

Parent Involvement in Bear River Head Start

We offer multiple opportunities for parents to be involved in various areas of our programs. Some of them are:

- **Parent Committee Meetings (PCM)**

- All parents are invited to participate in these meetings where we/they share information from both Head Start and the community.
- We have PCMs in all areas which include: North Cache, South Cache, Middle Cache, Box Elder, Rich, Bear Lake, Franklin, Caribou, and Oneida.
- In these groups they have the opportunity to develop leadership skills, if elected/volunteered to be a Chair, Vice-chair, Secretary, Community Relations, and/or Policy Council Representatives.

- **Policy Council Meetings**

- Elected representatives from each PCM attend this meeting, and reports to their respective group.
- At these meetings representatives voice their PCMs opinions and serve as a communication channel between them.
- This ensures parents are involved in the program's decision making process.

- **Hiring Process**

- Parents are involved in the hiring process by either having screening application pools for open positions at BRHS, or by participating as interviewers.

- **Male Involvement**

- We make every effort to have both parents at home visits, both from educators and family advocates.
- We offer multiple activities for dads and male figures to participate in during the year. Some of those may be building projects at Lowes, fishing at state parks, having a breakfast just with dad, visiting their child's classroom.

- **Parent Workshops and Education Packets**

- The "Love and Logic" series for parenting education is offered every year at multiple locations.
- Our online website hosts our monthly information packets, and multiple resources for parents

Parent Love & Logic Workshop Schedule 2014-2015

Dates	Logan 852 South 100 West	Instructor	Preston Larsen-Sans Library	Instructor	Brigham Alders Gate Church	Instructor
January 16	Love and Logic/ El Amor y La Lógica	English: Spanish:	Love and Logic		Love and Logic	
January 23	Love and Logic/ El Amor y La Lógica	English: Spanish	Love and Logic		Love and Logic	
January 30	Love and Logic/ El Amor y La Lógica	English: Spanish	Love and Logic		Love and Logic	
February 6	Love and Logic/ El Amor y La Lógica	English: Spanish	Love and Logic		Love and Logic	
February 13	Love and Logic/ El Amor y La Lógica	English: Spanish	Love and Logic		Love and Logic	

No childcare will be provided. Mileage reimbursement and childcare reimbursement will be available.

*To reserve a spot in these classes, you need call your advocate two days prior to the date of each class.
This will give us an accurate count for dinner and class materials.*



2013-2014 HEAD START PROGRAM INFORMATION REPORT

08CH1056-000 BEAR RIVER HEAD START

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	08CH1056
Program Number	000
Program Type	Head Start
Program Name	BEAR RIVER HEAD START
Program Address	95 West 100 South Suite 200 Logan UT 84321-5811
Program Phone Number	(435) 755 0081
Program Fax Number	(435) 755 0125
DUNS Number	111387796
Program Email Address	sthurgood@brheadstart.org
Head Start Director Name	Ms. Sarah Thurgood
Head Start Director Email	sthurgood@brheadstart.org
Agency Web Site Address	http://www.brheadstart.org
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/09/2013
b. End Date	05/28/2014

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start Enrollment	# of children/ pregnant women
a. Head Start Funded Enrollment, as identified on NOA	383
b. Funded Enrollment from non-federal sources, i.e. state, local, private	25

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	0
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	307
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	<i># of children</i>
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	51
A.6 Combination option program	0
A.7 Family child care option	50
a. Of these, the number available as full-working-day enrollment	50
1. Of the these, the number available for the full-calendar-year	50
A.8 Locally designed option	0

Funded enrollment at child care partner

	<i># of children</i>
A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	50

CLASSES

Classes

	<i># of classes</i>
A.11 Total number of classes operated	18
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.12 Children by age:	<i># of children at enrollment</i>
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	137
e. 4 years old	312
f. 5 years and older	3

Total cumulative enrollment

	<i># of children / pregnant women</i>
A.14 Total cumulative enrollment	452

Type of eligibility

A.15 Report each enrollee only once by primary type of eligibility:	<i># of children</i>
a. Income below 100% of federal poverty line	345
b. Receipt of public assistance such as TANF, SSI	27
c. Status as a foster child - # children only	17
d. Status as homeless	21
e. Over income	42

	# of children
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.16 If the program serves enrollees under A.15.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.17 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	96
b. Three or more years	56

Transition and Turnover

	# of children
A.18 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	79
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	29
A.18.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	257

Child care subsidy

	# of children at end of enrollment year
A.23. The number of enrolled children for whom the program received a child care subsidy	0

Ethnicity

A.24 Ethnicity:	# of children
a. Hispanic or Latino origin	145
b. Non-Hispanic or Non-Latino origin	307

Race

A.25 Race:	# of children
a. American Indian or Alaska Native	2
b. Asian	8
c. Black or African American	2
d. Native Hawaiian or other Pacific Islander	3
e. White	284
f. Biracial/Multi-racial	40
g. Other	113
1. Explain: Hispanic	
h. Unspecified	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	361
b. Spanish	79
c. Native Central American, South American, and Mexican Languages	0

d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	4
f. East Asian Languages	4
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	1
i. European & Slavic Languages	0
j. African Languages	1
k. Other	2
1. Explain: American Sign language	
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
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Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	2
a. Of these, the number of buses purchased since last year's PIR was reported	0
A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	91	20
a. Of these, the number who are current or former Head Start or Early Head Start parents	40	2
b. Of these, the number who left since last year's PIR was reported	5	3
1. Of these, the number who were replaced	4	3

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	682
a. Of these, the number who are current or former Head Start or Early Head Start parents	663

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	40
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

CHILD DEVELOPMENT STAFF

Preschool Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	18	18
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	6	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	5	3
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	6	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	1
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	3	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	7
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	7
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	7

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	18
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	18

Child development staff qualifications - home-based and FCC

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	5	1	16	3

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. 1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	1	1	0	3
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	1	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	2	0	16	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	1	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	1	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	5
b. Non-Hispanic or Non-Latino origin	52

Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	0
d. Native Hawaiian or other Pacific Islander	0
e. White	52
f. Biracial/Multi-racial	0
g. Other	5
1. Explain: Mexican	
h. Unspecified	0

Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	12
a. Of these, the number who are proficient in more than one language other than English	0
B.15 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	9
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	0
i. African Languages	0
j. Other	3
1. Explain: American Sign Language	
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	8
B.17 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	1
b. Change in job field	1
c. Other	6
1. Comments: 1 retired, 1 married, 4 transferred within agency	
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.19 Number of classroom teachers hired during the year due to turnover	2

Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	0
B.21 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
1. Comments: null	
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.24 Total number of family & community partnerships staff	13	5
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		3
B.25 Of the family & community partnerships staff, the number with the following education	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	1	1
b. A related baccalaureate degree	10	4
c. A related associate degree	1	0
d. GED or high school diploma	1	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	1	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	# of ECD managers/ coordinators
B.28 Total number of education & child development managers/coordinators	6
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	5
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.29 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	409	439
a. Number enrolled in Medicaid and/or CHIP	340	363
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	69	76
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	43	13

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	418	452
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	183	444
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		26
1. Of these, the number who have received or are receiving medical treatment		26
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		None

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	3
b. Asthma	31
c. Hearing Difficulties	7
d. Vision Problems	46
e. High Lead Levels	6
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	17
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	324
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	59
d. Obese (BMI at or above 95th percentile for child's age and sex)	52

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	402	435
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	20	5
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	11	12

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	409	452

Preschool dental services (HS and Migrant programs))

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	452
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	452
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	122
1. Of these, the number of children who have received or are receiving treatment	122
b. Specify the primary reason that children who needed dental treatment did not receive it:	None

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	90

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	381
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	40
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	40
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	9
c. Number of children for whom the MH professional provided an individual mental health assessment	13
d. Number of children for whom the MH professional facilitated a referral for mental health services	33

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	25
a. Of these, the number who received mental health services since last year's PIR was reported	15

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	61
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	53
2. During this enrollment year	8
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.27 Diagnosed primary disability		
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	2	2
b. Emotional disturbance	0	0
c. Speech or language impairments	28	28
d. Intellectual disabilities	1	1
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	3	3
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	27	27
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	312
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	312
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	37
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
Creative Curriculum Assessment Tool	No
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No
b. For family child care services:	
<i>Name/title</i>	<i>Locally designed</i>
Other (Please Specify) - Teaching Strategies Gold	No
c. For home-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No
Other (Please Specify) - Hawaii Early Learning Program (HELP)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of families at enrollment</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	<i>(1) Name/title</i>	<i>(2) Locally designed</i>
a. Center-based settings	CLASS	No
b. Home-based settings		
c. Family child care settings	CLASS	No

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	<i># of families at enrollment</i>
C.35 Total number of families:	429
a. Of these, the number of two-parent families	264
b. Of these, the number of single-parent families	165

Employment

C.36 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	46
b. One parent/guardian is employed	193
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	25

C.37 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	91
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	74

	# of families at enrollment
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	2

Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	12
C.40 Total number of families receiving Supplemental Security Income (SSI)	14
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	156
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	127

Job training/school

C.43 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	5
b. One parent/guardian is in job training or school	36
c. Neither parent/guardian is in job training or school	223

C.44 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	18
b. The parent/guardian is not in job training or school	147

Parent/guardian education

C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	# of families at enrollment
a. An advanced degree or baccalaureate degree	69
b. An associate degree, vocational school, or some college	156
c. A high school graduate or GED	120
d. Less than high school graduate	83

Family services

C.46 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	183
b. Housing assistance such as subsidies, utilities, repairs, etc.	135
c. Mental health services	403
d. English as a Second Language (ESL) training	73
e. Adult education such as GED programs and college selection	205
f. Job training	130
g. Substance abuse prevention	386
h. Substance abuse treatment	18
i. Child abuse and neglect services	396
j. Domestic violence services	387
k. Child support assistance	26
l. Health education	429
m. Assistance to families of incarcerated individuals	11
n. Parenting education	423
o. Relationship/marriage education	396
C.47 Of these, the number that received at least one of the services listed above	429

Father involvement

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	Yes
	# of children at end of enrollment
a. Number of enrolled children whose fathers / father figures participated in these activities	452

Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	19
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	23
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	19

Foster care and child welfare

	# of children
C.52 Total number of enrolled children who were in foster care at any point during the program year	12
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	6

Collaboration Agreements

Local education agency (LEA)

	# of LEAs
C.54 Number of LEAs in the service area	12
C.55 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	12
b. To coordinate transition services	12

Public school pre-kindergarten programs

C.56 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No
---	----

Part C agencies

	# of Part C Agencies
C.57 Number of Part C agencies in the program's service area	2
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	2

Child welfare agencies

C.58 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	2

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	14082020923
Last Update Date	08/20/2014



2013-2014 HEAD START PROGRAM INFORMATION REPORT

08CH1056-000 BEAR RIVER HEAD START

PROGRAM INFORMATION

ENROLLMENT YEAR

Enrollment Dates

General Comments

A.1 Services began two weeks later for the 2013 - 2014 school year per approved sequestration plan.

FUNDED ENROLLMENT

General Comments

A.2.b 17 children funded through Idaho Head Start Association with is funded through Idaho State TANF funds. Eight children are funded through Cache County School District with Title 1 funds.

TRANSPORTATION

Transportation Services

General Comments

A.27 Bear River Head Start does not transport children. Transportation is provided through local school districts because of disability services.

Buses

General Comments

A.28 Bear River Head Start does not transport children. Buses are used for field trips only.

PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

General Comments

B.1(2) Contracted Staff: 16 contracted child care providers that provide family child care, Three contracted mental health staff through Utah State University. Bear River Head Start's Fiscal Officer is a local CPA who provides contract services.

MANAGEMENT STAFF

Management Staff - Salaries

General Comments

B.3.a,b Bear River Head Start's Executive Director also acts as the Head Start Director
B.3.g Bear River Early Head Start's Fiscal Officer is a local CPA who provides contract services

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Home-based and FCC

General Comments

B.9.d(3) All 16 Family Child Care staff are state licensed and meet educational requirements They are required to obtain a CDA within 18 months of contract. Three Family Child Care Providers also have Bachelors degrees, one in psychology, one in accounting and one in Elementary Education. Family Child Care Providers are contractors with Bear River Head Start.

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Average Salary

Errors

Question: B.11.d-1 Average Salary - Family Child care providers - Avg. Annual Salary

Error: Invalid average salary (family child care providers): You have reported having family child care providers(16),but have not reported an average salary in B.11.d-1.

Comment: B.11.d Family Child Care Providers are contracted with Bear River Head Start and receive a monthly stipend for Head Start children served.

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family and Community Partnerships Staff - Qualifications

General Comments

B.25.c(1) One Family and Community Partnership staff has an associates degree. This staff position does not require a degree at this time. This staff member meets performance standard educational requirements . This staff member is a past Head Start parent and is family development certified. Bear River Head Start will support staff in furthering education.

B.25.d(1) One Family and Community Partnership staff has an high school diploma. This staff position does not require a degree at this time. This staff member meets performance standard educational requirements . This staff member is a past Head Start parent and is family development certified. Bear River Head Start will support staff in furthering education.

CHILD & FAMILY SERVICES

HEALTH SERVICES

Health Insurance - Children

General Comments

- C.1 As part of the enrollment process all applicants are highly encouraged to apply for appropriate insurance coverage. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.2(2) Thirteen children without health insurance at the end of the program year had no health insurance: Six did not qualify for Medicaid, seven were in the process of applying for coverage. BRHS made sure that the medical needs of the families were met through donated services from Community Partners. We continue to educate families on the importance of insurance.

Medical

Medical Home - Children

General Comments

- C.5 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

Medical Services - Children

General Comments

- C.8 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

Immunization Services - Children

General Comments

- C.11 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.12(2) Five children have been determined to be up to date on immunizations per their physicians recommendations because their immunization series was started late prior to enrollment.
- C.13 Bear River Head Start has received a Health Department personal exemption for twelve children in accordance with State law and 1304.20.

Dental

Dental Home - Children

General Comments

- C.17 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

MENTAL HEALTH SERVICES

Mental Health Professional

General Comments

C.22 Bear River Head Start contracts with Utah State University for interns as part of our mental health staff. Therefore there are more than one mental health professional that provide services on-site.

Mental Health Services

General Comments

C.23.b.1 31 families did not receive three or more mental health visits: 6 of those families resolved their issues in less than 3 visits, five of the 13 went to the initial intake but declined further visits. The counselors made many attempts to contact the parents. Advocates talked to the parents and they declined counseling due to several different reasons such as time issues, or parents didn't feel the need for treatment anymore. Advocates continued to educate parents about the benefits of counseling and let parents know they could still receive counseling if needed. 10 families stated that they were receiving counseling services elsewhere. 2 families dropped program after referral

Mental Health Referrals

General Comments

C.24.a Ten families did not receive mental health services: 9 families that were referred to Mental health agencies and despite the agencies attempts to contact the parents and our advocates encouraging families to contact the counselors, the families indicated that they were no longer interested in treatment One family had health issues so treatment was put on hold. The Advocates continued to monitor the families and let them know counseling services were available if they became interested again.

FAMILY AND COMMUNITY PARTNERSHIPS

Number of Families

General Comments

C.35 The number of children served (452) is higher than the number of families served (429) because 23 families had two children enrolled in the program during the year.

Collaboration Agreements

Public school pre-kindergarten programs

General Comments

There are no public pre-K programs in our area, but Bear River Head Start has collaborations with all school districts served.



2013-2014 HEAD START PROGRAM INFORMATION REPORT

08CH1056-200 BEAR RIVER HEAD START

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	08CH1056
Program Number	200
Program Type	Early Head Start
Program Name	BEAR RIVER HEAD START
Program Address	95 West 100 South Suite 200 Logan UT 84321-5811
Program Phone Number	(435) 755 0081
Program Fax Number	(435) 755 0125
DUNS Number	111387796
Program Email Address	sthurgood@brheadstart.org
Head Start Director Name	Ms. Sarah Thurgood
Head Start Director Email	sthurgood@brheadstart.org
Agency Web Site Address	http://www.brheadstart.org
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/09/2013
b. End Date	08/24/2014

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Early Head Start Enrollment	# of children/ pregnant women
a. Early Head Start Funded Enrollment, as identified on NOA	117
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	0
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	32

1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	<i># of children</i>
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	80
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment of pregnant women (EHS programs)

	<i># of pregnant women</i>
A.9 Total number of pregnant women positions in funded enrollment	5

Funded enrollment at child care partner

	<i># of children</i>
A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	0

CLASSES

Classes

	<i># of classes</i>
A.11 Total number of classes operated	4
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.12 Children by age:	<i># of children at enrollment</i>
a. Under 1 year	36
b. 1 year old	46
c. 2 years old	55
d. 3 years old	0

Pregnant women (EHS programs)

	<i># of pregnant women</i>
A.13 Total enrollment of pregnant women	5

Total cumulative enrollment

	<i># of children / pregnant women</i>
A.14 Total cumulative enrollment	142

Type of eligibility

A.15 Report each enrollee only once by primary type of eligibility:	# of children/ pregnant women
a. Income below 100% of federal poverty line	111
b. Receipt of public assistance such as TANF, SSI	10
c. Status as a foster child - # children only	5
d. Status as homeless	11
e. Over income	5
	# of children
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.16 If the program serves enrollees under A.15.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.17 Enrolled in Early Head Start for:	# of children
a. The second year	46
b. Three or more years	13

Transition and Turnover

	# of children
A.19 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	62
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	7
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	51
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	46
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	2
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	3
	# of pregnant women/children
A.20 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
A.21 Number of pregnant women receiving Early Head Start services at the time their infant was born	5
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	5
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	0

Child care subsidy

	# of children at end of enrollment year
A.23. The number of enrolled children for whom the program received a child care subsidy	0

Ethnicity

A.24 Ethnicity:	# of children pregnant women
a. Hispanic or Latino origin	67
b. Non-Hispanic or Non-Latino origin	75

Race

A.25 Race:	# of children pregnant women
a. American Indian or Alaska Native	0
b. Asian	5
c. Black or African American	2
d. Native Hawaiian or other Pacific Islander	1
e. White	60
f. Biracial/Multi-racial	19
g. Other	55
1. Explain: Hispanic	
h. Unspecified	0

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	92
b. Spanish	40
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	6
f. East Asian Languages	3
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	1
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
--	----

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	No
---	----

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	61	4
a. Of these, the number who are current or former Head Start or Early Head Start parents	23	0
b. Of these, the number who left since last year's PIR was reported	6	3
1. Of these, the number who were replaced	4	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	336
a. Of these, the number who are current or former Head Start or Early Head Start parents	327

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	40
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

CHILD DEVELOPMENT STAFF

Infant and Toddler Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.8 Total number of infant and toddler child development staff by position	10	1

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education with a focus on infant and toddler development	6	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	0	0
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:		
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	2	0
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	2	1
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position:		
e. The number who do not have the qualifications listed in B.8.a through B.8.d	0	0
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

Child development staff qualifications - home-based and FCC

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	9	1	0	0

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. 1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	4	1	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	2	0	0	0
Home-Based Visitors:	Special Education, Elementary Education			
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	2	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	1	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	3
b. Non-Hispanic or Non-Latino origin	17

Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	0
d. Native Hawaiian or other Pacific Islander	0
e. White	17
f. Biracial/Multi-racial	1
g. Other	2
1. Explain: 1 Peruvian, 1 Mexican	
h. Unspecified	0

Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	4
a. Of these, the number who are proficient in more than one language other than English	0
B.15 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	3
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	1
i. African Languages	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	1
B.17 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	1
1. Comments: Stay at home mom	
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.19 Number of classroom teachers hired during the year due to turnover	1

Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	3
B.21 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	1
b. Change in job field	0
c. Other	2
1. Comments: 1 retired, 1 health reasons	
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 Number of home-based visitors hired during the year due to turnover	1

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.24 Total number of family & community partnerships staff	12	4
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		3
B.25 Of the family & community partnerships staff, the number with the following education	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	1	1
b. A related baccalaureate degree	9	3
c. A related associate degree	1	0
d. GED or high school diploma	1	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	1	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	# of ECD managers/ coordinators
B.28 Total number of education & child development managers/coordinators	2
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.29 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	132	134
a. Number enrolled in Medicaid and/or CHIP	118	121
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	14	13
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	5	3

Health insurance - pregnant women

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	3	5
a. Number enrolled in Medicaid	1	3
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	2	2
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.4 Number of pregnant women with no health insurance	2	0

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	131	137
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	129	137
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		13
1. Of these, the number who have received or are receiving medical treatment		13
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	3
b. Asthma	5
c. Hearing Difficulties	4
d. Vision Problems	4
e. High Lead Levels	1
f. Diabetes	0

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	112	134
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	3	2
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	1

Pregnant women - services (EHS programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	5
b. Postpartum health care	5
c. Mental health interventions and follow up	0
d. Substance abuse prevention	5
e. Substance abuse treatment	0
f. Prenatal education on fetal development	5
g. Information on the benefits of breastfeeding	5

Pregnant women - prenatal health (EHS programs)

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	# of pregnant women
a. 1st trimester (0-3 months)	1
b. 2nd trimester (3-6 months)	1
c. 3rd trimester (6-9 months)	3
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	1

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	67	124

Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	137

Pregnant women dental services (EHS programs)

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	5

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	90

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	<i># of children at end of enrollment year</i>
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	137
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	18
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	18
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	8
c. Number of children for whom the MH professional provided an individual mental health assessment	12
d. Number of children for whom the MH professional facilitated a referral for mental health services	13

Mental health referrals

	<i># of children at end of enrollment year</i>
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	8
a. Of these, the number who received mental health services since last year's PIR was reported	8

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	<i># of children</i>
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	24
a. Of these, the number who were determined eligible to receive early intervention services:	<i># of children</i>
1. Prior to enrollment into the program for this enrollment year	14
2. During this enrollment year	10
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	<i># of children</i>
C.28 Number of all newly enrolled children since last year's PIR was reported	68
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	68
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	17
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum Developmental Continuum for Infants, Toddlers and Twos	No
Creative Curriculum Assessment Tool	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum for Infants, Toddlers, and Twos	No

b. For family child care services:

c. For home-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum for Infants, Toddlers, and Twos	No
Other (Please Specify) - Partners in Parenting Education (PIPE)	No
Other (Please Specify) - Hawaii Early Learning Profile (HELP)	No

d. For pregnant women services:	
<i>Name/title</i>	<i>Locally designed</i>
Partners For A Healthy Baby (Florida State University)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of families at enrollment</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	⁽¹⁾ <i>Name/title</i>	⁽²⁾ <i>Locally designed</i>
a. Center-based settings	Infant Toddler Early Childhood Environment Scale	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	<i># of families at enrollment</i>
C.35 Total number of families:	133
a. Of these, the number of two-parent families	89
b. Of these, the number of single-parent families	44

Employment

C.36 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	12
b. One parent/guardian is employed	68
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	9

C.37 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	23
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	21

	# of families at enrollment
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	4

Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	4
C.40 Total number of families receiving Supplemental Security Income (SSI)	7
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	92
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	57

Job training/school

C.43 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	3
b. One parent/guardian is in job training or school	16
c. Neither parent/guardian is in job training or school	70

C.44 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	10
b. The parent/guardian is not in job training or school	34

Parent/guardian education

C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	# of families at enrollment
a. An advanced degree or baccalaureate degree	21
b. An associate degree, vocational school, or some college	41
c. A high school graduate or GED	42
d. Less than high school graduate	29

Family services

C.46 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	77
b. Housing assistance such as subsidies, utilities, repairs, etc.	54
c. Mental health services	127
d. English as a Second Language (ESL) training	31
e. Adult education such as GED programs and college selection	90
f. Job training	39
g. Substance abuse prevention	121
h. Substance abuse treatment	6
i. Child abuse and neglect services	129
j. Domestic violence services	119
k. Child support assistance	18
l. Health education	133
m. Assistance to families of incarcerated individuals	8
n. Parenting education	130
o. Relationship/marriage education	121
C.47 Of these, the number that received at least one of the services listed above	133

Father involvement

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	Yes
	# of children at end of enrollment
a. Number of enrolled children whose fathers / father figures participated in these activities	137

Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	11
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	13
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	11

Foster care and child welfare

	# of children
C.52 Total number of enrolled children who were in foster care at any point during the program year	6
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

Collaboration Agreements

Local education agency (LEA)

	# of LEAs
C.54 Number of LEAs in the service area	12
C.55 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	12
b. To coordinate transition services	12

Public school pre-kindergarten programs

C.56 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No
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Part C agencies

	# of Part C Agencies
C.57 Number of Part C agencies in the program's service area	2
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	2

Child welfare agencies

C.58 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	2

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	14082020922
Last Update Date	08/20/2014



2013-2014 HEAD START PROGRAM INFORMATION REPORT

08CH1056-200 BEAR RIVER HEAD START

PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

Warnings

Question: B.1.b-2 Of the total staff, the number who left since the last PIR was filed - Contracted Staff

Warning: High contracted staff turnover: The number of contracted staff who left your program is larger than 1/2 of the total contracted staff. Please explain in the comments if this is correct.

Comment: Three contracted mental health staff through Utah State University are grad students contracted for the USU academic year and we contract with different individuals each year

General Comments

B.1(2) Contracted Staff: Three contracted mental health staff through Utah State University. Bear River Early Head Start's Fiscal Officer is a local CPA who provides contract services.

B.1(b)(2) Two staff members left and were not replaced as per approved Sequester plan.

MANAGEMENT STAFF

Management Staff - Salaries

General Comments

B.3.a,b Bear River Head Start's Executive Director also acts as the Early Head Start Director

B.3.f The Disabilities Service Manager coordinates Part C services with local providers, Up to 3 and Idaho Infant and Toddlers

B.3.g Bear River Early Head Start's Fiscal Officer is a local CPA who provides contract services

Coordination of services

General Comments

B.4 The Bear River Early Head Start Home Based Coordinator serves as Disability Service Manager and coordinates Part C services with the local providers, Up to 3 and Idaho Infants and Toddlers.

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom and Assistant Teachers

General Comments

- B.8 All Teachers with Degrees also have their Infant, Toddler CDA in addition to their degree which exceeds requirements.
- B.8.3.d Bear River Early Head Start has two teachers with Infant / Toddler CDAs. One staff member with a CDA is bilingual teachers that work with Spanish speaking children and families. One staff member with a CDA is a long time Early Head Start employee with extensive experience working with EHS children she also has a bachelors degree in health. These staff members meet the mininum educational requirements for EHS teachers.

Child Development Staff Qualifications - Home-based and FCC

General Comments

- B.9.c.6 Bear River Early Head Start has two home visitors with an associates degree. These home visitors reside in and serve families in rural Idaho. Although we normally hire EHS home visitors with bachelors degrees, it can be more difficult to find applicants with bachelors degrees in rural areas we serve. These home visitors meet the minimum educational requirements for home visitors.
- B.9.d.3 Bear River Early Head Start has one home visitor with a CDA. This staff member is bilingual and works with Spanish speaking children and families. Although we normally hire EHS home visitors with bachelors degrees, it can be more difficult to find applicants with bachelors degrees that speak Spanish. This home visitors meets the minimum educational requirements for home visitors.

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Home-Based visitor turnover

General Comments

- B.23 Two vacancies were filled with internal transfers

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family and Community Partnerships Staff - Qualifications

General Comments

- B.25.c(1) One Family and Community Partnership staff has an associates degree. This staff position does not require a degree at this time. This staff member meets performance standard educational requirements . This staff member is a past Head Start parent and is family development certified. Bear River Early Head Start will support staff in furthering education.
- B.25.d(1) One Family and Community Partnership staff has an high school diploma. This staff position does not require a degree at this time. This staff member meets performance standard educational requirements . This staff member is a past Head Start parent and is family development certified. Bear River Early Head Start will support staff in furthering education.

CHILD & FAMILY SERVICES

HEALTH SERVICES

Health Insurance - Children

General Comments

- C.1 As part of the enrollment process all applicants are highly encouraged to apply for appropriate insurance coverage. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.2(2) Three children without health insurance at the end of the program year did not qualify for Medicaid. BREHS made sure that the medical needs of the families were met through donated services from Community Partners. We continue to educate families on the importance of insurance.

Health Insurance - Pregnant Women

General Comments

- C.3 As part of the enrollment process all applicants are highly encouraged to apply for appropriate insurance coverage. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

Medical

Medical Home - Children

General Comments

- C.5 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

Medical Services - Children

General Comments

- C.8 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

Immunization Services - Children

General Comments

- C.11 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.12(2) Two children have been determined to be up to date on immunizations per their physicians recommendations because their immunization series was started late prior to enrollment.
- C.13 Bear River Early Head Start has received a Health Department personal exemption for one child in accordance with State law and 1304.20.

Dental

Dental Home - Children

General Comments

C.17 As part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.

C.17(2) 13 children are under one year of age.

MENTAL HEALTH SERVICES

Mental Health Professional

General Comments

C.22 Bear River Head Start contracts with Utah State University for interns as part of our mental health staff. Therefore there are more than one mental health professional that provide on-site services.

Mental Health Services

General Comments

C.23.b.1 10 families did not receive three or more mental health visits. 3 of those families resolved their issues in less than 3 visits. 7 families were referred to counselors, 4 of the 7 went to the initial intake but declined further sessions. The counselors made many attempts to contact the parents. Advocates talked to the other parents and they declined counseling. Advocates continued to educate parents about the benefits of counseling and let parents know they could still receive counseling if needed.

DISABILITIES SERVICES

Infant and toddler Part C early intervention services

General Comments

C.26.a.1 Of the 14 children determined eligible to receive services prior to this enrollment year 11 children had IFSPs from a previous PIR year and were continuing in EHS and three children that were newly enrolled this PIR year came into the program with an IFSP in place.

EDUCATION

Screening, Assessment, and Curriculum

General Comments

C.29 Of the 17 children identified as needing follow-up, seven children did not qualify for services.

FAMILY AND COMMUNITY PARTNERSHIPS

Number of Families

General Comments

C.35 The total number of families (133) is different than the total number of individuals (142) because pregnant women were served then their child was served upon birth and some families had multiple children enrolled in center based.

Collaboration Agreements

Public school pre-kindergarten programs

General Comments

C.56 There are no pre-K programs in the BREHS service area, but BREHS has collaborations with all school districts served.