2025-2026 HEAD START PROGRAM INFORMATION REPORT
08CH012487-000 Bear River Head Start

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	08CH012487
Program Number	000
Program Type	Head Start
Program Name	Bear River Head Start
Program Address	95 West 100 South, Suite 200
Program City, State, Zip Code (5+4)	Logan, UT, 84321-5811
Program Phone Number	(435) 881 3131
Head Start or Early Head Start Director Name	Ms. Sarah Thurgood
Head Start or Early Head Start Director Email	saktabc@gmail.com
Agency Email	saktabc@gmail.com
Agency Web Site Address	http://www.brheadstart.org
Name and Title of Approving Official	Mrs. Susan Findlay
Unique Entity Identifier (UEI)	WKVSYL195UH6
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	340
a. Head Start Preschool/Early Head Start Funded Enrollment, as identified on the Notice of Award (NOA) that captures the greatest part of the program year	327
b. Funded Enrollment from non-federal sources, i.e., state, local, private	13

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start Preschool children or 1,380 annual hours for Early Head Start infants and toddlers	149
1. Of these, the number that are available for the full-working-day	0
2. Of these, the number that are available for the full-calendar-year	0
3. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start Preschool children or 1,380 annual hours for Early Head Start infants and toddlers	191
1. Of these, the number that are available for 3.5 hours per day for 128 days	191
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	340
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

General Comments

A.1b. Thirteen (13) Idaho slots are funded by Idaho State TANF that comes through the Idaho Head Start Association as a TANF grant. These children received all Head Start services through center based participation.

A.2 Nine (9) extended duration classes (149 slots) met the 1020 hours of classroom time and twelve 12 part-day classes (191 slots, including 13 TANF funded slots) are 4 hours per day, 4 days per week, with 128 days of planned classroom time.

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	21
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	12
d. 3 years old	178
e. 4 years old	182
f. 5 years and older	0
g. Total cumulative enrollment of children	372

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	372

General Comments

A.10c. Children in this category turned three (3) years old by the date used to determine eligibility for public school in the community in which the Head Start Preschool program is located.

Primary type of documentation used for determining eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	109
b. Public assistance*	116
1. TANF documentation	0
2. SSI documentation	3
3. SNAP documentation	113
c. Foster care	9
d. Homeless	63
e. Eligibility based on other type of need, but not counted in A.13.a through d	42

	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	33

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served.
A.14 Bear River Head Start has established and implemented outreach and enrollment policies, procedures and criteria to ensure it is meeting the needs of all eligible children and children with disabilities before serving children who do not meet the criteria in PS1302.12(c).

	# of children
A.15. Of those counted in A.13.a. and A.13.f., number whose income was adjusted for excessive housing costs	17

Errors

Question: A.13.e Eligibility based on other type of need, but not counted in A.13.a through d

Error: Invalid enrollment based on other type of need: You have reported that more than 10% of your total cumulative enrollment is children who would benefit from services but do not meet eligibility requirements described in A.13.a through d.

Comment: A.13e. Twelve (12) of these cumulative numbers in this category are TANF funded children through Idaho as referenced in A.1b. This separate funding allows for eligibility of up to 200% of the poverty level. These TANF funded numbers are combined with the Head Start numbers that fall into this category of eligibility.

General Comments

A.13f. One (1) of these cumulative numbers in this category is a TANF funded child through Idaho as referenced in A.1b. This separate funding allows for eligibility of up to 200% of the poverty level. These TANF funded numbers are combined with the Head Start numbers that fall into this category of eligibility.

Prior enrollment

	# of children
A.16 Enrolled in Head Start Preschool or Early Head Start for:	
a. Enrolled in Head Start or Early Head Start for the second year	97
b. Enrolled in Head Start or Early Head Start for three or more years	33

Transition and turnover

	# of children
A.17 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	40
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	6

	# of preschool children
A.18 Of the number of preschool children enrolled in Head Start Preschool at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	161

General Comments

A.17 Of the 40 children who left the program and did not re-enroll: 19 moved, 7 schedule too busy, 5 attending other preschool, 4 dropped and re-waitlisted for a preferred class, 3 no longer interested, 1 personal reason, 1 transportation. Community resources were shared with the families as well as encouragement to reapply to Bear River Head Start if their circumstances changed.

Attendance

	# of children
A.23 The total number of children cumulatively enrolled in the center-based or family child care program option	372
a. Of these children, the number of children that were chronically absent	231
a.1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	196

A.24 Comments on children that were chronically absent:
A.24 For Preschool Head Start the breakdown for chronic absenteeism was as follows: 39% Family reasons 36% Sick 21% Unexpected 4% Medical Appointments If a child is not at class a staff member reaches out to the family within the first hour to see why the child is absent. If a child has been absent two (2) or more days or has multiple absences Bear River Head Start has teachers talk to the family and provide information about the benefits of regular attendance. The program also sends them an attendance letter in the mail. Bear River Head Start has a staff member that tracks attendance weekly. She runs a report and if she sees there is a child that has chronic absenteeism, she emails the Coordinator, Teacher, Advocate and Manager. Together as a team we discuss how to help this family get the child to school and what is causing the absenteeism. As a team we develop a plan to provide support and to help improve the child's attendance. This may include a home visit, call or text along with information to the family about the benefits of regular attendance.

Child care subsidy

	# of children
A.25 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Race and/or ethnicity

	# of children
A.26 Race and/or ethnicity	
a. American Indian or Alaska Native alone	2
b. Asian alone	8
c. Black or African American alone	8
d. Hispanic or Latino alone	72
e. Middle Eastern or North African alone	1
f. Native Hawaiian or Pacific Islander alone	4
g. White alone	180
h. Multiracial and/or Multiethnic	96
i. Unspecified ethnicity or race	1

	# of children
A.27 Of those who self-identify as more than one race and/or ethnicity:	
a. American Indian or Alaska Native	5
b. Asian	5
c. Black or African American	11
d. Hispanic or Latino alone	82
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander alone	2
g. White	79

Primary language of family at home

	# of children
A.28 Primary language of family at home:	
a. English	279
a.1. Of these, the number of children acquiring/learning another language in addition to English	36
b. Spanish	68
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	4
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	2
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	3
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	1
j. African Languages (e.g., Swahili, Wolof)	6
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	9

Dual language learners

	# of children
A.29 Total number of Dual Language Learners	129

Transportation

	# of children
A.30 Number of children for whom transportation is provided to and from classes	0

General Comments

A.30 Bear River Head Start does not provide transportation. Transportation is provided through local school districts for children receiving disability services. Buses are used for field trips only. Public transportation is available throughout most of our service area. Areas without public transportation were offered information on other resources in their areas such as Upstart and local preschools.

RECORD KEEPING

Management Information Systems

A.31 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
Name/title
ChildPlus

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start Preschool or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	99	2
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	24	0

General Comments

B.1(2) One (1) contracted local CPA as the Fiscal Officer and one (1) Bookkeeper with a Bachelor's Degree in Technology Systems.

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	628
a. Of these, the number who are current or former Head Start Preschool or Early Head Start parents	576

General Comments

B.2 Parents and guardians of enrolled children provided in-kind through participation in the program: working on child school readiness goals, being involved in home visits and serving on Policy Council and Parent Committee groups. Additional volunteers included 20 dentists & 30 dental assistant students that provided dental varnish to enrolled children and 52 community persons that volunteered in classrooms and general facility tasks of setup for trainings, cleaning and other manual/maintenance tasks in the center based facilities.

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	21	21

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree (e.g., master's, doctoral) in:		
1. Early childhood education 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	3	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
b. A bachelor's degree in:		
1. Early childhood education 2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or 3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam	11	3

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education 2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	7	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	13
d.1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	13

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	5

General Comments

B.3c. All teachers meet the Performance Standards requirements in holding either an Associate's or Bachelor's Degree in Child Development/Early Childhood Education or higher.

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	7
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

General Comments

B.4a. More than 50% of Bear River Head Start teaching staff hold Bachelor's Degrees which meets the threshold set in the Performance Standards.

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	5
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	5

General Comments

B.5a. Bear River Head Start offers in-house CDA training for Teacher Assistants working to get their CDA credential.

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, bachelor's, or advanced (e.g., master's, doctoral) degree	0
1. Of these, the number of home visitors that hold a bachelor's or advanced (e.g., master's, doctoral) degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, bachelor's, or advanced (e.g., master's, doctoral) degree in child development or early childhood education	0
1. Of these, the number of family child care providers that hold a bachelor's or advanced (e.g., master's, doctoral) degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a bachelor's degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Race and/or ethnicity

	# of non-supervisory education and child development staff
B.13 Race and/or ethnicity	
a. American Indian or Alaska Native alone	0
b. Asian alone	0
c. Black or African American alone	0
d. Hispanic or Latino alone	7
e. Middle Eastern or North African alone	0
f. Native Hawaiian or Pacific Islander alone	0
g. White alone	34
h. Multiracial and/or Multiethnic	1
i. Unspecified race and/or ethnicity	0

	# of non-supervisory education and child development staff
B.14 Of those who self-identify as more than one race and/or ethnicity:	
a. American Indian or Alaska Native	0
b. Asian	1
c. Black or African American	0
d. Hispanic or Latino	0
e. Middle Eastern or North African	0
f. Native Hawaiian or Pacific Islander	0
g. White	1

Language

	# of non-supervisory education and child development staff
B.15 The number who are proficient in a language(s) other than English.	10
a. Of these, the number who are proficient in more than one language other than English	0

B.16 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	10
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0

B.16 Language groups in which staff are proficient:	*# of non-supervisory education and child development staff*
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or staff declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Head Start Preschool or Early Head Start staff	*(2) # of contracted staff*
B.17 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	24	0
a. Of these, the number who were replaced	24	0

Education and child development staff turnover

	# of staff
B.18 The number of classroom teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	8
a. Of these, the number who were replaced	8
b. Of these, the number who left while classes and home visits were in session	4
c. Of these, the number that were classroom teachers who left the program	4

	# of staff
B.19 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	4
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	4
1. Specify:	2=changed job field, 1=left to stay home with baby, 1=found other employment
B.20 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	340	363
a. Of these, the number enrolled in Medicaid and/or CHIP	251	260
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	89	103
C.2 Number of children with no health insurance	32	9

General Comments

C.1(1) Numbers at enrollment appear to be high because as part of the enrollment process all applicants are highly encouraged to apply for appropriate insurance coverage. Enrollment is not dependent upon this but it is an effort to promote healthy practices in the communities we serve.

C.1(2) & C.2(2) Nine (9) children did not have health insurance coverage at the end of the enrollment year. Four (4) do not qualify for Medicaid, two (2) are currently in the process of applying for Medicaid and one (1) is awaiting coverage through parent's employer-sponsored health insurance. The program will continue to provide follow-up and support to the three (3) remaining children who are not currently up-to-date with health insurance coverage. These children have been accepted for the upcoming program term. Program staff will continue to work collaboratively with the families to assist them in obtaining appropriate health insurance coverage and connecting them with available resources as needed.

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	348	372
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

General Comments

C.5(1) Number at enrollment appears to be high because as part of the enrollment process all applicants are highly encouraged to find medical and dental homes. Enrollment is not dependent upon this but it is an effort to promote healthy practices in the communities we serve.

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	182	351

	# of children
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	54
a. Of these, the number who received medical treatment for their diagnosed chronic health condition	52

b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	2
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

C.9 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	3
b. Attention deficit hyperactivity disorder (ADHD)	2
c. Asthma	9
d. Seizures	3
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	10
g. Vision Problems	30
h. Blood lead level test with elevated lead levels >3.5 µg/dL	0
i. Diabetes	0

General Comments

C.7(2) Medical Services: WCE/Lead/HGB: 21 children were not up-to-date on preventative care at the end of the enrollment year. Each child was missing at least one (1) EPSDT service. These families were resistant to education and follow through for compliance. Staff continuously work with families to bring them up-to-date. Bear River Head Start monitors the needs of these children and will provide community resources for health services that may be needed.

C.9 When chronic conditions are identified, program staff work with health care professionals to develop necessary health plans for children in our care. All children identified with health plan needs have a health plan in place.

Body Mass Index (BMI) – children (HS and Migrant programs)

	# of children at enrollment
C.10 Number of children who are in the following weight categories according to the 2022 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	30
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	234
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	53
d. Obese (BMI at or above 95th percentile for child's age and sex)	53

Errors

Section Error: The total number of children entered in BMI categories (370) is not equal to the total cumulative enrollment of children reported by your program (372). Please explain.

Comment: C.10 2 children left the program within 30 days of enrollment

General Comments

C.10 Two (2) children left the program within 30 days of enrollment.

Immunization services - children

	(1) # of children at enrollment	*(2) # of children at end of enrollment*
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	299	324
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	39	10
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	33	37

General Comments

Immunizations: One (1) child left the program within 30 days of enrollment

ORAL HEALTH

Accessible dental care - children

	(1) # of children at enrollment	*(2) # of children at end of enrollment*
C.18 Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	314	372

	# of children
C.19 Number of children who received oral health preventive care during the program year	372
C.20 Number of all children who have completed a professional oral examination during the program year	372
a. Of these, the number of children diagnosed as needing oral treatment during the program year	64
1. Of these, the number of children who received oral treatment during the program year	53
b. Specify the primary reason that children who needed dental treatment did not receive it:	*# of children*
1. Health insurance doesn't cover oral treatment	1
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3- to 5-year-old children	0
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	2
7. Children left the program before their appointment date	2
8. Appointment is scheduled for future date	6
9. No transportation	0
10. Other	0

General Comments

C.18(1) Number at enrollment appears high because as part of the enrollment process all applicants are highly encouraged to find medical and dental homes and become current on immunizations. Enrollment is not dependent upon this but it is an effort to promote healthy practices in the communities we serve.

Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	21
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	7

General Comments

C.21a. Bear River Head Start partners with a local agency that provides a variety of services including parent and child counseling, child observations, and classes through licensed mental health professionals. In addition, we referred 45 Head Start families to other partners outside the agency for counseling services. In house, training was provided to 106 parents in Conscious Discipline curriculum through Parent Committee Meetings. All Bear River Head Start staff received social/emotional coaching through training and mentoring staff. This included Conscious Discipline and Trauma Informed Care. The center based Social/Emotional Team spent many hours in the classroom working one-on-one with the teachers modeling skills. Our EAP information was shared several times throughout the school year and then again when staff would need it on an individual basis.

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	37
a. Of these, the number who received an evaluation to determine IDEA eligibility	36
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	25
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	11
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	1

	# of children
C.23 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	1
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

General Comments

C.23b. Staff worked with parent and encouraged follow through for the evaluation but parent refused.

Preschool disabilities services (HS and Migrant programs)

	# of children
C.24 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year.	78
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	45

	# of children
2. During this program year	33
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.26 Diagnosed primary disability:		
a. Health impairment - determined to have this disability	0	0
b. Emotional disturbance - determined to have this disability	0	0
c. Speech or language impairments - determined to have this disability	47	47
d. Intellectual disabilities - determined to have this disability	0	0
e. Hearing impairment, including deafness - determined to have this disability	0	0
f. Orthopedic impairment - determined to have this disability	0	0
g. Visual impairment, including blindness - determined to have this disability	0	0
h. Learning disabilities - determined to have this disability	0	0
i. Autism - determined to have this disability	0	0
j. Traumatic brain injury - determined to have this disability	0	0
k. Non-categorical/developmental delay - determined to have this disability	31	31
l. Multiple disabilities (excluding deaf-blind) - determined to have this disability	0	0
m. Deaf-blind - determined to have this disability	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	234
C.28 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	234
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	93

C.29 The instrument(s) used by the program for developmental screening
Name/title
Ages and Stages Questionnaire (ASQ; all editions)

Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
Name/title
Desired Results Developmental Profile (DRDP; all editions)

Curriculum

C.31 Curriculum used by the program:
a. For center-based services
Name/title
Creative Curriculum (PreSchool)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
Name/title
Conscious Discipline Parenting Curriculum

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.33 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
Name/title
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.34 Total number of families:	348
a. Of these, the number of two-parent families	228
b. Of these, the number of single-parent families	120
C.35 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	337
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	106
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	11
b. Grandparents	6
c. Relative(s) other than grandparents	2
d. Foster parent(s) not including relatives	3
e. Other	0

General Comments

C.34 The difference in numbers between cumulative enrollment and families: 24 families had more than one (1) child enrolled in the program.

Parent/guardian education

	# of families at enrollment
C.36 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced (e.g., master's, doctoral) degree or bachelor's degree	64
b. An associate degree, vocational school, or some college	93
c. A high school graduate or GED	142
d. Less than high school graduate	49

Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	311
1. Of these families, the number in which one or more parent/guardian is employed	303
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	41
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, bachelor's, or advanced (e.g., master's, doctoral) degree)	12
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	37

	# of families at end of enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	320
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	306
2. Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment)	14
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	28
1. Of these families, the number of families that were also counted in C.37.a	5
2. Of these families, the number of families that were also counted in C.37.b	23

	# of families at enrollment
C.39 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	3
b. At least one parent/guardian is a veteran of the United States military	15

General Comments

C.37(b) & C.38(b) Unemployed numbers include homemakers, retirees and disabled. These numbers fluctuate throughout the year due to adds/drops/transitions, lack of child care, job loss, etc.

Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	5	5
C.41 Total number of families receiving Supplemental Security Income (SSI)	15	15
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	159	152
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	121	119

General Comments

C.42(2) Family Service staff educate all enrolled families about the benefits of WIC and provide guidance on how to apply for and utilize these services. Some families do not report current WIC participation due to changes in eligibility such as gaining employment, job changes, increased income, missing recertification deadlines, not submitting required documentation, children aging out, or reaching the benefit time limit. These factors contribute to fluctuations in WIC participation throughout the program year.

Family services

	# of families
C.44 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	265
b. Housing assistance (e.g., subsidies, utilities, repairs)	189
c. Asset building services (e.g., financial education, debt counseling)	348
d. Mental health services	348
e. Substance misuse prevention	348
f. Substance misuse treatment	4
g. English as a Second Language (ESL) training	96
h. Assistance in enrolling into an education or job training program	59
i. Research-based parenting curriculum	348
j. Involvement in discussing their child's screening and assessment results and their child's progress	348
k. Supporting transitions between programs (i.e., EHS to HS Preschool, HS Preschool to kindergarten)	348
l. Education on preventive medical and oral health	348
m. Education on health and developmental consequences of tobacco product use	348
n. Education on nutrition	348
o. Education on postpartum care (e.g., breastfeeding support)	59
p. Education on relationship/marriage	348
q. Assistance to families of incarcerated individuals	9
C.45 Of these, the number of families who were counted in at least one of the services listed above	348

General Comments

C.45 All program families receive Family Advocate services, including regular education and support on a wide range of topics. Services are individualized based on family needs and delivered through each family's preferred method of communication--such as in-person home visits, virtual meetings, phone calls, emails, or a combination of these--to ensure meaningful engagement and accessibility.

Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	238
b. Family goal setting	238
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	287
d. Head Start program governance, such as participation in the Policy Council or policy committees	2
e. Parenting education workshops	129

General Comments

C.46 While staff actively encourage father/father figure participation in family assessments, goal setting and home visits, some were unable to participate in person due to work schedules, school commitments, or being out of state. Staff continue to support and promote involvement through flexible scheduling, alternative communication methods and inclusive engagement strategies with all program families.

Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	58

	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	62

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	20

General Comments

C.47 58 homeless families (62 homeless children) with 20 families acquiring housing

Of the 38 families that remained homeless: 36 are sharing a residence due to housing loss or economic hardship and two (2) are living at CAPSA (at domestic violence safe location). We refer homeless families to local community resources such as Families Feeding Families, BRAG, USU Financial, Non-Profit Housing, etc. Most families are not actively looking for housing because they are staying with family, the housing market and rentals are out of reach right now and they are in a safe spot.

Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	10
C.51 Total number of enrolled children who were referred to Head Start Preschool/Early Head Start services by a child welfare agency	3

General Comments

C.51 Bear River Head Start collaborates with Utah's Department of Child and Family Services and Idaho Health and Wellness.

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	70

	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	6

Errors

Question: D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching

Error: Invalid number entered for D.1: You have entered a number of education and child development staff receiving intensive coaching that is greater than the total number of education and child development staff.

Comment: D.1 Child Development staff that received intensive coaching includes: 21 Head Start Teachers, 21 Head Start Teacher Assistants, 20 Early Head Start Teachers and 8 Early Head Start Home Visitors=70

General Comments

D.2 Center based and Homebased Education staff received intensive coaching via six (6) Mentor Coaches. A separate center based Social/Emotional Team of three (3) also provides support using Conscious Discipline and behavior intervention support. Teacher Assistants and additional child development staff were also included in the mentor coaching process. Mentor Coaches use the Practice Based Coaching strategy and assisted staff in self-evaluation, setting goals, observations, live coaching in the classrooms and in leading the TLC groups. All child development Mentor Coaches have BS degrees in ECE or ECE related degrees.

MANAGEMENT STAFF SALARIES

	(3) Number of Management Staff in this Position
D.3 Management staff:	
a. Executive Director	1
b. Head Start Preschool and/or Early Head Start Director	0
c. Education Manager/Coordinator	2
d. Health Services Manager/Coordinator	1
e. Family & Community Partnerships Manager/Coordinator	1
f. Disability Services Manager/Coordinator	1
g. Fiscal Officer	1

Errors

Question: D.3.e-1 Family & Community Partnerships Manager/Coordinator - Annual Salary

Error: High annual salary entered (Family & Community Partnerships Manager/Coordinator): If the salary is correct make a comment which states the salary is correct.

Comment: This salary is correct. Because this Management Staff Member has 100% of the families for Head Start, Early Head Start, Center Based and Homebased under her responsibility, her salary is higher than the average salary for the two (2) Education Managers/Coordinators.

FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	10
a. Of these, the number that have a credential, certification, associate, bachelor's, or advanced degree in social work, human services, family services, counseling, or a related field	10
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

General Comments

D.5 Bear River Head Start shares staff between Head Start and Early Head Start to ensure efficient, coordinated service delivery. This approach promotes continuity and seamless support for children and families across program options. Sharing staff allows Bear River Head Start to maximize grantee resources and maintain consistent quality in family engagement and support services.

D.5.a. Ten (10) Family Advocates serve enrolled families across both the Preschool Head Start and Early Head Start programs. All Advocates meet the Head Start Performance Standards for Family Workers, holding either a Bachelor's Degree in Human Services or a related field, or a Family Development Credential.

FORMAL AGREEMENTS FOR COLLABORATION

	# of partners or agencies
D.6 Total number of child care partners in which a formal agreement was in effect	0
D.7 Total number of LEAs in the service area	12
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	12
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	12
D.8 Total number of Part C agencies in the service area	2
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	2

REPORTING INFORMATION

PIR Report Status	Completed
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