




Young Families Early Head Start
Annual Report Fiscal Year 2022-2023





Let us begin by taking this opportunity to thank you, our most generous supporters, and friends, for making **2022-2023** a great year! What an honor it is to be part of the Young Families Early Head Start team! Young Families provides early, continuous, intensive, and comprehensive child development and family support services for low-income infants and toddlers and their families, including pregnant teens. Our exceptional team of educators provides safe and developmentally enriching caregiving which promotes the physical, cognitive, social, and emotional development of our children. Our staff also provide high-quality responsive services to families. This strength-based, relationship-centered approach encompasses the full range of a family's needs beginning in pregnancy. Research has shown that most of a child's potential for learning is established by age 3.

Young Families EHS continues to provide parent education, full-day childcare, prenatal education, parent and infant health tracking, and comprehensive case management to teen parents and prenatal parents, foster parents, homeless families, and families living below the federal poverty guidelines. We keep teen parents in school and give high-risk infants a healthy start for a better life.

We have so much more work to do! Our dedicated Board of Directors and staff of Young Families Early Head Start are committed to expanding our reach. We enthusiastically look to the coming year with confidence we will achieve our goals and continue to advance the mission of school readiness for our most treasured youngest learners.

Thank you for recognizing the importance of the work we do every day at Young Families Early Head Start. In the end, it is your support that helps us make a real difference in the lives of the children and families we serve.



Mission Statement

The mission of YFEHS is to assist and support teen parents and prenatal parents, foster parents, homeless families, and families living below the federal poverty guidelines. We support families' educational and career goals and the development of their parenting skills, while providing comprehensive, quality childcare for their infants and toddlers.

The Board of Directors and Policy Council share the responsibility of overseeing the delivery of high-quality services to children and families in accordance with Early Head Start regulations and policies.

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Board Liaison – Victoria Chavez

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Current Policy Council

YFEHS Parents~

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Community Representative~

- Benjamin Obenauer



Young Families Early Head Start

Young Families Early Head Start (YFEHS) has been providing quality childcare 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

Program Year 2022-2023 82% graduation rate
11 were scheduled to graduate or earn their GED or HiSet and 9 were successful. (6 high school diplomas and 2 HiSet Certificates).

Program Year 2021-2022 88% graduation rate
8 were scheduled to graduate or earn their GED or HiSet and 7 were successful. (6 high school diplomas and 1 HiSet Certificate).

Program Year 2020-2021 69% graduation rate (year of Covid)
16 were scheduled to graduate or earn their GED or HiSet 11 were successful. (10 high school diplomas and 1 HiSet Certificate).

Program Year 2019-2020 100% graduation rate
5 were scheduled to graduate or earn their GED or HiSet and 5 were successful.

Program Year 2018-2019 80% graduation rate
5 were scheduled to graduate or earn their GED or HiSet and 4 were successful.



Each year, the Family Development Specialist works with families to identify strengths and needs and then develop goals to help address those needs. Families complete a “Family Outcomes Matrix” three times per year to measure how they are doing in the areas of Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders.



Full Program Data

Total Program Capacity at any One Time:

| | |
|-------------------------|---|
| DPHHS Funded Enrollment | 32 children and families (birth to age 3) |
|-------------------------|---|

Enrollment Data (Served by Age)

| | |
|-----------------------|----|
| Under 1 Year | 9 |
| 1 Year Old | 10 |
| 2 Years Old | 14 |
| 3 Years Old | 6 |
| Total Birth through 3 | 39 |
| Pregnant Women | 2 |
| Total Enrollment | 41 |

Race: (# of Children/Pregnant Women)

| | |
|------------------------|----|
| American/Alaska Native | 5 |
| Black/African American | 2 |
| White | 26 |
| Bi-Racial/Multi-Racial | 8 |
| Asian | 0 |
| Unspecified | 1 |

Ethnicity: (# of Children/Pregnant Women)

| | |
|--------------------------------|----|
| Hispanic or Latino Origin | 8 |
| Non-Hispanic/Non-Latino Origin | 33 |

Primary Language Spoken in Home

| | |
|---------|----|
| English | 41 |
|---------|----|

Average Monthly Attendance: 94%

Monthly Average Number on Waiting List: 22

Children with/without Health Insurance

| | |
|--------------------------------------|----|
| Medicaid Enrolled Children &/or CHIP | 39 |
| Private Insurance | 0 |
| Other (example Military) | 0 |
| No Insurance | 0 |

Type of Eligibility: (# of Children/Pregnant Women)

| | |
|---|----|
| Income Below 100% of Federal Poverty Guidelines | 10 |
| Receipt of Public Assistance (such as TANF and SSI) | 14 |
| Status as Homeless | 12 |
| Over-Federal Poverty Guideline | 1 |
| Status as a Foster Child | 4 |

Full Program 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) | |
|---|----------|
| Under 1 Year Old | 15 (35%) |
| 1 Years Old | 15 (35%) |
| 2 Years Old | 13 (30%) |

| Total Early Head Start Enrolled | |
|---|----|
| Infants & Toddlers: Children Birth to 3 | 43 |
| Pregnant Women | 2 |



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

Percentage of Enrolled Children Receiving Medical Exams: 100%

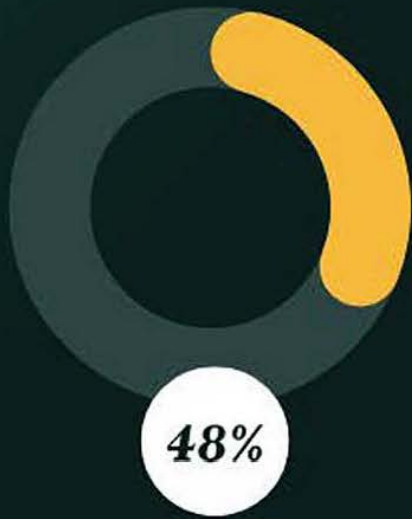
Percentage of Enrolled Children Receiving Dental Exams: 100%

Percentage of Eligible Children Served

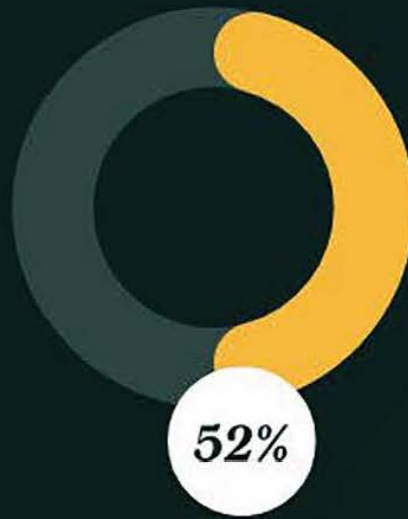
Young Families Early Head Start serves less than 1% of the total number of eligible Early Head Start pregnant women and children (birth to 3) living in Yellowstone County, Montana

Total Program Budget

July 1, 2024 - June 30, 2025



**Non-Federal
Share
\$579,154**

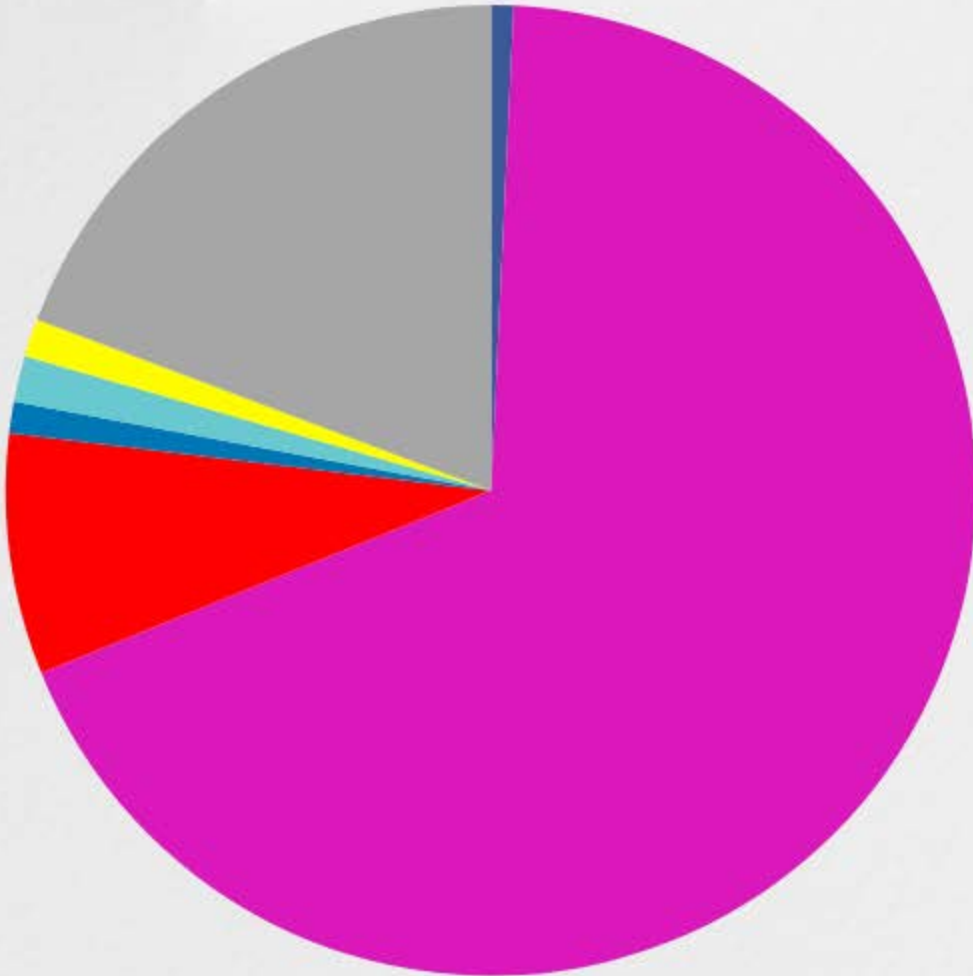


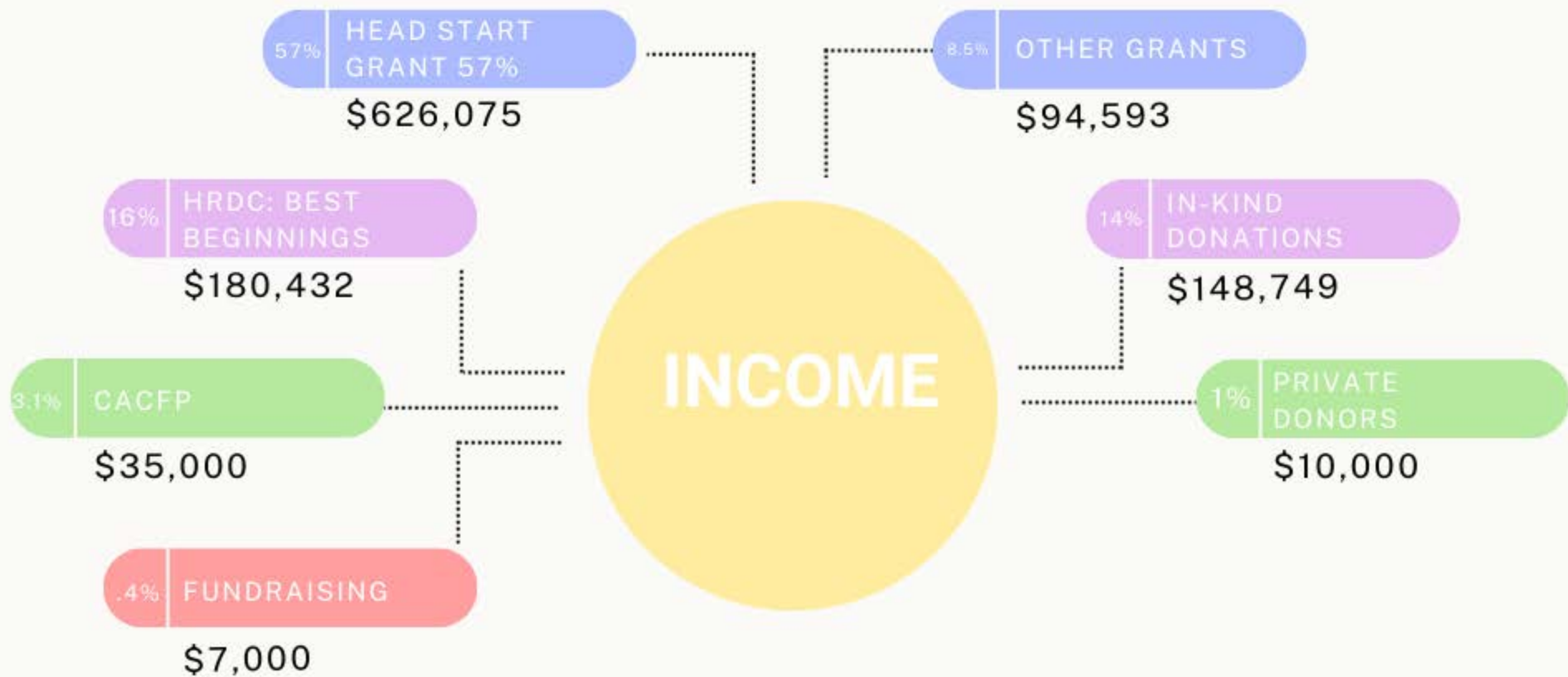
**Head Start
Grant
\$626,075**

**Total Program
Budget
\$1,205,229**

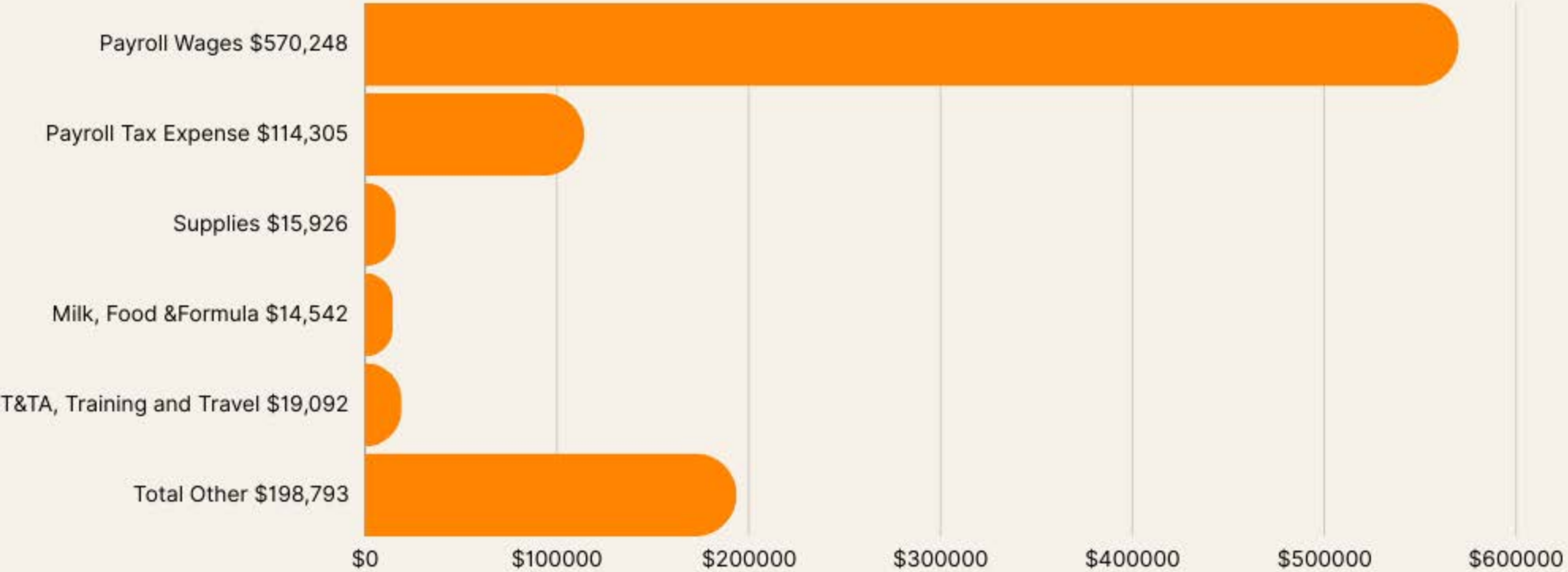
Budget for July 1, 2024 - June 30, 2025

- Travel \$9,000
- Personnel \$820,917
- Health Insurance/Retirement \$96,769
- T&TA Training \$12,564
- Supplies \$18,497
- Food, Milk & Formula \$15,269
- Others \$232,213





Expenses



Total Expenses: \$932,904

We have audited the accompanying financial statements of Young Families Early Head Start, which comprise the statement of financial position as of June 30, 2022, and 2021 and the related statements of activities and functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Young Families Early Head Start as of June 30, 2022 and 2021 and, the results of its operations, changes in net assets and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the

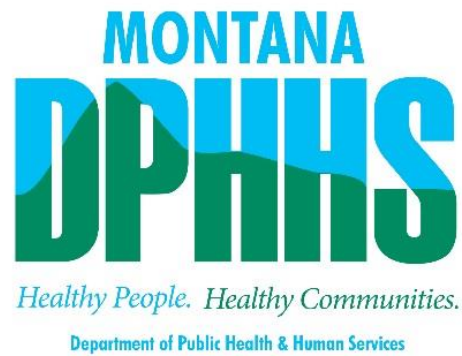
Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Young Families Early Head Start, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.





Best Beginnings STARS to Quality

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 mission of STARS is to support high quality early care and education programs for child care and education through a quality rating and improvement system that strengthens programs and practitioners with continuous improvement strategies and assists families to make informed decisions.

The vision of STARS is a quality rating improvement system to support early childhood education programs.

STARS has several components:

1. Workforce Development
2. Quality Rating and Improvement System (QRIS)
3. Infrastructure to administer the programs, provide training, coaching, and technical assistance, and to validate the STARS system.

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.

**~YFEHS has
sustained a 4
STAR rating since
2020~**

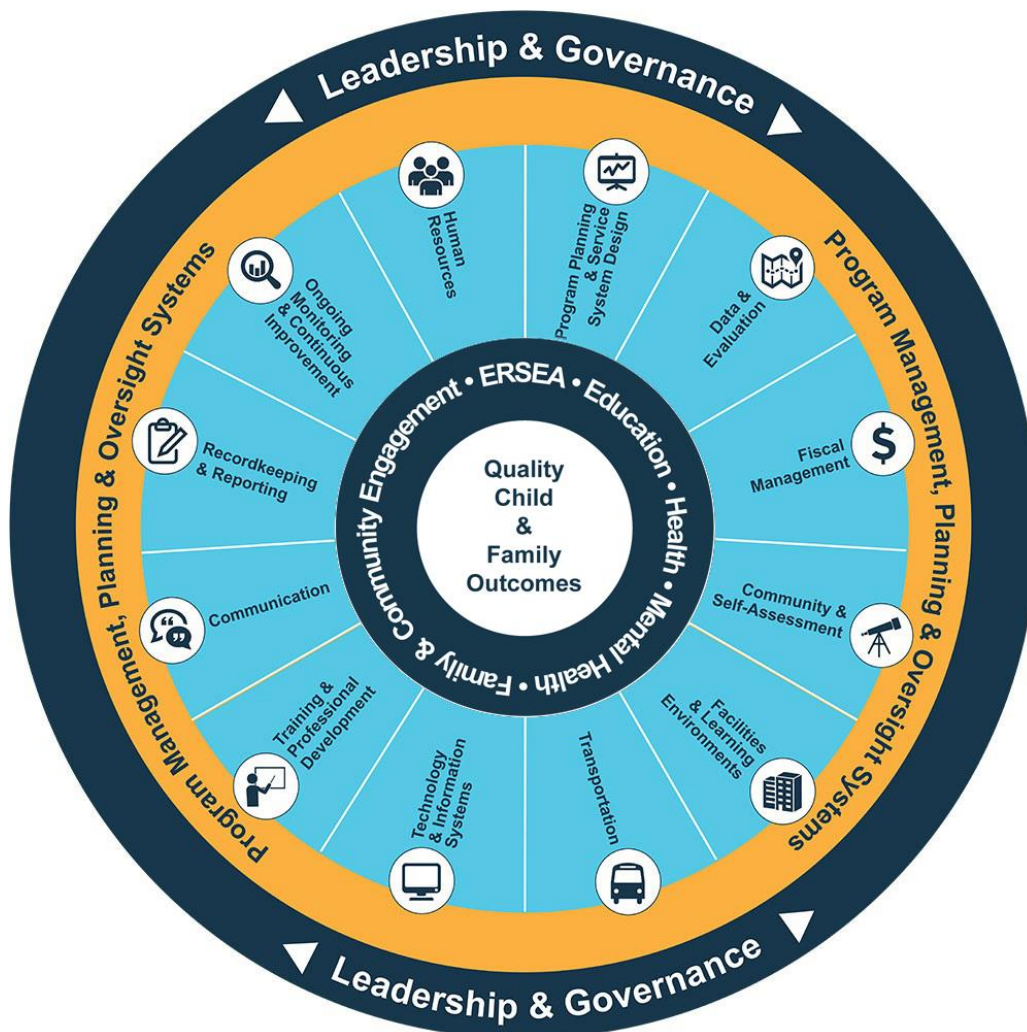
Leadership and Governance

Leadership and governance are the bases of effective management. They encompass and inform the twelve management systems. Early 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 and resources are provided to assist in the transition process.

Community Partners and Program Contributors

Angelas's Piazza
Advanced Therapy Clinic
Billings Clinic
Billings Job Service
Billings Public Library
Billings School District 2
Children's Clinic
EBMS
ECI
Eide Bailly LLP
HRDC
LEAF Pediatric Therapy
LIFTT
Love and SONshine
Montana State University
Nurse Family Partnership Planned Parenthood
Rimrock Pediatric Dentistry RiverStone Health
Stockman Bank
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United Way of Yellowstone County O.P. & E.O. Edwards Foundation WIC
YWCA

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