



The Salvation Army Head Start Annual Report **2016-2017**



Child Care Programs

Name of Agency: Salvation Army

Administrative Address: 845 W. 69th Street

Phone Number: 773.382.4710

Fax Number: 773.382.4798

Agency Web Site Address: www.salarmychicago.org

Agency Type: Social Service Agency / Non-Profit

Agency Description: The Salvation Army Head Start Programs consist of facilities that are well-equipped and provide developmentally appropriate experiences for children. Each of our centers are licensed by the State of Illinois Department of Children and Family Services. The Salvation Army also offers home-based programs for children 0-5 years of age, as well as a Parenting Program for expectant mothers. The primary objective of the program is to provide a learning environment that supports children and families. The family is viewed as the first and most significant influence of the growth and development of young children. We strongly encourage parents to be involved in all aspects of our Head Start Programs. The Salvation Army implements a preschool curriculum, Creative Curriculum, which adheres to the "total child" approach. The approach views each child as an individual with special abilities, interests, and experiences. Activities are planned to meet each child's capabilities. The child will learn and develop by doing, looking, talking, and discovering how things work



and how they relate to other things in his/her environment. The adults will interact with each child in such a way that the child's thinking skills and abilities will be challenged as well as extended.

Site Locations:

Red Shield - EHS & Head Start Full Day

945 W. 69th Street
Chicago, IL 60621
Phone: 773-358-3225
Hours: M-F (7:00am-5:30pm)

Family Outreach Initiatives – HS Homebased

845 W. 69th Street
Chicago, IL 60621
Phone: 773-382.4702
Hours Vary Based on Families

EHS Homebased (Expectant Mothers)

845 W. 69th Street
Chicago, IL 60621
Phone: (773) 382-4705
Hours Vary Based on Families

Enhanced Day Care Homes - EHS

845 W. 69th Street
Chicago, IL 60621
(773) 382-4704
Hours Vary Based on Families/Providers

Simpson Early Head Start – Full Day

1321 S. Paulina
Chicago, IL 60608
Phone: (312) 492-7799
Hours: M – F (7:30am-5:30pm)

Temple Head Start – Full-Day

1 N. Ogden Avenue
Chicago, IL 60607
Phone: (312) 492-6803
Hours: M-F (7:30am-5:30pm)

New Hope Head Start – Half Days

4255 W. Division
Chicago, IL 60651
Phone: (773) 772-4908
Hours: M – Th.
AM: 8:30am-12:00pm
PM: 12:30-4:00pm

Creative Little Ones Academy/Preschool

2809 W. 59th Street
Chicago, IL 60629
Phone: (773) 476-2562
Hours: M – F (6:00am-6:00pm)
9528 S. Halsted Street
Chicago, IL 60628
773.629.6119
Hours: M-F (6:00am-6:00pm)

Community Areas Served:

- Englewood
- Austin
- Humboldt Park
- Chatham
- Near North
- Chicago Lawn
- North Lawndale
- Bronzeville



- South Shore

Programs

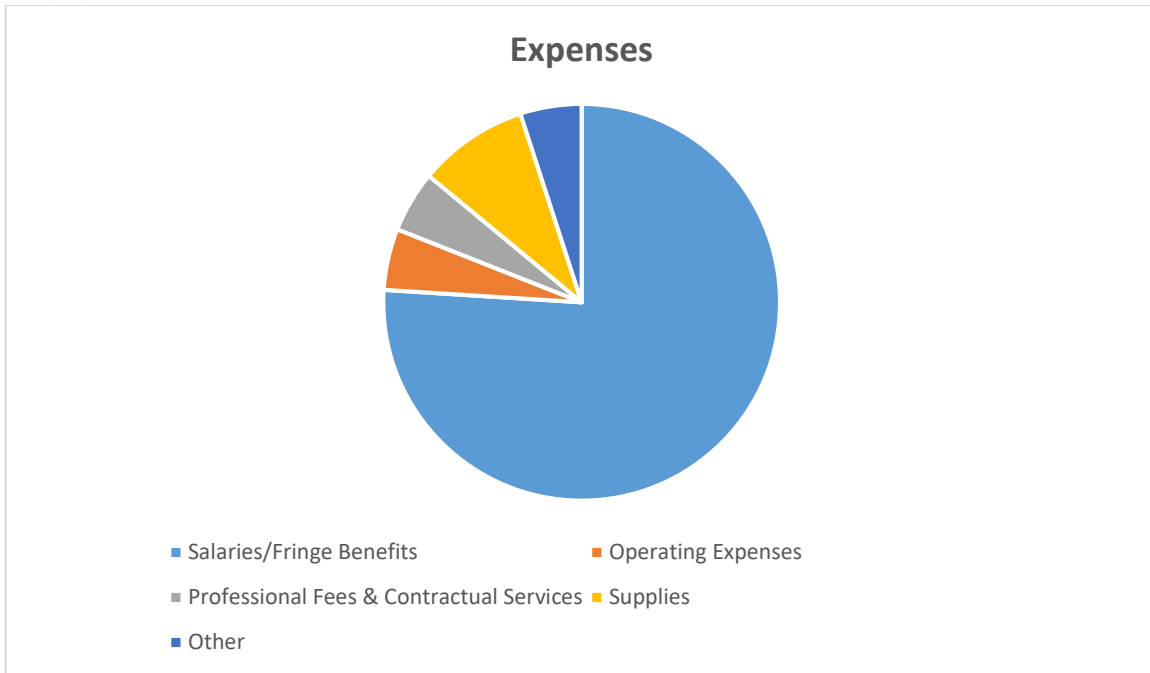
- Infant/Toddler (Early Head Start)
- Preschool (Head Start)
- Home Visiting – Head Start
- Home Visiting – Pregnant and Parenting Moms (Early Head Start)
- Community Partners (Head Start)
- Family Child Care Homes (Early Head Start)

During the 2016 - 2017 program year, Salvation Army:

Overall Budget 2016

Total Public and Private Funds received: \$ **3,204,767.44**

| Public Funds | | Private Funds | |
|---|--------------------------|---------------------------------|--------------|
| Source | Amount | Source | Amount |
| Federal - (Early/Head Start) | \$485,170 \$1,156,611 | In-Kind | \$518,055.35 |
| State – Child Care | \$200,673.09 | Private and Foundational Grants | \$105,000 |
| CCP | \$254,088 | | |
| CPS (Community Partnership-Preschool for All/Preventive Initiative Corporations | \$485,170 | | |



Children and Families Served

Funded Enrollment

HS Full Day (CB) 40 Part-Day (CB) 68 Home Based HS 36 HS Partner Slots 40
 EHS (CB) 16 Home Based EHS 16 FCCH 16 EHS - CCP 16

Total Funded Enrollment: HS 184 EHS 64

| Ethnicity | Early Head Start | | Head Start | |
|---|---------------------------|-------------------------------|---------------------------|-------------------------------|
| | Hispanic or Latino origin | Non-Hispanic or Latino origin | Hispanic or Latino origin | Non-Hispanic or Latino origin |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 |
| Black or African American | 1 | 76 | 3 | 112 |
| Native American or other Pacific Islander | 0 | 0 | 1 | 0 |
| White | 4 | 0 | 46 | 0 |
| Biracial/Multi-Racial | 3 | 1 | 10 | 8 |
| Other | 0 | 0 | 0 | 2 |



**DOING
THE MOST
GOOD**

| | | | | |
|--|----------|----------|-----------|----------|
| Unspecified 1. Explain: 17 Latino Only Identified Families. 2 children from the same family, did not identify race or ethnicity | 2 | 0 | 16 | 2 |
|--|----------|----------|-----------|----------|

| Primary Language of family at home: | Early Head Start | Head Start |
|--|------------------|------------|
| English | 84 | 155 |
| Spanish | 3 | 43 |
| Native Central American, South American, and Mexican Languages | 0 | 0 |
| Caribbean Languages | 0 | 0 |
| Middle Eastern & Southern Languages | 0 | 0 |
| East Asian Languages | 0 | 0 |
| Native North American/Alaska Native Languages | 0 | 0 |
| Pacific Island Languages | 0 | 0 |
| European & Slavic Languages | 0 | 0 |
| African Languages | 0 | 0 |
| Other | 0 | 0 |
| Unspecified | 0 | 0 |

Number of Pregnant Moms Served: 4

Number of Special Needs Children Served: 19

Total Children Served: 262

Total Families Served: 242

Average monthly enrollment: 77.71%



Health

| | Received Medical Exams | Received Dental Exams |
|--|------------------------|-----------------------|
| % of EHS Children Health Services | 100% | 100% |

| | Received Medical Exams | Received Dental Exams |
|---|------------------------|-----------------------|
| % of HS Children Health Services | 100% | 100% |

Parental involvement in Directly Operated, Delegate and Partner Agencies

Parent Education Activities

Health: Each month a newsletter goes out to the 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. Families were invited to participate in health activities related to the Unit of Study monthly. Families also received monthly health reminders for medical and dental services.

Mental Health: Parents received training on coping with community violence, child abuse and neglect, children’s social emotional development, and children’s intellectual, emotional and social development. Early Head Start and Head Start classrooms received two visits from a Mental Health Consultant and individualized services were provided on an as needed basis.

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 with books and stories. Some of our sites held a book fair and children were able to receive free books during the Program Wide Open House. Teachers have read a louds at least twice per day and more when time permits. Each classroom has a variety of multicultural and differing abilities books.

Community and Social Services: The Salvation Army held an Open House event where families were able to receive free health services from Rush Clinic and children were able to



receive dental services on the Colgate Dental Van. Families also received information about other community services available in all of the communities that the Salvation Army provides child care services. Children were able to make arts and crafts with their parents and take them home.

Parent Committee Meetings: Once a month a Parent Policy Committee Meeting is held and each site hosts a parent site 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: The Salvation Army's Home Based programs conduct Socializations twice per month and families had the opportunities to attend Northerly Island, the Sandridge Nature Center, Du Sable Museum African Dance event, and the Discovery Center Brookfield Zoo. Home based families also had the opportunity to participate in the Eden's Place Earth Day Celebration and the Cricket Hill Chicago Kite Event.

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 were six Head Start classrooms, inclusive of half-day and home based programs. All classrooms are designed to have two teachers in each room; along with a paraprofessional in classrooms for students who have an Individualized Education Plan. Each child receives regular developmental assessments utilizing the MyTeachingStrategies assessment tool, which regularly evaluates each child's individual 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 to four 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.

2 – 3 Year Old Yellow

Reports Used: TSG Snapshot and Growth Reports

| Total Number of Children – 15 | Below Expectations | Meeting Expectations | Exceeding Expectations | % of Growth Fall to Spring |
|-------------------------------|--------------------|----------------------|------------------------|----------------------------|
| Social Emotional | 7% | 86% | 7% | 1% |
| Physical – Gross Motor | 7% | 93% | 0% | 3% |
| Physical – Fine Motor | 0% | 87% | 13% | 0% |
| Language | 27% | 67% | 6% | 4.7% |
| Cognitive | 0% | 73% | 27% | 6.3% |
| Literacy | 7% | 80% | 13% | 8.6% |
| Mathematics | 7% | 80% | 13% | 9% |

Strengths:

- The most growth from the Fall to the Spring Checkpoints was in the developmental area of Literacy.
- 80% or more of the children are Meeting or Exceeding Expectations in Social-Emotional, Physical (Fine & Gross), Literacy, and Mathematics.

Areas for Improvement:

- Language has 27% of the children below expectations which means there are 4 children who need individualized support to increase their language skills.

Preschool 3 Class/Grade (Green)

Report Used: TSG (Snapshot and Growth Reports)

| Total Number of Children - 67 | Below Expectations | Meeting Expectations | Exceeding Expectations | % of Growth Fall to Spring |
|-------------------------------|--------------------|----------------------|------------------------|----------------------------|
| Social Emotional | 24% | 51% | 25% | 6.3 |
| Physical – Gross Motor | 30% | 52% | 15% | 3.3 |



| | | | | |
|-----------------------|-----|-----|-----|------|
| Physical – Fine Motor | 1% | 88% | 7% | |
| Language | 25% | 59% | 15% | 7 |
| Cognitive | 6% | 70% | 24% | 8.7 |
| Literacy | 12% | 52% | 36% | 13.7 |
| Mathematics | 12% | 58% | 33% | 7.5 |

Strengths:

- The most growth from the Fall to Spring Checkpoints was in Literacy; 13.7%. Language, Cognitive, Mathematics, and Social-Emotional had high percentages of growth as well.
- Cognitive and Physical (Fine Motor) showed that over 70% of the children were meeting and/or exceeding expectations.

Areas for Improvements:

- Teachers need additional professional development on implementing students Physical (Gross) Motor skills because this area had the least growth.
- Teachers need more hands-on and interactive training in the areas of Literacy and Mathematics.

Pre-K Class/Grade (Blue)

Report Used: TSG (Snapshot and Growth Reports)

| Total Number of Children - 56 | Below Expectations | Meeting Expectations | Exceeding Expectations | % of Growth Fall to Spring |
|-------------------------------|--------------------|----------------------|------------------------|----------------------------|
| Social Emotional | 25% | 55% | 20% | 7.1 |
| Physical – Gross Motor | 21% | 75% | 0% | 3.1 |
| Physical – Fine Motor | 23% | 61% | 14% | |
| Language | 25% | 57% | 16% | 6.4 |
| Cognitive | 23% | 55% | 20% | 6.5 |
| Literacy | 7% | 82% | 11% | 13.1 |
| Mathematics | 21% | 66% | 11% | 6.6 |

Strengths:

- The most growth was shown in Literacy from the Fall to the Winter Checkpoints; over a 13% increase.
- There was a 6 – 7% increase in Social-Emotional, Language, Cognitive, and Mathematics.



Areas for Improvement:

- There was a high growth increase for students in the blue color band. Teachers have received training; however, allowing the teachers more time to plan will be key in continuing the student outcomes.

Total Number of Children Transitioning to Kindergarten: 56

Report Used: TSG Comparative Report

| Developmental Area | Number of Children Emerging | Number of Children Accomplished |
|--------------------|-----------------------------|---------------------------------|
| Social-Emotional | 27% | 73% |
| Physical | 29% | 71% |
| Language | 30% | 70% |
| Cognitive | 29% | 71% |
| Literacy | 25% | 75% |
| Mathematics | 41% | 59% |

Strengths:

- According to the Gold Readiness Report from TSG, over 70% of the children are accomplished in 5 out of the 6 areas of development.

Areas for Improvement:

- There were only 59% of the children that were accomplished in Mathematics. The classroom is filled with developmentally appropriate materials that will strengthen the students' mathematic skills; however, teachers need in-depth training on using the materials to increase math. Teachers' also need in-depth training in taking intentional observations that focus on children's math abilities.

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 FY 2016.