



Early/Head Start Network

# FY23 ANNUAL REPORT



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# GENERAL INFORMATION

## GRANTEE: START EARLY

Program Number: 000  
 Address: 33 W. Monroe, Suite 1520, Chicago, IL 60603  
 Phone Number: 312-922-3863  
 Fax Number: 312-346-2981  
 Head Start Director Name: Diana McClarien  
 Head Start Director Email: dMcClarien@startearly.org  
 Agency Web Site Address: www.startearly.org  
 Agency Type: Recipient

### Agency Description:

Start Early, is a Head Start/Early Head Start grantee which provides services through directly operated, partner, and delegate programs throughout the city of Chicago and the south suburbs.

### Educare Chicago & Healthy Parents & Babies – Directly-Operated Programs

#### Site Locations:

Educare Chicago 5044 S. Wabash Ave. Chicago, IL 60615	Healthy Parents & Babies 100 N. Western Ave. Chicago, IL 60612
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Community Areas Served	Community Areas Served
------------------------	------------------------

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Grand Boulevard</li> <li>• Kenwood</li> <li>• Washington Park</li> <li>• Fuller Park</li> <li>• Oakland</li> <li>• New City</li> </ul> | <ul style="list-style-type: none"> <li>• Grand Boulevard</li> <li>• Hyde Park</li> <li>• Kenwood</li> <li>• Washington Park</li> <li>• Brighton Park</li> <li>• Humboldt Park</li> <li>• McKinley Park</li> </ul> |
|---|---|

### Child Outcomes

#### Summary of 2022-2023 Child Outcomes

Center-Based (Educare Chicago): During the most recent assessment, a minimum of 85% of all children either met or exceeded expectations across all domains. The strongest area was Physical, with 89% of children meeting or surpassing expectations. Literacy also demonstrated notable strength in the spring of 2023, at 87%. In Early Head Start (EHS), Social-Emotional (88%) was the highest, followed by Physical (86%) and Math (84%), in terms of percentages meeting and exceeding widely held expectations. In Head Start (HS), Literacy (92%), Physical (90%), and Language (88%) exhibited the highest percentages of meeting and exceeding expectations overall.

Among children with diagnosed disabilities, 75% are male and 25% are female. Of these children, 56% are enrolled in Head Start (HS) with an Individualized Education Plan (IEP), while 63% are in EHS with an Individualized Family Service Plan (IFSP). Some eligible families opted out of receiving services for their children. In the spring, children with diagnosed disabilities were meeting and exceeding expectations in the areas of Social-Emotional (77%), Physical (87%), Language (60%), Cognitive (58%), Literacy (70%), and Math (54%). Notably, there was a 4% decline in language proficiency. This could be attributed to some children no longer receiving services, and children with IFSPs facing barriers to accessing services due to transportation and parental schedules.

#### Home-Based (Healthy Parents & Babies) reports the following percentages for children's development:

- Approaches to Learning: 61% exceed expectations, 32% meet expectations.
- Social-Emotional Development: 52% exceed expectations, 36% meet expectations.
- Physical Development and Health: 64% exceed expectations, 12% meet expectations.
- Language, Literacy, and Communication: 52% exceed expectations, 28% meet expectations.
- Mathematics: 42% exceed expectations, 33% meet expectations.
- Creative Arts: 44% exceed expectations, 28% meet expectations.
- Science & Technology: 54% exceed expectations, 29% meet expectations.
- Social Studies: 58% exceed expectations, 29% meet expectations.

#### Services for Diverse Learners and Children with Disabilities:

Center-Based (Educare Chicago): For the 2022-2023 school year, Educare Chicago surpassed the requirement of enrolling 10% of children with disabilities. Specifically, 22% of HS children with disabilities and 24% of EHS children with disabilities were enrolled. Educare has implemented individualized plans for children with suspected or diagnosed disabilities or diverse learning needs. Teachers customized instruction for children requiring additional support, ensuring effective teaching across all domains of the Head Start Early Learning Outcomes Framework. Effective teaching necessitates tailoring instruction to each student to facilitate their developmental and social-emotional progress. This approach is crucial in guaranteeing effective teaching for children with disabilities. Utilizing children's Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) goals is an integral part of effective teaching, personalization, and creating inclusive environments to bolster positive outcomes for children.

Home-Based (Healthy Parents & Babies): Despite not being at full enrollment, our program has made significant progress in achieving our 10% enrollment goal. At present, 8% of our families have an open IFSP, and 2% have an open concern. Our home visitors collaborated closely with our disabilities specialist to guarantee that children received personalized lesson plans aligned with either their IFSP or Interim Plan objectives.

# COMMUNITY ASSESSMENTS

## Healthy Parents & Babies

The access to early childhood programs that serve infants and toddlers continues to fall short of the number of eligible infants and toddlers who could benefit from an Early Head Start program.

A greater percentage of residents live in poverty in Start Early's service area than in the state or in both Cook or Lake counties.

There are disproportionate rates of lower educational attainment. Studies show that lower educational attainment has a direct correlation with increased rates of poverty.

Residents in Start Early's service area have the lowest median and per capita incomes in both Cook and Lake Counties. In fact, their incomes are 206 times lower than the highest incomes.

**21.4%**

Of households in our operating area receive cash assistance or SNAP benefits.

**19.2%**

Of the total population in our service area live in poverty.

**1 in 10**

Residents in the service area do not have a high school diploma.

## Educare Chicago

Our service area is home to more immigrants, who are relatively younger than the median age of the country, have more births than native born residents, and speak a language other than English in the home.

One of the challenges we are seeing environmentally is the lack of greenspace for residents due to high population density. In fact, residents within Start Early's service area have higher than average population density rates than the country.

Within our operation area, there is a disproportionate number of children residing with grandparents, known as "grandfamilies," which research indicates suffer from higher rates of poverty, food insecurity, and social-emotional well-being. Grandfamilies are oftentimes asked to foster their grandchildren, as kinship care is prevalent in the service area.

Kindergartners in Start Early's service area are less prepared for Kindergarten, according to the Kindergarten Readiness Assessment test, especially in the area of math.

# ASIAN HUMAN SERVICES

Program Number: 005

Trellus

Address: 11 E. Adams St., Suite 240, Chicago, IL 60603

Phone Number: 773-433-3530

Fax Number: 773-769-3229

Head Start Director Name: Gianna Sheppard-Howell

Head Start Director Email: gsheppardhowell@mytrellus.org

Agency Web Site Address: mytrellus.org

Agency Type: Non-Profit Organization

## Child Outcomes

### Summary of 2022-2023 Child Outcomes

In reviewing program outcomes, it is evident that the Cognitive Developmental domain is a program strength, with 93% of all children meeting or exceeding expectations. This marks a significant increase from the winter checkpoint period, when only 82% of children met or exceeded expectations. As the school year concluded, we observed improvement in all developmental domains, with none falling below 80% of children meeting or exceeding widely held expectations. These positive outcomes can be attributed to the program's stability, characterized by minimal teacher turnover in the Head Start (HS) classrooms this year.

Services for Diverse Learners and Children with Disabilities: Children are served in accordance with their Individualized Education Plans (IEPs). Our teachers integrate individualizations into their weekly lesson plans based on the established goals within the IEP. Additionally, we have an inclusion aide who allocates their time in the classrooms with children who have IEPs. When buses are scheduled to arrive for the children in need of services, the inclusion aide is tasked with assisting the children onto the designated school bus. In the case of one child, who is receiving speech services at a nearby public school, these services only take place once a week, during which time the site manager escorts him to and from the sessions.

## Site Locations:

Passages Early Learning Center  
1643 W Bryn Mawr Ave.  
Chicago, IL 60660

## Community Areas Served:

- Edgewater
- West Edgewater
- West Ridge
- Uptown
- Rodgers Park
- Albany Park





# BRIGHTPOINT

Program Number: N/A  
Program Name: Brightpoint  
Addresses: 200 W. Monroe Suite 2100, Chicago, IL 60606  
Phone Number: (312) 424-0200  
Head Start Director Name: Leslie Lampley  
Head Start Director Email: llampley@brightpoint.org  
Agency Web Site Address: brightpoint.org  
Agency Type: Non-Profit

## Child Outcomes

### Summary of 2022-2023 Child Outcomes

**Center-Based:** During the spring checkpoint period, 63 children were assessed. Social-Emotional Development surpassed our benchmarks, with 92% meeting or exceeding expectations. This improvement is attributed to the implementation of Conscious Discipline, along with intensive coaching and integrated professional development for teachers. In Physical Development, an impressive 97% of children met or exceeded standards. Additionally, progress in Language has been observed since the fall, with 83% of children now meeting or exceeding widely held expectations. In Cognitive Development, a commendable 94% of children are meeting or exceeding standards. Notably, the most significant surge was in Literacy, which rose from 48% in the fall to an impressive 97% by spring.

**Home-Based:** The data indicates progress across all areas of development since the fall collection period. Over 70% of our children meet and/or exceed the benchmarks in all developmental areas. In Physical Development and Health, 90% of children met or exceeded the benchmarks. Social-Emotional Development saw 82% of children meeting and exceeding the benchmark. Additionally, there was growth in Language, Literacy, and Mathematics, with 90% of the children meeting or exceeding the benchmarks in Language. Moreover, upon filtering the data, we observed that our dual language learners are meeting the benchmarks at rates similar to our overall program data. It's important to note that all our children are dual language learners.

**Services for Diverse Learners and Children with Disabilities:** For identified diverse learners seeking enrollment in our program, an initial multidisciplinary team meeting is conducted, assessing the child's service needs. Information gathered from this meeting is then utilized as a means of facilitating individualization and a seamless transition into our program. Multidisciplinary team meetings are also arranged for identified children, ensuring smooth transitions from Early Intervention (EI), to the Local Education Agency (LEA), to Head Start (HS) programming, to kindergarten. Implementation Plans (IPs) are crafted in alignment with a child's Individualized Family Services Plan (IFSP)/ Individualized Education Plan (IEP)/504 goals, outlining how teachers and home visitors will customize support for diverse learning needs.

Brightpoint staff attended EI/LEA evaluations and progress meetings, advocating for children and their families. Parents are informed of their rights regarding EI and diverse learner services. Consent for information exchange is established between Brightpoint and EI/LEA, facilitating service coordination. Data, plans, and reports obtained from EI/LEA are used in further tailoring support for children in both home and classroom settings.

## Site Locations:

1701 West 63rd St. Chicago, Illinois 60636

100 Noth Western Chicago, Illinois 60612

## Community Areas Served:

- Englewood
- West Englewood
- New City
- Humboldt Park
- Logan Square
- West Town

Hermosa





# CASA CENTRAL

Program Number: 007

Casa Central – Early Learning Academy

Address: 1343 N. California Ave., Chicago, IL 60622

Phone Number: 773-645-2300

Fax Number: 773-645-1432

Head Start Director Name: Nilsa Ramirez

Head Start Director Email: nramirez@casacentral.org

Agency Web Site Address: casacentral.org

Agency Type: Social Service Agency / Non-Profit (Non-CAA)

## Child Outcomes

### Summary of 2022-2023 Child Outcomes

**Center-Based:** In the final checkpoint of the 2022-2023 program year, the center was at full enrollment with 84 children. Data from this period demonstrated improvement in all eight developmental domains. Compared to the previous two checkpoints, a greater number of students are now meeting or surpassing widely held expectations. The domain with the highest percentage of children meeting or exceeding expectations is Physical and Social-Emotional Development. There has been a notable focus on Social-Emotional education through the adoption of the Conscious Discipline curriculum. The teachers utilize the Creative Curriculum in designing, implementing, and assessing children's learning and development across all developmental domains.

**Home-Based:** Throughout the 2022-2023 program year, all home visits and socializations were conducted in person for the first time since the COVID-19 pandemic began in March 2020. Families warmly welcomed parent educators back into their homes and were enthusiastic about the return to in-person interactions. Despite a notable increase in children with developmental concerns (including Speech, Social-Emotional, Physical, etc.), approximately 60% of children excelled in Language, Math, Social-Emotional Development, and Cognitive Development. Additionally, over 70% met or exceeded expectations in Physical Development.

**Services for Diverse Learners and Children with Disabilities:** In the 2022-2023 program year, Casa Central assisted 52 children (20% of the cumulative enrollment) with disabilities and/or diverse learning needs. The COVID-19 pandemic caused notable service disruptions in both the Early Intervention (EI) system and public school-based diverse learner education services. Our team collaborated closely with families in accessing necessary services for their children, making sure we were addressing each child's unique learning needs in our environment to the best of our abilities.

## Site Locations:

**Home Based**  
1335 N. California Ave.  
Chicago, IL 60622

**Center Based**  
1343 N. California Ave.  
Chicago, IL 60622

## Community Areas Served:

- Hermosa
- Humboldt Park
- Logan Square
- West Town



# CHILDREN'S PLACE ASSOCIATION

Program Number: 05CH8456/03

Children's Place Association: Arthur E. Jones Early Childhood Care and Learning Center and Home-Based Early Learning Program

Address: 700 N. Sacramento, Suite 300, Chicago, IL 60612-1046

Phone Number: 773-395-9193

Fax Number: 773-395-4486

Head Start Director Name: Porsche Snowden

Head Start Director Email: [psnowden@childrens-place.org](mailto:psnowden@childrens-place.org)

Agency Web Site Address: [www.childrens-place.org](http://www.childrens-place.org)

Agency Type: Non-Profit

Site Locations:

Children's Place Association  
Home-Based  
3059 W. Augusta Blvd.  
Chicago, IL 60622

Early Learning Center  
1800 N. Humboldt Blvd.  
Chicago, IL 60647

Community Areas Served:

- Humboldt Park
- Logan Square
- West Town

Child Outcomes

Summary of 2022-2023 Child Outcomes

Center-Based (2022-2023): All three-to-four and four-to-five year old children met widely held expectations, with some exceeding them in Literacy, Math, Physical, and Language Development. Due to the high number of daily absences and the need for support among many children, Head Start (HS) classrooms continued emphasizing Social-Emotional Development.

In terms of physical development, over 89% of the children have met and exceeded expectations since the last checkpoints, with a significant increase observed from the fall data to the spring data. In the realm of Social-Emotional Development, 89% of the program's children are meeting and exceeding expectations. Furthermore, there has been an increase of 86% in children meeting and exceeding expectations across all developmental domains from the fall to the spring data.

Families were kept informed through ongoing communication regarding the data and the enhanced strategies implemented in the classroom environments. All 18 children transitioning to kindergarten underwent screening using ESI.K to assess their readiness, and it was found that they are all either on target or exceeding expectations.

Home-Based (2022-2023): The specific objective with the lowest score and least gain was Approaches to Learning, with a reflection score of -0.73, followed by Creative Arts and Music at -0.73. The specific objectives with the highest percentage of children meeting or exceeding expectations included Social Studies, with 47% of children meeting or exceeding. Home visitors utilized plans targeting Social Studies as a specific area of development, given its history as an area for improvement in previous periods. Language Learning received the highest score, achieving a 2. Creative Arts saw 42% of children meeting or exceeding, while Tools and Technology achieved a score of 1.73. Another area of strength was Physical Development and Health, with 42% of children meeting or exceeding. Personal Care and Healthy Behavior earned a period score of 1.64.

Services for Diverse Learners and Children with Disabilities (2021-2022 data): 14% of children served were diagnosed with a disability. In the home-based program, 13% of children were diagnosed with either 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 had an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) and received Early Intervention (EI) services.





## EL HOGAR DEL NINO

Program Number: 006  
EL Hogar Del Nino- Loomis Site  
Address: 11710 S. Loomis, Chicago IL, 60608  
Phone Number: 312-733-5584  
Fax Number: 312-733-6108  
Head Start Director Name: Rosaura Arellano  
Head Start Director Email: [rosaura.arellano@elhogardelnino.org](mailto:rosaura.arellano@elhogardelnino.org)  
Agency Web Site Address: [www.elhogardelnino.org](http://www.elhogardelnino.org)  
Agency Type: Social Service Agency / Non-Profit

### Child Outcomes

#### Summary of 2022-2023 Child Outcomes:

According to the outcome report, preschool children showed strength in physical (96%), social-emotional (93%), and literacy (93%) areas. They also demonstrated aptitude in cognitive development (74%), physical development (90%), and language (74%). However, 40% of preschool children are not meeting expectations in Spanish Language, and 60% are falling short in Spanish Literacy. Despite these challenges, the same children exceeded expectations in Social-Emotional, Physical, Language, Cognitive, Mathematics, and Literacy areas. The specific objective with the highest percentage of preschool children meeting expectations is Physical Development, at 96%.

**Services for Diverse Learners and Children with Disabilities:** We provided paraprofessional translators as a means of support for children with therapists who didn't speak Spanish. Additionally, we established a dedicated classroom in our program, ensuring uninterrupted and focused receipt of virtual services. For children receiving services at home, our diverse service coordinator worked closely with families, providing the necessary technology from our center and guiding families on its usage for connecting with their child's therapist.

Our diverse services coordinators and family support specialists also aided parents in establishing effective routines at home, as a way of further facilitating the children's virtual therapy sessions. As Chicago Public Schools (CPS) began offering on-site therapy, our diverse service coordinator collaborated with CPS therapists to arrange virtual sessions, addressing parents' safety concerns about their children traveling to CPS schools, and ensuring they could continue receiving services at our site. Children with Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) continued having their individual plans administered by classroom teachers, who developed activities aligned with their goals.

### Site Locations:

El Hogar Del Nino  
1710 S. Loomis St.  
Chicago, IL 60608

### Community Areas Served:

- Pilsen
- South Lawndale
- Lower West Side
- Near West Side





## FAMILY FOCUS

Program Number: 007

Family Focus

Address: 5467 S. University Ave. Chicago, IL 60615

Phone Number: 773-643-0452

Fax Number: 773-643-0620

Head Start Director Name: Claudia Rivera

Head Start Director Email: [claudia.rivera@family-focus.org](mailto:claudia.rivera@family-focus.org)

Agency Web Site Address: [www.family-focus.org](http://www.family-focus.org)

Agency Type: Social Service Agency / Non-Profit

### Child Outcomes

#### Summary of 2022-2023 Child Outcomes:

When reviewing the data, there were both gains and challenges in all areas. The aspects that require more attention include Language Literacy, Cognitive Development, and Math. To address these opportunity areas, teachers incorporated additional resources, with the goal of improving outcomes. These resources included activities like “Scribble Your Emotions,” tools like Calming Cards, a poster-sized “feelings thermometer,” and designated calming areas for children as they continue learning how to manage their emotions. The teachers have also introduced more social-emotional activities as a means of boosting Language and Literacy.

Services for Diverse Learners and Children with Disabilities: This year, we met our 10% requirement in Head Start (HS), resulting in 19 Individualized Education Plans (IEPs). In Early Head Start (EHS), we had 4 IEPs in place, which accounts for 4.6% of our EHS children. The education coordinators collaborated closely with the teaching team in providing proper support to our children with diagnosed disabilities, and inclusion aides offered supplementary support in the classroom as well.

Family Focus enhanced its efforts in recruiting and enrolling children with Individualized Education Plans (IEPs) or Individualized Family Service Plans (IFSPs) this year. The organization will persist in collaborating with Local Education Agencies (LEAs), Chicago Public Schools (CPS), and/or Early Intervention (EI) for follow-ups on evaluations for children who have been assessed and granted an IEP or Individualized Family Service Plan (IFSP), ensuring they receive services through the LEA.

### Site Locations:

Hyde Park Center  
5467 S. University Ave.  
Chicago, IL 60615

South Shore Center  
7037 S. Stony Island Ave.  
Chicago, IL 60649

### Community Areas Served:

- Hyde Park
- Kenwood
- Woodlawn
- Washington Park
- South Shore





# FIRST STEP CHILD CARE CENTER

Program Number: 200-3  
First Step Child Care Center  
Address: 22025 Governors Hwy, Richton Park, IL 60471  
Phone Number: 708-747-3000  
Fax Number: 708-747-5000  
Head Start Director Name: Ellie Giberson  
Head Start Director Email: egiberson@fs3c.com  
Agency Web Site Address: [www.firststepofrichtonpark.com](http://www.firststepofrichtonpark.com)  
Agency Type: For-Profit, Center-Based

## Child Outcomes

### Summary of 2022-2023 Child Outcomes:

Our children demonstrated growth and development across all areas this year, with the highest results observed in the Physical and Social-Emotional domains. Notably, Math and Literacy exhibited significant gains, likely attributed to increased training and coaching for teachers in these subjects. However, the Language domain remained an area of lower assessment, with 11% of our children falling below expectations for age-appropriate language development. As a result, we referred many children for speech evaluations, particularly among our Early Head Start (EHS) participants.

Services for Diverse Learners and Children with Disabilities: We maintained close partnerships with Local Education Agencies (LEAs) and Early Intervention (EI) facilities, ensuring children received necessary services this year. We noticed an uptick in referrals for EI services based on screening results, as well as concerns raised by parents and staff. Emerging from the pandemic, we are identifying a greater number of children with speech and language delays, along with social-emotional delays. Consequently, we have increased consulting hours with our mental health team, having them collaborate with teachers and parents in implementing positive behavior support plans.

## Site Locations:

First Step Child Care Center  
22025 Governors Hwy.  
Richton Park, IL 60471

## Community Areas Served:

- Richton Park
- Park Forest
- Crete
- University Park
- Matteson
- Steger
- Chicago Heights



# MARILLAC ST. VINCENT FAMILY SERVICES

Program Number: 05CH011953-8  
Marillac St. Vincent Family Services  
Address: 2145 N. Halsted, Chicago IL, 60614  
Phone Number: 312-943-6776  
Fax Number: 773-584-3312  
Head Start Director Name: Tracey Young  
Head Start Director Email: tracey.young@marillacstvincent.org  
Agency Web Site Address: www.marillacstvincent.org  
Agency Type: Nonprofit Agency

## Child Outcomes

### Summary of 2022-2023 Child Outcomes:

All preschool and toddler rooms underwent a CLASS Assessment for 2022-2023. Although we are awaiting the results, at least one teacher from each classroom has received CLASS training. We have also introduced instructional coaches who will collaborate with teachers in addressing challenging areas identified by CLASS once we receive the results.

Services for Diverse Learners and Children with Disabilities: Our disability services coordinator (DSC) forwarded 11 Early Head Start (EHS) external referrals to Early Intervention (EI), resulting in eight completed evaluations. All evaluated children were found eligible for EI services. The DSC also submitted three EHS external referrals to Chicago Public Schools (CPS), leading to two completed evaluations. Among the six EHS children transitioning from EI to CPS evaluation, 5 were deemed eligible for an Individualized Education Plan (IEP) services.

In addition, the DSC made seven Head Start (HS) external referrals to CPS, leading to six completed evaluations. All evaluated children were found eligible for IEP services. Overall, 32 children were deemed eligible for Individuals with Disabilities Education Act (IDEA) services through a certified IEP or Individualized Family Service Plan (IFSP) during the program year. Furthermore, three children underwent additional medical diagnostic testing through EI or their pediatrician and received a diagnosis of Autism Spectrum Disorder.

Sixteen EHS children received EI services on-site at both Marillac St. Vincent sites. An Implementation Plan (IP) was created for every child with an IFSP or IEP on record. Additionally, interim intervention plans were established for all children in the referral process for evaluation, or in cases where parents declined the recommended referral for evaluation.

## Site Locations:

Marillac St. Vincent  
2859 W. Jackson Blvd.  
Chicago, IL 60614

Marillac Social Center  
212 S. Francisco Ave.  
Chicago, IL 60612

## Community Areas Served:

- East and West Garfield Park
- Austin
- North Lawndale
- Humboldt Park
- Near West Side





# ONE HOPE UNITED

Program Number: 05CH010774-201  
One Hope United: Busy Bee Children's Center  
Address: 2115 S. Ernie Krueger Circle, Waukegan, IL 60087  
Phone Number: 847-245-6800  
Fax Number: 847-336-2671  
Head Start Director Name: Jokotade Greenberg  
Head Start Director Email: [jgreenberg@onehopeunited.org](mailto:jgreenberg@onehopeunited.org)  
Agency Web Site Address: [www.onehopeunited.org](http://www.onehopeunited.org)  
Agency Type: Private/Public Non-Profit

## Child Outcomes

### Summary of 2021-2022 Child Outcomes

Center-Based: More than 87% of children met or exceeded expectations in all areas of development. In Literacy, five children exceeded expectations, and in Math, one child exceeded expectations. Spanish-speaking children met expectations at a rate of 100% in all areas. These outcomes were largely influenced by the reduced number of classroom closures or quarantines as the school year progressed. Additionally, there was robust collaboration among program staff, ensuring thorough and timely education documentation.

Social Emotional Development and Language were the areas where the highest percentage of children fell below expectations. However, this was anticipated, as the children in question either had identified or suspected developmental concerns.

Home-based: Our strongest performing area was Physical Development, with 11 children meeting and 10 children exceeding expectations. There were no children performing below expectations. Approaches to Learning closely followed, with only two children falling below expectations, while 14 were meeting and nine children were exceeding expectations. Math proved to be a challenging area this program year, with about half of the children in the home-based program not meeting expectations. The program would benefit from additional professional development focused on fostering math skills in young children.

Services for Diverse Learners and Children with Disabilities: We started the program year with 11 children with Individualized Family Service Plans (IFSPs), of which only seven had updated plans. Over the course of the year, 14 children were referred to Early Intervention (EI) for screenings. Of these children, 10 parents refused the evaluation and four were diagnosed and received an IFSP and the associated services.

## Site Locations:

Bridgeport 1 & 2  
514 W. 31st St.  
Chicago, IL 60616

Busy Bee Children's Center  
2115 S. Ernie Krueger Circle,  
Waukegan, IL 60087

## Community Areas Served:

- Bridgeport
- New City Chicago
- Pilsen
- Mckliney Park
- Armour Square





## SGA YOUTH & FAMILY SERVICES

Program Number: 05CH011953 -01  
SGA Youth & Family Services  
Address: 11 E. Adams St., Suite 240, Chicago, IL 60603  
Phone Number: 773-321-9232  
Fax Number: 773-475-7454  
Head Start Director Name: Ann Grecek  
Head Start Director Email: [agrecek@sga-youth.org](mailto:agrecek@sga-youth.org)  
Agency Web Site Address: [www.sga-youth.org](http://www.sga-youth.org)  
Agency Type: Non-Profit Organization

### Child Outcomes

#### Summary of 2022-2023 Child Outcomes

Based on a comparison of reports from the fall, winter, and spring assessments, we noted a decline in the progress of each developmental area. Our analysis of program attendance revealed that a number of enrollment drops and home visit cancellations significantly impacted growth across all developmental areas. Despite the overall decrease in most domains, we did observe an increase in the Physical Development and Health area compared to the previous period. Additionally, it's important to note that during the spring checkpoint period, we had an influx of newly enrolled children in our program who may not be at the same developmental level as those who have been in the program for several months.

Services for Diverse Learners and Children with Disabilities: Parent educators customized lesson plans and adapted activities for children with disabilities and developmental delays, aligning with their Individualized Family Service Plans (IFSPs) and Implementation Plan (IP) goals. Collaborating with disability specialists, our parent educators devised implementation plans, affording children more tailored learning experiences for their unique needs. A notable challenge this year was procuring IFSPs from Child and Family Connections (CFCs) promptly. Our disabilities specialists persevered, ensuring that all screenings and IFSPs were conducted and obtained in a timely manner.

### Site Locations:

SGA Youth & Family Services  
3501 W. 48th Pl.  
Chicago, IL 60632

### Community Areas Served:

- Brighton Park
- McKinley Park
- New City



# EARLY/HEAD START NETWORK FINANCIALS

## FY23

**TOTAL FUNDS: \$44,911,221**

**SOURCE AMOUNTS:**

Federal: \$42,230,005

State: \$2,155,117

Local District: \$0

Private: \$512,299

In-Kind: \$13,800

FY23 Actualized Expenditures		
	Budget	Actual
Personnel	30%	30%
Contractual	54%	54%
Supplies	3%	2%
Travel	0%	1%
General	6%	6%
Indirect Cost	7%	7%



## OUR CHILDREN & FAMILIES



Number of Children Served in 2022 - 2023				
	Funded Enrollment HS	Number of Children Served in HS	Funded Enrollment EHS	Number of Children Served in EHS
Center-based	859	911	352	405
Home-based	0	0	517	581
Family Childcare	4	1	4	1
Total:	863	912	873	987

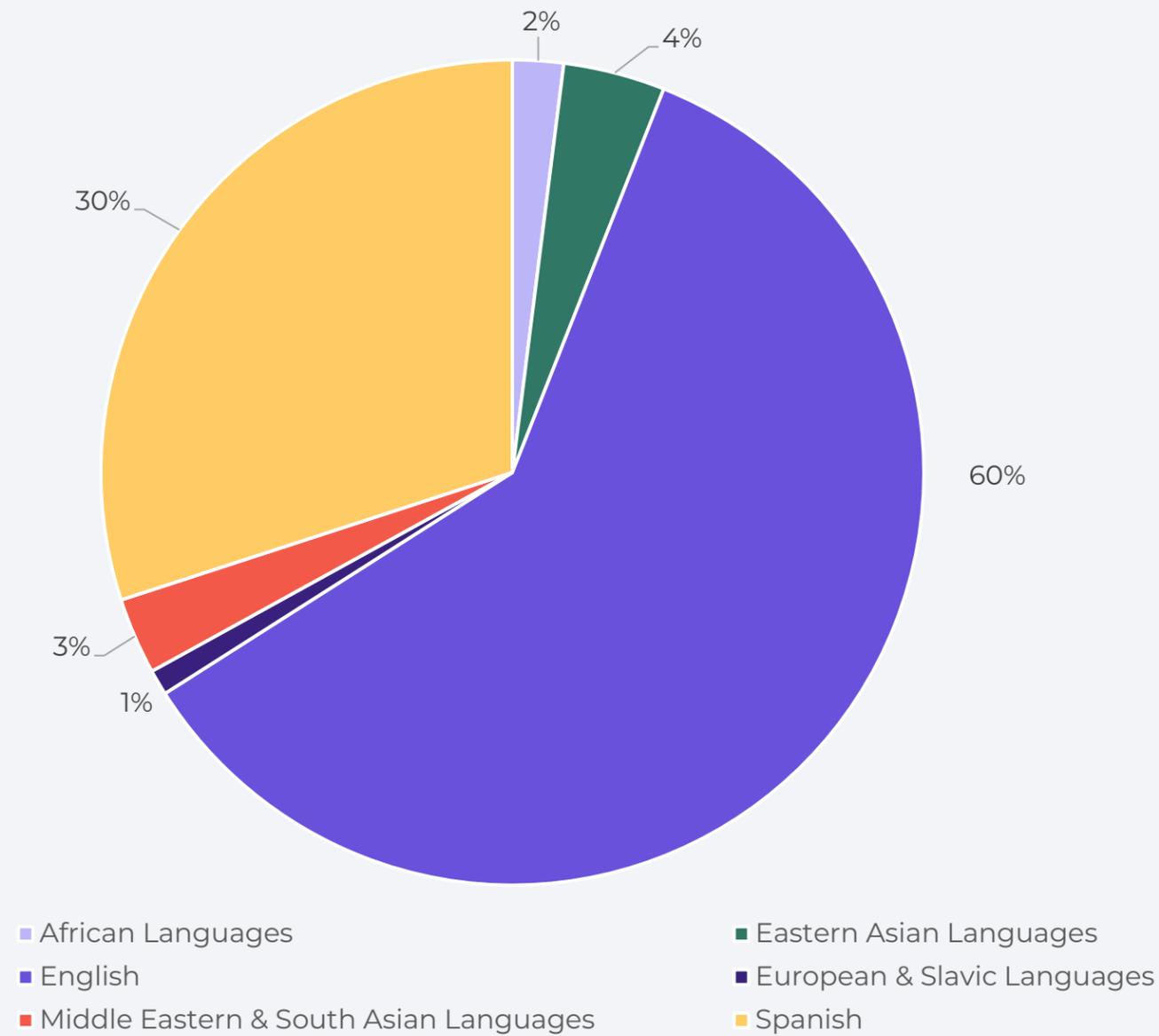
Ages of Children & Percentage of Pregnant Women/People Served	
	Percentage
4 Years Old	18%
3 Years Old	23%
2 Years Old	24%
1 Year Old	16%
Less than 1 Year Old	17%
Pregnant Women	2%

### Enrollment Statistics

Education Levels Achieved by Families	
	Percentage
Advanced/Bachelors	13%
Associate/Vocational/ Some College	27%
High School Graduate/ GED	46%
Less than High School Graduate	14%

# LANGUAGES OF OUR FAMILIES

Primary Language Spoken by Families



Race / Ethnicity of Families	
	Percentage
American Indian or Alaska Native	<1%
Asian	7%
Black or African American	44%
Hispanic of Any Race	46%
Multiracial/Biracial	1%
White	2%

## Preparing Children for Kindergarten



Education Levels Achieved by Teachers	
	Percentage
Master's Degree	9%
Bachelor's Degree	29%
Associate's Degree	26%
Child Development Associate	6%
Home Visitor Credential	17%
Not Qualified	13%

## SUMMARY OF CLASS OBSERVATIONS

Overall, children achieved or surpassed expectations by an average of 72% across all areas for both program options. Emphasis on Social-Emotional support remains strong in the classroom, as well as during home visits and socializations. In reflection, 81% of children entering kindergarten in the Fall of 2023 are meeting or exceeding Widely Held Expectations (WHE).

Ninety percent of center-based children and 56% of home-based children are performing at or above WHE. Programs attribute the consistent use of Conscious Discipline to the high outcomes in this area. The Physical domain also demonstrates notable results across the grantee, with center-based programs reporting 91% of children meeting or exceeding WHE, while home-based programs achieved 66%. In the domain of Approaches to Learning, home-based outcomes show 59% of children meeting or exceeding WHE. For center-based programming, 88% of children met or exceeded WHE in the Cognitive area. Center-based programs also reported an increase in family engagement this program year, which bolstered the progress center-based children made across all domains.

Math presents a challenge for some programs, although there was an increased number of children meeting and exceeding WHE in the center-based programs throughout the year. In both center- and home-based settings, 20% of children scored below WHE in Language, Literacy, and Communication, while 42% of children fell below WHE. Mask wearing has

affected the ability to see teachers speaking, which can impede key speech reading cues. Additionally, there are diverse learners receiving speech services, and others who were identified but may not have qualified, or families who declined services.

Staffing remains the foremost challenge for most programs. While agencies have actively worked to recruit new qualified staff, several vacancies persist. At times, this leads to inconsistency in classroom assignments, disrupting children's routines and experiences.

CLASS Observations were conducted in 35 Head Start and 34 Early Head Start classrooms. The recipient average for the 3 domains was Emotional Support 6.46; Classroom Organization 6.08; and Instructional Support 3.79. None of the domains are below the national average. We have continued to show growth in the Instructional Support domain.

## FAMILY ENGAGEMENT

In the 2022-23 Start Early/Head Start program year, parents or full families participated in a total of 459 training sessions, events, or parenting curriculum groups. These programs offer a range of topics based on parent preferences, covering numerous areas of learning. Within these engagements, 432 father figures (76%) actively participated in their child's developmental experiences, including home visits or parent conferences, while 394 father figures (70%) were engaged in setting family goals. Furthermore, 576 father figures took part in at least one of the following: family assessment, program

Policy Council, and/or parenting education. Programs are tailored to include activities designed specifically for fathers, such as fathers' groups facilitated by community partners or events like Donuts with Dads, Fathers' Day celebrations, and "Best Guy Ever" dances.

The most frequently provided resources to Head Start families encompass the following:

- Adult education (12%)
- Parenting curriculum (27%)
- Assistance with transitioning to kindergarten (14%)
- Nutrition education (15%)

Families also received essential supplies like food, diapers, and other necessities through program offerings and collaborations with community partners.



## SERVICES FOR DIVERSE LEARNERS & CHILDREN WITH DISABILITIES

Start Early's Early/Head Start Network programs have witnessed an increase in enrollment of children with more severe diagnosed disabilities post-COVID. Both sub-recipient and directly operated programs have met the required 10% enrollment threshold for children with diagnosed disabilities. This year, we have also seen a rise in the number of children who qualify for, and received services. This can be attributed primarily to the strengthened partnership with Local Education Agencies (LEAs) and Early Intervention (EI) providers. Challenges in enrolling services for both the LEA and EI have also decreased.

We currently collaborate with Chicago Public Schools (CPS) for implementing The Individuals with Disabilities Education Act (IDEA) services. The Recipient's disabilities manager holds monthly meetings with CPS to discuss referral and evaluation procedures between Head Start (HS) and the school district. Additionally, we participate in quarterly data dialogue meetings with CPS to update the methods of administration (MOA) and share data, ensuring timely service provision and referrals.

One notable success this program year was the monthly EI collaboration meeting. Our disabilities manager took part in monthly meetings with CFC# 8, 9, 10, 11, and 12 to identify challenges and barriers to timely service delivery and referrals. These meetings have enhanced systems and communication across the recipient and EI.

The disabilities program also introduced the Parents as Teachers (PAT) Interactions Across Abilities (IAA) curriculum to complement the current PAT curriculum for home-based diverse learners. This curriculum supports responsive communication for home visitors when sharing sensitive information with families. It also adjusts observation schedules to better support evaluation feedback and increases home visitors' capacity to further support children's individual learning needs.

With the expansion of the Early/Head Start Network disabilities team for center-based programs, we could conduct more focused classroom observations and provide ongoing coaching and support to classroom teachers and program-level disabilities coordinators. This in turn helped enhance individualized lesson plans by providing the framework for adapting and modifying the curriculum, learning materials, and environments to further support diverse learners' participation and involvement in the curriculum.

The majority of the preceding program year was dedicated to planning the Early Childhood Inclusion Pilot, slated to commence implementation in August 2023. In conjunction with Start Early's policy division, The Early Head Start Network has partnered with CPS and the five other City of Chicago recipients to implement specialized service delivery in the HS programs.

The children participating in the Early Childhood Inclusion pilot will receive their specialized services within their HS programs, eliminating the need for transitions between the Community-Based Organization (CBO) and the LEA. Start Early's Early/Head Start Network and policy team will also facilitate monthly advisory and sub-committee meetings with CPS and other City of Chicago HS recipients to continually plan and evaluate the Early Childhood Inclusion pilot.





## HEALTH SERVICES

Percent of Children Meeting Health Requirements 2022 -2023						
	Health Insurance	Medical Home	Dental Home	Professional Dental Exam	Current EPSDT	Up-to-Date Immunizations
Center-based Program	99%	98%	91%	66%	39%	89%
Home-based Program	99%	94%	61%	44%	28%	87%
Family Childcare Home	100%	100%	100%	0%	0%	100%

## MENTAL HEALTH SERVICES

The recipient has hired and retained a mental health manager and two coordinators to assist program staff in implementing and monitoring mental health best practices, in accordance with Head Start Performance Standards. Program staff work with mental health consultants (MHC) to collaborate with both staff and families on mental health and social and emotional well-being. MHC provides support for children with challenging behaviors and diagnosed/suspected disabilities through observation, feedback, and collaborative development of individualized positive behavior support plans and interim/implementation plans. Additionally, MHC offers support to both staff and families through reflective groups, training, staff/parent consultations, individual/classroom observations, and facilitates referrals for external mental health-related services for staff and parents.

Conscious Discipline, a trauma-informed social-emotional

curriculum utilized by the recipient, models intervention and adaptations for Positive Behavioral Support Plans and Interim/Implementation Support Plans. It also provides teaching staff and parents with resources and materials emphasizing the importance of caregiver connections with their children, supports positive and nurturing caregiver-child relationships, and also focuses on teaching adults control over their own emotional responses to behavior to co-regulate with children.

During this program year, the recipient has placed emphasis on strengthening the Conscious Discipline implementation process. This was achieved by directing training efforts towards ensuring a core multi-disciplinary team of program staff is comprehensively trained on the curriculum and prepared to facilitate a holistic approach to implementation. These multi-disciplinary teams have provided a more robust support system for implementation

while ensuring that quality, fidelity, and continuous skill development are maintained, even through staff transitions.

# OUR COMMUNITY

## Community Assessment Highlights

The summary is indicated in bullets below

- Start Early service areas have become increasingly diverse over the past 10 years, especially in Waukegan.
- The African American population grew by 14.6% in IL overall, 29.2% in Chicago, and 20% in Waukegan.
- The Hispanic/Latino population increased by 17.5% in IL overall, 28.6% in Chicago, and 51.9% in Waukegan.
- The Asian American population saw a growth of 6% in IL overall, 6.8% in Chicago, and 6.2% in Waukegan.
- Infants and toddlers constitute the largest population of children under the age of five in Chicago and Waukegan. Chicago's under-five population accounts for over 6% of the total population, with a higher percentage of children under two. More than 101,000 children under the age of three and nearly 65,000 children between three-and-four years of age reside in Chicago, indicating a higher number of infants and toddlers in the city.
- The median income for Start Early's

- service area is 2% lower (\$15,000 lower) than the national average.
- More than 216,000 residents in Chicago and Waukegan are living in extreme poverty. While the US, state of Illinois, and Chicago have experienced an economic recovery since the pandemic, Waukegan's unemployment rate continues to be higher than both the country's at large as well as Illinois' overall.
- A single parent with two children must earn over \$93,000 annually to pay for all daily expenses. Living in the Chicago metropolitan area is 23% more expensive than the nationwide average.
- African American women-identifying people and women-identifying birthing people living in areas with higher economic hardship bear the highest rates of maternal morbidity and mortality.

increased services through Child Care Assistance Program (CCAP) funding.

- Review its selection criteria to provide priority enrollment to teen parents, pregnant people at-risk for delivering babies at low-birth weights, immigrant families, and families residing in geographic areas that are food insecure.
- Continue to implement enhanced mental health services that focus on a family and child's protective factors. Research indicates that families with young children, as well as children themselves, are facing increased mental health needs due to the impact of the COVID-19 pandemic. Families are suffering from high inflation costs; loss of income; food insecurity; higher crime rates; housing insecurity, and racial/ethnic systemic inequities, thus impacting their overall mental health.
- Actively participate in the significant changes to the early childhood education and care field by having members from the management team of the Start Early Early/Head Start Network participate in community planning meetings.

## PROGRAMMATIC CONSIDERATIONS FOR START EARLY

- Expand services to infants and toddlers throughout the service area through Head Start conversion, expanded Early Head Start services, and/or through



# SHARED GOVERNANCE

Start Early has a formal structure of shared governance through which parents can participate in policy-making and other decisions about our program. Start Early implements the Parent, Family and Community Engagement Framework to promote parent and family engagement and children’s learning and development. Participation in policy groups, parent committees, and governing bodies empowers parents and community members to share in the decision-making process.

The Board of Directors (BOD) is comprised of dedicated volunteers that represent various sectors of the community.

The Policy Council (PC), consists of members that include Head Start parents and community representatives.

The BOD, in partnership with the PC, is the governing body of agency. The BOD is legally and fiscally responsible for all activities of the agency, including decisions for the agency’s policies, approving the annual budget, and determining the goals and the direction of the agency and its programs. The PC is responsible for the direction of the agency, including making decisions about policies, operating procedures, budgets, and proper adherence to programmatic guidelines.

A special thank you to our BOD and PC members. Your continued support through FY23 is appreciated!

## SUMMARY OF AUDIT FINDINGS

FY2023 Schedule of Findings and Questioned Costs:

Section II: Financial Statement Findings: None reported.

Section III: Findings and Questioned Costs for Federal Awards: None reported.

## SUMMARY OF INFORMATION REQUIRED BY THE SECRETARY

Start Early Board of Directors and Policy Council received brief summaries and links to all program instructions and informational memorandums.

## SUMMARY OF ANNUAL REVIEW FINDINGS

Focus Ara 2: There was 1 Area of Non-Compliance (ANC) for Head Start and Early Head Start grant in regard to Safety Practices ANC - 1302.90(b)(1) (ii): Personnel Practices with an immediate attention required to ensure all of Start Early’s sub-recipients and partners are informed and trained assuring accurate implementation, and follow-up is being provided. In following these steps, it better positions Start Early to course correct its non-compliance. In addition, there were 2 Areas of Concern (AOC) 1302.91(e)(1)- regarding background checks and 1302.47(b)(1)(iii)- regarding facilities. The Grantee is in the process of establishing corrective action steps to address ANC and AOC’s just as sub-recipients to avert any deficiencies.

## SUMMARY OF PERFORMANCE

In FY23, Start early had a Focus Area Two (FA2) monitoring review of the Head Start and Early Head Start programs, that included funds to enroll and serve 2155 children of which 1107 were Head Start and 1048 were Early Head Start for center-based and home-based services. Start Early upholds internal control by conducting its own monitoring sequence ongoing, monthly, and quarterly, performed by two monitoring teams (Team A and Team B). This method yields an ongoing assessment of its program and services provided to children and families across the network. During the Program Year, Start Early added 4 data team members to support the network with data analysis, analytics, and utilization. Start Early is confident in knowing these additions to the team will enhance the outcomes of future reviews.



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