

Head Start

BEAR RIVER

2014-2015

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

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. 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.

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



Teacher act with intentionally to 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. 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.

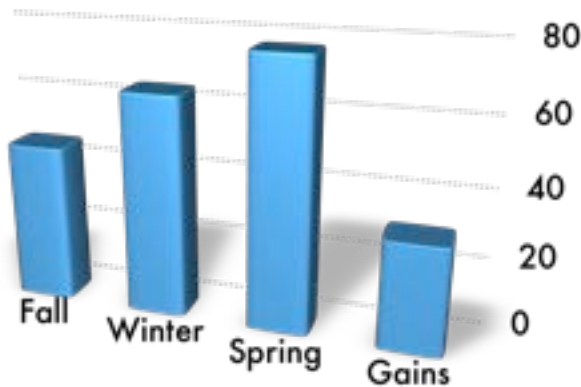
Social Service

Families matter! Bear River Head Start is designed to 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.



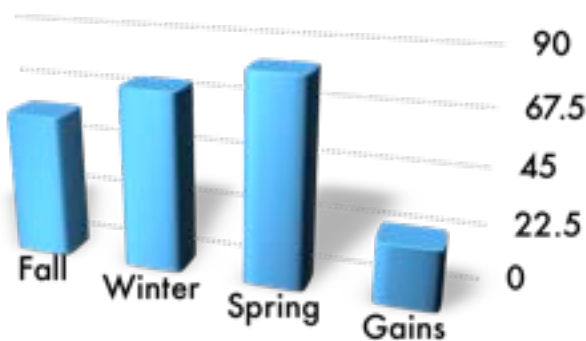
Three Year-Olds

Social-Emotional Development



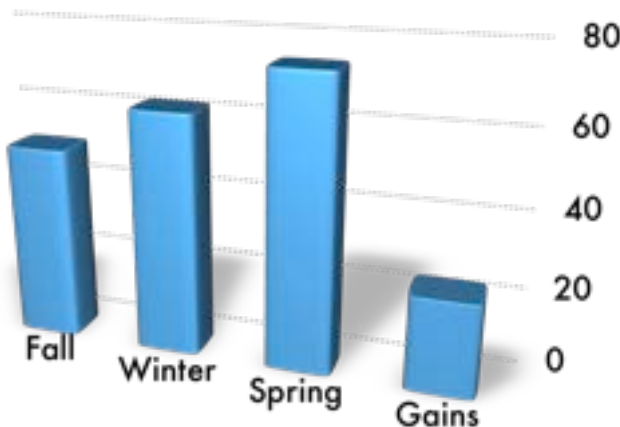
- Objective 1: Regulates own emotions and behavior
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
 - Forms relationship with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes friends
- Objective 3: Participates cooperatively and constructively in group
 - Balance needs and rights of self and others
 - Solves social problems

Physical Development



- Objective 4: Demonstrates traveling skills
- Objective 5: Demonstrates balance skills
- Objective 6: Demonstrates gross-motor manipulative skills
- Objective 7: Demonstrates fine-motor strength and coordination
 - Uses fingers and hands
 - Uses writing and drawing tools

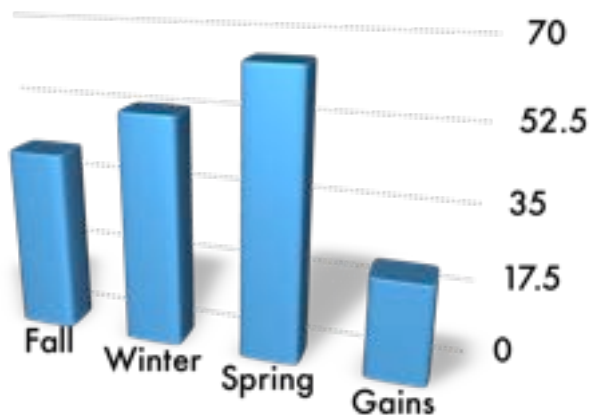
Language Development



- Objective 8: Listens to and understands increasingly complex language
 - Comprehends language
 - Follows directions
- Objective 9: Uses language to express thoughts and needs
 - Uses an expanding expressive vocabulary
 - Speaks clearly
 - Uses conventional grammar
 - Tells about another time or place
- Objective 10: Uses appropriate conversational and communication skills
 - Engages in conversations
 - Uses social rules and language

Three Year Olds

Cognitive Development



Objective 11: Demonstrates positive approaches to learning

Attends and engages

Persists

Solves problems

Shows curiosity and motivation

Show flexibility and inventiveness and thinking

Objective 12: Remembers and connects experiences

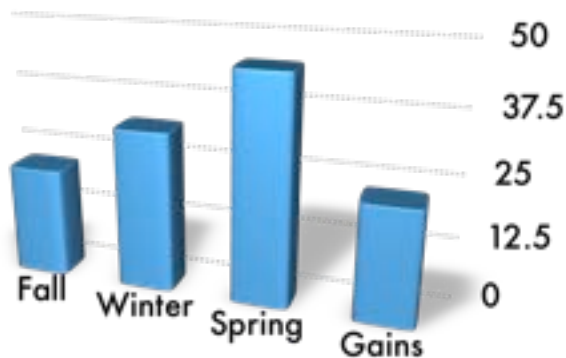
Recognizes and recalls

Makes connections

Objective 13: Uses classification skills

Objective 14: Use symbols and images to represent something not present

Literacy



Objective 15: Demonstrates phonological awareness

Notices and discriminates rhyme

Notices and discriminates alliteration

Notices and discriminates smaller and smaller units of sound

Objective 16: Demonstrates knowledge of the alphabet

Identifies and names letters

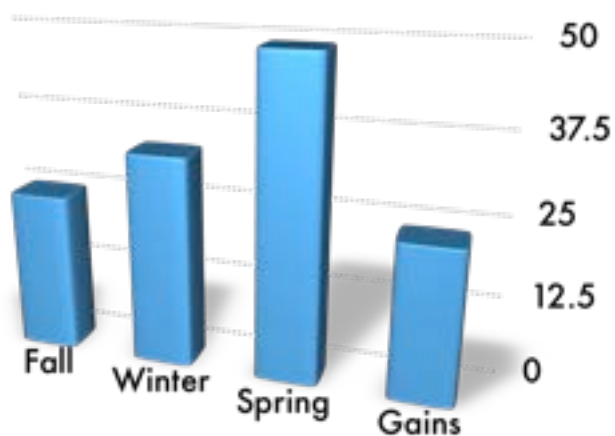
Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

Mathematics



Objective 20: Uses number concepts and operations

Counts

Quantifies

Connects numerals with their quantities

Objective 21: Explores and describes spatial relationships and shapes

Understands spatial relationships

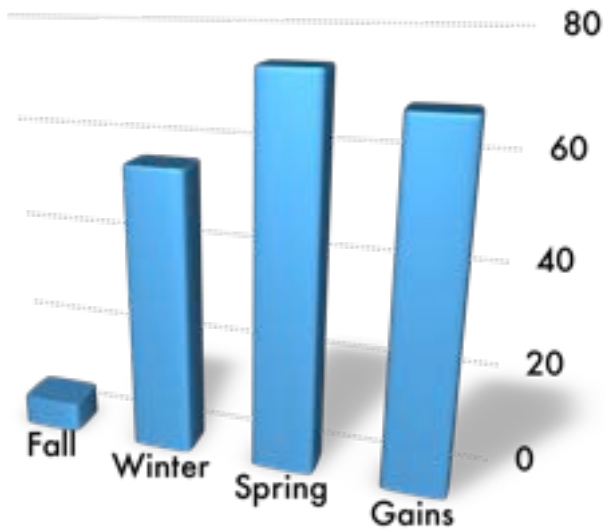
Understands shapes

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

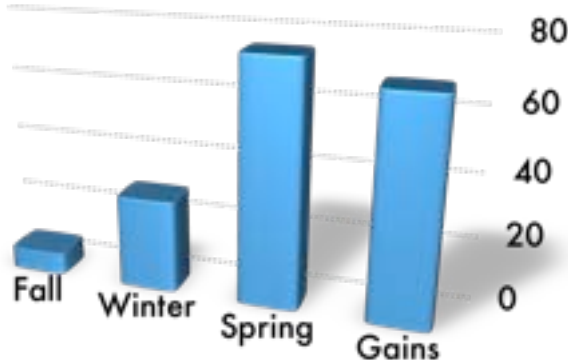
Three Year Olds

Science and Technology



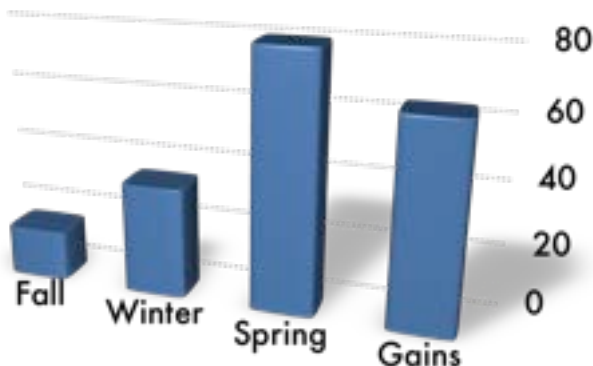
- Objective 24: Uses science inquiry skills
- Objective 25: Demonstrates knowledge of the characteristic of living things
- Objective 26: Demonstrates knowledge of the physical properties of objects and materials
- Objective 27: Demonstrates knowledge of Earth's environment
- Objective 28: Uses tools and other technology to perform tasks

Social Studies



- Objective 29: Demonstrates knowledge of self
- Objective 30: Shows basic understanding of people and how they live
- Objective 31: Explores change related to familiar people and places
- Objective 32: Demonstrates simple geographic knowledge

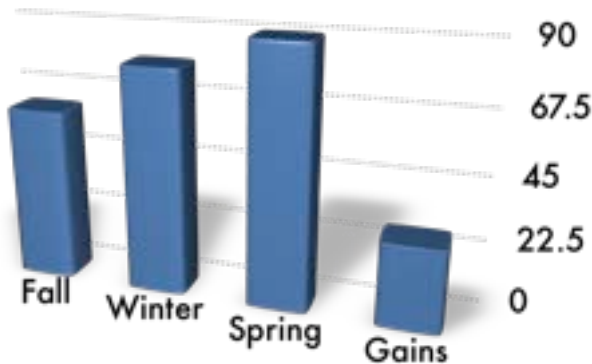
The Arts



- Objective 33: Explores the visual arts
- Objective 34: Explores musical concepts and expression
- Objective 35: Explores dance and movement concepts
- Objective 36: Explores drama through actions and language

Three Year Olds

English Language Development

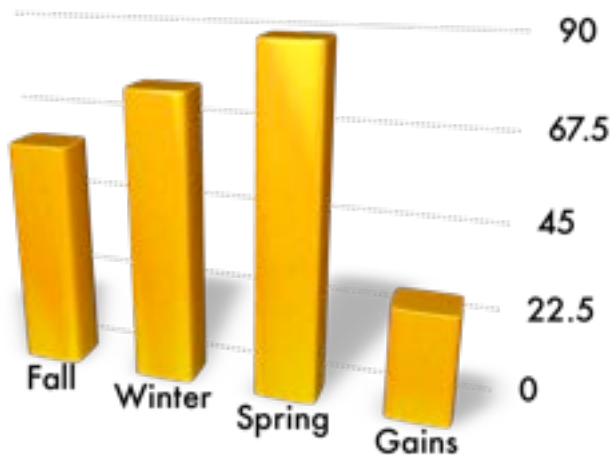


Objective 37: Demonstrates progress in listening to and understanding English

Objective 38: Demonstrates progress in speaking English

Four Year Olds

Social-Emotional Development



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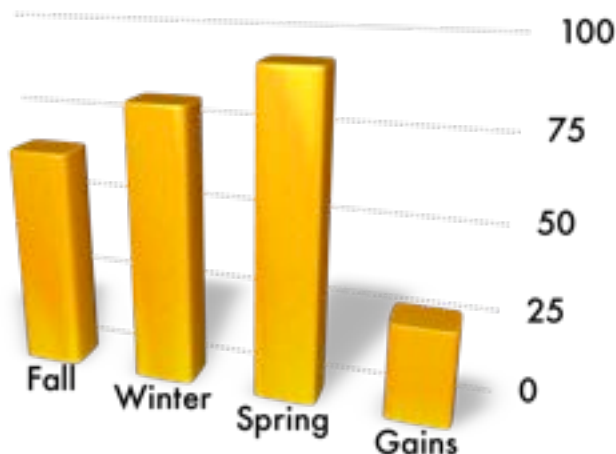
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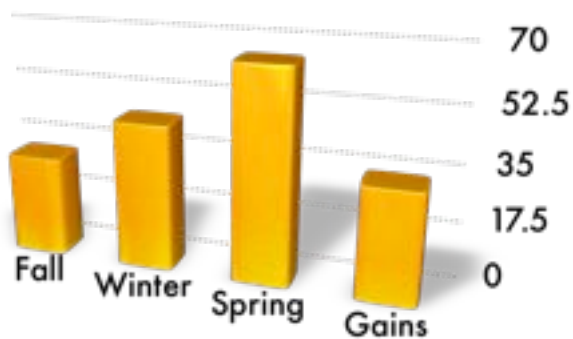
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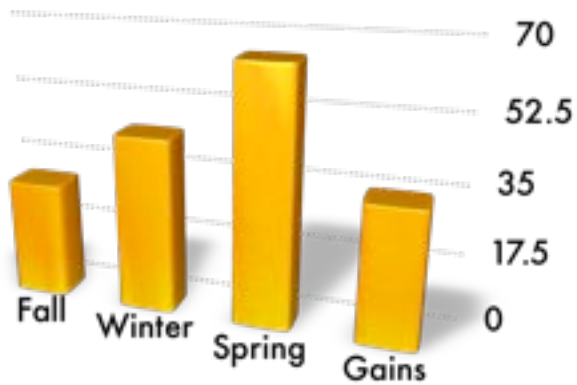
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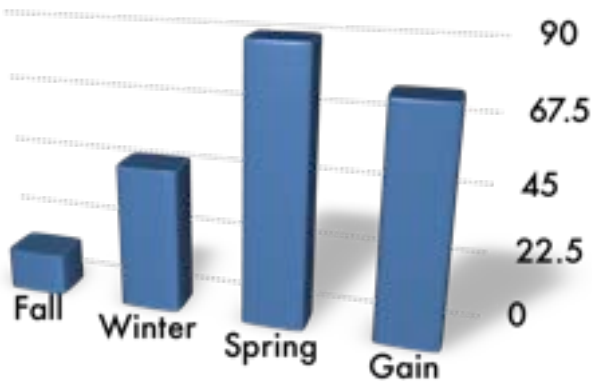
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Mathematics



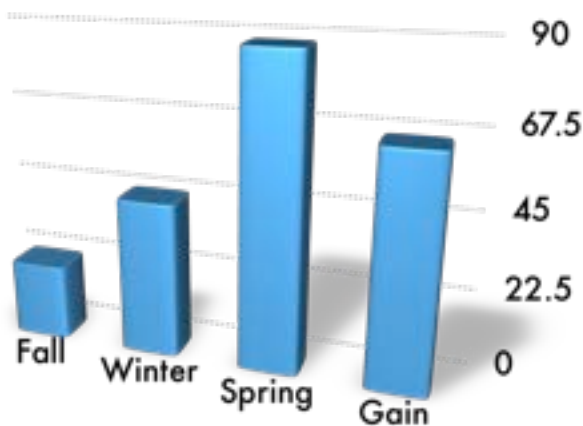
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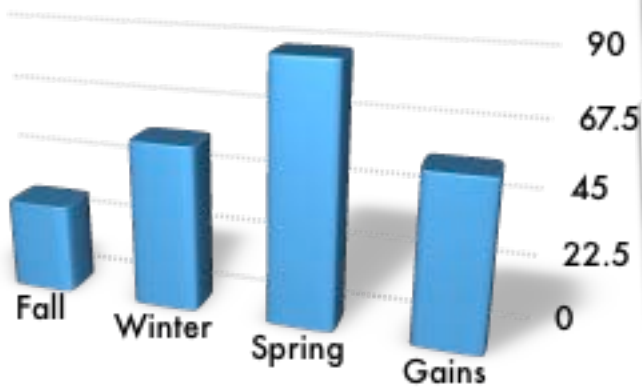
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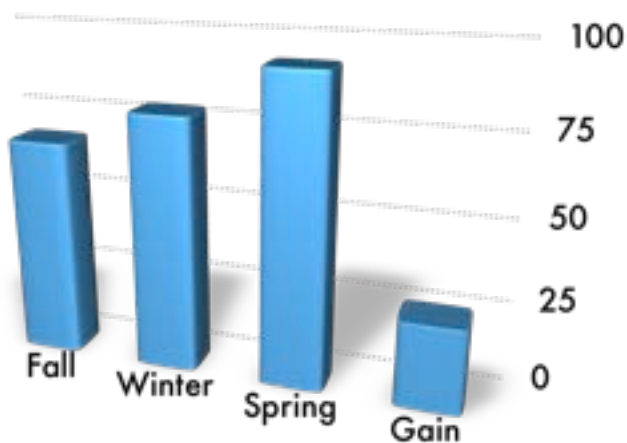
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