



Young Families Early Head Start

Annual Report Fiscal Year

2021-2022

Mission Statement

To assist and support low income, primarily teen, parents and prenatals, 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.

5043 - DRDP Child Development Summary

Program Term: 2021/2022 EHS Funded | Young Families Early Head Start: Young Families Early Head Start, Agate, Cutthroat Trout, Yogo Sapphire | Time Frame: Fall 2021 through Spring 2022 | 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, Completed | Flag/Group: Not Filtered | Program Option: All ...

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 2022			7% 1	57% 8	36% 5			
Winter 2022			7% 1	64% 9	29% 4			
Fall 2021		7% 1	50% 7	36% 5	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 2022			7% 1	64% 9	29% 4			
Winter 2022			14% 2	50% 7	36% 5			
Fall 2021			36% 5	36% 5	29% 4			

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 2022			7% 1	7% 1	36% 5	50% 7			
Winter 2022			7% 1	14% 2	29% 4	50% 7			
Fall 2021			21% 3	21% 3	43% 6	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 2022		7% 1	14% 2	64% 9	14% 2			
Winter 2022			50% 7	50% 7				
Fall 2021		7% 1	43% 6	43% 6	7% 1			

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 2022		7% 1			50% 7	43% 6			
Winter 2022					57% 8	43% 6			
Fall 2021				29% 4	50% 7	21% 3			

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 2022		7% 1			50% 7	43% 6			
Winter 2022				14% 2	50% 7	36% 5			
Fall 2021			7% 1	29% 4	43% 6	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	EL	BE	BM	BL	IE
Spring 2022			7% 1	14% 2	79% 11			
Winter 2022				43% 6	57% 8			
Fall 2021			7% 1	50% 7	36% 5			

As of fiscal year 2021-2022, 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.

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

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 (2 EHS)
One Year	14 (10 EHS)
Two Years	12 (10 EHS)
Three Years	8 (3 EHS)
Total birth through three	34 (25 EHS)
Pregnant women	2
Four/five years	11

Race: (# of Children/Pregnant Women)	
Native American/Alaska Native	2
Black/African American	1
White	23
Bi-Racial/Multi-Racial	9
Asian	0
Unspecified	0

Primary Language Spoken in Home	
English	34

Average Monthly Attendance: 85%

Monthly Average Number on Waiting List: 15

Children's Health Insurance Status	
Medicaid Enrolled Children &/or CHIP	23
Private Insurance	11
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	15
Income Between 100% - 130% of Federal Poverty Guidelines	2
Receipt of Public Assistance (such as TANF and SSI)	6
Status as Homeless	7
Over-Federal Poverty Guideline	1
Status as a Foster Child	3

Children with Special Needs (IEP or IFSP)	
Infants & Toddlers: Children Birth to 3	4

Average Monthly Enrollment as a Percentage of Funded Enrollment: 94%

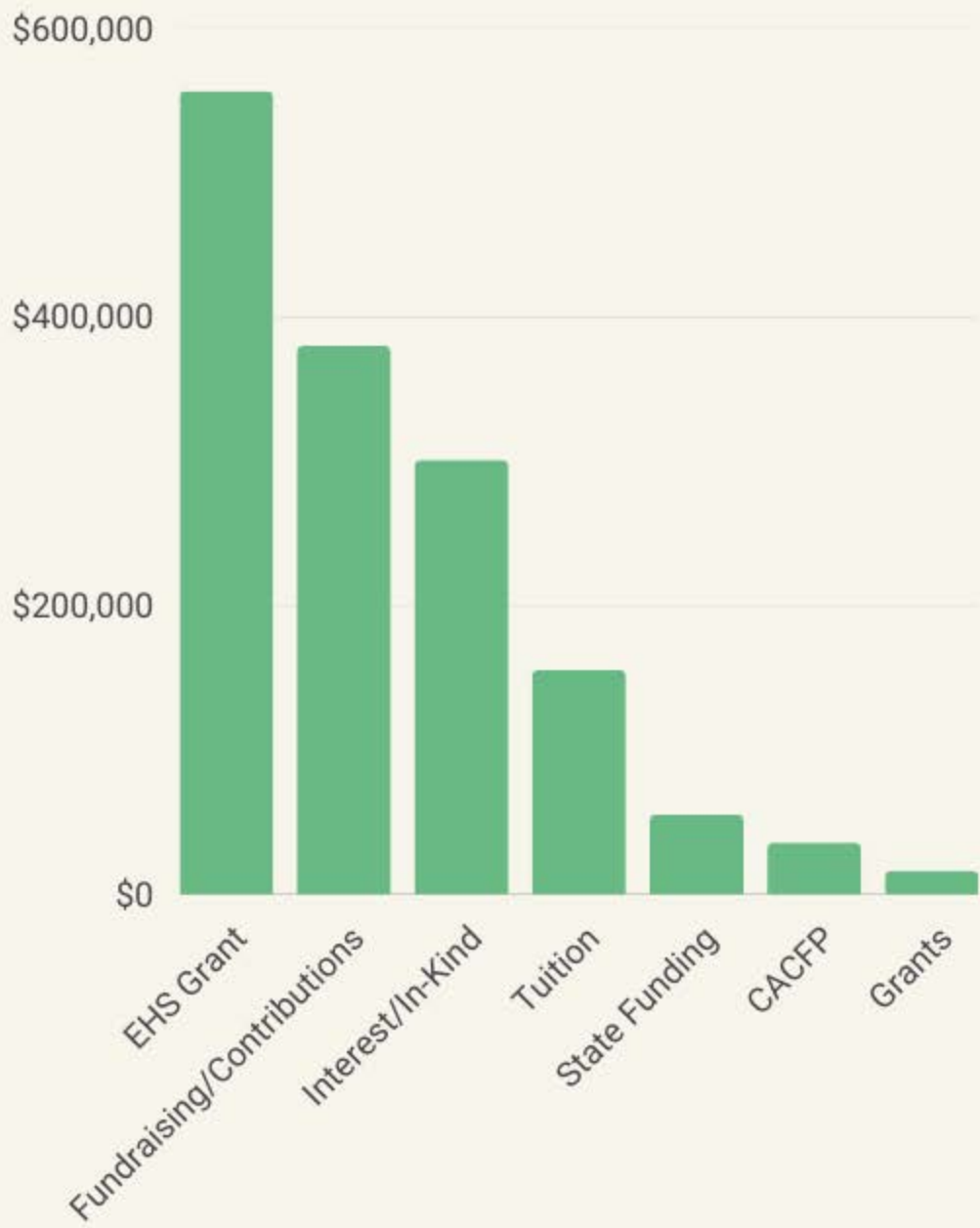
Percentage of Enrolled Children Receiving Medical Exams: 100%

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

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



Income

- EHS Grant: \$556,835
- Fundraising/Contributions: \$380,001
- Interest/In-Kind: \$300,833
- Tuition: \$155,257
- State Funding: \$55,071
- CACFP: \$35,622
- Grants: \$15,917

• **SUPPLIES**

\$48,122

• **PERSONNEL**

\$641,179

• **FOOD/MILK**

\$17,698

• **FRINGE BENEFITS**

\$79,771

• **ALL OTHER EXPENSES**

\$403,326

• **T&TA TRAINING**

\$11,504

EXPENSES

TOTAL PROGRAM EXPENSES

\$1,201,600

NON-FEDERAL SHARE:

\$644,765

HEAD START GRANT EXPENSES:

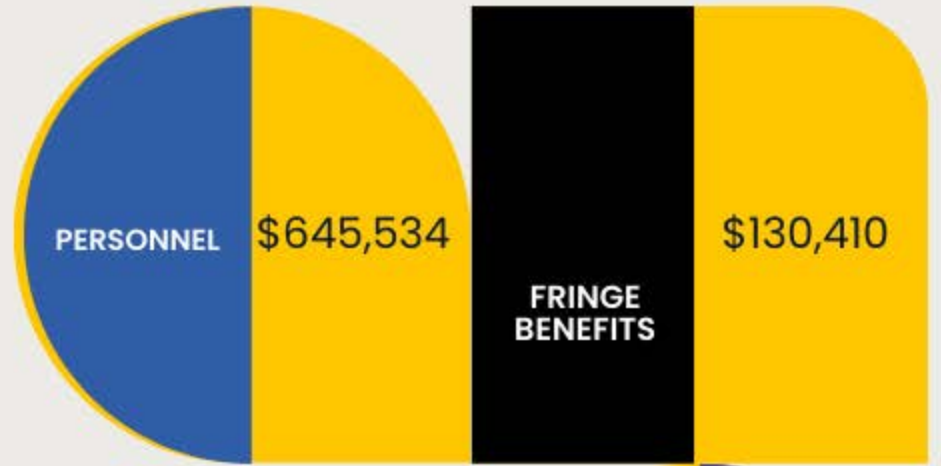
\$556,835

• **TRAVEL**

\$0

BUDGET

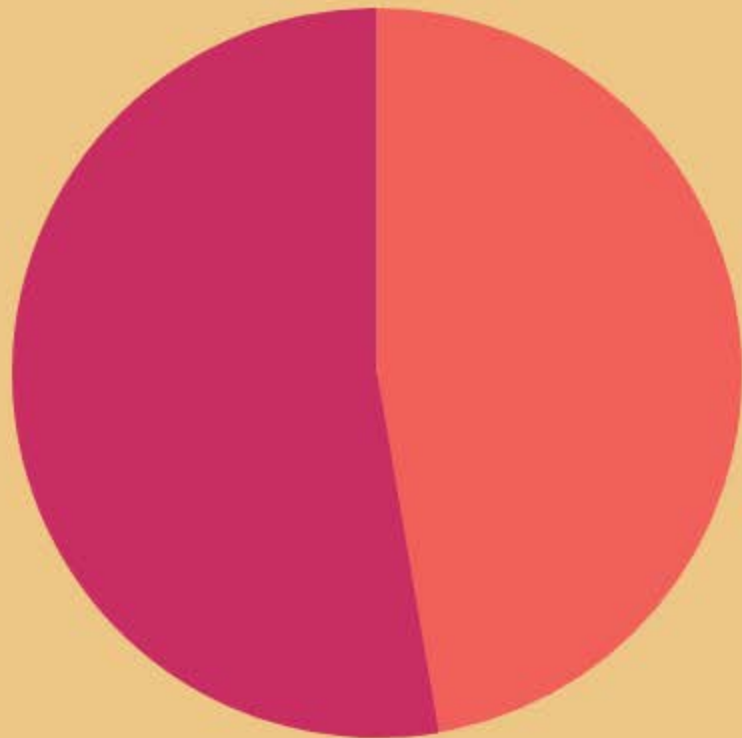
JULY 1, 2023 TO
JUNE 30, 2024



Total Program Budget

July 1, 2023 to June 30, 2024

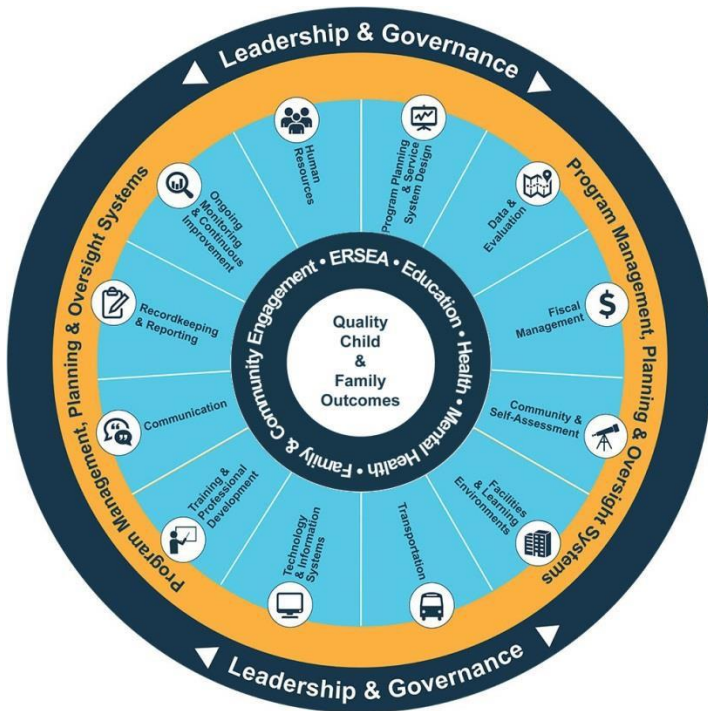
- Total Program Budget**
\$1,099,001
- Non-Federal Share**
\$519,729
- Head Start Grant**
\$579,272



Non-Federal Share
47.3%

Head Start Grant
52.7%

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.