



Head Start & Early Head Start



2019 – 2020 Annual Report

Number of Children Served

Head Start - 616 Early Head Start - 174
Prevention Initiative (PI) - 35
Total = 790

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 - 616 Early Head Start/PI - 174

Number of children who received a dental exam

Head Start - 362 Early Head Start/PI - 90

Number of children with disabilities

Head Start - Early Head Start/PI - 18

Percentage of children who are Dual Language Learners

Head Start – 5.29% Early Head Start/PI – 10%

Number of children with an Individualized Education Plan

Head Start - 30 Early Head Start/PI - 18

Number of children with a Response to Intervention

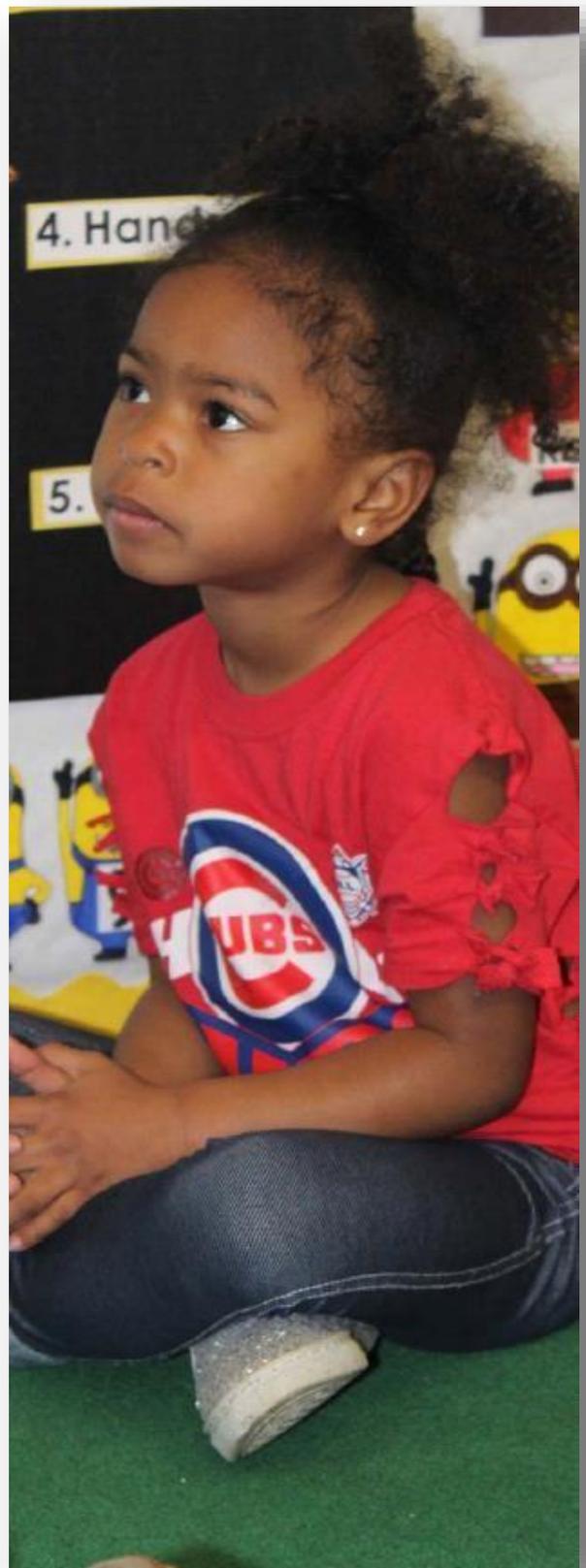
Head Start - 38 Early Head Start/PI - N/A

Number of children receiving Mental Health Referral

Head Start - 62 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 2019 - 2020

	PA 22	PA 20	Total	PA 25	PA 21	Total
Salaries	3,055,062	-	3,055,062	687,090.00	-	687,090.00
Fringe Benefits	943,264	-	943,264	269,649.00	-	269,649.00
Travel	15,000	9,000	24,000	4,802	9,137.00	13,939.00
Equipment	10,500	-	10,500	9,266.00	-	9,266.00
Supplies	242,890	-	242,890	19,587.00	1,910.00	21,497.00
Contract Services	156,805		156,805	41,890.00	-	41,890.00
Other Costs	1,070,482	49,811	1,120,293	246,343.00	18,346.00	264,689.00
Total	5,494,003	58,811	5,552,814	1,278,627	29,393	1,308,020.00
Indirect Charges						
Grant Award	5,494,003	58,811		1,278,627	29,393	

HEAD START/EARLY HEAD START BUDGET 2019 - 2020			Total	2219	2019	2519	2119
Federal Share of Total Budget	6,860,834.00		6,860,834.00	5,494,003.00	58,811.00	1,278,627.00	29,393.00
Third Party Contributions (In-kind)	1,715,209.00						
TOTAL BUDGETS	8,576,043.00						
HEAD START/EARLY HEAD START EXPENDITURES 2019 - 2020				FED	PROG INC	INK	
			-				
Head Start Training & Technical Assistance (PA20)	45,642.70		45,642.70	45,642.70			
			-				
Head Start Part-Day (PA22) + In-kind + Project	5,838,515.67		5,838,515.67	4,958,395.55	380.09	879,740.03	
			-				
Early Head Start Training & Technical Assistance (PA21)	18,689.13		18,689.13	18,689.13			
			-				
Early Head Start (PA25) + In-kind + Project	1,556,663.66		1,566,663.66	1,166,970.90	15,764.96	373,927.80	
TOTAL EXPENDITURES	7,459,511.16		-				

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 consider 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



Promoting Family Engagement and Early Childhood Education (EHS)

Parents and children are the most important partners to PCCEO Early Head Start (EHS) in promoting family engagement and early childhood education. Our ultimate goal is to have strong children and families.

Through interactions with the families, we learn their interests, strengths and goals to help them chart a path to self-sufficiency. There were 202 goals set during this period. EHS continues to support families in attaining these goals.

Together we can make a difference for families, our community and the Early Head Start program!

In the period from April 1, 2019 thru July 31, 2020 EHS provided services to one hundred and seventy-four (174) pregnant women, infants, toddlers, and their families. Ninety-nine (99) percent of the 174 infants and toddlers served were income eligible. During this period there were 25 referrals to Early Intervention. EHS in collaboration with our Part C provider served 18 children with special needs.

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.

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.

Early Head Start turns 25 years old!!!

Approaching its 25th anniversary, Early Head Start has been praised for lifting pregnant women and children (Birth to three) out of poverty through education and wraparound services for health, nutrition, mental-well-being and family development services. PCCEO has had an Early Head Start Program since 1998. For over 22 years, Early Head Start has transcended through social movements, natural disasters and worldwide pandemics--not only responding to the changing needs of our families and community, but providing a resilient, child and family focused program that catapults families to new levels of self-love and self-sufficiency.

Early Head start is here to serve and Early Head Start is here to stay.

In keeping with inclusion, at least ten percent (10%) of the children enrolled in our program have various disabilities. Child and Family Connections/Early Intervention provides multiple services for children with disabilities such as: Speech and Language, Specific learning disability, and Physical Therapy. Child and Family Connection/Early Intervention serviced 11 children for Speech and Language and 7 children for Specific Learning disabilities. EHS served thirteen (13) children who are dual language learners. Dual language learners are children who are simultaneously learning English and their home language.

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 Family Development/Parent Educator and Education staff provided 153 ASQs, ASQ-SEs and ELAPs during this period.

The data from developmental screenings and ongoing assessments identified ten (10) children who need further evaluation. 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:

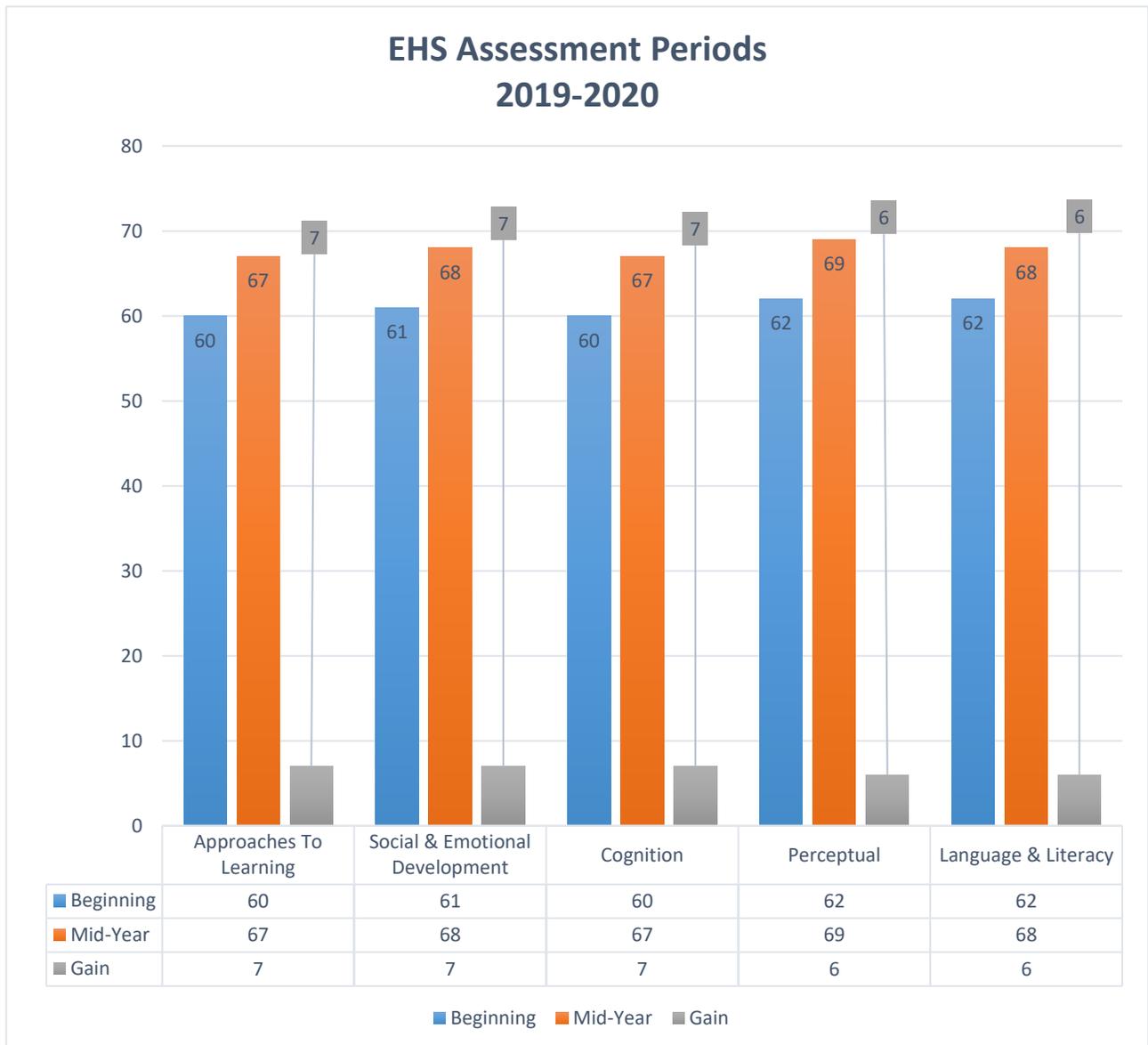
- Observations
- Child's Portfolios
- Anecdotal Notes
- Children's Work Samples
- Head Start Early Learning Outcomes Framework
- Attendance
- Child Health and Wellness

The Family Development Specialist/Parent Educator and Education Staff administer the Early Learning Assessment Profile (ELAP), (3) three times per year. They are administered at the 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 ELAP data from the 2019-2020 school year revealed detailed qualitative information on developmental milestones achieved. Each domain had a 7% increase during this period. The milestones are expressed as a percentage of the total number which relates to each domain during the beginning and mid-year:

- Approaches to Learning: focus on how the children learn
- Social/Emotional: interactions of children with their peer group or adults
- Cognition and General Knowledge: problem solving

- Physical Well Being and Motor Development(Perceptual): social interactions, usage of body parts to stand, sit, reach and play
- Language and Literacy: reading books



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.

Hearing, Vision, Oral Health and Breastfeeding for Early Head Start Children

A collaboration with the Peoria City/County Health Department Dental Clinic led by Dr. Susan B. Bishop DMD, Dental Director, was on hand to ensure children were able to get a dental check-up at Winter Wonderland. During Winter Wonderland 8 children received a dental check-up.

Lactation Consultants from the OSF Healthcare Women's Services were present as well to speak with families about the benefits of breastfeeding to the health of mom and baby. They were very excited to partner with PCCEO Early Head Start to provide lactation support and promote health for our moms and babies!!!

Early Head Start/Prevention Initiative continues to provide families with individualized support, even when these services must be done virtually.

Early Head Start/Prevention Initiative program provided an excess of 80 virtual visits and over 50 individualized services including but not limited to providing 29 parent-child interaction activities, 16 literacy activities, 10 learning materials to children, 10 parenting curriculum, 2 transition assistance for students entering Head Start and 3 referrals for employment, 6 emergency food assistance, 10 utilities assistance and other resources to sustain families during the uncertainties of COVID-19.



In collaboration with our local audiologist, Early Head Start provided Otoacoustic Emission (OAE) hearing screening and Tympanograms to children yearly and as needed. During this period 8 children took part in this screening. 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 616 children in a comprehensive early childhood education program. Our average monthly enrollment has been 90.9% since August 2018. 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.

We recently acquired a new facility at 4314 N. Sheridan Rd which will be named the BDGP Early Childhood Center. This facility will offer full day services to 52 children.

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	85.58%
Social and Emotional Development	89.63%
Approaches to Learning	82.03%
Scientific Reasoning	82.18%
Language and Communication	73.50%
Literacy Knowledge and Skills	73.00%
Dual Language Learners	82.56%
Mathematics Department	79.69%

Head Start has 30 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 38 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.

Prior to school closure due to COVID-19 Head Start had identified and referred 25 children with suspected delays to LEA, PPS District #150 for further evaluation. The referral and evaluation process is suspended due to COVID-19. Head Start has 9 pending Speech and Language Evaluations and 16 pending Full Case Study Evaluations to be completed when LEA resumes evaluation process.

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 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.
7. **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.

The 2019-2020 school year proved to be an unusual year for everyone as the country went into lock down due to the Covid-19 Pandemic. Prior to closing, Family Development staff worked with parents to administer a Strength and Needs Assessment. This assessment identifies strengths and challenges families face and assists in helping families set goals. Sixty three percent (63%) of enrolled families completed a Strength and Needs Assessment prior to the pandemic shut down in March. An analysis of the Assessment below list the top 5 categories.

1. Education
2. Parenting – Behavior Issues
3. Employment
4. Homeownership
5. Affordable Housing

Head Start partners with community organizations to support families in achieving their goals and meeting their needs. Visits to Head Start's Facebook page increased tenfold since March going from an average of 800 visits monthly to 8000 monthly visits. The posts that received the most likes were information on:

1. Mental Health Counseling
2. Food availability
3. Domestic Violence
4. Employment Opportunities

Head Start, facilitated by PCCEO's Peoria Area Food Bank and a \$30,000 grant from PNC Bank, delivered food boxes to Head Start families throughout the summer. In the month of June 1300 boxes of food (produce and dairy) was delivered to families. In July another 1300 boxes were delivered and in the month of August 4300 boxes were delivered including 600 meat bundles. A total of 6900 boxes were delivered to Head Start families to combat food insufficiency over a three-month period.

Family Development staff worked with the Education Department to ensure Head Start children would continue to receive educational support after the shutdown was enacted. Family Development staff emailed lessons, that had been prepared by their teachers, to families each week. Sixty eight percent (68%) of Head Start families participated in distance learning.

In November 2019 EHS/PI families attended an Orientation/Socialization featuring "Pete the Cat". The event was held at Webster Head Start Center from 5:00 – 7:00 pm and eight families were in attendance, which included 16 energetic children. The families enjoyed a nutritious meal, games, prizes (including a Pete the Cat book) and a live presentation of the Pete the Cat book "I Love My White Shoes", performed by FDS/PI staff. 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 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.

Due to COVID-19 pandemic PCCEO Head Start had to eliminate transportation services. Smaller buses and driver shortage throughout the community would not allow the program to maintain proper physical distancing requirements needed to ensure the safety of children, families and staff. As result of cancellation of transportation, all Head Start centers will be full day and self-transporting.

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

