



El Hogar del Nino Head Start and Early Head Start Report.



Fiscal Year of 2018-2019

Serving the Community since 1972

It is our pleasure to share with you our Annual Report for 2018-2019. This report captures our activities and accomplishments that support child's learning for school readiness and a lifetime of academic success.

Our Mission: El Hogar del Nino 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 Nino 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 Nino is a child-centered program. The program components are designed to meet the needs of each child and to support and strengthen each family. We strongly believe that an emotionally secure, inclusive environment, where children can develop at their own pace and their curiosity helps guide a play-based curriculum, is essential to 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 encourages 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: 115 (ages 3-5)

90% HS average Daily attendance

97% percentage of children with health insurance.

96% up to date on all immunizations appropriate for their age.

97% with continuous accessible dental care provided.

5% referred to mental health services.

20% percentage of children identified with diverse abilities

Early Head Start

Enrollment 188 (ages 18 months to 36 months)

7 Pregnant.

90% daily average attendance.

96% percentage of children with health insurance/medical provider.

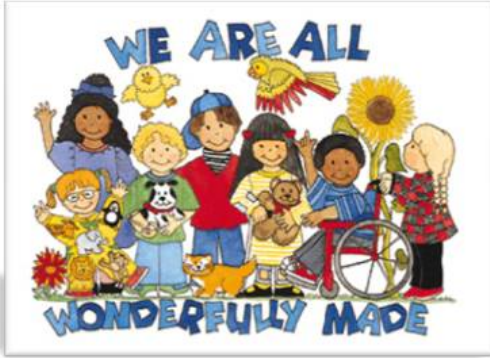
100% percentage of pregnant with health insurance and receiving prenatal care.

95% percentage of children up to date on all immunizations appropriate for their age.

52% percentage of pregnant women received dental care.

95% percentage of children with continuous accessible dental care provided.

25% percentage of children identified with diverse abilities.



Programs Services. **EL Hogar del Nino operates a variety of Program options designed to meet the community needs by offering a comprehensive array 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.

Infant, Toddlers and Twos Program – Serves children from six weeks to two years old in two Infant classrooms, seven Toddlers classrooms, and seven 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 provides a solid foundation for teachers to incorporate both child-initiated and teacher-directed activities promoting interactions, routines and learning experiences to support the developmental 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 Preschool Program- Serves children from three years old to five years old in six classrooms. Our lead teachers have a BA degree with Professional Educator Licensure (PEL). 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 Hights that provide 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/PI initiatives provide child development and parent support services to low-income pregnant women and families with children birth to 3 years old. EHS/PI 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.

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 to 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.



2018-19 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: 36% / 64% • Physical: 57% / 43% / 33% • Language: 59% / 41% • Cognitive: 27% / 73% • Literacy: 17% / 79% / <u>4%</u> • Mathematics: 57% / 42% 	<ul style="list-style-type: none"> • Social-Emotional: 38% / 62% • Physical: 31% / 67% / <u>2%</u> • Language: 39% / 61% • Cognitive: 37% / 60% / <u>3%</u> • Literacy: 41% / 59% • Mathematics: 38% / 62%
Head Start (Preschool 3)	Head Start (Preschool 4)
<ul style="list-style-type: none"> • Social-Emotional: 9% / 56% / <u>33%</u> • Physical: 3% / 64% / <u>33%</u> • Language: 8% / 68% / <u>24%</u> • Cognitive: 4% / 65% / <u>31%</u> • Spanish Language: 18% / 53% / <u>29%</u> • Mathematics: 7% / 59% / <u>34%</u> • Literacy: 6% / 64% / <u>30%</u> • Spanish Literacy: 0% / 100% / 0% 	<ul style="list-style-type: none"> • Social-Emotional: 14% / 68% / <u>19%</u> • Physical: 7% / 88% / <u>5%</u> • Language: 8% / 84% / <u>8%</u> • Cognitive: 8% / 83% / <u>8%</u> • Spanish Language: 29% / 71% / 0% • Mathematics: 10% / 90% / 0% • Literacy: 10% / 85% / <u>5%</u> • Spanish Literacy: 29% / 71% / 0%





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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. Parent and legal guardians participate in a variety of child development learning opportunities, parenting classes, goal setting activities.

2018-2019 Parent Engagement Events/Activities

- 90% of parents/guardian completed Parent Engagement Surveys during annual parent orientation
- Monthly Parent Committee Meetings and Parent Policy Committee Meetings
- Parent Meetings: Parent Orientation, Child Development, School Readiness, Transition to Kindergarten, IEP/IFSP Process, Literacy Development.
- EHDN offered ESL, GED, Citizenship classes and 10 parents were able to complete level II
- Health and Wellness: Zumba, Yoga, CPR and First Aid certification, Healthy Eating and Meal Preparation with Dominican University
- EHDN provided educational workshops on IRS Tax Information Session, First Time Home Buyers, Credit Building, Technology, Immigration Law
- EHDN provided family activities such as Math and Science Night, Literacy Night, VIP (Very Important Person) Dance, Fall Festival, Turkey Drive Donation, Toy Distribution
- 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 met provided 23 IEP/45 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

Finance Information

Actual Revenue	July 1, 2018 to June 30, 2019
Head Start	856,256
Early Head Start	1,111,265
EHS HV RTL	145,450
Childcare	262,653
Illinois Action for Children	966,049
USDA Nutrition	248,999
Preschool for All	486,969
Prevention Initiative	1,138,686
Other	220,392
Total	5,436,719

Actual Revenue	July 1, 2018 to June 30, 2019
Salary & Benefits	3,489,991
Program Costs	817,488
Operating Costs	341,146
Other	371,769
Total	5,020,394

Proposed Budget: December 1, 2019 to November 30, 2020

	Head Start	Early Head Start	CCP-Early Head Start	Total
Personnel	709,363	733,338	208,079	1,650,780
Fringe	142,060	146,920	38,578	327,558
Operating Costs	74,016	30,000	2,000	106,016
Professional Services	83,550	20,329	2,329	106,208
Travel & Transportation	4,200	4,960	384	9,544
Material & Supplies	79,871	30,000	15,000	124,871
Other Costs	3,100	1,413	150	4,663
Parent Involvement	5,400	5,040	1,440	11,880
Total	1,101,560	972,000	267,960	2,341,520

The Independent Auditor completed an annual audit of the financial Statement ending June 30, 2019. They did not identify and deficiencies in in internal control over compliance to be material weaknesses. In the auditor's opinion, the agency complied, in all material aspects, with the type of compliance requirements that could have a direct effect on each of their federal programs for the year ended June 30, 2019. The results of the auditor's tests indicate no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

