



easterseals city of chicago

Annual Head Start and Early Head Start Report to the Public

Fiscal Year
2015



Delegate Agency Description

Beginning in November 2004, Easterseals, City of Chicago, and the Chicago Department of Family and Support Services (DFSS), expanded Head Start and Early Head Start services from two directly operated programs to services in collaboration with twenty two additional private childcare centers in the following community areas of Chicago:

Austin
East Garfield Park
Chicago Lawn
West Englewood
Ashburn
Roseland
Near West Side
Near South Side
Armour Square
South Shore
Logan Square
Humboldt Park
Belmont Cragin
Portage Park



Through the collaboration of early childhood providers and Head Start support staff, all early childhood sites seek to incorporate best practices that integrate both Head Start systems and NAEYC standards. As a result of joint planning, direct support services, ongoing monitoring, and professional development, sites achieve full compliance in the following content areas:

Child Development and Education
Disabilities
Family and Community Engagement
Health and Safety
Mental Health
Nutrition
Program Governance
Program Management
ERSEA

In conjunction with these program components, strong family and community partnerships are continuously developed and maintained through Family Partnership Agreements and Community Linkage Agreements. These connections are core elements in the success of the program.

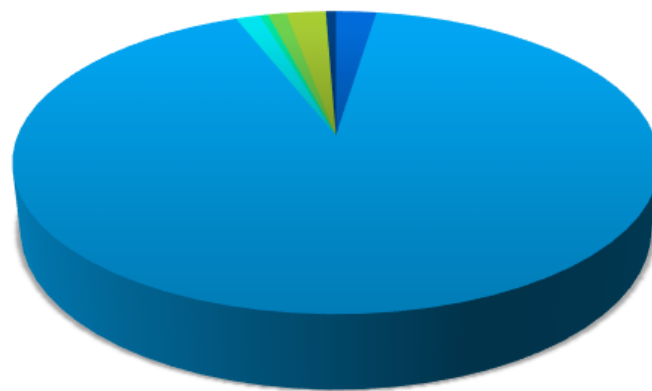
Funds Received and Budgetary Information

Total Amount of Public and Private Funds Received and the Amount of Each Source

For the Fiscal Year September 1, 2014 to August 30, 2015, Easterseals, City of Chicago, received a total of \$30,852,618 in public funding. Funding breakout is as follows:

Other Revenue		Public Support-Contributions	
Source	Amount	Source	Amount
Program services fees	670,939	Foundations, corporations, and other	307,678
Government grants and contracts	25,629,446	Special Events	656,661
Investment return	404,870	Special Event In Kind	168,204
Other income	135,613		
Total	26,840,868	Total	996,825

Public Funding

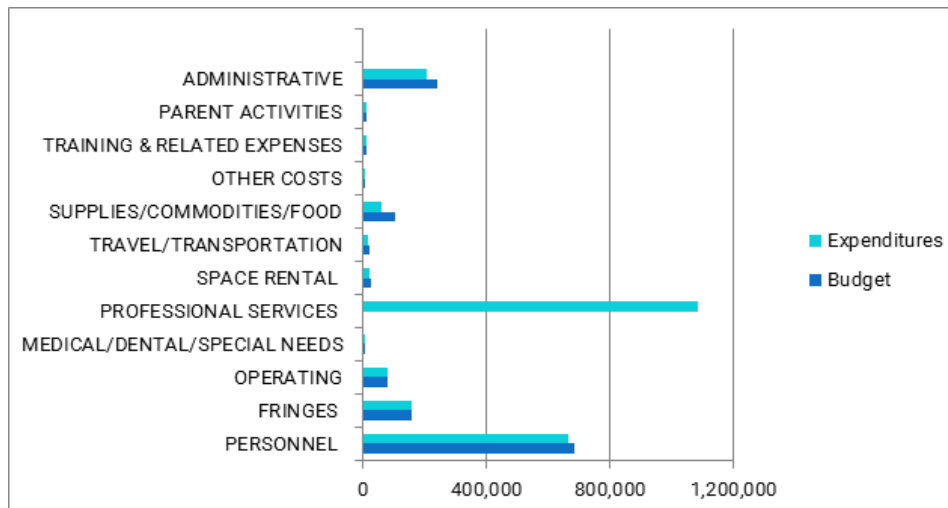


- Program service fees 2%
- Government grants and contracts 92%
- Investment return 1%
- Other income 1%
- Foundations, corporations, and other 1%
- Special events 2%
- Special event in kind 1%

Budgets and Expenditures

Charted below are the budgeted and actual expenditures for the ESMC Head Start and Early Head Start Programs for FY 2015. All Head Start and Early Head Start specific fiscal data is reported according to the Chicago Department of Family Support Services (DFSS) fiscal year, December 1, 2014 –November 30, 2015. The fiscal data is presented as raw numbers and major expenditure compared with the budget.

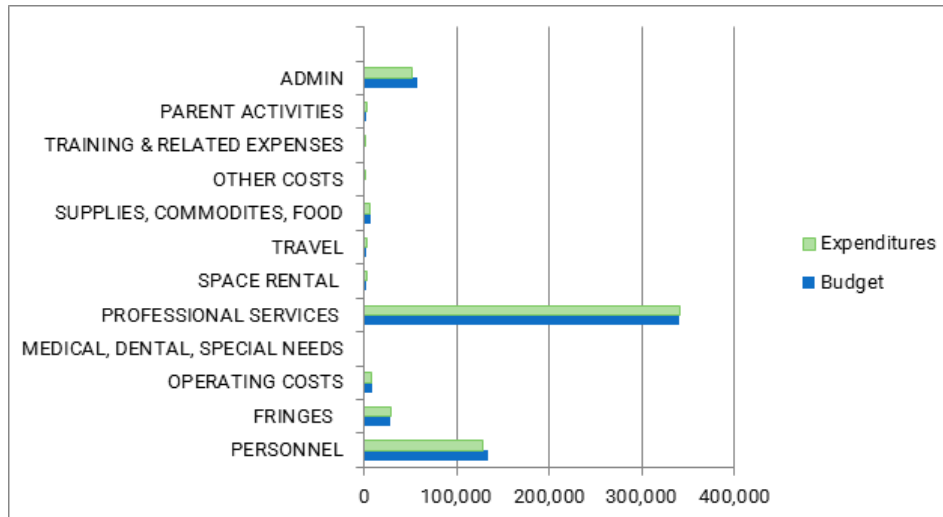
Head Start FY2015



Cost Category	Budget	Expenditures
PERSONNEL	682,879	64,713
FRINGES	159,072	159,446
OPERATING COSTS	82,000	82,049
MEDICAL/DENTAL/SPECIAL NEEDS	2,000	387
PROFESSIONAL SERVICES	1,098,047	1,086,899
SPACE RENTAL	24,253	23,636
TRAVEL/TRANSPORTATION	19,000	16,796
SUPPLIES/COMMODITIES, FOOD	103,495	61,253
OTHER COSTS	9,000	6,094
TRAINING & RELATED EXPENSES	12,000	10,800
PARENT ACTIVITIES	13,000	12,204
ADMINISTRATIVE	243,050	207,779
TOTAL COSTS	2,447,796	2,332,956

Budgets and Expenditures

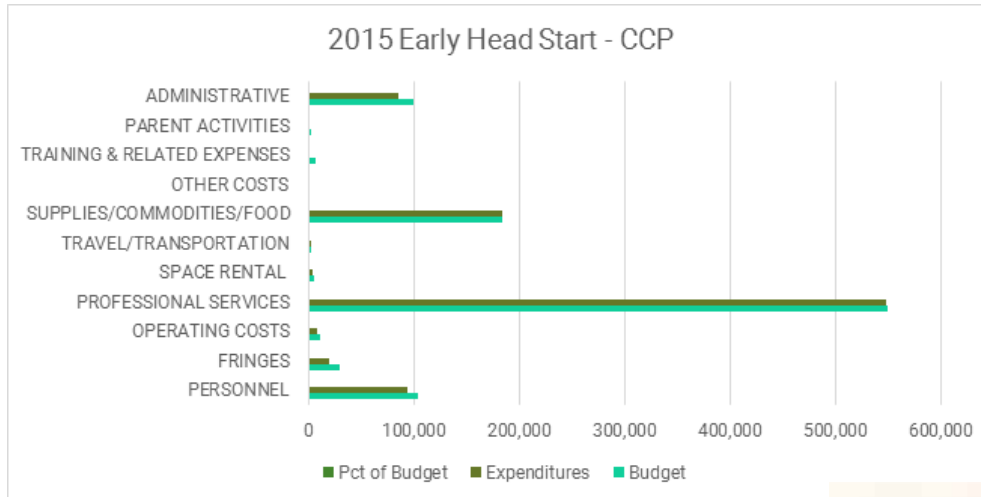
Early Head Start FY2015



COST CATEGORY	Budget	Expenditures
PERSONNEL	133,987	128,396
FRINGES	29,139	28,947
OPERATING COSTS	8,800	8,800
MEDICAL, DENTAL, SPECIAL NEEDS	0	0
PROFESSIONAL SERVICES	340,984	340,984
SPACE RENTAL	2,930	2,930
TRAVEL	2,600	2,499
SUPPLIES, COMMODITIES, FOOD	7,000	6,006
OTHER COSTS	1,500	158
TRAINING & RELATED EXPENSES	400	400
PARENT ACTIVITIES	2,300	2,798
ADMIN	57,975	52,047
TOTAL	587,475	573,875

Budgets and Expenditures

Early Head Start FY2015

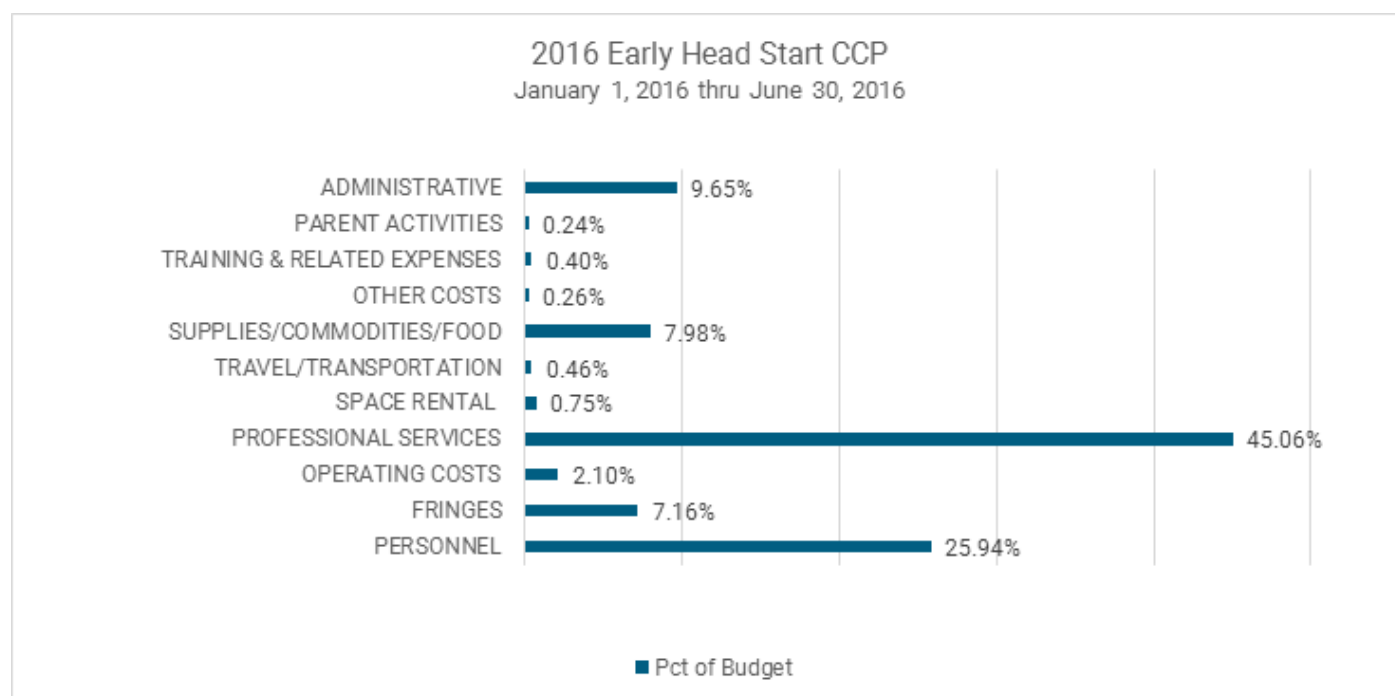


2015 EHS-CCP

EHS CCP 2015	Budget	Expenditures	% of Budget
PERSONNEL	104,270	93,624	9.87%
FRINGES	30,499	20,266	2.14%
OPERATING COSTS	11,370	8,734	0.92%
PROFESSIONAL SERVICES	550,150	548,128	57.79%
SPACE RENTAL	5,288	4,303	0.45%
TRAVEL/TRANSPORTATION	2,250	2,241	0.24%
SUPPLIES/COMMODITIES/FOOD	184,103	183,892	19.39%
OTHER COSTS	1,250	708	0.07%
TRAINING & RELATED EXPENSES	6,500	228	0.02%
PARENT ACTIVITIES	2,880	865	0.09%
ADMINISTRATIVE	99,840	85,518	9.02%
TOTAL	998,400	948,507	100.00%

Explanation of Proposed Budget for the Fiscal Year 2016

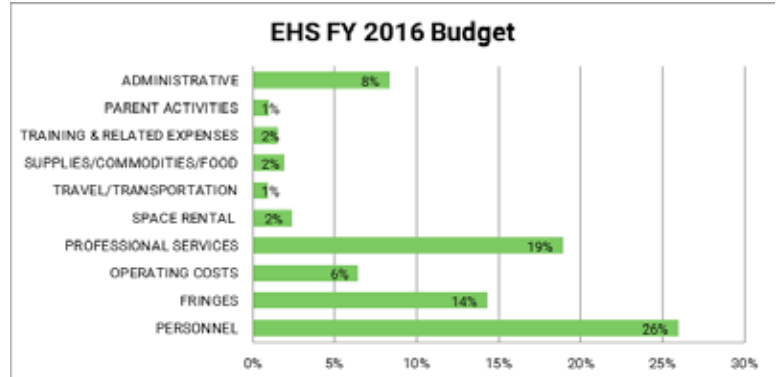
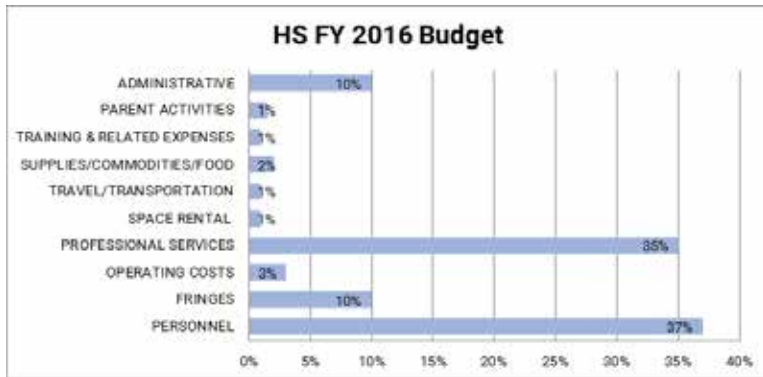
The Fiscal Year 2016 budgets for Head Start, Early Head Start and Early Head Start-CCP are included in the chart below.



2016 EHS-CCP January 2016 thru June 2016

EHS CCP 2015	Budget	Pct of Budget
PERSONNEL	129,494	25.94%
FRINGES	35,756	7.16%
OPERATING COSTS	10,500	2.10%
PROFESSIONAL SERVICES	225,000	45.06%
SPACE RENTAL	3,721	0.75%
TRAVEL/TRANSPORTATION	2,300	0.46%
SUPPLIES/COMMODITIES/FOOD	39,860	7.98%
OTHER COSTS	1,300	0.26%
TRAINING & RELATED EXPENSES	2,000	0.40%
PARENT ACTIVITIES	1,200	0.24%
ADMINISTRATIVE	48,169	9.65%
TOTAL	499,300	100.00%

Explanation of Proposed Budget for the Fiscal Year 2016



Head Start 2016	BUDGET	Early Head Start 2016	BUDGET
PERSONNEL	908,383	PERSONNEL	155,196
FRINGES	241,919	FRINGES	29,962
OPERATING COSTS	72,000	OPERATING COSTS	8,500
MEDICAL/DENTAL/SPECIAL NEEDS	2,000	MEDICAL/DENTAL/SPECIAL NEEDS	0
PROFESSIONAL SERVICES	867,305	PROFESSIONAL SERVICES	319,621
SPACE RENTAL	19,353	SPACE RENTAL	4,691
TRAVEL/TRANSPORTATION	19,000	TRAVEL/TRANSPORTATION	3,500
SUPPLIES/COMMODITIES/FOOD	45,686	SUPPLIES/COMMODITIES/FOOD	3,835
OTHER COSTS	3,500	OTHER COSTS	500
TRAINING & RELATED EXPENSES	13,600	TRAINING & RELATED EXPENSES	600
PARENT ACTIVITIES	20,900	PARENT ACTIVITIES	6,480
ADMINISTRATIVE	237,072	ADMINISTRATIVE	59,209
TOTAL	2,450,718	TOTAL	592,094

Monitoring and Assessment

Results of the Most Recent Reviews by the Administration of Children and Families

In March 2014, the Administration of Children and Families conducted an on-site review of the Head Start Program at multiple centers operated under Easterseals. No areas of non-compliance were identified.

Results of the Most Recent Financial Audit

The Independent Financial Auditor's report by Grant Thornton as of August 31, 2015 indicated no audit findings or questioned costs.

Self-Assessment

The annual self-assessment was completed in April 2015 for the Fiscal Year 2014-2015. All results were shared with the Parent Policy Committee and the Board of Directors and were utilized to guide program improvements during the Fiscal Year 2015-2016.

Community Needs Assessment

The Community Needs Assessment was completed in April 2013 and was updated in April 2015. The results were shared with the Parent Policy Committee and the Board of Directors and were utilized during program planning and the revising of the enrollment and selection criteria for Fiscal Year 2016.



Services Received by Children and Families

Children Receiving Medical and Dental Services

Health Indicators	Head Start Children	Early Head Start Children
Continuous Accessible Health Care	98%	87%
Dental Exams	91%	92%
Medical Exams	Over 90%	Over 90%

Children with Disabilities

As a program well-equipped to serve all children and families, Easterseals ensured that all children and families received individualized support that addressed their unique strengths and goals. Easterseals offered fully integrated, inclusive early learning environments that supported children with pre-diagnosed disabilities and children that were identified as benefitting from further evaluation. Education/Inclusion Coaches supported families through every step of the evaluation process, ensuring that families were well-informed of their rights and that children received services in a timely manner. Both the Head Start and the Early Head Start programs met or exceeded the 10% requirement for serving children with disabilities, with 9.2% of children with disabilities enrolled in Head Start and 14% of children with disabilities enrolled in Early Head Start.



Parent and Family Engagement

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved and children are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

The Easterseals Head Start/Early Head Start Team strives to prioritize families and to build strong, trusting relationships with each family and their child(ren). We have adopted the following “Family Support Principles” developed by Head Start to guide us in joining with our families in the remarkable journey of raising their child(ren):

All Families Need Support

Every family, regardless of its level of income, education or self-sufficiency, requires support to deal with the profound challenges posed by today’s society.

- > The mental health consultants conducted parent workshops on the following topics: How Play Promotes School Readiness; Understanding Temperament in Young Children; Co-Parenting; Toilet Training; How Play Supports Social-Emotional Development and Learning; Using Play and Reading to Connect with my Child; Challenging Behaviors in Young Children; Abuse & Neglect; Promoting Positive Discipline; How to Raise a Confident Child; Discipline and Temper Tantrums; Developmental Milestones for a Pre-Schooler; Stress Reduction and Self-Care; Who’s the Boss? Discipline and Limit Settings Part 1; Who’s the Boss? Discipline and Limit Settings Part 2; Separation Anxiety in Children; Time Management; Typical and Atypical Child Development
- > The health and nutrition team conducted parent workshops on seizures, Picky Eaters, My Plate, and food experiences (introducing new foods and easy recipes). They also provided nutrition resources and newsletters
- > Easter Seals joined with the UIC Parent Outreach Programs to offer each site workshops on Family Literacy Outreach, Financial Literacy Initiative for Parents, & Parent Education and Employment Readiness Program.

Each Family is Unique

Families are diverse in composition, economic status and cultural/ethnic background, and in the values, beliefs and practices they follow.

- > Easterseals has staff members and consultants that speak the various languages of the families we serve.
- > All forms and communications are translated into the various languages of the families we serve.

Parent and Family Engagement

- > Easter Seals requested a donation from Toys for Tots, so all children enrolled in EHS and HS would have a gift.
- > At parent orientation all parents were given a book and puzzle to promote learning at home.
- > Easter Seals partnered with the Chicago Children's Museum, so all families could purchase a reduced family membership.

The Goal of Working with Families is to Strengthen, Not Substitute For, Family Responsibilities

Families have core responsibilities for their members that we cannot replace, but we can support them through providing resources, referrals and services.

- > The mental health consultants met with 41 parents last year to discuss their personal needs, as well as the needs of their children.
- > The mental health consultants individually observed 32 children.
- > 4 families were given referrals for emergency/crisis intervention; 420 families were given referrals for education; 170 families were given referrals for employment; 145 families were given referrals for health education; 87 families were given referrals for housing; 16 families were given referrals for ESL; 2 families were given referrals for Substance Abuse; 1 family was given referrals on child abuse and neglect; 1 family was given a referral for domestic violence; 16 families were given referrals for child support assistance; 3 families were given referrals for incarcerated individuals; 205 families were given referrals for mental health services; 103 families were given referrals for parenting education; 2 families were given referrals for relationship/marriage education

Families Benefit Most from Family-Centered Support Services.

Family hopes, interests, strengths and concerns need to be the primary focus of staff members who work with families.

- > Easter Seals up-dated the family needs assessment to be more comprehensive.
- > Easter Seals created a parent survey to assess each site's parent involvement needs.
- > Easter Seals updated policies and procedures for referrals, goals, case notes, family needs assessments, & attendance.
- > Easter Seals continued to implement a new enrollment process that included a more comprehensive process and tried to ensure each family was met with before enrollment into the program.

Parent and Family Engagement

Healthy Families Do Not Live in Isolation – They are Part of Larger Systems

Healthy families need, use, and foster relationships with extended family, friends, community groups, social organizations and schools

- > Family Support Staff encouraged parents to join the PPC and/or site level committee.
 - PPC Representatives were given the opportunity to choose a year pass to any Chicago museum.
- > Easterseals Staff as well as site level staff members invited parents to volunteer at the centers and to become more involved in their child's education.
- > Family Support Staff posted community resources and activities on the parent board at each site on a weekly basis.
- > The Easterseals support staff assisted 204 Non EHS/HS families throughout the program year.
- > Easterseals Staff partnered with Good Will to get vouchers for families in crisis.



School Readiness

Family and Community Partnership Practices Supporting School Readiness

The Easterseals Early/Head Start Team provided ongoing family support to help families reach the below goals:

- To have a seamless transition from Head Start to Kindergarten
- To have the knowledge to successfully advocate for your child
- To understand the process of applying for Kindergarten
- To understand child development and the various ways children learn

The supports provided to parents/children to help accomplish the above goals included:

1. Parenting education on a variety of topics pertaining to young children
2. Providing families opportunities to participate in school activities
3. Providing leadership roles within the program that allow parents to be directly involved in decision-making
4. Provide ongoing information on child development
5. Linkage to community agencies which provide education on literacy, financial stability, advocacy, and other topics
6. Linkage to community agencies to help with issues including housing, energy assistance, child support, financial support, insurance and need for clothing or other resources

Health Practices Supporting School Readiness

The Easterseals Early/Head Start Team understands that a lack of health care or delays in addressing children's health concerns can negatively affect cognitive, emotional, behavioral, and physical development, sometimes with lifelong consequences. The overall goal was to ensure that each child received all age-appropriate health screenings as recommended by the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule, so that early intervention could ensure that the child is ready for school.

The Easterseals Early/Head Start Team supported school readiness through the following practices.

- Child Nutrition- Our program supported the belief that in order to function at his/her optimal level physically, mentally, emotionally, cognitively, and socially, he/she must have a nutritious diet. Our program helped to monitor that the sites provided a nutritious breakfast, lunch and snack to all Head Start children
- Dental Exam-Children who did not have a dental exam were referred to one of our local dentists in the area that we have linkage agreements with or referred to their dental home in order to receive the dental exam and/or treatment.

School Readiness

- Growth Assessments – The Family and Health Advocates completed a growth assessment on each child, graphed the results in COPA, and determined if each child was at risk for being underweight or overweight. Results were shared with the parents and consultation with a registered dietitian was made available.
- Health Insurance – Children and families with health insurance are more likely to access primary health care services that can prevent health problems or address existing chronic or acute health conditions. Lack of health insurance can affect a child's school attendance and ability to participate in school activities. Easter Seals Early/Head Start Partnership Program worked to ensure that all children had adequate health insurance.
- Immunization – Head Start staff worked with parents to ensure all children had the required immunizations.
- Medical Home – Head Start staff members worked with families to find medical homes that would serve as a source of ongoing and continuous health care.
- Screenings – Children's hearing and vision were screened by the 45th calendar day after enrollment. Children who were identified with possible problems in the areas of health were assisted by Head Start staff in obtaining further evaluation and follow-up to determine if treatment was needed.
- Well Child Physical Exams – Ensured that all children had preventive, well-child exams that included blood pressure, height and weight, hemoglobin or hematocrit screening, and lead screening.

These goals were reached by:

1. Continued family education about the importance of access to medical and dental services for all children.
2. Encouraging all families to participate fully in their children's health needs while enrolled in Head Start.
3. Providing professional development to educate families and staff on the influence of physical, oral and mental health on children's success in school.
4. Emphasizing with staff and families the importance of obtaining dental treatment for children in a timely manner.
5. Continued collaboration with community health providers to ensure that families had access to health care.

Education Practices Supporting School Readiness

Eastearseals utilized the *Teaching Strategies GOLD* assessment tool to conduct authentic assessments of all children from birth to five years of age. *Teaching Strategies GOLD* is research-based, reliable, valid, developmentally appropriate, strengths-based, aligned with learning standards, and integrated with The Creative Curriculum. This combination allowed for continuity in assessing children from birth through five years of age and made it possible to

School Readiness

support their continual development through individualized learning activities in ten areas of development and learning that promote school readiness. Educators utilized a range of documentation, including observations, pictures, videos, audio recordings, and examples of children's work to demonstrate children's competencies in a variety of learning domains. By showing a wide range of skills, *Teaching Strategies GOLD* was inclusive of children with disabilities and enabled educators to assess children throughout the year as children progress.

As part of the assessment process, documentation was carefully compiled, analyzed, and used to reflect on children's progress towards learning standards. All Easterseals early childhood centers completed assessments using *Teaching Strategies GOLD* during four checkpoints a year. The results of the assessment were analyzed and drove instruction through intentional teaching and facilitation that used individual children's strengths and interests as a foundation for developing additional skills. As educators reviewed assessments for all children, they planned for the whole group as well as for individual children. This included a range of approaches such as better arranging the room to facilitate social interactions, adding materials to learning centers to engage and encourage the development of fine motor skills and the arts, planning small group activities to address math goals, using visual supports, or scaffolding a child's learning during center choice time. Assessment results were shared with families and other stakeholders to show what children were learning. Administrators also evaluated the effectiveness of early childhood programming delivered as well as progress made toward meeting individual and program School Readiness goals, Illinois Early Learning Standards, and the Head Start Child Development and Early Learning Framework by utilizing the Growth, Snapshot, and Comparative Reports of *Teaching Strategies GOLD*. Based on the reports, administrators ensured that teachers had individualized plans for professional development and resources in the classrooms to help children master needed skills.

Individualized plans were another part of ensuring that all children were successfully prepared for school, especially for children that needed additional supports. Teachers used the activities planning option of *Teaching Strategies GOLD* to plan specific activities to be included on the lesson plan to support further development in identified areas. *TS GOLD* was also used to generate activities that were sent home with parents so that there was continuity between what children were learning in school and at home.

Easterseals also updated its School Readiness goals.



School Readiness goals for Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
LANGUAGE AND LITERACY			
<p>Literacy Knowledge and Skills</p> <p>Expressive and Receptive Language Acquisition</p>	<ol style="list-style-type: none"> 1. Children will use and understand print as meaningful and organized symbolic communication 2. Children will use and comprehend oral language for conversation and communication while learning increasingly complex and varied language. 3. Children who are DLL will demonstrate increased competency in their home language while developing proficiency in English 	<p>GOAL 1 Standards 1.A; 1.B; 1.c</p> <p>GOALS 4 & 5 Standards: 4.A, 4.B; 5.A.</p>	<p>17a – Uses and appreciates books</p> <p>19a – Writes name</p> <p>19b – Writes to convey meaning</p> <p>8a. Comprehends language</p> <p>8b. Follows directions</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>9b. Speaks clearly</p> <p>Uses conventional grammar</p>

School Readiness goals for Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
COGNITION AND GENERAL KNOWLEDGE			
Logic and Reasoning Mathematics Logic and Skills	<ol style="list-style-type: none"> 1. Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information 2. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve 	Goal 10: Standard A & B	12a – Recognizes and recalls experiences 12b – Makes connections 20a – Counts 20b – Quantifies 21a – Understands spatial relationships 21b – Understand shapes 22 – Compares and measures 23 – Demonstrates knowledge and patterns
APPROACHES TO LEARNING			
Approaches to Learning	<ol style="list-style-type: none"> 1. Children will demonstrate positive approaches to learning by showing interest and persistence in varied topics, activities, and materials 	Goal 5: Standards A & B	11a – Attends and engages 11b – Persists 11c – Solves problems 11d – Shows curiosity and motivation

School Readiness goals for Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
PHYSICAL WELL BEING AND MOTOR DEVELOPMENT			
Gross Motor Skills Fine Motor Skills	<ol style="list-style-type: none"> 1. Children will demonstrate control of large muscles for movement, navigation, and balance 2. Children will demonstrate control of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation 	Goal 19: Standard 19.A	<ol style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulation skills 7a. Uses fingers and hands
SOCIAL AND EMOTIONAL DEVELOPMENT			
Social and Emotional Development and Learning Social Relationships Self-Concepts & Self-Efficacy Self-Regulation Emotional and Behavioral Health	<ol style="list-style-type: none"> 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 supports available 2. Children will engage in and maintain positive adult/peer relationships/interactions 	Goals: 31 & 32 Standards: 31.A, 32.A, 32.B, 32.C, 32.D	<ol style="list-style-type: none"> 1a. Manages Feelings 1b. Follows limits and expectations 1c. Takes care of own needs appropriately 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers

School Readiness goals for Early Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
LANGUAGE AND LITERACY			
Literacy Knowledge and Skills	1. Children will begin to learn and demonstrate how print works	Children demonstrate the ability to engage with and maintain communication with others	17a – Uses and appreciates books
Expressive and Receptive Language Acquisition	2. Children will comprehend and begin to use oral language for conversation and communication while learning increasingly complex and varied language.	Children demonstrate the ability to comprehend both verbal and nonverbal communication	8a. Comprehends language
	3. Children will demonstrate increased receptive and expressive language skills and communication strategies in their home language(s), which may be English or another language	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression	8b. Follows directions
	4. Children will enjoy stories and books	Children demonstrate interest in and comprehension of printed materials	9a. Uses an expanding expressive vocabulary
			9b. Speaks clearly
			9c. Uses conventional grammar

School Readiness goals for Early Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
COGNITION AND GENERAL KNOWLEDGE			
Logic and Reasoning Mathematics Logic and Skills	<ol style="list-style-type: none"> Children will learn and begin to use math concepts during daily routines and experiences Children will use all their senses to explore their environment <ol style="list-style-type: none"> Children will begin to develop and show their ability to remember and connect new and known experiences and information 	<p>Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships</p> <p>Children demonstrate an awareness of how objects and people move and fit in space</p> <p>Children demonstrate awareness of quantity, counting, and numbers</p>	<p>12a – Recognizes and recalls experiences</p> <p>12b – Makes connections</p> <p>20a – Counts</p> <p>20b – Quantifies</p> <p>21a – Understands spatial relationships</p> <p>21b – Understand shapes</p> <p>22 – Compares and measures</p> <p>23 – Demonstrates knowledge and patterns</p>
APPROACHES TO LEARNING			
Approaches to Learning	<ol style="list-style-type: none"> Children will demonstrate positive approaches to learning by showing interest and persistence in varied topics, activities, and materials 	<p>Children demonstrate interest and eagerness in learning about their world</p> <p>Children attempt a variety of strategies to accomplish tasks</p>	<p>11a – Attends and engages</p> <p>11b – Persists</p> <p>11c – Solves problems</p> <p>11d – Shows curiosity and motivation</p>

School Readiness goals for Early Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
PHYSICAL WELL BEING AND MOTOR DEVELOPMENT			
<p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<ol style="list-style-type: none"> 1. Children will demonstrate control of large muscles for movement, navigation, and balance 2. Children will demonstrate control of small muscles for purposes such as using utensils and self care 	<p>Children demonstrate strength, coordination, and controlled use of large muscles</p> <p>Children demonstrate the desire to participate in self-care routines</p>	<ol style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulation skills 7a. Uses fingers and hands



School Readiness goals for Early Head Start

HS Early Learning and Development Framework	School Readiness Goals	Illinois Early Learning Kindergarten Readiness Goals	GOLD Assessment Tool Indicators of School Readiness
SOCIAL AND EMOTIONAL DEVELOPMENT			
<p>Social and Emotional Development and Learning</p> <p>Social Relationships Self-Concepts & Self-Efficacy Self-Regulation Emotional and Behavioral Health</p>	<ol style="list-style-type: none"> 1. Children will display levels of attention, emotional regulation, and behavior in the classroom or home setting that are appropriate to their age, situation, and the supports available 2. Children will begin to learn and internalize rules, routines, and directions 3. Children will engage in and maintain positive adult/peer relationships 	<p>Children develop identity of self</p> <p>Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults</p> <p>Children demonstrate an awareness of and the ability to identify and express emotions</p> <p>Children demonstrate the emerging ability to manage and adjust behaviors</p>	<ol style="list-style-type: none"> 1a. Manages Feelings 1b. Follows limits and expectations 1c. Takes care of own needs appropriately 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 2d. Makes friends 3a. Balances needs and rights of self and others 3b. Solves social problems

Remarkable progress in meeting goals

As a result of the thorough assessments, individualized plans for children, and professional development supports, children that were enrolled in the Easter Seals Head Start and Early Head Start programs throughout the entire year demonstrated remarkable progress in meeting goals and widely held expectations for their age. The number of children initially assessed in the fall as below widely held expectations for their age decreased significantly by the end of spring.

	Fall 2014		Spring 2015	
	Met or Exceeded	Below	Met or Exceeded	Below
Infants				
Social-Emotional	10	1	10	1
Physical	9	2	9	2
Language	5	0	5	0
Cognitive	6	0	6	0
Literacy	5	0	5	0
Toddlers				
Social-Emotional	4	8	13	1
Physical	6	8	10	4
Language	6	12	7	6
Cognitive	5	18	10	3
Literacy	6	8	4	1
Mathematics	1	13	5	9
Two Year Olds				
Social-Emotional	16	3	19	0
Physical	16	4	20	0
Language	13	6	17	1
Cognitive	11	7	18	0
Literacy	9	5	14	0
Mathematics	9	6	14	1
Preschool				
Social-Emotional	36	26	53	9
Physical	40	21	52	9
Language	33	28	52	9
Cognitive	33	26	52	7
Literacy	37	21	56	2
Mathematics	35	24	51	8
Pre-Kindergarten				
Social-Emotional	62	33	72	23
Physical	67	28	78	17
Language	57	36	72	21
Cognitive	61	33	77	17
Literacy	63	22	83	2
Mathematics	50	38	70	18



Head Start/Early Head Start Services

> 120 Madison Street
Oak Park, IL 60302
708.434.2525

> 4415 W. Harrison Street, Suite 510
Hillside, IL 60162
708.330.4490

Through supportive collaborations with private early childhood centers, Head Start/Early Head Start teams are integrated to provide hands-on, comprehensive quality services giving children and their families the opportunity for a brighter future and a head start to success.

Throughout all of life's moments – from the ordinary to the extraordinary, and everything in between – Easterseals is here. We're right beside you and your family – listening, understanding, helping in the ways you ask us to, giving support, cheering you on. Easterseals is a team of problem-solvers, skilled practitioners and people committed to sweeping away limitations and shattering stereotypes. We are steadfast partners in your journey. That's our promise to you.

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