



Technology for Rural Enhancement of Communities  
2021 Winter Aggregation Report  
Head Start and Early Head Start



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## INTRODUCTION

The Head Start School Readiness Act of 2007 requires all Head Start and Early Head Start programs to develop school readiness goals in the areas of language and cognitive development, early reading and mathematics skills, social emotional development, physical development, and approaches to learning. Programs must also create and implement a plan to meet these goals. To ensure progress is being made, programs are further mandated to utilize a comprehensive assessment system that measures these school readiness goals and to aggregate and analyze the data regarding child progress three times per year. The data obtained is further analyzed for patterns of progress in order to develop and implement a plan for program improvement.

In June, 2015, the Office of Head Start released the new Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF). This document replaced the previous child development frameworks created by the Office of Head Start. Grantees were given one year in which to adopt the new document into their program. The new HSELOF provides guidance to programs regarding curriculum choices, learning materials, how to plan daily activities and to inform intentional teaching practices. In addition to measuring progress on school readiness goals, the new HSELOF mandates that programs must also assess specific developmental indicators and skills within the larger developmental domain areas. For the TREC-Badlands Head Start to Five program, this meant adding new objectives from our assessment tool to our aggregation process.

This document is TREC-Badlands Head Start Prenatal to Five program's mid-year winter school readiness goals and child outcomes aggregation and analysis for the 2020-2021 program year. Additional aggregation information was provided for the fall checkpoint and additional information will be provided in the spring per the Office of Head Start requirements.

The fall aggregation report provided information regarding choosing an assessment tool, a review of the assessment process as well as discuss the limitations of the DRDP and the assessment process itself. For more information on those topics, we ask the reader refer to that earlier document.

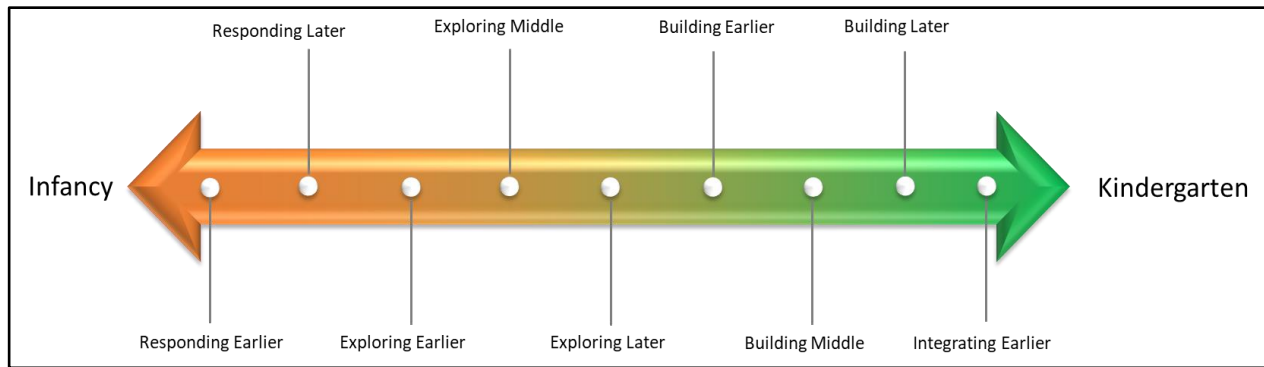
## WINTER AGGREGATION INFORMATION

The following pages contain graphs of the Winter 2021 DRDP assessment checkpoint results for children enrolled in both the Early Head Start and Head Start programs. Information from all home-based and center classroom sites are included. In order for children to be included in the checkpoint, they must have been enrolled at least 4 weeks for in-person services prior to the finalized checkpoint date of February 12, 2021. This ensures the teaching staff or home visitor had enough time to gather multiple observations of the child's developmental level needed to conduct an accurate assessment of the child's abilities. Children not included in the Winter 2021 assessment checkpoint will be included in the Spring 2021 DRDP assessment checkpoint. During the fall, a total of 103 children were included in the assessment aggregation, 42 from Early Head

Start and 61 from Head Start. For the winter checkpoint, 111 children were included with 48 in Early Head Start and 63 Head Start. It is important to note the increase in the number of children assessed in the winter as compared to the fall, particularly in Early Head Start. This is due primarily to several prenatal mothers giving birth to children so there is an increase the enrollment of newborns into the program. This skews the average age in Early Head Start younger for the winter checkpoint than the in the fall checkpoint. Another factor to take into consideration when reviewing the aggregation charts is that a number of children included in the fall checkpoint were not included in the winter checkpoint due having switched to virtual services from in person because of exposure to COVID 19 and vice versa. For some children, the winter checkpoint is actually their baseline assessment. Also, the number of children who were rated on each measure may vary slightly. This is due to the individual entering in the ratings being able to elect not to rate that measure for a variety of reasons as described in the fall aggregation report. All of these items impact the aggregation results.

Please note that the 2020-2021 program year is not a normal year. In addition to this being our first year of utilizing the DRDP assessment system, the agency's services have been impacted by the global pandemic. COVID 19 has infected multiple staff and families we serve. Some enrolled families have members with compromised immune systems so they have elected to receive services virtually rather than in person. Our classroom sizes have been limited to a maximum of 10 children with any enrolled children above that amount receiving virtual services. In Lemmon, children are split into two cohorts with half the children attending class on Monday and Tuesday and the other half on Wednesday and Thursday. This has reduced the amount of time the Lemmon teaching staff have with children by half. We have had multiple instances of having to close center classrooms due to COVID 19 exposure or infections. We have had home visitors who have had to switch to providing visits virtually because of COVID 19 exposure. These visits have taken place via video calls, phone calls, or text messages based on the family's access to technology. This has resulted in our contact with some children and families having been interrupted multiple times, making it challenging to conduct consistent, ongoing observations of children.

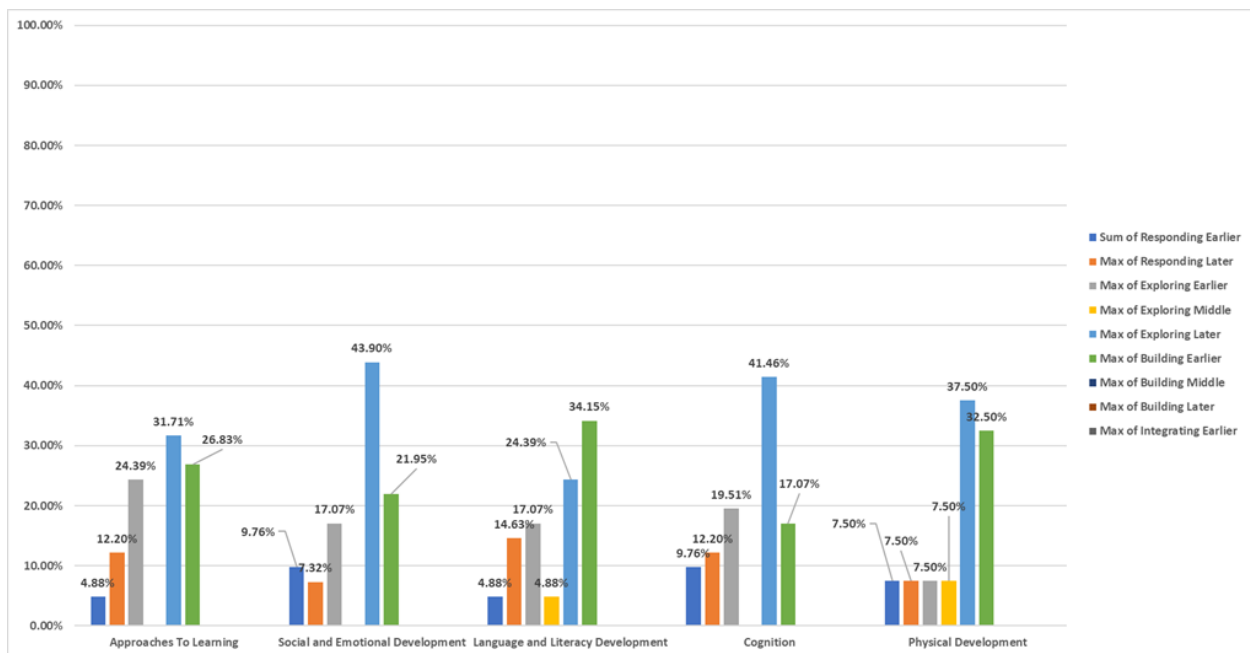
Each DRDP measure is rated on a continuum. We have listed the various levels below. The beginning skills and behaviors are on the left of the continuum. As children grow and develop, their skills and behaviors become more complex thus they move towards the right of the continuum. Teachers and home visitors rate the child on each measure based on observations of the child's skills and behaviors.



In reviewing the charts below, we can see the percentages of children assessed along the continuum. For winter we are looking at where children were assessed at by February 12, 2021. At the spring checkpoint we will want to see the percentages gradually increasing towards the right indicating children are progressing to the next developmental level on the continuum.

In the first graph we see the results for the children enrolled in Early Head Start which serves children birth to three years of age. When we compare these to the fall checkpoint, we see in Early Head Start an increase in the percentages for Responding Earlier and Responding later due to the increase of newborns being enrolled in the program. This change in the enrolled children and their average ages makes it difficult to observe progress made from fall to winter on the chart below. Individually, staff report children in Early Head Start have made gains. As we move into the spring checkpoint, we will monitor how children are progressing along the continuum in each of these domains to determine growth made at that time.

## Early Head Start



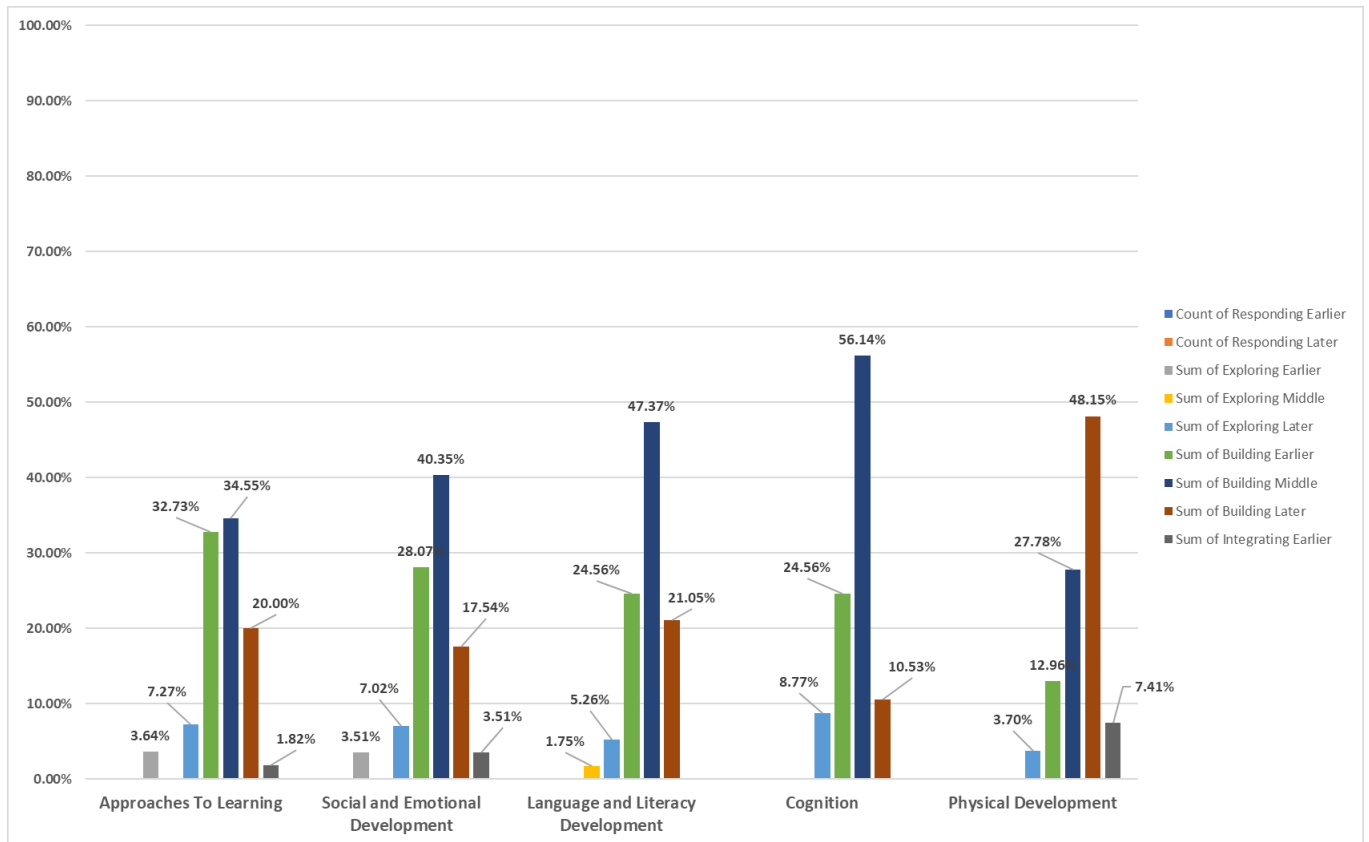
Next, we have the graph below detailing the winter checkpoint information for children enrolled in our Head Start program which serves children three years to five years of age. As children being served in the Head Start program are older than the children in Early Head Start, we would expect to see the preschool aged children scoring at higher levels along the continuum. Indeed, the results in the graph below do show that.

When we compare the results for the fall checkpoint with those of the winter checkpoint, we see a dramatic increase in the percentage of children scoring in the latter levels of Building Middle, Building Later and Integrating Earlier. For approaches to learning, this jumped up by 15 percentage points. In the area of cognition, this increased by approximately 18 percentage points. For language and literacy, we saw an increase of nearly 20 percentage points. For physical development, it increased by 12 percentage points. Finally, for social and emotional, the increase was nearly 16 percentage points. All of these gains are significant.

Although we are seeing growth in all domains at the preschool level, it is imperative we take all factors into consideration when analyzing the results. For example, it is impossible to determine how much growth can be attributed to participation in the program with natural maturation of the child. In addition, some of the increased scores may be due in part to some children initially being scored artificially low because the teacher or home visitor had not directly observed a child engaging in a skill or behavior in a particular area until after completion of the fall checkpoint. However, even when factoring in these elements, we are pleased with the amount of growth Head Start children have made in the program during the first half of the year.

As previously stated, as we compare the fall, winter and spring checkpoints later in the year, we should see the percentages of scores recorded continuing to gradually shift more towards the right end of the continuum. This move indicates children's skills are progressing and are becoming more complex.

## Head Start



### SCHOOL READINESS GOALS:

In addition to the aggregated information being separated out by domain areas, we have also divided the results out into our program's school readiness goals. The following pages contain visuals, each representing a particular school readiness goal along with the appropriate DRDP objectives that relate to that particular goal. The school readiness goals are as follows:

- Physical Development and Health:
  - Children will demonstrate age and developmentally appropriate control of large muscles for traveling, navigating and balancing in varied activities and across all settings.
  - Children will demonstrate age and developmentally appropriate control of small muscles for eating, playing, painting/drawing and manipulating in varied activities across all settings.
  - Children will demonstrate and identify healthy habits, healthy nutrition concepts and safe practices on appropriate age and developmental levels through varied activities and across all settings.
- Social and Emotional Development:

- Children will demonstrate the ability to recognize and regulate their own emotions and behaviors on appropriate age and developmental levels during varied activities and across all settings.
- Children will demonstrate positive and cooperative play and social relationships with peers and adults on age and developmentally appropriate levels in varied activities and across all settings.
- Children will demonstrate a positive self-concept through facial expressions and verbal and non-verbal social interactions on age and developmentally appropriate levels during varied activities and across all settings.
- Literacy and Language:
  - Children will demonstrate emergent skills on an appropriate age and developmental level to communicate through verbal and non-verbal language, written representations using symbols and letters in varied activities and across all settings.
  - Children will learn varied ways to communicate and get meaning from print at an age and developmentally appropriate level in varied activities and across all settings.
  - Children will expand vocabulary and word meaning on an appropriate age and developmental level through a variety of activities and across all settings.
- Approaches to Learning:
  - Children will demonstrate age and developmentally appropriate interest, curiosity and creativity in a variety of activities and across all settings.
  - Children will demonstrate initiative, persistence, focus, problem solving and reflection in a variety of activities and challenges across all settings.
- Cognitive and General Knowledge:
  - Children will use age and developmentally appropriate math concepts of counting, comparing, relating, patterning and problem solving in a variety of activities and across all settings.
  - Children will engage in and explore their environments through age and developmentally appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses in varied activities and across all settings.
  - Children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas in a variety of age and developmentally appropriate activities and across all settings.

Below is a summary of each of the school readiness goals assessed as well as additional objectives that are required by the new HSELOF.



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#### PHYSICAL DEVELOPMENT AND HEALTH:

The program has three school readiness goals in the area of physical development and health. The first relates to gross motor skills, the second to fine motor development and the third to healthy habits and safe practices.

**Children will demonstrate age and developmentally appropriate control of large muscles for traveling, navigating and balancing in varied activities and across all settings.**

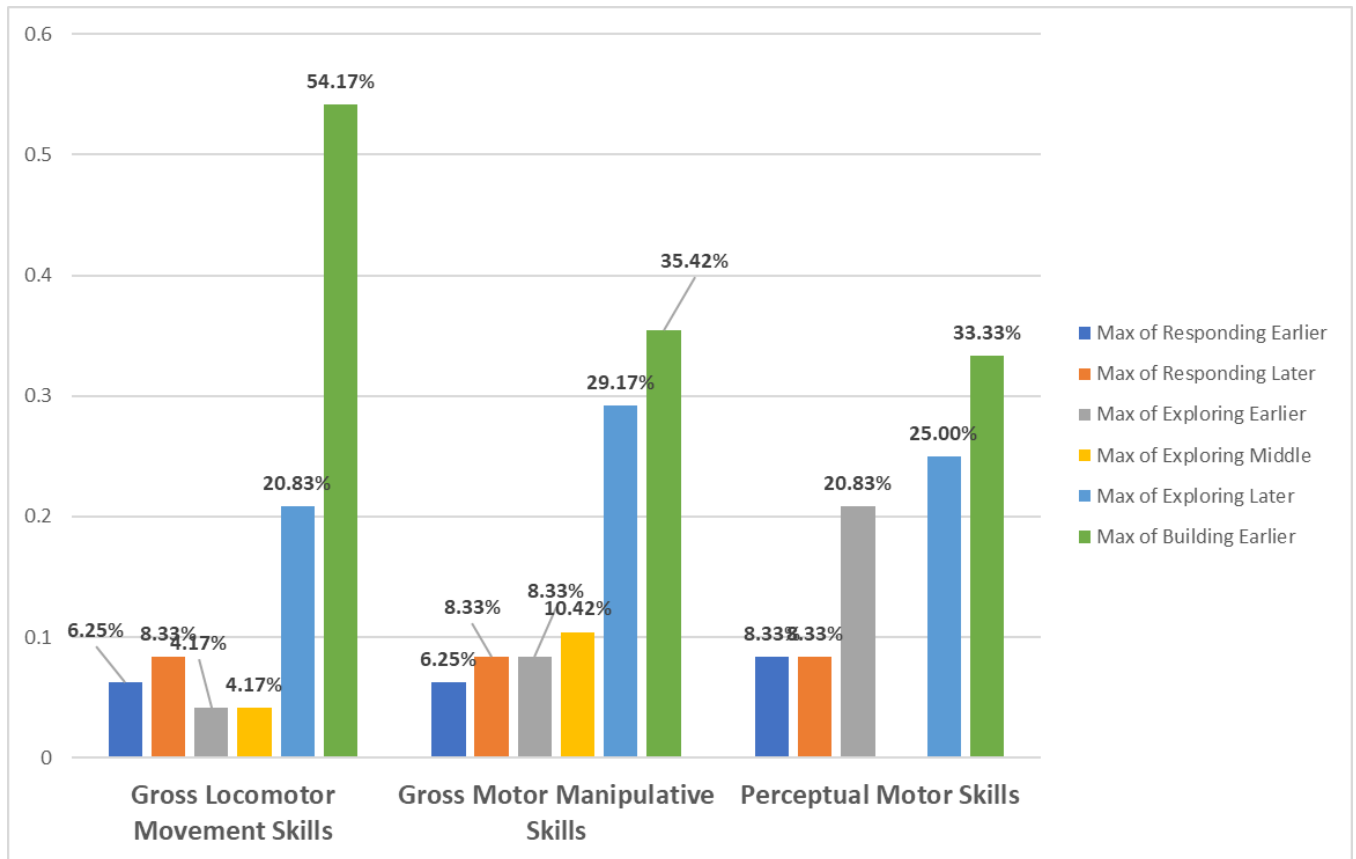
The gross motor domains look at children's large motor skills such as walking, running, balancing, etc. This area is tracked by multiple DRDP measures.

For infants and toddlers these include:

- IT: PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness and directional awareness.
- IT: PD-HLTH 2: Gross Locomotor Movement Skills: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).
- IT: PD-HLTH 3: Gross Motor Manipulative Skills: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing and catching).

The graph below shows us where children enrolled in Early Head Start were assessed at along the continuum for these measures for the winter checkpoint. As the children included in this chart are ages birth to three years, we expect to see the vast majority their assessment levels fall within the earlier developmental levels of Responding, Exploring and the earliest stage of Building. Indeed, the results below show a range of scores indicating children are scoring along the earliest stages of the continuum on all three of these measures with the majority of children scoring in the Exploring Later and Building Earlier stages for each of them. When compared to the percentages to the fall checkpoint, we do see an increase in percentage of children scoring at both the lowest end of the developmental continuum as well as at the highest end. The increase at the lower end of the continuum was expected due to the increased enrollment of newborns in between the fall and winter checkpoints. The increase at the higher level of the Building Earlier stage demonstrates growth from the fall to winter checkpoint.

## Early Head Start



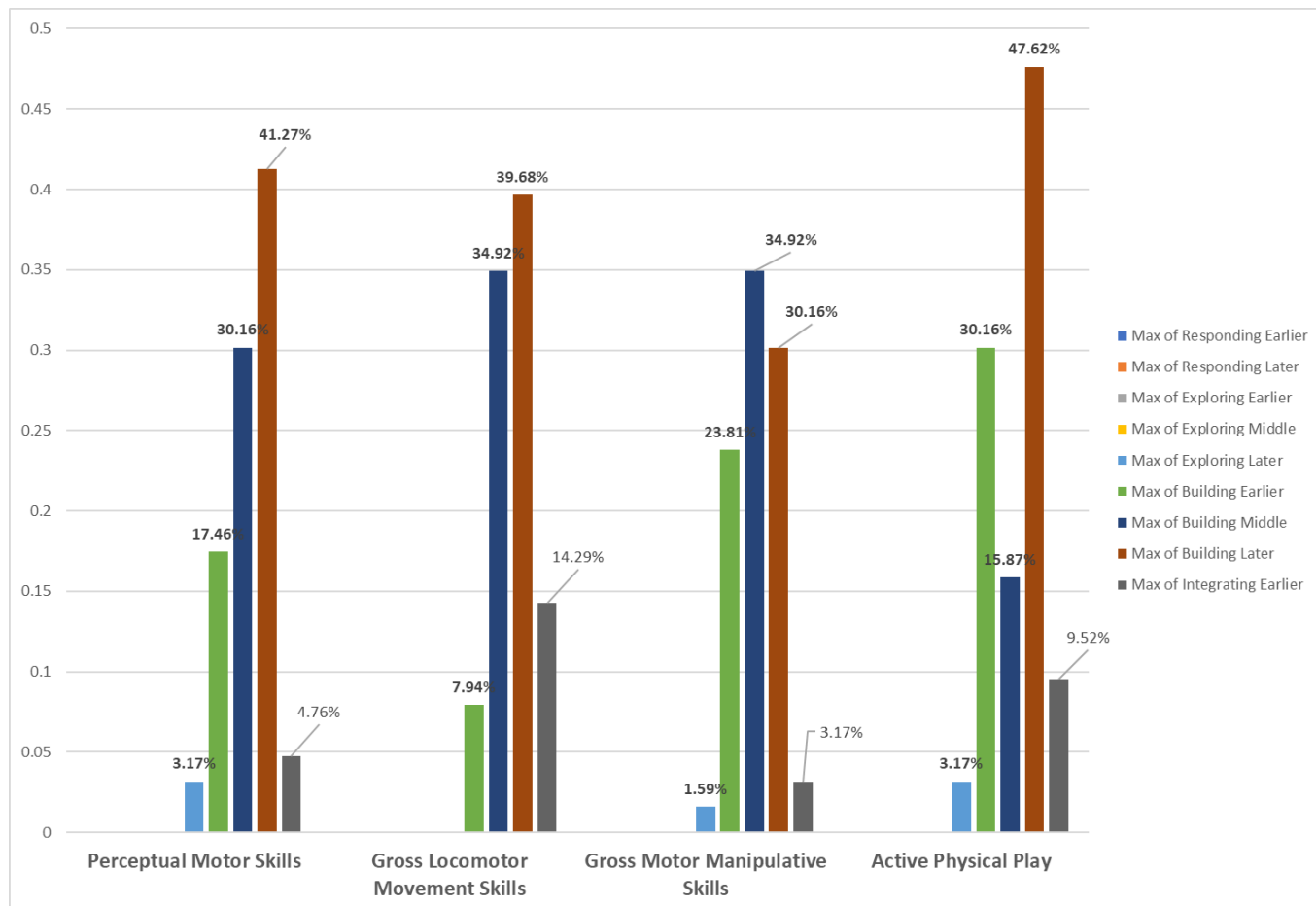
For preschool aged children three years and up, the items used to measure this school readiness goal include:

- PRE: PD HLTH 1: Perceptual Motor Skills and Movement Concepts: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness and directional awareness.
- PRE: PD-HLTH 2: Gross Locomotor Movement Skills: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).
- PRE: PD-HLTH 3: Gross Motor Manipulative Skills: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing and catching).
- PRE: PD-HLTH 9: Active Physical Play: Child engages in physical activities with increasing endurance and intensity.

As previously stated, as the children enrolled in the Head Start program are older than the children in Early Head Start, we expect to see children in Head Start scoring at higher levels on the continuum from the latter stages of Exploring to the Building and Integrating stages. Indeed, the results below indicate that with the majority of children scoring in the Building stage and into the Integrating level. When the percentages below are compared with the fall checkpoint, we

see a significant shift in all of the items to the Building Middle, Building Later and Integrating Earlier stages. The most significant gains were observed in Perceptual Motor Skills and Gross Motor Manipulative Skills with both areas seeing increases around 20 percentage points.

### Head Start



***Children will demonstrate age and developmentally appropriate control of small muscles for eating, playing, painting/drawing and manipulating in varied activities across all settings.***

In the area of demonstrating fine motor strength and coordination, one measure is used for infants and toddlers and one is used for preschool aged children.

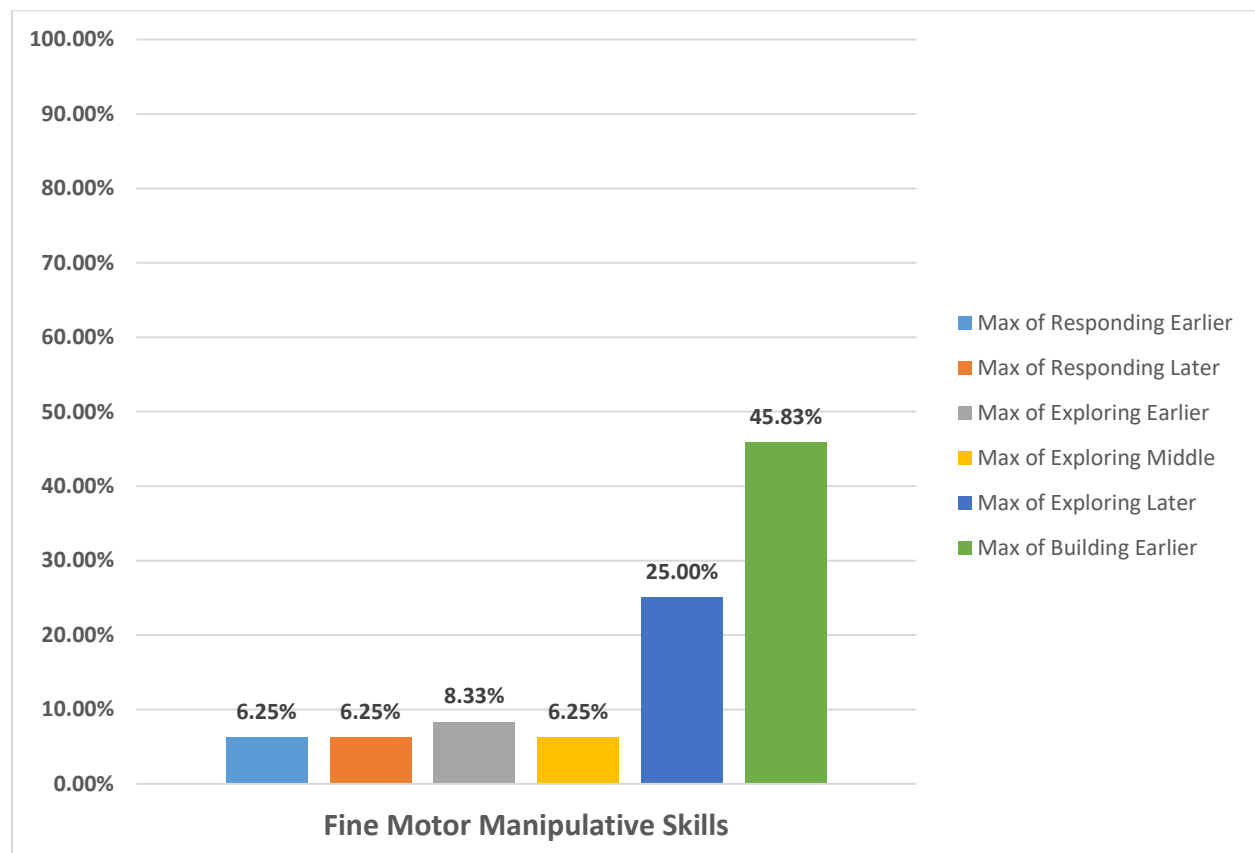
For infants and toddlers, the measure used is:

- IT: PD-HLTH 4: Fine Motor Manipulative Skills: Child demonstrates increasing precision, strength, coordination and efficiency when using muscles of the hand for play and functional tasks.

The graph below shows that children in Early Head Start are scored along the continuum in the earlier stages of Responding, Exploring into the Building Earlier level. These are the developmental levels we would expect to see in children this age. As stated previously, when

these percentages are compared to the fall checkpoint, due to the increased enrollment of newborns since the previous checkpoint, we actually saw an increase in the number of children scoring in the lower stages of the continuum. We did see an increase in the number of children scoring at the Exploring Later stage which does show possible growth. We will compare these results to the spring checkpoint.

### Early Head Start

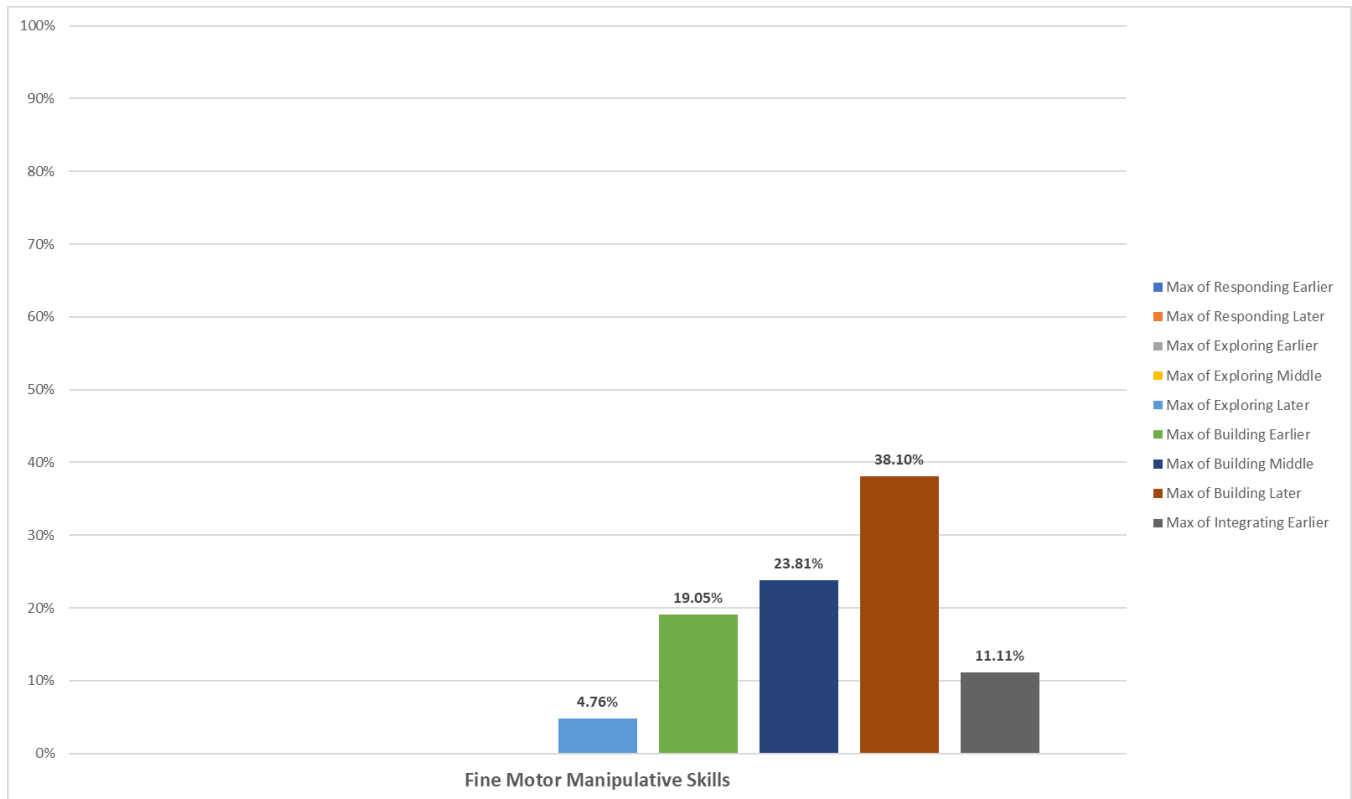


For Head Start children 3 years to 5 years of age, the measure used is:

- PRE: PD-HLTH 4: Fine Motor Manipulative Skills: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.

For this age, we would again expect to see the children scoring at higher levels of the continuum than we did for the children in Early Head Start. These include the latter stage of Exploring, the entire range of Building and into the Integrating level. When compared to the fall checkpoint, we saw an increase of over 7 percentage points in the number of children scoring in the Building Middle, Building Later and Integrating Earlier stages. This indicates very good gains in children's abilities in the area of fine motor development.

## Head Start



***Children will demonstrate and identify healthy habits, healthy nutrition concepts and safe practices on appropriate age and developmental levels through varied activities and across all settings.***

In this area, four measures are used for infants and toddlers while five are used for preschool aged children.

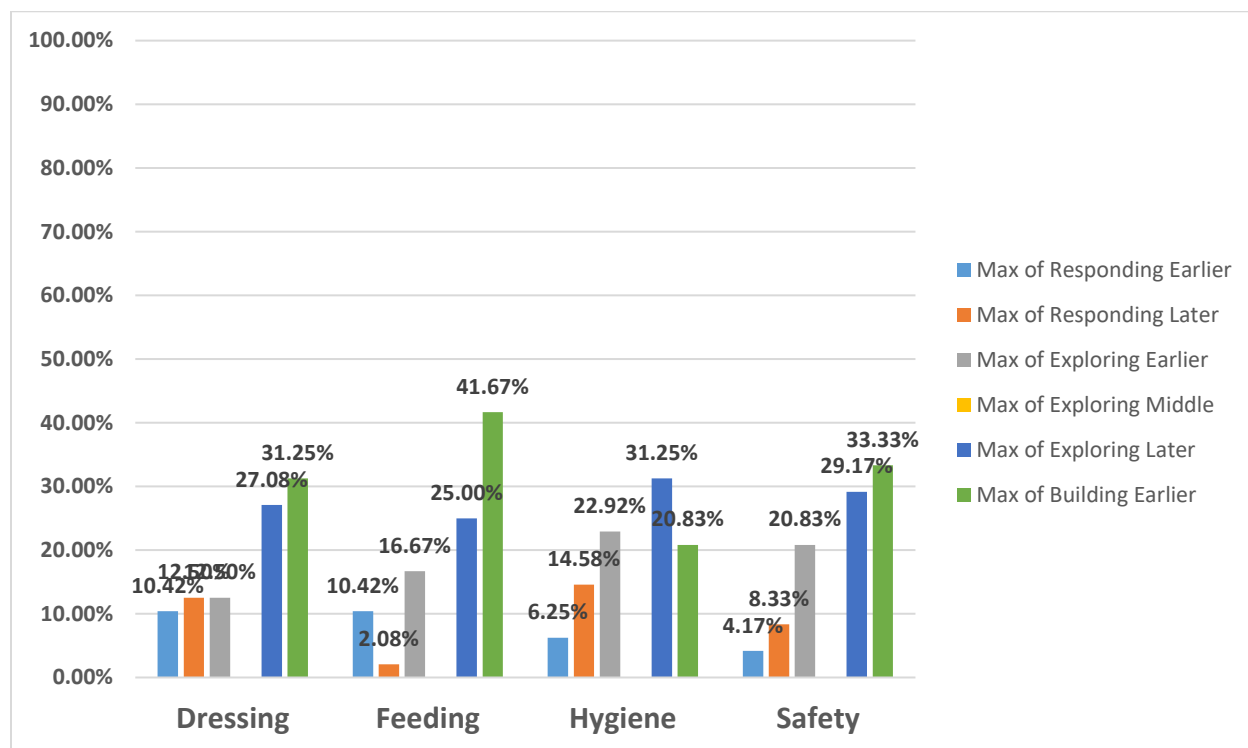
For infants and toddlers, the measures used are:

- IT: PD-HLTH 5: Safety: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.
- IT: PD-HLTH 6: Personal Care Routines: Hygiene: Child increasingly responds to and initiates personal care routines that support hygiene.
- IT: PD-HLTH 7: Personal Care Routines: Feeding: Child responds to feeding and feeds self with increasing proficiency.
- IT: PD-HLTH 8: Personal Care Routines: Dressing: Child develops and refines ability to participate in and take responsibility for dressing self.

For children birth up to three years of age, we would expect to see scores on these measures to vary between the Responding and Exploring levels with some at the Building Earlier level. Indeed our results do demonstrate that range, with large percentages of children at the Exploring Later

and Building Earlier stages on all of these measures. When we compare these results to the fall checkpoint, we again saw an increase in the number of children scoring at the lower levels of the developmental continuum due to the enrollment of several newborns since the fall checkpoint took place. We will compare these results to the spring checkpoint.

### Early Head Start



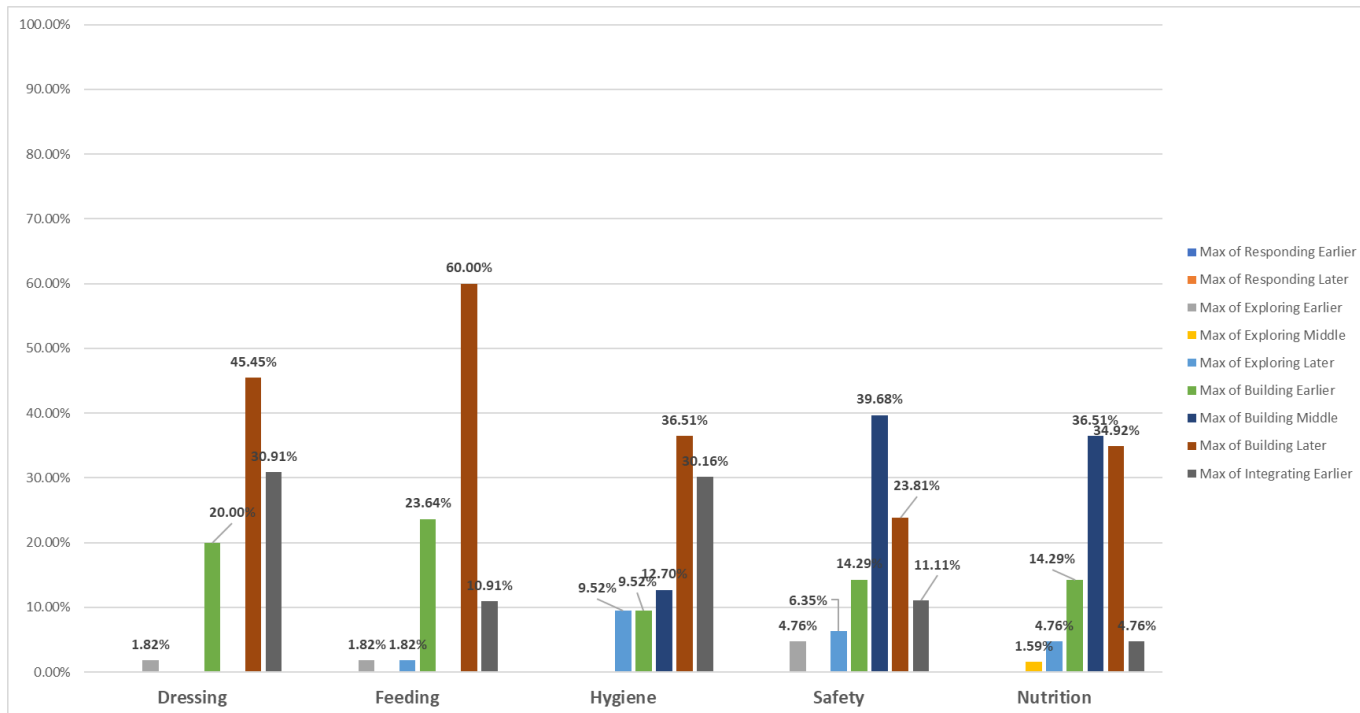
For Head Start, the measures used for this goal are:

- PRE: PD-HLTH 5: Safety: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities.
- PRE: PD-HLTH 6: Personal Care Routines: Hygiene: Child increasingly responds to and initiates personal care routines that support hygiene.
- PRE: PD-HLTH 7: Personal Care Routines: Feeding: Child responds to feeding and feeds self with increasing proficiency.
- PRE: PD-HLTH 8: Personal Care Routines: Dressing: Child develops and refines ability to participate in and take responsibility for dressing self.
- PRE: PD-HLTH 10: Nutrition: Child demonstrates increasing knowledge about nutrition and healthful food choices.

With preschool children in the Head Start program, we expect to see children's scores range from the latter stages of Exploring through the Integrating stage. The scores indicate a few children demonstrating skills at the earlier levels of Exploring particularly in the areas of dressing, feeding and safety. The vast majority of children, however, scored at the higher levels from Middle

Building through Integrating. When we compare these percentages to the fall checkpoint, we again saw significant gains on all of these items. The most dramatic increase was in the area of nutrition with a rise of more than 23 percentage points from fall to winter.

### Head Start



As a program we will continue to plan activities that support the children's ongoing physical developmental needs in the areas of gross motor and fine motor as well as support the development of healthy habits in young children. We will do this by continuing to utilize the current curricula in place as well as the materials from the I am Moving, I am Learning initiative from the Office of Head Start. Home visit and classroom lesson plans will continue to be monitored to ensure motor and other health activities are being planned and implemented in all settings. We look forward to seeing the gains made by the spring checkpoint.

### SOCIAL AND EMOTIONAL DEVELOPMENT:

There are three school readiness goals in the social and emotional domain. The first relates to children's abilities to regulate their own emotions and behaviors. The second is focused on children's relationships with others. The third goal is demonstrating a positive self-concept through facial expressions and social interactions.

***Children will demonstrate the ability to recognize and regulate their own emotions and behaviors on appropriate age and developmental levels during varied activities and across all settings.***

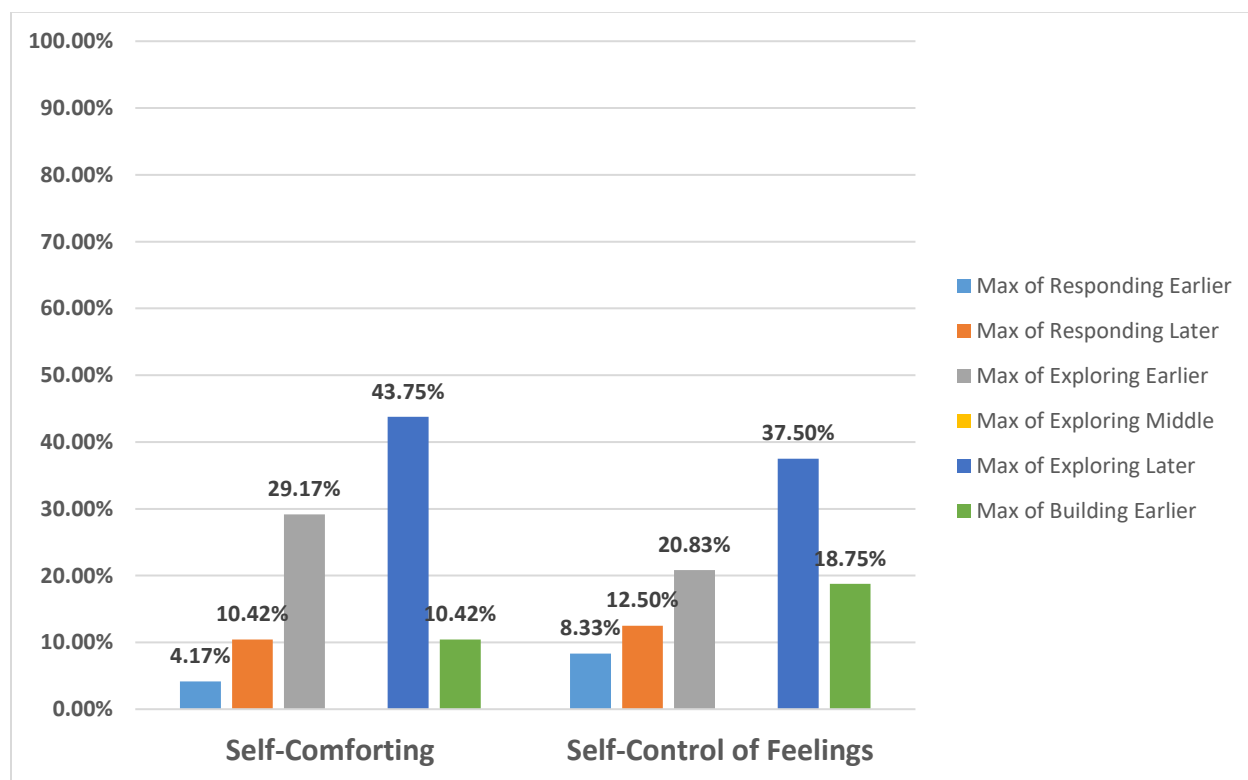
There are two DRDP measures for both infants and toddlers and for preschool-aged children for this school readiness goal.

For infants and toddlers, the following measures are used:

- IT: ATL-R 2: Self-Comforting: Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.
- IT: ATL-REG 5: Self-Control of Feelings and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

In the chart below, we see the results for infants and toddlers assessed in the winter on their ability to self-comfort and to control their feelings. We see a range from the Responding Earlier stage up to the Building Earlier level. When we compare these results to the fall checkpoint we again see a rise in the percentages at the lower developmental stages due to the enrollment of newborns since the fall checkpoint. We will compare these results to the spring checkpoint to check for growth.

#### Early Head Start



For Head Start, we use these measures to assess this school readiness goal:

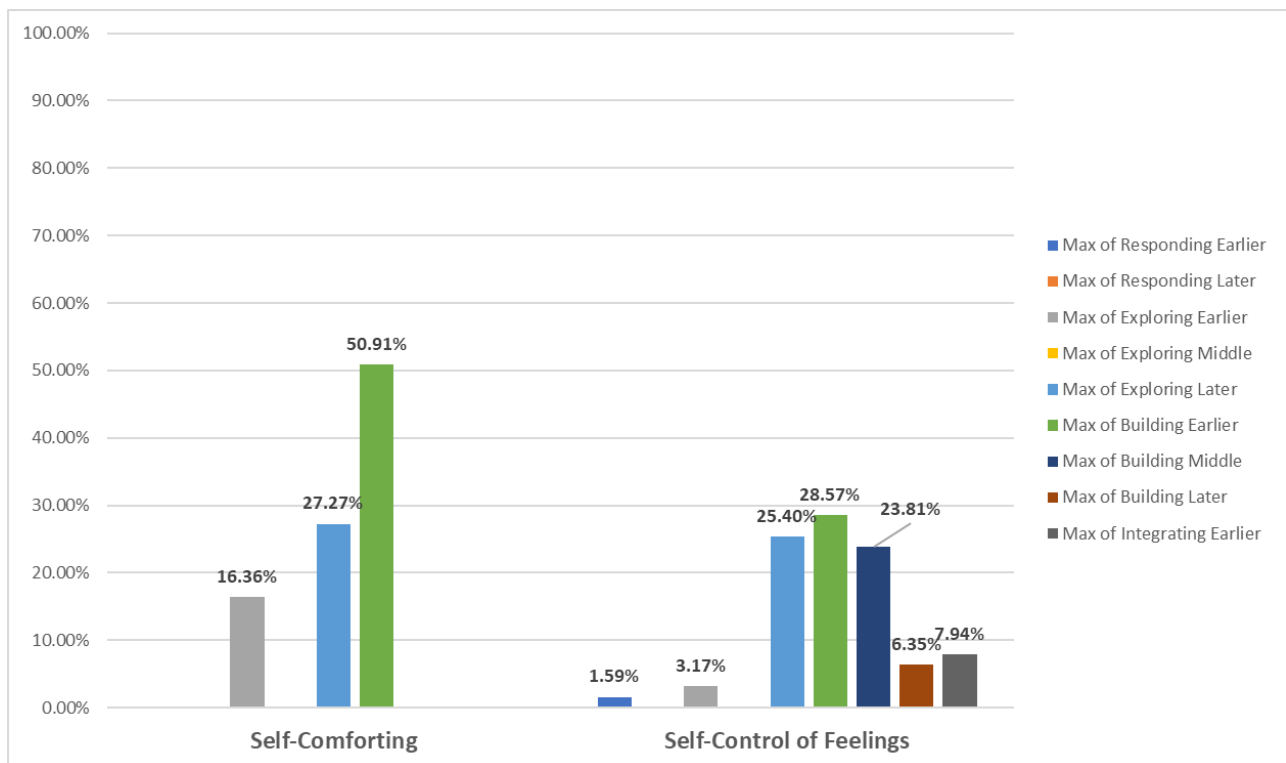
- PRE: ATL-REG 2: Self-Comforting: Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.



- PRE-ATL-REG 5: Self-Control of Feelings and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

The graph below shows the results for children three to five years on self-comforting and self-control behaviors. Please note that the highest score that can be obtained for self-comforting is Building Earlier as this is typically used for infants, toddlers and children on an Individual Education Program (IEP). When we compare the results below to the fall checkpoint we saw modest gains for those measures.

### Head Start



***Children will demonstrate positive and cooperative play and social relationships with peers and adults on age and developmentally appropriate levels in varied activities and across all settings.***

For this school readiness goal, the TREC Badlands Head Start program chose to use three measures from the DRDP Infant/Toddler Comprehensive View and five measures from the DRDP Preschool Comprehensive View.

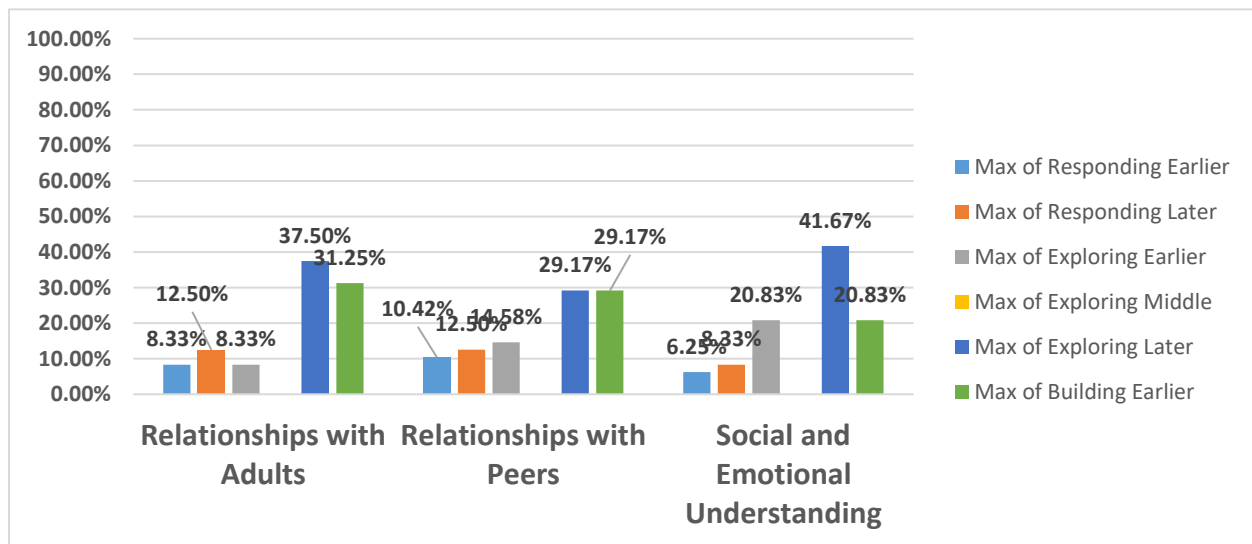
The measures for infants and toddlers are:

- IT: SED 2: Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feeling, thoughts and individual characteristics.

- IT: SED 3: Relationships and Social Interactions with Familiar Adults: Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with family adults.
- IT: SED 4: Relationships and Social Interactions with Peers: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.

In the chart immediately below, we can see the infants and toddlers in our Early Head Start program scoring along the continuum from Responding Earlier to Building Earlier. These scores indicate a range we would expect. When we compare these results to the fall checkpoint, we again noticed an increase in percentages at the beginning stages of the developmental levels due to the enrollment of newborns included in the winter checkpoint. We will compare these results to the spring checkpoint.

**Early Head Start**



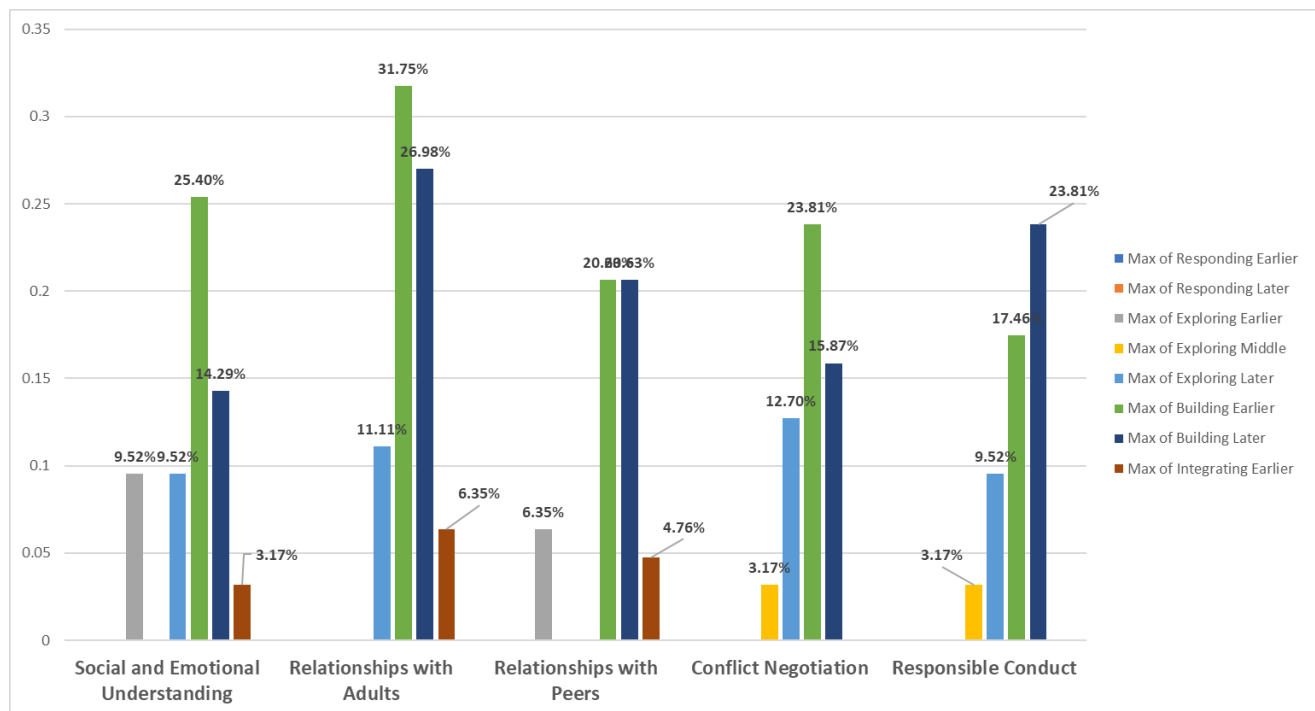
The measures used for Head Start are:

- PRE: SED 2: Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feelings, thoughts and individual characteristics.
- PRE: SED 3: Relationships and Social Interactions with Familiar Adults: Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.
- PRE: SED 4: Relationships and Social Interactions with Peers: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.

- PRE: HSS 4: Conflict Negotiation: Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.
- PRE: HSS 5: Responsible Conduct as a Group Member: Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulation behavior according to group expectations.

For children three to five years of age, we expect to see scores ranging from Exploring Later through Integrating Earlier. When we compare these percentages to the fall checkpoint, we again see growth on all five of these measures as children steadily progressed to the later developmental levels of Building Middle, Building Later and Integrating Earlier. Gains ranged from around 2 percentage points in Responsible Conduct to 20 percentage points for Relationships with Peers.

### Head Start



***Children will demonstrate a positive self-concept through facial expressions and verbal and non-verbal social interactions on age and developmentally appropriate levels during varied activities and across all settings.***

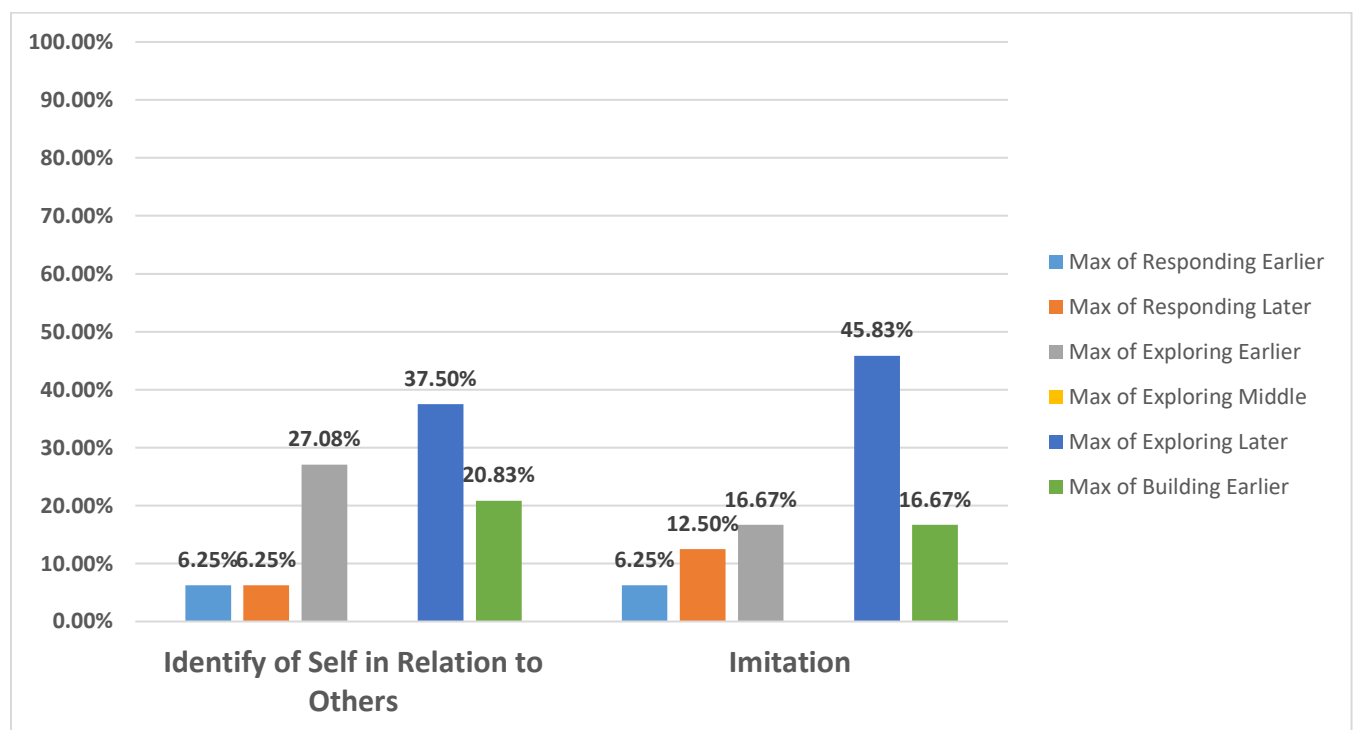
For this school readiness goal, the TREC Badlands Head Start Program determined that two DRDP measures from both the infant and toddler and preschool tools were the best fit.

For infants and toddlers, we use the following measures:

- IT: ATL-REG 3: Imitation: Child mirrors, repeats and practices the actions or words of others in increasingly complex ways.
- IT: SED 1: Identity of Self in Relation to Others: Child shows increasing awareness of self as distinct from and also related to others.

For these measures we see in the chart below a healthy range of scores on these measures for infants and toddlers from Responding Earlier to Building Earlier. When compared to the fall checkpoint, we did see a rise in the percentage of children scoring at the lower developmental levels due to an increase in enrollment of newborns over the winter. We will compare these percentages to the spring checkpoint.

### Early Head Start



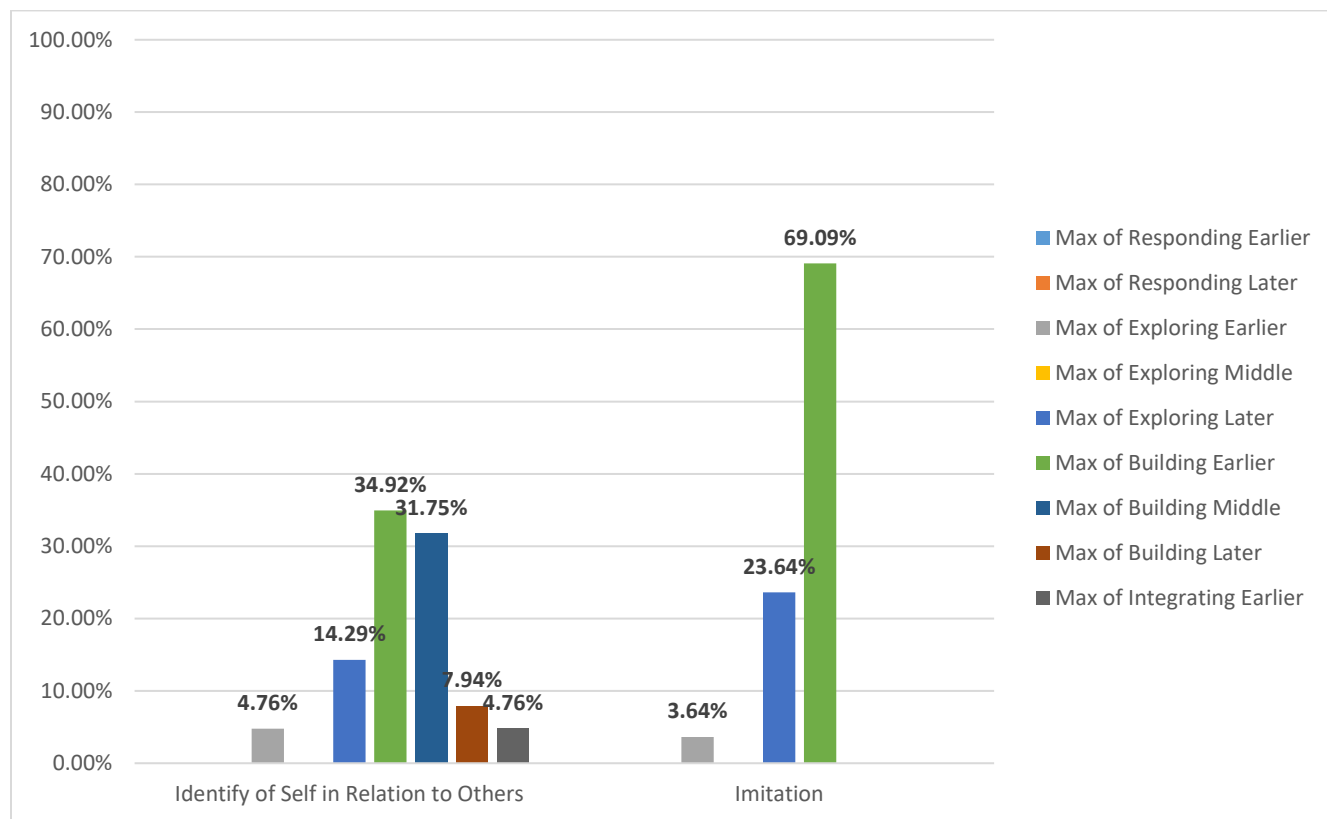
For Head Start preschoolers we use the following measures:

- PRE: ATL-REG 3: Imitation: Child mirrors, repeats and practices the actions or words of others in increasingly complex ways.
- PRE: SED 1: Identity of Self in Relation to Others: Child shows increasing awareness of self as distinct from and also related to others.

For preschool aged children, three to five years of age, we would expect to see most children scoring between from Exploring Later to Integration. In the chart below, we see the majority of children scoring in the Building Earlier and higher stages for identity of self in relation to others. The percentage of children scoring in the Building Middle, Building Later and Integrating Earlier on this measure actually doubled from the fall to winter checkpoint.

For imitation, the DRDP typically only opens this measure for children on an Individual Education Program (IEP) with the highest rating that can be given is Building Earlier.

### Head Start



TREC will continue to focus on helping children learn important social emotional skills. We did notice some lower than expected scores for some of the children enrolled in Head Start in the area of social emotional development during the fall checkpoint than would have previously been expected. However, it is important to note that COVID 19 has impacted the services provided to children and families with in person services being interrupted in both classrooms and home-based programs due to COVID 19 cases as well as exposure to individuals with COVID 19 at various times throughout the fall. With the stress of the pandemic and the level of uncertainty it has caused throughout the world, it is not surprising that the social emotional development of the children we serve would be negatively impacted in some way. We did, though, see some very promising gains made from the fall to winter checkpoint in this area. We will continue to provide support to our children and families in this area to best meet their needs and to promote growth in this domain area.

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### LITERACY AND LANGUAGE DEVELOPMENT:

There are three school readiness goals in the areas of literacy and language development. The first goal is centered on communication through verbal and non-verbal language as well as

written representations. The second goal is focused on varied ways to communicate and to obtain meaning from print while the third targets children's expanding vocabularies.

***Children will demonstrate emergent skills on an appropriate age and developmental level to communicate through verbal and non-verbal language, written representations using symbols and letters in varied activities and across all settings.***

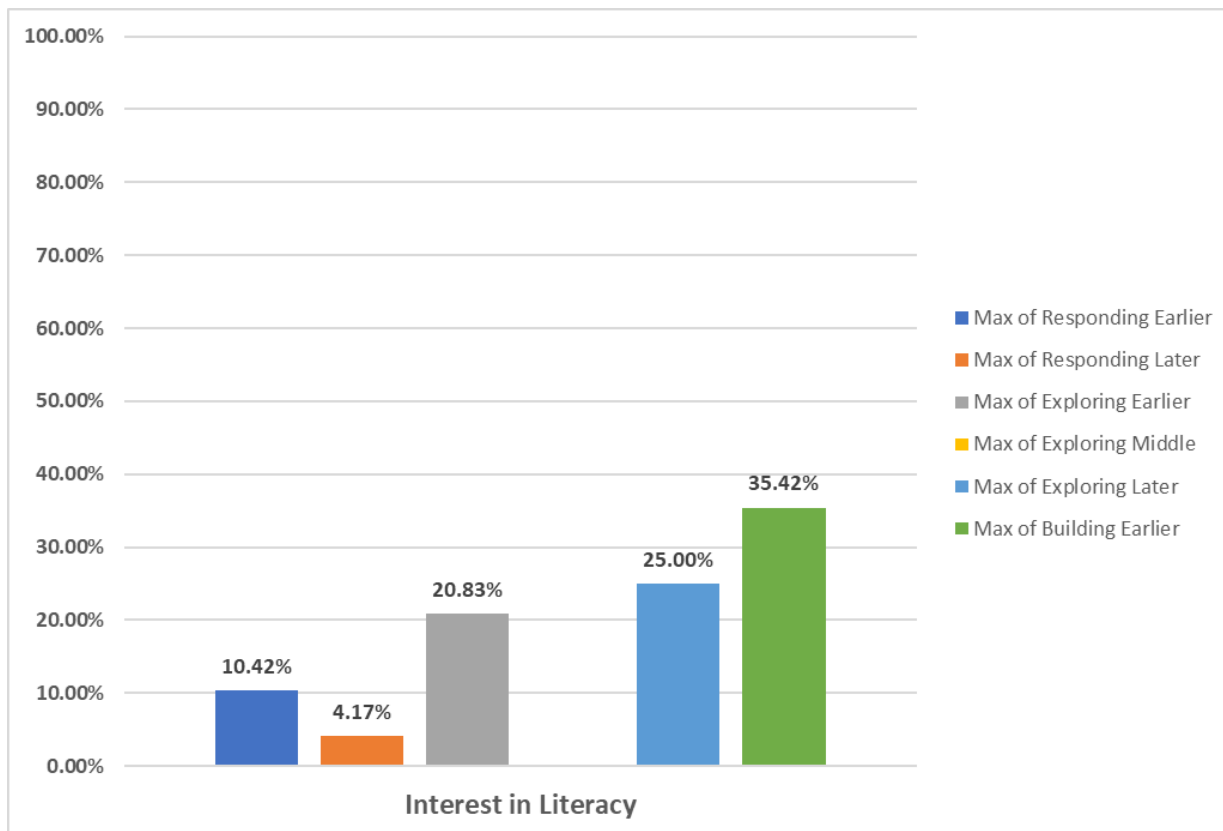
For the first school readiness goal in this domain, we chose one measure in the DRDP Infant/Toddler Comprehensive View and two in the DRDP Preschool Comprehensive View.

For infants and toddlers, we use the following measure:

- IT: LLD 5: Interest in Literacy: Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.

In the chart below we can see that infants and toddlers in our program scored along the continuum from Responding Earlier through Building Earlier. When we compare the winter checkpoint to the fall results, we again see an increase in the percentage of children scoring at the lower developmental stage due to the rise in the number of newborns enrolled in the program during the winter. We will compare these results to the spring checkpoint to check for growth.

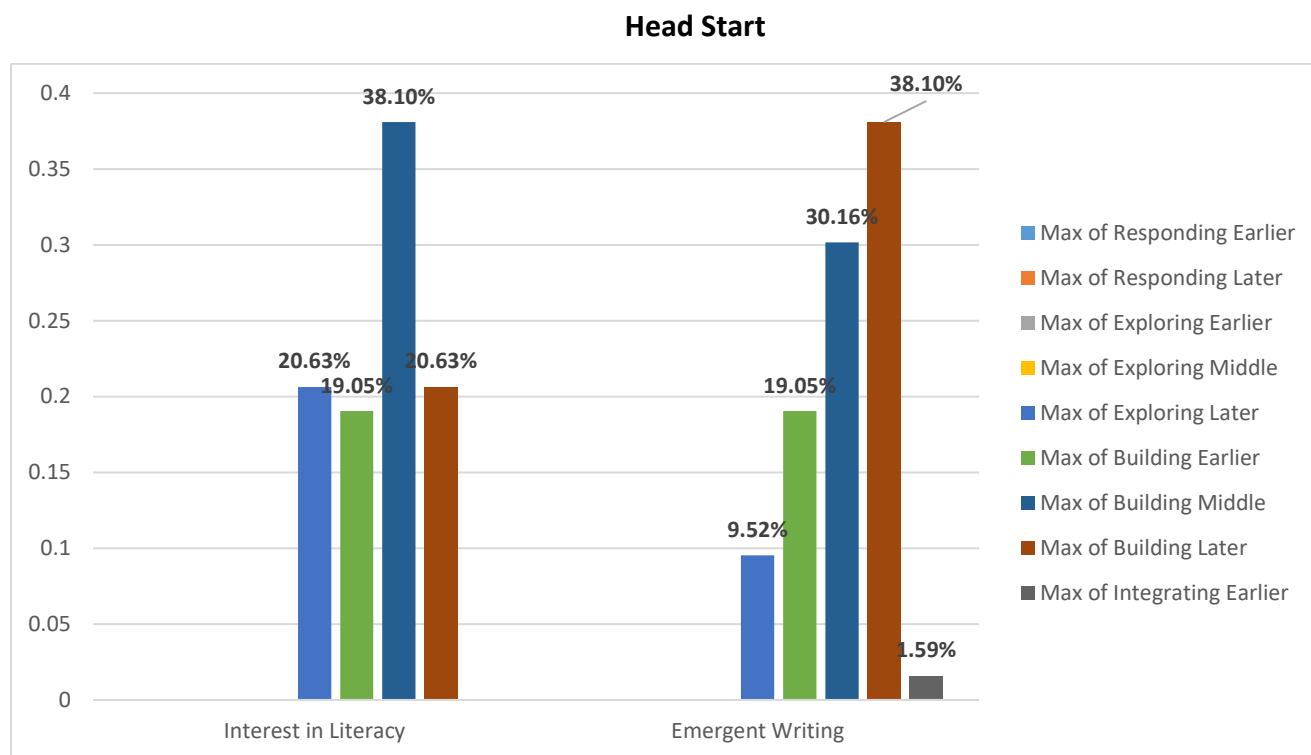
#### Early Head Start



For Head Start preschoolers we use these measures:

- PRE: LLD 5: Interest in Literacy: Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.
- PRE: LLD 10: Emergent Writing: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters or words to represent meaning.

For preschool aged children, we would expect to see a range of scores from Exploring Later through Integrating Earlier. When we compare these results to those from the fall checkpoint, we see a significant shift in children moving to the later developmental stages of Building Middle and Building Later. For interest in literacy, there was an increase of more than 22 percentage points and in emergent writing, we saw an increase of over 28 percentage points. We look forward to seeing these gains continue through the spring checkpoint.



***Children will learn varied ways to communicate and get meaning from print at an age and developmentally appropriate level in varied activities and across all settings.***

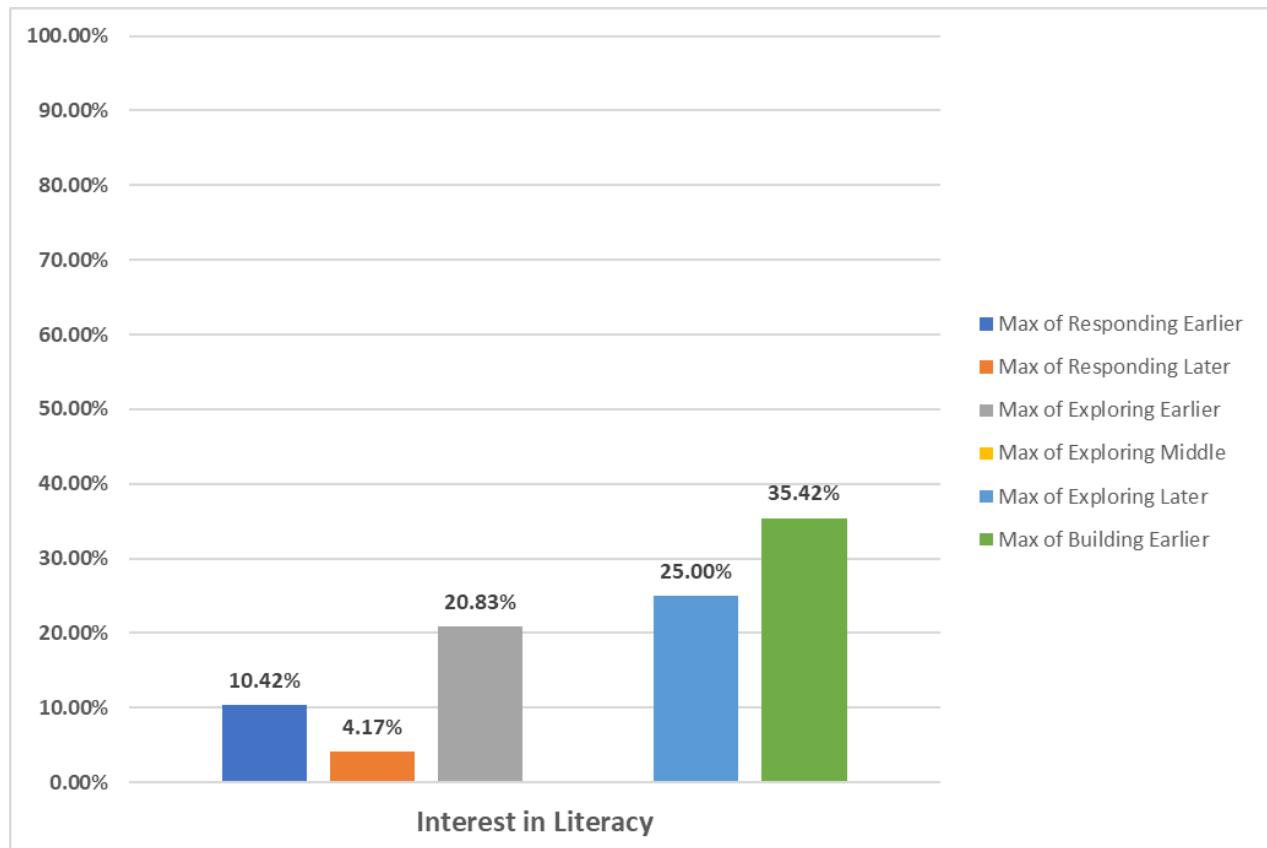
The second school readiness goal in this area, which centers on communicating and obtaining meaning from print, is measured by one measure for infants and toddlers and five measures for Head Start preschoolers.

For infants and toddlers, the measure used to assess this goal is:

- IT: LLD 5: Interest in Literacy: Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.

For infants and toddlers, we would expect to see a range of scores from Responding Earlier through Building Earlier. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

### Early Head Start



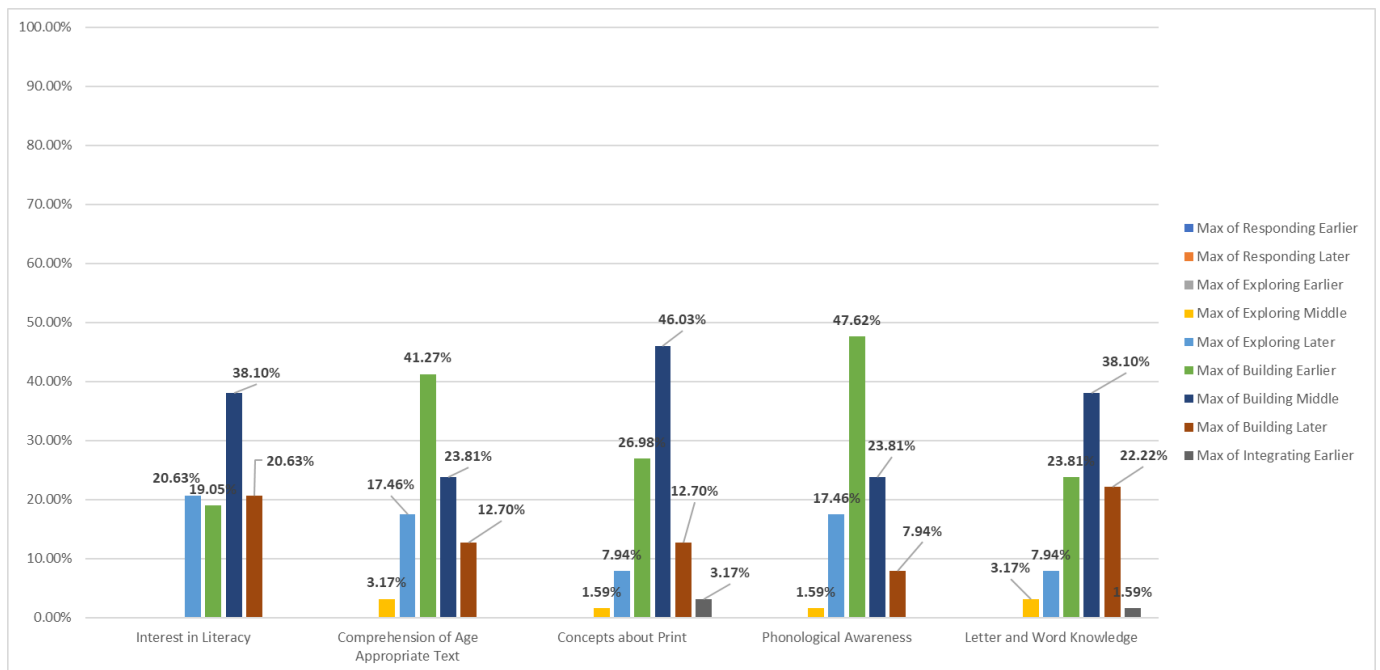
For Head Start preschoolers, the measures used to assess this school readiness goal are:

- PRE: LLD 5: Interest in Literacy: Child shows interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.
- PRE: LLD 6: Comprehension of Age-Appropriate Text: Child develops capacity to understand details and ideas from age-appropriate text presented by adults.
- PRE: LLD 7: Concepts About Print: Child shows an increasing understanding of the conventions and physical organization of print materials and that print carries meaning.
- PRE: LLD 8: Phonological Awareness: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate in them in language.
- PRE: LLD 9: Letter and Word Knowledge: Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up word.



In the graph below, we see the results for children three to five years of age enrolled in our Head Start program. We would expect most of the scores to range from Exploring Later through Integrating Earlier. In the fall, we saw the vast majority of the children scoring within this range; however, we did see a small percentage scoring in the Exploring Middle and even in the Exploring Earlier stage on one measure. When we compare these to the winter checkpoint, we saw a major shift to the later developmental levels on all of these measures indicating growth. Gains ranged from 12 percentage points to more than 24 percentage points.

### Head Start



***Children will expand vocabulary and word meaning on an appropriate age and developmental level through a variety of activities and across all settings.***

The final school readiness goal in the area of literacy and language development is that of having an expanding vocabulary. This goal is measured by the four items for both infants and toddlers and for preschoolers.

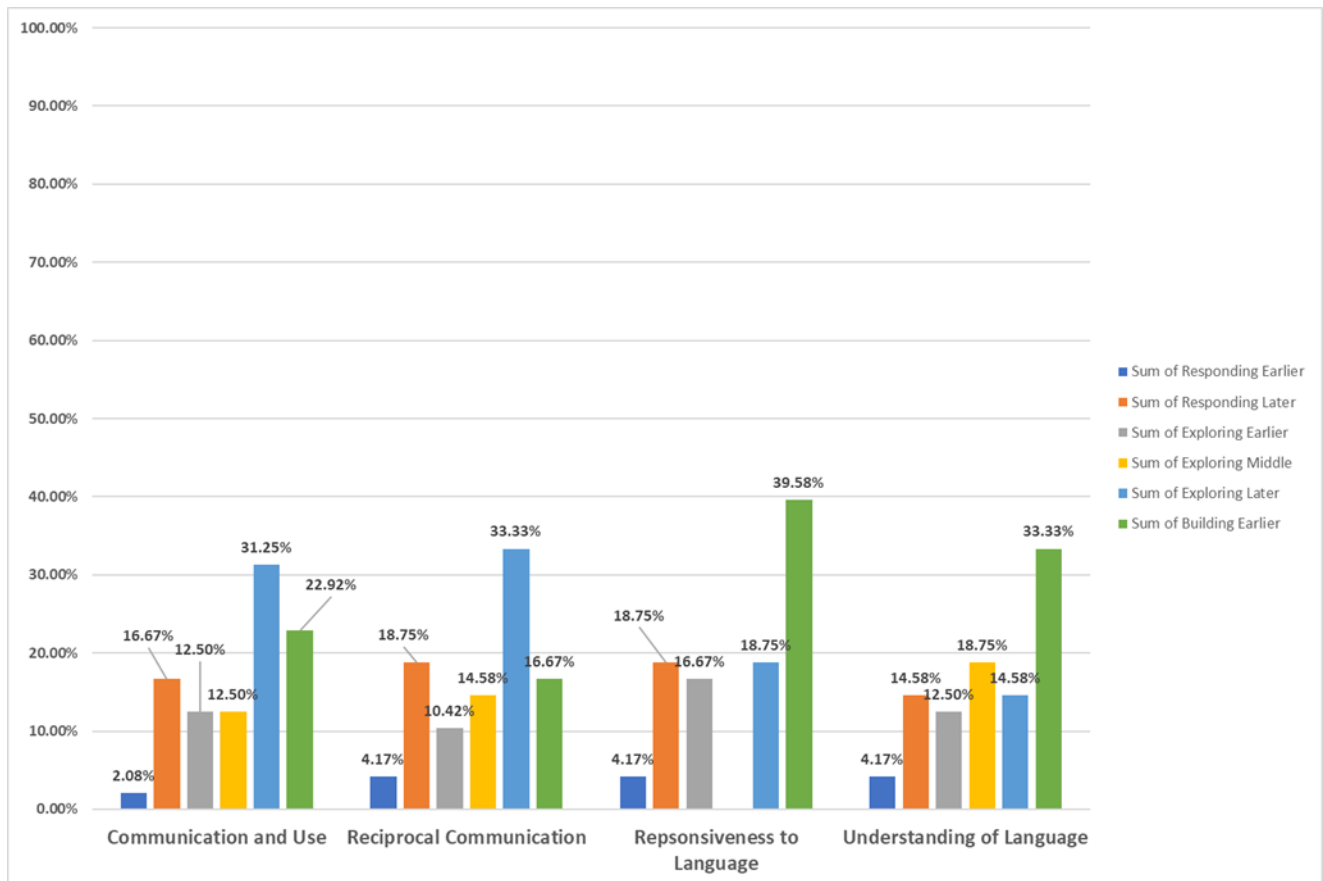
For infants and toddlers, the following measures were used to assess this school readiness goal:

- IT: LLD 1: Understanding of Language (Receptive): Child understands increasingly complex communication and language.
- IT: LLD 2: Responsiveness to Language: Child communicates or acts in response to language and responds to increasingly complex language.

- IT: LLD 3: Communication and use of Language (Expressive): Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.
- IT: LLD 4: Reciprocal Communication and Conversation: Child engages in back and forth communication that develops into increasingly extended conversations.

For children birth up to age three years, we expect to see a range from Responding Earlier through Building Earlier. The graph below shows that range. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

### Early Head Start



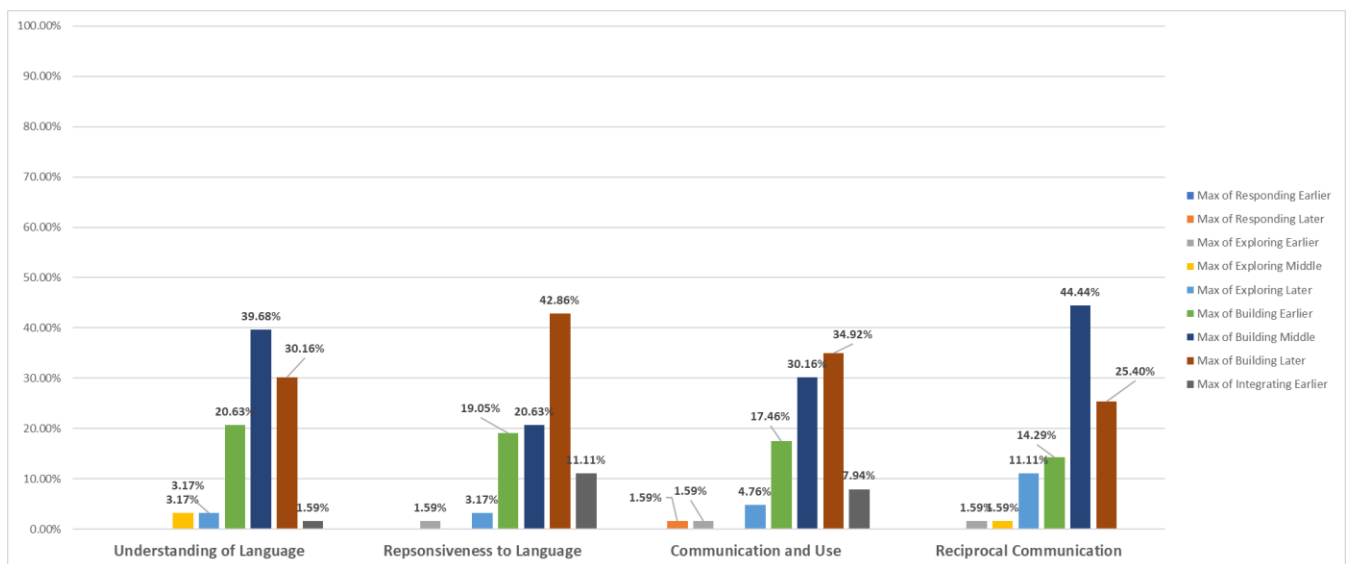
For preschool aged children, the following four measures were used to assess this goal:

- PRE: LLD 1: Understanding of Language (Receptive): Child understands increasingly complex communication and language.
- PRE: LLD 2: Responsiveness to Language: Child communicates or acts in response to language and responds to increasingly complex language.

- PRE: LLD 3: Communication and use of Language (Expressive): Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.
- PRE: LLD 4: Reciprocal Communication and Conversation: Child engages in back-and-forth communication that develops into increasingly extended conversations.

For children three to five years of age, we want to see a range of scores from Exploring Later through Integrating Earlier. When compared to the fall checkpoints, we see gains on all measures. The largest gains were in the area of understanding of language with an increase of more than 15 percentage points and in reciprocal communication with an increase of more than 12 percentage points. We do see a few children continuing to score in the earlier developmental domains areas of Exploring. This is most likely to due to the majority of children on an IEP in our program are receiving services related to speech and communication. We will compare these results to those obtained at the spring checkpoint to monitor for growth.

### Head Start



As a program, we will continue to provide staff with training and resources on how to support children’s development and learning in the areas of language and literacy. We have also provided resources to staff to share with families on activities in the home that promote these skills. It is important to note that most of the children receiving special education services in our Head Start program are receiving services for some form of speech issue so we would expect to see that reflected in our results.

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#### APPROACHES TO LEARNING:

The program has two school readiness goals related to approaches to learning. The first is that children will demonstrate interest, curiosity and creativity while the second focuses on children demonstrating initiative, persistence, focus, problem solving and reflection.

***Children will demonstrate age and developmentally appropriate interest, curiosity and creativity in a variety of activities and across all settings.***

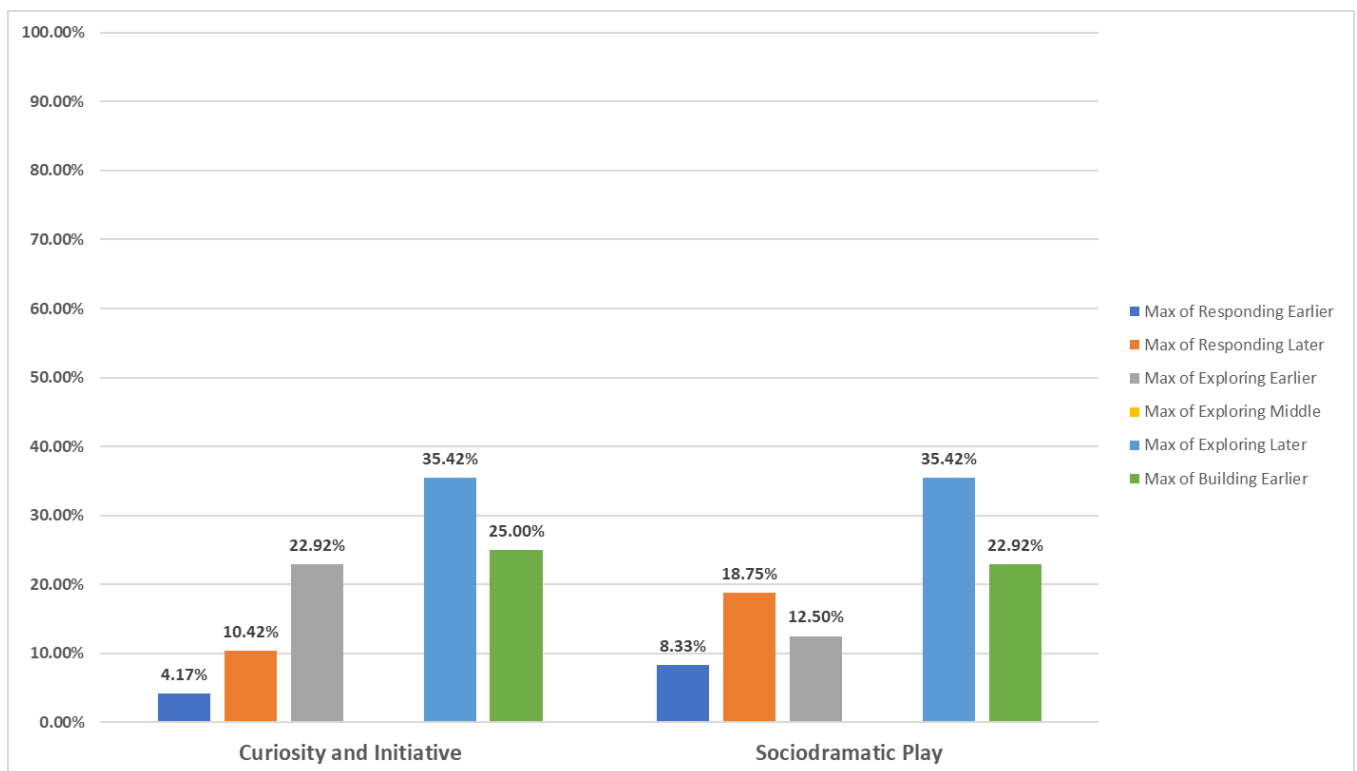
The first goal is measured by the two items for infants and toddlers and by six for preschoolers.

For infants and toddlers, the measures used to assess this goal are:

- IT: ATL-REG 4: Curiosity and Initiative in Learning: Child explores the environment in increasingly focused ways to learn about people, things, materials and events.
- IT: SED 5: Symbolic and Sociodramatic Play: Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.

For children birth to three years, we expect to see children scoring in the range from Responding Earlier through Building Earlier. The chart below shows that range. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

**Early Head Start**

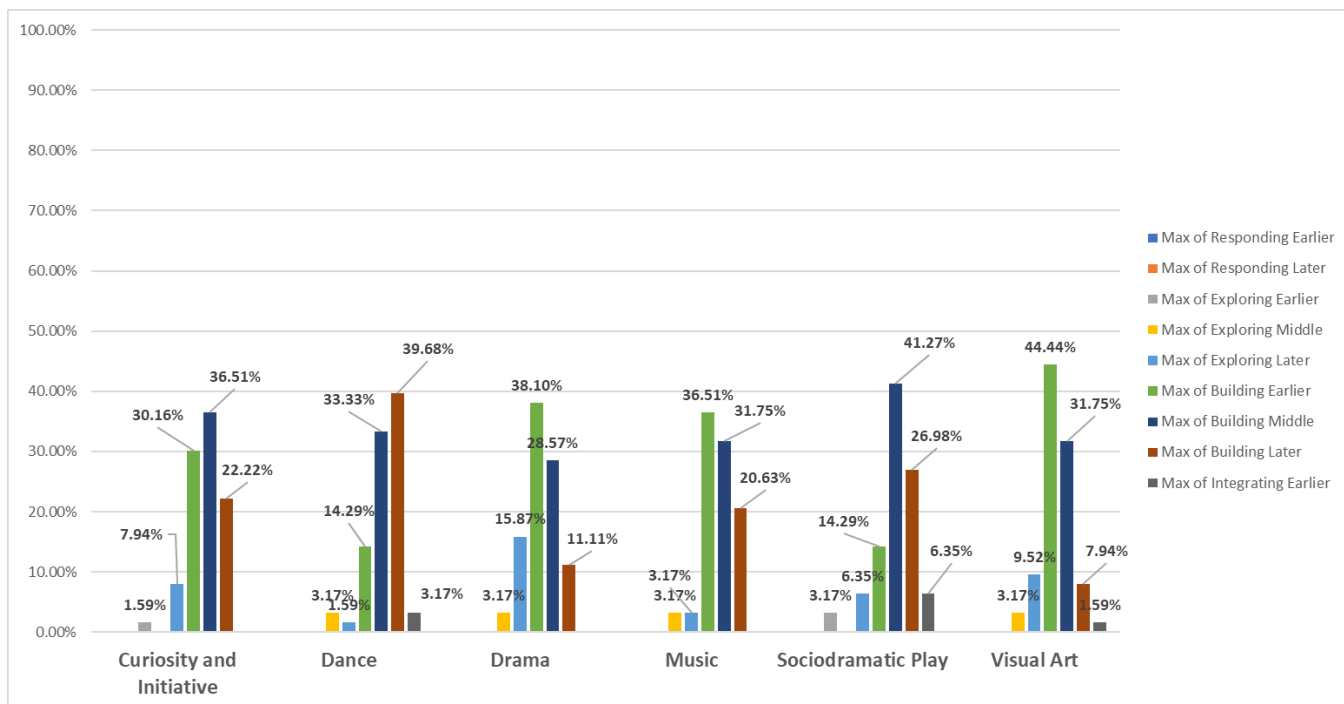


For our preschool aged children, we use the measures below to assess this goal:

- PRE: ATL-REG 4: Curiosity and Initiative in Learning: Child explores the environment in increasingly focused ways to learn about people, things, materials and events.
- PRE: SED 5: Symbolic and Sociodramatic Play: Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.
- PRE: VPA 1: Visual Art: Child engages, develops skills, and expresses self with increasingly creativity, complexity, and depth through two-dimensional and three-dimensional visual art.
- PRE: VPA 2: Music: Child expresses and creates by making musical sounds, with increasingly intentionality and complexity.
- PRE: VPA 3: Drama: Child increases engagement, skill development and creative expressive in drama.
- PRE: VPA 4: Dance: Child develops capacity to respond, express and create through movement in dance.

For children three to five years of age, the range we would expect on these measures are from Exploring Later through Integrating Earlier. When we compare the fall checkpoint with the winter one, we see significant gains in all areas. The largest increases were in drama with 28 percentage points followed closely by music with an increase of over 27 percentage points. Curiosity and initiative rose by more than 24 percentage points.

### Head Start



***Children will demonstrate initiative, persistence, focus, problem solving and reflection in a variety of activities and challenges and across all settings.***

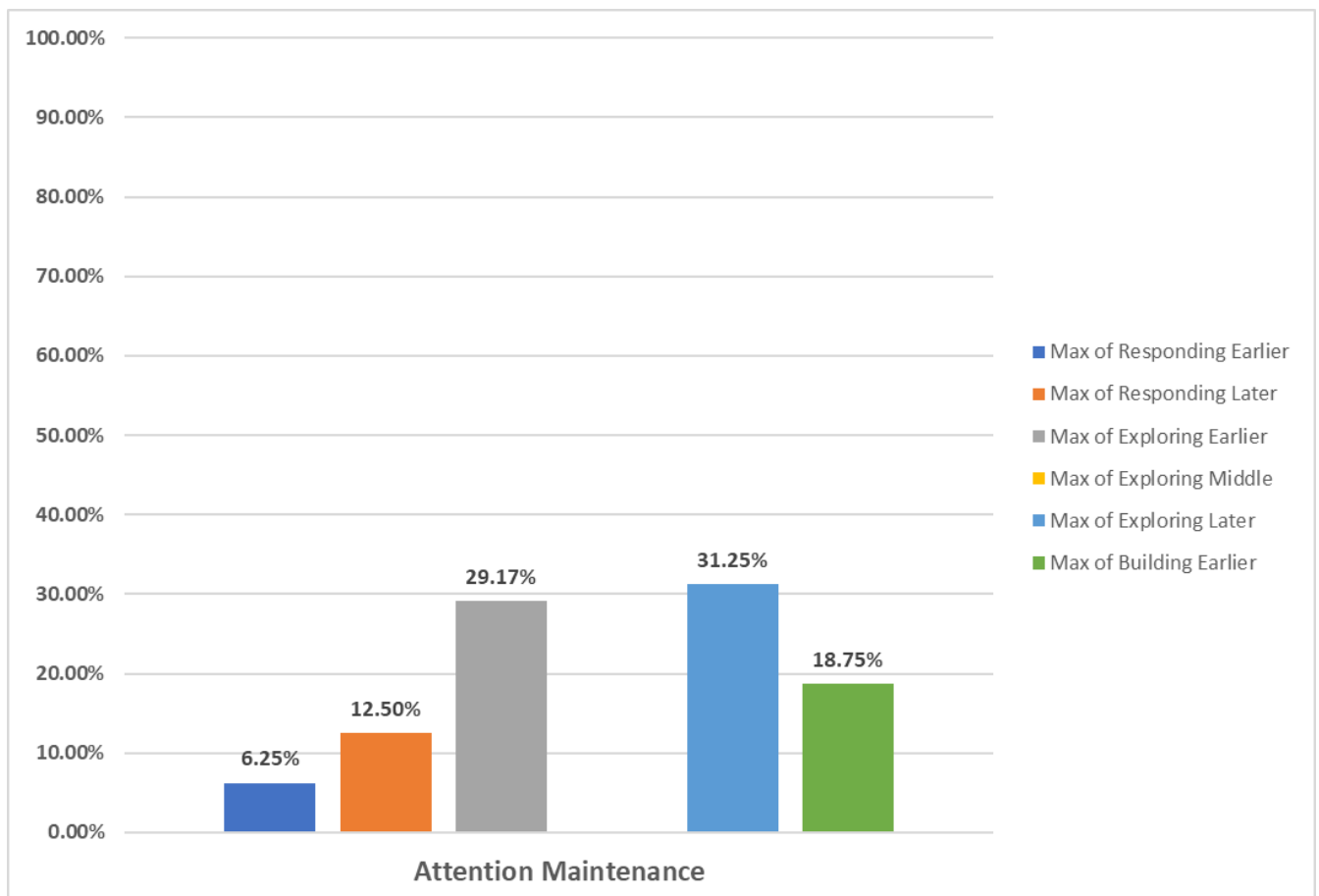
For infants and toddlers, one measure is used to assess this goal while two are used for preschool aged children.

The following item is used to measure this goal in infants and toddlers:

- IT: ATL-REG 1: Attention Maintenance: Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.

The chart below shows the results of the fall checkpoint for infants and toddlers on this school readiness goal. We see the expected range of scores from Responding Earlier through Building Earlier. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

#### Early Head Start

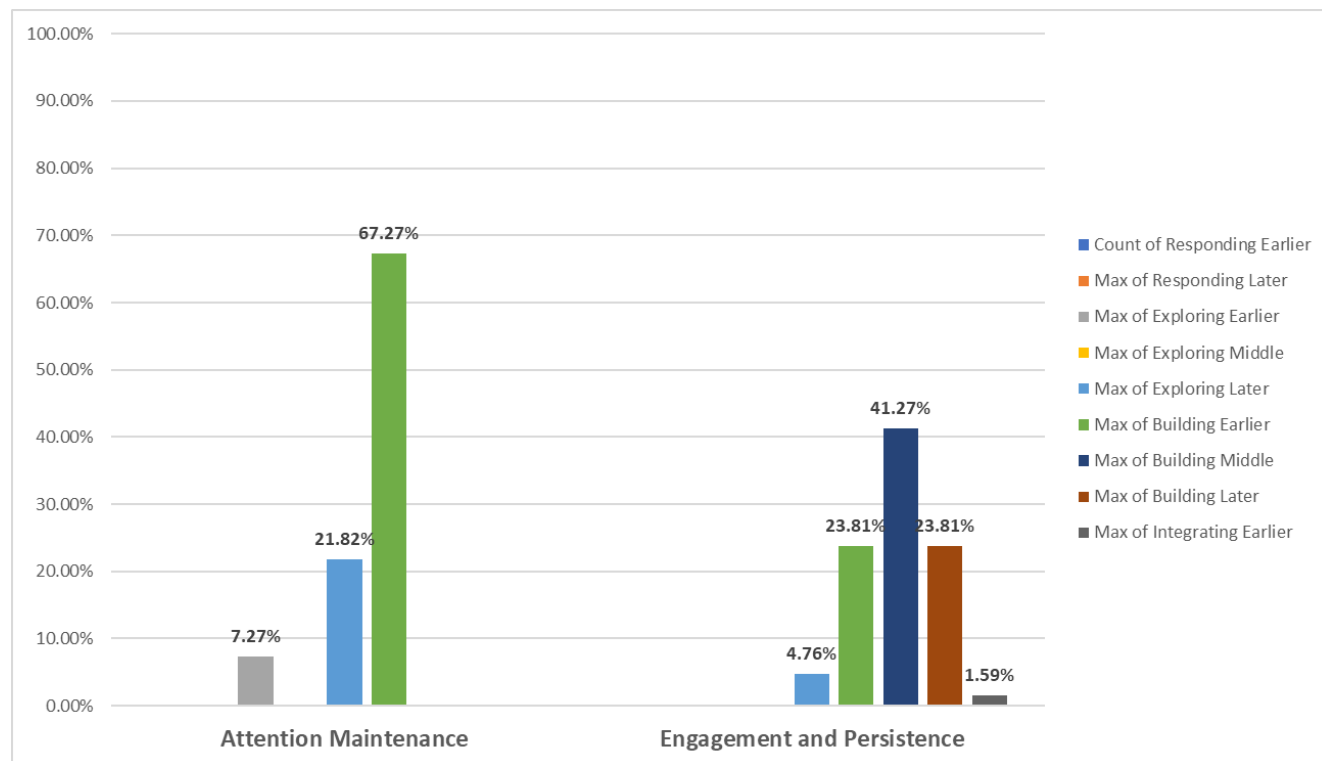


For children three to five years, we utilize the following items to assess this goal:

- PRE: ATL REG 1: Attention Maintenance: Child develops the capacity to pay attention to the people, things or the environment when interacting with others or exploring play materials.
- PRE: ATL REG 6: Engagement and Persistence: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.

For the first measure around attention maintenance, the DRDP is set up to measure this in only in preschoolers on an IEP so the highest rating that can be given is Building Earlier. For the second measure of engagement and persistence, this measure is open to all preschool aged children. For this item, we see the expected range of development from Exploring Later through Integrating Earlier. When compared to the fall checkpoint, we see increases on both of these items ranging from 7 percentage points to nearly 11 percentage points.

### Head Start



Overall, children in the program are doing well in the area of approaches to learning. Home visiting staff and teaching staff will continue to provide fun, hands on educational opportunities to all children in the program in order to foster children's excitement in learning.

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## COGNITION AND GENERAL KNOWLEDGE:

There are three school readiness goals in the area of cognition and general knowledge. The first is children will demonstrate appropriate math concepts of counting, comparing, relating, patterning and problem solving. The second goal in this area is that children will engage and explore their environments through age appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses. The final goal in this area is children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas.

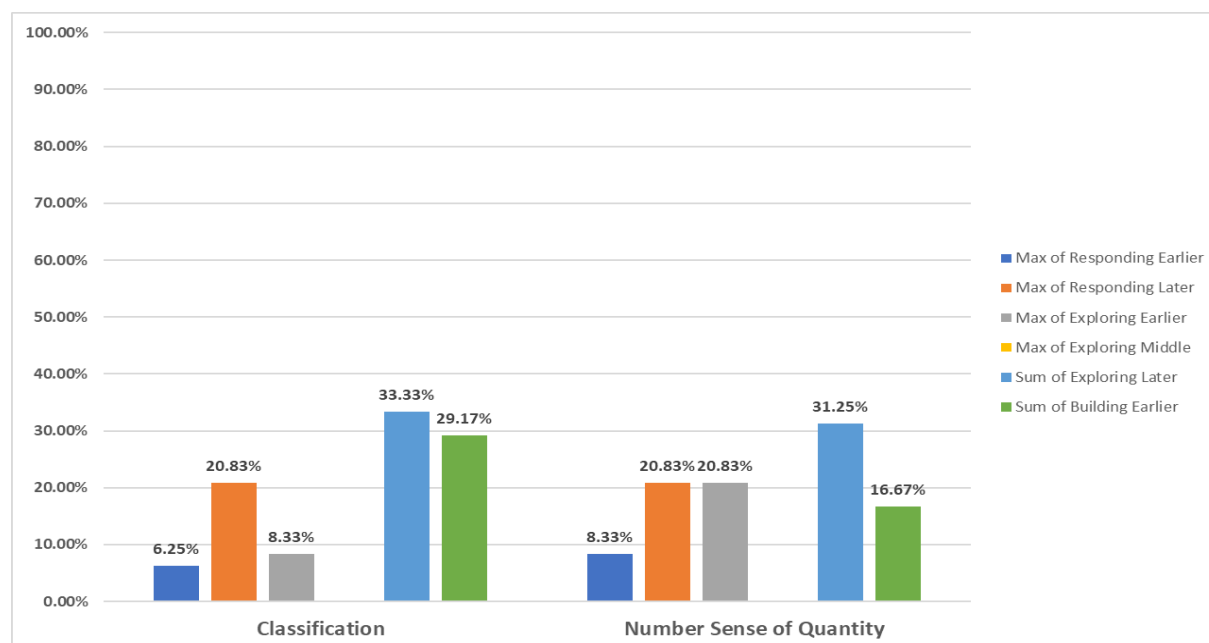
***Children will use age and developmentally appropriate math concepts of counting, comparing, relating, patterning, and problem solving in a variety of activities and across all settings.***

The first school readiness goal in the area of cognition and general knowledge is measured by the following items in the DRDP for infants and toddlers:

- IT: COG 2: Classification: Child shows an increasing ability to compare, match and sort objects into groups according to their attributes.
- IT: COG 3: Number Sense of Quantity: Child shows development understand of number and quantity.

In the graph below, we see the scores for children birth up to three years on these measures. As expected, these vary from Responding Earlier to Building Earlier. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

### Early Head Start



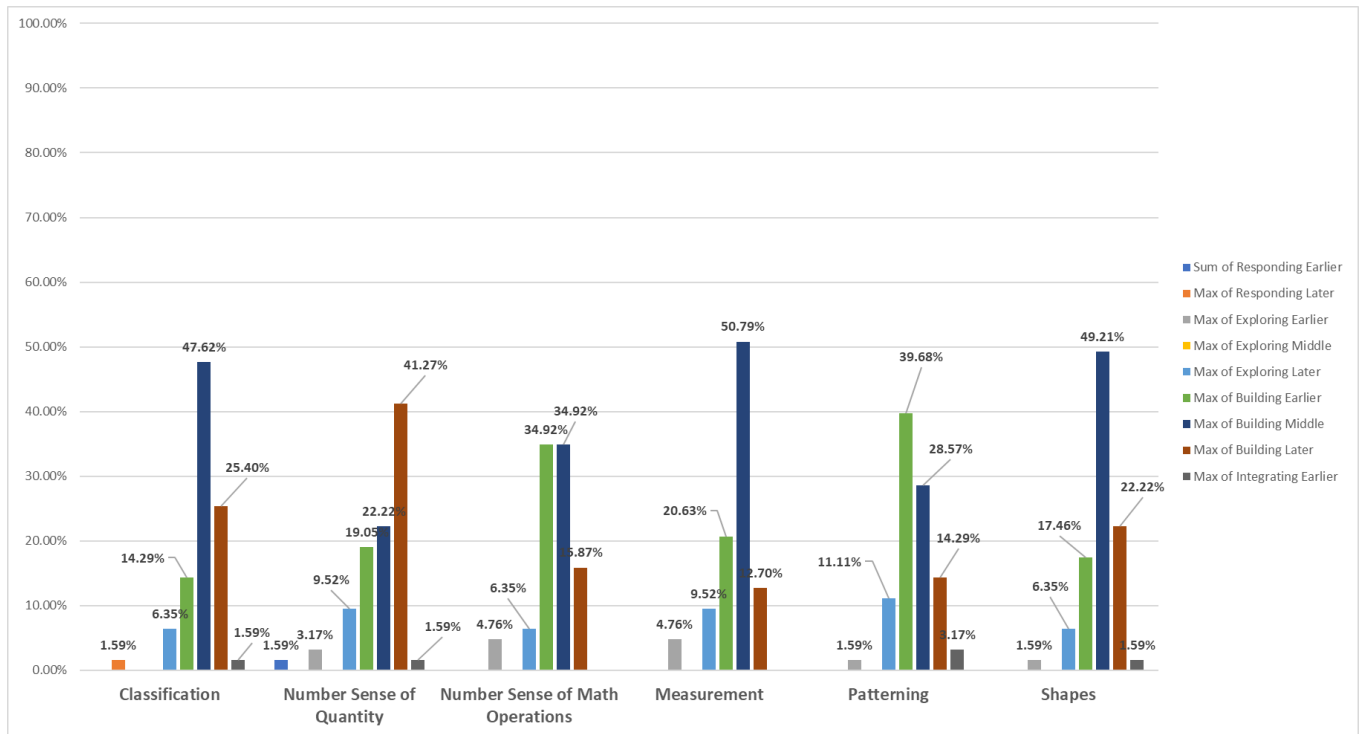


For preschool aged children in Head Start, we use the following six measures to track growth and progress for this school readiness goal:

- PRE: COG 2: Classification: Child shows an increasing ability to compare, match and sort objects into groups according to their attributes.
- PRE: COG 3: Number Sense of Quantity: Child shows developing understanding of number and quantity.
- PRE: COG 4: Number Sense of Math Operations: Child shows increasing ability to add and subtract small quantities of objects.
- PRE: COG 5: Measurement: Child shows an increasing understanding of measurable properties such as size, length, weight and capacity (volume), and how to quantify those properties.
- PRE: COG 6: Patterning: Child shows an increasing ability to recognize, reproduce and create patterns of varying complexity.
- PRE: COG 7: Shapes: Child shows an increasing knowledge of shapes and characteristics.

The chart below shows the range of scores for children assessed in the winter. We would expect to see the vast majority of children scoring between Exploring Later through Integrating Earlier. We continue to see small percentage of children scoring in the earlier stages of development; however, this decreased from the fall to winter checkpoints. When we compare the fall checkpoint with the winter results, we saw significant gains made across all of these measures. For classification, number sense of operations and measurement, we observed gain of over 20 percentage points for each of these measures. We will compare these results to the spring checkpoint to monitor for continued growth.

## Head Start



### ***Additional mathematical objectives.***

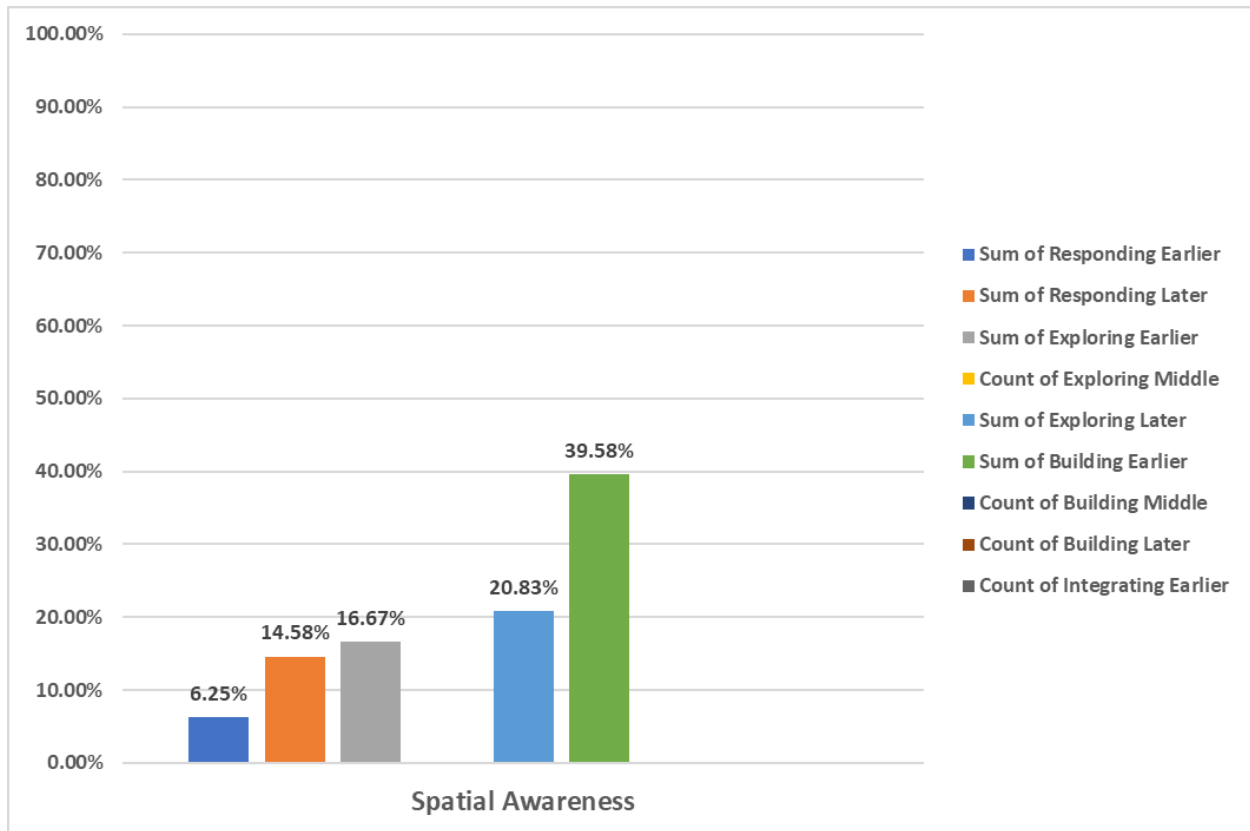
As stated previously, the HSELOF mandates specific items be measured in the area of mathematics development. Additional items programs are now required to assess for all children is a child's spatial sense and for preschoolers, the ability to identify, describe, compare and compose shapes.

For infants and toddlers, the following measure is used to assess spatial sense:

- IT: COG 1: Spatial Awareness: Child increasingly shows understand of how objects move in space or fit in different spaces.

In the graph below, we see the range of scores for infants and toddlers at the winter checkpoint that range from Responding Earlier through Building Earlier. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

## Early Head Start

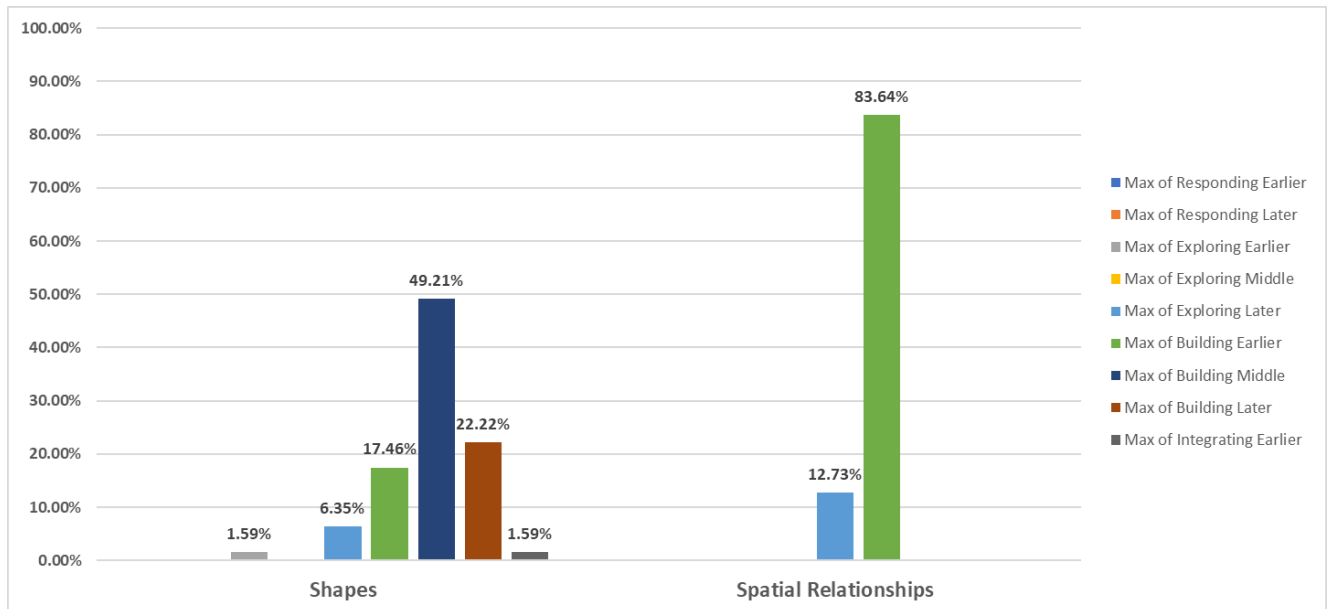


For preschool aged children in our Head Start program, we chose the following measures to assess these skills:

- PRE: COG 1: Spatial Relationships: Child increasingly shows understanding of how objects move in space or fit in different spaces.
- PRE: COG 7: Shapes: Child shows an increasing knowledge of shapes and characteristics.

The chart below shows the results of the winter checkpoint for children three to five years of age. Please note that for Spatial relationships, the highest score a child can obtain is Building Earlier. When compared with the fall checkpoint, for the shapes measurement, we saw an increase of 10 percentage points. We will compare these results to the spring checkpoint to monitor for continued growth.

## Head Start



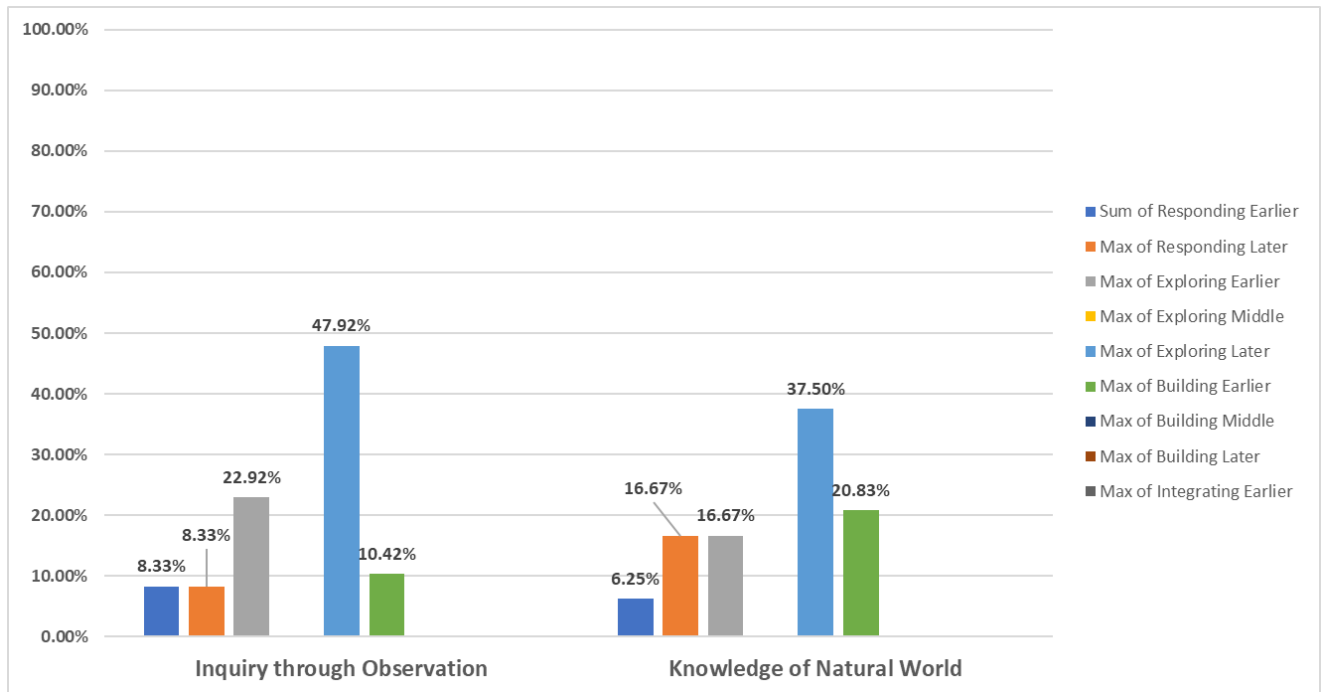
***Children will engage in and explore their environments through age and developmentally appropriate activities of exploration, inquiry, investigation, observation, manipulation, questioning, predicting and developing hypotheses in varied activities and across all settings.***

The second cognition and general knowledge school readiness goal is measured by the following for infants and toddlers:

- IT: COG 9: Inquiry Through Observation and Investigation: Child observes, explores and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.
- IT: COG 11: Knowledge of the Natural World: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.

In the chart below, we see the scores for children birth up to age three years from our winter checkpoint. The scores range from Responding Earlier through Building Earlier as expected. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

## Early Head Start

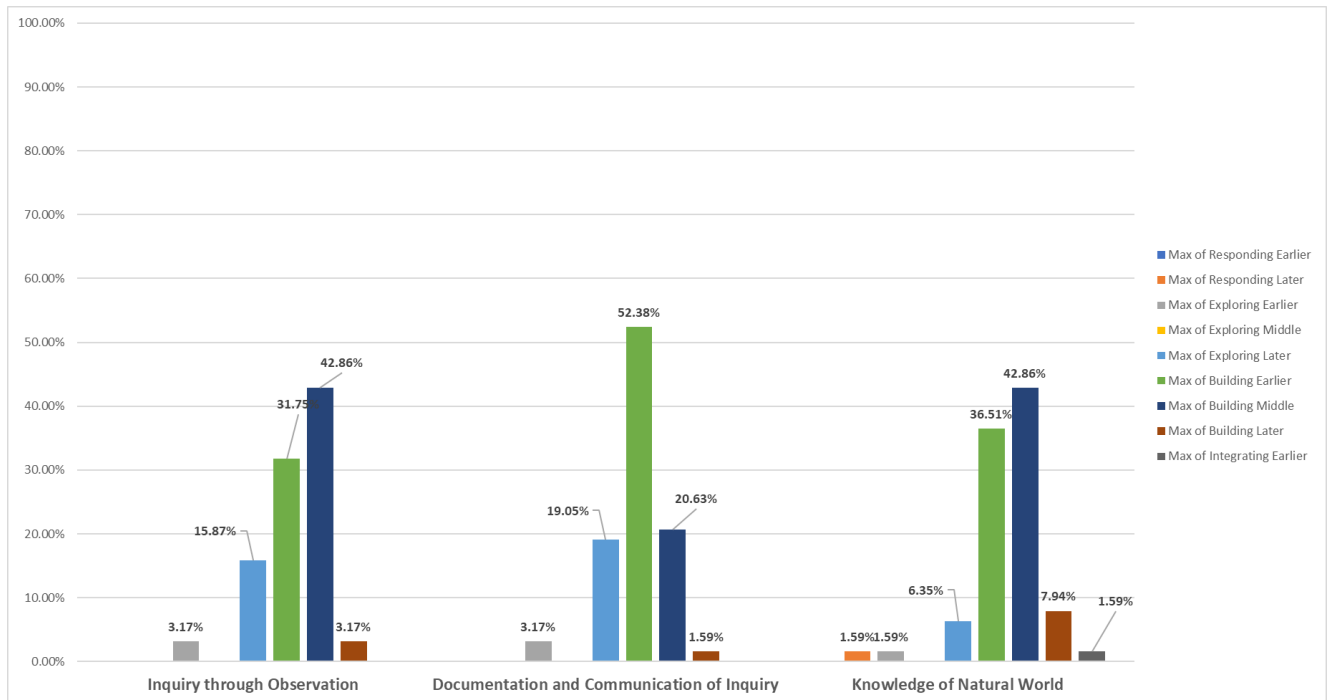


For children aged three to five years in our Head Start program, we use the following measures to assess this school readiness goal:

- PRE: COG 9: Inquiry Through Observation and Investigation: Child observes, explores and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.
- PRE: COG 10: Documentation and Communication of Inquiry: Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others.
- PRE: COG 11: Knowledge of the Natural World: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.

For preschool aged children, we would expect the majority of children to be assessed at levels between Exploring Later through Integrating Earlier. We do continue to see a small percentage of the children in our program scoring at earlier levels including Exploring Earlier and Responding Later. However, when compared with the fall checkpoint, the percentages of children scoring in the Building Middle, Building Later and Integrating Earlier did increase significantly. The largest increase was observed in knowledge of the nature world with a rise of over 22 percentage points. We will compare these gains with those at the spring checkpoint.

## Head Start



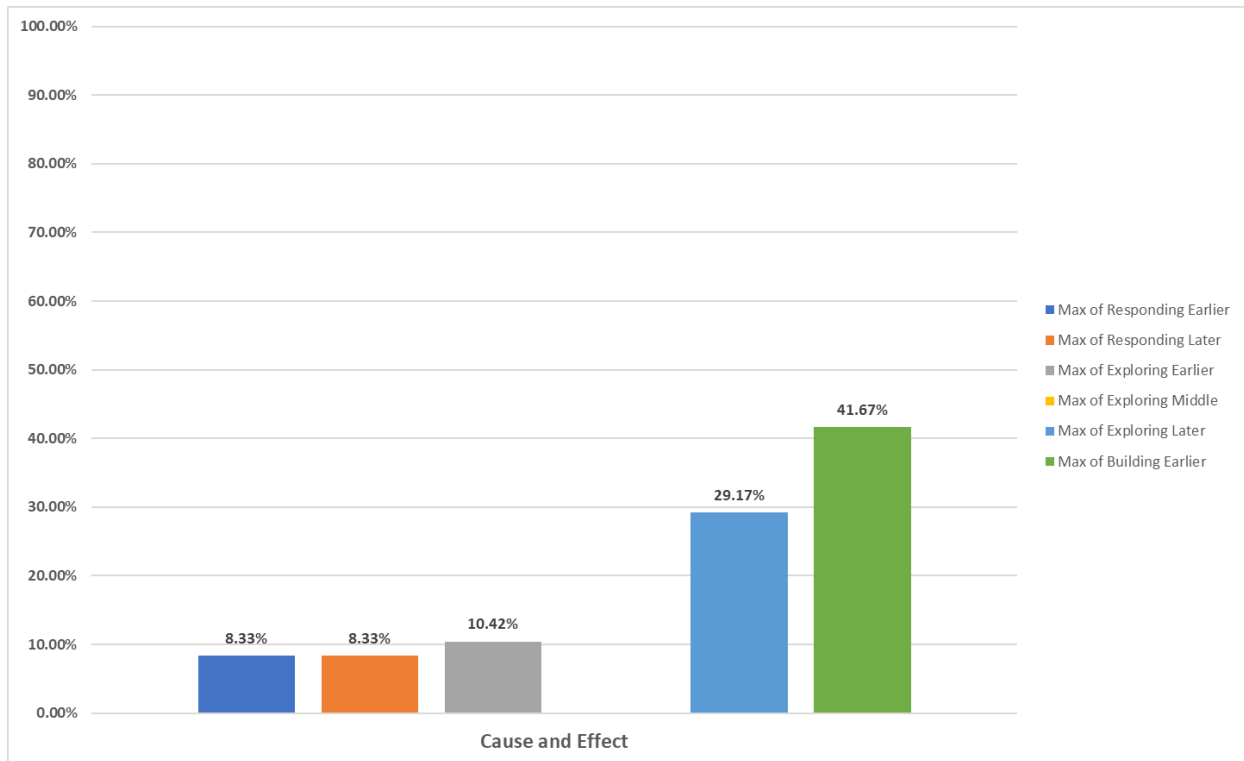
***Children will use former knowledge, data and new information to form new concepts, solve new problems, develop new vocabulary and express new ideas in a variety of age and developmentally appropriate activities and across all settings.***

The final school readiness goal in this area is measured by the following item from the DRDP for infants and toddlers:

- IT: COG 8: Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.

In the graph below we see children ranging from Responding Earlier to Building Later. As stated previously, this is the expected range for the children enrolled in our program. When we compare these results to the fall checkpoint, we again see an increase at the lower end of the continuum due to the increased enrollment of newborns from fall to winter. We will compare these results to those in the spring to check for growth.

## Early Head Start

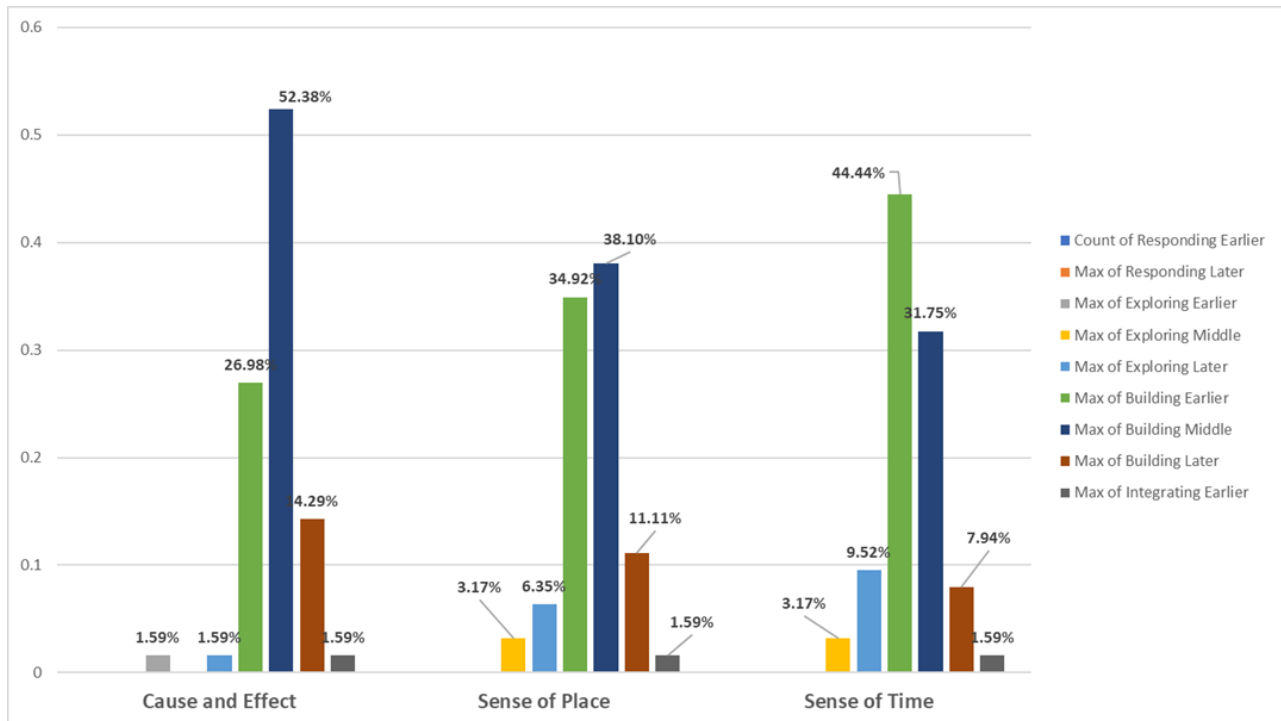


For our three to five year old children enrolled in our Head Start program, we use the following items to assess these skills for this school readiness goal:

- PRE: COG 8: Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.
- PRE: HSS 1: Sense of Time: Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity.
- PRE: HSS 2: Sense of Place: Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.

For children this age, we would expect scores to range from Exploring Later through Integrating Earlier. While the majority of children were scored within this range, a percentage of children were assessed at earlier development levels including Exploring Earlier for cause and effect and at the Exploring Middle stage for both sense of place and sense of time. When we compare these to the fall checkpoint, we see the percentage of children scoring at these earlier levels decreased. We saw increases in the percentage of children scoring in the Building Middle, Building Later and Integrating Earlier levels in cause and effect and in sense of place. However, we saw a decrease for sense of time. This may be due to staff becoming more comfortable with using this tool and that the scores in the fall on this item were artificially high. We will compare these results with the spring checkpoint.

## Head Start



The assessment results for these school readiness goals indicate that while the majority of the preschool children enrolled in our program are engaging in skills at the expected age level in these cognitive areas, there is a small percentage of children who are not. These children are scoring below where we would expect them in these areas which include mathematical concepts and scientific inquiry. However, we have seen growth in these areas since our fall checkpoint. Our curriculum in both the home-based and center-based programs strongly address both of these areas. In addition, we have parent resources on these topics that support families in supporting their children's development in these areas that we have shared. We look forward to comparing these results to the spring checkpoint to monitor for overall growth.

### CONCLUDING REMARKS

The child outcomes data aggregation process has been an informative one for the TREC-Badlands Head Start Prenatal to Five program. We have implemented a new assessment tool that we are still learning. Through this process we have gained important insights into the areas of strengths of our children as well as their areas of needs. We will utilize the information obtained in this aggregation process to guide our planning process for the remainder of the program year. We will continue to implement targeted professional development and training for our staff and will encourage the use of parent education resources with families to provide additional learning opportunities for children in particular areas of need. By applying these changes, we hope to make a significant and positive impact on the school readiness abilities of the children we serve.