Southern Illinois University Carbondale Head Start is in its 45th year as a program serving children and families in Jackson and Williamson Counties. Since 1970, continuation grants have been funded to provide comprehensive education, health, nutrition and social services to income eligible children and their families. The program serves 400 children and families; 222 in Jackson County and 178 in Williamson County.

The Head Start Performance Standards (45 CFR Parts 1304, 1305, 1306, 1308, 1310) and administrative requirements are mandatory regulations that agencies must implement in order to operate a Head Start program. They provide a regulatory structure for the monitoring and continuation of high quality instruction and services in the following categories:

- Education and Early Childhood Development
- Human Resource Management
- Child Health and Developmental Services
- Internal Controls
- Child Health and Safety
- Management Systems and Procedures
- Child Nutrition
- On-going Monitoring
- Child Mental Health
- Planning
- Children with Disabilities
- Program Governance
- Communication
- Record Keeping & Reporting
- Community Partnerships / Assessment
- Self-Assessment
- Facilities, Materials & Equipment
- Shared Decision Making
- Family Partnerships
- Staffing Requirements and Program Options
- Fiscal Management
- Eligibility, Recruitment, Selection, Enrollment & Attendance
- On-going Monitoring
- Children with Disabilities
- Program Governance
- Communication
- Record Keeping & Reporting
- Facilities, Materials & Equipment
- Staffing Requirements and Program Options
- Fiscal Management
- Eligibility, Recruitment, Selection, Enrollment & Attendance

The Improving Head Start for School Readiness Act of 2007 requires programs to present an annual report to the public. The SIUC Head Start Program staff is pleased to provide this snapshot of its comprehensive programming for preschoolers and OMB Circular A-133 regulating federal grants.
# Child Outcomes & School Readiness Goals

The Head Start Early Learning Outcomes Framework is the foundation of the Head Start approach to school readiness. The framework is used to guide teaching and learning experiences that align to the program’s school readiness goals. The goals below were developed with input from parents, Head Start staff, kindergarten teachers, and other staff from local educational agencies.

<table>
<thead>
<tr>
<th>School Readiness Goal</th>
<th>Early Learning and Development Standard</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Readiness Essential Domain: Social and Emotional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will develop and maintain positive relationships and interactions with adults and peers</td>
<td>31.A: Develop positive relationships with peers and adults</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will follow classroom rules, routines, and directions</td>
<td>30.A: Identify and manage one’s emotions and behavior</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will demonstrate the ability to recognize and regulate their emotions and behaviors</td>
<td>30.A: Identify and manage one’s emotions and behavior</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td><strong>School Readiness Essential Domain: Physical Development and Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will use large muscles to move, navigate, and balance with strength and coordination</td>
<td>19.A: Demonstrate physical competency and control of large and small muscles</td>
<td>95% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will use small muscles to use art materials, writing utensils and manipulatives with strength and coordination</td>
<td>19.A: Demonstrate physical competency and control of large and small muscles</td>
<td>95% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will take care of their personal needs and practice health and safety habits</td>
<td>22.A: Explain the basic principles of health promotion, illness prevention, treatment and safety</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td><strong>School Readiness Essential Domain: Language and Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will show awareness of print and an appreciation for books</td>
<td>2.A: Demonstrate interest in stories and books</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will use language to express their thoughts and needs in clear and complete sentences using a varied and complex vocabulary</td>
<td>1.D: Speak using conventions of Standard English</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will use writing tools to convey meaning through written representations, symbols, and letters, including writing their first and last name in upper and lowercase letters</td>
<td>5.A: Demonstrate growing interest and abilities in writing</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Dual language learners will demonstrate competency in their home language while developing proficiency in English</td>
<td>29.A: Use the home language to make connections and reinforce knowledge and skills across academic and social areas</td>
<td>85% of children meet/exceed program expectations by end of year</td>
</tr>
<tr>
<td>Children will demonstrate letter recognition and phonological awareness</td>
<td>4.B: Demonstrate an emerging knowledge and understanding of the alphabet 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes)</td>
<td>80% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td><strong>School Readiness Essential Domain: Approaches to Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will demonstrate persistence, engagement, and curiosity in learning</td>
<td>30.C: Demonstrates skills related to successful personal and school outcomes</td>
<td>90% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will demonstrate interest and participate in a variety of creative experiences</td>
<td>25.A: Investigate, begin to appreciate, and participate in the arts</td>
<td>80% of children meet/exceed program expectations</td>
</tr>
<tr>
<td><strong>School Readiness Essential Domain: Cognitive and General Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will use math in every day routines to recognize and understand numbers, number concepts, shapes, and spatial relationships</td>
<td>6.A: Demonstrate beginning understanding of numbers, number names, and numerals 9.A: Recognize, name, and match common shapes 9.B: Demonstrate an understanding of location and ordinal position</td>
<td>80% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will use classification skills to sort by one or more attributes (color, shape, size, quantity)</td>
<td>8.A: Explore objects and patterns</td>
<td>95% of children meet/exceed expectations by end of year</td>
</tr>
<tr>
<td>Children will show an understanding of self, family and community characteristics</td>
<td>16.A: Explore his or her self and personal history 18.B: Develop an awareness of self within the context of family</td>
<td>80% of children meet/exceed program expectations</td>
</tr>
<tr>
<td>Children will demonstrate scientific inquiry skills through observation, exploration, and use of simple tools and technology</td>
<td>11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions</td>
<td>80% of children meet/exceed program expectations</td>
</tr>
</tbody>
</table>
High quality early childhood programs help America grow stronger by improving children’s School Readiness and other skills that prepare them for the future. SIU Carbondale Head Start uses a curriculum and assessment system which is aligned with the Head Start Child Development and Early Learning Framework & Illinois Early Learning & Development Standards. Developmental data is collected three times annually using the Teaching Strategies Gold Objectives for Development and Learning. These charts demonstrate the progress made by Head Start children during the 2014-15 program year.

School Readiness Outcomes-Social and Emotional Development

School Readiness Outcomes-Physical Development and Health
School Readiness Outcomes - Language & Literacy Skills

School Readiness Outcomes - Approaches to Learning

School Readiness Outcomes - Cognition & General Knowledge Skills
### 3 year olds - Meets/Exceeds Expectations

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Winter 2014</th>
<th>Spring 2015</th>
<th>Growth To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>56%</td>
<td>87%</td>
<td>95%</td>
<td>39%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>50%</td>
<td>86%</td>
<td>99%</td>
<td>49%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>72%</td>
<td>95%</td>
<td>99%</td>
<td>28%</td>
</tr>
<tr>
<td>Language</td>
<td>47%</td>
<td>80%</td>
<td>93%</td>
<td>46%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>52%</td>
<td>85%</td>
<td>92%</td>
<td>40%</td>
</tr>
<tr>
<td>Literacy</td>
<td>21%</td>
<td>64%</td>
<td>86%</td>
<td>65%</td>
</tr>
<tr>
<td>Math</td>
<td>21%</td>
<td>67%</td>
<td>88%</td>
<td>67%</td>
</tr>
</tbody>
</table>

### 4 year olds - Meets/Exceeds Expectations

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Winter 2014</th>
<th>Spring 2015</th>
<th>Growth To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>49%</td>
<td>77%</td>
<td>92%</td>
<td>43%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>59%</td>
<td>88%</td>
<td>97%</td>
<td>36%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>57%</td>
<td>86%</td>
<td>96%</td>
<td>39%</td>
</tr>
<tr>
<td>Language</td>
<td>61%</td>
<td>84%</td>
<td>91%</td>
<td>30%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>59%</td>
<td>86%</td>
<td>93%</td>
<td>34%</td>
</tr>
<tr>
<td>Literacy</td>
<td>50%</td>
<td>79%</td>
<td>93%</td>
<td>43%</td>
</tr>
<tr>
<td>Math</td>
<td>21%</td>
<td>54%</td>
<td>83%</td>
<td>62%</td>
</tr>
</tbody>
</table>
The Classroom Assessment Scoring System (CLASS) is a nationally recognized assessment tool, designed to measure the effectiveness of child-teacher interactions and to promote continued professional development for teaching staff. There are three broad CLASS domains and scores ranging from 0-7; a score of seven is considered as highly effective. The Office of Head Start establishes targeted thresholds for the three CLASS domains: Emotional Support 4.0, Classroom Organization 3.0, and Instructional Support 2.0.

### 2012 OHS Review and National Scores By Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>SIUC HS</th>
<th>OHS Req</th>
<th>Lowest 10%</th>
<th>Mean Score</th>
<th>Min Score</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>5.6</td>
<td>4</td>
<td>5.54</td>
<td>5.99</td>
<td>4.99</td>
<td>6.94</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.9</td>
<td>3</td>
<td>5.05</td>
<td>5.63</td>
<td>4.15</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.5</td>
<td>2</td>
<td>2.10</td>
<td>2.72</td>
<td>1.33</td>
<td>4.83</td>
</tr>
</tbody>
</table>

### Spring 2015 Program Scores and 2014 OHS National Data By Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>SIUC HS Spring 2015</th>
<th>OHS Req</th>
<th>Lowest 10%</th>
<th>Mean Score</th>
<th>Min Score</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>5.58</td>
<td>4</td>
<td>5.71</td>
<td>6.1</td>
<td>4.98</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.41</td>
<td>3</td>
<td>5.36</td>
<td>5.8</td>
<td>4.54</td>
<td>6.79</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.72</td>
<td>2</td>
<td>2.20</td>
<td>2.9</td>
<td>1</td>
<td>5.19</td>
</tr>
</tbody>
</table>
Health & Nutrition

A child’s health directly impacts his/her ability to grow and learn. The SIUC Head Start staff promotes optimal health, wellness, and safety to help children get ready for school. Health staff work with other staff, families, and community partners to individualize health services, including providing varnish and fluoride for children at no cost to parents/guardians. Health staff ensure children's nutrition, safety, and health, including physical, mental, and oral health, needs are met.

Family members are provided educational opportunities in order to adopt a healthy life-style that works for their family and are encouraged to establish a ‘family medical home.’

*Number of children served, including drops = 506

**2014-15 Meals Served**
- Breakfast 51,632
- Lunch 83,594
- Snack 45,358
Parent, Family & Community Engagement

Parent Involvement Activities

- Education Committee Meetings
- Father/Father Figures Day
- Grandparent Appreciation Day
- Health Advisory Committee Meetings
- Kindergarten Transition
- Male Advisory Panel (MAP) Meetings
- Mother Figure Day
- MUSCLE Reading Incentive Program
- Oral Health Activities
- Parent and Child Together Activities (PACT)
- Parent Committee Meetings
- Parent Orientation
- Parent/Teacher Conferences
- Policy Council Meetings
- Teacher & Family Service Workers Home Visits

Family Involvement Month activities
- Children’s Recognition events
- Field trips
- Parent Activity –
  - Healthy Families
  - Learning different cultures
  - Science for parents and children

Head Start is family centered and designed to support parents as the most important influence in their child’s life.

Marquita Bailey
2015 Rosia Kerrens Award Winner
Voted by her peers on the Policy Council for her dedication & involvement throughout the

Stacey Horaz
2015 Samuel Goldman Community Service Award Winner
For being a long-time supporter of the Program’s literacy activities

Family Support Services Provided

In order to promote healthy, self-sufficient families, the SIU Head Start Program provided the following support services during the 2014-2015 program year:

- Emergency/Crisis Intervention
- Housing Assistance
- Mental Health Services
- Adult Education
- Job Training
- Substance Abuse Tx
- Domestic Violence
- Child Support Assistance
- Health Education
- Parent Education
- Relationship Marriage

Parent Training Topics
Child & Stress Management-Who’s In Charge at Your House?
Child Development-Why do Kids Play in the Classroom
Employment and/or Budgeting/Money Management
Oral health
Classroom routines
Nutrition, family-style meals, food budgeting
Parent Involvement
Employment and/or budgeting/money management
Preparing for Kindergarten-partnering with schools/transition
Health/safety
Family Learning
Male Advisory Panel
  * Children Emotions
  * Children Discipline
  * Children Transition

SIU Carbondale Head Start program is family-centered and is designed to support parents as the most important influence in their child’s life. The program engages families enrolled through a variety of activities, training and educational opportunities.


Stacey Horaz

2015 Seymour Bryson University Service Award
Award accepted by grandson & son, William Jones on behalf of Jeannie Jones, Early Childhood Professor Emerita, former Head Start Director, & author of 1st Head Start Grant.
Parent, Family & Community Engagement

Child Care Availability & Sustainability
Preschool For All is now focused on serving the most at risk children with a range of program options and settings, from public and private schools to child care centers and other community-based agencies. Currently there are 556 total slots in Jackson County and 680 slots in Williamson County for Preschool For All. As a result, SIU Carbondale Head Start will now be competing against Preschool For All for the same group of age eligible four year olds.

Child Development / Mental Health
There are currently 6 agencies providing mental health services in Jackson & Williamson County. Of these, only 4 of the agencies provide play therapy. Three of the 6 agencies accept the medical card, but only 5 of the 6 serve children 3 years and older. One agency only serves 4 year olds and older.

Needs of Families
Areas of need for SIU Carbondale Head Start families were identified by families, self-assessment committees, and through data. The areas that were identified by more than one source include transportation, parenting education, child development, discipline, and behavior, and housing. The barriers for obtaining these services that were identified included cost, lack of availability in the community, and the lack of mental health services that are appropriate for Head Start aged children.

Community Partnerships
Interagency Agreements & Memorandums of Understanding

**Adult Education & Family Literacy Service Providers**
Archway, Inc.
Carbondale Community HS On-The-Job Training Program
Child & Family Connections #22
Child & Family Connections #24
Child Support Enforcement - Marion Regional Office
Christian Social Services
CCHS #165 Rebound
Department of Children & Family Services
Franklin Williamson Bi-County Health Department
IL Dept. of Human Services – Jackson & Williamson Counties
Jackson County Health Department
Migrant Education
One-Stop Business & Employment Center/Man-Tra-Con
Prevent Child Abuse Illinois
Shawnee Health Service
SIU Carbondale Evaluation & Developmental Center
SIU Carbondale Southern Region Early Childhood Programs

**Local Education Agencies**
Pre-K/Pre-School for All
Carbondale Elementary District #95
Carterville Community Unit School District #5
Centerstone & Early Head Start
Giant City Consolidated School District #130
Herrin Community School district #4
Johnston City Schools District #1
Marion Unit School District #2
Murphysboro Community Unit School Dist. # 186
Tri-County Special Education Joint Agreement
Unity Point District #140
Williamson County Early Childhood Cooperative
Williamson County Educational Services
**Fiscal Management**

**Financial Audit**
State of Illinois Southern Illinois University Financial Statement Audit for the year ending June 30, 2014 was released February 12, 2015. The report pertaining to the Single Audit and State Compliance Examination (in accordance with the Single Audit Act and OMB Circular A-133) FY 2014 External Audit was conducted by Clifton-Larson-Allen, LLP. This Report Digest and the Full Reports are available at [http://www.auditor.illinois.gov/Audit-Reports/SOUTHERN-ILLINOIS-UNIVERSITY.asp](http://www.auditor.illinois.gov/Audit-Reports/SOUTHERN-ILLINOIS-UNIVERSITY.asp). SIU Carbondale Head Start had no financial Audit findings and had one compliance examination finding regarding errors in reporting for volunteer hours.

**Public Funds**

**Source and Amount of Public Funds Received FY15**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health and Human Services Head Start Federal Grant</td>
<td>3,226,971.00</td>
</tr>
<tr>
<td>U.S. Department of Agriculture Child &amp; Adult Care Food Program Reimbursement</td>
<td>195,312.04</td>
</tr>
<tr>
<td>Illinois Department of Human Services Child Care Subsidies</td>
<td>151,233.89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,573,516.93</td>
</tr>
</tbody>
</table>

**Proposed Budget & Actual Expenditures FY15**

<table>
<thead>
<tr>
<th>Line Items</th>
<th>Proposed Budget</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries/FB</td>
<td>2,716,685.00</td>
<td>2,454,705.42</td>
</tr>
<tr>
<td>Travel</td>
<td>15,456.00</td>
<td>20,312.47</td>
</tr>
<tr>
<td>Equip/Supplies</td>
<td>194,080.00</td>
<td>383,333.04</td>
</tr>
<tr>
<td>Contractual</td>
<td>260,257.00</td>
<td>334,646.06</td>
</tr>
<tr>
<td>Automotive</td>
<td>63,082.00</td>
<td>57,811.23</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>16,049.00</td>
<td>29,346.71</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>293,362.00</td>
<td>293,362.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,558,971.00</td>
<td>3,573,516.93</td>
</tr>
</tbody>
</table>

The $14,545.93 difference between proposed budget total and actual expenditures total is the difference between the food and childcare subsidies estimate and actual amount received.

Indirect cost rate is 10% for HHS.