

Bear River headSTART

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Report to the Public 2023



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**
- **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 Head Start Homebased Option served 6 children in the program year 2022-2023. This was reduced from 36 slots the previous year. Recruitment patterns and data showed that this option was no longer feasible to offer. Because the service area was so large and children spread across different counties, services such as group socializations were not able to meet performance standards of providing significant peer interactions to prepare the children for entry into Kindergarten. This program option was discontinued in May of 2023.

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 2 and pregnant women
- Class Sessions: 6 hours per day, 5 days per week, 230 days per year (minimum)
- Home Visits: 2 per child per year
- Length of Services: 12 month program, 188 days per year (minimum)
- Counties Available: Utah: Cache

HEAD START CENTER-BASED OPTION

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

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

- Enrollment: 191 children, which includes 13 TANF funded in Idaho
- 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.



Program Options include PHS and EHS Centerbased and EHS Homebased - depending on location.

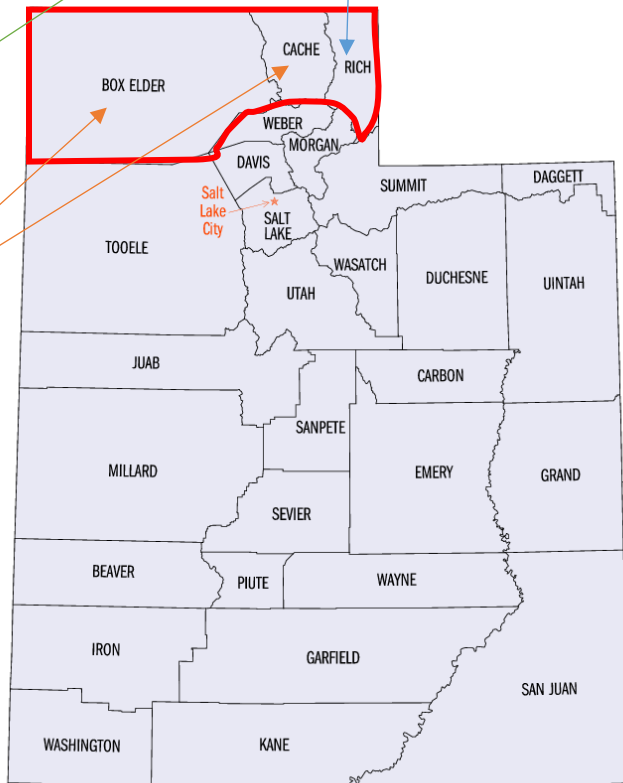


Preschool Head Start and Early Head Start Services:

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

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

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



**Bear River Head Start (EHS/PHS)
Budget Overview
February 2022- January 2023**

Ordinary Income/Expense		
Income		
Revenue		\$7,887,063.00
Total Income		<u>\$7,887,063.00</u>
Gross Profit		<u>\$7,887,063.00</u>
Expense		
Salaries		
½ Yearly Leave Payout	\$54,969.00	
Salaries – Other	<u>\$4,709,079.00</u>	
Total Salaries		\$4,764,048.00
Employee Benefits		\$1,419,188.00
Subs/Temps		\$7,000.00
Supplies		
Printing Supplies	\$10,250.00	
Due & Subscriptions	\$34,831.00	
Library Supplies	\$14,450.00	
Curriculum Supplies	\$6,150.00	
Home Visit Supplies	\$6,500.00	
Classroom Supplies	\$44,750.00	
Office Supplies	\$43,300.00	
Postage Supplies	\$3,650.00	
Recruitment Supplies	\$3,250.00	
Employment Expense	\$36,625.00	
Supplies – Other	<u>\$49,986.00</u>	
Total Supplies		\$253,742.00
Maintenance & Repairs		\$157,950.00
Insurance		
Property Insurance	\$8,628.00	
Vehicle Insurance	\$23,292.00	
Professional Liability Insurance	\$7,851.00	
Theft Bond Insurance	\$570.00	
General Liability Insurance	\$14,321.00	
Accident Insurance	\$3,385.00	
Directors Liability Insurance	<u>\$6,884.00</u>	
Total Insurance		\$64,931.00
Professional Accounting Service		\$85,427.00
Computer Consultation/Technology		\$15,900.00

Doctors/Dentists		
Children Doctors/Dentists	\$7,750.00	
Total Doctors/Dentists		<u>\$7,750.00</u>
Health Screenings		\$1,550.00
Health/nutrition Training & Permits		\$3,125.00
Dental Supplies		\$5,750.00
Health Supplies – Other		\$11,125.00
Health – Childcare/Mileage		\$450.00
Health Activities		\$1,200.00
Mental Health Services		\$8,375.00
Food – Group Socialization		\$2,800.00
Center based Nutrition		
CACFP Reimbursement	(\$281,500.00)	
USDA Food	\$59,000.00	
USDA Non-Staple Food	\$2,650.00	
Nutrition Paper Products & Supplies	\$25,500.00	
USDA Child- Box Elder	\$39,000.00	
USDA Child- EHS Center	\$22,000.00	
USDA Child- Cache	\$57,000.00	
USDA Child- Logan	\$27,000.00	
USDA Child- Malad	\$10,000.00	
USDA Child- Preston	\$12,000.00	
USDA Child- Paris	\$5,500.00	
Adult Meals- Box Elder	\$10,000.00	
Adult Meals- EHS Center	\$11,500.00	
Adult Meals- Cache	\$13,000.00	
Adults Meals- Logan	\$6,000.00	
Adult Meals- Malad	\$3,000.00	
Adult Meals- Preston	\$2,800.00	
Adult Meals- Paris	\$1,100.00	
Total Center based Nutrition		\$25,550.00
Nutrition Training		\$100.00
Parent Involvement		\$10,000.00
Parent Involvement – Mileage		\$1,675.00
Parent Involvement – Child Care		\$1,225.00
Community Relations Expense		\$273.00
Policy Council Expense		\$2,404.00
Board Expense		\$966.00
Policy Council - Mileage		\$991.00
Policy Council – Child Care		\$457.00
Mileage		\$102,135.00
Gas & Vehicle Maintenance		\$13,750.00

Transfer to TANF	(\$134,888.00)
Equipment	\$38,000.00
Rent	\$734,850.00
Utilities	\$126,000.00
Telephone	\$39,850.00
Training (T&TA)	<u>\$113,414.00</u>
Total Expense	<u>\$7,887,063.00</u>
Net Ordinary Income	<u>\$0.00</u>
Net Income	<u><u>\$0.00</u></u>



Total Public and Private Funds Received by Bear River Head Start (2022-2023)

TANF	\$ 175,342
EHS/PHS	\$ 7,887,063
ECP	\$ 583,134
HE (COVID) Grant	\$ 567,181
Child Care Food Program	\$ 308,442
<hr/>	
Total Funding	\$ 9,521,162

Financial Audit: Bear River Head Start's annual external audit has been conducted by Rudd & Company. Bear River Head Start conducted a financial audit in July, 2023. 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, UT 84321 Monday - Friday, 8:00am - 4:00pm or can be found on our website: brheadstart.org

Bear River Head Start



Family Services Report

Prepared by: Kristie Curtis
BRHS Family Services Coordinator

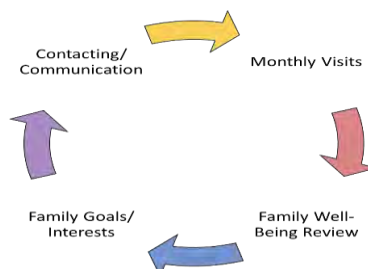
Restructuring Family, Health, and ERSEA services:

We combined our Health and ERSEA departments with our Family Development team. Together the Family Services team works together to support Family, Health, and ERSEA services within the grantee. The restructuring has improved cross communication and coordination of services between the three departments.

Our Family Services team works together in providing services to children and families. We recognize parents and guardians as their child's most important and primary teachers. Staff start to build positive relationships w/ families during the recruitment, enrollment, and the intake process. Staff promote child and family health and wellness. Children can engage and learn best when they have their basic needs met, have access to good nutrition, sleep, and a continuous source of ongoing healthcare. We promote child and family wellness. Staff educate, encourage and support families in establishing insurance, a primary care doctor, and dentist, and staying up-to-date on child health and well-being.

Family Engagement is a partnership and strengths-based approach that builds upon positive goal-oriented relationships. Each family receives family well-being services through a Family Advocate. Family Advocates work together with program families in a family partnership process. Staff contact, inform, promote, and explore with both parents(s)/guardian(s) current and further ways they can be engaged in the program in all areas relating to their child's development and success.

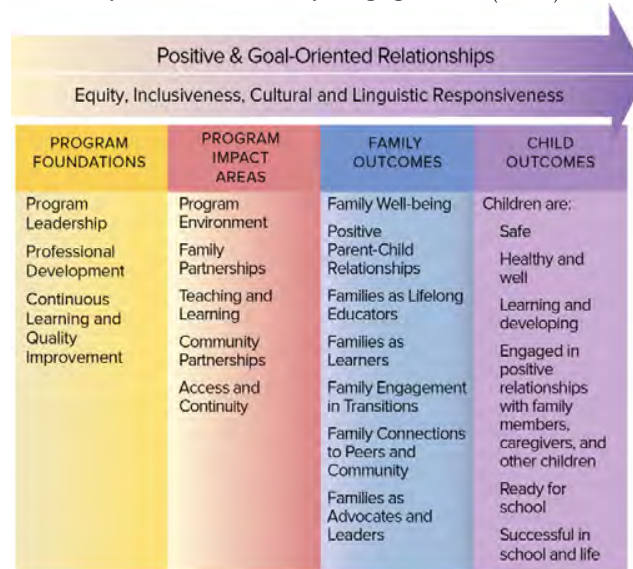
During regular contact staff support families in identifying needs and strengths through a family development assessment/family well-being review. Staff support families in accessing community agencies and resources, establishing and maintaining medical and dental homes, understanding the process for 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), Mingle with Mom's (MOM's) workshops/classes, and other community events, resources, and services. Advocates encourage ongoing parent engagement and gather in-kind time from families. Staff together with families work toward child school readiness and positive child and family outcomes.



We follow the Parent, Family and Community Engagement (PFCE) Framework to support families work toward positive child and family outcomes.

“Head Start programs provide program services that relate to family engagement outcomes as described in the Head Start Parent, Family, and Community Engagement (PFCE) 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.”

Parent, Family, and Community Engagement (PFCE) Framework



<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hs-pfce-framework-overview-for-parents-eng.pdf>

Parent Committee Meetings (PCMs)

- All parents/guardian(s) of currently enrolled Bear River Head Start children are invited to participate in Parent Committee's 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 whether or not they would like 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.
- Parent Committees can choose to meet virtually or in-person.

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, concerns, 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: Policy Council Elections and serving on our Policy Council, Parent Committee Meetings (PCMs), Night out With Dad's, Mingle w/ Mom's, Conscious Discipline Parenting Curriculum, 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> includes: How to Apply, Resources on Nutrition, Oral Health Information, Calendar, Health Resources, Service Directories per county, Parenting Information, Parent Handbooks, YouTube Channel link, Policy Council Reports, Informational Packets, Employment Opportunities, and more, etc.

Welcome to Bear River Head Start

Parent Engagement Calendar
2023-2024



Date	Parent Engagement Description
September 2023	<ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (Virtual) <input type="checkbox"/> Parent Committee Meeting (Virtual)
October 2023	<ul style="list-style-type: none"> <input type="checkbox"/> Night Out w/ Dad & Mingle w/ Mom Parent Committee Meeting Kick-off Learn about Conscious Discipline Parenting Curriculum (In-person)
November 2023	<p>“Introduction to Conscious Discipline Parenting Curriculum”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)
December 2023	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Committee Meeting Newsletter <input type="checkbox"/> Policy Council Report
January 2024	<p>“Conscious Discipline 1”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)
February 2024	<p>“Conscious Discipline 2”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)
March 2024	<p>“Conscious Discipline 3”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)
April 2024	<p>“Conscious Discipline 4”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)
May 2024	<p>“Conscious Discipline 5” Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (TBD) <input type="checkbox"/> Parent Committee Meeting (TBD)
June 2024	<p>“Conscious Discipline”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish Speaking Parent Committee Meeting (In-person) <input type="checkbox"/> Parent Committee Meeting (Virtual)

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

Board and Policy Council End of Year Family Outcomes Training

June 2023

Family Development Outcomes Training

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.

What are outcomes?

The Head Start Program Performance Standards mandate that we track family engagement outcomes.

The Parent, Family, and Community Engagement (PFCE) Framework is aligned with Head Start Performance Standards. Positive family engagement outcomes foster strong relationships and support positive outcomes for children, families, and staff.

How we gather family outcomes:

Family well-being is one of a number of important outcomes for families. Through strengths-based partnerships with families, programs can support better outcomes for families and their children.

The Beginning of Year outcome is entered after completing the Family Assessment with each family. This shows us the baseline.

How, when, and why:

- 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.
- 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
 - 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:

The Family Development Outcome is a way to show how the family-program partnership is impacting families. Our database, Child Plus, tracks goal-oriented relationships and family outcomes as well as provides the tools to see the families' progress in a clear way. Family Engagement Outcomes work for all of our program types (EHS, PHS, and EHS EX). Tracking of the families' progress happens when families and staff assess the aspects of family well-being during intake or subsequent home visits. We record 3 assessments per family per school year for each year a child is enrolled.

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

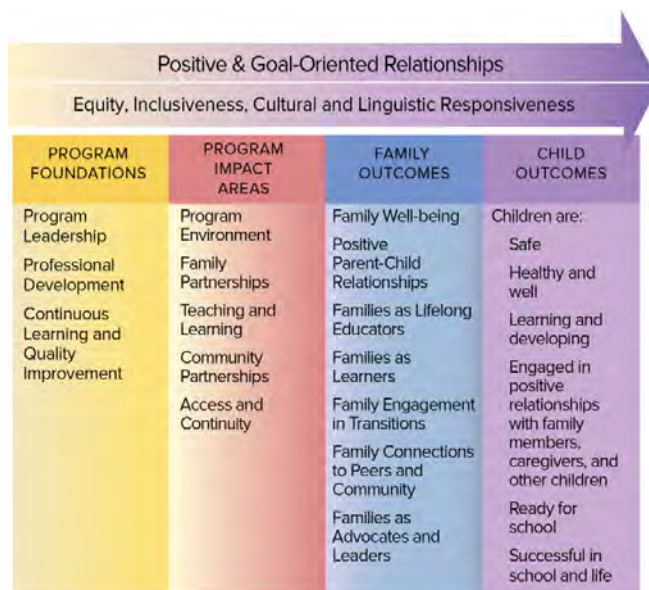
- Family Well Being
 - ⇨ Chemical Dependency
 - ⇨ Food, Nutrition, Clothing
 - ⇨ Housing Shelter
 - ⇨ Home Safety Measure
 - ⇨ Income/Budget
 - ⇨ Mental/Social and Emotional Health
 - ⇨ Mental Health Survey
 - ⇨ Transportation
 - ⇨ Utilities
- Positive Parent-Child Relationship
 - ⇨ Child Care
 - ⇨ Parenting/Child Education
 - ⇨ Pregnancy/Infant Care (up to 24 months)
- Families as Life Long Educators
 - ⇨ Medical and Dental Health
- Families as Learners
 - ⇨ Adult Education
 - ⇨ Employment
 - ⇨ Technology
- Family Engagement in Transitions
 - ⇨ School Readiness
- Family Connection to Peers and Community
 - ⇨ Community Involvement
 - ⇨ Family Relations
 - ⇨ Legal
- Families as Advocates and Leaders
 - ⇨ Group Leadership

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. For example, if multiple families in classroom A score low in health then staff can provide additional training and information and/or refer the families to attend a health fair.

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

4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2022-2023, Head Start 2022-2023, Enrollment Status: Enrolled

Family	Families	Assessment	Parenting/Child	Extended Family/Friends	Household Composition	Pregnancy/Maternal Health	Housing/Finance	Food/Care	Community	Incorporated/Transportation	Employment/Income	Insurance/Health	Legal/Immigration	Mental Health/Cultural Needs	Medical & Dental/Access	Health Education/Education	Drugs, Smoking & Alcohol	Adult Education/Literacy	Child Social Readiness	English as a Second Language	Oral Language/Literacy	Technology/Technology	Support Network/Referral	Credit/Care/Custody/Debt	Violence/Crimes/Incarceration	Legal/Legal	TOTAL	
Bear River - PHS EHS	387	1	3.7	3.9	4.1	4.7	3.8	3.9	4	4	3.7	3.3	3.4	3.8	3.6	3.5	4.1	4.6	3.8	3.6	4.6	4.4	4.3	4	3.8	3.7	4.2	96.1
	364	2	3.7	3.9	4.1	4.7	3.9	3.8	4	3.9	3.8	3.4	3.6	3.9	3.6	3.7	4.1	4.6	3.8	3.8	4.6	4.4	4.4	4	3.9	3.7	4.2	99.4
	380	3	3.8	4	4.1	4.7	3.9	3.9	4.1	4.1	3.9	3.6	3.7	3.9	3.7	4.1	4.3	4.7	4	4.3	4.7	4.6	4.6	4.1	4	3.8	4.4	102
	385	N	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Report Average			0.2	0.1	0	0	0	0	0	0	0.1	0.1	0.2	0	0.2	0.6	0.1	0	0.4	0.6	0	0	0.2	0.1	0.1	0	0.1	0
Families in complete assessment	387	1	3.7	3.9	4.1	4.7	3.8	3.9	4	4	3.7	3.3	3.4	3.8	3.6	3.5	4.1	4.6	3.8	3.6	4.6	4.4	4.3	4	3.8	3.7	4.2	96.1
	364	2	3.7	3.9	4.1	4.7	3.9	3.8	4	3.9	3.8	3.4	3.6	3.9	3.6	3.7	4.1	4.6	3.9	3.8	4.6	4.4	4.4	4	3.9	3.7	4.2	99.4
	380	3	3.8	4	4.1	4.7	3.9	3.9	4.1	4.1	3.9	3.6	3.7	3.9	3.7	4.1	4.3	4.7	4	4.3	4.7	4.6	4.6	4.1	4	3.8	4.4	102
	385	N	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Report Average			0.2	0.1	0	0	0	0	0	0	0.1	0.1	0.2	0	0.2	0.6	0.1	0	0.4	0.6	0	0	0.2	0.1	0.1	0	0.1	0

Scored 1-5 (5=Best) 3.0-3.9=Good 4.0-4.9=Very Good 5.0-5.9=Excellent 6.0-6.9=Outstanding 7.0-7.9=Exceptional 8.0-8.9=Superior 9.0-9.9=Outstanding 10.0=Perfect
 *Data is calculated by comparing results from the first and most recent assessment

Bear River Head Start
Family Outcomes Baseline Training August 2023
Executive Summary

Prepared by Kristie Curtis, Family Services Coordinator

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

Family Outcomes Baseline Training for the Board and Policy Council
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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.
- Performance Standard 1302.52
- Family Well-Being Review
- 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.

Understanding Family Outcomes

Baseline Training for Board and Policy Council

August 2023

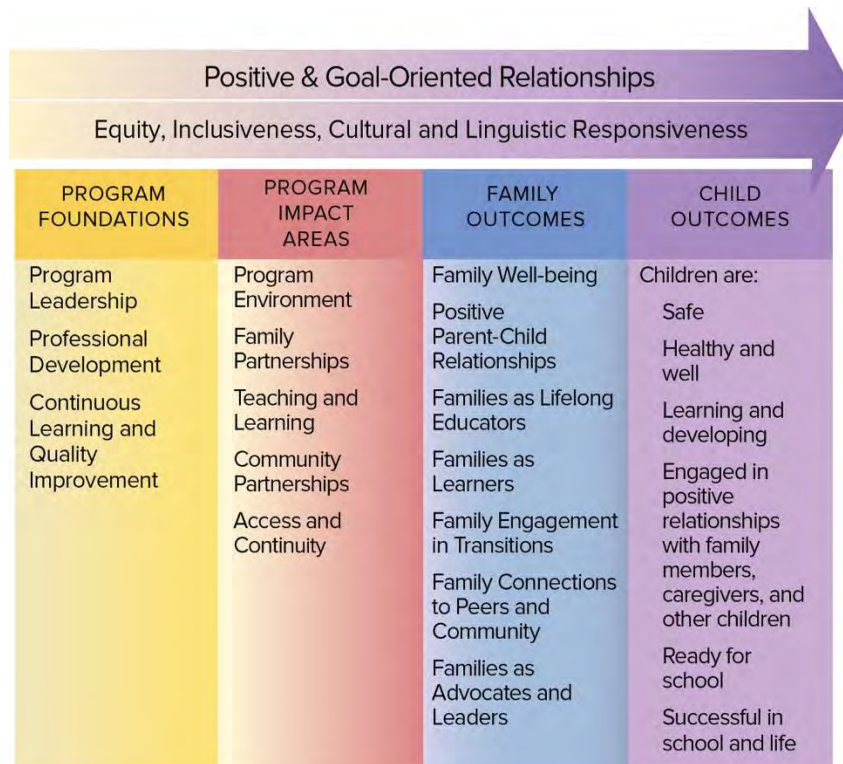
At the beginning of the school year Family Advocates partner with families in a goal oriented relationship. The Beginning of Year outcome is entered after completing the Family Well Being Review/Assessment with every family. Each family will start out with a baseline. The baseline is a guide and starting 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.

ChildPlus Desktop
 Services **To-Do List** Entry Express Management **Dashboard** Reports Setup Enter Report #
 Select a Report 4210 - Family Outcomes - Assessment Worksheet
 Go to Page 100% Save As PDF, Excel, etc. Search Print Refresh Close

Family Well Being Review 2023-->

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Beginning Score	Midyear Score	End Score
Food and Clothing			
1. No food or preparation facilities. Clothing inadequate. Malnutrition. Eating disorders.			
2. Limited knowledge of food preparation and food/clothing resources. Dietary requirements are not met.			
3. Sufficient personal and community resources for food/clothing.			
4. Have resources for healthy food and clothing. Dietary requirements for special condition i.e. pregnancy, diabetes, etc.			
5. Has ability and access to resources to provide healthy food and clothing.			
Positive Parent/Child Relationships			
Nurturing Relationships			
1. No attachment between caregiver and child; severe behavior issues.			
2. Behavioral issues. Negative or non-consistent use of discipline. Overwhelmed. No support. Needs help with resources. Need parenting help/skills. Relationship issues.			
3. Somewhat stressed. Stable relationships. Stable environment. Mostly good parenting skills. Able to access resources. Parenting and/or relationship skills could be improved. Some community involvement. Some support available.			
4. Relationships good. Environment good. Involved in community. Mostly positive parenting techniques. Stable support network.			
5. Stable/nurturing relationships. Positive techniques of guidance. Strongly involved in community. Strong support network. Supportive environment.			
Child Development/Parenting Skills			
1. Parent/child roles and responsibilities are non-existent.			
2. Parent does not know how or where to get help on child development/parenting skills.			
3. Parent/child roles and responsibilities enforced but not always consistent or effective.			
4. Parent would like information on age-appropriate activities.			
5. Parent knows how to seek parenting assistance and understands developmental milestones.			
Family as Life Long Educators			
Family Education at Home			
1. Family is unable to support their child in any learning activities.			
2. Family has limited access to learning resources and has several concerns about their child's learning.			
3. Family feels somewhat confident about their child's learning.			
4. Family completes home activities and is aware of what the child is learning.			
5. Family is engaged in daily literacy activities in the home and is aware of what the child is learning.			

Assessment Notes:

Family Well Being Review 2023-->

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Beginning Score	Midyear Score	End Score
School Readiness			
1. Family not interested in understanding assessment data and progress.			
2. Family does not understand child assessment data and progress.			
3. Family has some understanding of child assessment data and participates in parent conferences or program functions.			
4. Family understands child assessment data and guides the child and knows how to support their child for school readiness.			
5. Family seeks out information regarding school readiness goals.			
Promoting Primary Language			
1. Family prohibits child from using native language in home.			
2. Family discourages child from speaking native language in the home.			
3. Family inconsistently uses native language.			
4. Family consistently uses native language in the home and assists other parents with translations.			
5. Family consistently uses native language in the home.			
Families as Learners			
Education, Training, and Life Goals			
1. No GED or High School diploma. English as second language. Need remedial courses in various areas, e.g., math, reading, writing, etc. No skills with computer/internet.			
2. No GED or High School diploma. Able to access GED training. Able to access job training. Remedial courses needed. Has limited computer/internet skills.			
3. Have GED or High School diploma. Able to access needed resources to attend college or job training. Need a few remedial courses. Have computer/internet skills.			
4. Enrolled in college or vocational training. Have adequate computer/internet skills.			
5. Working in chosen profession. Attained degree. Proficient with computer and internet.			
Volunteering			
1. Family does not participate in volunteer opportunities.			
2. Family volunteers occasionally (i.e. at least 20-40 hours/school year).			
3. Family volunteers on a monthly basis.			
4. Family seeks out ways to volunteer.			
5. Family volunteers on a weekly basis.			

Assessment Notes:

ChildPlus Desktop
 Services **To-Do List** Entry Express Management **Dashboard** Reports Setup Enter Report #
 Select a Report 4210 - Family Outcomes - Assessment Worksheet
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Family Well Being Review 2023-->

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Beginning Score	Midyear Score	End Score
Family Engagement in Transitions			
Transitions			
1. Family is not interested in advocating or/and supporting their child's education.			
2. Family is unaware of their role in supporting and advocating for their child's education.			
3. Family is beginning to understand and advocate for their child's learning and development in the transition process.			
4. Family attends transition meetings as required and gives input into the transition process.			
5. Family is aware, advocates and actively engages in transition planning.			
Family Connections to Peers and Community			
Families and Communities			
1. Family has no support network or any knowledge of community resources.			
2. Family has limited knowledge on community resources.			
3. Family knows resources available in the community and how to access.			
4. Family has dynamic support networks and is actively engaged in the community.			
5. Family is self-sufficient and is not dependent upon community resources.			
Families as Advocates and Leaders			
Leadership and Advocacy			
1. Family is not involved in any leadership/advocacy role.			
2. Family has limited ability or barriers to participation.			
3. Family is interested in obtaining more information about leadership opportunities.			
4. Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups.			
5. Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups.			

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 and receive feedback from peers and child development experts. Training is hands-on to provide teachers with many ideas that can be immediately implemented into the classroom.

At Bear River Head Start, we have long recognized the importance of mentoring. It has been used in our program to support staff for over sixteen years. Currently, we have 4 mentor coaches who work with teaching staff full-time, all of which have classroom experience and extensive knowledge of child development. This addition has allowed us to make enormous strides in improving teaching skills within our classrooms.

We have been using the CLASS observation tool for over eleven years. We have found it effective in documenting teachers strengths and areas that need improvement. We have a team of managers and mentor coaches certified to use the CLASS observation tool. Each classroom receives a CLASS observation twice per year. After the observation, the mentor coach meets with the teaching team to discuss progress and goals. We review how the CLASS observation and the ELOF Framework are linked. Through use of this system, teaching skills are improving rapidly.

In addition to the use of the CLASS tool, the mentor coaches also use the ECERS tool to evaluate the effectiveness of the classroom environment. ECERS is done at the beginning of each school year. Creative Curriculum Fidelity tool observations are conducted twice per year, as well. This observation allows the teacher and the mentor coach to evaluate teaching skills and strategies to support school readiness skills for young children.

The DRDP assessment tool is used to aggregate and analyze assessments three times per year. The DRDP closely aligns with ELOF. Reports are used at parent-teacher conferences and home visits, to expand parents' understanding of their child's development over time. Parents and teachers use this information to formulate goals for the child's future development. and teacher use this information to formulate goals for the child future development.



BEAR RIVER HEAD START

2022-2023



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 to the Community

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-old 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-old 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



Long Term Effect on 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 earn higher wages in their early twenties
- Children that attend Head Start are less likely to be booked into jail or charged with a crime
- Head Start is associated with large and significant gains in test scores
- Head Start significantly reduces the probability that children repeat a grade



Bear River Head Start Services

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 to develop socially, physically, intellectually, emotionally, and in 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.

Teachers engage with intentionality to help children use written and spoken language throughout the day." (Cate Heroman & Candy Jones). Children are taught letters of the alphabet by first recognizing the letters in their own name. We include activities each with child's name as a way of making 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 as a unique individual and encouraged 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.

SOCIAL SERVICES

Families matter!

Bear River Head Start is designed to assist families in improving the conditions and the quality of their family life.

Families are assisted by qualified Family Development staff who help parents become 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.

Outcome Reports: Three Year-Olds

Social & Emotional Development

SED 1: Identity of Self in Relation to Others
 SED 2: Social and Emotional Understanding
 SED 3: Relationships & Social Interactions w/
 Familiar Adults

SED 4: Relationships and Social Interactions w/Peers
 SED 5: Symbolic and Sociodramatic Play

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Social and Emotional Development (SED)										
Spring 2023	23					4%	43%	30%	17%	4%
Winter 2023	23				4%	13%	39%	35%	9%	
Fall 2022	22				5%	45%	27%	18%	5%	

Physical Development

PD-HLTH 1: Perceptual-Motor Skills/Movement
 Concepts
 PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills
 PD-HLTH 4: Fine Motor Manipulative Skills

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Physical Development-Health (PD-HLTH)										
Spring 2023	22					9%	32%	45%	9%	5%
Winter 2023	23					4%	43%	43%	4%	4%
Fall 2022	22					18%	68%	9%		5%

Cognition, Including Math and Science

COG 1: Spatial Relationships
 COG 2: Classification
 COG 3: Number Sense of Quantity
 COG 4: Number Sense of Math Operations

COG 5: Measurement
 COG 6: Patterning
 COG 7: Shapes
 COG 8: Cause and Effect

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Cognition, Including Math and Science (COG)										
Spring 2023	22					5%	50%	41%	5%	
Winter 2023	23					13%	57%	30%		
Fall 2022	21				5%	38%	52%	5%		

Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)

ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2023	23				4%		43%	35%	13%	4%
Winter 2023	23				4%	13%	52%	30%		
Fall 2022	21			5%	5%	29%	52%	10%		
Language (LANG)										
Spring 2023	23		4%			4%	39%	26%	22%	4%
Winter 2023	22		5%			9%	55%	23%	9%	
Fall 2022	22		5%			18%	55%	14%	5%	
Literacy Development (LIT)										
Spring 2023	22				5%	5%	36%	45%	9%	
Winter 2023	23				4%	9%	57%	30%		
Fall 2022	21			14%	10%	14%	52%	10%		

Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2023	22				5%	5%	23%	64%	5%	
Winter 2023	23				4%	17%	26%	48%	4%	
Fall 2022	23				13%	35%	39%	13%		

Outcome Reports: Four Year-Olds

Social & Emotional Development

SED 1: Identity of Self in Relation to Others
 SED 2: Social and Emotional Understanding
 SED 3: Relationships & Social Interactions w/
 Familiar Adults

SED 4: Relationships and Social Interactions w/Peers
 ED 5: Symbolic and Sociodramatic Play

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
♥ Social and Emotional Development (SED)										
Spring 2023	150			1%	2%		16%	46%		35%
Winter 2023	150			1%	1%	7%	45%	37%		9%
Fall 2022	148			1%	3%	31%	48%	15%		2%

Physical Development

PD-HLTH 1: Perceptual-Motor Skills and Movement
 Concepts
 PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills
 PD-HLTH 4: Fine Motor Manipulative Skills

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
🧘 Physical Development—Health (PD-HLTH)										
Spring 2023	150					1%	3%	9%	44%	43%
Winter 2023	150						4%	36%	50%	10%
Fall 2022	146					2%	23%	45%	28%	2%

Cognition, Including Math and Science

COG 1: Spatial Relationships
 COG 2: Classification
 COG 3: Number Sense of Quantity
 COG 4: Number Sense of Math Operations

COG 5: Measurement
 COG 6: Patterning
 COG 7: Shapes
 COG 8: Cause and Effect

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
🧠 Cognition, Including Math and Science (COG)										
Spring 2023	149					2%	2%	16%	46%	34%
Winter 2023	150			1%		1%	6%	49%	38%	5%
Fall 2022	145		1%			3%	30%	54%	11%	1%

Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 6: Comprehension of Age-Appropriate Text
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)
 ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2023	150					1%	3%	8%	53%	35%
Winter 2023	151					2%	7%	39%	46%	6%
Fall 2022	149				1%	1%	30%	48%	20%	1%
Language (LANG)										
Spring 2023	150					1%	1%	15%	42%	40%
Winter 2023	150					1%	9%	33%	43%	14%
Fall 2022	149		1%			3%	30%	40%	22%	4%
Literacy Development (LIT)										
Spring 2023	149					1%	3%	12%	57%	27%
Winter 2023	150				1%	1%	6%	46%	39%	7%
Fall 2022	148					3%	18%	64%	14%	1%

Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2023	150					2%	2%	10%	48%	38%
Winter 2023	150				1%	5%	8%	34%	41%	11%
Fall 2022	150				2%	13%	25%	38%	19%	3%

Bear River Head Start

Outcome Report 2022-23

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

Children	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Approaches to Learning–Self-Regulation (ATL-REG)									
Spring 2023	148				3%	4%	11%	52%	30%
Winter 2023	149			1%	6%	11%	36%	38%	7%
Fall 2022	149		1%	3%	15%	25%	40%	17%	1%

What this means:

Throughout the school year many children have progressed from the Exploring Later level to the Building Later 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 Building Later 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

Children	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Social and Emotional Development (SED)									
Spring 2023	148			1%	3%	3%	19%	44%	31%
Winter 2023	149			1%	3%	10%	46%	33%	7%
Fall 2022	147	1%		1%	3%	35%	45%	14%	1%

What this means:

Many of the children have progressed socially from the Exploring Later level to the Building Later 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	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy		Kindergarten						
Language and Literacy Development (LLD)										
Spring 2023	148					1%	4%	11%	55%	28%
Winter 2023	150				1%	3%	10%	42%	42%	3%
Fall 2022	148			1%	1%	1%	35%	45%	17%	

What this means:

At the beginning of the school year, many of the children were at the Building Earlier level. Throughout the school year, most have advanced to the Building Later 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 Later 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	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy		Kindergarten						
Cognition, Including Math and Science (COG)										
Spring 2023	147					2%	5%	18%	46%	29%
Winter 2023	149				1%	3%	8%	52%	34%	3%
Fall 2022	144		1%	1%	1%	4%	31%	54%	8%	

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

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy								Kindergarten
Physical Development-Health (PD-HLTH)										
Spring 2023	148					1%	5%	9%	45%	39%
Winter 2023	149					1%	8%	40%	45%	6%
Fall 2022	146			1%		2%	28%	43%	25%	1%

What this means:

At the beginning of the school year, many of the children were at the Building Earlier and Middle levels. 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

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy								Kindergarten
English Language Development (ELD)										
		Discovering Language		Discovering English	Exploring English		Developing English	Building English		Integrating English
Spring 2023	38					11%		16%		74%
Winter 2023	37		3%	3%		8%		32%		54%
Fall 2022	40		2%	12%		18%		40%		28%

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.

Bear River Preschool Head Start 2022-23 Outcomes All PHS Center-Based Children

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Language (LANG)

	EM				EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Literacy Development (LIT)

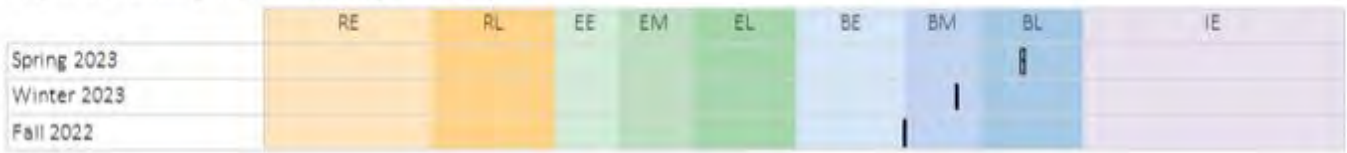
	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Cognition, Including Math and Science (COG)

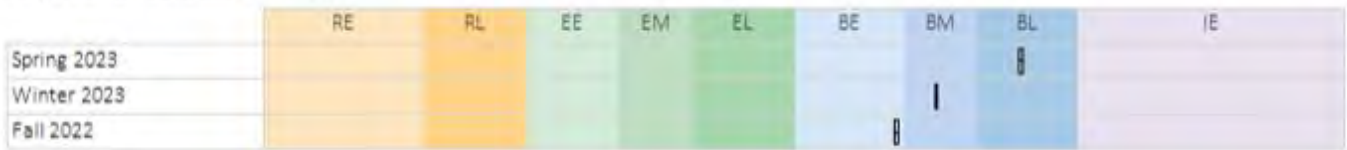
	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

All PHS Center-Based Children, continued:

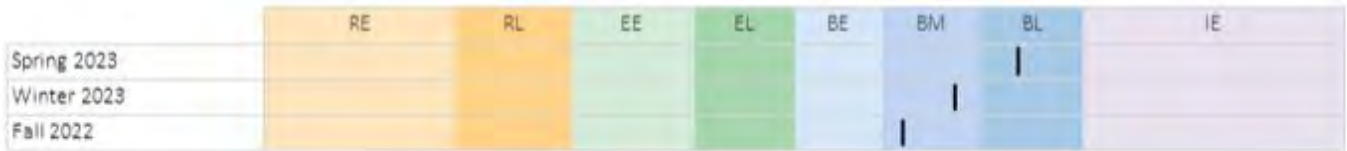
Physical Development–Health (PD-HLTH)



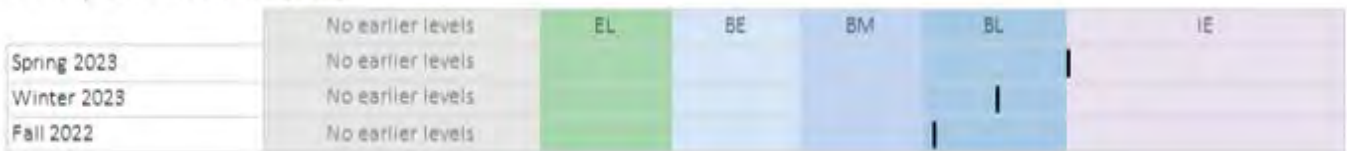
Physical Development (PD)



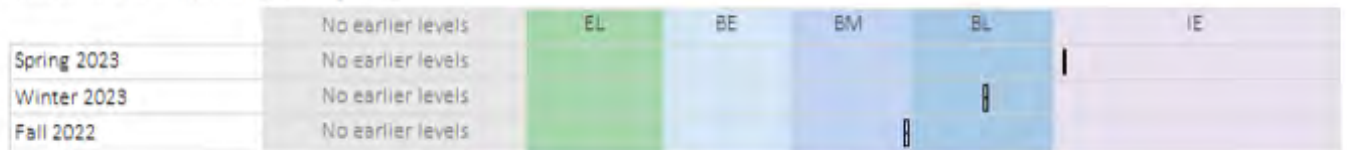
Health (HLTH)



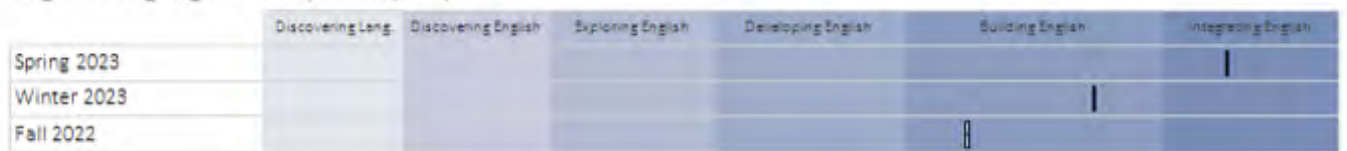
History–Social Science (HSS)



Visual and Performing Arts (VPA)



English Language Development (ELD)



*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.

Bear River Preschool Head Start 2022-23 Outcomes Dual Language Learners/Non Dual Language Learners

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner							8	
Not Dual Language Learner							8	
Winter 2023								
Dual Language Learner						8		
Not Dual Language Learner						8		
Fall 2022								
Dual Language Learner					8			
Not Dual Language Learner					8			

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner							8	
Not Dual Language Learner							8	
Winter 2023								
Dual Language Learner						8		
Not Dual Language Learner						8		
Fall 2022								
Dual Language Learner					8			
Not Dual Language Learner					8			

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Dual Language Learner								8	
Not Dual Language Learner								8	
Winter 2023									
Dual Language Learner							8		
Not Dual Language Learner							8		
Fall 2022									
Dual Language Learner						8			
Not Dual Language Learner						8			

Dual Language Learners/Non Dual Language Learners, continued:

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2023								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2022								
Dual Language Learner								
Not Dual Language Lea...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Dual Language Learner									
Not Dual Language Lea...									
Winter 2023									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2022									
Dual Language Learner									
Not Dual Language Lea...									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Winter 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2022	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 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Winter 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2022	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					

English Language Development (ELD)

	Discovering Eng.	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2023						
Dual Language Learner						
Not Dual Language Lea...						
Winter 2023						
Dual Language Learner						
Not Dual Language Lea...						
Fall 2022						
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.

Bear River Preschool Head Start 2022-23 Outcomes Children with an IEP/IFSP

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023							▯	
IEP/IFSP							▯	
No IEP/IFSP							▯	
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP					▯			
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023							▯	
IEP/IFSP						▯		
No IEP/IFSP								
Winter 2023								
IEP/IFSP						▯		
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
IEP/IFSP									
No IEP/IFSP									
Winter 2023									
IEP/IFSP							▯		
No IEP/IFSP									
Fall 2022									
IEP/IFSP						▯			
No IEP/IFSP									

Children with an IEP/IFSP, continued:

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
IEP/IFSP									
No IEP/IFSP									
Winter 2023									
IEP/IFSP									
No IEP/IFSP									
Fall 2022									
IEP/IFSP									
No IEP/IFSP									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2023	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Winter 2023	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					
Fall 2022	No earlier levels					
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels					

Children with an IEP/IFSP, continued:

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2023	No earlier levels					
IEP/IFSP	No earlier levels				▣	
No IEP/IFSP	No earlier levels					
Winter 2023	No earlier levels				▣	
IEP/IFSP	No earlier levels					
No IEP/IFSP	No earlier levels				▣	
Fall 2022	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 2023						
IEP/IFSP						▣
No IEP/IFSP						
Winter 2023						
IEP/IFSP						
No IEP/IFSP						
Fall 2022					▣	
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 adding that have a lower baseline level and therefore bring down the average.)

Bear River Early Head Start 2022-23 Outcomes

All EHS Center-Based Children

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

*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 2022-23 Outcomes

Dual Language Learners/Non Dual Language Learners

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner				█				
Not Dual Language Learner				█				
Winter 2023				█				
Dual Language Learner				█				
Not Dual Language Learner				█				
Fall 2022				█				
Dual Language Learner				█				
Not Dual Language Learner				█				

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner				█				
Not Dual Language Learner				█				
Winter 2023				█				
Dual Language Learner				█				
Not Dual Language Learner				█				
Fall 2022				█				
Dual Language Learner				█				
Not Dual Language Learner				█				

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Dual Language Learner					█				
Not Dual Language Learner					█				
Winter 2023					█				
Dual Language Learner					█				
Not Dual Language Learner					█				
Fall 2022					█				
Dual Language Learner					█				
Not Dual Language Learner					█				

Dual Language Learners/Non Dual Language Learners, continued:

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023				▣				
Dual Language Learner				▣				
Not Dual Language Lea...				▣				
Winter 2023				▣				
Dual Language Learner				▣				
Not Dual Language Lea...				▣				
Fall 2022				▣				
Dual Language Learner				▣				
Not Dual Language Lea...				▣				

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023					▣				
Dual Language Learner					▣				
Not Dual Language Lea...					▣				
Winter 2023					▣				
Dual Language Learner					▣				
Not Dual Language Lea...					▣				
Fall 2022					▣				
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.

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.

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Bear River Early Head Start 2022-23 Outcomes Children with an IEP/IFSP

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
IEP/IFSP									
No IEP/IFSP									
Winter 2023									
IEP/IFSP									
No IEP/IFSP									
Fall 2022									
IEP/IFSP									
No IEP/IFSP									

Children with an IEP/IFSP, continued:

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023				▣				
IEP/IFSP				▣				
No IEP/IFSP				▣				
Winter 2023				▣				
IEP/IFSP				▣				
No IEP/IFSP				▣				
Fall 2022				▣				
IEP/IFSP				▣				
No IEP/IFSP				▣				

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023					▣				
IEP/IFSP					▣				
No IEP/IFSP					▣				
Winter 2023					▣				
IEP/IFSP					▣				
No IEP/IFSP					▣				
Fall 2022					▣				
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.

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.

Early Head Start Homebased Spring Outcomes 2022-2023

All EHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

*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

Early Head Start Homebased Spring Outcomes 2022-2023

Dual Language Learners/Non Dual Language Learners

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2023								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2022								
Dual Language Learner								
Not Dual Language Lea...								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner								
Not Dual Language Lea...								
Winter 2023								
Dual Language Learner								
Not Dual Language Lea...								
Fall 2022								
Dual Language Learner								
Not Dual Language Lea...								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Dual Language Learner									
Not Dual Language Lea...									
Winter 2023									
Dual Language Learner									
Not Dual Language Lea...									
Fall 2022									
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.

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

Dual Language Learners/Non Dual Language Learners, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Dual Language Learner								
Not Dual Language Lea ...								
Winter 2023								
Dual Language Learner								
Not Dual Language Lea ...								
Fall 2022								
Dual Language Learner								
Not Dual Language Lea ...								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Dual Language Learner									
Not Dual Language Lea ...									
Winter 2023									
Dual Language Learner									
Not Dual Language Lea ...									
Fall 2022									
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.

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

Early Head Start Homebased Spring Outcomes 2022-2023

IFSP/IEP and Non IFSP/IEP

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
IEP/IFSP									
No IEP/IFSP									
Winter 2023									
IEP/IFSP									
No IEP/IFSP									
Fall 2022									
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.

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

IFSP/IEP and Non IFSP/IEP, continued

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
IEP/IFSP								
No IEP/IFSP								
Winter 2023								
IEP/IFSP								
No IEP/IFSP								
Fall 2022								
IEP/IFSP								
No IEP/IFSP								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
IEP/IFSP									
No IEP/IFSP									
Winter 2023									
IEP/IFSP									
No IEP/IFSP									
Fall 2022									
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.

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

IFSP/IEP and Non IFSP/IEP, continued

Visual and Performing Arts (VPA)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Winter 2023	No earlier levels					
Dual Language Learner	No earlier levels					
Not Dual Language Lea...	No earlier levels					
Fall 2022	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 2023						
Dual Language Learner						
Not Dual Language Lea...						
Winter 2023						
Dual Language Learner						
Not Dual Language Lea...						
Fall 2022						
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.

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

Head Start Homebased Spring Outcomes 2022-2023

All PHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2023								
Winter 2023								
Fall 2022								

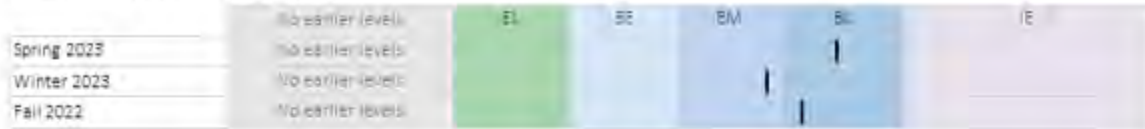
Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2023									
Winter 2023									
Fall 2022									

History–Social Science (HSS)

	No earlier levels	EL	BE	BM	BL	IE
Spring 2023	No earlier levels					
Winter 2023	No earlier levels					
Fall 2022	No earlier levels					

Visual and Performing Arts (VPA)



English Language Development (ELD)



*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.

There were no PHS homebased children that had an IEP so no chart is included for that category.



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.

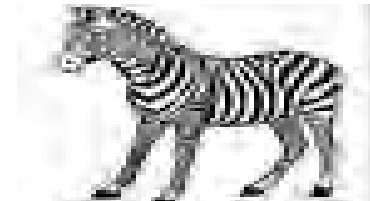
- Parents will become more engaged through classroom visits.
- Staff will have an increased knowledge of families, culture and community.

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.



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 year olds, 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 0-3. 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 year olds, 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 year olds, 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 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 year olds, 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 year olds, 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

Pre-School Head Start: (8/8/22 – 6/14/23)



Funded Enrollment: 346

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

2 Years -	13
3 years -	169
4 years-	208
Total -	390

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: **47**

Number of children up-to-date at the end of the enrollment year: **321**

Percentage of enrolled children that received medical exams: **82%**

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

Number of children at enrollment: **347***

Number of children up-to-date at the end of the enrollment year: **386**

Percentage of enrolled children that received dental exams: **90%**

Early Head Start: (9/6/22) – 9/01/23)

Funded Enrollment: 171

(Average monthly enrollment: 100%)

Number of children served: (cumulative)

Under 1 -	47
1 year -	66
2 years-	91
Pregnant Women	5
Total -	209



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: **15**

Number of children up-to-date at the end of the enrollment year: **177**

Percentage of enrolled children that received medical exams: **85%**

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

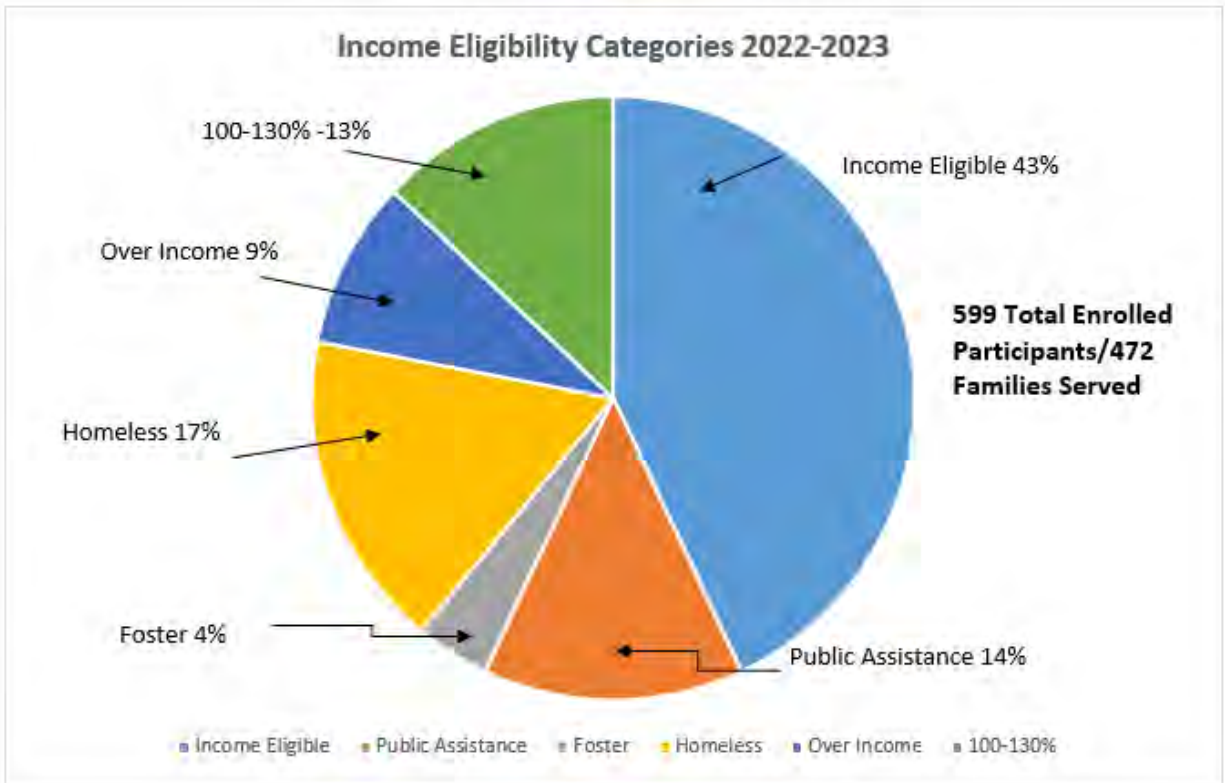
Number of children at enrollment: **159***

Number of children up-to-date at the end of the enrollment year: **201**

Percentage of enrolled children that received dental exams: **79%**

*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.

Bear River Head Start/Early Head Start Enrollment



BEAR RIVER HEAD START, INC.

FINANCIAL STATEMENTS

January 31, 2023 and 2022

BEAR RIVER HEAD START, INC.
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January 31, 2023 and 2022

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RUDD & COMPANY^{INC.}

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

Opinion

We have audited the accompanying financial statements of Bear River Head Start, Inc. (a nonprofit organization), which comprise the statements of financial position as of January 31, 2023 and 2022, 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 financial statements present fairly, in all material respects, the financial position of Bear River Head Start, Inc. as of January 31, 2023 and 2022 , 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 Opinion

We conducted our audit in accordance with 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. Our responsibilities under those standards are further described in the Auditor's 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 opinions.

Emphasis of Matter – Change in Accounting Principle

As discussed in Note 1 to the financial statements, Bear River Head Start, Inc. changed the manner in which it accounts for leases as of February 1, 2022. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the 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, Inc's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities 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 generally accepted auditing standards 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 generally accepted auditing standards 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.

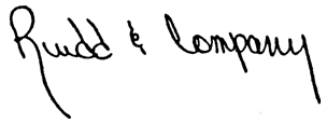
Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying 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*, is presented for purposes of additional analysis and is 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 schedule of expenditures of federal awards is 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 October 30, 2023, 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 solely 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 the effectiveness of Bear River Head Start, Inc.'s 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.

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

Rexburg, Idaho
October 30, 2023

BASIC FINANCIAL STATEMENTS

BEAR RIVER HEAD START, INC.
STATEMENTS OF FINANCIAL POSITION
January 31, 2023 and 2022

<u>ASSETS</u>	<u>2023</u>	<u>2022</u>
Current assets:		
Cash and cash equivalents	\$ 59,398	181,176
Certificate of deposit	-	20,643
Grants receivable	<u>1,063,937</u>	<u>724,123</u>
Total current assets	1,123,335	925,942
Deposits and other assets	11,077	11,077
Property and equipment, net	417,037	456,700
Right-of-use asset - operating leases, net	<u>1,958,919</u>	<u>-</u>
Total assets	<u>\$ 3,510,368</u>	<u>1,393,719</u>
 <u>LIABILITIES AND NET ASSETS</u> 		
Current liabilities:		
Accounts payable	\$ 377,552	247,968
Accrued payroll and related liabilities	382,588	332,344
Retirement payable	316,547	304,701
Current portion of operating lease liabilities	<u>410,000</u>	<u>-</u>
Total current liabilities	1,486,687	885,013
Long-term operating lease liabilities	<u>1,522,477</u>	<u>-</u>
Total liabilities	<u>3,009,164</u>	<u>885,013</u>
Net assets:		
Without donor restrictions	<u>501,204</u>	<u>508,706</u>
Total net assets	<u>501,204</u>	<u>508,706</u>
Total liabilities and net assets	<u>\$ 3,510,368</u>	<u>1,393,719</u>

The accompanying notes are an integral part of these financial statements.

BEAR RIVER HEAD START, INC.
STATEMENT OF ACTIVITIES
Year Ended January 31, 2023
(With Comparative Totals For 2022)

	<u>Total Without Donor Restrictions</u>	<u>Total Without Donor Restrictions 2022</u>
Public support and revenue:		
Contracts and grants	\$ 9,521,459	\$ 8,789,069
In-kind contributions	655,284	599,240
Other	7,720	2,358
	<u>10,184,463</u>	<u>9,390,667</u>
Expenses:		
Program expenses:		
Program activities	9,358,531	8,586,046
Management and administration	833,434	813,715
	<u>10,191,965</u>	<u>9,399,761</u>
Change in net assets	<u>(7,502)</u>	<u>(9,094)</u>
Net assets at beginning of year	<u>508,706</u>	<u>517,800</u>
Net assets at end of year	<u>\$ 501,204</u>	<u>\$ 508,706</u>

The accompanying notes are an integral part of these financial statements.

BEAR RIVER HEAD START, INC.
STATEMENT OF FUNCTIONAL EXPENSES
Year Ended January 31, 2023
(With Comparative Totals For 2022)

	Program Services					Administration	2023 Total Expenses	2022 Total Expenses
	Head Start	ECP	Early Head Start	Idaho TANF	Other grants/ Corporate Funds			
Salaries	\$ 2,983,410	321,062	1,651,753	100,869	-	390,896	5,447,990	\$ 5,035,983
Employment benefits	563,054	53,873	549,386	20,174	-	93,815	1,280,302	1,296,866
Total salaries and related expenses	3,546,464	374,935	2,201,139	121,043	-	484,711	6,728,292	6,332,849
Rent and utilities	1,001,867	41,747	211,846	3,362	-	50,499	1,309,321	1,480,249
Supplies and maintenance	497,962	126,964	171,329	40,348	9,113	111,077	956,793	694,466
Professional services	202,140	7,133	29,049	1,681	-	107,920	347,923	125,345
Nutrition	236,938	23,785	53,302	-	-	-	314,025	305,142
Training	22,729	18,054	68,770	-	-	50,162	159,714	184,433
In-area travel	92,288	1,726	41,173	-	-	161	135,348	66,307
Insurance	19,475	7,158	14,700	1,681	-	23,666	66,680	63,120
Health	35,359	6,987	17,080	-	62	-	59,488	42,032
Parents	3,989	2,804	1,595	-	548	-	8,936	4,259
Policy council	454	28	196	-	-	-	678	605
Total expenses before depreciation	5,659,665	611,321	2,810,179	168,115	9,723	828,196	10,087,198	9,298,807
Depreciation	64,956	9,429	23,049	2,095	-	5,238	104,767	100,954
Total expenses	\$ <u>5,724,620</u>	<u>620,750</u>	<u>2,833,228</u>	<u>170,210</u>	<u>9,723</u>	<u>833,434</u>	<u>10,191,965</u>	\$ <u>9,399,761</u>

The accompanying notes are an integral part of these financial statements.

BEAR RIVER HEAD START, INC.
STATEMENT OF FUNCTIONAL EXPENSES
Year Ended January 31, 2022

	<u>Program Services</u>				<u>Other grants/ Corporate Funds</u>	<u>Administration</u>	<u>Total Expenses</u>
	<u>Head Start</u>	<u>ECP</u>	<u>Early Head Start</u>	<u>Idaho TANF</u>			
Salaries	\$ 2,728,952	691,373	1,185,347	67,622	1,010	361,679	5,035,983
Employment benefits	597,844	105,169	486,155	13,582	79	94,037	1,296,866
Total salaries and related expenses	3,326,796	796,542	1,671,502	81,204	1,089	455,716	6,332,849
Rent and utilities	946,401	166,747	311,894	98	-	55,109	1,480,249
Supplies and maintenance	326,105	101,835	131,179	31,005	7,308	97,034	694,466
Nutrition	227,331	45,563	32,248	-	-	-	305,142
Training	42,395	20,800	45,601	89	-	75,548	184,433
Professional services	17,905	3,622	2,540	484	-	100,794	125,345
In-area travel	43,154	4,328	17,878	894	12	41	66,307
Insurance	25,980	3,881	8,723	111	-	24,425	63,120
Health	24,050	2,567	15,415	-	-	-	42,032
Parents	2,266	264	818	-	911	-	4,259
Policy council	339	51	115	-	100	-	605
Total expenses before depreciation	4,982,722	1,146,200	2,237,913	113,885	9,420	808,667	9,298,807
Depreciation	62,591	9,086	22,210	2,019	-	5,048	100,954
Total expenses	\$ 5,045,313	1,155,286	2,260,123	115,904	9,420	813,715	9,399,761

The accompanying notes are an integral part of these financial statements.

BEAR RIVER HEAD START, INC.
STATEMENTS OF CASH FLOWS
Years Ended January 31, 2023 and 2022

	<u>2023</u>	<u>2022</u>
<u>Cash flows from operating activities:</u>		
Change in net assets	\$ (7,502)	(9,094)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	104,767	100,954
Gain on certificate of deposit	-	(72)
Right-of-use asset - operating leases	(1,958,919)	-
(Increase) decrease in:		
Grants receivable	(339,814)	164,720
Deposits and other assets	-	3,186
Increase (decrease) in:		
Accounts payable	129,584	64,727
Accrued payroll and related liabilities	50,244	2,273
Retirement payable	11,846	(60,146)
Operating lease liabilities	<u>1,932,477</u>	<u>-</u>
Net cash provided by (used in) operating activities	<u>(77,317)</u>	<u>266,548</u>
<u>Cash flows from investing activities:</u>		
Proceeds from sale of investments - certificate of deposit	20,643	-
Purchases of property and equipment	<u>(65,104)</u>	<u>(91,294)</u>
Net cash used in investing activities	<u>(44,461)</u>	<u>(91,294)</u>
<u>Cash flows from financing activities:</u>	<u>-</u>	<u>-</u>
Net increase (decrease) in cash and cash equivalents	(121,778)	175,254
Cash and cash equivalents, beginning of year	<u>181,176</u>	<u>5,922</u>
Cash and cash equivalents, end of year	<u>\$ 59,398</u>	<u>181,176</u>

The accompanying notes are an integral part of these financial statements.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies

Nature of Organization

The Bear River Head Start, Inc. (BRHS) is a non-profit 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.

Basis of Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205, Not-for-Profit Entities, Presentation of Financial Statements and requires BRHS's financial position and activities to be reported according to the following net asset classifications.

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of BRHS. These net assets may be used at the discretion of BRHS's management and the board of directors.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of BRHS or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statement of activities.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies (continued)

Measure of Operations

The statements of activities reports all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to BRHS's ongoing services. Non-operating activities are limited to resources that generate return from investments and other activities considered to be of a more unusual or nonrecurring nature.

Basis of Accounting

BRHS maintains its records on the accrual basis of accounting.

Cash and Cash Equivalents

For purposes of the statements of cash flows, BRHS considers all highly liquid investments available for current use with an original maturity of less than three months to be cash equivalents.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reported period. Actual results could differ from those estimates. Management believes that these estimates and assumptions provide a reasonable basis for the fair presentation of the financial statements.

Grants Receivable

Grants receivable consist primarily of receivables that have been awarded and earned but not received at year-end. Credit is generally extended on a short-term basis; thus, grants receivable do not bear interest. Grants receivable are periodically evaluated by management for collectability. Provisions for losses are determined based on past experience, known and inherent risk in the account balances, and current economic conditions. No allowance is deemed necessary for the years ended January 31, 2023 and 2022.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies (continued)

Property and Equipment

Property and equipment with an acquisition cost of \$5,000 or more, with an estimated useful life of more than one year are capitalized and are stated at cost or, if acquired by gift, at the estimated fair market value at the date of gift. Depreciation is charged using the straight-line method over the estimated useful lives of the assets, generally 5 to 40 years. Upon retirement or disposal of property and equipment, the costs and related accumulated depreciation amounts are eliminated, and any gain or loss is included in the statement of activity in the year of disposition. Maintenance and repairs are charged to expense as incurred. The cost of major renewals or betterments are capitalized by charges to the appropriate property and equipment account and depreciated over the remaining useful life of the related assets. At the end of each reporting period, BRHS will assess whether there are indications of asset impairment. Impairment losses will be recognized whenever the asset's carrying amount is not recoverable.

Leases

Right-of-use (ROU) asset represents BRHS's right to use an underlying asset for the lease term and lease liability represents BRHS's obligation to make lease payments arising from the lease. Lease ROU asset and lease liability are recognized at commencement date based on the present value of lease payments over the lease term. If a leasing arrangement does not provide an implicit rate, BRHS's incremental borrowing rate is used based on the information available at commencement date in determining the present value of lease payments. The ROU asset also includes any lease payments made and excludes lease incentives. Lease terms may include options to extend or terminate the lease when it is reasonably certain that BRHS will exercise that option. Operating lease expense for lease payments is recognized on a straight-line basis over the lease term. Finance lease expense is equal to the amortization of the underlying ROU asset on a straight-line basis over the lease term. For leases with a term of one year or less, BRHS does not recognize a lease liability or ROU asset on the financial statements.

Contributions

Contributions received are recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Contributions that are restricted by the donor are reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the contribution is recognized. All other donor restricted contributions are reported as an increase in net assets with donor restrictions, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies (continued)

Contributions (continued)

Contributed property and equipment are recorded at fair value at the date of the donation. Contributions with donor-imposed stipulations regarding how long the contributed assets must be used are recorded as net assets with donor restrictions; otherwise, the contributions are recorded as net assets without donor restrictions.

Public Support and Revenue

Head Start programs are funded primarily through federal grants.

Revenue from Exchange Transactions

Federal contracts are generally considered to be exchange transactions. Federal contracts are generally received on a reimbursement basis. BRHS recognizes revenue in accordance with ASC 606, *Revenue from Contracts with Customers*, as amended. For contracts that are within the scope of ASC 606, BRHS performs the following five steps: (1) identify the contract(s) with a customer; (2) identify the performance obligations in the contract; (3) determine the transaction price; (4) allocate the transaction price to the performance obligations in the contract; and (5) recognize revenue when (or as) the entity satisfies a performance obligation. ASC 606 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition. BRHS records revenue from these contracts as without donor restrictions.

Revenue from services rendered is generally recognized at the time the service is provided to the client and is reported as without donor restrictions.

Donated Materials, Services and Facilities

Donated materials and equipment are not reflected as contributions unless they provide a significant value to BRHS and are used in BRHS's programs. Donated materials, if any, are recorded as support at their estimated values. 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 the years ended January 31, 2023 and 2022, BRHS recognized \$655,284 and \$599,240, respectively, for professional services and donated goods.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies (continued)

Allocation of Functional Expenses

The costs of providing BRHS's programs and activities are reported on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among programs and supporting services benefited. Any program expenses or support costs not directly chargeable to a specific program are allocated to the programs based on management policies and estimates and the guidelines outlined in the contracts and grants. Specifically, payroll expenses are allocated based on review of employees and their time allocation between program services and support services. Other expenses are allocated based on budget information and the total actual expenditures for the year.

Income Taxes

As a non-profit organization which is not a private foundation, BRHS claims exemption from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and related state provisions. Accordingly, no provision for income taxes has been made in the financial statements.

BRHS considers many factors when evaluating and estimating its tax positions and tax benefits. Tax positions are recognized only when it is more likely than not (likelihood of greater than 50%), based on technical merits, that the positions will be sustained upon examination by the applicable taxing authority. Reserves are established if it is believed certain positions may be challenged and potentially disallowed. If facts and circumstances change, reserves would be adjusted through a provision for income taxes. BRHS would also recognize interest expense and penalties related to unrecognized tax benefits through a provision for income taxes. As of January 31, 2023, management did not identify any uncertain tax positions.

Concentrations of Credit Risk

BRHS maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. BRHS has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

BRHS manages credit risk with investments by ensuring that the investments are held with high quality institutions.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 1 – Summary of Significant Accounting Policies (continued)

Accounting Policies Recently Adopted

BRHS adopted Not-for-Profit Entities (Topic 958) Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets (ASU 2020-07). The amendments in this update apply to nonprofit organizations that receive contributed nonfinancial assets. Contribution revenue may be presented in the financial statements using different terms (for example, gifts, donations, grants, gifts-in-kind, donated services, or other terms). The amendments address presentation and disclosure of contributed nonfinancial assets. The term nonfinancial asset includes fixed assets (such as land, buildings, and equipment), use of fixed assets or utilities, materials and supplies, intangible assets, services, and unconditional promises of those assets. The ASU has been applied to all periods presented, with no effect on net assets or previously issued financial statements.

BRHS adopted ASU No. 2016-02, Leases (ASC 842) on February 1, 2022. This accounting standard requires the recognition of lease assets and lease liabilities for those leases classified as operating leases under previous GAAP. Moreover, capital leases previously recognized under ASC 840 are now referred to as finance leases. The adoption of this standard resulted in no adjustment to beginning net assets. BRHS has elected to apply the package of practical expedients allowed in ASC 842 whereby (1) BRHS need not reassess whether any expired or existing contracts are leases or contain leases, (2) BRHS need not reassess the lease classification for any expired or existing leases, and (3) BRHS need not reassess initial direct costs for any existing leases. The standard provides an optional transition method allowing entities to apply the new lease standard at the adoption date and recognize a cumulative effect adjustment in the period of adoption. The Company has elected to use this transition method, and as a result of the adoption, on February 1, 2022, recognized operating lease liabilities of \$2,321,027 and right-of-use-asset-operating leases of \$2,321,027. See Note 6 for further details.

Recent Accounting Policies Not Yet Adopted

In June 2016, the FASB issued ASU 2016-13 “Financial Instruments – Credit Losses”. This standard provides new guidance on the measurement of credit losses for financial assets measured at amortized cost, which includes grants receivable. The new guidance replaces the existing incurred loss impairment model with an expected loss methodology, which will result in more timely recognition of credit losses. This standard is effective for annual periods beginning after December 15, 2022. BRHS is in the process of evaluating the impact of adopting this new guidance on the financial statements.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 2 – Availability and Liquidity

	2023	2022
Financial assets at year end:		
Grants receivable	\$ 1,063,937	724,123
Cash and cash equivalents	59,398	181,176
Deposits and other assets	11,077	11,077
Total financial assets	1,134,412	916,376
Financial assets available to meet general expenditures over the next twelve months	\$ 1,134,412	916,376

Note 3 – Grants Receivable

Grants receivable consist of the following:

	2023	2022
U.S. Department of Health and Human Services	\$ 918,602	709,982
Idaho Head Start Association	63,167	50,558
CARES/CRRSA/ARP	46,610	(65,338)
U.S. Department of Agriculture	33,774	27,594
Other Grant Receivables	1,784	1,327
	\$ 1,063,937	724,123

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 4 – Property and Equipment

Property and equipment consist of the following:

	2023	2022
Equipment	\$ 523,215	528,761
Vehicles	402,928	367,004
Portable classrooms	350,238	350,238
Buildings	211,176	211,176
Land	23,784	23,784
	1,511,341	1,480,963
Less accumulated depreciation	(1,094,304)	(1,024,263)
	\$ 417,037	456,700

Included in net assets at January 31, 2023 and 2022 in the statement of financial position are \$103,074 and \$114,032, respectively, of property and equipment, 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, 2023.

Note 5 – Defined Contribution Plan

BRHS participates in a 403(b) retirement plan. All BRHS full-time employees are eligible to participate in the plan and become eligible upon hire. BRHS is not obligated to make matching contributions into the plan. BRHS did not make any matching contributions during the years ending January 31, 2023 and 2022.

In addition to a 403(b) plan, BRHS participates in a Simplified Employee Pension Plan (SEP). BRHS may opt to contribute up to 15% of the employee's salary each year. For the years ended January 31, 2023 and 2022, BRHS made contributions of approximately \$316,547 and \$304,701, respectively.

Both the 403(b) plan and SEP are subject to the Internal Revenue Code. Eligibility requirements under the plans state that all employees are eligible to participate in the plans as of the first date of employment. Employees may make elective deferrals to the plan.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 6 – Operating Lease Liabilities

BRHS adopted ASC 842 on February 1, 2022. This accounting standard requires the recognition of lease assets and lease liabilities for those leases previously classified as operating leases under ASC 840. The 2023 financial statements reflect the adoption of ASC 842 while the 2022 financial statements account for operating leases in accordance with ASC 840.

Operating Leases Under ASC 840

During 2022, BRHS leased certain buildings and classrooms under non-cancelable operating leases expiring through 2032. Lease rental expenses under operating leases for the year ended January 31, 2022 was approximately \$742,000.

Operating Leases Under ASC 842

BRHS leases certain buildings and classrooms under non-cancelable operating leases expiring through 2032. These leases contain periodic rent escalation adjustments. Operating lease expense is recorded on a straight-line basis. Lease rental expenses under operating leases for the year ended January 31, 2023 was approximately \$737,000.

Future minimum rental payments for these noncancelable operating leases are as follows:

<u>Year</u>	<u>Amount</u>
2024	\$ 739,000
2025	588,000
2026	369,000
2027	376,000
2028	344,000
Thereafter	<u>749,000</u>
Total lease payments	3,165,000
Less imputed interest	<u>(1,232,523)</u>
	<u>\$ 1,932,477</u>

As of January 31, 2023, the weighted average discount rate for BRHS’s operating leases was 18.77%. The weighted average remaining lease term was 5.95 years.

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 7 – Net Assets with Donor Restrictions

There were no net assets with donor restrictions during years ended January 31, 2023 and 2022.

Note 8 – Significant Concentrations

BRHS receives a substantial amount of its revenue from a federal agency. The aforementioned federal agency provided 77% and 74% of BRHS’s total support and revenues for the years ended January 31, 2023 and 2022, respectively. Loss of this support could adversely affect BRHS’s activities.

Note 9 – Donated Professional Services and Materials

BRHS recognized contributed nonfinancial assets within revenue, including mileage, supplies and professional services. Unless otherwise noted, contributed nonfinancial assets did not have donor-imposed restrictions. Professional services included as in-kind donations in the financial statements, and the corresponding expenses, for the years ended January 31, 2023 and 2022, are as follows:

	2023			
	Utah Head	ECP	Early Head	Total
	Start		Start	
Rent	\$ 245,811	38,193	126,411	410,415
Professional services	233,638	-	2,414	236,052
Mileage	3,773	13	2,322	6,108
Supplies	1,057	-	1,652	2,709
	\$ 484,279	38,206	132,799	655,284
	2022			
	Utah Head	ECP	Early Head	Total
	Start		Start	
Rent	\$ 324,360	93,448	163,059	580,867
Professional services	9,897	927	1,250	12,074
Mileage	2,740	2,084	599	5,423
Supplies	136	291	449	876
	\$ 337,133	96,750	165,357	599,240

BEAR RIVER HEAD START, INC.
NOTES TO FINANCIAL STATEMENTS
January 31, 2023 and 2022

Note 9 – Donated Professional Services and Materials (continued)

Contributed services recognized comprise professional tutoring services, accounting services from a third-party accountant, and professional services from attorneys advising BRHS on various administrative legal matters. Contributed services are valued and are reported at the estimated fair value in the financial statements based on current rates for similar professional services.

Note 10 – Commitments and Contingencies

BRHS may become or is subject to investigations, claims, or lawsuits arising in the ordinary course of its business. BRHS is currently not aware of any such items that it believes could have a material adverse effect on its financial statements.

Note 11 – Subsequent Events

BRHS evaluated its January 31, 2023 financial statements for subsequent events through October 30, 2023, the date the financial statements were available to be issued. BRHS is not aware of any subsequent events which would require recognition or disclosure in the financial statements.

SINGLE AUDIT REPORTS

BEAR RIVER HEAD START, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended January 31, 2023

Federal Grantor/Pass-Through Grantor/ Program Title	Federal ALN No.	Contract Number	Award	Expenditures
<u>U.S. Department of Health and Human Services (HHS)</u>				
Direct Programs:				
2022-2023 Head Start	93.600	08CH010808-04-04	\$ 7,887,063	7,887,063
2021-2022 ECP	93.600	08HP000280-03/02	1,045,463	583,134
2021-2023 HE	93.600	08HE000227-01-01	817,618	<u>567,181</u>
Total Head Start Cluster				<u>9,037,378</u>
Passed through the Idaho Head Start Association:				
Temporary Assistance for Needy Families	93.558	23-202201	134,888	44,096
Temporary Assistance for Needy Families	93.558	24-202301	134,888	<u>131,246</u>
Total TANF Cluster				<u>175,342</u>
Total HHS				<u>9,212,720</u>
<u>U.S. Department of Agriculture (USDA)</u>				
Passed through the Utah State Office of Education				
Child and Adult Care Food Program	10.558	F-1	269,052	<u>269,052</u>
Passed through the Idaho State Department of Education Child Nutrition Section				
Child Care Food Program	10.558	45-01	39,390	<u>39,390</u>
Total Department of Agriculture				<u>308,442</u>
Total Federal Awards				<u>\$ 9,521,162</u>

BEAR RIVER HEAD START, INC.
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended January 31, 2023

Note 1 – Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Bear River Head Start (BRHS) under programs of the federal government for the year ended January 31, 2023. The information in this Schedule is presented in accordance with the 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). Because the Schedule presents only a selected portion of the operations of BRHS, it is not intended to and does not present the financial position, changes in net assets, or cash flows of BRHS.

Note 2 – Summary of Significant Accounting Policies

Basis of Accounting

Expenditures reported on the Schedule are reported using the same accounting policies and basis of accounting as the financial statements. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Assistance Listing Numbers

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

Major Programs

Uniform Guidance establishes the levels of expenditures or expenses and other criteria to be used in defining major programs. Major programs have been noted on the Schedule of Findings and Questioned Costs in accordance with those definitions.

Indirect Costs

BRHS has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

The Schedule includes programs operated by BRHS which include a portion of costs associated with general activities that are allocated to federal financial assistance programs using direct labor as a basis of allocation.



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 statement of financial position as of January 31, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2023.

Report On 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.

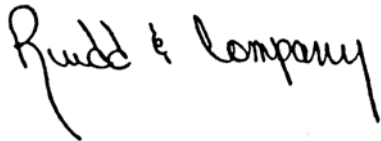
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on 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
October 30, 2023



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 program for the year ended January 31, 2023. Bear River Head Start, Inc.'s major federal program is identified in the summary of auditor's 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 its major federal program for the year ended January 31, 2023.

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 Auditor's Responsibilities for the Audit of Compliance 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 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 program.

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

Report on Internal Control Over Compliance

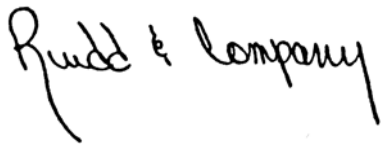
A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement 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.

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

Rexburg, Idaho
October 30, 2023

BEAR RIVER HEAD START, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended January 31, 2023

A. Summary of Auditors' Results:

Financial Statements

- | | |
|---|---------------|
| 1. Type of report issued on whether the financial statements audited were prepared in accordance with GAAP: | Unmodified |
| 2. Internal control over financial reporting: | |
| • Material weaknesses identified: | No |
| • Significant deficiencies identified: | None reported |
| 3. Non-compliance material to financial statements noted: | No |

Federal Awards

- | | |
|---|------------------------------------|
| 4. Internal control over major programs: | |
| • Material weaknesses identified: | No |
| • Significant deficiencies identified: | None reported |
| 5. Type of auditors' report issued on compliance for major programs: | Unmodified |
| 6. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a): | No |
| 7. Federal programs tested as major programs: | Head Start Cluster
ALN # 93.600 |
| 8. Dollar threshold used to distinguish between type A and type B programs: | \$750,000 |
| 9. Auditee qualified as low-risk auditee? | No |

BEAR RIVER HEAD START, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended January 31, 2023

B. Findings related to the financial statements required to be reported in accordance with *Government Auditing Standards*:

None

C. Findings and questioned costs related to federal awards required to be reported in accordance with the Uniform Guidance.

None

BEAR RIVER HEAD START, INC.
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
Year Ended January 31, 2022

Findings related to the financial statements required to be reported in accordance with *Government Auditing Standards*:

Finding 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/questions costs are between \$10,000 and \$40,000 over three years, with no more than \$20,000 occurring in FY 2022.

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

Status: Implemented

BEAR RIVER HEAD START, INC.
CORRECTIVE ACTION PLAN
(Client Submitted Document)
Year Ended January 31, 2023

There were no findings for the January 31, 2023 audit.



RUDD & COMPANY^{INC.}

certified public accountants | business consultants

October 30, 2023

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

We have audited the financial statements of Bear River Head Start, Inc. for the year ended January 31, 2023 and 2022, and we will issue our report thereon dated October 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 10, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Bear River Head Start, Inc. are described in Note 1 to the financial statements. As described in Note 1, Bear River Head Start changed accounting policies related to leases by adopting FASB Accounting Standards Update No. 2016-02, *Leases* (Topic 842), on February 1, 2022. Accordingly, the accounting change has been adopted by using the transitional method approach which only applies the change to the period of adoption. The adoption had a material impact on Bear River Head Start’s statement of net position but did not have a material impact on the statement of activities. The most significant impact was the recognition of a right-of-use asset and lease liability for the operating leases. Significant new lease disclosures are included in Note 6, which include a description of management’s assumptions in determining the right-of-use asset and lease liability.

We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was (were)

Management’s estimate of the depreciation expense and accumulated depreciation is based on the lives and methods of the assets being depreciated. We evaluated the key

factors and assumptions used to develop the depreciation expense and accumulated depreciation in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 30, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Audit Risks

As stated in our auditor's report, professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur.

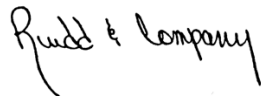
Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as “significant risks”. In addition to the significant risks included in the engagement letter, we identified program size and multiple locations and improper revenue recognition as additional significant risks.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Bear River Head Start, Inc. and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Rudd & Company".

Rudd & Company, *PLLC*

2023-2024

Program Self- Assessment

Bear River Head Start

Appendix

- I. Self-Assessment & Program Improvement Process
- II. Self-Assessment/Program Improvement Final Report
- III. Program Short-Term Goals & Strategic Plan
- IV. Training & Technical Assistance Plans
- V. Other Pertinent Program Documents & Plans
- VI. Governing Bodies (Board & Policy Council)
- VII. Centerbased
 - PHS Centerbased
 - EHS Centerbased
- VIII. HS/EHS Homebased
- IX. Family & Community Engagement
- X. Health Services
- XI. ERSEA
- XII. Fiscal Operations

Self-Assessment &
Program
Improvement
Process

SELF-ASSESSMENT & PROGRAM IMPROVEMENT PROCESS

Executive Summary

Prepared By Sarah Thurgood

Bear River Head Start conducts an annual program improvement process annually. This process allows our grantee, program, management staff, Board of Trustees, Policy Council and staff, the opportunity to set goals for the upcoming twelve month period of time. The process allows staff to access year end data from the previous school year, and guide identified areas of improvement for the following year. Program Improvement is a never ending and continually ongoing process. Data is always being collected, tracked, analyzed and used for improving services' throughout the year. This report indicates the final analysis that guides planning for 2023-2024.

Head Start Performance Standards require an annual self-assessment of all program services and options to ensure compliance to standards, and regulations and assess the quality of services the program delivers to enrolled children and their families.

Process

1. Program Assessment Process

The program reviews progress on goals and objectives, identify strengths and look for areas of improvement and how to implement innovative ideas. Program staff, parents, Policy Council and governing body members are involved in the program self- assessment process. Community partners, leaders and other interested people are involved in the process. Feedback from parents, staff, and management, Policy Council, Board and community partners helps guide the process and indicates areas of underserved need, emerging trends or patterns that must be addressed for program improvement.

2. Program data

Data collection through all program areas and program options leads the process of areas of strength and areas needing improvement. Data tells the story of the quality of service delivery, compliance and trends. Data sources include; Program Information Report (PIR), School Readiness and Child Outcome reports, Family Outcome reports, CLASS scores, Community Assessment updates, short-term goals, ERSEA data, and the annual independent audit. This year we will be adding quarterly reporting to Board and Policy Council communicating status of the program in meeting performance standards and data reporting.

3. Satisfaction surveys

Annual surveys to all staff and parents help the program determine areas of strength and areas needing improvement. Feedback from parents and staff is valuable in guiding program services and areas needing improvement.

4. Aggregation and analysis of program data

Each area of program services and program options take their data collected and use the data to develop short-term goals for the next school year, or twelve month period of time. Members of the management team develop their own goals that fit their need and utilize their identified strengths and staffing patterns. Each area develops a training and technical assistance plan for their staff. Some of the training and technical assistance is offered at no cost to the program, utilizing community partners, Utah State University, school district training. Some of the training is associates with the grantees training and technical assistance funding associated with our grant awards.

Board and Policy Council

All processes include Board and Policy Council. Plans are brought to Board and Policy Council for presentation, discussion, changes, additions, and approval or disapproval. Ongoing data reporting is brought before both entities on an ongoing and continual basis as the data is being collected and analyzed. Monthly reporting includes these processes. Additional reporting on a quarterly basis will be implemented this twelve month cycle.

Self-Assessment /
Program
Improvement Final
Report

Self-Assessment/Program Improvement Final Report

Overview

The Program Governance, Management/ Self-Assessment/ Program Improvement section of this document compiles data collected from all program and grantee systems and operations. This final report selects the most pressing needs of the grantee, and guides the development of program wide goals and the Strategic Plan. Overarching short-term goals for the entire program and grantee are developed representing the goals for the upcoming twelve month period of time. Program improvement is reflective of all program operations, services, and data sources and data collection. Program data helps to guide program improvement and services for the grantee as a whole.

Team Members

Sarah Thurgood	Exec. Director
Andy Hernandez	Fiscal Officer
Board Members	
Policy Council	
Stephanie Wood	Center based Coordinator
Cassie Petersen	EHS Center based Coordinator
ReNae Torbenson	Home based Coordinator
Kristie Curtis	Family Services Coordinator

Denise Webb	Family Services Manager
Nicolee Nielsen	Family Services Manager
Cherie Pierce	Health Services Manager
Julie Reid	Child Dev. Manager
Denise Ayala	ERSEA Manager
Sarah Call	Disabilities Manager
Terrah Smith	Board and Policy Council Staff Liaison

Management Systems

Areas include Program Governance, Communications, Planning, Record-Keeping and Reporting, Ongoing Monitoring, Human Resources, and Fiscal Management.

Strengths

Program Governance

- Well-functioning Board and Policy Council. Members are fully trained, fully participating, offering insightful comments, questions and suggestions. Members are fully engaged in the monitoring, planning, and shared governance process.
- Meetings are held on a regular, monthly basis. Interim meetings for Policy Council are held, as approved for by Policy Council members prior to the meetings. Interim meetings allow the program to hire staff in a timelier manner, so staffing does not leave empty positions open for a month. Interim meetings are part of the Policy Council Bylaws.
- Parental concerns are shared as a part of the monthly Policy Council meetings. The PC agenda includes parent concerns monthly. This item allows for sharing of questions and concerns that parents may have, brought to PC from Parent committees. The Executive director and management staff appreciate the ability to answer parent's questions and listen to concerns that parents may have, this forum allows for open communication, problems solving and program improvement.

Planning

- Planning systems are in place throughout the program and grantee. Each program area and service option has systems in place for planning to take place. Coordinators meetings, individual team meetings, Board, PC, Budget Committee meeting, curriculum meetings, mentor coaching meetings, mental health meetings, Health advisory Committee meetings, ERSEA planning meetings, Child Plus training and planning.

Communication

- Communication systems throughout the grantee are strong, consistent, and include staff, parents, management, Board, PC, and community partners.

Record-Keeping and Reporting

- Use of Child Plus, Gusto Payroll, In-kind Pro, fiscal operations systems coordinated by Jones Simkins CPA's, CACFP.
- Monthly Board, PC, Budget Committee reports to Board and PC, staff, and parents.

Ongoing Monitoring

- Monthly Program Status Reports generated and shared with Board and PC, outlining current status of program operations.
- Management team members run ongoing and consistent report from Child Plus to gather real time data on program services, compliance and current status. Data is shared within the Program Status Reports.

Fiscal

- Highly educated and competent Fiscal Officer, Andy Hernandez, a CPA with Jones Simkins.
- The Fiscal Officer has strong oversight of financials, Budget details, and reports to Board / Budget Committee.

Areas of Improvement

Program Governance

- Add additional Board members for future Board composition. The Board meets Bylaw requirements for numbers of Board members, additional members will be added following Bylaws, to ensure healthy numbers into the future.

Planning

- Continue to identify funding opportunities to expand EHS center based services throughout the service area.
- Continue to assess ERSEA data on home based program services, and assess the future and numbers of home based enrollment opportunities. Work with Board and PC on data indicators, planning and decision making processes.

Communication

- Work closely with Board and PC, management team and staff members during the organization of fiscal duties within the fiscal office and the impact the organization will have as staff change job duties. Ensure staff are aware of all steps in the organization process, under the guidance of the Fiscal Officer.

Record-Keeping and Reporting

- Continue implementation of the Gusto payroll system. Ensure all staff and new staff are familiar with the system and tracking of time worked.
- Continue using Child Plus to a greater degree throughout the program to support data collection and sharing data between program systems and program options.

Human Resources

- Ensure hiring systems are occurring in a manner to support management staff as they hire new staff, recruit and then retain staff members.
- Continue to evaluate and ensure staff salaries are kept at a competitive level to recruit and retain staff.

Fiscal

- Continue organization of fiscal staff under the leadership of Andy Hernandez, Fiscal Officer.
- Ensure the right people are in the right chairs to promote consistency of staff and therefore smooth, seamless fiscal operations into the future.

Program Short-Term Goals & Strategic Plan

Corrective Action Plan- Program Goals

Goal Framework for 2024-2029

OHS Priorities- *Reaching Children and Families, Investing in Workforce, child Health and Safety, Quality Environments*

Goal 1. Work with Fiscal Officer to restructure fiscal office staff and fiscal operations

Objective: Bear River Head Start/ Early Head Start will organize, streamline, and implement new online fiscal systems.

Program Impact: Quality program services have support from high functioning fiscal office and fiscal operations.

Year	Measurable Objective/Action Plan	Who	When	Expected Outcomes	Challenges
1	<p>A. Fully implement Gusto payroll system. Train all staff, ensure fiscal staff complete requirements to transition payroll from fiscal office to Gusto. Provide ongoing training as questions and issues arise.</p> <p>B. Work with Fiscal Officer to restructure fiscal staff and their job duties to increase efficiency and effectiveness moving into future fiscal responsibilities.</p>	Fiscal Officer, Exec. Dir, Coordinators, fiscal staff, all employees, Board, PC, Budget Committee.	Beginning July 2023, ongoing throughout the grant year through 2024.	<p>Increase efficiency of fiscal staff and fiscal operations.</p> <p>Increase productive use of fiscal staff time to accomplish other tasks. Decrease the amount of time spent on processing payroll in-house.</p> <p>Fiscal staff will have a greater depth of Head Start rules and regulations after they receive additional training, and build upon their foundational knowledge.</p> <p>Fiscal staff will be able to settle into their roles and responsibilities as they receive training and they get over the initial transition moving payroll systems</p>	<p>We have new fiscal staff that we are getting trained on Head Start requirements. Head Start requirements add additional learning curve to employees coming from a purely bookkeeping background.</p> <p>Our Fiscal Officer, Fiscal Consultant and Exec.</p>

	C. Provide regular status reports to Board and PC.				Dir., are working with staff to provide training.

Data/Tools /Methods for tracking progress- PIR, self-assessment, Program Improvement Report, Community Assessment, Long/ Short Term Goals. Child & Family Outcome Reports, School Readiness/ CLASS/ Mentoring reports.

Goal Framework for 2024-2029 – OHS Priority Investing in Workforce.

Goal 2. Support a highly skilled workforce with competitive pay, benefits, and employee support systems.

Objective: Bear River Head Start/ Early Head Start will improve our ability to hire and retain qualified staff to deliver high quality services.

Program Impact: Recruit and retain high quality and qualified staff to increase our quality of services to the children and families served.

Year	Measurable Objectives/ Action Plan	Who	When	Expected Outcomes	Progress/Challenges
1	<p>A. Develop internal CDA Infant/Toddler credential process. Ensure opportunities for Mentor Coaching.</p> <p>B. Strengthen strategies for recruitment and retention of staff. Increase salary compensation to become more competitive with school districts. Provide team building opportunities for all staff.</p> <p>C. Use COLA funding to permanently increase staff salaries.</p>	<p>All Coordinators, Executive Director, Fiscal Office, Board and Policy Council, staff, parents, Child Care Resource and Referral, community partners, Utah State University, local employment offices.</p>	<p>Continuous year round. During job fairs in our communities. During USU job fairs.</p> <p>During CDA Class Schedules. Coordinators meetings, Budget Committee meetings, Board and Policy Council meetings.</p> <p>Weekly staff training opportunities. Training and technical assistance opportunities.</p>	<p>Increase hiring pool of qualified applicants. Increase staff/ families ability to ensure parent engagement and positive child outcomes for school readiness, and Teacher effectiveness.</p> <p>Increase the success of positive child outcomes and implementation of individualization of services for each child and family.</p> <p>Increase Teacher/child effectiveness and quality of interactions.</p>	<p>The cost of living is high in our service area, here is a housing boom, and unemployment is low. We have a Teacher shortage in the area, and have to compete with school districts for Teachers. We will use COLA funding to increase our salaries so we are more competitive with local school districts, and be able to retain our staff.</p>

Data/Tools/Methods for tracking progress- Hiring documentation, PIR, self-assessment, salary compensation survey. Training & Technical Assistance Plans. Professional Development Plans.

Goal Framework for 2024-2029- OHS Priority Partnerships with State Systems

Goal 3. Continue to implement mental health services for children and families through community partnerships.

Objective: BRHS/EHS will work with The family Place and Bear River Mental Health to access mental health services for children & families.

Program Impact: Enrolled children and families will gain greater access to mental health therapy and support services.

Year	Measurable Objectives Action Plan	Who	When	Expected Outcomes	Progress/ Challenges
1	<p>A. Work closely with The family Place and Bear River Mental Health to access therapists, and support services.</p> <p>B. Continue building collaborations with The Family Place accessing including Adapt Trauma classes for children and parents, and access services via training grant from The Children’s Center.</p> <p>C. Continue use of Trauma Informed Care Mentor Coaches in Head Start/ EHS classrooms, and through family services.</p> <p>D. Continue rapid referral process for children and families to partner therapists, and their support services.</p>	<p>Child and Family Coordinators, all staff, TIC Mentor Coaches, Family Place liaison, Bear River Mental Health, The Children’s Place training to community partners, therapists, and providers.</p>	<p>Assessment and referrals begin August 2023, and ongoing.</p> <p>TIC Mentor Coaches, initial assessment August 2023, ongoing through the school year. Family services initial assessment August, 2023 and ongoing through school year.</p> <p>Care plans and referrals ongoing through school year.</p>	<p>Increased support for Trauma Informed Care for children, families, staff.</p> <p>Increased referrals to community partners to provide therapeutic services, education and support services for enrolled children and families.</p> <p>Increased positive outcomes for children, families and staff addressing mental health needs.</p> <p>Increased positive behaviors in the classroom, at home and in parent and child relationships.</p>	<p>We have been implementing strategies to support trauma care and child, family and staff mental health for several years now. We are beginning to develop additional partnerships with community partners that provide therapeutic services to our enrolled children and families. These partnerships are allowing our children and families quicker access to therapy and support services. The training for area providers from The Children’s Center will be a huge bonus for our grantee.</p>

Data/Tools/Methods for tracking progress- Child & family assessments, referrals, TIC Mentor Coach docs., Child Plus child and family tracking systems, weekly care plan meetings for children and families. PIR, child and family goals, TIC Mentor Coach Service plans.

Goal Framework for 2024-2029- OHS Priority Child Health and Safety

Goal 4. Ensure safe and healthy environments including active supervision for all enrolled children and families.

Objective: Bear River Head Start/ Early Head Start will ensure elimination of harm or hazards in program environments and provide active supervision at all times.

Program Impact: Enrolled children and families will receive services in safe, healthy, welcoming environments that support their success.

Year	Measurable Objectives /Action Plan	Who	When	Expected Outcomes	Progress/ Challenges
1	<ul style="list-style-type: none"> A. Safeguard each child served in Head Start/Early Head Start. Provide safe spaces, quality environments, B. Ensure no child is left alone or unsupervised, using active supervision strategies within the program Active Supervision Plan. C. Use risk management assessment and protocols to identify and mitigate risks prior to children attending. D. Ongoing communication to Board/ Policy Council/ Regional Office providing status reports for active supervision, health and safety program status reporting. 	All staff, facilities, health team, classroom staff, fiscal, Board, Policy Council, Regional Office, T/TA.	<p>Risk assessments 4 times per year. Aug./Nov./Feb/ May.</p> <p>Regular and ongoing maintenance and after assessments.</p> <p>Monthly status reports to Board and Policy Council</p> <p>Report to Regional Office incidents that fall within ACF-IM-HS-22-07</p>	<p>Safe environments that prevent injuries or harm to children served. Provide safe and healthy indoor and outdoor environments.</p> <p>Provide safe, positive learning environments for children that meet identified needs.</p> <p>Prevent incidents that jeopardize children’s safety.</p> <p>Identify, report and correct safety and health issues as soon as they are identified.</p>	<p>None at this time. We have been implementing active supervision strategies, and ongoing risk assessments.</p> <p>We will continue to identify and implement strategies for continual improvement.</p>

Data/Tools/ Methods for tracking progress- Board Bylaws, Performance Standards, The Act, program LMS system for Board training, Board meeting agendas, minutes, applications and correspondence. Board documentation, legal counsel training.

Goal Framework for 2024-2029- OHS Priority Reaching Children and Families

Goal 5. Ensure ERSEA data guides program design of services to children and families with the greatest need in the correct service areas.

Objective: Ensure program design and service delivery is led by data showing areas of greatest need, and service options delivery to meet identified need.

Program Impact: Program options and services will be available to populations with the greatest need, in service areas of greatest need.

Year	Measurable Objectives/ Action Plan	Who	When	Expected Outcomes	Progress/ Challenges
1	<p>A. Use data, Community assessment, ongoing assessment to guide program design, services offered, modify services as indicated.</p> <p>B. Ensure recruitment reaches diverse and vulnerable populations, including language need, and homelessness.</p> <p>C. Plan and implement program changes, data informed, strategic program planning and service system design.</p>	<p>Exec. Dir., Board, PC, management, all staff, community partners, Regional Office staff.</p>	<p>Continual and ongoing. Annually during self-assessment process, program improvement process, PIR, short term goal and strategic plan process.</p> <p>Annually during outcome analysis, ERSEA status reporting.</p>	<p>Assessment of ERSEA data will guide program design and identify modifications needed to service options and areas, to ensure responsive program services,</p> <p>Program services and available options will meet the greatest identified need for children and families.</p> <p>BRHS will enroll the children and families with greatest need.</p> <p>Services will be located in areas with the greatest income eligible populations.</p>	<p>Ongoing Community Assessment data indicates greater requests for centerbased services over home based services. Expansion of centerbased requires additional funding or conversion of almost all homebased slots. Maintaining staff salaries and increasing in the future needs to balance with funding levels and the number of children served. Centerbased options are more expensive to operate.</p>

Data/Tools/ Methods for tracking progress- ERSEA data, Community Assessment, Child Plus, PIR, self-assessment, program improvement plan, attendance data

Training &
Technical Assistance
Plans

Training Plan

Governing Bodies (Board & Policy Council)

BRHS BOARD & POLICY COUNCIL ANNUAL ROTATING SCHEDULE

MONTH	TRAINING	BOARD & POLICY COUNCIL REVIEW / APPROVAL
January	<ul style="list-style-type: none"> - Fiscal Policies & Procedures - Employee Policies & Procedures - Operational Procedures - Non-Staff Background Checks Policy - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Fiscal Policies & Procedures (Fiscal Coordinator/Controller/Fiscal Officer) (PC/B) - Approve Employee Policies & Procedures (Executive Director) (PC/B) - Approve Operational Procedures (Executive Director) (PC/B) - Approve Non-Staff Background Checks Policy (Fiscal Coordinator/Controller) (PC/B) - Approve Audit Engagement Letter (Fiscal Officer) (B) (send to PC as information only) - Approve contract from Jones-Simkins for Fiscal Officer Hernandez's services (Fiscal Officer) (B) (send to PC as information only) - Review & Approve Executive Director's annual salary (Fiscal Officer) (B) - Sign up to attend PC meetings (Board Chair) (B) - Board signs Sexual Harassment, Corporal Punishment & Drug-Free Workplace Agreement - Send approved November PC minutes to Board
February <i>[Board combined w/Policy Council]</i>	<ul style="list-style-type: none"> - ERSEA, including ERSEA Code of Conduct form - Impasse Policy - Mid-Year CB Child Outcomes - Mid-Year HB Child Outcomes - Mid-Year Family Outcomes - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve ERSEA – Recruitment & Enrollment Policy (Family Services Coordinator) (PC/B) - Approve Impasse Policy (Admin. Assistant) (PC/B) - Approve Mid-Year CB Child Outcomes (CB Coordinator) (PC/B) - Approve Mid-Year HB Child Outcomes (HB Coordinator) (PC/B) - Approve Mid-Year Family Outcomes (Family Services Coordinator) (PC/B) - Approve CDBG for Logan City <i>(if applicable)</i> (Fiscal Coordinator/Controller) (PC/B) - Send approved December PC minutes to Board - Send reminder to Coordinators and Executive Director regarding Workplans due date
March	<ul style="list-style-type: none"> - Mental Health Team Updates (CB Coordinator) - Organizational Charts - Board Bylaws (B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Bylaws Committee (Admin. Assistant) (PC) - Approve Organizational Charts (Fiscal Coordinator/Controller) (PC/B) - Approve Board Bylaws (Board Chair) (B) - Approve Articles of Incorporation (Board Chair) (B) - Approve SEP Distribution (Fiscal Officer) (B) - Elect new Board Officers (Current Board Chair) (B) - Board signs Annual Training Form - Send approved January PC minutes to Board
April	<ul style="list-style-type: none"> - Policy Council Bylaws (PC) - Salary Compensation Survey 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Policy Council Bylaws (Admin. Assistant) (PC)

	<ul style="list-style-type: none"> - Grants - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Spring Policy Council Survey (Family Services Coordinator) (PC) - Approve Salary Compensation Survey (Fiscal Coordinator/Controller) (B) (send to PC as information only) - Approve COLA /Grants (Fiscal Officer) (PC/B) - Approve United Way Grant (if applicable) (Fiscal Officer) (PC/B) - Executive Director's Performance Review (Board Chair) (B) - Sign up to attend PC meetings (Board Chair) (B) - Send approved February PC minutes to Board - Upload Program Workplans to LMS for review & email location (PC/B)
May	<ul style="list-style-type: none"> - Audit (B) - Policy Council Composition (B) - Policy Council Bylaws (B) - Workplans - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Auditors present audit to Board (Independent Auditors) (B) (audit goes to PC in June packet) - Approve 990 Tax Form (Fiscal Officer) (B) (990 goes to PC in June packet) - Approve Policy Council Composition (Family Services Coordinator) (B) (Board must approve before Policy Council) - Approve Policy Council Bylaws (Admin. Assistant) (B) - Review Program Workplans (Program Governance, Financial & Administrative, ERSEA, EHS CB, PHS CB, Disabilities, MH, EHS HB, FD, Health & Pregnant Women) (Executive Director) (PC/B) - Send approved March PC minutes to Board
June	<ul style="list-style-type: none"> - Policy Council Composition (PC) - Exclusion Policy - Infection Control Policy - Immunization Policy - Emergency Plan - Classroom Health & Safety Checklist - Child Abuse & Neglect Policy - Mental Health Team Updates (CB Coordinator) - Year End CB Child Outcomes - Year End HB Child Outcomes - Year End Family Outcomes - Fiscal Procedure Critical Fiscal Issues - Timesheet Random Audit Procedure - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Policy Council Composition (Family Services Coordinator) (PC) - Send audit report to Policy Council in their packet as information only - Send 990 Tax Form to Policy Council in their packet as information only - Approve Exclusion Policy (Health & Wellness Administrator) (PC/B) - Approve Infection Control Policy (Health & Wellness Administrator) (PC/B) - Approve Immunization Policy/Procedure (Health & Wellness Administrator) (PC/B) - Approve Emergency Plan (Health & Wellness Administrator) (PC/B) - Approve Classroom Health and Safety Checklist (Health & Wellness Administrator) (PC/B) - Approve Child Abuse & Neglect Policy (Family Services Coordinator) (PC/B) - Approve Year End CB Child Outcomes (CB Coordinator) (PC/B) - Approve Year End HB Child Outcomes (HB Coordinator) (PC/B) - Approve Year End Family Outcomes (Family Services Coordinator) (PC/B) - Approve the Fiscal Procedure Critical Fiscal Issues (Fiscal Coordinator/Controller) (PC/B) - Approve the Timesheet Random Audit Procedure (Fiscal Coordinator/Controller) (PC/B) - Sign up to attend PC meetings (Board Chair) (B) - Send approved April PC minutes to Board
MONTH	TRAINING	BOARD REVIEW / APPROVAL
July	<p>NO BOARD MEETING</p> <ul style="list-style-type: none"> - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) <p>NO BOARD MEETING</p> <ul style="list-style-type: none"> - Send approved May PC minutes to Board

August	<ul style="list-style-type: none"> - Job Descriptions - CB Child Outcomes Training (CB Coordinator) - HB Child Outcomes Training (HB Coordinator) - Family Outcomes Training (Family Services Coordinator) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Job Descriptions (Fiscal Coordinator/Controller) (PC/B) - Approve new CACFP sites (Fiscal Coordinator/Controller) (if applicable) (PC/B) - Sign Executive Director's Job Description (Board Chair) (B) - Send approved June PC minutes to Board
September	<ul style="list-style-type: none"> - Program Information Reports (PIR) - Short-Term Goals & tie into Strategic Plan - HB School Readiness Goals - CB School Readiness Goals - Self-Assessment/Program Improvement Report/Staff and Parent Surveys/T&TA Plans - Fiscal & Grant Training (Fiscal Coordinator/Controller/Fiscal Officer) (PC/B) -New PC Member Training (on the LMS-overseen by Family Services Coordinator) - Program Performance Report (Executive Director) (PC/B) - PC signs/completes New PC Member Packet 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Early Head Start Program Information Report (Executive Director) (PC/B) - Approve Preschool Head Start Program Information Report (Executive Director) (PC/B) - Approve Short-Term Goals & tie into Strategic Plan (Executive Director) (PC/B) - Approve EHS HB School Readiness Goals (HB Coordinator) (PC/B) - Approve EHS CB School Readiness Goals (CB Coordinator) (PC/B) - Approve PHS CB School Readiness Goals (CB Coordinator) (PC/B) - Approve Self-Assessment/Program Improvement Report/Staff and Parent Surveys/T&TA Plans (Executive Director) (PC/B) - Sign up to attend PC meetings (Board Chair) (B) - Send approved July PC minutes to Board.
October <small>[New PC Members complete the required training and forms prior to attending & voting at the October PC meeting]</small>	<ul style="list-style-type: none"> - EHS/PHS Continuation Grants - Community Assessment - Report to Public - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - ChildPlus Data Management Policy - Procedures for Privacy of Health Records - Company Data Protection Policy - Learning Management System (LMS) Training Policy - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Welcome new PC Members & Thank last year's Members (Family Services Coordinator & Admin. Assistant) (PC) - Approve EHS/PHS Continuation Grants (Fiscal Officer) (PC/B) - Approve Community Assessment (Executive Director) (PC/B) - Approve Report to Public (HB Coordinator) (PC/B) - Approve ChildPlus Data Management Policy (HB Coordinator) (PC/B) - Approve Procedures for Privacy of Health Records (Health & Wellness Administrator) (PC/B) - Approve Company Data Protection Policy (Fiscal Coordinator/Controller) (PC/B) - Approve Learning Management System (LMS) Training Policy (Admin. Assistant) (PC/B) - Send approved August PC minutes to Board
November	<ul style="list-style-type: none"> - Legal Training from Gary Anderson (BRHS Attorney): Grievance Procedure, Code of Conduct, Board Job Description, Conflict of Interest (B) - Community Complaint Policy 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - PC Officers Elections (Admin. Assistant) (PC) - Approve Community Reps (Admin. Assistant) (PC) - Approve virtual vs. in person meetings, or option for both, for the Policy Council Year (Admin. Assistant) (PC)

	<ul style="list-style-type: none"> - CACFP Civil Rights (Health & Wellness Administrator) (B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve time of PC meetings (Admin. Assistant) (PC) - Approve time of interim PC meetings (Admin. Assistant) (PC) - Introduce new PC Chair @ Board – send out bio (Board Chair) (B) - Approve Board & PC Code of Conduct (Executive Director) (PC/B) - Approve Board Job Description (Executive Director) (B) - Approve Community Complaint Policy (Executive Director) (PC/B) - Approve vendor & gift card amount (Fiscal Officer) (B) - Sign up to attend PC meetings (Board Chair) (B) - Send out next year’s Board Schedule (B) - Send approved September PC minutes to Board - Board signs Code of Conduct, Job Description, Conflict of Interest & CACFP Civil Rights
December	<p>NO BOARD MEETING</p> <ul style="list-style-type: none"> - Program Performance Report (Executive Director) (PC/B) - Robert’s Rules of Order (Admin. Assistant) (PC) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve PC Goals set by PC officers during officer training (Family Services Coordinator) (PC) NO BOARD MEETING Send items to Coordinators that will go in January to give time for review the 1st week in December - Send approved October PC minutes to Board

On-Going Training: On-going training is provided to Board/Policy Council Members prior to presentation of items for approval. Training is provided by the appropriate staff members at Board/Policy Council meetings, or through distribution of reports and training material by appropriate staff members. Trainings provide Board/Policy Council Members with necessary information on items to be presented.

Training Plan
Head Start- Centerbased

Training and Technical Assistance Plan
Fiscal Year 2024-2025

Grantee: Bear River Head Start
Program Option: PHS Center Based

Total Allocated Budget: \$13,635

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Child Development	Training Child Development Staff	Onsite 2 day training by T/TAS.	Build knowledge base for all staff and implement best practice.	All Child Development Staff	Throughout School Year	\$1500
Child Development	Staff Bus Drivers	Attend CDL training	Certify staff to become bus drivers for field trips	Teacher Assistants, Teachers	Fall	\$300
Child Development	One Staff Bus Trainer	Attend yearly bus training	To keep staff current on bus training needs for field trips	One staff	Spring/ Summer	No Cost
Child Development	CLASS Training	Train all staff on CLASS domains	Staff will improve the CLASS outcomes	All Child Development Staff	During the program year	\$2910
Child Development	All Staff	Bus/Pedestrian Safety	Educate Staff on Safety	All Staff	Pre service	No Cost
Child Development	All Staff	Train all staff for professional development and to keep current on child development practices	Increase knowledge in school readiness, outcomes and other topics as needed.	Child Development Team	Ongoing	\$1500
Child Development	Obtaining necessary credentials for Teacher Assistant	Attend CDA classes and complete requirements to obtain CDA credential.	Professional Development of Staff	Teacher Assistants	As needed	\$2225
Child Development	Conscious Discipline	Onsite 1 day training done by Conscious Discipline.	Staff will learn strategies in the classroom to help with better behavior management.	All Staff	During the program year	\$3200

Child Development	Active Supervision	Active Supervision Toolkit through ECLKC.	Staff will develop skills and ideas to use in the classroom for better active supervision.	All Staff	During the program year	No Cost
Child Development	Dual Language Learners Strategic Program Plan and The Big Five Series	Trainings from ECLKC and Region 8 trainer.	Increase stronger DLLs systems and services. Staff will develop stronger culturally and linguistically responsive environments for all children and families.	All Staff	During the program year	\$1000
Child Development	Comprehensive Trauma-informed Approach	Online trainings, mentor coach TLC, Onsite training from USU.	Staff will be able to recognize the signs and symptoms of trauma. Families and staff will show greater reliance to trauma.	All Staff	During the program year	No Cost
Mental Health	Mental Health Consultant Trainings Western Kentucky Trainings	Mental Health Performance Standards. Staff Wellness, Self-Care and Mindful Self Compassion Mental Health Consultant	Provide quality training to increase understanding in current mental health issues and train all staff.	All Staff	During the program year	\$1000

PHS Training Schedule

The following training schedule is for the 2023-24 school year
 Training may change according to program need

Month	Formal Trainings (For all PHS Staff) Held 9:00-1:00 unless otherwise indicated	Emailed Trainings (For all PHS Staff)	TLC Trainings (Training in small groups or individually based on need)	Notes
Preservice Training: Days 1-4 July 25-28 Day 5 Aug 25	9:00-3:00 Day 1: <ul style="list-style-type: none"> ● Head Start Expectations ● Teacher/TA Responsibilities ● Creative Curriculum ● Digital Library Day 2: <ul style="list-style-type: none"> ● Conscious Discipline/SET ● PM: Teacher Share: Class Family Day 3: Literacy through Songs, Rhymes, & Read Alouds <i>(including books in all centers)</i>	Emailed trainings sent out every Friday. The Education Training Manager will select material related to a monthly topic. 1st Friday= 7-Minute Safety Training 2nd Friday= Active Supervision 3rd Friday= Family Involvement 4th Friday= Creative Curriculum	TLC components: <ul style="list-style-type: none"> ● Conscious Discipline 10-15 minutes ● Practice-Based Coaching approach 60-90 min 	NAEYC = National Association for the Education of Young Children ECLKC = Early Childhood Learning & Knowledge Center (OHS) PBC = Practiced Based Coaching from the National Center on Quality Teaching and Learning 7-Minute trainer: (Created by Business and Legal Resources, handouts accessed in training binder)

	<p>PM: Teacher Share: Books</p> <p>Day 4: Health/CACFP</p> <p>PM: Teacher Share: Dental and Nutrition activities</p> <p>Day 5: Bus Driver/Monitor Training</p>			
Sept.	<p>September 1 :</p> <p>LCFD: Fire Extinguisher Training</p> <p>CCSO: Recognizing Signs of Drug Abuse</p> <p>DCFS: Recognizing and Reporting Suspected Child Abuse</p>	<p>7-Minute trainer</p> <p>Active Supervision: Setting up the Environment</p> <p>Family Involvement: Welcoming Families</p> <p>Creative Curriculum: Manipulative Center</p>	<p>Conscious Discipline</p> <p>Fostering Connections (PBC)</p>	<p>“Setting Up The Environment” ECLKC</p> <p>Active Supervision Toolkit</p>
Oct.	<p>October 6 :</p> <p>EAP with EHS</p> <p>Making Assessments Authentic</p>	<p>7-Minute trainer</p> <p>Active Supervision: Scanning and Counting</p> <p>Family Involvement:</p>	<p>Conscious Discipline</p> <p>Following Children’s Lead (PBC)</p>	<p>Assessment materials</p> <p>ECLKC</p> <p>“Scan and Count”</p>

	<p>Social Emotional Team</p> <p>Team Meeting (PHS Managers)</p>	<p>Respecting Different Family Dynamics</p> <p>Creative Curriculum: Writing Center</p>		ECLKC Active Supervision Toolkit
Nov.	<p>November 3:</p> <p>Understanding Implicit Biases</p> <p>Social Emotional Team</p> <p>Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>Active Supervision: Positioning Staff</p> <p>Family Involvement: Involving Families in Goal Setting</p> <p>Creative Curriculum: Large Group Activities</p>	<p>Conscious Discipline</p> <p>Behavior Guidance (PBC)</p>	<p>“Avoiding Bias” information gathered from ECLKC</p> <p>“Positioning Staff” ECLKC Active Supervision Toolkit</p>
Dec.	<p>December 1:</p> <p>Meeting all Learning Styles</p> <p>Social Emotional Team</p> <p>Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>Active Supervision: Listening</p> <p>Family Involvement: Respecting Family Beliefs</p> <p>Creative Curriculum: Listening Center</p>	<p>Conscious Discipline</p> <p>Fostering Children’s Thinking Skills (PBC)</p>	<p>“Modality” information gathered from NAEYC</p> <p>“Listening” ECLKC Active Supervision Toolkit</p>

<p>Jan.</p>	<p>January 5: Marvelous Math Social Emotional Team Team Meeting (PHS Managers)</p>	<p>7-Minute trainer Active Supervision: Anticipating Behavior Family Involvement: Involving Families in the Classroom Creative Curriculum: Math- Geometry & Spatial Sense</p>	<p>Conscious Discipline Making Learning Meaningful (PBC)</p>	<p>Math information from ECLKC “Anticipate Children’s Behavior” ECLKC Active Supervision Toolkit</p>
<p>Feb.</p>	<p>February 2: Process Focused Art Social Emotional Team Team Meeting (PHS Managers)</p>	<p>7-Minute trainer Active Supervision: Engaging & Redirecting Family Involvement: Involving Families who are not able to Volunteer Creative Curriculum: Small Group Activities</p>	<p>Conscious Discipline Focusing Children on Learning Goals (PBC)</p>	<p>“Process Focused Art” NAEYC “Engage and Redirect” ECLKC Active Supervision Toolkit</p>
<p>March</p>	<p>March 1: Intentional Outdoor Play Social Emotional Team</p>	<p>7-Minute trainer Active Supervision: Safety During Transitions</p>	<p>Conscious Discipline Thick and Thin Conversations (PBC)</p>	<p>“Outdoor Learning Centers” NAEYC</p>

	Team Meeting (PHS Managers)	Family Involvement: Sharing Information with Families Creative Curriculum: Outdoor Learning		“Active Supervision handout at a glance” ECLKC Active Supervision Toolkit
April	No Training Held: Spring Break	7-Minute trainer Active Supervision: Supervising Children During Outdoor Play Family Involvement: School Readiness for the Entire Family Creative Curriculum: Transitions	Conscious Discipline Scaffolding Children’s Learning (PBC)	“Active Supervision handout at a glance” ECLKC Active Supervision Toolkit
May	May 3: Helping Children Transition to Kindergarten Social Emotional Team Team Meeting (PHS Managers)	7-Minute trainer Active Supervision: Tips for Keeping Children Safe Family Involvement: Continuing Learning During the Summer Creative Curriculum:	Conscious Discipline Using the Scientific Method (PBC)	“Healthy Transitions to Kindergarten” ECLKC “Tips for Keeping Children Safe” handout ECLKC Active Supervision Toolkit

		Science/Discovery Area		
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Training Plan
Early Head Start- Centerbased

Training and Technical Assistance Plan
Fiscal Year 2024-2025

Grantee: Bear River Early Head Start
Program Option: Center-based-\$17,500

Content Area	T/TA Need	Strategy	Outcome	Participants	Timeline	Resources
Child Development	Onsite training for CB staff on curriculum and child development best practices	Onsite training	Build knowledge base for all staff and implement best practice.	All Child Development Staff	During the program year	\$1000
Child Development	Obtaining necessary credentials for Teacher Assistant	Attend CDA classes and complete requirements to obtain CDA credential.	Professional Development of Staff.	Teacher Assistants	As needed	\$3500
Child Development	Conscious Discipline	Onsite 1 day training done by Conscious Discipline.	Staff will learn strategies in the classroom to help with better behavior management.	All Staff	During the program year	\$2000
Child Development	Active Supervision	Training for all Child Development staff on active supervision to increase knowledge of best practices.	Staff will develop skills and ideas to use in the classroom for better active supervision.	All Staff	During the program year	\$4500

Child Development	Dual Language Learners Strategic Program Plan and The Big Five Series	Trainings from ECLKC and Region 8 trainer.	Increase stronger DLLs systems and services. Staff will develop stronger culturally and linguistically responsive environments for all children and families.	All Staff	During the program year	\$500
Child Development	Comprehensive Trauma-informed Approach	Online trainings, mentor coach TLC, Onsite training from USU.	Staff will be able to recognize the signs and symptoms of trauma. Families and staff will show greater reliance to trauma.	All Staff	During the program year	No Cost
Child Development	Training U to Succeed	2 day in person training.	Staff will learning training and techniques on behaviors and classroom management.	All Staff	During the program year	\$5000
Mental Health	Mental Health Consultant Trainings Western Kentucky Trainings	Mental Health Performance Standards. Staff Wellness, Self-Care and Mindful Self Compassion Mental Health Consultant	Provide quality training to increase understanding in current mental health issues and train all staff.	All Staff	During the program year	\$1000

EHS Preservice Training 2023-2024

July 6, 2023	Group A: Head Start Expectations, Disabilities and SET Team, Teacher Burnout, Teacher/TA Responsibilities, Set the Stage, Active Supervision
July 7, 2023	Group A: TLC, Health Team, Lesson Plans, Material/Toy Requirements, DRDP Documentation & Finalization, PTC and HV Guidelines, Child Plus Changes
July 10, 2023	Group B: Head Start Expectations, Teacher/TA Responsibilities, Set the Stage, Active Supervision, Teacher Burnout, Disabilities and SET Team
July 11, 2023	Group B: TLC, Health Team, Lesson Plans, Material/Toy Requirements, DRDP Documentation & Finalization, PTC and HV Guidelines, Child Plus Changes

EHS CB Annual Training Calendar 2023-2024

Sept. 1, 2023	TLC, Fire Extinguisher, DCFS, Family Place, Prep Day for New Classes
Oct. 6, 2023	TLC, Evacuation Plan, EAP Training, SET Team, Family Place-Trauma
Dec. 1, 2023	TLC, Licensing Rules, Head Start Performance Standards, Art & Sensory, Cultural Competency
March 1, 2024	TLC, Abuse, Positive Guidance, Abusive Head Trauma, SIDS, Homelessness, Science & Math
June 7, 2024	TLC, Brain Development/Child Development, Children with Special Needs, Dual Language Learners, Pediatric First Aid, Safe Handling and Disposal of Hazardous Materials, Prevention of Infectious Disease Music and Movement,

EHS CB Monthly Email Training Calendar 2023-2024

Sept. 1, 2023	Building Emotional Regulation in Toddlers Calming an Upset Toddler	Feb. 2, 2024	Protecting Children From Lead Exposure, Responding to Toddler Fears & Anxiety
Sept. 15, 2023	Breakfast Invitations, Cultivating Early Reading Skills	Feb. 16, 2024	Responding to Whining & Back Talk, Supporting Toddlers Immune System
Oct. 6, 2023	Disarming Defiant Behavior, The Surprising Truth About Crying & How to Respond	Mar. 1, 2024	Talking to Toddlers About Diversity & Inclusion Through Books
Oct. 20, 2023	Helping Toddlers Grieve Death, Divorce and Other Losses	Mar. 15, 2024	Toddler Mealtime Do's & Don'ts, Toddler Proofing Your Home
Nov. 3, 2023	Helping Toddlers Manage Frustrations, Helping Your Toddler Talk	Apr. 5, 2024	Transforming Daily Power Struggles Transforming Parenting Rage
Nov. 17, 2023	How to Stop & Prevent Biting	Apr. 19, 2024	Traveling With Toddlers, Unplug and Play
Dec. 1, 2023	Mindful Parenting Tools, Navigating Sibling Conflict	May 3, 2024	Discipline That Nurtures Brain Development
Dec. 15, 2023	Overcoming Co-Parenting Disagreements,	May 17, 2024	Taming Toy Chaos, Preparing Toddler-Friendly Food

Ongoing personalized training will occur throughout the year for all teachers.

Dates and topics subject to change.

Training Plan
Early Head Start - Homebased

Training and Technical Assistance Plan
Fiscal Year 2024-2025

Grantee: Bear River Early Head Start

Content Area/T&TA Need	Activity or Event	Outcome	Participants	Timeline	Cost
Child Development/ Performance Standard	CDA Renewals Onsite	Maintain Home Visitor Qualifications	As needed	Fiscal Year 2024	\$600
Child Development/ Curriculum	Growing Great Kids curriculum training Virtual	Staff will be certified in curriculum that meets Performance Standards requirements	Newly Hired Staff	Fiscal Year 2024	\$5000

EHS/PHS Training Calendar 2023-2024

****TEAM MEETING AT 9 A.M. *TRAINING TO FOLLOW at 10:00 until we are done***

*****SUBJECT TO CHANGE*****

9/1	Fire Extinguisher Training for NEW staff only
9/4	*Labor Day* - ALL STAFF OFF
9/15	DRDP Child Abuse and Neglect/Reporting
9/29	Developmental delays Speech Development Fall Goals DUE
	Fall Break Preston District
10/6 10/10	Fall Break Bear Lake District
10/12 10/13	*Fall Break - Cache Malad Box Elder Districts
10/20	DRDP 45 DAY all new family paperwork MUST BE COMPLETED!
10/27	Maternal Depression Infant Mental Health
11/3	EAP? Becoming Your Most Resilient Self
11/10	Fall DRDP Checkpoint DUE, Teaching Checklist Due
11/17	Time management/Paperwork
11/22 11/23 11/24	*Thanksgiving Break- ALL STAFF OFF
12/1	training Winter Quarter Goals Due/Have families do Curriculum Review in CP
12/16	Team Building
12/18-1/1	*Winter Break- ALL STAFF OFF
1/12	TLC Relationship Building
1/15	Civil Rights Day ALL STAFF OFF
1/26	TLC
2/10	Winter DRDP Checkpoint Teaching Checklist DUE
2/16	TLC
2/19	*Presidents Day- ALL STAFF OFF
MARCH	SET SPRING GOALS
3/1	EAP? Finding Your True North
3/15	TLC Conscious Discipline on home visits
3/29	TLC Parent engagement (GGK, working with thier children)
3/18-3/22	Spring Break Soda Springs
3/25-3/29	*Spring Break Preston, Malad
4/1-4/5	*Spring Break Box Elder, Cache & Logan
4/12	TLC
4/19	SPRING DRDP checkpoints DUE
4/26	training Teaching Checklist Due
5/3	Share Day
5/17	TLC

5/27	*Memorial Day - ALL STAFF OFF		
JUNE	SET SUMMER GOALS		

Training Plan
Family Engagement

Training and Technical Assistance Plan

FY 2024-2025

Grantee: Bear River Head Start
Program Option: Early Head Start

Total Allocated Budget: \$4,000.00

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Family	Trainings for program staff.	Increase staff knowledge to teach Conscious Discipline parenting curriculum classes that builds on parents' knowledge. Staff trainings to stay current in understanding and implementing Head Start best practices.	Provide parent education classes in all areas that offers parents the opportunity to practice parenting skills to promote children's learning and development. Professional development.	Family Services Staff	2024-2025 Fiscal year	3,000.00
Family	Family Development Credential training as needed.	Staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2024-2025 Fiscal year	1,000.00
Family	-Family Services Trainings -Mental Health Consultant Trainings -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff	-Performance Standards -Staff Wellness, Self-Care, and Mindfulness, Self-Compassion -EAP trainings -Trauma-Informed Care and Strategies -Child Abuse & Neglect Prevention -Mental Health Hot Topics -Infant Mental Wellness -Parent Engagement in Health -Mental Health Consultant -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1 st Aid Certification, etc.).	-Increase staff understanding in current mental health and well-being P-and perinatal/prenatal depression. -Mental Health referral processes. -Child Abuse and Neglect training. -Mandatory Reporting. -Understanding of available community resources. -Increase staff and family understanding of program services that support and promote children's overall well-being, learning and development. -Promote family engagement and goal setting. Increased staff knowledge, understanding, and implementation of the PFCE Framework and Family Engagement practices. -Increased knowledge of Data, Assessments, Family Outcomes, & Competency-Based Relationships, Trauma Informed Approach, Dual Language Learner's. -Child, Family, Staff Wellness.	Family Services Staff All staff trained on mental health, child abuse and prevention, child and family health and well-being.	2024-2025 Fiscal year	No cost

**Training and Technical Assistance Plan
FY 2024-2025**

Grantee: Bear River Head Start
Program Option: Preschool Head Start

Total Allocated Budget: \$3,300.00

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Family	Trainings for program staff.	Increase staff knowledge to teach Conscious Discipline parenting curriculum classes that builds on parents' knowledge. Staff trainings to stay current in understanding and implementing Head Start best practices.	Provide parent education classes in all areas that offers parents the opportunity to practice parenting skills to promote children's learning and development. Professional development.	Family Services Staff	2024-2025 Fiscal year	2,800.00
Family	Family Development Credential training as needed.	Staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2024-2025 Fiscal year	500.00
Family	-Family Services Trainings -Mental Health Consultant Trainings -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff	-Performance Standards -Staff Wellness, Self-Care, and Mindfulness, Self-Compassion -EAP trainings -Trauma-Informed Care and Strategies -Child Abuse & Neglect Prevention -Mental Health Hot Topics -Infant Mental Wellness -Parent Engagement in Health -Mental Health Consultant -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1 st Aid Certification, etc.).	-Increase staff understanding in current mental health and well-being P-and perinatal/prenatal depression. -Mental Health referral processes. -Child Abuse and Neglect training. -Mandatory Reporting. -Understanding of available community resources. -Increase staff and family understanding of program services that support and promote children's overall well-being, learning and development. -Promote family engagement and goal setting. Increased staff knowledge, understanding, and implementation of the PFCE Framework and Family Engagement practices. -Increased knowledge of Data, Assessments, Family Outcomes, & Competency-Based Relationships, Trauma Informed Approach, Dual Language Learner's. -Child, Family, Staff Wellness.	Family Services Staff All staff trained on mental health, child abuse and prevention, child and family health and well-being.	2024-2025 Fiscal year	No cost

Family Development Team 2023-2024 Training Calendar

-All trainings begin at 10:00 am unless otherwise announced. Please be present by 9:50 am-

Training Dates	Topics
	General Training Areas: staff development, community resource, form/process review, parent involvement, calendar items
August 3, 2023	Individualized Training & Professional Development, Team Building, Pre-service training, In-kind Pro App training, Family Partnerships & ways to creating a successful year, Parent Engagement, Calendar items, Recruitment, Community Resources, Outcomes, Policies & Procedures.(LMS). Child Plus.
August 17, 2023	Individualized Training & Professional Development, Team Building, Family Partnership Agreement, How to Build Rapport/Connections, Community Resources, Calendar Items, PFCE Framework, Child Plus documentation, Family Goals, Family Outcomes, Parent Engagement, PCM's, Conscious Discipline, Policy Council training, Dual Language Learners, Calendar items, Child Abuse & Neglect prevention, Family Advocate Expectations and Objectives, ELCKC, Pre-services packets.
September 7, 2023	Individualized Training & Professional Development, Team Building, Mental Health training, Trauma Informed Approach, RBC's, Parent Engagement, Calendar items.
September 21, 2023	Individualized Training & Professional Development, Team Building, and Relationship-Based Competencies to support Family Engagement, Work-Life Balance, Community Resources, Family Well-Being Review, Social & Emotional Well-Being and Mental Health, ACES, SAMHSA, Edinburgh Screener, Parent Engagement, Calendar Items.
October 5, 2023	Individualized Training & Professional Development, Team Building, Technology, Community Resources, Documentation, Parent Engagement, Calendar Items, Conscious Discipline Parenting Curriculum.
October 19, 2023	Individualized Training & Professional Development, Team Building, Family Well-Being, Support for Family Goal Setting, Community Resources, PIR, Parent Engagement, Calendar Items.
November 2, 2023	Individualized Training & Professional Development, Team Building, Family Outcomes, Community Resources, Child Abuse & Neglect Prevention, Parent Engagement, Calendar Items.
November 16, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Child Plus (text/email), Parent Engagement, and Calendar Items.
December 7, 2023	Individualized Training & Professional Development, Team Building, Supporting Families, Community Resources, Parent Engagement, Calendar Items.
January 18, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Mental Health, Parent Engagement, Calendar Items.
February 1, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
February 15, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
March 7, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
March 21, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
April 18, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
May 2, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
May16, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
June-August 2024	Individualized Training, Professional Development, Team Building, and Child Plus...

-All training dates and topics are subject to change based on the current needs of the team-

- ⇒ 1st week of every month: The Family Development team meets together for team meeting/training.
- ⇒ 2nd week of every month: Advocates meet individually with their Managers for training.
- ⇒ 3rd week of every month: The Family Development team meets together for team meeting/training.
- ⇒ 4th week of every month: Advocates meet individually with their Managers for training.
- ⇒ 5th week of a month: TBD.
- ⇒ Summer months: Ongoing recruitment meetings/trainings, etc.

Training Plan
Health Services

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start Total Allocated Budget: \$9,750
Program Option: Early Head Start

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Health	Red Cross Training	-Staff to be trained and certified in Red Cross Instructor Training	Certified Red Cross Instructor's to train program staff.	Health Team	2024-2025 Fiscal year	250.00
Health	Health trainings for program staff.	-Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/ 1 st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2024-2025 Fiscal year	1,500.00
Health	National Safe Kids Child Passenger Safety Course for Staff	-Staff to be trained on child passenger safety and car seat installations. -Pedestrian and bus safety.	Certified to train and educate parents/guardians on proper car seat usage and installation.	Health Team	2024-2025 Fiscal year	2,000.00
Health	Health training on best practices.	-Child Safety -Child & Family Health & Wellness -Employee Health & Wellness -Safety Management. -Staff Training. -Child & -Oral Health (Tooth Tidbits) -Performance Standards, Policies, Procedures, Best Practice.	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2024-2025 Fiscal year	4,500.00
Health	CACFP Training	-Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2024-2025 Fiscal year	1,500.00

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start
Program Option: Preschool Head Start

Total Allocated Budget: \$2,200

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Health	Red Cross Training	-Staff to be trained and certified in Red Cross Instructor Training	Certified Red Cross Instructor's to train program staff.	Health Team	2024-2025 Fiscal year	100.00
Health	Health trainings for program staff.	-Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/1 st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2024-2025 Fiscal year	1,500.00
Health	National Safe Kids Child Passenger Safety Course for Staff	-Staff to be trained on child passenger safety and car seat installations. -Pedestrian and bus safety.	Certified to train and educate parents/guardians on proper car seat usage and installation.	Health Team	2024-2025 Fiscal year	No Cost
Health	Health training on best practices.	-Child Safety -Child & Family Health & Wellness -Employee Health & Wellness -Safety Management. -Staff Training. -Child & -Oral Health (Tooth Tidbits) -Performance Standards, Policies, Procedures, Best Practice.	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2024-2025 Fiscal year	600.00
Health	CACFP Training	-Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2024-2025 Fiscal year	No Cost

Health & Wellness Services Training Schedule 2023-2024

Training Dates	Topics
	General Training Areas: Health & Wellness
July-August 2023	Pre-service packet, LMS pre-service training, family services team building and cross training. 30/45/90 day deadline training. CACFP training for staff. Pre-service H&W training for staff.
August 8, 2023	Individualized Training & Professional Development, Team Building, Calendar items, Recruitment, Community Resources, Policies & Procedures, Performance Standards, and Child Plus.
August 22, 2023	Individualized Training & Professional Development, Team Building, How to Build Rapport/Connections, Community Resources, Calendar Items, Child Plus documentation, Dual Language Learners, Trauma Informed Care, CACFP, Calendar items, Child Abuse & Neglect prevention, ELCKC, Policies & Procedures, Performance Standards.
September 1, 2023	Fire Prevention & Fire Extinguisher Training
September 12, 2023	Individualized Training & Professional Development, Team Building, Mental Health training, Parent Engagement, Calendar items, Health & Safety, Policies & Procedures, Performance Standards.
September 26, 2023	Individualized Training & Professional Development, Team Building, Work-Life Balance, Community Resources, Social & Emotional Well-Being and Mental Health, ACES, SAMHSA, Edinburgh Screener, Calendar Items, Policies & Procedures, Performance Standards.
October 10, 2023	Individualized Training & Professional Development, Team Building, Technology, Community Resources, Documentation, Calendar Items, Policies & Procedures, Performance Standards.
October 24, 2023	Individualized Training & Professional Development, Team Building, PIR, Parent Engagement, Calendar Items, Policies & Procedures, Performance Standards.
November 14, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
November 28, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Child Plus, and Calendar Items, Policies & Procedures, Performance Standards.
December 12, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
January 9, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
January 23, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
February 13, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
February 27, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
March 12, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
March 26, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
April 9, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
April 23, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
May 14, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.

May 28, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
June-August 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards, HCT and Lead training, Vision and hearing training.

-All training dates and topics are subject to change based on the current needs of the team-

- ⇒ Ongoing CPR/First Aid certification and recertification training for staff
- ⇒ Ongoing Health and Wellness and CACFP training for staff.

Training Plan

ERSEA

Training and Technical Assistance Plan
PHS 2024-2025

Grantee: Bear River Head Start

Program Option: Administrative/ERSEA

Total Allocated Budget: \$ 3,000

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
ERSEA	ERSEA Training	Specialized ERSEA Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2024-2025 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in HG Jones ERSEA Training	Understand requirements relating to all areas of ERSEA. Learning how to effectively and correctly read the HSPS. Adhering to all rules pertaining to ERSEA	ERSEA Staff	2024-2025 Fiscal Year	\$2,300
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	\$300
ERSEA	ERSEA Training Employee Training	ECLKC Webinars McKinney Vento Homeless Training Developing	Have an improved understanding of ERSEA. Build knowledge base of Homeless Acts provisions. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	No Cost

Training and Technical Assistance Plan

EHS 2024-2025

GRANTEE: BEAR RIVER EARLY HEAD START

Program Option: Administrative/ERSEA

Total Allocated Budget: \$ 3,000

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
ERSEA	ERSEA Training	Specialized ERSEA Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2024-2025 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in HG Jones ERSEA Training	Understand requirements relating to all areas of ERSEA. Learning how to effectively and correctly read the HSPS. Adhering to all rules pertaining to ERSEA	ERSEA Staff	2024-2025 Fiscal Year	\$2,300
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	\$300
ERSEA	ERSEA Training Employee Training	ECLKC Webinars McKinney Vento Homeless Training Developing	Have an improved understanding of ERSEA. Build knowledge base of Homeless Acts provisions. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	No Cost

ERSEA Training Schedule 2023-2024



Date	Topic
August & September ELIGIBILITY RECRUITMENT APPLICATION SELECTION ENROLLMENT ATTENDANCE	The ERSEA Team: <ul style="list-style-type: none"> ⇒ Has ongoing training ⇒ Reviews Applications ⇒ Follows Internal Procedures ⇒ Follows ERSEA Policies ⇒ Follows Regulations (Performance Standards, Head Start Act etc.) ⇒ Trains staff (ongoing) Homelessness, SNAP, Applications etc. ⇒ Elected Policy Council Members Training (LMS Training) ⇒ Elected Policy Council Members complete the New Policy Council Member Packet ⇒ Monthly Program Performance Reports to Board and Policy Council
October, & November ELIGIBILITY ENROLLMENT	<ul style="list-style-type: none"> ⇒ Maintaining Full Enrollment (ECLKC) ⇒ Supporting Attendance (ECLKC) ⇒ Community Assessment ⇒ Monthly Program Performance Reports to Board and Policy Council
December & January ELIGIBILITY	<ul style="list-style-type: none"> ⇒ Prioritizing Eligibility and Meeting the Greatest Need ⇒ Monthly Program Performance Reports to Board and Policy Council
January RECRUITMENT	<ul style="list-style-type: none"> ⇒ Using Social Media (ECLKC) ⇒ Begin Updating Application ⇒ Monthly Program Performance Reports to Board and Policy Council
February RECRUITMENT	<ul style="list-style-type: none"> ⇒ Developing Effective Recruitment Services (ECLKC) ⇒ Send out Updated ERSEA Application ⇒ Community Agency Meetings and Presentations on BRHS ⇒ ERSEA Training for Board and Policy Council, including Code of Conduct Form ⇒ Monthly Program Performance Reports to Board and Policy Council

<p>March, April, May</p> <p>SELECTION</p>	<p>The ERSEA Team:</p> <ul style="list-style-type: none"> ⇒ Holds ongoing Enrollment Meetings ⇒ Online Applications ⇒ Team Trainings ⇒ Acceptance Letters ⇒ Verifying Documentation P.S. 1302.12 ⇒ Establishing & Sustaining Community Partnerships (ECLKC) ⇒ Achieving Full Enrollment (ECLKC) ⇒ Ongoing Transition/Transfer/Rollover Meetings ⇒ Work plans Training for Board and Policy Council ⇒ Monthly Program Performance Reports to Board and Policy Council
<p>June & July</p> <p>RECRUITMENT</p> <p>SELECTION</p>	<p>The ERSEA Team:</p> <ul style="list-style-type: none"> ⇒ Trains each program area on ERSEA. ⇒ Holds weekly Recruitment meetings. ⇒ Plans and prepares for the upcoming school year. ⇒ Review ERSEA Performance Standards, Policies, Procedures, Act etc. ⇒ Understanding the Community (ECLKC) ⇒ MOU's ⇒ Learning Management Systems (LMS) Pre-service ERSEA training ⇒ Update ERSEA Flyers and Pamphlets ⇒ Letters & Emails ⇒ Recruitment Events ⇒ Program Improvement Report ⇒ Monthly Program Performance Reports to Board and Policy Council

Training Plan
Fiscal Operations

Bear River Head Start PHS - Admin T&TA Plan 2024-2025							
Total Program Allocated Budget: \$46,195							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Child Plus DRDP program to assist in child outcome data collection and analysis as basis for program improvement and training development	Program to assist staff with collecting and analysis of child outcome data.	Program staff will utilize the CP DRDP program to aid in child outcome data collection.	CP DRDP Program use will increase accuracy and efficiency of gathering child outcome data, along with compiling it in a format that can be shared with other staff, parents and Board/PC.	All Program Staff	Renae Torbenson HB Coordinator	\$ 2,500
Administration	Program staff attend Child Plus training to increase knowledge and proficiency in using Child Plus data system	Staff will attend CP training in order to streamline systems, train staff, communicate with parents, house program data and move toward agency goal of going paperless to the extent possible.	Program staff will attend CP training via onsite trainings and/or webinars.	Staff will become more efficient using the CP Program.	All Program Staff	Renae Torbenson HB Coordinator	\$ 12,500
Administration	Online LMS (Learning Management System) for all program staff	streamlined system for new and ongoing staff to access online training for onboarding and recurring annual trainings.	All staff will utilize the LMS system for accessing required trainings.	streamlining the training process will free up staff work and leisure time.	ALL Staff, Board and PC Members	Mark Sigler Fiscal Coordinator	\$ 2,000
Administration	NHSA Membership	Annual Membership to NHSA in order to obtain resources and discounts on other training opportunities.	Program will purchase and keep active annual NHSA Membership.	Staff will have access to NHSA resources and further training discounts.	All Program Staff	Mark Sigler Fiscal Coordinator	\$ 1,400
Administration	Printing of Program Improvement Reports, T&TA Plans & Community Assessments	Printing costs associated with producing copies of Program Improvement Reports, T&TA Plans and Community Assessments.	Produce a complete, user friendly copy of Program Improvement Reports, T&TA Plans and Community Assessments.	Program Improvement Reports, T&TA Plans and Community Assessment information will be compiled in a sharable, user friendly version for easy accessibility.	All Program Staff, Board/PC	Mark Sigler Fiscal Coordinator	\$ 200
Total Amount Budgeted to PHS (Admin) T&TA							\$ 18,600

Bear River Head Start PHS - Fiscal T&TA Plan 2024-2025							
Total Program Allocated Budget: \$46,195							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Fiscal	Grants Management & Fiscal Consultant services to increase knowledge and productivity of staff	All Fiscal staff will gain and maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Consultant will provide onsite training to Fiscal Office Staff, the topics covered will best fit the fiscal office training needs.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 3,360

Bear River Early Head Start EHS - Admin T&TA Plan 2024-2025							
Total Program Allocated Budget: \$67,219							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Child Plus DRDP program to assist in child outcome data collection and analysis as basis for program improvement and training development	Program to assist staff with collecting and analysis of child outcome data.	Program staff will utilize the CP DRDP program to aid in child outcome data collection.	CP DRDP Program use will increase accuracy and efficiency of gathering child outcome data, along with compiling it in a format that can be shared with other staff, parents and Board/PC.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 2,500
Administration	Program staff attend Child Plus training to increase knowledge and proficiency in using Child Plus data system	Staff will attend CP training in order to streamline systems, train staff, communicate with parents, house program data and move toward agency goal of going paperless to the extent possible.	Program staff will attend CP training via onsite trainings and/or webinars.	Staff will become more efficient using the CP Program.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 12,500
Administration	Online LMS (Learning Management System) for all program staff	streamlined system for new and ongoing staff to access online training for onboarding and recurring annual trainings.	All staff will utilize the LMS system for accessing required trainings.	streamlining the training process will free up staff work and leisure time.	ALL Staff, Board and PC Members	Mark Sigler Fiscal Coordinator	\$ 2,000
Administration	NHSA Membership	Annual Membership to NHSA in order to obtain resources and discounts on other training opportunities.	Program will purchase and keep active annual NHSA Membership.	Staff will have access to NHSA resources and further training discounts.	All Program Staff	Mark Sigler Fiscal Coordinator	\$ 1,000
Administration	Printing of Program Improvement Reports, T&TA Plans & Community Assessments	Printing costs associated with producing copies of Program Improvement Reports, T&TA Plans and Community Assessments.	Produce a complete, user friendly copy of Program Improvement Reports, T&TA Plans and Community Assessments.	Program Improvement Reports, T&TA Plans and Community Assessment information will be compiled in a sharable, user friendly version for easy accessibility.	All Program Staff, Board/PC	Mark Sigler Fiscal Coordinator	\$ 300
Total Amount Budgeted to EHS (Administration) T&TA							
\$ 18,300							
Bear River Early Head Start EHS - Fiscal T&TA Plan 2024-2025							
Total Program Allocated Budget: \$67,219							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Fiscal	Grants Management & Fiscal Consultant Services to increase knowledge and productivity of staff	All Fiscal staff will gain and maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Consultant will provide onsite training to Fiscal Office Staff, the topics covered will best fit the fiscal office training needs.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 4,569
Fiscal	Specialized training for Fiscal staff to increase knowledge of fiscal to increase knowledge of fiscal Head Start requirements	All Fiscal Office staff will gain/maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant and other Fiscal staff will attend seminar/webinar best meeting training needs. The location will be nearest BRHS to conserve resources and/or Fiscal Consultant will provide onsite training to the Fiscal Office Staff.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 4,500
Total Amount Budgeted to EHS (Fiscal) T&TA							
\$ 9,069							

Other Pertinent
Program Documents
& Plans



DUAL LANGUAGE LEARNERS/PLANNED LANGUAGE APPROACH

Compiled by ReNae Torbenson & Sarah Thurgood

Updated 9/22

Bear River Head Start continues to supporting all children's language and literacy development, including dual language learners, along with assisting their families in accessing and utilizing resources that support home practices in language and literacy development.

Bear River Head start serves families from a variety of cultures, ethnicities, and languages. In the current year, twenty different languages are represented, with English and Spanish being the most prevalent. Others include Portuguese, Korean, Chinese, Arabic, Karen, Marshallese, Tigrinya, Samolian, Vietnamese, Burmese, French, Nepali, Turkish, Tongan, Mandarin, Urdu, Kinyarwanda, and Amharic. As such, regular and clear communication between staff and families is an important piece to ensure families are receiving quality services that will meet the ongoing language and literacy needs of all enrolled children, parents, and families.

Bear River Management staff had onsite training in Dual Language Learners and in formulating a Planned Language Approach (DLL/PLA) across all program systems in spring of 2020. The plan has been updated to reflect progress and emerging need for 2022-2023. The following goals are outlined with specific steps to assess the agency's current status, strengths, and needs; gather information and take specific steps to continue to improve our systems and staff to better serve dual language learners and their families.

Dual Language Learner/Planned Language Approach

2022-2023 Timeline /Goals

Goal	By When	Staff Responsible	Status/Plan
Parent Needs Survey	April 2022	All Coordinators	DLL specific questions added to Annual Parent Survey. Feedback to be included in short term goals as appropriate. Completed 5/22 DLL specific questions were asked to program families
Complete DLL Program Assessment Use as baseline reference point ongoing	June 2022	All Coordinators	To be included with goals in 2022 PIR report. Completed 6/20 –online DLL program assessment of strengths and areas for improvement was done Information used to update goals.
Program /Community	June/July 2022	Executive Director/Coords.	Information to be gathered on DLL's and families for the Community Assessment Completed summer 2022 – Data compiled from demographic sources, surveys, PIR report, child and family outcomes
Prioritize DLL Plan in Program Goals	June/July 2022	Executive Director	Dual Language Learners Plan included in Agency's goals Completed summer 2022- Agency goal to implement DLL plan for upcoming year
Mentor coaches trained in the Big 5	August 2022	Julie, ReNae	Coordinators to include in trainings for Mentor Coaches on the Big 5 Completed 8/22- included in ongoing staff training
Staff training on Planned Language Approach system (pre-service /onboarding	August 2022	All Coordinators	Coordinators to include in Professional Development training plans for front line staff. Started and in process for 2022-2023 program year through ongoing staff training
Translations (budget, translator, materials)	May 2022 – August 2022	All Coordinators will research options for their teams.	Coordinators will look into different options that are cost effective to be able to provide live translation Summer 2020-Translator devices purchased and ongoing use in all program services.
Human Resources / Employment Application Program Family online Application	June 2022 – August 2023	HR staff- Mandi	Inquire about offering the employment and online program applications in other languages besides English and Spanish. Started and ongoing 2022-2023.

These goals will continue to be monitored for completion throughout the program year, on an ongoing basis into the future.

Bear River Head Start/ Early Head Start Trauma Informed Care Approach to Services Plan

Trauma Informed Care Approach to Services

Bear River Head Start and Early Head Start will play a critical role in buffering the impact of trauma by promoting resilience for children, families and staff. The effects of trauma are lessened by protective factors such as; strong parent/child relationships, relationships between staff/ children and families, in Head Start and Early Head Start programs. Protective factors between and within the communities in which we live. Supporting staff wellness is a critical part of our programs trauma-informed approach to program services.

Our guarantee will follow SAMHSA's definition of a trauma-informed approach, using the 4R's.

- **Realizes the widespread impact of trauma and pathways to recovery.**
- **Recognizes trauma signs and symptoms.**
- **Responds by integrating awareness about trauma into all facets of systems.**
- **Resisting retraumatization of trauma impacted individuals by decreasing the occurrence of unnecessary triggers.**

**BRHS/EHS will implement the following trauma-informed care approaches
to program services during 2023-2024.**

Expand Mental Health Services

- Improve preventive mental health screening, assessments, and interventions.
- Enhance mental health consultation and intervention services including TIC supports and services. TIC strategies will be integrated throughout all program service areas and options to assist in healing.
- Ensure mental health Specialists and consultants are promoting and supporting TIC approaches integrated at intake and orientation.
- Build and enhance collaborative services with local substance abuse and treatment programs, DCFS, domestic violence providers, disaster response programs, and other community partners.

Increase Classroom Quality

- Hire additional staff to lower classroom ratios if needed. Enhance caregiver and child relationships.
- Provide ongoing coaching and support to education staff to address secondary stress and staff turnover.
- Improve physical environments and learning spaces to help address the multiple domains of development and learning that are impacted by trauma.
- Increase professional development and staffing patterns that foster continuity of care, and consistent, predictable, and nurturing environments.

Strengthen Family Services

- Enhance services that strengthen families, promote positive relationships, decrease parental stress, and improve family safety and financial security.
- Strengthen service provision related to housing access and stability.
- Provide enhanced job training, employment, education, and career services.
- Help families better access healthcare and nutritional services.
- Encourage families to use available transportation services to promote regular participation of children and families in services that support development and learning addressing trauma.
- Improve collaboration efforts with family support agencies to lessen family confusion and stress in dealing with multiple agencies.

Support a Trauma-Informed Workforce

- Provide training on trauma-informed approaches to all staff, governing body, Policy Council. Ensure training is accompanied with coaching, reflective practices and supervision training.
- Support staff through employee assistance programs.
- Decrease caseloads if possible, using other staff to help support workload.

Create a Program-wide Trauma-Informed Environment

- Ensure any trauma-informed training implemented at the management/ governing body/ or Policy Council level, includes a plan to monitor how the plan is being implemented.
- Conduct ongoing self-assessment to track program improvement related to integration of TIC over time.
- Expand the Health Advisory Committee to better support mental health services to children and families by implementing TIC approaches.



TIC Work Plan 2023-2024

Expand Mental Health				
Objective: Address mental health needs for enrolled children and families through all program service areas and program options.				
Program Impact: BRHS/EHS will buffer the impact of trauma by promoting resilience for children, families and staff, and learn more about Trauma Informed Approach.				
Objective/Action Plan	Outcomes/Progress	Who	When	Challenges
Improve preventive mental health screening, assessments, and interventions.	The Mental Health Specialist collaborates with staff in all service areas to assess and address the needs of children and families. Staff will be educated and trained on evidence based screeners, referrals, and assessments. Staff will support families in completing assessments and screeners. Families and children will receive support, resources, and referrals that will lead to positive parent child outcomes.	BRHS staff Mental Health Specialist	ongoing	Participant responses and behaviors at time of documentation.
Enhance mental health consultation and intervention services including TIC supports and services. TIC strategies will be integrated throughout all program service areas and options to assist in healing.	Stress and trauma will be addressed to mitigate negative impacts on children and families. Adverse childhood experiences will be addressed through additional staff and consultants within the program. The Mental Health Specialist will evaluate the individual needs of each program area and widespread needs of the agency to implement trauma informed care including program practices and trainings for staff. Staff will be trained and given recommendations from the Mental Health Specialist to offer support to families and know how to appropriately refer them to services. Families will have access to needed services and resources. BRHS staff will promote healing and avoid retraumatization of children and families.	BRHS Staff Coordinators Mental Health Specialist	ongoing	Staff training and turnover Limitations on family insurance coverage. Waiting lists for MH services.
Ensure mental health specialists and consultants are promoting and supporting TIC approaches integrated at intake and orientation.	The BRHS Mental Health Specialist will continue to follow guidelines and recommendations from SAMHSA, NCTSN, OHS, and the ECLKC website. The Mental Health Specialist will collaborate with the Mental Health Consultant and Mental Health agencies on referrals,	ERSEA BRHS Staff	ongoing	

	resources, staff support, ongoing training, and following program policies, procedures, and performance standards. Staff will be trained on intervention services including trauma informed care approach and will implement it across program areas resulting in families having a trauma informed care experience upon intake, orientation, and throughout the program year.	Mental Health Specialist Mental Health Consultant		
Build and enhance collaborative services with local substance abuse and treatment programs, DCFS, domestic violence providers, disaster response programs, and other community partners.	BRHS has collaborations and MOUs with mental health service agencies. DCFS, domestic violence service providers, and other community agencies that ensure interagency collaboration and relationships to provide families direct access to needed services. The Mental Health Specialist oversees the community agencies collaborations, MOU's, as well as sits on coalitions and community meetings. BRHS staff will receive ongoing training to address the impact of trauma, and to recognize the signs and symptoms of trauma. Staff will help lessen the impact of trauma in children and families by promoting protective factors such as; strong parent-child relationships, and parent-caregiver relationships between staff, children and families.	Community Agencies Mental Health Specialist BRHS Staff	ongoing	Substance abuse, foster care, homelessness, grandparent led households. Agency response

Documentation: MOUs, TIC Approach report, CP Mental Health tab, CP reports, PIR, Community Collaborations meeting minutes, staff self-assessments.

TIC Work Plan 2023-2024

Increase Classroom Quality

Objective:

Implement trauma informed care in the classroom and address needs of children. Provide a safe environment that promotes resilience and avoids retraumatization. Increase support for teachers working with children affected by trauma.

Program Impact: BRHS/EHS will buffer the impact of trauma by promoting resilience for children, families and staff, and learn more about Trauma Informed Approach.

Objective/Action Plan	Outcomes/Progress	Who	When	Challenges
<p>Hire additional staff to lower classroom ratios if needed. Enhance caregiver and child relationships.</p>	<p>Hiring and retaining qualified teaching staff will improve services to families and directly benefit the children we serve. Teachers will show improvement in effective teaching strategies through teacher goals and ongoing mentoring. Staff modeling appropriate behaviors and forming relationships with students will build their resilience to ACE's The children and families we serve will receive the highest quality of Head Start services that will lead to positive child and family outcomes.</p>	<p>Child Development Staff Mentor Coaches Center Based Coordinator</p>	<p>ongoing</p>	<p>Staff Turnover- consistency for children. COVID-19 personnel number restriction</p>
<p>Provide ongoing coaching and support to education staff to address secondary stress and staff turnover.</p>	<p>The Mental Health Specialist will ensure front line service delivery of trauma informed care approach by providing training and resources to BRHS staff. They will provide support on mental health issues in house and strengthen program systems and operations regarding mental health and trauma care. Doing this can reduce staff turnover and ensure that burnout and secondary stress and trauma are addressed and appropriate support is given.</p>	<p>Mental Health Specialist Child Development Staff Mentor Coaches Center Based Coordinator</p>	<p>ongoing</p>	<p>Staff Turnover- training new staff.</p>
<p>Hire a Mental Health Specialist to support children, staff, and parents.</p>	<p>The Mental Health Specialist will oversee staff training on TIC. When necessary the Mental Health Specialist will observe in the classroom along with offering resources to families and helping them with referrals to services. This will ensure that all BRHS staff, participants, and families, are informed on self-care, mental health resources, and trauma informed care. By</p>	<p>Mental Health Specialist BRHS Staff</p>	<p>ongoing</p>	

	doing so staff can appropriately cope with work related stress. Children and families will have the support and resources to build resilience.	Children, parents, and families Participants and Families		
Improve physical environments and learning spaces to help address the multiple domains of development and learning that are impacted by trauma.	The Mental Health Specialist along with Center based staff will observe the classroom environment and how children respond within that environment. Recommended changes or improvements will be made to facilitate being a more trauma informed environment. Staff will implement these recommendations and children will be provided with a safe environment that avoids retraumatization and fosters learning. By doing so this will help to ensure school readiness goals are met, and children and families are school ready. Staff will ensure that environments and curriculum are culturally and linguistically responsive to all children and families leading to positive child and family outcomes.	Child Development Staff Center based Coordinator Mentor Coaches Center based Managers Disability Specialist Mental Health Specialist	ongoing	Making sure classroom space and environments are set up to meet the needs of all children and staff.
Increase professional development and staffing patterns that foster continuity of care, and consistent, predictable, and nurturing environments.	Training and support will be provided to staff for self-care, burnout, and secondary trauma to maintain staff employment and avoid turnover. Staff who are caring for their own stress and wellness will be better equipped to foster relationships and model resilience for children and families.	Mental Health Specialist Coordinators BRHS Staff	ongoing	Staff Turnover

Documentation: Observations, screeners, child plus, referrals, staff numbers/ratios, trainings, TIC Approach Report, Staff Wellness Newsletter.

TIC Work Plan 2023-2024

Strengthen Family Services

Objective: Through trainings and coordination with the Mental Health Specialist, BRHS will train staff on how to provide trauma informed care and remain sensitive to the families we serve that are vulnerable to trauma. BRHS will also provide employee's knowledge of resources to share with families and use the PFCE framework in trauma informed care.

Program Impact: BRHS/EHS will buffer the impact of trauma by promoting resilience for children, families and staff, and learn more about Trauma Informed Approach.

Objective/Action Plan	Outcomes/Progress	Who	When	Challenges
<p>Enhance services that strengthen families, promote positive relationships, decrease parental stress, and improve family safety and financial security.</p>	<p>Through strengths-based partnerships with families, BRHS staff will promote resilience to combat the effects of trauma. Staff will highlight strengths and inform families on the importance of resilience and positive connections which can lead to positive outcomes for families and their children. They will maintain sensitivity in regards to families with low resilience factors.</p> <p>Staff meet regularly with parents and provide resources, referrals, and information that supports and promotes positive relationships, family safety, and financial security. All staff will have a base of understanding and training to be able to work with enrolled children and families to build resilience and coping skills to mitigate stress and trauma. Staff will foster support through Trauma Informed practices through program service delivery.</p>	<p>Family Advocates</p> <p>Family Development Managers</p> <p>Mental Health Specialist</p> <p>Mental Health Consultant</p> <p>Family Development Coordinator</p>	<p>ongoing</p>	<p>Families with low resilience factors may experience discouragement or retraumatization</p>
<p>Strengthen service provision related to housing access and stability.</p>	<p>Acknowledging and identifying housing needs and in turn directing families to services will address the safety principle of trauma informed care. A safe environment will provide healing and foster learning and development in children and families.</p> <p>Delivery of high quality services to children and families during challenging times. Development of innovative practices to meet identified needs. Collaborations and MOUs with local school districts and homeless liaison in accordance with serving the most vulnerable children and families will lead to positive child and family outcomes.</p>	<p>BRHS Staff</p> <p>ERSEA Coordinator</p>	<p>ongoing</p>	<p>Homelessness, Grandparent let households. Lack of housing service options in rural areas.</p>

<p>Provide enhanced job training, employment, education, and career services.</p>	<p>Staff will work with families to strengthen their support networks, inform and educate about available community resources such as job training, employment, education, and career services.</p> <p>Collaborations and community partnerships with agencies due to an increase of families affected by the COVID-19 pandemic, trauma, job loss, substance abuse, foster care, and grandparent led families will provide support and services based on individual family needs and goals that will help strengthen the child and family.</p>	<p>BRHS staff</p>	<p>ongoing</p>	<p>Unemployment, job loss.</p>
<p>Help families better access healthcare and nutritional services.</p>	<p>Through encouraging and linking families to wellness services, their physical needs will be addressed which in turn can identify any concerns or factors contributing to emotional wellbeing. This also establishes a primary care provider for families to utilize as a medical home and source of support for care.</p> <p>BRHS staff will promote awareness towards cultural practices and beliefs. They will also ensure awareness of trauma related to health exams and work to educate families on the benefits of healthcare and routine exams.</p>	<p>Mental Health Specialist</p> <p>Health and Wellness Team</p> <p>Family Development Team</p>	<p>ongoing</p>	<p>Families that are uninsured and don't qualify for WIC or Medicaid.</p> <p>Trauma experienced in hospitals and at medical appointments.</p>

<p>Encourage families to use available transportation services to promote regular participation of children and families in services that support development and learning addressing trauma.</p>	<p>Staff work with families and educate about available community transportation services, car seats, and provide training for parents and children on pedestrian safety. Staff follow-up with families about attendance for center based services and support families in making plans and setting goals that will support and enhance child development in learning in a trauma informed environment.</p> <p>Parents and staff work together to make sure that new child packets are completed and staff are made aware to only release children to individuals who have been authorized in writing by parent/guardian.</p>	<p>BRHS Staff</p>	<p>ongoing</p>	<p>Lack of public transportation in rural areas.</p>
<p>Improve collaboration efforts with family support agencies to lessen family confusion and stress in dealing with multiple agencies.</p>	<p>BRHS collaborates with family support agencies. Family advocates support families in completing a referral form for counseling services as needed. The Mental Health Specialist will help determine the appropriate service based on the family's need and send the referral to that agency and direct the family on further steps to making an appointment. This will provide a clear connection for the family to access needed services in a timely manner and avoid the stress caused by trying to find help.</p>	<p>Family Advocates</p> <p>Family Development Managers</p> <p>Family Development Coordinator</p> <p>Mental Health Specialist</p>	<p>ongoing</p>	<p>Agency wait lists.</p>

Documentation: Referrals, assessment tools and screeners, child plus documentation, family goals, community directory.

TIC Work Plan 2023-2024

Support a Trauma-Informed Workforce

Objective: Through coordination from the Mental Health Specialist, Bear River Head Start will train all staff on Trauma Informed Care Approach for all participants and families. Bear River Head Start will create a trauma informed environment.

Program Impact: BRHS/EHS will buffer the impact of trauma by promoting resilience for children, families and staff, and learn more about Trauma Informed Approach.

Objective/Action Plan	Outcomes/Progress	Who	When	Challenges
<p>Provide training on trauma-informed approaches to all staff, governing body, Policy Council. Ensure training is accompanied with coaching, reflective practices and supervision training.</p>	<p>Mental Health Specialist will work with Coordinators and staff to provide trainings specific to program area needs. Staff will be made aware of program goals and procedures to implement trauma informed care to participants and families.</p> <p>BRHS will provide ongoing training to Board and Policy Council members so they are fully aware and engaged about trauma informed care approach in BRHS.</p>	<p>Mental Health Specialist</p> <p>Coordinators</p> <p>BRHS Staff</p> <p>Program Governance</p>	<p>ongoing</p>	
<p>Support staff through employee assistance programs.</p>	<p>Ensure that all staff are aware of the EAP through trainings, managers, newsletters, and resources. Offering EAP services to staff will ensure staff wellness is met, improve professional development, and avoid burnout and turnover.</p>	<p>BRHS Staff</p>	<p>ongoing</p>	
<p>Decrease caseloads if possible, using other staff to help support workload.</p>	<p>Ensuring ongoing training and mentoring of staff working with children and families. Smaller caseloads when and if feasible and a shared work load allows for staff to focus more on connections with families and build positive relationships that promote resilience for children and families.</p>	<p>BRHS Staff</p>	<p>ongoing</p>	<p>Workload</p>

Documentation: Newsletters, EAP resources, Individual staff and managers meetings, team training.

TIC Work Plan 2023-2024

Create a Program Wide Trauma-Informed Environment

Objective: Through the Mental Health Specialist, BRHS will utilize resources and recommendations from OHS, SAMHSA and NCTSN to implement trauma informed practices across program areas.

Program Impact: BRHS/EHS will buffer the impact of trauma by promoting resilience for children, families and staff, and learn more about Trauma Informed Approach.

Objective/Action Plan	Outcomes/Progress	Who	When	Challenges
<p>Ensure any trauma-informed training implemented at the management/ governing body/ or Policy Council level, includes a plan to monitor how the plan is being implemented.</p>	<p>The Mental Health Specialist will present on TIC and report progress of the program to the Board and Policy Council and management team. The TIC Approach to Services and the TIC Work Plans provide goals, training plans, procedures, and other outlines on the agency's TIC approach.</p> <p>The Mental Health Specialist will provide ongoing trainings, mentor implementation, retrain as needed, and support and build upon comprehensive services that benefit children and families.</p>	<p>All Staff</p> <p>Board</p> <p>Policy Council</p> <p>Management Staff</p>	<p>ongoing</p>	
<p>Conduct ongoing self-assessment to track program improvement related to integration of TIC over time.</p>	<p>The Mental Health Specialist and Program Coordinators will collect data through ongoing self-assessments and program improvement to assess staff knowledge of TIC before and after trainings are done.</p> <p>Assessments will be done in routine and varying ways throughout the program year</p>	<p>Mental Health Specialist</p> <p>Coordinators</p> <p>BRHS staff</p>	<p>ongoing</p>	<p>Staff turnover</p>

	to show how the implementation of TIC is improving program quality and affecting program services.			
Expand the Health Advisory Committee to better support mental health services to children and families by implementing TIC approaches.	Expanding the HSAC and introducing TIC and ACEs in the HSAC meeting will create collaborations between service providers that meet TIC standards. It will ensure that providers are working together to practice TIC.	Health Team Mental Health Specialist	ongoing	Provider response

Documentation: Trauma Informed Care Approach to Services report, MOU's and community collaborations, training, HSAC meeting minutes.

Training and Technical Assistance

Grantee: Bear River Head Start

Program Option: EHS

Budget: \$4,500

Content Area	Trauma Informed Care Approach
T/TA Need	<ul style="list-style-type: none"> • Parent, Family & Community Engagement • Health Trainings • Mental Health Consultant Trainings • Western Kentucky Trainings
Strategy	<ul style="list-style-type: none"> • Mental Health Performance Standards • Health Performance Standards • Staff Wellness, Self-Care, and Mindful Self-Compassion • Trauma-Informed Care and Strategies • Mental Health Hot Topics • Infant Mental Wellness • Parent Engagement in Health • Mental Health Consultant • SAMHSA • Stewards of Children and PCA UT • NCTSN • ACES • Examining Health Services (medical, dental, nutrition, mental health) • Mental Health Specialist • COVID-19 Pandemic response and safety guidelines.
Outcomes	<ul style="list-style-type: none"> • Increase understanding in current mental health issues and train staff. Increase understanding of current Child/parent mental wellbeing to also include perinatal, and prenatal depression. • Increase staff and family understanding of program services that support family well-being and promote children’s overall well-being, learning and development. • Promote family engagement and goal setting following the PFCE Framework. • Provide quality training & materials for Parents and Staff. • Increased knowledge of Data, Assessments, Outcomes, & Competency- Based Relationships, Trauma Informed Approach, Dual Language Learner’s, child, family, and staff health & safety. • Increased staff knowledge, understanding, and implementation of PFCE Framework and Family Engagement practices.
Participants	<ul style="list-style-type: none"> • Family Development Staff • Health Team Staff • All staff trained on mental health, child and family health and well-being
Timeline	Fiscal Year 2/1/2023 - 1/31/ 2024
Cost	\$4,500

T/TA Assessment of Need

<p><u>Assessment of Need</u> Parent, Family, and Community Engagement, Social & Emotional Well-Being and Mental Health, and Health Trainings. BRHS to become a trauma informed environment.</p>
<p><u>Anticipated Learning Need</u> Increase staff and family understanding of program services that support family well-being and promote children’s overall well-being, learning and development. Increase understanding of Social & Emotional Well-Being and Mental Health. Trainings from our Mental Health Consultants. Staff training for BRHS to become a trauma informed environment.</p>
<p><u>Approach</u> Family Development staff will attend On-site trainings and focus on workshops that enhance Child, Family, and Staff Mental Health and Well-Being.</p>
<p><u>Intended Results: Documentation /Measurement</u> Staff will increase understanding in current mental health issues and train staff. Increase understanding of current Child/parent mental wellbeing to also include Perinatal, and prenatal depression. Health Trackers and documentation. ChildPlus.</p>
<p><u>T/TA Delivery Methods</u> Ongoing trainings with staff.</p>
<p><u>T/TA Resources</u> Webinars, Conference classes, on-site trainings for staff and for parents.</p>
<p><u>Target Audience</u> All staff</p>
<p><u>Contact Person</u> Family Services Coordinator-Kristie Curtis Centerbased Coordinator-Steph Wood</p>
<p><u>Timeline</u> Fiscal Year 2023-2024</p>
<p><u>Budget</u> \$4,500</p>

Grantee: Bear River Head Start

Program Option: PHS

Budget: \$2,500

Content Area	Trauma Informed Care Approach
T/TA Need	<ul style="list-style-type: none"> • Parent, Family & Community Engagement • Health Trainings • Mental Health Consultant Trainings • Western Kentucky Trainings
Strategy	<ul style="list-style-type: none"> • Mental Health Performance Standards • Health Performance Standards • Staff Wellness, Self-Care, and Mindful Self-Compassion • Trauma-Informed Care and Strategies • Mental Health Hot Topics • Infant Mental Wellness • Parent Engagement in Health • Mental Health Consultant • SAMHSA • Stewards of Children and PCA UT • NCTSN • ACES • Examining Health Services (medical, dental, nutrition, mental health) • Mental Health Specialist • COVID-19 Pandemic response and safety guidelines.
Outcomes	<ul style="list-style-type: none"> • Increase understanding in current mental health issues and train staff. Increase understanding of current Child/parent mental wellbeing to also include Perinatal, and prenatal depression. • Increase staff and family understanding of program services that support family well-being and promote children’s overall well-being, learning and development. • Promote family engagement and goal setting following the PFCE Framework. • Provide quality training & materials for Parents and Staff. • Increased knowledge of Data, Assessments, Outcomes, & Competency- Based Relationships, Trauma Informed Approach, Dual Language Learner’s, child, family, and staff Health & safety. • Increased staff knowledge, understanding, and implementation of PFCE Framework and Family Engagement practices.
Participants	<ul style="list-style-type: none"> • Family Development Staff • Health Team Staff • All staff trained on mental health, child and family health and well-being
Timeline	Fiscal Year 2/1/2023 - 1/31/ 2024
Cost	\$2,500

T/TA Assessment of Need

<p><u>Assessment of Need</u> Parent, Family, and Community Engagement, Social & Emotional Well-Being and Mental Health, and Health Trainings. BRHS to become a trauma informed environment.</p>
<p><u>Anticipated Learning Need</u> Increase staff and family understanding of program services that support family well-being and promote children’s overall well-being, learning and development. Increase understanding of Social & Emotional Well-Being and Mental Health. Trainings from our Mental Health Consultants. Staff training to become a trauma informed environment.</p>
<p><u>Approach</u> Family Development staff will attend On-site trainings and focus on workshops that enhance Child, Family, and Staff Mental Health and Well-Being.</p>
<p><u>Intended Results: Documentation /Measurement</u> Staff will increase understanding in current mental health issues and train staff. Increase understanding of current Child/parent mental wellbeing to also include Perinatal, and prenatal depression. Health Trackers and documentation. ChildPlus.</p>
<p><u>T/TA Delivery Methods</u> Ongoing trainings with staff.</p>
<p><u>T/TA Resources</u> Webinars, Conference classes, on-site trainings for staff and for parents.</p>
<p><u>Target Audience</u> All staff</p>
<p><u>Contact Person</u> Family Services Coordinator-Kristie Curtis Centerbased Coordinator-Steph Wood</p>
<p><u>Timeline</u> Fiscal Year 2023-2024</p>
<p><u>Budget</u> \$2,500</p>

Bear River Head Start
Fiscal Procedure
Critical Fiscal Issues

Created 6/22

This procedure is in support of the Bear River Head Start Financial Management System and Accounting Procedures found in the Fiscal Policies and Procedures described as: Internal Controls & Safeguarding.

- The Fiscal Coordinator, who monitors and supervises the day-to-day fiscal transactions, will communicate fiscal items of concern, which may need to be investigated to the Fiscal Officer. Identification of potential problems may come through review of payroll or accounts payable transactions, discussions with staff, and observation of daily activity as well as discussions during weekly Coordinator's meetings or monthly Budget Committee meetings.
- The Fiscal Officer will review the potential issue and the impact to the program and communicate to the Executive Director the potential fiscal issue or concern.
- Together the Fiscal Officer and Executive Director will decide the most appropriate action to be taken regarding the fiscal issue, which can include a change in policy, an employee write-up, an internal investigation, or an external investigation. Legal Council will be consulted, if necessary.
- Concerns that rise to the level in which an investigation is needed will be reported to the Board with regular and ongoing status reports.
- Any investigation that requires reporting to federal officials per Head Start performance standards or other federal regulations will immediately be reported to the grantor.

Bear River Head Start Timesheet Random Audit Procedure

Created 6/22

In order to maintain integrity in employee timesheets, Bear River Head Start will conduct random audits on timesheets.

- Non-exempt employees will be required to keep a record of their time worked. The method of record keeping will be determined by the nature of their job and if they work primarily in an office / center or if they work primarily from an outside location such as their home.
 - Employees working primarily from an office or center will be required to sign-in and sign-out each day.
 - The sign-in / sign-out must be verified by either electronic means such as Child Plus or by a senior staff member.
 - Employees working primarily from their home or a mix of home and office will be required to keep daily work logs to document their time worked and tasks accomplished.
 - The Coordinator over each staff position will determine the most accurate and effective way for time logs to be kept for each position
 - Supervisors will use the sign in / sign out logs or daily work logs to verify the accuracy of employees' timesheets prior to signing them and turning them into the Fiscal Office for processing.
 - The sign-in / sign-out logs and work logs will be retained by the supervisor. They should be kept in an available location so they can be accessed in a timely manner in the event of an audit.
- Exempt employees may be required by their supervisor to keep a work log based on the individual position.
- All employees must complete the time and activity log as part of completing their timesheet each pay period.
- BRHS Fiscal staff will choose two (2) timesheets at random each pay period. These timesheets will be audited to verify their accuracy to supporting documentation.
 - If the timesheet is for a non-exempt employee, Fiscal staff will contact the Coordinator over the staff whose timesheets were chosen for audit and request the sign in / sign out logs or daily work logs for that specific timesheet / pay period be turned into the Fiscal Office.
 - The requested information will normally be turned into the Fiscal Office within two hours of the request.
 - The sign in / sign out logs or daily work logs will then be compared to the timesheet by the fiscal staff to verify that the source documents support the time on the timesheet and the documentation will be attached to the timesheet.
 - If the timesheet is for an exempt employee, Fiscal staff will contact the Coordinator over the staff whose timesheets were chosen for audit and that they verify in writing that the employee has met their job requirements for that timesheet / pay period.
 - The requested information will normally be turned into the Fiscal Office within two hours of the request.
 - The Coordinator's verification will be attached to the timesheet.
- If the documentation provided does not support the time listed on the timesheet, the Fiscal Officer will be notified and conduct a more in-depth audit of the timesheet and documentation. This may involve interviews with the Coordinator, supervisor and employee. More documentation may also be required as determined by the Fiscal Offices.
- If a timecard issue has been confirmed, the Fiscal Officer will report the issue to the Executive Director and follow the Critical Fiscal Issues Procedure.

Governing Bodies (Board & Policy Council)

Board of Trustees

Self-Assessment / Program Improvement

2023-2024

Overview

The Board of Trustees receives data regarding program services and operations on a monthly basis. Data includes; , PIR data, financials and budget information, program services status reports, child and family outcomes, PIR and program self-assessment reports, ERSEA, health and safety, goal status reports, and Policy Council reports. Board members have updates on community data, annual community assessment, training and technical assistance plans, ongoing monitoring and other program status reports. This data was compiled to determine the developing trends and needs and develop a strategic plan and short term goals.

Short-term goals were developed from the data gathered. These goals will help Bear River Head Start maintain the highest quality of services to the children and families we serve, through a strong and high functioning Board of Trustees.

1. Ensure fiscal operations meet fiscal complexities of the organization and financial management requirements.
2. Ensure all Board members review and participate in the ongoing monitoring and oversight requirements outlined in Head Start Performance Standard and help to safeguard federal funds and ensure strong internal controls.

These goals will be implemented throughout the 2023-2024 grant year by monthly and ongoing reporting to the Board of Trustees.

I. Self-Assessment/ Program Improvement

Issue	Action Steps	Timeline	Person Responsible
Ensure initial and ongoing training to new Board members and ongoing training to veteran Board members.	Implement online fiscal systems and organize staff into duties they will be responsible for in the future. Provide training and technical assistance.	Ongoing as needed	Director, Coordinators, Fiscal Staff, Board / Policy Council
Continue to build Board competencies through participation in reviewing information and reports and participation in Board meetings.	Ensure Council reviews reports and are ready to fully participate in Board meetings. Ensure fiscal staff and program staff deliver full and comprehensive reports for review.	Ongoing	Board members, Fiscal Staff, budget committee members.
Ensure high quality fiscal services and operations to support program operations, while maintaining budgets and protection of federal funding.	Ensure ongoing development of budgets that support services within grant parameters and work with area Coordinators to regularly monitor progress.	Ongoing	Fiscal Staff, Director, Coordinators, Board / Policy Council

II. Short-term Goals 2023-2024

Goal	Implementation	Outcome	Measures	Documentation
<p>1. Train all new Board members and ongoing training for all Board members.</p>	<p>* Board members will receive initial and ongoing training and technical assistance to fulfill Board responsibilities.* Board members will receive ongoing monthly program and fiscal progress reports and review the reports prior to meetings. * Members will attend Board meetings and participate to fulfill governance requirements.</p>	<ul style="list-style-type: none"> • High quality and fully functioning Board of Trustees, to ensure compliance with all Head Start requirements and fiscal regulations. • Safe guard federal funding federal funding. 	<ul style="list-style-type: none"> • Program and fiscal operations will maintain high quality standards, under the guidance of Board members. 	<ul style="list-style-type: none"> • Budget reports, program and fiscal reports, PIR, community assessment, short term goals, child and family outcomes, self-assessment/ program improvements, ERSEA and program status reports.
<p>Ensure Board members have accurate and timely data needed to safeguard federal funds and oversee internal controls.</p>	<ul style="list-style-type: none"> • Train all new Board members before they are seated on the Board as voting members, ongoing training for veteran members. • Members will review reports prior to meetings and be prepared to fully participate. • Members will be full participants in planning, ongoing monitoring, and all requirements in the Head Start Performance standard. • Members will receive at minimum annual training by program legal counsel. 	<ul style="list-style-type: none"> • Board members will be provided with timely and accurate information to perform Board duties and participate in the shared decision making process to ensure oversight of a high quality grantee and the programs delivery of services to children and families. 	<ul style="list-style-type: none"> • All board members will receive accurate and timely reporting and training on the grantees organizational system of operations in order to properly safeguard federal funds and oversee internal controls. 	<ul style="list-style-type: none"> • Fiscal Policies and Procedures, Monthly Board Report, Board member training & Board Binder, Performance Standards, PIR, Self-Assessment / Program Improvement Report, Short-Term Goals/ Strategic Plan, Training and Technical Assistance Plans.

Bear River Head Start
Policy Council Goals
2022-2023

Currently elected Policy Council Officers set goals for our 2022-2023 Policy Council (PC) during their Policy Council Officer Training.

GOALS

1. Policy Council Representatives will have ongoing cross-communication with their Parent Committees.

- ⇒ Policy Council members are encouraged to attend Parent Committee Meetings (PCM's) and be willing to share how they went at PC meetings.
- ⇒ Information will be shared with program parents/guardians through:
 - Policy Council Reports at PCM's.
 - Parent Committee Meeting Reports to parents/guardians
 - www.brheadstart.org website
- ⇒ The Policy Council will brainstorm ideas to help build awareness and encourage parent/guardian attendance at Parent Committee Meetings.
- ⇒ Staff will keep parents/guardians informed of upcoming PCM's. Some suggestions include posting flyers at each center of upcoming PCM's as well as sending reminders via phone call, text, email, putting flyers in children's boxes at school and including the information in the weekly/monthly newsletters, etc.

2. Policy Council Officers and all Policy Council members will make sure there is a quorum at every Policy Council meeting. The Policy Council will have meaningful discussion and maintain balance of the Policy Council agenda/meeting. The Policy Council will stay on task and follow the agenda.

3. Policy Council will do their best to review all Policy Council emails/packets and familiarize themselves with the brheadstart.org website. Policy Council members will be trained using the Policy Council online Learning Management System (LMS) and can refer back to it as needed.

4. Policy Council members will share information about recruitment to potential Head Start children and families. Policy Council can help spread the word to others about how to apply for Bear River Head Start (BRHS) enrollment and employment at Parent Committee Meetings and in the community.

5. Policy Council members will be prepared to share about upcoming community events and resources at both the Policy Council and Parent Committee Meetings. Policy Council members will work toward overall child well-being and positive child and family outcomes.

IMPLEMENTATION

- Policy Council members will complete the Policy Council Training course and sign that they have completed the training.
- The Policy Council will receive ongoing training at Policy Council meetings.
- Policy Council members will maintain confidentiality.
- Policy Council will receive a Policy Council report from their family advocate and/or via the BRHS website to be shared at their Parent Committee Meetings.
- Communication between the Policy Council and Parent Committees (parents/guardians) will take place regularly.
- Staff will keep parent/guardians informed of parent engagement workshops/PCM, etc.
- The Policy Council and staff will encourage Bear River Head Start parents/guardians to volunteer.
- Policy Council will encourage attendance at Parent Committee Meetings and Policy Council meetings.
- Policy Council will share community events and resources.
- Policy Council will encourage discussion and stay on task following the PC agenda
- The Policy Council report will be shared with all parents/guardians and uploaded to the brheadstart.org website.

MEASURES

- ❖ Policy Council members will attend all monthly meetings to ensure a quorum.
- ❖ Policy Council members will be active participants in the approval/disapproval of program decisions, grants, policies, budgets, hiring of staff, etc.
- ❖ The Policy Council will receive ongoing training.

OUTCOMES

- ★ BRHS staff will provide Policy Council with packets and information in a timely manner. BRHS staff will provide continual training for Policy Council members so they are aware of and fully trained in program policies and procedures in each program area.
- ★ A PC report will be shared with families and uploaded to our brheadstart.org website.
- ★ The Policy Council will work toward increased parent engagement.

DOCUMENTATION

Policy Council packet, grants, funding requests, budget committee meeting information, reports, FIR, short-term goals and Strategic Plans, work plans, monthly program reports, mail outs, etc.

Policy Council Chairperson Signature: _____ Date: _____

BRHS BOARD & POLICY COUNCIL ANNUAL ROTATING SCHEDULE

MONTH	TRAINING	BOARD & POLICY COUNCIL REVIEW / APPROVAL
January	<ul style="list-style-type: none"> - Fiscal Policies & Procedures - Employee Policies & Procedures - Operational Procedures - Non-Staff Background Checks Policy - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Fiscal Policies & Procedures (Fiscal Coordinator/Controller/Fiscal Officer) (PC/B) - Approve Employee Policies & Procedures (Executive Director) (PC/B) - Approve Operational Procedures (Executive Director) (PC/B) - Approve Non-Staff Background Checks Policy (Fiscal Coordinator/Controller) (PC/B) - Approve Audit Engagement Letter (Fiscal Officer) (B) (send to PC as information only) - Approve contract from Jones-Simkins for Fiscal Officer Hernandez's services (Fiscal Officer) (B) (send to PC as information only) - Review & Approve Executive Director's annual salary (Fiscal Officer) (B) - Sign up to attend PC meetings (Board Chair) (B) - Board signs Sexual Harassment, Corporal Punishment & Drug-Free Workplace Agreement - Send approved November PC minutes to Board
February [Board combined w/Policy Council]	<ul style="list-style-type: none"> - ERSEA, including ERSEA Code of Conduct form - Impasse Policy - Mid-Year CB Child Outcomes - Mid-Year HB Child Outcomes - Mid-Year Family Outcomes - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve ERSEA – Recruitment & Enrollment Policy (Family Services Coordinator) (PC/B) - Approve Impasse Policy (Admin. Assistant) (PC/B) - Approve Mid-Year CB Child Outcomes (CB Coordinator) (PC/B) - Approve Mid-Year HB Child Outcomes (HB Coordinator) (PC/B) - Approve Mid-Year Family Outcomes (Family Services Coordinator) (PC/B) - Approve CDBG for Logan City (<i>if applicable</i>) (Fiscal Coordinator/Controller) (PC/B) - Send approved December PC minutes to Board - Send reminder to Coordinators and Executive Director regarding Workplans due date
March	<ul style="list-style-type: none"> - Mental Health Team Updates (CB Coordinator) - Organizational Charts - Board Bylaws (B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Bylaws Committee (Admin. Assistant) (PC) - Approve Organizational Charts (Fiscal Coordinator/Controller) (PC/B) - Approve Board Bylaws (Board Chair) (B) - Approve Articles of Incorporation (Board Chair) (B) - Approve SEP Distribution (Fiscal Officer) (B) - Elect new Board Officers (Current Board Chair) (B) - Board signs Annual Training Form - Send approved January PC minutes to Board
April	<ul style="list-style-type: none"> - Policy Council Bylaws (PC) - Salary Compensation Survey - Grants - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Policy Council Bylaws (Admin. Assistant) (PC) - Spring Policy Council Survey (Family Services Coordinator) (PC) - Approve Salary Compensation Survey (Fiscal Coordinator/Controller) (B) (send to PC as information only) - Approve COLA /Grants (Fiscal Officer) (PC/B) - Approve United Way Grant (<i>if applicable</i>) (Fiscal Officer) (PC/B) - Executive Director's Performance Review (Board Chair) (B) - Sign up to attend PC meetings (Board Chair) (B)

		<ul style="list-style-type: none"> - Send approved February PC minutes to Board - Upload Program Workplans to LMS for review & email location (PC/B)
May	<ul style="list-style-type: none"> - Audit (B) - Policy Council Composition (B) - Policy Council Bylaws (B) - Workplans - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Auditors present audit to Board (Independent Auditors) (B) (audit goes to PC in June packet) - Approve 990 Tax Form (Fiscal Officer) (B) (990 goes to PC in June packet) - Approve Policy Council Composition (Family Services Coordinator) (B) (Board must approve before Policy Council) - Approve Policy Council Bylaws (Admin. Assistant) (B) - Review Program Workplans (Program Governance, Financial & Administrative, ERSEA, EHS CB, PHS CB, Disabilities, MH, EHS HB, FD, Health & Pregnant Women) (Executive Director) (PC/B) - Send approved March PC minutes to Board
June	<ul style="list-style-type: none"> - Policy Council Composition (PC) - Exclusion Policy - Infection Control Policy - Immunization Policy - Emergency Plan - Classroom Health & Safety Checklist - Child Abuse & Neglect Policy - Mental Health Team Updates (CB Coordinator) - Year End CB Child Outcomes - Year End HB Child Outcomes - Year End Family Outcomes - Fiscal Procedure Critical Fiscal Issues - Timesheet Random Audit Procedure - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Policy Council Composition (Family Services Coordinator) (PC) - Send audit report to Policy Council in their packet as information only - Send 990 Tax Form to Policy Council in their packet as information only - Approve Exclusion Policy (Health & Wellness Administrator) (PC/B) - Approve Infection Control Policy (Health & Wellness Administrator) (PC/B) - Approve Immunization Policy/Procedure (Health & Wellness Administrator) (PC/B) - Approve Emergency Plan (Health & Wellness Administrator) (PC/B) - Approve Classroom Health and Safety Checklist (Health & Wellness Administrator) (PC/B) - Approve Child Abuse & Neglect Policy (Family Services Coordinator) (PC/B) - Approve Year End CB Child Outcomes (CB Coordinator) (PC/B) - Approve Year End HB Child Outcomes (HB Coordinator) (PC/B) - Approve Year End Family Outcomes (Family Services Coordinator) (PC/B) - Approve the Fiscal Procedure Critical Fiscal Issues (Fiscal Coordinator/Controller) (PC/B) - Approve the Timesheet Random Audit Procedure (Fiscal Coordinator/Controller) (PC/B) - Sign up to attend PC meetings (Board Chair) (B) - Send approved April PC minutes to Board
MONTH	TRAINING	BOARD REVIEW / APPROVAL
July	<p>NO BOARD MEETING</p> <ul style="list-style-type: none"> - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) <p>NO BOARD MEETING</p> <ul style="list-style-type: none"> - Send approved May PC minutes to Board
August	<ul style="list-style-type: none"> - Job Descriptions - CB Child Outcomes Training (CB Coordinator) - HB Child Outcomes Training (HB Coordinator) - Family Outcomes Training (Family Services Coordinator) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Job Descriptions (Fiscal Coordinator/Controller) (PC/B) - Approve new CACFP sites (Fiscal Coordinator/Controller) (<i>if applicable</i>) (PC/B) - Sign Executive Director's Job Description (Board Chair) (B) - Send approved June PC minutes to Board
September	<ul style="list-style-type: none"> - Program Information Reports (PIR) - Short-Term Goals & tie into Strategic Plan 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Approve Early Head Start Program Information Report (Executive Director) (PC/B)

	<ul style="list-style-type: none"> - HB School Readiness Goals - CB School Readiness Goals - Self-Assessment/Program Improvement Report/Staff and Parent Surveys/T&TA Plans - Fiscal & Grant Training (Fiscal Coordinator/Controller/Fiscal Officer) (PC/B) -New PC Member Training -New PC Member Training (on the LMS-overseen by Family Services Coordinator) - Program Performance Report (Executive Director) (PC/B) - PC signs/completes New PC Member Packet 	<ul style="list-style-type: none"> - Approve Preschool Head Start Program Information Report (Executive Director) (PC/B) - Approve Short-Term Goals & tie into Strategic Plan (Executive Director) (PC/B) - Approve EHS HB School Readiness Goals (HB Coordinator) (PC/B) - Approve EHS CB School Readiness Goals (CB Coordinator) (PC/B) - Approve PHS CB School Readiness Goals (CB Coordinator) (PC/B) - Approve Self-Assessment/Program Improvement Report/Staff and Parent Surveys/T&TA Plans (Executive Director) (PC/B) - Sign up to attend PC meetings (Board Chair) (B) - Send approved July PC minutes to Board.
October <small>[New PC Members complete the required training and forms prior to attending & voting at the October PC meeting]</small>	<ul style="list-style-type: none"> - EHS/PHS Continuation Grants - Community Assessment - Report to Public - Active Supervision Assessment Updates (CB Coordinator & Health & Wellness Administrator) (PC/B) - ChildPlus Data Management Policy - Procedures for Privacy of Health Records - Company Data Protection Policy - Learning Management System (LMS) Training Policy - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - Welcome new PC Members & Thank last year's Members (Family Services Coordinator & Admin. Assistant) (PC) - Approve EHS/PHS Continuation Grants (Fiscal Officer) (PC/B) - Approve Community Assessment (Executive Director) (PC/B) - Approve Report to Public (HB Coordinator) (PC/B) - Approve ChildPlus Data Management Policy (HB Coordinator) (PC/B) - Approve Procedures for Privacy of Health Records (Health & Wellness Administrator) (PC/B) - Approve Company Data Protection Policy (Fiscal Coordinator/Controller) (PC/B) - Approve Learning Management System (LMS) Training Policy (Admin. Assistant) (PC/B) - Send approved August PC minutes to Board
November	<ul style="list-style-type: none"> - Legal Training from Gary Anderson (BRHS Attorney): Grievance Procedure, Code of Conduct, Board Job Description, Conflict of Interest (B) - Community Complaint Policy - CACFP Civil Rights (Health & Wellness Administrator) (B) - Program Performance Report (Executive Director) (PC/B) 	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC) - PC Officers Elections (Admin. Assistant) (PC) - Approve Community Reps (Admin. Assistant) (PC) - Approve virtual vs. in person meetings, or option for both, for the Policy Council Year (Admin. Assistant) (PC) - Approve time of PC meetings (Admin. Assistant) (PC) - Approve time of interim PC meetings (Admin. Assistant) (PC) - Introduce new PC Chair @ Board – send out bio (Board Chair) (B) - Approve Board & PC Code of Conduct (Executive Director) (PC/B) - Approve Board Job Description (Executive Director) (B) - Approve Community Complaint Policy (Executive Director) (PC/B) - Approve vendor & gift card amount (Fiscal Officer) (B) - Sign up to attend PC meetings (Board Chair) (B) - Send out next year's Board Schedule (B) - Send approved September PC minutes to Board - Board signs Code of Conduct, Job Description, Conflict of Interest & CACFP Civil Rights
December	NO BOARD MEETING	<ul style="list-style-type: none"> - Approve Hires & Transfers (PC Chair/Coordinators) (PC)

	<ul style="list-style-type: none"> - Program Performance Report (Executive Director) (PC/B) - Robert's Rules of Order (Admin. Assistant) (PC) 	<ul style="list-style-type: none"> - Approve PC Goals set by PC officers during officer training (Family Services Coordinator) (PC) <p>NO BOARD MEETING</p> <p>Send items to Coordinators that will go in January to give time for review the 1st week in December</p> <ul style="list-style-type: none"> - Send approved October PC minutes to Board
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On-Going Training: On-going training is provided to Board/Policy Council Members prior to presentation of items for approval. Training is provided by the appropriate staff members at Board/Policy Council meetings, or through distribution of reports and training material by appropriate staff members. Trainings provide Board/Policy Council Members with necessary information on items to be presented.

Centerbased

Head Start Child Development Center Based Program Self Assessment 2023



Managed by Stephanie Wood

Bear River Head Start Center Based Program Self-Assessment/ Program Improvement

Prepared By
Stephanie Wood
7/24/2023

Overview

The information for this report was collected from several different sources. Parents and staff surveys which were filled out and collected yearly will be incorporated. Data collected by teachers about children for the outcome report which is compiled three times during the year. Also, CLASS data collected by the CLASS Observation Team.

The concerns and suggestions in all areas have been addressed. Many of the changes have been implemented immediately, while others have been planned as changes and introduced in team trainings, individual training, or in team meetings.

Short term goals were developed after looking at the different issues and data from our program and how we could address them. We meet together as center based management team weekly and look at data from reports and how we can better improve our program. We will continue to focus training on active supervision, ongoing monitoring in all areas of the center based program and better ways to manage behaviors in the classroom and retain staff.

Self-Assessment/ Program Improvement

Issue	Action Steps	Timeline	Person Responsible
Recruit and retain staff to continue to serve the children and families with high quality services.	-Continue to recruit on social media, indeed and other hiring outlets. -Implement more online trainings for greater flexibility of staff schedules. -Allowing a flexible schedule for PHS staff on Fridays for trainings and other job duties.	Beginning August 2023 and throughout the school year.	Stephanie Wood Julie Reid Cassie Petersen
Continue to address challenging behavior and trauma concerns in the classroom.	Onsite training done with The Family Place and Conscious Discipline. Training will help staff learn new strategies and skills. Provide training on trauma-informed approaches to all staff.	Beginning August 2023 and throughout the school year.	Stephanie Wood Sarah Call Mentor Coaches Management team
Continue to train staff on Active Supervision	-Continue to train staff on the Active Supervision Toolkit found on ECLKC. -Complete active supervision corrective action plan.	Beginning August 2023 and throughout the school year	Center based Management team Mentor Coaches

	-Active Supervision Corrective Action plan		
Continue to provide ongoing monitoring in all areas in the center based program including but not limited to ASQ, ASQ SE, attendance and outcomes for program improvement.	Weekly reports from Management team. Child Plus reports that generate ASQ, ASQ-SE and attendance reports. Communication with upper management team. Quarterly reports to Board and PC.	Ongoing	Center based Management team
Continue to provide safe facilities for all Bear River Head Start Children. Provide ongoing monitoring and guidance for the Facilities Manager.	Daily health checks Quarterly safety checks Follow maintenance procedure	Ongoing	All Center based Staff Facilities Coordinator

Short-term Goals 2023-2024 Bear River Head Start Center Based Program

Goal	Implementation	Outcome	Measures	Documentation
Recruit and retain staff to continue to serve the children and families with high quality services.	<ul style="list-style-type: none"> -Continue to recruit on social media, indeed and other hiring outlets. -Implement more online trainings for greater flexibility of staff schedules. -Allowing a flexible schedule on Fridays for trainings and other job duties. -Education Training Manager was hired to provide higher quality training and support to staff and help equip them for the classroom. 	Staff will show job satisfaction on staff self-appraisal and meetings with supervisors. Greater flexibility in trainings opportunities with allow professional development as well as balance in their personal life. Retaining qualified teaching staff will improve services to families and directly benefit the children we serve. When new staff are hired they will enter the classroom better trained and ready to teach.	Staff retention	Policy Council Meeting Minutes, PIR, New Employee Training
Continue to address challenging behavior concerns in the classroom.	<ul style="list-style-type: none"> --Onsite Training presented on Conscious Discipline, and Trauma Informed Care, by The Family Place, for all staff. -Additional training will be provided at Pre-Service and throughout the year as needed. -Ensure ongoing supervision, mentoring, and monitoring to provide continuous feedback and program improvement as necessary. -Disability Manager and Assistants have been hired to assist, model and train staff on challenging behaviors. -Disability Specialist and Mentor Coaches will be available to help teachers in the classroom as needed for support and guidance. 	<p>Child development staff will have a greater knowledge base of dealing with challenging behaviors.</p> <p>Staff will work with identified children and put them on a plan as needed to help improve their behavior.</p> <p>Staff job satisfaction with continue to rise as staff feel supported and trained.</p>	Teachers will continue to document the child's progress in the classroom. Families will participate in child goals to help their children to succeed.	Training Sign In Sheets, Anecdotal Notes, Work Plans, Child Goals, Lesson Plans, Short Term Goals, Outcome Reports, New Employee Training, staff retention
Continue to train staff on Active Supervision	<ul style="list-style-type: none"> - Education Training Manager was hired to support and train all staff on active supervision trainings. Will oversee the active supervision plan for BRHS and 	<ul style="list-style-type: none"> -No Active supervision issues will occur in the center based program. -Implementation of Active Supervision Corrective action plan will identify 	Staff will become better trained. Agency will have no active supervision issues.	Incident Reports, Sign in sheets for trainings

	<p>identify and implement training needs.</p> <ul style="list-style-type: none"> -Mental Health and Disability Manager will implement and train on Conscious Discipline and the Pyramid Model. Three Mental Health Assistants will assist, model and support teachers with challenging behaviors. -Continue to train staff on the Active Supervision Toolkit found on ECLKC. -Complete active supervision corrective action plan. -Active Supervision Corrective Action plan 	<p>weakness and strengths. Trainings will occur and corrections we be immediately corrected.</p> <ul style="list-style-type: none"> -Staff will become better trained with the Education Training Manager being hired to train all staff at a higher level. -Staff will become more knowledgeable and better supported by the Education Training Manager and Mental Health/ Disability Manager leading to greater job satisfaction and retention. 		
<p>Continue to provide ongoing monitoring in all areas in the center based program including but not limited to ASQ, ASQ SE, attendance and outcomes for program improvement.</p>	<p>Weekly reports from Management team. Child Plus reports that generate ASQ, ASQ-SE and attendance reports. Communication with upper management team. Quarterly reports to Board and PC.</p>	<ul style="list-style-type: none"> -Assessments will be completed by the 45 day deadline. This ensures that child are provided with high quality services. -Staff will continue to track and monitor attendance to ensure family are regularly attending the program. -Program will has the ability to use data and ensure effective implementation of program performance standards. Data will also be used to direct continuous improvement related to teaching practices, professional development and other program services. 	<p>Monthly reports and program services.</p>	<p>Child plus reports, Weekly ITMs, Board and PC quarterly reports, outcomes</p>
<p>Continue to provide safe facilities for all Bear River Head Start Children. Provide ongoing monitoring and guidance for the Facilities Manager.</p>	<p>Daily health checks Quarterly safety checks Follow maintenance procedure</p>	<p>Centers will be well maintained and safe for all children. Repairs will be taken care of in a timely manner.</p>	<p>Child plus will reflect work completed. Center will be safe at all times.</p>	<p>Child plus, daily heath checks, quarterly safety checks</p>

Preschool Head Start Centerbased

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 and receive feedback from peers and child development experts. Training is hands-on to provide teachers with many ideas that can be immediately implemented into the classroom.

At Bear River Head Start, we have long recognized the importance of mentoring. It has been used in our program to support staff for over sixteen years. Currently, we have 4 mentor coaches who work with teaching staff full-time, all of which have classroom experience and extensive knowledge of child development. This addition has allowed us to make enormous strides in improving teaching skills within our classrooms.

We have been using the CLASS observation tool for over eleven years. We have found it effective in documenting teachers strengths and areas that need improvement. We have a team of managers and mentor coaches certified to use the CLASS observation tool. Each classroom receives a CLASS observation twice per year. After the observation, the mentor coach meets with the teaching team to discuss progress and goals. We review how the CLASS observation and the ELOF Framework are linked. Through use of this system, teaching skills are improving rapidly.

In addition to the use of the CLASS tool, the mentor coaches also use the ECERS tool to evaluate the effectiveness of the classroom environment. ECERS is done at the beginning of each school year. TPOT observations are conducted twice per year, as well. This observation allows the teacher and the mentor coach to evaluate teaching skills and strategies to support school readiness skills for young children.

The DRDP assessment tool is used to aggregate and analyze assessments three times per year. The DRDP closely aligns with ELOF. Reports are used at parent-teacher conferences and home visits, to expand parents' understanding of their child's development over time. Parents and teachers use this information to formulate goals for the child's future development.

PHS Center Based
School Readiness Goals
2023-2024

Language and Literacy

Goal #1

Children will demonstrate a knowledge of letter names and sounds.

Implementation

- Staff will be trained on ways to facilitate alphabet knowledge into the classrooms.
- Children will recognize and name eleven to twenty letters, both upper and lower case.
- Children will be able to produce the correct sound for 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

- Staff will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will increasingly be able to recognize and name upper and lower case letters.
- Children will increasingly be able to produce the correct sound when asked.
- The children's knowledge will grow in understanding that a sequence of sounds form a word.

Measures

- Staff will observe children's progress in the classroom.
- Assessment and outcome data will show improvement.

Documentation

- Assessments, outcomes, observations, sign in sheets.

Goal #2

Staff will continue to provide support to English Language Learners by individualizing services in all domains of the Framework including the acquisition of English.

Implementation

- A training will be implemented to all child development staff on English Language Development.
- Staff will continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance.

Outcome

- 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 Coaches 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 Inkind Sheets, Team Meeting Minutes, Child outcomes.

Approaches to Learning

Goal #1

Children will demonstrates positive approaches to learning through attention, persistence, solving problems, curiosity and motivation.

Implementation

- Children will sustain their attention to an activity, persisting until the task is completed.
- Children will show an interest in exploring learning in 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 will enjoy exploring information about many different topics.

Measure

- The children's ability to sitting through a story will increase.
- The children's ability to complete activities and projects will increase as they become more and more complicated.
- Children will continually explore new topics, asking question to gain information.

Documentation

- Assessment, outcomes and anecdotal records.

Social and Emotional Development

Goal #1

Staff will provide continuous support of child's development of self awareness, autonomy, and self expression and encouragement of self control. Staff will continue to promote children's ability to establish and sustain positive relationships with peers.

Implementation

- Staff will continue to provide Second Step lessons to the children.
- Staff will continue applying positive reinforcement in the classroom.
- Staff will provide mental health support through collaboration.
- Mentor Coaches will provide support to teachers and children.
- Staff will be trained on Conscious Discipline, Second Step, a comprehensive trauma informed approach, and mental health.

Outcome

- 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 reliance 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, Teacher goals.

Perceptual, Motor, and Physical Development

Goal #1

Staff will continue to provide opportunities in the classroom for large motor and movement.

Implementation

- Staff will allow for a minimum of 30 minutes of large motor movement time in each of the classrooms.
- Staff will continue to implement the program "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 the program, "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

Staff will 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 will be given opportunities to increase the fine motor control through activities such as stacking blocks, using self-help skills, stringing beads and writing activities.
- Children will be given numerous meaningful activities to write including writing their name on art projects, classroom books, writing notes and sign-in sheets.
- Staff 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's work samples such as photos and writing samples will show continued growth in the child's development.

Documentation

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

Cognition

Goal #1

Children will have increased math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns, and measuring.

Implementation

- Staff will have continued trainings throughout the school year on Friday trainings, email and TLC.

- Staff will do ECERS 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, ECERS 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 will allow children to share about their own family and culture.
- Staff will use graph similarities and differences in the classroom.
- Staff will invite community helpers into the classroom as well as provide field trips to develop community awareness.
- Staff will invite 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

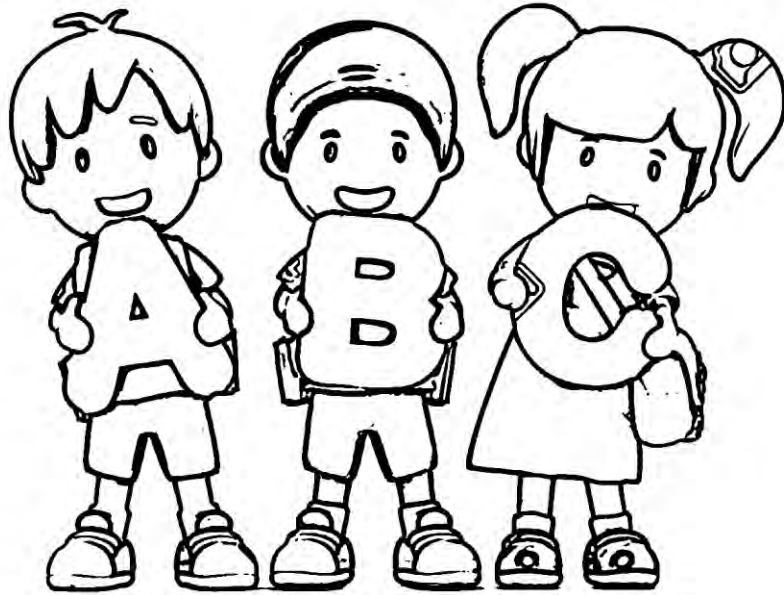
- Training Sign-in Sheets, Classroom Inkind, Child Outcomes, CLASS observations.

PHS Center Based Data Collection Plan

Prepared by Stephanie Wood

Purpose	Questions	Data Collection Methods	Needed Resources	Lead Person	Time Frame
1	What is the quality of teaching in the preschool classroom?	CLASS Tool	CLASS	Stephanie Julie	Ongoing observations through the year
2	What are the credentialed levels of our teachers?	Survey transcripts and review	Transcripts, degrees	Child Development Managers	Ongoing as needed
3	How does mentor coaching improve classroom quality?	CLASS ECERS	CLASS Certified Team, Observation tools, Practice Based Coaching	Julie Mentor Coaches	Monthly classroom observations
4	How many children are meeting school readiness goals?	Assessments and Outcomes	Outcome reports District community report	Stephanie Julie Kaycey Kim Kit Sarah C	Yearly (assessments ongoing and outcomes three times a year)

Child Development Training Plan



PHS Training Schedule

The following training schedule is for the 2023-24 school year
 Training may change according to program need

Month	Formal Trainings (For all PHS Staff) Held 9:00-1:00 unless otherwise indicated	Emailed Trainings (For all PHS Staff)	TLC Trainings (Training in small groups or individually based on need)	Notes
<p>Preservice Training:</p> <p>Days 1-4 July 25-28</p> <p>Day 5 Aug 25</p>	<p>9:00-3:00</p> <p>Day 1:</p> <ul style="list-style-type: none"> ● Head Start Expectations ● Teacher/TA Responsibilities ● Creative Curriculum ● Digital Library <p>Day 2:</p> <ul style="list-style-type: none"> ● Conscious Discipline/SET ● PM: Teacher Share: Class Family <p>Day 3: Literacy through Songs, Rhymes, & Read Alouds <i>(including books in all centers)</i></p>	<p>Emailed trainings sent out every Friday. The Education Training Manager will select material related to a monthly topic.</p> <p>1st Friday= 7-Minute Safety Training</p> <p>2nd Friday= Active Supervision</p> <p>3rd Friday= Family Involvement</p> <p>4th Friday= Creative Curriculum</p>	<p>TLC components:</p> <ul style="list-style-type: none"> ● Conscious Discipline 10-15 minutes ● Practice-Based Coaching approach 60-90 min 	<p>NAEYC= National Association for the Education of Young Children</p> <p>ECLKC= Early Childhood Learning & Knowledge Center (OHS)</p> <p>PBC= Practiced Based Coaching from the National Center on Quality Teaching and Learning</p> <p>7-Minute trainer: (Created by Business and Legal Resources, handouts accessed in training binder)</p>

	<p>PM: Teacher Share: Books</p> <p>Day 4: Health/CACFP</p> <p>PM: Teacher Share: Dental and Nutrition activities</p> <p>Day 5: Bus Driver/Monitor Training</p>			
Sept.	<p>September 1 :</p> <p>LCFD: Fire Extinguisher Training</p> <p>CCSO: Recognizing Signs of Drug Abuse</p> <p>DCFS: Recognizing and Reporting Suspected Child Abuse</p>	<p>7-Minute trainer</p> <p>Active Supervision: Setting up the Environment</p> <p>Family Involvement: Welcoming Families</p> <p>Creative Curriculum: Manipulative Center</p>	<p>Conscious Discipline</p> <p>Fostering Connections (PBC)</p>	<p>“Setting Up The Environment” ECLKC</p> <p>Active Supervision Toolkit</p>
Oct.	<p>October 6 :</p> <p>EAP with EHS</p> <p>Making Assessments Authentic</p>	<p>7-Minute trainer</p> <p>Active Supervision: Scanning and Counting</p> <p>Family Involvement:</p>	<p>Conscious Discipline</p> <p>Following Children’s Lead (PBC)</p>	<p>Assessment materials</p> <p>ECLKC</p> <p>“Scan and Count”</p>

	Social Emotional Team Team Meeting (PHS Managers)	Respecting Different Family Dynamics Creative Curriculum: Writing Center		ECLKC Active Supervision Toolkit
Nov.	November 3: Understanding Implicit Biases Social Emotional Team Team Meeting (PHS Managers)	7-Minute trainer Active Supervision: Positioning Staff Family Involvement: Involving Families in Goal Setting Creative Curriculum: Large Group Activities	Conscious Discipline Behavior Guidance (PBC)	“Avoiding Bias” information gathered from ECLKC “Positioning Staff” ECLKC Active Supervision Toolkit
Dec.	December 1: Meeting all Learning Styles Social Emotional Team Team Meeting (PHS Managers)	7-Minute trainer Active Supervision: Listening Family Involvement: Respecting Family Beliefs Creative Curriculum: Listening Center	Conscious Discipline Fostering Children’s Thinking Skills (PBC)	“Modality” information gathered from NAEYC “Listening” ECLKC Active Supervision Toolkit

<p>Jan.</p>	<p>January 5: Marvelous Math Social Emotional Team Team Meeting (PHS Managers)</p>	<p>7-Minute trainer Active Supervision: Anticipating Behavior Family Involvement: Involving Families in the Classroom Creative Curriculum: Math- Geometry & Spatial Sense</p>	<p>Conscious Discipline Making Learning Meaningful (PBC)</p>	<p>Math information from ECLKC “Anticipate Children’s Behavior” ECLKC Active Supervision Toolkit</p>
<p>Feb.</p>	<p>February 2: Process Focused Art Social Emotional Team Team Meeting (PHS Managers)</p>	<p>7-Minute trainer Active Supervision: Engaging & Redirecting Family Involvement: Involving Families who are not able to Volunteer Creative Curriculum: Small Group Activities</p>	<p>Conscious Discipline Focusing Children on Learning Goals (PBC)</p>	<p>“Process Focused Art” NAEYC “Engage and Redirect” ECLKC Active Supervision Toolkit</p>
<p>March</p>	<p>March 1: Intentional Outdoor Play Social Emotional Team</p>	<p>7-Minute trainer Active Supervision: Safety During Transitions</p>	<p>Conscious Discipline Thick and Thin Conversations (PBC)</p>	<p>“Outdoor Learning Centers” NAEYC</p>

	Team Meeting (PHS Managers)	Family Involvement: Sharing Information with Families Creative Curriculum: Outdoor Learning		“Active Supervision handout at a glance” ECLKC Active Supervision Toolkit
April	No Training Held: Spring Break	7-Minute trainer Active Supervision: Supervising Children During Outdoor Play Family Involvement: School Readiness for the Entire Family Creative Curriculum: Transitions	Conscious Discipline Scaffolding Children’s Learning (PBC)	“Active Supervision handout at a glance” ECLKC Active Supervision Toolkit
May	May 3: Helping Children Transition to Kindergarten Social Emotional Team Team Meeting (PHS Managers)	7-Minute trainer Active Supervision: Tips for Keeping Children Safe Family Involvement: Continuing Learning During the Summer Creative Curriculum:	Conscious Discipline Using the Scientific Method (PBC)	“Healthy Transitions to Kindergarten” ECLKC “Tips for Keeping Children Safe” handout ECLKC Active Supervision Toolkit

		Science/Discovery Area		
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**Training and Technical Assistance Plan
FY 2024-2025**

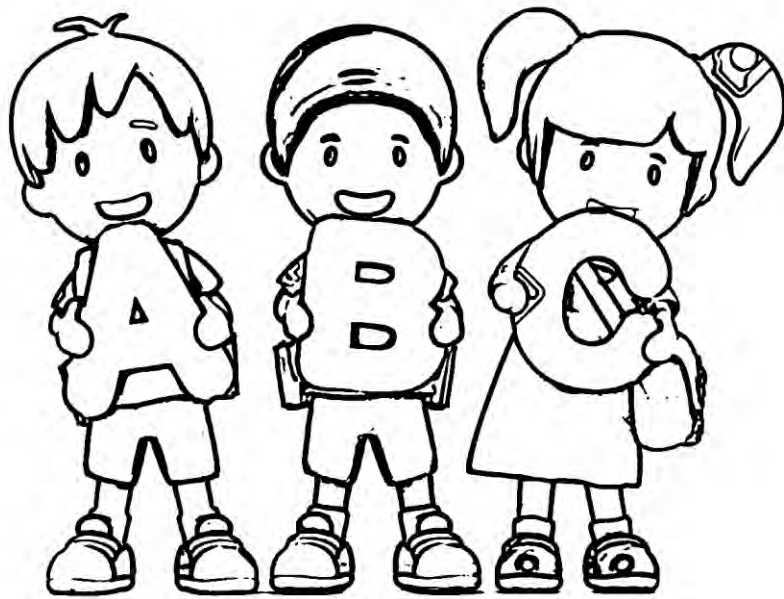
Grantee: Bear River Head Start
Program Option: PHS Center Based

Total Allocated Budget: \$13,635

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Child Development	Training Child Development Staff	Onsite 2 day training by T/TAS.	Build knowledge base for all staff and implement best practice.	All Child Development Staff	Throughout School Year	\$1500
Child Development	Staff Bus Drivers	Attend CDL training	Certify staff to become bus drivers for field trips	Teacher Assistants, Teachers	Fall	\$300
Child Development	One Staff Bus Trainer	Attend yearly bus training	To keep staff current on bus training needs for field trips	One staff	Spring/ Summer	No Cost
Child Development	CLASS Training	Train all staff on CLASS domains	Staff will improve the CLASS outcomes	All Child Development Staff	During the program year	\$2910
Child Development	All Staff	Bus/Pedestrian Safety	Educate Staff on Safety	All Staff	Pre service	No Cost
Child Development	All Staff	Train all staff for professional development and to keep current on child development practices	Increase knowledge in school readiness, outcomes and other topics as needed.	Child Development Team	Ongoing	\$1500
Child Development	Obtaining necessary credentials for Teacher Assistant	Attend CDA classes and complete requirements to obtain CDA credential.	Professional Development of Staff	Teacher Assistants	As needed	\$2225
Child Development	Conscious Discipline	Onsite 1 day training done by Conscious Discipline.	Staff will learn strategies in the classroom to help with better behavior management.	All Staff	During the program year	\$3200
Child Development	Active Supervision	Active Supervision Toolkit through ECLKC.	Staff will develop skills and ideas to use in the classroom for better	All Staff	During the program year	No Cost

			active supervision.			
Child Development	Dual Language Learners Strategic Program Plan and The Big Five Series	Trainings from ECLKC and Region 8 trainer.	Increase stronger DLLs systems and services. Staff will develop stronger culturally and linguistically responsive environments for all children and families.	All Staff	During the program year	\$1000
Child Development	Comprehensive Trauma-informed Approach	Online trainings, mentor coach TLC, Onsite training from USU.	Staff will be able to recognize the signs and symptoms of trauma. Families and staff will show greater reliance to trauma.	All Staff	During the program year	No Cost
Mental Health	Mental Health Consultant Trainings Western Kentucky Trainings	Mental Health Performance Standards. Staff Wellness, Self-Care and Mindful Self Compassion Mental Health Consultant	Provide quality training to increase understanding in current mental health issues and train all staff.	All Staff	During the program year	\$1000

Staff Survey



PHS Staff Self Appraisals 2023

What are the parts of my job that I like the best?

- Interacting and working with the children. (4)
- Interaction with children and parents. Being able to make them smile by helping them with something or making them feel better when they are sad, sick or just having a tough day.
- Getting to know the children as individuals. Preparing lessons that get children excited about learning. The knowledge that I am helping children in need.
- The funny conversations with the kids.
- The children - watching them as they develop and grow.
- Working with children! Read Aloud is one of my favorites.
- When the children tell me about their adventures.
- I love working with the children. The conversations we have and when they make me laugh.
- Making a difference in the children's lives!
- I really enjoy working with children. Having lots of positive feedback from the children and even with the coworkers.
- Helping the children and my co-workers.
- Helping the kids learn and grow.
- Watching the children's eyes light up as they get what we are talking about.
- I love to connect with the kids.
- The love that I get from the children as they walk by my desk.
- Working with children, coming up with ideas, building connections with families and children, teaching fun things, laughing with the kids, being silly, art projects, the schedule is great, organization is something I also enjoy.
- Playing and creating with the children. Seeing them progress and learn and the excitement they show when they finally understand something. Also, the feeling of being on a team that supports each other and learns from each other.
- I love watching children explore and learn, having Fridays to prep, and that it is a very supportive working environment.
- I love the children and seeing them learn new things!
- I love working with kids who, don't have the best home life, I love being a safe place for them.
- Teaching skills, seeing the developmental progress of every child.
- Seeing the kids succeed and learn.
- Connecting with our Littles and their families.
- Flexibility, good relationships with co-workers, getting to use my creativity on certain job duties.
- The people I work with. The support I receive as well. Paid holidays and work year-round.
- Watching the children progress and interacting with co-workers.
- Teaching the kids, interacting with the kids and my co-workers.
- Working with the staff, interacting with the kids, trainings where we do something fun.
- Working with staff, teachers, children and families.
- Spending time with the children, payed time off, we get training on a regular basis and getting to know the families.
- I like making a difference in the kids' lives. I also like my co-workers.
- Making relationships with coworkers and children
- I love my co-workers. They are so hardworking and dedicated. It is fun to learn from them and get to know them. I also love when I get to work with the kids.
- The kids and the work schedule.

- Honestly right now the only thing is the hours.
- I love that I am able to do multiple this in one day.

What are the parts of my job that I like the least?

- When other staff won't allow me to do my job.
- Not being able to get everything done, I sub a lot.
- Staff not being team players, pay.
- The stress that comes with the constant struggle to find enough people to fill all the positions and meet the needs of kids and teachers. This doesn't apply to me as much as it used to, but it is definitely a very difficult aspect.
- Some weeks can be higher stress... as with all jobs.
- Some days can be stressful.
- Not feeling supported, not enough help identifying students that need special education services, not enough help working on goals with students with IEPs, not enough training to help students with special needs, changing diapers, cleaning toilets.
- Documentation.
- The high expectations and exaggerated policies. Or the chaos from the kids.
- Paperwork. (8)
- Diapering and CACFP paperwork.
- DRDP needs to be cut in half as to the amount we have to do.
- Doing the DRDP mostly by myself.
- Having to submit Investigation Plans with all of our activities for up to possibly 6 weeks in advance. I spend so much time on one investigation plan.
- Children screaming, really loud, or getting hit by accident. Co-workers are sometimes hard for me to get along with. The weeks where we have conferences, home visits and focus training are a little too much for me.
- When I can't find a way to help a child calm down.
- My apple watch thinking I'm doing a hardcore cardio workout trying to work through a behavior with a child.
- For the type of aggressive behaviors some of the children come with, pay isn't as high as I feel like compensates for some days that I've been a punching, kicking, clawing and biting bag.
- The forever long trainings and the behaviors.
- Dealing with behavior issues
- It is challenging when children don't comply, and to know that they have challenging situations at home.
- The behaviors getting worse, feeling overwhelmed because of the paperwork and different tasks that are always due.
- Recruitment.
- So many restrictions on what can be taught with the kids. You say our curriculum is Kindergarten Readiness, but we can't do pintables and worksheets to work on writing letters, numbers, etc. I get it that that's not everything that Kindergarten is about and I love doing our Investigations as well, but I just feel so restricted as a teacher to be able to just teach the kids.
- Feeling like I am failing. Like I can't seem to do anything right.
- Losing the passion to keep coming with a positive attitude.
- We can't celebrate holidays.
- Home visits, I understand why we do them but I understand feel uncomfortable in the homes and I feel like the parents don't love me there either.
- Clearing the sidewalks during winter time.
- Having to work in the summer.
- Eating lunch with the kids.
- I may sound crazy, but I love everything!
- Nothing- I love my job.

What strengths do I have that my job requires?

- I follow rules and work well with others and play with the children at their level.
- I am a very disciplined person. In order for me to work well, the place needs to be clean, adequate and welcoming. Determination and dedication to the work I love makes me feel a better person.
- Being able to prioritize tasks according to what the program needs, organization, being proactive, building good relationships with others, knowledgeable in child development and ECE related topics.
- Leadership and kindness.
- Easy to talk to, know information.
- The ability to navigate and respond to difficult behaviors that arise from various emotions children have on a regular basis. The ability to make learning enjoyable and exciting.
- I am firm with our rules.
- Appreciation for each child as an individual.
- Compassion, patience.
- Honesty, computer knowledge, communication, teachable, confidential, food and kitchen knowledge, organized, not afraid of hard work, a love for my job.
- I relate well to preschoolers, enjoy stories and singing, and I'm organized.
- I know how to make connections with the kids.
- When I have fun playing with them like a girl and I understand them more.
- Work well with others, work well with children.
- The strength of learning to adapt to change.
- Organized, easy to work with and get along with, punctual, willing to jump in and help.
- I am good at multitasking.
- Patient and empathetic.
- Patience, and being at the child's level and child directed teaching.
- I am patient and love change and to learn new things. I always have a plan "B", something specific to do when situations or dynamics change in a classroom.
- I can talk to people easily and make them comfortable, I have compassion, I love kids.
- Patience and following through on things in a caring matter.
- Calm, enthusiastic, know how to help those with trauma as well as disabilities.
- Patience, compassion, and loyalty.
- Patience.
- Self-motivation, dedication, consistency.
- I have quite a bit of experience through my years of teaching for Head Start. I care about my co-workers and want them to succeed. I can take the things I have been taught during training and implement them in my classroom.
- A great love for kids and desire to make a difference.
- I believe I have really good people skills.
- Organization, connections, sense of humor, playful, good intentions, loving, kind.
- The drive to try out new activities with the kids. Empathy and listening to the kids.
- Calm manner, flexible, creative.
- Humor, kindness, adaptability.
- I am a hard worker, and kind, I work well with others.
- Patient, organized, background education, positive communication, resourceful, dedication.
- Reliable, patient, creative, always willing to learn more, enthusiastic.
- Patient, happy, loving, empathetic, observant.
- Patience/ listening.
- Helping out teachers who need help. Sitting with the children who just need someone to sit next to them.

What have I done for my own professional development lately?

- Continuous trainings.
- I have been reading through some of my books in children's psychology and it allows me to think out of the box.
- Reading about child development or related topics.
- Read articles on new best practice.
- Listening and learning about conscious discipline.
- I read lots of books, enjoy podcasts, and delve into research on psychology and behavior.
- Tried to apply the feedback I received appropriately.
- Read Focus Training reviewing what is developmentally appropriate for each child as an individual.
- Completed my online CDA hours.
- I listen to podcasts all the time with Vanessa from pre-k pages.
- I've learned about trauma and how to guide children through very difficult emotions.
- I have collaborated with other teachers and mentor coaches to learn different teaching strategies.
- Read about the topics that should be addressed in class.
- A lot of research on different Investigation Plans.
- I have been reading more lately.
- Watching trainings and listening to podcasts.
- I have taken my food management class.
- Looked for therapy to help me deal with work/personal stress.
- Attended trainings.
- I am working on my communication skills and have been watching podcasts regarding how students learn and retain through muscle memory.
- I am taking my CDA classes.
- I have listened to Becky Bailey lectures and read information sent to me from Head Start.
- I have been looking into more training and information on helping children dealing with trauma and grief.
- Training webinars, certifications.
- Researched ideas to help my lesson plans be better.
- I observed senior co-workers model how to manage challenging behaviors.
- I have listened to the podcasts of Vanessa Levquin, read the book, Managing ADHA, by Russell Barkley, I have listened to the teachings of Barb O'Neil, Fairy Dust Teaching.
- I have been working on my CDA and trying to prep and plan my lesson ahead.
- Completed my CDA in August, got it all completed by September.
- Completing trainings for CPR/First Aid, trauma training.
- Conscious Discipline trainings
- I have tried to do better at recognizing when I can adapt CLASS teaching techniques in class throughout the day.
- I have watched Becky Bailey videos to learn how to help with difficult behaviors.
- Incorporate more mental health skills needed in my career.
- Watched play-based learning conferences, studied how to teach more effectively.
- Working on CDA.
- Teachstone training/webinar.
- Gone out of comfort zone to be the lead when I have a hard time being the lead in a classroom.

Strengths that I bring to my team are...

- Help keep the classroom running.

- Consider myself accountable, mature and determine to finish a task. I am flexible, supportive, understanding and positive.
- See needs and try to help.
- Acceptance and patience.
- Easy to talk to, know information, ideas.
- Recognize the strengths of others and encourage them to shine! Do my best to understand and fulfill what's required of me so others won't have to pick up the slack. Make sure the load is fair. Pay attention to the team so that others don't get burnt out. Do all I can to pull my own weight. Show appreciation for other's hard work. Listen to suggestions, respect where others are coming from and implement their ideas so they feel like full contributors. Make a strong effort to keep the atmosphere positive and uplifting.
- Knowledge of behavior in youth and adults.
- Flexibility that has come with 20+ years of experience as a preschool teacher.
- I'm a team player I like working with other people
- Loyal, willing to help out, and step in, even at the last minute. Listen, communicate, be a team member, watch out for each other. Positivity, laughter, be up-beat.
- I remain calm, even in chaos. I keep current on paperwork. I try to help in whatever is needed.
- My excitement about and dedication to the kids.
- Joy, attention and fraternal affection.
- Good Communication and ideas.
- A positive attitude and dedication.
- I sense that both old ways and new ways are both beneficial and how we can use them together.
- I am a good listener and I am willing to help where I am needed.
- New ideas
- Listening
- Including my co-teacher as much as I can in classroom management, communicating if there needs to be a change.
- I have a good knowledge of Head Start. I am a good listener. I like to organize my week so that work does not all pile up at the end.
- I am willing to help with whatever the lead Teacher needs. I am friendly and dependable.
- I have a positive attitude and I feel like I have a lot of energy, I don't get tired throughout the day and week.
- Inclusive, helping to lift the spirits of those I work with. Calm in stressful situations. Enthusiastic. Ability to change between tiers while working with the children.
- I am a team player and like people.
- Understanding of everyone's situation.
- Doing some of the backstage work to help things run more smoothly.
- Experience, knowledge of young children and the ways they learn, I can work well with my parents.
- Hard worker.
- I'm always ready to help out if needed. I try to answer any questions they might have according to the knowledge I have achieved throughout the years I've been working here.
- Good at explaining and working with families, asking for advice to come up with solutions, talking with one another to make things work out the best possible way, both of us are very "go with the flow" and it helps so much in this environment.
- I can pay attention to the kids that are "doing well" and don't get as much attention as well as the kids that struggle in certain ways and so receive more attention because they need it. I can complete mundane tasks so the teacher and TA can focus on the most important parts of their jobs.

- I'm good at brainstorming with other teachers to help come up with ideas.
- I am adaptable, flexible, and easy to talk to.
- I am hard working, do extra research to see how I can best help my class.
- Consistency, punctuality, ideas, determination.
- Patience, positivity, experience, good communication.
- Background in special ed and behavior management.
- Learning and leaning on them for their strengths. Supporting and helping them with their responsibilities.
- My willingness to help the teachers and help out in any classroom.

I could be a more effective co-worker if I would...

- Not let things that other staff members do affect me.
- Have good communication with all my co-workers.
- be more social at times.
- Share more.
- Try to get paperwork done on time.
- Work on creating habits that help me manage paperwork better.
- Stay on top of my paperwork.
- Be organized.
- Be able to work with my coworkers more.
- Use what I learn in the classroom more. Don't get offended.
- Learn more about Head Start policies, and learn Spanish.
- Be able to stay on top of the paperwork. (Still trying to figure it all out in the first few months).
- Let's all support each other.
- Not feel so exhausted from behaviors dealt with throughout the day at the end of the day and have the energy to do a deeper clean every day.
- Have more time in the day.
- Be better with conflict and criticism.
- I could be a better co-work if I wasn't so strict in my timeline and had more give and take.
- Not feel like I'm always rushing.
- Take more pictures and videos for documentation.
- Carry an organizer with me to keep the myriad of changes straight.
- Be able to think up things the children would like at the spur of the moment.
- Learn more computer skills, which I am working on.
- Embrace and fully appreciate everyone's strengths.
- Communicate more by email/and or texts.
- Communicating better.
- Be a minute or two early to my meetings rather than a minute or two late.
- Work harder on recruiting in the area.
- Be more confident.
- If I had better English language skills, since Spanish is my first language.
- Be better at communication, tell someone if they upset me in a calm, nice way.
- If I knew what kind of things the teacher and TA are looking for in the kids that they need to record or document for their paperwork.
- Communicate more to my TA.
- Exercise more patience.
- After class, talk about what we think went well and what we can do to help our class go smoothly.

- Speak up, not be afraid to ask for help.
- Take more time to get to know my co-workers.
- Arrive earlier every day.
- Don't stress and worry----I try not to micromanage my teachers but sometimes I feel like I need to in order to get paperwork in and meet deadlines.
- Take time to remember to breathe throughout the day.

Some of my major accomplishments this year are...

- How to help children with different challenges be more involved.
- Be able to once again study and have a CDA credential to teach children.
- Adapting to work changes.
- I haven't had many accomplishments this year.
- I don't know.
- Teaching the class to follow the structure with positive and appropriate interactions with one another. Helping the children learn to navigate their emotions and respond in healthy ways to others and themselves.
- Me and my TA have gotten really close and make a really good team.
- Coming out of retirement and able to work with my assistant as a team.
- Having my class go from what it was at the beginning of the year now towards the end.
- Learned how to recruit. Organized my time better in my job. More confident in my job.
- Helping certain students that were having some very big feelings and bringing fun to my classrooms.
- Being able to stay consistent for the kids in my room with all of the change in teachers.
- Able to finish my courses and better understand the subject.
- Introducing kids to new types of music and instruments and how much they loved it.
- I didn't have any sick days.
- Not a whole lot.
- I feel I have accomplished understanding my job a little better. I am very much in a routine.
- Not giving up.
- Getting documentation done little by little instead of all at once.
- Learning to listen more and talk less...giving information to others on a "need to know" basis.
- Haven't accomplished it yet but getting my CDA.
- This year I have worked in many different classrooms as a on call TA and I think I have made good connection with the children wherever I have worked. I think that is a good accomplishment. I have had positive connections with staff too, being able to communicate well with them.
- Getting people to more fully enjoy their jobs and laugh more and believe in themselves.
- Becoming a better public speaker/trainer.
- Having control of my classroom.
- As far as I know, there have not been any late ASQ-3s this year. I helped train my new supervisor. I have made it to classes to work with the kids more than I did last year.
- Stepping back and letting the children take charge of activities and support their learning when needed.
- Working on learning how to teach a small group.
- Keeping up on all my paperwork and everything I need to do and turn in.
- Getting through a tough time with co-worker, got CDA, took over the Paris classroom with setup, helping my own children with coping skills, working with others in a professional way, working through my own personal problems, continuing to clean properties as I teach, and working with families as I build that relationship with them has been a huge accomplishment for me.
- Building trust with the kiddos. Building trust with my teaching team.

- Getting a good flow in my class.
- Helping and teaching our students with disabilities; working together with the SET.
- Making sure the children understand the expectations but also making sure they know they are loved.
- Putting more consideration to a situation, needs or behavior.
- I learned how to replace the paper towels in the paper towel dispenser.
- Almost done with CDA-just need to take test :), improving relationship with co-worker.
- Not sure.
- Be more decisive and speak out more.

I would like to see the following changes to my job that would help me be more effective.

- None.
- Definitely more communication between co-workers, also more discipline and reliability of other employees.
- I feel supported, but if I could pick one thing it would be that sometimes changes happen and they don't get communicated to everyone that is impacted by it, job duty wise.
- I'm happy the way it is.
- I don't know.
- Money doesn't hurt, it's motivating:). Ultimately, I feel really supported by the BRHS staff. When I bring certain things to their attention, they are quick to respond and give aide. I do feel like when we are short staffed (which happens a lot) the expectation is great. It's impossible to accomplish three peoples' job and fulfill my own at the same time.
- Lower the expectations or work load because there are a lot of things that are required that I can't put my focus into because of the other million things I have to do.
- Less paperwork.
- Less dangerous behaviors per classroom.
- Knowing about new requirements and regulations that pertain to my job when they come out. I've been in the dark a few times.
- Extra support when dealing with certain behaviors. More initial training on the ins and outs of Head Start.
- Maybe this isn't so much directly focused at me, but I would love to have the families more involved. We are still trying to figure that out in my classroom. But I would love to give them resources to better themselves/their families. I feel that the families might be involved with the advocates, but I think there may be some disconnect there, not because of any specific individual. I just think there is a gap between teachers - advocates - families.
- At the moment I don't have one in sight.
- Less "measures" for DRDP.
- Less restrictions to teach, and how and what we can teach in the classroom.
- I wish I had more time in the classroom with the children.
- Better pay.
- Nothing, I like the way my kitchen is run, and if I need to change something I am good talking to my supervisors and the other staff before I do the changes.
- Clear instructions. More communication with managers, supervisors, directors.
- Not sure.
- Access to classrooms. It is difficult to substitute when I cannot enter the building or have a key to the classroom.
- N/A.
- It is very helpful when I get feedback from staff/coworkers.

- Nothing.
- Some more training on what responsibilities my role/position requires.
- A better understanding of what is expected of me on a day-to-day basis.
- I'm pretty happy with my current situation. I can't think of anything I would change.
- DRDP information coming from Mentor Coaches and Julie were the same.
- Ideas on how to teach.
- To have a better front door security system.
- A classroom assistant to do the food, no focus trainings on the weeks we have DRDP due, home visits, or PTC.
- It would be helpful to have supervisors or social emotional team come out a little more to receive more support and help.
- Having a short break at lunch time.
- Third person in the classroom on a more frequent basis.
- Continue making sure everyone is on the same page.
- Don't see any issues, I think being more effective is also part of our mindset.
- Having an involved mentor coach would be awesome. More feedback so I can make improvements where needed and so I can feel more confident with what I'm doing right. Working more as a team with my TA, coach, supervisor, family advocate and the SET/special needs people by having monthly meetings together to discuss each individual child.
- Need a 3rd person.
- Figuring out staff retention----that would make my job a lot easier!
- Nothing. I like going to different classes and meeting the different children.

My supervisor can help me do better at my job by...

- She has been amazing to help me when I need help or suggestions.
- Letting me know if there is something I may be doing wrong.
- I have a great supervisor. I wouldn't change a thing.
- She is the best. No improvement necessary.
- She does great!!
- Not being shy about what's required and expected of me. Sometimes I feel like they skirt around the issues instead of being direct. I need to know what's expected so I can fulfill the expectation. I want to fulfill my responsibilities. I don't want to miss the mark because I was "hinted at" rather than directly told.
- Getting rid of policies that are unnecessary and overly strict.
- she has always been available to help me with the many questions I have. Don't think she could do any more.
- She's doing great.
- Gee. I've been grateful for all she has done for me. Just keep doing what she's been doing. She's great! Maybe let me know, what I can do better.
- Being present when needed and communicating quickly when paperwork is missed or coming due.
- Continuing to do what she is doing. Kaycey is great to work with.
- Being more in our area of work.
- Sharing her schedule via email with us so we know when she'll be in the office if we need to personally talk to her about something.
- I'm not sure.
- Nothing, she is amazing.

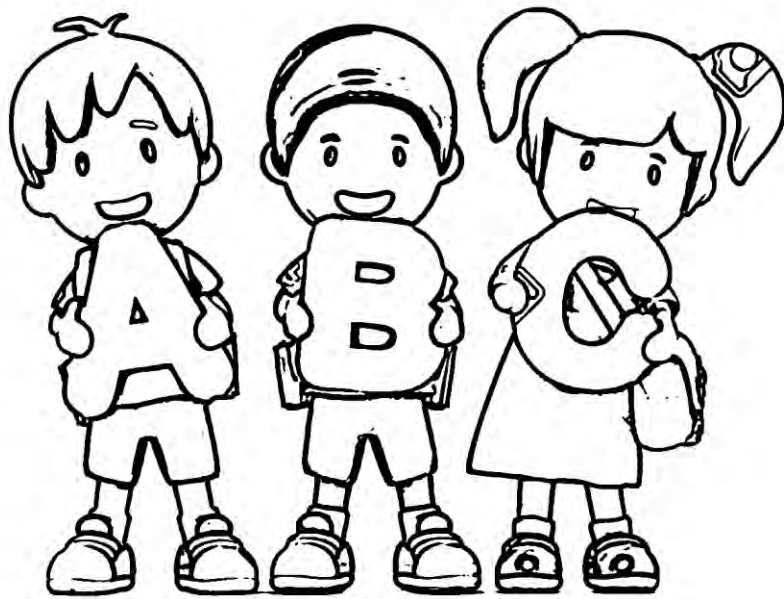
- I would like to make next year smoother by implementing that the teachers, with help from the parents, call in if their children will not be there. That way, in the morning the teachers should know exactly how many children they are going to have.
- Being more present. I feel that everyone is just always stressed with so many tasks that they must complete that no one is properly doing their jobs. There is no support system starting all the way from the top with our director Sarah, whom I've only seen twice in my time at Head Start.
- Being more accessible.
- Continue what she's already doing....to hold meetings with the other mentor coaches. We work best as a team.
- N/A.
- Mabey, it's a good idea to talk on the phone once a week or every other week, we do talk though.
- She's great!
- Keep up what she is doing already.
- Be available and at the center throughout the day.
- Nothing! My supervisors go above and beyond already.
- She does an awesome job. I have appreciated everything she has done for me.
- Couldn't ask for a better supervisor.
- She already does everything to keep me happy.
- Continue to communicate things with me.
- I think supervisors should ask teachers about the job performance of their assistants so that they actually know how they are doing and can give a more accurate review of the employees.
- I don't have any suggestions, she's super helpful already:)
- Being there for more classroom activities.
- Reaching out more.
- Kim does great already!
- Spending time in my classroom to see first-hand what our needs are, including how the teaching team can improve.
- Kaycey is awesome!! Just need to get a TA hired.
- She's fantastic. Always answers emails and questions that I have.
- Nothing. I love my supervisor. She is amazing and willing to help out when she can. She also checks on me but I would like her to check up on me more to see how I am after a stressful day or week.

I would like more training in these areas...

- Learning to work with individuals who want to be in control all the time.
- Child abuse trainings.
- I think our trainings are well rounded. I especially like the trainings that help us take care of ourselves first like the Dr. Dave training.
- Everything.
- I think more talk about what paperwork is needed.
- The trainings are always spot on and really good! The trainings always seem to anticipate the needs or questions I have.
- How to deal with work stress, inside and outside the classroom.
- Step by step training in lesson plans. Please, no more "you probably already know this" and a simple explanation.
- How to genuinely help the behaviors and keep my students safe not just sweep them under the rug like nothing is happening.

- How to keep the classroom safe from aggressive children. And why they are allowed to stay in the class.
- Schedules and Lesson planning.
- How to more efficiently plan lessons.
- How to keep children more entertained, and happy.
- How to deal with non-stop aggressive behavior. Conscious Discipline and trying to talk to some of these kids just doesn't work.
- Anything related to children...behaviors, conflict resolution, burnout, disabilities.
- I would like more training in different aspects of the kitchen. Meaning I would like more trainings about the kitchen and the different hazards.
- The Fidelity Checklist. They give us all these papers and one lesson on it, but diving deeper or making a simplified sheet that show what we need in our class. For all the new people that come in, we are put on the line with no proper training.
- Helping defiant and aggressive children and Spanish understanding.
- Many teachers need training on the basics (brushing teeth with the children, opening all areas of the classroom each day, what paperwork to turn in, how often, etc).
- Computer knowledge, conflict negotiation.
- It would be a good idea to sit down and go through some of the Child Plus information together, let me know if I should spend more time on feedback, where I work.
- Trauma and grief in children.
- Position/role training, computer data entry.
- Lesson planning.
- Leadership.
- What is expected in the writing area. How to hang things at the child's level when the walls are brick or they have shelving attached to them.
- Conscious discipline. How to handle behavior problems.
- How to handle kids with bad behavior.
- Special education and the process of it all, different coping skills for different types of kids.
- With challenging behaviors we see in the kids.
- Managing challenging behaviors, DRDP observation tips.
- Talking with parents about difficult topics: testing, classroom incidents, DRDP reports, etc.
- How to help children with difficult behavior.
- Stress management for teachers and kids.
- Effective teaching practices in a play-based environment especially in math and literacy, how to teach math and literacy. Using Creative Curriculum, how to help children with special needs.
- I love ALL of the trainings from the SET team-the more the merrier!
- Staff support and retention.
- To help with children who have a hard time listening.

Parent Survey



PHS CENTER BASED DATA COLLECTION: HEAD START PARENT SURVEY 2023

DIRECTIONS: PLEASE CHECK YES OR NO	YES	NO
1. The location of my Head Start Center was convenient for my family's participation.	86	1
2. Information provided by Head Start included materials specifically for fathers.	62	6
3. The current 4 -6.5 hour, 4 day week and 9 -10.5 months a year program met the needs of my family.	82	5
4. Our family's needs would be better served with a 12 month Head Start program.	34	48
5. Our family's needs would be better served with a 5 day a week Head Start program.	41	34
6. Our family's needs would be better served with a 7-8 hour per day Head Start program.	25	50

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO
7. I am satisfied with the Head Start services my family receives from:	-	-
a. Classroom Staff	82	0
b. Overall Head Start Program	75	1
8. Head Start has helped my child get ready for school by:	-	-
a. Becoming more independent	79	1
b. Learning basic concepts in language	70	0
c. Learning basic concepts in math	68	0
d. Learning to share and cooperate	72	0
9. Head Start gives my child:	-	-
a. A safe place to learn	82	1
b. A clean environment	73	1

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	
10. Head Start has told me about how to be involved with:			
a. Head Start Curriculum planning meetings	71	11	-
b. Classroom volunteer opportunities	68	4	-
11. Head Start has enabled me to:			
a. Define my own life goals	60	1	-
b. Accomplish and pursue my goals	53	1	-
c. Understand my role as the primary educator for my child(ren)	65	0	-
12. My child's Teacher:			
a. Worked with me to plan my child's learning and development	79	2	-
b. Planned activities around my child's individual needs	63	4	-
c. Helped me have a better understanding of my child's	68	1	-

social/emotional development			
13. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	59	1	-
b. Useful and successful	54	1	-
c. Supportive of my family's values	59	1	-
14. The Head Start Centers are friendly and inviting for fathers:	86	0	1

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NUETRAL		
15. When I requested help for my child's disabilities, the services were:					
a. Delivered in a timely manner	13	1	-		
b. Useful and successful	18	1	-		
c. Supportive of my family's values	17	1	-		
16. My child attends child care before or after Head Start:			YES 12	NO 71	
17. There was turnover in the people working with my child and family this year. (teachers, assistants, advocates, etc.) (Circle YES or No. If No go to question 22).			YES 39	NO 46	
DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENT	NEGATIVE	SOMEWHAT NEGATIVE	NEUTRAL	SOMEWHAT POSITIVE	POSITIVE
18. This turnover had what type of effect on my family's experience:	0	4	246	2	42

19. What school readiness goals would you like Head Start to focus on: (Check all that apply)

- Language and Literacy 55
- Social-Emotional 61
- Approaches to Learning 47
- Cognitive (including Math and Science) 48
- Perceptual, Motor, and Physical Development 48

Comments:

-You should include Cokeville, WY in your services. PHS is the closest option they have for a pre-k.

-I feel like you could reach out to the community more and get more students. The Cokeville area would benefit and this would be their closest option.

PHS Staff is amazing! They have gotten to know my child individually and work with his needs to ensure he and his classmates all have a positive experience!

-We love Malad's Head Start program! The teachers are wonderful and truly care about all the children. They prepare carefully planned activities meant to engage children. They are wonderful!

-The staff are awesome. They truly care about the children who attend.

-We would greatly benefit from a summer program and from transportation options, as work schedules conflict with Centerbased services.

-None

-The teachers, assistants, staff and advocates were all amazing to work with! Very helpful and definitely made me very comfortable leaving my child in their care. Truly wonderful people!

-None

-We loved the Head Start program and staff!! Such a good experience and definitely had a positive influence on our son and our family. Thank you!

-I do not like the rule that my children cannot be picked up by my older children who watch them during the day. I also do not like that I cannot make decisions on what's best for my child and who picks up my child. You have made it extremely difficult for my child to attend regularly due to me being the only person who can pick up my children. So when I needed my kids to come each day they could not come because you did not allow my older children who watch the littles pick them up so tmi. You made it so my older children had to have the littles on days they could have been in school. It's very frustrating as a parent that has to work during pick up and drop off times every single day. I think a parent should be allowed to do what's best for their children. Also a parent should be the one who decides who can take their children home from school. Especially the caregivers to the children coming to the center.
Thank you.

BEAR RIVER HEAD START

2022-2023



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 to the Community

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-old 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-old 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



Long Term Effect on 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 earn higher wages in their early twenties
- Children that attend Head Start are less likely to be booked into jail or charged with a crime
- Head Start is associated with large and significant gains in test scores
- Head Start significantly reduces the probability that children repeat a grade



Bear River Head Start Services

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 to develop socially, physically, intellectually, emotionally, and in 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.

Teachers engage with intentionality to help children use written and spoken language throughout the day." (Cate Heroman & Candy Jones). Children are taught letters of the alphabet by first recognizing the letters in their own name. We include activities each with child's name as a way of making 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 as a unique individual and encouraged 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

As of 2/1/22, BRHS serves a very limited number of children in the Preschool Homebased option. These slots are reserved for families living in rural areas who do not have access to a Head Start center. These families receive Head Start services via a parent focused approach, through weekly home visits by a Family Educator. Parents and children are also given opportunities to participate in socialization activities with other Head Start families on a regular basis.

SOCIAL SERVICES

Families matter!

Bear River Head Start is designed to assist families in improving the conditions and the quality of their family life.

Families are assisted by qualified Family Development staff who help parents become 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.

Outcome Reports: Three Year-Olds

Social & Emotional Development

SED 1: Identity of Self in Relation to Others
 SED 2: Social and Emotional Understanding
 SED 3: Relationships & Social Interactions w/
 Familiar Adults

SED 4: Relationships and Social Interactions w/Peers
 SED 5: Symbolic and Sociodramatic Play

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Social and Emotional Development (SED)										
Spring 2023	23					4%	43%	30%	17%	4%
Winter 2023	23				4%	13%	39%	35%	9%	
Fall 2022	22				5%	45%	27%	18%	5%	

Physical Development

PD-HLTH 1: Perceptual-Motor Skills/Movement
 Concepts
 PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills
 PD-HLTH 4: Fine Motor Manipulative Skills

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Physical Development-Health (PD-HLTH)										
Spring 2023	22					9%	32%	45%	9%	5%
Winter 2023	23					4%	43%	43%	4%	4%
Fall 2022	22					18%	68%	9%		5%

Cognition, Including Math and Science

COG 1: Spatial Relationships
 COG 2: Classification
 COG 3: Number Sense of Quantity
 COG 4: Number Sense of Math Operations

COG 5: Measurement
 COG 6: Patterning
 COG 7: Shapes
 COG 8: Cause and Effect

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Cognition, Including Math and Science (COG)										
Spring 2023	22					5%	50%	41%	5%	
Winter 2023	23					13%	57%	30%		
Fall 2022	21				5%	38%	52%	5%		

Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)

ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2023	23				4%		43%	35%	13%	4%
Winter 2023	23				4%	13%	52%	30%		
Fall 2022	21			5%	5%	29%	52%	10%		
Language (LANG)										
Spring 2023	23		4%			4%	39%	26%	22%	4%
Winter 2023	22		5%			9%	55%	23%	9%	
Fall 2022	22		5%			18%	55%	14%	5%	
Literacy Development (LIT)										
Spring 2023	22				5%	5%	36%	45%	9%	
Winter 2023	23				4%	9%	57%	30%		
Fall 2022	21			14%	10%	14%	52%	10%		

Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2023	22				5%	5%	23%	64%	5%	
Winter 2023	23				4%	17%	26%	48%	4%	
Fall 2022	23				13%	35%	39%	13%		

Outcome Reports: Four Year-Olds

Social & Emotional Development

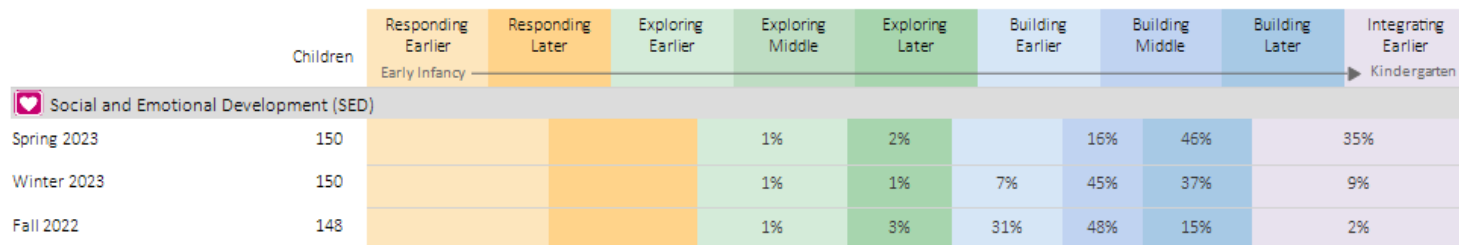
SED 1: Identity of Self in Relation to Others

SED 2: Social and Emotional Understanding

SED 3: Relationships & Social Interactions w/
Familiar Adults

SED 4: Relationships and Social Interactions w/Peers

ED 5: Symbolic and Sociodramatic Play



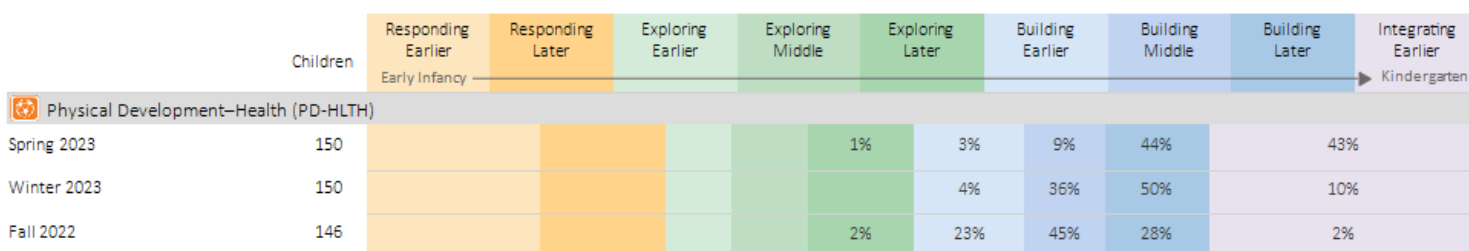
Physical Development

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills

PD-HLTH 4: Fine Motor Manipulative Skills



Cognition, Including Math and Science

COG 1: Spatial Relationships

COG 2: Classification

COG 3: Number Sense of Quantity

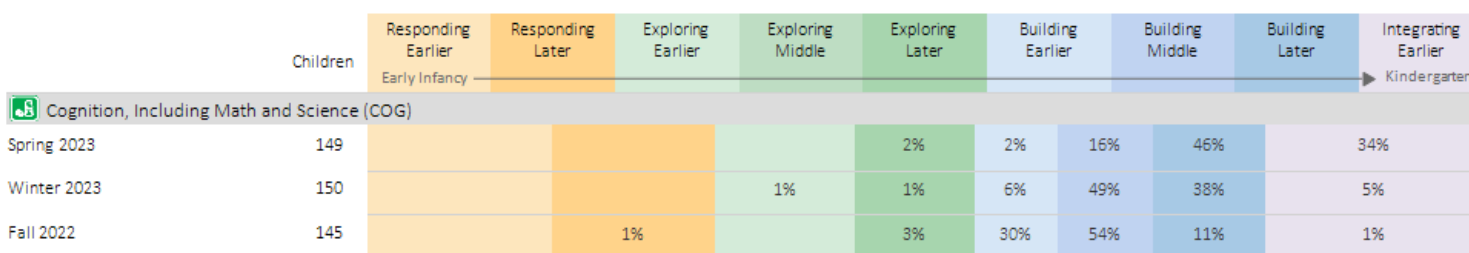
COG 4: Number Sense of Math Operations

COG 5: Measurement

COG 6: Patterning

COG 7: Shapes

COG 8: Cause and Effect



Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)
 LLD 4: Reciprocal Communication and Conversation

LLD 5: Interest in Literacy
 LLD 6: Comprehension of Age-Appropriate Text
 LLD 7: Concepts about Print
 LLD 8: Phonological Awareness
 LLD 9: Letter and Word Knowledge
 LLD 10: Emergent Writing

ELD 1: Comprehension of English (Receptive English)
 ELD 2: Self-Expression in English (Expressive English)

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Language and Literacy Development (LLD)										
Spring 2023	150					1%	3%	8%	53%	35%
Winter 2023	151					2%	7%	39%	46%	6%
Fall 2022	149				1%	1%	30%	48%	20%	1%
Language (LANG)										
Spring 2023	150					1%	1%	15%	42%	40%
Winter 2023	150					1%	9%	33%	43%	14%
Fall 2022	149		1%			3%	30%	40%	22%	4%
Literacy Development (LIT)										
Spring 2023	149					1%	3%	12%	57%	27%
Winter 2023	150				1%	1%	6%	46%	39%	7%
Fall 2022	148					3%	18%	64%	14%	1%

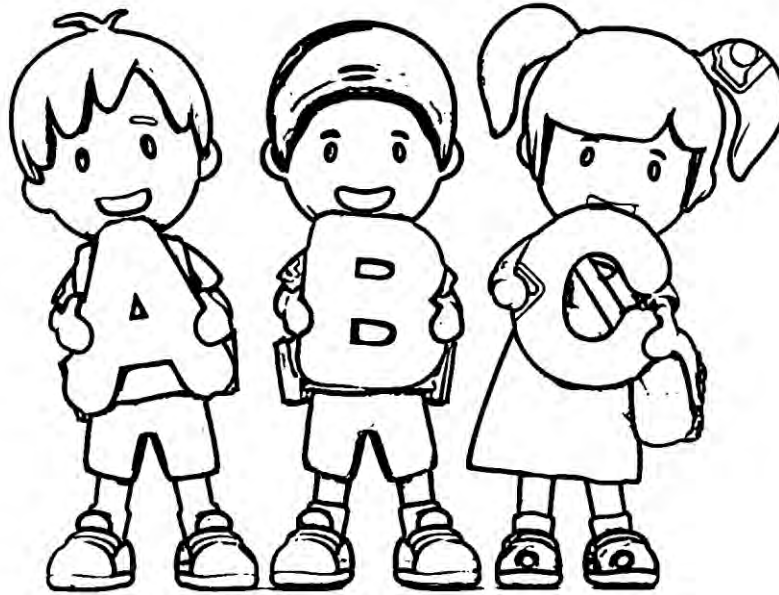
Approaches to Learning-Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

ATL-REG 6: Engagement and Persistence
 ATL-REG 7: Shared Use of Space and Materials

Children		Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
		Early Infancy → Kindergarten								
Approaches to Learning-Self-Regulation (ATL-REG)										
Spring 2023	150					2%	2%	10%	48%	38%
Winter 2023	150				1%	5%	8%	34%	41%	11%
Fall 2022	150				2%	13%	25%	38%	19%	3%

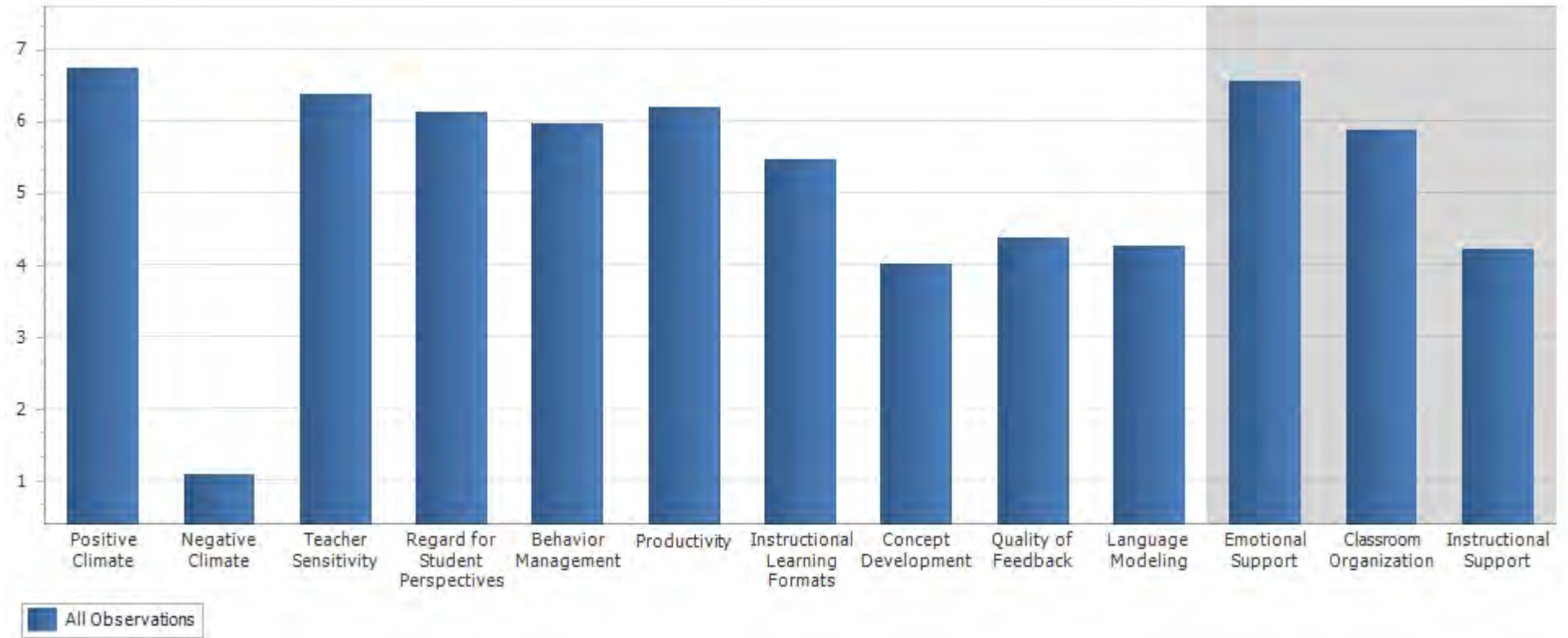
Class Observation Results



Bear River - PHS, EHS

5630 - Pre-K CLASS® Average Score Charts

Bear River - PHS, EHS



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.74	1.05	6.38	6.11	5.95	6.19	5.46	4	4.36	4.24	6.55	5.87	4.2



Bear River - PHS, EHS

5610 - Pre-K CLASS® Observations List

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
06/07/23	Box Elder County	Colts (BC 2)	Birchell, A.	7.00	1.25	6.50	7.00	5.50	6.75	5.25	2.25	3.25	3.00	6.81	5.83	2.83	Buchanan, K.
06/06/23	Cache County	Hyrum	Young, T.	7.00	1.00	6.00	6.25	6.25	5.75	5.75	3.00	4.00	4.00	6.56	5.92	3.67	Evans, K.
05/16/23	Cache County	Smithfield	Willmore, K.	6.25	1.00	6.00	5.75	5.75	6.00	5.00	3.50	4.00	3.75	6.25	5.58	3.75	Hill, P.
05/11/23	Logan	Explore Ext. Day	Andersen, C.	6.75	1.00	6.25	6.50	5.00	5.75	4.50	1.75	2.75	3.00	6.63	5.08	2.50	Buchanan, K.
05/10/23	Box Elder County	Goslings (BC 1)	Bronson, E.	6.00	1.00	6.00	6.50	5.75	6.75	5.50	3.75	4.00	3.75	6.38	6.00	3.83	Hill, P.
05/10/23	Cache County	Richmond Part-Day	Goff, C.	6.75	1.00	7.00	6.50	7.00	6.50	5.00	3.75	3.75	3.75	6.81	6.17	3.75	Buchanan, K.
05/10/23	Hyde Park	Inspire AM	Mays, A.	7.00	1.00	7.00	6.75	6.50	7.00	6.50	4.25	5.00	5.75	6.94	6.67	5.00	Anderson, K.
05/08/23	Franklin County	Preston PM	Jensen, M.	6.50	1.00	6.50	6.75	6.00	6.75	6.00	4.50	4.75	4.75	6.69	6.25	4.67	Hill, P.
05/04/23	Franklin County	Preston AM	Ryan, L.	6.75	1.00	6.00	5.75	5.50	6.75	5.75	3.50	4.00	3.50	6.38	6.00	3.67	Hill, P.
05/03/23	Bear Lake	Paris	Simonson, J.	7.00	1.00	7.00	7.00	6.75	7.00	6.75	4.75	5.25	4.75	7.00	6.83	4.92	Anderson, K.
05/02/23	Onieda County	Malad	Tubbs, K.	6.75	1.00	6.50	6.25	6.25	6.75	6.00	4.50	5.25	4.75	6.63	6.33	4.83	Hill, P.
04/27/23	Logan	Wonder Ext. Day	Campbell, C.	6.75	1.00	6.50	6.50	5.75	7.00	5.75	4.00	4.25	4.25	6.69	6.17	4.17	Anderson, K.
04/26/23	Box Elder County	Joeys (BC 3)	Smith, L.	6.75	1.00	6.75	6.25	6.25	6.75	5.50	4.50	4.25	3.75	6.69	6.17	4.17	Buchanan, K.
04/24/23	Hyde Park	Imagine	DeSimone, M.	7.00	1.00	5.25	4.50	5.00	4.75	3.00	3.00	3.00	3.50	5.94	4.25	3.17	Peterson, K.
04/20/23	Box Elder County	Cubs (Tremonton)	Reeder, N.	6.25	1.00	5.75	5.00	6.00	5.75	5.25	3.50	2.75	3.00	6.00	5.67	3.08	Reid, J.
04/18/23	Logan	Create PM	Seigfried, V.	6.00	1.25	4.50	3.50	5.25	4.25	3.25	1.75	1.75	1.50	5.19	4.25	1.67	Reid, J.
04/18/23	Logan	Dream AM	York, J.	7.00	1.00	6.00	5.25	6.50	6.25	6.25	3.75	4.25	4.50	6.31	6.33	4.17	Reid, J.
04/13/23	Hyde Park	Discover PM	Harker, S.	7.00	1.00	6.75	6.50	7.00	6.75	5.75	3.50	4.25	4.25	6.81	6.50	4.00	Anderson, K.
03/28/23	Hyde Park	Soar	Heki, C.	7.00	1.00	7.00	6.75	6.75	6.50	6.25	4.50	5.00	4.50	6.94	6.50	4.67	Anderson, K.
03/28/23	Logan	Adventure AM	Carter, E.	5.25	1.50	5.00	5.00	4.50	4.75	3.50	2.00	2.75	3.00	5.44	4.25	2.58	Evans, K.
03/02/23	Cache County	Hyrum	Young, T.	7.00	1.00	7.00	7.00	7.00	6.50	6.50	5.50	5.50	4.25	7.00	6.67	5.08	Buchanan, K.
02/22/23	Box Elder County	Goslings (BC 1)	Bronson, E.	7.00	1.00	7.00	7.00	7.00	7.00	5.00	5.00	5.00	4.00	7.00	6.33	4.67	Buchanan, K.
02/13/23	Box Elder County	Cubs (Tremonton)	Reeder, N.	7.00	1.00	7.00	7.00	5.75	6.50	5.50	4.50	4.50	3.50	7.00	5.92	4.17	Buchanan, K.
01/24/23	Box Elder County	Colts (BC 2)	Seigfried, V.	7.00	1.00	7.00	6.00	6.00	7.00	6.00	6.00	6.00	5.00	6.75	6.33	5.67	Anderson, K.
01/12/23	Bear Lake	Paris	Simonson, J.	7.00	1.00	7.00	7.00	7.00	7.00	7.00	5.00	6.00	6.00	7.00	7.00	5.67	Anderson, K.
01/11/23	Logan	Wonder Ext. Day	Campbell, C.	7.00	1.00	7.00	6.00	7.00	7.00	6.00	6.00	6.00	5.00	6.75	6.67	5.67	Anderson, K.
12/15/22	Hyde Park	Soar	Heki, C.	7.00	1.00	7.00	7.00	5.00	6.00	6.00	3.00	5.00	4.00	7.00	5.67	4.00	Anderson, K.
12/15/22	Logan	Create PM	Cole, E.	7.00	1.00	7.00	7.00	7.00	6.00	6.00	5.00	4.00	5.00	7.00	6.33	4.67	Anderson, K.
12/14/22	Cache County	Richmond Part-Day	Goff, C.	7.00	1.00	6.00	5.00	6.00	6.00	4.00	3.00	4.00	4.00	6.25	5.33	3.67	Evans, K.
12/14/22	Hyde Park	Imagine	Huston, K.	6.00	2.00	7.00	7.00	5.00	6.00	6.00	3.00	4.00	4.00	6.50	5.67	3.67	Anderson, K.
12/12/22	Hyde Park	Discover PM	Harker, S.	7.00	1.00	7.00	6.00	7.00	6.00	6.00	5.00	5.00	5.00	6.75	6.33	5.00	Anderson, K.
12/12/22	Hyde Park	Inspire AM	Mays, A.	6.00	1.00	7.00	5.00	6.00	6.00	5.00	4.00	4.00	4.00	6.25	5.67	4.00	Anderson, K.



Bear River - PHS, EHS

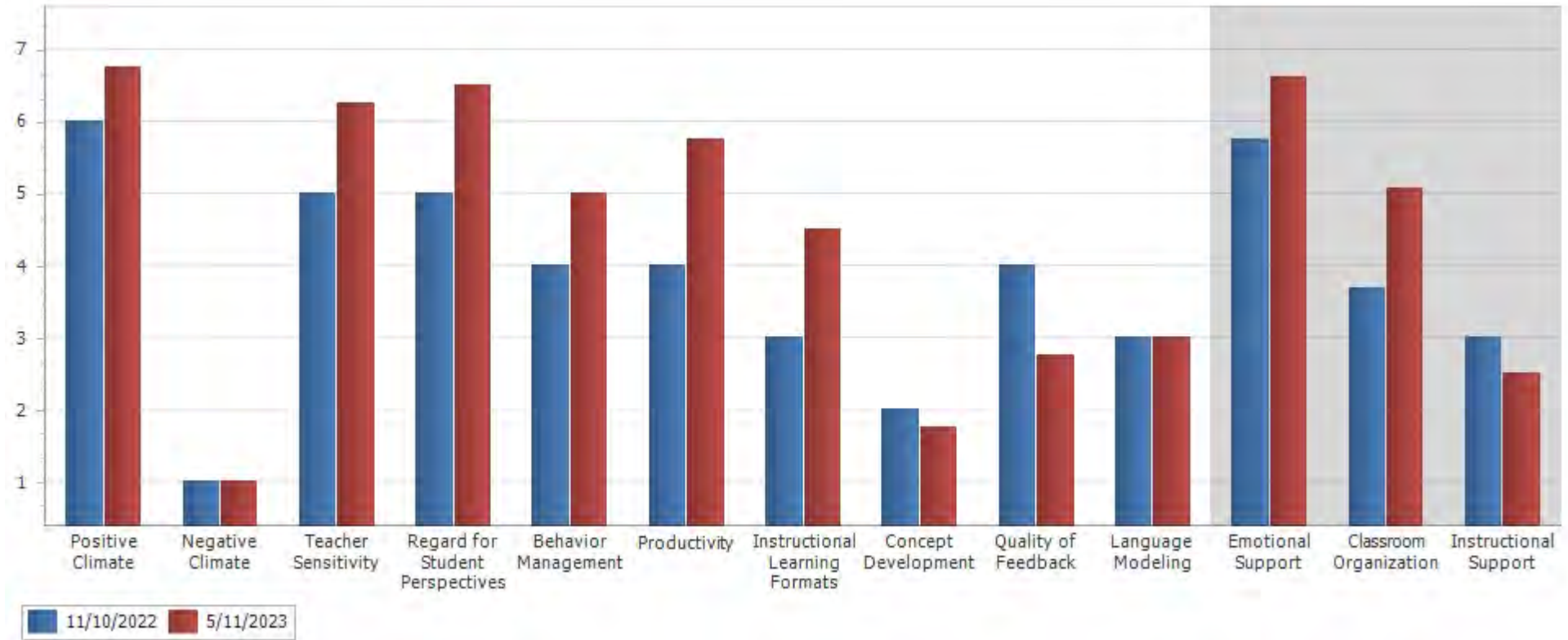
5610 - Pre-K CLASS® Observations List

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
12/08/22	Cache County	Smithfield	Nguyen, A.	7.00	1.00	7.00	6.00	6.00	6.00	6.00	4.00	5.00	5.00	6.75	6.00	4.67	Evans, K.
12/06/22	Logan	Dream AM	York, J.	7.00	1.00	6.00	6.00	7.00	6.00	7.00	5.00	5.00	5.00	6.50	6.67	5.00	Evans, K.
11/21/22	Franklin County	Preston AM	Ryan, L.	7.00	1.00	6.00	6.00	5.00	6.00	4.00	4.00	4.00	5.00	6.50	5.00	4.33	Peterson, K.
11/21/22	Franklin County	Preston PM	Jensen, M.	7.00	1.00	6.00	6.00	5.00	5.00	6.00	5.00	5.00	5.00	6.50	5.33	5.00	Peterson, K.
11/16/22	Box Elder County	Joeys (BC 3)	Smith, L.	7.00	1.00	6.00	6.00	5.00	6.00	5.00	5.00	4.00	4.00	6.50	5.33	4.33	Peterson, K.
11/15/22	Onieda County	Malad	Tubbs, K.	7.00	1.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.50	6.00	6.00	Peterson, K.
11/10/22	Logan	Adventure AM	Fisher, J.	7.00	1.00	6.00	6.00	5.00	7.00	6.00	4.00	4.00	6.00	6.50	6.00	4.67	Evans, K.
11/10/22	Logan	Explore Ext. Day	Andersen, C.	6.00	1.00	5.00	5.00	4.00	4.00	3.00	2.00	4.00	3.00	5.75	3.67	3.00	Evans, K.

Total: 40

Andersen, Chris



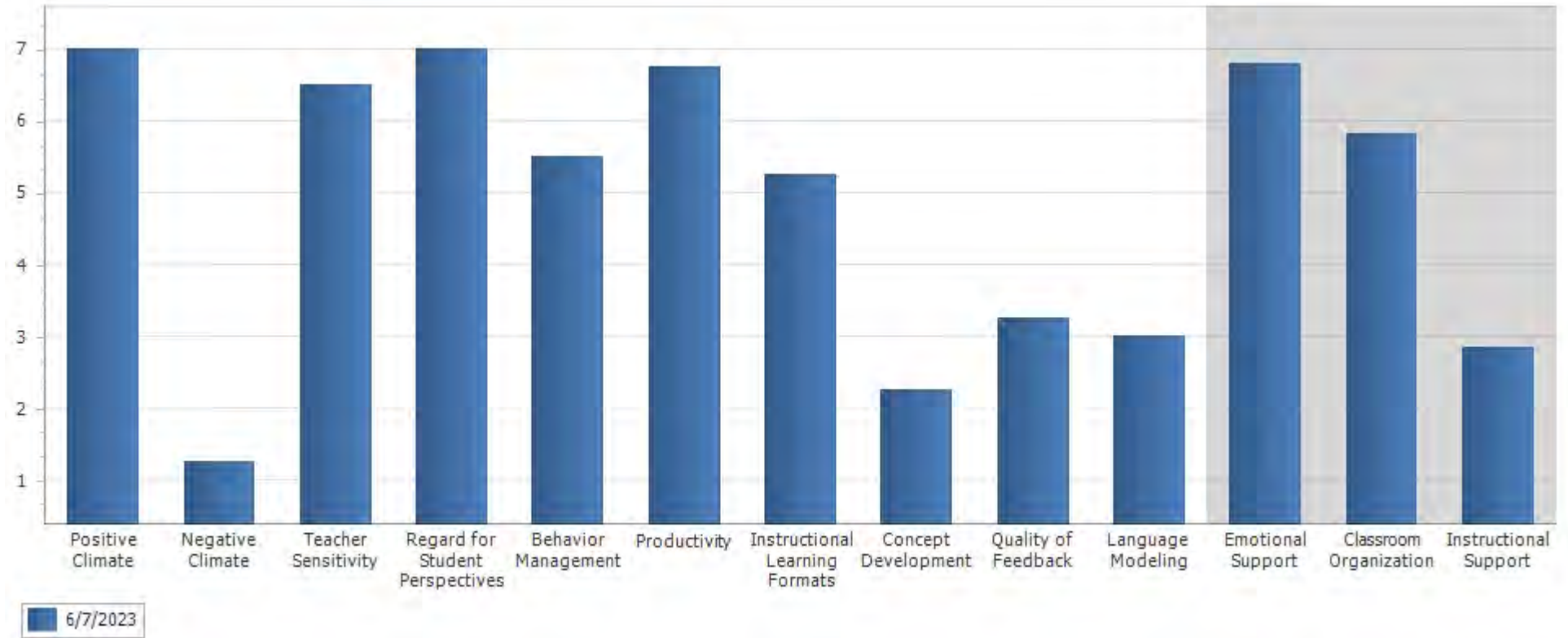
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/10/2022	6	1	5	5	4	4	3	2	4	3	5.75	3.67	3
5/11/2023	6.75	1	6.25	6.5	5	5.75	4.5	1.75	2.75	3	6.63	5.08	2.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Birchell, Ashlyn

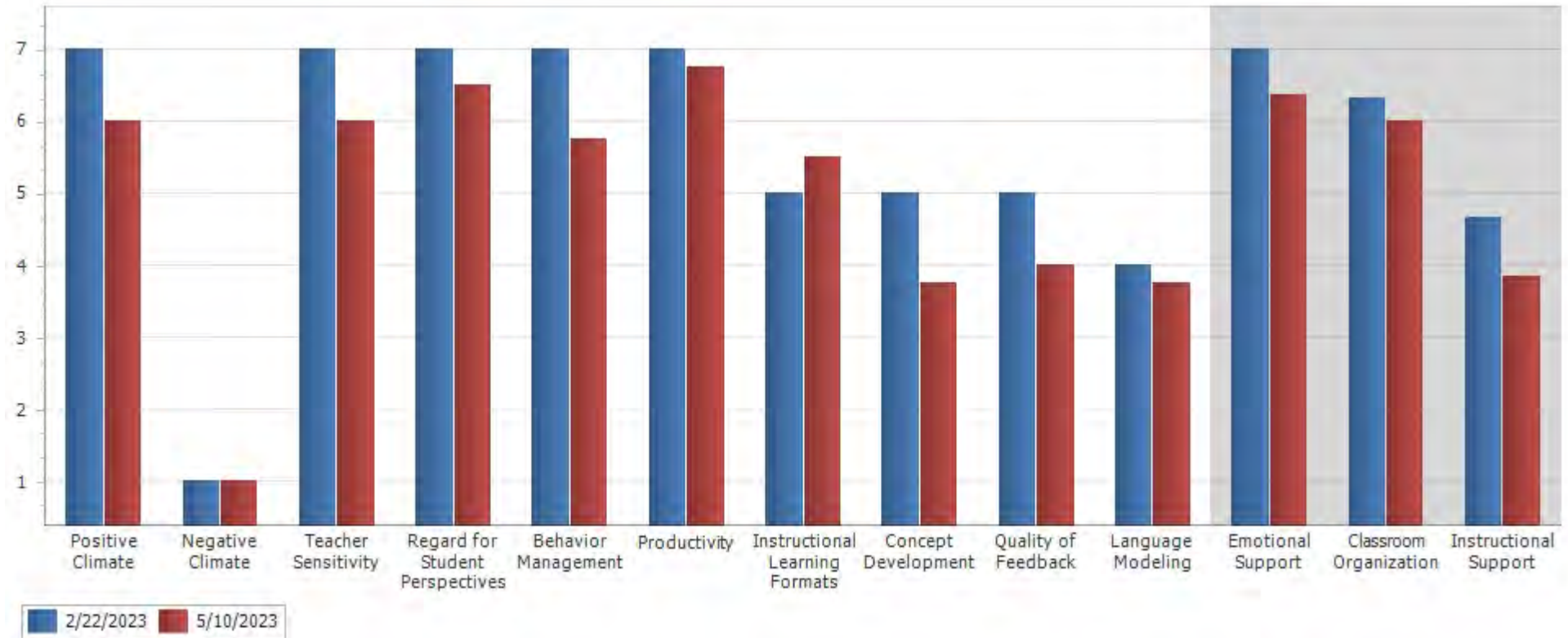


	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
6/7/2023	7	1.25	6.5	7	5.5	6.75	5.25	2.25	3.25	3	6.81	5.83	2.83



Bear River - PHS, EHS 5620 - Pre-K CLASS® Score Charts

Bronson, Emily



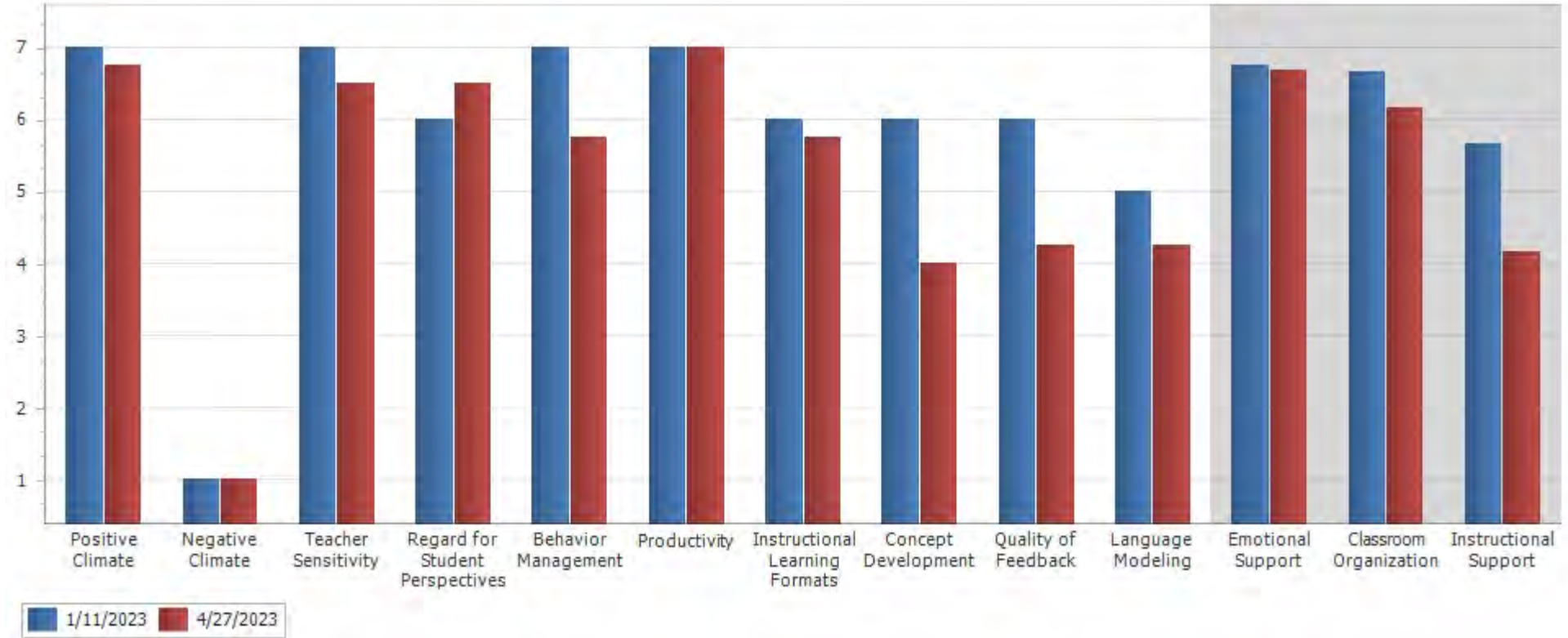
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
2/22/2023	7	1	7	7	7	7	5	5	5	4	7	6.33	4.67
5/10/2023	6	1	6	6.5	5.75	6.75	5.5	3.75	4	3.75	6.38	6	3.83



Bear River - PHS, EHS

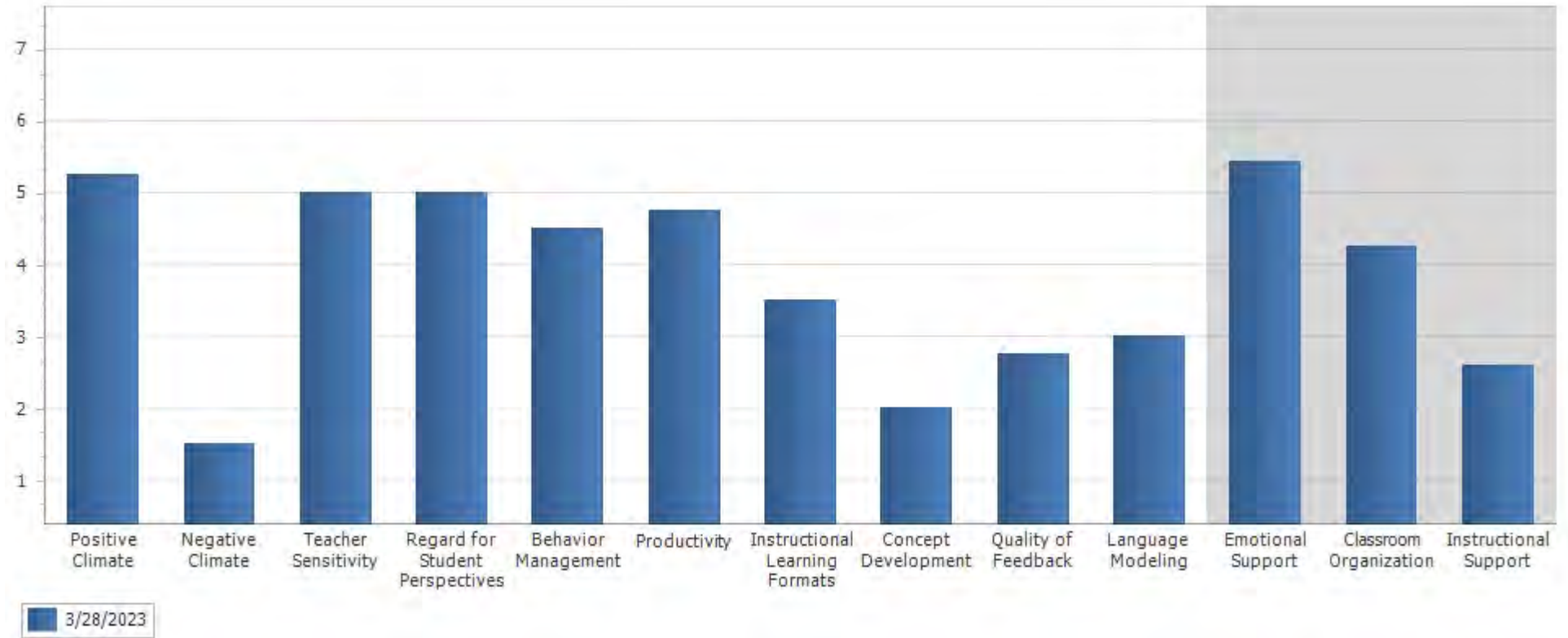
5620 - Pre-K CLASS® Score Charts

Campbell, Courtney



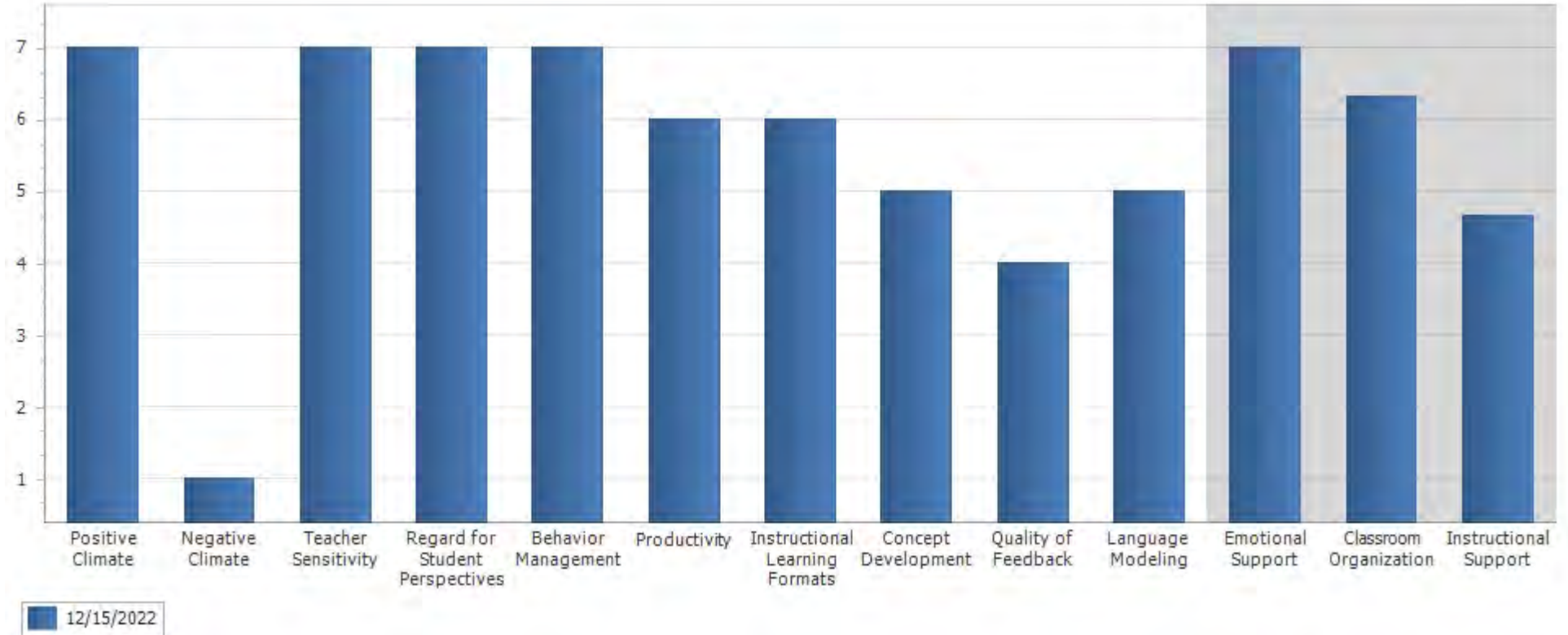
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
1/11/2023	7	1	7	6	7	7	6	6	6	5	6.75	6.67	5.67
4/27/2023	6.75	1	6.5	6.5	5.75	7	5.75	4	4.25	4.25	6.69	6.17	4.17

Carter, Emily



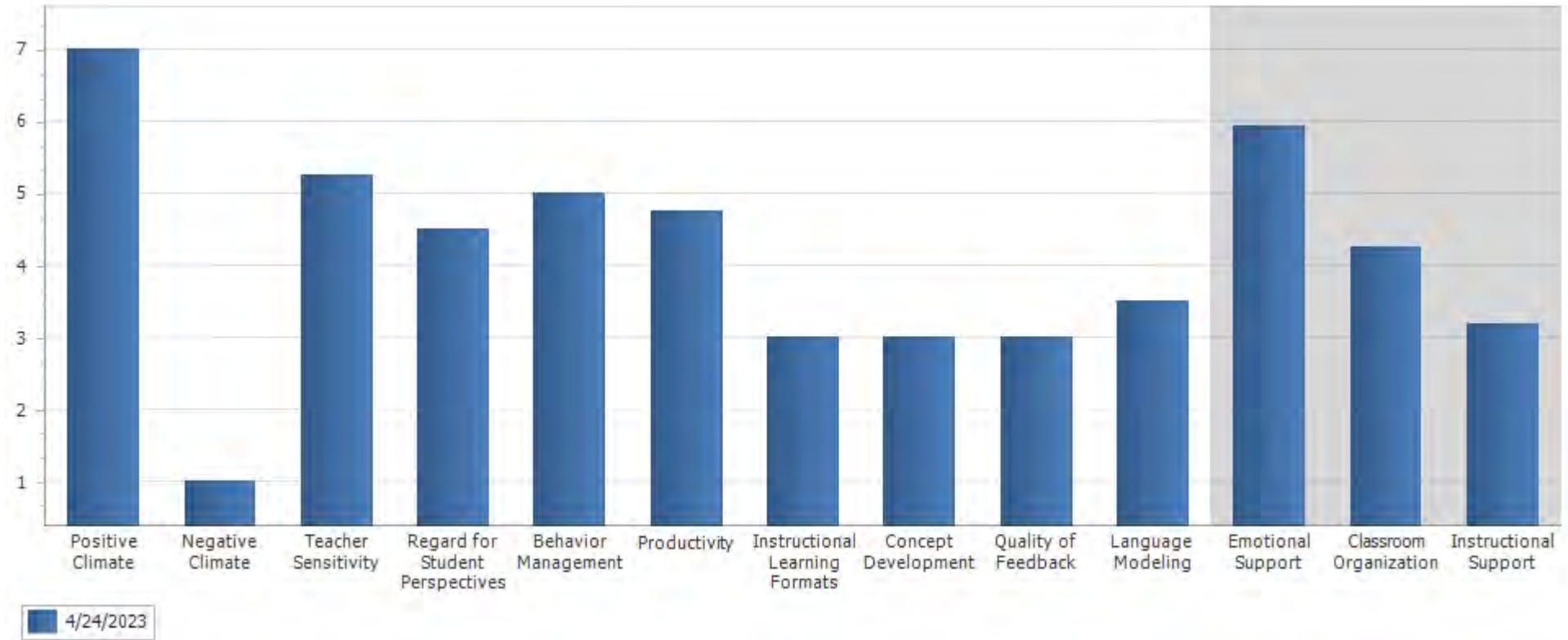
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
3/28/2023	5.25	1.5	5	5	4.5	4.75	3.5	2	2.75	3	5.44	4.25	2.58

Cole, Emma



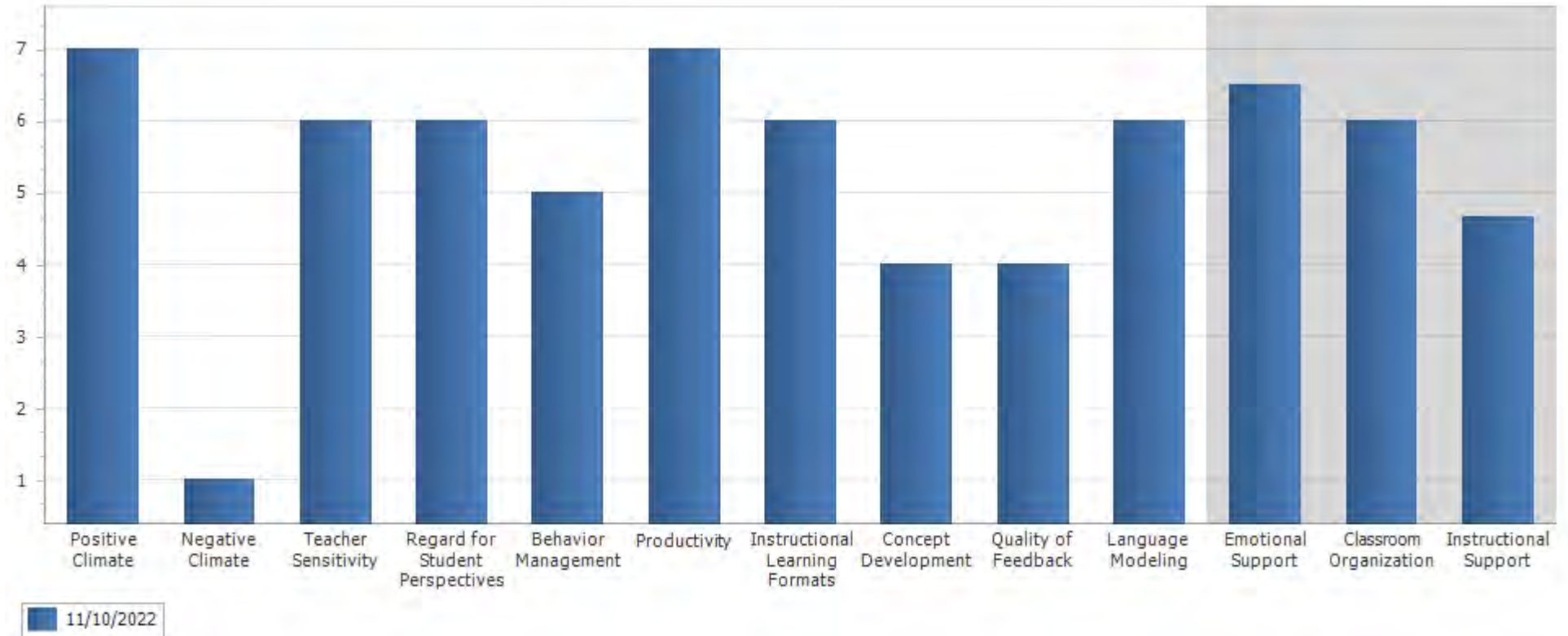
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/15/2022	7	1	7	7	7	6	6	5	4	5	7	6.33	4.67

DeSimone, Melinda



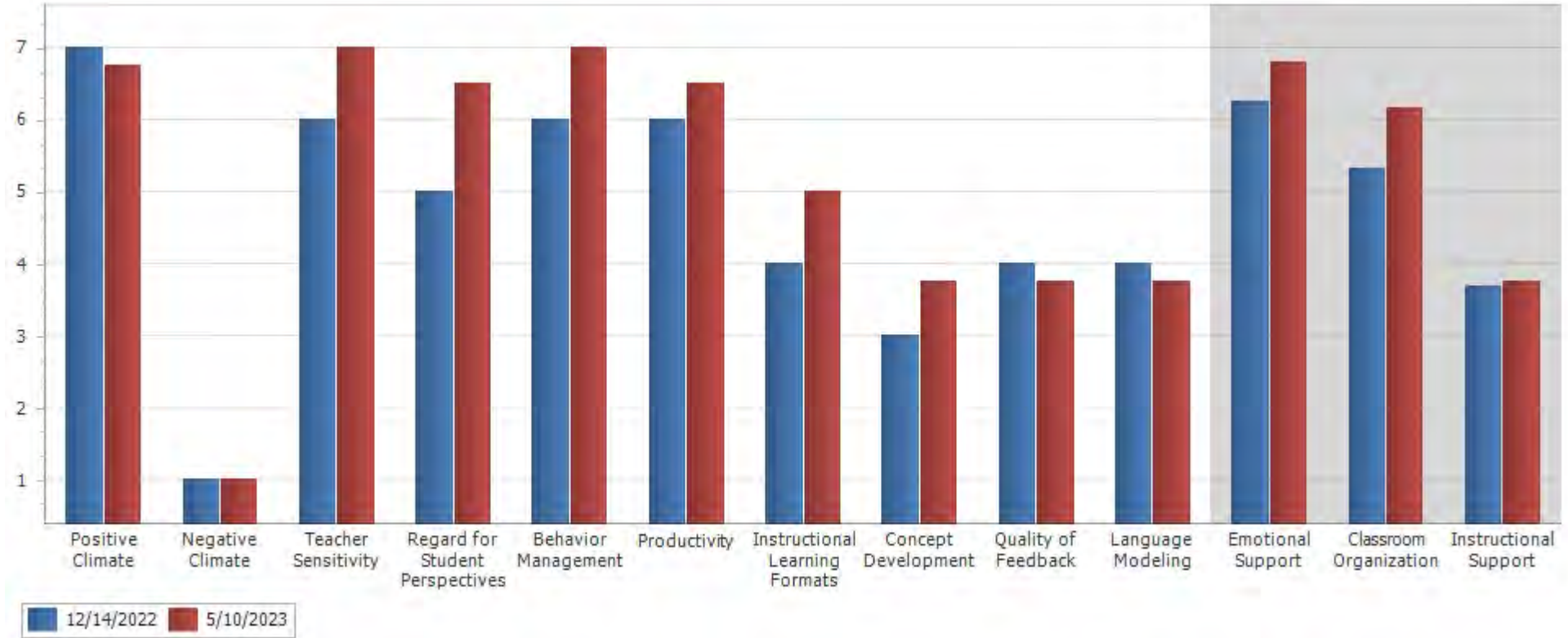
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
4/24/2023	7	1	5.25	4.5	5	4.75	3	3	3	3.5	5.94	4.25	3.17

Fisher, Jennifer



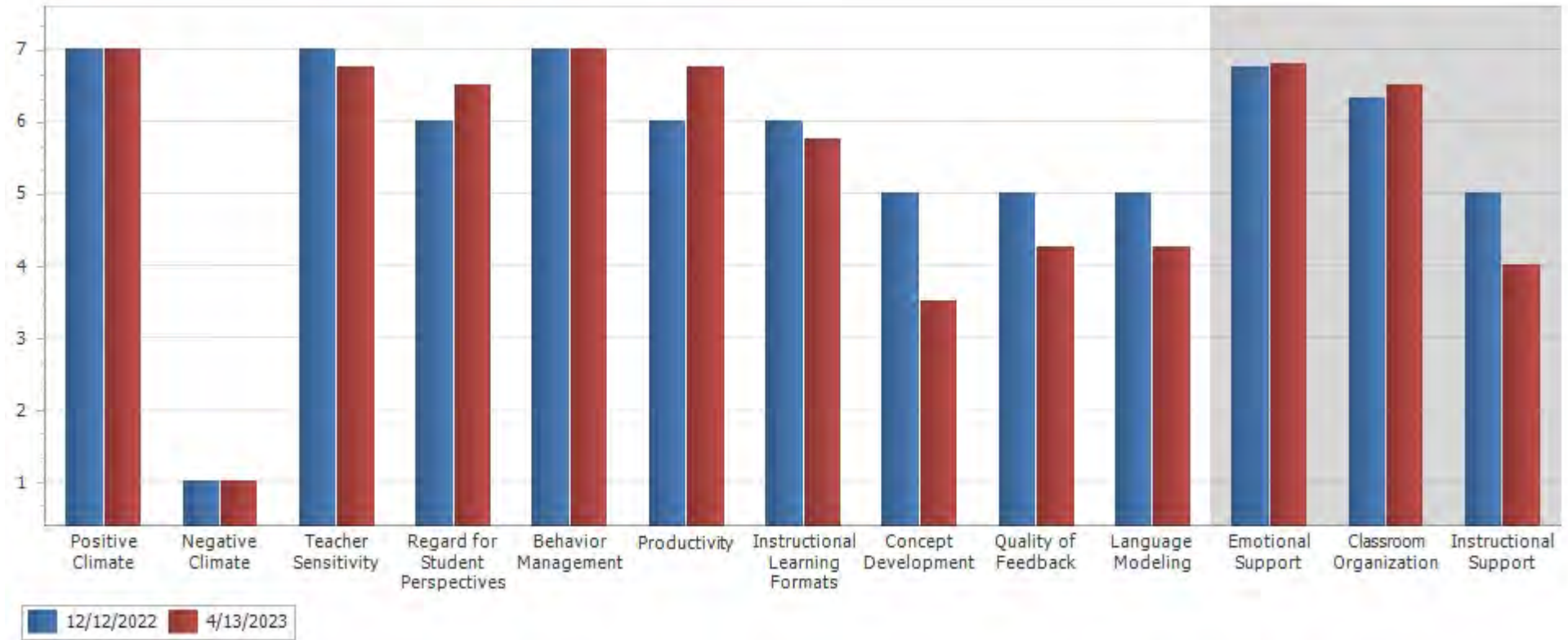
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/10/2022	7	1	6	6	5	7	6	4	4	6	6.5	6	4.67

Goff, Catherine



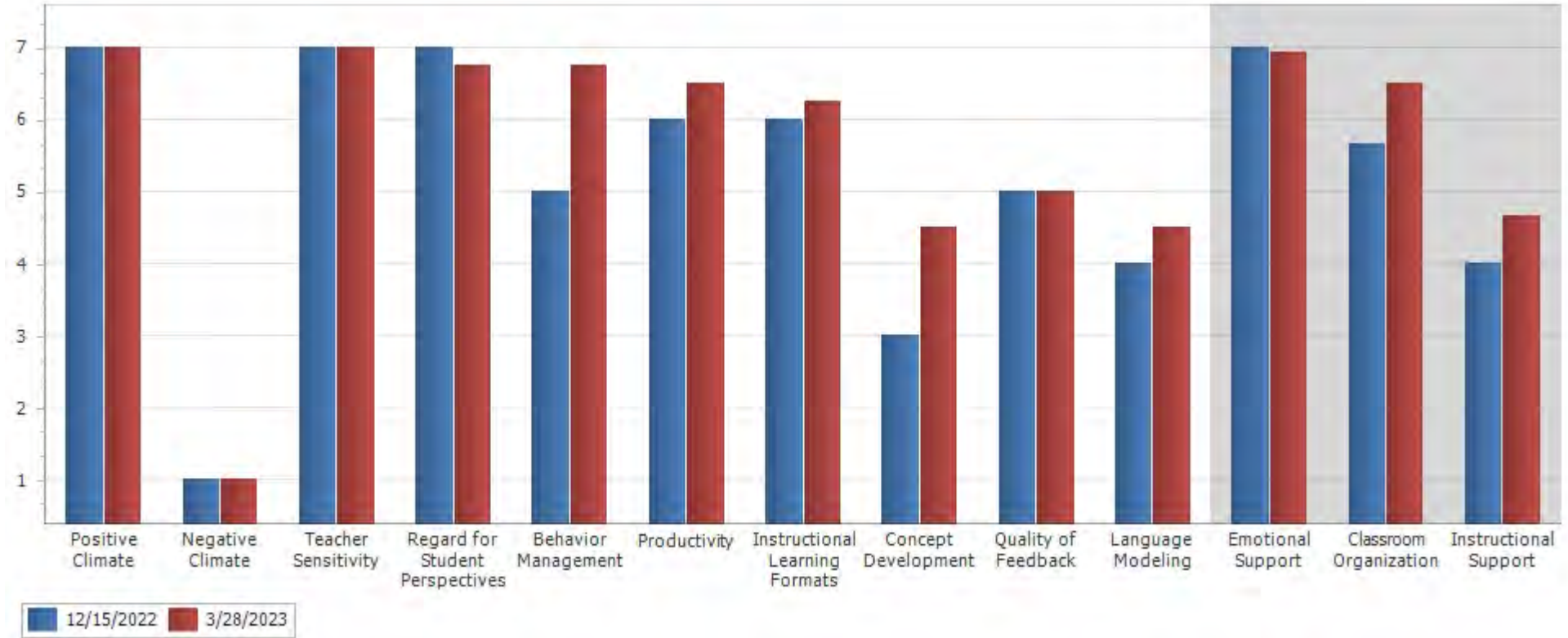
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12/14/2022	7	1	6	5	6	6	4	3	4	4	6.25	5.33	3.67
5/10/2023	6.75	1	7	6.5	7	6.5	5	3.75	3.75	3.75	6.81	6.17	3.75

Harker, Savannah



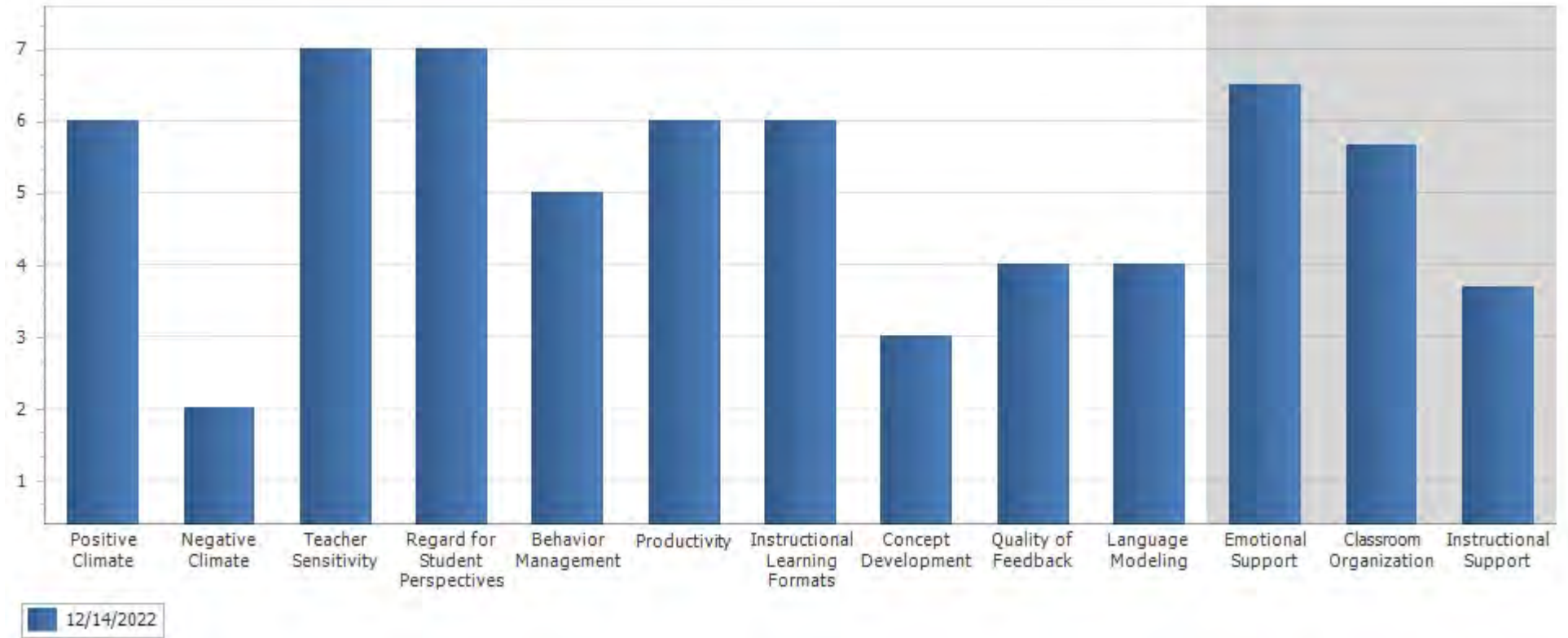
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12/12/2022	7	1	7	6	7	6	6	5	5	5	6.75	6.33	5
4/13/2023	7	1	6.75	6.5	7	6.75	5.75	3.5	4.25	4.25	6.81	6.5	4

Heki, Candace



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/15/2022	7	1	7	7	5	6	6	3	5	4	7	5.67	4
3/28/2023	7	1	7	6.75	6.75	6.5	6.25	4.5	5	4.5	6.94	6.5	4.67

Huston, Kaitlin



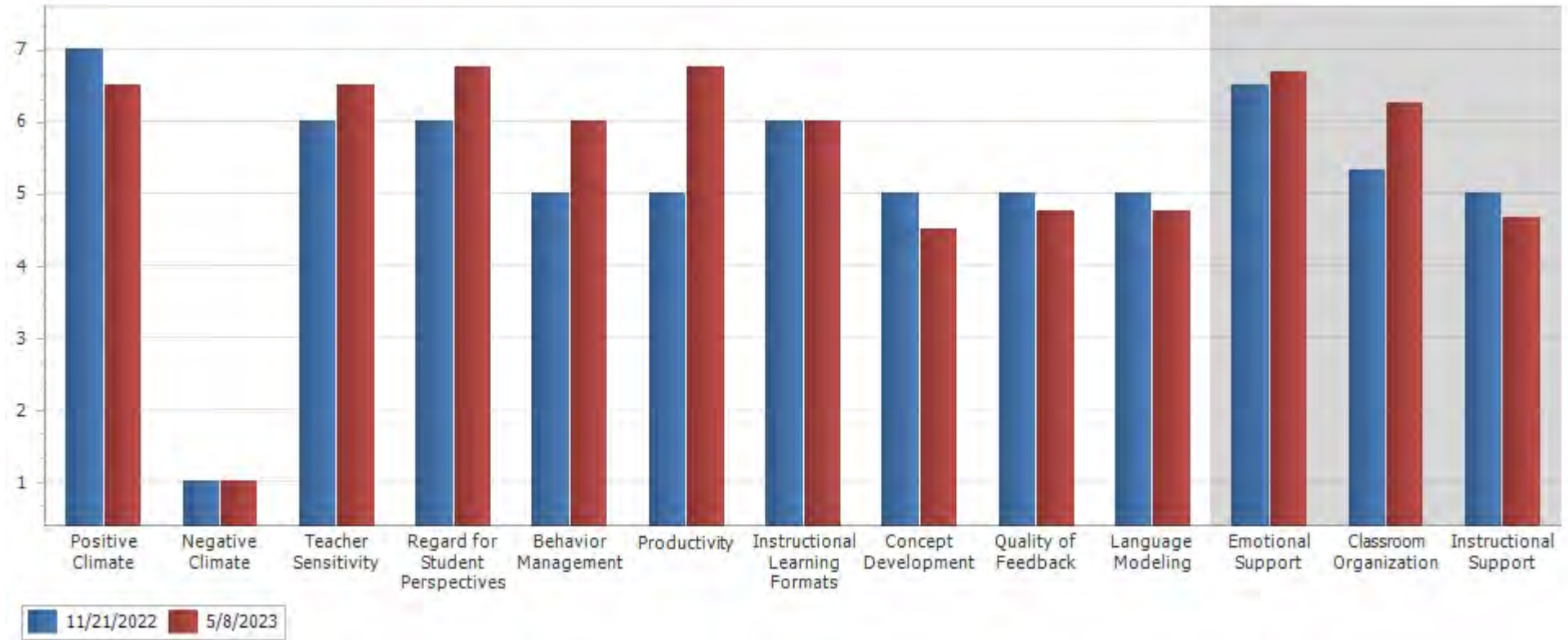
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12/14/2022	6	2	7	7	5	6	6	3	4	4	6.5	5.67	3.67



Bear River - PHS, EHS

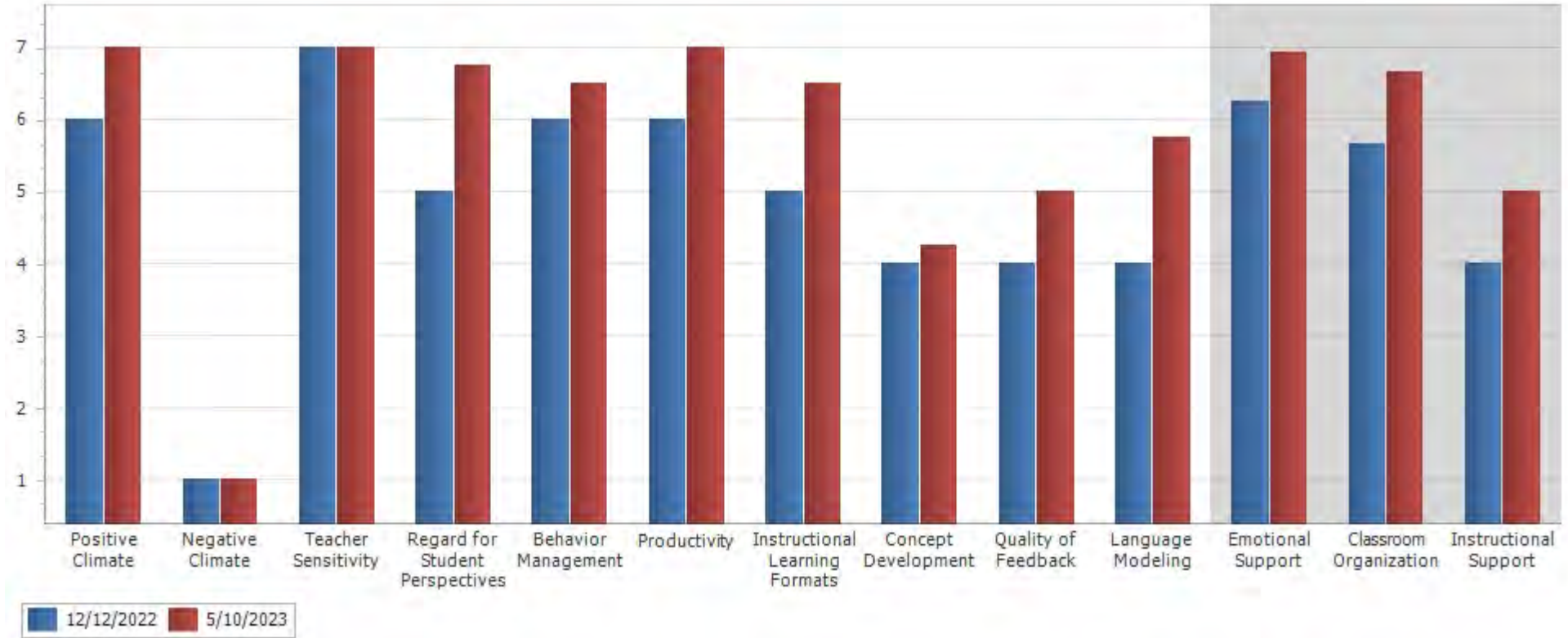
5620 - Pre-K CLASS® Score Charts

Jensen, Mindy



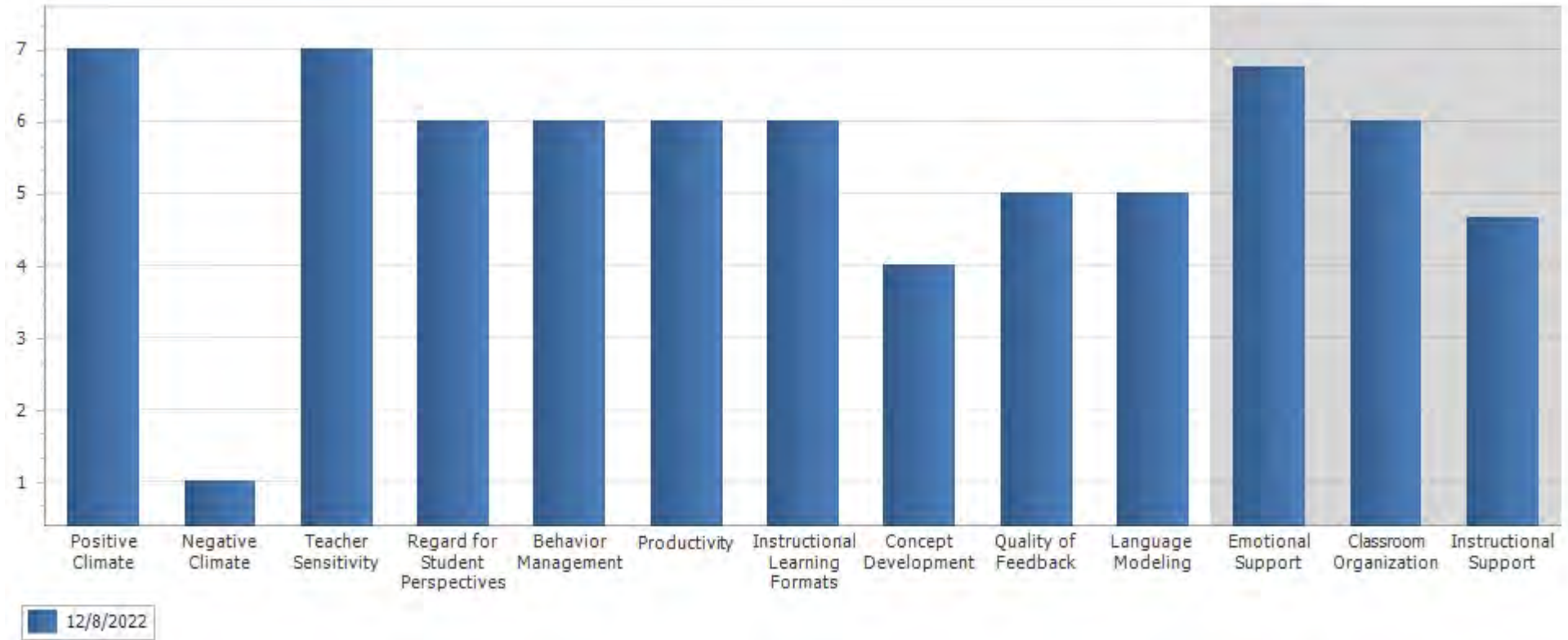
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11/21/2022	7	1	6	6	5	5	6	5	5	5	6.5	5.33	5
5/8/2023	6.5	1	6.5	6.75	6	6.75	6	4.5	4.75	4.75	6.69	6.25	4.67

Mays, Alyssa



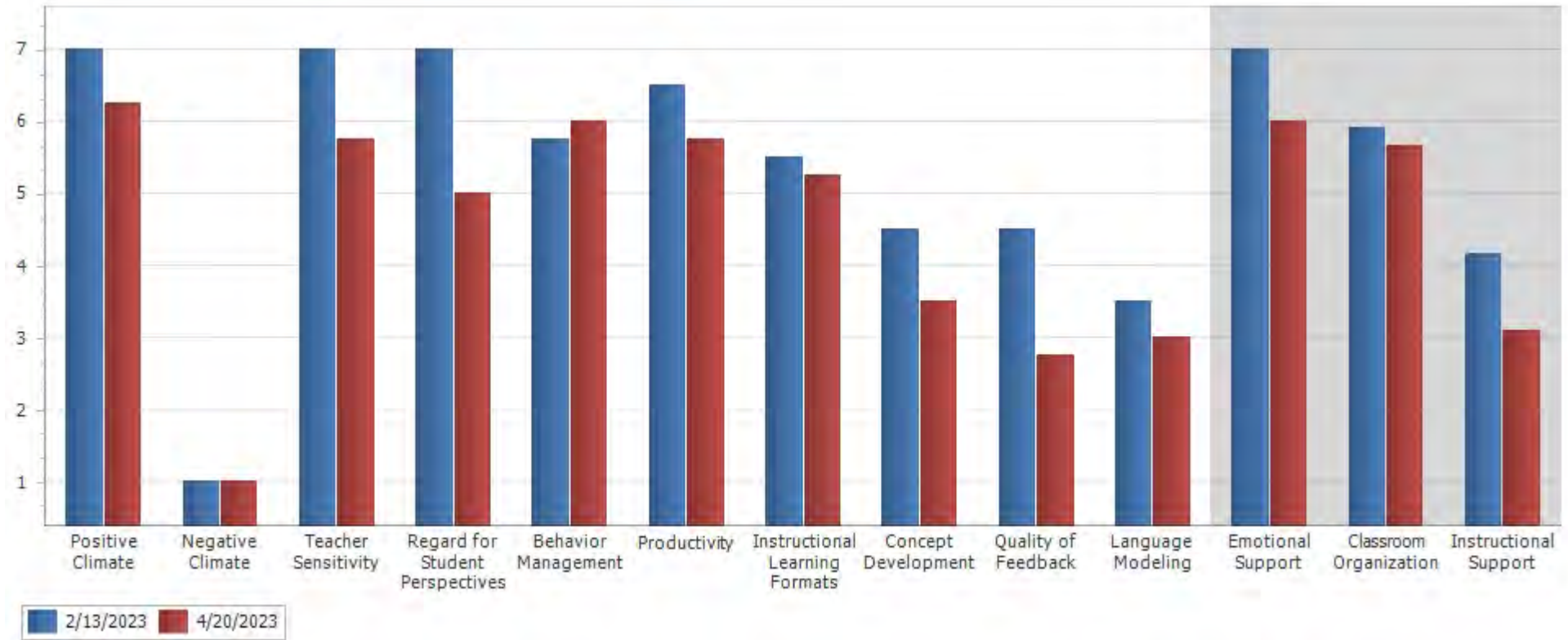
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/12/2022	6	1	7	5	6	6	5	4	4	4	6.25	5.67	4
5/10/2023	7	1	7	6.75	6.5	7	6.5	4.25	5	5.75	6.94	6.67	5

Nguyen, Anh



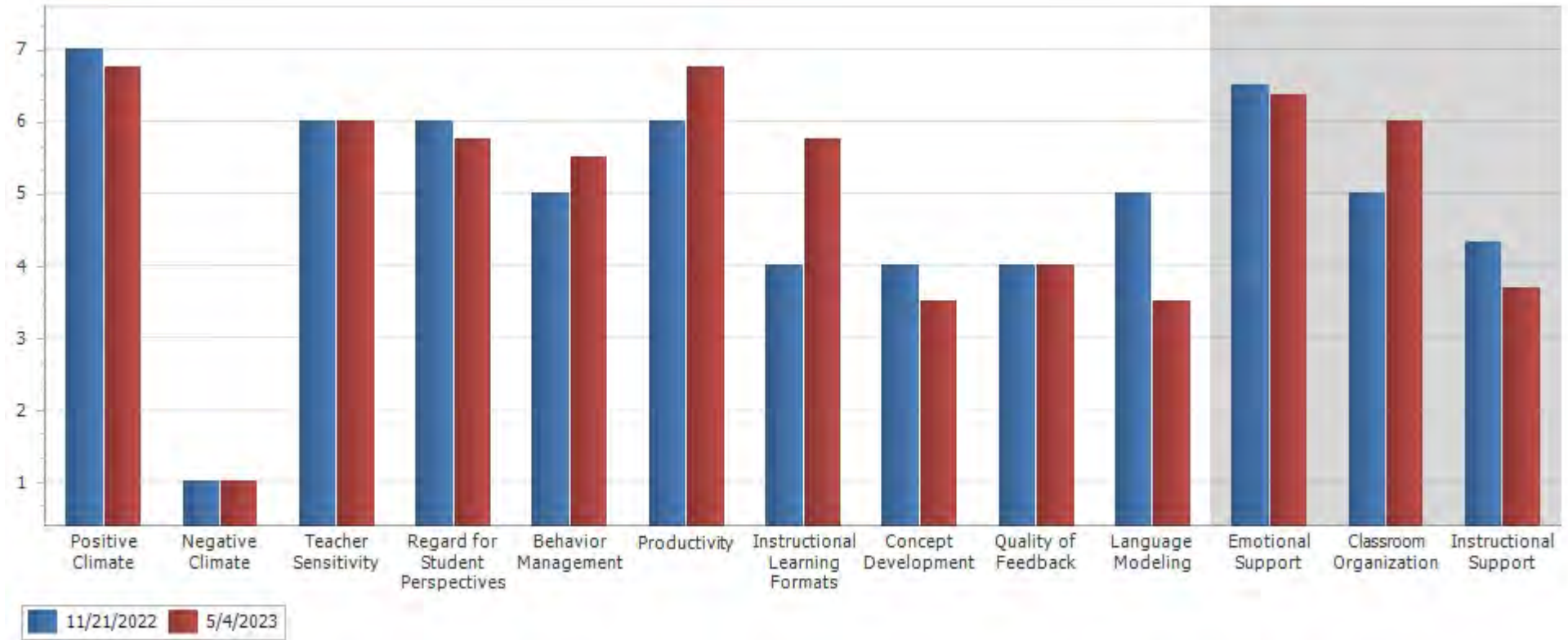
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12/8/2022	7	1	7	6	6	6	6	4	5	5	6.75	6	4.67

Reeder, Nicholle



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
2/13/2023	7	1	7	7	5.75	6.5	5.5	4.5	4.5	3.5	7	5.92	4.17
4/20/2023	6.25	1	5.75	5	6	5.75	5.25	3.5	2.75	3	6	5.67	3.08

Ryan, LeAnn

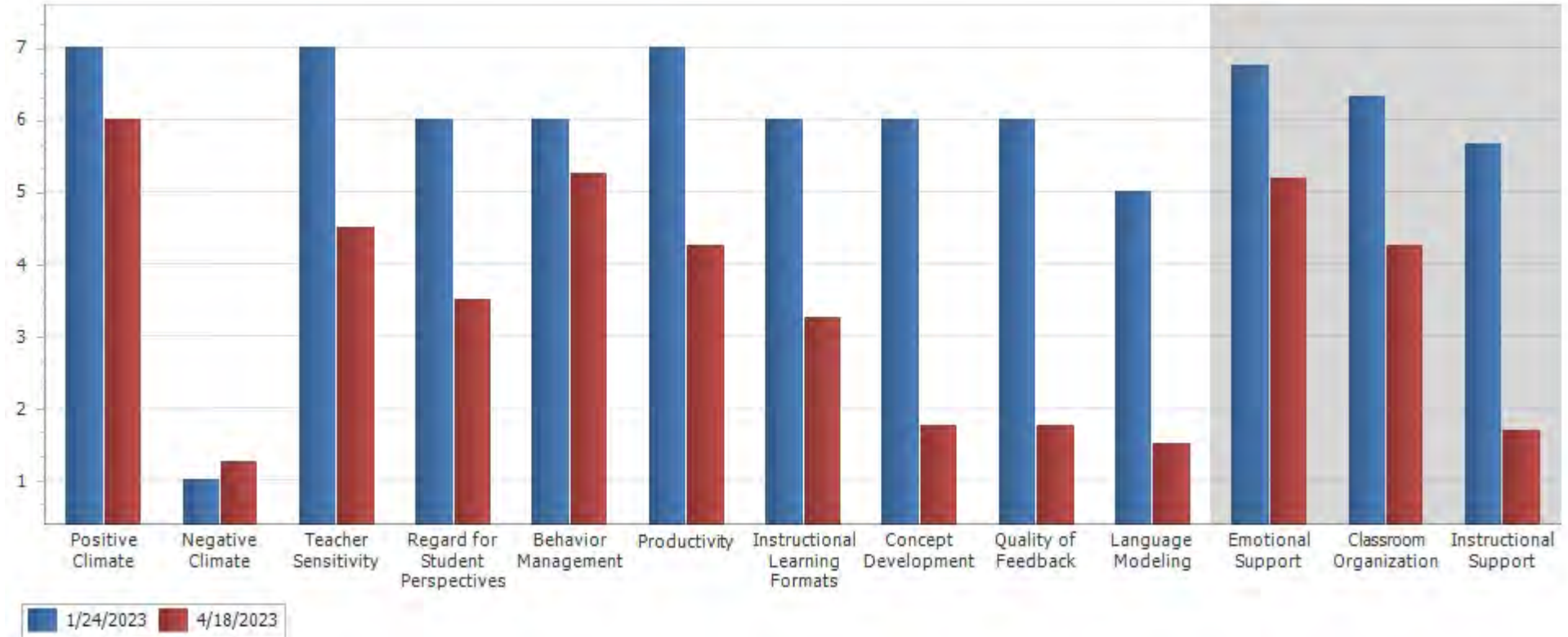


	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/21/2022	7	1	6	6	5	6	4	4	4	5	6.5	5	4.33
5/4/2023	6.75	1	6	5.75	5.5	6.75	5.75	3.5	4	3.5	6.38	6	3.67



Bear River - PHS, EHS 5620 - Pre-K CLASS® Score Charts

Seigfried, Vicki



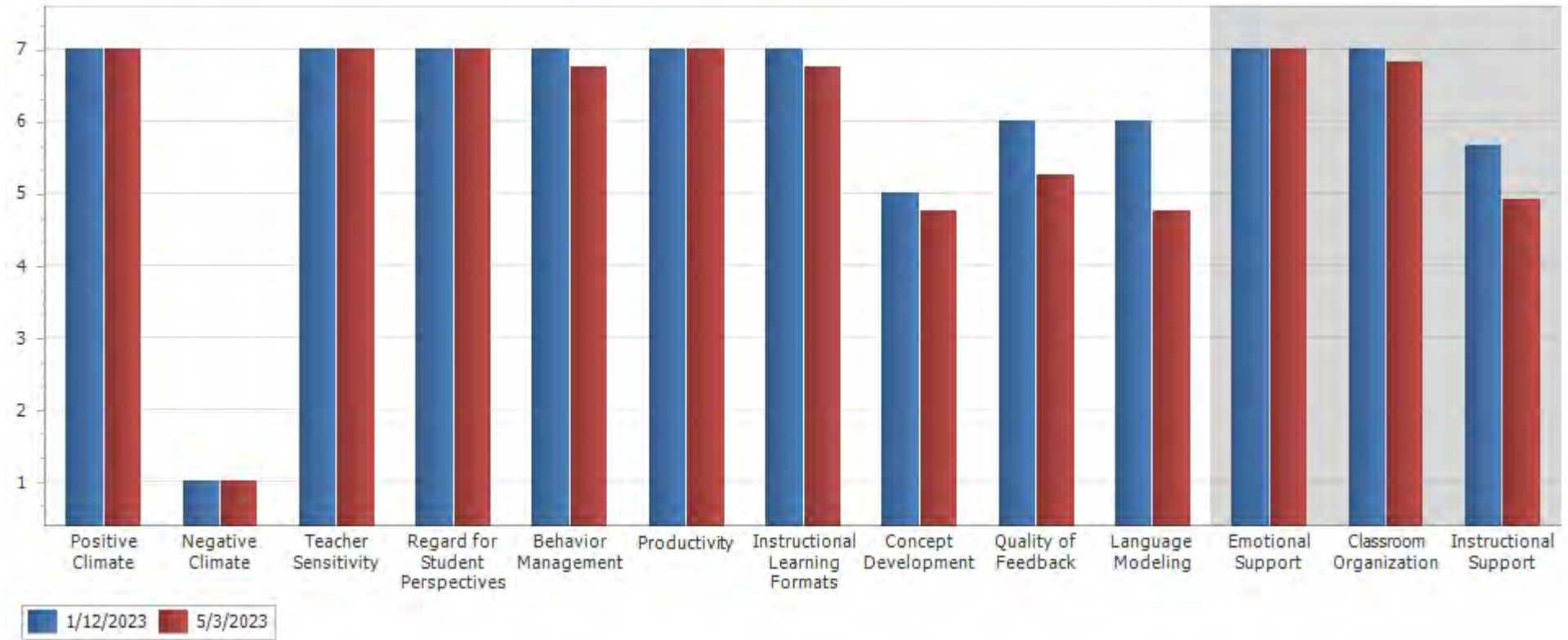
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1/24/2023	7	1	7	6	6	7	6	6	6	5	6.75	6.33	5.67
4/18/2023	6	1.25	4.5	3.5	5.25	4.25	3.25	1.75	1.75	1.5	5.19	4.25	1.67



Bear River - PHS, EHS

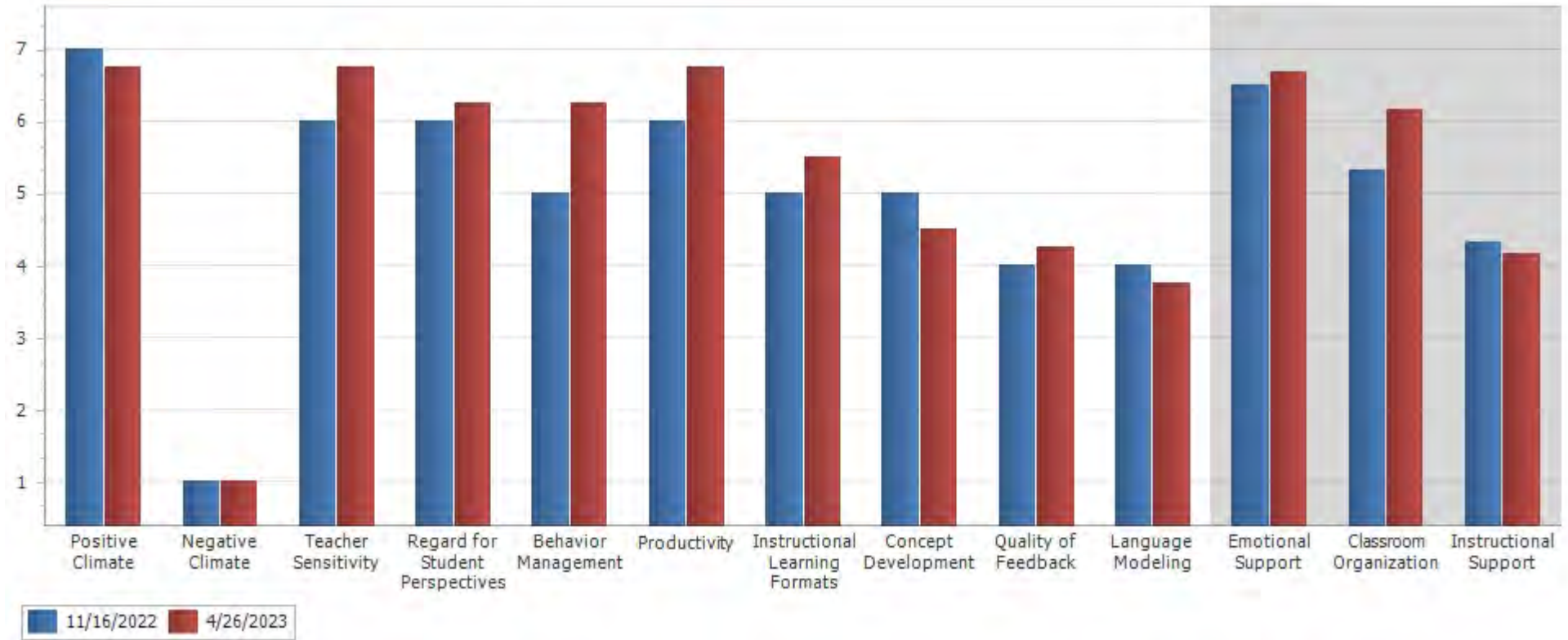
5620 - Pre-K CLASS® Score Charts

Simonson, Janessa



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
1/12/2023	7	1	7	7	7	7	7	5	6	6	7	7	5.67
5/3/2023	7	1	7	7	6.75	7	6.75	4.75	5.25	4.75	7	6.83	4.92

Smith, Lynette



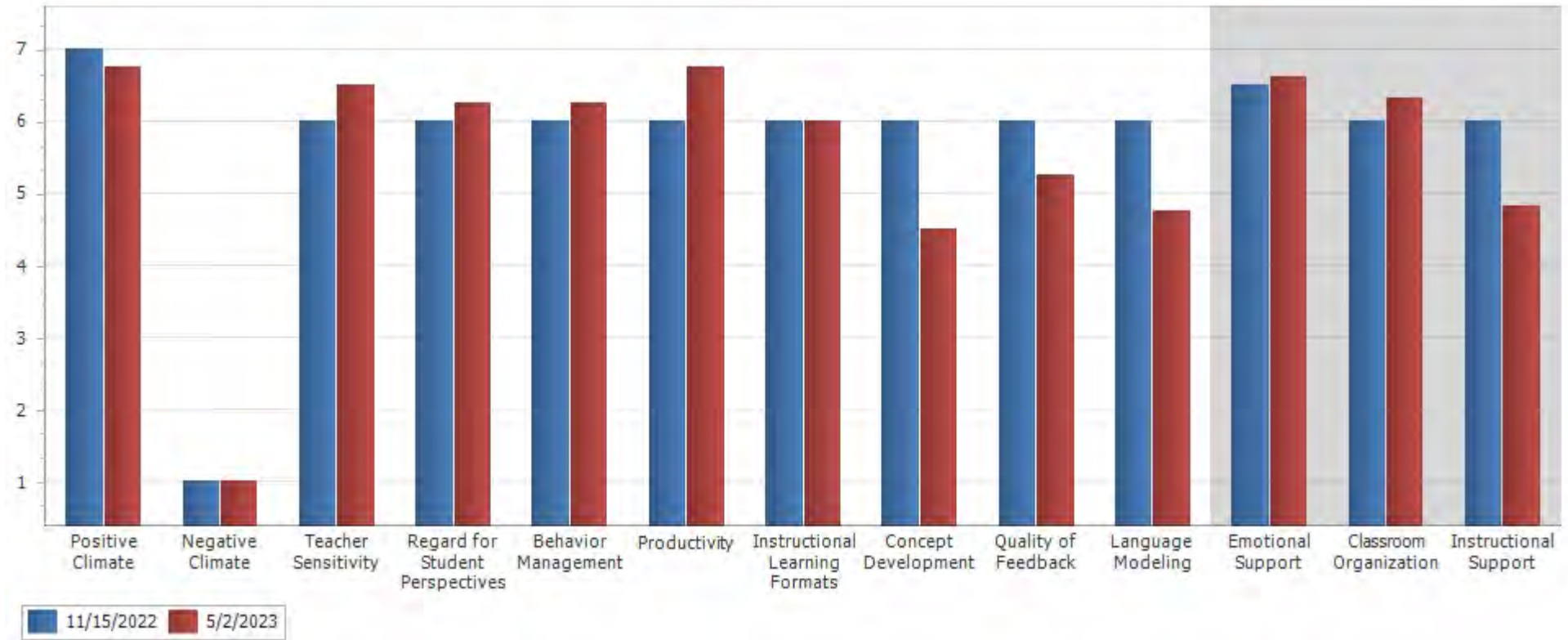
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11/16/2022	7	1	6	6	5	6	5	5	4	4	6.5	5.33	4.33
4/26/2023	6.75	1	6.75	6.25	6.25	6.75	5.5	4.5	4.25	3.75	6.69	6.17	4.17



Bear River - PHS, EHS

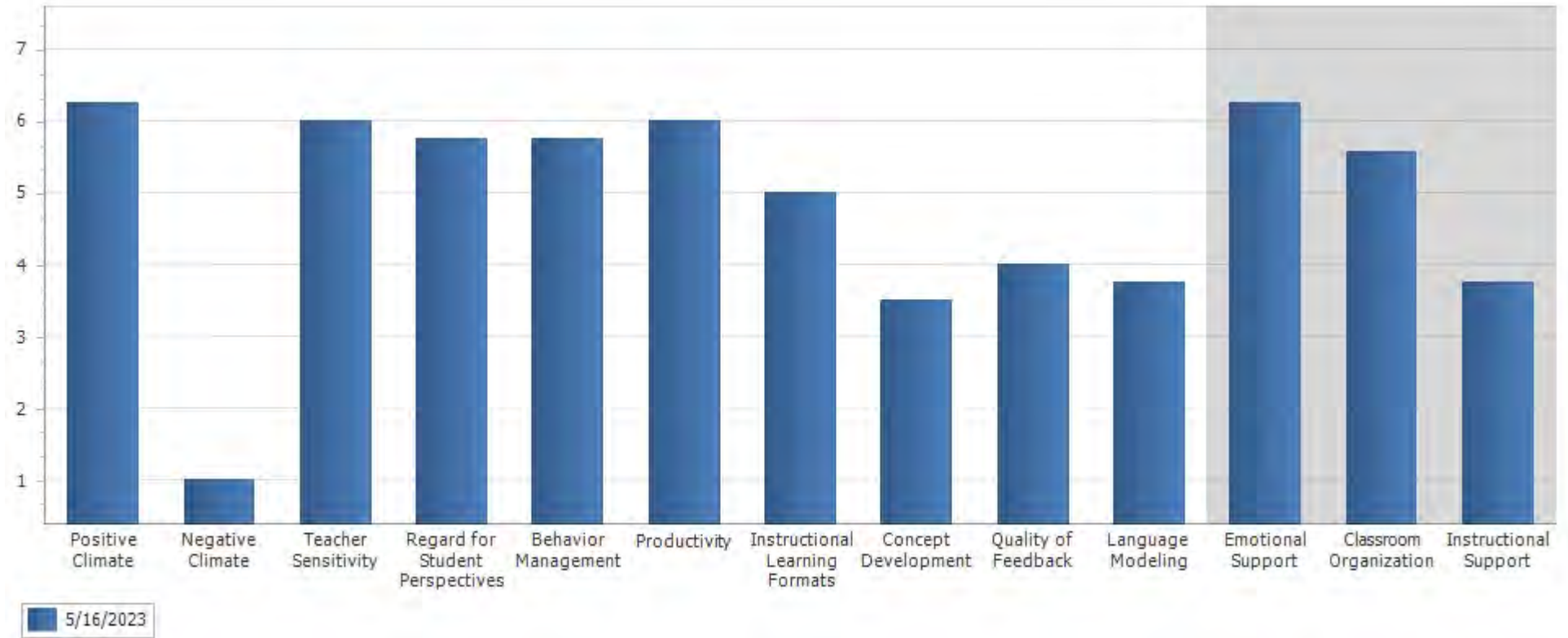
5620 - Pre-K CLASS® Score Charts

Tubbs, Karen



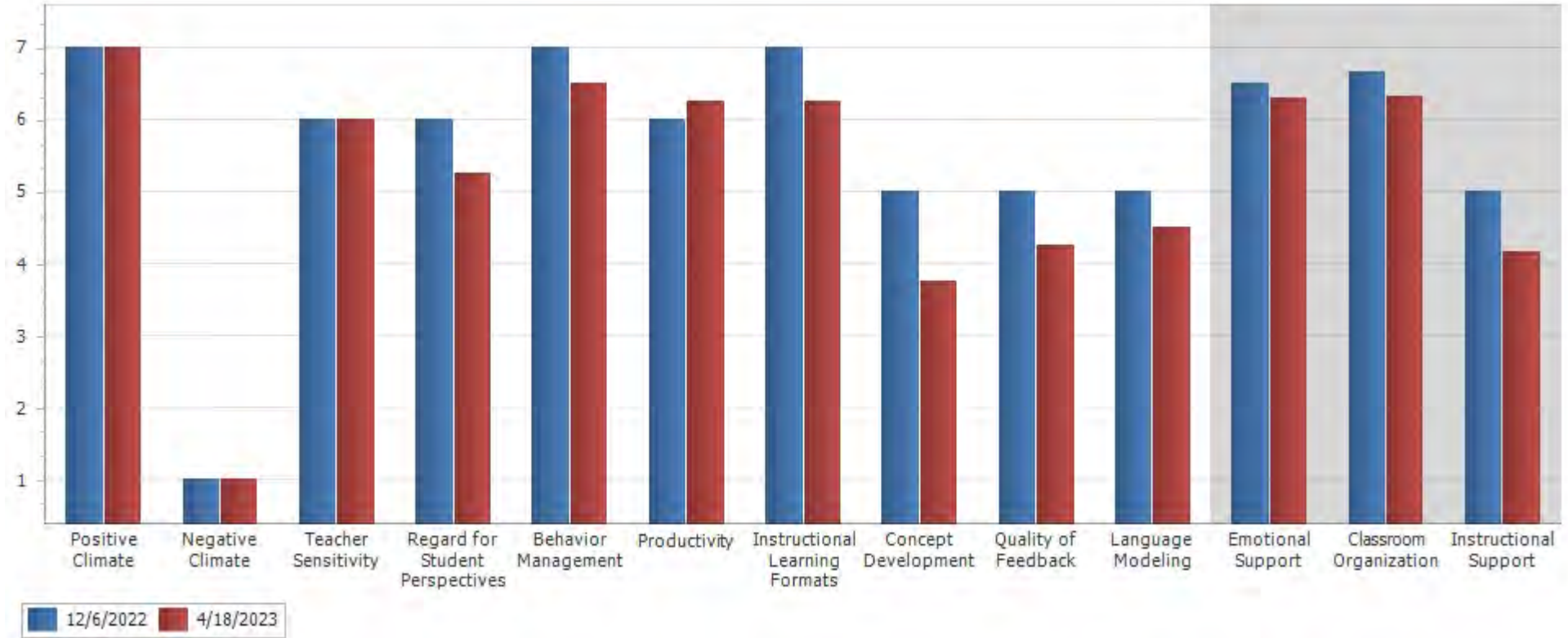
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/15/2022	7	1	6	6	6	6	6	6	6	6	6.5	6	6
5/2/2023	6.75	1	6.5	6.25	6.25	6.75	6	4.5	5.25	4.75	6.63	6.33	4.83

Willmore, Kitara



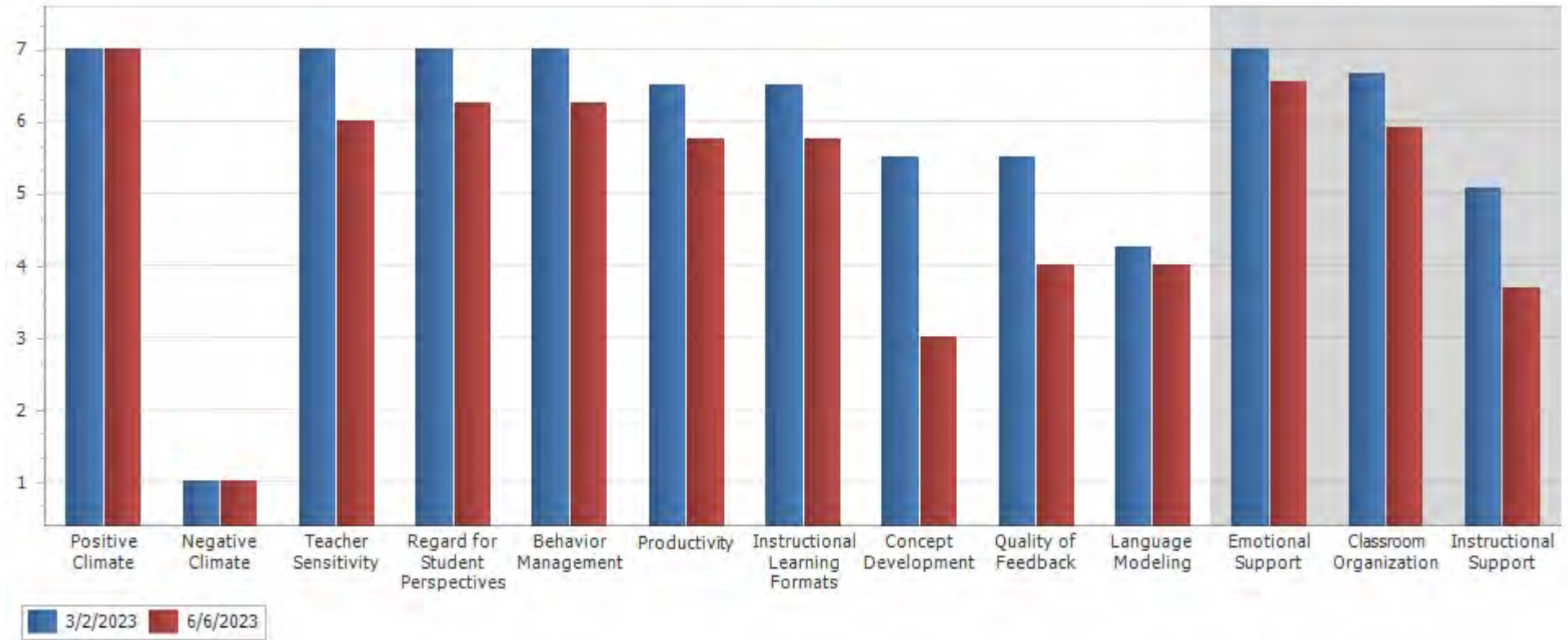
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/16/2023	6.25	1	6	5.75	5.75	6	5	3.5	4	3.75	6.25	5.58	3.75

York, Jillian



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/6/2022	7	1	6	6	7	6	7	5	5	5	6.5	6.67	5
4/18/2023	7	1	6	5.25	6.5	6.25	6.25	3.75	4.25	4.5	6.31	6.33	4.17

Young, Terri



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
3/2/2023	7	1	7	7	7	6.5	6.5	5.5	5.5	4.25	7	6.67	5.08
6/6/2023	7	1	6	6.25	6.25	5.75	5.75	3	4	4	6.56	5.92	3.67

Early Head Start Centerbased

Bear River Early Head Start School Readiness Report and Outcomes 2022-2023

Rationale:

In using the Desired Results Developmental Profile, Bear River Early Head Start can track children Birth through Kindergarten. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2022-2023. All 80 EHS CB children's results were calculated using evaluations that took place in November (fall), February (winter), and Spring (April). The Desired Results Developmental Profile collects data on each child's development and learning in the following areas: Approaches to Learning-Self-Regulation, Social and Emotional Development, Language and Literacy, Cognition (including Math and Science), Physical Development and Health. These areas correspond with the five essential domains of school readiness: Language and literacy, Cognition and General Knowledge, Approaches to Learning, Physical Development and Health, and Social and Emotional Development. All children were evaluated in each area of development and scored based on where they were developmentally on the level scale. When all school readiness domains were evaluated together it gave each child an overall score. These overall outcome scores were taken three times over the school year to give us a yearly overall outcome report. The strengths as well as the weaknesses will be compared and plans for improvements will be stated for the following school year.

Results:

All 80 children's results were calculated throughout the year using the Desired Results Developmental Profile. The reports below show the progress of the children who had an assessment completed in November, February, and April. This number amounted to 67 children on the progress report. Children who only had assessments in one or two assessment periods were considered in the increase and decrease in some developmental areas. The charts below show the gain and drop in displayed/observed abilities and skills/behavior of the children in the following development and learning areas: Approaches to Learning-Self-Regulation, Social and Emotional Development, Language and Literacy, Cognition (including Math and Science), Physical Development and Health. Outcomes taken in the fall gave us a baseline to evaluate the children throughout the rest of the year. Teachers observed and recorded child progress in the child's Desired Results Developmental Profile, and used the data to show child development outcomes in the areas of development and learning for the 2022-2023 school year.

Strengths:

The children in EHS CB showed an overall gain in outcomes in all five domains: Approaches to Learning-Self-Regulation, Social and Emotional Development, Language and Literacy, Cognition (including Math and Science), and Physical Development/Health showed growth throughout the year. Our biggest growth was shown in Physical Development, Approaches to Learning-Self-Regulation, and Social/Emotional Development. Our strengths in these areas stem from a push in our program to increase gross and fine motor opportunities, social/emotional skills, and a love for learning. We increased physical activity through "I am

moving, I am learning” and providing educators with resources to provide physical development opportunities. Training was also provided to educators that focused on supporting self-regulation and social/ emotional skills

Children with IFSP/IEP goals showed growth in all learning areas, with their largest growth in Physical Development, and Language/Literacy. This is due to the increase of training to our teaching staff in working closely with parents and part C providers to give children the specific help they need to succeed in the classroom. There was a decrease in percentages during the winter outcomes due to children with IFSP/IEP dropping from the program.

Weaknesses:

Center-wide our Language/Literacy and Cognitive (including Math/Science) increases were the lowest. Due to serving children aged 0 to 3, these developmental skills tend to emerge at a later developmental age. Teachers strive to include and introduce these areas in the classroom at a young age to help with children’s interest in these subjects.

Dual Language Learners account for some of the children in our program, their levels show a decrease compared to non-dual language learners in most learning areas. This is due to several dual language learners dropping the program throughout the year. An increase in training will be given to teaching staff this year to address the needs of dual language learners in the classroom and their families.

Program Improvement:

The areas that are low will be added to the 2022-2023 Early Head Start Center Based training calendar as well as to the Team Meeting training and Parent Curriculum Planning Meetings. The Infant/Toddler Teachers and EHS CB Parents will receive training and handouts, in the areas that need improvement. Infant/Toddler Teachers training will also include how they can continue to improve education to dual language learners and their families. Bear River Early Head Start will continue our partnership with Up to 3 and the community school districts to address the needs of the children with developmental delays or disabilities so we can better serve the children and their families.

Language, Communication and Literacy

- Staff will provide more opportunities for language with infants and toddlers, increasing vocabulary, language comprehension, phoneme awareness and conversation and support for DLL.

Implementation

- Increase infant/toddler language by narrating activities.
- Increase the number of books.
- Provide literacy training to child development staff.
- Onsite monitoring with Center Specialists and setting 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 an 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.
- Center Specialists will make ongoing visits to each classroom and meet with the child development staff.

Documentation

- Center Specialist observations, child goals, 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 and Mentor Coach.

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 Specialists will make monthly visits to each classroom and meet with the child development staff.

Documentation

- Center Specialist observations, child goals, 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/Mentor Coach and goals set with teachers as needed.
- Staff will continue to train and implement the Conscious Discipline and Pyramid Model skills and then 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 Specialists 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, ASQ-SE screening

Perceptual, Motor, and Physical Development

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

Implementation

- Provide outdoor and indoor gross motor activities for infants and toddlers.
- Provide a variety of opportunities for children to develop fine motor skills at school.
- Provide physical development and health training to child development staff.
- On site mentoring with Center Specialists and setting 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 Specialists will make ongoing visits to each classroom and meet with the Child Development staff.

Documentation

- Staff observations, child goals, 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 training 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 Specialists will make monthly visits to each classroom and meet with the Child Development staff.

Documentation

- Staff observations, child goals, class case notes

Bear River Early Head Start
Center-based School Readiness Goals 2023-2024

Language, Communication and Literacy

Staff will provide more opportunities for language with infants and toddlers, increasing vocabulary, language comprehension, phoneme awareness and 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.

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

Documentation

Center Specialist observations, child goals, 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, 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 and Pyramid Model skills and then 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, ASQSE screening

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, 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

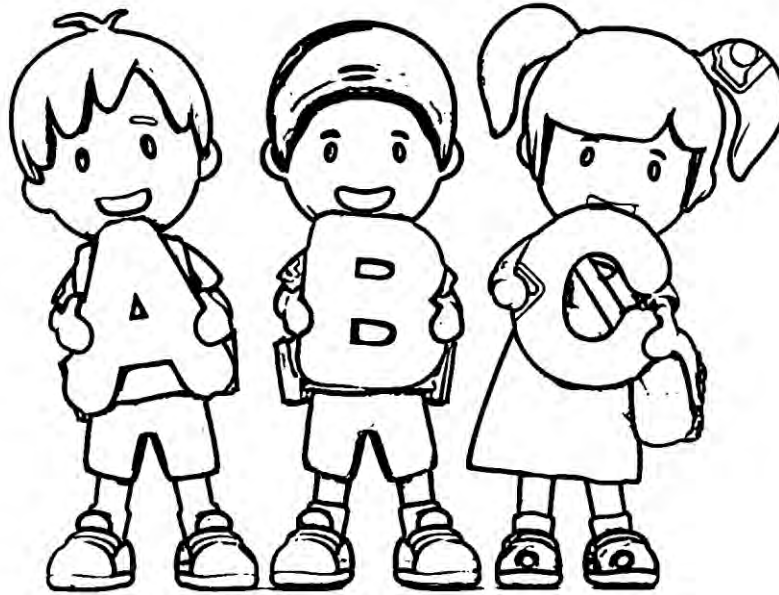
Progress in individual child goals

Center Specialist will make monthly visits to each classroom and meet with the Child Development staff.

Documentation

Staff observations, child goals, class case notes

Child Development Training Plan



EHS Preservice Training 2023-2024

July 6, 2023	Group A: Head Start Expectations, Disabilities and SET Team, Teacher Burnout, Teacher/TA Responsibilities, Set the Stage, Active Supervision
July 7, 2023	Group A: TLC, Health Team, Lesson Plans, Material/Toy Requirements, DRDP Documentation & Finalization, PTC and HV Guidelines, Child Plus Changes
July 10, 2023	Group B: Head Start Expectations, Teacher/TA Responsibilities, Set the Stage, Active Supervision, Teacher Burnout, Disabilities and SET Team
July 11, 2023	Group B: TLC, Health Team, Lesson Plans, Material/Toy Requirements, DRDP Documentation & Finalization, PTC and HV Guidelines, Child Plus Changes

EHS CB Annual Training Calendar 2023-2024

Sept. 1, 2023	TLC, Fire Extinguisher, DCFS, Family Place, Prep Day for New Classes
Oct. 6, 2023	TLC, Evacuation Plan, EAP Training, SET Team, Family Place-Trauma
Dec. 1, 2023	TLC, Licensing Rules, Head Start Performance Standards, Art & Sensory, Cultural Competency
March 1, 2024	TLC, Abuse, Positive Guidance, Abusive Head Trauma, SIDS, Homelessness, Science & Math
June 7, 2024	TLC, Brain Development/Child Development, Children with Special Needs, Dual Language Learners, Pediatric First Aid, Safe Handling and Disposal of Hazardous Materials, Prevention of Infectious Disease Music and Movement,

EHS CB Monthly Email Training Calendar 2023-2024

Sept. 1, 2023	Building Emotional Regulation in Toddlers Calming an Upset Toddler	Feb. 2, 2024	Protecting Children From Lead Exposure, Responding to Toddler Fears & Anxiety
Sept. 15, 2023	Breakfast Invitations, Cultivating Early Reading Skills	Feb. 16, 2024	Responding to Whining & Back Talk, Supporting Toddlers Immune System
Oct. 6, 2023	Disarming Defiant Behavior, The Surprising Truth About Crying & How to Respond	Mar. 1, 2024	Talking to Toddlers About Diversity & Inclusion Through Books
Oct. 20, 2023	Helping Toddlers Grieve Death, Divorce and Other Losses	Mar. 15, 2024	Toddler Mealtime Do's & Don'ts, Toddler Proofing Your Home
Nov. 3, 2023	Helping Toddlers Manage Frustrations, Helping Your Toddler Talk	Apr. 5, 2024	Transforming Daily Power Struggles Transforming Parenting Rage
Nov. 17, 2023	How to Stop & Prevent Biting	Apr. 19, 2024	Traveling With Toddlers, Unplug and Play
Dec. 1, 2023	Mindful Parenting Tools, Navigating Sibling Conflict	May 3, 2024	Discipline That Nurtures Brain Development
Dec. 15, 2023	Overcoming Co-Parenting Disagreements,	May 17, 2024	Taming Toy Chaos, Preparing Toddler-Friendly Food

Ongoing personalized training will occur throughout the year for all teachers.

Dates and topics subject to change.

Early Head Start Center-based

Training and Technical Assistance Plan
Fiscal Year 2024-2025

Grantee: Bear River Early Head Start
Program Option: Center-based-\$17,500

Content Area	T/TA Need	Strategy	Outcome	Participants	Timeline	Resources
Child Development	Onsite training for CB staff on curriculum and child development best practices	Onsite training	Build knowledge base for all staff and implement best practice.	All Child Development Staff	During the program year	\$1000
Child Development	Obtaining necessary credentials for Teacher Assistant	Attend CDA classes and complete requirements to obtain CDA credential.	Professional Development of Staff.	Teacher Assistants	As needed	\$3500
Child Development	Conscious Discipline	Onsite 1 day training done by Conscious Discipline.	Staff will learn strategies in the classroom to help with better behavior management.	All Staff	During the program year	\$2000
Child Development	Active Supervision	Training for all Child Development staff on active supervision to increase knowledge of best practices.	Staff will develop skills and ideas to use in the classroom for better active supervision.	All Staff	During the program year	\$4500

Child Development	Dual Language Learners Strategic Program Plan and The Big Five Series	Trainings from ECLKC and Region 8 trainer.	Increase stronger DLLs systems and services. Staff will develop stronger culturally and linguistically responsive environments for all children and families.	All Staff	During the program year	\$500
Child Development	Comprehensive Trauma-informed Approach	Online trainings, mentor coach TLC, Onsite training from USU.	Staff will be able to recognize the signs and symptoms of trauma. Families and staff will show greater reliance to trauma.	All Staff	During the program year	No Cost
Child Development	Training U to Succeed	2 day in person training.	Staff will learning training and techniques on behaviors and classroom management.	All Staff	During the program year	\$5000
Mental Health	Mental Health Consultant Trainings Western Kentucky Trainings	Mental Health Performance Standards. Staff Wellness, Self-Care and Mindful Self Compassion Mental Health Consultant	Provide quality training to increase understanding in current mental health issues and train all staff.	All Staff	During the program year	\$1000

Staff Survey



EHS Staff Self Appraisal

What are the parts of my job that I like the best?

- The people! I love who I work with!!
- Children and staff.
- Working with teachers and helping them develop new skills. Helping teachers serve the children and families effectively.
- Actually, being a TA and bouncing from class to class.
- The kids, the people I work with, the hours, and the free candy in Kristy's office.
- The kids. (3 entries)
- Playing with the kids, helping them, establishing bonds with both the kids and parents.
- Watching the kids develop and grow.
- The good atmosphere in the center, the coworkers, and children.
- Learning something every day.
- When the kids accomplish a goal or milestone, also when the kids smile or wave at you.
- I like to see the children's growth from when they started until now, and then again when they change classes.
- I like how everyone supports everyone for the most part.
- I really enjoy the environment. It is such a great atmosphere to be in! It helps to come to work when others are positive and full of good energy. I enjoy talking with the other teachers and spreading that positivity as we all continue to help each other and be there for one another. I love the children.
- Playing with the kids but also being able to switch to another classroom or task if I want to.
- I love the kids, interacting with them is the most fun part of my day.
- Children's development.
- The good work environment and how everyone in this center works so well together.
- I like the work environment and how we all work closely with each other and help each other around the center.
- The children! I love when they begin to understand something and are so excited!!! I also love getting to know the staff better. I love it when things work and the children are engaged.
- I enjoy working with the children and watching them learn, grow, and develop.
- The variety in my daily activities and doing odd jobs.
- Having a variety of things to do.
- Cooking.
- Helping the children do things they can't on their own.

What are the parts of my job that I like the least?

- Angry or Mean parents. Love their kiddos though!
- Nothing. (2 entries)
- The hours. Hours are flexible which is nice but I am often on call until late at night. I know that is part of the job though.

- Subbing.
- Potty training can be hard sometimes.
- When the parents are late dropping off and picking up. It makes it really difficult when they give us no heads up and it effects the kids. Some of my students who struggle, do better when they have that chance to free play and unwind before jumping into the activities of the day.
- Paperwork and throw up.
- Not getting the help we need.
- Excess of paperwork.
- I like everything.
- It's exhausting. I feel like I am constantly chasing kids around to keep them safe and busy.
- I dislike how easy it gets to feel like you're burnt out. I also dislike how it feels we never get a break with how much paperwork there is and planning, cleaning, and adjusting especially since we go year-round.
- Getting up early...but it's better than getting home at 4 or 5 so I can't complain.
- I think that if there is only 1 kid in a class that there doesn't need to be two teachers. And that there should be one more than the state ratio for infant and toddler classes.
- I don't love doing food prep, as it takes from my time with the kids.
- The pay. (2 entries)
- The paper work can be difficult to remember to get done each month but it's not too bad. It is difficult when some parents are consistently late for pick up.
- I wish parents would pick up on time and that we had a little less paperwork.
- Paperwork and deadlines are my nemesis. I'm not a technically-minded person , and everything is on the computer!
- When teachers don't follow the schedule/rules or are on their phones with no repercussions.
- The time it takes to do timecards.
- Paper work.
- Cleaning.
- Being yelled at by children.

What have I done for my own professional development lately?

- Trainings, practicing and taking time for myself. Working on balancing work and life.
- Study how to help kids grow.
- Ensure that information from ECKLC is read and shared with others.
- Make it through the week.
- Working on completing paper work ahead of time (a little bit every day) and taking the time to explain and make sure the children understand the tasks we perform.
- Read about early education.
- I'm attending school and have read books, participated in discussions and written papers and have applied what I am learning to improve my interactions with the kids.
- I've been reading about brain development and how trauma affects it.
- Make sure things are on time.
- Study about Conscious Discipline.

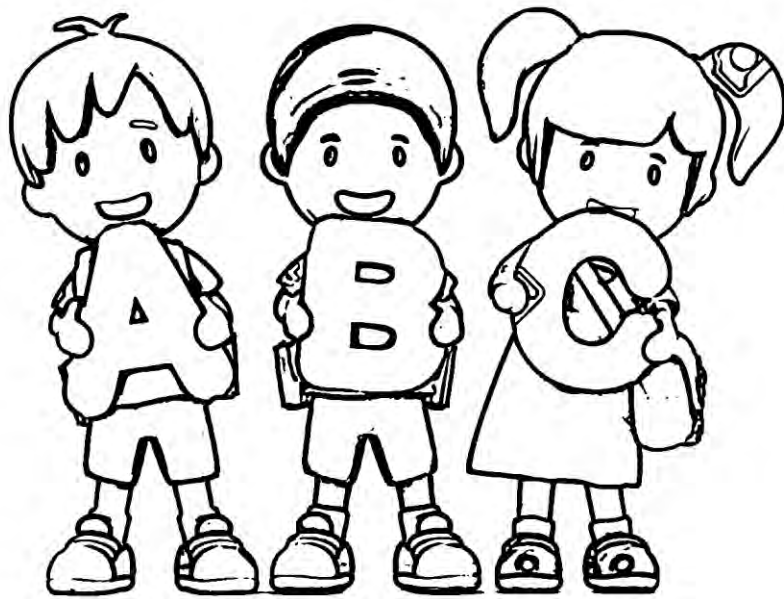
- Reading.
- Conscious Discipline.
- Going to school for a bachelor's degree and speak up more when a need arises. Also train my co-teacher on the job.
- I just try to handle situations one at a time. I try to prioritize and do things on my list that are absolutely necessary, but still trying to keep that balance, along with getting everything done that needs to be done.
- Worked on my CDA.
- Asked feedback from teachers, as well as asking what else can be done.
- Practice mental skills.
- Attend TLC each month.
- I completed my practicum through Early Head Start and it was a lot of extra work that I completed!
- Nothing right now.
- Not much, I would like to further my education and get a second degree.
- Worked on my CDA.
- I'm reading the book "I Love it Here" I'm also willing to learn new aspects of my job that change.
- Stay on top of things.
- Training for CDA.
- Communication with co-teacher.

Strengths that I bring to my team are...

- Understanding.
- Flexibility.
- Good communication skills.
- Communicate more.
- I am available when needed. I complete tasks in a timely manner.
- Willingness, kind.
- I feel like we work really well together as a team to pick up where one teacher may be lacking. If my co-teacher or I are having a bad day, we work hard to support and give a little extra on the harder days.
- Ideas for lesson plans as well as ideas for goals for each child.
- I'm willing to help my team and I am determined to see my teammates succeed. I believe in open communication and finding the best solutions to conflicts.
- Good at cooperating, organized, and I try to be a good listener.
- Stay on my toes.
- Hardworking.
- Teamwork, passion, organization, active listening.
- Kindness, friendship.
- I do the work that's required of me and have it in on time. When I do have time, I will help others.
- I am supportive, and I always try to give an extra hand. I want to be as helpful as I can to my co-teacher and everyone around me.

- A good attitude and a need to make everyone feel like they belong or have a friend at work.
- I'm very good at getting to know the kids, which helps me interact with them in their own unique way, creating a positive, individual relationship,
- Respect, professionalism, & productivity.
- Positivity and good ideas for classrooms.
- Good ideas and communication.
- I'm a team player. I'm flexible in my thinking.
- I am innovative, flexible, patient, companionate, and creative. I also have experience in early childhood education and working with various age groups, programs and people.
- Problem solving and a positive attitude.
- Acceptance, encouragement, resilience builder, reminder, positive.
- Team player.
- Bilingual help.
- I work well with others.

Parent Survey



EHS CENTER BASED DATA COLLECTION: PARENT SURVEY 2023

Parent Satisfaction Survey 2022-2023

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
1. I am satisfied with the Early Head Start services my family receives:			
a. In the classroom and the teachers	24	0	0
b. Overall services of EHS program	25	0	3
2. Early Head Start services have helped me better understand:			
a. My child's social-emotional development	25	0	2
b. My child's language development	22	0	2
c. How my child learns concepts through play	23	0	1
d. My child's motor development	22	0	1
3. The Early Head Start classroom gives my child:			
a. A safe place to learn	24	0	1
b. A clean environment	22	0	0

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
4. Early Head Start has told me about how to be involved with:			
a. Curriculum Planning Meetings (Center based)	22	1	3
5. Early Head Start has provided me with helpful information regarding:			
a. Services for disabilities/developmental delays	16	0	3
6. Early Head Start has enabled me to:			
a. Understand my role as the primary educator for my child(ren)	20	0	3
7. My child's Teacher:			
a. Worked with me to plan my child's learning and development	25	0	1
b. Planned activities around my child's individual needs	22	0	1
c. Helps me have a better understanding of my child's social/emotional development	22	0	2
8. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	18	1	7
b. Useful and successful	17	1	7
c. Supportive of my family's values	17	0	7
9. The Early Head Start Center/ Socializations are friendly and inviting for fathers:	21	0	2

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS		YES	NO	N/A OR NEUTRAL	
10 When I requested help for my child's disabilities/developmental delay, the services were:					
a. Delivered in a timely manner		13	0	12	
b. Useful and successful		11	0	10	
c. Helpful in educating and supporting me as my child's primary advocate		12	0	11	
11. Early Head Start services have helped me:					
a. Feel more comfortable talking to my child's health care provider		22	0	4	
b. Better understand the importance of early dental care		20	0	3	
c. Use more effective techniques for guiding my child		20	1	3	
d. Be more aware of the relationship I have with my child		20	0	4	
e. Understand the importance of reading to my child as much as possible		22	0	1	
12. My child attends other child care in addition to EHS Center based Services				YES 9	NO 15
13. The location of my Early Head Start Center was convenient for my family's participation:				YES 26	NO 1
14. Information provided by Early Head start included materials specifically for fathers/male figures:				YES 20	NO 2
DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENT	NEGATIVE	SOMEWHAT NEGATIVE	NEUTRAL	SOMEWHAT POSITIVE	POSITIVE
15. If there was turnover in the people working with my child and family this year. (teachers, advocates, etc.) what type of affect did it have on your family's experience?	3	3	4	2	5

16. What school readiness goals would you like to Early Head Start focus on? (Check all that apply)

- Language and Literacy 18
- Social- Emotional 21
- Approaches to Learning 13
- Cognitive (including math and science concepts) 16
- Perceptual, Motor, and Physical Development 15

17. Comments or suggestions about EHS Centerbased Services:

The EHS staff is amazing (Ms. Gladis & Ms. Sophia)! They learn about each child individually and help ensure both home and school goals can be worked on in both places.

Our daughter has been with early head start for several years and we have been so impressed! She LOVES going to school!

Stop shaming parents who work.

Kiddie Kove

I do not like the rule that my children cannot be picked up by my older children who watch them during the day. I also do not like that I cannot make decisions on what's best for my child and who picks up my child you have made it extremely difficult for my child to attend regularly due to me being the only person who can pick up my children. So when I needed my kids to come each day they could not come because you did not allow my older children who watch the littles pick them up so tmi. Turn you made it so my older children had to have the littles on days they could have been in school. It's very frustrating as a parent that has to work during pick up and drop off times every single day. I think a parent should be allowed to do what's best for their children. Also a parent should be the one who decides who can take their children home from school. Especially the caregivers to the children.

Todo bien (all good)

Este año los niños pasaron por muchos cambios de Maestros y es algo desagradable para ellos ya que son pequeños y se encariñan rápido con las maestras y de repente les cambian de una a otra (This year the children went through many changes of teachers and it is something unpleasant for them since they are small and they quickly become attached to the teachers and suddenly they change from one to another)

Homebased - Head
Start & Early Head
Start

Bear River Head Start and Early Head Start Home Based



Program Improvement and
Self-Assessment Report
2023

EHS/PHS Home Based Option
Self-Assessment/ Program Improvement Report 2022-2023

Prepared By
ReNae Torbenson, Homebased Coordinator

Program Year Overview

The home based option had another year of change and new learning experiences. Agency wide we are moving to an online platform for a significant portion of human services task. The homebased team also took on the collection of in-kind from families via an online app. This has taken several trainings and effort to get proficient in using these systems and it will be ongoing. There was also some staff turnover and reconfiguring of staff caseloads. We have seen increased capacity in staffs' skills and competence to deliver quality home visits and services to families as compared to last year. We have several Family Educators that have been with the program for many years. Their level of knowledge has been a great resource to staff who have recently joined the homebased team.

This past year the remaining staff were certified in the Next Generation Growing Great Kids curriculum. The updated version includes training and resources on timely issues, such as family resiliency, trauma informed care, cultural influence and factors in supporting families who have children with disabilities. Growing Great Kids (and Families) meets the requirements of the Performance Standards, and is aligned with Head Start Early Learning Outcomes Framework. Staff will continue to receive ongoing training and coaching on how to implement the curriculum on home visits with fidelity. We monitor implementation of the curriculum through home visit observations, file checks, and parent feedback through curriculum reviews. We also utilize the Growing Great Kids Fidelity Observation Tool to assess quality and fidelity.

We continue to utilize the Desired Results Developmental Profile (DRDP) program, which has streamlined the process of doing child outcomes, and provides instant charting abilities for the sharing of outcomes with staff, parents and our governing bodies. We use this data to inform training needs and individual coaching opportunities.

We also continue to implement Practiced Based Coaching with one-on-one training and observations between Family Educators and Mentor Coaches. Staff had the opportunity to assess themselves across the 8 areas of competency of Growing Great Kids and to set goals to improve their skills in these practices. Staff recorded short sections of home visits related to their mentor goal which were then reviewed with their coach for reflection and feedback. TLC groups were also utilized throughout the year to provide for peer feedback, encouragement, and the exchanges of ideas.

Data Collection Overview

Data sources for this Program Improvement Report are gathered throughout the year. They include both parent and staff surveys, child outcomes, school readiness goals and and mentor coaching evaluations. Program Information Report (PIR) data, and supervisory observation and tracking of home visits is also included in informing goals for improvement.

All data is compiled and reviewed by supervisory staff. Discussions within the homebased team to prioritize the biggest needs help identify which program improvement goals are put into place.

Parent survey strengths- Overall, the parent surveys indicated that they were very satisfied with the services they received from the homebased program. They enjoyed the jointly planned activities for their child and could see the growth and development taking place. Parents expressed that their family educators were supportive, caring, and engaging. Parents/guardians reported that they better understood their role as the primary educator for their children. Dual Language families rated the program services as excellent or very good. Improvement needed- Low attendance at group socializations. We will offer focused trainings this next year for better understanding on engagement and encouraging parents to attend. For dual language families, we can offer more of our forms in languages other than English and Spanish.

Staff survey strengths- Staff reported enjoying connecting with children and families and seeing them reach their goals. Staff have expressed that the Growing Great Kids curriculum has been a beneficial change. They feel it is more applicable to the children and families they serve. They have expressed that it has also allowed them to adapt/change their lesson plans easier based on the needs/concerns that the families have voiced. Improvement- There have been a lot of changes with new systems we are using in homebased and in the agency, and staff want clearer communication and direction on how to navigate and use these with more proficiency. We will have more open times when staff can receive one-on-one training on these systems. Staff would also like a “reboot” on how we do team and mentor coaching trainings. We will solicit new ideas and access Head Start resources that will enhance our trainings.

Mentor Coaching strengths- Staff reported overall that they were able to meet their goal to improve their practices with the families they serve. Improvement- Clearer direction about the mentor cycle and what will be occurring is needed. And, like the team meetings, new ways to share ideas and prepare more engaging trainings is desired. We will look for other ways to conduct trainings, join with other teams for sharing days, and invite staff to lead and/or present some of the mentor coaching trainings throughout the year.

I. Self-Assessment/ Program Improvement: Team Goals

Issue/Need	Action Steps	Timeline	Person Responsible
Some staff struggle with learning to navigate efficiently all the online platforms the agency uses	We will continue to offer open help sessions throughout the year where staff can receive one-on-one help.	Fall 2023 and Winter 2024	Homebased Coordinator Homebased Managers Other Help as Needed
Need for continued training on the rating process within DRDP for child outcomes	More frequent mini trainings on navigating and rating children within the DRDP program will be scheduled to increase staff confidence in the program	Program Year 2023-2024	HB Managers Training Calendar
Need for ongoing training on how to include the new sections of the Growing Great Kids curriculum on home visits.	Regular mini trainings on implementation of the curriculum will be scheduled throughout the year with FE's participating in the training.	Program Year 2023-2024	HB Managers Family Educators
Staff desire more opportunities to share their home visit experiences and support each other during in person trainings	Opportunities will be scheduled to allow time for staff to share activities, insights, practices and tips from their own work experience that may help others.	Program Year 2023-2024	HB Managers TLC groups
Low attendance at group socializations	Continue the efforts we have in place (parent incentives, inviting activities) while focusing on more engagement of staff with parents to overcome barriers to attendance. Additional training and coaching on planning and implementing these groups will be included in the training calendar	Program Year 2023-2024	Family Educators Managers HB Coordinator

Short-term Goals 2023-2024 EHS Home Based Option

Goal	Implementation	Outcome	Measures	Documentation
Maintain the EHS Home Based Option in all service areas for those families who choose not to or are unable to access center based services.	<p>Provide for EHS home based services in all program areas</p> <p>Train and prepare staff to serve families in the more rural areas.</p>	<p>Families who would otherwise not be able to obtain center based services will have access to services through the homebased option</p> <p>More eligible families in the service area will be served</p>	<p>Recruitment in outer areas of the service boundaries will be targeted.</p> <p>Staff will recruit for all program options to get the best fit for each family.</p>	<p>Hiring Documentation</p> <p>ERSEA policy and reports</p> <p>Recruitment Documentation</p>
Continued Implementation of Desired Results Development Profile (DRDP) to track individual and group outcomes for enrolled children	<p>Staff will be receive ongoing training on the online usage of Desired Results Development Profile (DRDP)</p> <p>Staff will educate parents on outcomes and how the online assessment will track their child's individual progress across the learning domains.</p>	<p>Staff will understand how the agency curricula, assessment and child school readiness goals tie in together and align with the Head Start Early Learning Framework.</p> <p>Parents will understand the process of assessments and child outcomes and what their role is in influencing positive outcomes for their child.</p>	<p>Child progress will be tracked/updated on a regular basis</p> <p>Parents will be full participants in the setting of child school readiness goals and planning home visit activities.</p>	<p>Training documentation</p> <p>Child outcome reports from DRDP</p> <p>Lesson Plans</p> <p>In-kind Forms</p>
Continue to implement Practice Based Coaching for home visitors, incorporating researched based home visitor practices. Implement the Growing Great Kids Fidelity Observation Tool and Self- Evaluation of the Areas of Competency	<p>Provide for ongoing mentor coaching and TLC groups for home visitors</p> <p>Provide targeted trainings, observations, professional goal setting, and reflective feedback.</p>	<p>Home visitors will demonstrate increased knowledge and skill to facilitate high quality home visits and socializations.</p> <p>Deeper intervention with families and higher child outcomes.</p>	<p>Parent participation as primary teacher will increase during home visits</p> <p>Child outcomes will improve</p> <p>Increased professional growth for staff by meeting goals</p>	<p>Professional goals/Training documentation</p> <p>TLC groups</p> <p>Growing Great Kids Fidelity Observation Tool</p> <p>Home Visit Audio/Video Recordings</p>

				Mentor Coaching contracts and meeting documentation
Continue full implementation of Growing Great Kids, meeting all fidelity requirements and mentoring staff to become more proficient in the curriculum	Staff will receive ongoing training on the Growing Great Kids Curriculum Growing Great Kids Fidelity Observation Tool	Staff will implement the curriculum with fidelity and increased confidence. Intervention at home visits will increase. Fidelity measures will be met.	Staff and parent feedback/ surveys Child outcomes will increase	Training Documentation Lesson Plans/Reports Parent Surveys Staff Surveys Child Outcomes Fidelity Documentation
Continue to Implement DLL/PLA and the Big 5	Staff will receive training on Dual language Learners, Planned Language Approach and The Big 5 for all	Staff will implement practices to increase outcomes for DLL and all children. Parents will understand the importance for these practices in helping their children succeed.	Increased professional growth for staff Child outcomes will improve	Training Documentation Lesson Plans/Reports Child Outcomes
Continue to educate staff and parents on Trauma Informed practices	Staff will receive training on Trauma Informed Parenting and how to build resilience in children	Staff will implement skills on home visits and help parents understand trauma and the affects it has on children and families	Increased professional growth for staff Child outcomes will improve	Training Documentation Child Outcomes

EHS HOME BASED DATA COLLECTION: HEAD START PARENT SURVEY 2023

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
1. I am satisfied with the Early Head Start services my family receives from:			
a. Educator	14	0	0
2. Early Head Start has helped me better understand:			
a. My child's social/emotional development	11	0	0
b. My child's language development		1	0
c. How my child learns concepts through play	12	0	0
d. My child's motor development	12	0	0

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
3. Early Head Start has enabled me to:			
a. Understand my role as the primary educator for my child(ren)	11	0	0
4. My child's Educator/Teacher:			
a. Worked with me to plan my child's learning and development	15	0	0
b. Planned activities around my child's individual needs	13	0	0
c. Helped me have a better understanding of my child's social/emotional development	15	0	0
5. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	11	0	0
b. Useful and successful	11	0	0
c. Supportive of my family's values	11	0	0
6. Early Head Start has provided me with information on Disabilities.			YES 8 NO 0

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO
7. If there was turnover in the staff (family educator, advocate, etc.) working with my child and family, was it a positive change?	YES 9	NO 1

Please answer Yes, No, or Sometimes:	Yes	No	Sometimes
1. Were you taught about the Home Based Option by your Family Educator (FE)?	12	0	
3. Do you feel that your child has made progress this year, and is he/she ready for the next educational setting? (1st or 2nd year in Head Start, Kindergarten, etc.)	14	0	0
4. Are you encouraged by your FE to be involved in planning the home visits and were your ideas incorporated?	13	0	0
6. Are the group socialization well organized and is your time well spent?	7	2	0
7. Do you feel welcomed and included at group socializations?	7	0	0
8. Are you encouraged by your Family Educator to be involved in planning group socializations and are your ideas incorporated?	6	2	0
9. Did your FE explain “school readiness” to you and how setting goals for your child helps prepare them for later school success?	13	0	

10. What school readiness goals would you like to Early Head Start focus on? (Check all that apply)

- Language and Literacy 8** **Social- Emotional 13** **Approaches to Learning 8**
 Cognitive (including math and science concepts) 9 **Perceptual, Motor, and Physical Development 9**

11. How do you feel Early Head Start has best met the needs of your child?

- Activities during the Home Visit 15** **Information from Family Educator 10**
Goal setting and monitoring 11

12. What days and time are best for you to be able to attend socialization groups (play groups)

EHS

- Weekdays during the morning.
- Try different locations and maybe a morning or early afternoon
- Mornings
- Our schedule varies, but the current time has usually worked.
- Any week days and mornings
- Same as they are
- After working hours evenings after 5pm
- Weekdays during the morning.
- My schedule always change
- Tengo 4 niños es difícil tener un buen horario (I have 4 children it is difficult to have a good schedule)
- I like playgroup overall, though I've had a mix of positive and negative experiences, mostly because my 4-yr-old likes to spend half the time going past the barriers and makes me chase after him down the hall and into other rooms, and then often my 2-yr-old follows us, which makes me flustered. The first few times, it felt like the educators were too busy talking to each other or didn't think to help me much, but the last couple times (after I said something to our educator) they did better at finding and offering ways to help me, like keeping my 2-yr-old engaged while I chased the 4-yr old.

The room where we do playgroups drives me crazy, partly because of the ineffective barriers and partly because it is so echo-filled. My 4-yr-old has ASD and sensory issues, and I can imagine it drives him crazy too. Also, I wish more people came to playgroup, when we go there's usually just one other family, but even so, I wish there were activities that helped my kids practice playing WITH other kids instead of just alongside them. And the construction has been annoying, I was super late our first time at playgroup because I couldn't figure out how to get there, and once there I was confused about which door to enter. I've had a lot of positive experiences too, we've enjoyed the toys and snacks and story time and safety drills and crafts. I'd like to see some music and movement incorporated, that's my kids' favorite thing. Thanks!

PHS HOME BASED DATA COLLECTION: HEAD START PARENT SURVEY 2023

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
1. I am satisfied with the Head Start services my family receives from:			
a. The Educator	6	0	0
2. Head Start has helped my child get ready for school by:			
a. Learning to share and cooperate	4	0	0
b. Becoming more independent	4	1	0
c. Learning basic language concepts	3	1	0
d. Learning basic math concepts	3	1	0

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	N/A OR NEUTRAL
3. Head Start has enabled me to:			
a. Understand my role as the primary educator for my child(ren)	5	0	0
4. My child's Educator:			
a. Worked with me to plan my child's learning and development	5	1	0
b. Planned activities around my child's individual needs	4	1	0
c. Helped me have a better understanding of my child's social/emotional development	4	1	0
5. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	3	0	1
b. Useful and successful	3	0	1
c. Supportive of my family's values	3	0	1
6. Head Start has provided me with information on Disabilities.			YES 2
			NO 1

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO
7. If there was turnover in the staff (family educator, advocate, etc.) working with my child and family, was it a positive change?	YES 4	NO 0

Please answer Yes, No, or Sometimes:	Yes	No	Sometimes
1. Were you taught about the Home Based Option by your Family Educator (FE)?	7	0	
3. Do you feel that your child has made progress this year, and is he/she ready for the next educational setting? (1st or 2nd year in Head Start, Kindergarten, etc.)	6	0	0
4. Are you encouraged by your FE to be involved in planning the home visits and were your ideas incorporated?	4	0	0
6. Are the group socialization well organized and is your time well spent?	3	0	0
7. Do you feel welcomed and included at group socializations?	2	0	0
8. Are you encouraged by your Family Educator to be involved in planning group socializations and are your ideas incorporated?	3	0	0
9. Did your FE explain “school readiness” to you and how setting goals for your child helps prepare them for later school success?	4	1	

10. What school readiness goals would you like to Head Start focus on? (Check all that apply)

- Language and Literacy 5 Social- Emotional 6 Approaches to Learning 6
 Cognitive (including math and science concepts) 5 Perceptual, Motor, and Physical Development 6

11. How do you feel Head Start has best met the needs of your child?

- Activities during the Home Visit 6 Information from Family Educator 4
Goal setting and monitoring 5

12. What days and time are best for you to be able to attend socialization groups (play groups)

PHS homebased comments

-The location is difficult.

-I would like different locations and times.

-In theory I have no problem with the day and time but driving 25 minutes one way before dinner is just hard.

-Saturday

-MWF mornings or evenings. TR mornings

-Time they are

-En las tardes (in the afternoons)

Dual Language Learner Survey Questions

If you are a dual language family please rate the following items on how well Head Start met your needs in the following areas:

	Excellent	Good	Fair	Poor
Provided forms and information in your preferred language?	36	8	2	1
Provided interpretation for program services (Parent-Teacher conferences, Home visits, socializations, Male involvement events, etc.?)	24	6	2	1
Classrooms and home visits reflected your family's culture and practices?	19	8	4	0
Staff gathered information on your family's beliefs and culture in order to individualize services to your child and family?	21	11	0	3

How can we improve our services do Dual Language Families and Children?

I think that teaching half Spanish and half English

More availability and be aware of every need

They are excellent

For me, the social workers were on hand sharing classes, it's a pity that we couldn't attend because of our obligations, but everything was fine.

Everything's fine

For me everything was fine

Providing more information

More information

The service is very good, it is perfectly understood

The service is good

The school helped a lot, the classes helped a lot

Opportunities for families to learn languages.

We are not dual language. This is not necessary.

Always someone who can speak the language on hand

I think Head Start does an excellent t job.

Understand more Spanish and have people in classroom who speak some.

Have someone they can talk to if they have any questions.

Everything is okay

Have more forms in other languages, not just Spanish and English.

Teachers who speak our language, maybe teaching them the home language too

Staff Feedback Survey 2023

1. What are the parts of my job that I like the best?
Families
flexible hours, holiday's off, work from home
I love connecting with parents and hearing their success stories using the curriculum and working on goals when we are not together. I love watching kids progress each week and month and see them learning new things.
the people I work with, the families I get to meet and still associate with
The families I work with
Helping families
I like being in a position to make a difference in the lives of the families we visit.
seeing my families catch the vision of their role as teachers, learning so much from them
Working with families from different cultures backgrounds
My co-workers. The work we do.

2. What are the parts of my job that I like the least?
Applications
poor communication from higher ups about policy and procedure changes
I don't love driving far distances sometimes. It's hard when families aren't consistent and there isn't anything I can do about it, and that causes extra stress. I don't like how disorganized everything feels at times and that lines of communication aren't straight.
the technology, remembering to save things, sometimes it don't work as well as I like. The sad feeling that homebase might be going away.
Dealing with policies that inhibit my job, put in place by well meaning but clueless people
All the repetitive trainingevrry year.
It is challenging to have a lot of things change and to have new requirements that need to be implemented.
the increase of pressure, to do's, obligations without being appreciated, encouraged, shown empathy, words not matching actions
When families cancel the visit and no willing to rescheduled
Turnover of employees.

3. What strengths do I have that my job requires?

Organize

Good with kids, self-motivated, organized

I can be a clear communicator and have developed a lot of patience over the last few years. I also have an eye to see when things are going wrong and can figure out how to solve a problem.

Love people, experience, loving children, looking for the positive in the families and especially pointing out what the parents are doing good.

Flexibility

Helping the children and families learn and grow

I am flexible, understanding, and diplomatic.

Patience and resilience, able to focus on positives

Speak spanish language so I can understand families, and asking about their cultures

I am not sure at this point.

4. What have I done for my own professional development lately?

Take the food handler permit

Taken care of my mental health

I read a home visitor book when I have some extra time and I will watch videos/seminars on ECKLC for continued development.

GGK training,

GGK training

Training, reading,

I have watched webinars about challenging behavior.

Being able to study our GGK curriculum, read and know the manuals

Attending training, Read the GGK Books

A lot of Webinars

5. Strengths that I bring to my team are...

Team player

I try to understand other perspectives and ideas

I'm not afraid to admit my faults and ask for help. I am willing to help anyone if they need help.

Cooperative, willingness to give my time to help them,

Sense of humor and fun

Asking questions others might not want to ask

I have a good attitude when things are hard and I am able to encourage the team to keep going.

Contributing feedback, able to take on extra assignments and loads

Friendly, team work

Unsure

6. I could be a more effective co-worker if I would...

Give more feedback during training

Contribute more solutions and problem solving to issues that come up

Check in with my co-workers and see what they need help with. Have an organized list of due dates and such.

Communicate more, not bring up negative things

Not forget due dates

Ask questions about things I don't understand

Share challenges that I have gone through and things that I have learned in the process that may be helpful to the other members of the team.

Be able to know that we had a strong united treated as equal team

If I let coworkers help me

Not be forgetful

7. Some of my major accomplishments are this year...

Accomplish be healthy

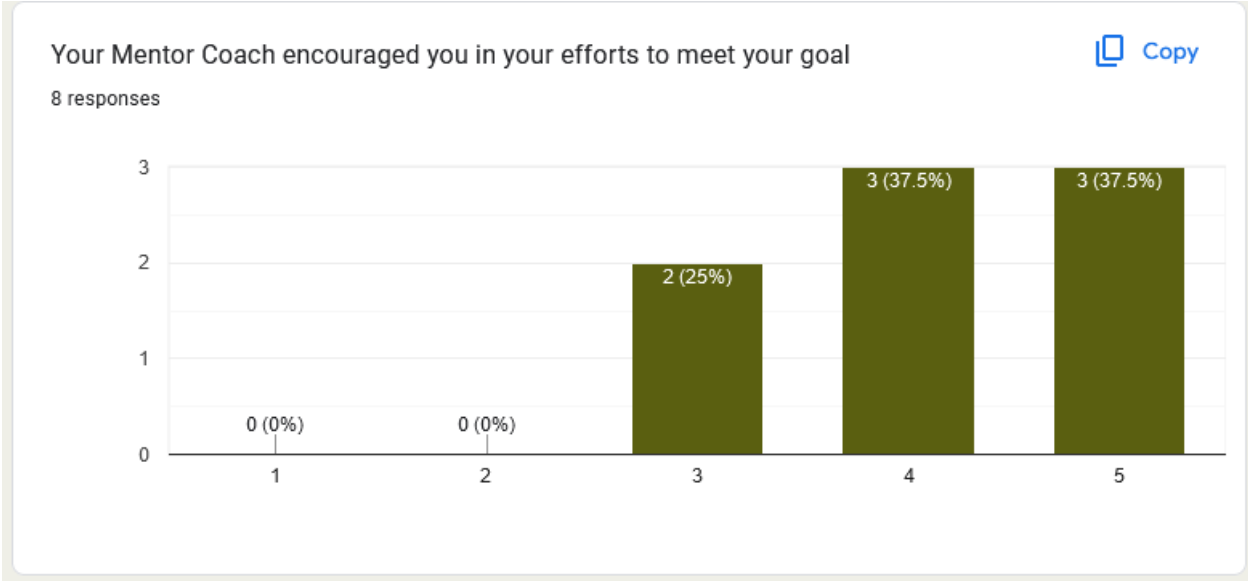
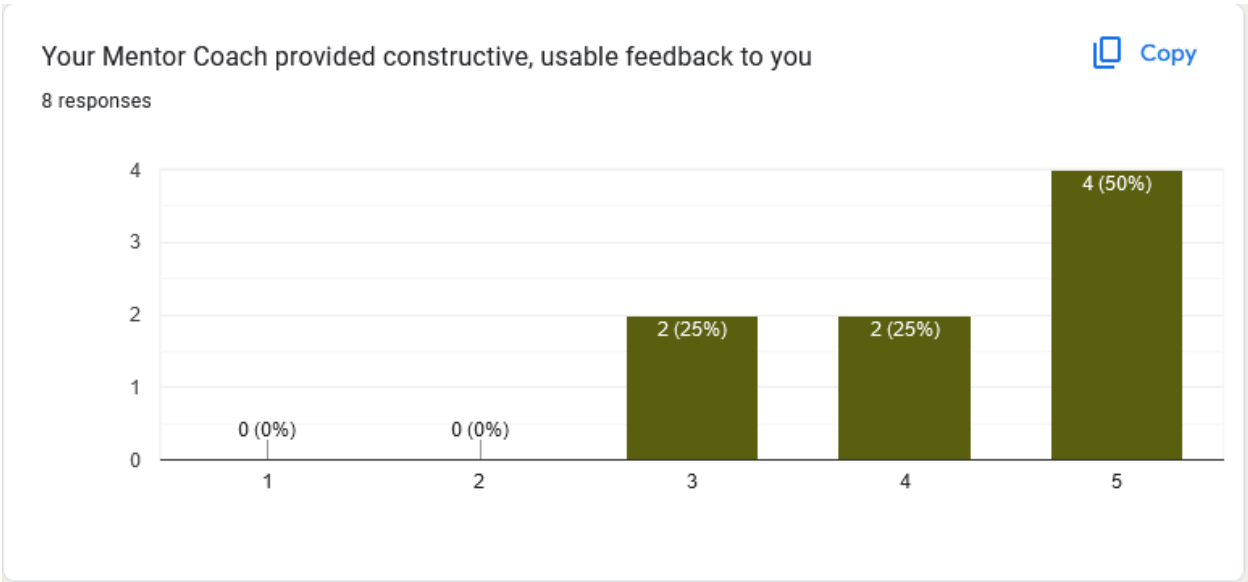
Not sure

I have been able to successfully refer families to state programs and help kids get the further help that they need.
Just being supportive when I can and still knowing I can work with families and help make a difference for them.
Recruiting
GGK, renewing CPR first aid,
Staying caught up on my paperwork. I have been trying to write case notes directly after a visit and trying to get things done as they come up without letting them pile up.
Thriving and calmness, seeing my families progress and learn and change
Understanding better families that I served, asking questions about their culture
Not sure

8. I would like to see the following changes to my job that would help me be more effective.
Not too many changes at one
Better communication
Have team meetings have more purpose and feel less like just filling time. Would love to have more trainings and talking about the purpose of performance standards.
More positivity among co-workers
Those in power listening and acting for the benefit of employees and clients
Different trainings, besides TLC
It would be helpful to see how the other educators do things, like how are they implementing GGK in their visits, or what do their case notes look like, to see how things work for each other. It seems like sometimes we could be doing something a different way, but we don't know the other possibilities.
To be treated with respect and trust, specific trainings that address specific concerns
If I have a complaint, it needs to be more anonymous so the other person don't confront me after, so we don't become bitter one to another
Continue with Team Building budget.

9. My supervisor can help me do better at my job by...
Communication

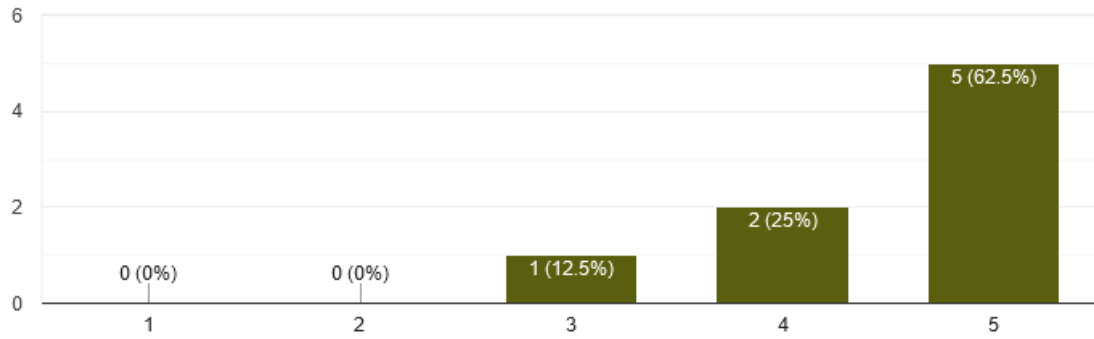
Homebased Mentor Coaching Staff Feedback Survey 2023



Your Mentor Coach established a relationship of trust with you

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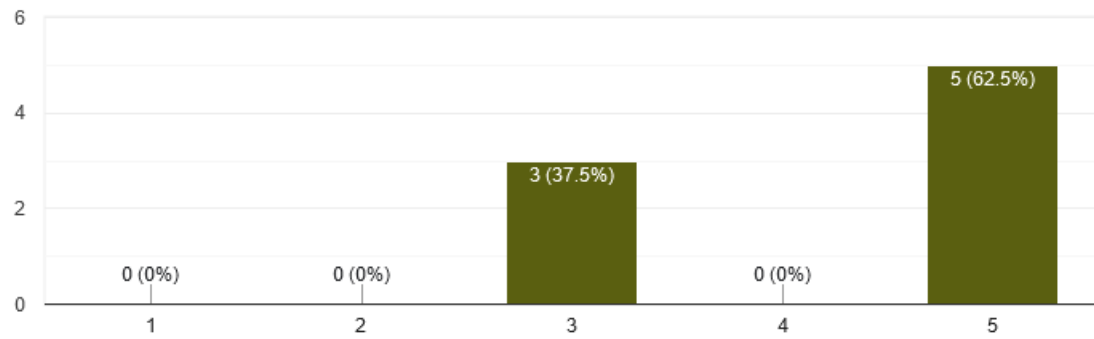
8 responses

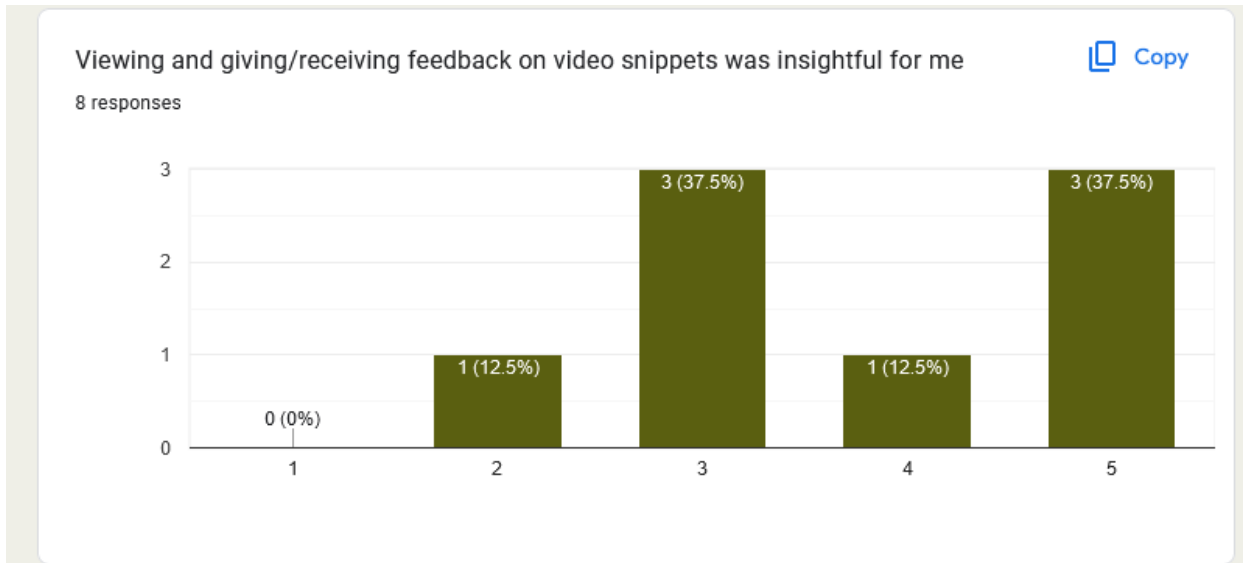


Participation and interaction were encouraged during the TLC groups

 Copy

8 responses





What was most useful about the Mentor Coaching/TLC process?

Having the coach come to a visit and provide feedback
It's nice to see how others like to do things.
She understood my struggles and helped me to accomplish my goal
Getting multiple perspectives on how to handle challenges
I already knew what I wanted to improve in my home visits, it was helpful to have it be accountable to a coach.
I think it is useless and our time can be better be used for something, I have done it every year for the past 7 years and nothing has changed
Feed back
Helped to be aware of improvements

Were you able to change/improve something about the way you facilitate a home visit because of mentor coaching/TLC? Please explain.

Yes, tried different methods to involve parents more based on what mentor coach said and what other staff had said
Yes! I was able to see that I can change the way I do my discussions with my parents.
It was good, she was helpful, nice and a good mentor
Yes. I became more aware of how I was implementing curriculum and other ways to do so that were less intrusive to the parent-child interaction.

Yes. Having the goal helped me improve the way I do the GGK part of a home visit. I was more intentional because of the goal.

Yes, I can get them to use more things in their home for their home visit.

Yes, balance of teaching and listening

What could be done differently next time we start a coaching cycle? What would be most useful to you?

More frequent reminders about what my goals are, or a form or way to track my progress

I think having more in depth conversations about how I am doing and how I am handling things would be helpful for me.

Understanding and help, because our program started a new curriculum

I think having a small group of three or so would help focus discussions.

It would be very useful if everything about the coaching cycle was clear. It seemed like this time we suddenly had to do a video, when I was unaware that was something we needed at that time. We had already done a video and I had completed my goal, and then needed to go back and do another video. It also seemed like the coaching cycle drug on for a long period of time this year.

Any other comments or suggestions you would like to share?

Find something that is required from OHS for training next year

I really like that our coach was nice, and helped with ideas to accomplish my goal

Mentor coaching/TLC can be very stressful, especially if it is brought up when a lot of other things are due. I think it would be beneficial if we did this requirement during a more serene time, instead of when we are so stressed out we are ready to explode and then this is added on top of it. The timing of the beginning of it is critical to our improvement. I think we will improve more if we are not quite as stressed.

Plan for Achieving School Readiness Goals/Child Outcomes

Program School Readiness Goals are set with alignment to the Head Start Early Learning Outcomes Framework. Parents provide input through the parent survey on which child development domains they see as needing focus for the upcoming year. Policy Council and Board receive reports child outcomes training and reports throughout the year that monitor where we are in the progress of achieving school readiness goals.

We use curriculum and child assessment tools that are also aligned with the HSELOF and its major domains. As staff and parents plan for child learning experiences at home, they will cover all learning domains and give the child exposure and experience to develop skills across those domains. As individual child school readiness goals are set, the focus can be honed in where the child needs most attention.

The curriculum we use is *Growing Great Kids*, which is a research-based home-visiting curriculum that aligns with the Head Start Early Learning Outcome Framework. It provides learning goals and activities that will give the child exposure and experience to develop skills across the domains. The developmental milestone charts embedded in the curriculum are based on what current research indicates is a developmentally appropriate scope and sequence for early learning. By supporting opportunities for adult-child interactions that include play, exploration, discovery, and problem-solving, children will have adequate support to optimize their development.

Quarterly outcomes (Fall, Winter and Spring) are aggregated using Desired Results Developmental Profile (DRDP) for individual children and then groups of children (gender, age, dual language learners, IFSP/IEP and class). We analyze and identify areas needing more focus and learning opportunities for children. We support staff with trainings, observations and mentor coaching for them to improve their teaching and home visit facilitation skills. We also follow through with the parent throughout the week so that the child has ample opportunity to practice new skills. We help them see their involvement is so important to getting their child ready for their next educational setting, whether preschool or Kindergarten.

As we implement these steps, and as individual and groups of children are meeting their individual goals and milestone markers, outcomes improve. Improved outcomes lead to the achievement of the program's School Readiness Goals.

Bear River Early Head Start
Home Based School Readiness Goals
2023-2024

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 increasing number of words, handling books and recognizing pictures.

For 3 year olds, this includes understanding and following conversational rules, expresses 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 0-3. Research based strategies 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 have access to 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 home based 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.

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 year olds, 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 child using adults as a resource to meet needs, showing interest and interacting with others, imitating, expressing emotions, awareness of self, and showing confidence in own abilities.

For 3 year olds, 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 manages 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 trained on Trauma Informed Care and response and share information with parents, as applicable.

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 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 year olds, 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 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 health eating habits.

For 3 year olds, 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.

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 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/PHS Training Calendar 2023-2024

****TEAM MEETING AT 9 A.M. *TRAINING TO FOLLOW at 10:00 until we are done***

*****SUBJECT TO CHANGE*****

9/1	Fire Extinguisher Training for NEW staff only
9/4	*Labor Day* - ALL STAFF OFF
9/15	DRDP Child Abuse and Neglect/Reporting
9/29	Developmental delays Speech Development Fall Goals DUE
	Fall Break Preston District
10/6 10/10	Fall Break Bear Lake District
10/12 10/13	*Fall Break - Cache Malad Box Elder Districts
10/20	DRDP 45 DAY all new family paperwork MUST BE COMPLETED!
10/27	Maternal Depression Infant Mental Health
11/3	EAP? Becoming Your Most Resilient Self
11/10	Fall DRDP Checkpoint DUE, Teaching Checklist Due
11/17	Time management/Paperwork
11/22 11/23 11/24	*Thanksgiving Break- ALL STAFF OFF
12/1	training Winter Quarter Goals Due/Have families do Curriculum Review in CP
12/16	Team Building
12/18-1/1	*Winter Break- ALL STAFF OFF
1/12	TLC Relationship Building
1/15	Civil Rights Day ALL STAFF OFF
1/26	TLC
2/10	Winter DRDP Checkpoint Teaching Checklist DUE
2/16	TLC
2/19	*Presidents Day- ALL STAFF OFF
MARCH	SET SPRING GOALS
3/1	EAP? Finding Your True North
3/15	TLC Conscious Discipline on home visits
3/29	TLC Parent engagement (GGK, working with thier children)
3/18-3/22	Spring Break Soda Springs
3/25-3/29	*Spring Break Preston, Malad
4/1-4/5	*Spring Break Box Elder, Cache & Logan
4/12	TLC
4/19	SPRING DRDP checkpoints DUE
4/26	training Teaching Checklist Due
5/3	Share Day
5/17	TLC

5/27	*Memorial Day - ALL STAFF OFF		
JUNE	SET SUMMER GOALS		

Bear River Early Head Start –Homebased

Training and Technical Assistance Plan Fiscal Year 2024-2025

Grantee: Bear River Early Head Start

Content Area/T&TA Need	Activity or Event	Outcome	Participants	Timeline	Cost
Child Development/ Performance Standard	CDA Renewals Onsite	Maintain Home Visitor Qualifications	As needed	Fiscal Year 2024	\$600
Child Development/ Curriculum	Growing Great Kids curriculum training Virtual	Staff will be certified in curriculum that meets Performance Standards requirments	Newly Hired Staff	Fiscal Year 2024	\$5000

Family &
Community
Engagement



Parent, Family, & Community Engagement



Program Improvement & Self-Assessment Report

2023-2024

Prepared by: Kristie Curtis

Bear River Head Start Family Services Coordinator

Bear River Head Start Family Development Program Improvement & Self-Assessment

Overview

The Family Development team continues to work with each program family on an individualized basis. Each family receives family well-being services through a family advocate. Advocates and families work together in a family partnership process to establish and maintain positive, goal-oriented relationships.

Best practice at each visit is to establish effective parent-staff partnerships. During regular contact advocates engage with each family to support their well-being, encourage them in identifying strengths, needs, barriers, and challenges. Best practice entails celebrating strengths with each family and supporting them in setting goals in areas of concern or need for their family. Advocates support families in establishing and setting family goals, maintaining or finding insurance coverage, maintaining or finding a medical and dental home, staying up-to-date with health and wellness, and working towards achieving positive child and family outcomes.

Advocates provide families with informational packets, community resources, and newsletters. They assist families in completing in-kind for each month of enrollment. Advocates are expected to contact, inform, promote and explore with **both** parent(s)/guardian(s) current and further ways they can be engaged in the program in **all** areas relating to their child's development and success.

This year the ERSEA and Health Team's joined the Family Services team. This has helped improve communication across all 3 teams as well as program oversight, program policies, and procedures.

The Parent, Family, and Community Engagement Program Improvement & Self-Assessment Report includes: Short-Term Goals, Self-Assessment & Program Improvement, Parent Surveys, Staff Surveys, Policy Council Surveys, Family Development Team Training Calendar, and Training & Technical Assistance Plan (T&T/A).

The information and data was collected throughout the year from several sources which include; family assessments, family well-being reviews, family goals, family outcomes, parent surveys, staff surveys, child plus reports/documentation, program performance panel reports, program information reports (PIR), team meetings, team trainings, cross-trainings, individual team meetings/mentoring/training, management meetings, tracking systems, home visits, parent/father/father figure engagement, dual language learners, mental health referrals, trauma informed care, parent engagement meetings (PCM)etc.

The data helps our team set short-term and long-term goals, develop and implement plans for program improvement that supports: parent-child relationships, family well-being, children's learning and development, child school readiness, attendance, parent education, parent engagement, parents as their child's most important teacher/advocate, positive child and family outcomes, community relationships/resources/information, trauma informed community, and staff training,

Through strengths-based partnerships. BRHS staff can support families in achieving positive family outcomes. The data that is collected shows areas of strengths such as when advocates and families work together in a partnership. An example of this would be when advocates support families in setting and achieving family goals. The data also shows areas we can improve upon. Suggestions and concerns are addressed at weekly management team meetings and plans for improvement are implemented right away. Goals were set to ensure implementation, training, and program improvement. The short-term goals will help improve and strengthen our work we continue to do with children, families, staff, & community.



I. Self-Assessment/Program Improvement

Issue	Action Steps	Timeline	Person Responsible
Supporting families to establish a medical and dental home, maintain and establish insurance, and be up-to-date on child & family health and well-being.	<ul style="list-style-type: none"> -The Family Development Team together with the Health & Wellness Team will support families in understanding the importance of their child's overall well-being. -Families will be supported by staff to ensure education is provided to each family on the importance of child and family well-being. -Help family's better access healthcare, social and emotional wellness, and nutritional services. -Advocates will work together with each family to encourage families to make and keep medical and dental appointments and establish a medical and dental home which includes having insurance and a primary care doctor and dentist for their Head Start child and family. -Resources and educational information will be provided on child and family health. -The Family Development Managers will have ongoing communication with Family Advocates and the Health Specialists. They will keep track of updates, appointments, and follow-up. -Monthly health status meetings will be held between the Family Development Coordinator and the Health and Wellness Administrator to ensure continuity of services. -Use Child Plus database for tracking systems. 	<ul style="list-style-type: none"> -Ongoing: -Pre-service trainings -Weekly meetings -Management meetings 	<ul style="list-style-type: none"> Family Advocates Family Development Managers Family Services Coordinator Health & Wellness Administrator Health Specialists Health Assistants
Increase parent engagement in all aspects of the program with all parents/guardians of enrolled Bear River Head Start children. Continue to improve data collection for program planning, quality improvement, and continuous learning.	<ul style="list-style-type: none"> -Staff will support parents/guardians to be their child's primary teacher's and advocates and provide information about the importance of their child's regular attendance and school readiness. -Staff will inform parents about the process for elections for the Policy Council and Parent Committees. -Follow Performance Standards (1301.4) Parent Committees. -Encourage attendance and participation of parent engagement. In all aspects of BRHS. -Attendance and involvement at Parent Committee meetings -Policy Council attendance, and ongoing communication between the Policy Council (policy council report) and the Parent Committees/Parents/Guardians (parent committee reports). To continue to increase timelier, uniform sharing of information, through one program system. -Advocates will disseminate the Policy Council Report directly to parents. This will increase timelier, uniform sharing of information, through one program system. -Keeping parent's informed and encouraging participation & engagement of our research-based Conscious Discipline parenting curriculum including: workshops /classes / resources/parent lending library. -Staff will receive ongoing individualized and group training on PFCE framework, RBC's, HSELOF, Motivational Interviewing, Goal Setting, and Family Partnerships. -Managers will monitor data on a regular basis with improved systems in place for continuous program improvement. 	<ul style="list-style-type: none"> -Ongoing 	<ul style="list-style-type: none"> Family Advocates Family Development Managers Family Services Coordinator Policy Council Parent Committee
Supporting parents as their child's primary teachers. Offering group and individualized training on Conscious Discipline our research-based Parenting Curriculum.	<ul style="list-style-type: none"> -Family Development staff will continue to be trained on Conscious Discipline. -Staff will provide families with individualized and/or group Parenting curriculum workshops. -Parent Committee Meetings. -Education/information/resources to meet each family's needs. -BRHS staff will inform families of the parent lending library and check out system. -Staff will support parents/guardians, children, and families. 	<ul style="list-style-type: none"> -Ongoing 	<ul style="list-style-type: none"> Family Advocates Family Development Managers Family Services Coordinator
Continue to follow the Planned Language Approach Plan to increase coordinated approaches for Dual Language Learner's.	<ul style="list-style-type: none"> -Provide ongoing staff training to support parent-child relationships that will promote children's learning and development. -Ongoing trainings for staff to understand that children's home language is fundamental to their learning. -Offer Conscious Discipline Parenting Curriculum. Provide information on upcoming classes/education/information, and community resources. -Find and share about available community resources for supporting high-quality instructional interactions with children who are dual language learners. 	<ul style="list-style-type: none"> -Ongoing 	<ul style="list-style-type: none"> Family Advocates Family Development Managers Family Services Coordinator
Continuous training and improvement. Continue to follow the Trauma Informed Care Plan for staff, children, and families.	<ul style="list-style-type: none"> -Staff together with families complete individualized family assessment. -Staff support families to set and achieve goals. -Enhance services that strengthen families, promote positive relationships, decrease parental stress, and improve family safety and financial security. -Strengthen service provision related to housing access and stability. -Encourage families to use available transportation services to promote regular participation of children and families in services that support development and learning addressing trauma. -Improve collaboration efforts with family support agencies to lessen family confusion and stress in dealing with multiple agencies. -Support a Trauma-Informed Workforce -Provide training on trauma-informed approaches to all staff, governing body, Policy Council. Ensure training is accompanied with coaching, reflective practices and supervision training. -Support staff through employee assistance programs. -#HeadStartForward -#HeadStartHeals -Aligning w/ SAMSHA -Continue to collaborate w/ community agencies to build and enhance collaborative services with local substance abuse and treatment programs, DCFS, domestic violence providers, disaster response programs, mental health and well-being agencies, and other community partners. -Bear River Head Start/ Early Head Start Trauma Informed Care Approach to Services Plan 	<ul style="list-style-type: none"> -Ongoing 	<ul style="list-style-type: none"> Family Advocates Family Development Managers Family Services Coordinator

I. Short-term Goals 2023-2024

Goal	Implementation	Outcome	Measures	Documentation
<p>The Family Development Team together with the Health & Wellness Team will support families in understanding the importance of their child's overall well-being.</p>	<ul style="list-style-type: none"> -Advocates will work together with each family to encourage and support families to establish a medical and dental home which includes having insurance and a primary care doctor and dentist. -Staff will encourage families to make and keep appointments. -Staff will provide health resources and educational information. -Staff will work with families in a family partnership agreement. -Staff will encourage parents/guardians to take an active role in promoting their child's health and well-being. -Staff will have ongoing communication with the health team. -Managers will track health information and support staff working with families. 	<ul style="list-style-type: none"> -Staff will educate and support families in accessing health insurance coverage. -Staff will promote positive outcomes with children and families in supporting them in setting and completing child's medical and dental appointments. -Children will be up-to-date on health. -Staff will promote overall child and family health and wellness. -Staff will support parent(s)/guardian(s) in establishing and maintaining a Medical and Dental home (defined as having insurance and a primary care doctor and dentist). -Staff will educate families about preventive health care. - Ongoing communication between staff and families. -Positive child and family well-being. -Follow health and safety protocols, policies, and procedures. 	<ul style="list-style-type: none"> -Child(ren) will be up-to-date on a schedule of age appropriate preventative health care. -Parent and staff collaborations will meet the needs of the child. -Follow CDC, Health Department, EPSDT, and safety guidelines. -Improved child and family health and wellness. -Improved data collection -Knowledge of available community resources that help children and families with health services. -Family Well-Being -Families as Learners -Leadership and Advocacy -Coordinated, Integrated, and Comprehensive Services. 	<ul style="list-style-type: none"> -Family Partnership Agreements -Family Goals -Child Plus -Team meetings -Trainings. -T/FE/FA meetings -Parent Surveys -PIR
<p>Increase parent engagement in all aspects of the program with all parents/guardians of enrolled Bear River Head Start children.</p>	<ul style="list-style-type: none"> -Keeping parents informed and encourage participation with Parent Committee Meetings, Workshops, and Classes. Offer Conscious Discipline Research-Based Parenting Curriculum. -Attendance to meetings, workshops, and community events will be encouraged (In-person and virtual meetings offered). -Continue to increase timelier, uniform sharing of information through one program system with ongoing communication between the Policy Council (Policy Council Report) and Parent Committees (Parent Committee Reports). -Advocates will disseminate the Policy Council Report directly to each parent. -Advocates will learn family's preferred method for receiving the PC report information (hard copy, website, PCM meetings, newsletters etc.). 	<ul style="list-style-type: none"> -Engaging both parents in family services and partnerships. -Increased involvement during meetings, workshops, etc. -Cross communication between Policy Council and Parent Committees/Parents. -Timelier, uniform sharing of information, through one program system. -Positive child and family well-being. -Parents/guardians understand their role as their child's primary advocate's, nurturer's and teacher's. -Support parent child relationships. -Support child learning and development. -Positive parent-child relationships. -Families as lifelong educators. -Families as lifelong learners. -Family connections to peers and community. 	<ul style="list-style-type: none"> -Family Partnerships. -Increased parent engagement. -Increased knowledge of Conscious Discipline Parenting Curriculum. -Better informed parents. -Increased and improved communication between Policy Council and Parents. -Surveys. -Child Plus. -Data Collection. -Program Information. -Program Improvement. -Self-assessment. -In-kind. -Policy Council attendance. -Parent Committee meeting attendance. 	<ul style="list-style-type: none"> -Parent surveys. -Family Goals. -Family Partnership Agreements. -Flyers/Invitations. -Child Plus. -Policy Council Reports. -Parent Committee Reports. -Individualized team meetings. -Team meetings. -Trainings. -Sign-in sheets. -Mileage reimbursement. -Meeting Minutes. -Parent Newsletters. -BRHS website. -In-kind Pro. -Conscious Discipline Parenting Curriculum Library check-out.

	<ul style="list-style-type: none"> -Policy Council Reports will be read at Parent Committee Meetings. -The link for the Policy Council report on the BRHS website will be shared with parents/guardians. -Newsletters, PCM schedule and packets will be disseminated to all parents/guardians through their family advocate. -Supporting parents/guardians to be their child's primary teacher's and advocates and providing information to them about the importance of their child's regular attendance and school readiness. 	-Families as advocates and leader		
<p>Parents/Guardians will learn about positive parenting. Family Development staff will continue to receive training on Conscious Discipline Parenting Curriculum. Staff will provide families with individualized and group education, information, and resources to meet each family's individualized needs.</p>	<ul style="list-style-type: none"> -Staff will hold Conscious Discipline workshops that educate and inform parents/guardians (individually or in a group setting). -Parents/Guardians can learn and practice parenting curriculum to promote their child's learning and development. -Parent Committee Meetings. -Self regulation. 	<ul style="list-style-type: none"> -Increased knowledge of Conscious Discipline Parenting Curriculum. -Families as lifelong educators. -Families as lifelong learners. -Positive child and family outcomes. -Cross communication. -Parent engagement. -Family engagement in transitions. -Strengthen parent-child relationships. -Strengthening parenting skills. -Parent engagement processes that foster parent, child, and family well-being. 	<ul style="list-style-type: none"> -Parents/Guardians will learn and implement Conscious Discipline. -Parent & Family engagement. -Self-Regulation Tools. -Positive Child & Family Outcomes. 	<ul style="list-style-type: none"> -Parent Committee Meetings. -Sign-in sheets. -Parent & Family Goals. -Family Assessment. --Conscious Discipline Parenting Curriculum Library check-out.
<p>Continue to follow the Planned Language Approach Plan to increase coordinated approaches for Dual Language Learner's.</p>	<ul style="list-style-type: none"> -Focus on making culturally and linguistically responsive environments for all children, families and staff. -Staff to support dual language families. -Staff services using translation /interpretation services to dual language families. -Staff follow the Dual Language Learner/Planned Language Approach. -Staff use the five components of a Planned Language Approach (PLA) to support language and literacy development. -The Big 5 for ALL. -Increase Home Language Support. -Follow Policies, Practices & Systems. -Strategies to support DLLs. 	<ul style="list-style-type: none"> -Increase knowledge and training for staff and families that language competency is important to children's school success. -<i>"Planned Language Approach (PLA) ensures that decisions about program policies, curriculum, and instruction are based on key language development research, prenatal to adult. PLA also takes into consideration the vast cultural and linguistic diversity of children in the United States, as reflected in Early Head Start and Head Start enrollments."</i> https://Eclkc.ohs.acf.hhs.gov/. -Dual language learners will be supported by staff as they continue to learn their home language. -Positive child and family outcomes. -Translators/interpreter's. -Staff and parents will recognize parents' roles as children's lifelong educators. 	<ul style="list-style-type: none"> -Data. -Surveys. -Child Plus. -Research shows that young DLLs are more successful in school and later in life when they develop strong language and literacy skills in both their home language and English. -Community partnerships. -Child & family outcomes. -Research Based. 	<ul style="list-style-type: none"> -DLLPLA. -DLL program assessment. -Family goals. -Family well-being review. -Family Assessment. -Sign-in sheets. -Translator/Interpreter resources. -Child Plus. -Surveys. -Community resources.

		<ul style="list-style-type: none"> -Staff will encourage parents to support and engage in their child's development, how to advocate for their child, support them in transitioning into other schools and programs, and promoting the social and emotional development of their child. 		
<p>Continue to ensure implementation, training, and increased focus for the family development team to be engaged in continuous learning, professional development, and trauma informed care plan for staff, children, and families.</p>	<ul style="list-style-type: none"> -Staff will continue to use the PFCE framework and work toward building trusting relationships with families. -Use RBC's as a tool to assess progress and identify areas for growth. -Motivational interviewing. -Support family goal setting. -Share information with families. -Ongoing training and support for staff and families. -Effective management systems. -ECLKC website. -Performance standards, policies, and procedures. - Maintain positive relationships with community agencies that helps support family's progress towards their goals. -Community trainings and resources. -Ongoing training to create and promote a trauma informed work environment. -#HeadStartHeals -Aligning with SAMHSA. -THE 3 "E'S" OF TRAUMA: event(s), experience of event(s), and effect. -Mental health and family well-being. -Follow the 4 R's: Realization how trauma can affect families, groups, organizations, and communities as well as individuals. Recognize the signs of trauma. Responds by applying the principles of a trauma-informed approach to all program areas. Resist re-traumatization of children and families as well as staff -Staff will have a basic realization about trauma and understand how trauma can affect families, groups, organizations, and communities as well as individuals. -Collect data for continuous program improvement planning. 	<ul style="list-style-type: none"> -Positive child and family outcomes. -Increased family engagement. -Managers will support staff to help them work in a partnership process w/ families. -Positive child and family well-being. -Professional growth. -Community resources and assistance for families, children, and staff. -Families setting and achieving goals. -Mentor Coaching. -Trainings. -Cross communication. -Family connections to peers and community. -Have a trauma informed staff and agency. -Provide support to children and families. -Positive child, family, and staff wellness. -Positive child and family outcomes. -Positive parent-child relationships. -Families as lifelong educators. -Families as lifelong learners. -Family well-being -Families having access and knowledge of community resources that can support their family. 	<ul style="list-style-type: none"> -Collect data for continuous program improvement planning. -Data for program goal setting. -Data for training and technical assistance planning. -Continual staff training/mentoring/ coaching. -Increased staff knowledge of community resource. -Increased professional development. -Increased knowledge and understanding of trauma informed approach for staff and families. -Family well-being. -Family Partnerships. -Social & Emotional Well-Being. -Mental Health Referrals. -Child Plus. -Community resources and support (MOU's). -Positive program environment. -Teaching and learning. -Continuous program improvement. -Community partnerships. 	<ul style="list-style-type: none"> -Goals. -Assessments. -Partnerships. -Outcomes. -RBC's. -PIR. -Individualized team meetings. -Child Plus. -Sign-in sheets. -Trainings. -Professional development. -Newsletters. -Packets. -Conscious discipline. -Family lending library. -Collaboration agreements (MOU's/MOA's) -Mental health referrals -Family goals -Community resources and information. -Trauma Informed Care Plan. -Family well-being review. -Family goals. -Child Plus. -ACES. -Edinburgh Screener. -Counseling Referrals. -Training. -Meetings.

Family Advocate Services Parent Survey 2023 EHS

1. Our Family Advocate Services:	Yes	No
a. Our Family Advocate supports and encourages parent-child relationships? They recognize parents/guardians as their child's primary teachers and nurturers?	25	0
b. Our Family Advocate invites and encourages us to attend parent workshops and Parent Committee Meetings including father/father figure engagement?	18	0
c. Our Family Advocate schedules visits at convenient times for both parents (if applicable)?	20	1
d. Our Family Advocate works with us in our preferred language, or through an interpreter, to the extent possible?	19	1
e. Our Family Advocate informs our family about Bear River Head Start by providing us with the Parent Committee Meeting and Policy Council Reports.	26	0
f. Our Family Advocate shares with us ways we can volunteer at Bear River Head Start (such as volunteering in my child's classroom) and encourages us to do so.	14	4
g. Our Family Advocate supports us in setting and achieving family goals.	20	0
h. Our Family Advocate educates and supports us with completing in-kind?	20	1
i. Our Family Advocate supports us in identifying and linking our family to available community resources?	26	0
j. Our Family Advocate educates us on the www.brheadstart.org website as well as educational packets/information, and monthly newsletters.	21	0
k. Overall, our family is satisfied with the services our family advocate provides?	22	0

2. My Family attended educational presentations and/or received information and training through program referrals or directly with community agencies to promote positive family outcomes:	Yes	No
a. Information and resources for: Food, Clothing, and Shelter	18	8
b. Information and resources about Housing Assistance (Heat, weatherization, etc.).	14	8
c. Financial Education and/or debt counseling	13	8
d. Mental Health Services	11	10
e. Substance Misuse Prevention	9	12
f. Substance Misuse Treatment	9	11
g. English as a Second Language (ESL) training or resources	6	15
h. Assistance in enrolling into an education or job training program	10	10
I. Conscious Discipline Parenting Curriculum	16	5
j. Involvement in discussing your child's screening and assessment results and progress	17	2
k. Supporting transitions between programs i.e., Early Head Start (pregnant mothers and children age 0-3) to Preschool Head Start (children age 3-5), Preschool Head Start to Kindergarten etc.	17	4
l. Education on preventive medical and oral health	18	2

EHS Parent Survey Comments:

- I've expressed my frustration with the app and how time consuming it is to break down everything it requires. I have explained I am not comfortable or confident in using this and would prefer to use the previous option.
- Our advocate is so helpful and took the time to listen!

Family Advocate Services Parent Survey 2023 PHS

1. Our Family Advocate Services:	Yes	No
a. Our Family Advocate supports and encourages parent-child relationships? They recognize parents/guardians as their child's primary teachers and nurturers?	73	2
b. Our Family Advocate invites and encourages us to attend parent workshops and Parent Committee Meetings including father/father figure engagement?	56	1
c. Our Family Advocate schedules visits at convenient times for both parents (if applicable)?	65	1
d. Our Family Advocate works with us in our preferred language, or through an interpreter, to the extent possible?	64	1
e. Our Family Advocate informs our family about Bear River Head Start by providing us with the Parent Committee Meeting and Policy Council Reports.	74	2
f. Our Family Advocate shares with us ways we can volunteer at Bear River Head Start (such as volunteering in my child's classroom) and encourages us to do so.	53	6
g. Our Family Advocate supports us in setting and achieving family goals.	61	4
h. Our Family Advocate educates and supports us with completing in-kind?	62	5
i. Our Family Advocate supports us in identifying and linking our family to available community resources?	72	3
j. Our Family Advocate educates us on the www.brheadstart.org website as well as educational packets/information, and monthly newsletters.	53	4
k. Overall, our family is satisfied with the services our family advocate provides?	62	2

2. My Family attended educational presentations and/or received information and training through program referrals or directly with community agencies to promote positive family outcomes:	Yes	No
a. Information and resources for: Food, Clothing, and Shelter	45	23
b. Information and resources about Housing Assistance (Heat, weatherization, etc.).	44	20
c. Financial Education and/or debt counseling	35	25
d. Mental Health Services	39	24
e. Substance Misuse Prevention	23	34
f. Substance Misuse Treatment	22	35
g. English as a Second Language (ESL) training or resources	22	34
h. Assistance in enrolling into an education or job training program	22	27
I. Conscious Discipline Parenting Curriculum	41	17
j. Involvement in discussing your child's screening and assessment results and progress	48	14
k. Supporting transitions between programs i.e., Early Head Start (pregnant mothers and children age 0-3) to Preschool Head Start (children age 3-5), Preschool Head Start to Kindergarten etc.	43	16
l. Education on preventive medical and oral health	49	13

PHS Parent Survey Comments:

- I'd love to have a day for the nonblood draw option of for led testing in our community or more solid information on this.
- Advocates are a great addition and resource provider for the family.
- Very helpful programs and resources and teachers/trainers/advocates.
- My FA does amazing at checking in with my family, and helping me with things I question.
- None.
- I had a very negative expert with my first Family Advocate but the second Family Advocate was amazing and very supportive.
- They did great!
- They are doing AMAZING! I just wish more parents would see that and be more involved and receptive.
- Don't assume someone's religious views. Not everyone is LDS.
- Son muy Buenos (They are very good).
- Para mi todo estuvo bien (For me everything was fine).
- Para mi me ha ayudado mucho (It has helped me a lot).
- No.
- El servicio es bueno brinda mucha información (The service is good, it provides a lot of information).

Family Development Team Staff Self Appraisal

2023

What are the parts of my job that I like the best?

- Family Interaction.
- Working with the Management and Advocates.
- Visiting with families, flexibility, working from home.
- Being able to help families and seeing them learn from parenting information or find the resources they need. When I get to interact with the families face to face at visits.
- Helping families find solutions, listening to people tell me their problems and seeing them begin to feel better just from having someone listen, experiencing different cultures, flexible schedule, working from home, I get cool tech to use, awesome co-workers...
- Visiting with parents; teaching parenting tips; learning about and helping with their struggles.
- The Family Development Team
- One of the things I really like about my job is to learn about the families. I like to learn about their goals and needs. I enjoy being able to provide resources and information many times they are not aware they're available. I really like it when they achieve a goal we set up, it's really rewarding knowing I was part of that achievement.
- I love the team I work with. Even though our team has gotten smaller. I just love working with everyone so closely.
- Being able to provide resources and work with families.
- The people I get to associate with, learning new resources to help people better their situations.
- I like that I can work from home. Makes it easier to take care of my baby and also work and make a living. I also like all the people I work with and the people I get to meet and help.

What are the parts of my job that I like the least?

- Too many families, can't give all of them my best.
- A lot to do and not enough time.
- Documenting (Contact logs, mostly); Recruiting.
- Getting families to complete medical/dental requirements. Trying to get transition documents.
- Reaching out to people I haven't met yet, trying to talk to people who have made it plain they do not want to talk to me, evening drop bys, medical/dental, in-kind, being told all year long that we are in crisis mode because [insert here enrollment, medical/dental, in-kind, home visits, signatures, PIR] is behind or almost behind and the program will end and it will all be our fault. Oh, and I hate recruitment. And I stink at it.
- Recruiting.
- Things that change and we have to redo it a different way or change it completely.
- I think don't think is something I don't like, but I know there are families get a little upset when I ask them about medical and dental.
- I feel like this is harder to answer this year. I like most everything about my job but I do feel like sometimes other teams do not understand what we are doing and/or they make decisions for our team that are not effective.
- Repeating documentation and having limited resources for families with challenging status.
- Documenting, working with families who won't give me a chance.
- It's hard that getting my job done depends on someone else doing things i.e. in-kind, signing things, health appointments, etc.
- Sometimes I feel like sometimes I'm a big burden on people.

What strengths do I have that my job requires?

- Interpersonal skills
- A desire to help others do the best they can while trying to be encouraging and empathetic.
- Organization, approachable, friendly.
- Strengths that I have that my job requires is being able to interact well with families. I feel that I am friendly so that I am able to approach parents.
- I don't have any strengths.
- I like adult education, teaching parenting skills, etc.
- Team player, work well with others
- I really like to help my community, I enjoy learning about the different resources our community provides.
- I am organized and efficient which is useful in most things that we do.
- Customer service, community engagement, empathetic, problem solver, professionalism.
- Friendly, fun, building rapport with people, flexibility, honesty, dedication, integrity.
- I can empathize with people and have a desire to make a difference.
- I genuinely want to find resources to help people out.
- I am hard working and care about what I am doing.

What have I done for my own professional development lately?

- Rereading Conscious Discipline
- Reading and learning about Conscious Discipline and ways to better management.
- Parenting/Marriage Podcasts.
- I attended the Father Engagement webinar, and I have listened to some parenting podcasts that I can share and that apply really well to Conscious Discipline.
- I read the assigned ECLKC stuff.
- Learning more about Conscious Discipline from book; listening to podcasts about Mental Health issues.
- Nothing, really. I guess reviewing Conscious.
- I have finished the Family Development Credential.
- This question is hard to answer while nothing specific comes to mind. I know I am growing each day and our team is evolving and we are working on improving constantly.
- Self-Care, continues training in social emotional and family studies.
- Strengthened my Mental Health through Counseling and Treatments.
- I listen to podcasts on Conscious Discipline and Trauma Informed Care. I also seek out resources for myself and people I work with to make my job more effective for me and them.

Strengths I bring to my team are...

- Knowledge of job, humor.
- A love for people.
- Sense of humor, Helpful.
- Dependability, I try to complete a task if I say I will. I add new ideas for accomplishing a task or creating ways to make a task more efficient.
- I don't have any strengths.
- I enjoy our team a great deal and try to interact with everyone and helping where I can.
- Work as a team, help brainstorm, different perspective, outgoing.
- Might not seem like a strength, but I like to ask questions, and it could be a question someone else has. My question can help someone else get an answer.
- Experience
- I am a team player, willing to help when needed, I like to share knowledge, experiences and useful information.
- I think I'm good at teamwork and bringing our team together.
- I'm a young mom and we work with a lot of young moms. I think that is a good perspective to have.

I could be a more effective co-worker if I would...

- Computer skills.
- Find more time or learn better ways to monitor all the information in Child Plus.
- Volunteer for recruiting.
- Reach out more and offer ideas for helping families, sharing information/resources that I find.
- Get some strengths.
- Reach out to offer help more often.
- Not sure.
- Communicate more.
- I think it would be beneficial to get to know other people from other teams and to reach out to say hi to everyone.
- Engage and communicate more with my co-workers.
- Strengthen my insecurity, document more regular.
- Being in person at trainings would probably help. We have only had one training in person so far since being back but I think that would be good for me mostly.

Some of my major accomplishments are this year...

- Having a mother no one else could connect with request me as their advocate.
- Working well with each of the advocates I have been assigned. Following up more often on their plans with following up with families on their Health.
- Shampooing the carpets.
- Learning all of the resources in the area. And getting better at teaching during visits.
- I discovered how to export contacts from Child Plus and import them into Google contacts, which, if you figure that there are about 10 advocates and it takes at least 5 hours to manually enter caseload contact info into contacts, saves up to at least 40 total work hours for the family development team. Oh, and I've improved my documentation too. And exercised regularly. And ate more kale.
- Personally: I have navigated through a divorce. Professionally: became more proficient.
- Nothing specific. Conscious Discipline has been great!
- Family Development Credential. I have gained a lot more experience on family assessments.
- This year we implemented an app for in-kind and learning and using the new in-kind app was a big accomplishment this year.
- I was able to overcome some challenges and had a little more structure.
- Tracking down a family. My health has never looked better!

I would like to see the following changes to my job that would help me be more effective.

- Less caseload
- Not taking so much from Family Development in the way of staff.
- Ice cream machine. I will never let this go ☺
- Focusing more on teaching and helping the families and having less to do's during visits such as medical/dental and transition documentation. I sometimes feel I don't have time or really talk with the family because I have to get those things done and I want to respect the family's busy schedule.
- Nothing comes to mind.
- I cannot think of any changes I hope for—except for some additional functions in Child Plus (which are out of my supervisor's control): bolding, search-in-page function (ctr F); additional font color options in order to quickly scan a page, etc.
- Nothing our team and supervisors are great.
- Stay on task.
- The ability to record meetings and use technology to provide services and education to more families.
- A better communication structure between different departments including fiscal, and education team.

- I feel like the volume on my case load makes it difficult to work as close as we could with the families. I would like to be able to check in on their goals more regular and make sure that anything they have asked for my help with (I had a mom and dad ask for help with their child who would wake up screaming if no one was with her when she woke. I dropped the ball and did not follow-up with any Conscious Discipline helps or anything).
- I can't really think of anything right now.

My supervisor can help me do better at my job by...

- She does a great job keeping me on task.
- My supervisor does a great job at following-up with anything I may need or questions that may come up. I appreciate the hard work she does to keep the parts of the agency she is in charge of running as smoothly as time allows.
- None.
- Making it clear at the start of the year what information we need to be sharing with families each month such as having PIR in the beginning of the school year instead of the end. Or challenging us to share more information with families that is all I can think of though, she is great at communicating with us and sharing resources with us.
- Continuing to rock on.
- My supervisor, is the best any supervisor can possibly be: approachable, kind, knowledgeable, helpful, and exact in her explanations of expectations; teaches very well, patient.
- She is awesome.
- I think my supervisor has been great at helping me with every single question.
- Sometimes the work that front line staff does is overlooked. I am hoping we can go out of our way to acknowledge our team's strengths and their accomplishments.
- Continuing to do her wonderful work by following up, problem solving with me and setting time frames and structures.
- I love my supervisor, she does an amazing job. She communicates with me in a manner that I appreciate.
- Sometimes emails get lost and take a long time to be replied to.

I would like more training in these areas...

- Electronic documentation, i.e. in-kind, pandadoc, etc.
- I can't think of anything at this time.
- Effective/Assertive Communication; we had the police come once on substance use in the valley, and that training was interesting.
- Replying to parents when they are going through challenging times. Or how to respond when a parent is upset or annoyed with you or something at Head Start.
- Um, I can't think of anything. Maybe, how to get strengths, since I don't have any.
- Maybe some training by a divorce lawyer or paralegal in that field, explaining divorce in Utah, so we can support better, any Head Start parents who divorce.
- Anything, I love training and new information to apply and share with the families.
- Conscious Discipline.
- Technology is always advancing and there are some cool things out there right now that I think would be beneficial to use within our agency that would help provide services.
- Pandadoc, task planning.
- I would like to do mock home visits and see what other's techniques are.
- I want to know how people have been getting in-kind from ALL of their families. I am struggling with that.

POLICY COUNCIL SPRING SURVEY 2023

1. What have you gained from being a part of the Bear River Head Start Policy Council?

- ⇒ I have gained a better knowledge of the School Program. It helped me feel like I could help.
- ⇒ Experience with Robert's Rules of Order. After being involved, I actually ordered the newly revised 12th edition.
- ⇒ Packets on new policies and grants.
- ⇒ What is going on in the community and who is coming and going
- ⇒ An insight into the program and what they offer.

2. Were you given the training you needed to perform your duties as a Policy Council Member?

- ⇒ 1=Absolutely
- ⇒ 4=Yes

3. Was the Policy Council Learning Management System (LMS) training easy to use?

- ⇒ 4=Yes
- ⇒ 1=No

4. What suggestions do you have for improving the Policy Council Meetings?

- ⇒ Try to figure out how to get people excited to fill the positions required.
- ⇒ More fun. I know it's professional but I live for humor.
- ⇒ Have them in person
- ⇒ None.

5. Have you been able to attend all of the Policy Council Meetings?

- ⇒ 5=No

6. Do you understand the process for communication with the policy council and your parent committee?

- ⇒ 5=Yes
- ⇒ 1=No

7. Do you have anything you would like to add?

- ⇒ This helped me feel like I could still help out. I loved doing this. Thank you for the opportunity!!!
- ⇒ Love BRHS. Best program for children I have ever been involved in.
- ⇒ I was not able to make every meeting. Either taking care of the kids or they are so loud I cannot hear what is being talked about during the meetings. Most of the time when I try to attend it is just a muted line with no one there and as I said if I'm not up chasing kids or making dinner then I still can't hear over them anyways. Realistically I didn't feel like it was worth the time to attend the call as long as I read the emailed packets.
- ⇒ None.

Parent Feedback & Comments

I have a family which consists of a single mom and three children. Mom absolutely loves the idea of the 'I Love You Rituals', and after sharing the book with her and discussing how the original words to the rhymes makes you feel compared to how the new words they substituted make you feel, she read them to her three children and let the children pick which 'I Love You Ritual' they liked best. The one they chose is the one she reserved especially for that child and every night she spends a few minutes one on one with each child and sings the song and does the hand moves that go with it. She said both she and the children have loved the new feeling of closeness they feel to each other every night.

A dad came to one of the Conscious Discipline classes and was very impressed. He now wants to borrow a book on Love You rituals.

I have a parent who loves the idea of I love you Rituals and having each child choose their favorite and spending one on one time with each child doing their special ritual.

Text I received from a parent after giving her "Easy to Love Difficult to Discipline"

"Hi, sorry to be texting you randomly I haven't finished the book but I've been reading it when I can and honestly it's really good I'm not going to lie at first I thought it was just the typical soft love book that I personally think is a little dumb but actually reading it's really good! I'm really glad you recommended it"

Hi! This is --.

I have been in this program almost 2 and a half years now and I want to tell that was so helpful for my family. It was helpful for me to understand my son's and my family's feelings, needs and desires. I'm in the home based program and it is so nice to have someone who comes to my house once a week and talk with me about my kid's development and what kind of activities I can do with them.

And I see my advocate once a month which is really nice to have someone cares and helps you with everything like finding food, educations, health care etc.

I'm so happy that I'm in this program and would love to tell about this program to my friends and neighbors!

Thank you so much for everything!

To whom it may concern

My name is --, I am the mother of --, I want to express what the Bear River Head Start program did for my family head start changed my son's life. -- was like a blessing in our lives because when he came to head start he spoke his native language, which is Spanish, at home no one speaks English and he showed a gigantic progress in learning English and now not only understands it but also has the ability to translate what other people want to say to me teaches me words to daily as I should pronounce them correctly....Personally, the workshops for parents helped me to be more tolerant and to understand that I have to reward my son to get him to behave well, what should I change? Traditional because of its consistency, I understood that being present in my son's life will be the door so that he is a different adult who breaks with the ties of traditional education that they gave us before. Thanks to the head start program and the Family Advocate. -- will have the possibility of receiving dental assistance since we are people who do not have the possibility of paying their treatment but thanks to head start who gave us their support we were able to find an association that will help us with his treatment so that -- enjoys oral health thanks head start...

Sincerely

--

A parent said this during a phone visit last month.

She let me know that Head Start has been a great program. And the teachers are wonderful at teaching the children about their emotions. She said it is an educational program. They pay attention to every child. She has had her kids in the program for a long time and loves it. She also shared that they have had trouble potty training their child and an idea came to her to use a jar filled with pom poms. If the jar gets full then the child gets the stuffed animal she really wants. It was a complete 360, her daughter started doing much better with potty training. Mom gave a shout out to whatever Head Start class put that idea into her head. It has made potty training more positive rather than negative.

Family Development Team 2023-2024 Training Calendar

-All trainings begin at 10:00 am unless otherwise announced. Please be present by 9:50 am-

Training Dates	Topics
	General Training Areas: staff development, community resource, form/process review, parent involvement, calendar items
August 3, 2023	Individualized Training & Professional Development, Team Building, Pre-service training, In-kind Pro App training, Family Partnerships & ways to creating a successful year, Parent Engagement, Calendar items, Recruitment, Community Resources, Outcomes, Policies & Procedures.(LMS). Child Plus.
August 17, 2023	Individualized Training & Professional Development, Team Building, Family Partnership Agreement, How to Build Rapport/Connections, Community Resources, Calendar Items, PFCE Framework, Child Plus documentation, Family Goals, Family Outcomes, Parent Engagement, PCM's, Conscious Discipline, Policy Council training, Dual Language Learners, Calendar items, Child Abuse & Neglect prevention, Family Advocate Expectations and Objectives, ELCKC, Pre-services packets.
September 7, 2023	Individualized Training & Professional Development, Team Building, Mental Health training, Trauma Informed Approach, RBC's, Parent Engagement, Calendar items.
September 21, 2023	Individualized Training & Professional Development, Team Building, and Relationship-Based Competencies to support Family Engagement, Work-Life Balance, Community Resources, Family Well-Being Review, Social & Emotional Well-Being and Mental Health, ACES, SAMHSA, Edinburgh Screener, Parent Engagement, Calendar Items.
October 5, 2023	Individualized Training & Professional Development, Team Building, Technology, Community Resources, Documentation, Parent Engagement, Calendar Items, Conscious Discipline Parenting Curriculum.
October 19, 2023	Individualized Training & Professional Development, Team Building, Family Well-Being, Support for Family Goal Setting, Community Resources, PIR, Parent Engagement, Calendar Items.
November 2, 2023	Individualized Training & Professional Development, Team Building, Family Outcomes, Community Resources, Child Abuse & Neglect Prevention, Parent Engagement, Calendar Items.
November 16, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Child Plus (text/email), Parent Engagement, and Calendar Items.
December 7, 2023	Individualized Training & Professional Development, Team Building, Supporting Families, Community Resources, Parent Engagement, Calendar Items.
January 18, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Mental Health, Parent Engagement, Calendar Items.
February 1, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
February 15, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
March 7, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
March 21, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
April 18, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
May 2, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
May16, 2024	Individualized Training, Professional Development, Team Building, and Child Plus...
June-August 2024	Individualized Training, Professional Development, Team Building, and Child Plus...

-All training dates and topics are subject to change based on the current needs of the team-

- ⇒ 1st week of every month: The Family Development team meets together for team meeting/training.
- ⇒ 2nd week of every month: Advocates meet individually with their Managers for training.
- ⇒ 3rd week of every month: The Family Development team meets together for team meeting/training.
- ⇒ 4th week of every month: Advocates meet individually with their Managers for training.
- ⇒ 5th week of a month: TBD.
- ⇒ Summer months: Ongoing recruitment meetings/trainings, etc.

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start

Total Allocated Budget: \$4,000.00

Program Option: Early Head Start

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Family	Trainings for program staff.	Increase staff knowledge to teach Conscious Discipline parenting curriculum classes that builds on parents' knowledge. Staff trainings to stay current in understanding and implementing Head Start best practices.	Provide parent education classes in all areas that offers parents the opportunity to practice parenting skills to promote children's learning and development. Professional development.	Family Services Staff	2024-2025 Fiscal year	3,000.00
Family	Family Development Credential training as needed.	Staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2024-2025 Fiscal year	1,000.00
Family	-Family Services Trainings -Mental Health Consultant Trainings -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff	-Performance Standards -Staff Wellness, Self-Care, and Mindfulness, Self-Compassion -EAP trainings -Trauma-Informed Care and Strategies -Child Abuse & Neglect Prevention -Mental Health Hot Topics -Infant Mental Wellness -Parent Engagement in Health -Mental Health Consultant -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1st Aid Certification, etc.).	-Increase staff understanding in current mental health and well-being P-and perinatal/prenatal depression. -Mental Health referral processes. -Child Abuse and Neglect training. -Mandatory Reporting. -Understanding of available community resources. -Increase staff and family understanding of program services that support and promote children's overall well-being, learning and development. -Promote family engagement and goal setting. Increased staff knowledge, understanding, and implementation of the PFCE Framework and Family Engagement practices. -Increased knowledge of Data, Assessments, Family Outcomes, & Competency-Based Relationships, Trauma Informed Approach, Dual Language Learner's. -Child, Family, Staff Wellness.	Family Services Staff All staff trained on mental health, child abuse and prevention, child and family health and well-being.	2024-2025 Fiscal year	No cost

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start

Total Allocated Budget: \$3,300.00

Program Option: Preschool Head Start

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Family	Trainings for program staff.	Increase staff knowledge to teach Conscious Discipline parenting curriculum classes that builds on parents' knowledge. Staff trainings to stay current in understanding and implementing Head Start best practices.	Provide parent education classes in all areas that offers parents the opportunity to practice parenting skills to promote children's learning and development. Professional development.	Family Services Staff	2024-2025 Fiscal year	2,800.00
Family	Family Development Credential training as needed.	Staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2024-2025 Fiscal year	500.00
Family	-Family Services Trainings -Mental Health Consultant Trainings -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff	-Performance Standards -Staff Wellness, Self-Care, and Mindfulness, Self-Compassion -EAP trainings -Trauma-Informed Care and Strategies -Child Abuse & Neglect Prevention -Mental Health Hot Topics -Infant Mental Wellness -Parent Engagement in Health -Mental Health Consultant -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1st Aid Certification, etc.).	-Increase staff understanding in current mental health and well-being P-and perinatal/prenatal depression. -Mental Health referral processes. -Child Abuse and Neglect training. -Mandatory Reporting. -Understanding of available community resources. -Increase staff and family understanding of program services that support and promote children's overall well-being, learning and development. -Promote family engagement and goal setting. Increased staff knowledge, understanding, and implementation of the PFCE Framework and Family Engagement practices. -Increased knowledge of Data, Assessments, Family Outcomes, & Competency-Based Relationships, Trauma Informed Approach, Dual Language Learner's. -Child, Family, Staff Wellness.	Family Services Staff All staff trained on mental health, child abuse and prevention, child and family health and well-being.	2024-2025 Fiscal year	No cost

Health Services

Bear River Head Start Health & Wellness Program Improvement & Self-Assessment 2023

Prepared by: Kristie Curtis
Family Services Coordinator

Overview

The Health & Wellness Team oversees the health and wellness of children and pregnant women enrolled in the BRHS program. They follow CDC, Idaho and Utah Local Health Departments, EPSDT, State Licensing, CACFP, HSAC, Performance Standards, Policies, and Procedures.

The Health Team works closely with program staff to collaborate, encourage and support parents/guardians in establishing and maintaining a continuous source of health care. Staff work with families to educate families on the importance for each child to have health insurance, a medical home, a dental home, and on the importance of keeping their child up-to-date by following the EPSDT.

This year the Health & Wellness team along with the ERSEA team joined the Family Services Team. This has helped improve cross-communication across all 3 teams. It has also improved program oversight, understanding and following program policies, and procedures.

The Health & Wellness Program Improvement and Self-Assessment Report contains data that was collected from a variety of sources which include: PIR, Parent Surveys, Staff Surveys, Weekly Management Meetings, Child Plus, Reports, Trackers, Team Meetings and Trainings. The data helps to identify areas of strength as well as areas needing improvement.

The Health & Wellness Program Improvement & Self-Assessment Report includes: Short-Term Goals, Self-Assessment & Program Improvement, Parent Surveys, Staff Surveys, Health & Wellness Team Training Calendar, and Training & Technical Assistance Plan (T&T/A).

Due to the restructure of the Health & Wellness Team an area of need was to train the current and newer staff members on policies, procedures, and job duties. Helping staff learn and understand their role in partnering with parents/guardians regarding health and wellness to lead to positive Child and Family Outcomes. The Health Team has also received training on Child Plus data system and is working on improving tracking systems and data collection.

Strengths the Health & Wellness Team has made include: improvements in tracking, improved communication, and in obtaining information, authorization, and releases from parents/guardians in a timely and professional manner. As well as team meetings & trainings.

The data will help improve and strengthen our work with children, families, staff, and our community partners.

I. Self-Assessment/Program Improvement

Issue	Action Steps	Timeline	Person Responsible
Minimize duplication of tracking systems.	<ul style="list-style-type: none"> -Trainings with Child Plus Consultant to improve Health Tracking systems using our CP Database. -Input data in a timely manner so the live data can reflect current health status for children. -Cross communication. 	<ul style="list-style-type: none"> -Upon Enrollment -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Administrator Health Specialist Health Assistant
Health & Wellness staff and Family Services staff to ensure that quality services continue to be provided to program families to meet the 30/45/90 days. Ensure compliance with on-going and follow-up care.	<ul style="list-style-type: none"> -The Health & Wellness Team will have ongoing communication with the Family Development team on upcoming due dates regarding the health and wellness of every enrolled child and pregnant mother. -Cross communication. -Staff will support and encourage families in understanding the importance of their child's overall well-being. -Staff will support Dual Language Learners in accessing health services and promoting health education. -Staff will be Trauma Informed. -Families will have better access to healthcare, social and emotional wellness, and nutritional services. -Monthly health status meetings will be held between the Family Services Coordinator and the Health and Wellness Administrator to ensure continuity of services. -Use Child Plus database for tracking systems. 	<ul style="list-style-type: none"> -Upon Enrollment (30/45/90 days) -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Administrator Health Specialist Health Assistant Family Advocates Family Development Managers Family Services Coordinator
Continue following the Child and Adult Care Food Program (CACFP). Improve tracking systems and communication between teams.	<ul style="list-style-type: none"> -Staff training. -Cross communication. -Data Tracking -Stay current and up-to-date on CACFP. -Follow child nutrition service requirements (USDA). -Follow allowable costs and purchasing procedures. -Posters displayed in classrooms/centers. -Approved menus. 	<ul style="list-style-type: none"> -Pre-service -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Administrator CACFP Specialist CACFP Assistant Child Development Team
Continue to follow safety practices.	<ul style="list-style-type: none"> -Meet licensing requirements. -Follow Caring for our Children Basics. -Follow Performance Standards. -Follow Policies and Procedures. -Ensure safety practices for all BRHS staff, children, families. -Safety trainings: Facilities, 1st Aid, CPR, -Health Plans, Emergencies, Fire prevention, 72 hour kits, first aid kits, etc. 	<ul style="list-style-type: none"> -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Administrator Health Specialist Health Assistant CACFP Specialist CACFP Assistant All Staff

I. Short-Term Goals 2023-2024

Goal	Implementation	Outcome	Measures	Documentation
<p>Improve data collection and tracking systems to minimize duplication.</p>	<ul style="list-style-type: none"> -Trainings with Child Plus Consultant to improve Health Tracking systems using our CP Database. -Input data in a timely manner so the live data can reflect current health status for children. -Cross communication between program staff and teams. 	<ul style="list-style-type: none"> -Increase efficiency in data entry. -Eliminate the need for separate tracking systems. -Use CP as main tracking system. -Work towards going paperless. 	<ul style="list-style-type: none"> -Up-to-Date live data. -Correct and current data collection for improved services to children and families. -Improved health and wellness. 	<p>Child Plus Data Reports Performance Panel Meetings</p>
<p>Complete all Health Requirements by the 30/45/90 day deadline.</p>	<ul style="list-style-type: none"> -Staff will communicate with parents to determine whether each child has ongoing sources of accessible and continuous health care. -Staff will assist and support families who do not have a source of ongoing health care. -Obtain or perform evidence-based vision and hearing screenings. -Ensure all children are up-to-date according to EPSDT guidelines. -Staff work with families in completing Health Releases/ History. -Health Plans if applicable. -The Health team will keep CP current with information regarding child's medical and dental. 	<ul style="list-style-type: none"> -Children will be up-to-date. -Reduction of absenteeism. -Enhanced learning experience. -Parents/Guardians educated on the importance of child health and wellness. -Prevention of illness. -Community Collaborations. -Dual Language Support. -Trauma Informed Care staff and families. -Improved child and family health and well-being. 	<ul style="list-style-type: none"> -Child Plus data. -BRHS participants to meet the 30/45/90 day outlined by the OHS Performance Standards. -Follow-up. 	<p>Child Plus Performance Panel Child Health History Authorization for Release of Information Medical Information Forms Documentation Screening Results Health Plans Meetings Family Goals</p>

	-Lead & Hematocrit Clinics.			
Follow the Child and Adult Care Food Program (CACFP).	<ul style="list-style-type: none"> -Improve tracking systems for CACFP. -Child Plus data. -Staff training. -Cross communication. -Staff to attend trainings and stay current on CACFP. -Staff follow USDA child nutrition service requirements. -Follow purchasing procedures. -Staff trained on CACFP and the Civil Rights Complaint Procedure. -Display of posters in the classrooms/centers. 	<ul style="list-style-type: none"> -Staff will be trained to follow and meet all CACFP requirements. -Point of Service. -Improved tracking systems. -Better communication and collaboration between program staff. -Menus to meet child nutrition. 	<ul style="list-style-type: none"> -Staff tracking systems -Follow Policies & Procedures to meet CACFP requirements. -Staff request to purchase the minimum portion of food to claim for CACFP. 	<ul style="list-style-type: none"> Child Plus Dietician Contract Idaho CACFP Contracts Utah CACFP Contracts Board Report CACFP Report School District Agreements Training on Civil Rights Sign-in sheets And Justice for All Posters CN Labels Meal Observations Budget report Blue Slips Purchase Orders Receipts
Follow Health & Wellness Program Safety Practices	<ul style="list-style-type: none"> -Staff to be trained and certified in CPR/1st Aid. -Train staff on health and safety practices to make sure children are kept safe at all times. -Follow the Caring for our Children Basics. -Staff follow Performance Standards. -Ongoing meetings & trainings. -Mandatory Reporting. -EAP training and counseling services. 	<ul style="list-style-type: none"> -Staff wellness. -Child, family, and staff safety. -Child and family wellness. -Decrease in germs or sickness in the classrooms/centers. -Better child attendance. -Establish and maintain community collaborations. 	<ul style="list-style-type: none"> -Follow Performance Standards, Policies, & Procedures. -Staff can perform necessary safety measures when needed. -Clean and safe environments for children to learn and grow. -Community collaborations. 	<ul style="list-style-type: none"> Child Plus Heights & Weights CPR/1st Aid Certification Exclusion Policy Infection Control Policy Immunization Policy Emergency Plan Posters for classrooms

EARLY HEAD START HEALTH PARENT SURVEY 2022-2023

DIRECTIONS: PLEASE CHECK YES OR NO	YES	NO
1. I had the opportunity to learn the importance of proper health care for my child and how to access this care for my family?	26	1
2. My child has had Well Child Exam(s)?	26	1
3. My child has had Dental Exam(s)?	22	0
4. My child's Immunizations are complete/update to date or have an exemption?	21	0
5. My child had a Hearing screening completed by a Doctor or Head Start staff?	18	3
6. Were the Hearing Test results explained to me?	21	2
7. If further testing was needed, was I informed in a timely manner?	14	2
8. My child had a Vision Test completed by a Doctor or Head Start staff?	18	3
9. Were the Vision results explained to me?	20	3
10. If further testing was needed, was I informed in a timely manner?	13	1
11. Do you feel you received adequate health education information on various topics that you desired to know about?	24	0
12. I had the opportunity to learn and receive information on nutrition?	19	2
13. I was able to receive help with any questions or concerns I had regarding my child's Medical, Hematocrit (iron blood counts) or Blood lead testing?	26	1
14. I was able to receive help with any questions or concerns I had regarding my child's nutrition?	?	?
15. I had the opportunity to learn and receive information on dental health and hygiene for my family?	22	0
PREGNANCY QUESTIONS 16-18: PLEASE COMPLETE ONLY IF YOU WERE PREGNANT DURING THE PROGRAM YEAR.		
16. I was given information on Prenatal education?	8	1
17. I was given information on Breast feeding education?	6	3
18. I had a newborn visit with my child?	4	3
Please provide any comments or suggestions for improving health and wellness services in Head Start:		

MENTAL HEALTH

1. Were Mental Health Services offered and explained to you, so that you could access it if needed?	22	5
2. If you did receive services were you able to see a provider in a timely manner?	12	2
Please provide any comments or suggestions for improving mental health services in Head Start:		

EHS Health

- None

EHS Mental Health

- I wish there were more free options for people not on Medicaid

PRESCHOOL HEAD START HEALTH PARENT SURVEY 2022-2023

DIRECTIONS: PLEASE CHECK YES OR NO	YES	NO
1. I had the opportunity to learn the importance of proper health care for my child and how to access this care for my family?	61	8
2. My child has had Well Child Exam(s)?	60	0
3. My child has had Dental Exam(s)?	57	1
4. My child's Immunizations are complete/update to date or have an exemption?	62	0
5. My child had a Hearing screening completed by a Doctor or Head Start staff?	57	3
6. Were the Hearing Test results explained to me?	53	3
7. If further testing was needed, was I informed in a timely manner?	29	1
8. My child had a Vision Test completed by a Doctor or Head Start staff?	59	4
9. Were the Vision results explained to me?	54	4
10. If further testing was needed, was I informed in a timely manner?	26	1
11. Do you feel you received adequate health education information on various topics that you desired to know about?	63	0
12. I had the opportunity to learn and receive information on nutrition?	58	1
13. I was able to receive help with any questions or concerns I had regarding my child's Medical, Hematocrit (iron blood counts) or Blood lead testing?	65	4
14. I was able to receive help with any questions or concerns I had regarding my child's nutrition?	67	1
15. I had the opportunity to learn and receive information on dental health and hygiene for my family?	60	1
PREGNANCY QUESTIONS 16-18: PLEASE COMPLETE ONLY IF YOU WERE PREGNANT DURING THE PROGRAM YEAR.		
16. I was given information on Prenatal education?	n/a	n/a
17. I was given information on Breast feeding education?	n/a	n/a
18. I had a newborn visit with my child?	n/a	n/a
Please provide any comments or suggestions for improving health and wellness services in Head Start: None.		

MENTAL HEALTH

1. Were Mental Health Services offered and explained to you, so that you could access it if needed?	56	13
2. If you did receive services were you able to see a provider in a timely manner?	20	14
Please provide any comments or suggestions for improving mental health services in Head Start:		

PHS

- I asked multiple times about information for non blood draw options for testing and wasn't able to get solid information on this topic. All other topics were well covered either in email, notes, or newsletters.
- Allowing the kids to eat whatever they want, including unlimited quantities has greatly impacted our family's nutritional health. Our boys both refuse to eat anything "healthy" anymore and have severe regression in that area again, when we had finally moved passed those issues, because they keep holding out eating until they'll be back in school and can gorge on preferred foods. For instance, they refuse fruits and vegetables and meat again and only want grains and dairy.
- None
- When I got the results of the iron test I was told that they were not professionals and that if I had questions I could go to a pediatrician. I was disappointed that the test was not provided by those that were adequately trained even though they were kind.
- You did great
- Ninguna (None)
- Estuvo todo bien muchas gracias (Everything was fine thank you very much)
- Brindar información sobre los resultados (Provide information about the results)
- Para nosotros el servicio fue excelente (For us the service was excellent)
- Su servicio es muy Bueno (Your service is very good)
- Todo muy bien (All very well)

Mental Health Comments

- Limited staffing
- I love my counselor through bear river mental health. So grateful for that resource.
- None
- I used my own resources for mental health services but the wait long lines were immense.
- Ninguna (None)
- No he podido haser una cita pero creo que yo estoy bien (I couldn't make an appointment but I think I'm fine)
- Información (Information)
- No los requerido pero me brindaron la información (Not required but they gave me the information)
- No requerimos el servicio mental pero resivimos la información por si la requerimos (We do not require the mental service but we receive the information in case we require it)

Bear River Head Start Health & Wellness Team Self Appraisal 2023

What are the parts of my job that I like the best?

- Working with staff and families.
- Working with Nutrition lessons, working with my team and staff and the fact that I have a very diversified responsibility.
- The environment and the people I work with.
- Working with staff to complete health requirements. The growth I have noticed in parents scheduling regular 6 month dental exams.
- It's flexible.
- I love my team, I work with great people. I also am grateful for the flexibility.
- I like the trainings so that I am able to be helpful.

What are the parts of my job that I like the least?

- Paperwork, but it is part of the job.
- When I don't know what I am supposed to do next. Lol.
- Home Visits to do hearing and vision screening.
- Parents not understanding the importance of completing lead tests. Lack of education on the importance of completing follow up in a timely manner.
- All the work for one person.
- Nothing.
- When other co-workers don't do what they are supposed to & put me behind in my responsibilities.

What strengths do I have that my job requires?

- Working hard to achieve and conquer the job at hand.
- Experience and knowledge of the different facets of our Head Start Program.
- Dependable, Honest, Team Player.
- Past dental office experience. Working with families in the dental office to explain the need for completing dental treatment.
- I like to be organized and do things the right way.
- Good communication, work well with others, efficient and quick worker.
- Lots of patience and the ability to solve problems.

What have I done for my own professional development lately?

- National CACFP training and will be doing Utah and Idaho CACFP training.
- Updating my knowledge of change in different computer program and improving my Spanish skills.
- Became certified as a First Aid/CPR Instructor and Car Seat Technician.
- Child Plus training. Hearing/vision training. Lead/HCT training. Immunization training. Cavity Free Kids training.
- Training.
- Gotten certifications and training for my position.
- Attend to the yearly trainings.

Strengths that I bring to my team are?

- Always willing to work with the staff as a team to accomplish our goals.
- Experience, knowledge of the different areas of Head Start program, desire to do a well done job and willingness to learn new ones.
- Willing to learn, happy to help others, not afraid to do the little things such as take the garbage or recycling out.
- Share ideas to strengthen all areas of health within Head Start. Willing to listen and implement the ideas of others on my team.
- Like to meet deadlines.
- A positive attitude.

- An excellent tracking system & the capacity to solve problems.

I could be a more effective co-worker if I would?

- Learn technology.
- If I had a job description etc.
- Once I become more knowledgeable and comfortable with my job responsibilities.
- Continue to gain knowledge of the health requirements and immunizations. Stay as up to date as possible with updating the health information tab.
- N/A.
- Less procrastination.
- Have my working daily routing more stable, which I am working on.

Some of my major accomplishments this year?

- CACFP Audit for Utah and Idaho.
- Learning new computer skills and trying to obtain a Spanish Interpreter/translator certificate.
- CPR/First Aid Instructor, CPS Technician, Lead/HGB testing, getting out of my comfort zone.
- Rebuilding the health team after losing multiple team members and supervisors.
- My job.
- Finding a work life balance.
- I have accomplished surviving this year at work coping with so many changes.

I would like to see the following changes to my job that would help me be more effective?

- Gain more knowledge with my computer skills.
- Good/clear communication and clarity.
- Because this is a new position for me I believe it will just take time for me to become more effective.
- More effective and consistent communication between advocates and families regarding where their child stands with medical/dental requirements. Utilize the health information tab more consistently.
- Have another person.
- Continuing the team meetings help me a lot.
- Have my own work space.

My supervisor can help me do better at my job by?

- She is awesome. Thank you for all your help.
- Continue being supportive, respectful and knowledgeable, qualities that she already has!
- Being patient, understanding, and trusting me, which she has.
- Nothing. She's the best.
- Helping my team.
- My supervisor is awesome and keeps me on top of things with her amazing tracking system. So keep doing that!
- N/A.

I would like more training in these areas?

- I am working on my computer skills.
- More training in Health program and computer skills.
- Nothing specific that I can think of right now.
- Child Plus set up to run clear reports.
- N/A.
- None.
- Computer excel.

Health & Wellness Services Training Schedule 2023-2024

Training Dates	Topics General Training Areas: Health & Wellness
July-August 2023	Pre-service packet, LMS pre-service training, family services team building and cross training. 30/45/90 day deadline training. CACFP training for staff. Pre-service H&W training for staff.
August 8, 2023	Individualized Training & Professional Development, Team Building, Calendar items, Recruitment, Community Resources, Policies & Procedures, Performance Standards, and Child Plus.
August 22, 2023	Individualized Training & Professional Development, Team Building, How to Build Rapport/Connections, Community Resources, Calendar Items, Child Plus documentation, Dual Language Learners, Trauma Informed Care, CACFP, Calendar items, Child Abuse & Neglect prevention, ELCKC, Policies & Procedures, Performance Standards.
September 1, 2023	Fire Prevention & Fire Extinguisher Training
September 12, 2023	Individualized Training & Professional Development, Team Building, Mental Health training, Parent Engagement, Calendar items, Health & Safety, Policies & Procedures, Performance Standards.
September 26, 2023	Individualized Training & Professional Development, Team Building, Work-Life Balance, Community Resources, Social & Emotional Well-Being and Mental Health, ACES, SAMHSA, Edinburgh Screener, Calendar Items, Policies & Procedures, Performance Standards.
October 10, 2023	Individualized Training & Professional Development, Team Building, Technology, Community Resources, Documentation, Calendar Items, Policies & Procedures, Performance Standards.
October 24, 2023	Individualized Training & Professional Development, Team Building, PIR, Parent Engagement, Calendar Items, Policies & Procedures, Performance Standards.
November 14, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
November 28, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Child Plus, and Calendar Items, Policies & Procedures, Performance Standards.
December 12, 2023	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
January 9, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
January 23, 2024	Individualized Training & Professional Development, Team Building, Community Resources, Calendar Items, Policies & Procedures, Performance Standards.
February 13, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
February 27, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
March 12, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
March 26, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
April 9, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
April 23, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
May 14, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
May 28, 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards.
June-August 2024	Individualized Training, Professional Development, Team Building, and Child Plus, Policies & Procedures, Performance Standards, HCT and Lead training, Vision and hearing training.

-All training dates and topics are subject to change based on the current needs of the team-

⇒ Ongoing CPR/First Aid certification and recertification training for staff
⇒ Ongoing Health and Wellness and CACFP training for staff.

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start
Program Option: Early Head Start

Total Allocated Budget: \$9,750

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Health	Red Cross Training	-Staff to be trained and certified in Red Cross Instructor Training	Certified Red Cross Instructor's to train program staff.	Health Team	2024-2025 Fiscal year	250.00
Health	Health trainings for program staff.	-Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/ 1 st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2024-2025 Fiscal year	1,500.00
Health	National Safe Kids Child Passenger Safety Course for Staff	-Staff to be trained on child passenger safety and car seat installations. -Pedestrian and bus safety.	Certified to train and educate parents/guardians on proper car seat usage and installation.	Health Team	2024-2025 Fiscal year	2,000.00
Health	Health training on best practices.	-Child Safety -Child & Family Health & Wellness -Employee Health & Wellness -Safety Management. -Staff Training. -Child & -Oral Health (Tooth Tidbits) -Performance Standards, Policies, Procedures, Best Practice.	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2024-2025 Fiscal year	4,500.00
Health	CACFP Training	-Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2024-2025 Fiscal year	1,500.00

Training and Technical Assistance Plan
FY 2024-2025

Grantee: Bear River Head Start

Total Allocated Budget: \$2,200

Program Option: Preschool Head Start

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Health	Red Cross Training	-Staff to be trained and certified in Red Cross Instructor Training	Certified Red Cross Instructor's to train program staff.	Health Team	2024-2025 Fiscal year	100.00
Health	Health trainings for program staff.	-Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/ 1 st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2024-2025 Fiscal year	1,500.00
Health	National Safe Kids Child Passenger Safety Course for Staff	-Staff to be trained on child passenger safety and car seat installations. -Pedestrian and bus safety.	Certified to train and educate parents/guardians on proper car seat usage and installation.	Health Team	2024-2025 Fiscal year	No Cost
Health	Health training on best practices.	-Child Safety -Child & Family Health & Wellness -Employee Health & Wellness -Safety Management. -Staff Training. -Child & -Oral Health (Tooth Tidbits) -Performance Standards, Policies, Procedures, Best Practice.	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2024-2025 Fiscal year	600.00
Health	CACFP Training	-Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2024-2025 Fiscal year	No Cost

ERSEA



ERSEA

Bear River Head Start



Program Improvement & Self-Assessment Report

2023-2024

Prepared By Kristie Curtis
Family Services Coordinator

Bear River Head Start ERSEA Program Improvement & Self-Assessment Report

Prepared By
Kristie Curtis
Family Services Coordinator
2023

Overview

The ERSEA Program Improvement & Self-Assessment Report contains data that was collected from PIR, team meetings, staff self-appraisals, Child Plus data system, reports, trainings and day to day program operations. The information and data collected was used to identify strengths and areas needing improvement. Some of the strengths include: Restructure of the ERSEA team to join the Family Services team, identifying and maintaining waitlists in our service areas, filing vacant spots early into the 30 day deadline and staying fully enrolled. Areas needing improvement such as: increased communication with staff on recruitment and enrollment were addressed and implemented immediately, any other areas needing improvement continue to be implemented through program trainings, team training, team meetings, individual support training and ongoing data collection.

By applying the collected data from PIR, self-appraisals and team meetings the past year, the ERSEA team has developed short term goals that will address the needs for the upcoming year while continuing to uphold a high quality service to the community.

- Increase communication between ERSEA, Family Service Staff and Child Development staff to ensure that applications and required documentation for acceptance are received in a timely manner to ensure compliance with funded enrollment and the ability to maintain an active waitlist.
- Increase knowledge base of Performance Standards specifically addressing eligibility of children in foster/kinship care, homelessness and other risk factors.
- ERSEA staff will make improvements to correctly verify, input and scan applications and documents into Child plus/family file in order to have accurate information in both areas available to program staff.
- All BRHS staff to aid in effectively recruiting families and children in all service areas. Fostering and building relationship with current and new MOUs and partnerships.
- Support Dual Language Learners through offering written material in various languages.

I. Self-Assessment/Program Improvement

Issue	Action Steps	Timeline	Person Responsible
<p>Increase communication between ERSEA team and Bear River Head Start staff to ensure that applications and required documentation for acceptance are received in a timely manner to ensure compliance with funded enrollment and the ability to maintain an active waitlist</p>	<ul style="list-style-type: none"> -Provide training to Family Service and Child Development staff on ERSEA -Provide power point/training materials for individual team meetings -Provided/accept feedback on strategies for compliance -Weekly updates on enrollment & waitlists -Establish organized recruitment areas specific to the service area. 	<p>Preservice Training At time of hire Annually Ongoing</p> <p>Weekly Ongoing</p>	<p>ERSEA Manager ERSEA Team & FD/CD Managers</p> <p>ERSEA Manager ERSEA Staff FS/CD Coordinators Program Staff Managers</p>
<p>Increase program staff's knowledge base of the ERSEA section of the Performance Standards specifically addressing eligibility of children in foster/kinship care, homelessness and other risk factors</p>	<ul style="list-style-type: none"> -Provide training to all staff on eligibility requirements and documents. -Train on PS 1302.12 thru 1302.18 and McKinney Vento -Train staff on strategies for treating families with dignity and respect -Establish MOU's with local school districts in accordance with serving the most vulnerable children 	<p>At time of hire Pre Service Annually Ongoing</p> <p>Ongoing Annually</p>	<p>ERSEA Manager ERSEA Staff</p> <p>FS Coordinator ERSEA Manager, ERSEA Staff</p>
<p>ERSEA staff will make improvements to correctly verify, input and scan applications and documents into Child plus/family file in order to have accurate information in both areas available to program staff.</p>	<ul style="list-style-type: none"> - Participate in specialized Child plus training specific to Enrollment -Training on verifying applications -Clear expectations of ERSEA through daily contact and team meetings -Ongoing internal auditing of family files and Child Plus. 	<p>Ongoing</p> <p>Monthly</p>	<p>ERSEA Manager ERSEA Staff</p>
<p>Fostering and building relationships with community partners for effective recruitment.</p>	<ul style="list-style-type: none"> -Maintaining communication with partnerships and MOUs -Develop new MOUs and partnerships within community and service area -Develop MOUs and partnerships to aid in recruitment within program -Use technology to complete, sign and download applications -Develop effective recruitment strategies throughout different times of the year - Monitor community data in order to locate and recruit families with the greatest need 	<p>Ongoing</p>	<p>ERSEA Manager ERSEA Team FD/CD Managers and Staff</p>
<p>Support Dual Language Learners through offering written material in various languages.</p>	<ul style="list-style-type: none"> -Identify languages spoken by enrolled children. -Maintain relationships with community agencies that serve immigrants. 	<p>Ongoing</p>	<p>ERSEA Manager ERSEA Team</p>

II. Short-term Goals 2023-2024

Goal	Implementation	Outcome	Measures	Documentation
Have complete applications turned in to ensure full funded enrollment and maintain an active waitlist.	<ul style="list-style-type: none"> -Provide training to all staff on applications, eligibility requirements and documents. -Organized recruitment areas and expectations -Train new employees, staff, the Policy Council and the Board on ERSEA policies. 	<ul style="list-style-type: none"> -Staff will be more knowledgeable about required documents -Higher number of applications submitted with less applications being sent back. 	<ul style="list-style-type: none"> -Complete applications submitted. -Effective recruitment strategies established -Staff will take ownership in recruitment efforts. 	<ul style="list-style-type: none"> Weekly Reports, Childplus Reports, Complete applications, Waitlist, Recruitment Tracking sheets, Training sheets, ERSEA Policy
Continue to address eligibility of high risk families	<ul style="list-style-type: none"> -Staff will be trained on McKinney Vento Act -Staff will be trained on Homeless, Foster, and TANF/SSI/SNAP applications -Ensure families are treated with respect -Collaborate with community organizations 	<ul style="list-style-type: none"> -Staff will have a greater knowledge base of dealing with high risk families. -Staff will recruit high need families. -Families will receive high quality service. 	<ul style="list-style-type: none"> -More eligible children will be enrolled. -More high need families will have access to services -Collaboration agreements with local school and community agencies 	<ul style="list-style-type: none"> PIR Reports, Enrollment report, Training documentation, MOU's, Community assessment
Continue accurate verification and data entry of applications.	<ul style="list-style-type: none"> -Clear expectations of ERSEA staff -Internal auditing -Continued training on Childplus and eligibility requirements 	<ul style="list-style-type: none"> -Increase in efficiency in data entry -More accuracy when completing PIR -Internal monitoring will find 100% accuracy on verified applications 	<ul style="list-style-type: none"> -PIR data will have less questions needing to be addressed -Application verification will have few if any mistakes -Family File and child plus data will be consistent 	<ul style="list-style-type: none"> Childplus reports, Applications, Verification sheets, PIR reports, Team meeting notes
Implement effective recruitment strategies to locate and accept families in need by continuing to foster and build relationships with current/new MOUs and partnerships	<ul style="list-style-type: none"> -Establish partnerships with community agencies to promote BRHS services. -Continue training staff on the use of technology -Continue to recruit through social media, radio and word of mouth. - All BRHS staff to aid in effectively recruiting families and children in all service areas. -ERSEA staff will maintain communication with partnerships and MOUs 	<ul style="list-style-type: none"> -Maintain fully funded enrollment and waitlists. -Use of technology and resources to locate families in need -Able to reach high number of people at once. -Strengthen our relationships in the community -Communication and recruitment with MOUs and partnerships will be clear and consistent -New partnerships will be made to assist in the benefit of the program and recruitment 	<ul style="list-style-type: none"> -Application referrals from community agencies. -Enrollment numbers stay high -High quality service continues -Maintain waitlists -Collaboration to serve families and children with the highest need 	<ul style="list-style-type: none"> Reports, Recruitment Documentation, Collaboration Agreements, Community Assessment, MOU Agreements
Provide enrollment material in various languages	<ul style="list-style-type: none"> -ERSEA staff will continue to translate all required documents in English and Spanish. -Translate documents in languages identified through PIR -Collaborate with language centers. 	<ul style="list-style-type: none"> -Mass messaging to enrolled families in their native language. -Changes in enrollment demographic -Families feel more welcome and included 	<ul style="list-style-type: none"> -Collaborations with language centers and/or immigration services 	<ul style="list-style-type: none"> PIR, Community Assessment, Applications, Childplus reports, Parent surveys, Collaborations

ERSEA Team Staff Self Appraisal

2023

What are the parts of my job that I like the best?

- Enrolling families by far! It is great to be able to get all these needy families into our program. I also love inputting information into Child Plus.
- Helping families, I like everything I do.

What are the parts of my job that I like the least?

- Preparing recruitment events.
- When other co-workers haven't been trained so that way they will understand the process or our job.

What strengths do I have that my job requires?

- Knowledgeability, catching errors, productive worker.
- Able to work without supervision, self-started, team work oriented, able to work under pressure, meet deadlines, strong communication skills, organized, responsible, team player, bilingual and more.

What have I done for my own professional development lately?

- Our HG Jones Training and reading up on Performance Standards and the Head Start Act.
- I'm working on my degree to have more knowledge of the field where I work.

Strengths I bring to my team are...

- I know my job and can determine if something is done correctly or incorrectly. I am not afraid to ask questions if I feel that I am unsure of something.
- I'm a team player, my strong communication skills, outgoing, willing to help others when they need it, working together.

I could be a more effective co-worker if I would...

- Not have to worry so much about recruitment events. It is a part of ERSEA and I completely understand that but it definitely takes a lot of time from applications and other things I need to do.
- I believe I'm an effective co-worker, I try to do my best and have communication.

Some of my major accomplishments are this year...

- Becoming a Manager.
- At my job to meet all the deadlines and have a successful year. Other than that graduating.

I would like to see the following changes to my job that would help me be more effective.

- I believe that Recruitment is a whole job in itself. Someone needs to be on recruitment at all times I never really understood how much work it was until I started doing it.
- Online applications as well can be very tedious and time consuming sometimes we get answers and sometimes we don't. We need to look into how we can make this process better and easier not only for us but for families as well.
- Appreciate the employers of what we do, the work that we put on it, and to understand the employer needs.

My supervisor can help me do better at my job by...

- I think we need to talk about Recruitment and see what we can do to divide it up better or come up with something that is helpful.
- So far everything is ok with my supervisor, having communication is the key, so just keep communicating.

I would like more training in these areas...

- McKinney Vento Act.
- I think we are on top of trainings, just communicating with me when there are any changes and what I do.

ERSEA Training Schedule 2023-2024



Date	Topic
August & September ELIGIBILITY RECRUITMENT APPLICATION SELECTION ENROLLMENT ATTENDANCE	The ERSEA Team: <ul style="list-style-type: none"> ⇒ Has ongoing training ⇒ Reviews Applications ⇒ Follows Internal Procedures ⇒ Follows ERSEA Policies ⇒ Follows Regulations (Performance Standards, Head Start Act etc.) ⇒ Trains staff (ongoing) Homelessness, SNAP, Applications etc. ⇒ Elected Policy Council Members Training (LMS Training) ⇒ Elected Policy Council Members complete the New Policy Council Member Packet ⇒ Monthly Program Performance Reports to Board and Policy Council
October, & November ELIGIBILITY ENROLLMENT	<ul style="list-style-type: none"> ⇒ Maintaining Full Enrollment (ECLKC) ⇒ Supporting Attendance (ECLKC) ⇒ Community Assessment ⇒ Monthly Program Performance Reports to Board and Policy Council
December & January ELIGIBILITY	<ul style="list-style-type: none"> ⇒ Prioritizing Eligibility and Meeting the Greatest Need ⇒ Monthly Program Performance Reports to Board and Policy Council
January RECRUITMENT	<ul style="list-style-type: none"> ⇒ Using Social Media (ECLKC) ⇒ Begin Updating Application ⇒ Monthly Program Performance Reports to Board and Policy Council
February RECRUITMENT	<ul style="list-style-type: none"> ⇒ Developing Effective Recruitment Services (ECLKC) ⇒ Send out Updated ERSEA Application ⇒ Community Agency Meetings and Presentations on BRHS ⇒ ERSEA Training for Board and Policy Council, including Code of Conduct Form ⇒ Monthly Program Performance Reports to Board and Policy Council
March, April, May SELECTION	The ERSEA Team: <ul style="list-style-type: none"> ⇒ Holds ongoing Enrollment Meetings ⇒ Online Applications ⇒ Team Trainings ⇒ Acceptance Letters ⇒ Verifying Documentation P.S. 1302.12 ⇒ Establishing & Sustaining Community Partnerships (ECLKC) ⇒ Achieving Full Enrollment (ECLKC) ⇒ Ongoing Transition/Transfer/Rollover Meetings ⇒ Work plans Training for Board and Policy Council ⇒ Monthly Program Performance Reports to Board and Policy Council

June & July
**RECRUITMENT
SELECTION**

The ERSEA Team:

- ⇒ Trains each program area on ERSEA.
- ⇒ Holds weekly Recruitment meetings.
- ⇒ Plans and prepares for the upcoming school year.
- ⇒ Review ERSEA Performance Standards, Policies, Procedures, Act etc.
- ⇒ Understanding the Community (ECLKC)
- ⇒ MOU's
- ⇒ Learning Management Systems (LMS) Pre-service ERSEA training
- ⇒ Update ERSEA Flyers and Pamphlets
- ⇒ Letters & Emails
- ⇒ Recruitment Events
- ⇒ Program Improvement Report
- ⇒ Monthly Program Performance Reports to Board and Policy Council



ERSEA

Eligibility

Recruitment

Selection

Enrollment

Attendance



Training & Technical
Assistance Plan

2024-2025

Training and Technical Assistance Plan

PHS 2024-2025

Grantee: Bear River Head Start

Program Option: Administrative/ERSEA

Total Allocated Budget: \$ 3,000

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
ERSEA	ERSEA Training	Specialized ERSEA Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2024-2025 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in HG Jones ERSEA Training	Understand requirements relating to all areas of ERSEA. Learning how to effectively and correctly read the HSPS. Adhering to all rules pertaining to ERSEA	ERSEA Staff	2024-2025 Fiscal Year	\$2,300
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	\$300
ERSEA	ERSEA Training Employee Training	ECLKC Webinars McKinney Vento Homeless Training Developing	Have an improved understanding of ERSEA. Build knowledge base of Homeless Acts provisions. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	No Cost

Training and Technical Assistance Plan

EHS 2024-2025

Grantee: Bear River Early Head Start

Program Option: Administrative/ERSEA

Total Allocated Budget: \$ 3,000

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
ERSEA	ERSEA Training	Specialized ERSEA Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2024-2025 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in HG Jones ERSEA Training	Understand requirements relating to all areas of ERSEA. Learning how to effectively and correctly read the HSPS. Adhering to all rules pertaining to ERSEA	ERSEA Staff	2024-2025 Fiscal Year	\$2,300
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	\$300
ERSEA	ERSEA Training Employee Training	ECLKC Webinars McKinney Vento Homeless Training Developing	Have an improved understanding of ERSEA. Build knowledge base of Homeless Acts provisions. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2024-2025 Fiscal Year	No Cost

Fiscal Operations

Fiscal Self-Assessment / Program Improvement 2023-2024

Overview

The Fiscal self-assessment / program improvement report was compiled using data from day to day program operations, PIR data, Community Assessment, management team meetings, staff feedback and Board and Policy Council. This data was compiled to determine the developing trends and needs and develop a strategic plan and short term goals.

Short-term goals were developed from the data gathered. Fiscal Staff worked with the Director and Coordinator to identify areas of need for the next year. These goals will help Bear River Head Start maintain the highest quality of services to the children and families we serve and preserving fiscal integrity.

1. Ensure fiscal operations meet fiscal complexities of the organization and financial management requirements.
2. Continue implementation of Gusto online payroll, and In-kind Pro online In-kind tracking program.
3. Support the Board of Trustees by ensuring Board members have accurate and timely data needed to safeguard federal funds and oversee internal controls.
4. Provide Fiscal support to ensure high quality services are provided to children and families and while keeping within budgets to Head Start and Early Head Start service options.

These goals will be implemented throughout the 2023-2024 grant year by Fiscal Staff, working with the Director, Coordinators, staff, community partners and Board and Policy Council.

I. Self-Assessment/ Program Improvement

Issue	Action Steps	Timeline	Person Responsible
The fiscal office staff will receive training and technical assistance as they continue reorganization.	Implement online fiscal systems and organize staff into duties they will be responsible for in the future. Provide training and technical assistance.	Ongoing as needed	Director, Coordinators, Fiscal Staff, Board / Policy Council
Complete implementation of Gusto and In-kind Pro, online systems to support fiscal operations.	Implement, assure ongoing compliance and problem solving to address issues as they arise.	Ongoing	All Staff, Fiscal Staff, Board / Policy Council
Continue to support Board and Policy Council through providing accurate and timely reporting	Ensure that Board and Policy Council receive accurate and timely fiscal reporting as required in HSPS	Ongoing	Fiscal Staff
Ensure high quality fiscal services and operations to support program operations, while maintaining budgets and protection of federal funding.	Develop budgets that support services within grant parameters and work with area Coordinators to regularly monitor progress.	Ongoing	Fiscal Staff, Director, Coordinators, Board / Policy Council

II. Short-term Goals 2023-2024

Goal	Implementation	Outcome	Measures	Documentation
<p>1. Continue reorganization of the fiscal office and staff members, to ensure quality fiscal operations and support to program services.</p>	<ul style="list-style-type: none"> * Ensure fiscal staff receive training and technical assistance and ongoing support and resources to fully implement reorganization plan. * Ensure ongoing monthly progress reports to Board and Policy Council and Budget Committee members. * Ensure close, ongoing communication and planning between the Fiscal Officer, Executive Director and fiscal staff. 	<ul style="list-style-type: none"> • High quality fiscal services and operations that support program services and comply with all fiscal regulations and compliance requirements, including protection of federal funding. 	<ul style="list-style-type: none"> • Ongoing reporting and tracking systems for fiscal operations, budgets, cost principles and official operational procedures. • Ongoing audit processes. 	<ul style="list-style-type: none"> • Budget reports, payroll, In-Kind, Board and Policy Council reports, Budget Committee reports.
<p>2. Complete the implementation process of Gusto and In-kind Pro, online systems to support fiscal operations.</p>	<p>Implement, assure ongoing compliance and problem solving to address issues as they arise.</p>	<ul style="list-style-type: none"> • Greater efficiency in completing payroll and tracking In-kind for the grantee. • Reduce the work load in-house on the fiscal staff, allowing for more time to take care of other fiscal operation requirements. 	<ul style="list-style-type: none"> • Tracking and reporting systems within the fiscal office. • Staff feedback and ongoing program improvement. 	<ul style="list-style-type: none"> • Payroll system reporting, In-kind tracking and reporting.
<p>3. Support the Board of Trustees by ensuring Board members have accurate and timely data needed to</p>	<ul style="list-style-type: none"> • Continue to share information in a timely manner through ongoing and regular reports to the Board. Including monthly status reports, special updates, program documents, grant applications, funding requests, Program Improvement Reports, Quarterly Reports, PIR, Community Assessment, Strategic Plan and short-term 	<ul style="list-style-type: none"> • Board members will be provided with timely and accurate information to perform Board duties and participate in the shared decision making process to ensure oversight of a high quality grantee 	<ul style="list-style-type: none"> • All board members will receive accurate and timely reporting and training on the grantees organizational system of operations in order to properly safeguard federal funds and oversee internal controls. 	<ul style="list-style-type: none"> • Fiscal Policies and Procedures, Monthly Board Report, Board member training & Board Binder, Performance Standards, PIR, Self-Assessment / Program Improvement Report,

<p>safeguard federal funds and oversee internal controls.</p>	<p>Goals, work plans, program policies.</p> <ul style="list-style-type: none"> • Provide accurate and timely information to the Board to support shared decision making, legal and fiscal responsibility for the grantee, information sharing with Policy council, program planning, participation in the annual self-assessment and annual audit, ensuring compliance with Federal laws and regulations/ Performance Standards, safeguarding federal funds, financial and internal controls, and participating in the internal dispute resolution policy as applicable. • Continue to ensure that all Fiscal regulations are met. 	<p>and the programs delivery of services to children and families.</p>		<p>Short-Term Goals/ Strategic Plan, Training and Technical Assistance Plans.</p>
<p>4. Ensure high quality fiscal services and operations to support program operations, while maintaining budgets and protection of federal funding.</p>	<ul style="list-style-type: none"> • Fiscal Office will work with Director and Management staff to identify needs. • Short-term and long-term fiscal plans will be developed to create budgets that support high quality services within funding levels. • Board, Policy Council and staff will provide input. • Ongoing status reports will be provided to Board, PC, and staff. • Status of budgets will be monitored by Fiscal and Management staff on an ongoing basis. 	<ul style="list-style-type: none"> • Head Start/Early Head Start, enrolled children and their families will receive high quality services. • Fiscal Office will work with management staff, Board and Policy Council to provide proper budgets as outlined grant awards. 	<ul style="list-style-type: none"> • Enrolled children and families will receive high quality services in accordance with Performance Standard requirements. • Budgets and services to enrolled children and families will be met as outlined grant award. 	<ul style="list-style-type: none"> • Fiscal Office budget reports, outcomes, PIR, Performance Standards, Self-Assessment / Program Improvement Report, Short-Term Goals/ Strategic Plan, Training and Technical Assistance Plans, Community Assessment.

Fiscal Staff Self-Appraisal Responses 2023

1. The parts of my job that I like the best are...

- Flexibility, paid holidays, time off, co-workers
- Organization, critical thinking. I feel like I have established trust with my supervisor and trainer, resulting in being able to work pretty independently.
- The opportunity to problem solve and always having work to do.
- New hire/transfer paperwork (personnel action forms, pandadoc, etc.), payroll, updating spreadsheets, being able to work on my own
- Working with and supporting my team.

2. The parts of my job that I like the least are...

- Short-notice deadlines, mass amounts of information given at once, multiple top priority things to complete at the same time
- The day I punch in payroll. I have ADHD, so when I do one repetitive task for hours on end, I have a really hard time focusing and pushing through. I have found solutions by putting on music, white noise, or cooking shows in the background to keep my mind engaged.
- How heavy the workload and pressure can be at times and being given extra tasks when work load is already extreme. I feel it can be overwhelming when too many high priority tasks are assigned at the same time. I personally feel that I perform better when I can complete one or two large/high priority tasks at a time instead of several. It can be hard to know what is really the high priority work out of all the high priority tasks assigned- if that makes sense.
- feeling micromanaged, feeling like my schedule is not flexible, not having a good work/life balance because of the workload
- Dealing with difficult situations with my team members.

3. Strengths I have that my job requires are...

- Time management, Multi-tasking, flexibility, resourcefulness, ability to find the answers for myself
- Organization, critical thinking, creative solutions
- Patience, being a good communicator and willingness to adapt.
- organization, good communication
- Patience, flexibility, attention to detail, hard working.

4. I have done the following for my own professional development lately...

- Research program policies, recuperation time, schedule organization, transparency with when I can complete things
- I have created an office space at home to be able to work and be an asset even on days when I need to stay home to take care of my husband. I have also created a space in my office that helps my productivity, with a new desk orientation, noise control under my door, and a good organization system.
- Making lists, taking more time to see the entire picture, not just my job.
- closed my door to limit interruptions/distractions, listened to constructive criticism
- Accepted a new position and taken on learning new tasks related to that position.

5. Strengths that I bring to my team are...

- Communicating with all parties, trying first to find the answers on my own before disrupting other co-worker's workflow, researching to find answers to things no one knows how to do, completing things others are waiting on me for first.
- Organization, creative ideas, clear communication
- I feel that I am patient, problem solve and willing to help in any department.
- I ask questions, communicate well
- kindness, willingness to work with others, patience, attention to detail

6. I could be a more effective co-worker if I would...

- Organize my thoughts before asking questions, remembering/writing down answers so as not to ask multiple times, focusing on one thing at a time for faster efficiency.
- Be more consistent and predictable with my schedule
- Pay closer attention to other coworkers that are swamped and find things that could help them catch up when I am caught up on my work.
- better prioritization skills/time management
- Continue to learn and grow in my new role.

7. Some of my major accomplishments this year are...

- Submitting our tax exemption application with virtually no help with a short deadline and notice, sending our W-4 with a short deadline and little notice, taking on Board and Policy Council along with my current duties, completing the Non-Discrimination Testing, dealing with unsavory legal things that no one else wants to do.
- Taking on and training for a brand new position while dealing with a demanding and complicated personal life.
- Working well under pressure and on projects that had tight deadlines.
- Learning a whole new job with different duties than I had before
- Accepting a new position, learning tasks and duties in a completely different discipline.

8. I would like to see the following changes to my job that would help me be more effective.

- More notice for deadlines. Less information at once on multiple topics. Time to finish a high-priority task before given another high-priority task.
- The ability to work from home more hours during the week. I know it will take a long time before this is standard as I am still training.
- None I can think of at the moment.
- Having less duties, getting help from another assistant
- As I continue to learn and grow, a greater balance in my team.

9. My supervisor can help me do better at my job by...

- Above.
- Keep learning what she's learning. The more fiscal knowledge she gains, the more she will be able to help the rest of the team. So just keep learning :)
- I always appreciate open communication. If there is something in my job I can do progress at or something I am doing wrong, I appreciate being told as it happens and not later on so I can correct it quickly.
- Getting me the help I need
- Continue to support me and answer my questions.

10. I would like more training in the following areas...

- None at the moment. I will ask as I think of it.
- I think I need more training on understanding the big picture when it comes to Benefits. (ie when I need to make sure I have the current bills, when I need to have premiums and withholdings reconciled by, how to pay them...basically a timeline of the life of a Benefits bill). I also think I need to do some more learning CACFP. In general, I feel like I understand bits and pieces of each part of my job, but I still need to be trained to understand the big picture. I know I'm still new in this position, and I understand that it is going to take time for me to be able to learn all of this.
- Nothing in particular at the moment. I have always appreciated cross training and having the opportunity to learn new tasks/projects as I progress. Any chance to learn something new.
- The persact sheet (just make sure/double check that I'm doing it right)
- Supporting my team, QuickBooks, HSES, Excel

Bear River Head Start PHS - Admin T&TA Plan 2024-2025							
Total Program Allocated Budget: \$46,195							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Child Plus DRDP program to assist in child outcome data collection and analysis as basis for program improvement and training development	Program to assist staff with collecting and analysis of child outcome data.	Program staff will utilize the CP DRDP program to aid in child outcome data collection.	CP DRDP Program use will increase accuracy and efficiency of gathering child outcome data, along with compiling it in a format that can be shared with other staff, parents and Board/PC.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 2,500
Administration	Program staff attend Child Plus training to increase knowledge and proficiency in using Child Plus data system	Staff will attend CP training in order to streamline systems, train staff, communicate with parents, hourse program data and move toward agency goal of going paperless to the extent possible.	Program staff will attend CP training via onsite trainings and/or webinars.	Staff will become more efficient using the CP Program.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 12,500
Administration	Online LMS (Learning Management System) for all program staff	streamlined system for new and ongoing staff to access online training for onboarding and recurring annual trainings.	All staff will utilize the LMS system for accessing required trainings.	streamlining the training process will free up staff work and leisure time.	ALL Staff, Board and PC Members	Mark Sigler Fiscal Coordinator	\$ 2,000
Administration	NHSA Membership	Annual Membership to NHSA in order to obtain resources and discounts on other training opportunities.	Program will purchase and keep active annual NHSA Membership.	Staff will have access to NHSA resources and further training discounts.	All Program Staff	Mark Sigler Fiscal Coordinator	\$ 1,400
Administration	Printing of Program Improvement Reports, T&TA Plans & Community Assessments	Printing costs associated with producing copes of Program Improvement Reports, T&TA Plans and Community Assessments.	Produce a complete, user friendly copy of Program Improvement Reports, T&TA Plans and Community Assessments.	Program Improvement Reports, T&TA Plans and Community Assessment information will be compiled in a sharable, user friendly version for easy accessibility.	All Program Staff, Board/PC	Mark Sigler Fiscal Coordinator	\$ 200
Total Amount Budgeted to PHS (Admin) T&TA							\$ 18,600

Bear River Head Start PHS - Fiscal T&TA Plan 2024-2025							
Total Program Allocated Budget: \$46,195							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Fiscal	Grants Management & Fiscal Consultant services to increase knowledge and productivity of staff	All Fiscal staff will gain and maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Consultant will provide onsite training to Fiscal Office Staff, the topics covered will best fit the fiscal office training needs.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 3,360

Bear River Early Head Start EHS - Admin T&TA Plan 2024-2025							
Total Program Allocated Budget: \$67,219							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Child Plus DRDP program to assist in child outcome data collection and analysis as basis for program improvement and training development	Program to assist staff with collecting and analysis of child outcome data.	Program staff will utilize the CP DRDP program to aid in child outcome data collection.	CP DRDP Program use will increase accuracy and efficiency of gathering child outcome data, along with compiling it in a format that can be shared with other staff, parents and Board/PC.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 2,500
Administration	Program staff attend Child Plus training to increase knowledge and proficiency in using Child Plus data system	Staff will attend CP training in order to streamline systems, train staff, communicate with parents, house program data and move toward agency goal of going paperless to the extent possible.	Program staff will attend CP training via onsite trainings and/or webinars.	Staff will become more efficient using the CP Program.	All Program Staff	Renaë Torbenson HB Coordinator	\$ 12,500
Administration	Online LMS (Learning Management System) for all program staff	streamlined system for new and ongoing staff to access online training for onboarding and recurring annual trainings.	All staff will utilize the LMS system for accessing required trainings.	streamlining the training process will free up staff work and leisure time.	ALL Staff, Board and PC Members	Mark Sigler Fiscal Coordinator	\$ 2,000
Administration	NHSA Membership	Annual Membership to NHSA in order to obtain resources and discounts on other training opportunities.	Program will purchase and keep active annual NHSA Membership.	Staff will have access to NHSA resources and further training discounts.	All Program Staff	Mark Sigler Fiscal Coordinator	\$ 1,000
Administration	Printing of Program Improvement Reports, T&TA Plans & Community Assessments	Printing costs associated with producing copies of Program Improvement Reports, T&TA Plans and Community Assessments.	Produce a complete, user friendly copy of Program Improvement Reports, T&TA Plans and Community Assessments.	Program Improvement Reports, T&TA Plans and Community Assessment information will be compiled in a sharable, user friendly version for easy accessibility.	All Program Staff, Board/PC	Mark Sigler Fiscal Coordinator	\$ 300
Total Amount Budgeted to EHS (Administration) T&TA							\$ 18,300

Bear River Early Head Start EHS - Fiscal T&TA Plan 2024-2025							
Total Program Allocated Budget: \$67,219							
Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Fiscal	Grants Management & Fiscal Consultant Services to increase knowledge and productivity of staff	All Fiscal staff will gain and maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Consultant will provide onsite training to Fiscal Office Staff, the topics covered will best fit the fiscal office training needs.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 4,569
Fiscal	Specialized training for Fiscal staff to increase knowledge of fiscal to increase knowledge of fiscal Head Start requirements	All Fiscal Office staff will gain/maintain knowledge of current regulations and issues affecting compliance and internal controls.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant and other Fiscal staff will attend seminar/webinar best meeting training needs. The location will be nearest BRHS to conserve resources and/or Fiscal Consultant will provide onsite training to the Fiscal Office Staff.	BRHS Fiscal Office will continue to maintain compliance with Federal Regulations and internal controls. The annual independent audit will measure and document.	Fiscal Officer, Fiscal Coordinator, Fiscal Consultant, Fiscal Specialist and Fiscal Assistants	Mark Sigler Fiscal Coordinator	\$ 4,500
Total Amount Budgeted to EHS (Fiscal) T&TA							\$ 9,069