



**Siouxland Family Center
Dakota City, Nebraska**

EARLY HEAD START

Annual Program Report
March 2011

Boys and Girls Home of Nebraska, Inc. operates the Siouxland Family Center Early Head Start program located in Dakota City and serving Dakota County, Nebraska.

Mission Statement

The mission of the agency is to improve the lives of children and families with a vision to be an innovative leader in revitalizing humanity by:

- ✚ Restoring hope
- ✚ Building stability
- ✚ Creating connectedness for children, families and communities

Program Description

The Early Head Start program provides both center-based and home-based options for the families it serves. Center-based families receive two parent-teacher conferences and two home visits per year. Families who choose the home-based option receive 90-minute weekly home visits with a Family Specialist and have an opportunity to participate in bi-monthly social events. Prenatal services are provided by our Health Specialist. Individual Family Development plans are offered to each family and include family goals and needed supports as identified.

The Early Head Start program's goals are to:

- 1) Assist children to reach their full potential and increase the likelihood of children's later school success
- 2) Enable parents to strengthen parenting skills that support children's development, learning, and access to services; and
- 3) Provide high quality services to the children and families services.

Characteristics of Children and Families Served

The enrollment capacity of the program was expanded in FY 2010-11 from 60 children and families to 72 children and families due to the receipt of ARRA funds. During the 2009-2010 program year (9/8/2009-8/31/2010), the Early Head Start served a total of 92 children, 20 pregnant women, and 84 families during the 2009-2010 program year. This higher number reflects families leaving or children aging-out of the program.

- ✚ 37% children were less than 1 year old
- ✚ 26% children were one year old
- ✚ 37% children were two year old
- ✚ 18% total enrollment of pregnant women
- ✚ 18% children served children with an IFSP
- ✚ 85% families served were below 100% federal poverty level
- ✚ 65% children and families were of Hispanic or Latino origin
- ✚ 44% families listed their prior language as English
- ✚ 100% average monthly enrollment totaling 60-72 children and families

Early Head Start Performance Indicators

Table 1: Federal Performance Indicators

	Indicators	Program	State	Region 7	National
1	Children up to date on a schedule of preventative and primary health care per the state's EPSDT schedule	97.73%	97.21%	93.40%	89.63%
2	Children diagnosed as needing medical treatment	1.16%	10.20%	10.19%	11.47%
3	Children receiving medical treatment	100.00%	100.00%	96.79%	93.91%
4	Children with health insurance at end of enrollment year	100.00%	97.46%	94.39%	96.17%
5	Children with a medical home at end of enrollment	100.00%	97.53%	96.06%	96.23%
6	Children with up-to-date immunizations or all possible immunizations to date	104.55%	99.49%	98.25%	97.57%
7	Children with a dental home at end of enrollment	100.00%	80.44%	73.68%	68.74%
11	Number of classroom children per classroom teaching staff (teachers and teaching assistants)	2.33	2.71	2.70	3.45
12	Average class size	9.33	7.05	7.27	7.56
18	Early Head Start classroom teachers that meet the degree/credential requirements of Section 645A.(h) that become effective 9/2010	85.0%	87.85%	74.14%	83.61%
19	Number of home-based option children per home-based visitor	12.00	6.32	8.01	9.29
20	Children enrolled less than 45-days	4.35%	6.59%	6.79%	5.39%
21	Children enrolled for multiple years	61.96%	36.79%	38.73%	32.06%
22	Over income enrollment	2.68%	2.72%	2.17%	3.24%
23	Children enrolled at 100-130% over income	7.61%	3.36%	2.78%	2.26%
25	Funded enrollment reported as children with an IFSP	18.06%	13.21%	13.47%	13.75%
27	Families who received family services	100.00%	91.06%	85.76%	81.44%
28	Staff that are Head Start or Early Head Start parents	18.75%	20.19%	17.55%	20.19%
29	Children and pregnant women who left the program and did not re-enroll	16.07%	27.35%	26.91%	21.63%

Note: Percentage (%) unless otherwise noted. Performance indicators applicable to Early Head Start only; therefore the numbers may not be sequence as only those indicators applicable to Early Head Start are noted above

Performance Outcomes

For the past several years the Early Head Start program has been independently reviewed and evaluated by the University of Nebraska Medical Center, Munroe-Meyer Institute. The results of the Annual Evaluation Report 2009-2010 revealed the following:

Literacy and Language

Child outcomes were measured using the Infant Toddler Literacy Assessment (ITLA; Jackson, Edwards, St. Clair, Marvin, 2004). This assessment relied on teachers' observations of whether or not a child in their care uses a certain skill (such as taking turns in social games or attending to books). Sections of review included Metalinguistics (routines, rhymes, and social games),

Print/Book Awareness, and Communication. A portion of EHS children (N=35) were assessed using the ITLA at both the beginning (pre) and end (post) of a three-month interval. Age at post test ranged from 5 to 35 months with the average being 24 months old. The majority of children made gains across all sections. Overall, results suggested that children are demonstrating improved language and literacy skills.

Table 2: Infant Toddler Literacy Assessment (ITLA) Average Scores (N=35)

Section	Total Possible	Pre Average	Post Average	Gain Score
Metalinguistics	25	13	15	+2 points
Print/Book Awareness	25	13	15	+2 points
Communication	30	13	14	+1 point
Total Score	80	39	45	+6 points

Teacher Interactions

The *Teacher Interaction and Language Rating Scale* (Girolametto, Weitzman, Greenberg, 2000) was used to evaluate teachers’ interactions at the same three-month interval as the ITLA’s were given to children. This evaluation reviewed qualities such as following the children’s lead in play, being face-to-face, encouraging turn taking, expanding, and extending ideas and questions and listening to children trying to communicate at any age. Scores range from 1 (almost never perform the specific task), 3 (sometimes perform the given task), 5 (frequently performs the task), to 7 (consistently performs task). Gains were identified in all areas except one.

Table 3: Teacher Interaction and Language Rating Scale

Indicators	Pre Average	Post Average	Gain Score
Wait & Listen	5.1	5.3	+0.2
Follow Children’s Lead	4.9	5.1	+0.2
Join in & Play	5.2	5.3	+0.1
Be Face to Face	5.3	5.7	+0.4
Variety of questions	5.0	5.2	+0.2
Encourage Turn-Taking	4.8	4.9	+0.1
Scan	5.1	5.2	+0.1
Imitate	5.3	5.5	+0.2
Uses a Variety of Labels	4.8	4.9	+0.1
Expand	4.6	4.7	+0.1
Extend	4.8	4.8	0

Quality Environment

The Infant/Toddler Environment Rating Scale (ITERS-R, Harms, Cryer, & Clifford, 2004) is an assessment based on a 7-point scale, designed to assess a variety of areas in the childcare environment. Indicators ranged from 1 (inadequate), 3 (minimal), 5 (good), 7 (excellent). The following average subscale scores were reflected by classroom.

Table 4: Infant/Toddler Environment Rating

	Space/ Furnishings	Personal Care	Language & Reasoning	Activities	Interaction	Program Structure	Adult Needs	Total Score
Toddler 1	6.4	5.0	7.0	6.4	7.0	7.0	7.0	6.47
Toddler 2	6.4	5.0	7.0	5.1	7.0	7.0	7.0	6.16
Crawler 1	6.4	5.5	7.0	6.4	7.0	7.0	7.0	6.54
Crawler 2	6.4	5.2	7.0	6.3	7.0	6.3	7.0	6.40
Center Overall	6.4	5.2	7.0	6.1	7.0	6.8	7.0	6.39

Total scores in all classrooms were rated very positively (ranging from 6.1 to 6.5), exceeding the state of Nebraska’s established standards for early childhood programs.

Parent involvement activities

Parents are provided opportunities to become involved in their child’s education/development by participating in a variety of activities offered throughout the year: parent meetings and training (nutrition, pedestrian safety, first aid, etc.); Policy Council, Health Advisory Committees and interviews for new employees (leadership); volunteer activities in the classrooms; and family activities such as helping to equip the new classroom, an outdoor classroom space, and bi-monthly socialization activities, to name a few.

Parents are an integral partner in developing goals for their children. EHS staff provides encouragement and support as parents foster the growth and development of their child. Parents are offered opportunities to enhance their parenting skills participate in the development of the program’s curriculum, receive materials/information to support literacy experiences and the importance of becoming active partners in their child’s medical, dental, mental wellness.

Efforts to prepare children for kindergarten

School readiness begins with Early Head Start by providing all children with a safe, nurturing, and secure learning environment in which children gain the awareness, skills and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects and responds to diversity. Experiences provided by qualified staff support the continuum of children’s growth and development, which includes physical, social, emotional and cognitive development of each child.

Additionally, the development of secure relationships for infants and toddlers is enhanced by providing a limited number of consistent teachers over an extended period of time. Children’s feelings of security and attachment influence all aspects of development, including the curiosity/confidence necessary to explore their environment; sensory/motor exploration; social/emotional growth; self-awareness and self-expression; communication; and large/fine motor development, all in the context of the individual family culture.

Results of recent review by Secretary and financial audit

The last onsite monitoring review conducted by the Administration for Children and Families (ACF) occurred November 2010 and indicated four areas of improvement upon exiting with the final report yet to be received. These areas included:

- Parent representative not listed on current Governing Board Roster
- Lack of time study for staff filling dual roles
- Classroom teacher did not meet the minimum CDA requirement
- Home Visitor did not meet experience/educational requirements for position

In all four areas, the Early Head Start program immediately made the necessary modifications and/or additional training opportunities. CDA requirement upon hiring remains a challenge for the program. Staff remains cognizant of its responsibility to maintain full-compliance with ongoing strategies continuing to strengthen the program.

Annually, the agency is audited. For the past several years, the Early Head Start program has been chosen for the single audit. The past reviews have revealed no outstanding or insufficient findings and remains compliant with fiscal monitoring requirements.

Financial Information

The Early Head Start budget period begins November 1 and extends through October 31. The second year of ARRA Expansion funds began September 30, 2010 and ends September 29, 2011. A summary of funds received is offered in the following table.

Table 5: Federal Fund Overview

Federal Funds Budget	FY 2010-2011 Continuation	FY2010-2011 ARRA Expansion Year 2
Award Number	07CH7039/09	07SA7039/02
1. Personnel	480,048	90,690
2. Tax/Fringe Benefits	217,384	42,786
3. Travel	6,902	0
4. Equipment	0	0
5. Supplies	30,576	5,588
6. Contractual	52,354	1,540
7. Construction	0	0
8. Other	61,331	8,994
TOTAL	848,595	149,598
Federal Funds	848,595	149,598
In-Kind/Matching Funds	212,149	0
Total	1,060,744	149,598