

## 2021-2022 Annual Report to the Community



A Year in Review from Debra Baca, Vice President, Early Childhood Education & Family Development

Dear Parent, Guardians, Grandparents, Community Leaders and YDI Supporters:

Thank you for entrusting your children to the care of the dedicated and outstanding team at YDI. Thank you for supporting early education and the hard work of our dedicated team and thank you for embracing the YDI mission and philosophy of supporting whole families.

The work of educating our youngest children is a team endeavor comprised of teachers, maintenance staff, service specialists, center directors, home visitors, drivers, kitchen staff, and administration. Parents, I want to commend you for choosing YDI Head Start – Head Start is the Best Start! I want to share what your child learned this year through the many outcomes and accomplishments represented in the Annual Report and also why Early Childhood Education *really matters*.

At YDI, we believe that learning is fun! Together, families and our teachers are responsible to cultivate and nurture the excitement, joy and curiosity of learning. We believe the love of learning begin in these early years and hope it lasts a lifetime.

Early Childhood Education *Really Matters* Because:

- 80% of a child's **brain development** occurs in the first five years. Their learning has infinite possibilities during these early years.
- Children thrive when they **build friendships** with other children. They learn how to share, take turns, listen and care.
- Early childhood professionals can identify children with **special needs** and obtain professional services specific to each child's needs.
- Children's educational goals are **individualized** to ensure children are challenged to learn new skills every day.
- Children build the foundation to a lifetime of learning by **attending school** every day.
- Children establish **routines** which help organize their day.
- Children learn to **express their feelings** like happiness, sadness, or anger and how to cope with these emotions.
- Children in early learning programs have improved **self-esteem** and **confidence**.
- Children build **better attention spans** to improve their ability to stay on task.
- **Creativity** is boosted through music, clapping, dancing, drawing and writing.
- Early education is the foundation for **exposure to science, technology, math and engineering** where children learn to ask the questions why, what and how.
- Outdoor play encourages **physical health** to promote the habit of activity, running, stretching, digging and climbing.
- Children learn **healthy habits** like brushing their teeth, washing hands and parents learn the importance of having yearly medical and dental exams.
- Children enrolled in early education have **better academic success** as proven by higher graduation rates, and they are more likely to attend college.

I cannot fully express the many valuable benefits of quality early learning programs. I encourage you to experience this yourself. Share this information and tell your families, friends and neighborhoods to support early learning in the State of New Mexico and Youth Development, Inc.

Early learning builds the foundation for **lifelong success!** It is important to choose a program carefully and then commit to take your child to SCHOOL every day and participate in your child's school activities.

*The journey of early learning involves the whole family - join today!*

*Children and Families First*

*Debra Baca*

## Mission

**Partnering with families to help them solve life's problems**

**We do this by always finding a better way to provide:**

**Accepting environments, diverse services and proven results.**

**YDI is a family and community based agency that improves lives.**

## YDI Board of Directors

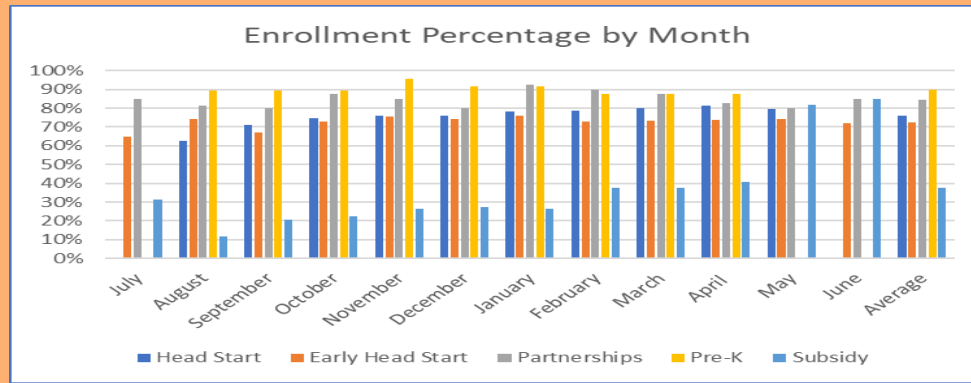
- Carl D. Broach, Chair
- Melissa Armijo, Vice Chair
- Dawn Esquibel, Treasurer
- Walter Vigil, Secretary
- Marie Martinez, Member
- Cynthia Nava, Member
- Mark Dinelli, Member
- Mary Hale, Member
- Kevin Brewster, Member
- Louise Sanchez, Member
- Steve Lucero, Member

## YDI Policy Council

- Danielle Deleon, Embudo
- Joan Acosta, Pedro Baca
- Rachel Lucero, Taos
- Veronica Olgadez, Home Based
- Reeve Mora, Heights
- Monique Ontiveros, La Meriposa
- Kristen Hernandez, First Fruits
- Regina Rodriguez, St. Marks
- Ralph Gonzales, Community Rep.
- Sabrina Lujan, Community Rep.
- Timothy Lopez, Community Rep.
- Debra Singletary, YDI Board
- Marie Martinez, Community Rep.



## Families Served



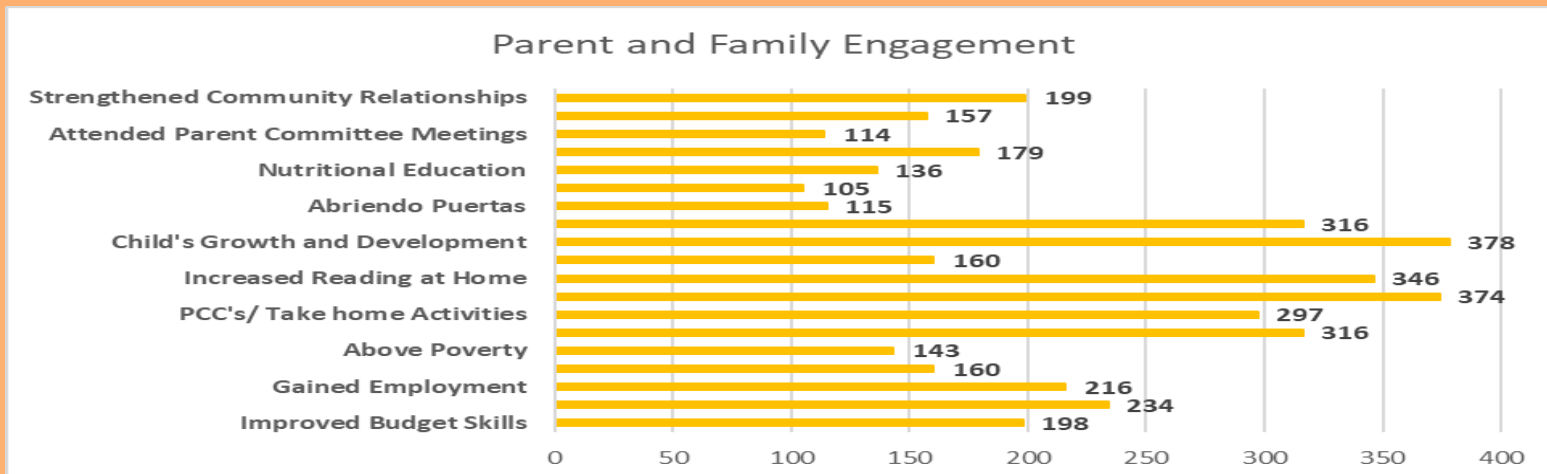
## Families Receiving Services

Parent engagement is the foundation of YDI Early Childhood Programs. The important work of educating our children is in partnership with our families who are the children's first, the most important and lifelong teachers. Parents shared the positive impact made in their child's and in their family's life as a result of being enrolled and engaged in the Head Start/Early Head Start program. While overcoming the challenges due to COVID-19, staff and families built strong working relationships and services were provided for children and families.

- One hundred & thirty-eight, (138) fathers engaged in various program activities; home visits, PTC's, (49) family assessment/goal setting, (11) parent committee/policy council
- Seven more Facilitators provide the Abriendo Puertas/Opening Doors 10 session training to families, as a result, fifty families completed /graduated from this Evidence Based Family Literacy curriculum, Abriendo Puertas/Opening Doors.
- Families improved their child's attendance and learned the importance of being school ready
- 550 (88%) HS Families received services requested, set family goals, strengthened their parent/child relationships.
- 296 (93%) EHS Families received services requested, set family goals, strengthened their parent/child relationships.



Below are services that families received during the 2021-2022 School Year relating to Parent and Family Engagement.

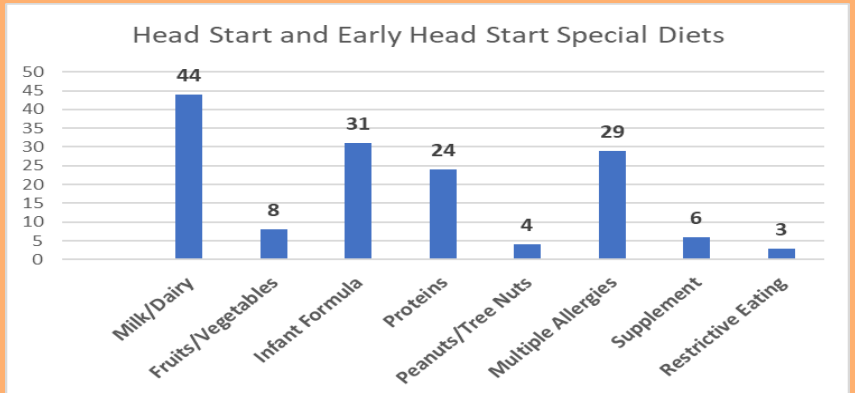


## Nutrition Services

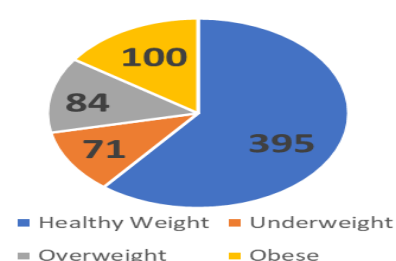
Nutrition is fundamental for early childhood brain development. Two-thirds of our children's daily nutritional value is provided while at Head Start/Early Head Start. As our communities recover from the pandemic, our attendance rates are beginning to rebound. Young children have experienced changes in the environments where they spend their time, such as homes, schools, and in the community. These changes have affected their access to nutritious foods and their ability to be physically active. Schools and early childhood programs like Head Start, Early Head Start and Pre-K helped them to eat more fruits and vegetables, eat more whole grains, eat fewer foods and beverages that are high in added sugars or solid fats and increase their daily physical activity. During the pandemic, the opportunity for children to participate in these programs on a regular basis at the center was interrupted; however, YDI staff worked diligently to provide optimal learning environments whether in the classroom or virtually. A return to the classroom has increased opportunities for healthy eating with 246,882 meals served, 149 special diets put in place, and 566 nutritional concerns addressed by our



	July 2021-2022
<b>Meals Served</b>	<b>246,882</b>
Breakfast	84,310
Lunch	85,916
PM Snacks	76,656
<b>Total</b>	<b>246,882</b>



Head Start Healthy Weight



As our families recover from economic hardships, increased food insecurity, and increased stress, our children's health was varied as demonstrated by their weight. During the 2021-2022 School Year the Head Start children came into the program in various growth categories.

## Education and School Readiness



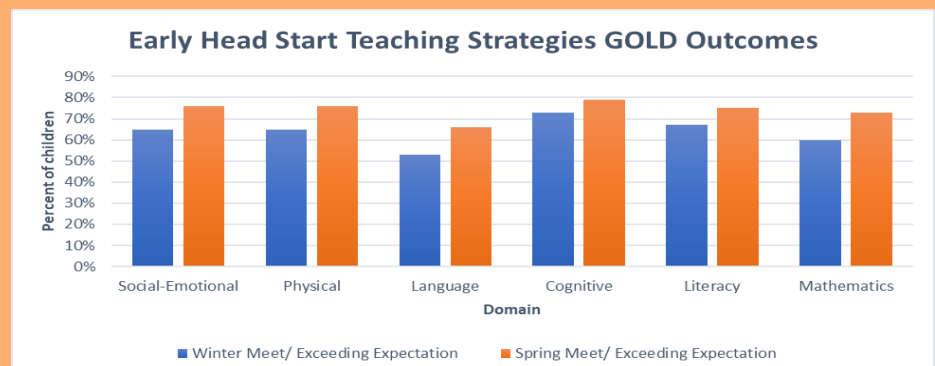
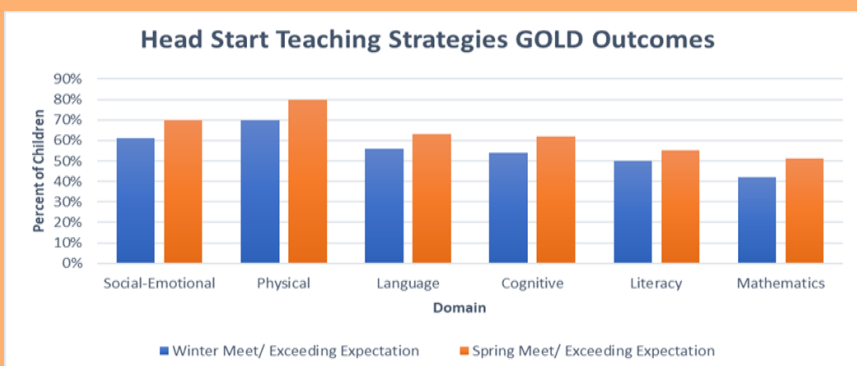
YDI Head Start/Early Head Start prepares children for the rigors of Kindergarten. We use an evidence based curriculum that aligns with the Head Start Early Learning Framework and New Mexico Early Learning Standards. Implementation of both Teaching Strategies GOLD assessment and The Creative Curriculum has been a learning experience for our staff and leadership team. When YDI adopted GOLD and Creative Curriculum, we predicted our educators and leadership team would require 2 to 4 years to master use of both tools. The past year has served as evidence that our prediction was correct. Both tools (i.e., GOLD and Creative Curriculum) were selected to address shortcomings of our previous assessment and curriculum tools:

1. GOLD and The Creative Curriculum were designed to be used together and with children from birth through kindergarten. Consequently, YDI center and home-based staff will use the same tools as our children and families progress through our program.
2. Both tools are web based so our YDI staff and leadership team can access child assessment and lesson planning information in real time via tablets, laptops, or desktop computers. This eliminates the need for our YDI staff and leadership team to rely on hard copy documentation that may or may not be readily available.

### CHILD OUTCOMES

Results of our first program wide analyses of child assessment data revealed child outcome strengths and areas of needed improvement. Overall, our Head Start children (3-5 years) demonstrated growth across all domains. Specifically, the average percentage of children who met or exceeded expectations grew by 8% during the school year. Our children showed the most growth in the physical domain. Specifically, the percentage of children who met or exceeded expectations increased by 10% in the physical domain. In contrast, the smallest growth was reflected in language (5%) and literacy (7%).

Results of the analyses of our Early Head Start child (birth to 3 years) outcome data also revealed growth across all domains; but improvements were greater than Head Start. Specifically in Early Head Start, the percentage of children that met or exceeded expectations grew an average of 11%. Although the percentage of Early Head Start children increased that met or exceeded expectations, there were differences across domains. Our Early Head Start children showed strong growth in social emotional, physical, language, and mathematics domains (average growth in the percentage of children who met or exceeded expectations was 13%). In contrast Early Head Start revealed less growth in cognitive (6% increase) and mathematics domains (6% and 7% respectively).



## LENA Grow



The 18-month YDI [LENA](#) Grow pilot project is grant-funded by the W.K. Kellogg Foundation through Summer 2023. The primary goal of the project is to improve the quality of early care and education delivered to center-based infants and toddlers enrolled in all our Bernalillo County YDI centers. Every Early Head Start teacher participates in the 10-week LENA Grow research-based professional development opportunity that includes weekly coaching support and weekly reports on the number of times each child participating in the project is spoken with while they are in the classroom. Participating families receive a weekly report with information on the number of back-and-forth conversations their children participated in with their teachers. In addition, every participating family receives a language kit at the end of the project that is designed to support families' efforts to ensure their children are School Ready.

Although the project is still underway, preliminary results look promising. Based on the results of observations completed using scores obtained through the 7-point Classroom Assessment Scoring System (CLASS), the quality of care and education delivered to our toddlers has improved:

CLASS Domain (Toddler)	Pre-Intervention	Post-Intervention	Change
Emotional Support	4.9	5.6	+ .7*
Support for Learning	3.4	3.9	+ .5*

*\*CLASS is a research-based observation scale used by the Office of Head Start to measure quality of adult-child interactions. The scale is a 7-point (1 to 7) tool YDI uses to monitor quality and to design professional development to address the needs of our teachers. Higher scores reflect better quality.*



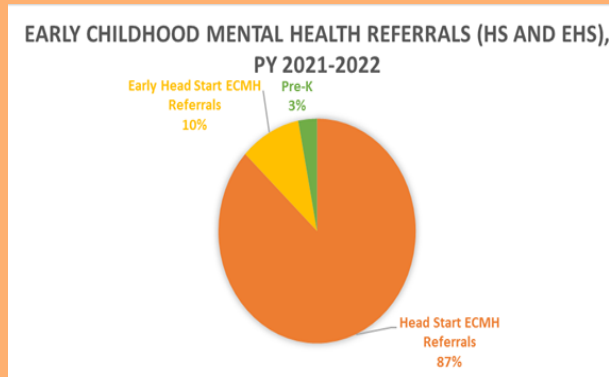
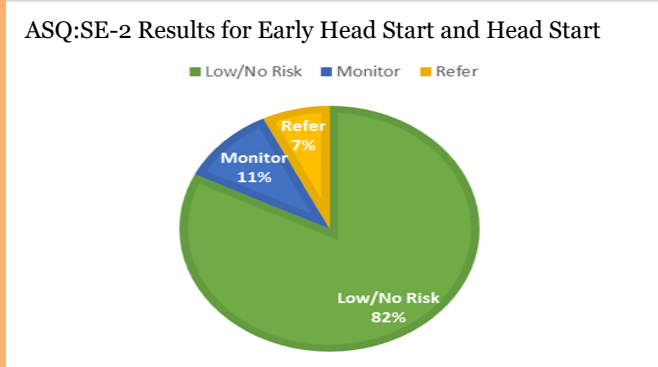


# Mental Health Services

## Screening: Ages and Stages Questionnaire: Social Emotional-2

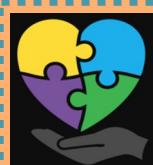
YDI uses the Ages and Stages Questionnaire: Social Emotional-2 tool to screen children’s social and emotional development (ASQ:SE-2). Every child is screened within 45 days of the new school year and within 45 days of enrollment (for children who start YDI during the year). The items within the ASQ:SE-2 screening tool are categorized within the seven behavioral areas: self-regulation, compliance, adaptive functioning, autonomy, affect, social-communication, and interaction.

Most screenings of children in both YDI Head Start and Early Head Start Programs scored within the Low/No Risk area. About 10% of screenings of children in YDI Head Start and Early Head Start programs scored within the Monitor zone (this was an increase of about 3% compared to the previous YDI Annual Report of 2020-2021). About 7% of screenings of children in YDI Head Start and Early Head Start programs scored above the cut-off, indicating a need for referral.

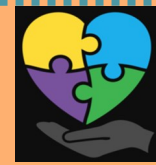


## Child/Family Support: Mental Health Referrals and Consultations with Staff and Families

131 internal Early Childhood Mental Health Referrals were submitted during the reporting period. Of those 131, 111 were ongoing by the end of the year while 20 of those referred children had disenrolled from YDI or the status changed to “Inactive/Monitor”. Most internal early childhood mental health referrals were made on behalf of Head Start children (87%), while 10% of referrals were made on behalf of Early Head Start children and 3% of referrals were made on behalf of Pre-K children.



# Special Education



Early Identification of special needs and providing Special Education Services from a young age is necessary to help all children be better prepared and ready for kindergarten.

In the 2021-2022 school year, YDI exceeded the required enrollment of 10% of children with diagnosed disabilities:

### Local Agency Partnership:

Of the 115 Head Start children with an IEP (Individual Education Plan), 39 were dually enrolled in developmental preschool through the Local Education Agency . This indicates that YDI is serving a high proportion of children (33%) with significant developmental needs. YDI Head Start also partnered with the Local Education Agency in Albuquerque to provide in classroom Preschool Special Education Support Teachers to 29 children in the Bernalillo County with their IEP services.

Below is a table that represents the total number of children receiving special education services under a primary disability category within the Individual with Disabilities Education Act (IDEA):

Program	Children with Diagnosed Disabilities and an IEP/ IFSP	Percentage of Fully Funded Enrollment	Primary Disability	
			Primary Disability	# of Children Receiving Special Education Services
Head Start	115	16.60%	Speech Language Impairment	56
			Developmental Delay	43
			Autism	14
			Intellectual Disability	2
Early Head Start	87	19.40%		



### Head Start Special Education Referrals and Outcomes:

In the 2021-2022 school year, YDI referred 101 Head Start children for special education support services under Part B of the Individuals with Disabilities Education Act.

Of those 101 children referred to the schools:

83 received an evaluation to determine eligibility
56 received an Individualized Education Program (IEP)
27 did not qualify for services under IDEA
18 children withdrew from the program prior to evaluation or ended the school year prior to evaluation

### Early Head Start Special Education Referrals and Outcomes:

For our Early Head Start program, YDI referred 37 children for services under Part C of IDEA. Of those 37 children, 14 qualified for services through Early Intervention and received an Individualized Family Service Plan (IFSP); while 23 children were still in the process of completing intake and evaluation with the Early Intervention Agency or they transitioned into the Head Start program as their third birthday approached.

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14 qualified for services through Early Intervention
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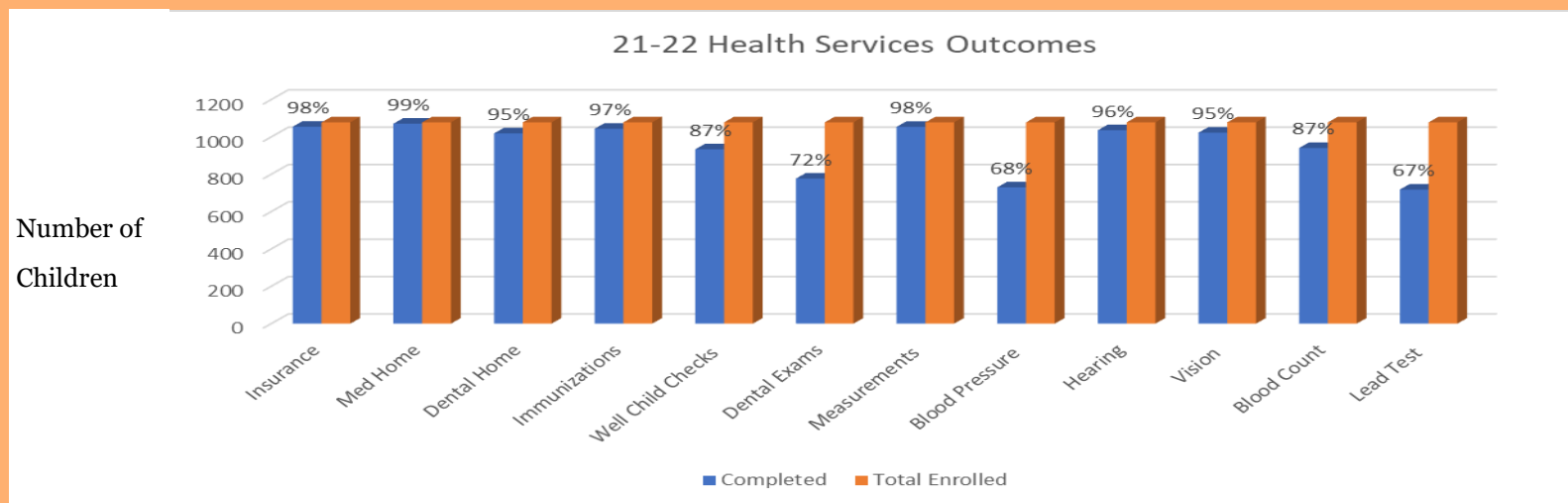


## Health Services

Healthy children are better equipped to learn in the classroom. This past year, YDI staff have worked diligently with families and providers to ensure the children we serve are healthy and ready to learn. There were 1,078 Head Start (HS) and Early Head Start (EHS) children enrolled during the 21-22 school year. 95%-98% of children have a doctor, a dentist and health insurance. 87% of children had a well child check. EHS changes rapidly and requires a well child check at 2-3 month intervals until the age of three, delay in receiving these well child checks and entering them into the data system can cause a lower percentage of completion. Dental exams are not required until 12 months of age, therefore we do see a smaller percentage of children with dental exams due to the age requirement as well as hesitancy by families to have children from the ages of 12 mo-3 years old obtain a dental exam.

Staff continue to increase health literacy on the importance of dental exams. Children are not required to have a blood pressure screening until the age of 3 therefore we see a lower percentage of children with a blood pressure screening. 95%-96% of children have received a vision and a hearing screening in YDI centers. 87% of children have received a noninvasive hematocrit/blood count screening which determines if they have healthy iron levels in their body.

67% of children are current or complete on their lead test. To meet this requirement children over 24 mo. of age need two lead tests one at 12 mo. and one at 24 mo. of age. Most children have only received a lead test at 12 mo. of age. Some reasons as to why children do not receive all required lead tests is due to the varying view on lead tests. Physicians use a lead screening questionnaire to determine if a child should receive a lead test, if families do not score as high risk on the questionnaire, then a lead test is not ordered for the child. This decision is made despite a lead test being required for all children enrolled in Medicaid. Parents may decline a lead test if a physician orders the child to receive an intravenous blood draw to check for lead. Parents are more willing to have their child receive this lead test through a simple in office finger prick. Collaboration between the Department of Health Lead Educator and physicians helps us to ensure children are screened for lead. Increasing health education to parents on the importance of lead tests ensure that parents advocate and make informed decisions when it comes to lead testing for their children.



## Early Head Start Home Based

For the 2021-2022 school year, Early Head Start Home Based served a total of 147 families during the year. This totaled over 2400 Home Visits during the year!

Some families continued into their 2nd year of enrollment and others were supported with a transition to center-based childcare.

Home based conducted 2 socialization per month, most were held virtually due to covid restrictions but slowly transitioned back to in-person events. When in -person events began they had a great turnout and parents really enjoyed getting back together in person.

During weekly home visits, families engage with home visitors using the Partners for a Healthy Baby, research based curriculum to develop improved prenatal health, healthy birth outcomes, bonding and attachment, positive parenting, enhanced child health and development, infant mental health, economic sufficiency and family stability.

Trainings Provided to EHS Home Based Families:

- ICAN Nutrition Assistance Program Training from New Mexico State University
- CPR/First Aide
- 26 Socializations With Topics Including:
- Health Fairs, Music, Infant Massage, Car Seat Training, Sensory Boards, Water Play, Regulation and Co Regulation, Homewise, and various arts and crafts



# Fiscal Accountability



Program	Budget	Funding Source
Head Start/Early Head Start	\$16,712,006	U.S. Dept. of Health & Human Services – Admin. for Children & Families (ACF)
Food Program (CACFP)	\$659,301	N.M. Child Adult Care Food Program (CACFP)
Pre-K	\$446,160	N.M. Early Childhood Education & Care Department (ECECD)
Home Visitation	\$267,750	N.M. Early Childhood Education & Care Department (ECECD)
Child Care Subsidies	\$271,943	N.M. Early Childhood Education & Care Department (ECECD)
Covid-19 One-time Funding	\$537,473	U.S. Dept. of Health & Human Services – Admin. for Children & Families (ACF)
American Rescue Plan One-Time Funding	\$1,477,815	U.S. Dept. of Health & Human Services – Admin. for Children & Families (ACF)
Coronavirus Response and Relief Supplemental Appropriations One-Time Funding	\$362,367	U.S. Dept. of Health & Human Services – Admin. for Children & Families (ACF)
In-Kind Contributions	\$4,178,002	Community/Parent Volunteer services
Nurse Family Partnership (NFP)	\$700,000	State of New Mexico – Nurse Family Partnership
NFP National Support (Start-up) One-time Funding	\$361,000	Foundation – NFP National Support
N.M. Pre-K Stabilization One-time Funding	\$195,250	N.M. Early Childhood Education & Care Department (ECECD)
ECECD State Educational Materials Grant One-time Funding	\$78,000	N.M. Early Childhood Education & Care Department (ECECD)
Project LENA Language Development Grant	\$200,000	W.K. Kellogg Foundation
<b>TOTAL</b>	<b>\$26,447,067</b>	

## FINANCIAL AUDIT AND MONITORING REVIEW

### Financial Audit

The agency financial audit report completed by SJT Group LLC, Certified Public Accountants for the 2020-2021 fiscal year revealed an “unqualified opinion” auditor report.

### Monitoring Review

From October 25, 2021 to October 29, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Youth Development, Inc. Head Start and Early Head Start programs. The purpose of the monitoring review was to evaluate YDI’s performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007. This Monitoring Review resulted in no findings.

Categories	2022 Budget Amount	2023 Proposed Budget Amount
Personnel	\$ 8,497,964	\$ 8,676,698
Fringe Benefits	\$ 2,958,866	\$ 2,524,722
Travel	\$ 13,000	\$ 13,000
Equipment	\$ 14,500	\$ 0
Supplies	\$ 1,043,403	\$ 1,420,411
Contractual	\$ 778,246	\$ 686,694
Other	\$ 1,785,427	\$ 1,768,325
Indirect	\$ 1,620,600	\$ 1,622,156
<b>TOTAL BUDGET</b>	<b>\$ 16,712,006</b>	<b>\$ 16,712,006</b>

## Monthly Enrollment

	HS			EHS		
	Actual	Funded	Percentage	Actual	Funded	Percentage
Jul-21	17	20	85%	239	448	53%
Aug-21	435	693	63%	326	448	73%
Sep-21	494	693	71%	300	448	67%
Oct-21	518	693	75%	327	448	73%
Nov-21	527	693	76%	338	448	75%
Dec-21	526	693	76%	332	448	74%
Jan-22	543	693	78%	341	448	76%
Feb-22	544	693	78%	327	448	73%
Mar-22	556	693	80%	329	448	73%
Apr-22	564	693	81%	330	448	74%
May-22	552	693	73%	333	448	71%
Jun-22	18	20	90%	323	448	72%
<b>Average</b>	<b>463</b>		<b>80%</b>	<b>331</b>		<b>73%</b>

