Bear River headSTART

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

Report to the Public 2026



Mission Statement:

Bear River Head Start is committed to providing opportunities for education and growth to children, families, staff and the community in a nurturing and supportive environment.

This mission will be accomplished with integrity, respect and honesty.

Bear River headSTART

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Pre-school Head Start / Early Head Start

Program Overview

Bear River Head Start (BRHS) and Early Head start (EHS) operate across 12,000 square miles in Northern Utah and Southeastern Idaho. Within these two states there are eight counties included in the service area, with the grantee's headquarters being located in Logan, Utah. The grantee is a single purpose agency operating in the West Region with both center-based and home-based options. The grantee is able to serve families in Utah and Idaho, allowing Bear River Head Start to recruit and operate classrooms and provide homebased services to qualifying families.

Program options are available to Head Start and Early Head Start enrolled children (PS 1302.11), depending upon service location, individualized need, and available program options. The Community Assessment determines community strengths, needs and resources and guides recruitment and enrollment within the service areas, and availability of program options.

Enrollment of children into available program options is prioritized upon need, and includes factors such as: age and developmental needs of the child, family income, risk factors for the child and family and the community in which they reside.

Changes to program options are presented to the Board of Trustees and Policy Council for prior approval, as well as to the Regional Office to ensure full compliance with all funding regulations. The following narrative outlines the options that are available for program services, and the populations that they serve. These numbers include 13 preschool aged children funded through a separate grant via Idaho TANF dollars.

EARLY HEAD START
HOME-BASED OPTION

This option is available for infant and toddlers birth through age two, and pregnant women. It is available throughout all our service areas in Utah and Idaho. The goal of EHS is development of secure relationships and positive attachment parenting which aligns with the philosophy of the home- based option. Weekly home visits are provided in the child's home environment for 90 minutes per visit. The parent is the primary educator of their child, and therefore the visits are parent driven with staff supporting the interaction. Bi-monthly socialization experiences are available to promote social and emotional development as children interact with other children of the same age.

BRHS Early Head Start Home-Based Option Configuration:

- **Funded Enrollment: 91**
- **Age: Birth through age 2 and pregnant women**
- **Home Visits: Weekly visits lasting 90 minutes**
- **Socializations: 2 per month (22 per year)**
- **Length of Services: 12 months, 46 visits per year (minimum)**
- **Counties Available: Utah: Cache, Box Elder, Rich -Idaho: Franklin, Caribou, Bear Lake, Oneida, and South Bannock**



EARLY HEAD START
CENTER-BASED OPTION

Eighty infants/toddlers and pregnant women have enrollment opportunities for center-based services in the Logan, Utah area. The goal of this option is for infants and toddlers to receive consistent care in a safe, healthy, nurturing and developmentally appropriate environment. This is a beneficial option while parents are working, in school, in rehabilitation or incarcerated, or otherwise unable to directly care for their young child. A safe environment with nurturing caregivers helps this population develop secure relationships and positive attachments with secondary caregivers along with their primary caregivers.

BRHS Early Head Start Center-based Option Configuration:

- **Enrollment: EHS: 80**
- **Age: Birth through age 2 and pregnant women**
- **Class Sessions: 6.5 hours per day, 5 days per week, 230 days per year (minimum)**
- **Home Visits: 2 per child per year**
- **Length of Services: 12 month program**
- **Counties Available: Utah: Cache - Two Centers in operation**

HEAD START
CENTER-BASED
OPTION

This option is available for 3-5 year old children offering participation in a classroom learning setting that prepares children for a successful transition to Kindergarten. Children become familiar with classroom routines, develop independence in mastering skills and increase in their social-emotional skills in their relationships with classmates and teachers. This option is available in our more populated service areas, with greater enrollment demand and waiting lists.

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

- **Funded Enrollment: 191 children, which includes 13 TANF funded children in Idaho**
- **Age: 3 through 5**
- **Class Sessions: 4 hours per day, 4 sessions per week**
- **Home Visits: 2 per year by Teacher and Teacher Assistant**
- **Length of Services: 9 months, 128 days (minimum)**
- **Counties Available: Utah: Cache, Box Elder and Idaho: Franklin, Bear Lake, Oneida**

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

- **Funded Enrollment: 149 children**
- **Age: 3 through age 5**
- **Class Sessions: 6.5 hours per session, 4 sessions per week**
- **Home Visits: 2 per year by Teacher and Teacher Assistant**
- **Length of Services: 10.5 months, 1020 annual hours (minimum)**
- **Counties Available: Utah: Cache, Box Elder**

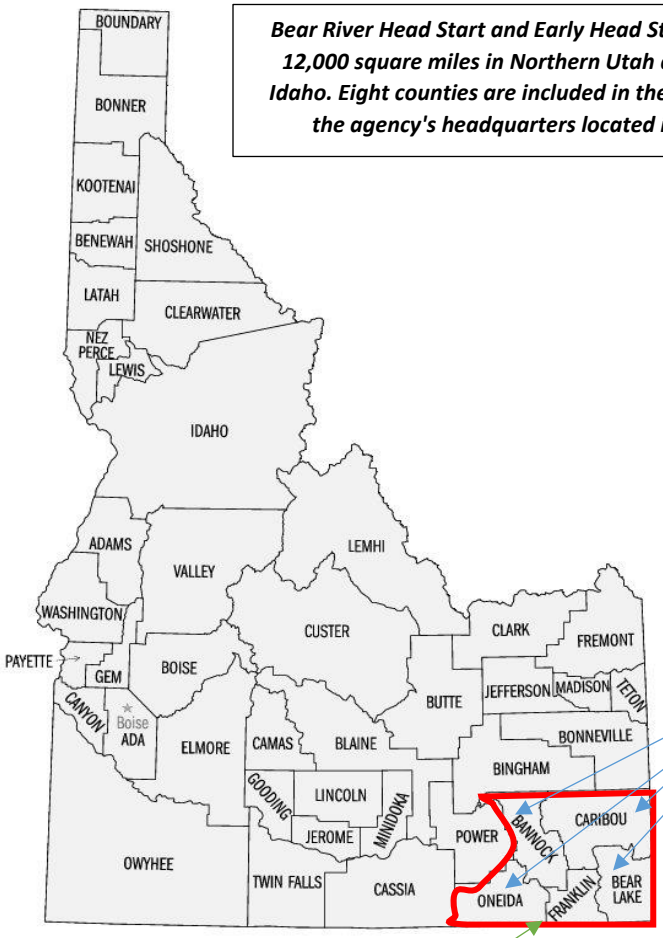


Bear River Head Start
Service Area Maps

Bear River Head Start and Early Head Start operate across 12,000 square miles in Northern Utah and Southeastern Idaho. Eight counties are included in the service area, with the agency's headquarters located in Logan Utah.



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

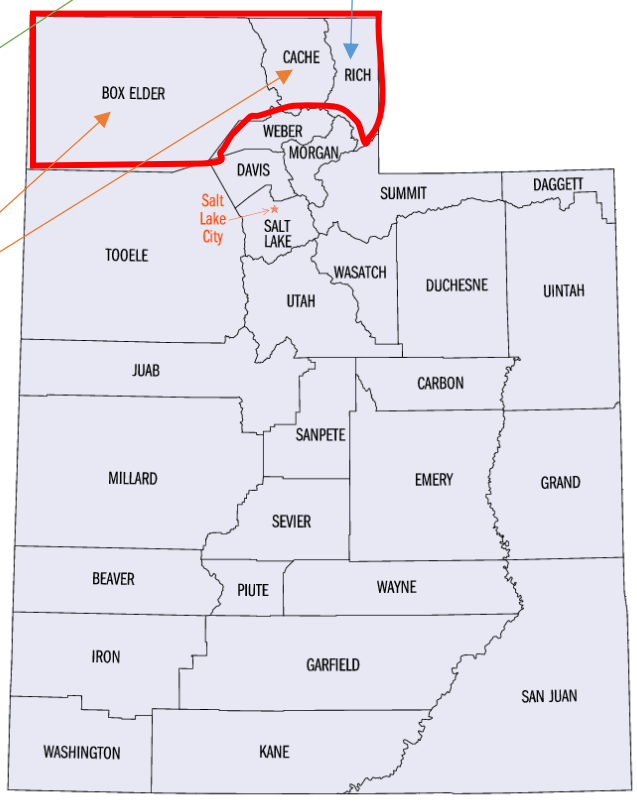


Preschool Head Start and/or Early Head Start Homebased Services:

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

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

Preschool Head Start & Early Head Start Centerbased and Homebased Services: Box Elder County, Cache County, Utah



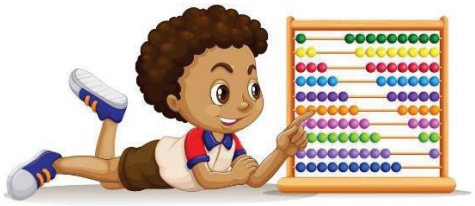


Bear River Head Start (EHS/PHS)
Budget Overview
February 2025-January 2026

Ordinary Income/Expense		
Income		
Revenue		$9,082,209.00
Total Income		$9,082,209.00
Gross Profit		$9,082,209.00
Expense		
Salaries		
½ Yearly Leave Payout	$53,000.00	
Salaries – Other	$5,716,576.00	
Total Salaries		$5,769,576.00
Employee Benefits		$1,503,673.00
Subs/Temps		$5,000.00
Supplies		
Printing Supplies	$500.00	
Due & Subscriptions	$20,345.00	
Curriculum Supplies	$7,722.00	
Home Visit Supplies	$10,450.00	
Classroom Supplies	$122,611.00	
Office Supplies	$62,797.00	
Postage Supplies	$2,950.00	
Recruitment Supplies	$5,650.00	
Employment Expense	$16,669.00	
Supplies – Other	$42,686.00	
Total Supplies		$292,380.00
Maintenance & Repairs		$60,476.00
Insurance		
Property Insurance	$10,195.00	
Vehicle Insurance	$23,050.00	
Professional Liability Insurance	$9,450.00	
Theft Bond Insurance	$577.00	
General Liability Insurance	$17,364.00	
Accident Insurance	$6,250.00	
Directors Liability Insurance	$4,950.00	
Total Insurance		$71,836.00
Professional Accounting Service		$78,750.00
Computer Consultation/Technology		$25,550.00

Doctors/Dentists		
Children Doctors/Dentists	$2,300.00	
Total Doctors/Dentists		$2,300.00
Health Screenings		$26.00
Health/nutrition Training & Permits		$1,100.00
Dental Supplies		$300.00
Health Supplies – Other		$33,350.00
Food – Group Socialization		$350.00
Center based Nutrition		
CACFP Reimbursement	($363,000.00)	
USDA Food	$67,533.00	
USDA Non-Staple Food	$2,000.00	
Nutrition Paper Products & Supplies	$29,000.00	
USDA Child- Box Elder	$54,000.00	
USDA Child- EHS Center	$4,000.00	
USDA Child- Cache	$71,000.00	
USDA Child- Logan	$43,000.00	
USDA Child- Malad	$16,000.00	
USDA Child- Preston	$17,000.00	
USDA Child- Paris	$9,000.00	
Adult Meals- Box Elder	$14,000.00	
Adult Meals- EHS Center	$9,000.00	
Adult Meals- Cache	$12,000.00	
Adults Meals- Logan	$9,000.00	
Adult Meals- Malad	$4,000.00	
Adult Meals- Preston	$4,000.00	
Adult Meals- Paris	$3,000.00	
Total Center based Nutrition		$4,533.00
Parent Involvement		$830.00
Parent Involvement – Mileage		$50.00
Policy Council Expense		$1,100.00
Board Expense		$500.00
Mileage		$148,115.00
Gas & Vehicle Maintenance		$15,170.00

Transfer to TANF	($34,153.00)
Rent	$803,906.00
Utilities	$118,255.00
Telephone	$65,822.00
Training (T&TA)	113,414.00
Total Expense	$9,082,209.00
Net Ordinary Income	$0.00
Net Income	$0.00



Total Public and Private Funds Received by Bear River Head Start (2025-2026)

Supplemental Funding	$ 48,235
TANF	$ 151,811
EHS/PHS	$ 9,082,209
Child Care Food Program	$ 334,801
Total Funding	$ 9,617,056

Bear River Head Start Family Services Report

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

Family Services Overview

Our Family Services group, consisting of the ERSEA, Health, and Family Development teams, partners directly with children and families to provide comprehensive support and services.

We recognize that parents and guardians are their child's most important and primary teachers. From the very beginning—during recruitment, enrollment, and the intake process—our staff focus on building positive, trusting relationships with families.

A core part of our work is promoting child and family health and wellness. Children are best able to learn and thrive when their basic needs are met, including access to proper nutrition, consistent sleep, and ongoing healthcare. Our staff educate, encourage, and support families in obtaining insurance, establishing a primary care doctor and dentist, and maintaining up-to-date health and well-being practices.

Family Engagement

Family Engagement is a partnership-based, strengths-focused approach that grows from positive, goal-oriented relationships. Each family is supported through services provided by a Family Advocate, who works alongside them in the family partnership process.

Family Advocates connect with parents and guardians to share information, promote opportunities, and explore ways families can be engaged in all aspects of the program. Together, we focus on supporting each child's development, learning, and long-term success.

Family Partnerships and Engagement Opportunities

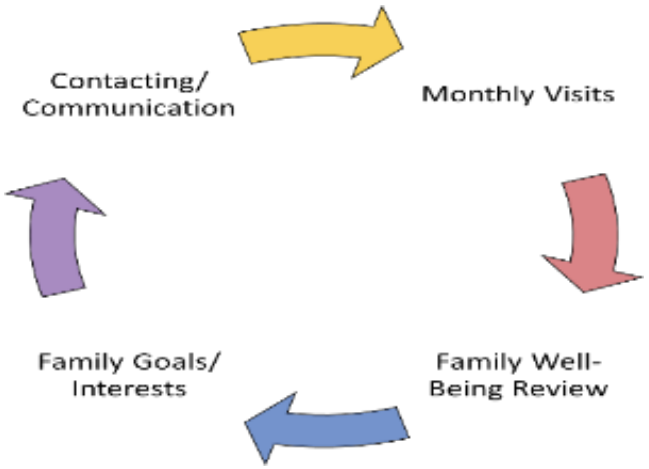
During regular contact, staff partner with families to identify strengths and needs through a Family Development Assessment and Family Well-Being Review. Families are supported in accessing community agencies and resources, as well as in establishing and maintaining consistent medical and dental care. Staff also guide families in understanding the process for Policy Council elections and other leadership opportunities.

Together with families, staff support goal setting and provide information on resources and opportunities for involvement both within our program and the broader community. These include:

- Volunteering in classrooms
- Serving in elected leadership roles on the Policy Council
- Attending Parent/Teacher Conferences
- Participating in Parent Committees and Curriculum Planning Meetings
- Joining activities such as *Welcome to Bear River Head Start*, Family Fun Nights, and Parent Committee meetings
- Engaging in the *Conscious Discipline* parenting curriculum, workshops, and other classes

- Connecting with community events, resources, and services

Family Advocates also encourage ongoing parent engagement, collect in-kind contributions, and collaborate with families to promote school readiness and achieve positive outcomes for both children and families.



Parent, Family, and Community Engagement (PFCE) Framework

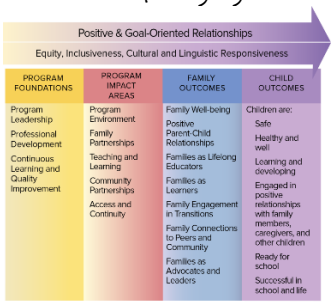
We follow the Parent, Family, and Community Engagement (PFCE) Framework to guide our work with families and to support positive outcomes for both children and families.

Head Start programs provide services that align with the PFCE Framework's family engagement outcomes, which include:

- Family well-being
- Positive parent-child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transitions
- Family connections to peers and the local community
- Families as advocates and leaders

Through this framework, we partner with families to build on their strengths, foster meaningful connections, and support their child's success in school and life.

Parent, Family, and Community Engagement (PFCE) Framework



Parent Committee Meetings (PCMs)

All parents and guardians of currently enrolled Bear River Head Start children are invited to participate in Parent Committees, where information is shared from both Head Start and the community.

Parent Committees are established in accordance with **Performance Standard 1301.4**:

- **Establishing Committees**: A parent committee must be formed early in the program year and must be comprised exclusively of parents of currently enrolled children. Committees are organized at the center level for center-based programs, and at the local program level for other program options. When multiple options are offered, parents may choose to form separate committees or combine into one.
- **Committee Responsibilities**: Parent Committees must:
    1. Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
    2. Maintain a process for communication with the Policy Council or Policy Committee.
    3. Within guidelines established by the governing body and Policy Council/Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

Leadership Opportunities

Each PCM provides an opportunity for parents/guardians to develop leadership skills. Committees may choose whether or not to elect leadership positions, such as:

- PCM Chairperson
- PCM Vice-Chair
- PCM Secretary
- Community Representatives (for each program area)
- Policy Council Representative

Meeting Format

Parent Committees may decide to meet **virtually or in person** depending on what works best for their families and community.

Policy Council

The Policy Council is a group of Head Start and Early Head Start parents and community members who play an important role in program leadership and decision-making. The Policy Council ensures that parents' voices and perspectives guide the direction of our program.

Membership and Role

- Policy Council members are elected by parents of currently enrolled children.
- Members serve for one year at a time and may serve up to five years, as long as they are re-elected each year.
- The group meets regularly and works closely with the program's management team and governing body to provide overall direction for the program.
- All members receive ongoing training to support their leadership role.
- Policy Council discussions and decisions may include topics such as: program grants, policies, budgets, center activities, and parent/community concerns.

Communication and Representation

- Elected Policy Council (PC) Representatives attend both monthly Policy Council and Parent Committee Meetings.
- PC Representatives share information from Parent Committees with the Policy Council and bring Policy Council updates back to the Parent Committees, ensuring two-way communication and parent involvement in program decisions.
- Family Development staff help ensure timely and consistent sharing of information by distributing the Policy Council Report directly to parents. This strengthens communication and keeps families informed across the program.

Parent, Father, and Father-Figure Engagement

We make every effort to ensure both parents are engaged and active participants in their child's Head Start experience. This includes encouraging involvement in home visits, classes, workshops, and special events.

Parents and guardians are invited to participate in a variety of activities throughout the year, such as:

- Policy Council elections and service opportunities
- Parent Committee Meetings (PCMs)
- Family Fun Nights
- *Conscious Discipline* parenting curriculum
- Community workshops and events
- Volunteering in Bear River Head Start programs

Family Advocates also connect families to community agencies and provide individualized resources, information, trainings, and educational packets to support each family's unique needs.

We recognize that strong parent-child relationships are essential to a child's development. When mothers, fathers, and father figures are actively engaged, children benefit from stronger family bonds and better outcomes. Parent engagement guides the way we build strengths-based partnerships with families, always focused on supporting positive child and family growth.



End-of-Year Family Outcomes Report This report summarizes the outcomes and progress of BRHS families.

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

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



Bear River Head Start

Preschool Head Start Center Based

School Readiness Plan

Prepared by: Stephanie Wood, PHS Centerbased Director

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 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.

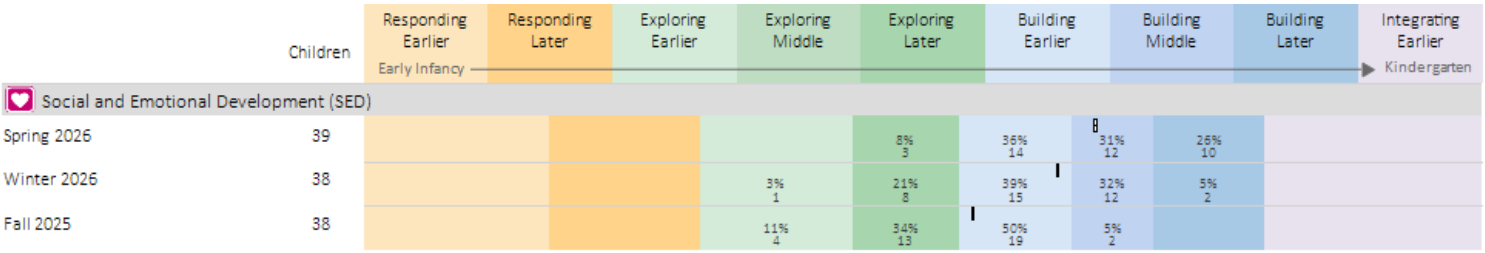
Families are assisted by qualified Family Development staff who help parents become aware of community resources and how to access them.

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

Outcome Reports: Three Year-Olds

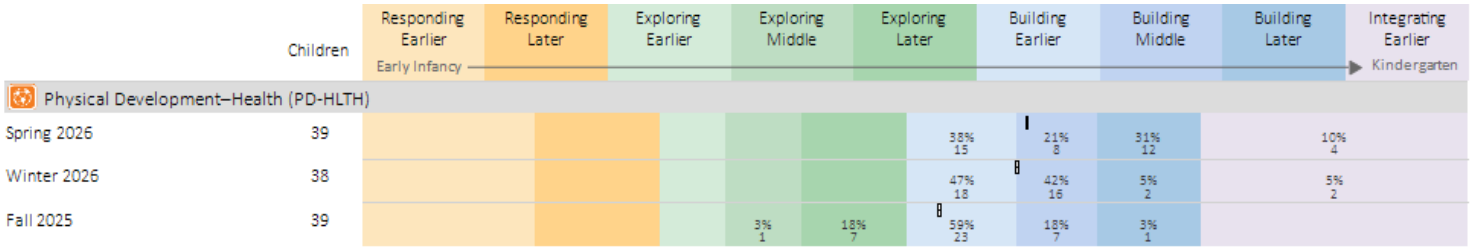
Social & Emotional Development

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



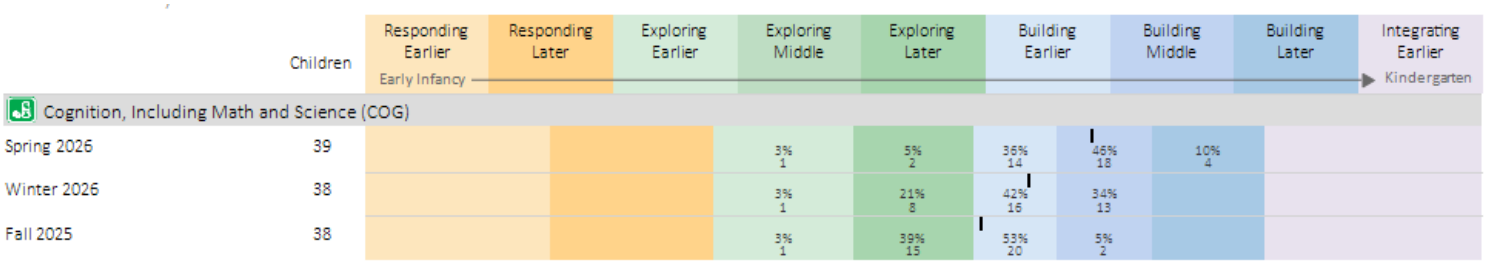
Physical Development

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

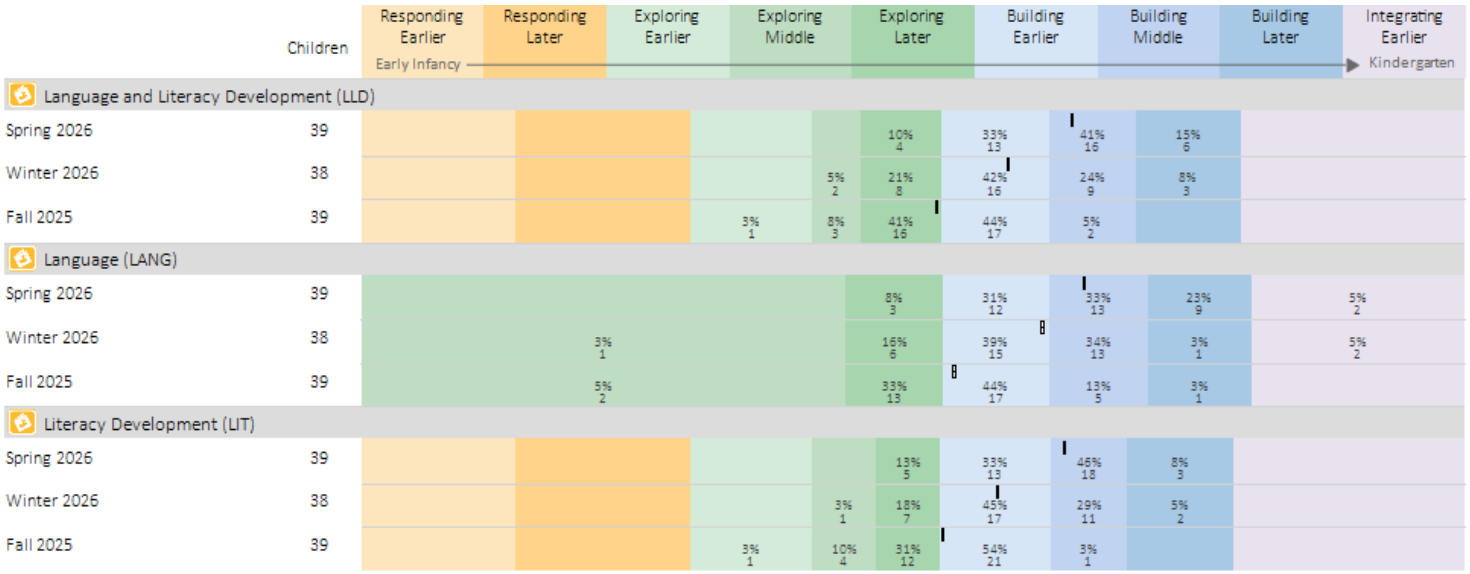


Language and Literacy Development

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)

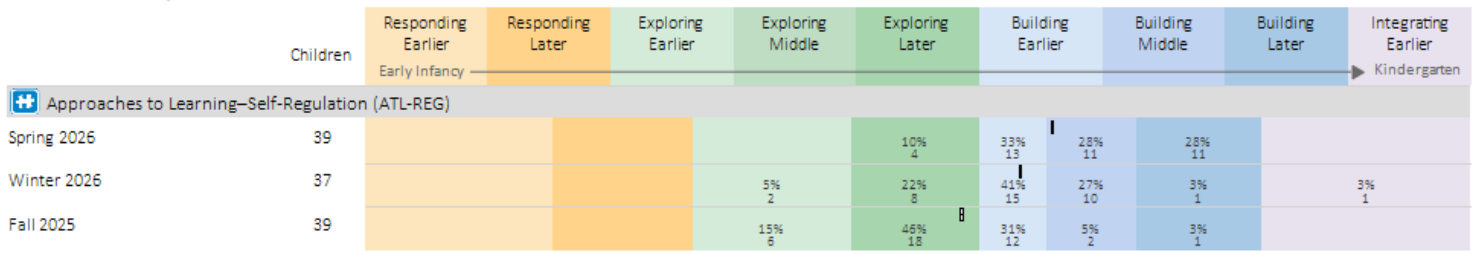
LLD 5: Interest in Literacy
LLD 7: Concepts about Print
LLD 8: Phonological Awareness
LLD 9: Letter and Word Knowledge
LLD 10: Emergent Writing



Approaches to Learning-Self-Regulation

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

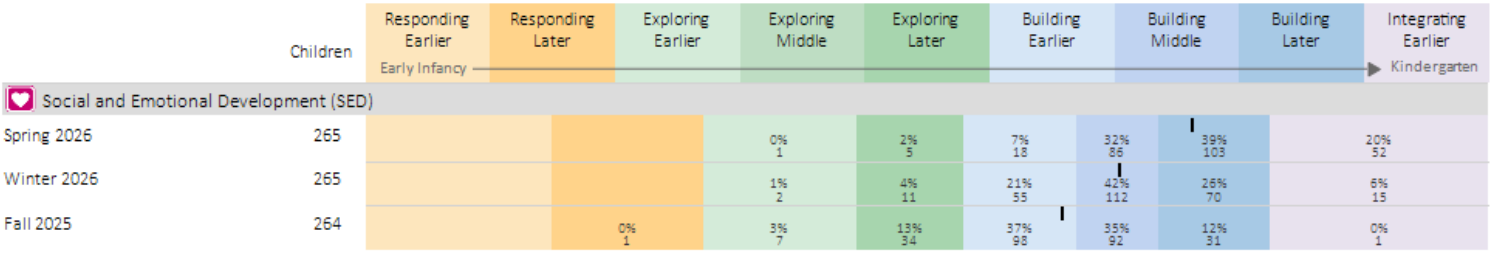
ATL-REG 6: Engagement and Persistence
ATL-REG 7: Shared Use of Space and Materials



Outcome Reports: Four Year-Olds

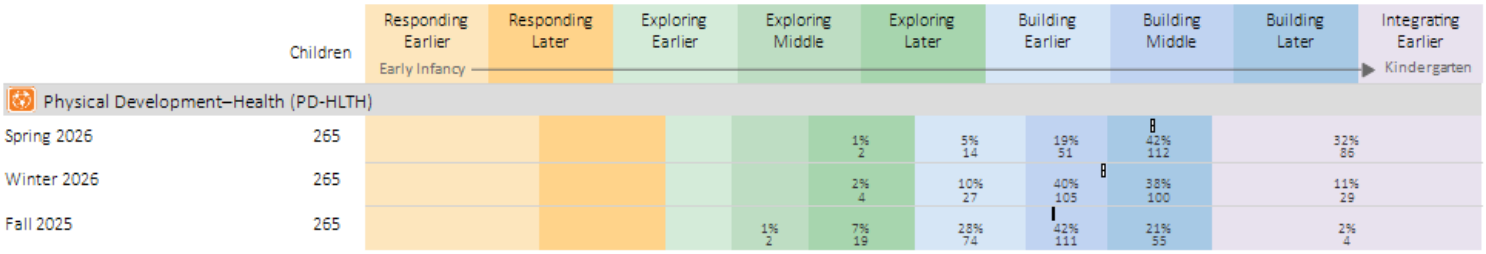
Social & Emotional Development

SED 1: Identity of Self in Relation to Others
SED 2: Social and Emotional Understanding
SED 3: Relationships & Social Interactions w/ Familiar Adults
SED 4: Relationships and Social Interactions w/Peers
ED 5: Symbolic and Sociodramatic Play



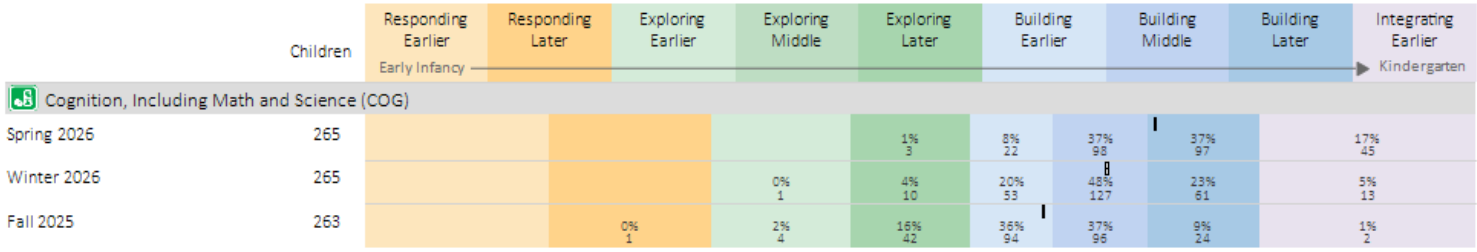
Physical Development

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



Cognition, Including Math and Science

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

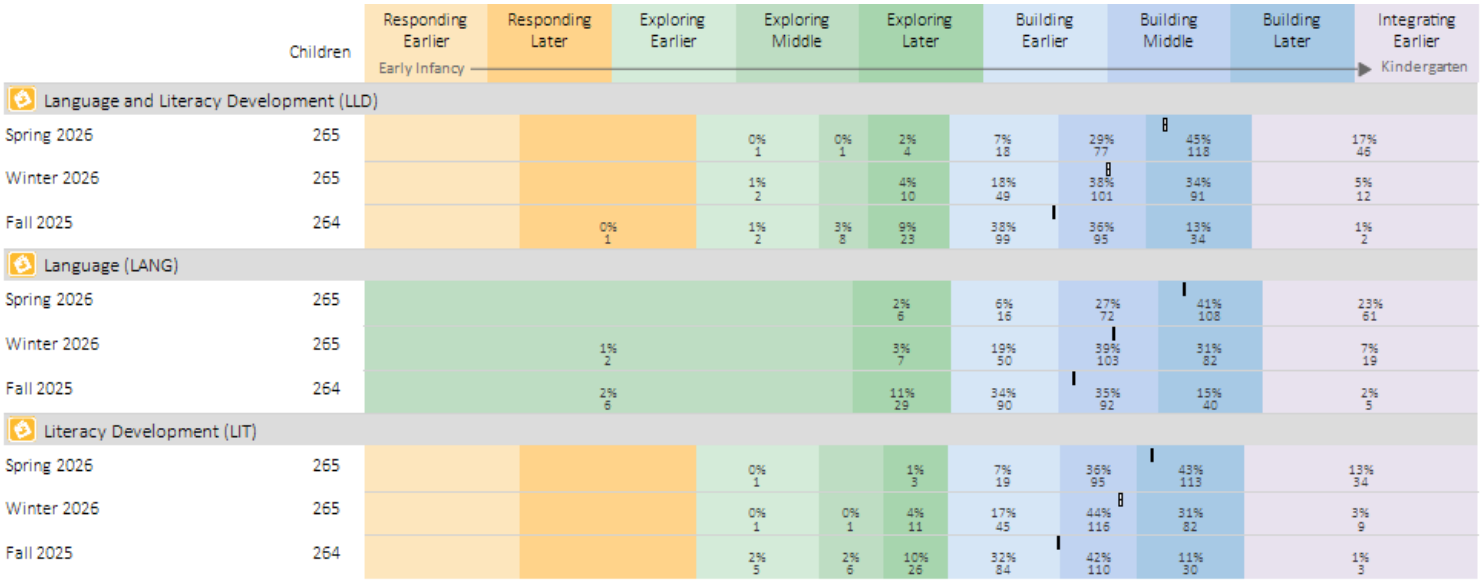


Language and Literacy Development

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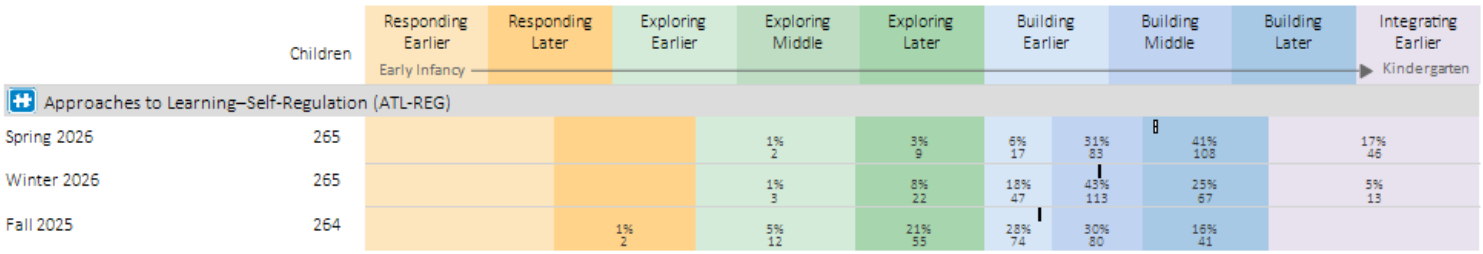
LLD 5: Interest in Literacy
LLD 6: Comprehension of Age-Appropriate Text
LLD 7: Concepts about Print
LLD 8: Phonological Awareness
LLD 9: Letter and Word Knowledge
LLD 10: Emergent Writing



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.

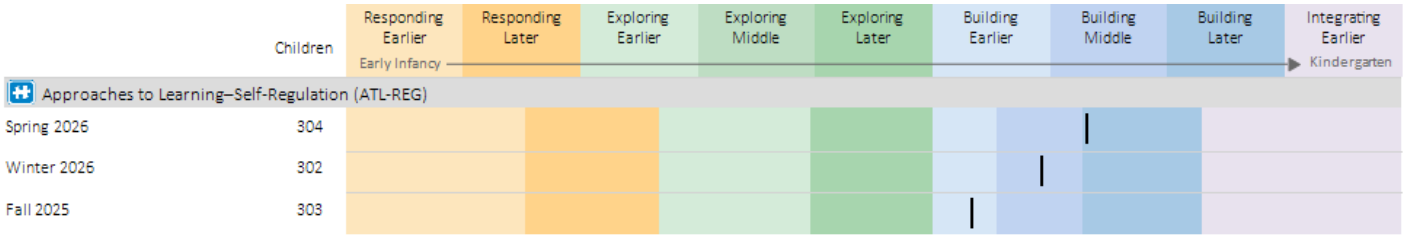
- **Building (Earlier, Middle, Later)**
  Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and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

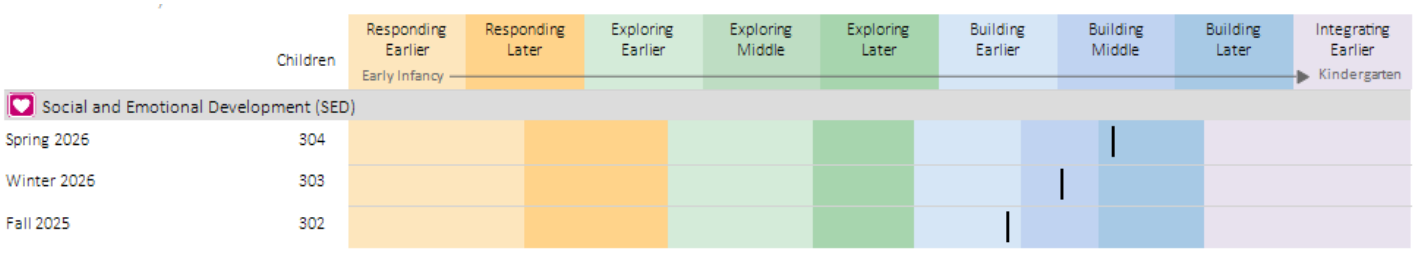
Approaches to Learning:



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.

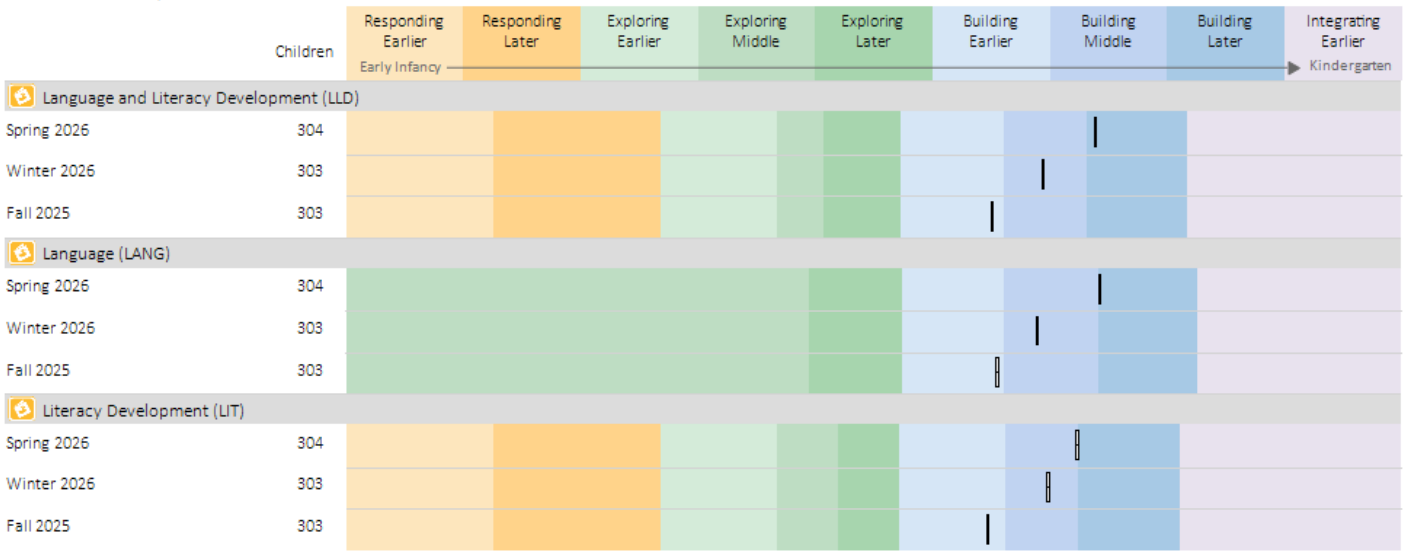
Social and Emotional Development:



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.

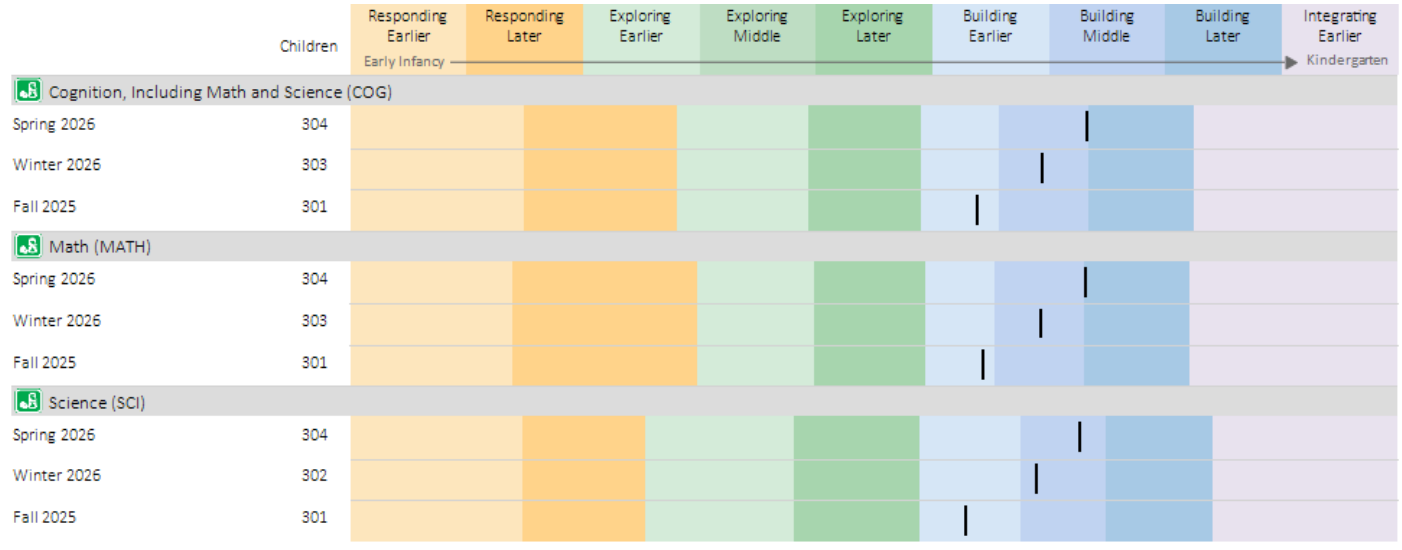
Language and Literacy Development:



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:

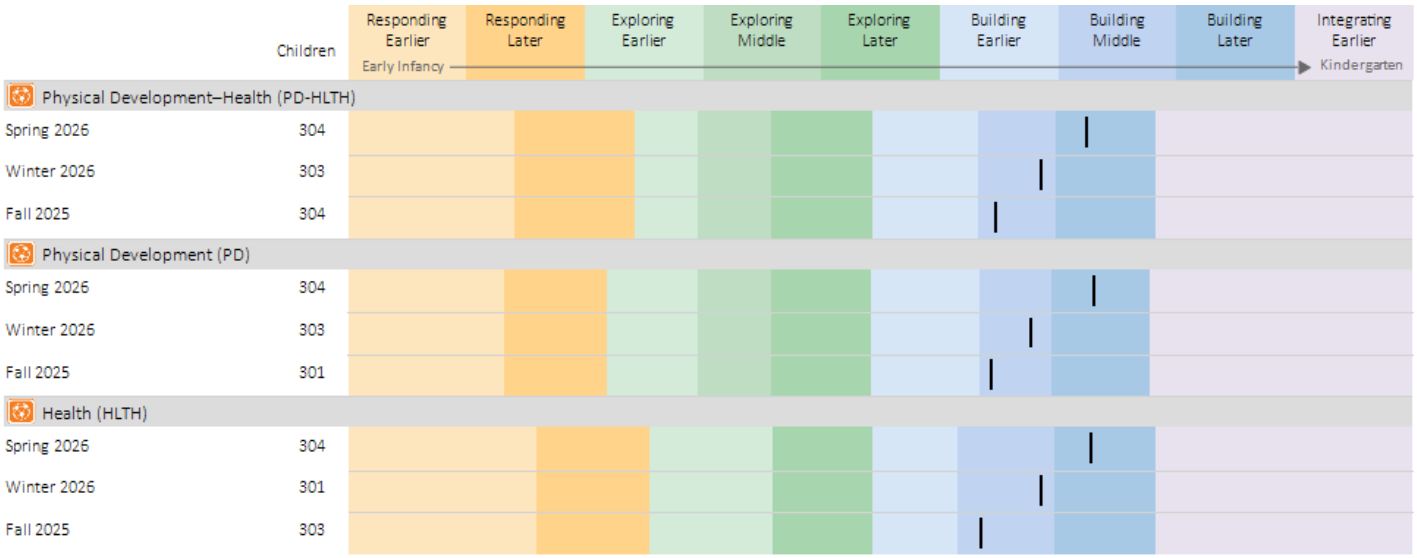


What this means:

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).

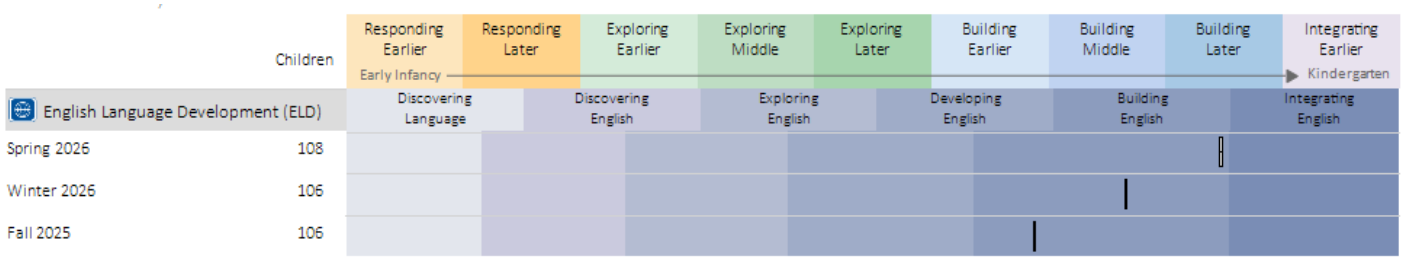
Physical Development-Health:



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.

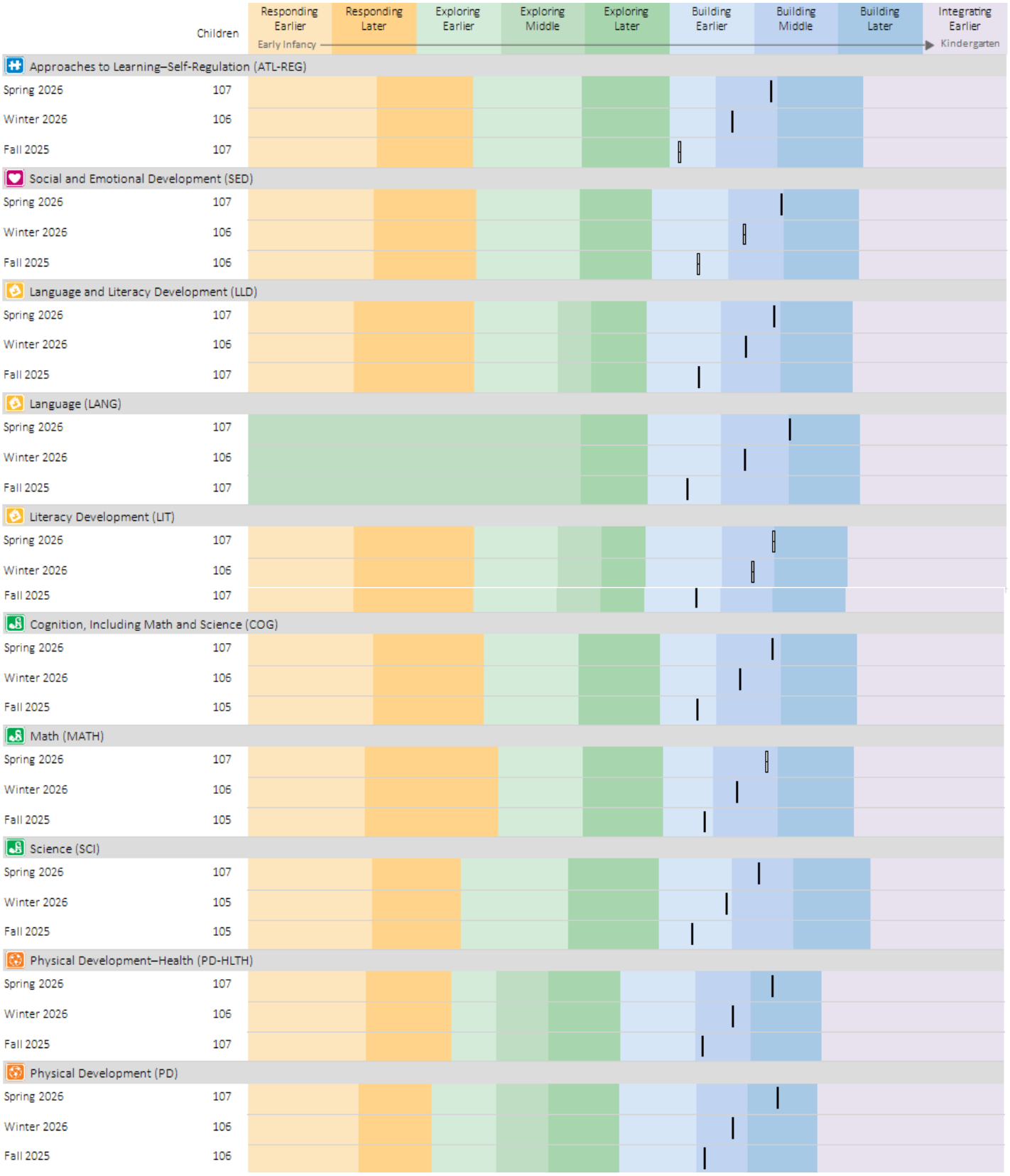
English Language Development:



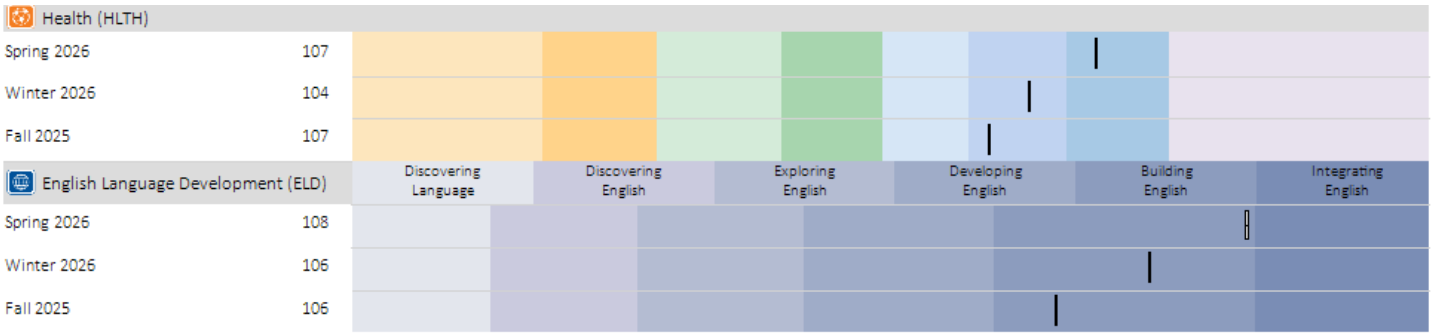
What this means:

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.

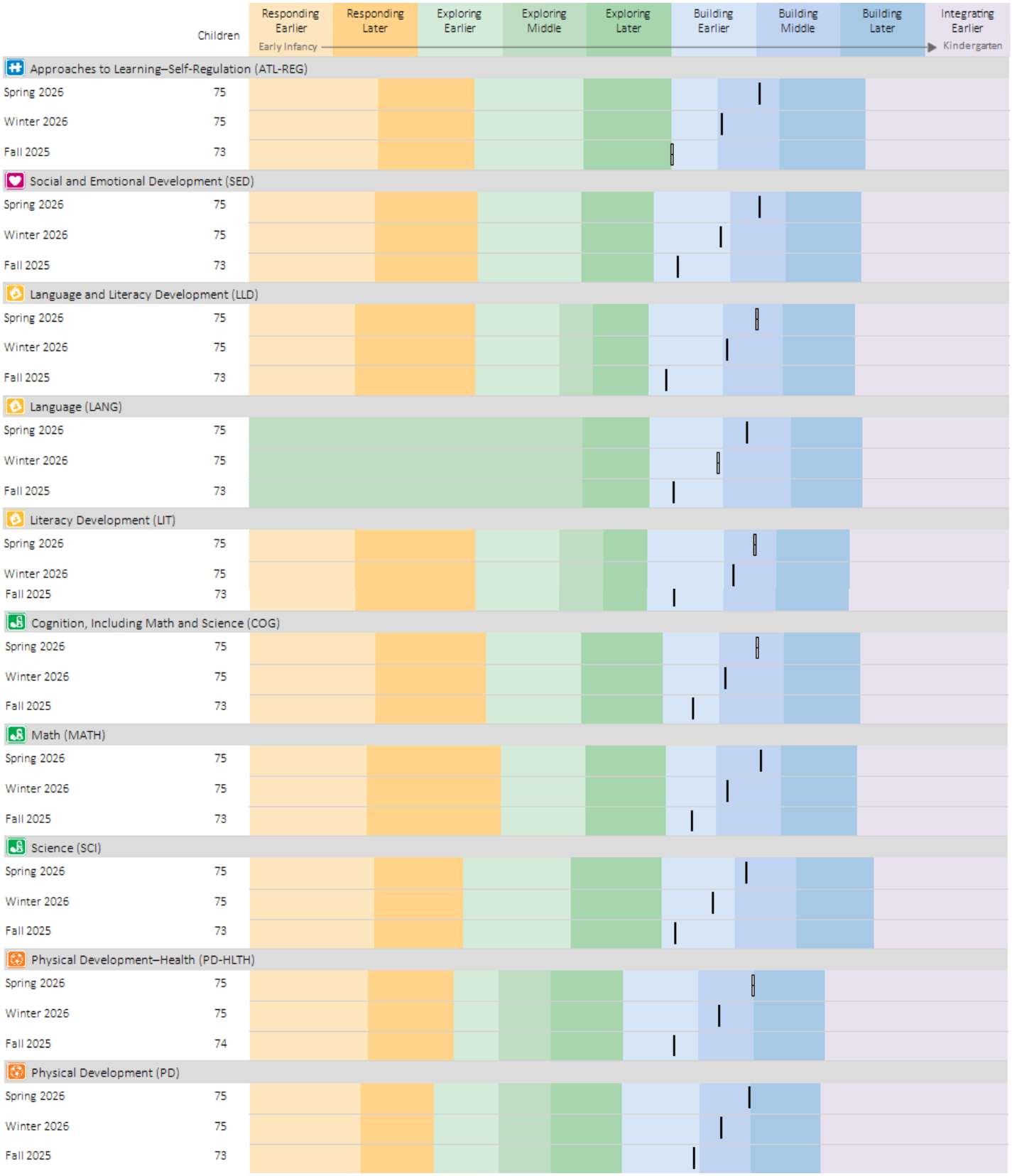
PHS Center-Based Dual Language Learners



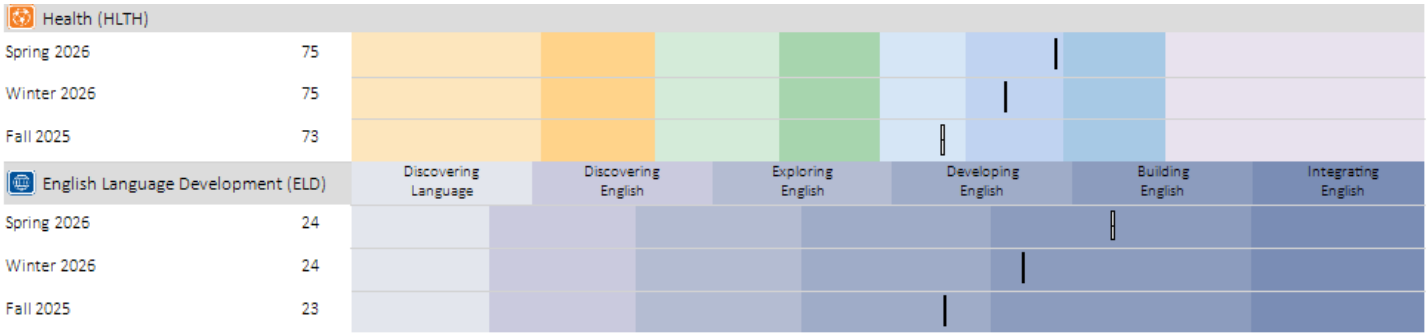
PHS Center-Based Dual Language Learners, cont.



PHS Center-Based Children with an IEP



PHS Center-Based Children with an IEP, cont.



EHS Centerbased 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.

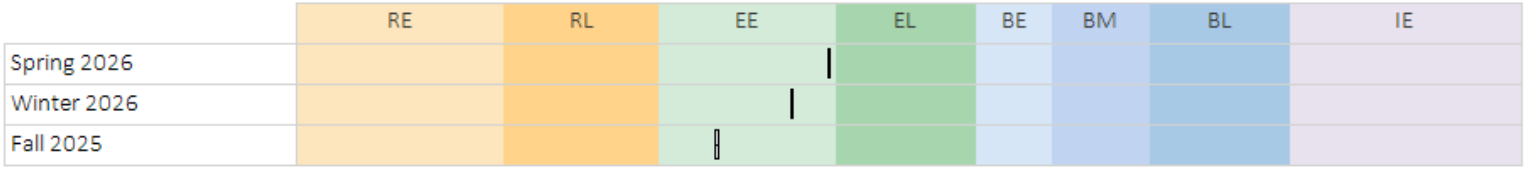
- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

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- **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.

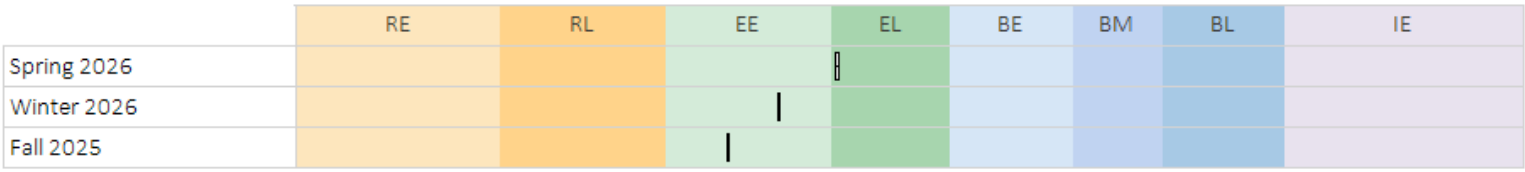
Approaches to Learning



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.

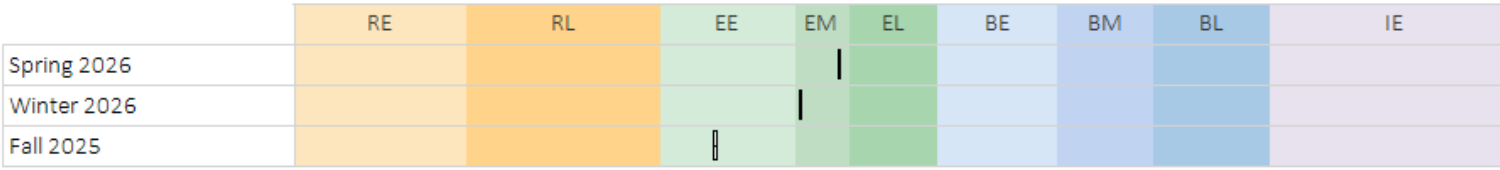
Social and Emotional Development



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.

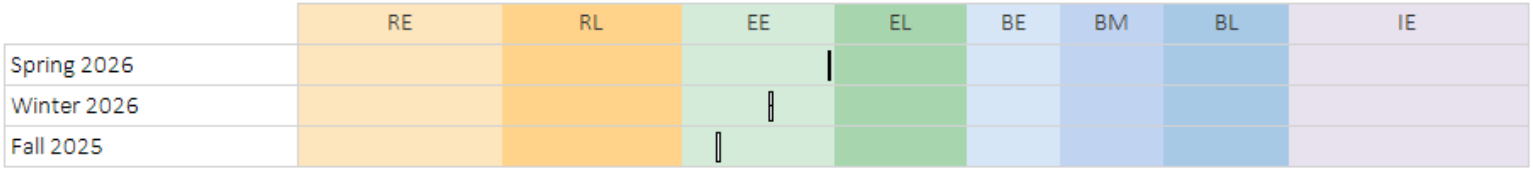
Language and Literacy Development



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.

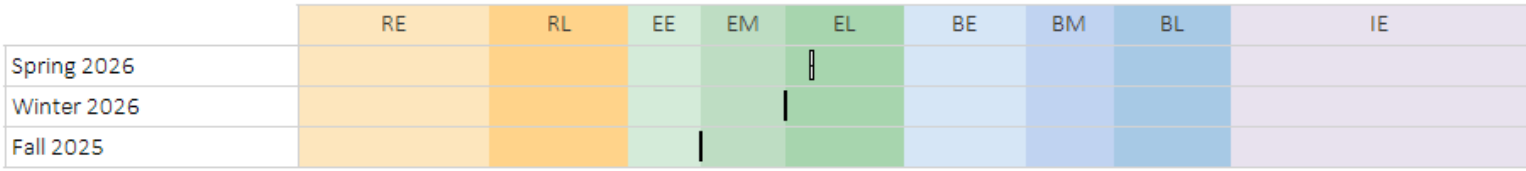
Cognition, Including Math and Science



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

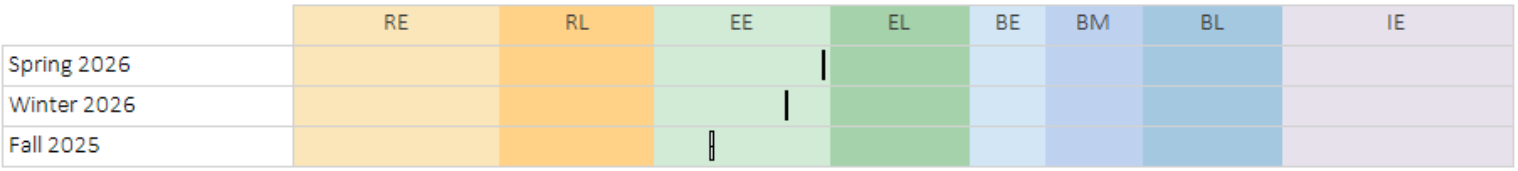


What this means:

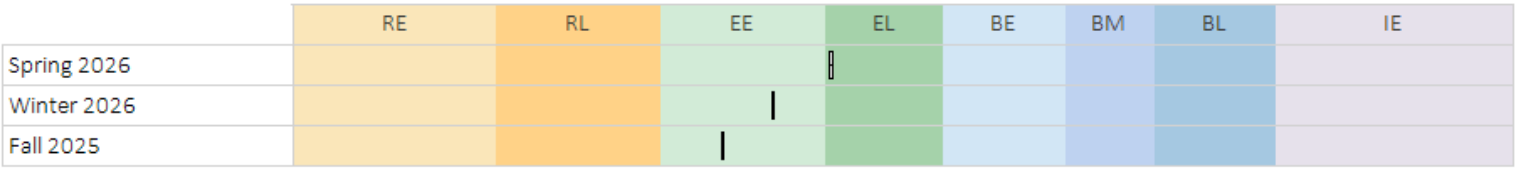
Many children have progressed to the Exploring Later level. At the beginning of the year the children were learning to use the whole body to do purposeful actions (such as pushing a cart), move while standing and holding onto a support, and pick up small objects with a thumb and finger. As they have 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).

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

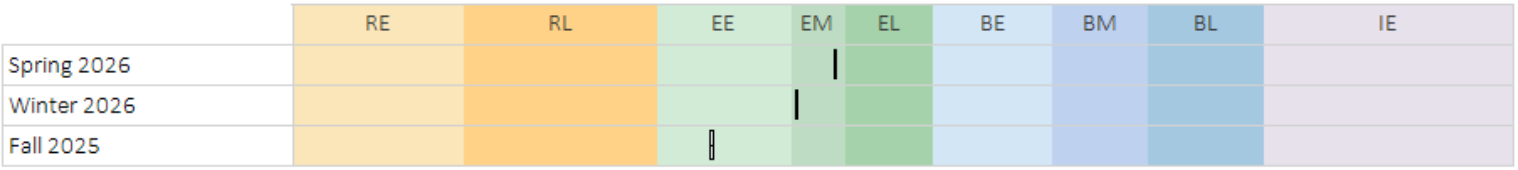
Approaches to Learning–Self-Regulation (ATL-REG)



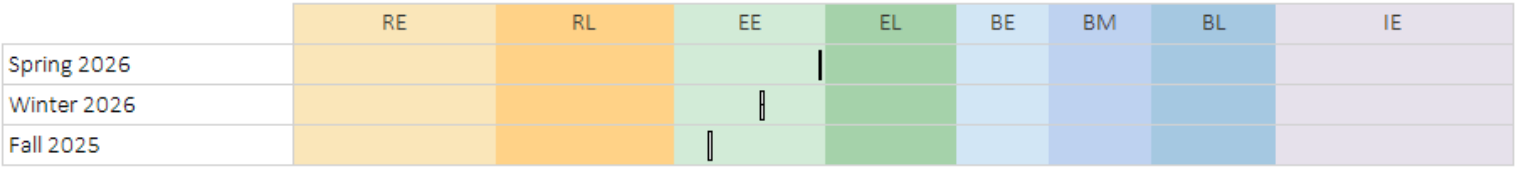
Social and Emotional Development (SED)



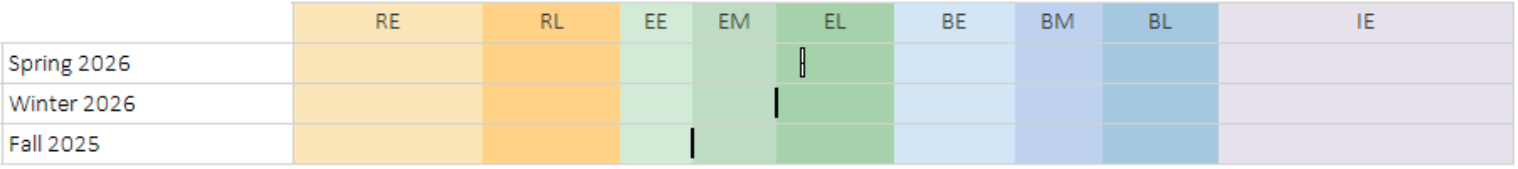
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



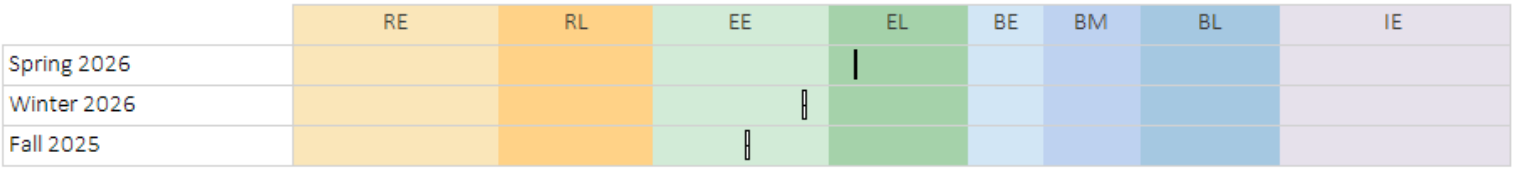
Physical Development–Health (PD-HLTH)



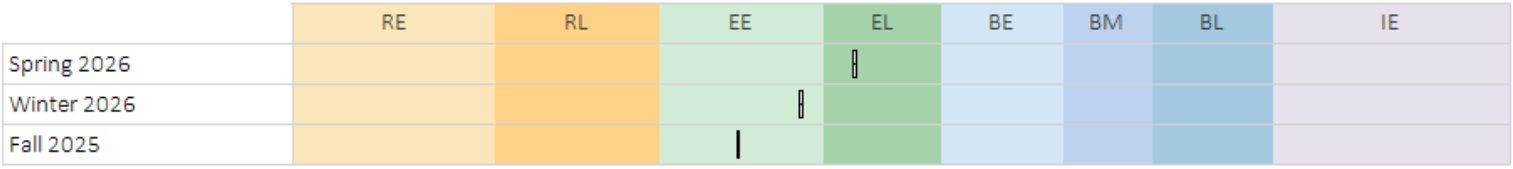
*The vertical black line represents the medium (average) score for the group. Lines moving to the right from the fall to spring checkpoints show growth.
Column Headings Legend: RE=Responding Earlier, RL=Responding Later, EE=Exploring Earlier, EM=Exploring Middle, EL=Exploring Later, BE=Building Earlier,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

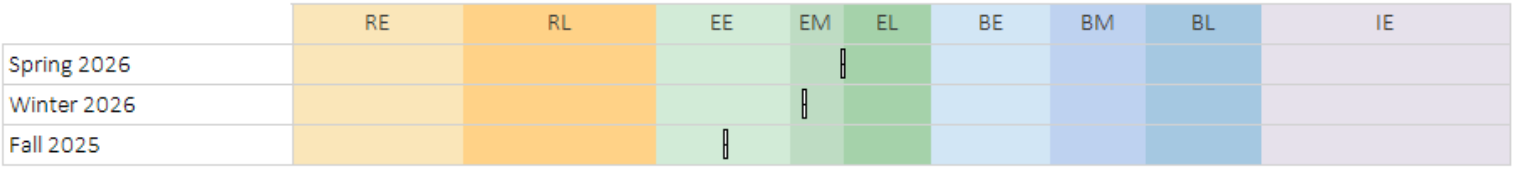
Approaches to Learning–Self-Regulation (ATL-REG)



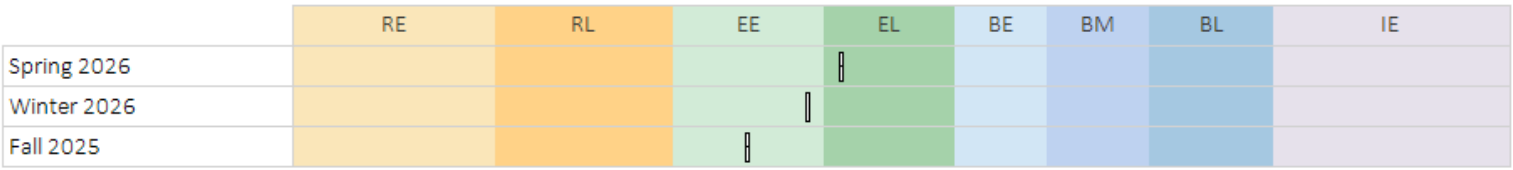
Social and Emotional Development (SED)



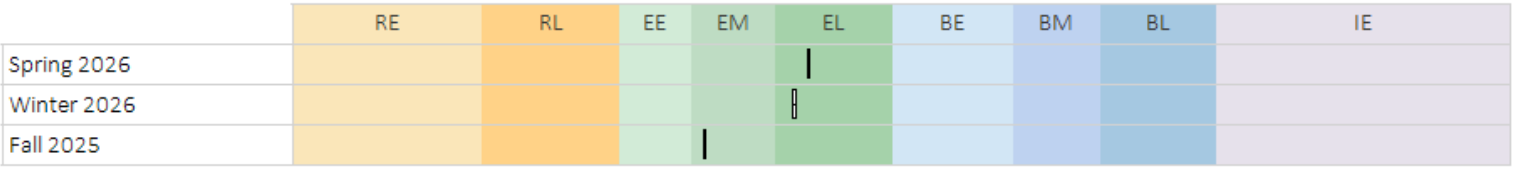
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)



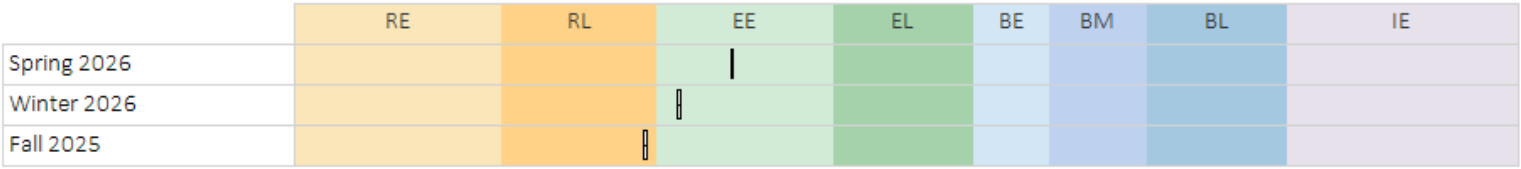
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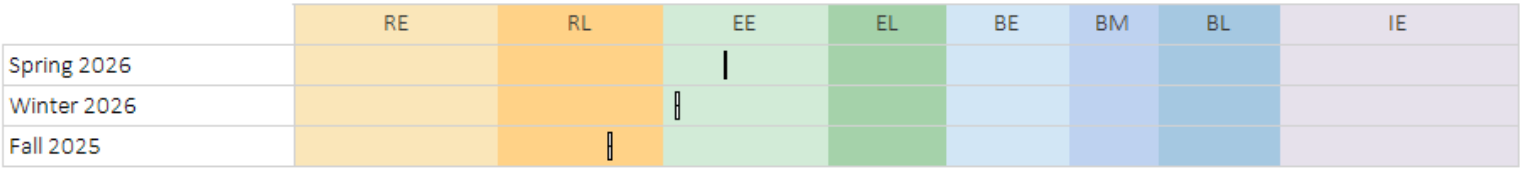
**The additional domains of History/Social Science, Visual/Performing Arts and English Language Development (for Dual Language Learners) are not required for Infants/Toddlers and will only appear on the Preschool Charts.

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

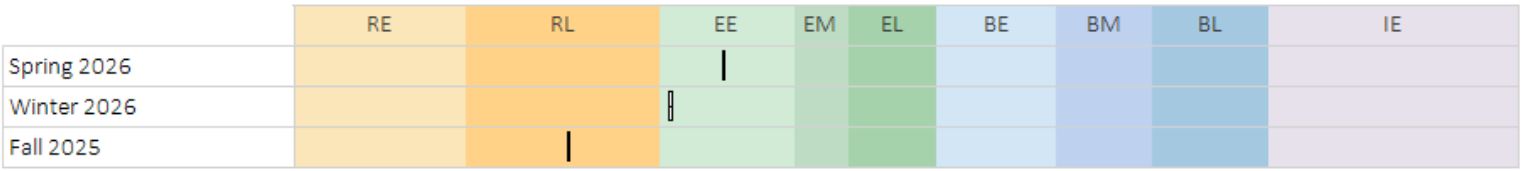
Approaches to Learning–Self-Regulation (ATL-REG)



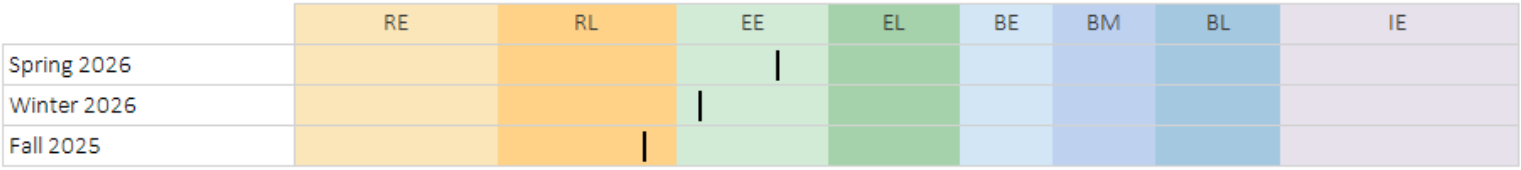
Social and Emotional Development (SED)



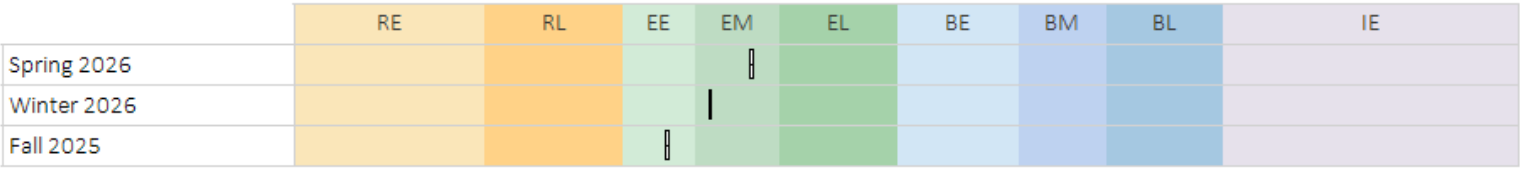
Language and Literacy Development (LLD)



Cognition, Including Math and Science (COG)



Physical Development–Health (PD-HLTH)



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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.

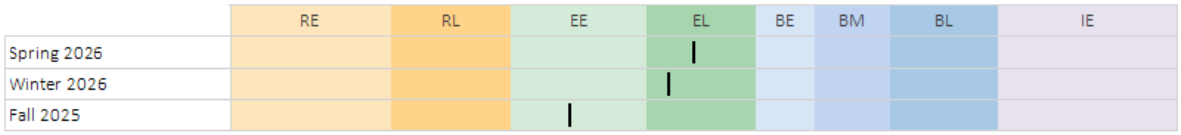
We provide all parents with an individual chart of their child's growth and we do set new goals for the summer. We encourage parents to spend a few minutes each day working with their child on their goals. We also have some upcoming trainings this summer on Autism from the UP to 3 program in how to support 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

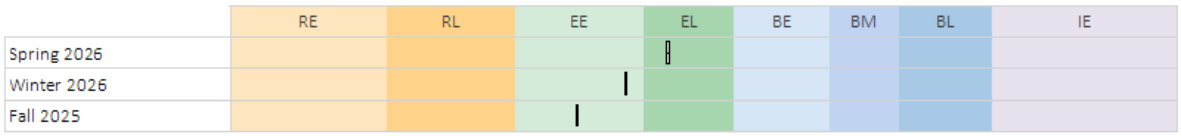
All EHS Homebased Children

Bear River - PHS, EHS

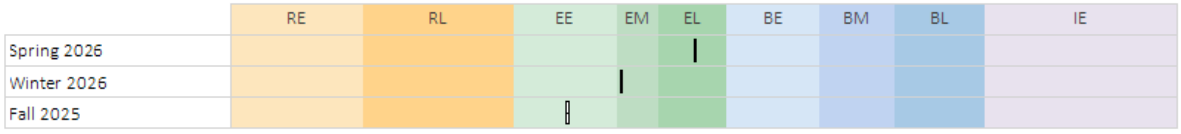
Approaches to Learning–Self-Regulation (ATL-REG)



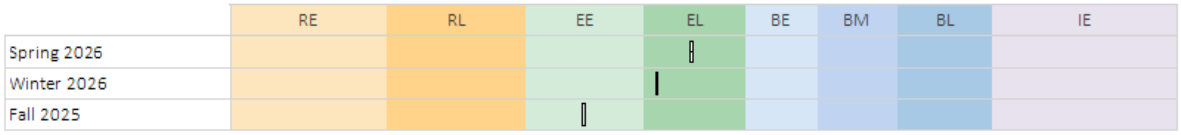
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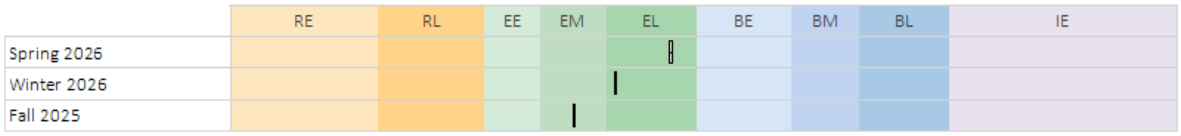
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Cognition, Including Math and Science (COG)



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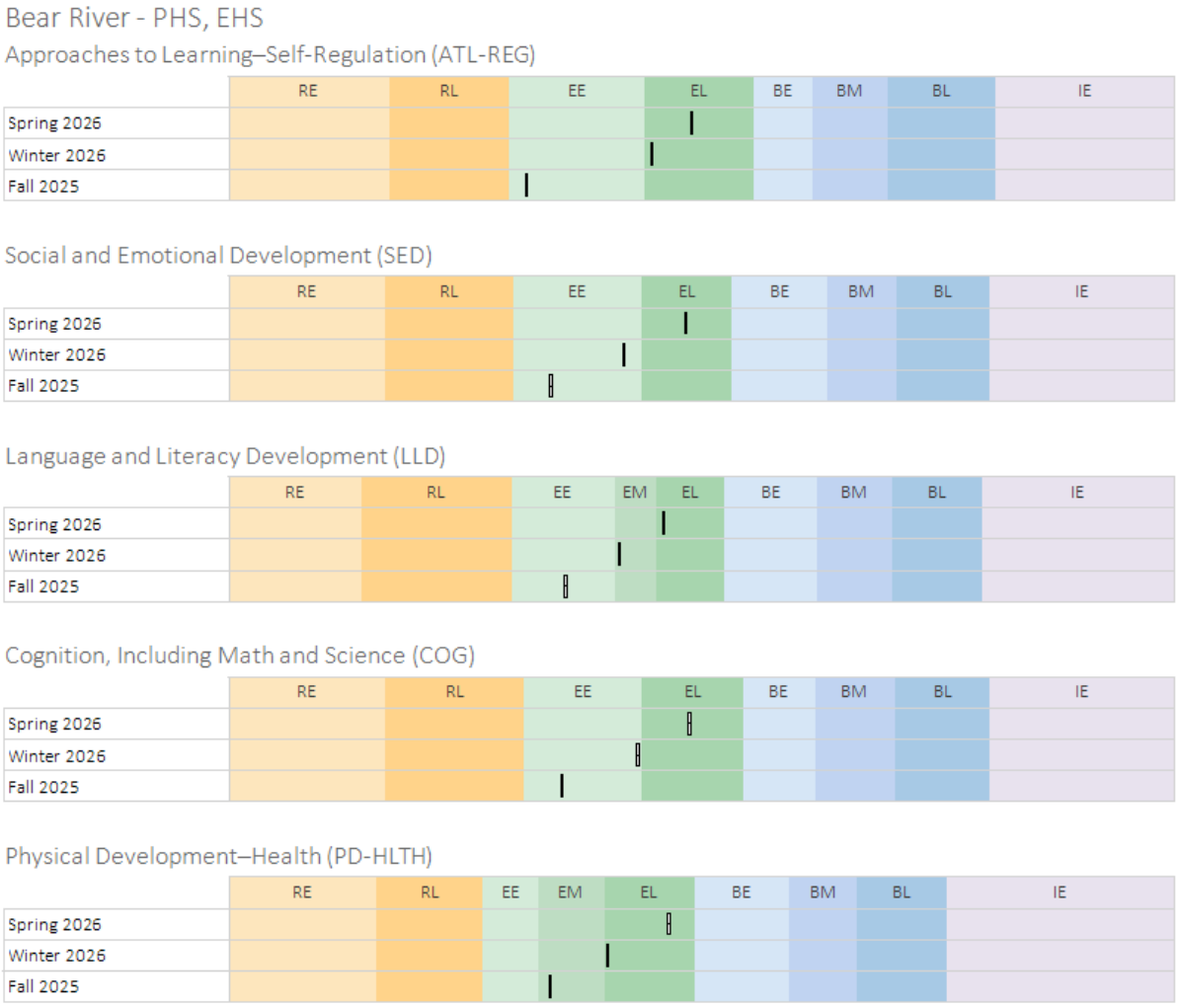


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Bear River Early Head Start Homebased Spring Outcomes 2025-2026

Dual Language Learners

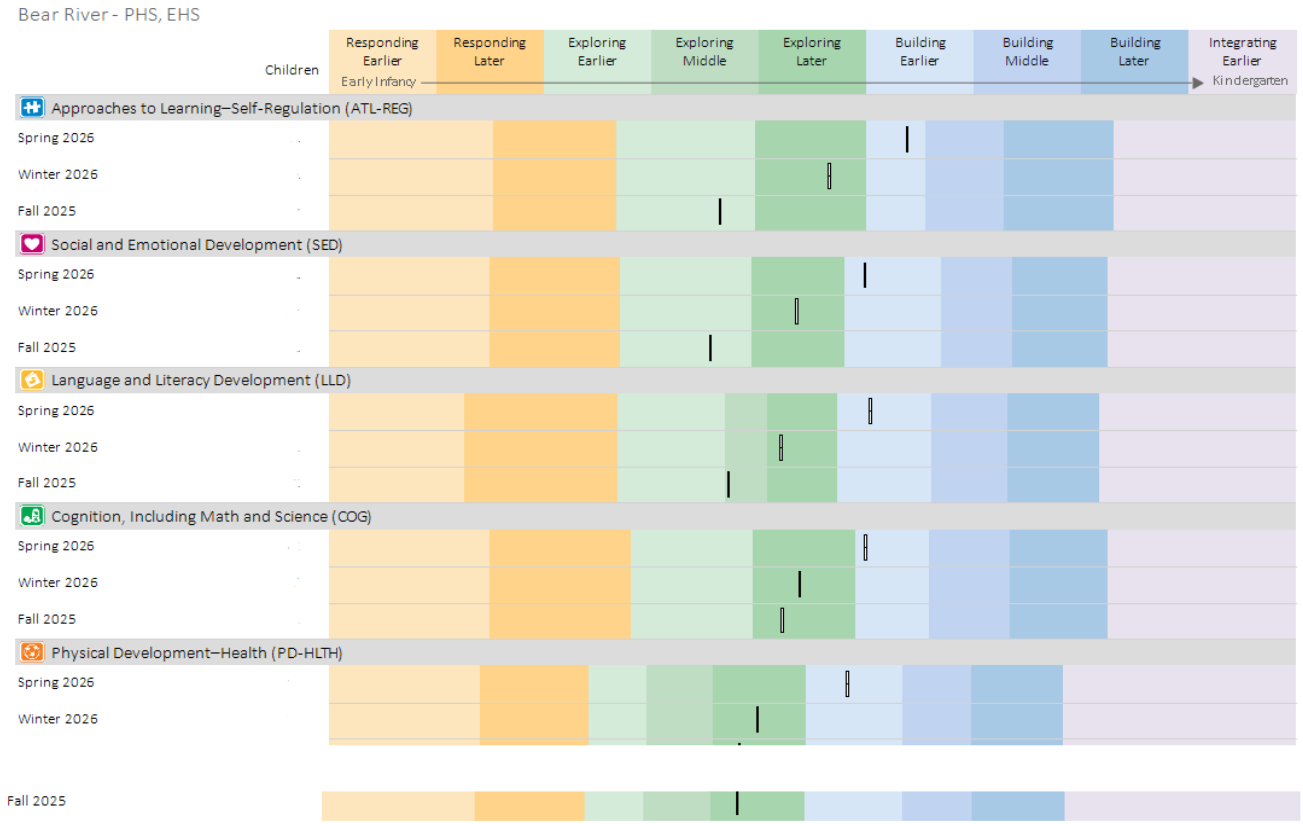


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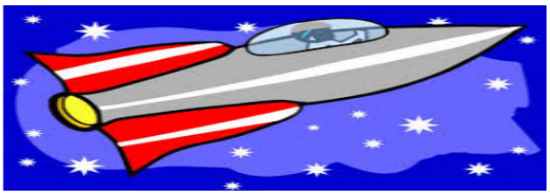
Bear River Early Head Start Homebased Spring Outcomes 2025-2026

Children with an IFSP or IEP



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Bear River Head Start
School Readiness Goals
2025-2026

PHS CENTERBASED

Language & Literacy:

(Goal#1) Demonstrates a knowledge of letter names and sounds.

Implementation:

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

Outcomes:

- Teachers will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will increasingly be able to produce the correct sound when asked.
- Children knowledge will grow in understanding that a sequence of sounds forms a word.

Measures:

- Teachers will observe children progress in the classroom.
- Assessment and outcomes data will show improvement.

Documentation:

- Assessments, outcomes, observations, sign-in sheets.

(Goal#2) Continue to provide support to English Language Learners by individualizing services in all domains of the framework including the acquisition of English.

Implementation:

- Provide training to all child development staff on English Language Development.
- Provide mini Spanish lessons to all child development staff during team meetings.
- Continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance.

Outcomes:

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

Measures:

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

Documentation:

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

Approaches to Learning:

(Goal#1) Demonstrates positive approaches to learning through attention, persistence, solving problems, curiosity and motivation.

Implementation:

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

Outcomes:

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

Measures:

- Children ability to sitting through a story will increase.
- Children ability to complete activities and projects will increase as they become more and more complicated.
- Children will continually explore new topics asking questions to gain information.

Documentation:

- Assessment, outcomes and anecdotal records.

Social and Emotional Development:

(Goal#1) Provide continuous support of child's development of self-awareness, autonomy and self-expression and encouragement of self-control. Teachers will continue to promote children's ability to establish and sustain positive relationships with peers.

Implementation:

- Continue to provide Second Step lessons to the children.
- Applying positive reinforcement in the classroom.
- Mental Health support through collaboration
- Support of the Mentor Coach
- Training for all staff on Positive discipline, Second Step and Mental health.

Outcomes:

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

Measures:

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

Documentation:

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

Perceptual, Motor and Physical Development:

(Goal#1) Continue to provide opportunities in the classroom for large motor and movement.

Implementation:

- Allow for 30 minutes of large motor movement time in each of the classrooms.
- Implement the "I am Moving I am Learning".

Outcomes:

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

Measures:

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

Documentation:

- Lesson plans, Training sign-in sheets, Teacher Goals.

(Goal#2) Continue to provide opportunities in the classroom for fine motor control and increasing hand and fine motor strength.

Implementation:

- Children are provided many meaningful activities to increase their hand and finger strength such as opportunities to manipulate play dough and use spray bottles.
- Children given opportunities to increase the fine motor control through activities such as stacking blocks, using self-help skills, stringing beads and writing activities.
- Children given numerous meaningful activities to write including writing their name on art projects, classroom books, writing notes and sign-in sheets.
- Teachers will model writing by writing information in front of the children, such as children names, lists, their ideas, etc.

Outcomes:

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

Measure:

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

Documentation:

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

Cognition:

(Goal#1) Increase math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns and measuring.

Implementation:

- Provide Head Start Staff as well as community members a 2-day workshop on Math and School Readiness.
- Staff training
- High Five Mathematize
- CLASS observations to ensure the implementation of math.

Outcomes:

- Staff and community will have increased knowledge in math and school readiness.
- Children will make gains in the given domains on the framework.

Measures:

- Math will be implemented into weekly lesson plans
- Children's progress will be tracked through outcomes.

Documentation:

- Training sigh-in sheets, child outcomes, CLASS observations, Teacher Goals, Professional Development Plan.

(Goal#2) Children will become more aware of differences and similarities between themselves and others in their family as well as the community.

Implementation:

- Incorporating the VIP in the classrooms to allow children to share about their own family and culture.
- Graph similarities and differences in the classroom.
- Inviting in community helpers and providing community awareness through field trips.
- Inviting in guest visitors including parents into the classroom to increase family engagement.

Outcomes:

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

Measures:

- Field Trips and visits will be documented in the lesson plans.
- Children's progress will be tracked through outcomes.

Documentation:

- Training Sign-in Sheets, Classroom in-kind, Child Outcomes and CLASS Observations.



EHS HOMEBASED

Language, Communication and Literacy

Children will demonstrate growth in language, communication and literacy development, including the acquisition of English by dual language learners through the use of the CAR strategy, PLA, and the Big 5 For All. Print and language rich activities will take place in the home and at socializations

(For young infants to toddlers, this includes attending and responding to communication from others, communicating needs and wants, using non-verbal language, using an increasing number of words, handling books and recognizing pictures.
For 3 year olds, this includes understanding and following conversational rules, expressing self, uses a wide variety of words, identifying letters, asks and answers questions, and writes using increasingly sophisticated marks.)

Implementation:

- Staff and parents will receive ongoing training on language, communication and literacy development for young children 0-3. Research based strategies (such as CAR) will be reviewed and shared with all program families. Staff will also be trained on the PLA and The Big 5 for ALL.

- Language, communication and literacy activities will be fully implemented during socialization groups and home visits on an ongoing basis, with opportunities to use writing materials.
- Lesson plans of home visits and group socializations will document activities planned for language and literacy enhancement. Staff will use open ended questions to encourage verbal expression from children. New vocabulary words will be focused on each week for the older children.
- Dual language learners will be supported to maintain the home language while acquiring new skills in English.
- All staff will receive literacy materials to be shared with families including children's songs, finger plays, nursery rhymes, etc. in the language appropriate for the child.

Outcomes:

- All homebased children and families will receive opportunities for language and literacy development through home visits and group socializations.
- All homebased families will become acquainted with the CAR strategy, and will be encouraged to utilize the strategy when conversing with their children. Parents of older children will incorporate new vocabulary words and encourage feedback loops that become progressively longer and deeper.
- Dual language learners will increase in their acquisition of English while maintaining their home language.

Measures:

- All home visits and socialization groups will plan activities that promote language and literacy development, individualizing according to the needs of each child.

Documentation:

- Socialization lesson plans, Home visit lesson plans, staff training sheets, child outcomes



Approaches to Learning

Children will show increasing skills in cognitive engagement, focus, curiosity and persistence.

(*For infants to toddlers, this includes child managing feelings and actions with adult support, maintaining focus and attention, showing interest and curiosity about objects, materials and people.*

For 3 year olds, this includes child managing emotions, following rules and routines, controlling impulses, maintaining focus and attention with minimal adult support, persisting in tasks and using imagination in play and interactions with others.)

Implementation:

- Staff will be provided training on scaffolding and extending play themes to encourage curiosity, persistence and cooperation with children
- Staff will coach parents and facilitate learning interactions at home visits and group socializations to deepen the child's engagement in the learning process.

Outcomes:

- Levels of child engagement/persistence in learning activities will deepen
- Knowledge base of parents and staff will increase through training and coaching

Measures:

- Staff and parent knowledge will increase on planning for each child's learning experiences
- Each lesson plan will be individualized by staff with parent input to best meet the needs of each child's approach to learning.

Documentation:

- Training documentation, lesson plans, socialization lesson plans, child assessment/outcomes

Social and Emotional Development

Children will demonstrate the ability to recognize and practice self-regulation skills and develop positive peer relationships

(For young infants to toddlers, this includes children using adults as a resource to meet needs, showing interest and interacting with others, imitating, expressing emotions, awareness of self, and showing confidence in their own abilities.

For 3 year olds, this includes engaging in relationships and interactions with others, engaging in cooperative play with other children, using basic problem-solving skills, expressing care and concern for others, and managing emotions with increasing independence.)

Implementation:

- Staff will provide a safe and nurturing environment during group socializations for children to practice new skills; staff will educate and support parents in positive parenting practices.

- With staff support, parents of older children will take the lead in teaching appropriate self-help lessons during home visits
- All staff will provide parent education on positive parenting and selective reinforcement for guiding their child
- Provide mental health observations and resources as indicated
- Staff will attend training on Behavior Management and share information with parents, as applicable. Staff will receive training on trauma informed care and use skills to support all children, especially those dealing with trauma

Outcomes:

- Increased parental confidence in guiding children in developing their self-regulation skills
- Children will demonstrate progress across social/emotional indicator skills according to age

Measures:

- Lesson plans will include guidance from mental health behavior plans and will include mini lessons from curriculum according to the child's age and area of interest.
- Children will meet age appropriate indicator skills under Social/Emotional Development

Documentation:

- Lesson plans and observations, socialization lesson plans and observations, parent surveys, observation, mental health notes, parenting education, child outcomes

Cognition

(Including Mathematics Development and Scientific Reasoning)

Children will increase in their skills of sorting, classification, and experimentation with various materials (0-3 years), and numbers, counting, patterns, and measuring (3 years)

(For infants and toddlers this includes exploring people and objects, using memory, using a variety of strategies in solving problems, matching and sorting of objects, and using pretend play to increase understanding.

For 3 year olds, this includes knowledge of number names and count sequencing, comparing, understanding simple patterns, measuring objects, identifying and describing shapes, categorizes, and gathers information to make predictions.)

Implementation:

- Staff will receive specific trainings on pre-math skills and activities
- Staff and parents will be provided resources and activity ideas through curriculum activities

Outcomes:

- Staff and parents will increase their knowledge of math skills and how they relate to school readiness

Measures:

- Activities in pre-math and pre-math principles will be incorporated into home visits/socialization plans
- Children's progress in pre-math skills will be tracked through ongoing assessment

Documentation:

- Sign-in sheet, home visit/socialization lesson plans, assessment and outcome forms, child assessment/outcomes

Perceptual, Motor, and Physical Development

Provide increased opportunities for children to demonstrate skills in their physical development and increasing control of their motor development.

(For young infants to toddlers, this includes using perceptual information in directing their own actions, using large muscles for movement, coordinating hand and eye movements, reaching and grasping to use tools, using safety behaviors with support from adults and engaging in healthy eating habits.

For 3 year olds, this includes demonstrating control and coordination of large muscles and small muscles, takes care of personal hygiene and self-care skills, develops skills to promote healthy food choices and eating habits, and demonstrates knowledge of safety practices.)

Implementation:

- Increase the quantity of time spent in gross motor activities during home visits and group socializations
- Provide education on benefits of healthy physical activity to families, including healthy nutrition and keeping safe.
- Staff will continue to use I Am Moving I Am Learning as a supplemental curriculum on home visits.

Outcomes:

Increase access to physical health information

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

Measures:

- Home visit and socialization activities will provide information and hands-on experiences with physical movement and gross motor play and interactions.
- Home visits will include providing information to parents on safety, self-care, healthy nutrition and eating habits.

Documentation:

- Lesson Plans, socialization lesson plans, handouts, health flyers, child assessments/outcomes



EHS CENTERBASED

<u>Language, Communication and Literacy</u>

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

Implementation:

- Increase infant/toddler language by narrating activities.
- Increase number of books.
- Provide literacy training to child development staff.
- Onsite monitoring with Center Specialist and set goals with teachers as needed.
- All EHS staff will receive regular and ongoing training and technical assistance to provide additional support on DLL, throughout the year.

Outcomes:

- Staff will have increased knowledge base about the importance of language and literacy.
- Staff will implement knowledge of language and literacy by preparing activities that foster this in young children.
- Children will gain and expand their vocabulary through the use of language and literacy in the center through example and books.

Measures:

- Progress in individual child goals and outcomes.
- Center Specialist will make ongoing visits to each classroom and meet with the child development staff.

Documentation:

- Center Specialist observations, child goals, outcomes, and class case notes.

<u>Approaches to Learning</u>

Foster infants' and toddlers' curiosity and ability to investigate by supporting learning and growth through creative expression and self -selection.

Implementation:

- Staff will give enhanced opportunities in the dramatic play area.
- Staff will provide a variety of play opportunities to allow children choice in learning.
- Staff will train on the approaches to learning.
- On site mentoring with Center Specialist.

Outcomes:

- Staff will have an increased knowledge base about the importance of approaches to learning.
- Children will expand their curiosity through enriched childcare experiences.

Measures:

- Progress in individual child goals.
- Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation:

- Center Specialist observations, child goals, and class case notes.

<u>Social and Emotional Development</u>

Staff will support infants' and toddlers' development of self-awareness, autonomy and self-expression and encouragement of self-control.

Implementation:

- Staff will provide a safe and nurturing environment during group time for children to practice new skills.
- Staff will provide mental health observations within home visits and site visits.

- Staff will be trained on Mental Health.
- On site mentoring with Center Specialist and goals set with teachers as needed.
- Staff will continue to train and implement the Conscious Discipline skills and the Trauma Informed Approach to support all children especially those dealing with trauma.

Outcome:

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

Measures:

- Progress in individual child goals.
- Center Specialist will make monthly visits to each classroom and meet with the child development staff.

Documentation:

- Staff observations, child goals, class case notes, home visit case notes, and ASQSE screenings.

Perceptual, Motor, and Physical Development

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

Implementation:

- Provide outdoor and indoor gross motor activities for infants and toddlers.
- Provide a variety opportunities for children to develop fine motor skills at school.
- Provide physical development and health training to child development staff.
- On site mentoring with Center Specialist and set goals with teachers as needed.

Outcome:

- Staff will have an increased knowledge base about the importance of physical development and health.
- Staff will implement activities to increase fine and gross motor skills across all ages.
- Children will show progress across social and emotional domains according to age.

Measures:

- Progress in individual child goals.
- Center Specialist will make ongoing visits to each classroom and meet with the Child Development staff.

Documentation:

- Staff observations, child goals, and class case notes.

Cognition (including mathematics development and scientific reasoning)

Children will show an increase in learning across the math domain by providing hands on experiences with sorting, classification and experimentation with various materials (0-3 years).

Implementation:

- Staff will provide a variety of activities to promote cognition in children.
- The Library will contain various items and support materials.
- Staff will receive trainings focused on pre-math and math skills.

Outcomes:

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

Measures:

- Progress in individual child goals
- Center Specialist will make monthly visits to each classroom and meet with the Child Development staff.

Documentation:

- Staff observations, child goals, and class case notes.



Snapshot of Bear River Head Start's Program Information Report

Pre-School Head Start: (8/5/25 – 6/10/26)



Funded Enrollment: 340
Number of children served: (372)

2 Years -	12
3 years -	178
4 years-	182
Total -	372

Number of all children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to Utah/Idaho's EPSDT schedule for well child care:
Number of children up-to-date at enrollment: **182**
Number of children up-to-date at the end of the enrollment year: **351**
Percentage of enrolled children that received medical exams: **94%**

Number of all children with continuous, accessible dental care provided by a dentist:
Number of children at enrollment: **314***
Number of children up-to-date at the end of the enrollment year: **372**
Percentage of enrolled children that received dental exams: **100%**

Early Head Start: (9/2/25) – 9/4/26)

Funded Enrollment: 171
Number of children/Pregnant Women served: (219)

Under 1 -	56
1 year -	67
2 years-	89
Pregnant Women	7
Total -	219



Number of all children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to Utah/Idaho's EPSDT schedule for well child care:
Number of children up-to-date at enrollment: **95**
Number of children up-to-date at the end of the enrollment year: **207**
Percentage of enrolled children that received medical exams: **98%**
Number of all children with continuous, accessible dental care provided by a dentist:
Number of children at enrollment: **146***
Number of children up-to-date at the end of the enrollment year: **209**
Percentage of enrolled children that received dental exams: **99%**

*Numbers at enrollment appear to be high because as part of the enrollment process all applicants are highly encouraged to identify medical and dental homes and get current on services and immunizations. Enrollment is not dependent upon this but it is an effort to promote healthy practices in communities we serve.

Bear River Head Start/Early Head Start Enrollment

2025-2026
Families by Enrollment Category

