

General Information

Name of Agency **Family Focus**

Program Number:

Program Name: Family Focus

Address: 5467 S. University

Phone Number: 773-643-0452

Fax Number: 773-643-0620

Head Start Director Name: Claudia Rivera

Head Start Director Email: Claudia.rivera@family-focus.org

Agency Web Site Address: www.family-focus.org

Agency Type: Non-Profit

Agency Description: Social Service

Site Locations:

Hyde Park Preschool Center

5467 S. University Ave,
Chicago, IL 60615

South Shore Center

7037 S. Stony Island
Chicago, IL 60649

Community Areas Served:

Hyde Park

Kenwood

Washington Park

Woodlawn

South Shore

Head Start Program Overview:

Financials Funding Year 2022
 Total Funds: 1,710,877
 SOURCE AMOUNT

Federal: 1,829,176

State: 895,798

Local District: -

Private: 40,970

In-Kind: -

Other: -

FY 2022 and Actual Expenditures		
	Budget	Actual
Sub-Recipient	-	-
Personnel	1,039,902	1,039,902
Fringe benefits	219,498	219,498
Contractual	262,840	262,840
Other	142,835	142,835
Supplies	68,807	68,807
Travel	-	-
Equipment	-	-
Facilities/Construction	-	-

Early Head Start Program Overview:

Financials Funding Year 2022
 Total Funds: 1,003,489
 SOURCE AMOUNT

Federal: 1,072,875

State: 525,416

Local District: -

Private: 24,030

In-Kind: -

Other: -

FY 2022 and Actual Expenditures		
	Budget	Actual
Sub-Recipient	-	-
Personnel	708,488	708,488
Fringe benefits	154,010	154,010
Contractual	8,300	8,300
Other	116,691	116,691
Supplies	16,000	16,000
Travel	-	-
Equipment	-	-
Facilities/Construction	-	-

Our Children and Our Families

Number of Children Served in 2022-2023

	Funded Enrollment HS	Number of Children Served in HS	Funded Enrollment EHS	Number of Children Served in EHS
Center-based	145	144	40	46
Home-based			24	28
Family Childcare				
Total:	145	144	64	74

Enrollment Statistics

Highest Level of Education by Family	Percent
Advanced/Bachelors	19%
Associate/Vocational/Some College	35%
High School Graduate/GED	42%
Less than High School Graduate	4%
Did not answer 3%	0%

Race / Ethnicity of Participants

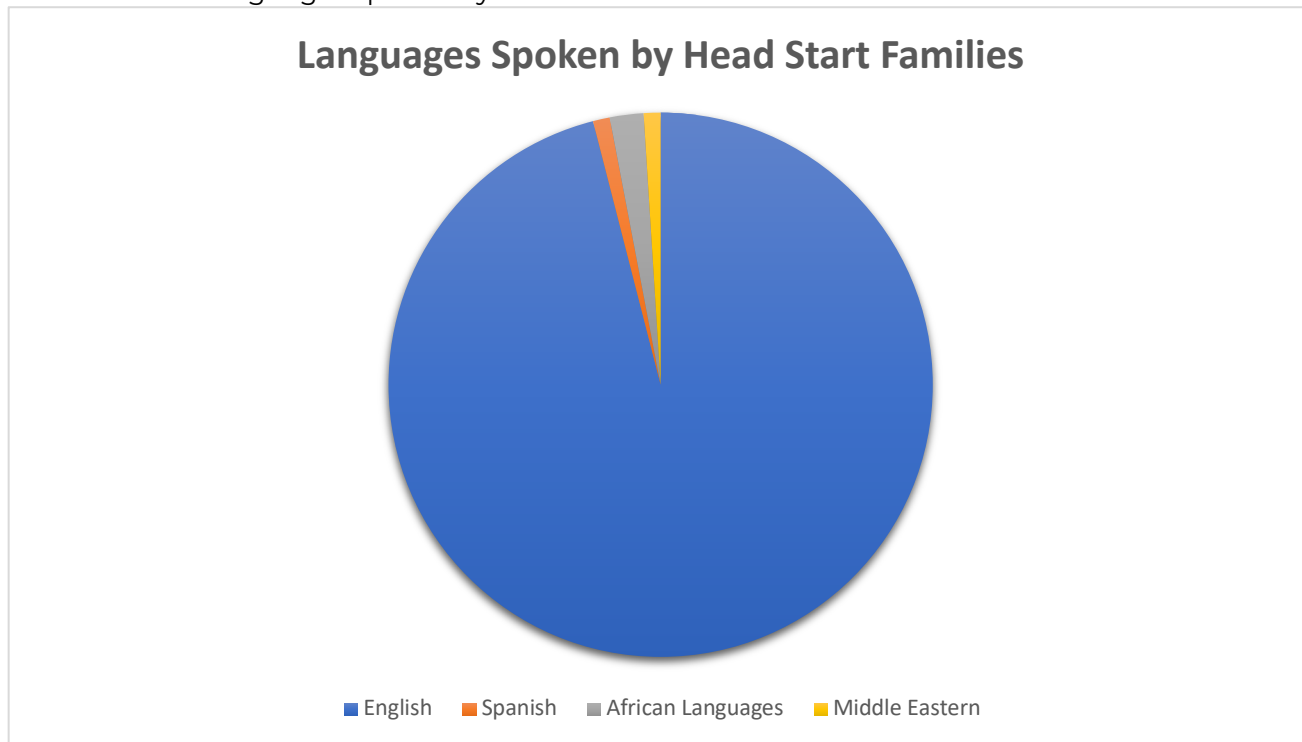
Race/Ethnicity of Participants	Percent
Hispanic of any race	4%
Black or African American	93%
Asian	.9%
White	.9%
Multiracial/Biracial	2%

Ages of Children and Pregnant Women Served in Head Start / Early Head Start

- 25% 4 years old
- 27% 3 years old
- 30% 2 years old
- 9% 1 year old
- 9% less than 1 year old
- 0% Pregnant Women

Languages Spoken by Head Start Families

Insert Chart of languages spoken by Head Start families.



Preparing Children for Kindergarten

- The teachers used the School Readiness Goals provided by Start Early in the lesson plans.
- The teachers implemented the “Let’s Get Ready for Kindergarten” study.
- The teachers read books on going to kindergarten.
- The coordinator helps parents with the application for kindergarten.
- The Education Supervisor wrote letters to the school for children who were going to kindergarten to inform them that they did do a year in Preschool.
- Parents were given activities for kindergarten to support the children transitioning, transition plans were created for each child and shared with the parents.
- Children were given opportunities to recognize self as a unique individual having their own abilities, characteristics, emotions, and interests. Children learned about belonging to family, community, and other groups.
- Children were given opportunities to demonstrate recognizing several objects in a small set. The ability to understand the relationship between numbers and quantities. Children learned to compare numbers, associate a quantity with written numerals up to 20, and begin to write numbers.
- Child developed knowledge and skills that help promote nutritious food choices and eating habits. Children increased their knowledge of personal safety practices and routines.
- Daily activities were provided to encourage phonetic and phonological awareness, nursery rhymes, reading stories that incorporate rhymes, beginning sound activities and clapping, demonstrating knowledge of alphabet by naming letters out of sequence, writing letters, and identifying letters in their names.
- Comprehending read aloud, reading books 3 times a day so that children can properly understand, and articulate information read, recall information, discuss information, and ask and answer open ended questions related to books read.

Teacher Level of Education	Percent
Master’s Degree	7%
Bachelor’s Degree	46%
Associate Degree	32%
Child Development Associate	4%
Home Visitor Credential	0%

Classroom Assessment Scoring System

Summary of CLASS observation:

The EHS and Head Start were observed by a Certified CLASS Observer. Each classroom received scores.

Hyde Park Head Start Classrooms:

Rainforest:

Educational Support: 6.69
 Classroom Organization: 6.50
 Instructional Support: 2.92

Rainbow:

Emotional Support: 6.25
 Classroom Organization: 6.25

Instructional Support: 2.83

Secret Garden:

Emotional Support: 6.81
 Classroom Organization: 7.00
 Instructional Support: 3.75

Hyde Park EHS Classrooms

Lady Bugs

Responsive Caregiving: 6.19

Fireflies:

Emotional Support: 5.50

Engaged Support of Learning: 3.33

Caterpillars:

Emotional Support: 5.75

Engaged Support of Learning: 3.42

Butterflies:

Emotional Support: 6.95

Engaged Support of Learning: 4.67

Bumble Bees:

Emotional Support: 6.60

Engaged Support of Learning: 4.17

South Shore Head Start Classrooms

Pansies:

Emotional Support: 6.19

Classroom Organization: 5.58

Instructional Support: 3.92

Roses:

Emotional Support: 6.75

Classroom Organization: 5.67

Organizational Support: 4.25

Family Engagement

Summary of Parent Education Activities/ Parent Committee Meetings/Other special gatherings or activities Male Involvement/ resources provided to families.

Parent Education and Father Engagement Activities

Our PAT activities & Father Engagements are in place to help us build positive and goal-oriented relationships between us, our families, and the children we serve. It is based on mutual respect, collaboration, and communication. It is also a shared responsibility and a framework for improving teaching and learning. Parent Engagement has provided families the opportunity to interact with their children in developing their language, motor, cognitive, social emotional skills, and sensory skills. This helps prepare them for transitions and eventually Kindergarten readiness skills. Father Engagement has been essential in having male role models get to know one another; while also, being more involved in their child's educational learning. Family Support Specialist hosted family engagement activities ranging from: Read along with dad, snowflake cutouts, building a snowman, thankful turkeys and much more.

Parent Committees Meetings

The 2022-2023 Program year was comprised of two parent meetings per month covering a wide array of topics. Each parent meeting consisted of a door prize, raffles, giveaways, and light refreshments. The parent meetings were all facilitated by the Site Director. Each meeting began with a welcome address followed by staff/parent introductions, an ice breaker and meeting norms. Next, the meeting topic was apprised by the selected presenter. Meeting topics were presented by the Site Director, Family Support Specialist, Education Coordinators, Health Coordinators, Mental Health Consultant, and special guest speakers. Following the information presented, time was allotted for questions, comments and or concerns of families. The Site Director concluded each meeting with closing remarks and thanking the parents for attending. Monthly topics for this program year are as follows:

- September: Parent Orientation (Parent Handbook)/ Mental Health Orientation /Pedestrian Safety Training / Health Requirements / The benefits of good attendance /Safe Sleeping Practices/ Purpose of Developmental Screenings
- October: Stress Management & Preparing your child for success in school/ Preparing your child for preschool/Kindergarten Transitions (Option for knowledge)/ Medical/Dental Home
- November: What is Mental Health? Typical and Atypical Child Development/ Supporting your child's educational transitions/ Substance Abuse
- December: Family Well -being /Safety Training/Health Insurance
- January: Emergency First Aid & CPR/ Domestic Violence/Building relationship with your child

- February: Importance of Medical and Dental home/ Oral Health/ Safety at home and school
- March: Nutrition/ Parent Curriculum (P.A.T)
- April: Mental Health- Childhood Violence/ / Financial Literacy
- May: Transitioning to Preschool/Kindergarten
- June: Kindergarten Readiness/Transitions

Parent Policy Committee Meetings

Parent Policy Committee meetings are held monthly. During these meetings the parents were provided with program information that required them to review, ask questions, and sometimes approve. They received enrollment, attendance, meals, and disabilities information, HR reports, finance reports, and program highlights and challenges.

The following are the trainings the PPC received.

- ERSEA Training 11.30.22
- HS 10 Roles and Responsibilities Training 11.30.22
- Leadership Training 12.20.22
- Parliamentary Training 12.20.22
- HR- Personnel Training 12.20.22
- Self-Assessment Training 1.26.23
- Financial Training 3.23.23
- Health Training – 4.27.23
- Curriculum Training – Scheduled for June 29th.

Summary of special gatherings

In addition to the parent meetings, the 2022-2023 Program year was comprised of special gatherings. We began the program year by Welcoming back our kiddos with a week of classroom activities. As the program year continued, children and families participated in a variety of events. These events consisted of our Fall Harvest Festival where children picked a pumpkin, and participated in outdoor games including a bouncy house, giant checkers, giant Jenga, mega bubbles, hopscotch, and much more. Children celebrated Hispanic Heritage month by eating Hispanic foods, listening to Hispanic music, making sombreros, participating in a parade wearing their hand made sombreros and shaking maracas, and reading Hispanic books. Throughout the program year our children participated in many more special gatherings that filled their hearts with joy and brought smiles to their faces. These special gatherings were Week of the Young Child, Home school connections, Black History Month, Teacher Appreciation Week, Breast Cancer Awareness, Domestic Violence Awareness, Mother's Day, Father's Day, Autism Awareness, Child Abuse Prevention, Cinco De Mayo, Scavenger egg hunt, Kwanza and Hanukkah, Valentine's Day and Child Safety Week. We were very excited as a Site to engage our children and families in a meaningful activities and we are looking forward to closing the program year with an even more special event, our Step-Up Ceremony. To provide quality service, we must have resources that will benefit and help families and the children we serve meet their goals and/or needs. Having resources is also an effective way to better collaborate within the community as well as establish partnerships. We currently have resources that help families establish housing, medical, TNAF, and/or SNAP benefits, information on budgeting and financial support, food pantries, assistance with transportation, employment, adult training, mental health, as well as resources that will provide assistance to families with children of special needs.

Pandemic Response

Family Focus is committed to ensuring that children's health and safety is central in our efforts to provide in-person services at our centers. We have committed our attention and best efforts to remaining engaged with city and government leaders, the Centers for Disease Control (CDC), Illinois Department of Public Health (IDPH), and Chicago Department of Public Health (CDPH) to ensure the safest protocols to program and services.

We are committed to implementing and meeting all requirements that have been shared by the divisions above, which include temperature checks, social distancing, and face coverings. These measures to maintain the health and safety wellbeing of all at our agency while continuing to provide services.

Child Outcomes

Summary of 2022-2023 Child Outcomes

When reviewing the data there were gains and challenges in all areas. The areas we will need to work on more are Language Literacy, Cognitive, and Math. Discussing this with the teachers they have seen an increase in behaviors. The teachers have added resources to increase social emotional development. They added Scribble Your Emotions materials, Calming Cards, Poster size Feeling Thermometer, and calming areas for children to use when learning to regulate their emotions. The teachers have added more social emotional activities to increase language and literacy in children's daily communication. The current teaching staff feel that the current data was correct, and they see where the strengths are and the areas of improvement. The children who have been diagnosed with a disability the teachers are continuing to use the updated Implementation plans, and the children who are suspected the teachers are using the interim plans.

Services for Children with Special Needs

Summary of services provided to children with special needs during the program year 2022-2023

This year we reached our 10% requirement in Head Start we have 19 IEP's. In EHS we have 4 and are at 4.6%. The Education Coordinators worked with a teaching team to work with the children with a diagnosed disability. The Inclusion Aides have also provided extra support in the classroom.

Family Focus improved with recruiting and enrolling children who have an IEP or an IFSP in place. Family Focus will continue to work with the LEA's (CPS/EI) on follow ups with evaluations and follow-up on children who have been evaluated and receive an IEP or IFSP to get their services through the LEA.

Health Services

Percent of Children Meeting Health Requirements 2022 -2023

	Health Insurance	Medical Home	Dental Home	Professional Dental Exam	Current EPSDT	Up to date Immunizations
Center-based Program	95%	93%	92%	56%	34%	80%
Home-based Program	93%	100%	93%	32%	25%	75%
Family Childcare Home	N/A	N/A	N/A	N/A	N/A	N/A

Mental Health Services

Summary of mental health services provided during the program year 2022-2023

The MH Consultant has completed 2 Classroom observations for all programs. She has conducted some individual observations with parent consent for the children. She has completed some Parent and Staff consultations for the children and classrooms she observed. She has provided parent and staff training. It has been a challenge to retrieve the documentation from the MH Consultant and this is something that needs improvement on her part.

Our community

Community Assessment Highlights

Kenwood/ Hyde Park	60615	Residents living in ZIP code 60615 are primarily Black or African American. The number of people in their late 20s to early 40s is extremely large. There are also a substantial number of single adults and a small number of families. The percentage of children under 18 living in the 60615 ZIP code is small compared to other areas of the country.
Washington Park	60617	Residents living in ZIP code 60617 are primarily Black or African American. The number of people in their late 20s to early 40s is extremely large while the number of middle-aged adults is large. There are also an extremely large number of single parents and an extremely small number of families. The percentage of children under 18 living in the 60617 ZIP code is large compared to other areas of the country.
Woodlawn	60637	Residents living in ZIP code 60637 are primarily Black or African American. The number of people in their late 20s to early 40s is extremely large while the number of young adults is extremely large. There are also an extremely small number of families and an extremely large number of single parents. The percentage of children under 18 living in the 60637 ZIP code is large compared to other areas of the country.
South Shore	60649	Residents living in ZIP code 60649 are primarily Black or African American. The number of people in their late 20s to early 40s is extremely large while the number of middle-aged adults is large. There are also an extremely small number of families and an extremely large number of single parents. The percentage of children under 18 living in the 60649 ZIP code is slightly higher than average compared to other areas of the country.
Kenwood/ Hyde Park	60615	Residents living in ZIP code 60615 are primarily Black or African American. The number of people in their late 20s to early 40s is extremely large. There are also a substantial number of single adults and a small number of families. The percentage of children under 18 living in the 60615 ZIP code is small compared to other areas of the country.

Hyde Park: The data shows that in the Hyde Park Community there are 22% of families living in poverty. These families have 32 children ages 0-2 and 38 children ages 3-5 who have children eligible for Early Head Start/Head Start and are not enrolled in Early Head Start/ Head Start Program. There are 63 children ages 0-2 and 55 children ages 3-5 who have children eligible for childcare subsidies in center-based care.

Kenwood: The data shows that in the Kenwood Community there are 22% of families living in poverty. These families have 114 children ages 0-2 and 127 children ages 3-5 who have children eligible for Early Head Start/Head Start and are not enrolled in Early Head Start/ Head Start Program. There are 105 children ages 0-2 and 95 children ages 3-5 who have children eligible for childcare subsidies in center-based care.

Washington Park: The data shows that in the Washington Park Community there are 44% of families living in poverty. These families have 188 children ages 0-2 and 209 children ages 3-5 who have children eligible for

Early Head Start/Head Start and are not enrolled in Early Head Start/ Head Start Program. There are 196 children ages 0-2 and 182 children ages 3-5 who have children eligible for childcare subsidies in center-based care.

Woodlawn: The data shows that in Woodlawn Community there are 40% of families living in poverty. These families have 265 children ages 0-2 and 293 children ages 3-5 who have children eligible for Early Head Start/Head Start and are not enrolled in Early Head Start/ Head Start Program. There are 316 children ages 0-2 and 284 children ages 3-5 who have children eligible for childcare subsidies in center-based care.

South Shore: The data shows that in the South Shore Community there are 38% of families living in poverty. These families have 686 children ages 0-2 and 758 children ages 3-5 who have children eligible for Early Head Start/Head Start and are not enrolled in Early Head Start/ Head Start Program. There are 664 children ages 0-2 and 617 children ages 3-5 who have children eligible for childcare subsidies in center-based care.

Data shows that parents need more education on how to apply for CPS schools. The process is confusing and difficult to navigate. School readiness goals are clear. There is a need to assist parents in choosing schools rather than just going to neighborhood schools. Family Focus has activities that prepare the children for kindergarten. There are school readiness goals that Family Focus follows. Family Focus ensures the children are prepared socially and emotionally and able to be receptive to learning.

The data shows that there is a need in each community to obtain health and nutrition education that influences child health. Families need information on health and nutrition to intervene and make changes to their living standards and provide the essential basis for a healthy life. One of those being dental treatment. There are too many children not receiving the dental care that is needed for their children. Another is allergies. Parents need resources on how to support the children's nutritional needs when they have been diagnosed with allergies.

The data shows that the parents needing quality childcare are working parents. Parents that work full-time and part-time and/or attend school look for a program that will care for their children and prepare them for kindergarten.

Although there is a decrease in the number of eligible children, there are still children in the communities that are not in an EHS/HS program. Data shows there is a need for EHS to serve children 0-5. Many families may not know about free EHS/HS programs for their children.

The Family Focus programs operates full day Preschool for All, Preventive Initiative and EHS-CCP services for approximately 400 children and families. While services are housed in two locations, in the Hyde Park and South Shore community areas, the program draws families from five community areas for HS/Early Head Start-CCP, PI/PFA, and CCAP services (Hyde Park, Kenwood, Washington Park, South Shore, and Woodlawn).

The data shows that we currently have programs that fit the needs of eligible families in the service areas Family Focus serves. However, there is a need for EHS-CCP/HS/PI/PFA services for families that do not have children enrolled in a program.

Due to the infant mortality rate and low birth rates, the communities would benefit from a community doula program.

Partners and Volunteers

We had one nurse volunteer. She did height and weights for the children, she took the children blood pressure, and did hemoglobin screening on the children.

Shared Governance

Board Involvement

The Board of Directors were given report summaries on program services that includes enrollment, attendance, meals, disabilities, and program events. They received training on HS Program Governance and their roles, Head Start 101, ERSEA Requirements training, and Self-Assessment training. They had the opportunity to participate, review, and approve the Self-Assessment and Community Assessment. The board reviewed and approved the grant application.

They are currently working collaboratively with the staff and other stakeholders on Family Focus Strategic Planning for the next 3 years.

Head Start Policy Council Involvement

We had 6 involved parents that represent each program: Early Head Start Center Based, Early Head Start Home Based, and Head Start Center Base. We meet monthly and they receive program reports on the services provided. They also reviewed the Community Assessment, Recruitment Plan, Outcomes Analysis Reports, and program planning with goals and objectives. They participate in the self-assessment, reviewed, and approved it. The Parent Policy members participated in the agency's Strategic Plan and will continue to participate.

Summary of Audit Findings

There were no audit findings; we received an unqualified opinion.

Summary of Information Required by the Secretary

Start Early Board of Directors and Policy Council received brief summaries and links to all program instructions and informational memorandums.

Summary of Annual Review Findings

We are currently preparing for the FA 2 review from the office of HS.