

## Head Start and Early Head Start Annual Report FY 2020

**Name of Agency:** Children's Place Association

**Program Number:** 05CH8456/03

**Program Name: Place Association:** Arthur E. Jones Early Childhood Care and Learning Center and Home-Based Early Learning Program

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**Agency Type:** Nonprofit. Center-based Head Start/Early Head Start, home-visiting Early Head Start

**Agency Description:** Children's Place Association has 133 Head Start/Early Head Start-eligible slots. Children's Place provides comprehensive support services to children and families affected by illness and poverty. Programs include nursing for medically complex children, mental health counseling, case management, summer camp, foster care and adoption, emergency assistance, supportive family housing and early education services that include a Home-Based program and the Arthur E. Jones Early Childhood Care and Learning Center. The Early Learning Center serves 0-5-year-old children with age-specific classrooms, degreed teachers and specially trained aides, an onsite nurse, nutritious meals, transportation and a secure, private playground. The Home-Based program serves 0-3-year-old children, providing developmental and emotional screenings, nutrition education and assessments, monthly infant health checks by a Registered Nurse, advocacy, referrals and group socialization. The Center-based programs includes Head Start and Early Head Start programming, and the Home-Based program provides Early Head Start programming.

### Site Locations:

Early Learning Center 1800 N. Humboldt Blvd. Chicago, IL 60647	Home-Based Early Learning Program 3059 West Augusta Blvd. Chicago, Il 60622
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### Community Areas Served:

Both programs supported by Start Early operate out of Humboldt Park on Chicago's West Side. While a large percentage of Children's Place client families live near our program facilities, we serve children from across Chicago due to our capacity and experience in serving infants, toddlers and children living with illness or disabilities.

While Children's Place Association's catchment area is the entire city, the annual Community Assessment conducted by Start Early and Children's Place evaluates the areas surrounding/adjacent to the Early Learning Center since a large percentage of children served come from these areas. Some, such as Logan Square and West Town, are undergoing gentrification, but pockets of poverty remain; others face ongoing issues of high poverty rates and racial disparities. Humboldt Park had a high economic hardship index, high rates of unemployment and child poverty and increased crime rates.

Neighborhood demographics near the Center have changed as the Logan Square and East Humboldt Park areas continue experiencing gentrification. As a result, we may need to explore having more over-income slots for the next program year, if slots cannot be filled with families meeting the income guidelines.

Prior to COVID 19, we did not anticipate significant changes from last program year. However, some anticipated changes now include families experiencing increased economic hardship due to loss of employment or reduction in work hours. Additionally, the children may require more educational supports due to the transition from classroom to e-learning.

Poverty rates for children in the evaluated communities varied greatly by race/ethnicity, with African American and Hispanic children having the higher rates than White children. (The exception was Hermosa, where poverty percentages were similar for all racial groups.) The majority of children served by Children’s Place early education programs are African American and Hispanic. Approximately 32% of children served by the Early Learning Center are Black, 51% Hispanic, 14% multiracial, 1% Arabic, and 1% White. In the Home-Based program 92% of families are Hispanic and 7% African American.

Per US Census data, the poverty level begins at annual incomes of \$12-44,000 depending on family size; in our last fiscal year, FY 2020, 80% of Early Learning Center and Home-Based client families made annual incomes below the federal poverty level of \$5,000 or less. A significant portion of families made considerably less: 89% of families served by the Early Learning Center and Home-Based program made annual incomes of \$20,000.

Children’s Place specializes in serving families and children with special needs. More than half of the children served in the Early Learning Center, 45%, in FY 2020 had an illness or disability; furthermore, 14% had a parent living with a disability or medical condition. 20% of children in the Early Learning Center have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) and receive early intervention services. In the Home-Based program, 13% of children had a disability or medical condition and 4% had a parent living with a disability or medical condition. More than 25% of children in the Home-Based program have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) and receive early intervention services.

Please see below for additional information from the most recent Community Assessment.

**Overall Grantee Budget 2020**

**Total Public and Private Funds received:** \$2,499,402

Public Funds		Private Funds	
Source	Amount	Source	Amount
Federal	\$1,271,125	Individuals, Corporations, Foundations, etc.	\$33,274
State	\$1,195,003	In-kind	
Local School District			
<b>Total</b>	<b>\$2,466,128</b>	<b>Total</b>	<b>\$33,274</b>

**Summary of your most current Community Assessment**

## Children and Families Served in 2020

### Grantee Funded Enrollment

	Head Start Enrollment	Early Head Start Enrollment
<b>Center-based Program</b>		
<b>a. 5 days per week</b>		
<b>1. Full-day enrollment</b>	66	32
<b>2. Part-day enrollment</b>		
<b>b. 4 days per week</b>		
<b>1. Full-day enrollment</b>		
<b>2. Part-day enrollment</b>		
<b>Home-based Program</b>		60
<b>Unallocated Slots</b>		
<b>Total:</b>	41	92

**Site:**

Total Children Served: 158

Total Families Served: 123

Average monthly enrollment (as percentage of funded enrollment): 83%

Number of Eligible Children in Community, ages 0-5	5,858
Percentage of children served in agency	3%

### Health

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

\*\*\* Please note that percentages are significantly lower due to the severe impact of COVID-19

	Received Medical Exams	Received Dental Exams
Children's Place Association	EHS 41% HS 74% 58%	EHS 60% HS 62% 61%

### Parental involvement in Directly Operated, Delegate and Partner Agencies

#### Community Assessment Summary:

Each year, the Start Early supports Children's Place Association in conducting/updating a community assessment outlining the strengths and needs of the communities served by the Children's Place Early Learning

Center and Home-Based early education program. The most recent community assessment was completed in June 2020, it includes new data for 2018 which, in accordance with Head Start Performance Standards, is used for program planning purposes.

As part of the Community Assessment, Children's Place client parents and community partners identified additional issues and needs in focus groups. Although the participating parents and community partners cited many strengths and resources in their communities, they also identified challenges and needs. Also, parents were often unaware of many of the resources community partners cited as strengths.

Children's Place parent focus groups and community partners identified a number of strengths, they also could identify challenges and needs in their communities: access to health care, activities for teens, immigration services, access to the Internet, Spanish speaking support, affordable extracurricular activities, fresh food markets, employment services, lack of available housing resources (waitlist too long).

### **Parent Education Activities**

#### ***Parent Committee Meetings:***

Parent meetings are offered monthly. Parents participate in the planning of these meetings and suggest topics of interest, as noted above. A Parent committee also has a representative that attends our monthly Parent Policy Council Meetings. During that meeting, the representative provides an agency update that was discussed in a previous parent meeting. The representative then gathers the information discussed at the Grantee Parent Policy Meeting and shares it with the parents at the following parent meeting. During the latter part of the year, all meetings were held virtually to continue to provide support during COVID-19.

#### ***Other special gatherings or activities:***

Parents participate in socialization events every month. They are also offered the opportunity to participate in field trips with the children, a holiday party and end of the year celebration.

#### ***Male Involvement:***

Children's Place hosts a quarterly Father/Male Figure Involvement Night to encourage male participation in our program and provide an engaging, fun and educational event specifically for the fathers/male figures.

#### **Health:**

The Early Learning Center's Nurse and Family Support Specialists (FSS) for both the Center and Home-Based program train parents on Children's Place health and medical policies and procedures, and about the importance of medical and dental exams for children. The Nurse works with parents to make sure all health documentation is kept up to date. FSS support the Nurse in helping families obtain documentation and assist families with scheduling necessary appointments and finding medical and dental homes.

#### **Mental Health:**

Parents participate in the annual meeting for planning mental health education. Parents recommend training topics for the monthly parent meetings, Pastries with Parents meetings, and socialization events. Parent also receive wellness trainings and support if needed. Play Therapy is available for those children in need through partnership with the Juvenile Protective Association, a leader in child mental health.

#### **Community and Social Services:**

Parents are provided with a variety of different resources at parent meetings, home-visits, parent-teacher conferences, family assessments throughout the year. Children's Place maintains numerous community

partnerships within the local community and surrounding neighborhoods to help support parents with resources for needs identified.

### **Other Community-related Education:**

Children's Place offers trainings throughout the program year on topics in which parents express interest. For example, in the past year parents received training about autism, cooking classes, transition to kindergarten/school and other subjects.

### **Education and Literacy**

When comparing check points, majority of the children are meeting and exceeding expectations in all developmental domains. In Social-Emotional 78% are meeting and 8% are exceeding, this quarter we incorporated play therapy for the children who had difficulty in the area of social emotional. Early intervention, mental health support groups, and classroom support have helped children cope and regulate their feeling. In physical development 81% of the children are meeting and 14% are exceeding, with the playground being under construction the teachers have focused more on classroom gross motor so that the children can have physical development indoors. In language development 73% of the children are meeting and 4 percent are exceeding, during team meetings language is a topic that we talk about most because we want to make sure our teachers are setting positive examples when modeling positive language. In the area of Spanish language 100% are meeting expectation. In the area of cognitive development 86% are meeting and 6% are exceeding, teachers are intentional in planning for thought provoking questions, and allowing children to be more independent and figure out things on their own. In the area of literacy 86% of the children are meeting and 4 percent are exceeding, stories books have increase in some of our classrooms. Some children can recall and recite events in sequence from stories they have engaged in. In Spanish literacy 100% are meeting, and 76% of the children are meeting in the area of mathematics and 8% are exceeding. Teaching teams will continue to plan for and implement gross motor and fine motor activities. Teachers will ensure the children continue to progress in all developmental areas.

**Literacy:** Overall, our literacy scores were excellent. Using the data from previous reporting periods, we took a closer look at Objectives 16a, identifies and names letters, 18b, uses emergent reading skills, 17a, uses and appreciates books and 17b, uses print concepts. Additionally, teachers have been increasing story time to help the children recall events in sequence. We were happy to see that 91% of children meet/exceeds in this area of development.

### **Kindergarten Readiness**

#### ***Special Efforts to Prepare Children for Kindergarten:***

Staff, parents and teachers meet at the beginning of the school year to develop school readiness goals, which assists staff in preparing children for kindergarten. Teachers and staff create individualized plans for children based on their goals and follow up with parents throughout the year during parent-teacher conferences

#### ***Transition Activities to Promote Kindergarten Readiness:***

Teachers meet with parents to prepare transition plans for children going to kindergarten. Parents are offered the opportunity to visit kindergarten with support from a classroom or FSS staff in order to prepare children, and themselves, for the transition. Ongoing kindergarten transition support is offered throughout the year via parent meetings, workshops, one-on-one parent consultations and more.

### ***Virtual Support in Response to COVID-19***

During this time, technology is necessary to virtually support our families' educational and social service needs. Some of our families are more adept at using technology and others require more assistance. As a result, staff have created collaborations with Zoom, Class Dojo, FaceTime, Google Duo, Microsoft Teams etc. to continue with child and family engagement.

### **Summary of Information Required by the Secretary**

The Ounce Board of Directors and Policy Council were given brief summaries and links to all Program Instructions and Information Memorandums.