

Bear River



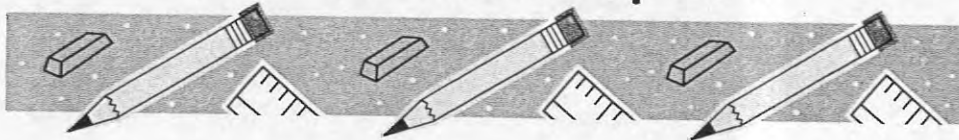
headSTART

CENTERBASED OUTCOMES REPORT

Outcome Report 2012-2013



Outcome Report



Rational:

We have been implementing the Head Start outcomes and evaluating the program based upon these findings for the past eleven years. This report will outline findings for the 2012-2013 school year. It will identify the programs strengths, address the needs that have been found, and how we implement change in the upcoming year.

Results:

There are eighteen center based classrooms. This report will look at the data taken in the fall, winter, and spring. It will be looking at the data from different angles, first full program and then the center based in ten domains.

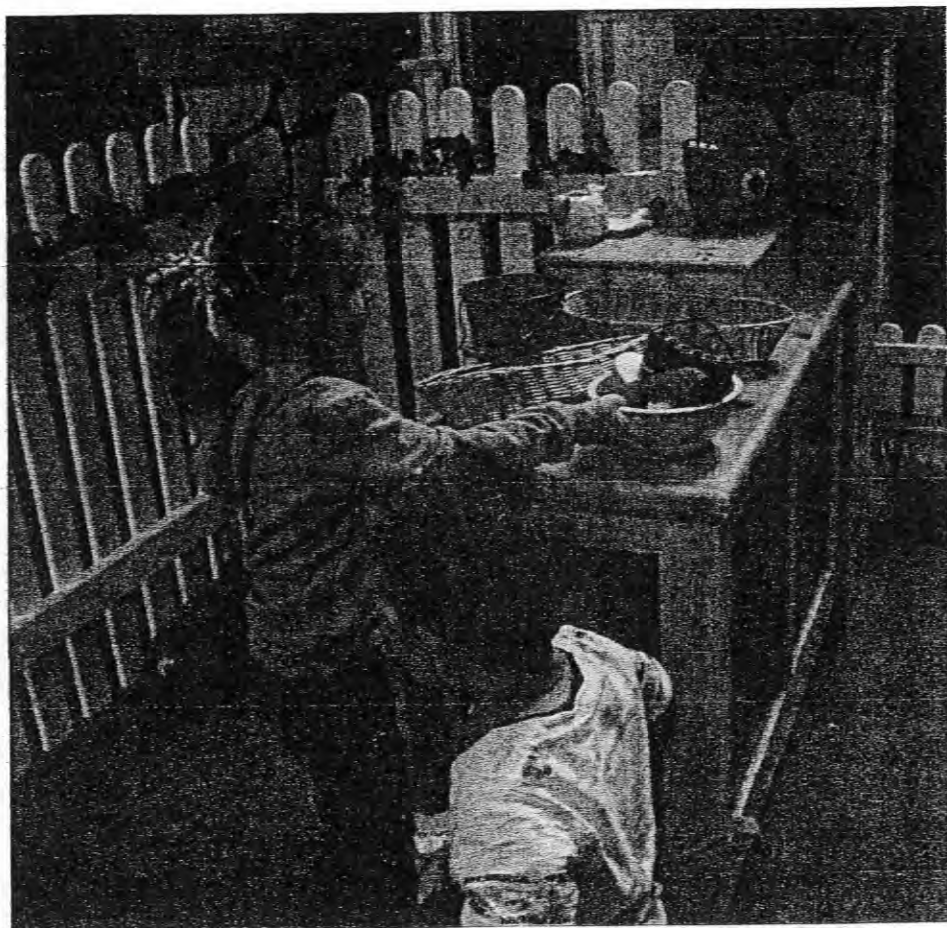
Head Start

BEAR RIVER

2012-2013

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.

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

Education

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



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.

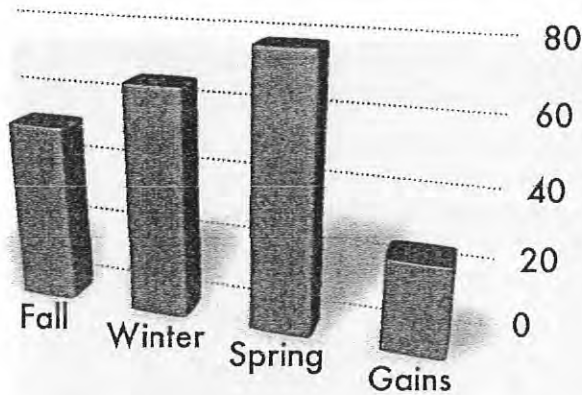
Social Service

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



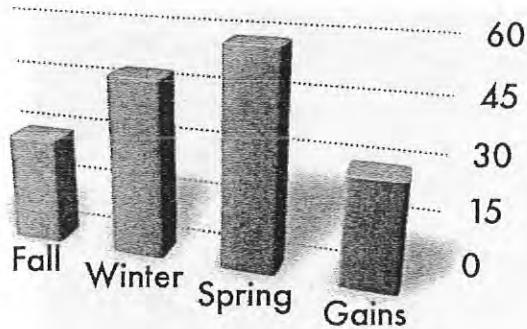
Physical Health Status
The maintenance of healthy and age appropriate physical well-being

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



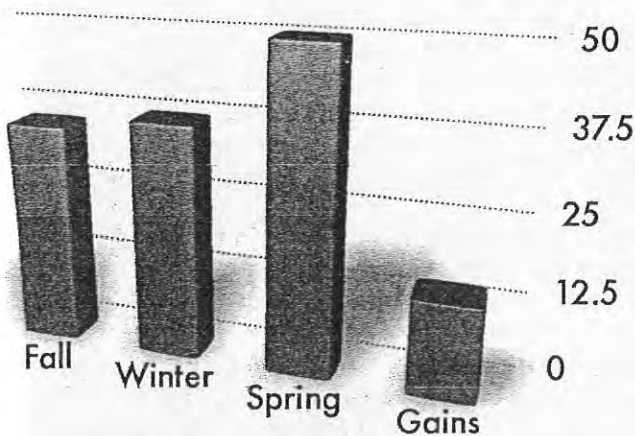
Social Relationships
The healthy relationships and interactions with adults and peers

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



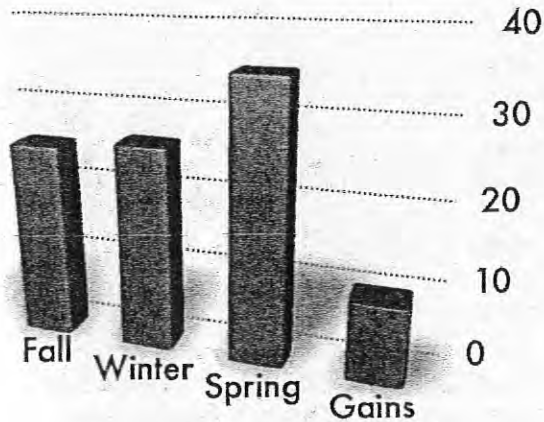
Initiative & Curiosity
An interest in varied topics and activities, desire to learn, creativeness, and independence in learning

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



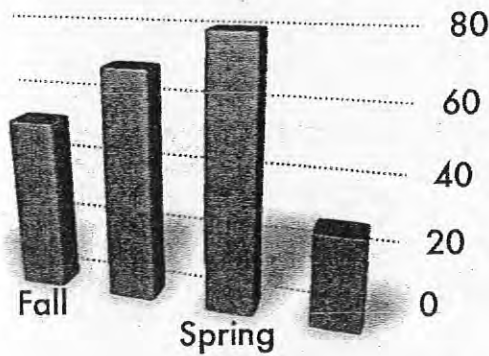
Reasoning & Problem Solving

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



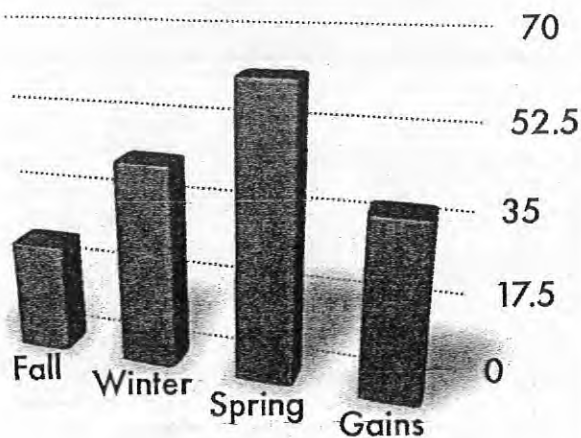
Receptive Language

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

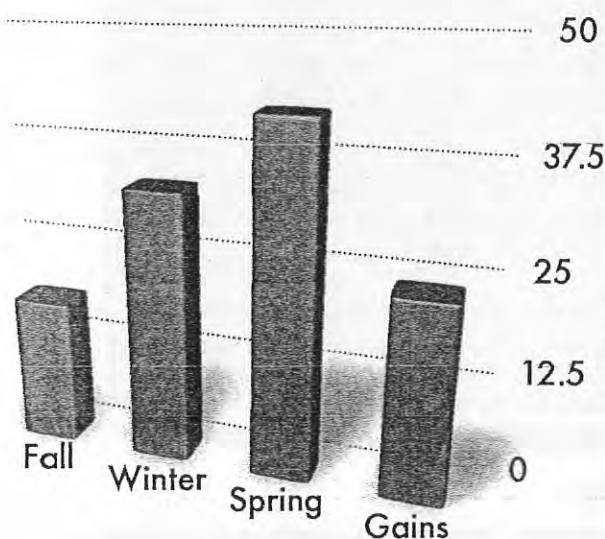
The concepts about print and early decoding (identifying letter-sound relationships).

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

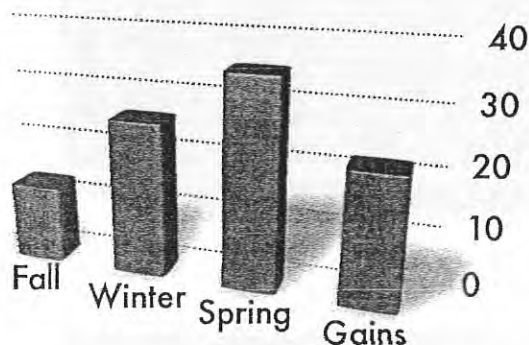
Patterns

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



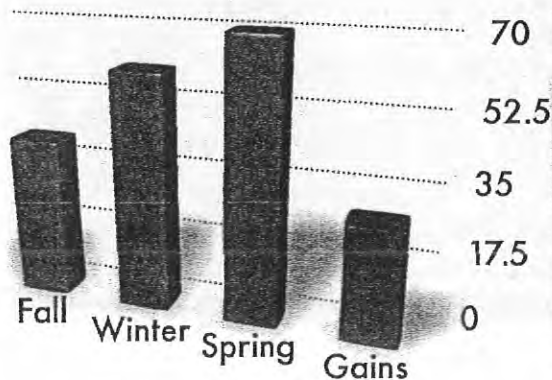
Scientific Skills & Methods

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.

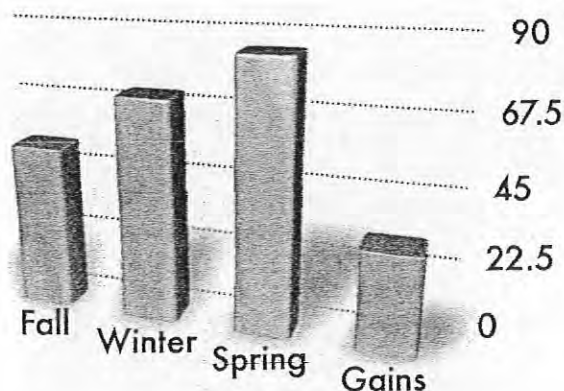
Art

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

Social & Emotional Development



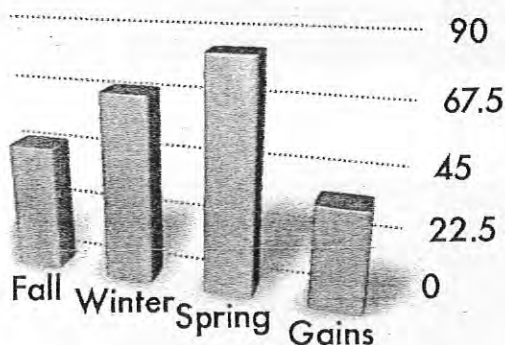
Social Relationship
The healthy relationships and interactions with adults and peers.

Self-Concept & Self-Efficacy
The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Self-Regulation
The ability to recognize and regulate emotions, attention, impulses, and behavior.

Emotional & Behavior Health
A health range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

Approaches to Learning

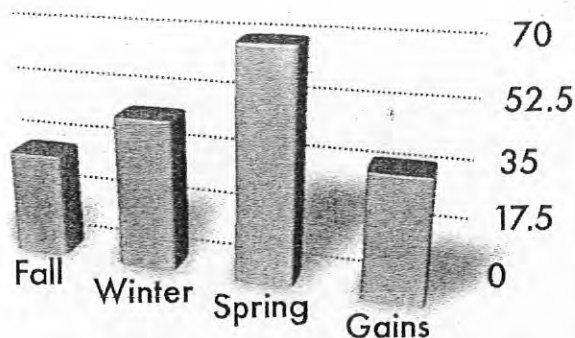


Initiative & Curiosity
An interest in variety topics and activities, desire to learn, creativeness, and independence in learning.

Persistence & Attentiveness
The ability to begin and finish activities with persistence and attention.

Cooperation
An interest and engagement in group experiences.

Logic & Reasoning

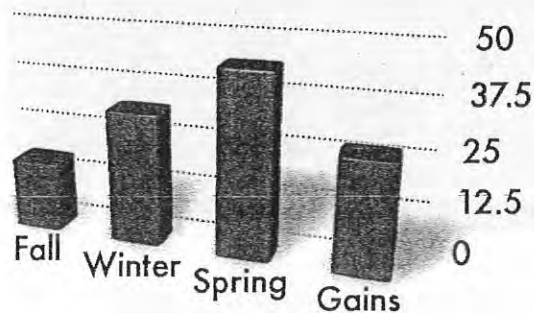


Reasoning & Problem Solving
The ability to recognize, understanding, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

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

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

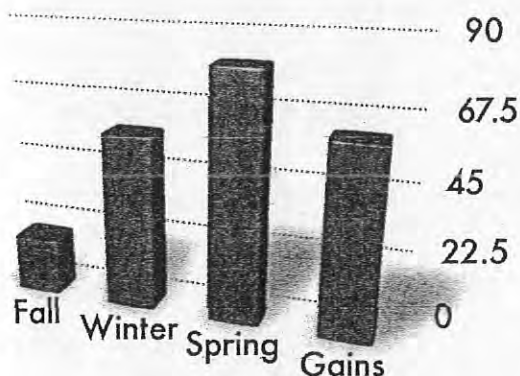
People & the Environment

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

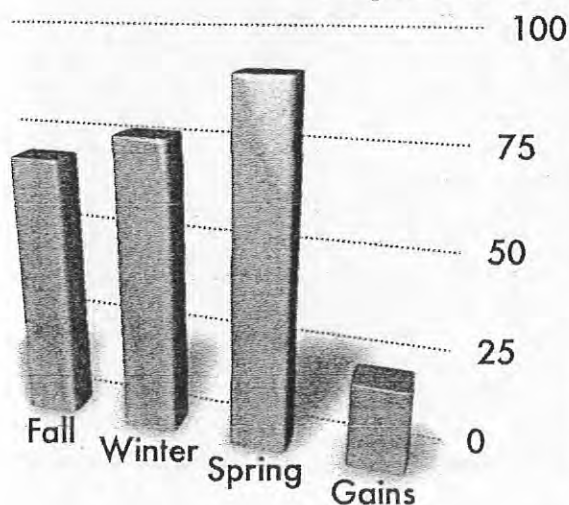
The ability to speak or use English

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

Health Knowledge & Practice

The understanding of healthy and safe habits and practicing healthy habits

Gross Motor Skills

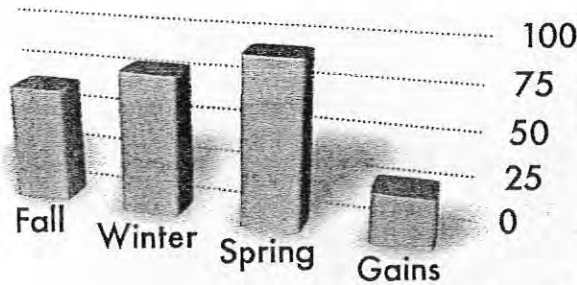
The control of large muscles for movement, navigation, and balance

Fine Motor Skills

The control of small muscles for such purposes as using utensils, self-care, building and exploring

Four Year Olds

Language Development



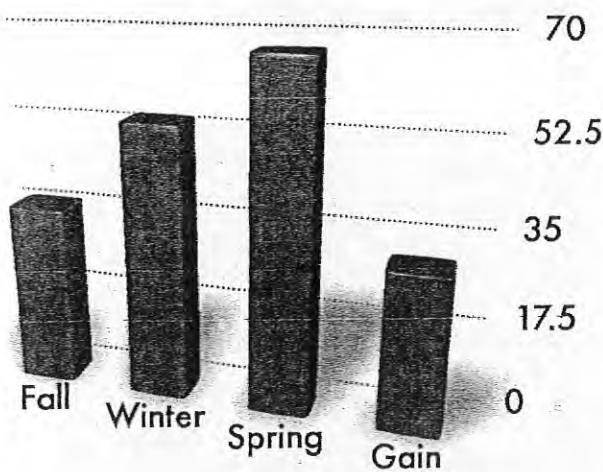
Receptive Language

The ability to comprehend or understand language.

Expressive Language

The ability to use language.

Literacy Knowledge & Skills



Book Appreciation & Knowledge

The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books 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.

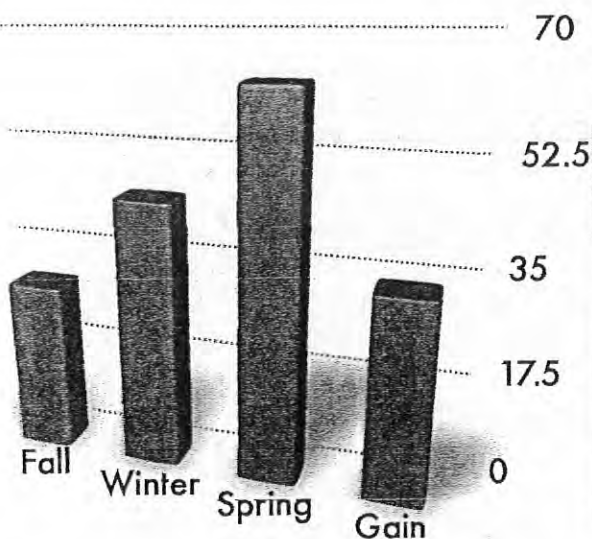
Print Concepts & Conventions

The concept about print and early decoding (identifying letter-sounds relationships).

Early Writing

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

Mathematics Knowledge and Skills



Number Concepts and 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 & Operations

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

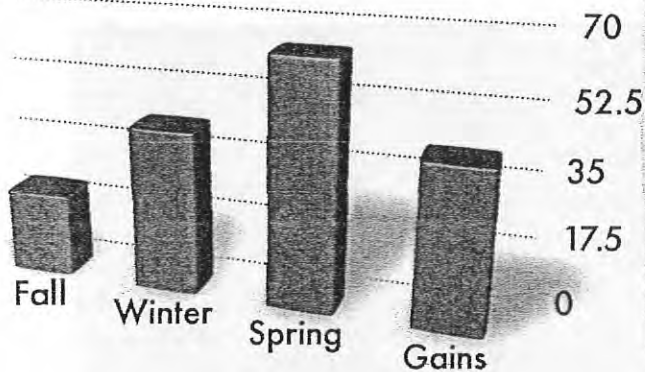
The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify in a pattern.

Measurement & Comparison

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

Four Year Olds

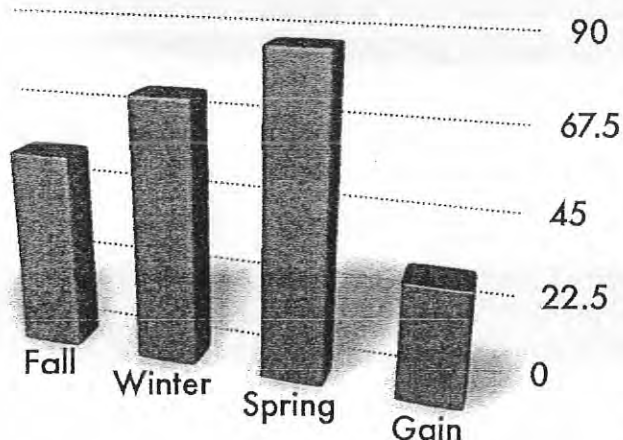
Science Knowledge & Skills



Scientific Skills & Method
The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions

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 Art Expression



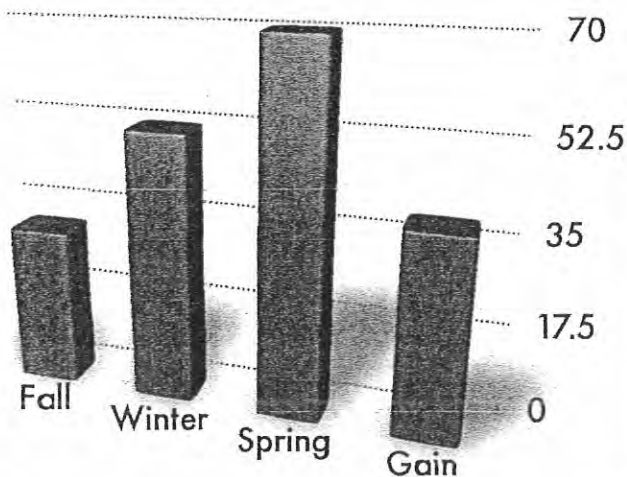
Music
The use of voice and instruments to create sounds

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

Social Studies Knowledge & Skills

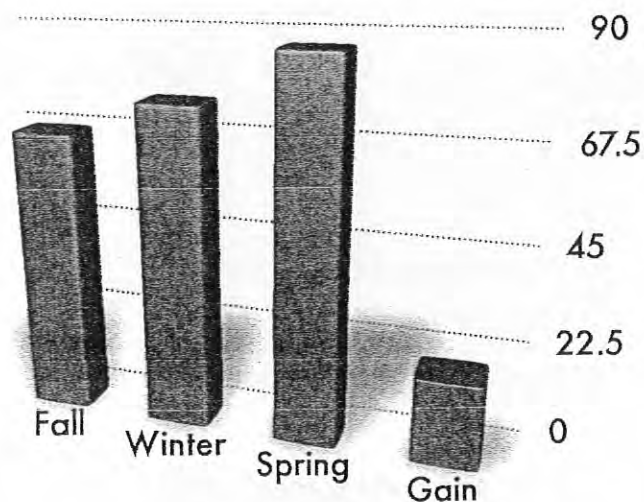


Self, Family & Community
The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity

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