



**GADS HILL
CENTER**

www.gadshillcenter.org

Founded 1898

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Early Head Start and Head Start Annual Report 2016 – 2017

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 serves 160 children, ages 2-5, and their families in North and South Lawndale, and Chicago Lawn. The Child Development Centers provide children with comprehensive experiences centered on several critical elements: an environment that promotes physical, cognitive, social and emotional growth through play; preparing each child for school success and; early learning opportunities through a developmental, age-appropriate research-based curriculum.

The Partner Network provides services to 250 children and families through a partnership with eight privately owned early childhood providers. The network functions in neighborhoods with limited access to quality early education programs including: Chicago Lawn; West Englewood; Auburn Gresham; Austin and; Ashburn. Gads Hill Center monitors and guides each privately-owned center to ensure they adhere to the same quality of service that GHC provides in the centers that we directly operate.

The Home Visiting program serves around 300 children, ages 0-5, and expectant parents. This program offers support, guidance, and child development services directly to 260 families in their homes. Home Visitors provide prenatal, postnatal, and child development support. They teach and coach parents to create safe learning environments that stimulate positive parenting behaviors and language development.

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	389	135	41
August	353	135	54
September	501	115	53
October	405	115	46
November	416	124	48
December	443	130	74
January	406	139	53
February	408	144	54
March	416	141	58
April	420	148	54
May	426	155	63

Month	HS Enrollment	HS % Against Funded Enrollment	EHS Enrollment	EHS % Against Funded Enrollment	EHS-CCP Enrollment	EHS-CCP % Against Funded Enrollment
July	356	88%	131	94%	26	50%
August	329	81%	131	94%	42	80%
September	361	89%	114	82%	43	82%
October	372	92%	119	86%	43	82%
November	374	93%	128	92%	44	84%
December	362	90%	133	96%	47	90%
January	359	89%	134	97%	48	92%
February	370	92%	134	97%	49	94%
March	376	93%	135	97%	46	88%
April	375	93%	135	97%	46	88%
May	373	92%	132	95%	46	88%

- 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).

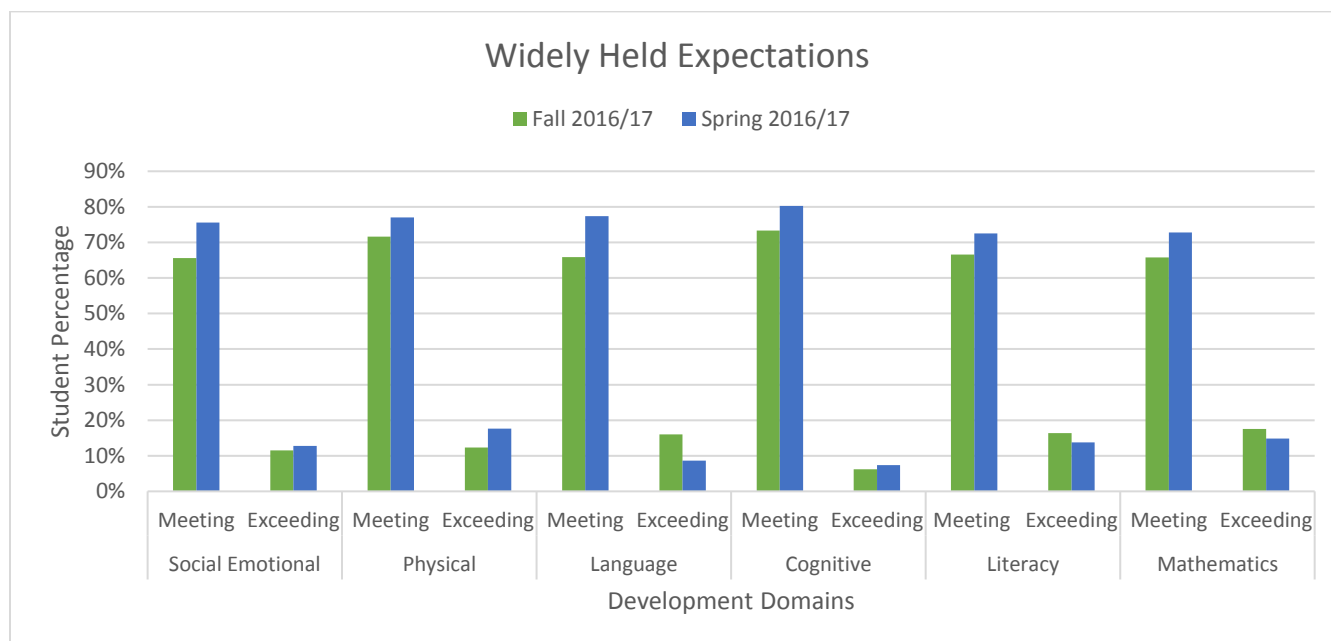
Curriculum

During the 2016 – 2017 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 specify goals, experiences, roles of teachers, roles of family, and materials that reflect best practice, research, and sound childhood theory.

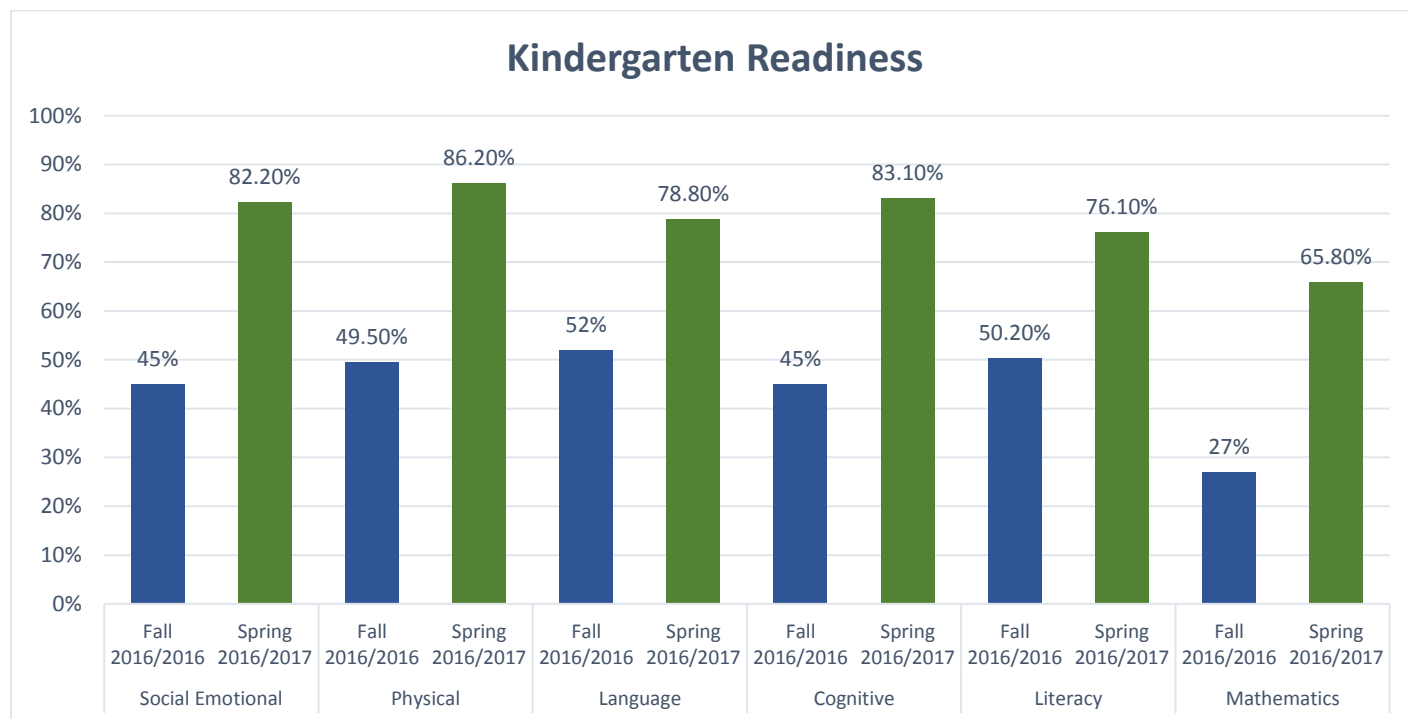
The strategies used by our program include: set a caring consistent environment that promotes positive behaviors and enhances a child’s understanding of self, both as an individual and as a member of a group; create a positive social/emotional climate to enhance each child’s development; provide for 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, 2016, child assessments were completed in September 2016, December 2016, and May 2017. 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 2016 – 2017 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 and resources (referral information)
- Family assessments
- Family partnerships (goal setting)
- Monthly parent education opportunities
- Cafecitos (parent support groups)
- Family field trip opportunities
- Fall, winter and end of year celebrations

Statement of Financial Position

As of June 30, 2016:

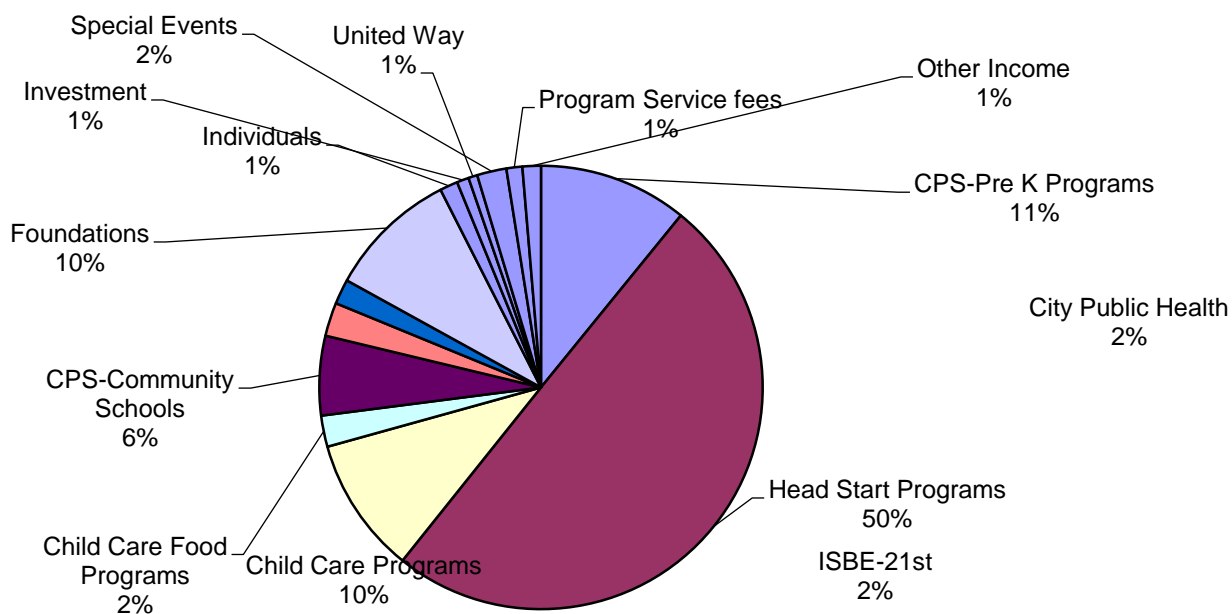
Assets

Current Assets	4,524,274
Fixed Assets	1,023,574
Total Assets	<u>5,547,848</u>

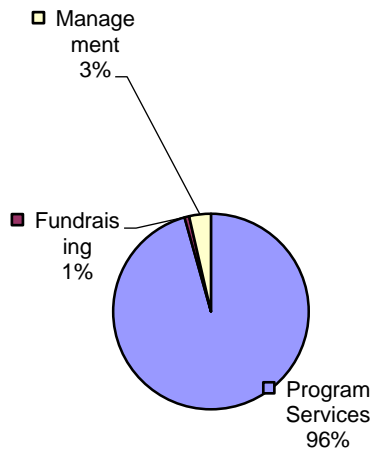
Liabilities

Total Liabilities	1,636,762
Net Assets	3,911,086
Total Liabilities & Net Assets	<u>5,547,848</u>

Sources of Support



Summary of Expenses



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 6,715,351

Expenses

Program Services	6,005,984
Fundraising	67,917
Management	237,332

Total Expenses 6,311,233

Change in Net assets 404,118