



Educate ★ Nourish ★ Empower

One Hope United Early Head Start Program

Annual Report 2014



One Hope United - Delegate Agency

Program Number: 05-CH8341-201
Program Name: One Hope United
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Agency Type: Private/Public Non-Profit

Agency Description

One Hope United provides advocacy, support and comprehensive early childhood education services to vulnerable children and families through a diverse array of prevention, intervention, and community-based programs and services.

Program Philosophy

OHU's early childhood program philosophy is grounded in the premise that parents, families and communities are the principal influences on the development of children. We know that parents and the family are the first and most important teachers of their children. We want to work together to help your child reach his or her fullest potential. All families need support, and our programs are specifically designed to help meet your needs.

The early childhood program is dedicated to helping families raise strong and healthy children. We believe that the best way to do this is to form partnerships with parents and the families of children. These partnerships are based on mutual trust, understanding, respect and common goals.

Research has shown that most of a child's potential for learning is established by age 6. During these early years, children need a stimulating environment that will enable them to build their own knowledge through many and varied opportunities to see, hear, smell, taste and feel. They need opportunities to explore and experiment, to question and guess, to fail and try again. Most importantly, children need a nurturing environment, where they can feel secure and can trust that they are loved and cared for. These objectives require teachers who are trained to be *edu-caring* professionals, to be competent in providing both education and loving care.

Site Locations

Waukegan Early Learning Center
1500 Sunset Ave., Suite B
Waukegan, IL 60087

Waukegan Home Visiting Program
2115 Ernie Krueger Circle
Waukegan, IL 60087

Community Areas Served

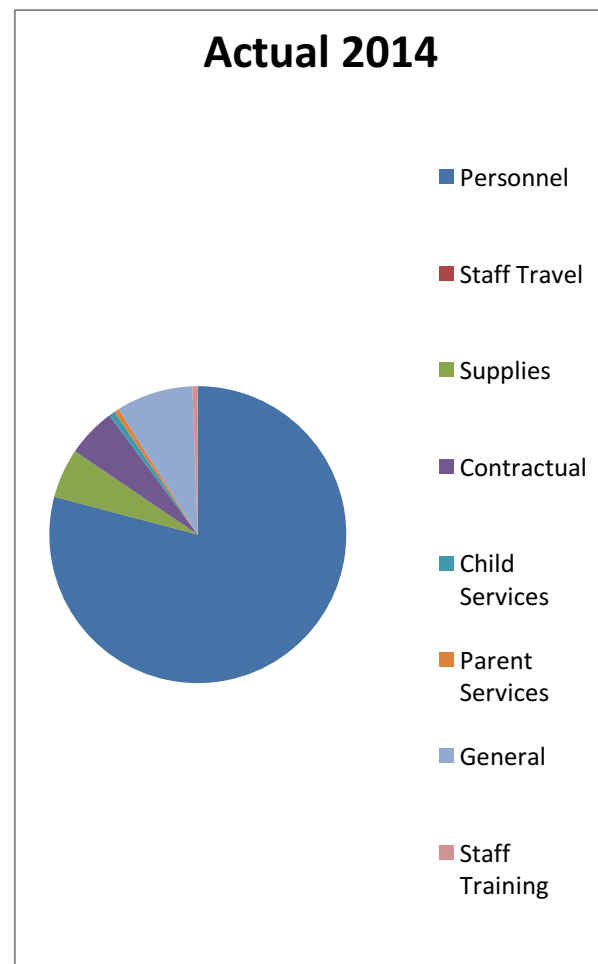
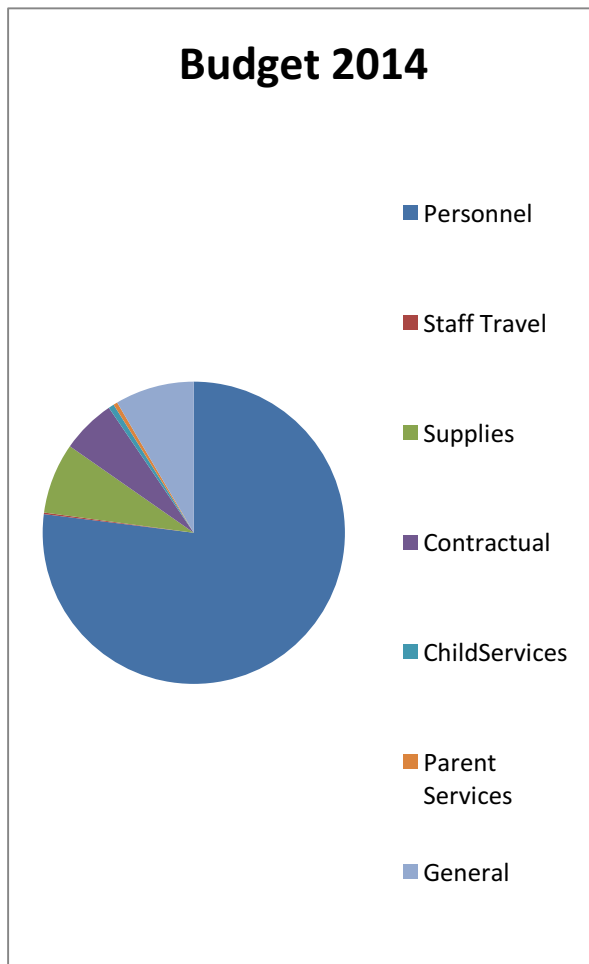
Waukegan Township including:
Waukegan
Beach Park
Park City
North Chicago

Overall Budget 2014

Total Public and Private Funds received: \$ 1,121,060

Public Funds		Private Funds	
Source	Amount	Source	Amount
Federal	593,484	Individuals, Corporations, Foundations, etc.	15,025
State	313,928	In-kind	147,316
Local School District	0	Program Service Fees	20,409
Other – ISBE food	30,898	Other – Other Agency	
Total	\$938,310	Total	\$182,750

2014 Budget and Actual Expenditures



Children and Families Served

Grantee Funded Enrollment

	Head Start Enrollment	Early Head Start Enrollment
Center-based Program		
a. 5 days per week	0	40
1. Full-day enrollment	0	0
2. Part-day enrollment	0	0
b. 4 days per week	0	0
1. Full-day enrollment	0	0
2. Part-day enrollment	0	0
Home-based Program	0	26
Unallocated Slots	0	0
Total:	0	66

One Hope United Early Head Start Program

Total Children Served: 100

Total Families Served: 82

Average monthly enrollment (as percentage of funded enrollment): 86%

Number of Eligible Children in Community, ages 0 - 2	1953
Percentage of children served in agency	5%

Health

Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	Percentage (%) of preschool children completing professional dental exams
74%	N/A

Of the children diagnosed with a chronic condition needing medical treatment, the percentage of children who received treatment – 100%

Of the preschool children needing dental treatment, the percentage of preschool children who received dental treatment – 100%

Parental involvement

One Hope United regards parents and families as the most important influence in a child's life. Families play a critical role in helping their child to be ready for school and for a lifetime of academic success. Our goal, at every age level, is to partner with families in the important process of keeping children safe, promoting good

health, providing loving care and strengthening families. Studies indicate that children do better when parents are interested and involved. Young children thrive when their families are a part of the life of the program. Families are stronger when they have the support of each other and the community.

One Hope United Head Start programs would like to highlight Parent Involvement activities that have occurred in the past year which are aligned with the Parent, Family and Community Engagement framework:



Family Well-Being

Parents and families are safe, healthy and have increased financial security.

- 73% of enrolled families received services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- 63% of enrolled families received services under Supplemental Nutrition Assistance Program (SNAP)
- 22% of families received housing assistance
- 29% of families received health education services
- 89% of families received at least one family service as reported in the PIR

Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

- Parent-child activities included Monthly story-time with the librarian, Open House and Family Literacy Night to provide opportunities for parents to nurture their child's learning and development.
- 15 fathers/father figures participated in regularly scheduled activities designed to involve fathers/father figures.
- 23 parents provided volunteer services to the Early Head Start Program.
- Bimonthly socialization activities afforded opportunities for parents to participate with their child in activities to support their child's development and learning.

Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting.

- 43% of families received job training, ESL classes or were enrolled in school.
- 38% of enrolled families received parenting education
- Monthly Parent Committee meetings were provided.
- Parent workshops were provided on a variety of topics including Nutrition, Health & Safety, Pedestrian Safety, Stress Management and Positive Parenting and Guidance.
- Two home visits and two parent-teacher conferences were provided during the school year to engage families in conversation about their child's development, progress and goals.
- Home visitors worked with families on a weekly basis to enhance their observation skills and left parents with developmentally appropriate activities to work on with their child between home visits.

Family Engagement in Transitions

Parents and families support and advocate for their child's learning and development as they transition to new learning environments.

- Parents of children with disabilities received services to support their child's individual developmental needs.
- Information was provided to families regarding Head Start and other options for their child once they were ready to transition to preschool.
- The Mental Health Consultant provided parent education related to supporting their child's transitions into and out of the program as needed.

Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social well-being and community life.

- Health Service Advisory Committee meetings took place twice during the school year as a forum for families and community agencies to discuss child health needs in the community.
- Male involvement activities were planned to develop social networks for fathers and engage fathers in activities that support their child's development and learning.
- Week of the Young Child Activities were planned
- The Parent Policy Committee met monthly and helped parents to develop leadership and advocacy skills while engaging in a network of support with other parents across all One Hope United Head Start centers.

School Readiness

Teachers received ongoing training on utilizing the Creative Curriculum and Teaching Strategies GOLD assessment tool this year to support their transition from the High Scope Curriculum. By completing ongoing observations, teachers have become more attuned to children's individual needs and development. An Infant-Toddler Specialist will be working with staff on an ongoing basis in the coming year to further develop their knowledge and skills in implementing the curriculum and assessment tool. A couple of areas of focus this year have been literacy and the development of fine motor skills.

Literacy

Teachers and home visitors have been introducing books in the classroom and in their home visits more often — in individual and group settings — which has increased the children’s interest in books. This increased interest has been supported by monthly visits from the local librarian, who reads and sings with the children. The program also ordered and received book donations, which have improved the classroom’s access to a variety of high quality, age-appropriate children’s books. As part of home visits, staff frequently leave books for parents and children to use between visits.

Fine Motor Skills

Teachers and Home visitors are providing planned experiences to increase manual dexterity including tearing paper, stringing large beads, finger painting, using chunky crayons and engaging children in fingerplays. A greater variety of sensory experiences including painting, water play and playdough have been offered. Older children are learning to use scissors, using paint brushes with water color paints and Q-Tips.



Transition Activities

Teachers and FSS have helped to support transitions into the program by ensuring that home visits occur prior to the child starting in the program. Teachers also support returning children and families as they transition to their “new” classrooms by conducting home visits prior to the change and providing children many opportunities to visit their “new” classroom. Children and families enjoyed painting and water play activities at the End of the Year celebration. Children transitioning on to Preschool / Head Start Programs were recognized.

Programmatic changes have been made to reduce the number of transitions for children including having assistants assigned to specific classrooms which allows children to build stronger relationships and attachments.

The transition policy has been drafted to decrease the frequency of transitioning between classrooms and allowing children to remain with their teacher and classmates for a longer period of time.

Summary of Audit Findings

There were no financial audit findings for FY2014.