



# Young Families Early Head Start

## Annual Report Fiscal Year

### 2019 - 2020

### Mission Statement

To assist and support low income, primarily teen, parents and prenats, in pursuit of their educational goals and development of their parenting skills, while providing comprehensive, quality child care for their infants and toddlers, from birth to age three.

---

Young Families Early Head Start (YFEHS) began providing quality childcare for teen parents in the Billings community in November of 1983. Until 1998, the focus of the program was to support teenage parents working to complete their high school education.

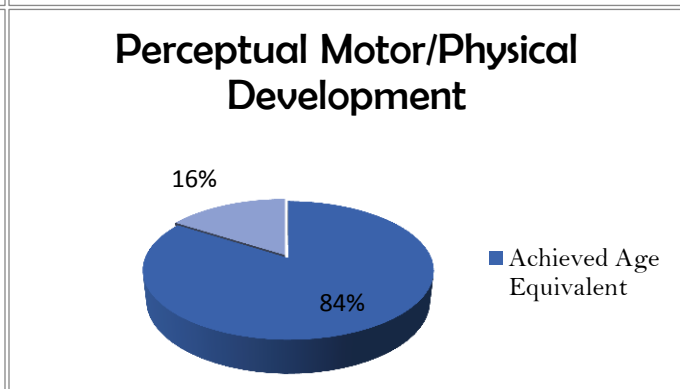
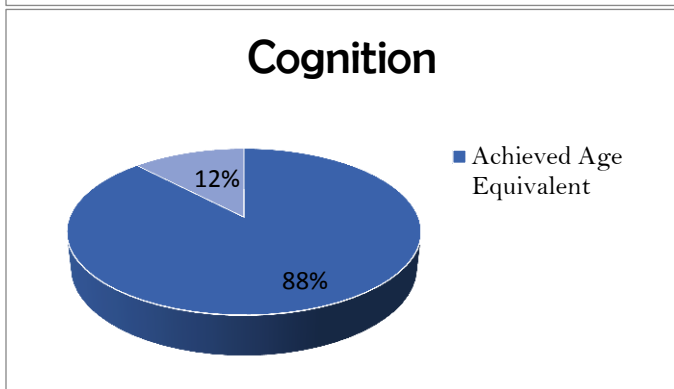
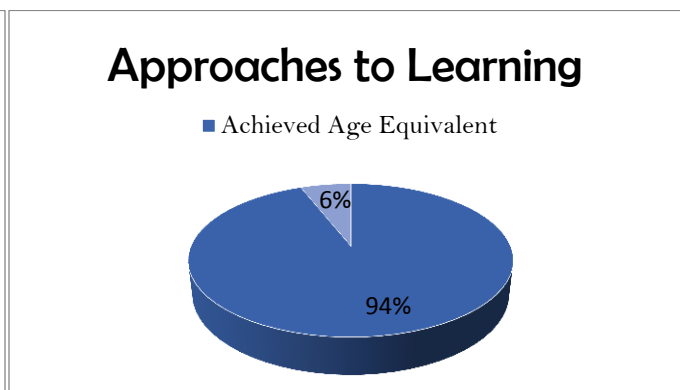
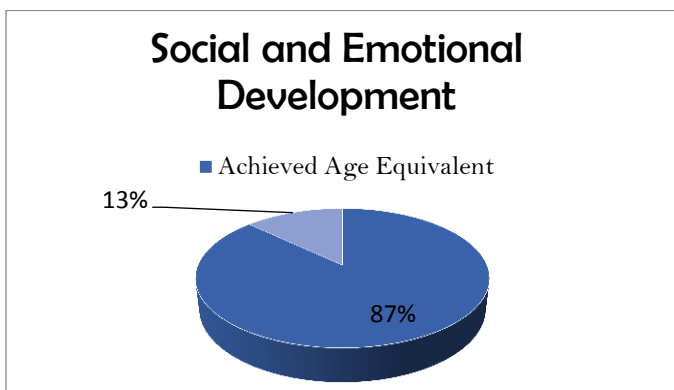
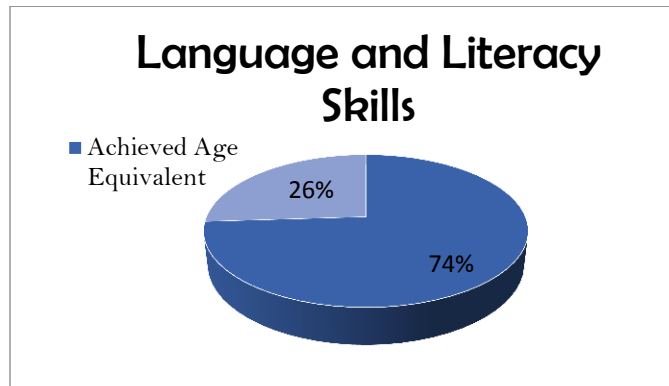
In 1998, Young Families became an Early Head Start program, and now provides a comprehensive two-generation program including intensive services that concentrates on enhancing the child's development and supporting the family during the critical first years of the child's life. YFEHS provides services to children ages birth to five, with a focus on serving children with disabilities, pregnant and/or parenting teenagers completing their high school education, as well as parents obtaining post-secondary education/training in college or technical schools and working parents. We also partner with School District 2, which provides prenatal classes for students in preparation for parenthood.

YFEHS offers parents opportunities for growth, so they can identify their own strengths, needs, and interests, and find their own solutions. Our objective is to support parents as they identify and meet their goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures and socio-economic groups.

---

## Five Essential Domains of Learning

### School Readiness Data



## Best Beginnings STARS to Quality

**~As of fiscal year 2019-2020, YFEHS had a 4 Star rating~**

STARS is a continuous quality improvement program for early childhood education in Montana.

The Best Beginnings STARS to Quality Program is a voluntary quality rating and improvement system that aligns quality indicators with support and incentives for early childhood programs and professionals. The Early Childhood Services Bureau has enjoyed watching the program grow and develop with the input from the various stakeholders, and has listened carefully to early childhood professionals, parents, and national experts to provide a strong program.

## Full Program Data

<b>Total Program Capacity at any One Time:</b>	
DPHHS Funded Enrollment	32 children and families (birth to age 3)
Community Funded/Private Pay	48 children and families (birth to age 5)

<b>Enrollment Data (Served by Age)</b>	
Under 1 Year	13 (8 EHS)
One Year	11 (8 EHS)
Two Years	12 (6 EHS)
Three Years	10 (8 EHS)
Total birth through three	46 (30 EHS)
Pregnant women	2
Four/five years	17

<b>Race: (# of Children/Pregnant Women)</b>	
Native American/Alaska Native	8
Black/African American	0
White	37
Bi-Racial/Multi-Racial	31
Asian	0
Unspecified	4

<b>Primary Language Spoken in Home</b>	
English	80

**Average Monthly Attendance: 91%**

**Monthly Average Number on Waiting List: 11**

<b>Children with/without Health Insurance</b>	
Medicaid Enrolled Children &/or CHIP	55
Private Insurance	68
Other (example Military)	0
No Insurance	0

<b>Type of Eligibility: (# of Children/Pregnant Women)</b>	
Income Below 100% of Federal Poverty Guidelines	17
Income Between 100% - 130% of Federal Poverty Guidelines	0
Receipt of Public Assistance (such as TANF and SSI)	3
Status as Homeless	3
Over-Federal Poverty Guideline	0
Status as a Foster Child	9

## Early Head Start Data

Early Head Start Funded (Projected numbers expected to be served)	
Infant and Toddlers, Age Birth to 3	30
Pregnant Women	2
Total Early Head Start Funded	32

Early Head Start Enrollment Data (Actual numbers that were enrolled and served)	
Infants & Toddlers: Children Birth to 3	30
Prenatals	2

Children with Special Needs (IEP or IFSP)	
Infants & Toddlers: Children Birth to 3	9

<b>Average Monthly Enrollment as a Percentage of Funded Enrollment:</b> 100%
---

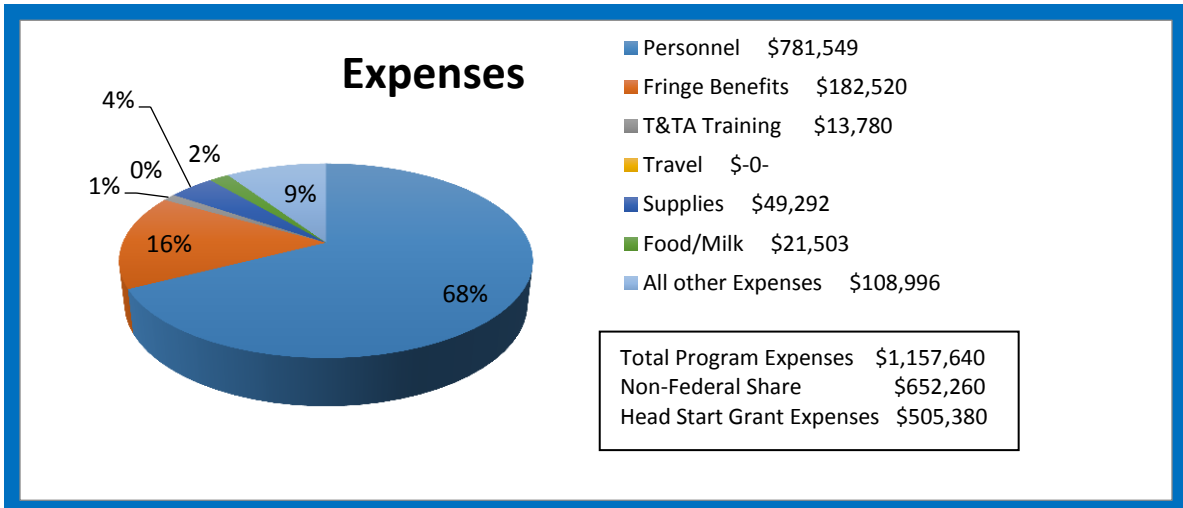
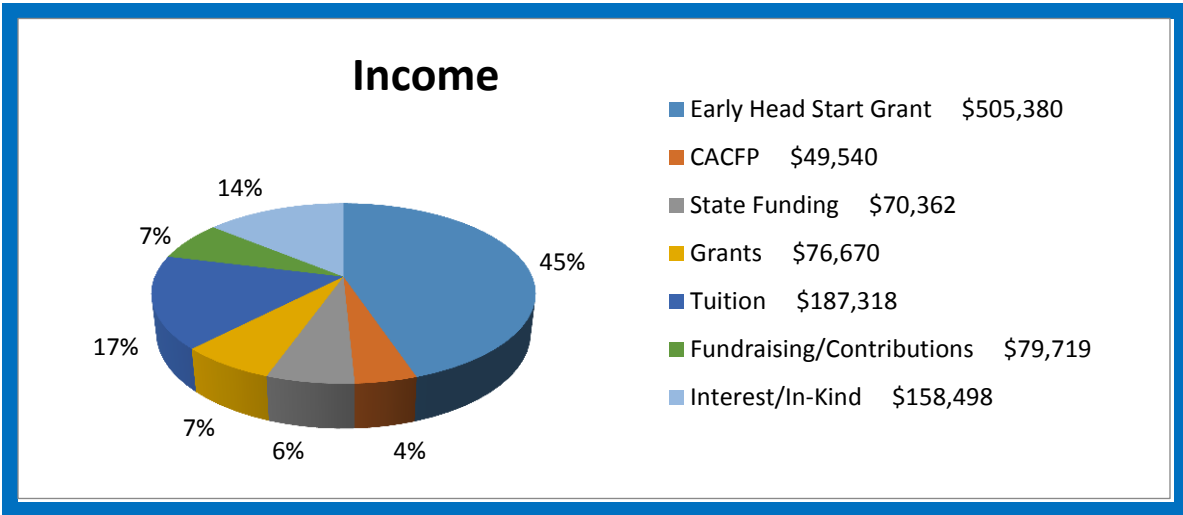
<b>Percentage of Enrolled Children Receiving Medical Exams:</b> 100%
--

<b>Percentage of Enrolled Children Receiving Dental Exams:</b> 100%
---

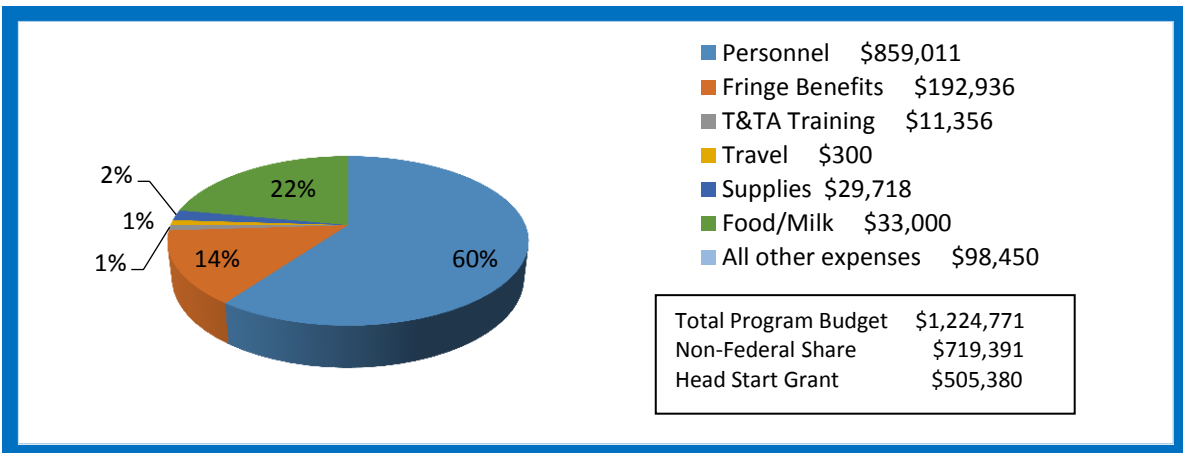
Percentage of Eligible Children Served
--

Young Families Early Head Start serves less than 1% of the total number of eligible Early Head Start children (birth to 3) and pregnant women and living in Yellowstone County, Montana.

# Financial Report July 1, 2019 to June 30, 2020

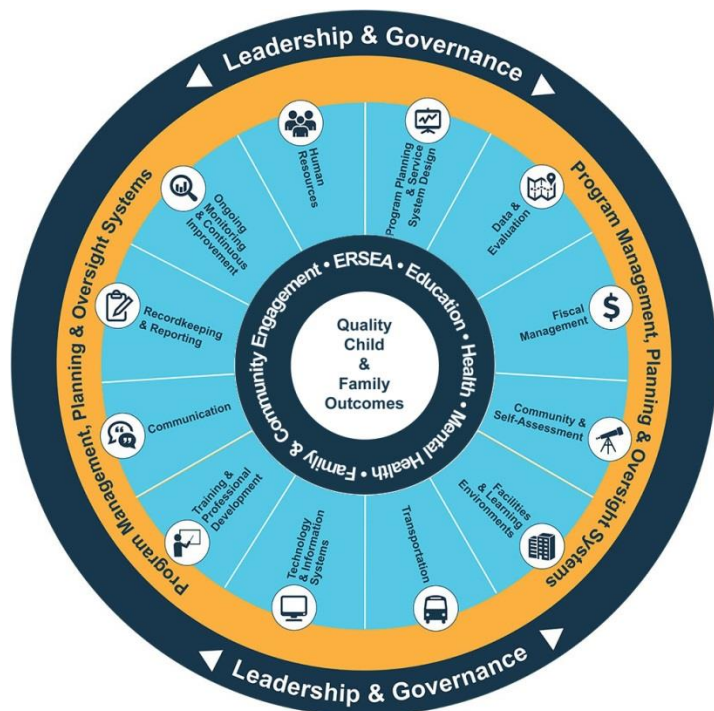


## July 1, 2019 to June 30, 2020 Budget



A fiscal audit of Young Families Early Head Start, Inc. was conducted by Summers McNea in Billings, Montana. There were no findings related to the Head Start Grant.

## Leadership and Governance



Head Start program leadership consists of three key entities: the governing body (Board of Directors), Policy Council, and management staff. The governing body assumes legal and fiscal responsibility for the program. The Policy Council sets direction. Management staff oversees day-to-day operations. Together, they are a powerful force that provides leadership and strategic direction.

Management meets at least weekly and provides information to the Board and Policy Council. Both the Board and Policy Council meet monthly to set policies and goals to help Young Families be a successful program for children and families. All three components of leadership and governance communicate regularly to ensure smooth program operations.

## Parent Engagement

Parent engagement is a cornerstone of YFEHS. Parents are recognized as their child's first teacher and are provided opportunities to work with staff and the community in their particular areas of interest to enhance their parenting skills and gain knowledge that promotes their child's physical, social, emotional, and intellectual development.

Parents and the Infant Toddler Educators (ITEs) work together to develop lesson plans and home visit activities that take into consideration each child's individual development/skill level and incorporates curriculum accordingly.

The ITEs conduct at least two home visits each school year. The home visits are opportunities for:

- Making connections between the home and program setting
- Learning more about the parent-child interaction
- Developing positive relationships between parents and staff
- Identifying learning opportunities in the home environment
- Focusing individualized attention to family strengths, interests, and goals

The Family Development Specialist also meets with parents at least three times a year. Families develop and work on goals that focus on family well-being, positive parent-child relationships, family as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders.