

## **Annual Report**

**Fiscal Year 2014**

**Governors State University**

**Family Development Center**

### **Mission**

The mission of the Family Development Center, a division of Governors State University's College of Education, is to provide accessible and exceptional education for children, families and students, and to encourage lifelong learning and the development of the whole child.

### **Vision**

**The Family Development Center will be the Model Early Education Center for 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 eclecticism 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**

This year was a very busy year at the Family Development Center. The Winter was the coldest and snowiest on record for the school and we were closed an extra four days because of the snow or extremely cold weather. During one of our coldest spells, a State of Illinois Preschool for All monitor came to the program to review our compliance. She stayed four days, observed every classroom and examined compliance on all our records. We came through that review with a GOLD level of excellence. Immediately after that visit, DCFS came to approve our child care license through the state, and in late April an Early Head Start monitoring review team came to examine our EHS grant compliance. All of these programs came through with flying colors and no non compliances! We are very proud of the quality of our programs.

In addition to those exciting milestones, the Early Head start received funding restored from the previous years' sequester cut, the FDC completed a comprehensive self- assessment of all programs and updated our strategic plan. It was a very busy year for all the staff.

As a result of all the scrutiny we received we are very pleased to report our Strengths and Accomplishments. We have very highly qualified staff, we received ExceleRate GOLD status, which is the highest a child care center/preschool can achieve in Illinois, and our EHS monitoring review had no findings or non-compliances. We are looking forward to next year, which will include further grant writing to improve our partnerships with local child care centers, and overall improvement by implementing our updated Strategic Plan.



### **Prominence in Cultural Hub**

The Family Development Center has achieved the highest awards available in Early Childhood Education and in the state.

The FDC has been accredited by the National Association for the Education of Young Children (NAEYC) since September 2012. In existence since 1985, NAEYC has offered a national,

voluntary accreditation system to set professional standards for early childhood education programs, and to help families identify high-quality programs. Today, NAEYC Accreditation represents the mark of quality in early childhood education. Over 6,500 child care programs, preschools, early learning centers, and other center- or school-based early childhood education programs are currently NAEYC-Accredited. These programs provide high quality care and education to nearly one million young children in the United States, its territories, and programs affiliated with the United States Department of Defense. This accreditation expires in September 2017 and is renewable.

In August 2014, the FDC received the Gold Circle of Quality designation from ExceleRate Illinois, the state's new quality rating and improvement system for early learning and development providers. ExceleRate Illinois is a comprehensive system that includes Licensed Child Care Centers, Preschool for All and Center-Based Prevention Initiative Programs, Head Start and Early Head Start Programs. GOLD is the highest of three levels of achievement.

### About the FDC

The Family Development Center at Governors State University provides university-quality programs for children and their parents in a unique, state-of-the-art facility, and is staffed by a fully qualified team of educators. We provide quality programs developed for your child's growth, achievement, and future success. Centrally located on the campus of Governors State University we serve the university community as well as the surrounding areas.

As a department within the College of Education we serve as a lab experience for early childhood education and students from other disciplines on campus. In calendar year 2014, we hosted 168 students from Early Childhood Education, Nursing, Communication Disorders, Counseling, Psychology, Occupational and Physical Therapy. These students participated in observations, internships, teaching experiences, vision, hearing and language screenings and provided professional development for our teachers and parenting education for parents. In addition, one Occupational Therapy doctoral candidate conducted her dissertation work with the teachers in the FDC.

Collaboration between the Executive Director of the FDC and Dr. Divya Sood and her doctoral candidate has led to regional and a national presentations as well as an article submitted to a peer reviewed journal.

The staff at the Family Development Center are highly qualified for their positions. Six teachers have type 04 teaching licenses, and ten teachers have an associate degree or higher in early childhood education. Comparatively, a child care center of our type would have 5 teachers

with type 04 licenses and typically the only person on staff with an Associate degree or higher would be the Center Director.

The Management team of the FDC all have Master's degrees in their area of expertise with over 10 years of experience.

### Highlight Distinguished Alums

#### Sarah Conley

Sarah Conley is a freshman at Governors State University, part of the inaugural freshman class here. Sarah attended preschool at the FDC, and is now a student worker at the FDC, working part time as a receptionist.

#### Matthew Lipman

The Family Development Center began as a partnership between a local school district and Governors State University. At that time, a student named Matthew Lipman attended school here. When the charter school became the Family Development Center Matt's mother Robin Lipman worked here as the 'lunch lady'. W Robin worked at the FDC as a valued employee in several capacities until she passed away in mid 2014. Matt became interested in the viola while in school and continued his studies through his school years. Matt went on to great things:

Violist Matthew Lipman has been hailed by the New York Times for his "rich tone and elegant phrasing" and by the Chicago Tribune for his "splendid technique and musical sensitivity". Mr. Lipman is the First Prize winner of the Washington, Stulberg, and Johansen International Competitions, the WAMSO, Juilliard, and ASTA National Competitions, and is a top prizewinner of the Tertis and Primrose International Viola Competitions. As a participant of the Music@Menlo, Ravinia, Marlboro, Caramoor, and Perlman Music Program festivals, his collaborators include Itzhak Perlman, David Finckel, Miriam Fried, Paul Katz, and Ani and Ida Kavafian. Born in Chicago in 1992, Mr. Lipman is a student at the Juilliard School, where he serves as teaching assistant to professor Heidi Castleman, and has studied with Misha Amory, Roland Vamos, and Matthew Mantell. He performs on a viola by Matteo Goffriller, 1700, on generous loan from the REB Foundation.

Matt returns to the area occasionally and has been known to stop by and play short impromptu 'concerts' for the children.

## Programs

The Family Development Center is here to respond to the needs of the University Community as well as the surrounding area of University Park. The Family Development Center offers full time and part time care for all children age birth to 12 years of age. In addition to child care, educational and support services are offered to pregnant women. Home based services are provided to families that are not in need of full time child care or preschool.

Family Development Center services are supported by grants, donations and private tuition payments from parents. The major grants are the Early Head Start grant and the Preschool for All grant. Early Head Start is a federally funded grant to provide comprehensive education and family support to low income pregnant women and families with children age birth to three. This program provides full day and home based services with a focus on high quality comprehensive services for the whole family.

At age three, children can transfer to our full day or half day Preschool program which is supported by a state funded Preschool For All program. The Preschool For All grant provides a licensed teacher and teacher assistant for 2.5 hours per day.

Our full day options blend Preschool For All or Early Head Start grant funding with parent's tuition or state Child Care Assistance Payments to provide a full day of high quality care for families that are working or in school full time.

When children turn five they must leave our preschool program and transfer to Kindergarten with their local school. The Family Development Center continues to offer child care before and after school during the school year, and all day during the summer. Children must leave the FDC programs on their thirteenth birthday.

All center based programs for children 0-5 are licensed by the state of Illinois department of Children and Family Services (DCFS), and accredited by the National Association for the Education of Young Children (NAEYC). As a university, our programs for school age children are license exempt.

### Cost to care for a child

Annual cost per child for children enrolled in Early Head Start Home based or 6 hour day=  
\$17,152

Annual cost of Infants, toddlers two year olds in full time child care which combines EHS and Child care costs= \$22,152

Annual cost per child for half day Preschool child \$2,873

Annual cost per child for Full day preschool \$6,996

Annual cost compared to GSU tuition: Child care continues to be an expensive cost for families. Without the Child Care Assistance Program and the assistance of grants, many families would be forced to stay home because of the cost of child care. Full time, year round tuition at GSU \$14,079.

Demographic breakdown

Teen parent	Single parent	Disabled parent	Foster parent	Homeless	Two parent
8	222	3	6	1	95

Race

Asian	Bi-racial	Black	Caucasian	Native American	Other	Pacific Islander	Unspecified
4	23	212	71	2	4	1	1

Ethnicity- Latino 16

WIC	Food Stamps
83	5

Insurance Type

Medicaid	Private
134	23

**Children Served: Cumulative Number of Children Served By funding source**

Early Head Start	Illinois State Board of Education Preschool for All	Private pay/Tuition only
<b>130</b>	<b>115</b>	<b>50</b>

**Children of GSU Students- 36**

**Children of GSU faculty/staff- 5**

**Actual Early Head Start Average Monthly Enrollment: 71/72 98% enrolled**

**Percentage of Eligible Early Head Start Children served: 130 served/579 = 22% served**

**Number of Children with Disabilities:**

Age 3-5(Preschool)	Age 0-3 (Early Head Start)
<b>11</b>	<b>20</b>

Medical information on EHS children enrolled more than 45 days.

Indicator	2013 data	2014 data	Nationwide comparison
Children with health insurance	100%	100%	88.6%
Number of children with an ongoing source of health care	100%	100%	88.4%
Number of children who are up to date on a schedule of age appropriate preventive and well-baby care according to Illinois EPSDT schedule for well-baby care	75%	78%	NA
Number of children who are up to date on all immunizations/all possible immunizations	87%	92%	76%

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 Night Out is the parent workshop/education activity carried out on a monthly basis. The activities for 2014 included:

- January - Math is Fun!

- February- Advocating for your children
- March-Literacy- Lets Make Books
- April- transitions- to Prek and to Kindergarten
- May- End of Year celebration
- June- Healthy Eating with Chef Michael
- July- University Park Library- The importance of reading to children
- August- Meet the Management team
- September- Digital Literacy
- October – Family and Friends Open house
- November- Fire Safety
- December- Art make it and Take it

Preparation for Kindergarten Readiness

This summary represents assessment data for 163 (98%) of the children enrolled at the Family development Center between August 2013 and June 2014. Children represented in this data are in 14 classes and are from three different school districts. Teachers at Governors State University Family Development Center used objectives from the assessment tool, *Teaching Strategies Gold*, to measure children’s skill levels for selected criteria. This assessment system measures the knowledge, skills and behaviors that are most predictive of school success.

Data Collection:

Data collection occurred at specific times from September 2013 to June 2014. Assessment occurred as teachers scored student performance by comparing them to research based indicators of development and learning.

Report Demographics:

Gender		
	N	Percent
Male	90	55%
Female	73	45%
	163	100%

Race		
	N	Percent
Black or African American	104	64%
White	36	22%
Mixed Race	11	7%



Pacific Islander	5	3%
Unreported	7	4%
Total	163	100%

Ethnicity		
	N	Percent
Not Latino/Spanish/Mexican	142	87%
Mexican	7	4%
Unknown Hispanic	2	1%
Unknown	12	8%
Total	163	100%

Age		
	N	Percent
Birth to 1	11	7%
1 to 2	23	14%
2 to 3	29	18%
3 to 4	59	36%
4 to 5	41	25%
total	163	100%

Language		
	N	Percent
English	161	99%
Other	2	1%
Total	163	100%

Children with Disabilities		
	N	Percent
Children with no identified Disability	149	91%
Children with IFSP (age 0-3)	11	7%
Children with IEP (age 3-5)	3	2%
Total	163	100%

Data presented in Tables describe the percentage of all students who meet or exceed the Objectives on each Dimension.

Dimensions	Meets or Exceeds	Below
Attends and engages	96%	4%
Persists	96%	4%
Manages feelings	96%	4%
Responds to emotional cues	97%	3%
Takes care of own needs appropriately	97%	3%
Balances needs and rights of self and others	96%	4%

Dimensions	Meets or Exceeds	Below
Uses fingers and hands	98%	2%
Tells about another time or place	90%	10%
Identifies names and letters	87%	13%
Follows directions	96%	4%
Demonstrates traveling skills	99%	1%
Speaks Clearly	89%	11%
Uses conventional grammar	92%	8%
Engages in conversation	86%	14%
Shows curiosity and motivation	96%	4%
Shows flexibility and inventiveness	96%	4%

Dimensions	Meets or Exceeds	Below
Uses emergent reading skills	91%	9%
Counts	84%	16%
Quantifies	78%	22%
Understands spatial relationships	84%	16%
Understands shapes	88%	12%

In general, all children enrolled in the Family Development Center early childhood education programs are making progress towards meeting or exceeding the objectives for school readiness. Math and Literacy skills have been the lowest, and continue to show the lowest scores. Identifying names and letters, engaging in conversation, counting, quantifying, understanding spatial relationships and shapes are the objectives most in need of improvement. These are areas in which teachers will continue to focus specialized instruction.

The data in the following tables represented only the EARLY HEAD START children.

Dimensions	Meets or Exceeds	Below
Attends and engages	95%	5%
Persists	94%	6%
Manages feelings	93%	7%
Responds to emotional cues	98%	2%
Takes care of own needs appropriately	95%	5%
Balances needs and rights of self and others	92%	8%

Dimensions	Meets or Exceeds	Below
Uses fingers and hands	98%	2%
Tells about another time or place	90%	10%
Identifies names and letters	76%	24%
Writes name	92%	8%
Follows directions	95%	5%
Demonstrates traveling skills	97%	3%
Speaks Clearly	79%	21%
Uses conventional grammar	86%	14%
Engages in conversation	71%	29%
Shows curiosity and motivation	92%	8%
Shows flexibility and inventiveness	95%	5%

Dimensions	Meets or Exceeds	Below
Uses emergent reading skills	91%	9%
Counts	84%	16%
Quantifies	78%	22%
Understands spatial relationships	84%	16%
Understands shapes	88%	12%

Early Head Start children show progress consistent with the center wide outcomes. Early Head start children are making progress towards meeting or exceeding the objectives for school readiness. Math and Literacy skills have been the lowest, and continue to show the lowest scores. Identifying names and letters, engaging in conversation, counting, quantifying, understanding spatial relationships and shapes are the objectives most in need of improvement. These are areas in which teachers will continue to focus specialized instruction.

#### Developmental progress compared to national/state averages

There is no exact matching data to compare either the children enrolled in Preschool for All or Early Head Start at this time. The most recent data to compare Preschool for All children was published by the State of Illinois in 2013 for school years 2010-1012. The Reading, Mathematics and Language Arts performance levels of school year 2009 PFA children in 2012 is displayed in the following table:

Dimension	Average and Above Average	Below/Inadequate/Failure
Reading	80.7	19.4
Mathematics	83.6	16.4
Language Arts	81.7	18.4

Retrieved from: <http://isbe.net/reports/preschool10-12.pdf> 1/30/2015

Family Development Center compared to Preschool for All

Dimension	State PFA Percent meeting average and above	FDC Percent meeting and exceeding
Mathematics	83.6	83.5
Reading	80.7	91

There is no comparison data for Early Head Start children.

### Budget

Budget Category	Early Head Start grant	Preschool For All grant*	FDC non grant funding*
Personnel Salaries	\$542,526	\$202,140	\$668,031
Fringe Benefits	\$265,457	109,717	\$2,500
Supplies	\$14,030	\$6,403	\$30,463
Travel	\$2,950	\$755	\$2,427
Other	\$25,251	\$2,780	\$127,217
Indirect Costs	\$87,346	0	0
Total	\$937,560	\$321,795	\$830,638

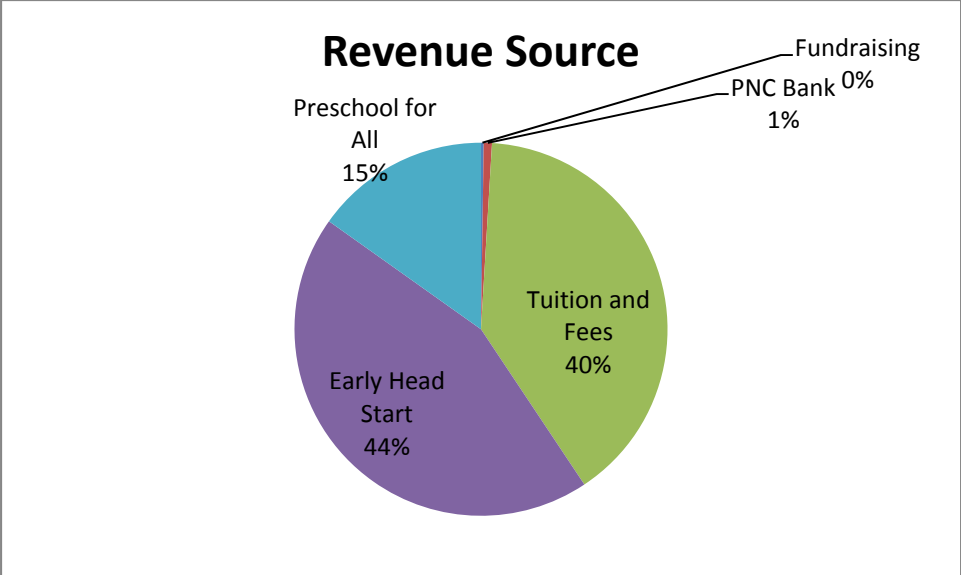
\*Fiscal year July 1 to June 30

### Actual Expenses for Early Head Start

Budget Category	Actual Expenses
Personnel Salaries	\$500,744
Fringe Benefits	\$280,921
Supplies	\$24,196
Travel	\$9,112
Other	\$36,604
Indirect Costs	\$85,983
Total	\$939,560
Food program income	-\$35,799

### Sources of Income

Fundraising	\$ 5,000.00
PNC Bank	\$ 15,000.00
Tuition and Fees	\$ 842,538.00
Early Head Start	\$ 937,560.00
Preschool for All	\$ 321,795.00
	\$ 2,121,893.00



The results of the most recent audit report:

“We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A -133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. “

The complete audit report is available here: <http://www.auditor.illinois.gov/Audit-Reports/Compliance-Agency-List/GSU/FY14-GSU-Comp-Full.pdf>