



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

Report to the Public 2022



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.



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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: 91(A home-based enrollment reduction plan reduced funded slots from 103 to 91)
- 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: 6(A home-based enrollment reduction plan reduced funded slots from 36 to 6)
- 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: 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: 184 children, which includes 13 TANF funded in Idaho (Total: 197)
- 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

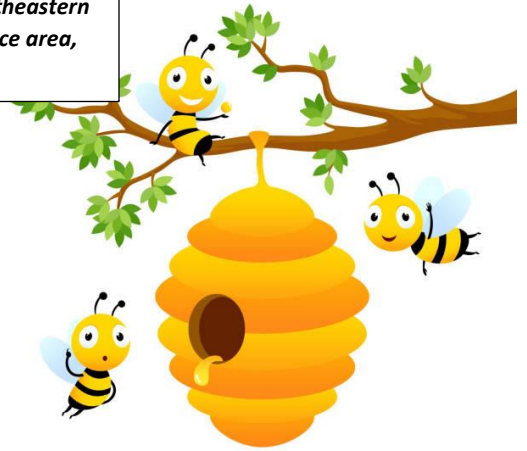
Head Start Center-based Option Configuration (Extended –day Classrooms):

- 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



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.

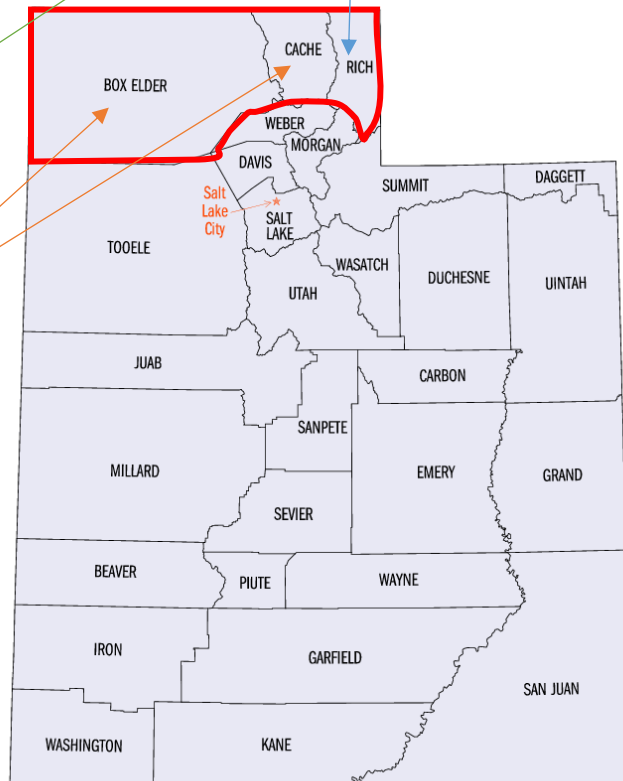


Preschool Head Start Services:

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 2021 – July 2022

Ordinary Income/Expense		
Income		
Revenue		\$1,045,463.00
Total Income		<u>\$1,045,463.00</u>
Gross Profit		<u><u>\$1,045,463.00</u></u>
Expense		
Salaries		
½ Yearly Leave Payout	\$3,500.00	
Salaries – Other	<u>\$672,531.00</u>	
Total Salaries		\$676,031.00
Employee Benefits		\$202,810.00
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	\$1,000.00	
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		(\$2,500.00)
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		\$2,000.00
Rent		\$56,794.00
Utilities		\$22,000.00
Telephone		\$4,000.00
Training (T&TA)		<u>\$22,279.00</u>
Total Expense		<u>\$1,045,463.00</u>
Net Ordinary Income		<u>\$0.00</u>
Net Income		<u>\$0.00</u>

Financial Audit: BRHS's annual external audit has been conducted by Rudd & Company. Bear River Head Start conducted a financial audit in May 2022, 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 is attached to this report and 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/PHS)
Budget Overview
February 2021 - January 2022

Ordinary Income/Expense		
Income		
Revenue		\$7,132,425.00
Total Income		<u>\$7,132,425.00</u>
Gross Profit		<u>\$7,132,425.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$41,000.00	
Salaries – Other	<u>\$4,246,803.00</u>	
Total Salaries		\$4,287,803.00
Employee Benefits		\$1,284,966.00
Subs/Temps		\$7,000.00
Supplies		
Printing Supplies	\$9,500.00	
Due & Subscriptions	\$25,295.00	
Library Supplies	\$21,100.00	
Curriculum Supplies	\$6,900.00	
Home Visit Supplies	\$9,000.00	
Classroom Supplies	\$68,000.00	
Office Supplies	\$34,200.00	
Postage Supplies	\$3,500.00	
Recruitment Supplies	\$3,000.00	
Employment Expense	\$35,000.00	
Supplies – Other	<u>\$41,307.00</u>	
Total Supplies		\$256,802.00
Maintenance & Repairs		\$112,034.00
Insurance		
Property Insurance	\$8,008.00	
Vehicle Insurance	\$17,997.00	
Professional Liability Insurance	\$7,199.00	
Theft Bond Insurance	\$540.00	
General Liability Insurance	\$11,248.00	
Accident Insurance	\$3,239.00	
Directors Liability Insurance	<u>\$6,298.00</u>	
Total Insurance		\$54,529.00
Professional Accounting Service		\$80,984.00
Computer Consultation/Technology		\$14,900.00

Doctors/Dentists		
Children Doctors/Dentists	\$7,500.00	
Total Doctors/Dentists		<u>\$7,500.00</u>
Health Screenings		\$1,300.00
Health/nutrition Training & Permits		\$4,000.00
Dental Supplies		\$5,500.00
Health Supplies – Other		\$9,375.00
Health – Childcare/Mileage		\$450.00
Health Activities		\$1,200.00
Mental Health Services		\$8,000.00
Food – Group Socialization		\$2,700.00
Center based Nutrition		
CACFP Reimbursement	(\$257,000.00)	
USDA Food	\$45,500.00	
USDA Non-Staple Food	\$2,000.00	
Nutrition Paper Products & Supplies	\$24,200.00	
USDA Child- Box Elder	\$45,000.00	
USDA Child- EHS Center	\$12,000.00	
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	
Adult Meals- Box Elder	\$9,000.00	
Adult Meals- EHS Center	\$6,000.00	
Adult Meals- Cache	\$13,000.00	
Adults Meals- Logan	\$6,000.00	
Adult Meals- Malad	\$2,500.00	
Adult Meals- Preston	\$2,600.00	
Adult Meals- Paris	\$1,300.00	
Total Center based Nutrition		\$28,600.00
Nutrition Training		\$100.00
Parent Involvement		\$9,500.00
Parent Involvement – Mileage		\$1,600.00
Parent Involvement – Child Care		\$1,150.00
Community Relations Expense		\$225.00
Policy Council Expense		\$2,250.00
Board Expense		\$900.00
Policy Council - Mileage		\$900.00
Policy Council – Child Care		\$360.00
Mileage		\$61,750.00
Gas & Vehicle Maintenance		\$12,000.00

Rent	\$715,300.00
Utilities	\$110,500.00
Telephone	\$38,000.00
Training (T&TA)	<u>\$91,135.00</u>
Total Expense	<u>\$7,132,425.00</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
EHS/PHS	\$ 7,132,425
ECP	\$ 1,045,463
HE (COVID) Grant	\$ 817,618
EHS/PHS Cares Act	\$ 254,916
ECP Cares Act	<u>\$ 15,571</u>
Total Funding	\$ 9,400,881

BEAR RIVER HEAD START, INC.

**Financial Statements
and
Independent Auditors' Report
with
Supplementary Information**

January 31, 2022 and 2021

BEAR RIVER HEAD START, INC.
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Government Auditing Standards

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**Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements,
Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)**

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RUDD & COMPANY^{PC}

certified public accountants | business consultants

INDEPENDENT AUDITORS' REPORT

The Board of Directors
Bear River Head Start, Inc.
Logan, Utah

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of Bear River Head Start, Inc. (a nonprofit organization), which comprise the statement of financial position as of January 31, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Bear River Head Start, Inc. as of January 31, 2022 and 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bear River Head Start, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Bear River Head Start's ability to continue as a going concern for one year after the date financial statements are issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Bear River Head Start, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Bear River Head Start, Inc.'s ability to continue as a going concern for a reasonable period of time.

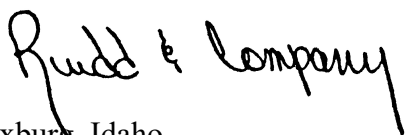
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying statement of activities – grant basis and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the statement of activities – grant basis and expenses and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated July 15, 2022 on our consideration of Bear River Head Start, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bear River Head Start, Inc.'s internal control over financial reporting and compliance.



Rexburg, Idaho
July 15, 2022

BEAR RIVER HEAD START, INC.**Statements of Financial Position****January 31,**

	2022	2021
<u>Assets</u>		
Current assets:		
Cash and cash equivalents	\$ 181,176	\$ 5,922
Certificate-of-deposit	20,643	20,571
Grants receivable	724,123	888,843
Total current assets	925,942	915,336
Other assets:		
Deposits and other assets	11,077	14,263
Equipment, net	456,700	466,360
Total other assets	467,777	480,623
Total assets	\$ 1,393,719	\$ 1,395,959
<u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable	\$ 247,968	\$ 183,241
Salaries payable	273,234	265,569
Accrued payroll taxes and benefits	59,110	64,502
Retirement payable	304,701	364,847
Total current liabilities	885,013	878,159
Net assets:		
Without donor restrictions	508,706	517,800
Total liabilities and net assets	\$ 1,393,719	\$ 1,395,959

The Accompanying Notes are an Integral Part of the Financial Statements

BEAR RIVER HEAD START, INC.**Statements of Activities****For the Years Ended January 31,**

<u>Changes in net assets without donor restrictions:</u>	<u>2022</u>	<u>2021</u>
Unrestricted revenues:		
Contracts and grants	\$ 8,789,069	\$ 8,509,356
In-kind contributions	599,240	471,954
Other	<u>2,358</u>	<u>1,989</u>
Total unrestricted revenues and support	<u>9,390,667</u>	<u>8,983,299</u>
Program related expenses:		
Program services	8,586,046	8,069,115
Administration expenses	<u>813,715</u>	<u>829,798</u>
Total program related expenses	<u>9,399,761</u>	<u>8,898,913</u>
Increase (decrease) in net assets without donor restrictions	<u>(9,094)</u>	<u>84,386</u>
Increase (decrease) in net assets	<u>(9,094)</u>	<u>84,386</u>
Net assets - beginning of year	<u>517,800</u>	<u>433,414</u>
Net assets - end of year	\$ <u><u>508,706</u></u>	\$ <u><u>517,800</u></u>

The Accompanying Notes are an Integral Part of the Financial Statements

BEAR RIVER HEAD START, INC.
Statement of Functional Expenses
For the Year Ended January 31, 2022

	Program Services					Other grants/ Corporate Funds	Administration	2022 Total
	Head Start	ECP	Early Head Start	Idaho TANF				
Salaries	\$ 2,728,952	\$ 691,373	\$ 1,185,347	\$ 67,622	\$ 1,010	\$ 361,679	\$ 5,035,983	
Employee benefits	597,844	105,169	486,155	13,582	79	94,037	1,296,866	
Total personnel	3,326,796	796,542	1,671,502	81,204	1,089	455,716	6,332,849	
Supplies and maintenance	326,105	101,835	131,179	31,005	7,308	97,034	694,466	
Rent and utilities	946,401	166,747	311,894	98	-	55,109	1,480,249	
Nutrition	227,331	45,563	32,248	-	-	-	305,142	
Training	42,395	20,800	45,601	89.00	-	75,548	184,433	
In-area travel	43,154	4,328	17,878	894	12	41	66,307	
Professional services	17,905	3,622	2,540	484	-	100,794	125,345	
Health	24,050	2,567	15,415	-	-	-	42,032	
Parents	2,266	264	818	-	911	-	4,259	
Depreciation and loss on disp	62,591	9,086	22,210	2,019	-	5,048	100,954	
Insurance	25,980	3,881	8,723	111	-	24,425	63,120	
Policy council	339	51	115	-	100	-	605	
Total expenses	\$ 5,045,313	\$ 1,155,286	\$ 2,260,123	\$ 115,904	\$ 9,420	\$ 813,715	\$ 9,399,761	

(continued)

The Accompanying Notes are an Integral Part of the Financial Statements

BEAR RIVER HEAD START, INC.
Statement of Functional Expenses
For the Year Ended January 31, 2021

	Program Services						
	Utah		Early	Idaho	Other grants/ Corporate		2021
	Head Start	ECP	Head Start	TANF	Funds	Administration	Total
Salaries	\$ 2,615,897	\$ 646,776	\$ 1,187,312	\$ 72,082	\$ -	\$ 385,946	\$ 4,908,013
Employee benefits	768,656	81,111	412,471	15,973	-	111,924	1,390,135
Total personnel	3,384,553	727,887	1,599,783	88,055	-	497,870	6,298,148
Supplies and maintenance	282,039	37,442	76,949	27,208	9	90,971	514,618
Rent and utilities	925,416	119,831	230,110	127	-	53,634	1,329,118
Nutrition	162,315	27,742	19,975	-	-	-	210,032
Training	45,250	18,349	61,963	27	-	73,660	199,249
In-area travel	37,981	2,165	16,985	1,036	-	647	58,814
Professional services	20,113	2,101	3,515	4,327	-	88,661	118,717
Health	13,374	1,720	6,550	-	-	-	21,644
Parents	8,190	269	2,966	-	2,116	-	13,541
Depreciation and loss on disp.	46,803	7,200	16,561	1,440	-	3,790	75,794
Insurance	26,121	3,589	8,073	389	-	20,565	58,737
Policy council	312	46	143	-	-	-	501
Total expenses	\$ 4,952,467	\$ 948,341	\$ 2,043,573	\$ 122,609	\$ 2,125	\$ 829,798	\$ 8,898,913

The Accompanying Notes are an Integral Part of the Financial Statements

BEAR RIVER HEAD START, INC.**Statements of Cash Flows****For the Years Ended January 31,**

	<u>2022</u>	<u>2021</u>
<u>Cash flows from operating activities:</u>		
Change in net assets	\$ (9,094)	\$ 84,386
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	100,954	75,794
Gain on certificate-of-deposit	(72)	(324)
Increase (decrease) in:		
Grants receivable	164,720	95,792
Deposits	3,186	(386)
Accounts payable	64,727	(183,087)
Salaries payable	7,665	18,872
Accrued payroll taxes and benefits	(5,392)	(13,891)
Retirement payable	(60,146)	45,809
Net cash provided by operating activities	<u>266,548</u>	<u>122,965</u>
<u>Cash flows from investing activities:</u>		
Purchase of equipment	<u>(91,294)</u>	<u>(161,316)</u>
Net cash used in investing activities	<u>(91,294)</u>	<u>(161,316)</u>
Net increase (decrease) in cash and cash equivalents	175,254	(38,351)
Cash and cash equivalents, beginning of year	<u>5,922</u>	<u>44,273</u>
Cash and cash equivalents, end of year	<u>\$ 181,176</u>	<u>\$ 5,922</u>

The Accompanying Notes are an Integral Part of the Financial Statements

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 1 - Nature of Activities and Significant Accounting Policies

Nature of Organization

Bear River Head Start, Inc., (BRHS) is a nonprofit corporation, exempt from income tax under Section 501(c)(3) of the Internal Revenue Code. Further, it has been classified as an organization that is not a private foundation under Section 509(a)(2) of the Internal Revenue Code. The primary business activity of BRHS is to operate a Head Start program in Northern Utah and in Southeastern Idaho. BRHS is substantially funded by federal grants, receives a limited amount of State and local grants, and operates with only a minimal amount of corporate funds.

The program objectives of BRHS are to provide comprehensive health, education, nutrition, social and other services primarily to economically disadvantaged infants and preschool children and their families, and to involve parents in activities with their children so that the children will attain overall social competence. Parental participation in various decision making processes, related to the operations, is a key factor in the success of the program. Collaborative arrangements with other community agencies are actively established and are a second key factor in the success of the program, through which these objectives are met.

Additional objectives are to establish and operate any program which may improve the quality of life by reducing personal hardship, mobilizing personal resources, and combating community deterioration; to coordinate and integrate the efforts and resources of communities for remedying deficiencies and reducing impoverishment; to promote education and literacy, to improve employability, and to promote health through education and through integration with community resources; and to promote, where necessary, new solutions for those problems beyond resolution by existing resources.

Cash and Cash Equivalents

BRHS considers all highly liquid investments with original maturities of three months or less when purchased to be cash equivalents.

Grants Receivable

BRHS receivables arise primarily from reimbursable grants with government entities. A receivable is recognized, up to the grant amount, when allowable expenses are incurred. Based on past experience, an allowance for uncollectible amounts is not considered necessary.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 1 – Nature of Activities and Significant Accounting Policies (Continued)

Contributions

Support that is restricted by contract or donor provisions is reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support, if any, is reported as an increase in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions. BRHS reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire in the reporting period in which the revenue is recognized.

Property and Equipment

Equipment is stated at cost or, if acquired by gift, at the estimated fair market value at the date of gift. Equipment is defined as tangible personal property with an acquisition cost of \$5,000 or more per unit, a useful life of more than one year and BRHS has or expects to receive title to the asset. Other assets purchased with federal funds are expensed as purchased if BRHS determines that it is not probable that title to such assets will be transferred to BRHS.

Depreciation is provided over the estimated useful lives (five to thirty-nine years) of the equipment using the straight-line method. Upon disposition of an asset, its cost and related accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized.

Compensated Absences

Employees earn leave days each year based on length of service for use as vacation and personal leave. Vacation leave is earned after one year of full-time employment or on a pro-rata basis for part-time employment. Vacation leave is forfeited at the end of the fiscal year. Therefore, no accrual has been made for vacation leave. Personal leave accrues at one day per month until ten days are earned. Unused personal leave is paid out at the end of the fiscal year at one-half of the employee's daily rate. An accrual for the personal leave to be paid out is included in accrued salaries.

Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). (ASC) 958-205 was effective January 1, 2018.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 1 – Nature of Activities and Significant Accounting Policies (Continued)

Net Assets

Net assets, revenues, gains and losses are classified on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net assets without donor restrictions – Net assets that have not been earned and expended according to contract restriction and net amounts from generally unrestricted activities.

Net assets with donor restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions.

Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. Donor-restricted contributions whose restrictions are met in the reporting period are reported as contributions without donor restrictions.

Revenue and Revenue Recognition

Revenue is recognized when earned. Program service fees and payments under cost-reimbursable contracts received in advance are deferred to the applicable period in which the related services are performed or expenditures are incurred, respectively. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 1 – Nature of Activities and Significant Accounting Policies (Continued)

Donated Materials and Services

Donated materials and equipment, if any, are recorded as support at their estimated fair values. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Donated services are recognized when the service either creates or enhances a non-financial asset or requires specialized skill that would be purchased if the service was not donated. During fiscal years 2022 and 2021, BRHS recognized \$599,240 and \$471,954, respectively, for professional services and donated goods.

BRHS receives a substantial amount of services donated by parents or other non-specialized volunteers in carrying out BRHS' programs. During fiscal years 2022 and 2021, BRHS received approximately 191,000 and 148,000 hours of donated services by volunteers with an estimated fair value of \$3,145,121 and \$2,429,047, respectively. No amounts have been reflected in the financial statements for these donated services. Federal matching requirements are satisfied through the donated services of volunteers.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis on the statement of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Taxes

BRHS is organized as a Utah nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as organizations described in Section 501(c)(3) qualify for the charitable contribution deduction under Section 170(b)(1)(A)(vi) and (viii), and has been determined not to be a private foundation under Sections 509(a)(1) and (3), respectively. BRHS is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, BRHS is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. BRHS has determined it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

BRHS believes that it has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. BRHS would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 1 – Nature of Activities and Significant Accounting Policies (Continued)

Income Taxes (continued)

The federal income tax returns of the Organization for 2021, 2020, and 2019 are subject to examination by the IRS, generally for three years after they were filed.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Such estimates primarily relate to unsettled transactions and events as of the date of the financial statements. Accordingly, upon settlement, actual results may differ from estimated amounts.

Custodial Credit Risk

Deposits. Custodial credit risk for deposits is the risk that in the event of a bank failure, the organization's deposits may not be recovered. The organization's policy is to keep all cash in federally insured bank institutions. On January 31, 2022 and 2021, BRHS had no demand deposits in excess of federally insured limits.

Credit Risk

Credit risk is the risk that the counterparty to an investment will not fulfill its obligations. The organization's policy for all investments is authorized by the Board. The Organization currently holds one certificate-of-deposit.

Subsequent Events

Management has evaluated subsequent events through July 15, 2022, which is the date the financial statements were available to be issued.

Note 2 – Certificate-of-Deposit

At January 31, 2022 and 2021, BRHS owned a certificate-of-deposit bearing interest at 0.35% and 0.35%, respectively. Fair value for the certificate-of-deposit approximates cost. The certificate matures on January 29, 2023.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 3 – Grants Receivable

At January 31, 2022 and 2021, grants receivable, which are unsecured but considered fully collectible, consisted of the following:

	<u>2022</u>	<u>2021</u>
U.S. Department of Agriculture	\$ 27,594	\$ 44,552
U.S. Department of Health and Human Services	709,982	778,576
Idaho Head Start Association	50,558	57,142
CARES/CRRSA/ARP	(65,338)	7,443
Other Grant Receivables	<u>1,327</u>	<u>1,130</u>
Total	<u>\$ 724,123</u>	<u>\$ 888,843</u>

Note 4 – Equipment

At January 31, 2022 and 2021, equipment consisted of the following:

	<u>2022</u>	<u>2021</u>
Land	\$ 23,784	\$ 23,784
Portable classroom	350,238	350,238
Building	211,176	211,176
Equipment	528,761	484,740
Vehicles	<u>367,004</u>	<u>337,238</u>
Total equipment	1,480,963	1,407,176
Less accumulated depreciation	<u>(1,024,263)</u>	<u>(940,816)</u>
Equipment, net	<u>\$ 456,700</u>	<u>\$ 466,360</u>

Included in the assets above are \$114,032 and \$124,990 net property and equipment at January 31, 2022 and 2021, respectively, which had been purchased with federal funds and had fiduciary responsibility for those assets. These assets with fiduciary responsibility have restrictions that require BRHS to repay the federal agency if the assets are sold or the use is changed from its original intended purpose. There are no approved plans to dispose or change the use of these assets as of January 31, 2022.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 5 – Donated Professional Services and Materials

BRHS received donated professional services and materials as follows during the years ended January 31, 2022 and 2021:

	Utah Head	ECP	Early Head	Administrative	Total
January 31, 2022	Start		Start		
Professional services	\$ 9,897	\$ 927	\$ 1,250	\$ -	\$ 12,074
Mileage	2,740	2,084	599	-	5,423
Supplies	136	291	449	-	876
Rent	324,360	93,448	163,059	-	580,867
	<u>\$ 337,133</u>	<u>\$ 96,750</u>	<u>\$ 165,357</u>	<u>\$ -</u>	<u>\$ 599,240</u>

	Utah Head	ECP	Early Head	Administrative	Total
January 31, 2021	Start		Start		
Professional services	\$ 9,965	\$ 1,093	\$ 2,691	\$ -	\$ 13,749
Mileage	1,807	367	445	-	2,619
Supplies	7,103	1,300	4,929	-	13,332
Rent	312,091	44,808	85,355	-	442,254
	<u>\$ 330,966</u>	<u>\$ 47,568</u>	<u>\$ 93,420</u>	<u>\$ -</u>	<u>\$ 471,954</u>

Note 6 – Defined Contribution Plan

BRHS participates in a 403(b) retirement plan. Employees are immediately eligible to participate in the plan. The contributions are deposited into individual accounts. Each employee's individual account is available for withdrawal in its entirety at termination or death. The plan does not require matching funds from BRHS and BRHS has not made any matching contributions to the plan. BRHS also participates in a Simplified Employee Pension Plan (SEP) that covers all employees who have reached the age of 18 and who had been an employee for 13 months of the immediately preceding 5 plan years. This plan allows BRHS to contribute up to 15% of the employees' salary on an annual basis, subject to Internal Revenue Service regulations. Contributions to the SEP plan for fiscal years 2022 and 2021 were \$304,701 and \$364,847, respectively.

BEAR RIVER HEAD START, INC.
Notes to the Financial Statements
January 31, 2022 and 2021

Note 7 – Operating Leases

BRHS maintains multiple lease agreements for office and classroom space in Utah and Idaho. All lease agreements expire by 2032. Rent expense for fiscal years 2022 and 2021 was \$741,614 and \$740,908, respectively.

Future minimum rental payments under the non-cancelable operating leases (excluding the utility charge) for the remaining years of the lease agreements are listed below.

<u>Year Ending</u> <u>January 31,</u>	<u>Amount</u>
2023	\$ 756,759
2024	721,504
2025	578,343
2026	373,780
2027	383,930
2028	348,602
2029	356,298
2030	329,696
2031	33,371
2032	<u>34,559</u>
Total	<u>\$3,916,842</u>

Note 8 – Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the balance sheet date, comprise the following:

	<u>2022</u>	<u>2021</u>
Cash	\$181,176	\$ 5,922
Certificate-of-deposit	<u>20,643</u>	<u>20,571</u>
Total	<u>\$201,819</u>	<u>\$26,493</u>

BRHS is primarily supported by federal grants. As a part of the organization's liquidity management, management reviews its liquidity on a monthly basis with the board of directors.

Supplementary Information

BEAR RIVER HEAD START, INC.
Schedule of Activities – Grant Basis
For the Years Ended January 31,

	<u>2022</u>	<u>2021</u>
Support:		
Contracts and grants	\$ 8,789,069	\$ 8,509,356
Program income	-	1,000
In-kind contributions	<u>3,744,361</u>	<u>2,901,001</u>
Total support	<u>12,533,430</u>	<u>11,411,357</u>
Expenses:		
Program services:		
Head Start	6,865,869	6,714,157
ECP	1,650,082	1,213,467
Early Head Start	3,081,078	2,517,458
Idaho TANF	113,885	121,169
Other grants	<u>7,628</u>	<u>-</u>
Total program services	11,718,542	10,566,251
Administrative expenses	<u>814,888</u>	<u>845,106</u>
Total expenses	<u>12,533,430</u>	<u>11,411,357</u>
Change in net assets	<u>-</u>	<u>-</u>
Reconciliation to GAAP basis:		
Corporate interest income	72	324
Corporate income	2,286	665
Corporate expenses	(1,792)	(2,125)
Non-GAAP in-kind contributions	(3,145,121)	(2,429,047)
Non-GAAP in-kind costs	3,145,121	2,429,047
Equipment	91,294	161,316
Depreciation	<u>(100,954)</u>	<u>(75,794)</u>
Total reconciling items	<u>(9,094)</u>	<u>84,386</u>
Increase (decrease) in net assets	\$ <u><u>(9,094)</u></u>	\$ <u><u>84,386</u></u>

See Independent Auditors' Report



RUDD & COMPANY^{INC.}

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors
Bear River Head Start, Inc.
Logan, Utah

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Bear River Head Start, Inc. (a nonprofit organization), which comprise the statements of financial position as of January 31, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated July 15, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bear River Head Start, Inc.'s internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bear River Head Start, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Bear River Head Start, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

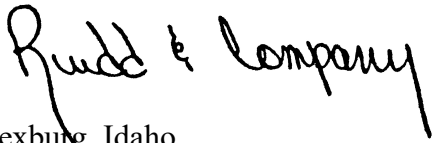
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bear River Head Start, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Rudd & Company". The signature is written in a cursive, flowing style.

Rexburg, Idaho
July 15, 2022



RUDD & COMPANY^{INC.}

certified public accountants | business consultants

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors
Bear River Head Start, Inc.
Logan, Utah

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Bear River Head Start, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Bear River Head Start, Inc.'s major federal programs for the year ended January 31, 2022. Bear River Head Start, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Bear River Head Start, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended January 31, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Bear River Head Start, Inc.'s and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Bear River Head Start, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Bear River Head Start, Inc.'s federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Bear River Head Start, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Bear River Head Start, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Bear River Head Start, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Bear River Head Start, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Bear River Head Start, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2022-01. Our opinion on each major federal program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on Bear River Head Start, Inc.'s response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Bear River Head Start, Inc.'s response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

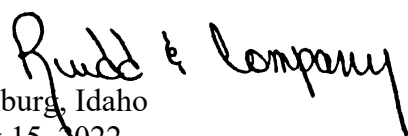
Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.


Rexburg, Idaho
July 15, 2022

BEAR RIVER HEAD START, INC.
Schedule of Expenditures of Federal Awards
For the Year Ended January 31, 2022

Federal Grantor/Pass-Through Grantor/ Program Title	Federal Assistance Listing No.	Award/ Contract Number	Award	Disbursements/ Expenses
<u>U.S. Dept. of Health and Human Services (HHS)</u>				
Direct Programs:				
2021 - 2022 Head Start	93.600	08CH010808-03/05	\$ 7,132,425	\$ 6,987,825
2020 - 2021 Head Start COVID-19	93.600	08CH010808-02/04	430,616	254,916
2021- 2022 ECP	93.600	08HP000280-03/02	1,045,463	462,329
2020- 2021 ECP	93.600	08HP000280-02/02	1,033,131	580,414
2020- 2021 ECP COVID-19	93.600	08HP000280-02/02	49,213	36,874
2021- 2023 HE	93.600	08HE000227-01/01	817,618	7,628
Passed through the Idaho Head Start Association:				
Temporary Assistance for Needy Families	93.558	22-202101	134,888	39,267
	93.558	23-202201	134,888	90,792
Total Department of Health and Human Services				<u>8,460,045</u>
<u>U.S. Dept. of Agriculture</u>				
Passed through Utah State Office of Education				
Child Care Food Program	10.558	F-1	287,820	287,820
Passed through the Idaho State Department of Education Child Nutrition Section				
Child Care Food Program	10.558	45-01	41,204	<u>41,204</u>
Total Department of Agriculture				<u>329,024</u>
Total Federal Awards			\$	<u><u>8,789,069</u></u>

See Independent Auditors' Report and Notes to Schedule of Expenditures of Federal Awards

BEAR RIVER HEAD START, INC.
Notes to the Schedule of Expenditures of Federal Awards
For the Year Ended January 31, 2022

Note A – Purpose of the Schedule

The Schedule of Expenditures of Federal Awards (the Schedule) is a supplementary schedule to the basic financial statements. The Schedule is required by the U.S. Office of Management and Budget (OMB) Uniform Guidance, Audits of States, Local Governments, and Non-Profit Organizations.

Note B – Significant Accounting Policies

Basis of Accounting

The information in the Schedule is presented in accordance with Uniform Guidance. The Schedule is prepared using the same accounting policies and basis of accounting as the basic financial statements.

Assistance Listing Numbers

Uniform Guidance requires the Schedule to show the total expenditures for each of the entity's federal financial assistance programs as identified in the Assistance Listing Catalog. The Assistance Listing Catalog is a government-wide compendium of individual federal programs. Each program included in the Assistance Listing Catalog is assigned a five digit program identification number.

Major Programs

Uniform Guidance establishes a risk-based approach to determining which federal programs are major programs. The federal award tested as a major program was with the Assistance Listing number of 93.600.

Matching Costs

The Schedule does not include matching expenditures.

Indirect Cost Rate

The Entity has not elected to use the 10% de minimis cost rate.

BEAR RIVER HEAD START, INC.
Schedule of Findings and Questioned Costs
For the Year Ended January 31, 2022

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Reportable conditions identified that are not considered to be material weaknesses?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	No
Reportable conditions identified that are not considered to be material weaknesses?	No
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of the Uniform Guidance?	Yes

BEAR RIVER HEAD START, INC.
Schedule of Findings and Questioned Costs
For the Year Ended January 31, 2022

Identification of major programs:

<u>Assistance Listing Number</u>	<u>Name of Federal Program</u>
93.600	2020-2022 Head Start
Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

**Section II – Findings Related to the Financial Statements Required to be Reported in
Accordance with *Government Auditing Standards***

No matters were noted.

**Section III – Findings and Questioned Costs Related to Federal Awards Required to be
Reported in Accordance with *Uniform Guidance***

2022-01 – Unallowed Payroll Expenditures

Criteria:

Compliance Requirement B relating to Allowable Costs requires costs to meet general criteria for allowability, including being necessary and reasonable for the performance of the federal award, allocable thereto and adequately documented.

Condition:

A supervisor authorized excess time for maintenance employees that was not worked.

Context:

Excessive hours were questioned by board members and upper management. Management reviewed maintenance jobs and estimated hours to complete to determine the magnitude of unallowed expenditures.

Cause:

The supervisor was motivated to keep maintenance employees, because they were reliable and did good work. She felt justified, because if the funds were not spent, they were lost. The opportunity existed only with collusion between the supervisor and the employees.

Effect:

Federal funds were used to pay fraudulent payroll expenses. Estimated excess payments/questioned costs are between \$10,000 and \$40,000 over three years, with no more than \$20,000 occurring in FY 2022.

BEAR RIVER HEAD START, INC.
Schedule of Findings and Questioned Costs
For the Year Ended January 31, 2022

Section III – Findings and Questioned Costs Related to Federal Awards Required to be Reported in Accordance with *Uniform Guidance (continued)*

2022-01 – Unallowed Payroll Expenditures (continued)

Recommendation:

Increased emphasis on training. Possibility of using independent contractors for maintenance jobs, requiring invoices to be submitted for payment

Response:

Bear River Head Start Inc.'s management became aware that a few hourly maintenance staff employees were recording time in excess of actual hours that were worked. The employees certified they were working the documented hours and their immediate supervisor also certified that the hours were true and correct (even though she had knowledge that they were not correct). Management immediately conducted an internal investigation, concluded that fraudulent time had been reported, disclosed the fraud to their Board, notified the Regional Office (grantor), consulted with legal counsel, and turned over the investigation to the local police department (investigation still ongoing). To help mitigate risks in the future, an additional timecard procedure of internally auditing timecards on a random sample basis as well as a new Critical Fiscal Issues Procedure have been incorporated into Bear River Head Start Inc.'s internal controls.

BEAR RIVER HEAD START, INC.
Schedule of Prior Year Findings and Questioned Costs
For the Year Ended January 31, 2022

Section II – Findings Related to the Financial Statements Required to be Reported in Accordance with *Government Auditing Standards*

No matters were noted.

Section III – Findings and Questioned Costs Related to Federal Awards Required to be Reported in Accordance with *Uniform Guidance*

No matters were noted.



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Seth Tait

Bear River Head Start

95 West 100 South

Suite 200

Logan, UT 84321 - 5811

From: Responsible HHS Official

Date: 02/22/2022

Dr. Bernadine Futrell

Director, Office of Head Start

From November 1, 2021 to November 5, 2021, the Administration for Children and Families (ACF) conducted a monitoring review of Bear River Head Start Head Start and Early Head Start programs to determine whether the previously identified findings had been corrected. The Office of Head Start (OHS) would like to thank your governing body, policy council, staff, and parents of your program for their cooperation and assistance during the review. This monitoring report has been issued to Mr. Seth Tait, Authorizing Official/Board Chair, as legal notice to your agency of the results of the program review.

Based on the information gathered during this review, we have closed the previously identified findings which are included in this report. For any previous findings that are not included in this report and remain open, the recipient will receive a future follow-up review to determine the compliance status of those findings.

Please contact your Regional Office for guidance should you have any questions or concerns.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Ms. Cheryl Lutz, Regional Program Manager

Mrs. Sarah Thurgood, Chief Executive Officer/Executive Director

Ms. Sarah Thurgood, Head Start Director

Ms. Sarah Thurgood, Early Head Start Director

Glossary of Terms

Compliant	No findings. Meets requirements of Head Start Program Performance Standard.
Area of Concern	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more area of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none">(i) a threat to the health, safety, or civil rights of children or staff;(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;(iv) the misuse of funds received under this subchapter;(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Specifically, the program found that classroom staff turnover was significantly due to compensation and the process required of staff for collecting classroom data. In response, the program increased the compensation of classroom staff and instituted the use of the ChildPlus application for attendance, meal counts, parent-teacher conferences, home visits, and lesson plans; and the Desired Results Developmental Profile for child assessments.

In an interview, managers stated the program continued to use door and gate alarms to support active supervision and child safety. The Classroom Health and Safety Checklist, which classroom staff completed daily, was revised to include door and gate alarms. If the door or gate alarm was not working, a procedure was in place for repairs to be completed as soon as possible. The Head Start director confirmed the door alarm, that was inoperable during the supervision incident, was repaired.

In an interview, governing board and policy council representatives stated they reviewed the Office of Head Start monitoring report, provided input into the corrective action plan, and received progress reports throughout the timeframe for correction. A review of governing board and policy council meeting minutes confirmed the involvement of both groups.

The recipient ensured no child was left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. This area of noncompliance is corrected.

----- End of Report -----



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Ms. Connie Paskett
Bear River Head Start
95 West 100 South
Suite 200
Logan, UT 84321 - 5811

From: Responsible HHS Official

Date: 08/25/2022

Katie Hamm

Acting Director, Office of Head Start

From May 23, 2022 to May 27, 2022, the Administration for Children and Families conducted a Focus Area Two monitoring review of the Bear River Head Start Head Start and Early Head Start programs. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, we have found your program needs improvement in one or more areas. The report provides you with detailed information in each area where program performance did not meet one or more applicable HSPPS, laws, regulations, and policy requirements, and the required timeframes for corrective action.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Ms. Cheryl Lutz, Regional Program Manager
Mrs. Sarah Thurgood, Chief Executive Officer/Executive Director
Ms. Sarah Thurgood, Head Start Director
Ms. Sarah Thurgood, Early Head Start Director

Glossary of Terms

Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none">(i) a threat to the health, safety, or civil rights of children or staff;(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;(iv) the misuse of funds received under this subchapter;(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Performance Summary

Service Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Ongoing Monitoring and Continuous Improvement	08CH010808 08HP000280	Area of Noncompliance	1302.102(b)(1)(i)	120 days
Ongoing Fiscal Capacity	08CH010808 08HP000280	Area of Noncompliance	75.303(a)	120 days



Program Management and Quality Improvement

Bear River Head Start operates across 12,000 square miles in 8 counties in northern Utah and southeast Idaho. The program offers a range of Head Start and Early Head Start services to children, families, and expectant mothers through home-based and center-based options. The grantee is managed through an agreement between Region VIII and Region X, allowing Region VIII sole oversight of the recipient.

Program Management

The recipient establishes a management structure consisting of staff, consultants, or contractors who ensure high-quality service delivery; have sufficient knowledge, training, experience, and competencies to fulfill the roles and responsibilities of their positions; and provide regular supervision and support to staff.

Ongoing Monitoring and Continuous Improvement

The recipient does not use data to identify program strengths, needs, and areas needing improvement; evaluate progress toward achieving program goals and compliance with program performance standards; and assess the effectiveness of professional development.

ANC 1302.102(b)(1)(i)

Timeframe for Correction: 120 days

1302.102 Achieving program goals. (b) Monitoring program performance. (1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must: (i) Collect and use data to inform this process.

The recipient did not collect and use data to monitor program performance.

The Head Start director stated that although the program collected data in all content areas, it did not use the data to monitor overall program performance or to inform its continuous improvement plan. Governing board members spoke about staff recruitment and retention generally but could not articulate if the program was making progress toward achieving that goal. Members from the governing board also confirmed they did not receive data on progress toward program goals.

The recipient did not collect and use data to monitor program performance; therefore, it was not in compliance with the regulation.

Program Governance

The recipient maintains a formal structure of program governance to oversee the quality of services for children and families and to make decisions related to program design and implementation.

The policy council is engaged in the direction of the program, including program design and planning of goals and objectives.



Monitoring and Implementing Quality Education and Child Development Services

Alignment with School Readiness

The recipient’s school readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and State early learning standards.

Effective and Intentional Teaching Practices

The recipient’s teaching practices intentionally promote progress toward school readiness and provide high-quality learning experiences for children.

Supporting Teachers in Promoting School Readiness

The recipient prepares teachers to implement the curriculum and support children’s progress toward school readiness.

Home-based Program Services

The recipient ensures home-based program services provide home visits, and group socialization activities provide high-quality learning experiences.

Education and Services Summary

Bear River Head Start implemented intensive coaching for all teaching teams and home educators to help improve their skills and maintain quality education services. The program engaged four Classroom Assessment Scoring System reliable mentor coaches to provide individualized support to education staff. Working with the coaches, the teaching staff developed formal goals through a self-assessment process and using child outcomes and classroom assessment data. During an 8-week cycle, the education staff received support from their coaches through modeling and suggested strategies. When their goals were reached, the teachers shared their accomplishments with their peers and mentor coaches at monthly meetings. This approach provided individualized and meaningful mentoring for all teaching staff, helping build capacity within the education teams and supporting child outcomes.



Monitoring and Implementing Quality Health Services

Child Health Status and Care

The recipient effectively monitors and maintains timely information on children’s health status and care including ongoing sources of health care, preventive care, and follow-up.

Mental Health

The recipient supports a program-wide culture that promotes mental health and social and emotional well-being, and uses mental health consultation to support staff.

Oral Health and Nutrition

The recipient maintains and monitors for effective oral health practices and nutrition services that meet the nutritional needs and accommodate feeding requirements and allergies.

Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments.

Services to Expectant Families

The recipient provides quality services that facilitate expectant mothers access to health care and provide information to support prenatal, postpartum, maternal, and infant health and emotional well-being.

Health Services Summary

Bear River Head Start supported the social-emotional development of children. The program employed a mental health coordinator and three assistants to coach education staff on child wellness and social-emotional development. When children exhibited challenging behaviors, the consultants worked with the teachers and parents to help establish goals and strategies for each child, such as changing the room arrangement or altering the schedule. A safety plan was developed and discussed with the family if the behaviors were extreme. In these cases, the consultants and teachers also referred families to community resources for additional support. These practices ensured the program prioritized the mental health of all enrolled children.



Monitoring and Implementing Quality Family and Community Engagement Services

Family Well-being

The recipient collaborates with families to support family well-being, parents’ aspirations, and parents’ life goals.

Strengthening Parenting and Parent-Child Supports

The recipient provides services that strengthen parent-child relationships and support parents in strengthening parenting skills.

Family Engagement in Education and Child Development Services

The recipient provides education and child development services that recognize parents’ roles as children’s lifelong educators and encourage parents to engage in their child’s education.

Family and Community Engagement Services Summary

Bear River Head Start streamlined family supports through the program's family advocates. These staff members built strong relationships with families and provided comprehensive services throughout the year. Family advocates were charged with assisting families in all areas of the program, including identifying and attaining goals, ensuring compliance with health requirements, and documenting parent volunteer hours. To help them in these efforts, the program provided training to all family advocates using role-play and conversation modeling as ways to build rapport and identify families in crisis.

To maintain these relationships while classrooms were closed, the program continued to provide Head Start families with services during the summer months. Family advocates spent that time focusing on child health and family resources to coordinate seamless transitions in the fall to receiving school settings or assist students in returning to the Head Start setting. These strategies and a focus on establishing and maintaining strong relationships ensured the program supported the overall wellness of enrolled families.



Monitoring and Implementing Fiscal Infrastructure

Budget Planning and Development

The recipient develops and implements its budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.

Ongoing Fiscal Capacity

The recipient does not plan and implement a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization.

ANC 75.303(a)

Timeframe for Correction: 120 days

75.303 Internal controls The non-Federal entity must: a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. These internal controls should be in compliance with guidance in Standards for Internal Control in the Federal Government, issued by the Comptroller General of the United States or the Internal Control Integrated Framework, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The recipient did not maintain effective internal control over the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.

The recipient approved timesheets that included time not worked by 2 employees over a period of 3 years. The Head Start director stated that during that time, she had questioned the accuracy of the timesheets. After being reassured by the health and wellness coordinator that the time was reported accurately, no other action was taken.

The Head Start director said that in April 2022, the health and wellness coordinator disclosed to the director that for approximately 3 years timesheets were approved for 2 of 3 maintenance staff members reflecting hours greater than the actual hours worked. The Head Start director then stated that the issue was reported to the program specialist at the Regional Office, the governing bodies, the local police department, and the auditors. The program estimated the loss to be at most \$50,000 to \$60,000. All three staff members involved in the incident resigned.

The recipient did not maintain effective internal control over the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; therefore, they were not in compliance with the regulation.

Budget Execution

The recipient's financial management system provides for effective control over and accountability for all funds, property, and other assets.

Facilities and Equipment

The recipient complies with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.



Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance

Determining, Verifying, and Documenting Eligibility

The recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

Enrollment Verification

The recipient maintains and tracks enrollment for all participants including expectant mothers.

ERSEA Summary

Bear River Head Start designed recruitment strategies to ensure the program enrolled eligible children, families, and expectant mothers. The recipient used the Coronavirus Aid, Relief, and Economic Security Act funding to hire a recruitment specialist charged with building partnerships and community relationships to strengthen the program's efforts. These efforts included the new recruitment specialist establishing a formal memorandum of understanding with a local homeless shelter to reach families experiencing homelessness. Additionally, the specialist organized open house events and coordinated program attendance at community events to identify potential applicants in the community. These strategies helped the program meet its recruitment goals and enroll eligible families in need.

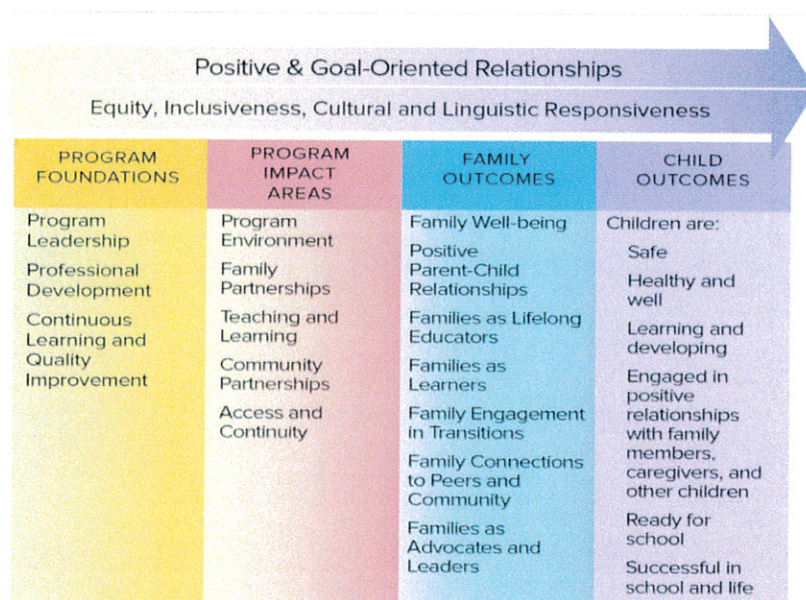
----- End of Report -----

Bear River Head Start Parent/Family



Parent Engagement Report

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 (PFCE) 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 in elected leadership positions on the Policy Council, Parent/Teacher Conferences, participating 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 Committees can choose to elect a PCM Chairperson, PCM Vice-Chair, PCM Secretary, Community Representatives for each program area, as well as a Policy Council Representatives and Alternate 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 increases timelier, uniform sharing of information, through one program system.

Parent/Father/Father Figure Engagement

- Staff make every effort for both parents' to be engaged and active participants at home visits, 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, Conscious Discipline Parenting classes, Community 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. for every program family.
- 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 <https://www.brheadstart.org> hosts our monthly information packets, Policy Council Reports, and multiple other resources for parents.

Welcome to Bear River Head Start

2022-2023 Year at a glance



*Dates, times, locations are subject to change

Date: Tuesday, September 13, 2022	Area: Malad
6:00- 7:30 p.m.	Malad (Malad, Idaho HB) 450 North 300 West Malad, ID
Date: Wednesday, September 14, 2022	Area: Tremonton
6:00-7:30 p.m.	Tremonton Center 451 West 600 North Tremonton, UT
Date: Wednesday, September 14, 2022	Area: EHS Nest/Koop, EHS Fishpond, EHS Cache Homebased) @ Logan Center
6:00-7:30 p.m.	Logan Center (EHS Nest/Koop, EHS Fishpond, EHS Cache HB) 852 South 100 West Logan, UT
Date: Wednesday, September 14, 2022	Area: Hyde Park Extended day & Part Day @ Hyde Park (Soar, Imagine, Discover, Believe, Inspire, Richmond, Smithfield)
6:00-7:30 p.m.	Hyde Park (Soar, Imagine, Discover, Believe, Inspire, Richmond) 52 North 580 West Hyde Park, UT
Date: Thursday, September 15, 2022	Area: Hyrum
5:00-6:30 p.m.	Hyrum 80 West 100 South Hyrum, UT
Date: Thursday, September 15, 2022	Area: Logan Extended & Part-Day, Cache HB
5:00-6:30 p.m.	Logan Center Extended & Part-Day (Wonder, Explore, Create, Dream, Adventure, Cache HB) 852 South 100 West Logan, UT
Date: Thursday, September 15, 2022	Area: Brigham
5:00-6:30 p.m.	Brigham Center (Goslings, Colts, Joey's, & Brigham HB) 264 North 200 West Brigham City, UT
Date: Wednesday, September 21, 2022	Area: Smithfield
6:00- 7:30 p.m.	Smithfield Center 225 South 455 East Smithfield, Utah
Date: Thursday, September 22, 2022	Area: Preston, ID
6:00- 7:30 p.m.	Preston Center 525 South 400 East Preston, Idaho
Date: Thursday, September 22, 2022	Area: Paris
6:00- 7:30 p.m.	Location tbd
Date: Thursday, September 22, 2022	Area: Richmond
6:00- 7:30 p.m.	Richmond Center 90 South 100 West Richmond, Utah

Night Out with Dad's (NOWD)

Parent Committee Meetings (PCMs)

Monthly Parent Committee Meetings

Community Events/Workshops/Classes/Happenings/Resources/Information etc.

Ongoing Community workshops, classes, and resources

Policy Council Meetings

October 20th Combined Policy Council Meeting (New and Outgoing PC Board)

November 17th Policy Council Meeting (Policy Council Officers attend)

December 15th Policy Council Meeting

January 19th Policy council Meeting

February 16th Policy Council Meeting *PC & Board Combined

March 16th Policy Council Meeting

April 20 th Policy Council Meeting
May 18 th Policy Council Meeting
June 15 th Policy Council Meeting
July 20 th Policy Council Meeting
August 17 th Policy Council Meeting
September 21 st Policy Council Meeting
October 19 th Policy Council Meeting (New and Outgoing PC Board)
November 16 th Policy Council Meeting (Policy Council Officers attend)

Conscious Discipline Parenting Curriculum

Literacy Activity

*Times, locations, and dates are all subject to change.

**Bear River Head Start
Family Outcomes Baseline Training August 2022
Executive Summary**

Prepared by Kristie Curtis, Family Development Coordinator

Attached is the Family Outcomes Baseline Training for review and approval.

Family Outcomes Baseline Training for the Board and Policy Council
--

The Head Start Performance Standards mandate that we track family outcomes. We do this 3 times a year at the beginning, middle, and end of year. The Board and Policy Council will be trained on Family Outcomes in August, January, and June. We want you as the governing body to be informed about family outcomes every step of the way.

Understanding Family Outcomes Baseline Training informational sheet for the Board and Policy Council August 2021.

Performance Standard 1302.52

Family Well-Being Review 21-22

We use Family Outcomes data for program planning and for our training and technical assistance plan.

We follow the Parent, Family, Community, and Engagement Framework to support families toward positive family outcomes. (Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders).

Outcomes data help us to plan for the future and helps guide program improvement.

Outcomes help us know how well we are at providing quality services for children and families and areas where we can improve. Data helps with training our staff and in partnering with families and community agencies.

The overall goal is to for positive child and family outcomes.

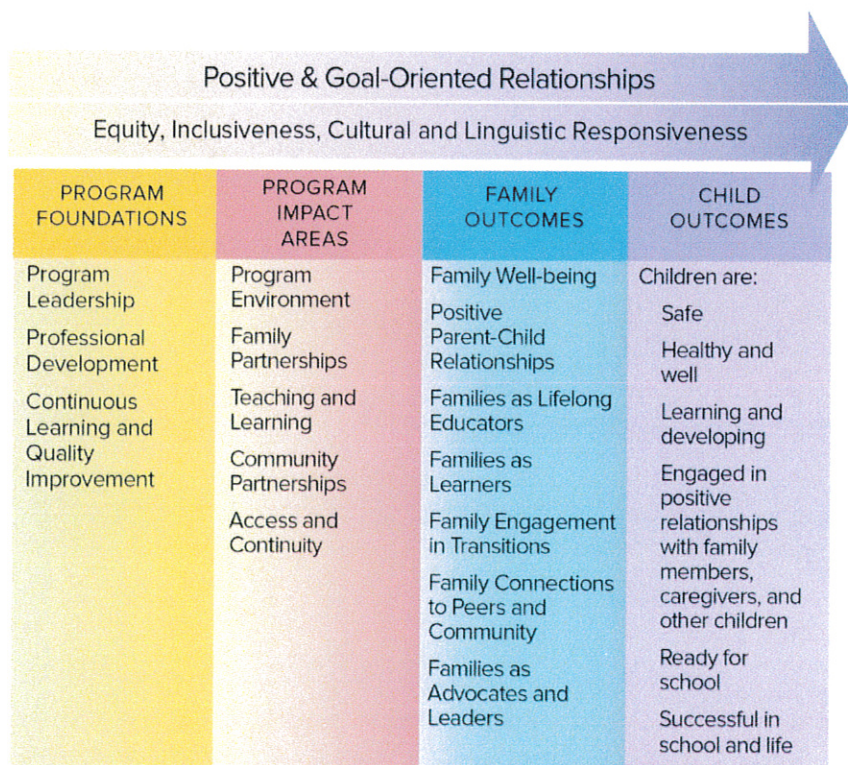
At the beginning of the school year Family Advocates partner with families in a goal oriented relationship. The Beginning of Year outcome is entered after completing the Family Well Being Review/Assessment with every family. Each family will start out with a baseline. The baseline is a guide and starting point and helps in setting family goals and identifying resources. Family Outcomes are reassessed with the family on an ongoing basis. Outcomes are completed 3 times a year at the beginning, middle, and end of year per family per school year for each year a child is enrolled.

Positive relationships between parents and providers are important as families make progress toward other goals, such as improved health and safety, increased financial stability, and enhanced leadership skills. Strong partnerships can provide a safe place where families may explore their hopes, share their challenges, and let us know how we can help. Staff, community partners, and peers can be resources as families decide what is important to them and how to make it happen. Parents help us learn how to enhance their children's learning and healthy development. When we focus on families' strengths and view parents as partners, we can work more effectively to support parent-child relationships and other outcomes for families and children.

Everything we do is intended to give families the emotional and concrete supports they want and need to reach better outcomes. When a family makes progress, parents have more capacity to give to their children. For example, a family may be struggling financially and constantly worried about where their next meal will come from. The parent may be overwhelmed or embarrassed, unsure of how to ask for help. If the parent trusts the program or a staff member, the parent might share their distress and worry. The program can work with the parent to find and access food and nutrition resources in their community. As the family stabilizes, the parent might work with staff to identify how to improve the situation in the long term. The parent may decide to go back to school to increase his or her earning potential or might join a group to talk with other families about educational goals. The parent might work with the program and peers to find and access educational resource. As families take steps to reach their goals, they can engage in relationships with their children that prepare children for success and in life. <https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/getting-started-family-engagement-positive-goal-oriented>

Getting Started: Family Engagement and Positive Goal-Oriented Relationships

The Office of Head Start Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress. It is a research-based approach to program change designed to help Head Start and Early Head Start programs achieve outcomes that lead to positive and enduring change for children and families. When parent and family engagement activities are systemic and integrated across PFCE Framework Program Foundations and Program Impact Areas, better family outcomes are achieved. This leads to children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families. (<https://eclkc.ohs.acf.hhs.gov/family-engagement>)



Performance Standard 1302.52 Family Partnership Services

(a) *Family partnership process.* A program must implement a family partnership process that includes a family partnership

agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) Identification of family strengths and needs. A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

(c) Individualized family partnership services. A program must offer individualized family partnership services that:

(1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;

(2) Help families achieve identified individualized family engagement outcomes;

(3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;

(4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

(d) Existing plans and community resources. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

Bear River Head Start

Mid-Year Family Outcomes Training February 2022

Executive Summary

Prepared by Kristie Curtis, Family Development Coordinator

The status of the mid-year family outcomes was presented to the Board and the Policy Council in January as outcomes were in the process of being completed with program families. The family outcomes have been inputted into our Child Plus data base system. The Board and the Policy Council is being presented with and trained on the data from the mid-year family outcomes. We will go over the End of Year Family Outcomes training in June. The Family Outcomes data help us collect valuable information on what we are seeing, trends, and ongoing training. The information we gather also helps lead us to program improvement.

FAMILY OUTCOMES MID-YEAR DATA

- The Head Start performance standards mandate that we track family outcomes.
- Family Outcomes are completed 3 times a year. At the Beginning, mid-year, and end of year.
- We follow the Parent, Family, Community, and Engagement Framework to support families toward positive family outcomes. (Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders).
- The Family Outcomes is a way to show how much of an impact our program has when working in a family engagement partnership with families and on the goal setting process.
- We want to know how well Bear River Head Start is at providing quality services for children and families and areas where we can improve.

- The Family Outcomes Analysis Child Plus 4240 Report collects data for the following

Family	Families	Assessment	Parenting	Extended Family	Household Composition	Pregnancy/Newborn	Housing	Food	Clothing	Transportation	Employment	Income	Budget	Utilities	Mental Health	Medical & Dental	Health Education	Drugs, Smoking & Alcohol	Adult Education	Child School Readiness	English as a Second Lang	Dual Language Learner	Technology	Support Network	Child Care	Volunteer Group Leadersh	Legal	TOTAL
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Scoring Legend 5.0 - Strength * 4.9 - N/A * 4.0 - Self-Sufficient * 3.0 - Stable * 2.0 - Needs Assistance * 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

- Family Outcome data can show us gains and needs for additional resources or trainings.
- We use the year-end Family Outcomes data for program planning and for our Training and Technical Assistance Plan.
- The overall goal is to for positive child and family outcomes.

Bear River - PHS, EHS, ECP **4240 - Family Outcomes - Analysis** Program Term: ECP/EHS Exp 2021-2022, Agency: Bear River - PHS, EHS, ECP, Enrollment Status: Enrolled

Family	Bear River - PHS, EHS, ECP																											
	Families	Assessment	Parenting	Extended Family	Household Composition	Pregnancy/Newborn	Housing	Food	Clothing	Transportation	Employment	Income	Budget	Utilities	Mental Health	Medical & Dental	Health Education	Drugs, Smoking & Alcohol	Adult Education	Child School Readiness	English as a Second Lang	Dual Language Learner	Technology	Support Network	Child Care	Volunteer Group Leadersh	Legal	TOTAL
ECP/EHS EX	44	1	4.5	4.5	4.6	4.8	4.7	4.8	4.9	4.8	4.5	4.2	4	4.7	4.3	4.6	4.8	5	4.4	4.4	4.6	4.5	4.9	4.5	4.7	4.4	4.7	114.
	41	2	4.5	4.5	4.6	4.7	4.5	4.8	4.9	4.8	4.4	4.2	4	4.7	4.3	4.7	4.8	5	4.5	4.4	4.6	4.5	4.9	4.4	4.7	4.4	4.7	114.
	41	+/-	0.1	0	-	0	0.1	-	-	-	0.1	0	0	-	-	-	-	0	-	0	-	-	-	0	0	-	-	0.2

Agency Average - Bear River - PHS, EHS, ECP																												
Families w/ complete assessments:																												
	44	1	4.5	4.5	4.6	4.8	4.7	4.8	4.9	4.8	4.5	4.2	4	4.7	4.3	4.6	4.8	5	4.4	4.4	4.6	4.5	4.9	4.5	4.7	4.4	4.7	114.
	41	2	4.5	4.5	4.6	4.7	4.5	4.8	4.9	4.8	4.4	4.2	4	4.7	4.3	4.7	4.8	5	4.5	4.4	4.6	4.5	4.9	4.4	4.7	4.4	4.7	114.
	41	+/-	0.1	0	-	0	0.1	-	-	-	0.1	0	0	-	-	-	-	0	-	0	-	-	-	0	0	-	-	0.2

Report Average																												
Families w/ complete assessments:	44		4.5	4.5	4.6	4.8	4.7	4.8	4.9	4.8	4.5	4.2	4	4.7	4.3	4.6	4.8	5	4.4	4.4	4.6	4.5	4.9	4.5	4.7	4.4	4.7	114.
	1	2	4.5	4.5	4.6	4.7	4.5	4.8	4.9	4.8	4.4	4.2	4	4.7	4.3	4.7	4.8	5	4.5	4.4	4.6	4.5	4.9	4.4	4.7	4.4	4.7	114.
	41	2	4.5	4.5	4.6	4.7	4.5	4.8	4.9	4.8	4.4	4.2	4	4.7	4.3	4.7	4.8	5	4.5	4.4	4.6	4.5	4.9	4.4	4.7	4.4	4.7	114.
	+/-		0.1	0	-	0	0.1	-	-	-	0.1	0	0	-	-	-	-	0	-	0	-	-	-	0	0	-	-	0.2

Scoring Legend: 5.0 - Strength • 4.9 - N/A • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Needs Assistance • 1.0 - Crisis
 Gains are calculated by comparing results from the first and most recent assessments

Bear River - PHS, EHS, ECP

4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2021-2022, Agency: Bear River - PHS, EHS, ECP, Enrollment Status: Enrolled

Family	Bear River - PHS, EHS, ECP																												
	Families	Assessment	Parenting	Extended Family	Household Composition	Pregnancy/Newborn	Housing	Food	Clothing	Transportation	Employment	Income	Budget	Utilities	Mental Health	Medical & Dental	Health Education	Drugs, Smoking & Alcohol	Adult Education	Child School Readiness	English as a Second Lang	Dual Language Learner	Technology	Support Network	Child Care	Volunteer Group Leadersh	Legal	TOTAL	
EHS Center Base	26	1	4.3	4.6	4.6	4.9	4.7	4.9	4.8	4.7	4.6	4.1	4	4.8	4.3	4.7	5	5	3.8	4.7	4.2	4.2	4.7	4.2	4.2	4.7	3.8	4.8	113.
	26	2	4.5	4.7	4.5	4.9	4.7	4.7	4.9	4.7	4.5	4.1	4	4.7	4.2	4.7	4.9	5	3.9	4.7	4.2	4.1	4.7	4.4	4.8	3.9	4.9	113.	
	26	+/-	0.1	0	0.1	0	-	0.2	0	-	0	0	0	0	0.1	0.1	0	-	0	-	0.1	0.1	0	0.2	0.1	0	0	0.1	
EHS Home Based	56	1	4.2	4.6	4.5	4.7	4.4	4.3	4.4	4.5	4.3	3.8	3.9	4.5	4	4.7	4.8	4.6	4.3	4.6	4.4	4.8	4.5	4.6	4.1	4.5	109.		
	55	2	4.2	4.5	4.5	4.8	4.2	4.3	4.4	4.5	4.3	3.9	3.9	4.4	3.9	4	4.7	4.8	4.5	4.4	4.5	4.3	4.8	4.5	4.5	4	4.5	109.	
	54	+/-	0	0	0	0.1	0.1	0.1	0.1	0.1	0	0.1	0	0.1	0.1	0.1	0	-	0.1	0	0	0	0	0.1	0.1	0	0	0.4	
Agency Average - Bear River - PHS, EHS, ECP																													
Families w/ complete assessments:	82	1	4.2	4.6	4.5	4.8	4.5	4.5	4.5	4.5	4.4	3.9	3.9	4.6	4.1	4.2	4.8	4.8	4.3	4.5	4.5	4.3	4.8	4.4	4.6	4	4.6	110.	
	81	2	4.3	4.6	4.5	4.8	4.3	4.5	4.6	4.6	4.4	3.9	3.9	4.5	4	4.2	4.8	4.8	4.3	4.5	4.4	4.2	4.8	4.5	4.6	4	4.6	110.	
	80	+/-	0.1	-	0	0.1	0.1	0	0.1	0	-	0	0	0.1	0.1	0	0.1	0	0	0.1	0	0	0	0.1	-	0	0	0.2	
Report Average																													
Families w/ complete assessments:	82	1	4.2	4.6	4.5	4.8	4.5	4.5	4.5	4.5	4.4	3.9	3.9	4.6	4.1	4.2	4.8	4.8	4.3	4.5	4.5	4.3	4.8	4.4	4.6	4	4.6	110.	
	81	2	4.3	4.6	4.5	4.8	4.3	4.5	4.6	4.6	4.4	3.9	3.9	4.5	4	4.2	4.8	4.8	4.3	4.5	4.4	4.2	4.8	4.5	4.6	4	4.6	110.	
	80	+/-	0.1	-	0	0.1	0.1	0	0.1	0	-	0	0	0.1	0.1	0	0.1	0	0	0.1	0	0	0	0.1	-	0	0	0.2	

Scoring Legend: 5.0 - Strength • 4.9 - N/A • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

Bear River - PHS, EHS, ECP **4240 - Family Outcomes - Analysis**

Program Term: Head Start 2021-2022, Agency: Bear River - PHS, EHS, ECP, Enrollment Status: Enrolled

Family	Families	Assessment	Parenting	Extended Family	Household Composition	Pregnancy/Newborn	Housing	Food	Clothing	Transportation	Employment	Income	Budget	Utilities	Mental Health	Medical & Dental	Health Education	Drugs, Smoking & Alcohol	Adult Education	Child School Readiness	English as a Second Lang	Dual Language Learner	Technology	Support Network	Child Care	Volunteer Group Leadersh	Legal	TOTAL
Bear River - PHS, EHS, ECP	15	1	4.2	4.1	4.3	4.7	4.3	4.5	4.5	4.5	4.3	3.5	3.3	4.5	4.2	3.5	4.3	4.8	3.7	3.8	4.9	4.9	4.9	4.2	3.7	3	4.6	105.
	15	2	4.2	4.2	4.5	4.7	4.4	4.5	4.5	4.5	4.4	3.6	3.5	4.5	4.3	3.7	4.4	4.8	3.7	3.9	4.9	4.9	4.9	4.1	3.9	3.3	4.4	106.
	15	+/-	-	▲ 0.1	▲ 0.1	-	▲ 0.1	-	-	-	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.1	-	▲ 0.1	▲ 0.2	▲ 0.1	-	▲ 0.1	-	-	-	▼ 0.1	▲ 0.2	▲ 0.3	▲ 0.2	▲ 1.3
Box Elder County	55	1	3.8	4.2	4.4	4.8	4	4.1	4.4	4.5	4.1	3.4	3.6	3.9	3.7	3.9	4.5	4.6	4.3	2	4.7	4.7	4.7	4.3	4.1	3.2	4.3	102.
	56	2	3.8	4.2	4.4	4.8	4	4.2	4.4	4.6	4.2	3.5	3.6	3.9	3.8	4.1	4.5	4.6	4.4	3.1	4.7	4.7	4.8	4.3	4.2	3.3	4.4	104.
	55	+/-	-	▲ 0	▲ 0	▲ 0	▲ 0	▲ 0.1	▲ 0	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0	▲ 0.1	▲ 0.2	▲ 0	▲ 0	▲ 0	▲ 1	-	-	▲ 0	-	▲ 0.1	▲ 0.1	▲ 0	▲ 2.2
Cache County	45	1	4	4.3	4.5	4.8	4.2	4.5	4.5	4.4	4.4	3.9	4	4.3	4	4	4.7	4.6	4	4.2	4.7	4.6	4.7	4.2	4.2	4.2	4.4	108.
	45	2	4.1	4.4	4.6	4.8	4.3	4.4	4.5	4.4	4.4	3.9	4	4.4	4.1	4.1	4.7	4.6	4	4.2	4.7	4.6	4.7	4.3	4.2	4.2	4.5	109.
	45	+/-	▲ 0	▲ 0.1	▲ 0	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.1	-	▲ 0	▲ 0	-	▲ 0	▲ 0.1	▲ 0.1	-	▲ 0	▲ 0	-	-	▲ 0	-	▲ 0.1	▲ 0	-	▲ 0.1	▲ 1
Franklin County	30	1	4.1	4.3	4.4	4.8	4.1	3.8	4.3	4.7	4.2	3.9	4	4.1	4.1	3.5	4.6	4.8	4.3	3.4	4.2	4.3	4.6	4.4	4.2	3.2	4.4	104.
	32	2	4.1	4.3	4.5	4.8	4.1	3.8	4.4	4.7	4.3	3.8	4	4	4	3.9	4.6	4.8	4.3	3.8	4.5	4.2	4.7	4.4	4.3	3.3	4.5	106.
	30	+/-	▼ 0	-	▲ 0.1	-	▼ 0	▲ 0.1	▲ 0.2	-	▲ 0.1	▲ 0.1	▲ 0	-	-	▲ 0.5	▲ 0	▼ 0	▲ 0	▲ 0.4	▲ 0.2	-	▲ 0.1	▲ 0	-	-	▲ 0	▲ 1.5
Hyde Park	57	1	4.4	4.5	4.6	4.8	4.6	4.7	4.7	4.6	4.3	4.3	4.2	4.6	4.2	4.4	4.7	4.8	4.4	4.4	4.6	4.6	4.8	4.6	4.5	4.4	4.4	113.
	58	2	4.4	4.4	4.5	4.8	4.5	4.7	4.7	4.5	4.3	4.3	4.2	4.6	4.3	4.3	4.7	4.8	4.4	4.4	4.6	4.5	4.8	4.5	4.5	4.4	4.4	112.
	56	+/-	▲ 0.1	▼ 0	▼ 0	-	▼ 0	▲ 0	-	▼ 0	▲ 0	▲ 0	▲ 0	▲ 0	-	▲ 0.1	-	▼ 0	▲ 0	▲ 0.1	-	-	-	▼ 0	▲ 0.1	-	▲ 0	▲ 0.2
Logan	78	1	4.1	4.2	4.4	4.8	4.2	4.2	4.3	4.4	4.2	3.8	3.5	4.2	3.9	4	4.4	4.7	4.1	4.1	4.4	4.3	4.5	4.3	4.2	3.9	4.4	105.
	79	2	4.1	4.2	4.4	4.8	4.2	4.4	4.4	4.5	4.2	3.8	3.7	4.3	3.9	4.1	4.4	4.7	4.1	4.2	4.4	4.2	4.4	4.4	4.2	3.8	4.4	106.
	77	+/-	-	-	▲ 0	▼ 0	-	▲ 0.1	▲ 0.1	▲ 0	▼ 0	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0	▼ 0	▲ 0.1	▲ 0.1	▼ 0	▼ 0	▲ 0.1	▲ 0	▲ 0.1	▲ 0	-	▲ 0.8
Onieda County	15	1	4.6	4.5	4.9	4.9	4.3	2.6	4.2	4.9	3.9	3.3	4.6	3.1	3.7	1.9	5	4.8	4.8	2	4.1	3.9	5	4.9	4.5	2.8	4.8	102.
	15	2	4.6	4.5	4.8	4.9	4.5	2.9	4.4	4.9	4.2	3.5	4.6	3.5	3.9	3.3	5	4.8	4.8	2.9	4.1	3.9	5	4.9	4.5	2.9	4.8	106.
	15	+/-	-	▼ 0.1	▼ 0.1	-	▲ 0.2	▲ 0.3	▲ 0.2	▲ 0.1	▲ 0.3	▲ 0.2	-	▲ 0.4	▲ 0.1	▲ 1.3	-	-	-	▲ 0.9	-	-	-	-	-	▲ 0.1	-	▲ 4.1

Scoring Legend: 5.0 - Strength • 4.9 - N/A • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

Bear River - PHS, EHS, ECP

4240 - Family Outcomes - Analysis

Program Term: Head Start 2021-2022, Agency: Bear River - PHS, EHS, ECP, Enrollment Status: Enrolled

Family	Bear River - PHS, EHS, ECP																													
	Families		Assessment	Parenting	Extended Family	Household Composition	Pregnancy/Newborn	Housing	Food	Clothing	Transportation	Employment	Income	Budget	Utilities	Mental Health	Medical & Dental	Health Education	Drugs, Smoking & Alcohol	Adult Education	Child School Readiness	English as a Second Lang	Dual Language Learner	Technology	Support Network	Child Care	Volunteer Group Leadersh	Legal	TOTAL	
PHS Home Base	6		1	3.8	3.8	4.3	4.6	3.7	3.5	3.7	4	3.7	3.3	3	3.7	3.8	3.2	3.7	4	3.5	3.8	4	4	4	4.3	3.3	3.7	2.7	4.3	93.3
	6	2	4	3.8	4.3	4.6	3.8	3.3	3.7	3.8	3.7	3.3	3	3.7	3.8	3.2	3.7	4	3.5	3.8	4	4	4	4.3	3.3	3.7	2.7	4.3	93.3	
	6	+/-	0.2	▲	-	-	▲	▼	-	0.2	0.2	-	▼	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Agency Average - Bear River - PHS, EHS, ECP																												
Families w/ complete assessments:	301		4.1	4.3	4.5	4.8	4.2	4.2	4.4	4.5	4.2	3.8	3.8	4.2	4	3.9	4.5	4.7	4.2	3.6	4.5	4.5	4.7	4.4	4.2	3.7	4.4	106.
	306	2	4.1	4.3	4.5	4.8	4.3	4.3	4.5	4.5	4.3	3.8	3.9	4.2	4	4.1	4.5	4.7	4.2	3.9	4.5	4.4	4.7	4.4	4.3	3.7	4.5	107.
	299	+/-	0	0	0	0	0	0.1	0.1	0	0.1	0	0.1	0	0.1	0.2	0	0	0	0.3	0	0	0	0	0	0	0	1.2

Report Average																													
Families w/ complete assessments:	301	1	4.1	4.3	4.5	4.8	4.2	4.2	4.4	4.5	4.2	3.8	3.8	4.2	4	3.9	4.5	4.7	4.2	3.6	4.5	4.5	4.7	4.4	4.2	3.7	4.4	106.	
	306	2	4.1	4.3	4.5	4.8	4.3	4.3	4.5	4.5	4.3	3.8	3.9	4.2	4	4.1	4.5	4.7	4.2	3.9	4.5	4.4	4.7	4.4	4.3	3.7	4.5	107.	
	299	+/-	0	0	0	0	0	0.1	0.1	0	0.1	0	0.1	0	0.1	0.2	0	0	0	0.3	0	0	0	0	0	0	0	1.2	

Scoring Legend: 5.0 - Strength • 4.9 - N/A • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

Bear River Head Start

Family Outcomes

Executive Summary

Prepared by Kristie Curtis, Family Development Coordinator

Attached is the Family Outcomes for review and approval.

Family Outcomes Training for the Board and Policy Council

The Head Start Performance Standards mandate that we track family outcomes. We do this 3 times a year at the beginning, middle, and end of year. The Board and Policy Council will be trained on Family Outcomes in August, January, and June.

- ☐ See the BRHS Family Development Outcomes Training for the Board and Policy Council informational sheet.
- ☐ Performance Standard 1302.52
- ☐ What are Outcomes
- ☐ How we gather Outcomes
- ☐ Explanation on the how, when, and why of Family Outcomes
- ☐ The 7 Parent Family & Community Engagement Framework (PFCE) Outcomes and key indicators
- ☐ How we use Family Outcomes
- ☐ PFCE Framework Positive and Goal Oriented Relationships slide. Program Foundations, Program Impact Areas, Family Engagement Outcomes, and Child Outcomes.
- ☐ Family Outcomes Analysis (data charts) for the following program options
 - Head Start 2021-2022
 - Early Head Start 2021-2022
 - ECP/EHS EXP 2021-2022

Family Development Outcomes

What are family outcomes?

The 7 Parent Family and Community Engagement Framework (PFCE) Outcomes and key Indicators:

- ⇒ Family well-being
- ⇒ Positive parent-child relationships
- ⇒ Families as Lifelong Educators
- ⇒ Families as Learners
- ⇒ Family Engagement in Transitions
- ⇒ Family Connections to Peers and Community
- ⇒ Families as Advocates and Leaders

Performance Standard 1302.52 Family Partnership Services

(a) *Family partnership process.* A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) *Identification of family strengths and needs.* A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

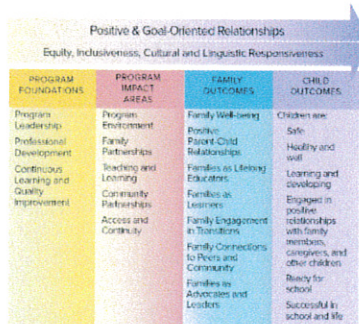
(c) *Individualized family partnership services.* A program must offer individualized family partnership services that:

- (1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;
- (2) Help families achieve identified individualized family engagement outcomes;
- (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
- (4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

(d) *Existing plans and community resources.* In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

Family Outcomes data:

“Measuring What Matter is aligned with the Parent, Family, and Community Engagement (PFCE) Framework and the Head Start Performance Standards.” Positive Family Outcomes foster strong relationships and support positive outcomes for children, families, and staff. We are mandated to track family engagement outcomes. Using data helps with program improvement and strengthens program foundations and impact areas. Data helps staff better understand families’ strengths, needs, goals, etc. Staff work with families in a partnership process and support family’s in working towards achieving positive child & family outcomes.



How, why, when:

- The Beginning of Year Family Outcomes are entered in our Child Plus data base. Staff work with each parents/guardians in a family partnership. Information gathered helps assess each family and meet them where they are at. Staff go over the family well-being review with each family. Individualized data shows their baseline.
- The Family Development Outcomes is a way to show how much of an impact our program has when working in a family partnership with families. It helps guide program improvement, trainings, partnerships, staff development, program goals, etc.
- The green triangles lets us know of families strengths or where they are improving. The red triangles show areas where families may need more support.
- Staff enter outcomes 3 times a year: Beginning of Year, Mid-Year, and End of Year

With data from our Family Development Outcomes we set short-term and long-term goals, develop and implement plans for program improvement. We rely on data in at least two ways. One is to assess how well BRHS is providing quality services for children and families and areas where we can improve. The second is to measure progress on outcomes for children and families.

Information that is gathered:

Family Outcomes are a way to show how the family and program partnership is impacting families. As data is entered in our Child Plus data system we can look at goal-oriented relationships, family goals, family needs and strengths, and family outcomes. Data provides the data to see each individual families’ progress in a clear way. Tracking of the families’ progress happens when families and staff assess the aspects of family well-being during intake or subsequent home visits. Data from assessments is documented 3 times a year per family per school year for each year a child is enrolled. Family well-being is an ongoing partnership process and reviewed and supported not only at the beginning, mid, and end of year but all year long.

How we use outcomes:

Every assessment entered in the Family Outcomes tab in Child Plus shows the total score at the top of the screen plus total percentage. It shows when assessments are due and the number of days between a families’ first and last assessment without running a report. With 2 assessments entered, Childplus.net automatically calculates an overall gains score and items score. Small green triangles lets us know exactly where a family is improving or doing well. Red triangles show areas where the family may need more support. The Family Engagement Outcomes Reports are easy to run, customizable, and provide clear data. The assessment completion status report shows which families have assessments due, how many assessments have been completed, the number past due and how many need to be completed. The family profile report shows individual family’s scores. The family outcome analysis report helps identify trends across classrooms and sites. The report can also be used to view total scores and gain averages. Managers can use this report to compare the family advocate’s effectiveness. They can mentor/train their staff and make a plan.

Synopsis:

With data from our Family Development Outcomes we set goals, develop and implement plans. We rely on data in at least two ways. One is to assess how well BRHS is providing quality services for children and families and areas where we can improve. The second is to measure progress on outcomes for children and families.

Bear River - PHS, EHS, ECP

4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2021-2022, ECP/EHS Exp 2021-2022, Head Start 2021-2022, Enrollment Status: Enrolled

Family																												
	Families	Assessment	Parenting/Crianza	Extended Family/Familia S	Household Composition/In	Pregnancy-Newborn/Emba	Housing/Vivienda	Food/Comida	Clothing/Ropa	Transportation/Transporta	Employment/Empleo	Income/Ingresos	Budget/Presupuesto	Utilities/Utilidades	Mental Health/Salud Ment	Medical & Dental/Medica y	Health Education/Educació	Drugs, Smoking & Alcohol	Adult Education/Educación	Child School Readiness/P	English as a Second Lang	Dual Language Learner/Al	Technology/Tecnología	Support Network/Red de A	Child Care/Cuidado de Niñ	Volunteer Group Leadersh	Legal/Legal	TOTAL
Bear River - PHS, EHS, ECP	359	1	4.1	4.3	4.5	4.8	4.3	4.3	4.5	4.5	4.2	3.8	3.9	4.3	4	3.9	4.6	4.7	4.2	3.8	4.5	4.4	4.7	4.4	4.3	3.8	4.5	107
	340	2	4.2	4.4	4.5	4.8	4.3	4.3	4.5	4.5	4.3	3.8	3.9	4.3	4	4.1	4.6	4.7	4.3	4	4.5	4.4	4.7	4.4	4.4	3.8	4.5	108
	365	3	4.2	4.3	4.5	4.8	4.4	4.3	4.6	4.5	4.3	3.8	4	4.3	4.1	4.3	4.6	4.7	4.3	4.4	4.5	4.4	4.7	4.4	4.3	3.8	4.5	109
	357	+/-	0.1	0	0.1	0	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1	0.2	0.4	0	0	0	0.7	0	0	0	0.1	0	0	0	2.4
Report Average																												
Families w/ complete assessments:	359	1	4.1	4.3	4.5	4.8	4.3	4.3	4.5	4.5	4.2	3.8	3.9	4.3	4	3.9	4.6	4.7	4.2	3.8	4.5	4.4	4.7	4.4	4.3	3.8	4.5	107
	340	2	4.2	4.4	4.5	4.8	4.3	4.3	4.5	4.5	4.3	3.8	3.9	4.3	4	4.1	4.6	4.7	4.3	4	4.5	4.4	4.7	4.4	4.4	3.8	4.5	108
	365	3	4.2	4.3	4.5	4.8	4.4	4.3	4.6	4.5	4.3	3.8	4	4.3	4.1	4.3	4.6	4.7	4.3	4.4	4.5	4.4	4.7	4.4	4.3	3.8	4.5	109
	357	+/-	0.1	0	0.1	0	0.1	0.1	0.1	0	0.1	0.1	0.1	0.1	0.2	0.4	0	0	0	0.7	0	0	0	0.1	0	0	0	2.4

Scoring Legend: 5.0 - Strength • 4.9 - N/A • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

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 16 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 12 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 team's 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

2021-2022

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.



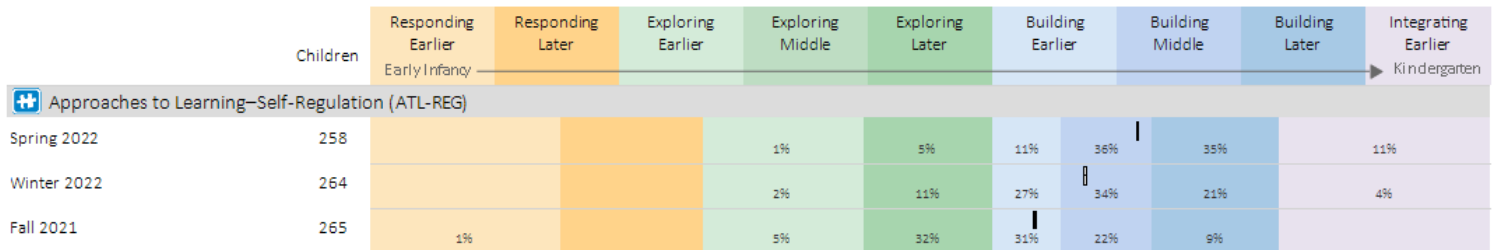
PHS Outcome Report 2021-22

Explanation of Developmental Levels:

The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.
- **Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.
- **Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.
- **Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

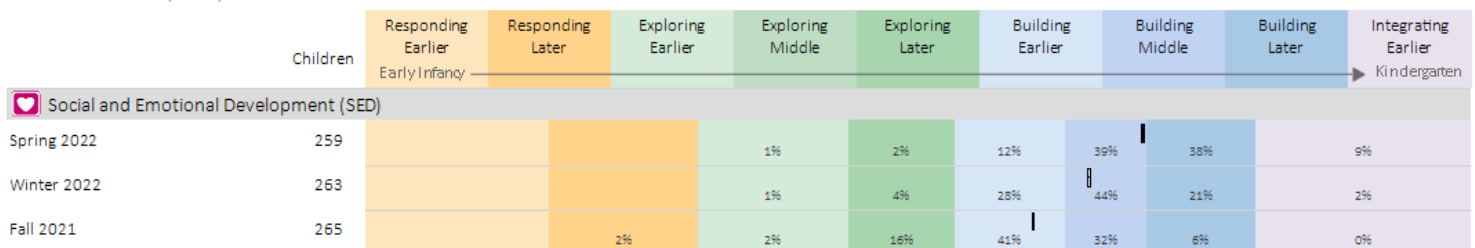
Approaches to Learning



What this means:

Throughout the school year many children have progressed from the Exploring Later level to the Building Middle level. At the beginning of the year they were learning to pay attention to and explore people, toys, and activities, as well as learning to interact with others. As they have progressed to the Beginning Middle level, most children are able to seek adult support when needed. They are also learning how to observe, test, and ask questions about how things work.

Social and Emotional Development



What this means:

Many of the children have progressed socially from the Exploring Later level to the Building Middle level. At the Exploring Later level, children were learning how to pretend an object was something else (such as pretending a block is a phone) and how to say the names of familiar adults to get their attention. Throughout the school year, children have begun to pretend with others. They are also learning to get help from a familiar adult to understand interesting things that happen or the cause of people's feelings.

Language and Literacy Development

Children		Responding Earlier Early Infancy	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier Kindergarten
Language and Literacy Development (LLD)										
Spring 2022	259			1%	1%	2%	12%	37%	39%	8%
Winter 2022	262			1%	2%	3%	27%	47%	19%	1%
Fall 2021	265		1%	2%	5%	9%	46%	32%	5%	

What this means:

At the beginning of the school year, the majority of the children were at the Building Earlier level. Throughout the school year, most have advanced to the Building Middle level. The previous level indicated that most children were learning how to respond to questions about a variety of topics. They were also beginning to engage in brief conversations and sing simple songs. At the Building Middle level most children are now able to communicate in complete sentences, recognize letters, and make drawings of people, things, or events.

Cognition, Including Math and Science

Children		Responding Earlier Early Infancy	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier Kindergarten
Cognition, Including Math and Science (COG)										
Spring 2022	259			1%		3%	5%	46%	35%	7%
Winter 2022	262			2%		6%	29%	44%	18%	1%
Fall 2021	263		0%	3%		18%	43%	32%	3%	

What this means:

Throughout the school year many children have progressed from the Exploring Later level to the Building Later level. At the Exploring Later level, children were beginning to learn how to use number words and purposefully explore things in the environment (such as stacking blocks to see how high a tower can get before falling). They were also learning to repeat patterns in songs, sounds, and routines. As they have moved to the Building Later level, most children are now learning to add and subtract small amounts, identify shapes, and sort objects into different groups (such as first sorting blocks by color and then re-sorting them by shape).

Physical Development-Health

		Responding Earlier Early Infancy	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier Kindergarten
Physical Development-Health (PD-HLTH)										
Spring 2022	259				0%	2%	9%	29%	45%	15%
Winter 2022	263					3%	21%	45%	28%	3%
Fall 2021	265				0%	8%	39%	41%	11%	1%

What this means:

At the beginning of the school year, the majority of the children were at the Building Earlier level. Throughout the school year, most have advanced to the Building Later level, with some advancing up to the Integrating Earlier level. The early stage is where children were just learning how to coordinate multiple parts of the body (such as using two feet to jump very low to the ground or using one hand to hold a bucket while scooping sand with the other hand). At the higher level, children are now able to adjust their movements to fit the situation (such as pedaling faster to race a friend on tricycles) and coordinate multiple body parts and actions (such as running up to a ball and then kicking it).

English Language Development

		Responding Earlier Early Infancy	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier Kindergarten
English Language Development (ELD)										
Spring 2022	61	Discovering Language		Discovering English		Exploring English		Developing English		Building English
Winter 2022	64		2%		9%	6%			42%	41%
Fall 2021	61	3%	2%		10%	7%		59%		20%

What this means:

At the beginning of the school year, many children who are exposed to multiple languages were learning the meaning of many words, phrases and ideas in English. As the school year has progressed, their English proficiency has increased to the Integrating Earlier level. This indicates that many children are able to communicate in complete sentences in English and are learning to identify letters when printed in English.

Full outcome reports can be accessed at Bear River Head Start admin office located at 95 W 100 S Suite 200 Logan, UT 84321, Monday through Friday 9:00 am to 5:00 pm.

Bear River Preschool Head Start 2021-2022 Outcomes

All PHS Center based Children

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Winter 2022	No earlier levels					
Fall 2021	No earlier levels					

All Children, continued

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Winter 2022	No earlier levels					
Fall 2021	No earlier levels					

English Language Development (ELD)

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2022						
Winter 2022						
Fall 2021						

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

Dual Language Learners/Non Dual Language Learners

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

[illegible]

Dual Language Learners/Non Dual Language Learners continued,

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Dual Language Learner									
Not Dual Language Lea...									
Winter 2022									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2021									
Dual Language Learner									
Not Dual Language Lea...									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Winter 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2021	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					

Dual Language Learners/Non Dual Language Learners continued

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Winter 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2021	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					

English Language Development (ELD)

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2022						
Dual Language Learner						
Not Dual Language Lea...						
Winter 2022						
Dual Language Learner						
Not Dual Language Lea...						
Fall 2021						
Dual Language Learner						
Not Dual Language Lea...						

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

IEP/IFSP

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

[illegible]

IEP/IFSP, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Winter 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Winter 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Fall 2021	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

IEP/IFSP, continued

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Winter 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Fall 2021	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

English Language Development (ELD)

	Discovering Lang.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2022						
IEP/IFSP						
No IEP/IFSP						
Winter 2022						
IEP/IFSP						
No IEP/IFSP						
Fall 2021						
IEP/IFSP						
No IEP/IFSP						

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

Bear River Early Head Start 2021-2022 Outcomes

All Center based Children

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

*The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

Bear River Early Head Start 2021-2022 Outcomes

IFSP/IEP

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Winter 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

IFSP/IEP, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Winter 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Winter 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth. (Stalling or movement of the line to the left can result from children dropping and new children added that have a lower baseline level and therefore bring down the average.)

*The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

Bear River Early Head Start 2021-2022 Outcomes Dual Language Learners/Non Dual Language Learners

Approaches to Learning--Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022				0				
Dual Language Learner				0				
Not Dual Language Lea...				0				
Winter 2022				1				
Dual Language Learner				1				
Not Dual Language Lea...				1				
Fall 2021			1					
Dual Language Learner			1					
Not Dual Language Lea...			1					

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022				0				
Dual Language Learner				1				
Not Dual Language Lea...				0				
Winter 2022				1				
Dual Language Learner				1				
Not Dual Language Lea...				1				
Fall 2021			0					
Dual Language Learner			0					
Not Dual Language Lea...			0					

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022					0				
Dual Language Learner					0				
Not Dual Language Lea...					0				
Winter 2022				1					
Dual Language Learner				1					
Not Dual Language Lea...				1					
Fall 2021			1						
Dual Language Learner			0						
Not Dual Language Lea...			1						

Dual Language Learners/Non Dual Language Learners, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Dual Language Learner									
Not Dual Language Lea...									
Winter 2022									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2021									
Dual Language Learner									
Not Dual Language Lea...									

**The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth. (Because children grow and move into higher age groups, there will not be a direct age-to-age correspondence between the checkpoints.)

*The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

Bear River Early Head Start 2021-2022 Outcomes

All Homebased Children

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					

Dual Language Learners/ Non Dual Language Learners

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2021								
Dual Language Learner								
Not Dual Language Lea...								

[illegible]

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022				<div><div></div></div>				
Dual Language Learner				<div><div></div></div>				
Not Dual Language Lea...				<div><div></div></div>				
Fall 2021				<div><div></div></div>				
Dual Language Learner			<div><div></div></div>	<div><div></div></div>				
Not Dual Language Lea...			<div><div></div></div>	<div><div></div></div>				

[illegible]

Bear River Early Head Start 2021-2022 Outcomes

IFSP/IEP-No IFSP/IEP

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

Bear River Preschool Head Start 2021-2022

PHS All Homebased Children

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
Winter 2022								
Fall 2021								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Winter 2022									
Fall 2021									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Winter 2022	No earlier levels					
Fall 2021	No earlier levels					

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Winter 2022	No earlier levels					
Fall 2021	No earlier levels					

Bear River Preschool Head Start 2021-2022

Dual Language Learners/Non Dual Language Learners

Approaches to Learning—Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022						I		
Dual Language Learner								
Not Dual Language Lea...						I		
Fall 2021					I			
Dual Language Learner								
Not Dual Language Lea...					I			

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022						I		
Dual Language Learner								
Not Dual Language Lea...						I		
Fall 2021					I			
Dual Language Learner								
Not Dual Language Lea...					I			

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022							I		
Dual Language Learner									
Not Dual Language Lea...							I		
Fall 2021						I			
Dual Language Learner									
Not Dual Language Lea...						I			

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022						I		
Dual Language Learner								
Not Dual Language Lea...						I		
Fall 2021					I			
Dual Language Learner								
Not Dual Language Lea...					I			

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2021									
Dual Language Learner									
Not Dual Language Lea...									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2021	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2021	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					

Bear River Preschool Head Start 2021-2022

IEP/No IEP

Approaches to Learning–Self-Regulation (ATL-REG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022								
IEP/IFSP								
No IEP/IFSP								
Fall 2021								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022									
IEP/IFSP									
No IEP/IFSP									
Fall 2021									
IEP/IFSP									
No IEP/IFSP									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Fall 2021	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Fall 2021	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					



Bear River Head Start School Readiness Goals 2022-2023

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

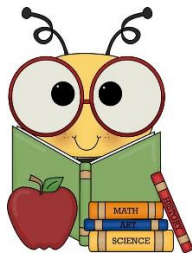
- Deepen staff and parent knowledge of prevention of obesity and other physical ailments from sedentary lifestyles.
- Increased knowledge for the general community on the importance of physical health and activity for young children.
- Increase knowledge of safety practices and routines.

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 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 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:

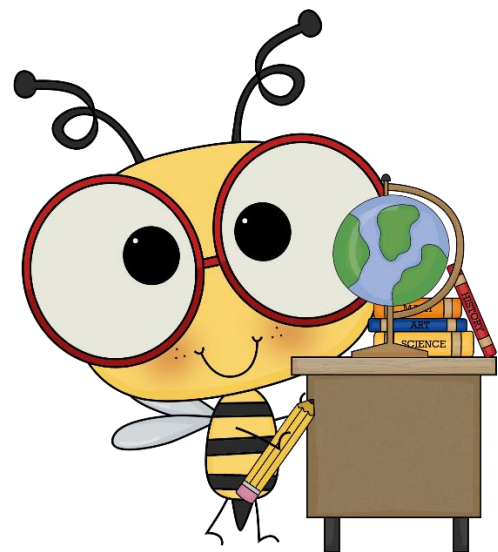
- Staff will have an increased knowledge base about the importance of math.
- Children will show progress across math domains according to age.

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: (8/10/21 – 6/14/22)*

Funded Enrollment: 363

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

2 years	20
3 years	178
4 years	208
<u>Total</u>	<u>406</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: 117*

Number of children up-to-date at the end of the enrollment year: 399

Percentage of enrolled children that received medical exams: 98%

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

Number of children at enrollment: 346

Number of children up-to-date at the end of the enrollment year: 402

Percentage of enrolled children that received dental exams: 99%

Early Head Start: (7/7/21) – 9/07/22)

Funded Enrollment: 127

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1	35
1 year	62
2 years	62
<u>Pregnant Women</u>	<u>8</u>
<u>Total</u>	<u>167</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: 26*

Number of children up-to-date at the end of the enrollment year: 150

Percentage of enrolled children that received medical exams: 89%

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

Number of children at enrollment: 114*

Number of children up-to-date at the end of the enrollment year: 155

Percentage of enrolled children that received dental exams: 92%

*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): (9/07/21 – 9/04/22)

Funded Enrollment: 56

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Pregnant Women	2
Under 1	13
1 year	26
<u>2 years</u>	<u>28</u>
<u>Total</u>	<u>69</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: 18*

Number of children up-to-date at the end of the enrollment year: 67

Percentage of enrolled children that received medical exams: 97%

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

Number of children at enrollment: 53*

Number of children up-to-date at the end of the enrollment year: 66

Percentage of enrolled children that received dental exams: 95%

*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: 642

