



# Head Start & Early Head Start



**2018 – 2019 Annual Report**

April 2019

**Number of Children Served**

Head Start - 707                      Early Head Start - 210  
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%

**Percent of Eligible Children Served by HS/EHS/PI**  
97%

**Number of children who received a medical exam**

Head Start - 557                      Early Head Start/PI - 126

**Number of children who received a dental exam**

Head Start - 556                      Early Head Start/PI - 57

**Number of children with disabilities**

Head Start - 58                      Early Head Start/PI - 13

**Percentage of children who are Dual Language Learners**

Head Start - 1.32%                      Early Head Start/PI - 15%

**Number of children with an Individualized Education Plan**

Head Start - 58                      Early Head Start/PI - 13

**Number of children with a Response to Intervention**

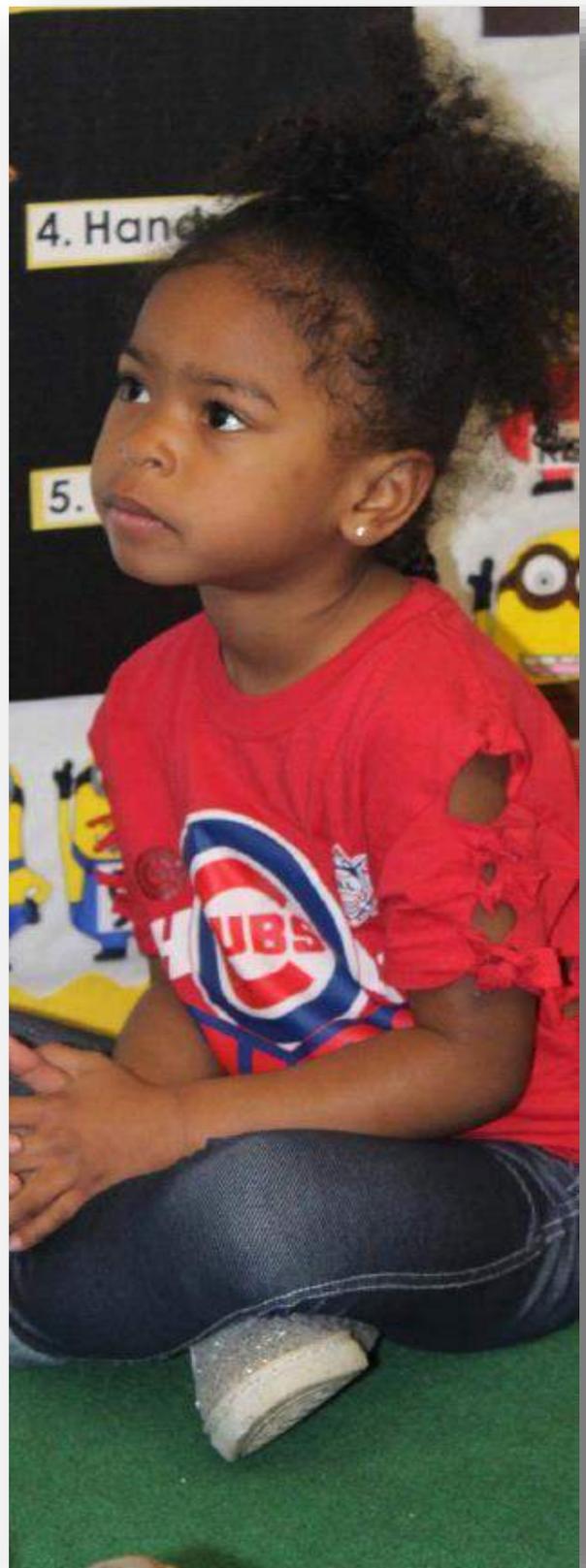
Head Start - 134                      Early Head Start/PI - N/A

**Number of children receiving Mental Health Referral**

Head Start - 18                      Early Head Start/PI - 0

**Percentage of children receiving Vision/Hearing Screenings**

Head Start - 95%                      Early Head Start/PI - 90%



**HEAD START/EARLY HEAD START OPERATING BUDGET 2018 - 2019**

	PA 22	PA 20	Total	PA 25	PA 21	Total
<b>Salaries</b>	2,820,744.00	-	<b>2,820,744</b>	672,927	-	<b>672,927</b>
<b>Fringe Benefits</b>	901,078	-	<b>901,078</b>	264,806	-	<b>264,806</b>
<b>Travel</b>	10,000	8,000	<b>18,000</b>	4,814	9,137	<b>13,951</b>
<b>Equipment</b>	0	0	<b>0</b>	-	-	-
<b>Supplies</b>	77,480	-	<b>77,480</b>	9,917	-	<b>9,917</b>
<b>Contract Services</b>	154,980	-	<b>154,980</b>	42,493	2,510	<b>45,003</b>
<b>Other Costs</b>	834,976	43,427	<b>878,403</b>	261,432	14,068	<b>275,500</b>
<b>Total</b>	<b>4,799,258</b>	<b>51,427</b>	<b>4,850,685</b>	<b>1,256,389</b>	<b>25,715</b>	<b>1,282,104</b>
<b>Grant Award</b>	4,799,258	51,427	4,850,685	1,256,389	25,715	1,282,104

HEAD START/EARLY HEAD START BUDGET 2018 - 2019			Total	2218	2018-2018A	2518-2518A	2118-2118A
<b>Federal Share of Total Budget</b>	6,132,789		6,132,789	1,688,556	51,427	1,256,389	25,715
<b>Third Party Contributions (In-kind)</b>	1,533,197						
<b>TOTAL BUDGETS</b>	<b>7,665,986</b>						
<b>HEAD START/EARLY HEAD START EXPENDITURES 2018 – 2019</b>				FED	PROG INC	INK	
			-				
<b>Head Start Training &amp; Technical Assistance (PA20)</b>	28,754		28,754	28,754			
			-				
<b>Head Start Part-Day (PA22) + In-kind + Project</b>	5,542,812		5,542,812	4,420,323	2,922	1,119,567	
			-				
<b>Early Head Start Training &amp; Technical Assistance (PA21)</b>	16,833		16,833	16,833			
			-				
<b>Early Head Start (PA25) + In-kind + Project</b>	1,501,936		1,501,936	1,088,619	13,397	399,920	
<b>TOTAL EXPENDITURES</b>	<b>7,090,335</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.

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

**Certified Public Accountants**

Mokena, Illinois - September 14, 2018



## 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 (P.I.) 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, 2018, thru March 31, 2019, EHS provided services to two hundred and twenty-nine (229) pregnant women, infants, toddlers, and their families. Ninety-nine (99) percent of the 229 infants and toddlers and pregnant women 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.

During this reporting period the EHS/PI program discovered that some of our pregnant women were not compliant with prenatal care. As an outcome our program implemented the EHS/PI Pregnancy Passport Initiative Program. After they complete the program, the pregnant women are eligible to receive a pack and play. We have had 2 mothers eligible and received a pack and play.

### Prevention Initiative Program

“Prevention Initiative provides early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success. It is intended for children who have been determined, as a result of a screening process, to be at risk for school failure as indicated by their families’ high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators (e.g., school district’s rate of dropouts, retention, truancy, teenage pregnancies, and homeless students; high rates of infant mortality, birth trauma, low birth weight, or prematurity; and high rates of child abuse or neglect).”

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 2018-2019 school year, 2 P.I. staff (and 3 federal staff) earned their certification in the program's research-based infant-toddler curriculum, Baby Talk.

In addition to completing a professional development milestone, P.I. has also begun participating in several other initiatives. In 2018, PCCEO P.I. program partnered with Family Core to implement Reflective Supervision within the program. Reflective Supervision includes reflection, relationship and consistency and is used to promote and support the "development of a relationship-based organization." In May of 2019, PCCEO's P.I. program also partnered with the Ounce Institute to receive training and technical assistance on:

- Strengths and needs of the program's home visiting and center-based services
- Compliance goals
- Using Best Practices when working with families.

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

In keeping with inclusion, at least ten percent (10%) of the children enrolled in our program presented with disabilities, such as hearing, physical and speech. EHS/PI also served 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 were provided a developmental screening, within 45 days of enrollment. The screenings apprise the staff if the child presents with any delays. Screening were 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, plan appropriate learning experiences for children, and provide valuable information to improve 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

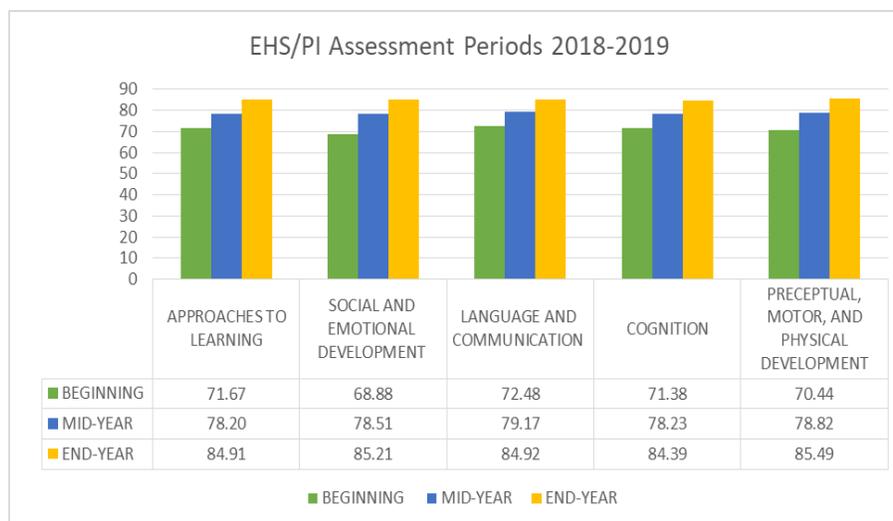
- Child's Portfolios
- Anecdotal Notes
- Children's Work Samples
- Head Start Early Learning Outcomes Framework
- Attendance
- Child Health and Wellness

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 Start staff to help monitor the child's progress during the school year.

PCCEO data from the 2018-2019 school year, whether green, blue or yellow 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 2018-2019 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 53% compliant with well-child checks, and 56% comply with their immunization schedule with 1 religious' exemption.

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."

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For the annual Give Kids a Smile event, PCCEO EHS partnered with Just Kidz Dentistry, Carver Center, 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 George Washington Carver Center, a safe nurturing an inviting environment.



## 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.

## 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.

The 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 daily.

### 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 average number of milestones achieved for children transitioning to kindergarten in the following domains:

Perceptual, Motor, and Physical Development	90.92%
Social and Emotional Development	93.55%
Approaches to Learning	88.73%
Scientific Reasoning	88.99%
Language and Communication	80.07%
Literacy	80.44%
English Language Development	87.91%
Mathematics Development	87.05%

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**

Parent involvement at all levels is an essential component of the programs and services administered at Peoria Citizens Committee for Economic Opportunity, Inc. (PCCEO). The commitment to ensure fully engaged parents is an agency focus.

The Parent Policy Council is a formal structure of parents who participate in policy making and other decisions about on behalf of the children and families enrolled in the Head Start and Early Head Start program.

Parent Policy Council members:

- Develop, review and approve or disapprove funding applications and amendments.
- Aid in program planning, selection, and enrollment
- Participate in annual assessments
- Develop and review personnel policies
- Aid in decision making to hire and terminate personnel

Parent Policy Council members are made up of two types of representatives: parents of children currently enrolled in Head Start or Early Head Start and community representatives. Council members are elected to represent each Head Start/Early Head Start Center.

As part of the parent engagement process, parents assist in planning: parent orientation, parent handbook and program calendar. Parents complete an interest survey as a tool to inform staff of the parent's interest and preference in participating in program activities, workshops and training. The survey also gives parents the opportunity to share what day and time of the week is best for them and to establish the preferred way of communication i.e.: texting, social media, school messenger or written communication. This survey also gives parents the opportunity to inform staff of the parent's interest in volunteering in the classroom, planning and executing family centered activities, chaperoning field trips, serving as a resource or facilitator in their area of expertise. This survey has open ended question as well as suggested activities and trainings. Family Development staff members understand this may be the first opportunity/experience a parent has to enroll a child in school therefore; the survey is a means of informing parents of all the opportunities opened to them.

A Family Development Specialist (FDS) is assigned to work with each parent. The Strength and Needs assessment are administered no more than 90 days after a child is enrolled. This assessment is not done immediately to give the parent and FDS an opportunity to get acquainted. The assessment is done to determine a family's need and to shine the light on a parent's strengths. Using the Strength and Needs Assessment, the Family Development Specialist is assigned to work with the parent to establish measurable personal and/ or family goals with established timelines. The FDS serves as a resource for the family communicating with the parent a minimum of twice a month using the parent's preferred method of contact. The intent is to establish a positive trusting and supportive relationship that promotes family well-being and school readiness.

The Strength and Needs Assessment is also a tool used to determine what collaborations and community partners are needed to assist parents in becoming self-sufficient or to move to the next level.

Family Activities is an important aspect of providing comprehensive services to families. Monthly activities

allow parents to engage with other parents and is a source for family-centered fun. Activities like the Daddy Daughter Dance, Muffins with Moms, and Winter Wonderland continue to be family favorites. This year 105 girls and 86 dads participated in this annual event. Muffins with Moms provided a means of celebrating Mother's Day as children made Mother's Day cards to gift their Moms. More than 120 moms bonded with their children as they ate muffins.

The Parent Family and Community Engagement Framework is used to measure family outcomes in seven areas. They are:

1. **Family Well-Being** - Parents and families are safe, healthy, and have increased financial security.
2. **Positive Parent-child Relationships** - Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. **Families as Lifelong Educators** - Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities
4. **Families as Learners** - Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. **Family Engagement in Transitions** - Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.
6. **Family Connections to Peers and Community** - Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
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### **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.

An estimated one hundred forty families enrolled in the morning session and one hundred fifty families enrolled in the afternoon session of the part-day centers used transportation services. An estimated twenty 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

