

EARLY HEAD START



2020-
21

Annual Report

La Casa de Esperanza's mission is to provide opportunities to achieve full social and economic participation in society, with emphasis on the Hispanic population.

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LEADERSHIP MESSAGE

Dear Friends,

On behalf of La Casa de Esperanza’s Board of Directors, staff, volunteers, and the children and families that participate in our programs, we are grateful for the opportunity to serve our community through the Early Head Start Program. Early Head Start is a program that clearly illustrates La Casa’s mission to provide opportunities for financial and social self-sufficiency by providing services that strengthen families and give infants and toddlers the best possible head start in life. La Casa is finishing its ninth year of providing services to children and families through this valuable program and we are excited to share with you the 2020-21 La Casa de Esperanza Early Head Start Annual Report. Please note that, unless otherwise indicated, program information is for the period from August 1, 2020 through July 31, 2021.

Very best regards,

Shari Campbell
Interim President & CEO

Mildred Starks
EHS Director

Victoria Perry
Policy Council President

POLICY COUNCIL

La Casa de Esperanza's Early Head Start Policy Council is an active advisory body that consists of parents and community participants who are committed to ensuring that the children and families we serve receive the most comprehensive and quality services possible. We greatly appreciate the time and commitment that each member contributes to the Policy Council, and we highly encourage parents and other stakeholders to become involved.

Our Policy Council includes these distinguished participants:

Victoria Perry, President (Parent)

Crystal Acosta (Parent)

Gusmary Marquez (Parent)

Jackie James (Parent)

Bernie Gonzalez (Parent)

Kara Hoffmann (Community Member)

Krista Hoffman (Community Member)

Angela Todd (Community Member)

Maria Wadina (Board Liaison)



FEDERAL MONITORING REVIEW

In August 2018 La Casa de Esperanza's Early Head Start Program received its Focus Area 2 review Federal Monitoring Review. The review resulted in no areas of deficiency and no areas of noncompliance. There were likewise no findings in the area of finance.

In July 2021 the Program received a Focus Area 1 review.

PROGRAM OVERVIEW



Early Head Start is a federally funded, community-based program for low-income families serving infants, toddlers, and/or pregnant women. La Casa de Esperanza’s center-based Early Head Start Program is located at our Community Center near downtown Waukesha, Wisconsin. Our center-based program operates year-round from 8:30 a.m. to 2:30 p.m. serving 32 children, ages six weeks to three years.

Our home-based program operates with five home-based educators and serves 46 children (40 through federal funding and 6 through state funding) ages birth to three, and pregnant women. Our Early Head Start program uses comprehensive and inter-disciplinary services to foster optimal growth and development, ultimately meeting our school readiness goals and promoting positive parental involvement.

Our Families:

Parents and guardians that participate in the program self-report that:

- 60% are Hispanic and 44% live in Spanish-speaking households.
- 73% live in households with annual incomes under \$25,000 per year.
- 57% live in households headed by single parents.
- 62% of the parents are under the age of 30 with 31% under the age of 24.

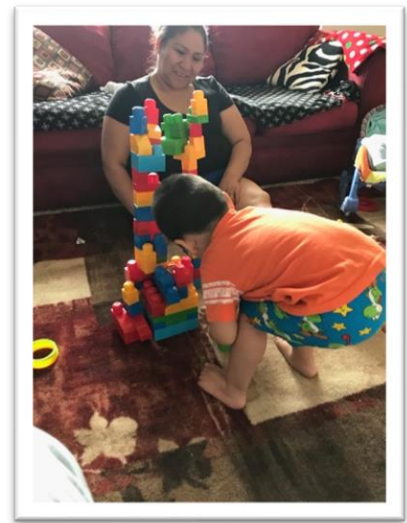
Total number of children served	110
Total number of families served	83
Percent of Waukesha County EHS eligible children served	27%
Percent of children who received medical exams. <i>*Wisconsin does not require dental exams for children ages 0-3 years.</i> <i>*Some families did not seek medical care during the pandemic.</i>	92%

ENROLLMENT

La Casa de Esperanza is funded and authorized to provide services for 78 children and families. During the period of this report, August 1, 2020 through July 31, 2021, 70% enrollment was maintained. This was an unprecedented year as the world was experiencing a pandemic. La Casa's EHS Program remained open for families who needed care and provided virtual and other supportive services to those not attending in person. Current enrollment (as of July 31, 2021, is 89%).

PARENTAL INVOLVEMENT

At La Casa de Esperanza, we know that parents are the first and most important teachers for their children. Parental involvement is critical to the success of children. Therefore, La Casa de Esperanza's Early Head Start Program continuously strives to increase parental involvement by providing multiple opportunities for volunteering, collaborating with teachers and attending events.



Parents are always welcome at the agency and in the classroom to:

- Help with and/or lead activities and projects in the classroom. Parents have come to read stories, assist teachers with art projects and special activities.
- Attend special events such as Breakfast with Santa, Three Kings Celebration, Fiesta Waukesha, and our Thanksgiving program.
- Assist the teacher in classroom planning efforts.
- Participate in activities and shared program governance through the Parent Committee and the Policy Council.
- Participate in family engagement nights, socializations, and at home activities that are designed to enrich the classroom activities and experiences.



We encourage parents to share their opinions, thoughts, and ideas with us; lend resources so that parents can support their children's learning at home; and promote the sharing of a favorite song, tradition, or other aspect of a family's culture.

PREPARING CHILDREN FOR SCHOOL

At La Casa we believe that preparing children for academic success begins even before birth. With our expanded EHS home-based option, it is possible to educate parents about school readiness before their babies are born. Our Home-Based Educators and Family Service Specialist begin to educate parents about early fetal development and the beginnings of bonding and attachment with their baby. It is through attachment and bonding that school readiness begins. A child who feels safe and secure is ready to learn. Our educators ensure that our parents and children are prepared for future academic success through the implementation of our School Readiness Goals. Our school readiness goals are generated by analyzing the data from the students' developmental assessments which cover each of the developmental domains. These domains include: Language and Communication, Cognition and General Knowledge, Health and Physical Development, Social Emotional Development and Approaches to Learning. Each goal that was created is integrated into the children's individual lesson plans, classroom curriculum and staff and parent trainings. It is evident through these goals and implementation plans that La Casa de Esperanza is committed to preparing our children and families with the tools necessary to be prepared and ready for school.

Our expert staff makes the difference

In order to serve the individual needs of our children and families in a comprehensive and coordinated manner, we are excited to add these content experts to our staff team:

- Home-Based Educators and Family Service Coordinator
- Education Coordinator
- Mental Health Professional
- Nurse Consultant
- Nutritionist Consultant
- Disabilities Consultant
- Teachers with an Infant/Toddler Credential, Associates or Bachelors Degrees (All classes maintain a 1:4 teacher to child ratio)



To ensure that our Early Head Start children are growing and learning at a rate that is greater than or consistent with their age levels, individualized implementation plans are developed for each child through the use of these well-known and respected industry tools:

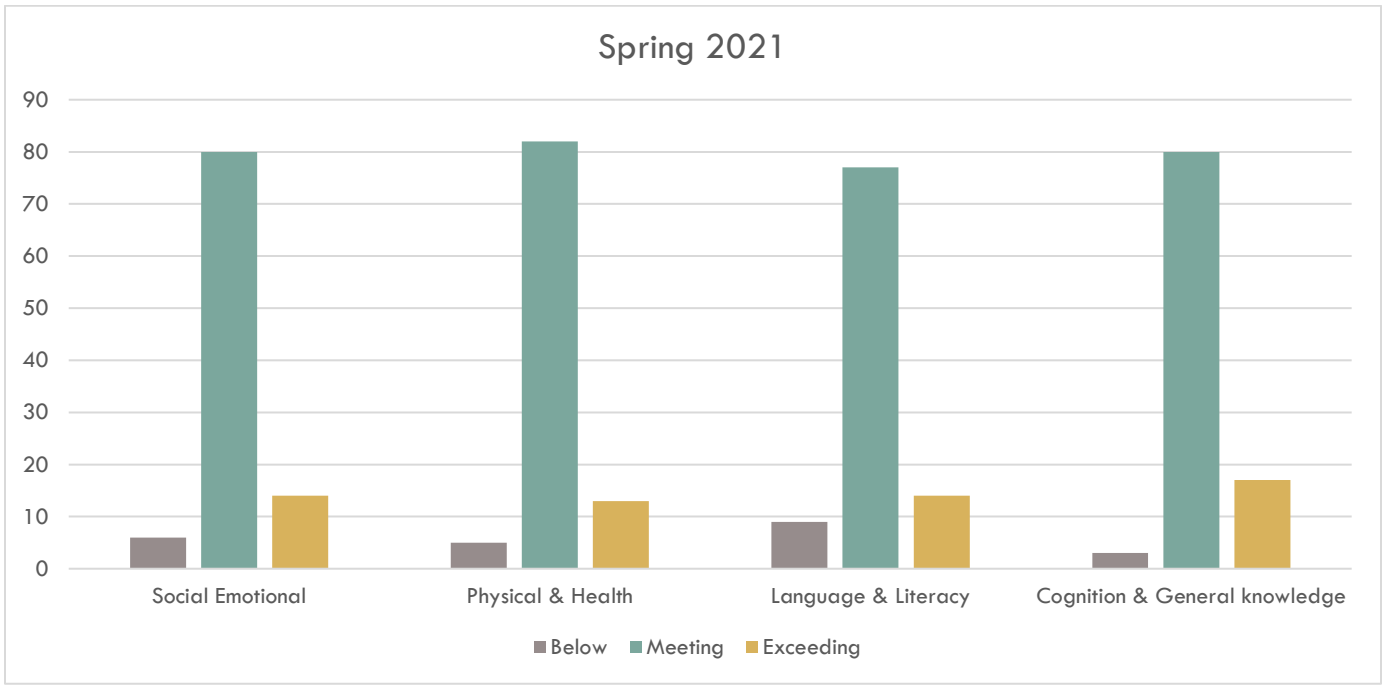
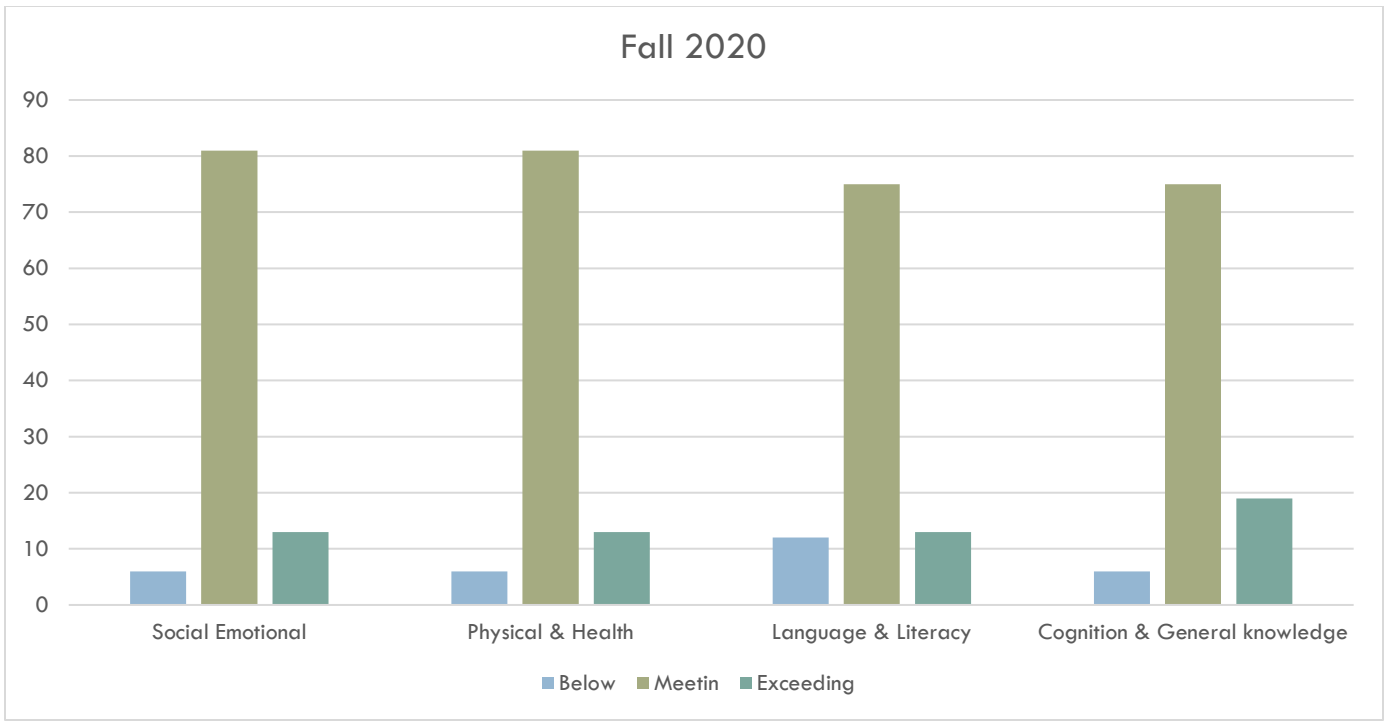
- Curriculum assessments and checkpoints
- Ages and Stages questionnaires for developmental and social-emotional screenings
- Teaching Strategies Gold
- Wisconsin Model Early Learning Standards
- Creative Curriculum for Infants, Toddlers, and Twos
- Parents at Teachers Curriculum
- Teacher observations
- Individualized portfolios

- Parent, teacher, and specialist team meetings and input by

By using all of these tools, teachers are able to create a deeper understanding of where each child is developmentally. Using this information, the teacher can plan activities to better support each child's learning and development.

Shown below are examples of the data collection comparisons between Fall 2020 and Spring 2021 Curriculum Assessment Checkpoint in Teaching Strategies Gold. It depicts a data sample of 1- to 2-year-old children's assessment scores. Because we collect and analyze data derived from our children's assessments, we are able to look at trends and make determinations such as what kinds of trainings our staff and parents receive, monitor progress toward our goals, and celebrate the progress we have achieved. These trends below show that the physical and cognition are areas of strength; most of the children are meeting or the expectations with (95% and 97% respectively).

Through comparisons such as this, we can implement strategies to improve our children's skills throughout the year by focusing on the overall needs of the children. By using the data that is found in Fall the staff was able to increase activities provided to the children in the areas that performed lower. Subsequently, we use the Creative Curriculum which includes an assessment tool to provide children with activities based off these assessments. We continue to use a strength-based approach and analyze what is working in our program to strengthen the services we offer. We utilize a similar process for all age groups to further identify areas of strength, areas of needed improvement, and trends.



FINANCIALS

2020 Calendar Year Agency Budget:

Revenue

Expenses

Admin. Support from Programs	53,075	Cost of Goods Sold	\$4,621,800
Fee For Service Income	1,104,677	Personnel Expense	7,014,963
W-2	829,129	Program Expenses	803,670
Parent Fees & Co-Pays	179,555	Marketing & Program Development	99,520
Other Fee For Service Income	16,396	Special Events Expenses	64,440
Rental Income	79,598	Administrative Expense	1,119,515
Private Contributions	494,628	Building & Equipment Expense	361,047
Special Events Revenue	361,472	Depreciation Expense	562,376
Grant & Contract Revenue	14,021,160	In Kind Expenses	113,347
Weatherization	10,386,516	Interest Expense	304,534
Early Head Start Federal Share	1,087,221	TOTAL EXPENSES	\$15,065,212
Early Head Start State	80,009		
United Way Grants	347,253		
DPI Meal Program	63,478		
DPI Charter School Grants	1,646,567	REVENUE	\$16,242,453
VITA Federal Grants	54,120	EXPENSES	\$15,065,212
VITA Greater Milwaukee Foundation	75,000	CHANGE IN NET ASSETS	\$1,177,241
Other Grants	280,995		
Interest and Investment Income	94,094		
InKind Contributions	113,347		
TOTAL REVENUE	16,242,453		

During 2020 La Casa invested over \$13 million in Program participants direct expenses, the major concentration is in the “Cost of Goods and services provided for the Weatherization Program and La Casa’s Program’s Direct Personnel and Operating Expenses.

Indirect Expenses are budgeted to be \$1 million for the year and \$1 million of others program expenses such as space, food, supplies, marketing, insurance, and interest expenses.

La Casa's Financial Audit:

- There were no findings to the Early Head Start Program at La Casa’s Financial audit for the period ending December 31, 2020
- La Casa's 2020 financial audit was reviewed and accepted by its Board of Directors and EHS Policy Council. For a complete copy of the audit, please contact Ailec Gonzalez, VP of Finance at 262-547-0887



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