



Young Families Early Head Start

Annual Report Fiscal Year

2020- 2021

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.

In March of 2020, Young Families temporarily suspended childcare services due to the Covid-19 pandemic. Throughout the spring and summer teachers hosted small, outdoor gatherings to provide continuity of relationships with families. Young Families staff also conducted home visits and provided food, diapers, and books and educational activities to families.

School Readiness Data

5043 - DRDP Child Development Summary

Program Term: 2020/2021 EHS Funded | Young Families Early Head Start: Young Families (Rimrock) • All Classrooms, Young Families Early Head Start, Agate, Cutthroat Trout, Meadowlark, Yogo Sapphire | Time Frame: Fall 2020 through Spring 2021 | Domain: ALT-REG: SED: LLD: COG: PD-HLTH: LANG: LIT: MATH: SCI: PD: HLTH | Subgroup: None | Optional Data: Child Counts: Child Percentages: Median Score Lines: Domain Descriptions | Page Break: None | Language: English | Enrollment Status: Enrolled...

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

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2021		7% 1	50% 7	21% 3	21% 3			
Winter 2021		29% 4	43% 6	29% 4				
Fall 2020	29% 4	21% 3	21% 3	21% 3	7% 1			

Social and Emotional Development (SED)

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2021		7% 1	36% 5	43% 6	14% 2			
Winter 2021		29% 4	29% 4	36% 5	7% 1			
Fall 2020	36% 5	14% 2	14% 2	36% 5				

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2021		7% 1	43% 6		21% 3	29% 4			
Winter 2021		29% 4	36% 5	7% 1	21% 3	7% 1			
Fall 2020	29% 4	21% 3		7% 1	29% 4	14% 2			

Cognition, Including Math and Science (COG)

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2021		14% 2	36% 5	36% 5	14% 2			
Winter 2021		29% 4	50% 7	21% 3				
Fall 2020	29% 4	14% 2	36% 5	21% 3				

The vertical line represents the median score for the group. 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

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Physical Development–Health (PD-HLTH)

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2021			21% 3	29% 4	21% 3	29% 4			
Winter 2021		21% 3	7% 1	14% 2	57% 8				
Fall 2020	14% 2	21% 3	14% 2	7% 1	36% 5	7% 1			

Physical Development (PD)

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2021			21% 3	21% 3	14% 2	43% 6			
Winter 2021		21% 3	7% 1	14% 2	50% 7	7% 1			
Fall 2020	14% 2	21% 3	14% 2	14% 2	14% 2	21% 3			

Health (HLTH)

The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2021		7% 1	21% 3		21% 3	29% 4			
Winter 2021		21% 3	7% 1		50% 7				
Fall 2020	21% 3	14% 2	7% 1		36% 5	14% 2			

**As of fiscal year 2020-2021,
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 (EHS Grant, Private Pay & Best Beginnings)

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

Enrollment Data (Served by Age)	
Under 1 Year	8 (7 EHS)
One Year	15 (14EHS)
Two Years	9 (7 EHS)
Three Years	14 (13 EHS)
Total birth through three	46 (41EHS)
Pregnant women	5
Four/five years	12

Race: (# of Children/Pregnant Women)	
Native American/Alaska Native	4
Black/African American	0
White	33
Bi-Racial/Multi-Racial	26
Asian	0
Unspecified	8

Primary Language Spoken in Home	
English	63

Average Monthly Attendance: 86%

Monthly Average Number on Waiting List: 10

Children's Health Insurance Status	
Medicaid Enrolled Children &/or CHIP	56
Private Insurance	7
Other (example Military)	0
No Insurance	0

Early Head Start Data (EHS Grant Only)

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

Type of Eligibility: (# of Children/Pregnant Women)	
Income Below 100% of Federal Poverty Guidelines	29
Income Between 100% - 130% of Federal Poverty Guidelines	0
Receipt of Public Assistance (such as TANF and SSI)	1
Status as Homeless	4
Over-Federal Poverty Guideline	1
Status as a Foster Child	6

Children with Special Needs (IEP or IFSP)	
Infants & Toddlers: Children Birth to 3	6

Average Monthly Enrollment as a Percentage of Funded Enrollment: 100%

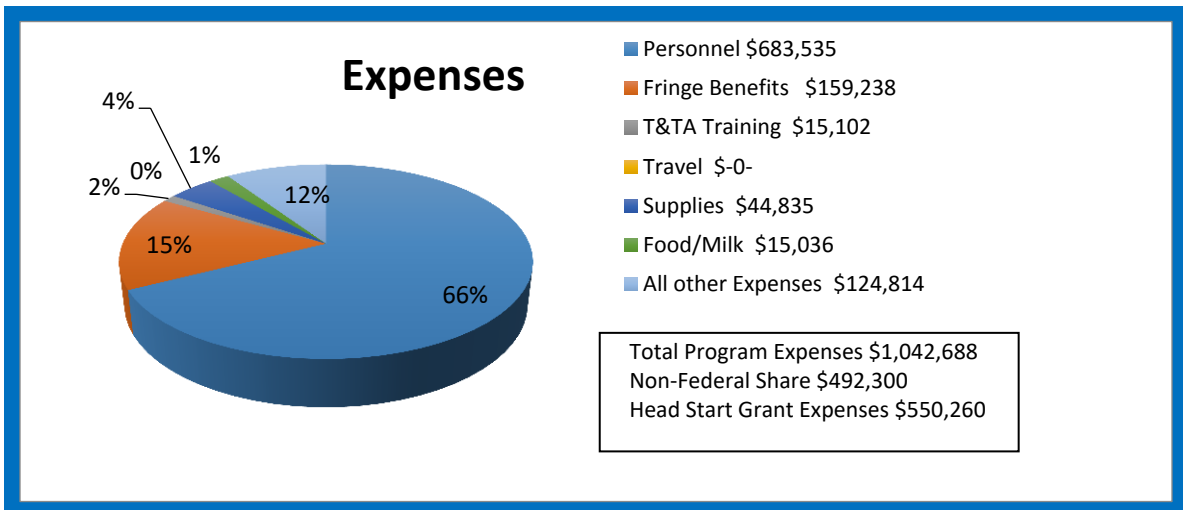
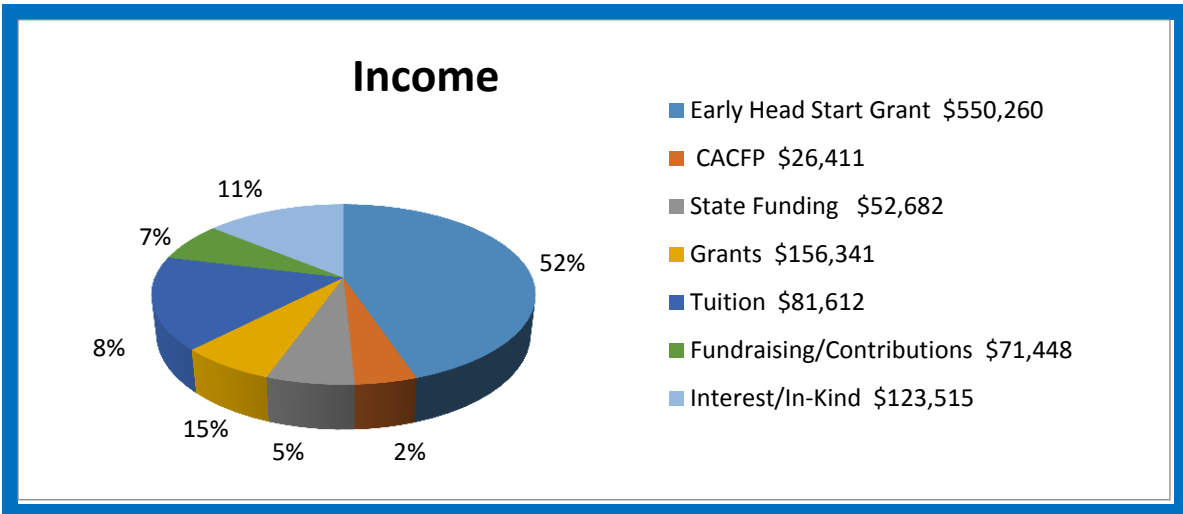
Percentage of Enrolled Children Receiving Medical Exams: 100%

Percentage of Enrolled Children Receiving Dental Exams: 100%

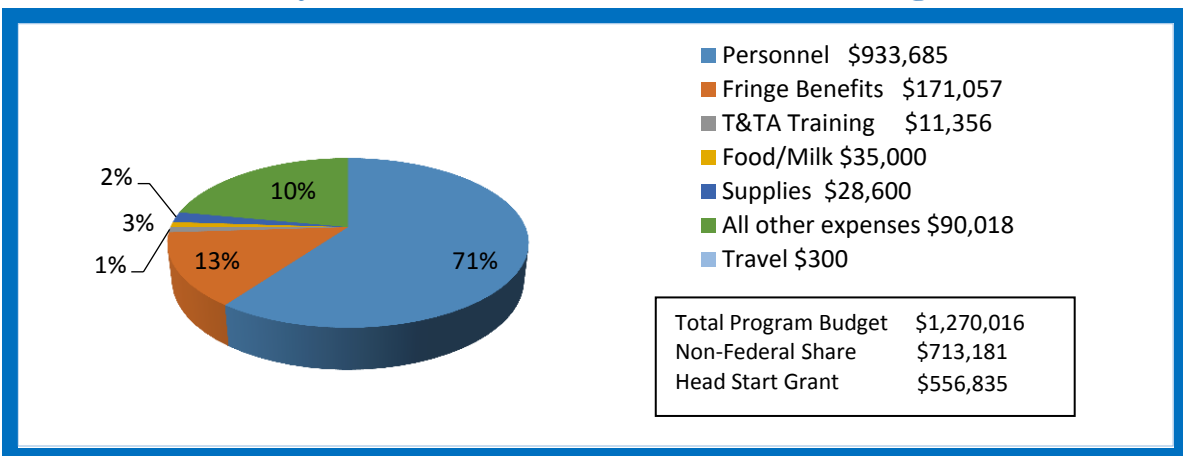
Percentage of Eligible Children Served

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

Financial Report July 1, 2020 to June 30, 2021

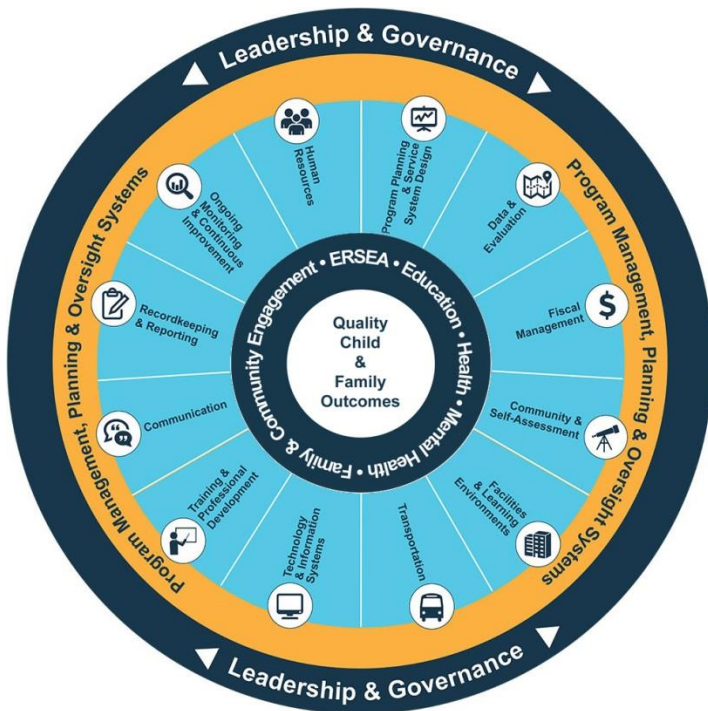


July 1, 2022 to June 30, 2023 Budget



A fiscal audit of Young Families Early Head Start, Inc. was conducted by Summers McNea in Billings, Montana and results will be available upon receipt.

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.