

# TREC – Badlands Head Start: Annual Report

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2019



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## EXECUTIVE SUMMARY

The 2019 – 20 program year marked 26 years in service for TREC – Badlands Head Start. As the report below details, there was no shortage of activity for our program!

This program year did not yield any reviews of the TREC – Badlands Head Start program from a Federal review standpoint. In fact, because of the COVID-19 pandemic, all in-person reviews were canceled for Head Start Programs. Additionally, no audits or reviews of the Child and Adult Care Food Program (CACFP) were performed. The agency did, however, have a virtual single audit conducted. The fiscal audit produced no material audit findings.

From an academic standpoint, children showed great growth over the first two assessment checkpoints during the year. In fact, growth in language, literacy was the strongest during the year. This is welcome news because our goals focus on improving these key areas. Additionally, TREC worked hard to improve the social emotional skills of our children throughout the year by using the Second Step curriculum to supplement already existing practices. TREC also made the decision, based on research, to change assessment tools for future years. This will be the last annual report detailing school readiness results via Teaching Strategies Gold. In future years, TREC will employ the Desired Results Developmental Profile (DRDP) to communicate school readiness.

This program year was severely impacted the COVID-19 pandemic. Although our health statistics remained good, our program was forced to operate from a virtual standpoint from March, 2020 until the end of the program year. This made health, safety, and nutrition statistics look very different as most families fell behind on in-person appointments throughout the pandemic for health and safety reasons.

Our most recent community assessment did not indicate any substantive changes to the demographics, employment, academic, or health/social service trends over the past calendar year. There have been small signs of population growth in the communities we serve, but it was not enough to have measurable impact on our overall scope of services.

As you see throughout the Executive Summary, the COVID-19 pandemic severely limited our operations. The data in the remainder of the report will also reflect these limitations. Although we had to pursue services in a peculiar manner, TREC made the most of it in order to help children and families in Western, South Dakota.

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 2019 – 20 program year and 2019 fiscal year for the fiscal audit.

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, Western 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 2018, 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 2019 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 \$35,000 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.

In short, TREC’s funding sources were 100% Federal over the past program year. In year’s past, we have received some private

**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 2019 – 20 Program Year.

<b>Statement of Activities: Head Start/Early Head Start – Program Year 2018 – 19</b>			
<b>Object Class Category</b>	<b>Year to Date Spent</b>	<b>Budgeted Amount</b>	<b>Percentage of Budget Spent</b>
<b>Personnel</b>	\$ 950,410.00	\$ 1,010,750.00	94.03%
<b>Fringe Benefits</b>	\$ 250,928.00	\$ 276,244.00	90.83%
<b>Travel Staff Out of Town</b>	\$ 326.00	\$ 3,510.00	9.28%
<b>Equipment</b>	\$ 16,988.00	\$ 22,500.00	75.50%
<b>Supplies</b>	\$ 101,461.00	\$ 42,950.00	236.23%
<b>Contractual</b>	\$ 123,661 .00	\$ 114,500.00	108.00%
<b>Other</b>	\$ 277,258.00	\$ 266,388.00	104.08%

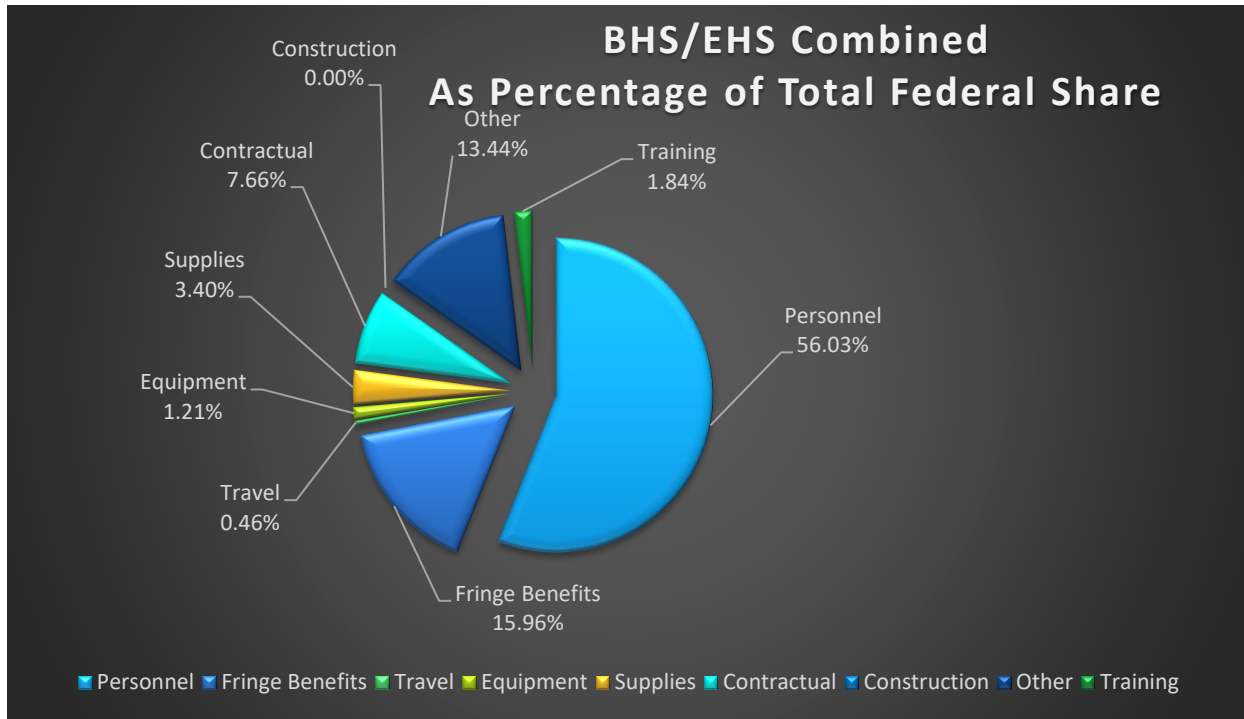
<b>Training and TA</b>	\$ 28,564.00	\$ 34,278.00	83.33%
<b>Totals<sup>1</sup></b>	\$ 1,749,596.00	\$ 1,771,377.00	98.77%

As one can see, the organization spent nearly all available funds during the 2019 – 20 program year. There were object classes where TREC clearly overspent. However, much of this was due to a pandemic situation where services were altered considerably. Therefore, our spending habits changes as a result. Additionally, TREC – BHS has continued to maintain sound financial practices and ensure our budget situation is always managed with care. Our sound fiscal management systems and policy is evidenced through our exemplary audit performances each year.

Analyzing the information below, one can clearly see that the 2020 - 21 program budget follows a similar paradigm as previous TREC budgets. To be clear, most of our proposed cost allocations are in the object classes of Personnel and Benefits. The Office of Head Start recommends that programs allocate between 60 and 80 percent of their annual operating budget to these line items. TREC is following guidelines in the area by allotting 71% of its budget in the mentioned areas. Additionally, as one will surmise, there was a Cost of Living Adjustment applied to Personnel and Benefits. The adjustment totaled 2.0% of our Federal share of the budget. Last, TREC was awarded ongoing and one-time funds that are also reflected in the tables below. It is important to note that this budget spans the 2020 and 21 Fiscal Years.

<b>Object Class Category</b>	<b>Head Start</b>	<b>Early Head Start</b>	<b>Program Totals</b>
<b>Personnel</b>	\$549,079	\$493,535	\$1,042,614
<b>Benefits</b>	\$155,090	\$141,876	\$296,967
<b>Travel</b>	\$4,255	\$4,255	\$8,510
<b>Equipment</b>	\$0.00	\$22,500	\$22,500
<b>Supplies</b>	\$35,250	\$28,100	\$63,350
<b>Contractual</b>	\$83,750	\$58,850	\$142,600
<b>Construction</b>	\$0	\$0	\$0
<b>Other</b>	\$140,694	\$109,344	\$250,038
<b>Training</b>	\$16,716	\$17,562	\$34,278
<b>Total Federal Share</b>	\$968,119	\$858,461	\$1,826,580
<b>Total Non-Federal Share</b>	\$234,723	\$199,057	\$442,781
<b>TOTAL GRANT</b>	\$1,219,55	\$1,084,081	\$2,303,639

<sup>1</sup> Figures in the table and chart are actual expenditures to the end of the 18-19 grant year. Currently, all funds have been obligated and the annual report will be updated accordingly to reflect full expenditures.



## ENROLLMENT – CHILDREN AND FAMILIES SERVED BY TREC – BHS

The 2019 – 20 program year saw our funded enrollment change for the Head Start and Early Head Start program. Using the Community Assessment, TREC determined that, based on need and availability of staff, it was prudent to transfer Head Start slots to Butte county (from Oglala Lakota County) for the home-based program option. Additionally, we converted a number of slots from Oglala Lakota County to home-based Early Head Start slots. These new slots are intended for families in Butte County as well. Therefore, the new enrollment figures for Head Start are 91 funded slots. In the Early Head Start program, we possess 68 funded enrollment slots. 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
<b>Head Start</b>	84	91	90	91	<b>98.90%</b>
<b>Early Head Start</b>	60	64	67	68	<b>98.52%</b>

## 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 FY19 audit in June, 2020. Again, TREC completed the fiscal and programmatic audit with no findings or deficiencies. In fact, the organization was once again recognized as a low-risk financial auditee. This is a testament to the strong internal controls and fiscal policy TREC implements to comply with Government standards. A copy of the audit results can be found on the agency’s website for detailed viewing.<sup>2</sup>

## RECENT MONITORING

To ensure programs are operating high quality environments for children and families, the Office of Head Start (OHS) requires programs to undergo comprehensive monitoring reviews. Much like past paradigms, OHS employs a team of reviewers to make a comprehensive assessment on program operations. In turn, this means the team reviews all facets of TREC’s operation. In March, 2018, TREC – BHS received a Focus Area 2 (FA2) and Classroom Assessment Scoring System (CLASS) reviews.

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## FEDERAL MONITORING REVIEW

The FA2 Review yielded **no findings** in their 3 day assessment of our program operations. There were also **no concerns** expressed by the review team for any items related to the Head Start Program Performance Standards (HSPPS). This is quite the improvement from our 2014 monitoring, where a number on findings were noted on the official report.

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## CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) REVIEW

The CLASS review yielded the scores listed below. Although TREC is constantly seeking improvement in terms of quality services, the scores were deemed quality by the developers of the CLASS tool, TeachStone. Although this is a good rating by TeachStone standards, TREC will have to engage in open competition for its grant at the end of the 5 year project period. The OHS has recognized the shortcomings of this monitoring system and has proposed a rule change to help quality grantees avoid open competition.

Domain	Score	Domain	Score	Domain	Score
Emotional Support	5.9063	Classroom Organization	5.0417	Instructional Support	2.5833



Although the scores would have subjected TREC to an open competition in the domain of Classroom Organization, changes to Federal rules altered the course. To be clear, Federal officials saw the shortcomings of their assessment system and altered them to better meet the needs of grantees and not subject organizations to open competition in an arbitrary and unfair manner. This was welcome news for a quality program like TREC.

## ADDRESSING FINDINGS

Because there were no compliance findings or concerns as a result of the Focus Area 2 review, TREC did not have to correct any findings.

## 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
<b>EPSDT Schedule</b>	Children currently up to date with reference to the State’s EPSDT schedule	79.21%	52.54%
<b>Dental</b>	Completed professional oral health examination	68.13%	100.00%
<b>Medical</b>	Up to date on Immunizations.	93.41%	86.44%

TREC works hard to ensure it is not only meeting the HSPPS requirements for medical, physical, and dental aspects of comprehensive services, but it also makes sure to engage and educate parents as to the importance of these health events for their children. In addition, TREC works with their Health Service Advisory Committee to understand common trends in healthcare within their service area. This partnership enables TREC to tailor services to independent communities and based on need. The COVID-19 pandemic severely impacted families’ ability to schedule and keep appointments with providers. This is true for both participants in the Head Start and Early Head Start programs. In fact, physical and well-child examinations dropped so severely in South Dakota that the Department of Health launched a campaign to encourage families to become up-to-date with these critical examinations. TREC will continue working with families in order to make sure they are accomplishing these goals.

## 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 2019 – 20 Program Year <sup>3</sup>	
Percentage of parents that stated they had opportunities to volunteer in BHS: P-5 program or be involved in their child’s education.	99%
Percentage of parents that stated they gained knowledge from our program about strategies that helped them with their child’s behavior.	N/A
Percentage of parents that stated that they gained knowledge from our program that helped them understand their child’s health care needs.	93%
Percentage of parents that felt that BHS: P-5 helped them make progress towards their written goals.	96%
Percentage of parents that related the quality of their relationship with their home visitor or child’s teacher as above average or excellent.	100%

While this engagement looks good, it does not take into account other contributing factors to family and community engagement. Over the last year, our partnerships with other non-profit service agencies have enabled our families to acquire the goods and services they need to provide adequate care for their families. Contributions from programs like Fairy Godmothers, Realtors for Kids, and other service organizations have helped supply families with the tools they need to succeed.

## 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

<sup>3</sup> All parent statistics are derived from Parent Interest Surveys distributed and completed during the 2018-19 program year.

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 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 <sup>4</sup>	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 <sup>5</sup> (Accounting) and 2 years’ experience using accounting software	Accounting principles, financial systems and management
Mental Health <sup>6</sup>	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

<sup>4</sup> With coursework in early childhood equivalent to a major.

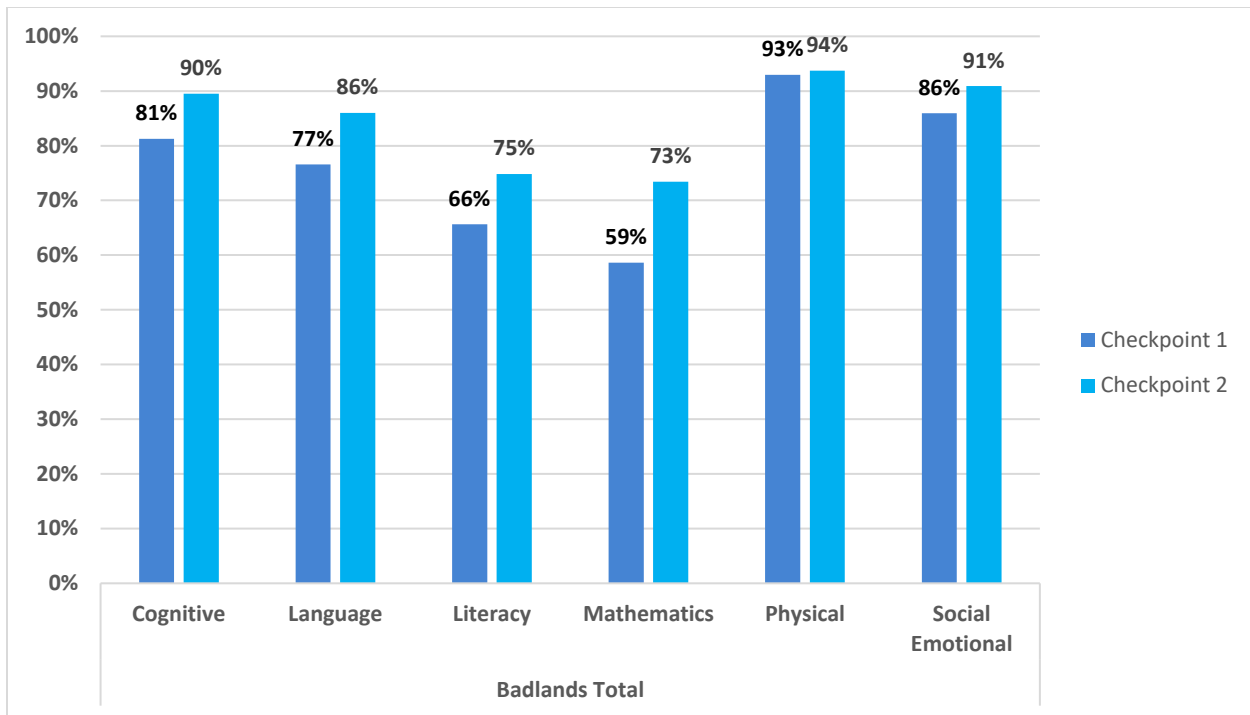
<sup>5</sup> TREC – BHS also hires a full-time accounting firm to carry out fiscal duties. Current staff aid in the process, but official figures are developed and reported by our CPA.

<sup>6</sup> This is a contracted position.

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 credential within 24 months.	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 principles, knowledge of State and Federal regulations, knowledge of Child Abuse and Neglect protocol.

**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. As one will note, a third checkpoint was not conducted during the 2019 – 20 program year. In large part, this was due to the COVID – 19 pandemic. Our staff were not able to conduct enough observations to get a valid and reliable assessment for the final checkpoint. Subsequent years will possess all three checkpoints.