2026-2027
Bear River Head Start & Early Head Start
Program Area Program Improvement



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Head Start
Child Development
Center Based
Program Self Assessment
2026



Managed by Stephanie Wood

Bear River Head Start
Center-Based Program

Self-Assessment & Program Improvement Plan

Prepared by: Stephanie Wood

Date: August 21, 2026

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 enhance classroom staff communication practices to ensure consistent implementation of active supervision, improved classroom behavior management, ensure center safety 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 with flat funding restraints.	- Strengthen recruitment partnerships with universities and community partners to develop a pipeline of qualified candidates. -Continue recruiting through social media, Indeed, and other hiring platforms.	Beginning August 2026 and ongoing throughout the school year.	Stephanie Wood Julie Reid Cassie Petersen

	- Maximize available resources, prioritizing professional development. Target specific coaching and mentoring opportunities using Mentor Coaches and SET Team. - Offer more online training options to provide flexibility for staff schedules. - Allow flexible Friday scheduling for PHS staff for training and job-related duties.		
Address challenging behavior in classrooms.	- Provide onsite training using Conscious Discipline and Pyramid Model. - Train all staff on strategies to manage behavior and support children. - Support mental health and social and emotional well-being for children, families and staff through partner agencies in the community.	Beginning August 2026 and ongoing throughout the school year.	Center-Based Director SET Team Mentor Coaches Management Team
Enhance classroom staff communication practices to ensure consistent implementation of active supervision.	- Use the Active Supervision Toolkit from ECLKC in ongoing training. - Ensure clear verbal communication protocols during transitions, outdoor play, restroom breaks and other high-risk activities. Include staff	Beginning August 2026 and ongoing throughout the school year.	Center-Based Management Team Mentor Coaches SET Team All Center-Based Staff

	acknowledgement of child movement and responsibility. - Establish classroom expectations to communicate changes in supervision responsibilities before leaving or engaging in another task. - Incorporate active supervision observations into routine monitoring and coaching visits. Provide immediate feedback and follow-up support. - Review incidents, near misses, and monitor data to identify gaps and develop corrective actions.		
Ensure safe facilities for all Bear River Head Start children.	- Conduct daily health checks. - Complete quarterly safety inspections. - Follow maintenance procedures consistently.	Ongoing	All Center-Based Staff Facilities Coordinator

Short-Term Goals 2026-2027

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.	- 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	- Provide onsite training using Conscious Discipline and Pyramid Model. - Train all staff on strategies to manage behavior and support	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.	children. - Additional training during Pre-Service and as needed. - Ongoing supervision, mentoring, and monitoring. - Support mental health and social and emotional well-being for children, families and staff through partner agencies in the community. - Mentor Coaches and Specialists available for guidance.	supported and job satisfaction will rise.	participate in child goals.	
Enhance classroom staff communication practices to ensure consistent implementation of active supervision.	- Use the Active Supervision Toolkit from ECLKC in ongoing training. - Ensure clear verbal communication protocols during transitions, outdoor play, restroom breaks and other high-risk activities. Include staff acknowledgement of child movement and responsibility. - Establish classroom expectations to communicate changes in supervision responsibilities before leaving or engaging in another task.	Enhanced communication between staff, children and management. Training identifies and addresses weaknesses. Staff become better trained and supported, leading to greater satisfaction. All staff will ensure implementation of changes to classroom expectations or changes of procedural strategies.	Staff communicate and are better trained; no supervision issues occur. Monitoring will indicate improved compliance and reduction in supervision concerns or near misses.	Incident Reports, Training Sign-In Sheets, ITM Meetings with Managers and Staff

	- Incorporate active supervision observations into routine monitoring and coaching visits. Provide immediate feedback and follow-up support. - Review incidents, near misses, and monitor data to identify gaps and develop corrective actions.			
Continue to provide safe facilities for all Bear River Head Start children.	- 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

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 2026-2027.

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 2026-2027

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 Directors	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 2026-2027

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**
Hire additional staff to lower classroom ratios if needed. Enhance caregiver and child relationships.	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.	Child Development Staff Mentor Coaches Center Based Director	ongoing	Staff Turnover- consistency for children.
Provide ongoing coaching and support to education staff to address secondary stress and staff turnover.	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.	Child Development Staff Mentor Coaches Center Based Director	ongoing	Staff Turnover- training new staff.
Retain the SET team to support children, staff, and parents.	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.	SET Team BRHS Staff Children, parents, and families	ongoing	

		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 Director 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 Directors BRHS Staff	ongoing	Staff Turnover

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

TIC Work Plan 2026-2027

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**
Enhance services that strengthen families, promote positive relationships, decrease parental stress, and improve family safety and financial security.	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. 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.	Family Advocates Family Development Managers Mental Health Consultant Family Development Director	ongoing	Families with low resilience factors may experience discouragement or retraumatization
Strengthen service provision related to housing access and stability.	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. 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.	BRHS Staff Family Development Director	ongoing	Homelessness, Grandparent let households. Lack of housing service options in rural areas.
Provide enhanced job training, employment, education, and career services.	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. 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,	BRHS staff	ongoing	Unemployment, job loss.

	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 Director Mental Health Specialist		

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

TIC Work Plan 2026-2027

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 Directors 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

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

TIC Work Plan 2026-2027

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 Directors 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.	Directors 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.

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 nineteen 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 fourteen 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 2026-2027

Language and Literacy

Goal #1

Children will demonstrates a knowledge of letter names and sounds.

Implementation

- Staff will be trained on ways to facilitate alphabet knowledge into the classrooms.
- Children will recognizes and name eleven to twenty letters, both upper and lower case.
- Children will be able to produce the correct sound for ten to twenty letters.
- Children will show an understanding that a sequence of letters represents a sequence of sounds that form a spoken word.

Outcomes

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

Measures

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

Documentation

- Assessments, outcomes, observations, sign in sheets.

Goal #2

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

Implementation

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

Outcome

- Staff will have an increased knowledge of English Language Development as it pertains to Dual language learners.
- DLL children will have an increase in English Language development.
- Family Engagement will increase as parents continue to be involved in the classroom.

Measures

- Staff will have increased knowledge through training.
- Mentor Coaches will make monthly visits to each classroom and increase strengths and strengthen weaknesses.
- DLLs will increase their English language development while also maintaining their heritage language.

Documentation

- Training sign-in sheets, Professional Development Plan, Classroom Inkind Sheets, Team Meeting Minutes, Child outcomes.

Approaches to Learning

Goal #1

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

Implementation

- Children will sustain their attention to an activity, persisting until the task is completed.
- Children will show an interest in exploring learning in a variety of topics.

Outcomes

- Children will be able to sit through a story.
- Children will be able to complete the activity and or a project.
- Children will enjoy exploring information about many different topics.

Measure

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

Documentation

- Assessment, outcomes and anecdotal records.

Social and Emotional Development

Goal #1

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

Implementation

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

Outcome
- Staff will have a greater knowledge of child development as pertaining to the social and emotional development.
- Children will have increased self-awareness, autonomy, and self-expression.
- Children will show a greater reliance to trauma.

Measures
- Monthly observations by Mentor Coach and Child Development Coordinator.
- Mental health observations as needed in the classrooms.

Documentation
- Child outcomes, Training sign-in sheets, Mental Health Observation forms, Teacher goals.

Perceptual, Motor, and Physical Development

Goal #1

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

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

Outcomes
- Children will have increased opportunities for large motor and movement supporting healthy goals.
- Staff will have increased knowledge of the importance of child health and maintaining an active lifestyle.

Measures
- Child development staff will incorporate the program, "I am Moving I am Learning" into their weekly lesson plan.
- Time for large motor activities will also be reflected in the lesson plans.

Documentation
- Lesson plans, Training Sign-in Sheets, Teacher Goals.

Goal #2

Staff will continue to provide opportunities in the classroom for fine motor control and increasing hand and fine motor strength.

Implementation
- Children are provided many meaningful activities to increase their hand and finger strength such as opportunities to manipulate play dough and use spray bottles.
- Children will be given opportunities to increase the fine motor control through activities such as stacking blocks, using self-help skills, stringing beads and writing activities.

- Children will be given numerous meaningful activities to write including writing their name on art projects, classroom books, writing notes and sign-in sheets.
- Staff will model writing by writing information in front of the children, such as children names, lists, their ideas, etc.

Outcomes
- Children will have increased opportunities for fine motor and movement supporting health goals.
- Staff have an increased knowledge of developmentally appropriate activities.

Measure
- Children's work samples such as photos and writing samples will show continued growth in the child's development.

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

<u>Cognition</u>
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 2026-2027

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	All PHS Management Staff	Yearly (assessments ongoing and outcomes three times a year)

PHS Center Based Data Collection: Head Start Parent Survey 2026

Directions: Please Check Yes or No	Yes	No
1. The location of my Head Start Center was convenient for my family's participation.	39	2
2. Information provided by Head Start included materials specifically for fathers.	41	8
3. The current 4 -6.5 hour, 4 day week and 9 -10.5 months a year program met the needs of my family.	55	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.	13	0
6. Our family's needs would be better served with a 7-8 hour per day Head Start program.	12	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	36/40
b. Overall Head Start Program	40/40
8. Head Start has helped my child get ready for school by:	
a. Becoming more independent	41/41
b. Learning basic concepts in language	41/41
c. Learning basic concepts in math	34/40
d. Learning to share and cooperate	43/43
9. Head Start gives my child:	
a. A safe place to learn	42/42
b. A clean environment	43/43

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	45	11
b. Classroom volunteer opportunities	51	5
11. Head Start has enabled me to:		
a. Define my own life goals	50	7
b. Accomplish and pursue my goals	52	5
c. Understand my role as the primary educator for my child(ren)	56	1
12. My child's Teacher:		
a. Worked with me to plan my child's learning and development	56	0
b. Planned activities around my child's individual needs	53	3
c. Helped me have a better understanding of my child's social/emotional development	52	3
13. When I requested help for my child's social/emotional development, it was:		
a. Delivered in a timely manner	29	1
b. Useful and successful	33	1

c. Supportive of my family's values	26	1
14. The Head Start Centers are friendly and inviting for fathers:	53	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	14	1
b. Useful and successful	16	1
c. Supportive of my family's values	14	1

16. My child attends child care before or after Head Start:	YES 7	NO 50
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 19	NO 38

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	3	8	2	23

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

- ☐ Language and Literacy 42
- ☐ Social-Emotional 44
- ☐ Approaches to Learning 40
- ☐ Cognitive (including Math and Science) 40
- ☐ Perceptual, Motor, and Physical Development 26

Comments:

Understanding that even if approved into the program some parents can't be perfect in drop off and have to use the program to the best of their abilities. I have to drop off my son at school as well and after I drop off my daughter I go to work which is farther in town.

The teachers are rude, assume things and not friendly. Their communication skills are not the greatest.

The preschool provides a safe, caring, and supportive environment for children. Teachers are kind, patient, and attentive to each child's needs. The program supports early learning, social skills, and emotional development

Head Start staff have been amazing with my kids and help them and me grow together ❤

I just want to say that my child had to have surgery and casts and they accommodated his wheelchair and had accommodations like a bike he could ride so he could feel included. I am so incredibly grateful and impressed with how far he has come cognitively this year as well as physically. Thank you.

Spanish translations:

Everything is perfect.

Everything is good.

Bear River Head Start
2026-2027 PHS Staff Survey – Summary of Responses

44 staff responses

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

The strongest theme was the opportunity to work with children. Staff enjoy playing with children, teaching, reading, planning activities, watching children learn and grow, and building meaningful relationships with them and their families. Many staff described the work as rewarding because they can see the positive impact they have on children and families. Staff also repeatedly mentioned enjoying their coworkers, teaching teams, SET, supervisors, and the supportive relationships throughout Head Start. Other positive aspects included collaboration, flexibility, employee benefits, the school schedule, professional learning, working in different classrooms, and having opportunities to help teachers, parents, and children.

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

The most common challenge identified was paperwork and the amount of work that must be completed within limited time. Staff also identified challenging child behaviors, tantrums, and the emotional difficulty of seeing children struggle. Difficult conversations with parents, confrontation, and making DCFS/CPS calls were additional concerns. Other challenges included bodily-fluid cleanup and diapering, cleaning, extended-day schedules, travel to trainings, training length or format, staff turnover, inconsistent application of rules, feeling unsupported with difficult behaviors, unclear or contradictory directions, and balancing work responsibilities with home life. A few staff mentioned concerns about pay, autonomy, recruitment stress, and not always feeling heard or supported.

What strengths do I have that my job requires?

Patience, empathy, compassion, kindness, and the ability to build relationships were the most common strengths identified. Staff also described themselves as hardworking, resilient, flexible, creative, organized, dependable, adaptable, and persistent. Many highlighted communication, listening, problem-solving, emotional intelligence, and the ability to remain calm during difficult situations. Experience working with young children, knowledge of Head Start, positive engagement, and the ability to connect with children and families were also frequently identified. Some staff noted bilingual or multilingual skills, strong computer skills, leadership abilities, and a willingness to learn and accept feedback.

What have I done for my own professional development lately?

Staff reported actively participating in Head Start trainings, Conscious Discipline training, TLC, Focus training, online courses, and other professional learning opportunities. Conscious Discipline was mentioned especially often, along with behavior training, Creative Curriculum, the Pyramid Model, leadership training, child development resources, and safety information. Many staff listen to educational podcasts, read books and articles, review previous training notes, and reflect on their classroom practice. Several are working toward or have completed their CDA, while others are continuing college coursework or pursuing a degree. Staff also described setting goals with mentor coaches, improving lesson planning, and applying new strategies directly in their classrooms.

Strengths that I bring to my team are...

Teamwork, willingness to help, and a positive attitude were the strongest themes. Staff described themselves as collaborative, approachable, flexible, patient, dependable, organized, and willing to jump in wherever needed. Many emphasized listening, sharing ideas, problem-solving, communicating concerns, and supporting coworkers. Staff also value unity, compromise, initiative, and the ability to work independently or as part of a team. Several described themselves as experienced and knowledgeable about Head Start and early childhood education. Others highlighted their ability to anticipate needs, support classroom behavior, stay organized, and help maintain a positive classroom environment.

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

The responses show a strong desire to improve communication and collaboration. Staff would like to communicate concerns, needs, expectations, and ideas more clearly and proactively, ask more questions, and speak up when they do not understand something. Several identified a need to become more confident in difficult situations, constructive feedback, or confrontation. Other growth areas included delegating instead of taking on too much, giving coworkers opportunities to contribute, being more open-minded, letting go of some control, improving time management and organization, asking for help, and following through on tasks. Staff also mentioned learning to trust their own abilities, manage stress, and recognize personal limits.

Some of my major accomplishments are this year...

Staff identified many accomplishments related to professional growth, confidence, relationships, and persistence. Several completed their CDA, graduated from college, began degree programs, or completed additional coursework. Others completed their first year at Head Start, became Lead Teachers, transitioned into new roles, or gained experience working in multiple classrooms. Staff were proud of building stronger relationships with children, families, and coworkers; helping children make significant progress; improving classroom transitions and paperwork; and applying Conscious Discipline successfully. Some accomplishments involved navigating especially challenging classroom circumstances, supporting children with special needs, managing major changes or disruptions, and remaining resilient through difficult personal or professional situations. Staff also expressed pride in becoming more confident, communicating more effectively, standing up for themselves and the children in their care, and becoming dependable members of the team.

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

Many staff said they would not make significant changes because they enjoy their jobs and feel management is doing well. Among the suggestions, the strongest themes were more collaboration, more classroom support, and additional time to complete responsibilities. Staff would like more opportunities to work with supervisors, TLC, SET, and teaching teams, as well as more regular classroom visits and constructive feedback. Several requested stronger and more consistent support for children with challenging behaviors or additional needs. Other suggestions included better training for new employees, more guidance with paperwork and role expectations, more timely communication about changes and assignments, designated breaks, additional preparation time, and clearer guidance about prioritizing tasks when hours are limited. Staff also mentioned classroom conditions, supplies, keys for substitute classrooms, recruitment support, CA training, and wages. Some staff expressed concern about job security.

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

The overwhelming theme was strong satisfaction with supervisors. Many staff described their supervisors as supportive, approachable, helpful, kind, communicative, and encouraging, with numerous responses indicating that no changes were needed. Staff especially value regular check-ins, encouragement, positive feedback, constructive feedback, and clear expectations. Some would appreciate more frequent communication, regular classroom observations, and feedback about both strengths and areas for growth. Staff also mentioned wanting timely information through emails or newsletters and continued support during stressful situations. Overall, staff expressed appreciation for supervisors who make themselves available, listen, provide guidance, and help maintain morale.

I would like more training in these areas...

Behavior management and challenging behaviors were the most consistent training interests. Staff requested practical strategies for tantrums, screaming, aggression, safety, special needs, autism, and helping children regulate emotions. Trauma-informed care, mental health, social-emotional learning, Conscious Discipline, and adult self-regulation were also requested. Staff would like more support with lesson planning, large and small groups, read-alouds, Creative Curriculum, open-ended art, science activities, teaching letters and numbers, rest time, and classroom transitions. Communication with parents was another major theme, particularly difficult conversations, angry parents, family concerns, and situations that could involve DCFS. Other requests included English Language Learners, family work, conflict resolution for staff, self-care and work-life balance, recruiting, documentation, DRDP, and hands-on training. Several staff specifically asked for more practical, real-life examples and opportunities for teachers to share successful classroom ideas with one another.

Overall Summary

Overall, the 44 responses reflect a staff group that finds its work highly rewarding and is strongly motivated by relationships with children, families, and coworkers. Staff frequently described patience, compassion, teamwork, flexibility, communication, and a willingness to learn as important strengths. The greatest challenges center on paperwork and workload, difficult child behaviors, challenging parent conversations, communication, consistency, and balancing responsibilities within available time. Staff also demonstrated a strong commitment to professional growth, particularly through Conscious Discipline, behavior training, education, and classroom reflection. The clearest requests for additional support are more practical help with challenging behaviors and children with additional needs, more collaboration and classroom-based support, clearer communication and expectations, and training that provides realistic strategies staff can immediately use. At the same time, staff expressed substantial appreciation for their supervisors and the supportive relationships within Bear River Head Start.

BEAR RIVER HEAD START

2025-2026



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.

Teachers engage with intentionality to help children use written and spoken language throughout the day. Children are taught letters of the alphabet by first recognizing the letters in their own name. Activities are designed in 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 options at Bear River Head Start include Early Head Start (EHS) classrooms for children 0-3 and Preschool Head Start (PHS) classrooms for children 3-5. 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. EHS classrooms have up to 8 children and PHS classroom have between 15-18 children (depending on classroom size), with a Teacher and Teacher Assistant. EHS classes are held Mon-Fri. PHS classes are 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.

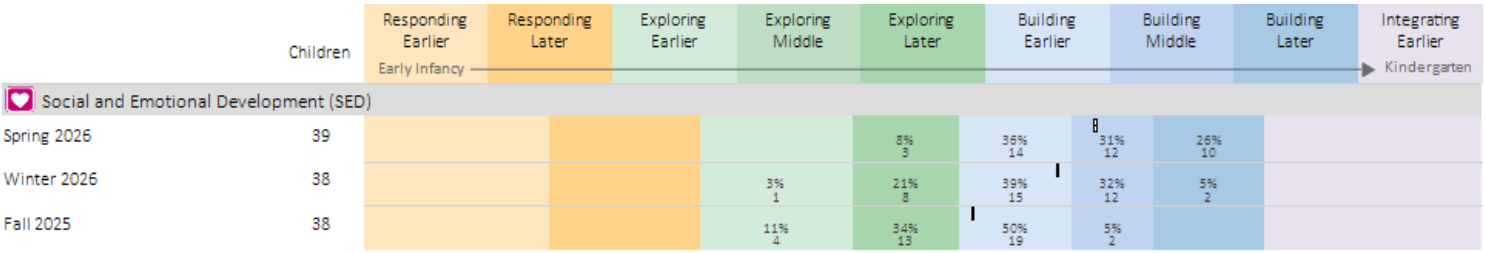
Families are assisted by qualified Family Development staff who help parents become aware of community resources and how to access them.

Families also receive support in identifying their own strengths and needs and finding solutions to their individualized goals.

Outcome Reports: Three Year-Olds

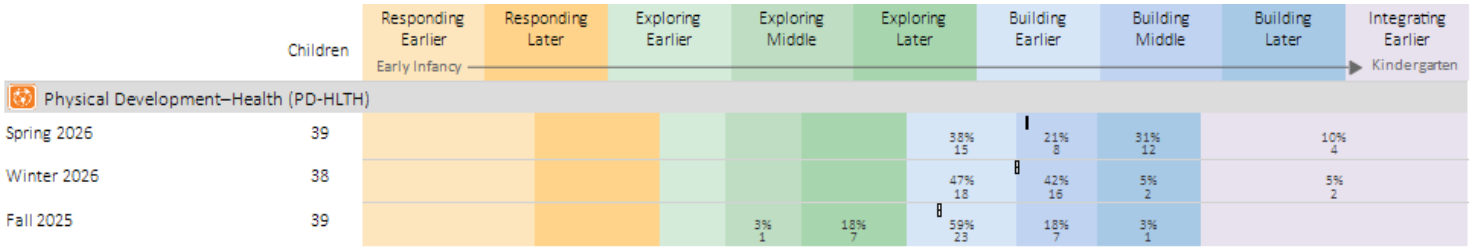
Social & Emotional Development

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



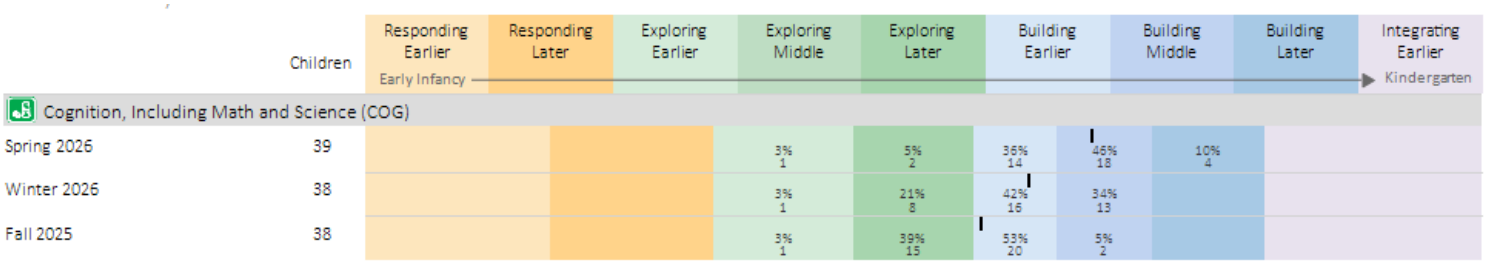
Physical Development

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



Cognition, Including Math and Science

COG 1: Spatial Relationships
COG 2: Classification
COG 3: Number Sense of Quantity
COG 4: Number Sense of Math Operations
COG 5: Measurement
COG 6: Patterning
COG 7: Shapes
COG 8: Cause and Effect

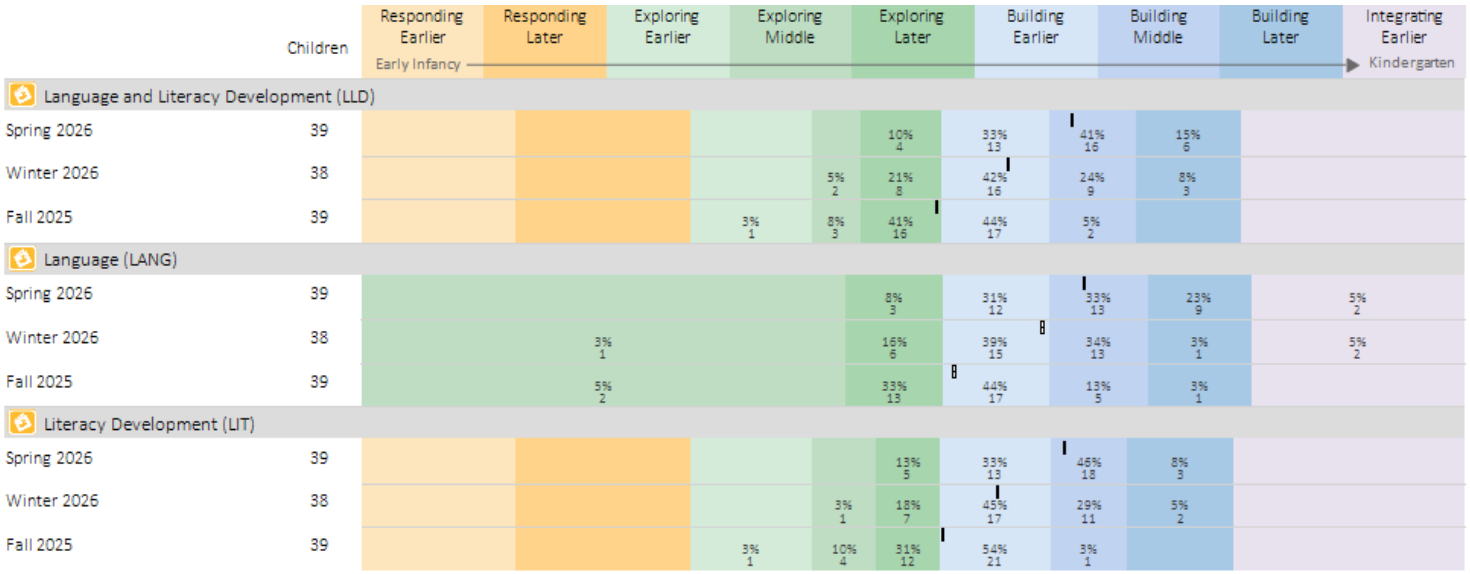


Language and Literacy Development

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

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

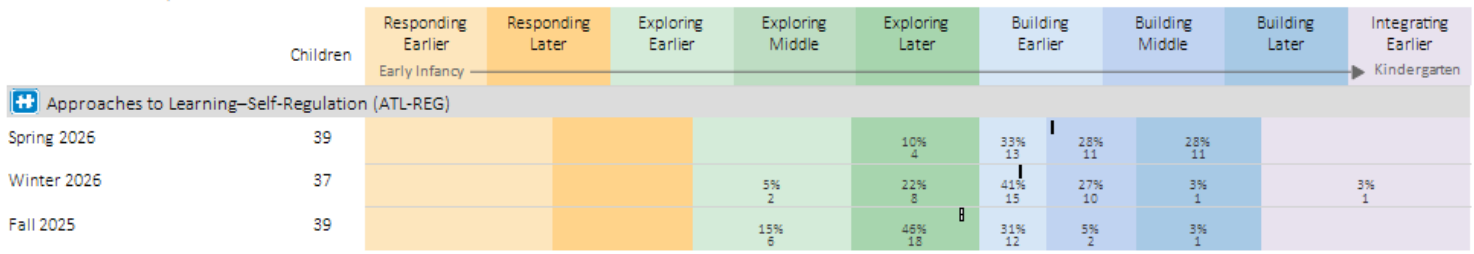
LLD 5: Interest in Literacy
LLD 7: Concepts about Print
LLD 8: Phonological Awareness
LLD 9: Letter and Word Knowledge
LLD 10: Emergent Writing



Approaches to Learning-Self-Regulation

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

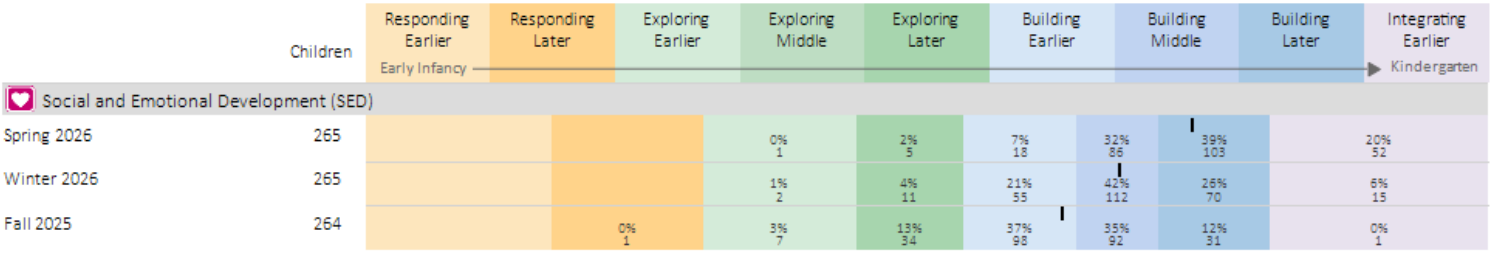
ATL-REG 6: Engagement and Persistence
ATL-REG 7: Shared Use of Space and Materials



Outcome Reports: Four Year-Olds

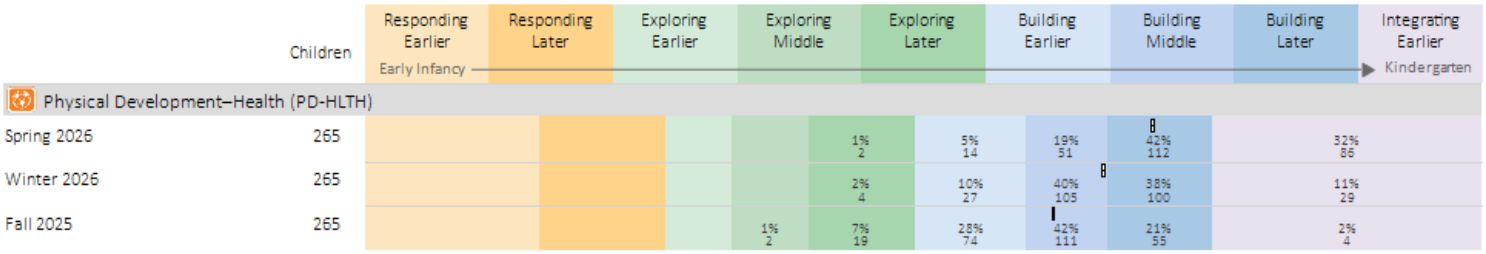
Social & Emotional Development

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SED 2: Social and Emotional Understanding
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ED 5: Symbolic and Sociodramatic Play



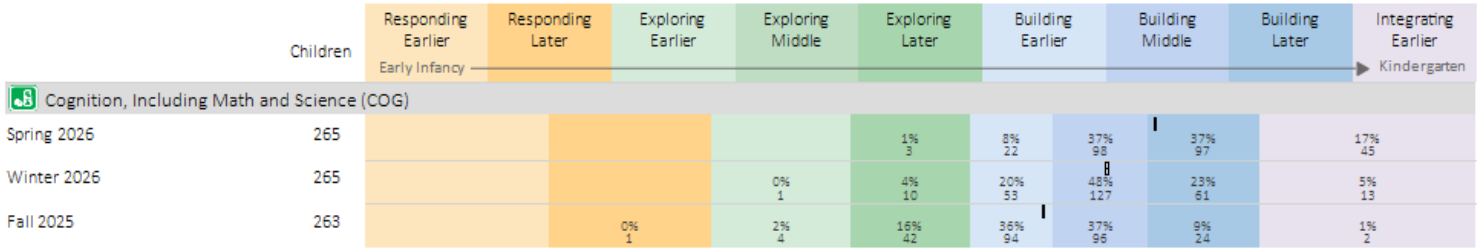
Physical Development

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 3: Gross Motor Manipulative Skills
PD-HLTH 4: Fine Motor Manipulative Skills



Cognition, Including Math and Science

COG 1: Spatial Relationships
COG 2: Classification
COG 3: Number Sense of Quantity
COG 4: Number Sense of Math Operations
COG 5: Measurement
COG 6: Patterning
COG 7: Shapes
COG 8: Cause and Effect

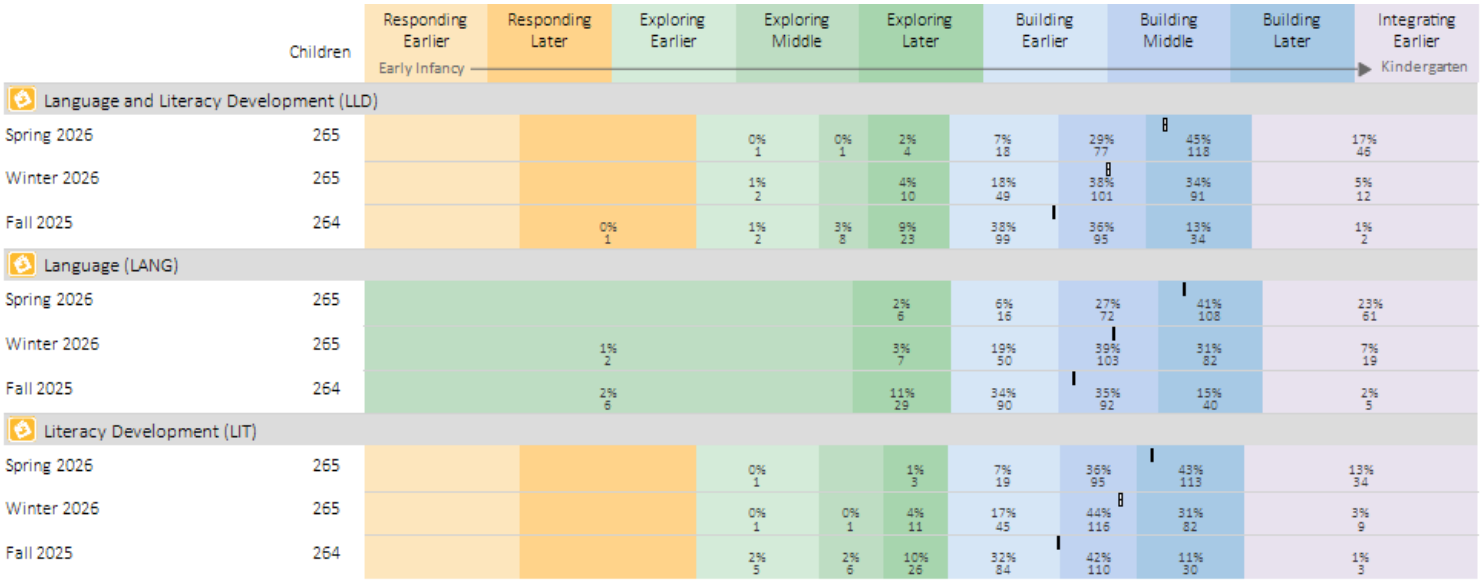


Language and Literacy Development

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LLD 4: Reciprocal Communication and Conversation

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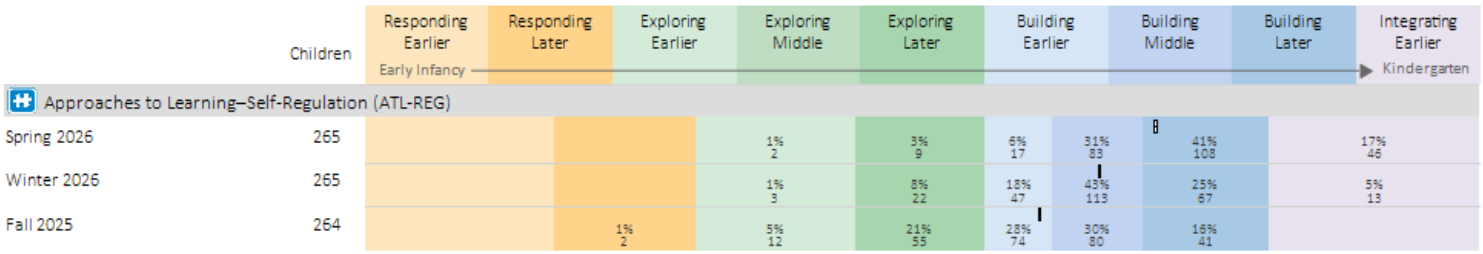
LLD 5: Interest in Literacy
LLD 6: Comprehension of Age-Appropriate Text
LLD 7: Concepts about Print
LLD 8: Phonological Awareness
LLD 9: Letter and Word Knowledge
LLD 10: Emergent Writing



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



Executive Summary of Outcomes

2025-26 School Year

Outcome Reports for the PHS Center-Based classrooms have now been completed to reflect the progress made from Fall 2025 to Spring 2026. The reports show the progress that the children have made throughout 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 Language and Literacy, but would like to see greater growth in these areas, specifically in Literacy Development. We have recently incorporated more training for teachers and will be using more of the Creative Curriculum resources that target specific literacy skills.

PHS Outcome Report 2025-26

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.

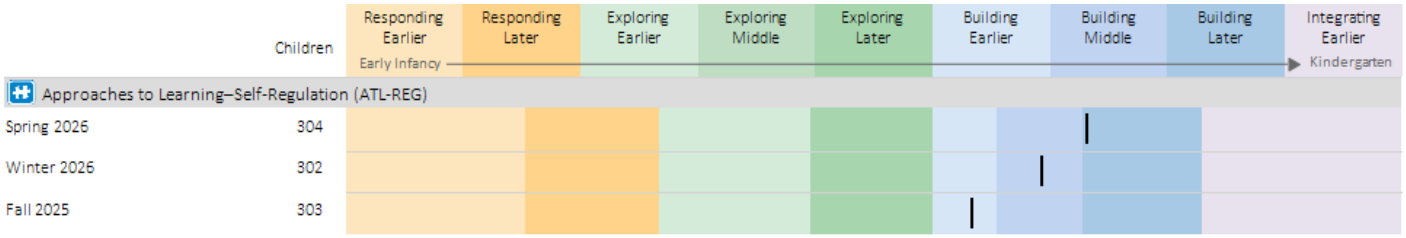
- **Building (Earlier, Middle, Later)**
  Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and 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.

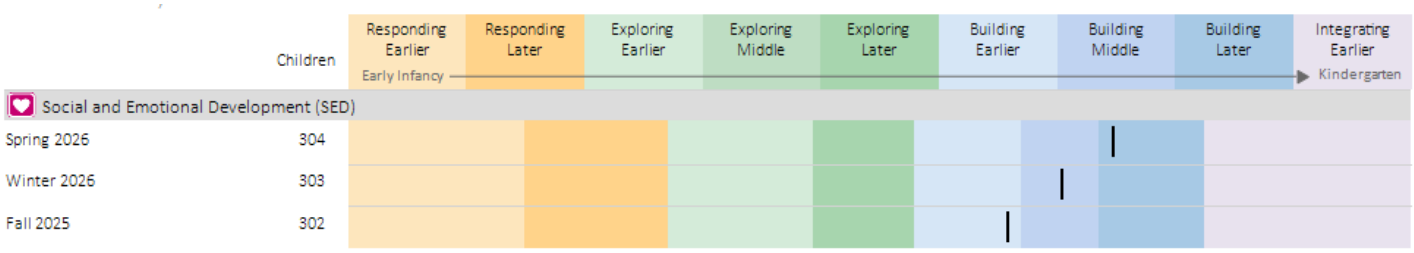
Approaches to Learning:



What this means:

The majority of the children have advanced from the Building Earlier lever 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.

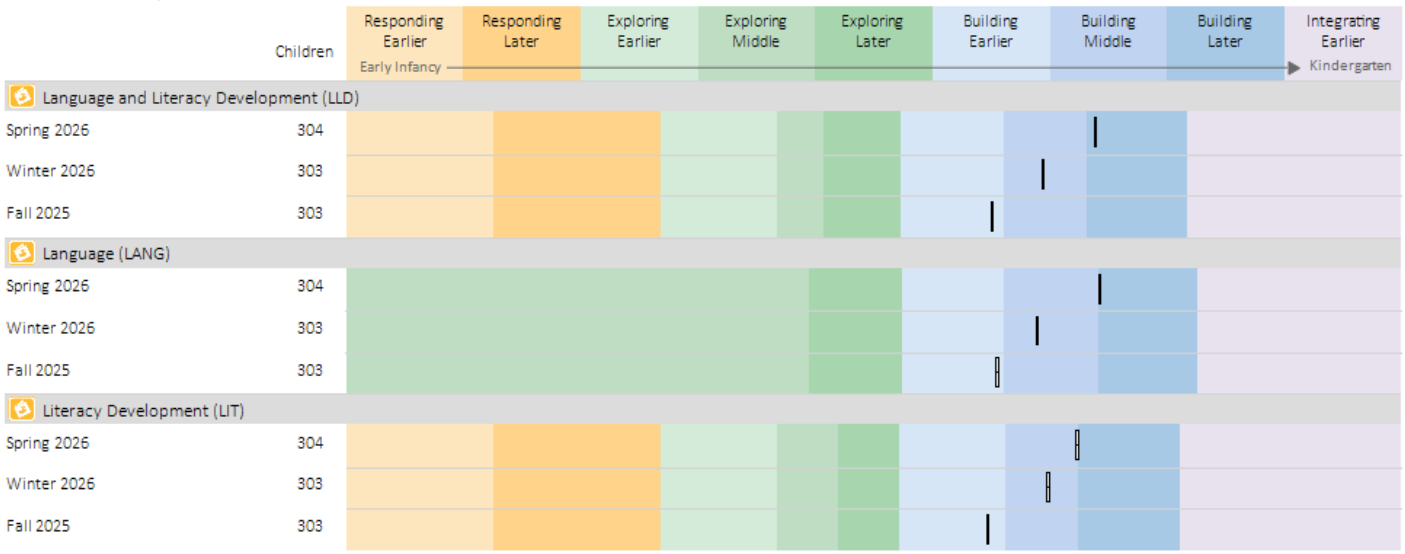
Social and Emotional Development:



What this means:

Many children are now 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.

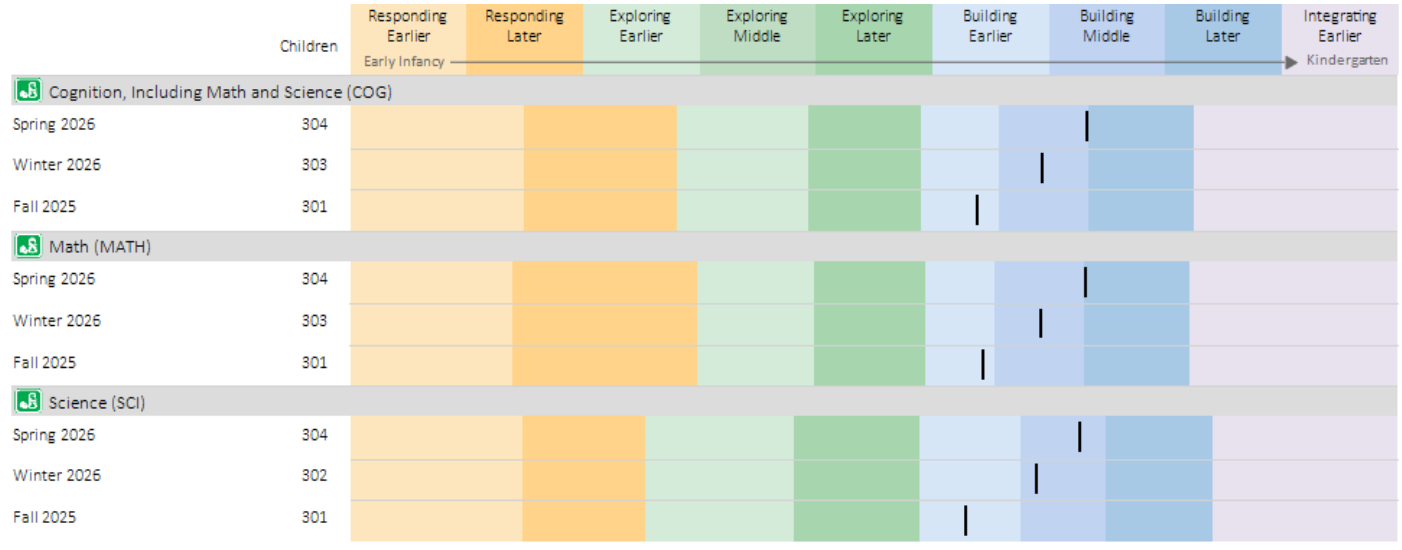
Language and Literacy Development:



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:

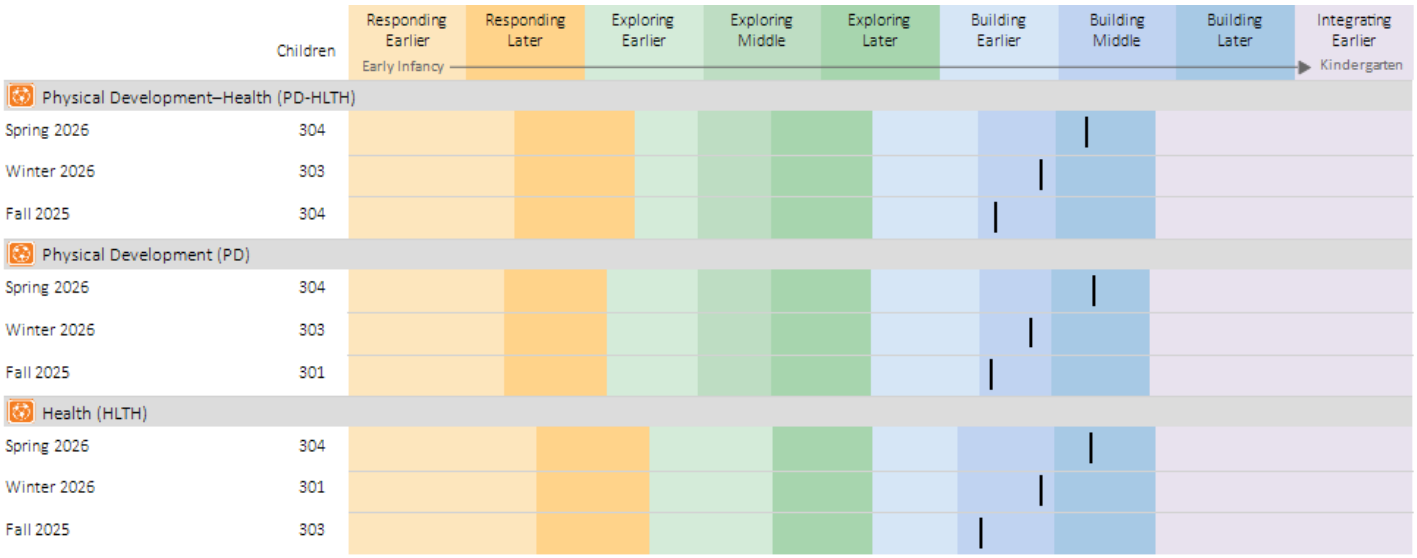


What this means:

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).

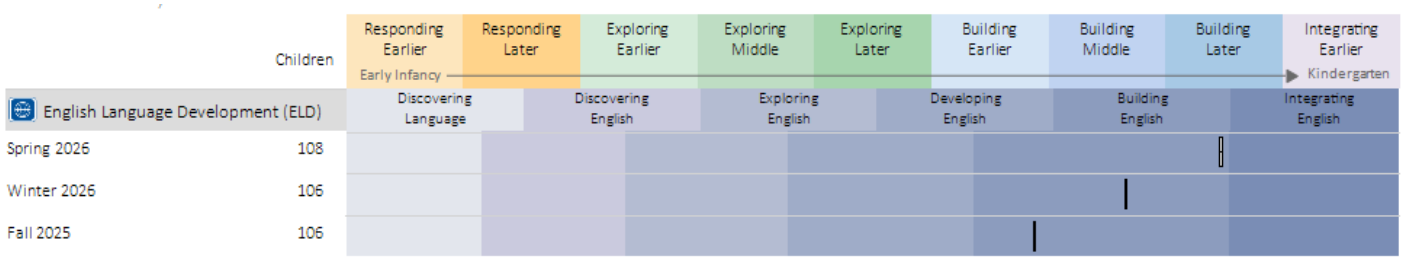
Physical Development-Health:



What this means:

At the Building Middle level, many children are now leaming how to adjust movements to copy an adult or follow an adult's suggestions (such as marching behind a marching adult) and are leaming how to coordinate multiple actions (such as reaching up to get a hat and then putting on the hat). They are also leaming 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.

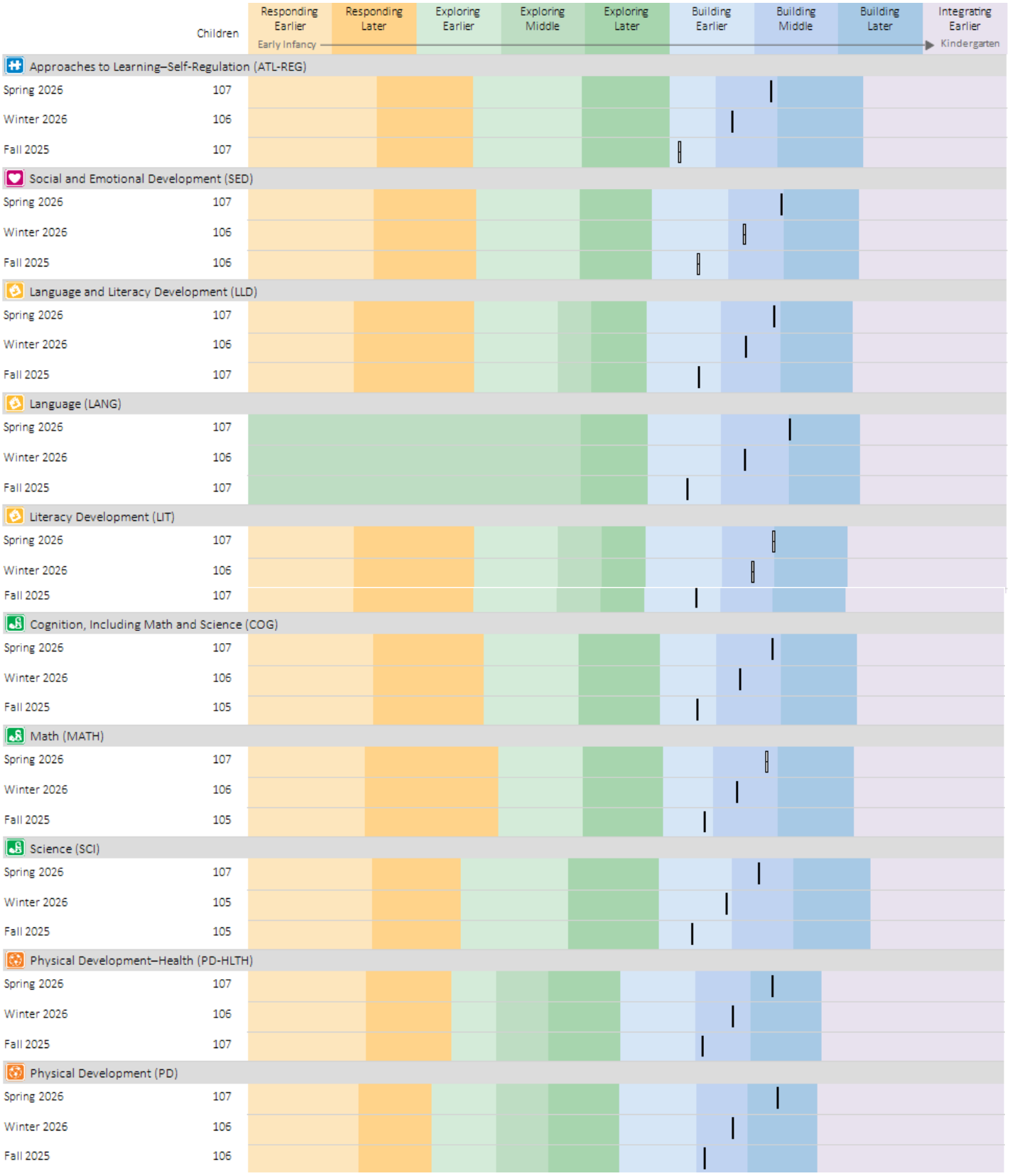
English Language Development:



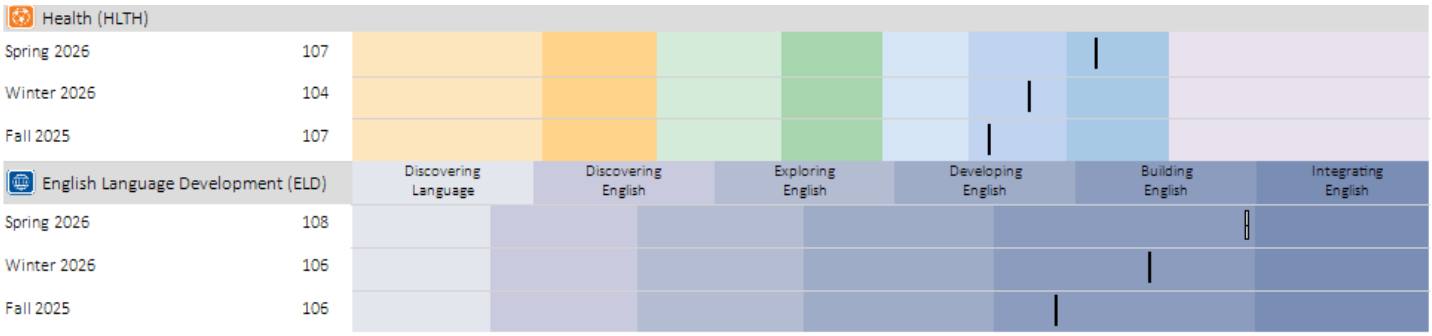
What this means:

At the Building English level, many children have now learned the meaning of many words, phrases, and ideas in English, as well as leaming to identify English letters, recognize own name in English print, use sentences to communicate, and share key ideas in books presented in English.

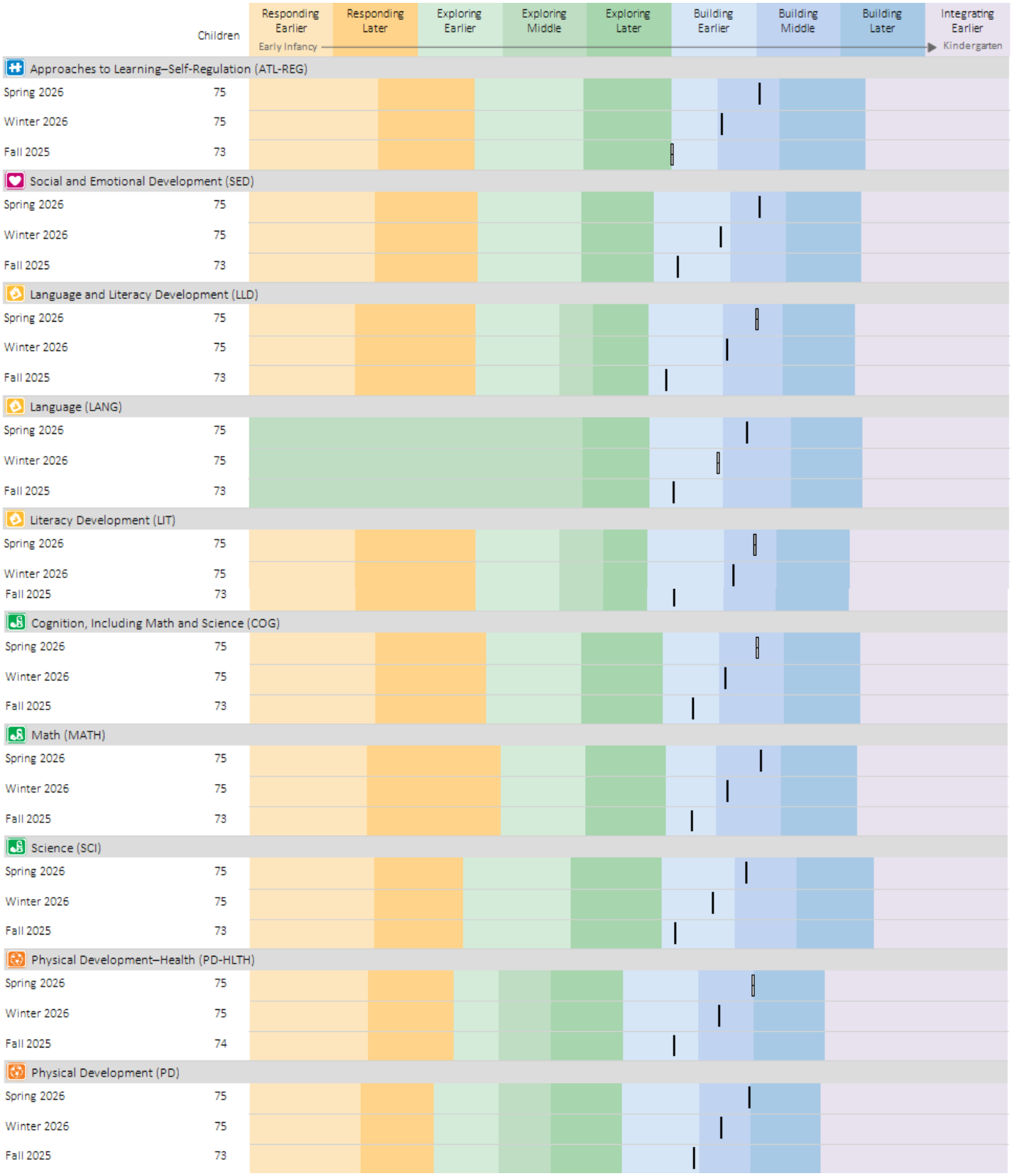
PHS Center-Based Dual Language Learners



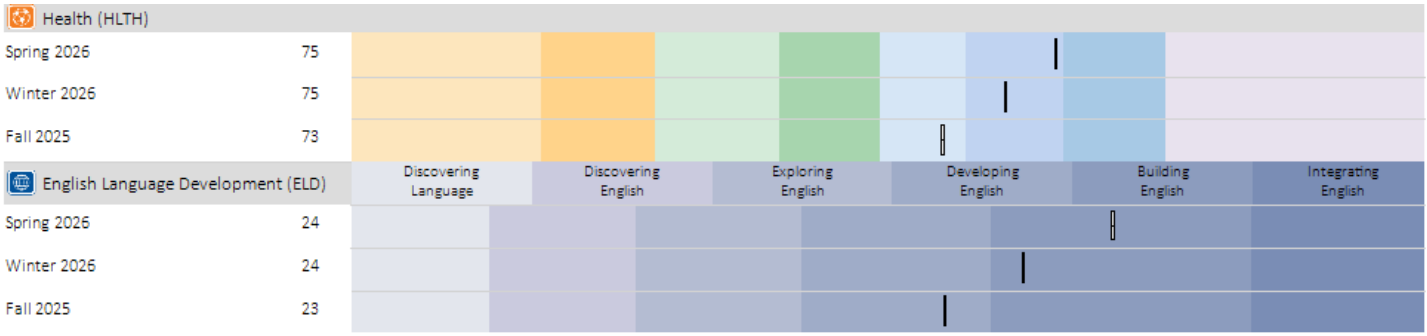
PHS Center-Based Dual Language Learners, cont.



PHS Center-Based Children with an IEP



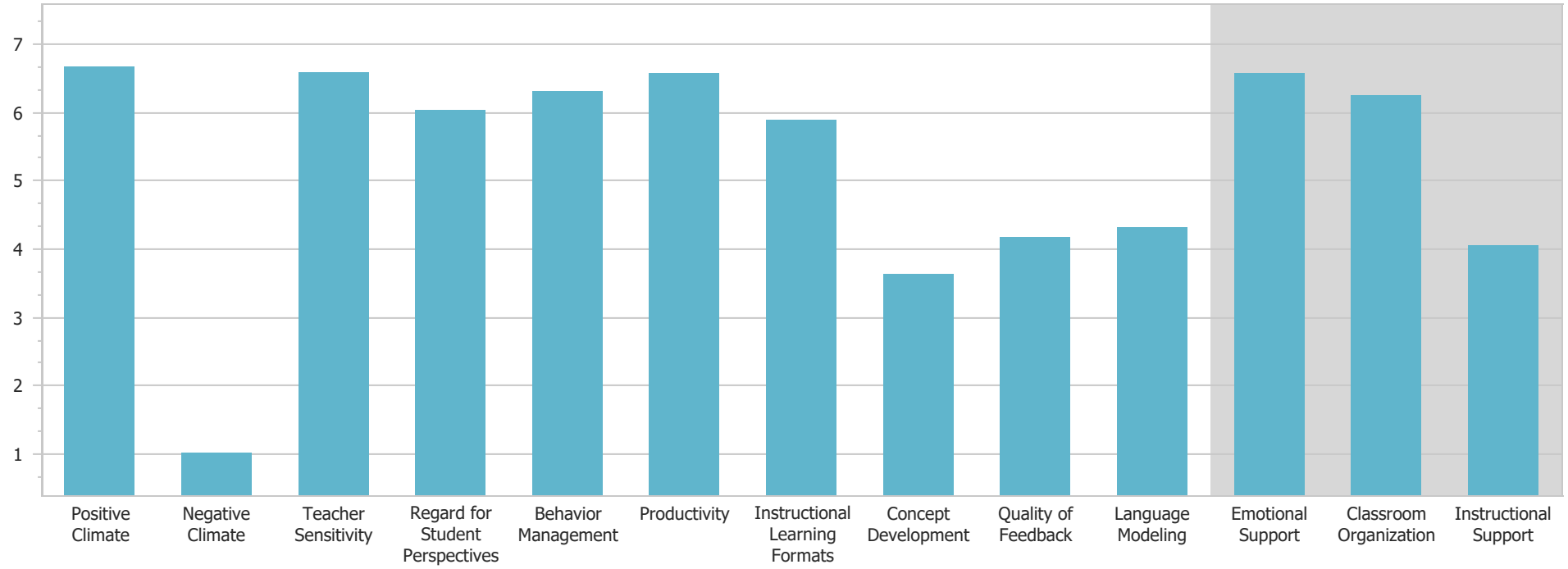
PHS Center-Based Children with an IEP, cont.



5630 - Pre-K CLASS® Average Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Agency

Bear River - PHS, EHS



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.67	1.02	6.59	6.04	6.31	6.57	5.89	3.64	4.18	4.32	6.57	6.25	4.05

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5610 - Pre-K CLASS® Observations List

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Threshold: Not Included | Optional Data: Not Included | Sort By: Date | Observation Date: All | Teacher: All | Observer: All | Group By: Agency

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
06/04/26	Logan	Explore Ext. Day	Garcia, J.	6.50	1.00	6.50	6.25	6.75	6.75	6.50	2.50	3.00	2.50	6.56	6.67	2.67	Mays, A.
05/28/26	Logan	Wonder Ext. Day	Nash, B.	7.00	1.00	6.75	4.75	6.75	6.75	6.75	2.25	2.75	3.75	6.38	6.75	2.92	Mays, A.
05/20/26	Cache County	Hyrum Ext Day	Huppi, J.	7.00	1.00	6.75	6.00	6.50	6.25	7.00	3.75	4.25	4.25	6.69	6.58	4.08	Mays, A.
05/19/26	Box Elder County	Colts Ext. Day	Burnham, S.	6.75	1.25	6.50	7.00	6.00	7.00	5.75	3.75	4.25	4.25	6.75	6.25	4.08	Anderson, K.
05/19/26	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	6.75	7.00	6.50	7.00	6.00	4.00	4.75	4.50	6.94	6.50	4.42	Anderson, K.
05/14/26	Cache County	Smithfield Ext Day	Sorensen, K.	6.75	1.00	6.75	6.75	6.00	6.50	5.50	3.00	4.75	4.25	6.81	6.00	4.00	Anderson, K.
05/12/26	Hyde Park	Imagine Ext Day	Paystrup, A.	6.50	1.00	6.75	5.75	7.00	6.75	6.25	4.25	4.75	5.00	6.50	6.67	4.67	Hill, P.
05/06/26	Hyde Park	Discover PM	Banks, S.	7.00	1.00	6.60	6.00	5.60	6.30	5.00	2.60	3.00	3.30	6.65	5.63	2.97	Anderson, K.
05/06/26	Onieda County	Malad AM	Tubbs, K.	6.50	1.00	7.00	6.50	6.75	7.00	5.75	4.75	5.00	5.75	6.75	6.50	5.17	Hill, P.
05/05/26	Logan	Adventure AM	Seigfried, V.	6.75	1.00	6.75	6.75	5.75	6.00	6.00	3.00	3.75	4.00	6.81	5.92	3.58	Mays, A.
05/04/26	Box Elder County	Cubs Ext. Day	Reeder, N.	5.75	1.50	6.00	6.00	6.00	6.50	4.50	2.25	3.00	2.75	6.06	5.67	2.67	Willmore, K.
04/29/26	Logan	Dream AM	York, J.	7.00	1.00	7.00	6.25	7.00	7.00	6.75	3.50	5.00	4.75	6.81	6.92	4.42	Mays, A.
04/28/26	Bear Lake	Paris PM	Simonson, J.	6.25	1.00	6.75	5.75	6.50	7.00	5.50	3.75	4.50	5.00	6.44	6.33	4.42	Hill, P.
04/22/26	Box Elder County	Joeys AM	Semadeni, E.	7.00	1.00	6.50	6.25	6.75	7.00	6.25	5.00	5.75	5.75	6.69	6.67	5.50	Anderson, K.
04/22/26	Hyde Park	Soar Ext Day	Lloyd, M.	5.75	1.00	6.50	5.50	5.25	6.25	5.25	3.75	4.00	4.50	6.19	5.58	4.08	Hill, P.
04/21/26	Logan	Believe	Trujillo-Gonzalez, A.	6.50	1.00	6.00	6.50	5.25	5.75	6.00	3.00	2.50	3.75	6.50	5.67	3.08	Mays, A.
04/16/26	Box Elder County	Pups	Downs, E.	7.00	1.00	6.75	7.00	7.00	7.00	6.50	4.75	4.75	5.00	6.94	6.83	4.83	Anderson, K.
04/15/26	Franklin County	Preston AM	Jensen, M.	6.50	1.00	6.50	6.50	6.50	7.00	6.00	5.00	5.25	6.00	6.63	6.50	5.42	Hill, P.
04/15/26	Franklin County	Preston PM	Cromwell, W.	6.25	1.00	6.25	6.25	6.25	7.00	6.00	4.50	5.00	5.50	6.44	6.42	5.00	Hill, P.
04/09/26	Logan	Create PM	Kauffman-Smith, M.	7.00	1.00	6.75	6.00	6.50	6.25	7.00	4.00	4.00	3.75	6.69	6.58	3.92	Mays, A.
03/24/26	Hyde Park	Inspire AM	Coleman, E.	6.75	1.00	6.75	6.00	6.75	6.75	6.00	5.00	5.00	5.50	6.63	6.50	5.17	Hill, P.
12/17/25	Box Elder County	Joeys AM	Casper, L.	6.00	1.00	6.50	5.00	5.00	6.25	5.50	2.25	4.00	3.75	6.13	5.58	3.33	Anderson, K.
12/01/25	Logan	Adventure AM	Seigfried, V.	7.00	1.00	5.50	5.50	4.75	5.50	3.75	2.25	3.00	2.25	6.25	4.67	2.50	Willmore, K.
11/20/25	Logan	Believe	Trujillo-Gonzalez, A.	7.00	1.00	6.75	5.50	6.25	6.25	6.00	3.25	4.50	3.75	6.56	6.17	3.83	Mays, A.
11/17/25	Hyde Park	Discover PM	Banks, S.	6.25	1.00	6.50	5.75	6.00	7.00	5.25	3.75	4.00	4.25	6.38	6.08	4.00	Hill, P.
11/17/25	Logan	Create PM	Kauffman-Smith, M.	7.00	1.00	6.50	6.25	6.75	6.50	5.00	3.25	3.50	4.50	6.69	6.08	3.75	Willmore, K.
11/05/25	Box Elder County	Pups	Downs, E.	7.00	1.00	6.75	6.75	6.50	7.00	6.75	2.75	4.75	4.00	6.88	6.75	3.83	Anderson, K.
10/22/25	Bear Lake	Paris PM	Simonson, J.	6.50	1.00	6.50	5.75	6.00	6.50	5.75	3.75	4.25	4.75	6.44	6.08	4.25	Hill, P.
10/22/25	Onieda County	Malad AM	Tubbs, K.	7.00	1.00	7.00	6.50	6.75	7.00	6.75	4.75	5.25	5.00	6.88	6.83	5.00	Anderson, K.
10/14/25	Franklin County	Preston AM	Jensen, M.	6.50	1.00	6.50	5.75	6.50	6.75	6.00	5.00	4.75	5.50	6.44	6.42	5.08	Hill, P.
10/14/25	Logan	Dream AM	York, J.	7.00	1.00	6.50	6.25	6.50	6.50	7.00	4.25	4.25	4.75	6.69	6.67	4.42	Mays, A.
10/07/25	Franklin County	Preston PM	Cromwell, W.	6.25	1.00	6.50	6.00	6.25	6.25	5.50	4.25	4.20	5.00	6.44	6.00	4.48	Hill, P.
10/07/25	Hyde Park	Inspire AM	Coleman, E.	6.00	1.00	5.75	5.50	6.00	6.00	4.25	2.25	3.75	3.75	6.06	5.42	3.25	Evans, K.
10/06/25	Box Elder County	Cubs Ext. Day	Reeder, N.	6.75	1.00	6.75	6.75	6.50	7.00	6.25	5.00	5.25	4.75	6.81	6.58	5.00	Anderson, K.
10/06/25	Logan	Wonder Ext. Day	Nash, B.	7.00	1.00	6.50	4.75	6.00	6.00	5.75	2.00	3.25	3.00	6.31	5.92	2.75	Mays, A.

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5610 - Pre-K CLASS® Observations List

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Threshold: Not Included | Optional Data: Not Included | Sort By: Date | Observation Date: All | Teacher: All | Observer: All | Group By: Agency

Bear River - PHS, EHS

Date	Site	Classroom	Teacher	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS	Observer
10/02/25	Box Elder County	Colts Ext. Day	Burnham, S.	6.50	1.00	6.75	5.00	6.25	6.00	5.25	2.75	2.75	2.75	6.31	5.83	2.75	Reid, J.
10/01/25	Hyde Park	Imagine Ext Day	Paystrup, A.	7.00	1.00	6.75	6.25	6.50	6.50	5.75	4.25	4.75	4.50	6.75	6.25	4.50	Anderson, K.
10/01/25	Logan	Explore Ext. Day	Garcia, J.	7.00	1.00	6.50	5.75	6.50	6.50	7.00	3.00	3.75	4.25	6.56	6.67	3.67	Mays, A.
09/25/25	Hyde Park	Soar Ext Day	Lloyd, M.	6.75	1.00	6.75	6.25	6.75	6.75	5.75	4.25	4.25	5.25	6.69	6.42	4.58	Hill, P.
09/23/25	Box Elder County	Goslings Ext. Day	Venable, M.	7.00	1.00	7.00	6.75	7.00	7.00	6.50	4.25	4.75	4.50	6.94	6.83	4.50	Anderson, K.
09/18/25	Cache County	Hyrum Ext Day	Huppi, J.	7.00	1.00	7.00	5.00	6.25	6.50	6.50	3.25	3.75	3.25	6.50	6.42	3.42	Mays, A.
09/17/25	Cache County	Smithfield Ext Day	Sorensen, K.	6.25	1.00	6.50	5.75	6.50	6.25	4.75	4.00	4.00	4.25	6.38	5.83	4.08	Hill, P.

Total: 42

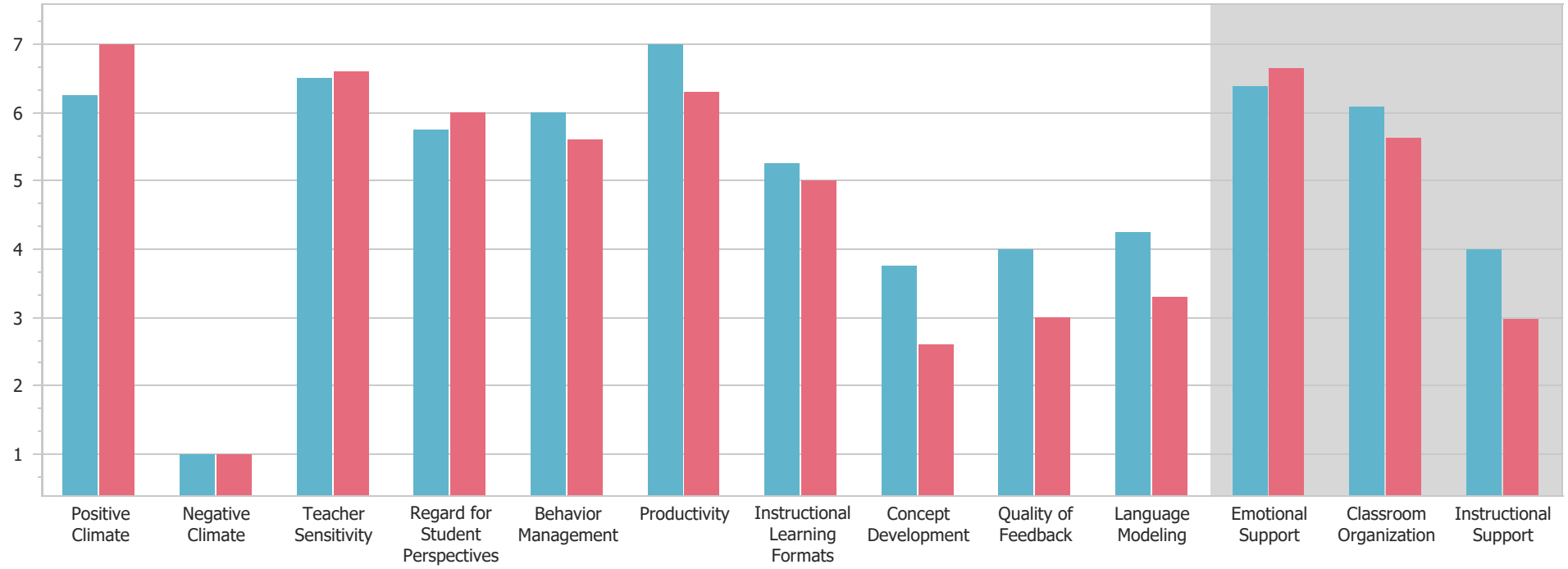
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Banks, Stacy



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/17/2025	6.25	1	6.5	5.75	6	7	5.25	3.75	4	4.25	6.38	6.08	4
5/6/2026	7	1	6.6	6	5.6	6.3	5	2.6	3	3.3	6.65	5.63	2.97

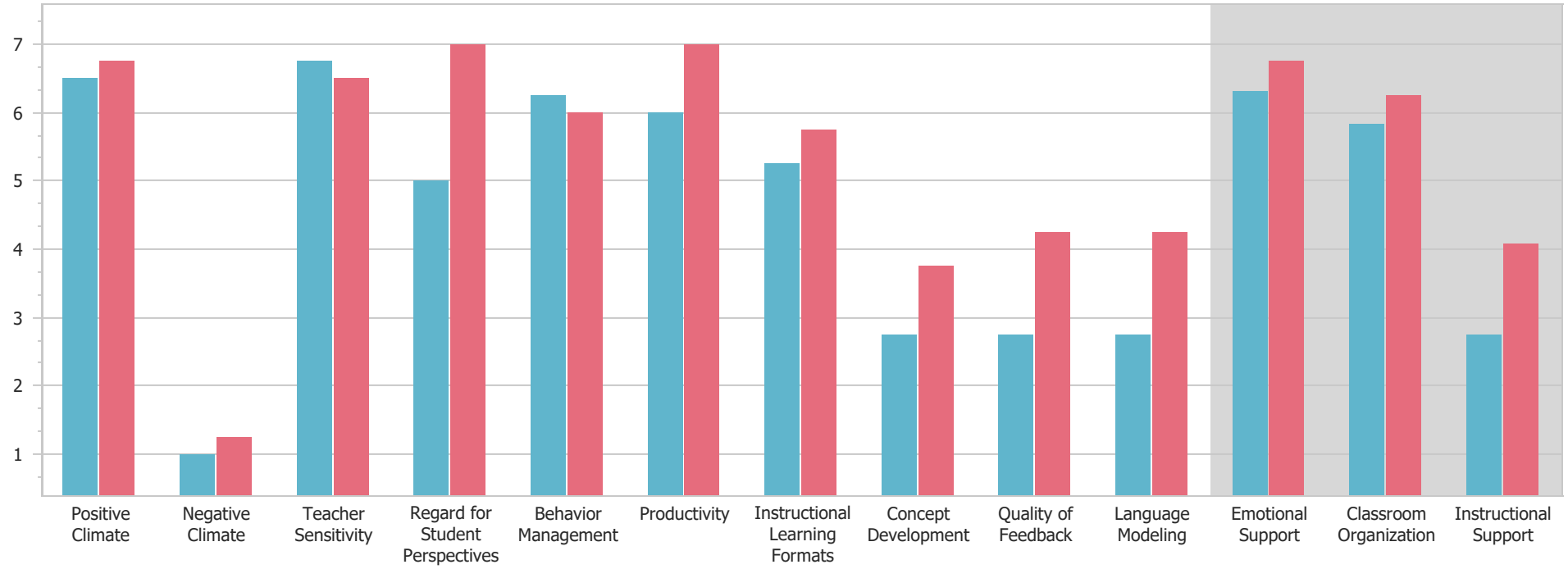
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Burnham, Shawn



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/2/2025	6.5	1	6.75	5	6.25	6	5.25	2.75	2.75	2.75	6.31	5.83	2.75
5/19/2026	6.75	1.25	6.5	7	6	7	5.75	3.75	4.25	4.25	6.75	6.25	4.08

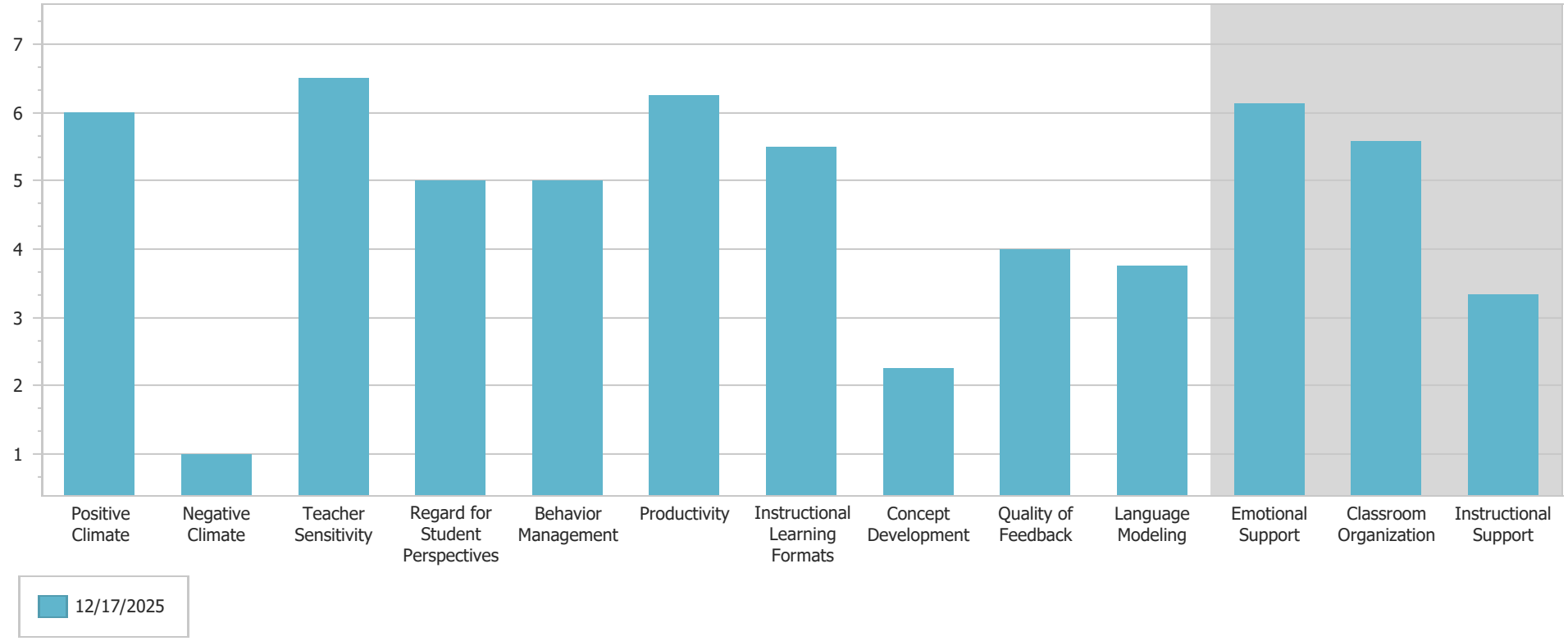
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Casper, Lauren



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
12/17/2025	6	1	6.5	5	5	6.25	5.5	2.25	4	3.75	6.13	5.58	3.33

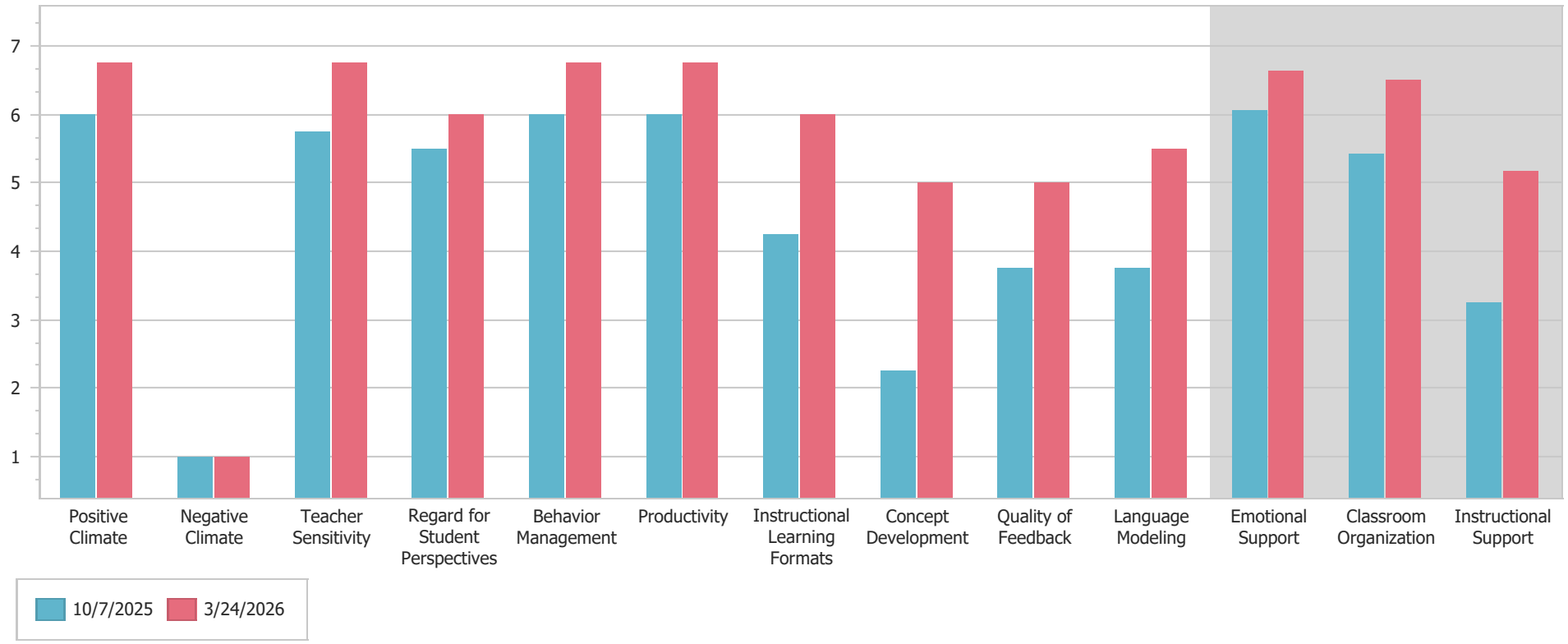
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Coleman, Erica



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/7/2025	6	1	5.75	5.5	6	6	4.25	2.25	3.75	3.75	6.06	5.42	3.25
3/24/2026	6.75	1	6.75	6	6.75	6.75	6	5	5	5.5	6.63	6.5	5.17

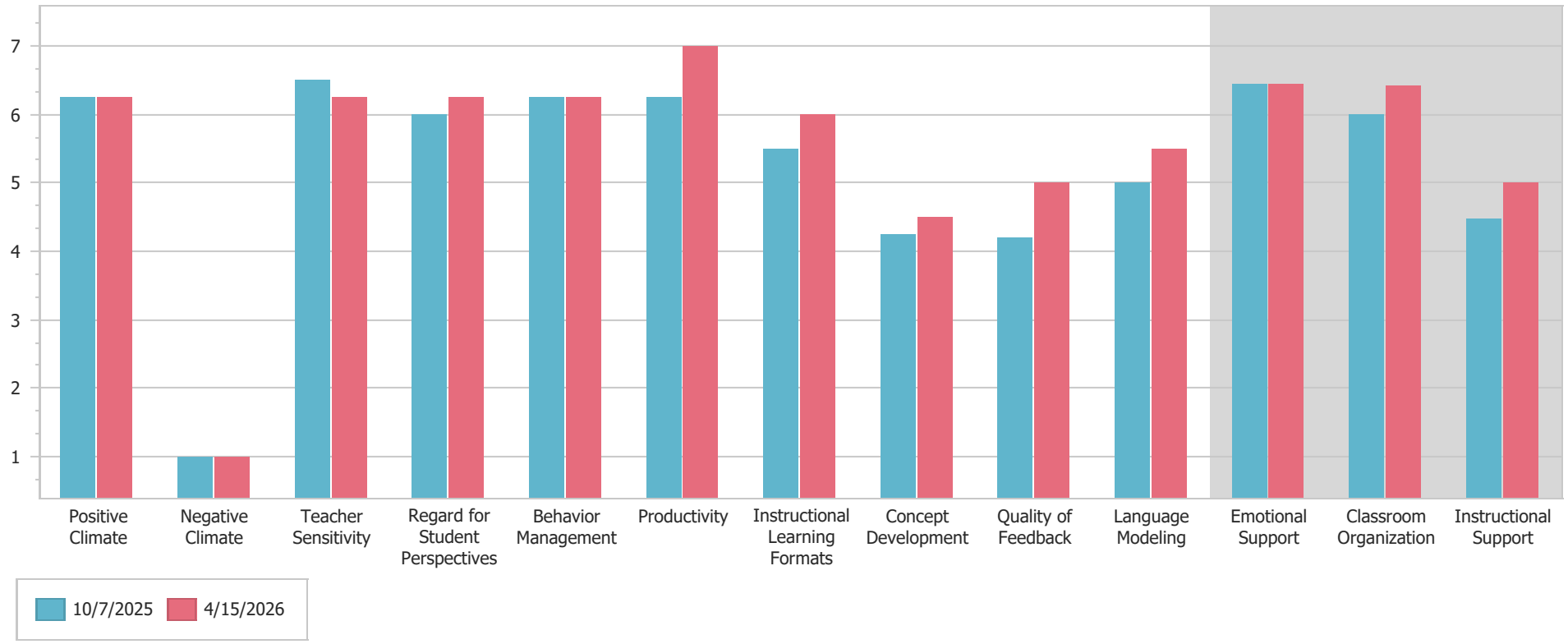
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Cromwell, Whitney



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/7/2025	6.25	1	6.5	6	6.25	6.25	5.5	4.25	4.2	5	6.44	6	4.48
4/15/2026	6.25	1	6.25	6.25	6.25	7	6	4.5	5	5.5	6.44	6.42	5

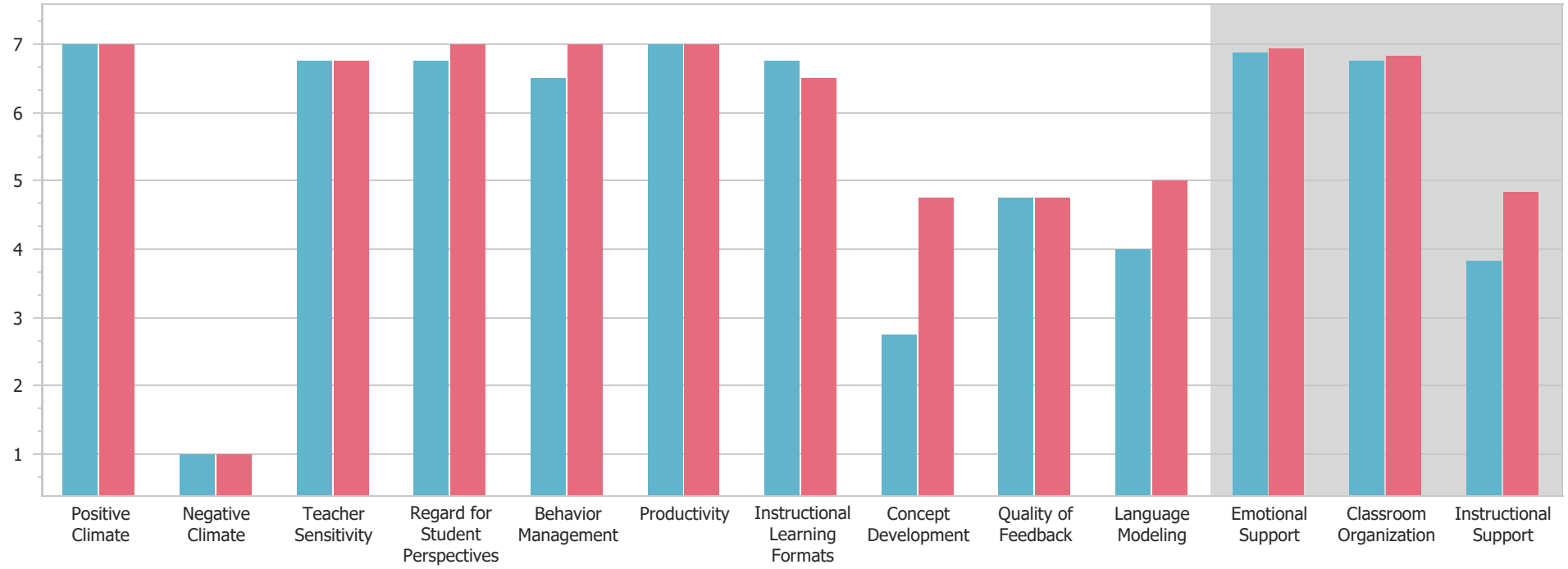
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Downs, Emily



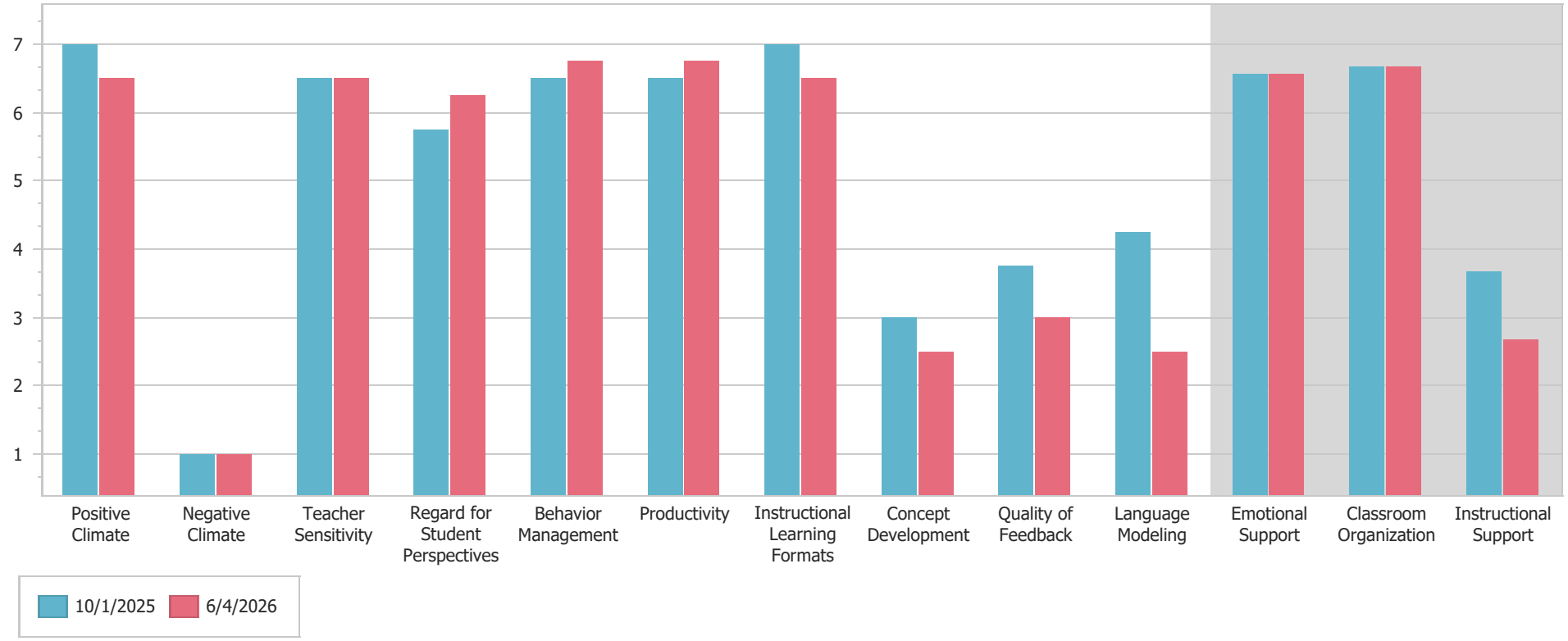
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
11/5/2025	7	1	6.75	6.75	6.5	7	6.75	2.75	4.75	4	6.88	6.75	3.83
4/16/2026	7	1	6.75	7	7	7	6.5	4.75	4.75	5	6.94	6.83	4.83

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Garcia, Jennifer



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/1/2025	7	1	6.5	5.75	6.5	6.5	7	3	3.75	4.25	6.56	6.67	3.67
6/4/2026	6.5	1	6.5	6.25	6.75	6.75	6.5	2.5	3	2.5	6.56	6.67	2.67

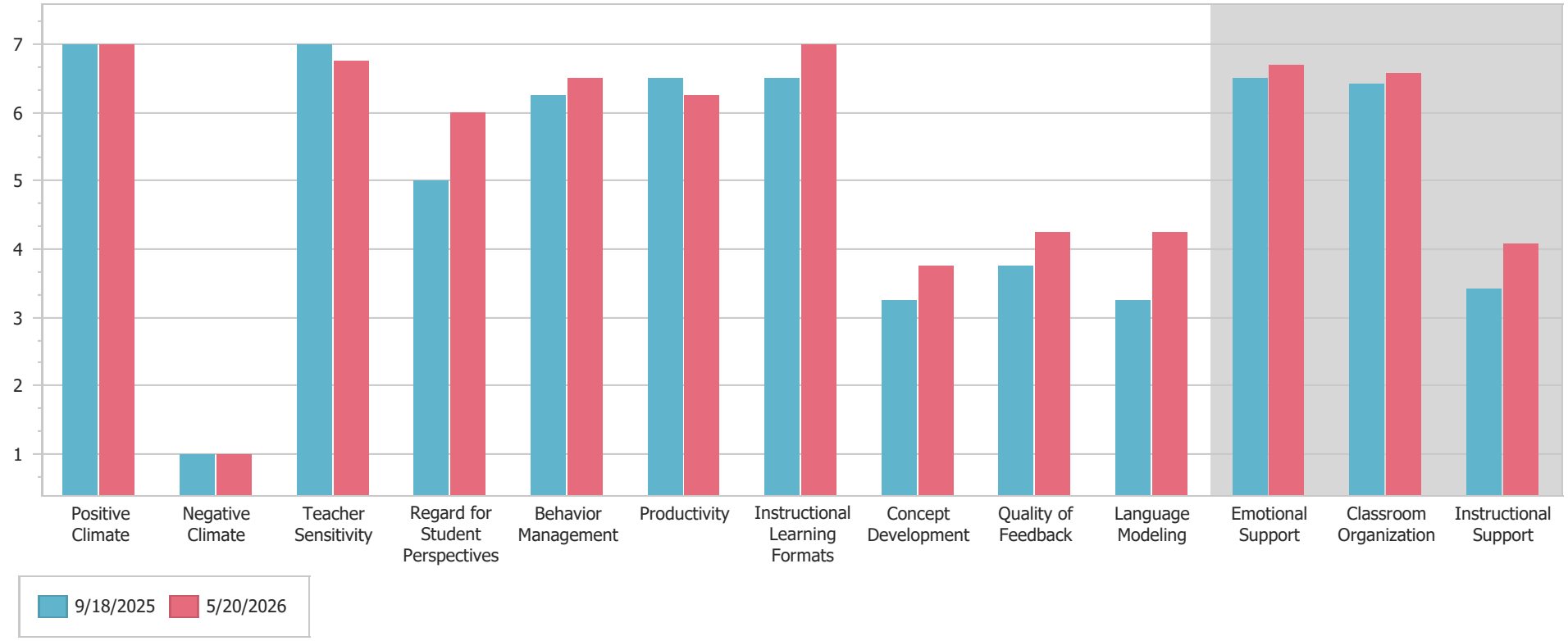
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Huppi, Julie



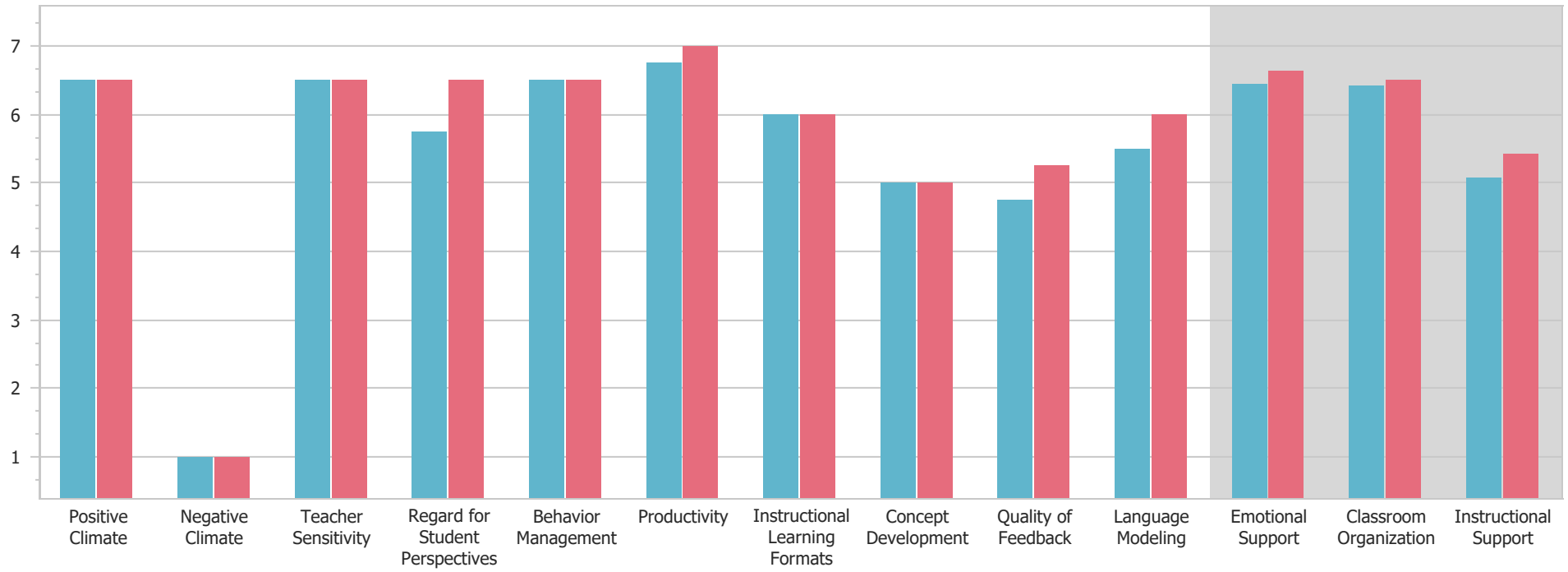
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5/20/2026	7	1	6.75	6	6.5	6.25	7	3.75	4.25	4.25	6.69	6.58	4.08

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Jensen, Mindy



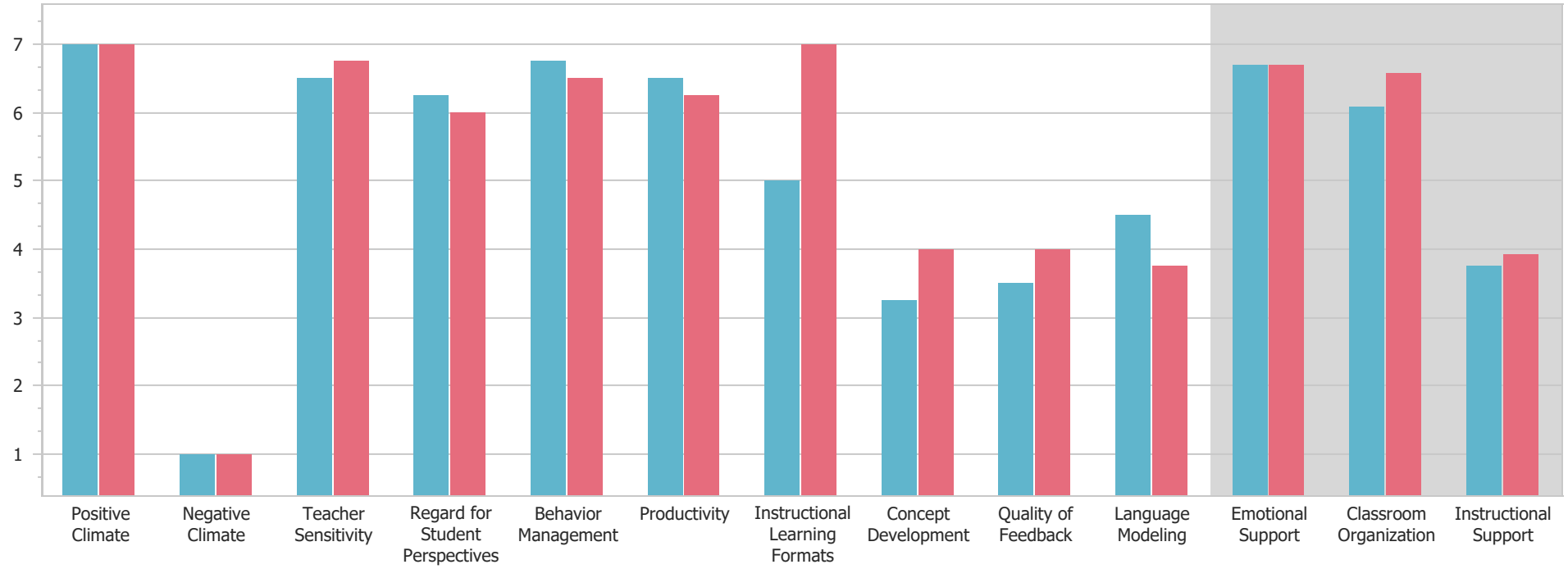
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10/14/2025	6.5	1	6.5	5.75	6.5	6.75	6	5	4.75	5.5	6.44	6.42	5.08
4/15/2026	6.5	1	6.5	6.5	6.5	7	6	5	5.25	6	6.63	6.5	5.42

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Kauffman-Smith, Madison



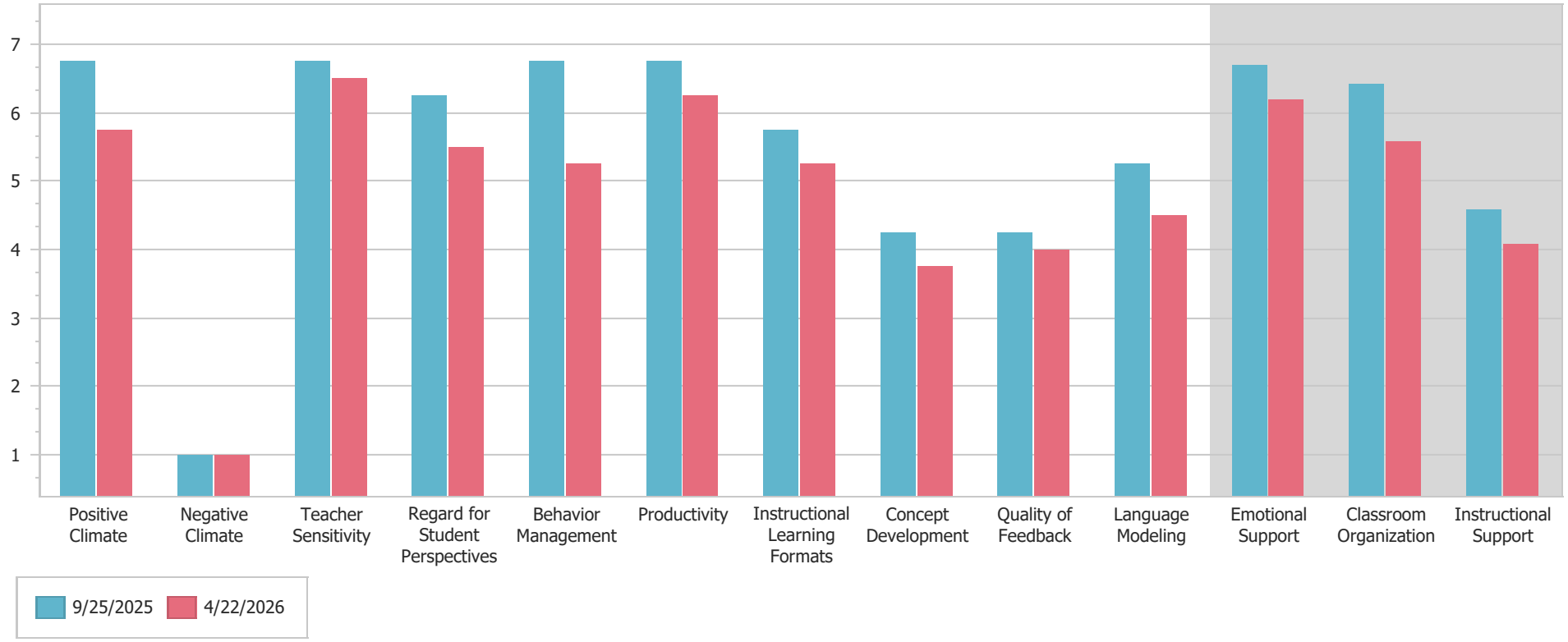
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11/17/2025	7	1	6.5	6.25	6.75	6.5	5	3.25	3.5	4.5	6.69	6.08	3.75
4/9/2026	7	1	6.75	6	6.5	6.25	7	4	4	3.75	6.69	6.58	3.92

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Lloyd, Madisen



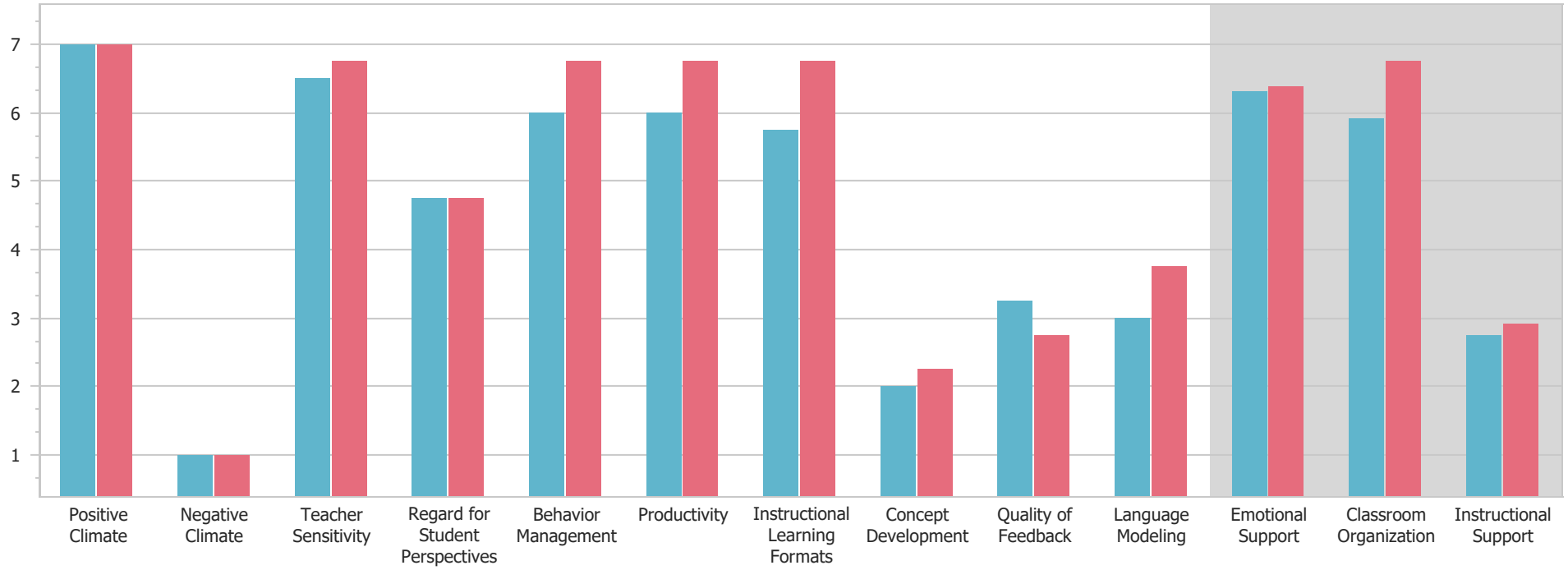
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9/25/2025	6.75	1	6.75	6.25	6.75	6.75	5.75	4.25	4.25	5.25	6.69	6.42	4.58
4/22/2026	5.75	1	6.5	5.5	5.25	6.25	5.25	3.75	4	4.5	6.19	5.58	4.08

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Nash, Bethany



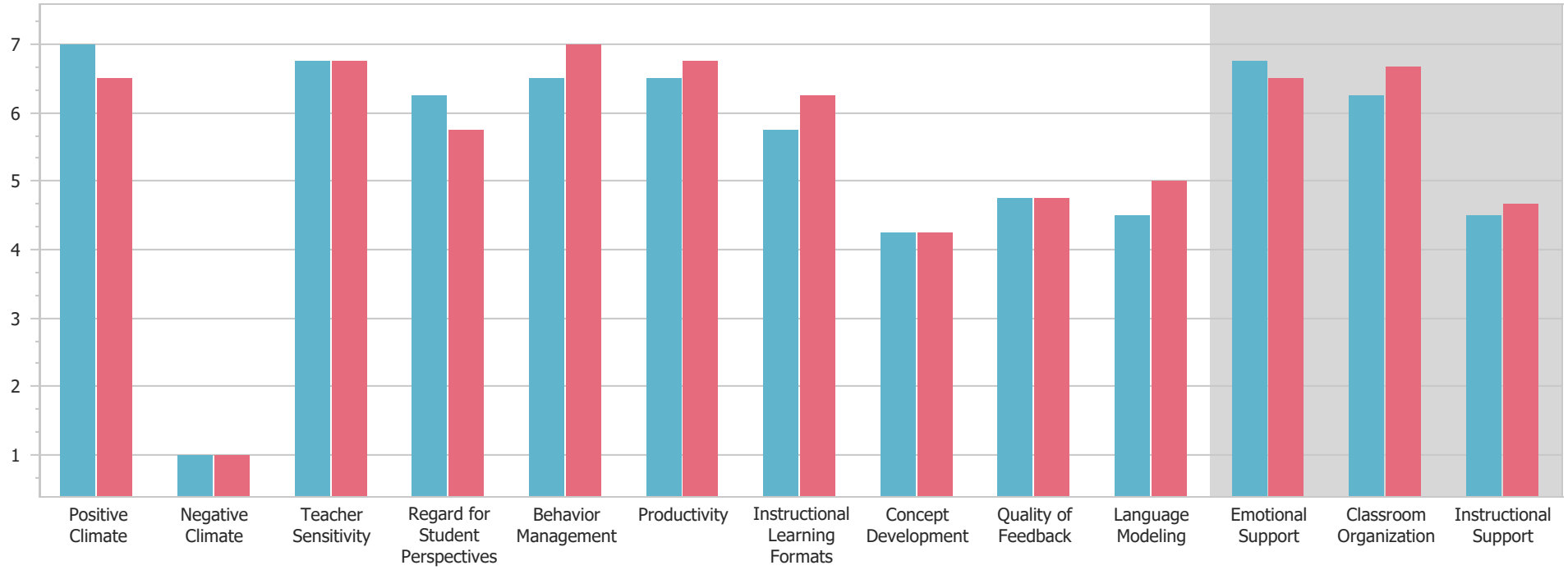
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5/28/2026	7	1	6.75	4.75	6.75	6.75	6.75	2.25	2.75	3.75	6.38	6.75	2.92

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Paystrup, Alyson



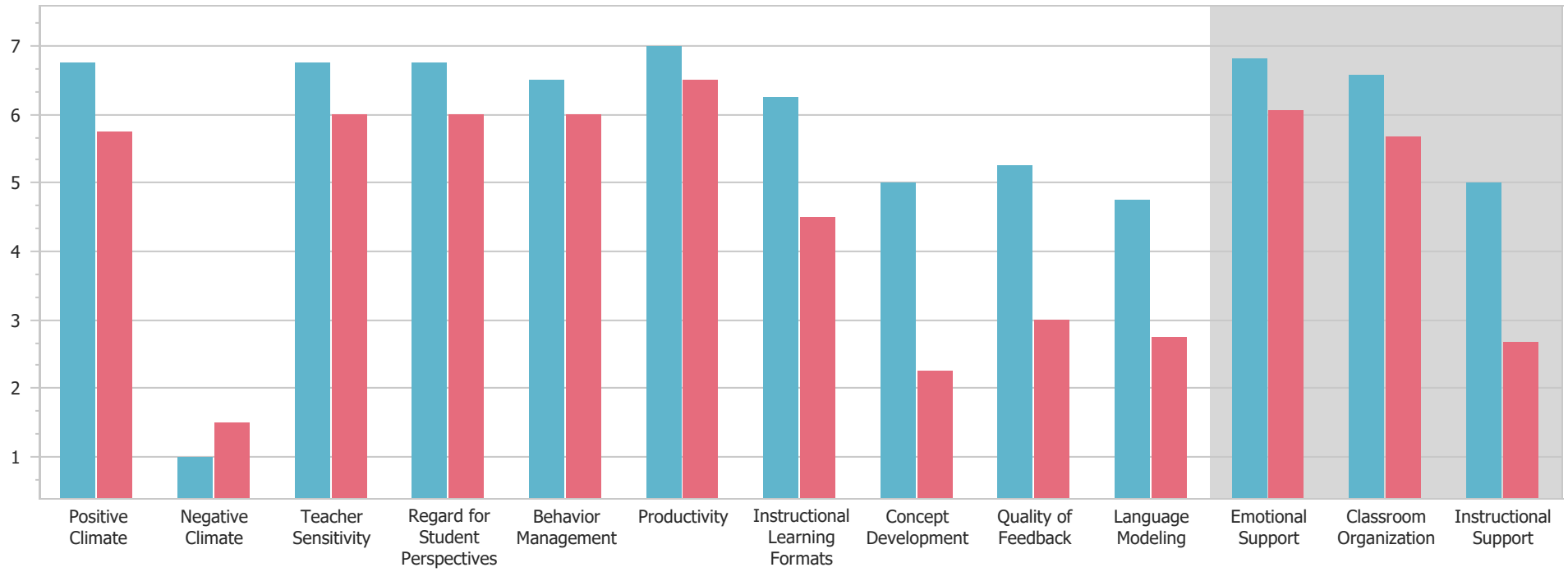
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5/12/2026	6.5	1	6.75	5.75	7	6.75	6.25	4.25	4.75	5	6.5	6.67	4.67

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Reeder, Nicholle



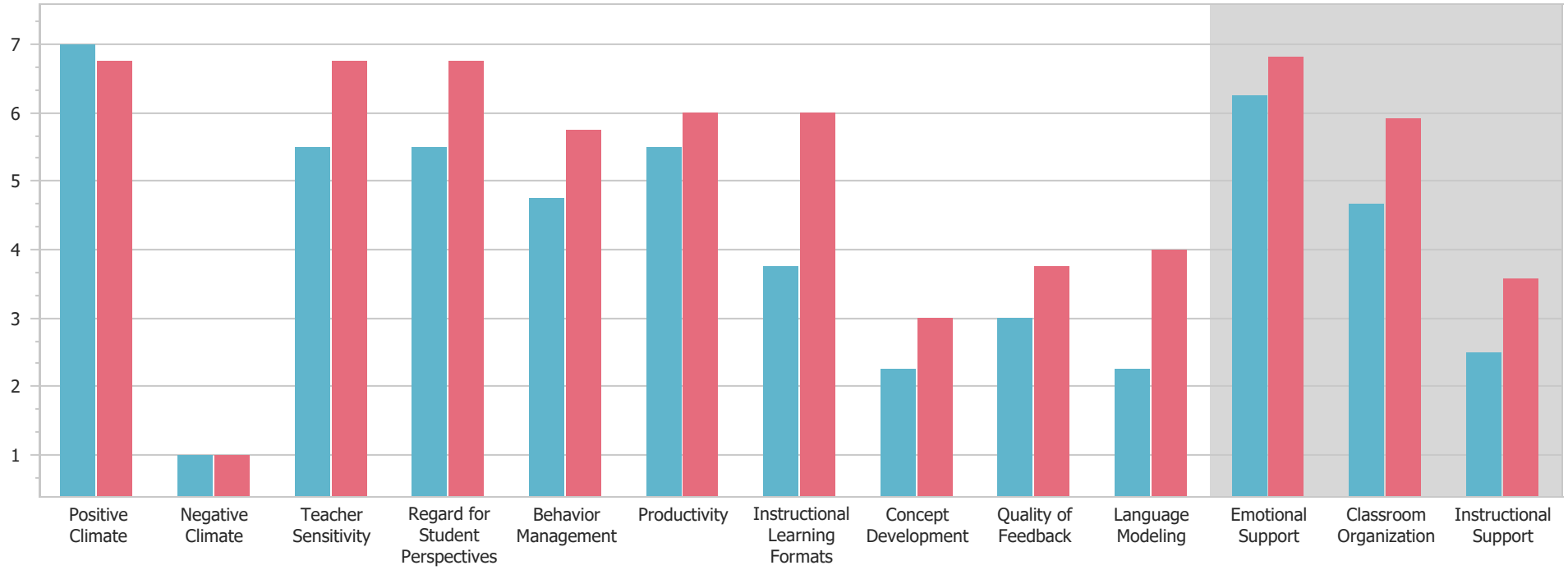
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5/4/2026	5.75	1.5	6	6	6	6.5	4.5	2.25	3	2.75	6.06	5.67	2.67

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Seigfried, Vicki



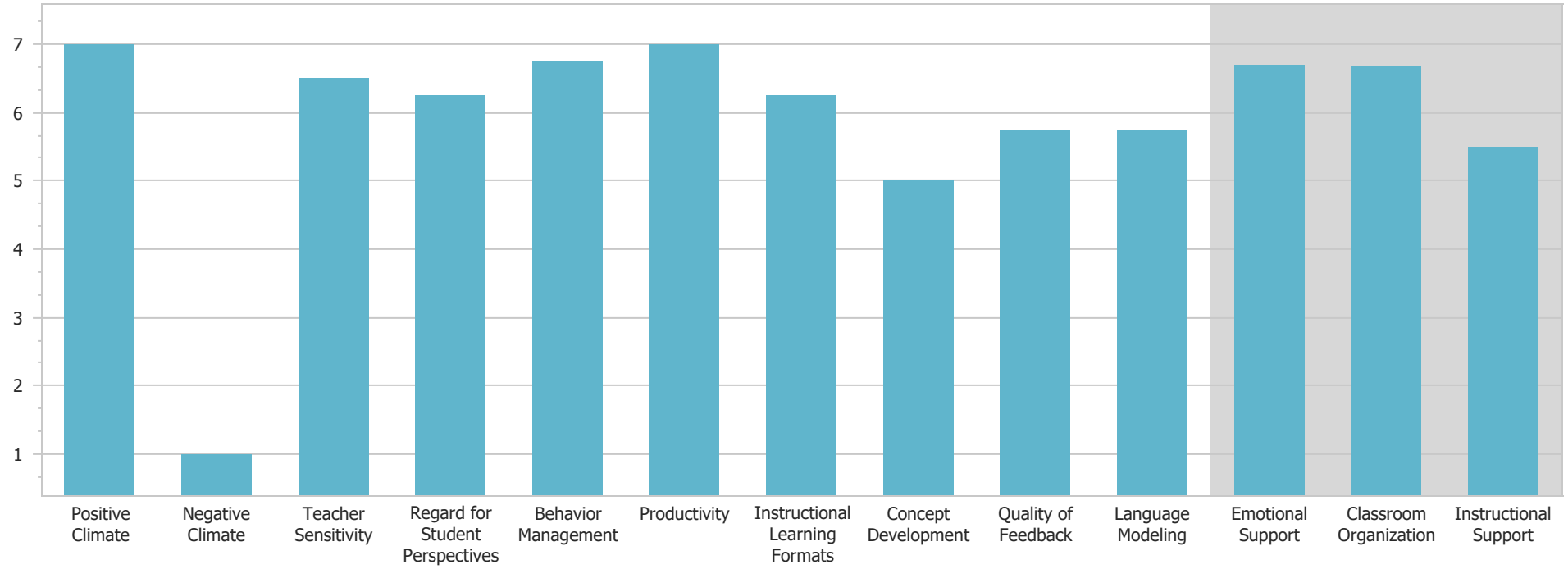
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5/5/2026	6.75	1	6.75	6.75	5.75	6	6	3	3.75	4	6.81	5.92	3.58

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Semadeni, Emily



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
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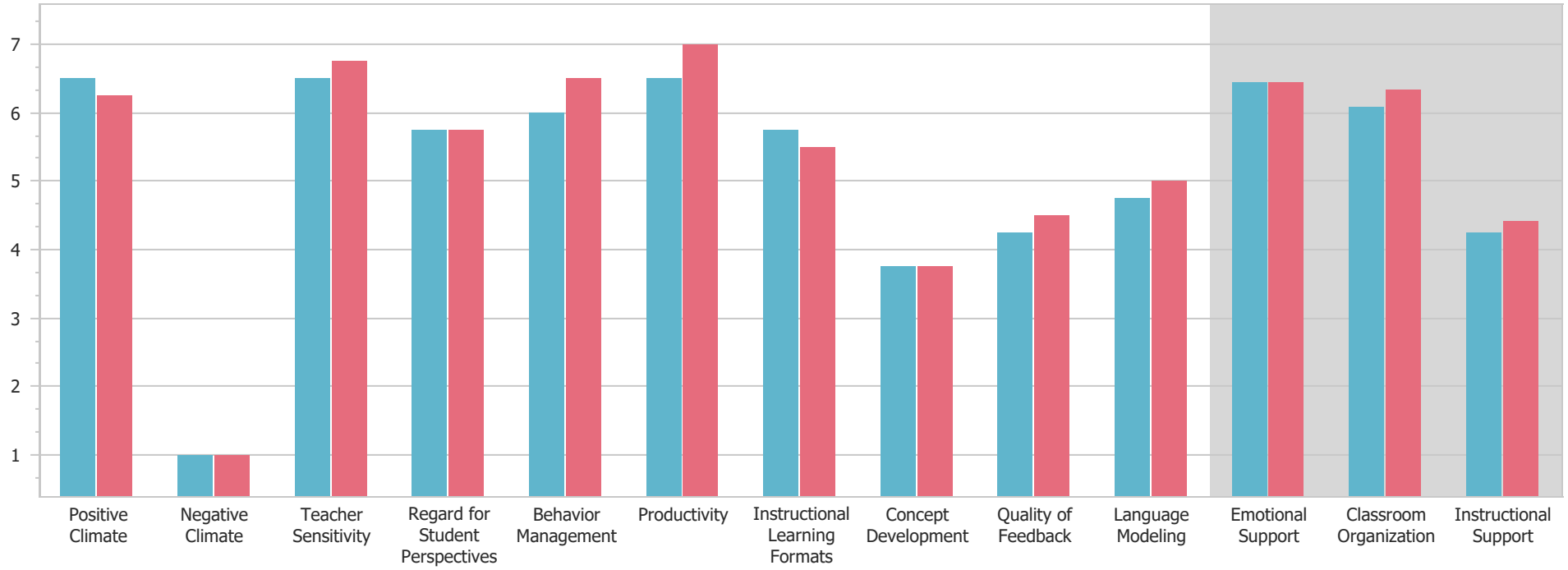
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Simonson, Janessa



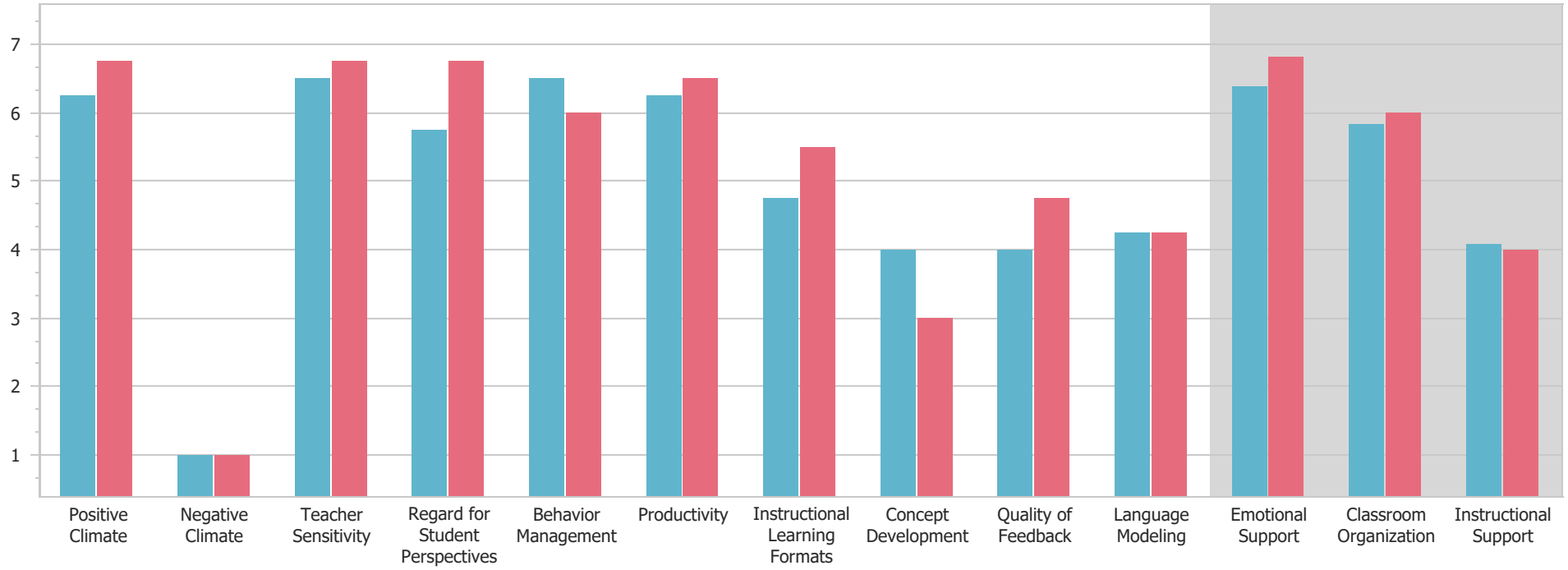
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4/28/2026	6.25	1	6.75	5.75	6.5	7	5.5	3.75	4.5	5	6.44	6.33	4.42

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Sorensen, Kimberly

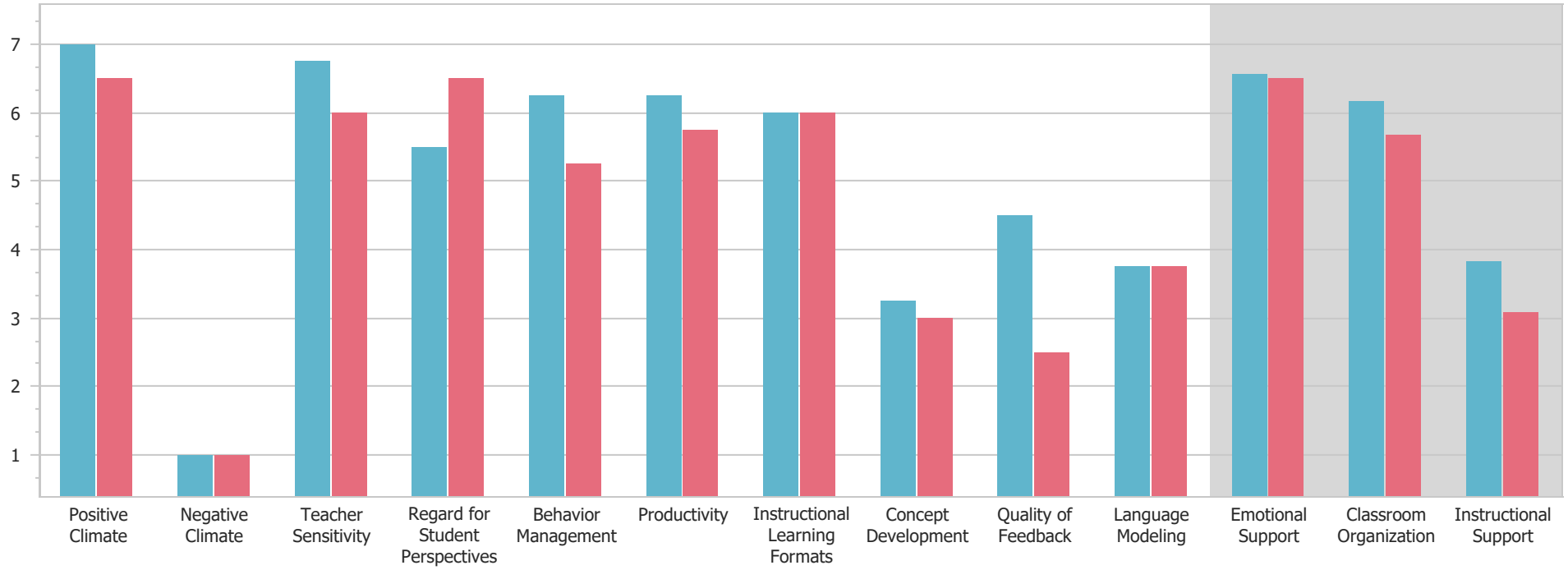


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9/17/2025	6.25	1	6.5	5.75	6.5	6.25	4.75	4	4	4.25	6.38	5.83	4.08
5/14/2026	6.75	1	6.75	6.75	6	6.5	5.5	3	4.75	4.25	6.81	6	4

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Trujillo-Gonzalez, Andrea



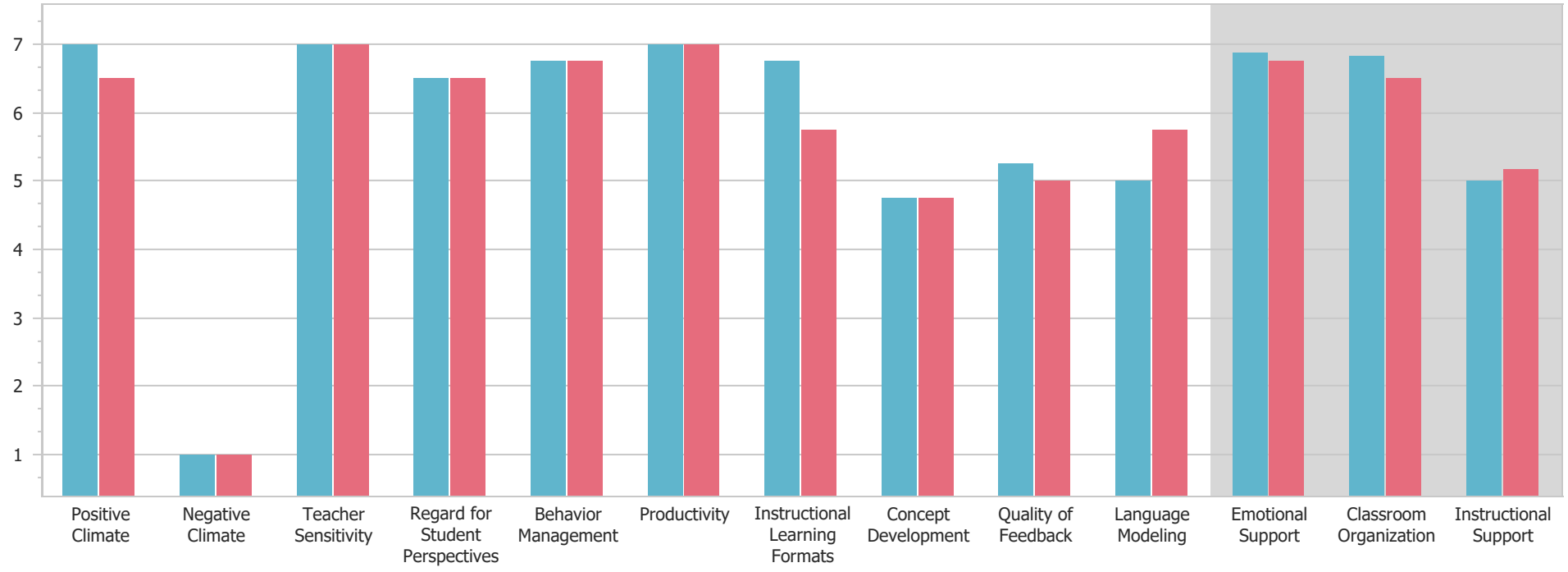
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4/21/2026	6.5	1	6	6.5	5.25	5.75	6	3	2.5	3.75	6.5	5.67	3.08

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Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Tubbs, Karen



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/22/2025	7	1	7	6.5	6.75	7	6.75	4.75	5.25	5	6.88	6.83	5
5/6/2026	6.5	1	7	6.5	6.75	7	5.75	4.75	5	5.75	6.75	6.5	5.17

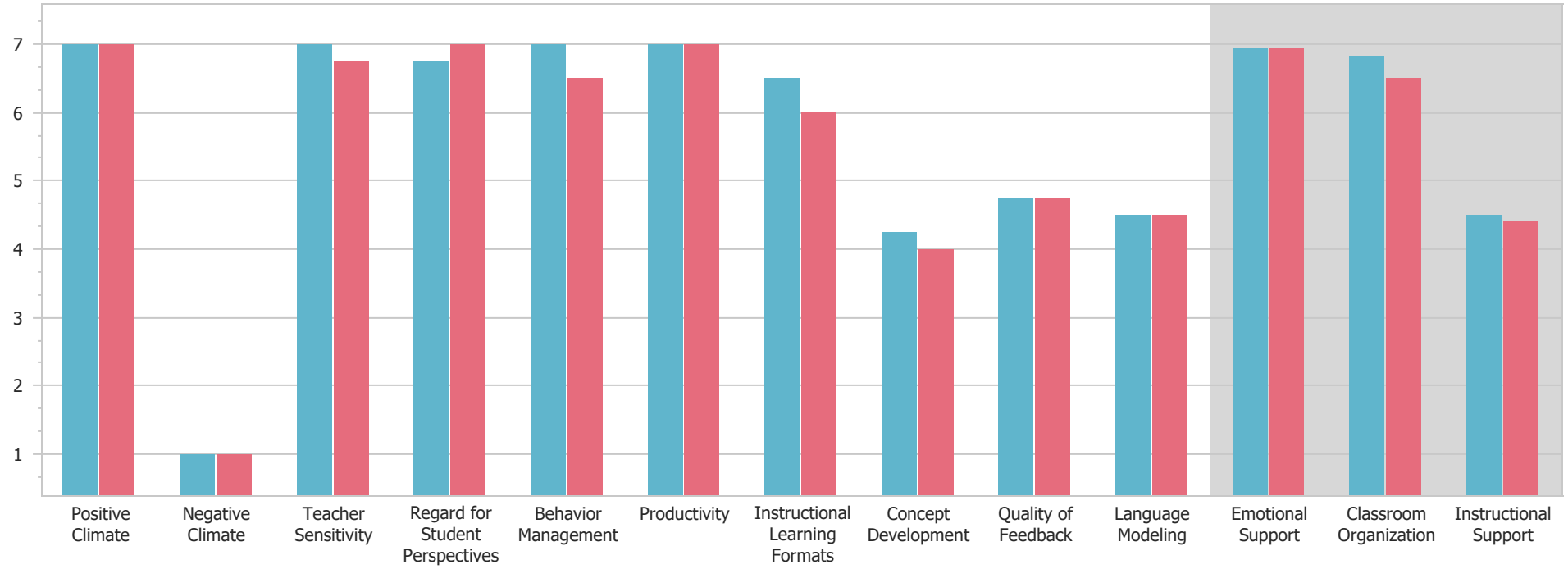
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

Venable, Mikalyn



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
9/23/2025	7	1	7	6.75	7	7	6.5	4.25	4.75	4.5	6.94	6.83	4.5
5/19/2026	7	1	6.75	7	6.5	7	6	4	4.75	4.5	6.94	6.5	4.42

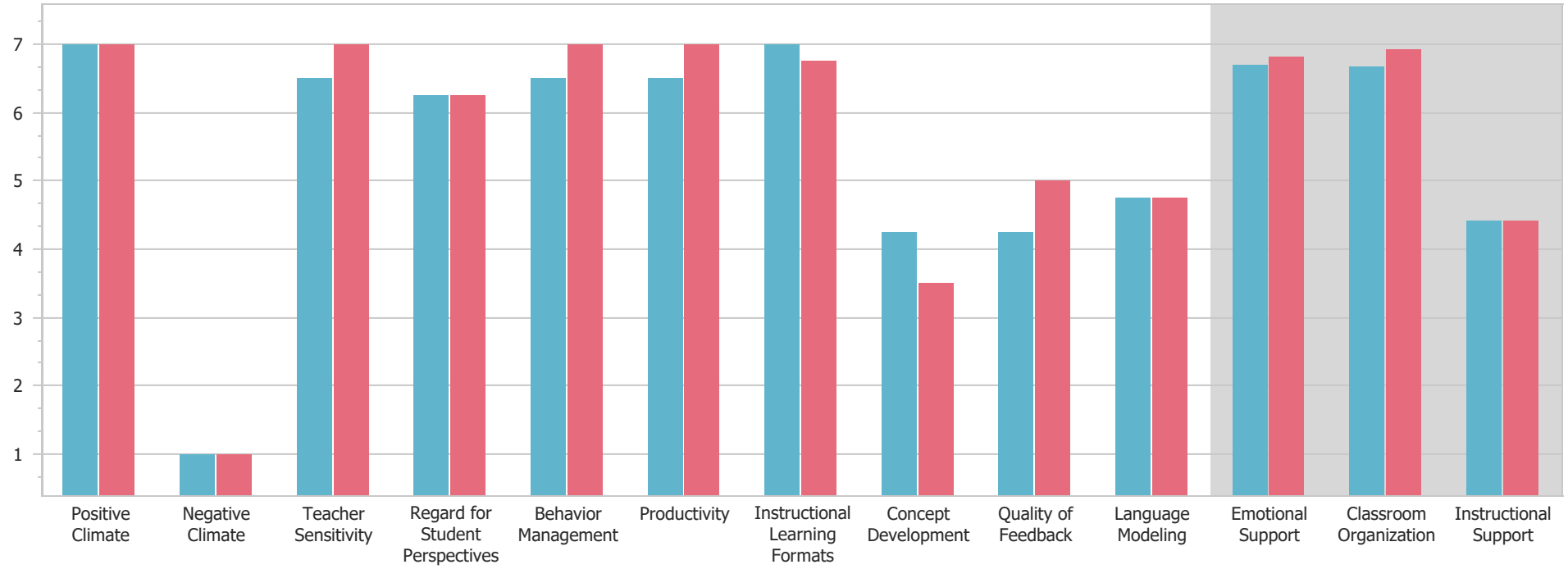
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5620 - Pre-K CLASS® Score Charts

Program Term: Head Start 2025-2026 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold: No | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Teacher

York, Jillian



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
10/14/2025	7	1	6.5	6.25	6.5	6.5	7	4.25	4.25	4.75	6.69	6.67	4.42
4/29/2026	7	1	7	6.25	7	7	6.75	3.5	5	4.75	6.81	6.92	4.42

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PHS Training Schedule

The following training schedule is for the 2026-27 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)
Preservice Training: July 13-17	**9:00-3:30** **Day 1:** Welcome, Expectations Team Building **Day 2**: Early Writing and Literacy, Environments **Day 3:** Process Focussed Art **Day 4:** Health Team, SET Team **Day 5:** Guest Presenters: Speech Lang Center Cache Refugee Connection	Emailed trainings sent out every Friday. The Education Training Manager will select material related to a monthly topic. 1st Friday= 7-Minute Safety Training 2nd Friday= Mental Health 3rd Friday= Creative Curriculum 4th Friday= Active Supervision/Conscious Discipline	TLC components: • Conscious Discipline 10-15 minutes • Practice-Based Coaching approach 60-90 min

Sept.	**Sept 4:** 9-10:30 CLASS-Engaging Interactions 10:30-12:00 SET Team Conscious Discipline: Power of Attention Skill of Assertiveness 12:00-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum: Eye Level Active Supervision: Setting up the Environment	Conscious Discipline Fostering Connections (PBC)
Oct.	**October 2:** 9-11:00 Using Creative Curriculum in Sensory Play 11:00-12:00 SET Team Behavior Management 12:00-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum: Sensory Play Conscious Discipline Strategies/Tools	Conscious Discipline Following Children's Lead (PBC)

Nov. **Virtual**	**November 6:** 9:00-10:30 Encouraging Parent Volunteers and Involvement 10:30-12:00 SET Team Supporting Students with Social Emotional Needs & Disabilities in the Classroom 12:00-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum	Conscious Discipline Behavior Guidance (PBC)
Dec.	**December 4:** 9:00-10:30 Using Creative Curriculum in Block Play 10:30-11:30 SET Team The Brain States: Survival State 11:30-12:30 Team Meeting (PHS Managers)	7-Minute trainer Creative Curriculum: Reading Area Active Supervision: Scan & Count	Conscious Discipline Fostering Children's Thinking Skills (PBC)
Jan.	**January 8:** 9:00-11:00 CLASS- Concept Development	7-Minute trainer EAP: Mental Health Creative Curriculum	Conscious Discipline Making Learning Meaningful (PBC)

	11:00-12:30 SET Team Preschool & Kindergarten Social Emotional/Classroom Skills Readiness 12:30-1:00 Team Meeting (PHS Managers)	Conscious Discipline Strategies/Tools	
Feb. **Virtual**	**February 5:** 9:00-10:30 Guest Presenter: Bear River Mental Health 10:30-12:00 SET Team Conscious Discipline: Power of Love Skill of Positive Intent	7-Minute trainer EAP: Mental Health Creative Curriculum: Active Supervision: Listening	Conscious Discipline Focusing Children on Learning Goals (PBC)

March	**March 5:** 9:00-11:00 Literacy through Class Books 11:00-12:00 SET Team The Pyramid Model: Tier 2 Interventions 12:30-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum: Conscious Discipline Strategies/Tools	Conscious Discipline Thick and Thin Conversations (PBC)
April	No Training Held: Spring Break	7-Minute trainer Creative Curriculum: Active Supervision: Engaging & Redirecting	Conscious Discipline Scaffolding Children's Learning (PBC)

May	**May 7:** 9:00-11:00 Encouraging Continuous Learning through the Summer 11:00-12:00 SET Team Social Emotional Learning for Teachers 12:00-1:00 Team Meeting (PHS Managers)	7-Minute trainer EAP: Mental Health Creative Curriculum: Conscious Discipline Strategies/Tools	Conscious Discipline Using the Scientific Method (PBC)
June	**June 4:** No Training Held		

2026-2027 TLC Monthly Topics

July 2026	Invisible Support
August 2026	Establishing Behavior Expectations
September 2026	Schedules and Routines
October 2026	Collecting and Using Anecdotal Records
November 2026	Environmental Support
December 2026	Asking Questions
January 2027	A Culturally Responsive Approach to Implementing Curriculum
February 2027	Activity Simplification
March 2027	Peer Support
April 2027	Differentiating Learning Opportunities in Early Math
May 2027	Child Preferences
June 2027	Fostering Children's Thinking Skills

Training and Technical Assistance Plan
FY 2027-2028

Grantee: Bear River Head Start Total Allocated Budget: $8,200
Program Option: PHS Center Based

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	$1000
Child Development	Staff Bus Drivers	Attend CDL training	Certify staff to become bus drivers for field trips	Teacher Assistants, Teachers	Fall	$400
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	$2000
Child Development	All Staff	Bus/Pedestrian Safety	Educate Staff on Safety	All Staff	Pre service	No Cost
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	$2000
Child Development	Conscious Discipline	Online training for all staff.	Staff will learn strategies in the classroom to help with better behavior management.	All Staff	During the program year	$800
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	Ilookout 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
Mental Health	Bear River Mental Health Consultant	Mental Health Performance Standards. Staff Wellness, Self-Care and	Provide quality training to increase understanding in current mental	All Staff	During the program year	$1000

		Mindful Self Compassion Mental Health Consultant	health issues and train all staff.			
Child Development	Access to T&TA Training	T&TA supplies/small technology purchases	Staff will be able use technology to better access training.	All Staff	As needed	$1000

EHS Centerbased

Bear River Early Head Start
Center-based School Readiness Goals 2026-2027

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

EHS Center Based Data Collection: Parent Survey 2026

Parent Satisfaction Survey 2025-2026

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	33	0
b. Overall services of EHS program	33	0
2. Early Head Start services have helped me better understand:		
a. My child's social-emotional development	29	1
b. My child's language development	28	1
c. How my child learns concepts through play	29	1
d. My child's motor development	28	1
3. The Early Head Start classroom gives my child:		
a. A safe place to learn	33	0
b. A clean environment	31	1

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)	22	1
5. Early Head Start has provided me with helpful information regarding:		
a. Services for disabilities/developmental delays	24	1
6. Early Head Start has enabled me to:		
a. Understand my role as the primary educator for my child(ren)	29	1
7. My child's Teacher:		
a. Worked with me to plan my child's learning and development	33	0
b. Planned activities around my child's individual needs	30	3
c. Helps me have a better understanding of my child's social/emotional development	32	1
8. When I requested help for my child's social/emotional development, it was:		
a. Delivered in a timely manner	15	1
b. Useful and successful	18	1
c. Supportive of my family's values	15	1
9. The Early Head Start Center/ Socializations are friendly and inviting for fathers:	32	1

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	10	1
b. Useful and successful	12	1
c. Helpful in educating and supporting me as my child's primary advocate	12	1
11. Early Head Start services have helped me:		
a. Feel more comfortable talking to my child's health care provider	21	0
b. Better understand the importance of early dental care	23	0
c. Use more effective techniques for guiding my child	28	0
d. Be more aware of the relationship I have with my child	27	0
e. Understand the importance of reading to my child as much as possible	25	0

12. My child attends other child care in addition to EHS Center based Services				YES 4	NO 29
13. The location of my Early Head Start Center was convenient for my family's participation:				YES 33	NO 0
14. Information provided by Early Head start included materials specifically for fathers/male figures:				YES 23	NO 1
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?	0	3	4	1	15

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

- ☐ Language and Literacy 25
- ☐Social- Emotional 23
- ☐Approaches to Learning 23
- ☐Cognitive (including math and science concepts) 20
- ☐ Perceptual, Motor, and Physical Development 24

Comments:

-We absolutely love my kid's teachers!

-I truly appreciate all the teachers. My daughter has had a great experience and really enjoys going to school, which means a lot to our family.

-The head start staff are very helpful and help me and my kids grow together in a positive way

Spanish Translations:

-We are grateful for the support you provide, giving us peace of mind regarding the care of our children while we work.

-Activities they enjoy

-Excellent

Bear River Head Start
2026-2027 EHS Staff Survey – Summary of Responses

19 staff responses

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

The strongest theme in the responses was the opportunity to work with children and families. Staff enjoy watching children learn, grow, develop new skills, and reach milestones, as well as building meaningful relationships with children and families. Several staff also appreciate the positive relationships they have with coworkers and the supportive team environment. Staff value the resources available to them, the lower teacher-to-child ratios, having two people in the classroom, opportunities to do activities with children, and the ability to make a positive impact in the community. Staff also specifically mentioned enjoying Conscious Discipline training and the support provided by the SET team.

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

The most common challenges identified were paperwork, deadlines, difficult conversations with parents, and challenging or persistent child behaviors. Staff also mentioned the difficulty of managing transitions, maintaining consistent teaching styles, limited time, and concerns about having too many opinions or people influencing classroom decisions. A few staff identified training limitations, commuting, getting sick, and the emotional difficulty of hard days as challenges. Some staff reported that they have no significant dislikes and enjoy their jobs overall.

What strengths do I have that my job requires?

Staff most often identified patience, caring, empathy, communication, problem-solving, organization, and the ability to build relationships as their strengths. Many described themselves as people-oriented and comfortable working with children, families, and coworkers. Other strengths included being reliable, flexible, creative, detail-oriented, positive, hardworking, and willing to learn. Several staff also identified leadership, decision-making, teamwork, and the ability to accept feedback as strengths. One staff member highlighted Spanish-speaking ability as an additional strength.

What have I done for my own professional development lately?

Staff described a variety of professional development activities, including completing monthly trainings, TLC, ECHO trainings, and Conscious Discipline training. Several staff reported reading or seeking additional information about early childhood education, behaviors, and classroom ideas. Other accomplishments included working toward or completing a CDA, attending college courses, completing online school, updating resumes, working on organization and lesson planning, and reflecting on personal goals. Some staff reported learning through classroom experience and working with other teams and teachers. A small number indicated that they had not recently had professional development opportunities.

Strengths that I bring to my team are...

Teamwork and positive relationships were major themes. Staff described themselves as helpful, kind, patient, flexible, hardworking, compassionate, and willing to support others. Many said they work well with groups and communicate effectively with coworkers. Staff also identified problem-solving, decision-making, organization, listening, following directions, learning quickly, and maintaining a

positive attitude as strengths. Several emphasized being child-oriented and focused on what is best for children. Spanish-speaking ability was also identified as a team strength.

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

The responses showed that staff are aware of areas where they can continue to grow. Common themes included improving communication, conflict-resolution skills, time management, organization, preparation, and follow-through. Several staff said they could ask for help more often or communicate their needs more clearly. Others identified the need to give coworkers more opportunities, be less controlling, plan ahead, write things down, or take more time to find answers before asking questions. Some mentioned the importance of recognizing when they need a break and managing stress or burnout. One staff member identified arriving earlier to help with classroom preparation.

Some of my major accomplishments are this year...

Staff identified both professional and personal accomplishments. Professionally, accomplishments included learning classroom routines and expectations, helping children make progress, completing a CDA, increasing confidence, improving lesson-plan consistency, building strong classroom relationships, focusing on children's goals, earning training certificates, and expanding child development knowledge. Several staff were proud of successfully working through challenging classroom situations and finding ways to support children with difficult behaviors. Staff also valued opportunities to work in different classrooms and learn from different teachers and members of the SET team. Some responses included significant personal accomplishments such as graduating, managing major life changes, saving money, reading more, and completing personal projects.

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

Many staff did not identify major changes and expressed that they generally like their jobs as they are. Among the changes requested, staff would like additional support for children with special needs and challenging behaviors, more help when needed, and greater consistency and resources for teachers who are struggling. Staff also expressed interest in career advancement opportunities and additional ways to develop skills. Other suggestions included better access to classroom materials, simple resources for supporting dual-language children, and practical tools such as timers. One staff member expressed interest in compensation improvements.

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

Overall, staff expressed strong satisfaction with their supervisors and described them as supportive, helpful, communicative, and approachable. Several staff specifically stated that their supervisor is doing a great job and that they feel comfortable going to their supervisor when they need help. Suggestions included continuing to provide support and positive feedback, observing classrooms and providing constructive feedback, offering strategies for naptime and challenging situations, helping with breaks, providing advance calendars, clarifying which classroom staff should assist, and continuing good communication. One response noted the importance of receiving positive feedback along with areas for improvement.

I would like more training in these areas...

Behavior and child development were the strongest training interests. Staff requested additional training on behavior management, challenging behaviors, tantrums, de-escalation, discipline strategies, and helping children who become upset or refuse tasks. Staff also requested more training on working with children with disabilities or special needs and incorporating children with extra needs into classrooms. Other interests included early childhood topics, mental health for children and

families, school readiness, working with children ages 0–3, foster children and difficult transitions, parent relationships, naptime, work-life balance, leadership, and motivation. Staff also expressed interest in hands-on classroom ideas and training from specialists in specific fields, as well as additional language training such as Spanish.

Overall Summary

Overall, the survey reflects a staff group that finds the work meaningful and is strongly motivated by relationships with children and families. Staff frequently described patience, compassion, teamwork, communication, and relationship-building as important strengths. The primary areas of challenge were paperwork and time management, difficult parent conversations, challenging child behaviors, and maintaining consistency. The most consistent requests for additional support and training centered on behavior management, children with special needs, challenging behaviors, mental health, and practical classroom strategies. Staff also generally expressed positive feelings about their supervisors and appreciated support, feedback, and communication.

Outcome Report 2025-2026
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.

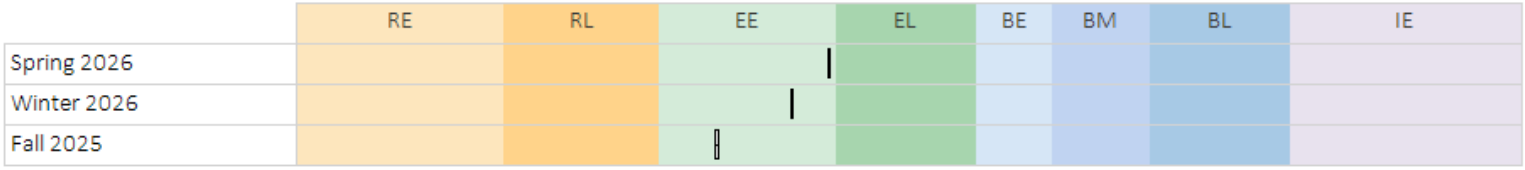
- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

- **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.

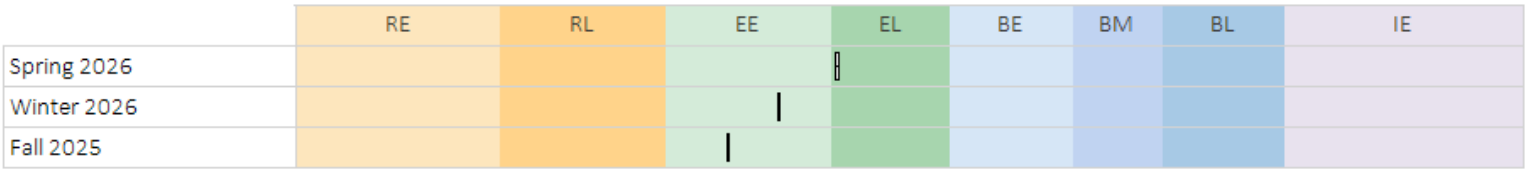
Approaches to Learning



What this means:

Since the beginning of the school year many children have continued to advance in the Exploring Early 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.

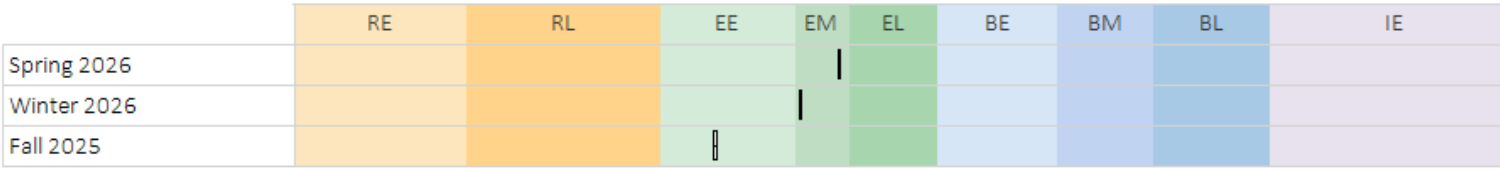
Social and Emotional Development



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.

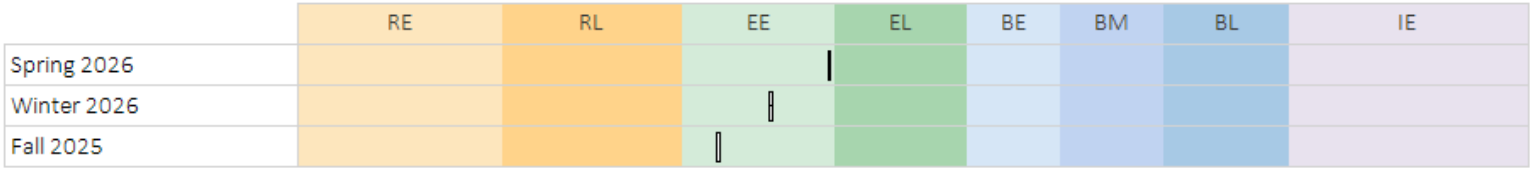
Language and Literacy Development



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.

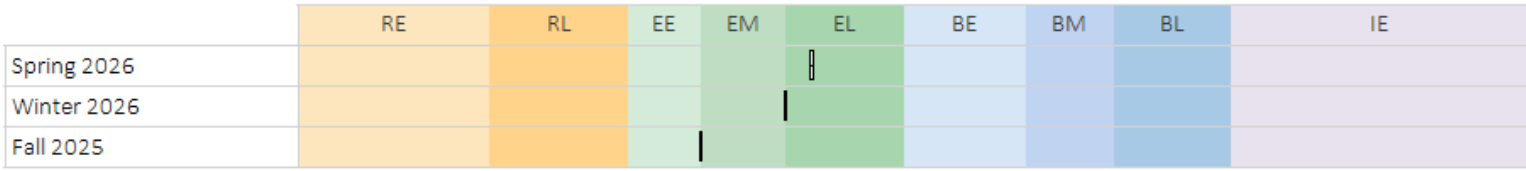
Cognition, Including Math and Science



What this means:

Many children have progressed within the Exploring Earlier 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



What this means:

Many children have progressed to 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 2025-Spring 2026

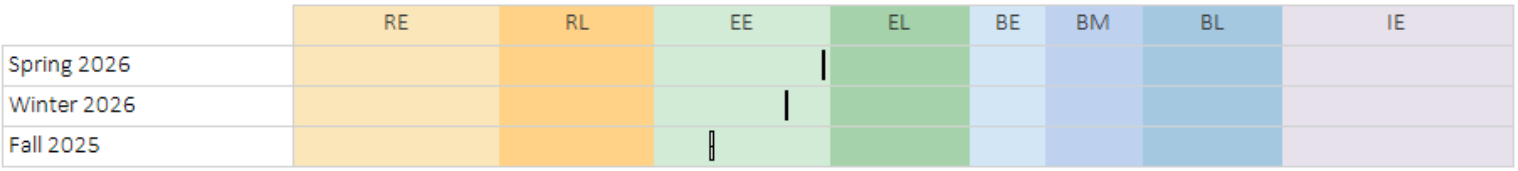
Outcome Reports for the EHS Center-Based classrooms have been completed for Fall 2025 through Spring 2026. These reports highlight the progress children have made throughout the school year. Upon review, we can see that, overall, the children have shown growth across all five developmental areas, with the majority falling within the expected developmental range.

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

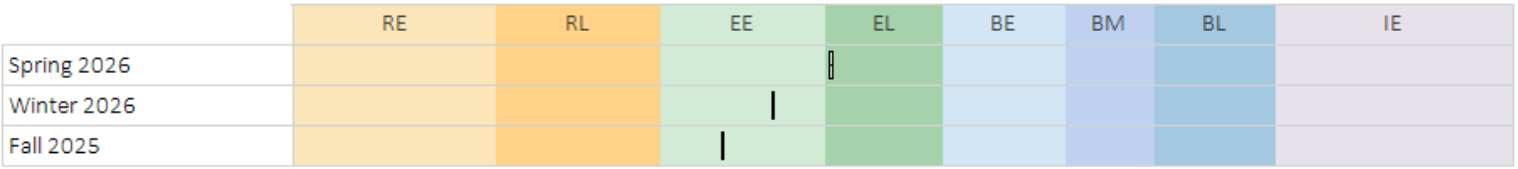
We would like to see more progress in the areas of Physical Development, and Language/Literacy Development. To support this growth, teachers are implementing targeted activities in the classroom, modeling these skills throughout the day, and providing resources to families to encourage reinforcement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

EHS Outcomes: Fall 2025-Spring 2026
All EHS Center Based Children

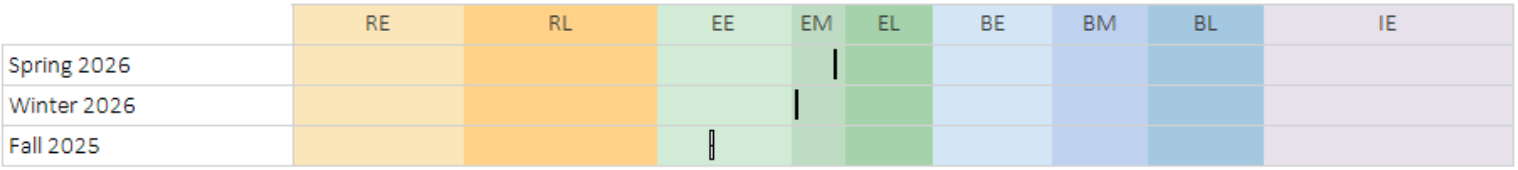
Approaches to Learning–Self-Regulation (ATL-REG)



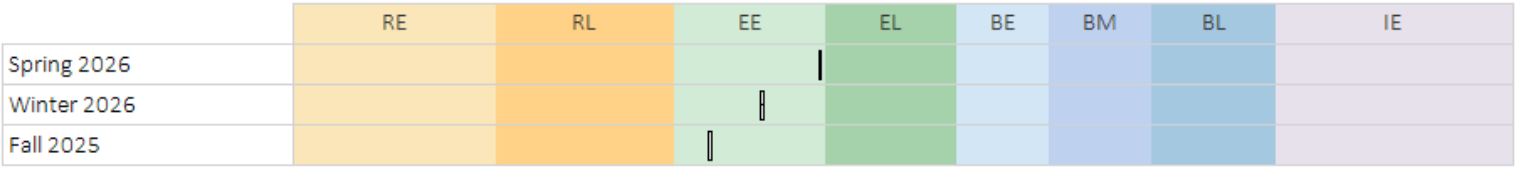
Social and Emotional Development (SED)



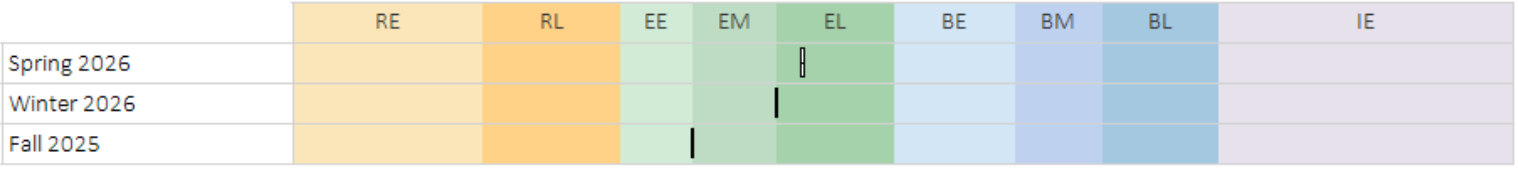
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



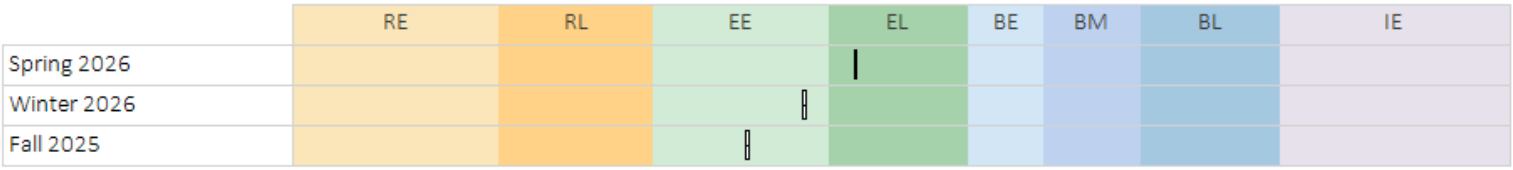
Physical Development–Health (PD-HLTH)



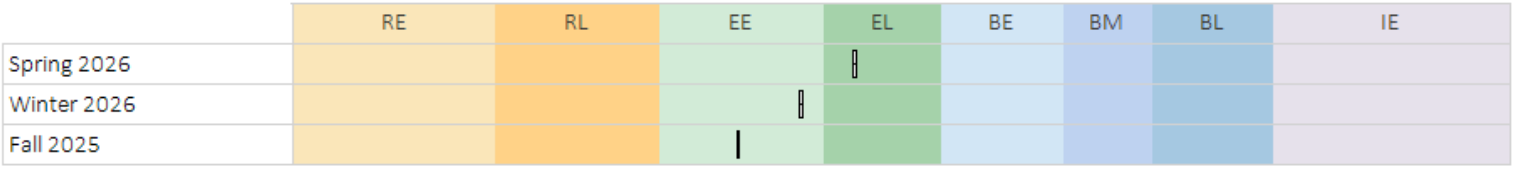
*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.
Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, 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 2025-Spring 2026
EHS Center Based Dual Language Learners

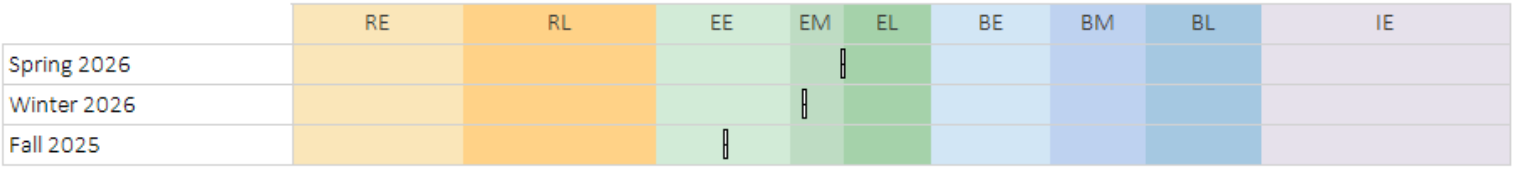
Approaches to Learning–Self-Regulation (ATL-REG)



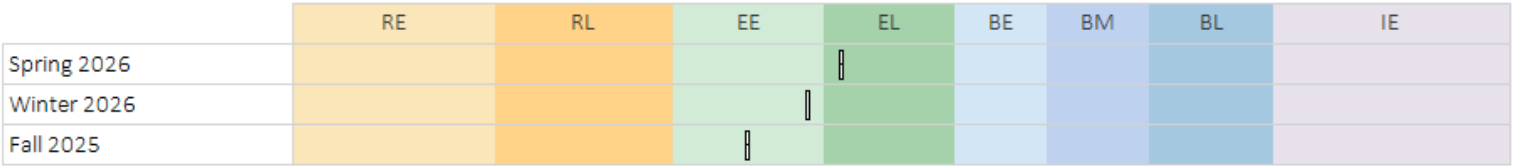
Social and Emotional Development (SED)



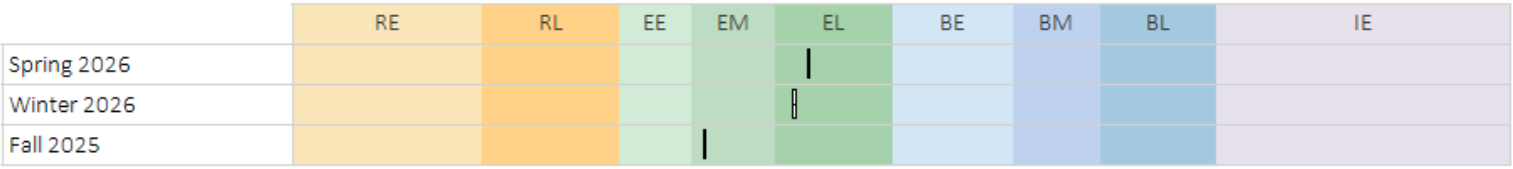
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)



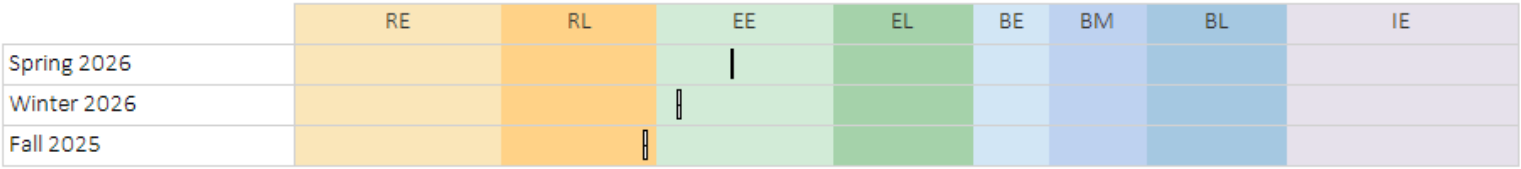
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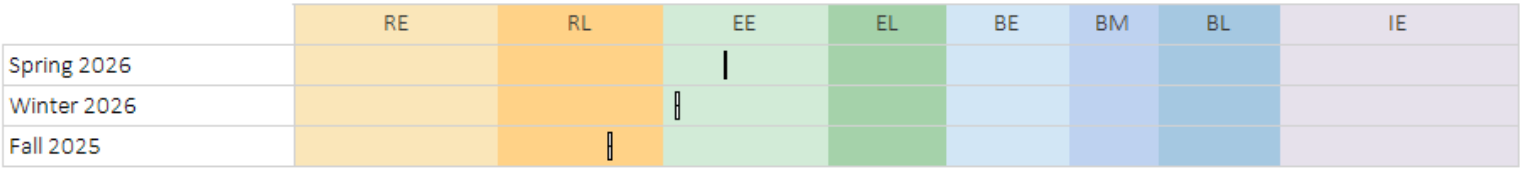
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EHS Outcomes: Fall 2025-Spring 2026
EHS Center Based IFSP/IEP

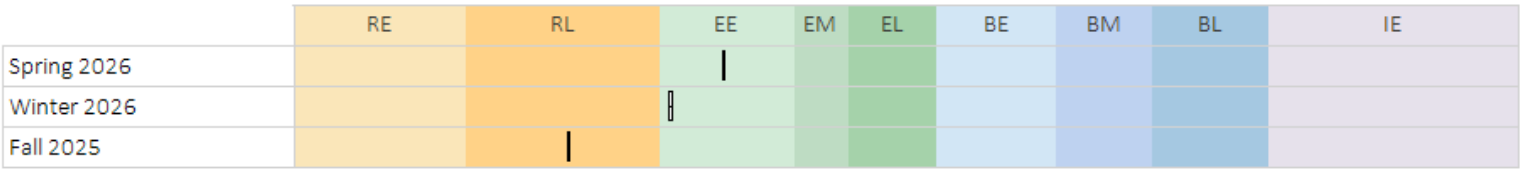
Approaches to Learning–Self-Regulation (ATL-REG)



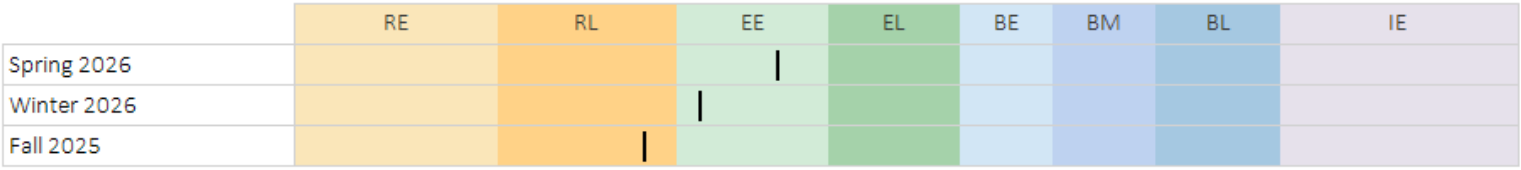
Social and Emotional Development (SED)



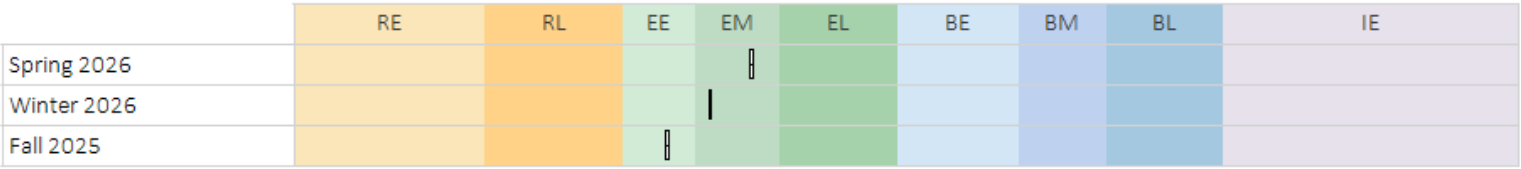
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)



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Early Head Start Training 2026-2027

Annual Training

Sep. 4, 2026	Engagement, SET Team, Active Supervision
Sep. 18, 2026	TLC, UP to 3, Emergency Evacuation Plan, Pediatric First Aid & CPR
Oct. 2, 2026	Child Development Education, SET Team
Oct. 23, 2026	TLC, Creating a Welcome Environment for Children & Parents, Teacher Training
Nov. 6, 2026	Child Development Education, SET Team
Dec. 4, 2026	TLC, ELOF, Small Groups, Closing Social
Jan. 8, 2027	Child Development Education, SET Team
Jan. 22, 2027	TLC, Dual Language Learners, Encouraging Independence, Teacher Training
Feb. 5, 2027	Child Development Education, SET Team
Feb. 19, 2027	TLC, Child & Brain DevelopmentPositive Guidance, Shaken Baby, AHT, Coping w/Crying, SIDS & Safe Sleep, Recognizing Homelessness & Resources, Teacher Training
Mar. 5, 2027	Child Development Education, SET Team
Mar. 19, 2027	TLC, Finding Motivation in the Classroom, Teacher Training
May 7, 2027	Child Development Education, SET Team
May 21, 2027	TLC, Licensing & Performance Standards, Teacher Training, Teacher Training
June 4, 2027	Child Development Education, SET Team
June 18, 2027	TLC, Work Life Balance, Teacher Training, 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 2027-2028

Grantee: Bear River Early Head Start
Program Option: Center-based-$12,000

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	$2500
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	$2000
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	$1000
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	$2500
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	$2000

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	Ilookout 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
Child Developme nt	Access to T&TA Training	T&TA supplies/smal l technology purchases	Staff will be able use technology to better access training.	All Staff	As needed	$1000

Bear River Head Start and Early Head Start Home Based



Program Improvement and Self-Assessment Report 2026

EHS/PHS Home Based Option
Self-Assessment/ Program Improvement Report 2026-2027

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 homebased programs springing up in the service area. We have partnered with one of these programs (The Cache County Maternal, Infant and Early Childhood Home Visiting Program) to make referrals for families that we both have on waitlists that may be better served by the other program. We continue to serve more pregnant women than in previous years as word continues to grow across agencies about the services and support we provide.

We continue to use our home visitors' experience in having them train the team on topics they have knowledge and interest in. This gives them an opportunity to grow their skills and contribute to the team training meetings. We continued our deeper dive into topics such as having difficult conversations with parents, dealing with challenging behaviors and learning more about conscious discipline. Guest trainers in these topics have rounded out our training experiences and helped us how to incorporate strategies into our home visits.

We continued with the Peer-to-Peer coaching this year with the more seasoned staff, and focused on Mentor Coaching for the newer 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, through planning fun and interesting field trips for socializations, our Preston group has significantly increased attendance and participation, and the parents are more involved in the planning of the groups. The other areas where groups are offered were encouraged to follow suit and plan some appropriate field trips in their areas.

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 survey 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 one group (Malad) that is slowly growing and another (Preston) that has incorporated more field trips into the schedule which has increased attendance. Monthly flyers are available to 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. Those who prefer the one on one Mentor Coaching with one of the supervisors have the choice to do that.

I. Self-Assessment/ Program Improvement: Team Goals

Issue/Need	Action Steps	Timeline	Person Responsible
The DRDP rating system has been updated to a new version, so staff will need to get recertified in the interrater reliability process. Training will also need to be provided to understand the differences between the two versions and how this will impact their process for rating.	**Training will be provided for the new DRDP 2025 version that will be implemented for the coming program year. Additional ways to document ongoing skills in Child Plus will also be developed by updating current modules.**	**Program Year 2026-2027**	**HB Director/ Managers** **Training Calendar**
Because we meet in person only twice per month, staff can feel like they are not receiving current updates and timely communications from supervisors.	**We will make efforts to send out an increased number of group emails and texts as needed in a timely manner to keep communication in the team moving along as news and changes occur. Supervisors will respond to staff texts/calls in a timely manner.**	**Program Year 2026-2027**	**HB Director/** **Managers** **Family Educators**
Low/no attendance at group socializations at most of our locations.	**Our Malad group is slowly growing larger and the Preston group has done an amazing job at increasing attendance by providing fun fieldtrips in the local area. We will be working with the other areas to make groups more inviting and helping families feel included so that they want to attend regularly. Monthly flyers will be sent out to parents.**	**Program Year 2026-2027**	**Family Educators** **Managers** **HB Director**

Short-term Goals 2026-2027 EHS Home Based Option

Goal	Implementation	Outcome	Measures	Documentation
Maintain the EHS Home Based Option available in all service areas for those families who choose not to or are unable to access center based services.	Provide for EHS home based services in all program areas as rural families apply to the program. Train and prepare staff to serve families in the more rural areas as needed.	Families who would otherwise not be able to obtain center based services will have access to services through the homebased option More eligible families in the service area will be served	Recruitment via social media and other methods will be prioritized for the outer lying areas we can serve. Staff will recruit for all program options to get the best fit for each family.	Hiring Documentation ERSEA policy and reports Recruitment Documentation
Implementation of the updated Desired Results Development Profile (DRDP 2025) to track individual and group outcomes for enrolled children	Staff will be receive ongoing training on the online usage of Desired Results Development Profile (DRDP 2025) Staff will educate parents on outcomes and how the online assessment will track their child's individual progress across the learning domains.	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. Parents will understand the process of assessments and child outcomes and what their role is in influencing positive outcomes for their child.	Child progress will be tracked/updated on a regular basis Parents will be full participants in the setting of child school readiness goals and planning home visit activities.	Training documentation Child outcome reports from DRDP Lesson Plans In-kind Forms
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	Provide for ongoing mentor and or peer coaching and TLC groups for home visitors, incorporating more Self-Directed Study and goals for seasoned Home Visitors. Provide targeted trainings, observations, professional goal	Home visitors will demonstrate increased knowledge and skill to facilitate high quality home visits and socializations. Deeper intervention with families and higher child outcomes.	Parent participation as primary teacher will increase during home visits Child outcomes will improve Increased professional growth for staff by meeting goals	Professional goals/Training documentation TLC groups Growing Great Kids Fidelity Observation Tool Home Visit Audio/Video Recordings

	setting, and reflective feedback.			**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**
Increase staff knowledge of community resources in all service areas for which families can be referred.	**Staff will receive training on services in the different communities, so they are aware and can work jointly with the advocate to ensure families receive the services they need.**	**Staff will have better understanding of how different social service agencies work and services are provided to families in need.**	**Increased professional growth for staff.** **Families' needs are met through targeted referrals.**	**Training Documentation**

EHS Home Based Parent Survey 2026

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	16	0	0
2.Early Head Start has helped me better understand:			
a. My child's social/emotional development	15	0	0
b. My child's language development	13	0	0
c. How my child learns concepts through play	14	0	0
d. My child's motor development	8	0	0

Directions: Check the box that best describes how YOU feel about the following statements	YES	NO	N/A or Neutral
3. Early Head Start has enabled me to:			
a. Understand my role as the primary educator for my child(ren)	17	1	0
4. My child's Educator/Teacher:			
a. Worked with me to plan my child's learning and development	13	0	0
b. Planned activities around my child's individual needs	14	0	0
c. Helped me have a better understanding of my child's social/emotional development	14	0	0
5. When I requested help for my child's social/emotional development, it was:			
a. Delivered in a timely manner	11	0	0
b. Useful and successful	11	0	0
c. Supportive of my family's values	11	0	0
6. Early Head Start has provided me with information on Disabilities.		YES 8	NO 0

Directions: Check the box that best describes how YOU feel about the following statements		
7. If there was turnover in the staff (family educator, advocate, etc.) working with my child and family, was it a positive change?	YES 8	NO 2

Please answer Yes, No, or Sometimes:	Yes	No	Haven't Attended
1. Were you taught about the Home Based Option and how it works by your Family Educator (FE)?	**14**	**3**	**-**
2. Do you feel that your child has made progress this year, and is he/she ready for the next educational setting? (1st or 2nd year in Head Start, Kindergarten, etc.)	**17**	**0**	**-**
3. Are you encouraged by your FE to be involved in planning the home visits and were your ideas incorporated?	**16**	**1**	**-**
4. Are the group socialization well organized and is your time well	**12**	**0**	**1**

spent?			
5. Do you feel welcomed and included at group socializations?	**11**	**1**	**2**
6. Are you encouraged by your Family Educator to be involved in planning group socializations and are your ideas incorporated?	**11**	**1**	**1**
7. Did your FE explain "school readiness" to you and how setting goals for your child helps prepare them for later school success?	**14**	**1**	**-**

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

☐ Language and Literacy 15 ☐ Social- Emotional 14 ☐ Approaches to Learning 14

☐ Cognitive (including math and science concepts) 13 ☐ Perceptual, Motor, and Physical Development 10

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

Activities during the Home Visit 15 Information from Family Educator 12

Goal setting and monitoring 13 Having someone to talk and share with 10

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

-Fridays/weekends (when dad is home) Week days: 11-1 Weekends (including Friday) 10-5 Sundays: unavailable. May be open to play groups at parks/ lunches.

-Evenings

-What we have are good. Maybe on Fridays?

-Tuesday, Wednesday before 2

-Between 9 am and noon Monday through friday

-Any day of the week at any hour

-Weekends in the afternoons

-Thursdays

-Tuesdays or Thursdays after 6:30 p.m.

Comments:

-Dad feels like lessons are often rushed and cut short if he's involved and mom is not. Kids often feel confused about goals and points of activities. (They just want to play, and don't understand the rules of the activity, because they are not often explained very clearly if at all.) Kids sometimes feel that activities they're drawn to or enjoy are cut short or removed quicker than others. Play groups feel more directed and for groups that been discriminated against, and often my family being white and not speaking Spanish feels out of place and not included.

-Nothing, super amazing!

-Love our home visits!

-Keep the visits as they are!

-Everything is good!

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?	8	0
Provided interpretation for program services (Parent-Teacher conferences, Home visits, socializations, Male involvement events, etc.?	8	0
Classrooms and home visits reflected your family's culture and practices?	8	0
Staff gathered information on your family's beliefs and culture in order to individualize services to your child and family?	9	1

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

-Have more bilingual staff.
-Be kind and offer information in both languages.
-We prefer English. I want my child to be fluent and skilled in the English language.
-Teaching the kids the basics of their second language like greetings.
-I think just being more patient and better resources for families.
-Have someone that speaks the language for kids that don't know English so they can communicate better

Community Survey

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

People are very supportive of one another.

Safe environment. Many resources and options for recreation

Quiet, peaceful

Friendly neighbors and friends

Family friendly centered, a lot more recourses available for so many people

People seem to care about one another and my children have friends to play with.

Where I live in is an amazing community. They are all helpful minded.

The strengths we have seen in our community is kindness, and helpfulness.

My community is strong because people support each other. There's a sense of kindness and willingness to help, whether it's neighbors, schools, or local groups. It feels like people genuinely care.

Safe, family friendly and education.

Lots of support. Block pot luck parties. Friendly dependable neighbors.

Neighbors helping each other with not only neighborhood concerns but also service; such as finding lost child, providing meals for needy families, giving items away, providing boxes for moving families, etc.

Small town, community family, growth

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

Cheap or free childcare for single income households that can allow for parent employment without having no residual income afterward.

Affordable rent/housing and affordable childcare

The elderly in their own homes are being forgotten and the poorer family's I left to fend for themselves.

Moving to the area, I was an unaware of a lot of these resources for a while. It wasn't until my 2nd child I was made more aware of resources. It'd be great maybe if hospitals or OB/GYN clinics provided some resources especially those who are getting pregnant. I slowly learned from neighbors, friends, and other people in the community about a lot of resources through word-of-mouth. But having some sort of packet leaving the hospital would be really cool especially letting parents know of resources that are out there and clinics too!

Nobody is willing to ask for help, or let others serve them. It's really hard to get help with meals, or home cleaning. Childcare, or even just a babysitter to give you a little time off, or a little help is sooooo expensive. Some of us just need a little help with our home, or an hour to take a freaking shower, and we can't because it's too expensive. And there are wonderful places like the family place/child's place that can give you 2 hrs. A week, but for a lot of people needing the help, it's a 20 minute drive both ways, with doesn't leave you with a lot of time, and gas is really hard. We need support to meet us where we're at, so we can actually get the things we need, not demand that we conform to others rules and schedules, and leave us hoping that we can just breathe for 30 minutes, but still not actually accomplish anything we needed the help for.

Homebased Staff Self Assessment Survey 2026

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

-Working with children and families from diverse culture background
-This job is really rewarding because you get to see children grow over time. Even small moments feel significant because you can see where they started. There is also a lot of flexibility and variety. Each home visit is different, so we adjust activities to fit the child's interests and developmental level. This keeps the work from feeling repetitive and allows for creativity.
-I love working with the kids! I love watching Moms gain confidence and become the primary educator of their children.
-Flexible schedule, independent work from home
seeing the family catch the vision of their role and progress and have success
-Visiting and teaching families
meeting with families every week, watching their growth
-Making a difference, sharing things with families that help them make a difference in their lives
-Engaging with the families one on one. The flexibility on hours in my position.
-Helping people and families, flexibility

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

-Families that are hard to rescheduled visits
-There's a-lot less collaboration compared to a classroom setting. We usually spend a lot of time working independently, which can feel isolating at times.
-It's always a little wild with cancelations and the unpredictability of that but otherwise i really like it! I would say the hardest part of my job is figuring out how to recruit particularly if the parents cancel and i can't get there.
-Recruiting, booths and events are fine but anything else is way too stressful
-When precious documents we turn in get lost and we have to redo them; lack of communication; lack of professionalism; micromanagement instead of letting us know when things are due, clear out and let us do our work in peace
-Not getting responses from parents, repetitive training
-DRDP notes
-DRDP, feeling overwhelmed by cancellations or not being home for visits and still needing to get them done and not being sure how to share information with families
-Traveling so far and consent rescheduling from families.
-Recruitment

What strengths do I have that my job requires?

-I'm friendly, and understand cultures differences, Talk to families in their language

-I am able to build strong, respectful relationships with children and families, which helps create a comfortable and trusting environment during home visits. I am organized and responsible, which helps me stay on top of scheduling, documentation, and follow-through.
-I am flexible and innovative. I love creating solutions for parents with different parenting concerns and developmental milestones.
-Organized, good with people, willing to ask questions
-Clear communication, attention to details, knowledge of patterns of human behaviors, tasks done before they're due, flexibility, adaptation to various environments and ability to focus on - the families I work with, address their needs
-Good listener, caring knowledgeable
-Organize, time manners
-Flexibility, determination, consistency
-My creativity, I'm non-judgmental, I am kind and easy to talk to.
-Good listener, organization able to complete tasks on my own

What have I done for my own professional development lately?

-Assisted to all training, familiar with GGK lessons
-I have been improving how I communicate and model activities for parents so they feel more confident continuing the learning between visits.
-I have of my own accord been learning a lot about speech development and how to support parents uncomfortable with services.
-Tried to get reorganized in how I do paperwork
-Studying the set of manuals, the gold GGK "bible" fidelity guide, researching Muslim celebrations, Islam, researching autism
-Taking online autism classes
-Read GGK
-Learned about autism and infant mental health
-Learning all the different ways home base is different than center base.
-Attended all meetings and trainings

Strengths that I bring to my team are...

-Hard worker, friendly with co-workers
-Flexibility and positive attitude. I am willing to step in where needed, adapt to different situations, and as well as being bilingual.
-Innovation and grit
-Bring insight and opinions to staff meeting, ask for clarification when needed
ability to give feedback, ability to listen, willing to help when needed, ability to work long hours to complete tasks
-Up for anything, try to engage everyone
-Happy and willing to help
-Understanding of the realities of being an educator. It is not easy.

-I'm a team player, I want to help out in any way I can.
-Accountable and dependable

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

-Share ideas of activities with coworkers
-Make a greater effort to share ideas, ask for feedback, and stay connected with coworkers.
-Also if I could continue to build my knowledge and skills, so I can contribute more strategies and resources to the team.
-I am working on using more strategies to keep up with paperwork tracking
-Put more effort into playgroups
-Be given assignments/duties, due dates, then let alone to do them with-out micromanagement, also if things we turn in were kept track of, not lost, especially applications
-Share ideas
-Doing outside of work activities
-Work on self-care to prevent burnout to be able to share more
-Reach out more to my coworkers to ask questions if needed.
-Get to know my team members better

Some of my major accomplishments are this year...

-Accomplished the Peer coaching and have a good visit with my coworker
-Bringing simple, developmentally appropriate activities into the home using items that parents can easily find around their house. It has been very rewarding to see parents' reactions and their realization that everyday materials can be used as meaningful learning opportunities for their child.
-Playgroup attendance and learning how to manage time more efficiently
-Finding a better work/life balance. I didn't let the stress of work overwhelm me.
-Blessed to still wake up each day after 12 years very excited to work with these precious families
-Helped my families grow
-Being more intentional in visits to potentially have a greater impact
-Starting this job.

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

-More toys and baby books
-Having some sort of shared system where home visitors can quickly log and view playgroup and home visit activity ideas for different age groups.
-Something I think would be beneficial would be creating game plans for each area of recruiting. They are very different from each other. If it were a Google doc, it could be passed on to the next person taking over the area. That way we wouldn't restart from the ground up unnecessarily in an area each time someone is hired there. I think it would be easy to

implement and very beneficial to keeping an area consistent in recruitment numbers. It would also focus efforts and clear up unmet expectations.
-More mentor coaching and less peer coaching.
-If possible have a less expensive curriculum so trainings could come back for all us; they were very needed and rejuvenating. When feedback is shared to also put it into practice, so much is not even heeded.
-Give back the jobs to the people that used to have them, hearing, vision, transition paperwork, health forms, having a better communications with all the different teams
-Hire another educator instead of a sub to alleviate the workload, burnout is real and I worry that educators will start leaving
-Step by step procedures for the different polices needed for position.

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

-Continue to give me positive and constructive feedback and continue to have weekly check-ins.
-I think it would be nice to meet quarterly in person. I don't think it's necessary every week but I think quarterly (or maybe semester in this job) is important to make things run smoothly in a company. I think it would be helpful to go over questions that could increase efficiency so we don't have to run into the problem before it can be solved. I think it would also help make team meetings more efficient time wise. We could talk about what is going well and what isn't going well (how to do things, where to find things, brain storming, etc. not families that's covered in ITM well) and how we can best support each other for about a 1/2 hour, once a semester. I know a lot of bigger companies do that and it's helpful to create cohesion between boss and employee, even if they don't think it's needed in the moment with a burning question. I've really enjoyed working with Cynthia this year! She's been quick to support and meet my needs. She's also been patient and kind as I keep learning and assumes the best which I appreciate when I make mistakes.
-Maybe organizing the google drive, or having GGK handouts easier to find. Sometimes looking for things on the drive is tricky, especially if I don't know the file name or what folder it's in. Keeping on being available to us, supporting us, listening to us, sharing ideas to help especially with challenges that some families have.
-Everything is fine here☺
-My supervisor is doing great at this time.
-She is fantastic!
-Making sure updates and changes in the program are clear and in a timely manner.
-She does great always available when I need something

I would like more training in these areas...

-Activities to do with autistic child, and babies
-Behavior guidance strategies, social-emotional development, and supporting language development (especially for dual language learners).

-Speech development, conscious discipline (specifically for kids that don't just need a hug and a song - how to implement effective boundaries as well)
-Community resources to help refer families too
-How to help very challenging family dynamics, for example: strained marriages, incarcerations, abuse, single moms just in survival mode, foster families, complacent families, etc...tools to teach us how to teach families to implement changes to actually help them have familial success, thank you.
-Autism
-DRDP Notes
-Helping children struggling with behavior and emotional challenges potentially linked to autism and how to help the parents with their frustrations
-Mental health, work life balance, current issues facing families

Peer to Peer and Mentor Coaching Staff Feedback Survey 2026

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!

-One of the things I like when I get to see the other educator with their families is new skills. I improve on learning new skills. Everything works great.

-It was great to have a feedback from a coworker, and I observed her visit. It helped me to understand better our role as FE that not all visits have to be perfect, we need to accommodate to the family dynamic.

-I thought it went great! Nicolle was great at communicating and helping me tailor my goals to be more efficient.

-It was helpful to have someone else share their thoughts and perspectives, it helped me reflect and see situations in a different way. It also helped me think more carefully about how I approach families and support new skills. I gained a better understanding of how important it is to consider each family's culture and individual approach.

-I enjoyed the coaching cycle. It's nice to get the perspective of the other educators.

-I find peer coaching to me more challenging than it is helpful. I think it is great to discuss and share ideas with peers and I like that we get lots of opportunities for that in staff meeting, and maybe having even more time for that would be great. But I think the peer coaching cycle is more hassle than it's worth. It's too hard to coordinate our schedules. Even when we recorded and did video observations I didn't find that super helpful either. I think I get more out of just discussing ideas in staff meeting than I do with peer coaching.

Plan for Achieving School Readiness Goals/Child Outcomes

Program School Readiness Goals are set with alignment to the Head Start Early Learning Outcomes Framework (HSELOF). 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 in each home visit and ask about activities and goals they worked on. 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 outcome charts for the program year 2025-2026 show progress over the three assessment periods for Early Head Start Homebased children:

Bear River Early Head Start Homebased Winter Outcomes 2025-2026

All EHS Homebased Children

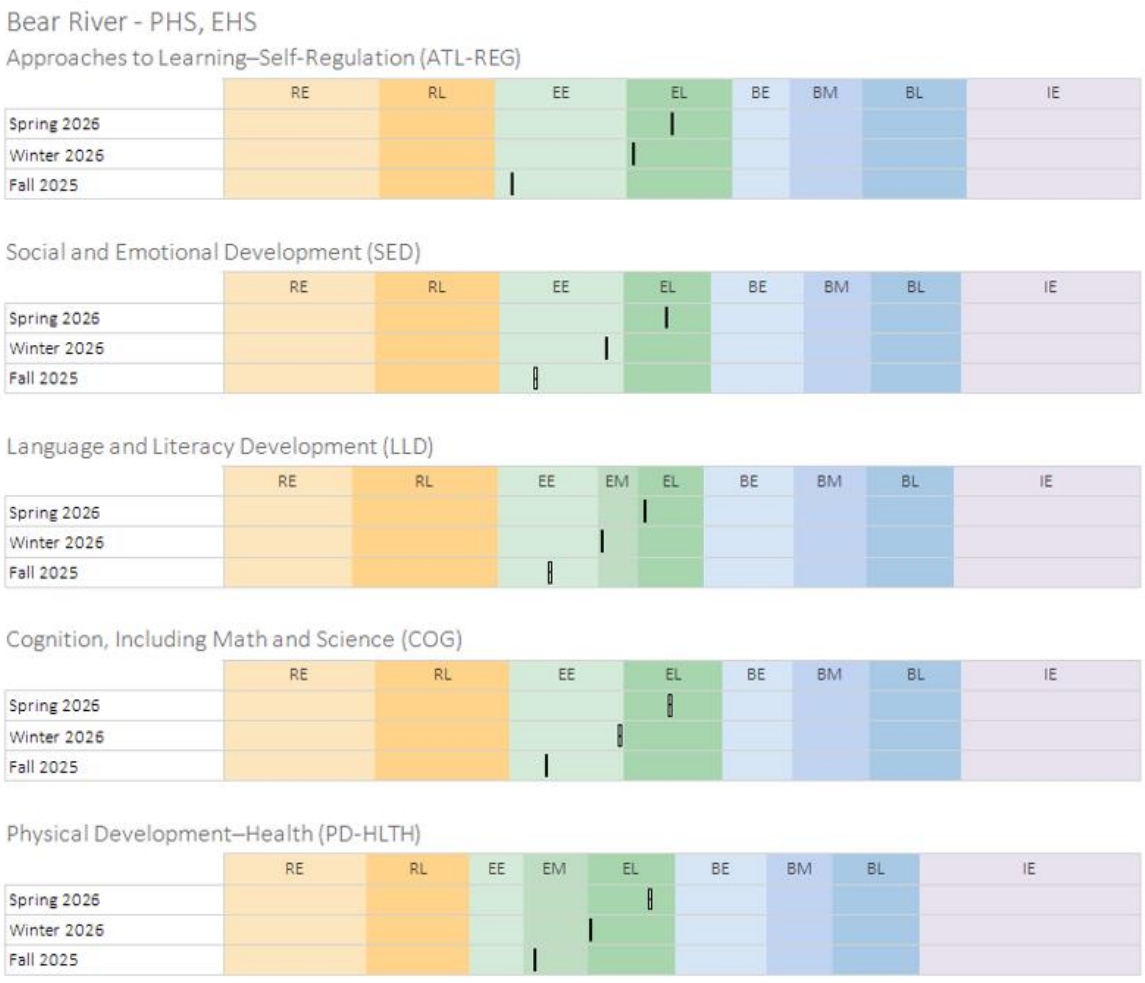


*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.

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 2025-2026

Dual Language Learners

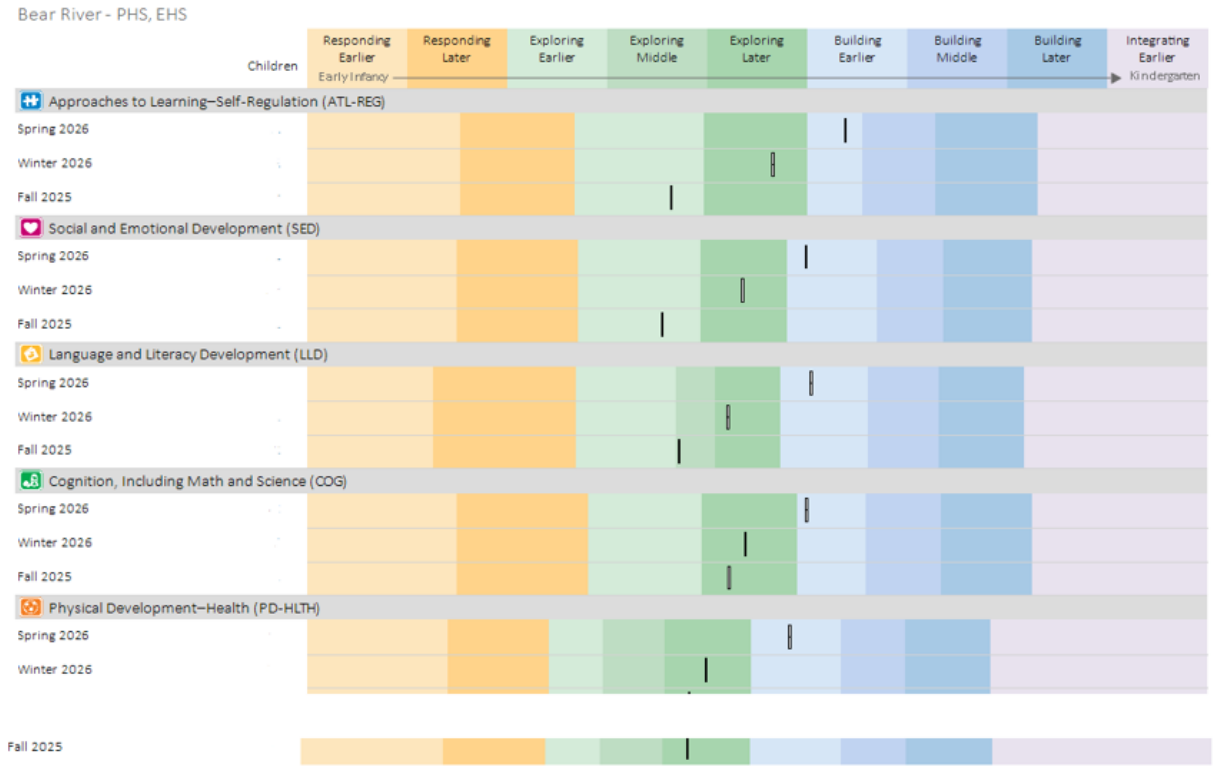


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Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

Bear River Early Head Start Homebased Winter Outcomes 2025-2026

IEP/IFSP



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

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

Bear River Early Head Start
Home Based School Readiness Goals
2026-2027

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 sills
- Children will demonstrate progress across social/emotional indicator skills according to age

Measures

- Lessons 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 2025-2026

Executive Statement

Prepared by ReNae Torbenson, Homebased Director

Spring Outcomes have been completed on Homebased Children birth to three years old. Early Head Start Homebased children as a group showed growth across all domains, with the greatest gains over the year in Approaches to Learning and Social/Emotional Development. Our Dual Language learners also showed gains across all five developmental domains. Children with IFSP's/IEP's stalled at the Winter Outcomes but have since shown growth in all areas. We did work more closely with staff to help them hone in on activities and learning experiences that parents could easily do throughout the week with their child.

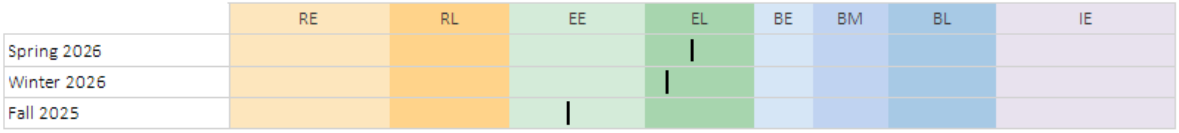
We provide all parents with an individual chart of their child's growth and we do set new goals for the summer. We encourage parents to spend a few minutes each day working with their child on their goals. We also have some upcoming trainings this summer on Autism from the UP to 3 program in how to support parents in this situation and plan for home visit activities. We want to help every family have meaningful participation and share in helping their child grow and develop whatever their circumstances.

Bear River Early Head Start Homebased Spring Outcomes 2025-2026

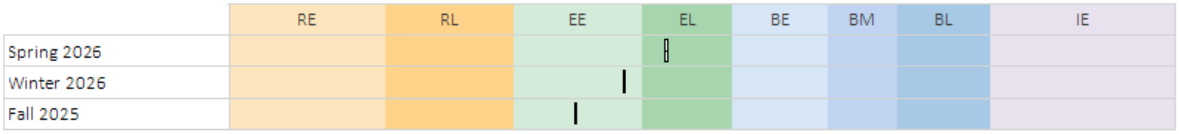
All EHS Homebased Children

Bear River - PHS, EHS

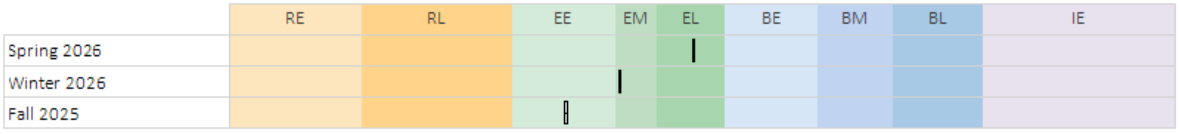
Approaches to Learning–Self-Regulation (ATL-REG)



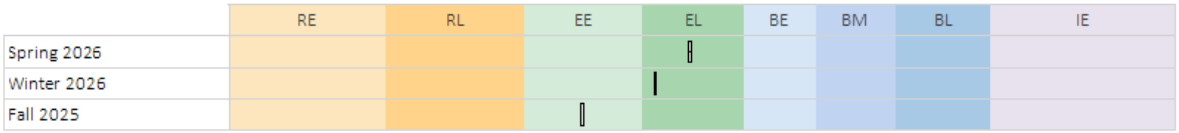
Social and Emotional Development (SED)



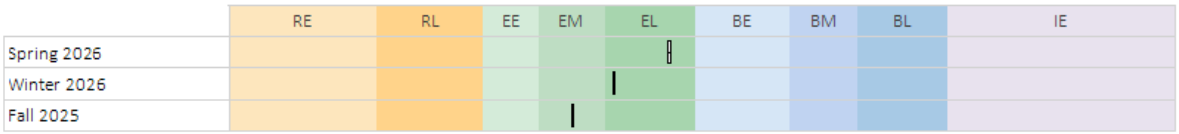
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)



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

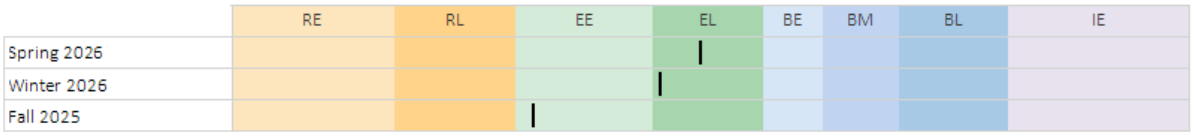
Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier, BM=Building Middle, BL=Building Later, IE=Integrating Earlier.

Bear River Early Head Start Homebased Spring Outcomes 2025-2026

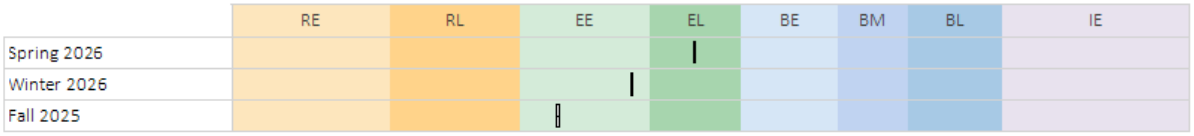
Dual Language Learners

Bear River - PHS, EHS

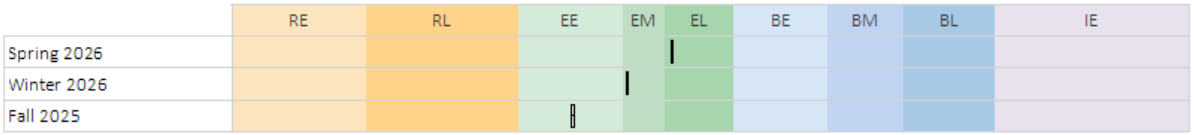
Approaches to Learning–Self-Regulation (ATL-REG)



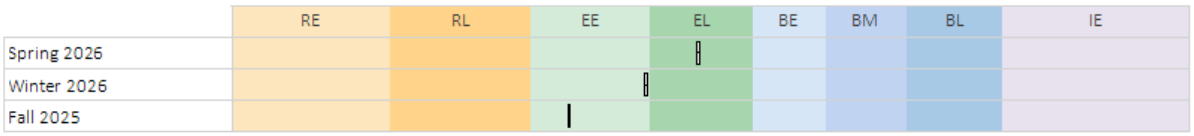
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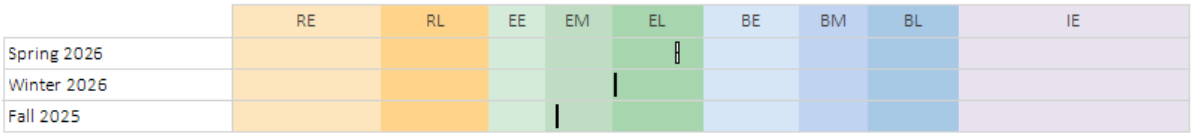
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)

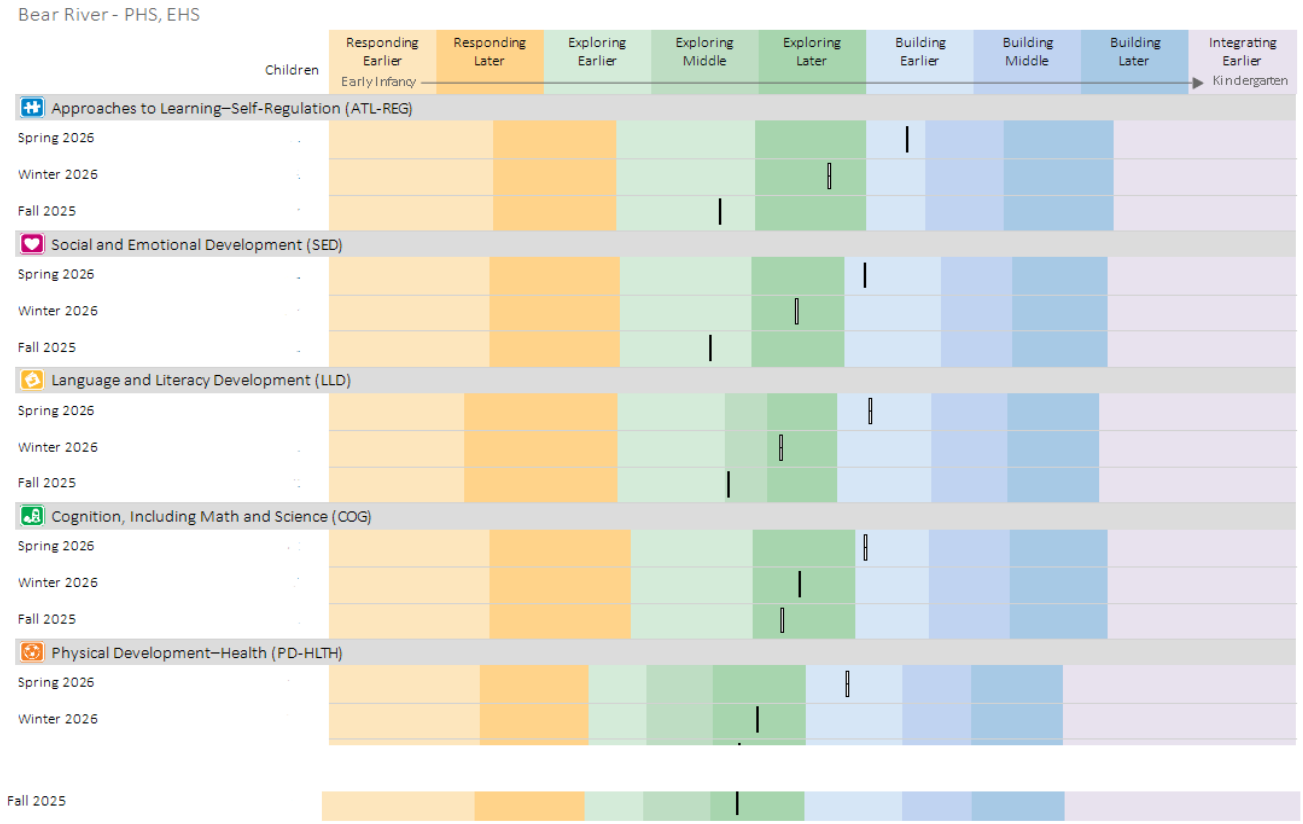


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Bear River Early Head Start Homebased Spring Outcomes 2025-2026

Children with an IFSP or IEP



*The vertical black line represents the medium (average) score for the group. The black vertical 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.

HB Training Calendar 2026-2027

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

SUBJECT TO CHANGE

DATE:	TREATS:	
8/14		Recruitment Day
8/28	Nicholle	Mandatory Training- Health Team, New year paperwork, CP, lesson plans, etc.
9/4		Last day for Part Day kids going to PHS (KEEP OPEN IF TRAINING IS NEEDED)
9/7		*LABOR DAY* ALL STAFF OFF
9/8-9/11		FIRST WEEK WITH NEW FAMILIES NO TIME OFF WILL BE APPROVED
9/18		Training - NEW DRDP 2025 Orientation
9/25		Fall Child Goals Due
10/1-10/2		*FALL BREAK - PRESTON (FRANKLIN)
10/2/26		Training - Child Abuse and Neglect/Reporting CACFP Refresher
10/8-10/9		*FALL BREAK CACHE/ LOGAN/ BOX ELDER/ BEAR LAKE/ MALAD
10/15/26		45 day deadline 10-15-26
10/16/26		Training - Helem* / Review of training topics required annually
11/6	Isabell	Training - Twila* and Rachel*/ Community Resources
11/20		Fall DRDP Due
11/25-11/27		*THANKSGIVING BREAK -- ALL STAFF OFF
12/11		Holiday Team Social Winter Goals due
12/18		TBA
12/21-1/4		*WINTER BREAK -- ALL STAFF OFF
1/15		Gina* and Jamie* / Growing your professional skills
1/18		*MLK DAY -- ALL STAFF OFF
1/29		Supporting Families during Challenges/ Mentor Coaching cycle begins
2/12		Regina* / TLC -GGK modules, how do you present them?
2/15		*PRESIDENT'S DAY -- ALL STAFF OFF
2/26		Winter DRDP DUE
3/12		Eliana* and Isabell* / Safe environments for young children / Spring Goals Due
3/26		TLC topic TBA
3/29- 4/2		*SPRING BREAK
4/16		Behavior challenges in toddlers
4/30		Keeping the Dream Alive - Future changes in Head Start
5/7		TLC -Supporting Cultural practices in families and children
5/14		Helping parents set limits with children
5/21		Spring DRDP DUE
5/29		*MEMORIAL DAY -- ALL STAFF OFF
6/11		Summer Goals Due
		* Family Educators will be training on these days with topics to be announced.

Bear River Early Head Start –Homebased

Training and Technical Assistance Plan
Fiscal Year 2027

Grantee: Bear River Early Head Start Amount: $10,600

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 2027	$600
Child Development/ Curriculum	Growing Great Kids curriculum training	Staff will be certified in curriculum that meets Performance Standards requirments	Newly Hired Staff	Fiscal Year 2027	$8000
Trauma Informed Care	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 2027	$2000

Parent, Family, & Community Engagement Program Services



Program Improvement & Self-Assessment Report

2026-2027

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

Bear River Head Start
Family Development Program Improvement & Self-Assessment Overview 2026
Prepared By: Kristie Curtis
Bear River Head Start Family Services Director

The Family Development team partners with each program family on an individualized basis to provide family well-being services through a 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 individualized family goals and work toward those 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
- Family goals and outcomes
- Child Plus 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
- Mental Health Referrals
- 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
- Support mental health and emotional well-being for children, families, and staff

Continuous Improvement
Strengths are evident when advocates and families work together in a partnership. Families setting and achieving their own individualized 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.

Bear River Head Start
Family Development-Self-Assessment/Program Improvement 2026-2027

I. Self-Assessment/Program Improvement

Issue/Objective	Action Steps	Timeline	Person Responsible
Strengthen the Family Goal Setting Process	- Strengthen advocates' skills in effective, family-centered goal setting and follow-up strategies. - Support families in identifying priorities, strengths, needs, and barriers. - Provide individualized support and connections to resources to help families make progress toward their goals. - Review family goals regularly and update them as appropriate based on family progress and changing needs.	Training at the beginning of the program year; ongoing goal-setting and follow-up throughout the year; regular review of family goals.	Family Advocates Family Development Managers
Support Families in Accessing Health Services	- Collaborate with the Health & Wellness team to assist families in accessing health insurance, medical providers, dental providers, and other health resources. - Assist families in addressing barriers to needed health services. - Encourage families to schedule appointments and follow up on identified health needs. - Provide preventive health information and resources. - Maintain communication between Family Development and Health & Wellness staff.	Begin within 30 days of enrollment and continue throughout the program year; follow up based on individual family needs.	Family Advocates Family Development Managers Health Specialists Health Manager Family Services Director
Expand Parent Engagement and Participation	- Provide meaningful opportunities for parents, fathers, and father figures to participate in their child's learning and development and in program activities. - Promote Parent Committee Meetings, Policy Council, workshops, Conscious Discipline classes, and other family engagement opportunities. - Strengthen communication between Parent Committees and Policy Council. - Share Policy Council reports and other program information with families. - Offer a variety of participation opportunities based on family interests, schedules, and needs.	Ongoing throughout the program year; participation and engagement opportunities reviewed regularly.	Family Advocates Family Development Managers Family Services Director
Increase Parent Knowledge and Use of Positive Parenting Techniques	- Provide Conscious Discipline workshops, individual coaching, and other positive parenting opportunities. - Share parenting resources during Parent Committee Meetings and other family events. - Offer lending library materials and resources that support children's learning, development, emotional regulation, and social-emotional well-being. - Encourage families to apply positive parenting and self-regulation strategies at home. - Connect parenting strategies to individual family goals when appropriate.	Ongoing throughout the program year; workshops and coaching provided based on family interests and needs.	Family Advocates Family Development Managers
Strengthen Data-Informed Family Services	- Use available program information to identify trends, strengths, barriers, and emerging family needs related to family goals, health, engagement, and resource connections. - Share relevant information with management and appropriate service areas to improve coordination and responsiveness. - Use information from families and staff to identify opportunities for program improvement. - Adjust services and supports when information indicates a need for change. - Increase staff awareness of community resources that can support families.	Ongoing throughout the program year; information reviewed and discussed as needed to support timely program improvement.	Family Development Managers Health Manager ERSEA Manager Family Services Director
Support Professional Growth and Staff Well-Being	- Provide professional development based on staff needs and Family Development priorities, including family engagement, trauma-informed care, motivational interviewing, and positive behavior support. - Provide opportunities for cross-training and collaboration with other service areas. - Support a positive, respectful, and trauma-informed work environment. - Promote awareness and use of available staff wellness and support resources.	Ongoing throughout the program year; professional development and cross-training scheduled according to identified needs.	Family Advocates Family Development Managers Family Services Director
Enhance Communication and Resource Sharing with Families	- Provide families with timely and relevant information about community resources, program services, and family opportunities. - Provide individualized referrals based on family needs, interests, and goals. - Follow up when appropriate to determine whether families were able to connect with recommended resources. - Maintain current community resource information and partnerships. - Share Family Development information through newsletters, meetings, direct communication, and other appropriate methods.	Ongoing throughout the program year; newsletters and other regular communications provided as appropriate; follow-up based on individual family needs.	Family Advocates Family Development Managers Family Services Director
Support Mental Health and Emotional Well-Being for Children, Families, and Staff	- Collaborate with Health & Wellness and other program staff to support identified mental health and emotional well-being needs. - Connect families with appropriate community mental health and wellness resources. - Provide parents with information and strategies that support children's emotional regulation, resilience, and social-emotional development. - Promote staff awareness of wellness and support resources. - Foster a supportive and respectful environment for children, families, and staff.	Ongoing throughout the program year; support and referrals provided based on identified needs.	Family Advocates Family Development Managers Health Specialists Health Manager Family Services Director

I. Short-term Goals 2026-2027

Goal	Implementation	Outcomes	Measures	Documentation
Strengthen Family Goal-Setting Process	- Strengthen advocates skills in effective, family centered goal setting and follow-up. -Support families in identifying priorities, strengths, needs, and barriers. -Provide individualized support and connections to resources to help families make progress toward their goals.	Families are actively engaged in identifying and working toward meaningful goals that reflect their priorities and needs.	Percentage of families with active goals; progress toward identified family goals; comparison beginning of year and end of year data.	Family Partnership Agreements; ChildPlus Family Goals; Family Services Notes.
Support Families in Accessing Health Services	- Collaborate with Health & Wellness team to assist families in accessing health insurance, medical and dental providers, and other health resources. -Assist families in addressing barriers to accessing needed health services. -Provide families with preventive health information and resources. -Follow-up with families regarding identified health needs.	Families are better connected to health resources and are supported in addressing health needs that affect family and child well-being.	Family connections to health resources; follow-up on identified health needs; family feedback regarding access to health services.	ChildPlus Family Services Notes; Health Documentation; Family Goals; Team Meeting Notes.
Expand Parent Engagement & Participation	-Provide meaningful opportunities for parents, fathers, and father figures to participate in their child's learning and development and in program activities. -Promote Parent Committee Meetings, Policy Council, and other family engagement opportunities. -Strengthen communication between parents, Parent Committees, and Policy Council. -Offer a variety of opportunities for families to participate based on their interests and needs.	Families have increased opportunities to participate in their child's learning, program activities, and program decision-making.	Participation trends; parent feedback; number and variety of family engagement opportunities utilized.	Attendance Records; Parent Committee and Policy Council Information; Parent Feedback; Newsletters/Communications.
Increase Parent Knowledge & Use of Positive Parenting Techniques	- Provide Conscious Discipline and other positive parenting opportunities. -Provide individual resources based on family interests and needs. -Offer lending library materials and parenting resources. -Encourage families to apply strategies that support children's learning, development, and emotional regulation.	Parents demonstrate increased knowledge and use of positive parenting and self-regulation strategies.	Workshop participation; parent feedback; lending library use; evidence of strategies discussed or incorporated into family goals.	Workshop Sign-in Sheets; Lending Library Log; Family Goals; Parent Surveys; Family Services Notes.
Strengthen Data-Informed Family Services	-Use available program information to identify trends, strengths, barriers, and emerging family needs. -Share relevant information with management and service areas to improve coordination and responsiveness. -Use information from families and staff to identify opportunities for program improvement. -Increase staff awareness of community resources that can support families.	Family Development services are responsive to identified family needs and program trends, with adjustments made when appropriate.	Identified trends and needs; program adjustments; staff knowledge and use of community resources; family feedback.	Data Summaries; Meeting Notes; Action Plan; ChildPlus Reports; Community Resource Information.
Support Professional Growth & Staff Well-Being	-Provide professional development based on staff needs and Family Development priorities. -Provide opportunities for cross-training and collaboration with other service areas. -Support a positive, respectful trauma informed work environment. -Promote awareness and use of available staff wellness and support resources.	Staff increase their knowledge and skills, collaborate effectively, and have greater awareness of resources that support professional and personal well-being.	Staff participation in professional development; staff feedback; identified professional growth; participation in wellness and support opportunities.	Professional Development; Early Education Pathways (EEP); Training Records; Cross-Training; Agendas; Staff Feedback; Wellness/EAP Information.
Enhance Communication & Resource Sharing with Families	-Provide families with timely and relevant information and resources. -Provide individualized referrals based on family needs and interests. -Follow-up when appropriate to determine whether families were able to connect with resources. -Maintain current community resource information and partnerships.	Families are better informed about available resources and are more successfully connected to services that meet identified needs.	Referrals and resource connections; family feedback; follow-up with families when appropriate.	Family Communications; Resource & Referral Records; ChildPlus Family Services Notes; Community Resource Information; MOUs/MOAs.
Support Mental Health and Emotional Well- Being for Children, Families, and Staff	-Collaborate with Health & Wellness and other program staff to support identified mental health and emotional well-being needs. -Connect families with appropriate community mental health and wellness resources. -Provide parents with information and strategies that support children's emotional regulation, resilience, and social-emotional development. -Promote staff awareness of wellness and support resources. -Foster a supportive and respectful environment for children, families, and staff.	Children and families are better connected to appropriate mental health and emotional well-being supports; parents increase their knowledge of strategies that support children's emotional well-being; staff have increased awareness of available wellness resources.	Connections to mental health and wellness resources; parent participation and feedback; staff awareness and use of available support resources.	ChildPlus Family Services Notes; Referrals; Family Goals; Parent Feedback; Training/Workshops Documentation; Staff Wellness Information; Community Resource Information.

Family Advocate Services Parent Survey 2026

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?	78	0
2. Our Family Advocate schedules visits at convenient times for both parents (if applicable)?	77	0
3. Our Family Advocate works with us in our preferred language, or through an interpreter, to the extent possible?	76	1
4. Our Family Advocate supports us in setting and achieving family goals.	78	0
5. Our Family Advocate educates and supports us with completing in-kind?	77	0
6. Our Family Advocate informs our family about Parent Committee Meetings and provides us with Policy Council Reports.	77	1
7. Our Family Advocate supports us in identifying and linking our family to available community resources?	76	1
8. Overall, our family is satisfied with the services our family advocate provides?	76	0

Comments

-I get emails and notifications for the month, but usually not until the second or third week, at which point, I've missed a lot of the meetings or activities set up. I often feel pushed or pressured into sharing information that doesn't need or want to be shared.

-Though I couldn't honestly answer no to any of the questions, there were times I felt that even though the help was offered it still wasn't always enough or in a way that was truly helpful. I don't know how to recommend adjustment though, especially where advocates have such a large caseload

-Never get rid of them. Ours is amazing

-Follow through

-It's really awesome service.

Spanish translations:

-Everything is excellent

-They're always ready to help

-Everything is good

-I hope the services of family advocate remain the same

-She's a very special person

-They are always on top of the families and ready to give them needed information.

-Always available and flexible with visit times; kind and attentive regarding the activities provided at home.

-I am happy with the support I receive.

-An excellent person.

-I would like to express my sincere gratitude for all the help you have given me. Your support has been invaluable. You have always been attentive, committed, and willing to assist us in achieving our goals. I deeply appreciate your time, dedication, and constant willingness to help. It is a pleasure to have someone like you.

-Thank you for providing the information I need.

-My Advocate has helped me a great deal in finding resources; she knows how to offer support—or finds a way to do so—whenever we need help.

-We have received all the necessary support from her; she keeps a close eye on the girls and is concerned if anything is amiss in the home.

2026 Policy Council Spring Survey Responses

1. What have you gained from being a part of the Bear River Head Start Policy Council?
    - A greater sense of responsibility for my school district and the children within it.
    - More knowledge of how the program works
    - I had a goal for myself to get more comfortable speaking in front of people and this helped me! I did notice a shift in the way I show up in my professional life and I appreciate that. I also recognize the importance of being involved in my child's education and moving forward, I will always be involved!
    - Better insight into what the program needs and relies on
2. Were you given the training and support you needed to perform your duties as a Policy Council Member?
    - Yes (x4)
3. Was the training material you were given to review before you attended a Policy Council Meeting easy to understand?
    - Yes (x4)
4. What could be improved in the training process for Policy Council Members?
    - Nothing, N/A
    - Unsure
    - Emphasize participation
5. How many Policy Council Meetings were you able to attend?
    - All or Most (x4)
6. What prevented you from attending Policy Council Meetings?
    - Work conflict
    - Nothing (x2)
    - Other meetings, or prior commitments from kids
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?
    - I have attended all but one. Work conflict.
    - I do wish they were at a different time. That was right at my child's bed time and I was tired by the end of the day so it was hard to follow along on occasion
    - N/A
8. What suggestions do you have for improving the Policy Council Meetings?
    - In person meetings (though I understand that may not be possible).
    - I'd love for there to be more ways to build community with other parents
    - I believe meetings were ran really well.
9. Do you understand the process for communication with the Policy Council and your Parent Committee?
    - Yes (x2)
    - No (x2)
10. Do you have anything you would like to add?
    - None or No (x2)
    - I can imagine it's challenging to get parents to participate in Policy Council or run for positions, and I honestly think part of that comes down to how it's presented. From a parent's perspective, there's already so much on our plates, so adding another commitment can feel overwhelming right away. It might help to make the opportunity sound more appealing and clearly communicate the value of being involved. For example, including a general idea of how many hours per month are expected could make it feel more manageable and transparent.
    - I think some parents don't sign up because they're already busy, while others may not fully see the benefit so addressing both of those could make a big difference.
    - Another idea is offering meetings over the phone instead of having an option for in person could attract more participation, since time and flexibility are such big factors. Even mentioning that meetings can happen after kids are asleep could make it feel much more doable! I think making this feel like an easy yes instead of an easy no could really help increase involvement. I hope this is helpful! Thank you so much for letting me a part of Policy Council!

Family Development Team Staff Self Appraisal
2026

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

- Helping families
- I like being able to bring hope and knowledge to every family with everything that we do
- I enjoy working with the staff and families
- I like having a flexible schedule, being part of a team, and helping families in need
- Follow up with the families
- Visiting with families
- The people I work with
- I like being able to help families become more self-reliant and learn how to support their children in their education from an early age. - Working remotely and having a flexible schedule helps me in my work/life balance as well as the families I work with to communicate with me at a time that's most convenient for them
- Building relationships with families, helping them increase their family well-being, creating resources and workshops for families, educating families
- Working with lots of different people. The flexibility

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

- Families that don't respond
- Conflict, miscommunication, instigation, not working together between departments
- Motivating families to complete their Medical/Dental and schedule visits
- Recruitment
- When I attempt to contact the family after multiple attempts, they say they didn't see my texts or calls
- Child plus documentation, medical and dental
- I wish we were paid more working without a pay increase or cola over the last few years has been hard with the huge increase of inflation
- Working remotely makes it difficult to get questions answered/trainings in a timely manner from supervisor. - Visit requirements/goals/check-ins/follow-ups are very structured even though some families need more/different support than others. - You "check off" each family every block instead of focusing on their individual needs (more visits, less visits, in person visits, texts, emails, calls) and families can sense that at times
- Doing other people's work when they are behind, when I work hard and it still feels like it is never enough, contacting families that don't care to meet
- Trying to reach people sometimes

What strengths do I have that my job requires?

- Helpful, friendly, outgoing
- Social skills, professionalism, community engagement, problem solving
- I like people and helping them recognize their strengths, and build on them
- Being personable, organized, punctual, and self-discipline
- Communication skills
- Organization, friendliness
- I have experience and I am organized
- Communication skills, dependability, empathy, flexibility, patience
- Assertive, empathetic of people's situations, well educated on child development topics
- People skills and empathy

What have I done for my own professional development lately?

- Working on more conscious discipline info to share with families
- Continue to learn about resources, continue to implement professional skills and continue to grow as a person
- A number of different IPD's and MH information
- I have been working on being resilient, as well as relationships
- Be mindful of parents' needs and talk to them with a little more affection, especially when they have special needs kids
- Continued education through podcasts
- I did a mini series of trainings for Family Engagement
- Reviewed each month's family education and used the information to make personalized versions to help families. IPD. Conscious Discipline
- Read self-help books, look for new resources, Stay updated on resources and calendar events
- Getting well versed in parenting stuff

Strengths I bring to my team are?

- Team player, helpful
- Friendly, kindness, problem solving, team player, community engagement
- A lot of life experience and education in family well-being
- A growth mindset, consistency, adaptability, and self-motivation
- I speak Spanish, and I'm willing to help
- Sense of humor
- I have experience and I love my job
- Willingness to learn, understanding, patience, flexibility
- Willing to offer a helping hand, positive, and thoughtful
- Curiosity, tech stuff

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

- Better with technology, have more in person training/collaboration’s
- Maybe be more informed of co-workers needs and help if able to
- Be a little more assertive
- Give more positive feedback to teammates and speak up more confidently in meetings about new ideas or concerns
- Take a more active role in the team
- Check in on more of my co-workers
- Be more social
- Have more interactions with my co-workers to best learn how to communicate with and support them.
- Ask others what I can do to help them?
- N/A

Some of my major accomplishments this year?

- Not sure
- Staying more focused, time management
- I believe a good relationship with co-workers
- Is getting married, committed to improving my physical and mental health, building more resilience, and becoming more knowledgeable about passions I have
- Keeping documentation updated within a two-day window
- Applied to a management position
- We have submitted transitions earlier this year and they are almost done

- Teaching myself how to best work with families and understand the purpose of my job. Starting my first full-time job and navigating the schedule, requirements, and expectations
- Figuring out a schedule that works for my family, juggling motherhood and a full time job
- I only missed one visit in one block for the whole year

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

- Continue getting support from the team including supervisors
- Limit or remove duplication of data entry, more team work and finding solutions instead of having to fight obstacle other department's sets
- More help with difficult families and their medical/dental needs
- If possible, to have more advocates or less case load to improve the quality of work that is done. Possibly only focusing on two areas for my case load such as home based and part day, or ext.-day and home based instead of a mixture of all areas to help me with organization and structure
- Have more communication with other teams, help each other on health goals
- Pay based on education/experience/longevity
- I think this next year is going to be great. We talked about adjusting transitions and that will be super helpful to evaluate that procedure to make it more efficient
- Co-workers having time to show what is working for them and their families
- Smaller caseloads
- Maybe a few less families-smaller caseloads

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

- Continuing to support me
- Continuing to set small goals and having open communication as we have
- Does a great job!
- I think my supervisor does an amazing job and offers help when needed! She also helps push me to do things that I can get better at such as recruitment! I would say my supervisor already does everything needed for me and I appreciate her very much :)
- She's great and very helpful. I'm very happy how things are
- No changes
- My supervisor is great! I can't think of anything
- Responding quickly and reviewing my visits in a timely manner so I know how to improve.
- Keep doing what they are doing
- I think we're good honestly

I would like more training in these areas?

- Technology, mental health, parenting (conscious discipline), anything self-help or self-improvement
- Mental health of conflict resolution for "1st responders" or for Family workers
- Time management
- Medicaid and other free insurances
- Mental health
- Child Plus Reports
- In pulling health reports and who is responsible for tracking what
- Supporting family's mental health, helping family's understand the importance of medical/dental requirements, PIR explanations
- Not sure yet, I'll have to think about it…
- Mental health

Family Development Outcomes Training

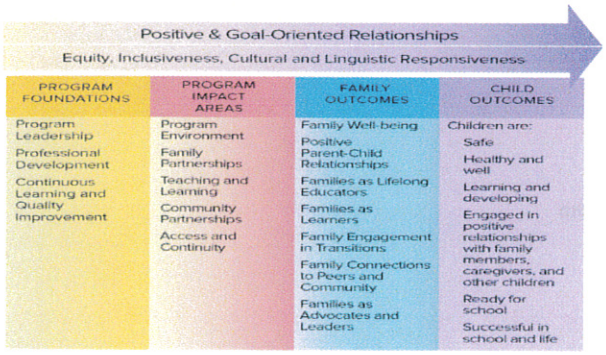
June 2026

End-of-Year Family Outcomes Report

This report summarizes the outcomes and progress of BRHS families enrolled during the 2025-2026 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

2025-2026 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 2025-2026, Head Start 2025-2026, Enrollment Status: Enrolled

Location	Families	Assessment	Housing	Safety	Health	Mental Health/Substance	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/Paren	Family Education at Hom	School Readiness	Promoting Primary Langu	Education, Training, and	Volunteering	Transitions	Families and Communitie	Leadership and Advocacy	TOTAL
Bear River - PHS, EHS	394	1	3.3	4.1	3	3.4	3.8	3.1	3.2	3.4	3.5	3.5	3.3	3.2	4.7	3.2	2.7	3.1	3.4	2.8	60.5
	384	2	3.4	4.1	3.3	3.5	3.8	3.2	3.3	3.5	3.6	3.5	3.4	3.5	4.7	3.3	2.8	3.4	3.5	2.9	62.6
	362	3	3.5	4.1	3.6	3.5	3.9	3.3	3.4	3.5	3.7	3.6	3.5	3.7	4.8	3.3	2.8	3.7	3.5	2.9	64.3
	394	+/-	▲ 0.1	▲ 0.1	▲ 0.6	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.5	▲ 0	▲ 0.1	▲ 0.1	▲ 0.6	▲ 0.1	▲ 0.1	▲ 3.6
Report Average																					
Families w/ complete assessments:	394	1	3.3	4.1	3	3.4	3.8	3.1	3.2	3.4	3.5	3.5	3.3	3.2	4.7	3.2	2.7	3.1	3.4	2.8	60.5
	384	2	3.4	4.1	3.3	3.5	3.8	3.2	3.3	3.5	3.6	3.5	3.4	3.5	4.7	3.3	2.8	3.4	3.5	2.9	62.6
	362	3	3.5	4.1	3.6	3.5	3.9	3.3	3.4	3.5	3.7	3.6	3.5	3.7	4.8	3.3	2.8	3.7	3.5	2.9	64.3
	394	+/-	▲ 0.1	▲ 0.1	▲ 0.6	▲ 0.1	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0.5	▲ 0	▲ 0.1	▲ 0.1	▲ 0.6	▲ 0.1	▲ 0.1	▲ 3.6

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

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Family Development Team Training Calendar
2026-2027

Dates	Topics
July 9, 2026	In-kind, Medical/Dental/Health, ERSEA, Timecards, Child Plus (visits, goals (Family Partnership Agreement), outcomes, mental health, health information, medical & dental, Policy Council Elections, Mandatory Reporting, Family Advocate Expectations, Teacher/Educator Meeting Expectations, Supporting families, parent engagement, Confidentiality
August 6, 2026	Review of Child plus documentation, family goals, outcomes, 30 day dental, teacher/educator expectation, first visit format, Community Resources, Parent Engagement, Assertive communication
August 20, 2026	Child plus Reports, To do list, Community Resources, Family Engagement best practices training to improve child outcomes.
September 4, 2026	Outcomes, Medical and Dental Homes, How to Share Conscious Discipline with Families, Community Resources
September 17, 2026	Inkind/Policy Council, Technology, Panda, Canva, Google Drive, Tricks and Tips, Time Management, Community Resources, To do list.
October 1, 2026	PIR Review: What is PIR, Why Do We Need It, How To Do It, Community Resources
October 15, 2026	Assertive Communication-Bear River Behavioral Consultant, Community Resources
November 5, 2026 -	Pregnant Moms and Postpartum, Goal setting, Community Resources
December 3, 2026	EAP Training and Community Resources
January 7, 2027	Individualized Training & Professional Development, Team Building, Community Resources, Mental Health, Parent Engagement, Calendar Items.
January 21, 2027	Review Expectations: Documentation and Services, Community Resources
February 4, 2027	Motivational Interviewing, Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items.
February 18, 2027	Conscious Discipline, RBC, Community Resources
March 4, 2027	Medical and Dental Review, Importance of Medical and Dental, How to Have Conversations with Families, Individual Professional Development, Leadership. EEP, Community Resources
March 18, 2027	Community Agencies and Resources, Trauma Informed Care Training, Community Resources, Positive Behavior and Positive Social Emotional Development
April 15, 2027	Individualized Training, Professional Development, Team Building, and Child Plus, Community Resources
May 6, 2026	Expectations to close out the year: End of Year Outcomes, PIR, Goals, Medical and Dental, Community Resources
May 20, 2026	Staff Development, Community Resource, Form/Process Review, Parent Engagement, Calendar Items, Team Building, Community Resources
June 3, 2027	Recruiting, Summer Expectations, ERSEA Training
June 17, 2027	Pre-Service
July 2027	BRHS Pre-service & Onboarding Training Requirement Child Abuse & Neglect Training Set-up Child Plus Set-up In-kind EEP Recruitment

Training and Technical Assistance Plan
FY 2027-2028

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

Total Allocated Budget: $11,600.00

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	2027-2028 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	2027-2028 Fiscal year	1,000.00
Family	-Family Services Trainings	-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 -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1st Aid Certification, etc.). -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff -ERSEA -ChildPlus Documentation -T/TA Supplies/Small Technology Purchases	-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.	2027-2028 Fiscal year	7,600.00

Connection to Family Development Program Improvement Goals
This Training and Technical Assistance Plan supports the following Family Development priorities:

- Strengthening the family goal-setting process.
- Supporting families in accessing health, mental health, dental, nutrition, and community services.
- Expanding parent, father, and family engagement.
- Increasing parent knowledge and use of positive parenting strategies.
- Strengthening data-informed family services and documentation.
- Enhancing communication and resource sharing with families.
- Supporting mental health and emotional well-being for children, families, and staff.
- Promoting professional growth, cross-training, staff wellness, and continuous program improvement.

Training and technical assistance activities will be adjusted throughout the year based on staff needs, family feedback, self-assessment findings, program data, and changes in guidance, required certifications, and available local, regional, and national training opportunities.

Training and Technical Assistance Plan
FY 2027-2028

Grantee: Bear River Head Start
Total Allocated Budget: $7,900.00
Program Option: Preschool Head Start

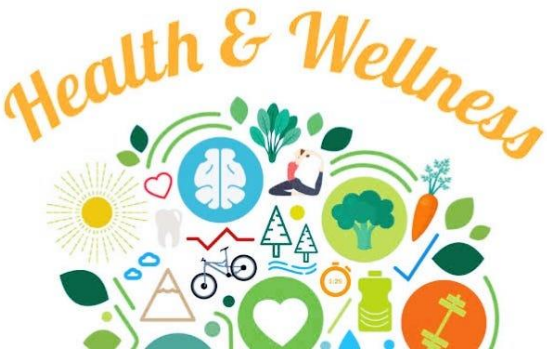
Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Family	Trainings for program staff.	Increase staff knowledge to teach Conscious Discipline parenting curriculum classes that builds on parents' knowledge. Staff trainings to stay current in understanding and implementing Head Start best practices.	Provide parent education classes in all areas that offers parents the opportunity to practice parenting skills to promote children's learning and development. Professional development.	Family Services Staff	2027-2028 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	2027-2028 Fiscal year	1,000.00
Family	-Family Services Trainings	-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 -SAMHSA -ACES -Examining Health Services (medical, dental, nutrition, mental health) -ECLKC -New Hires and ongoing completion of health and safety (TB test, CPR/1st Aid Certification, etc.). -Western Kentucky Trainings -Region 8 T/TA -Parent, Family, & Community Engagement Trainings. - Health Training for Family Development Staff -ERSEA -ChildPlus Documentation --T/TA Supplies/Small Technology Purchases	-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.	2027-2028 Fiscal year	3,900.00

Connection to Family Development Program Improvement Goals
This Training and Technical Assistance Plan supports the following Family Development priorities:

- Strengthening the family goal-setting process.
- Supporting families in accessing health, mental health, dental, nutrition, and community services.
- Expanding parent, father, and family engagement.
- Increasing parent knowledge and use of positive parenting strategies.
- Strengthening data-informed family services and documentation.
- Enhancing communication and resource sharing with families.
- Supporting mental health and emotional well-being for children, families, and staff.
- Promoting professional growth, cross-training, staff wellness, and continuous program improvement.

Training and technical assistance activities will be adjusted throughout the year based on staff needs, family feedback, self-assessment findings, program data, and changes in guidance, required certifications, and available local, regional, and national training opportunities.

Health & Wellness Program Services



Program Improvement & Self-Assessment Report
2026-2027

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

Bear River Head Start Health & Wellness Services Program Improvement & Self-Assessment Overview 2026
Prepared by: Kristie Curtis
Family Services Director

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 and Mental Health Services Advisory Council (HMHSAC) 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-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/Objective	Action Steps	Timeline	Person Responsible
Health & Wellness Data Collection and Tracking Systems. Improve the accuracy, timeliness, consistency, and use of Health & Wellness data to support compliance, follow-up, referrals, and individualized services.	-Conduct ongoing training for Health & Wellness and Family Development staff on ChildPlus health tracking, data entry, reports, and dashboards. -Enter all new and updated health information in a timely manner. -Use ChildPlus as the primary source for health status, follow-up, referrals, and compliance information whenever appropriate. -Reduce duplication and conflicting information between tracking systems. Conduct cross-team communication meetings to clarify roles and responsibilities and promote data consistency. -Review health data upon enrollment, monthly, and whenever updates occur. -Use ChildPlus data to identify trends, gaps, overdue requirements, and needed follow-up services.	-Upon Enrollment; monthly review; ongoing updates ; Quarterly Data Review	Health & Wellness Manager Health Specialist Family Development Managers Family Advocates
Health Services and Compliance with Health Requirements. Ensure that children and pregnant women receive required health screenings, examinations, follow-up care, referrals, and preventive health services within established timelines.	-Maintain ongoing communication between the Health & Wellness Team and Family Development Team. -Review upcoming health due dates for each child and pregnant woman. -Monitor health requirements upon enrollment and at the 30-, 45-, and 90-day intervals, as applicable. -Provide staff training on trauma-informed care and supporting Dual Language Learners in accessing health services. -Support families in completing required screenings, examinations, follow-up care, referrals, and preventive health services. -Conduct monthly health status review meetings between Family Development Managers and the Health & Wellness Manager. -Use ChildPlus reports to monitor compliance percentages and identify overdue services. -Address requirements and follow-up needs promptly. -Track referrals, health plans, family goals, and follow-up outcomes.	-Upon Enrollment (30/45/90 days) -Weekly -Monthly -Quarterly -Ongoing	Health & Wellness Manager Health Specialist Family Advocates Family Development Managers Family Services Director
Continue to follow safety practices. Child Safety: Promote and maintain safe, secure, healthy, and developmentally appropriate environments that protect children from preventable injury, illness, abuse, neglect, and unsafe conditions.	-Maintain safe, healthy, and developmentally appropriate environments in all classrooms and program locations. -Meet applicable state licensing requirements, Head Start Program Performance Standards, and program policies and procedures. -Provide ongoing staff training on First Aid, CPR, emergency preparedness, emergency response, child supervision, injury prevention, fire prevention, health plans, emergency procedures, emergency supplies, and mandated reporting. -Review and monitor emergency plans, health plans, first-aid kits, 72-hour kits, fire prevention procedures, and other safety resources. -Promote active supervision and consistent child safety practices. -Ensure staff understand and follow mandated reporting and child protection requirements. -Partner with families to promote child safety and healthy safety practices at home and in the community. -Identify and address safety concerns through ongoing monitoring. -Document and review incidents, injuries, safety concerns.	-Before the program year -Daily -Weekly -Monthly -Ongoing -As needed	Health & Wellness Manager Health Specialist All Staff
Promote mental health and social-emotional well-being for children, families, and staff through trauma-informed practices, early identification, coordinated referrals, family support, and staff wellness strategies.	-Strengthen collaboration among Health & Wellness, Mental Health, Family Development, and Education staff. -Promote trauma-informed and responsive practices throughout the program. -Provide staff training on trauma-informed care, social-emotional development, and recognizing mental health concerns. -Support early identification of children's social-emotional and mental health needs. -Provide families with education, resources, referrals, and community connections related to mental health and social-emotional wellness. -Integrate social-emotional wellness into family goal-setting and individualized support. -Monitor referrals and follow-up to ensure families receive appropriate services. -Promote staff wellness and strategies that support a healthy work environment. -Review program data and team feedback to identify trends and additional support needs.	-Before the program year -Monthly -Quarterly -Ongoing	Health & Wellness Manager Health Specialist All Staff

I. Short-Term Goals 2026-2027

Goal	Implementation	Outcome	Measures	Documentation
Improve Health & Wellness Data Collection and Tracking Systems	- Provide ongoing training and support on ChildPlus health data entry and reporting. - Ensure timely and accurate data entry so health information reflects the current status of enrolled children. - Strengthen communication and coordination between Health & Wellness, Family Development, Education, ERSEA, and other program teams. - Continue transitioning toward electronic health records and reduced paper documentation. - Use data to identify trends, gaps, and needed follow-up services.	- Accurate, current health records are accessible to appropriate staff. - Health information is consistently documented and monitored. - Program teams have reliable information to support individualized services. - Improved ability to identify and address health and wellness needs.	- Timeliness and accuracy of ChildPlus data. - Completion of required health documentation. - Review of health status reports and dashboards. - Health and wellness data reviewed regularly by program teams.	-Child Plus -Health Information Reports -Performance Panel -Health Meetings -Data Reports -Performance Panel -Meeting minutes/documentation
Ensure Quality Health Services and Compliance with Health Requirements	- Maintain ongoing communication between Health & Wellness and Family Development teams. - Support families in completing required health services and understanding the importance of preventive care and overall wellness. - Support Dual Language Learners and families in accessing health services and health education. - Maintain trauma-informed approaches when providing health and wellness services. - Strengthen access to healthcare, mental health, nutrition, oral health, and social-emotional supports. - Conduct ongoing health status reviews with appropriate program staff. - Use ChildPlus to track health requirements, follow-up, referrals, and outcomes.	- Children receive required health screenings, examinations, follow-up, and services within established timelines. - Families understand and participate in their child's health and wellness needs. - Children and families have improved access to community health and wellness resources. - Health, mental health, and social-emotional needs are identified and addressed. - Staff interactions and services reflect trauma-informed practices.	- Health requirements are monitored and completed within applicable timelines. - Follow-up activities are documented. - Referrals and community collaborations are tracked. - Health status is reviewed regularly. - Progress toward health and wellness goals is monitored.	-Child Plus -Health Information Reports -Performance Panel -Child Health History -Authorization for Release of Information -Medical Information Forms -Documentation -Screening Results -Health Plans -Meetings -Family Goals
Promote and Support Child Safety Maintain and improve safety practices.	- Maintain safe, healthy, and developmentally appropriate environments in all classrooms and program locations. - Follow applicable Head Start requirements, state licensing requirements, and program safety policies and procedures. - Provide ongoing staff training on First Aid/CPR, emergency preparedness, emergency response, child supervision, injury prevention, and other identified safety needs. - Review and monitor emergency plans, health plans, emergency supplies, and safety procedures. - Promote active supervision and practices that reduce the risk of injury, illness, abuse, neglect, and unsafe conditions. - Ensure staff understand and follow mandated reporting and child protection requirements. - Partner with families to promote child safety and healthy safety practices at home and in the community. - Identify and address safety concerns through ongoing monitoring.	- Children are cared for in safe, secure, healthy, and welcoming environments. - Staff consistently demonstrate appropriate safety and supervision practices. - Safety concerns are identified and addressed promptly. - Families receive information and support related to child safety. - Reduced risk of preventable injuries, illness, and unsafe conditions. -Child, Family, and Staff wellness. -Child, family, and staff safety. -Safe and compliant environments across all centers and classrooms.	- Completion of required safety trainings and certifications. - Safety and licensing monitoring results. - Emergency preparedness checks. - Documentation and follow-up of safety concerns and incidents. - Active supervision and classroom safety observations. - Review of emergency plans and supplies.	- ChildPlus - First Aid/CPR Certifications - Safety Training Records - Safety Monitoring/Inspection Documentation - Emergency Plans - Emergency Supply/72-Hour Kit Checks - Incident/Injury Reports - Safety Observations - Mandated Reporting Documentation - Health and Safety Policies
Promote Mental Health and Social-Emotional Well-Being for Children, Families, and Staff	- Strengthen collaboration between Health & Wellness, Family Development, and Education staff. - Promote trauma-informed and responsive practices throughout the program. - Support early identification of children's social-emotional and mental health needs. - Provide families with education, resources, referrals, and community connections related to mental health and social-emotional wellness. - Support staff wellness and strategies that promote a healthy work environment.	- Children experience supportive environments that promote emotional safety, resilience, and healthy relationships. - Families are connected to appropriate mental health and social-emotional resources. - Staff have access to resources that support their own well-being. - Mental health and social-emotional concerns are identified and addressed in a timely manner. - Increased collaboration among program teams and community providers.	- Mental health and social-emotional referrals and follow-up are documented. - Family goals related to wellness are monitored. - Staff training and wellness activities are tracked. - Program data and team discussions are used to identify trends and needs. - Community partnerships and referrals are monitored.	- ChildPlus - Mental Health/Social-Emotional Documentation - Referrals and Follow-Up - Family Goals - Training Records - Meeting Documentation - Community Resource/Referral Information - Program Data Reports

HEALTH 2025-2026

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?	75	3
2. My child has had Well Child Exam(s)?	70	7
3. My child has had Dental Exam(s)?	72	3
4. My child's Immunizations are complete/update to date or have an exemption?	76	1
5. My child had a Hearing screening completed by a Doctor or Head Start staff?	74	2
6. Were the Hearing Test results explained to me?	65	12
7. If further testing was needed, was I informed in a timely manner?	26	4
8. My child had a Vision Test completed by a Doctor or Head Start staff?	69	7
9. Were the Vision results explained to me?	65	12
10. If further testing was needed, was I informed in a timely manner?	24	5
11. Do you feel you received adequate health education information on various topics that you desired to know about?	74	3
12. I had the opportunity to learn and receive information on nutrition?	73	4
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?	73	4
14. I was able to receive help with any questions or concerns I had regarding my child's nutrition?	73	3
15. I had the opportunity to learn and receive information on dental health and hygiene for my family?	74	2
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?	71	5
2. If you did receive services were you able to see a provider in a timely manner?	24	6
Please provide any comments or suggestions for improving mental health services in Head Start:		

Comments:

-I am happy with this.

-I think having a simple mental health survey for parents at the beginning, middle, and end of the school year could be really helpful. It would give a better understanding of how the families are doing over time and help make sure support is offered when it's needed.

-Have an orientation

-Nothing, it's great!

-I think you are doing well

-Bear River requires in depth medical records, at first I was concerned to hand over everything without knowing why. I had to talk to several different people to get an answer of why you needed all the medical information. It wasn't until I talked to the head then I was explained why you needed in depth medical records. Would have saved a lot of time and worry if the first representative knew why you needed to ask the medical and dental not just "following policy".

Spanish translations:

-More communication

-Perhaps they could provide more detailed information regarding our children's health—specifically dental, vision, and hearing—so we know which specialist to take them to.

-The Head Start program should mention that it has information on mental health.

-Everything's good

-Everything is in order regarding this matter. I have no further comments, and I consider the way things are being handled to be excellent.

Health & Wellness Team Staff Self Appraisal
2026

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

- I love being a receptions because I get to know a lot of the kids that come to the Logan Center but I also love being part of the Health Team because since I transfer I have learned so much of the importance of Bear River Head Start health requirements to help families keep their children healthy and up to date on medical appointments.
- Self-paced work with the freedom to focus on what I think is the most important after the main work has been completed.
- Support from all of my team members including my supervisor and upper management
- Working with children to meet health goals, teaching first-aid and cpr
- Building relationships with medical/dental offices. Working with the entire Family Services team to serve families in the best way possible.

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

- Making kids cry when I do hearing screenings and Lead & HGB screenings, but I understand some kids are braver than others, and it's part of our jobs as a Health Specialist.
- The separations from co-workers, emailing back and forth while being in the same office feels a bit disjointed.
- 100% PIR requirements that can be challenging to obtain if parent/guardian resist to meet requirements
- Calling medical/dental offices to follow up on documentation
- Difficulties at the end of the school year with outstanding requirements.

What strengths do I have that my job requires?

- Friendly, professional, reliable, prompt, and willing to learn new things all the time
- I am a good, effective communicator, I am reliable, and I am a creative problem-solver.
- Organizational skills
- Organization and timeliness
- Previous years' experience working at Head Start. Personable, I like to work together as a team to accomplish goals.

What have I done for my own professional development lately?

- Learn how to be a health specialist after being a receptionist for 15 years in head start, and I went to a training to be a certified Child Passenger Safety Technician (CPST)
- I have educated myself on vaccinations and the state of the country and Utah in current disease news.
- Searching for resources to enhance programs by minimizing time spent on setting up documents and creating documents
- Learned more about communication
- Researching Child Plus reports

Strengths I bring to my team are?

- Able to help my team as much as I can.
- I am an effective communicator and a go-getter who likes to be an effective employee.
- Teamwork
- I am willing to step up when needed
- Listen and implement ideas to better the system.

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

- Be more focus on the Health and wellness responsibilities all day an not trying to shuffle my receptionist responsibilities and health specialist responsibilities
- I think I would be more effective if I knew more what to do with my free-time and how to help the company best.
- Balance work and life
- Asked for help/offered more help
- Be patient with others - we all have a hard job and are doing the best we can.

Some of my major accomplishments this year?

- Get my CPST certification, I was so nervous about it but I enjoy it and learn a lot,
- Learning everything new about this job and being a helpful new addition to the team!
- N/A
- Taking on big projects I felt unsure about first
- Implementing more effective tracking systems to cross reference with child plus.

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

- Since I have to different responsibilities it will be so nice if my receptionist manager would be more present at the center so I could be more productive in my health responsibilities.
- I would like more guidance as to what to work on when my main tasks are completed.
- Outlining duties that are split amongst team members
- A working laptop so I can work from home when needed would help me be more effective. Or a standing desk in my office so I don't get so restless
- More effective communication with staff within the health information tab for follow up with medical/dental offices.

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

- My receptionist manager would help me a lot being present at the center everyday
- Providing more work opportunities or just a general direction of what would be the most helpful.
- N/A
- Being consistent with meetings and following up when needed
- Nothing, she is very supportive and I appreciate all that she teaches me.

I would like more training in these areas?

- On how to start a new school year with a new caseload of kids since I started in the health team when the year had already started.
- Who to include in communications, the family advocate/health specialist roles and who is over what in terms of communicating with parents and teachers.
- How to better approach families that are seen as a challenge
- Immunizations, health plans
- Leadership training

Health & Wellness Services Training Schedule

2026-2027

Date	Topics
July 2026	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 2026	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, Policies & Procedures, Performance Standards, Individualized Training & Professional Development, EEP, Team Building, Fire Prevention & Fire Extinguisher Training
September 2026	Mental Health training, Parent Engagement, Calendar items, Health & Safety, Policies & Procedures, Performance Standards, Child Plus Training, Individualized Training & Professional Development, EEP, and Team Building.
October 2026	Car Seats, Safety, Oral Health, EPSDT, Well Child Exams, Vision, Hearing, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
November 2026	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, EEP, Policies & Procedures, Performance Standards.
December 2026	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, EEP, Policies & Procedures, Performance Standards.
January 2027	Safety practices, emergencies, and rapid response, cross-communication, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
February 2027	Ensuring Up-To-Date Child Health Status, Follow Lines of Communication, PIR, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
March 2027	Oral Health Practices, Pregnant Women, Classroom Safety, Facilities, CACFP, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
April 2027	Child Plus, Documentation, Follow-up, Professionalism, Team Building, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
May 2027	Supports for Mental Health & Well-Being, EAP, Mental Health Consultant, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
June 2027	Recruitment Events, ERSEA, Preventive health care, emergency first aid, environmental hazards, health and safety practices, medical and dental homes, insurance, Individualized Training & Professional Development, EEP, Policies & Procedures, Performance Standards.
July-August 2027	PIR, Recruitment, Individualized Training & Professional Development, EEP, 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 2027=2028

Grantee: Bear River Head Start Total Allocated Budget: $9,500
Program Option: Early Head Start

Content Area	T/TA Need	Strategy	Outcomes	Participants	Timeline	Cost
Health	Red Cross Training	Staff to be trained and certified in Red Cross Instructor Training	Certified Red Cross Instructor's to train program staff.	Health Team	2027-2028 Fiscal year	1,000.00
Health	Health trainings for program staff.	Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/1st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2027-2028 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	2027-2028 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. -T/TA Supplies/Small Technology Purchases	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2027-2028 Fiscal year	5,000.00

Training and Technical Assistance Plan
FY 2027-2028

Grantee: Bear River Head Start Total Allocated Budget: $6,500
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	2027-2028 Fiscal year	1,000.00
Health	Health trainings for program staff.	Staff trainings to stay current in understanding and implementing Head Start best practices.	Training and certification for CPR/1st Aid, Food Handler's Permit, etc. for staff health requirements.	All Staff	2027-2028 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	2027-2028 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. -T/TA Supplies/Small Technology Purchases	Staff will be knowledgeable about health and safety practices.	Health Team Program Staff	2027-2028 Fiscal year	2,000.00

Bear River headSTART

ERSEA



Program Improvement & Self-Assessment Report

August 2026

Prepared By Kristie Curtis
Family Services Director

Bear River Head Start
ERSEA Program Improvement & Self-Assessment Overview 2026
Prepared By: Kristie Curtis
Bear River Head Start Family Services Director

Overview

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

Strengths:

- The ERSEA team works together closely
- ERSEA provides training to staff, Policy Council, & the Board
- Maintain a Waitlist: Active identification and maintenance of waitlists in all service areas
- Enrollment: Vacant spots are consistently filled within the 30-day deadline, ensuring compliance with full enrollment requirements
- Cross-Communication: Constant communication with staff regarding recruitment, enrollment, and waitlist updates
- Staff Engagement: The ERSEA team leads the enrollment and recruitment meetings and provides weekly ERSEA reports to keep staff informed

Continuation of Goals & Improvement Plan

- Increase Communication
  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. This includes timely correspondence and email responses, prompt processing of applications and documentation, sustained full enrollment and active waiting lists.
- Increase Knowledge Base
  Expand staff understanding of eligibility, recruitment, selection, enrollment, and attendance as well as eligibility for foster/kinship care, homelessness, and other risk factors.
- Improve Data Collection and Maintain Accuracy
  Ensure ERSEA staff correctly verify, input, scan, and upload applications and documentation into ChildPlus. Continue progressing towards a paperless system. ERSEA staff will make sure to have accurate and up-to-date data in ChildPlus, reduce errors in data entry and document uploads with a data tracking system, and have a two-step verification process.
- Strengthen Recruitment Efforts
  ERSEA will engage all staff in identifying and recruiting all eligible children and families in every service area, while building and maintaining community partnerships.

By using data the ERSEA team remains committed to achieving these goals and sustaining high-quality services. These efforts ensure BRHS will continue 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
Strengthen communication and collaboration between the ERSEA team and Bear River Head Start staff to ensure families receive accurate information and complete applications and required documentation in a timely manner, supporting enrollment, eligibility, and an active waitlist.	- Provide annual ERSEA training to program staff. - Provide updated ERSEA resources and training materials for team meetings and ongoing staff development. - Maintain regular communication regarding enrollment, vacancies, waitlists, and recruitment needs. - Gather feedback from program staff regarding barriers and strategies related to ERSEA processes. - Strengthen organized recruitment opportunities within each service area.	Preservice Annually Ongoing	ERSEA Manager ERSEA Assistants Directors Managers All Staff
Increase program staff knowledge of ERSEA eligibility requirements and strategies for identifying and supporting families experiencing barriers to accessing services.	- Provide training on eligibility, selection, enrollment, and required documentation. - Provide information on eligibility considerations for children and families experiencing homelessness, foster/kinship care, and other circumstances - Reinforce practices that ensure families are treated with dignity, respect, and cultural responsiveness throughout the enrollment process. - Strengthen collaboration with community partners and school districts to identify and connect eligible families with Head Start services.	Preservice Annually Ongoing	ERSEA Manager ERSEA Assistants FS Director All Staff
Ensure accurate and timely ERSEA data entry and documentation in ChildPlus to support accurate eligibility determinations, enrollment, reporting, and monitoring.	- Provide ongoing training and technical assistance related to ChildPlus enrollment functions. - Reinforce expectations for reviewing, verifying, entering, scanning, and maintaining required documentation. - Conduct regular ERSEA team meetings to review processes, identify concerns, and clarify expectations. - Conduct ongoing internal reviews of ERSEA files and ChildPlus data.	Ongoing	ERSEA Manager ERSEA Assistants FS Director

	- Use monitoring results to identify training and process-improvement needs.		
Increase recruitment opportunities by expanding implementation of ERSEA social media strategies to reach eligible children and families throughout the service area.	- Develop and maintain a consistent ERSEA social media recruitment strategy. - Coordinate with the program's communication/marketing resources to promote enrollment opportunities, eligibility information, and application resources. - Use social media to promote recruitment events, community events, open enrollment opportunities, and program information. - Develop targeted recruitment messages based on community needs and areas where additional recruitment is needed. - Monitor engagement and recruitment results to identify effective strategies and adjust outreach as needed. - Ensure recruitment messaging is accessible, welcoming, family-centered, and available in languages appropriate to the families served.	Ongoing Review Quarterly	ERSEA Manager ERSEA Assistants FS Director All Staff
Strengthen relationships with community partners to increase recruitment and access to Head Start services for eligible families.	- Maintain communication with existing community partners and review current MOUs and partnerships. - Develop new partnerships in areas where additional recruitment opportunities are identified. - Coordinate recruitment efforts with schools, health providers, community organizations, housing and family service agencies, and other organizations serving children and families. - Use community data and local trends to identify areas and populations with the greatest need for recruitment. - Provide community partners with current Head Start eligibility, enrollment, and referral information. - Evaluate the effectiveness of partnerships and recruitment activities throughout the year.	Ongoing Annual Review	ERSEA Manager ERSEA Assistants FS Director

I Short-term Goals 2026-2027

GOAL	IMPLEMENTATION	OUTCOME	MEASURES	DOCUMENTATION
Maintain fully funded enrollment and an active waitlist by increasing the number of complete applications submitted	- Provide annual ERSEA training to all staff on applications, eligibility requirements, selection, enrollment, and required documentation. - Provide updated ERSEA resources and training materials for staff meetings and ongoing professional development. - Train new employees, Policy Council members, and Board members on ERSEA policies and procedures. - Establish clear recruitment areas, responsibilities, and expectations for staff. - Maintain regular communication regarding enrollment, vacancies, waitlists, and recruitment needs. - Gather staff feedback regarding barriers to completing applications and identify process improvements.	- Staff demonstrate increased knowledge of ERSEA requirements and required documentation. - More complete applications are submitted with fewer applications returned for corrections. - Staff take ownership of recruitment responsibilities. - The program maintains fully funded enrollment and an active waitlist.	- Number and percentage of complete applications submitted. - Reduction in applications returned for corrections. - Enrollment and waitlist status. - Staff training completion and knowledge checks. - Recruitment activities completed by service area.	Weekly reports, ChildPlus reports, complete applications, waitlist, recruitment tracking sheets, training sheets, ERSEA policy.
Increase access to Head Start services for children and families experiencing homelessness, foster or kinship care, TANF/SSI/SNAP participation, and other high-risk or high-need circumstances.	- Provide training on the McKinney-Vento Act and eligibility considerations for families experiencing homelessness. - Provide training on foster care, kinship care, TANF, SSI, SNAP, and other categorical eligibility considerations. - Reinforce respectful, culturally responsive, trauma-informed, and family-centered practices throughout the application and enrollment process. - Strengthen collaboration with schools, housing agencies, health providers, family service agencies, and other community organizations. - Use community assessment data to identify populations and locations requiring additional recruitment and support.	- Staff demonstrate increased knowledge of eligibility requirements and strategies for supporting high-need families. - More eligible high-need children and families are identified, recruited, and enrolled. - Families receive timely, respectful, and high-quality services. - Community partners are better prepared to refer eligible families to Head Start.	- Number of eligible high-need children and families recruited and enrolled. - Number of referrals received from community partners. - Staff training completion and knowledge checks. - Timeliness of follow-up with referred families. - Number and effectiveness of active partnerships.	PIR reports, enrollment report, training documentation, MOUs, community assessment.
Ensure accurate, timely, and complete verification and data entry of ERSEA applications in ChildPlus.	- Establish and communicate clear expectations for reviewing, verifying, entering, scanning, and maintaining ERSEA documentation. - Provide ongoing training and technical assistance on ChildPlus enrollment functions, eligibility, verification, and reporting requirements. - Conduct regular ERSEA team meetings to review processes, clarify expectations, and address concerns. - Conduct internal audits of applications, verification documents, ChildPlus records, and PIR data. - Correct identified errors promptly and use monitoring results to guide additional training and process improvements.	- ERSEA data entry is completed accurately and within established timelines. - PIR information is accurate and complete. - Internal monitoring identifies no unresolved verification errors. - Staff demonstrate increased efficiency and consistency in ChildPlus processing. - Required documentation is organized, accessible, and maintained in accordance with program procedures.	- Percentage of applications verified accurately. - Number and type of errors identified through internal monitoring. - Timeliness of data entry and verification. - PIR data accuracy. - Percentage of required documents scanned or uploaded into ChildPlus.	ChildPlus documentation and reports, applications, verification sheets, PIR reports, team meeting notes.

	- Increase use of electronic documentation and paperless processing in ChildPlus when appropriate.			
Increase recruitment opportunities through consistent ERSEA social media strategies and coordinated outreach.	- Develop and maintain a consistent ERSEA social media recruitment plan. - Coordinate with communications and marketing staff to promote enrollment opportunities, eligibility information, application resources, recruitment events, and program services. - Use social media, radio, community events, school outreach, word-of-mouth, and other appropriate communication methods to reach eligible families. - Develop targeted recruitment messages based on community assessment data, enrollment trends, and areas where additional recruitment is needed. - Ensure recruitment materials are welcoming, family-centered, accessible, culturally responsive, and available in languages appropriate to the families served. - Monitor social media engagement, referrals, applications, and enrollment results quarterly and adjust strategies as needed. - Encourage all Bear River Head Start staff to participate in recruitment efforts.	- Increased awareness of Head Start services and enrollment opportunities. - Increased referrals, inquiries, and complete applications from eligible families. - Recruitment efforts reach eligible families. - Social media and other technology-based resources are used effectively to connect families with the application process. - The program maintains fully funded enrollment and an active waitlist.	- Number of social media posts and recruitment campaigns completed. - Social media reach and engagement data. - Number of inquiries, referrals, applications, and enrollments connected to outreach activities. - Recruitment results by service area and eligible families. - Waitlist status. - Quarterly review of recruitment effectiveness.	Social media, recruitment and tracking sheets, referrals, ChildPlus
Strengthen relationships with community partners and maintain effective MOUs to improve recruitment, referrals, and access to services.	- Maintain regular communication with existing community partners and review current MOUs and collaboration agreements. - Establish new partnerships in areas where additional recruitment or family support services are needed. - Coordinate recruitment and referral efforts with schools, health providers, housing agencies, community organizations, language centers, and family service agencies. - Provide partners with BRHS contact information. - Use community assessment data and local trends to identify partnership priorities. - Evaluate the effectiveness of partnerships and referral activities annually and make adjustments as needed.	- Stronger and more consistent community relationships. - Increased referrals from community agencies and schools. - New partnerships are established to support recruitment and family access to services. - Collaboration efforts prioritize children and families with the greatest needs. - Community partners understand how to connect families with Head Start.	- Number of active MOUs and collaboration agreements. - Number of new partnerships established. - Number of referrals received from partners. - Number of partner outreach activities completed. - Enrollment outcomes associated with partner referrals.	Reports, recruitment documentation, collaboration agreements, community assessment, MOUs.

ERSEA Team Staff Self Appraisal
2026

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

- The flexibility in being able to adjust things as we see fit. We are able to create or remove things with approval if we find it works better and more efficiently.
- I like being able to help families and keep things organized and running smoothly. I enjoy learning new things, problem solving, and being someone the team can rely on to get things done.
- Setting up flyers and supplies for recruitment events.

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

- All the physical paperwork we deal with, however we are working towards going digital.
- Sometimes balancing ERSEA responsibilities along with my other assigned duties can make it challenging during busy times, especially when priorities shift quickly. I do my best to stay organized and keep everything on track.
- Files.

What strengths do I have that my job requires?

- Teamwork and cooperation. It is important to cooperate with all BRHS teams and understand how all of our roles affect each other.
- I have great organizational skills and am self-motivated to get things done. I stick to deadlines, communicate well with others, and work hard to make sure tasks are completed accurately and on time.
- Organization and working well under pressure.

What have I done for my own professional development lately?

- Continue to learn about my department.
- I have reached out to coworkers and supervisors for guidance when needed and continued learning more about ERSEA processes and requirements. I've also worked on improving how I manage multiple responsibilities while staying organized.
- N/A

Strengths I bring to my team are?

- Being open to ideas and not being afraid to give constructive criticism.
- I bring organization, reliability, and a willingness to help where needed. I work well independently, communicate well with others. I'm also adaptable and willing to learn new tasks and responsibilities.
- Work well in teams and time management.

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

- Have more trainings on leadership as well as on my program.
- Continue improving my time management for two positions especially during busy periods.
- Learn to do new things faster.

Some of my major accomplishments are this year?

- Improving my department to the best that I can.
- I learned quickly even though my training was non-traditional while balancing multiple assigned duties. I was able to help maintain ERSEA responsibilities during one of the busiest times of the year while our manager was on leave. I continued meeting deadlines, learning new processes, and helping keep things running smoothly.
- Working on Rollovers.

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

- Moving over virtually/digitally as much as well can.
- Having more dedicated time for ERSEA responsibilities would help me be more efficient and allow for more focused attention on enrollment, compliance, and related tasks.

- N/A

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

- Letting me know where I need to improve.
- Providing continued guidance and training opportunities related to ERSEA processes.
- N/A

I would like more training in these areas?

- Leadership and management.
- I would like more training on acceptable HIC documents, specifically property insurance and continued training on ERSEA policies and procedures.
- Home Base

ERSEA Training Schedule
2026-2027

Date	Topic
August & September	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Reviews Applications o Follows Internal Procedures o Follows ERSEA Policies o Follows Regulations (Performance Standards, Head Start Act etc.) o Trains staff (ongoing) Homelessness, SNAP, Applications etc. o In-Service Packets o Work plans Training for Board and Policy Council o Elected Policy Council Members Training (LMS Training) o Elected Policy Council Members complete the New Policy Council Member Packet o Monthly Program Performance Reports to Board and Policy Council
October, & November	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Maintaining Full Enrollment o Waitlist o Supporting Attendance o Community Assessment o Monthly Program Performance Reports to Board and Policy Council
December & January	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Prioritizing Eligibility and Meeting the Greatest Need o Monthly Program Performance Reports to Board and Policy Council
January	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Using Social Media o Begin Updating Application o Monthly Program Performance Reports to Board and Policy Council
February	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Developing Effective Recruitment Services o Updated ERSEA Application o Staff Health & Wellness o Community Agency Meetings and Presentations on BRHS o ERSEA Training for Board and Policy Council, including Code of Conduct Form o Monthly Program Performance Reports to Board and Policy Council
March, April, May	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Ongoing Enrollment Meetings o Online Applications o Ongoing Cross-communication and Training Teams on ERSEA o Acceptance Letters o Verifying Documentation o Establishing & Sustaining Community Partnerships o Enrollment o Ongoing Transition/Transfer/Rollover Meetings o Monthly Program Performance Reports to Board and Policy Council
June & July	ELIGIBILITY, RECRUITMENT, APPLICATION, SELECTION, ENROLLMENT, ATTENDANCE o Trains each program area on ERSEA. o Holds weekly Recruitment meetings. o Plans and prepares for the upcoming school year. o Review ERSEA Performance Standards, Policies, Procedures, Act etc. o Understanding the Community o MOU's o Pre-service ERSEA training o EEP o Update ERSEA Flyers and Pamphlets o Letters & Emails o Recruitment Events o Program Improvement Report o Monthly Program Performance Reports to Board and Policy Council

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

Training and Technical Assistance Plan
PHS 2027-2028

Grantee: Bear River Head Start
Program Option: Administrative/ERSEA
Total Allocated Budget: $ 0

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	2027-2028 Fiscal Year	No Cost
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	2027-2028 Fiscal Year	No Cost
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2027-2028 Fiscal Year	No Cost
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	2027-2028 Fiscal Year	No Cost

Training and Technical Assistance Plan
EHS 2027-2028

Grantee: Bear River Early Head Start
Program Option: Administrative/ERSEA
Total Allocated Budget: $ 0

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	2027-2028 Fiscal Year	No Cost
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	2027-2028 Fiscal Year	No Cost
ERSEA	Recruitment Training	Effective Recruitment Strategies	Recruitment Supplies for events. Actively locate families with eligible children.	ERSEA Staff Recruitment Staff	2027-2028 Fiscal Year	No Cost
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	2027-2028 Fiscal Year	No Cost

Fiscal Operations

Program Improvement & Self-Assessment Report

2026-2027

Prepared by: Sarah Thurgood

Bear River Head Start Executive Director

Fiscal
Self-Assessment / Program Improvement
2026-2027

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 preserve fiscal integrity.

1. Ensure fiscal operations meet fiscal complexities of the organization and financial management requirements.
2. Continue implementation of Gusto online payroll system.
3. Support the Board of Trustees by ensuring Board members have accurate and timely data needed to safeguard federal funds and oversee internal controls. Support program management staff in order to ensure smooth business operations.
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 2026-2027 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, Directors, Fiscal Staff, Board / Policy Council
Continue using Gusto online payroll system to support fiscal payroll 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 Directors to regularly monitor progress.	Ongoing	Fiscal Officer and Staff, Executive Director, Directors, Board / Policy Council

II. Short-term Goals 2026-2027

Goal	Implementation	Outcome	Measures	Documentation
1. Continue support to the fiscal office and staff members, to ensure quality fiscal operations and programming services.	* 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.	● High quality fiscal services and operations that support program services and comply with all fiscal regulations and compliance requirements, including protection of federal funding.	● Ongoing reporting and tracking systems for fiscal operations, budgets, cost principles and official operational procedures. ● Ongoing audit processes.	● Budget reports, payroll, In-Kind, Board and Policy Council reports, Budget Committee reports.
2. Complete the implementation process of Gusto online system to support fiscal operations.	Implement, assure ongoing compliance and problem solving to address issues as they arise.	● Greater efficiency in completing payroll and 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.	● Tracking and reporting systems within the fiscal office. ● Staff feedback and ongoing program improvement.	● Payroll system reporting, In-kind tracking and reporting.
3. Support the Board of Trustees by ensuring Board members have accurate and timely data needed to safeguard federal funds and oversee internal controls.	● 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 Goals, work plans, program policies. ● Provide accurate and timely information to the Board to support shared decision making, legal and fiscal responsibility for the grantee,	● Board members will be provided with timely and accurate information to perform Board duties and participate in the shared decision making process to ensure oversight of a high quality grantee and the programs	● All board members will receive accurate and timely reporting and training on the grantee's organizational system of operations in order to properly safeguard federal funds and oversee internal controls.	● Fiscal Policies and Procedures, Monthly Board Report, Board member training & Board Binder, Performance Standards, PIR, Self-Assessment / Program Improvement Report, Short-Term Goals/ Strategic Plan, Training and Technical Assistance Plans.

	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.	delivery of services to children and families.		
4. Ensure high quality fiscal services and operations to support program operations, while maintaining budgets and protection of federal funding.	● The Fiscal Office will work with the 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. ● The Board, Policy Council and staff will provide input. ● Ongoing status reports will be provided to the Board, PC, and staff. ● Status of budgets will be monitored by Fiscal and Management staff on an ongoing basis.	● Head Start/Early Head Start, enrolled children and their families will receive high quality services. ● The Fiscal Office will work with management staff, Board and Policy Council to provide proper budgets as outlined grant awards.	● 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 awards.	● 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
2026-2027

Total Program Allocated Budget: $1,000

Content Area	Activity	Learning Need	Approach	Results	Target Audience	Contact Person	Budget
Administration	Head Start Financial Essentials Series	Fiscal staff will learn higher level of 1. Grant Applications, 2. Budget and cost principles, internal controls	Valuable fiscal and business information that can be taken through Head Start online training, available at no cost	All fiscal staff will have a higher level of fiscal operational knowledge	Fiscal staff in house	Fiscal Office Manager	No cost
Administration	Other trainings as identified by Fiscal Office Staff	Specific training that may arise to meet identified needs of Fiscal Staff.	Use of T/TA funding is available for identified training costs	Greater level of fiscal and business knowledge.	Fiscal staff in house	Fiscal Office Manager	$ 1,000
Administration							
						Total Amount Budgeted to BRHS Fiscal (Admin) T&TA	**$ 1,000**