Rock-Walworth Comprehensive Family Services
Head Start & Early Head Start

2016 Annual Program Report

"Hello, My name is Jesus Barbosa and I would like to tell you how very important Rock-Walworth Comprehensive Family Services, Inc. Head Start and Early Head Start is to not only me and my family, but also to my community. Not only do we, the Barbosa family, benefit from the services that this wonderful program offers, but so do our neighbors too. My son, Tybalt, has many classmates who all live in our neighborhood. Most of the families in our neighborhood are Spanish only households. Our son is able to speak with them and they with him due to the tireless effort the teachers in the RWHS system. The teachers not only help these students learn English but also preserve their native language which aids my son in learning a different language also. My son has trouble pronouncing certain syllables and the educators at RWHS are working vigilantly and passionately to help him conquer this hurdle. This program offers so much to the community and to my family and is beyond compare. These words of gratitude are small in comparison to the thanks we have towards this program. WE LOVE RWHS!" - Quote from a Head start Parent

Mission:

Staff, communities and families working together to address inequities based on income through education and support services for young children.

Board of Directors

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Melissa Reed, Regional Site Team Leader
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Elected Policy Council 2015-16

Chairperson: Brian Stults
Vice Chairperson: Manda Hoyt
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Regina Rey, *Beloit HS*
James Taylor, *Beloit HS*
Desiree Blackburn, *Walworth Cty. EHS*
Katianne Carballo, Delavan HS
Sahari Sanchez, *Lake Geneva*
Jesus Barbosa, *Whitewater HS*
Dalila Ramos, *Beloit EHS CB*
Matthew Osenga, *Janesville Center*
Sheena Bennett, *Janesville Center*
Jeffrey Joyner, *Janesville Center*
Yesenia Martinez, *Community Rep.*

**A special thanks to Brian Stults who will complete his 3 year term in October 2016. A new 2016-17 Policy Council will be elected during the month of October.*

Making Good Use of our Grant Dollars
Financial Support

We received funding this year from the Department of Health and Human Services to serve 346 Head Start children and 120 Early Head Start children. Federal funds, through the State of Wisconsin Department of Public Instruction, provided funding for our child nutrition program. The State of Wisconsin funded 12 additional Head Start children under a Head Start Supplemental Funding grant and 10 additional Early Head Start children through Wisconsin's Home Visiting Initiative as part of a local collaboration. We also received stipends from the School District of Beloit, the Delavan-Darien School District and the School District of Janesville for 4 year old Kindergarten collaboration. This fiscal year's audit by WIPFLi, LLP, indicated revenues and expenses as shown in the following charts.

Revenues 2015-2016	
Federal Head Start/ /Early Head Start	$4,556,261
Early Head Start Home Visiting Grant	$76,367
School Districts 4K	$248,860
USDA Child Nutrition	$170,832
Wisconsin State Head Start Supplemental	$173,152
Donations	$327
Program Revenue	$10,723
In-Kind Contributions*	$1,048,315
Total Revenues	**$6,284,837**

Expenses 2015-2016	Budgeted	Actual
Personnel	$2,613,435	$2,581,797
Fringe Benefits	$1,290,852	$1,318,367
Contractual	$205,105	$198,856
Travel/Transportation	$179,873	$168,500
Supplies/Food	$295,841	$335,228
Facility/Construction	$55,000	0
Space/Occupancy	$336,498	$331,252
Minor Equipment/Equipment	$92,865	$136,834
Other (includes insurance, phone, etc.	$161,367	$167,467
Other (Donations)	0	$327
In-Kind Contributions*	$1,121,647	$1,048,315
Total Expenses	**$6,352,483**	**$6,286,943**

* Federal requirements stipulate that our agency must gather in-kind in the amount equal to 20% of the financial award granted. In-kind is not comprised of actual dollars, but rather a value of donated services, materials, and space.

Results of FY 2015-2016 Independent Fiscal Audit:

- *Met/exceeded all necessary audit requirements*
- *No audit exceptions or recommended changes*
- *Major federal award programs audit: Questioned costs, none*

2016-2017 Budget	Budget
Personnel	$2,531,505
Fringe Benefits	$1,255,706
Contractual	$241,371
Travel/Transportation	$174,387
Supplies/Food	$280,188
Space/Occupancy	$404,461
Minor Equipment/Equipment	$99,970
Other	$152,936
In-Kind	$1,128,663
Total	$6,269,187

Federal Monitoring

RWCFS is subject to regulatory requirements under Head Start Performance Standards, as well as those of the Department of Transportation, the USDA Child and Adult Care Food Program, the Wisconsin State Supplemental Funding system, Wisconsin Licensing Rules for Group Child Care Centers and the Government Accounting Office.

At least every three years, each Head Start and Early Head Start grantee participates in a comprehensive federal monitoring audit of all program services and systems. The purpose of the review is to assure that programs are in full compliance with all regulatory requirements and are providing high quality, comprehensive programming to participants.

Our most recent triennial monitoring review was conducted in October 2013. No area of non-compliance was found during the course of the review and no follow-up or corrective action was required.

Interesting Facts about the 2015-2016 Program Year

Head Start:

33 % of enrolled children were in Head Start for 2 years
9.2 % of enrolled children were in Head Start for 3 years

Early Head Start:

20 % of enrolled children have been in Early Head Start for 2 years
20 % of enrolled children have been in Early Head Start for 3 or more years

Head Start:

93 % of the enrolled family's income was below 100% of the federal poverty line
20 % of the enrolled families received public assistance such as TANF or SSI
5 % of the enrolled children were residing in foster care
14 % of the enrolled families were considered homeless

- Percentage is lower for this program year as tracking/data entry in this area has changed. Families may not identify themselves as homeless when they live with family/ friends in a secure setting.

6.8 % of enrolled families were over-income

Early Head Start:

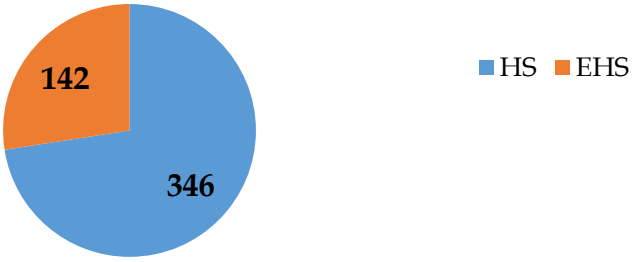
95 % of the enrolled family's income was below 100% of the federal poverty line
14 % of the enrolled families received public assistance such as TANF or SSI
6 % of the enrolled children were residing in foster care
12 % of the enrolled families were considered homeless

- Percentage is lower for this program year as tracking/data entry in this area has changed. Families may not identify themselves as homeless when they live with family/ friends in a secure setting.

5 % of enrolled families were over-income

Demographics of Children

RWCFS Funded Enrollment



Head Start | **Early Head Start**

Ages of Children:

3 years:	194	(51%)
4 years:	177	(46%)

Enrollment by Ethnicity:

Hispanic/Latino:	122	(32%)
Non- Hispanic:	258	(68%)
African American:	90	(24%)
Caucasian:	211	(55%)
Bi-Racial/Multi-Racial :	75	(20%)
Middle Eastern:	1	(0.2%)

Primary Language Spoken:

English Speaking:	321	(84%)
Spanish Speaking:	57	(15%)
Other:	1	(0.2%)

Total Served: 380

Ages of Children:

Under 1 year:	80	(29%)
1 year:	51	(18%)
2 years:	82	(29%)
3 years:	39	(14%)

Enrollment by Ethnicity:

Hispanic/Latino:	91	(33%)
Non- Hispanic:	188	(67%)
African American:	62	(22%)
Caucasian:	170	(61%)
Bi-Racial/Multi-Racial:	46	(16%)

Primary Language Spoken:

English Speaking:	246	(88%)
Spanish Speaking:	32	(11%)
Other:	0	

Total Served: 279

Head Start and Early Head Start
Continuous and Coordinated Programming for Children and Families

In order to support children in becoming confident and competent learners, in fall of 2015 the School Readiness Committee revised Birth to Five School Readiness Goals: Including the Five Critical Domains of Learning and in Partnership with Family Engagement, were incorporated into the already existing Educational Philosophy and Approaches to Learning policy and procedure that was developed to solidify us as a Birth (including serving pregnant women) to Five program. Our school readiness goals are adapted from the Wisconsin Model Early Learning Standards and are aligned with both the 2015 Head Start Early Learning Outcomes Framework: Ages Birth to Five and the objectives for our assessment system – Teaching Strategies Gold. Because "family is the primary force in preparing children for school and life, and children benefit when all of the adults who care for them work together"(Bronfenbrenner, 2004). Because of this, the School Readiness Committee decided to integrate companion family engagement goals into each domain

RWCFS Birth to Five Readiness Goals for School Success:

Including the Five Critical Domains of Learning and in Partnership with Family Engagement

Approaches to Learning Goal:

• Children will demonstrate the ability to stay focused, interested and engaged in activities by asking questions, solving problems, persistence, creativity, and playing with peers.

School Readiness Learning Objectives:

• Children will use curiosity and persistence to extend their learning.

- Children will use invention, imagination and play to extend their learning including the retelling of stories.
- Children will engage in diverse approaches to learning reflecting social, cultural and individual learning styles, including exploring drama through actions and language.

Companion Family Engagement Goal:

- Parents will support their child's school readiness by ensuring their child attends daily.

Family Engagement Objectives:

- Parents will demonstrate an understanding of the importance of good attendance to school success.
- Parents will help develop and commit to following agreed upon action steps in an individualized **Improved Attendance Agreement** to address specific attendance issues.

Health and Physical Development Goal:

- Children will learn by practicing healthy behaviors, experiencing activities designed to strengthen small and large motor skills, and exposure to sensory input, allowing children to learn and to respond appropriately to the world around them.

School Readiness Learning Objectives:

- Children will demonstrate knowledge of personal safety practices, routines and self-help skills.
- Children will move with purpose and expand their fine and gross motor skills.
- Children will integrate sensory input and regulate their responses to the environment.

Companion Family Engagement Goal:

- Parents will promote child wellness in order to ensure School Readiness and success.

Family Engagement Objectives:

- Parents will support efforts to obtain current health records.
- Parents will pursue recommended treatment based on screening results.

Social/Emotional Development Goal:

- Children will demonstrate the emotional well-being and social competence needed to interact effectively with caregivers and peers.

School Readiness Learning Objectives:

- Children will develop a sense of self and personal well-being.
- Children will learn to take responsibility for self and others.
- Children will demonstrate emotional competence and self-regulation.
- Children will form and maintain secure relationships and gain understanding of social systems.

Companion Family Engagement Goal:

- Parents and families will develop warm relationships that nurture their children's learning and development.

Family Engagement Objectives:

- Parents will participate in positive parenting activities including research based classes, family nights, parent cafes, classroom activities, at home parent/child projects etc.
- Parents will participate in social emotional health screening.
- Parents will pursue recommended treatment based on screening results.

Language Development, Communication and Literacy Goal:

- All Children, including dual language learners (DLL's), will demonstrate ability to understand, expand on and use language to communicate and develop a strong foundation for reading**.**

School Readiness Learning Objectives:

- Children will convey and interpret meaning through listening and understanding.
- Children will convey and interpret meaning through speaking and other forms of communication.
- Children will learn through and be given many opportunities to read and write.
- Children will develop literacy skills and concepts needed to become successful readers and writers.
- DLL's will increase their abilities to speak and understand in their primary language as well as English.
- DLL's will Increase their understanding and responsiveness to direction/guidance, books, songs and storytelling, etc. in their primary language as well as English.

Companion Family Engagement Goal:

- Children and parents will be introduced to a variety of child and family literacy learning experiences.

Family Engagement Objectives:

- Parents will report increased intentional discussions with their child(ren).
- Parents demonstrate willingness to participate in a variety of literacy experiences, including modeling of reading by community partners and literacy-focused family nights.
- Parents of dual language learners will demonstrate an understanding of the importance of their child's learning in the child's home and second language.

Cognitive Development (Problem Solving, Mathematical and Scientific Thinking) Goal:

- Children demonstrate the ability to acquire, organize and use information in increasingly complex ways to satisfy their curiosity and develop skills.

School Readiness Learning Objectives:

- Children will learn how to problem solve.
- Children will learn through representation and symbolic thinking.
- Children will acquire skills through reasoning, reflection and interpretation.
- Children will learn, understand and use mathematical concepts and logical thinking processes to extend their learning.
- Children will understand and use scientific tools and skills to extend their learning.

Companion Family Engagement Goal:

- Parents will embrace the concept that they are their child's primary teacher and most important role model.

Family Engagement Objectives:

- Parents participate in home activities to support their child's readiness for school success.
- Parents engage by supporting goal development, assessment and transition planning.
- Parents demonstrate an increased understanding of child development.

Curriculum, Assessment and Outcomes

Curriculum:

All curricula used in RWCFS programming will be research-based and support the agency in meeting and exceeding expectations of Head Start Performance Standards, the Head Start Early Learning Outcomes Framework and Wisconsin Early Model Learning Standards. Curriculum approaches that support learning through play, the importance of secure and trusting relationships between children and teachers, teachers and parents, and that support parents as their child's first and best teacher are used by RWCFS Head Start and Early Head Start. RWCFS staff will provide and maintain well-planned environments where children are able to be safe, take risks, explore, and learn to their unique potentials.

In pursuit of excellence and ongoing continuous quality improvement, the agency utilized a coach that supported both Early Head Start and Head Start teachers and home visitors. The coach's primary goal is to work to support staff in recognizing and building on their strengths, ultimately strengthening the program's pursuit of ongoing improvement of services to children and families.

Head Start:

The Creative Curriculum for Preschool 5th edition, an award-winning curriculum for preschool success, is used as the foundation curriculum. Comprised of *The Foundation*, five research-based volumes that provide the knowledge base of the curriculum, and the *Daily Resources*, which offer step-by-step guidance in the form of *Teaching Guides* and additional daily teaching tools, using exploration and discovery as a way of learning, *The Creative Curriculum for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills.

We will continue to weave other best practice approaches into lesson planning from other researched-based tools including: *Jolly Phonics*, *Handwriting Without Tears, Michael Haggerty Phonemic Awareness, I am Moving I am Learning, Conscious Discipline and Second Step. High Five Mathematize* guides math instruction.

Early Head Start:

Staff uses several curriculum approaches to provide services to EHS families. Using the *Program for Infant and Toddler Caregivers* approach provides for a foundation of understanding that healthy relationships between caregivers and children are imperative. Upon recommendation of the school readiness and curriculum committees, *The Creative Curriculum® for Infants, Toddlers & Twos, 3rd Ed.: with Daily Resources* provides research-based guidance on developing safe, inviting learning environments for the classroom. Home-based Family Advocates use the Florida State University Center for Prevention and Early Intervention Policy's *Partners for a Healthy Baby Home Visiting Curriculum* that provides specific and pertinent lessons for families prenatally through their baby's third year. Advocates are using *A Home Visitor's Guide to The Creative Curriculum® LearningGames®* as a resource with practical strategies for helping families understand child development, learn about their children through observation, and respond effectively to promote their children's learning during play. We have woven other best practice approaches into lesson planning from other researched-based tools including: Baby Doll Circle time (*Conscious Discipline-for Infants and Toddlers).* Kindermusik, MeMoves, and Earlier is Better.

Assessment:

All children make progress according to their abilities. RWCFS Head Start and Early Head Start continues to use *Teaching Strategies Gold (TS Gold)*, an online assessment system. This system, supports Head Start and Early Head Start staff determine where children are at developmentally according to "widely held expectations," based on child development research. Teachers, Family Advocates and Nurturers then use this information to individualize programming for children, report progress, and determine goals in partnership with parents that support children in reaching their own unique potentials. This will help children prepare for and to be successful in their next school experience. The program uses this information to assess and develop program goals, design, and plan training, and monitor systems and quality.

Outcomes

Head Start:

Head Start program outcome results indicated that, by the end of the program year, on average 93% of children met widely held expectations (WHEs) across all domains. The Math domain has consistently been lowest for us over the last several years, thus we made it a goal for HS and EHS staff, and families to teach more intentionally and frequently to support children in developing math skills. This resulted in 86.1%of three-year-olds meeting WHEs, 89.2% of four-year-olds meeting WHEs, and 88% of Head Start children meeting WHE's compared to 80%of the children meeting WHE's previous program year.

Early Head Start:

Early Head Start program outcome results indicated that, by the end of the program year, on average 76% of children met widely held expectations (WHEs) across all domains. As mentioned above the math domain has consistently been lowest for the program and our focus. This focus resulted in 65% of 1-2 year-olds meeting WHEs compared to 53.6% the previous program year and 67.6% of 2-3 year-olds meeting WHEs, compared to 66.7% last year.

Based on the Program-Wide Data

Based on program year 15-16 data tentative plans for program year 16-17 include:

- Staff will continue to add an extra intentional math activity daily and compare data to see if more growth is made compared to previous years
- Continue to monitor literacy and language to see if more focus is needed in those domains specifically in EHS
- Continue to look at outcome data to see if coaching efforts have had an impact on at the child outcome level
- Continue to look at outcome data to see if high CLASS and fidelity score has had an impact on child outcomes
- In an efforts to explore how to assess EHS home-based children more effectively, monitor the use of the piloted HELP strands
- Continue to explore how to assess Dual Language Learners more effectively
- As a program monitor attendance data for patterns in an effort to address barriers that effect child/family outcomes

"He's finally saying his alphabet and counting. I'm extremely proud of his progress since he started." -

Quote from a Head Start Parent

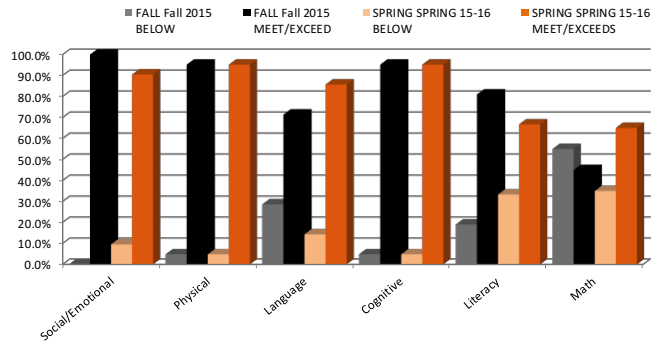
The bar graphs below, created from data from TS Gold growth reports, illustrate progress made by participating children over the course of

The 15-16 program year: PY 15-16

Teaching Strategies GOLD® Growth Report - All Areas of Development

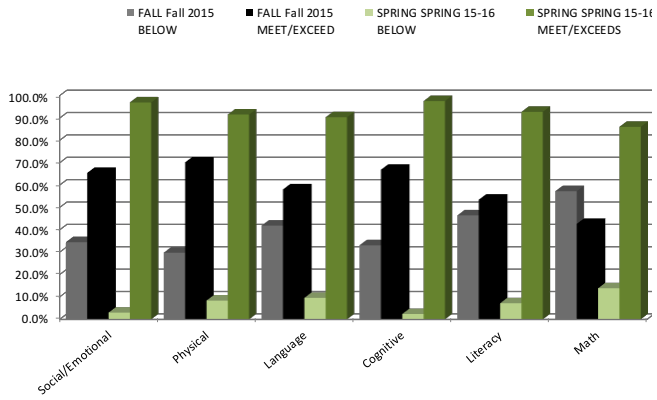
Age: 1-2

Area of Development	FALL		SPRING	
	Fall 2015 BELOW	Fall 2015 MEET/EXCEED	SPRING 15-16 BELOW	SPRING 15-16 MEET/EXCEEDS
Social/Emotional	0.0%	100.0%	9.5%	90.5%
Physical	4.8%	95.2%	4.8%	95.2%
Language	28.6%	71.4%	14.3%	85.7%
Cognitive	4.8%	95.2%	4.8%	95.2%
Literacy	19.0%	81.0%	33.3%	66.7%
Math	55.0%	45.0%	35.0%	65.0%



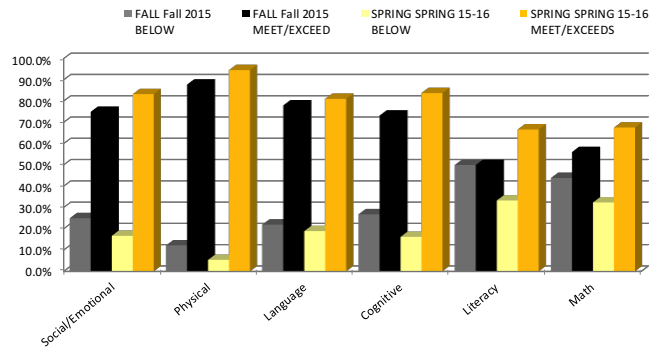
Age: Preschool 3

Area of Development	FALL		SPRING	
	Fall 2015 BELOW	Fall 2015 MEET/EXCEED	SPRING 15-16 BELOW	SPRING 15-16 MEET/EXCEEDS
Social/Emotional	34.5%	65.5%	3.0%	97.0%
Physical	29.8%	70.2%	8.4%	91.6%
Language	41.9%	58.1%	9.6%	90.4%
Cognitive	33.1%	66.9%	2.4%	97.6%
Literacy	46.5%	53.5%	7.2%	92.8%
Math	57.3%	42.7%	13.9%	86.1%



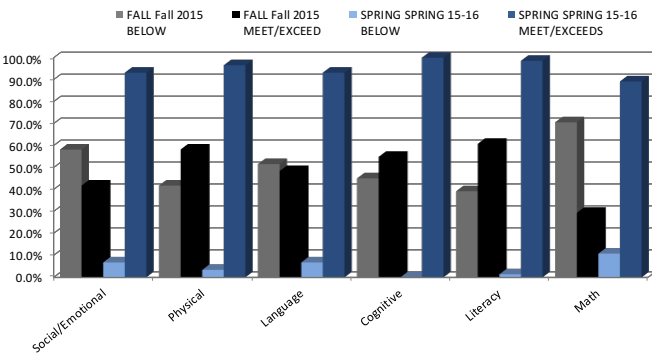
Age: 2-3

Area of Development	FALL		SPRING	
	Fall 2015 BELOW	Fall 2015 MEET/EXCEED	SPRING 15-16 BELOW	SPRING 15-16 MEET/EXCEEDS
Social/Emotional	25.0%	75.0%	16.7%	83.3%
Physical	12.2%	87.8%	5.4%	94.6%
Language	22.0%	78.0%	18.9%	81.1%
Cognitive	26.8%	73.2%	16.2%	83.8%
Literacy	50.0%	50.0%	33.3%	66.7%
Math	43.9%	56.1%	32.4%	67.6%



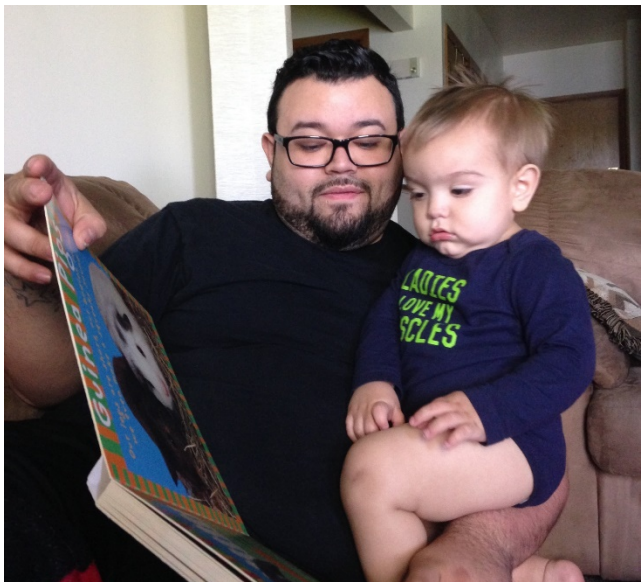
Age: 4K

Area of Development	FALL		SPRING	
	Fall 2015 BELOW	Fall 2015 MEET/EXCEED	SPRING 15-16 BELOW	SPRING 15-16 MEET/EXCEEDS
Social/Emotional	58.2%	41.8%	6.8%	93.2%
Physical	41.8%	58.2%	3.4%	96.6%
Language	51.6%	48.4%	6.8%	93.2%
Cognitive	45.1%	54.9%	0.0%	100.0%
Literacy	39.2%	60.8%	1.4%	98.6%
Math	70.6%	29.4%	10.8%	89.2%



Common to HS and EHS

- Children were screened within 45 days of their first day of attendance using the Ages and Stages Questionnaire (ASQ) and the ASQ-Social/Emotional screener to determine base-line competence and to begin to reflect on children's unique needs and strengths. These screening tools are completed by the child's parent(s).
- Staff collaborated with all parents to develop goals and discuss assessment and progress made by their children.
- Staff also collaborates with all parents to develop plans that will support the children's transitions to their next school experience.
- Family Services staff partners with parents to create Family Partnership Agreements and goal setting early in the program year; the goal is to reach 85% by November 30 in Early Head Start and Head Start.
- Managers developed formal written agreements with school districts and Birth to Three programs in Rock and Walworth Counties to ensure user-friendly referrals, IEP and IFSP follow-up and transitions.
  - ❖ 13%of children served in our least restrictive environments were children with identified disabilities.
- With written parent consent, staff worked with other community education, health and mental health professionals to promote family progress and wellness.



Health Services

Community collaborations with the Beloit Area Community Heath Care Center (a local federally qualified health care center), county public health departments, a local dentist, and service clubs enabled RWCFS to promote wellness and address specific health needs of participating children and families. Children received hearing and vision screenings, dental screenings, fluoride varnish applications, and weight/nutrition monitoring.

Health Services Received

	EHS	HS
Received Medical Exams	81%	87%
Received Dental Exams		95%
Received Fluoride Treatment		95%
Diagnosed with Chronic Health Conditions	1%	5%
Received Treatment for Chronic Health Conditions	100%	100%
Children with Asthma	4%	8%
Children with Diagnosed Disabilities	11 %	14 %
Children who Received Services for Disabilities	11 %	14 %

The "Two-Bite Club," helps us to support children in trying new healthy foods.

Did you know?
We survey staff and parents about our nutrition services every year?

In spring 2015:

Out of 48 surveys returned by families:

- 46 families said they are **very satisfied** with our meals
- 2 said they are somewhat satisfied
- 0 said that they were not satisfied
- 37 families rated the **variety of food as excellent**
- 11 rated the variety as good

33 families rated the quality of food as excellent,

- 14 as good,
- **9** families said they ate with their child often during the year
- **10** said occasionally
- **16** said they ate with their child once or twice
- **10** said they never ate with their child at school
- At least 35 of the 48 parents ate with their child at least once.

Most parents shared that they did see changes in their child's eating habits over the course of school year:

- 16 said their child is more willing to try new foods
- 6 said their child's manners improved
- 8 said their child eats healthier foods and a greater variety
- 2 said their child developed better self-help skills

Come in & enjoy a meal with us!

2/3 of children's daily nutritional needs are met while they are at Head Start

Nutritious meals and snacks, that met or exceeded USDA requirements and HS and EHS performance standards, supported children's learning. Children also learn important oral health concepts, communication, social, and self-help skills during and after meals/snacks. In centers where we have our own kitchens and cooks, these kitchens also served as production kitchens to ensure all families could enjoy fun and nutritious meals at family events.

"We're so happy that HS allows for her to try new food and make new friends! There's a lot of different food she won't try at home but once she eats' it at school, she comes home asking for more. She feels a lot of independence with going to HS and she loves learning. We love her coming home with new songs to sing to us." - *Quote from a Head Start Paren*

Supporting Social/Emotional Growth with Proactive and Positive Approaches

Conscious Discipline:

Conscious Discipline, authored by Dr. Becky Bailey, is a positive discipline approach that offers us many specific techniques for supporting children in developing social/emotional skills and wellness. The Conscious Discipline seven basic principles allow staff and parents to use what we know from brain research to teach children what we want them to do instead of focusing on the negative what we don't want them to do.

Second Step:

Second Step, (an anti-bullying curriculum developed by Committee for Children) is offered to Head Start children program wide. It teaches children about empathy, recognizing and managing emotions, friendship skills, problem-solving, and self-regulation skills.

MeMoves:

MeMoves is the brain child of Roberta Schef, mother of a child on the Autism spectrum. It is a simple yet purposeful tool that combines music, movement and images to improve attention, focus and mood. MeMoves challenges the brain to promote physical, emotional and cognitive well-being.

Collaborating with School Districts and Birth to Three Programs

We are fortunate to work collaboratively with school districts and Part C agencies (which serve the birth to three population) to ensure children with disabilities and developmental delays are identified and receive supportive services. We are also fortunate to work with these same professionals to advocate for children and families, share training opportunities, and provide comprehensive services.

Four Year old Kindergarten in Head Start

The State budget in Wisconsin began start up grants for school districts wanting to implement four year old kindergarten in 2008. The statutes gave priority to school districts using community approaches through partnerships with child care centers and Head Start. Currently Head Start helps to provide four-year old kindergarten services in three communities to provide high quality early education opportunities along with lifelong social and independence skills

Current Formal 4K Collaborations

- School District of Janesville
- School District of Beloit
- Delavan/Darien School District

In several other service area school districts (Lake Geneva, Sharon, and Whitewater), our program collaborates with these districts to provide a full day of school for children who attend half-day 4K programs in the district 4K programs and attend Head start during the other half of the child's day.

Head Start has helped my family grow in many different ways: communication, caring for each other and showing one another respect. Head Start and staff are more than an education program they give families that want and need support and someone to talk to at time a lending shoulder and for this I am grateful. "- Quote from Head Start parent

Family Engagement

OHS Parent, Family and Community Engagement Framework

Head Start and Early Head Start has established a two-generational approach, focusing on young children and adult family members, in order to promote school success. This year, the Office of Head Start has re-emphasized the importance of Family Engagement in support of children's learning and strengthening parents as the primary educators of their children. OHS has introduced the *Parent, Family and Community Engagement Framework* which will guide programs in being even more intentional in promoting parent and family engagement to achieve better outcomes for children and families. Through the coming year, family engagement outcomes will be addressed in the following areas:

- Family well-being
- Parent-child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transitions
- Family connections to peers and community
- Parents as leaders

FAMILY & COMMUNITY PARTNERSHIPS

Community Partnerships

RWCFS is working in active partnership with community partners in addressing the following:

- The Walworth County Early Learning Network is studying most effective ways to engage pregnant and parenting teens to strengthen parenting and access to services and bringing service providers together to address the needs of other high risk families.
- The Rock County Home Visit Network has received funding from the Wisconsin Department of Child and Family Services, under the Affordable Health Care Act, to provide coordinated home visiting services to 50 additional pregnant women, with priority for Beloit African-American families in Beloit. RWCFS EHS was funded with an additional Family Advocate position to support this commitment.
- RWCFS participates in a collaborative effort funded through the Medical College of Wisconsin to assist in providing programming for the Personal Responsibility and Education Program (PREP) made available to a community consortium in Beloit. This funding is designed to educate adolescents for the prevention of pregnancy and sexually transmitted diseases.

- As part of the Comprehensive Home Visiting Program, RWCFS is working with the Exchange Family Resource Center and Rock County Human Services to provide home visiting services targeting African American expectant families to help improve birth outcomes.
- RWCFS is participating on workgroups in support of the Walworth County Community Health Improvement Plan (CHIPP), which engages public and community input to implement a plan that identifies and addresses health priorities for the county and mobilizes a broad spectrum of community involvement.

Feb. 1st to August 2016: 18 Community Agreements were made throughout Rock and Walworth Counties under the service area of Family & Community Partnerships, an additional 3 agreements were made by other Service Area Managers.

Partnerships with Colleges

UW-Rock County English Department
Blackhawk Technical College
UW Whitewater Departments of:
Early Childhood Education
- Communicative Disorders
- Field Study Education Program

Beloit College

**There are approximately 30-40 students and community volunteers placed in HS & EHS classrooms each year.*

Community Partnership Agreements Supporting Family Literacy

UW- Extension BookWorms™ of Rock County
UW-Extension BookWorms™ of Walworth County
Ecolab Foundation Grant
Rock and Walworth Counties Library Systems
U-Rock English Honor Society

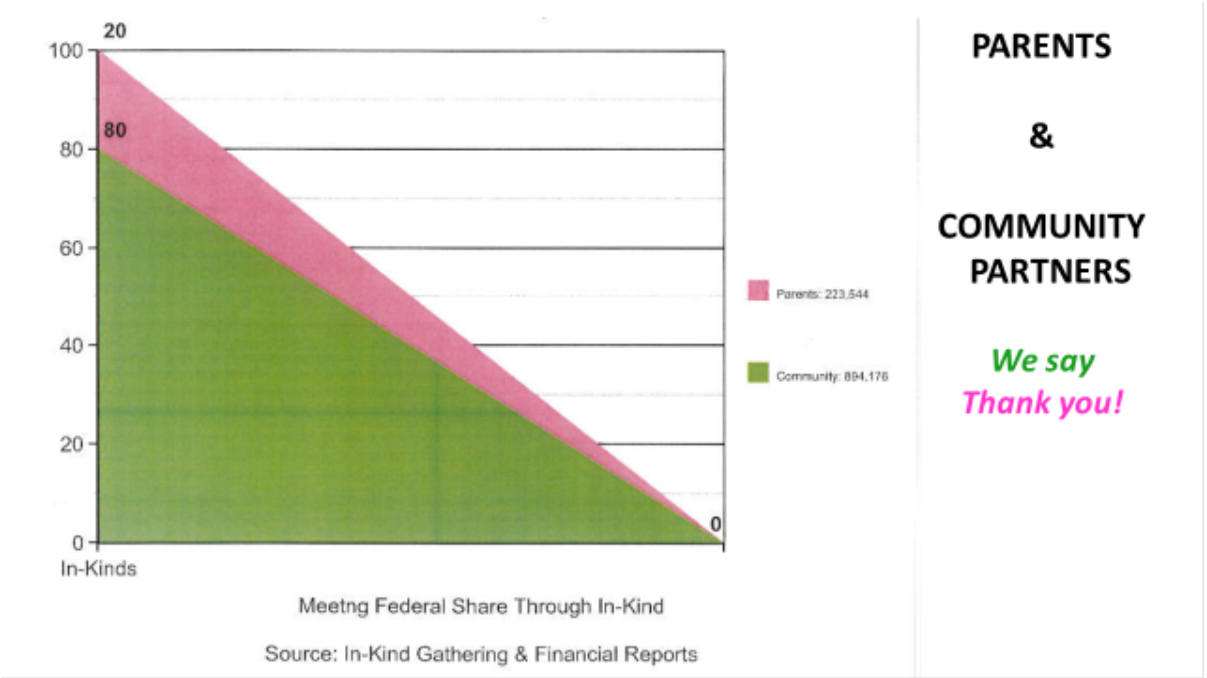
"My child loves play groups. Kids get to go play with other kids. My proudest learning moment are when I learn different things about kids I didn't know. I love the kids in the kitchen, and that kids get to help." - Quote from a Head Start Parent

Long Standing Holiday Partnerships with Businesses and Organizations 2015

Janesville:
ACE Hardware
Casey's Stores
Chase Bank
Commercial Bank
Cranked, Inc.
Janesville Morning Rotary
Moose Lodge
Prent Corporation
Simmons Employees
Slumberland
WI. River Bank

Beloit:
ABC Supply
Ecolab, Inc.
Family Respite Services
Fairbanks Morse
Frito Lay
Green Bay Packers
Kerry Ingredients
Marine Corp. League
Outreach Ministries
Rockford Speedway
Staples Warehouse
We Care
Wendy's Foods

Walworth County:
Commercial Bank
Grand Geneva Resort
Onvoy Badger Plug Co.
Slumberland
Whitewater Chamber



Meetng Federal Share Through In-Kind

Source: In-Kind Gathering & Financial Reports

*Head Start and Early Head Start Centers host community volunteers in classrooms as well as the hundreds of community volunteers that support families during the holiday season and throughout the program year as needs are presented.

FAMILY PARTNERSHIPS

FAMILY PARTNERSHIP AGREEMENTS & GOAL SETTING

After receiving a Federal non-compliance in December 2007 for not having enough documented Family Partnerships on file, steps were put in place immediately after the Federal Review and continue to this day for a goal of 85% to be reached by November 30th each year. **This program year our goal is to reach 85% by Oct. 31, 16.**

2015 Head Start:	**96%**	**2016 Head Start Oct. 31, 16:**	**TBA**
2015 Early Head Start:	**92%**	**2016 Early Head Start Oct. 31, 16:**	**TBA**

Family Goals are tracked in 7 key areas:

Food, Shelter, Transportation, Health, Education, Employment and **Parent Child Relationships** including **fatherhood and child care**. In order for families to prepare their child for School Readiness they must first be secure and stable in their ability to meet their basic needs. It is a priority of our family services staff to assist parents in setting goals and finding resources to meet their basic needs.

LIVING CONDITIONS

Families also experience hardships that have an effect on their child. Families who are homeless, incarcerated or children who experience kinship care and foster care are all tracked.

In the program year 2015-16:

33 families experienced homelessness,

151 families came into the program homeless. The criteria used to determine homelessness is the McKinny-Vento Act and Head Start Act.

Other living conditions reports:

4 children went into Kinship Care

11 children went into Foster Care and

23 parents were incarcerated.

PARENT CENTER COMMITTEES

To meet Federal Performance Standards for health, mental health, nutrition, child safety, financial literacy, parenting techniques and child abuse prevention we have partnered with other community agencies to present workshops at Parent Meetings, Family Nights and Socializations.

Parent Center Committees, Policy Council meetings, and Socializations host Parent Cafés. Family services staff received training on presenting "mini" Parent Cafés and have introduced this interactive method for parents to discuss important topics program-wide. We also have a new in house expert trained on presenting Parent Café's and can help with presenting bilingual café's. This format brings about positive parent participation.

PARENT NEWSLETTER

The HS/EHS Parent Newsletter also meets Federal Performance Standards in the area of health, education, nutrition, school success and readiness, family engagement, family literacy as well as a resource page for community resources in Rock and Walworth Counties. The newsletter is translated into Spanish for non-English speaking parents.

SERVING THE FAMILY

The following topics have been presented and/or promoted at Family Nights, Socializations, Parent Center Meetings, classrooms and through highly successful "mini" Parent Cafes.

Breastfeeding and Infant Massage	Health and Nutrition
Budgeting	Mental Health
Child Abuse/Neglect Prevention Activities	Oral Health
Classroom Themes	Parenting
Community Resources	Pre-Post Natal
CPR/First Aid	Prevention
Education	Safety
Exercise	Parenting
Family Literacy	Substance Abuse
Fatherhood	Transition Planning
Financial Literacy	Violence Prevention
Fire Safety	

ONE TIME EMERGENCY FUNDS JANUARY 2016 to SEPTEMBER 2016:

Total Requests Funded: 22
Requests: Gas cards, rent, food, medical transport, vehicle insurance, vehicle repair, child care and door locks for safety.
Emergency Funds this year are supported by the Janesville Morning Rotary
G.E.D. FUND

Parents who have a goal of obtaining their G.E.D. may apply for reimbursement funds through the G.E.D. Program that is supported through Rock-Walworth HS/EHS. Parents who have a goal to obtain their GED/HSED may be compensated once they accomplish the education goal. **Sponsored by Walmart Foundation Grant.**

FATHERHOOD INVOLVEMENT for 2016

Fatherhood Fridays Classroom Event Days held at all centers on a weekly basis. November hosts the Father Child Literacy Nights at all H.S. & E.H.S. Centers and Father Involvement is promoted at Early Head Start Socializations. Each classroom has a Fatherhood Plan and a Father Friendly Walk-Through that is completed each year to check on our father friendliness.

FAMILY LITERACY 2016

Over 2,000 free books were distributed to Head Start and Early Head Start children in Rock and Walworth Counties between November 2015 and April 2016. This important program is presented at three Family Events throughout the program year with the following themes: Father/Child Literacy Night, Classroom Daytime Event with a varied theme and Everyday Heroes.

Teachers were eligible for drawings during the Family Literacy Training to receive books, puppets and posters to enhance their Classroom Curriculum Themes. **Family Literacy books are purchased with funds donated by the Ecolab Foundation Grant.**

The Walworth County BookWorms™ bring a book a month to H.S. children in Walworth County H.S. classrooms and have done this for the past 18 years. **The Rock County BookWorms™** have supported the Janesville Child & Family Center for 5 years.

HS/EHS has partnerships with library systems in Rock and Walworth Counties to implement the 1,000 Books Before Kindergarten Program. The Parent Newsletter invites parents to share the number of books they read each month and those participating would receive a book in the mail for their child.

U-Rock of Janesville's English Department Professor provides literacy and science opportunities at the Janesville Head Start Center along with his Honor Society student volunteers. Students experience reading about food and then using food for art activities.

A lending library was piloted at the Janesville Center in 2015-16. New this program year the Beloit Center along with the Janesville Center will pilot a more formalized lending library by tracking the number of parents using the library.

New this program year will be implementing the **Give Me Twenty** by the Book It Program in all Head Start Centers. Book-it now has a pre-school program to promote reading.

Transportation 2015-2016 Program Year

- We transport most Head Start children to and from our schools.
- We offer our Early Head Start home based family's transportation services to and from one play group per month.
- Our busses meet the highest safety standards in the public transportation industry, are all equipped with child safety restraints.
- Two trained adults are on every bus each day to ensure the safety of children we transport.
- Our busses traveled 109,764miles during the program year.
- We recorded 47,512 "child transports" during the program year (excluding field trips, playgroups and "incidental" transport).
- We provided individual transportation services for dental appointments and or dental surgery.
- We provided bus transportation for 298 individual Head Start children this year.
- In addition to our fleet of seventeen school buses, we maintain four other vehicles to support staff transportation, internal courier assignments and assisted with maintenance issues throughout the organization.

"My son loves school and every day when he returns home he tells me what he did and his favorite part of his day! He loves to be able to ride the bus. He enjoys the teacher reading stories! He tells me that he's is allowed to serve his self and he would like to do that at home as well. He also likes that Head Start offers breakfast even if he don't like it." -Quote from a Head Start parent

Early Head Start Programming

In 2009 under the American Reinvestment and Recovery Act (ARRA), the Early Head Start program expanded services to 20 families in the Rock County area and 40 in the Walworth County area. With the infant mortality rate in Rock County being one of the highest in the state of Wisconsin, the program looked for ways to address this issue. Through the help of the community, Doula programming was explored and implemented to help in the fight to lower the rate of infant mortality.

Doula Services:

Information obtained through HealthConnect One shows that in the early 2000s, an estimated 3 to 5 percent of women in the U.S. were hiring doulas, due to the growing body of research suggesting doulas help shorten labor times, curb the use of forceps and epidurals, lower C-section rates and improve women's overall sense of happiness about their babies' births. Evidence also shows that doulas can play a powerful role in public health, helping to close the rich-poor gap in pregnancy outcomes in the U.S., where poverty and race are risk factors for preterm birth, maternal and infant mortality, and lower breastfeeding rates.

HealthConnect One is the national leader in advancing respectful, community-based, peer-to-peer support for pregnancy, birth, breastfeeding and early parenting. Their vision is to see every baby, mother, and family thrive in a healthy community. Through HealthConnect One we were able to provide 80 hours of training and certify 16 women as doulas. Included in the training were our Family Advocates, community partners, and women from the community. Of these 16 women, two were promoted to the Family Advocate Doula positions. In June, 2016 another 7 Family Advocates trained for the doula certification. During that same time 8 Family Advocates attend Certified Lactation Specialist training.

HealthConnect One provides our Doulas with a data system called Doula Data. Here are some interesting facts we have collected:

Average age of participants enrolled in the Doula program

August-January 2010-2011	21.4
January-January 2011-2012	24.8
January-January 2012-2013	22
January-January 2013-2014	19.9
January-January 2014-2015	18.4
January-January 2015-2016	19.3
January-January 2016-present	17.8

Doula Services January 1, 2015 to present

Women served	28
Live births	26
Doula attended births	13/25
Full term births	25
Preterm births	1
Low weight births	1
Spontaneous labors (not inductions)	9/17
Epidurals	18/23
Vaginal births	19/25
C-sections	6/17
Participants leaving before birth of child	6
Put to breast in 1st 48 hours	22/25
Fathers present at birth	15/25
Infant deaths	0
Breastfed initiated in hospital	22/25
Continued breastfeed after 6 weeks	22/25
Breastfed exclusively after 3 months	9/23
Breastfed exclusively after 6 months	9/23

Beginning October 1, 2011, Rock County Human Services Department received a State of Wisconsin grant for enhancing home visiting services for expectant African-American families in Beloit. (Funding comes from the federal Affordable Care Act.) Since HS/EHS is known as an evidence-based home visiting program, EHS was asked to be a part of their collaboration. Through this Comprehensive Home Visiting grant, EHS has been able to hire one Family Advocate who serves 10 additional Rock County families at a given time. The grant focuses on African American women under the age of 20 who are in their first or second trimester of pregnancy. Additional children and families from this target group receive similar services through Early Head Start funding.

In 2013-2014, a collaborative program between RWCFS and the School District of Beloit was established to serve 8 parenting teens at risk for failing to complete school. The collaborative

program provides school work space for parenting high school students while their babies learn in the EHS center-based classroom. In the fall of 2014, this program expanded to serve an additional 8 children and their teen parents. The 16 teen parents are able to join their children for breakfast, lunch, playgroup socializations, and other opportunities presented through their EHS Nurturer/Family Advocate. This collaborative programming supports teen parents in completing their own high school education knowing that their children are in a safe learning environment that will start them off on a path to be successful in school.

As of July, 2016, we have had 26 students graduate from the High School Teen Program.

What a great year!! We look forward to what the future will bring!!

"Rock-Walworth Comprehensive Family Services, Inc. Head Start and Early Head Start has assisted my family in ways that I would have never imagined. My child enrolled in the program two years ago, and the education she received was far beyond my expectations. Her teacher was amazing. She was friendly, understanding, and my daughter adored her. From the moment my child began in Head Start, we noticed its dramatic improvement in areas such as reading, writing, and general responsibilities/socialization. Moreover, I believe the knowledge she received prepared her extremely well for kindergarten of which she began this fall.

Personally, Rock/Walworth Head Start has had wonderfully positive impacts on my life as well. When my child began the program, I immediately joined the Policy Council to gain a better understanding of the education she would receive. Since then, I have been elected to the state, Midwest, and national Head Start boards of directors. This has given me an abundance of invaluable life experience and, I believe, has allowed me the opportunity to do good for early child education nationwide.

In conclusion, I cannot properly state all of the ways in which I am thankful to Rock/Walworth Head Start. It is the best program that my child and I could have become involved in in order to better our lives." -Quote form a Head Start Parent