



# Head Start Annual Report 2016



Centers For New Horizons  
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[www.cnh.org](http://www.cnh.org)



## Early Learning Programs

### Centers for New Horizons 2016 Head Start Annual Report

**Name of Agency:** Centers for New Horizons

**Program Number:**

**Program Name:** Dawson ELC

**Address:** 3901 S. State Street, Chicago, IL 60653

**Phone Number:** 773.536.2187

**Fax Number:** 773.538.0252

**Head Start Director Name:** Janice Riley

**Head Start Director Email:** JaniceR@cnh.org

**Agency Web Site Address:** [www.cnh.org](http://www.cnh.org)

**Agency Type:** Social Service Agency / Non-Profit

**Agency Description:** Centers for New Horizons exist to serve and partner with community residents in an effort to bring about positive changes. Centers envision that through focus on community collaborations, a unified, well-organized community is built. Centers provides programs throughout the Bronzeville and Riverdale communities of Chicago's Southside. Centers for New Horizons partners with the Ounce of Prevention Fund to provide comprehensive Early Head Start services to children and build the communities in which they reside. The agency serves 48 Early Head Start-eligible children through this funding. Currently, we serve over 4,000 community residents on an annual basis.

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## Site Locations:

Dawson Early Learning Center

3901 S. State Street

Chicago, IL 60653

## Community Areas Served:

- Grand Boulevard
- Kenwood
- Washington Park

## During the 2015 - 2016 program year, Dawson:

- Provided Early Head Start services to **57 households**
- Enrolled **61 children**
- Served over **10% (5)** children with special needs and their families
- Provided **supportive services to 57 families**
- Ensured **100% (61 children)** had an **identified medical home** and **100% (61 children)** were up-to-date on their physicals
- Aided **61 children** and their families to identify a **dental home**; with **100%** receiving a **dental exam**
- Ensured **61 children** had **insurance**

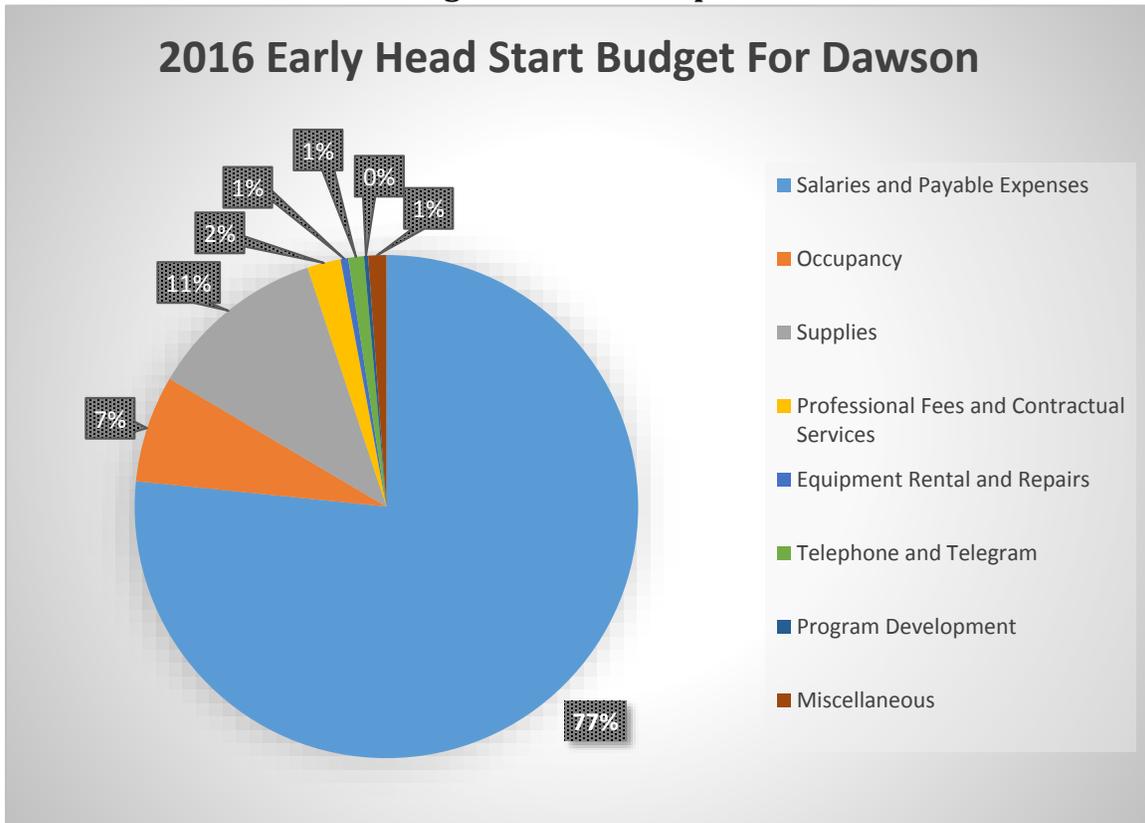
## Overall Grantee Budget 2016

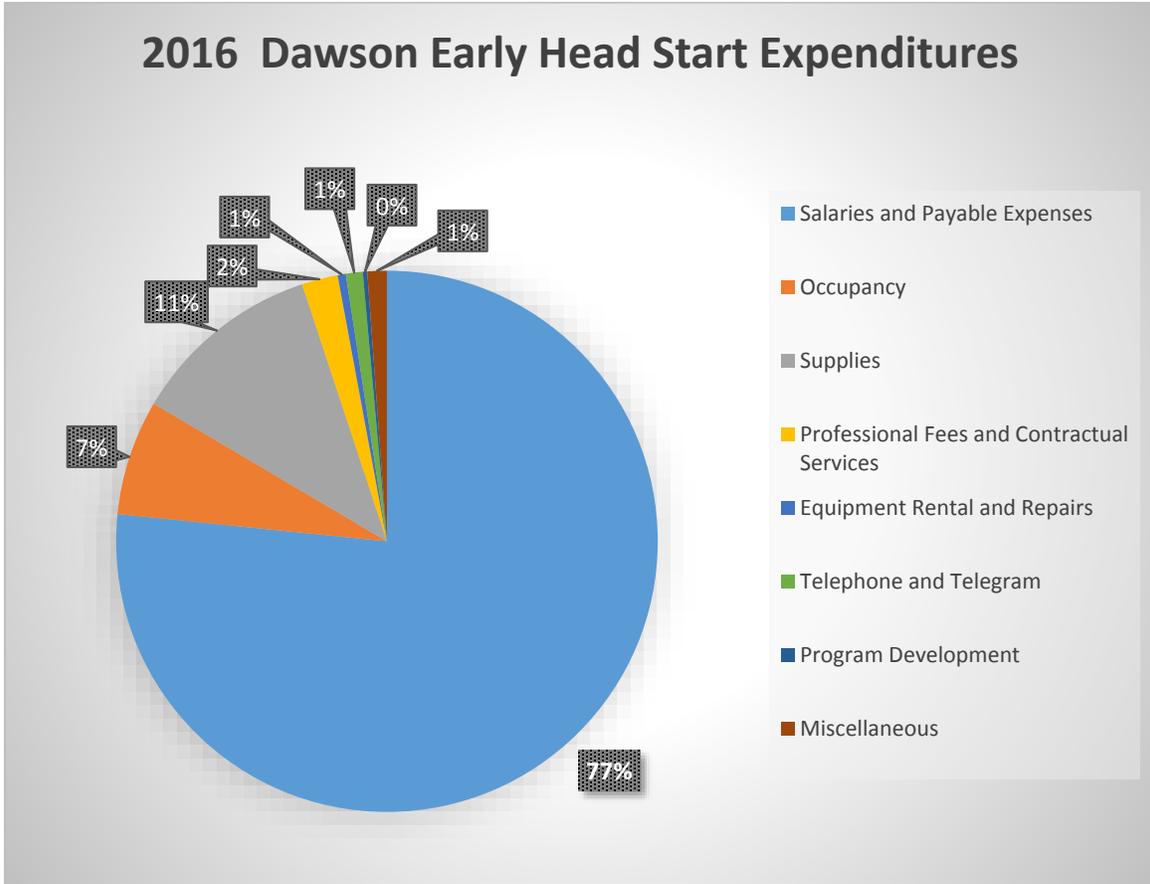
**Total Public and Private Funds received:** \$ 1,027,930

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Public Funds		Private Funds	
Source	Amount	Source	Amount
Federal	\$721,171	Individuals, Corporations, Foundations, etc.	\$20,509
State	\$286,250	In-kind	0
<b>Total</b>	<b>\$1,007,421</b>	<b>Total</b>	<b>\$20,509</b>

## 2016 Budget and Actual Expenditures





## Children and Families Served

### Grantee Funded Enrollment

	Early Head Start Enrollment
<b>Center-based Program</b>	
<b>a. 5 days per week</b>	
1. Full-day enrollment	48
2. Part-day enrollment	0
<b>b. 4 days per week</b>	
1. Full-day enrollment	0
2. Part-day enrollment	0

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<b>Unallocated Slots</b>	
<b>Total:</b>	48

**Dawson**

Total Children Served: 61

Total Families Served: 57

Average monthly enrollment (as percentage of funded enrollment):

Number of Eligible Children in Community, ages 0-3	819
Percentage of children served in agency	7.45%

## Health

**Percentage of enrolled children who received medical and dental exams**

	<b>Received Medical Exams</b>	<b>Received Dental Exams</b>
	EHS =100%	EHS = 100%

## Parental involvement in Directly Operated, Delegate and Partner Agencies

**Parent Education Activities**

**Health:** Dawson hosts many different parent training meetings that focus on giving the parents information and demonstrations on how to figure out the essential needs of their child’s different aspects of health. Additionally, each month a newsletter goes out to the

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parents to provide health and nutrition education. They discuss the different ways that they can eat sensibly and proportionally in order to promote a healthy lifestyle.

**Mental Health:** Parents received a training on why mental health is important. They learned about themes related to mental health I children ages 0-3 and how mental health can affect school success. Moreover, they received a newsletter to help raise awareness about mental health. They learned how to support their child's communication skills, how to identify and express emotions and how to build trust.

**Education and Literacy:** Early language and literacy development begins in the first 3 years of life and is closely linked to a child's earliest experience w books and stories. In order to help build on their development, Dawson has hosted events called "Baby Talk". During these events the family support team implements activities that the parents can do with their child to stimulate their growth. They also show them good and bad habits that could help or hinder the children. Moreover, a book fair is held and a book buddies program is provided. During the book buddies program, the parents can help their children choose books and then read it to them. This helps to try to instill their literacy.

**Community and Social Services:** At parent meetings, a vision board is created to help the parents with their objectives. The parents set out a goal that they want to achieve in their lives. They give themselves a timeframe in which they want to complete those goals. They then later on brainstorm on things they could do to help accelerate their progress.

**Other Community-related Education:** A health and wellness event was held at the Centers for New Horizons community garden. Many families came out to support and to gain knowledge on how to better their well-being. They learned the different ways that they can eat healthy and how having a healthy breakfast and dinner can increase the quality of health of everyone. They learned the importance of cooking meals at home and how it is important to have access to healthy foods.

**Parent Committee Meetings:** Once a month, each site hosts a parent committee meeting. The goals of the meetings are to engage families, to strengthen relationships and to express any needs or concerns that they have about their children. During these meetings, the parents are provided with training sessions in relationship to child development, career advancement, financial literature, health and nutrition and safety awareness. The end goal of the meetings was to promote leadership within the parents and to encourage them to become leaders in their households and in their communities.

**Other special gatherings or activities:** Members of the community development team reached out to some of the parents in order to inform them about what a sustainably acceptable family is. Through the use of the Illinois Science and Energy Innovation Fund, the community development team was able to provide tools and resources so that they could create a smart grid on how to help improve sustainability and to save money. Family institutions are being threatened due to high unemployment rates, poverty and death. In

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order to hinder that process, the community team hopes to demonstrate and show everyone what a sustainable family should look like and how they could work towards it to improve their lives as well as the lives of others.

**Head Start Readiness:** Head Start readiness activities focus on the developmental areas of Literacy, Language, Physical, Cognitive, Mathematics and Social-Emotional. Each teacher observed the child's progress in learning and development and determined if they were on their way to moving up to their next stages.

**Special Efforts to Prepare Children for Head Start:** For the children transitioning to Head Start, there are six early head start classrooms that include two infants, two toddlers and two 2yr. old classes. All classrooms are designed to have two teachers and an assistant teacher. Each child receives regular developmental assessments utilizing the Teaching Strategies GOLD assessment tool, which regularly evaluates each individual's progression regarding academic, fine and gross motor, and social emotional growth based on expectations for their age.

Teachers and Home Educators create checkpoints three times a year to review each child's progression and utilize the information to engage parents in the child's learning and set individual learning goals for each child based on their strengths and areas of concentration. According to the charts below, there was growth in all the widely held expectations of development excluding mathematics. All of the children in the program are averaging 43% and above in meeting the widely held expectations and 50% of them are exceeding in mathematics. The teachers will provide developmental appropriate learning experiences that will promote growth in the areas where improvement is needed.

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## Site Outcome Chart Fall FY16

Areas of Development	Below	Meets	Exceeds
Social-Emotional	6%	67%	25%
Physical	6%	50%	44%
Language	0	7%	93%
Cognitive	7%	33%	60%
Literacy	7%	40%	53%
Mathematics	53%	47%	0%

## Site Outcome Comparison Chart from Fall to Spring

Area of Development	Below	Meets	Exceeds	Growth
Social-Emotional	0	88%	12%	16%
Physical	12%	87%	0	8%
Language	37%	62%	0	8%
Cognitive	57%	43%	0	6%
Literacy	25%	75%	0	1%
Mathematics	50%	0	50%	0

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**Transition Activities to Promote Head Start Readiness:** Teachers and family support specialists worked with the parents to choose two practices to implement in their Child/Family Transition plan. They decided if the child was ready to transition to Head Start right away when he or she turned 3 or if they should stay in Early Head Start till their ready to transition. Also, they review their child's health record to make sure that they have all the required exams, immunizations and other health care. They then receive preschool options and get information on how to apply.

## **Summary of Triennial Review Findings**

Will be filled out by the grantee.

## **Summary of Audit Findings**

There were no financial audit findings in the grantee, partner or delegate agencies for FY2015.