



## 2017-2018 ANNUAL REPORT



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**PCCEO Head Start, Early Head Start  
& Prevention Initiative**

**Number of Children Served**

Head Start - 707	Early Head Start - 205
	Prevention Initiative (PI) - 35
	Total = 947

**Funded Enrollment**

Head Start - 585	Early Head Start - 111
	Prevention Initiative - 35
	Total = 731

**The average monthly enrollment**

Head Start - 90.9%	Early Head Start/PI - 90%
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**Percent of Eligible Children Served by HS/EHS/PI**  
97%**Number of children who received a medical exam**

Head Start - 543	Early Head Start/PI - 200
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**Number of children who received a dental exam**

Head Start - 532	Early Head Start/PI - 16
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**Number of children with disabilities**

Head Start - 63	Early Head Start/PI - 18
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**Percentage of children who are Dual Language Learners**

Head Start - 1.32%	Early Head Start/PI - 15%
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**Number of children with an Individualized Education Plan**

Head Start - 63	Early Head Start/PI - 18
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**Number of children with a Response to Intervention**

Head Start - 127	Early Head Start/PI - N/A
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**Number of children receiving Mental Health Referral**

Head Start - 62	Early Head Start/PI - 0
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**Percentage of children receiving Vision/Hearing Screenings**

Head Start - 95%	Early Head Start/PI - 90%
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**HEAD START/EARLY HEAD START OPERATING BUDGET 2017 - 2018**

	PA 22	PA 20	Total	PA 25	PA 21	Total
<b>Salaries</b>	2,524,942	-	<b>2,524,942</b>	699,463	-	<b>699,463</b>
<b>Fringe Benefits</b>	852,402	-	<b>852,402</b>	245,601	-	<b>245,601</b>
<b>Travel</b>	10,000	8,000	<b>18,000</b>	2,800	9,137	<b>11,937</b>
<b>Equipment</b>	160,161	-	<b>160,161</b>	-	-	-
<b>Supplies</b>	53,000	-	<b>53,000</b>	10,250	-	<b>10,250</b>
<b>Contract Services</b>	127,800	3,000	<b>130,800</b>	36,952	-	<b>36,952</b>
<b>Other Costs</b>	1,037,427	45,366	<b>1,082,793</b>	229,485	20,256	<b>249,741</b>
<b>Total</b>	<b>4,765,732</b>	<b>56,366</b>	<b>4,822,098</b>	<b>1,224,551</b>	<b>29,393</b>	<b>1,253,944</b>
<b>Grant Award</b>	4,765,732	56,366		1,224,551	29,393	

HEAD START/EARLY HEAD START BUDGET 2017 - 2018			Total	2217	2017	2517	2117
<b>Federal Share of Total Budget</b>	6,076,042.00		6,076,042.00	4,765,732.00	56,366.00	1,224,551.00	29,393.00
<b>Third Party Contributions (In-kind)</b>	1,519,010.50						
<b>TOTAL BUDGETS</b>	<b>7,595,052.50</b>						
<b>HEAD START/EARLY HEAD START EXPENDITURES 2017 - 2018</b>				FED	PROG INC	INK	
			-				
<b>Head Start Training &amp; Technical Assistance (PA20)</b>	43,622.55		43,622.55	43,622.55			
			-				
<b>Head Start Part- Day (PA22) + In- kind + Project</b>	5,783,396.51		5,783,396.51	4,658,922.28	2,662.70	1,121,811.53	
			-				
<b>Early Head Start Training &amp; Technical Assistance (PA21)</b>	27,035.25		27,035.25	27,035.25			
			-				
<b>Early Head Start (PA25) + In-kind + Project</b>	1,540,266.04		1,540,266.04	1,148,328.40	653.51	391,284.13	
<b>TOTAL EXPENDITURES</b>	<b>7,394,320.35</b>		-				

## INDEPENDENT AUDITORS' REPORT

### Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Peoria Citizens Committee for Economic Opportunity, Inc., (a nonprofit organization) and subsidiaries, which comprise the consolidated statement of financial position as of December 31, 2017, and the related consolidated statements of activities & other comprehensive income, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements. The prior year summarized comparative information has been derived from Peoria Citizens Committee for Economic Opportunity, Inc.'s December 31, 2016, financial statements and, in our report dated April 17, 2017 we expressed an unqualified opinion on those financial statements.

### Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We did not audit the financial statements of Okpara, LP, local subsidiary, which statements reflect total assets of \$2,426,365 as of December 31, 2017, and total support and revenues of \$514,774, for the year then ended. Okpara, LP's statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for Okpara, LP, is based solely on the report of the other auditors. These consolidated financial statements also include the financial activity of two (2) other subsidiaries, Peoria Housing Resources, LLC and Peoria Affordable Housing Initiative, in which the two entities have equity ownership in Okpara, LP. The financial statements of Peoria Housing Resources, LLC and Peoria Affordable Housing Initiative reflect an unaudited balance of \$ 43,836 in total assets as of December 31, 2017 and unaudited balance of \$12,500 in total support and revenues. These amounts were immaterial to the consolidated financial statements taken as a whole. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditors' considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, based on our audit and the report of the other auditors, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Peoria Citizens Committee for Economic Opportunity, Inc. and subsidiaries as of December 31, 2017, and the

changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Correction of Error***

As discussed in Note A-11 to the consolidated financial statements, certain immaterial adjustments were made to correct prior year cash and accounts payable balances and to reconcile intercompany activity using consolidating entries stemming from the prior year resulting in a net decrease in net assets & partners' capital. Accordingly, an adjustment has been made to net assets as of December 31, 2017, to correct the errors. The financial statements as of December 31, 2016 were not restated. Our opinion is not modified with respect to this matter.

### ***Report on Summarized Comparative Information***

We have previously audited the Peoria Citizens Committee for Economic Opportunity, Inc.'s December 31, 2016 financial statements and, and we expressed an unmodified audit opinion on those financial statements in our report dated April 17, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2016 is consistent in all material respects with the audited financial statements from which it has been derived. Please note that the prior year 2016 is not consolidated and will not be fully comparable with the current year financial statements.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying Schedules of Activities - Illinois Department of Commerce & Economic Opportunity, Okpara, LP, Peoria Housing Resources, LLC, Peoria Affordable Housing Initiative, Revolving Loan Program, Management and General Fund, In-Kind Contributions, and the Financial Status Report of the Department of Health and Human Services - Head Start are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 14, 2018 on our consideration of Peoria Citizens Committee for Economic Opportunity, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Peoria Citizens Committee for Economic Opportunity, Inc.'s internal control over financial reporting and compliance.

**Ragland, Arnold, Buchanan, Morris & Associates, LLC**

**Certified Public Accountants**

Mokena, Illinois - September 14, 2018



## **Bridging the Gap from literacy to Self-Sufficiency**

On September 1, 2016, Head Start launched the new Head Start Program Performance Standards (HSPPS). The HSPPS provide the foundation upon which PCCEO HS/EHS builds premiere programs designed to support and strengthen, self-sufficiency and school readiness for the families we serve.

### **Promoting Family Engagement and Early Childhood Education (EHS)**

PCCEO Early Head Start (EHS) is a comprehensive family development program that primarily focuses on supporting pregnant women and parents of children from infancy to three years of age become self-sufficient. Our services and programs are designed to help children and families reach their optimum potential; educationally, socially, and economically. Also, we monitor physical and mental health and wellness for children to support their ability to achieve developmental milestones and attain school readiness.

PCCEO EHS-Prevention Initiative (PI) was chosen to participate in the Infant/Early Childhood Mental Health Consultation Initiative for Illinois through Chapin Hall and the University of Chicago. "The goal of this study is to learn more about the effect of the consultation in supporting staff who work with young children and their families." "This initiative is the first of its kind to include programs across different early childhood systems."

We remain one of the premier early childhood programs in Peoria County that provides early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families. Our staff are caring professionals who exercise positive nurturing relationships a key element to the healthy development and learning of our infants and toddlers. The principles of Early Head Start such as inclusion, collaboration, and cultural competence are designed to nurture healthy attachments between the parent, child, and caregiver which emphasizes a strength based, relationship-centered approach to services.

In the period from April 1, 2017, thru June 30, 2018, EHS provided services to two hundred and eighteen (218) pregnant women, infants, toddlers, and their families. Ninety-nine (99) percent of the 218 infants and toddlers served were income eligible.

PCCEO Early Head Start is funded to serve 111 children and pregnant women through the Administration for Children and Families (ACF) and an additional thirty five (35) children through the Illinois State Board of Education (ISBE) Prevention Initiative program. The thirty-five (35) children served represents an increase from twenty-two (22) to thirty-five (35) children as a result of being awarded an expansion grant.

### **Prevention Initiative Program**

Funded by the Illinois State Board of Education, the Prevention Initiative (P.I.) program serves children from birth to 3-years-old and their families to build a strong foundation for later school success. The Prevention Initiative program offers center based and home based options. Certified early childhood staff implements a comprehensive, research-based infant-toddler curriculum. Also, the Family Development Specialist also implement the Baby Talk personal home visiting curriculum and monthly group sessions for families. All children receive health and developmental screenings.

During the 2017/18 school year, the PCCEO Prevention Initiative program was awarded the Building Capacity Grant. This grant allowed us to increase the capacity of our existing EHS children and expectant mothers in both our home-based and center based options. The Building Capacity grant also allowed us to hire additional support staff. Capacity building is whatever is needed to bring a nonprofit to the next level of operational, programmatic, financial, or organizational maturity. Capacity building is

not a one-time effort to improve short-term effectiveness, but a continuous improvement strategy toward the creation of an effective, sustainable organization.

### **Early Head Start Continues to move toward success!**

In keeping with inclusion, at least ten percent (10%) of the children enrolled in our program present with various disabilities. EHS also has ten percent (10%) of our children who are dual language learners. Dual language learners are children who are simultaneously learning English and their home language which is a language other than English.

All EHS newly enrolled children must, within 45 days of enrollment, be given a developmental screening. The screenings apprise the EHS staff if the child presents with any delays. Screenings are utilized to help staff individualize effective learning experiences that support early learning outcomes.

The data from developmental screenings and ongoing assessments help us to identify children who need further evaluation, to plan appropriate learning experiences for children, and also provide valuable information to improve the program practices. Each Early Head Start/ Prevention Initiative child regardless of the program option is given an individualized lesson plan.

Our curriculum, Creative Curriculum, encompasses the following five (5) learning domains:

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Cognition and General Knowledge
- Physical Well-Being and Motor Development

We utilized the Head Start Early Learning Outcomes Framework to guide choices in curriculum and learning materials, planning daily activities, and to support intentional teaching practices, to engage families in their children's learning through:

- Parent teacher conferences
- Developmental screenings
- Ongoing assessments
- Home visits
- Children's daily experiences
- Individualized lesson plans
- Parental input

### **Data Collection**

PCCEO continually utilizes various data sources to guide and improve early childhood teaching strategies. These strategies, in turn, help improve child outcomes and goals such as:

- Observations
- Child's portfolios
- Anecdotal notes
- Children's work samples
- Head Start Early Learning Outcomes Framework
- Attendance
- Child health and wellness

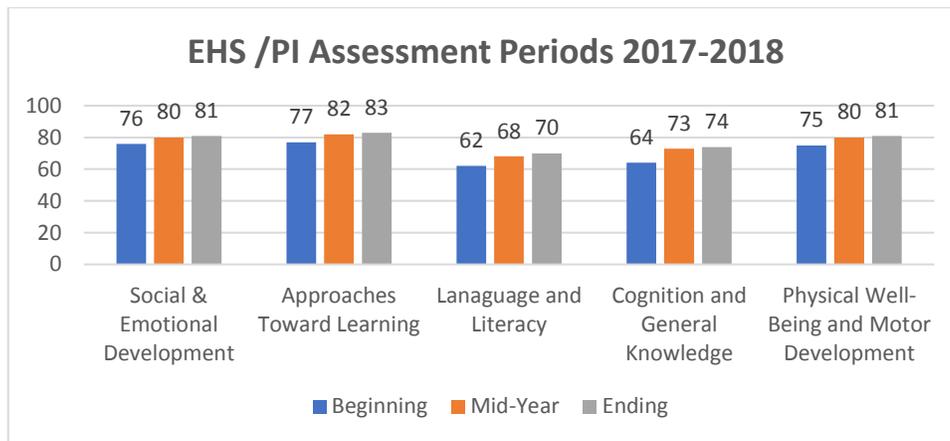
Additionally, staff administer the Early Learning Assessment Program (ELAP), (3) three times per year, beginning, midpoint and at the end of the year. This data is aggregated and analyzed for the explicit

purpose of individualizing lesson plans to be shared with families and supporting teaching strategies. The results are used by Early Head staff to help monitor the child's progress during the school year.

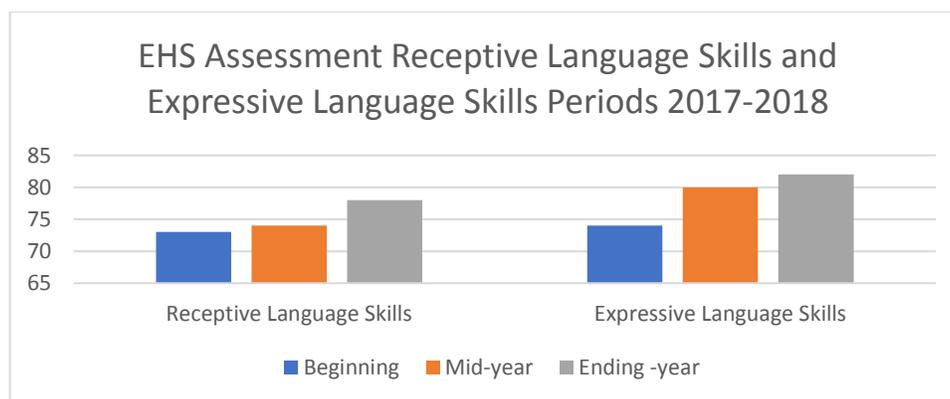
PCCEO data from the 2017-2018 school year, whether green, orange or gray revealed detailed qualitative information on developmental milestones achieved. The milestones are expressed as a percentage of the total number which relates to each domain:

- Social/Emotional
- Approaches to Learning
- Language and Literacy
- Cognition and General Knowledge
- Physical Well Being and Motor Development

The following graph compares the scores for all EHS children during the assessment period.



Note: This graph indicates a continuous improvement in all five (5) domains, which will promote school readiness and help children attain the developmental skills needed for school readiness. Early Head Start also showed a continuous improvement in the Language Receptive Skills and the Language Expression Skills during the 2017-2018 school year.



Note: The graph indicated the Beginning scores and continuous improvement throughout the 2017-2018 school year.

## Individualizing Care for Infants and Toddlers

The Early & Periodic Screening, Diagnosis, and Treatment Program (EPSDT) is a child health component that PCCEO EHS follows to ensure the health of its infants and toddlers. According to EPSDT, children should have well child checks at ages two weeks, two months, four months, six months, nine months, twelve months, fifteen months, eighteen months, twenty-four months, thirty months and thirty-six months.

For the state of Illinois, children's physicals are good for one year. EHS center-based children are 100% compliant with their well-child checks and immunizations. Children enrolled in our home-based option are 50% compliant with well-child checks, and 62% comply with their immunization schedule.

It is important for the parents to be involved in their children's oral health as early as one (1) year of age to promote healthy teeth for a lifetime. A baby's first visit to the dentist sets the stage for lifelong oral health. It is just as important to care for the primary teeth as well as the permanent teeth which come later. According to the Surgeon General, dental disease is a "silent epidemic" (Give Kids a Smile Symposium Proceeding, 2008). Millions of children are silently suffering due to oral disease and are unable to eat, sleep or learn. We can help prevent this "silent epidemic" among the families we serve by providing this great service of "Give Kids a Smile."

For the annual Give Kids a Smile event, PCCEO EHS partnered with Just Kidz Dentistry, interns from Midwest Technical Institute, and Peoria County Public Health Department. The dentist provided fluoride treatments and dental exams for 13 of our children. The Just Kidz Dentistry staff assisted the dentist with the process of cleaning the children teeth. The Give a Kid Smile event was an opportunity for our agency to promote effective oral health hygiene. This event was held at Myah's Just 4 Kids Learning Center, a safe nurturing an inviting environment.



In collaboration with our local audiologist, Early Head Start provides Otoacoustic Emission (OAE) hearing screening and Tympanograms to children yearly and as needed. The American Academy of Pediatrics (AAP) suggest ongoing monitoring and that children get screenings beyond the required newborn screening. Within forty-five days of enrollment, EHS parents must provide proof of an OAE, or it will be completed by one of our staff. Children who fail their OAE's are referred for follow up with their primary care physician or our contracted audiologist.

## Head Start

Head Start served 707 children in a comprehensive early childhood education program. Our average monthly enrollment has been 90.9% since August 2014. Our monthly attendance, as verified by our data tracking system, PROMIS (Program Resources and Outcome Management Information Systems).



“Head Start (HS) is the nation’s most developed national early learning system, the site of research, innovation and deepening understanding of early learning.” (Leadership Institute 2012)

Head Start offers 585 slots of which, 211 are allocated for families that need full day services. Currently, full day services are being offered at Woodruff Technical Center, Manual Head Start, Harrison Head Start and Trewyn Pavilion Head Start Center. The Trewyn Center is a dual language learner’s center. Head Start offers 374 part day slots, Webster Head Start Center. This center also houses the administrative offices for Head Start.

The data in the two tables below comes from IECAM Population and Poverty Demographics 2015. The first table shows the number and percentage of children younger than 5-years-old in these five zip codes who are considered to be living in deep poverty with family income at or below 50% of the Federal Poverty Level (FPL).

Zip Codes	Population Birth to 2	Birth to 2 at or below 50% of FPL	Population 3 and 4	3 and 4 year olds at or below 50% of FPL	Total children under 5	Total # of children at or below 50% FPL	Percentage by Zip Codes
61603	917	254	615	171	1,532	425	28%
61604	1,228	204	825	137	2,053	341	17%
61605	958	523	642	350	1,600	873	55%
61606	240	66	161	45	401	111	28%
61614	838	18	562	12	1,400	30	2%

This second table shows the number and percentage of children younger than 5-years-old in these five zip codes who have family income between 50% and 100% of the FPL.

Zip Codes	Population Birth to 2	Birth to 2 to 50% to 100% of FPL	Population 3 and 4	3 and 4 year olds 50% to 100% of FPL	Total children under 5	Total # of children to 50% to 100% FPL	Percentage by Zip Codes
61603	917	488	615	328	1,841	981	51%
61604	1,228	468	825	314	2,467	940	39%
61605	958	697	642	467	1,923	1,399	73%
61606	240	165	161	111	482	332	69%
61614	838	108	562	73	845	218	26%

Combining the numbers from the two charts yields 13,410 children in these five zip codes and 4,999 of them are living in households with income at poverty level or below. Of the 4,999 children, 1,780 are living in deep poverty with family income at or below 50% of the FPL. An additional demographic factor to note is that in these zip codes, there are 685 linguistically isolated households.

### **Education and Early Childhood Development Curriculum**

The curriculum used in all Head Start classrooms is the Creative Curriculum. The Creative Curriculum is based on theory and research and addresses academic content for young children. The Creative Curriculum covers seven (7) learning domains: Social/Emotional; the Arts; Physical Development; Health; Mathematics; Language and Literacy; and Science.

Our curriculum is supplemented with Second Step Violence Prevention Curriculum and Conscious Discipline, comprehensive social and emotional intelligence management program.

PCCEO Head Start has a plan to address goals for improving the school readiness of children transitioning to kindergarten. These goals are aligned with the Head Start Early Learning Outcomes Framework, State Early Learning Standards, and the requirements and expectations of the local school system.

### **Daily Schedule**

The program and classroom foster continuity and provide blocks of time for children to explore. The daily schedule provides a balance of teacher-directed and child-initiated activities; active and quiet times; and independent and guided activities (large group, small group and individual activities).

### **Classroom Environment**

Each classroom has 17-20 children enrolled based on age. There is an Early Childhood Teacher and Teacher Assistant in each classroom. The classrooms are divided into learning centers and the children learn from the environment by being directed through the arrangement of materials and equipment. The centers include science, dramatic play, blocks, library, art, writing, quiet center, manipulatives, computer, music and listening. There is also an area established for large group time. Indoor and outdoor physical activities are provided on a daily basis.

### **Assessment and Screenings**

Developmental screenings are conducted for all children within 45 days of enrollment and is used to identify a child's progress through foundational early childhood developmental milestones. PCCEO Head Start uses the Brigance Head Start III, it is research based and has a high degree of accuracy. The screening will assist the teacher in planning the most appropriate program for the individual needs of young children.

The assessment tool used by PCCEO Head Start is Learning Accomplishment Profile (LAP 3). LAP 3 is a criterion referenced instrument for children functioning in the 36-72 month age range. The purpose of LAP 3 is to assist teachers and families in accessing individual skill development and to plan curriculum accordingly. In addition, on-going observations and individual child portfolios are used to help teachers evaluate each child's learning progress. The progress is shared with parents during home visits and parent/teacher conferences.

The following scores reflect the percentages of milestones of development achieved for our children going to kindergarten in the following domains:

Physical Development and Health	92.27%
Social and Emotional Development	92.34%
Approaches to Learning	89.73%
Logic and Reasoning	87.01%
Language Development	83.42%
Literacy Knowledge and Skills	78.96%
Mathematics Knowledge and Skills	82.16%
Science Knowledge and Skills	88.15%
Creative Arts Expressions	89.97%
Social Studies Knowledge and Skills	77.70%
English Language Development	83.22%

Head Start has 90 students who have Individualized Education Plans (IEPs) which include speech and occupational therapy and/or resource services. Head Start has an MOU with the Local Education Agency (Peoria Public Schools District 150) to provide these services for our students.

Head Start has 127 students who participated in Response To Intervention (RTI), a multi-tier approach to the early identification and support of students with learning needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Head Start also maintains a partnership with Family Core for mental health services. The contract includes at least two classroom observations per year with feedback to the teachers, individualized observation of children, with parent consent, also with feedback on behavioral management strategies and at least six free counseling sessions available to parent(s) and/or child as well the entire family.

### **Parent, Family and Community Engagement**

Head Start and Early Head Start are dedicated to providing resources and support to families in order for them to be prepared in life. Our approach to family engagement focuses on addressing the Head Start & Early Head Start Parent, Family and Community Engagement Framework (PFCE). The framework measures seven family engagement domains; Family Well-Being, Positive Parent-Child Interactions, Families as Life-long Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers & Community, and Families as Advocates & Leaders.

In addition to the Parent Policy Council and as a means to provide the services families want and need, Head Start and Early Head Start families are encouraged to serve as volunteers in the centers, serve on program advisory committees, program and activity planning committees and to complete a parent interest survey at the beginning of each program year. Understanding the needs and interest of parents and incorporating those needs and interests into the program is key to in validating family partnerships and ensuring full participation in the program.

The Parent Resource Center at Webster Head Start Center, located at the Webster Center, is equipped with computers and software for resume writing and career/education assessment. This software assists parents in preparing for job interviews and helps them to determine what professional and or educational pathway they are best suited to pursue based on the data obtained from the career/educational assessment. The Parent Resource Center is stocked with books and educational material for the entire family. Lincoln Library provides the books on loan to Head Start. The books and educational materials are exchanged every three months.

PCCEO Head Start and Early Head Start also offers parents an opportunity to participate in a parent employment training program. One program, the Self-Sufficiency Training Program employs parents to serve as Support Service Clerks for the Head Start program. Parents are trained as bus monitors, in food service, as maintenance workers, in clerical services and child development. Support Services Clerks are required to complete the first level of Early Childhood Education classes and obtain a food handlers certificate. Some parents in the program receive certification as Food Managers. All Support Service Clerks receive a minimum of 15 hours of Gateway training.

Head Start works closely with the Community Services and Block Grant Manager to ensure head Start/Early head Start parents are aware of the training opportunities administered/facilitated through CSBG.

### **Parent Orientation**

Parent orientation was held August 25<sup>th</sup> through August 31<sup>st</sup> for the 2017-2018 school year. Three hundred parents completed interest surveys denoting the type of activities they preferred for the school year.

### **Parent Center Meetings/Family Activities**

Using the data from parent surveys, Family Development staff worked with parents to plan monthly activities for Head Start (HS) and Early Head Start (EHS) families for the 2017–2018 School Year.

#### September 2018

Donuts with Dads and Pizza with Pops

#### October 2018

Family Movie Night

#### November 2018

Grandparent's Day

#### December 2018

Festival of Lights and Winter Wonderland

#### February 2018

Dad's Chili Cook Off

#### March 2018

Board Game Night

#### May 2018

Daddy Daughter Dance, Parent Banquet, Making our Moms Smile

In March 2018, Early Head Start Families had a “Day with the Dr. (Dr. Seuss that is). The Socialization was held at Valeska Hinton Early Childhood Center from 5:00 – 7:00 pm. Twelve families were in attendance, which included thirty one energetic children. The families enjoyed games, prizes, crafts and green eggs and ham. The socialization was a fun and creative way to enhance Parent and Child Interaction. Early Head Start Socializations focus on **“Approaches to Learning”** which highlights the following areas: Fine Motor Skills, Gross Motor Skills, Language & Literacy and Nutrition. The Families of Early Head Start thought the event was excellent! Early Head Start Socializations are conducted twice a month, year round. Program information and Parent/Child activities occur throughout the year, which includes a meal and/or snack at each event. In addition to monthly activities, center meetings were held at our Pierson and Rogy's and Myah's centers, as well as our socializations.

HS and EHS staff work diligently to provide opportunities for our parents to achieve self-sufficiency and strengthen the family resolve. Parent trainings are conducted at minimum, four times per year. Areas covered included Bonding and Attachment, Career Training, Domestic Violence Prevention, and Home Safety.

### **Transportation Services**

PCCEO Head Start Program provided transportation services to one part-day center and one full-day centers in the area codes of 61602, 61603, 61604, 61605 and 61606 utilizing six routes.

An estimated one hundred sixty families enrolled in the morning session and one hundred seventy families enrolled in the afternoon session of the part-day centers used transportation services. An estimated twenty five families of the full-day centers used transportation services.

### **Preparing Children for Kindergarten**

Preparation for Kindergarten begins at birth. Experiences provided by parents and staff in Head Start and Early Head Start lay the foundation for more formal education in primary school. Careful monitoring of children's development ensures that their learning needs are addressed and that every effort is made to help children become successful not only in Kindergarten, but also in life

The transitioning of children from Early Head Start to Head Start begins when children are 2.5 years of age. Family Development Specialists (FDS)'s assist families in the completion of transition packets. Prior to enrollment, the children and families have an orientation opportunity to visit the child's Head Start classroom

PCCEO Head Start transition efforts are designed to help ease the entry from Early Head Start to Head Start and from Head Start into kindergarten by preparing both children and families for the difference

children will encounter. PCCEO partners with the local school districts regarding the many opportunities to support children transitioning to kindergarten; kindergarten registration day, participation on the kindergarten registration committee, Early Childhood Forum and the Head Start annual Transition Fair.

### School Readiness

PCCEO Head Start and Early Head Start have adopted a plan of school readiness for all children transitioning to kindergarten that aligns with the goals and expectations of the:

- Head Start Early Learning Outcomes framework
- State Early Learning Standards
- Expectations and requirements of the local school system

The Head Start/Early Head Start school readiness plan:

- Supports individual differences
- Assesses children's progress on an ongoing basis
- Includes strategies for achieving these goals
- Gives parents an opportunity to provide input on readiness goals that they believe are important as their child transitions to preschool and kindergarten

