



**ChildCareGroup**  
Nurturing the great in every child

## **ChildCareGroup Early Head Start and Head Start**

### **Annual Report**

**2019-2020**

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.



## Enrollment

ChildCareGroup served 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



## Characteristics of Children and Families

### Language

For all ChildCareGroup programs, 68% of families identified English as their primary language, while another 11% identified Spanish as their primary language. 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	45%	46%	4%	2%
EHS Dallas	51%	48%	0%	0%
EHS Mesquite	3%	95%	2%	0%
EHS Partnerships	62%	27%	5%	6%
Dallas Co EHS	58%	33%	1%	1%
Dallas Co HS	48%	40%	5%	1%
Corsicana EHS	36%	51%	5%	8%
Corsicana HS	33%	61%	6%	0%

## 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.

Childhood obesity continues to be a national program and the Office of Head Start monitors children's body mass index as a way to provide assistance and guidance to parents of children who are considered overweight or obese. During the 2019-20 program year, 8% of enrolled Head Start children were considered to be overweight or obese as indicated by their BMI. This is below the state statistic of 14.9% of 2-4 year olds with obesity. Infants and toddlers are not evaluated for obesity.



### 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.

### 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 did not meet the required 10% disability during this program year and requested waivers from the regional office.

Program	EHS Dallas	EHS Mesquite	EHS/CC Partnership	Dallas County	Corsicana	TOTAL
Children with Disabilities						





## Results of Monitoring Visits

ChildCareGroup participated in a Focus Area 1 monitoring review in the summer of 2020. We received no deficiencies or findings. Only one area of concern was noted – one Head Start teacher had not completed her Associates degree.

## Financial Reports

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
2	STATED IN 000's		HEADSTART		EHS-DALLAS		EHS-MESQUITE		EHS-PARTNERSHIP		CORSICANA		TOTAL									
3		2019	2020		2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020				
4		Actual	Budget		Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget				
5																						
6	Federal Funding	5,033	8,398		2,636	2,722	1,003	1,021	1,340	1,556	883	1,668	10,894	15,366								
7	Private Funding	543	81		552	580	1	-	99	78	28	-	1,223	738								
8	In-Kind Contributions	1,633	2,814		250	259	-	-	149	197	169	247	2,202	3,517								
9	Total Revenue	\$ 7,209	\$ 11,293		\$ 3,439	\$ 3,561	\$ 1,003	\$ 1,021	\$ 1,587	\$ 1,831	\$ 1,080	\$ 1,915	\$ 14,318	\$ 19,621								
10	Salaries & Wages	3,036	5,164		1,717	1,799	583	633	298	591	483	1,005	6,118	9,193								
11	Employee Benefits & Taxes	690	1,555		439	485	123	136	69	175	154	291	1,475	2,642								
12	Occupancy	476	379		149	132	80	87	1,062	873	63	118	1,829	1,590								
13	Other Cash Operating Expenses	1,357	1,299		835	840	214	165	15	33	188	254	2,609	2,592								
14	In-kind Expenses	1,633	2,814		250	259	-	-	149	197	169	247	2,202	3,517								
15	Depreciation & Amortization	52	95		-	-	-	-	-	-	-	-	52	95								
16	Total Expenses	\$ 7,244	\$ 11,307		\$ 3,390	\$ 3,516	\$ 1,000	\$ 1,021	\$ 1,593	\$ 1,869	\$ 1,057	\$ 1,915	\$ 14,285	\$ 19,627								
17	Surplus/(Deficit)	\$ (36)	\$ (14)		\$ 48	\$ 46	\$ 4	\$ 0	\$ (6)	\$ (38)	\$ 23	\$ -	\$ 33	\$ (7)								

stated on a calendar year basis while each program has a different fiscal year. In-kind is stated in accordance with Generally Accepted Accounting Principles and therefore excludes certain types of volunteer hours which qualify as match for these programs.

## 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.



## Curriculum

CCG currently uses Frog Street curriculum in Early Head Start and Head Start classrooms. 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 are able to easily incorporate activities into daily routines as well as share activities with parents to extend the learning day into the home. Head Start curriculum aligns with the Texas PreK curricular guidelines as well.

In the home-based program, ChildCareGroup uses the research-based Parents As Teachers (PAT) model. Weekly visits are 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	

### **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.

### **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.

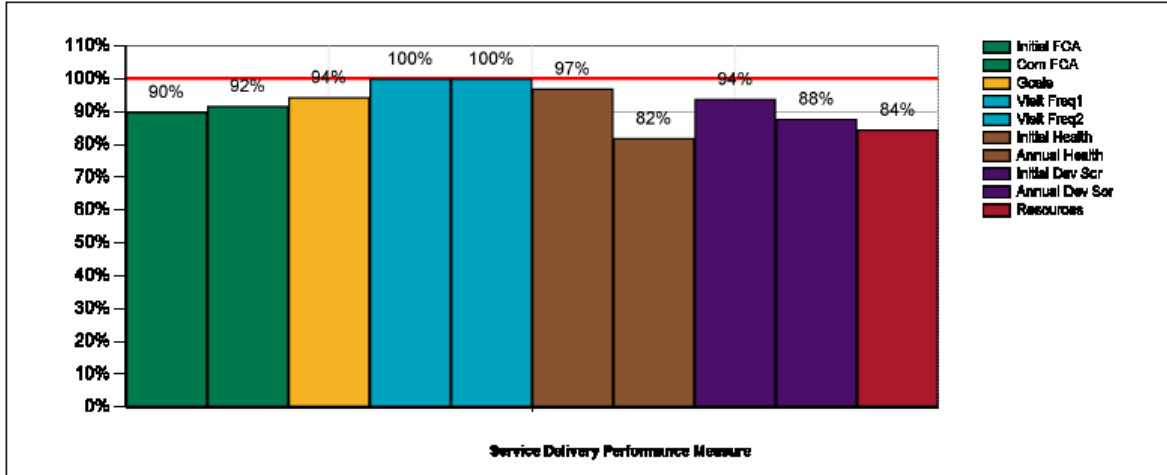


**Performance Measures Report for Service Delivery Essential Requirements**

The chart below depicts your affiliate's performance on the service delivery essential requirements, based on your affiliate's APR data. This chart assists you in understanding your affiliate's level of fidelity and in planning related continuous quality improvement efforts. This information also helps you understand how your affiliate's performance compares to the 60% national minimum level.

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

2019-2020

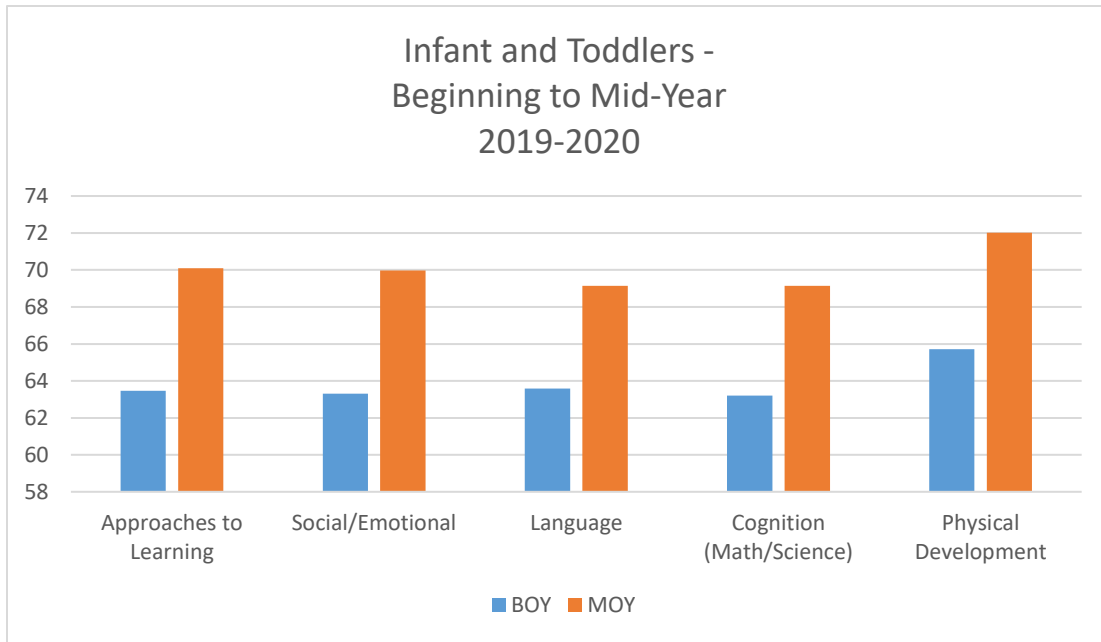


- Initial FCA % of newly enrolled families (enrolled >= 90 days) who had an initial family-centered assessment completed within 90 days
- ComFCA % of families that had a family-centered assessment completed and documented during the program year
- Goals % of families with at least 1 documented goal during 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

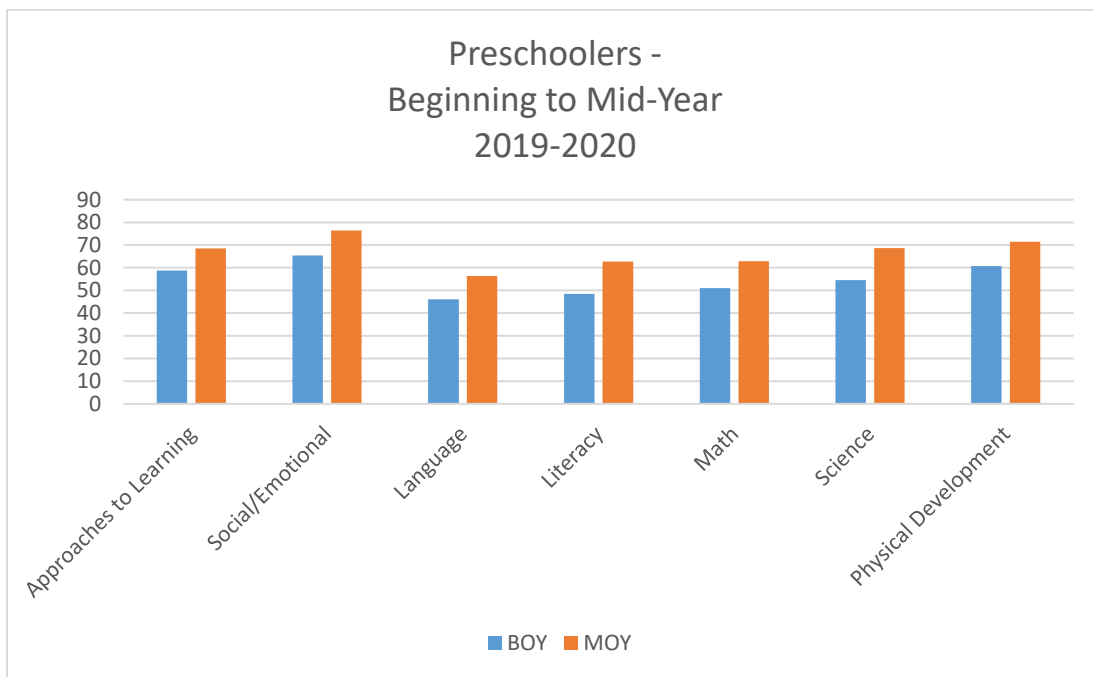
**Child Assessment Results**

ChildCareGroup uses the LAP (Learning Accomplishment Profile) tool to assess center-based children three times each year. During the 2019-2020 school year, child assessments were administered at the beginning and middle of the year. All programs closed in March of 2020 because of the coronavirus pandemic and the end of year child assessments could not be given.

**Infant/Toddler ELAP results for 2019-2020**



**Preschool LAP-3 results for 2019-2020**



LAP assessment results are used in a variety of ways:

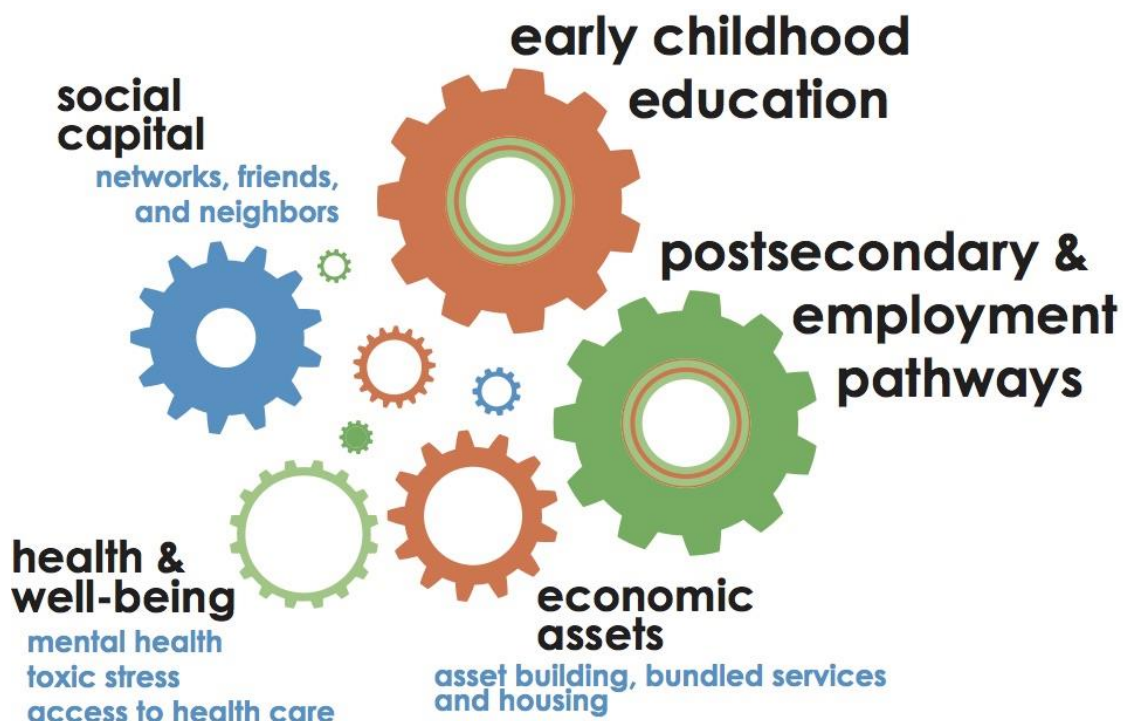
- Teachers use LAP data to individualize learning for each child and share child progress with parents. In addition, information is shared with the CCG inclusion staff for referral if a child is performing below national norms in any domain.

- 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 move 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.





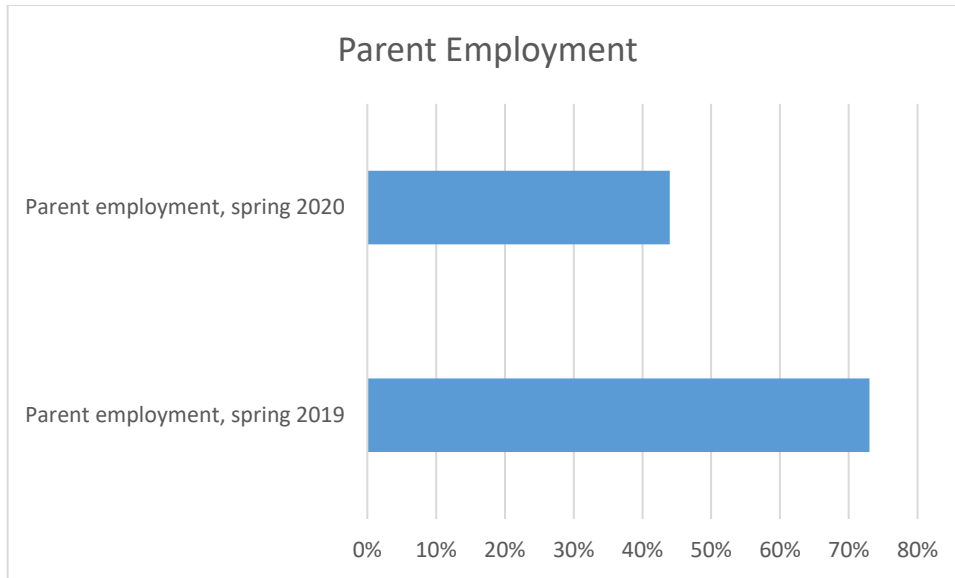
**Characteristics of Families**

ChildCareGroup children are most often being raise in single-parent households with the mother as the primary caregiver.

	TOTAL in all programs	EHS Dallas	EHS Mesquite	Partnership	Dallas County HS	Dallas County EHS	Corsicana
Single Parents	68%	75%	29%	90%	68%	76%	52%
Two-parent families	32%	25%	71%	10%	32%	24%	48%
Children parented by parents	96%	97%	100%	98%	97%	94%	96%
Children parented by grandparents	0%	0%	0%	0%	0%	0%	1%
Children parented by other relatives	1%	1%	0%	0%	1%	3%	0%
Children in foster care	2%	2%	0%	1%	2%	3%	3%

## Employment

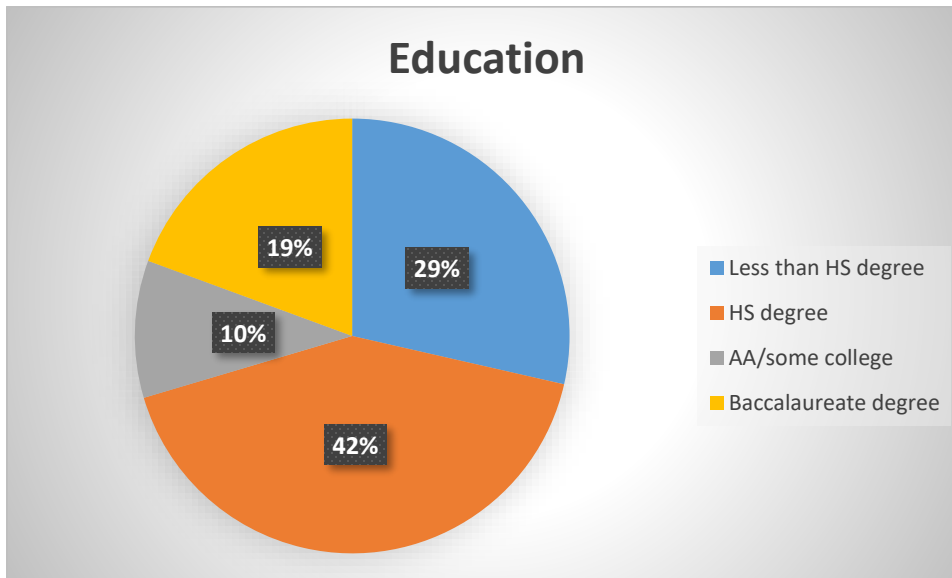
Parent employment dropped significantly during the spring of 2020 due to the coronavirus pandemic.



## Education

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

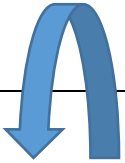


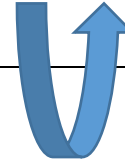
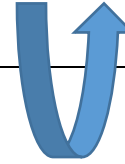
Overall, 28% of parents have less than a high school degree; 41% of parents have a high school degree; 10% have an AA degree or some college courses and 19% have a baccalaureate degree.



## 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><b>Data Collected:</b> PIR, Community Needs Assessment, Child Assessment, Family Risk Assessment, Self-Assessment, Ongoing Monitoring Compliance, etc.</p>
	<p><b>Goals Set</b> (Measurable Objectives and Outcomes): In collaboration with staff, policy council, governing board, and parents and informed by data collected</p>
	<p><b>Action Steps/Activities:</b> Effective teaching strategies, research-based curriculum, family engagement, community partnerships, health and inclusion practices, two generation programming</p>
	<p><b>Program Evaluation</b> (Outcomes and Objectives): Child Assessments, Family Risk Assessments, PIR data, ASQ, Compliance Indicators, Health and Safety Screener, ongoing monitoring protocol, etc.</p>
	<p><b>Correction as Needed:</b> Corrective Action Plan</p>

## COVID 19 Response

In March of 2020, all CCG classrooms were closed as a response to the COVID 19 pandemic. The Texas Department of Health and Human Services (Child Care Licensing department) mandated that all childcare facilities close except for those serving emergency workers. All public schools were closed as well.

ChildCareGroup transitioned quickly to a virtual learning platform, with teachers connecting 3 times per week with children in their classrooms through Facebook classroom pages, phone calls, and other digital devices. Family Advocates contacted families weekly to determine immediate needs.

## **Education**

Teachers created lesson plans utilizing Frog Street curriculum and reached out to families 3 times each week through Facebook classroom pages, phone, and Learning Genie app.

Parent/child learning activities that corresponded with the curriculum were provided weekly through Learning Genie. The CCG website provided links for early childhood learning and parent/child activities each week and the “At Home with CCG” series featured CCG staff providing learning tips for families via Facebook live.

Parent educators continued to conduct weekly virtual visits and group socializations continued via Zoom and other digital platforms.

All EHS/HS staff participated in individualized professional development each week while working remotely.

## **Family Services**

Family Advocates connected with families weekly to provide resources, conduct required visits, and identify needs. All EHS families received a month’s supply of diapers and wipes each month during remote operations. Educational supplies were sent to families via drive-by events and through \$50 egift cards to Kaplan Early Learning for Head Start families to purchase school supplies, books, and educational materials. Meals were provided through partnerships with local ISDs through grab and go services and family advocates connected families with food pantries and feeding programs in each service area. Mental health counseling services were offered to all families and staff free of charge and social/emotional resources were shared through Learning Genie and on the CCG website.

Enrollment was frozen and CCG concentrated on serving current families.

## **Virtual Learning**

A Virtual Learning Team was created, made up of 8 teachers, an education specialist and the Education Manager. This team was responsible for researching best practices for virtual instruction, choosing a platform for instruction and supporting apps, creating lesson plans for virtual instruction and training staff on setting up Zoom accounts, etc.

Virtual learning kits were created that corresponded to our research-based curriculum to maintain continuity and curriculum fidelity. Kits included basic school and art supplies, books and materials required for specific activities outlined in the lesson plans. Learning kits were distributed in bi-monthly drive-through events at each center. iPads were distributed to all enrolled CCG Center children to assist with virtual learning. Children dually enrolled in ISD classrooms received digital devices if the ISD provided them.