

**Bear River Head Start
& Early Head Start
Centerbased & Homebased
Child & Family Outcomes
2023-2024**



**School Readiness
Report / Outcomes / Goals**

Appendix

Appendix

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Part I.
Outcomes
&
CLASS

**Preschool
Head Start
Yearly Report
to the
Community**

BEAR RIVER HEAD START

2023-2024



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 to the Community

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-old 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-old 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



Long Term Effect on 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 earn higher wages in their early twenties
- Children that attend Head Start are less likely to be booked into jail or charged with a crime
- Head Start is associated with large and significant gains in test scores
- Head Start significantly reduces the probability that children repeat a grade



Bear River Head Start Services

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

Literacy materials are meaningful in the classroom. 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.

Teachers engage with intentionality to help children use written and spoken language throughout the day." (Cate Heroman & Candy Jones). Children are taught letters of the alphabet by first recognizing the letters in their own name. We include activities each with child's name as a way of making 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. Each child is treated as a unique individual and encouraged 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, afternoon or extended day sessions), depending upon the area.

Home-based

As of 2/1/22, BRHS serves a very limited number of children in the Preschool Homebased option. These slots are reserved for families living in rural areas who do not have access to a Head Start center. These families receive Head Start services via a parent focused approach, through weekly home visits by a Family Educator. Parents and children are also given opportunities to participate in socialization activities with other Head Start families on a regular basis.

SOCIAL SERVICES

Families matter!

Bear River Head Start is designed to assist families in improving the conditions and the quality of their family life.

Families are assisted by qualified Family Development staff who help parents become 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.

Outcome Reports: Three Year-Olds

Social & Emotional Development

SED 1: Identity of Self in Relation to Others
 SED 2: Social and Emotional Understanding
 SED 3: Relationships & Social Interactions w/
 Familiar Adults

SED 4: Relationships and Social Interactions w/Peers
 SED 5: Symbolic and Sociodramatic Play

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier			
		Early Infancy → Kindergarten											
Social and Emotional Development (SED)													
Spring 2024	27			4%	1	26%	7	26%	7	30%	8	15%	4
Winter 2024	27			7%	2	30%	8	41%	11	15%	4	7%	2
Fall 2023	27			26%	7	19%	5	52%	14	4%	1		

Physical Development

PD-HLTH 1: Perceptual-Motor Skills/Movement
 Concepts
 PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills
 PD-HLTH 4: Fine Motor Manipulative Skills

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier					
		Early Infancy → Kindergarten													
Physical Development-Health (PD-HLTH)															
Spring 2024	27			4%	1	15%	4	30%	8	33%	9	11%	3	7%	2
Winter 2024	27			4%	1	19%	5	44%	12	22%	6	11%	3		
Fall 2023	27					22%	6	67%	18	11%	3				

Cognition, Including Math and Science

COG 1: Spatial Relationships
 COG 2: Classification
 COG 3: Number Sense of Quantity
 COG 4: Number Sense of Math Operations

COG 5: Measurement
 COG 6: Patterning
 COG 7: Shapes
 COG 8: Cause and Effect

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier				
		Early Infancy → Kindergarten												
Cognition, Including Math and Science (COG)														
Spring 2024	27				7%	2	22%	6	33%	9	37%	10		
Winter 2024	27				15%	4	19%	5	41%	11	22%	6	4%	1
Fall 2023	27			4%	1	15%	4	30%	8	48%	13	4%	1	

Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)
 ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2024	27			7%	4%	11%	41%	22%	15%	
				2	1	3	11	6	4	
Winter 2024	27			7%	7%	15%	48%	19%	4%	
				2	2	4	13	5	1	
Fall 2023	27			11%	4%	30%	44%	11%		
				3	1	8	12	3		
Language (LANG)										
Spring 2024	27		11%			7%	41%	19%	19%	
			3			2	11	5	5	
Winter 2024	25		12%			16%	36%	28%	4%	
			3			4	9	7	1	
Fall 2023	21		5%			19%	38%	19%		
			1			4	8	4		
Literacy Development (LIT)										
Spring 2024	27			7%		11%	37%	37%	7%	
				2		3	10	10	2	
Winter 2024	25			8%	8%	16%	40%	28%		
				2	2	4	10	7		
Fall 2023	21		5%	14%	5%	29%	33%	14%		
			1	3	1	6	7	3		

Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2024	27			4%		33%	22%	30%	11%	
				1		9	6	8	3	
Winter 2024	27			7%		44%	19%	30%		
				2		12	5	8		
Fall 2023	27		4%	22%		33%	33%	7%		
			1	6		9	9	2		

Outcome Reports: Four Year-Olds

Social & Emotional Development

SED 1: Identity of Self in Relation to Others
 SED 2: Social and Emotional Understanding
 SED 3: Relationships & Social Interactions w/
 Familiar Adults

SED 4: Relationships and Social Interactions w/Peers
 ED 5: Symbolic and Sociodramatic Play

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
♥ Social and Emotional Development (SED)										
Spring 2024	134		1%			1%	6%	20%	45%	27%
			1			2	8	27	60	36
Winter 2024	134	1%			1%	2%	13%	34%	40%	10%
		1			1	3	18	45	53	13
Fall 2023	134		1%		2%	7%	32%	38%	20%	
			1		3	9	43	51	27	

Physical Development

PD-HLTH 1: Perceptual-Motor Skills and Movement
 Concepts
 PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills
 PD-HLTH 4: Fine Motor Manipulative Skills

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
👤 Physical Development—Health (PD-HLTH)										
Spring 2024	134		1%			1%	1%	20%	38%	39%
			1			1	2	27	51	52
Winter 2024	134		1%			1%	4%	37%	35%	22%
			1			2	5	49	47	30
Fall 2023	134		1%			1%	22%	48%	25%	3%
			1			2	29	64	34	4

Cognition, Including Math and Science

COG 1: Spatial Relationships
 COG 2: Classification
 COG 3: Number Sense of Quantity
 COG 4: Number Sense of Math Operations

COG 5: Measurement
 COG 6: Patterning
 COG 7: Shapes
 COG 8: Cause and Effect

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
🧠 Cognition, Including Math and Science (COG)										
Spring 2024	133					2%	5%	31%	36%	27%
						2	6	41	48	36
Winter 2024	133				2%	2%	11%	42%	33%	10%
					2	3	15	56	44	13
Fall 2023	132				2%	8%	26%	45%	20%	
					2	10	34	60	26	

Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 6: Comprehension of Age-Appropriate Text
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)
 ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2024	134			1%	2	1	5%	25%	40%	28%
Winter 2024	134		1%	1%	1	1%	16%	32%	40%	9%
Fall 2023	132		1	2%	2	8%	30%	42%	20%	
Language (LANG)										
Spring 2024	134		1%				9%	23%	37%	29%
Winter 2024	134		2			1%	16%	34%	37%	10%
Fall 2023	133					8%	31%	41%	20%	
Literacy Development (LT)										
Spring 2024	133			1%			4%	30%	42%	23%
Winter 2024	133			1%	1%		16%	35%	39%	8%
Fall 2023	132			1%	1%	8%	27%	49%	16%	1%

Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2024	134		1%			2%	10%	19%	43%	26%
Winter 2024	134		1	1%	1	4%	13%	36%	33%	12%
Fall 2023	132			2%	2	16%	28%	34%	20%	1%

**Preschool
Head Start
Centerbased
Outcomes**

PHS Outcome Report 2023-24

Explanation of Developmental Levels:

The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.
- **Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.
- **Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.
- **Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

All PHS Center-Based Children

*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

Approaches to Learning

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

What this means:

Throughout the school year many children have progressed from the Building Earlier level to the high end of the Building Middle level. At the beginning of the year they were learning to pay attention to and explore people, toys, and activities, as well as learning to interact with others. As they have progressed to the Building Middle level, most children are able to seek adult support when needed. They are also learning how to observe, test, and ask questions about how things work.

Social and Emotional Development

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

What this means:

Many of the children have progressed socially from the Building Earlier level to near the Building Later level. At the Building Earlier level, children were learning how to pretend an object was something else (such as pretending a block is a phone) and how to say the names of familiar adults to get their attention. Throughout the school year, children have begun to pretend with others. They are also learning to get help from a familiar adult to understand interesting things that happen or the cause of people's feelings.

Language and Literacy Development

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

What this means:

At the beginning of the school year, many of the children were at the Building Earlier level. Throughout the school year, most have advanced to the Building Middle level. The previous level indicated that most children were learning how to respond to questions about a variety of topics. They were also beginning to engage in brief conversations and sing simple songs. At the Building Middle level most children are now able to communicate in complete sentences, and are beginning to recognize letters, and make drawings of people, things, or events.

Cognition, Including Math and Science

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

What this means:

Throughout the school year many children have progressed from the Building Earlier level to the Building Middle level. At the Building Earlier level, children were beginning to learn how to use number words and purposefully explore things in the environment (such as stacking blocks to see how high a tower can get before falling). They were also learning to repeat patterns in songs, sounds, and routines. As they have moved to the Building Middle level, most children are now learning to identify shapes, and sort objects into different groups (such as first sorting blocks by color and then re-sorting them by shape).

Physical Development-Health

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

What this means:

At the beginning of the school year, many of the children were at the early stages of Building Middle levels. Throughout the school year, most have advanced further into the Building Middle and Building Later levels. The early stage is where children were just learning how to coordinate multiple parts of the body (such as using two feet to jump very low to the ground or using one hand to hold a bucket while scooping sand with the other hand). At the higher level, children are now able to adjust their movements to fit the situation and coordinate multiple body parts and actions.

English Language Development

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2024						
Winter 2024						
Fall 2023						

What this means:

At the beginning of the school year, many children who are exposed to multiple languages were learning the meaning of many words, phrases and ideas in English. As the school year has progressed, their English proficiency has increased to the Building English level. This indicates that many children are able to communicate in complete sentences in English and are learning to identify letters when printed in English.

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Dual Language Learner								
Not Dual Language Lea ...								
Winter 2024								
Dual Language Learner								
Not Dual Language Lea ...								
Fall 2023								
Dual Language Learner								
Not Dual Language Lea ...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Dual Language Learner									
Not Dual Language Lea ...									
Winter 2024									
Dual Language Learner									
Not Dual Language Lea ...									
Fall 2023									
Dual Language Learner									
Not Dual Language Lea ...									

English Language Development (ELD)

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2024						
Dual Language Learner						
Not Dual Language Lea ...						
Winter 2024						
Dual Language Learner						
Not Dual Language Lea ...						
Fall 2023						
Dual Language Learner						
Not Dual Language Lea ...						

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
IEP/IFSP								
No IEP/IFSP								
Winter 2024								
IEP/IFSP								
No IEP/IFSP								
Fall 2023								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
IEP/IFSP									
No IEP/IFSP									
Winter 2024									
IEP/IFSP									
No IEP/IFSP									
Fall 2023									
IEP/IFSP									
No IEP/IFSP									

English Language Development (ELD)

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2024						
IEP/IFSP						
No IEP/IFSP						
Winter 2024						
IEP/IFSP						
No IEP/IFSP						
Fall 2023						
IEP/IFSP						
No IEP/IFSP						

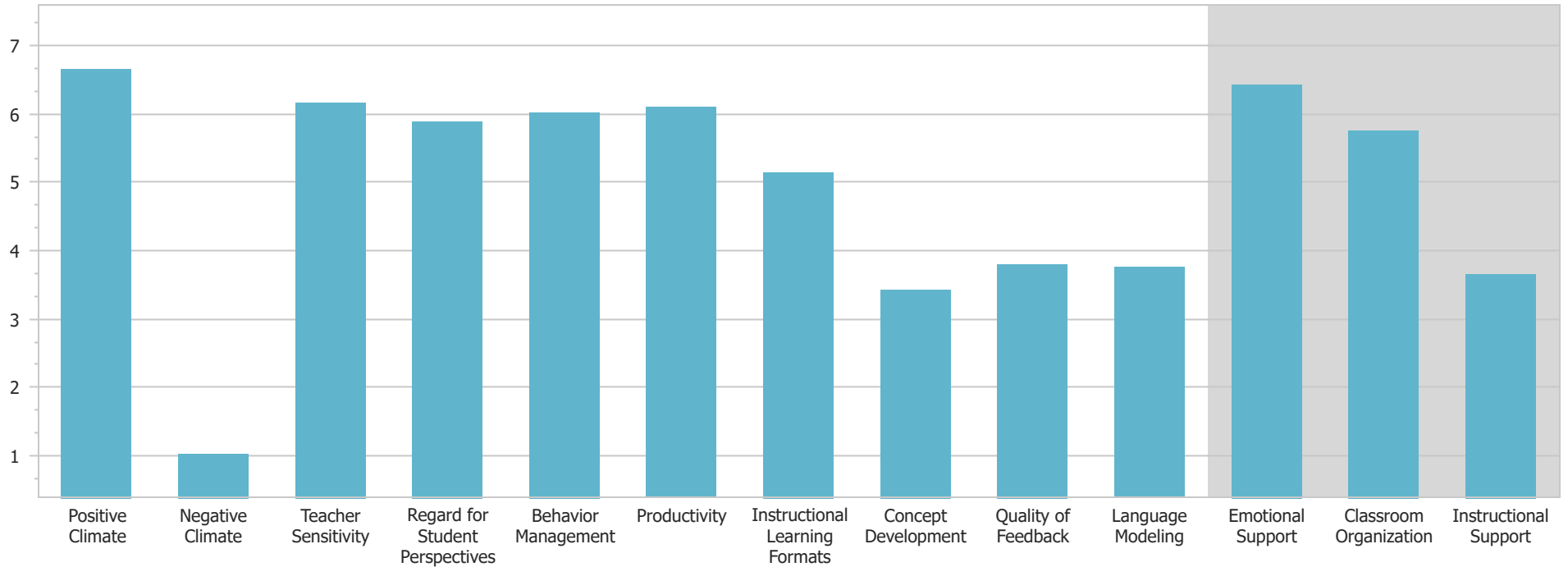
**Preschool
Head Start
CLASS
Observation**



Bear River - PHS, EHS

5630 - Pre-K CLASS® Average Score Charts

Bear River - PHS, EHS



■ All Observations

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.66	1.03	6.17	5.89	6.02	6.1	5.15	3.43	3.8	3.76	6.43	5.76	3.66



Bear River - PHS, EHS

5610 - Pre-K CLASS® Observations List

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
06/14/24	Hyde Park	Imagine Ext Day	Birchell, A.	6.75	1.00	6.00	5.50	6.00	6.25	5.25	3.00	4.25	4.50	6.31	5.83	3.92	Evans, K.
05/30/24	Hyde Park	Soar Ext Day	Coleman, E.	6.75	1.00	6.25	6.25	6.00	6.50	6.25	4.00	4.25	3.75	6.56	6.25	4.00	Hill, P.
05/14/24	Box Elder County	Goslings Ext. Day	Venable, M.	6.50	1.00	6.50	6.50	6.50	6.50	5.25	3.25	3.75	4.00	6.63	6.08	3.67	Hill, P.
05/13/24	Logan	Wonder Ext. Day	Pike, D.	7.00	1.00	6.00	6.25	6.25	6.00	5.50	2.75	3.75	3.25	6.56	5.92	3.25	Mays, A.
05/07/24	Cache County	Hyrum Ext Day	Huppi, J.	7.00	1.00	6.50	6.00	6.25	7.00	6.75	3.50	4.50	4.60	6.63	6.67	4.20	Anderson, K.
05/06/24	Cache County	Smithfield Ext Day	Sorensen, K.	6.00	1.00	5.75	4.75	6.00	5.25	4.00	1.75	1.75	1.75	5.88	5.08	1.75	Reid, J.
05/06/24	Logan	Adventure AM	Garcia, J.	7.00	1.00	5.50	6.00	5.50	5.75	4.75	3.25	3.25	3.00	6.38	5.33	3.17	Willmore, K.
05/02/24	Box Elder County	Colts Ext. Day	Burnham, S.	7.00	1.00	5.00	4.75	5.00	4.75	3.25	2.75	3.00	2.75	5.94	4.33	2.83	Peterson, K.
04/30/24	Box Elder County	Tremonton AM	Bronson, E.	6.25	1.00	7.00	6.25	6.50	6.75	6.00	4.50	3.50	4.00	6.63	6.42	4.00	Hill, P.
04/30/24	Franklin County	Preston AM	Jensen, M.	7.00	1.00	7.00	7.00	7.00	7.00	7.00	5.50	5.50	5.50	7.00	7.00	5.50	Reid, J.
04/30/24	Franklin County	Preston PM	Martinsen, L.	5.75	1.00	5.00	3.50	4.25	4.50	2.50	2.00	1.50	1.50	5.31	3.75	1.67	Reid, J.
04/29/24	Hyde Park	Inspire AM	Bagley, S.	6.00	1.00	6.25	6.50	5.00	6.00	4.75	3.50	3.00	3.25	6.44	5.25	3.25	Hill, P.
04/29/24	Logan	Create PM	DeSimone, M.	7.00	1.00	7.00	6.75	6.50	6.50	6.75	3.25	4.50	5.00	6.94	6.58	4.25	Mays, A.
04/29/24	Logan	Explore Ext. Day	Cloward, A.	6.50	1.50	5.50	5.50	4.00	5.25	3.25	3.50	3.00	2.25	6.00	4.17	2.92	Willmore, K.
04/24/24	Box Elder County	Cubs Ext. Day	Reeder, N.	7.00	1.00	6.75	6.50	7.00	7.00	6.25	4.25	4.00	3.75	6.81	6.75	4.00	Anderson, K.
04/23/24	Hyde Park	Discover PM	Harker, S.	7.00	1.00	6.25	6.00	6.00	6.50	5.50	2.50	4.50	4.25	6.56	6.00	3.75	Evans, K.
03/28/24	Cache County	Richmond AM	Cragun, B.	7.00	1.00	5.25	5.00	5.00	4.75	3.75	3.25	3.25	3.00	6.06	4.50	3.17	Peterson, K.
03/26/24	Logan	Dream AM	York, J.	7.00	1.25	6.75	6.75	6.75	6.25	6.50	4.50	5.00	5.50	6.81	6.50	5.00	Anderson, K.
03/20/24	Bear Lake	Paris PM	Simonson, J.	7.00	1.00	7.00	6.75	6.50	7.00	6.50	4.00	5.50	4.50	6.94	6.67	4.67	Anderson, K.
03/20/24	Onieda County	Malad AM	Tubbs, K.	6.75	1.00	6.75	6.50	6.75	7.00	6.00	5.00	5.00	5.75	6.75	6.58	5.25	Hill, P.
03/19/24	Box Elder County	Joeys AM	Smith, L.	7.00	1.00	6.75	6.75	7.00	7.00	6.00	3.75	4.00	4.25	6.88	6.67	4.00	Anderson, K.
11/06/23	Hyde Park	Discover PM	Harker, S.	7.00	1.00	7.00	7.00	7.00	7.00	6.25	4.75	5.25	5.25	7.00	6.75	5.08	Buchanan, K.
11/02/23	Cache County	Richmond AM	Cragun, B.	6.50	1.00	5.50	5.50	5.00	5.00	4.50	3.25	4.75	4.25	6.13	4.83	4.08	Evans, K.
11/02/23	Hyde Park	Inspire AM	Mays, A.	6.75	1.00	5.75	4.50	5.50	5.00	5.00	4.00	3.50	3.25	6.00	5.17	3.58	Reid, J.
11/01/23	Franklin County	Preston PM	Martinsen, L.	6.25	1.00	5.75	5.75	6.25	6.50	5.25	3.25	3.75	3.25	6.19	6.00	3.42	Hill, P.
10/27/23	Hyde Park	Imagine Ext Day	Birchell, A.	5.75	1.00	3.75	3.75	5.25	4.25	3.75	2.25	1.75	2.00	5.06	4.42	2.00	Birchell, A.
10/26/23	Logan	Create PM	DeSimone, M.	6.50	1.00	6.75	6.50	6.25	6.25	4.75	2.00	3.00	3.00	6.69	5.75	2.67	Buchanan, K.
10/24/23	Logan	Dream AM	York, J.	7.00	1.00	6.00	6.00	6.25	6.25	5.50	5.00	5.50	5.25	6.50	6.00	5.25	Evans, K.
10/24/23	Onieda County	Malad AM	Tubbs, K.	7.00	1.00	7.00	6.25	6.75	7.00	6.00	4.50	5.50	6.00	6.81	6.58	5.33	Willmore, K.
10/17/23	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	7.00	7.00	6.75	6.75	4.25	2.25	3.00	2.50	7.00	5.92	2.58	Buchanan, K.
10/17/23	Box Elder County	Tremonton AM	Bronson, E.	7.00	1.00	7.00	6.50	6.50	7.00	5.25	4.75	5.00	4.75	6.88	6.25	4.83	Anderson, K.
10/16/23	Bear Lake	Paris PM	Simonson, J.	6.50	1.00	6.00	6.75	6.25	6.50	6.00	3.75	4.25	4.50	6.56	6.25	4.17	Hill, P.



Bear River - PHS, EHS

5610 - Pre-K CLASS® Observations List

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
10/16/23	Hyde Park	Soar Ext Day	Cox, C.	6.50	1.00	5.00	4.50	4.50	4.75	3.75	2.25	2.75	2.50	5.75	4.33	2.50	Peterson, K.
10/11/23	Franklin County	Preston AM	Jensen, M.	6.50	1.00	6.00	6.25	6.50	6.50	5.75	4.50	5.00	4.75	6.44	6.25	4.75	Hill, P.
10/11/23	Logan	Adventure AM	Garcia, J.	7.00	1.00	7.00	5.50	7.00	6.50	5.75	5.00	5.25	5.25	6.63	6.42	5.17	Reid, J.
10/10/23	Box Elder County	Joeys AM	Smith, L.	7.00	1.00	6.00	5.75	5.50	5.00	4.00	3.50	3.50	3.50	6.44	4.83	3.50	Peterson, K.
10/10/23	Logan	Wonder Ext. Day	Pike, D.	6.25	1.25	5.50	3.50	5.25	5.00	4.00	1.25	1.75	1.75	5.50	4.75	1.58	Reid, J.
10/04/23	Box Elder County	Colts Ext. Day	Burnham, S.	6.50	1.25	7.00	7.00	6.75	6.75	4.50	2.00	2.75	2.75	6.81	6.00	2.50	Buchanan, K.
09/27/23	Box Elder County	Cubs Ext. Day	Reeder, N.	7.00	1.00	7.00	7.00	7.00	7.00	5.25	3.25	2.75	3.50	7.00	6.42	3.17	Buchanan, K.
09/27/23	Cache County	Hyrum Ext Day	Young, T.	6.25	1.00	6.25	5.75	5.75	6.50	5.50	3.50	3.75	3.75	6.31	5.92	3.67	Hill, P.
09/26/23	Logan	Explore Ext. Day	Cloward, A.	6.50	1.00	6.00	6.00	6.25	6.00	5.50	2.25	3.25	3.00	6.38	5.92	2.83	Evans, K.
09/20/23	Cache County	Smithfield Ext Day	Sorensen, K.	5.75	1.00	5.25	5.00	5.00	5.25	4.00	3.00	3.00	3.00	5.75	4.75	3.00	Hill, P.

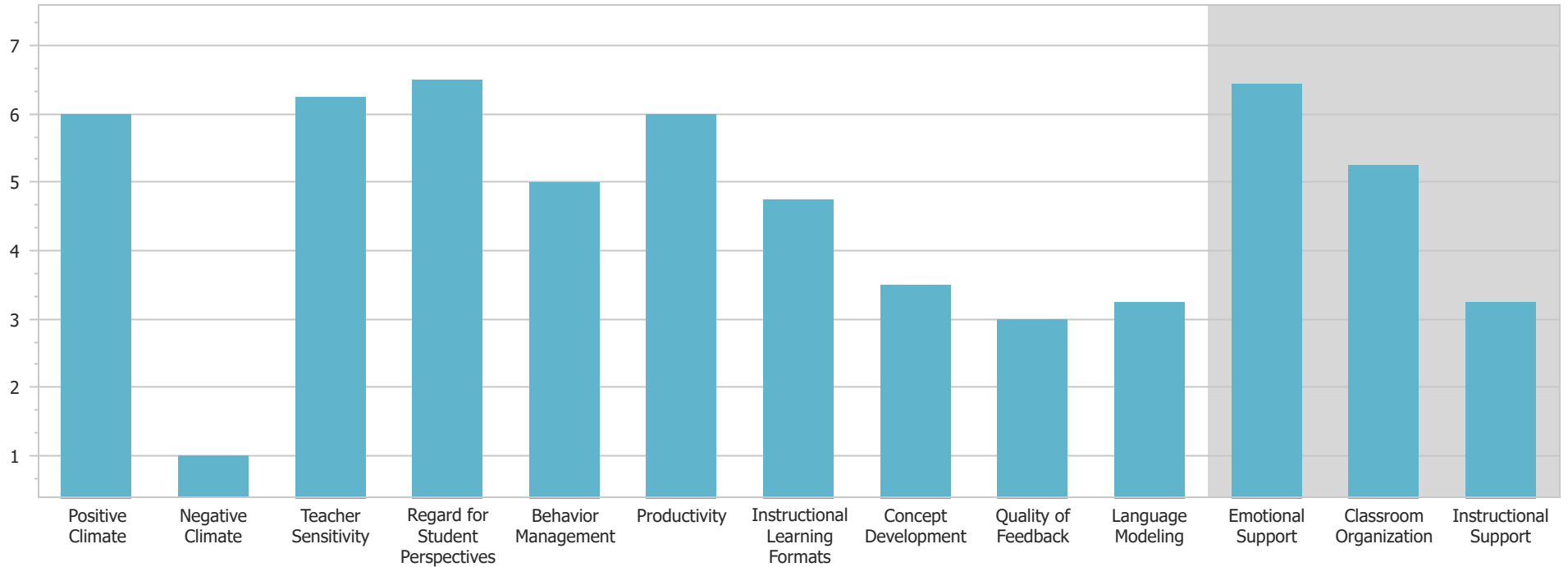
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Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bagley, Shaylee



4/29/2024

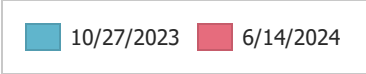
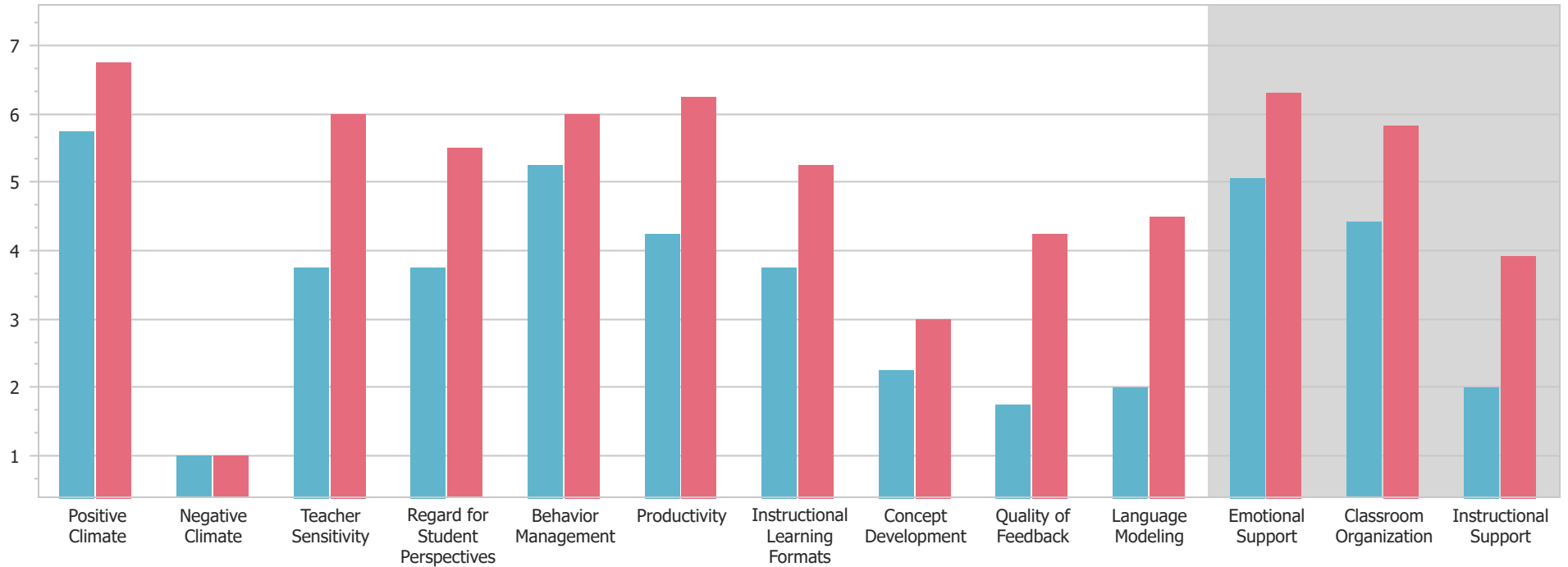
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
4/29/2024	6	1	6.25	6.5	5	6	4.75	3.5	3	3.25	6.44	5.25	3.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Birchell, Ashlyn



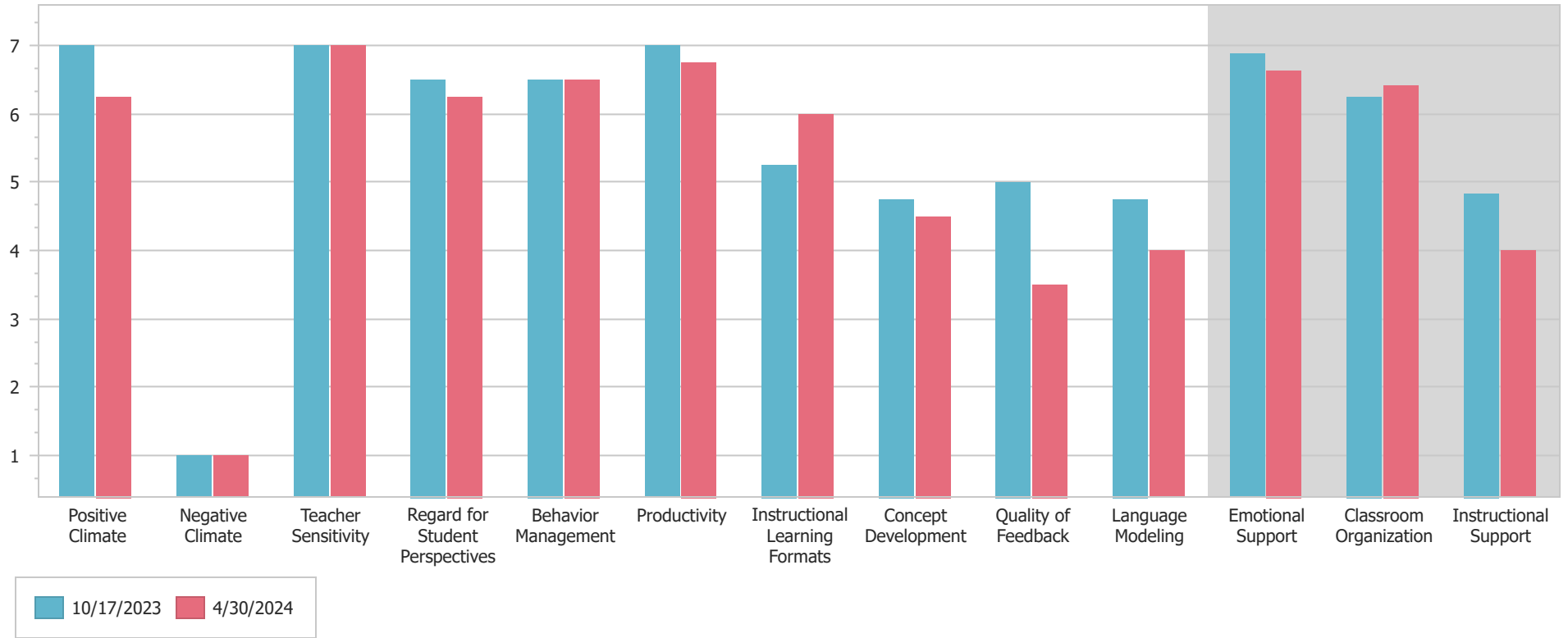
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/27/2023	5.75	1	3.75	3.75	5.25	4.25	3.75	2.25	1.75	2	5.06	4.42	2
6/14/2024	6.75	1	6	5.5	6	6.25	5.25	3	4.25	4.5	6.31	5.83	3.92



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bronson, Emily



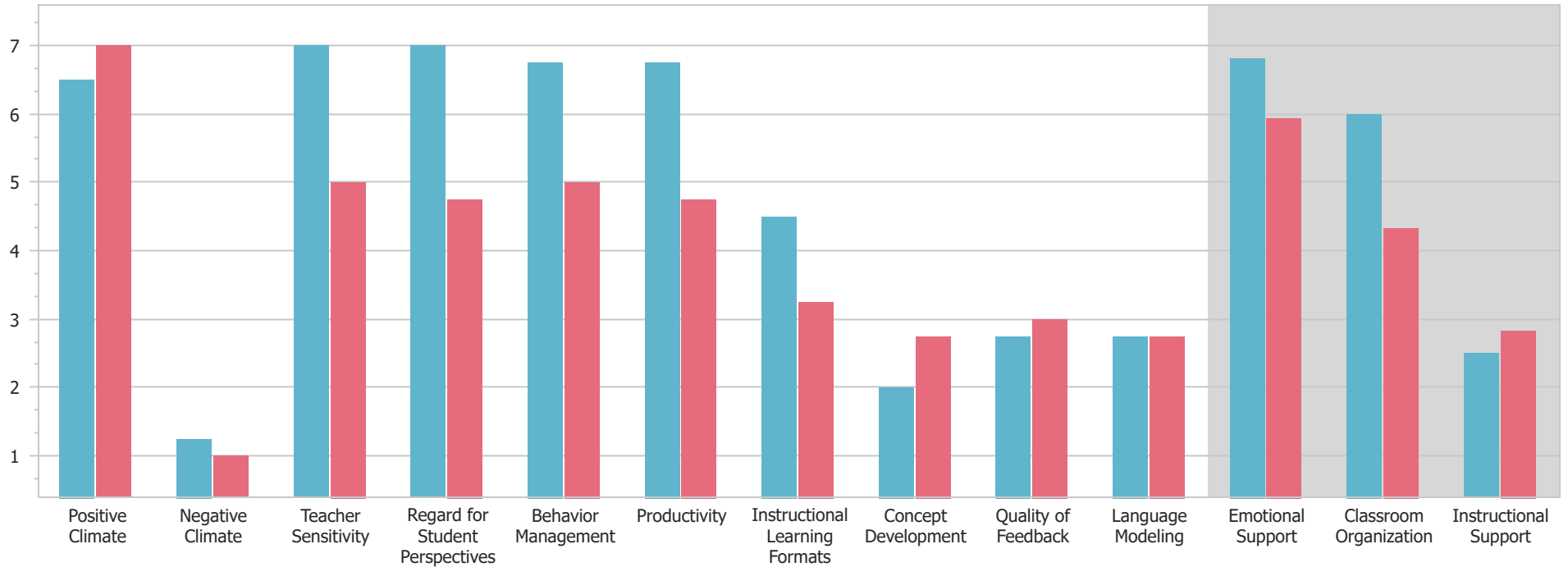
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/17/2023	7	1	7	6.5	6.5	7	5.25	4.75	5	4.75	6.88	6.25	4.83
4/30/2024	6.25	1	7	6.25	6.5	6.75	6	4.5	3.5	4	6.63	6.42	4



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Burnham, Shawn



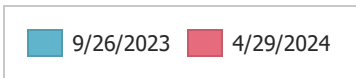
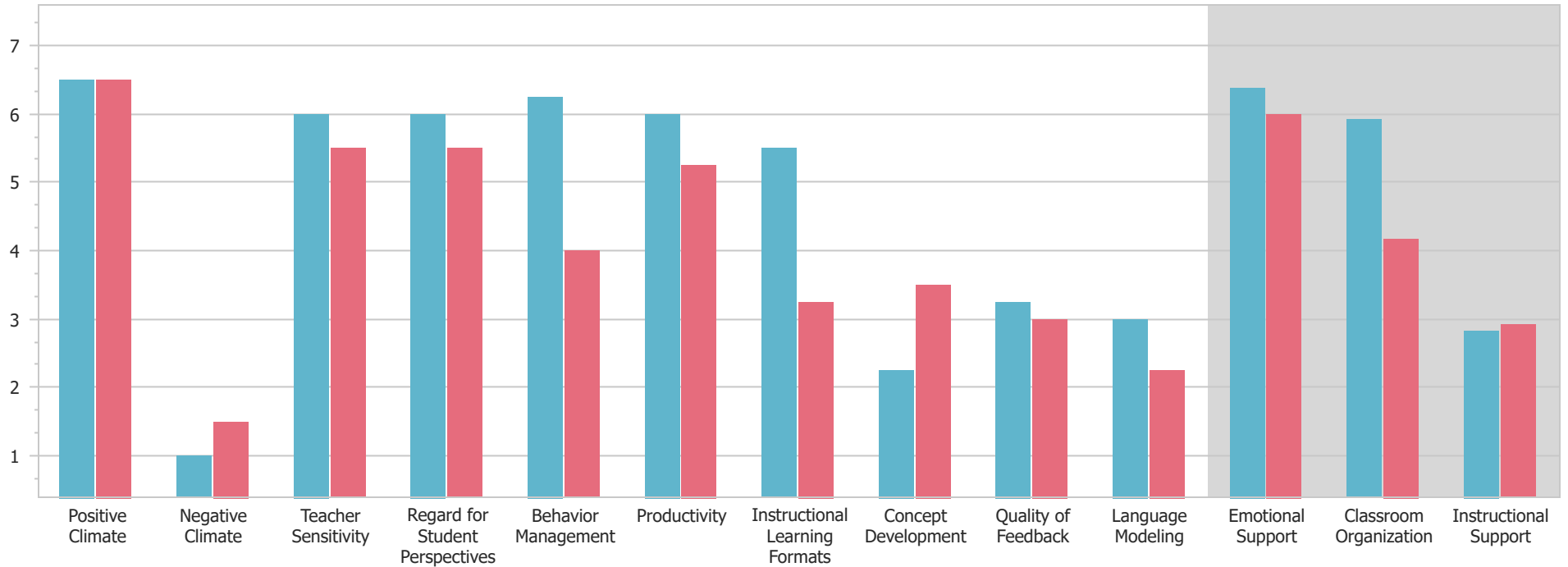
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/4/2023	6.5	1.25	7	7	6.75	6.75	4.5	2	2.75	2.75	6.81	6	2.5
5/2/2024	7	1	5	4.75	5	4.75	3.25	2.75	3	2.75	5.94	4.33	2.83



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Cloward, Abby



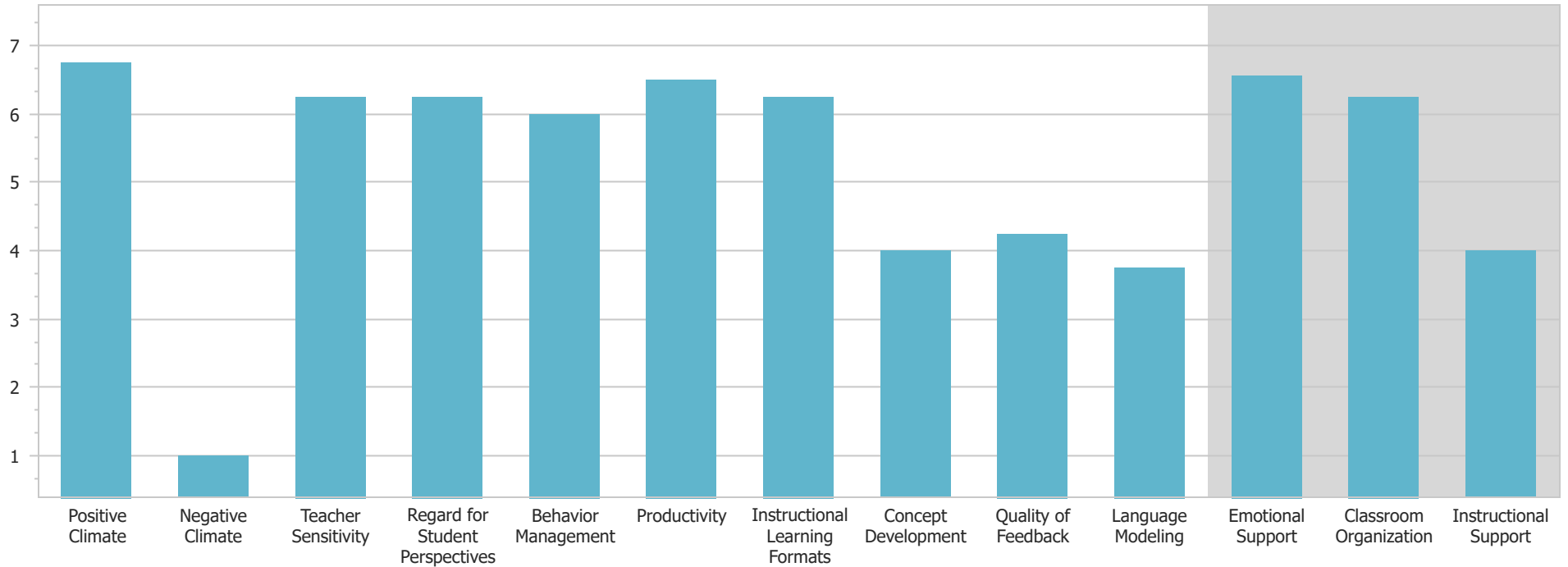
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
9/26/2023	6.5	1	6	6	6.25	6	5.5	2.25	3.25	3	6.38	5.92	2.83
4/29/2024	6.5	1.5	5.5	5.5	4	5.25	3.25	3.5	3	2.25	6	4.17	2.92



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

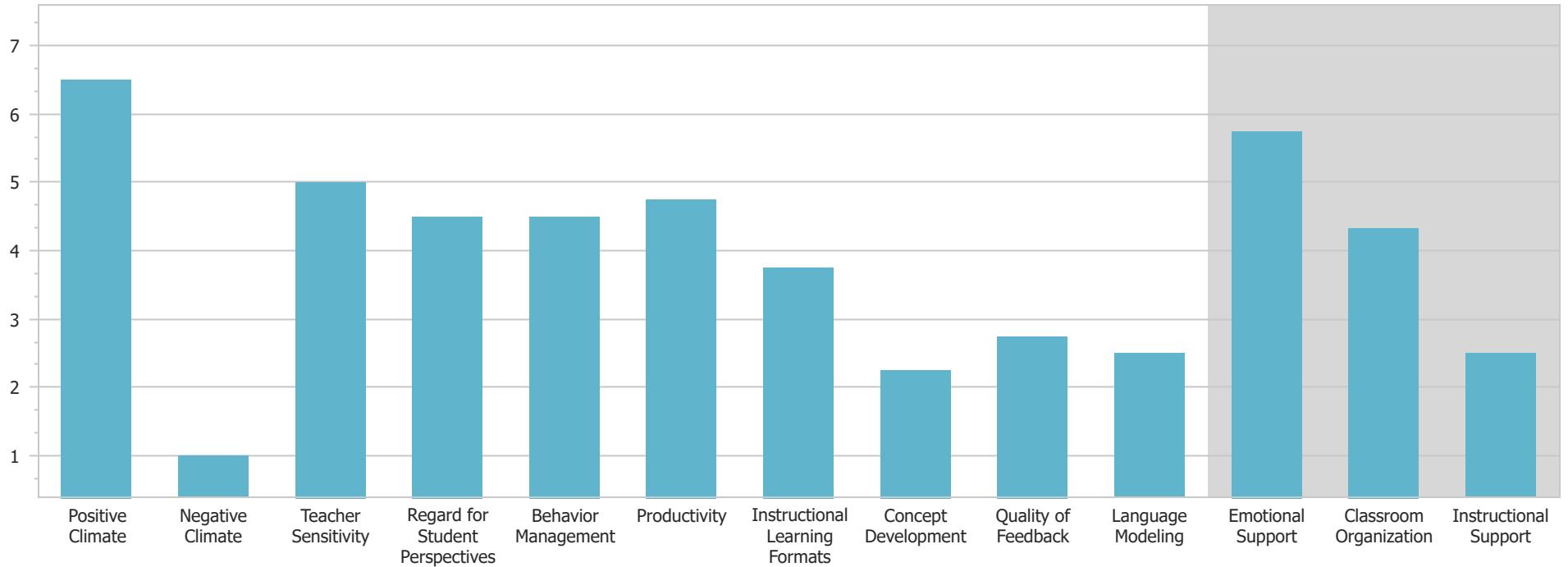
Coleman, Erica



5/30/2024

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/30/2024	6.75	1	6.25	6.25	6	6.5	6.25	4	4.25	3.75	6.56	6.25	4

Cox, Candace



10/16/2023

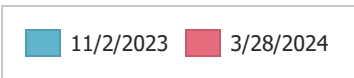
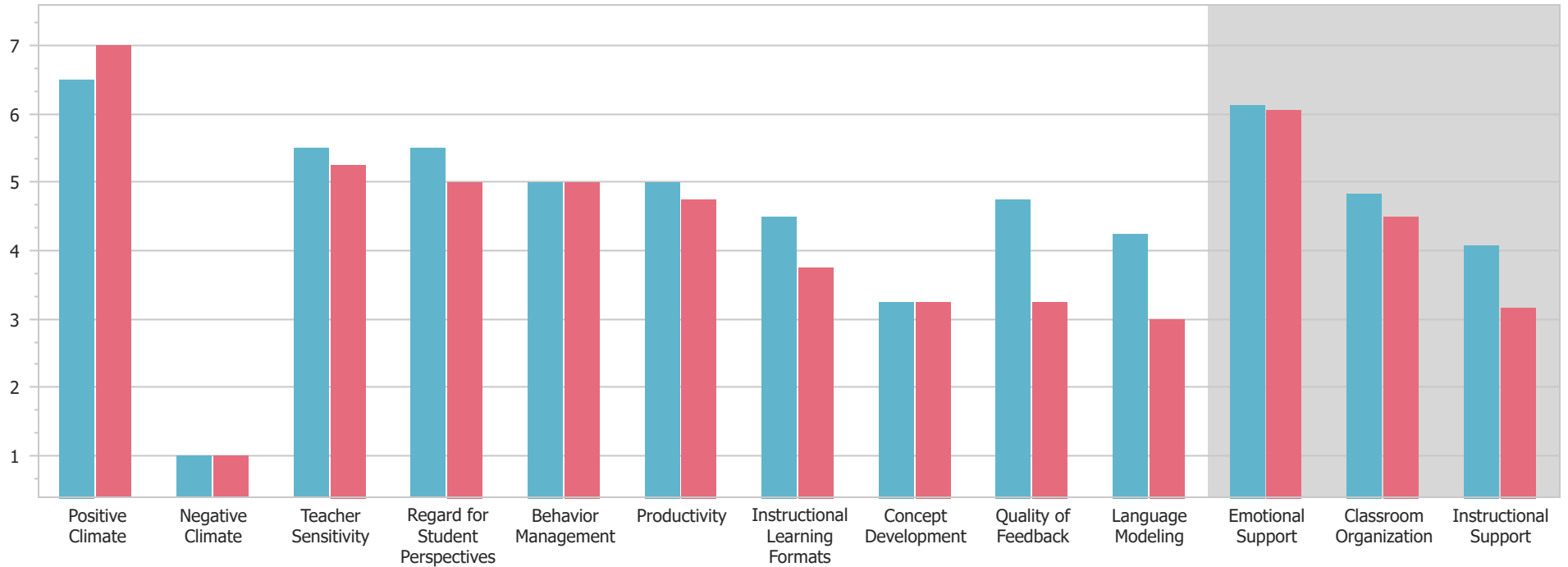
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/16/2023	6.5	1	5	4.5	4.5	4.75	3.75	2.25	2.75	2.5	5.75	4.33	2.5



Bear River - PHS, EHS

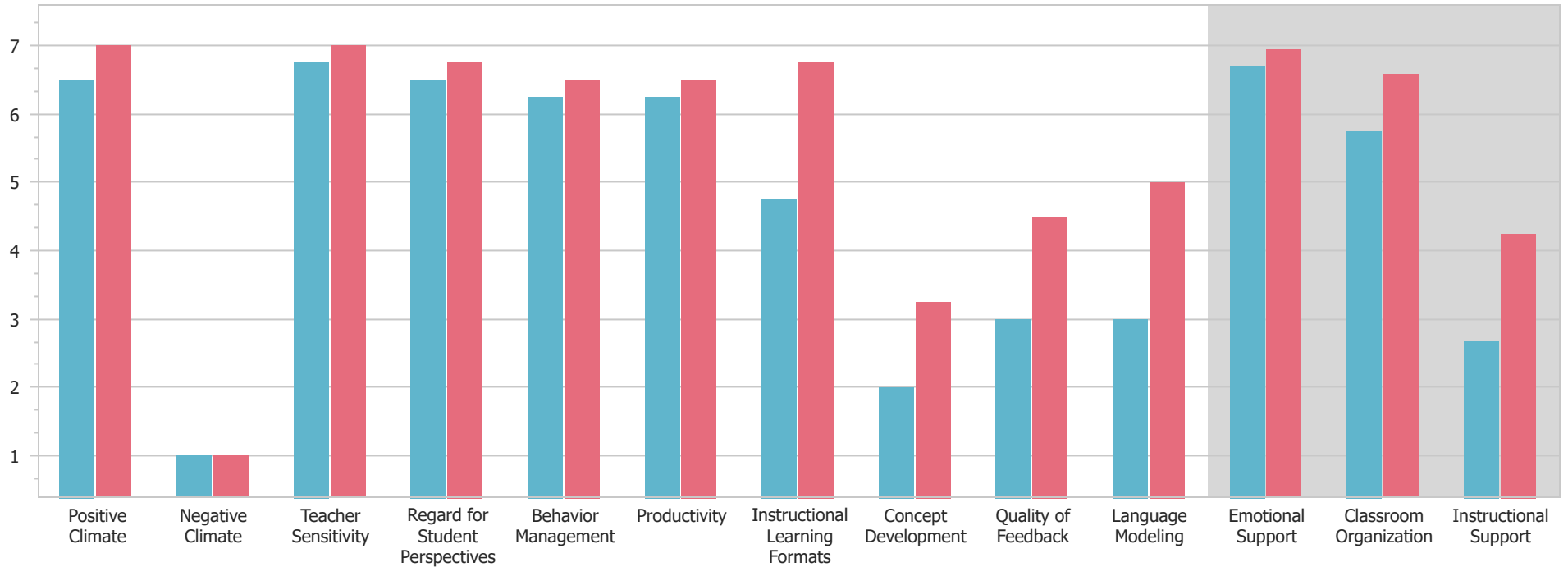
5620 - Pre-K CLASS® Score Charts

Cragun, Brenna



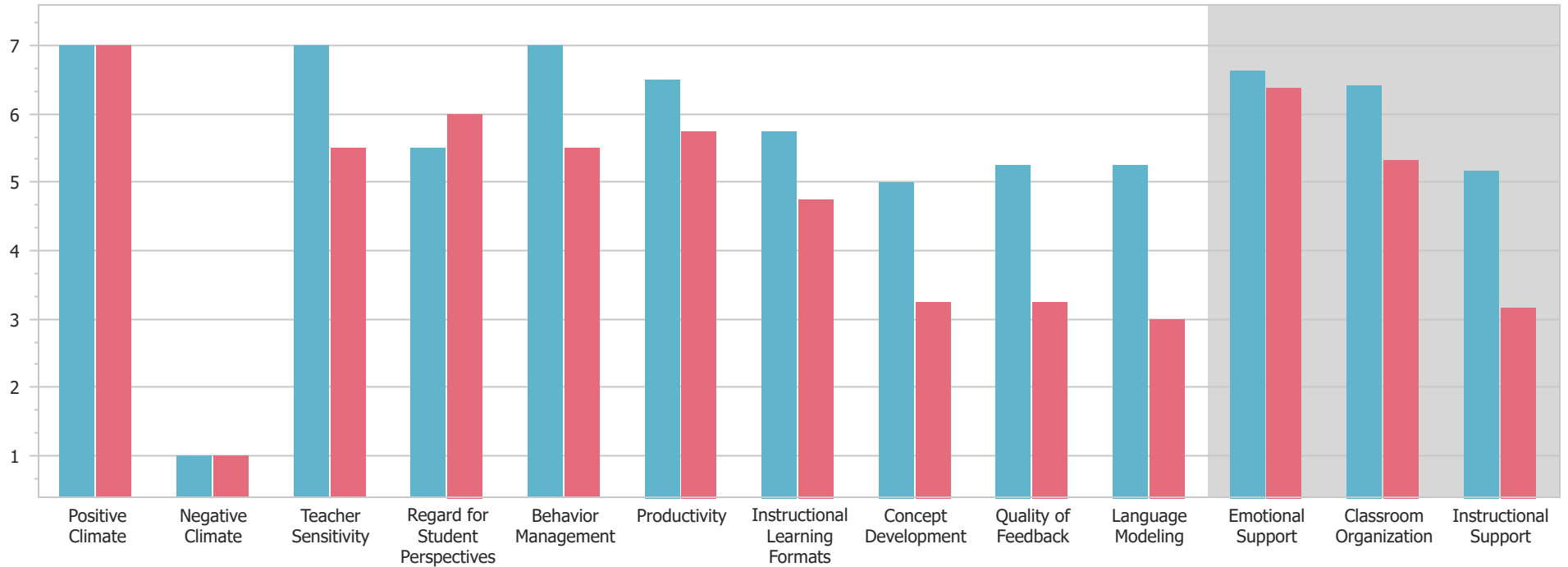
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/2/2023	6.5	1	5.5	5.5	5	5	4.5	3.25	4.75	4.25	6.13	4.83	4.08
3/28/2024	7	1	5.25	5	5	4.75	3.75	3.25	3.25	3	6.06	4.5	3.17

DeSimone, Melinda



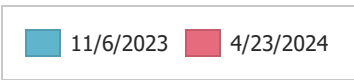
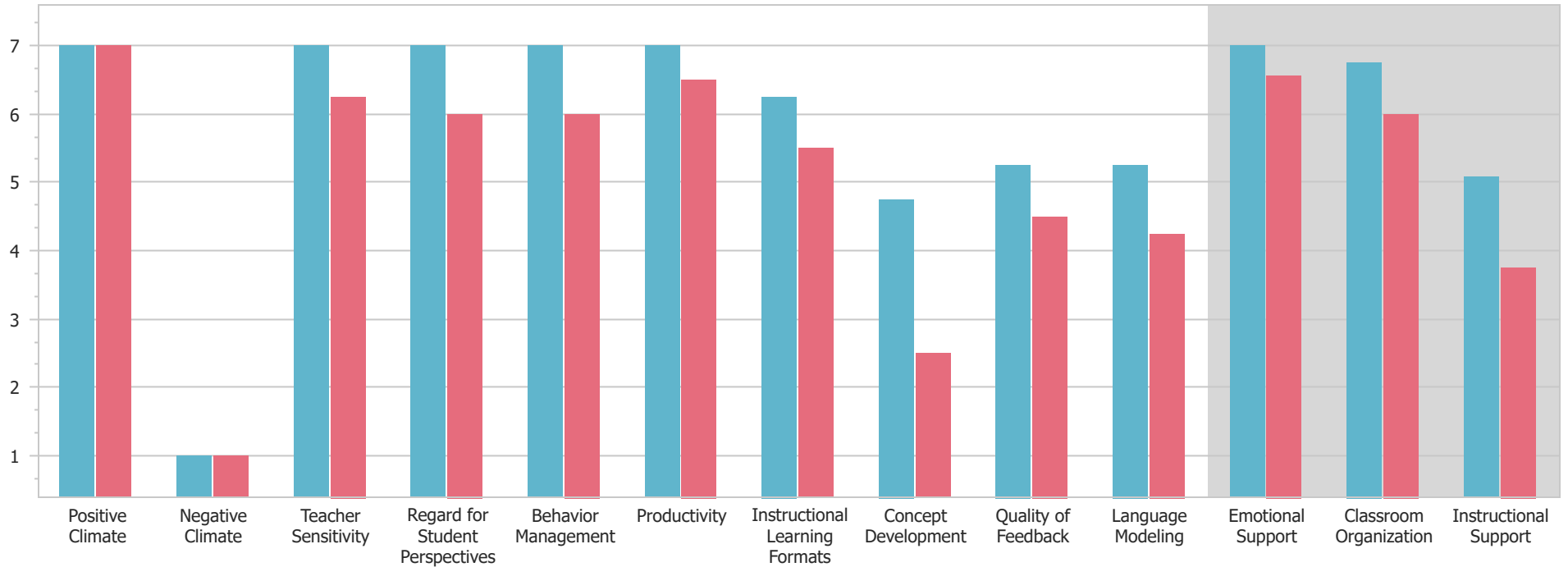
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/26/2023	6.5	1	6.75	6.5	6.25	6.25	4.75	2	3	3	6.69	5.75	2.67
4/29/2024	7	1	7	6.75	6.5	6.5	6.75	3.25	4.5	5	6.94	6.58	4.25

Garcia, Jennifer



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/11/2023	7	1	7	5.5	7	6.5	5.75	5	5.25	5.25	6.63	6.42	5.17
5/6/2024	7	1	5.5	6	5.5	5.75	4.75	3.25	3.25	3	6.38	5.33	3.17

Harker, Savannah



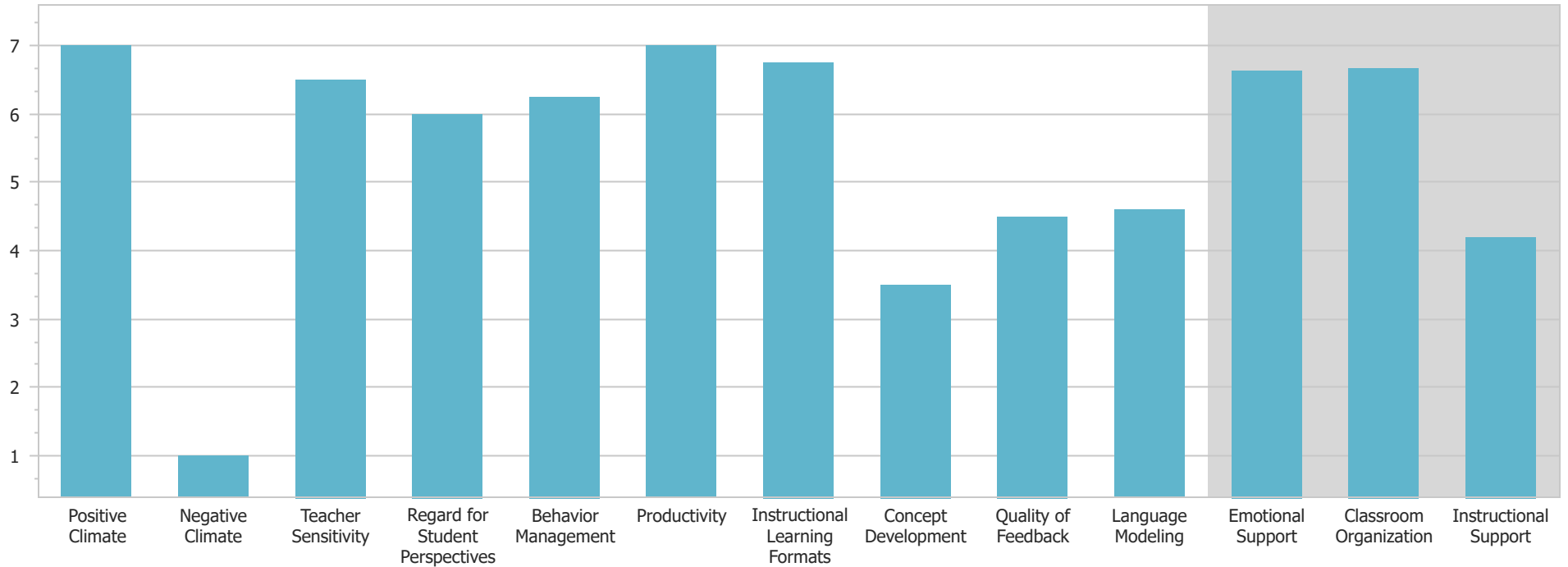
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/6/2023	7	1	7	7	7	7	6.25	4.75	5.25	5.25	7	6.75	5.08
4/23/2024	7	1	6.25	6	6	6.5	5.5	2.5	4.5	4.25	6.56	6	3.75



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Huppi, Julie



5/7/2024

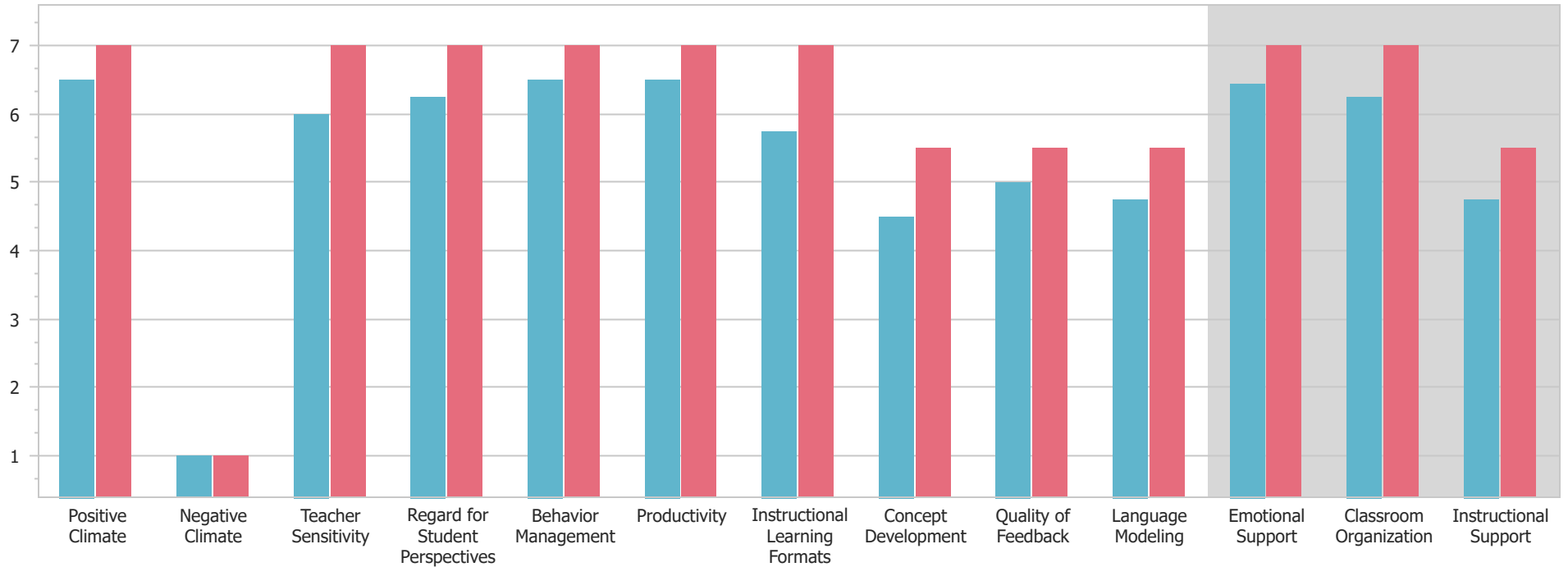
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/7/2024	7	1	6.5	6	6.25	7	6.75	3.5	4.5	4.6	6.63	6.67	4.2



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Jensen, Mindy



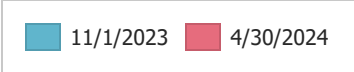
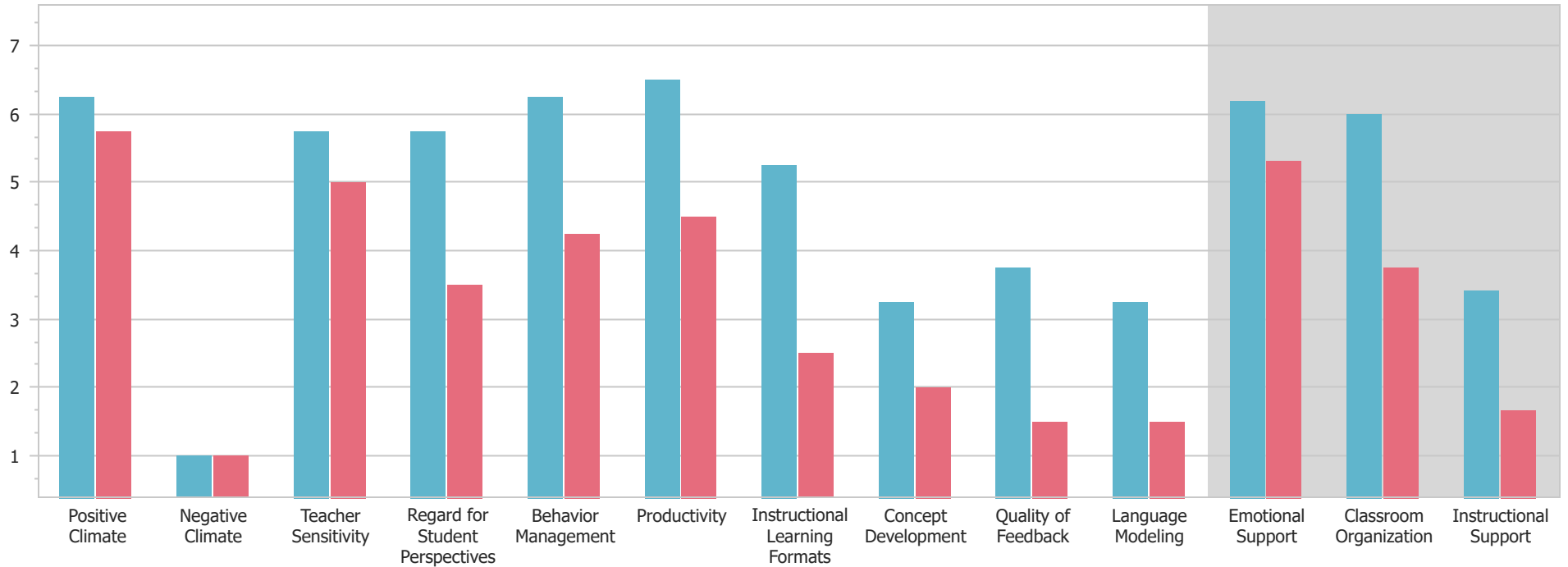
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/11/2023	6.5	1	6	6.25	6.5	6.5	5.75	4.5	5	4.75	6.44	6.25	4.75
4/30/2024	7	1	7	7	7	7	7	5.5	5.5	5.5	7	7	5.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Martinsen, Lori



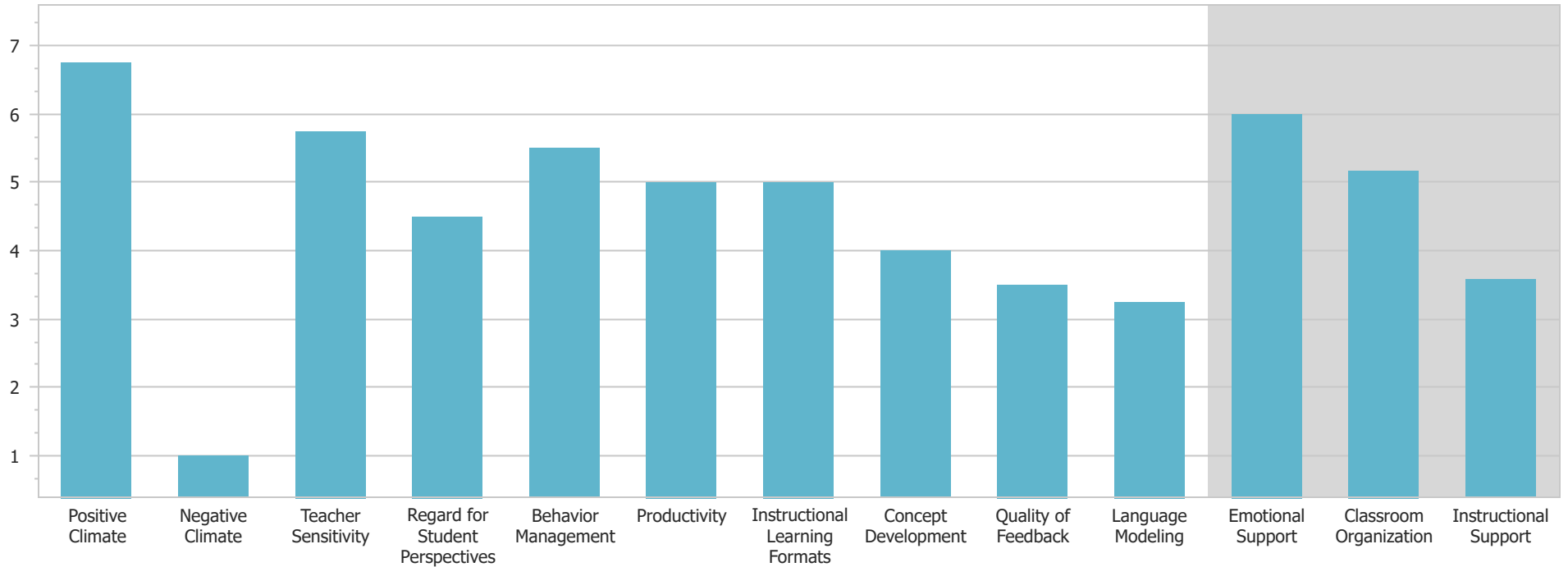
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/1/2023	6.25	1	5.75	5.75	6.25	6.5	5.25	3.25	3.75	3.25	6.19	6	3.42
4/30/2024	5.75	1	5	3.5	4.25	4.5	2.5	2	1.5	1.5	5.31	3.75	1.67



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Mays, Alyssa



11/2/2023

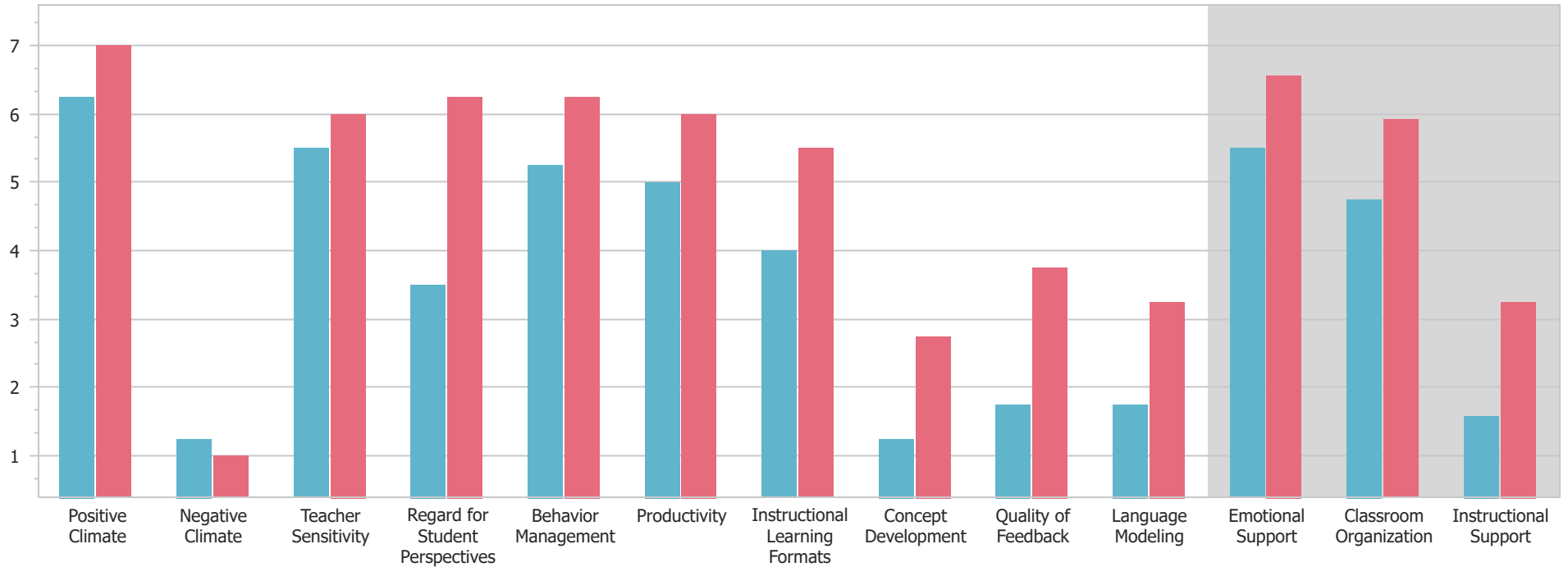
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/2/2023	6.75	1	5.75	4.5	5.5	5	5	4	3.5	3.25	6	5.17	3.58



Bear River - PHS, EHS

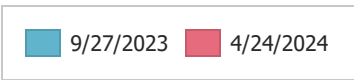
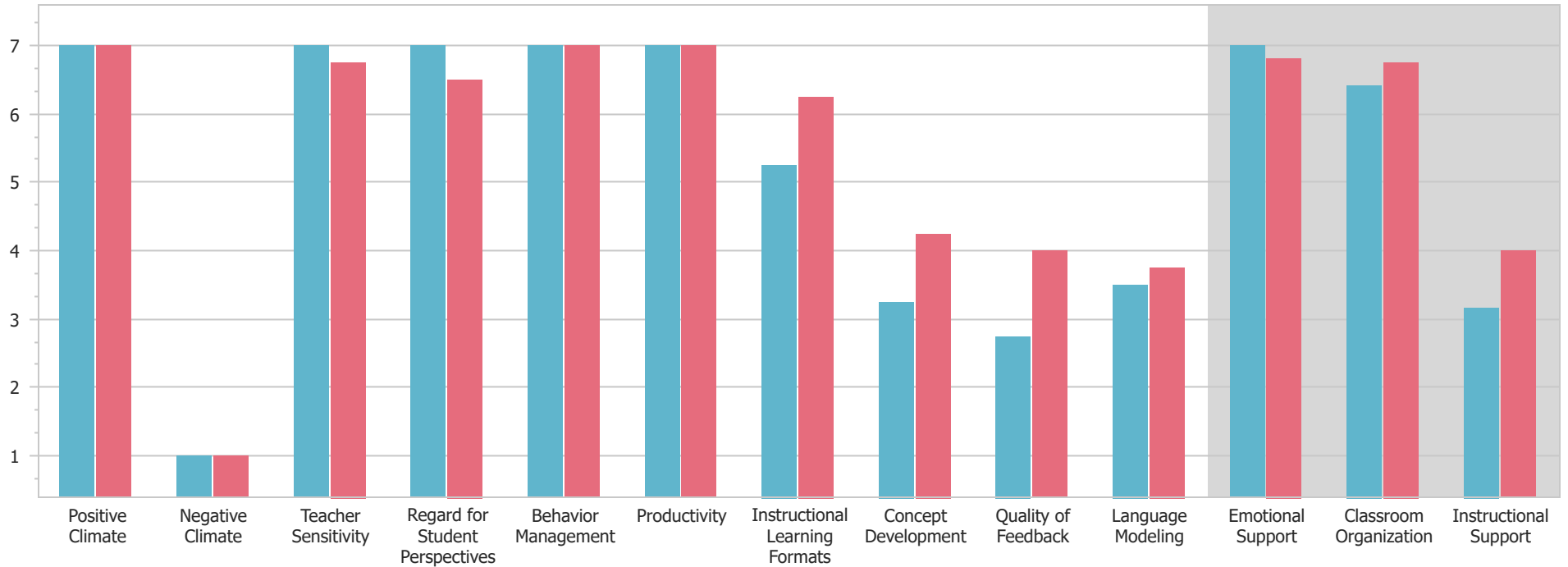
5620 - Pre-K CLASS® Score Charts

Pike, Danielle



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/10/2023	6.25	1.25	5.5	3.5	5.25	5	4	1.25	1.75	1.75	5.5	4.75	1.58
5/13/2024	7	1	6	6.25	6.25	6	5.5	2.75	3.75	3.25	6.56	5.92	3.25

Reeder, Nicholle



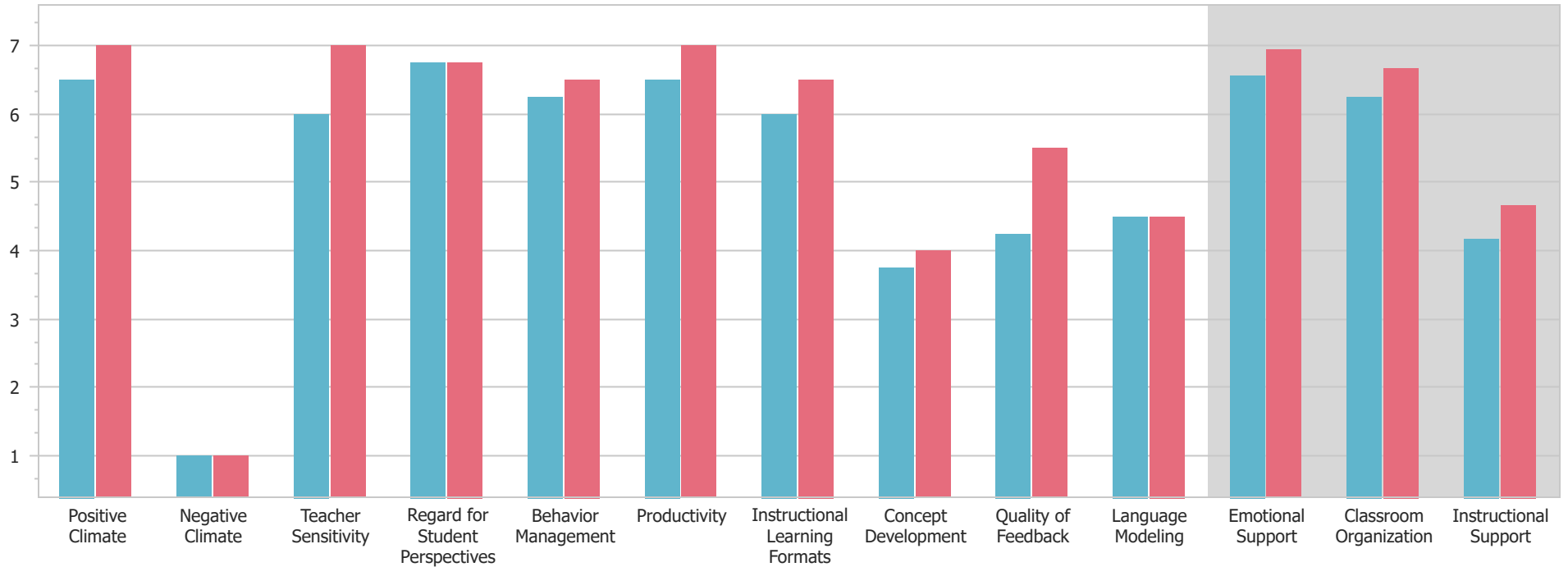
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
9/27/2023	7	1	7	7	7	7	5.25	3.25	2.75	3.5	7	6.42	3.17
4/24/2024	7	1	6.75	6.5	7	7	6.25	4.25	4	3.75	6.81	6.75	4



Bear River - PHS, EHS

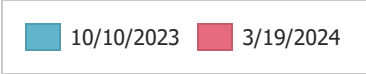
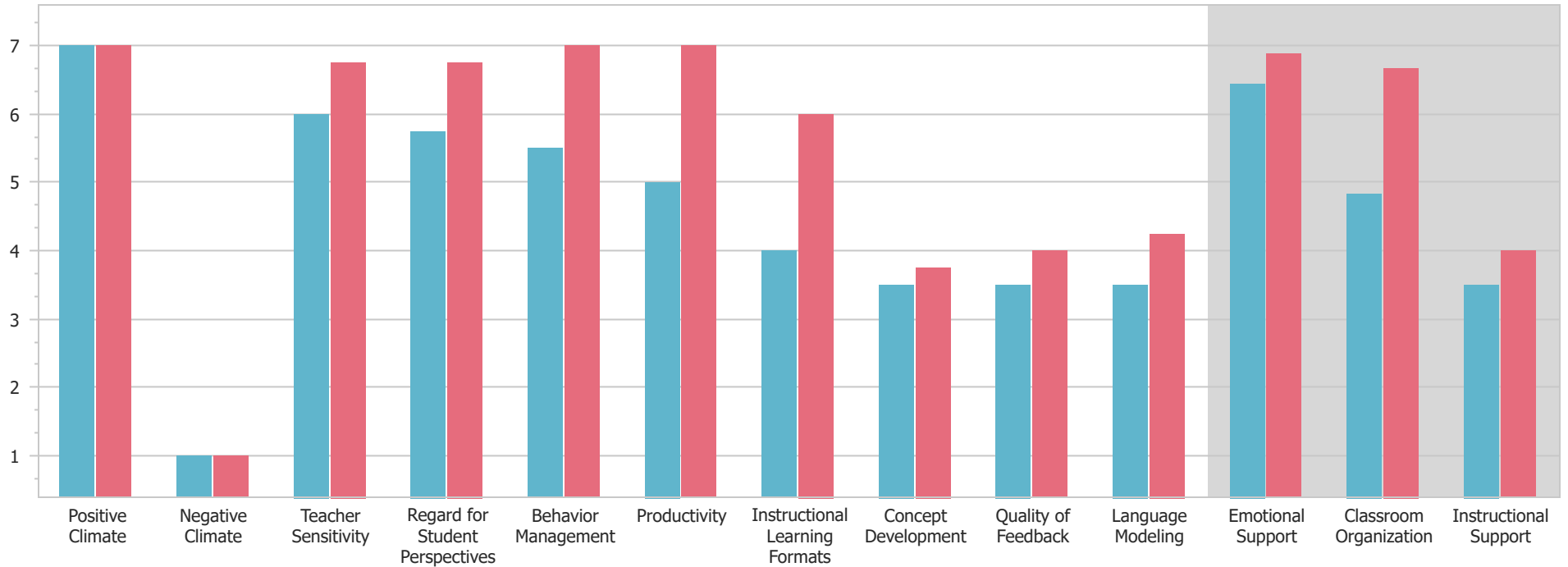
5620 - Pre-K CLASS® Score Charts

Simonson, Janessa



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/16/2023	6.5	1	6	6.75	6.25	6.5	6	3.75	4.25	4.5	6.56	6.25	4.17
3/20/2024	7	1	7	6.75	6.5	7	6.5	4	5.5	4.5	6.94	6.67	4.67

Smith, Lynette



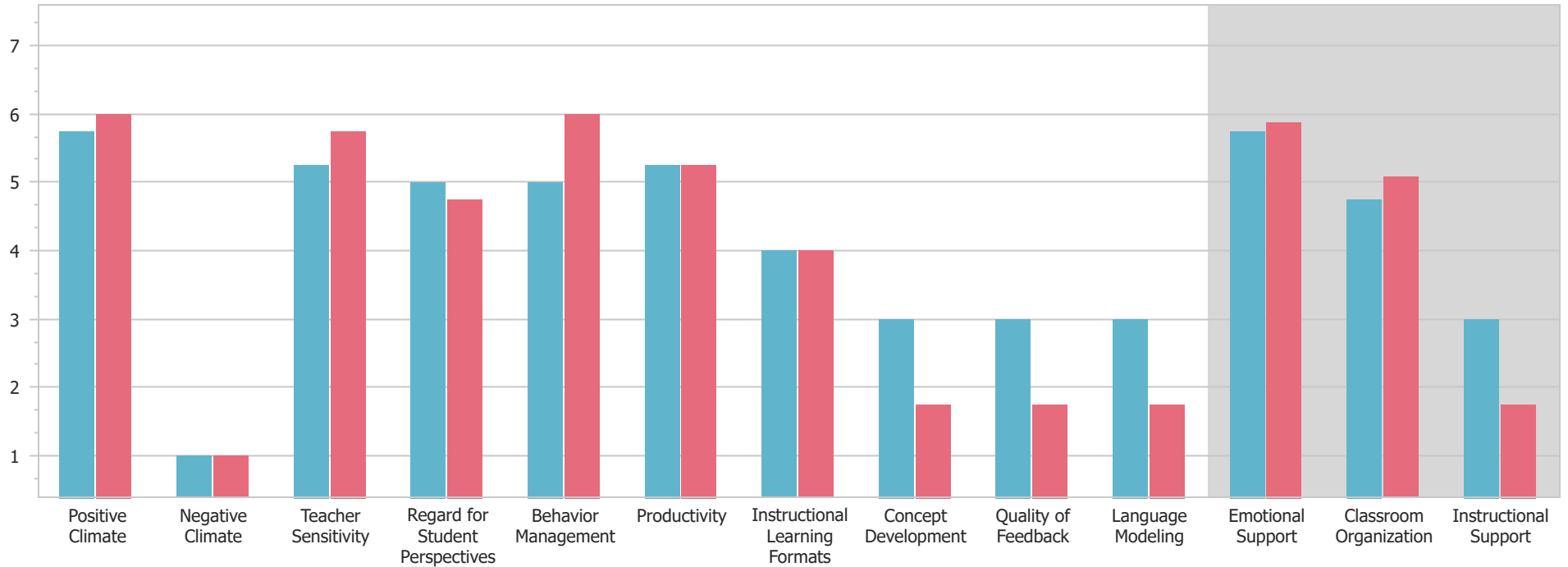
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/10/2023	7	1	6	5.75	5.5	5	4	3.5	3.5	3.5	6.44	4.83	3.5
3/19/2024	7	1	6.75	6.75	7	7	6	3.75	4	4.25	6.88	6.67	4



Bear River - PHS, EHS

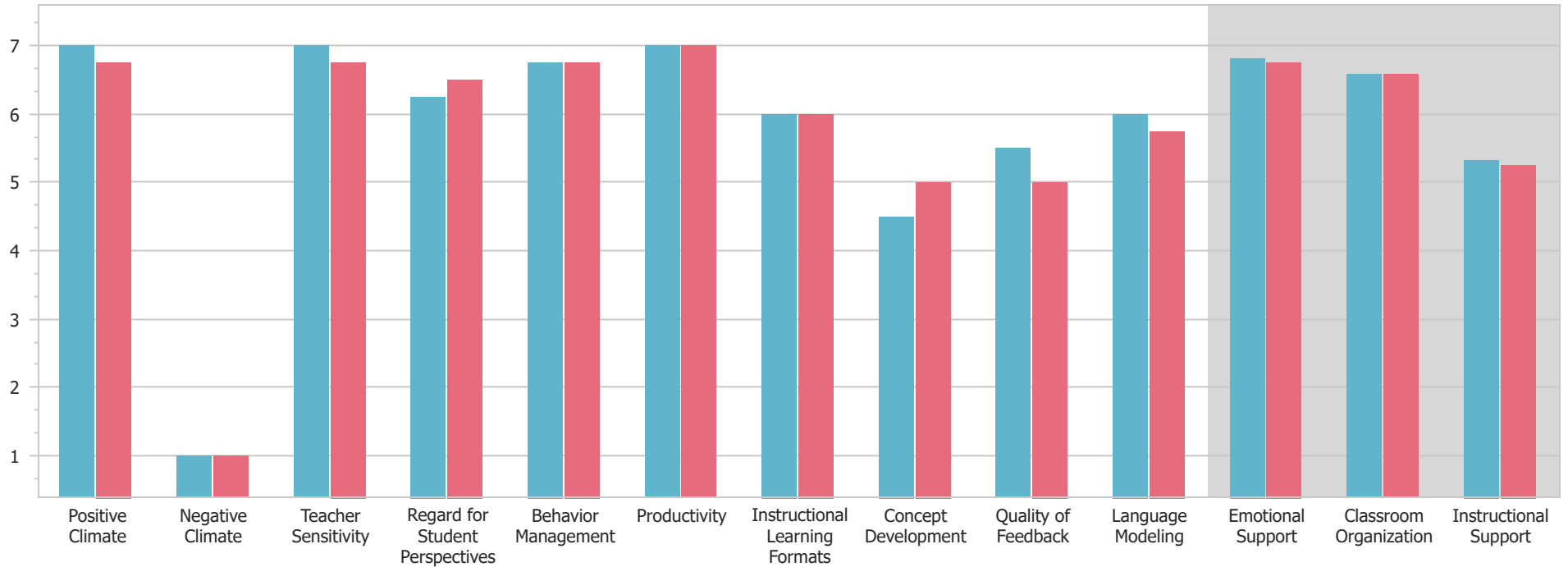
5620 - Pre-K CLASS® Score Charts

Sorensen, Kimberly



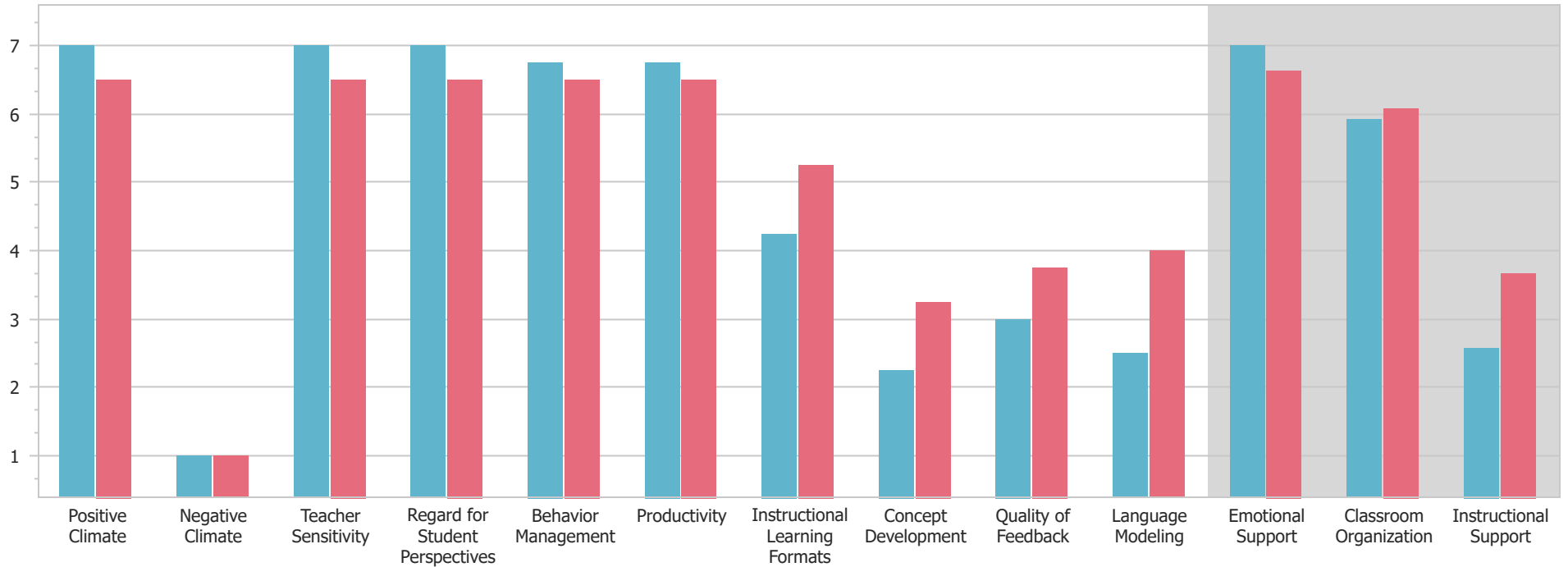
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9/20/2023	5.75	1	5.25	5	5	5.25	4	3	3	3	5.75	4.75	3
5/6/2024	6	1	5.75	4.75	6	5.25	4	1.75	1.75	1.75	5.88	5.08	1.75

Tubbs, Karen



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/24/2023	7	1	7	6.25	6.75	7	6	4.5	5.5	6	6.81	6.58	5.33
3/20/2024	6.75	1	6.75	6.5	6.75	7	6	5	5	5.75	6.75	6.58	5.25

Venable, Mikalyn



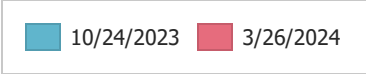
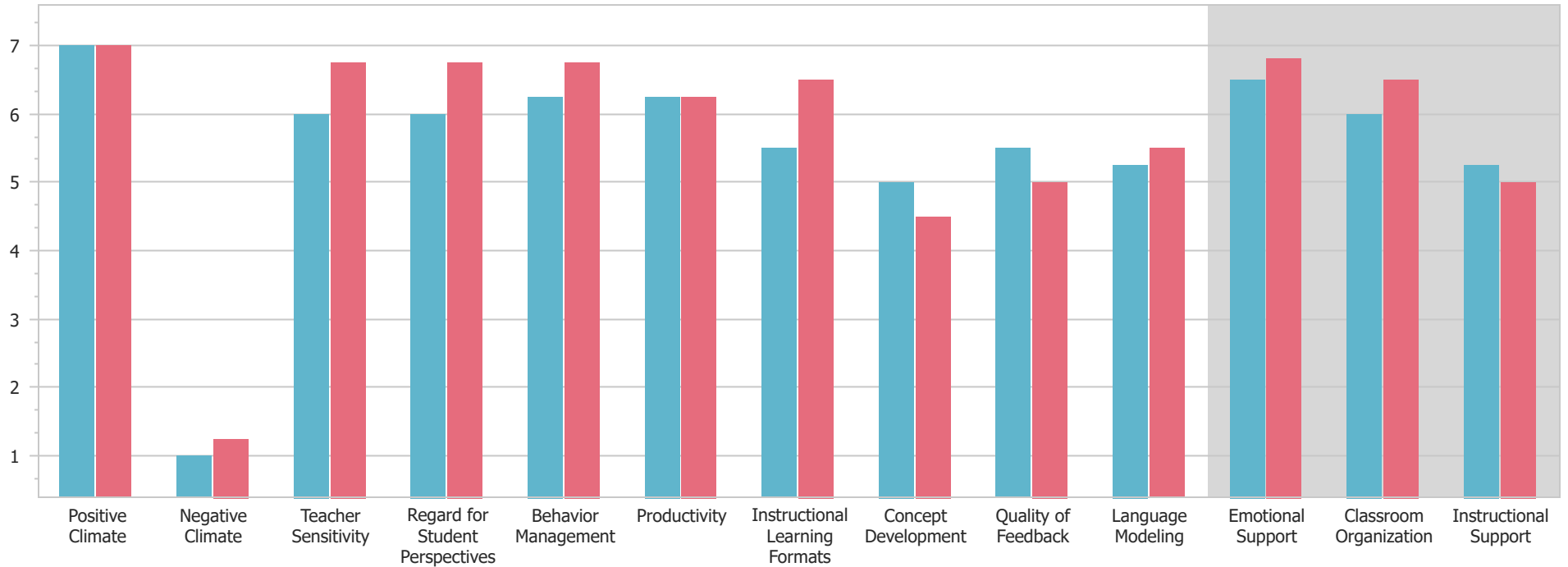
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/17/2023	7	1	7	7	6.75	6.75	4.25	2.25	3	2.5	7	5.92	2.58
5/14/2024	6.5	1	6.5	6.5	6.5	6.5	5.25	3.25	3.75	4	6.63	6.08	3.67



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

York, Jillian



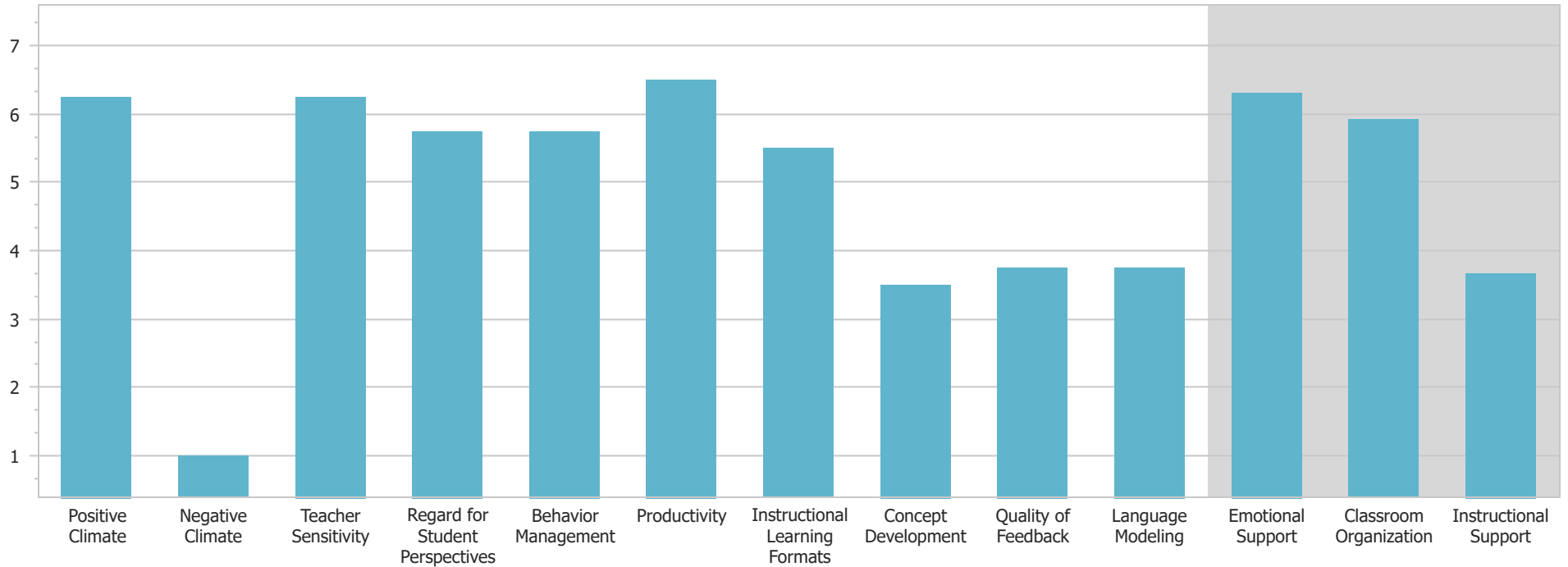
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/24/2023	7	1	6	6	6.25	6.25	5.5	5	5.5	5.25	6.5	6	5.25
3/26/2024	7	1.25	6.75	6.75	6.75	6.25	6.5	4.5	5	5.5	6.81	6.5	5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Young, Terri



9/27/2023

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
9/27/2023	6.25	1	6.25	5.75	5.75	6.5	5.5	3.5	3.75	3.75	6.31	5.92	3.67

**Early Head
Start
Centerbased
Outcomes**

Outcome Report 2023-2024

Fall-Spring

Explanation of Developmental Levels

The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating.

- Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.
- Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.
- Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.
- Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Approaches to Learning

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024				▯				
Winter 2024				▯				
Fall 2023			▯					

What this means:

Throughout the school year, many children have advanced to the Exploring Later level. At the beginning of the year children were learning to focus attention on activities for short periods of time and imitate words or gestures (such as waving goodbye), and seek comfort from special people or objects (like a blanket or stuffed animal). As they have progressed, the children are learning to pay attention to and explore people, toys, and activities and interact with others for longer periods of time.

Social and Emotional Development

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

What this means:

Many children have advanced to the Exploring Later level. At the beginning of the school year the children were learning to use emotional expressions of others to guide behavior (such as moving toward a new object held out by a smiling familiar adult) and how to continue play activities with familiar adults (such as repeatedly handing a caregiver a beloved doll). As they are progressing, they are learning to pretend an object is something else and how to say the names of familiar adults.

Language and Literacy Development

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

What this means:

Many children have advanced to the Exploring Later level. At the beginning of the year the children were learning to recognize and respond to some words spoken by an adult, show interest in books and songs, and use a few words and make sounds and gestures to communicate (such as “Dada” or using a sign for “more” when hungry). As they are progressing, the children understand and communicate in short phrases (“mama home”), answer simple questions when looking at books, and make scribble marks on paper.

Cognition, Including Math and Science

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

What this means:

Many children have progressed within the Exploring Later level. The children are learning how to use number words and purposefully explore things in the environment. They are also learning how to repeat patterns in songs, sounds, and routines.

Physical Development & Health

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

What this means:

Many children have progressed to the Exploring Later level. At the beginning of the year the children were learning to use the whole body to do purposeful actions (such as pushing a cart), move while standing and holding onto a support, and pick up small objects with a thumb and finger. As they have progressed, the children are learning to hold objects while walking and try different ways of using their body (such as first using hands to push on a door and then the whole body to push it open).

EHS Outcomes: Fall 2023-Spring 2024

All EHS Center Based Children

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier

**The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Chart

EHS Outcomes: Fall 2023-Spring 2024

EHS Center Based Dual Language Learners

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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**The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

EHS Outcomes: Fall 2023-Spring 2024

EHS Center Based IFSP/IEP

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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EHS Outcomes: Fall 2023-Spring 2024

All EHS Center Based Children - Pond

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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EHS Center Based Dual Language Learners - Pond

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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**The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

EHS Center Based IFSP/IEP - Pond

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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EHS Outcomes: Fall 2023-Spring 2024

All EHS Center Based Children - Nest/Koop

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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EHS Center Based Dual Language Learners - Nest/Koop

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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EHS Center Based IFSP/IEP - Nest/Koop

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Physical Development (PD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Health (HLTH)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

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**Early Head
Start
Homebased
Outcomes**

Bear River Early Head Start Homebased Outcomes Report
Spring Outcomes Report 2023-2024

Executive Statement

Prepared by ReNae Torbenson, Homebased Coordinator

Spring Outcomes have been completed on Homebased Children birth to three years old. Early Head Start children showed growth across all domains, with the greatest gains in Approaches to Learning, Social-Emotional development, and Cognition. Dual language learner gains were on par with the Non Dual language learners and the children with IFSP's have almost closed the gap between them and the non IFSP children from their Fall starting points to the Spring.

We do not do Summer Outcomes, but because homebased is year round, we still set summer goals that the parent can work with the child on until the program year starts up again in the fall.

We continue to train staff on the ELOF (Early Learning Outcomes Framework) and all staff recertify each summer in the DRDP rating certification.

Bear River Early Head Start Homebased

Spring Outcomes 2023-2024

All EHS Homebased Children

Bear River - PHS, EHS

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Winter 2024								
Fall 2023								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Winter 2024									
Fall 2023									

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Early Head Start Homebased Spring Outcomes 2023-2024

Dual Language Learners/Non Dual Language Learners

Bear River - PHS, EHS

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Dual Language Learner								
Not Dual Language Learner								
Winter 2024								
Dual Language Learner								
Not Dual Language Learner								
Fall 2023								
Dual Language Learner								
Not Dual Language Learner								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Dual Language Learner								
Not Dual Language Learner								
Winter 2024								
Dual Language Learner								
Not Dual Language Learner								
Fall 2023								
Dual Language Learner								
Not Dual Language Learner								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Dual Language Learner									
Not Dual Language Learner									
Winter 2024									
Dual Language Learner									
Not Dual Language Learner									
Fall 2023									
Dual Language Learner									
Not Dual Language Learner									

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Dual Language Learners/Non Dual Language Learners, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2024								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2023								
Dual Language Learner								
Not Dual Language Lea...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
Dual Language Learner									
Not Dual Language Lea...									
Winter 2024									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2023									
Dual Language Learner									
Not Dual Language Lea...									

*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

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Early Head Start Homebased Spring Outcomes 2023-2024

IFSP/IEP and Non IFSP/IEP

Bear River - PHS, EHS

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
IEP/IFSP								
No IEP/IFSP								
Winter 2024								
IEP/IFSP								
No IEP/IFSP								
Fall 2023								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024								
IEP/IFSP								
No IEP/IFSP								
Winter 2024								
IEP/IFSP								
No IEP/IFSP								
Fall 2023								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024									
IEP/IFSP									
No IEP/IFSP									
Winter 2024									
IEP/IFSP									
No IEP/IFSP									
Fall 2023									
IEP/IFSP									
No IEP/IFSP									

*The vertical black line represents the medium (average) score for the group. Vertical lines moving to the right from the fall to spring checkpoints show growth.

Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

IFSP/IEP and Non IFSP/IEP, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024				█				
IEP/IFSP				█				
No IEP/IFSP				█				
Winter 2024				█				
IEP/IFSP				█				
No IEP/IFSP				█				
Fall 2023				█				
IEP/IFSP			█	█				
No IEP/IFSP			█	█				

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024					█				
IEP/IFSP					█				
No IEP/IFSP					█				
Winter 2024					█				
IEP/IFSP					█				
No IEP/IFSP					█				
Fall 2023					█				
IEP/IFSP				█	█				
No IEP/IFSP				█	█				

*The vertical black line represents the medium (average) score for the group. Vertical lines moving to the right from the fall to spring checkpoints show growth.

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Family Outcomes

Board and PC End of Year Family Outcomes Training

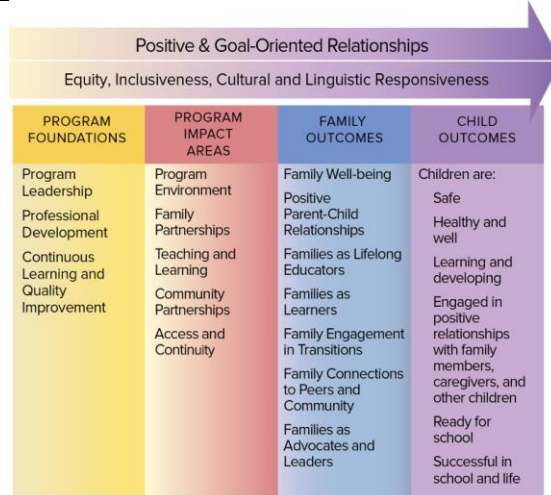
June 2024

Family Development Outcomes Training

The End of Year Family Outcomes Report summarizes the outcomes and progress of BRHS families enrolled in the 2023-2024 program year.

Goals & Objectives:

- Family Well Being: Support families in setting and achieving individualized family goals.
- Strengthen Parent-Child Relationships: Promote positive interactions and developmentally appropriate practices.
- Increase Family Engagement: Encourage parents/guardians to actively participate in their child’s educations and the BRHS program.
- Promote School Readiness: Support attendance and participation in HB/CB. Help children be ready for Kindergarten.
- Positive Child & Family Outcomes:



Performance Standard 1302.52 Family Partnership Services

(a) *Family partnership process.* A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) *Identification of family strengths and needs.* A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

(c) *Individualized family partnership services.* A program must offer individualized family partnership services that:

- (1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;
- (2) Help families achieve identified individualized family engagement outcomes;
- (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
- (4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

(d) *Existing plans and community resources.* In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

What are outcomes?

The Head Start Program Performance Standards mandate that we track family engagement outcomes.

The Parent, Family, and Community Engagement (PFCE) Framework is aligned with Head Start Performance Standards. Positive family engagement outcomes foster strong relationships and support positive outcomes for children, families, and staff.

How we gather family outcomes:

We collect information from family assessments conducted at the beginning, mid-year, and end of the program year. Family well-being is one of a number of important outcomes for families. Through strengths-based partnerships with families, programs can support better outcomes for families and their children.

The Beginning of Year outcome is entered after completing the Family Assessment with each family. This shows us the baseline.

How, when, and why:

- The Family Development Outcomes is a way to show how much of an impact our program has when working in a family partnership with families.

- The green triangles lets us know of families strengths or where they are improving. The red triangles show areas where families may need more support.
- Staff enter outcomes 3 times a year:
 - Beginning of Year
 - Mid-Year
 - End of Year

With data from our Family Development Outcomes we set short-term and long-term goals, develop and implement plans for program improvement. We rely on data in at least two ways. One is to assess how well BRHS is providing quality services for children and families and areas where we can improve. The second is to measure progress on outcomes for children and families.

Information that is gathered:

The Family Development Outcome is a way to show how the family-program partnership is impacting families. Our database, ChildPlus, tracks goal-oriented relationships and family outcomes as well as provides the tools to see the families' progress in a clear way. Family Engagement Outcomes work for all of our program types (EHS, PHS, and EHS EX). Tracking of the families' progress happens when families and staff assess the aspects of family well-being during intake or subsequent home visits. We record 3 assessments per family per school year for each year a child is enrolled.

The 7 Parent Family and Community Engagement Framework (PFCE) Outcomes and key Indicators:

- Family Well Being
 - ⇨ Chemical Dependency
 - ⇨ Food, Nutrition, Clothing
 - ⇨ Housing Shelter
 - ⇨ Home Safety Measure
 - ⇨ Income/Budget
 - ⇨ Mental/Social and Emotional Health
 - ⇨ Mental Health Survey
 - ⇨ Transportation
 - ⇨ Utilities
- Positive Parent-Child Relationship
 - ⇨ Child Care
 - ⇨ Parenting/Child Education
 - ⇨ Pregnancy/Infant Care (up to 24 months)
- Families as Life Long Educators
 - ⇨ Medical and Dental Health
- Families as Leaners
 - ⇨ Adult Education
 - ⇨ Employment
 - ⇨ Technology
- Family Engagement in Transitions
 - ⇨ School Readiness
- Family Connection to Peers and Community
 - ⇨ Community Involvement
 - ⇨ Family Relations
 - ⇨ Legal
- Families as Advocates and Leaders
 - ⇨ Group Leadership

How we use outcomes:

Every assessment entered in the Family Outcomes tab in Child Plus shows the total score at the top of the screen plus total percentage. It shows when assessments are due and the number of days between a families' first and last assessment without running a report. With 2 assessments entered, Childplus.net automatically calculates an overall gains score and items score. Small green triangles lets us know exactly where a family is improving or doing well. Red triangles show areas where the family may need more support. The Family Engagement Outcomes Reports are easy to run, customizable, and provide clear data. The assessment completion status report shows which families have assessments due, how many assessments have been completed, the number past due and how many need to be completed. The family profile report shows individual family's scores. The family outcome analysis report helps identify trends across classrooms and sites. The report can also be used to view total scores and gain averages. Managers can use this report to compare the family advocate's effectiveness. They can mentor/train their staff and make a plan. For example, if multiple families in classroom A score low in health then staff can provide additional training and information and/or refer the families to attend a health fair.

The BRHS program and staff have supported family outcomes over the past year. Families have shown improvement in each area with the greatest gains in the following areas: Health, School Readiness, and Transitions.

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Bear River - PHS, EHS 4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2023-2024, Head Start 2023-2024, Enrollment Status: Enrolled

Family	Families	Assessment	Housing	Safety	Health	Mental Health/Substance	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/Parent	Family Education at Home	School Readiness	Promoting Primary Language	Education, Training, and L	Volunteering	Transitions	Families and Communities	Leadership and Advocacy	TOTAL
Bear River - PHS, EHS	366	1	3.4	4.1	3.1	3.5	3.8	3.1	3.3	3.3	3.5	3.4	3.3	3.1	4.7	3.2	2.6	3.1	3.3	2.9	60.7
	351	2	3.4	4.2	3.4	3.5	3.9	3.2	3.4	3.4	3.6	3.5	3.5	3.4	4.8	3.4	2.7	3.4	3.4	3	63
	228	3	3.7	4.3	3.7	3.6	3.9	3.4	3.5	3.6	3.7	3.6	3.6	3.9	4.8	3.4	3	4	3.6	3.2	66.4
	355	+/-	▲ 0.2	▲ 0.1	▲ 0.4	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.2	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.2	▲ 0.2	▲ 0.6	▲ 0.1	▲ 0.1	▲ 0.3	▲ 0.7	▲ 0.2	▲ 0.2
Report Average																					
Families w/ complete assessments:	366	1	3.4	4.1	3.1	3.5	3.8	3.1	3.3	3.3	3.5	3.4	3.3	3.1	4.7	3.2	2.6	3.1	3.3	2.9	60.7
	351	2	3.4	4.2	3.4	3.5	3.9	3.2	3.4	3.4	3.6	3.5	3.5	3.4	4.8	3.4	2.7	3.4	3.4	3	63
	228	3	3.7	4.3	3.7	3.6	3.9	3.4	3.5	3.6	3.7	3.6	3.6	3.9	4.8	3.4	3	4	3.6	3.2	66.4
	355	+/-	▲ 0.2	▲ 0.1	▲ 0.4	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.2	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.2	▲ 0.2	▲ 0.6	▲ 0.1	▲ 0.1	▲ 0.3	▲ 0.7	▲ 0.2	▲ 0.2

Part II.

School

Readiness

**Preschool
Head Start
Centerbased
School
Readiness Plan
& Goals**

Bear River Head Start
Preschool Head Start Center Based
School Readiness Plan
Prepared by Stephanie Wood

Bear River Head Start is dedicated to enhancing teaching quality to optimize children's learning and school readiness. This is achieved through program school readiness goals and strategies, alongside comprehensive teacher training designed to refine teaching methods.

Whole group training brings teachers together to learn about the latest educational theories and their classroom applications. Teachers are able to share ideas and receive feedback from peers and child development experts. Training is hands-on to provide teachers with many ideas that can be immediately implemented into the classroom.

At Bear River Head Start, we have long recognized the importance of mentoring. It has been used in our program to support staff for over seventeen years. Currently, we have 4 mentor coaches who work with teaching staff full-time, all of which have classroom experience and extensive knowledge of child development. This addition has allowed us to make enormous strides in improving teaching skills within our classrooms.

We have been using the CLASS observation tool for over twelve years. We have found it effective in documenting teachers strengths and areas that need improvement. We have a team of managers and mentor coaches certified to use the CLASS observation tool. Each classroom receives a CLASS observation twice per year. After the observation, the mentor coach meets with the teaching team to discuss progress and goals. We review how the CLASS observation and the ELOF Framework are linked. Through use of this system, teaching skills are improving rapidly.

The DRDP assessment tool is used to aggregate and analyze assessments three times per year. The DRDP closely aligns with ELOF. Reports are used at parent-teacher conferences and home visits, to expand parents' understanding of their child's development over time. Parents and teachers use this information to formulate goals for the child's future development.

PHS Center Based
School Readiness Goals
2024-2025

Language and Literacy

Goal #1

Children will demonstrate a knowledge of letter names and sounds.

Implementation

- Staff will be trained on ways to facilitate alphabet knowledge into the classrooms.
- Children will recognize and name eleven to twenty letters, both upper and lower case.
- Children will be able to produce the correct sound for ten to twenty letters.
- Children will show an understanding that a sequence of letters represents a sequence of sounds that form a spoken word.

Outcomes

- Staff will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will increasingly be able to recognize and name upper and lower case letters.
- Children will increasingly be able to produce the correct sound when asked.
- The children's knowledge will grow in understanding that a sequence of sounds form a word.

Measures

- Staff will observe children's progress in the classroom.
- Assessment and outcome data will show improvement.

Documentation

- Assessments, outcomes, observations, sign in sheets.

Goal #2

Staff will continue to provide support to English Language Learners by individualizing services in all domains of the Framework including the acquisition of English.

Implementation

- A training will be implemented to all child development staff on English Language Development.
- Staff will continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance.

Outcome

- Staff will have an increased knowledge of English Language Development as it pertains to Dual language learners.
- DLL children will have an increase in English Language development.
- Family Engagement will increase as parents continue to be involved in the classroom.

Measures

- Staff will have increased knowledge through training.
- Mentor Coaches will make monthly visits to each classroom and increase strengths and strengthen weaknesses.
- DLLs will increase their English language development while also maintaining their heritage language.

Documentation

- Training sign-in sheets, Professional Development Plan, Classroom Inkind Sheets, Team Meeting Minutes, Child outcomes.

Approaches to Learning

Goal #1

Children will demonstrates positive approaches to learning through attention, persistence, solving problems, curiosity and motivation.

Implementation

- Children will sustain their attention to an activity, persisting until the task is completed.
- Children will show an interest in exploring learning in a variety of topics.

Outcomes

- Children will be able to sit through a story.
- Children will be able to complete the activity and or a project.
- Children will enjoy exploring information about many different topics.

Measure

- The children's ability to sitting through a story will increase.
- The children's ability to complete activities and projects will increase as they become more and more complicated.
- Children will continually explore new topics, asking question to gain information.

Documentation

- Assessment, outcomes and anecdotal records.

Social and Emotional Development

Goal #1

Staff will provide continuous support of child's development of self awareness, autonomy, and self expression and encouragement of self control. Staff will continue to promote children's ability to establish and sustain positive relationships with peers.

Implementation

- Staff will continue to provide Second Step lessons to the children.
- Staff will continue applying positive reinforcement in the classroom.
- Staff will provide mental health support through collaboration.
- Mentor Coaches will provide support to teachers and children.
- Staff will be trained on Conscious Discipline, Second Step, a comprehensive trauma informed approach, and mental health.

Outcome

- Staff will have a greater knowledge of child development as pertaining to the social and emotional development.
- Children will have increased self-awareness, autonomy, and self-expression.
- Children will show a greater reliance to trauma.

Measures

- Monthly observations by Mentor Coach and Child Development Coordinator.
- Mental health observations as needed in the classrooms.

Documentation

- Child outcomes, Training sign-in sheets, Mental Health Observation forms, Teacher goals.

Perceptual, Motor, and Physical Development

Goal #1

Staff will continue to provide opportunities in the classroom for large motor and movement.

Implementation

- Staff will allow for a minimum of 30 minutes of large motor movement time in each of the classrooms.
- Staff will continue to implement the program "I am Moving I am Learning".

Outcomes

- Children will have increased opportunities for large motor and movement supporting healthy goals.
- Staff will have increased knowledge of the importance of child health and maintaining an active lifestyle.

Measures

- Child development staff will incorporate the program, "I am Moving I am Learning" into their weekly lesson plan.
- Time for large motor activities will also be reflected in the lesson plans.

Documentation

- Lesson plans, Training Sign-in Sheets, Teacher Goals.

Goal #2

Staff will continue to provide opportunities in the classroom for fine motor control and increasing hand and fine motor strength.

Implementation

- Children are provided many meaningful activities to increase their hand and finger strength such as opportunities to manipulate play dough and use spray bottles.
- Children will be given opportunities to increase the fine motor control through activities such as stacking blocks, using self-help skills, stringing beads and writing activities.
- Children will be given numerous meaningful activities to write including writing their name on art projects, classroom books, writing notes and sign-in sheets.
- Staff will model writing by writing information in front of the children, such as children names, lists, their ideas, etc.

Outcomes

- Children will have increased opportunities for fine motor and movement supporting health goals.
- Staff have an increased knowledge of developmentally appropriate activities.

Measure

- Children's work samples such as photos and writing samples will show continued growth in the child's development.

Documentation

- Assessment data, outcome reports, lesson plans, child portfolio and writing samples.

Cognition

Goal #1

Children will have increased math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns, and measuring.

Implementation

- Staff will have continued trainings throughout the school year on Friday trainings, email and TLC.

- Staff will do ECERS observations to ensure the implementation of math.

Outcomes

- Staff and community will have increased knowledge in math and school readiness.
- Children will make gains in the given domains on the framework.

Measures

- Math will be implemented into weekly lesson plans.
- Children's progress will be tracked through outcomes.

Documentation

- Training sign-in sheets, child outcomes, ECERS observations, Teacher Goals, Professional Development Plan.

Goal #2

Children will become more aware of differences and similarities between themselves and others in their family as well as the community.

Implementation

- Incorporating the VIP in the classrooms will allow children to share about their own family and culture.
- Staff will use graph similarities and differences in the classroom.
- Staff will invite community helpers into the classroom as well as provide field trips to develop community awareness.
- Staff will invite guest visitors, including parents, into the classroom to increase family engagement.

Outcomes

- Children will be more aware of similarities and differences.
- Parents will become more engaged through classroom visits.
- Staff will have an increased knowledge of families, culture, and community.

Measures

- Field Trips and visits will be documented in the lesson plans.
- Children's progress will be tracked through outcomes.

Documentation

- Training Sign-in Sheets, Classroom Inkind, Child Outcomes, CLASS observations.

**Early Head Start
Centerbased
School
Readiness
Goals**

Bear River Early Head Start
Center-based School Readiness Goals 2024-2025

Language, Communication and Literacy

Staff will provide more opportunities for language with infants and toddlers, increasing vocabulary, language comprehension, phoneme awareness and conversation and support for DLL.

Implementation

Increase infant/toddler language by narrating activities.

Increase number of books.

Provide literacy training to child development staff.

Onsite monitoring with Center Specialist and set goals with teachers as needed.

All EHS staff will receive regular and ongoing training and technical assistance to provide additional support on DLL, throughout the year.

Outcomes

Staff will have increased knowledge base about the importance of language and literacy.

Staff will implement knowledge of language and literacy by preparing activities that foster this in young children.

Children will gain and expand their vocabulary through the use of language and literacy in the center through example and books.

Measures

Progress in individual child goals.

Center Specialist will make ongoing visits to each classroom and meet with the child development staff.

Documentation

Center Specialist observations, child goals, class case notes

Approaches to Learning

Foster infants' and toddlers' curiosity and ability to investigate by supporting learning and growth through creative expression and self selection.

Implementation

Staff will give enhanced opportunities in the dramatic play area.

Staff will provide a variety of play opportunities to allow children choice in learning.

Staff will train on the approaches to learning.

On site mentoring with Center Specialist.

Outcomes

Staff will have an increased knowledge base about the importance of approaches to learning.

Children will expand their curiosity through enriched childcare experiences.

Measures

Progress in individual child goals.

Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation

Center Specialist observations, child goals, class case notes

Social and Emotional Development

Staff will support infants' and toddlers' development of self-awareness, autonomy and self-expression and encouragement of self-control.

Implementation

Staff will provide a safe and nurturing environment during group time for children to practice new skills.

Staff will provide mental health observations within home visits and site visits.

Staff will be trained on Mental Health.

On site mentoring with Center Specialist and goals set with teachers as needed.

Staff will continue to train and implement the Conscious Discipline and Pyramid Model skills and then Trauma Informed Approach to support all children especially those dealing with trauma.

Outcome

Staff will have an increased knowledge base about the importance of social and emotional development.

Children will show progress across social and emotional domains according to age.

Measures

Progress in individual child goals.

Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation

Staff observations, child goals, class case notes, home visit case notes, ASQSE screening

Perceptual, Motor, and Physical Development

Provide increased opportunities for children and families to be physically active at all developmental levels.

Implementation

Provide outdoor and indoor gross motor activities for infants and toddlers.
Provide a variety opportunities for children to develop fine motor skills at school.
Provide physical development and health training to child development staff.
On site mentoring with Center Specialist and set goals with teachers as needed.

Outcome

Staff will have an increased knowledge base about the importance of physical development and health.

Staff will implement activities to increase fine and gross motor skills across all ages.

Children will show progress across social and emotional domains according to age.

Measures

Progress in individual child goals.

Center Specialist will make ongoing visits to each classroom and meet with the Child Development staff.

Documentation

Staff observations, child goals, class case notes

Cognition (including mathematics development and scientific reasoning)

Children will show an increase in learning across the math domain by providing hands on experiences with sorting, classification and experimentation with various materials (0-3 years).

Implementation

Staff will provide a variety of activities to promote cognition in children.

The Library will contain various items and support materials.

Staff will receive trainings focused on pre-math and math skills.

Outcomes

Staff will have an increased knowledge base about the importance of math.

Children will show progress across math domains according to age.

Measures

Progress in individual child goals

Center Specialist will make monthly visits to each classroom and meet with the Child Development staff.

Documentation

Staff observations, child goals, class case notes

**Early Head
Start
Homebased
School
Readiness
Plan & Goals**

Plan for Achieving School Readiness Goals/Child Outcomes

Program School Readiness Goals are set with alignment to the Head Start Early Learning Outcomes Framework. Parents provide input through the parent survey on which child development domains they see as needing focus for the upcoming year. Policy Council and Board receive child outcomes training and reports throughout the year that monitor where we are in the progress of achieving school readiness goals.

We use curriculum and child assessment tools that are also aligned with the HSELOF and its major domains. As staff and parents plan for child learning experiences at home, they will cover all learning domains and give the child exposure and experience to develop skills across those domains. As individual child school readiness goals are set, the focus can be honed in where the child needs most attention.

The curriculum we use is *Growing Great Kids*, which is a research-based home-visiting curriculum that aligns with the Head Start Early Learning Outcome Framework. It provides learning goals and activities that will give the child exposure and experience to develop skills across the domains. The developmental milestone charts embedded in the curriculum are based on what current research indicates is a developmentally appropriate scope and sequence for early learning. By supporting opportunities for adult-child interactions that include play, exploration, discovery, and problem-solving, children will have adequate support to optimize their development.

Quarterly outcomes (Fall, Winter and Spring) are aggregated using Desired Results Developmental Profile (DRDP) for individual children and then groups of children (gender, age, dual language learners, IFSP/IEP and class). We analyze and identify areas needing more focus and learning opportunities for children. We support staff with trainings, observations and mentor coaching for them to improve their teaching and home visit facilitation skills. We also follow through with the parent throughout the week so that the child has ample opportunity to practice new skills. We help them see their involvement is so important to getting their child ready for their next educational setting.

As we implement these steps, and as individual and groups of children are meeting their individual goals and milestone markers, outcomes improve. Improved outcomes lead to the achievement of the program's School Readiness Goals.

The following aggregated outcomes charts for the program year 2023-2024 follow for Early Head Start Homebased children.

Bear River Early Head Start
Home Based School Readiness Goals
2024-2025

Language, Communication and Literacy

Children will demonstrate growth in language, communication and literacy development, including the acquisition of English by dual language learners through the use of the CAR strategy, and the Big 5 for All. Print and language rich activities will take place in the home and at socializations

For young infants to toddlers, this includes attending and responding to communication from others, communicating needs and wants, using non-verbal language, using increasing number of words, handling books and recognizing pictures.

For 3 year olds, this includes understanding and following conversational rules, expresses self, uses a wide variety of words, identifying letters, asks and answers questions, and writes using increasingly sophisticated marks.

Implementation

- Staff and parents will receive ongoing training on language, communication and literacy development for young children 0-3. Research based strategies will be reviewed and shared with all program families. Staff will also be trained on dual language learners and The Big 5 for all.
- Language, communication and literacy activities will be fully implemented during socialization groups and home visits on an ongoing basis, with opportunities to use writing materials.
- Lesson plans of home visits and group socializations will document activities planned for language and literacy enhancement. Staff will use open ended questions to encourage verbal expression from children. Dual language learners will be supported to maintain the home language while acquiring new skills in English.
- All staff will have access to literacy materials to be shared with families including children's songs, finger plays, nursery rhymes, etc. in the language appropriate for the child.

Outcomes

- All homebased children and families will receive opportunities for language and literacy development through home visits and group socializations.
- All home based families will become acquainted with the CAR strategy, and will be encouraged to utilize the strategy when conversing with their children. Parents of older children will incorporate new vocabulary words and encourage feedback loops that become progressively longer and deeper.
- Dual language learners will increase in their acquisition of English while maintaining their home language.

Measures

- All home visits and socialization groups will plan activities that promote language and literacy development, individualizing according to the needs of each child.

Documentation

- Socialization lesson plans, Home Visit lesson plans, staff training sheets, child outcomes

Approaches to Learning

Children will show increasing skills in cognitive engagement, focus, curiosity and persistence.

For infants to toddlers, this includes child managing feelings and actions with adult support, maintaining focus and attention, showing interest and curiosity about objects, materials and people.

For 3 year olds, this includes child managing emotions, following rules and routines, controlling impulses, maintaining focus and attention with minimal adult support, persisting in tasks and using imagination in play and interactions with others.

Implementation

- Staff will be provided training on scaffolding and extending play themes to encourage curiosity, persistence and cooperation with children
- Staff will coach parents and facilitate learning interactions at home visits and group socializations to deepen the child's engagement in the learning process.

Outcomes

- Levels of child engagement/persistence in learning activities will deepen
- Knowledge base of parents and staff will increase through training and coaching

Measures

- Staff and parent knowledge will increase on planning for each child's learning experiences
- Each lesson plan will be individualized by staff with parent input to best meet the needs of each child's approach to learning.

Documentation

- Training documentation, lesson plans, socialization lesson plans, child assessment/outcomes

Social and Emotional Development

Children will demonstrate the ability to recognize and practice self-regulation skills and develop positive peer relationships

For young infants to toddlers, this includes child using adults as a resource to meet needs, showing interest and interacting with others, imitating, expressing emotions, awareness of self, and showing confidence in own abilities.

For 3 year olds, this includes engaging in relationships and interactions with others, engaging in cooperative play with other children, using basic problem-solving skills, expressing care and concern for others, and manages emotions with increasing independence.

Implementation

- Staff will provide a safe and nurturing environment during group socializations for children to practice new skills; staff will educate and support parents in positive parenting practices.
- With staff support, parents of older children will take the lead in teaching appropriate self-help lessons during home visits
- All staff will provide parent education on positive parenting and selective reinforcement for guiding their child
- Provide mental health observations and resources as indicated

- Staff will be trained on Trauma Informed Care and response and share information with parents, as applicable.

Outcomes

- Increased parental confidence in guiding children in developing their self-regulation skills
- Children will demonstrate progress across social/emotional indicator skills according to age

Measures

- Lesson plans will include guidance from mental health behavior plans and will include mini lessons from curriculum according to the child's age and area of interest.
- Children will meet age appropriate indicator skills under Social/Emotional Development

Documentation

- Lesson plans and observations, socialization lesson plans and observations, parent surveys, observation, mental health notes, parenting education, child outcomes

Cognition (Including Mathematics Development and Scientific Reasoning)

Children will increase in their skills of sorting, classification, and experimentation with various materials (0-3 years), and numbers, counting, patterns, and measuring (3 years)

For infants and toddlers this includes exploring people and objects, using memory, using a variety of strategies in solving problems, matching and sorting of objects, and using pretend play to increase understanding.

For 3 year olds, this includes knowledge of number names and count sequencing, comparing, understanding simple patterns, measuring objects, identifying and describing shapes, categorizes, and gathers information to make predictions.

Implementation

- Staff will receive specific trainings on pre-math skills and activities
- Staff and parents will be provided resources and activity ideas through curriculum activities

Outcomes

- Staff and parents will increase their knowledge of math skills and how they relate to school readiness

Measures

- Activities in pre-math and pre-math principles will be incorporated into home visits/socialization plans
- Children's progress in pre-math skills will be tracked through ongoing assessment

Documentation

- Sign-in sheet, home visit/socialization lesson plans, assessment and outcome forms, child assessment/outcomes

Perceptual, Motor, and Physical Development

Provide increased opportunities for children to demonstrate skills in their physical development and increasing control of their motor development.

For young infants to toddlers, this includes using perceptual information in directing own actions, using large muscles for movement, coordinating hand and eye movements, reaching and grasping to use tools, using safety behaviors with support from adults and engaging in healthy eating habits.

For 3 year olds, this includes demonstrating control and coordination of large muscles and small muscles, takes care of personal hygiene and self-care skills, develops skills to promote healthy food choices and eating habits, and demonstrates knowledge of safety practices.

Implementation

- Increase the quantity of time spent in gross motor activities during home visits and group socializations
- Provide education on benefits of healthy physical activity to families, including healthy nutrition and keeping safe.

Outcomes

- Increase access to physical health information
- Deepen staff and parent knowledge of prevention of obesity and other physical ailments from sedentary lifestyles.
- Increased knowledge for general community on the importance of physical health and activity for young children.
- Increase knowledge of safety practices and routines.

Measures

- Home visit and socialization activities will provide information and hands on experiences with physical movement and gross motor play and interactions.
- Home visits will include providing information to parents on safety, self-care, healthy nutrition and eating habits.

Documentation

- Lesson Plans, socialization lesson plans, handouts, health flyers, child assessments/outcomes