

**Bear River** 

**headSTART**

95 W 100 S, Suite 200  
Logan, Utah 84321  
(435) 755-0081

*Report to the Public 2019*



**CALLING ALL  
SUPERHEROES!**

*Mission Statement:*

*Bear River Head Start is committed to providing opportunities for education and growth to children, families, staff and the community in a nurturing and supportive environment.*

*This mission will be accomplished with integrity, respect and honesty.*



## **Pre-school Head Start / Early Head Start Program Overview**

Bear River Head Start (BRHS), Early Head start (EHS), Early Head Start Expansion (EXP) operates across 12,000 square miles in Northern Utah and Southeastern Idaho. Eight counties are included in the service area, within the two states. Headquarters for the grantee is located in Logan Utah. The grantee is a single purpose agency operating three different programs with both center-based and home-based program options. The grantee is managed through an agreement between Region VIII and Region X allowing Region VIII sole management of the grantee.

Program options are available to Head Start and Early Head Start enrolled children (1306.30), depending upon service location, individualized need, and program options available. The Community Assessment assists in defining need, recruitment and enrollment within the service areas, and availability of program options.

Enrollment of children into available program options is dependent upon factors such as: age of the child, development needs of the child, the community in which they live, previous pre-school experience, family situation and need.

Changes to program options are presented to the Board of Trustees and Policy Council for prior approval, as well as to the Regional Office to ensure full compliance with all funding regulations. The following narrative documents options that are available for program services, and the populations that they serve. These numbers include 16 children funded through Idaho TANF dollars.

### **EARLY HEAD START HOME-BASED OPTION**

This option is available for birth through age three infants and toddlers and pregnant women. It is available through all service areas, in all counties in Utah and Idaho. The goal of EHS is development of secure relationships and positive attachment parenting which fits with the philosophy of the home-based option. Weekly home visits are provided in the child's home environment for 90 minutes per visit. The parent is the primary educator of their child, and therefore the visits are parent driven with staff supporting the interaction. Bi-monthly socialization experiences are available to promote social and emotional development.

#### **Early Head Start Home-Based Option Configuration:**

- Enrollment: 103
- Age: Birth through age 3 and pregnant women
- Home Visits: Weekly visits lasting 90 minutes (minimum)
- Socializations: 2 per month (minimum) 22 per year
- Length of Services: 12 months, 46 visits per year (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

### **HEAD START HOME-BASED OPTION**

The majority of our service area is large in size and geographically isolated throughout Utah and southeastern Idaho. The rural nature and low populations cannot sustain classrooms for center-based operations in all areas. Home-based program options allow access to Head Start services delivered directly to enrolled children and their families in their own homes.

#### **Head Start Home-Based Option Configuration:**

- Enrollment: 36
- Age: 3 through age 5
- Home Visits: Weekly, lasting 90 minutes per visit (minimum)
- Socializations: 2 per month, 16 per year (minimum)
- Length of Services: 9 months, 32 visits (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

## EARLY HEAD START CENTER-BASED OPTION

80 infants/toddlers and pregnant women have enrollment opportunities for center-based services in the Logan, Utah service area. The goal of this option is for infants/ toddlers to receive consistent care in a safe, healthy, nurturing and developmentally appropriate environment. Parents and secondary caregivers work together with the enrolled infant/toddler while in Foster Care, or parents are incarcerated, in school, at work, in rehab, or otherwise unable to directly care for their very young child. A secure environment with nurturing caregivers helps this population develop secure relationships and positive attachments with secondary caregivers and then their primary caregivers.

### Early Head Start Center-based Option Configuration:

- Enrollment: EHS: 32 ECP: 48 (Total: 80)
- Age: Birth through age 3 and pregnant women
- Class Sessions: 6 hours per day, 5 days per week, 230 days per year (minimum)
- Home Visits: 2 per child per year
- Length of Services: 12 month program, 188 days per year (minimum)
- Counties Available: Utah: Cache

## HEAD START CENTER-BASED OPTION

This option is available for Head Start children allowing participation in a classroom educational setting, this option is most commonly available in our more populated service areas, with greater enrollment demand and greater waiting lists. The option meets the indicator on our Community Assessment showing need in populated areas for a different educational experience in order to achieve School Readiness.

### Head Start Center-based Option Configuration (Regular-day Classrooms):

- Enrollment: 192 Head Start funded, 16 TANF funded in Idaho (Total: 208)
- Age: 3 through 5
- Class Sessions: 4 hours per day, 4 sessions per week
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 9 months, 128 days (minimum)
- Counties Available: Utah: Cache, Box Elder Idaho: Franklin, Bear Lake, Oneida

### Head Start Center-based Option Configuration (Extended –day Classrooms):

- Enrollment: 151 Head Start funded
- Age: 3 through age 5
- Class Sessions: 6.5 hours per session, 4 sessions per week
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 10.5 months, 1020 annual hours (minimum)
- Counties Available: Utah: Cache, Box Elder



# Bear River Head Start Service Area Maps

*Bear River Head Start, Early Head Start operates across 12,000 square miles in Northern Utah and Southeastern Idaho. Eight counties are included in the service area, within two states.*

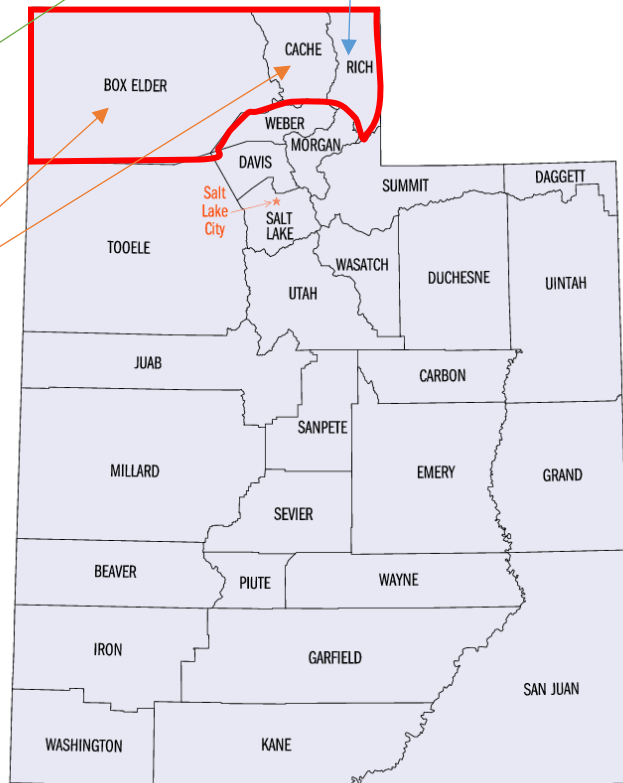


**Preschool Head Start Services:**

- Oneida County, Idaho
- Bannock County, Idaho
- Caribou County, Idaho
- Bear Lake County, Idaho
- Rich County, Utah

**Preschool Head Start & Early Head Start Services:**  
Franklin County, Idaho

**Preschool Head Start, Early Head Start Services:**  
Box Elder County, Utah  
Cache County, Utah



**Bear River Head Start (ECP)  
Budget Overview  
August 2019 – July 2020**

Ordinary Income/Expense		
Income		
Revenue		\$978,997.00
Total Income		<u>\$978,997.00</u>
Gross Profit		<u>\$978,997.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$3,000.00	
Salaries – Other	<u>\$619,583.00</u>	
Total Salaries		\$624,583.00
Employee Benefits		\$187,375.00
Supplies		
Printing Supplies	\$3,000.00	
Due & Subscriptions	\$500.00	
Library Supplies	\$1,000.00	
Curriculum Supplies	\$2,000.00	
Home Visit Supplies	\$2,000.00	
Classroom Supplies	\$10,697.00	
Diapers	\$3,600.00	
Office Supplies	\$3,200.00	
Postage Supplies	\$400.00	
Recruitment Supplies	\$500.00	
Supplies – Other	<u>\$4,543.00</u>	
Total Supplies		\$31,440.00
Maintenance & Repairs		\$5,000.00
Insurance		
Property Insurance	\$750.00	
Vehicle Insurance	\$1,000.00	
Professional Liability Insurance	\$600.00	
Theft Bond Insurance	\$120.00	
General Liability Insurance	\$700.00	
Accident Insurance	\$350.00	
Directors Liability Insurance	<u>\$500.00</u>	
Total Insurance		\$4,020.00
Professional Services		
Professional Accounting Service	\$3,000.00	
Computer Consultation/Technology	<u>\$1,500.00</u>	
Total Professional Services		\$4,500.00

Doctors/Dentists		
Children Doctors/Dentists	\$500.00	
Employee Doctors/Dentists	<u>\$500.00</u>	
Total Doctors/Dentists		\$1,000.00
Health Screenings		\$500.00
Health/nutrition Training & Permits		\$500.00
Pharmacy		\$1,000.00
Dental Supplies		\$500.00
Health Supplies – Other		\$500.00
Mental Health Services		\$1,000.00
Food – Group Socialization		\$200.00
Center-based Nutrition		
CACFP Reimbursement	(\$50,000.00)	
USDA Food	\$18,000.00	
USDA Non-Staple Food	\$250.00	
Nutrition Paper Products & Supplies	\$2,400.00	
USDA Child – Cache	\$16,500.00	
EHS Centers – Adult Meals	<u>\$9,000.00</u>	
Total Center-based Nutrition		(\$3,850.00)
Parent Involvement		\$1,000.00
Parent Involvement – Mileage		\$150.00
Parent Involvement – Child Care		\$150.00
Community Relations Expense		\$100.00
Policy Council Expense		\$500.00
Board Expense		\$150.00
Policy Council - Mileage		\$200.00
Policy Council – Child Care		\$200.00
Mileage		\$2,300.00
Gas & Vehicle Maintenance		\$1,200.00
Rent		\$62,000.00
Utilities		\$26,000.00
Telephone		\$4,500.00
Training (T&TA)		<u>\$22,279.00</u>
Total Expense		<u>\$978,997.00</u>
Net Ordinary Income		<u>\$0.00</u>
Net Income		<u>\$0.00</u>

**Financial Audit:** BRHS's annual external audit has been conducted by Rudd & Company. A copy of the audit will be available upon request or public review at 95 W 100 S, Suite 200, Logan, Utah, Monday – Friday 9:00 a.m. – 5:00 p.m. or can be found on our website: [brheadstart.org](http://brheadstart.org).

**Federal Review:** A copy of the most recent federal review will be available upon request of public review at 95 W 100 S, Suite 200, Logan, Utah, Monday – Friday 9:00 a.m. – 5:00 p.m. or can be found on our website: [brheadstart.org](http://brheadstart.org).



**Bear River Head Start (EHS)  
Budget Overview  
February 2019 – January 2020**

Ordinary Income/Expense		
Income		
Revenue		\$2,034,416.00
Total Income		<u>\$2,034,416.00</u>
Gross Profit		<u>\$2,034,416.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$10,000.00	
Salaries – Other	<u>1,264,983.00</u>	
Total Salaries		\$1,274,983.00
Employee Benefits		\$383,702.00
Subs/Temps		\$2,000.00
Supplies		
Printing Supplies	\$5,000.00	
Due & Subscriptions	\$5,600.00	
Library Supplies	\$6,350.00	
Curriculum Supplies	\$4,650.00	
Home Visit Supplies	\$6,000.00	
Classroom Supplies	\$15,000.00	
Office Supplies	\$18,675.00	
Postage Supplies	\$2,250.00	
Recruitment Supplies	\$1,200.00	
Supplies – Other	<u>\$37,256.00</u>	
Total Supplies		\$101,981.00
Maintenance & Repairs		\$16,796.00
Insurance		
Property Insurance	\$1,657.00	
Vehicle Insurance	\$3,360.00	
Professional Liability Insurance	\$1,501.00	
Theft Bond Insurance	\$157.00	
General Liability Insurance	\$1,792.00	
Accident Insurance	\$784.00	
Directors Liability Insurance	<u>\$1,501.00</u>	
Total Insurance		\$10,752.00
Professional Accounting Service		\$11,647.00
Computer Consultation/Technology		\$3,900.00
Doctors/Dentists		
Children Doctors/Dentists	\$3,500.00	
Employee Doctors/Dentists	<u>\$1,000.00</u>	
Total Doctors/Dentists		\$6,500.00

Health Screenings		\$500.00
Health/nutrition Training & Permits		\$1,000.00
Pharmacy		\$1,500.00
Dental Supplies		\$2,500.00
Health Supplies – Other		\$2,875.00
Health – Childcare/Mileage		\$200.00
Health Activities		\$2,200.00
Mental Health Services		\$5,000.00
Food – Group Socialization		\$1,500.00

Centerbased Nutrition

CACFP Reimbursement	(\$35,000.00)	
USDA Food	\$11,625.00	
USDA Non-Staple Food	\$500.00	
Nutrition Paper Products & Supplies	\$2,500.00	
USDA Child – Nest	\$11,000.00	
Nest – Adult Meals	<u>\$6,000.00</u>	
Total Centerbased Nutrition		(\$3375.00)

Nutrition Training		\$500.00
Parent Involvement		\$1,000.00
Parent Involvement – Mileage		\$800.00
Parent Involvement – Child Care		\$750.00
Community Relations Expense		\$56.00
Policy Council Expense		\$672.00
Board Expense		\$224.00
Policy Council - Mileage		\$448.00
Policy Council – Child Care		\$224.00
Mileage		\$32,000.00
Gas & Vehicle Maintenance		\$3,500.00

Rent		\$86,596.00
Utilities		\$31,707.00
Telephone		\$6,500.00
Literacy – Child Care/Mileage		\$150.00
Substance Abuse – Child Care/Mileage		\$150.00
Employability – Child Care/Mileage		\$150.00
Training (T&TA)		<u>\$44,940.00</u>

Total Expense  
Net Ordinary Income  
Net Income

\$2,034,416.00  
\$0.00  
\$0.00





**Bear River Head Start (PHS)  
Profit & Loss Budget Overview  
February 2019– January 2020**

Ordinary Income/Expense		
Income		
Revenue		\$5,137,132.00
Total Income		<u>\$5,137,132.00</u>
Gross Profit		<u>\$5,137,132.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$34,000.00	
Salaries – Other	<u>\$2,774,549.00</u>	
Total Salaries		\$2,778,549.00
Employee Benefits		\$833,738.00
Subs/Temps		\$6,000.00
Supplies		
Printing Supplies	\$7,750.00	
Due & Subscriptions	\$12,000.00	
Library Supplies	\$28,878.00	
Curriculum Supplies	\$6,103.00	
Home Visit Supplies	\$3,000.00	
Classroom Supplies	\$54,200.00	
Office Supplies	\$32,000.00	
Postage Supplies	\$5,500.00	
Recruitment Supplies	\$2,700.00	
Supplies – Other	<u>\$56,600.00</u>	
Total Supplies		\$208,731.00
Extended Duration Start-up Supplies		\$226,000.00
Maintenance & Repairs		\$55,518.00
Insurance		
Property Insurance	\$7,132.00	
Vehicle Insurance	\$11,539.00	
Professional Liability Insurance	\$4,538.00	
Theft Bond Insurance	\$474.00	
General Liability Insurance	\$5,418.00	
Accident Insurance	\$2,370.00	
Directors Liability Insurance	<u>\$4,538.00</u>	
Total Insurance		\$36,009.00
Professional Accounting Service		\$35,217.00
Computer Consultation/Technology		\$12,500.00

Doctors/Dentists		
Children Doctors/Dentists	\$5,000.00	
Employee Doctors/Dentists	<u>\$2,000.00</u>	
Total Doctors/Dentists		\$7,000.00
Health Screenings - Children		\$800.00
Health/nutrition Training & Permits		\$4,000.00
Pharmacy		\$3,000.00
Dental Supplies		\$7,840.00
Health Supplies – Other		\$7,560.00
Health – Childcare/Mileage		\$250.00
Health Activities		\$700.00
Mental Health Services		\$5,000.00
Food – Group Socialization		\$2,000.00
Center-based Nutrition		
CACFP Reimbursement	(\$258,400.00)	
USDA Food	\$24,324.00	
USDA Non-Staple Food	\$3,736.00	
Nutrition Paper Products & Supplies	\$35,140.00	
USDA Child – Box Elder	\$45,000.00	
USDA Child – Cache	\$74,200.00	
USDA Child – Logan	\$50,000.00	
USDA Child – Malad	\$9,000.00	
USDA Child – Preston	\$9,000.00	
USDA Child – Paris	\$6,000.00	
School District Adult – Box Elder	\$8,000.00	
School District Adult – Cache	\$14,000.00	
School District Adult – Logan	\$9,000.00	
School District Adult – Malad	\$2,000.00	
School District Adult – Paris	\$2,000.00	
School District Adult – Preston	\$3,000.00	
Total Center-based Nutrition		\$36,000.00
Nutrition Training		\$100.00
Parent Involvement		\$15,000.00
Parent Involvement – Mileage		\$1,500.00
Parent Involvement – Child Care		\$1,500.00
Community Relations Expense		\$169.00
Policy Council Expense		\$2032.00
Board Expense		\$677.00
Policy Council - Mileage		\$1354.00
Policy Council – Child Care		\$339.00
Mileage		\$49,919.00
Gas & Vehicle Maintenance		\$12,181.00
Rent		\$490,242.00
Utilities		\$66,560.00
Telephone		\$27,440.00
Training (T&TA)		<u>\$46,195.00</u>
Transfer to TANF		(\$134,888.00)

Total Expense  
Net Ordinary Income  
Net Income

\$5,137,132.00

\$0.00

\$0.00



Total Public and Private Funds Received by Bear River Head Start (2019-20)

United Way	\$ 2,250
TANF	\$ 134,888
Head Start	\$ 5,137,132
Early Head Start	\$ 2,034,416
Early Head Start Expansion	\$ 978,997
Total Funding	\$ 8,287,683

## **Bear River Head Start Parent Involvement Report**

*Bear River Head Start help children and families learn and grow. We work with families following the Parent, Family and Community Engagement Framework. Family Engagement is a partnership and a strengths-based process that builds upon positive goal-oriented relationships. Staff support families in accessing community agencies and resources, establish and maintain medical and dental homes, experience leadership and volunteer opportunities, set and achieve goals, we also provide information on resources and opportunities for parents to be involved in various areas of our program and in the community such as; volunteering, serving on Policy Council, Parent/Teacher Conferences, serving on Parent Committees, Curriculum Planning Meetings, Employee hiring, Night Out with Dad's (NOWD's) and other various community involvement activities.*



### **Parent Committee Meetings (PCMs)**

- *All parents are invited to participate in these meetings where information is shared from both Head Start and the community.*
- *We have PCMs in all areas, which include: Brigham, Tremonton, Hyrum, Logan, Richmond, Smithfield, Malad, Preston, Paris, Box-Elder Home-based, Cache Home-based, Idaho Home-based, The Fish Pond and The Nest/Koop.*
- *Each PCM provides the opportunity for parents/guardians to develop leadership skills, if elected/volunteered to be a Chair, Secretary, Health Advisory and/or Policy Council Representatives.*

### **Policy Council Meeting**

- *Elected representatives from each PCM attend this monthly meeting and report to their respective PCM group and ensure a process for communication.*
- *At these meetings, representatives voice their PCMs opinions and “best methods to engage families using strategies that are most effective in their community.” (Follow Performance Standards 1301.4 Parent Committees).*
- *This ensures parents are involved in the program’s decision making process.*

### **Hiring Process**

- *Parents are involved in the hiring process by completing screenings of application pools for open positions at Bear River Head Start.*
- *Parents elected to serve on Policy Council approve and disapprove of Hiring’s.*

### **Father Engagement & Male Involvement**

- *We make every effort to have both parents at home visits, socializations, workshops, etc. from both Family Educators and Family Advocates.*
- *We encourage father and father figures to participate in multiple activities during the year. Some of those include: Parent Committee Meetings, Night out With Dad’s, Socializations, Love & Logic Classes, Dads Matter Workshops through Healthy Relationships Utah, Volunteering in the Classroom, and Field Trips. We also refer them to community agencies for classes, events, activities, and workshops. We also provide information, trainings, and packets, etc.*

### **Parent Workshops & Education Packets**

- *Our online website hosts our monthly information packets, Policy Council Reports, and multiple other resources for parents.*
- *The “Love & Logic” series for parenting education is offered every year at multiple locations.*

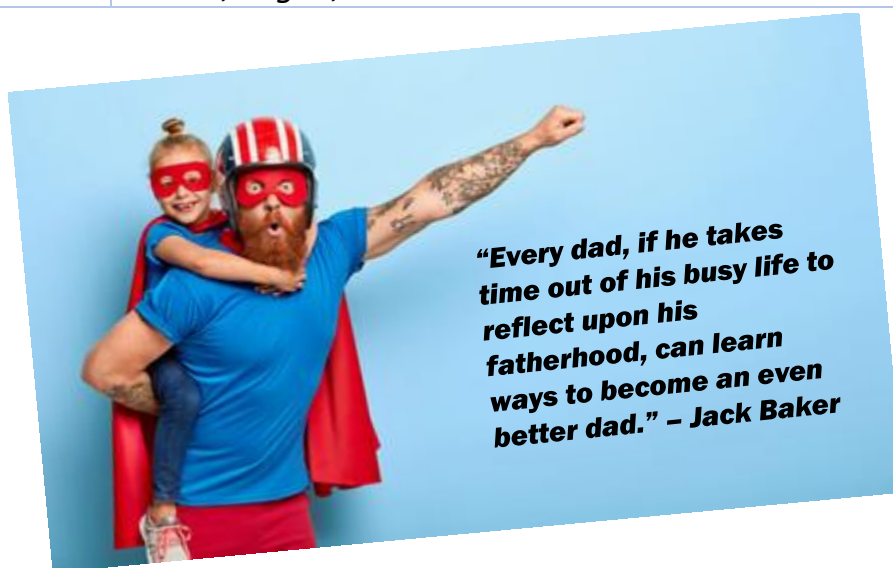
## Parent Involvement Activity Schedule

### Welcome Dinners:

<i>Date</i>	<i>Area</i>
<i>September 12, 2019</i>	<i>EHS Home-based, Nest, Koop, Fishpond</i>
<i>September 12, 2019</i>	<i>Tremonton, EHS Home-based</i>
<i>September 12, 2019</i>	<i>Smithfield</i>
<i>September 17, 2019</i>	<i>Malad, Idaho Home-based</i>
<i>September 17, 2019</i>	<i>Preston, Richmond, Idaho Home-based</i>
<i>September 17, 2019</i>	<i>Hyrum, Hyde Park, Logan</i>
<i>September 18, 2019</i>	<i>Paris, Idaho Home-based</i>
<i>September 18, 2019</i>	<i>Brigham/Box Elder Home-based</i>

### Night Out with Dad (NOWD's):

<i>Date</i>	<i>Area</i>
<i>November 5, 2019</i>	<i>Brigham, Hyrum, Preston, Fishpond, Logan, Cache EHS Home-based</i>
<i>November 7, 2019</i>	<i>Logan, Hyde Park, Nest/Koop, Smithfield, Box Elder (EHS)</i>
<i>November 12, 2019</i>	<i>Tremonton, Richmond</i>
<i>November 14, 2019</i>	<i>Malad, Logan, Paris</i>



**“Every dad, if he takes time out of his busy life to reflect upon his fatherhood, can learn ways to become an even better dad.” – Jack Baker**

### Love & Logic Workshop:

<i>Location: Preston, Idaho</i>	<i>Location: Box Elder and Cache County</i>
<i>January 21, 2020</i>	<i>January 21, 2020</i>
<i>January 28, 2020</i>	<i>January 28, 2020</i>
<i>February 4, 2020</i>	<i>February 4, 2020</i>
<i>February 11, 2020</i>	<i>February 11, 2020</i>
<i>February 18, 2020</i>	<i>February 18, 2020</i>

## Parent Involvement Activity Schedule Continued:

### Dads Matter:

*Location: Logan (all areas are invited to attend)*

*March 31, 2020*

*April 7, 2020*

*April 14, 2020*

*April 21, 2020*

*April 28, 2020*



### Literacy Picnics:

<i>Date</i>	<i>Area</i>
<i>June 2, 2020</i>	<i>Logan (PHS) (EHS)</i>
<i>June 9, 2020</i>	<i>Hyrum, Paris, Brigham City, Tremonton</i>
<i>June 11, 2020</i>	<i>Malad and Montpelier</i>
<i>June 16, 2020</i>	<i>Smithfield, Richmond, Preston</i>

*\*All dates are subject to change. Please check with your BRHS Family Advocate for details.*



**Bear River Head Start**  
**Preschool Head Start Center Based**  
**School Readiness Plan**

*Prepared by: Stephanie Wood*

Bear River Head Start is dedicated to improving the quality of teaching to maximize children's learning and school readiness. This is accomplished through concrete program school readiness goals and strategies, as well as whole group and individual teacher training geared to promote and improve teaching strategies. Whole group training allows teachers to come together to hear the latest theories in education and how they apply to the classroom. Teachers are able to share ideas they have tried and receive feedback from peers and child development experts. Training is hands-on and I'd to have many ideas that can be immediately implemented into the classroom.

At Bear River Head Start, we have long recognized the importance of mentoring. We have had a mentor coach on staff for at least twelve years. This position has allowed us to make enormous strides in improving teaching skills within our classrooms. We currently have three mentor coaches that use Practice Based Coaching. We have been using the CLASS observation tool for the past eight years. We have found it effective in documenting teachers' strengths and areas that need improvement. This year we had a team of people trained to use the CLASS observation tool. The CLASS team rotates through the classrooms. Each of the classrooms receives a visit from one of the team members three times a year. This procedure allows fresh eyes, and perspectives to view the classrooms. At the end of the day, the evaluator meets with the teaching team to consult with them about the observation. The CLASS evaluator pointing out the teaching teams strengths and areas of improvement. We also review HSELO Framework data from their classroom answering any questions they may have. We review how the CLASS observation and the HSELO Framework are linked. Together they brainstorm strategies to improve teaching. The teaching team writes goals that are worked on during the month and are reviewed during the next month observation meeting. Once a week the CLASS team meets together to go over the reliability of the observation. Teachers have been very receptive to the mentoring done through the use of the CLASS tool. Teachings skills are improving rapidly.

We consider the CLASS observation and HSELO Framework linked to improve mentoring of teachers and providing school readiness skills for young children. HSELO Framework data is analyzed, and reports generated three times a year. Reports are used at parent-teacher conferences and home visits, to expand parents understanding of their child's development over time. Where the child's development is at the present and where we want to go in the future. Parents and teacher use this information to formulate goals for the child future development.



# Head Start

BEAR RIVER

2018-2019

Bear River Head Start appreciates the privilege of collaborating with you in serving children and families in your area. We are sending you this report to better acquaint you with our program services. Bear River Head Start also wants to let you know of the developmental gains children are making within our program, in our effort to give them a "Head Start" in their educational experience. Please let us know if there is more we could be doing as we continue to strive for excellence in providing quality services for children and their families.

Thank-you for your support



## Yearly Report

### Immediate Benefits to the Community

- Without the Head Start Program, 40 percent of Head Start children would not have any non-parental source of enrichment.
- Head Start centers were of significantly higher quality (based on ECERS-R scores) than the center attended by similar non-Head Start children. Head Start children, therefore, are in a higher category of quality care, on average, than similar children not in Head Start.
- The Head Start programs cut the achievement gap in pre-reading and other cognitive skills for both 3 years-old and 4 years-old. After only 8 months in Head Start, the pre-reading achievement gap experienced by low-income children was nearly cut in half. Head Start participation also reduced the achievement gap in pre-writing and vocabulary skills.
- The Head Start program reduced problem behaviors in many of the children it served. Fewer and less severe problems were reported in 3 year-olds and English speaking 4 year-olds who were in Head Start. This gave teachers more time to focus on learning rather than on behavior management.



- Head Start had a strong impact on minority children. Three-year-olds Hispanic children in Head Start scored higher in pre-reading, vocabulary, and pre-writing skills than did their non-Head Start counterparts. Similarly, 3 year-olds African American children attending Head Start scored higher than their non-Head Start peers in pre-reading, phonological awareness, and pre-writing skills.
- The Head Start Program had a positive impact on parenting behaviors. Parents in the Head Start group read more often to their children, were more likely to expose

their children to cultural enrichment activities and were less likely to spank their children.

- The Head Start program had a positive impact on how parents viewed their child's development. Parents with children in Head Start reported that their child exhibited better pre-literacy skills, on average. These skills include writing more letters, naming more colors, and counting higher.

The Head Start Impact Study: What Have We Learned So Far?  
Teaching strategies  
Staff Jennifer Park-Jadotte

## Bear River Head Start Service

Bear River Head Start has a long tradition of providing comprehensive and high quality preschool program services for children and their families. At Head Start we recognize the vital role parents play in giving their children opportunities to learn. Staff develop a partnership with parents in their child's learning. Head Start emphasizes and teaches the importance of being healthy, eating nutritious foods, and staying safe; as well as providing information about literacy, employability, and meeting educational goals.

## Education

A daily education program provides children with varied experiences that will help them develop socially, physically,

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

For classroom literacy materials to be meaningful. Such print materials help children communicate messages and ideas, learn new information and concepts, organize and express their thoughts, care for the classroom and know what to do in the classroom environment. Our literacy-rich environment conveys the message that reading, writing, listening and speaking are valuable and enjoyable.

Preschool children engage with literacy materials; to use them in their play; to talk with adults about what they are doing, thinking, and feeling.

## Long Term Effect to the Community

- Significantly more Head Start children complete high school
- Significantly more Head Start children attend college
- Significantly more Head Start children are likely to earning higher wages in their early twenties
- Kids that attend Head Start are less likely to be booked or charged with a crime
- Head Start is associate with large and significant gains in test scores
- Head Start significantly reduces the probability that a children repeat a grade



Teacher act with intentionally to help children use written and spoken language throughout the day." (Cate Heroman & Candy Jones)

Children are taught letters of the alphabet by recognizing the letters in their own name. We include activities each with child's own name as way to make letters and words more meaningful. After children learn the letters in their own name, they often learn letters or other words that are significant to them, such as the name of family members and pets.

---

### Center-Based

The Center-based option at Bear River Head Start is a classroom experience for 3 to 4 year old children. One 3 year old classroom is offered in the Logan area service area. Each child is treated a unique individual and allow to grow and develop through an enrich environment, with caring staff who want them to succeed. Each classroom has between 15-19

children (depending on classroom size), with a Teacher and Teacher Assistant. Class is held Mon-Thurs. (morning and afternoon sessions), depending upon the area.

---

### Home-based

The Home Based Program Option is founded on the belief that parents are the first and most important teacher of their children. Learning occurs first in the home, the most natural environment. Parents are always teaching! With this philosophy in mind, families who enroll their 3 year-old or 4 year-old into the home-based program will receive Head Start services through a parent focused approach. Services to children are primarily in the home through weekly home visits by a Family Educator. Parents and children are given opportunities to participate in socialization activities with other Head Start families on a regular basis.

## Social Service

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

Families are assisted by qualified Family

Development staff who to

help parents became

aware of community

resources and how to

access them. Families also

receive support in

identifying their own

strengths and needs and

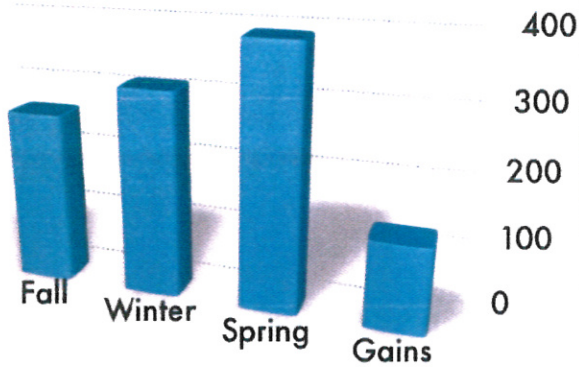
finding solutions to their

individualized goals.



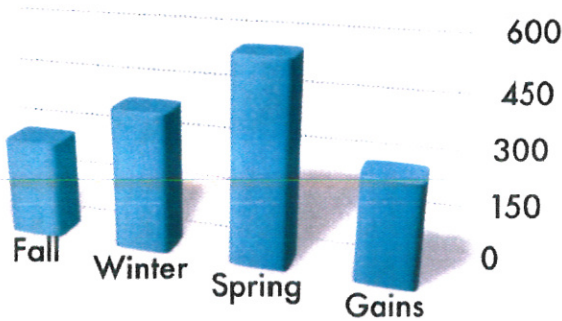
# Three Year-Olds

## Social-Emotional Development



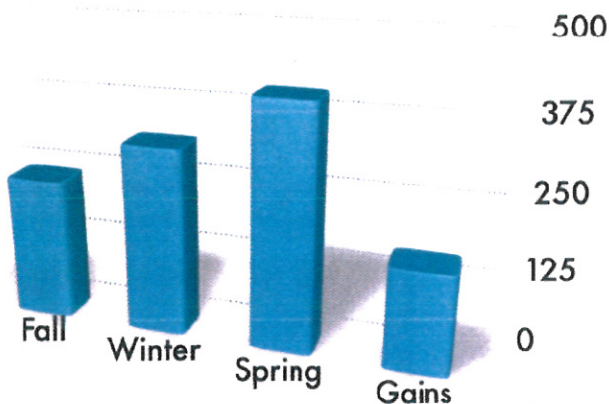
- Objective 1: Regulates own emotions and behavior
  - Manages feelings
  - Follows limits and expectations
  - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
  - Forms relationship with adults
  - Responds to emotional cues
  - Interacts with peers
  - Makes friends
- Objective 3: Participates cooperatively and constructively in group
  - Balance needs and rights of self and others
  - Solves social problems

## Physical Development



- Objective 4: Demonstrates traveling skills
- Objective 5: Demonstrates balance skills
- Objective 6: Demonstrates gross-motor manipulative skills
- Objective 7: Demonstrates fine-motor strength and coordination
  - Uses fingers and hands
  - Uses writing and drawing tools

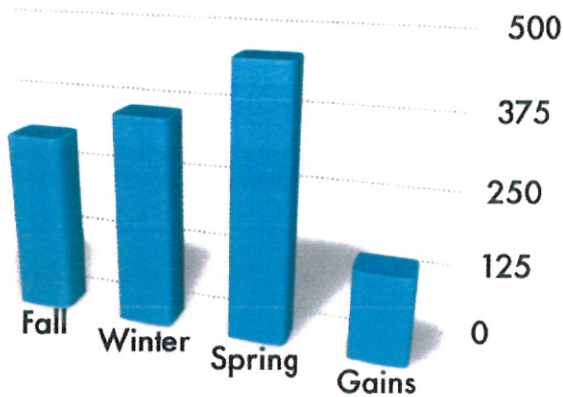
## Language Development



- Objective 8: Listens to and understands increasingly complex language
  - Comprehends language
  - Follows directions
- Objective 9: Uses language to express thoughts and needs
  - Uses an expanding expressive vocabulary
  - Speaks clearly
  - Uses conventional grammar
  - Tells about another time or place
- Objective 10: Uses appropriate conversational and communication skills
  - Engages in conversations
  - Uses social rules and language

# Three Year Olds

## Cognitive Development



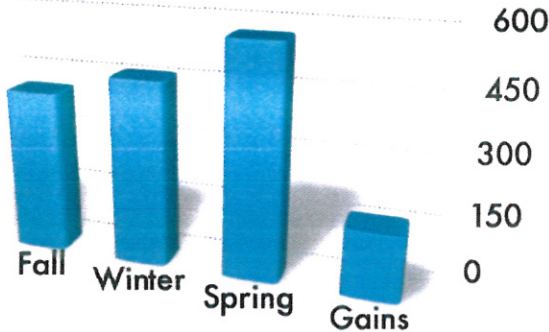
Objective 11: Demonstrates positive approaches to learning  
Attends and engages  
Persists  
Solves problems  
Shows curiosity and motivation  
Show flexibility and inventiveness and thinking

Objective 12: Remembers and connects experiences  
Recognizes and recalls  
Makes connections

Objective 13: Uses classification skills

Objective 14: Use symbols and images to represent something not present

## Literacy



Objective 15: Demonstrates phonological awareness  
Notices and discriminates rhyme  
Notices and discriminates alliteration  
Notices and discriminates smaller and smaller units of sound

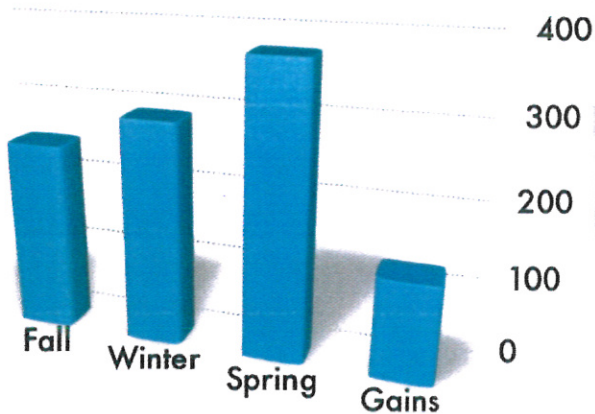
Objective 16: Demonstrates knowledge of the alphabet  
Identifies and names letters  
Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

## Mathematics



Objective 20: Uses number concepts and operations  
Counts  
Quantifies  
Connects numerals with their quantities

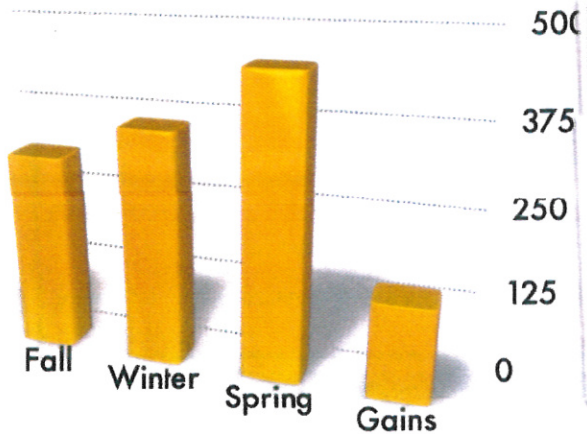
Objective 21: Explores and describes spatial relationships and shapes  
Understands spatial relationships  
Understands shapes

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

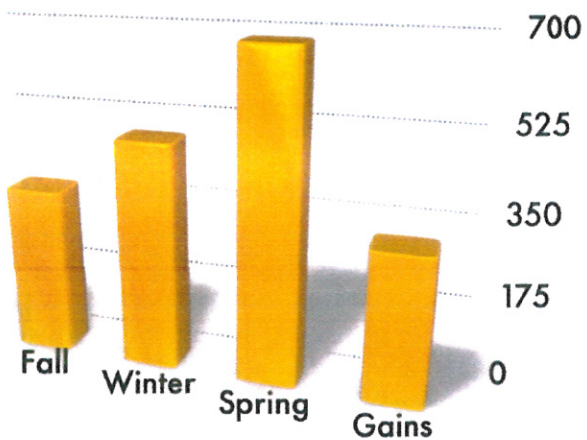
# Four Year Olds

## Social-Emotional Development



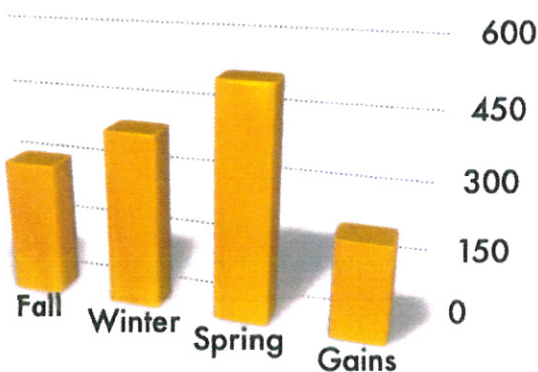
- Objective 1: Regulates own emotions and behavior
  - Manages feelings
  - Follows limits and expectations
  - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
  - Forms relationship with adults
  - Responds to emotional cues
  - Interacts with peers
  - Makes friends
- Objective 3: Participates cooperatively and constructively in group
  - Balance needs and rights of self and others
  - Solves social problems

## Physical Development



- Objective 4: Demonstrates traveling skills
- Objective 5: Demonstrates balance skills
- Objective 6: Demonstrates gross-motor manipulative skills
- Objective 7: Demonstrates fine-motor strength and coordination
  - Uses fingers and hands
  - Uses writing and drawing tools

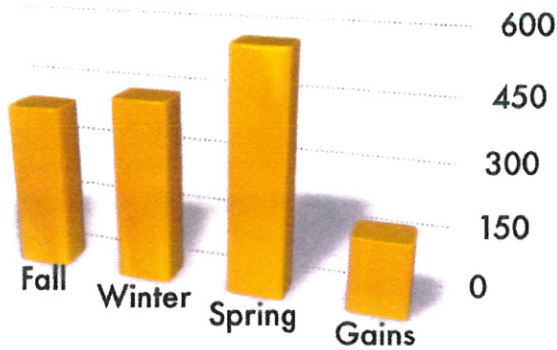
## Language Development



- Objective 8: Listens to and understands increasingly complex language
  - Comprehends language
  - Follows directions
- Objective 9: Uses language to express thoughts and needs
  - Uses an expanding expressive vocabulary
  - Speaks clearly
  - Uses conventional grammar
  - Tells about another time or place
- Objective 10: Uses appropriate conversational and communication skills
  - Engages in conversations
  - Uses social rules and language

# Four Year Olds

## Cognitive Development



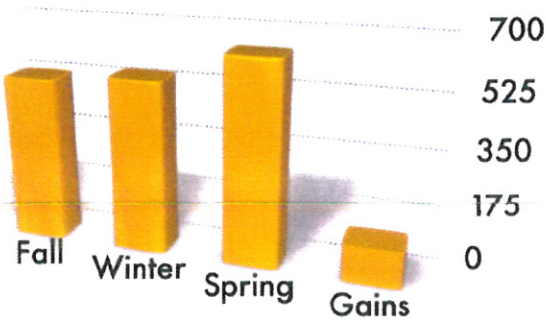
Objective 11: Demonstrates positive approaches to learning  
 Attends and engages  
 Persists  
 Solves problems  
 Shows curiosity and motivation  
 Show flexibility and inventiveness and thinking

Objective 12: Remembers and connects experiences  
 Recognizes and recalls  
 Makes connections

Objective 13: Uses classification skills

Objective 14: Use symbols and images to represent something not present

## Literacy



Objective 15: Demonstrates phonological awareness  
 Notices and discriminates rhyme  
 Notices and discriminates alliteration  
 Notices and discriminates smaller and smaller units of sound

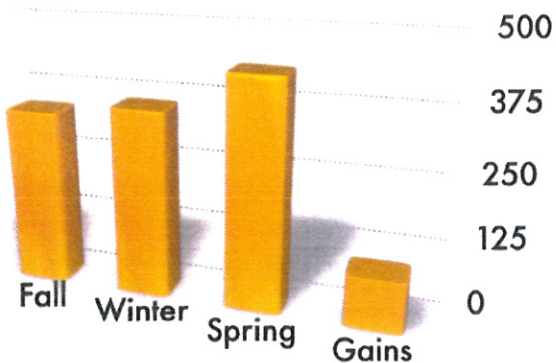
Objective 16: Demonstrates knowledge of the alphabet  
 Identifies and names letters  
 Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

## Mathematics



Objective 20: Uses number concepts and operations  
 Counts  
 Quantifies  
 Connects numerals with their quantities

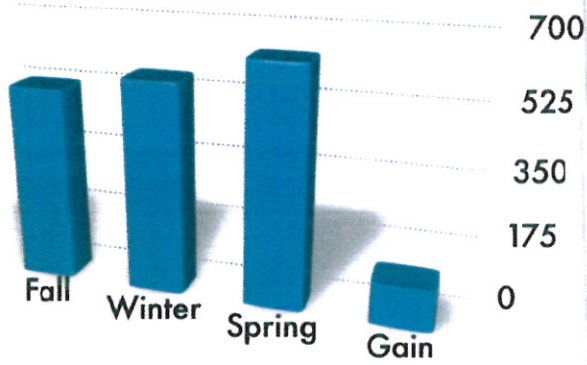
Objective 21: Explores and describes spatial relationships and shapes  
 Understands spatial relationships  
 Understands shapes

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

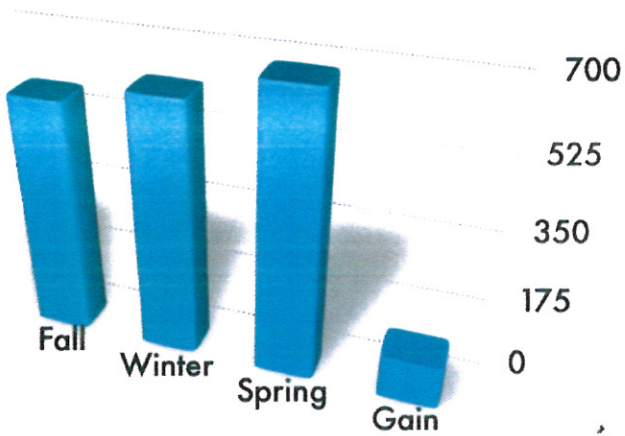
# Four Year Olds

## Spanish Language



Objective 37: Demonstrates progress in listening to and understanding English

## English Language Literacy



Objective 38: Demonstrates progress in speaking English

Looking Forward...



## Bear River Head Start School Readiness Goals 2019-20

### **Language & Literacy:**

**(Goal#1) Demonstrates a knowledge of letter names and sounds.**

#### *Implementation:*

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

#### *Outcomes:*

- Teachers will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will increasingly be able to produce the correct sound when asked.
- Children knowledge will grow in understanding that a sequence of sounds forms a word.

#### *Measures:*

- Teachers will observe children progress in the classroom.
- Assessment and outcomes data will show improvement.

#### *Documentation:*

- Assessments, outcomes, observations, sign-in sheets.

**(Goal#2) Continue to provide support to English Language Learners by individualizing services in all domains of the framework including the acquisition of English.**

#### *Implementation:*

- Provide training to all child development staff on English Language Development.
- Provide mini Spanish lessons to all child development staff during team meetings.
- Continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance.

#### *Outcomes:*

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

#### *Measures:*

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

#### *Documentation:*

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



***Approaches to Learning:***

**(Goal#1) Demonstrates positive approaches to learning through attention, persistence, solving problems, curiosity and motivation.**

***Implementation:***

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

***Outcomes:***

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

***Measures:***

- Children ability to sitting through a story will increase.
- Children ability to complete activities and projects will increase as they become more and more complicated.
- Children will continually explore new topics asking questions to gain information.

***Documentation:***

- Assessment, outcomes and anecdotal records.

***Social and Emotional Development:***

**(Goal#1) Provide continuous support of child's development of self-awareness, autonomy and self-expression and encouragement of self-control.**

**Teachers will continue to promote children's ability to establish and sustain positive relationships with peers.**

***Implementation:***

- Continue to provide Second Step lessons to the children.
- Applying positive reinforcement in the classroom.
- Mental Health support through collaboration
- Support of the Mentor Coach
- Training for all staff on Positive discipline, Second Step and Mental health.

***Outcomes:***

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

***Measures:***

- Monthly observations by Mentor Coach and Child Development Coordinator.

- Mental Health observations as needed in the classrooms.

***Documentation:***

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

***Perceptual, Motor and Physical Development:***

**(Goal#1) Continue to provide opportunities in the classroom for large motor and movement.**

***Implementation:***

- Allow for 30 minutes of large motor movement time in each of the classrooms.
- Implement the "I am Moving I am Learning".

***Outcomes:***

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

***Measures:***

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

***Documentation:***

- Lesson plans, Training sign-in sheets, Teacher Goals.

**(Goal#2) Continue to provide opportunities in the classroom for fine motor control and increasing hand and fine motor strength.**

***Implementation:***

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

***Outcomes:***

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

*Measure:*

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

*Documentation:*

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

**Cognition:**

**(Goal#1) Increase math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns and measuring.**

*Implementation:*

- Provide Head Start Staff as well as community members a 2-day workshop on Math and School Readiness.
- Staff training
- High Five Mathematize
- CLASS observations to ensure the implementation of math.

*Outcomes:*

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

*Measures:*

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

*Documentation:*

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

**(Goal#2) Children will become more aware of differences and similarities between themselves and others in their family as well as the community.**

*Implementation:*

- Incorporating the VIP in the classrooms to allow children to share about their own family and culture.
- Graph similarities and differences in the classroom.
- Inviting in community helpers and providing community awareness through field trips.
- Inviting in guest visitors including parents into the classroom to increase family engagement.

*Outcomes:*

- Children will be more aware of similarities and differences.

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

*Measures:*

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

*Documentation:*

- Training Sign-in Sheets, Classroom in-kind, Child Outcomes and CLASS Observations.





**Snapshot of Bear River Head Start's PIR**  
***Pre-School Head Start: (8/20/18 – 8/01/19)***

**Funded Enrollment: 363**

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

2 years	15
3 years	178
4 years	235
<u>Total</u>	<u>428</u>

Number of all children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to Utah/Idaho's EPSDT schedule for well child care:

Number of children up-to-date at enrollment: 124\*

Number of children up-to-date at the end of the enrollment year: 422

Percentage of enrolled children that received medical exams: 100%

Number of all children with continuous, accessible dental care provided by a dentist:

Number of children at enrollment: 367

Number of children up-to-date at the end of the enrollment year: 426

Percentage of enrolled children that received dental exams: 100%

***Early Head Start: (8/25/18 – 8/24/19)***

**Funded Enrollment: 127**

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	34
1 year	58
2 years	61
<u>Pregnant Women</u>	<u>5</u>
<u>Total</u>	<u>158</u>

Number of all children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to Utah/Idaho's EPSDT schedule for well child care:

Number of children up-to-date at enrollment: 54\*

Number of children up-to-date at the end of the enrollment year: 151

Percentage of enrolled children that received medical exams: 100%

Number of all children with continuous, accessible dental care provided by a dentist:

Number of children at enrollment: 96\*

Number of children up-to-date at the end of the enrollment year: 152

Percentage of enrolled children that received dental exams: 100%

\*Numbers at enrollment appear to be high because as part of the enrollment process all applicants are highly encouraged to medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but it is an effort to promote healthy practices in communities we serve.



**Early Head Start Expansion (ECP): (8/1/18 – 7/31/19)**

**Funded Enrollment: 56**

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Pregnant Women	3
Under 1	20
1 year	32
<u>2 years</u>	<u>37</u>
<u>Total</u>	<u>82</u>

Number of all children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to Utah/Idaho’s EPSDT schedule for well child care:

Number of children up-to-date at enrollment: 20\*

Number of children up-to-date at the end of the enrollment year: 77

Percentage of enrolled children that received medical exams: 100%

Number of all children with continuous, accessible dental care provided by a dentist:

Number of children at enrollment: 32\*

Number of children up-to-date at the end of the enrollment year: 77

Percentage of enrolled children that received dental exams: 100%

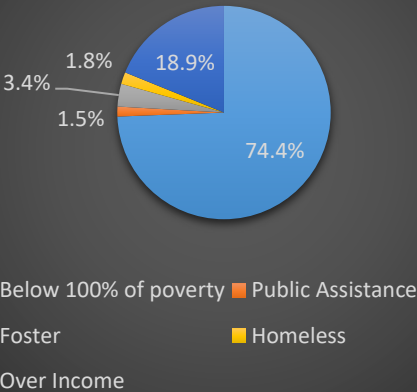
\*Numbers at enrollment appear to be high because as part of the enrollment process all applicants are highly encouraged to medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but it is an effort to promote healthy practices in communities we serve.

**Number of Children Served: 668**

Percentage of eligible children served: 65%

\*10% over income reported in this graph includes both over income and children exceeding the allowed over income with family incomes between 100% &130% of poverty line.

**Income Eligibility**



**Our children are our greatest resource. Bear River Head Start is honored to be helping them reach their full potential.**