



**GADS HILL
CENTER**

www.gadshillcenter.org

Founded 1898

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Early Head Start and Head Start Annual Report 2015 – 2016

To the governing bodies, clients, stakeholders and staff:

Gads Hill Center (GHC) creates opportunities for children and their families to build a better life through education, access to resources and community engagement. Our vision is that all individuals, regardless of where they start, will achieve their full potential.

GHC’s Center-Based Early Childhood Education supports 120 at-risk preschool-aged children and 40 children in Early Head Start and their families in North and South Lawndale, Chicago Lawn and extended communities. Each of our Child Development Centers provides effective research-based early learning and family services in classroom settings. As a result, children are ready for school, and families are ready to support their children’s learning.

The Partner Network provides services to 250 children and families enrolled in eight privately owned early childhood providers in the following neighborhoods: Chicago Lawn, West Englewood, Auburn Gresham, Ashburn and Austin. GHC monitors, guides and supports the private center staff so that they meet and exceed the over 2,000 Head Start and Early Head Start requirements. This ensures children receive high-quality early childhood education and are prepared to enter their next milestone ready to learn.

The Home Visiting program offers support, guidance, resources and child development services directly to 350 pregnant women and children ages 0 – 5 in their homes. The program promotes healthy prenatal and post-natal outcomes and the development of young children to prepare them for success in school. Our Home Visitors foster healthy family habits and positive parenting behaviors through home visits and socializations.

The “Improving Head Start for School Readiness Act of 2007” requires that programs present an annual report to the public. We are pleased to provide this summary of Gads Hill Center’s Head Start and Early Head Start programming. For more information about our Children’s Services and other programs, please refer to the agency-wide annual report, which can be found on Gads Hill Center’s website (www.gadshillcenter.org).

Transforming Families Through Education / Transformando Familias A Través De La Educación



Monthly Cumulative Enrollment

The following charts demonstrate the total number of children and families served during the average monthly enrollment (the second chart demonstrates those numbers as a percentage of funded enrollment).

(Head Start = HS, EHS = Early Head Start, EHS-CCP = Early Head Start-Child Care Partnership)

Month	HS (Cumulative)	EHS (Cumulative)	EHS-CCP (Cumulative)
July	541	188	61
August	544	188	66
September	341	108	34
October	367	112	41
November	398	127	48
December	410	132	55
January	417	138	55
February	425	140	60
March	442	144	60
April	458	173	65
May	476	175	66

Month	HS Enrollment	HS % Against Funded Enrollment	EHS Enrollment	EHS % Against Funded Enrollment	EHS-CCP Enrollment	EHS-CCP % Against Funded Enrollment
July	358	85%	118	90%	44	84%
August	349	83%	110	84%	42	80%
September	341	81%	108	83%	34	67%
October	364	86%	112	86%	41	78%
November	392	93%	127	97%	48	92%
December	396	94%	132	100%	52	100%
January	394	93%	132	100%	52	100%
February	396	94%	132	100%	52	100%
March	397	94%	132	100%	52	100%
April	394	93%	132	100%	52	100%
May	396	94%	131	99%	52	100%

- Percentages of enrolled children that received medical and dental exams – 94%
- Percentage of eligible children served, based on communities served – 90% (we enroll 10% over-income families)

Kindergarten Preparation: School Readiness Plan

Gads Hill Center's School Readiness Plan outlines numerous components necessary to prepare local children and families for Kindergarten entry. These components consist of:

- School Readiness Team
- School Readiness Goals
- High Quality Teaching and Learning – This component comprises the following four areas:
 - Engaging Interactions and Environments
 - Research-based Curricula and Teaching Practices
 - Ongoing Assessment of Child Progress
 - Highly Individualized Teaching and Learning
 - Staff Development
 - Family Engagement
 - Evaluating Child Outcomes
 - Supporting Transitions

The plan outlines steps in each component that build on school readiness skills for children and families.

School Readiness Goals

The focus of the plan is a set of School Readiness Goals for all children, birth to five. Based on the program curriculum, Head Start Early Learning Outcome Framework (Birth – 5), Illinois Early Learning and Development Standards, and feedback from stakeholders, Gads Hill Center has created the following school readiness goals:

I. Social and Emotional Development

1. Children will display levels of attention, emotional regulation and behavior in the classroom or home setting that are appropriate to the situation and the support available.
2. Children will engage in and maintain positive adult and peer relationships and interactions.

II. Perceptual, Motor, and Physical Development

1. Children will demonstrate increasing control, strength, and coordination of small muscles for purposes such as using utensils, self-care building, writing and manipulation.
2. Children will demonstrate increasing interest in engaging in healthy eating habits and making nutritious food choices.

III. Cognition

1. Children will use pretend play to increase understanding of culture, environment, and experiences by using objects or symbols to represent something else.
2. Children will use math in everyday routines to count, compare, relate, identify patterns and problem solve.

IV. Approaches to Learning

1. Children will demonstrate emerging initiative in interactions, experiences, and interest in/curiosity about objects, materials, events (EHS).
2. Children will demonstrate positive approaches to learning, and will attend and engage, persist, solve problems, show curiosity and motivation, and show flexibility and inventiveness in thinking.

V. Language/Communication and Literacy

1. Children will attend to, understand, and respond by learning from communication and language experiences with others.
2. Children who are dual language learners (DLL) will demonstrate an increased competency in their home language while developing proficiency in English.
3. Children will identify letters of the alphabet and produce the correct sounds associated with letters (HS).

Curriculum

During the 2015 – 2016 Program Year, Gads Hill Center used The Creative Curriculum. This curriculum establishes a framework of child development knowledge, combined with best practices, teacher involvement and family participation to provide high-quality early childhood experiences to foster school readiness. The Creative Curriculum for Preschool and The Creative Curriculum for Infants, Toddlers, and Twos are based on 38 objectives for development and learning, which are fully aligned with the Head Start Early Learning Outcome Framework (Birth- 5) as well as Illinois Early Learning and Development Standards. Our current program plans and curriculum plan specify goals, experiences, roles of teachers, roles of family, and materials that reflect best practice, research, and sound childhood theory.

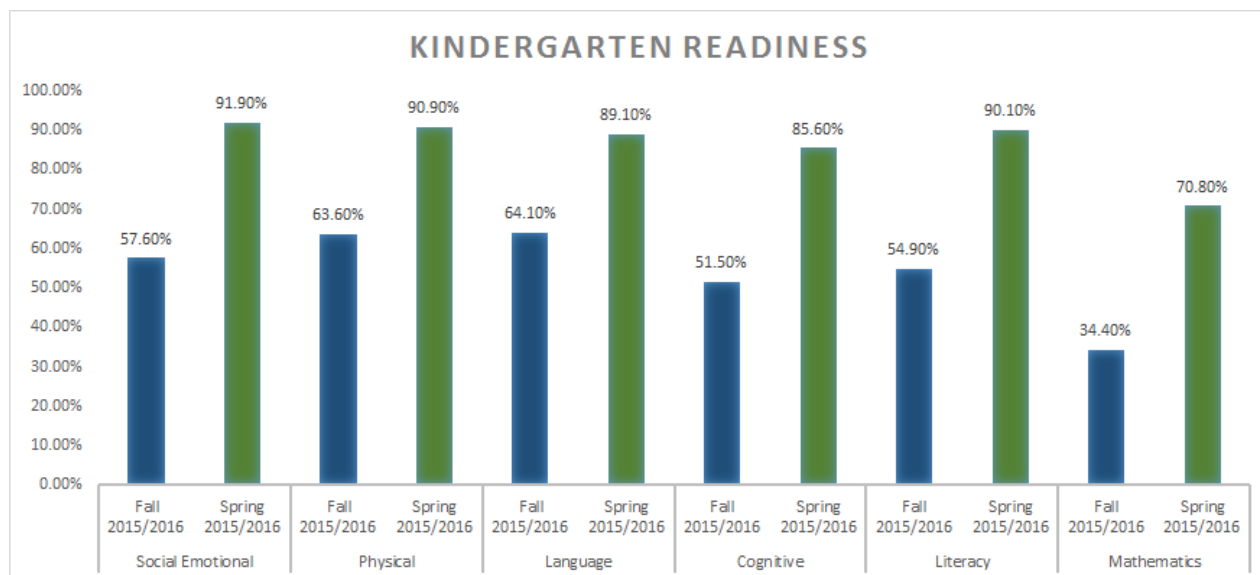
The strategies used by our program include: set a caring consistent environment that promotes positive behaviors and enhances a child’s understanding of self as an individual and as a member of a group; create a positive social/emotional climate to enhance each child’s development; provide for the special needs of children with disabilities; provide each child with an education program that meets each child’s individual needs; provide a balanced daily program of child initiated and teacher directed learning activities; provide a child-centered multicultural experience; foster independence in each child; establish methods to ease transition between activities; encourage play and active exploration to support development of gross motor skills and to enhance self-confidence, independence, and autonomy; provide opportunities for the development of physical skills; provide opportunities for recognition of letters and symbols that support emerging literacy and numeracy development; engage children in verbal and nonverbal methods of communication; and provide time for songs, stories, and rhymes.

Child Outcomes Progress

For the Program Year beginning August 1, 2015, child assessments were completed in September 2015, December 2015, and April 2016. The program analyzes developmental outcomes for individual children and the program as a whole to determine if all children are making progress toward school readiness goals and to make program improvements. The progress shown reflects only students who were tested in all assessment periods and does not reflect late enrollees or children who withdrew from the program mid-year. The graph below displays the percentage of children who met or exceeded the widely held expectation for their age at each checkpoint.



Additionally, Teaching Strategies GOLD has identified benchmark scores for Pre-K children who will be entering Kindergarten. The following graph shows the percentage of four-year-old children who were deemed “Kindergarten Ready” by the benchmark scores.



Parent Involvement Activities

As their child’s first and most influential teacher, parents have an important role in Early Head Start and Head Start. Parents are always welcome in the classroom, including helping with or leading activities and projects, attending learning trips, planning education activities with the teaching staff, and sharing aspects of their culture with the class. During the 2015 – 2016 academic year, the rate of parent engagement was 92%. There are a number of ways parents can help education staff by sharing opinions, ideas and thoughts; working on projects at home; helping other parents feel welcome; and reinforcing learning at home. In addition, Gads Hill Center offers parents the opportunity to participate in the following activities:

- Family Literacy Functions
- Parent/Teacher Conferences
- Home Visits
- Socializations
- Policy Committee
- Family Partnership Agreement
- Volunteer opportunities
- Input on curriculum
- Input on program planning
- Training or resource/referral information
- Family assessments
- Family partnerships (goal setting)
- Monthly parent education opportunities
- Family field trip opportunities
- Fall, winter and end of year celebrations

Statement of Financial Position

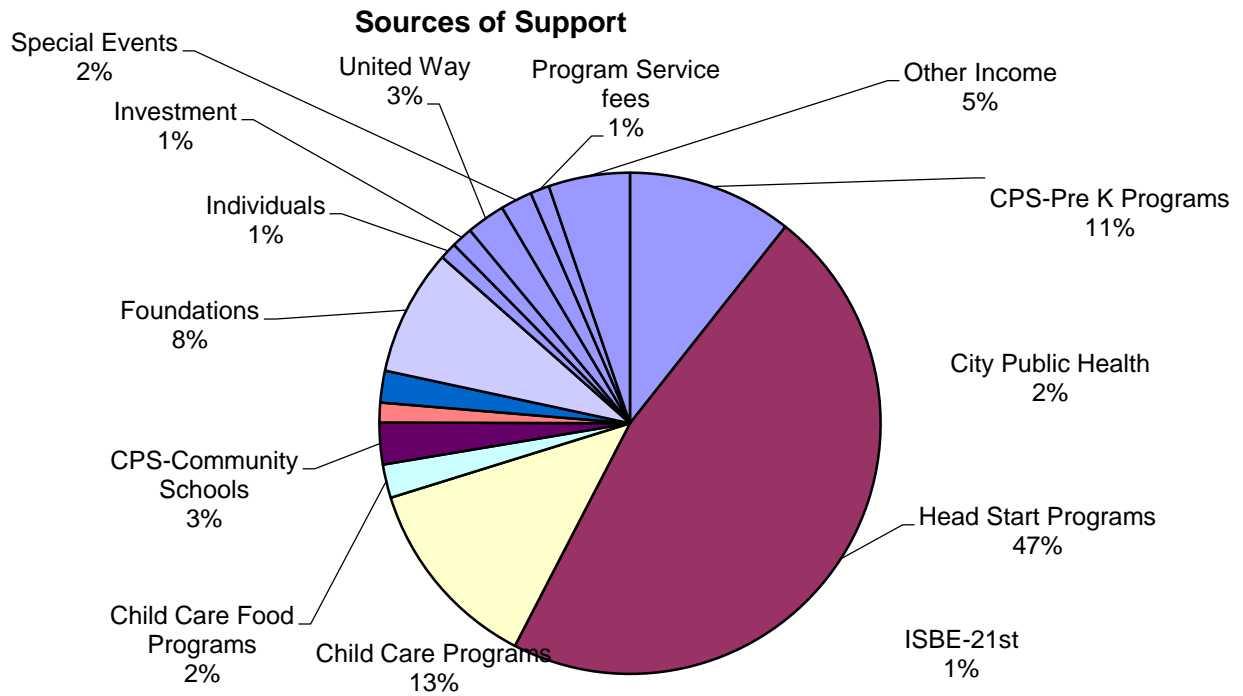
As of June 30, 2015:

Assets

Current Assets	4,393,165
Fixed Assets	1,132,327
Total Assets	<u>5,525,492</u>

Liabilities

Total Liabilities	1,762,320
Net Assets	3,763,172
Total Liabilities & Net Assets	<u>5,525,492</u>



Revenues

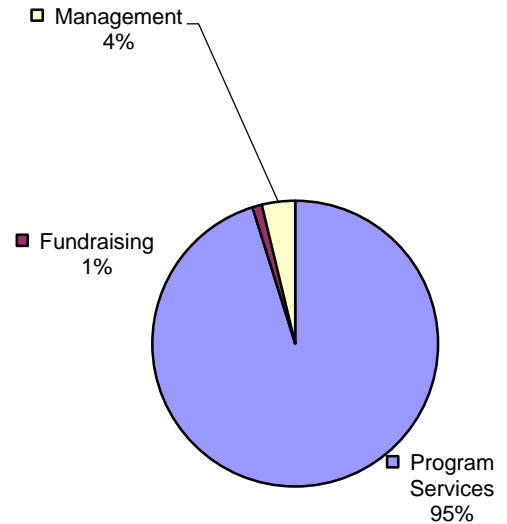
CPS-Pre K Programs	715,262
Head Start Programs	3,152,473
Child Care Programs	846,395
Child Care Food Programs	145,050
CPS-Community Schools	180,916
ISBE-21st	85,212
City Public Health	137,758
Foundations	547,423
Individuals	73,022
Investment	91,956
United Way	167,500
Special Events	137,360
Program Service fees	82,476
Other Income	352,546
Total Support	<u>6,715,351</u>

Expenses

Program Services	6,005,984
Fundraising	67,917
Management	237,332
Total Expenses	<u>6,311,233</u>

Change in Net assets	404,118
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Summary of Expenses



Full Audited report by Selden Fox, LTD.
 Certified Public Accounts, available upon request