

Human Services, Inc. – Head Start Report to the Public 2017-2018

General Information:

The Human Services, Inc. – Head Start program operates 18 classrooms serving 311 pre-school age children at 7 centers in six counties located in south central Indiana. The counties include: Bartholomew – 54 children, Brown – 16 children, Decatur – 18 children, Jackson – 53 children, Johnson – 118 children, and Shelby – 52 children. Of those 18 classrooms, 13 operate 4 hours a day, 4 days a week for 128 days a year; 1 operate 6 hours a day, 4 days a week, for 180 days a year; and 4 operates 10 hours a day, 5 days a week for 220 days a year.

The Human Services, Inc. - Early Head Start program in Bartholomew County serves a total of 72 families: Center based services for 40 children 0 to 3 years of age 46 weeks a year, 5 days a week, 8/10 hours a day; Home based services for 16 children 0 to 3 years of age. The Early Head Start in Shelby County serves 8 children 0 to 3 years of age 46 weeks a year, 5 days a week, 8/10 hours a day. Early Head start in Bartholomew and Shelbyville serves a total of 8 expectant mothers --- weekly 90 minute home visits and socialization meetings every 2 weeks.

The administrative offices for the program are located in Columbus, Indiana which is central to the counties served by Human Services, Inc.

Total Number of Children and Families Served:	Head Start	395 Children
	Early Head Start	14 Pregnant Women
		149 Children

Average Attendance: 75%

Average Monthly Enrollment: Both Programs 100%

Percentage of Eligible Children Served: 10%

Percentage of Children that Received Medical Exams:	Head Start	100%
	Early Head Start	100%

Percentage of Children that Received Dental Exams: Both Programs 97%

Parent Involvement Activities:

Fatherhood Programming; Monthly Educational Meetings on topics including but not limited to budgeting, meal planning, adult education, mental health, abuse, first aid & CPR, transportation safety, literacy, and fitness; family goal planning; child educational goal setting; classroom celebrations; shared governance involvement through Policy Council; field trips; Early Head Start Socializations; Annual Safety Fair; GALA, HS 500, EHS 500, Men in the Life of Kids, involvement in committees including but not limited to Health Advisory, Disabilities/Mental Health Committee, and School Readiness Leadership Committee.

Readiness Preparation:

Head Start

The Head Start program is to prepare children for kindergarten. The program uses the researched based **Creative Curriculum**. The curriculum has a strong emphasis on literacy. The program aligns itself with the Head Start Framework and local school expectations. Large group, small group, and free exploration times are planned throughout the day to provide for teacher directed and child directed learning. A letter is focused on each week to encourage children to letter and sound recognition.

Children are assessed through Teaching Strategies Gold and work sampling. Teachers then plan for each child according to their needs for improvement as demonstrated by the assessment information. Activities are used to provide learning opportunities and practice to master skills.

The program also provides information to children and families concerning what to expect when they transition to kindergarten and round-up dates for kindergarten.

Early Head Start

The program uses the research based **Creative Curriculum**. Children are allowed to explore their environments freely and activities are guided by the teaching staff.

Children are assessed through Teaching Strategies Gold and observations. Teachers then plan for each child according to their needs for improvement as demonstrated by the assessment information. Activities are used to provide learning opportunities and practice to master skills. The program also provides information to children and families concerning transitioning into other programs after leaving Early Head Start.

Both Head Start and Early Head Start have established school readiness goals that align with the Indiana Foundations, local school systems, and the Head Start Readiness Framework. The school readiness goals are attached to this report.

Financial Information

2017 Expenses

EXPENSES

SALARY & WAGES	\$2,261,150.12
PAYROLL TAXES	\$216,738.03
FRINGES	\$347,463.57
EMPLOYEE RELATED EXPENSES	\$10,882.45
PROFESSIONAL FEES	\$66,194.63
SUPPLIES	\$253,540.83
COMMUNICATIONS	\$46,497.41
SHIPPING	\$3,221.66
OCCUPANCY COSTS	\$208,590.18
RENTAL & MAINTENANCE	\$152,163.21
PRINTING	\$4,756.31
TRAVEL	\$93,566.95
CONFERENCES	\$76,635.18
SPECIFIC ASSISTANCE TO INDIVIDUALS	\$332,430.03
MEMBERSHIP DUES	\$4,813.11

INSURANCE & OTHER	\$27,864.74
Total	\$4,106,508.41

2018 Budget

EXPENSES	
SALARY & WAGES	\$2,401,821
PAYROLL TAXES	\$243,950.77
FRINGES	\$426,836.11
EMPLOYEE RELATED EXPENSES	\$9,300
PROFESSIONAL FEES	\$29,860
SUPPLIES	\$109,831
COMMUNICATIONS	\$47,000
SHIPPING	\$500.00
OCCUPANCY COSTS	\$192,020
RENTAL & MAINTENANCE	\$89,258
PRINTING	\$4,600
TRAVEL	\$100,858
CONFERENCES	\$62,939
SPECIFIC ASSISTANCE TO INDIVIDUALS	\$10,000
MEMBERSHIP DUES	\$4,820
INSURANCE & OTHER	\$26,497
Total	\$3,752,414.88

Financial Audit:

The last audit of Human Services, Inc. was completed in August 2018.

Human Services Inc-Head Start/Early Head Start School Readiness Goals

Staff will work in partnership with families to promote well-being, positive parent-child relationships, and encouragement of the child’s individual goals.

School Readiness Goals	Teaching Strategies GOLD	HS Child Development Early Learning Parent, Family and Community Engagement Framework	Indiana State Foundations	Measureable Outcomes	Supports
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DOMAIN - Social Emotional Development

<p>1. Children will demonstrate positive social-emotional skills including social relationships birth to five.</p>	<p><u>Social Emotional:</u> Objective: 3a- I:6 Balances needs and rights of self and others</p> <ul style="list-style-type: none"> • Children will have positive interactions with peers. • Children will begin to regulate his/her behaviors. • Children will begin to regulate and express emotions appropriately. 	<p><u>Domain: Social and Emotional Development</u> Infant/Toddler: Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationship with familiar adults.</p> <p>Preschool: Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p> <p><u>Parent, Family, and Community Engagement Framework</u></p> <p>Positive Parent-Child Relationships</p>	<p><u>Social Emotional Foundation:</u> SE1:1: Demonstrate self awareness and confidence</p> <p>SE1:2 Demonstrate Identification and expression of emotions.</p> <p>SE 2:1 Demonstrate self control.</p>	<p>75% of children proficient by end of the year.</p>	<p><u>Coaching to Support Quality interactions that include:</u> Teaching staff assess and record individual children’s progress 3 times a year. Early Intervention Specialist (EIS), Center Manager (CM), and Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p><u>CLASS Instruments:</u> Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
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<p>2. Children will recognize and regulate emotions, attention, impulses, and behavior birth to five.</p>	<p>Social Emotional: Objective: 1c- I:7 Takes care of own needs appropriately</p> <ul style="list-style-type: none"> • Children will have positive interactions with peers. • Children will begin to regulate his/her behaviors. • Children will begin to regulate and express emotions appropriately. 	<p>Domain: Approaches to Learning: Infant/Toddler: Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. Preschool: Goal P-ATL 1. Child manages emotions with increasing independence. Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Family Well-Being</p>	<p>Social Emotional Foundation:</p> <p>Se1:2 Demonstrate identification and expression of emotions.</p> <p>SE 2:1 Demonstrate self control.</p>	<p>Measurable outcomes</p> <p>80% of children will be proficient at regulating their emotions.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
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<p>3. Children will demonstrate gross motor skills using large muscles for movement and balance from birth to five.</p>	<p>Physical: Objective: 4 - I:7 Demonstrates traveling skills</p> <ul style="list-style-type: none"> • Children will complete personal care tasks. • Children will demonstrate traveling skills. • Children will demonstrate balancing skills. • Children will develop gross-motor manipulative skills. • Children will use his/her fingers and hands to complete a range of fine motor activities. • Children will use writing and drawing tools. 	<p>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler: Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Preschool: Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. Goal: P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. Parent, Family, and Community Engagement Framework Family Well-being</p>	<p>Physical Health and Growth: PHG2.2: Demonstrate development of body awareness</p>	<p>Measureable Outcomes 80% of children will demonstrate the abilities to develop gross motor skills.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. *EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>Health: follow up on health and safety with staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
<p>4. Children birth to five will</p>	<p>Physical: Objective: 7a - I:7 Uses fingers</p>	<p>Domain Perceptual, Motor, and Physical Development: Infant/ Toddlers: Goal IT-PMP 8. Child</p>	<p>Physical Health and Growth:</p>	<p>Measureable Outcomes 80% of children will</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual</p>

demonstrate fine motor skills for such purposes as using utensils, self-care, building, prewriting/ writing, an exploring.	and hands <ul style="list-style-type: none"> Children will develop gross-motor manipulative skills. Children will use his/her fingers and hands to complete a range of fine motor activities. Children will use writing and drawing tools. 	adjusts reach and grasp to use tools. Preschool: Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. <p>Parent, Family, and Community Engagement Framework</p> <p>Family Well-being</p>	PHG3.1: Demonstrate development of fine and gross motor coordination	demonstrate the ability to develop fine motor skills.	children’s progress 3 times a year. EIS/CM/Teaching staff: review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals. <p>CLASS Instruments:</p> <p>Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>Nutrition: will follow up with staff to make sure we have foods to encourage utensils use.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
School Readiness Goals	Teaching Strategies GOLD	HS Child Development and Early Learning Framework	Indiana State Foundations	Measureable Outcomes	Supports

DOMAIN - Language Development

5. Children will use appropriate voice levels in different situations. Children will comprehend increasingly complex and varied vocabulary. Children will be able to demonstrate age appropriate communications skills.	Language: Objective: 10b - I:7 Uses Social Rules of Language <ul style="list-style-type: none"> Children will be able to comprehend language. Children will be engaged in back and forth language exchanges (conversations). 	Domain Language and Literacy: Infant/Toddler: Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Preschool: Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. <p>Parent, Family, and Community Engagement Framework</p> <p>Positive Parent-Child Relationships</p>	English/Language Arts: ELA1.1: Demonstrate receptive communication ELA1.2: Demonstrate expressive communication	Measurable Outcomes 80% of children will demonstrate age appropriate communication skills. 80% of children will be able to exchange interactions with others.	Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals. <p>CLASS Instruments:</p> <p>Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
6. Children birth to five who are dual language learners will demonstrate competency in their	Language: Objective: 10b - I:7 Uses Social Rules of Language	Domain Language and Literacy: Infant/Toddler: Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from	English/Language Arts: ELA1.3: Demonstrate ability to engage in	Measurable Outcomes 80% of children will demonstrate proficiency in comprehending dual language.	Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-

home language while acquiring beginning proficiency in English.	<ul style="list-style-type: none"> Children will be able to comprehend language. 	<p>communication and language experiences with others.</p> <p>Preschool: Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Families as Learners</p>	conversations		<p>Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
School Readiness Goals	Teaching Strategies GOLD	HS Child Development and Early Learning Framework	Indiana State Foundations	Measurable Outcomes	Supports

DOMAIN - Literacy Development

<p>7. Preschool children will recognize at least 10 letters and sounds focusing on those in their own name.</p>	<p>Literacy: Objective: 16a - I:4- Identifies and names letters</p> <ul style="list-style-type: none"> Children will use and appreciate books. Children will write to convey meaning. Children will be able to show awareness of various features of print. Children will recognize as many as 10 letters; especially the letters in his/her name. Children will write his/her fist name. 	<p>Domain Language and Literacy: Preschool: Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Families as Learners</p>	<p>English/Language Arts:</p> <p>ELA2.1: Demonstrate awareness of the alphabet</p> <p>ELA2.2: Demonstrate phonological awareness</p>	<p>Measurable Outcomes 80% of children will recognize awareness of environmental print and recognize 10 letter with sounds.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA- Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p>
School Readiness Goals	Teaching Strategies GOLD	HS Child Development and Early Learning Framework	Indiana State Foundations	Measurable Outcomes	Supports
<p>8. Infant and toddlers will become familiar with books. Preschool children will</p>	<p>Literacy: Obj. 18c - I-6 Retells Stories</p> <ul style="list-style-type: none"> Children will 	<p>Domain Language and Literacy: Infant/Toddler: Goal IT-LC 9. Child attends to, repeats and uses some rhymes, phrases, or refrains from stories or songs.</p> <p>Preschool: Goal P-LIT 4. Child</p>	<p>English/Language Arts:</p> <p>ELA2.3: Demonstrate awareness and undemanding of</p>	<p>80% of children will demonstrate awareness and understanding of concepts of prints.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA- Social Emotional Screening: 3 times at staffing</p>

<p>retell a story in correct order of events and responds to and interact with reading aloud.</p>	<p>become familiar with books.</p> <ul style="list-style-type: none"> ▪ Children will be retell a story in the correct order. 	<p>demonstrates an understanding of narrative structure through storytelling/re-telling.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Families as Learners</p>	<p>concepts of print.</p>		<p>to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
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DOMAIN - Cognition and General Knowledge

<p>9. Infants and toddlers will demonstrate progression of classification and matching.</p> <p>Preschool children will associate, recognize, and understand number names and quantities.</p>	<p>Mathematics: Objective: 20a - I:6- Counts</p> <ul style="list-style-type: none"> ▪ Children will begin to verbally count. ▪ Children will begin to understand shapes. ▪ Children will begin to make comparisons between two objects. ▪ Children will be able to count to 20. ▪ Children will be able to connect numbers up to 10 with their quantities. ▪ Children will be able to extend and create simple repeating patterns. 	<p>Domain Cognition: Infant/Toddler: Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Preschool: Goal P-MATH 1. Child knows number names and the count sequence. Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Families as Learners</p>	<p>Mathematics: M1.1: Demonstrate strong sense of counting M1.3: Recognition of number relations</p>	<p>70% of infants and toddlers will demonstrate the ability to explore shapes objects. 75% of children will demonstrate the ability to recognize understand number names and quantities.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
<p>School Readiness Goals</p>	<p>Teaching Strategies GOLD</p>	<p>HS Child Development and Early Learning Framework</p>	<p>Indiana State Foundations</p>	<p>Measurable Outcomes</p>	<p>Supports</p>
<p>10. Infant and toddlers will use causal relationships to act on social and physical environments.</p> <p>Preschool children will recognize, name, and sort basic shapes and colors.</p>	<p>Cognitive: Objective: 13 - I:5 Uses classification skills</p>	<p>Domain Cognition: Infant/Toddler: Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. Preschool: Goal P-SCI 3. Child compares and categorizes observable phenomena.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Positive Parent-Child Relationships</p>	<p>Science: SCI.2: Demonstrate awareness of the physical properties of objects</p>	<p>75% of infants and toddlers will demonstrate awareness of the physical properties of objects. 75% of children will recognize name and sort shapes and colors</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p>

					<p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
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DOMAIN - Approaches to Learning

School Readiness Goals	Teaching Strategies GOLD	HS Child Development and Early Learning Framework	Indiana State Foundations	Measureable Outcomes	Supports
<p>11. Children will work independently showing experiences birth to five.</p>	<p>Cognitive: Objective: 11a - I:6 Attends and engages</p> <ul style="list-style-type: none"> Children will attend and engage in activities and group experiences. 	<p>Domain Approaches to Learning: Infant/Toddler: Goal IT-ATL 3. Child maintains focus and sustains attention with support.</p> <p>Preschool: Goal P-ATL 7. Child persists in tasks. Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Family Well-being</p>	<p>Approaches to Play and Learning: APL1.2: Demonstrate interest and curiosity as a learner</p>	<p>805 of children will demonstrate the ability to engage in activities.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
School Readiness Goals	Teaching Strategies GOLD	HS Child Development and Early Learning Framework	Indiana State Foundations	Measurable Outcomes	Supports
<p>12. Children will demonstrate interest and engaged in group</p>	<p>Cognitive: 11a - I:6 Attends and engages</p>	<p>Domain Approaches to Learning: Infant/Toddler: Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experience, and</p>	<p>Approaches to Learning: APL4.1: Demonstrate development of social</p>	<p>80% of children will demonstrate the ability to engage in group activities.</p>	<p>Coaching to Support Quality interactions that include: Teaching staff assess and record individual children’s progress 3 times a</p>

<p>experiences birth to five.</p>	<ul style="list-style-type: none"> • Children will attend and engage in activities and group experiences. 	<p>explorations. Preschool: Goal P-ATL 13. Child uses imagination in play and interactions with others.</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Family Connections to Peers and Community</p>	<p>interactions during play</p>		<p>year. EIS/CM/Teaching staff: Review E-DECA-Social Emotional Screening: 3 times at staffing to monitor growth towards child goals.</p> <p>CLASS Instruments: Education Specialist and Site Supervisors will conduct CLASS observations one time annually, share information with teaching team.</p> <p>A needs assessments will be completed by all staff.</p> <p>EHS CM will conduct the ITERS twice a year. EHS staff will assess at appropriate times.</p>
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