Helping People
Changing Lives

EAST CENTRAL ILLINOIS COMMUNITY ACTION AGENCY

2018 ANNUAL REPORT
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MESSAGE FROM THE GOVERNING BOARD OF DIRECTORS CHAIRMAN AND CHIEF EXECUTIVE OFFICER

This evening, East Central Illinois Community Action Agency (Community Action) celebrates fifty-four years of “Helping People and Changing Lives.” Community Action’s team members are committed to delivering meaningful, high quality services with one goal in mind; eradication of the causes and effects of poverty in Ford, Iroquois and Vermilion counties.

Community Action recognizes that achieving economic self-sufficiency takes hard work and dedication. At one point in everyone’s life, a person or an organization has played a role in guiding, supporting, and or empowering them to move towards an improved life condition. An individual’s ability to become a contributing member of the community relies upon equitable access to three things; a high-quality education, living wage employment, and affordable housing. Community Action endeavors to ensure that everyone has an equitable opportunity to become a socio-economic contributor to their own community.

Angèle Thibodeaux Burns, Ph.D.
Chief Executive Officer

Elder Tyson Parks
Board Chairperson

Angèle Thibodeaux Burns, Ph.D.
Chief Executive Officer
Community Action partners with numerous private businesses, local, state and federal government, financial and educational institutions, local human services and social organizations to empower individuals and families to take charge of their lives and socio-economic destinies.

Community Action remains steadfast in developing innovative programming, continuously enhancing service delivery methods, and constantly building new partnerships to maximize its community impact in eradicating generational and situational poverty. Each time an individual person or family moves forward, our entire community is strengthened.

Thank you for partnering with Community Action in “Helping People and Changing Lives.”

Best Wishes,
Reverend Tyson Parks
East Central Illinois Community Action Agency, Board Chairperson

Angele Thibodeaux Burns, Ph.D.
East Central Illinois Community Action Agency, Chief Executive Officer
HOW WE SERVE

Mission Statement:
To provide information, training, education, and other services that engage and empower families and communities to become self-sufficient.

Vision Statement:
East Central Illinois Community Action Agency is a premier organization, which fully understands and responds to the social economics of the families, individuals, and communities we humbly serve. By working with our community partners and accessing a diversified stream of funding, we will serve our customers and our neighbors with compassion, inclusiveness, and respect.

Motto:
Helping People, Changing Lives

WHERE WE SERVE

FORD
Paxton Center
1195 East Pells
Paxton, IL 60957

Gibson City Head Start
401 North Church Street
Gibson City, IL 60936

IROQUOIS
Gilman Center
210 North Central,
Gilman, IL 60938
Watseka Center 1001 East Grant Street
Watseka, IL 60970

VERMILION
Administrative Office
56 North Vermilion Street
Danville, IL 61832

Family and Community Development Center
501 North Kimball Street
Danville, IL 61832

Hoopeston Head Start
502 East Main Street
Hoopeston, IL 60942

Trinity Head Start 3
11 Moses Street,
Westville, IL 61883
Roselawn 302 West Roselawn
Danville, IL 61832

Laura Lee
455 North Jackson Street
Danville, IL 61832

Fair Oaks
1023 Belton Street
Danville, IL 61832
AGENCY GOVERNANCE

East Central Illinois Community Action Board Members

Elder Tyson Parks – Chairperson
Brenda Brown - Vice Chairperson
Ana Nasser - Secretary
Jennifer Modest - Treasurer

Larry Baughn
Robert Boyd
Tami Brazill
Amy Brown
Robert Harwood
Alicia Geddis
Jacqueline LeSure
Bob Lindgren
Johnathan Shumate
Marissa Standford
Thomas Stone

Head Start Policy Council

Chairperson: Marissa Stanford
Treasurer: Tyressa Parker
Governing Board Representative: Elder Tyson Parks
Community Representative: Stephane Potts

Ilene Cameron
Amber James
Dominique Hood
Lindsay Hartley-Flowers
Christina Martin
Trenae Forrest
Estrella Rivera
Lawrence Martin
Jordan Darnell
Nate Cano
Chelsay Knight
Kristen Frederick
Cheyenne Lee
Sylvia Elliott
Korrine Parrish
Melody Sollars
Janelle Woods
Ashley Walker
Johnathon Shumate
Elizabeth Mullett
Jean Ann Bates Martin
Ciana Davis
Amber Vance
Ashlie Cope
Sondra Ramirez
Juan Ramirez
Deanna LeCount
Salina Hernandez
The Community Services Block Grant (CSBG) is the cornerstone of East Central Illinois Community Action Agency. The Agency is committed to equipping its most vulnerable citizens with the essential tools and resources necessary to achieve economic self-sufficiency. CSBG services are customized based on the results of the annual comprehensive needs and community assessment in Ford, Iroquois and Vermilion counties.

Over the past year, the Agency has endeavored to utilize CSBG services as conduits for families to realize economic self-sufficiency; providing families with proactive, resiliency strategies. Education, Employment, and Equitable, Affordable Homes are the means to which economic independence is achieved. The following are ways CSBG actively engages in the community by reducing poverty in our local communities with creative and sustainable methods:
• **Child/Young Adult Education Programs** This program is designed for youth to increase academic, athletic, or social skills for school success during the summer. Educational services to youth from K-12 with disadvantaged backgrounds through established partnerships. The program provides quality tutoring and education with a strong emphasis on reading, science and math curriculum. The program is designed to increase the number of youth from disadvantaged backgrounds by providing continued and meaningful academic, recreationally and culturally enriched experiences during the summer months.

• **Civic Engagement and Community Involvement** The Health Fair provides 250 youth and/or adults with physicals, essential health, and dental screening, immunizations, education and resources on the prevention and treatment of prominent social and health-related maladies. The goal of the event is to increase the visibility of health and health resources and provide customers with a “one-stop shop” event to receive health care services.

• **Gateway to Homeownership and Financial Empowerment** Coaching/Literacy is a 6-part course offered to income-eligible participants who want to become homeowners. Classes are offered in three locations – Danville, Hoopeston and Watseka, IL. The classes offer multi-media material on budgeting/financial planning, credit, pre-purchase homeownership and post-purchase homeownership. The courses include SME (subject matter expert) guest speakers, and food is provided at every class. Participants are encouraged to actively participate in class discussion and tests are provided to test subject retention and comprehension.

• **High School Equivalency Testing Financial Assistance** The Agency partners with Danville Area Community College to provide financial assistance for testing related to the Adult Education/High School Equivalency ABE/GED/HiSET/ESL classes. This program is designed to remove educational barriers by providing financial assistance for valuable testing.
• **Housing Payment Assistance** The Agency’s rental payment assistance program provides a one-time payment to prevent imminent homelessness and assist customers in obtaining safe and affordable housing. Financial literacy is provided to all income eligible individuals and families as a part of the application process.

• **Nutritional Meal and Presentations** The Agency conducts programs which provide nutritional information and services to income eligible individuals and families in Ford, Iroquois and Vermilion counties.

• **Scholarships** The Agency provides high school graduates and adult learners with financial assistance for post-secondary educational endeavors at an accredited community college, university, or vocational school in Illinois; either on campus or via Internet-based programs. Scholarships will also be made available for career certifications programs that lead directly to employment.

• **Volunteer Income Tax Assistance Program (VITA)** In partnership with Danville Area Community College, United Way and the Internal Revenue Service, the Agency will offer income tax preparation to individuals and families who meet prescribed income guidelines. Financial Coaching services will also be provided to customers. The partners will participate by providing work space, scheduling appointments, disseminating brochures and providing volunteer tax greeters and preparers.
The Low Income Home Energy Assistance Program (LIHEAP) provided by East Central Illinois Community Action Agency helps income eligible households’ combat extreme costs associate with cold winters and hot summers. Every year, the Agency provides the energy assistance program to our tri-county area; Ford, Iroquois, and Vermilion counties. Families, throughout the tri-county area, struggle with the high costs of home energy bills and face stress of disconnection threats from their energy providers. East Central Illinois Community Action Agency has provided energy assistance to 5,500 households this past year.

The goal of LIHEAP is to assist the most vulnerable individuals in our community; therefore, income eligible senior citizens, individuals with disabilities and households with young children are the program’s first priority. Following the priority period, all other income-qualified households are eligible to apply for services. Once approved for a LIHEAP benefit, the family or individual receives a one-time credit
that is applied to both their electric and gas providers. The Direct 
Vendor Payment (DVP) amount is 
contingent upon the number of 
individuals living in the home and 
its primary heating source. There 
was a total of 6,994 DVP payments 
in Program Year 2018. This 
amount translates into approximately $3.2 million applied to 
customer’s energy bills this 
program year.

During Program Year 2018, 
LIHEAP also offered two other 
beneficial components; reconnec-
tion assistance and emergency 
furnace. Reconnection Assistance 
allows a household that is facing 
imminent disconnect a one-time 
benefit to restore the utility. The 
maximum benefit per household is 
$1,000. This year the Agency 
provided 819 households with 
reconnection assistance totaling 
$366,000.

Percentage of Income Payment 
Plan (PIPP) is another energy assis-
tance option available at the 
Agency. PIPP makes energy bills 
more affordable to customers by 
entering into a monthly budget 
billing payment plan based on 
utility usage with the participating 
utility company. The customer pays 
a portion of the budget billing and 
the State of Illinois the remaining 
amount. A PIPP customer pays 
amount. A PIPP customer pays 
approximately 6% of his total 
household income. There are cur-
rently 347 applicants enrolled in 
PIPP resulting in $438,000 in 
benefits to customers.
The Illinois Home Weatherization Assistance Program (IHWAP) helps income eligible households conserve fuel and reduce energy costs by making their homes more energy efficient. Energy conservation measures provided through home weatherization can ensure citizens have access to more affordable energy services. Upon qualification and home energy audit, energy saving services can be provided to include, attic insulation, heating system repairs, new energy star qualified refrigerators and freezers, air sealing, fluorescent light bulbs, and other items that ensure optimal efficiency. The 2018 weatherization program budget was $504,401.

**WHY WEATHERIZATION MATTERS:** Weatherization not only helps households, it also helps revitalize communities by spurring economic growth and reducing environmental impact. Weatherization returns $2.78 in non-energy benefits for every $1.00 invested in the Program (National Evaluation). Non-energy benefits represent tremendous benefits for families whose homes receive Weatherization services. After Weatherization, families have homes that are more livable, resulting in fewer missed days of work (i.e. sick days, doctor visits), and decreased out of pocket medical expenses by an average of $514. The total health and household-related benefits for each unit is $14,148 (National Evaluation).
East Central Illinois Community Action Agency (ECICAA) is dedicated to serving 6th through 12th graders and young adults in attaining success through education and empowerment services. One such service is the TRIO Educational Talent Search Program (ETS). ETS is a federally funded college opportunity program that encourages and inspires students from “at-risk and low income” backgrounds. Participants are provided with the needed resources to attend and remain in college after graduating from high school.

Each year, the ETS program teaches classes on study and test preparation skills and provides services such as assisting with Goal Setting, Academic Monitoring, Career Exploration, ACT Test Preparation, College Admission Assistance, and Financial Aid Application Completion Assistance. The program provides an educational assessment on each student that is enrolled in the program. This educational assessment is used to identify what services would help to prepare each student for college, whether it entails helping with entrance retention after they are enrolled. Throughout the year, the ETS team meets with enrolled students in their schools to provide on-site group workshops as well as one-on-one academic mentoring sessions. The program also provides after school services, parent meetings, college-tours and cultural field trips which helps to keep the enrolled students and their parents actively engaged in planning the participants’ future academic experiences and careers.
In 2018, the ETS program served a total of 638 students. Of those served, 578 students were low-income and first-generation college potentials; 31 students were low income only, 42 students were first-generation college potentials only and 10 students were in the “other needs” category. ETS serves students from diverse backgrounds: 56 Hispanic/Latino; 2 American Indian; 3 Asian; 345 African American; 175 White and 54 Bi-Racial. The program serves youth in Vermilion County schools: 162 Middle School students, 462 High School students and 15 student re-entries into college.

The U. S. Department of Education, Office of Post-Secondary Education, Federal TRIO Programs rates each Educational Talent Search Program’s Annual Performance Report. In 2018, the ETS Program exceeded all assigned U.S. Department of Education Program Objectives and received the highest possible points. Refer to the chart on the following page:
In 2018, ETS celebrated 616 non-senior promotions to the next grade; 19 high school seniors graduated from “rigorous program” studies and 31 high school seniors graduated with a regular diploma. 100% of ETS’s high school seniors applied for financial aid; 44 seniors entered public two-year colleges, 0 seniors entered a private two-year college; 35 seniors entered public four-year universities, 2 seniors entered a private-four year university.
Another educational program the Agency implements to help people move forward is the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHVP). MIECHVP uses the Early Head Start Based Model as an evidence-based design that endeavors to strengthen and improve school readiness skills, provide health based screenings, improve parent and child bonding, and identify and provide comprehensive services to improve outcomes for families who are at-risk. Home-based teachers facilitate 90 minute weekly home visits to 20 enrolled families that are comprised of infants, toddlers and pregnant women. MIECHVP’s purpose is to provide a pathway for families that will lead them out of poverty.

In 2018, the program served 25 families: 29 children and 2 pregnant mothers. In 2018, the program welcomed 2 healthy births in Vermilion County.

MIECHVP provides services to families of various backgrounds. Of those served, 3 families were of Hispanic origin, 13 families were African American and 13 families were White. Families from various communities in Vermilion County welcomed home-visits: 16 families in the City of Danville, 4 families in the City of Hoopeston, 1 family in Oakwood and, additionally, there
are families who are served in the Georgetown and Tilton communities. A total of 408 home visits were conducted in the year 2018.

At the age of 30 months, children begin a transitional process that lasts 6 months. Once a child in the MIECHVP program turns 36 months, they are transitioned into the Head Start Center-Based program. In 2018, six children were transitioned from the MIECHVP program into the Head Start Centers as a continuation of their school-readiness preparation.

MIECHVP serves children with all levels of abilities. In 2018, the program served 4 children with Special Needs. Three Individual Family Service Plans (IFSP) were developed and served in collaboration with Easter Seal’s Child and Family Connections, MIECHVP parents, Community Action Staff and other community support systems.

Central Intake: The MIECHVP program recruitment and referral must be conducted through a Coordinated Intake (CI) process. This service is provided by Aunt Martha’s Clinic in Danville, Illinois. Any customer, who is interested in MIECHVP services must first complete an initial intake application with CI provider who then refers
MIECHVP serves children with all levels of abilities.

that family to the appropriate MIECHVP provider that was identified for the family. This CI process differs significantly from the Early Head Start recruitment and enrollment process. There lies the significant difference between the two Birth to Three home visiting services provided by Community Action.

**MIECHVP Quality Assurance Review:** The annual MIECHVP Quality Assurance Review was conducted by the Illinois Department of Human Services, Division of Family and Community Services on August 9, 2018 with no findings.

**MIECHVP Children’s School Readiness Progress:** MIECHVP provides on-going assessment of infants, toddlers four times per program year. MIECHVP uses the Teaching Strategies Gold On-Going Assessment Tool to evaluate the attainment rate of each infant’s/toddler’s school readiness skills. MIECHVP children showed an ongoing progress where they either met or exceed most school readiness goals. The school readiness goals are reviewed with individual families and in-home lesson plans are developed to enhance the attainment rate of each goal. The lack of school readiness attainment is also reviewed to evaluate the types of professional development home visitors may require in order to prepare their parents to engage skillfully with their infants and toddlers. 100% of MIECHVP age eligible children are transitioned into the Head Start centers with an upper hand in school readiness.
For the past 54 years, East Central Illinois Community Action Agency’s Head Start Birth to Five Program has guided thousands of children and their families through early childhood development and family engagement services. The Head Start Program supports the education, health, mental health, disability, nutrition, family and community support services for children and their families. Our goal is to teach and prepare children for kindergarten and assist parents in increasing their self-sufficiency thereby providing a continuum of comprehensive services that assist children and their families out of poverty.

The funded enrollment for the Head Start Program is 349 children, and the funded enrolled for Early Head Start Program is 70 infant, toddlers and or pregnant women. Each child that is enrolled in the program receives early childhood early learning services, developmental, dental, vision, hearing, nutrition and social emotional screenings.

Each parent is offered family-goal setting, self-sufficiency screenings, leadership opportunities and referral supports to ensure that they are better able to contribute to the well-being of their children and community.

As the Head Start Program celebrated 54 years of educational services, the Early Head Start Program entered its 16th year of program operation. The Head Start and Early Head Start Programs
successfully completed 5 continuous years of Federal Reviews, and the Department of Health and Human Services, Administrative for Children and Families granted the Early Head Start and Head Start Programs its fifth year of funding of a five year grant cycle.

Both the Head Start and Early Head Start programs surpassed its funded enrollment goals with a cumulative enrollment of 554 children: (12) pregnant mothers, (106) infant and toddlers and (436) ages 3 to 5 years. In 2018, both programs maintained 100% of its funded enrollment with a combined average attendance rate of 80.95% at Head Start and Early Head Start centers.

Children served came from families with diverse racial backgrounds and ethnicities. The programs served 11% children from Hispanic/ Latino ethnicities; and children from the following races: 40% White, 42% African American, 11% Bi-racial, 0% Pacific Islander, .4% Asian and 5% Other.

The Agency used the 2018 Federal Poverty Guidelines to determine the eligibility for participation in Head Start and Early Head Start Programs. Among the Early Head Start and Head Start children and families served: 68% were children whose families had incomes below 100% of the federal poverty line (10% were children whose families were recipients of public assistance such as TANF and SSI; 4% were children in foster care, 5% were children whose families were homeless.) Of the remaining number of children served, 5% were from incomes that were between 100% and 130% of the federal poverty line, and 4% were children whose families were classified as “over-income.”

Head Start and Early Head Start programs are required to enroll 10% of children with “special needs.” In 2018, 16% of infants and toddlers and 13% of children ages 3 to 5 years were identified as children with “special needs.” Through collaborations with the local school districts, Easter Seals, parents, and other community support systems, 11 Individual Family Service Plans (IFSP) and 58 Individual Education Plans (IEP) were developed resulting in a total of 69 children with diagnosed “special needs” being served in Head Start and Early Head Start.
**HEAD START CHILDREN’S GROWTH IN ACADEMIC SKILLS:** The Agency has the ability to process and document accurate and reliable data, monitor progress and evaluate the contributing factors that increases long-term school readiness skills in young children. The Agency has a goal of implementing the Head Start Early Learning Outcomes Framework, its 26 school readiness goals and aggregated child outcomes to promote long-term school readiness. The program determines if its educational goals are being met through the use of a research-approved assessment tool called **Work Sampling On-Going Assessment Tool.** Below is a list of some of the 2017/2018 fall and spring outcomes for children ages three (3) and four (4) years old.

<table>
<thead>
<tr>
<th>What percentage of Head Start three (3) year olds children who were proficient and/or in process of attaining the following school readiness skills:</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>2018 Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name basic shapes?</td>
<td>51.1%</td>
<td>91.8%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Count to 10 or higher?</td>
<td>75.2%</td>
<td>94.9%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Use crayons and pencils correctly and has control to make basic shapes, such as circle, cross, and straight line?</td>
<td>70.4%</td>
<td>95.9%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Shows beginning phonological awareness?</td>
<td>45.1%</td>
<td>86.8%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Perform the social skills of taking turns, talking to others within a group, sharing, participating in new activities, following rules and directions?</td>
<td>68.3%</td>
<td>97.9%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Knows some words for where things are: ie – first, last, top, bottom, beside, inside, outside?</td>
<td>53.1%</td>
<td>88.8%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Print first name correctly, using capital and small letters correctly?</td>
<td>71.4%</td>
<td>94.9%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Sit and listen to a story?</td>
<td>66.3%</td>
<td>97%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Recognizes 10 letters of the alphabet and numbers 1 to 10?</td>
<td>50%</td>
<td>91.8%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>
The **Early Head Start Program** provides on-going assessment of infants and toddlers four times per year. Similar to the Head Start Program, the Agency determines if its educational goals are being met through the use of a research-approved assessment tool called **Teaching Strategies Gold On-Going Assessment Tool**.

A summary of how infants and toddlers gains in school readiness for the program year 2017/2018 are displayed on the next page:

<table>
<thead>
<tr>
<th>What percentage of Head Start three (4) year olds children who were proficient and/or in process of attaining the following school readiness skills:</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>2018 Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name basic shapes?</td>
<td>71.5%</td>
<td>85.7%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Count to 10 or higher?</td>
<td>71.4%</td>
<td>100%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Use crayons and pencils correctly and has control to make basic shapes, such as circle, cross, and straight line?</td>
<td>71.4%</td>
<td>85.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Shows beginning phonological awareness?</td>
<td>71.4%</td>
<td>85.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Perform the social skills of taking turns, talking to others within a group, sharing, participating in new activities, following rules and directions?</td>
<td>71.5%</td>
<td>85.7%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Knows some words for where things are: ie – first, last, top, bottom, beside, inside, outside?</td>
<td>71.5%</td>
<td>85.8%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Print first name correctly, using capital and small letters correctly?</td>
<td>71.4%</td>
<td>85.8%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Sit and listen to a story?</td>
<td>71.5%</td>
<td>100%</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

**Average Growth among 3 and 4 year olds:** 14.25%
Goal 1: Social Emotional: EHS children shall attempt to use the restroom independently with increase success; Regulate own emotions and behaviors; indicate needs and wants, seeks to do things for themselves:

Birth to 3 years: Children shall take care of own needs appropriately

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals:</th>
<th>Fall Qtr: 1</th>
<th>Winter Qtr: 2</th>
<th>Spring Qtr: 3</th>
<th>Summer Qtr: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3 years: Children shall take care of own needs appropriately</td>
<td>63.41% Met 19.51% Exceed</td>
<td>73.33% Met 10% Exceed</td>
<td>79.36% Met 7.9% Exceed</td>
<td>82.05% Met 2.56% Exceed</td>
</tr>
</tbody>
</table>

Goal 2: Social-Emotional: EHS children shall establish and sustains positive relationships.

Birth to 3 years: Children shall form relationships with adults

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals:</th>
<th>Fall Qtr: 1</th>
<th>Winter Qtr: 2</th>
<th>Spring Qtr: 3</th>
<th>Summer Qtr: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3 years: Children shall form relationships with adults</td>
<td>70.73% Met 14.63% Exceed</td>
<td>76.66% Met 13.33% Exceed</td>
<td>88.88% Met 4.76% Exceed</td>
<td>75.64% Met 14.10% Exceed</td>
</tr>
</tbody>
</table>

Goal 3: Physical Development / Social-Emotional: EHS children shall demonstrate traveling skills.

Birth to 3 years: Children shall move to explore immediate environment

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals:</th>
<th>Fall Qtr: 1</th>
<th>Winter Qtr: 2</th>
<th>Spring Qtr: 3</th>
<th>Summer Qtr: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3 years: Children shall move to explore immediate environment</td>
<td>72.97% Met 27.03% Exceed</td>
<td>63.33% Met 26.66% Exceed</td>
<td>71.42% Met 28.57% Exceed</td>
<td>76.92% Met 21.79% Exceed</td>
</tr>
</tbody>
</table>

Goal 4: Physical Development: EHS children shall demonstrate fine-motor strength and coordination- use fingers and hands.

Birth to 3 years: Children shall reach for, touch, & hold objects purposefully

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals:</th>
<th>Fall Qtr: 1</th>
<th>Winter Qtr: 2</th>
<th>Spring Qtr: 3</th>
<th>Summer Qtr: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3 years: Children shall reach for, touch, &amp; hold objects purposefully</td>
<td>78.38% Met 16.22% Exceed</td>
<td>85% Met 8.33% Exceed</td>
<td>74.6% Met 11.11% Exceed</td>
<td>71.79% Met 17.94% Exceed</td>
</tr>
</tbody>
</table>

Goal 5: Language: EHS children shall listen and understand increasing complex language

Birth to 3 years: Children shall identify familiar people, animals, and objects when prompted.

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals:</th>
<th>Fall Qtr: 1</th>
<th>Winter Qtr: 2</th>
<th>Spring Qtr: 3</th>
<th>Summer Qtr: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3 years: Children shall identify familiar people, animals, and objects when prompted.</td>
<td>70.27% Met 18.92% Exceed</td>
<td>78.33% Met 11.66% Exceed</td>
<td>82.53% Met 7.9% Exceed</td>
<td>74.35% Met 12.82% Exceed</td>
</tr>
</tbody>
</table>

The process of collecting and aggregating data starts at the classroom with each individual child and continues at the Head Start management level. The management team uses the Work Sampling On-Going Assessment Tool and the Teaching Strategies Gold On-Going Assessment Tool to generate reports on groups of children, single or multiple classrooms and ages of children. The Agency serves children who are dual language learners, children with disabilities, children who are entering school for the first time or children who transitioned into Head Start from the Early Head Start Program. The program collects and compares the school readiness of children who were enrolled in Early Head Start Services and
transition into Head Start services. The data is used to monitor, track and compare groups of children so that the Agency can determine its ability to prepare children from various groups for school readiness and long-term academic success.

As a result of child outcome reports and data collection, the Agency has convert all part day Head Start sessions into full day Head Start sessions. The child outcome data revealed that children in full day sessions were gaining more school readiness skills than children who were enrolled in part-day sessions.

The 2018 Early Head Start outcomes are unique as the children will age into different age groups during a quarter. After reviewing individual scores of various infants and toddlers, the data does show growth in the outcomes scores between the 4 quarters. Growth is measured by groups of children or individual children in order to determine ways to increase school readiness in infants and toddlers.

Spanish speaking children’s growth in early reading, comprehension of the English language showed some progress. The program will remain to continue to create more growth in the use of vocabulary and uses of the English language.

Head Start promotes healthy habits so that we can see Healthy growth in children. We promote physical active games and play activities; serve fresh fruit and low-fat milk and serve child size portions to address the growing trend of childhood obesity. Partnering with local Health Providers to ensure that medical and dental health services are available to Head Start enrolled children is a must. Of the children enrolled in the Head Start 3 to 5 service, 100% received medical exams and 100% received dental exams. Of the children enrolled in the Early Head Start service, 100% received well-baby exams and 100% received dental mouth sweeps.

Parents are great leaders in the Head Start Program. Many parents are volunteers in the classrooms, and or socialization sessions, attend parent teacher conferences, attend parent education trainings, participate in the Policy Council (a voluntary governing group in Head Start), and are observers and
assessors in the Head Start Program’s Self-Assessment process. In 2018, our program earned a total of 2,149 Former and Present Head Start Parents voluntary services resulting in a total of 23,984.17 voluntary hours.

The average Head Start teacher has been in the classroom for 17 years.

100% of the Head Start (3 to 5) Center teachers and 75% of the Birth to Three Center Teachers have at least an associate degree. 50% have least a bachelor’s degree.

**2018 FAMILY GOAL ATTAINMENT OUTCOMES:**
**Program Option: Early Head Start**

Number of EHS Families who participated in Goal Setting: 50  
Number of EHS Families with documented changes in Goal Attainment: 43  
Number of Assessments Conducted: 3  
Assessment #1: End of First Quarter Family Goal Attainment Rate: 81.9%  
Assessment #2: End of Second Quarter Family Goal Attainment Rate: 83.3%  
Assessment #3: End of Third Quarter Family Goal Attainment Rate: 89.2%

<table>
<thead>
<tr>
<th>Family Goal:</th>
<th>Increase in Attainment:</th>
<th>No Change in Goal Attainment:</th>
<th>Decrease in Goal Attainment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health/</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Stability</td>
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<tr>
<td>Housing</td>
<td>x</td>
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<tr>
<td>Nurturing Relationships</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development/ Parenting</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Education at Home</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting Primary Language</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education, Training, and Literacy</td>
<td>x</td>
<td></td>
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</tr>
<tr>
<td>Volunteering</td>
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</tr>
<tr>
<td>Transition to Head Start Centers</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families and Communities</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Advocacy</td>
<td>x</td>
<td></td>
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</tr>
</tbody>
</table>
Program Option: Head Start
Number of HS Families who participated in Goal Setting: 309
Number of HS Families with documented changes in Goal Attainment: 299
Number of Assessments Conducted: 3
Assessment #1: End of First Quarter Family Goal Attainment Rate: 80.21%
Assessment #2: End of Second Quarter Family Goal Attainment Rate: 82.1%
Assessment #3: End of Third Quarter Family Goal Attainment Rate: 86.3%

<table>
<thead>
<tr>
<th>Family Goal:</th>
<th>Increase in Goal Attainment:</th>
<th>No Change in Goal Attainment:</th>
<th>Decrease in Goal Attainment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td></td>
<td>x</td>
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<tr>
<td>Health</td>
<td></td>
<td></td>
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<tr>
<td>Mental Health/Substance Abuse</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Financial Stability</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturing Relationships</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Child Development/Parenting</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Education at Home</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>School Readiness</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Promoting Primary Language</td>
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<tr>
<td>Education, Training, and Literacy</td>
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<tr>
<td>Volunteering</td>
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<td>x</td>
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</tr>
<tr>
<td>Transition to Head Start Centers</td>
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<td></td>
</tr>
<tr>
<td>Families and Communities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Advocacy</td>
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</tr>
</tbody>
</table>

The 2018 data shows that Early Head Start and Head Start families increased in goal attainment in all areas except Promoting Primary Language and Head Start families decreased in Safety. These two areas will be explored via trainings to better equip personnel in serving Early Head Start and Head Start families in these content areas.
Population Needs and Changes:
The chart above provides evidence of families who are employed tax payers who are income eligible for CAA services live in Vermilion County, Illinois. There is evidence of increased working families who seek CAA’s for full day, high quality child care services that are not easily available or affordable to working poor families. Head Start and Early Head Start programs provide such services to the increased number of working poor families. There are no changes in communities as it pertains to pre-kindergarten slots within the school districts. Head Start will make the changes to meet the need of pre-kindergarten slots for working families.

Agency Satisfaction: The 2018 ECICAA customer surveys reveal satisfaction levels that range between 75% to 100% in various areas. Customers are overall mostly satisfied with the services that are provided by the Agency. Customer satisfaction ratings ranges in the Agency’s service areas outside of Danville, Illinois are significantly higher in the “very satisfied” category. This year, services in the Danville, Illinois area received rating levels which ranged from 75% to 100%.

This year’s “very satisfied” category ratings were slightly lower in the Danville area when compared to former program years. The Agency will analyze the reasons for the Danville area satisfaction ratings and provide professional development in telephone customer service engagement. As a side note, the volume of telephone calls received in the Danville area is significantly higher than other areas in this survey. During the energy bill assistance peak periods, customers in the Danville area endure a longer wait for telephone service due to the high volumes of calls in the Danville area.
Agency Branding and Marketing: The data reveals that Energy Bill Assistance and Head Start Birth to Five services are mostly recognized by customers in all counties. Although customers are frequent recipients of other Agency services, many did not identify the other listed services that they may have been recipients of. The data reveals that customers learn about CAA services though: “Family and Friends” most popular venue; Flyers/Posters, second popular venue; and the Agency website and newspapers, third popular venue depending on the service area. Facebook usage is listed as the third popular venue for information in the Westville and Ford County service areas.

Top Five Needed Services: In the peak month of March 2018, where most counties experience job increases, unemployment in Vermilion, Ford and Iroquois Counties service areas remain higher than the State of Illinois and the United States’ National averages. Thirty miles west of Danville, Illinois is the Champaign County area with a 2% lower unemployment rate. Vermilion, Ford and Iroquois Counties’ unemployment rate along with low education attainment (page 13), graduation (page 17), and high child poverty rates (page 6) are contributing factors that jeopardizes all three counties’ well-being. The March 2018’s Department of Labor’s unemployment rates listed in
the above chart provides clear evidence of Vermilion, Ford and Iroquois Counties’ employment disparities. The need for job skills, adult education assistance programs and high quality childcare education services for children and families in all three counties is imperative. Respondents were asked to identify what services that are needed in the community. The top five services whereby assistance is needed includes: finding jobs (41%); utilities (44%); recreation for youth (34%); housing/rental (35%); and, emergency (35%).

**Federal Review/ Comprehensive Monitoring Outcomes:** The Office of Head Start conducts a comprehensive assessment of all Head Start and Early Head Start services during the second and third year of the program’s five-year funding cycle. At the end of 2018, the Agency received six comprehensive reviews in the following areas:

1. Fiscal Integrity - No Findings Issued.
2. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) - No Findings Issued.
3. Classroom Assessment Scoring System (CLASS) - Classroom teams were issued “classroom quality” ratings from 1 (Low Quality) to 7 (High Quality) on each type of classroom quality.
   - CLASS Scores issued:
     - Emotional Support: 5.6425;
     - Classroom Organization: 5.01;
     - Instructional Support: 3.976
4. Safe Environment Assessment - No Findings Issued.
5. Health - No Findings Issued.
7. Education (School Readiness) - No Findings Issued.

During the Agency’s most recent financial audit, two (2) findings were issued: (1) internal control over the general ledger recording and (2) internal control over the recording of in kind. ECICAA had adequate in-kind to meet the required match amount. Immediate procedures were implemented to provide internal control over the general ledger recording and monitoring of in-kind data entry errors.
The Agency’s Head Start and Early Head Start services have made significant investments in moving our children and their families forward to support children’s learning and development. We have established school readiness goals, assessed children’s and parents’ progress towards meeting the goals and gaining self-sufficiency. We have implemented key strategies for achieving these goals and engaged parents and the community to support their children’s growth.

### 2018 Head Start Public and Private Funds and Budgetary Expenditures

<table>
<thead>
<tr>
<th>Head Start 8/1/2017 to 8/31/2018</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance Vs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
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</tr>
<tr>
<td>Federal Non-USDA Grant Revenue</td>
<td>4,551,841</td>
<td>4,551,841</td>
<td>0</td>
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<tr>
<td>Federal USDA Grant Revenue</td>
<td>281,226</td>
<td>281,226</td>
<td>14,412</td>
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<tr>
<td>State Grant/Misc Revenue</td>
<td>36,623</td>
<td>36,623</td>
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<tr>
<td>Non-Cash In-kinds Grant Revenue</td>
<td>1,153,865</td>
<td>1,137,960</td>
<td>15,905</td>
</tr>
<tr>
<td>Total Grant Revenue</td>
<td>6,023,555</td>
<td>5,956,615</td>
<td>66,940</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Program Services</td>
<td>5,305,404</td>
<td>5,956,615</td>
<td>68,940</td>
</tr>
<tr>
<td>Management and General</td>
<td>718,151</td>
<td>718,151</td>
<td>0</td>
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<tr>
<td>Total Expenses</td>
<td>6,023,555</td>
<td>5,956,615</td>
<td>68,940</td>
</tr>
<tr>
<td>Change in New Assets</td>
<td>.00</td>
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### Funding for Fiscal Year 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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<tbody>
<tr>
<td>CSBG</td>
<td>$484,731.00</td>
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<tr>
<td>LIHEAP</td>
<td>$2,216,576.00</td>
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<tr>
<td>STATE LIHEAP</td>
<td>$1,159,087.00</td>
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<td>DOE WX</td>
<td>$95,602.00</td>
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<tr>
<td>HHS WX</td>
<td>$309,279.00</td>
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<tr>
<td>STATE WX</td>
<td>$134,778.00</td>
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<tr>
<td>HEAD START</td>
<td>$4,551,841.00</td>
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<tr>
<td>TALENT SEARCH</td>
<td>$322,752.00</td>
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<tr>
<td>MIECHVP</td>
<td>$209,442.00</td>
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<tr>
<td>HEAD START IN-KIND.</td>
<td>$1,153,865.00</td>
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<tr>
<td>DEVELOPMENT</td>
<td>$18,000.00</td>
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<tr>
<td>VITA</td>
<td>$58,210.00</td>
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<tr>
<td>HOUSING</td>
<td>$68,235.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$10,782,398.00</strong></td>
</tr>
</tbody>
</table>
East Central Illinois Community Action Agency fully embraces its mission to provide information, training, education and other services that engage and empower families and communities to become self-sufficient. This commitment is reflected in its diversity of programs, as well as through the Agency’s dynamic team of 115 professionals, serving Ford, Iroquois and Vermilion Counties.

The Agency’s personnel are comprised of multi-disciplined analytic teams who are able to use research-based information about children, families, and communities to guide local planning and program management. All of the Agency’s Head Start sites use data walls to monitor and share disaggregated attendance and academic student performance results with parents and other community stakeholders. The Agency understands the importance of creating and working within a culture that is trained and prepared, using the latest, relevant data models.

Most team members have earned multiple post-secondary degrees and certifications. The following statistics reflect the highest earned degree by employees: Doctorate: 1; Educational Specialist: 1; Masters: 11; Bachelors: 30; and Associates: 38. A number of team members also have attained the following state certifications and credentialing: Superintendent, Principal, Assistant Principal, Teacher, Child Development Associate, Family and Community Development, Mental Health Coordinator, and Homeownership Educator.

The Agency also celebrates a diverse workforce that reflects the communities it serves with respect to gender, race, ethnicity, age, and other rich examples of diversity. This wealth of diversity affords Community Action a unique perspective to relate to each customer. Nearly 10% of the agency’s tri-county staff members speak two or more languages. This additional example of diversity further expands the Agency’s capacity to
serve a greater number of citizens throughout its tri-county service area.

The Agency’s team members are on the frontline of change. Head Start Teachers, Family Advocates, Home-Base Teachers, Family Community Development (FCD) Specialists, and Financial Empowerment Coaches work with citizens to develop personal goals which can lead to economic self-sufficiency. These goals are usually focused on working towards continued education, earning advanced employment, and acquiring improved, affordable housing. Team members working directly with individuals, children and families each day have the opportunity to be a catalyst for change and empowerment.

Strategic planning, professional development, and communication are three key components to establishing and maintaining high levels of grant management, delivery of services, and communication. Rigorous pursuit of local, regional and national professional development are Agency priorities that are strongly encouraged. Communication among internal and external customers is paramount to delivery of quality services, providing a superior experience for customers, strengthening community partnerships, and expanding the Agency’s capacity to serve its community.

Our team works every day to remove societal barriers and replace discouragement with beneficial information, resources, and hope. In partnership with local school districts, institutions of higher education, other not-for-profit partners, political, civic, and industry leaders, our Agency can help individuals and families move forward toward economic self-sufficiency.

“Helping People, Change Lives”
East Central Illinois Community Action Agency (ECICAA) was the 1964 brainchild of Dr. W.D. Henderson and Reverend Hershel Hughes. In 1956, Dr. Henderson and Rev. Hughes determined the first goal of ECICAA was to establish early childhood Head Start centers. These preschool education centers would provide opportunities for the nearly 58% of Vermilion county parents who did not have a high school diploma to return to school to complete their education. By 1966, Head Start children began receiving medical and dental screenings; a youth work study program began along with additional adult educational programming. As ECICAA continued to grow, legal aid services and home management programs were created in collaboration with the Danville Area Community College. By 1968, ECICAA began employing VISTA workers and a meals-on-wheels program was started in partnership with the YMCA. The Upward Bound youth summer services and senior citizen health program were set up to address the medical needs of the elderly. ECICAA again partnered with the Danville Area Community College to provide job training under the Comprehensive Employment Training Act. ECICAA has continued to grow and evolve based on the needs of the community.
FOUNDERS

Rev. Hershel Hughes and Dr. W. G. D. Henderson

CHARTER BOARD MEMBERS

Dr. W.G.D. Henderson - Chairperson
Uta Lee - Secretary

Bertha Williams
Clara Herring
Dr. David Radcliff
R.F. Fitzgerald
Ola Mae Ford
Major Ellis Burns
Mary Ann Diller
Rev. Otis Wheeler
Mrs. John Morton-James
Dr. W. Robert Elghammer
Frank McGough

Mr. Albert “Pete” Derrickson
Mrs. Hebert Harper
Louis Lownestein
Ernest Dill
Virginia Merriweather
Ann Stifler
Nate Render
Mrs. Paul Donaldson
Jacqueline Miller
Joseph Payne

EXECUTIVE DIRECTORS

Lewis Morris – 1968
Jerry Robinson – 1968 - 1971
John Russian – 1971 - 1972
Leslie Lucas – 1972
Mark Reynolds – 1972 - 1977
Shirley Findley (Interim Director) – 1977
Rev. Harold Wilkes – 1977
Otis E. Hillsman – 1977 - 1986
Dwight A. Lucas (CEO) – 1986 - 2013
Laura T. Brooks (Interim CEO) – 2013 - 2014
Dr. Angèle Thibodeaux Burns (CEO) – 2014 - Present
Emeritus Governing Board of Directors

Dr. W. G. G. Henderson – 2001
Otis E. Hillsman – 2001
Mary Alice Buchanan – 2001
Margeret “Mary” Mauck – 2002
José Velazquez – 2003
Eugene B. Thompson – 2004
Reverend H.L. Reed – 2006
Mrs. Ivadale Foster – 2016 (Posthumously)

East Central Illinois Community Action Agency is a private 501 (c)(3) not-for-profit organization. Charitable contributions in support of the Agency’s mission are always appreciated and tax-deductible.

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