



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

Report to the Community 2017



Mission Statement:

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

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



Head Start / Early Head Start Program Overview

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

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

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

Changes to program options are presented to the Board of Trustees and Policy Council for prior approval, as well as to the Regional Office to ensure full compliance with all funding regulations. The following narrative documents options that are available for program services, and the populations that they serve. These numbers include 13 children funded through Idaho TANF dollars, and 8 Title I children in Utah funded through non- Head Start funding.

EARLY HEAD START HOME BASED OPTION

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

Early Head Start Home Based Option Configuration:

- Enrollment: 103
- Age: Birth through age 3 and pregnant women
- Home Visits: Weekly visits lasting 90 minutes (minimum)
- Socializations: 2 per month (minimum) 22 per year
- Length of Services: 12 months, 50 visits per year (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

HEAD START HOME BASED OPTION

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

Head Start Home Based Option Configuration:

- Enrollment: 53
- Age: 3 through age 5
- Home Visits: Weekly, lasting 90 minutes per visit (minimum)
- Socializations: 2 per month, 16 per year (minimum)
- Length of Services: 9 months, 36 visits or 32 visits (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

EARLY HEAD START CENTER BASED OPTION

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

Early Head Start Center Based Option Configuration:

- Enrollment: 80 (48 Regular Class Session/32 Extended Duration)
- Age: Birth through age 3 and pregnant women
- Regular Class Sessions: 6 hours per day, 4 days per week, 188 days per year (minimum)
- Extended Duration: 6 hours per day, 5 days per week (1380 hours annually)
- Home Visits: 2 per child per year
- Length of Services: 12 month program, 188 days per year (minimum)
- Counties Available: Utah: Cache

HEAD START CENTER BASED OPTION

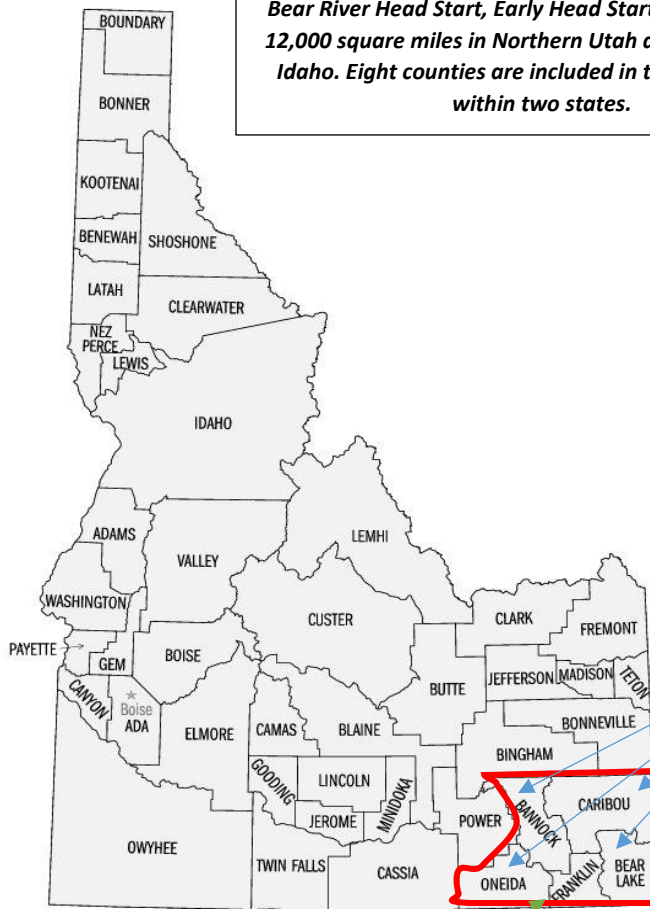
This option is available for Head Start children allowing participation in a classroom educational setting, this option is most commonly available in our more populated service areas, with greater enrollment demand and greater waiting lists. The option meets the indicator on our Community Assessment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

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

- Enrollment: 314 Head Start funded, 13 TANF funded in Idaho, 8 Title 1 funded in Utah (Total: 335)
- Age: 3 through age 5
- Regular Class Sessions: 4 hours per session, 4 sessions per week
- Extended Duration: 6 hours per day, 5 days per week (except 1st Friday monthly)(1020 hours annually)
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 9 months, 134 days (minimum)
- Counties Available: Utah: Cache, Box Elder Idaho: Franklin, Bear Lake, Oneida



Bear River Head Start Service Area Maps



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



Preschool Head Start Services:

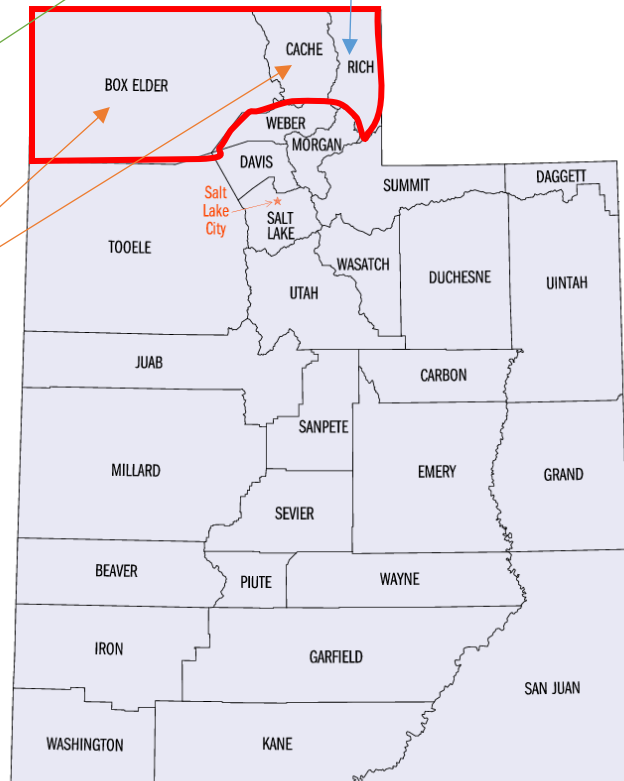
Oneida County, Idaho
Bannock County, Idaho
Caribou County, Idaho
Bear Lake County, Idaho
Rich County, Utah

Preschool Head Start & Early Head Start Services:

Franklin County, Idaho

Preschool Head Start, Early Head Start Services:

Box Elder County, Utah
Cache County, Utah



Bear River Head Start (EHS-EXP)
Budget Overview
August 2017 – July 2018

Ordinary Income/Expense		
Income		
Revenue		\$950,235.00
Total Income		<u>\$950,235.00</u>
Gross Profit		<u>\$950,235.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$3,000.00	
Salaries – Other	<u>\$595,820.00</u>	
Total Salaries		\$598,820.00
Employee Benefits		\$191,622.00
Supplies		
Printing Supplies	\$1,000.00	
Due & Subscriptions	\$1,000.00	
Library Supplies	\$2,000.00	
Curriculum Supplies	\$3,000.00	
Home Visit Supplies	\$2,000.00	
Classroom Supplies	\$17,451.00	
Office Supplies	\$3,200.00	
Postage Supplies	\$200.00	
Recruitment Supplies	\$500.00	
Supplies – Other	<u>\$4,543.00</u>	
Total Supplies		\$34,894.00
Maintenance & Repairs		\$13,700.00
Insurance		
Property Insurance	\$750.00	
Vehicle Insurance	\$1,000.00	
Professional Liability Insurance	\$600.00	
Theft Bond Insurance	\$120.00	
General Liability Insurance	\$700.00	
Accident Insurance	\$350.00	
Directors Liability Insurance	<u>\$500.00</u>	
Total Insurance		\$4,020.00
Professional Services		
Professional Accounting Service	\$4,500.00	
Computer Consultation/Technology	<u>\$1,500.00</u>	
Total Professional Services		\$6,000.00

Doctors/Dentists		
Children Doctors/Dentists	\$1,000.00	
Employee Doctors/Dentists	<u>\$1,000.00</u>	
Total Doctors/Dentists		\$2,000.00
Health Screenings		\$500.00
Health/nutrition Training & Permits		\$1,000.00
Pharmacy		\$1,000.00
Dental Supplies		\$2,000.00
Health Supplies – Other		\$2,000.00
Mental Health Services		\$3,500.00
Food – Group Socialization		\$500.00
Centerbased Nutrition		
CACFP Reimbursement	(\$39,000.00)	
USDA Food	\$25,300.00	
USDA Non-Staple Food	\$250.00	
Nutrition Paper Products & Supplies	\$2,400.00	
USDA Child – Cache	\$8,300.00	
EHS Centers – Adult Meals	<u>\$5,000.00</u>	
Total Centerbased Nutrition		\$2,250.00
Parent Involvement		\$2,000.00
Parent Involvement – Mileage		\$250.00
Parent Involvement – Child Care		\$250.00
Community Relations Expense		\$100.00
Policy Council Expense		\$500.00
Board Expense		\$150.00
Policy Council - Mileage		\$200.00
Policy Council – Child Care		\$200.00
Mileage		\$2,500.00
Gas & Vehicle Maintenance		\$1,200.00
Rent		\$40,600.00
Utilities		\$12,200.00
Telephone		\$4,000.00
Training (T&TA)		<u>\$22,279.00</u>
Total Expense		<u>\$950,235.00</u>
Net Ordinary Income		<u>\$0.00</u>
Net Income		<u>\$0.00</u>



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

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

Bear River Head Start (EHS)
Budget Overview
February 2017 – January 2018

Ordinary Income/Expense		
Income		
Revenue		\$1,855,626.00
Total Income		<u>\$1,855,626.00</u>
Gross Profit		<u>\$1,855,626.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$12,000.00	
Salaries – Other	<u>1,072,799.00</u>	
Total Salaries		\$1,084,799.00
Employee Benefits		\$347,135.00
Supplies		
Printing Supplies	\$5,000.00	
Due & Subscriptions	\$3,600.00	
Library Supplies	\$5,725.00	
Curriculum Supplies	\$6,025.00	
Home Visit Supplies	\$6,000.00	
Classroom Supplies	\$21,210.00	
Office Supplies	\$31,964.00	
Postage Supplies	\$4,250.00	
Recruitment Supplies	\$1,200.00	
Supplies – Other	<u>\$43,674.00</u>	
Total Supplies		\$128,648.00
Maintenance & Repairs		\$17,125.00
Insurance		
Property Insurance	\$1,568.00	
Vehicle Insurance	\$2,723.00	
Professional Liability Insurance	\$1,329.00	
Theft Bond Insurance	\$191.00	
General Liability Insurance	\$1,525.00	
Accident Insurance	\$762.00	
Directors Liability Insurance	<u>\$1,329.00</u>	
Total Insurance		\$9,427.00
Professional Accounting Service		\$9,149.00
Computer Consultation/Technology		\$2,900.00
Doctors/Dentists		
Children Doctors/Dentists	\$5,500.00	
Employee Doctors/Dentists	<u>\$1,000.00</u>	
Total Doctors/Dentists		\$6,500.00

Health Screenings	\$500.00
Health/nutrition Training & Permits	\$1,000.00
Pharmacy	\$1,500.00
Dental Supplies	\$2,000.00
Health Supplies – Other	\$2,300.00
Health – Childcare/Mileage	\$200.00
Health Activities	\$2,200.00
Mental Health Services	\$17,000.00
Food – Group Socialization	\$2,000.00

Centerbased Nutrition

CACFP Reimbursement	(\$32,375.00)	
USDA Food	\$10,038.00	
USDA Non-Staple Food	\$1,000.00	
Nutrition Paper Products & Supplies	\$2,500.00	
USDA Child – Nest	\$10,375.00	
Nest – Adult Meals	<u>\$5,750.00</u>	
Total Centerbased Nutrition		(-\$2,712.00)

Nutrition Training	\$500.00
Parent Involvement	\$5,000.00
Parent Involvement – Mileage	\$1,000.00
Parent Involvement – Child Care	\$1,000.00
Community Relations Expense	\$109.00
Policy Council Expense	\$654.00
Board Expense	\$218.00
Policy Council - Mileage	\$436.00
Policy Council – Child Care	\$305.00
Mileage	\$40,000.00
Gas & Vehicle Maintenance	\$3,500.00

Rent	\$76,810.00
Utilities	\$41,638.00
Telephone	\$9,500.00
Literacy – Child Care/Mileage	\$150.00
Substance Abuse – Child Care/Mileage	\$150.00
Employability – Child Care/Mileage	\$150.00
Training (T&TA)	<u>\$40,835.00</u>

Total Expense	<u>\$1,855,626.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u>\$0.00</u>



Bear River Head Start (PHS)
Profit & Loss Budget Overview
February 2017– January 2018

Ordinary Income/Expense		
Income		
Revenue		\$3,833,600.00
Total Income		\$3,833,600.00
Gross Profit		<u>\$3,833,600.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$26,750.00	
Salaries – Other	<u>\$2,185,197.00</u>	
Total Salaries		\$2,211,947.00
Employee Benefits		\$707,822.00
Subs/Temps		\$6,000.00
Equipment		\$48,500.00
Supplies		
Printing Supplies	\$6,750.00	
Due & Subscriptions	\$9,600.00	
Library Supplies	\$31,500.00	
Curriculum Supplies	\$5,000.00	
Home Visit Supplies	\$2,000.00	
Classroom Supplies	\$77,500.00	
Office Supplies	\$51,217.00	
Postage Supplies	\$5,000.00	
Recruitment Supplies	\$4,700.00	
Supplies – Other	<u>\$53,350.00</u>	
Total Supplies		\$246,717.00
Maintenance & Repairs		\$79,393.00
Insurance		
Property Insurance	\$5,692.00	
Vehicle Insurance	\$9,444.00	
Professional Liability Insurance	\$4,060.00	
Theft Bond Insurance	\$582.00	
General Liability Insurance	\$4,659.00	
Accident Insurance	\$2,329.00	
Directors Liability Insurance	<u>\$7,060.00</u>	
Total Insurance		\$33,826.00
Professional Accounting Service		\$27,952.00
Computer Consultation/Technology		\$7,224.00

Doctors/Dentists		
Children Doctors/Dentists	\$14,200.00	
Employee Doctors/Dentists	<u>\$1,200.00</u>	
Total Doctors/Dentists		\$14,200.00
Health Screenings - Children		\$800.00
Health/nutrition Training & Permits		\$3,750.00
Pharmacy		\$2,700.00
Dental Supplies		\$5,875.00
Health Supplies – Other		\$6,275.00
Health – Childcare/Mileage		\$250.00
Health Activities		\$700.00
Mental Health Services		\$38,000.00
Food – Group Socialization		\$1,500.00
Centerbased Nutrition		
CACFP Reimbursement	(\$203,100.00)	
USDA Food	\$19,525.00	
USDA Non-Staple Food	\$2,000.00	
Nutrition Paper Products & Supplies	\$18,375.00	
USDA Child – Box Elder	\$39,225.00	
USDA Child – Cache	\$35,375.00	
USDA Child – Logan	\$37,000.00	
USDA Child – Malad	\$7,500.00	
USDA Child – Preston	\$8,000.00	
USDA Child – Paris	\$6,500.00	
USDA Child - Soda Springs	\$6,500.00	
School District Adult – Box Elder	\$7,850.00	
School District Adult – Cache	\$6,950.00	
School District Adult – Logan	\$7,200.00	
School District Adult – Soda Springs	\$1,600.00	
School District Adult – Malad	\$1,500.00	
School District Adult – Paris	\$1,600.00	
School District Adult – Preston	\$2,500.00	
Total Centerbased Nutrition		\$6,100.00
Nutrition Training		\$100.00
Parent Involvement		\$19,425.00
Parent Involvement – Mileage		\$2,000.00
Parent Involvement – Child Care		\$2,000.00
Community Relations Expense		\$333.00
Policy Council Expense		\$1997.00
Board Expense		\$666.00
Policy Council - Mileage		\$1331.00
Policy Council – Child Care		\$932.00
Mileage		\$67,800.00
Gas & Vehicle Maintenance		\$11,000.00
Rent		\$274,477.00
Utilities		\$55,268.00
Telephone		\$24,250.00
Literacy – Child Care/Mileage		\$800.00

Substance Abuse – Child Care/Mileage	\$1200.00
Employability – Child Care/Mileage	\$800.00
Other FD Child Care	\$710.00
Other FD Parent Mileage	\$710.00
Training (T&TA)	<u>\$42,345.00</u>

Transfer to TANF	(\$101,072.00)
Transfer to CCSD	(\$20,000.00)

Total Expense	<u>\$3,833,600.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u>\$0.00</u>



Bear River Head Start Parent Involvement

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

Parent Committee Meetings:

All parents of enrolled children are invited to participate in these meetings where we/they share information from both Head Start and the community. PCMs are held across our entire service area which include: Logan PHS, Cache HB, Hyrum, Nest/Koop, Fishpond, Cache EHS, Smithfield, Richmond, Preston, Soda Springs, Paris, EHS Idaho, EHS Box Elder, Brigham 1&2, Fielding and Malad. These groups give parents the opportunity to develop their leadership skills. If elected/volunteered parents may have the chance to serve the committee by holding the following positions: Chair, Secretary, Health Advisory and/or Policy Council Representatives.

Policy Council Meetings:

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

Hiring Process:

Parents are involved in the hiring process by having the opportunity to do screenings of application pools for open positions at BRHS.

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

Parent Workshops and Education Packets:

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

Love & Logic Workshop Schedule 2017

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

Preston Library:

109 S. 1st Street, Preston

11/3/17, 1/4/18, 2/1/18, 3/1/18, 4/12/18

Box Elder Resource Center:

1386 S. Main, Garland

11/2/17, 1/10/18, 02/13/18, 3/16/18, 4/18/18

Soda Springs/Paris, ID:

Ranch Hand, Montpelier

11/2/17, 1/4/18, 2/1/18, 3/1/18, 4/12/18

Cache County:

Logan PHS Center: 852 S. 100 W., Logan

11/2/17, 1/4/18, 2/1/18, 3/1/18, 4/12/18

Malad Hospital:

150 N. 200 W., Malad

11/2/17, 1/4/18, 2/1/18, 3/1/18, 4/12/18



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

Prepared by: Krista Useche & Jan Stevens

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

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

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



Head Start

BEAR RIVER

2016-2017

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

Thank-you for your support



Yearly Report

Immediate Benefits to the Community

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

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

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

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

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

Bear River Head Start Service

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

Education

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

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

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

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

Long Term Effect to the Community

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



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

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

Center-Based

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

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

Home-based

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

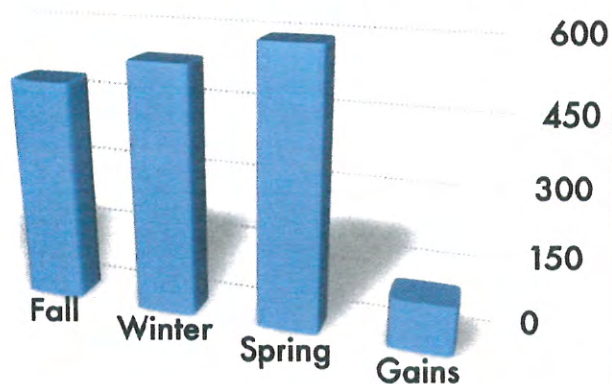
Social Service

Families matter! Bear River Head Start is designed to assist families to improving the conditions and the quality of their family life. Families are assisted by qualified Family Development staff who to help parents became aware of community resources and how to access them. Families also receive support in identifying their own strengths and needs and finding solutions to their individualized goals.



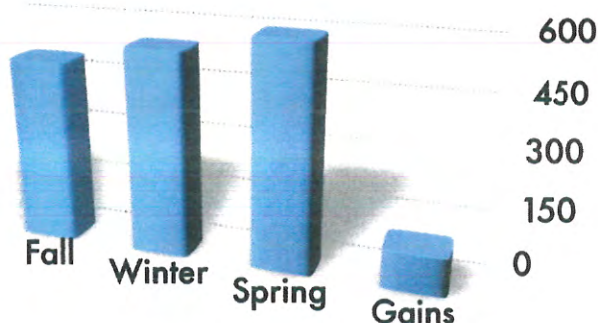
Three Year-Olds

Social-Emotional Development



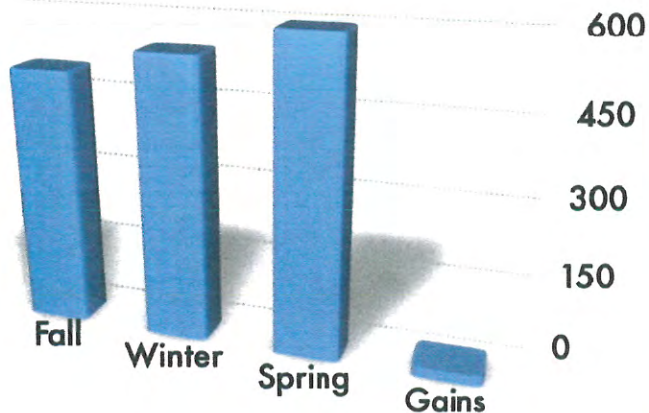
- Objective 1: Regulates own emotions and behavior
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
 - Forms relationship with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes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

Physical Development



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

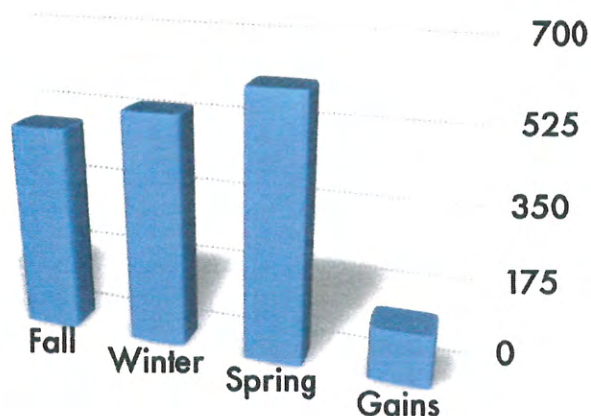
Language Development



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

Three Year Olds

Cognitive Development



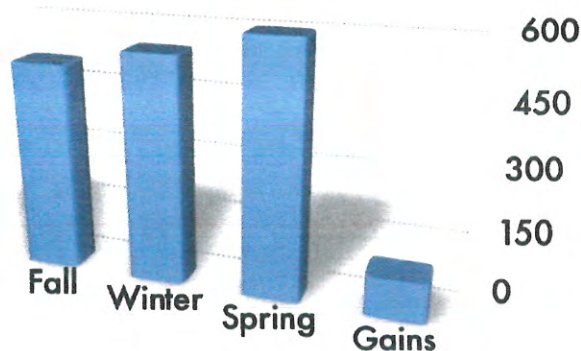
Objective 11: Demonstrates positive approaches to learning
Attends and engages
Persists
Solves problems
Shows curiosity and motivation
Show flexibility and inventiveness and thinking

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

Objective 13: Uses classification skills

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

Literacy



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

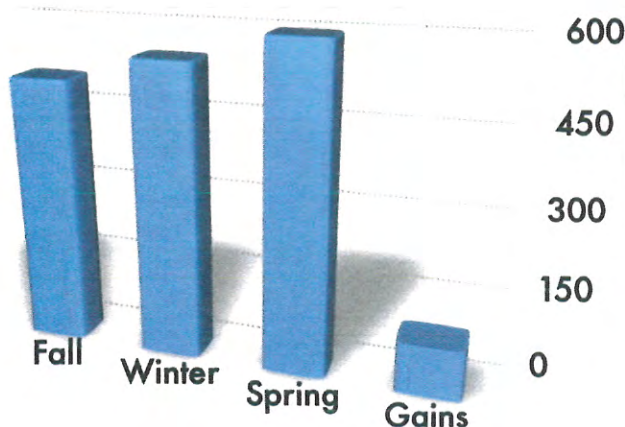
Objective 16: Demonstrates knowledge of the alphabet
Identifies and names letters
Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

Mathematics



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

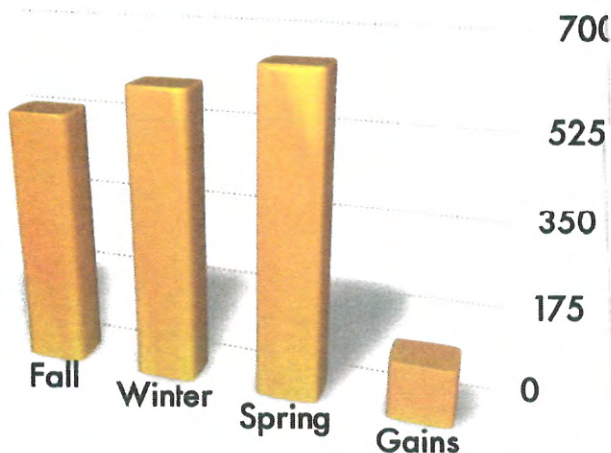
Objective 21: Explores and describes spatial relationships and shapes
Understands spatial relationships
Understands shapes

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

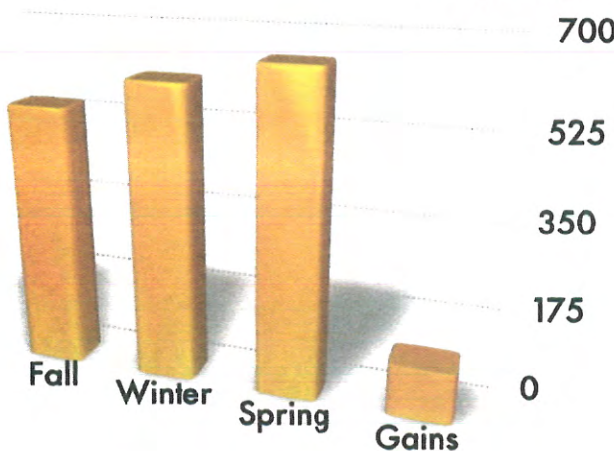
Four Year Olds

Social-Emotional Development



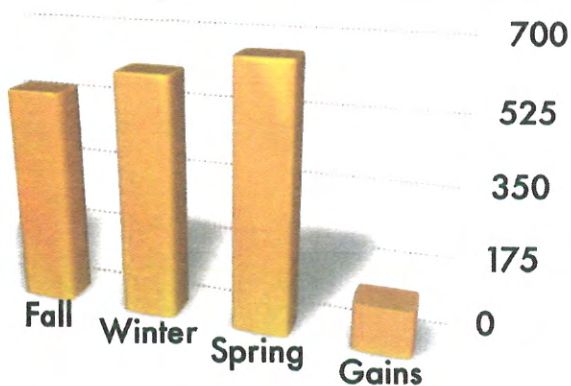
- Objective 1: Regulates own emotions and behavior
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
 - Forms relationship with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes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

Physical Development



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

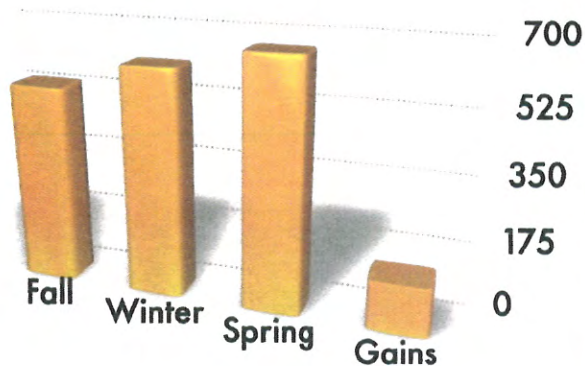
Language Development



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

Four Year Olds

Cognitive Development Development



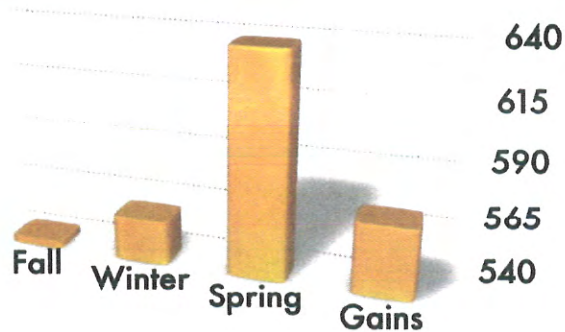
Objective 11: Demonstrates positive approaches to learning
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 Solves problems
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Literacy



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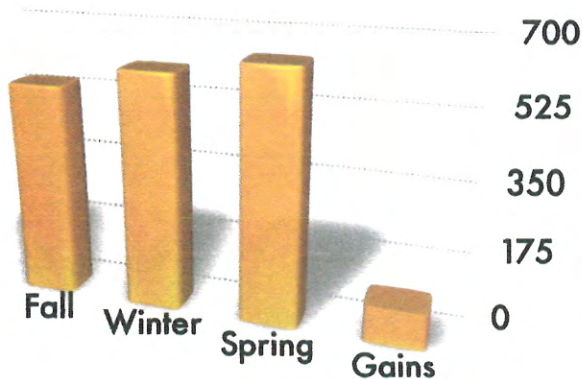
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 Identifies and names letters
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Objective 18: Comprehends and responds to books and other texts

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Mathematics



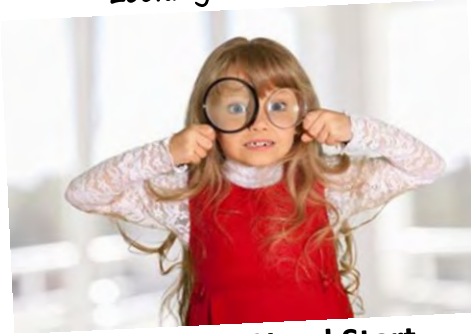
Objective 20: Uses number concepts and operations
 Counts
 Quantifies
 Connects numerals with their quantities

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

Objective 22: Compares and measures

Objective 23: Demonstrates knowledge of patterns

Looking Forward...



Bear River Head Start School Readiness Goals 2017-18

Language & Literacy:

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

Implementation:

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

Outcomes:

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

Measures:

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

Documentation:

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

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

Implementation:

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

Outcomes:

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

Measures:

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

Documentation:

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

Approaches to Learning:

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

Implementation:

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

Outcomes:

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

Measures:

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

Documentation:

- Assessment, outcomes and anecdotal records.

Social and Emotional Development:

(Goal#1) Provide continuous support of child's development of self-awareness, autonomy and self-expression and encouragement of self-control. Teachers will continue to promote children's ability to establish and sustain positive relationships with peers.

Implementation:

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

Outcomes:

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

Measures:

- Monthly observations by Mentor Coach and Child Development Coordinator.

- Mental Health observations as needed in the classrooms.

Documentation:

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

Perceptual, Motor and Physical Development:

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

Implementation:

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

Outcomes:

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

Measures:

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

Documentation:

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

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

Implementation:

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

Outcomes:

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

Measure:

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

Documentation:

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

Cognition:

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

Implementation:

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

Outcomes:

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

Measures:

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

Documentation:

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

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

Implementation:

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

Outcomes:

- Children will be more aware of similarities and differences.

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

Measures:

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

Documentation:

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





Snapshot of Bear River Head Start's PIR
Pre-School Head Start: (8/29/16 – 5/25/17)

Funded Enrollment: 428

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

2 years	20
3 years	196
4 years	278
<u>Total</u>	<u>494</u>

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

Number of children up-to-date at enrollment: 154*

Number of children up-to-date at the end of the enrollment year: 494

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

Number of children at enrollment: 422

Number of children up-to-date at the end of the enrollment year: 492

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

Early Head Start: (8/29/16 – 8/25/17)

Funded Enrollment: 127

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	46
1 year	60
2 years	75
<u>Pregnant Women</u>	<u>7</u>
<u>Total</u>	<u>188</u>

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

Number of children up-to-date at enrollment: 48*

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

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

Number of children up-to-date at the end of the enrollment year: 181

Early Head Start Expansion: (8/1/16 – 7/31/17)

Funded Enrollment: 68

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Pregnant Women	7
Under 1	29
1 year	38
2 years	25
<u>3 years</u>	<u>5</u>
<u>Total</u>	<u>100</u>

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

Number of children up-to-date at enrollment: 24*

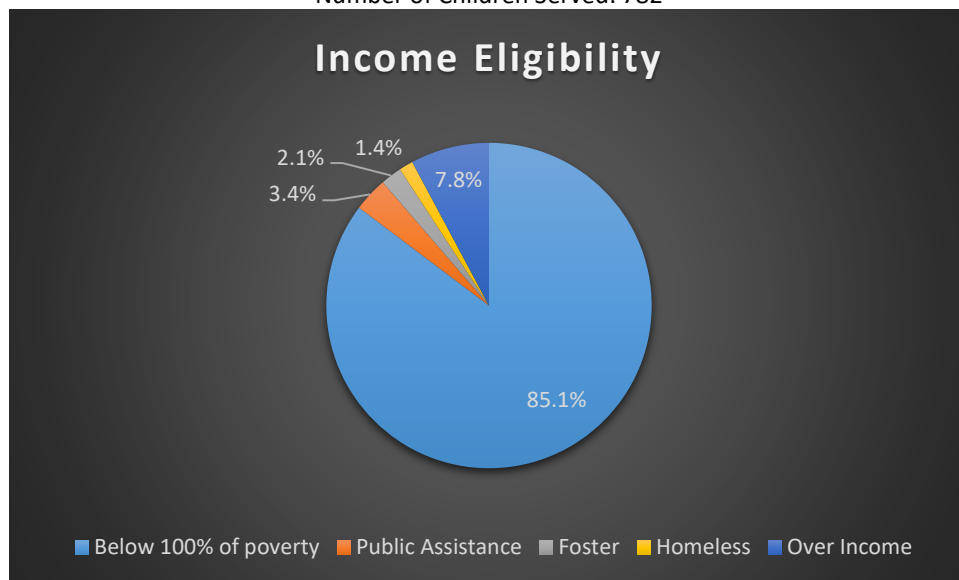
Number of children up-to-date at the end of the enrollment year: 97

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

Number of children up-to-date at the end of the enrollment year: 85

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

Number of Children Served: 782



Bear River Head Start/Early Head Start Community Assessment Summary

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

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

Philosophy:

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

Service Area:

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

Recruitment Area:

The recruitment area is the service area in which we provide Head Start and Early Head Start Services. It is the geographical area that is identified and approved within our grant application and approved through funding. Recruitment aligns with the service areas and the program options that are available in each area. Center based and home based services are currently available in all of our service areas. Because each service area may have different strengths, needs and available resources, program options are assigned to meet identified needs. Availability of other child development programs (i.e. child care centers, publicly funded state and local preschools) may have effect on the program options offered by our grantee.

Delegate Agencies:

Bear River Head Start has no delegate agencies.

Service Locations:

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

ERSEA Criteria:

Bear River Head Start services 384 Preschool Head Start children, 127 Early Head Start children and an additional 54 Early Head Start children in our expansion grant. This number has been reduced from 68 from the previous year, this will allow us to serve more children on our center based option (which is where the greatest need is). TANF children have been reduced from 17 to 13 this year. We also service 8 children through a Title One grant. This year we have 5 extended day classrooms. The locations of these classrooms are: Smithfield, Richmond, Fielding and two classrooms in Brigham City.

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

Community Assessment Process:

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

Strengths:

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

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

Needs:

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

Economics: Head Start eligible and enrolled children and their families live in poverty and struggle with economic, social and political issues, as well as lack of opportunity. Living costs continue to rise in our service areas, making a greater impact on the families we serve and the staff we hire. Beginning in 2016 home sales began to rise dramatically within the service area (up 10.7%). By the second quarter of 2017 the average home sold for \$105 per square foot, 12% higher than in the first quarter. Other factors affecting the increase are: low inventory, increased demand and the cost of new construction also high. This trend also affects rental properties which are also high. Utah's job growth continues to climb at a rate ahead of the national average leaving our service area with one of the lowest unemployment rates in the nation at 2.7%.

Substance Abuse: There has been an explosion of opioid addiction in our service area. Utah has the 7th highest drug overdose rate in the United States. Considering that Utah is not the 7th most populated state in the U.S., this causes great concern for our grantee. These issues have led to an increased number of parents not being able to care for their children, significantly raising the number of children entering foster care. These issues have also led to a trend of more grandparent led households, without actual legal guardianship. This causes program issues when it comes to being able to legally gain services for the child.

Salary Compensation:

Hiring and retaining qualified staff has become more difficult within the grantee. Increased competition from school districts, community agencies and other businesses raising their base pay and hiring from the same pool of qualified applicants has made it clear that we need to increase our wages.

Strategic Recommendations:

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

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

Work with parents and families in achieving positive Family Engagement Outcomes. Help parents achieve positive and enduring change for children through their families. Help parents support their children to possess the skills, knowledge

and attitudes necessary for success in school. Help parents engage in the long-term success of their child. Success in improving situations for their children also improves situations for the family.

Housing: We will continue with community partnerships to address homelessness and housing needs for the children and families served.

Substance Abuse: Community partnerships with DCFS, Bear River Drug and Alcohol, school districts and health/mental health providers will continue to ensure identified need and partnerships. Family engagement services and outcome plans will continue to ensure families experiencing substance abuse need will have individualized plans to support child and family wellbeing.

Foster Care: Children experiencing homelessness or in foster care are categorically eligible for Head Start services, and will be enrolled to receive services. Greater numbers of children in foster care will receive greater numbers of enrollment opportunities. We will continue to work with DCFS on family service plans.

Grandparent Led Families: Greater numbers of children and families within this category of need, will receive ability to apply for Head Start services. Their need factor will be considered in enrollment criteria. These families will have same services and any identified need will be met.

