

**Governors State University**  
**EARLY HEAD START**

**Annual Report**  
**2011 - 2012**



## **Mission**

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The mission of Governors State University Early Head Start, a program of the Family Development Center; is to empower eligible expectant parents and families of young children birth to three years of age to become their child's first and best teacher by partnering with the community to provide compassionate, high quality, individualized, comprehensive services. Using research-based curricula and qualified staff we build happy, healthy, strong families, community and life-long learners.

## **Early Head Start Vision**

Early Head Start will be the community catalyst for comprehensive services, focusing on prenatal to age three years, in the south suburbs.

## **Our Values**

*Making a difference in people's lives:* We value and respect the recipients of our services and the trust they place in us. We affect change in people's lives by using an approach that builds on an individual's strengths. *Life-long Learners:* We lay an educational foundation for our students; we promote learning for our parents and ourselves as professionals.

*Quality and Excellence in our Work:* As professionals in our field, we are at the forefront of excellence in early childhood education.

*Demonstrate Inclusiveness and Diversity:* We embrace diversity among students, staff, and faculty as well as members of the broader community, and we encourage acceptance of wide-ranging perspectives.

## **Our Philosophy**

We believe that children learn in many different ways and children's learning is impacted by a variety of forces. When children are actively engaged and construct their own knowledge through hands on activities in a stimulating environment, their growth and development flourish. We use a research based, reasoned eclectic approach with Creative Curriculum as our play based foundation. The Family Development Center staff provides a variety of opportunities and experiences in the environment to meet the needs of all children. We honor diversity, creativity and playfulness in every experience and strive to provide security and emotional support for all children and their families.

We encourage life-long learning and the dispositions of critical thinking, analytical thinking, questioning, and experimentation.

## **Message from the Director**

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This has been a great year at Governors State Early Head Start. We finished out our ARRA funding on September 29, 2011 and were very pleased to discover that the grant was converted to permanent Early Head Start funding. On October 24-26, 2011 we received a follow up Program Review with a favorable response of no areas of non-compliance.

In January 2012 we submitted final documents to become accredited by the National Association for the Education of Young Children and were very pleased to receive the announcement in August 2012 that we are accredited for a period of five years.

We are looking forward to another fantastic year!



Carol Morrison  
Director

## ***Funds received***

<b>Category</b>	<b>Amount</b>
Personnel	\$551,072
Fringe Benefits	\$185,101
Travel	\$24,948
Equipment	0
Supplies	\$20,889
Contractual	0
Facilities/Construction	0
Other	\$109,571
Direct Costs	\$891,581
Indirect Costs	\$154,476
Total approved budget	\$1,046,057

## ***Expenditures***

<b>Category</b>	<b>Amount</b>
Personnel	\$518,432
Fringe Benefits	\$226,087
Travel	\$18,639
Equipment	\$42,611
Supplies	\$34,596
Contractual	0
Facilities/Construction	0
Other	\$85,080
Direct Costs	\$882,836
Indirect Costs	\$163,221
Total Expenditures	\$1,046,057

## ***Budget 2012***

The 2012 budget was extended by three months and the resulting budget includes 15 months of funding. In addition, the program received a .72% Cost of Living Allowance.

<b>Category</b>	<b>Amount</b>
Personnel	\$635,233
Fringe Benefits	\$239,451
Travel	\$14,120
Equipment	\$0
Supplies	\$30,930
Contractual	0
Facilities/Construction	0
Other	\$73,856
Direct Costs	\$993,590
Indirect Costs	\$162,028
Total Budget	\$1,155,618

Total Number of families served: 81  
Average Monthly enrollment: 72  
Percentage of Eligible children served: 20%  
Number of children with disabilities- 22 (17%)

Results of the most recent audit:  
**INDEPENDENT ACCOUNTANTS' REPORT ON STATE COMPLIANCE,  
ON INTERNAL CONTROL OVER COMPLIANCE, AND ON SUPPLEMENTARY INFORMATION  
FOR STATE COMPLIANCE PURPOSES**

**Honorable William G. Holland, Auditor General, State of Illinois  
and The Board of Trustees, Governors State University**

## **Compliance**

As Special Assistant Auditors for the Auditor General, we have examined Governors State University's (University) compliance with the requirements listed below, as more fully described in the Audit Guide for Financial Audits and Compliance Attestation Engagements of Illinois State Agencies (Audit Guide) as adopted by the Auditor General, during the year ended June 30, 2011. The management of the University is responsible for compliance with these requirements. Our responsibility is to express an opinion on the University's compliance based on our examination.

- A.** The University has obligated, expended, received, and used public funds of the State in accordance with the purpose for which such funds have been appropriated or otherwise authorized by law.
- B.** The University has obligated, expended, received, and used public funds of the State in accordance with any limitations, restrictions, conditions or mandatory directions imposed by law upon such obligation, expenditure, receipt or use.
- C.** The University has complied, in all material respects, with applicable laws and regulations, including the State uniform accounting system, in its financial and fiscal operations.
- D.** State revenues and receipts collected by the University are in accordance with applicable laws and regulations and the accounting and recordkeeping of such revenues and receipts is fair, accurate and in accordance with law.
- E.** Money or negotiable securities or similar assets handled by the University on behalf of the State or held in trust by the University have been properly and legally administered and the accounting and recordkeeping relating thereto is proper, accurate, and in accordance with law.

We conducted our examination in accordance with attestation standards established by the American Institute of Certified Public Accountants; the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States; the Illinois State Auditing Act (Act); and the Audit Guide as adopted by the Auditor General pursuant to the Act; and, accordingly, included examining, on a test basis, evidence about the University's compliance with those requirements listed in the first paragraph of this report and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the University's compliance with specified requirements.

In our opinion, the University complied, in all material respects, with the compliance requirements listed in the first paragraph of this report during the year ended June 30, 2011. However, the results of our procedures disclosed instances of noncompliance with the requirements, which are required to be reported in accordance with criteria established by the Audit Guide, issued by the Illinois Office of the Auditor General and which are described in the accompanying schedule of findings and questioned costs as items 11-1, 11-2 and 11-9 through 11-12.

## **Internal Control**

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the requirements listed in the first paragraph of this report. In planning and performing our examination, we considered the University's internal control over compliance with the requirements listed in the first paragraph of this report as a basis for designing our examination procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Audit Guide, issued by the Illinois Office of the Auditor General, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

*A deficiency in an entity's internal control over compliance exists* when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with the requirements listed in the first paragraph of this report on a timely basis. *A material weakness over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a requirement listed in the first paragraph of this report will not be prevented, or detected and corrected, on a timely basis. Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance that we considered to be significant deficiencies as described in the accompanying schedule of findings and questioned costs as items 11-1, 11-2 and 11-9 through 11-12. *A significant deficiency in an entity's internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

As required by the Audit Guide, immaterial findings excluded from this report have been reported in a separate letter to your office.

The University's responses to the findings identified in our examination are described in the accompanying schedule of findings and questioned costs. We did not examine the University's responses and, accordingly, we express no opinion on the responses.

#### **Supplementary Information for State Compliance Purposes**

As Special Assistant Auditors for the Auditor General, we have audited the financial statements of the business-type activities of the University and its aggregate discretely presented component unit as of and for the year ended June 30, 2011, which collectively comprise the University's basic financial statements, and have issued our report thereon dated February 8, 2012. Our report was modified to include a reference to other auditors. Other auditors audited the financial statements of the University's discretely presented component unit, as described in our report on the University's financial statements. The accompanying supplementary information, as listed in the table of contents as Supplementary Information for State Compliance Purposes, is presented for purposes of additional analysis and is not a required part of the basic financial statements of the University. The 2011 Supplementary Information for State Compliance Purposes, except for that portion marked "unaudited" on which we express no opinion, has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2011 taken as a whole.

We have also previously audited, in accordance with auditing standards generally accepted in the United States, the University's basic financial statements for the year ended June 30, 2010. In our report dated February 25, 2011 on basic financial statements, we expressed an unqualified opinion on the respective financial statements of the business-type activities and the aggregate discretely presented component units. Our report was modified to include a reference to other auditors. Other auditors audited the financial statements of the University's discretely presented component units, as described in our report on the University's financial statements. In our opinion, the 2010 Supplementary Information for State Compliance Purposes, except for the portion marked "unaudited," is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2010, taken as a whole.

This report is intended solely for the information and use of the Auditor General, the General Assembly, the Legislative Audit Commission, the Governor, University management, Board of Trustees and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

February 8, 2012

Complete audit reports can be found at these websites:

<http://www.auditor.illinois.gov/Audit-Reports/Compliance-Agency-List/GSUIFY11-GSU-Comp-Full.pdf>

<http://www.auditor.illinois.gov/Audit-Reports/Compliance-Agency-List/GSUIFY11-GSU-Fin-Full.pdf>

### Percentage of enrolled children that received medical and dental exams

Indicator	2010-2011	2011-2012
Percent of children up to date on a schedule of preventive and primary health care at end of year	50%	69%
Percent of children with access to dental services	30%	81%
Percent of children with up to date or all possible immunizations by end of year	62%	93%

### Parent Involvement Activities

**Policy Council** – Policy Council is a monthly meeting held for elected EHS parents. Our Policy Council consists of 5 parents and 2 community members. The meetings run for 12 months until annual elections take place in September at which that time new members are elected and/or old members are re-elected. Childcare is provided during meeting times if needed.

**Parent Meetings** – Our parent meetings are held once a month and are called “Parent Night Out”. Each month there is a different topic and presenter/speaker. Dinner is served at each meeting and dependent on the topic, so is childcare for families in our program. Topics have included: child development, mental health (de-stressing your life), nutrition info, dental health, child language development, fire safety, cultural differences

**Volunteer/Recruitment**- Parents are encouraged to volunteer at the center, in the classroom, at an event, or in the community to help recruit for the program.

### Preparation for Kindergarten Readiness

Preparation for kindergarten readiness begins on the day the families are enrolled in our program. Pregnant women are assisted in keeping up to date on a schedule of prenatal care so that their babies will be born healthy and ready to learn. Education is provided to families and children starting from the moment they are born or enrolled in to the program.

Children enrolled in the center based (child care) program receive a developmentally appropriate education using the research based Creative Curriculum for Infants and Toddlers. All teachers in the center based classrooms are highly qualified, exceeding the Performance Standards with at least an Associate’s degree in Early Childhood Education. Home-based families receive the same high quality delivered to their family in the comfort of their home. Parents as Teachers Born to Learn is the curriculum used in the home based program. In addition to PAT, the home visitors use a curriculum for playgroups, Parent Interacting with Infants (PIWI), that focuses on the adult-child relationship and assisting parents in learning to be their child’s first, best teacher.

All children receive developmental and social emotional screenings within 45 days of enrollment and are referred for further assessment if there are any questions in the child’s level of development.

This is the first year that the program was required to write a formal School Readiness Plan and capture and report on child outcomes. Children were assessed three times during the school year, using the Creative Curriculum GOLD assessment system.

Children were assessed in social – emotional skills, gross motor and fine motor skills, language, cognitive, literacy and mathematics skills for their age group.

At the end of the school year, 78% of Early Head Start children without disabilities were meeting or exceeding benchmarks for their age. Sixty-seven percent of children with diagnosed disabilities were meeting or exceeding benchmarks for their age. The area of development most in need of improvement was that of Mathematics and Literacy.

## **Strengths and Accomplishments:**

- On October 24-26, 2011 our Program Specialist and a monitoring reviewer completed a follow up review for the program. We did very well with no areas of non-compliance.
- We have received a mini grant to purchase an Otoacoustic Emission hearing screening machine. The grant came from the State of Illinois and paid for 65% of the cost of the machine. This will allow our Health Services Coordinator to very accurately screen the hearing of any child under the age of three.
- Early Head Start staff completely aligned the curriculum and assessment for infants and toddlers and wrote a school readiness plan. This was accomplished over approximately five months during 2011-12.
- Governors State University applied for and was granted one of 50 training grants in the nation for the Health Care institute. The Family and Community Outreach Coordinator, the Health Services Coordinator and the Director traveled to Nashville, TN in April for this 2 day training. The institute itself will be implemented in Fall 2012.

