



# easterseals suburban cook county

Annual Head Start and Early Head Start Report to the Public

**Fiscal Year 2017 –18**

For the Fiscal Year July 1, 2017 thru June 30, 2018



# ABOUT OUR PROGRAM

## Easterseals Head Start/Early Head Start (HS/EHS) program – Suburban Cook County

Head Start/Early Head Start is a national early learning program which provides educational and social opportunities to nurture the healthy development of children. Easterseals offers Head Start and Early Head Start in partnership with 24 private community child care centers serving 1,019 children and their families throughout suburban Cook County. In partnership with our high-quality child-care partners, Easterseals provides innovative and collaborative services to better meet the needs of low-income families with infants, toddlers, and preschoolers.

Children in the Easterseals Head Start program benefit from highly qualified teachers, research-based curriculum, and well-equipped classrooms. Social-emotional, math, early language and literacy development are areas of focus for the program. Creative Curriculum, Ages and Stages, and Conscious Discipline materials support learning that occurs throughout the classroom day through intentional and thoughtfully planned learning activities. Parents are included in the screening process and provide input at home visits and through parent-child activities and workshops. Children's learning is observed and documented with on-going assessment of skills. Teaching Strategies Gold is used to assess children's learning and scores are reported three times a year for Head Start and four times a year for Early Head Start.

HS/EHS serves low-income pregnant women, infants and toddlers birth to age three and their families who live in West, South, and Southwest Suburban Cook County. Head Start serves low-income preschool children who live in West, South, and Southwest Suburban Cook County. We partnered with 20 private child care centers so that children needing full-day child care could also receive HS/EHS, providing families with additional choices to receive services through programs located within their neighborhoods.

### 2017 – 2018 Enrollment

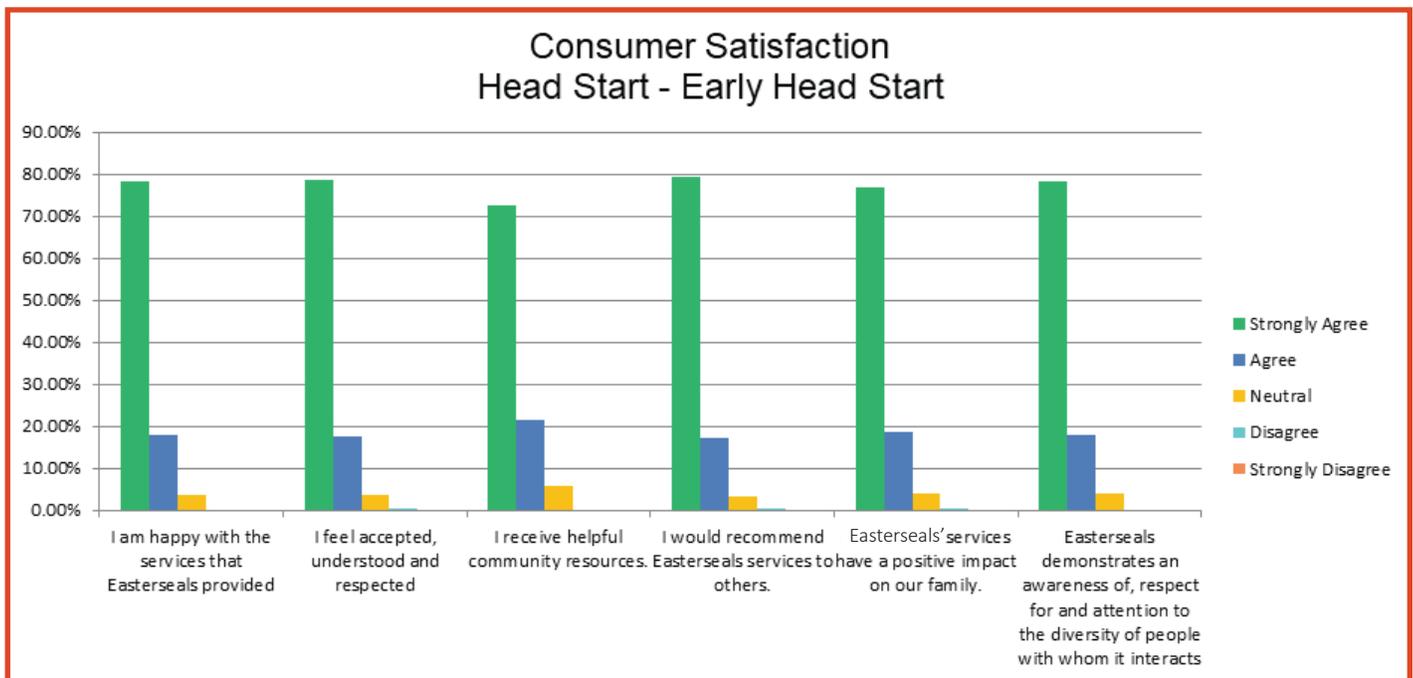
Program	Funded Enrollment	Actual Enrollment
Head Start	547	661
Early Head Start	472	584

# Agency Report Summary

## Family Outcomes and Satisfaction Survey Results

Fall 2017

The annual Family Outcomes Survey was distributed to all program participants and measures parent opinion on how much they and their families have benefited from the Head Start program.



# Empowering Children and Parents for Success

## Family Engagement and Support Services

Parents play a crucial role in their child's developmental growth and academic achievement. Family members volunteer in and out of the classroom and collaborate with Head Start/Early Head Start staff to determine individualized family goals. Goals may focus on enhancing family well-being, promoting their child's school readiness, entering the work force, or advocating for their local community. Parents participate in shared governance and actively engage in center-based and Policy Council meetings.

The program also recognizes the research-based benefits of positive male involvement. Dads, grandfathers, and other significant males play an important role in the program by promoting the importance of school, sharing their own talent/skills and modeling.

Parents attend different workshops and Baby TALK parent-child activities to increase their knowledge and skills as their children's primary teacher and nurturer, including:

- Impact of Early Childhood Experiences on Development
- Literacy Night
- Fine Motor Activities to Promote Self-Help Skills
- Discipline and Parenting Styles
- Getting Physical: Healthy Exercise for Children
- Meet & Greet with Dads: Parenting Discussion

## Health and Nutritional Services

A child's health directly affects his/her ability to be "school ready" and the Easterseals Head Start/Early Head Start program advocates a comprehensive health care program. Reflective of the program's belief in the impact of early intervention, the program provides developmental, behavioral, lead, and vision/hearing screenings, as well as dental examinations, including cleaning and fluoride treatments.

	Head Start	Early Head Start
Children with health insurance	99%	84%
Children with a medical home	99%	78%
Children with up-to-date immunizations	93%	78%
Children with a dental home	77%	55%

Children receive nutritious, well-balanced meals and snacks. Children receive breakfast, lunch, and snack, meeting at least two-thirds of children's nutritional requirements. In the home-based program model, one meal and one snack are served during each group socialization experience. Children participate in family style dining, which encourages a language-rich approach to eating, and teaches children table skills that promote appropriate social interaction. The program honors the unique dietary needs of each child.

# Inclusion of Children with Special Needs

Easterseals seeks to serve children of all abilities. Our program conducts developmental screenings, refers children who may need services, and provides accommodations for children with disabilities.

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**At least 10% of our enrollment opportunities are available to children identified with special needs. We are happy to announce that we met the 10% enrollment requirement!**

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Parents are encouraged to actively participate in planning for their child's enrollment and service delivery within the program, meeting with Head Start staff and specialist to ensure effective inclusion.

**Jacques** enrolled in the Early Head Start program at Nurturing Development Learning Academy (NDLA) in 2017. His family was having difficulty finding an inclusive preschool that could meet his needs and were unwilling to enroll him due to his mobility and feeding delays, but once they visited NDLA and met with Easterseals head start staff that all changed. NDLA and Easterseals Head Start staff worked closely with the family to learn about Jacques' needs and how to best include him in the classroom. Through collaboration with therapists, training, coaching, and consultation with Aspire Children Services, NDLA has successfully included Jacques and he has now transitioned to Head Start where he has already met many goals. Through the support of his Family and Health Advocate and Instructional Coach, Jacques' family has been able to access the services, medical treatment and equipment he will need to access services through the local school district. Jacques enjoys field trips, magnet tiles, drawing, reading books and learning.



# Instructional Services

Easterseals Head Start/Early Head Start supports children for school readiness and lifelong success. The research-based curriculum chosen by Easterseals is The Creative Curriculum. The Creative Curriculum is founded on child development and early education research and theory and focuses on five fundamental principles that address:

- Positive interactions and relationships with adults provide a critical foundation for successful learning
- Social-emotional competence is a significant factor in school success;
- Constructive, purposeful play supports essential learning;
- The physical environment affects the type and quality of learning interactions; and
- Teacher-family partnerships promote development and learning

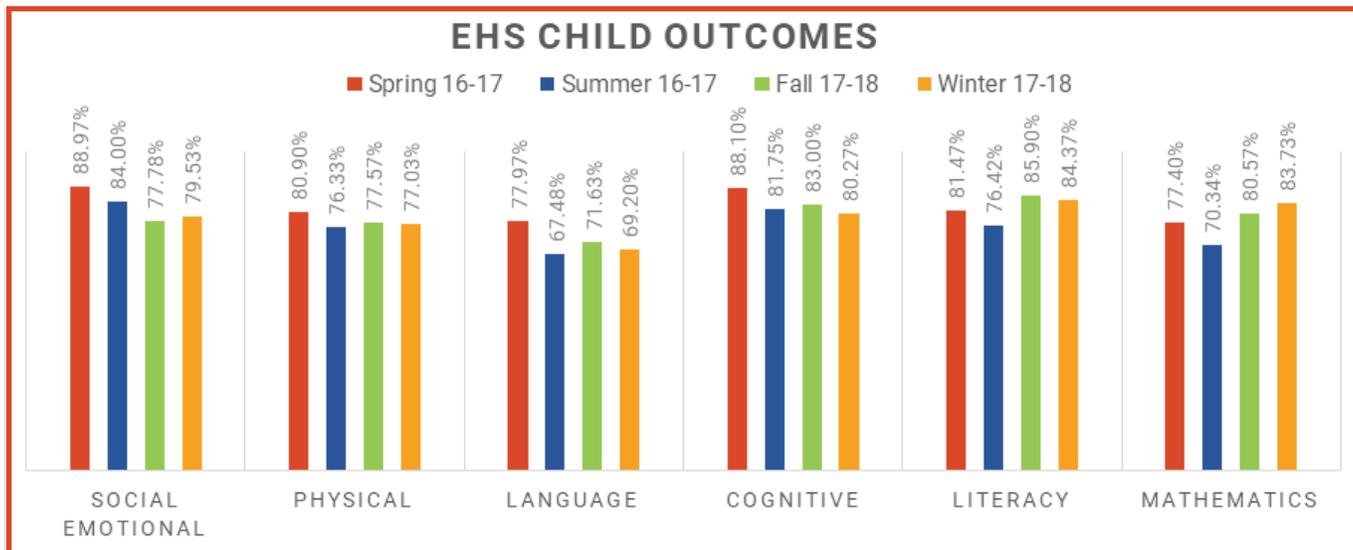
Teaching staff plan activities to include goals in the areas of social emotional development, approaches to learning, literacy, language development, math, science, logic and reasoning, social studies, creative arts, and physical health and development. These areas of development guide staff in the provision of materials and activities offered to prepare children for kindergarten. Experiences are provided to meet each child's individual needs and stimulate learning, with strong emphasis on language, cognitive skills, early literacy skills, and the development of positive social skills. Health and educational activities include brushing teeth daily and monthly nutrition activities. Staff utilize an individualized observation and planning process for each child/family. Staff assess, with the parent, the child's developmental strengths and needs. Information is obtained through informal interviews with the parent, observations of the child, developmental screenings, and My Teaching Strategies online assessment. The information is then utilized to individualize services for children and families.

The Early Learning team analyze data and generate individual and program wide TS GOLD reports three times per program year (four for EHS). Child outcomes data is shared with all staff, families, Policy Council, collaborative partners and the Easterseals Board outlining strengths and areas for improvement. Teachers and home visitors use individual and group profile reports to plan curriculum which offers materials, activities and experiences for learning through play in all areas. Staff and families review child specific reports to share each child's strengths and set goals together. Group profile reports are generated to help guide curriculum for specific groups and identify areas of support/supervision. My Teaching Strategies is used to track and measure school readiness goals. The data is used to help gather resources for staff and families, plan trainings, purchase materials, and guide future school readiness goals.



# Progress Towards School Readiness

## EHS Child Outcomes PY 16-17 – PY 17-18



- **Social/Emotional:** Teachers are supporting children well in S/E domain. Additional support working with 2-3 year olds has been identified as an area of need. Learning games and more intentional lesson planning are being focused on to support this area.
- **Physical:** Data shows continued advancement of these skills on a consistent basis with these age groups.
- **Language/Literacy:** Data shows a slight decrease in this area of development. CLASS dimensions; repetitive language, language modeling and quality of feedback are being focused on to support this area.
- **Cognitive:** Data shows slight decrease in this area of development. A focus on intentional planning of engagement activities with children is being implemented to support this area of development.
- **Mathematics:** Data shows continued advancement of these skills. Teachers will continue to individualize these activities for children's level of learning.

# 2017 – 2018 Fiscal Operations

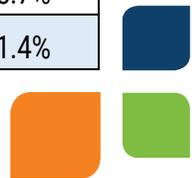
## Budgetary Expenditures

### FY18 Early Head Start

Cost Category	Total Budget	Total Spent	\$ to Budget	% to Budget
Personnel	1,198,226	1,236,563	(38,337)	-3.2%
Fringe Benefits	264,453	272,453	(7,786)	-2.9%
Travel	9,545	2,312	7,233	75.8%
Equipment	137,940	324,072	(186,132)	134.9%
Supplies	681,637	494,238	187,399	27.5%
Contractual	3,654,502	3,471,899	182,603	5.0%
Construction	-	-	-	0.0%
Other	526,108	535,387	(9,279)	-1.8%
<b>TOTAL</b>	<b>6,472,411</b>	<b>6,336,710</b>	<b>135,701</b>	<b>97.9%</b>

### FY18 Head Start

Cost Category	Total Budget	Total Spent	\$ to Budget	% to Budget
Personnel	1,460,864	1,236,563	(9,109)	100.6%
Fringe Benefits	320,075	324,247	(4,172)	101.3%
Travel	5,545	2,793	2,752	50.4%
Equipment	118,060	140,657	(22,597)	102.4%
Supplies	461,154	472,056	(10,902)	96.4%
Contractual	3,172,164	3,057,285	114,879	5.0%
Construction	-	-	-	0.0%
Other	605,996	761,471	(155,475)	125.7%
<b>TOTAL</b>	<b>6,143,858</b>	<b>6,228,482</b>	<b>(84,624)</b>	<b>101.4%</b>



# 2018 – 2019 Proposed Budget

## Proposed Budget

### FY19 Early Head Start

Budget Category	Budget Operations
Personnel	1,416,471
Fringe Benefits	450,078
Travel	6,633
Equipment	-
Supplies	233,275
Contractual	3,563,077
Construction	-
Other	375,917
Total	6,045,451

### FY19 Head Start

Budget Category	Budget Operations
Personnel	1,671,388
Fringe Benefits	530,631
Travel	3,920
Equipment	-
Supplies	198,763
Contractual	3,040,291
Construction	-
Other	386,857
Total	5,831,851

### Results of most recent financial audit

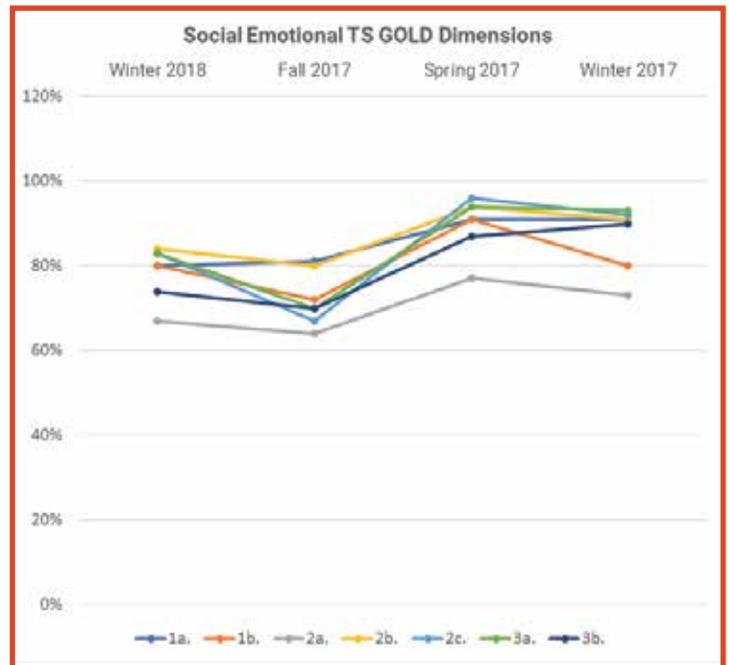
The most recent financial audit for Easterseals contained no findings or non-compliances for Easterseals Head Start.

# Head Start Child Outcomes Summary

**Children will regulate and manage their own emotions and behaviors and show awareness about self and how to connect with others, with the support of familiar adults.**

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2b. Responds to emotional cues
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems

**Social/Emotional: Data shows positive gains in both age groups. Continued support of Pyramid implementation occurred throughout**

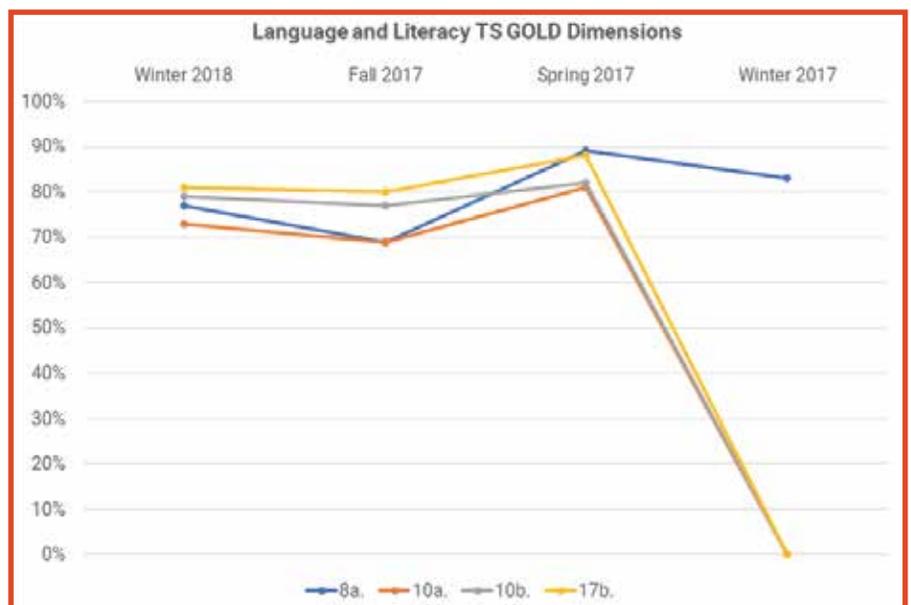


**Children will increasingly comprehend and utilize verbal language, nonverbal language, and print.**

- 8a. Comprehends language
- 10a. Engages in conversation
- 10b. Uses social rules of language
- 17b. Uses print concepts

**Language: Data shows positive gains in this area for both age groups.**

**Literacy: Data identifies consistent development of Literacy skills, more support has been identified for 4-5 year old children.**



# Head Start Child Outcomes Summary (continued)

**Children will use sensory and body awareness to understand how their body relates to the environment.**

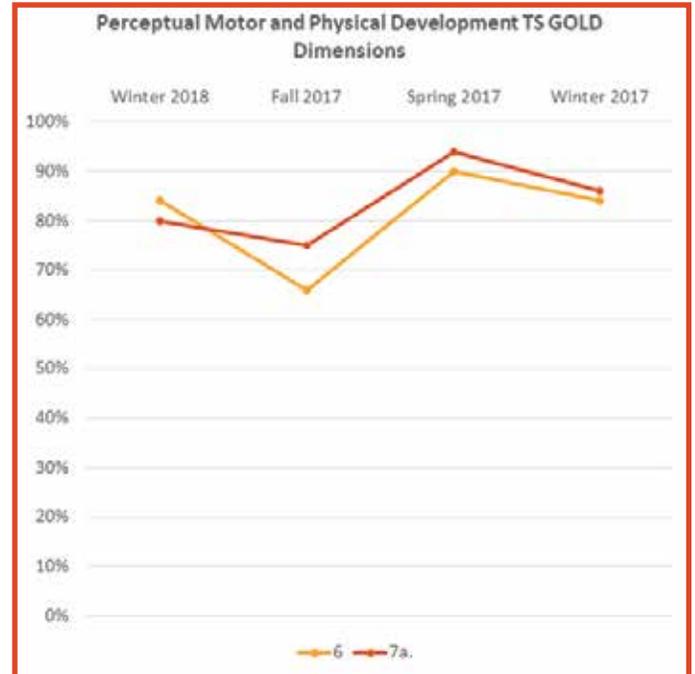
6. Demonstrates gross-motor manipulative skills

7a. Uses fingers and hands

29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

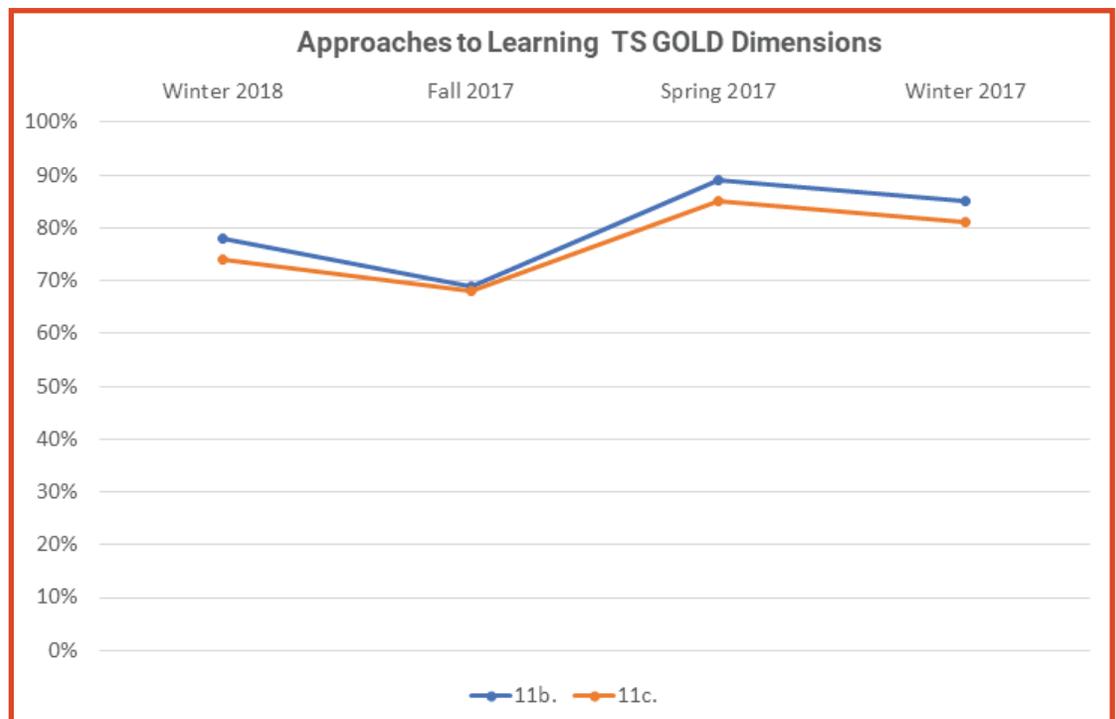
**Physical: Data shows positive gains in both age groups. Planning will focus on individual needs of children to support physical development.**



**Children will demonstrate increasing persistence in attending to activities and addressing problems.**

11b. Persists

11c. Solves problems

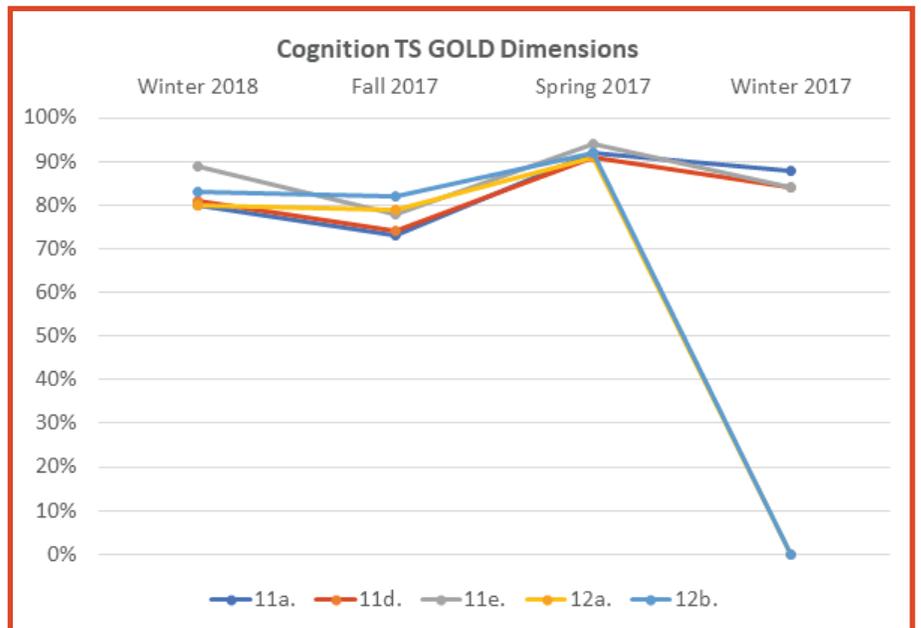


# Head Start Child Outcomes Summary *(continued)*

Children will be engaged and curious learners, remembering and connecting experiences and demonstrating flexibility and inventiveness in problem solving and planning.

- 11a. Attends and engages
- 11d. Shows curiosity and motivation
- 11e. Shows flexibility and inventiveness in thinking
- 12a. Recognizes and recalls
- 12b. Makes Connections

**Cognitive: Data identifies consistent development of cognitive skills. Majority of 4-5 year olds meeting/exceeding expectations. Data related to 3-4 year olds shows a slight increase of development.**



# Empowering Staff for Success

The Easterseals Head Start/Early Head Start program is committed to ensuring children and families engage with highly qualified staff at all levels who have the knowledge base to demonstrate the program's mission statement in action and empower children and families from diverse backgrounds in order to achieve success. Staff success is grounded in relationship competency and continuous professional development.

Professional development opportunities included individualized mentoring, Practice-Based Coaching (PBC), and participation in local, state, and national conferences. During the 2017 – 2018 program year, workshop topics included:

- Responsive Planning for Infants, Toddlers, and Twos
- Head Start Focus Area 2 Monitoring Protocol
- Introducing the Creative Curriculum for Infant, Toddlers, and Twos
- My Teaching Strategies
- Internal Monitoring System Planning
- Professionalism in Early Childhood Education – Supporting and Sustaining Change
- Beginning of Year Study
- Safety Practices
- I'm Moving I'm Learning
- Family Engagement and Attendance
- Head Start Performance Standards/Integrated Services
- Ongoing Monitoring
- Support Plans/Roundtables/Smartsheets
- ASQ & ASQ SE
- Team Teaching
- Child Abuse and Neglect/Mandated Reporter
- STEM/STEAM
- ITERS/ECERS
- CLASS Pre-K
- CLASS Infant/Toddler

# Classroom Assessment

## Scoring Assessment

The Classroom Assessment Scoring System (CLASS) is a nationally recognized professional development tool based on developmental theory and research that suggests a child's development and learning outcomes are the direct result of teacher-child interactions.

Results of the most recent Federal monitoring reviews: In April 2018, Easterseals went through its first Federal monitoring review event – a CLASS (Classroom Assessment Scoring System) review. CLASS assesses teacher-child interactions and classroom quality in three broad domains – emotional support, classroom organization, and instructional support. CLASS scores range from one to seven, with the score of seven representing an exceptionally effective teacher. The Department of Health and Human Services Office of Head Start has established nationally targeted thresholds for the three broad domains, all of which the Easterseals Head Start teaching staff met or exceeded during the CLASS monitoring review.

	Fall 2016	Spring 2018
Emotional Support	5.75 – Mid	6.37 – High
Classroom Organization	4.97 - Mid	6.07 - High
Instructional Support	2.32 - Low	3.65 – Mid

In June 2018, Easterseals also went through its first Focus Area Two Monitoring Review. Thanks to the hard work and dedication of our Head Start/Early Head Start Partners, Parents, and Easterseals staff we received a report that reflects 100% compliance in all areas.

It is true that most of us working in early childhood care and education do so because it is work with real meaning and real people, and it offers the possibility of making a difference in the world. Also, we at Easterseals Head Start/Early Head Start feel that the most potent ingredient in organizational effectiveness is a clear sense of purpose shared by every member of the program. With this said, we would like to thank everyone that worked so hard to ensure we all had a successful review.

**Your support speaks volumes.**



## Head Start/Early Head Start Services

> 120 Madison Street  
Oak Park, IL 60302  
708.434.2525

> 4415 W. Harrison Street, Suite 510  
Hillside, IL 60162  
708.330.4490

Through supportive collaborations with private early childhood centers, Head Start/Early Head Start teams are integrated to provide hands-on, comprehensive quality services giving children and their families the opportunity for a brighter future and a head start to success.

Throughout all of life's moments – from the ordinary to the extraordinary, and everything in between – Easterseals is here. We're right beside you and your family – listening, understanding, helping in the ways you ask us to, giving support, cheering you on. Easterseals is a team of problem-solvers, skilled practitioners and people committed to sweeping away limitations and shattering stereotypes. We are steadfast partners in your journey. That's our promise to you.



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