



**Chicago Public Schools
Head Start Program**

**Annual Report
2009-2010**



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Early Childhood education ensures all children ages birth through age five have equal access to comprehensive high quality program options, and support on a developmental continuum. Working within a context of children, families, and communities, we are committed to creating an engaging learning environment that supports and respects the unique potential of each individual through best practice.

Through common goals and high expectations, the Office of Early Childhood Education (OECE) is dedicated to building a strong foundation, and igniting a passion for lifelong learning for children and their families. We prepare students for the future by providing challenging and rewarding experiences, quality education and child care services, and creating engaging learning environments that encourage all students.

Head Start is a national program that provides comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school.

Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. The objective of Head Start's Education and Early Childhood Development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. The varied experiences provided by the program support the continuum of children's growth and development, which includes the physical, social, emotional, and cognitive development of each child.

Therefore, the Head Start program is an ideal collaboration for Chicago Public Schools (CPS) to foster early childhood growth and development within the context of positive child outcomes.

644(a)(2)(B) – An explanation of budgetary expenditures and proposed budget for fiscal year 2009-2010.



The Chicago Board of Education is requesting \$38,351,070 in funding from the Chicago Department of Family and Support Services (DFSS) to provide Head Start programs for 7,200 income eligible children. The Chicago Board of Education provides Head Start services for income eligible children living within the City of Chicago in citywide community areas.

1. These funds will be budgeted as follows:

Personnel: \$27,338,660

Child Health and Development Personnel

- Managers and Content Area Experts – Responsible for ensuring that staff provides services in all content areas as mandated by the program.
- Teachers – Responsible for academic appropriate practices and progress for each student.
- Teacher Assistants – Responsible for support with academic practices and progress for each student.
- Health – Responsible for ensuring that all students are in compliance with all health requirements as mandated by the program.

Family and Community Partnerships Personnel

- Managers and Content Area Experts – Responsible for the establishment of family partnerships, services to families, and connections with agencies within our community that may provide additional services to our families.
- Parent Involvement Specialist – Responsible for program governance which includes, Policy Committee, Delegate meetings, and center-based parent programs.
- Program Resource Assistants – Responsible for data entry in Child Outcomes Planning and Assessment (COPA), establishing partnerships with families, and providing direct service to enrolled families.
- Social Workers – Responsible for crisis intervention, parent education, observations, and partnerships with families.

Program Design and Management Personnel

- Head Start Director – Responsible for all content areas to ensure compliance with federal mandates and regulations.
- Clerical Personnel – Responsible for record keeping and all clerical duties.
- Program Operations Specialist – Responsible for day-to-day operations and maintaining fiscal compliance in accordance with program mandates.
- Data Manager – Responsible for all data analysis at the citywide/program level.

Other Personnel

- Data Entry – Responsible for the review and/or completion of student enrollment, attendance, and accuracy of COPA information.
- Technology Facilitator – Responsible for purchasing, distributing, and troubleshooting technical equipment, provide training, and maintain inventories of all technology equipment.
- Technology Specialist – Responsible for scheduling, recording, and assisting with technical training for all staff.

Fringe Benefits: \$8,778,258

Teacher Sick and Vacation Pay Rate	2.300%	of base salary
ESPs Sick and Vacation Pay Rate	1.270%	of base salary
Teacher Employer Pension	10.700%	of base salary
Teachers 7% Pick-up by the Board	7.000%	of base salary
ESP 7% Pick-up by the Board	10.625%	of base salary
Health Care Rate per Year	\$9,533	for all participants
Medicare Tax: Employer Portion	1.450%	for all participants
Social Security Tax	6.200%	up to \$106,800
Unemployment Compensation	0.750%	of base salary
Workers' Compensation	1.200%	of base salary

Out-of-Town Travel: \$24,050

Transportation
Per Diem
Hotel
Air Fare

Supplies: \$628,040

General Office Supplies – Paper, folders, pens, markers, ink, etc.

Classroom Instruction Supplies – Manipulatives, crayons, pencils, construction paper, etc.

Parent Involvement Supplies **for All Activities** – Folders, paper, pens, etc.

Professional Development Supplies – Folders, chart paper, instructional supplies, pens, etc.

Health and Nutrition Supplies – Toothbrushes, first aid supplies, toothbrush containers, serving bowls, spoons, etc.

Contractual Partners: \$295,000

Mental Health – Responsible for behavioral assessment data and program compliance.

Quality Assurance – Responsible for ensuring compliance with federal mandates and regulations.

Technology – Responsible for technical training and assistance and equipment maintenance and repair.

Nutritionist – Responsible for monitoring all nutrition areas of the program and providing resources to Health staff.

Medical/Dental Providers – Responsible for health and dental exams and treatment when required.

Other Expenses: \$1,582,062

Our organization is requesting \$1,582,062 to cover the cost of other expenses related to the operation of Head Start. These expenses include, but are not limited to:

Training and Related Expenses
Parent Involvement Program and Activities
Fees
Local Travel Reimbursement
Printing Expenses

Total Proposed Head Start Funds **\$38,351,070**

2. Proposed Non-Federal Share

Required non-federal share equals \$12,783,690. The Chicago Board of Education will provide their non-federal share in the following possible ways:

Personnel

23 teachers @ \$61,802 average annual salary x 100%	\$ 1,421,446
24 teacher assistants @ \$31,925 average annual salary x 100%	\$ 830,050
288 Food Service @ \$53,390 average annual salary x 6%	\$ 1,388,154
144 principals @ \$99,996 average annual salary x 6%	\$ 773,969
144 school clerks @ \$63,550 average annual salary x 6%	\$ 538,317
144 counselors/case managers @ 59,982 average annual salary x 8%	\$ 619,014

Volunteers

7,200 possible classroom parents and volunteers	
245 rooms x 4 parents x 2 hours x 40 weeks x \$11/hour x 75% of time	\$ 646,800

Parent Lunch

4 parents x \$2 x 245 rooms x 170 days x 75% of time	\$ 239,700
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See attached sheet for:

Standard Cost Allocation for 1,200 Sq. Ft. Pre-school Classroom	\$ 6,420,000
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Total Possible Non-Federal Share **\$12,877,450**

3. Other Funds

None

644(a)(2)(A) – The total amount of public and private funds received and the amount from each source.



644(a)(2)(D) – The results of the most recent financial audit:

According to the Federal Audit Clearinghouse, the audit did not reveal any audit findings for the CPS Board of Education Head Start program. The “Federal Awards Expended During Fiscal Year” categories included: Federal Agency Prefix; Extension; Research and Development; Name of Federal Program; Amount Expended; Direct Award, Major Program (If yes, type of audit report); Type(s) of compliance requirement(s); and Audit finding reference number(s).



644(a)(2)(D) – The results of the most recent review by the Secretary (triennial review) were: 1304.40(i)(2); 1304.51(g); 1305.4(e); and 1305.6(c).

644(a)(2)(C) – The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.



Total Number of CPS Children:	8,933
Total Number of CPS Families:	8,450
Average Monthly Enrollment:	7,592 (126.53% of Funded Enrollment)
Percentage of Eligible Children Served:	100 %; funded enrollment was 6,000 children

Health Services



644(a)(2)(E) – The percentage of enrolled children that received medical and dental exams were:

6,700 or 75% of enrolled children received medicals
5,664 or 63% of enrolled children received dentals

644(a)(2)(F) – Information about parent involvement activities.



- Site Meetings
- Area Delegate Meetings (5 per school year)
- Monthly Policy Committee Meetings
- Volunteer Encouragement Activity
- Leadership Training for Head Start Parents and Policy Committee
- Career Development Conference
- Parent Development Conference/Health Fair
- Parent Empowerment Conference
- Finance Workshops
- Nutrition Workshops
- End of the Year Parent Activity (Chicago Bus & Trolley)
- Policy Committee Self-Assessment Training
- Site Self-Assessment
- Policy Committee Subcommittee Meetings
- National Black Child Development Institute Conference
- National Head Start Association Annual Conference

644(a)(2)(G) – The agency's efforts to prepare children for kindergarten include:

The CPS Head Start program prepares children for kindergarten via partnering with the Office of Early Childhood Education in administering the Kindergarten Readiness Tool (KRT) and the Pre-IPT Oral English Language Proficiency Tests. Parents and teachers are provided transition materials: “When I’m 3, where will I be?” and “Early Childhood Programs Transition Change with Continuity: A Handbook for Teachers.” The CPS Head Start program uses an age-appropriate curriculum called Teaching Strategies GOLD. We are in the process of implementing and receiving training on the GOLD. Our previous curriculum was Creative Curriculum.net (cc.net). Supplemental materials are provided to families to enhance literacy activities that support home-school connections. Age and developmentally appropriate screenings are administered to determine a child’s current level, and if there is a need for further evaluative services. These screenings help capture a child’s general health and development, social emotional wellness, and individualized challenges and concerns. The Classroom Assessment Scoring System (CLASS) is used to measure the classroom climate, and to develop professional development opportunities for classroom staff.



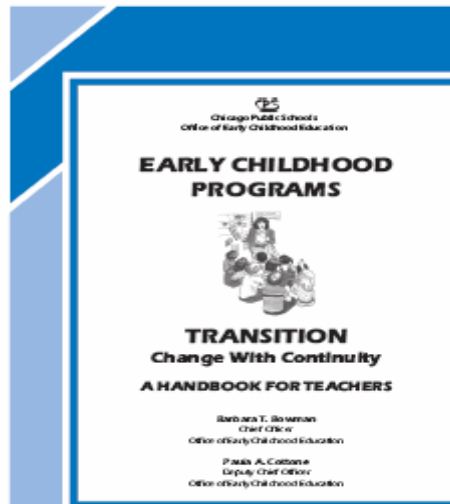
Students entering kindergarten are generally presumed ready to begin formal instruction in the development of reading, mathematics, and language skills. However, students vary considerably in terms of the development of underlying competencies, which are essential for such early school learning. The fundamental purpose of the Kindergarten Readiness Tool (KRT) is to determine the extent to which each of the underlying competencies has been developed, so that instruction may be modified to meet the needs of each student.

**PRE-IPT-ORAL ENGLISH, THIRD EDITION
NES/LES/FES DESIGNATION CHART (NORM YEAR 2004)**

NES/LES/FES DESIGNATIONS BASED ON PRE-IPT-ORAL ENGLISH SCORE LEVELS					
Score Levels	A	B	C	D	E
Ages:					
3-year-olds	NES	LES		FES	
4- and 5-year-olds	NES		LES		FES
NES: Non-English Speaking LES: Limited English Speaking FES: Fluent English Speaking					

Note: If the Pre-IPT is to be used for initial identification at the kindergarten level, students should be identified using the four/five-year-old band. All second-semester kindergarten children should be tested using the IPT I.

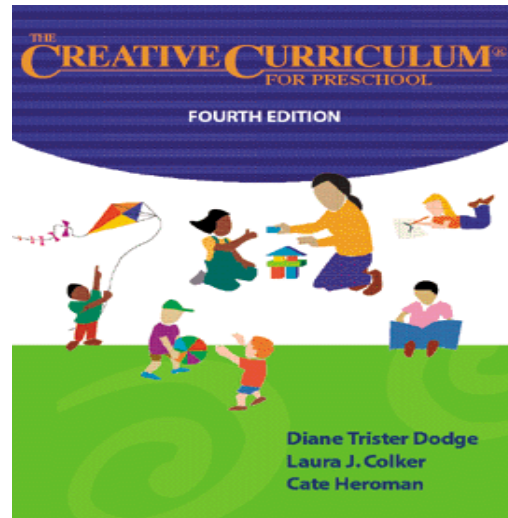
The State of Illinois has mandated that students age three and four entering preschool in public schools will be screened using the Pre-IPT Oral English Language Proficiency Test. Children scoring below a certain level are considered limited English proficient, and are eligible for language support services.



Transition is the period that bridges one stage with the next. It is often a time of ambivalence. While we may be eager to greet the new experiences life holds in store for us, we are often reluctant to let go of the past, and unsure of or anxious about the future. Transition from a preschool program, whether it be in a day care with a public school setting, requires us to focus our attention on the children, parents, and ourselves.



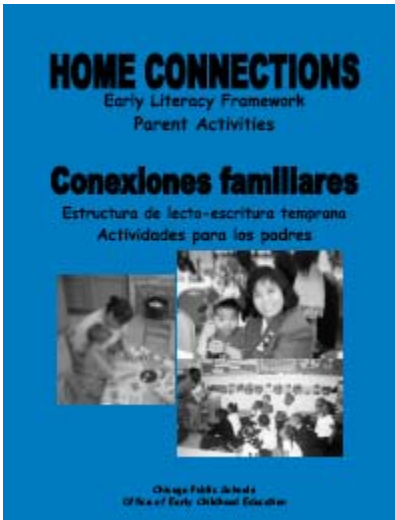
The Teaching Strategies GOLD assessment system uses Developmental and Learning Progressions, which include indicators and examples of widely held expectations for each age group. Color bands are used to indicate the age ranges for the standard developmental and learning expectations. Teaching Strategies GOLD identifies 38 objectives for development and learning – the knowledge, skills, and behaviors that have been identified in the latest research as being the most predictive of school success. Many of these objectives include dimensions which connect content, teaching, and learning in literacy, math, science, social studies, and social development.



The Creative Curriculum is designed for early childhood programs serving children ages 3-5 and rests on a firm foundation of research that responds to new requirements for addressing academic content. The environmentally based approach defines the vital role of the teacher in connecting content, teachings, and learning for preschool children. It consists of a curriculum framework that focuses on interest areas. The relationship between these two features and the foundation of theory and research provide balance for the curriculum.



Blueprint for Early Literacy recognizes that all children need experience with books and structured support to develop oral language and vocabulary, and to build background knowledge. The curriculum includes: intentional read alouds from high-quality children's books as part of themes; author or genre studies to emphasize vocabulary and comprehension skills; and building background knowledge. Center/small group learning applications that stress letter and phonemic awareness, math concepts and counting, independent use of concepts being studied, and the development of learning skills help children to prepare for kindergarten.

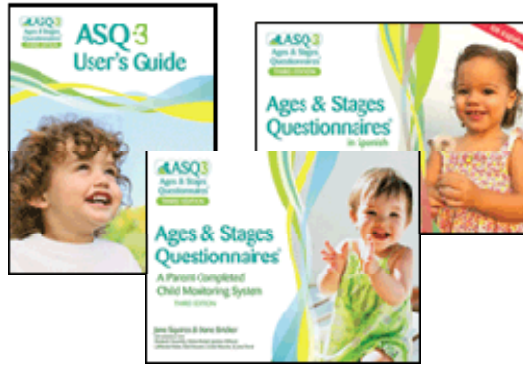


Home Connections is a parent activity book that is available for all families, and it contains information that Early Childhood teachers may share with parents in the form of handouts. Each handout provides specific activities designed to help children develop early literacy skills; the information is available in English and Spanish. These activities are an extension of the classroom and are aligned to the Illinois Early Learning Standards and the Head Start Outcomes Framework.

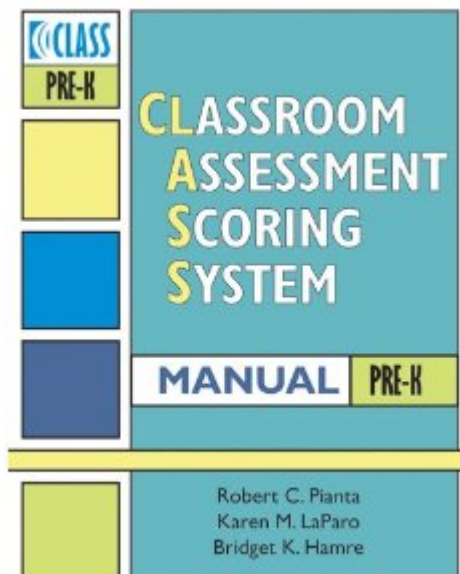


Early Screening Inventory-Revised™

The Early Screening Inventory-Revised (ESI-R) is a brief developmental screening instrument that is individually administered to children from age three to six. This instrument is designed to identify children who may need special educational services in order to perform successfully in school. Because three to four-and-a-half year-old children differ from children aged four-and-a-half to six years in a number of critical areas of development, the revised version includes two forms that are sensitive to the difference between these age groups.



The Ages and Stages Questionnaire (ASQ:SE) is a screening instrument used by the CPS Head Start program to assist in the timely identification of children with social or emotional difficulties through a series of questions answered by parents. Parents are required to complete the questionnaire at the time of their child's enrollment into the program (or as soon thereafter as possible). The questionnaire age intervals are: 3 years; 4 years; and 5 years of age.



The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS dimensions are based on developmental theory and research, suggesting that interactions between students and adults are the primary mechanism of student development and learning. CLASS was developed based on an extensive literature review, as well as on scales used in large-scale classroom observation studies in the National Institute of Child Health and Human Development Study of Early Care, and the National Center for Early Development and Learning Multi-State Pre-K Study.

