

TREC – Badlands Head Start: Annual Report

2016



CONTENTS

Executive Summary	1
Welcome.....	1
TREC’s Vision Statement.....	2
Enhancing Rural Communities.....	2
TREC’s Mission Statement	2
Purposes of TREC	2
Badlands Head Start: Prenatal to Five Mission.....	2
Funding Sources – Public and Private.....	3
Budgetary Expenditures and Proposed budget.....	3
Enrollment – Children and families served by TREC – BHS.....	6
Fiscal Audit and Recent Monitoring	6
Fiscal Audit.....	6
Recent Monitoring.....	6
Addressing Findings.....	7
CLASS Scoring for Instructional Staff	7
Child Health – Medical and Dental Examinations.....	8
Engagement – Parent and Family Involvement.....	8
School Readiness – Preparing Children and Families for Kindergarten.....	9
Staff Qualifications	9
5 Year and School Readiness Goals	11
Supporting Data.....	12

EXECUTIVE SUMMARY

The 2016-17 program year showed serious growth for the TREC – BHS program. In the second year of our 5 year grant cycle, we made steady progress on the goals we set that ultimately impact the well-being of children and families in our program. We also implemented new performance standards to align with Federal guidelines. In turn, our agency hopes to remain grassroots and autonomous while still providing high quality services to children and families in Western, South Dakota.

During the 2016-17 program year, TREC – BHS did not receive a monitoring visit. However, the agency has been preparing to receive a comprehensive monitoring visit, complete with CLASS, in the 2017-18 program year. We believe our focused professional development, system changes, and cultural/environmental shifts put us in a position to show strongly during the upcoming monitoring visit in the new program year. The last fiscal monitoring (yearly single audit) proved once again that TREC possesses sound fiscal systems and internal controls. Our agency did not incur any findings.

TREC – BHS continues to work towards providing the best possible comprehensive services for children and families within our service region. Training, professional development, and our home-based curriculum saw sweeping changes in the past year. In terms of curriculum, TREC – BHS transitioned our home-based model to the Parents As Teachers (PAT) curriculum. This is a sea change of sorts and puts our home visitors in a position to provide families with cutting-edge information to teach their children. In addition, professional development is seeing the addition of coaching and a fully-integrated professional development system that focuses on reflective supervision and collaboration. Last, TREC strengthened our staffing by adding another Area Services Manager to the Butte County area. This will aid in creating a culture of trust and a stronger team in our Belle Fourche Center.

As of November, 2016, TREC has been working diligently to implement revised performance standards from the Office of Head Start (OHS). The new standards allow our agency to take a revised approach to services and enjoy a little more autonomy in the manner we meet standards and deliver services to children and families – while keeping quality at the forefront of our model.

The latest Community Assessments evidences that there are still community needs in the areas we are currently serving. Although some centers of population have seen less growth, the rural nature of our program indicates that regardless of income, Head Start is a main option for families in some communities. We continue to provide Western South Dakota with strong comprehensive services for children and families residing within our approved service area.

If you have any questions regarding TREC – Badlands Head Start: Prenatal to Five, please feel free to contact members of the Board of Directors.

“Honoring and empowering children, families, staff and rural communities.”

On Behalf of the TREC Board of Directors,

Marcus A. Bevier
TREC – Executive Director

WELCOME

All Head Start funded grantees are required to produce and disseminate an annual report to the public. The annual report contains a number of both operational and fiscal elements meant to communicate summary data to the public. The following report is designed to fulfill this Head Start requirement for the 2015 fiscal year.

Technology for the Rural Enhancement of Communities (TREC) is a 501(c)(3) not-for-profit corporation formed under the laws of South Dakota. TREC is also approved by the Internal Revenue Service as a charitable organization. As can be noted by the following, TREC has the capacity to serve rural West River South Dakota communities in numerous ways depending on the needs of the community and its members.

TREC'S VISION STATEMENT

ENHANCING RURAL COMMUNITIES

This vision views TREC as striving to enhance rural, West River South Dakota communities, through working with each community's members to build on the existing strengths of that rural area and the residents in order to better meet the needs of the community.

TREC'S MISSION STATEMENT

TREC works in partnership with the residents of rural, western South Dakota and is committed to providing quality services as well as access to community resources through responding to the evolving needs of rural communities with Head Start: Prenatal to 5 services, early childhood education, health and wellness programming, parent education and other needed community programs.

PURPOSES OF TREC

The purposes of TREC as stated in its corporate by-laws are as follows:

- Assure the successful emotional, social, physical, cognitive and self-esteem growth of children from prenatal to five.
- Provide children with safe and supportive learning environments.
- Strengthen parent skills, bonding and involvement.
- Strengthen the family.
- Collaborate with and strengthen local communities.
- Utilize technology to carry out TREC's purposes.
- Function solely as a charitable organization that promotes the well-being of families and communities.

BADLANDS HEAD START: PRENATAL TO FIVE MISSION

“To honor and empower children, families, staff and rural communities.”

During Fiscal Year 2016, Badlands Head Start: Prenatal to Five programs were the only programs for which TREC functioned as the grantee body. TREC’s Board of Directors assumes legal and fiscal responsibility for oversight of TREC’s programs and funding.

FUNDING SOURCES – PUBLIC AND PRIVATE

TREC – BHS only receives Federal funding from the Department of Health and Human Services in order to conduct program operations. TREC – BHS is primarily supported through a Head Start and Early Head Start grant. Within those grants, additional monies are built in to support professional development, training, and technical assistance. Federal dollars are supplemented by parents, Policy Council, and Governing Board members volunteering time in order to aid with program operations. The data below provide a picture of the proposed budget for the 2017 Fiscal Year as well as actual expenditures during the fiscal year prior.

In addition to Federal dollars from the Head Start and Early Head Start grants, TREC – BHS receives meal reimbursements from the Child and Adult Care Food Program (CACFP). Approximately \$30,000 are reimbursed for to the TREC – BHS program as a result of its participation in the Child and Adult Care Food Program (CACFP). TREC – BHS also budgets monies in the grant application for the cost of food and snacks where CACFP reimbursement falls short.

BUDGETARY EXPENDITURES AND PROPOSED BUDGET

Each year TREC – BHS develops a budget that coincides with the current needs of the program. Because the funding amounts from the Department of Health and Human Services are based on funded enrollment and rarely change, the budget remains relatively constant with few changes. Often times, changes to the budget are made based on program direction and focal points in terms of services delivered.

Below is a brief synopsis of TREC – BHS’ expenditures during the 2016 Fiscal Year.

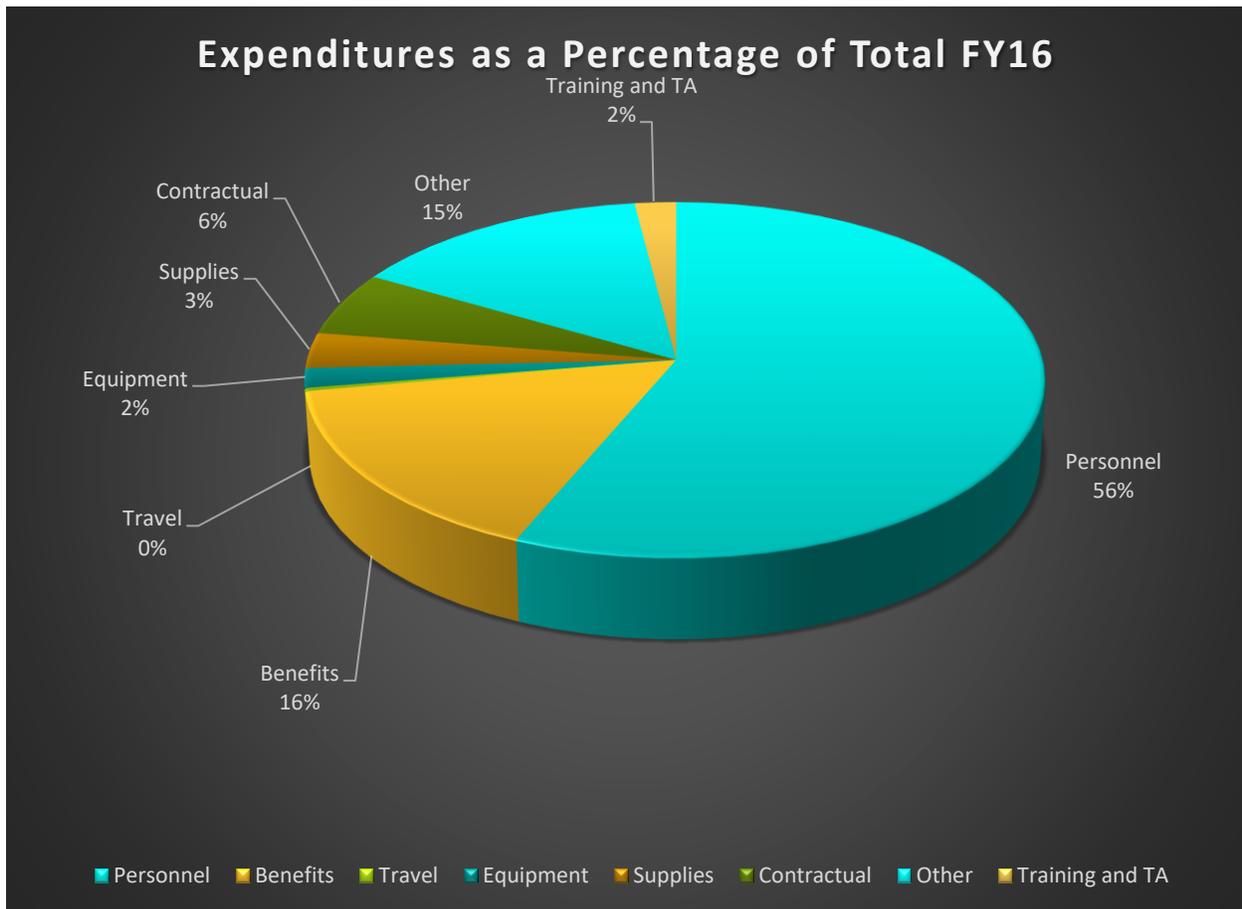
Statement of Activities: Head Start/Early Head Start – Fiscal Year 2016			
Object Class Category	Year to Date Spent	Budgeted Amount	Percentage of Budget Spent
Personnel	\$ 865,819.00	\$ 947,486.00	91.38%
Fringe Benefits	\$ 239,669.00	\$ 266,015.00	90.10%
Travel Staff Out of Town	\$ 1,007.00	\$ 4,760.00	21.16%
Equipment	\$ 26,469.00	\$ 30,000.00	88.23%
Supplies	\$ 68,285.00	\$ 54,168.00	126.06%
Contractual	\$ 93,395.00	\$ 98,135.00	95.17%
Other	\$ 231,641.00	\$ 246,351.00	94.03%
Training and TA	\$ 53,908.00	\$ 33,742.00	159.77%

Totals¹

\$ 1,580,193.00

\$ 1,680,657.00

94.02%



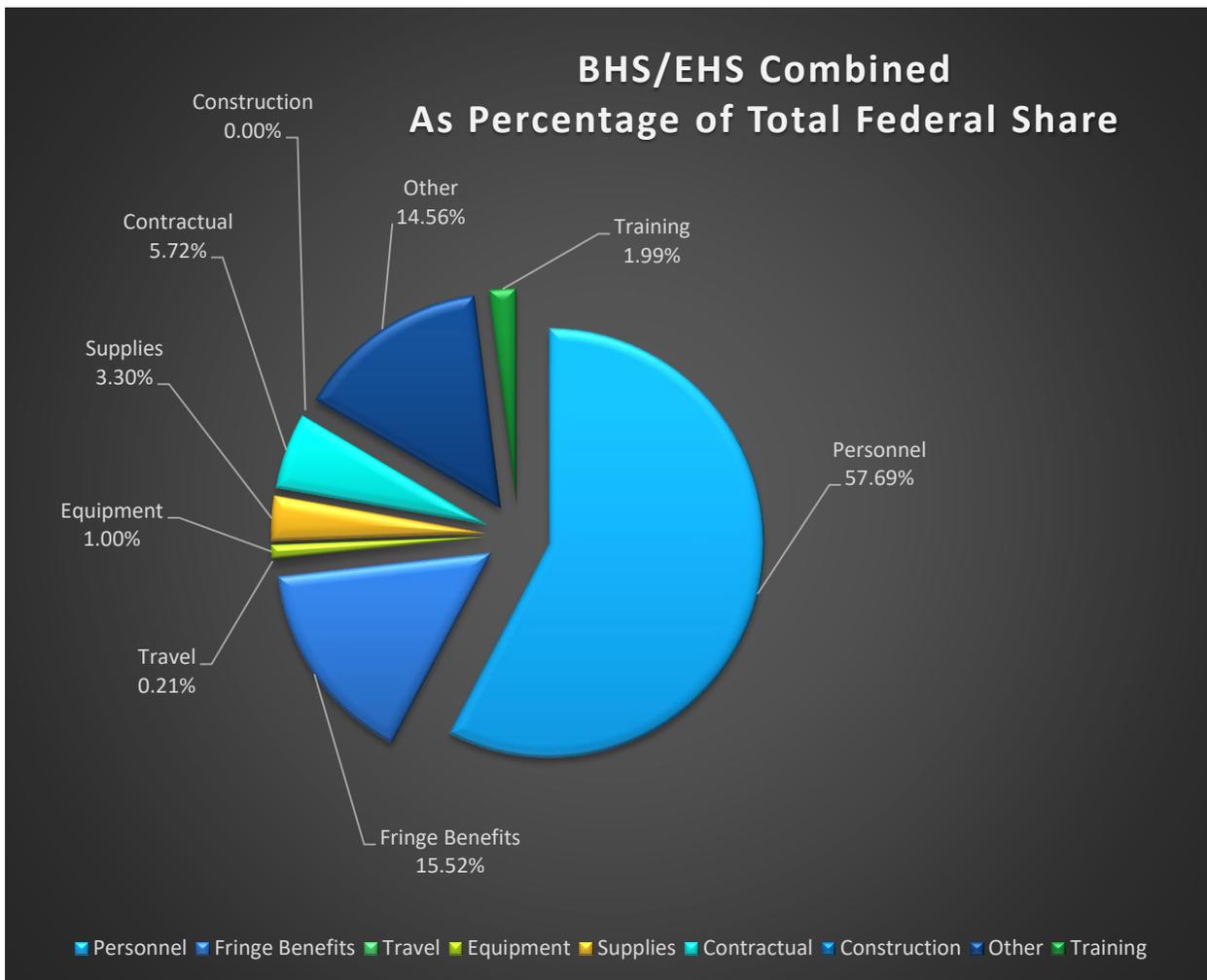
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As one can see, the organization spent nearly all available funds during the 2014 fiscal year. TREC – BHS has continued to maintain sound financial practices and ensure our budget situation is always managed with care.

The table below illustrates the proposed budget and accompanying expenditures for the 2017 – 18 program year. This spans parts of the FY17 and 18 fiscal years. One will note when analyzing the chart that, as per recommendation, the agency applied a 1% Cost Of Living Adjustment (COLA) to the Personnel and Benefits categories. These object classes encompass approximately 70% of the budget for both Head Start and Early Head Start. In addition, TREC has taken careful steps in approaching the other object classes to ensure that funds are expended to benefit the children and families in our program. This focus is clear from the financial data present in the chart.

¹ Figures in the table and chart are actual expenditures to the end of the 16-17 grant year. Currently, all funds have been obligated and the annual report will be updated accordingly to reflect full expenditures.

Object Class Category	Head Start	Early Head Start	Program Totals
Personnel	\$548,979	\$430,086	\$979,066.20
Benefits	\$142,916	\$120,549	263,466.20
Travel	\$1,755	\$1,755	3,510.00
Equipment	\$0.00	\$17,000	17,000.00
Supplies	\$28,700	\$27,358	56,058.65
Contractual	\$55,700	\$41,450	97,150.00
Construction	\$0	\$0	0.00
Other	\$139,599	\$107,536	247,135.95
Training	\$16,716	\$17,026	33,742.00
Total Federal Share	\$934,367	\$762,762	\$1,697,129.00
Total Non-Federal Share	\$233,591	\$190,690	424,282
TOTAL GRANT	\$1,167,958	\$953,452	\$2,121,411



ENROLLMENT – CHILDREN AND FAMILIES SERVED BY TREC – BHS

During the 2016-17 program year, TREC – BHS was eligible to serve 103 children in its Center and Home-Based options for children who are Head Start age (e.g., 3 – 5 years old). As it relates to Early Head Start Children (e.g., 0 – 3 years old), TREC serves 64 children in a Home-Based setting each program year. The tables below illustrate the average number of students as a percentage of funded enrollment slots.

Annual Enrollment Figures					
Program	Minimum Enrollment	Maximum Enrollment	Average Enrollment	Funded Enrollment	Avg. % of Funded Enrollment
Head Start	95	103	100.44	103	97%
Early Head Start	54	64	63	64	98%

As one can see from the table above, TREC – BHS Head Start and Early Head Start were nearly fully enrolled throughout the 16-17 program year. The program has made great strides in the last 2 years in terms of securing full enrollment. While we are not there yet, all indications are that the agency is making strides and implementing the right tactics to achieve our goal of 100% enrollment. Although these are significant improvements, TREC strives to be at 100% of funded enrollment and maintain a waiting list for children in the program. This can be challenging at times with smaller populations and income-driven requirements.

FISCAL AUDIT AND RECENT MONITORING

Head Start Regulations (e.g., Performance Standards and Head Start Act) dictate that programs delivering services must meet certain requirements in order to stay operational. TREC – BHS is not excluded from these regulations. Two such requirements are Aligned Monitoring review(s) and an annual fiscal audit consistent with requirements found in the Office of Management and Budget’s circular schedule, now referred to as the Uniform Guidance (UG). In this section of the annual report, we shall provide an overview of our results from the most recent monitoring visit and our independent fiscal audit.

FISCAL AUDIT

TREC – BHS held its annual audit for FY16 in May, 2017, and once again the audit yielded no findings on the program or financial side of TREC’s operations. Financial monitoring was conducted using the standards dictated by the Uniform Guidance (UG) and Compliance Supplement (CS). TREC staff take great pride in having a clean financial house.

RECENT MONITORING

As mentioned above, Head Start grantees are monitored at in a fashion to show the program is adhering to standards and achieving the outcomes and goals they set for themselves. Below, we discuss the results and findings from the most recent monitoring event, which was done in a fashion that is no

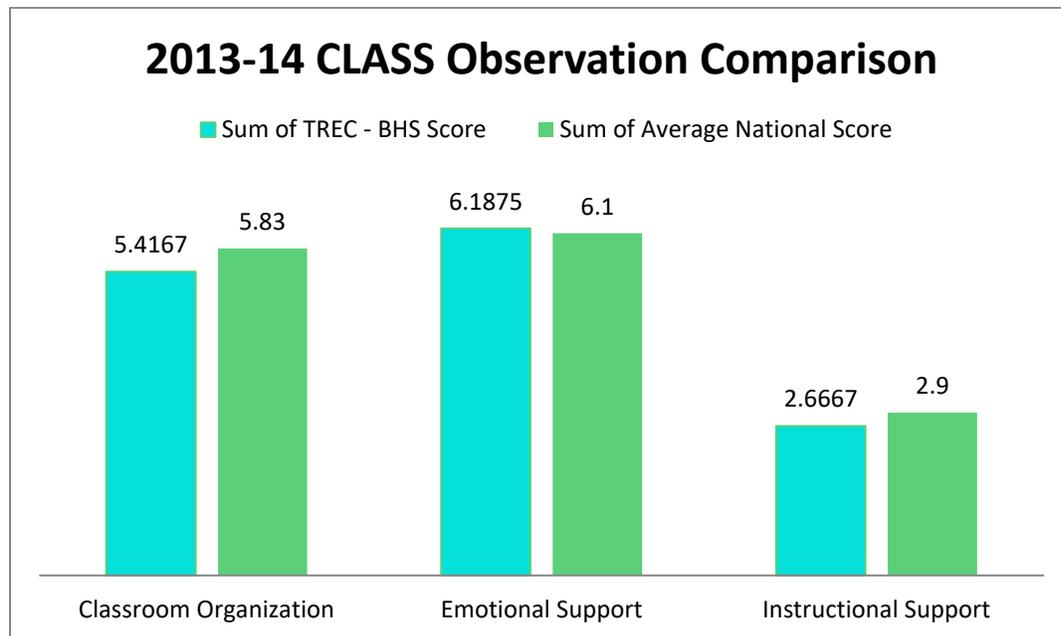
longer employed by the Office of Head Start (OHS) or its monitoring team. The most recent monitoring visit occurred during the 2013 – 2014 program year. While TREC – BHS was allowed to continue operations without re-competition for another program year, there were a number of items that required some form of corrective action. These items ranged from a lack of corrective action when problems were found related to inadequate home visit rates to not meeting program and Federal deadlines associated with medical/dental and educational screenings. In addition, a findings were generated for failing to properly aggregate data for reporting and individualizing lessons. In all, there were 8 findings issued as a result of the monitoring visit. All findings were classified as non-compliances. In other words, the program failed to meet the compliance threshold related to the applicable Federal standard. It is not uncommon for programs to have monitoring visits that yield findings within program operations, but it is incumbent upon programs, such as TREC – BHS, to offer remedies in order to mitigate risk and provide high quality program services.

ADDRESSING FINDINGS

All non-compliances were resolved by TREC – BHS, and the agency received correspondence from the Region 8 office in July, 2016 indicating all matters being closed and remedied. TREC – BHS plans to move forward with high quality, progressive and comprehensive early childhood services for years to come.

CLASS SCORING FOR INSTRUCTIONAL STAFF

Observations on classroom teachers and instructional support staff are used to analyze the quality of education services being delivered in a classroom. The observations are done using the Classroom Assessment Scoring System (CLASS). CLASS Scores operate on a scale from 1 – 7. Seven being the highest score a program can receive. TREC – BHS scores were in line with National and Regional averages during the most recent monitoring visit, which was conducted as part of the 2013-14 program year.



Preparing teachers for CLASS observations and strengthening teaching practices is an overall goal for TREC – BHS in the immediate future.

TREC – BHS’ last official CLASS review was conducted in 2014. The agency did well enough to avoid re-competing for their grant. Since that time, TREC has focused intently on CLASS when visiting the classroom. Through targeted professional development and coaching, TREC – BHS hopes to do well in their next formal CLASS observation. This is scheduled for the 2017-18 program year.

CHILD HEALTH – MEDICAL AND DENTAL EXAMINATIONS

The physical and oral health of children we serve is an integral part of the program and services we currently provide. At TREC – BHS, we aim to develop the whole child. Education is an important part of what we do as an agency; however, ensuring the children we serve have good oral and physical health plays a key role, too.

As part of our ongoing monitoring, TREC – BHS keeps close track of the general health of children attending our programs. This is also recorded by program in the annual Program Information Report. As you can see from the charts below, TREC – BHS takes seriously the notion of physical and oral health for the children and families we serve.

Medical Category	Area of Practice	Head Start	Early Head Start
Medical	Children who are up to date according to South Dakota’s Early and Periodic Screening, Diagnosis, and Treatment Schedule	72.3%	75.86%
Dental	Completed professional oral health examination	77.00%	75.86%
Medical	Up to date on Immunizations.	87.79%	87.79%

The 2015 – 16 program year saw improvements related to medical and dental care for children in the TREC – BHS program. On the whole, nearly all children in the TREC – BHS program received the proper care they needed to remain healthy. This is a statistic the agency is proud to share because it shows we are creating an understanding of the importance and necessity of proper health maintenance with families.

ENGAGEMENT – PARENT AND FAMILY INVOLVEMENT

Badlands Head Start could not provide the quality services it does without active and engaged parents. Our program has been fortunate to have a very active Policy Council and groups of parents who are truly invested and engaged in the Head Start/Early Head Start programs. TREC – BHS sets individual program goals that align with the Parent Family Community Engagement (PFCE) framework. This framework and the goals set allow parents and families to see just how far they have progressed since joining Head Start. Also, TREC – BHS uses a number of tools to measure the level of engagement for families participating in the Head Start and Early Head Start programs, respectively.

Listed below are a series of tools that TREC – BHS and its families use to help inform programming and assess progress in terms of engagement. The information allows TREC – BHS to plan, tailor programming, and provide quality services to families that need them. Some services include: helping families procure health insurance, energy assistance, temporary housing, and many others.

1. Parent Interest Survey, which looks at parents interests and helps develop trainings at socializations
2. Strength Matrix, which assesses families’ strengths and needs leading to the Family Partnership Agreement
3. Family Partnership Agreement which is the written plan for family and child goal.

Parent Statistics from our 2016 – 17 Program Year ³	
Percentage of parents that stated they had opportunities to volunteer in BHS: P-5 program or be involved in their child’s education.	98%
Percentage of parents that stated they gained knowledge from our program about strategies that helped them with their child’s behavior.	100%
Percentage of parents that stated that they gained knowledge from our program that helped them understand their child’s health care needs.	87%
Percentage of parents that felt that BHS: P-5 helped them make progress towards their written goals.	97%
Percentage of parents that related the quality of their relationship with their home visitor or child’s teacher as above average or excellent.	99%

SCHOOL READINESS – PREPARING CHILDREN AND FAMILIES FOR KINDERGARTEN

School readiness is a major component of the services offered by TREC – BHS. The common goal we share with the families and community is to have our children prepared for educational experiences in Kindergarten and beyond. There are many pieces that fit into this puzzle, but the most important pieces are school readiness goals, qualified and competent staff, 5 year goals, supporting data, and professional development. This section shall address TREC – BHS’ efforts as it relates to the aforementioned components affecting school readiness.

STAFF QUALIFICATIONS

TREC – BHS uses the Head Start Act (§648A) and applicable performance standards when making personnel decisions (e.g., hiring personnel). In more concrete terms, our teachers, teacher assistants, home visitors and other personnel must meet the minimum requirements as mandated by the Federal government. This is spelled out in our policies and procedures. TREC – BHS prides itself on delivering

³ All parent statistics are derived from Parent Interest Surveys distributed and completed during the 2016-17

quality services. Therefore, we adhere to the standards and aim to hire highly qualified, competent individuals with a desire to impact the lives of others. As TREC – BHS policy states,

The following table indicates the educational requirements and core competencies expected from each member of TREC’s staff. Whether it is education or administrative, TREC prides itself on hiring individuals with blend of education and experience and a distinct passion for helping others.

Staff Member	Minimum Qualifications	Competencies
HS/EHS Director (Exec. Director)	MPA, MBA, MSW, M.Ed, or directly related degree.	Leadership, program design, fiscal management, grant writing/management, staff supervision and development, program monitoring
Teaching Staff	AA in ECE, BA in ECE, BA in Education ⁴	Knowledge of pedagogical principles, best practices, and trends in Early Childhood Education. Skills managing and facilitating activities within a structured and unstructured classroom environment.
Health, Nutrition, and Safety	BS/BA in Nursing and 3 years’ experience in community health	Knowledge of health, nutrition, human development; knowledge of ethics and nursing practices, ability to develop and maintain working relationships, oral and written communication
Fiscal	CPA, B.BA or B.Acy ⁵ (Accounting) and 2 years’ experience using accounting software	Accounting principles, financial systems and management
Mental Health ⁶	M.A. in Counseling and appropriate licensure	Well versed in mental health practices related to children 0 – 5. Experience in counseling and treating children and uses techniques/strategies that follow industry best practice
PFCE Specialist	BA in Social Work, Human Services, or a related field and 5 years’ experience in human services	Effective communication, developing and nurturing relationships, develop efficient systems, coaching/mentoring, knowledge of social service resources
Ed/Disability Specialist	B.A. in Early Childhood Education (Master’s preferred)	Development of EC educational materials, manage disability services, knowledge of state/federal regulations and standards, experience in working with infants/toddlers and preschool age children
Home Visitor	Combination of education and experience. AA in ECE, CDA credential or willing to obtain the	Conduct developmental screenings, strong communication, ability to develop relationships, develop and carry out lessons on weekly home visits, detailed planning, ability to work with children and families from diverse backgrounds, knowledge of Early Childhood and Adult Education

⁴ With coursework in early childhood equivalent to a major.

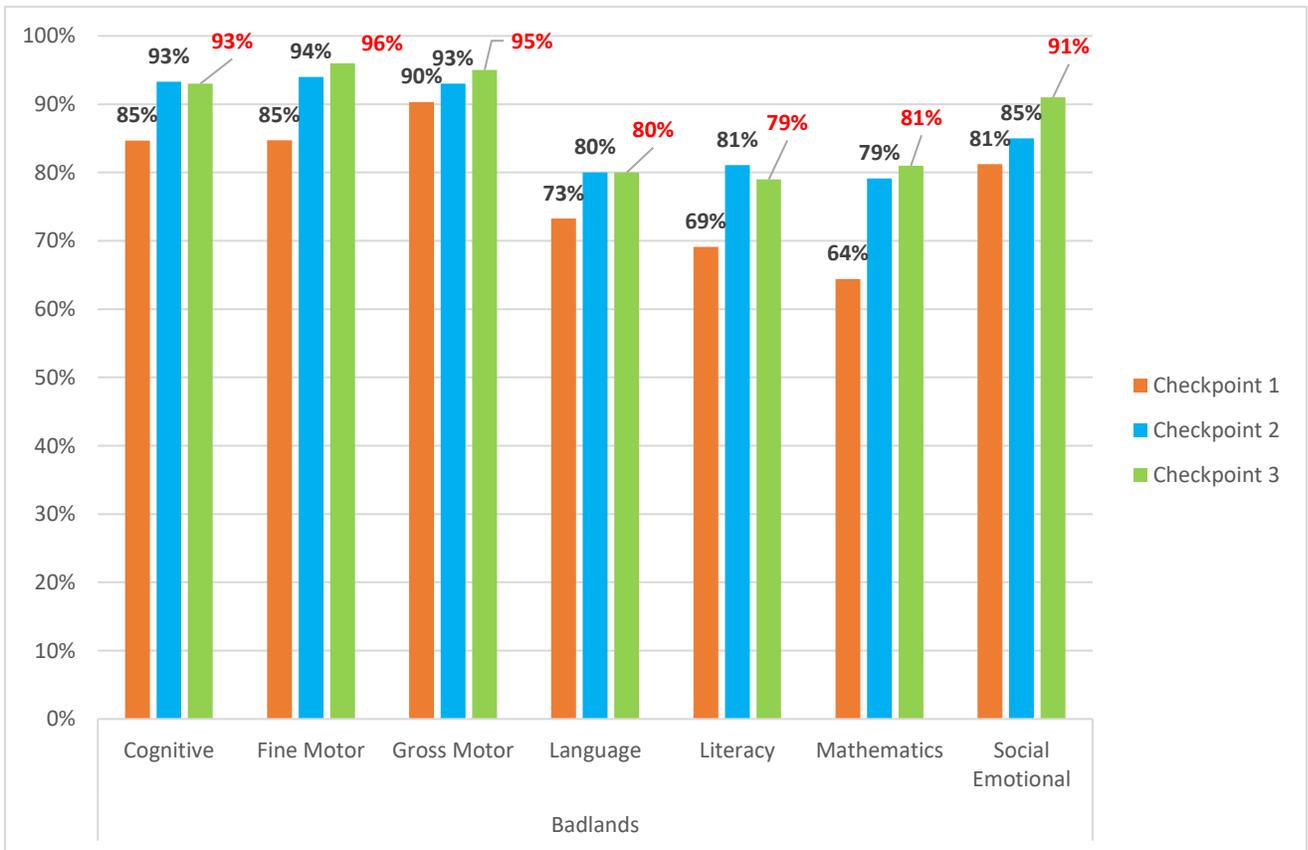
⁵ TREC – BHS also hires a full-time accounting firm to carry out fiscal duties. Current staff aid in the process, but official figures are developed and reported by our CPA.

⁶ This is a contracted position.

	credential within 24 months.	principles, knowledge of State and Federal regulations, knowledge of Child Abuse and Neglect protocol.
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5 YEAR AND SCHOOL READINESS GOALS

The 5 Year and School Readiness Goals dovetail with one another in order to provide the maximum impact in terms of a child’s educational experience in Early Childhood. Using the Creative Curriculum and Teaching Strategies Gold Assessment, TREC – BHS has been able to make inferences as to progress related to the domains espoused in our 5 Year and School Readiness goals. TREC – BHS generally focuses on the 5 domains found in the curriculum. They are Social Emotional Development, Physical Development and Health, Cognitive and General Knowledge, Language and Literacy Development, and Approaches to Learning. In addition, we assess progress on School Readiness at key benchmarks during program year. Below is a synopsis of the results.



Although the data presented to have their limitations, TREC – BHS saw reasonable gains in all domains. Specifically, the agency saw gains in key areas, such as mathematics and literacy. These are areas in which TREC has struggled with in the past. It’s clear that the agency gained positive ground with this cohort of students, and it supports the claim that investing in early childhood pays dividends in the future.

SUPPORTING DATA

Data drives everything we do at TREC – BHS. Although the data cannot tell us everything about a child’s educational progress and development, it does provide an avenue for tailoring education to the individual child. Currently, TREC – BHS uses a number of data points to inform how we approach instruction for children in the Center-Based option and also parents in our Home-Based option. We do our best, as shown in the School Readiness table above, to ensure that the children and families we serve have the luxury of individually tailored lessons and activities. This will help to strengthen areas of development that require attention in order for the child to be at age level.