



# First Step Early Head Start 2017 – 2018 Annual Report

Executive Director: John Huelskamp

First Step Director: Shelise Zurliene



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Community Link initiated the first home-based infant stimulation program in Southern Illinois. This program has grown over the years into First Step Early Learning and Family Support Programs. First Step is dedicated to providing exceptional family centered services to families who have children up to the age of three. Early Head Start is a federally funded, home-based program for low-income pregnant women and families with children three years and younger in Clinton and Washington Counties who are homeless, receiving TANF or SSI, in foster care, or if the family's income is at or below the Federal Poverty level. Priority for enrollment is based on risk factors including children with disabilities. The program is funded to serve 54 children/ pregnant women residing in Clinton and Washington Counties.

The program uses the Parents as Teachers model, which is research based and nationally regarded. We offer families a sense of belonging, other support services, and a chance to be involved in activities to help the whole family. A number of programs are provided to the children and families we serve, including Early Intervention Services, Infant Mental Health Services, Prevention Services, and Children's Waver Program. In addition, First Step Early Head Start provides services for prenatal education, parenting education and support, child development services, play groups, family activities, medical linkages, linkages to community resources, transitions, and limited transportation.

The goal of the Early Head Start Program is to assist families to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, promote healthy family functioning, and provide opportunities for parents to have a voice in shared governance.

#### **Mission Statement**

To challenge, teach, and inspire both participants and community, linking them in ways that enhance their lives.

#### **Core Values**

Respect- Honoring the value, autonomy, and contributions of everyone

Commitment- Excellence through passion

Making a Difference- Enhancing the lives of others

#### **Motto**

Disability to Possibility

#### **Vision**

The vision of Community Link is to see people with developmental disabilities and other difficulties, live and participate in a community that values their presence and contributions.



# **Policy Council Members 2017 - 2018**

## **Officers**

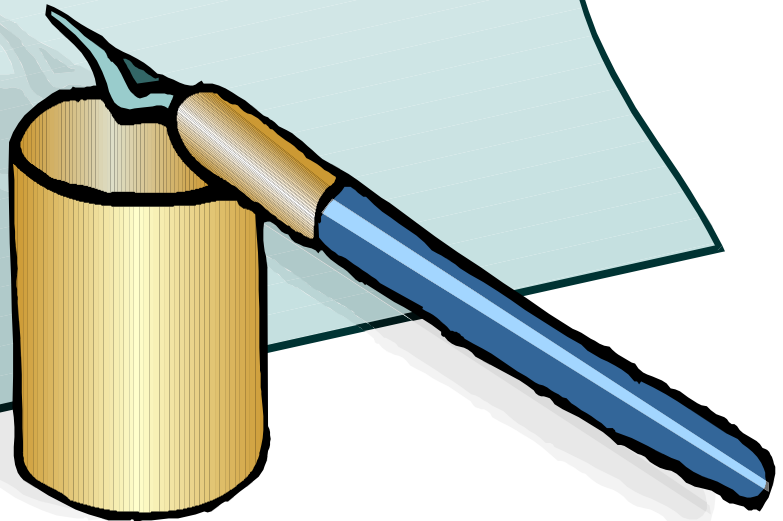
**Elizabeth Pyle** - Chairperson (Parent)  
**Tasha Marcum** - Vice Chairperson (Parent)  
**Carlee Keller** - Secretary/Treasurer (Parent)

## **Parent Representatives**

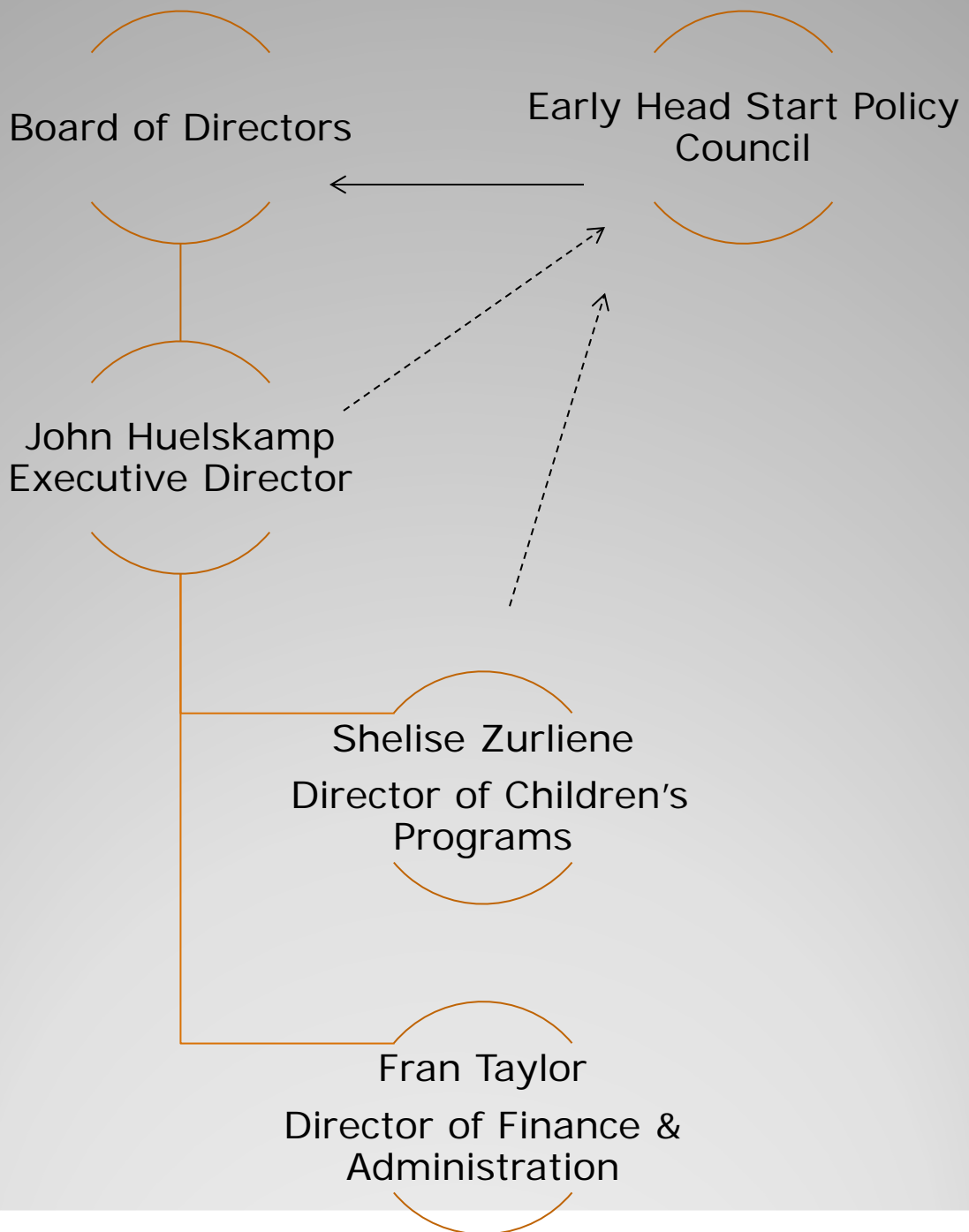
**Rebecca Gale** (part year)  
**Alma Geronimo** (part year)  
**Meghan Haglund** (part year)  
**Carlee Keller**  
**Jenni Knee** (part year)  
**Contessa Lenzini** (part year)  
**Tasha Marcum**  
**Elizabeth Pyle** (part year)

## **Community Representatives**

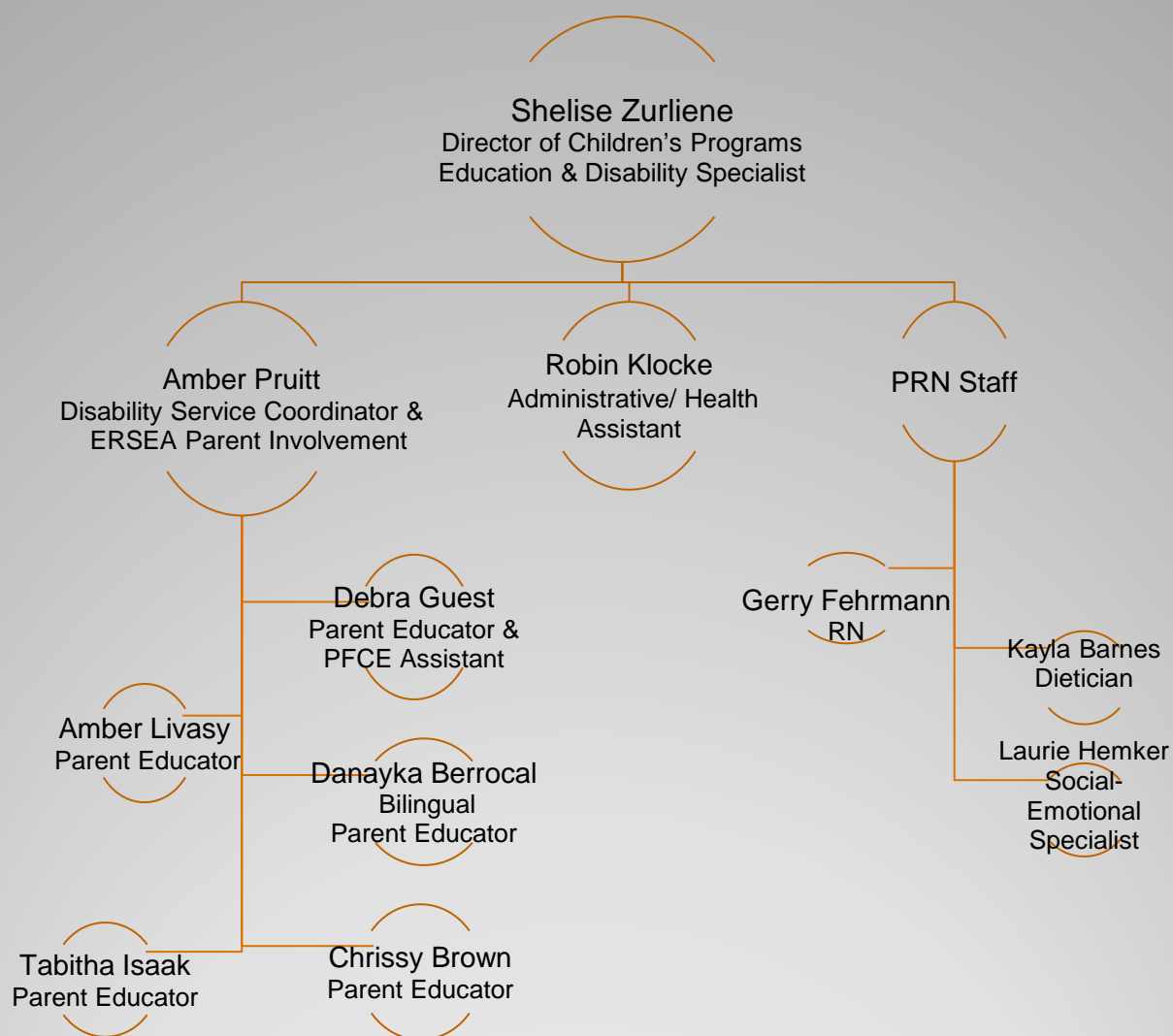
**Kate Garrett**  
**Angela Knaub**  
**Maria Payne**  
**Linda Summers**



# Administration



# First Step Early Head Start Programs



**Early Head Start  
Funding Year 2017/2018**

**Revenues**

| <b>Funding Sources</b>                            | <b>Funding Category</b>                  | <b>Amount</b>    |
|---|--|------------------|
| ACF Regional Office Health & Human Services (HHS) | Cost for Program Operations              | \$357,746        |
| ACF Regional Office Health & Human Services (HHS) | Cost for Training & Technical Assistance | \$8,587          |
| Community   | Non-Federal Share                        | \$91,583         |
| <b>Total (includes *Non-Federal Share)</b>        |  | <b>\$457,916</b> |

**Expenditures**

|  |                  |
|--|------------------|
| Personnel/Salaries                         | \$230,568        |
| Fringe Benefits                            | \$60,289         |
| Staff Training                             | \$9,138          |
| Supplies                                   | \$10,178         |
| Other**                                    | \$147,743        |
| <b>Total (includes *Non-Federal Share)</b> | <b>\$457,916</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's contribution to the local Head Start program

\*\*Other expenditures includes rent, utilities, insurance, maintenance, mileage, in kind and administrative costs



## Rationalization of Data

- All services to families data listed in this report are based on the 2017-2018 Program Information Report.
- All budget information is for the funding year of May 1, 2017 - April 30, 2018.
- The pictures used in this annual report are from activities and home visits within the 2017-2018 program year.



## KinderCharts

- Beginning May 1<sup>st</sup> 2017, the EHS program transitioned to using a new child assessment tool, the H.E.L.P., or Hawaii Early Learning Profile, and database, KinderCharts. Previously, the program used Teaching Strategies Gold, but decided that the H.E.L.P. would be a better assessment tool with the birth to three population. During the first few months of the program year, the staff spent time familiarizing themselves with how to utilize the new tools and attended trainings on both H.E.L.P and Kindercharts. At the April 21<sup>st</sup>, 2017 Policy Council meeting, it was agreed to take a few assessment periods off for the 2017-2018 program year in order to learn these new tools and identify the new School Readiness Goals and Child Outcomes. Over the last few months of the program year, the program worked with staff, Policy Council members, Health Services Advisory Committee, local preschool teachers, local Head Start program, and the Early Childhood Education Specialist to develop School Readiness Goals to track starting in program year 2018-2019.



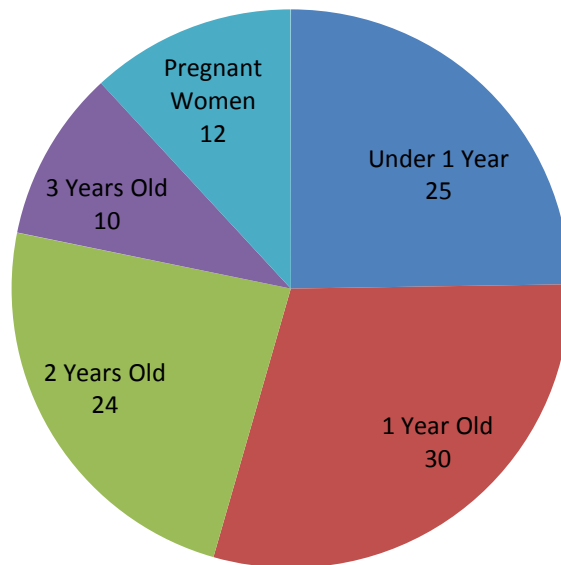
## First Step is paperless!

- In an attempt to "go green" the Early Head Start program has eliminated the use of paper for the entire program. All staff and Parents/guardians can sign all documents in modules in ChildPlus.
- The program has experienced many benefits from going paperless. Some of those benefits include:
  - cost savings for the program (using less paper, less ink in the printers, less filing supplies, etc)
  - more efficient use of staff's time
  - helping the environment by having less waste

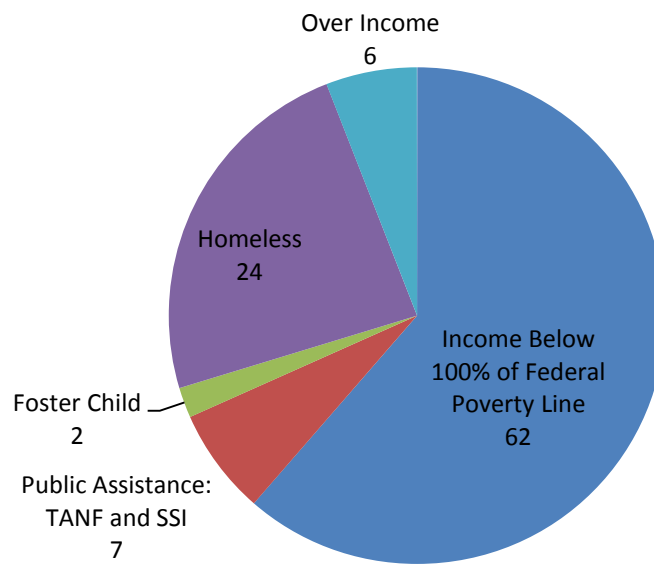
# Services to Families

\*Program Year 2017-2018 Enrollment Status from PIR\*

## Cumulative Enrollment by Age

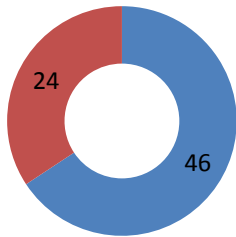


## Cumulative Enrollment by Type of Eligibility



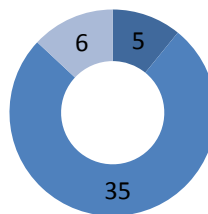
## Number of Families

- 2 Parent Families
- 1 Parent Families



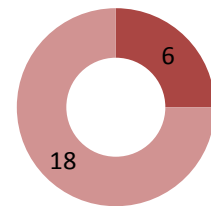
## Two Parent Families

- Both Employed
- One Employed
- Both Not Working: Unemployed, Retired, Disabled

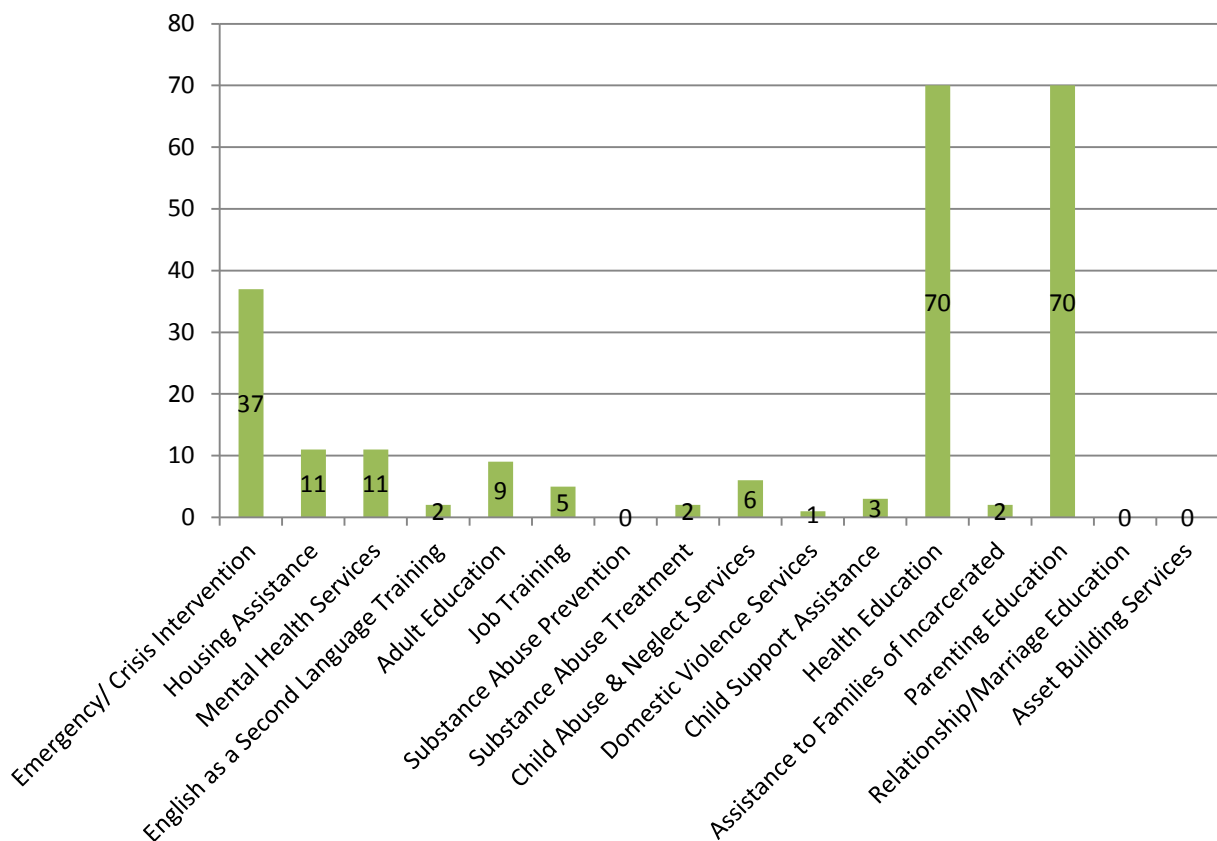


## One Parent Families

- Employed
- Not Working: Unemployed, Retired, Disabled

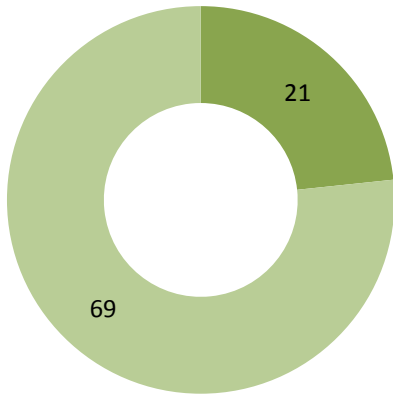


## The Number of Families Who Received Services



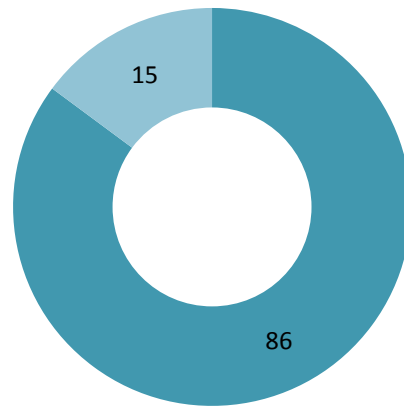
## Disability Services

- Children with IFSP
- Children without IFSP



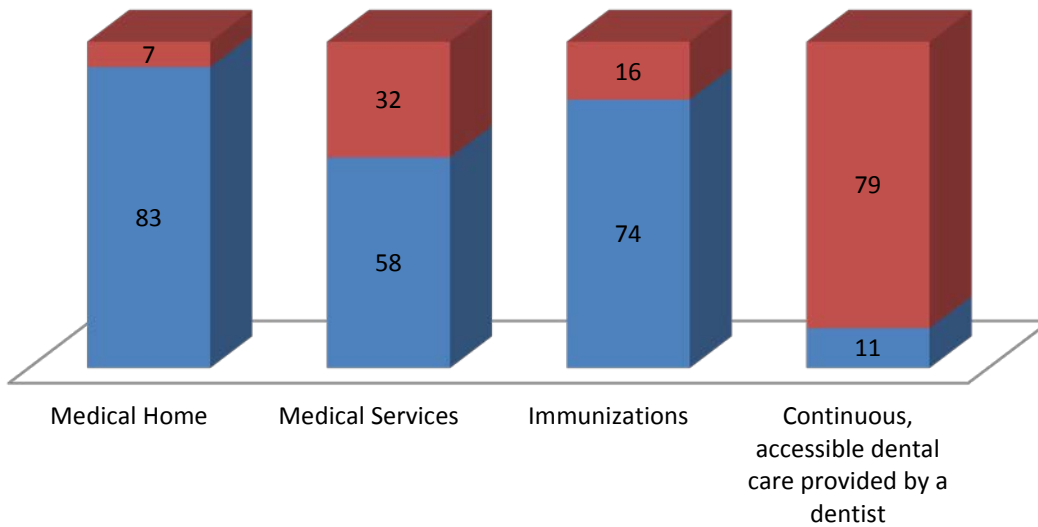
## Social Emotional Services

- Pregnant Moms & Children Who Were Served By Social/Emotional Specialist
- Pregnant Moms & Children Who Were Not Served By Social/Emotional Specialist

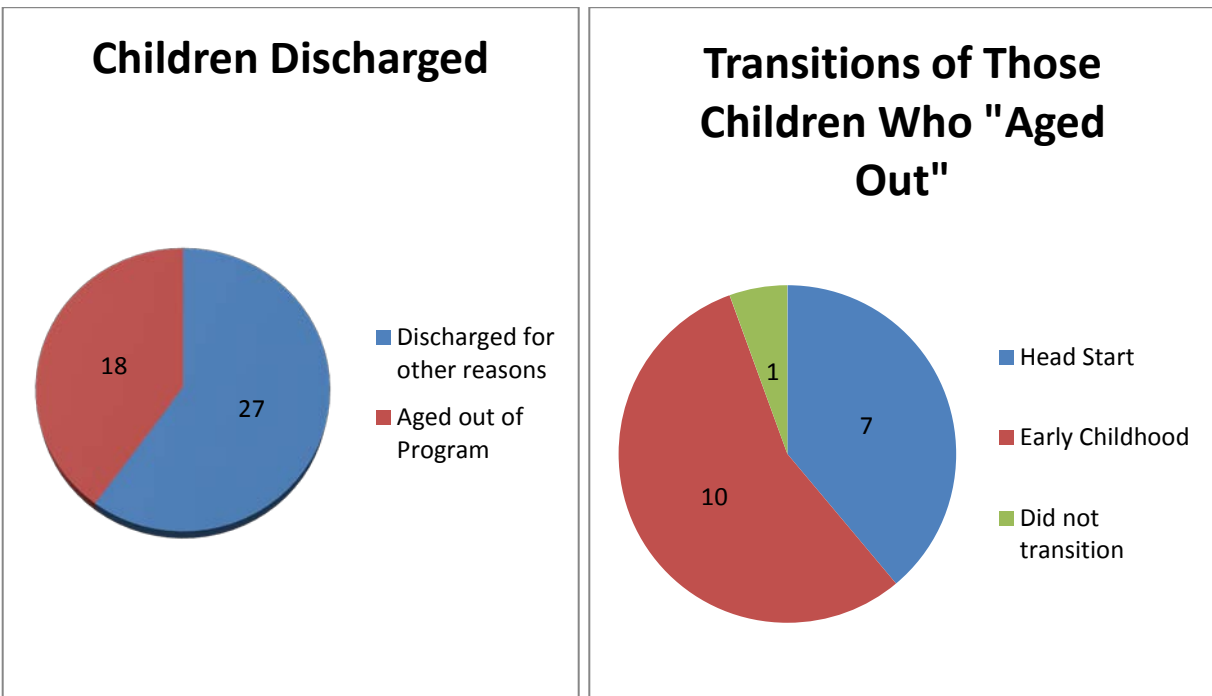


## Health Measures- Children

- Have
- Do Not Have



## Transitions



The Early Head Start Program has a formal transition process with BCMW Head Start in an attempt to assist in the transition of children from Early Head Start to Head Start. Along with this, the program also has formal agreements with thirteen local schools and the local special education district.

# Child Outcomes & School Readiness

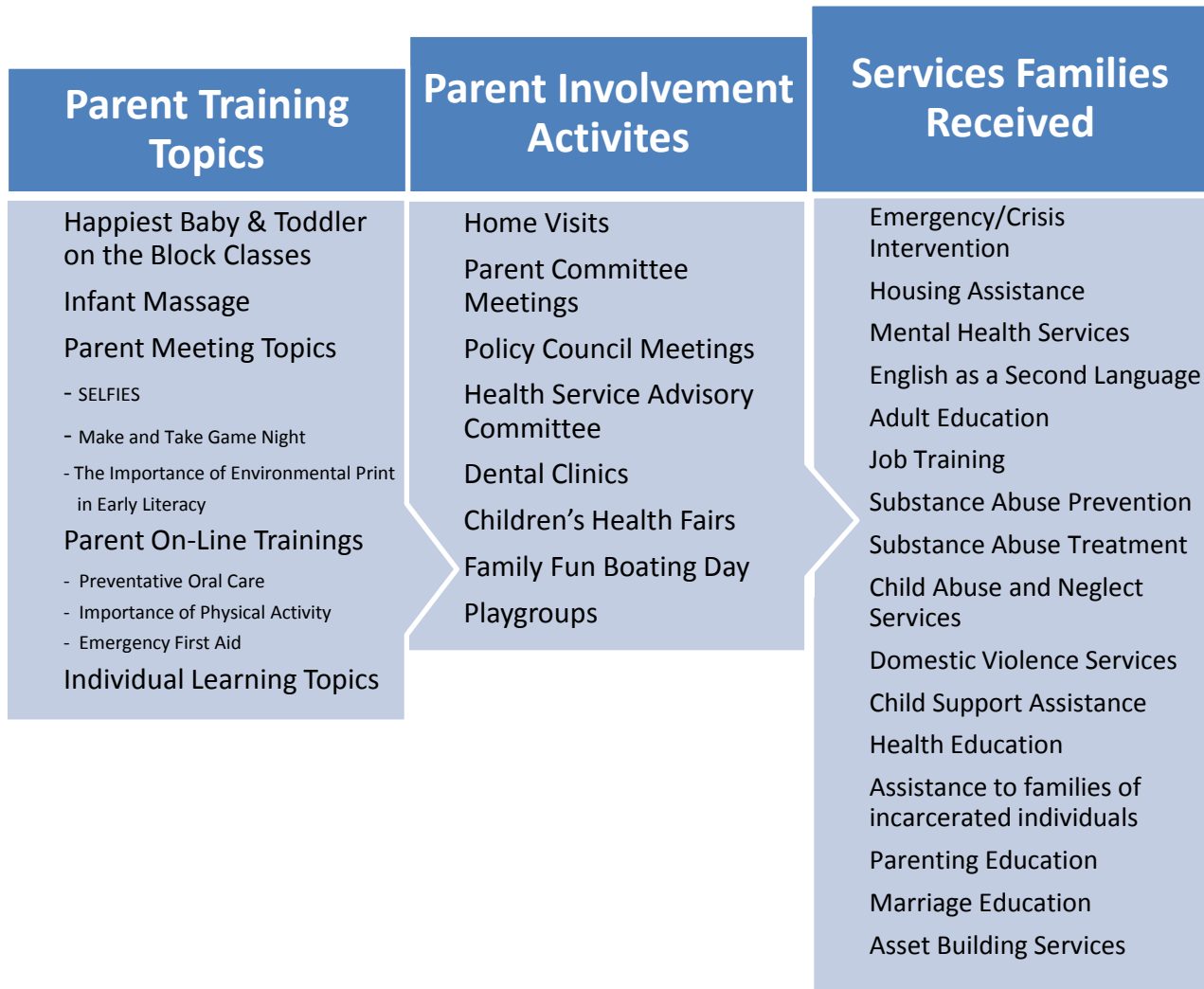
The Office of Head Start defines school readiness as "children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life." The Head Start Approach to School Readiness focuses on creating opportunities for children to develop in all areas to ensure the child is ready for school. First Step's set of School Readiness Goals is used to guide the curriculum in all stages, from planning, to implementation, to assessment, to tracking progress.

First Step uses Parents as Teachers, which is a researched based curriculum approved for the home visiting model. To track child outcomes and school readiness, First Step Early Head Start transitioned from using Teaching Strategies GOLD to using the Hawaii Early Learning Profile (HELP) and Kindercharts during the 2017-2018 program year. Due to this transition, the Policy Council agreed that it would be best to take a few assessment periods off for the 2017-2018 program year in order to learn these new tools, attend trainings on both the HELP and Kindercharts, and to develop School Readiness Goals specific to the new assessment tool. Over the last few months of the program year, the program worked with staff, Policy Council members, Health Services Advisory Committee, local preschool teachers, local Head Start program, and the Early Childhood Education Specialist to develop School Readiness Goals to track starting in program year 2018-2019. The School Readiness Goals were influenced from the Illinois Early Learning Standards and the Head Start Early Learning Outcome Framework to align with the HELP Stands.

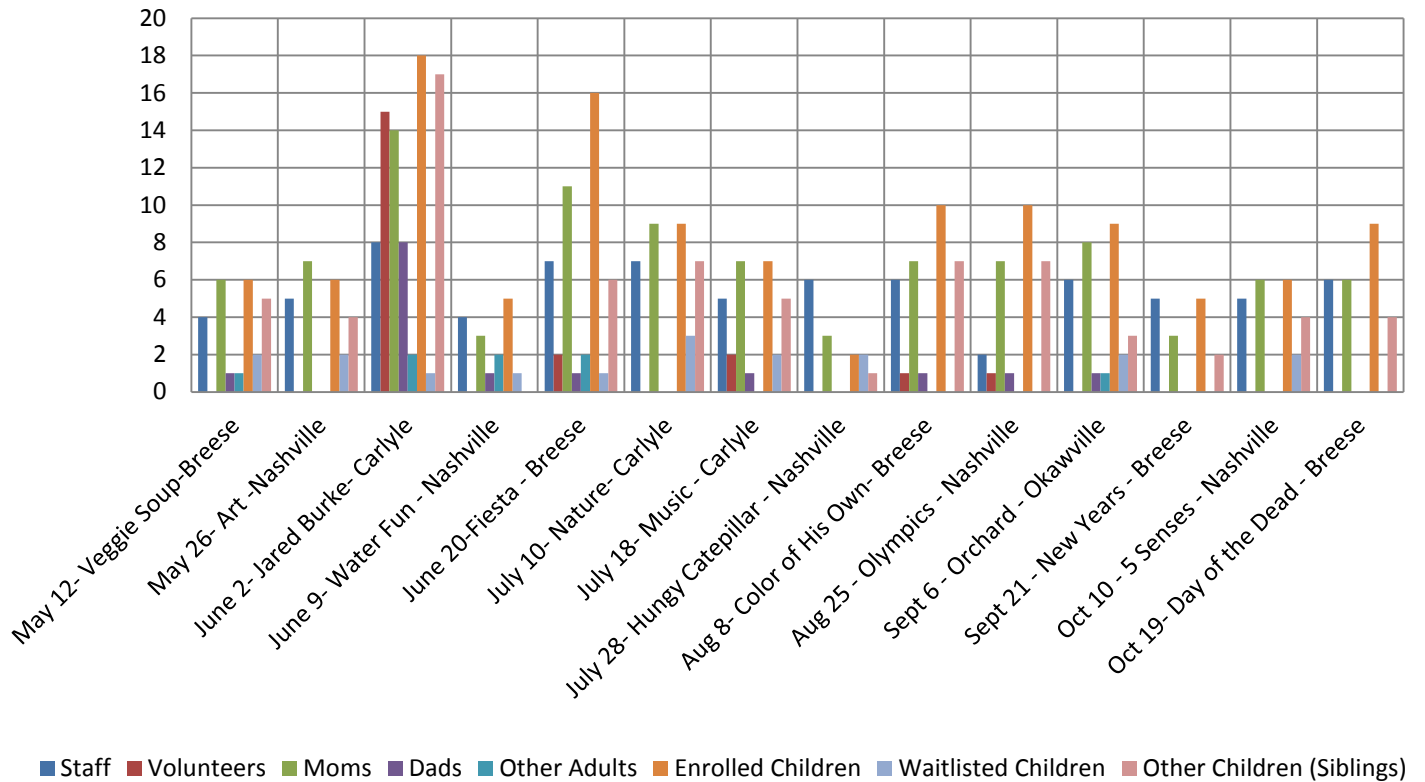
| Domain                                      | Goals   |
|---|---|
| Approaches to Learning                      | <b><u>Regulatory/Sensory</u></b><br>Children are able to organize a variety of sensory experiences that support learning, imagination, exploration, and creativity.   |
| Cognition                                   | <b><u>Spatial Relationships</u></b><br>Children will learn about spatial relationships, including containers, gravity effects on objects, depth perception, and dimensionality that are appropriate for their age.  |
| Language and Literacy                       | <b><u>Understanding and Following Directions</u></b><br>Children have age-appropriate receptive language skills, including understanding meaning of words and gestures and understanding and following directions.<br><br><b><u>Communicating with others- Verbally</u></b><br>Children have age-appropriate expressive language skills, including communicating with gestures and words, sharing experiences, answering and asking questions, and participate in storytelling. |
| Perceptual, Motor, and Physical Development | <b><u>Mobility and Transitional Movements</u></b><br>Children have age appropriate gross motor and mobility skills, including rolling, sitting, walking, and jumping.<br><br><b><u>Grasp/Prehension</u></b><br>Children have age appropriate fine motor skills such as grasping, raking, poking, points, holding crayon, and holding a pencil.  |
| Social and Emotional Development            | <b><u>Learning Rules and Expectations</u></b><br>Children begin to understand and internalize basic social rules and expectations appropriate for their age and culture.  |
| Self-Help                                   | <b><u>Grooming and Hygiene/ Toileting</u></b><br>Children with develop age appropriate self-help skills, especially with daily routines, learning how to maintain hygiene, and toilet training.   |

## Parent Involvement and Community Partnerships

First Step Early Head Start is centered on the family as a whole by offering families a sense of belonging, support services, and the chance to be involved in activities to help the whole family. Parent involvement is promoted through family playgroups, Policy Council, Parent Committees, community classes and larger socializations/field trips. Early Head Start parents, children, and staff come together at least two times per month for a two hour playgroup. First Step's activities, programs, and educational trainings are constantly and consistently being re-evaluated and modified in order to meet the needs and interest of the families.



## Playgroup Attendance



## Playgroup Attendance Continued

