

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

Annual Program Report



Past Head Start parent and former Policy Council Representative now works for Wisconsin H.S. Association and is a member of HS/EHS Board of Directors.

“It is without a doubt that I would have never made it as far as I have without my experiences on our Policy Council. It was here that I was able to become educated on the detailed inner-workings of the Head Start community while being allowed a voice to contribute to its future. It gave me a platform to take the knowledge I had acquired to state and national audiences, and it is because of what began with our Policy Council that I was able to be recognized and ultimately chosen for this new and wonderful career.”

Board of Directors

PY 2018-2019

Mike Rundle, Board Chair

Jeanne Chernik-Krueger, Vice Chair

Kassie Strehlow, Sectr../Treasurer

Noel Jones, Policy Council Representative

Pattie Woods

Sharon Grover

Brian Stults

Syretha Washington

Kelly Campbell

Ami Orava

Matt Mills

Julie Lewis, Consultant with Legal

Management Team

Carol Mishler- Executive Director

Vicky Mortimer- Finance Director

Victoria Riese- Program Design Director

Cheryl Hutchison- Family Services Manager

Janice Kuchelmeister- ERSEA Specialist

Michelle Genthe- Health and Nutrition Manager

Eve Smith- HS Child Development Manager Donna Goldsmith –

EHS Child Development Manager

Randy Brewer- Transportation & Maintenance Specialist

Brian Gile - Site Team Leader

Dora Avila - Site Team Leader

Melissa Reed - Site Team Leader

Elected Policy Council Parent Leaders

2018-19

Chairperson: Noel Jones

Vice Chairperson: Jaime Little

Secretary: Sarah Winkle

Elected Representatives:

Mona Maddox, Beloit Center

Dashari Scott, Beloit EHS

Lizeth Lora, Delavan HS

Lisvet Villanueva, Lk. Geneva HS

Elizabeth Dooley, Janesville HS

Paige Null, Janesville HS

Lindsey Kuehn, Whitewater HS

Nayely Ibanez, Beloit EHS

Tiffany Carroll, Walworth County EHS

Community Representatives:

Yesenia Martinez and Regina Avelino



Making Good Use of our Grant Dollars

Financial Support

We received funding for fiscal year 18-19 from the Department of Health and Human Services to serve 274 Head Start children and 110 Early Head Start children from February 1, 2018 to January 31, 2019. 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 Early 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.

Revenues 2018-2019	
Federal Head Start/ /	\$5,048,670
Early Head Start Home	\$111,373
School Districts 4K	\$177,320
USDA Child Nutrition	\$182,202
Wisconsin State Head	\$140,026
Other Grants	\$0
Donations	\$1,896
Program Revenue	\$16,044
In-Kind Contributions*	\$1,148,745
Total Revenues	\$6,826,276

Expenses 2018-2019	Budgeted	Actual
Personnel	\$2,773,163	\$2,590,161
Fringe Benefits	\$1,223,846	\$1,194,021
Contractual	\$ 313,954	\$ 309,434
Travel/Transportation	\$ 180,954	\$136,650
Supplies/Food	\$ 286,608	\$266,853
Facility/Construction	\$ 0	\$ 0
Space/Occupancy	\$ 802,238	\$825,374
Minor Equipment/Equipment	\$ 160,037	\$176,386
Other (includes insurance, phone, etc.)	\$ 180,430	\$182,436
Other (Donations)	0	\$ 1,606
In-Kind Contributions*	\$1,148,745	\$1,148,745
Total Expenses	\$7,069,975	\$6,831,666

2019-2020 Budget	Budget
Personnel	\$2,986,564
Fringe Benefits	\$1,220,433
Contractual	\$ 353,065
Travel/Transportation	\$ 170,527
Supplies/Food	\$ 265,403
Space/Occupancy	\$ 221,080
Minor Equipment/Equipment	\$ 0
Other	\$ 176,178
In-Kind	\$1,200,241
Total	\$6,593,491

* 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 2018-2019 Independent Fiscal Audit by WIPFLI LLP:

Met/exceeded all necessary audit requirements

No audit exceptions or recommended changes

Major federal award programs audit: Questioned costs, none

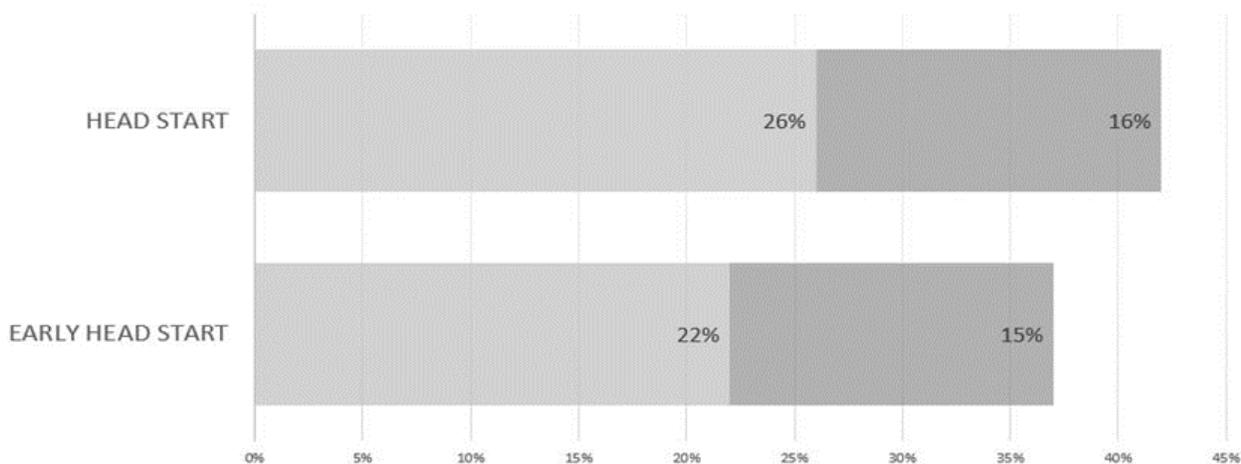
Eligibility and Enrollment

Families interested in our programming must qualify by meeting Federal and locally designed requirements. In general, eligibility is based on family income at or below the poverty level. Families with other situations including homelessness, children in foster care, receiving Supplemental Security Income or Temporary Assistance for Needy Families are also eligible.

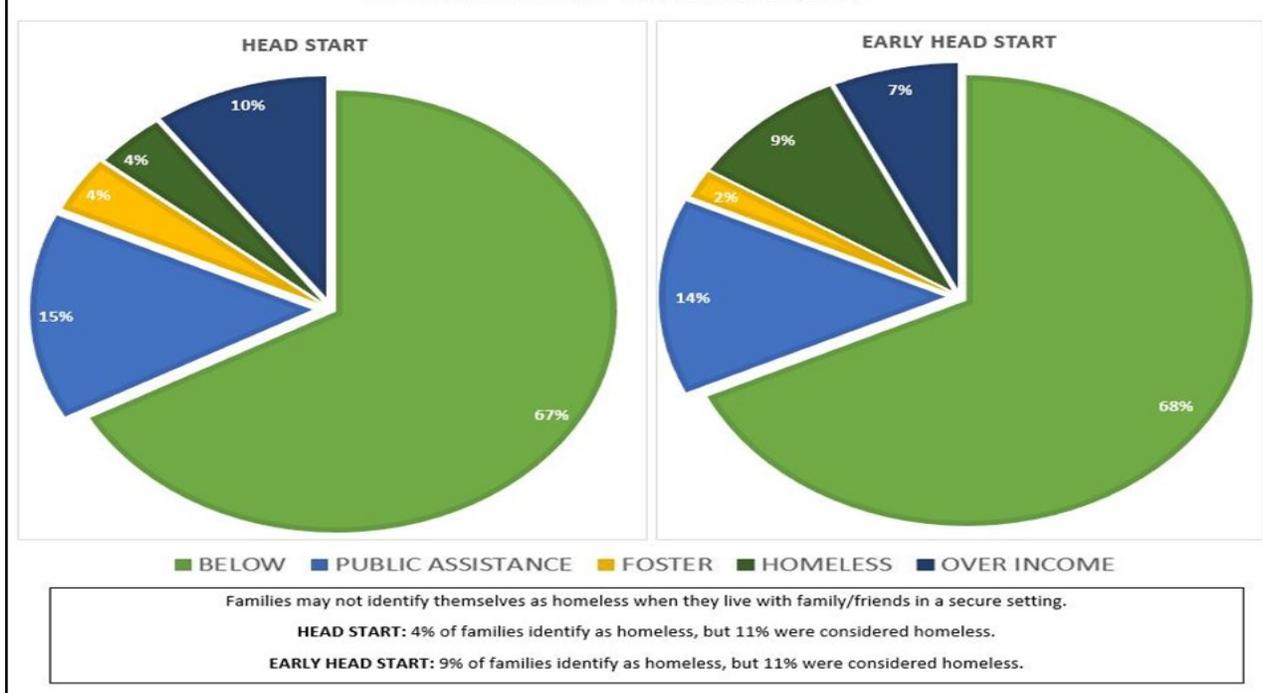
We are committed to serving vulnerable children and families in areas of greatest need which is identified through the program's Community Assessment (CA). The CA is a comprehensive review of our service areas that includes community resources and demographic information.

INTERESTING FACTS ABOUT OUR 18-19 PROGRAM YEAR

2ND & 3RD YEAR CHILDREN

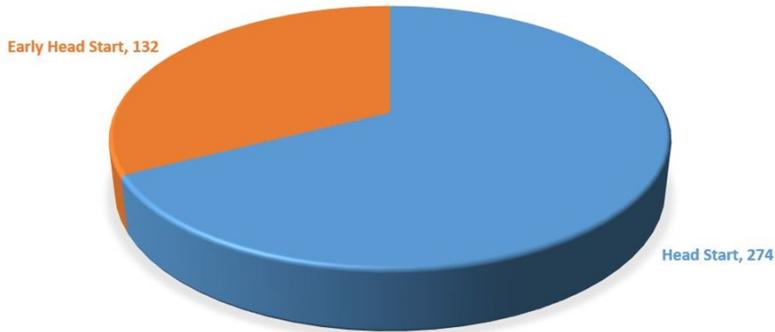


ENROLLMENT BY ELIGIBILITY

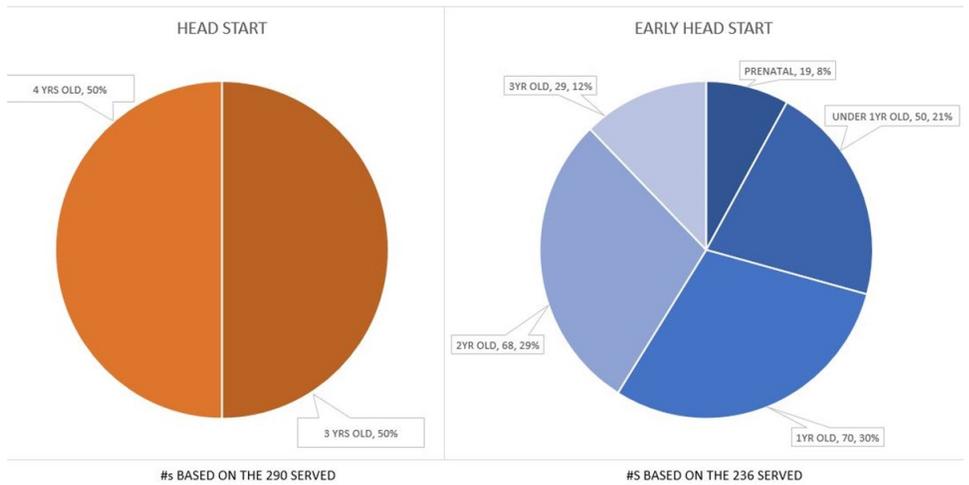


DEMOGRAPHICS OF CHILDREN:

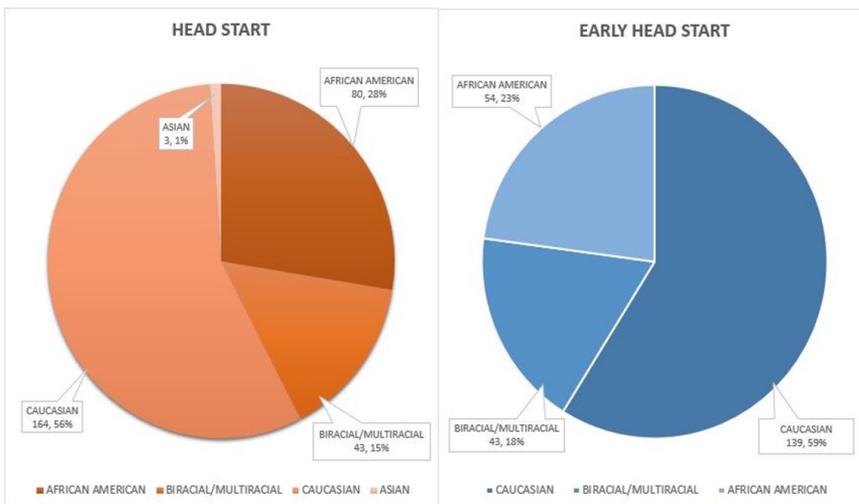
RWCFS FUNDED ENROLLMENT



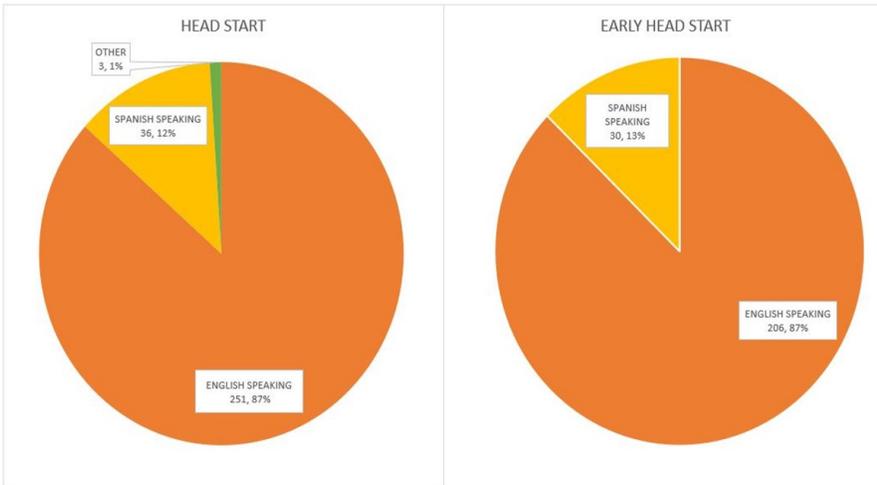
AGES OF CHILDREN:



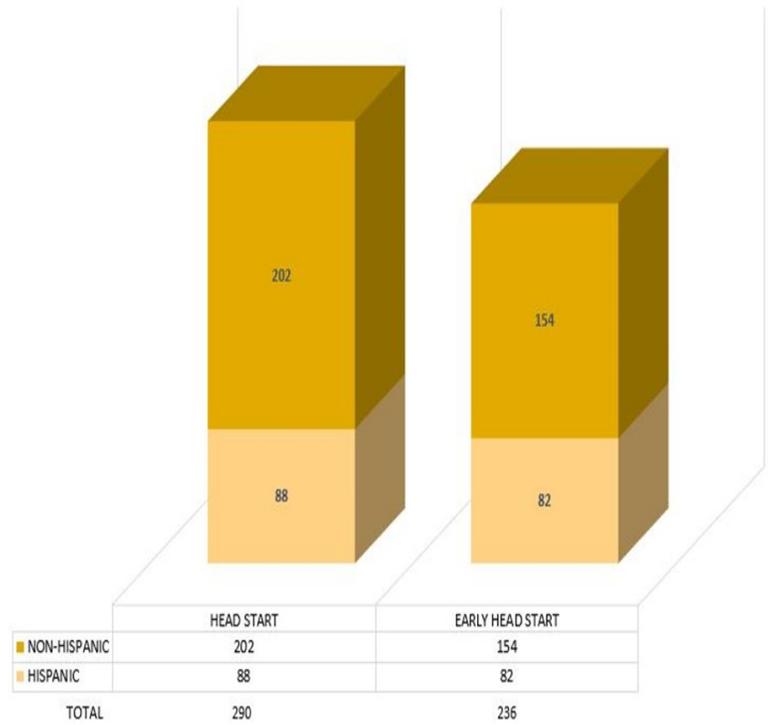
ENROLLMENT BY RACE:



PRIMARY LANGUAGE SPOKEN:



ENROLLMENT BY ETHNICITY



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, Birth to Five School Readiness Goals: Including the Five Critical Domains of Learning and in Partnership with Family Engagement, are incorporated into the Educational Philosophy and Approaches to Learning to solidify us as a Birth (including serving pregnant women) to Five program. In order to meet HSPPS and support collaboration and transition between early childhood programs, our school readiness goals align with the Head Start Early Learning Outcomes Framework and state early learning standards and the objectives for our assessment system – Teaching Strategies Gold. Principles in the aligned documents highlight key roles that families have in their children’s development, the belief that all children are individuals and develop within the context of their communities, and the importance of using developmentally appropriate practices to support the development of the whole child.



RWCFS Birth to Five Readiness Goals for School Success: Including the Five Critical Domains of Learning and in Partner- ship 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.

Companion Family Engagement Goal:

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

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.

Companion Family Engagement Goal:

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

Social/Emotional Development Goal:

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

Companion Family Engagement Goal:

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

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 foundations for reading.

Companion Family Engagement Goal:

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

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.

Companion Family Engagement Goal:

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

Curriculum, Assessment and Outcomes

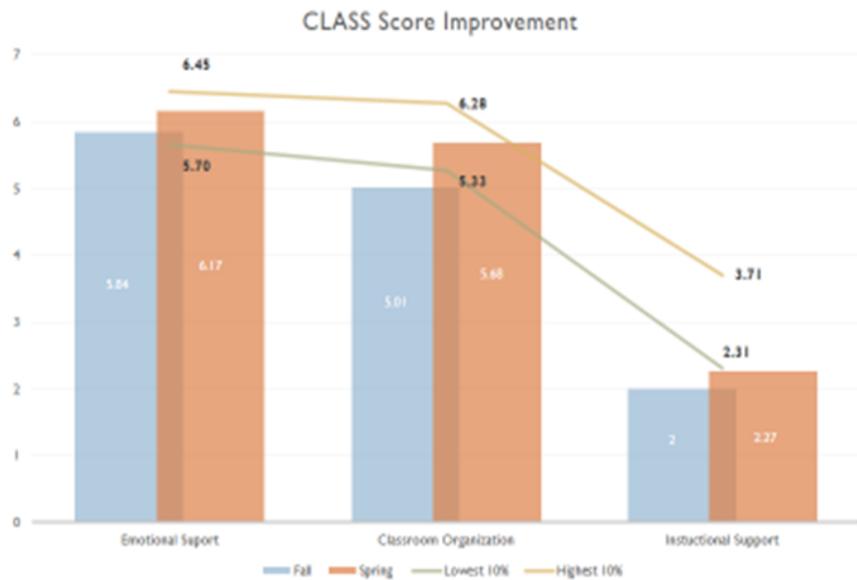
Curriculum:

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.

In pursuit of excellence and ongoing continuous quality improvement, the agency implements a coordinated research-based, Practice-Based Coaching strategy that supports both Early Head Start and Head Start teachers and home visitors.

The Pre-K Classroom Assessment Scoring System (CLASS[®]) is an observation tool used to analyze and assess the effectiveness of interactions between children and teachers in preschool classes.

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.



Head Start:

The Creative Curriculum for Preschool, 5th edition, is used as the foundation curriculum and promotes the use of exploration and discovery as a way of learning. Best practice approaches into lesson planning from other researched-based tools including: *Jolly Phonics, Handwriting Without Tears, Michael Haggerty Phonemic Awareness, Conscious Discipline and Second Step.*



Early Head Start:

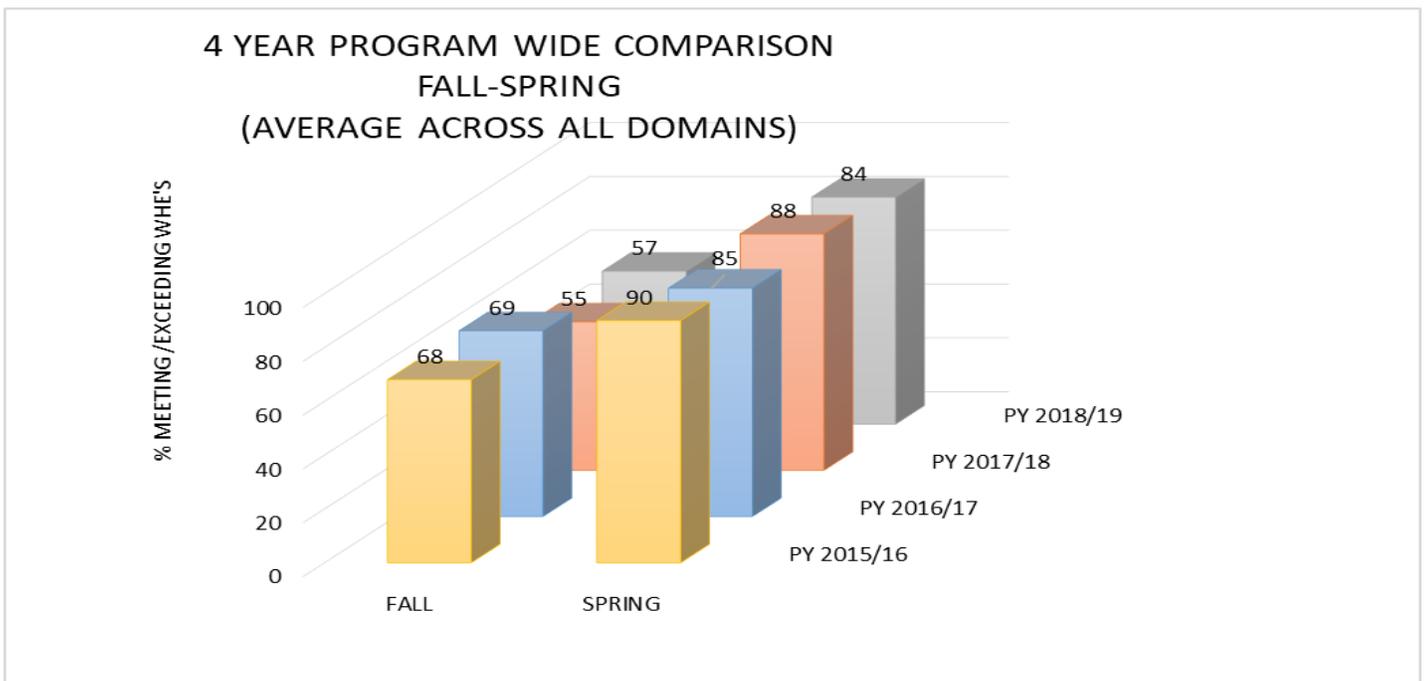
Staff uses several curriculum approaches to provide services to EHS families. Using the *Program for Infant and Toddler Caregivers* approach provides for a foundation of understanding that healthy relationships between caregivers and children are imperative. Upon recommendation of the school readiness 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 Home Visitors 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 Learning Games* and *Daily Resources* as additional resources with practical strategies for helping families understand child development,

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 to determine where children are at developmentally based on child development researched range of widely held expectations for each age group or class/grade. Teachers, Home Visitors 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. The program uses this information to assess and develop program goals and design, plan training, and monitor systems and quality.

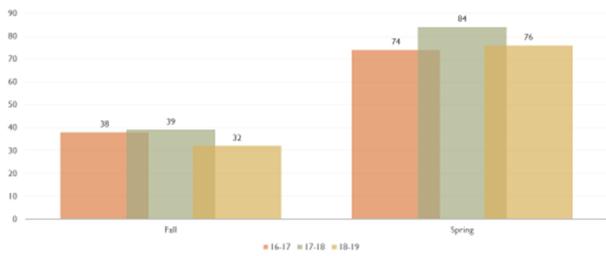
Child Outcomes

Program Wide:

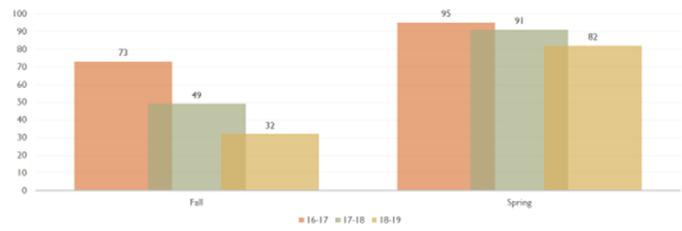


Head Start Child Outcomes:

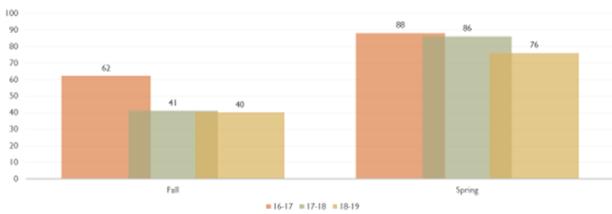
HS THREE YEAR COMPARISON - MATH



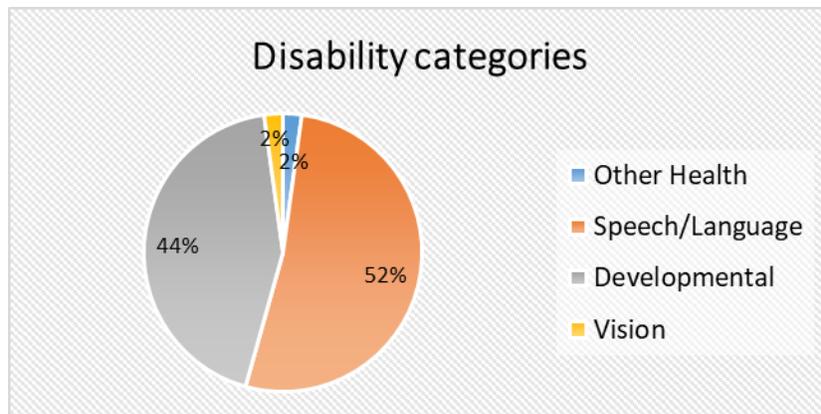
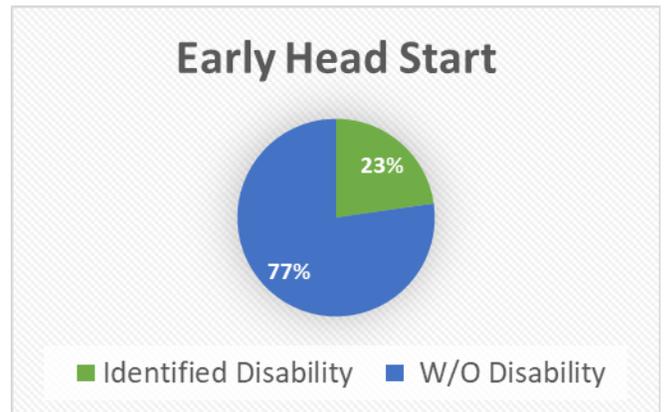
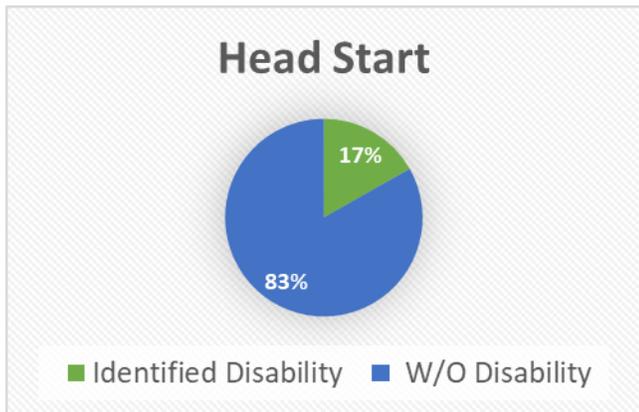
HS THREE YEAR COMPARISON - LITERACY



HS THREE YEAR COMPARISON - SOCIAL EMOTIONAL



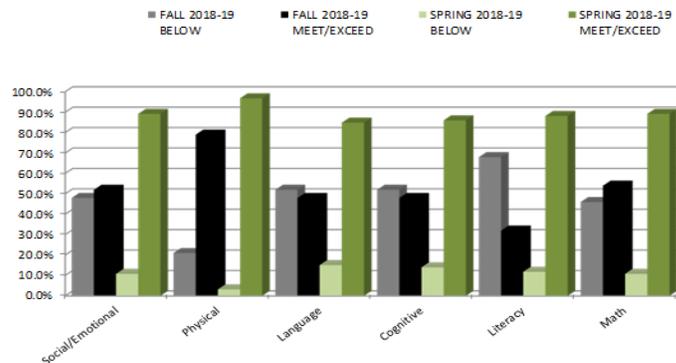
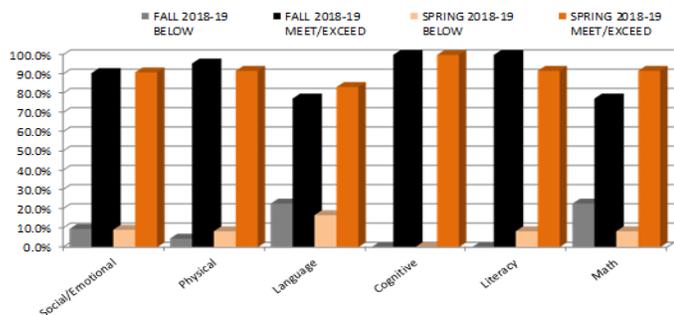
Disabilities:



The bar graphs below illustrates progress made by participating children over the course of the 18-19 Program Year, data by Age:

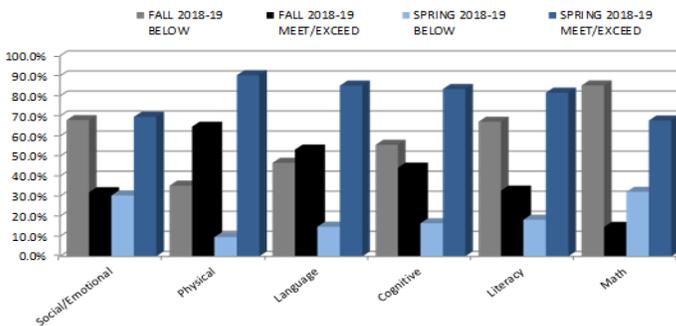
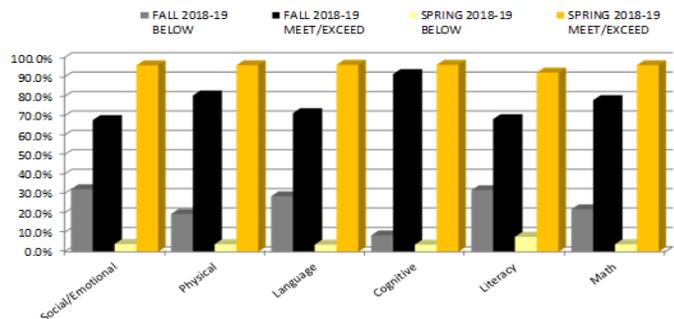
Age: 1-2				
Area of Development	FALL		SPRING	
	2018-19 BELOW	2018-19 MEET/EXCEED	2018-19 BELOW	2018-19 MEET/EXCEED
Social/Emotional	9.5%	90.5%	9.1%	90.9%
Physical	4.5%	95.5%	8.3%	91.7%
Language	22.7%	77.3%	16.7%	83.3%
Cognitive	0.0%	100.0%	0.0%	100.0%
Literacy	0.0%	100.0%	8.3%	91.7%
Math	22.7%	77.3%	8.3%	91.7%

Age: Preschool 3				
Area of Development	FALL		SPRING	
	2018-19 BELOW	2018-19 MEET/EXCEED	2018-19 BELOW	2018-19 MEET/EXCEED
Social/Emotional	48.0%	52.0%	10.8%	89.2%
Physical	21.0%	79.0%	3.2%	96.8%
Language	52.0%	48.0%	15.1%	84.9%
Cognitive	52.0%	48.0%	14.0%	86.0%
Literacy	68.0%	32.0%	11.8%	88.2%
Math	46.0%	54.0%	10.8%	89.2%



Age: 2-3				
Area of Development	FALL		SPRING	
	2018-19 BELOW	2018-19 MEET/EXCEED	2018-19 BELOW	2018-19 MEET/EXCEED
Social/Emotional	32.2%	67.8%	4.0%	96.0%
Physical	19.5%	80.5%	3.9%	96.1%
Language	28.6%	71.4%	3.7%	96.3%
Cognitive	8.5%	91.5%	3.7%	96.3%
Literacy	31.7%	68.3%	7.7%	92.3%
Math	21.9%	78.1%	3.9%	96.1%

Age: 4K				
Area of Development	FALL		SPRING	
	2018-19 BELOW	2018-19 MEET/EXCEED	2018-19 BELOW	2018-19 MEET/EXCEED
Social/Emotional	68.0%	32.0%	30.4%	69.6%
Physical	35.3%	64.7%	9.6%	90.4%
Language	46.7%	53.3%	14.8%	85.2%
Cognitive	55.7%	44.3%	16.5%	83.5%
Literacy	67.2%	32.8%	18.3%	81.7%
Math	85.3%	14.7%	32.2%	67.8%



Based on program year 18-19 data tentative plan for program year 19-20 includes:

- Pulling Coaching report broken down by HS and EHS to see if growth can be seen better when the groups are separated.
- With continued focus on social emotional development continue pulling reports based on the dimensions of social emotional domain to see if it shows a possible correlation between the significance of going from three teachers to two teachers.
- Monitoring to see if higher math percentage can be maintained
- Monitoring literacy data for downward trend.

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: A program rooted in social-emotional learning (SEL) is offered to Head Start children program wide. It focuses on social-emotional skills and teaches children about empathy, recognizing and managing emotions, self-regulation and problem solving skills that help children learn to pay attention, remember directions, control their behavior and get along with others.

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

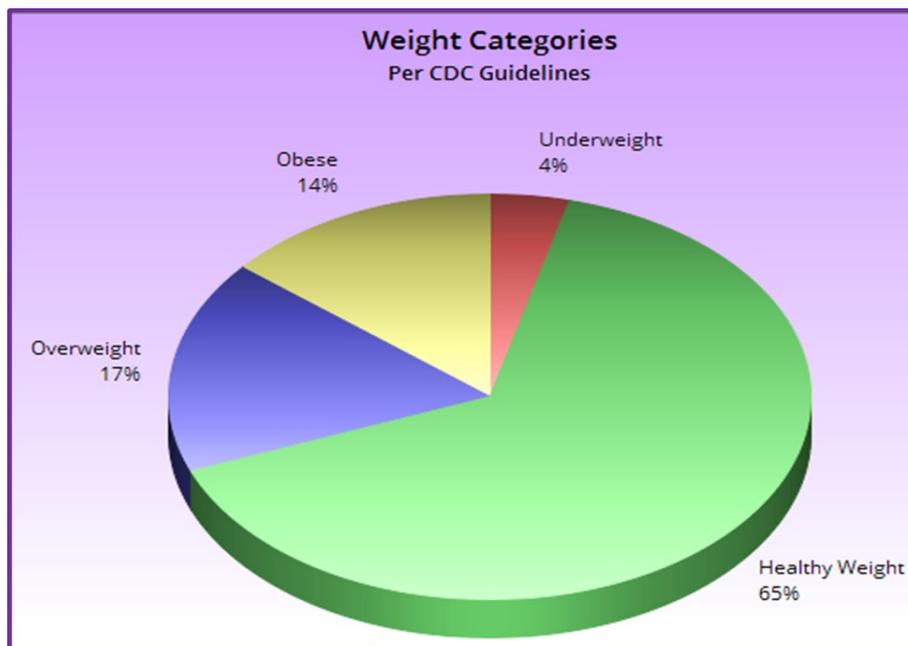
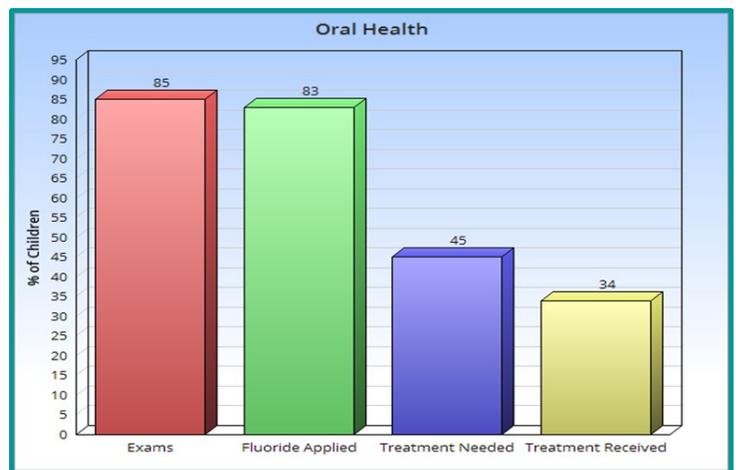
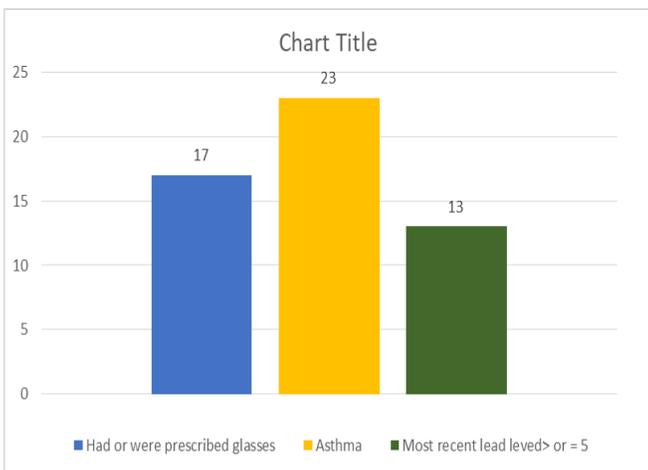
In a couple other service area school districts (Lake Geneva and Whitewater), our program collaborates to provide a full day of school for children who attend half-day 4K programs in the district and attend Head Start during the other half of the child's day.

Health Services

Community collaborations with the Beloit Area Community Health Center (the local federally-qualified health center), HealthNet, UW-Extension programs, WIC, and other community programs enabled RWCFS to promote wellness and address specific health needs of participating children and families. Children received hearing and vision screenings, dental exams, fluoride varnish applications, and weight/nutrition monitoring. Staff also worked to empower and educate parents and guardians when a child needs follow-up exams and/or care, such as glasses or treatment for dental decay.

Health Services Received:

	EHS	HS
Received Medical Exams	80%	77%



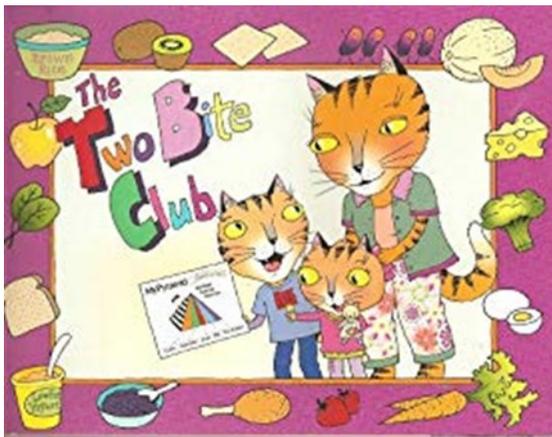


Dr. Tran checking teeth J



Table-top tooth brushing

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



At least 2/3 of children’s daily nutritional needs are met while they are at Head Start.

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. 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

Community Partnerships



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

Timm Janssen (photo) came to our program in 2014 and offered to volunteer his bus driving services. Timm is still with us and has donated over \$1,000 each month driving Head Start children. Timm also participates with the classrooms he transports by singing with the children and assisting teachers. Timm has been Volunteer of the Year for three years.

- 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.
- 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.

Community Agreements were made throughout Rock and Walworth Counties under the service area of Family & Community Partnerships as well as Child Development and Health Service areas.

Partnerships with Colleges

UW-Rock County English Department

Blackhawk Technical College

UW Whitewater Departments of:

Early Childhood Education

Communication Sciences and Languages

Field Study Education Program

Beloit College Psychology Department

*There are approximately 20-25 student and community volunteers placed in HS & EHS classrooms each semester.

New and Long Term Community Partnership Agreements Supporting Family Literacy

UW- Extension BookWorms™ of Rock County

U-Rock English Honor Society

UW-Extension BookWorms™ of Walworth County

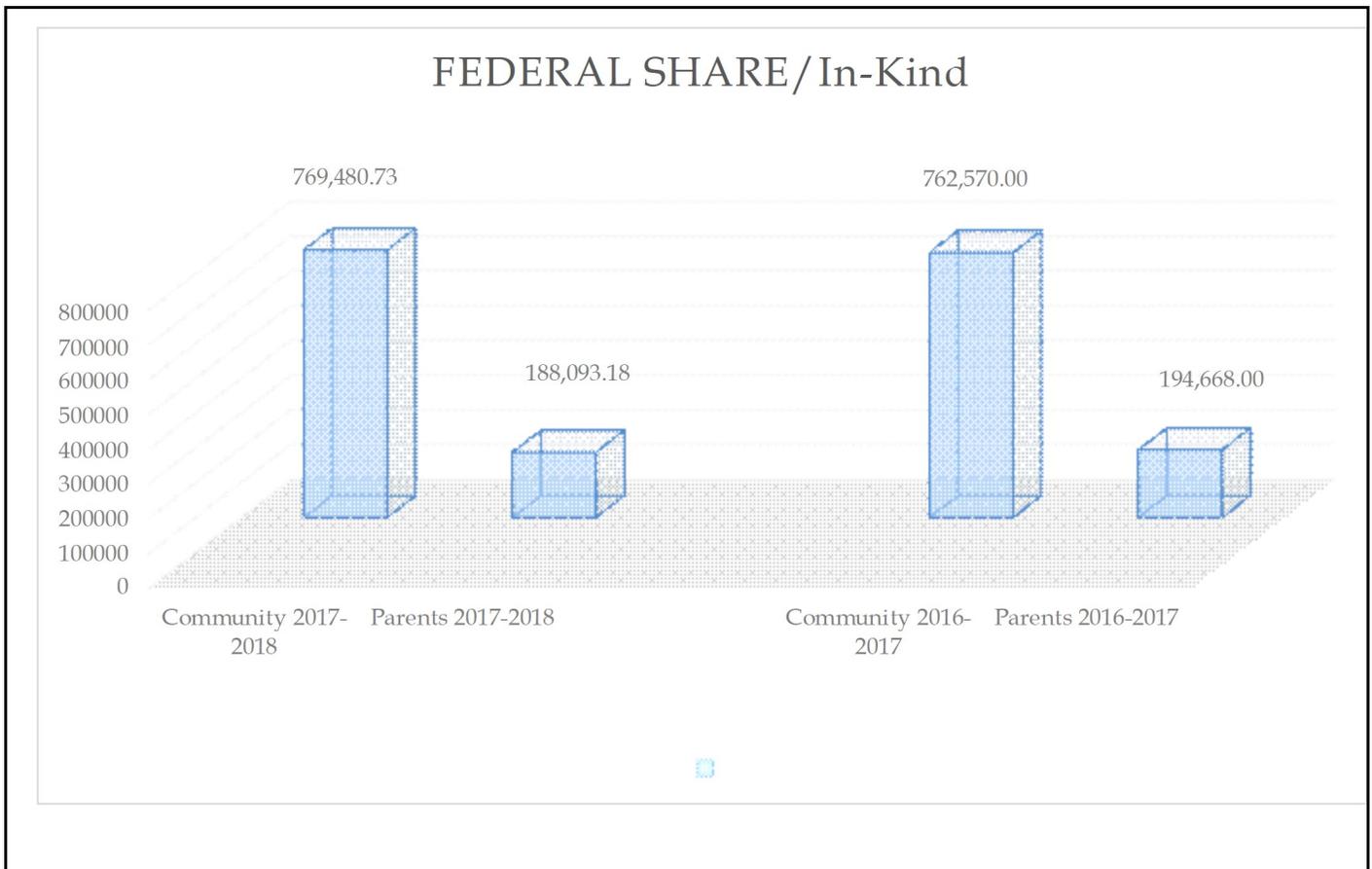
Merrill School Family Literacy Book Ninja

Rock and Walworth Counties Library Systems

Give Me Twenty by Book-It and Pizza Hut

New Long Standing Holiday Partnerships with Businesses and Organizations 2018-19		
Janesville:	Beloit:	Walworth County:
Casey’s Stores	Ecolab, Inc	Commercial Banks
Chase Banks	Fairbanks Morse	Grand Geneva Resort
Commercial Banks	Frito-Lay & Pepsi	Onvoy Badger Plug Co.
Cranked, Inc.	Green Bay Packers	Slumberland
Compass Church	Kerry Ingredients	Whitewater Chamber of C.
Janesville Morning Rotary	Marine Corp. League	QPS of Walw. County
Loyal Order of Moose	Outreach Ministries	Americold
Prent Corporation	Rockford Speedway	Peoples Bank
Simmons Employees	Staples Warehouse	
Slumberland	We Care Teachers Group	
WI. River Bank	<i>Many individual donors support HS/EHS but are not listed due to privacy.</i>	
Old Navy		
Johnson Banks		

HEAD START/EHS DEPENDS ON PARENT AND COMMUNITY SUPPORT



FAMILY PARTNERSHIPS P.Y. 2018-19

FAMILY PARTNERSHIP AGREEMENTS, GOALS & OBJECTIVES

Each Head Start family completes a Family Partnership Agreement with goals and steps for the goals to be reached as well as a family assessment. We want families in Head Start to have a minimum of three home visits, as well as visits to address crisis and community referrals. Families in Early Head Start receive a weekly visit and 2 socializations/playgroups each month.

The goal is 85% of our families receive 3 Head Start home visits and 70% of our families make at least one improvement in the following living condition areas: Food, Shelter, Transportation, Health, Education, Employment, Parent-Child Relationships that include fatherhood and child care.

COMPLETED ASSESSMENTS	
Janesville Head Start	98%
Beloit Head Start	100%
Walworth County	99%
Goal Reached:	99%

COMPLETED ASSESSMENTS	
Janesville Early Head Start	100%
Beloit Early Head Start	98%
Walworth County Early Head Start	98%
Goal Reached:	98%

LIVING CONDITIONS

Families also experience hardships that have an effect on their child as well as trying to work on school readiness. Families who are homeless, incarcerated, or children who experience kinship care, foster care and exposure to trauma either in the home or out of the home are experiencing adverse childhood experiences (ACE’s).

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 prevention method for parents to discuss important topics program-wide. 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 found 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
Budgeting	Mental Health
Child Abuse/Neglect Prevention Activities	Oral Health
Classroom Themes	Parenting
How to find Community Resources	Fatherhood
CPR/First Aid	Fire Prevention
Education/GED	Safety
Exercise	Financial Literacy
Family Literacy	Nutrition

FATHERHOOD INVOLVEMENT IS A PERFORMANCE STANDARD

Fatherhood Fridays Classroom Event Days are to be held at all centers on a weekly basis. November hosts the Father Child Literacy Family 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.



G.E.D. FUND

Parents who have a goal of obtaining their G.E.D. may apply for reimbursement funds through the Family & Community Partnerships donated fund. Parents who have a goal to obtain their GED/HSED may be compensated once they accomplish the education goal. *Sponsored by Walmart Foundation Grant.*

G.E.D. received in 2017:

1 father completed his G.E.D.

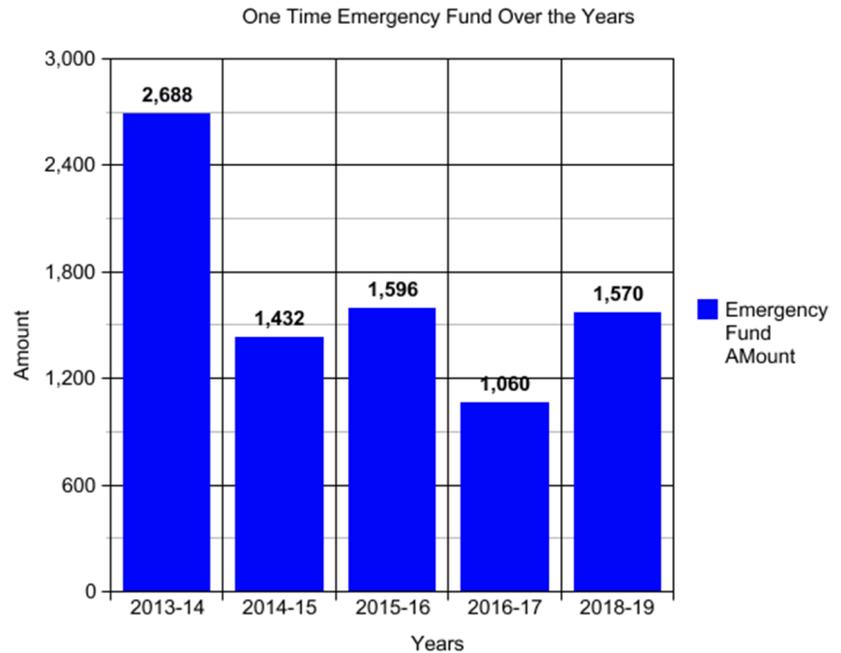
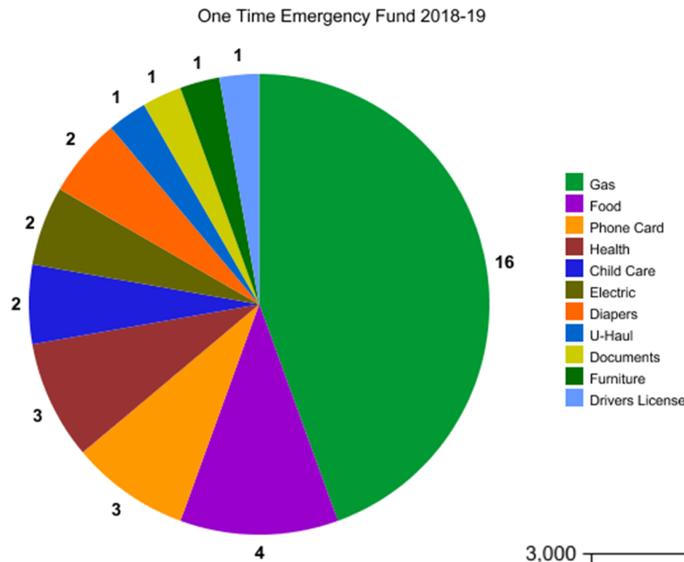
G.E.D. applied for in 2018:

2 applied but did not follow through.

ONE TIME EMERGENCY FUNDS 2018-19

Emergency Funds are supported by the Janesville Morning Rotary

Funds used for:	Gas Cards (11)	Diapers (2)	
	Phone (2)	Food (7)	
	Utilities (2)	Medical (4)	
	Child Care (3)	Vehicle (2)	
	Miscellaneous: (9)		
	<u>Total: \$1,570.00</u>		



FAMILY LITERACY IS A PERFORMANCE STANDARD



Over 2,000 free books are distributed to Head Start and Early Head Start children in Rock and Walworth Counties each year starting in the Fall. 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.

Parents completing At-Home reading projects received a free book through the mail by sending in the newsletter form telling us how many books they read in a month. This year we will also include tracking math projects.

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 donated funds and program budget.**

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 20 years. **The Rock County BookWorms™** have supported the Janesville Child & Family Center for 8 years.

HS/EHS has partnerships with library systems in Rock and Walworth Counties to implement the 1,000 Books Before Kindergarten Program. Janesville Hedberg Library hosts a book mobile and facilitates Family Nights and Socializations with reading demonstrations for parents to make reading fun.

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 and Beloit Center and will continue in 2019-20.

Book It Program was implemented in 2017 all Head Start Centers. Book-it now has a pre-school program to promote reading. Boom It will continue into 2019-20.

Dolly Parton's Imagination Library is promoted in Whitewater, Delavan, Beloit and Janesville. We will continue to inform parents about this project as we learn of more resources.

Transportation

2018-2019 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 43,824 miles during the program year.
- We recorded 35,718 "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 180 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.



Early Head Start

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.

Through Health Connect One we were able to provide 80 hours of training and certify 16 women as doulas. We were able to promote two of these Home Visitors to the Home Visitor/Doula positions.

Doula Services January 1, 2018 to present

Women served	18
Live births	18
Doula attended births	6
Full term births	16
Preterm births	2
Low weight births	2
Spontaneous labors	11
Epidurals	12
Vaginal births	14
C-sections	4
Put to breast in 1 st 48	12
Fathers present at birth	5
Infant deaths	0
Breastfed initiated in	12
Continued breastfeed	2
Breastfed exclusively	1
Breastfed exclusively	1

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 2016-2017	17.8
January- January 2017-2018	20.2
January 2018-Present	19.5

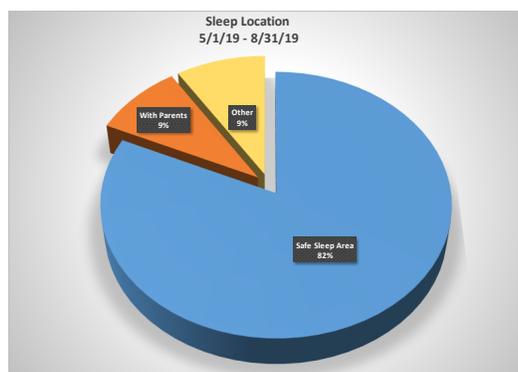
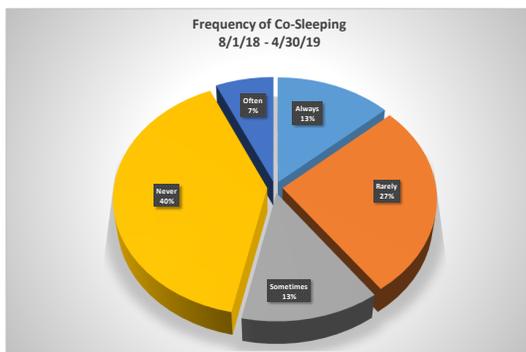
Teen Program

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. The 8 teen parents are able to join their children for breakfast, lunch, playgroup socializations, and other opportunities presented through their EHS Nurturer/Home Visitor. 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, 2018, we have had 48 students graduate from the High School Teen Program.



Safe Sleep



EHS promotes breastfeeding and makes sure Home Visitors keep up on the latest information and practices in breastfeeding. This year we were able to send 7 staff to become certified as Lactation Specialists.



Brief Community Assessment Summary September 2019 (Year 4 of 5-year grant cycle)

Rock-Walworth Comprehensive Family Services, Inc. Head Start and Early Head Start serves Rock and Walworth counties in southeastern WI. This two-county service area continues to present with data that is indicative that families are facing more challenges when compared with the rest of the state of Wisconsin in most data points with the community of Beloit exhibiting highest need and greatest challenges including:

- Significantly lower school outcomes/success in Beloit
- Higher unemployment rates (that have begun to creep up again) and at the same time a potential workforce shortage in Rock Co. over the next 10 years.
- Poorer health outcomes
- Significant percentages of children age 5 and under living in poverty –between 20-23% (in Rock Co.) depending on data source
- Greater disparities in almost all areas for African- American and Latino populations, including infant mortality, employment rates, incarceration rates, lower educational outcomes, opportunities to rent or own quality affordable housing, etc.
- Greater percentages of “working poor”
- Significant percentages of homeless children and families
- Poor access to dental, mental and other health care

Rock and Walworth Counties’ families living in poverty or barely above poverty have not seen significant gains in their lives seen by others in the country based on the current positive economic climate. Many families still struggle to find employment with wages and benefits that allow them to rise above poverty status or live with less anxiety or fewer challenges. Many families have adults working more than one job or going to school while working in an effort to meet their goals.