



**New Directions  
Early  
Head Start**



**Department of  
Human Development  
& Family Sciences**

## ***NDEHS Annual Report***

### **“Equal Employment Opportunity”**

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NDEHS ANNUAL REPORT 2016-2017



## **New Directions Early Head Start Annual Report 2016 -2017**

*New Directions Early Head Start provides pregnant women, infants, toddlers and their families with quality care and family services that support families in providing the best for themselves and their very young children, in order to promote children's success and families' self sufficiency, through community collaboration and partnerships.*

Following is a brief overview of the services and activities:

### **Program demographic information for 2016 – 2017**

Number of Children Served 261

Under one year old: 105

One year old: 87

Two years old: 69

Number of Pregnant women: 31

Number of children with an identified disability: 27

Number of families/participants, that English is not their primary language: 100

Number of families over income eligibility: 17

Number of father/father figures who participate in NDEHS activities: 126

Number of homeless families served: 10 Children: 11



### **Medical Services:**

Number of children up-to-date on scheduled age well baby checks – 243 = 93%

Number of children up-to-date on all immunizations appropriate for age – 250 = 96%

Number of children up-to-date on all immunization possible at the time,  
but not all appropriate for age - 4 = 2%

Number of Pregnant women who received prenatal and postpartum health care – 31 = 100%

### **Preventative Dental Services:**

Screened as part of the series of well-baby examinations - 245 = 94%

Pregnant Women that received a dental examinations – 3= 10%

NDEHS provided an average of **242 days of service** in our center based partnerships with community early care and education programs at Early Learning Center –Newark, Early Learning Center –Wilmington, and Hilltop Lutheran Neighborhood Center. Center-based families had the opportunity to participate in monthly home visits. Delaware Early Childhood Center and UD provided the opportunity to participate in forty-six weekly home visits.

NDEHS ANNUAL REPORT 2016-2017

**New Directions Early Head Start Impact –**

Service description: New Directions Early Head Start (NDEHS) is an interagency program, operated by the University of Delaware, committed to empowering and supporting pregnant women, infants, toddlers and their families. NDEHS supports children’s emotional, physical and cognitive development, and involve parents as the child’s first teacher, while helping parents and guardians meet their children’s and families’ needs. Families are provided with home visits, family education and support services, health and nutrition education, referral services, prenatal education and parent involvement activities, including special programs for fathers.

Home Based Option: provides enrolled families with 90-minute weekly home visits designed to build on child and family strengths and to promote parent/child interactions. Also offers parent and child group activities and prenatal services.

Center Based Option: provides full day, full year childcare, nutritional meals, and quality infant & toddler program with individualized attention and parental involvement through three community based partnerships. In addition, families are provided with a monthly home visit.



**Family Partnerships and Services**

All, 235 families (100% of all families) participated in a family goal setting process which resulted in an individualized family partnership agreement in 2016-2017. All families received at least two-family services during the program year.

One hundred and five families (447%) received emergency/ crisis intervention (addressing an immediate need for food, clothing shelter). All, two hundred and thirty-five, families received parent education services and two hundred and thirty –two received health education. Nineteen families (8%) received a mental health referral or assistance.

There were regularly scheduled male involvement events and fathers were encouraged to participate to all family activities within the program. Throughout the program year 58 fathers/father figures participated in the family assessment, 69 in family goal setting, 101 were involved in the Head Start experience, 33 in parenting education workshops, and 2 in the Policy Council.



During the course of the year, parents had an opportunity to participate in a variety of activities. These activities included Play and Grow events held at Shortlidge Academy, the Boy’s and Girl’s Club, Colwyck Center, and local parks. NDEHS provided 44 socialization opportunities during the year. Other activities included Family Fun Day; Real Men Read; Mother’s Day Tea, Swimming lessons with mom or dad; gymnastics classes, Delaware

Museum of Natural History, Delaware Children’s Museum, Longwood Garden’s, Brandywine Zoo, Pumpkin patch, Parent Committees, Policy Council; Family gatherings:

**Volunteer Information**

The program had 213 volunteers for the 2016-2017 enrollment years. Of these volunteers, 114 (54% of all volunteers) were former or current Head Start or Early Head Start parents.

THANK YOU TO OUR DONORS  
2016–2017





Fall 2016/2017 & Spring 2016/2017 COMPARATIVE SUMMARY – 2 to 3 years									
Area of Development	# of Children	# of Children Below (Fall '16/'17)	% of Children Below (Fall '16/'17)	# of Children Meeting or Exceeding (Fall '16/'17)	% of Children Meeting or Exceeding (Fall '16/'17)	# of Children Below (Spring '16/'17)	% of Children Below (Spring '16/'17)	# of Children Meeting or Exceeding (Spring '16/'17)	% of Children Meeting or Exceeding (Spring '16/'17)
Social-Emotional	33	7	21.2%	26	78.8%	2	6.1%	31	93.9%
Physical	34	5	14.7%	29	85.3%	2	5.9%	32	94.1%
Language	34	14	41.2%	20	58.8%	6	17.6%	28	82.4%
Cognitive	33	14	42.4%	19	57.6%	6	18.2%	27	81.8%
Literacy	33	20	60.6%	13	39.4%	12	36.4%	21	63.6%
Mathematics	32	12	37.5%	20	62.5%	5	15.6%	27	84.4%

\*Although assessed in both assessment cycles, some of the children’s ratings may have been indicated as “Not Observed” (because of the various reasons such as children’s recent start date). Therefore, the number of children who were fully assessed during both assessment periods may vary above.

### FUNDING SOURCES:

Federal Funding from HHS Available – \$2,488,959  
 Other Funding – \$157,424  
 In – kind/ Match – 622,245  
**Total Funding – 3,111,204**

### Total Budget Expenditures

Personnel \$791,294  
 Fringe Benefits \$299,766  
 Travel \$0  
 Supplies \$58,171  
 Contractual \$1,111,110  
 T/TA \$42,120  
 Other \$85,523  
 Indirect cost \$123,674

**Total \$2,511,658**

In- kind/Match: \$587,515.15



### Community Impact:

- Partnered with four programs to provide EHS services to children and families
- Worked with over 50 early care and education providers in four partnering programs to implement quality Early Head Start (EHS) Services: Provided technical assistance, professional development, mentoring and coaching.
- Sponsored a coat and holiday toy drive - distributed over 100 coats to children and siblings of children in the program and provided over 200 holiday gifts to children in the program and a few siblings.
- Provided 50 opportunities for parents to come together with other parents to socialize, allow their children to socialize and learn valuable information about child development, nutrition and health issues.
- NDEHS staff participated in over fifteen different community advisory committees and councils.



### Student impact:

- Provided two graduate student assistantships and two 50-hour undergraduate internships.
- Provided two 50-hour internships to undergraduate students.
- Provided work-study opportunities to two undergraduate students.
- Provided field experiences for HDFS 470: 160 students participated in a home visit, to enhance their learning.
- Worked with SAEYC to provide volunteer opportunities to their members

**School Readiness – Child Outcomes**

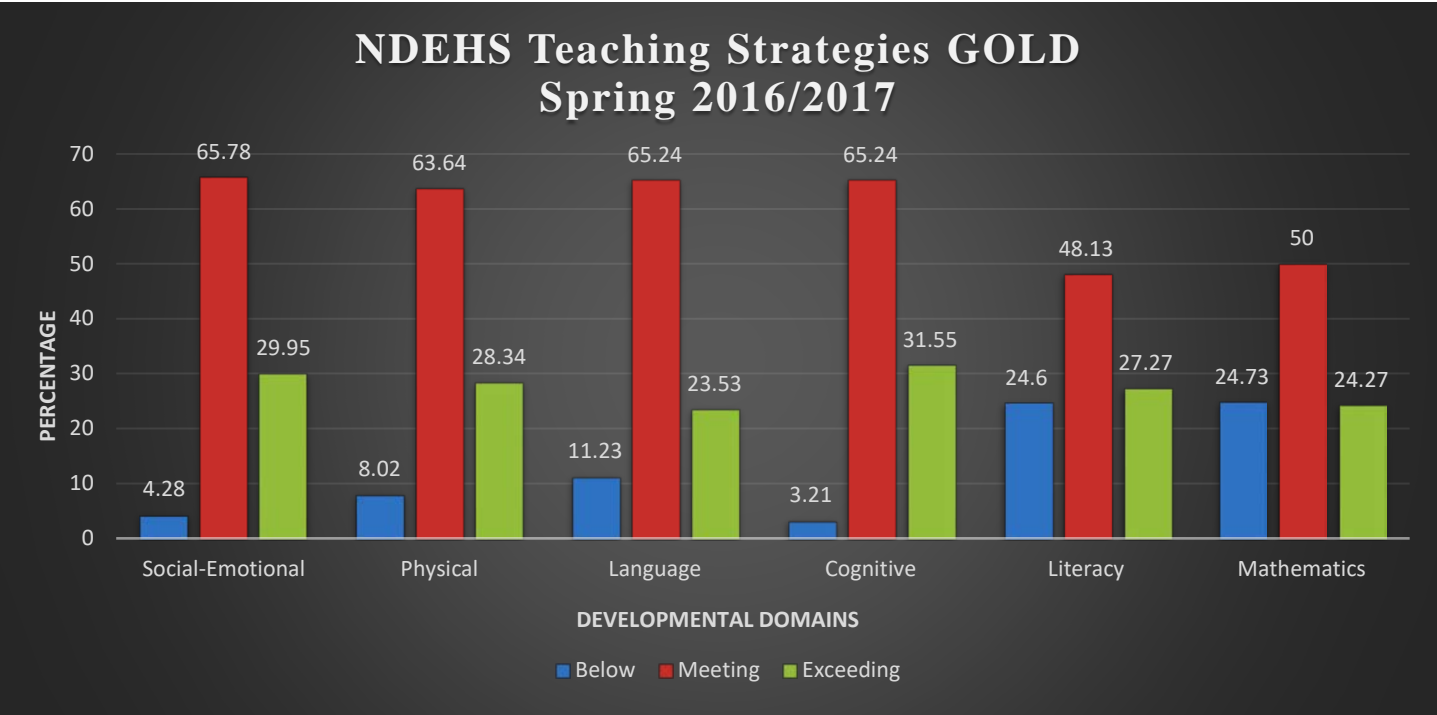
During the 2016/2017 spring assessment period (March 16, 2017 – June 30, 2017), 195 children were assessed using the Teaching Strategies GOLD online assessment system. Of the 195 children assessed, 187 children had enough data to be included in the data analysis. The 187 children assessed were from 17 classes in 3 childcare partnering sites and from caseloads of 12 home visitors from New Castle (6) and Kent (6) counties. Children who left the program between March 16<sup>th</sup> and June 30<sup>th</sup> had their observations finalized by their teachers/home visitors and transferred to *Archives*. Their portfolios were also used in the data presented here.

**Teaching Strategies GOLD**

Teaching Strategies GOLD allows New Directions Early Head Start (NDEHS) to examine each child’s development and growth in accordance to research-based, widely held expectations. As a program, we are able to ascertain and report the data at the classroom, site and program level. Moreover, we are able to learn about the growth of each child from the previous to current assessment period. Teachers and home visitors are able to use their ongoing observations to individually plan for each child using reports and suggested activities generated from the GOLD system and based on the child’s current abilities and next steps.

**General Assessment Data**

The table below presents the overall children’s ratings (Below, Meeting, or Exceeding Widely Held Expectations as defined by Teaching Strategies GOLD) in the areas of development and learning for Spring 2016/2017.



**Comparative Data – 2016/2017 Program Year**

The following 3 tables include summaries of comparative data (to *Widely Held Expectations* as determined by TS GOLD) for the children that were assessed in the same “color band” on the GOLD during **both** Fall 2016/2017 and Spring 2016/2017 assessment periods (children’s portfolios in *Archives* whose observations were finalized for both assessment cycles were, if applicable, included in the data presented here as well). The information is presented by the age of the children: Birth to 1 year, 1 to 2 years, 2 to 3 years, and over 3 years.

Fall 2016/2017 & Spring 2016/2017 COMPARATIVE SUMMARY – Birth to 1 years									
Area of Development	# of Children	# of Children Below (Fall '16/'17)	% of Children Below (Fall '16/'17)	# of Children Meeting or Exceeding (Fall '16/'17)	% of Children Meeting or Exceeding (Fall '16/'17)	# of Children Below (Spring '16/'17)	% of Children Below (Spring '16/'17)	# of Children Meeting or Exceeding (Spring '16/'17)	% of Children Meeting or Exceeding (Spring '16/'17)
Social-Emotional	11	2	18.2%	9	81.8%	0	0%	11	100%
Physical	11	3	27.3%	8	72.7%	0	0%	11	100%
Language	11	0	0%	11	100%	0	0%	11	100%
Cognitive	10	0	0%	10	100%	0	0%	10	100%
Literacy	12	0	0%	12	100%	0	0%	12	100%
Mathematics	11	0	0%	11	100%	0	0%	11	100%

\*Although assessed in both assessment cycles, some of the children’s ratings may have been indicated as “Not Observed” (because of the various reasons such as children’s recent start date). Therefore, the number of children who were fully assessed during both assessment periods may vary above.

Fall 2016/2017 & Spring 2016/2017 COMPARATIVE SUMMARY – 1 to 2 years									
Area of Development	# of Children	# of Children Below (Fall '16/'17)	% of Children Below (Fall '16/'17)	# of Children Meeting or Exceeding (Fall '16/'17)	% of Children Meeting or Exceeding (Fall '16/'17)	# of Children Below (Spring '16/'17)	% of Children Below (Spring '16/'17)	# of Children Meeting or Exceeding (Spring '16/'17)	% of Children Meeting or Exceeding (Spring '16/'17)
Social-Emotional	18	1	5.6%	17	94.4%	1	5.6%	17	94.4%
Physical	18	3	16.7%	15	83.3%	0	0%	18	100%
Language	17	6	35.3%	11	64.7%	2	11.8%	15	88.2%
Cognitive	17	1	5.9%	16	94.1%	0	0%	17	100%
Literacy	17	7	41.2%	10	58.8%	2	11.8%	15	88.2%
Mathematics	17	14	82.4%	3	17.6%	6	35.3%	11	64.7%

\*Although assessed in both assessment cycles, some of the children’s ratings may have been indicated as “Not Observed” (because of the various reasons such as children’s recent start date). Therefore, the number of children who were fully assessed during both assessment periods may vary above.