



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

Report to the Community 2016



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.

Bear River Head Start/Early Head Start Community Assessment Summary

In accordance with Performance Standards 1304.51 (a) (1) and 1305.3, Bear River Head Start completes a community assessment every three years in a continuous cycle and updates the report annually.

Bear River Head Start/Early Head Start is a private non-profit, single purpose agency serving children and families in Northern Utah and Southern Idaho. Bear River has center based, home based and child care partnership options available through our Head Start and Early Head Start program. Our grantee's service area is unique because our service area falls in two different states: Utah and Idaho. The counties in Utah that we serve are: Cache, Box Elder and Rich. The counties in Idaho that we serve are: Franklin, Bear Lake, Caribou, Oneida and South Bannock.

Philosophy:

It is the philosophy of Bear River Head Start/Early Head Start to provide committed, high quality opportunities for education and positive growth to the children and families that we serve. This philosophy extends to the staff we hire and the communities in which we live. We believe in providing a nurturing and supportive environment to achieve our mission through integrity, respect and honesty.

Service Area:

Bear River's service area consists of two different population groupings. Some of the service areas are considered emerging metropolitan areas while other parts of the service areas are very rural in nature and populations. This difference within the service area creates a need for three types of services: home based, center based and child care partnerships. Program options are assigned to children and families based on need of the child and family, the target child's age, developmental level, disabilities, health or learning problems, previous pre-school experiences and the situation of the family. Home based services are needed by families that live in rural areas or in situations where travel to and accessibility to classrooms is difficult. Families also may choose a home based option because they would like to be their child's primary educator and would also like to improve their own parenting skills. Center based services are needed for families that have accessibility to classrooms, would like a center based experience for their child and live in either a populated or rural area, but near a Head Start classroom. Child care partnerships are needed for children and families that identify the need for child care. This option is especially desirable to parent that are working and/or going to school.

Recruitment Area:

The recruitment area is the service area in which we provide Head Start and Early Head Start Services. It is the geographical area that is identified and approved within our grant application and approved through funding. Recruitment aligns with the service areas and the program options that are available in each area. Center based and home based services are currently available in all of our service areas. Child care partnership program options are more limited in service areas, as per their funding requirements.

Delegate Agencies:

Bear River Head Start has no delegate agencies.

Service Locations:

Justification for program services offered within each service area have been made based on specific county information outlined in section III of expanded version of Bear River's Community Assessment. Additional data sources used in the Community Assessment process include: Utah and Idaho Kids Count, Vital Statistics/U.S. Census data and other government agencies with data available for the population we serve. Center based classrooms must be sustainable in the areas in which they are developed. Adequate population and demographic makeup is determined by the Community Assessment process. Data collected during this process helps guide the availability of program options within each service area.

ERSEA Criteria:

All applications for enrollment are prioritized for services according to the greatest need on a point system. Need, such as; Income, disabilities, education level of parents, environmental risks, homelessness, foster care, SSI, child abuse, percentage of income to poverty level and referrals from community partners. Some of the community partners' share referrals with our grantee are: school districts, DCFS, Up to Three, WIC, CAPSA and medical and dental providers. Community Assessment Process:

Bear River understands that understanding communities and the children and families we serve is an ongoing process. Identifying community needs helps the program respond with appropriate services and is key in bringing about positive child and family outcomes.

Strengths:

The most significant strengths identified through the Community Assessment process are:

A good quality of life for children and their families. Communities within our service areas are safe and clean, with low crime rates. Communities are tight-knit and people are friendly. The services and activities that are available in service areas are: libraries, city parks public transportation (in populated service areas), quality public school education, sporting activities, other community recreational activities, scouting and other family oriented program and activities. The Cache County service area has a great pool of medical and dental providers. Most of these providers are willing to have collaborative partnerships with Bear River Head Start and Early Head Start. Often providers can communicate with families in both English and Spanish. Some providers have extended hours available for appointments outside the regular work day. Certainly Bear River Head Start/Early Head Start is a strength within the service area. Bear River provides top quality services for hundreds of Health Start and Early Head Start eligible children and their families.

Needs:

The most significant needs identified through the Community Assessment process are:

Economics: Head Start eligible and enrolled children and their families live in poverty and struggle with economic, social and political issues, as well as lack of opportunity. Inadequate affordable housing, lack of available health care services and lack of adequate employment opportunities frequently leave our families in marginal conditions. Our service areas are in states with higher than average birth rates, bankruptcy rates and have a high incidence of abject poverty. This means our families are often unable to live for three months in the absence of income.

Health needs: Many of our children and families struggle to have their basic health care needs met. In the last few years our families' uninsured rate has increased at almost five times that of the national average and continues at a higher rate. Accessing medical, dental and mental health services and providers is very difficult for our uninsured or under insured clientele.

Child Care: Many families with our service area struggle to find child care that is affordable and safe. Child care in the area tends to be irregular, not consistent, overcrowded and many providers are not state licensed. Many providers don't keep child ratios and will not accept infants and toddlers. Child care within our service can be expensive, leaving our service population unable to access providers and services.

Strategic Recommendations:

Continue to provide high quality program services to children and families. This will be accomplished by successful and ongoing implementation of five year funding mandates and directives from the Office of Head Start.

Ensure enrolled children are school ready and their families support their children's learning. Ongoing implementation of School Readiness mandates including domains for parent and children. Strategies will include curriculum development, tracking and documentations of progress. The Office of Head Start has established three major frameworks that promote and understanding of school readiness for parents and families, infants and toddlers and preschool children. Bear River will ensure ongoing compliance towards this mandate and towards the CLASS initiative. Identify and capitalize on opportunities to develop greater partnerships with in the community providers. Partnerships with providers in the areas of medical, dental, mental health and child care may assist and support the population we serve.

Work with parents and families in achieving positive Family Engagement Outcomes. Help parents achieve positive and enduring change for children through their families. Help parents support their children to possess the skills, knowledge and attitudes necessary for success in school. Help parents engage in the long-term success of their child. Success in improving situations for their children also improves situations for the family.

Concerns/Issues:

New Performance Standards: New Performance Standards have been issued and approved by the Office of Head Start. We will need to review the standards and make any necessary changes to program services. These changes may be modifying program options available in different service areas. It may also include seeking a change of scope for services in some areas or changing numbers of children served in different options.

Recruitment:

There have been smaller numbers of income eligible children and families in our rural service area. There is a visible decrease in numbers of applicants. In the past our rural service areas have had high demands for home based and center

based services, but the numbers are decreasing. We are finding that families are moving into our rural service areas to enjoy a rise in income along with lower home prices and an overall cost of living. This shift may change our demographics, home based services in South Bannock County has been identified as one of the affected area. Bear River will continue to utilize community assessment and program data to plan for any necessary changes in program services. Another issue that is affecting recruitment is that many school district preschools are popping up in our Cache County service area. Our program has adapted to this impact by recruiting and enrolling more three year old children into the program.

Transitioning out of the EHS Child Care partnership: Even though currently Bear River is transitioning out of the EHS portion of the Child Care partnership grant, we still have 50 children enrolled in Child Care Connection. We will continue with this service option working with both center based and family home providers. It is most likely that at some point in the future we will write for a change of scope for these children. The child care ratio issue with children in community providers is worrisome. Keeping child/provider ratios in compliance is critical in nature to our grantee. Bear River is confident that transitioning into EHS expansion service is allow us to continue to provide services to infants and toddlers within our communities while minimizing risk and liability to the grantee and will provide a greater assurance of quality care, adherence to Performance Standards and meeting licensing requirements.

Future Growth: The grantee anticipates and will plan for implementation of extended day services for center based program options. This future growth will create a greater need for facilities. Extended day services will eliminate the option to double session existing classrooms. Bear River will plan for the implementation of extended day services by planning for greater use of the available facilities and by locating additional facilities. Even though center based services are more expensive to implement than home based services, the outcomes for enrolled children in the center based option are greater than home based services. A greater demand for center based services is evident in all program data and ERSEA documentation. In the future Bear River Head Start and Early Head Start would like to increase the number of enrollment opportunities for center based services. Budget and funding levels will drive the ability to meet that goal.

Changes:

Change of Scope:

In July of 2016, our grantee was approved for a change of scope. This will allow 17 home based Head Start children to be enrolled in center based program services. The new classroom is located at our Logan Preschool Center and will be enrolled with three year old children. Bear River will seek changes of scope when applicable.





Head Start / Early Head Start / Family Child Care Partnerships

Program Overview

Bear River Head Start (BRHS), Early Head start (EHS), Early Head Start Family Child Care Partnerships (EHS /CCP) 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 and all three 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/ Early Head Start/ and Childcare Connection 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 17 children funded through Idaho TANF dollars, and 8 Title I children in Utah funded through non- Head Start funding.

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: 95
- Age: Birth through age 3 and pregnant women
- Home Visits: Weekly visits lasting 90 minutes (minimum)
- Socializations: 2 per month (minimum) 24 per year
- Length of Services: 12 months, 50 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: 51
- 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, 36 visits or 32 visits (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

EARLY HEAD START CENTER BASED OPTION

32 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: 32
- Age: Birth through age 3 and pregnant women
- Class Sessions: 6 hours per day, 4 days per week, 188 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. Logan, Utah is our most populated service area and we have greater numbers of Early Head Start children transitioning into Head Start services in Logan. Therefore, we have three year old classrooms in the Logan area for children transitioning from EHS into Head Start, allowing them a different educational experience, as enrollment space permits. Some children and their families do not choose center based program services, they may feel home based services is a better fit for their need.

Head Start Center Based Option Configuration (Three Year Old Classrooms):

- Enrollment: 34
- Age: 3
- Class Sessions: 3.5 hours per day, 4 sessions per week
- Home Visits: 3 per year by Teacher and Teacher Assistant
- Length of Services: 9 months, 134 days (minimum)
- Counties Available: Utah: Cache

Head Start Center Based Option Configuration (Four Year Old Classrooms):

- Enrollment: 268 Head Start funded, 17 TANF funded in Idaho, 8 Title 1 funded in Utah (Total: 293)
- Age: 3 through age 5
- Class Sessions: 4 hours per session, 4 sessions per week
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 9 months, 134 days (minimum)
- Counties Available: Utah: Cache, Box Elder Idaho: Franklin, Bear Lake, Caribou, Oneida



EARLY HEAD START FAMILY CHILD CARE PARTNERSHIP OPTION

Early Head Start/Family Care Partnerships grant was awarded to BRHS on February 1, 2015. This is designed to meet an under-served need in the area of availability of quality child care for children ages birth through 48 months. Early Head Start/Family Child Care Partnerships is a unique blend of Head Start services and family home child care that meets the need of our children and families while they are at work or attending school. The child care partners are not Head Start employees but rather sub-contracted partners that provide child care while implementing Head Start Performance Standards and meet all licensing requirements. A monthly stipend is available to child care providers; they may use our Lending Library and joint participation in training opportunities. Head Start staff visit the providers on a regular basis to ensure high quality services, offer mentoring opportunities, share resources and ensure compliance to licensing and standard requirements. The goal of this program option is to ensure availability of high quality child care to Head Start eligible children while having a positive impact on the communities in which we serve.

Early Head Start Family Child Care Partnership Option Configuration:

- Enrollment: 75
- Age: Birth through 48 months
- Class Sessions; Full day full year services, 200 sessions per year (minimum)
- Home Visits: 12 per year per child by Family Advocate
- Length of Service: 12 month program
- Counties Available: Utah: Cache, Box Elder

HEAD START FAMILY CHILD CARE PARTNERSHIP OPTION

Childcare Connection was developed as a program option meeting Child Care Partnership requirements in 1998. This option was developed for meeting an under-served need in the area of availability of quality child care. Original funding was received in 1998 and expansion funding followed in 1999. Childcare Connection is a unique blend of Head Start Services and family home child care that meets the needs of our children and families while they are at work or attending school. The child care partners are not Head Start employees but rather sub-contracted partners that provide child care while implementing Head Start Performance Standards and meet all licensing requirements. A monthly stipend is available to child care providers; they may use our Lending Library and joint participation in training opportunities. Head Start staff visit the providers on a regular basis to ensure high quality services, offer mentoring opportunities, share resources and ensure compliance to licensing and standard requirements. The goal of this program is to ensure availability of high quality child care to Head Start eligible children while having a positive impact on the communities in which we serve.

Head Start Family Child Care Partnership Option Configuration:

- Enrollment: 50
- Age: 3 through age 5
- Class Sessions: 6 hours per day, 4 days per week, 200 sessions per year (minimum)
- Home Visits: 12 per year per child by Family Advocate
- Length of Services: 12 month program
- Counties Available: Utah: Cache, Box Elder



Bear River Head Start Service Area Maps



Bear River Head Start, Early Head Start and Family Child Care Partnerships 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:

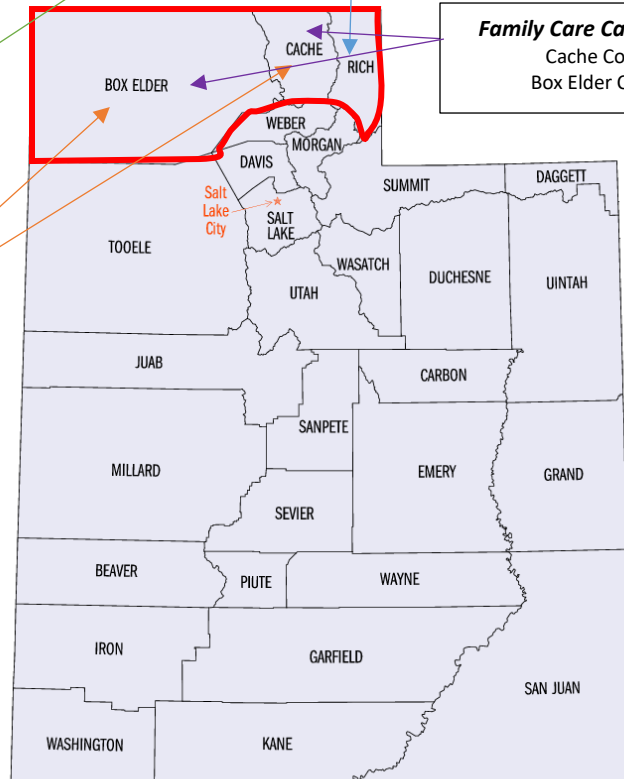
Franklin County, Idaho

Preschool Head Start, Early Head Start & Child Care Connection Services:

Box Elder County, Utah
Cache County, Utah

Family Care Care Partnerships:

Cache County, Utah
Box Elder County, Utah



Bear River Head Start
Profit & Loss Budget Overview
August 2016 – July 2017

Ordinary Income/Expense		
Income		
Revenue		\$929,463.00
Total Income		<u>\$929,463.00</u>
Gross Profit		<u>\$929,463.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$6500.00	
Salaries – Other	<u>\$351,368.00</u>	
Total Salaries		\$357,868.00
Employee Benefits		\$114,518.00
Supplies		
Printing Supplies	\$1,000.00	
Due & Subscriptions	\$1,000.00	
Library Supplies	\$5,000.00	
Curriculum Supplies	\$3,000.00	
Home Visit Supplies	\$5,000.00	
Classroom Supplies	\$23,938.00	
Office Supplies	\$3,500.00	
Postage Supplies	\$200.00	
Recruitment Supplies	\$500.00	
Supplies – Other	<u>\$4,215.00</u>	
Total Supplies		\$47,353.00
Maintenance & Repairs		\$1,500.00
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	\$5,000.00	
Professional Legal Services	<u>\$1,500.00</u>	
Total Professional Services		\$6,500.00
Child Care Collaboration		
Stipend	\$180,000.00	
Subsidy	<u>\$100,000.00</u>	
Total Child Care Collaboration		\$280,000.00

Doctors/Dentists		
Children Doctors/Dentists	\$1,000.00	
Employee Doctors/Dentists	<u>\$1,000.00</u>	
Total Doctors/Dentists		\$2,000.00
Health Screenings		\$500.00
Health/nutrition Training & Permits		\$1,000.00
Pharmacy		\$1,000.00
Dental Supplies		\$2,000.00
Health Supplies – Other		\$3,000.00
Mental Health Services		\$3,300.00
Food – Group Socialization		\$1,000.00
Centerbased Nutrition		
CACFP Reimbursement	(\$7,250.00)	
USDA Food	\$2,500.00	
USDA Non-Staple Food	\$125.00	
Nutrition Paper Products & Supplies	\$1,125.00	
USDA Child – Nest	\$2,500.00	
Nest – Adult Meals	<u>\$1,500.00</u>	
Total Centerbased Nutrition		\$500.00
Parent Involvement		\$3,500.00
Parent Involvement – Mileage		\$500.00
Parent Involvement – Child Care		\$500.00
Community Relations Expense		\$100.00
Policy Council Expense		\$700.00
Board Expense		\$175.00
Policy Council - Mileage		\$200.00
Policy Council – Child Care		\$200.00
Mileage		\$5,000.00
Gas & Vehicle Maintenance		\$1,000.00
Rent		\$43,150.00
Utilities		\$21,600.00
Telephone		\$4,500.00
Training (T&TA)		<u>\$22,279.00</u>
Total Expense		<u>\$929,463.00</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.

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.

Bear River Head Start
Profit & Loss Budget Overview
February 2016 – July 2016

Ordinary Income/Expense		
Income		
Revenue		\$1,725,238.00
Total Income		<u>\$1,725,238.00</u>
Gross Profit		<u>\$1,725,238.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$12,000.00	
Salaries – Other	<u>\$975,929.00</u>	
Total Salaries		\$987,929.00
Employee Benefits		\$316,135.00
Supplies		
Printing Supplies	\$5,000.00	
Due & Subscriptions	\$3,700.00	
Library Supplies	\$5,000.00	
Curriculum Supplies	\$5,400.00	
Home Visit Supplies	\$6,000.00	
Classroom Supplies	\$16,000.00	
Office Supplies	\$29,680.00	
Postage Supplies	\$4,250.00	
Recruitment Supplies	\$1,200.00	
Supplies – Other	<u>\$46,585.00</u>	
Total Supplies		\$122,815.00
Maintenance & Repairs		\$17,250.00
Insurance		
Property Insurance	\$1,591.00	
Vehicle Insurance	\$2,520.00	
Professional Liability Insurance	\$1,431.00	
Theft Bond Insurance	\$176.00	
General Liability Insurance	\$1,189.00	
Accident Insurance	\$706.00	
Directors Liability Insurance	<u>\$1,169.00</u>	
Total Insurance		\$8,782.00
Professional Accounting Service		\$8,467.00
Computer Consultation/Technology		\$2,900.00
Doctors/Dentists		
Children Doctors/Dentists	\$5,500.00	
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	\$2,000.00
Health Supplies – Other	\$2,300.00
Health – Childcare/Mileage	\$200.00
Health Activities	\$2,200.00
Mental Health Services	\$24,000.00
Food – Group Socialization	\$4,000.00

Centerbased Nutrition

CACFP Reimbursement	(\$27,000.00)	
USDA Food	\$8,500.00	
USDA Non-Staple Food	\$1,000.00	
Nutrition Paper Products & Supplies	\$2,500.00	
USDA Child – Nest	\$11,000.00	
Nest – Adult Meals	<u>\$6,000.00</u>	
Total Centerbased Nutrition		\$2,000.00

Nutrition Training	\$500.00
Parent Involvement	\$11,000.00
Parent Involvement – Mileage	\$1,500.00
Parent Involvement – Child Care	\$3,500.00
Community Relations Expense	\$101.00
Policy Council Expense	\$605.00
Board Expense	\$202.00
Policy Council - Mileage	\$403.00
Policy Council – Child Care	\$282.00
Mileage	\$45,000.00
Gas & Vehicle Maintenance	\$5,000.00

Rent	\$68,382.00
Utilities	\$24,500.00
Telephone	\$10,000.00
Literacy – Child Care/Mileage	\$150.00
Substance Abuse – Child Care/Mileage	\$150.00
Employability – Child Care/Mileage	\$150.00
Training (T&TA)	<u>\$40,835.00</u>

Total Expense	<u>\$1,725,238.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u>\$0.00</u>



Bear River Head Start
Profit & Loss Budget Overview
February 2016 – July 2016

Ordinary Income/Expense		
Income		
Revenue		\$3,274,963.00
Total Income		<u>\$3,274,963.00</u>
Gross Profit		<u>\$3,274,963.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$23,000.00	
Salaries – Other	<u>\$1,961,327.00</u>	
Total Salaries		\$1,984,327.00
Employee Benefits		\$634,984.00
Subs/Temps		\$1,000.00
Supplies		
Printing Supplies	\$8,250.00	
Due & Subscriptions	\$8,600.00	
Library Supplies	\$31,800.00	
Curriculum Supplies	\$2,750.00	
Home Visit Supplies	\$2,600.00	
Classroom Supplies	\$19,200.00	
Office Supplies	\$28,450.00	
Postage Supplies	\$6,300.00	
Recruitment Supplies	\$2,600.00	
Supplies – Other	<u>\$45,331.00</u>	
Total Supplies		\$155,881.00
Maintenance & Repairs		\$18,334.00
Insurance		
Property Insurance	\$5,360.00	
Vehicle Insurance	\$8,492.00	
Professional Liability Insurance	\$4,823.00	
Theft Bond Insurance	\$594.00	
General Liability Insurance	\$4,008.00	
Accident Insurance	\$2,378.00	
Directors Liability Insurance	<u>\$3,940.00</u>	
Total Insurance		\$29,595.00
Professional Accounting Service		\$28,533.00
Computer Consultation/Technology		\$3,500.00
Professional Child Care Collaboration		
Stipend	\$40,000.00	
CDA & Licensing Expenses	\$2,000.00	
Provider Accreditation	\$500.00	
Professional Child Care Collaboration – Other	<u>\$500.00</u>	
Total Professional Child Care Collaboration		\$43,000.00

Doctors/Dentists		
Children Doctors/Dentists	\$14,000.00	
Employee Doctors/Dentists	<u>\$1,200.00</u>	
Total Doctors/Dentists		\$15,200.00
Health Screenings - Children		\$800.00
Health/nutrition Training & Permits		\$3,600.00
Pharmacy		\$2,700.00
Dental Supplies		\$4,500.00
Health Supplies – Other		\$4,400.00
Health – Childcare/Mileage		\$250.00
Health Activities		\$2,450.00
Mental Health Services		\$28,000.00
Food – Group Socialization		\$3,000.00
Centerbased Nutrition		
CACFP Reimbursement	(\$170,000.00)	
USDA Food	\$13,000.00	
USDA Non-Staple Food	\$2,000.00	
Nutrition Paper Products & Supplies	\$12,100.00	
USDA Child – Box Elder	\$21,000.00	
USDA Child – Cache	\$26,000.00	
USDA Child – Logan	\$34,000.00	
USDA Child – Malad	\$7,500.00	
USDA Child – Preston	\$7,500.00	
USDA Child – Paris	\$6,000.00	
USDA Child - Soda Springs	\$7,000.00	
School District Adult – Box Elder	\$4,500.00	
School District Adult – Cache	\$5,200.00	
School District Adult – Logan	\$6,500.00	
School District Adult – Soda Springs	\$1,700.00	
School District Adult – Malad	\$1,500.00	
School District Adult – Paris	\$1,500.00	
School District Adult – Preston	\$2,300.00	
Total Centerbased Nutrition		(\$10,700.00)
Nutrition Training		\$100.00
Parent Involvement		\$24,800.00
Parent Involvement – Mileage		\$3,300.00
Parent Involvement – Child Care		\$4,300.00
Community Relations Expense		\$340.00
Policy Council Expense		\$2038.00
Board Expense		\$679.00
Policy Council - Mileage		\$1359.00
Policy Council – Child Care		\$951.00
Mileage		\$61,350.00
Gas & Vehicle Maintenance		\$8,000.00
Rent		\$237,899.00
Utilities		\$32,000.00
Telephone		\$19,000.00
Literacy – Child Care/Mileage		\$800.00

Substance Abuse – Child Care/Mileage	\$1200.00
Employability – Child Care/Mileage	\$800.00
Other FD Child Care	\$710.00
Other FD Parent Mileage	\$710.00
Training (T&TA)	<u>\$42,345.00</u>
Transfer to TANF	(\$101,072.00)
Transfer to CCSD	(\$20,000.00)
Total Expense	<u>\$3,274,963.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u>\$0.00</u>



Bear River Head Start Parent Involvement

Bear River Head Start offers multiple opportunities for parents to be involved in various areas of our program.

Parent Committee Meetings:

All parents are invited to participate in these meetings where we/they share information from both Head Start and the community. PCMs are held across our entire service area which include: Cache 1, Cache 2, Box Elder, Bear Lake, Franklin, Caribou and Oneida. These groups give parents the opportunity to develop their leadership skills. If elected/volunteered parents may have the chance to serve the committee by holding the following positions: Chair, Secretary, Health Advisory and/or Policy Council Representatives.

Policy Council Meetings:

Elected representatives from each PCM are invited to attend this monthly meeting to gather information to report back to their respective group. These meetings are a platform for representatives to voice their group's opinions and serve as a communication channel between parents, representatives and staff. This ensures parents involvement in the program's decision making process.

Hiring Process:

Parents are involved in the hiring process by either having the opportunity to do screenings of application pools for open positions at BRHS, or by participating with employment interviews.

Male Involvement:

Bear River Head Start makes every effort to have both parents present at home visits performed by either Family Educators or Family Advocates. We also offer multiple activities for fathers and male figures to participate in during the year, some of our favorites are: building projects (i.e. birdhouses) with our friends at Lowe's, flying kites at our local parks, carving soap sculptures, making leather book marks and visits to our children in their classrooms.

Parent Workshops and Education Packets:

Bear River Head Start offers the "Love & Logic" series annually at multiple locations, giving the parents a great opportunity to further their parenting education. Our online website also hosts our monthly information packets and multiple other resources for parents. Please see this years "Love & Logic" training schedule below:

Love & Logic Workshop Schedule 2017

(Please no children, a light dinner will be served. Child care and mileage reimbursement will be provided.)

Dates: Feb. 3, Feb. 10, Feb. 17, Feb 24

All classes begin at 6:00 p.m.

Locations:

Box Elder: Aldersgate Methodist Church

Bear Lake: Garden City Offices

Cache: BRHS Logan PHS Center

Malad: Malad Community Hospital

Preston: Larsen-Sant Library

Soda Springs: Spring Creek Manor



Bear River Head Start

Preschool Head Start Center Based

School Readiness Plan

Prepared by: Krista Useche & Jan Stevens

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 is 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 in staff for at least ten years. This position has allowed us to make enormous strides in improving teaching skills within our classrooms. We have been using the CLASS observation tool for the past six 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 HSCDEL Framework data from their classroom answering any questions they may have. We review how the CLASS observation and the HSCDEL 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 mentor done through the use of the CLASS tool. Teaching skills are improving rapidly.



Head Start

BEAR RIVER

2015-2016

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.

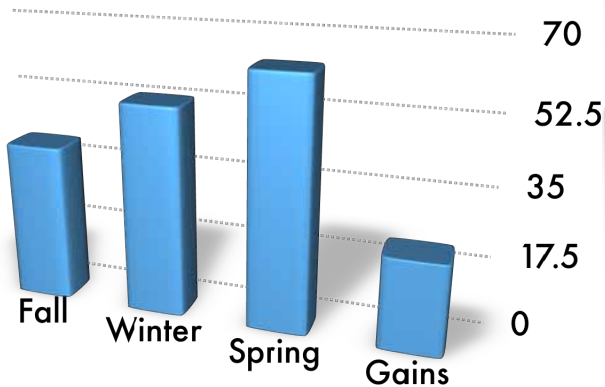
Social Service

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.



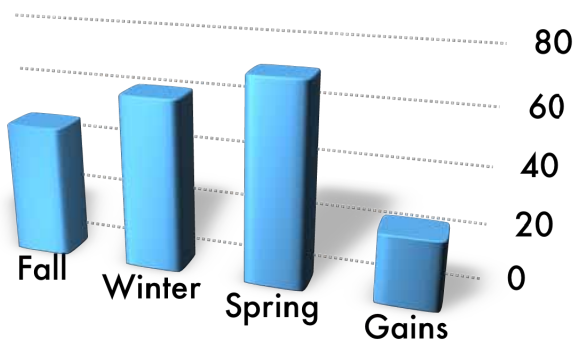
Three Year-Olds

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

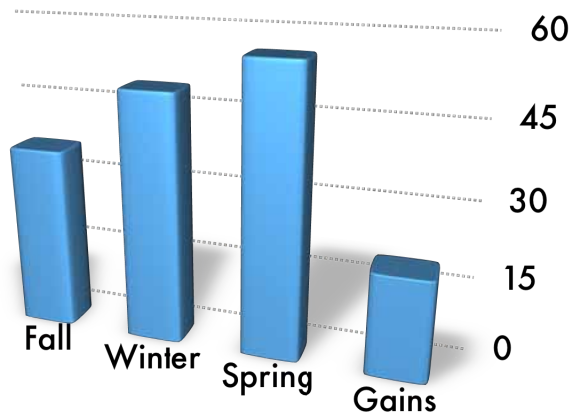
Language Development



- 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

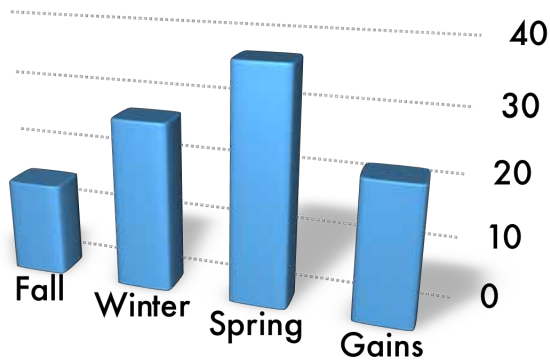
Recognizes and recalls

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

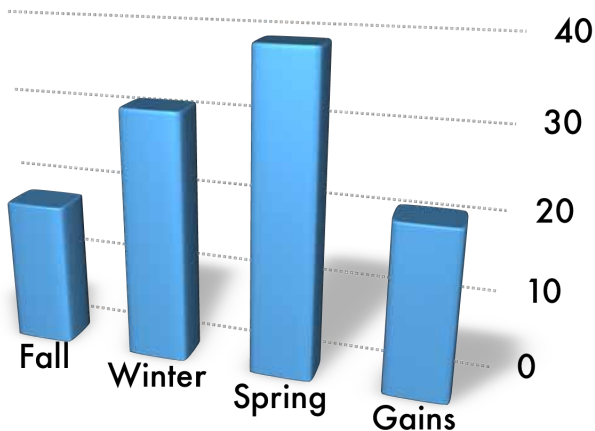
Uses letter-sound knowledge

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

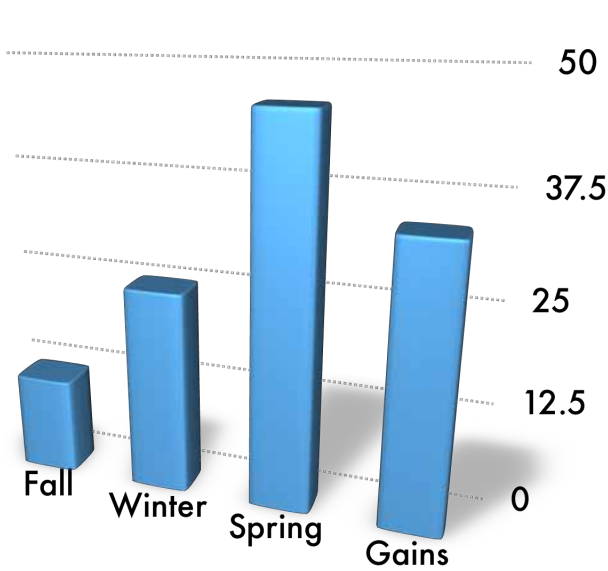
Understands shapes

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

Three Year Olds

Science and Technology



- Objective 24: Uses science inquiry skills
- Objective 25: Demonstrates knowledge of the characteristic of living things
- Objective 26: Demonstrates knowledge of the physical properties of objects and materials
- Objective 27: Demonstrates knowledge of Earth's environment
- Objective 28: Uses tools and other technology to perform tasks

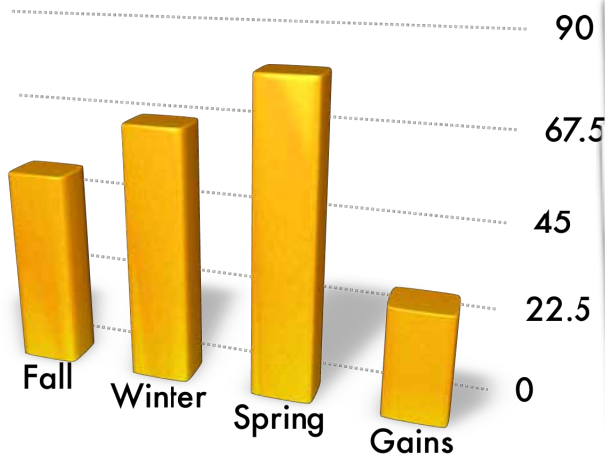
English Language Development



- Objective 37: Demonstrates progress in listening to and understanding English
- Objective 38: Demonstrates progress in speaking English

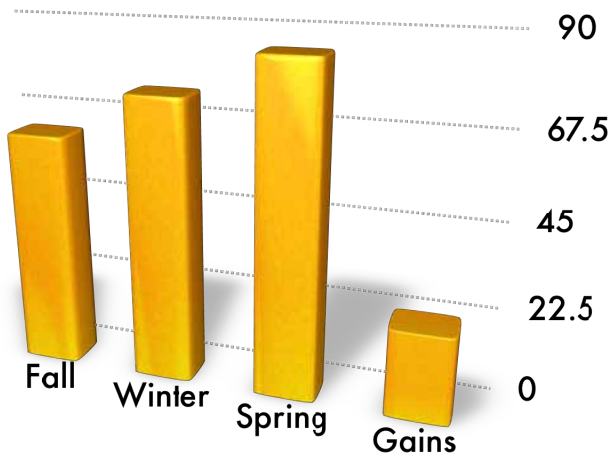
Four Year Olds

Social-Emotional Development



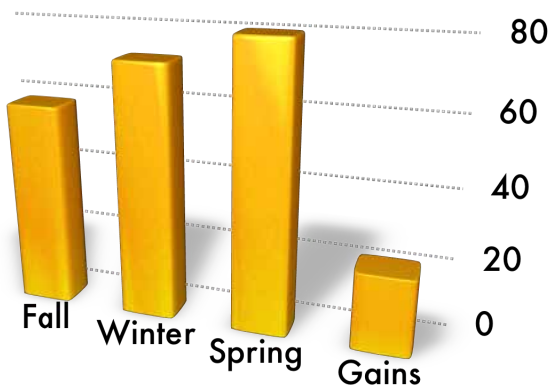
- Objective 1: Regulates own emotions and behavior
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
 - Forms relationship with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes 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

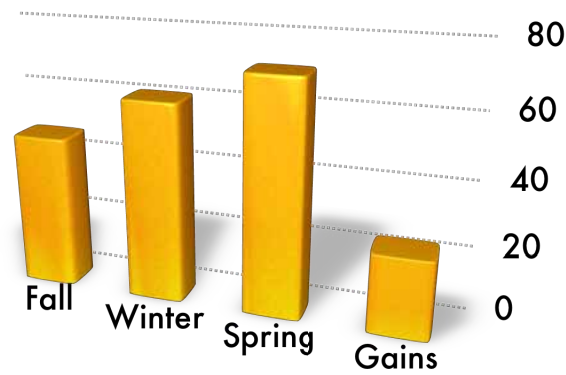
Language Development



- 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 Development



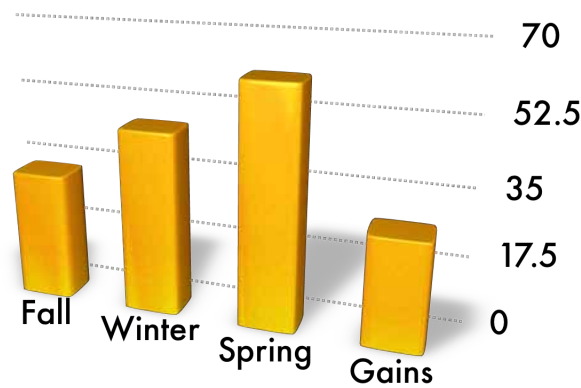
- Objective 11: Demonstrates positive approaches to learning
 - Attends and engages
 - Persists
 - Solves problems
 - Shows curiosity and motivation
 - Show flexibility and inventiveness and thinking
- Objective 12: Remembers and connects experiences
 - Recognizes and recalls
 - Makes connections
- Objective 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

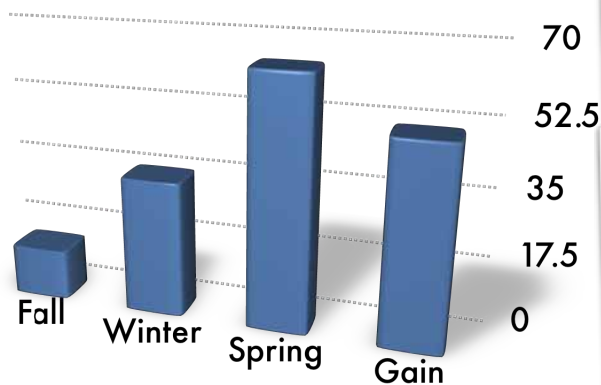
Mathematics



- 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

Science & Technology



Objective 24: Uses science inquiry skills

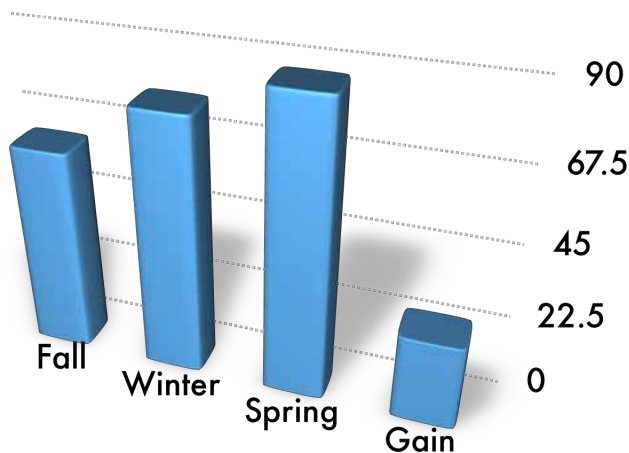
Objective 25: Demonstrates knowledge of the characteristic of living things

Objective 26: Demonstrates knowledge of the physical properties of objects and materials

Objective 27: Demonstrates knowledge of Earth's environment

Objective 28: Uses tools and other technology to perform tasks

English Language Development



Objective 37: Demonstrates progress in listening to and understanding English

Objective 38: Demonstrates progress in speaking English

Looking Forward...



Bear River Head Start School Readiness Goals 2016-17

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: (8/24/15 – 8/21/16)

Funded Enrollment: 428

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

3 years	223
4 years	292
<u>Total</u>	<u>515</u>

Number of families served: 479

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: 149*

Number of children up-to-date at the end of the enrollment year: 514

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

Number of children up-to-date at the end of the enrollment year: 515

*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: (8/24/15 – 8/21/16)

Funded Enrollment: 127

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	35
1 year	52
2 years	82
<u>Pregnant Women</u>	<u>11</u>
<u>Total</u>	<u>180</u>

Number of families served: 165

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: 121*

Number of children up-to-date at the end of the enrollment year: 169

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

Number of children up-to-date at the end of the enrollment year: 169

Early Head Start – Child Care Partnership: (5/1/15 – 4/30/16)

Funded Enrollment: 75

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	32
1 year	26
2 years	25
<u>3 years</u>	<u>21</u>
<u>Total</u>	<u>104</u>

Number of families served: 94

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: 39*

Number of children up-to-date at the end of the enrollment year: 104

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

Number of children up-to-date at the end of the enrollment year: 104

*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: 799

Number of Families Served: 738

