Three Rivers Community Action, Inc.
Head Start Annual Report to the Public
Program Year 05/01/2015 – 04/30/2016

Head Start Revenues for 2015-2016

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>1,436,635.00</td>
</tr>
<tr>
<td>State</td>
<td>405,409.08</td>
</tr>
<tr>
<td>Local</td>
<td>33,558.00</td>
</tr>
<tr>
<td><strong>Total Funds Received</strong></td>
<td><strong>$ 1,875,602.08</strong></td>
</tr>
</tbody>
</table>

2015-2016 Budgetary Expenditures
Compared to
Proposed 2016-2017 Budget

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual %</td>
<td>Proposed %</td>
</tr>
<tr>
<td>Personnel</td>
<td>48.66%</td>
<td>62.72%</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>21.88%</td>
<td>14.90%</td>
</tr>
<tr>
<td>Travel</td>
<td>2.40%</td>
<td>0.76%</td>
</tr>
<tr>
<td>Equipment</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Supplies</td>
<td>3.11%</td>
<td>2.37%</td>
</tr>
<tr>
<td>Contractual</td>
<td>5.52%</td>
<td>0.94%</td>
</tr>
<tr>
<td>Other</td>
<td>18.43%</td>
<td>18.31%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Enrollment

<table>
<thead>
<tr>
<th>Funding Enrollments</th>
<th>Federal</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded Enrollment</td>
<td>169</td>
<td>42</td>
<td>211</td>
</tr>
</tbody>
</table>

- Average monthly enrollment: 100% federally funded enrollment
- Percent of eligible children served: 40% of children birth through four years

Monitoring Review

The Three Rivers Community Action, Inc. Head Start program received its Environmental Health and Safety Head Start Monitoring Review from the Office of Head Start in February 2015. We were found to be 100% compliant in all of the review areas and had no findings.

Audits

Our latest financial audit is located at: [www.threeriverscap.org](http://www.threeriverscap.org)

Percentage of enrolled children that received medical and dental exams

- 100% of enrolled children received dental exams
- 100% of enrolled children are up to date on schedule of medical care
- 100% of enrolled children were up-to-date on required immunizations at the end of the school year.

Three Rivers Head Start
Parent, Family and Community Engagement Report
2015 – 16 program year

164 families set 714 goals. 413 goals (58%) were completed and 143 goals (20%) were at least half completed.

This report is organized according to the seven family outcomes of the PFCE Framework.

1. **FAMILY WELL-BEING:** Parents and families are safe, healthy, and have increased financial security.
   - Families set 44 health-related goals in four areas.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>4 goals set / 3 completed / 1 half or more completed</th>
</tr>
</thead>
</table>

Examples: walk more/every day (as a family), play outside
2. Nutrition

6 goals set / 2 completed / 2 half or more completed

Examples: healthy eating (eat more fruits, vegetables, wider variety of foods, eat fewer snacks, etc.) cooking/eating at home more, drink more water

Data sources: ChildPlus Family Services event Family Goal, service area Nutrition Goal – Exercise

3. Other health-related: (33 goals at year-end with 29 completed)

- Examples:
  - get a physical/go to doctor, update immunizations
  - follow up with dental work
  - complete preschool screening
  - get health insurance
  - quit smoking

Data sources: ChildPlus Family Services event Family Goal, services Family Goal – Other, Transition Goal – to Head Start

4. Mental health 1 goal was set

Data source: ChildPlus Family Services event Family Goal, services Family Goal – Well-being, Family Goal – Parent/Child

- Families set 33 goals related to financial security in the areas of:
  1. Transportation: 2 goals set with 1 goal completed and 1 half or more completed
  2. Housing, Energy Assistance and other housing-related: 24 goals set with 13 goals completed and 3 half or more completed
  3. Employment: 2 goals set; both were met
  4. Other: 5 goals set with 1 goal met and 1 goal half or more met

- Examples: budgeting, custody, apply for WIC

Data sources: ChildPlus Family Services event Family Goal, services Family Goal – Well-being, Family Goal – Other

2. POSITIVE PARENT-CHILD RELATIONSHIPS: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

- Families set 13 goals in this area. Of these, 10 were completed and 2 were half or more completed.

- These goals focused on spending more time together as a family, including doing homework, reading or going to the library. Several parents also set parenting-related goals such as setting a bedtime routine.

Data sources: ChildPlus Family Services event Family Goal, services Family Goal – Other, Family Goal – Parent/Child

- Families set 22 goals to support children’s growing independence (potty training, dressing self, etc.). 12 goals were achieved and 6 half or more achieved.

Data sources: ChildPlus Family Services event Family Goal, services Family Goal – Other, Family Goal – Well-being, Family Goal – Parent/Child and School Readiness Goal - Other
3. **Families as Lifelong Educators:** Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

173 parents reported working for over 5046 hours with their children on school readiness goals, returning 643 activity calendars throughout the year.

*Data source: ChildPlus report 4310 – In-kind amount and value*

- Parents set the following goals to support their children’s school readiness in **literacy**:

<table>
<thead>
<tr>
<th>Literacy area</th>
<th># goals year-end</th>
<th># goals completed</th>
<th># goals half or more completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize letters in names or the alphabet in general</td>
<td>113</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Trace or write names (first name and/or last name) or letters of the alphabet (upper case/lower case)*</td>
<td>88</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>Phonological awareness (letter sounds, sounding out words, rhyming)</td>
<td>35</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Other (reading, language-related)</td>
<td>18</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>254</strong></td>
<td><strong>119</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

*Goals related to the mechanics of writing are listed under “fine motor skills” below.

*Data source: ChildPlus Family Services event Family Goal, service area School Readiness Goal – Literacy*

- Parents set the following goals to support their children’s school readiness in **math**:

<table>
<thead>
<tr>
<th>Math area</th>
<th># goals year-end</th>
<th># goals completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count to 10 or higher</td>
<td>47</td>
<td>29</td>
</tr>
<tr>
<td>Count items</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Recognize numbers</td>
<td>49</td>
<td>24</td>
</tr>
<tr>
<td>Recognize shapes</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>165</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

*Data source: ChildPlus Family Services event Family Goal, service area School Readiness Goal – Math*
Parents set the following goals to support their children’s school readiness in other areas:

<table>
<thead>
<tr>
<th>Area</th>
<th># goals year-end</th>
<th># goals completed</th>
<th># goals half or more completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn colors</td>
<td>22</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Fine motor skills</td>
<td>14</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Social-emotional skills</td>
<td>22</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>58</strong></td>
<td><strong>29</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Data source: ChildPlus Family Services event Family Goal, service areas School Readiness Goal – Other, Family Goal – Parent/Child

Sixteen parents set Attendance goals for their children. Nine were completed and 4 half or more completed.

Data source: ChildPlus Family Services event Family Goal, service area Attendance Goal

Parents also supported their children’s learning by volunteering for Head Start:
- 75 parents spent a total of 423.5 hours
  - in the classroom,
  - as chaperones for field trips
  - volunteering in other ways

Data source: ChildPlus report 4310 – In-kind amount and value

110 parents spent 286.5 hours interacting with their children during Parent-Child Activity Days at school.

Data source: ChildPlus LiveReport – parent meeting attendance

4. FAMILIES AS LEARNERS: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

Parents set goals in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th># goals year-end</th>
<th># goals completed</th>
<th># goals half or more completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish college</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>take ESL classes</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>sign up for/continue with/finish GED</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>get drivers license</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Data source: ChildPlus Family Services event Family Goal, service area Family Goal – Learning

5. FAMILY ENGAGEMENT IN TRANSITIONS: Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including Early Head Start to Head Start, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

Transition goals included:
- Transition to Head Start: goals (physical and dental exams, immunizations and preschool screening) – reported above under “health.”
- Transition to 2nd year in Head Start: 30 goals set, 27 completed
- Transition to Kindergarten: 47 goals set, 43 completed
- Other transition goals: 9 goals set and 6 completed

Data source: ChildPlus Family Services event Family Goal, service areas Transition – to HS, Transition – 2nd year HS, Transition – to Kindergarten, Transition – Other
6. **FAMILY CONNECTIONS TO PEERS AND COMMUNITY:** Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

- 23 parent meetings were held at Three Rivers Head Start’s five centers from September 2015 through May 2016.
- Parents and other family members from 153 families attended these meetings, spending a total of 785.5 hours throughout the year.
- Training topics covered included:
  - social-emotional health (challenging behaviors, setting routines, positive parent/child relationships, etc.)
  - safety (car seat, fire, etc.)
  - literacy, including math literacy
  - health/nutrition

*Data sources: Parent Center Committee Meeting minutes, ChildPlus LiveReport - Parent meeting attendance*

7. **FAMILIES AS ADVOCATES AND LEADERS:** Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

- The new Three Rivers Head Start Policy Council year started in November 2015 with 7 new parent members. Members from the 2014-15 Policy Council were not able to continue due to new employment situations.
- Ten parents contributed 29.25 hours to Policy Council, not including travel time.
- The Policy Council chairperson attended the Minnesota Head Start Association’s quarterly meeting in St. Cloud in December 2015.

*Data sources: Policy Council minutes, MHSA General, Affiliate and Committee minutes*

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**Goals by PFCE Family Outcome Category**

**Fall 2015 - 343 goals set**

- 75% family well-being (34)
- 10% positive parent/child relationships (15)
- 7% families as lifelong educators (257)
- 4% families as learners (15)
- 4% family engagement in transitions (22)
Efforts to Prepare Children for School

The overall program goal for the 2015-2016 program year was for 85% of the children to be meeting or exceeding the widely held expectations (meeting or exceeding the color band range for their age) set by the TSGold assessment tool.

Child Progress from Fall 2015 to Spring 2016

2015-16 Child Outcomes Data Report (Spring) for Three Rivers Head Start

This year’s child outcomes data was collected for 184 children enrolled in the 2015-16 program year:
Gender: 49% Girls 51% Boys

Race: 44% White/non-Hispanic 19% Spanish/Hispanic/Latino 28%
Black or African American 1% Asian 2% American Indian/Alaskan Native 7% All
other combinations

IEP: 90% without IEP 10% with IEP

Age or Class/Grade: Preschool 3 (green color band): 43% Pre-K 4 (blue color band): 57%

Primary Language: 64% English 17% Spanish 18%
Arabic 1% Unknown, other (African languages)

Our program’s target scores are based on a 0-9 point scale for each objective. A color band shows the range of expectations based on child development for each age.

- Three Rivers Head Start’s target score for 3 year olds is where the green color band overlaps with the blue color band.
- Three Rivers Head Start’s target score for 4 year olds is where the blue color band overlaps with the purple color band.

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Target Score for a 3 yr. old</th>
<th>Target Score for a 4 yr. old</th>
<th>Average target score for program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>46</td>
<td>56</td>
<td>51</td>
</tr>
<tr>
<td>Physical</td>
<td>58</td>
<td>75</td>
<td>66.5</td>
</tr>
<tr>
<td>Language</td>
<td>43</td>
<td>53</td>
<td>48</td>
</tr>
<tr>
<td>Cognition</td>
<td>46</td>
<td>59</td>
<td>52.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>36</td>
<td>55</td>
<td>45.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
<td>42</td>
<td>36.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>340</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
Our program’s overall school readiness goal is that 85% of the children meet or exceed our program’s target scores for their age group.

*PMPD means Perceptual, Motor and Physical Development

For the rest of this report charts are based on how objectives are arranged in Teaching Strategies Gold. Scores shown are the average of all children included in the data set.
**Social Emotional school readiness goals:**

- Children will be able to show an increasing ability to manage their own emotions and behaviors.  
  Teaching Strategies Gold:  1a, 1b, 1c, 3a, 3b
- Children will be able to show an increasing ability to form positive relationships with adults and peers.  
  Teaching Strategies Gold:  2a, 2b, 2c, 2d

### Social Emotional – Overall Program

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Target Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td>43.12</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td>51.27</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td>55.72</td>
</tr>
<tr>
<td>Target Score</td>
<td>51</td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

### Social Emotional - 3 year olds

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Target Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td>37.65</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td>44.54</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td>48.51</td>
</tr>
<tr>
<td>Target Score</td>
<td>46</td>
<td></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

### Social Emotional - 4 year olds

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Target Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td>47.09</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td>55.86</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td>60.96</td>
</tr>
<tr>
<td>Target Score</td>
<td>56</td>
<td></td>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>
Perceptual, Motor and Physical Development school readiness goals:

- Children will be able to show control of large muscles for movement, coordination and balance.
  Teaching Strategies Gold: 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c

- Children will develop control of small muscles for manipulation and exploration.
  Teaching Strategies Gold: 7a, 7b
Cognition & General Knowledge (math) school readiness goal:
- Children will learn and begin to use math concepts during daily routines and experiences.
  Teaching Strategies Gold: 20a, 20b, 20c, 21a, 21b, 22, 23

Cognition & General Knowledge (other) school readiness goal:
- Children will be able to show multiple ways to solve problems and use their senses to investigate their environment.
  Teaching Strategies Gold: 12a, 12b, 13, 14a
Approaches to Learning school readiness goals:

- Children will be able to express themselves through engaging with others.
  Teaching Strategies Gold: 11e, 14b
- Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.
  Teaching Strategies Gold: 11a, 11b, 11c, 11d

**Language & Literacy school readiness goals:**

- Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other languages).
  Teaching Strategies Gold: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b
Language & Literacy school readiness goals (continued):

- Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.
  
  Teaching Strategies Gold: 37, 38

Data for these charts are unavailable at this time.
Language & Literacy school readiness goals (continued):

- Children will hear and distinguish the sounds and rhythms of language.
  Teaching Strategies Gold: 15b, 16a, 16b,

- Children will begin to learn and demonstrate how print works through engagement with stories and books.
  Teaching Strategies Gold: 15a, 15c, 17a, 17b, 18a, 18b, 18c, 19a, 19b
85%+ vs. <85% Attendance - 4 year olds - 2015-16 Program Year

Social Emotional Physical Language Cognitive Literacy

85%+ Attendance Fall
85%+ Attendance in Winter
85%+ Average Attendance for Fall and Winter
85%+ Attendance Spring
Target Average Score

85%+ Attendance Fall
85%+ Attendance in Winter
85%+ Average Attendance for Fall and Winter
Less than 85% Attendance Fall
Less than 85% in Winter
Less than 85% Average Attendance for Fall and Winter
Less than 85% Attendance Spring

85%+ vs. <85% Attendance - 3 year olds - 2015-16 Program Year

Social Emotional Physical Language Cognitive Literacy

85%+ Attendance Fall
85%+ Attendance in Winter
85%+ Average Attendance for Fall and Winter
85%+ Attendance Spring
Target Average Score

85%+ Attendance Fall
85%+ Attendance in Winter
85%+ Average Attendance for Fall and Winter
Less than 85% Attendance Fall
Less than 85% in Winter
Less than 85% Average Attendance for Fall and Winter
Less than 85% Attendance Spring
At Three Rivers Community Action, Inc. Head Start, we aim high! Our target scores are higher than the scores set by the assessment tool (Teaching Strategies Gold) and the Minnesota Head Start Association as seen below.

### 4 year old Target Score Comparison

<table>
<thead>
<tr>
<th></th>
<th>TS Gold Target Score</th>
<th>MHSA Target Score</th>
<th>Three Rivers Target Score</th>
<th>Fall Avg.</th>
<th>Spring Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>48</td>
<td>52</td>
<td>56</td>
<td>60.96</td>
<td>47.09</td>
</tr>
<tr>
<td>Physical</td>
<td>66</td>
<td>66</td>
<td>75</td>
<td>66</td>
<td>67.87</td>
</tr>
<tr>
<td>Language</td>
<td>46</td>
<td>49</td>
<td>53</td>
<td>44.22</td>
<td>55.45</td>
</tr>
<tr>
<td>Cognitive</td>
<td>49</td>
<td>53</td>
<td>55</td>
<td>45.01</td>
<td>48.67</td>
</tr>
<tr>
<td>Literacy</td>
<td>49</td>
<td>53</td>
<td>55</td>
<td>62.96</td>
<td>55.05</td>
</tr>
<tr>
<td>Mathematics</td>
<td>52</td>
<td>53</td>
<td>56</td>
<td>61.27</td>
<td>47.09</td>
</tr>
</tbody>
</table>

### 3 year old Target Score Comparison

<table>
<thead>
<tr>
<th></th>
<th>TS Gold Target Score</th>
<th>MHSA Target Score</th>
<th>Three Rivers Target Score</th>
<th>Fall Avg.</th>
<th>Spring Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>37</td>
<td>40</td>
<td>46</td>
<td>67.67</td>
<td>81.43</td>
</tr>
<tr>
<td>Physical</td>
<td>47</td>
<td>51</td>
<td>58</td>
<td>55.48</td>
<td>48.51</td>
</tr>
<tr>
<td>Language</td>
<td>36</td>
<td>38</td>
<td>43</td>
<td>46.01</td>
<td>50.99</td>
</tr>
<tr>
<td>Cognitive</td>
<td>36</td>
<td>42</td>
<td>46</td>
<td>48.93</td>
<td>41.12</td>
</tr>
<tr>
<td>Literacy</td>
<td>32</td>
<td>36</td>
<td>36</td>
<td>24.5</td>
<td>24.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

**History:**
Three Rivers Community Action, Inc. Head Start program upgraded its assessment program to Teaching Strategies Gold in 2011. The upgrade was made to keep up with the new requirements and the need to produce data in a timelier manner. As a member of the Minnesota Head Start Association’s Quality Assessment User Group (now called Child and Family Outcomes Group), Three Rivers Head Start followed the User Group’s recommendation and adopted Teaching Strategies Gold in order to participate in state-wide School Readiness data collection.

In fall 2013, all staff received training on *Creative Curriculum for Preschool, 5th Edition* (from Teaching Strategies, Inc.), and started implementing the curriculum in their lesson planning. Teachers received additional curriculum training in fall 2015. Teachers also use *Second Step*, a curriculum which provides additional support in the Social Emotional developmental area.

Three Rivers Head Start ensures that data is accurately rated by requiring teaching staff to complete TS Gold’s online Inter-rater Reliability certification. Teachers first became certified in fall 2012 and now must be re-certified every two years, contributing to the overall validity of the data. In addition, Professional Development coordinators complete *Creative Curriculum for Preschool* and *Teaching Strategies Gold Fidelity Tool for Administrators* with each teacher. They began using this fidelity tool in winter 2016.

After data finalization in fall 2012, data debrief meetings were held with teaching teams. The week after teachers finalize child outcomes for a checkpoint period, the School Readiness coordinator relays program-wide child outcome information to teaching and administrative staff. The School Readiness coordinator meets individually with teachers about their classroom data so teachers can plan for individualizations and adjust the curriculum to meet children’s needs. Additional data is also analyzed with the child outcomes data, including attendance, in-kind calendars, family goals and outcomes, etc.).

Since the 2012-13 winter checkpoint, we have been providing teachers with a report prepared by the data analyst hired by MHSA for the School Readiness project. The report lists children who are at highest risk for not meeting developmental targets for kindergarten, based on their fall checkpoint scores and potential growth mitigated by their risk factors. Teachers use the information to plan individualizations for this small group of children to ensure that they are ready to enter kindergarten by the end of Head Start’s program year.
Parent Engagement and Child Outcomes
Recognizing parents’ role as their child’s first and most important teachers is the cornerstone of Head Start’s philosophy. Since 2013 we have been analyzing child outcomes related to parent engagement. The following section of this report shows these relationships.

1. Frequency and length of parent engagement activities and child outcomes
A main research question is what matters more, frequency or length of parent engagement. The charts below address this question.

Parent engagement activities included in the charts below include
- attending parent meetings (up to 5 per year),
- attending parent-child activity days at school (up to 3 per year)
- returning in-kind (at-home activities that support child’s school readiness goals) calendars (up to 9 per year)
- volunteering in the classroom or on field trips

The breakdown of numbers in the charts below is based on half of the total of opportunities offered. The breakdown of hours is based on a 38-week program year; 76+ hours equals 2 or more hours per week.
It appears that four-year-old children whose parents participate with them more often in school-related activities, as measured both by frequency of activities and hours do better than children who spend less time.
Approximately 30% of parents or three year olds participated in 9 or more parent engagement activities. Slightly more than half of families spent less than 19 hours for the year on family engagement activities.
2. Relationship between child outcomes and number of school readiness goals set
Most parents set at least one school readiness goal for their child in the areas of literacy, math and other. Examples of “other” school readiness goals include social-emotional (following directions or learning to share), independence or self-help skills (potty training, tying shoes). School Readiness goals do not include goals covering a child’s transition into Head Start, between first and second year of Head Start and from Head Start to kindergarten.

The following charts illustrate child outcomes based on the number of school readiness goals set. The rationale for choosing “goals set” instead of “goals met” is that parents and children benefit from spending time together in pursuit of a goal, whether or not the child meets the goal or not.
3. Family life outcomes and child outcomes
Starting with the 2015-16 program year, Three Rivers Community Action, Inc. Head Start began using a family life assessment based on a tool provided by our family database, ChildPlus. Teacher/family advocates used a life satisfaction wheel to find out how families viewed their lives in nine areas. Teacher/family advocates then scored each of the areas according to definitions developed by MHSA’s Child and Family Outcomes Group in 2014-15 (health insurance, family/relationships, education, food, housing, financial) and ChildPlus (employment, transportation, mental health). In general, the 5 point scale roughly corresponds to:

\[
\begin{align*}
5 &= \text{thriving} \\
4 &= \text{self-sufficient} \\
3 &= \text{stable} \\
2 &= \text{vulnerable} \\
1 &= \text{in crisis}
\end{align*}
\]

The following charts show the relationship between the score on the family life assessment and child outcomes.

The number of families who reported thriving was small (3 and 5 for four year olds and three year olds respectively). Approximately half of children in each age group come from families in the self-sufficient range (4 – 4.99).
4. Language, race and ethnicity and child outcomes

Child outcomes for dual language learners were analyzed above. Further breaking out the data by language and race/ethnicity gives the following results:

“Arabic” is a proxy for speakers of African languages.
We keep improving from year to year in most areas….
4 Year Olds: 2015 vs. 2016 Spring Outcomes

3 Year Olds: 2015 vs. 2016 Spring Outcomes