

Head Start and Early Head Start Annual Report FY 2019

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 24-hour 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	Home-Based Early Learning Program
1800 N. Humboldt Blvd.	3543 West Chicago Ave
Chicago, IL 60647	Chicago, Il 60651

Community Areas Served:

Both programs supported by the Ounce 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 the Ounce of Prevention 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.

According to data from the most recent Assessment conducted in June 2019, child poverty remains high in Humboldt Park, at 44%, and 21% of children live in extreme poverty in this community. The rate of Temporary

Supplemental Nutrition Assistance Program (SNAP) receipt was 66%. Limited English proficiency was present in 14% of the households and 30% of adult residents did not have a high school degree. The violent crime rate increased 4% from 2016 and was 19.5 per 1,000 persons. While the unemployment rate had decreased from 14% in 2016 it remained high, at 12% in 2017. Parents of children in Children’s Place Early Head Start and Head Start programs experienced more unemployment than those in other Ounce programs. The percentage of families that have at least one parent employed was considerably lower than the average for all Ounce-supported Head Start programs.

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 44% of children served by the Early Learning Center are Black, 44% Hispanic, 6% multiracial, 1% Native American, 1% Asian and 5% White. In the Home-Based program 90% of families are Hispanic, 9% African American and 1% Asian.

Per US Census data, the poverty level begins at annual incomes of \$12-25,000 depending on family size; in our last fiscal year, FY 2019 , 86% of Early Learning Center client families made annual incomes below the federal poverty level, and 53% of Home-Based client families did. A significant portion of families made considerably less: 52% of families served by the Early Learning Center made annual incomes of \$10,000 or less and 35% subsisted on annual incomes of \$5,000 or less. In the Home-based program 31% of families made annual incomes of \$10,000 or less and 22% made annual incomes of \$5,000 or less.

Children’s Place specializes in serving families and children with special needs. More than half of the children served in the Early Learning Center, 69%, in FY 2019 had an illness or disability; furthermore, 14% had a parent living with a disability or medical condition. In the Home-Based program, 4% of children had a disability or medical condition and 4% had a parent living with a disability or medical condition. More than 21% 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 2019

Total Public and Private Funds received: \$2,366,862

Public Funds		Private Funds	
Source	Amount	Source	Amount
Federal	\$1,153,750	Individuals, Corporations, Foundations, etc.	\$119,00
State	\$1,094,112	In-kind	
Local School District			
Total	\$2,247,862	Total	\$119,000

Summary of your most current Community Assessment

Children and Families Served in 2019

Grantee Funded Enrollment

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

Site:

Total Children Served: 156

Total Families Served: 129

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

Number of Eligible Children in Community, ages 0-5	4,297
Percentage of children served in agency	52%

Health

Percentage of enrolled children who received medical and dental exams

	Received Medical Exams	Received Dental Exams
Children's Place Association	EHS 94% HS 90% 92%	EHS 60% HS 79% 70%

Parental involvement in Directly Operated, Delegate and Partner Agencies

Community Assessment Summary:

Each year, the Ounce of Prevention Fund 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 2019, it includes new data for 2017 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: more bilingual services, more services on the east side of Humboldt Park, and more educational experiences in the community such as at the park or after school programs. Community partners also noted that the communities had high concentrations of asthma and continued stigma associated with mental health services.

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.

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, parent-teacher conferences, family assessments and 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

Parents work with teachers and other staff in planning their children's school readiness goals for the year. They also participate in parent teacher conferences and home visits with the teachers throughout the school year. Program outcomes for 2018 show significant progress in the area of literacy: in the fall, 10% of children were below national literacy expectations, 44% were meeting and 44% were exceeding the national expectations. By the spring only 4% of children were below expectations, 35% were meeting and 59% were exceeding the national expectations.

Overall, our language scores could be better. We looked closer at Objectives 8a, comprehends language and 8b, follows directions. For comprehending language, 76% of children scored meet or exceeds while 87% scored meets or exceeds for follows directions. We associate these objectives with receptive language. For expressive language, we looked at Objectives 9a, uses an expressive vocabulary, 9b, speaks clearly, 9c, uses conventional grammar, and 10a, engages in conversation. Scores in the meets/exceeds ranged from 73% to 88%. We see the highest below percentages in objective 10b uses social rules of language at 28%. Over all the children are progressing in this goal.

Literacy: Overall our literacy scores were great, this area happens to be one of the highest this check point. We looked closer at Objectives 16a, identifies and names letters, 18b, uses emergent reading skills, 17a, uses and appreciates books and 17b, uses print concepts. We were happy to see that 91% of children meet/exceeds in this area of development. Teachers have been increasing story time to help the children recall events in sequence.

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.

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.