
BCMW HEAD START 2017-2018

ANNUAL REPORT



When I see you through my eyes, I think we are different. When I see you through my heart, I know we are the same.

~ Doe Zantamata

Sue Castleman, Executive Director

Maria Koehler, Head Start 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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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 improvement¹.

Rationalization of Data:

☆ The family data listed in this report are based on the 2018 PIR (Program Information Report) calendar year August 2017 – July 2018. Any data corresponding to the current, 2018/19 program year, will be denoted.

☆ The budget is for fiscal year 2018, January-December.

☆ Pictures used in this Annual Report are from both 2017/18 and 2018/19 program years.

¹ <https://www.excelebrateillinois.com/about/what-is-excelebrate-illinois>

☆ The stats include the 440 funded enrolled children, as well as children who withdrew from classes during the 2017/2018 program year.



BCMWS Community Services, Inc.,
Project Head Start



Greetings Friends,

We are pleased to share with you our highlights from the 2017-18 school year. At BCMWS 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 2017-18 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, BCMWS 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,

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.

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 440 children in a 5-county area. 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.

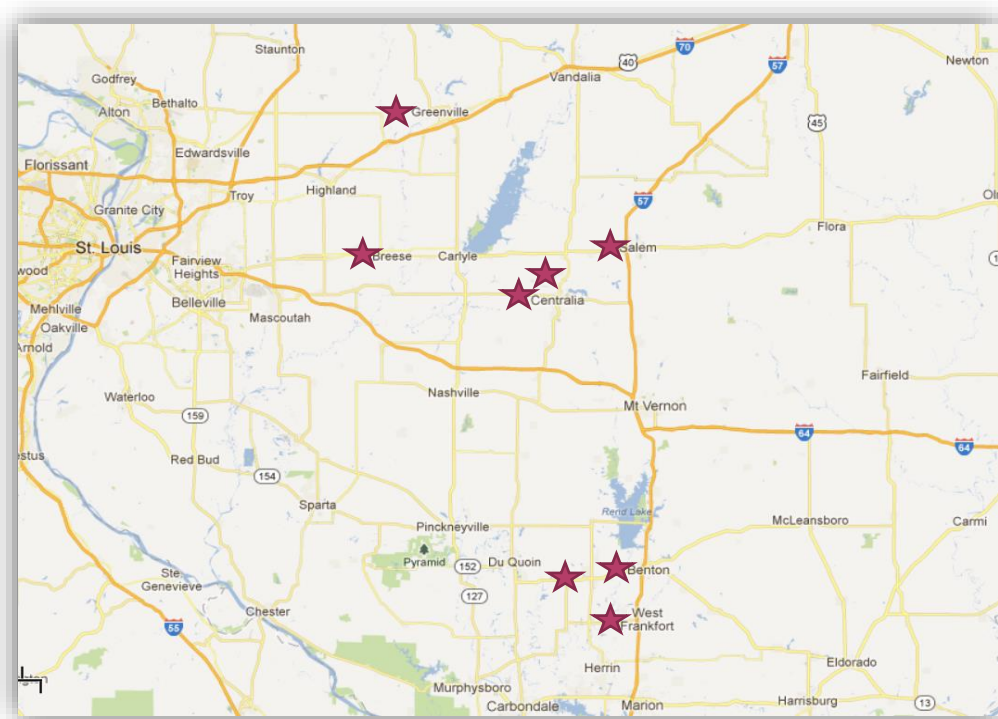
MISSION STATEMENT

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 &/or Home Base



BCMWS Head Start's service area options include: 7 Centers; 7 double session classrooms; 8 single session classrooms and 5 Home Base locales.

2018 BUDGET

Revenues:

Funding Sources	Funding Category	Funding Amount
ACF Regional Offices - HHS	Non-Competing Continuation Funds	\$4,221,754
ACF Regional Offices - HHS	Training & Technical Assistance	\$ 42,514
Child & Adult Care Food Program (USDA)	Supplement for Children's Food	\$ 182,134
Community	Non-Federal Share	\$1,066,067
Total (includes *Non-Federal Share)		\$5,512,469

Expenditures:

Line Item	Budget Details
Personnel/Salaries	\$2,116,694
Fringe Benefits	\$1,051,534
T & TA (Training)	\$ 42,514
Travel	\$ 4,214
Equipment	\$ 38,500
Supplies	\$ 120,590
Contractual	\$ 303,000
Other (General Services)	\$ 587,222
Food (& costs)	\$ 182,134
Non-Federal Share	\$1,066,067
Total (includes *Non-Federal Share)	\$5,512,469

***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 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
ACF Regional Offices – HHS	Training & Technical Assistance	\$ 42,362	\$ 9,681
Child & Adult Care Food Program (USDA)	Supplement for Children's Food	\$ 182,134	\$ 22,117
Community	Non-Federal Share	\$1,061,913	\$ 33,978
Total (includes *Non-Federal Share)		\$5,186,058	\$497,647

Expenditures:

Line Item	Budget Details Head Start	Budget Details Early Head Start
Personnel/Salaries	\$2,054,108	\$ 218,098
Fringe Benefits	\$ 883,706	\$ 114,125
T & TA (Training)	\$ 42,362	\$ 9,681
Travel	\$ 2,764	\$ 0
Equipment	\$ 14,000	\$ 0
Supplies	\$ 120,301	\$ 48,763
Contractual	\$ 294,761	\$ 0
Other (General Services)	\$ 530,009	\$ 50,885
Food (& costs)	\$ 182,134	\$ 22,117
Non-Federal Share	\$1,061,913	\$ 33,978
Total (includes *Non-Federal Share)	\$5,186,058	\$ 497,647

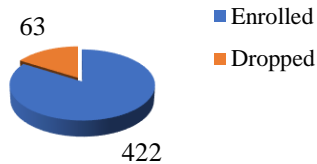
***Non-Federal Share – Defined**

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.

SERVICES TO FAMILIES

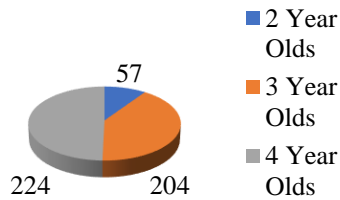
Program Year 2017-2018 Enrollment Status (PIR)

★Total Enrollment 485

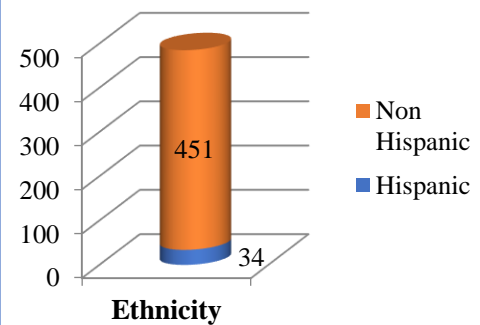
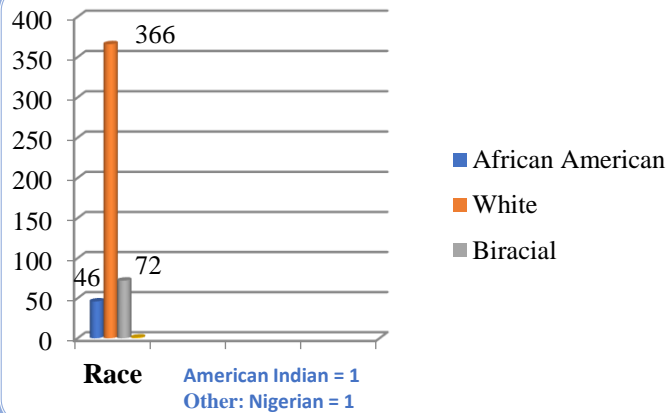
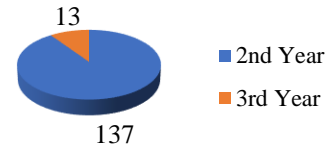


86.4% Average Attendance

Ages of Children

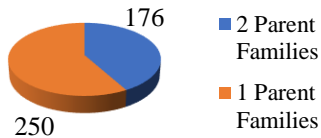


Enrolled For The:

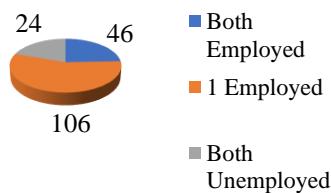


FAMILY INFORMATION

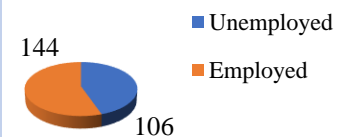
Number of Families



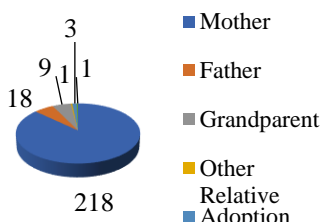
2 Parent Families



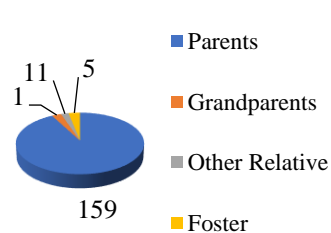
1 Parent Families



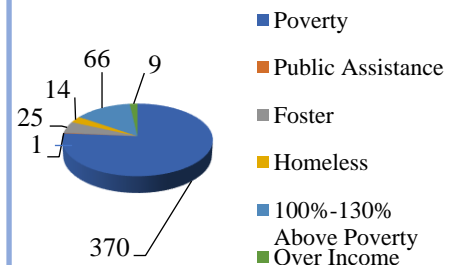
1 Parent Family Type



2 Parent Family Type



Eligibility Type



PARENT ENGAGEMENT & COMMUNITY PARTNERSHIPS

BCMWS 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).

Parent Engagement

- Parent Committee Meetings
- Policy Council Meetings
- Parent/Child Activities
- Parent Volunteers

Parent Involvement Activities

- Home Visits
- Parent/Teacher Conferences
- Learning Buses
- Holiday Activities/Crafts
- Moving Up Activities
- Field Trips
- Science Fair
- Math Fair
- Literacy Night (Book Walks)
- Multicultural Activities
- Family Fun Day
- Grandparent's Day
- Cinco de Mayo Day
- Game Night
- Head Start Awareness Week
- "Dad" N Me – Bowling
- "Dad" N Me – T Ball
- Parent Goal(s) Setting

Parent Training Topics

- Employment/Job Skills
- Parent Orientation/Standards
- Early Childhood Development
- BCMW Community Services
- Energy Assistance
- First Aid/CPR
- Transportation
- Policy Council
- Immunizations
- Family Literacy/Adult Ed
- Community Resources
- Fire Safety
- Financial Management
- Nutrition
- Safety for Children & Special Holidays
- Conscious Discipline
- Advocating for Your Child
- Mental Health
- Opioid Abuse
- Transitioning from HS to Kindergarten

Services Families Received

- Emergency/Crisis Intervention
- Housing/Utility Services
- Mental Health Services
- ESL Training
- Adult Education
- Job Training
- Substance Abuse Prevention
- Child Abuse & Neglect Services
- Health Education
- Assistance to Incarcerated Families
- Parenting Education
- Relationship/Marriage Education
- Asset Building Services
- Nutrition
- Transportation
- Hearing/Vision/Dental Care
- Clothing Assistance
- Adopt-a-Family (Christmas)
- Thanksgiving Baskets
- Fingerprinting

2017-2018 ATTENDANCE FOR ENGAGEMENT/INVOLVEMENT ACTIVITIES

Parenting Education
109

Father Engagement
175

Parent
Engagement/Involvement
174

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.

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

~Jane D. Hull



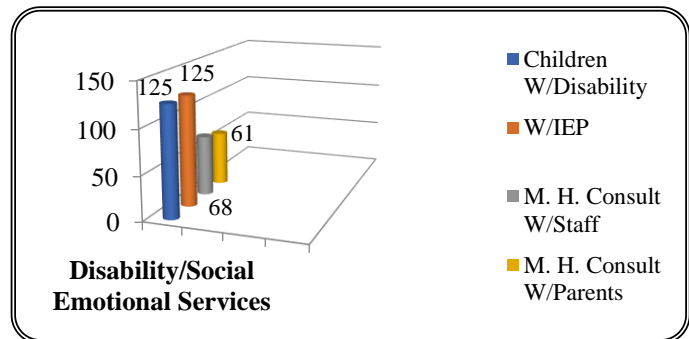
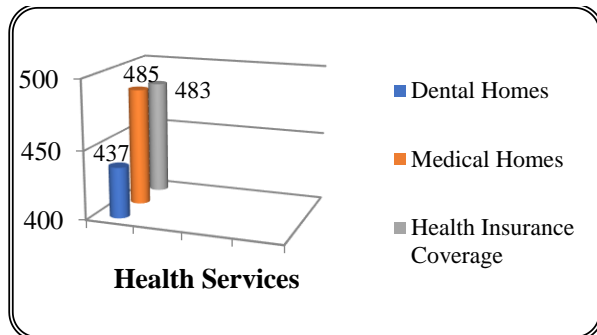
Head Start's comprehensive approach to services is achieved through partnering with area social services agencies, local businesses, clubs, colleges, Pre-K programs, and public schools. These organizations and agencies have agreements and/or memorandums of understanding with our program.



Social Services Advisory Board

HEALTH MEASURES

*Number of children served, including drops = 485

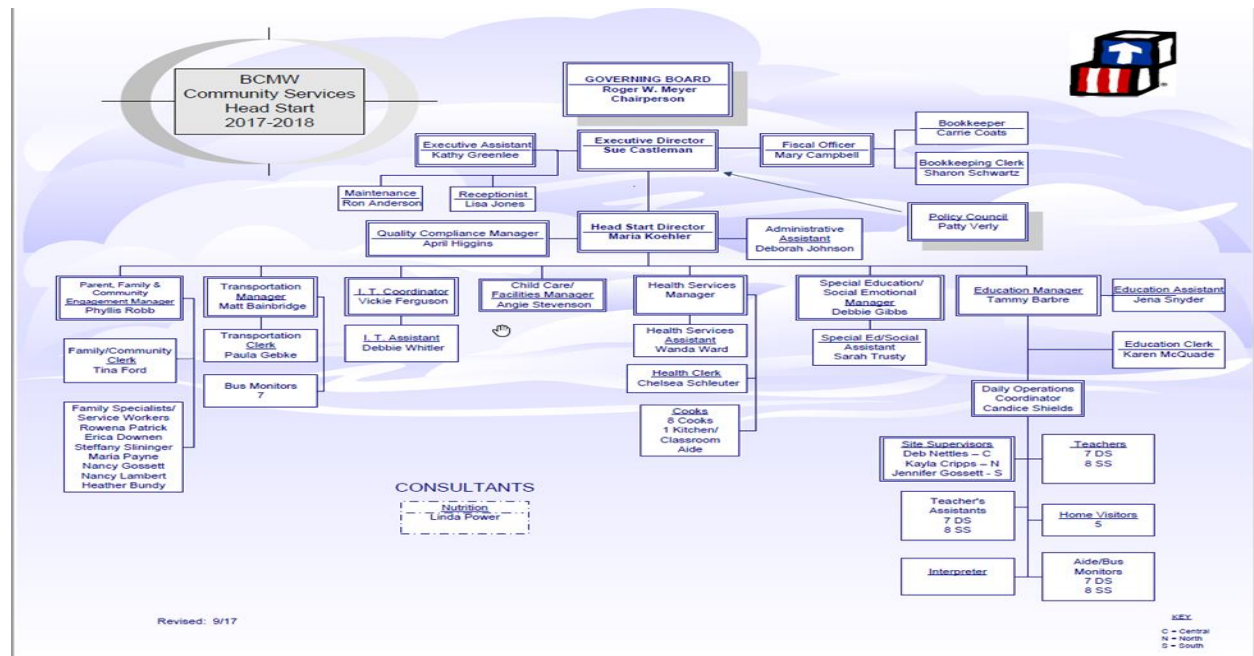


STAFF QUALIFICATIONS

15 Teachers	
BS Degree in ECE	40%
AA Degree in ECE	60%
13% Teacher Turnover	

15 Assistant Teachers	
BS Degree in ECE	13%
AA Degree in ECE	47%
CDA	40%

5 Home Visitors	
BS Degree in ECE	20%
AA Degree in ECE	40%
CDA	40%



CHILD OUTCOMES & SCHOOL READINESS

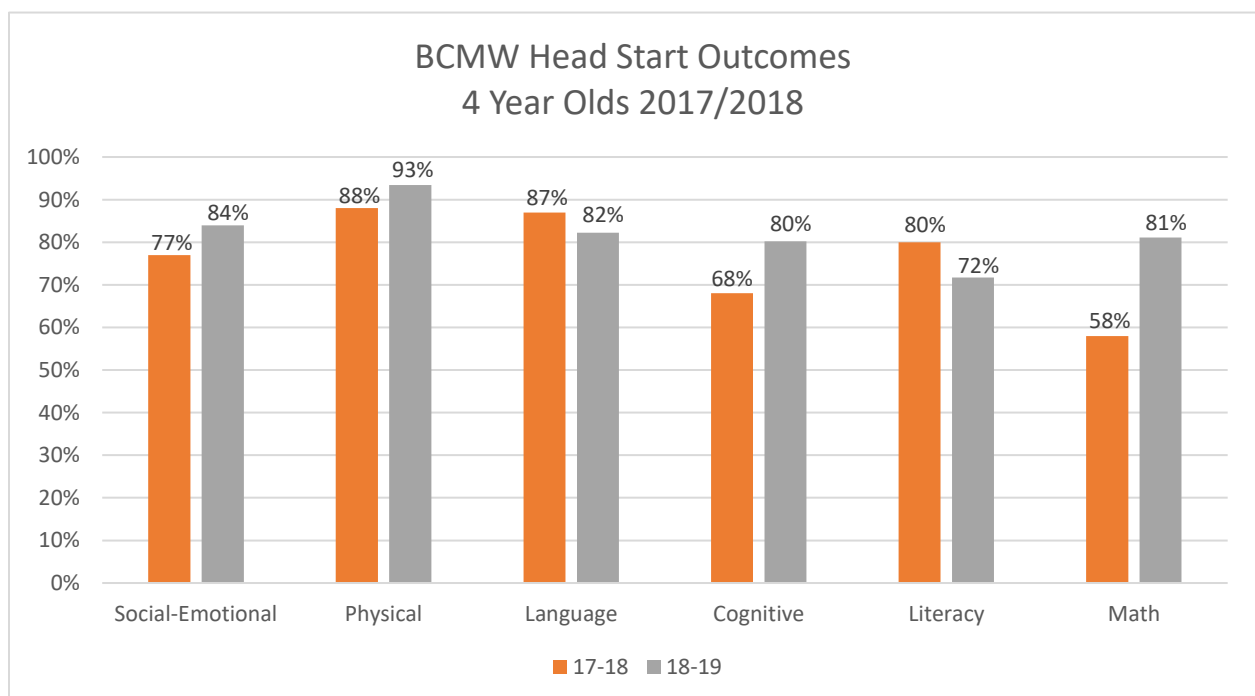
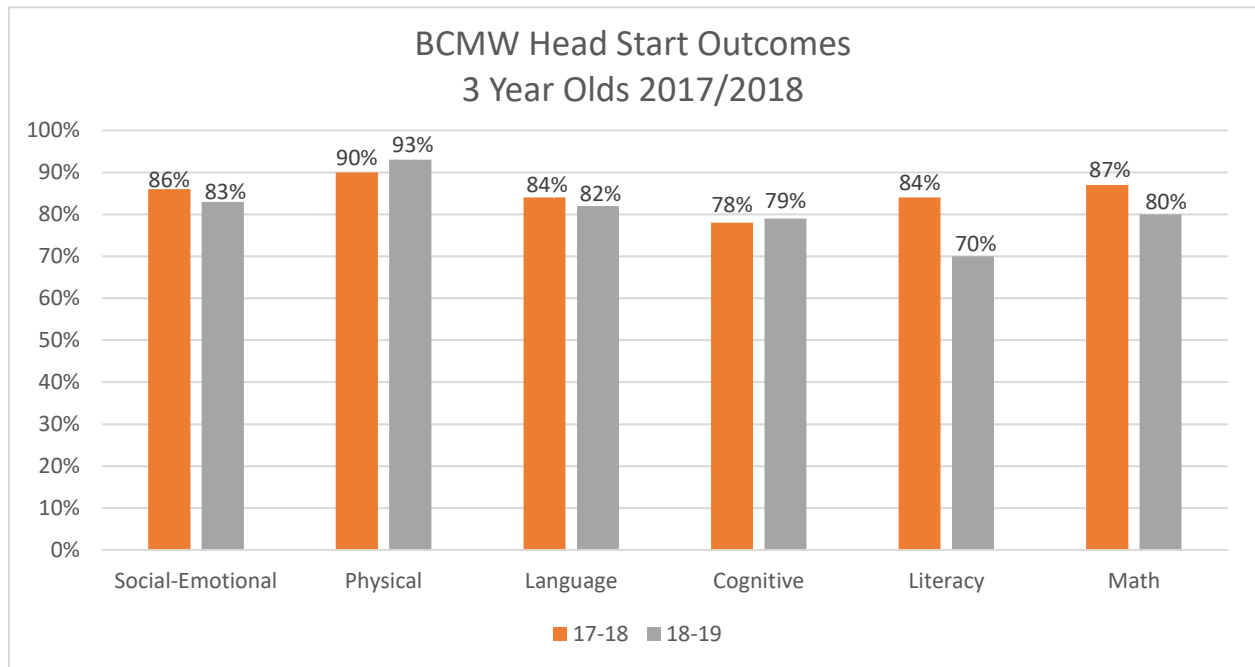
BCMw Head Start implements the Creative Curriculum, a research-based curriculum for preschool children based on five components: how children develop and learn; the learning environment; what children learn; the teacher's role, and the family's role.

The Head Start Child Development and Early Learning Framework is utilized to promote positive outcomes for all children 3-5 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"> Children will develop positive relationships with children & adults & are able to function as part of a group. Children will demonstrate ability to regulate their emotions & behavior.
Physical Development & Health	<ul style="list-style-type: none"> Children will demonstrate ability to take care of their personal needs & practice basic health & safety rules. Children will demonstrate ability to move with balance, coordination & control. Children will demonstrate increased eye hand coordination & use of fine motor skills.
Cognition & General Knowledge	<ul style="list-style-type: none"> Children will demonstrate beginning understanding & recognition of numbers, shapes, patterns & number concepts for use in every day routines. Children will show beginning understanding of family & community characteristics & jobs. Children will show ability to plan, observe, & explore natural resources, living things, & simple tools & equipment.
Language & Literacy	<ul style="list-style-type: none"> Children will demonstrate ability to understand & express increasing varied & complex language. Children who are dual language learners will demonstrate proficiency in their home language & progress in acquiring receptive & expressive English. Children will demonstrate a beginning awareness of the printed word & develop book appreciation. Children will demonstrate letter recognition & phonological awareness. Children will understand purposes of writing & demonstrate beginning use of writing tools to convey meaning through written representations, symbols & letters.

Approaches to Learning	<ul style="list-style-type: none"> Children will exhibit interest & participate in a variety of creative experiences. Children will exhibit curiosity, demonstrate the desire to learn & persistence in completing tasks.
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CLASS®

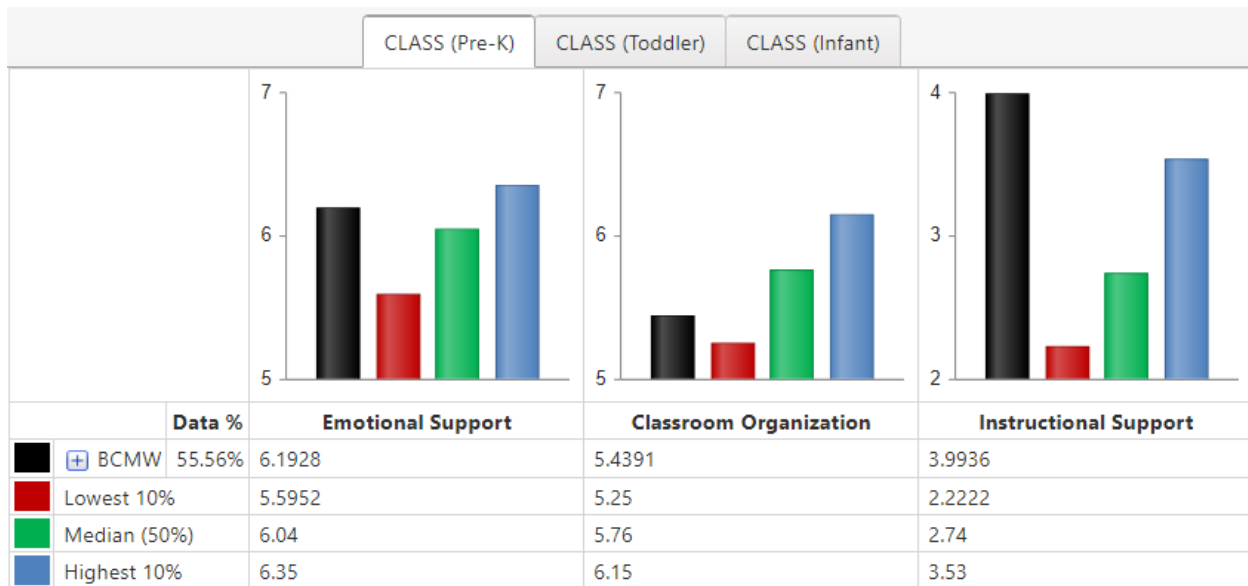
The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional 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 2017-2018.

2017-2018 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 2018 and reflected any significant changes from the 2017 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
2017 Community Assessment Data	736	116	157	169	206	88
2018 Community Assessment Data	1235	127	280	319	383	126
Total Increase	499	11	123	150	177	38

In the winter of 2017-2018, BCMW looked at the 2017 Community Assessment data, noted in the table above, and decided to move forward with a proposal for a conversion of Head Start slots to Early Head Start slots to provide better options for the communities served. A proposal was submitted to the Office of Head Start on 06/06/18 and was approved on 09/18/18.

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.

The following information shows the reviews that have been issued or are currently scheduled for BCMW Head Start:

- Focus Area One Review completed the week of November 5, 2018; Result, No Non-Compliances; therefore, no corrective action needed.



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.



Child & Adult Care Food Program (CACFP) administrative review was conducted on October 30 & 31, 2018. Corrective action plan was required for Meal Service, Menus, & Monitoring. Technical assistance was provided, and a corrective action plan was implemented. The plan was determined complete and is now closed.



BCMw 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, 2018. 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.

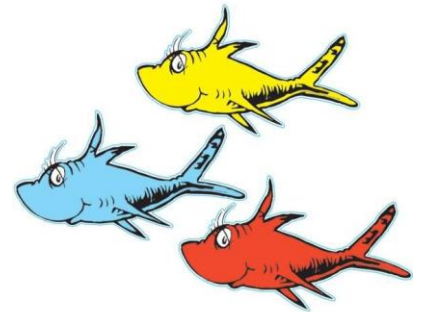
The objectives cover 10 areas of development and learning, indicated below. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.

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.

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss



↳ 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.



*We didn't realize we were making memories
we just knew we were having fun.*

~Winnie The Pooh