

**Bear River Head Start
& Early Head Start
Centerbased & Homebased
Child & Family Outcomes
2024-2025**



**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

2024-2025



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

The Home-Based program at BRHS serves children 0-3 years old and pregnant mothers. 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 2025	28				4%	1	14%	4	25%	7	36%	10	21%	6				
Winter 2025	27				7%	2	22%	6	30%	8	37%	10	4%	1				
Fall 2024	28	4%	1		21%	6	25%	7	29%	8	18%	5	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 2025	28						4%	1	29%	8	29%	8	29%	8			11%	3
Winter 2025	27						19%	5	26%	7	41%	11	15%	4				
Fall 2024	28		4%	1		14%	4	18%	5	46%	13	11%	3	7%	2			

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 2025	27								26%	7	15%	4	48%	13	11%	3		
Winter 2025	27				4%	1	30%	8	33%	9	33%	9						
Fall 2024	27				22%	6	26%	7	44%	12	7%	2						

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 2025	27					7% 2	33% 9	48% 13	11% 3	
Winter 2025	27				7% 2	22% 6	41% 11	30% 8		
Fall 2024	28	4% 1		11% 3	11% 3	18% 5	43% 12	14% 4		
Language (LANG)										
Spring 2025	26					12% 3	23% 6	46% 12	15% 4	
Winter 2025	25		4% 1			8% 2	56% 14	24% 6	4% 1	
Fall 2024	24					29% 7	38% 9	12% 3	4% 1	
Literacy Development (LIT)										
Spring 2025	25					8% 2	24% 6	56% 14	12% 3	
Winter 2025	25					28% 7	28% 7	40% 10	4% 1	
Fall 2024	23			17% 4	13% 3	9% 2	43% 10	17% 4		

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 2025	28			7% 2		14% 4	18% 5	46% 13	14% 4	
Winter 2025	27			7% 2		30% 8	33% 9	30% 8		
Fall 2024	28		4% 1	21% 6		39% 11	29% 8	7% 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 2025	128					1%	4%	27%	48%	20%
						1	5	35	61	26
Winter 2025	129			1%	1%	1%	12%	50%	29%	8%
				1	1	1	16	64	37	10
Fall 2024	130					7%	38%	38%	15%	2%
						9	50	49	20	2

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 2025	129						4%	15%	46%	36%
							5	19	59	46
Winter 2025	129				1%	5%	40%	38%		17%
					1	6	51	49		22
Fall 2024	130				2%	24%	43%	26%		5%
					3	31	56	34		6

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 2025	126					1%	4%	25%	50%	20%
						1	5	32	63	25
Winter 2025	129					2%	13%	42%	37%	5%
						3	17	54	48	7
Fall 2024	130			1%	10%	28%	44%	16%		1%
				1	13	37	57	21		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 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 2025	127					1%	3%	24%	50%	21%	
						1	4	31	64	27	
Winter 2025	129				1%		9%	48%	39%	4%	
					1		11	62	50	5	
Fall 2024	130				2%	5%	28%	43%	21%	1%	
					2	7	37	56	27	1	
Language (LANG)											
Spring 2025	127					1%	4%	24%	50%	20%	
						1	5	31	64	26	
Winter 2025	129		1%				12%	46%	32%	10%	
			1				15	59	41	13	
Fall 2024	130					5%	32%	42%	16%	3%	
						6	42	55	21	4	
Literacy Development (LIT)											
Spring 2025	126					1%	3%	27%	52%	17%	
						1	4	34	65	22	
Winter 2025	129					1%	7%	52%	36%	4%	
						1	9	67	47	5	
Fall 2024	130				1%	4%	25%	49%	21%		
					1	5	33	64	27		

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 2025	128					2%	4%	22%	53%	20%	
						2	5	28	68	25	
Winter 2025	129					4%	12%	39%	41%	4%	
						5	16	50	53	5	
Fall 2024	130				2%	15%	29%	41%	13%	1%	
					2	19	38	53	17	1	

**Preschool
Head Start
Centerbased
Outcomes**

Executive Summary of Outcomes

2024-25 School Year

Outcome Reports for the PHS Center-Based classrooms have now been completed to reflect the progress made from Fall 2024 to Spring 2025. The reports show the progress that the children have made throughout the entirety of the school year. Upon reviewing the reports, we are able to see that as a whole the children have progressed in all areas of developmental. The majority of the children are falling within the range expected.

The progress within the English Language Development indicates that the children who are dual language learners are learning English well. We are also seeing a great deal of progress with Approaches to Learning, Social and Emotional Development, and Science skills.

We have made progress in the area of Math and Literacy, but would like to see greater growth in these areas. We have recently incorporated more training for teachers and created a plan for more Small Group activities focused on these topics.

PHS Outcome Report 2024-25

Explanation of Developmental Levels:

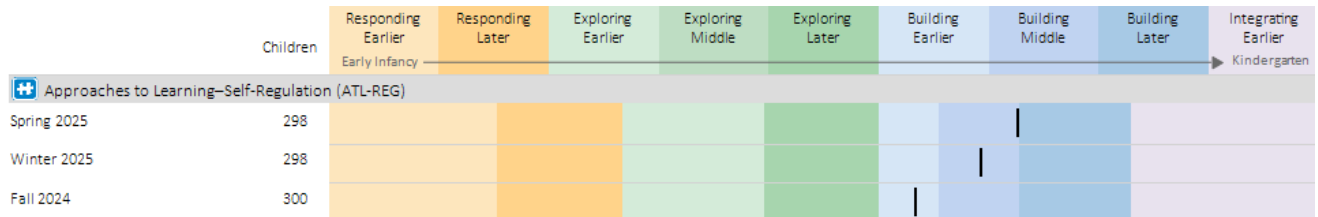
The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

- **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.

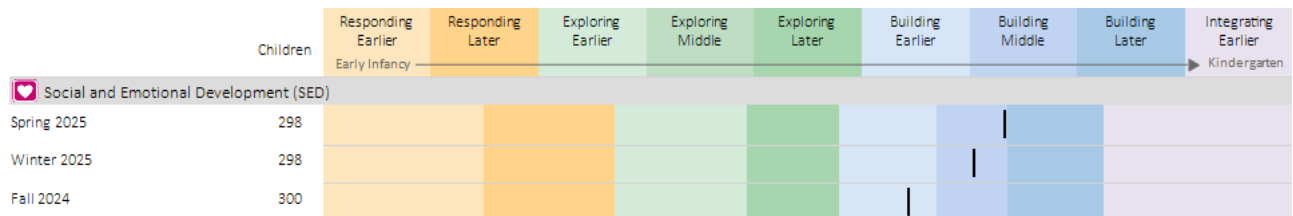
Approaches to Learning:



What this means:

The majority of the children have advanced from the Building Earlier level to the Building Middle. At the Building Middle level, children often seek adult support when needed, such as managing feelings or doing complex activities. They are also learning how to observe, test, and ask specific questions about how things work.

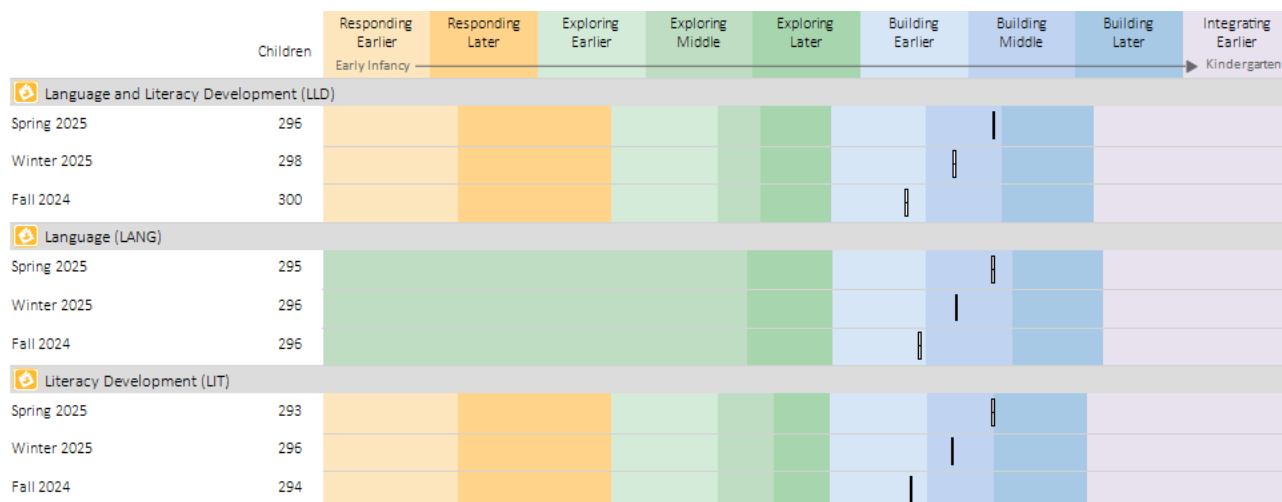
Social and Emotional Development:



What this means:

Many children are not in the Building Middle level of Social and Emotional Development. At the Building Middle level children are learning how to describe physical characteristics and pretend with others (such as pretending to drive a car with a friend as a passenger or work together with a friend to "make a pizza"). They are also learning how to get help from familiar adults in understanding interesting things that happen or the causes of people's feelings.

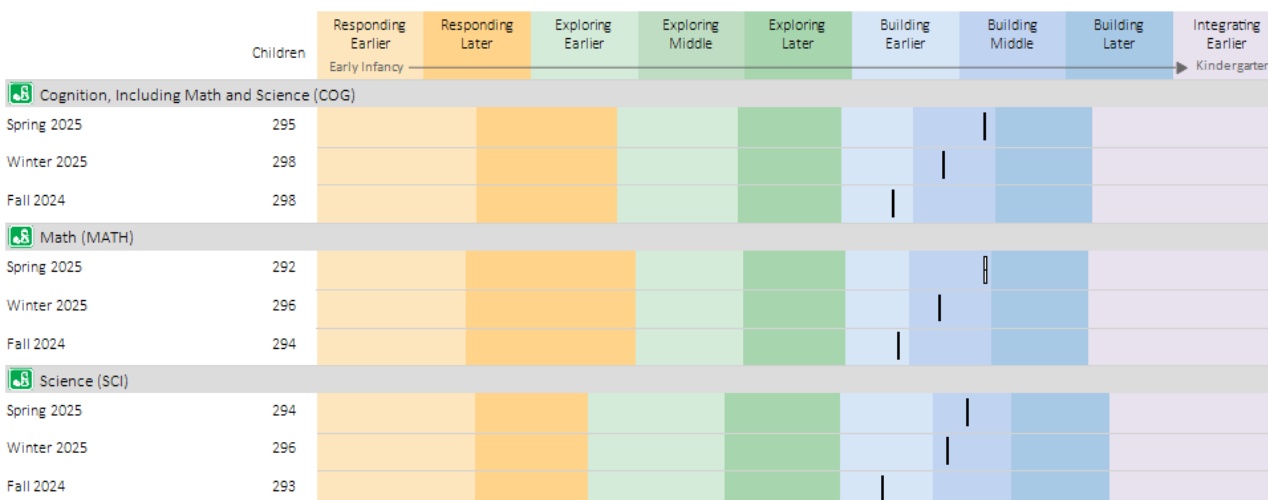
Language and Literacy Development:



What this means:

At the Building Middle level, many children have now learned to communicate in complete sentences (and add new words), recognize letters, and make drawings of people, things, or events.

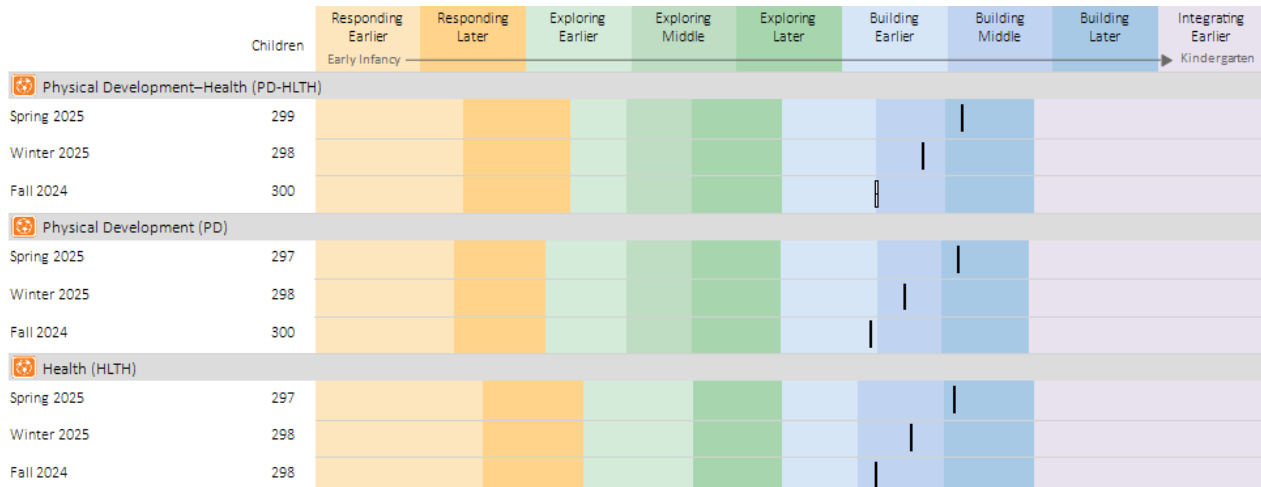
Cognition, Including Math and Science:



What this means:

Throughout the school year, many children have advanced to the Building Middle level in the area of Cognition. At the Building Middle level, children are learning how to count to 10, sort objects based on one characteristic (such as sorting toy cats and toy dogs into two different piles), and make simple patterns (such as clapping then stomping several times in a row).

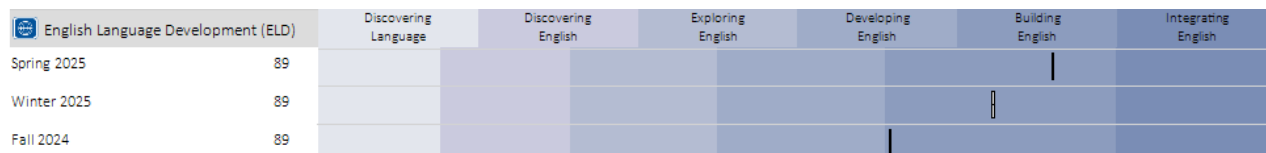
Physical Development-Health:



What this means:

At the Building Middle level, many children are able to adjust movements to copy an adult or follow an adult's suggestions (such as marching behind a marching adult) and are learning how to coordinate multiple actions (such as reaching up to get a hat and then putting on the hat). They are also learning how to follow some safety rules without reminders but still with supervision, and to carry out hygiene routines (such as handwashing or toilet flushing) with some reminders.

English Language Development:



What this means:

At the Building English level, the children are learning the meaning of many words, phrases, and ideas in English, as well as learning to identify English letters, recognize own name in English print, use sentences to communicate, and share key ideas in books presented in English. (When using English, they may sometimes make grammatical errors and mix English with the home language).

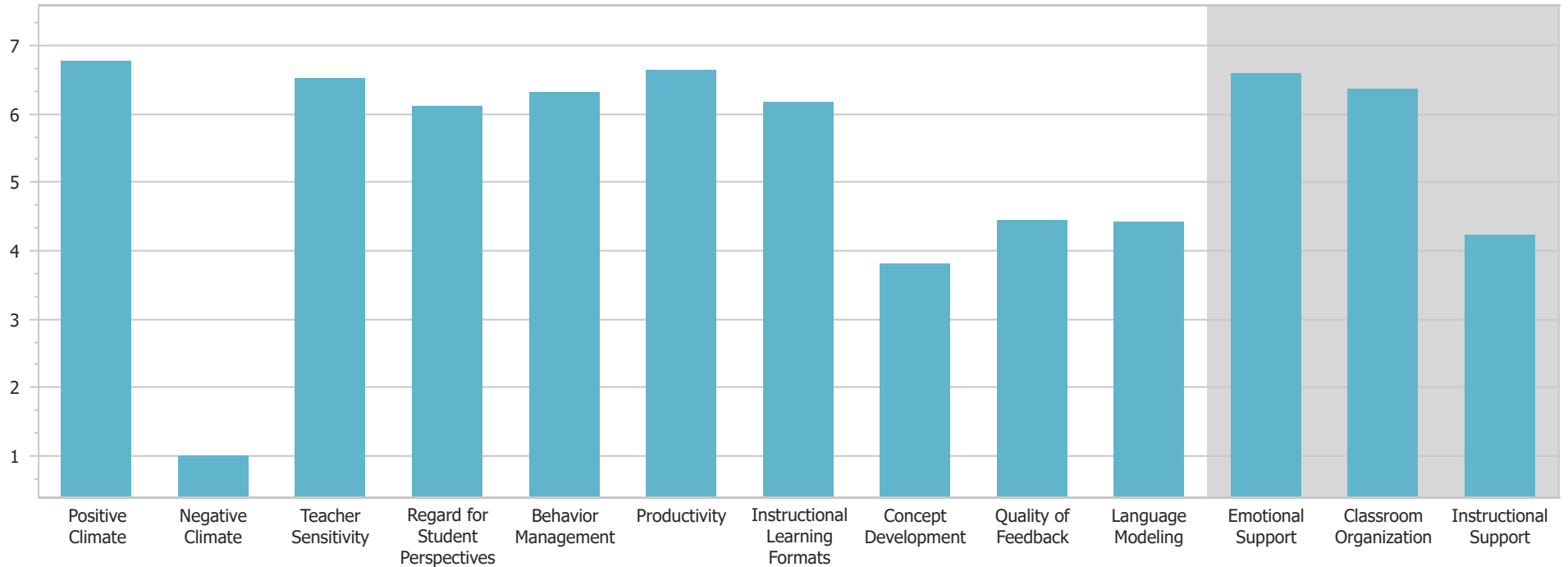
**Preschool
Head Start
CLASS
Observation**



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	6.77	1.01	6.52	6.12	6.32	6.64	6.17	3.81	4.45	4.42	6.6	6.37	4.23



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
05/22/25	Hyde Park	Imagine Ext Day	Coleman, E.	6.75	1.00	7.00	6.50	6.50	6.75	5.75	4.00	4.75	5.25	6.81	6.33	4.67	Hill, P.
05/20/25	Cache County	Smithfield Ext Day	Sorensen, K.	6.25	1.00	6.00	5.50	5.50	6.50	5.50	4.25	4.25	4.75	6.19	5.83	4.42	Hill, P.
05/08/25	Box Elder County	Joeys AM	Samoska, D.	7.00	1.00	6.75	6.00	6.50	6.50	6.75	3.25	5.00	4.50	6.69	6.58	4.25	Mays, A.
05/06/25	Cache County	Hyrum Ext Day	Huppi, J.	7.00	1.00	6.00	6.50	6.50	6.75	6.75	4.50	4.50	5.25	6.63	6.67	4.75	Anderson, K.
04/29/25	Logan	Dream AM	York, J.	6.75	1.00	6.25	6.25	7.00	6.00	5.75	4.00	6.50	6.25	6.56	6.25	5.58	Evans, K.
04/29/25	Onieda County	Malad AM	Tubbs, K.	6.75	1.00	6.75	6.50	6.75	6.75	6.50	5.25	5.50	6.00	6.75	6.67	5.58	Hill, P.
04/28/25	Logan	Create PM	DeSimone, M.	7.00	1.00	6.75	5.75	6.50	6.50	6.00	3.50	3.75	4.75	6.63	6.33	4.00	Anderson, K.
04/22/25	Box Elder County	Tremonton AM	Bronson, E.	7.00	1.00	7.00	6.50	7.00	7.00	6.25	4.00	4.25	4.50	6.88	6.75	4.25	Reid, J.
04/22/25	Franklin County	Preston PM	Cromwell, W.	6.00	1.00	6.25	6.00	5.50	6.50	6.00	4.75	4.50	5.25	6.31	6.00	4.83	Hill, P.
04/16/25	Hyde Park	Soar Ext Day	Lloyd, M.	6.50	1.00	6.50	5.75	6.00	6.75	5.75	4.50	5.00	4.75	6.44	6.17	4.75	Hill, P.
04/15/25	Box Elder County	Cubs Ext. Day	Reeder, N.	6.50	1.00	5.50	5.00	5.25	6.00	3.25	3.00	3.00	3.00	6.00	4.83	3.00	Peterson, K.
04/14/25	Bear Lake	Paris PM	Simonson, J.	6.50	1.25	5.75	5.00	4.50	6.25	4.00	2.25	3.00	2.75	6.00	4.92	2.67	Willmore, K.
04/10/25	Cache County	Richmond AM	Trujillo-Gonzalez, A.	7.00	1.00	6.75	6.25	6.50	7.00	6.50	3.75	5.25	4.25	6.75	6.67	4.42	Anderson, K.
04/09/25	Hyde Park	Inspire AM	Bagley, S.	6.75	1.00	6.75	5.75	6.00	6.75	5.50	3.50	4.00	4.75	6.56	6.08	4.08	Hill, P.
04/09/25	Logan	Wonder Ext. Day	Kauffman-Smith, M.	7.00	1.00	6.75	6.50	6.75	5.75	6.50	3.00	4.00	3.50	6.81	6.33	3.50	Mays, A.
04/08/25	Hyde Park	Discover PM	Harker, S.	6.50	1.00	6.75	6.75	6.75	7.00	6.25	4.50	5.00	5.50	6.75	6.67	5.00	Anderson, K.
03/27/25	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	7.00	5.00	6.25	6.50	7.00	3.75	4.25	4.75	6.50	6.58	4.25	Mays, A.
03/27/25	Logan	Adventure AM	Garcia, J.	6.75	1.00	7.00	7.00	6.00	7.00	6.00	3.75	4.25	4.75	6.94	6.33	4.25	Anderson, K.
03/26/25	Box Elder County	Colts Ext. Day	Burnham, S.	6.00	1.00	6.25	7.00	5.50	6.50	6.75	3.00	4.75	3.75	6.56	6.25	3.83	Mays, A.
03/17/25	Franklin County	Preston AM	Jensen, M.	7.00	1.00	6.75	6.50	7.00	7.00	6.75	5.50	5.50	5.75	6.81	6.92	5.58	Anderson, K.
03/05/25	Logan	Explore Ext. Day	Kauffman-Smith, M.	7.00	1.00	6.25	5.75	6.25	6.75	7.00	4.25	4.75	4.50	6.50	6.67	4.50	Mays, A.
02/10/25	Onieda County	Malad AM	Tubbs, K.	7.00	1.00	7.00	7.00	6.75	7.00	6.75	5.50	6.75	5.25	7.00	6.83	5.83	Mays, A.
01/30/25	Hyde Park	Imagine Ext Day	Lyon, E.	7.00	1.00	6.75	5.75	6.50	6.75	7.00	3.50	4.50	4.50	6.63	6.75	4.17	Mays, A.
01/14/25	Franklin County	Preston PM	Cromwell, W.	6.25	1.00	6.25	6.00	6.00	6.75	5.25	3.75	3.75	4.50	6.38	6.00	4.00	Hill, P.
12/04/24	Bear Lake	Paris PM	Simonson, J.	6.25	1.00	6.50	6.75	6.25	7.00	6.25	4.25	4.25	4.75	6.63	6.50	4.42	Hill, P.
11/26/24	Box Elder County	Joeys AM	Griffiths, E.	7.00	1.00	6.75	5.50	6.50	7.00	6.25	3.00	3.75	3.75	6.56	6.58	3.50	Anderson, K.
11/18/24	Cache County	Richmond AM	Trujillo-Gonzalez, A.	6.75	1.00	6.50	6.25	6.25	7.00	6.50	4.75	4.25	5.00	6.63	6.58	4.67	Hill, P.
11/14/24	Hyde Park	Inspire AM	Bagley, S.	6.50	1.00	5.75	5.75	5.75	6.75	5.50	3.00	3.00	3.00	6.25	6.00	3.00	Anderson, K.
11/04/24	Franklin County	Preston AM	Jensen, M.	7.00	1.00	6.50	6.75	6.50	6.75	7.00	4.25	5.00	5.25	6.81	6.75	4.83	Mays, A.
10/30/24	Hyde Park	Soar Ext Day	Semadeni, E.	7.00	1.00	6.75	6.25	7.00	7.00	6.00	4.50	4.00	5.00	6.75	6.67	4.50	Hill, P.
10/29/24	Box Elder County	Tremonton AM	Bronson, E.	7.00	1.00	7.00	6.75	7.00	6.75	6.00	2.50	4.00	3.75	6.94	6.58	3.42	Anderson, K.
10/29/24	Logan	Create PM	DeSimone, M.	7.00	1.00	6.50	6.25	6.25	6.25	6.75	3.75	4.50	4.00	6.69	6.42	4.08	Mays, A.

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Bear River - PHS, EHS

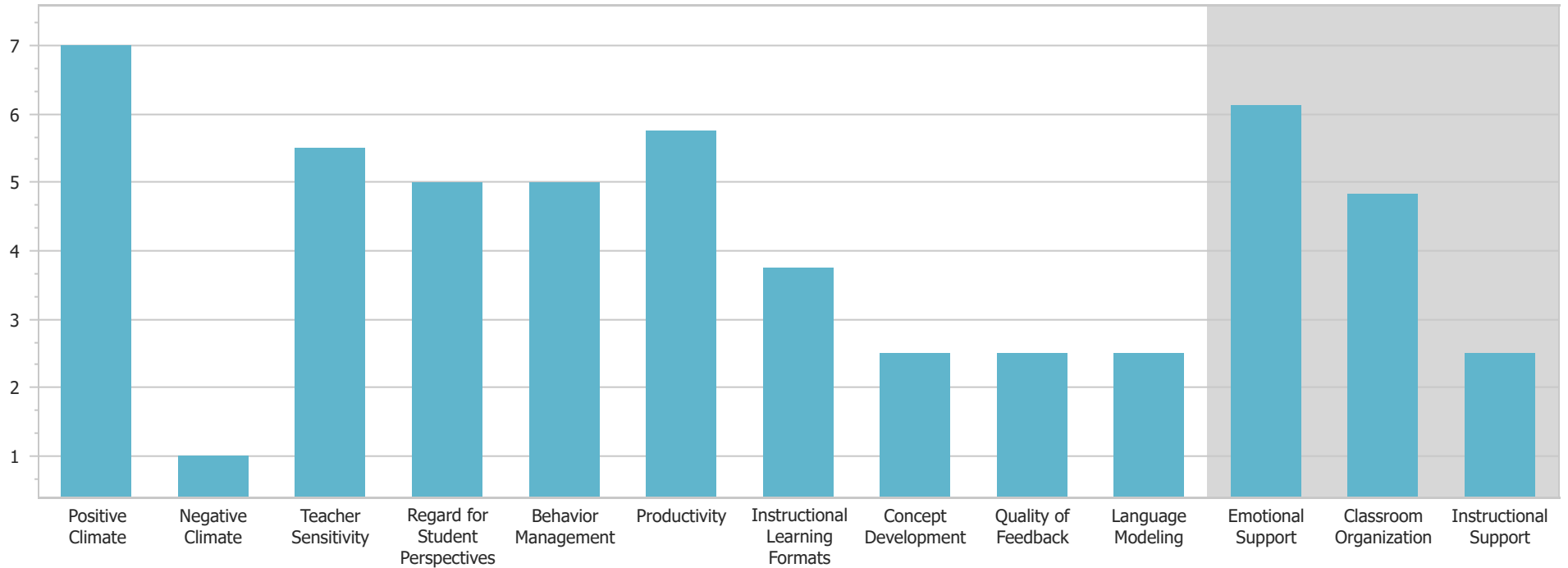
5610 - Pre-K CLASS® Observations List

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
10/29/24	Logan	Dream AM	York, J.	7.00	1.00	7.00	5.50	7.00	6.75	7.00	3.50	5.00	4.75	6.63	6.92	4.42	Mays, A.
10/24/24	Hyde Park	Discover PM	Harker, S.	7.00	1.00	7.00	6.25	6.75	7.00	6.25	4.00	4.50	4.50	6.81	6.67	4.33	Anderson, K.
10/21/24	Logan	Adventure AM	Garcia, J.	7.00	1.00	6.50	6.00	7.00	6.50	7.00	3.75	4.50	3.25	6.63	6.83	3.83	Mays, A.
10/14/24	Logan	Explore Ext. Day	Cloward, A.	7.00	1.00	6.25	5.00	6.25	6.25	7.00	3.25	4.50	4.50	6.31	6.50	4.08	Mays, A.
10/10/24	Box Elder County	Colts Ext. Day	Burnham, S.	5.75	1.00	6.00	7.00	5.50	6.00	6.50	3.25	4.50	4.00	6.44	6.00	3.92	Mays, A.
10/08/24	Logan	Wonder Ext. Day	Pike, D.	7.00	1.00	6.75	6.75	6.50	6.50	6.50	4.50	5.75	4.75	6.88	6.50	5.00	Mays, A.
10/03/24	Cache County	Hyrum Ext Day	Huppi, J.	6.75	1.25	6.75	6.50	6.50	7.00	6.25	3.25	4.00	3.75	6.69	6.58	3.67	Anderson, K.
10/03/24	Cache County	Smithfield Ext Day	Anderson, K.	7.00	1.00	5.50	5.00	5.00	5.75	3.75	2.50	2.50	2.50	6.13	4.83	2.50	Peterson, K.
10/01/24	Box Elder County	Cubs Ext. Day	Reeder, N.	7.00	1.00	6.50	6.50	6.50	7.00	7.00	4.50	5.25	4.00	6.75	6.83	4.58	Anderson, K.
10/01/24	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	6.75	5.75	7.00	6.50	6.00	2.50	2.75	2.50	6.63	6.50	2.58	Reid, J.

Total: 42

Anderson, Kelsey



10/3/2024

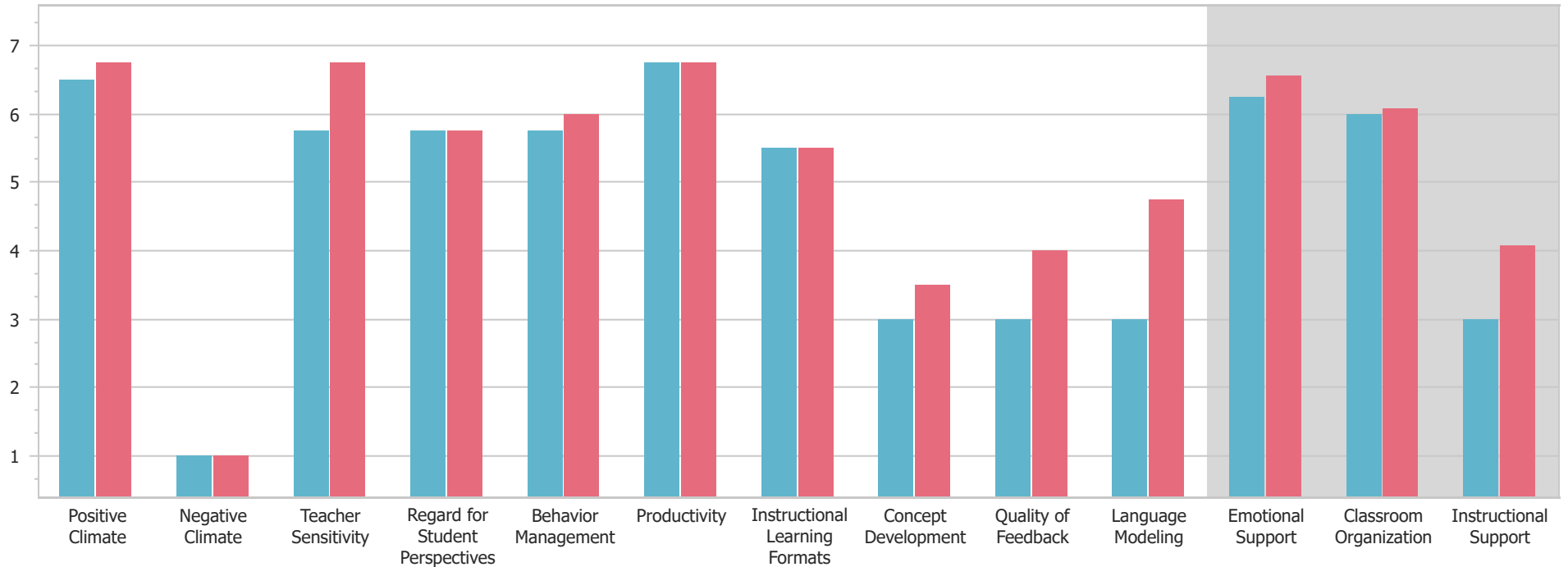
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10/3/2024	7	1	5.5	5	5	5.75	3.75	2.5	2.5	2.5	6.13	4.83	2.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bagley, Shaylee



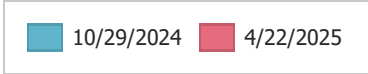
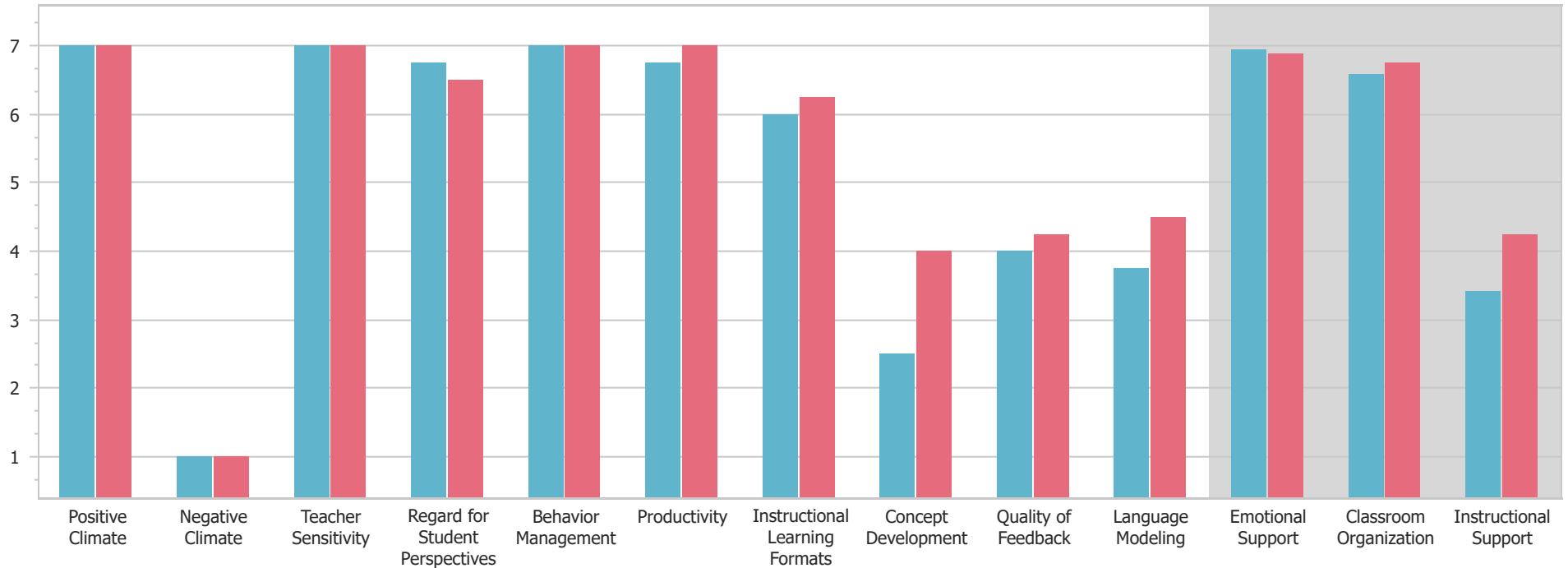
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/14/2024	6.5	1	5.75	5.75	5.75	6.75	5.5	3	3	3	6.25	6	3
4/9/2025	6.75	1	6.75	5.75	6	6.75	5.5	3.5	4	4.75	6.56	6.08	4.08



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bronson, Emily



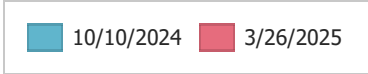
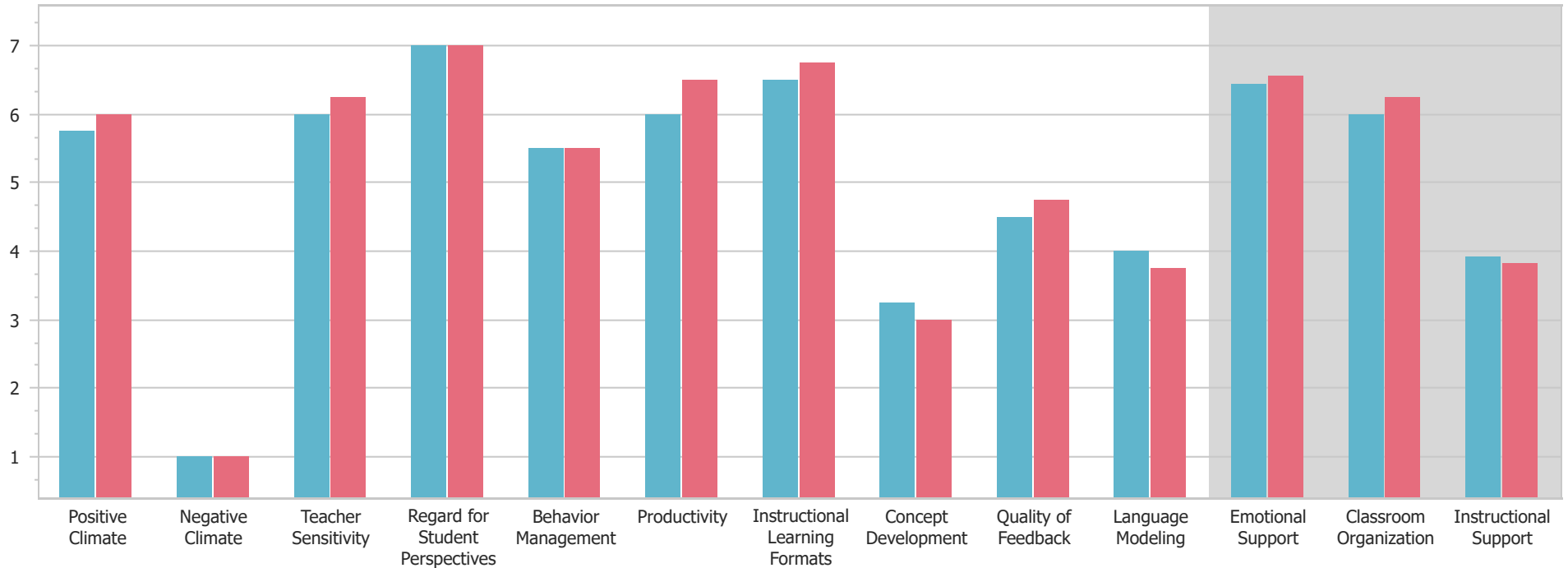
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/29/2024	7	1	7	6.75	7	6.75	6	2.5	4	3.75	6.94	6.58	3.42
4/22/2025	7	1	7	6.5	7	7	6.25	4	4.25	4.5	6.88	6.75	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Burnham, Shawn



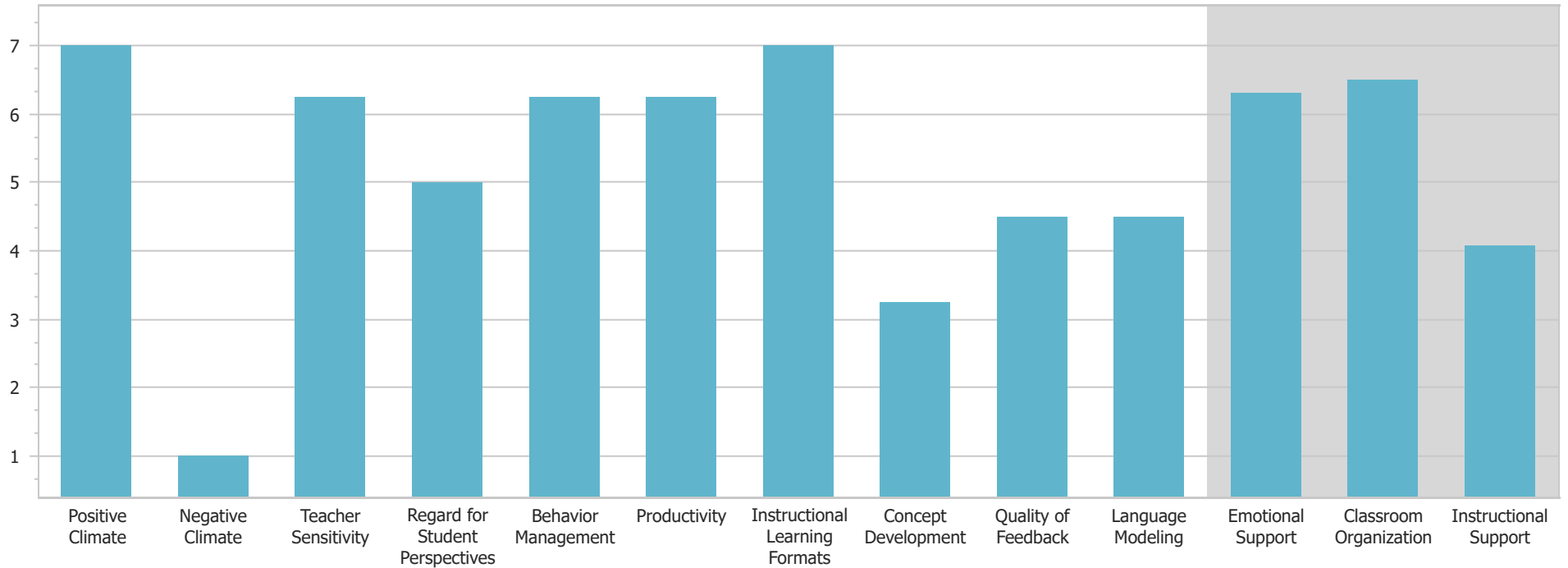
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/10/2024	5.75	1	6	7	5.5	6	6.5	3.25	4.5	4	6.44	6	3.92
3/26/2025	6	1	6.25	7	5.5	6.5	6.75	3	4.75	3.75	6.56	6.25	3.83



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Cloward, Abby



10/14/2024

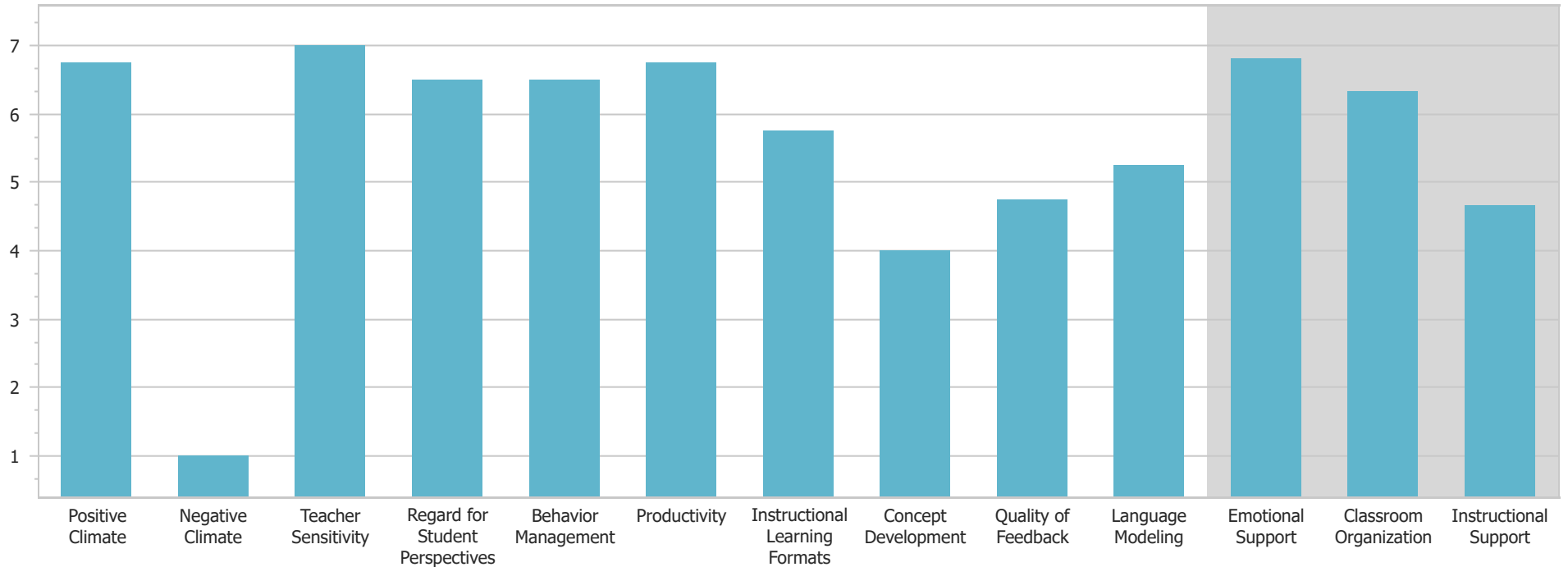
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/14/2024	7	1	6.25	5	6.25	6.25	7	3.25	4.5	4.5	6.31	6.5	4.08



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Coleman, Erica



5/22/2025

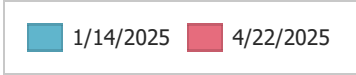
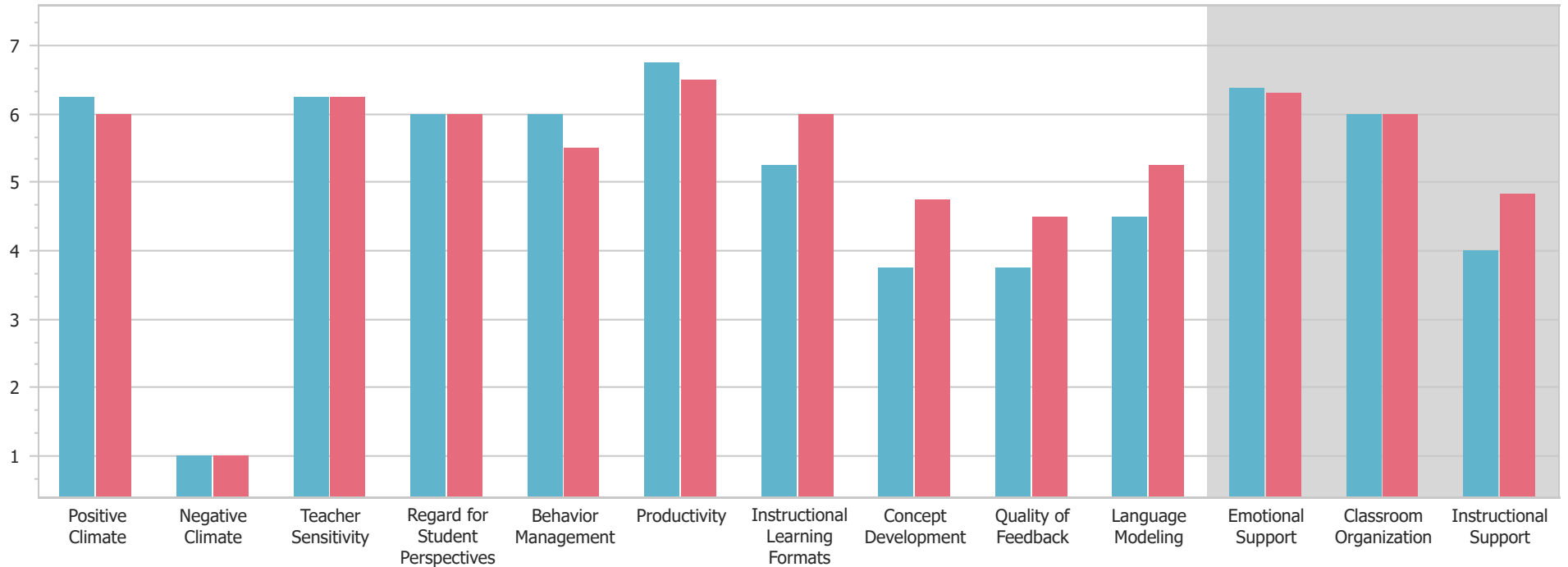
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/22/2025	6.75	1	7	6.5	6.5	6.75	5.75	4	4.75	5.25	6.81	6.33	4.67



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Cromwell, Whitney



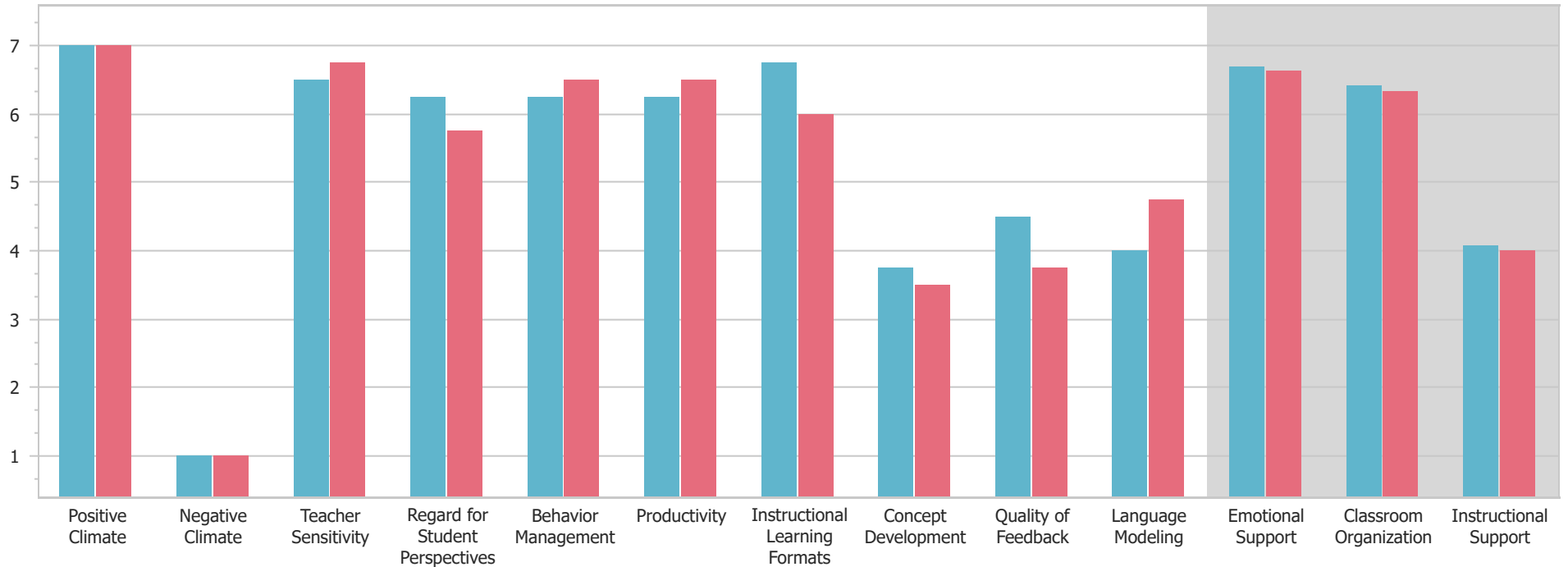
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
1/14/2025	6.25	1	6.25	6	6	6.75	5.25	3.75	3.75	4.5	6.38	6	4
4/22/2025	6	1	6.25	6	5.5	6.5	6	4.75	4.5	5.25	6.31	6	4.83



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

DeSimone, Melinda



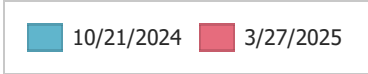
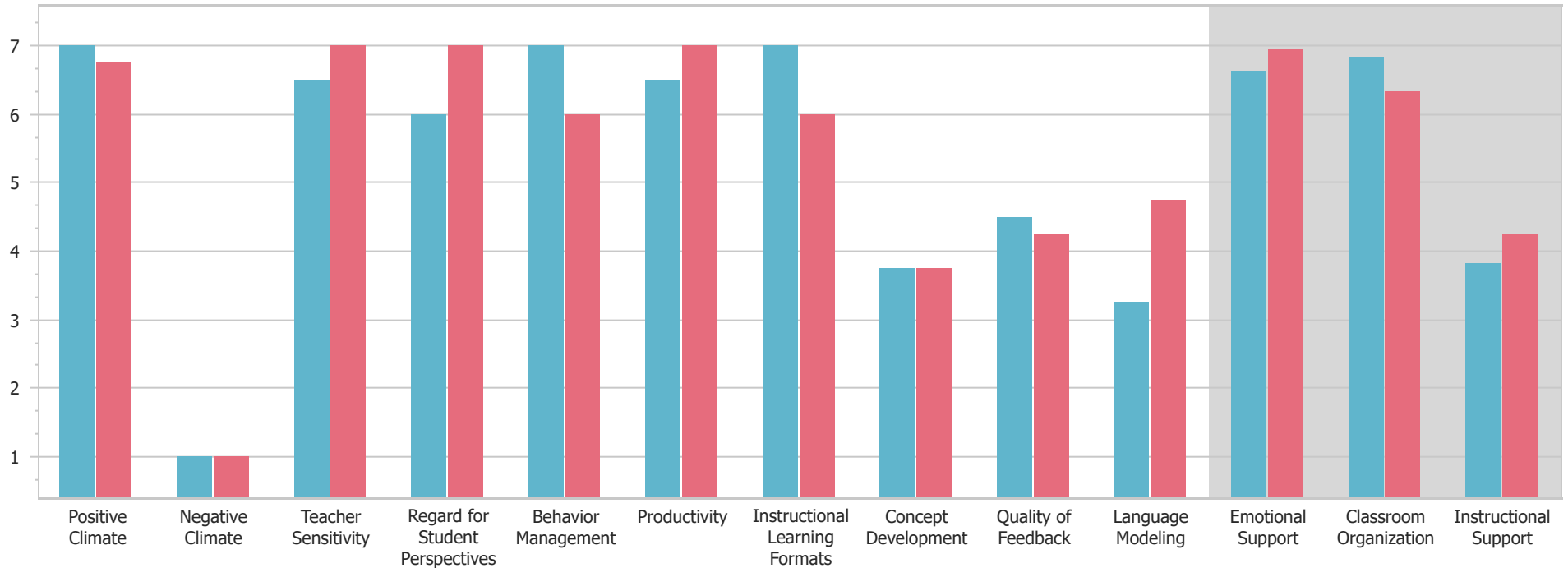
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/29/2024	7	1	6.5	6.25	6.25	6.25	6.75	3.75	4.5	4	6.69	6.42	4.08
4/28/2025	7	1	6.75	5.75	6.5	6.5	6	3.5	3.75	4.75	6.63	6.33	4



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Garcia, Jennifer



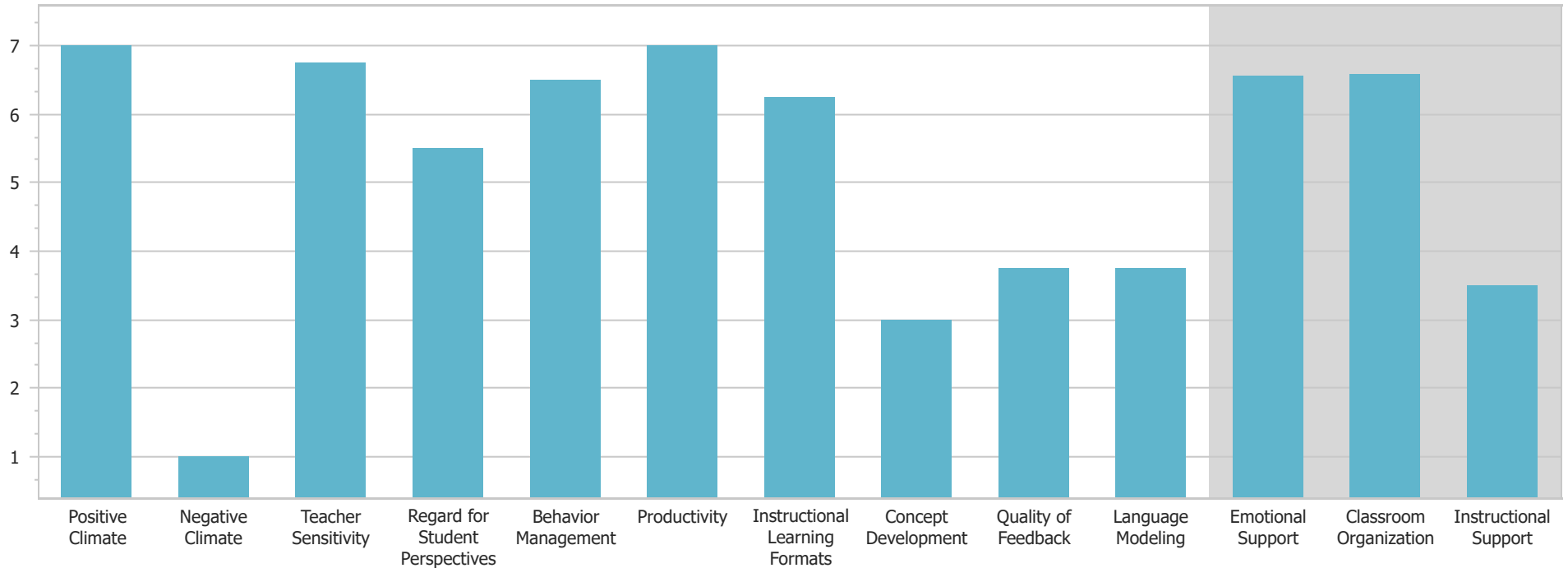
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/21/2024	7	1	6.5	6	7	6.5	7	3.75	4.5	3.25	6.63	6.83	3.83
3/27/2025	6.75	1	7	7	6	7	6	3.75	4.25	4.75	6.94	6.33	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Griffiths, Emily



11/26/2024

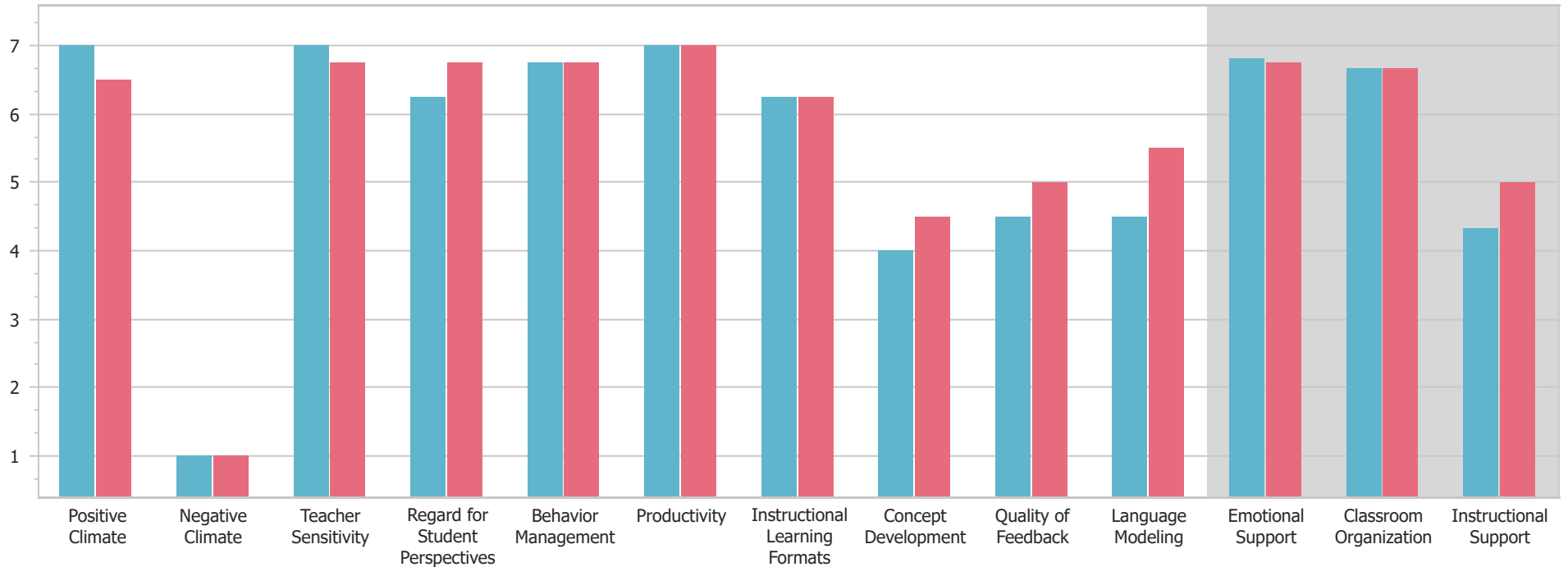
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/26/2024	7	1	6.75	5.5	6.5	7	6.25	3	3.75	3.75	6.56	6.58	3.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Harker, Savannah



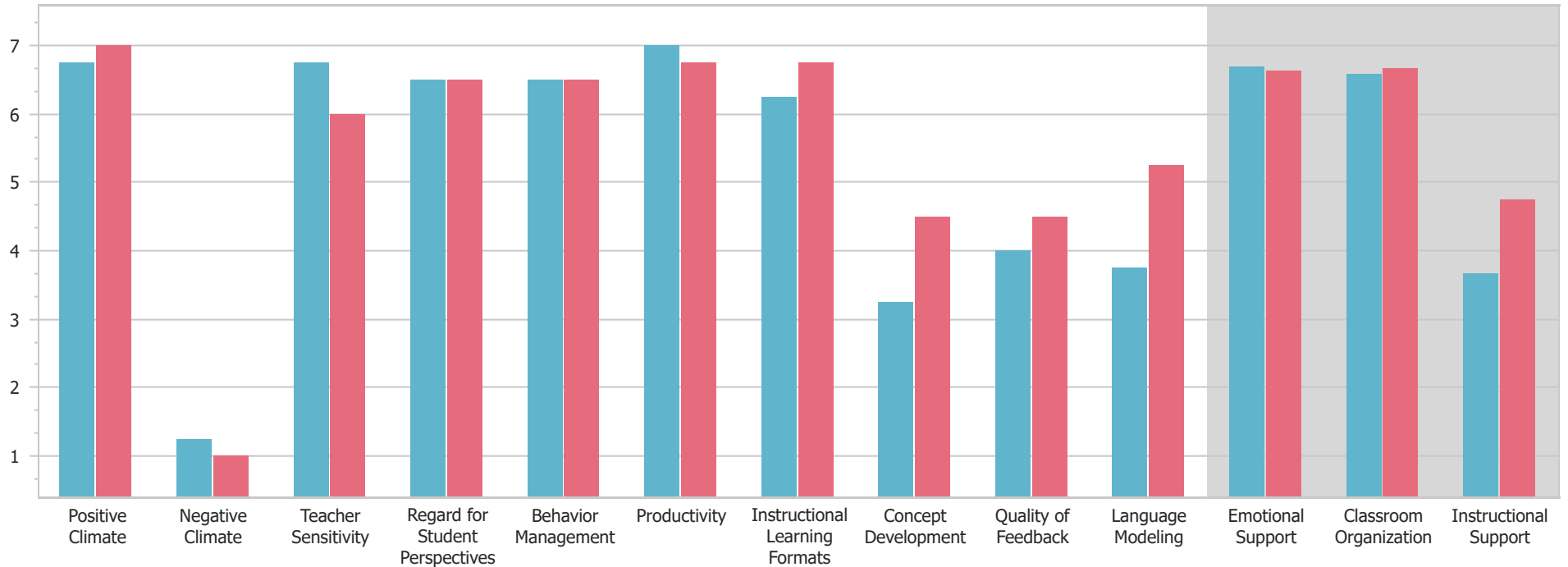
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/24/2024	7	1	7	6.25	6.75	7	6.25	4	4.5	4.5	6.81	6.67	4.33
4/8/2025	6.5	1	6.75	6.75	6.75	7	6.25	4.5	5	5.5	6.75	6.67	5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Huppi, Julie



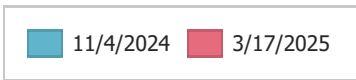
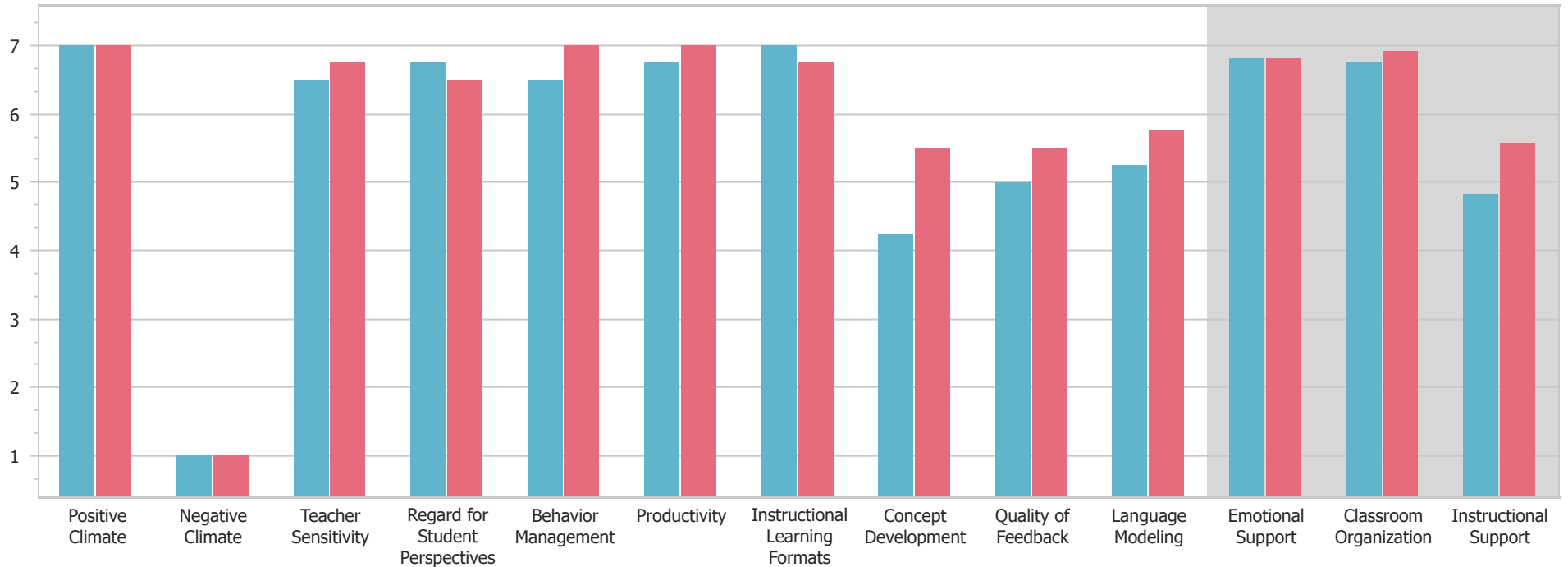
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/3/2024	6.75	1.25	6.75	6.5	6.5	7	6.25	3.25	4	3.75	6.69	6.58	3.67
5/6/2025	7	1	6	6.5	6.5	6.75	6.75	4.5	4.5	5.25	6.63	6.67	4.75



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Jensen, Mindy



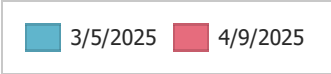
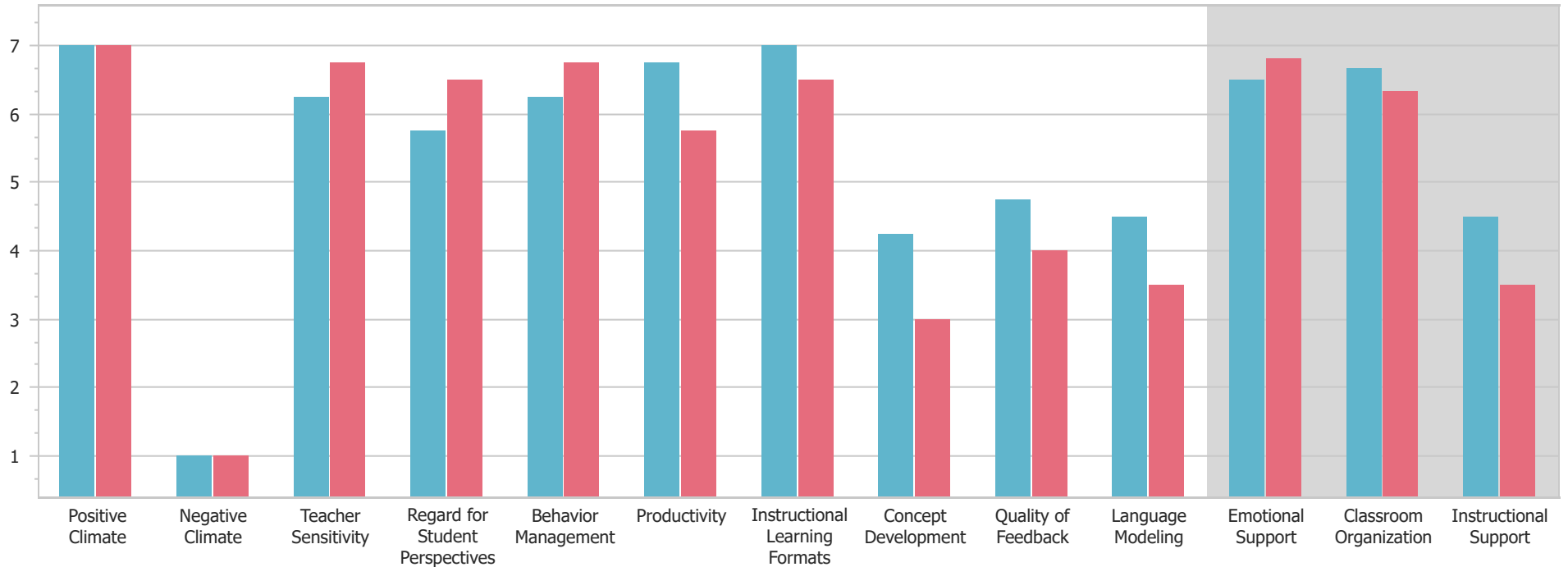
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/4/2024	7	1	6.5	6.75	6.5	6.75	7	4.25	5	5.25	6.81	6.75	4.83
3/17/2025	7	1	6.75	6.5	7	7	6.75	5.5	5.5	5.75	6.81	6.92	5.58



Bear River - PHS, EHS

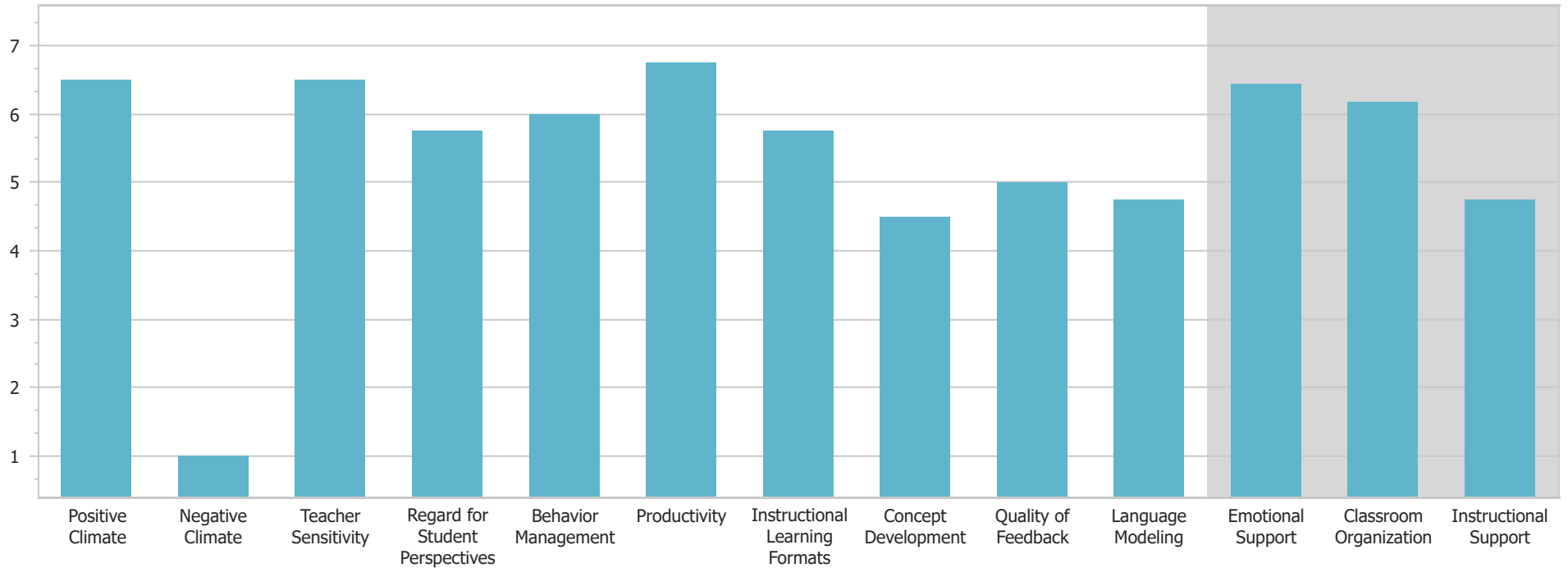
5620 - Pre-K CLASS® Score Charts

Kauffman-Smith, Madison



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
3/5/2025	7	1	6.25	5.75	6.25	6.75	7	4.25	4.75	4.5	6.5	6.67	4.5
4/9/2025	7	1	6.75	6.5	6.75	5.75	6.5	3	4	3.5	6.81	6.33	3.5

Lloyd, Madisen



4/16/2025

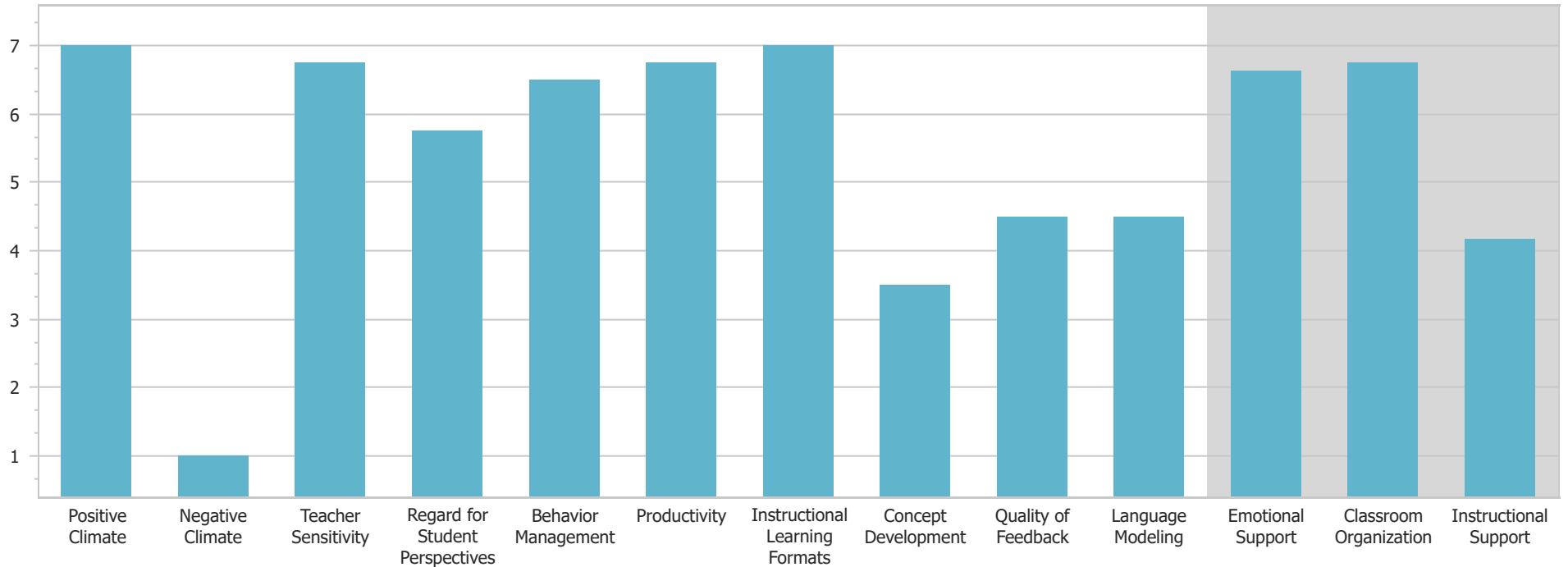
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
4/16/2025	6.5	1	6.5	5.75	6	6.75	5.75	4.5	5	4.75	6.44	6.17	4.75



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

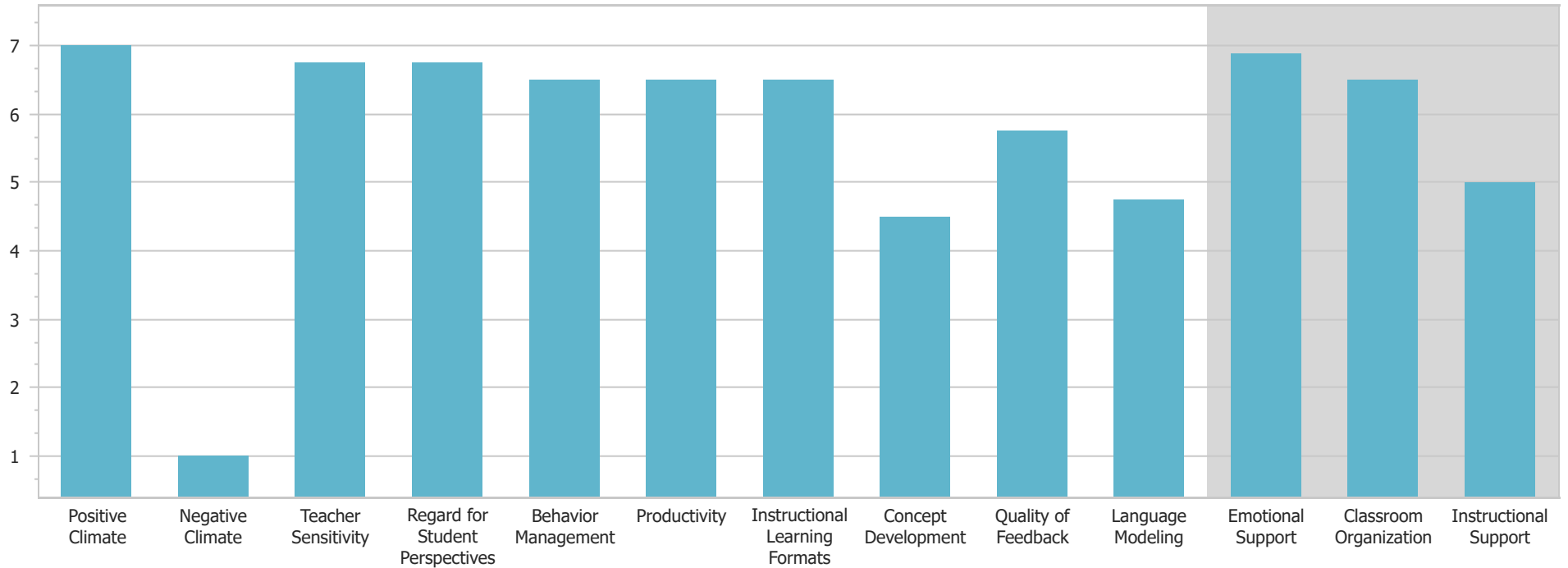
Lyon, Elizabeth



1/30/2025

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
1/30/2025	7	1	6.75	5.75	6.5	6.75	7	3.5	4.5	4.5	6.63	6.75	4.17

Pike, Danielle



10/8/2024

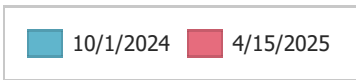
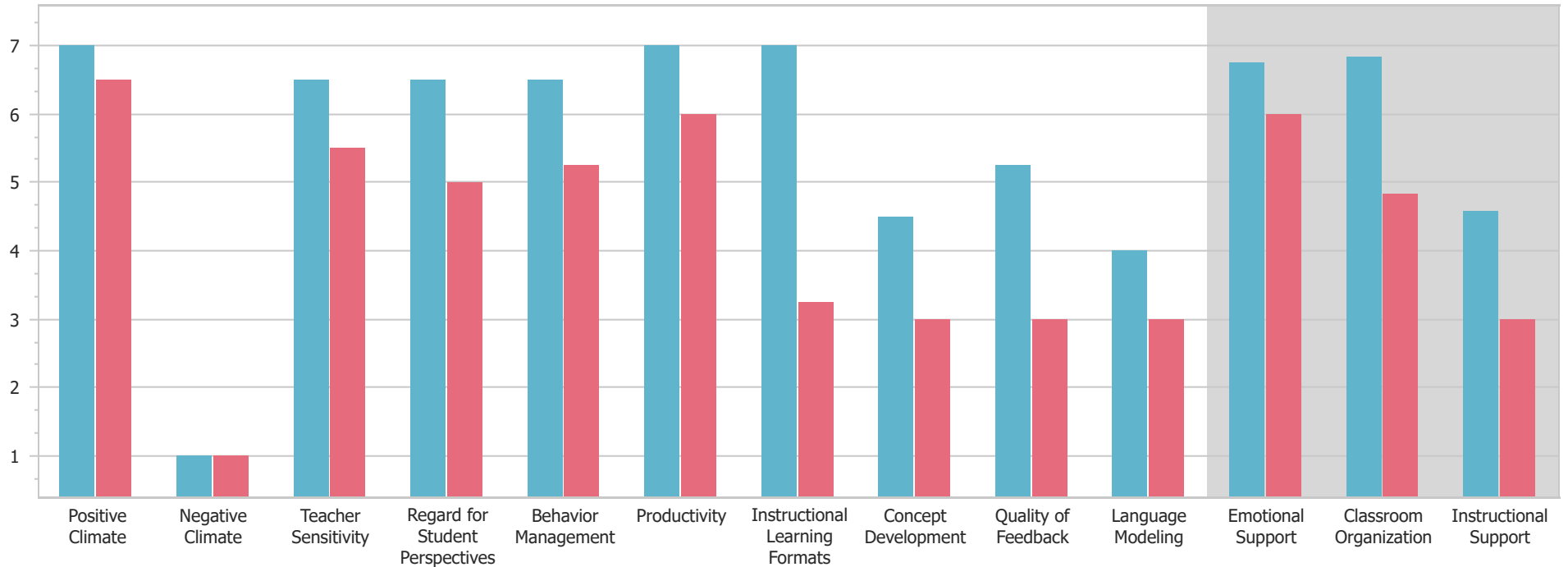
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/8/2024	7	1	6.75	6.75	6.5	6.5	6.5	4.5	5.75	4.75	6.88	6.5	5



Bear River - PHS, EHS

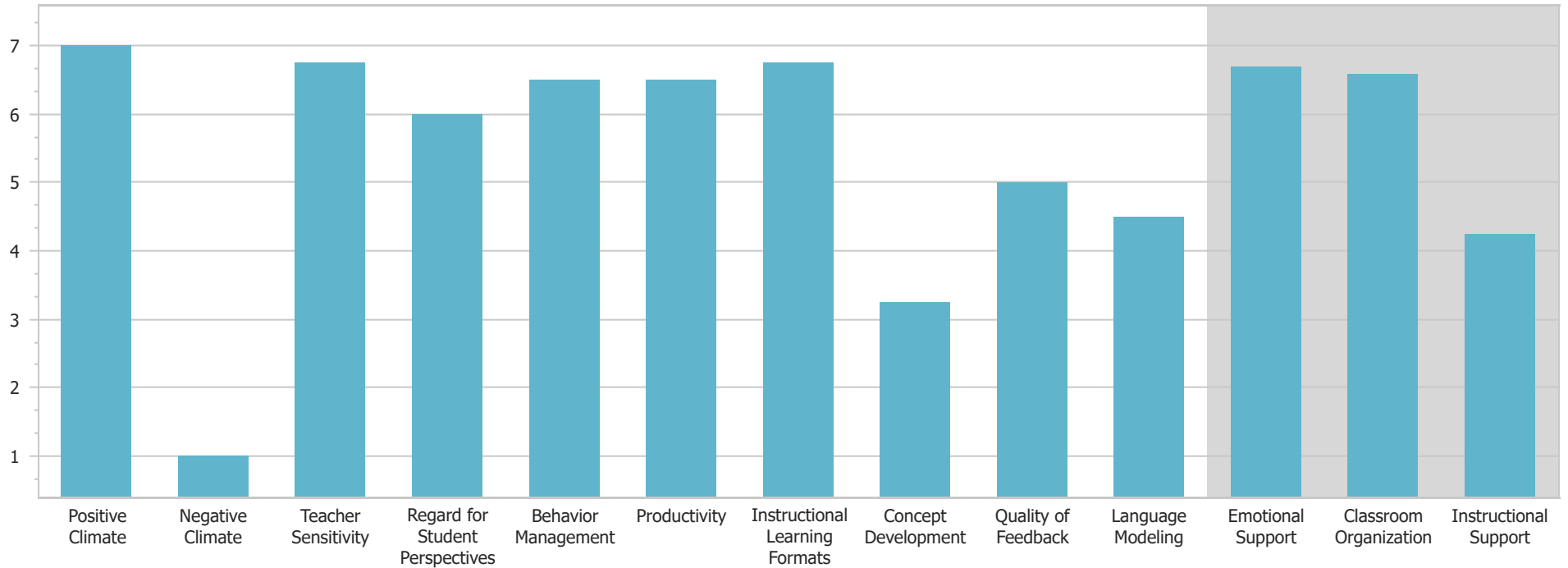
5620 - Pre-K CLASS® Score Charts

Reeder, Nicholle



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/1/2024	7	1	6.5	6.5	6.5	7	7	4.5	5.25	4	6.75	6.83	4.58
4/15/2025	6.5	1	5.5	5	5.25	6	3.25	3	3	3	6	4.83	3

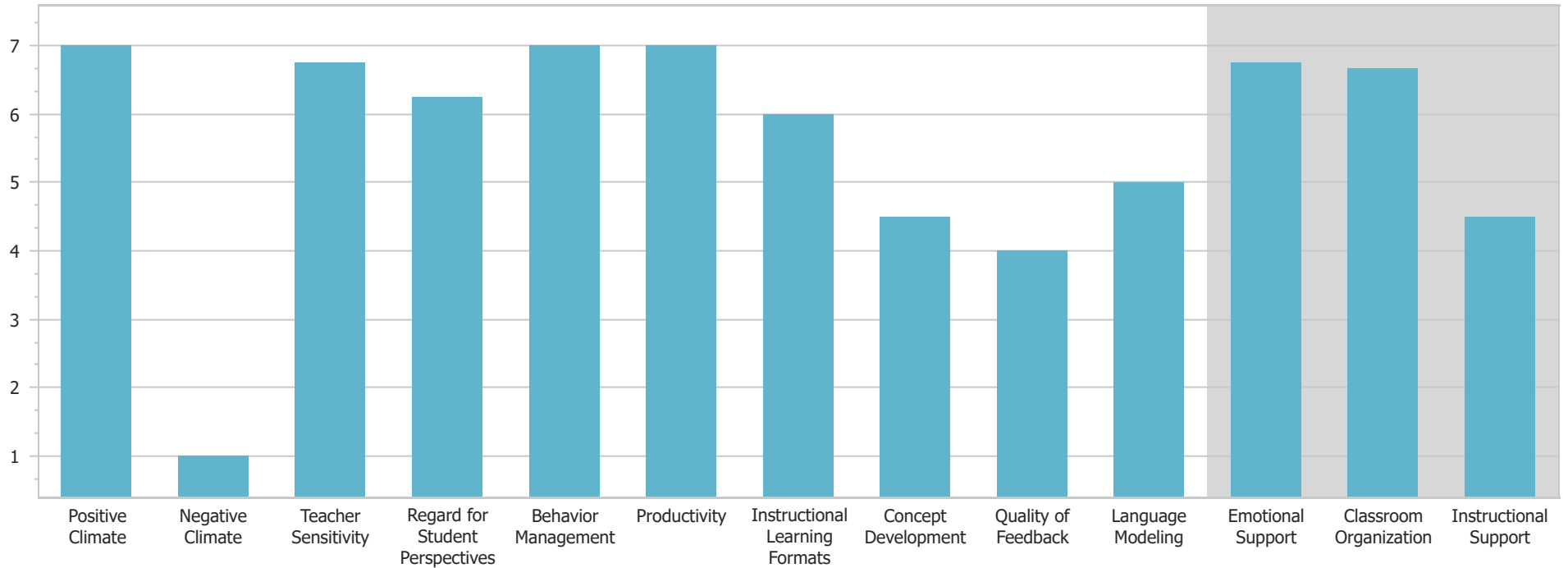
Samoska, Danielle



5/8/2025

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/8/2025	7	1	6.75	6	6.5	6.5	6.75	3.25	5	4.5	6.69	6.58	4.25

Semadeni, Emily



10/30/2024

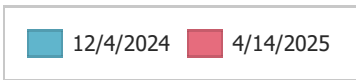
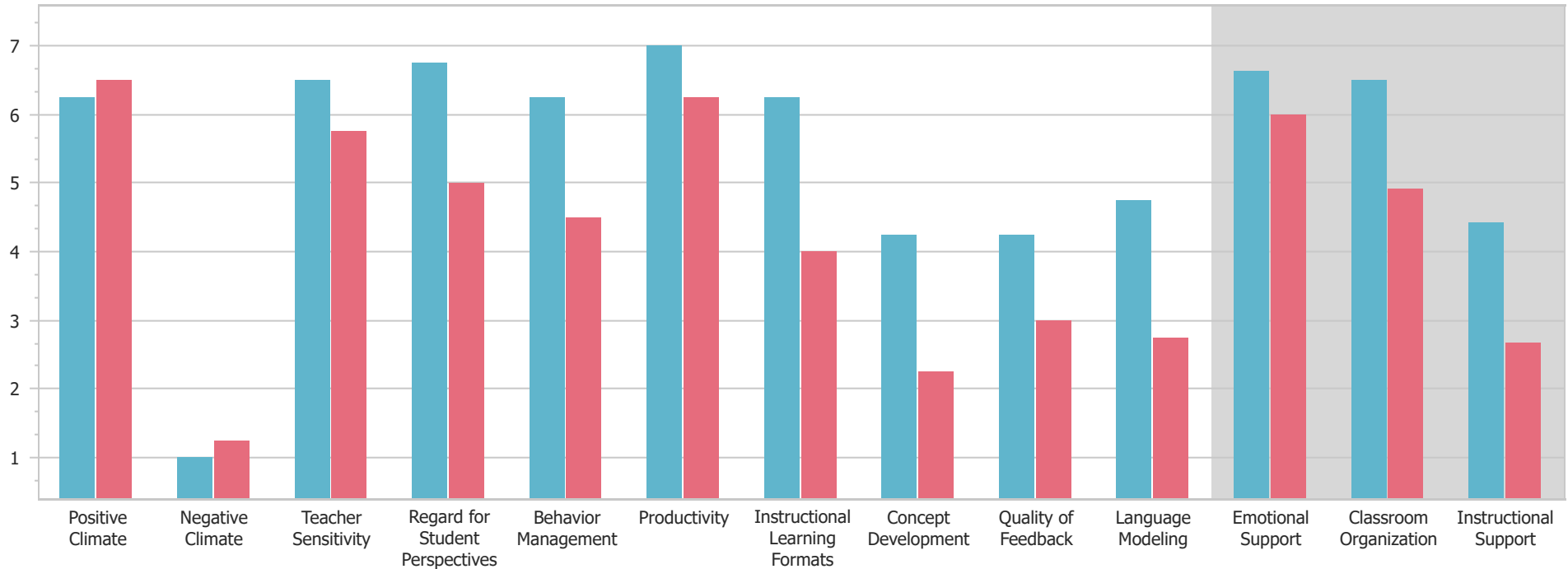
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10/30/2024	7	1	6.75	6.25	7	7	6	4.5	4	5	6.75	6.67	4.5



Bear River - PHS, EHS

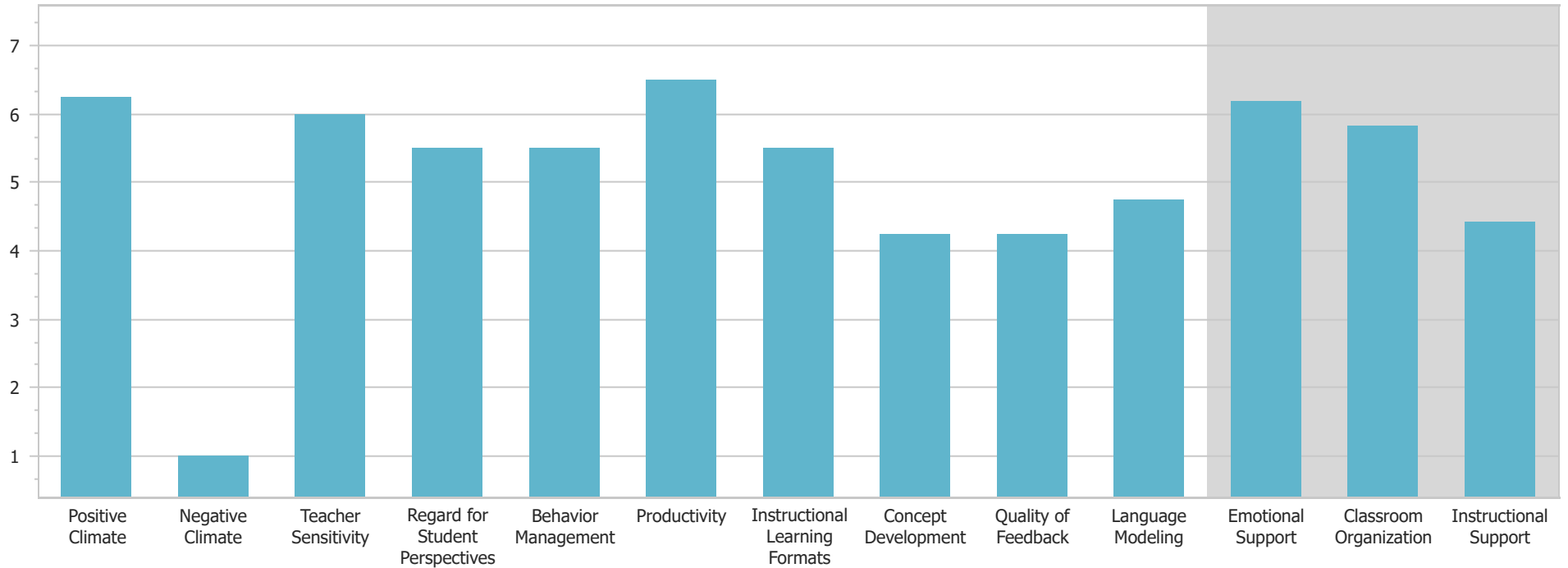
5620 - Pre-K CLASS® Score Charts

Simonson, Janessa



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/4/2024	6.25	1	6.5	6.75	6.25	7	6.25	4.25	4.25	4.75	6.63	6.5	4.42
4/14/2025	6.5	1.25	5.75	5	4.5	6.25	4	2.25	3	2.75	6	4.92	2.67

Sorensen, Kimberly



5/20/2025

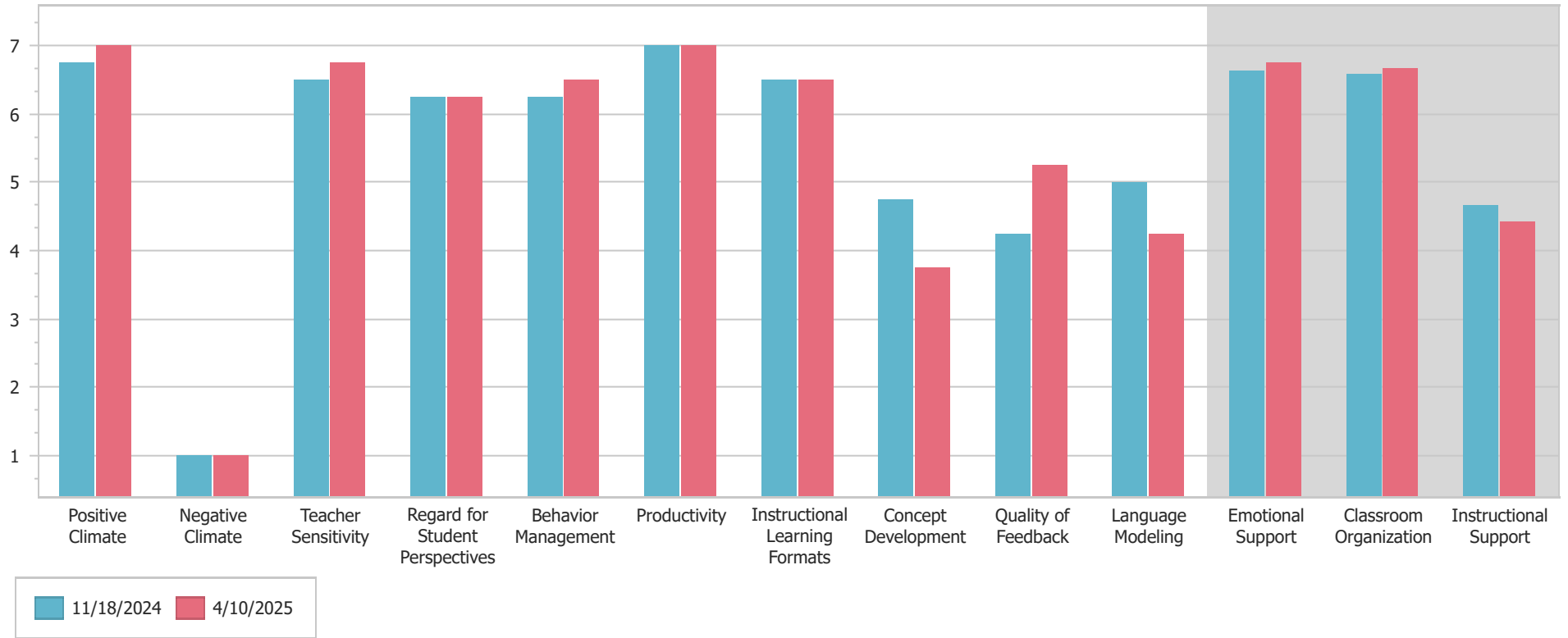
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/20/2025	6.25	1	6	5.5	5.5	6.5	5.5	4.25	4.25	4.75	6.19	5.83	4.42



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Trujillo-Gonzalez, Andrea



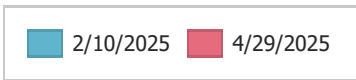
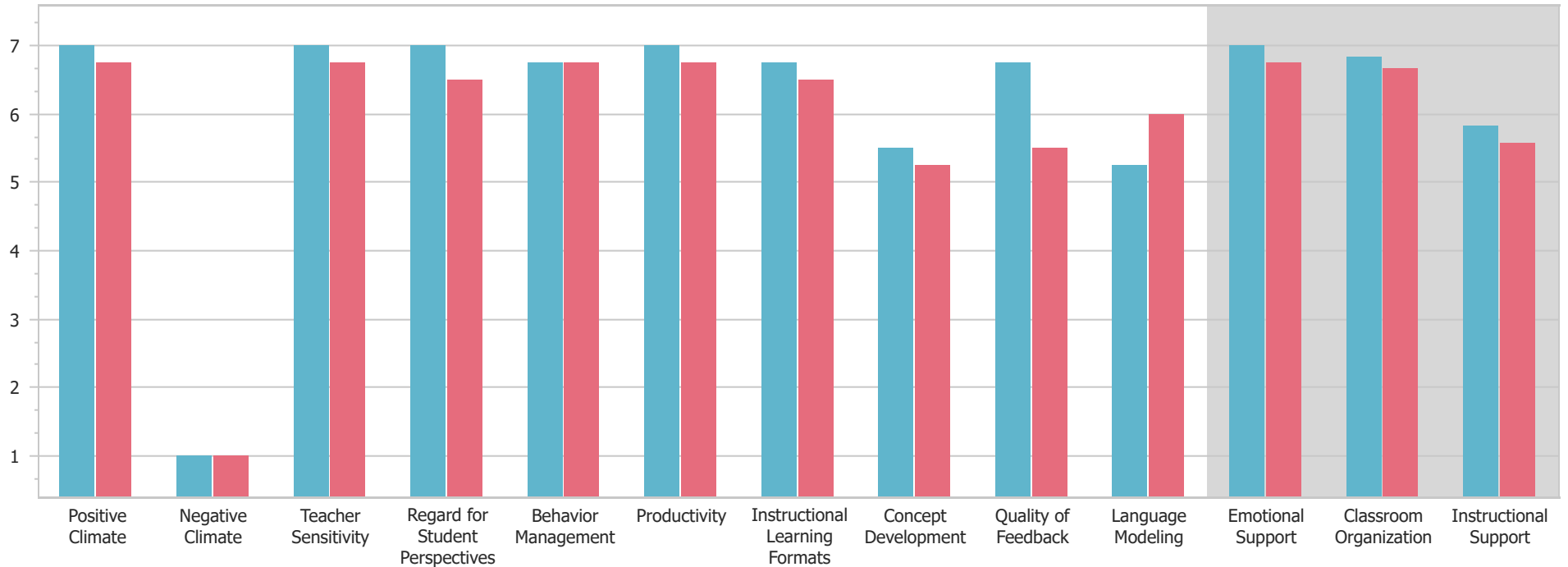
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/18/2024	6.75	1	6.5	6.25	6.25	7	6.5	4.75	4.25	5	6.63	6.58	4.67
4/10/2025	7	1	6.75	6.25	6.5	7	6.5	3.75	5.25	4.25	6.75	6.67	4.42



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Tubbs, Karen



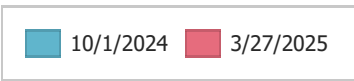
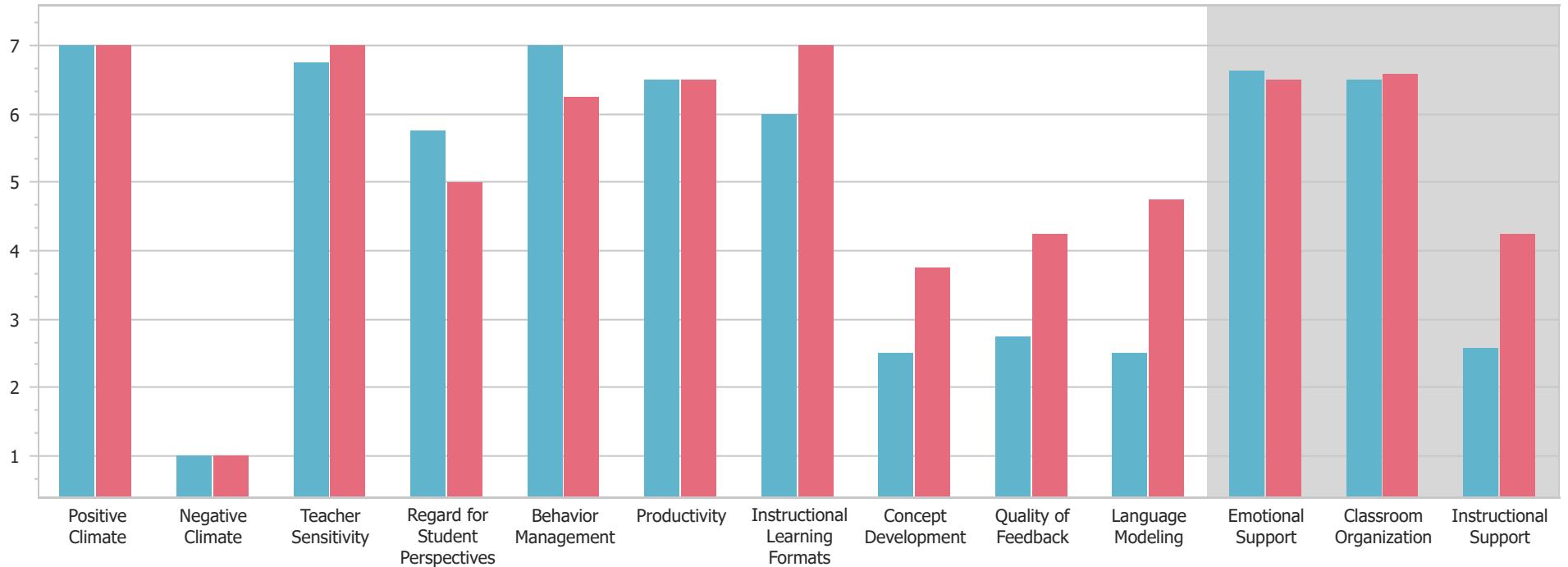
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
2/10/2025	7	1	7	7	6.75	7	6.75	5.5	6.75	5.25	7	6.83	5.83
4/29/2025	6.75	1	6.75	6.5	6.75	6.75	6.5	5.25	5.5	6	6.75	6.67	5.58



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Venable, Mikalyn



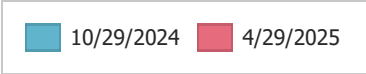
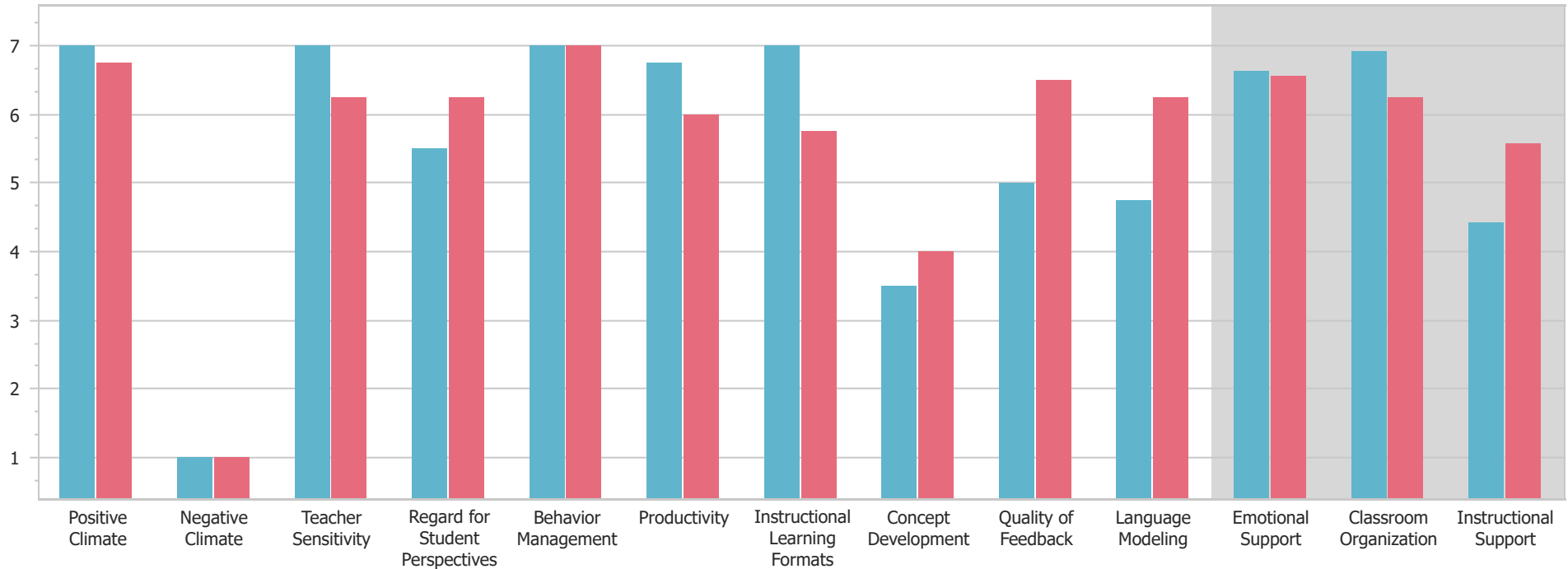
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/1/2024	7	1	6.75	5.75	7	6.5	6	2.5	2.75	2.5	6.63	6.5	2.58
3/27/2025	7	1	7	5	6.25	6.5	7	3.75	4.25	4.75	6.5	6.58	4.25



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
10/29/2024	7	1	7	5.5	7	6.75	7	3.5	5	4.75	6.63	6.92	4.42
4/29/2025	6.75	1	6.25	6.25	7	6	5.75	4	6.5	6.25	6.56	6.25	5.58

**Early Head
Start
Centerbased
Outcomes**

Outcome Report 2024-2025

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 2025								
Winter 2025								
Fall 2024								

What this means:

Since the beginning of 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 2025								
Winter 2025								
Fall 2024								

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 2025									
Winter 2025									
Fall 2024									

What this means:

Many children have advanced to the Exploring Middle level. At the beginning of the year the children were learning to focus attention on activities for short periods of time, imitate words or gestures and seek comfort from special people or objects. As they are progressing, the children are learning to use simple words to communicate and respond to others in brief back-and-forth conversations, and to explore the content of books and pictures.

Cognition, Including Math and Science

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

What this means:

Many children have progressed within the Exploring Later level. At the beginning of the year children were learning to try out different ways to cause things to happen, show interest in a variety of objects and events in the environment, and explore how shapes, textures, and quantity of objects fit together. As they are progressing, the children are learning how to use number words and purposefully explore things in the environment.

Physical Development & Health

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

What this means:

Many children have progressed within 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).

Executive Summary

EHS Outcome Summary Fall 2024-Spring 2025

Outcome Reports for the EHS Center-Based classrooms have been completed for Fall 2024 through Spring 2025. These reports highlight the progress children have made throughout the school year. Upon review, we can see that, overall, the children have shown growth across all five developmental areas, with the majority falling within the expected developmental range.

In the area of Cognition, including Math and Science, the data shows a steady increase in children's skills. Additionally, we are seeing notable progress in Language and Literacy Development, suggesting that daily routines and planned activities are effectively supporting development in these areas.

We would like to see more progress in the areas of Social and Emotional Development, and Physical Development. To support this growth, teachers are implementing targeted activities in the classroom, modeling these skills throughout the day, and providing resources to families to encourage reinforcement at home.

There has been a slight decrease in the area of Language and Literacy Development among children with an IFSP or IEP. This decline is attributed to a few students being newly identified and placed on an IFSP between Winter 2025 and Spring 2025. These students' developmental levels, upon entry, contributed to a slight dip in the overall average for this category.

EHS Outcomes: Fall 2024-Spring 2025

All EHS Center Based Children

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 2024-Spring 2025

EHS Center Based Dual Language Learners

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Charts.

EHS Outcomes: Fall 2024-Spring 2025

EHS Center Based IFSP/IEP

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Charts

**Early Head
Start
Homebased
Outcomes**

Bear River Early Head Start Homebased Outcomes Report

Spring Outcomes Report 2024-2025

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/Self-Regulation, Social/Emotional Development and Cognitive skills. Dual Language learners showed gains between all assessment periods and children with IFSP/IEP's had excellent growth. Most of these kids are three now and will be transitioning to a PHS classroom this coming year.

After each assessment period, we provide parents with an individual chart of their child's growth and jointly set new child goals to work on for the next quarter. We encourage parents to spend some time each day working with their child on their goals. We also plan trainings and/or give mentor coaching support to staff to increase their knowledge in the developmental domains and in individualizing services and home visits to best meet the needs of children and families.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

All EHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

Dual Language Learners

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

IEP/IFSP

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Family Outcomes

Family Development Outcomes Training

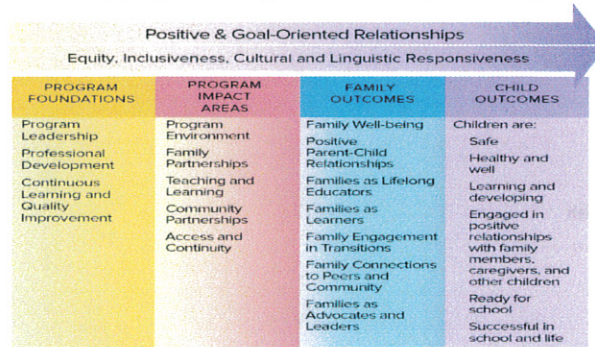
June 2025

End-of-Year Family Outcomes Report

This report summarizes the outcomes and progress of BRHS families enrolled during the 2024–2025 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 education and the BRHS program.
- Promote School Readiness: Support consistent attendance and participation in Home-Based (HB) and Center-Based (CB) programs to prepare children for Kindergarten.
- Positive Child & Family Outcomes: Foster family progress through collaborative goal-setting and support.



Performance Standard 1302.52 – Family Partnership Services

Programs must implement a family partnership process to support family well-being, child learning, development, and services for children with disabilities. It also fosters parental confidence and skills in early learning.

- (a) Family Partnership Process
 - Support family well-being (safety, health, economic stability)
 - Support child learning and development
 - Provide services for children with disabilities (if applicable)
 - Foster parental confidence and early learning skills
- (b) Identification of Family Strengths and Needs
 - Family well-being
 - Parent-child relationships
 - Families as educators and learners
 - Engagement in transitions
 - Community connections
 - Advocacy and leadership
- (c) Individualized Family Partnership Services
 - Collaborate with families on individualized goals
 - Help families achieve those goals
 - Review and revise goals regularly
 - Assign resources based on urgency and intensity of needs
- (d) Consideration of Existing Plans
 - Coordinate with other agencies and resources to avoid duplication and align services

What Are Outcomes?

The Parent, Family, and Community Engagement (PFCE) Framework aligns with Head Start Performance Standards to ensure meaningful engagement that supports strong, positive outcomes for children, families, and staff.

How We Gather Family Outcomes

Family outcomes data is collected from three assessments: Beginning of Year, Mid-Year, and End of Year. These assessments provide a baseline and track family progress throughout the year using ChildPlus.

Why It Matters

- Impact Measurement: Shows the effectiveness of BRHS's partnerships with families.
- Visual Indicators: Green triangles = Strengths or improvement; Red triangles = Areas needing support.
- Data-Driven Decision Making: Set goals, evaluate services, and tailor support.

How We Use ChildPlus Data

ChildPlus helps visualize family progress and goal achievement. It provides customizable reports including: Assessment Completion Status, Family Profile Report, and Family Outcome Analysis Report.

PFCE Outcomes & Key Indicators

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

2024–2025 Family Outcome Highlights

BRHS families showed progress in all seven PFCE outcome areas. Top areas of improvement include:

- • Health
- • School Readiness
- • Transitions

Bear River - PHS, EHS

4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2024-2025, Head Start 2024-2025, Enrollment Status: Enrolled

Location	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 Literacy	Volunteering	Transitions	Families and Communities	Leadership and Advocacy	TOTAL
Bear River - PHS, EHS	390	1	3.3	4	3	3.4	3.7	3	3.2	3.3	3.4	3.4	3.3	3	4.8	3.3	2.7	3	3.3	2.9	59.9
	383	2	3.4	4	3.4	3.5	3.7	3.1	3.2	3.4	3.5	3.5	3.5	3.4	4.7	3.3	2.8	3.3	3.4	3	62.1
	334	3	3.5	4.2	3.8	3.5	3.8	3.2	3.3	3.4	3.6	3.7	3.7	3.9	4.8	3.4	2.8	3.9	3.5	3	65.1
	383	+/-	▲ 0.2	▲ 0.2	▲ 0.7	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.3	▲ 0.3	▲ 0.8	▲ 0	▲ 0.1	▲ 0.1	▲ 0.9	▲ 0.1	▲ 0.1	▲ 0.1
Report Average																					
Families w/ complete assessments:	390	1	3.3	4	3	3.4	3.7	3	3.2	3.3	3.4	3.4	3.3	3	4.8	3.3	2.7	3	3.3	2.9	59.9
	383	2	3.4	4	3.4	3.5	3.7	3.1	3.2	3.4	3.5	3.5	3.5	3.4	4.7	3.3	2.8	3.3	3.4	3	62.1
	334	3	3.5	4.2	3.8	3.5	3.8	3.2	3.3	3.4	3.6	3.7	3.7	3.9	4.8	3.4	2.8	3.9	3.5	3	65.1
	383	+/-	▲ 0.2	▲ 0.2	▲ 0.7	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.3	▲ 0.3	▲ 0.8	▲ 0	▲ 0.1	▲ 0.1	▲ 0.9	▲ 0.1	▲ 0.1	▲ 0.1

Scoring Legend: 5.0 - Thriving • 4.0 - Self-Sufficient • 3.0 - Making Progress • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

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 eighteen 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 thirteen 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.

Bear River Preschool Head Start
School Readiness Goals 2025-2026

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 demonstrate 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 2025-2026

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 the Homebased option uses 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 the 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 2024-2025 follow for Early Head Start Homebased children:

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

All EHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

Dual Language Learners

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

IEP/IFSP

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

Bear River Early Head Start
Home Based School Readiness Goals
2025-2026

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