



ChildCareGroup Early Head Start and Head Start Annual Report 2020-2021

Early Head Start Dallas (06CH10663)

Early Head Start Mesquite (06CH011298)

Early Head Start/Child Care Partnership (HP0002349)

Dallas County (06CH011006)

Corsicana (06CH10885)



Program Description

ChildCareGroup began in 1901 as the first Settlement House in Texas. Our first location, known as The Neighborhood House near the corner of present-day Cedar Springs and McKinney Avenue in Dallas, was established with a single purpose – to educate and care for the children of women who worked in Dallas’ cotton industry. Over the years we have expanded our programming and have adopted the more holistic service model we still practice today; however, one thing has remained constant: our profound commitment to helping families raise intellectually, emotionally, and physically healthy young children. This history of caring remains at the heart of ChildCareGroup’s mission today.

ChildCareGroup works to end the cycle of intergenerational poverty through the research-based Two-Generation Approach, linking our high-quality early childhood education programs with other core programs/services that help families increase self-sufficiency. As ‘early adopters’ of the 2Gen model in Dallas County, we constantly work to refine this model to best meet the needs of our clients.



COVID and Dallas County

The 2020-2021 program year began in a virtual format as Dallas County, like the rest of the nation, was in a crisis due to the Covid-19 pandemic.

CCG Centers:

CCG followed the lead of the Dallas ISD and started our school year at CCG centers with a virtual-only format and continued to connect with parents, teach children and offer services remotely. On October 19, we began offering in-person services to children at half capacity at CCG centers (Anderson, Landauer, West Dallas, MLK, DBC, Hogg, Corsicana EHS, Eastfield). We prioritized returning children in this effort.

We also gave parents the option of continuing to be served in a virtual format with devices and wifi provided by CCG (in spring/summer 2020). A virtual learning team served an additional 100 children with daily zoom lessons, parent/child take home activities, and educational kits to supplement instruction.

Home-based Program:

The home-based program continued with virtual home visits and group socializations during the 2020-2021 program year. Parents used digital devices and WIFI provided by ChildCareGroup to connect to parent educators each week and group socializations increased from twice a month to every week. Parents and children virtually visited the national zoo, national aquarium and other sites as well as participated in group Zumba, parent education classes and community-building activities.

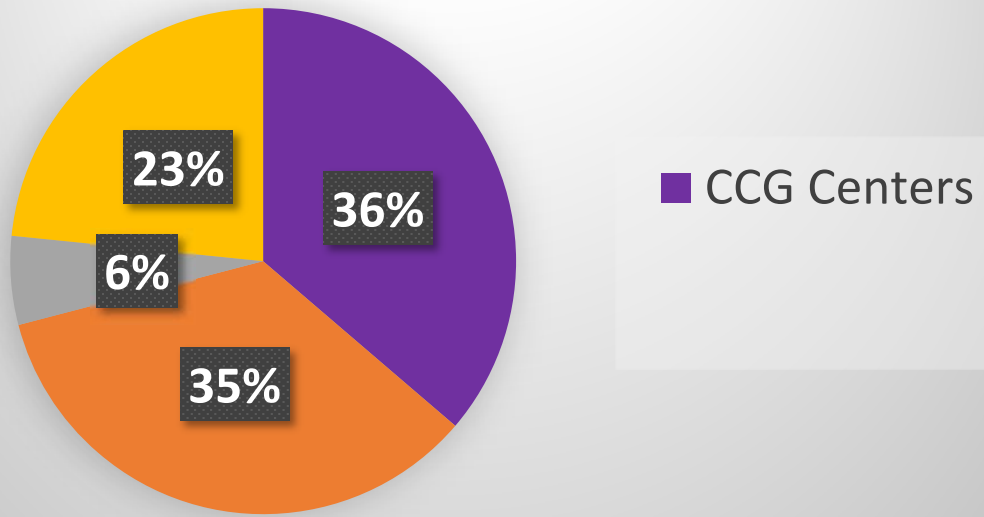
Enrollment

ChildCareGroup is funded to serve a total of 1283 children in Early Head Start and Head Start classrooms in Dallas and Navarro Counties in partnership with a number of community agencies and seven independent school districts. Because two of our largest grants were awarded in 2019, we are not fully enrolled in those programs.

Funded enrollment is as follows:

Grant Name/Number	Funded Enrollment	Comments
EHS Dallas (06CH10663)	192	Center based and home based
EHS Mesquite (06CH011298)	82	Home based only
EHS Partnership (HP000249)	84	Center based
Dallas County EHS/HS (06CH011006)	788	88 EHS and 700 HS – center based
Corsicana EHS/HS (06CH10885)	137	37 EHS and 100 HS – center based

ECP Enrollment Locations



Characteristics of Children and Families

Language

For all ChildCareGroup programs, 47% of our children are dual language learners. Sixty-four (64%) percent of families identified English as their primary language. The majority of the second language spoken in CCG programs is Spanish. Many of our families are bi-lingual and proficient in both English and Spanish. The highest percentage of Spanish speakers is in our home-based program in Mesquite.

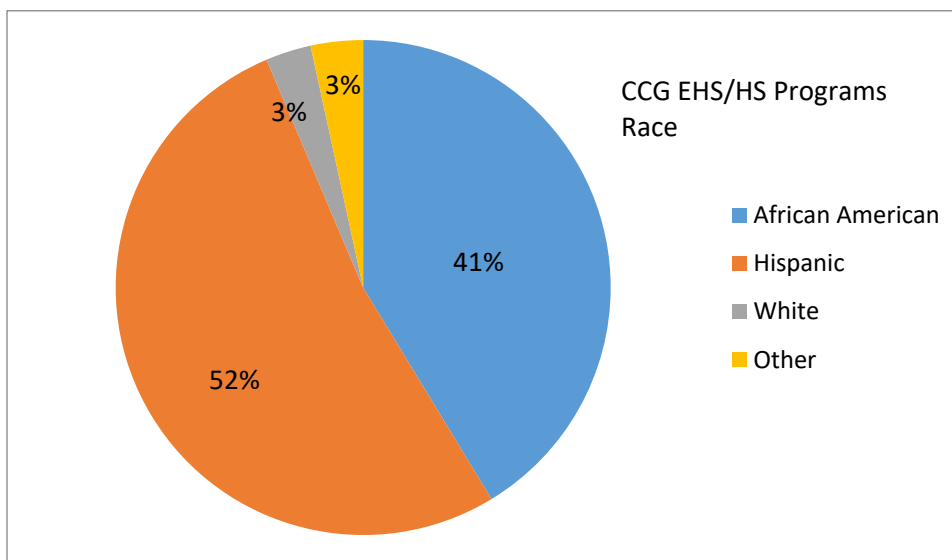
Ethnicity and Race

The race and ethnicity of children enrolled in Early Head Start and Head Start is as follows:

Early Head Start Dallas

Race and Ethnicity	African American	Hispanic	White	Other
TOTAL in All Programs	41%	52%	3%	3%
EHS Dallas	40%	59%	0%	1%
EHS Mesquite	5%	95%	1%	0%
EHS Partnerships	68%	23%	4%	5%
Dallas Co EHS	60%	36%	1%	3%
Dallas Co HS	44%	47%	3%	5%
Corsicana EHS	19%	73%	5%	3%
Corsicana HS	34%	57%	9%	0%

This is the first year that Hispanic children have become the majority race served in CCG programs.



Health Services, Dental Services

Head Start and Early Head Start must provide high quality health and dental health services that are developmentally, culturally, and linguistically appropriate. Within 30 days after the child enters the program or receives the first home visit, staff must work with the families to determine whether each child has an ongoing source of continuous, accessible care provided by a health care professional who maintains the child's ongoing health record. If a child does not have a source for ongoing care and health insurance coverage is lacking, the program must assist families in finding a source of care and health insurance that will meet the required criteria as soon as possible.

All EHS and HS children were screened within 45 days of entry.



DENTAL SERVICES

Children in Early Head Start and Head Start often have significant needs for dental services. ChildCareGroup partners with the Colgate Dental Van to provide dental checks for all Head Start children. Health staff work with families to connect them with an appropriate dentist for regular follow up care.

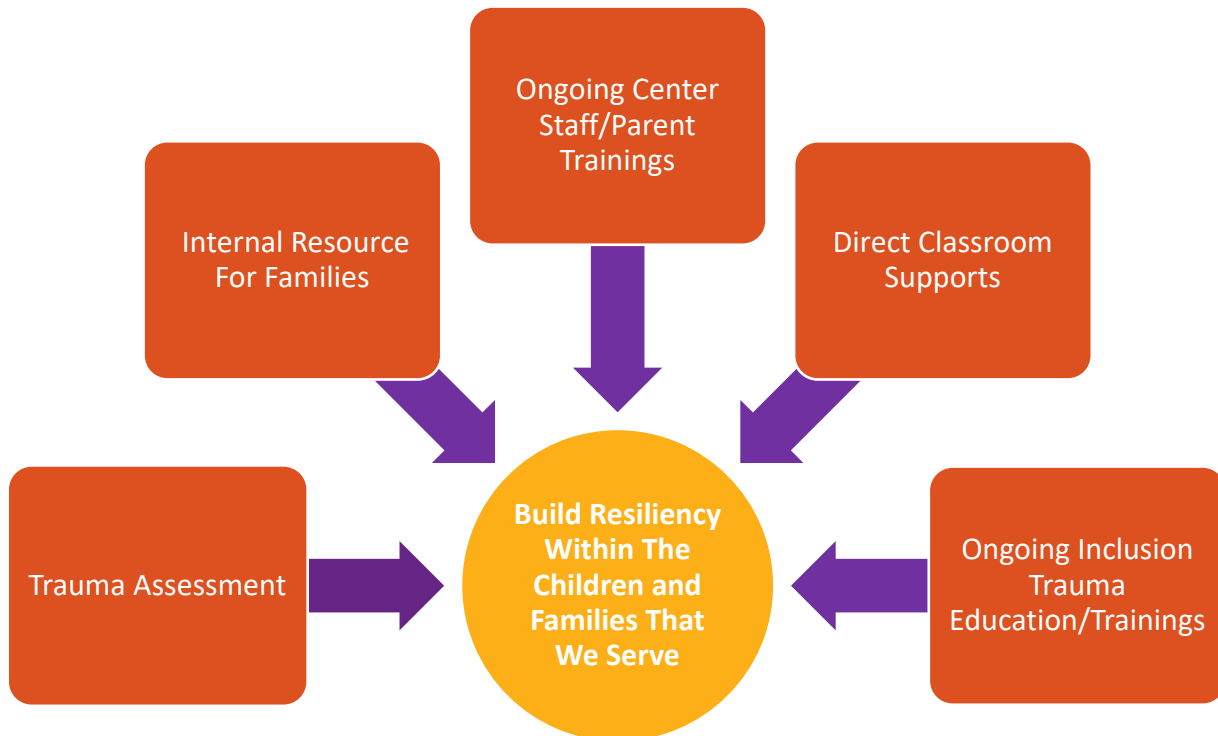
Mental Health Services and Services for Children with Disabilities

MENTAL HEALTH SERVICES

The social/emotional development of infants, toddlers, and preschoolers is a critical component of school readiness. ChildCareGroup supports the mental health of children and families in a variety of ways –

- Curriculum:

- The research-based Frog Street curriculum used in all center classrooms embeds the Conscious Discipline philosophy and methodology in each week’s planning. This includes leading children in mindfulness activities focusing on improving self-regulation and peer to peer activities that encourage empathy.
- Second Step, a social/emotional curriculum, is used weekly in all Head Start classrooms.
- Professional Development:
 - Each year teachers participate in trainings to learn more about the social/emotional challenges that children in poverty face and strategies to mitigate the toxic stress that many of our children experience.
- Mental Health Services:
 - ChildCareGroup employs a mental health professional to assist children and staff by identifying challenging behavioral situations, assisting teachers with helpful classroom strategies, and referring children and families for therapeutic services as needed.
 - Additional Inclusion/Behavioral Health Specialists were hired with quality funding provided by the Office of Head Start in the spring of 2020. These positions conduct classroom observations and provide support and resources to teachers to ensure appropriate social/emotional development in the classroom.
- Trauma Informed Care certifications. During the 2020-2021 program year, all Inclusion Specialists received certification in Trauma Informed Care from Starr Commonwealth.



CHILDREN WITH DISABILITIES

Early Head Start and Head Start children with disabilities participated in an inclusive educational environment with their peers because of the partnership between Early/Head Start and the local Part C provider as well as partnerships with private service providers. ChildCareGroup met the required 10% enrollment of children with disabilities based on actual enrollment numbers for most grants.

Program	EHS Dallas	EHS Mesquite	EHS/CC Partnership	Dallas County	Corsicana	TOTAL
Children with Disabilities	10%	17%	5%	11%	7%	9%



Results of Monitoring Visits

ChildCareGroup did not receive a monitoring visit during the 2020-2021 program year.

Financial Report

STATED IN 000's	HEADSTART		EHS-DALLAS		EHS-MESQUITE		EHS-PARTNERSHIP		CORSICANA		TOTAL	
	2020 Actual	2021 Budget	2020 Actual	2021 Budget	2020 Actual	2021 Budget	2020 Actual	2021 Budget	2020 Actual	2021 Budget	2020 Actual	2021 Budget
Federal Funding	7,515	9,079	2,678	2,888	1,069	1,108	1,533	1,670	1,517	1,808	14,312	16,553
Private Funding	3		1,281	15				66	15		1,299	81
In-Kind Contributions	1,978	2,864	278	253			110	215	168	276	2,534	3,608
Total Revenue	9,496	11,943	4,237	3,156	1,069	1,108	1,642	1,951	1,700	2,083	18,144	20,242
Salaries & Wages	4,697	5,561	1,650	1,813	659	654	427	538	916	1,082	8,348	9,649
Employee Benefits & Taxes	1,670	2,236	626	791	163	144	158	208	381	473	2,998	3,852
Occupancy	377	395	140	137	95	105	21	14	125	128	758	779
Other Cash Operating Expenses	751	760	347	296	152	205	850	975	85	125	2,184	2,361
In-kind Expenses	1,978	2,864	278	253			110	215	168	276	2,534	3,608
Depreciation & Amortization	59	128	28								87	128
Total Expenses	9,532	11,943	3,069	3,291	1,069	1,108	1,565	1,951	1,674	2,083	16,909	20,376
Surplus/(Deficit)	\$ (36)	\$ -	\$ 1,168	\$ (135)	\$ -	\$ -	\$ 77	\$ -	\$ 26	\$ -	\$ 1,236	\$ (135)

Efforts to Prepare Students for Kindergarten, Documentation of Children's Progress

School Readiness

ChildCareGroup believes that school readiness begins in the context of consistent, nurturing relationships. From an infant's entry into the Early Head Start program, teachers work to create strong social/emotional supports for children by responding to their needs, talking to them, and working with parents to education and engage them.

As children grow, they experience an Early Head Start classroom with a print-rich environment and activities planned to increase experiences with language, cognition, and physical growth. Self-help skills are taught and encouraged as children become more independent.

Children in the home-based program benefit from weekly visits from trained parent educators who work with parents to plan school readiness experiences throughout their child's daily activities.

Head Start classrooms focus further on school readiness as children experience both teacher-led and child-led activities. Emphasis on language and literacy, cognitive development, pre-writing skills, social/emotional development and physical growth exists in each classroom.

In 2019, ChildCareGroup created partnerships with seven independent school districts to dually enroll children in public PreK and Head Start. Each classroom is led by one school district teacher and one Head Start teacher who work together to ensure that all Head Start and Texas public PreK guidelines are met.



Remote learning was offered as an option for parents from August 2020 to June 2021. Approximately 100 children participated in remote learning throughout the 2020-2021 school year. In May of 2021 we conducted a parent survey of current remote students to determine how many parents were interested in continuing in a virtual format. Only 2 parents indicated a desire to continue in the current model. That data, in addition to the expectations from the Office of Head Start, determined the closing of the remote learning program and a return to full in-person services for the 2021-2022 program year.

ChildCareGroup changed both curriculum and child assessment tools for Head Start children at our stand-alone centers in 2021. Many school districts changed curriculum for PreK classrooms this year as well because it was a curriculum adoption year for the state of Texas (which occurs every 5 years). To align as much as possible with school district partners and receiving schools, CCG began using Scholastic curriculum in Head Start classrooms this year.

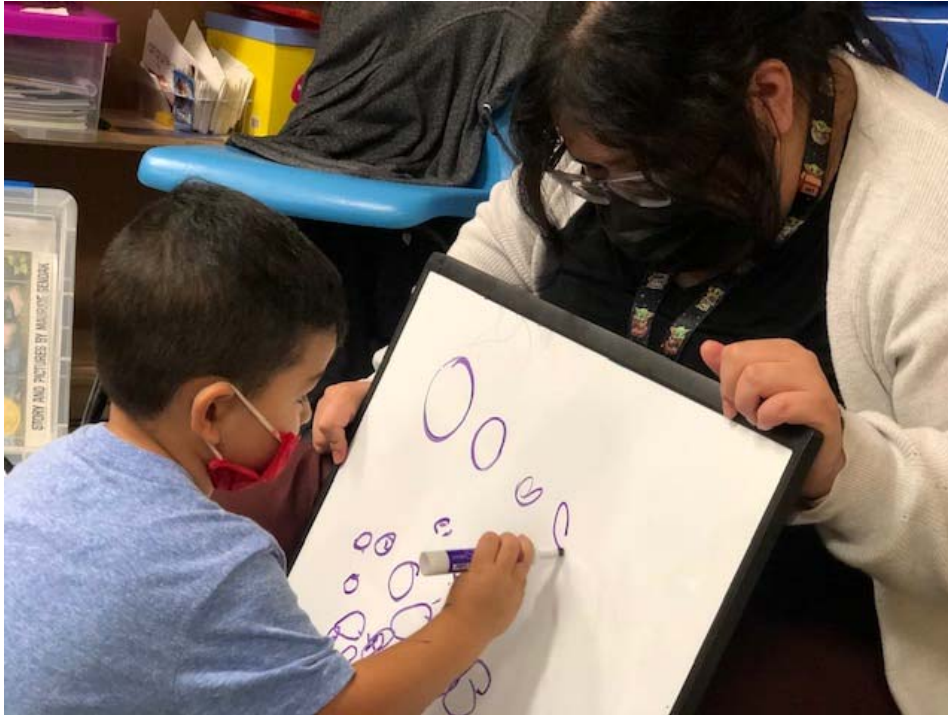
In addition, we aligned our child assessment tool with the school districts and changed to CLI Engage (CIRCLE) developed at the University of Houston. The tool is used by many, if not most, school districts in Texas. The tool is free and easy to implement and covers the required domains in the Office of Head Start Early Learning Outcomes Framework.

Training was delivered to all staff using the curriculum and assessment tool in August of 2021 in partnership with local school districts. The Education Manager continues to provide one on one training as needed and a refresher training was delivered in October of 2021.

Early Head Start children continue to use Frog Street curriculum. Created by Dr. Pam Schiller, the curriculum incorporates Dr. Becky Bailey's Conscious Discipline® and includes 52 weeks of activity choices specifically created for children ages 6 weeks –age 5. Activity choices are organized around the

five developmental domains used by the Head Start Early Learning Outcomes Framework and offer differentiated instruction options to meet the needs of all learners. Teachers can easily incorporate activities into daily routines as well as share activities with parents to extend the learning day into the home.

In the home-based program, ChildCareGroup uses the research-based Parents As Teachers (PAT) model. Weekly visits area conducted by trained parent educators who integrate all Head Start learning domains into their family activity plans. Child progress is measured at each visit and activity plans are individualized on a weekly basis.



Head Start Early Learning Outcomes Framework

ChildCareGroup utilizes the Office of Head Start Early Learning Outcomes Framework to guide all education strategies.

FIGURE 2: DOMAIN ORGANIZATION

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS		Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS		Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
				Literacy	Scientific Reasoning	

Head Start Early Learning Outcomes Framework: Ages Birth to Five | 7

Professional Development/Qualifications of Teacher/SRI

ChildCareGroup teachers have a minimum of a CDA and many hold AA degrees. The agency implements Practice-Based Coaching in all classrooms by using Education Specialists and Master Teachers for peer-to-peer evaluation and learning.

ChildCareGroup Head Start classrooms at the Landauer, Martin Luther King, and Bock locations participate in the SRI (School Readiness Initiative) partnership with Dallas Independent School District (DISD). Children are dually enrolled in ChildCareGroup’s Head Start program and DISD PreK and receive instruction from both a ChildCareGroup teacher and a DISD certified teacher. Teachers collaborate with lesson planning and instructional time to prepare children for a seamless transition to a PreK or kindergarten classroom.

ChildCareGroup replicated this model at 5 additional school districts beginning in 2019. Currently children are dually enrolled in Head Start and public PreK in the following school districts:

Corsicana ISD

Dallas ISD

Desoto ISD

Duncanville ISD

Garland ISD

Richardson ISD

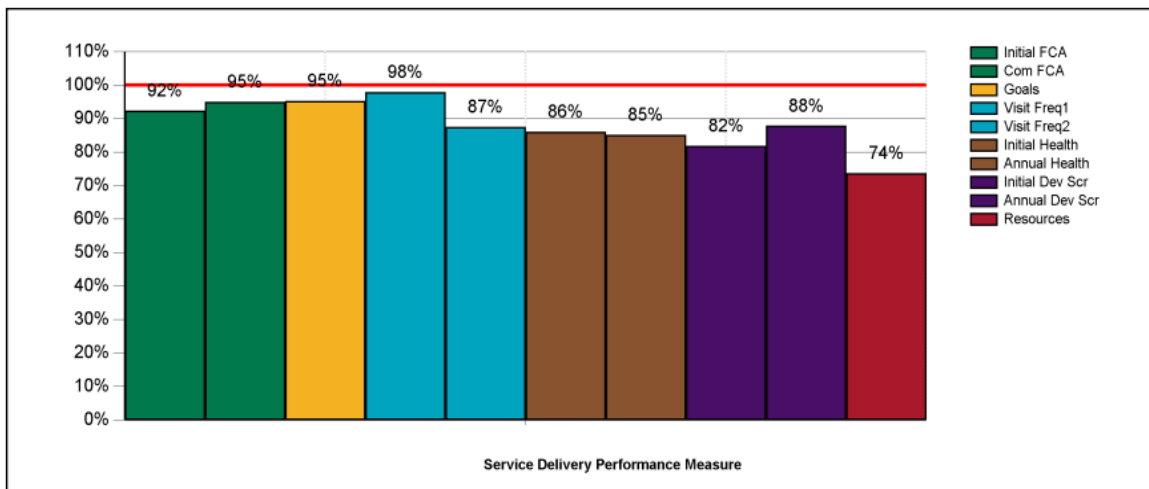
Home-Based Program

The chart below illustrates the performance measures report for the essential requirements of the Parents As Teachers (PAT) model used by ChildCareGroup parent educators. Twenty-eight percent of the children enrolled in the PAT Born Learning Program are also Early Head Start children.



Child Care Group/Parents as Teachers
Company ID: 8952 State: TX

2020-2021



Initial FCA % of newly enrolled families (enrolled >= 120 days) who had an initial family-centered assessment completed within 120 days

ComFCA % of families that had a family-centered assessment completed and documented during the program year

Goals % of families with at least 1 documented goal during the program year

VisitFreq1 % of families with 1 or fewer stressors that received at least 75% of the required number of visits per month

VisitFreq2 % of families with 2 or more stressors that received at least 75% of the required number of visits per month

Initial Health % of newly enrolled children who received a complete initial health review in the required timeframe

Annual Health % of children that received a complete annual health review during the program year

Initial Dev Scr % of newly enrolled children who received a complete, initial child developmental screening within 90 days of enrollment or birth

Annual Dev Scr % of children who received a complete annual child developmental screening during the program year

Resources % of families connected by their PE to at least 1 community resource during the program year

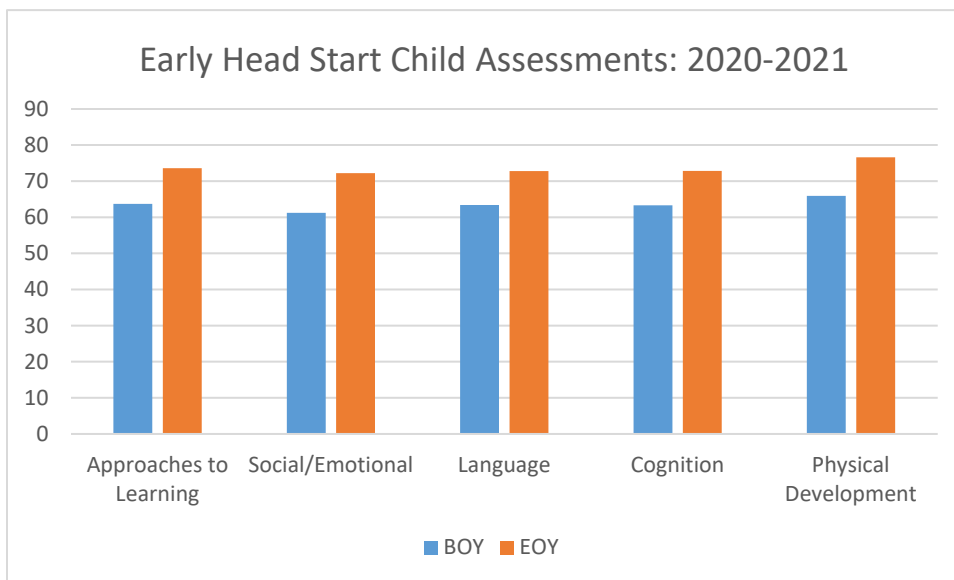
Child Assessment Results

Child Assessments were delayed for the 2020-2021 school year at CCG centers, allowing children to adjust to the new environment. Beginning of year assessments were conducted in December. Mid-year assessments were not conducted because there was not enough time to do so with fidelity between the BOY and EOY assessments. End of year assessments were conducted in May 2021.

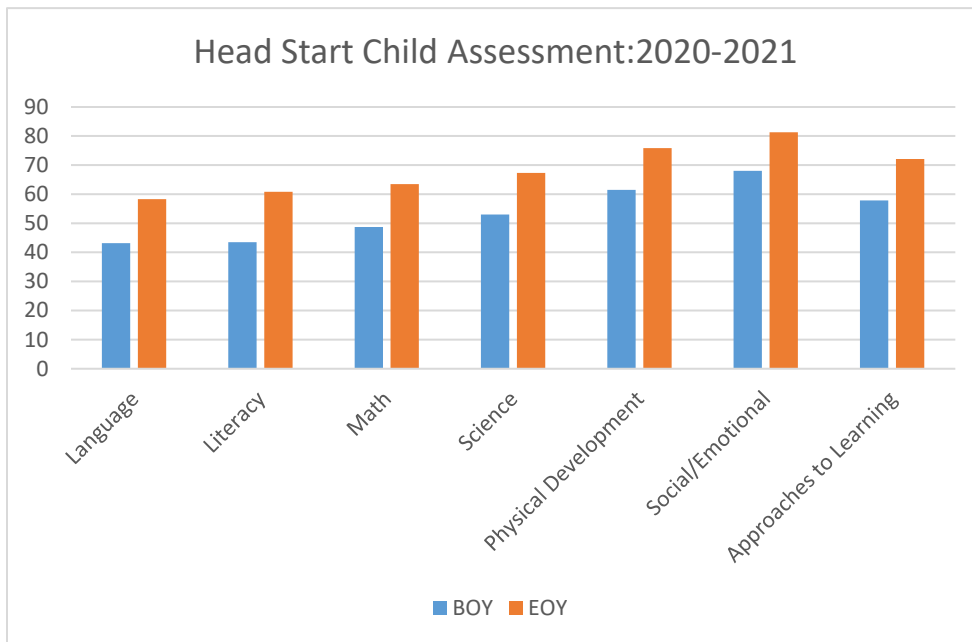
ISD partnership sites conducted child assessments on schedule.

Children learning remotely did not participate in child assessments because the ELAP and LAP tool is designed to be used in in-person settings. We did not feel like we could maintain fidelity to the assessment tool if we attempted to conduct assessments virtually.

Infant/Toddler ELAP results for 2020-2021



Preschool LAP-3 results for 2020-2021



LAP assessment results are used in a variety of ways:

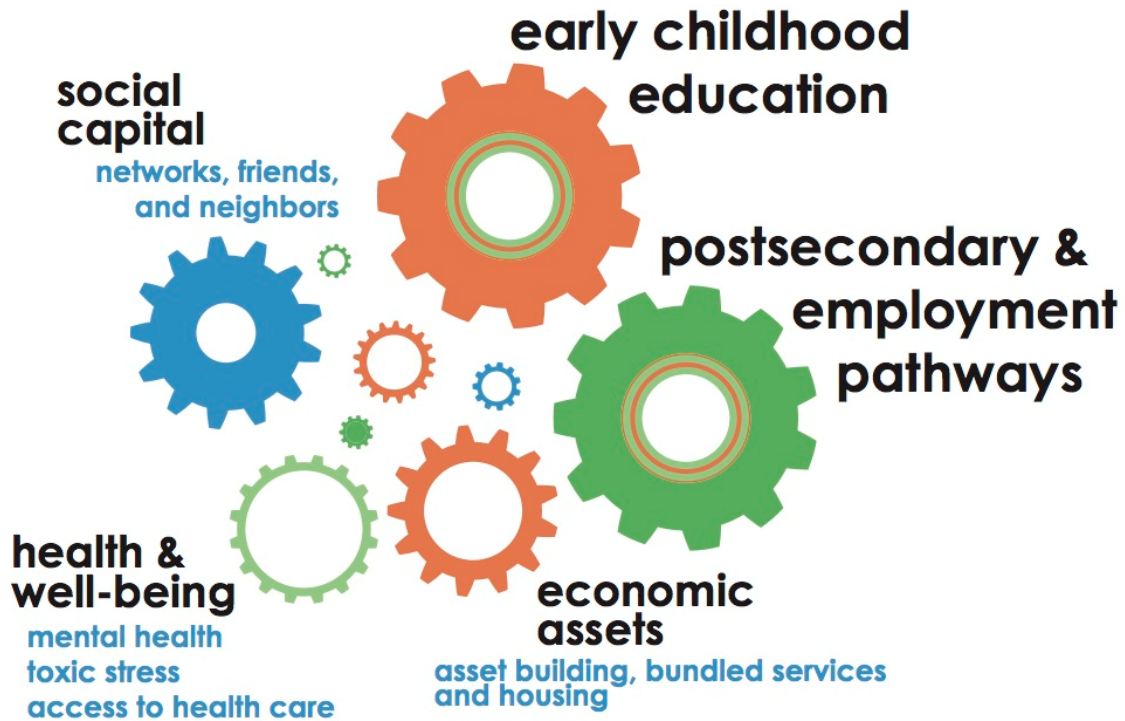
- Teachers use LAP data to individualize learning for each child and share child progress with parents. In addition, information is shared with the CCG inclusion staff for referral if a child is performing below national norms in any domain.
- Education Specialists/Managers use LAP data to determine teacher training needs, classroom materials, curriculum and support needs, and center strengths and challenges.
- The Director of Center-Based Programs uses LAP data to determine Early Childhood Program training needs and curriculum and material strengths and challenges.
- The VP of Early Childhood Programs and the Director of Quality Assurance use LAP data to determine areas of emphasis for Early Childhood Programs and to measure and report on program progress and quality.

Parent, Family and Community Engagement

ChildCareGroup offers a robust parent and family engagement model using a two-generation approach.

In 2016, as part of our strategic plan, ChildCareGroup adopted an intentional focus on serving children and parents together. By providing children with quality, evidence-based early education programs, we prepare them for success in school and life. At the same time, we know children can't lift themselves out of poverty. Our programs also give parents the support and tools necessary so they can more

toward greater self-sufficiency. Our efforts are based on the five components of the Aspen Institute's Ascend Network's Two-Generation Model.



ChildCareGroup utilizes over 40 partnerships with community agencies to provide services and referrals to parents and families.



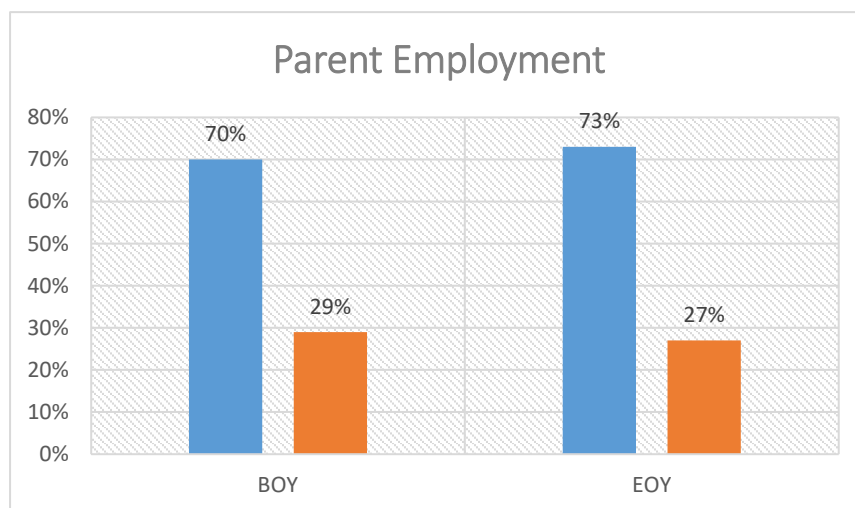
Characteristics of Families

ChildCareGroup served a total of 835 families during the 2020-2021 program year. ChildCareGroup children are most often being raised in single-parent households with the mother as the primary caregiver. Most children are parented by a biological parent (96%), although 3% of children are parented by a grandparent (an increase from 0% last year), 2% are with foster parents and 1% are being cared for by other relatives.

	TOTAL in all programs	EHS Dallas	EHS Mesquite	Partnership	Dallas County HS	Dallas County EHS	Corsicana
Single Parents	69%	68%	38%	89%	68%	77%	72%
Two-parent families	31%	32%	62%	11%	32%	14%	28%
Children parented by parents	93%	96%	96%	95%	91%	84%	98%
Children parented by grandparents	3%	1%	4%	2%	4%	1%	1%
Children parented by other relatives	1%	1%	0%	0%	1%	3%	1%
Children in foster care	2%	2%	0%	3%	3%	3%	0%

Employment

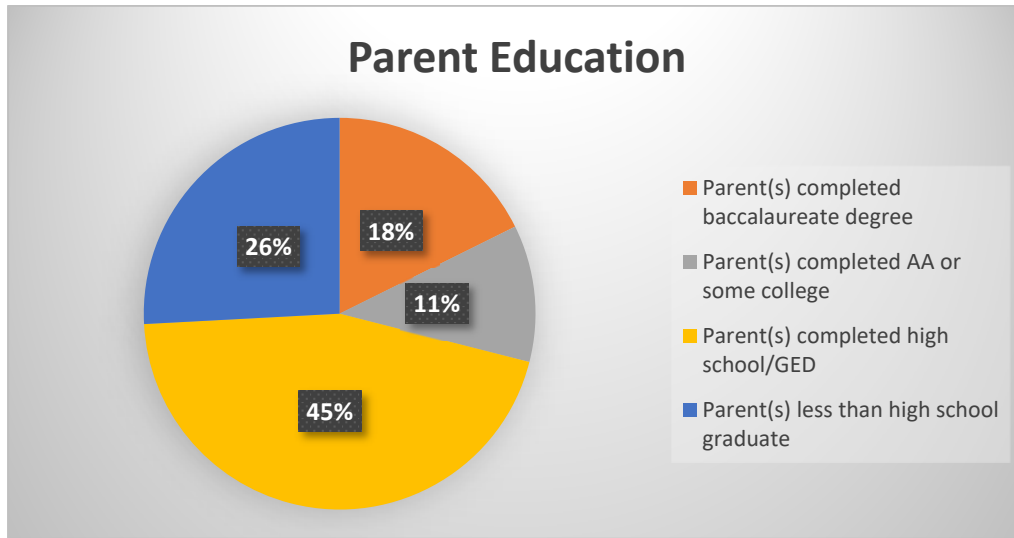
Parent employment increased slightly from beginning to end of the program year. Overall parent employment continues to be lower than we have seen in previous years.



Education

ChildCareGroup parents show a need for secondary and post-secondary education opportunities.

Overall, 26% of parents have less than a high school degree; 45% of parents have a high school degree; 11% have an AA degree or some college courses and 18% have a baccalaureate degree (many from countries outside the United States). The home-based program has the highest need for adult education, with 41% having less than a high school diploma.



How Data is Used

ChildCareGroup uses several outcome-based evaluations to contribute to program evaluation and quality improvement. Annual goals and outcomes are reviewed twice each year to ensure staff accountability and guide decisions. Child assessment outcomes are reviewed at mid- and end-of-year and shared with staff, parents, governing body, and policy council. Outcome data in each domain determines training topics, curriculum decisions, and program emphasis for each year. Family Risk Assessment outcomes are reviewed at the beginning and end of each program year to assess family needs, determine what community partners might be utilized to provide family services, and observe family progress. Outcomes are shared with staff, parents, governing body, and policy council.

The chart below illustrates the process that ChildCareGroup uses for data collection, goal setting, and program evaluation.

	<p>Data Collected: PIR, Community Needs Assessment, Child Assessment, Family Risk Assessment, Self-Assessment, Ongoing Monitoring Compliance, etc.</p>
	<p>Goals Set (Measurable Objectives and Outcomes): In collaboration with staff, policy council, governing board, and parents and informed by data collected</p>

	Action Steps/Activities: Effective teaching strategies, research-based curriculum, family engagement, community partnerships, health, and inclusion practices, two generation programming
	Program Evaluation (Outcomes and Objectives): Child Assessments, Family Risk Assessments, PIR data, ASQ, Compliance Indicators, Health and Safety Screener, ongoing monitoring protocol, etc.
	Correction as Needed: Corrective Action Plan

COVID 19 Response: 2020-2021

In consultation with parents, the Policy Council, Board of Directors, staff and with guidance from the Office of Head Start and local childcare licensing, the decision was made to adjust our program model and enrollment expectations for the 2020-2021 program year.

CCG Stand Alone Centers - CCG centers limited enrollment to 50% to allow for social distancing in classrooms and focused on serving returning children. A remote learning option was offered to parents and approximately 100 families chose to be served in that model.

Remote Learning –

Virtual Learning Team

A Virtual Learning Team was created to teach remote learners. This team consisted of master teachers who had previously demonstrated competency with technology and proficiency to reach remote learners.

This teaching team was trained in best practices for remote instruction and were provided with laptops, printers, and hotspots. They trained fellow teachers to conduct remote instruction in August of 2020 and served as mentors and coaches to their peers.

When CCG Center classrooms re-opened in October of 2020 the virtual learning team took over the instruction of children who chose to remain in a virtual format.

Technology

Early in the pandemic it became clear that low-income families struggled to have the technology needed to be successful with remote learning. Families were forced to use their cell phones to log in to remote classrooms and did not have appropriate Wi-Fi to connect with teachers or remote learning platforms.

CCG used Covid funding to provide iPads to all families at CCG centers and in home-based programs. We included a data plan on each device so families had the internet bandwidth needed to be successful. We partnered with Dallas ISD to provide iPads to children in dually enrolled classrooms on CCG campuses.

ISD Partnerships – CCG follows each school district and campus’ policies in our dually enrolled CCG/ISD PreK classrooms. Most school districts chose to work towards full enrollment in all classrooms. Some offered remote learning options.

Child Care Partnerships – CCG followed each childcare partner’s guidelines for Covid.

Home-Based Programs – home visits and group socializations continued to occur in a virtual-only format for the 2020-2021 year.

The **ChildCareGroup Covid Policies and Procedures** were created in partnership with a consulting group led by a CCG board member. These documents outlined health and safety policies and procedures put in place to work to mitigate the spread of Covid 19 in CCG centers. Policies and procedures were created with guidance from CDC, Dallas County Health and Human Services, Texas Child Care Licensing, parent survey and staff input.

Topics included:

- Drop off and pick up procedures
- Enrollment and class sizes
- Adjustments to classroom materials
- Mask requirements for staff and children in Head Start classrooms
- Covid reporting requirements and isolating procedures

Re-opening schedule

Many local school districts delayed the start of school in August 2020 and/or required students to attend school in a virtual-only format for the first several weeks of school.

CCG made the decision to delay re-opening classrooms until October 18, 2020.

From August to October, CCG center Head Start classrooms operated in a remote learning-only format. Teachers connected with families daily. Three times each week children were asked to log in to a Zoom classroom and teachers provided instruction. Two times a week teachers connected with children through the Learning Genie app that provided follow up parent/child activities to complement the curriculum.

Early Head Start classrooms and home-based programs operated throughout the summer as required by the Office of Head Start.



Family Services

In an effort to control the spread of Covid 19 in the community, ChildCareGroup decided to conduct all parent interactions in a virtual format for the 2020-2021 program year.

Parents participated in virtual orientations, parent meetings, home visits and parent/teacher conferences.

CCG partnered with community providers in a variety of ways to share parent education and empowerment.

In the spring of 2021, another parent survey was conducted for parents who chose to have their children enrolled in virtual learning for the 2020-2021 program year. Results showed that only a few parents wanted to have a virtual option for the 2021-2022 program year. Soon after the survey was conducted, the Office of Head Start provided guidance that programs should plan to be at full enrollment and meet in person for the new year.

