

EL HOGAR DEL NIÑO

The home of the child



El Hogar del Niño Head Start and Early Head Start Report
2019-2020 Fiscal Year



Fiscal Year of 2019-2020

Serving the Community since 1972

It is our pleasure to share with you our Annual Report for 2019-2020. This report captures our activities and accomplishments that support children's learning for school readiness and a lifetime of academic success.

Our Mission: El Hogar del Niño lights the path for children and their families to reach their fullest potential in a nurturing and culturally sensitive learning environment.

Our Vision: El Hogar del Niño seeks to be the leader in quality childhood education and services for striving families in need.

Serving children 0-5 Years of Age

El Hogar del Niño is a child-centered program whose components are designed to meet the needs of children as well as support and strengthen their families. Our organization strongly believes in the importance of emotional security and an inclusive environment where children can develop at their own pace and can let their curiosity help guide a play-based curriculum. These are essential components of ensuring the success of each child.

We believe in:

- Fostering each child's natural curiosity
- Recognizing the uniqueness of each child and family as reflected in their unique culture, background, and experiences.
- The importance of parents, educators & staff working collaboratively with the goal to set a strong foundation for lifelong learning for each child.
- Parents as a critical resource in each child's development
- The importance of a culturally competent staff
- Dual Language Learner's home language as an important resource that should be supported and affirmed
- Children learn best in a play-based environment that is rich in open-ended, intentional interactions with teachers that encourage a spirit of investigation.
- That the racial, ethnic, and cultural differences of our families enhance the learning environment and provide opportunities to learn about our many cultural heritages and traditions.
- Respecting the diverse racial, ethnic, and cultural identities of children, parents, and staff and ensuring they feel supported, welcomed, and their culture represented in our Center.



Enrollment & Attendance and Comprehensive Services

Head Start Enrollment: 104 (ages 3-5)

- 90% HS average Daily attendance
- 97% of children with health insurance.
- 100% up to date on all immunizations appropriate for their age.
- 97% with continuous accessible dental care provided.
- 5% referred to mental health services.
- 18% of children identified with diverse abilities

Early Head Start. Enrollment 188 (ages 18 months to 36 months)

- 7 percent Pregnant.
- 90% daily average attendance.
- 96% of children with health insurance/medical provider.
- 100% of pregnant with health insurance and receiving prenatal care.
- 95 % of children up to date on all immunizations appropriate for their age.
- 52 % of pregnant women received dental care.
- 95% of children with continuous accessible dental care provided.
- 25 % of children identified with diverse abilities.

Programs Services.

In order to meet the varying needs of the community we serve, El Hogar del Niño operated a variety of Program options.

We offer Head Start Full Day Center Based, HS FCCH, Early Head Start Full Day Center-Based. EHS FCCH and Early Head Start/Home-based options.

Infant, Toddlers, and Twos Program – Serves children from six weeks to two years old in two Infant classrooms, seven Toddlers classrooms, and five Two-year-old classrooms. Our lead teachers have a BA degree in Early Childhood Education (ECE). The Staff/Child Ratio is 1:4 in all of the classrooms. The Infant, Toddlers and Twos Creative Curriculum provide a solid foundation for teachers to incorporate both child-initiated and teacher-directed activities promoting interactions, routines, and learning experiences to support the development and learning of all children.

The two Infant Toddler Specialists ensure the implementation of the curriculum in every classroom. Weekly lesson plans are developed collaboratively by teaching teams. These plans are developed in response to individual children's needs. The program uses the Continuity of Relationship (COR) model which maintains a consistent child / teacher relationship until the child reaches three years of age. The model focuses on responsive and effective interactions between adults and children. The Classroom Assessment Score System (CLASS) measures the improvement of teacher-children interaction over time. Children are screened within the 45 days of the child's first day of attendance to provide current data on each child's proficiency in the five areas of development (communication, physical skills, social skills and problem solving) and Social Emotional learning. Teaching Strategies GOLD is an ongoing observational system for assessing children that teachers use to document children's learning over time. The child is assessed in his/ her home language.

Inclusion of children with special needs is an important characteristic of our program, and children with special needs are placed in the right fit classrooms based on the needs of the child. Infant and Toddler teachers also identify and support Dual Language Learners. This support for Dual Language Learners is provided by bilingual teachers who are able to present activities and content in English and the children's first language.



Center-Based Head Start/Preschool Program- Serves children from three years old to five years old in six classrooms. Our lead teachers have a BA degree with Infant Toddler credentials. The Staff to Child Ratio is 1:10 in all the classrooms. The Creative Curriculum for Preschool is a research-based curriculum that supports teachers in creating a high-quality learning environment, reflecting a deep understanding of best practice. The Creative Curriculum for Preschool is implemented in all classrooms and provides planning tools that support the individualization of instruction.

Weekly lesson plans are developed in collaboration with the teaching team by intentionally following a regular planning cycle. In the preschool program the children and teaching teams stay together until the children transition to kindergarten. Teachers in the three to five programs administer the Early Screening Inventory - Revised (ESI-R) and the Social-Emotional screener, in the child's first language, within 45 days of the child's first day of attendance. All children's progress is assessed through ongoing observations using the Teaching Strategies GOLD observational system for assessing children. Teachers use Teaching Strategies GOLD to document each child's learning over time. In addition, the Classroom Assessment Score System (CLASS) measures the improvement of teacher-children interaction over time.

Inclusion of children with special needs is an important characteristic of our program and children with special needs are placed in the right-fit classrooms based on the needs of the child. Paraprofessionals are part of the teaching teams and bring specific training in supporting students with special needs. Preschool teachers also identify and support Dual Language Learners. This support for Dual Language Learners is provided by bilingual teachers who are able to present activities and content in English and the children's first language. We also use the pre-IPT assessment to track Dual Language Learners ongoing proficiency with English.

Family Child Care Homes- We currently coordinate one home located on Archer Heights that provides services to children ranging from six weeks to five years of age. The setting promotes small group sizes of five to eight children within the home and offers opportunities for siblings to be cared for together.

Home Visiting- Using the Parents as Teachers model, EHS/HB initiatives provide child development and parent support services to low-income pregnant women and families with children birth to 3 years old. EHS/HB home-based services offer home visits and group socialization activities for parents and their children. Home visitors assist parents in learning about their child's growth and creating educational curriculum to maximize that development. Participants commit to weekly home visits, monthly socialization events, and development screenings. During the pandemic, the home visiting programs transitioned to virtual and over the phone weekly visits. Home visitors also provided diapers, wipes and other needed resources dropped off at families doors.

Curriculum: Head Start & Early Head Start are committed to preparing all children for school and continued success. With focus on five essential domains a) Approaching Learning, B) Social Emotional Development, C) Language and Literacy, D) Cognitive, E) Motor and physical development. The program works hard to ensure strong school readiness skills for every student. We used Creative Curriculum aligned with Teaching Strategies GOLD and Parent as Teachers for our home visiting programs. In all program options instruction is intentional and individualized to meet each child's unique needs.



2019-2020 Child Outcome Data (Falling Below / Meeting / Exceeding)

EHS (1 to 2 years)	EHS (2 to 3 years)
<ul style="list-style-type: none"> • Social-Emotional: 34% / 66% • Physical: 52% / 48% • Language: 57% / 43% • Cognitive: 24% / 76% • Literacy: 19% / 81% • Mathematics: 55% / 45% 	<ul style="list-style-type: none"> • Social-Emotional: 37% / 63% • Physical: 32% / 66% / <u>2%</u> • Language: 39% / 61% • Cognitive: 37% / 60% / <u>3%</u> • Literacy: 44% / 56% • Mathematics: 36% / 64%
Head Start (Preschool 3)	Head Start (Preschool 4)
<ul style="list-style-type: none"> • · Social-Emotional: 39% / 61% • · Physical: 3% / 66% / 31% • · Language: 29% / 66% / 5% • · Cognitive: 4% / 67% / 29% • · Spanish Language: 18% / 53% / 29% • · Mathematics: 7% / 63% / 30% • · Literacy: 5% / 66% / 29% • · Spanish Literacy: 0% / 100% / 0% 	<ul style="list-style-type: none"> • Social-Emotional: 18% / 67% / <u>15%</u> • Physical: 5% / 88% / <u>7%</u> • Language: 9% / 84% / <u>7%</u> • Cognitive: 10% / 83% / <u>6%</u> • Spanish Language: 29% / 71% / 0% • Mathematics: 10% / 90% / 0% • Literacy: 10% / 85% / <u>5%</u> • Spanish Literacy: 25% / 75% / 0%

Parent, Family and Community Engagement.

Head Start promotes parent-family and community engagement strategies designed to equip parents and legal guardians with the knowledge and necessary skills to ensure the best outcomes for themselves and their family. Parents and legal guardians participate in a variety of child development learning opportunities, parenting classes, goal setting activities.

2019-2020 Parent Engagement Events/Activities

- 90% of parents/guardians completed Parent Engagement Surveys during annual parent orientation
- Monthly Virtual Parent Committee Meetings and Parent Policy Committee Meetings
- Virtual Parent Meetings: Parent Orientation, Child Development, School Readiness, Transition to Kindergarten, IEP/IFSP Process, Literacy Development.
- Virtual Health and Wellness: Zumba, Yoga, CPR, and First Aid certification, Healthy Eating and Meal Preparation with Eat Clean Chicago
- EHDN provided educational workshops on IRS Tax Information Session, First Time Home Buyers, Credit Building, Technology, Immigration Law
- EHDN provided family activities such as Virtual Family Night, Virtual Pumpkin Carving, Virtual Information Session on COVID-19, Virtual Cooking Class, Turkey Distribution, Virtual Family Bingo Night. Virtual Santa Call with Santa for Families. Virtual Father Engagement Event, Toy distribution, Family meal Distribution for the Holidays.
- EHDN Provided Mental Health workshops on Domestic Violence, Cyberbullying,
- Child Development personal encounters on topics such as Potty Training, Child Tantrums, Age Development Milestones, Age-appropriate parent-child activities.
- EHDN Coat Donation servicing 50 families December 2020
- EHDN Shoe donation November 2020
- EHDN met provided 21 IEP/13 IFSP children services

Family and Community Engagement-

Every child in our 0–5 program, including our Home-Based Program has an assigned Family Support Specialist whose role is to engage parents in their children’s learning through social networks, and empower parents with classes to help them with their own education. A sample of the classes we provide are ESL, GED, Child Abuse and Prevention, Health and Nutrition, Parent Committee meetings, Support for Children with diverse abilities, as part of Parent Engagement, the FSS team connects parents with different resources. A Family Assessment is conducted at the beginning of the school

year to determine each family's needs and help parents determine short-, medium-, and long-term goals that benefit the whole family.

COVID-19 Pandemic Response

Like many other childcare agencies, El Hogar del Niño was impacted by the COVID-19 pandemic. The center closed for a total of 3 months from March to June 2020. The management team, with input from teachers and staff, implemented new COVID policies, adapting as they see fit with the CDC and CPHP guidelines in order to safely open our doors again. New guidelines included daily temperature checks and COVID-19 screening questions for each staff and child, before entering the building, as well as all CDC mask mandates. In order to diminish traffic within the building, parents drop off children at the door and children are then transported by transporter staff to the classroom. As part of the new procedures, a tracking system to keep track of transporters for contact tracing purposes. Also, El Hogar del Niño has also hired at least 6 new staff, including transporters and cleaning/disinfecting staff to help mitigate the spread of COVID-19 in the center.

El Hogar del Niño received two Covid-19 emergency relief fund grants, the first 'Better Chicago Grant' and the second 'United Way Grant' each for \$25,000. The agency conducted a risk assessment and needs assessment with all families at the beginning of the pandemic in order to assess which families were of highest need. Families went through an application process to verify they qualified. The grants helped the agency support a total of around 110+ families with \$400 relief checks each. These checks helped to support families with rental assistance, utility bills and/or food. Family support specialists worked diligently to gather additional resources for our families. El Hogar del Niño also facilitated virtual parent engagement activities to link families with community resources and provide parent support. In November 2020 El Hogar conducted a shoe drive and provided new shoes to over 150 families. In December 2020, the agency also conducted a coat drive that helped around 50 families receive new coats for the winter. COVID testing. The agency continues to be diligent in preventing the spread of COVID-19 and following health guidelines while working to support children and families.

Finance Information

Actual Revenue	July 1, 2019 to June 30, 2020
Head Start	804,592
Early Head Start	1,074,127
EHS HV RTL	51,381
Childcare	213,783
Illinois Action for Children	1,294,528
USDA Nutrition	186,892
Preschool for All	490,131
Prevention Initiative	1,198,347
Other	402,194
Total:	5,715,975

Actual Revenue	July 1, 2019 to June 30, 2020
Salary & Benefits	3,644,174
Program Costs	1,166,025
Operating Costs	256,988
Other	44,083
Total:	5,111,270

	Proposed Budget: December 1, 2020 to November 30, 2021			
	Head Start 12/01/20 to 7/30/21	Early Head Start 12/01/20 to 7/30/21	CCP-Early Head Start 12/01/20 to 7/30/21	Total
Personnel	377,539	612,580	212,373	1,202,492
Fringe	75,854	88,307	36,681	200,842
Operating Costs	53,399	37,800	7,494	98,693
Professional Services	100,500	38,700	6,329	145,529
Travel & Transportatio n	-0-	1,960	-0-	1,960
Material & Supplies	68,920	36,000	22,289	127,209
Other Costs	-0-	883	-0-	883
Parent Involvement	4,263	4,566	1,440	10,269
Total	680,475	820,796	286,606	1,787,877