



**Youth & Family Services, Inc.**  
**Rapid City Head Start<sup>®</sup>**  
**Home-based Head Start<sup>®</sup>**  
**Rapid City, South Dakota**

# **Head Start Annual Report**

**July 2022 – June 2023**

## **YOUTH & FAMILY SERVICES' MISSION STATEMENT**

The mission of Youth & Family Services is to support children and their families in being capable, caring, and contributing members of the community.

## **HEAD START'S MISSION STATEMENT**

The mission of YFS Prenatal to Five Head Start is to enhance children's physical, social, emotional, and intellectual development; to support parents, both mothers and fathers, in fulfilling their parental roles; and to help parents move toward economic independence.

## **PROGRAMS OF YOUTH & FAMILY SERVICES, INC.**

- Child Development Center
- Home-Based Head Start
- Rapid City Head Start
- Counseling Center
- Family Support and Advocacy Services
- Girls Incorporated® of Rapid City
- Middle School Program
- Nutrition Services
- Western Prevention Resource Center

## **What We Do**

Youth & Family Services is a nonprofit organization that has been serving children and their families since 1965. What began as Girls Club of Rapid City has grown to encompass nine cohesive programs that offer education, meals and snacks, health advocacy and support, counseling services, fatherhood and parent enrichment education, and prevention education.

Over the past 58 years, YFS has grown to become one of the largest, most comprehensive youth development programs in western South Dakota. With about 175 employees, 33 board members, and a fleet of approximately 91 buses, cars, and vans, during the 2022-2023 program year, YFS operated programs at three main locations in the Rapid City area.

## **Who We Serve**

In Pennington County, 20 percent of children under the age of five years are members of families living below the poverty level. About half of the children served by YFS through center-based programming are of a racial minority, primarily American Indians.

Youth & Family Services offers comprehensive programs for everyone in the community. Many of its programs focus on at-risk youth and their families; however, the resources and services the agency provides are available to virtually everyone in the community. Although YFS is located in Rapid City, it provides outreach services to more than 14,000 children and their families in 30 counties throughout western South Dakota.

## **How We Are Funded**

YFS programs receive funding from a variety of sources including private donations, government grants and contracts, foundation grants, and fees for services. The agency operates

on an annual budget of approximately \$16 million. During the last year, 8.8 percent of the YFS budget went to administration, 2.4 percent went to fundraising, and the remaining 88.8 percent was allocated to programs for children and families. No Head Start funds are used for fundraising. YFS is continually in need of private donations and is grateful to its contributors.



## **Employment**

Youth & Family Services offers individuals the opportunity to exercise leadership skills while contributing to and impacting the families and children it serves. YFS affirmatively recruits, hires, trains, and promotes qualified persons into all job levels without regard to race, color, religion, origin, gender, and disability.

## **Community Needs Assessment**

The 2023 Community Assessment reflects trends in the community that were developed from demographic information, Head Start participant parent surveys, key informant interviews, and local and national media reports. According to the U.S. Census Bureau Report, North Rapid City is the area of greatest economic distress, with five federally qualified low-income census tracts that have poverty rates of 36.7%, 34.2%, 30.1%, 26%, and 25.4%. Several Title I schools are located in this part of Rapid City (U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates). Other counties in the service area have elevated needs primarily due to their rural nature and the lack of services and economic opportunity. Most of these counties and their small towns are medically underserved areas.

The following table shows an estimate of eligible children:

Estimate of Eligible Children by County						
County	2021 est. Population Ages 0-4 <sup>1</sup>	# of Pregnant Women Receiving WIC 2022 <sup>2</sup>	All Families w/ Children <6 <sup>1</sup>	Of Children <5, Those Below Poverty Past 12 Mos. <sup>1</sup>	Children 0-5 w/ Disabilities <sup>3</sup>	Estimated # of Eligible Participants <sup>4</sup>
Custer	332	13	13.8%	36.8%	19*	122
Fall River	316	16	24.1%	34.7%	*	76
Haakon	123	10	23.7%	33.3%	*	41
Jackson	279	20	16.5%	68.8%	*	192
Lawrence	1,032	36	20.9%	11.9%	22	123
Meade	1,543	50	23%	4.3%	22	66
Pennington	6,901	297	21.2%	20.1%	177	1,387
<b>TOTAL</b>	<b>10,526</b>	<b>442</b>	<b>-</b>	<b>-</b>	<b>240</b>	<b>2,007</b>

\*Suppressed data; <sup>1</sup>U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates; <sup>2</sup>South Dakota Office of Health Statistics; <sup>3</sup>SD Birth to Three Early Intervention County Data, SD Dept. of Education School Data;

<sup>4</sup>Estimate of eligible participants based on total number of children, ages 0-4, multiplied by percent in poverty.

YFS' Head Start and Early Head Start programs' enrollment numbers have increased but continue to stay lower since the return of programming after the pandemic. The numbers could be higher than reported, but staffing is a barrier. Staffing shortages are making it difficult for many child care facilities to accept new students and for some to even stay open. Public schools are experiencing the same quandary. Research shows that teacher and teacher assistance shortages are worsening in many states, and it is not a pandemic deviation. Instead, it seems to be part of a worrisome trend—teachers are leaving the classroom at higher rates and the pool of candidates is not big enough to replace them (Teacher shortages have gotten worse. Here's how schools are coping | *The Washington Post*).



In a Parent Satisfaction Survey filled out by parents or caregivers of YFS Head Start participants, a top barrier parents see in their communities for families with young children is not enough teachers, exacerbating the lack of availability in child care programming. One way schools and after school programs are managing the problem of filling vacant teacher positions is by hiring new applicants that lack college degrees or hiring teachers to teach in a different academic subject area than they studied. This adds to parents' concerns as students continue to produce lower tests scores than before the pandemic, and attendance and achievement rates struggle to rebound (Teacher shortages have gotten worse. Here's how schools are coping | *The Washington Post*).

But the shortage of employees isn't solitary to the education field. In 2022, employers ended up adding an unprecedented 4.5 million jobs. Concurrently, millions of Americans have left the



labor force since before the pandemic. There are 1.4 million fewer Americans participating in the labor force today compared to February of 2020. The U.S. Chamber surveyed unemployed workers who lost their jobs during the pandemic on what is keeping them from reentering the workforce. Twenty-seven percent indicated that the need to be home and care for children or other family members has made the return to work difficult or impossible. Twenty-eight percent indicated that they have been ill and their health has taken priority. Many Americans took an early retirement and no one has replaced their influence (Understanding America's Labor Shortage | U.S. Chamber of Commerce).



The lack of child care workers has made it difficult for families to afford child care and find facilities with open slots. Turnover of direct service workers is a major concern in many child care agencies. In some jurisdictions in the U.S., the child care worker turnover is as high as 90 percent per year (<https://childwelfare.gov/topics/management/workforce/>). A key informant shared most facilities have waiting lists for child care slots because of lack of staff. “Recruiting for staff has been difficult. But it isn’t just recruiting staff members, it is also retaining them. We find ourselves filling a position to only have it open again a few months later. We continue having to recruit for the same positions.” To attract and retain employees, agencies are examining what makes their organization worth working for. Some changes being made to traditional jobs include: 4-day work weeks, off-site work, better benefits, pay increases and signing bonuses, employee recognition and appreciation programs, offering more flexible work schedules, and creating a more welcoming, social work environment (Effective Employee Retention Strategies In 2023 | Forbes Advisor).

YFS staff stated many parents of children in the area have begun working in shifts so they do not need child care or they have another family member, primarily a grandparent, provide child care. Many parents work two or three part-time, low-wage jobs to provide food and housing for their

families. In a Parent Satisfaction Survey, one of the listed top barriers in the community related to early childhood education was limited full-day services. Many parents responded they do not have “typical” work hours and struggle to find child care to accommodate their work schedule. YFS Head Start offers full day, year-round programming an average of 240 days per year, with a variety of classroom schedules to meet the needs of working families. Classrooms for infants and toddlers are open eight-and-a half, nine, 10, or 11 hours per day. Preschool classrooms offer similar hours.

Another great need throughout the seven-county service area is mental health services. There are limited resources in the Rapid City community and fewer in the more rural counties. Children and youth who experience mental health issues, and young children (ages 0-6) have even fewer options than adults. Over the past 11 years, mental health centers have seen an increase in clients and in the complexity of trauma experiences youth present when entering the program. These experiences include community violence, school violence, disaster, sexual assault, and sexual maltreatment. To complicate the complexity and upsurge of clients, there is a decline in mental health providers, nationwide. The U.S. ratio of people to mental health providers is 350:1; South Dakota’s is 500:1 (<https://countyhealthrankings.org>).



Head Start staff commented on the lack of counseling facilities. “A lot of small towns have nothing. There are no mental health services provided. And in areas where there are, many clients do not have transportation to get there.” Despite limited resources, parents indicated in a Parent Satisfaction Survey that, through Head Start services, they have increased knowledge about mental health, mental wellness and social/emotional development (97%).

A community concern expressed by parents of Head Start children is food insecurity. One YFS Head Start staff member said one of the biggest needs she sees is for food. “The food stamp limit was raised, but it still is not enough,” she said. Another staff member stated that her clients have to regularly find and navigate community resources for food. With 13.6% of all children in South Dakota facing food insecurity, the state has the highest rate of food insecurity among children in all neighboring states: North Dakota (4.8%),

Minnesota (6.0%), Iowa (7.3%), Montana (8.5%), Nebraska (9.8%), and Wyoming (10.2%). Head Start staff work to ensure that the families of children they serve are finding the nutritional resources they need.

In the Parent Satisfaction Survey, parents also stated that housing is a top concern. One parent commented, “It is so expensive and there is a long waiting list for Section 8 housing assistance, and some people do not qualify.” Another parent responded, “There is a lot of crowding, prices are climbing, and I am concerned about safety.” Many want to move out of their current

situations, but struggle to do so. Being so close to the reservation, tribal members come to Rapid City, but it is difficult for them to find secure housing. A Head Start Coordinator said some housing complexes have a waiting list of up to 2,000 people.

## **What is Head Start?**

Head Start (for ages 3-5) and Early Head Start (for ages 0-3) are federally-funded child development programs that serve low-income children, prenatal to age five, and their families. The programs are primarily intended to increase the social competence of young children and the self-sufficiency of families, assist the healthy development of young children, and enhance each child's readiness to enter school. YFS recognizes the parent as the child's primary educator,



nurturer, and advocate. YFS has provided Head Start services in the Rapid City area since 1984. All Head Start and Early Head Start services are free of charge for participants who qualify. A fee may be charged for wrap-around childcare services.

Head Start programming is primarily intended for families who meet federal household income guidelines. Among the services offered are preschool education, developmental screenings, parent education, transportation, services for children with disabilities and their families, resources for family-oriented counseling, family literacy, alcohol and drug dependency prevention, family self-sufficiency, and health and dental screenings. All Head Start services are offered at no cost to the enrolled family. Applications are accepted year-round. Enrollment priority is given to income eligible families.

YFS provides Head Start and Early Head Start services through three separate program options, funded by two grants (main grant and EHS expansion grant). The program options and funded enrollment slots covered by the two grants are presented below:

- Center-Based Prenatal to Five Head Start
- Home-Based Prenatal to Five Head Start
- Full Day/Full Year Prenatal to Five Head Start (in partnership with the YFS Child Development Center)

## Funded Enrollment

<b>Early Head Start (main grant)</b>		<b>144</b>
Center-based program – 5 days per week (Full-day, full-year enrollment)	32	
Home-based program	112	
<b>Head Start (main grant)</b>		<b>395</b>
Center-based program – 5 days per week (Full-day, full-year enrollment)	160	
Center-based program – 4 days per week (Part-day enrollment)	170	
Home-based program	65	
<b>Early Head Start Expansion (EHS expansion grant)</b>		<b>48</b>
Center-based program – 5 days per week (Full-day, full year enrollment)	48	
<b>Total Funded Enrollment</b>		<b>587</b>

If fully enrolled, YFS Head Start serves an estimated 22 percent of the income-eligible children who reside in its service area. The latest Census data show 2,588 children, ages 0-4, living below poverty in the seven-county service area (no data for Haakon County). The cumulative number of children and pregnant women served in 2022-23 was 569. Federal regulations allow up to 10 percent over-income enrollment, and up to 35 percent enrollment in the 100-130% category. In specific communities designated as medically underserved, up to 50 percent may be enrolled as over-income. The following table presents the breakdown of income eligible, moderately over-income, and over-income participants relative to the federal poverty level (FPL).

## Income Guidelines

<b>June 2022</b>	<b>Early Head Start</b>	<b>Head Start</b>	<b>EHS Expansion</b>
Income Eligible ( $\leq 100\%$ FPL)	94%	86%	91%
Moderately Over-income (100-130% FPL)	2%	7%	4%
Over-income ( $>130\%$ FPL)	4%	7%	5%

## CLASS and Monitoring Review Results—

The Office of Head Start conducted a CLASS Video Pilot review from 11/16/2022 through 01/14/2023. The YFS Head Start program participated in that pilot project, which served as the required CLASS monitoring review for YFS. The scores received from the pilot project are presented in the table below, along with comparative results from the prior monitoring review and internal CLASS implementations:

## CLASS Score Comparison

	<b>Head Start Quality Threshold</b>	<b>Head Start Competitive Threshold</b>	<b>2016 YFS Monitoring Review</b>	<b>Fall 2018 YFS Scoring</b>	<b>Fall 2019 YFS Scoring</b>	<b>2022 Video Pilot Monitoring Review</b>
Emotional Support	6	5	6.1513	5.76	6.12	6.2885
Classroom Organization	6	5	5.9123	5.03	5.23	5.9487
Instructional Support	3	2.3	2.8333	2.72	2.72	3.5128



Internal CLASS scoring was interrupted in 2020 and 2021 due to COVID-related challenges. As evidenced by the 2022 CLASS monitoring review scores, YFS Head Start classroom staff are delivering quality classroom instruction and care. All scores have improved since 2016.

## **Parent Involvement**

Over the years, Head Start Programs have transitioned from a focus on having parent involvement to having parent and family engagement. In the past, parent involvement referred to parent participation in activities within the Head Start Program. It was an opportunity for parents to participate in activities in the classroom and/or at special events to support the relationship with their child. We still want parents and families to participate in Head Start events, but we also want parents and families to be a part of developing strong, goal-related relationships with staff and community members that will be beneficial not only to their individual child but to all the children and families in Head Start. Parent and family engagement has become a part of the work of all staff members and not just a few people, such as the Family Service Specialist



or the Family Development Specialist. It is not just a part of the services provided by Head Start programs, but is an integral part of the systems of Head Start. YFS Prenatal to Five Head Start works with families in becoming capable, caring, and contributing members of the community. It is the intention that through parent and family engagement with the program, families will develop stronger relationships with their child, a deeper foundation to family well-being, and a continued desire for on-going learning and development.

## **Program Goal Progress**

Program goals and objectives are designed to directly address program quality and school-readiness factors for children in the program. A presentation of the objectives and progress over the past year begins on page 10:

<b>Long Term Goals, Short Term Objectives, and Expected Outcomes</b>		
<b>Program Goal 1: Education</b> —YFS Prenatal to Five Head Start will coordinate with parents and public school personnel to achieve readiness of children, families, and school staff for the transition of Head Start children into kindergarten and the children’s continued academic success beyond kindergarten.		
<b>Measurable Objectives</b>	<b>Progress/Outcomes</b>	<b>Challenges</b>
<b>Objective A:</b> YFS will collaborate with Rapid City School leaders and program parents to clarify school readiness expectations. Year 1.	No specific progress made in Year 1, so objective continued to Year 2. RCAS’ new Director of Special Services agreed to be a member of the YFS HS Policy Council. She will be a key point of contact to discuss school readiness expectations in the 2021-2022 school year.	Turnover in school district administrative staff and programming disruptions, including COVID, hampered this effort, but we have established communication with new staff and are working with the district on timing for further conversations and implementation.
<b>Objective B:</b> YFS will develop a data sharing and analysis agreement with Rapid City Area Schools and will document the agreement in an updated MOU in Year 1. YFS will collect, analyze, and share data related to school readiness expectations to confirm program effectiveness at preparing children to transition into kindergarten each year.	Initial conversation occurred with the new Assistant Superintendent about existing YFS/RCAS partnerships, including data sharing for HS. RCAS’ new Director of Special Services agreed to be a YFS HS Policy Council member. Conversated with Director of Special Services about updates to MOU. She will be a key point of contact in the 2021-2022 school year to continue the established agreement for data sharing related to the preparedness of HS children for kindergarten. Will request data in October 2021.	Turnover in school district administrative staff and disruptions to programming, including COVID, hampered this effort, but we have established communication with new staff and are working with the district on timing for further conversations and implementation.
<b>Objective C:</b> YFS will gather feedback each year from kindergarten teachers and parents of children transitioning from Head Start to kindergarten in order to confirm readiness and ease of transition.	Formal effort on this objective is on hold. Parents provide feedback through- out the year and during home visits and conferences. <u>Parent surveys:</u> 98% felt that the program had prepared their child for his/her next step; 98% believed their child’s services were individualized to meet his/her strengths, needs, and interests; 100% stated that they were involved in individual goal planning for their child; 93% were satisfied overall with the curriculum.	Effort was disrupted largely due to COVID and program delivery modifications. We are prepared to continue and increase the conversation with kindergarten teachers as their availability and load stabilizes. The district’s priority, right now, is covering unfilled positions and for teachers who are out due to COVID.
<b>Objective D:</b> Parents of transitioning children will increase their participation and engagement in preparation opportunities for kindergarten transition each year.	This objective remained a challenge. Parent participation decreased due to COVID. We will continue to increase focus on this objective at the appropriate safe time. We will also review possible improvements in measuring and verifying this objective.	All kindergarten transition events were held virtually and had lower attendance than in non-COVID years. Kindergarten field trips were not held due to COVID restrictions.

### Long Term Goals, Short Term Objectives, and Expected Outcomes, cont.

**Program Goal 2: Staff Retention**—YFS Prenatal to Five Head Start will increase staff retention and build employee capacity.

Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective A:</b> YFS will establish employee retention committee to increase responsiveness to work conditions. Year 1: Survey staff. Year 2: Budget for identified improvements. Years 2-3: Implement changes.	The Year 1 Staff Survey was sent out to all Head Start staff. Staff in their first year of employment received the Year in Review Survey; staff who have been employed for over one year were given the Program in Review Survey; and staff who have been employed more than three years were given the Longevity Survey.	Due to staff turnover that includes the HR Dept., we have focused on stabilizing staffing. When this occurs, an employee retention committee will be established. Meanwhile, we plan to continue to survey our current staff and review and implement any identified program suggestions and improvements.
<b>Objective B:</b> YFS will implement Head Start Leadership Program to develop skills in staff and increase advancement opportunities. Year 1: Develop criteria. Years 2-4: Plan and implement. Years 4-5: Support continuation of growth.	Due to COVID hurdles, the Head Start Leadership Program implementation has been moved to fall of 2021.	Due to staffing turnover in our HR department, there may be a delay with completion of this goal. We have adjusted our timing according to the reasonable availability of the HR department to assist with the objective.

**Program Goal 3: ERSEA**—YFS Prenatal to Five Head Start will focus on serving income-eligible children and families in our program and will build wait lists.

Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective A:</b> YFS will strengthen existing relationships with community agencies and add at least one new relationship per year with entities serving the same population as YFS.	No new agencies added due to COVID.	During COVID-19 we had to rely on more phone contacts rather than in-person communications.
<b>Objective B:</b> YFS will enroll children prioritized as highest need in the most appropriate program option and make subsequent adjustments as needed. Years 1-5: Update selection criteria, if needed.	Updated the ERSEA Policy Prioritization form to include third year re-verification points; approved by Policy Council on 7/28/21.	
<b>Objective C:</b> YFS will increase recruitment efforts to build wait lists that will sustain yearlong enrollment requirements.	IT staff assisted by identified Recruitment Leads created and implemented a recruitment tracking system. Identified staff will submit monthly recruitment reports to Program Directors.	The tracking system has been created and staff are using it; due to COVID and current income guidelines, we remain challenged with building and maintaining a healthy waitlist. Staff will continue to participate in as many recruitment activities as possible.

Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective D:</b> Family Service staff will develop enrollment and attendance goals with willing families (FPA). Years 1-5: Identify families with attendance/retention concerns and establish goals.	ERSEA was updated to include universal terminology; Policy Council approved in January 2021 and the Board of Directors approved in February 2021.	
<b>Objective E:</b> YFS will ensure that up to 50% of enrolled children receive transportation services if needed. Year 1-5: Assess transportation needs.	RGHS continues working to fill bus driver positions. Quality improvement funds were used to increase drivers' starting pay in 2021, but this has had minimal impact, so far. As of late September, two driver positions have been open since mid-May.	Finding transportation staff and maintaining the one-hour bus limit are still challenges. We have increased the starting wage for drivers and continue to seek other ways to be competitive. We are also reviewing the disbursement of families around the service area to determine when/where bus route changes are appropriate.
<b>Objective F:</b> YFS will pursue a facility in the Box Elder area that allows for program expansion.	This objective was added in year 2 in response to community needs. Over the last year we investigated whether available buildings would work for an early care facility; discussed possible purchase of an existing preschool, but the owner chose not to retire and the facility would not have provided much expansion capacity; began talks with Douglas School District about possible partnership in construction of their planned new elementary school. HS funds possibly could be contributed to add three or four Head Start classrooms. The district is open to the idea.	
<b>Program Goal 4: Professional Development</b> —YFS Prenatal to Five Head Start will strengthen individualized coaching efforts to increase educators' knowledge and implementation of effective practices.		
Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective A:</b> Coaches will implement Practice Based Coaching. Year 1-2: Train with evaluation tools, assign caseloads. Year 2-5: Peer coaching.	Both center-based coaching positions came open during summer 2021. Hiring was put on hold in July 2021. Once we fill these positions, training and orientation will start. All coaches will receive training based on the area they coach: HS coach - Practice Based Coaching, ECERS, DECA, Creative Curriculum; EHS coach - ECERS, DECA, ASQ, and Creative Curriculum. All coaches' caseloads will need to be established.	Last year, due to COVID restrictions, support staff including coaches were not allowed in classrooms. Currently all coaching positions are vacant. Pro-gram/Site Coordinators assumed some coaching responsibilities and will continue to conduct most of the classroom observations and provide support to classroom staff.



Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective B:</b> Coaches will ensure staff are implementing curriculum to fidelity. Year 1: Establish curriculum implementation and support process and train staff. Year 2-5: Assess fidelity and provide feedback.	Program Directors identified the need to have and use a curriculum fidelity checklist for classrooms to ensure we are meeting this goal. We will attempt to implement this checklist for EHS by June 2021 and for HS September 2021.	Due to numerous open positions and COVID closures, we struggle to ensure consistency. Fidelity training was provided to Coordinators and the Fidelity Tool Checklist was completed in all open classrooms.
<b>Objective C:</b> YFS will evaluate the coaching program to identify strengths and weaknesses and ensure progress of teaching staff. Year 1: Develop evaluation system. Year 1-5: Track and monitor intensive and non-intensive coaching.	The ezHR coaching module is ready for use. Coaches will be able to track individual coachee's progress. We are able to track all meetings, observations, and goals within this system.	Currently all coach positions are vacant. When direct service staffing improves, support positions, such as the coaches, will be open and the hiring process will begin.
<b>Program Goal 5: Health and Safety</b> —YFS Prenatal to Five Head Start will continually evaluate health and safety practices to ensure children are safe at all times.		
Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective A:</b> YFS will ensure a safe environment for enrolled children and families. Year 1: Focus on consistency of design and implementation for health and safety checklists and face-to-name tracking. Year 2-5: Annual training plans.	We continue to use current tracking and modify if needed.	
<b>Objective B:</b> YFS will promote physical and nutritional health to address the growing number of over/underweight children, Year 1-5.	Twice a year, all Head Start children undergo height/weight assessments, which indicate a BMI to determine underweight and overweight. If a child is under- or overweight, health staff check for follow-up paperwork received from their medical home. If the child's records have no indication of follow-up, the health team contacts the parent/guardian to see if they would like to receive relevant information or resources and a referral to a contracted dietitian. Education staff ensure that intentional movement is conducted daily: half-day classrooms-30 minutes and full-day classrooms-60 minutes. Head Start meals provide one-third to two-thirds of the child's daily nutrition needs, depending on the length of program day the child attends. The high-nutrient meals conform to USDA requirements. Parent surveys: 98% of parents indicated they have increased knowledge about family and	Overweight/underweight issues are a sensitive topic for many parents/ guardians. Parents are reluctant to be referred to anyone about this issue. Usually the Health Services staff visit with parents, but sometimes it is necessary for a different staff member, with the appropriate rapport, to visit with the parent. Another challenge is keeping a dietitian on contract. The Rapid City Head Start Director is currently working to establish a contract with a dietitian.

	child nutrition and healthy food choices; 95% say they have increased knowledge about physical and oral health.	
Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective C:</b> YFS will develop its skills and resources and will collaborate with parents to address the growing frequency and severity of behavioral issues in children.	Due to systemic hiring challenges and the need to focus immediate attention on classroom staff coverage, hiring two Behavioral Specialists was paused for most of Year 2. We anticipate hiring one or both in fall 2021. In summer 2021, YFS' HS program was accepted into cohort one of the Pyramid Model implementation for HS programs, which will provide an official approach and set of skills for constructively addressing behavioral challenges. Due to the challenges of being understaffed and the amount of required training needed to implement the Pyramid Model within this cohort, YFS Head Start had to withdraw. We are hopeful to be able to participate in a different cohort when staffing stabilizes and we develop a plan to accomplish needed training requirements. <u>Parent surveys:</u> 95% say they have more knowledge about social/emotional development.	Due to being understaffed and the amount of training required for implementation of the Pyramid Model within this cohort, YFS Head Start withdrew from the cohort. We are hopeful to be able to attend a different cohort when we stabilize staffing and develop a plan to accomplish training requirements. Staff in the FDFY Head Start have completed 18 hours of Pyramid training, and the RCHS education staff will complete this training by the start of the 2022 program year.
<b>Program Goal 6: School Readiness</b> —YFS Prenatal to Five Head Start will deliver instructional programming to advance child outcomes related to the five domains of Early Learning Outcomes Framework (ELOF). Child data analysis will determine annual priority focus on one or more domains.		
Measurable Objectives	Progress/Outcomes	Challenges
<b>Objective A:</b> YFS will collect, analyze and report data related to the School Readiness goals established for the five domains of ELOF. Years 1-5: Data analysis will consider both individual child levels and higher aggregations.	Language and Literacy—51.43% (HS), 73% (EHS); Perceptual, motor and Physical—59.29% (HS), 60% (EHS); Social and Emotional—65.36% (HS), 80% (EHS); Approaches to Learning—73.93% (HS), 80% (EHS); and Cognition—58.21% (HS), 78% (EHS).	Remote services challenged completion of assessments. We attribute lower scores to COVID, remote learning loss, and decreased services for all options. Returning to a more normal mode of operation should address this challenge.
<b>Objective B:</b> YFS will determine, based on individual child needs, program-wide trends, and industry research, domains or sub-domains requiring specific focus to best achieve school readiness; Years 1-5. Collaboration with the local Grade Level Reading Initiative places initial priority on the language and literacy domain.	Programs reviewed program assessment reports quarterly. When children were identified as not meeting expectations, individual goals, classroom goals, or program-wide goals were set.	Program Directors learned that United Way's Local Grade Level Reading initiative is on hold due to COVID-19. Collaboration will continue once the local GLR initiative resumes. Meanwhile, we recognize the continued priority of the language and literacy domain and continue to address it through our program.

## Financial Audit

There were two findings in the financial audit for the YFS fiscal year ending June 30, 2022. One finding was related to a Head Start expenditure for a teaching curriculum subscription covering a 5-year period. Curriculum expenditures are allowable costs for Head Start, but five years of cost cannot be charged to one grant period. An adjustment was made to properly record the prepaid expense.

The second finding involved a child tested for eligibility who was being charged for reimbursement at a free rate of \$3.92 when the reimbursement for this child should have been at a paid rate of \$0.62. The cause of this error was a result of the child being formerly enrolled in the Head Start program and upon disenrollment, the child's status was not updated to a paid rate.

Financial Statements and an Independent Auditor's Report are publicly available through the YFS website.

## Contact Information

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## Monthly Enrollment for YFS Prenatal to Five Head Start

**Funded Enrollment Original Grant = 539 (395 HS and 144 EHS)**

**Funded Enrollment Early Head Start Expansion Grant = 48**

	Head Start	Early Head Start	Early Head Start Expansion
Total children served (cumulative)	358	145	56
Total families served (cumulative)	326	116	47
	End of Month Enrollment	End of Month Enrollment	End of Month Enrollment
July 2022	71	113	41
August 2022	429	152	48
September 2022	326	115	45
October 2022	304	115	42
November 2022	296	115	41
December 2022	295	152	40
January 2023	300	123	31
February 2023	299	119	24
March 2023	294	125	24
April 2023	296	119	24
May 2023	289	120	24
June 2023	285	120	24

### Average Monthly Enrollment

The average monthly enrollment for the main grant (HS and EHS) as a percentage of funded enrollment was 77.7%. The average monthly enrollment for the EHS Expansion grant as a

percentage of funded enrollment was 70.8%. For both grants combined, the average monthly enrollment as a percentage of funded enrollment was 74.25%.

#### Percentage of Eligible Children Served

Based on findings from the Needs Assessment, an estimated 2,007 eligible children resided in the service area. Head Start, Early Head Start, and Early Head Start Expansion programs served 559 (or about 28%) of those eligible children. Survey results typically demonstrate that parents seek both formal and informal options and opportunities for child care, which may include employer-sponsored facilities and private childcare centers in the area, care from family and friends, and unlicensed home day care.

#### **YFS Rapid City Head Start Program**

YFS Rapid City Prenatal to Five Head Start provides social competency and school readiness activities in a center-based preschool environment for children ages 3-5. YFS Head Start teachers work with children to develop their skills in the five educational domains established by the Office of Head Start as well as with individual goals for each child. Curriculum and activities are carefully designed to be fun and developmentally appropriate. All YFS Head Start teachers have four-year degrees in Early Childhood Education (ECE) or are enrolled in college coursework equivalent to an ECE degree. Rapid City Head Start utilizes both the double-session and extended day models. The double-session model typically provides two 3½ hour sessions (mornings and afternoons), four days a week, with each child attending either the morning or the afternoon session each day. The extended day model provides a 6½ hour session each day, five days per week, to each enrolled child. These two models fit the needs of different families.





A meal and a snack are offered during each session. Family Services Specialists support parents to increase family self-sufficiency, respond to individual crisis needs, and connect families to community/agency resources. Rapid City Head Start staff also assists as many families as possible who need transportation. Children participating in the 3 ½ hour and 6 ½ hour morning sessions receive one meal and snack.

### **YFS Home-Based Head Start Program**

YFS Home-Based Prenatal to Five Head Start utilizes the home-based service model. The program typically offers weekly home visits to infants, toddlers, and preschool children and their families in seven counties in western South Dakota: Custer, Fall River, Haakon, Jackson, Lawrence, Meade, and Pennington. These home visits last 90 minutes and during this time the Family Development Specialist works with the child and family on individualized child education goals, family goals, activities that will benefit the growth and development of children. (All Family Development Specialists have four-year degrees.)

Typically, twice-monthly socialization opportunities allow children to play and interact with other children their age, and parents have the opportunity to develop friendships with each other. Parent involvement is the strength of YFS Home-Based Head Start and parents are actively involved in their child's educational growth and attend 'socials' with their children.

Socializations give the children an opportunity to have social interaction time with children of similar ages while parents have the opportunity to develop friendships with each other. For these children in the 0-3 age range, the focus is on the numerous factors that affect brain development.

YFS Home-Based Prenatal to Five Head Start strives to offer developmental opportunities through a variety of activities including home visits, social activities, field trips, Parent Committees, and Policy Council. Parent Committees are conducted at each site and a report from each area is brought to Policy Council. The Parent Committee report contains local events and issues in the community. Parents are informed about current YFS job openings. Head Start socialization sites are located in Custer, Hot Springs, Kadoka, Rapid City, Spearfish, and Sturgis.

### **YFS Full Day/Full Year Head Start and Early Head Start**

Located at 120 E. Adams St. in Rapid City, S.D., YFS Child Development Center is licensed by the State of South Dakota. YFS Child Development Center preschool teachers possess four-year degrees in education, child development, or related fields. In addition, staff members are provided with annual child care training. The program is recognized for its quality programming and experienced, caring staff. YFS Child Development Center is open from 7:00 a.m. to 6:00 p.m., Monday through Friday, year-round. Nutritious meals and snacks are served at no additional fee.

YFS Head Start Center Locations:

- 410 E. Monroe St., Rapid City
- 421 Don Williams Dr., Box Elder, SD
- 120 E. Adams St., Rapid City



YFS Early Head Start Center Locations:

- 120 E. Adams St., Rapid City
- 410 E. Monroe St., Rapid City

## **Efforts to Prepare Children for Kindergarten**

Efforts to prepare children for kindergarten begin as soon as a child is enrolled in one of YFS' Head Start programs. Staff members, in partnership with the parents, review the child's health and nutrition history and complete the required developmental screening within the first 45 days of enrollment. YFS programs encourage parent participation in the screening process by using the DIAL-4 and the Age and Stages Questionnaires (ASQ-3) as its developmental screen, or the Devereux Early Childhood Assessment (DECA) as its behavioral screening instruments.

Throughout the program year, YFS' teaching staff implements the researched-based Creative Curriculum early childhood curriculum. This curriculum promotes school readiness in the areas of language and cognitive development, early reading and math skills, social/emotional development, physical development, science and technology, social studies and the arts, and approaches to learning. This curriculum is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation. The curriculum is aligned with the Head Start Early Learning Outcomes Framework. YFS' school readiness goals are also aligned with the SD Early Learning Guidelines.

The Creative Curriculum is linked to comprehensive, ongoing assessment with developmentally appropriate learning goals and measurable objectives. Our programs implement Teaching Strategies GOLD for on-going assessment of children's progress. This assessment is organized into four observation periods throughout the program year. At the end of each observation period, the teaching staff completes the assessment paperwork and shares progress reports with the parents during home visits or parent conferences. Staff and parents develop an individual Child Education Plan for each child that will facilitate individualized support and help develop the skills that will prepare the child to enter kindergarten. Teaching staff focus on building children's skills as defined by the Head Start Early Learning Outcomes Framework, especially in the five essential domains of school readiness: physical development, social/emotional development, approaches to learning, language and literacy, and cognition.

All of YFS' Head Start programs address the importance of promoting an effective transition from its programs to the local educational agency's kindergarten classes. The programs have a collaboration agreement with their local education agency (school) that outlines comprehensive transition policies and procedures that support the children transitioning from YFS Head Start to kindergarten. The teaching staff develops a transition packet that provides valuable information and insights about the child, which the parent can share with the school. The transition packet affords an opportunity for the YFS Head Start program, the schools, and the child's family to collaborate and facilitate a positive transition for every child into kindergarten.

## **Disabilities Services**

Youth & Family Services welcomes clients with disabilities and makes every reasonable effort to provide services for these individuals. Youth & Family Services involves a team of family members, staff and specialists in determining appropriate placement, services and the ability to provide such services. A minimum of 10 percent of the total enrollment slots are made available

to children with disabilities. Enrolling children with disabilities in the program is an enriching experience for the child as well as for the other children who learn to accept people who may be different from themselves.

Within 45 days of enrollment, all Head Start children are screened. If there is a concern, we can start the RtI (Response to Intervention) or refer for further evaluation. For children ages three to five, the local schools provide the evaluation. For children from birth to age three, evaluations are done by the Birth to 3, a program of South Dakota's Department of Education. If a determination of a disability is made, an IEP (Individualized Education Plan) or IFSP (Individualized Family Service Plan) is developed. Parents are involved in the entire process. Goals identified for children with disabilities need to be included in lesson plans as an area of focus for the child and parents.

### **Professional Development**

YFS Head Start has implemented the Practice Based Coaching model as a professional development component for education staff. Education staff complete a coaching needs assessment. Coaches complete required observations (ITERS and HOVRS for Early Head Start, ECERS and CLASS for Head Start), and track and analyze scores. To identify the level of coaching needed, Coaches complete a rubric that includes observation scores, supervisor input, self-identified needs, education/training and length of Head Start employment. All staff are placed on a specific coaching tier. Expert level coaching caseloads are identified based on highest need education staff. YFS has established a maximum caseload of 10-12 education staff receiving expert coaching. Coaches set goals and complete weekly observations for center-based education staff. Coaches meet with staff to provide feedback on the observation and any identified strategies the same week the observation is completed. All education staff can request an observation be completed by the coach. Results of the observation and strategies are shared with the staff member.

### **Fatherhood First**

Youth & Family Services (YFS) Fatherhood First's overall programming goal is to help Head Start and Early Head Start fathers establish positive relationships with their children and family members. Since its inception in 2001, the YFS Fatherhood First program has been leading the way in the field of fatherhood with a design and philosophy to engage fathers and father figures in empowering themselves, their children, and family members. The Fatherhood Specialist provides education services, case management services, and role modeling and mentoring to identified fathers and father figures. He provides training on the importance of fathers in a child's development. The Specialist establishes rapport, develops trust, and maintains effective relationships and boundaries with fathers and families. He may also transport clients as needed for appointments and case management. The Fatherhood First staff holds a four-year college degree.



## Family and Community Partnerships - Father Engagement

	HS	EHS	EHS Exp
a. Family assessment	130	29	11
b. Family goal setting	133	27	11
c. Involvement in child's Head start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	104	39	19
d. Head Start program governance, such as participation in the Policy Council or policy committees	0	0	0
e. Parenting education workshops	6	1	0

The Fatherhood First Specialist also provides in-house and community-based fatherhood education programming and consulting to staff, community partners, and businesses. The program developed resources for an online national Head Start fatherhood clearinghouse where Head Start agencies find field-tested resources and child development materials to assist them with engaging men, fathers, and family members. These materials have been a valuable resource to teachers and staff members employed in YFS Head Start and other program areas. Since COVID, and throughout the '22-'23 year, the Fatherhood Specialist position has gone unfilled. We continue efforts to fill the position.

## Percentage of Enrolled Children that Received Medical/Dental Exams and Disability Services

### Early Head Start at YFS:

#### Services to All Children (Based on Cumulative Enrollment) – 2022-2023 Performance Indicators

EHS	EHS Exp.	
94%	88%	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment
18%	23%	Children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)
100%	100%	Of these, the percentage (%) who have received early intervention services under IDEA
68%	84%	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year

#### Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (Based on Cumulative Enrollment) – 2022-2023 Performance Indicators

EHS		EHS Exp.		
Start of Enrollment	End of Enrollment	Start of Enrollment	End of Enrollment	
99%	99%	98%	100%	Percentage (%) of children with health insurance
99%	99%	93%	95%	Percentage (%) of children with a medical home



82%	86%	88%	96%	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt
72%	76%	84%	93%	Percentage (%) of children with a dental home

#### **Head Start at YFS:**

#### **Services to All Children (Based on Cumulative Enrollment) – 2022-2023 Performance Indicators**

100%	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment
83%	Percentage (%) of preschool children completing professional dental exams
88%	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment
23%	Percentage (%) of children with an IEP
99%	Of the children with an IEP, of these, the number who have received special education and related services
67%	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year

#### **Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (Based on Cumulative Enrollment) – 2022-2023 Performance Indicators**

Start of Enrollment	End of Enrollment	
99%	99%	Percentage (%) of children with health insurance
97%	99%	Percentage (%) of children with a medical home
86%	91%	Percentage (%) of children with up-to-date immunizations on all possible immunizations appropriate for their age
86%	96%	Percentage (%) of children with a dental home

### 2022-23 Head Start Enrollment by Ethnicity and Race

Hispanic or Latino	39	11%
Non-Hispanic or Non-Latino	318	89%
American Indian or Alaskan Native	120	34%
Asian	3	1%
Bi-Racial or Multi-Racial	63	17%
Black or African American	6	2%
Native Hawaiian or other Pacific Islander	1	0%
Unspecified	1	0%
White	164	46%
Total (Cumulative)	358	100%

41% Two Parent Families/50% One Parent Families

68% At least one parent employed, in job training, or in school (at end of enrollment)

4% Homeless Families

7% TANF Program (end of program year)

27% Families enrolled in WIC program (end of prog. year) (2022-23 PIR)

### 2022-23 Early Head Start Enrollment by Ethnicity and Race

Hispanic or Latino	11	7%
Non-Hispanic or Non-Latino	142	93%
American Indian or Alaskan Native	42	28%
Asian	2	1%
Bi-Racial or Multi-Racial	24	16%
Black or African American	3	2%
Native Hawaiian or other Pacific Islander	1	0%
Unspecified	2	1%
White	81	52%
Total (Cumulative)	155	100%

41% Two Parent Families/53% One Parent Families

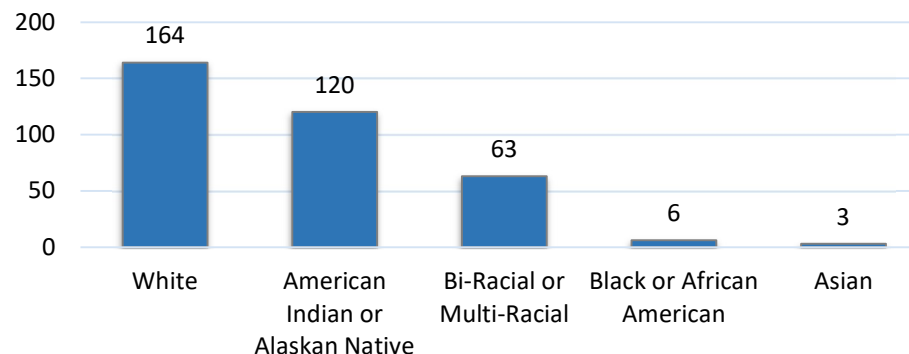
52% At least one parent employed, in job training, or in school (at end of enrollment)

5% Homeless Families

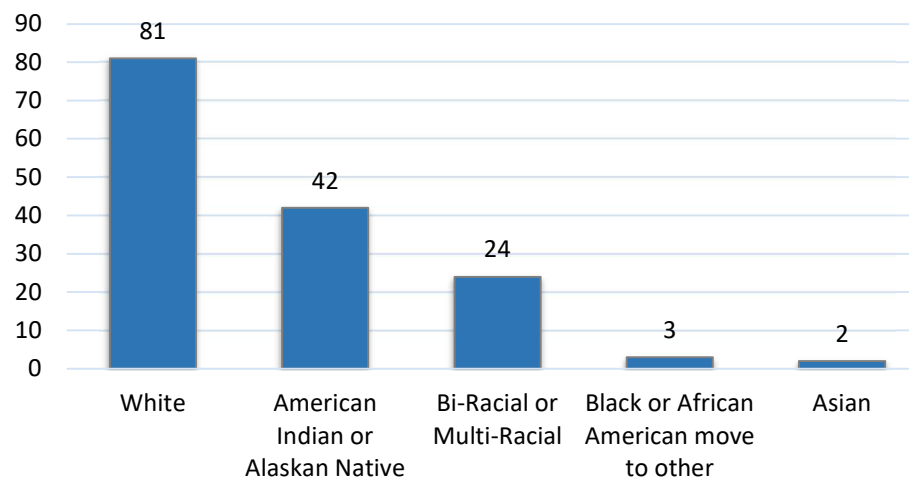
3% TANF Program (end of program year)

41% Families enrolled in WIC program (end of prog. year) (2022-23 PIR)

### 2022-23 Head Start Enrollment by Race



### 2022-23 Early Head Start Enrollment by Race



### 2022-23 Early Head Start Expansion Enrollment by Ethnicity and Race

Hispanic or Latino	5	9%
Non-Hispanic or Non-Latino	50	91%
American Indian or Alaskan Native	21	37%
Asian	0	0%
Black or African American	0	0%
Bi-Racial or Multi-Racial	15	27%
Native Hawaiian or other Pacific Islander	0	0%
Unspecified	1	2%
White	19	34%
Total (Cumulative)	56	100%

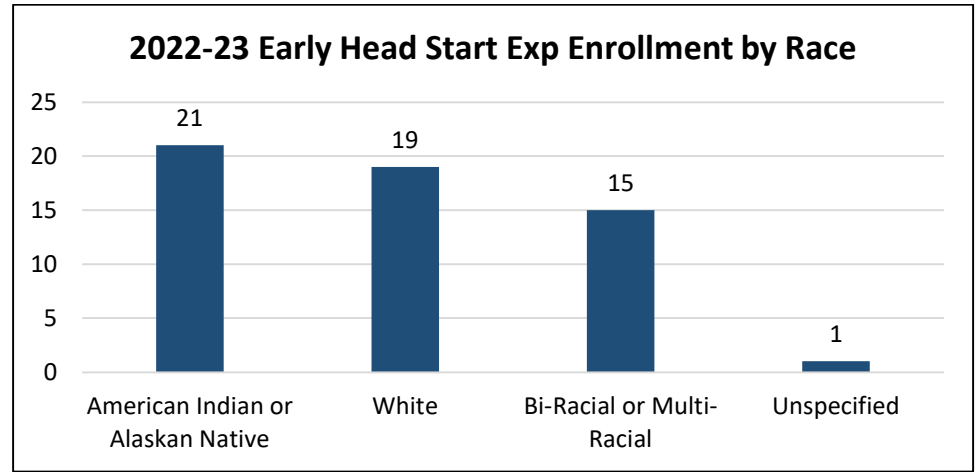
27% Two Parent Families/32% One Parent Families

79% At least one parent employed, in job training, or in school (at end of enrollment)

4% Homeless Families

9% TANF Program (end of program year)

48% Families enrolled in WIC program (end of prog. year) (2021-22 PIR)



**Grant Year 2022-2023 (March 1, 2022—February 28, 2023) Early Head Start/Head Start Funding Information (for Main grant)**

Stated funding includes COLA and QI award of \$181,606 and \$505,160 in carry over funds

Federal funds (PA25) Early Head Start Operational Funds	\$2,181,419	(PA25) Head Start Operational Funds	\$4,961,206
(PA21) EHS Training Funds	<u>48,514</u>	(PA20) HS Training Funds	<u>44,454</u>
Total Federal Funds	\$2,229,933	Total Federal Funds	\$5,005,660
Non-Federal Share (In-Kind)	<u>536,564</u>		<u>1,100,643</u>
Total Head Start Grant	EHS Total \$2,766,497	HS Total	\$6,106,303

Based on Operational Grant Funds, EHS avg. cost per child = **\$15,149**

HS avg. cost per child = **\$12,560**

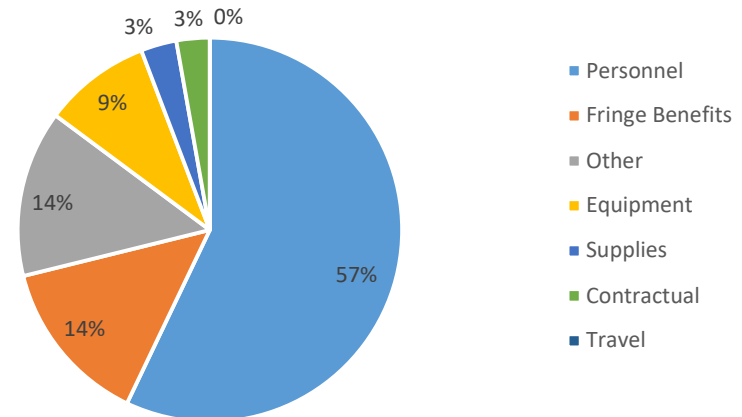
**USDA Reimbursements for EHS and HS Meals (March 2022-February 2023)**

EHS	\$5,327 (2,199 meals and snacks)
HS	\$205,585 (74,080 meals and snacks)

**Head Start Federal Funding 2022-2023**

Personnel	\$4,095,347
Fringe Benefits	\$1,001,614
Other	\$1,002,420
Equipment	\$634,473
Supplies	\$247,935
Contractual	\$228,457
Travel	<u>\$25,347</u>
Total	\$7,235,593

**Head Start Federal Funding 2022-23**



In accordance with regulations, less than 15% of the Head Start budget is used for administration costs. The total amount of public and private funds spent for the main grant program, including grant, in-kind, and USDA was \$9,083,712.

**12 Month (July 1, 2022—June 30, 2023) Early Head Start Expansion Funding Information (for EHS Expansion grant)**

Federal funds (PA 21)	EHS Training Funds	\$ 21,908
(PA 22)	EHS Expansion Operational Funds	<u>1,006,750</u>
(PA 22)	COLA and QI Funds (adds to operational)	<u>32,954</u>
Total Federal funds		\$1,061,612
Non-Federal share (In-Kind)		<u>257,165</u>
Total Head Start grant	EHS Expansion Total	\$1,318,777

Based on the Operational grant funds, the annual cost per child (funded slot) = **\$21,661**

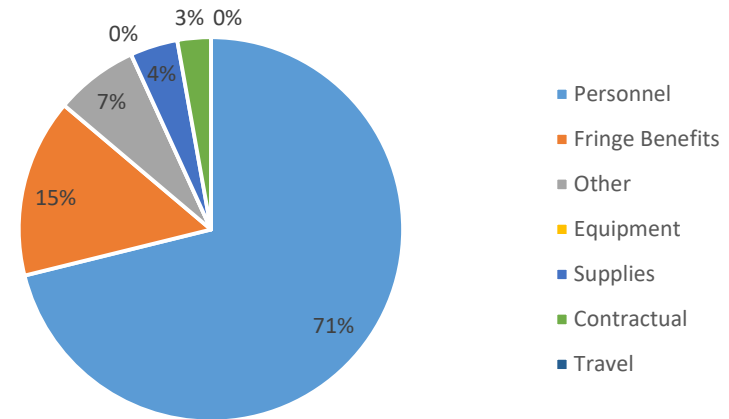
**USDA Reimbursements for EHS Expansion Meals (March 2022-February 2023)**

EHS Expansion \$40,577 (14,531 meals and snacks)

**Head Start Federal Funding 2021-2022**

Personnel	\$746,865
Fringe Benefits	\$158,726
Travel	\$6,688
Equipment	\$2,100
Supplies	\$42,100
Contractual	\$31,294
Construction	\$0
Other	\$73,839
Total	\$1,061,612

**Head Start Federal Funding 2022-2023**



**In accordance with regulations, less than 15% of the Head Start budget is used for administration costs. The total amount of public and private funds spent on the EHS Expansion program, including grant, in-kind, and USDA was \$1,359,354.**