

# Program Quality

What was the quality observed with  
the Pre-K-3rd and Toddler CLASS?

## Program Goal

Emotional Support & Classroom  
Organization - **5.00**

Instructional Support/Engaged  
Support for Learning - **3.25**

## Pre-K-3rd

### Strengths

- ✓ Absence of Negative Climate (7.00)
- ✓ Productivity (6.96)
- ✓ Positive Climate (6.89)

### Areas to Explore

#### Concept Development (3.79)

Encouraging higher-order thinking, creativity, and connections to previous learning and children's lives.

#### Quality of Feedback (3.36)

Using scaffolding and feedback to encourage persistence, engagement, and learning.

Emotional Support Average: 6.73

Classroom Organization Average: 6.79

Instructional Support Average: 3.94

## Toddler

### Strengths

- ✓ Absence of Negative Climate (6.92)
- ✓ Teacher Sensitivity (6.58)
- ✓ Positive Climate (6.46)

### Areas to Explore

#### Language Modeling (4.38)

Expanding and supporting language development through conversation, questioning, and defining vocabulary.

#### Quality of Feedback (3.71)

Using scaffolding and feedback to encourage persistence, engagement, and learning.

Emotional & Behavioral Support Average: 6.52

Engaged Support for Learning Average: 4.18



# Program Quality

What was the quality of infant/toddler classroom environments (ITERS-3)?

## Strengths

- ✓ **Interactions (5.96)**
- ✓ **Space & Furnishings (5.89)**
- ✓ **Language & Books (5.65)**



**ITERS-3  
Average Score  
5.29**

**Every ITERS-3 subscale  
except Program  
Structure increased  
from 2022-2023 year  
to 2023-2024 year.**

## Areas to Explore

### **Activities (4.89)**

Materials accessible in the classroom, children's use of those materials, and interactions when using the materials.

### **Personal Care Routines (4.00)**

Handwashing, sanitary procedures, safety, and supervision.

**Program Goal  
5.00**

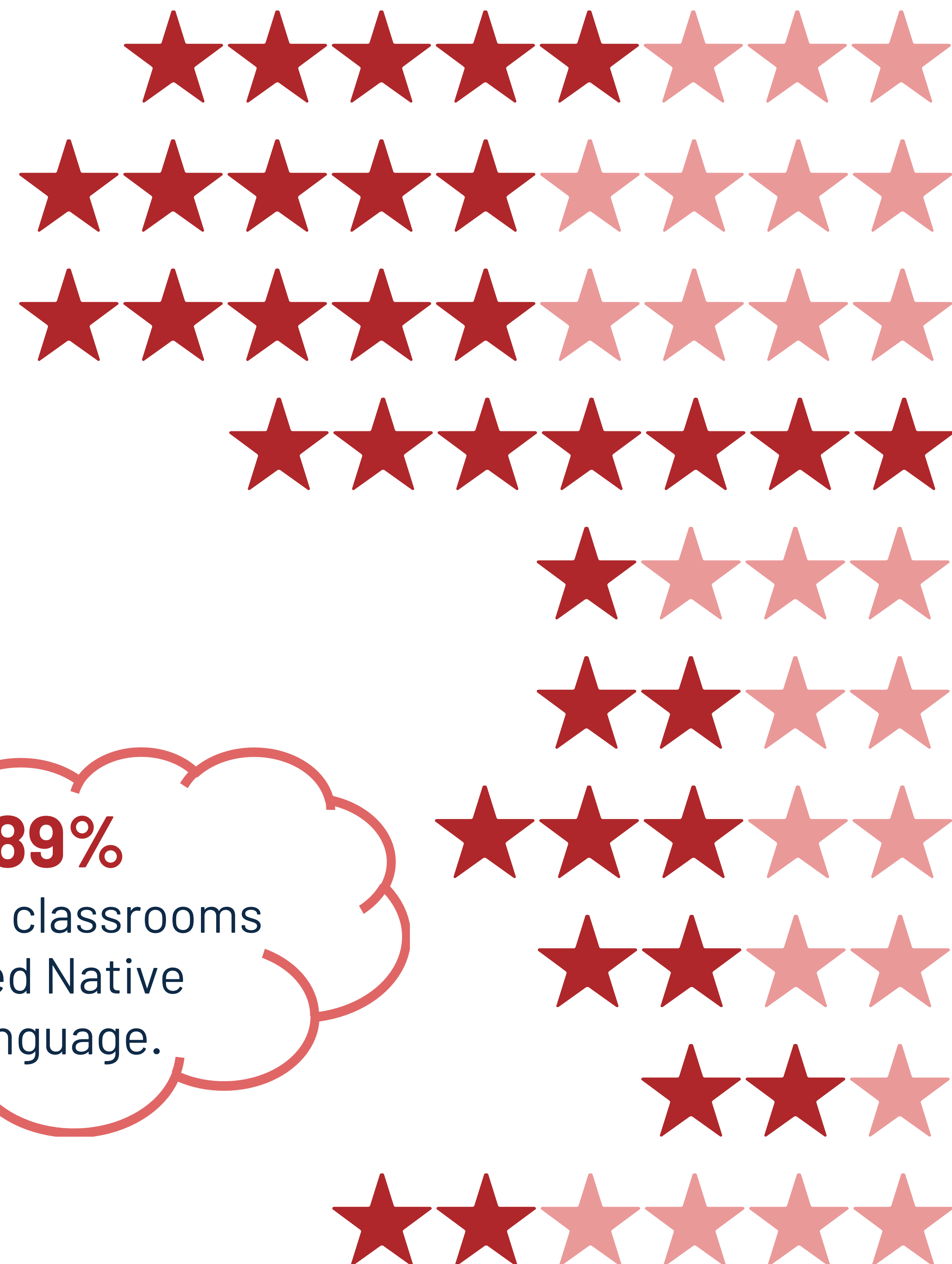




# Native Culture Outcomes

What were the outcomes of the Native Culture & Language in the Classroom Observation (NCLCO)?

## EHS Classrooms n=9



**89%**  
of EHS classrooms  
used Native  
language.

The total number of stars represents the number of classrooms with materials present.  
Darker-colored stars represent the number of classrooms that used the materials.

## HS Classrooms n=7



**100%**  
of HS classrooms used  
Native language during both  
formal and informal  
activities.

**44%**  
of classrooms did cultural  
activities, such as  
smudging, dancing, or  
prayer.



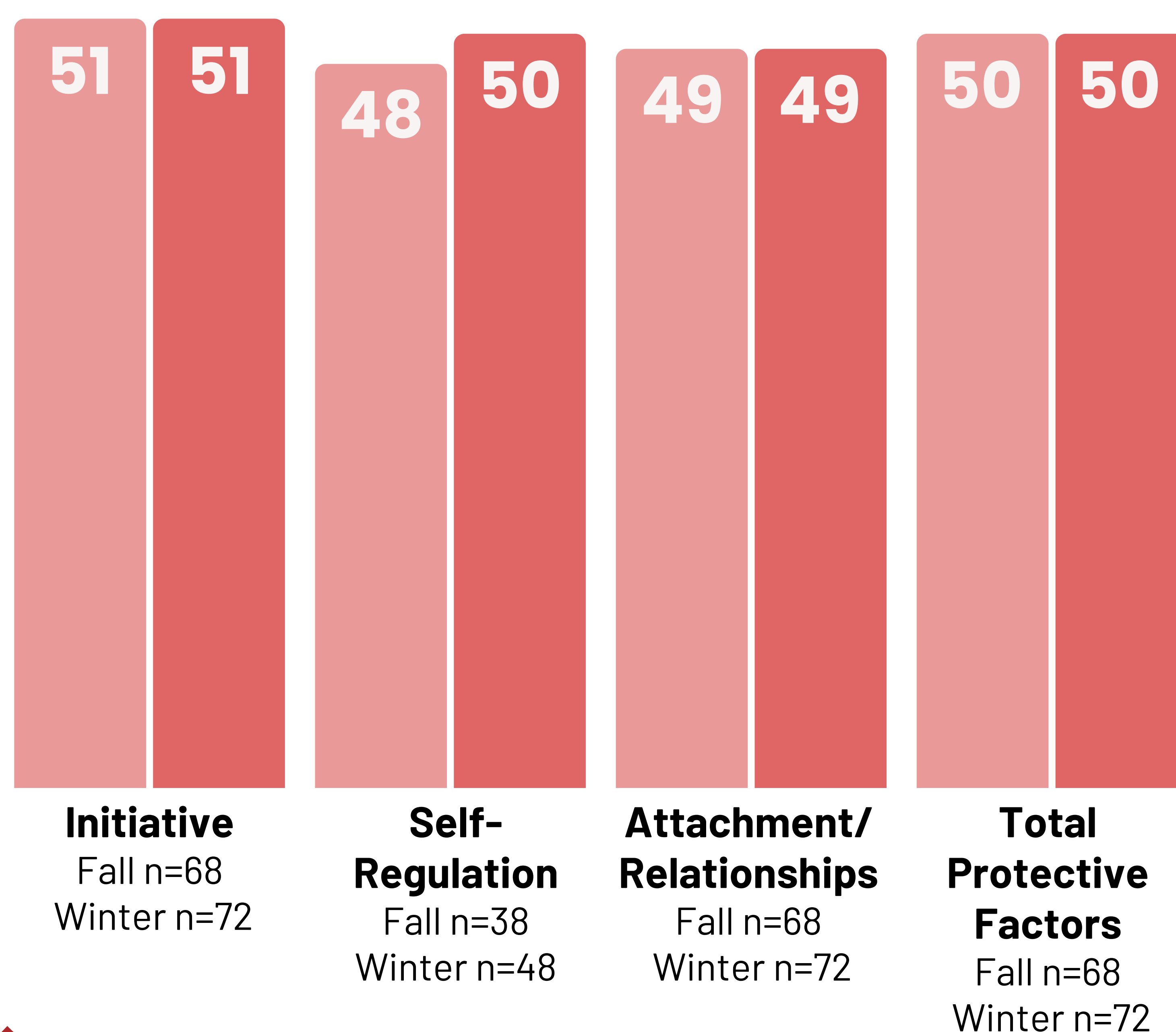


# Child Outcomes

What were children's social-emotional outcomes (DECA)?

## EHS DECA Subscale Average Scores

Fall Winter



By winter, the majority of subscale averages met the program goal

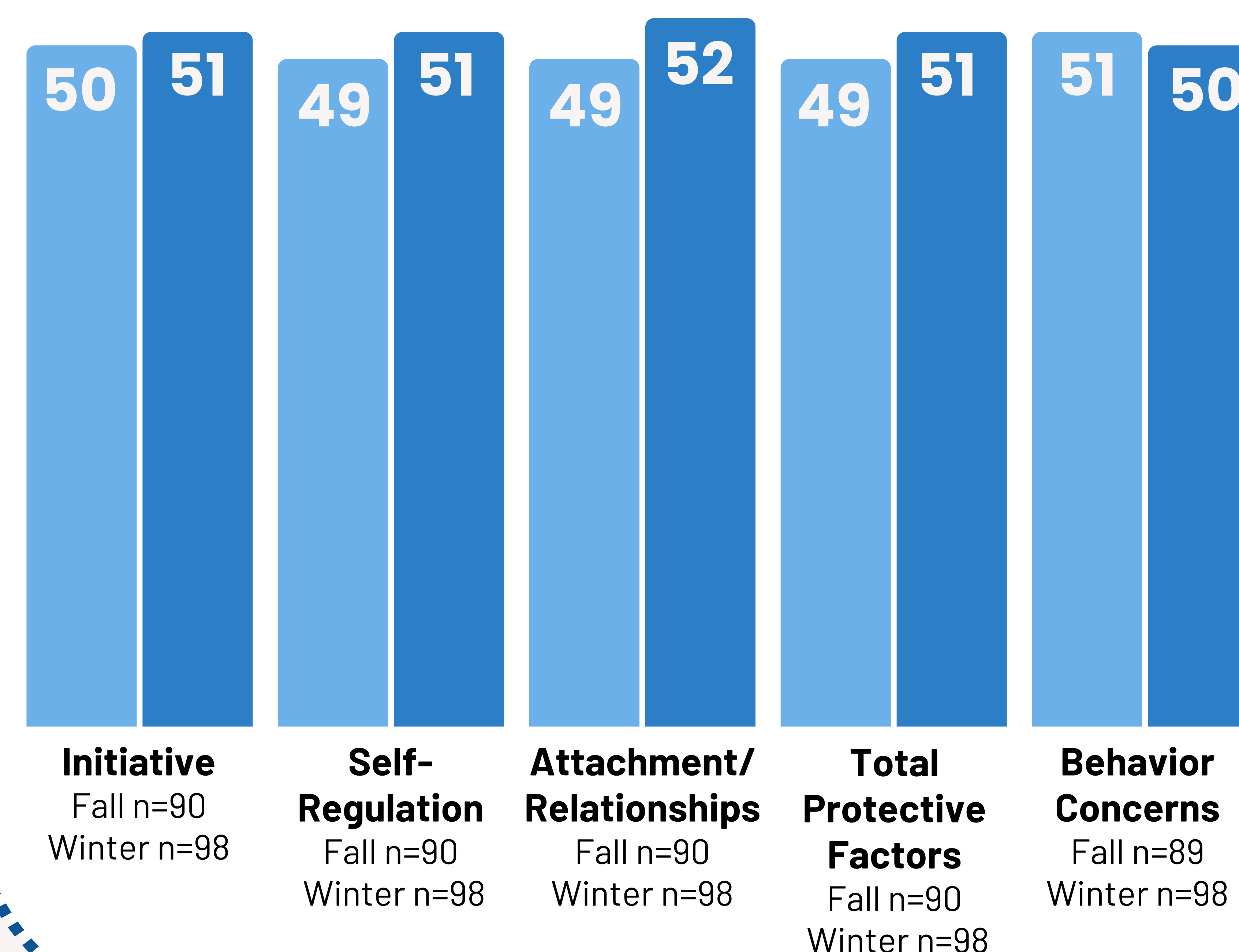


### Program Goal 50

Concern - <41  
Typical - 41-59  
Strength - >59

## HS DECA Subscale Average Scores

Fall Winter



**86%** of EHS children were in the typical range or higher in TPF in their winter DECA  
n=72



**94%** of HS children were in the typical range or higher in TPF in their winter DECA  
n=98





# Child Outcomes

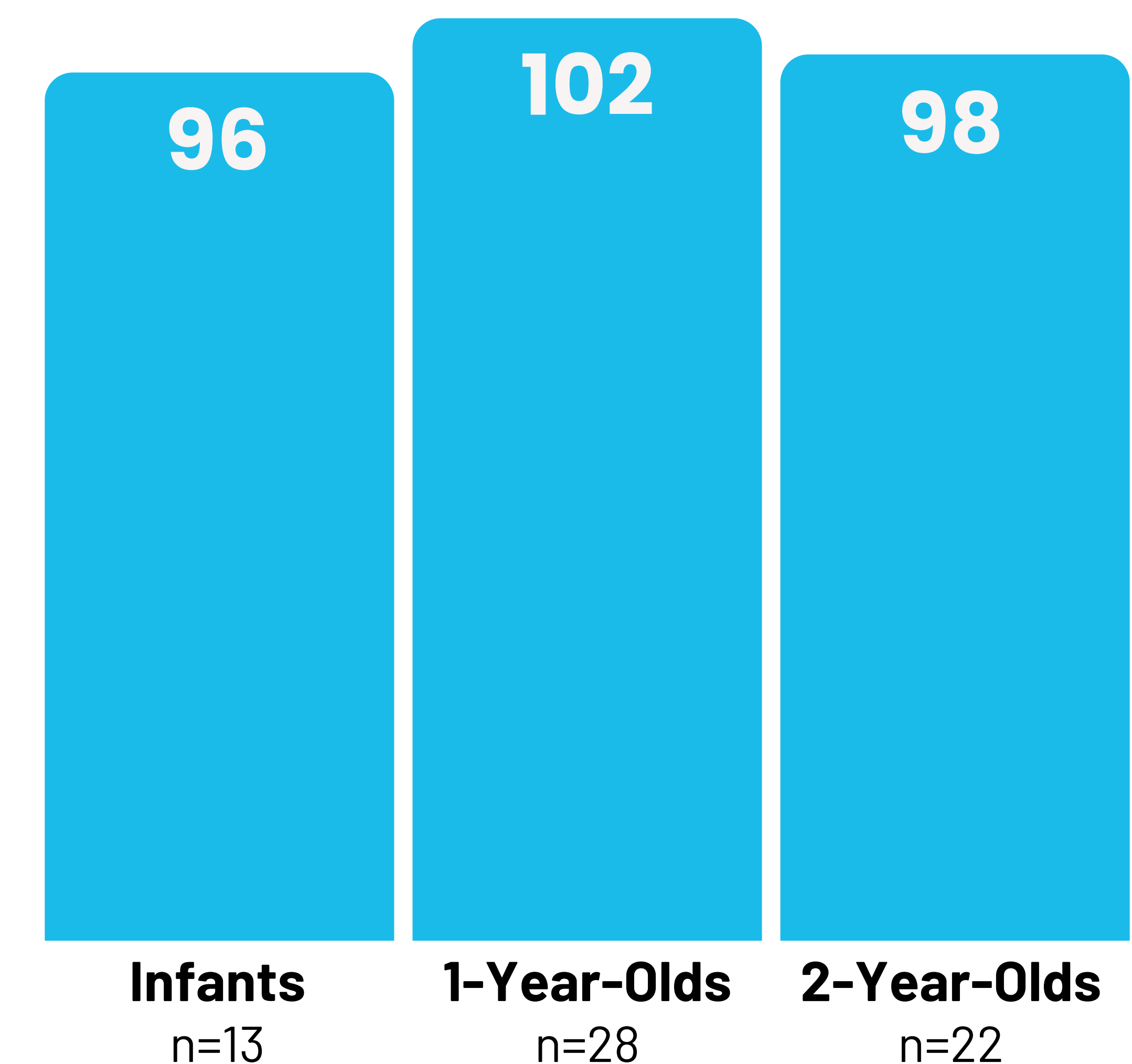
What were Early Head Start children's literacy skills outcomes (ITLA)?



Program Goal  
100

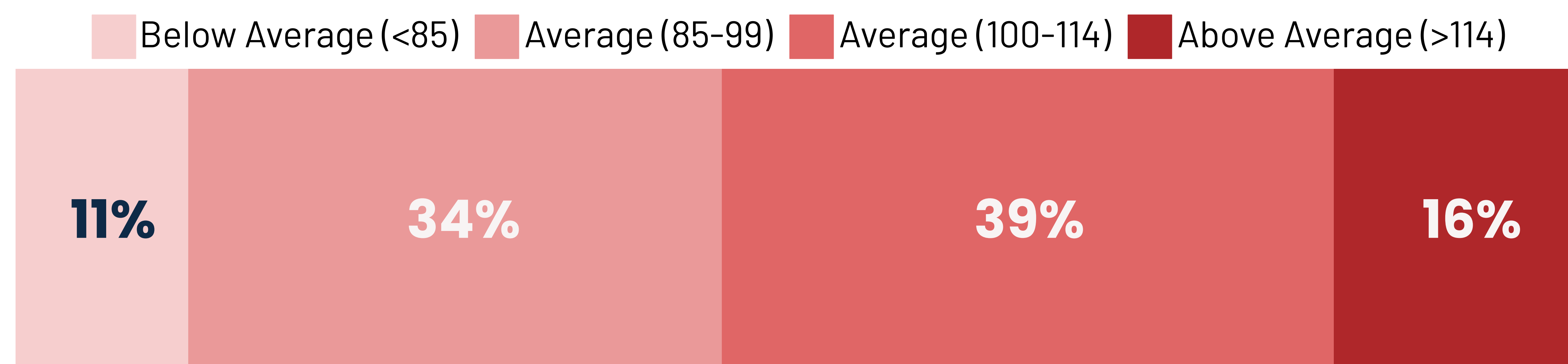


## Average Fall ITLA Scores by Age



Too few 3-year-olds were assessed to report

**In the fall, 89% of infants and toddlers were in the average range or higher in literacy skills.**  
55% met the program goal.



n=62

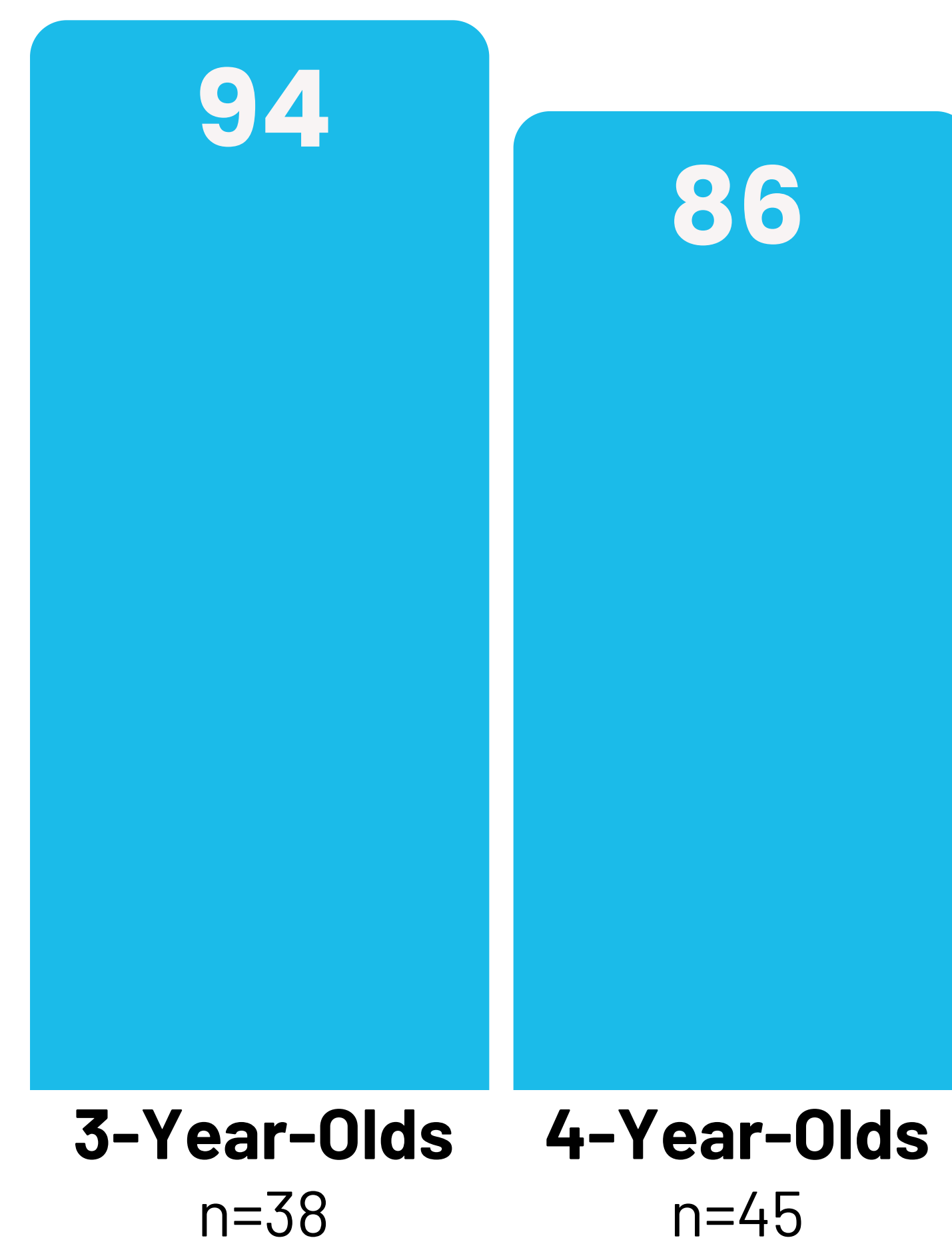




# Child Outcomes

What were Head Start children's school readiness outcomes (Bracken)?

## Average Fall Bracken Scores by Age



Too few 5-year-olds were assessed to report

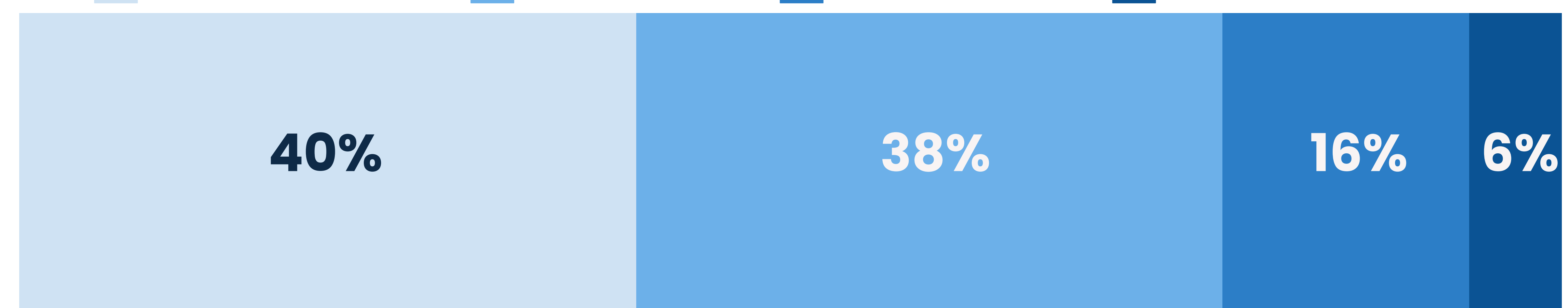


Program Goal  
100



In the fall, most preschoolers were in the average range or higher in school readiness skills.

Below Average (<85)   Average (85-99)   Average (100-114)   Above Average (>114)



n=87





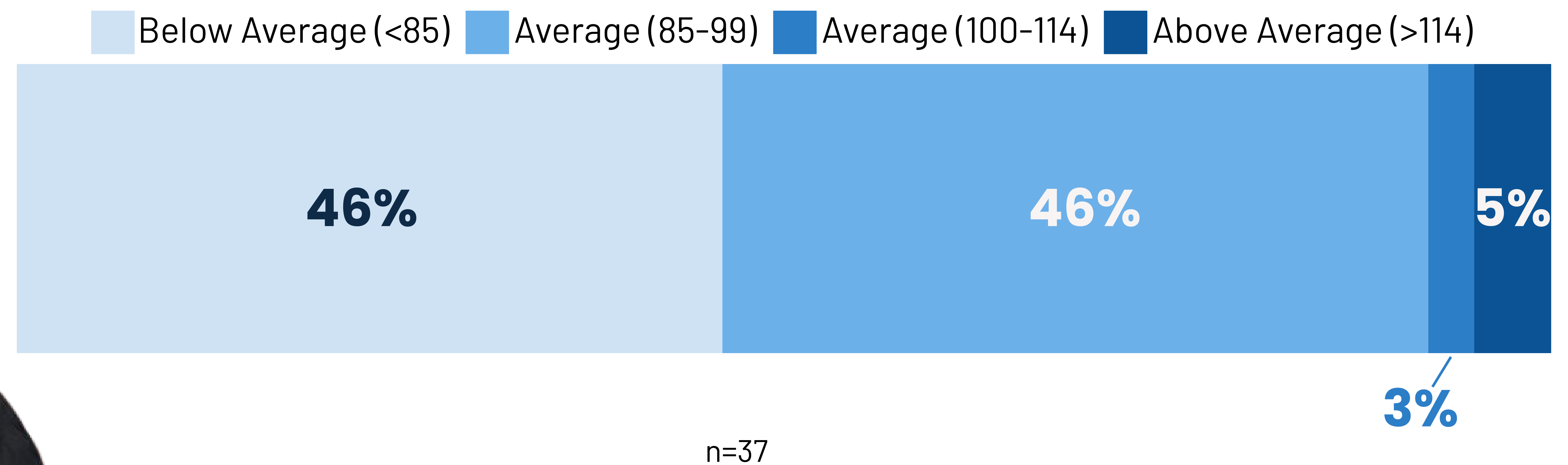
# Child Outcomes

What were children's auditory comprehension outcomes (PLS-5)?

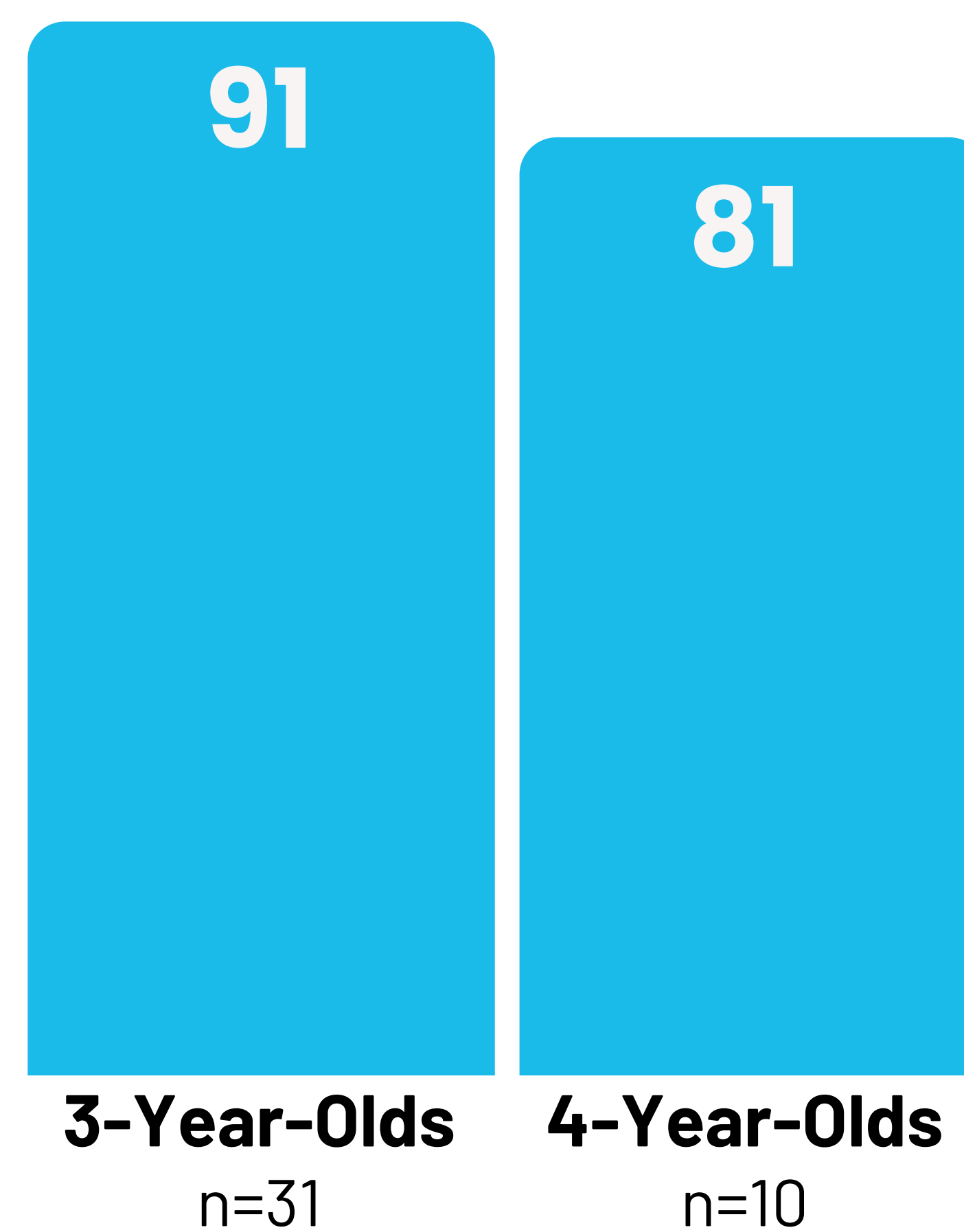


Too few toddlers were assessed to report.

In the fall, most preschoolers' auditory comprehension skills were in the average range or higher.



## Average Fall PLS Scores by Age



Too few 2- and 5-year-olds were assessed to report



Program Goal  
100

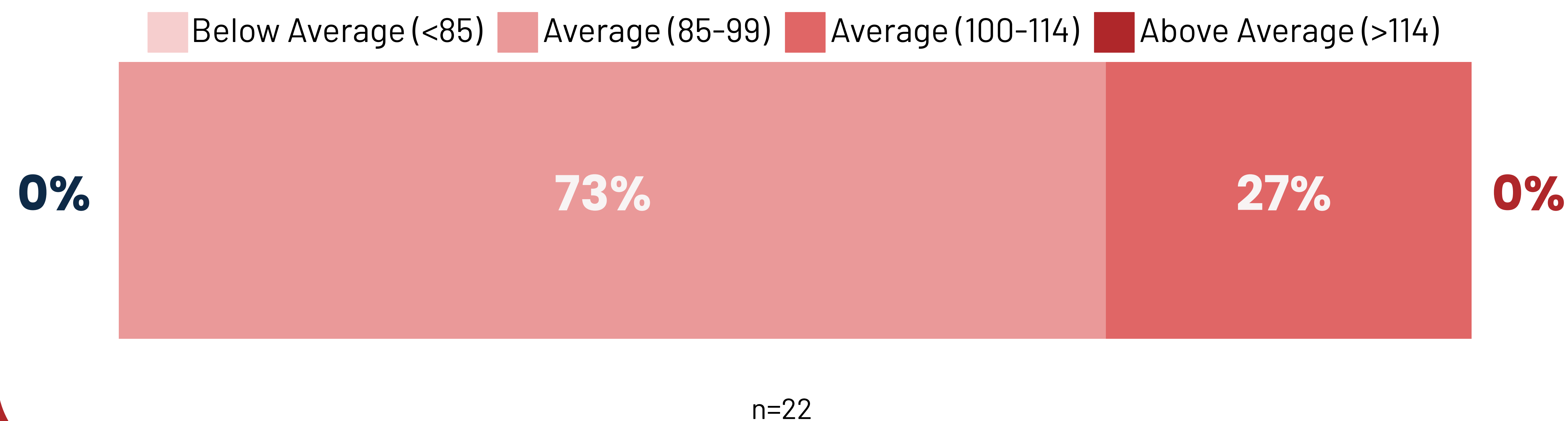




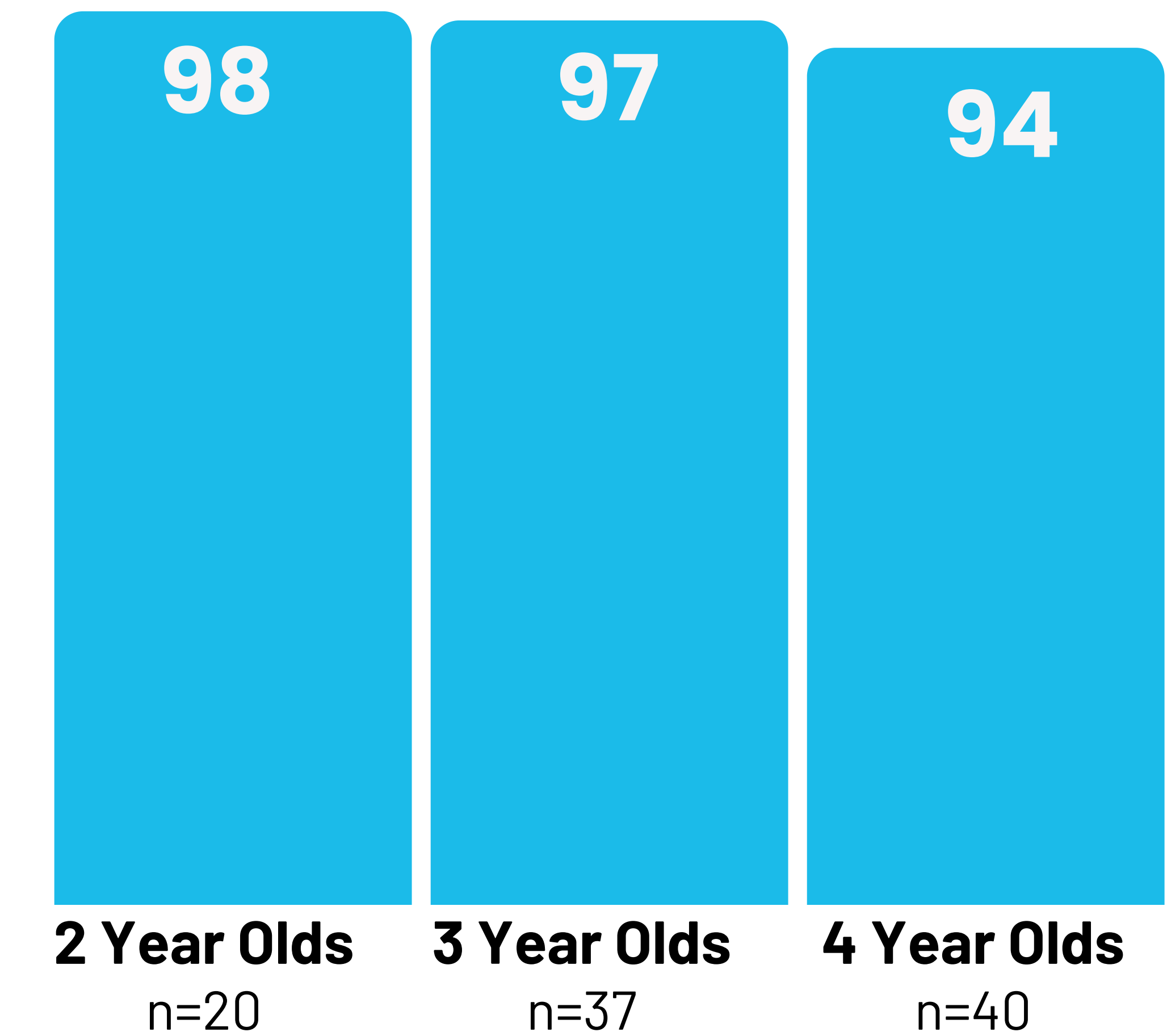
# Child Outcomes

What were children's executive functioning outcomes (MEFS)?

**In the fall, 100% of toddlers were in the average range or higher in executive functioning skills.**

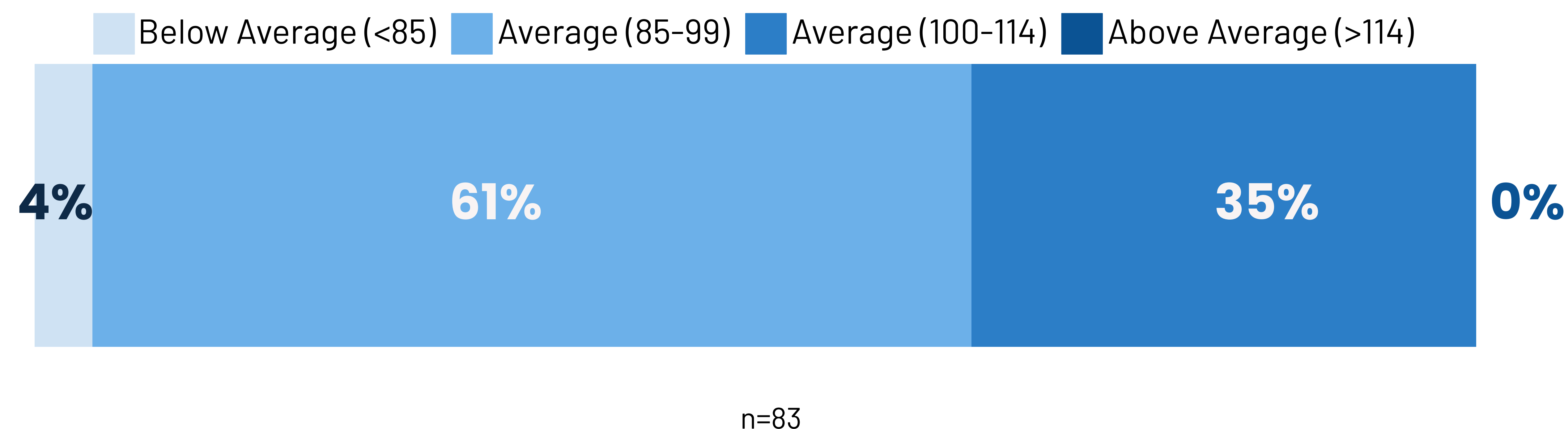


## Average Fall MEFS Scores by Age



Too few 5-year-olds were assessed to report

**In the fall, the majority of preschoolers were in the average range or higher in executive functioning skills.**



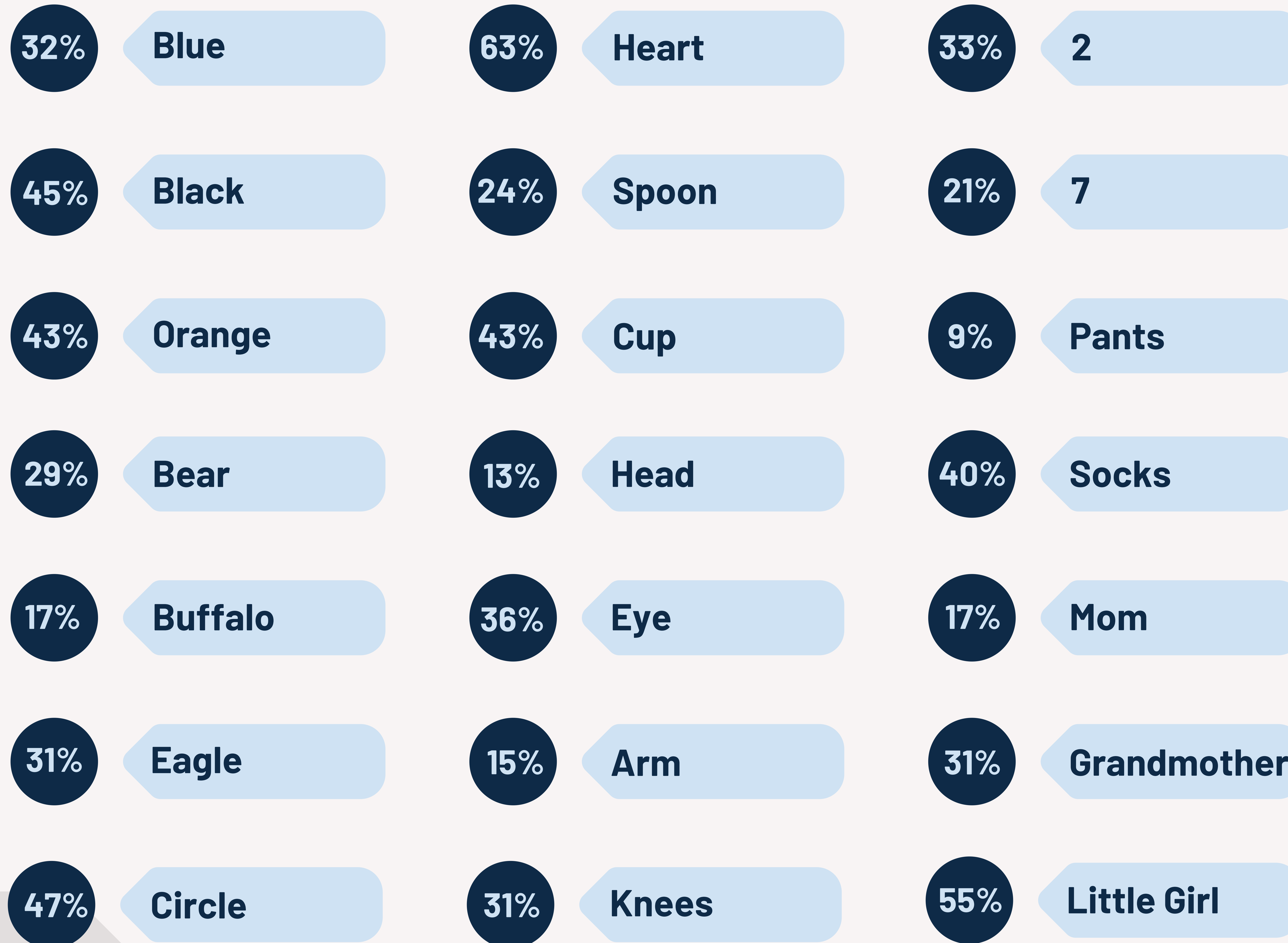
Program Goal  
100



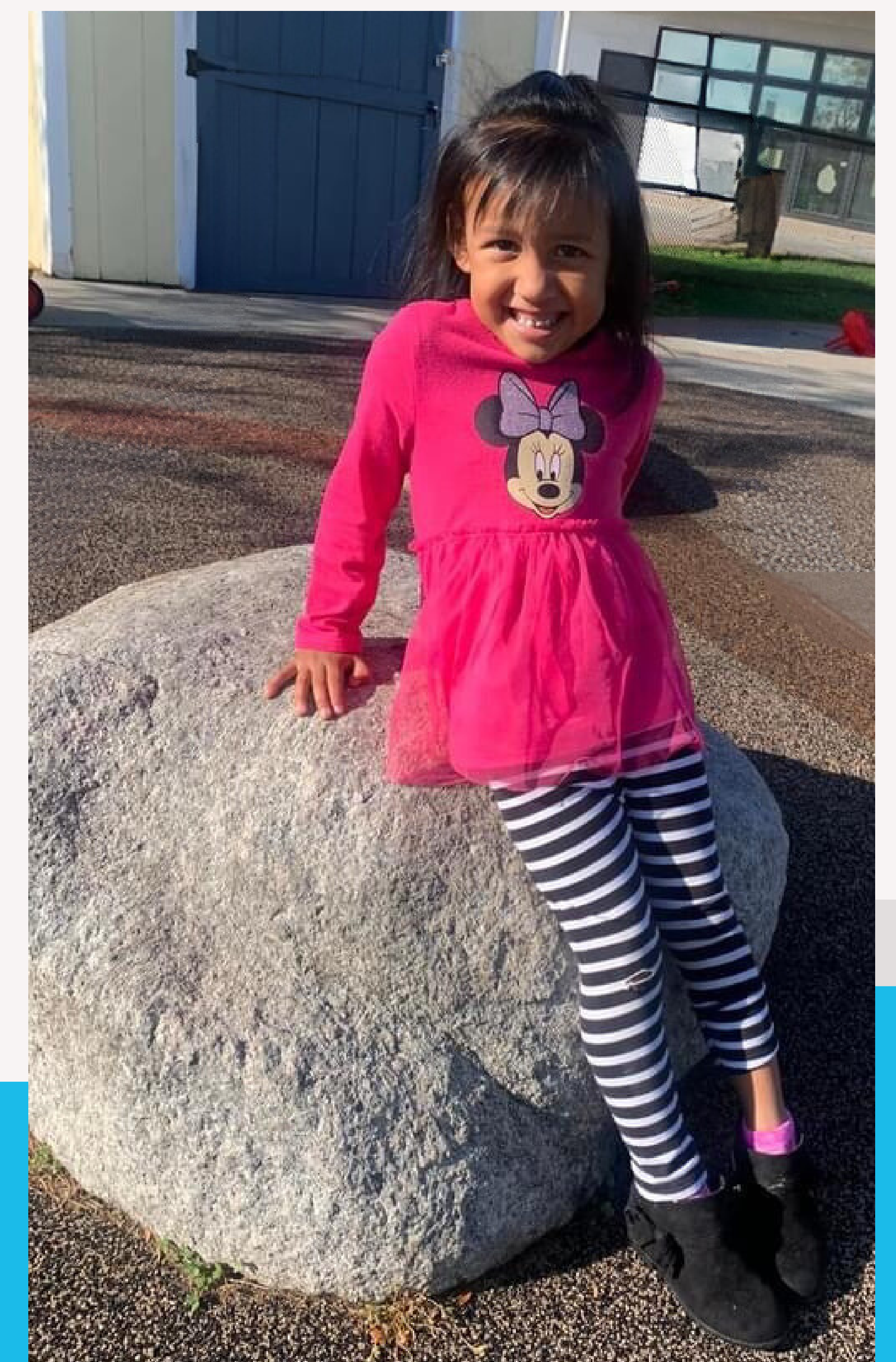


# Child Outcomes

What were Head Start children's Ho-Chunk vocabulary outcomes?



**Heart, Little Girl, and Circle** were the most known Ho-Chunk words.



Percent of children who responded correctly

n=75



# Family and Culture Outcomes

What was learned from the Educare Network and Cultural surveys?

79%

of parents/caregivers are enrolled in a tribe

71%

of families have at least one child enrolled in a tribe

## Cultural Activities

(% that responded at least monthly)

71%

spoke their tribal language with their child

80%

told tribal stories

76%

went to cultural events, e.g., powwows or ceremonies

Cultural Survey  
n=34

86%

reported their tribe is somewhat or very helpful in raising their children

97%

reported Educare staff is somewhat or very helpful in raising their children



## Activities with Their Children

(% that responded at least 3 times per week)

93%

played with toys or games indoors

97%

talked with them while doing everyday tasks and errands

77%

talked with them about what happened at Educare

Educare Network Fall Interview  
n=30

