

2025-2026 Bear River Head Start & Early Head Start Program Area Program Improvement



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Head Start
Child Development
Center Based
Program Self Assessment
2025



Managed by Stephanie Wood

Bear River Head Start Center-Based Program

Self-Assessment & Program Improvement Plan

Prepared by: Stephanie Wood

Date: August 15, 2025

Overview

This report draws on information from multiple sources, including annual parent and staff surveys, child outcomes data collected by teachers three times per year, and CLASS data gathered by the CLASS Observation Team.

Concerns and suggestions from these sources have been reviewed and addressed. Some improvements were implemented immediately, while others have been integrated into team trainings, individual coaching, or ongoing team meetings.

After analyzing program data and feedback, short-term goals were developed to address identified areas for growth. The center-based management team meets weekly to review data and strategize improvements. Moving forward, we will continue to focus on training in the areas of active supervision, ongoing monitoring across all program components, improved classroom behavior management, and staff retention and pay.

Self-Assessment / Program Improvement Action Plan

Issue	Action Steps	Timeline	Person(s) Responsible
Recruit and retain staff to continue to provide high-quality services to children and families.	<ul style="list-style-type: none">- Continue recruiting through social media, Indeed, and other hiring platforms.-Revise the pay scale to compensate staff based on their level of education- Offer more online training options to provide flexibility for staff schedules.- Allow flexible	Beginning August 2025 and ongoing throughout the school year.	Stephanie Wood Julie Reid Cassie Petersen

	Friday scheduling for PHS staff for training and job-related duties.		
Address challenging behavior and trauma-related concerns in classrooms.	<ul style="list-style-type: none"> - Provide onsite training using Conscious Discipline and other trauma-informed approaches. - Train all staff on strategies to manage behavior and support children affected by trauma. 	Beginning August 2025 and ongoing throughout the school year.	Stephanie Wood Sarah Call Mentor Coaches Management Team
Train staff on Active Supervision.	<ul style="list-style-type: none"> - Use the Active Supervision Toolkit from ECLKC in ongoing training. - Implement and follow through with the Active Supervision Corrective Action Plan. 	Beginning August 2025 and ongoing throughout the school year.	Center-Based Management Team Mentor Coaches
Maintain ongoing monitoring across all program areas including ASQ, ASQ-SE, attendance, CLASS, and outcomes.	<ul style="list-style-type: none"> - Review weekly reports prepared by management. - Use ChildPlus reports to track ASQ, ASQ-SE, and attendance. - Communicate regularly with the upper management team. - Provide quarterly reports to the Policy Council and Board. 	Ongoing	Center-Based Management Team
Ensure safe facilities for all Bear River Head Start children.	<ul style="list-style-type: none"> - Conduct daily health checks. - Complete quarterly safety inspections. - Follow maintenance procedures consistently. 	Ongoing	All Center-Based Staff Facilities Coordinator

Short-Term Goals 2024–2025

Bear River Head Start – Center-Based Program

Program Goals and Implementation Plan

Goal	Implementation	Outcome	Measures	Documentation
Recruit and retain staff 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. - Revise the pay scale to compensate staff based on their level of education going forward as we hire staff. - Implement more online trainings for greater flexibility of staff schedules. - Allow a flexible schedule on Fridays for trainings and other job duties. - Education Training Manager hired to provide higher quality training and support for staff. 	Staff will show job satisfaction on self-appraisals and in meetings with supervisors. Flexible training options will support work-life balance. New hires will be better trained, leading to improved services.	Staff retention	Policy Council Meeting Minutes, PIR, New Employee Training, Budget
Continue to address challenging behavior	<ul style="list-style-type: none"> - Onsite training on Conscious Discipline and Trauma-Informed Care provided by various community agencies. - Additional training during 	Staff will have greater knowledge of addressing behaviors. Staff will support children with behavior plans. Staff will feel more	Teachers will document child progress. Families will	Training Sign-In Sheets, Anecdotal Notes, Work Plans, Child Goals, Lesson Plans, Outcome Reports, New Employee Training

concerns in the classroom.	Pre-Service and as needed. - Ongoing supervision, mentoring, and monitoring. - Disability Manager and Assistants hired for classroom support. - Mentor Coaches and Specialists available for guidance.	supported and job satisfaction will rise.	participate in child goals.	
Continue to train staff on Active Supervision.	- Education Training Manager will support and oversee active supervision training. - Mental Health/Disability Manager and assistants will support Conscious Discipline and the Pyramid Model. - Use Active Supervision Toolkit (ECLKC). - Implement Active Supervision Corrective Action Plan.	No active supervision issues. Training identifies and addresses weaknesses. Staff become better trained and supported, leading to greater satisfaction.	Staff better trained; no supervision issues occur.	Incident Reports, Training Sign-In Sheets
Continue ongoing monitoring in all areas including ASQ, ASQ-SE, attendance, and outcomes.	- Weekly reports from Management. - ChildPlus reports (ASQ, ASQ-SE, attendance). - Communication with upper management. - Quarterly reports to Board and Policy Council.	Assessments completed on time; families receive quality services. Attendance monitored; program uses data for continuous improvement.	Monthly reports and tracking of program services.	ChildPlus Reports, Weekly ITMs, Board and PC Quarterly Reports, Outcomes
Continue to provide safe facilities for all Bear River	- Daily health checks. - Quarterly safety checks. - Maintenance procedures followed.	Centers are well maintained and safe. Repairs addressed promptly.	Centers remain safe and compliant.	ChildPlus, Daily Health Checks, Quarterly Safety Checks

Head Start children.				
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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 2025-2026.**

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 2024-2025

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 SET Team 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	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 SET and management teams 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 SET and management teams 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	ongoing	Staff training and turnover Limitations on family insurance coverage. Waiting lists for MH services.
Ensure all staff and consultants are promoting and supporting TIC approaches integrated at intake and orientation.	The BRHS staff will continue to follow guidelines and recommendations from SAMHSA, NCTSN, OHS, and the ECLKC website. The management team 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 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 management team 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 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 2024-2025

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.</p>
<p>Provide ongoing coaching and support to education staff to address secondary stress and staff turnover.</p>	<p>The management team 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>Child Development Staff Mentor Coaches Center Based Coordinator</p>	<p>ongoing</p>	<p>Staff Turnover- training new staff.</p>
<p>Retain the SET team to support children, staff, and parents.</p>	<p>The SET team 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 doing so staff can appropriately cope with work related stress. Children and families will have the support and resources to build resilience.</p>	<p>SET Team BRHS Staff Children, parents, and families</p>	<p>ongoing</p>	

		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 SET Team and 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 SET Team	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.	SET Team 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 2024-2025

Strengthen Family Services

Objective: Through trainings and coordination with Management and SET Team, 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 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,</p>	<p>BRHS staff</p>	<p>ongoing</p>	<p>Unemployment, job loss.</p>

	and grandparent led families will provide support and services based on individual family needs and goals that will help strengthen the child and family.			
Help families better access healthcare and nutritional services.	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. 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.	Health and Wellness Team Family Development Team	ongoing	Families that are uninsured and don't qualify for WIC or Medicaid. Trauma experienced in hospitals and at medical appointments.
Encourage families to use available transportation services to promote regular participation of children and families in services that support development and learning addressing trauma.	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. 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.	BRHS Staff	ongoing	Lack of public transportation in rural areas.
Improve collaboration efforts with family support agencies to lessen family confusion and stress in dealing with multiple agencies.	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	Family Advocates Family Development Managers	ongoing	Agency wait lists.

	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.	Family Development Coordinator Mental Health Specialist		
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Documentation: Referrals, assessment tools and screeners, child plus documentation, family goals, community directory.

TIC Work Plan 2024-2025

Support a Trauma-Informed Workforce

Objective: Through coordination from the SET Team, 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
Provide training on trauma-informed approaches to all staff, governing body, Policy Council. Ensure training is accompanied with coaching, reflective practices and supervision training.	SET Team 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. 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.	SET Team Coordinators BRHS Staff Program Governance	ongoing	
Support staff through employee assistance programs.	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.	BRHS Staff	ongoing	

Decrease caseloads if possible, using other staff to help support workload.	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.	BRHS Staff	ongoing	Workload
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Documentation: Newsletters, EAP resources, Individual staff and managers meetings, team training.

TIC Work Plan 2024-2025

Create a Program Wide Trauma-Informed Environment				
Objective: 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
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.	The SET Team 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. The SET Team will provide ongoing trainings, mentor implementation, retrain as needed, and support and build upon comprehensive	All Staff Board Policy Council Management Staff	ongoing	

	services that benefit children and families.			
Conduct ongoing self-assessment to track program improvement related to integration of TIC over time.	The Program Coordinators will collect data through ongoing self-assessments and program improvement to assess staff knowledge of TIC before and after trainings are done. Assessments will be done in routine and varying ways throughout the program year to show how the implementation of TIC is improving program quality and affecting program services.	Coordinators BRHS staff	ongoing	Staff turnover
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	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 2/1/2024 - 1/31/ 2025
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 Development Coordinator-Kristie Curtis Centerbased Coordinator-Steph Wood</p>
<p><u>Timeline</u> Fiscal Year 2024-2025</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 2/1/2024 - 1/31/ 2025
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 Development Coordinator-Kristie Curtis Centerbased Coordinator-Steph Wood</p>
<p><u>Timeline</u> Fiscal Year 2024-2025</p>
<p><u>Budget</u> \$2,500</p>

PHS Centerbased

Bear River Head Start
Preschool Head Start Center Based
School Readiness Plan
Prepared by Stephanie Wood

Bear River Head Start is dedicated to enhancing teaching quality to optimize children's learning and school readiness. This is achieved through program school readiness goals and strategies, alongside comprehensive teacher training designed to refine teaching methods.

Whole group training brings teachers together to learn about the latest educational theories and their classroom applications. 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 eighteen 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 thirteen 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.

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.

Bear River Preschool Head Start
School Readiness Goals 2025-2026

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 demonstrate 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.

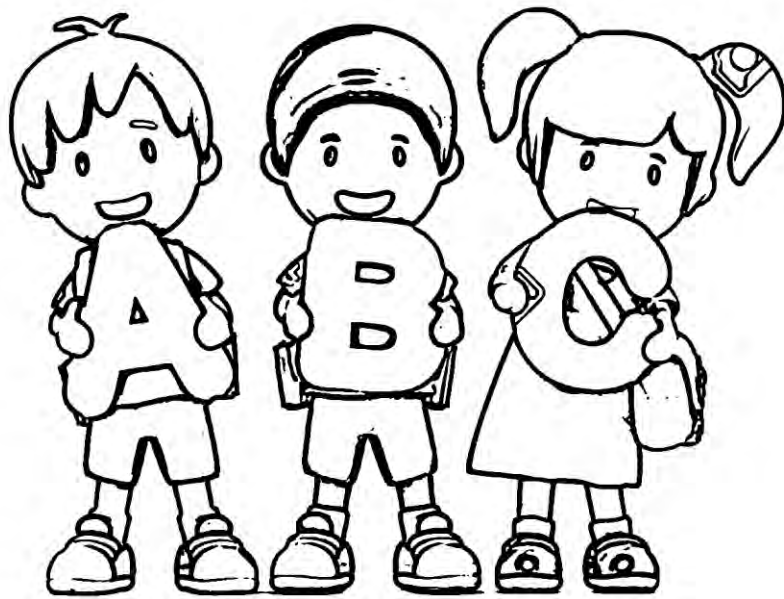
PHS Center-Based Data Collection Plan

Prepared by: Stephanie Wood

Data Collection Plan 2025-2026

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 throughout 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	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)

Parent Survey



PHS CENTER BASED DATA COLLECTION: HEAD START PARENT SURVEY 2025

DIRECTIONS: PLEASE CHECK YES OR NO	YES	NO
1. The location of my Head Start Center was convenient for my family's participation.	30	0
2. Information provided by Head Start included materials specifically for fathers.	20	2
3. The current 4 -6.5 hour, 4 day week and 9 -10.5 months a year program met the needs of my family.	29	1
4. Our family's needs would be better served with a 12 month Head Start program.	9	0
5. Our family's needs would be better served with a 5 day a week Head Start program.	9	0
6. Our family's needs would be better served with a 7-8 hour per day Head Start program.	7	0

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES
7. I am satisfied with the Head Start services my family receives from:	
a. Classroom Staff	27
b. Overall Head Start Program	30
8. Head Start has helped my child get ready for school by:	
a. Becoming more independent	28
b. Learning basic concepts in language	26
c. Learning basic concepts in math	22
d. Learning to share and cooperate	29
9. Head Start gives my child:	
a. A safe place to learn	30
b. A clean environment	30

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	26	4	
b. Classroom volunteer opportunities	29	0	
11. Head Start has enabled me to:			
a. Define my own life goals	29	1	
b. Accomplish and pursue my goals	29	1	
c. Understand my role as the primary educator for my child(ren)	30	0	
12. My child's Teacher:			
a. Worked with me to plan my child's learning and development	29	1	
b. Planned activities around my child's individual needs	29	1	

c. Helped me have a better understanding of my child's social/emotional development	29	1	
13. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	8	0	
b. Useful and successful	10	0	
c. Supportive of my family's values	5	0	
14. The Head Start Centers are friendly and inviting for fathers:	29	1	

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO			
15. When I requested help for my child's disabilities, the services were:					
a. Delivered in a timely manner	5	0			
b. Useful and successful	6	0			
c. Supportive of my family's values	7	0			
16. My child attends child care before or after Head Start:			YES 3 NO 27		
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 10 NO 20		
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	0	1	1	8

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

- Language and Literacy (23)
- Social-Emotional (23)
- Approaches to Learning (20)
- Cognitive (including Math and Science) (21)
- Perceptual, Motor, and Physical Development (18)

Comments:

- I wish there was transportation since they now start at the same time as the school.
- Our family is better off because of Head Start - especially because of John Anderson & Nicole (Full Day Tremonton Head Start teacher). Nicole is a magician with potty training!!
- Teachers and all the staff have been amazing. They truly are the best. Mikalyn, Nikki and Brian esp.
- My daughters teacher named Nicholle Reeder is amazing!
- Maybe some sort of transportation could be helpful
- The staff are wonderful and supportive. Thank you for all you do!

Staff Survey



PHS Staff Self-Appraisal 2024-2025

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

Many staff members expressed joy in working directly with children and seeing their growth. Building meaningful relationships with students, families, and coworkers was commonly appreciated. Staff also valued the opportunity to laugh, play, and learn alongside children, and felt fulfillment from contributing positively to their development.

Common themes included: - Watching children learn, grow, and succeed - Building strong connections with students and families - Supportive and fun coworkers and supervisors - A sense of purpose and positive impact on the community - Enjoying group activities, reading to children, and classroom creativity - Flexibility in roles and work environments

“I love the kids and the relationships I’m able to build with them. It’s SO FUN to watch them learn, improve, and grow.”

“I love working with the kiddos, but especially with all the people who work in the center.”

“Getting to spend time with so many kids and hearing their funny stories and things they’re excited about.”

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

The most frequently mentioned challenges involved excessive paperwork, managing behavioral issues, and feeling overwhelmed by the physical or emotional demands of the job. Other concerns included inconsistent communication, lack of collaboration time, and insufficient pay.

Concerns mentioned: - Paperwork and documentation burden - Bodily fluids and cleaning tasks - Behavior management and trauma-related challenges - Turnover and lack of classroom consistency - Feeling unheard or unsupported - Long training commutes and lack of Zoom options

“All of the paperwork can be difficult... sometimes just feels like that one extra burden you don’t have time or energy for.”

“Seeing how trauma affects some of the children.”

“Feeling unsupported while struggling with challenging behaviors in the classroom.”

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

Staff members showed strong emotional intelligence, patience, creativity, adaptability, and a deep commitment to the children they serve. Many mentioned communication skills, team spirit, and experience working with young children as key assets.

Frequent strengths included: - Patience and empathy - Creativity and adaptability - Teamwork and reliability - Bilingual communication - Organizational and planning skills - Love for working with children

“I am creative and I’m stubborn... I don’t give up easily.”

“Years of experience working with children. Positively engaging with children. Coming up with fun songs and games.”

“Patience, empathy, adaptability, positive attitude and creativity.”

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

Staff showed initiative in developing professionally through trainings, certifications, reading, and attending workshops. Many referenced Conscious Discipline trainings as particularly helpful.

Common development efforts: - Conscious Discipline and creative curriculum trainings - Pursuing CDA or college degrees - Educational podcasts and books - Reflecting on classroom practices - Participating in internal training and coaching goals

“I’ve taken extra Conscious Discipline trainings and reviewed my notes on old ones.”

“I graduated from college with my Bachelor’s Degree!! I also got a lot of experience during my 150 hours of practicum.”

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

Team members highlighted their collaboration, positive attitudes, flexibility, and willingness to help as their biggest contributions. Many also emphasized strong communication, problem-solving, and their ability to support coworkers effectively.

Team strengths included: - Collaboration and positive energy - Flexibility and resilience - Organizational support and follow-through - Supportive and approachable nature - Willingness to learn and contribute

“I’m a team player. I have a fun personality and can get along with everybody. I work hard to get the job done.”

“I try to support my coworkers, share ideas, and jump in wherever needed to keep the class running.”

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

Many recognized a need for stronger communication, time management, self-confidence, and boundary setting. Several noted the importance of asking for help and being willing to delegate more.

Areas to improve: - More effective and frequent communication - Letting go of control and delegating tasks - Confidence in leadership roles - Seeking and offering feedback proactively - Time management and prioritization

“Communicate more clearly... rather than expecting them to ‘read my mind.’”

“Stop doubting myself and my credibility.”

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

Staff took pride in professional growth, classroom progress, building strong relationships, and overcoming personal and professional challenges. Many celebrated completing educational milestones and improving classroom strategies.

Major wins included: - Finishing CDA or college programs - Implementing Conscious Discipline - Helping children regulate emotions and grow - Supporting families and coworkers - Improving communication and organization

“I completed my first full year as Lead Teacher... survived a really difficult year.”

“Helping new teachers adjust and feel more competent in the classroom.”

“Standing up for myself more, sharing my thoughts, becoming more confident personally and professionally.”

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

Suggestions for improvement centered around time, training, support, and feedback. Some wished for better behavioral resources, improved work-life balance, and opportunities to collaborate more frequently.

Common suggestions: - More collaboration time and support from leadership - Formal breaks and realistic schedules - Constructive feedback and classroom observations - Less paperwork or more time to complete it - Increased pay

“More consistent support for behavior challenges—not just another warm body in the room.”

“Would love constructive advice on ways to better implement strategies in the classroom.”

“I would love to see an increase in wages so I can focus on having just one job instead of two.”

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

Most staff were very complimentary of their supervisors, appreciating their support, communication, and availability. They noted that regular feedback, clear expectations, and morale boosts helped them thrive.

Common supervisor feedback: - Continue regular check-ins and encouragement - Offer consistent feedback and clarify expectations - Keep fostering a team environment

“My supervisor is an inspiration of what great leadership is!!!”

“Kaycey is awesome! I cannot think of a single thing she could be doing better.”

“It helps when they let me know I’m doing a great job—it gives me a boost and keeps me motivated.”

10. I would like more training in these areas...

The most requested training areas included behavior management, Conscious Discipline, social-emotional support, and practical classroom strategies like lesson planning and parent communication.

Requested topics: - Handling challenging behaviors - Trauma-informed care and resilience - Lesson planning strategies and open-ended activities - Communicating with families about hard topics - Teaching English Language Learners - Self-care and managing stress

“How to best deal with behaviors such as a child yelling or screaming for a long time and affecting the rest of the class.”

“Rest time, documentation, and collaborative classroom tips—would love more!”

BEAR RIVER HEAD START

2024-2025



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

The Home-Based program at BRHS serves children 0-3 years old and pregnant mothers. 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 2025	28			4%	1	14%	4	25%	7	36%	10	21%	6
Winter 2025	27			7%	2	22%	6	30%	8	37%	10	4%	1
Fall 2024	28	4%	1	21%	6	25%	7	29%	8	18%	5	4%	1

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 2025	28				4%	1	29%	8	29%	8	29%	8	11%	3
Winter 2025	27				19%	5	26%	7	41%	11	15%	4		
Fall 2024	28		4%	1	14%	4	18%	5	46%	13	11%	3	7%	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 2025	27					26%	7	15%	4	48%	13	11%	3
Winter 2025	27			4%	1	30%	8	33%	9	33%	9		
Fall 2024	27			22%	6	26%	7	44%	12	7%	2		

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 2025	27					7% 2	33% 9	48% 13	11% 3	
Winter 2025	27				7% 2	22% 6	41% 11	30% 8		
Fall 2024	28	4% 1		11% 3	11% 3	18% 5	43% 12	14% 4		
Language (LANG)										
Spring 2025	26					12% 3	23% 6	46% 12	15% 4	
Winter 2025	25		4% 1			8% 2	56% 14	24% 6	4% 1	
Fall 2024	24					29% 7	38% 9	12% 3	4% 1	
Literacy Development (LIT)										
Spring 2025	25					8% 2	24% 6	56% 14	12% 3	
Winter 2025	25					28% 7	28% 7	40% 10	4% 1	
Fall 2024	23			17% 4	13% 3	9% 2	43% 10	17% 4		

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 2025	28			7% 2		14% 4	18% 5	46% 13	14% 4	
Winter 2025	27			7% 2		30% 8	33% 9	30% 8		
Fall 2024	28		4% 1	21% 6		39% 11	29% 8	7% 2		

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 2025	128					1%	4%	27%	48%	20%
						1	5	35	61	26
Winter 2025	129			1%	1%	12%	50%	29%	8%	
				1	1	16	64	37	10	
Fall 2024	130					7%	38%	38%	15%	2%
						9	50	49	20	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 2025	129					4%	15%	46%	36%	
						5	19	59	46	
Winter 2025	129				1%	5%	40%	38%	17%	
					1	6	51	49	22	
Fall 2024	130				2%	24%	43%	26%	5%	
					3	31	56	34	6	

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 2025	126					1%	4%	25%	50%	20%
						1	5	32	63	25
Winter 2025	129					2%	13%	42%	37%	5%
						3	17	54	48	7
Fall 2024	130			1%	10%	28%	44%	16%	1%	
				1	13	37	57	21	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 2025	127					1%	3%	24%	50%	21%	
						1	4	31	64	27	
Winter 2025	129				1%		9%	48%	39%	4%	
					1		11	62	50	5	
Fall 2024	130				2%	5%	28%	43%	21%	1%	
					2	7	37	56	27	1	
Language (LANG)											
Spring 2025	127					1%	4%	24%	50%	20%	
						1	5	31	64	26	
Winter 2025	129		1%				12%	46%	32%	10%	
			1				15	59	41	13	
Fall 2024	130					5%	32%	42%	16%	3%	
						6	42	55	21	4	
Literacy Development (LIT)											
Spring 2025	126					1%	3%	27%	52%	17%	
						1	4	34	65	22	
Winter 2025	129					1%	7%	52%	36%	4%	
						1	9	67	47	5	
Fall 2024	130				1%	4%	25%	49%	21%		
					1	5	33	64	27		

Approaches to Learning-Self-Regulation

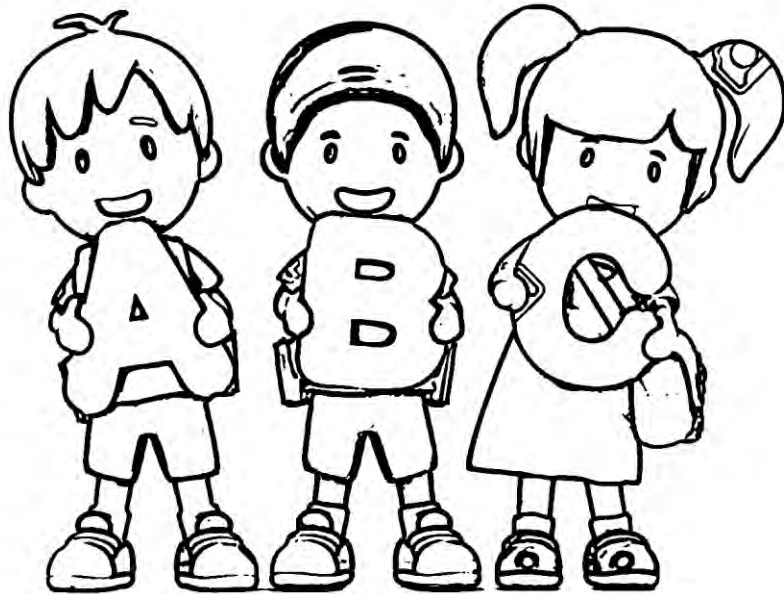
ATL-REG 4: Curiosity and Initiative in Learning
 ATL-REG 5: Self-Control of Feelings and Behavior

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 2025	128					2%	4%	22%	53%	20%	
						2	5	28	68	25	
Winter 2025	129					4%	12%	39%	41%	4%	
						5	16	50	53	5	
Fall 2024	130				2%	15%	29%	41%	13%	1%	
					2	19	38	53	17	1	

Outcome Report

2024-2025



Executive Summary of Outcomes

2024-25 School Year

Outcome Reports for the PHS Center-Based classrooms have now been completed to reflect the progress made from Fall 2024 to Spring 2025. The reports show the progress that the children have made throughout the entirety of the school year. Upon reviewing the reports, we are able to see that as a whole the children have progressed in all areas of developmental. The majority of the children are falling within the range expected.

The progress within the English Language Development indicates that the children who are dual language learners are learning English well. We are also seeing a great deal of progress with Approaches to Learning, Social and Emotional Development, and Science skills.

We have made progress in the area of Math and Literacy, but would like to see greater growth in these areas. We have recently incorporated more training for teachers and created a plan for more Small Group activities focused on these topics.

PHS Outcome Report 2024-25

Explanation of Developmental Levels:

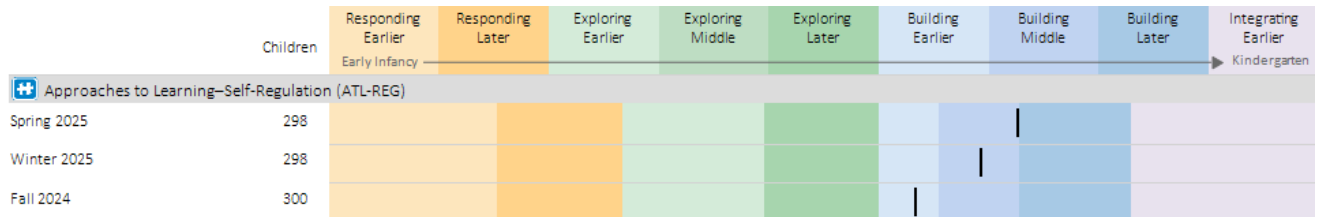
The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

- **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.

All PHS Center-Based Children

*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.

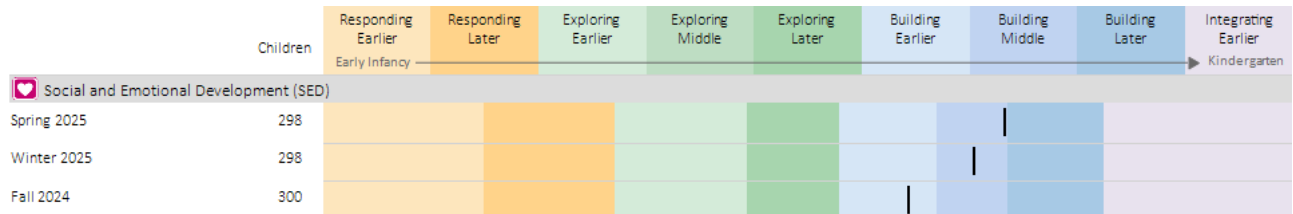
Approaches to Learning:



What this means:

The majority of the children have advanced from the Building Earlier level to the Building Middle. At the Building Middle level, children often seek adult support when needed, such as managing feelings or doing complex activities. They are also learning how to observe, test, and ask specific questions about how things work.

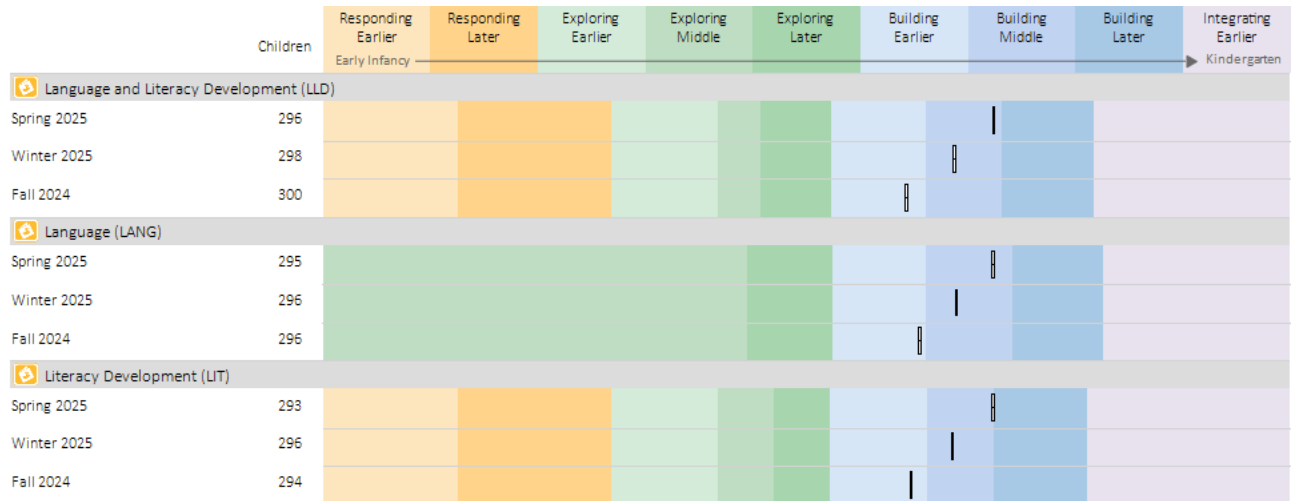
Social and Emotional Development:



What this means:

Many children are not in the Building Middle level of Social and Emotional Development. At the Building Middle level children are learning how to describe physical characteristics and pretend with others (such as pretending to drive a car with a friend as a passenger or work together with a friend to "make a pizza"). They are also learning how to get help from familiar adults in understanding interesting things that happen or the causes of people's feelings.

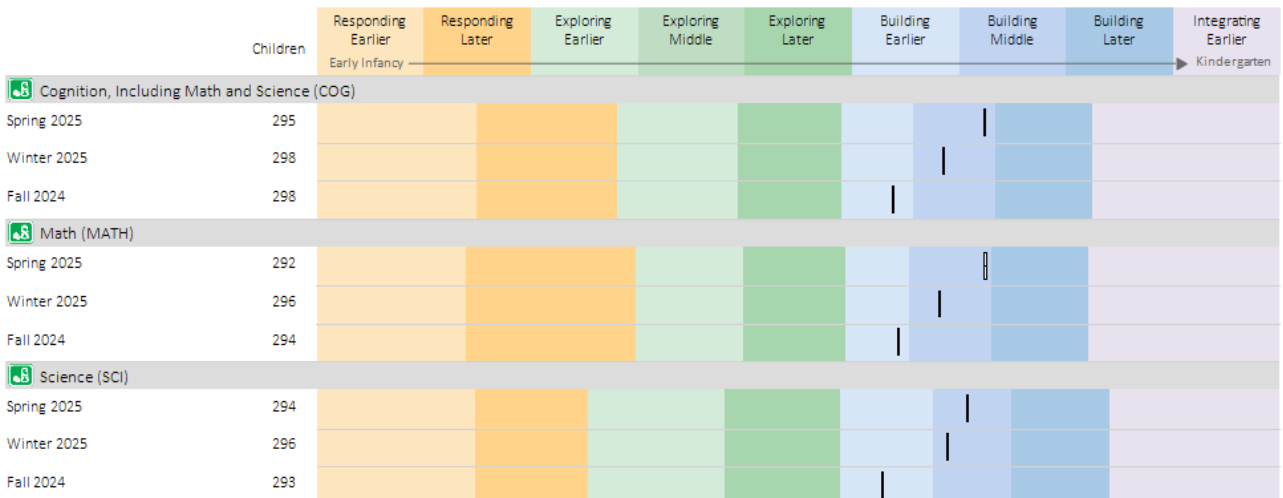
Language and Literacy Development:



What this means:

At the Building Middle level, many children have now learned to communicate in complete sentences (and add new words), recognize letters, and make drawings of people, things, or events.

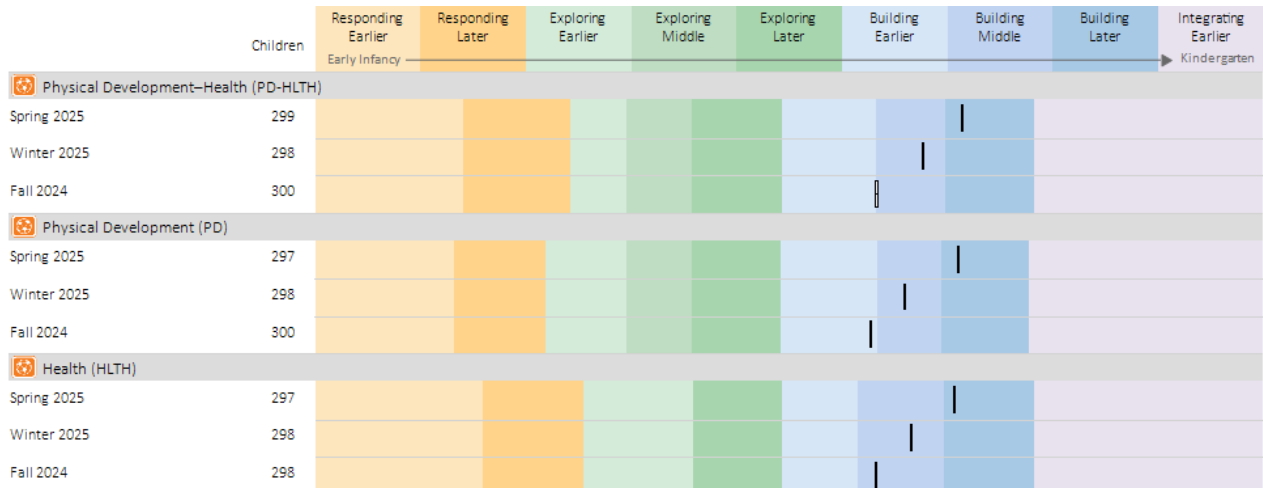
Cognition, Including Math and Science:



What this means:

Throughout the school year, many children have advanced to the Building Middle level in the area of Cognition. At the Building Middle level, children are learning how to count to 10, sort objects based on one characteristic (such as sorting toy cats and toy dogs into two different piles), and make simple patterns (such as clapping then stomping several times in a row).

Physical Development-Health:



What this means:

At the Building Middle level, many children are able to adjust movements to copy an adult or follow an adult's suggestions (such as marching behind a marching adult) and are learning how to coordinate multiple actions (such as reaching up to get a hat and then putting on the hat). They are also learning how to follow some safety rules without reminders but still with supervision, and to carry out hygiene routines (such as handwashing or toilet flushing) with some reminders.

English Language Development:



What this means:

At the Building English level, the children are learning the meaning of many words, phrases, and ideas in English, as well as learning to identify English letters, recognize own name in English print, use sentences to communicate, and share key ideas in books presented in English. (When using English, they may sometimes make grammatical errors and mix English with the home language).

Class Observation Results

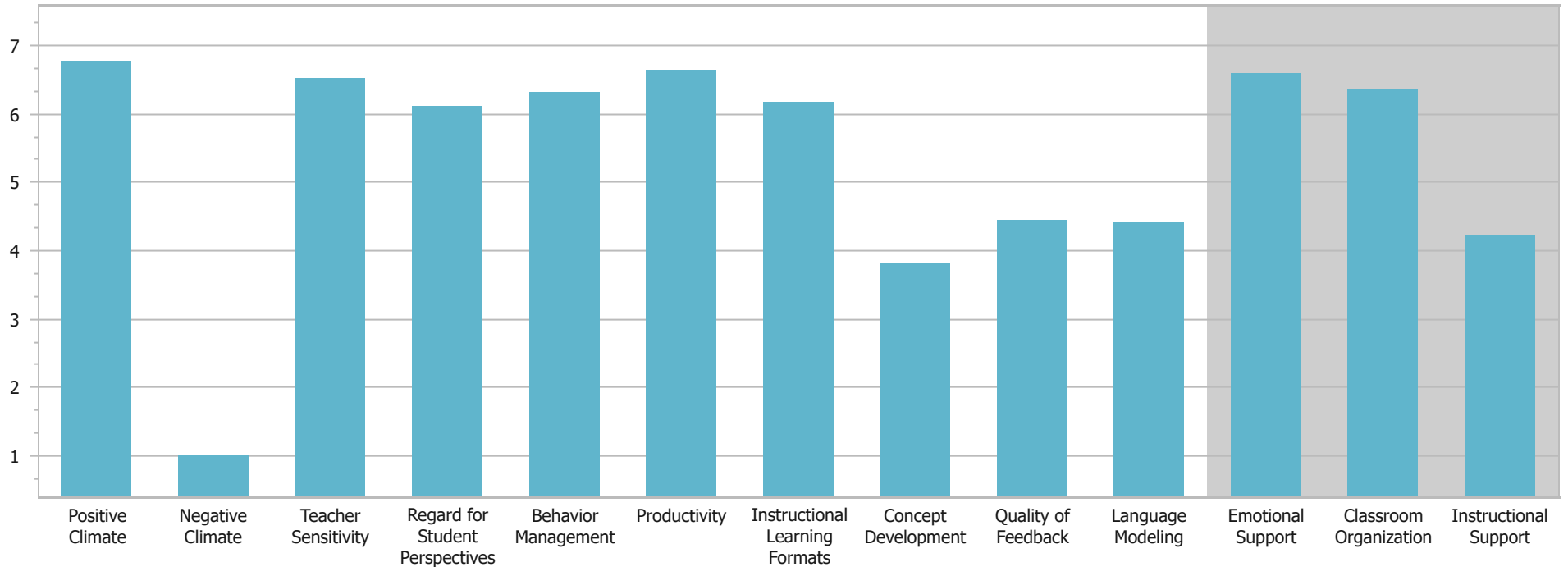




Bear River - PHS, EHS

5630 - Pre-K CLASS® Average Score Charts

Bear River - PHS, EHS



■ All Observations

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.77	1.01	6.52	6.12	6.32	6.64	6.17	3.81	4.45	4.42	6.6	6.37	4.23



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
05/22/25	Hyde Park	Imagine Ext Day	Coleman, E.	6.75	1.00	7.00	6.50	6.50	6.75	5.75	4.00	4.75	5.25	6.81	6.33	4.67	Hill, P.
05/20/25	Cache County	Smithfield Ext Day	Sorensen, K.	6.25	1.00	6.00	5.50	5.50	6.50	5.50	4.25	4.25	4.75	6.19	5.83	4.42	Hill, P.
05/08/25	Box Elder County	Joeys AM	Samoska, D.	7.00	1.00	6.75	6.00	6.50	6.50	6.75	3.25	5.00	4.50	6.69	6.58	4.25	Mays, A.
05/06/25	Cache County	Hyrum Ext Day	Huppi, J.	7.00	1.00	6.00	6.50	6.50	6.75	6.75	4.50	4.50	5.25	6.63	6.67	4.75	Anderson, K.
04/29/25	Logan	Dream AM	York, J.	6.75	1.00	6.25	6.25	7.00	6.00	5.75	4.00	6.50	6.25	6.56	6.25	5.58	Evans, K.
04/29/25	Onieda County	Malad AM	Tubbs, K.	6.75	1.00	6.75	6.50	6.75	6.75	6.50	5.25	5.50	6.00	6.75	6.67	5.58	Hill, P.
04/28/25	Logan	Create PM	DeSimone, M.	7.00	1.00	6.75	5.75	6.50	6.50	6.00	3.50	3.75	4.75	6.63	6.33	4.00	Anderson, K.
04/22/25	Box Elder County	Tremonton AM	Bronson, E.	7.00	1.00	7.00	6.50	7.00	7.00	6.25	4.00	4.25	4.50	6.88	6.75	4.25	Reid, J.
04/22/25	Franklin County	Preston PM	Cromwell, W.	6.00	1.00	6.25	6.00	5.50	6.50	6.00	4.75	4.50	5.25	6.31	6.00	4.83	Hill, P.
04/16/25	Hyde Park	Soar Ext Day	Lloyd, M.	6.50	1.00	6.50	5.75	6.00	6.75	5.75	4.50	5.00	4.75	6.44	6.17	4.75	Hill, P.
04/15/25	Box Elder County	Cubs Ext. Day	Reeder, N.	6.50	1.00	5.50	5.00	5.25	6.00	3.25	3.00	3.00	3.00	6.00	4.83	3.00	Peterson, K.
04/14/25	Bear Lake	Paris PM	Simonson, J.	6.50	1.25	5.75	5.00	4.50	6.25	4.00	2.25	3.00	2.75	6.00	4.92	2.67	Willmore, K.
04/10/25	Cache County	Richmond AM	Trujillo-Gonzalez, A.	7.00	1.00	6.75	6.25	6.50	7.00	6.50	3.75	5.25	4.25	6.75	6.67	4.42	Anderson, K.
04/09/25	Hyde Park	Inspire AM	Bagley, S.	6.75	1.00	6.75	5.75	6.00	6.75	5.50	3.50	4.00	4.75	6.56	6.08	4.08	Hill, P.
04/09/25	Logan	Wonder Ext. Day	Kauffman-Smith, M.	7.00	1.00	6.75	6.50	6.75	5.75	6.50	3.00	4.00	3.50	6.81	6.33	3.50	Mays, A.
04/08/25	Hyde Park	Discover PM	Harker, S.	6.50	1.00	6.75	6.75	6.75	7.00	6.25	4.50	5.00	5.50	6.75	6.67	5.00	Anderson, K.
03/27/25	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	7.00	5.00	6.25	6.50	7.00	3.75	4.25	4.75	6.50	6.58	4.25	Mays, A.
03/27/25	Logan	Adventure AM	Garcia, J.	6.75	1.00	7.00	7.00	6.00	7.00	6.00	3.75	4.25	4.75	6.94	6.33	4.25	Anderson, K.
03/26/25	Box Elder County	Colts Ext. Day	Burnham, S.	6.00	1.00	6.25	7.00	5.50	6.50	6.75	3.00	4.75	3.75	6.56	6.25	3.83	Mays, A.
03/17/25	Franklin County	Preston AM	Jensen, M.	7.00	1.00	6.75	6.50	7.00	7.00	6.75	5.50	5.50	5.75	6.81	6.92	5.58	Anderson, K.
03/05/25	Logan	Explore Ext. Day	Kauffman-Smith, M.	7.00	1.00	6.25	5.75	6.25	6.75	7.00	4.25	4.75	4.50	6.50	6.67	4.50	Mays, A.
02/10/25	Onieda County	Malad AM	Tubbs, K.	7.00	1.00	7.00	7.00	6.75	7.00	6.75	5.50	6.75	5.25	7.00	6.83	5.83	Mays, A.
01/30/25	Hyde Park	Imagine Ext Day	Lyon, E.	7.00	1.00	6.75	5.75	6.50	6.75	7.00	3.50	4.50	4.50	6.63	6.75	4.17	Mays, A.
01/14/25	Franklin County	Preston PM	Cromwell, W.	6.25	1.00	6.25	6.00	6.00	6.75	5.25	3.75	3.75	4.50	6.38	6.00	4.00	Hill, P.
12/04/24	Bear Lake	Paris PM	Simonson, J.	6.25	1.00	6.50	6.75	6.25	7.00	6.25	4.25	4.25	4.75	6.63	6.50	4.42	Hill, P.
11/26/24	Box Elder County	Joeys AM	Griffiths, E.	7.00	1.00	6.75	5.50	6.50	7.00	6.25	3.00	3.75	3.75	6.56	6.58	3.50	Anderson, K.
11/18/24	Cache County	Richmond AM	Trujillo-Gonzalez, A.	6.75	1.00	6.50	6.25	6.25	7.00	6.50	4.75	4.25	5.00	6.63	6.58	4.67	Hill, P.
11/14/24	Hyde Park	Inspire AM	Bagley, S.	6.50	1.00	5.75	5.75	5.75	6.75	5.50	3.00	3.00	3.00	6.25	6.00	3.00	Anderson, K.
11/04/24	Franklin County	Preston AM	Jensen, M.	7.00	1.00	6.50	6.75	6.50	6.75	7.00	4.25	5.00	5.25	6.81	6.75	4.83	Mays, A.
10/30/24	Hyde Park	Soar Ext Day	Semadeni, E.	7.00	1.00	6.75	6.25	7.00	7.00	6.00	4.50	4.00	5.00	6.75	6.67	4.50	Hill, P.
10/29/24	Box Elder County	Tremonton AM	Bronson, E.	7.00	1.00	7.00	6.75	7.00	6.75	6.00	2.50	4.00	3.75	6.94	6.58	3.42	Anderson, K.
10/29/24	Logan	Create PM	DeSimone, M.	7.00	1.00	6.50	6.25	6.25	6.25	6.75	3.75	4.50	4.00	6.69	6.42	4.08	Mays, A.

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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
10/29/24	Logan	Dream AM	York, J.	7.00	1.00	7.00	5.50	7.00	6.75	7.00	3.50	5.00	4.75	6.63	6.92	4.42	Mays, A.
10/24/24	Hyde Park	Discover PM	Harker, S.	7.00	1.00	7.00	6.25	6.75	7.00	6.25	4.00	4.50	4.50	6.81	6.67	4.33	Anderson, K.
10/21/24	Logan	Adventure AM	Garcia, J.	7.00	1.00	6.50	6.00	7.00	6.50	7.00	3.75	4.50	3.25	6.63	6.83	3.83	Mays, A.
10/14/24	Logan	Explore Ext. Day	Cloward, A.	7.00	1.00	6.25	5.00	6.25	6.25	7.00	3.25	4.50	4.50	6.31	6.50	4.08	Mays, A.
10/10/24	Box Elder County	Colts Ext. Day	Burnham, S.	5.75	1.00	6.00	7.00	5.50	6.00	6.50	3.25	4.50	4.00	6.44	6.00	3.92	Mays, A.
10/08/24	Logan	Wonder Ext. Day	Pike, D.	7.00	1.00	6.75	6.75	6.50	6.50	6.50	4.50	5.75	4.75	6.88	6.50	5.00	Mays, A.
10/03/24	Cache County	Hyrum Ext Day	Huppi, J.	6.75	1.25	6.75	6.50	6.50	7.00	6.25	3.25	4.00	3.75	6.69	6.58	3.67	Anderson, K.
10/03/24	Cache County	Smithfield Ext Day	Anderson, K.	7.00	1.00	5.50	5.00	5.00	5.75	3.75	2.50	2.50	2.50	6.13	4.83	2.50	Peterson, K.
10/01/24	Box Elder County	Cubs Ext. Day	Reeder, N.	7.00	1.00	6.50	6.50	6.50	7.00	7.00	4.50	5.25	4.00	6.75	6.83	4.58	Anderson, K.
10/01/24	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	6.75	5.75	7.00	6.50	6.00	2.50	2.75	2.50	6.63	6.50	2.58	Reid, J.

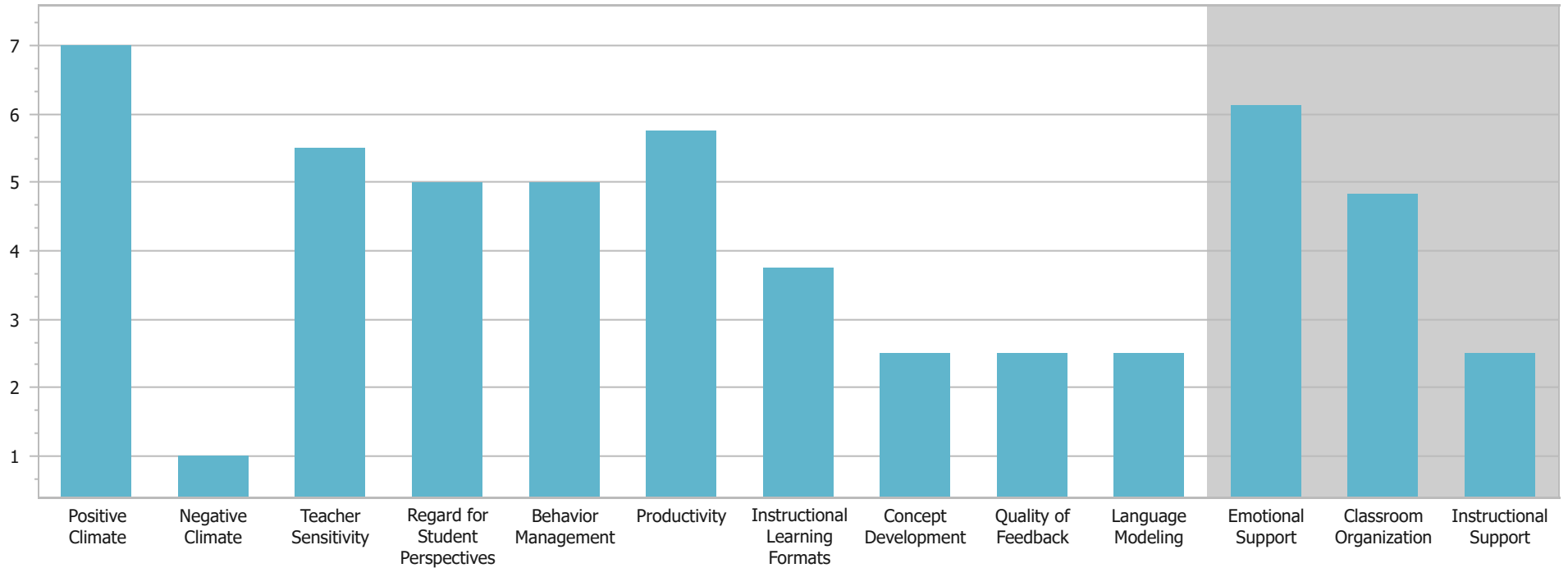
Total: 42



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Anderson, Kelsey



10/3/2024

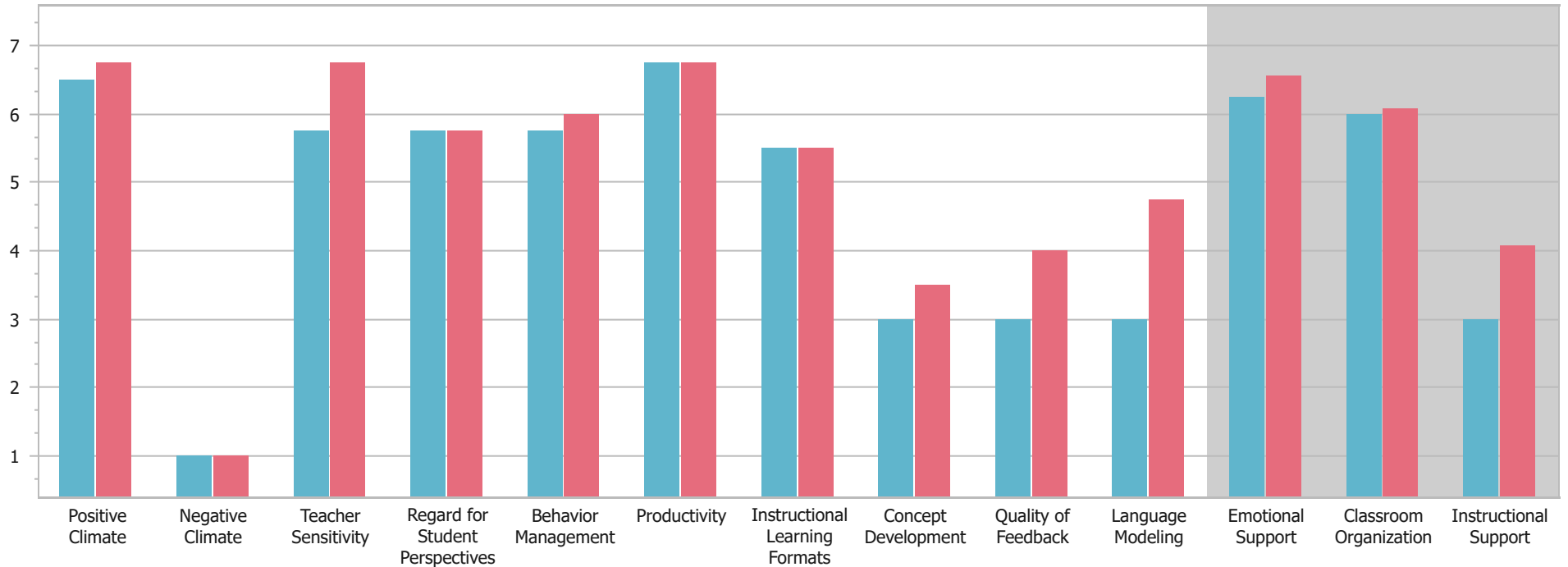
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/3/2024	7	1	5.5	5	5	5.75	3.75	2.5	2.5	2.5	6.13	4.83	2.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bagley, Shaylee



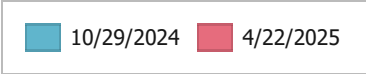
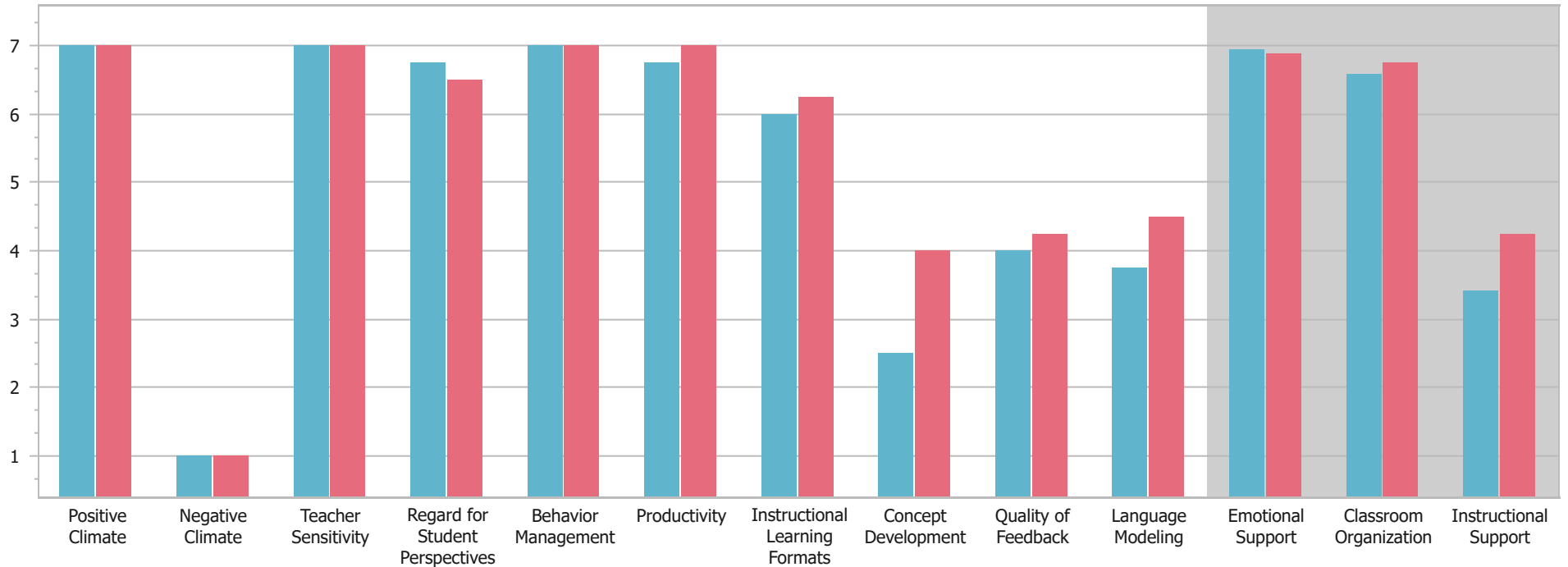
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/14/2024	6.5	1	5.75	5.75	5.75	6.75	5.5	3	3	3	6.25	6	3
4/9/2025	6.75	1	6.75	5.75	6	6.75	5.5	3.5	4	4.75	6.56	6.08	4.08



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Bronson, Emily



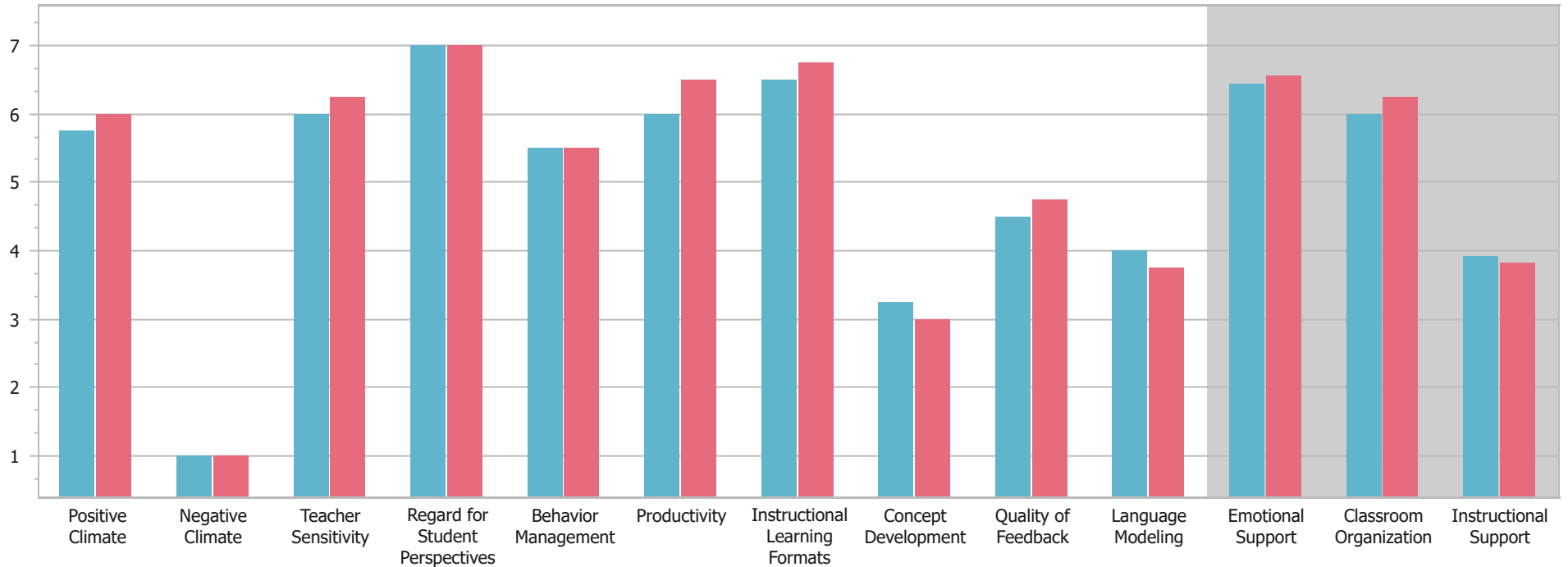
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/29/2024	7	1	7	6.75	7	6.75	6	2.5	4	3.75	6.94	6.58	3.42
4/22/2025	7	1	7	6.5	7	7	6.25	4	4.25	4.5	6.88	6.75	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Burnham, Shawn



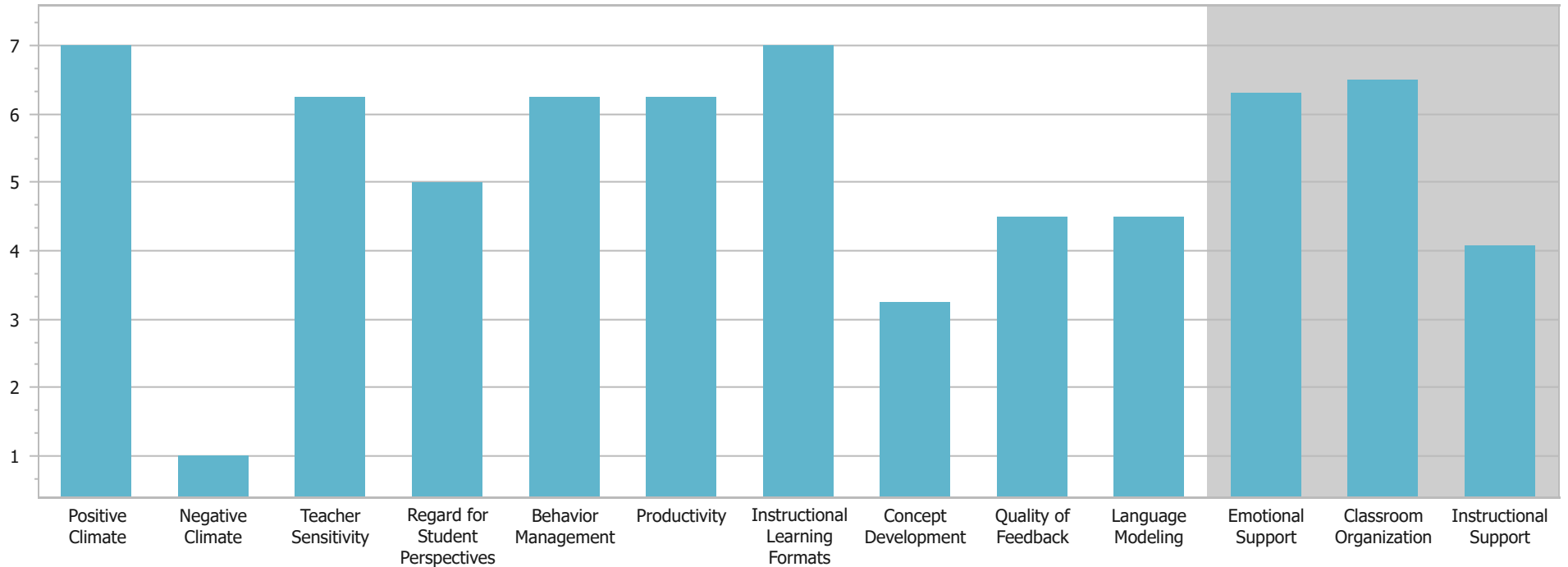
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/10/2024	5.75	1	6	7	5.5	6	6.5	3.25	4.5	4	6.44	6	3.92
3/26/2025	6	1	6.25	7	5.5	6.5	6.75	3	4.75	3.75	6.56	6.25	3.83



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

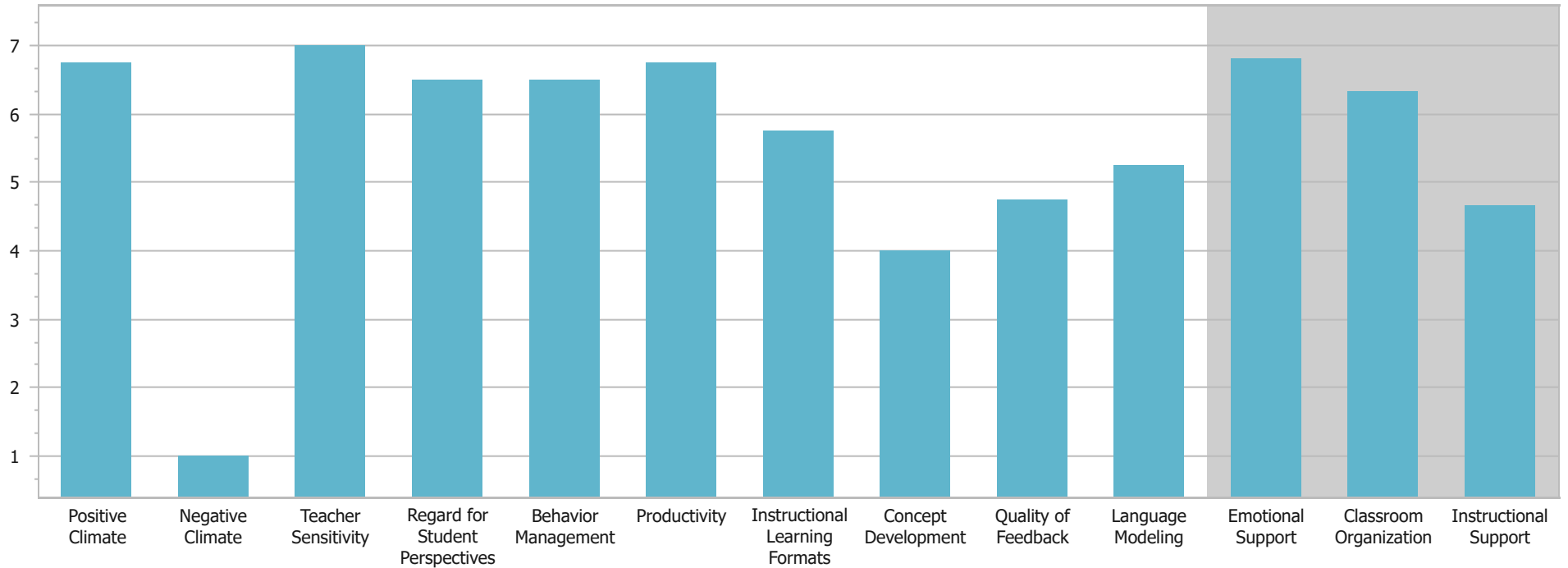
Cloward, Abby



10/14/2024

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/14/2024	7	1	6.25	5	6.25	6.25	7	3.25	4.5	4.5	6.31	6.5	4.08

Coleman, Erica



5/22/2025

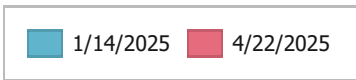
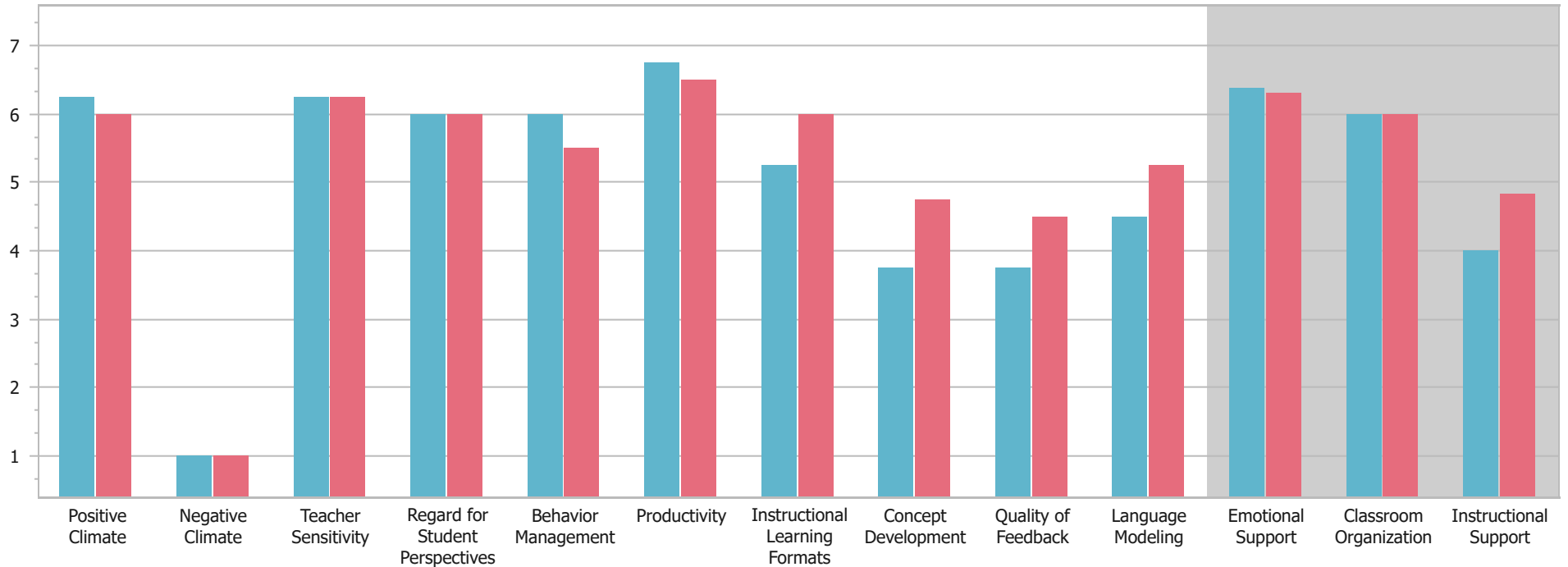
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5/22/2025	6.75	1	7	6.5	6.5	6.75	5.75	4	4.75	5.25	6.81	6.33	4.67



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Cromwell, Whitney



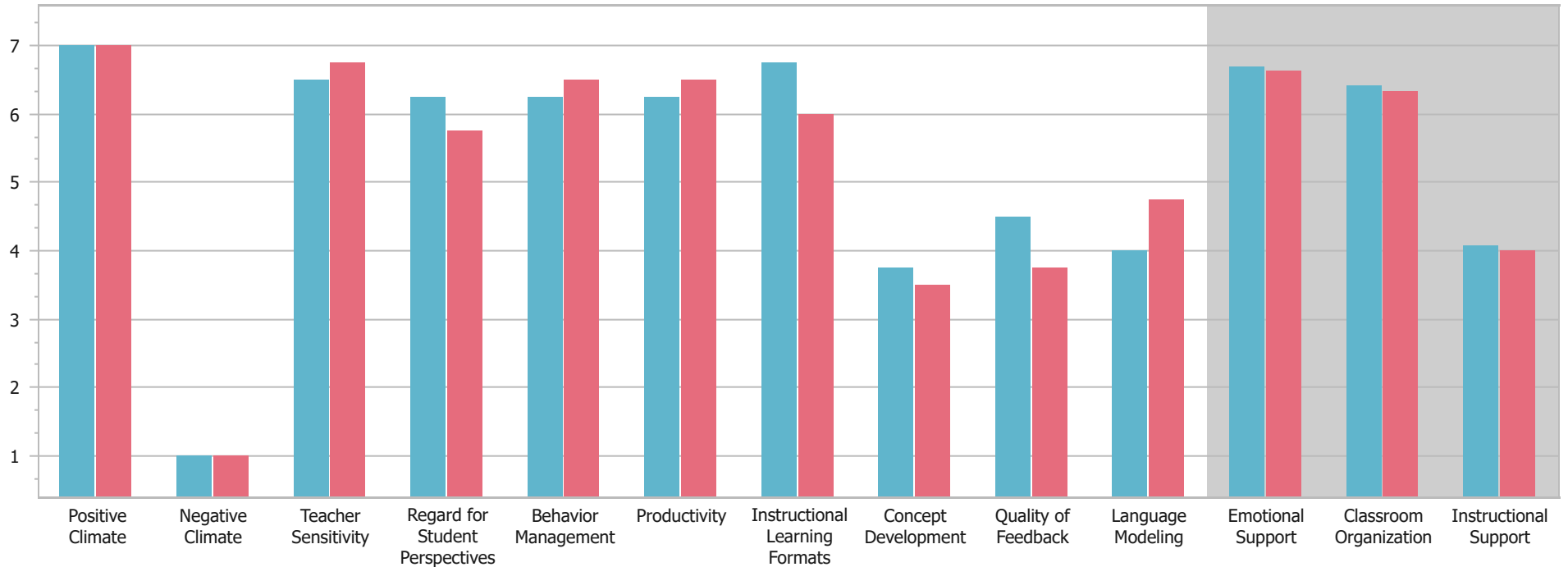
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1/14/2025	6.25	1	6.25	6	6	6.75	5.25	3.75	3.75	4.5	6.38	6	4
4/22/2025	6	1	6.25	6	5.5	6.5	6	4.75	4.5	5.25	6.31	6	4.83



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

DeSimone, Melinda



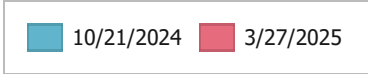
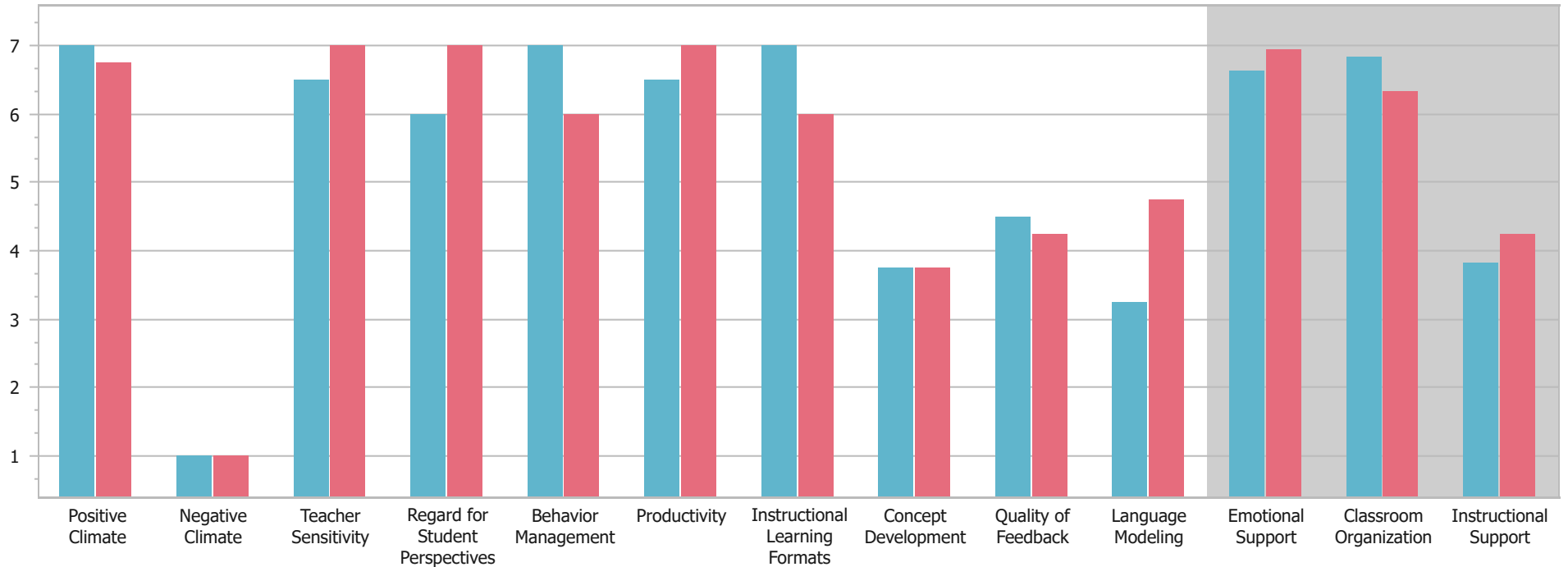
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/29/2024	7	1	6.5	6.25	6.25	6.25	6.75	3.75	4.5	4	6.69	6.42	4.08
4/28/2025	7	1	6.75	5.75	6.5	6.5	6	3.5	3.75	4.75	6.63	6.33	4



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Garcia, Jennifer



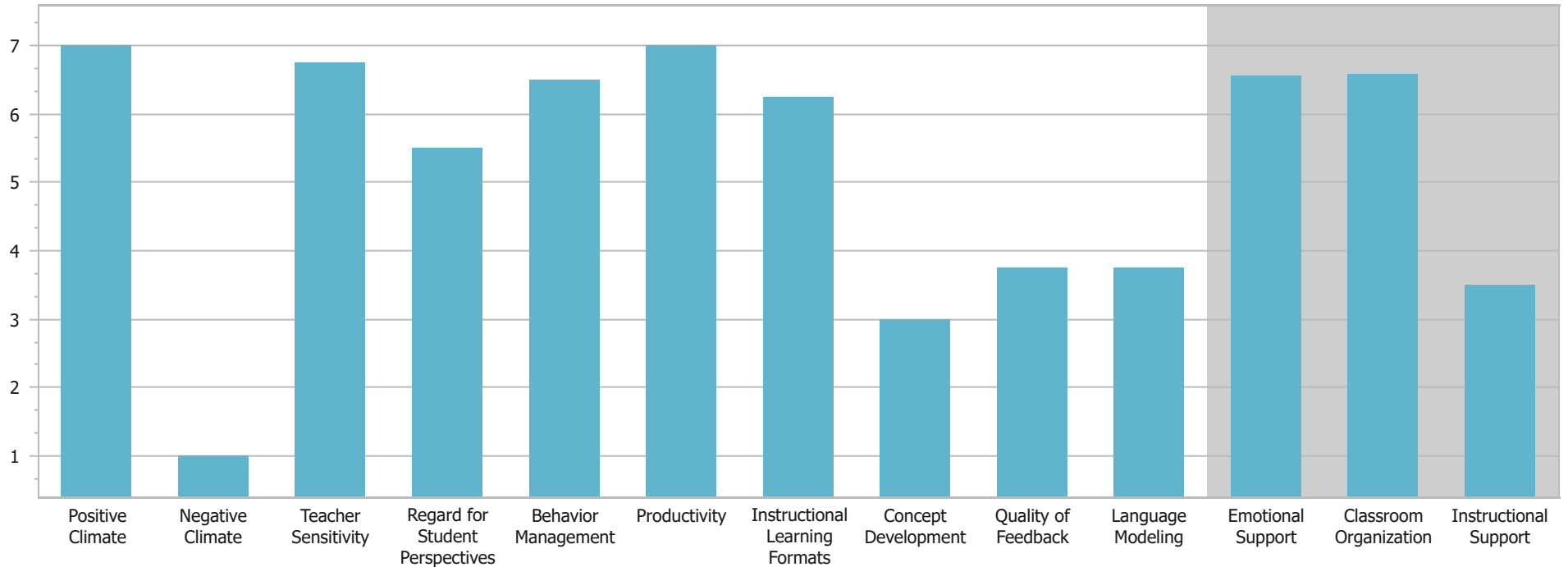
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10/21/2024	7	1	6.5	6	7	6.5	7	3.75	4.5	3.25	6.63	6.83	3.83
3/27/2025	6.75	1	7	7	6	7	6	3.75	4.25	4.75	6.94	6.33	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Griffiths, Emily



11/26/2024

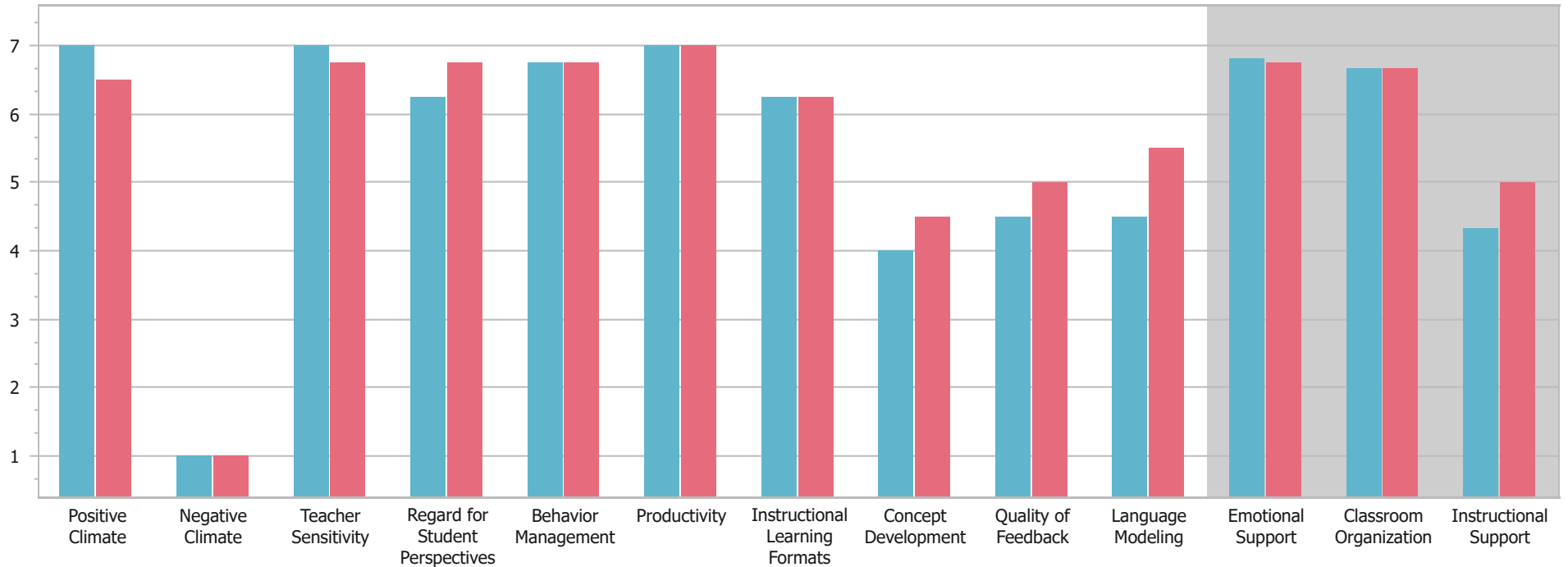
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11/26/2024	7	1	6.75	5.5	6.5	7	6.25	3	3.75	3.75	6.56	6.58	3.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Harker, Savannah



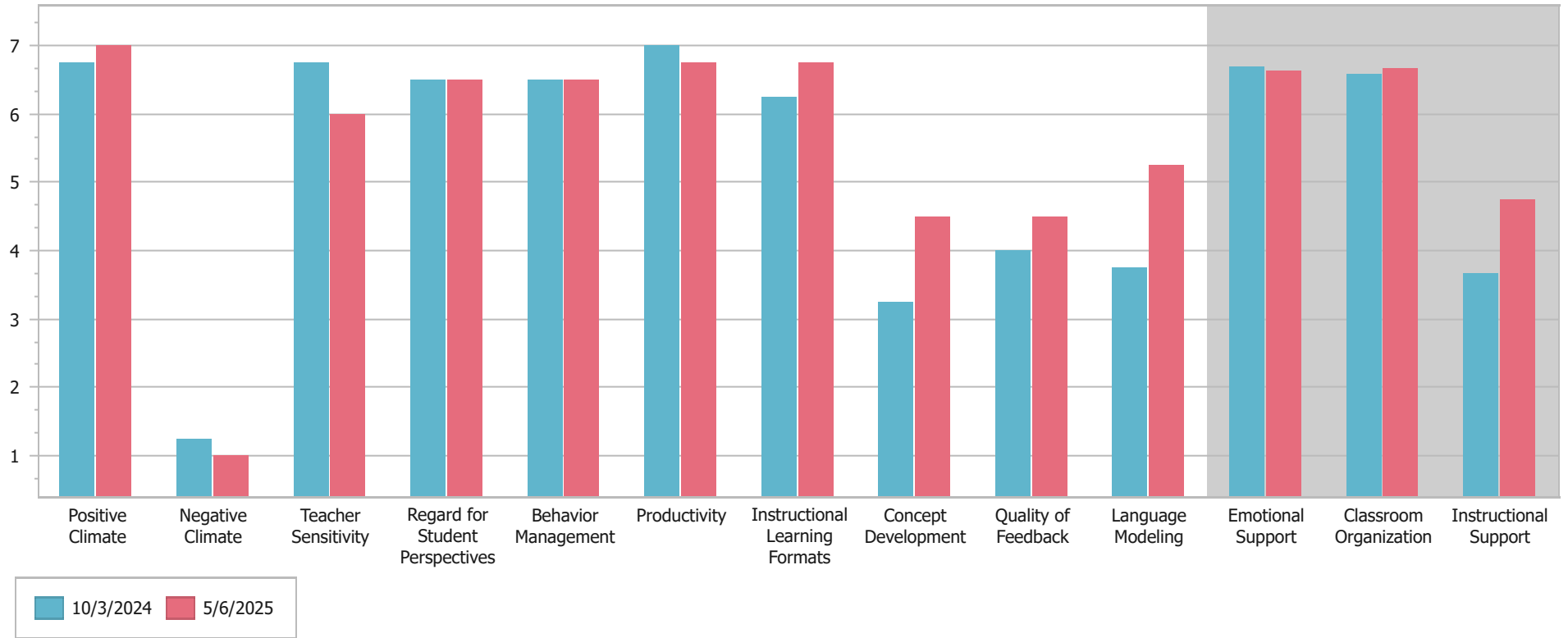
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10/24/2024	7	1	7	6.25	6.75	7	6.25	4	4.5	4.5	6.81	6.67	4.33
4/8/2025	6.5	1	6.75	6.75	6.75	7	6.25	4.5	5	5.5	6.75	6.67	5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Huppi, Julie



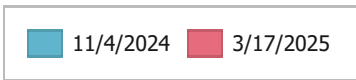
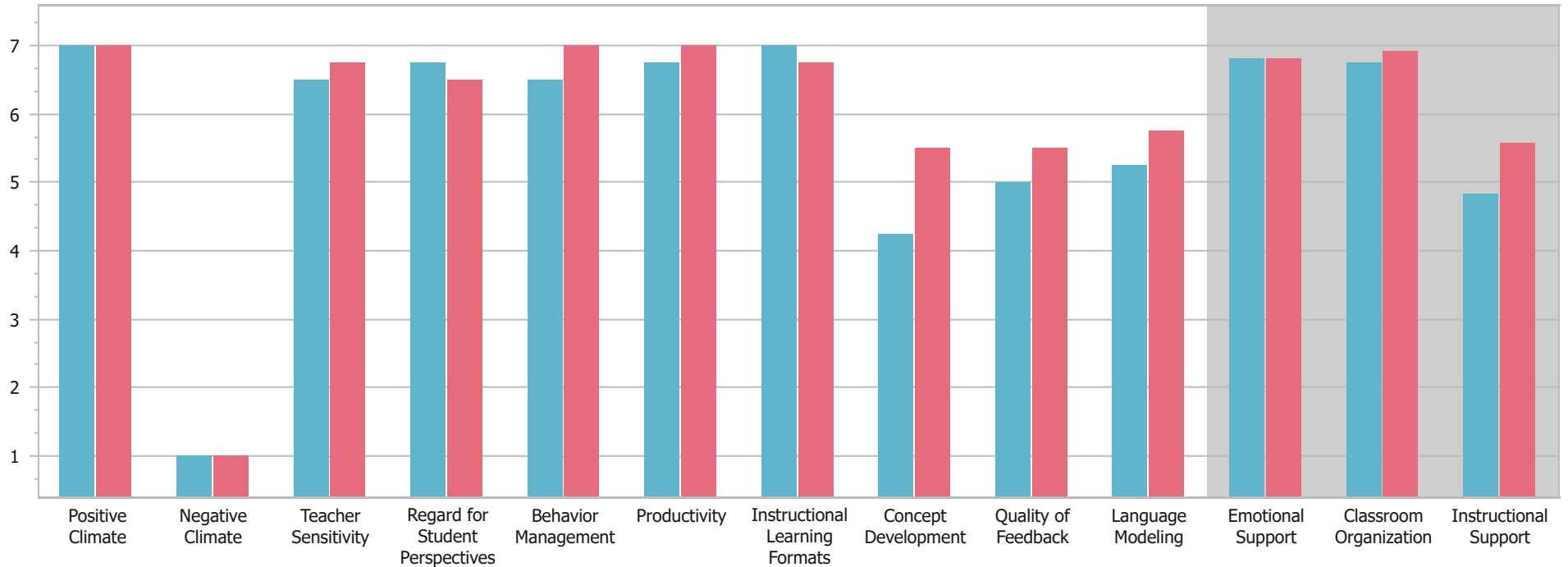
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10/3/2024	6.75	1.25	6.75	6.5	6.5	7	6.25	3.25	4	3.75	6.69	6.58	3.67
5/6/2025	7	1	6	6.5	6.5	6.75	6.75	4.5	4.5	5.25	6.63	6.67	4.75



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Jensen, Mindy



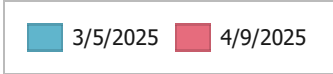
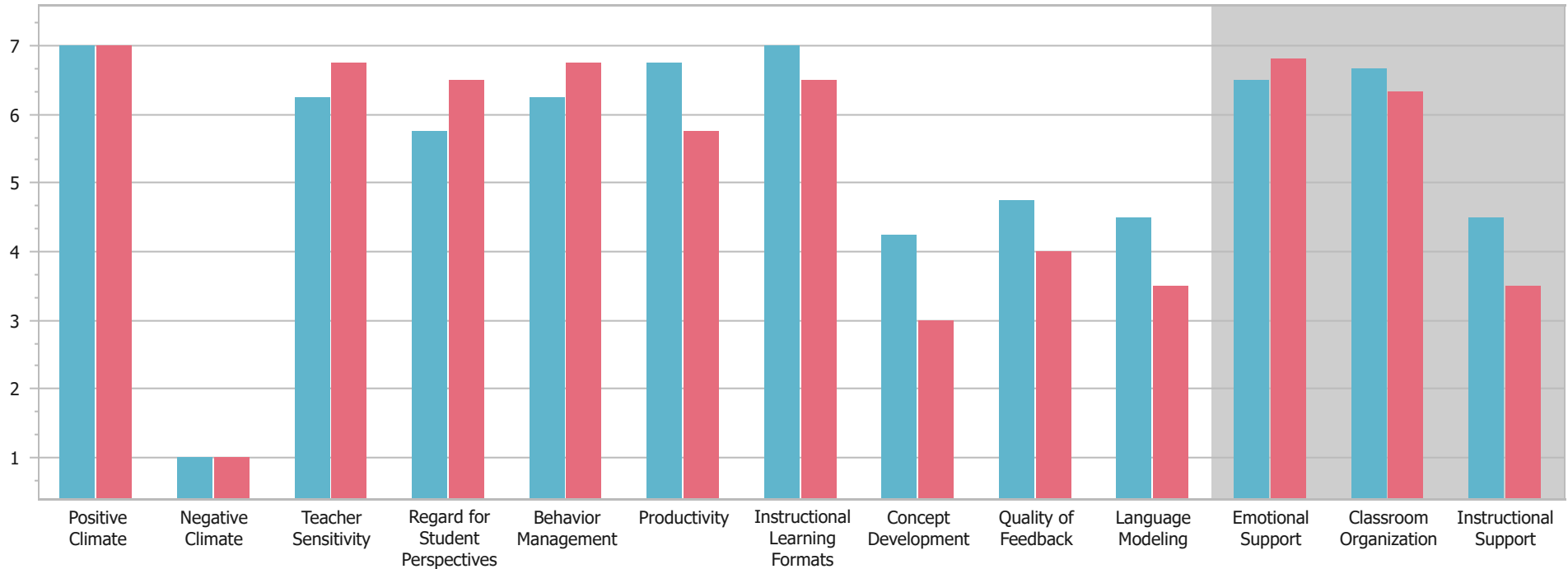
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11/4/2024	7	1	6.5	6.75	6.5	6.75	7	4.25	5	5.25	6.81	6.75	4.83
3/17/2025	7	1	6.75	6.5	7	7	6.75	5.5	5.5	5.75	6.81	6.92	5.58



Bear River - PHS, EHS

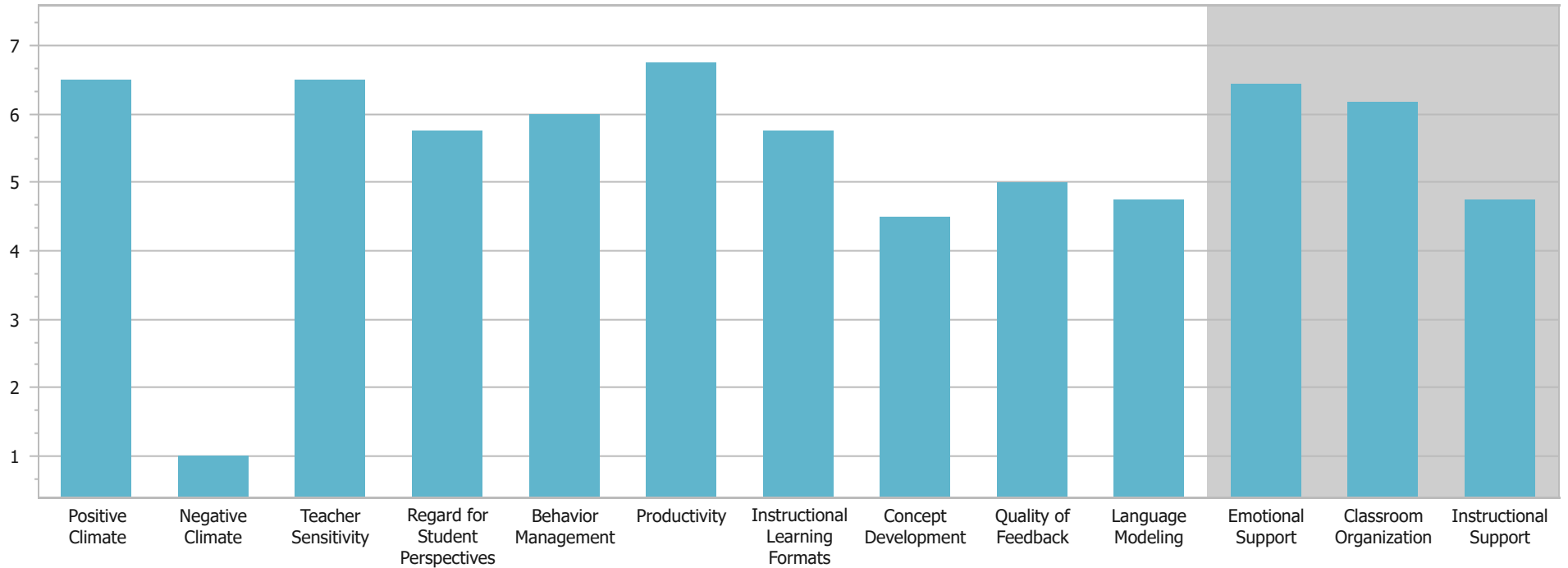
5620 - Pre-K CLASS® Score Charts

Kauffman-Smith, Madison



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
3/5/2025	7	1	6.25	5.75	6.25	6.75	7	4.25	4.75	4.5	6.5	6.67	4.5
4/9/2025	7	1	6.75	6.5	6.75	5.75	6.5	3	4	3.5	6.81	6.33	3.5

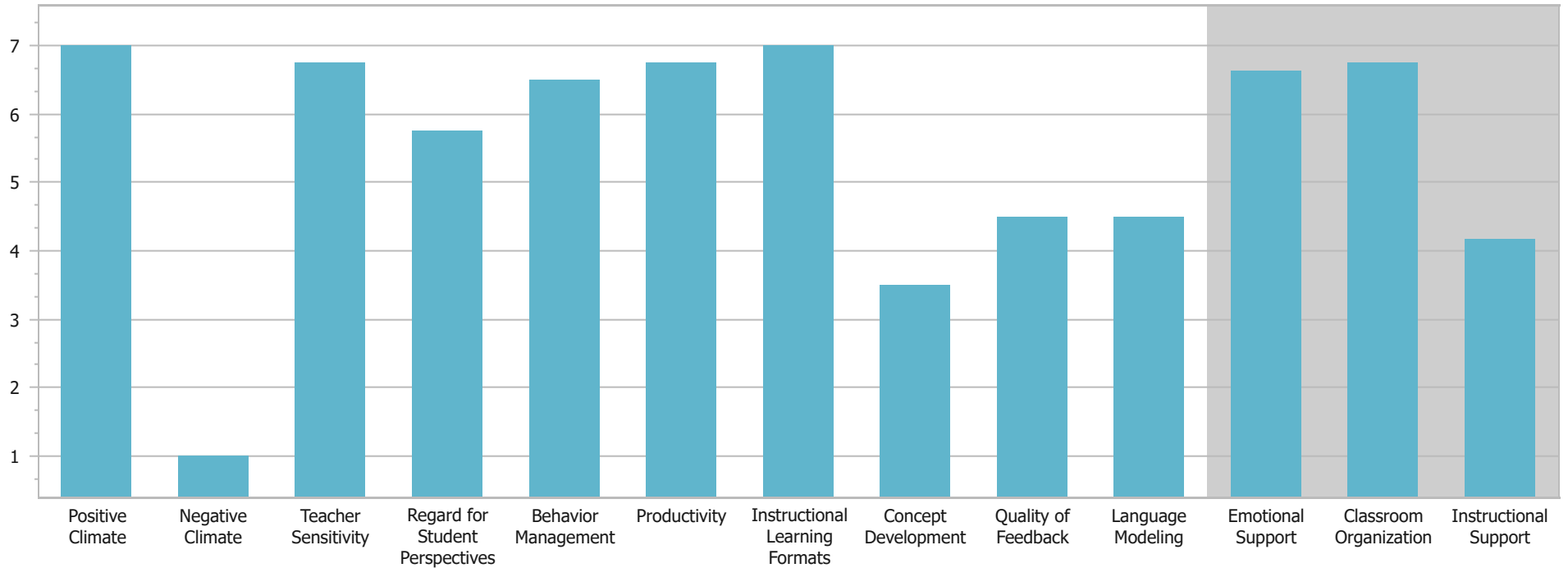
Lloyd, Madisen



4/16/2025

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
4/16/2025	6.5	1	6.5	5.75	6	6.75	5.75	4.5	5	4.75	6.44	6.17	4.75

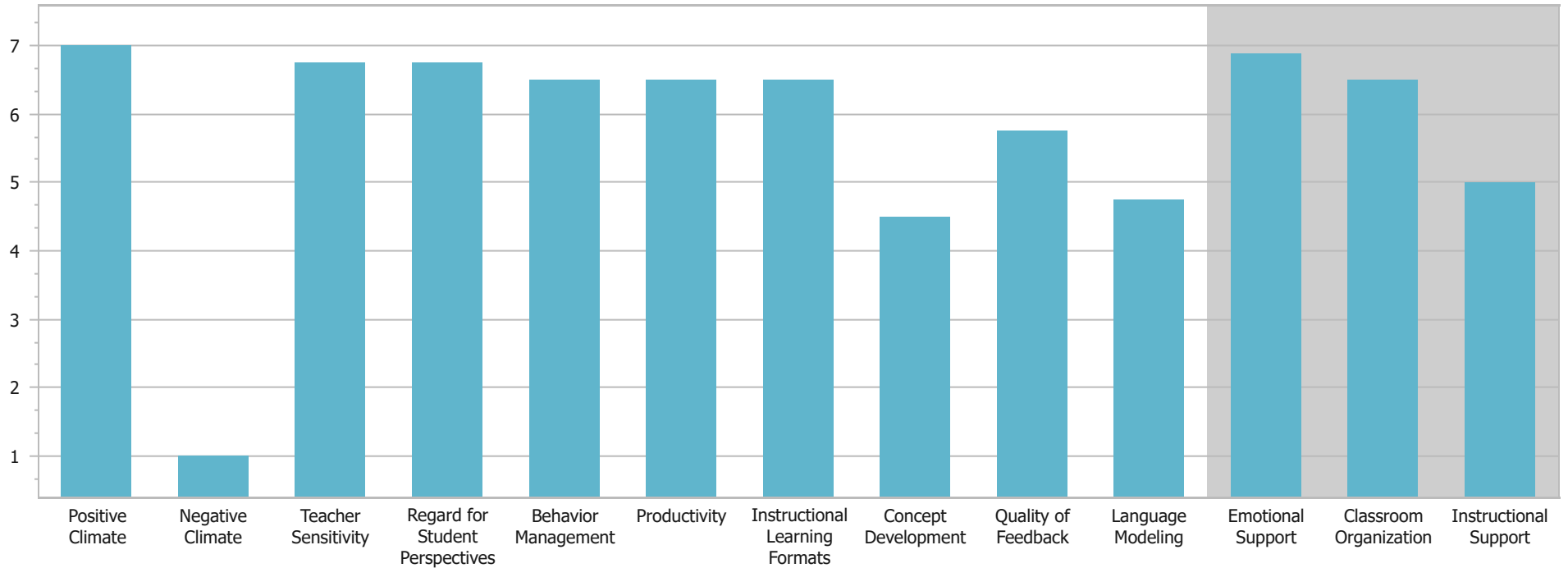
Lyon, Elizabeth



1/30/2025

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
1/30/2025	7	1	6.75	5.75	6.5	6.75	7	3.5	4.5	4.5	6.63	6.75	4.17

Pike, Danielle



10/8/2024

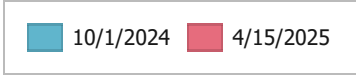
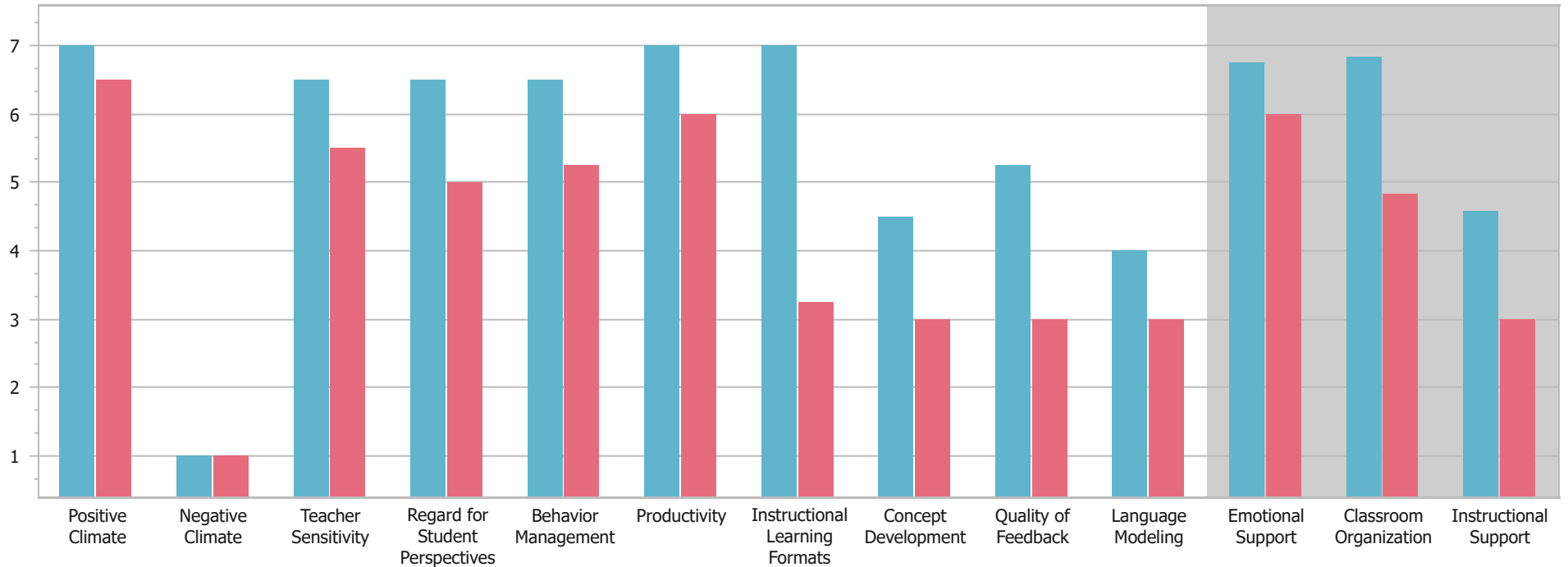
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/8/2024	7	1	6.75	6.75	6.5	6.5	6.5	4.5	5.75	4.75	6.88	6.5	5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Reeder, Nicholle



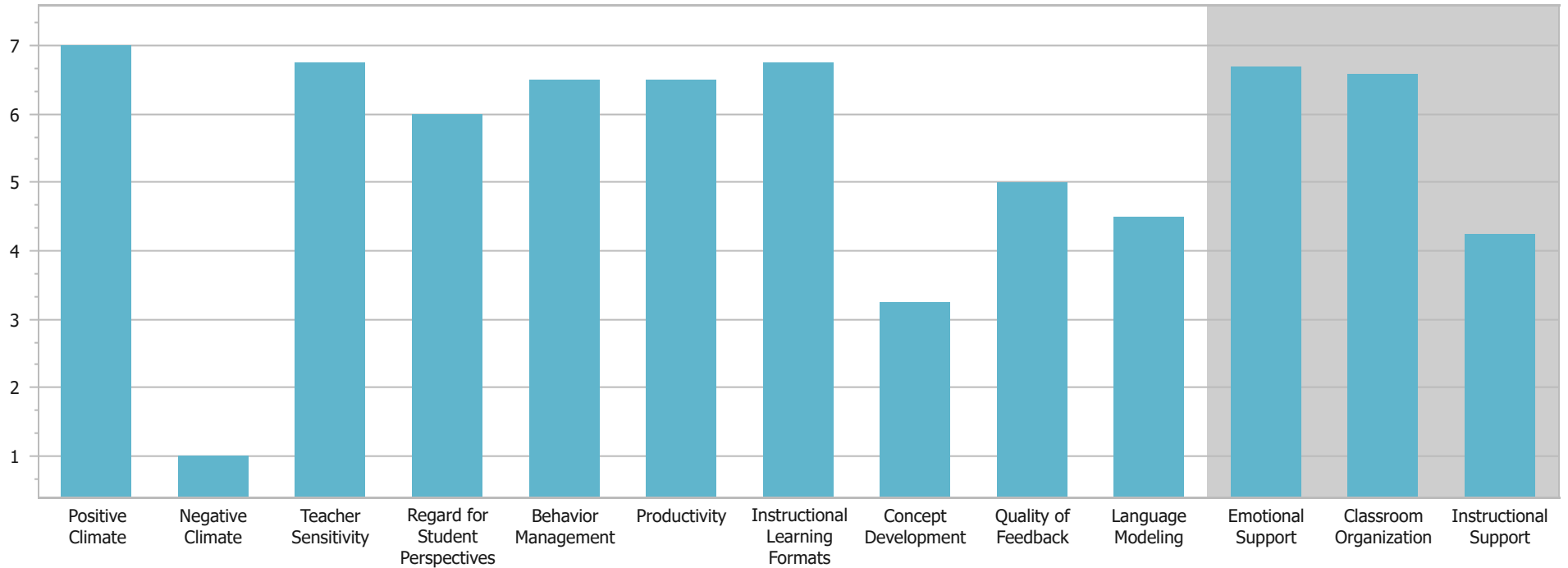
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10/1/2024	7	1	6.5	6.5	6.5	7	7	4.5	5.25	4	6.75	6.83	4.58
4/15/2025	6.5	1	5.5	5	5.25	6	3.25	3	3	3	6	4.83	3



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Samoska, Danielle



5/8/2025

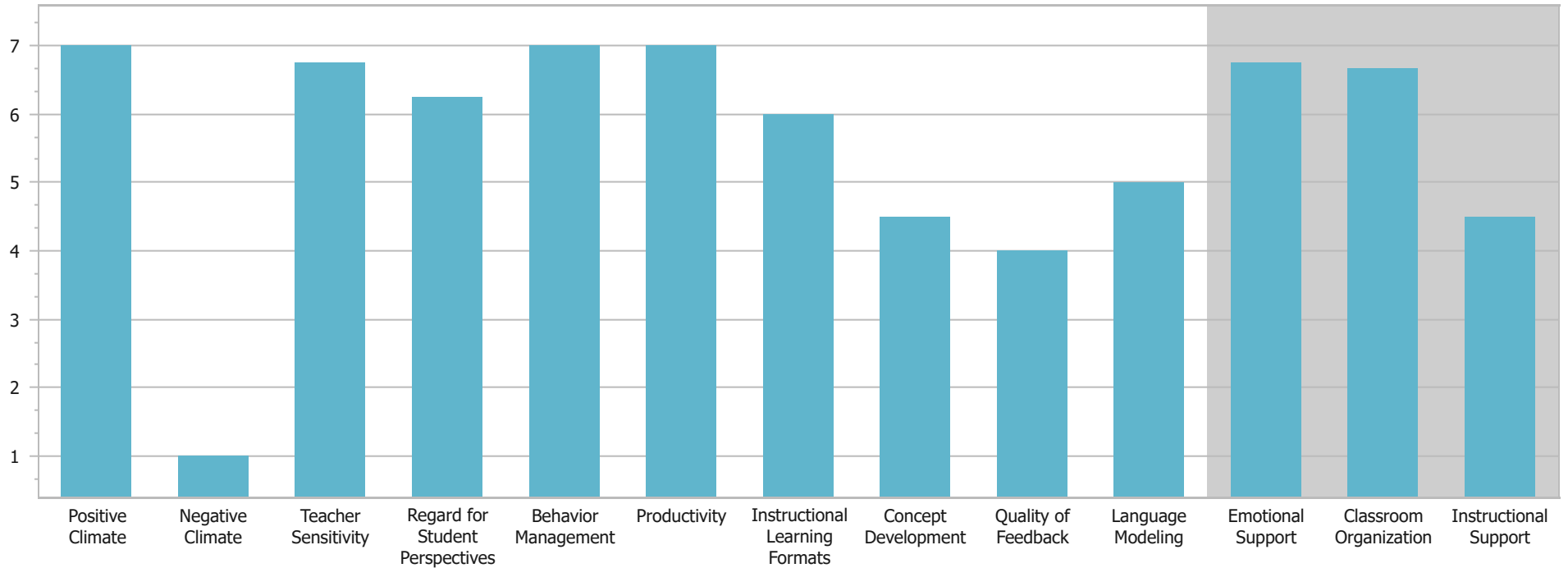
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/8/2025	7	1	6.75	6	6.5	6.5	6.75	3.25	5	4.5	6.69	6.58	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Semadeni, Emily



10/30/2024

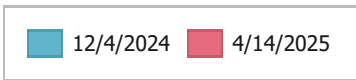
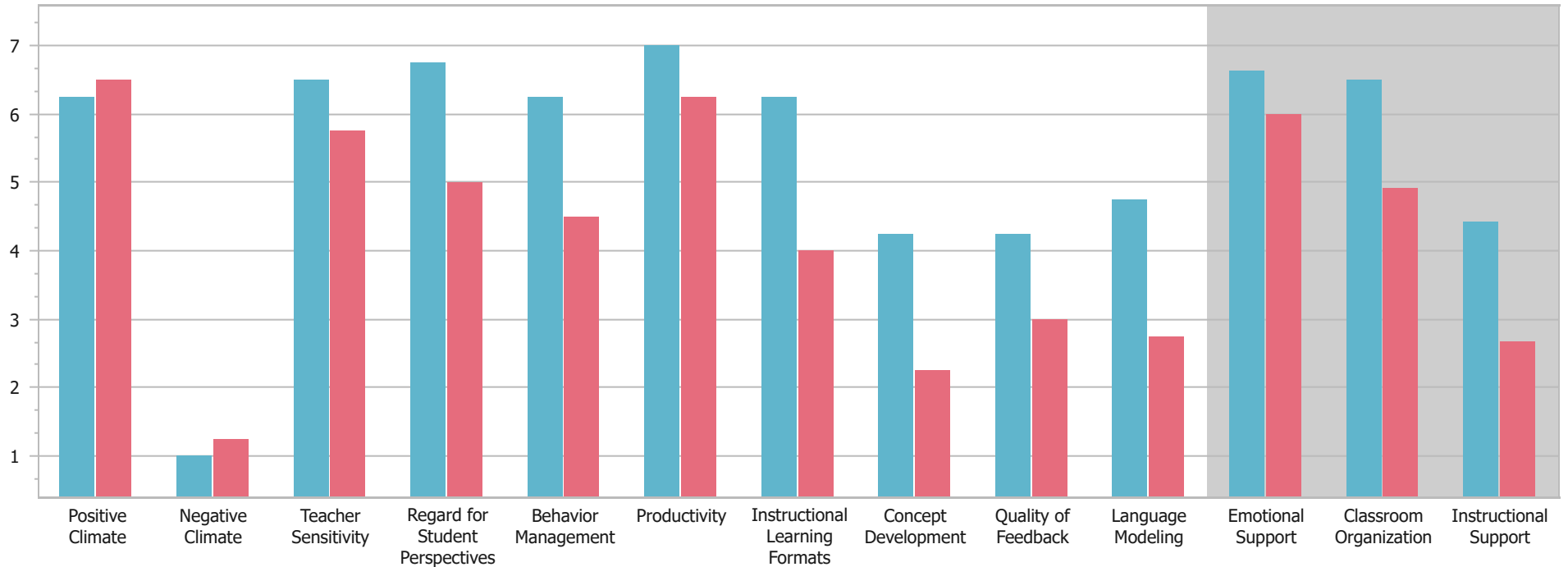
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/30/2024	7	1	6.75	6.25	7	7	6	4.5	4	5	6.75	6.67	4.5



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Simonson, Janessa



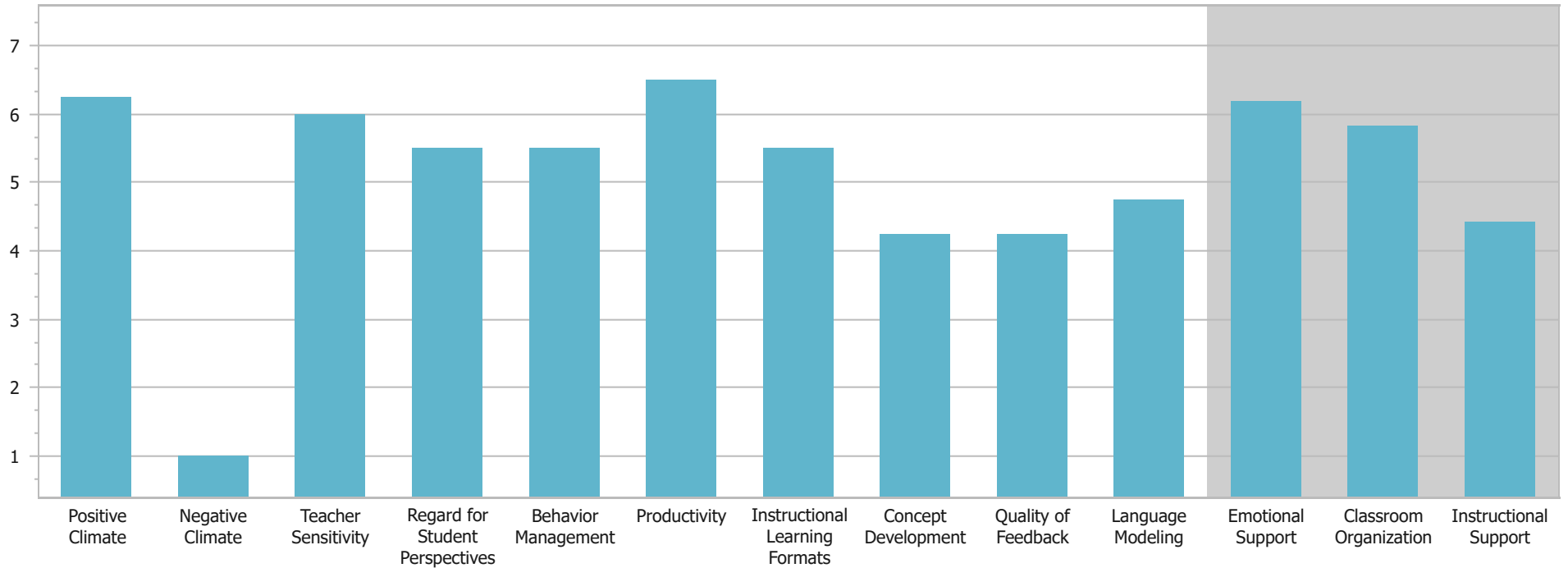
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12/4/2024	6.25	1	6.5	6.75	6.25	7	6.25	4.25	4.25	4.75	6.63	6.5	4.42
4/14/2025	6.5	1.25	5.75	5	4.5	6.25	4	2.25	3	2.75	6	4.92	2.67



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Sorensen, Kimberly



5/20/2025

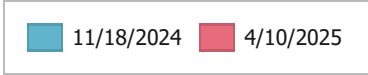
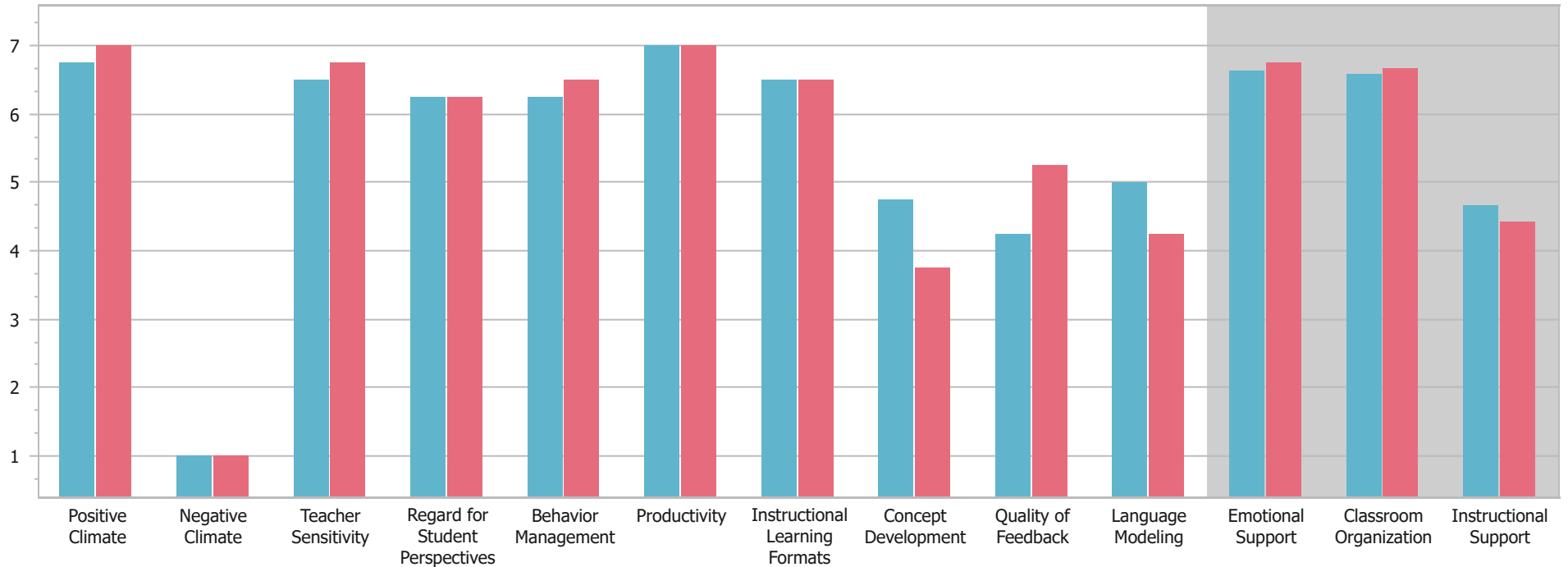
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
5/20/2025	6.25	1	6	5.5	5.5	6.5	5.5	4.25	4.25	4.75	6.19	5.83	4.42



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Trujillo-Gonzalez, Andrea



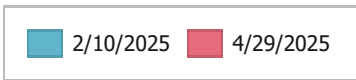
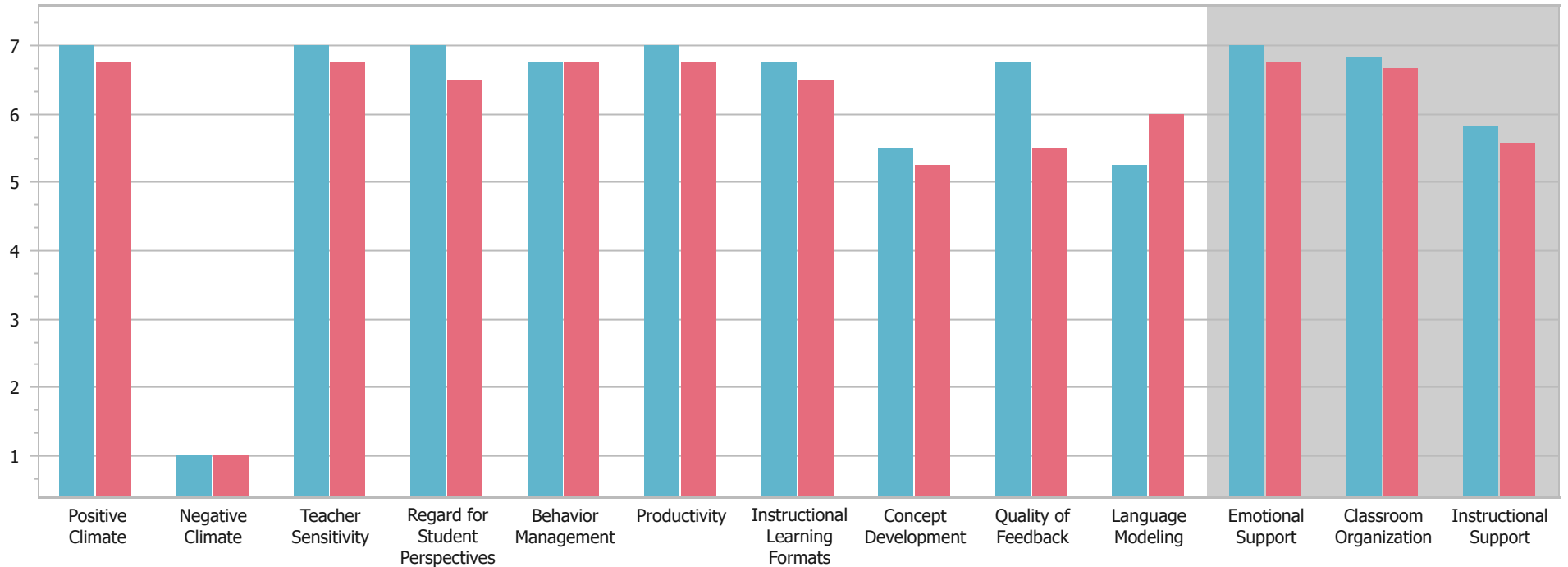
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11/18/2024	6.75	1	6.5	6.25	6.25	7	6.5	4.75	4.25	5	6.63	6.58	4.67
4/10/2025	7	1	6.75	6.25	6.5	7	6.5	3.75	5.25	4.25	6.75	6.67	4.42



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Tubbs, Karen



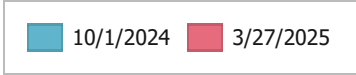
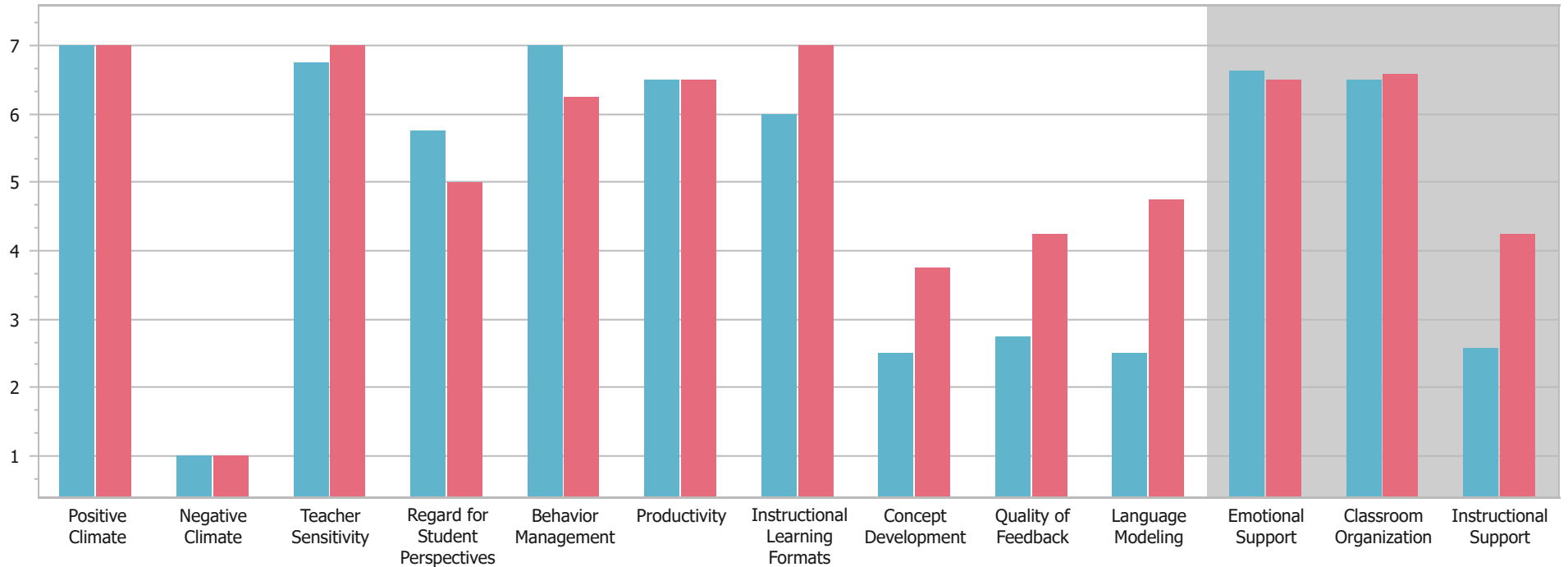
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
2/10/2025	7	1	7	7	6.75	7	6.75	5.5	6.75	5.25	7	6.83	5.83
4/29/2025	6.75	1	6.75	6.5	6.75	6.75	6.5	5.25	5.5	6	6.75	6.67	5.58



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

Venable, Mikalyn



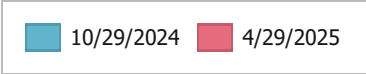
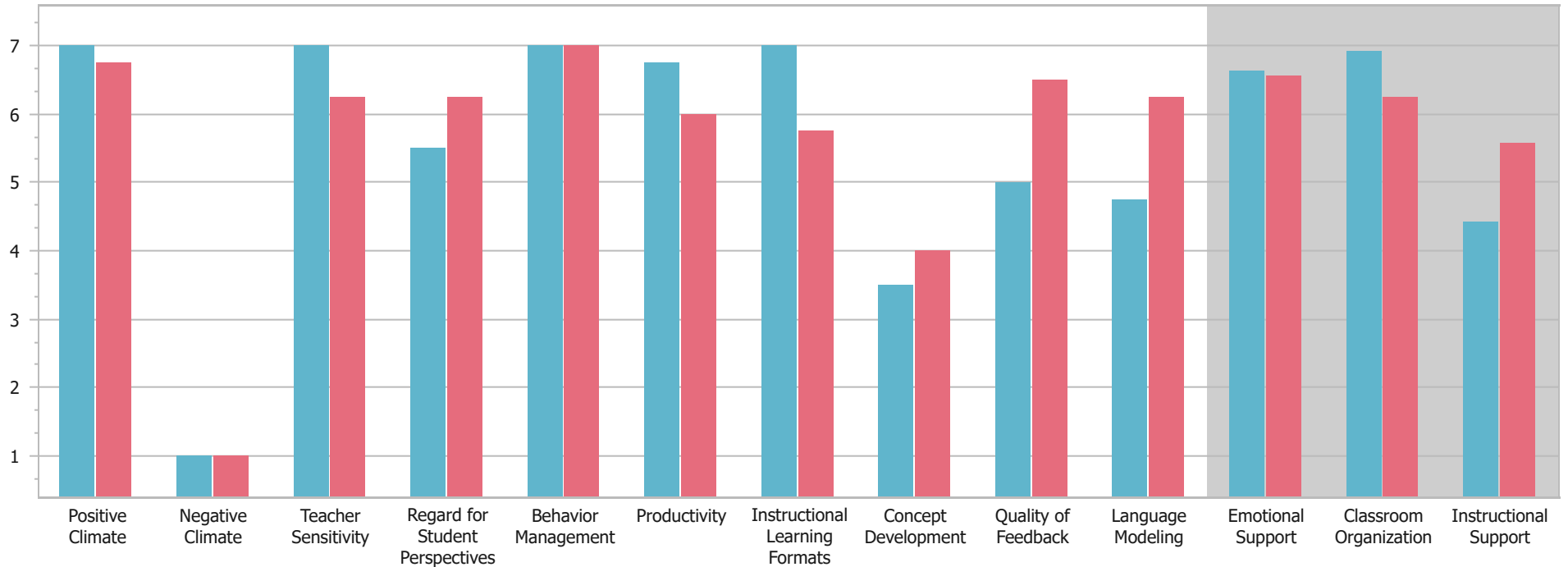
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/1/2024	7	1	6.75	5.75	7	6.5	6	2.5	2.75	2.5	6.63	6.5	2.58
3/27/2025	7	1	7	5	6.25	6.5	7	3.75	4.25	4.75	6.5	6.58	4.25



Bear River - PHS, EHS

5620 - Pre-K CLASS® Score Charts

York, Jillian



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/29/2024	7	1	7	5.5	7	6.75	7	3.5	5	4.75	6.63	6.92	4.42
4/29/2025	6.75	1	6.25	6.25	7	6	5.75	4	6.5	6.25	6.56	6.25	5.58

Child Development Training Plan



PHS Training Schedule

The following training schedule is for the 2025-26 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: July 14-18	<p>9:00-3:30</p> <p>Day 1: Welcome, Expectations Play and Investigations</p> <p>Day 2: Group Projects- Investigations</p> <p>Day 3: Bear River Mental Health, SET Team</p> <p>Day 4: Health Team, Having Difficult Conversations</p> <p>Day 5: Bus Training, Small Groups</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= Mental Health</p> <p>3rd Friday= Creative Curriculum</p> <p>4th Friday= Active Supervision/Conscious Discipline</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>Sept.</p>	<p>Sept 5:</p> <p>9-10:30 LCFD: Fire Extinguisher Training</p> <p>10:30-12:30 DRDP Accuracy</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Eye Level</p> <p>Active Supervision: Setting up the Environment</p>	<p>Conscious Discipline</p> <p>Fostering Connections (PBC)</p>	<p>“Setting Up The Environment” ECLKC Active Supervision Toolkit</p>
<p>Oct.</p>	<p>October 3:</p> <p>9-10 SET Team Managing Disruptive Behavior in Large Group Settings</p> <p>10:00-12:30 Engaging with Children During Outdoor and Self-Select</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Block Play</p> <p>Conscious Discipline Strategies/Tools</p>	<p>Conscious Discipline</p> <p>Following Children’s Lead (PBC)</p>	<p>Assessment materials ECLKC/DRDP</p>

<p>Nov.</p>	<p>November 7:</p> <p>9-10 SET Team Managing Disruptive Behavior in Large Group Settings</p> <p>10:00-11:30 CAPSA- Domestic Violence Awareness</p> <p>11:30-12:30 BRHS Policies for Suspected Abuse</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Sensory Play</p>	<p>Conscious Discipline Behavior Guidance (PBC)</p>	<p>“CLASS: Instructional Support” Teachstone</p> <p>“Scan and Count” ECLKC Active Supervision Toolkit</p>
<p>Dec.</p>	<p>December 5:</p> <p>9:00-10:30 Engaging Questions</p> <p>10:30-12:00 Team Meeting (PHS Managers)</p> <p>Luncheon</p>	<p>7-Minute trainer</p> <p>Creative Curriculum: Reading Area</p> <p>Active Supervision: Scan & Count</p>	<p>Conscious Discipline</p> <p>Fostering Children’s Thinking Skills (PBC)</p>	
<p>Jan.</p>	<p>January 9:</p> <p>9-10 SET Team Guarding Your Mental Health/ Tier 3 Behavior Management</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Dramatic Play</p>	<p>Conscious Discipline</p> <p>Making Learning Meaningful (PBC)</p>	<p>“Positioning Staff” ECLKC Active Supervision Toolkit</p>

	<p>10:00-12:30 Environmental Print</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>Conscious Discipline Strategies/Tools</p>		
Feb.	<p>February 6:</p> <p>9-10 SET Team Conscious Discipline, Love & Positive Intent</p> <p>10:00-12:30 Alphabet Awareness</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Manipulatives</p> <p>Active Supervision: Listening</p>	<p>Conscious Discipline</p> <p>Focusing Children on Learning Goals (PBC)</p>	<p>“Listening” ECLKC Active Supervision Toolkit</p>
March	<p>March 6:</p> <p>9-10 SET Team The Trauma Informed Approach</p> <p>10:00-12:30 Taking Learning Activities Outdoors</p> <p>12:30-1:00 Team Meeting (PHS Managers)</p>	<p>7-Minute trainer</p> <p>EAP: Mental Health</p> <p>Creative Curriculum: Listening Centers</p> <p>Conscious Discipline Strategies/Tools</p>	<p>Conscious Discipline</p> <p>Thick and Thin Conversations (PBC)</p>	<p>Stem Activities: ECLKC/NAEYC</p>

April	No Training Held: Spring Break	7-Minute trainer Creative Curriculum: Outdoor Play Active Supervision: Engaging & Redirecting	Conscious Discipline Scaffolding Children's Learning (PBC)	"Engaging & Redirecting" ECLKC Active Supervision Toolkit
May	May 1: 9-10 SET Team Conscious Discipline, Acceptance & Empathy 10:00-12:30 Preparing for Kindergarten transitions 12:30-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum: Connecting Learning Conscious Discipline Strategies/Tools	Conscious Discipline Using the Scientific Method (PBC)	"Healthy Transitions to Kindergarten" ECLKC "Tips for Keeping Children Safe" handout ECLKC Active Supervision Toolkit
June	June 5: 9-10 SET Team Child Psychology & Brain Development 10:00-12:30			

	Environments 12:30-1:00 Team Meeting (PHS Managers)			
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**Training and Technical Assistance Plan
FY 2026-2027**

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	\$4425
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	\$1000
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	Child Abuse	lookout for Child Abuse through ECLKC.	Staff gain a better understanding of child abuse, how to report and the	All Staff	During the program year	No Cost

			signs to watch for.			
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	Bear River Mental Health Consultant	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 Centerbased

Bear River Early Head Start
Center-based School Readiness Goals 2025-2026

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

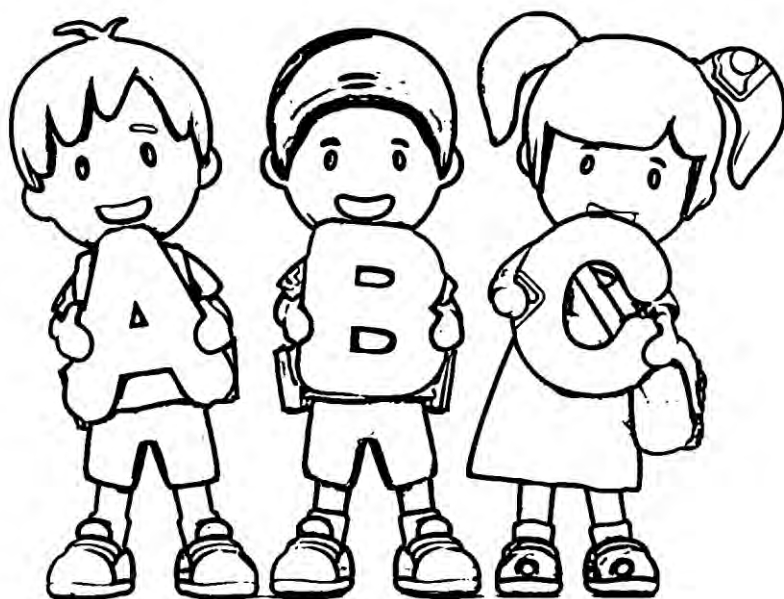
Progress in individual child goals

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

Documentation

Staff observations, child goals, class case notes

Parent Survey



EHS CENTER BASED DATA COLLECTION: PARENT SURVEY 2025

Parent Satisfaction Survey 2024-2025

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	
1. I am satisfied with the Early Head Start services my family receives:			
a. In the classroom and the teachers	10	0	
b. Overall services of EHS program	10	0	
2. Early Head Start services have helped me better understand:			
a. My child's social-emotional development	8	0	
b. My child's language development	7	0	
c. How my child learns concepts through play	5	0	
d. My child's motor development	5	0	
3. The Early Head Start classroom gives my child:			
a. A safe place to learn	10	0	
b. A clean environment	10	0	

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS	YES	NO	
4. Early Head Start has told me about how to be involved with:			
a. Curriculum Planning Meetings (Center based)	7	0	
5. Early Head Start has provided me with helpful information regarding:			
a. Services for disabilities/developmental delays	6	0	
6. Early Head Start has enabled me to:			
a. Understand my role as the primary educator for my child(ren)	10	0	
7. My child's Teacher:			
a. Worked with me to plan my child's learning and development	10	0	
b. Planned activities around my child's individual needs	10	0	
c. Helps me have a better understanding of my child's social/emotional development	10	0	
8. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	5	0	
b. Useful and successful	4	0	
c. Supportive of my family's values	5	0	
9. The Early Head Start Center/ Socializations are friendly and inviting for fathers:	8	0	

DIRECTIONS: CHECK THE BOX THAT BEST DESCRIBES HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS		YES	NO		
10 When I requested help for my child's disabilities/developmental delay, the services were:					
a. Delivered in a timely manner		2	0		
b. Useful and successful		1	0		
c. Helpful in educating and supporting me as my child's primary advocate		2	0		
11. Early Head Start services have helped me:					
a. Feel more comfortable talking to my child's health care provider		5	0		
b. Better understand the importance of early dental care		5	0		
c. Use more effective techniques for guiding my child		6	0		
d. Be more aware of the relationship I have with my child		6	0		
e. Understand the importance of reading to my child as much as possible		6	0		
12. My child attends other child care in addition to EHS Center based Services				YES 1	NO 9
13. The location of my Early Head Start Center was convenient for my family's participation:				YES 10	NO 0
14. Information provided by Early Head start included materials specifically for fathers/male figures:				YES 7	NO 0
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?	2	0	2	1	3

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

Language and Literacy (9)

Social- Emotional (9)

Approaches to Learning (9)

Cognitive (including math and science concepts) (9)

Perceptual, Motor, and Physical Development (9)

Comments:

Love you all!

Staff Survey



EHS Staff Self-Appraisal 2024-2025

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

The majority of EHS staff members find the most joy in their close daily interactions with children. They take pride in seeing developmental progress, forming relationships with families, and working in a team-centered environment. Many also appreciate the structured support they receive, including smaller class sizes, conscious discipline training, and the opportunity to make a meaningful impact.

Common themes included: - Watching children grow, develop, and reach milestones - Building relationships with families and coworkers - Smaller teacher-to-child ratios and structured classroom support - Outdoor time, walks, and hands-on learning - Training and guidance from the SET team

“I love that there are always two people in the classroom and so much interaction with the kids. I also love the support from the SET team.”

“The kids! I love morning hugs, and the look they get when they learn something new.”

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

While many responses were positive, some common challenges included difficult parent interactions, repetitive behavioral issues, paperwork, and unclear or overwhelming expectations. Staff also mentioned distractions during trainings or not enough support with special needs students.

Key concerns included: - Difficult conversations with parents - Managing recurring behavioral issues with little progress - Paperwork and deadlines - Getting sick and long commutes - Overlapping or conflicting standards and expectations

“When a student has constant, intentional hurtful behavior that I can’t help.”

“Too many people try to control what happens in my classroom and confuse their opinions with standards.”

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

Staff members expressed a strong set of personal and professional strengths, including patience, communication, leadership, and empathy. Many recognized their creativity, bilingual abilities, and positive relationships with children, parents, and coworkers as key to their effectiveness.

Frequent strengths included: - Patience and empathy - Communication and problem-solving - Creativity and organization - Bilingual skills - Classroom leadership and collaboration

“I consider myself to be a leader. I know what I want in my classroom, but I also know everyone has room for improvement.”

“Very personable, organized, and strong communication skills.”

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

Professional development was primarily focused on Conscious Discipline, attending trainings, working toward certifications like the CDA, and continuing education. Many also mentioned self-reflection and goal setting as part of their personal growth.

Efforts included: - Conscious Discipline training and resources - Attending ECHO or TLC sessions - Completing the CDA or working toward it - Enrolling in Spanish or other college classes - Watching webinars, reading books, or listening to podcasts

“I’ve been reading and learning about Conscious Discipline.”

“I took Spanish 1 and 2 at Bridgerland. I’m not great, but it’s a start!”

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

Teamwork, positivity, and a willingness to help were highlighted by many staff. Several emphasized their calm presence, proactive attitude, and ability to listen and adapt. Collaboration was clearly valued and cultivated.

Common responses: - Teamwork and kindness - Flexibility and high energy - Problem solving and proactive mindset - Positive morale and emotional support

“I try to be kind and positive with my coworkers—I think it helps morale.”

“I have experience, and I’m learning social-emotional tools I wish I’d known earlier in life.”

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

Staff reflected with honesty on areas for improvement, including better communication, time management, and self-care. Many identified a need to ask for help more often, reduce perfectionism, and delegate tasks when appropriate.

Areas to improve: - Communicating needs and feedback more clearly - Asking for help and avoiding burnout - Improving time management and organization - Delegating rather than doing everything alone - Being more open to others’ ideas

“If I could think and plan ahead, organize better, and follow through more consistently.”

“I need to be better at writing things down so I don’t forget.”

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

Staff expressed pride in both personal and professional milestones, including completing certifications, handling challenging classroom dynamics, building connections with children, and improving classroom practices.

Accomplishments included: - Completing CDA or attending school while working - Adapting to new roles or routines - Building strong classroom connections - Planning trainings and sharing knowledge - Personal growth, confidence, and resilience

“I’ve learned the routine, helped students progress, and completed my CDA.”

“Being able to balance teaching, paperwork, moving, and organizing my wedding.”

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

The most common suggestions centered on additional support (especially for behavior challenges), clear communication, fair compensation, and access to resources. Many also requested practical changes like materials inventory or classroom tools.

Requested changes: - Higher wages and opportunities for advancement - More behavior support and help from SET - Clearer expectations and communication - Resources for dual-language learners - Collaboration opportunities and role clarity

“I would love a raise and more support for special needs children.”

“An easy resource to support dual-language learners would be great.”

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

Overall, staff expressed appreciation for their supervisors, describing them as approachable, supportive, and helpful. Many simply asked for continued feedback, encouragement, and help with scheduling or classroom challenges.

Suggestions included: - Providing regular feedback and encouragement - Continuing positive communication and support - Helping with class behavior management - Offering guidance and listening to staff needs

“She is amazing—just continue providing support and good communication.”

“Continue to observe and give helpful feedback—it makes a difference.”

10. I would like more training in these areas...

Many staff expressed interest in trainings focused on social-emotional learning, behavior management, trauma-informed care, and working with children with disabilities. They also wanted more practical tools for classroom strategies and communication.

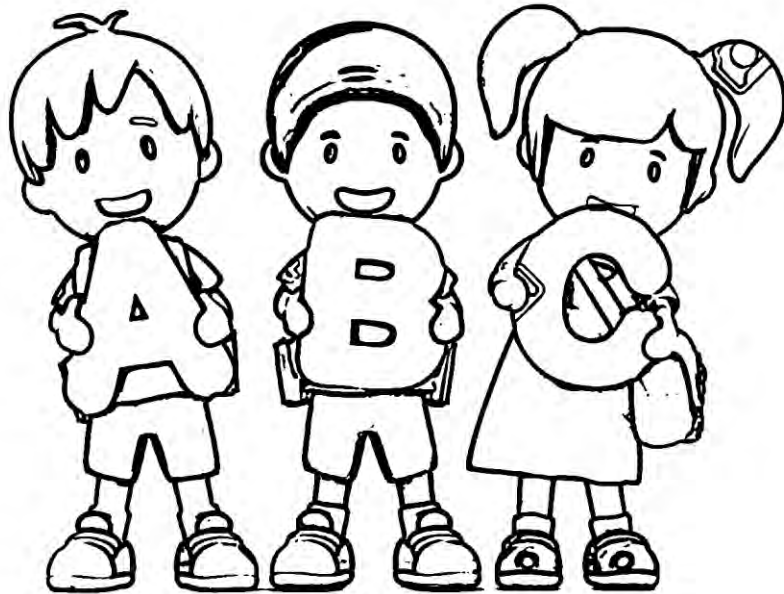
Training interests: - Behavior management and handling tantrums - Trauma-informed care and emotional resilience - Working with children with special needs - Communication with families and managing difficult topics - Classroom strategies, hands-on activities, and language skills

“How to deescalate tantrums—do I ignore or redirect?”

“I’d love presentations on mental health and school readiness topics.”

Outcome Report

2024-2025



Outcome Report 2024-2025

Fall-Spring

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025				▮				
Winter 2025				▮				
Fall 2024								

What this means:

Since the beginning of the school year many children have advanced to the Exploring Later level. At the beginning of the year children were learning to focus attention on activities for short periods of time and imitate words or gestures (such as waving goodbye), and seek comfort from special people or objects (like a blanket or stuffed animal). As they have progressed, the children are learning to pay attention to and explore people, toys, and activities and interact with others for longer periods of time.

Social and Emotional Development

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

What this means:

Many children have advanced to the Exploring Later level. At the beginning of the school year the children were learning to use emotional expressions of others to guide behavior (such as moving toward a new object held out by a smiling familiar adult) and how to continue play activities with familiar adults (such as repeatedly handing a caregiver a beloved doll). As they are progressing, they are learning to pretend an object is something else and how to say the names of familiar adults.

Language and Literacy Development

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

What this means:

Many children have advanced to the Exploring Middle level. At the beginning of the year the children were learning to focus attention on activities for short periods of time, imitate words or gestures and seek comfort from special people or objects. As they are progressing, the children are learning to use simple words to communicate and respond to others in brief back-and-forth conversations, and to explore the content of books and pictures.

Cognition, Including Math and Science

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

What this means:

Many children have progressed within the Exploring Later level. At the beginning of the year children were learning to try out different ways to cause things to happen, show interest in a variety of objects and events in the environment, and explore how shapes, textures, and quantity of objects fit together. As they are progressing, the children are learning how to use number words and purposefully explore things in the environment.

Physical Development & Health

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

What this means:

Many children have progressed within the Exploring Later level. At the beginning of the year the children were learning to use the whole body to do purposeful actions (such as pushing a cart), move while standing and holding onto a support, and pick up small objects with a thumb and finger. As they have progressed, the children are learning to hold objects while walking and try different ways of using their body (such as first using hands to push on a door and then the whole body to push it open).

Executive Summary

EHS Outcome Summary Fall 2024-Spring 2025

Outcome Reports for the EHS Center-Based classrooms have been completed for Fall 2024 through Spring 2025. These reports highlight the progress children have made throughout the school year. Upon review, we can see that, overall, the children have shown growth across all five developmental areas, with the majority falling within the expected developmental range.

In the area of Cognition, including Math and Science, the data shows a steady increase in children's skills. Additionally, we are seeing notable progress in Language and Literacy Development, suggesting that daily routines and planned activities are effectively supporting development in these areas.

We would like to see more progress in the areas of Social and Emotional Development, and Physical Development. To support this growth, teachers are implementing targeted activities in the classroom, modeling these skills throughout the day, and providing resources to families to encourage reinforcement at home.

There has been a slight decrease in the area of Language and Literacy Development among children with an IFSP or IEP. This decline is attributed to a few students being newly identified and placed on an IFSP between Winter 2025 and Spring 2025. These students' developmental levels, upon entry, contributed to a slight dip in the overall average for this category.

EHS Outcomes: Fall 2024-Spring 2025

All EHS Center Based Children

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Chart

EHS Outcomes: Fall 2024-Spring 2025

EHS Center Based Dual Language Learners

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

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**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.

EHS Outcomes: Fall 2024-Spring 2025

EHS Center Based IFSP/IEP

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

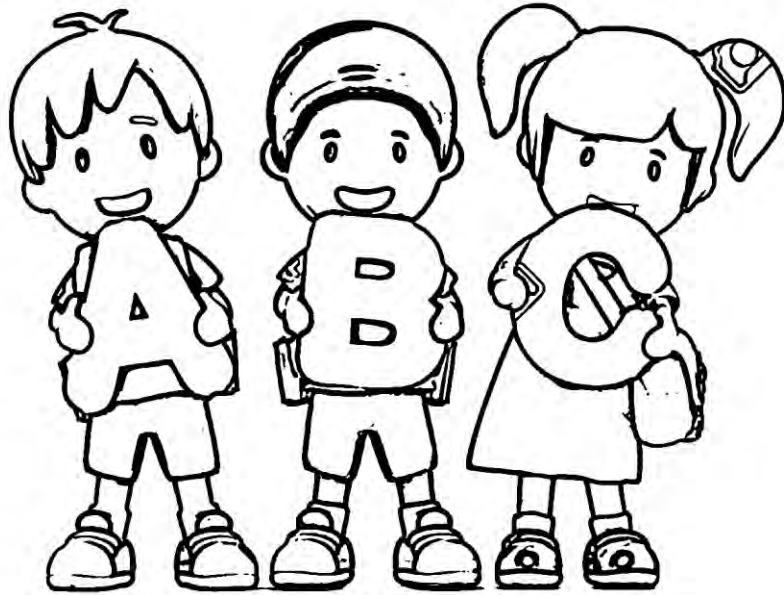
	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

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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

Child Development Training Plan



Early Head Start Training 2025-2026

Preservice

July 10, 2025	Announcements, Active Supervision, Health Team, SET Team
July 11, 2025	TLC, BRMH, Vonda Jump

Annual Training

Sep. 5, 2025	Fire Training, Head Start Expectations, Teacher/TA Expectations, Active Supervision
Sep. 19, 2025	TLC, Communication, Time Management, Creative Curriculum
Oct. 3, 2025	SET
Oct. 24, 2025	TLC, Emergency Evacuation Plan, Pediatric First Aid & CPR, Safe Handling & Disposal of Hazardous Materials, Prevention of Infectious Disease, Teacher Training
Nov. 7, 2025	SET
Dec. 5, 2025	TLC, Staff Wellness & Team Health, Teacher Training, Closing Social
Jan. 9, 2026	SET
Jan. 23, 2026	TLC, Language & Literacy, Teacher Training
Feb. 6, 2026	SET
Feb. 20, 2026	TLC, Positive Guidance, Shaken Baby, AHT, Coping w/Crying, SIDS & Safe Sleep, Prevention of Child Abuse, Recognizing Homelessness & Resources, Teacher Training
Mar. 6, 2026	SET
Mar. 20, 2026	TLC, Child Growth and Brain Development, Children with Special Needs, Teacher Training
Apr. 10, 2026	TLC, Toxic Stress Across the Lifespan, Teacher Training
May 1, 2026	SET
May 15, 2026	TLC, Teacher Training
June 5, 2026	SET
June 19, 2026	TLC, Trauma Informed Care, Teacher Training

Monthly Email Training

September	7 Minute Trainer, Active Supervision	March	7 Minute Trainer, Staff Wellness
October	7 Minute Trainer, Conscious Discipline	April	7 Minute Trainer, Health & Safety
November	7 Minute Trainer, Staff Wellness	May	7 Minute Trainer, Active Supervision
December	7 Minute Trainer, Health & Safety	June	7 Minute Trainer, Conscious Discipline
January	7 Minute Trainer, Active Supervision	July	7 Minute Trainer, Staff Wellness
February	7 Minute Trainer, Conscious Discipline	August	7 Minute Trainer, Health and Safety

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 2026-2027

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	\$6000
Child Development	Conscious Discipline	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	Behavior management training.	Online or in person training.	Staff will learning training and techniques on behaviors and classroom management.	All Staff	During the program year	\$2500
Mental Health	Bear River Mental Health Consultant	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
Child Development	Child Abuse	lookout for Child Abuse through ECLKC.	Staff gain a better understanding of child abuse, how to report and the signs to watch for.	All Staff	During the program year	No Cost

Bear River Head Start and Early Head Start Home Based



Program Improvement and
Self-Assessment Report
2025

EHS/PHS Home Based Option
Self-Assessment/ Program Improvement Report 2024-2025
Prepared By
ReNae Torbenson, Homebased Coordinator

Program Year Overview

The Bear River Head Start home-based option finished another program year of success, challenges and opportunities as we continue to provide services for 91 EHS children and pregnant women. We were able to maintain full enrollment even with multiple new programs springing up in the service area. We joined some of these programs in a County-wide Home Visitors Celebration where we were able to publicly recognize one of our outstanding home visitors. We continue to serve more pregnant women than in years past as word continues to grow across agencies of the services and support we provide.

We utilized our home visitors' experience much more this past year in having them train the team on topics they had knowledge and interest in. This gave them an opportunity to grow their skills and contribute to the team training meetings. We continued our deeper dive into trauma informed care, infant and parent mental health, and the importance of fathers/male figures in the lives of children.

We had some employee turnover but were able to hire a Home Visitor and a full time Child Development Assistant, to help support the team and provide consistent home visits while other staff were off. We continued with the Peer-to-Peer coaching this year with the more seasoned staff and focused on Mentor Coaching for the new staff. Continued feedback from staff indicates they would like to continue having this option in future coaching cycles, as it helps them to hear and see how other home visitors facilitate their visits and they can then capitalize on those ideas in their own work.

And lastly, we again moved one of the socialization sites to another location, where efforts will be made to grow and maintain attendance. Sustained participation in group socializations continues to be a challenge.

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- Though the participation level was very low this year, the parent surveys indicated that parents were very satisfied with the services they received from the homebased program. They reported that they were taught how the homebased option works and were supported in their role of Parents as First Teachers. They enjoyed the jointly planned activities for their child and could see the growth and development taking place and felt more comfortable taking the lead and setting child goals. Dual Language families reported that the agency has provided services and forms in their preferred language, which made the Head Start experience more enjoyable. Improvement needed- Continued low attendance at group socializations. We have made a location change for one group and will proactively help this group grow and flourish. Monthly flyers will be sent out to the families and staff assignments have been rotated to bring fresh ideas for activities at the playgroups.

Staff survey strengths- Staff enjoy their families and working with the parents and children. They feel like they are making a difference in their lives and wish the visits were more consistent with some of their families to be able to see even more growth. They reported enjoying the curriculum and taking time to study new sections so they are more comfortable putting the information into their own words. Improvement needed - They would like clearer communication from supervisors and we have worked to improve this by sending out a weekly newsletter, and, we also try to help them understand that Head Start is always changing and that will affect how we do our work from year to year. Requested changes are made to the extent possible.

Mentor/Peer Coaching strengths- Staff reported overall that they were able to gain valuable insights being able to observe another family educator's home visit and participate in the Peer to Peer Coaching. They were exposed to different ways of facilitating a home visit and chose a goal from that experience. They indicated that this is something they would like to do in the next coaching cycle. No changes are needed at this time.

I. Self-Assessment/ Program Improvement: Team Goals

Issue/Need	Action Steps	Timeline	Person Responsible
<p>Need for continued training on the rating process within DRDP for child outcomes. As no assessment is done during the summer months, staff tend to forget how to collect proper observation records and enter them into the DRDP system in Child Plus.</p>	<p>More refresher trainings on navigating and rating children within the DRDP program will take place to prepare staff for the Fall assessment and outcomes process. Additional ways to document ongoing skills in Child Plus will also be developed by updating current modules.</p>	<p>Program Year 2025-2026</p>	<p>HB Coord/Managers Training Calendar</p>
<p>Because we meet in person only twice per month, staff can feel like they are not receiving current updates and timely communications from supervisors.</p>	<p>We will make efforts to send out group emails and texts as needed in a timely manner to keep communication in the team moving along as news and changes occur. Supervisor will respond to staff texts/calls in a timely manner.</p>	<p>Program Year 2025-2026</p>	<p>HB Coord/Managers Family Educators</p>
<p>Low attendance at group socializations at a few of our locations.</p>	<p>We have closed one socialization location and opened another at a different location. We will be working to make this group very inviting and helping families feel included so that they want to attend regularly. Inviting monthly flyers will be sent out to parents.</p>	<p>Program Year 2025-2026</p>	<p>Family Educators Managers HB Coordinator</p>

Short-term Goals 2025-2026 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, incorporating more Peer Mentor Coaching and Self-Study for seasoned 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 educate staff and parents on Trauma Informed Care and Mental Health Supports and Services	Staff will receive training on services in the community including DCFS, CAPSA and the Children's Justice Center	Staff will have better understanding of how to help parents understand trauma and the affects it has on children and families	Increased professional growth for staff Child outcomes will improve as Parent as First Teacher is emphasized.	Training Documentation Child Outcomes

EHS HOME BASED PARENT SURVEY 2025

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	11	0	0
2. Early Head Start has helped me better understand:			
a. My child's social/emotional development	7	1	0
b. My child's language development	7	1	0
c. How my child learns concepts through play	5	1	0
d. My child's motor development	6	1	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	8	0	0
b. Planned activities around my child's individual needs	6	0	0
c. Helped me have a better understanding of my child's social/emotional development	6	0	0
5. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	3	0	0
b. Useful and successful	3	0	0
c. Supportive of my family's values	3	0	0
6. Early Head Start has provided me with information on Disabilities.			YES 7 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 3	NO 2

Please answer Yes, No, or Sometimes:

Yes

No

Sometimes

1. Were you taught about the Home Based Option and how it works by your Family Educator (FE)?	11	0	
3. Do you feel that your child has made progress this year, and is he/she ready for the next educational setting? (1 st or 2 nd year in Head Start, Kindergarten, etc.)	11	0	1
4. Are you encouraged by your FE to be involved in planning the home visits and were your ideas incorporated?	11	0	0
6. Are the group socialization well organized and is your time well spent?	5	2	0
7. Do you feel welcomed and included at group socializations?	5	0	0
8. Are you encouraged by your Family Educator to be involved in planning group socializations and are your ideas incorporated?	6	0	3
9. Did your FE explain “school readiness” to you and how setting goals for your child helps prepare them for later school success?	10	1	

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

- Language and Literacy (11) Social- Emotional (9) Approaches to Learning (8)
 Cognitive (including math and science concepts) (8) 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 (10) Information from Family Educator (9)
Goal setting and monitoring (9) Having someone to talk and share with (9)

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

Comments: On Playgroups and Home Visits

- Wednesday mornings
- In the mornings, because in the afternoon I am cooking.
- After 3:00 p.m.
- Afternoons
- Mornings
- Right now our schedule is quite chaotic.
- Any day/time is fine. It’s the distance. They try to make everything centralized, but that makes it a half hour drive for me and they don’t do anything closer so we don’t attend.

Other Comments:

- Bring Bilingual books and activities
- I think the home visits were quite engaging and geared toward my child. I have no suggestions at this time
- Do play groups in multiple different places so that they may be more manageable and/or accessible.
- Obviously families won’t make it to all of them, but I think you might get more attendance overall if they were moved around to be closer to different areas each time. (Not just Logan. Go to Smithfield, Huron, Nibley, Hyde park, Richmond, Brigham city, Mendon, Newton.) just by going to these other areas it would make it more available and accessible to everyone at some point.
- At home, we agree on activities, and in the mornings, it would be more accessible.
- The schedule is good because they come to my house. The groups should be in the morning or at noon.

Dual Language Family Survey Questions

If you are a dual language family please answer the following items: Did Head Start meet your needs in the following areas:

	Yes	No
Provided forms and information in your preferred language?	10	0
Provided interpretation for program services (Parent-Teacher conferences, Home visits, socializations, Male involvement events, etc.?)	11	0
Classrooms and home visits reflected your family's culture and practices?	10	0
Staff gathered information on your family's beliefs and culture in order to individualize services to your child and family?	10	1

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

Give out bilingual books and games or ways to actively speak during actual visit

Not sure. I feel they're doing awesome.

I receive nothing in my language.

Talk to me in my language.

Teaching us more English.

You are doing very well.

Being able to study English online so that as a parent, I can also communicate with them.

Community Survey

What strengths do you see in the community in which you live?

Logan really bands together to support each other

Unity and compassion

The teachers

Lots of family friendly events. Especially for kids!

We live in a very helpful village and by that I mean it takes a village to raise kids always has that saying couldn't be more true these days and I am very blessed to live in this valley that comes together when there is a need for a child/children

Tight knit. Lots of resources. Great neighbors

Parents show up to after school activities for their kids

People are usually pretty friendly and helpful.

Loyalty, dedication, hard working

We can come together to help out. I hope to see more of that everywhere

Not many I know of

Seems family oriented. Most people are usually kind and look out for one another. I like that most seem willing to be helpful and come together in the community when issues do arise.

Closeness.

Amazing community and resources we wouldn't have known about without Brian.

Lots of community activities, fundraisers, awareness (Suicide awareness walks etc.) Supportive community, involvement in sports and volunteer opportunities.

Low crime

Helping each other in need

I live in a very small town where everyone knows each other and is able and willing to help because they know each other.

Everyone is amazing to work with. Super friendly and really care about my kids.

Very close knit, protects their own

Support, friendship, physical help

Kindness, compassion

Very friendly and people seem to want to help one another out

Unity

Resources, kindness, and outdoor activities

Smaller class sizes to help with individualized learning

There is an overall sense of kindness.

Smaller community, good for kids

Family focused. Recreation and public lands are big focus and important. The city is well maintained and clean.

Everything is close.

Everything is accessible

Everything is good.

Tranquil and calm

Friendship, education and security

I love that they are very aligned with supporting children

Family unity

What needs do you see that are not being served or are underserved in your community?

We need a Community recreation center. Using high school gyms during off hours isn't enough, and sports academy is expensive!

Recycling and trash process could be better and after school programs

Transportation

Better advertising about events.

Well I wish the mayor would stop focusing on the collage and making our town into a huge city

We need a library that is not the mobile library.

We need more Flexible Daycares

The only thing I can think of that we might need is an Insta-care. People go to the ER for a lot of things that aren't really emergencies. An Insta-care would help with that

Rural safe and fun playgrounds

I'm sure there is some but i feel like our needs are being answered with Head Start

Assistance on rent

I can't speak for everyone but me personally. I have struggled to find affordable childcare to be able to work and provide for my family as a single parent. I think there could be more helpful programs in the area regarding this issue.

Poor sidewalks, communication.

There's not a lot of places that are child friendly. Food, doctors, chiropractors, if mom or dad has to run to ANYTHING, it's super hard because they just aren't child friendly.

More understanding and access to medical and mental health. More affordable options.

Financial support, mental health

Industries

Awareness of all the great programs and events going on. Bear River does a great job promoting these things but if I wasn't involved in BRHS, I'd have no clue.

Religion

Affordable housing.

The cleanliness of the parks

Help with health

Homebased Staff Self-Assessment Survey 2025

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

-Love working with the kids! Watching them grow and become has been such a blessing to be a part of! I genuinely love my job. I have also been so thankful that my boss has been so understanding of my short term memory loss.

-Learning so much from each family each week, inspires me to give my best

-Knowing I'm helping families grow and learn, meeting the goals we set.

-To work with families and children

-Flexibility in schedule

-Working with families

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

-Not being able to get a hold of anyone in the office when we need answers. But are required to answer right away' No one ever in the office. Canceled appointments by parents.

-My least favorite part is the lack of staffing for long distance playgroups

-Learning that changing behavior is bit by bit normally, not all at once

-Cancellations. It's hard to reschedule because of 12 family case loads.

-DRDP Notes

-Recruiting

What strengths do I have that my job requires?

-Adaptability to child interest, understanding of parent's individual needs and circumstances, child development background and understanding of milestones,

-Good listener, continuing my education in the child development field. Giving resources to families, understanding.

-Tenacity, detail-oriented, forgiving, perseverant, patient, able to see family's strengths

- I'm flexible and willing to schedule visits early morning and late afternoon
- Good with kids, flexible, self-motivated
- Language skills

What have I done for my own professional development lately?

- Tried new ways to organize and manage time
- Continuing to study the GGF book, looking for more resources that can help me with my job.
- Attending training on Fridays, getting to know my GGK Book
- Study weekly the gold manual, knowing more the curriculum and staying on point with it during the visits
- I am currently signing up to learn more about conscious discipline and have been training on different approaches to help parents with potty-training from a child-led approach

Strengths that I bring to my team are...

- I am passionate about the field and learning more efficient ways to help more children benefit from the program. I bring
- Positivity, willingness to go out of the comfort zone, ability to give feedback, ideas
- Ideas, asking questions some are afraid to ask,
- Hard working, offer new insights
- Respectful and kind to others
- I'm friendly, team working

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

- Be able to get to know everybody a little better. Sometimes everyone just sits and looks like they wished they didn't have to be there for meetings.
- Sharing happy news is no fun, but there is always something to share maybe there is nothing happy going on, and when we do share it feels like you're talking to yourself because no one comments, so you don't want to share anymore. So, maybe how about just sharing NEWS! Something from everyone each meeting. Like, something going on in your community, a fun visit, something you did over the weekend.

-I need to work on time management a bit and communicate when I am overwhelmed. I allow myself to take on too much responsibility with playgroup and haven't communicated that I need more help than I have had consistently. I then get overwhelmed and have a hard time sticking to a schedule and completing the other tasks in a timely fashion. I'm excited to change that this next year!

-Know what they are in need of for help, I can share ideas

-Keep entering DRDP case notes weekly

-Less driving

Some of my major accomplishments are this year...

-Have worked to expand playgroup and had fun responses! It's been fun to watch the parents increase their own fire of excitement for the development of their own children. My biggest accomplishments have been stepping back and letting the parents take the reins with their own children meeting their goals.

-Made it through another year!! Learning more and being better with my paperwork.

-Better time management and more self-care

-Passing a decade of a Family Educator!

-Getting DRDP notes faster

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

-I would love to see the workload balanced among the staff with playgroup responsibility between those that travel and those that don't. Some employee's responsibility is to check a tote once a month while others spend 6-8 hours every other week prepping materials, communicating, paperwork, keys, food, etc. I understand why the drive time is tricky for employees that travel with how the grant is worded as to what a full case load is but I definitely think there is room for improvement when it comes to balancing playgroup workload. I can see several long-term solutions to this that would allow staff members to be with their case-loads without putting a sub in the position (likely to be removed when staffing changes as we saw this year, capped at 40 hours and less invested as children are not their case load).

-The health team going back to doing their job of hearing and vision and getting the things they need instead of having us do it when we already have a full plate on our hands. An added curriculum, plus GGK, more virtual team meetings, especially an easier weekly time sheet. Instead of having to write in 15 minute slots.

- More understanding of schedules, more staff appreciation, better communication
- Find more efficient, effective ways to recruit, find qualifying families
- Reconsider to have a 12 family cases it's hard to reschedule visits
- Activities for babies under 6 months

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

-I have really appreciated that Cynthia is timely and able to communicate what needs to change effectively. She has been great to work with as I have worked through my short term memory loss! I have had a difficult time not taking on more work than my fair share on the team because sometimes I have felt those concerns (especially early on) were swept under the rug as to not rock the boat with the rest of the staff to share the load evenly with playgroup. I am working to communicate better and stand up for my needs.

-Making copies of everything we turn in because it always gets lost as its passing hands. If someone is doing something wrong address the person directly. When we all get told, it gets confusing as, am I doing something wrong? It feels like your being accused of something without being accused, but you are being accused because you don't know for sure if it's addressed to you.

-She is helping me in many ways, buying consumables to take to the visit, answering questions

-Provide more ideas for organization and reminders for deadlines

-Continuing as she is doing a great job

-By answering her phone in timely matter

I would like more training in these areas...

-Finding better info for teaching checklists

-ADHD and AUTISM, in children, time card easier

-I would love to learn more about conscious discipline.

- families to play, engage with their children each day using what they already have at home, creativity, and that it takes minimal effort

-Autism

Peer to Peer and Mentor Coaching Staff Feedback Survey 2025

Please give us your feedback on the Peer/Mentor Coaching cycle you participated in this year. What was helpful, what new insights did you learn about yourself or how you improved your skills or knowledge. What didn't work well or what could be done differently. Thank you!

-For me, it was fantastic to receive feedback from my peer coaching. She gave me great ideas to implement during my visit with the family. As every year, I meet new families and have new skills that parents need to develop with their children. It's about starting to connect with the family again and making them feel comfortable interacting with their child. Even more so, singing, dancing, and expressing themselves in their own culture is learning through play.

I loved it! Nicholle was great at providing insights and I feel like I've actually started to improve in connecting daily do's! Nicholle was awesome at reminding me to meet and being consistent in providing feedback. I learned that I step in as the teacher because I was a teacher and that I need to instead hand the activity to the parent. I'm excited to do more of this!

I really like doing it this way and learning different ways of presenting activities, talking to parents and giving advice from a different perspective. I learned that it's ok to give feedback on the nonparticipating children being mean to the child. I like working with different educators

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 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 the Homebased option uses 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 the 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.

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.

The following aggregated outcomes charts for the program year 2024-2025 follow for Early Head Start Homebased children:

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

All EHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Early Head Start Homebased Winter Outcomes 2024-2025

Dual Language Learners

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Early Head Start Homebased Winter Outcomes 2024-2025

IEP/IFSP

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Early Head Start
Home Based School Readiness Goals
2025-2026

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, 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 dual language learners 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. 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.
- 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 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 be 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 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.

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

Bear River Early Head Start Homebased Outcomes Report
Spring Outcomes Report 2024-2025
Executive Statement

Prepared by ReNae Torbenson, Homebased Coordinator

Spring Outcomes have been completed on Homebased Children birth to three years old. Early Head Start children showed growth across all domains, with the greatest gains in Approaches to Learning/Self-Regulation, Social/Emotional Development and Cognitive skills. Dual Language learners showed gains between all assessment periods and children with IFSP/IEP's had excellent growth. Most of these kids are three now and will be transitioning to a PHS classroom this coming year.

After each assessment period, we provide parents with an individual chart of their child's growth and jointly set new child goals to work on for the next quarter. We encourage parents to spend some time each day working with their child on their goals. We also plan trainings and/or give mentor coaching support to staff to increase their knowledge in the developmental domains and in individualizing services and home visits to best meet the needs of children and families.

Bear River Early Head Start Homebased Winter Outcomes 2024-2025

All EHS Homebased Children

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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 Early Head Start Homebased Winter Outcomes 2024-2025

Dual Language Learners

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

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Bear River Early Head Start Homebased Winter Outcomes 2024-2025

IEP/IFSP

Bear River - PHS, EHS

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

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

*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.

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EHS/PHS Training Calendar 2025-2026

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

SUBJECT TO CHANGE

8/29	Review Expectations/Paperwork/Lesson Plans/Activities/Case Notes
9/1	*Labor Day* - ALL STAFF OFF
9/5	TRAINING- Fire Extinguisher Training for NEW Staff Only Training Team Building
9/12	Training: DRDP review and recertification DCFS Child Abuse Training
9/26	Training: Fall Goals DUE Community Presentation Federal Review Prep
10/2-10/3	Fall Break - Preston and Bear Lake
10/9-10/10	Fall Break Cache
10/16-10/17	Fall Break - Box Elder
10/17-10/18	Fall Break - Malad
10/11	Training: Conscious Discipline for Home Visits
10/25	Training: Child Development Progressions/Domains, Community Presentation
10/27	DUE: Child Transition Plans DRDP FALL CHECKPOINT /TEACHING CHECKLISTS
11/8	Training: Attachment/Challenging Behaviors
11/22	Training: Using the Home as Learning Environments
11/26-11/28	*Thanksgiving Break - All Staff Off
12/6	Training: Holiday Luncheon Winter Goals DUE
12/13	Training - Team Building / Have families do Curriculum Review in Child Plus
12/22-1/2	*Winter Break - ALL STAFF OFF
1/10	Training - Coaching Cycle: Peer to Peer, Self-Directed
1/19	*MLK DAY - ALL STAFF OFF
1/19	Training - TLC checkpoint Share Day Q&A
1/31	DUE: DRDP WINTER CHECKPOINT/ HEALTH TEACHING CHECKLISTS
2/7	Training: Community Presentation
2/16	*President's Day - All STAFF OFF
2/28	Training: Coaching checkpoint
3/7	No in-person training get with your Mentor Coach! Spring Goals DUE
3/21	Training Community Presentation
3/24-3/28	Spring Break Malad/ Preston
3/30-4/3	Spring Break Cache/Box Elder/Bear Lake
4/11	Open share
4/25	Training: Coaching checkpoint
4/25	DUE: DRDP SPRING CHECKPOINT/ TEACHING CHECKLISTS
5/1	Staff Closing Social
5/16	Training Community Presentation
5/25	*Memorial Day - ALL STAFF OFF
5/30	No team meeting/training
6/6	Summer Goals Due

Bear River Early Head Start –Homebased

Training and Technical Assistance Plan
Fiscal Year 2026-2027

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 2026	\$600
Child Development/ Curriculum	Growing Great Kids curriculum training	Staff will be certified in curriculum that meets Performance Standards requirements	Newly Hired Staff	Fiscal Year 2026	\$8000
Trauma Informed Card	Training on ACES, Supporting Children and Families affected by Trauma via additional Conscious Discipline training	Home visitors will be more equipped to support children and family who have experienced trauma	All Homebased Staff	Fiscal Year 2026	\$2000



Parent, Family, & Community Engagement



Program Improvement & Self-Assessment Report

2025-2026

Prepared by: Kristie Curtis

Bear River Head Start Family Services Coordinator

The Family Development team partners with each program family on an individualized basis to provide family well-being services through a dedicated family advocate. Advocates and families work together through the family partnership process to build and maintain positive, goal-oriented relationships.

Best Practice in Family Engagement

At each visit, advocates focus on strengthening parent-staff partnerships. Regular contact includes supporting family well-being, identifying strengths, needs, barriers, and challenges, and celebrating successes. Advocates help families:

- Set and work toward family goals in identified areas of need
- Maintain or obtain health insurance coverage
- Maintain or obtain a medical and dental home
- Stay current with health and wellness requirements
- Work toward positive child and family outcomes

Advocates provide informational packets, community resources, and newsletters, assist families in completing in-kind contributions, and encourage both parents/guardians to engage in all areas related to their child's development and success.

Data Sources and Program Assessment

The Parent, Family, and Community Engagement (PFCE) Program Improvement & Self-Assessment Report draws on:

- Short-term goals
- Self-assessment findings
- Parent, staff, and Policy Council surveys
- Family Development Team Training Calendar
- Training & Technical Assistance Plan (T/T&A)

Information and data are collected throughout the year from:

- Family assessments and well-being reviews
- Family goals and outcomes
- ChildPlus documentation and reports
- Program Performance Panel Reports
- Program Information Reports (PIR)
- Team meetings, trainings, and mentoring sessions
- Tracking systems
- Home visits and parent/father/father-figure engagement
- Support for dual language learners
- Mental health referrals and trauma-informed care practices
- Parent engagement meetings (PCM)

Purpose and Focus Areas

This data informs short- and long-term goals and supports program improvement in the following areas:

- Parent-child relationships
- Family well-being
- Children's learning and development
- School readiness
- Attendance
- Parent education and engagement
- Parents as their child's primary teacher and advocate
- Positive child and family outcomes
- Community partnerships and resource connections
- Trauma-informed community practices
- Staff training and development

Continuous Improvement

Strengths are evident when advocates and families work collaboratively—such as successfully setting and achieving family goals. Areas for improvement are identified through data analysis and discussed in weekly management meetings, with action plans implemented promptly. Short-term goals are designed to strengthen our work with children, families, staff, and the community, ensuring the ongoing delivery of high-quality services.

I. Self-Assessment/Program Improvement

Issue/Objective	Action Steps	Timeline	Person Responsible
Ensure timely and consistent family goal-setting and follow-up	<ul style="list-style-type: none"> - Train advocates on effective goal-setting and follow-up strategies. - Review Family Partnership Agreements monthly. - Provide individualized support to address needs/barriers. 	Training, FPA reviews, and ongoing follow-up	Family Advocates Family Development Managers
Increase the number of families with established medical/dental homes and current health services	<ul style="list-style-type: none"> - Collaborate with Health & Wellness team to connect families to insurance, doctor, and dentist. - Encourage scheduling and follow-up. - Share preventive health resources. - Maintain communication between Family Development and Health teams. - Track in ChildPlus. 	Begin within 30 days of enrollment; monitor monthly	Family Advocates Family Development Managers Health Specialists Health Manager Family Services Coordinator
Expand engagement opportunities for all parents, including fathers/father figures	<ul style="list-style-type: none"> - Provide targeted opportunities for all parents/father figures. - Promote PCM meetings, workshops, and Conscious Discipline classes. - Disseminate Policy Council Reports. - Increase communication between Policy Council and Parent Committees. 	Ongoing	Family Advocates Family Development Managers
Strengthen parents' knowledge and skills for positive parenting practices	<ul style="list-style-type: none"> - Provide Conscious Discipline workshops & coaching. - Share parenting resources at PCM meetings. - Offer lending library materials. - Encourage at-home strategy use. 	Ongoing	Family Advocates Family Development Managers
Enhance support systems for families with Dual Language Learner (DLL) children	<ul style="list-style-type: none"> - Implement Planned Language Approach (PLA). - Provide translation/interpretation. - Train staff on DLL strategies. - Educate parents on language advocacy. 	Ongoing	Family Advocates Family Development Managers
Increase data-informed decision-making to adjust services in real time	<ul style="list-style-type: none"> - Conduct ChildPlus reviews on goals, health, and engagement. - Share trends with management. - Adjust services based on data. 	Ongoing	Family Development Managers Health Manager ERSEA Manager Family Services Coordinator
Strengthen staff knowledge and skills in PFCE, trauma-informed care, and cross-training	<ul style="list-style-type: none"> - Provide targeted trainings (PFCE Framework, RBCs, trauma-informed care, motivational interviewing). - Schedule cross-trainings with other service areas. - Support staff wellness. 	Ongoing	Family Advocates Family Development Managers Family Services Coordinator
Improve family access to and follow-up on community resources	<ul style="list-style-type: none"> - Distribute monthly Family Development newsletter. - Provide personalized referrals. - Follow-up to ensure resources are used. 	Ongoing, Newsletter monthly, follow-up	Family Advocates Family Development Managers Family Services Coordinator

I. Short-term Goals 2025-2026

Goal	Implementation	Outcomes	Measures	Documentation
Strengthen Family Goal-Setting Process	<ul style="list-style-type: none"> - Train advocates on effective goal-setting and follow-up strategies. - Review Family Partnership Agreements monthly. - Provide individualized support to address needs/barriers. 	Increase % of families with active, documented goals.	Baseline vs. end-of-year improvement.	Family Partnership Agreements; Family Goals in ChildPlus; Meeting Notes.
Support Families in Establishing Medical & Dental Homes and Maintaining Health Compliance	<ul style="list-style-type: none"> - Collaborate with Health & Wellness team to connect families to insurance, a primary care provider, and dentist. - Encourage appointment scheduling and follow-up. - Share preventive health resources. - Maintain communication between Family Development and Health teams. - Track health progress in ChildPlus. 	Families maintain insurance and medical/dental homes; children are up-to-date on required health services.	Increase of children with a medical/dental home within 60 days; Child will be up-to-date on a schedule of age appropriate preventative health care.	ChildPlus Health Reports; Health Documentation; Family Partnership Agreements; Team Meeting Notes.
Expand Parent Engagement & Participation	<ul style="list-style-type: none"> - Provide opportunities for all parents, including fathers and father figures, to be involved in their child's learning and development. - Promote PCM meetings, workshops, Conscious Discipline classes. - Disseminate Policy Council Reports via preferred methods. - Increase communication between Policy Council and Parent Committees. 	Increased participation and engagement from families.	Increase in PCM and engagement participation.	Sign-in Sheets; PCM Attendance; Policy Council & Parent Committee Reports; Newsletters.
Increase Parent Knowledge & Use of Positive Parenting Techniques	<ul style="list-style-type: none"> - Provide Conscious Discipline workshops and individual coaching. - Utilize Parent Committee Meetings to share parenting resources. - Offer lending library materials and track usage. - Encourage at-home implementation of strategies. 	Parents apply positive parenting techniques, self-regulation tools, and strategies that support child learning and development.	Workshop attendance; lending library checkouts; survey results showing increased parenting knowledge.	Workshop Sign-in Sheets; Lending Library Log; Family Goals; Parent Surveys.
Enhance Support for Dual Language Learners (DLLs)	<ul style="list-style-type: none"> - Implement Planned Language Approach (PLA) components. - Provide translation/interpretation services. - Train staff on DLL support strategies. - Educate parents on advocating for language development. 	Increased language competency in home language and English; improved parent engagement in DLL support.	Use of translation services; staff trained; parent survey feedback on DLL support.	ChildPlus Records; DLL Program Assessments; Interpreter Logs; Training Sign-in Sheets.
Strengthen Data Tracking & Use for Family Support	<ul style="list-style-type: none"> - Conduct quarterly ChildPlus data reviews on goals, health, and engagement. - Share trends with management and adjust services accordingly. - Align with program improvement and self-assessment cycles. 	Data drives proactive adjustments to services; measurable improvement in family outcomes.	Data Collection for continuous program improvement and planning. Increased knowledge and training of available community resources that support families.	Data Review Reports; Updated Action Plans; Meeting Notes.
Continue Professional Development & Continuous Learning	<ul style="list-style-type: none"> - Provide PFCE Framework, RBCs, trauma-informed care, and motivational interviewing trainings. - Schedule cross-trainings with other service areas. - Maintain positive, trauma-informed work environment. 	Staff demonstrate increased knowledge and apply strategies in family engagement; improved service quality.	Staff PD/IPD plans updated; training attendance; staff self-assessment growth. Staff wellness.	PD/IPD Plans; Training Sign-in Sheets; Cross-Training Agendas; Staff Feedback. EAP information.
Enhance Communication & Resource Sharing with Families	<ul style="list-style-type: none"> - Distribute monthly Family Development newsletter. - Provide personalized resources/referrals per each family - Maintain consistent follow-up to ensure resource connections are used. 	Families better informed and more connected to resources; increased resource utilization.	Families utilizing resources.	Newsletter Copies; Community Directories, Resource & Referrals; ChildPlus Family Services Notes. MOU's/MOA's.

Family Advocate Services Parent Survey 2025

Family Advocate Services:	Yes	No
1. Our Family Advocate supports and encourages parent-child relationships. Recognizing parents/guardians as their children's primary teachers and nurturers?	38	0
2. Our Family Advocate schedules visits at convenient times for both parents (if applicable)?	37	1
3. Our Family Advocate works with us in our preferred language, or through an interpreter, to the extent possible?	37	0
4. Our Family Advocate supports us in setting and achieving family goals.	38	0
5. Our Family Advocate educates and supports us with completing in-kind?	35	2
6. Our Family Advocate informs our family about Parent Committee Meetings and provides us with Policy Council Reports.	36	2
7. Our Family Advocate supports us in identifying and linking our family to available community resources?	37	1
8. Overall, our family is satisfied with the services our family advocate provides?	38	0

Comments

- I get texts from the advocate with good info however never got resources for local agencies or got asked if we needed further assistance
- Our FA is such a sweet and understanding soul! She becomes a friend!
- I cannot tell you how much I appreciate the services and learning materials we have received from both head start and our family advocate.
- Keep up the good work
- Our advocate has been wonderful
- Our family advocate does an amazing job and is always helpful in suggesting resources when available. We appreciate our advocate for their and their work.
- Our FA is amazing, kind personable, understanding and always willing to help.
- Our FA has done a phenomenal work with our family. We have greatly appreciated the time and resources and communication she has directed out family to. We are grateful for all she has done!
- None. She is great
- Our advocate is so fun to talk with and really helpful!
- Our advocate is incredible, and we feel very heard
- Our family advocate is amazing and always helps our family out and considers our needs.
- Our FA is so kind and understanding when needing time to talk a bit more my kid likes him and likes that he goes into the classroom and gets to know each student
- None
- Family advocate is great! Teachers are amazing!
- She looks for answers and provides solutions
- We are very pleased with her
- I am very thankful
- She does her work very well

2025 Policy Council Spring Survey Responses

1. What have you gained from being a part of the Bear River Head Start Policy Council?
 - More awareness of the faculty and goings on of BRHS.
 - Leadership experience (x2)
 - Being more active as to what goes on behind the scenes of the school.
 - Better understanding of how everything works
2. Were you given the training and support you needed to perform your duties as a Policy Council Member?
 - Yes (x5)
3. Was the Policy Council Learning Management System (LMS) training easy to use?
 - Yes (x4)
 - No (x1)
4. What could be improved in the training process for Policy Council Members?
 - NA or none (x2)
 - A better e-learning course, yours is painfully boring, long and not engaging.
 - Maybe a virtual meeting class
 - More on the rules of law
5. How many Policy Council Meetings were you able to attend?
 - Most (x5)
6. What prevented you from attending Policy Council Meetings?
 - Family birthday
 - Family emergencies
 - Forgetting, sick, busy
 - Health issues/child care
 - Other personal engagements
7. What would have helped you attend the meetings more frequently? What additional support could Bear River Head Start give to Policy Council Members to help them attend the meetings?
 - NA
 - Nothing (x2)
 - Maybe a reminder text right at the time it was starting. Not just 5-10 minutes before.
 - Different time
8. What suggestions do you have for improving the Policy Council Meetings?
 - I felt that a lot of the information discussed during the meeting didn't pertain to me as a parent of a BRHS child. Maybe I didn't understand my role correctly and the purpose of having a policy council.
 - Nothing
 - Maybe zoom meetings to see faces.
 - More people participating so it moves smoother
 - I suggest having a once a month or once in 2 months physical meeting.
9. Do you understand the process for communication with the Policy Council and your Parent Committee?
 - Yes (x5)
10. Do you have anything you would like to add?
 - I liked being a part of the policy council. And I like how things were organized.

Family Development Team Staff Self Appraisal 2025

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

- ❖ My favorite parts about this job is the families I get to work with, and having an impact on their lives as well as my own. I also like the flexibility as well.
- ❖ Working with some families.
- ❖ The people I work with, the flexibility, working from home, educating and helping families.
- ❖ Interactions with children.
- ❖ Working with the kids their parents (seeing growth), and the awesome staff here.
- ❖ Working with the staff and trying to help strengthen families.
- ❖ Helping people, flexible hours.
- ❖ I love the interactions with my co-workers.
- ❖ It's flexible and the time off is unmatched.
- ❖ Help the families.
- ❖ I love the people that I work with and I love doing something that I feel like is making a difference in people's lives.
- ❖ The parts of my job that I like the best are the opportunity to help and create opportunities for families and the flexibility.

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

- ❖ I think recruitment and the amount of families per caseload is what I like least. I feel that if we had less families per caseload, we would be able to give more quality work to each family.
- ❖ Filing out contact logs.
- ❖ Performance Standards, the workload.
- ❖ Parents who won't try to change an unworking situation.
- ❖ Parents not wanting to engage with what I am sharing with them.
- ❖ Seeing and reading the struggles of families and staff.
- ❖ Documenting, feeling helpless when meeting with people in crisis and there are no resources to help them, doing drop-by's at people's homes when they don't want to speak to me.
- ❖ I dislike when families make it difficult to interact with them.
- ❖ Difficult parents.
- ❖ Documenting.
- ❖ Our job security right now has made me nervous.
- ❖ What I like the least is the limited resources for undocumented clients and also the many extra little things that are added to our work load, that even though they may be simple, they take our time and focus from our main assignments.

What strengths do I have that my job requires?

- ❖ Communication, responsibility, kindness, adaptability, and patience.
- ❖ Friendliness, organization.
- ❖ Assertive, education, empathy.
- ❖ Patience.
- ❖ Empathy, team player, outgoing.
- ❖ Appreciation of people and lots of life experiences, along with a Social Work degree that helps with knowledge about people.
- ❖ Tenacity, a driver's license, computer skills.
- ❖ I feel that I carry a lot of empathy for those families I work with. People skills, organization.
- ❖ Empathy, able to relate to parents being a parent myself. Ability to talk to people and have difficult conversations.
- ❖ I'm very committed to help the families.
- ❖ My willingness to learn and work hard is beneficial to my job.
- ❖ I believe I bring professionalism, knowledge, experience, empathy and social works skills.

What have I done for my own professional development lately?

- ❖ I have graduated with my degree! I also challenge myself to continue to learn and read about new things within our area of work.
- ❖ Listen to podcasts.
- ❖ Find ways to better educate myself on things that can help my families.
- ❖ ECLKC Training.

- ❖ Nothing specifically, lately.
- ❖ ECLKC training, BRMH trainings, Conscious Discipline reading.
- ❖ Looked at ECLKC online training, looked up new resources, online trainings.
- ❖ Participated in team training.
- ❖ Parenting Podcasts, Head Start website trainings.
- ❖ Conscious Discipline.
- ❖ I have been utilizing the IPD which is awesome and great in helping with professional development.
- ❖ I am constantly searching and seeking resources and opportunities. I attend relevant webinars.

Strengths I bring to my team are?

- ❖ Positivity, Communication, Punctual, Leaderships, and being Friendly.
- ❖ Sense of humor.
- ❖ Encouragement, working together, sharing resources.
- ❖ Knowledge, humor.
- ❖ Team Player, outgoing, friendly, helpful.
- ❖ Life experience.
- ❖ Tenacity, a driver's license, computer skills, affable personality, winsome smile, and urbane manner.
- ❖ Fun, compassion, people skills, organization.
- ❖ Perspective of a parent of young kids right now.
- ❖ I try to be helpful and share experiences with the families.
- ❖ I feel like my experience and organizational skills are helpful for my team.
- ❖ I believe I am a team player, I try to share any new resources and offer my experience and skills when needed.

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

- ❖ Reach out more to others, and offer them help if needed. I can also try harder to do recruitments with them as well.
- ❖ Check in on them from time to time.
- ❖ Be better at time management.
- ❖ Be better with technology.
- ❖ Not sure, I try to do everything I can to help others.
- ❖ Have even better computer skills.
- ❖ Curb my ADD tendencies somehow.
- ❖ Manage my time better.
- ❖ There's probably something, but I'm about at capacity.
- ❖ Communicate more.
- ❖ Socialize more and get to know more of the new hires.
- ❖ Interact more with my co-workers and learn about their struggles and needs.

Some of my major accomplishments this year?

- ❖ Graduated, Got engaged, Grief and Share, and just trying my best every day.
- ❖ No specific accomplishments come to mind.
- ❖ Understanding the job better from experience, being more efficient with documenting.
- ❖ Family of several years now is financially secure. Both parents have good jobs they love.
- ❖ Focusing on the quality of my visits, documenting and follow up.
- ❖ Tracking better and following up more often when needed.
- ❖ Getting people to talk to me who were ghosting me, helping coworkers with computer problems and writing errors.
- ❖ Completing most of my medical and dental.
- ❖ Got all my visits done on time. Made it to the end.
- ❖ I have been going to the gym at least 3 times a week.
- ❖ I helped come up with a way to track mental health and worked with CP to create a report to use.
- ❖ Improve my documentation time, get familiar with CP Online and Pandadoc.

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

- ❖ The only thing I can think of is minimizing caseloads a little bit, but I do understand the need for our program. I will continue to give the best quality work I can give.
- ❖ I enjoy having snacks at trainings! Especially fruit/veggie trays.
- ❖ Enforcing families to meet with us or be dropped from the program, enforcing medical/dental requirements, payments to help our cars functions like oil changes and maintenance. Because we use our personal

vehicles a lot! Hiring another part time advocate so that our caseloads aren't so massive and more manageable.

- ❖ Less caseload.
- ❖ Not sure, I feel like my supervisor supports me well. More training/knowledge is always helpful.
- ❖ More funding from the Feds which isn't going to happen.
- ❖ I can't think of anything.
- ❖ Smaller caseloads.
- ❖ I think I'm good.
- ❖ I think the supervisors are really helpful, and I think they have a really good system, and that helps us do a good job.
- ❖ A raise would be beneficial to our jobs. I know with the budgets that is not possible right now but with the cost of living being so high in the long term a pay increase would be helpful.
- ❖ Maybe a little more consistency with positive changes. Follow same protocol and offer same resources to all families.

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

- ❖ My supervisor already helps me with a lot with my job, and honestly I could not ask for a better supervisor/leader. She is amazing!
- ❖ No particular suggestions here.
- ❖ Nothing, she is great.
- ❖ Supervisor does a great job.
- ❖ Not sure, I feel like my supervisor supports me well. More training/knowledge is always helpful.
- ❖ I really can't think of any she does a great job.
- ❖ Continuing to rock on.
- ❖ My supervisor is amazing. I can't think of anything.
- ❖ Nothing here really.
- ❖ My supervisor is great, and she always answers my questions.
- ❖ My supervisor recently helped plan a training and has helped out to alleviate workloads and that has been very helpful.
- ❖ By continuing to do what she does, giving me small achievable goals. Helping me come up with plans when needed. I love that she corrects me in the things I need to improve with respect and never disregards my positive accomplishments.

I would like more training in these areas?

- ❖ Medicaid
- ❖ Review/refresh on available resources in the community.
- ❖ Car seats, pregnancy/EHS support, crisis/emergency help.
- ❖ Canva flier making.
- ❖ Conscious Discipline, helping others, mental health, anything really.
- ❖ Mental Health.
- ❖ I can't think of anything at the moment.
- ❖ Practicing Home Visits.
- ❖ I think that having presenters from community resources is super helpful. I think there are so many resources out there, but I don't always know how to utilize them.
- ❖ PIR.
- ❖ I would like more training from Bear River Mental Health in helping our team with their own mental health.
- ❖ Child Plus Mobile.

Family Development Outcomes Training

June 2025

End-of-Year Family Outcomes Report

This report summarizes the outcomes and progress of BRHS families enrolled during the 2024–2025 program year.

Goals & Objectives:

- Family Well-Being: Support families in setting and achieving individualized family goals.
- Strengthen Parent-Child Relationships: Promote positive interactions and developmentally appropriate practices.
- Increase Family Engagement: Encourage parents/guardians to actively participate in their child’s education and the BRHS program.
- Promote School Readiness: Support consistent attendance and participation in Home-Based (HB) and Center-Based (CB) programs to prepare children for Kindergarten.
- Positive Child & Family Outcomes: Foster family progress through collaborative goal-setting and support.



Performance Standard 1302.52 – Family Partnership Services

Programs must implement a family partnership process to support family well-being, child learning, development, and services for children with disabilities. It also fosters parental confidence and skills in early learning.

- (a) Family Partnership Process
 - Support family well-being (safety, health, economic stability)
 - Support child learning and development
 - Provide services for children with disabilities (if applicable)
 - Foster parental confidence and early learning skills
- (b) Identification of Family Strengths and Needs
 - Family well-being
 - Parent-child relationships
 - Families as educators and learners
 - Engagement in transitions
 - Community connections
 - Advocacy and leadership
- (c) Individualized Family Partnership Services
 - Collaborate with families on individualized goals
 - Help families achieve those goals
 - Review and revise goals regularly
 - Assign resources based on urgency and intensity of needs
- (d) Consideration of Existing Plans
 - Coordinate with other agencies and resources to avoid duplication and align services

What Are Outcomes?

The Parent, Family, and Community Engagement (PFCE) Framework aligns with Head Start Performance Standards to ensure meaningful engagement that supports strong, positive outcomes for children, families, and staff.

How We Gather Family Outcomes

Family outcomes data is collected from three assessments: Beginning of Year, Mid-Year, and End of Year. These assessments provide a baseline and track family progress throughout the year using ChildPlus.

Why It Matters

- Impact Measurement: Shows the effectiveness of BRHS's partnerships with families.
- Visual Indicators: Green triangles = Strengths or improvement; Red triangles = Areas needing support.
- Data-Driven Decision Making: Set goals, evaluate services, and tailor support.

How We Use ChildPlus Data

ChildPlus helps visualize family progress and goal achievement. It provides customizable reports including: Assessment Completion Status, Family Profile Report, and Family Outcome Analysis Report.

PFCE Outcomes & Key Indicators

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

2024–2025 Family Outcome Highlights

BRHS families showed progress in all seven PFCE outcome areas. Top areas of improvement include:

- Health
- School Readiness
- Transitions

Bear River - PHS, EHS

4240 - Family Outcomes - Analysis

Program Term: Early Head Start 2024-2025, Head Start 2024-2025, Enrollment Status: Enrolled

Location	Families	Assessment	Housing	Safety	Health	Mental Health/Substance	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/Parent	Family Education at Home	School Readiness	Promoting Primary Language	Education, Training, and Literacy	Volunteering	Transitions	Families and Communities	Leadership and Advocacy	TOTAL
Bear River - PHS, EHS	390	1	3.3	4	3	3.4	3.7	3	3.2	3.3	3.4	3.4	3.3	3	4.8	3.3	2.7	3	3.3	2.9	59.9
	383	2	3.4	4	3.4	3.5	3.7	3.1	3.2	3.4	3.5	3.5	3.5	3.4	4.7	3.3	2.8	3.3	3.4	3	62.1
	334	3	3.5	4.2	3.8	3.5	3.8	3.2	3.3	3.4	3.6	3.7	3.7	3.9	4.8	3.4	2.8	3.9	3.5	3	65.1
	383	+/-	▲ 0.2	▲ 0.2	▲ 0.7	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.3	▲ 0.3	▲ 0.8	▲ 0	▲ 0.1	▲ 0.1	▲ 0.9	▲ 0.1	▲ 0.1	▲ 0.1
Report Average																					
Families w/ complete assessments:	390	1	3.3	4	3	3.4	3.7	3	3.2	3.3	3.4	3.4	3.3	3	4.8	3.3	2.7	3	3.3	2.9	59.9
	383	2	3.4	4	3.4	3.5	3.7	3.1	3.2	3.4	3.5	3.5	3.5	3.4	4.7	3.3	2.8	3.3	3.4	3	62.1
	334	3	3.5	4.2	3.8	3.5	3.8	3.2	3.3	3.4	3.6	3.7	3.7	3.9	4.8	3.4	2.8	3.9	3.5	3	65.1
	383	+/-	▲ 0.2	▲ 0.2	▲ 0.7	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.3	▲ 0.3	▲ 0.8	▲ 0	▲ 0.1	▲ 0.1	▲ 0.9	▲ 0.1	▲ 0.1	▲ 0.1

Scoring Legend: 5.0 - Thriving • 4.0 - Self-Sufficient • 3.0 - Making Progress • 2.0 - Needs Assistance • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

Family Development Team Training Calendar 2025-2026

Dates	Topics
August 7, 2025	Review of Child plus documentation, family goals, outcomes, 30 day dental, teacher/educator expectation, first visit format, Community Resource: Empower Therapy Services Presentation
August 21, 2025	Policy Council, Parent Engagement, Parent Meetings, In-Kind, Resources
September 4, 2025	Outcomes, Inclusivity Training, Medical and Dental Homes, How to Share Conscious Discipline with Families
September 18, 2025	Panda, Canva, Google Drive, Tricks and Tips, Time Management
October 2, 2025	PIR Review: What is PIR, Why Do We Need It, How To Do It
October 16, 2025	Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items, Team Building
November 6, 2025	Pregnant Moms and Postpartum, Goal setting
November 20, 2025	Community Resources
December 2025	EAP Training and Resources
January 8, 2026	Individualized Training & Professional Development, Team Building, Community Resources, Mental Health, Parent Engagement, Calendar Items.
January 22, 2026	Review Expectations: Documentation and Services
February 5, 2026	Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items
February 19, 2026	Conscious Discipline
March 5, 2026	Medical and Dental Review, Importance of Medical and Dental, How to Have Conversations with Families, Individual Professional Development (IPD), Leadership
March 19, 2026	Community Agencies and Resources, Trauma Aces Training
April 16, 2026	Individualized Training, Professional Development, Team Building, and Child Plus
May 1, 2026	Expectations to close out the year: End of Year Outcomes, PIR, Goals, Medical and Dental
May 15, 2026	Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items, Team Building
June 5, 2026	Recruiting, Summer Expectations, ERSEA Training
June 19, 2026	Pre-Service
July 9, 2026	Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items, Team Building
July 30, 2026	LMS and Prevent Child Abuse Training

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

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

- 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 2026-2027

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	2026-2027 Fiscal year	3,000.00
Family	Family Development Credential training as needed.	As needed staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2026-2027 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 -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.	2026-2027 Fiscal year	No cost

Training and Technical Assistance Plan
FY 2026-2027

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	2025-2026 Fiscal year 2026-2027 Fiscal year	3,000.00
Family	Family Development Credential training as needed.	As needed staff will complete the FDC class and take an exam for a Family Development Certification.	Family Development Certification.	Family Services Staff	2026-2027 Fiscal year	300.00
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 -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.	2026-2027 Fiscal year	No cost



Health & Wellness



Head Start and
Early Head Start
programs invest in
your child's health
and wellness.

Program Improvement & Self-Assessment Report 2025

Prepared by: Kristie Curtis
Bear River Head Start Family Services Coordinator

Bear River Head Start
Health & Wellness Program Improvement & Self-Assessment
2025

Prepared by: Kristie Curtis
Family Services Coordinator

Overview

The Health & Wellness Team is responsible for overseeing the health and wellness of all children and pregnant women enrolled in the Bear River Head Start (BRHS) program. The team operates in accordance with:

- Centers for Disease Control and Prevention (CDC) guidelines
- Idaho and Utah Local Health Department standards
- Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) requirements
- State Licensing regulations
- Child and Adult Care Food Program (CACFP) standards
- Head Start Health Services Advisory Council (HSAC) recommendations
- Head Start Performance Standards, program policies, and procedures

The team partners with parents and guardians to establish and maintain continuous health care for enrolled children. This includes:

- Educating families on the importance of having a medical and dental home
- Supporting families in obtaining and maintaining health insurance
- Assisting families in keeping children up-to-date with EPSDT guidelines

The Health & Wellness Team works closely with the Family Development and ERSEA teams. Together, these three teams make up the Family Services Team, which has strengthened cross-team communication, improved program oversight, and ensured adherence to policies and procedures.

The Health & Wellness Program Improvement & Self-Assessment Report compiles data from multiple sources, including:

- PIR (Program Information Report)
- Parent Surveys
- Staff Surveys
- Weekly Management Meetings
- Child Plus (data management system)
- Reports and tracking tools
- Team meetings and trainings

This data identifies strengths, determines areas for improvement, and informs program planning.

The Health & Wellness Program Improvement & Self-Assessment includes:

- Short-Term Goals
- Self-Assessment & Program Improvement Plan
- Parent Survey Results
- Staff Survey Results
- Health & Wellness Team Training Calendar
- Training & Technical Assistance Plan (T&TA)

Through continuous evaluation, targeted training, and strong community partnerships, the Health & Wellness Team is committed to maintaining high standards of health and wellness for all BRHS children and families.

I. Self-Assessment/Program Improvement

Issue	Action Steps	Timeline	Person Responsible
Minimize duplication of tracking systems.	<ul style="list-style-type: none"> -Conduct trainings to improve Health Tracking systems using our Child Plus Database. -Input all new and updated data in a timely manner to maintain accurate live data. -Facilitate ongoing cross-team communication meetings to ensure data consistency. 	<ul style="list-style-type: none"> -Upon Enrollment; monthly review; ongoing updates 	<ul style="list-style-type: none"> Health & Wellness Manager Health Specialist
Ensure Health & Wellness staff and Family Development staff provide quality services and meet the 30/45/90 days compliance for ongoing and follow-up care.	<ul style="list-style-type: none"> -Maintain ongoing communication between the Health & Wellness Team and the Family Development Team to review upcoming due dates for each child and pregnant mother. -Provide training to staff on trauma-informed care and supporting Dual Language Learners in accessing health services. -Conduct monthly health status review meetings between Family Development Managers and the Health & Wellness Manager. -Use the Child Plus reports to monitor compliance percentages and address gaps immediately. 	<ul style="list-style-type: none"> -Upon Enrollment (30/45/90 days) -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Manager Health Specialist 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"> -Provide staff training. -Promote cross communication. -Enhance data tracking. -Stay current and up-to-date on CACFP. -Follow child nutrition service requirements (USDA). -Adhere to allowable costs and purchasing procedures. -Display posters in classrooms/centers. -Use approved menus. 	<ul style="list-style-type: none"> -Pre-service -Ongoing 	<ul style="list-style-type: none"> Health & Wellness Manager 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, and families. -Provide safety trainings: Facilities, 1st Aid, -Safety trainings: 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 Manager Health Specialist CACFP Specialist CACFP Assistant All Staff

I. Short-Term Goals 2025-2026

Goal	Implementation	Outcome	Measures	Documentation
<p>Improve data collection and tracking systems.</p>	<ul style="list-style-type: none"> -Conduct trainings on Child Plus data entry and reporting. -Ensure timely data input so live data reflects current health status for children. -Enhance cross- communication between program staff and teams. 	<ul style="list-style-type: none"> -Accurate, up-to-date child and family records accessible to all relevant staff. -Use Child Plus as the main tracking system. -Continue working 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. 	<ul style="list-style-type: none"> -Child Plus -Data Reports -Performance Panel -Meetings
<p>Ensure quality services and compliance with 30/45/90 health and wellness timelines.</p>	<ul style="list-style-type: none"> -Maintain ongoing communication between the Health & Wellness and Family Development teams. -Support families in meeting health requirements and understanding overall wellness. -Assist Dual Language Learners in accessing services and health education. -Ensure staff are Trauma-Informed. -Enhance access to healthcare, nutrition, and social-emotional supports. -Hold ongoing health status meetings between Family Development Managers and Health & Wellness Manager. -Use Child Plus for tracking and monitoring. 	<ul style="list-style-type: none"> -Children will be up-to-date with health requirements. -Reduction in absenteeism. -Enhanced learning experience. -Parents/Guardians educated on the importance of child health and wellness. -Prevention of illness. -Community Collaborations. -Support for Dual Language Learners. -Staff and families will be Trauma-Informed. -Improved child and family health and well-being. 	<ul style="list-style-type: none"> -100% compliance with 30/45/90-day requirements. -Health meetings information is documented and stored in Child Plus. 	<ul style="list-style-type: none"> -Child Plus -Health Info Status Reports -Performance Panel -Child Health History -Authorization for Release of Information -Medical Information Forms -Documentation -Screening Results -Health Plans -Meetings -Family Goals
<p>Continue compliance with Child and Adult Care Food Program (CACFP) and improve tracking/communication.</p>	<ul style="list-style-type: none"> -Provide staff training on CACFP guidelines and allowable costs. -Promote cross-communication between CACFP staff and teams. -Enhance data tracking in CACFP system. -Follow USDA nutrition requirements and approved menus. Display required posters in classrooms/centers. 	<ul style="list-style-type: none"> -Staff will be trained to follow and meet all CACFP requirements. -Full CACFP compliance with accurate documentation. -Improved tracking systems. -Improved team communication. 	<ul style="list-style-type: none"> -100% CACFP monitoring reviews with no findings. -Training attendance logs and participation. 	<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 -LMS
<p>Maintain and improve safety practices.</p>	<ul style="list-style-type: none"> -Meet state licensing and Head Start Performance Standards. -Follow <i>Caring for Our Children Basics</i>. -Provide regular safety trainings (First Aid, CPR, emergency response, health plans, fire prevention, and 72-hour kits). -Ensure safety policies are followed by all staff, children, and families. 	<ul style="list-style-type: none"> -Child, Family, and Staff wellness. -Child, family, and staff safety. -Safe and compliant environments across all centers and classrooms. 	<ul style="list-style-type: none"> -Compliance in licensing and safety audits. -Staff certified in First Aid/CPR. 	<ul style="list-style-type: none"> -Child Plus -Heights & Weights -CPR/1st Aid Certification -Safety documentation -Exclusion Policy -Infection Control Policy -Immunization Policy -Emergency Plan -Posters for classrooms

HEALTH 2024-2025

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?	38	0
2. My child has had Well Child Exam(s)?	37	0
3. My child has had Dental Exam(s)?	34	4
4. My child's Immunizations are complete/update to date or have an exemption?	37	0
5. My child had a Hearing screening completed by a Doctor or Head Start staff?	36	2
6. Were the Hearing Test results explained to me?	36	2
7. If further testing was needed, was I informed in a timely manner?	20	1
8. My child had a Vision Test completed by a Doctor or Head Start staff?	35	3
9. Were the Vision results explained to me?	34	4
10. If further testing was needed, was I informed in a timely manner?	16	2
11. Do you feel you received adequate health education information on various topics that you desired to know about?	37	1
12. I had the opportunity to learn and receive information on nutrition?	37	0
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?	38	0
14. I was able to receive help with any questions or concerns I had regarding my child's nutrition?	37	1
15. I had the opportunity to learn and receive information on dental health and hygiene for my family?	36	1
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?	33	4
2. If you did receive services were you able to see a provider in a timely manner?	9	2
Please provide any comments or suggestions for improving mental health services in Head Start:		

Comments:

I think you are doing a great job. I have no suggestions at this time.

Thank you for all that you do! You are providing our family with some much needed support.

It could be helpful with doctors because there are people who don't have insurance and we have to pay for the children's check-ups.

Health & Wellness Team Staff Self Appraisal
2025

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

- ❖ Playing a proactive role in screenings, immunizations, and health education, which feels meaningful because it helps catch issues early.
- ❖ Working collaboratively with all staff and family that are involved in the care of children within the Head Start programs.
- ❖ Working with my team. Helping families become educated on Medical/Dental health.
- ❖ I enjoy working with my team and the kids in the classroom when we get to do hearing and vision, varnish, and lead clinics.
- ❖ I love working with the kids! Lead clinics and hearing/vision screenings are so fun because I can work with them one on one.
- ❖ Working with the children, having a part of helping children, paid holidays and breaks.
- ❖ Our Health Team.

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

- ❖ Families not returning calls or paperwork.
- ❖ Families resisting recommendations for follow-up care or treatment.
- ❖ Families mistrusting the system due to past negative experiences.
- ❖ Communication between different departments. If staff is not in the same department, it can be daunting reaching out unless the supervisor is included in all levels of communication.
- ❖ Managing-working to become better.
- ❖ Working with the doctor's offices.
- ❖ Being in my office by myself most days is not my favorite. I'd much rather have more face-to-face interaction.
- ❖ Paperwork, not being with the children as much.
- ❖ Sometimes deadlines make it hard to participate in team activities.

What strengths do I have that my job requires?

- ❖ Strong communication skills.
- ❖ Organization and attention to detail.
- ❖ Problem solving ability.
- ❖ Patience and persistence.
- ❖ Work well with my team.
- ❖ Ability to work together as a team along with performing independently.
- ❖ Positive attitude/dental knowledge/good listener.
- ❖ Clear communication, self-starter, organized.
- ❖ Friendly, Creative, Problem Solving, Organization.
- ❖ Management skills, keeping busy on my own, completing tasks, and working with a team.
- ❖ Multitasking, attention to detail, organized.

What have I done for my own professional development lately?

- ❖ Mental health training, webinars related to hearing, professional development education.
- ❖ Improving Work, Life, Balance.
- ❖ CPR/First Aid Instructor certified/webinars.
- ❖ Listened to a podcast about clear communication.
- ❖ Lots of research/webinars about lead poisoning, CPR Instructor certification.
- ❖ Taking trainings, finishing schooling.
- ❖ Lots of Trainings.

Strengths I bring to my team are?

- ❖ Reliability and follow through.
- ❖ Collaborative spirit.
- ❖ Communication skills.
- ❖ Problem solving mindset.
- ❖ Assisting and helping other teams in various areas that can be outside of my own work duties/task.
- ❖ Positive attitude/willing to step up and assist when needed.
- ❖ Willing to help, flexible, able to take feedback.
- ❖ I love collaboration and am willing to step in and help out where I'm needed. I like working together to come up with solutions to our problems.
- ❖ Kindness, listening, working on building up the team, working hard and making sure task are completed.
- ❖ Bilingual.

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

- ❖ Offer more support during stressful times by encouraging others, lending a hand, or simply listen when co-workers feel overwhelmed.
- ❖ Provide more educational resources to staff and parents on certain programs that Head Start requires or participates in such as spreading awareness on health safety (lead, wellness child exams, hearing, vision, etc.).
- ❖ Have more confidence.
- ❖ Ensure I am doing everything I can to help people if they need it.
- ❖ Constantly look for more ways to be more effective and improve methods.
- ❖ Double check my work before completing it.
- ❖ Have more time.

Some of my major accomplishments this year?

- ❖ N/A.
- ❖ Stepping up and helping the team in areas that are needed most.
- ❖ Continued to improve my knowledge of HS performance standards and BRHS policies and procedures.
- ❖ Organizing/executing dental varnish.
- ❖ Sending out the newsletters, getting my CPR Instructor certification, keeping up on deadlines and documentation.
- ❖ Helping with end of year reports.
- ❖ Lots of Trainings.

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

- ❖ Continual support on the flexibility to work from home.
- ❖ Creating flyers and resources that Head Start can pass on to family and staff towards education on health care needs.
- ❖ Need more time, always feel like I am behind.
- ❖ Better faxing software.
- ❖ I'd love for the health team and the advocates to have a little more interaction. Having a relationship with them would make it easier to best help the kids meet all their requirements. The health information tab is nice, but I'd love to talk with them every once in a while about specific needs.
- ❖ The staff I work with have a checklist of their job duties, and things that need to be completed.
- ❖ A co-team staff that will stay in the position.

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

- ❖ I appreciate the opportunity and having the flexibility to work from home occasionally. It is a huge benefit, especially when I have to juggle different family schedules. It allows me to manage my time more effectively and reduce stress.
- ❖ My supervisor is great and is always helpful. She takes the time to listen and understand what is needed and how to enhance the work and staff environment.
- ❖ She does a great job. I appreciate her leading by example and giving advice.
- ❖ Continuing to give feedback.
- ❖ She is seriously the best supervisor I've ever had! She is very easy to reach (even if she isn't in the office), and is very approachable and willing to help out however she can.
- ❖ They do pretty well on checking in and making sure I understand everything.
- ❖ Even out work and time with team staff.

I would like more training in these areas?

- ❖ I have enjoyed the mental health trainings to keep me focused and avoid burn-out. I also like some of the field trips to see what our community has to offer. Any health trainings are always valuable too.
- ❖ Effective ways on how to involve parents to positively interact with children on the importance of every child's health care needs. How to approach parents and best practices.
- ❖ How to become a more effective manager.
- ❖ CPR.
- ❖ Deeper understanding of the "why" behind CPR methods.
- ❖ Family style meals, communication skills.
- ❖ CACFP.

Health & Wellness Services Training Schedule 2025-2026

Date	Topics
July 2025	In-service packet, LMS pre-service training, 30/45/90 day deadline training. CACFP training for staff. Recruitment Training w/ ERSEA, H&W training for staff.
August 2025	How to Build Rapport/Connections, Child Health Status and Care, 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, Individualized Training & Professional Development, IPD, Team Building, Fire Prevention & Fire Extinguisher Training
September 2025	Mental Health training, Parent Engagement, Calendar items, Health & Safety, Policies & Procedures, Performance Standards, Child Plus Training, Individualized Training & Professional Development, IPD, and Team Building.
October 2025	Car Seats, Safety, Oral Health, EPSDT, Well Child Exams, Vision, Hearing, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
November 2025	Nutrition Services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness, HSAC, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
December 2025	Collaboration and Communication with parents, Health, Mental Health, Well-being, Child's Health and Well-being, Social and Emotional Wellness, Mental Health Needs and Developmental concerns, Follow-up, Tracking and Documentation, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
January 2026	Safety practices, emergencies, and rapid response, cross-communication, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
February 2026	Ensuring Up-To-Date Child Health Status, Follow Lines of Communication, PIR, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
March 2026	Oral Health Practices, Pregnant Women, Classroom Safety, Facilities, CACFP, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
April 2026	Child Plus, Documentation, Follow-up, Professionalism, Team Building, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
May 2026	Supports for Mental Health & Well-Being, EAP, Mental Health Consultant, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
June 2026	Recruitment Events, ERSEA, Preventive health care, emergency first aid, environmental hazards, health and safety practices, medical and dental homes, insurance, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.
July-August 2026	PIR, Recruitment, Individualized Training & Professional Development, IPD, Policies & Procedures, Performance Standards.

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

Training and Technical Assistance Plan
FY 2026-2027

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	2026-2027 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	2026-2027 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	2026-2027 Fiscal year	2,000.00
Health	Health training on best practices.	-Child Safety -Car Seat 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	2026-2027 Fiscal year	4,500.00
Health	CACFP Training	Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2026-2027 Fiscal year	1,500.00

Training and Technical Assistance Plan
FY 2026-2027

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	2026-2027 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	2026-2027 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	2026-2027 Fiscal year	No Cost
Health	Health training on best practices.	-Child Safety -Car Seat 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	2026-2027 Fiscal year	600.00
Health	CACFP Training	-Build knowledge base on current Utah & Idaho CACFP requirements.	Implement and follow CACFP requirements.	Health Team	2026-2027 Fiscal year	No Cost



ERSEA



Program Improvement & Self-Assessment Report

August 2025

Prepared By Kristie Curtis

Family Services Coordinator

Bear River Head Start
ERSEA Program Improvement & Self-Assessment Overview
2025

Prepared By: Kristie Curtis
Bear River Head Start Family Services Coordinator

Overview

The ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) Program Improvement & Self-Assessment Report compiles data from multiple sources, including the Community Assessment, PIR (Program Information Report), team meetings, staff self-appraisals, the ChildPlus data system, reports, trainings, and day-to-day program operations. This information is used to identify strengths and areas for improvement within the ERSEA program.

Strengths

- **Collaborative Team Approach:** The ERSEA team works closely with and trains other program teams on ERSEA procedures, enhancing overall program cohesion.
 - **Waitlist Management:** Active identification and maintenance of waitlists in all service areas.
 - **Enrollment Efficiency:** Vacant spots are consistently filled within the 30-day deadline, ensuring compliance with full enrollment requirements.
 - **Cross-Communication:** Ongoing communication with staff regarding recruitment, enrollment, and waitlist updates.
 - **Staff Engagement:** ERSEA team leads enrollment and recruitment meetings and provides a weekly report to keep staff informed.
-

Continuation of Goals & Improvement Plan

1. Increase Communication

Objective: Strengthen communication between the ERSEA team and program staff to ensure that applications and required documentation for acceptance are received promptly, supporting compliance with funded enrollment and maintaining an active waitlist.

Outcome Measures:

- Timely correspondence and email responses.
 - Prompt processing of applications and documentation.
 - Sustained full enrollment and active waitlists.
Documentation: Applications, emails, enrollment records, ChildPlus data.
-

2. Increase Knowledge Base

Objective: Expand staff understanding of Performance Standards, specifically eligibility for children in foster/kinship care, homelessness, and other risk factors.

Outcome Measures:

- Greater staff confidence in determining eligibility.
- Consistent application of eligibility criteria across the program.

Documentation: Training records, ERSEA documentation, eligibility verification records.

3. Improve Data Accuracy

Objective: Ensure ERSEA staff correctly verify, input, scan, and upload applications and documentation into ChildPlus to maintain accuracy, while continuing progress toward a paperless system.

Outcome Measures:

- Accurate and up-to-date data in ChildPlus.
- Reduced errors in data entry and document uploads.

Documentation: ChildPlus data audits, accuracy reports, training records.

4. Strengthen Recruiting Efforts

Objective: Engage all BRHS staff in identifying and recruiting eligible children and families in all service areas, while building and maintaining community partnerships.

Outcome Measures:

- Increased number of recruitment activities.
- Stronger community connections and partnerships.

Documentation: Recruitment event logs, MOUs with community partners, ChildPlus documentation.

5. Support Dual Language Learners

Objective: Provide written materials in multiple languages to better serve Dual Language Learners and their families.

Outcome Measures:

- Improved accessibility and communication with families whose primary language is not English.
- Positive feedback from staff and families.

Documentation: Translated materials, family engagement notes, feedback forms.

Commitment to Continuous Improvement

By using data from the PIR, self-appraisals, and team meetings, the ERSEA team remains committed to achieving these goals and sustaining high-quality services. These efforts ensure Bear River Head Start continues to meet community needs while upholding the mission of supporting children and families for long-term success.

I. Self-Assessment / Program Improvement

Objective	Action Steps	Timeline	Person(s) Responsible
<p>Increase communication between ERSEA team and Bear River Head Start staff to ensure that complete applications and required documentation for acceptance are received in a timely manner, supporting compliance with funded enrollment and maintaining an active waitlist.</p>	<ul style="list-style-type: none"> - Provide training to all program staff. - Develop and share PowerPoint/training materials for individual team meetings. - Gather and accept feedback on strategies for maintaining ERSEA compliance. - Provide updates on enrollment and waitlists. - Establish organized recruitment areas specific to the service area. 	<p>Preservice Training Annually Ongoing</p>	<p>ERSEA Manager ERSEA Staff Coordinators Managers All Staff</p>
<p>Increase program staff's knowledge of ERSEA Performance Standards, specifically eligibility for 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 documentation. - Train on Performance Standards and McKinney-Vento. - Train staff on strategies for treating families with dignity and respect. - Establish MOUs with local school districts to serve the most vulnerable children. 	<p>Preservice Annually Ongoing</p>	<p>ERSEA Manager ERSEA Staff FS Coordinator All Staff</p>
<p>Ensure ERSEA staff correctly verify, input, and scan applications and documents into ChildPlus to maintain accurate records.</p>	<ul style="list-style-type: none"> - Participate in specialized ChildPlus training specific to enrollment. - Provide training on verifying applications. - Set clear expectations for ERSEA through regular contact and team meetings. - Conduct ongoing internal auditing of ERSEA files and ChildPlus data. 	<p>Ongoing</p>	<p>ERSEA Manager ERSEA Staff</p>
<p>Foster and build relationships with community partners for effective recruitment.</p>	<ul style="list-style-type: none"> - Maintain communication with partnerships and MOUs. - Develop new MOUs and partnerships within the community/service area. - Develop MOUs and partnerships to aid recruitment within the program. - Use technology to complete, sign, and download applications. - Develop effective recruitment strategies year-round. - Monitor community data to locate and recruit families with the greatest need. 	<p>Ongoing</p>	<p>ERSEA Manager ERSEA Team FS Coordinator All Staff</p>
<p>Support Dual Language Learners by offering written material in various languages.</p>	<ul style="list-style-type: none"> - Identify languages spoken by enrolled children. - Maintain relationships with community agencies. 	<p>Ongoing</p>	<p>ERSEA Manager ERSEA Team All Staff</p>

II. Short-term Goals 2025-2026

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 required documents. - Organize recruitment areas and expectations. - Train new employees, Policy Council, and Board on ERSEA policies. 	<ul style="list-style-type: none"> - Staff will be more knowledgeable about required documents. - Higher number of applications submitted with fewer returned for corrections. - Staff will take ownership in recruitment efforts. 	<ul style="list-style-type: none"> - Complete applications submitted. - Effective recruitment strategies established. 	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"> - Train staff on McKinney-Vento Act. - Train on Homeless, Foster, TANF/SSI/SNAP applications. - Ensure respectful treatment of families. - Collaborate with community organizations. 	<ul style="list-style-type: none"> - Staff will have greater knowledge of serving high-risk families. - More high-need families recruited. - Families receive high-quality services. 	<ul style="list-style-type: none"> - Increase in enrollment of eligible, high-need children. - More families gain access to services. - Collaboration agreements established. 	PIR reports, enrollment report, training documentation, MOUs, community assessment.
Continue accurate verification and data entry of applications	<ul style="list-style-type: none"> - Set clear expectations for ERSEA staff. - Internal auditing. - Continued training on ChildPlus and eligibility. 	<ul style="list-style-type: none"> - Increased efficiency in data entry. - More accuracy in PIR completion. - Internal monitoring finds 100% accuracy in verified applications. 	<ul style="list-style-type: none"> - PIR data accuracy. - No verification errors. - Paperless processing in ChildPlus. 	ChildPlus documentation and 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 MOUs and partnerships	<ul style="list-style-type: none"> - Establish partnerships with community agencies. - Train staff on using technology for outreach. - Recruit via social media, radio, and word-of-mouth. - All BRHS staff assist in recruitment. - Maintain regular communication with MOUs. 	<ul style="list-style-type: none"> - Fully funded enrollment and maintained waitlists. - Technology and resources used to reach families in need. - Stronger community relationships. - New partnerships formed to benefit program and recruitment. 	<ul style="list-style-type: none"> - Application referrals from agencies. - Waitlist maintained. - Collaboration serves highest-need families. 	Reports, recruitment documentation, collaboration agreements, community assessment, MOUs.
Provide enrollment materials in various languages	<ul style="list-style-type: none"> - Translate all required documents in English and Spanish. - Translate into other languages identified via PIR. - Collaborate with language centers. 	<ul style="list-style-type: none"> - Families receive information in their native language. - Demographics reflected in enrollment changes. - Families feel welcomed and included. 	<ul style="list-style-type: none"> - Collaborations established with language centers. - Increase in engagement from non-English-speaking families. 	PIR, community assessment, applications, ChildPlus reports, parent surveys, collaboration records.

ERSEA Team Staff Self Appraisal
2025

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

- ❖ Talking with families and feeling the trust they form with me. Also the days off that we get.
- ❖ Talking with families.
- ❖ The flexibility and support I receive.

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

- ❖ All of the paperwork we have to keep.
- ❖ When parents take months to send documents.
- ❖ Slow seasons in the office.

What strengths do I have that my job requires?

- ❖ I work well under pressure, have new ideas and am a team player.
- ❖ Bilingual.
- ❖ Dependability, initiative, creativity, organization, and adaptability.

What have I done for my own professional development lately?

- ❖ Watched more videos on headstart.org
- ❖ Filing and tracking google sheets.
- ❖ Continue to ask questions and learn more skills.

Strengths I bring to my team are?

- ❖ Team Player.
- ❖ Have ideas to make things easier for us and not harder.
- ❖ I feel I am very understanding.
- ❖ Organization.
- ❖ Dependability is a big strength because my team knows they can count on me to do what I need to and get it done in an appropriate timeframe.

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

- ❖ Communicate somethings better to staff I sometimes forget to tell them things.
- ❖ Ask more questions.
- ❖ Speak up more about a subject if needed to.

Some of my major accomplishments are this year?

- ❖ Changing how transitions work and getting more people involved so it does not fall just on one person. Transitions are a big job.
- ❖ Going to the gym regularly.
- ❖ Personally it would be adapting to a new way of life after major surgery.

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

- ❖ All the paperwork. I wish we could just keep electronically and not have to have files.
- ❖ None that I could think of.
- ❖ Quicker and more effective communication if an issue arises.

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

- ❖ Kristie does great. She is very understanding and helpful.
- ❖ Just communications at all times so that there aren't misinterpretations.
- ❖ Letting me know if I need to improve on anything.

I would like more training in these areas?

- ❖ Grant and scholarship information as well as other income forms that are turned in.
- ❖ Temporary Living.
- ❖ Feeling well about area's I'm currently trained in.

**ERSEA Training Schedule
2025-2026**

Date	Topic
August & September	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Reviews Applications ○ Follows Internal Procedures ○ Follows ERSEA Policies ○ Follows Regulations (Performance Standards, Head Start Act etc.) ○ Trains staff (ongoing) Homelessness, SNAP, Applications etc. ○ In-Service Packets ○ Work plans Training for Board and Policy Council ○ 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	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Maintaining Full Enrollment ○ Waitlist ○ Supporting Attendance ○ Community Assessment ○ Monthly Program Performance Reports to Board and Policy Council
December & January	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Prioritizing Eligibility and Meeting the Greatest Need ○ Monthly Program Performance Reports to Board and Policy Council
January	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Using Social Media ○ Begin Updating Application ○ Monthly Program Performance Reports to Board and Policy Council
February	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Developing Effective Recruitment Services ○ Updated ERSEA Application ○ Staff Health & Wellness ○ 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	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</p> <ul style="list-style-type: none"> ○ Ongoing Enrollment Meetings ○ Online Applications ○ Ongoing Cross-communication and Training Teams on ERSEA ○ Acceptance Letters ○ Verifying Documentation ○ Establishing & Sustaining Community Partnerships ○ Enrollment ○ Ongoing Transition/Transfer/Rollover Meetings ○ Monthly Program Performance Reports to Board and Policy Council
June & July	<p>ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE</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 ○ 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

**The ERSEA team has weekly Individual team meeting's and team trainings.

ERSEA



Training & Technical Assistance Plan

2026-2027

Prepared by: Kristie Curtis
Bear River Head Start Family Services Coordinator

Training and Technical Assistance Plan

PHS 2026-2027

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	ERSEA Specific Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2026-2027 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in ERSEA	Understand requirements relating to all areas of ERSEA. Learn how to effectively and correctly read the HSPS. Adhere to all rules pertaining to ERSEA	ERSEA Staff	2026-2027 Fiscal Year	\$2,000
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2026-2027 Fiscal Year	\$600
ERSEA	ERSEA Training Employee Training	Headstart.gov 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	2026-2027 Fiscal Year	No Cost

Training and Technical Assistance Plan

EHS 2026-2027

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	ERSEA Specific Training	Increase the knowledge and understanding of ERSEA operations to continue meeting federal regulations.	ERSEA Staff	2026-2027 Fiscal Year	\$400
ERSEA	ERSEA Certification Training	Staff to be trained and certified in ERSEA	Understand requirements relating to all areas of ERSEA. Learn how to effectively and correctly read the HSPS. Adhere to all rules pertaining to ERSEA	ERSEA Staff	2026-2027 Fiscal Year	\$2,000
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2026-2027 Fiscal Year	\$600
ERSEA	ERSEA Training Employee Training	Headstart.gov 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	2026-2027 Fiscal Year	No Cost

Fiscal Operations

Fiscal Self-Assessment / Program Improvement 2025-2026

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 from Fiscal Staff, 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 2025-2026 grant year by Fiscal Staff, working with the Executive 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 continue to receive ongoing training and assistance as needs arise.	Implement online fiscal systems and organize staff into duties they will be responsible for in the future. Provide training and technical assistance as needs arise.	Ongoing as needed	Executive Director, Coordinators, Fiscal Staff, Board / Policy Council
Continue using Gusto online payroll system and In-kind Pro, to support fiscal operations.	Continue implementation, 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	Continue to 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.	Continue working with the Fiscal Officer and staff to develop budgets that support services within grant parameters and work with area Coordinators to regularly monitor progress.	Ongoing	Fiscal Officer and Staff, Executive Director, Coordinators, Board / Policy Council

II. Short-term Goals 2025-2026

Goal	Implementation	Outcome	Measures	Documentation
<p>1. Continue support to the fiscal office and staff members, to ensure quality fiscal operations and programming services.</p>	<p>* Ensure fiscal staff continue to receive training and technical assistance, ongoing support and resources from the Fiscal Officer and Executive Director. * 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.</p>	<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 Executive 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.

**Bear River Head Start
Fiscal Admin- T&TA Plan
2025-2026**

Total Program Allocated Budget: \$

Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Enroll Fiscal Office staff in Quick Books training through Bridgerland Technology School	Fiscal staff will learn higher level of Quick Books to support fiscal operations	Quick Books is used frequently in fiscal operations	All fiscal staff will have a higher level of fiscal operational knowledge	Fiscal staff in house	Fiscal Office Manager	\$ 1,000
Administration							
Administration							

Total Amount Budgeted to BRHS Fiscal (Admin) T&TA \$ 1,000