

# 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: Cache English, Cache Spanish, 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, Secretary, Health Advisory 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 and 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

## Love & Logic Schedule 2016

Jan. 15 6:00 pm	Box Elder Aldersgate Church Brigham	Bear Lake Garden City Office	Cache English PHS Center	Cache Spanish PHS Center	Malad Malad Senior Center	Preston Larson- Sant Library	Soda Spring Creek Manor
Jan. 22 6:00 pm	Box Elder Aldersgate Church Brigham	Bear Lake Garden City Office	Cache English PHS Center	Cache Spanish PHS Center	Malad Malad Senior Center	Preston Larson- Sant Library	Soda Spring Creek Manor
Jan. 29 6:00 pm	Box Elder Aldersgate Church Brigham	Bear Lake Garden City Office	Cache English PHS Center	Cache Spanish PHS Center	Malad Malad Senior Center	Preston Larson- Sant Library	Soda Spring Creek Manor
Feb. 5 6:00 pm	Box Elder Aldersgate Church Brigham	Bear Lake Garden City Office	Cache English PHS Center	Cache Spanish PHS Center	Malad Malad Senior Center	Preston Larson- Sant Library	Soda Spring Creek Manor
Feb. 12 6:00 pm	Box Elder Aldersgate Church Brigham	Bear Lake Garden City Office	Cache English PHS Center	Cache Spanish PHS Center	Malad Malad Senior Center	Preston Larson- Sant Library	Soda Spring Creek Manor

No children, Parents only! A light dinner will be provided and mileage/ childcare reimbursement is provided.



2014-2015 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	<a href="http://www.brheadstart.org">http://www.brheadstart.org</a>
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	<i>Date</i>
a. Start Date	08/25/2014
b. End Date	05/21/2015

**FUNDED ENROLLMENT**

**Funded enrollment by funding source**

A.2 Funded Head Start Enrollment	<i># of children/ pregnant women</i>
a. Head Start Funded Enrollment, as identified on NOA	403
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:	<i># of children</i>
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	0
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	<b># of children</b>
a. Full-day enrollment	0
b. Part-day enrollment	327
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 these, the number available for the full-calendar-year	50
A.8 Locally designed option	0

### Funded enrollment at child care partner

	<b># of children</b>
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	50

## CLASSES

### Classes

	<b># of classes</b>
A.12 Total number of classes operated	19
a. Of these, the number of double session classes	0

## CUMULATIVE ENROLLMENT

### Children by age

A.13 Children by age:	<b># of children at enrollment</b>
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	168
e. 4 years old	304
f. 5 years and older	0

### Total cumulative enrollment

	<b># of children / pregnant women</b>
A.15 Total cumulative enrollment	472

### Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	<b># of children</b>
a. Income below 100% of federal poverty line	371
b. Receipt of public assistance such as TANF, SSI	25
c. Status as a foster child - # children only	19
d. Status as homeless	19
e. Over income	38



	# 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.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

### Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	43
b. Three or more years	36

### Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	86
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	32
A.19.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	245

### Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

### Ethnicity

A.25 Ethnicity:	# of children
a. Hispanic or Latino origin	132
b. Non-Hispanic or Non-Latino origin	340

### Race

A.26 Race:	# of children
a. American Indian or Alaska Native	4
b. Asian	13
c. Black or African American	3
d. Native Hawaiian or other Pacific Islander	2
e. White	290
f. Biracial/Multi-racial	52
g. Other	108
1. Explain: A.26g Hispanic	
h. Unspecified	0

### Primary language of family at home

A.27 Primary language of family at home:	# of children
a. English	373
b. Spanish	82
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	8
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	2
i. European & Slavic Languages	0
j. African Languages	2
k. Other	1
1. Explain: A.27k - American Sign Language	
l. Unspecified	0

## TRANSPORTATION

### Transportation services

A.28 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.29 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.30 Are any of the buses used by the program leased by the program itself?	No

## RECORD KEEPING

### Management Information Systems

A.31 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	106	26
a. Of these, the number who are current or former Head Start or Early Head Start parents	40	4
b. Of these, the number who left since last year's PIR was reported	16	4
1. Of these, the number who were replaced	15	1

### 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	818
a. Of these, the number who are current or former Head Start or Early Head Start parents	791

### 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	19	19
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	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:		
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	8	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	5	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	2	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	15
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	15
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	1



	(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	0
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	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	19
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: <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- 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</li> </ul>	19

### 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	22	8

	(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	1
4. Human services (include related areas such as child and family services or social services)	0	1	0	6
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	1	0
7. Other	1	0	2	1
Home-Based Visitors:				Special Education
Home-Based Visitor Supervisors:				
Family Child Care Providers:			Elementary Education, Accounting	
Family Child Care Specialists:			Lifestyle Management	



	(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	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 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)	4	0	14	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	5	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	5	0

## NON-SUPERVISORY CHILD DEVELOPMENT STAFF

### Child development staff - ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	10
b. Non-Hispanic or Non-Latino origin	55

### Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	1
c. Black or African American	0
d. Native Hawaiian or other Pacific Islander	0
e. White	54
f. Biracial/Multi-racial	1
g. Other	9
1. Explain: B.13.g Other - 7 Mexico, 1 Costa Rica, 1 El Salvadore	
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	15
a. Of these, the number who are proficient in more than one language other than English	1
B.15 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	13
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	1
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	1
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.	7
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	1
c. Other	6
1. Comments: B.17.c 3 moved out of area, 3 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	3
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	3
1. Comments: B.20 Three staff transferred out of homebased to other program options and three staff transferred into these positions.	
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	12	5
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
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	0	0
b. A related baccalaureate degree	9	5
c. A related associate degree	1	0
d. GED or high school diploma	2	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	0	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	<b># of ECD managers/ coordinators</b>
B.28 Total number of education & child development managers/coordinators	5
	<b># of ECD managers/ coordinators</b>
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	2
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	3
	<b># of ECD managers/ coordinators</b>
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
	<b># of ECD managers/ coordinators</b>
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
	<b># of ECD managers/ coordinators</b>
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	434	462
a. Number enrolled in Medicaid and/or CHIP	365	386
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	38	10

### 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	432	472
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	123	471
		# 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		58
1. Of these, the number who have received or are receiving medical treatment		58
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	6
b. Asthma	36
c. Hearing Difficulties	11
d. Vision Problems	34
e. High Lead Levels	0
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)	20
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	304
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	72
d. Obese (BMI at or above 95th percentile for child's age and sex)	76

### 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	436	460
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	13	4
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	6	8

### 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	424	472



## 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	472
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	472
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	128
1. Of these, the number of children who have received or are receiving treatment	126
b. Specify the primary reason that children who needed dental treatment did not receive it:	Other (Please specify)

## 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	49
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	20
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	20
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	20
c. Number of children for whom the MH professional provided an individual mental health assessment	20
d. Number of children for whom the MH professional facilitated a referral for mental health services	24

### 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	24
a. Of these, the number who received mental health services since last year's PIR was reported	12

## 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	65
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	52
2. During this enrollment year	13
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	31	31
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	1	1
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	21	21
l. Multiple disabilities (excluding deaf-blind)	7	7
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	240
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	240
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	41
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 Assessment Tool	No
HELP (Hawaii Early Learning Profile)	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>
Creative Curriculum for Family Child Care	No
c. For home-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	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:		
	<sup>(1)</sup> <i>Name/title</i>	<sup>(2)</sup> <i>Locally designed</i>
a. Center-based settings	CLASS	No
b. Home-based settings	Home Visiting Rating Scale	No
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:	439
a. Of these, the number of two-parent families	277
b. Of these, the number of single-parent families	162

## 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	48
b. One parent/guardian is employed	195
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	34

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	90
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	72

	# 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	3

## 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	11
C.40 Total number of families receiving Supplemental Security Income (SSI)	16
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	251
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	154

## 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	4
b. One parent/guardian is in job training or school	60
c. Neither parent/guardian is in job training or school	213

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	25
b. The parent/guardian is not in job training or school	137

## 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	64
b. An associate degree, vocational school, or some college	162
c. A high school graduate or GED	134
d. Less than high school graduate	79



## 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	138
b. Housing assistance such as subsidies, utilities, repairs, etc.	82
c. Mental health services	439
d. English as a Second Language (ESL) training	57
e. Adult education such as GED programs and college selection	216
f. Job training	128
g. Substance abuse prevention	401
h. Substance abuse treatment	122
i. Child abuse and neglect services	413
j. Domestic violence services	361
k. Child support assistance	19
l. Health education	439
m. Assistance to families of incarcerated individuals	14
n. Parenting education	439
o. Relationship/marriage education	369
C.47 Of these, the number that received at least one of the services listed above	439

## 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	472

## Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	20
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	21
	# 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	9
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	5

## Collaboration Agreements and Community Engagement

### Child care partners

	# of formal agreements
C.54 Total number of formal agreements with Child Care Partners during program year	22
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	3

### Local education agency (LEA)

	# of LEAs
C.55 Number of LEAs in the service area	12
	# of formal agreements
C.56 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	12
b. To coordinate transition services	12

### Public school pre-kindergarten programs

C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

### Part C agencies

	# of Part C Agencies
C.58 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.59 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	Started
Last Update Date	08/20/2015





# 2014-2015 HEAD START PROGRAM INFORMATION REPORT

08CH1056-000 BEAR RIVER HEAD START

## PROGRAM INFORMATION

### FUNDED ENROLLMENT

#### ***General Comments***

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

### CUMULATIVE ENROLLMENT

#### Child Care Subsidy

#### ***General Comments***

A.24 Family Child Care Providers received subsidies for children attending their child cares. BRHS did not receive any subsidy payments.

### TRANSPORTATION

#### Transportation Services

#### ***General Comments***

A.28 Bear River Head Start does not transport children. Transportation is provided through local school districts because of disability services.

#### Buses

#### ***General Comments***

A.29 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: 22 contracted family child care providers, 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***

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

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- B.9 (3) All 22 Family Child Care Providers are state licensed and meet educational requirements. They are required to obtain CDA within 18 months of contract. One Family Child Care Provider also has a bachelors degree in Early Childhood Education. One has a bachelors degree in Elementary Education and one has a bachelor degree in Accounting. Five Family Child Care Providers are in the process of acquiring their CDA and will have it within the performance standard required time. Family Child Care Providers are contractors with Bear River Head Start

## **NON-SUPERVISORY CHILD DEVELOPMENT STAFF**

### Child Development Staff - Average Salary

### ***Errors***

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**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(22),but have not reported an average salary in B.11.d-1.

**Comment:** B.11.d Family Childcare Providers are contracted with Bear River Head Start and receive a monthly stipend for Head Start Children Served.

### ***General Comments***

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- B.11.d Family Childcare 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***

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- B.25.d Two staff members have a high school diploma. This staff position does not require a degree at this time. These staff members meet the Performance Standard educational requirements and they are past Head Start and are Family Development .

- B.25.c One staff member has an associates degree. This staff position does not require a degree at this time and meets the Performance Standard educational requirements. This staff member is a past Head Start parent and is Family Development Certified.

## **CHILD & FAMILY SERVICES**



## HEALTH SERVICES

### Health Insurance - Children

#### ***General Comments***

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- C.1 Numbers at enrollment numbers appear high because 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) Ten children without health insurance at end of enrollment year: Six did not qualify for medicaid, three are in the process of applying for insurance, one lost medicaid and is in process of re-applying. 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***

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- C.5. Numbers at enrollment numbers appear high 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***

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- C.8.(2) One child not up to date on health care because family has moved and unable to contact them
- C.8 (1). Numbers at enrollment numbers appear high 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***

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- C.11 Numbers at enrollment numbers appear high 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) Four children are behind for their ages but 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(2) Bear River Head Start has received a Health Department personal exemption for eight children in accordance with state law and 1304.20

### Dental

### Dental Home - Children

### ***General Comments***

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- C. 17 Numbers at enrollment numbers appear high 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.

## **Preschool dental services**

### ***General Comments***

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- c.19.b two children did not receive treatment - one is waiting on flex spending plan availability, one moved and we are unable to contact parents.

## **MENTAL HEALTH SERVICES**

### **Mental Health Professional**

#### ***General Comments***

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- 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 Referrals**

#### ***General Comments***

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- C.24.a 24 families referred for mental health services outside of Head Start. 12 families received services. 12 families declined services. Advocates continued to monitor families and educate them on resources available and let them know counseling services were available if needed.

## **FAMILY AND COMMUNITY PARTNERSHIPS**

### **Number of Families**

#### ***General Comments***

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- C.35 The number of children served (472) is higher than the number of families (439) because 30 families had two children in the program and three families had three children in the program.

### **Homelessness Services**

#### ***General Comments***

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- C.51 One of our children was in foster care most of the year, but in the last month moved back with dad. He is living in a motel but is saving for a deposit and hopes to move in a month or so. The Family Advocate is working with dad at this time setting goals to improve housing and saving money.

## **Collaboration Agreements and Community Engagement**

### **Child Care Partners**

#### ***General Comments***

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- C.54.a One Child Care Partner left because she did not want to complete all the paperwork required for the program. Two left because they were no longer providing care for Head Start children.







# 2014-2015 EARLY HEAD START PROGRAM INFORMATION REPORT

## 08CH1056-200 Bear River Early Head Start

### A. PROGRAM INFORMATION

#### GENERAL INFORMATION

Grant Number	08CH1056
Program Number	200
Program Type	Early Head Start
Program Name	Bear River Early 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	<i>Date</i>
a. Start Date	08/25/2014
b. End Date	08/24/2015

#### FUNDED ENROLLMENT

##### Funded enrollment by funding source

A.2 Funded Early Head Start Enrollment	<i># of children/ pregnant women</i>
a. Early Head Start Funded Enrollment, as identified on NOA	127
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:	<i># of children</i>
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	0



1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	<b># of children</b>
a. Full-day enrollment	32
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	88
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)

	<b># of pregnant women</b>
A.9 Total number of pregnant women positions in funded enrollment	7

### Funded enrollment at child care partner

	<b># of children</b>
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

## CLASSES

### Classes

	<b># of classes</b>
A.12 Total number of classes operated	4
a. Of these, the number of double session classes	0

## CUMULATIVE ENROLLMENT

### Children by age

A.13 Children by age:	<b># of children at enrollment</b>
a. Under 1 year	36
b. 1 year old	53
c. 2 years old	78
d. 3 years old	0

### Pregnant women (EHS programs)

	<b># of pregnant women</b>
A.14 Total enrollment of pregnant women	7

### Total cumulative enrollment

	<b># of children / pregnant women</b>
A.15 Total cumulative enrollment	174

## Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children/ pregnant women
a. Income below 100% of federal poverty line	139
b. Receipt of public assistance such as TANF, SSI	6
c. Status as a foster child - # children only	5
d. Status as homeless	14
e. Over income	10
	# 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.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

## Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	22
b. Three or more years	1

## Transition and Turnover

	# of children
A.20 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	46
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	13
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	33
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	26
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	5
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	2
	# of pregnant women/children
A.21 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	1
A.22 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.24. The number of enrolled children for whom the program received a child care subsidy	0



## Ethnicity

A.25 Ethnicity:	# of children pregnant women
a. Hispanic or Latino origin	86
b. Non-Hispanic or Non-Latino origin	88

## Race

A.26 Race:	# of children pregnant women
a. American Indian or Alaska Native	1
b. Asian	2
c. Black or African American	1
d. Native Hawaiian or other Pacific Islander	0
e. White	74
f. Biracial/Multi-racial	22
g. Other	74
1. Explain: hispanic	
h. Unspecified	0

## Primary language of family at home

A.27 Primary language of family at home:	# of children pregnant women
a. English	112
b. Spanish	56
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	5
f. East Asian Languages	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

## TRANSPORTATION

### Transportation services

A.28 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.29 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.30 Are any of the buses used by the program leased by the program itself?	No
---	----

## RECORD KEEPING

### Management Information Systems

A.31 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	55	4
a. Of these, the number who are current or former Head Start or Early Head Start parents	11	0
b. Of these, the number who left since last year's PIR was reported	8	1
1. Of these, the number who were replaced	7	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	258
a. Of these, the number who are current or former Head Start or Early Head Start parents	250

### 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	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	1	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	1	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	0	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	0
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	10	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)	5	1	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	1	0	0	0
Home-Based Visitors:				Special 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)	2	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	4
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	16
f. Biracial/Multi-racial	1
g. Other	4
1. Explain: Hispanic	
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	6
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	5
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: 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	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	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	5	2
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
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	0	0
b. A related baccalaureate degree	5	2
c. A related associate degree	0	0
d. GED or high school diploma	0	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	0	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	<b># of ECD managers/ coordinators</b>
B.28 Total number of education & child development managers/coordinators	3
	<b># of ECD managers/ coordinators</b>
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	3
	<b># of ECD managers/ coordinators</b>
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
	<b># of ECD managers/ coordinators</b>
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
	<b># of ECD managers/ coordinators</b>
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	150	166
a. Number enrolled in Medicaid and/or CHIP	130	146
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)	18	18
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	2	2
1. Specify	Tri-care / Tri-west	
C.2. Number of children with no health insurance	17	1

#### 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	2	7
a. Number enrolled in Medicaid	1	6
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	1	1
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	5	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	161	167
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	150	167
		# 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		5
1. Of these, the number who have received or are receiving medical treatment		5
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	1
b. Asthma	2
c. Hearing Difficulties	7
d. Vision Problems	4
e. High Lead Levels	0
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	134	164
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	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	3	3



## 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	7
b. Postpartum health care	5
c. Mental health interventions and follow up	0
d. Substance abuse prevention	7
e. Substance abuse treatment	0
f. Prenatal education on fetal development	7
g. Information on the benefits of breastfeeding	7

## 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)	0
b. 2nd trimester (3-6 months)	2
c. 3rd trimester (6-9 months)	5
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	3

## 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	90	155

## 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	167

## 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	6

## 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	30
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	15
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	15
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	15
c. Number of children for whom the MH professional provided an individual mental health assessment	15
d. Number of children for whom the MH professional facilitated a referral for mental health services	17

## 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	17
a. Of these, the number who received mental health services since last year's PIR was reported	5

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

	# of children
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)	31
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	23
2. During this enrollment year	8
b. Of these, the number who have not received early intervention services under IDEA	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	99
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	99
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	15
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 Assessment Tool	No
Creative Curriculum Developmental Continuum for Infants, Toddlers and Twos	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 (Infant & Toddler)	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) - HELP at Home	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:		
	<sup>(1)</sup> <i>Name/title</i>	<sup>(2)</sup> <i>Locally designed</i>
a. Center-based settings	Infant Toddler Environment rating scale	No
b. Home-based settings	HOVRS Home Visiting Rating Scales	No
c. Family child care settings		No

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	<i># of families at enrollment</i>
C.35 Total number of families:	158
a. Of these, the number of two-parent families	102
b. Of these, the number of single-parent families	56

## 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	80
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	10

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	29
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	27

	# 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	5
C.40 Total number of families receiving Supplemental Security Income (SSI)	3
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	137
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	45

## 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	2
b. One parent/guardian is in job training or school	23
c. Neither parent/guardian is in job training or school	77

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	7
b. The parent/guardian is not in job training or school	49

## 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	19
b. An associate degree, vocational school, or some college	57
c. A high school graduate or GED	43
d. Less than high school graduate	39



## 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	112
b. Housing assistance such as subsidies, utilities, repairs, etc.	38
c. Mental health services	158
d. English as a Second Language (ESL) training	39
e. Adult education such as GED programs and college selection	86
f. Job training	158
g. Substance abuse prevention	158
h. Substance abuse treatment	19
i. Child abuse and neglect services	158
j. Domestic violence services	158
k. Child support assistance	13
l. Health education	158
m. Assistance to families of incarcerated individuals	10
n. Parenting education	158
o. Relationship/marriage education	83
C.47 Of these, the number that received at least one of the services listed above	158

## 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	167

## Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	5
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	8
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	5

## 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	4
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	2

## Collaboration Agreements and Community Engagement

### Child care partners

	# of formal agreements
C.54 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

### Local education agency (LEA)

	# of LEAs
C.55 Number of LEAs in the service area	12
	# of formal agreements
C.56 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	12
b. To coordinate transition services	12

### Public school pre-kindergarten programs

C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

### Part C agencies

	# of Part C Agencies
C.58 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.59 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	Started
Last Update Date	08/20/2015





# 2014-2015 EARLY HEAD START PROGRAM INFORMATION REPORT

## 08CH1056-200 Bear River Early Head Start

### PROGRAM INFORMATION

#### CUMULATIVE ENROLLMENT

##### Type of Eligibility

###### ***General Comments***

A16.e-Qualified by need factor

##### Transition and Turnover

###### ***General Comments***

A22.a Of the seven pregnant women served, one pregnant mom still enrolled, baby not born as of end of program year. One pregnant women dropped program prior to giving birth.

### PROGRAM STAFF & QUALIFICATIONS

#### TOTAL STAFF

##### Staff by Type

###### ***General Comments***

B.1(2) Contracted Staff: 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.1 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 Infants and Toddlers.  
B.3.g Bear River Head Start's Fiscal Officer is a local CPA who provides contract services

##### Coordination of services

###### ***General Comments***

B.4 The Home Based Specialist served as Disabilities Service Manager and coordinated Part C services with 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***

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- B.8 All teachers with degrees also have their infant / toddler CDA in addition to their degree which exceeds their requirement.
- B.8.d(1) Bear River Early Head Start has two teachers with infant / toddler CDAs. Both staff member with a CDA are bilingual teachers who works with Spanish speaking children and families. These staff members meet the minimum educational requirements for EHS teachers.

## CHILD & FAMILY SERVICES

### HEALTH SERVICES

#### Health Insurance - Children

##### ***General Comments***

---

- C.1 The numbers at enrollment appear high because 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) One child without health insurance at end of enrollment year: Parent choosing not to enroll in any health insurance plan for personal reasons.

#### Health Insurance - Pregnant Women

##### ***General Comments***

---

- C.3 The numbers at enrollment appear high because 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. The numbers at enrollment appear high because 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 The numbers at enrollment appear high because as part of the enrollment process all applicants are highly encouraged to get medical and dental homes and get current on all 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**

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- C.11 The numbers at enrollment appear high because as part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on all services and immunizations. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.13(2) Bear River Head Start has received a Health Department personal exemption for three children in accordance with state law and 1304.20

## **Pregnant Women - Services**

### **General Comments**

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- C.14.b Two pregnant women did not receive postpartum health care: One dropped program prior to delivery and one had not delivered as of end of program year.

## **Dental**

### **Dental Home - Children**

#### **General Comments**

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- C.17 The numbers at enrollment appear high because as part of the enrollment process all applicants are highly encouraged to find medical and dental homes and get current on all services. Enrollment is not dependent upon this but is an effort to promote healthy practices in the communities we serve.
- C.17(2) 12 children are under one year of age.

### **Pregnant woman dental services**

#### **General Comments**

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- C.21 One pregnant woman is newly enrolled in program and is within first 90 days of service.

## **MENTAL HEALTH SERVICES**

### **Mental Health Professional**

#### **General Comments**

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

## **EDUCATION**

### **Screening, Assessment, and Curriculum**

#### **General Comments**

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- C.29.a Of the 15 children needing follow-up assessment 7 did not qualify for services.

## **FAMILY AND COMMUNITY PARTNERSHIPS**

## Number of Families

### ***General Comments***

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C.35 The number of individuals served is higher than the families because seven families had two children enrolled, one family had three children enrolled during the year and five families both the pregnant woman and the child were served.