

## **Annual Report**

**Fiscal Year 2015**

**Early Head Start 1/1/2015 to 12/31/2015**

**All other programs 7/1/2015 to 6/30/2016**

**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**

Early this year the FDC was recognized by the Chicago Chapter of the National Black Child Development Institute as a Point of Proof and was featured in the Illinois report. We were delighted to accept this award at a ceremony in Chicago. The link is located later in this report.

One of the reasons that children achieve so well at the FDC is the STAFF. Our staff are what makes the programs succeed. Consequently, children's outcomes are high, especially in our full day classrooms.

Although the FDC did well programmatically, this year was a very trying year for the budget. The State of Illinois did not pass a state budget this fiscal year and it was a difficult year for the entire university. Spending and hiring was frozen in the university and for the FDC, the rules governing the state Child Care Assistance Program were suddenly and unexpectedly changed on July 1, 2015. This resulted in a 90% cut to child care assistance so that only the lowest income parents were able to receive assistance. The rule was reversed after protests and federal intervention but much damage was done. That resulted in the largest deficit for the year, almost \$100,000, which the university was able to cover.

Fortunately the state Preschool for All budget was left untouched as was the federal Early Head Start program. No families lost services in any of our programs, but we saw many families leaving the area and move out of state.

A handwritten signature in cursive script that reads "Carol Morrison". The signature is written in black ink and is positioned at the bottom of the page.

## 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.

The FDC was recognized as a Point of Proof by the National Black Child Development Institute (NBCDI) for our work on improving the achievement levels of Black Children. We prove that Being Black is Not a Risk Factor, with a spotlight on our program in the NBCDI state report. The report can be viewed at <http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20is%20Not%20a%20Risk%20Factor%20-%20Illinois.pdf> .

## About the FDC

The characteristics of the Family Development Center at Governors State University were recently compared nationally and to universities and colleges in Illinois. A member survey from the National Coalition for Campus Children Centers 2015 was used as a national comparison. Two hundred and twenty universities and colleges were included in the 2015 survey revealing that programs range in size from 15 children in one center to 974 children in nine centers at Florida State University system. The average center size nationally is 105, the most common center size is 50 children with nine programs reporting that enrollment size. Annual budgets range from \$20,000 for a program that does not pay any salaries out of its own budget to \$8,000,000. The average budget is \$1.086 Million per year; the most common budget size is \$500,000.

In a separate search of 31 campus children's centers from 20 universities and community colleges in Illinois it was revealed that the average size of centers in Illinois is 167. However, two of these centers closed in late 2015. The smallest center is at Illinois State University with an enrollment of 28 in the Lab School that only serves four year olds. The largest program is at Southern Illinois University –Edwardsville with 1502 children in seven centers serving Head Start and Early Head Start children in East St. Louis, IL encompassing an average center size of 214. Six of the programs serve children under the age of three. The average budget, of the five programs that published their budget figure, is \$382,200. Four programs provide Head Start/Early Head Start services either as an on-site grantee or through partnerships.

The FDC serves up to 245 children with a \$2.3 M budget, ranking it in the top 15 in budget and size of program in the country and one of the largest in the state of Illinois. Currently, 189 children are enrolled in the FDC programs.

### 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

Single parent	Disabled parent	Foster parent	Homeless	Two parent
71%	1%	1%	3%	22%

Race

Bi-racial	Black	Caucasian
2%	70%	21%

WIC	Food Stamps
65%	32%

Insurance Type

Medicaid	Private
74%	18%

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

<b>Early Head Start</b>	<b>Illinois State Board of Education Preschool for All</b>	<b>Private pay/Tuition only</b>
<b>116</b>	<b>129</b>	<b>51</b>

**Children of GSU Students- 6**

**Children of GSU faculty/staff- 7**

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

**Percentage of Eligible Early Head Start Children served: 116 served/579 = 20% served**

**Number of Children with Disabilities:**

<b>Age 3-5(Preschool)</b>	<b>Age 0-3 (Early Head Start)</b>
<b>6</b>	<b>17</b>

Medical information on EHS children enrolled more than 45 days.

Indicator	2014 data	2015 data	Nationwide comparison
Children with health insurance	100%	100%	97.36%
Number of children with an ongoing source of health care	100%	100%	96.73%
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	78%	89%	80.61%
Number of children who are up to date on all immunizations/all possible immunizations	92	76%	81.61%

### 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 2015 included:

- January –Get Healthy, Stay Healthy
- February- Advocating for Your Special Needs Child
- March-School Readiness, Is my child ready for PreK?
- April- Resource Fair
- May- End of Year Celebration
- June- South Suburban Family Shelter
- July- Lets Move Our Body – Parent Child event
- August- Back to School Readiness: Learning Approaches, Help your child Succeed in School.
- September- Illinois Housing Authority- Down Payment Assistance Program
- October – What you Should Know about Fire Safety in the Home
- November- Healthy Eating with Mr. Paul
- December- Winter Break Games and Crafts Fair

### Preparation for Kindergarten Readiness

This summary represents assessment data for 156 of the children enrolled at the Family Development Center between August 2015 and June 2016. 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 2015 to June 2016. Assessment occurred as teachers scored student performance by comparing them to research based indicators of development and learning.

Report Demographics:

Gender:	Male: 56% Female: 44%
Race:	White: 16% Black or African American: 68% White and Black or African American: 4% All other combinations/Unknown: 12%
Ethnicity:	Not Spanish/Hispanic/Latino: 85% Mexican: 5% Other Hispanic: 4% Unknown: 6%

IFSP/IEP Status:	Children With IEP: 4% Children With IFSP: 5%
Funding Source(s):	Child Care: 2 Head Start: 73 Pre-K: 79 Private: 1

Age or Class/Grade:	Birth to 1 year (Red): 10% 1 to 2 years (Orange): 17% 2 to 3 years (Yellow): 14% Preschool 3 class/grade (Green): 31% Pre-K 4 class/grade (Blue): 28%
Primary Language:	English: 98%  Spanish: 1% Polish: 1% African: 1%

School Readiness Data at the end of the 2015-16 school year indicating the percent of children meeting and exceeding expected outcomes for their age:

Social Emotional Skills	
Manages feelings	96%
Takes care of own needs appropriately	95%
Responds to emotional cues	89%



Balances needs and rights of self and others	95%
<b>Fine and Gross Motor Skills</b>	
Demonstrates traveling skills	97%
Uses fingers and hands	97%
<b>Speech and Language</b>	
Follows directions	94%
Speaks clearly	93%
Uses conventional grammar	94%
Tells about another time or place	89%
Engages in conversations	89%
<b>Approaches to Learning</b>	
Attends and engages	90%
Persists	87%
Solves problems	92%
Shows curiosity and motivation	97%
Shows flexibility and inventiveness in thinking	97%
<b>Literacy</b>	
Identifies and names letters	86%
Uses emergent reading skills	92%
Writes name	97%
<b>Mathematics</b>	
Counts	88%
Quantifies	81%
Understands spatial relationships	83%
Understands shapes	92%

### **School Readiness Data- Early Head Start Only**

This summary represents assessment data for 68 of the children enrolled in the **Early Head Start Program** at the Family Development Center between August 2015 and June 2016. 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 2015 to June 2016. Assessment occurred as teachers scored student performance by comparing them to research based indicators of development and learning.

The demographics of this report are:

<b>Gender:</b>	Male: <b>54%</b> Female: <b>46%</b>
<b>Race:</b>	White: <b>10%</b> Black or African American: <b>71%</b> Some Other Race/unknown: <b>13%</b> White and Black or African American: <b>6%</b>
<b>Ethnicity:</b>	Not Spanish/Hispanic/Latino: <b>85%</b> Mexican: <b>7%</b> Unknown: <b>7%</b>
<b>IFSP/IEP Status:</b>	Children With IFSP: <b>9%</b>
<b>Funding Source(s):</b>	Child Care: <b>2</b> Head Start: <b>65</b>
<b>Age or Class/Grade:</b>	Birth to 1 year): <b>24%</b> 1 to 2 years): <b>41%</b> 2 to 3 years : <b>35%</b>
<b>Primary Language:</b>	English: <b>99%</b> Spanish: <b>1%</b>

School Readiness Data at the end of the 2015-16 school year indicating the percent of children meeting and exceeding expected outcomes for their age:

<b>Social Emotional Skills</b>					
<b>Manages feelings</b>					95%
<b>Takes care of own needs appropriately</b>					98%
<b>Responds to emotional cues</b>					93%
<b>Balances needs and rights of self and others</b>					95%
<b>Motor Skills</b>					
<b>Demonstrates traveling skills</b>					97%
<b>Uses fingers and hands</b>					98%
<b>Speech and Language</b>					
<b>Follows directions</b>					100%
<b>Speaks clearly</b>					95%
<b>Uses conventional grammar</b>					93%
<b>Tells about another time or place</b>					95%
<b>Engages in conversations</b>					89%

Approaches to Learning					
Attends and engages				98%	
Persists				98%	
Solves problems				91%	
Shows curiosity and motivation				97%	
Shows flexibility and inventiveness in thinking				95%	
Literacy					
Identifies and names letters				85%	
Uses emergent reading skills				96%	
Writes name				100%	
Mathematics					
Counts				86%	
Quantifies				88%	
Understands spatial relationships				92%	
Understands shapes				96%	

### Budget

Budget Category	Early Head Start grant	Preschool For All grant*	FDC non grant funding*
Personnel Salaries	\$540,594	\$202,140	\$783,513
Fringe Benefits	\$270,297	109,717	\$0
Supplies	\$13,450	\$6,403	\$25,316
Travel	\$6,732	\$755	\$0
Other	\$35,666	\$2,780	\$154,546
Indirect Costs	\$72,980	0	0
Total	\$937,560	\$321,795	\$-94234

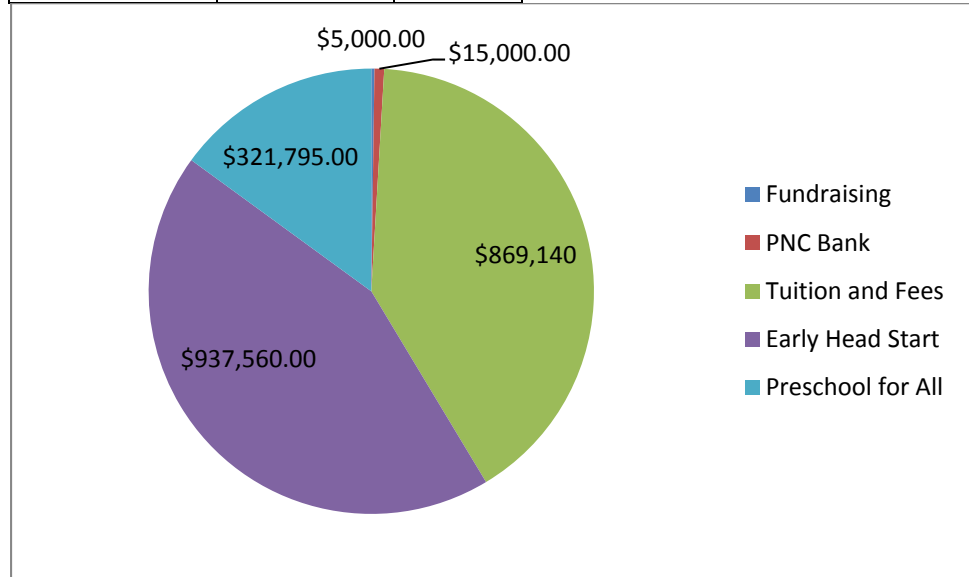
\*Fiscal year July 1 to June 30

### Actual Expenses for Early Head Start

Budget Category	Actual Expenses
Personnel Salaries	\$531,185
Fringe Benefits	\$282,234
Supplies	\$28,452
Travel	\$8,805
Other	\$54,586
Indirect Costs	\$72,980
Total	\$937,560
Food program income	-\$40,682

Sources of Income

Fundraising	\$5,000.00	Less than 1%
PNC Bank	\$15,000.00	1%
Tuition and Fees	\$869,140	40%
Early Head Start	\$937,560.00	44%
Preschool for All	\$321,795.00	15%
Total	\$2,148,495	



The results of the most recent audit report:

“INDEPENDENT AUDITOR’S REPORT

Honorable William G. Holland Auditor General State of Illinois and The Board of Trustees Governors State University Report on the Financial Statements

As Special Assistant Auditors for the Auditor General, we have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component unit of the Governors State University (University), a component unit of the State of Illinois, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the University’s basic financial statements as listed in the table of contents. Management’s Responsibility for the Financial Statements Management is responsible for the preparation and fair presentation of these financial statements in

accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component unit. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component unit, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### Opinions

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of the University and its aggregate discretely presented component unit, as of June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Emphasis of Matter

As discussed in Note 2 to the financial statements, effective for the year ended June 30, 2015, the University adopted Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27. This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit pensions, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about pensions are also addressed.

Implementation of this Statement required a change in the notes to the University's basic financial statements and an addition of required supplementary information. Information regarding the University's participation in the State Universities Retirement System of Illinois is disclosed in Note 5 to the financial statements. Our opinion is not modified with respect to this matter. As discussed in Note 2 to the financial statements, effective for the year ended June 30, 2015, the University adopted GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date - an amendment of GASB Statement No. 68.

This Statement amends paragraph 137 of GASB Statement No. 68 to require that, at transition, a government recognize a beginning deferred outflows of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. GASB Statement No. 68, as amended, continues to require that beginning balances for other deferred outflows of resources and deferred inflows of resources related to pensions be reported at transition only if it is practical to determine all such amounts. The provisions of this Statement were incorporated with the implementation of GASB Statement No. 68, which required a change in the notes to the University's basic financial statements as disclosed in Note 5, and a restatement of beginning net position as disclosed in Note 15. Our opinion is not modified with respect to this matter.

## Report on Summarized Comparative Information

We have previously audited the University's 2014 financial statements, and we expressed unmodified audit opinions on the respective financial statements of the business-type activities and aggregate discretely presented component unit of the University in our report dated December 12, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

## Other Matters Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 7 through 14, the Required Supplementary Information - Pension on page 48 and the Notes to the Required Supplementary Information - Pension on page 49 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's basic financial statements. The University Facilities System Revenue Bonds Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position, Statement of Cash Flows, Student Enrollment by Term, University Fees, and Schedule of Insurance in Force, listed as supplementary information in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The University Facilities System Revenue Bonds Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position, and Statement of Cash Flows, listed as supplementary information in the table of contents, are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America by us and other auditors.

In our 5 opinion, the University Facilities System Revenue Bonds Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position, and Statement of Cash Flows, listed as supplementary information in the table of contents, are fairly stated, in all material respects, in relation to the basic financial statements as a whole. The University Facilities

System Revenue Bonds Student Enrollment by Term, University Fees, and Schedule of Insurance in Force, listed as supplementary information in the table of contents, are the responsibility of management and have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

#### Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 21, 2015 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the University's internal control over financial reporting and compliance.”

E. C. Ortiz,

December 21, 2015

The complete audit report is available here: <http://www.auditor.illinois.gov/Audit-Reports/Compliance-Agency-List/GSU/FY15-GSU-Fin-Full.pdf>