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Logan, Utah 84321
(435) 755-0081

Report to the Public 2021



Mission Statement:

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

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



Pre-school Head Start / Early Head Start Program Overview

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

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

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

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

EARLY HEAD START HOME-BASED OPTION

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

Early Head Start Home-Based Option Configuration:

- Enrollment: 95
- Age: Birth through age 3 and pregnant women
- Home Visits: Weekly visits lasting 90 minutes (minimum)
- Socializations: 2 per month (minimum) 22 per year
- Length of Services: 12 months, 46 visits per year (minimum)
- Counties Available: Utah: Cache, Box Elder, Rich Idaho: Franklin, Caribou, Bear Lake, Oneida, South Bannock

HEAD START HOME-BASED OPTION

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

Head Start Home-Based Option Configuration:

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

EARLY HEAD START CENTER-BASED OPTION

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

Early Head Start Center-based Option Configuration:

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

HEAD START CENTER-BASED OPTION

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

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

- Enrollment: 191 children, which includes 13 TANF funded in Idaho (Total: 204)
- Age: 3 through 5
- Class Sessions: 4 hours per day, 4 sessions per week
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 9 months, 128 days (minimum)
- Counties Available: Utah: Cache, Box Elder Idaho: Franklin, Bear Lake, Oneida

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

- Enrollment: 149 children, Head Start funded
- Age: 3 through age 5
- Class Sessions: 6.5 hours per session, 4 sessions per week
- Home Visits: 2 per year by Teacher and Teacher Assistant
- Length of Services: 10.5 months, 1020 annual hours (minimum)
- Counties Available: Utah: Cache, Box Elder



PROGRAM SERVICE DELIVERY DURING COVID 19 (August 2020-July 2021)

Bear River Head Start followed direction from the Office of Head Start, the Center for Disease Control and state and local health mandates to reduce the risk of COVID exposure to children participating in Head Start services throughout program year 2020-2021.

Health Guidance

Bear River Head Start developed COVID-19 protocols based on CDC recommendations, Office of Head Start guidelines and local health department recommendations. All staff were provided training on the protocols and how to conduct services as safely as possible. Parents were also provided with protocol information. Bear River Head Start provided full services to participants by modifying some service delivery options to ensure participants and staff were kept safe.

Center Based Services

Center Based participants were offered two options for service delivery for the 2020-2021 school year.

Following the COVID-19 protocols, Bear River Head Start provided full in-person services to our Center Based enrolled children. Staff conducted daily health and safety checks, including temperature checks, during drop off. Modifications were made to drop off and pick up procedures to minimize exposure risk during that time. Children over age 2 and staff wore face coverings while attending in-person. Frequent handwashing, cleaning, sanitizing and disinfecting took place throughout the day to protect those in the center from exposure.

"Center at Home" virtual services were offered to children who did not participate in in-person classrooms due to COVID concerns. Based on family concerns and personal needs, families had the choice of fully virtual for the year or hybrid virtual/in-person services. In the event of classroom closure due to COVID exposure, education services were delivered on a virtual platform for the duration of the closure.



Homebased Services

Homebased conducted visits with families in person or virtually. Packets/activities were dropped off at homes if conducted virtually. In addition to wearing masks and maintaining a 6 foot distance, staff performed symptom and temperature checks before providing in person visits. Outdoor visits were strongly encouraged when weather permitted. When indoor visits were approved, staff conducted pre-visit health screenings as a precautionary measure. If staff or families had fevers or symptoms of COVID 19 present a virtual visit took place. Staff communicated with families regularly to offer support and discuss child goals. Group socializations were temporarily discontinued.

Family Engagement

Changes to the ways Family Advocates communicated and visited with program families were made to follow CDC, Health Department, and the Governor's guidelines due to Covid-19. Staff received ongoing training on social distancing, wearing face masks, handwashing, and overall safety procedures etc. Staff met with families via teleconferencing, video chats, phone calls, dropping off packets and resources, texts, and emails. When indoor visits were approved, staff conducted pre-visit health screenings as a precautionary measure. Frequent communication occurred with families to ensure their basic needs were being met and to offer support and resources. As the community rallied to provide food, diapers and other resources, staff ensured that parents could access these services as needed.



Bear River Head Start Service Area Maps

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

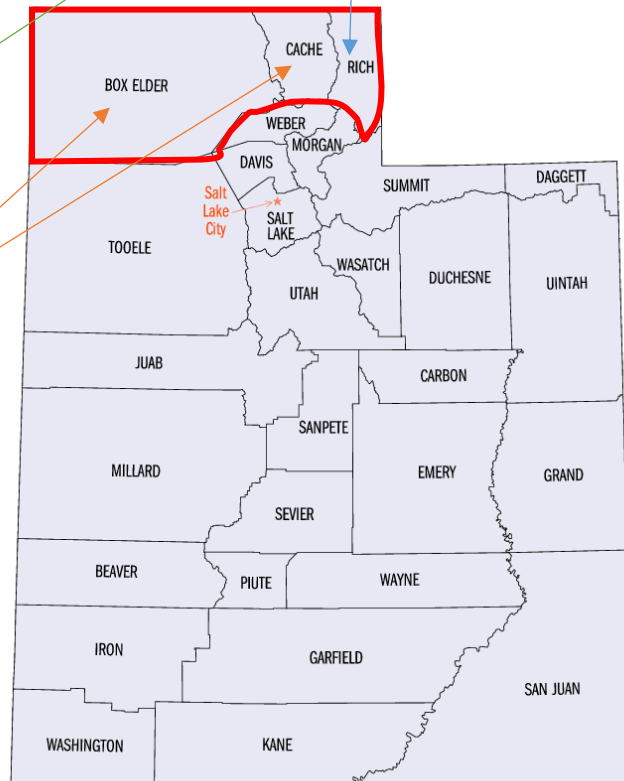


Preschool Head Start Services:

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

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

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



Bear River Head Start (ECP)
Budget Overview
August 2020 – July 2021

Ordinary Income/Expense		
Income		
Revenue		\$1,033,131.00
Total Income		<u>\$1,033,131.00</u>
Gross Profit		<u>\$1,033,131.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$3,500.00	
Salaries – Other	<u>\$664.425.00</u>	
Total Salaries		\$667,925.00
Employee Benefits		\$200,378.00
Supplies		
Printing Supplies	\$1,500.00	
Due & Subscriptions	\$2,000.00	
Library Supplies	\$1,000.00	
Curriculum Supplies	\$1,000.00	
Home Visit Supplies	\$2,000.00	
Classroom Supplies	\$12,000.00	
Diapers	\$3,600.00	
Office Supplies	\$3,000.00	
Postage Supplies	\$300.00	
Recruitment Supplies	\$500.00	
Supplies – Other	<u>\$4,779.00</u>	
Total Supplies		\$31,679.00
Maintenance & Repairs		\$7,000.00
Insurance		
Property Insurance	\$850.00	
Vehicle Insurance	\$2,000.00	
Professional Liability Insurance	\$900.00	
Theft Bond Insurance	\$70.00	
General Liability Insurance	\$1000.00	
Accident Insurance	\$350.00	
Directors Liability Insurance	<u>\$750.00</u>	
Total Insurance		\$5,920.00
Professional Services		
Professional Accounting Service	\$5,000.00	
Computer Consultation/Technology	<u>\$3,000.00</u>	
Total Professional Services		\$8,000.00

Doctors/Dentists		
Children Doctors/Dentists	\$500.00	
Employee Doctors/Dentists	<u>\$500.00</u>	
Total Doctors/Dentists		\$1,000.00
Health Screenings		\$500.00
Health/nutrition Training & Permits		\$250.00
Pharmacy		\$750.00
Dental Supplies		\$500.00
Health Supplies – Other		\$500.00
Mental Health Services		\$750.00
Food – Group Socialization		\$200.00
Center-based Nutrition		
CACFP Reimbursement	(\$50,000.00)	
USDA Food	\$17,000.00	
USDA Non-Staple Food	\$400.00	
Nutrition Paper Products & Supplies	\$4,000.00	
USDA Child – Cache	\$17,500.00	
EHS Centers – Adult Meals	<u>\$8,600.00</u>	
Total Center-based Nutrition		(\$3,450.00)
Parent Involvement		\$1,000.00
Parent Involvement – Mileage		\$150.00
Parent Involvement – Child Care		\$150.00
Community Relations Expense		\$100.00
Policy Council Expense		\$350.00
Board Expense		\$150.00
Policy Council - Mileage		\$200.00
Policy Council – Child Care		\$200.00
Mileage		\$2,700.00
Gas & Vehicle Maintenance		\$2000.00
Rent		\$55,000.00
Utilities		\$22,161.00
Telephone		\$4,000.00
Training (T&TA)		<u>\$22,279.00</u>
Total Expense		<u>\$1,033,131.00</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. Bear River Head Start conducted a financial audit in April 2021, the results were no findings. A copy of the audit is attached to this report and 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 for 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 2020 – January 2021

Ordinary Income/Expense		
Income		
Revenue		\$2,120,688.00
Total Income		\$2,120,688.00
Gross Profit		<u>\$2,120,688.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$12,000.00	
Salaries – Other	<u>\$1,311,956.00</u>	
Total Salaries		\$1,323,956.00
Employee Benefits		\$397,187.00
Subs/Temps		\$2,000.00
Supplies		
Printing Supplies	\$5,500.00	
Due & Subscriptions	\$7,545.00	
Library Supplies	\$2,100.00	
Curriculum Supplies	\$2,400.00	
Home Visit Supplies	\$6,000.00	
Classroom Supplies	\$15,000.00	
Office Supplies	\$11,700.00	
Postage Supplies	\$1,000.00	
Recruitment Supplies	\$1,000.00	
Employment Expense	\$12,500.00	
Supplies – Other	<u>\$22,500.00</u>	
Total Supplies		\$87,245.00
Maintenance & Repairs		\$18,000.00
Insurance		
Property Insurance	\$2,022.00	
Vehicle Insurance	\$4,544.00	
Professional Liability Insurance	\$1,818.00	
Theft Bond Insurance	\$136.00	
General Liability Insurance	\$2,840.00	
Accident Insurance	\$818.00	
Directors Liability Insurance	<u>\$1,590.00</u>	
Total Insurance		\$13,768.00
Professional Accounting Service		\$20,447.00
Computer Consultation/Technology		\$3,900.00

Doctors/Dentists		
Children Doctors/Dentists	\$2,500.00	
Total Doctors/Dentists		<u>\$2,500.00</u>
Health Screenings		\$500.00
Health/nutrition Training & Permits		\$1,000.00
Dental Supplies		\$1,500.00
Health Supplies – Other		\$2,875.00
Health – Childcare/Mileage		\$200.00
Health Activities		\$500.00
Mental Health Services		\$3,000.00
Food – Group Socialization		\$1,500.00
Center based Nutrition		
CACFP Reimbursement	(\$32,000.00)	
USDA Food	\$13,500.00	
USDA Non-Staple Food	\$500.00	
Nutrition Paper Products & Supplies	\$2,200.00	
USDA Child – Nest	\$12,000.00	
Nest – Adult Meals	<u>\$6,000.00</u>	
Total Center based Nutrition		\$2,200.00
Nutrition Training		\$500.00
Parent Involvement		\$1,500.00
Parent Involvement – Mileage		\$850.00
Parent Involvement – Child Care		\$400.00
Community Relations Expense		\$57.00
Policy Council Expense		\$568.00
Board Expense		\$227.00
Policy Council - Mileage		\$227.00
Policy Council – Child Care		\$91.00
Mileage		\$23,750.00
Gas & Vehicle Maintenance		\$2,000.00
Rent		\$118,300.00
Utilities		\$37,500.00
Telephone		\$8,000.00
Training (T&TA)		<u>\$44,940.00</u>
Total Expense		<u>\$2,120,688.00</u>
Net Ordinary Income		<u>\$0.00</u>
Net Income		<u>\$0.00</u>



Bear River Head Start (PHS)
Profit & Loss Budget Overview
February 2020– August 2021

Ordinary Income/Expense		
Income		
Revenue		\$4,790,532.00
Total Income		<u>\$4,790,532.00</u>
Gross Profit		<u>\$4,790,532.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$29,000.00	
Salaries – Other	<u>\$2,883,658.00</u>	
Total Salaries		\$2,912,658.00
Employee Benefits		\$873,797.00
Subs/Temps		\$5,000.00
Supplies		
Printing Supplies	\$4,000.00	
Due & Subscriptions	\$17,750.00	
Library Supplies	\$19,000.00	
Curriculum Supplies	\$4,500.00	
Home Visit Supplies	\$3,000.00	
Classroom Supplies	\$20,000.00	
Office Supplies	\$22,500.00	
Postage Supplies	\$2,500.00	
Recruitment Supplies	\$2,000.00	
Supplies – Other	<u>\$18,807.00</u>	
Total Supplies		\$136,557.00
Maintenance & Repairs		\$40,000.00
Insurance		
Property Insurance	\$5,986.00	
Vehicle Insurance	\$13,453.00	
Professional Liability Insurance	\$5,381.00	
Theft Bond Insurance	\$404.00	
General Liability Insurance	\$8,408.00	
Accident Insurance	\$2,421.00	
Directors Liability Insurance	<u>\$4,708.00</u>	
Total Insurance		\$40,761.00
Professional Accounting Service		\$60,537.00
Computer Consultation/Technology		\$11,000.00

Doctors/Dentists		
Children Doctors/Dentists	\$5,000.00	
Total Doctors/Dentists		<u>\$5,000.00</u>
Health Screenings - Children		\$800.00
Health/nutrition Training & Permits		\$3,000.00
Dental Supplies		\$4,000.00
Health Supplies – Other		\$6,500.00
Health – Childcare/Mileage		\$250.00
Health Activities		\$700.00
Mental Health Services		\$5,000.00
Food – Group Socialization		\$1,200.00
Center-based Nutrition		
CACFP Reimbursement	(\$225,000.00)	
USDA Food	\$32,000.00	
USDA Non-Staple Food	\$1,500.00	
Nutrition Paper Products & Supplies	\$22,000.00	
USDA Child – Box Elder	\$45,000.00	
USDA Child – Cache	\$60,000.00	
USDA Child – Logan	\$30,000.00	
USDA Child – Malad	\$10,000.00	
USDA Child – Preston	\$11,000.00	
USDA Child – Paris	\$5,500.00	
School District Adult – Box Elder	\$9,000.00	
School District Adult – Cache	\$13,000.00	
School District Adult – Logan	\$6,000.00	
School District Adult – Malad	\$2,500.00	
School District Adult – Paris	\$1,300.00	
School District Adult – Preston	<u>\$2,600.00</u>	
Total Center-based Nutrition		\$26,400.00
Nutrition Training		\$100.00
Parent Involvement		\$8,000.00
Parent Involvement – Mileage		\$750.00
Parent Involvement – Child Care		\$750.00
Community Relations Expense		\$168.00
Policy Council Expense		\$1,682.00
Board Expense		\$673.00
Policy Council - Mileage		\$673.00
Policy Council – Child Care		\$269.00
Mileage		\$38,000.00
Gas & Vehicle Maintenance		\$10,000.00
Rent		\$585,000.00
Utilities		\$70,000.00
Telephone		\$30,000.00
Training (T&TA)		\$46,195.00

Transfer to TANF	(\$134,888.00)
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Total Expense	<u>\$4,790,532.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u>\$0.00</u>



Total Public and Private Funds Received by Bear River Head Start (2020-2021)

TANF	\$ 134,888
Head Start	\$ 4,790,532
Early Head Start	\$ 2,120,688
Early Head Start Expansion	<u>\$ 1,033,131</u>
Total Funding	\$ 8,079,239

Bear River Head Start

Parent/Family



Parent Engagement Report

2021-2022

Bear River Head Start works together with families in a partnership process. Family Advocates engage with families and support them in setting and achieving family goals. We follow the Parent, Family and Community Engagement Framework to support families and work toward positive family outcomes. Family Engagement is a partnership and a strengths-based process that builds upon positive goal-oriented relationships. Staff support families in accessing community agencies and resources, establishing and maintaining medical and dental homes, understanding the process for elections to the policy council and other leadership opportunities. Staff support families in setting and achieving goals, providing information on resources and opportunities for parents to be involved in various areas of our program and in the community such as; volunteering, serving on Policy Council, Parent/Teacher Conferences, serving on Parent Committees, being involved in Parent Committees, Curriculum Planning Meetings, Welcome to Bear River Head Start, Night Out with Dad's (NOWD's), workshops/classes, and other community events, resources, and services. Parent & Family engagement is an important part of our program services and we recognize that Parents/Guardian(s) are the first and most important teachers in their children's lives.

Parent Committee Meetings (PCMs)

- All parents/guardian(s) of currently enrolled Bear River Head Start children are invited to participate in these meetings where information is shared from both Head Start and the community.
- We have established PCMs for all center-based programs at the center level and at the local program level for other program options as stated in performance standard 1301.4

Performance Standard 1301.4 Parent committees.

(a) Establishing parent committees. A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee must be established at the center level for center-based programs and at the local program level for other program options. When a program operates more than one option, parents may choose to have a separate committee for each option or combine membership. A program must ensure that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities.

(b) Requirements of parent committees. Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities:

- (1) Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families;*
- (2) Have a process for communication with the policy council and policy committee; and*

(3) Within the guidelines established by the governing body, policy council or policy committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

- Each PCM provides the opportunity for parent/guardian(s) to develop leadership skills. Parent Committee's elect a PCM Chairperson, PCM Vice Chair, PCM Secretary, Community Representatives for each program area, and Policy Council Representatives for each area.

Policy Council

- The Policy Council is a group of Head Start and Early Head Start parents and community members who help lead and make decisions about our program. The Policy Council represents parents' voices and perspectives to guide decisions about the program. Policy Council members are elected by the parents of children enrolled in the program. The Policy Council meets regularly as a group. Members can serve for one year at a time, for up to five years and will need to be reelected each year. They work closely with the program's management team and governing body to provide overall direction for the program. All Policy Council members receive ongoing training. Some things the group may discuss in Policy Council meetings are decisions about grants, program policies, budgets, center activities, and hiring of staff.
- Elected Policy Council (PC) Representatives attend monthly Policy Council and Parent Committee Meetings. PC representatives bring information from the PCMs to the Policy Council as well as reports from the Policy Council back to the PCMs. This ensures parents are involved in the program's decision making process.
- Increase of direct communication between Policy Council (Policy Council Report) and Parent Committees (Parents).
- Family Development staff disseminate the Policy Council Report directly to parents. This will increase timelier, uniform sharing of information, through one program system.

Hiring Process

- Parents elected to serve on Policy Council participate in the recruitment and screening of Early Head Start and Head Start employees (Performance Standard 1301.4)

Parent/Father/Father Figure Engagement

- Staff make every effort to have both parents' engaged and active participants at home visits, play groups, classes, workshops, etc.
- We encourage parent/guardian(s) to participate in multiple activities during the year. Some of those include: Welcome to Bear River Head Start, Parent Committee Meetings (PCMs), Policy Council, Night out With Dad's, Play Groups, Conscious Discipline classes, Love & Logic community workshops, Home Run workshops, Couples workshops, volunteering in BRHS program, etc. Family Advocates refer families to community agencies for classes, events, activities, and workshops. We provide individualized resources, information, trainings, and packets, etc.
- Strong parent-child relationships are formed and supported when fathers and mothers are actively engaged in the program and in their child's life. Parent engagement helps to shape the way we reach out and create strengths-based partnerships that support positive child and family outcomes.

Parent Workshops & Education Packets

- Our online website hosts our monthly information packets, Policy Council Reports, and multiple other resources for parents.

Parent Engagement Schedule

2021-2022 Year at a glance



Welcome to Bear River Head Start Night	
*Dates, times, locations are subject to change	
<i>Date: September 28, 2021</i>	<i>Area:</i>
7:00 p.m.	Brigham City, Tremonton, Box Elder, Homebased 264 North 200 West Brigham City, UT
<i>Date: September 29, 2021</i>	<i>Area:</i>
6:00 p.m.	Preston, Richmond, Idaho Homebased, Paris 109 South 1st East Preston, ID
<i>Date: September 29, 2021</i>	<i>Area:</i>
6:00 pm	Hyde Park, Smithfield, Cache Homebased 52 North 580 West Hyde Park, UT
<i>Date: September 30, 2021</i>	<i>Area:</i>
6:00 pm	Nest/Koop, Fishpond 852 South 100 West Logan, UT
<i>Date: September 30, 2021</i>	<i>Area:</i>
7:00 pm	Malad 450 North 300 West Malad, ID
<i>Date: September 30, 2021</i>	<i>Area:</i>
7:00 pm	Logan, Hyrum 852 South 100 West Logan, UT

Home Run Workshop	
*Dates, times, locations are subject to change	
<ul style="list-style-type: none"> October 26, 2021 6:30-8:30 pm 	
<ul style="list-style-type: none"> November 2, 2021 6:30-8:30 pm 	
<ul style="list-style-type: none"> November 9, 2021 6:30-8:30 pm 	
<ul style="list-style-type: none"> November 16, 2021 6:30-8:30 pm 	

Night Out with Dad's	
<small>*Dates, times, locations are subject to change</small>	
Date	Area
November 4, 2021	All areas

Parent Committee Meetings (PCMs)
Monthly Parent Committee Meetings

Community
Ongoing Community workshops, classes, and resources

Policy Council Meetings
October 21 st Combined Policy Council Meeting (New and Outgoing PC Board)
November 18 th Policy Council Meeting
December 16 th Policy Council Meeting
January 20 th Policy council Meeting
February 17 th Policy Council Meeting *PC & Board Combined
March 17 th Policy Council Meeting
April 21 st Policy Council Meeting
May 19 th Policy Council Meeting
June 17 th Policy Council Meeting
July 21 st Policy Council Meeting
August 18 th Policy Council Meeting
September 15 th Policy Council Meeting
October Policy Council Meeting (New and Outgoing PC Board)

Conscious Discipline Parenting Curriculum Workshops
<small>*Dates, times, locations are subject to change</small>
January and February 2022

Couples workshop class
<small>*Dates, times, locations are subject to change</small>
March 22, 2022 from 6:30-8:30 p.m.
March 29, 2022 from 6:30-8:30 p.m.
April 12, 2022 from 6:30-8:30 p.m.
April 19, 2022 from 6:30-8:30 p.m.

Literacy Activity

*Dates, times, locations are subject to change

May 16, 2022

- Hyrum
- Cache Home-based
- Logan (Wonder, Adventure, Create and Inspire)
- Brigham City
- Tremonton
- Box Elder Home-based
- Nest/Koop
- Fishpond

May 17, 2022

- Preston
- Richmond
- Idaho Home-based
- Hyde Park
- Logan (Imagine, Soar, Explore, Discover)
- Malad



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

Prepared by: Stephanie Wood

Bear River Head Start is dedicated to improving the quality of teaching to maximize children's learning and school readiness. This is accomplished through concrete program school readiness goals and strategies, as well as whole group and individual teacher training geared to promote and improve teaching strategies. Whole group training allows teachers to come together to hear the latest theories in education and how they apply to the classroom. Teachers are able to share ideas they have tried and receive feedback from peers and child development experts. Training is hands-on to provide 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 15 years. This position has allowed us to make enormous strides in improving teaching skills within our classrooms. We currently have three mentor coaches that use Practice Based Coaching. We have been using the CLASS observation tool for the past 11 years. We have found it effective in documenting teachers' strengths and areas that need improvement. This year we had a team of people trained to use the CLASS observation tool. The CLASS team rotates through the classrooms. Each of the classrooms receives a visit from one of the team member two 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 points out the teaching teams strengths and areas of improvement. We also review HSELO Framework data from their classroom answering any questions they may have. We review how the CLASS observation and the HSELO Framework are linked. Together they brainstorm strategies to improve teaching. The teaching team writes goals that are worked on during the month and are reviewed during the next month observation meeting. Once a week the CLASS team meets together to go over the reliability of the observation. Teachers have been very receptive to the mentoring done through the use of the CLASS tool. Teachings skills are improving rapidly.

We consider the CLASS observation and HSELO Framework linked to improve mentoring of teachers and providing school readiness skills for young children. HSELO Framework data is analyzed, and reports generated three times a year. Reports are used at parent-teacher conferences and home visits, to expand parents understanding of their child's development over time for 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

2020-2021

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

Literacy materials are meaningful in the classroom. 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. 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, afternoon or extended day sessions), depending upon the area.

Home-based

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

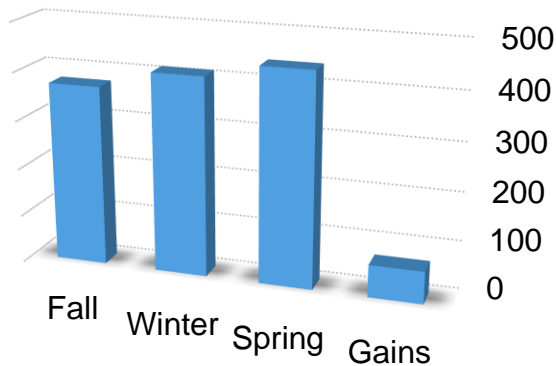
Social Service

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



Three Year-Olds

Social-Emotional Development



Objective 1: Regulates own emotions and behavior

- Manages feelings
- Follows limits and expectations
- Takes care of own needs appropriately

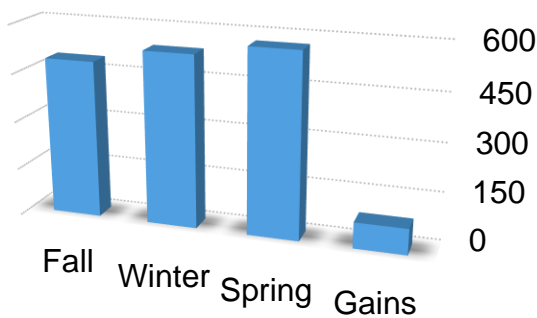
Objective 2: Establish and sustained positive relationship

- Forms relationship with adults
- Responds to emotional cues
- Interacts with peers
- Makes friends

Objective 3: Participates cooperatively and constructively in group

- Balance needs and rights of self and others
- Solves social problems

Physical Development



Objective 4: Demonstrates traveling skills

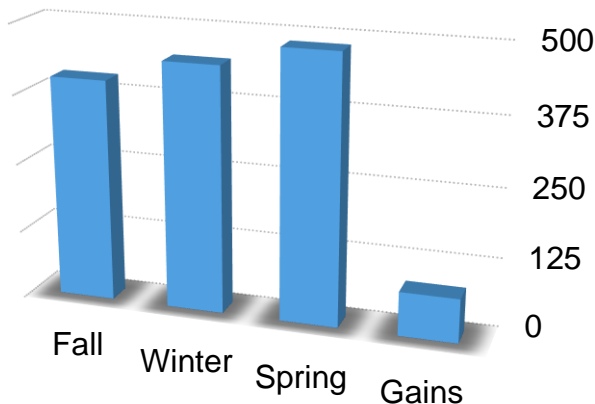
Objective 5: Demonstrates balance skills

Objective 6: Demonstrates gross-motor manipulative skills

Objective 7: Demonstrates fine-motor strength and coordination

- Uses fingers and hands
- Uses writing and drawing tools

Language Development



Objective 8: Listens to and understands increasingly complex language

- Comprehends language
- Follows directions

Objective 9: Uses language to express thoughts and needs

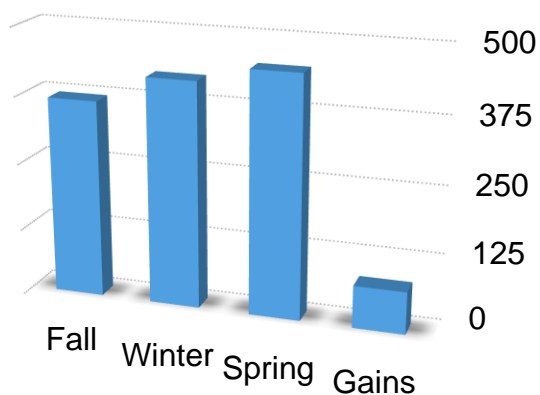
- Uses an expanding expressive vocabulary
- Speaks clearly
- Uses conventional grammar
- Tells about another time or place

Objective 10: Uses appropriate conversational and communication skills

- Engages in conversations
- Uses social rules and language

Three Year Olds

Cognitive Development



Objective 11: Demonstrates positive approaches to learning

Attends and engages

Persists

Solves problems

Shows curiosity and motivation

Show flexibility and inventiveness and thinking

Objective 12: Remembers and connects experiences

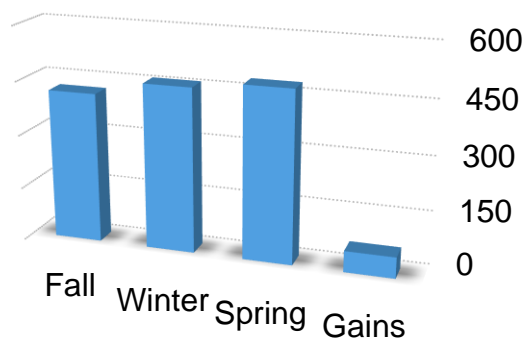
Recognizes and recalls

Makes connections

Objective 13: Uses classification skills

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

Literacy



Objective 15: Demonstrates phonological awareness

Notices and discriminates rhyme

Notices and discriminates alliteration

Notices and discriminates smaller and smaller units of sound

Objective 16: Demonstrates knowledge of the alphabet

Identifies and names letters

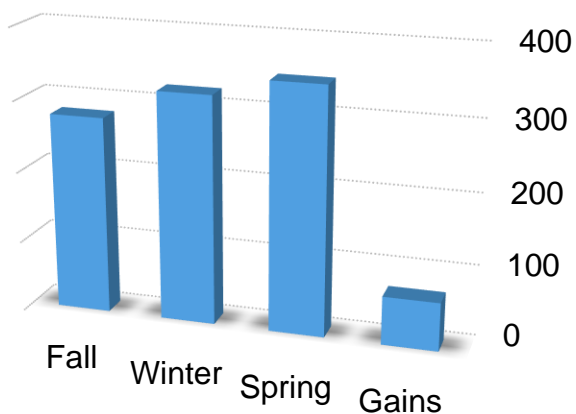
Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

Mathematics



Objective 20: Uses number concepts and operations

Counts

Quantifies

Connects numerals with their quantities

Objective 21: Explores and describes spatial relationships and shapes

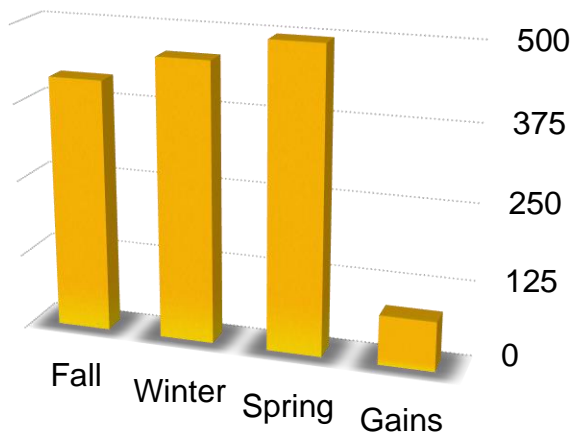
Understands spatial relationships

Understands shapes

Objective 22: Compares and measures

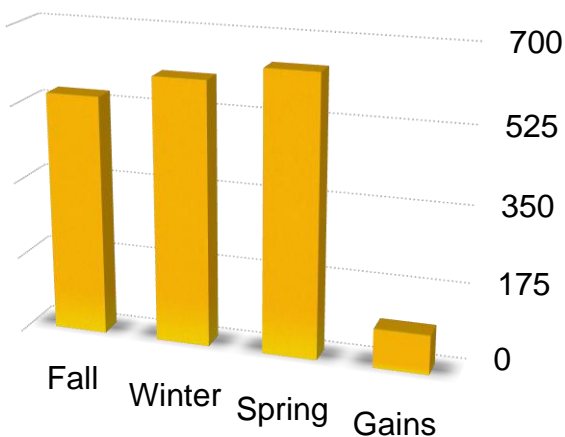
Objective 23: Demonstrates knowledge of patterns

Social-Emotional Development



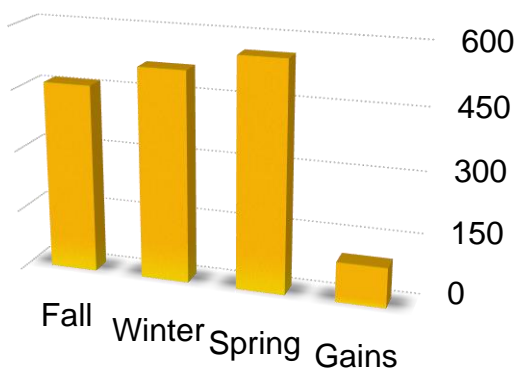
- Objective 1: Regulates own emotions and behavior
 - Manages feelings
 - Follows limits and expectations
 - Takes care of own needs appropriately
- Objective 2: Establish and sustained positive relationship
 - Forms relationship with adults
 - Responds to emotional cues
 - Interacts with peers
 - Makes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

Physical Development



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

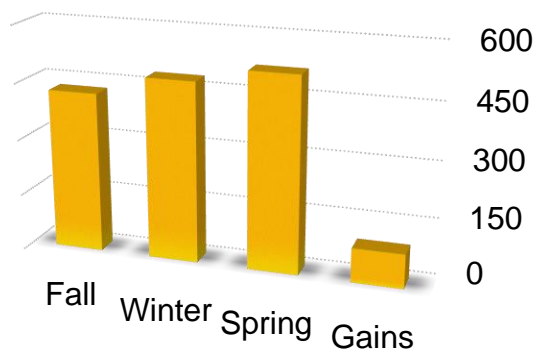
Language Development



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

Four Year Olds

Cognitive Development



Objective 11: Demonstrates positive approaches to learning

Attends and engages

Persists

Solves problems

Shows curiosity and motivation

Show flexibility and inventiveness and thinking

Objective 12: Remembers and connects experiences

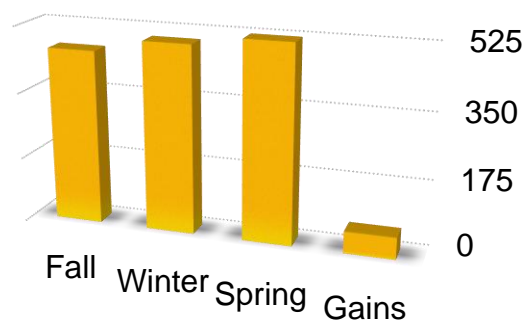
Recognizes and recalls

Makes connections

Objective 13: Uses classification skills

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

Literacy



Objective 15: Demonstrates phonological awareness

Notices and discriminates rhyme

Notices and discriminates alliteration

Notices and discriminates smaller and smaller units of sound

Objective 16: Demonstrates knowledge of the alphabet

Identifies and names letters

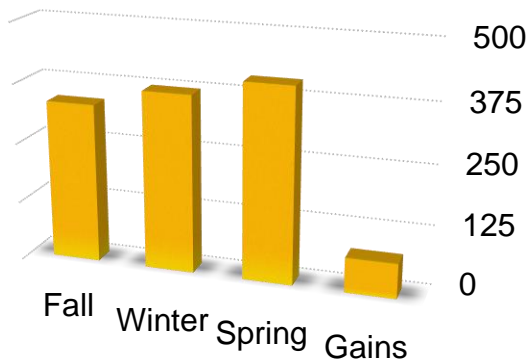
Uses letter-sound knowledge

Objective 17: Demonstrates knowledge of print and it uses

Objective 18: Comprehends and responds to books and other texts

Objective 19: Demonstrates emergent writing skills

Mathematics



Objective 20: Uses number concepts and operations

Counts

Quantifies

Connects numerals with their quantities

Objective 21: Explores and describes spatial relationships and shapes

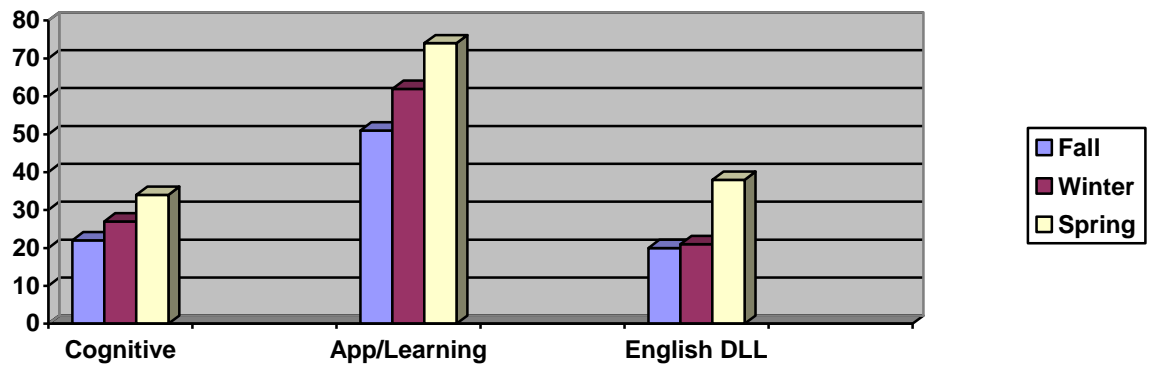
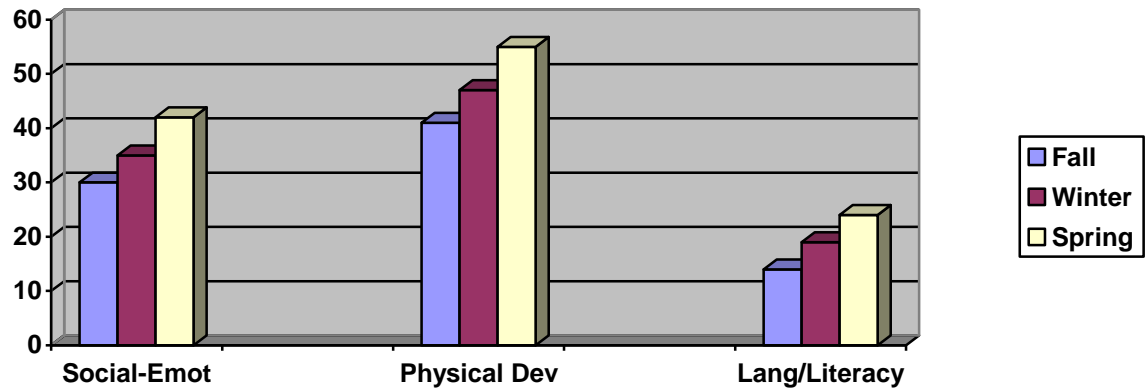
Understands spatial relationships

Understands shapes

Objective 22: Compares and measures

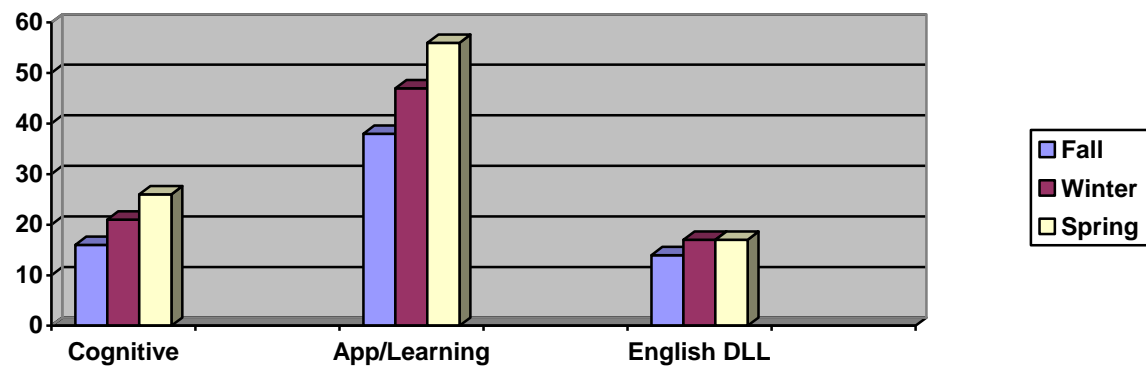
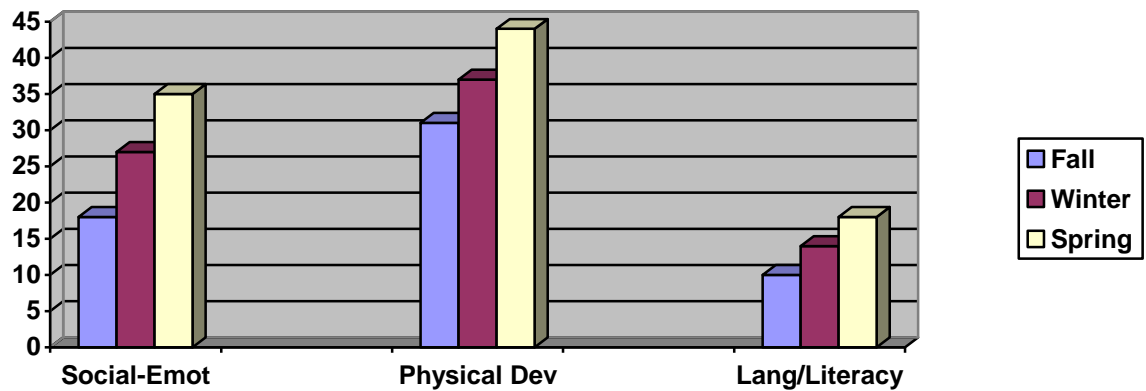
Objective 23: Demonstrates knowledge of patterns

Bear River Early Head Start Centerbased Outcomes Progress 2020-2021 ALL Children (NEST/KOOP)



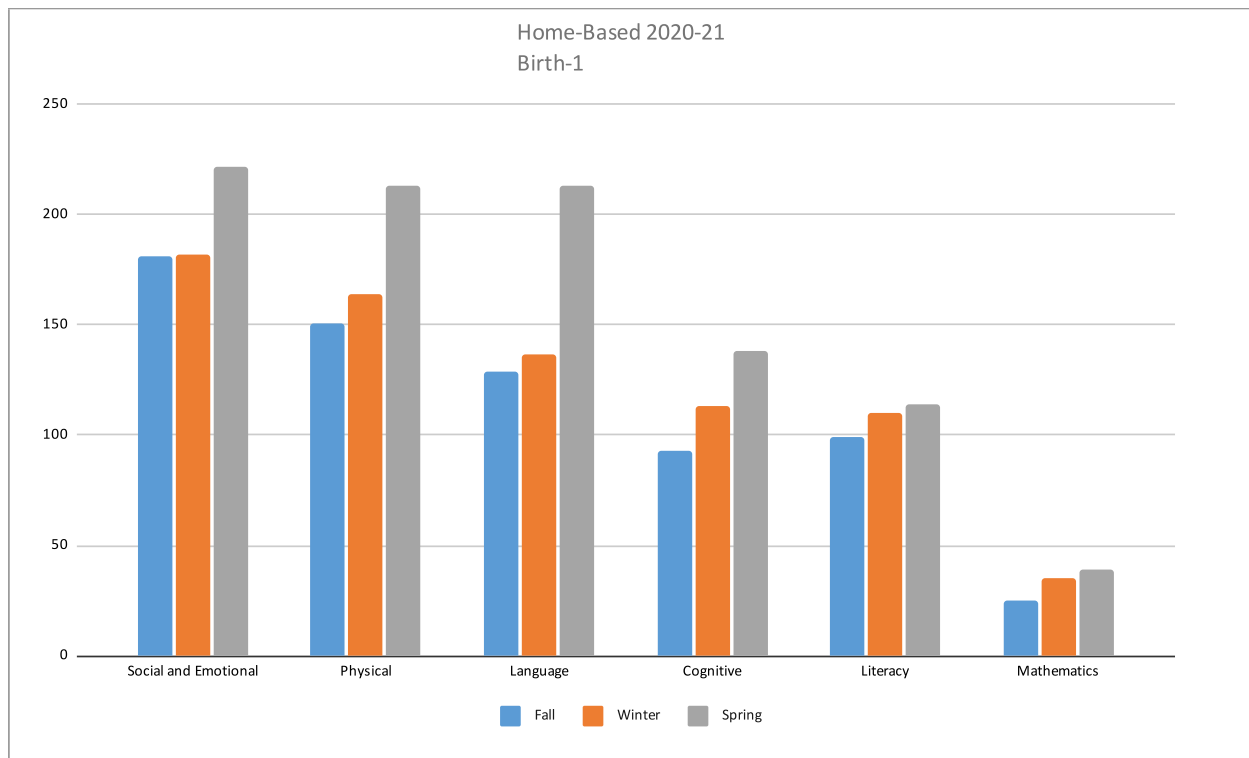
DOMAIN	Fall	Winter	Spring	Total Year % Gain
Social-Emotional	30	35	42	12
Physical Development	41	47	55	14
Language/Literacy	14	19	24	10
Cognitive	22	27	34	12
Approaches to Learning	51	62	74	23
English Language (DLL)	20	21	38	18

Bear River Early Head Start Centerbased Outcomes Progress 2020-2021 All Children – (POND)

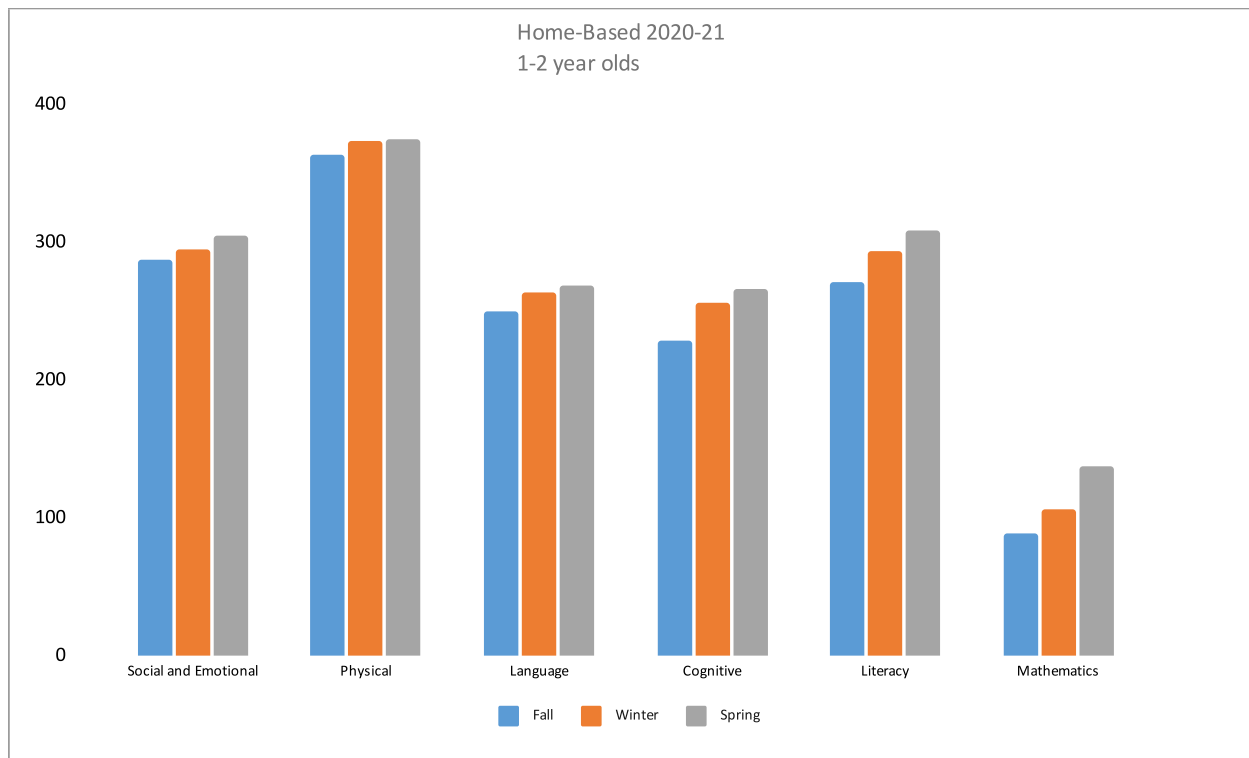


DOMAIN	Fall	Winter	Spring	Total Year % Gain
Social-Emotional	18	27	35	17
Physical Development	31	37	44	13
Language/Literacy	10	14	18	8
Cognitive	16	21	26	10
Approaches to Learning	38	47	56	18
English Language (DLL)	14	17	17	3

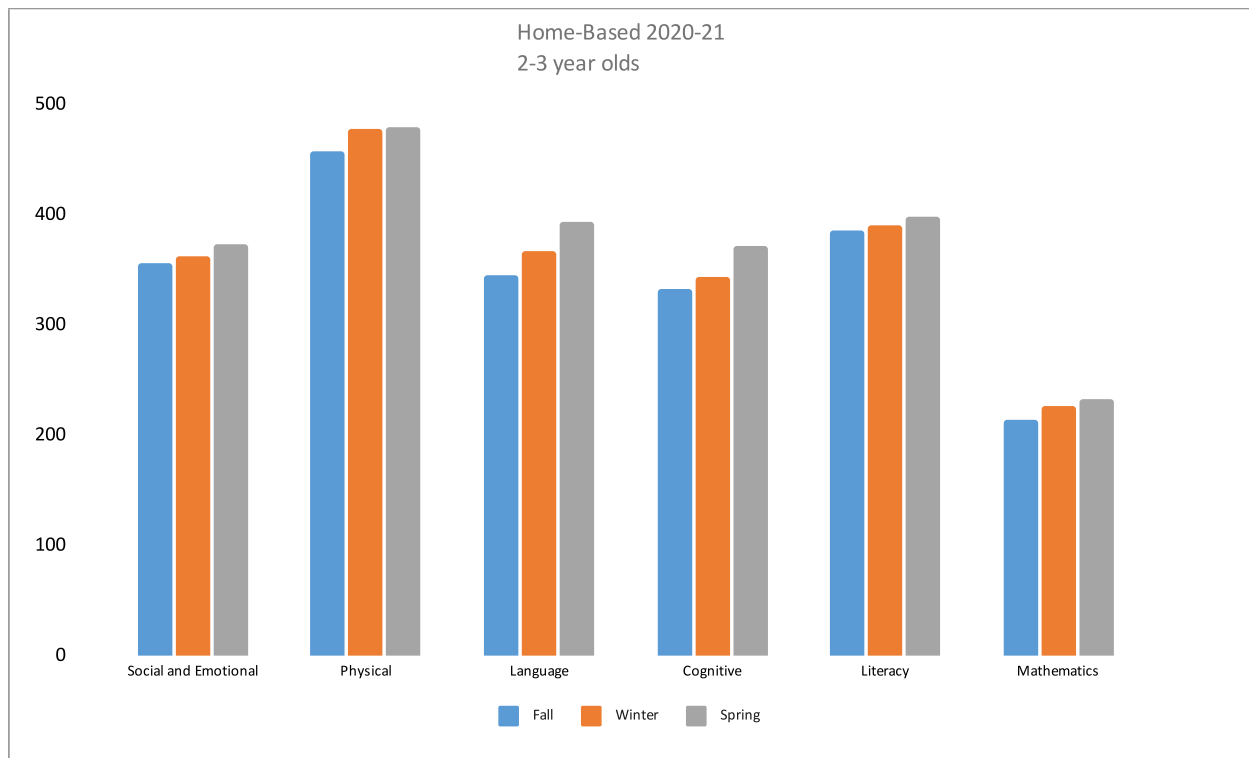
	Fall	Winter	Spring
Social and Emotiona	181	182	222
Physical	151	164	213
Language	129	137	213
Cognitive	93	113	138
Literacy	99	110	114
Mathematics	25	35	39



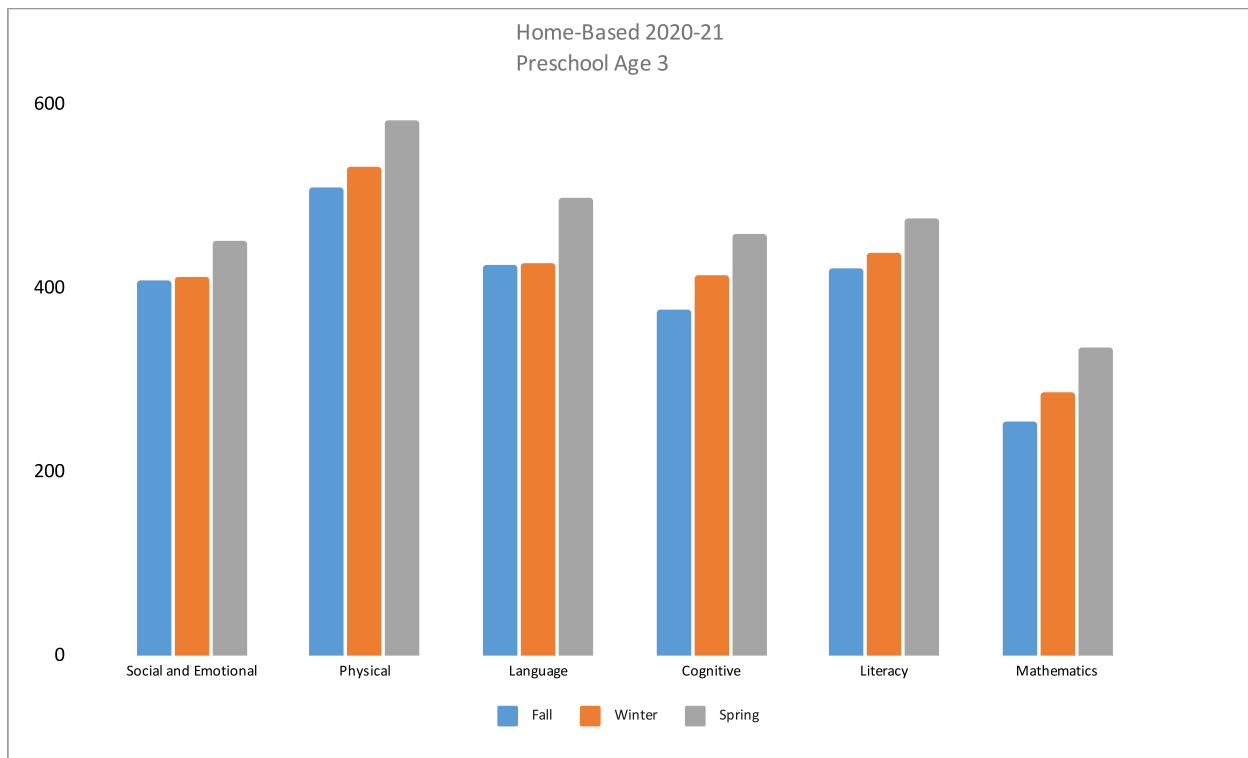
	Fall	Winter	Spring
Social and Emotiona	287	295	305
Physical	363	373	375
Language	250	264	269
Cognitive	229	256	266
Literacy	271	294	308
Mathematics	89	106	138



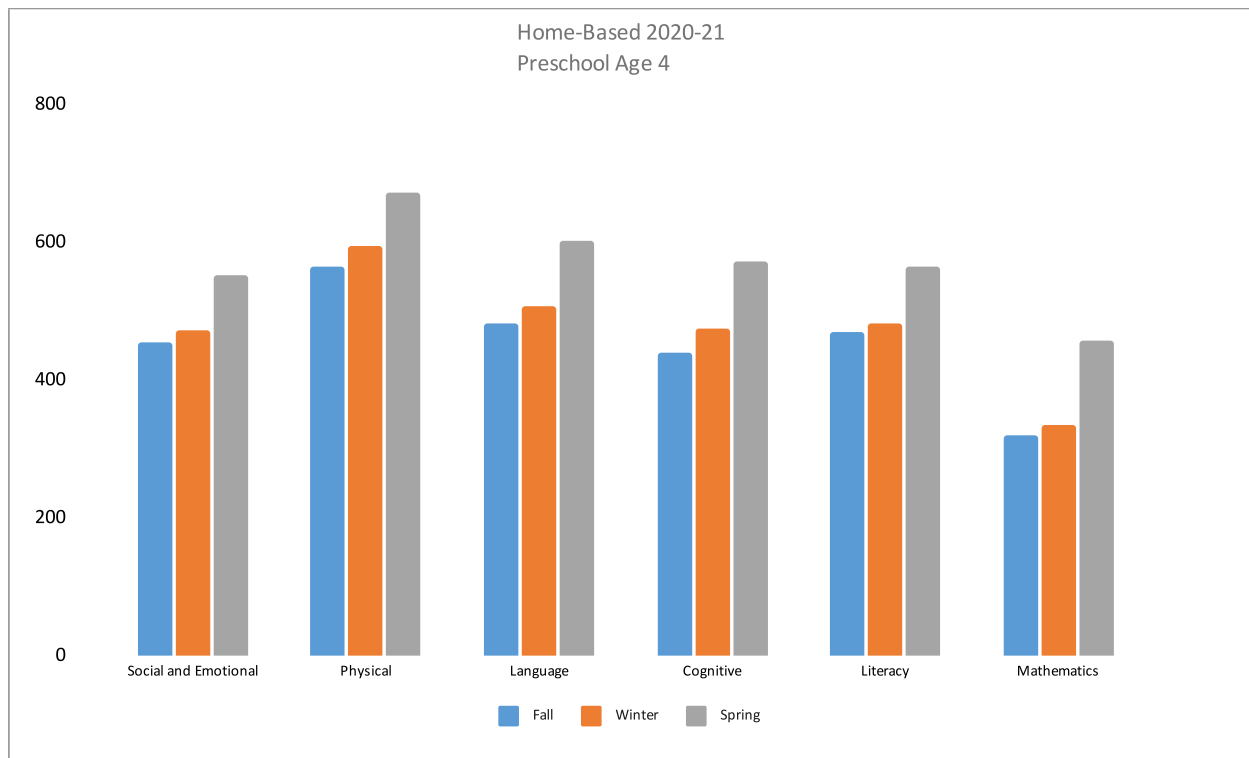
	Fall	Winter	Spring
Social and Emotiona	356	362	374
Physical	458	478	480
Language	345	367	393
Cognitive	333	343	372
Literacy	385	390	399
Mathematics	214	226	233



	Fall	Winter	Spring
Social and Emotiona	409	412	451
Physical	510	533	582
Language	426	427	498
Cognitive	377	414	459
Literacy	422	438	476
Mathematics	255	286	336



	Fall	Winter	Spring
Social and Emotiona	454	472	553
Physical	565	595	672
Language	482	507	601
Cognitive	440	474	572
Literacy	469	483	564
Mathematics	321	334	457



Looking Forward...



BEAR RIVER HEAD
START
SCHOOL READINESS
GOALS
2021-2022
PHS, Homebased,
EHS/ECP

Bear River Head Start School Readiness Goals 2021-2022

PHS CENTERBASED

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 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.
 - Children will show a greater resiliency to trauma
- 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.



PHS/EHS HOMEBASED

Language, Communication and Literacy

Children will demonstrate growth in language, communication and literacy development, including the acquisition of English by dual language learners through the use of the CAR strategy, PLA, and the Big 5 For All. Print and language rich activities will take place in the home and at socializations

(For young infants to toddlers, this includes attending and responding to communication from others, communicating needs and wants, using non-verbal language, using an increasing number of words, handling books and recognizing pictures.

For 3-5, this includes understanding and following conversational rules, expressing self, uses a wide variety of words, identifying letters, asks and answers

questions, and writes using increasingly sophisticated marks.)

Implementation:

- Staff and parents will receive ongoing training on language, communication and literacy development for young children 0-5. Research based strategies (such as CAR) will be reviewed and shared with all program families. Staff will also be trained on the PLA and The Big 5 for ALL.
- Language, communication and literacy activities will be fully implemented during socialization groups and home visits on an ongoing basis, with opportunities to use writing materials.
- Lesson plans of home visits and group socializations will document activities planned for language and literacy enhancement. Staff will use open ended questions to encourage verbal expression from children. New vocabulary words will be focused on each week for the older children.
- Dual language learners will be supported to maintain the home language while acquiring new skills in English.
- All staff will receive literacy materials to be shared with families including children's songs, finger plays, nursery rhymes, etc. in the language appropriate for the child.

Outcomes:

- All homebased children and families will receive opportunities for language and literacy development through home visits and group socializations.
- All homebased families will become acquainted with the CAR strategy, and will be encouraged to utilize the strategy when conversing with their children. Parents of older children will incorporate new vocabulary words and encourage feedback loops that become progressively longer and deeper.
- Dual language learners will increase in their acquisition of English while maintaining their home language.

Measures:

- All home visits and socialization groups will plan activities that promote language and literacy development, individualizing according to the needs of each child.

Documentation:

- Socialization lesson plans, Home visit lesson plans, staff training sheets, child outcomes

Approaches to Learning

Children will show increasing skills in cognitive engagement, focus, curiosity and persistence.

(For infants to toddlers, this includes child managing feelings and actions with adult support, maintaining focus and attention, showing interest and curiosity about objects, materials and people.

For 3-5, this includes child managing emotions, following rules and routines, controlling impulses, maintaining focus and attention with minimal adult support, persisting in tasks and using imagination in play and interactions with others.)

Implementation:

- Staff will be provided training on scaffolding and extending play themes to encourage curiosity, persistence and cooperation with children
- Staff will coach parents and facilitate learning interactions at home visits and group socializations to deepen the child's engagement in the learning process.

Outcomes:

- Levels of child engagement/persistence in learning activities will deepen
- Knowledge base of parents and staff will increase through training and coaching

Measures:

- Staff and parent knowledge will increase on planning for each child's learning experiences
- Each lesson plan will be individualized by staff with parent input to best meet the needs of each child's approach to learning.

Documentation:

- Training documentation, lesson plans, socialization lesson plans, child assessment/outcomes

Social and Emotional Development

Children will demonstrate the ability to recognize and practice self-regulation skills and develop positive peer relationships

(For young infants to toddlers, this includes children using adults as a resource to meet needs, showing interest and interacting with others, imitating, expressing emotions, awareness of self, and showing confidence in their own abilities.

For 3-5, this includes engaging in relationships and interactions with others, engaging in cooperative play with other children, using basic problem-solving skills, expressing care and concern for others, and managing emotions with increasing independence.)

Implementation:

- Staff will provide a safe and nurturing environment during group socializations for children to practice new skills; staff will educate and support parents in positive parenting practices.
- With staff support, parents of older children will take the lead in teaching appropriate self-help lessons during home visits
- All staff will provide parent education on positive parenting and selective reinforcement for guiding their child
- Provide mental health observations and resources as indicated
- Staff will attend training on Behavior Management and share information with parents, as applicable. Staff will receive training on trauma informed care and use skills to support all children, especially those dealing with trauma

Outcomes:

- Increased parental confidence in guiding children in developing their self-regulation skills
- Children will demonstrate progress across social/emotional indicator skills according to age

Measures:

- Lesson plans will include guidance from mental health behavior plans and will include mini lessons from curriculum according to the child's age and area of interest.
- Children will meet age appropriate indicator skills under Social/Emotional Development

Documentation:

- Lesson plans and observations, socialization lesson plans and observations, parent surveys, observation, mental health notes, parenting education, child outcomes

Cognition

(Including Mathematics Development and Scientific Reasoning)

Children will increase in their skills of sorting, classification, and experimentation with various

materials (0-3 years), and numbers, counting, patterns, and measuring (3-5 years)

(For infants and toddlers this includes exploring people and objects, using memory, using a variety of strategies in solving problems, matching and sorting of objects, and using pretend play to increase understanding.

For 3-5, this includes knowledge of number names and count sequencing, comparing, understanding simple patterns, measuring objects, identifying and describing shapes, categorizes, and gathers information to make predictions.)

Implementation:

- Staff will receive specific trainings on pre-math skills and activities
- Staff and parents will be provided resources and activity ideas through curriculum activities

Outcomes:

- Staff and parents will increase their knowledge of math skills and how they relate to school readiness

Measures:

- Activities in pre-math and pre-math principles will be incorporated into home visits/socialization plans
- Children's progress in pre-math skills will be tracked through ongoing assessment

Documentation:

- Sign-in sheet, home visit/socialization lesson plans, assessment and outcome forms, child assessment/outcomes

Perceptual, Motor, and Physical Development

Provide increased opportunities for children to demonstrate skills in their physical development and increasing control of their motor development.

(For young infants to toddlers, this includes using perceptual information in directing their own actions, using large muscles for movement, coordinating hand and eye movements, reaching and grasping to use tools, using safety behaviors with support from adults and engaging in healthy eating habits.

For 3-5, this includes demonstrating control and coordination of large muscles and small muscles, takes care of personal hygiene and self-care skills, develops skills to promote healthy food choices and eating habits, and demonstrates knowledge of safety practices.)

Implementation:

- Increase the quantity of time spent in gross motor activities during home visits and group socializations
- Provide education on benefits of healthy physical activity to families, including healthy nutrition and keeping safe.
- Staff will continue to use I Am Moving I Am Learning as a supplemental curriculum on home visits.

Outcomes:

Increase access to physical health information

- Deepen staff and parent knowledge of prevention of obesity and other physical ailments from sedentary lifestyles.
- Increased knowledge for the general community on the importance of physical health and activity for young children.
- Increase knowledge of safety practices and routines.

Measures:

- Home visit and socialization activities will provide information and hands-on experiences with physical movement and gross motor play and interactions.
- Home visits will include providing information to parents on safety, self-care, healthy nutrition and eating habits.

Documentation:

- Lesson Plans, socialization lesson plans, handouts, health flyers, child assessments/outcomes



EHS/ECP CENTERBASED

Language, Communication and Literacy

Staff will provide more opportunities for language with infants and toddlers, increasing vocabulary, language

comprehension, phoneme awareness, conversation and support for DLL.

Implementation:

- Increase infant/toddler language by narrating activities.
- Increase number of books.
- Provide literacy training to child development staff.
- Onsite monitoring with Center Specialist and set goals with teachers as needed.
- All EHS staff will receive regular and ongoing training and technical assistance to provide additional support on DLL, throughout the year.

Outcomes:

- Staff will have increased knowledge base about the importance of language and literacy.
- Staff will implement knowledge of language and literacy by preparing activities that foster this in young children.
- Children will gain and expand their vocabulary through the use of language and literacy in the center through example and books.

Measures:

- Progress in individual child goals and outcomes.
- Center Specialist will make ongoing visits to each classroom and meet with the child development staff.

Documentation:

- Center Specialist observations, child goals, outcomes, and class case notes.

Approaches to Learning

Foster infants' and toddlers' curiosity and ability to investigate by supporting learning and growth through creative expression and self-selection.

Implementation:

- Staff will give enhanced opportunities in the dramatic play area.
- Staff will provide a variety of play opportunities to allow children choice in learning.
- Staff will train on the approaches to learning.
- On site mentoring with Center Specialist.

Outcomes:

- Staff will have an increased knowledge base about the importance of approaches to learning.
- Children will expand their curiosity through enriched childcare experiences.

Measures:

- Progress in individual child goals.

- Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation:

- Center Specialist observations, child goals, and class case notes.

Social and Emotional Development

Staff will support infants' and toddlers' development of self-awareness, autonomy and self-expression and encouragement of self-control.

Implementation:

- Staff will provide a safe and nurturing environment during group time for children to practice new skills.
- Staff will provide mental health observations within home visits and site visits.
- Staff will be trained on Mental Health.
- On site mentoring with Center Specialist and goals set with teachers as needed.
- Staff will continue to train and implement the Conscious Discipline skills and the Trauma Informed Approach to support all children especially those dealing with trauma.

Outcome:

- Staff will have an increased knowledge base about the importance of social and emotional development.
- Children will show progress across social and emotional domains according to age.

Measures:

- Progress in individual child goals.
- Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation:

- Staff observations, child goals, class case notes, home visit case notes, and ASQSE screenings.

Perceptual, Motor, and Physical Development

Provide increased opportunities for children and families to be physically active at all developmental levels.

Implementation:

- Provide outdoor and indoor gross motor activities for infants and toddlers.
- Provide a variety of opportunities for children to develop fine motor skills at school.
- Provide physical development and health training to child development staff.

- On site mentoring with Center Specialist and set goals with teachers as needed.

Outcome:

- Staff will have an increased knowledge base about the importance of physical development and health.
- Staff will implement activities to increase fine and gross motor skills across all ages.
- Children will show progress across social and emotional domains according to age.

Measures:

- Progress in individual child goals.
- Center Specialist will make ongoing visits to each classroom and meet with the Child Development staff.

Documentation:

- Staff observations, child goals, and class case notes.

Cognition (including mathematics development and scientific reasoning)

Children will show an increase in learning across the math domain by providing hands on experiences with sorting, classification and experimentation with various materials (0-3 years).

Implementation:

- Staff will provide a variety of activities to promote cognition in children.
- The Library will contain various items and support materials.
- Staff will receive trainings focused on pre-math and math skills.

Outcomes:

- Staff will have an increased knowledge base about the importance of math.
- Children will show progress across math domains according to age.

Measures:

- Progress in individual child goals
- Center Specialist will make monthly visits to each classroom and meet with the Child Development staff.

Documentation:

- Staff observations, child goals, and class case notes.





Snapshot of Bear River Head Start's Program Information Report (PIR)

Pre-School Head Start: (8/5/20 – 8/01/21)

Funded Enrollment: 363

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

2 years	33
3 years	179
4 years	238
<u>Total</u>	<u>450</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: 115*

Number of children up-to-date at the end of the enrollment year: 431

Percentage of enrolled children that received medical exams: 96%

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

Number of children at enrollment: 373*

Number of children up-to-date at the end of the enrollment year: 428

Percentage of enrolled children that received dental exams: 95%

Early Head Start: (8/26/20) – 9/03/21)

Funded Enrollment: 127

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	51
1 year	64
2 years	61
<u>Pregnant Women</u>	<u>8</u>
<u>Total</u>	<u>184</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: 52*

Number of children up-to-date at the end of the enrollment year: 166

Percentage of enrolled children that received medical exams: 94%

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

Number of children at enrollment: 136*

Number of children up-to-date at the end of the enrollment year: 176

Percentage of enrolled children that received dental exams: 99%

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

Early Head Start Expansion (ECP): (8/26/20 – 9/03/21)

Funded Enrollment: 56

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Pregnant Women	0
Under 1	10
1 year	26
<u>2 years</u>	<u>32</u>
<u>Total</u>	<u>68</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: 64

Percentage of enrolled children that received medical exams: 94%

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

Number of children at enrollment: 54*

Number of children up-to-date at the end of the enrollment year: 64

Percentage of enrolled children that received dental exams: 94%

*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 and Pregnant Women Served: 673

