

## ***2011 Annual Program Report***

### *Our Mission:*

**Staff, communities and families working together to address inequities based on income through education and support services for young children.**

## 2009-2010 Children and Families

### Head Start:

Total Enrollment: 434  
Total Funded: 383

### Ages of children:

3 years of age: 40%  
4 years of age: 59%

### Enrollment by Ethnicity:

Hispanic/Latino: 38%  
Non-Hispanic: 62%

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Asian: 1%  
African American: 14%  
Caucasian: 64%  
Bi-racial/Multi-racial: 20%

### Enrollment by Language Spoken:

English: 72  
Spanish: 26%  
Middle Eastern/South Asian: 1%  
Other: 1%

### Early Head Start:

Total Enrollment: 184  
Total Funded: 120

### Ages of children:

Under 1 year: 27%  
1 year of age: 25%  
2 years of age: 33%  
3 years of age: 15%

### Enrollment by Ethnicity:

Hispanic/Latino: 27%  
Non-Hispanic: 73%

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Asian: 0%  
African American: 15%  
Caucasian: 59%  
Bi-racial/Multi-racial: 23%

### Enrollment by Language Spoken:

English: 84%  
Spanish: 15%  
Other: 1%

### Interesting Facts:

#### Head Start:

- ☺ 32% of enrolled children were in Head Start for 2 years
- ☺ 4% of enrolled children were in Head Start for 3 years

#### Early Head Start:

- ☺ 17% of enrolled children have been in Early Head Start for 2 years
- ☺ 12% of enrolled children have been in Early Head Start for three or more years

#### Head Start:

- ☺ 4% of enrolled families were over-income
- ☺ 96% of enrolled families were eligible

#### Early Head Start:

- ☺ 5% of the enrolled families were over-income
- ☺ 95% of enrolled families were eligible

\*\*19 (10%) Pregnant women were enrolled in Early Head Start\*\*

*Our enrollment was maintained at 100% for both programs.*

# Head Start & Early Head Start Outcomes

## School Readiness

In fall 2010 a revised Birth to Five School Readiness Goals, Educational Philosophy and Approaches policy and procedure was developed solidifying us as a Birth (including serving pregnant women) to Five program. Our school readiness goals are adopted from the Wisconsin Model Early Learning Standards and aligned with the Head Start Child Outcomes Framework.

## Playing 2 Learn and Achieving Targeted Outcomes

In partnership with parents and through research-based curriculum and practices that also align with the Wisconsin Early Model Learning Standards, RWCFS staff supported children in gaining the skills and confidence they need to succeed in current and future environments including home, school and community. Staff individualized programming to meet children's unique needs and strengths to start children down a path of life-long learning.

## Head Start (HS) Curriculum:

Our foundation curriculum is Creative Curriculum (CC). However, after participating in an Early Reading First grant, we have embraced and adopted many curriculum elements based on research done by Lev Vygotsky. This approach is a literacy-based approach that still incorporates all domains of learning and promotes self regulation and mature play.

<b>Immature Play is characterized by:</b>	<b>Mature Play is characterized by:</b>
<ul style="list-style-type: none"><li>• Repeat the same actions over and over</li><li>• Use objects realistically and are unable to use objects as symbols or representations of something else</li><li>• Use little language</li><li>• No roles or limited roles limited to one or two actions with realistic toys or objects</li><li>• Do not coordinate actions – parallel play</li><li>• Children cannot describe their play in advance of beginning action</li><li>• Children argue over props and roles</li><li>• Children are unable to sustain play for longer than 5-10 minutes</li></ul>	<ul style="list-style-type: none"><li>• Children take new actions using new vocabulary</li><li>• Children play roles incorporating specific character related actions and incorporating rules for actions</li><li>• Children talk to one another throughout play</li><li>• Children coordinate multiple roles and themes</li><li>• Children combine actions, and ideas</li><li>• Children solve disputes and disagreements and invent and make new props instead of arguing over them</li><li>• Children become immersed in play and will sustain roles for at least 45 minutes and play can continue the next day or over several days to thoroughly explore and expand a pretend scenario that also connects children to what they experience in their lives away from school</li></ul>



All children make progress according to their abilities. The Creative Curriculum Developmental Continuum is used for ongoing observation and assessment. The table below shows progress using CC Port, a tool that measures some specific developmental area domains and elements. It is then data entered and allows us to see where children make progress and in what developmental areas. Beginning with Program Year 2010-2011 Head Start began using the Teaching Strategies Gold on-line assessment, too.

PY 08-09 Overall progress	PY 09-10 Overall progress
Out of <b>353</b> children who were attending through all three formal assessment continuum submissions:	Out of <b>340</b> children who were attending through all three formal assessment continuum submissions:
<p>--<b>64%</b> of children made measurable gains by moving up one level in one or more areas</p> <p>- <b>4%</b> moved up two levels in one or more areas</p> <p>- <b>2%</b> of children started at level 3 and therefore, were already at the highest level within Creative Curriculum tool kit assessment. Although these children experienced growth, there was not a way for teachers to measure this using our current assessment tools.</p>	<p>--<b>69%</b> of children made measurable gains by moving up one or more levels</p> <p>- <b>8%</b> moved up two levels in one or more areas</p> <p>- <b>3%</b> of children started at level 3 and therefore, were already at the highest level within Creative Curriculum tool kit assessment. Although these children experienced growth, there was not a way for teachers to measure this using our current assessment tools.</p>
<p style="text-align: center;"><b>71% moved one or more levels or achieved the highest level</b></p>	<p style="text-align: center;"><b>80% moved one or more levels or achieved the highest level</b></p>

**Outcomes information is used to individualize programming for children, understand our program’s strengths and weaknesses and support managers in understanding training needs of staff.**

## **Early Head Start (EHS):**

### **Curriculum:**

Staff use several curriculum approaches to provide services to EHS families. Using the Program for Infant and Toddler Caregivers approach provides for a foundation of understanding that healthy relationships between caregivers and children are imperative. The Creative Curriculum for Infants and Toddlers provides researched-based guidance on developing safe, inviting learning environments. Home-based Family Advocates use the Florida State University Center for Prevention and Early Intervention Policy Partners for a Healthy Baby Home Visiting Curriculum that provides specific and pertinent lessons for families prenatally through their baby's first year.

### **Assessment:**

The Creative Curriculum Individual Child Profile is used for ongoing observation and assessment that supports Nurturers and Family Advocates in individualizing and also shows how all children make progress.

### **Common to HS and EHS:**

- Children were screened (within 45 days of their first day of attendance) using the Ages and Stages Questionnaire (ASQ) and the ASQ-Social/Emotional screener to determine base-line competence and to begin to reflect on children's unique needs and strengths.
- Staff collaborated with all parent/s to develop goals and discuss assessment and progress made by their children.
- Managers developed formal written agreements with school districts and Birth to Three programs in Rock and Walworth Counties to ensure user-friendly referrals, IEP and IFSP follow up and transitions.
  - ❖ Over 10% of children served in our least restrictive environments were children with disabilities.
- Using parent-signed consents staff worked with other community education and health professionals to promote family progress and wellness.

### **I am Moving I am Learning:**

I am Moving I am Learning is a proactive approach that addresses childhood obesity in our Head Start classrooms. This approach is designed to improve the quality and quantity of exercise preformed by our children incorporating it in their daily classroom routines through dance, music, large motor activities along with healthy choices of foods.



## Health Outcomes

Community collaborations with Beloit Health Systems (a locally qualified federal health care center), county public health departments, local dentists and service clubs staff were able to promote wellness and attend to specific health needs of participating families. Children receive hearing and vision screenings.

	EHS	HS
Received Medical Exams	86%	88%
Received Dental Exams		97%
Received Fluoride Treatment		96%
Received treatment for chronic Health Conditions	10%	28%
Children with Asthma	7%	10%
Children with Diagnosed Disabilities	15%	11%
Children who received services for Disabilities	15%	11%

## Transportation 2009 – 2010 Program Year

- We transport most Head Start children to and from our schools.
- We offer our Early Head Start home base families transportation services to one socialization per month.
- Our busses meet the highest safety standards in the public transportation industry and equipped with child safety restraints.
- Two trained adults are on every bus each day to ensure the safety of children we transport.
- We traveled 125,937 miles during the program year.
- We recorded 63,954 “child transports” during the program year. (Excluding field trips)
- In addition to our fleet of seventeen school buses, we maintain four other vehicles to support staff transportation, internal courier assignments and maintenance needs throughout the organization.



# Healthy eating habits are developed while at Head Start

## *Fun Facts:*

- Our Beloit Center kitchen is licensed allowing us to provide food service for a collaborating child care partner for the wrap around services they provide to our families
- We serve at least 770 meals and 770 snacks per day
- Work was completed on and cooks began using an allergy menu as we continue to serve more children with more serious allergies.
- We also accommodated the needs of children with allergies or other health related and/or sensory issues or to accommodate religious beliefs.



*Children receive 2/3 of their daily nutrition while at Head Start.....*



Nutritious meals and snacks that met or exceeded USDA requirements and HS and EHS performance standards were integral to services provided and supported children's learning. In centers where we have our own kitchens and cooks, these kitchens also served as production kitchens to ensure all families can enjoy fun and nutritious meals at family events.

## Child Wellness Initiative



### Conscious Discipline:

Dr. Becky Bailey the founder of Conscious Discipline has given us a comprehensive social and emotional program that empowers teachers, children and parents to help relieve daily stressors in our children's lives and helps to support positive interactions with one another.



## 2009-2010 Four Year old Kindergarten in Head Start

The State budget in Wisconsin began start up grants for school districts wanting to implement four year old kindergarten in 2008. The statutes gave priority to school districts using community approaches through partnerships with child care centers and Head Start. Currently Head Start has four-year old kindergarten services in four communities to provide high quality early education opportunities along with lifelong social and independence skills.

### Current 4K Collaborations

- Janesville School District
- Beloit School District
- Whitewater School District
- Delavan/Darien School District

# Financial Support

We received funding this year from the Department of Health and Human Services to serve 355 Head Start children and 60 Early Head Start children. In addition RWCFS, Inc was awarded federal funding in December 2009 to serve an additional 60 Early Head Start children through ARRA (American Recovery and Reinvestment Act of 2009) grant funds. Federal funds, through the State of Wisconsin Department of Public Instruction, provided funding for our child nutrition program. The State of Wisconsin funded 28 additional Head Start children with a Head Start Supplemental Funding grant. We also received stipends from the School District of Beloit, the Delavan-Darien School District and the School District of Janesville for 4 year old Kindergarten collaboration.

<b>Revenues 2009-10</b>	
Federal Head Start/ Early Head Start/ Quality Improvement	\$3,874,385
School Districts 4K	149,730
USDA Child Nutrition	173,244
Wisconsin State Head Start Supplemental	169,655
Donations	6,616
Program Revenue	22,346
In-Kind Contributions	1,182,980
<b>Total Revenues</b>	<b>\$5,578,956</b>

This fiscal year's audit by WIPFLi, LLP, indicated:

<b>Expenses 2009-10</b>	<b>Budgeted</b>	<b>Actual</b>
Personnel	\$2,171,711	\$2,134,487
Fringe Benefits	969,465	969,853
Contractual	197,798	267,237
Travel/Transportation	125,115	144,023
Supplies/Food	334,846	333,653
Space/Occupancy	254,192	233,818
Minor Equipment/Equipment	142,211	180,015
Other (includes child bussing, insurance, phone, etc	200,638	132,890
In-Kind Contributions	932,352	1,182,980
<b>Total Expenses</b>	<b>\$5,328,328</b>	<b>\$5,578,956</b>



***Thank you to the many donors  
Who contributed this year!!!***

## Results of FY 2009-2010 Independent Fiscal Audit:

- *Met/exceeded all necessary audit requirements*
- *No audit exceptions or recommended changes*

## Federal Monitoring

RWCFS is subject to regulatory requirements under Head Start Performance Standards, as well as those of the Department of Transportation, the USDA Child and Adult Care Food Program, the Wisconsin State Supplemental Funding system, Wisconsin Licensing Rules for Group Child Care Centers and the Government Accounting Office. Every three years, each Head Start and Early Head Start grantee participates in a comprehensive federal monitoring audit of all program services and systems. The purpose of the review is to assure that programs are in full compliance with all regulatory requirements and are providing high quality programming to participants.

Our most recent triennial monitoring review was conducted in December of 2010, although a final report has not been provided from the office of Head Start. For the previous December 2007 visit, with follow-up November 2008, RWCFS corrected three non-compliances, including: the completion of family partnership agreements earlier in the program year (this year, 100% were completed by December); cribs must be 3 feet apart when occupied by children (while no violation was observed, written plans and enrollment policies now assure that there will be adequate space to separate occupied cribs); the RWCFS community assessment must and does include a breakdown of participation of Head Start/EHS eligible children in other early childhood programs in the service area. Based on the final report issued in February 2009, the U.S. Department of Health and Human Services verified that RWCFS is in compliance with all federal Head Start and Early Head Start Performance Standards as well as all local, state and federal laws and regulations pertaining to program operations.



## **Early Head Start Expansion Services Summary**

With the Early Head Start expansion we have been able to provide services to 60 more children and families. Of the sixty, twenty are spread out in the Rock County area, while the remaining 40 reside throughout the Walworth County area. Early Head Start is new to the Walworth County area and has been well received, with a wonderful participation from these families.

Through this expansion we were able to hire eight new staff which include six Family Advocates, one Respite Coordinator, and an Early Head Start Team Leader. New staff has been provided with a wide variety of training opportunities that include Community-Based Doula programming, Infant/Toddler Credentialing, Family Service Credentialing and several other trainings.

One new component to the Early Head Start program has been Community-Based Doula services. Several managers, as well as community partners, received train-the-trainer training through Health ConnectOne, a maternal child health consulting institute that provided us the information necessary to replicate the nationally recognized HC 1 Community-Based Doula system. We then went on to train all nine of our Family Advocates, three community members, and one supervisor, during 20- three and one-half hour sessions, on this cutting edge approach to serving pregnant women. Many of the training sessions were instructed by our community partners, demonstrating their expertise in the field of childbirth and delivery. All participants attended live births at area hospitals, child birth classes, breastfeeding classes, and prenatal and postpartum home visits with Health Department nurses.

We were able to provide Families And Community Together (FACT) programs in each county. In Rock County (Janesville), we focused on teen parents. In Walworth County (Delavan), our focus was on Spanish speaking families. Because they were both successful, we will be providing three additional FACT program opportunities for our families in the coming year.

We have offered Respite Care to all our new EHS families in Rock and Walworth Counties. The program is unique to each family's situation. At our sites in Beloit and Delavan, we provide care for four children one time each week so that parents are able to look for jobs, work on going back to school, study, or have some down time to get their homes and lives in order. In Janesville, LTH staff provides respite care for four children on a weekly basis. At CK in Beloit, one child has been provided with two hours of care each day so the parent could finish her High School classes.

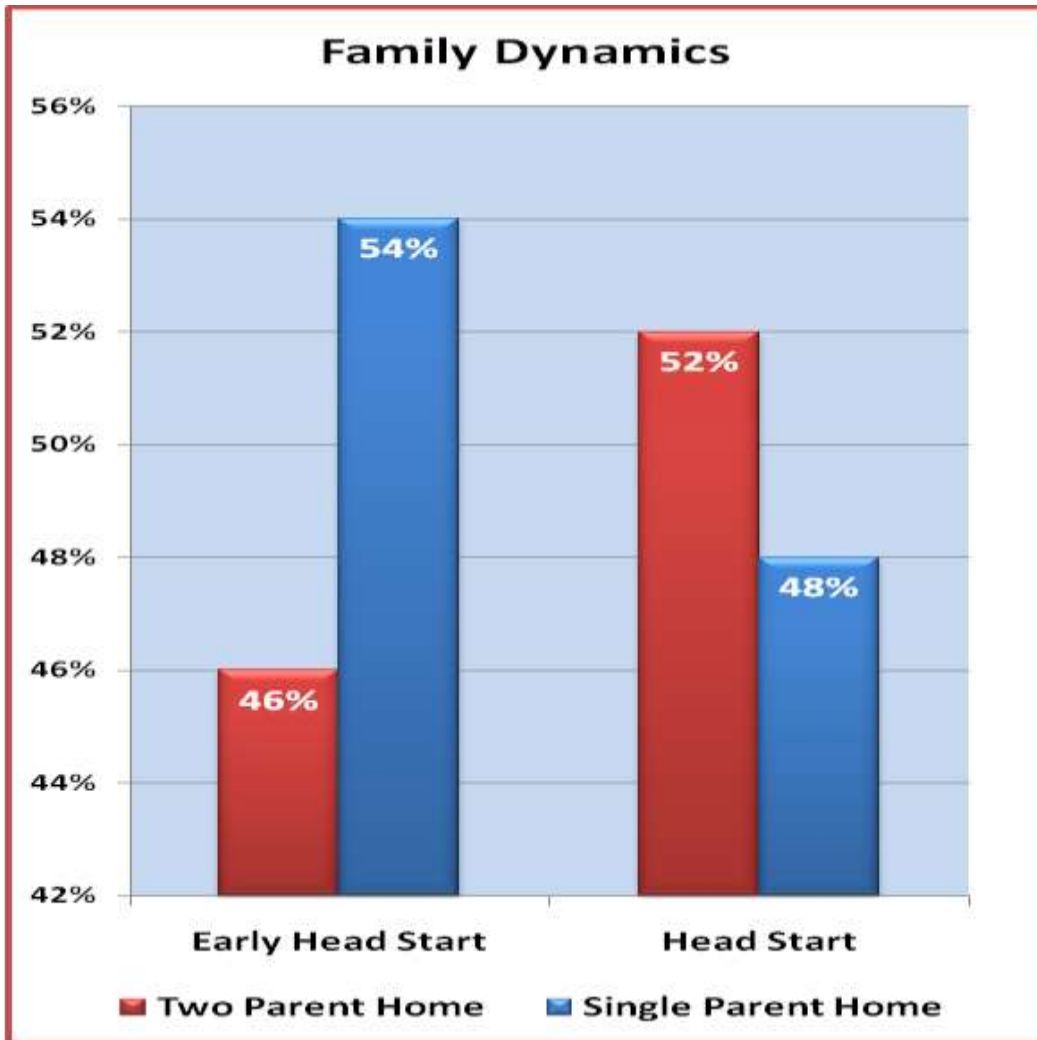
We have an incentive program for our new families called Baby Bucks. Parents can earn items such as baby bottles, diapers, bibs, health care products and blankets by working on at-home-projects with their child, getting their child to wellness check-ups, attending socializations and family nights and a variety of other possibilities that are offered to families.

## **Family Partnerships and Involvement**

Partnering with families through Family Partnership Agreements is an RWCFS priority. For the past three years, 2007-2008, 2008-2009 and 2009-2010, 100% of families partnered with RWCFS to actively support their children's well-being and development. By November of the 2010-2011 program year, 86% of families had agreements in place.

## Parent Leadership

The RWCFS Policy Council is made up of current and past Head Start and Early Head Start parents, elected on a center-by-center basis by fellow parents. This group meets monthly to discuss matters of importance to RWCFS, shape the direction of the Head Start and Early Head Start programs, approve program policies and staff hiring recommendations and collaborate to conduct program self-evaluation. Parent-run Parent Center Committees are in place at the centers to offer learning and advocacy opportunities to parents.



## Serving the Family

Services on 245 different topics have been presented through Family Nights, Socializations, Parent Center Meetings and classroom events. The topics included the following categories:

Oral Health	12	Parenting	17	Fire Safety	6	Health	10
Nutrition	59	Pre-Post Natal	2	CPR/First Aid	7	Sub. Abuse	5
Breastfeeding	1	Exercise	10	Math/Literacy	22	Safety	6
Mental Health	19	Transition Plan	1	Cookie Dec.	1	Budget	3
Prev. Fam. Vio.	12	Education	37	Parenting Info.	17	Resources	2
Holiday Celeb.	3						

## Families receiving the following services:

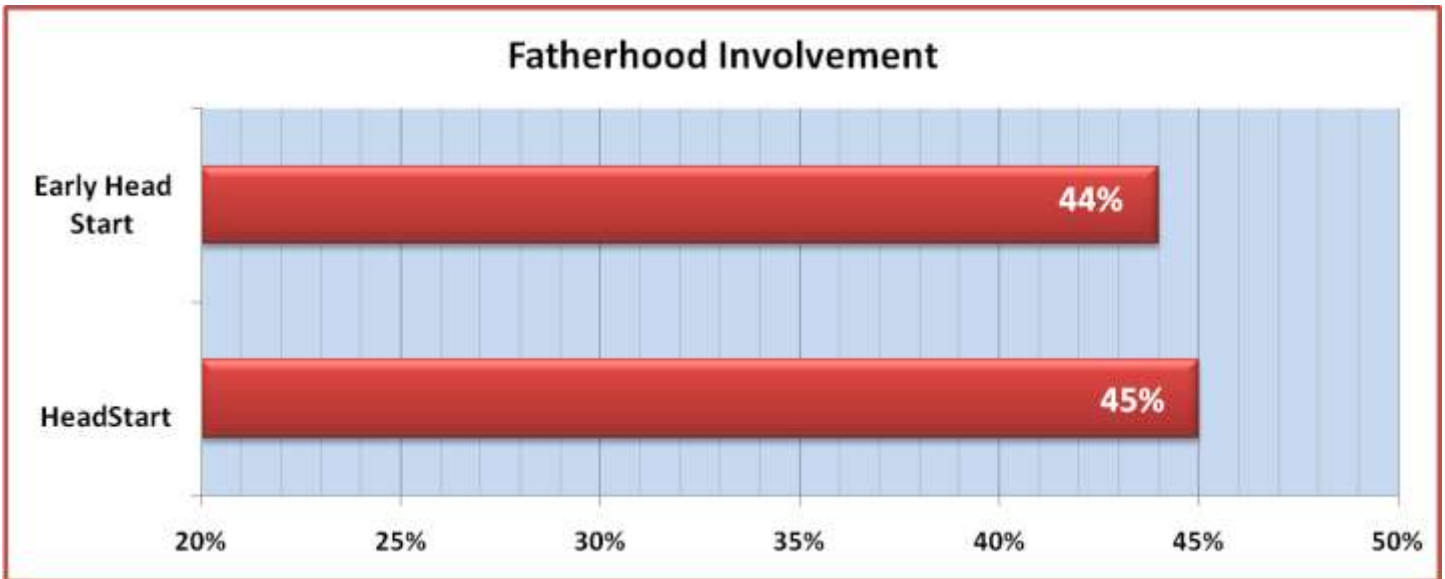
Percentage of families who received the following services:	Head Start % of Families	Early Head Start % of Families
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	43%	19%
Housing assistance such as subsidies, utilities, repairs, etc	45%	18%
Mental health services	38%	4%
English as a Second Language (ESL) training	16%	3%
Adult education such as GED programs and college selection	46%	13%
Job training	34%	5%
Substance abuse prevention or treatment	32%	1%
Child abuse and neglect services	35%	62%
Domestic violence services	33%	3%
Child support assistance	34%	14%
Health education	88%	20%
Assistance to families of incarcerated individuals	3%	4%
Parenting education	62%	29%
Marriage education	1%	3%
<b>Number of families that received at least one service</b>	<b>96%</b>	<b>87%</b>

### ONE TIME EMERGENCY FUNDS

These funds are available to assist families in crisis. The total number of requests funded was 24. The top 4 requests were (1) gas cards, (2) bus passes, (3) assistance with utility bills and (4) resources for homelessness. Other family emergency funds request were used for food, diapers, rent, water bills, dentist, vehicle repair, home pest control.

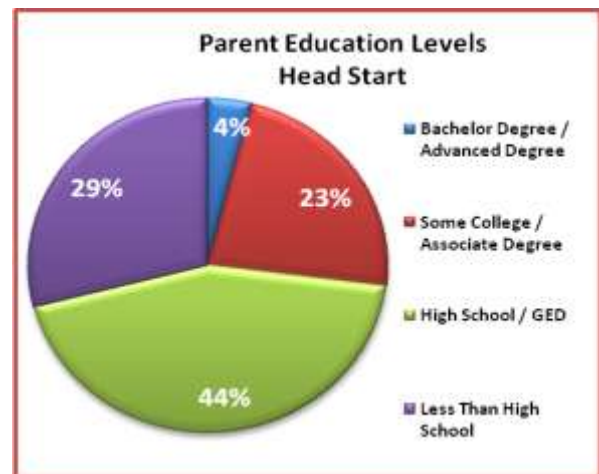
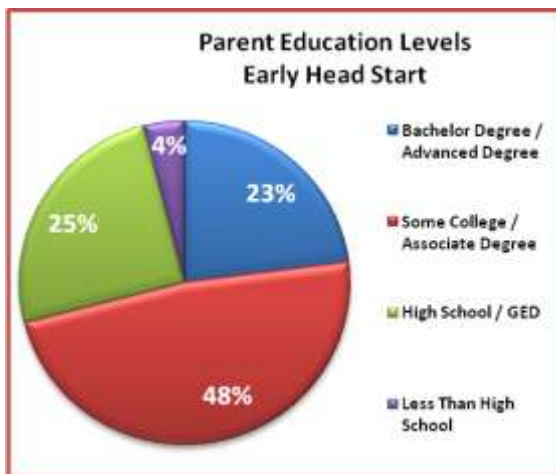
### FATHERHOOD

Encouraging responsive and involved fathering has been an RWCFS initiative. During PY 2009-2010, 58 "Fatherhood Classroom Days" were offered. The agency is conducting its second cycle of "All Men Are Sons" programming using the 24/7 Dad curriculum. The class is full and dads are enjoying the opportunity to network with one another to strengthen their fathering success.



### FAMILY LITERACY

A total of 2,443 free books will be distributed to Head Start and Early Head Start children in Rock and Walworth Counties by May 2011.



## Community Partnerships

- 21 agreements were made throughout Rock and Walworth Counties to assure that every HS/EHS child received a holiday gift. Some partnerships included food and gift cards.  
\*Additional agreements with community partners created: 34
- Partnerships with UW Whitewater Departments of Communicative Disorders and Early Childhood Education and the Blackhawk Technical College Early Childhood Education program allowed for 34 masters, bachelors and associates degree student placements in our classrooms.

- In-kinds are tracked each month from every Head Start and EHS classroom, Family Resource Worker, Family Advocate and managers for a total of 700 plus in-kind contributions each month. Each potential in-kind contribution is reviewed for placing the correct number of hours and dollar value.
- In 2010 the Ecolab Foundation contributed \$3,415 for the Family Literacy Fund to assist the program in purchasing books for children’s home libraries.
- Community-funded initiatives included family literacy, the fatherhood initiative and the one-time emergency fund.

**In-Kind gathering and staff training under Family & Community Partnerships**

<b>In-Kind required for EHS &amp; HS:</b>	<b>\$883,447</b>
<b>In-Kind collected for EHS &amp; HS:</b>	<b>\$1,046,458.</b>
<b>Exceeded by:</b>	<b>\$163,011</b>



**Because every child deserves a great start**



## **RWCFS Guiding Principle**

We believe the single most important influence in determining our program's overall quality is the nature of the adult relationships within our program.

## **RWCFS Values**

- We celebrate every individual's strengths, opportunities and choices.
- We believe in providing healthy, safe environments.
- We believe in encouraging life-long learning and growth.
- We believe in shared leadership where opportunities are present for everyone to develop to their fullest potential.
- We believe every family is its child's most influential teacher.
- We believe we achieve more when we have meaningful partnerships within the community.
- We believe all interactions must reflect compassion, respect, sensitivity and dignity for one another.
- We believe healthy relationships will result when we have comfort with and mutual respect for diversity.
- We believe all activities should promote the wellness of staff, families, children and our community as a whole.
- We believe in each family's unique definition of itself.
- We embrace and encourage change where it brings improved opportunities to our children and families.
- We believe that the family is the most powerful prevention mechanism for our young children.
- We believe that our children and families deserve excellence in service provision.

## **Purpose Statement**

RWCFS is a single purpose agency that provides Head Start and Early Head Start program services to eligible children and families in Rock and Walworth Counties, Wisconsin.

The purpose of RWCFS Head Start/Early Head Start is to improve the school readiness of young children, from the prenatal period to age five, by providing comprehensive health, education and family services, in order to provide a foundation for children's success in school and in life. The program will:

- Promote children's safety, well-being and developmental progress;
- Provide an evidence-based early childhood education approach;
- Implement a family-centered services to promote family resiliency, self-sufficiency and protective factors (including services to pregnant women); and
- Engage with the community in strengthening systems to support children and families.

## **RWCFS 2010 Critical Issues**

### **Strategic Issue #1**

*How do we adapt our outreach, enrollment, and service delivery systems to ensure those in most urgent need of HS/EHS services are able to meet their learning outcomes?*

### **Strategic Issue #2**

*How do we serve those on the waiting list and plan for expansion?*

### **Strategic Issue #3**

*How do we best use existing resources to support our integrated management system?*