

Bear River



headSTART

HOMEBASED OUTCOMES REPORT

**Bear River Head Start/Early Head Start
Homebased Outcomes Report
2012-2013**

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.

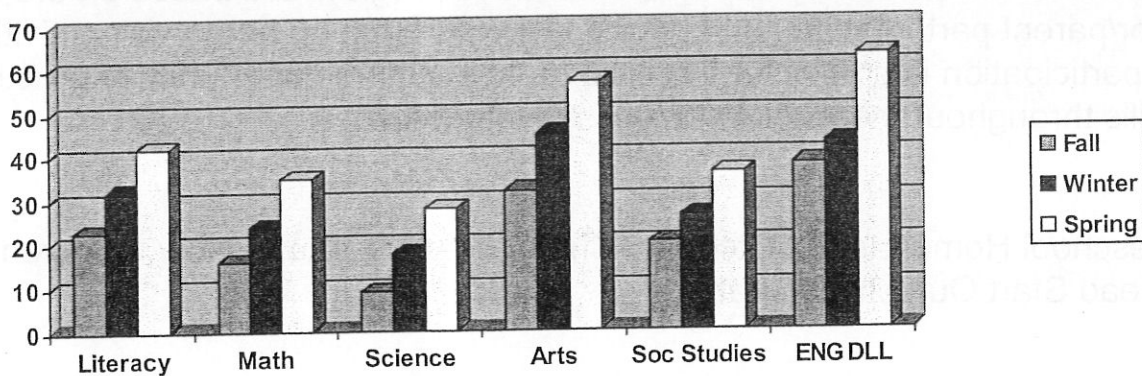
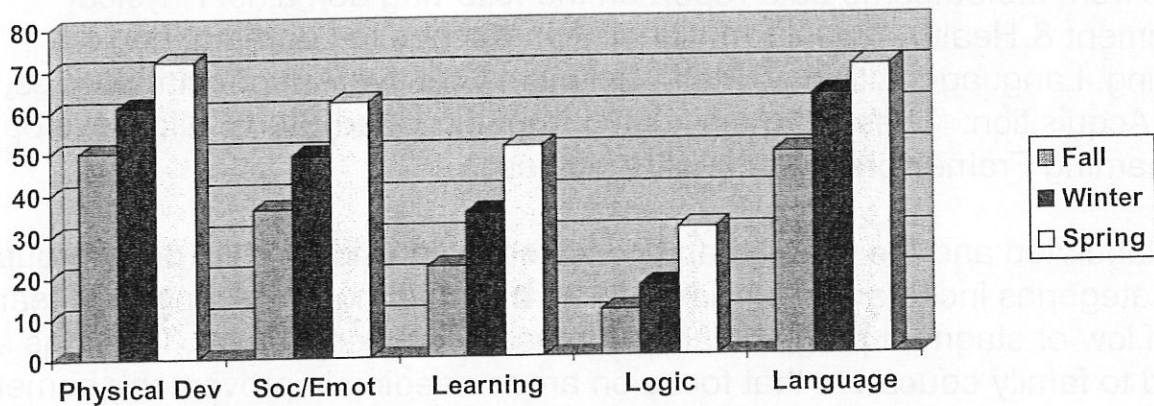
Findings from the outcome data report on the following domains: Physical Development & Health, Social/Emotional, Approaches to Learning, Logic & Reasoning, Language, Literacy, Math, Science, Creative Arts, Social Studies, and English Acquisition. These domains come from the Head Start Child Development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

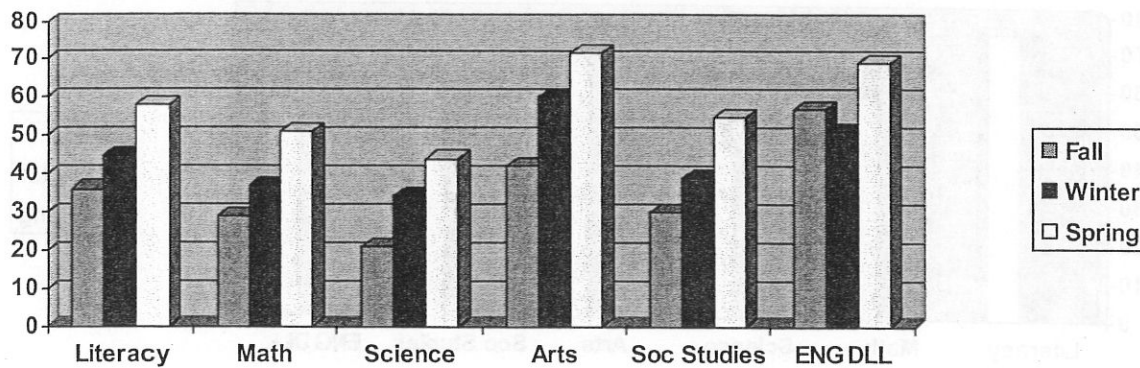
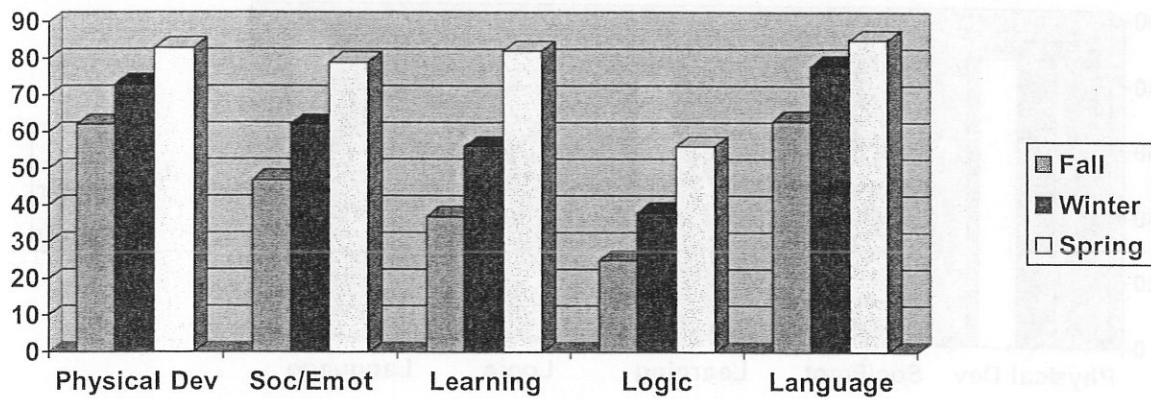
Positive outcomes for children in the homebased program are based on the family educator/parent partnerships, and parent follow-through on home visit activities. Parent participation is crucial for the child to have ample opportunity to practice new skills throughout the week with focused interaction.

The Preschool Homebased Outcomes Charts are presented below, followed by the Early Head Start Outcomes Charts:

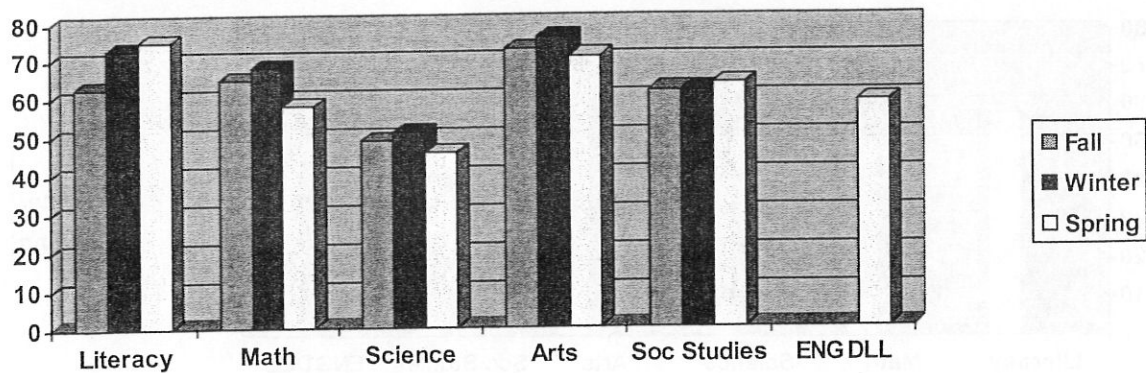
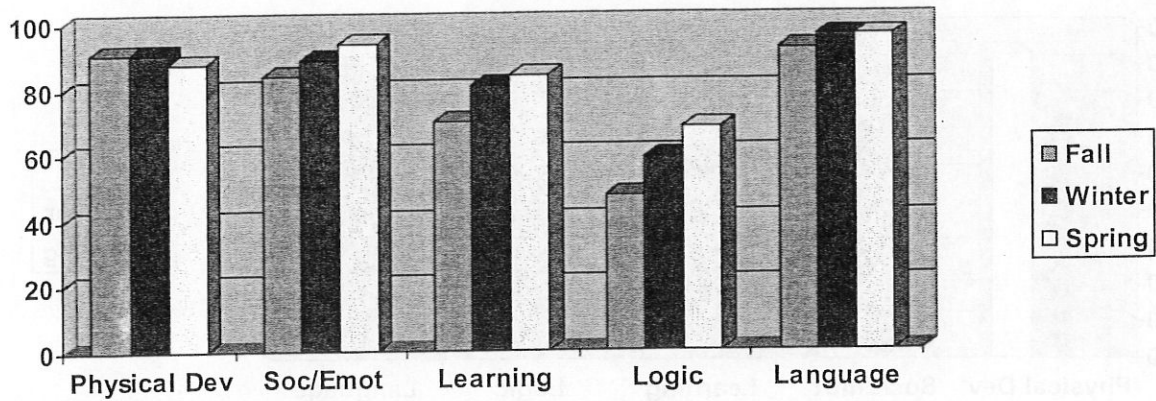
Bear River Head Start Outcomes Progress 2012-2013 Homebased 3 year olds



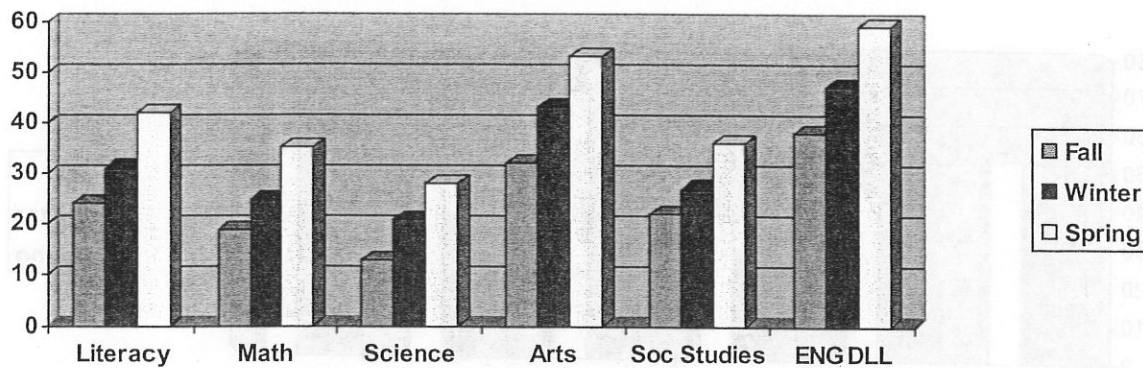
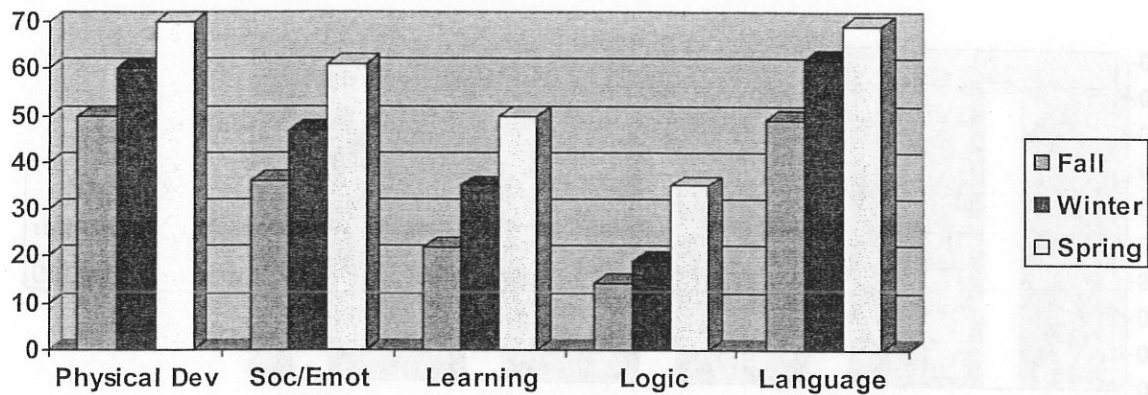
Bear River Head Start Outcomes Progress 2012-2013 Homebased 4 year olds



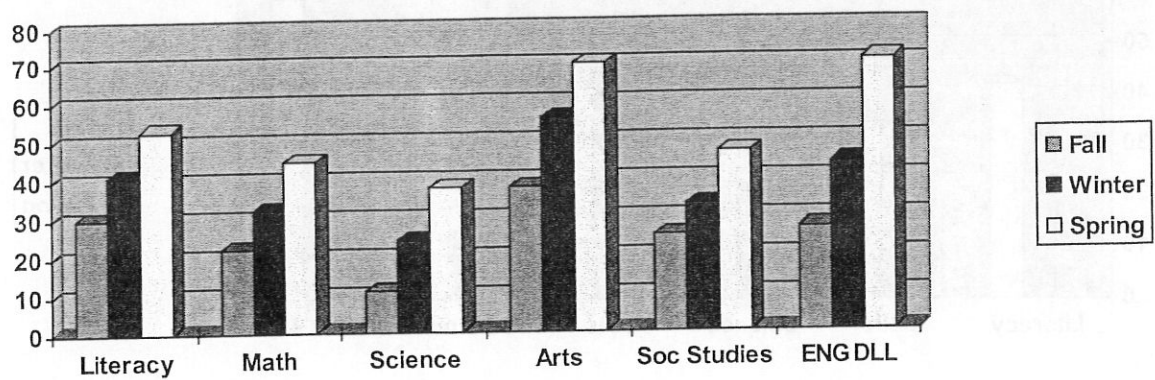
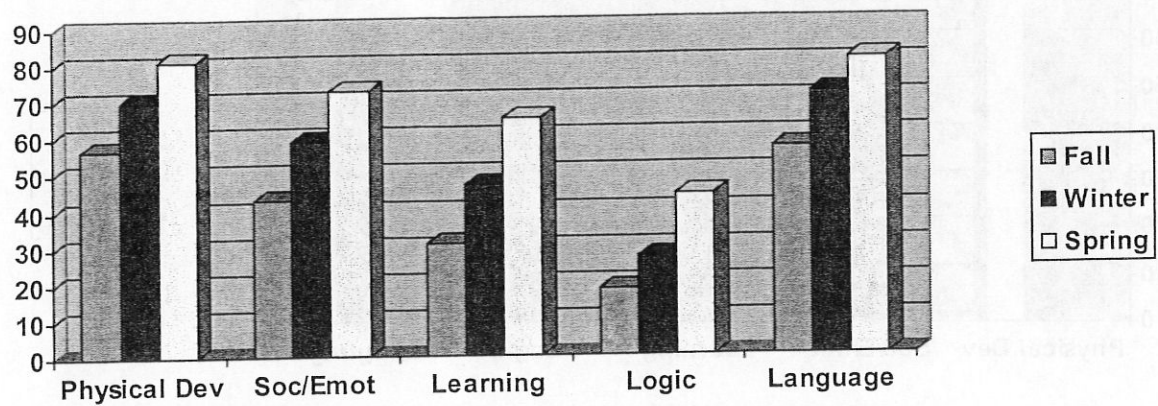
Bear River Head Start Outcomes Progress 2012-2013 Homebased 5 year olds



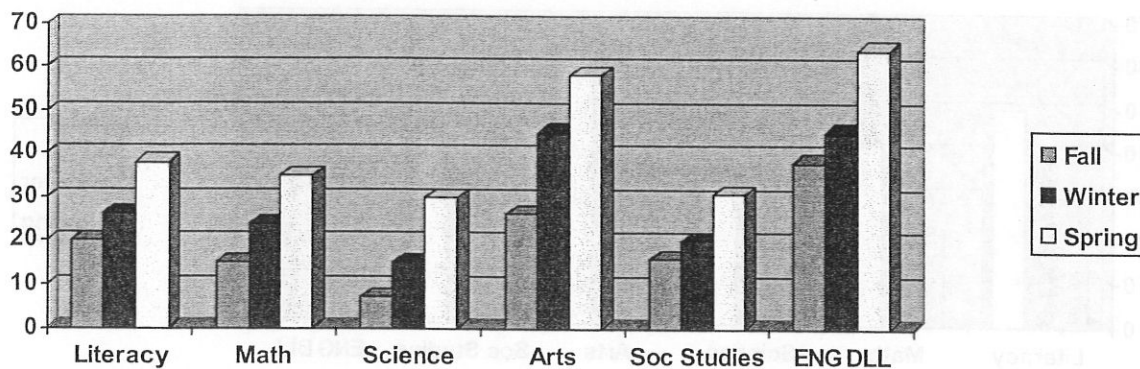
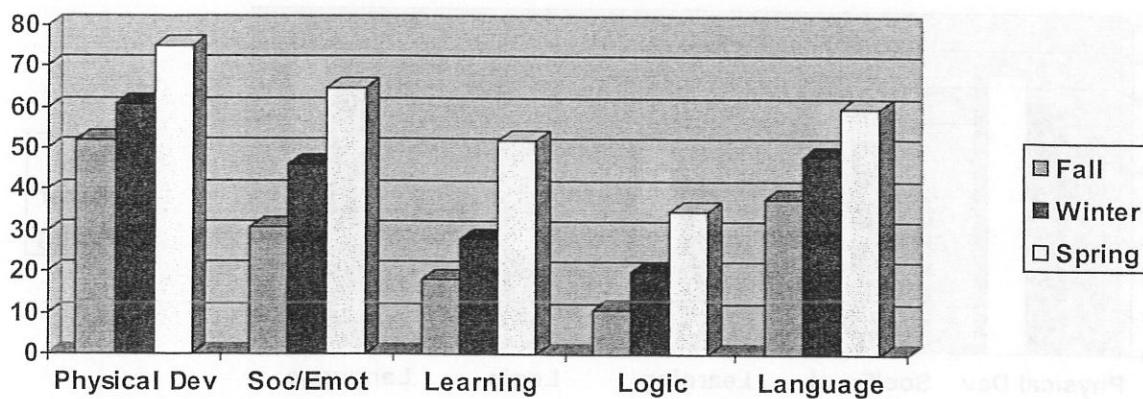
Bear River Head Start Outcomes Progress 2012-2013 Homebased Boys



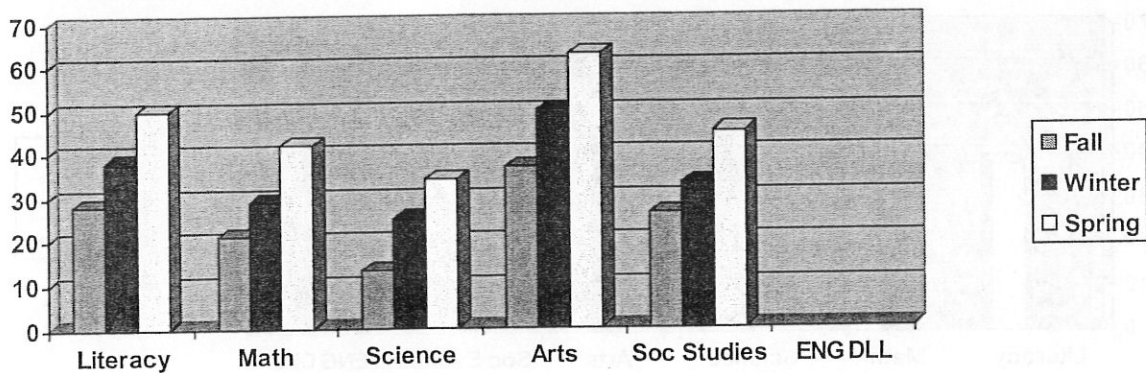
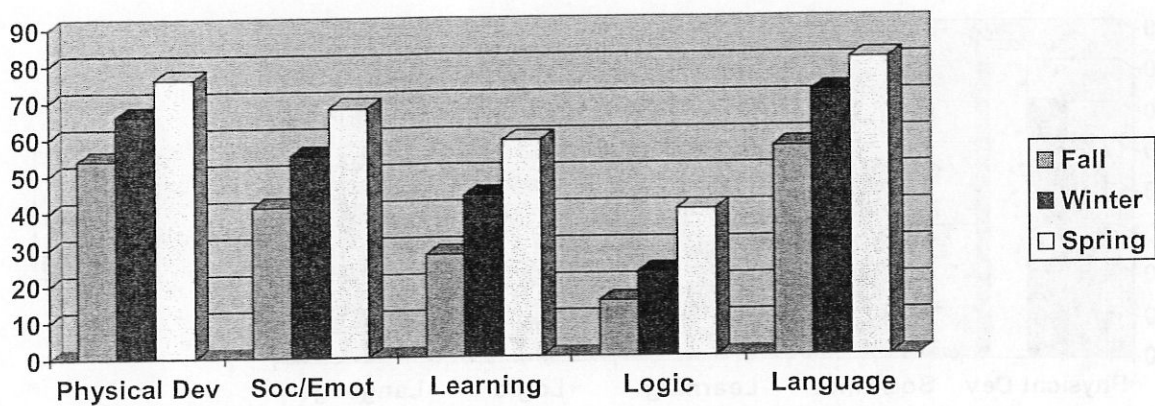
Bear River Head Start Outcomes Progress 2012-2013 Homebased Girls



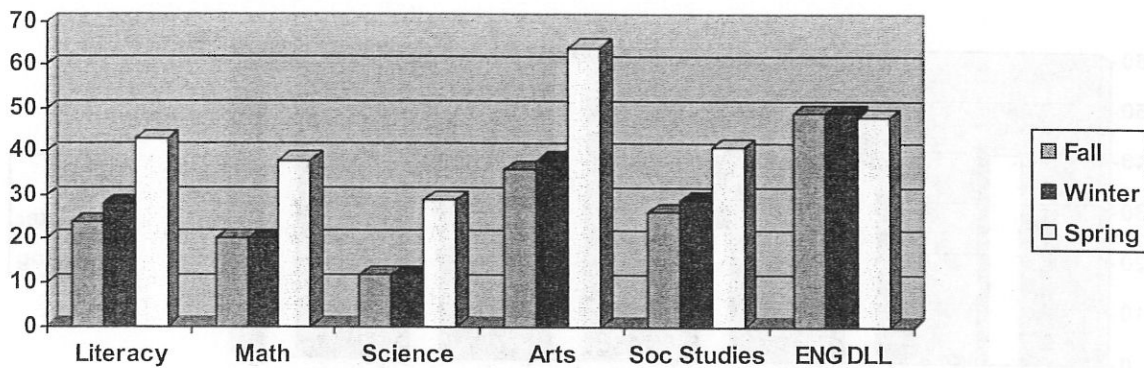
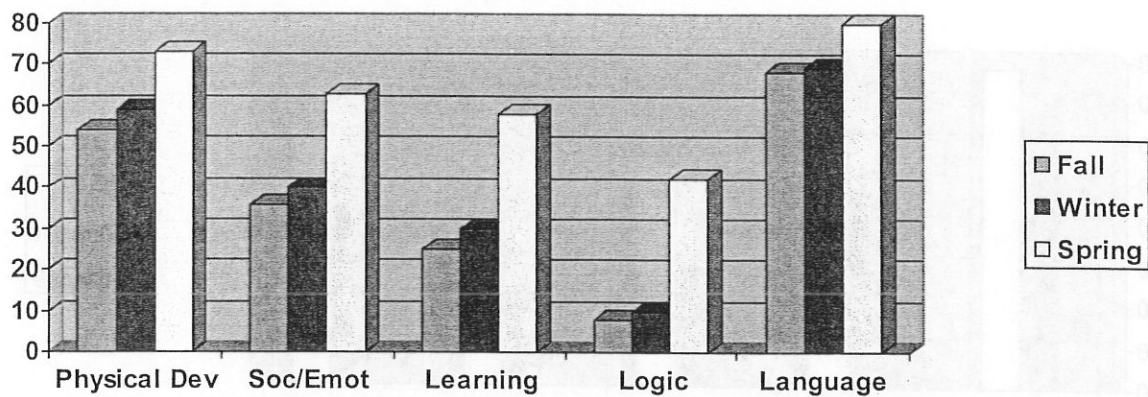
Bear River Head Start Outcomes Progress 2012-2013 Homebased Dual Language Learners



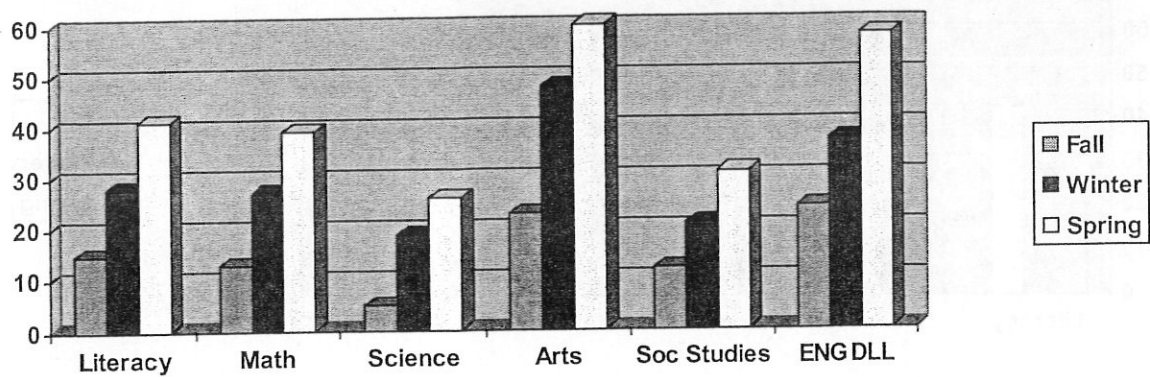
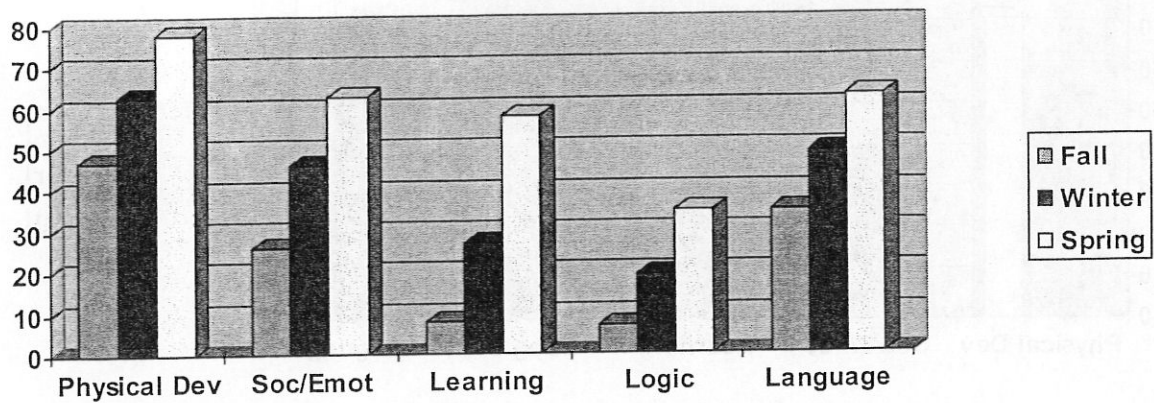
Bear River Head Start Outcomes Progress 2012-2013 Homebased Non Dual Language Learners



Bear River Head Start Outcomes Progress 2012-2013 Homebased Box Elder

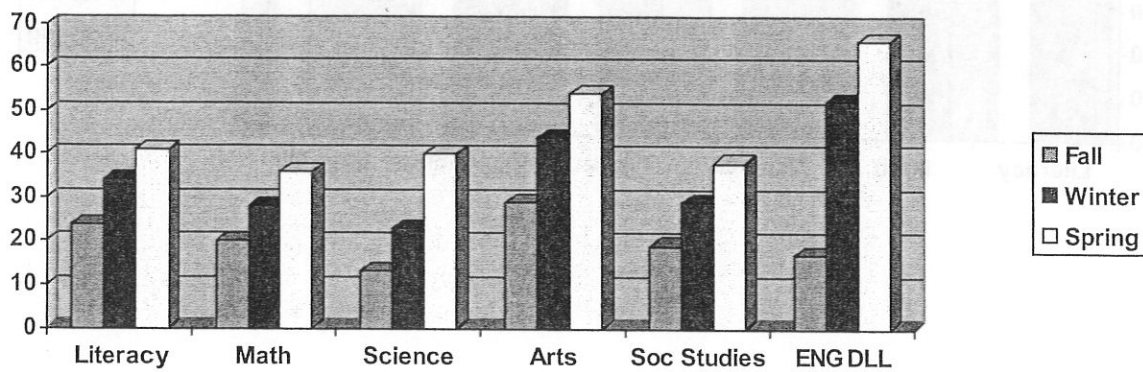
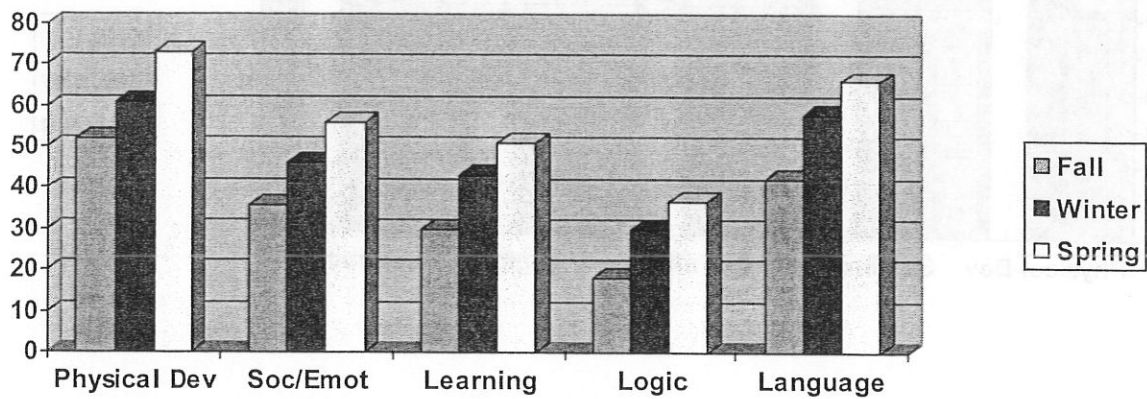


Bear River Head Start Outcomes Progress 2012-2013 Homebased Cache

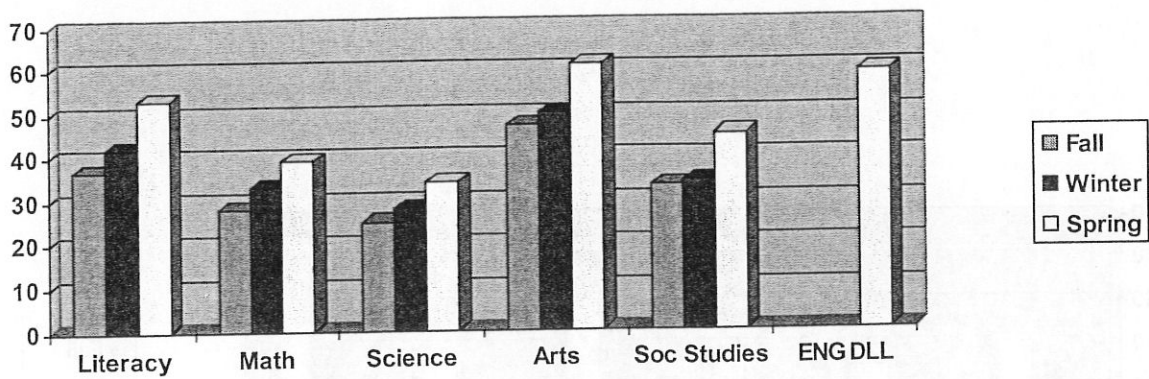
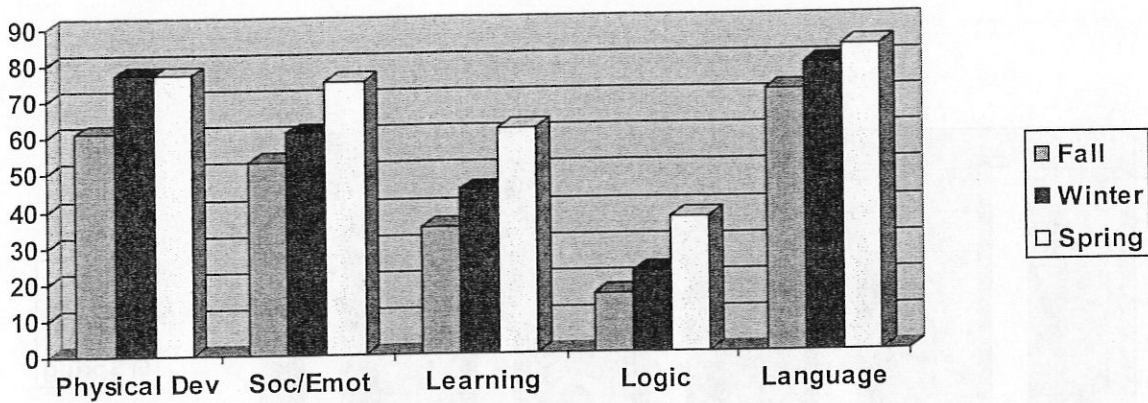


Bear River Head Start Outcomes Progress 2012-2013

Homebased Caribou



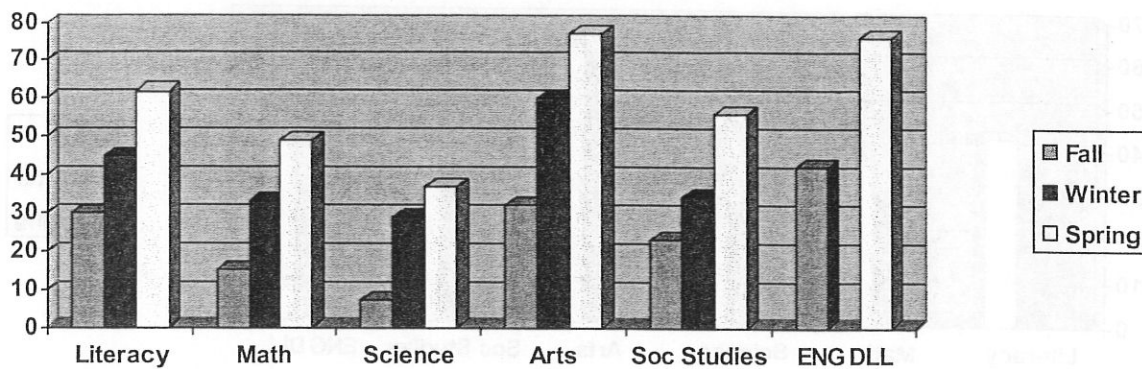
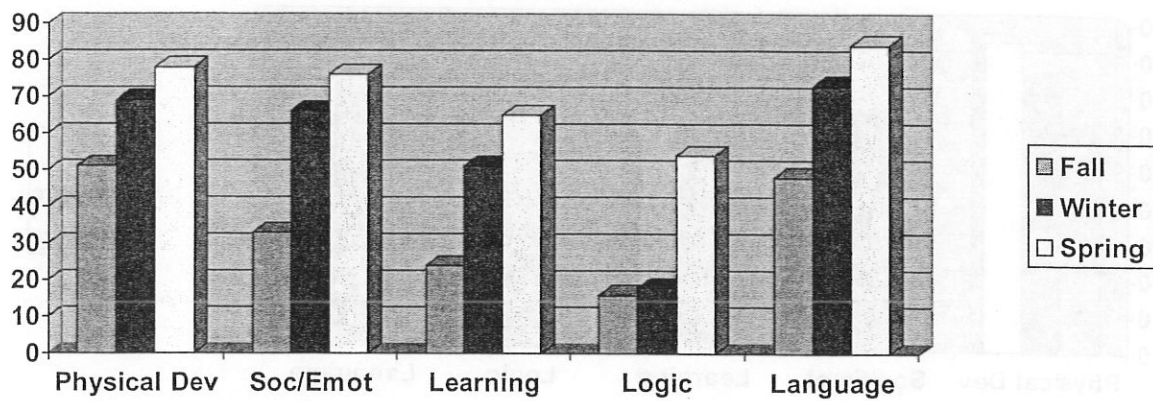
Bear River Head Start Outcomes Progress 2012-2013 Homebased Franklin



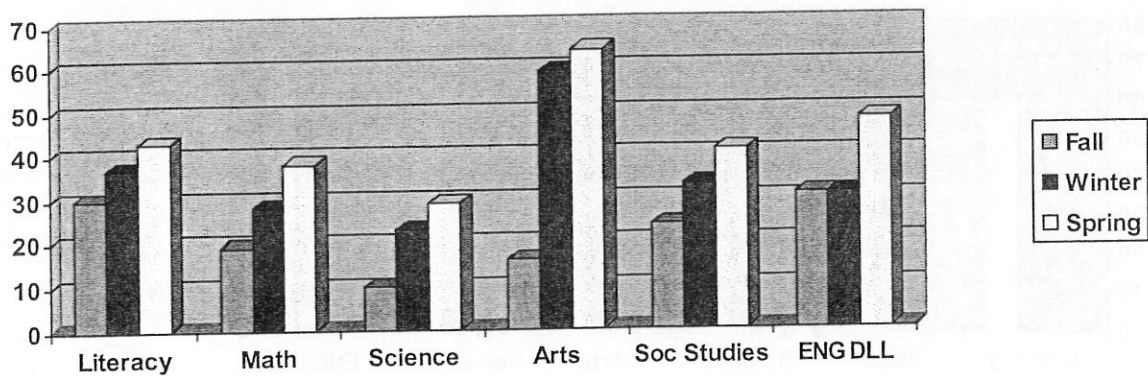
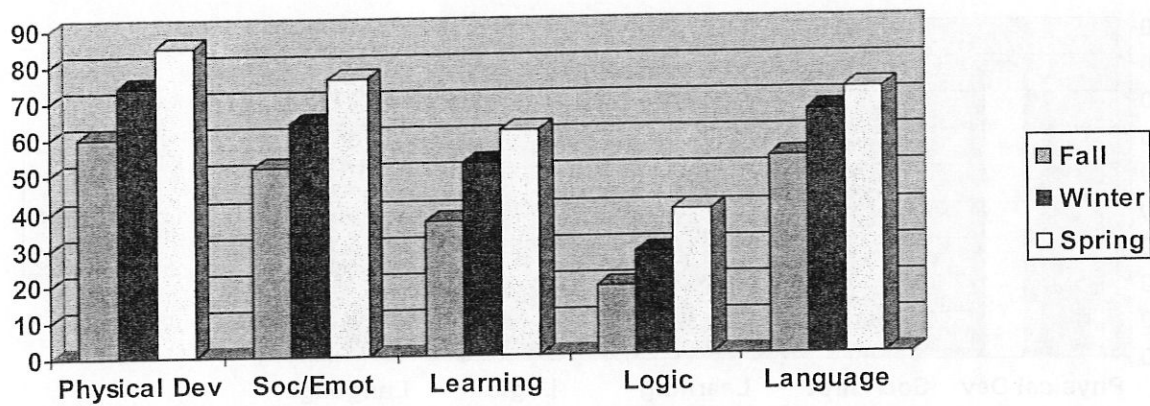
Bear River Head Start

Outcomes Progress 2012-2013

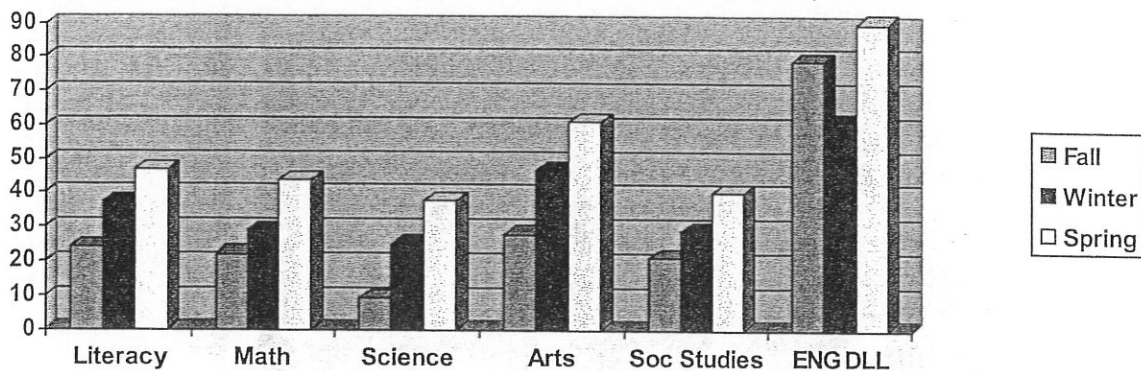
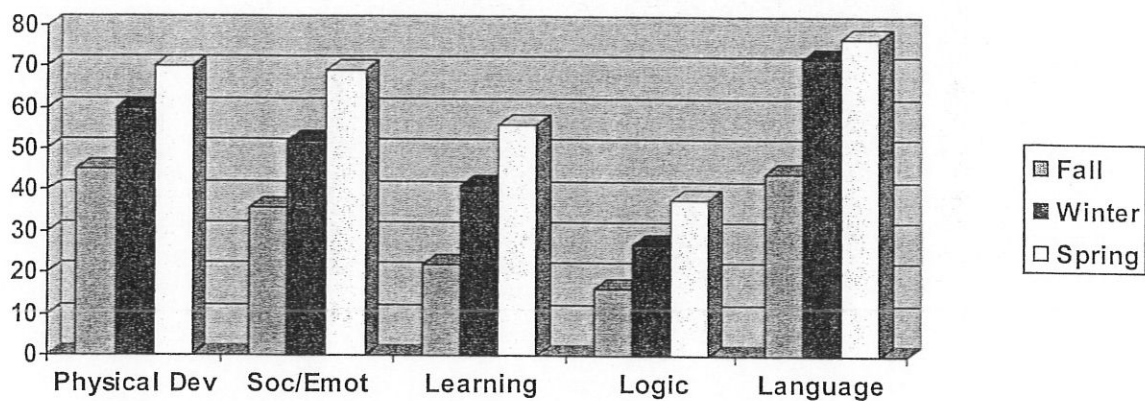
Homebased Rich



Bear River Head Start Outcomes Progress 2012-2013 Homebased Snowville



Bear River Head Start Outcomes Progress 2012-2013 Homebased South Bannock



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.

Indicator	Total Program Averages 2012/2013 (%)			
	Fall	Winter	Spring	Gain
Receptive Language	27	79	81	54
Expressive Language	53	69	79	26
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	47	67	72	25
Phonological Awareness	27	40	43	16
Alphabet Knowledge	20	25	27	7
Print Concept and Conventions	29	43	48	19
Early Writing	27	36	40	13
Number Concept and Quantities	26	32	36	10
Number Relationships and Operations	17	27	42	25
Geometry and Spatial Sense	31	38	42	11
Patterns	17	22	25	8
Measurements and Comparisons	20	23	28	8
Scientific Skills and Methods	15	21	25	10
Conceptual Knowledge of Natural and Physical World	34	50	62	28
Music	35	43	48	13

Creative Movement and Dance	41	48	53	12
Art	41	57	62	21
Drama	47	56	60	23
Social Relationships	35	45	50	15
Self Concept and Self Efficacy	57	71	75	18
Self Regulation	53	60	67	14
Emotional and Behavioral Health	45	62	66	21
Initiative and Curiosity	44	63	69	25
Persistence and Attentiveness	27	37	40	13
Cooperation	41	53	61	20
Reasoning and Problem Solving	15	21	25	10
Symbolic Representation	26	35	38	12
Self, Family and Community	36	44	48	12
People and the Environment	18	19	28	10
History and Events	27	38	46	19
Physical Health Status	82	86	87	5
Health Knowledge and Practice	45	55	59	14
Gross Motor Skills	51	52	61	10
Fine Motor Skills	41	50	57	16

Strengths

The categories of Receptive Language, Expressive Language, Book Appreciation and Knowledge, Self Concept and Efficacy, Self Regulation, Emotional and Behavioral Health, Initiative and Curiosity, and Physical Health and Status.

Weakness

The categories of Alphabet Knowledge, Patterns, Measurement and Comparisons, Scientific Skills and Methods, Reasoning and Problem Solving, Symbolic Representation, and People and the Environment.