



Young Families Early Head Start

Annual Report Fiscal Year

2018- 2019

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.

YFEHS is the only program in Billings that provides comprehensive child care and support services for low-income parents at no charge to families.

Young Families Early Head Start (YFEHS) has been providing quality child care for teen parents in the Billings community since November of 1983. During that time, the focus of the program was to support teenage parents working to complete their high school education.

With the addition of Early Head Start in 1998, a comprehensive approach to providing intensive services to infants, toddlers, and their families became the focus of the program. The YFEHS program now provides a comprehensive two-generation program including intensive services that begin before the child is born and concentrate on enhancing the child's development and supporting the family during the critical first three years of the child's life.

YFEHS provides services to infants and toddlers (age birth to three) including 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 provide prenatal classes through School District 2 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.



Measures of Success

Graduation Rate of our Parents (92% success in 5 years!)

Program Year 2017-2018 90% graduation rate
10 were scheduled to graduate or earn their GED and 9 were successful

Program Year 2016-2017 83% graduation rate
6 were scheduled to graduate or earn their GED and 5 were successful

Program Year 2015-2016 100% graduation rate
14 were scheduled to graduate or earn their GED and all 14 were successful

Program Year 2014-2015 90% graduation rate
10 were scheduled to graduate or earn their GED and 9 were successful

Program Year 2013-2014 90% graduation rate
10 were scheduled to graduate or earn their GED and 9 were successful

Income Status


As 3 year olds transition out of the program, we use the income status of their family as a measure of self-sufficiency. Our goal is that 25%-50% of our transitioning children's parents no longer meet the federal poverty guidelines and can no longer be categorized as low income. Parents of transitioning children have obtained their high school diploma and are gainfully employed and/or often enrolled in post-secondary education/training. Of the 12 transitioning children leaving our program 7 (58%) of their parents were no longer considered low income and not financially eligible for Head Start.

Family Size of Family Participants

The Billings Public Schools do not teach family planning or contraception methods outside of abstinence. Approximately one in four pregnant teens in Montana has had a previous pregnancy. All program parents receive family planning information including information on contraceptive methods. Our goal is for program participants to maintain their family size. During the 2017-2018 school year, there were two second pregnancy among our 15-19 year olds.

National Research Data

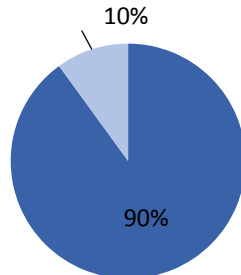
Children and families of Early Head Start are monitored by National Research Data. The data shows significant positive impacts on child development and parenting skills. Three year old Early Head Start children performed significantly better on a range of measures of cognitive, language, and social-emotional development, and in addition their parents scored significantly higher than the control group parents on many aspects involving home environment and parenting behavior.



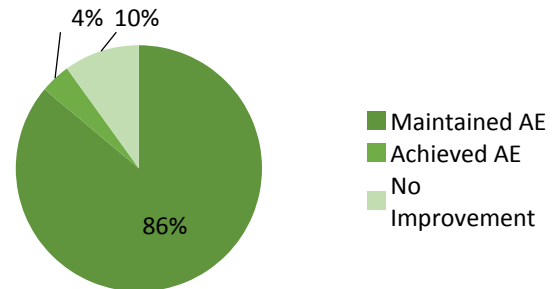
Five Essential Domains of Learning School Readiness Data

1-Language and Literacy Skills

■ Maintained AE ■ No Improvement

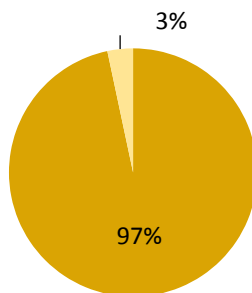


2 - Cognitive and General Knowledge



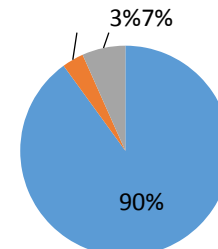
3 - Approaches to Learning

■ Maintained AE ■ No Improvement



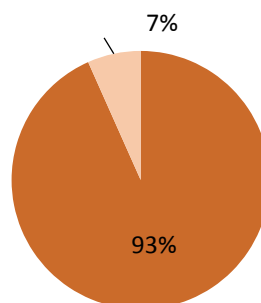
4 - Social and Emotional Development

■ Maintained AE ■ Achieved AE ■ No Improvement



5 - Physical Development and Health

■ Maintained AE ■ No Improvement



Full Program Data

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	12 (6 EHS)
Two Years	12 (8 EHS)
Three Years	12 (9 EHS)
Total birth through three	44 (30 EHS)
Pregnant women	2
Four/five years	14

Race: (# of Children/Pregnant Women)	
American/Alaska Native	7
Black/African American	0
White	27
Bi-Racial/Multi-Racial	26
Asian	0
Unspecified	2

Ethnicity: (# of Children/Pregnant Women)	
Hispanic or Latino Origin	13
Non-Hispanic/Non-Latino Origin	49

Primary Language Spoken in Home	
English	60
Russian	2

Average Monthly Attendance: 100%

Monthly Average Number on Waiting List: 11

Children with/without Health Insurance	
Medicaid Enrolled Children &/or CHIP	55
Private Insurance	5
Other (example Military)	0
No Insurance	0

Type of Eligibility: (# of Children/Pregnant Women)	
Income Below 100% of Federal Poverty Guidelines	19
Income Between 100% - 130% of Federal Poverty Guidelines	0
Receipt of Public Assistance (such as TANF and SSI)	3
Status as Homeless	0
Over-Federal Poverty Guideline	0
Status as a Foster Child	10

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	33
Prenatals	3

Total Early Head Start Enrolled

Infants & Toddlers: Children Birth to 3	43
Pregnant Women	1

- Due to our waiting list, no prenatals were served, only children

Children with Special Needs (IEP or IFSP)

Infants & Toddlers: Children Birth to 3	12 (9 EHS)
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Average Monthly Enrollment as a Percentage of Funded Enrollment: 83%

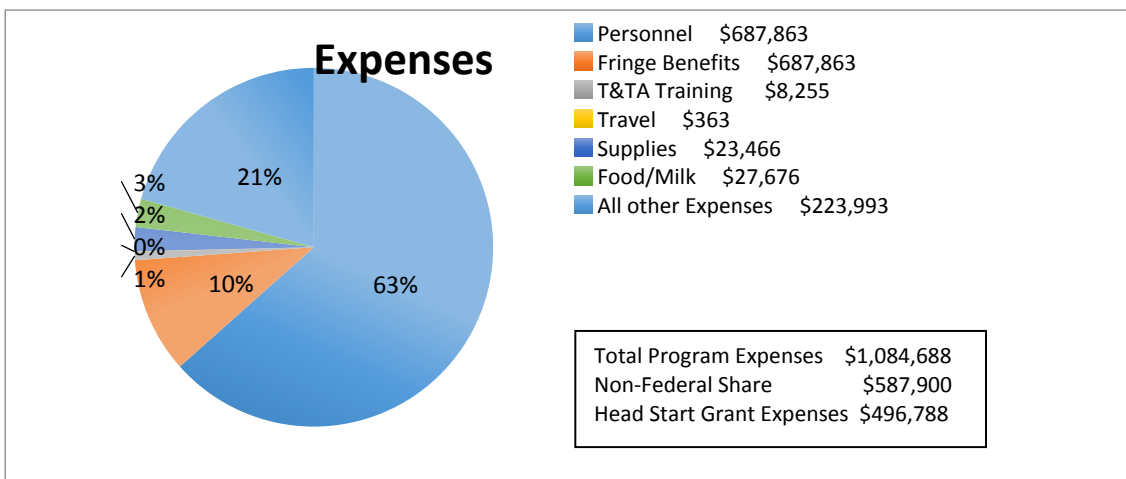
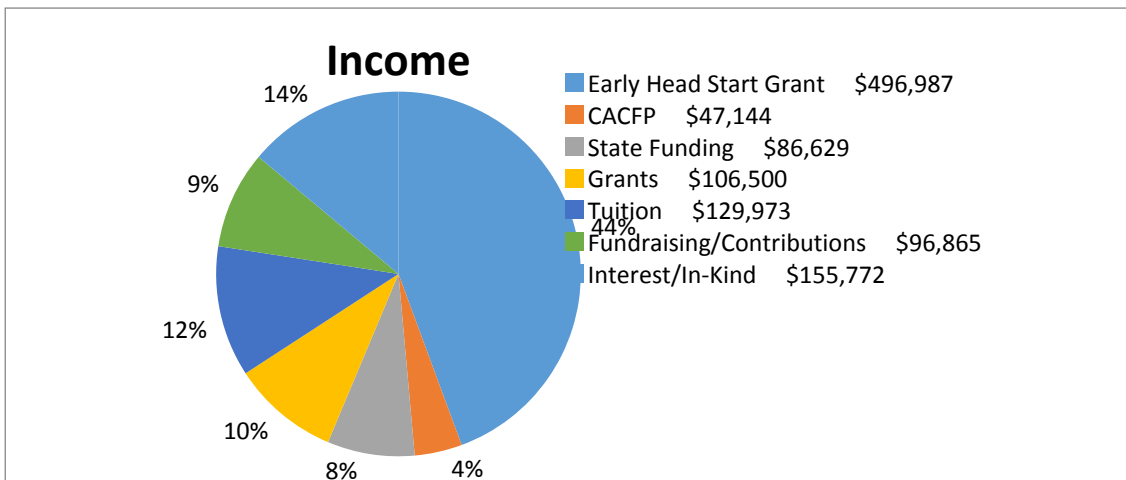
Percentage of Enrolled Children Receiving Medical Exams: 100%

Percentage of Enrolled Children Receiving Dental Exams: 100%

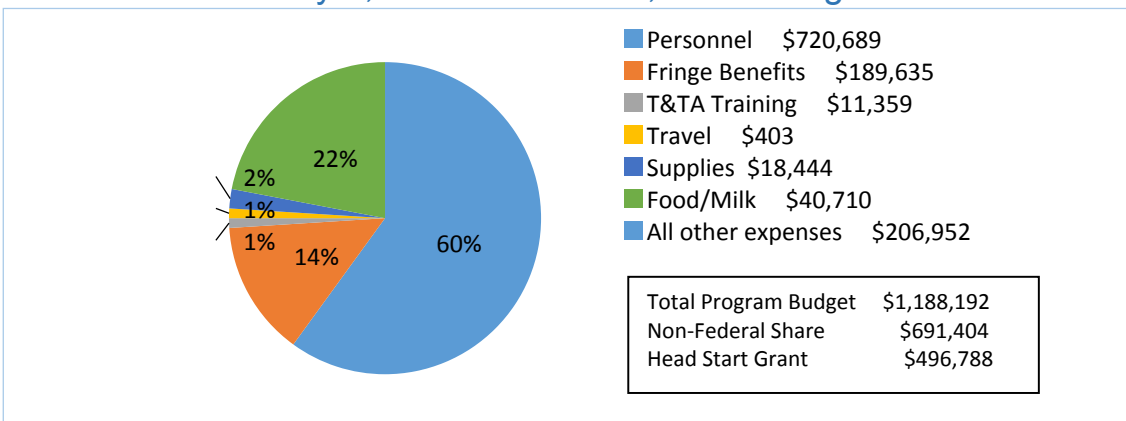
Percentage of Eligible Children Served

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, 2018 to June 30, 2019



July 1, 2018 to June 30, 2019 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.

~As of fiscal year 2018-2019, YFEHS had a 3 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 early childhood 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, desired by many.

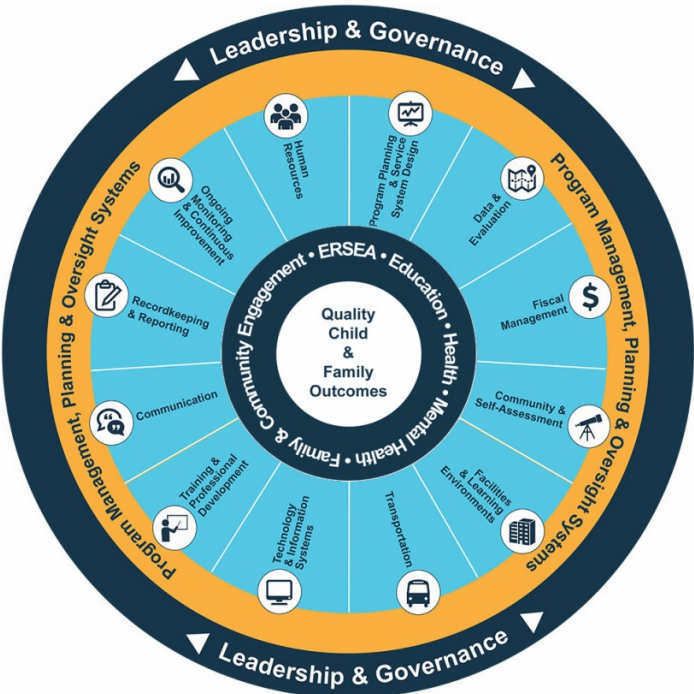
Leadership and Governance

Leadership and governance are the bases of effective management. They encompass and inform the twelve management systems. Head Start program leadership consists of three key entities: the governing body, 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.

The yellow circle outlines the scope of these systems consistent with the five-year project period. The systems support program management, planning, and well-developed oversight systems. This enables programs to comply, increase quality, and strive for excellence.

The segmented aqua blue ring outlines each of the individual management systems. All of these systems work together to inform and influence the program’s service delivery, represented in the inner blue circle. This includes Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA), Education, Health, Mental Health, Community Partnerships, and Family Engagement.

When innovative leadership, strong management systems, and well-designed services are working together, quality child and family outcomes are the result.





Parent Engagement

Parent engagement is a cornerstone of the Young Families Early Head Start, Inc. (YFEHS) program. Parents 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

Family Enrichments provide socialization, networking, and educational opportunities for program participants. YFEHS does not provide transportation services to children and families attending programs and events. YFEHS does offer assistance coordinating transportation needs with community resources.



Transition meetings are held for families whose children will be transitioning out of the program. At the fall meeting, a representative from the Billings Public Schools discusses issues impacting school success and provides information to parents to assure a smooth transition into the K-12 school system.

Individual family conferences are held in the spring to talk with families about the transition. This is an opportunity for parents to visit one-on-one with the Director of Operations about transition issues and concerns.

Each transitioning family receives a packet containing information about School Readiness and the rights and responsibilities of parents in the public school system.