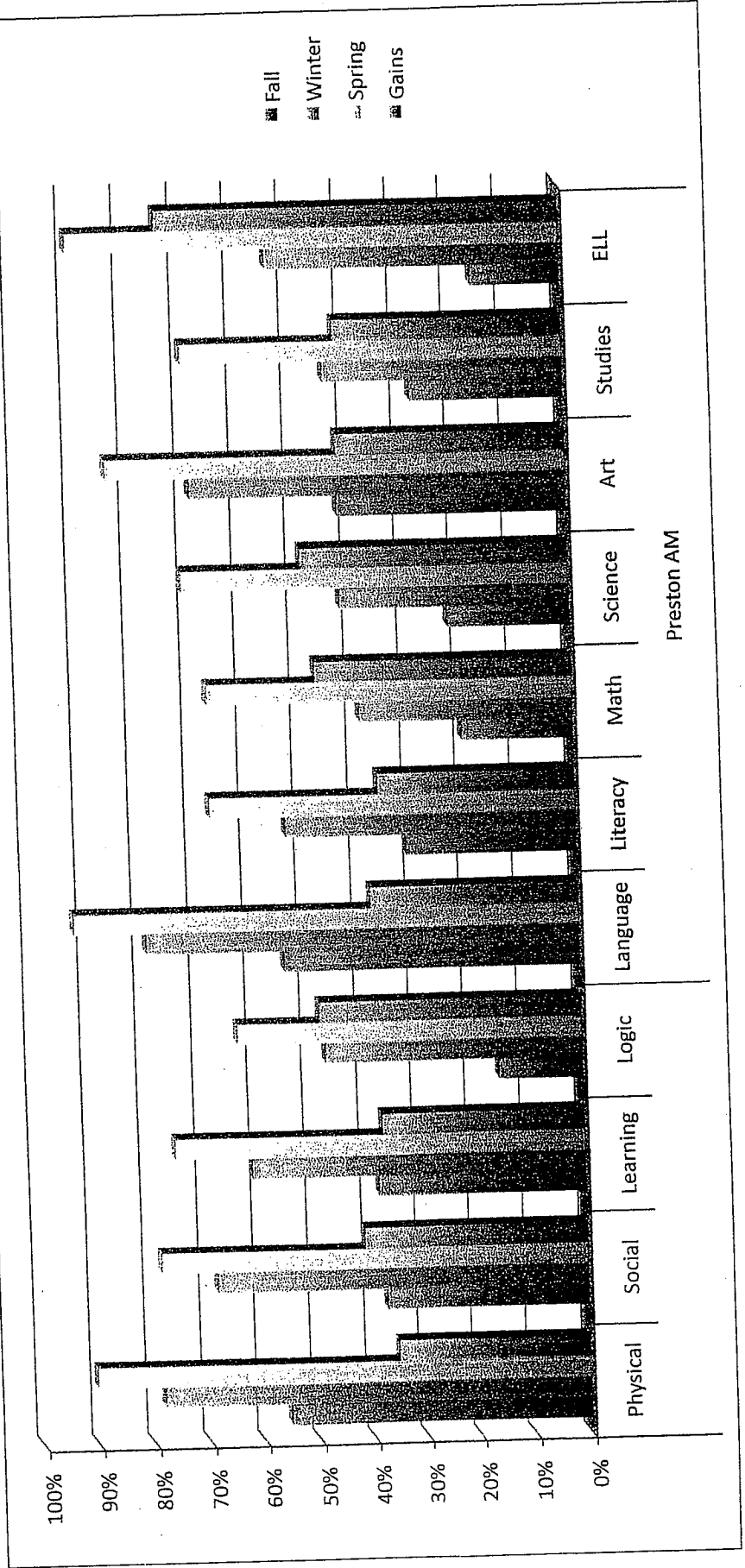
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	64%	58%	34%	30%	74%	41%	37%	31%	50%	42%	NA
Winter	75%	69%	60%	48%	84%	53%	55%	54%	70%	59%	NA
Spring	89%	82%	79%	78%	95%	75%	78%	80%	86%	81%	NA
Gains	25%	24%	45%	48%	21%	34%	41%	49%	36%	39%	NA



Bear River Head Start Outcomes 2011-2012

Preston AM

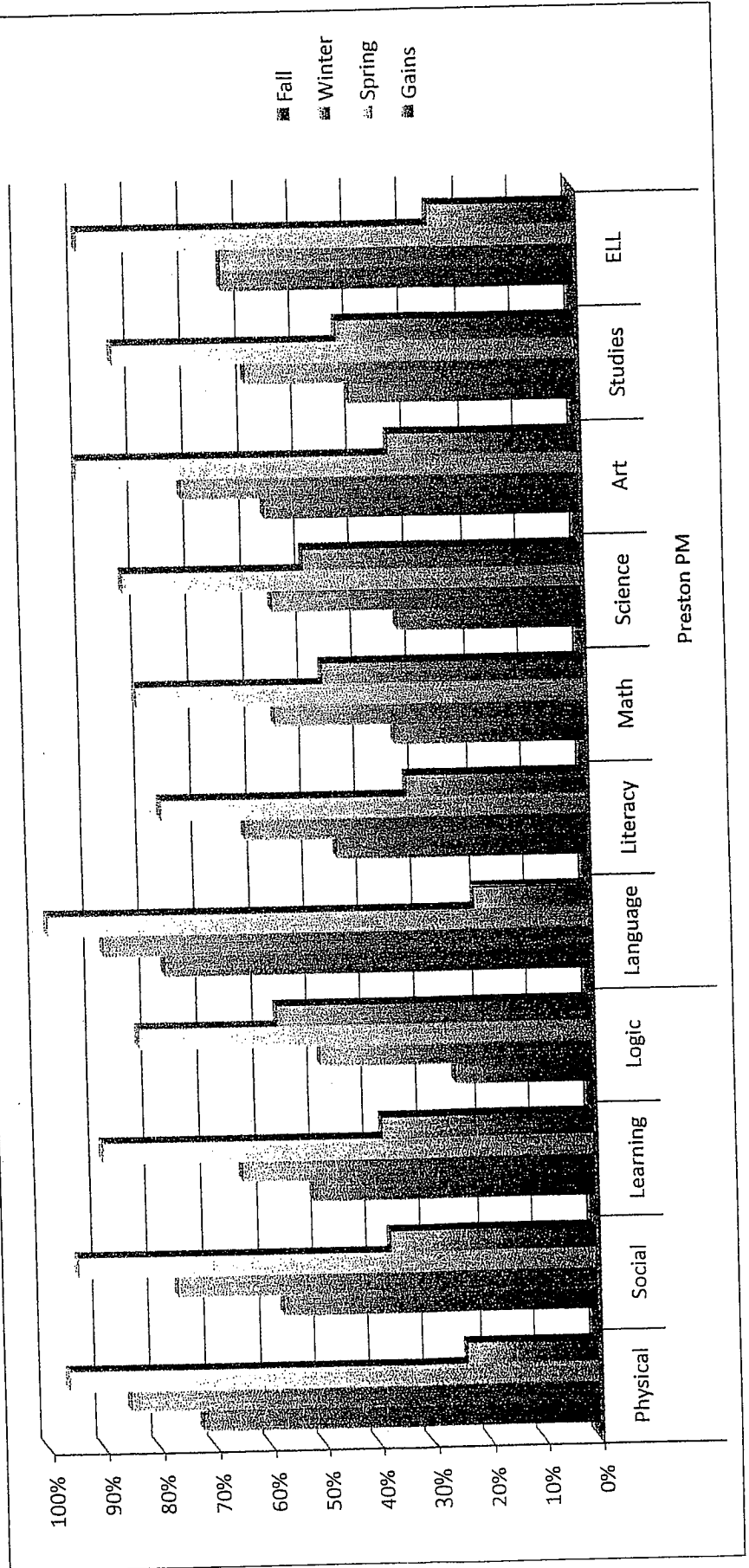
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	55%	37%	38%	15%	54%	31%	20%	22%	42%	28%	16%
Winter	78%	68%	61%	47%	79%	53%	39%	42%	69%	44%	54%
Spring	90%	78%	75%	63%	92%	67%	67%	71%	84%	70%	90%
Gains	35%	41%	37%	48%	38%	36%	47%	49%	42%	42%	74%



Bear River Head Start Outcomes 2011-2012

Preston PM

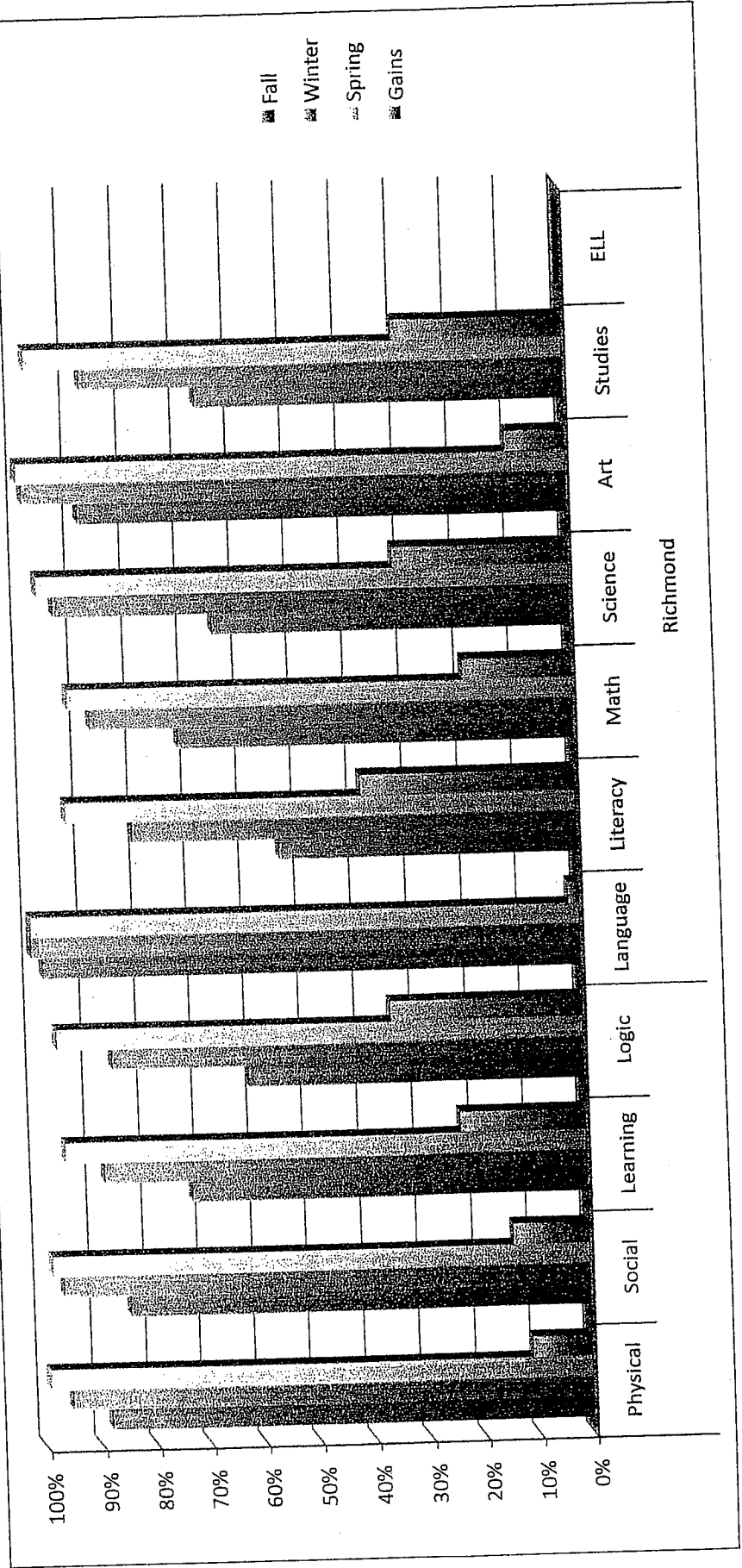
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	72%	57%	51%	25%	77%	45%	34%	33%	57%	41%	64%
Winter	85%	76%	64%	49%	88%	62%	56%	56%	72%	60%	64%
Spring	96%	94%	89%	82%	98%	77%	81%	83%	91%	84%	90%
Gains	24%	37%	38%	57%	21%	32%	47%	50%	34%	43%	26%



Bear River Head Start Outcomes 2011-2012

Richmond

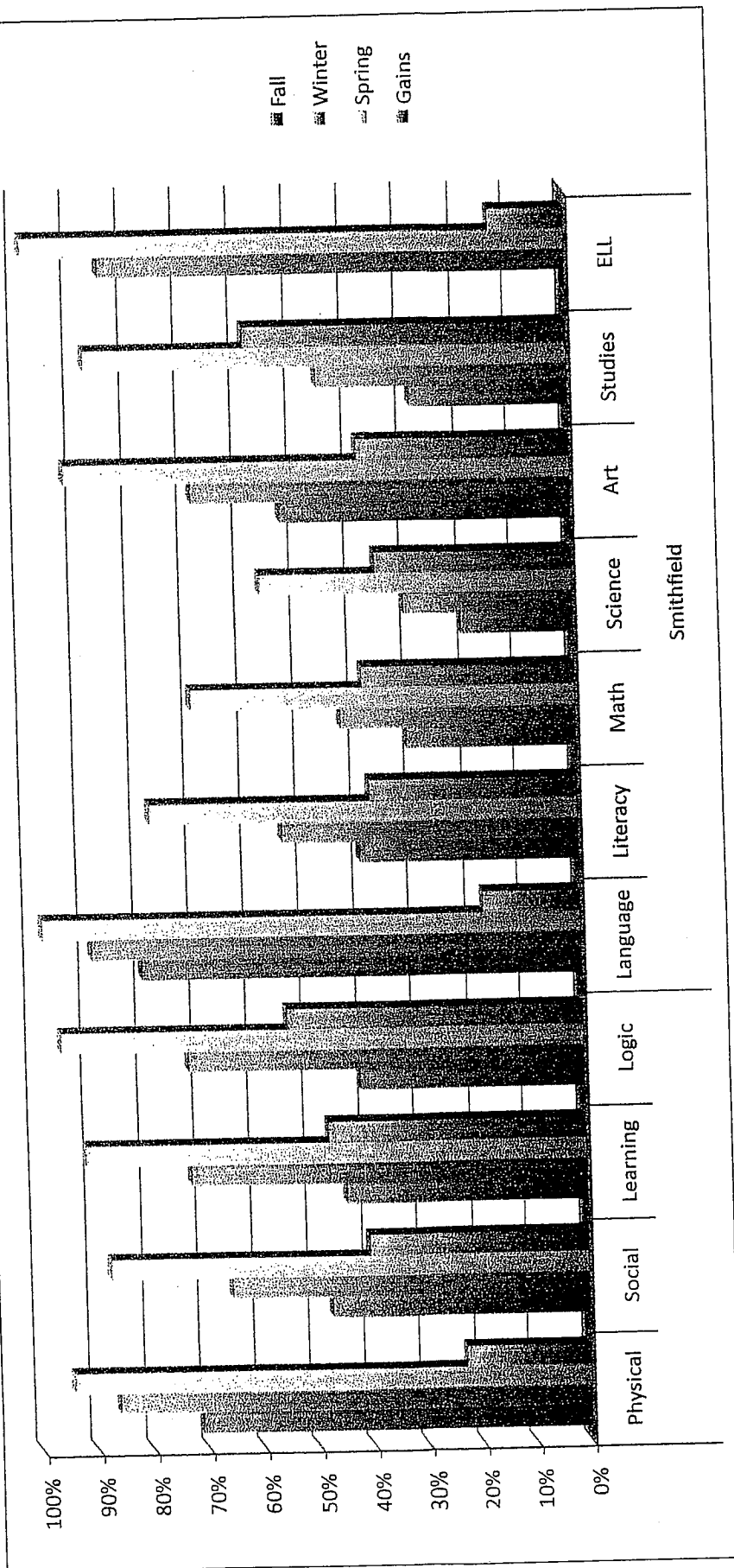
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	88%	84%	72%	61%	98%	54%	72%	65%	89%	67%	NA
Winter	95%	96%	88%	86%	100%	81%	88%	94%	99%	88%	NA
Spring	99%	98%	95%	96%	100%	93%	92%	97%	100%	98%	NA
Gains	11%	14%	23%	35%	2%	39%	20%	32%	11%	31%	NA



Bear River Head Start Outcomes 2011-2012

Smithfield

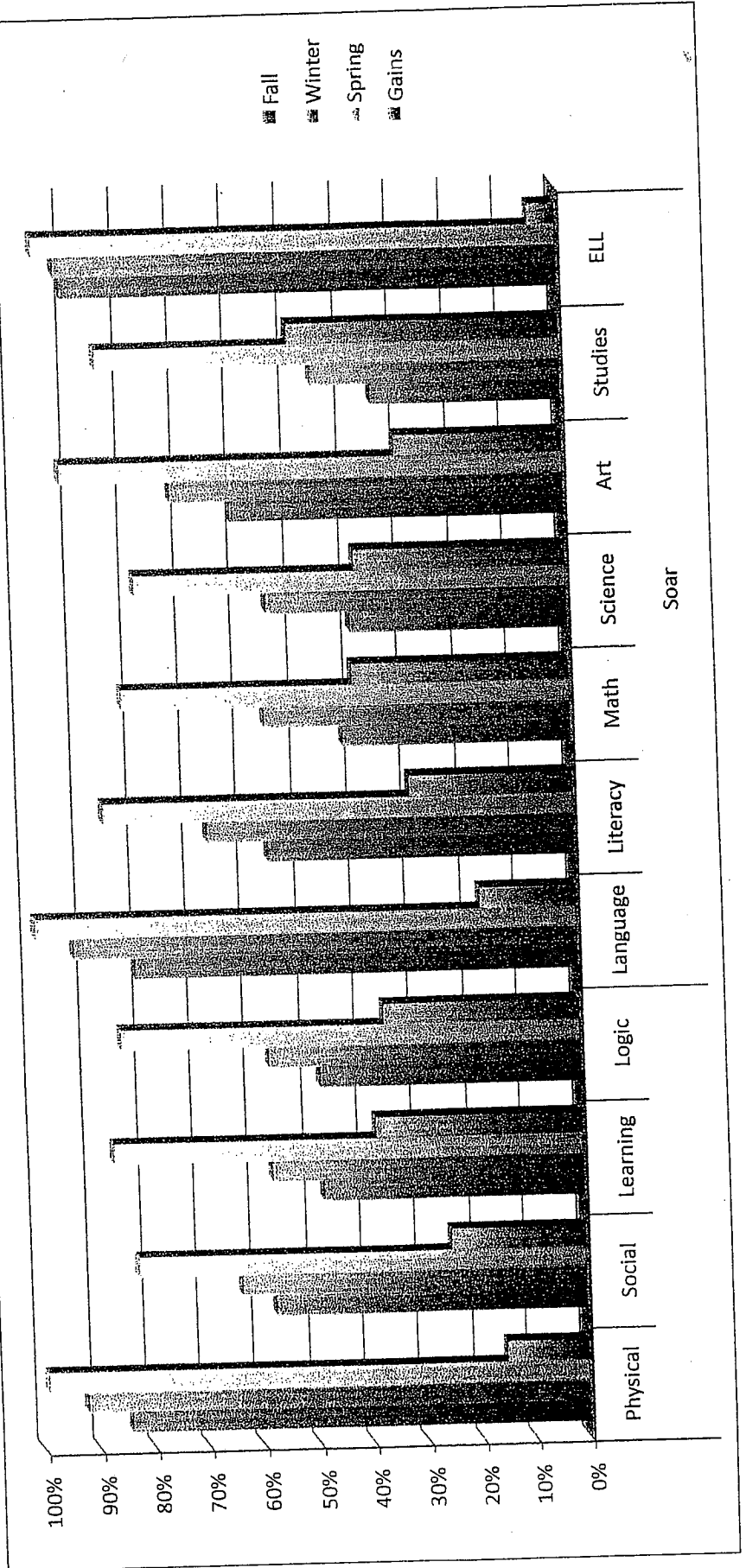
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	71%	47%	44%	41%	80%	40%	31%	21%	53%	29%	NA
Winter	86%	65%	72%	72%	89%	54%	43%	31%	69%	46%	85%
Spring	94%	87%	91%	95%	98%	78%	70%	57%	92%	88%	99%
Gains	23%	40%	47%	54%	18%	38%	39%	36%	39%	59%	14%



Bear River Head Start Outcomes 2011-2012

Soar

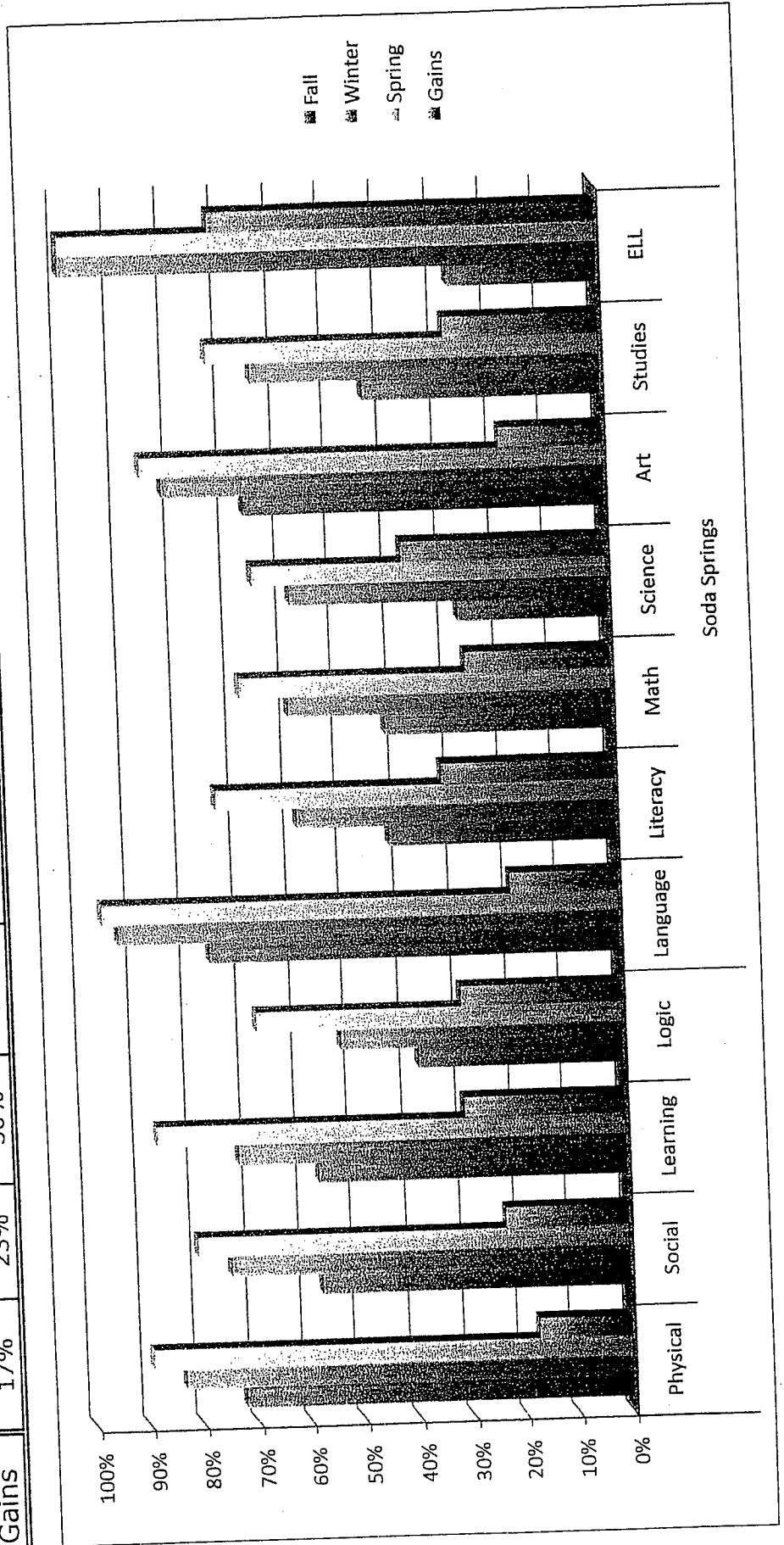
	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	84%	57%	48%	48%	81%	56%	42%	40%	61%	35%	91%
Winter	92%	63%	57%	57%	92%	67%	56%	55%	72%	46%	92%
Spring	99%	82%	86%	84%	99%	86%	82%	79%	92%	85%	96%
Gains	15%	25%	38%	36%	18%	30%	40%	39%	31%	50%	5%



Bear River Head Start Outcomes 2011-2012

Soda Springs

	Physical	Social	Learning	Logic	Language	Literacy	Math	Science	Art	Studies	ELL
Fall	72%	57%	57%	38%	76%	42%	42%	28%	67%	44%	28%
Winter	83%	74%	72%	52%	93%	59%	60%	59%	82%	65%	100%
Spring	89%	80%	87%	68%	96%	74%	69%	66%	86%	73%	100%
Gains	17%	23%	30%	30%	20%	32%	27%	38%	19%	29%	72%



Bear River Preschool Head Start Homebased School Readiness Outcomes Community Report 2011-2012

School readiness outcomes are tracked on each child three times per year in the Fall, Winter and Spring. The baseline for each child is the Fall data. In between reporting dates, Family Educators and parents identify which skills are "next steps" for the child, and set school readiness goals and plan home visit activities to support those goals. In this way, the curricula is individualized for each child according to his or her developmental needs and interests.

Findings from the outcome data report on the following domains: Physical Development & Health, Social/Emotional, Approaches to Learning, Logic & Reasoning, Language, Literacy, Math, Science, Creative Arts, Social Studies, and English Acquisition. These domains come from the Head Start Child Development Framework for School Readiness.

Data is tabulated and the results can be viewed by individual child or by groups. Group categories include age, gender, class, state, and dual/non dual language learners. Areas of low or stagnant progress are addressed in several ways. Trainings are provided to family educators that focus on areas needing improvement; sometimes knowledge can be sparse in certain areas or the educator is lacking ideas in how to support growth. From a wider perspective, if an outcome domain is low by class, then socializations can be used to help the parents understand ways to support the progress of their child, and ideas are incorporated into socialization activities.

Discussion

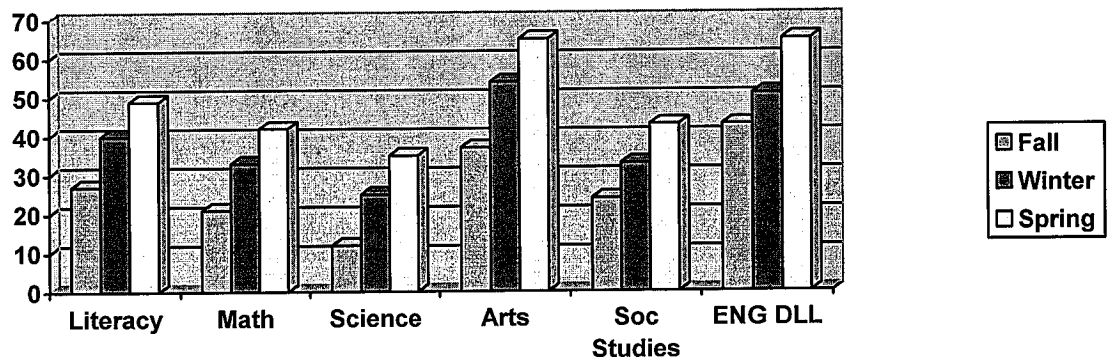
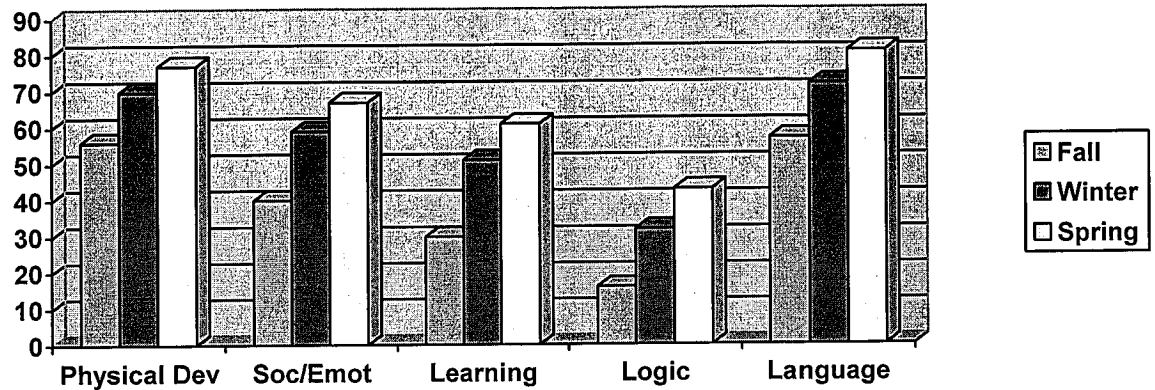
Success in obtaining positive school readiness outcomes in the homebased program is built upon the partnership between family educator and parents, and then parent follow-through on home visit activities. Parent participation is crucial for the child to have focused guidance and opportunities to practice skills and learn new concepts.

Nevertheless, data is shared with each family educator and training is identified to support weak areas. Educators also share during team meetings how they incorporate ideas and activities to help children succeed. Strategies are also discussed at socializations on how parents can assist their child's development by consistent follow-through and encouraging their child.

Individual child gains are shared with parents after each outcome collection period, and child school readiness goals are reset with parents to support learning across all domains.

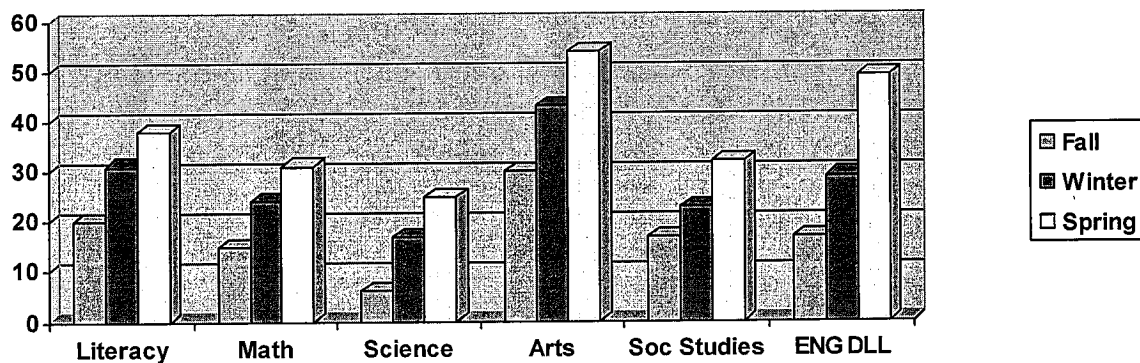
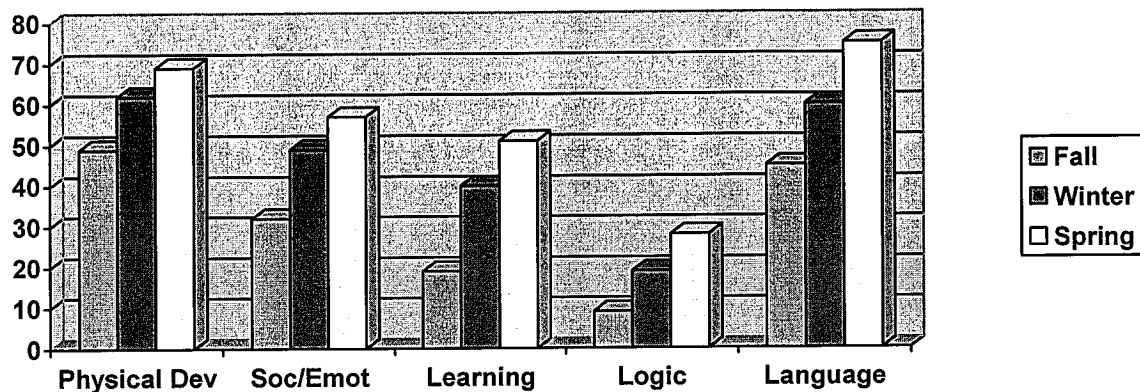
The Homebased Outcomes by categories follow:

Bear River Head Start Outcomes Progress 2011-2012 All Homebased Children



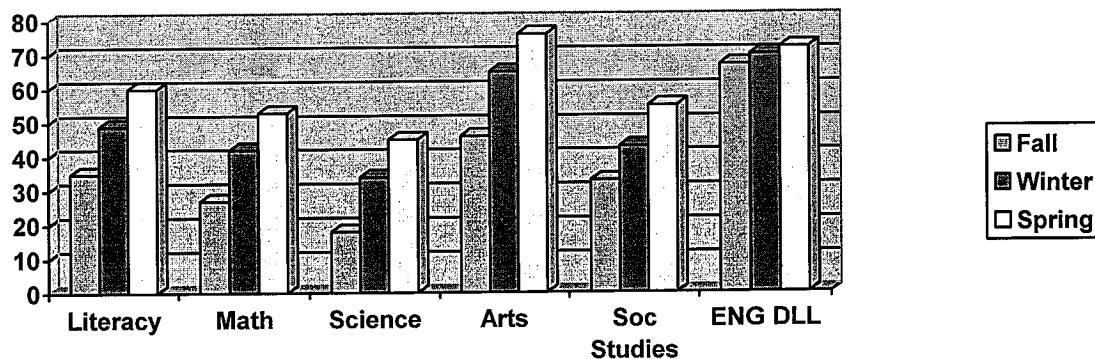
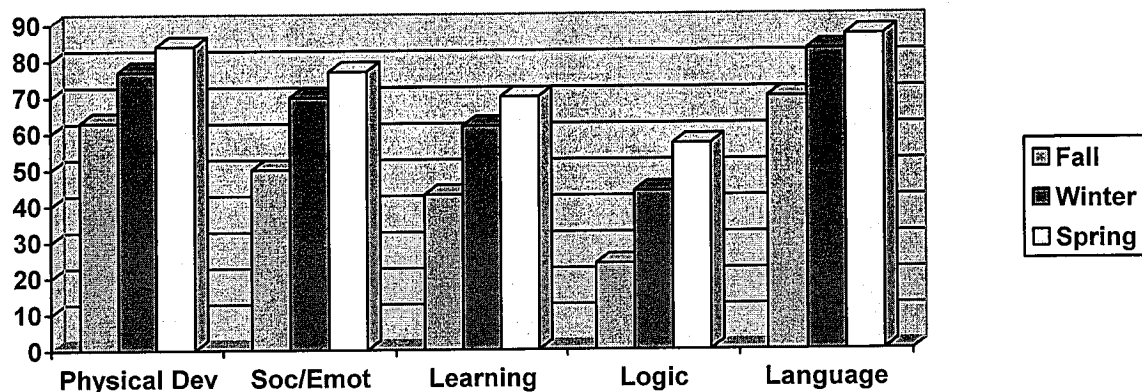
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	56	70	77	21
Social & Emotional Dev.	40	59	67	27
Approaches to Learning	30	51	61	31
Logic & Reasoning	16	32	43	27
Language Development	57	72	81	24
Literacy Knowledge	27	40	49	22
Mathematics Knowledge	21	33	42	21
Science Knowledge	12	25	35	23
Creative Arts	37	54	65	28
Social Studies	24	33	43	19
English Language (DLL)	43	51	63	20
TOTALS	33	47	56	23

Bear River Head Start Outcomes Progress 2011-2012 Homebased – 3 Year Olds



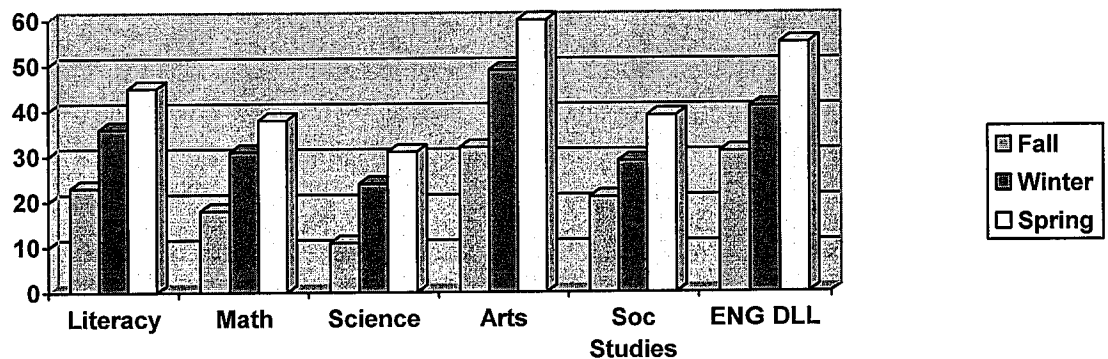
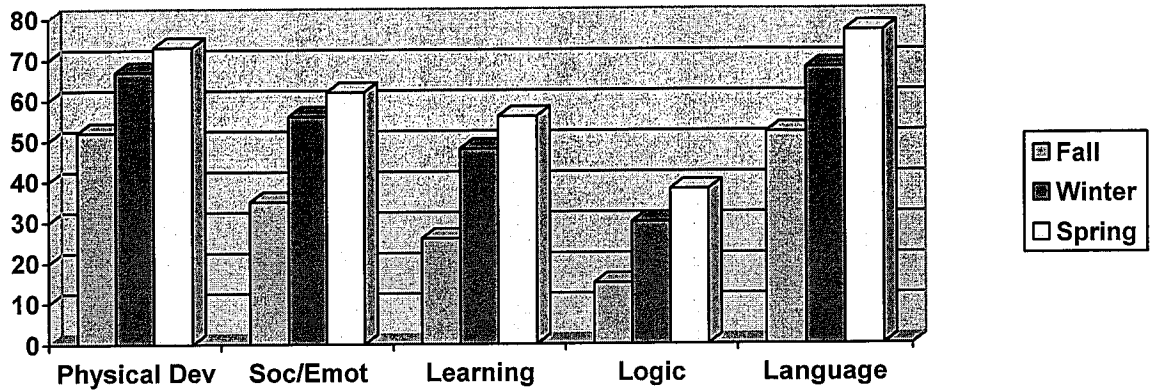
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	49	62	69	20
Social & Emotional Dev.	32	49	57	25
Approaches to Learning	19	40	51	32
Logic & Reasoning	9	19	28	19
Language Development	45	60	75	30
Literacy Knowledge	20	31	38	18
Mathematics Knowledge	15	24	31	16
Science Knowledge	6	17	25	19
Creative Arts	30	43	54	24
Social Studies	17	23	32	15
English Language (DLL)	17	29	49	32
TOTALS	25	37	46	21

Bear River Head Start Outcomes Progress 2011-2012 Homebased – 4 Year Olds



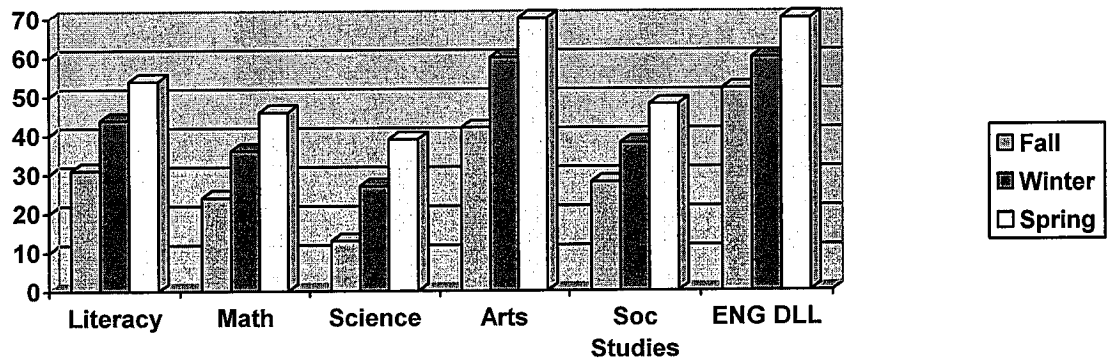
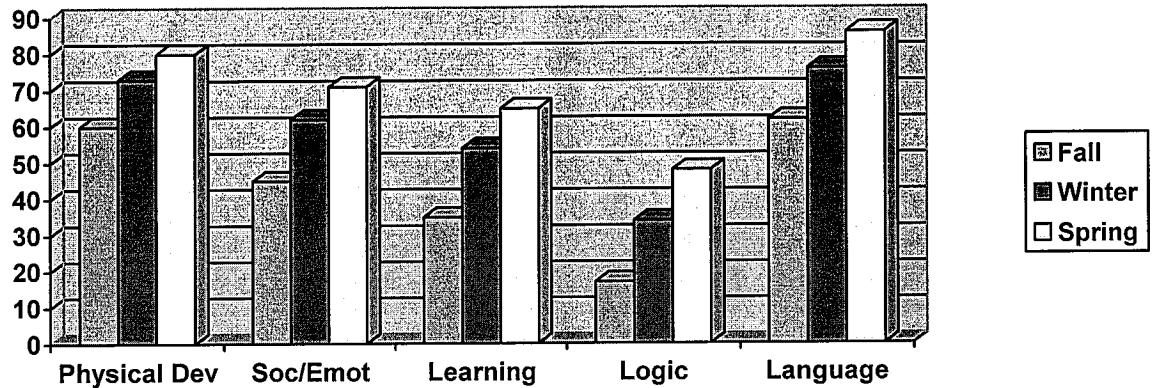
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	63	77	84	21
Social & Emotional Dev.	50	70	77	27
Approaches to Learning	43	62	70	27
Logic & Reasoning	24	44	57	33
Language Development	70	83	87	17
Literacy Knowledge	35	49	60	25
Mathematics Knowledge	27	42	53	26
Science Knowledge	18	34	45	27
Creative Arts	46	65	76	30
Social Studies	33	43	55	22
English Language (DLL)	67	70	72	5
TOTALS	41	57	66	25

Bear River Head Start Outcomes Progress 2011-2012 Homebased - Boys



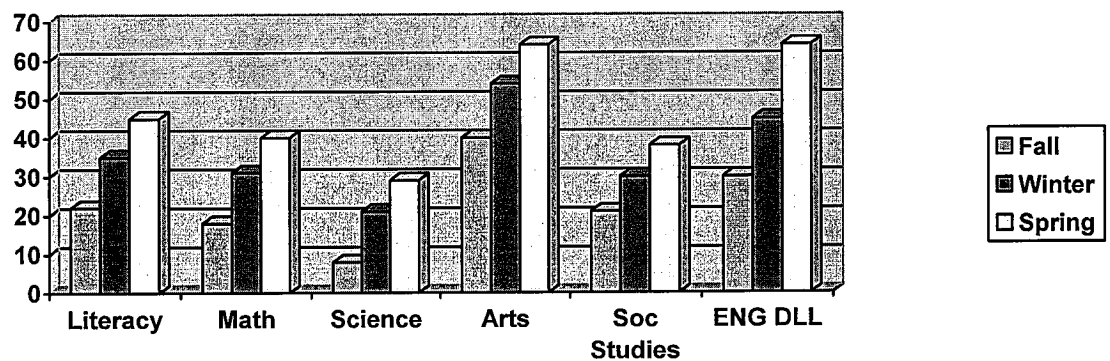
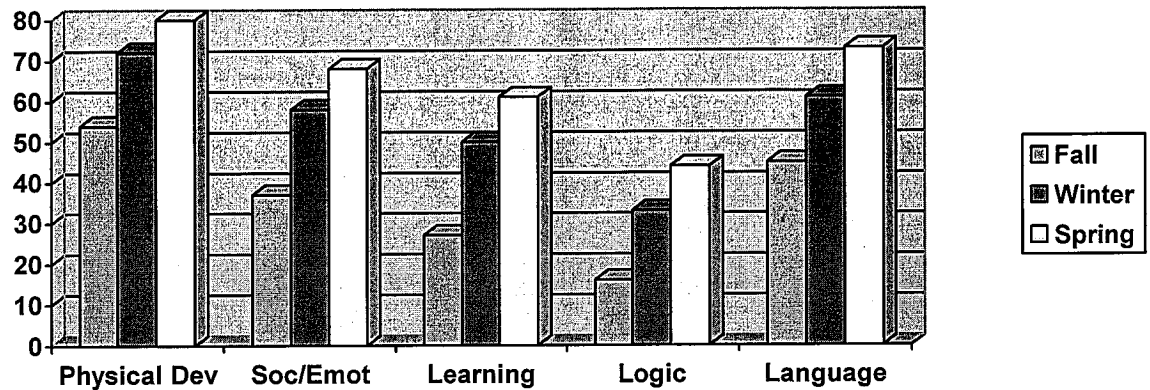
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	52	67	73	21
Social & Emotional Dev.	35	56	62	27
Approaches to Learning	26	48	56	30
Logic & Reasoning	15	30	38	23
Language Development	52	68	77	25
Literacy Knowledge	23	36	45	22
Mathematics Knowledge	18	31	38	20
Science Knowledge	11	24	31	20
Creative Arts	32	49	60	28
Social Studies	21	29	39	18
English Language (DLL)	31	41	55	24
TOTALS	29	44	52	23

Bear River Head Start Outcomes Progress 2011-2012 Homebased - Girls



DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	60	73	80	20
Social & Emotional Dev.	45	62	71	26
Approaches to Learning	35	54	65	30
Logic & Reasoning	17	34	48	30
Language Development	62	76	86	24
Literacy Knowledge	31	44	54	23
Mathematics Knowledge	24	36	46	22
Science Knowledge	13	27	39	26
Creative Arts	42	60	70	28
Social Studies	28	38	48	20
English Language (DLL)	52	60	70	18
TOTALS	36	51	60	24

Bear River Head Start Outcomes Progress 2011-2012 Homebased – Dual Language Learners

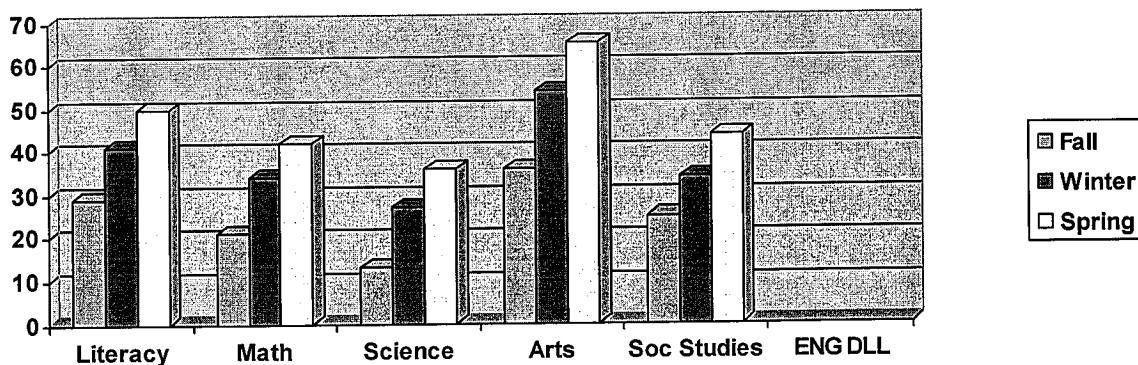
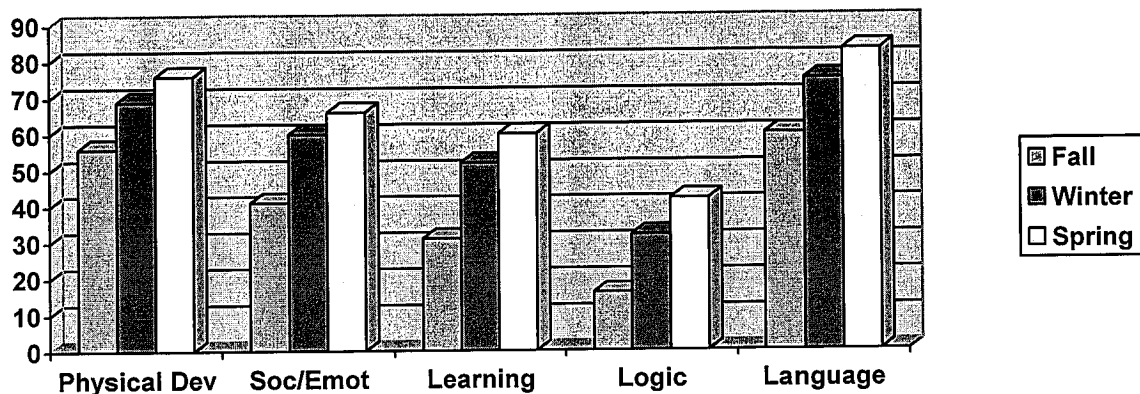


DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	54	72	80	26
Social & Emotional Dev.	37	58	68	31
Approaches to Learning	27	50	61	34
Logic & Reasoning	16	33	44	28
Language Development	45	61	73	28
Literacy Knowledge	22	35	45	23
Mathematics Knowledge	18	31	40	22
Science Knowledge	8	21	29	21
Creative Arts	40	54	64	24
Social Studies	21	30	38	17
English Language (DLL)	43	51	64	21
TOTALS	30	45	55	25

Bear River Head Start

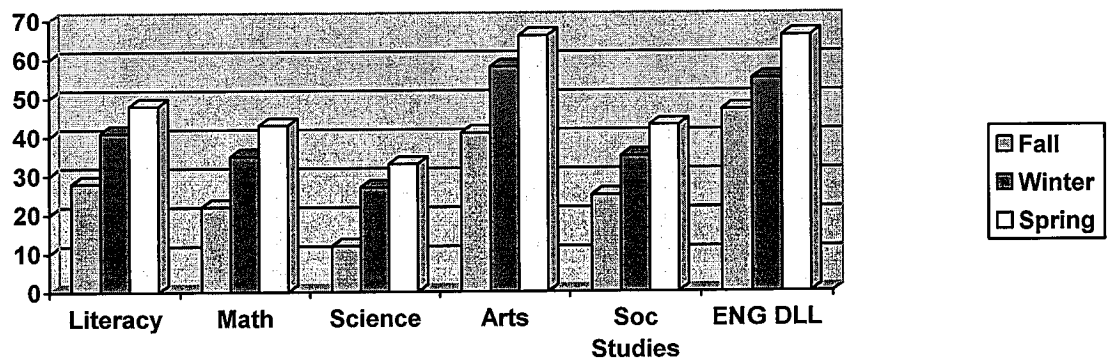
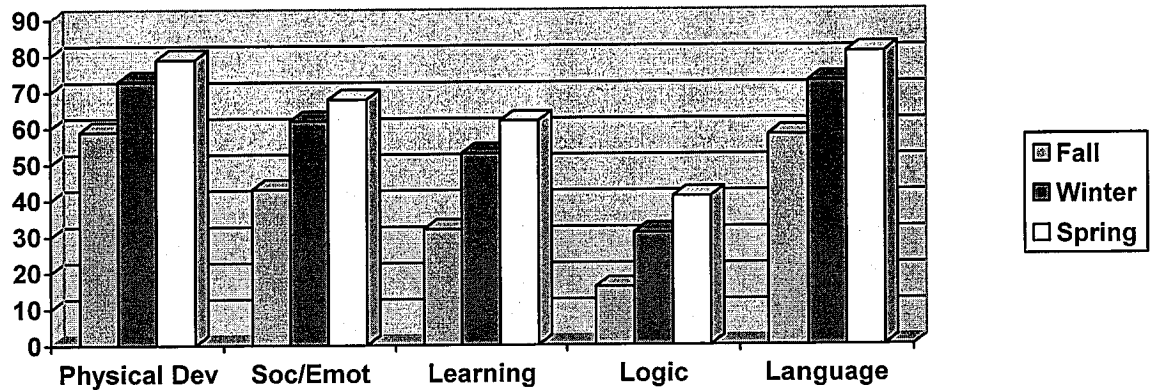
Outcomes Progress 2011-2012

Homebased – Non Dual Language Learners



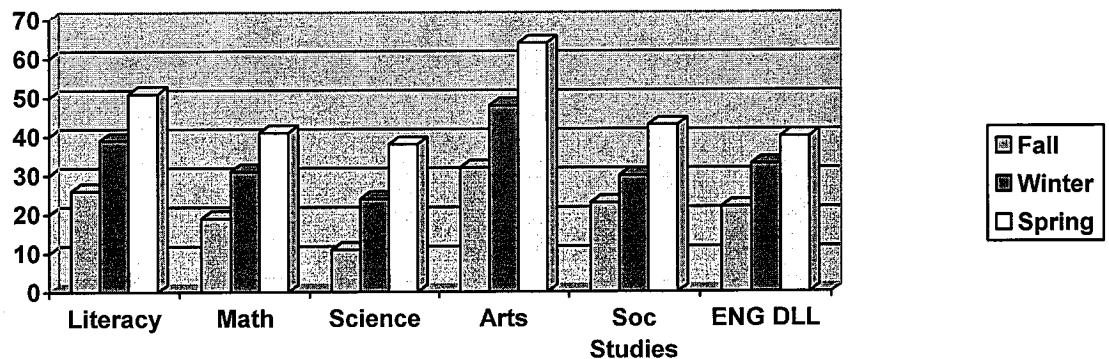
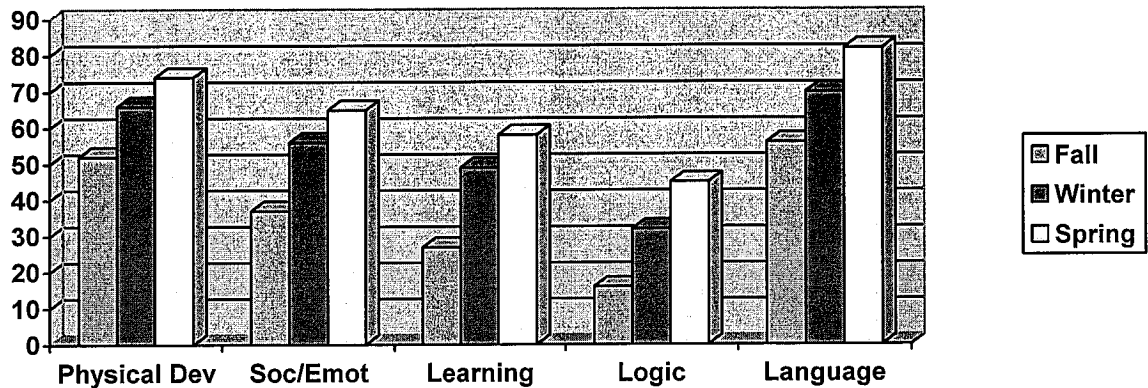
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	56	69	76	20
Social & Emotional Dev.	41	60	66	25
Approaches to Learning	31	52	60	29
Logic & Reasoning	16	32	42	26
Language Development	60	75	83	23
Literacy Knowledge	29	41	50	21
Mathematics Knowledge	21	34	42	21
Science Knowledge	13	27	36	23
Creative Arts	36	54	65	29
Social Studies	25	34	44	19
English Language (DLL)	N/A	N/A	N/A	N/A
TOTALS	33	48	56	23

Bear River Head Start Outcomes Progress 2011-2012 Utah Homebased Children



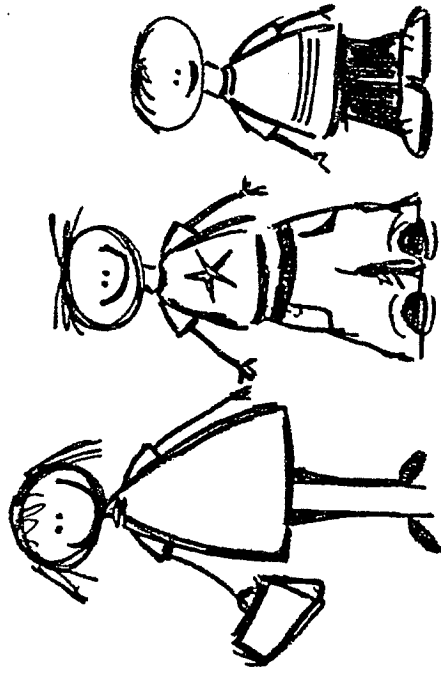
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	59	73	79	20
Social & Emotional Dev.	43	62	68	25
Approaches to Learning	32	53	62	30
Logic & Reasoning	16	31	41	25
Language Development	58	73	81	23
Literacy Knowledge	28	41	48	20
Mathematics Knowledge	22	35	43	21
Science Knowledge	12	27	33	21
Creative Arts	41	58	66	25
Social Studies	25	35	43	18
English Language (DLL)	47	55	66	19
TOTALS	34	49	56	22

Bear River Head Start Outcomes Progress 2011-2012 Idaho Homebased Children



DOMAIN	Fall	Winter	Spring	Total Year % Gain
Physical Dev. & Health	52	66	74	22
Social & Emotional Dev.	37	56	65	28
Approaches to Learning	27	49	58	31
Logic & Reasoning	16	32	45	29
Language Development	56	70	82	26
Literacy Knowledge	26	39	51	25
Mathematics Knowledge	19	31	41	22
Science Knowledge	11	24	38	27
Creative Arts	32	48	64	32
Social Studies	23	30	43	20
English Language (DLL)	22	33	40	18
TOTALS	30	44	55	25

PROVIDER SURVEY



Provider Surveys Results 2011-2012

Of the 16 surveys given, 12 of them were returned.

Site Visits	Strongly Agree	Somewhat Agree	Neither Disagree/Agree	Somewhat Disagree	Strongly Disagree
...are a positive experience.	12	0	0	0	0
...help me understand and use Head Start Performance Standards in my child care.	11	1	0	0	0
...are well planned and organized for the children's development levels.	12	0	0	0	0
...give me the opportunity to express concerns and learn new information I need and want.	11	1	0	0	0

...help the children reach specific goals.	11	1	0	0	0
...encourage developmentally appropriate practices.	12	0	0	0	0
...encourage proper health and safety practices.	12	0	0	0	0

What would you change about the site visits?

More often a month

Great Visits

Have them twice a month. We love them. We learn a lot from Cassie.

Nothing-I kid like having site visits more often-but I understand why it's once a month. I like them being 1 1/2 hours because it feels like we have enough time to do fun stuff.

Nothing-great

What do you like and dislike about the site visits?

They are so fun for the kids. The kids are more of a handful during the site visits because they are so excited!

She remembers each child, it makes them feel importance.

Still want more visits

I appreciate how my site visitor works around our dynamics (ages, language skills, language barriers, ect.). I also like how she accepts my request and suggestions on hoe to ease.

*I really appreciate the training we get from watching Cassie do the circle times. It is like hands on training. It has helped out myself and especially my assistant.
 I love how Cassie talks with the children she is great at engaging them in the activities. I love the Lesson Plans that she leaves and I LOVE the ABC cards!
 The children love Ashlee coming and activities she brings.*

Plan for Improvement:

It seems as if the most of the providers are very happy with their site visits. A number of the providers would like the Site Visits to be twice a month. Because of the amount of providers we are contracted with and only having two Site Visitors, only one visit ninety minutes long, plus one unannounced drop-in visit per month is possible. The Site Visitors act as mentors to the providers to teach them how to incorporate the activities with all of the children in their day care setting. Individual Goals that are set by the parent are used in the Site Visits to help support the child in their goals.

Lesson Plan Meetings	Strongly Agree	Somewhat Agree	Neither Disagree/Agree	Somewhat Disagree	Strongly Disagree
...are well planned.	12	0	0	0	0
...give me good ideas and activities for my child care	10	2	0	0	0
...are enjoyable to	8	4	0	0	0

attend.						
...give opportunities to express my concerns and share ideas.	9	3	0	0	0	0
...have interesting training that I can implement in my child care.	11	1	0	0	0	0

What would you change about Lesson Plan Meetings?

I think that we should have another Dental class.

Great guest speakers, visual experiences, take home ideas.

Great job with guest speakers this year.

Some have been too basic or not applicable for us.

Make it earlier, sometimes different days of the week.

The weather sometimes.

What do you like and dislike about Lesson Plan Meetings?

Being with other providers, it's another meeting to attend.

I like the good ideas I get from Lesson planner. They really love children.

Overall Lesson Plan meetings are a good experience. Great provider, Site Visitors and Administrators. Y'all do great in finding balancing all our different interest and needs. Thank you for all you do. I like that we can Network with each other at the meeting. I love that we can use the Lending Library that night. Hearing everyone's different ideas. I've learned things to implement in my program to make it better.

Plan for Improvement:

We want to make sure that Lesson Plan Meetings are informative and enjoyable for our providers. To make sure the meetings are beneficial we welcome feedback from the providers in the last 10 minutes of the Lesson Plan Meetings or we ask each provider at their Site Visits. This way we can implement changes along the way to make our meeting productive. One of the provider suggested we change the nights and times of Lesson Plan Meeting. To make sure we are consistent, providers are able to attend the meeting the second Wednesday of the month at 7 p.m. The meeting is at 7 p.m. because many providers still have children in their care until 6 p.m.

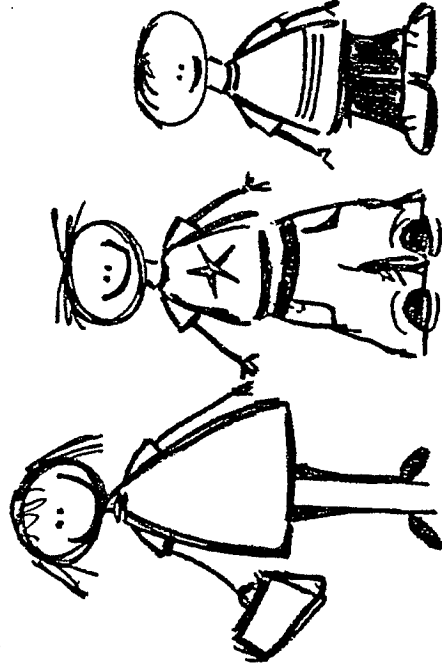
As the training calendar is planned for the year we will work on getting some guest speaker since many of the providers have given feedback that they enjoy guest speakers coming from the community. One of the providers would like to have a Dentist come back and talk to the providers. So a Dental training will be added to the training schedule.

Some of the providers like the fact they are able to share networking ideas at each meeting. We will continue to have at least two providers share their idea at each meeting along with a staff member.

In order for the providers to get to know each other better and have a chance to visit more, we have a Provider Appreciation Meeting. This gives some extra acknowledgement for the providers to express thanks for all their hard work.

OUTCOME REPORT

2011-2012



Outcome Report 2011-2012 School Year

Rationale:

In using the Creative Curriculum and the Hawaii Early Learning Profile, the Child Care Connection tracks children 3-5 years old. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2011-2012. The strengths as well as the weaknesses will be compared and plans for improvements will also be stated for the following school year.

Results:

English Acquisition was not included in the results because the Child Care Connection does not have any ESL children; none of them were enrolled in fall, winter, or spring making it impossible to calculate a total gain. All 50 children's results were calculated, with some providers having numerous children compared and some providers having only one child.

Total Program Averages 2011/2012 (%)

Indicator	Fall	Winter	Spring	Gain
Receptive Language	57	64	82	25
Expressive Language	62	69	84	22
Receptive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Expressive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Engagement English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Book Appreciation and Knowledge	46	51	72	26

Phonological Awareness	22	25	38	16
Alphabet Knowledge	11	21	39	28
Print Concept and Conventions	19	26	46	27
Early Writing	29	38	47	18
Number Concept and Quantities	20	31	39	19
Number Relationships and Operations	8	18	33	25
Geometry and Spatial Sense	27	31	51	24
Patterns	12	19	32	20
Measurements and Comparisons	14	27	42	28
Scientific Skills and Methods	6	17	33	27
Conceptual Knowledge of Natural and Physical World	35	36	57	22
Music	49	55	63	14
Creative Movement and Dance	37	41	64	27
Art	44	53	65	21
Drama	36	51	69	33
Social Relationships	34	40	56	22
Self Concept and Self Efficacy	51	62	81	30
Self Regulation	43	46	63	20
Emotional and Behavioral Health	29	38	66	37
Initiative and Curiosity	38	57	74	36
Persistence and Attentiveness	17	20	33	16
Cooperation	41	67	76	35
Reasoning and Problem Solving	7	19	27	20
Symbolic Representation	23	27	43	20

Self, Family and Community	24	30	53	29
People and the Environment	8	11	22	14
History and Events	14	22	45	31
Physical Health Status	50	77	84	34
Health Knowledge and Practice	39	46	58	19
Gross Motor Skills	50	54	69	19
Fine Motor Skills	38	41	58	20

Strengths:

The categories of Receptive Language, Expressive Language, Book Appreciation and Knowledge, Creative Movement and Dance, Self Concept and Efficacy, Initiative and Curiosity, Cooperation, and Physical Health Status.

Weaknesses:

The categories of Number Relationships and Operations, Patterns, Scientific Skills and Methods, Persistence and Attentiveness, Reasoning and Problem Solving, and People and the Environment.

Program Improvement:

The areas that are low will be added to the 2012-2013 Child Care Connection training calendar as well as to the Lesson Plan Meeting training calendar. The Site Visitors, Case Managers, and the Providers will receive training, in the areas that need improvement.

Spring Averages (%) by Provider

Indicator	1	2	3	4	5	6	7	8
Receptive Language	49	91	100	84	75	92	70	83
Expressive Language	12	20	64	81	58	73	81	91
Book Appreciation and Knowledge	73	24	64	68	39	71	73	88
Phonological Awareness	26	40	90	28	23	65	53	28
Alphabet Knowledge	40	64	16	35	5	85	39	4
Print Concept and Conventions	49	58	83	57	36	85	71	3
Early Writing	33	55	47	15	28	68	49	33
Number Concept and Quantities	23	38	34	26	22	58	37	23
Number Relationships and Operations	20	71	34	41	11	49	21	8
Geometry and Spatial Sense	30	45	46	69	19	47	43	69
Patterns	60	84	32	60	15	29	16	15
Measurements and Comparisons	27	40	32	22	11	54	18	17
Scientific Skills and Methods	40	22	73	6	12	24	22	23
Conceptual Knowledge of Natural and Physical World	20	32	73	68	11	54	48	29
Music	21	100	100	75	45	100	53	75
Creative Movement and Dance	21	75	79	72	54	88	62	75
Art	17	64	62	63	45	66	43	74
Drama	38	88	100	55	44	76	49	31
Social Relationships	24	43	90	43	32	83	28	79
Self Concept and Self Efficacy	51	100	63	79	84	91	44	82
Self Regulation	36	57	19	53	51	70	53	51
Emotional and Behavioral Health	38	50	83	55	46	80	43	22
Initiative and Curiosity	25	86	58	69	50	90	79	68

Persistence and Attentiveness	17	47	22	47	23	69	19	47
Cooperation	24	86	83	68	35	67	18	50
Reasoning and Problem Solving	28	86	33	47	12	52	9	12
Symbolic Representation	30	93	33	33	22	27	31	100
Self, Family and Community	43	100	18	63	27	56	36	91
People and the Environment	30	100	18	68	7	15	8	36
History and Events	23	47	63	66	28	56	33	92
Physical Health Status	83	100	100	97	93	82	57	100
Health Knowledge and Practice	17	47	65	69	43	68	45	47
Gross Motor Skills	40	100	52	61	64	100	67	88
Fine Motor Skills	27	85	74	43	38	80	42	47

(Continued) Spring Averages (%) by Provider

Indicator	9	10	11	12	13	14	15	16
Receptive Language	100	82	57	80	78	71	100	83
Expressive Language	100	85	70	82	75	50	94	100
Book Appreciation and Knowledge	82	61	44	77	75	62	69	100
Phonological Awareness	33	26	22	37	45	18	54	100
Alphabet Knowledge	100	43	4	41	28	16	57	100
Print Concept and Conventions	100	31	8	57	75	25	79	86
Early Writing	100	52	12	50	42	28	62	68
Number Concept and Quantities	90	41	14	31	40	36	38	71

Number Relationships and Operations	100	7	14	29	46	10	60	100
Geometry and Spatial Sense	100	46	14	47	47	27	72	100
Patterns	100	14	11	26	34	6	59	100
Measurements and Comparisons	100	26	21	36	34	28	63	100
Scientific Skills and Methods	100	22	5	47	35	12	16	90
Conceptual Knowledge of Natural and Physical World	100	45	39	63	61	8	78	100
Music	100	66	36	52	68	56	45	100
Creative Movement and Dance	100	48	29	77	61	54	65	93
Art	100	53	32	67	70	58	76	88
Drama	100	61	49	80	69	51	65	100
Social Relationships	95	56	39	39	54	35	52	95
Self Concept and Self Efficacy	100	70	49	91	91	56	100	100
Self Regulation	100	69	43	45	80	54	66	100
Emotional and Behavioral Health	100	77	58	58	43	30	75	100
Initiative and Curiosity	100	73	56	69	63	36	92	100
Persistence and Attentiveness	100	33	21	16	17	26	20	71
Cooperation	100	90	41	69	63	75	77	100
Reasoning and Problem Solving	90	25	53	22	35	7	16	100
Symbolic Representation	100	23	23	24	40	24	30	100
Self, Family and Community	85	46	32	46	48	26	57	100
People and the Environment	100	10	12	5	21	1	15	100
History and Events	91	29	14	50	52	13	40	100
Physical Health Status	89	75	92	67	100	100	100	69
Health Knowledge and Practice	100	56	40	60	47	44	51	92

Gross Motor Skills	100	72	46	46	74	60	83	100
Fine Motor Skills	90	49	26	63	56	46	77	100

Program Improvement:

The Lesson Plan Meeting calendar for 2012-2013 has included training in the areas that are low. The providers who were low in many areas will be placed on a plan in order to make necessary improvements to their lesson plans, and program. The Providers will set goals in they areas they are low on their Provider Goal sheets, and the Site Visitors will follow up monthly with these goals.

Conclusion:

The Child Care Connection 2012-2013 training calendar has been created implementing the areas needing improvements. Also, the CCC Lesson Plan Meeting training calendar has been created based upon the results of these outcomes. The assessments have been updated to align with the Head Start Child Development and Early Learning Framework. Staff and CCC Providers are being trained on the updated assessments. A HELP sheet for each child has been given to their provider which has made it simpler to track progress. The Provider and Parent are able to communicate better about skills the children have accomplished. The Case Managers and Site Visitors will be using specific HELP indicators in planning their visits, including more specific activities to go along with the areas needing improvements.

Bear River Early Head Start

Homebased School Readiness Outcomes

Community Report

May 2012

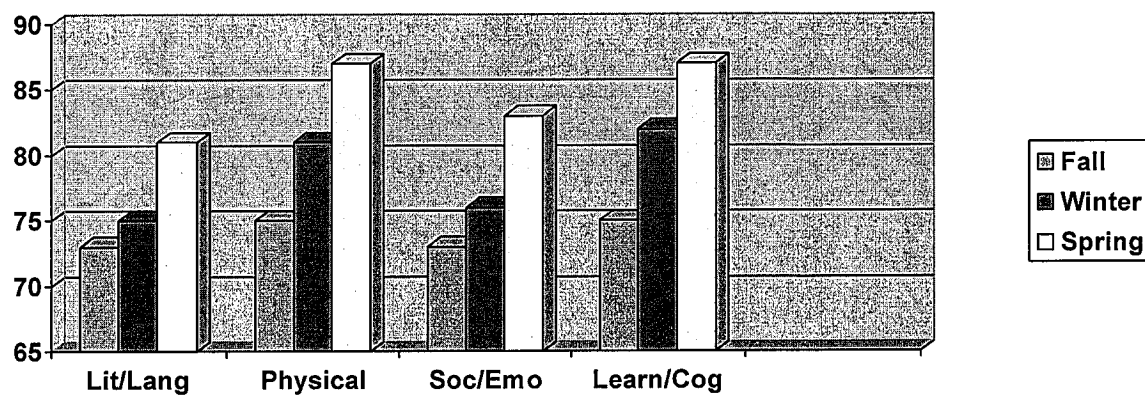
This is the first year that Early Head Start Programs have been mandated to track outcomes and compile that information for children birth to three. This is part of the national School Readiness focus for all Head Start/Early Head Start children. The five essential domains that are tracked and analyzed are Literacy/Language, Physical Development (fine and gross motor), Social/Emotional, Approaches to Learning, and Cognitive & General Knowledge. Data was collected three times during the school year (fall, winter, and late spring) and tabulated for each individual child, and then for groups of children. These groups included age, gender, class, state, and dual/non dual language learners.

All groups showed gains over the last year, with the biggest gains in the areas of Approaches to Learning, Cognitive & General Knowledge, and Physical Development. Children in the birth to three are unique in that each child follows their own rate of growth and development, so progress can seem to “stall” for a time before another leap forward is made in a particular area. We were pleased that progress was seen across all domains and across all groups of children.

This data is used to identify areas that staff may need extra training and support so that they can assist the parents in individualizing child goals and home visit activities that can target certain areas of development for their child. Positive outcomes for children in the homebased program are based on the family educator – parent partnership, and parent follow-through on home visit activities. Parent participation is crucial for the child to have ample opportunities to practice new skills throughout the week with focused interaction from parents.

The Early Head Start homebased outcome charts follow:

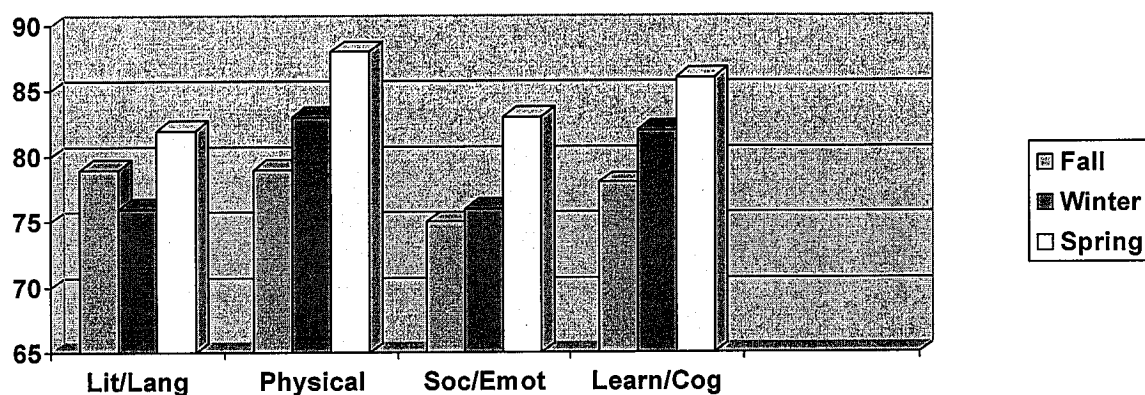
Bear River Early Head Start Outcomes Report 2011-2012 All Homebased Children



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	73	75	81	8
Physical Dev. (Gross & Fine Motor)	75	81	87	12
Social-Emotional (Personal-Social)	73	76	83	10
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	75	82	87	12
TOTALS	74	79	85	11

Outcomes Report 2011-2012

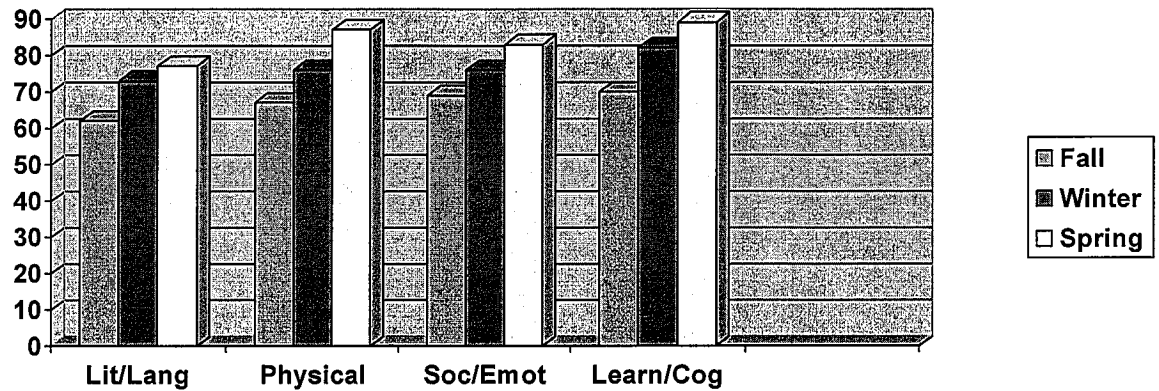
EHS Homebased Utah



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	79	76	82	3
Physical Dev. (Gross & Fine Motor)	79	83	88	9
Social-Emotional (Personal-Social)	75	76	83	8
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	78	82	86	8
TOTALS	78	80	85	7

Outcomes Report 2011-2012

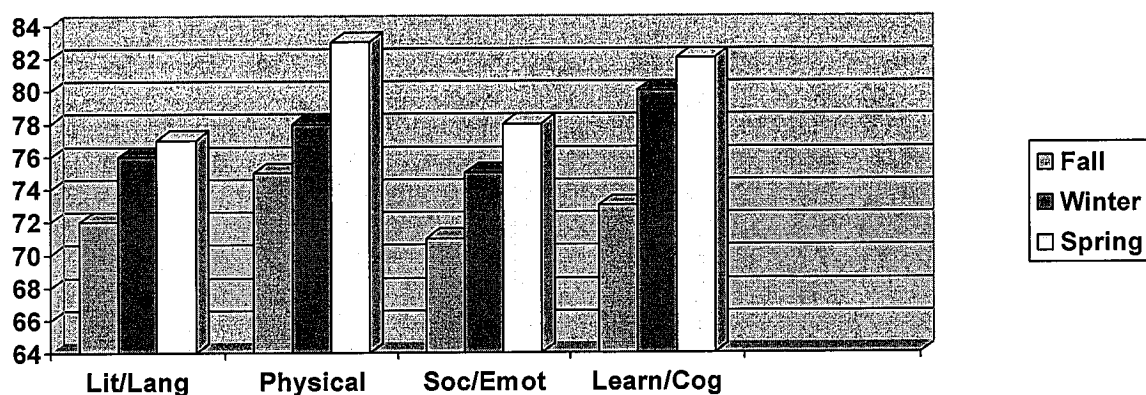
EHS Homebased Idaho



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	62	73	77	15
Physical Dev. (Gross & Fine Motor)	67	76	87	10
Social-Emotional (Personal-Social)	69	76	83	14
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	70	82	89	19
TOTALS	67	77	85	18

Outcomes Report 2011-2012

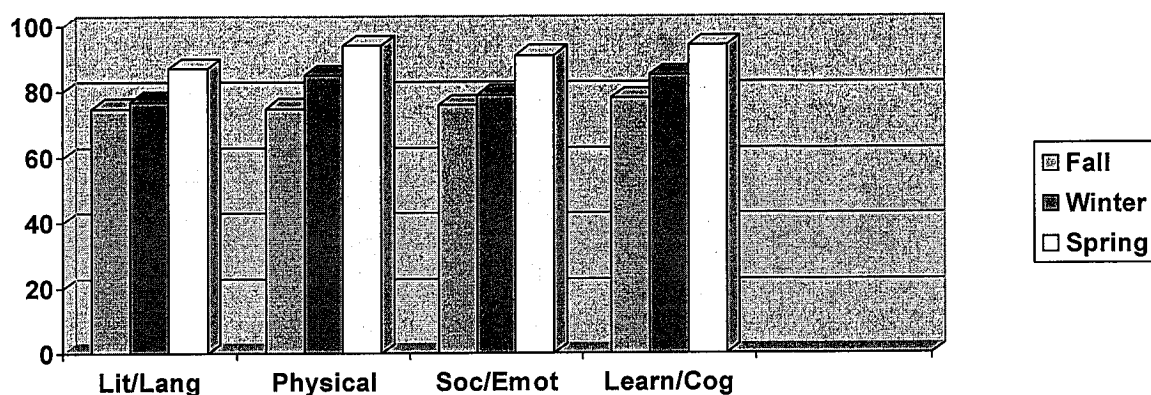
EHS Homebased Boys



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	72	76	77	5
Physical Dev. (Gross & Fine Motor)	75	78	83	8
Social-Emotional (Personal-Social)	71	75	78	7
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	73	80	82	9
TOTALS	73	77	81	8

Outcomes Report 2011-2012

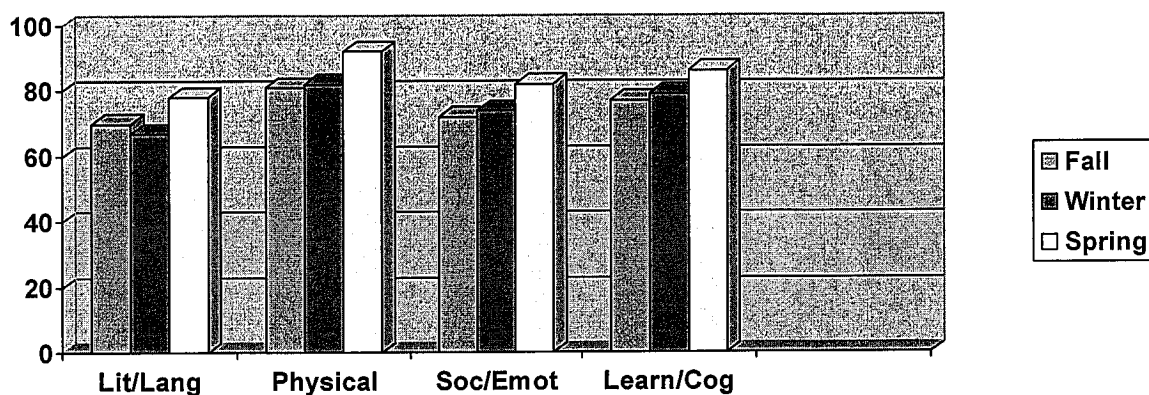
EHS Homebased Girls



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	75	77	87	12
Physical Dev. (Gross & Fine Motor)	75	85	94	19
Social-Emotional (Personal-Social)	76	79	91	15
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	78	85	94	16
TOTALS	76	82	92	16

Outcomes Report 2011-2012

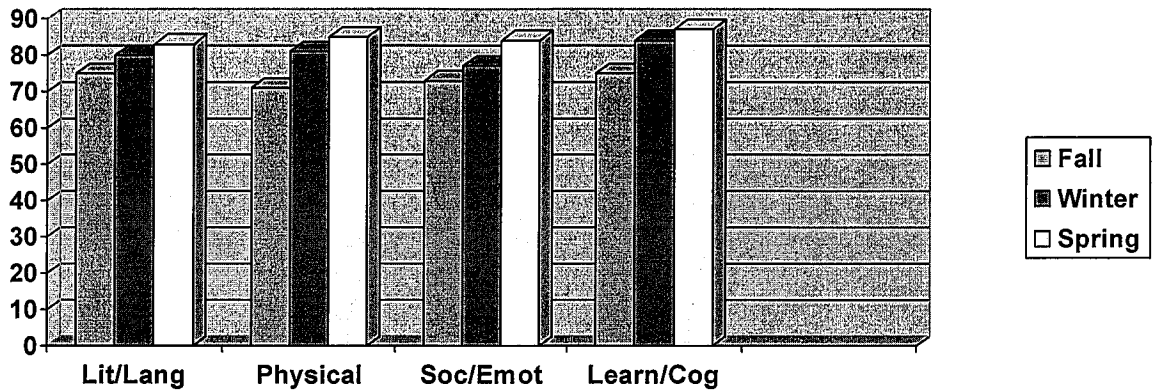
EHS Homebased Dual Language Learners



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	70	67	78	8
Physical Dev. (Gross & Fine Motor)	81	82	92	11
Social-Emotional (Personal-Social)	72	74	82	10
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	77	79	86	9
TOTALS	76	77	86	10

Outcomes Report 2011-2012

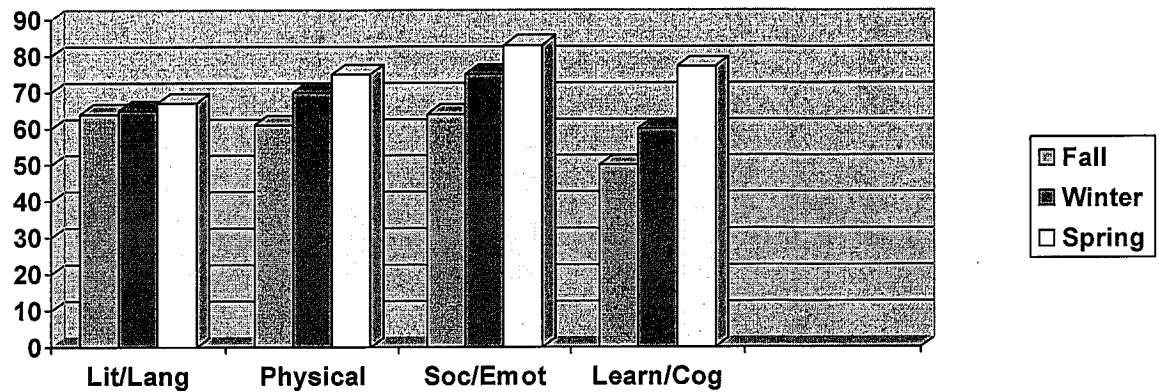
EHS Homebased Non Dual Language Learners



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	75	80	83	8
Physical Dev. (Gross & Fine Motor)	71	81	85	14
Social-Emotional (Personal-Social)	73	77	84	11
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	75	84	87	12
TOTALS	73	80	85	12

Outcomes Report 2011-2012

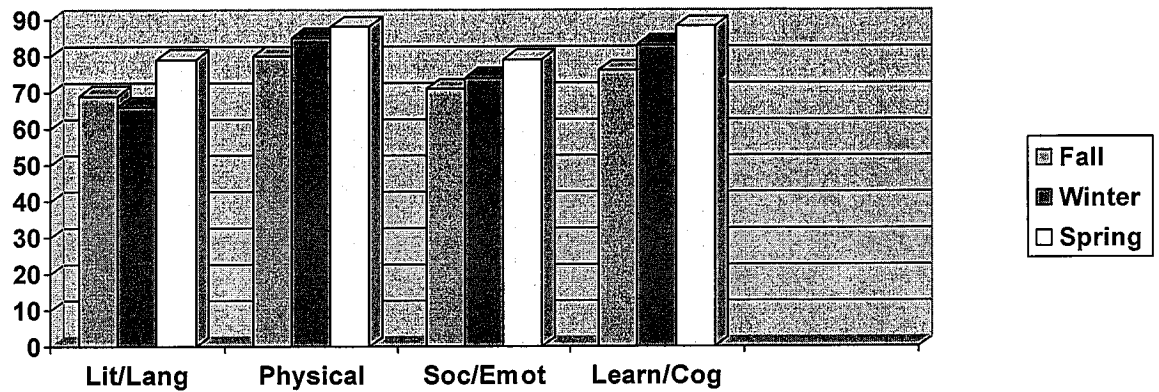
EHS Homebased Birth to 12 Months



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	64	65	67	3
Physical Dev. (Gross & Fine Motor)	61	70	75	14
Social-Emotional (Personal-Social)	64	75	83	19
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	50	60	77	27
TOTALS	60	68	75	15

Outcomes Report 2011-2012

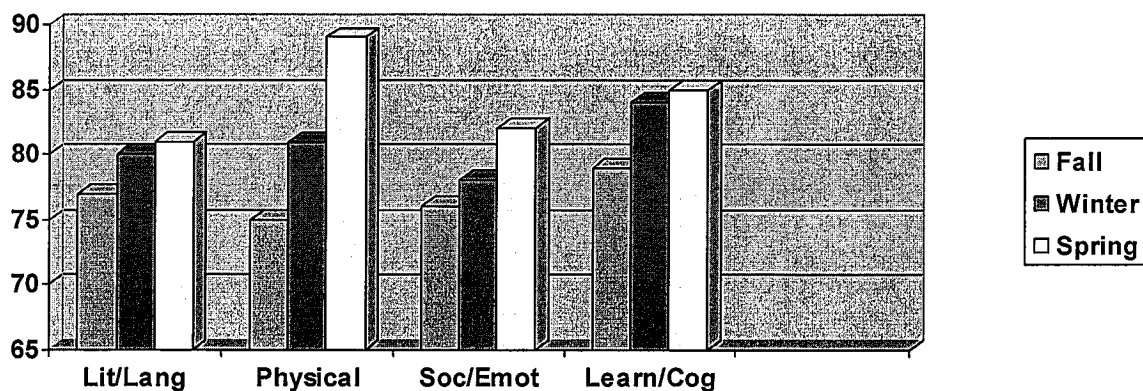
EHS Homebased 13 Months to 24 Months



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	69	66	79	10
Physical Dev. (Gross & Fine Motor)	80	85	88	8
Social-Emotional (Personal-Social)	71	74	79	8
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	76	83	88	12
TOTALS	75	78	85	10

Outcomes Report 2011-2012

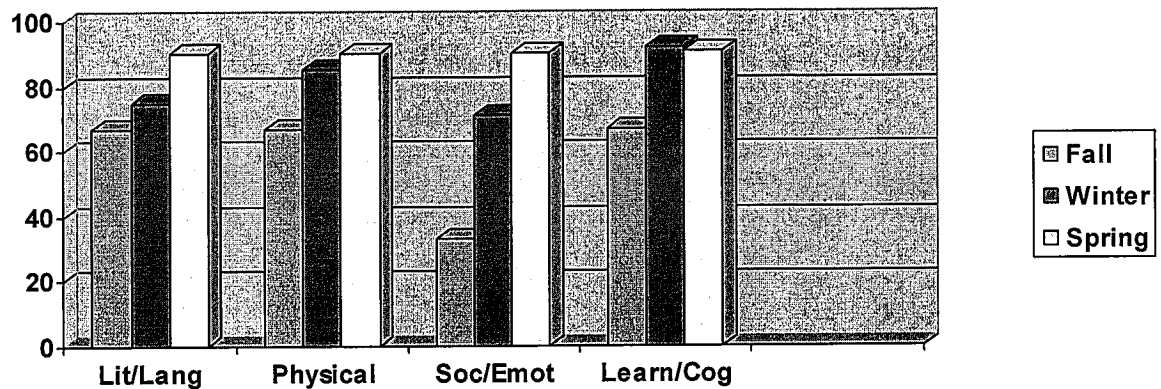
EHS Homebased 25 Months to 36 Months



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	77	80	81	4
Physical Dev. (Gross & Fine Motor)	75	81	89	14
Social-Emotional (Personal-Social)	76	78	82	6
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	79	84	85	6
TOTALS	76	81	85	9

Outcomes Report 2011-2012

EHS Homebased 36 + Months



DOMAIN	Fall	Winter	Spring	Yearly % Gain
Literacy & Language (Communication)	67	75	90	23
Physical Dev. (Gross & Fine Motor)	67	85	90	23
Social-Emotional (Personal-Social)	33	71	90	57
Approaches to Learning/Cognitive & General Knowledge (Problem Solving)	67	92	91	24
TOTALS	60	82	90	30

BEAR RIVER EARLY HEAD START
CENTER BASED PROGRAM
OUTCOME REPORT
2011-2012

Rationale:

In using the Ages and Stages Questionnaire Bear River Early Head Start can track children 0-3 years old. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2011-2012. All 32 EHS CB children's results were calculated throughout the year using the Ages and Stages Questionnaire. Each child was individually evaluated using the ASQ-3 matching their current age at the time evaluations were taking place in November(fall), February(winter) and May(spring). The ASQ-3 has five domains, each asking six development questions matched to child age. All EHS CB children were evaluated in each domain and given a percentage in correlation to their ability to demonstrate skills appropriate to their current age. (For example if they were able to demonstrate 4 out of the 6 developmentally questions in communication, their score would be 66%). When then all domains of the ASQ-3 were added together it gave each child an overall development score based on their age. These overall outcome scores were taken three times over the school year to give us a yearly overall outcome report. The strengths as well as the weaknesses will be compared and plans for improvements will be stated for the following school year.

Results:

All 32 children's results were calculated throughout the year using the Ages and Stages Questionnaire. The chart below shows the percentage of gain in displayed/observed abilities and skills of the children in the following five areas: Communication, Gross Motor, Fine Motor, Problem Solving, and Personal Social. Outcomes taken in the Fall gave us a baseline to evaluate the children throughout the rest of the year. Throughout the year as children aged they would be scored using the matching ASQ for their age.

It is important to note that Fall outcome were observed and calculated from parent perspective when scoring their children using the ASQ vs. Winter and Spring outcomes were observed and calculated from EHS teachers perspective.

Early Head Start
Center Based Outcomes
2011-2012

Overall

Fall	Winter	Spring
65%	71% (6% gain)	78% (%7gain)

	Fall	Winter	Spring	Gain
Communication				
	3.6	3.4	3.4	-.2
Gross motor				
	4.6	4.7	5.2	.6
Fine motor				
	4.4	4.5	4.6	.2
Problem Solving				
	4.3	4.0	4.2	-.1
Personal Social				
	4.2	4.5	5.0	.8

Strengths:

The overall gain of 13% during the school year (6% from Fall to Winter, and 7% from Winter to Spring). Areas of growth include Gross motor, Fine Motor and Personal Social. Our strengths in these areas stem from a

push in our program to increasing physical activity for our children using "I am moving, I am learning" and training teaching staff in Emotional Coaching techniques for young children.

Weaknesses:

Areas needing improvements include communication and problem solving. Sixty Five percent of the EHS CB program children are Dual Language Learners; because they are learning to understand and speak multiple languages, it can be difficult to obtain an accurate account of their communication and problem solving abilities. Forty three percent of EHS CB program children currently have an IFSP or IEP. Many of those IFSP's or IEP's have goals written for language/communication related to developmental delays/disabilities.

Program Improvement:

The areas that are low will be added to the 2012-2013 Early Head Start Center Based training calendar as well as to the Team Meeting training and Parent Curriculum Planning Meetings. The Infant/Toddler Teachers and EHS CB Parents will receive training and handouts, in the areas that need improvement. Infant/Toddler Teachers training will also included how they can better educated dual language learners and their families. Bear River Early Head Start will continue our partnership with Up to 3 and the community school districts to address the needs of the children will developmentally delays or disabilities so we can better serve the children and their families.