

# ***BCMW HEAD START 2019***

## ***ANNUAL REPORT***

*\*School Year data is based on the 2018/19 School Year*



*Tell me and I forget, teach me and I may remember, involve me and I learn.*

*~Benjamin Franklin*

**Sue Castleman, Executive Director**

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This report is prepared to comply with the Head Start Reauthorization Act of 2007,  
Administrative Requirements and Standards Sec. 644 [42 U.S.C. 9839 (a)(2)]

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## **Rationalization of Data:**

- ★ The family data listed in this report are based on the 2019 PIR (Program Information Report) calendar year August 2018 – July 2019.
- ★ The budget is for fiscal year 2019, January-December.
- ★ Pictures used in this Annual Report are from the 2018/19 program year.
- ★ The stats include the 408 funded enrolled children, as well as children who withdrew from classes during the 2018/2019 program year.



On March 2, 2017, BCMW Head Start received ExceleRate Illinois Silver Circle of Quality Designation. This is Illinois’ new quality recognition and improvement system for early learning and development providers. Silver Circle programs meet or go beyond quality standards in three areas: learning environment and teaching quality; administrative standards; and training & education. Programs are actively engaged in continuous quality improvement<sup>1</sup>.

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<sup>1</sup> <https://www.exceletrateillinois.com/about/what-is-excelerate-illinois>

# BCMw Community Services, Inc.



## Project Head Start



Greetings Friends,

We are pleased to share with you our highlights from the 2018-19 school year. At BCMw Community Services, Inc. Head Start Program, we realize the accomplishments we achieve could not happen without our dedicated and highly qualified staff, our involved community partners, and of course, all our wonderful families and children. Without these people, our program would not be able to exist, let alone excel. They have remained committed to helping Head Start, ensuring all our children reach their fullest potential.

School Readiness continues to be our guiding force because with school readiness comes preparation for success in all future endeavors. In the 2018-19 school year, school readiness goals were again adjusted to meet the early learning framework. Child assessment instruments were aligned with the framework. Data was collected from the assessments, analyzed, and used to help understand our program's progress on School Readiness Goals. This progress is reported in the next few pages.

In order to be truly school ready, children and families need our support not only in the classroom, but beyond. A child who is dealing with illness, pain, or family issues will have a more difficult, if not impossible, time achieving school readiness. Imagine trying to concentrate at work with an illness, extremely painful toothache, or stress from family issues. It is something, even with our mature coping mechanisms, an adult would have difficulty doing. How then can our children be expected to thrive under similar conditions? Making sure children receive nutritious meals and snacks and preventative health/dental care, in addition to treatment for acute and chronic conditions, is the focus for our Health Services Team. Our Special Education/Social-Emotional Team is there to help with issues involving special needs and mental health. Our Family Services Team works directly with families to ensure basic needs are met. They also help parents set goals for themselves and their families and then help them to achieve those goals. Parents are encouraged to strive for continued self-improvement. They are also encouraged to participate in the shared governance of the program through parent committee meetings and Policy Council. Throughout the work of both teams, we rely heavily on our community partners who work closely with us to accomplish these aspects of school readiness.

As Head Start moves into our next 50 years, we will continue to strive for excellence. It is our hope that through maintaining strong community partnerships and advocacy, BCMw Head Start Program will be able to continue making a difference in the lives of our children and families, as well as, becoming an agent of positive community change!

Sincerely,

A handwritten signature in cursive script that reads "Maria Koehler".

Maria Koehler

Head Start Director

## BCMw Head Start Policy Council

A message from the BCMw Head Start Policy Council:

The BCMw Head Start Policy Council is part of program governance and participates in the shared policy and decision-making process. We work in conjunction with the BCMw Community Services, Inc. Board of Directors and BCMw Head Start staff. We are comprised of elected parent and community representatives from the five counties our program serves.

Our Policy Council has been very active in assisting program staff with the operating functions of our program, such as:

- Participate in the program self-assessment and federal reviews
- Take part in program recruitment

Our Policy Council members also assist staff with activities for the parents such as:

- Family Fun Day - a huge outdoor event held in April/May for children and parents including food, games, and a community resource fair.
- Head Start Awareness Week - members of the community are invited to come to the classes during this week-long event. Special activities are planned for the classes and parents.
- Literacy Book Walk - new and gently used books are collected from community members and given away to Head Start children and their siblings during an evening of fun and games.
- Heroes United – Head Start’s Male Involvement program which includes activities such as game night, movie night, pre-Super Bowl activities, and much more.

The Policy Council was involved in the \$2 Per Child Campaign by organizing a basket to be raffled off at the State Conference and sending out letters to parents asking for their donations.

We will continue to strive to encourage more parents in our program to engage with their children and assist the program in its commitment to Head Start’s goal of school readiness for every child.

Leonard Newcomb,  
*Chairperson*

BCMw Head Start Policy Council



BCMWS Head Start has a long tradition of delivering comprehensive and high-quality services designed to foster development in low-income children. We are currently funded for 408 children in a 5-county area – 380 Head Start (HS) slots and 28 Early Head Start (EHS) slots. We provide a range of group and individualized services in the areas of Education & Early Childhood Development; Medical, Dental, Social-Emotional Development, Nutrition, and Parent Engagement. In addition, the entire range of Head Start services is responsive and appropriate to each child and family’s developmental, ethnic, cultural and linguistic heritage and experiences.

Our program must adhere to specific Head Start Program Performance Standards, Regulations (Head Start Act) and DCFS Standards. These requirements define the services that we are to provide to the children and families we serve. They constitute the high expectations and requirements that our program must meet. The standards are designed to ensure that goals and objectives are implemented successfully, the Head Start philosophy continues to thrive, and we maintain the highest possible quality in the provision of Head Start services.

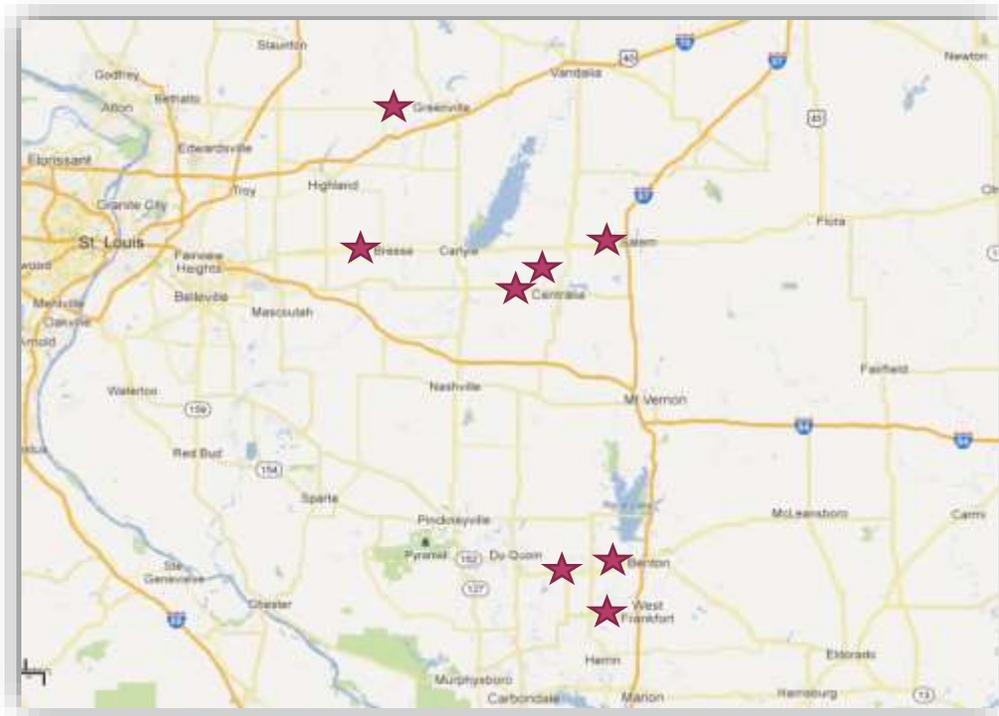
### **MISSION STATEMENT**

To engage and prepare children and families for success in school and throughout life by providing opportunities, experiences, resources and advocacy.

### **VISION STATEMENT**

We empower the whole heart, the whole child, the whole family to reach their full potential.

★ Location of Centers and/or Home Base



BCMWS Head Start’s service area options include: 7 Centers; 5 double session classrooms; 8 single session classrooms; 2 EHS classrooms; 4 HS Home Base locales; and 1 EHS Home Base locale.

## 2019 BUDGET

### Revenues:

Funding Sources	Funding Category	Funding Amount Head Start	Funding Amount Early Head Start
ACF Regional Offices - HHS	Non-Competing Continuation Funds	\$3,899,649	\$431,871
	COLA	\$ 69,024	\$ 7,644
ACF Regional Offices – HHS	Training & Technical Assistance	\$ 42,362	\$ 9,681
Community	Non-Federal Share	\$1,061,913	\$ 33,978
	Non-Federal Share (COLA)	\$ 19,167	\$ 0
Child & Adult Care Food Program (USDA)	Supplement for Children’s Food	\$ 182,134	\$ 0
<b>Total (includes *Non-Federal Share)</b>		<b>\$5,274,249</b>	<b>\$483,174</b>

### Expenditures:

Line Item	Budget Details Head Start	Budget Details Early Head Start
Personnel/Salaries	\$1,836,089	\$ 249,476
Fringe Benefits	\$ 841,830	\$ 112,360
T & TA (Training)	\$ 42,362	\$ 9,681
Travel	\$ 1,993	\$ 5
Equipment	\$ 0	\$ 0
Supplies	\$ 163,251	\$ 31,784
Contractual	\$ 269,183	\$ 0
Other (General Services)	\$ 553,091	\$ 45,890
Food (& costs)	\$ 182,134	\$ 0
Non-Federal Share	\$1,081,080	\$ 33,978
Unobligated Balance (Funds returned due to Under Enrollment)	\$ 303,236	\$ 0
<b>Total (includes *Non-Federal Share)</b>	<b>\$5,274,249</b>	<b>\$ 483,174</b>

### **\*Non-Federal Share – Defined**

Non-Federal Share represents the reasonable and necessary costs of a Head Start program that are generated from a non-federal source. Non-Federal Share is the community contribution to the local Head Start program.

## PROPOSED 2020 BUDGET

### Revenues:

Funding Sources	Funding Category	Funding Amount Head Start	Funding Amount Early Head Start
ACF Regional Offices - HHS	Non-Competing Continuation Funds	\$3,695,698	\$439,515
ACF Regional Offices – HHS	Training & Technical Assistance	\$ 39,397	\$ 9,681
Child & Adult Care Food Program (USDA)	Supplement for Children’s Food	\$ 182,134	\$ 0
Community	Non-Federal Share	\$1,046,073	\$ 0
<b>Total (includes *Non-Federal Share)</b>		<b>\$4,963,302</b>	<b>\$449,196</b>

### Expenditures:

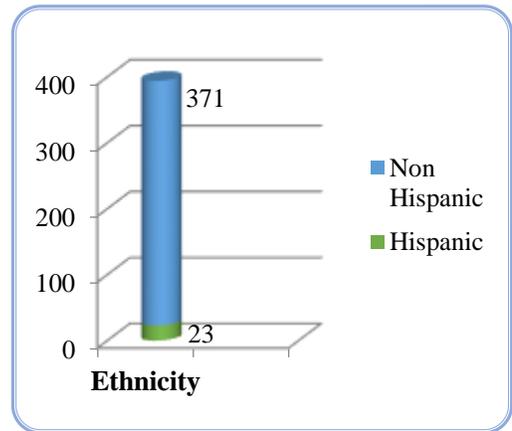
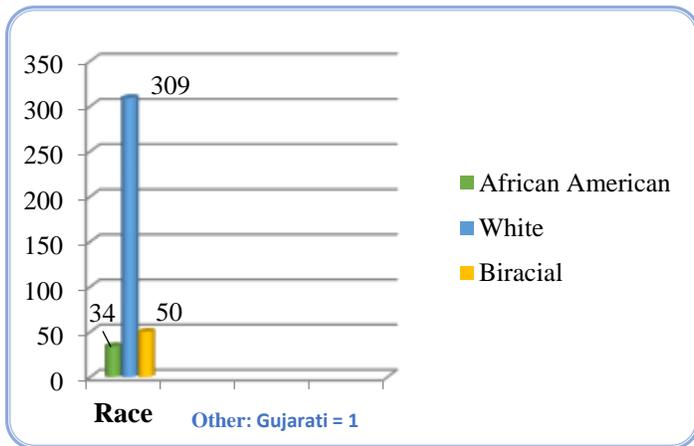
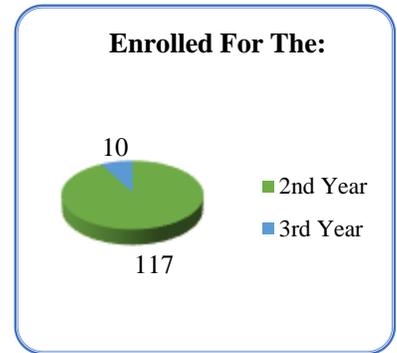
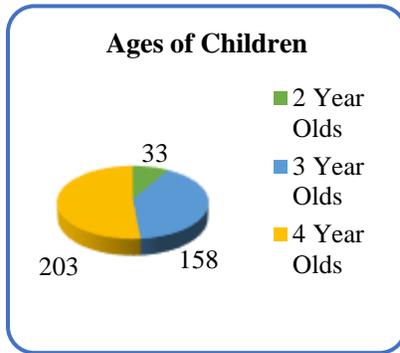
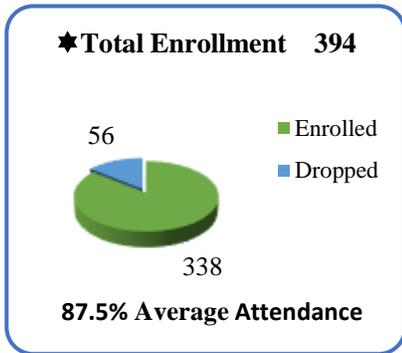
Line Item	Budget Details Head Start	Budget Details Early Head Start
Personnel/Salaries	\$1,915,290	\$ 221,973
Fringe Benefits	\$ 897,133	\$ 117,894
T & TA (Training)	\$ 39,397	\$ 9,681
Travel	\$ 1,000	\$ 0
Equipment	\$ 14,000	\$ 0
Supplies	\$ 92,258	\$ 51,203
Contractual	\$ 259,200	\$ 0
Other (General Services)	\$ 516,817	\$ 48,445
Food (& costs)	\$ 182,134	\$ 0
Non-Federal Share	\$1,046,073	\$ 0
<b>Total (includes *Non-Federal Share)</b>	<b>\$4,963,302</b>	<b>\$ 449,196</b>

### **\*Non-Federal Share – Defined**

Non-federal share represents the reasonable and necessary costs of a Head Start program that are generated from a non-federal source. Non-federal share is the community contribution to the local Head Start program.

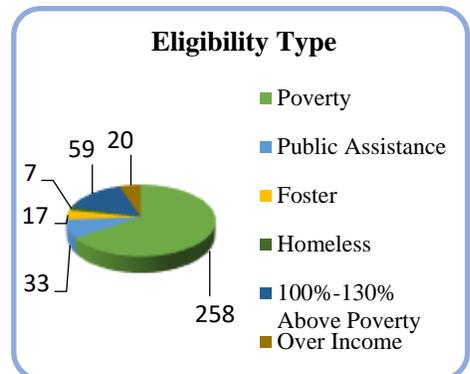
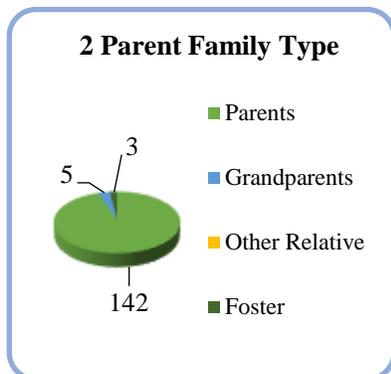
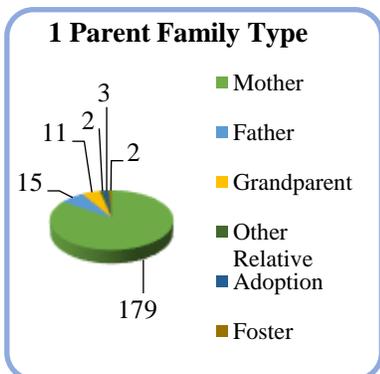
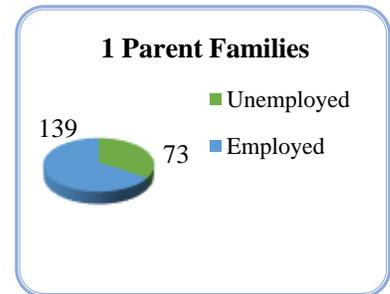
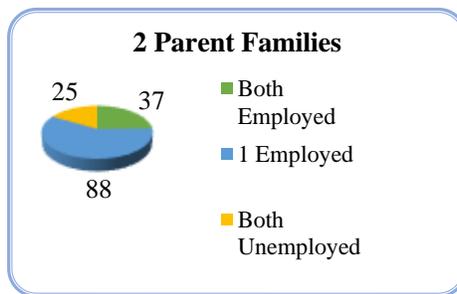
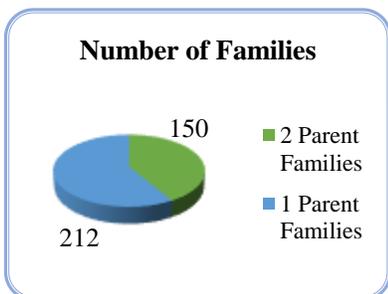
## HEAD START SERVICES TO FAMILIES

### Head Start Program Year 2018-2019 Enrollment Status (PIR)

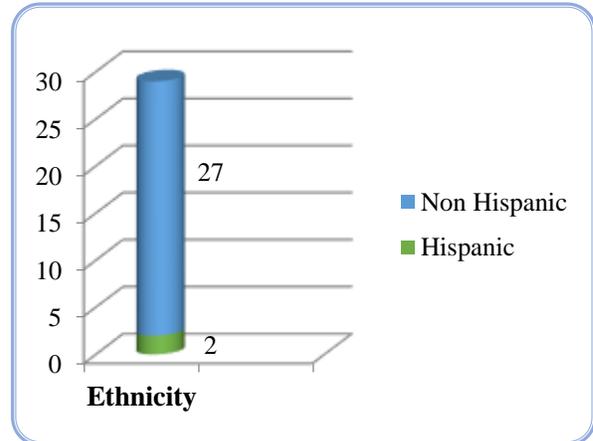
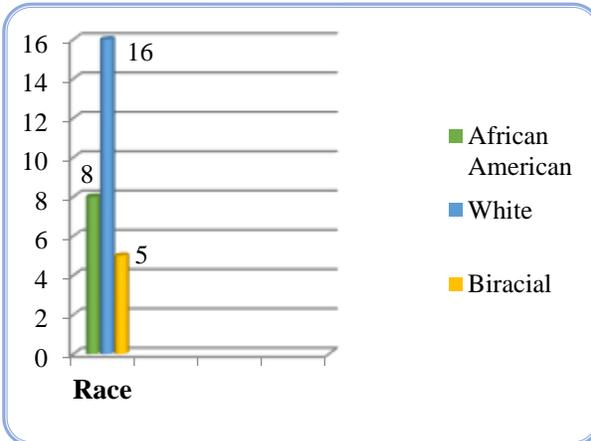
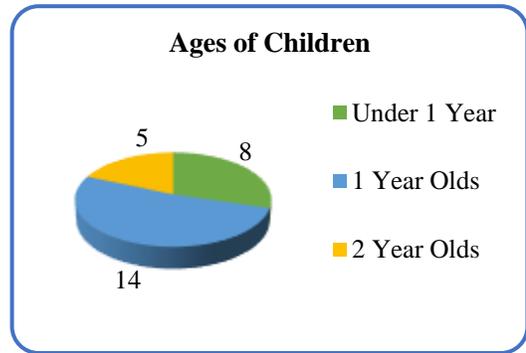
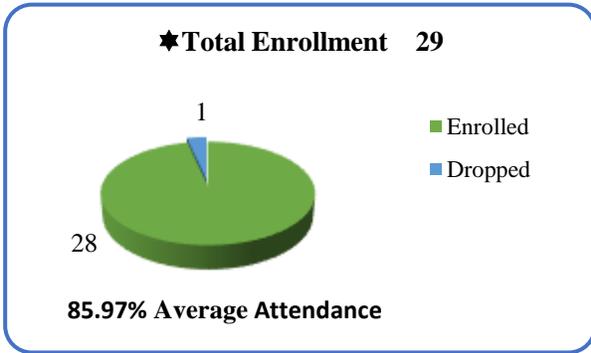


## HEAD START FAMILY INFORMATION

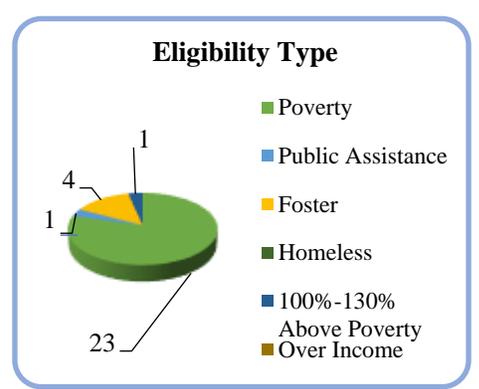
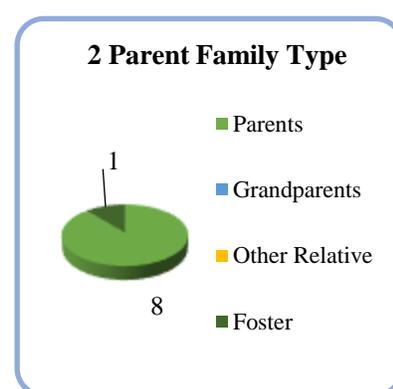
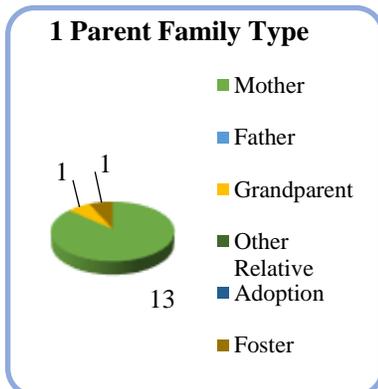
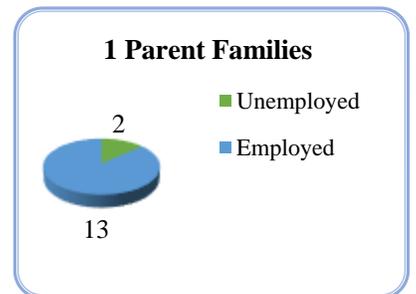
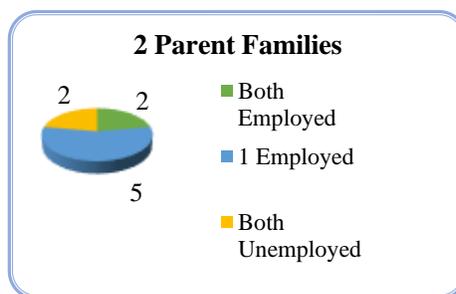
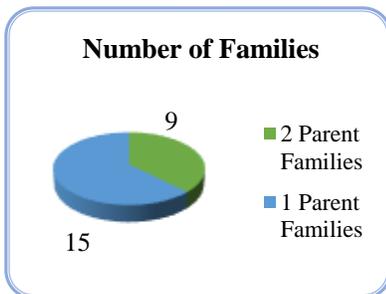
### EARLY HEAD START SERVICES TO FAMILIES



## Early Head Start Program Year 2018-2019 Enrollment Status (PIR)



## EARLY HEAD START FAMILY INFORMATION



## PARENT ENGAGEMENT & COMMUNITY PARTNERSHIPS

BCMW Head Start program is family centered and designed to support parents as the most important influence in their child's life. The program strives to meet the needs and interests of the families enrolled through a variety of activities, trainings, educational opportunities, and establishing goal(s).

<p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Parent Committee Meetings</li> <li>• Policy Council Meetings</li> <li>• Parent/Child Activities</li> <li>• Parent Volunteers</li> </ul> <p><b>Parent Involvement Activities</b></p> <ul style="list-style-type: none"> <li>• Home Visits</li> <li>• Parent/Teacher Conferences</li> <li>• Learning Buses</li> <li>• Holiday Activities/Crafts</li> <li>• Moving Up Activities</li> <li>• Field Trips</li> <li>• Science Fair</li> <li>• Math Fair</li> <li>• Literacy Night (Book Walks)</li> <li>• Multicultural Activities</li> <li>• Family Fun Day</li> <li>• Grandparent's Day</li> <li>• Cinco de Mayo Day</li> <li>• Game Night</li> <li>• Head Start Awareness Week</li> <li>• "Dad" N Me – Bowling</li> <li>• "Dad" N Me – T Ball</li> <li>• Parent Goal(s) Setting</li> </ul>	<p><b>Parent Training Topics</b></p> <ul style="list-style-type: none"> <li>• Employment/Job Skills</li> <li>• Parent Orientation/Standards</li> <li>• Early Childhood Development</li> <li>• BCMW Community Services</li> <li>• Energy Assistance</li> <li>• First Aid/CPR</li> <li>• Transportation</li> <li>• Policy Council</li> <li>• Immunizations</li> <li>• Family Literacy/Adult Ed</li> <li>• Community Resources</li> <li>• Fire Safety</li> <li>• Financial Management</li> <li>• Nutrition</li> <li>• Safety for Children &amp; Special Holidays</li> <li>• Conscious Discipline</li> <li>• Advocating for Your Child</li> <li>• Mental Health</li> <li>• Opioid Abuse</li> <li>• Transitioning from HS to Kindergarten</li> </ul>	<p><b>Services Families Received</b></p> <ul style="list-style-type: none"> <li>• Emergency/Crisis Intervention</li> <li>• Housing/Utility Services</li> <li>• Mental Health Services</li> <li>• ESL Training</li> <li>• Adult Education</li> <li>• Job Training</li> <li>• Substance Abuse Prevention</li> <li>• Child Abuse &amp; Neglect Services</li> <li>• Health Education</li> <li>• Assistance to Incarcerated Families</li> <li>• Parenting Education</li> <li>• Relationship/Marriage Education</li> <li>• Asset Building Services</li> <li>• Nutrition</li> <li>• Transportation</li> <li>• Hearing/Vision/Dental Care</li> <li>• Clothing Assistance</li> <li>• Adopt-a-Family (Christmas)</li> <li>• Thanksgiving Baskets</li> <li>• Fingerprinting</li> </ul>
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## 2018-2019 ATTENDANCE FOR ENGAGEMENT/INVOLVEMENT ACTIVITIES



BCMW Head Start continues to promote Father Engagement to encourage positive male role models in the lives of our children. Male figures and their children are united throughout the program year for special activities and events to foster and promote positive mentoring for the next generation.

*Family is the first school for young children,  
and parents are powerful models.  
~Alice Sterling Honig*



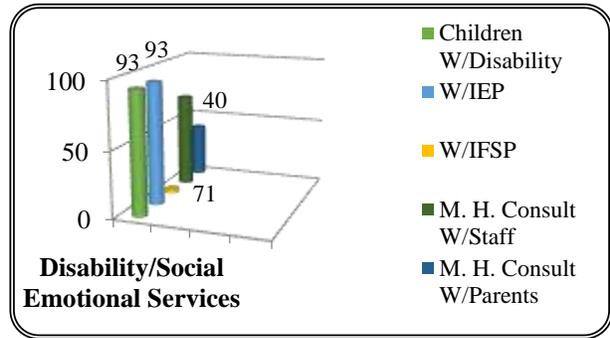
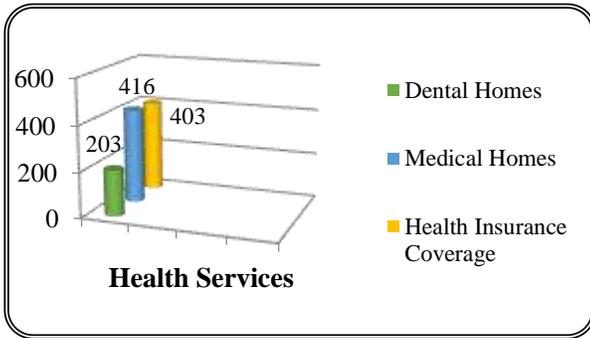
Head Start's comprehensive approach to services is achieved through partnering with area social services agencies, local businesses, clubs, colleges, Pre-K programs, and public schools. These organizations and agencies have agreements and/or memorandums of understanding with our program.



Social Services Advisory Board

# HEALTH MEASURES

\*Number of children served in Head Start and Early Head Start, including drops = 423



# STAFF QUALIFICATIONS

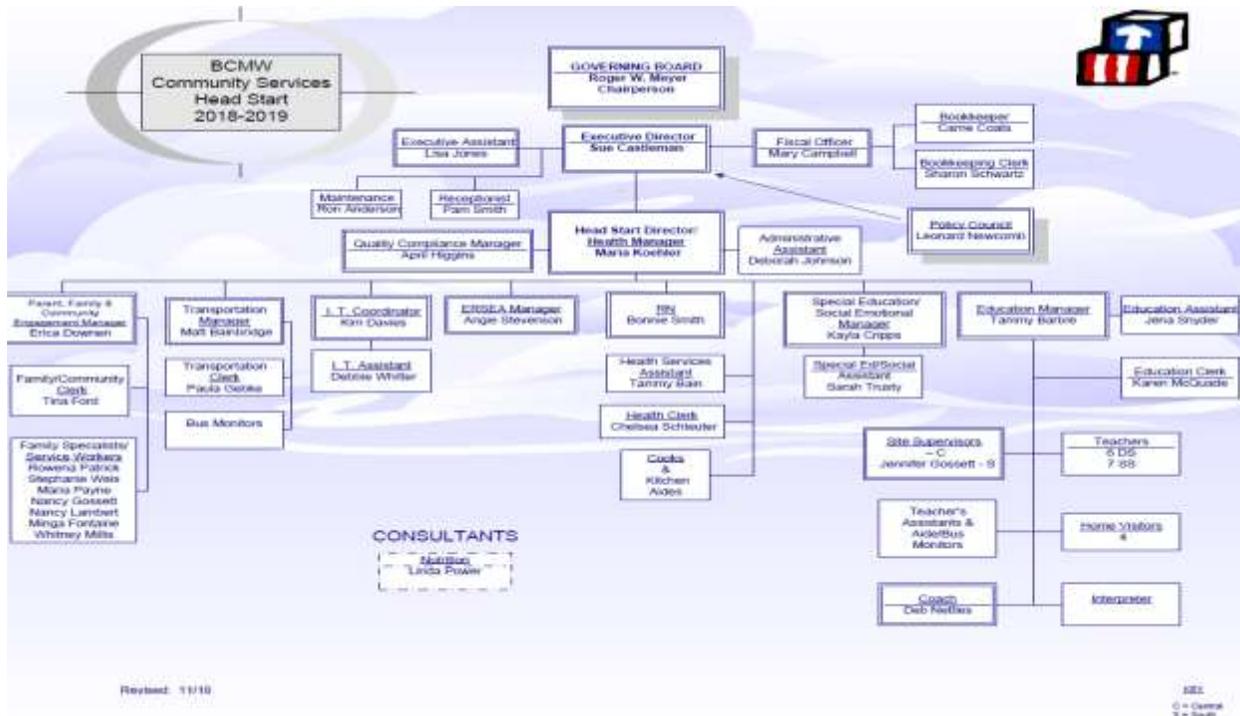
13 HS Teachers	
BS Degree in ECE	23%
AA Degree in ECE	77%
Teacher Turnover	0%

13 Assistant Teachers	
BS Degree in ECE	8%
AA Degree in ECE	62%
CDA	30%

6 HS/EHS Home Visitors	
BS Degree in ECE	50%
AA Degree in ECE	33%
Enrolled in AA Degree	17%

4 EHS Teachers	
BS Degree in ECE	0%
AA Degree in ECE	100%
Teacher Turnover	0%

EHS positions (EHS Coordinator, 4 EHS Teachers, EHS Parent Educator, and EHS Floater) are not noted in the chart above due to EHS not starting until December 2018. The chart was revised November 2018.



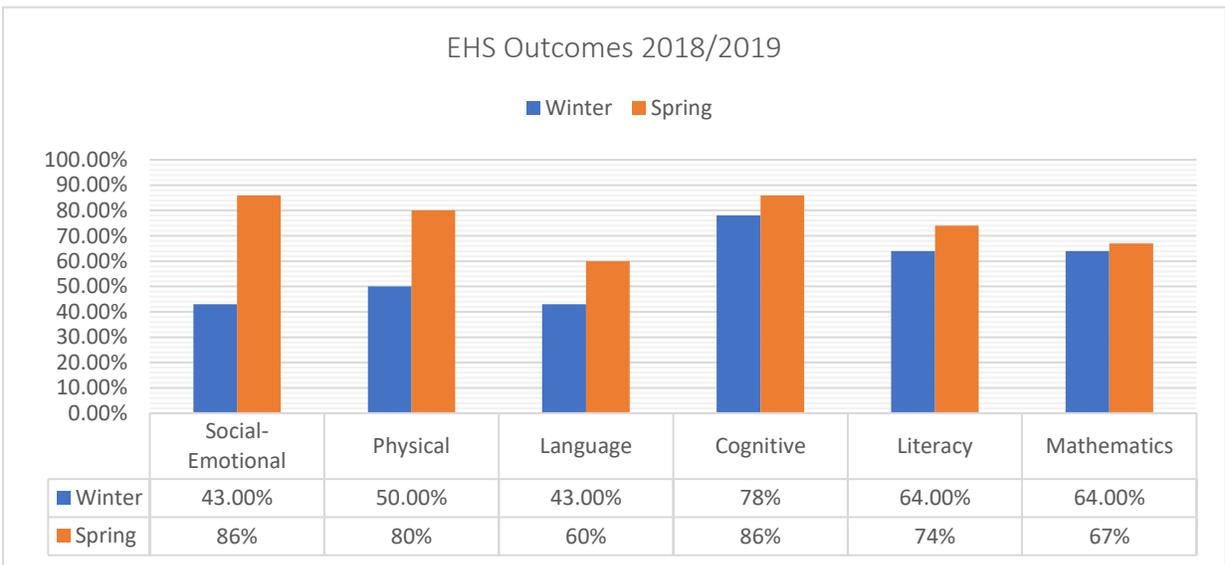
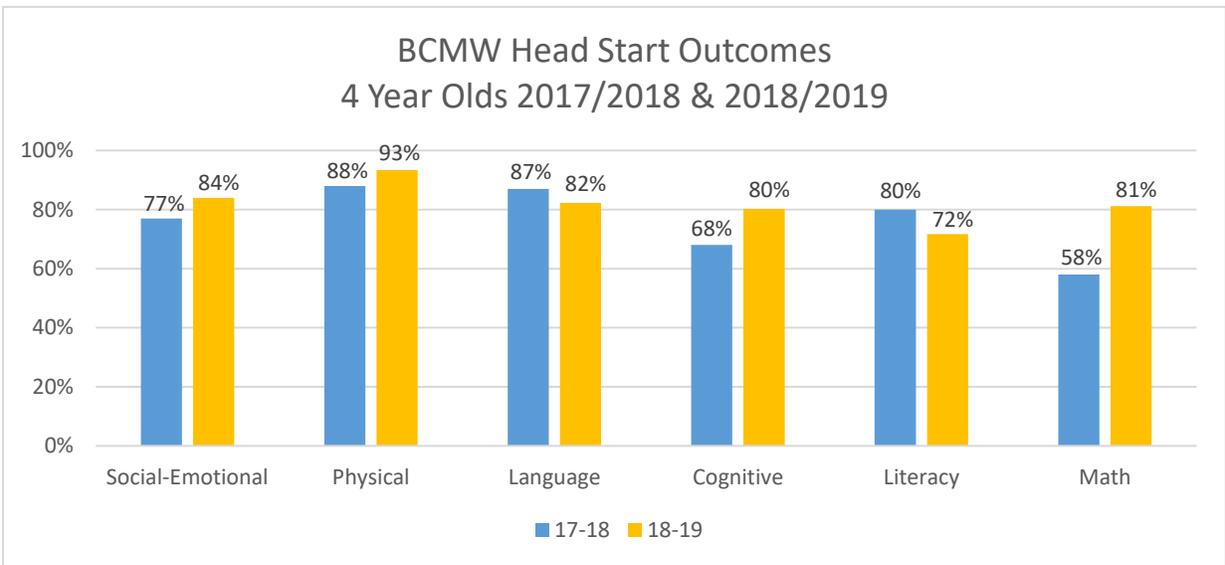
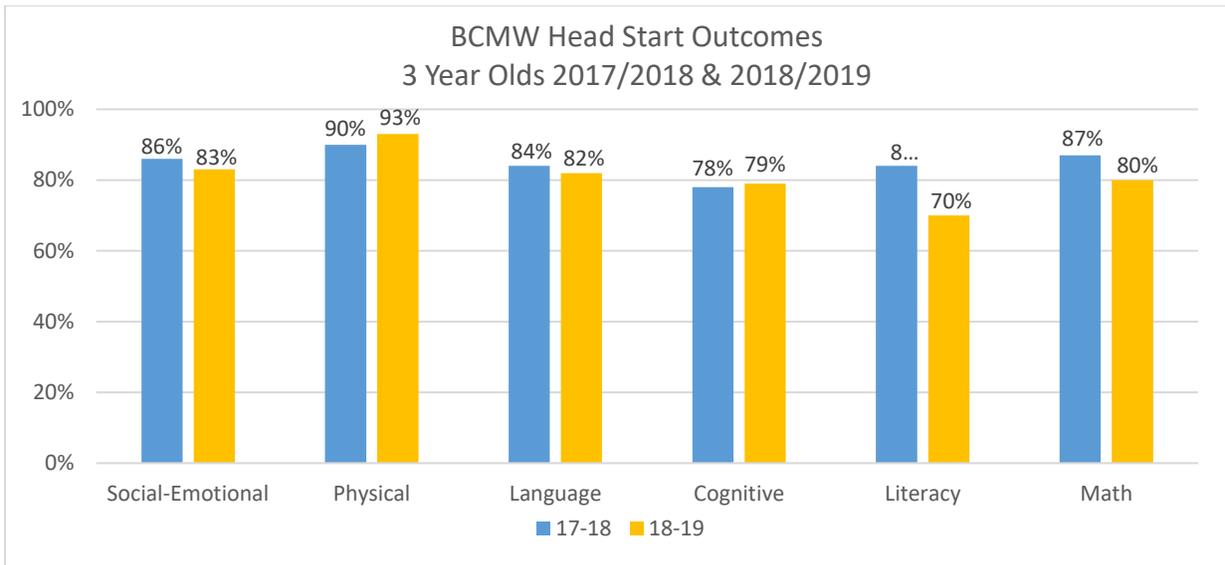
## CHILD OUTCOMES & SCHOOL READINESS

BCMW Head Start implements the Creative Curriculum, a research-based curriculum for preschool children based on five components: how children develop and learn; the learning environment; what children learn; the teacher's role, and the family's role.

The Head Start Child Development and Early Learning Framework is utilized to promote positive outcomes for all children birth to 5 years old. It represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel and lays out essential areas of learning and development. The Framework is used to guide curriculum implementation and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains.

School Readiness Goals are developed with input from parents, Head Start teachers, kindergarten teachers and LEA's. The goals are as follows:

Domain	Goals
Social & Emotional Development	<ul style="list-style-type: none"> <li>• Children will develop positive relationships with children &amp; adults &amp; are able to function as part of a group.</li> <li>• Children will demonstrate ability to regulate their emotions &amp; behavior.</li> </ul>
Physical Development & Health	<ul style="list-style-type: none"> <li>• Children will demonstrate ability to take care of their personal needs &amp; practice basic health &amp; safety rules.</li> <li>• Children will demonstrate ability to move with balance, coordination &amp; control.</li> <li>• Children will demonstrate increased eye hand coordination &amp; use of fine motor skills.</li> </ul>
Cognition & General Knowledge	<ul style="list-style-type: none"> <li>• Children will demonstrate beginning understanding &amp; recognition of numbers, shapes, patterns &amp; number concepts for use in everyday routines.</li> <li>• Children will show beginning understanding of family &amp; community characteristics &amp; jobs.</li> <li>• Children will show ability to plan, observe, &amp; explore natural resources, living things, &amp; simple tools &amp; equipment.</li> </ul>
Language & Literacy	<ul style="list-style-type: none"> <li>• Children will demonstrate ability to understand &amp; express increasing varied &amp; complex language.</li> <li>• Children who are dual language learners will demonstrate proficiency in their home language &amp; progress in acquiring receptive &amp; expressive English.</li> <li>• Children will demonstrate a beginning awareness of the printed word &amp; develop book appreciation.</li> <li>• Children will demonstrate letter recognition &amp; phonological awareness.</li> <li>• Children will understand purposes of writing &amp; demonstrate beginning use of writing tools to convey meaning through written representations, symbols &amp; letters.</li> </ul>
Approaches to Learning	<ul style="list-style-type: none"> <li>• Children will exhibit interest &amp; participate in a variety of creative experiences.</li> <li>• Children will exhibit curiosity, demonstrate the desire to learn &amp; persistence in completing tasks.</li> </ul>



# CLASS®

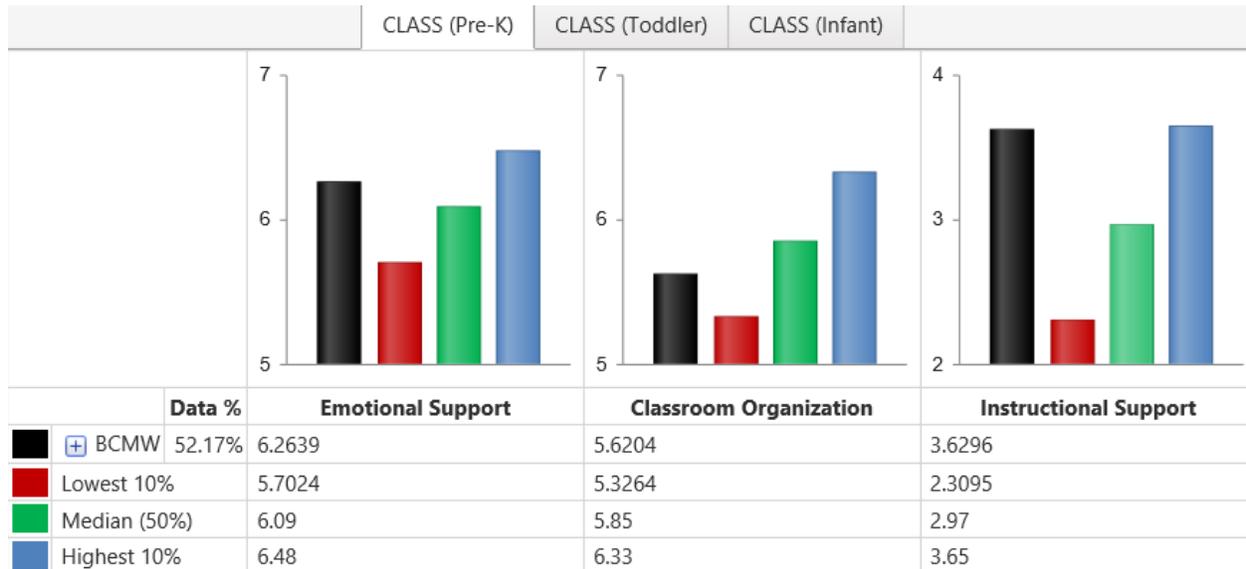
The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children’s learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers’ interactions with children.

CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high. The following is a breakdown of these scores:

- Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.
- Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.
- Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.

During the CLASS® observation reviewers independently review and score each classroom using a computer-based scoring system in the Office of Head Start Monitoring Software (OHSMS). After the review OHSMS averages the scores across the grantee to result in grantee-level dimension scores. The dimension scores are then used to calculate the grantee-level domain scores. Reviewers do not have access to the grantee level score during or after the review. Below are the actual scores for 2018-2019.

## 2018-2019 CLASS® Assessment Scoring System



## COMMUNITY ASSESSMENT SUMMARY

The Community Needs Assessment describes the context in which Head Start programs operate and is useful for ensuring that the correct services are provided to the appropriate population. The assessment paints a picture of the community and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community’s history, its economic and political scene, and its strengths and challenges.

Our current Community Needs Assessment was reviewed and updated in 2019 and reflected any significant changes from the 2018 assessment.

Even though the families in the service area are very self-reliant and have a strong sense of community, poverty has increased due to the lack of jobs. Many families have lost jobs and need assistance.

Collaboration with other community organizations, both public and private, will ensure that the provision of services is comprehensive, non-duplicated and community based.

State Pre-K Services						
	Total Report Area	Bond	Clinton	Franklin	Marion	Washington
<b>2018 Community Assessment Data</b>	1,235	127	280	319	383	126
<b>2019 Community Assessment Data</b>	1,408	141	364	391	405	107
<b>Total Increase</b>	<b>173</b>	<b>14</b>	<b>84</b>	<b>72</b>	<b>22</b>	<b>-19</b>

## EXTERNAL REVIEWS



The Office of Head Start (OHS) assesses grantee compliance through a monitoring system that is aligned with a comprehensive five-year continuous oversight plan. Reviews of Head Start agencies are conducted by the OHS under the authority of the Head Start Act to determine whether Head Start agencies meet regulatory requirements with respect to program, administrative, and financial management, and to help programs identify areas for improvement and areas of strength as part of their ongoing self-assessment process. No OHS reviews were issued or scheduled for the 2019 year.



State of IL, Department of Children & Family Services (DCFS), day care center licenses are current and in good standing for all seven (7) centers presently servicing children.



BCM Community Services independent auditor’s report on internal control over financial reporting, compliance, and other matters based on financial statements in accordance with Government Auditing Standards was conducted by Sikich Certified Public Accountants for the fiscal year ending on June 30, 2019. Report is available.

# Did you know?

↳ BCMW Head Start continues the usage of **iStartSmart** mobile HATCH Tablets since August of 2015. Each classroom and home base are equipped with the preschool learning tablet that uses technology to build school readiness skills and improve outcomes.

Preloaded with research-based early learning software and apps, hand-picked by experts, it monitors child progress as they play, showing adults exactly what each child knows. Unique reporting tools allow administrators to see faster child learning results allowing for personalized learning and refocused instruction.

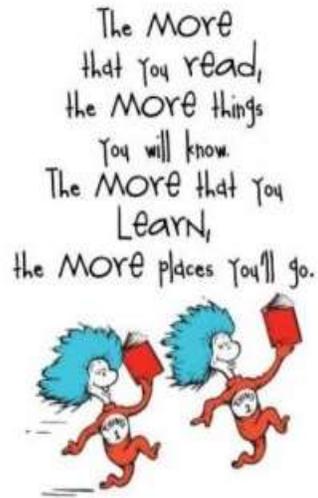
↳ BCMW Head Start incorporated into its curriculum, Teaching Strategies GOLD (TSGold), several years ago. The Teaching staff and Education team have been trained in the technology to provide a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable.

The 38 objectives at the heart of TSGold guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning.

The objectives cover 10 areas of development and learning, indicated below. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.

Literacy	Mathematics	Science & Technology	Social Studies	The Arts
English Language Acquisition	Social/Emotional	Physical	Language	Cognitive

↳ BCMW Head Start, in partnership with the local communities, holds Book Drives throughout February and March to collect new and slightly used books. Events are planned during Dr. Seuss week to distribute the books to children and their families to promote literacy. Book walks, Bingo, Ring-Around the Rosie and Minute to Win It, are just a few of the parent/child activities planned to allow the children an opportunity to win numerous books.



↳ Dental Safari has a collaboration with BCMW Head Start to provide dental screenings and some follow-up treatment for the children in our program. If they are unable to provide the necessary follow-up treatment for the children, they provide resources to our families.



↳ BCMW Head Start hosts an annual Family Fun Day at the end of each school year to celebrate the families' participation in our Head Start program. Families get together and participate in face painting, train rides, a cake walk, bounce houses, and many other games/events. BCMW Head Start also offers a resource fair for the families. The resource fair is compiled of different agencies in the community that can provide services that our families may need. BCMW Head Start reaches out to the community for donations for this event, which helps BCMW reach its non-federal share requirement.



*Play is the highest form of research.*

*~Albert Einstein*