



Early Head Start Annual Report 2017

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Introduction

The Community Group (TCG) is a unique and innovative nonprofit that has been operating state-licensed, high-quality early education and care programs in the greater Merrimack Valley Region of Massachusetts since 1970. In addition to private early childhood programs, TCG has developed and managed both charter and district public schools, school-age care and enrichment programs, child care resource and referral services, and professional development for teachers. TCG programs serve children from infants to adolescents, including children who are low-income, receive child care tuition support, have special needs, are second language learners, are children of teen parents, live in foster care, and are homeless.



Background

In 2015 The Community Group was awarded its first Head Start grant through a new, innovative program model, the Early Head Start Child Care Partnership (EHS CCP). The program brings Early Head Start programming and funding into existing community-based early childhood programs. Now three years into TCG's five-year contract, 72 children and families are receiving Early Head Start (EHS) programs and services through their enrollment in multiple TCG early education and care programs, including 15 Family Child Care programs, the Community Day Early Learning Center, and the Teen Parent Infant/Toddler Center located at Lawrence High School. These 72 children are integrated into regular infant, toddler, and preschool classrooms which meet all of the EHS standards, while also benefitting from the specialized services provided only to Early Head Start children, including comprehensive health, nutrition, and wellness programming. Their parents/caregivers also receive specialized Early Head Start services, including regular case management through a Family Service Worker, and needs assessment, referrals, and assistance with medical, dental, mental health, employment, housing, and other needs.

Our Mission

The Community Day Care EHS CCP provides early, continuous, intensive, and comprehensive child development and family support services to eligible families and their infants and toddlers age birth to three years old in child care centers and age four in Family Child Care Homes. EHS CCP provides many resources including educational, health, nutritional and behavioral services based on the needs of the child and family. The principles of Early Head Start are designed to nurture the relationship between the child and his or her parent and to focus on the strengths of each and every family.

Community Needs Assessment Major Findings

In accordance with the Federal Early Head Start Program Performance Standards, The Community Group conducted a Community Assessment in 2016 which provided the following information:

- Demographic make-up of Early Head Start-eligible children and their families, including estimated number, geographic location, and racial, ethnic, and linguistic composition.
- Other child development and child care programs that are serving Early Head Start-eligible children, included publicly-funded state and local preschool programs, and the approximate number of Early Head

- Start-eligible children served by each.
- The estimated number of children with disabilities from birth to age three, including the types of disabilities and relevant services and resources provided to these children by community agencies.
- Data regarding the education, health, nutrition and social service needs of Early Head Start-eligible children and their families.
- Resources in the community that could be used to address the needs of Early Head Start-eligible children and their families, including assessments of their availability and accessibility

Along with our in-depth review of numerous public sources of data, we partnered with the Greater Lawrence Community Action Council (GLCAC), another community agency in providing Early Head Start and Head Start care in Lawrence, to survey 10 key stakeholder agencies in the community who also service Early Head Start-eligible children and families. Our community agency surveys and other data sources revealed some especially noteworthy findings about the community's demographic profile and recent trends in parenting and public service needs specific to Lawrence. A few highlights include:

- There has been a marked increase in recent years in opioid abuse in the community, with a profound effect on the parents and caregivers of young children. As many more parents fall victim to opioid addiction, both parents and children have been negatively impacted and there has been an increase in grandparents and others assuming care of their young children.
- Over the past three years, there has been a dramatic drop overall in all teen birth rates across the state; however, Lawrence remains fourth in the state for the number of teen pregnancies per year at a rate of 32.4 per 1000 females ages 15-19, over three times the state average 9.4.¹ Hispanic teen birth rates between 2005 and 2015 have consistently been the highest in the state when compared to any other race or ethnicity. Hispanic teen mothers outpace the next race/ethnic group by more than double.² Hispanic mothers are the most likely to be on public assistance compared to any other racial or ethnic group in the state; 95% of teen moms in Lawrence have publicly-paid prenatal care, and a startling 73% of all pregnant women in Lawrence receive publicly-paid prenatal care.
- Long a city of immigrants, Lawrence's population is mostly second language learners, with over 75% speaking a language other than English at home.³ While not a new trend, it is critical to understanding the language, education, and job training needs of Lawrence parents as English proficiency is critical for most adults to secure the employment needed to rise out of poverty.

The combination of these three needs outlined above underscore the demand for Early Head Start services in Lawrence.

1 Massachusetts Department of Public Health, Massachusetts Births 2015, pp. 16 retrieved from <http://www.mass.gov/eohhs/docs/dph/vital-records/birth-report-2015.pdf> on January 11, 2018.

2 Massachusetts Department of Public Health, Massachusetts Births 2015, pp. 17 retrieved from <http://www.mass.gov/eohhs/docs/dph/vital-records/birth-report-2015.pdf> on January 11, 2018.

3 U.S. Census Bureau, 2010 Census: State & County QuickFacts.



(A) The total amount of public and private funds received and the amount from each source.

	Actual FY17 (Jul 16-Jun 17)
<u>Funding Source Department of Health and Human Services</u>	
Early Head Start Partnership Funds	\$1,262,671.95
Training & Technical Assistance	\$48,967.00
Total Federal Funding	\$1,311,638.95
Early Head Start Partnership Non Federal Resources	\$22,176.00

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

<u>Early Head Start Partnership Expenses</u>	<u>Amount</u>	<u>%</u>
Personnel	\$446,577.00	35.4%
Fringe Benefits	\$92,319.00	7.3%
Supplies	\$78,082.00	6.2%
Contractual – Family Partners	\$239,302.00	19.0%
Contractual – Other	\$151,828.00	12.0%
Other	\$92,476.00	7.3%
Indirect	\$162,087.00	12.8%
Total	\$1,262,671.00	

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

In FY2016-17, TCG enrolled between 63 and 72 children per month across our three EHS programs (Community Day Early Learning Center, Teen Parent Infant Toddler Center, and Family Child Care). As indicated in the monthly enrollment table below, average monthly enrollment fluctuated slightly month to month, between 88% and 100% of full capacity (72 students). On average for the program year, 70 children were served by the Early Head Start program each month, or 97.2% of eligible children.



Monthly Enrollment in EHS Programs in Program Year 2016-17

Months of Service	Number Enrolled in EHS	Funded EHS Slots	Percent Enrolled (out of total slots)
July 2016	72	72	100%
August 2016	72	72	100%
September 2016	72	72	100%
October 2016	72	72	100%
November 2016	72	72	100%
December 2016	72	72	100%
January 2017	71	72	98.6%
February 2017	72	72	100%
March 2017	72	72	100%
April 2017	66*	72	91.7%
May 2017	63*	72	87.5%
June 2017	64*	72	88.9%

* Program under -enrollment months due to capacity/subsidy constraints in 2-year old classrooms; Our EHS enrollment process has since been adjusted resulting in steady 100% enrollment for past 7 months.

Total Number of Children enrolled throughout Program Year July 2016 – June 2017	Early Head Start Children Served - Total - 114
Total Number of Families enrolled throughout Program year July 2016 – June 2017	Early Head Start Families Served - Total - 104

(C) The results of the most recent review by the Secretary and the financial audit.

The July 2017 Performance Review of TCG's EHS-CCP Program which was submitted by Ms. Ann Linehan, Acting Director, Office of Head Start, demonstrated that we have made satisfactory progress across all evaluated content areas, including implementation of service, fiscal management, ensuring the health and safety of children, providing quality learning environments, engaging families and communities, and program management and quality improvements. The following chart was provided to us in our Program Performance Summary Report.



Performance Outcome Table

Content Area	Satisfactory Progress	Unsatisfactory Progress	Area of Concern	Noncompliance	Deficiency	Regional Office/T-TA	Targeted Review
Implementation of Services	X						
Fiscal Management	X						
Ensuring the Health and Safety of Children	X						
Providing Quality Learning Environments	X						
Engaging Families and Communities	X						
Program Management and Quality Improvement	X						

Please see attached audit of Community Day Care Center of Lawrence, Inc. for FY2017.

(D) The percentage of enrolled children that received medical and dental exams.

The following chart provides an overview of the greatly improved status of medical and dental screening for participants in our Early Head Start programs over the course of the 2016-17 program year.

Child Health Services for Early Head Start children 0-4 years of age

PIR Performance Indicator 2016-2017	Early Head Start - Start of program year		Early Head Start - End of program year	
	Number	Percent	Number	Percent
Children Up-to-Date on Schedule of EPSDT at end of the year	70	67.3%	89	85.6%
Children with Health Insurance	103	99%	104	100%
Dental Exams /home	29	27.9%	43	41.4%

(E) Information about parent involvement activities.

Community Day Care of Lawrence Early Head Start supports parents as their child's first and foremost teacher. The EHS programs reflect this belief and commitment by providing many opportunities for involvement throughout their participation in EHS, while also soliciting parent input and communicating regularly with parents through parent/teacher conferences, home visits, and surveys. Within the classroom, teachers and family child care educators acknowledge the cultural importance of a child's home life by asking parents about their cultural expectations and wishes and requesting their thoughts and ideas about ways to incorporate their culture into the classroom. The following activities provided opportunities for families to engage in their child's EHS FCC home or EHS Classroom in the 2016-17 program year:

- Parent/Family Breakfast
- Family Literacy events, such as "Growing Vegetable Soup"
- Farmers Market information and demonstration with UMass Extension
- Participation in the Policy Council
- Participation in Center/FCC home committee meetings/events
- Volunteer in the classroom/FCC Home

- Opportunity to give feedback and input into the Curriculum/Parent Teacher conferences
- Invitations to Training and Workshops/Conferences
- Health Advisory Board
- Art Shows
- Field Trip to local park/zoo
- Pilot projects for first time initiatives sponsored by Training and Technical Assistance program (PFCE Academy)

(F) The agency's efforts to prepare children for kindergarten.

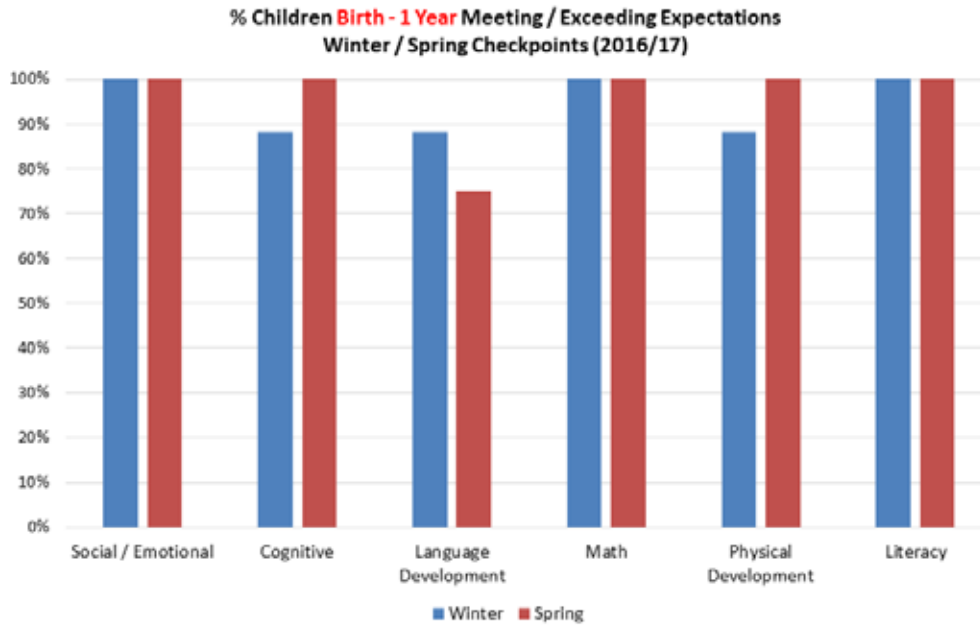
TCG's Early Head Start programming is guided by School Readiness Goals, as articulated in the EHS/CCP guidelines. The following chart depicts School Readiness Goals and how they relate to the Early Learning Outcomes Framework, Teaching Strategies Gold, and the Department of Early Education and Care (EEC) Infant/Toddler Guidelines and EEC Guidelines for Preschool.

Domain	School Readiness Goals Community Day Learning Early Head Start Partnership <i>Center Base and Family Child Care (FCC)</i>	ELOF	TSG	EEC-MA Guidelines I/T	EEC-MA Guidelines Preschool
Social and Emotional	1.Children will engage in positive interactions through secure relationships with consistent, responsive adults 2.Children will develop personal and playful relationships with other children 3.Children will manage emotions and to understand and express emotions 4.Children will begin to develop a sense of identity and sense of belonging to a family and a group of peers	I/T-SE 1 I/T-SE 4 I/T-SE 6 ; 9 I/T-SE 13	2a 2c 1a 29 30	-The infant relates to, trusts and becomes attached to consistent educators. -The toddler relates to, trusts, and becomes attached to consistent educators. -The infant notices and interacts with children of a similar age -The toddler notices and interacts with toddlers their own age -The infant experiences and expresses a range of emotions -The toddler experiences and expresses a range of emotions -The infant develops positive sense of self -The toddler develops a positive sense of self	-Social & Emotional Health 16;18;20 -History and Social Science 9 -Visual Arts 21
Approaches to Learning	1. Children will demonstrate initiative, interest, and curiosity in the exploration of objects and people in their environment 2. Children will show creativity and imagination in play, learning, and interactions with others 3. Children will manage actions and behavior with the support of familiar adults	I/T- ATL 6; 7 I/T- ATL 8; 9 I/T- ATL 2;5	11d 31 11e 14b 1b	-The infant shows eagerness and curiosity as a learner -The toddler shows eagerness and curiosity as a learner -The infant becomes intentional and persistent -The toddler becomes intentional and persistent in their learning and discovery	-Earth and Space Sciences -Life Sciences -Living Things & Their Environment -The Physical Sciences -Technology & Engineering -History and Social Science 3 -Theatre Arts 17 -Visual Arts 26

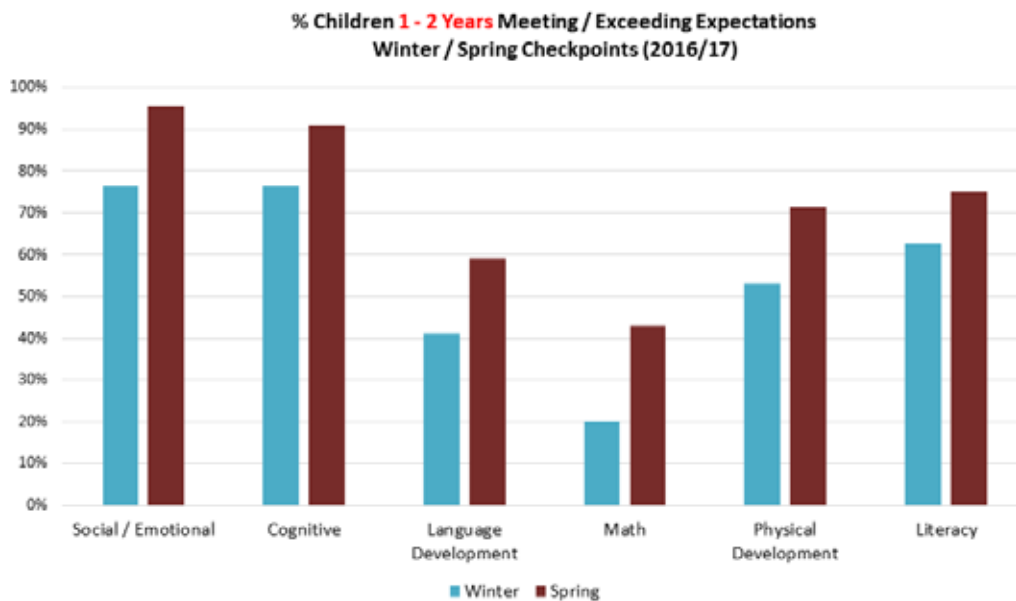
Language Development and Literacy	<p>1. Children will attend to, understand, respond to, and learn through communication and language experiences</p> <p>2. Children will use non-verbal communication and oral language or a communication system (e.g., sign language) to express needs and wants and engage in conversations with others</p> <p>3. Children will demonstrate basic literacy skills (e.g., recognizing pictures/symbols/ words from stories)</p>	<p>I/T-LC 1;2;7</p> <p>I/T-LC 3;4</p> <p>I/T-LC 10;11;12</p>	<p>8a</p> <p>9a-b</p> <p>10a</p> <p>18b</p> <p>17a-b</p>	<p>-The infant demonstrates the meaning of language by listening</p> <p>-The toddler demonstrates understanding of spoken (or signed) language (receptive language)</p> <p>-The infant develops expressive language/The infant engages in social communication</p> <p>-The toddler develops expressive language/The toddler engages in social communication</p> <p>-The infant engages in pre-reading activities</p> <p>-The toddler engages in pre-reading activities</p>	<p>-Language 1;2;5</p> <p>-Reading and Literature 6;7;10</p> <p>-Music</p>
Cognition	<p>1.Children will use a variety of strategies to solve problems, including reasoning and planning ahead</p> <p>2.Children will use beginning math concepts during daily routines and experiences, including sense of number and quantity, spatial awareness, and classification</p> <p>3.Children will actively explore their environment to discover what objects and people do, how things work, and how to make things happen</p>	<p>I/T-C 6;7</p> <p>I/T-C 8;9;10</p> <p>I/T-c 1;13</p>	<p>3a-b</p> <p>11a</p> <p>20a-c</p> <p>21a-b</p> <p>13</p>	<p>-The infant develops problem solving skills</p> <p>-The toddler experiments with a variety of problem-solving strategies</p> <p>-The infant explores materials and discover mathematical concepts</p> <p>-The toddler explores with materials and discovers mathematical concepts</p> <p>-The infant explores the environment making new discoveries</p> <p>-The toddler demonstrates an awareness that predictable things happen as a result of actions</p>	<p>-Number Sense 1;2;3</p> <p>-Patterns & Relations 7;8</p> <p>-Shapes & Spatial Sense 10;11;12</p> <p>-Social and Emotional Health 17</p> <p>-Inquiry Skills 1;2;3</p>
Perceptual, Motor and Physical Development	<p>1.Children will develop control of large muscles for movement, exploration, and self-help</p> <p>2.Children will develop control of small muscles for exploration, play, and daily routines</p> <p>3.Children will begin to demonstrate healthy and safe behaviors with the support of an adult</p> <p>4.Children will use perceptual information to guide actions in exploring objects, experiences, and interactions</p>	<p>I/T-PMP 3;4</p> <p>I/T-PMP 7;6;8</p> <p>I/T-PMP 10</p> <p>I/T-PMP 1</p>	<p>4</p> <p>5</p> <p>6</p> <p>7a</p> <p>1c</p> <p>11a-b</p>	<p>-The infant develops ability to move the large muscles (gross motor)</p> <p>-The toddler develops the ability to move the large muscles (gross motor)</p> <p>-The infant develops ability to control and refine small muscles (fine motor)</p> <p>-The toddler develops an ability to control and refine small muscles (fine motor)</p> <p>-The infant develops skills that will develop into healthy practices for life</p> <p>-The toddler develops skills that will become healthy practices for life</p> <p>-The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions</p> <p>-The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions)</p>	<p>-Physical Development 2 ---->14</p> <p>-Movement & Dance</p>

Progress on School Readiness

TCG measured student progress on school readiness for program year 2016-2017. As a new Child Care Partnership program, we supported and continue to support teachers and FCC educators in assessments, recording, and checkpoint progression. The following charts depict the percentage of children at different age levels who met or exceeded expectations on the winter and spring assessments. Listed at the bottom of each chart are the numbers of children tested at each age level in winter and spring; for spring assessments, the children tested represent a mix of the same children tested in the fall and new children enrolled in the partnership programs at those ages. In some cases, the number tested in winter and spring are slightly lower than expected due to missing or unusable data for a variety of reasons. Partner data systems have greatly improved in the last year, eliminating missing data for the most part in the current programming year.

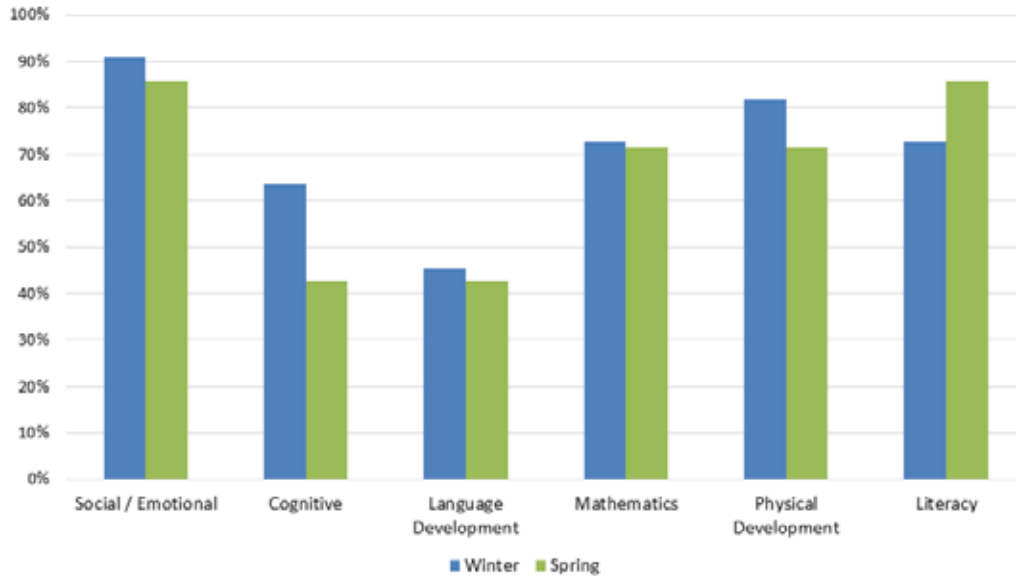


Note: Winter 17 children/ Spring 4 children – Partnership



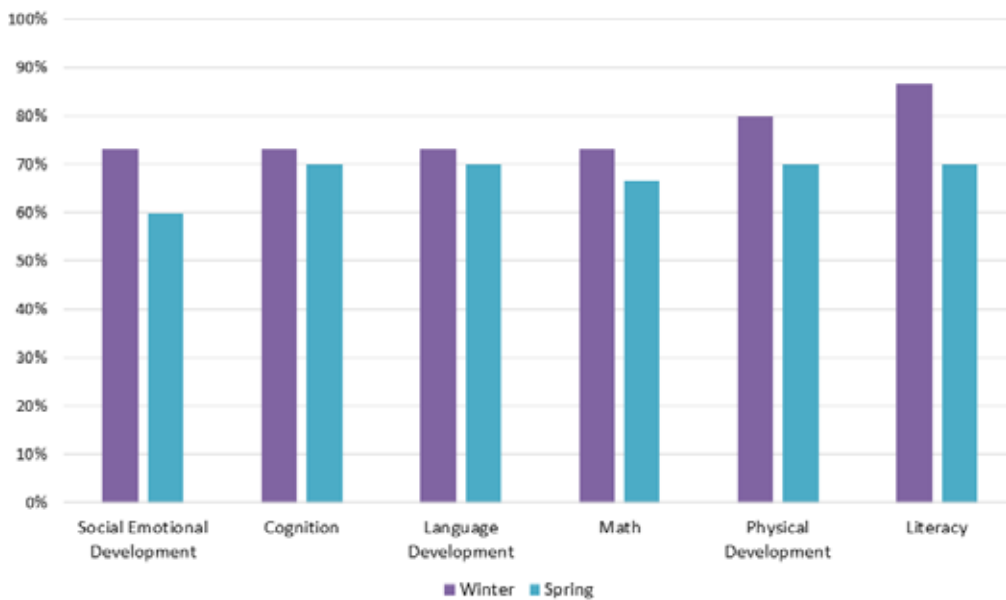
Note: Winter 17 children/Spring 22 children Partnership

**% Children 2 - 3 Years Meeting / Exceeding Expectations
Winter / Spring Checkpoints (2016/17)**



Note: Winter 11 children/Spring 7 children (Only FCC data available for this age group)

**% Children 3 - 4 Years (Preschool) Meeting / Exceeding Expectations
Winter / Spring Checkpoints (2016/17)**



Notes: Winter 15 children/Spring 10 children (FCC children only)

(H) Any other information required by the Secretary.

TCG has not been asked to include any additional information for this report.