



CHILD-PARENT CENTERS



ANNUAL REPORT

2020-2021

MESSAGE FROM OUR CEO

Few people anticipated that the 2020-2021 program year would close amidst continued surging cases of COVID-19. Eighteen months after the start of the pandemic, our communities were still dealing with the significant challenges of this health emergency. At the same time, however, CPC's staff and governance members stayed focused on our mission to support children and families in all aspects of their lives. Our teams found new ways to connect with young children, either in person or in a virtual setting if necessary. The strength and resilience of our Child-Parent Centers community proved to be a stabilizing and positive influence as the uncertainty of the pandemic continued into a second year.

In addition to navigating the ever-changing COVID-19 landscape and its effects on service delivery, the CPC team also engaged in many other activities as part of its normal operations. Examples include:

- Received an Early Head Start Expansion award to serve an additional 53 infants and toddlers
- Successfully completed an Office of Head Start monitoring review
- Developed a DEIT (Diversity, Equity, Inclusion, & Trauma) Cohort Facilitator team of staff members representing various positions and departments to address the agency's commitment to creating inclusive and welcoming environments that contribute to the success of children, families, and employees
- Implemented technological advances so that all employees had access to a device and software to conduct work remotely
- Completed facility renovations to provide more extended duration classrooms
- Successfully participated in many community activities to continue increasing the agency's visibility
- Conducted a special summer program for the second year to support rising kindergarteners and children with special needs who could benefit from additional in-person class time

The remainder of this report highlights other activities and strategic plan progress from program year 2020-2021. We look forward to continuing our growth as an agency, particularly during this transformational period in our nation and the world.

With deep appreciation for CPC's employees, families, and governance members,

Erin M. Lyons, CEO



GOVERNANCE AND SENIOR LEADERSHIP MEMBERS

2020-2021

BOARD OF DIRECTORS

Ellen Allen	Linda Riordan
Eleanor Droegeemeier	Lori Ann Schultz
Angelica Hibbs	Charlie Spector
Lorna Kautz	Robert Wortman
Guy Kuawu	Gwen Thompson

POLICY COUNCIL

Alejandra Amos	Terecita Camou	Jessica House
Daritza Alonso-Ahumada	Angela Caruso	Kenia Murillo
Dennis Billie	Synai Castillo Murua	Michelle Myers
Billie Sue Bonilla	Roxana Garcia	Diana Navarro
Cody Breshears	Jade Gonzales	Bernadette Saiz-Grijalva
Anahi Burgos	Eva Morenos	Emily Tinoco
Alejandra Velasquez-Acuna	Jeannet Velasco	Vanessa Urias

SENIOR LEADERSHIP

Erin Lyons, Chief Executive Officer

Peg Heslinga, Chief Financial Officer

Maria Bonilla Mooney, Chief Program Officer

Kathy Sutherland, Chief Operations Officer

Robin Bundy, Information Technology Director

Christine Vega, Organization and Employee Development Director

Christie Herbst, Human Resources Director

Dan Fry, Controller

Nikki Fellner, Physical Resources Director

Leonor Lundholm, Education Services Department Director

Alana Mozar, Health and Nutrition Services Department Director

Wendy Gomez, Program Services Department Director

Ekna Zamora-Rehm, Family and Community Partnerships Department Director





Vision

Child-Parent Centers, Inc. envisions strong communities filled with successful children and families



Mission

We are a non-profit agency delivering Head Start and related programs throughout southeastern Arizona from prenatal through preschool age children and their families.

The focus of our work is:

- Early Childhood Development & School Readiness
- Health & Nutrition
- Parent Engagement & Family Development



Philosophy

At Child-Parent Centers we believe:

- Children are magical and competent, and constant, curious learners;
- Parents want the best for their children, and learning for themselves;
- Staff bring expertise with an attitude that supports teamwork, learning and development;
- Learning thrives within respectful relationships;
- Positive outcomes result from appropriate and consistent learning over time; and
- We all participate in life-long learning as both teachers and learners.



Values

- Safe, healthy, nurturing and happy environments.
- Ethical leadership, high standards, and continuous improvement.
- Staff development and assisting one another to find our own voice.
- Open, honest communication that acknowledges diverse perspectives.
- Integrity, personal responsibility, and a sense of ownership.
- Collaborative relationships, mentoring and teamwork.
- The unique role of parents as their child's first and most important teacher, as a decision maker , and as partner in teaching and learning.
- The unique contributions made by people of diverse backgrounds and perspectives.
- Accountability and the efficient use of public funds to ensure positive outcomes for children, families, and the community.



AT A GLANCE

2,281

Funded Enrollment
for Head Start

547

Funded Enrollment
in Early Head Start

40

Number Of
Centers

24

Number Of
Partner Sites

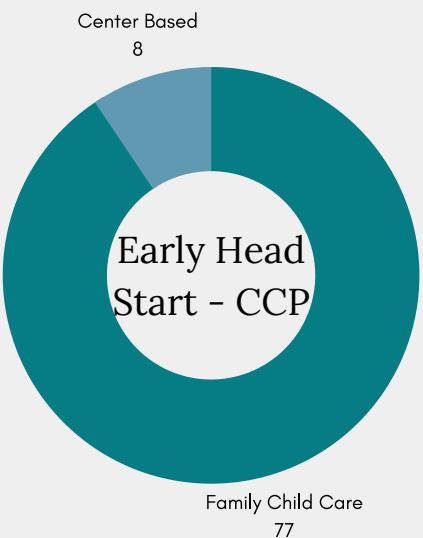
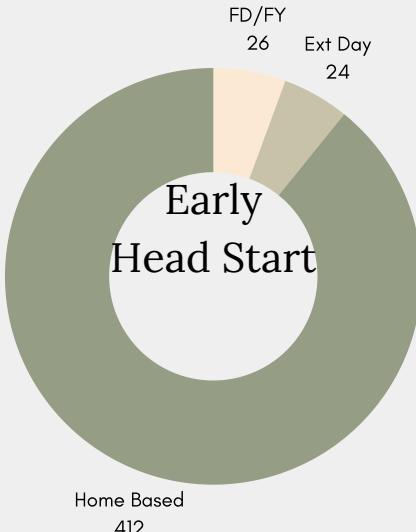
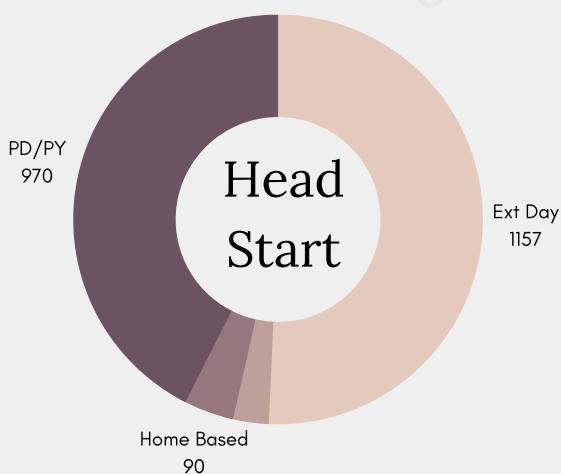
5

Number Of
Counties

587

Number Of
Employees

FUNDED ENROLLMENT BY PROGRAM OPTION



PD/PY = Part Day/Part Year

FD/FY = Full Day/Fully Year

Ext Day = Extended Day



Part - Day/ Part Year

The traditional model for Head Start is the part-day classroom. In this model, between seventeen and twenty children share a classroom at the center four days per week, four hours per day. At a limited number of sites, transportation is available for children at the center.



Extended Day/Extended Year

Extended Day/Extended Year: This model provides 1,020 annual hours in Head Start classrooms and 1,380 hours in Early Head Start classrooms. These numbers are based on Office of Head Start Program Performance Standards and are intended to provide increased duration of high quality services to children in center-based settings.



Home-Based

In this program model, families receive weekly visits from a Head Start Family Educator. Bi-Weekly group experiences provide socialization time.

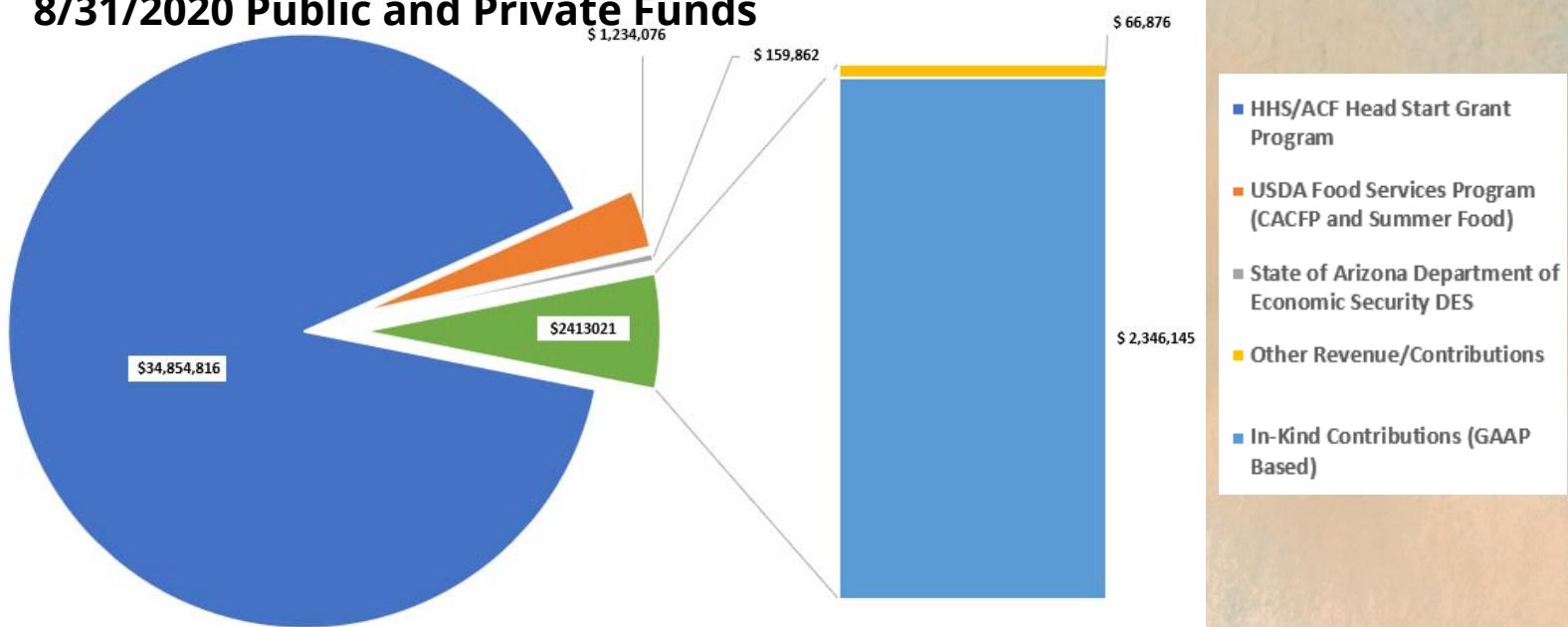


Early Head Start Child Care Partnerships-Family Child Care

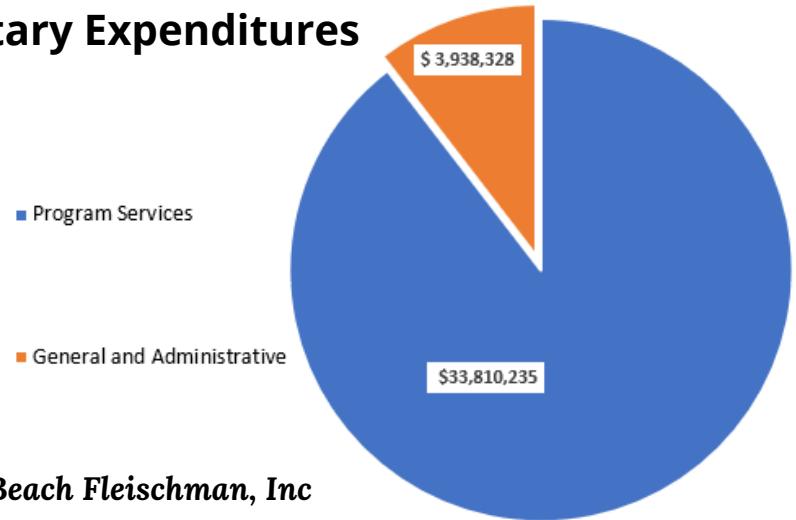
The Early Head Start Child Care Partnership (EHS-CCP) program model began in 2015. This program operates under a separate grant from the Office of Head Start and seeks to enhance quality services for infants and toddlers receiving care in existing child care settings. CPC has contracted with Easter Seals Blake Foundation to serve eight infants in a center-based setting as well as with 21 family child care providers in Pima and Santa Cruz counties to serve an additional 77 infants and toddlers.



8/31/2020 Public and Private Funds



8/31/2020 Budgetary Expenditures



FYE 8/31/20 Unqualified Opinion issued by Beach Fleischman, Inc

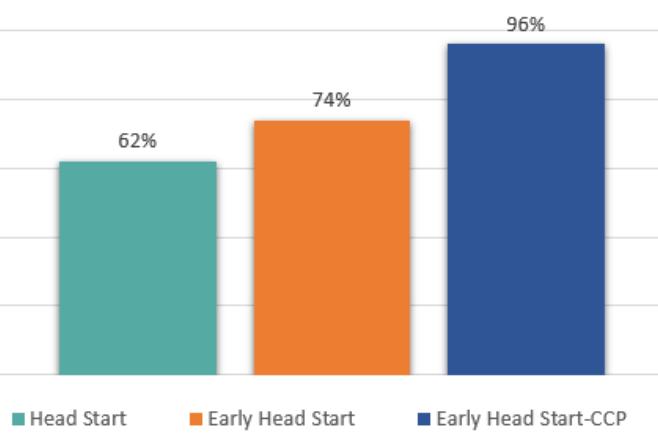
09/01/2021 to 08/31/2022 OHS Approved Budget including Carry Over Balance from 2021

	HS/EHS	EHS-CCP	TOTAL
Personnel	\$ 20,969,363	\$ 1,203,710	\$ 22,173,073
Fringe Benefits	5,346,971	292,854	5,639,825
Travel	50,664	19,050	69,714
Equipment	459,524	89,000	548,524
Supplies	1,488,901	534,049	2,022,950
Contractual	2,425,817	1,114,109	3,539,926
Other	4,071,538	444,910	4,516,448
TOTAL	\$ 34,812,778	\$ 3,697,682	\$ 38,510,460

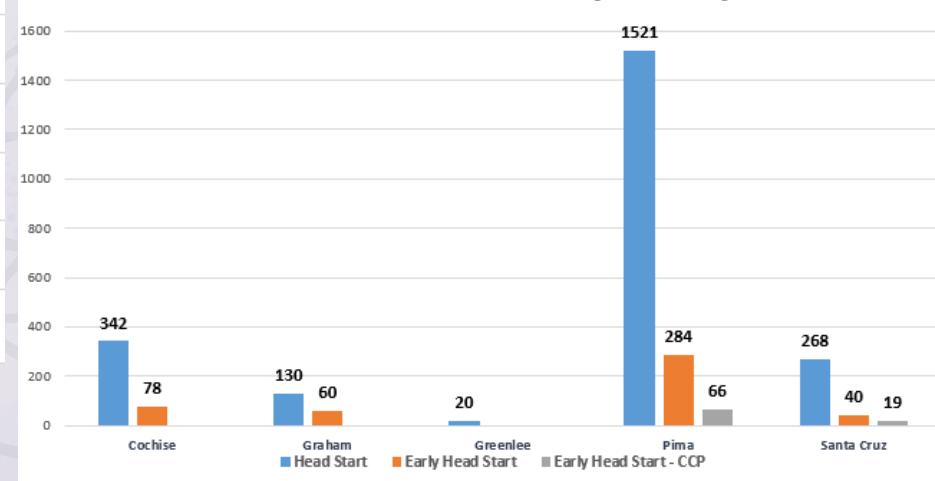
Results of the Most Recent Review by the Secretary

Throughout the week of January 25, 2021, our Focus Area 2 (FA2) monitoring review occurred. Many employees, parents, partners, and governance members participated in a series of Zoom meetings throughout the week to demonstrate compliance with the Head Start Program Performance Standards (HSPPS). We shared data, documents, successes, and challenges in the areas of organizational structure, program design, staffing and management, fiscal systems, governance, and program services. The formal monitoring review report indicated that all areas were in compliance.

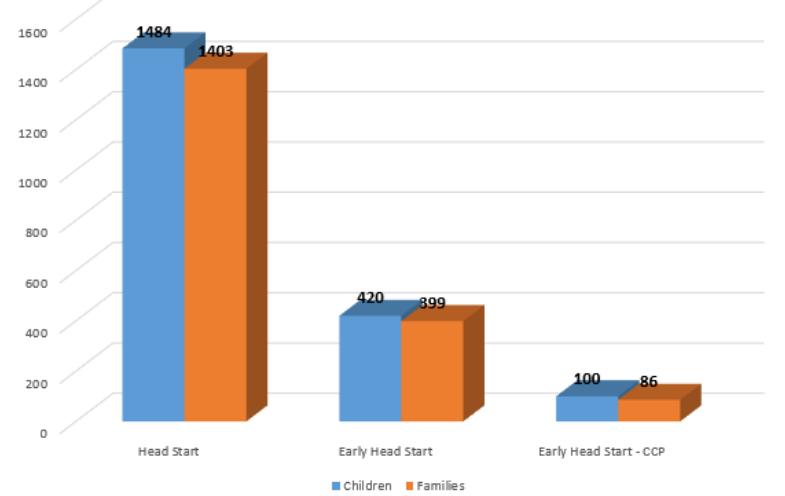
AVERAGE MONTHLY ENROLLMENT



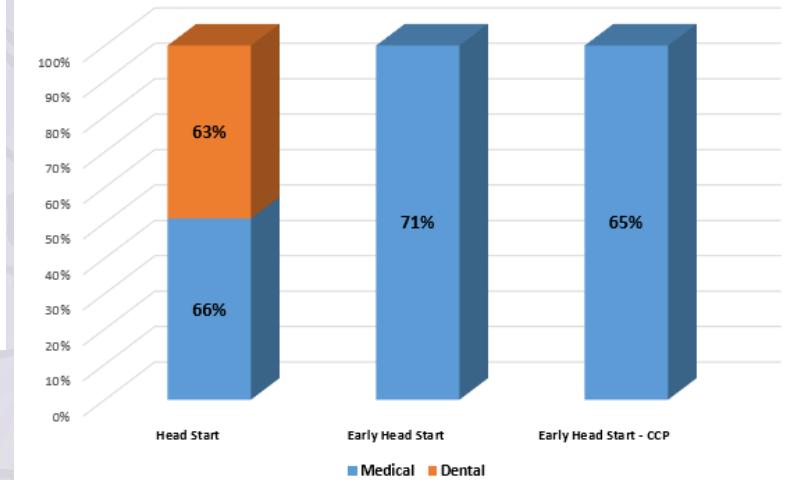
Funded Enrollment by County



Number of Children & Families Served



Children Receiving Medical and Dental Exams





Program Year 2020-2021 marked the third year of CPC's five-year strategic plan. Please refer to updates throughout this document for additional details regarding progress toward these goals.



CHILD-PARENT CENTERS STRATEGIC PLAN OVERVIEW 2018-2023

GOALS & OBJECTIVES

1. Expand Access

- A. Provide more EHS and extended day options
- B. Serve more eligible and over-income families
- C. Increase family access to health services
- D. Share expertise outside of CPC
- E. Enhance kinder transition

2. Support Families

- A. Increase parents' ability to advocate for their children with developmental differences
- B. Enhance families' financial well-being
- C. Enhance families' mental & emotional well-being
- D. Enhance parents' role as advocates & leaders for child, family and self

3. Organizational Sustainability

- A. Create culture that promotes employee recruitment, retention and well-being
- B. Leverage financial resources
- C. Advocate for the importance of early childhood
- D. Increase CPC's visibility, credibility and influence
- E. Implement activities to achieve DEIT goals

4. School Readiness

- A. Increase the consistency of coaching practices
- B. Improve the analysis and use of school readiness data to direct continuous improvement

IMPACTS

Children will...

- + Be ready for kindergarten: socially, emotionally, physically and cognitively
- + Have early identification of special needs and coordinated access to services
- + Have consistent and coordinated access to health care

Families will...

- + Stay connected, knowledgeable and empowered
- + Continue to be strong advocates for their child's education
- + Develop the professional and life skills to be financially secure

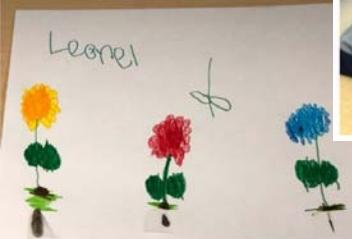
The Organization will...

- + Have more diversified funding
- + Be widely known and seen as a go-to source for expertise and excellence for ECE, professional development and dual-generation services
- + Reach more and diverse families
- + Attract and retain qualified staff

The Community will...

- + Be a better place for families with young children to live and learn
- + Have greater collaboration and coordination between ECE and K12, and other dual-generation service providers
- + Support the mission and work of CPC with time, talent and treasure

UPDATED 9/1/2021



Goal 1 Highlights

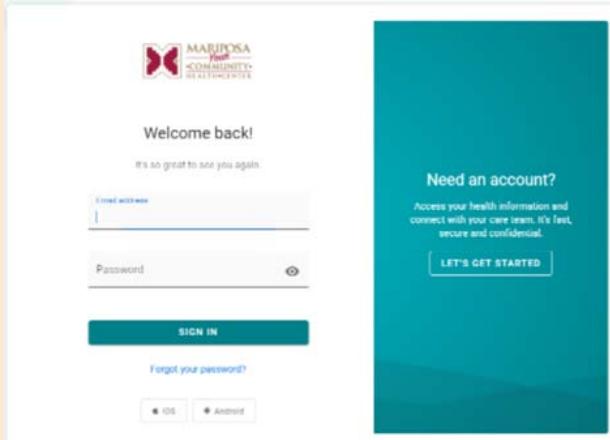
Expand Access

Provide more EHS and Extended Day options:

- Converted 30 Head Start slots to 30 Early Head Start slots
- Received Early Head Start expansion award to serve 53 additional infants and toddlers
- Signed contract with Pima County to provide extended day services to 205 additional preschoolers

Increase family access to health services:

- Assistance to families in accessing patient portals with various health providers:



- Access to food/nutrition resources was supported throughout the COVID disruption period through a food distribution program for all families [April, 2020 through June 2021].



Enhance kindergarten transitions

- 98% of kindergarten transition plans were completed, up from 58% in the 2019-2019 program year.
- Continued to modify services during the COVID-19 pandemic to meet the needs of children and families in varying service formats:
 - Developed an educational framework for conducting virtual services for the classrooms and Home Base; and
 - Developed parent engagement home-school activities using Loose Parts:



Language and Literacy

Children begin to "read" their world which includes their home, community and people around them during the first three years of their lives.

The most powerful ways to develop children's language and literacy skills are also the simplest: talk to them, listen to them, read to them and write with them.

When caring adults talk to children about the world — from how recipes work to the rules of baseball — they are planting seeds of knowledge that will help children grow into curious thinkers, readers and writers.

The major concepts for Language & Literacy are:

- Listening, Talking and Conversations
- Reading
- Print/Writing
- Letters
- Functions of Language/Types of Communication

Language-rich and print-rich environments are critical to a child's understanding of print and its uses. Opportunities to observe people all around them reading and writing as a part of their everyday lives provide a context that will prepare children for reading. The more opportunities the child has to participate in positive and rich language experiences, the more likely they will be motivated to engage in and enjoy language activities.

When children dictate (tell you about what they have drawn, painted or constructed) they are able to gain an understanding of how print works. They learn that letters form words and words form sentences, which carry meaning.

Even though most four-year-olds are still "pre-readers," they can read and write in other ways: they can "read" the pictures in a book, retell favorite stories, make up stories, recite favorite poems and songs and draw simple shapes. Every time you read, write, draw and talk with your child, you support early literacy skills.

Safety: When offering these types of materials, you will want to remain actively engaged as you create agreements and explore with your child how to use loose parts (small, sharp, fragile) safely.

Goal 2

Highlights

Increase parents' ability to advocate

on behalf of their children with developmental differences

monthly Inclusion Newsletter published with tips for center staff:

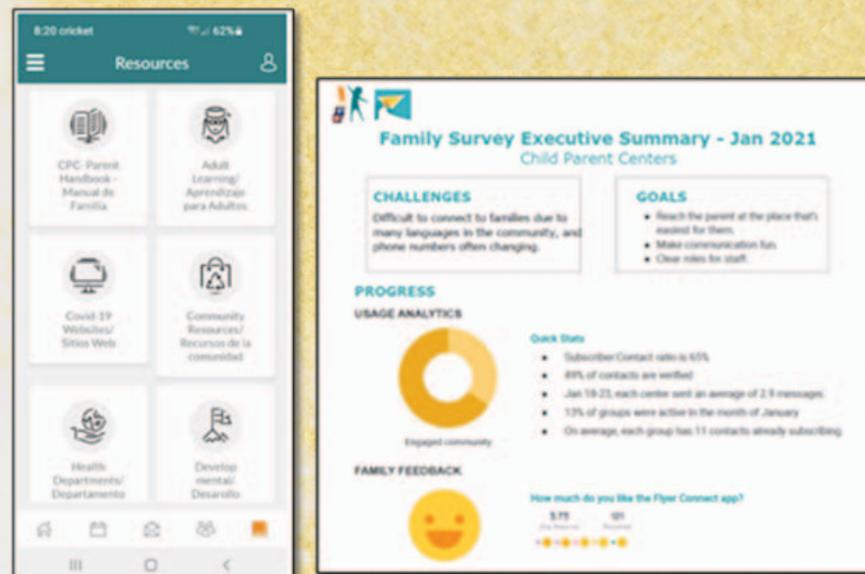


Children referred for an evaluation and receiving special education and related services:

PIR #	Topic	HS	EHS	EHSCCP
C.21	Children referred for an evaluation under IDEA	105	30	11
C. 23	Children with IEP indicating they have been determined eligible to receive special education and related services (Disability services)	219	0	6
C.24	Disability services - early intervention (with an IFSP)	NA	18	0

Family Engagement:

- Implementation of the Flyer Connect communication system for staff and families. Flyer Connect contains a Resources tab for parents to access and explore. It includes general topics such as health & nutrition, mental health, inclusion, COVID policies, and much more.
- CPC and Flyer Connect completed a survey to evaluate progress with the use of the system and parents' satisfaction with the app during the initial implementation phase



Enhance families' financial well-being:

Staff and families attend the sessions and participants build their financial knowledge.

Child-Parent Centers, Inc.



Financial Wellness

Child Parent Centers will be hosting online a series of workshops to help our parents and community build their financial knowledge.

Translation in Spanish will be provided.

Sessions start at 10:00 am - 11:30 am

- February 7th - Money Values & Influences
- February 14th - Protecting Your Identity
- February 21st - Managing Debt & Your Savings
- February 28th - Borrowing Basics & Spending/Saving Plan
- March 7th - Credit Reports & Scores & Using Credit Cards



Our Presenter: Robyn Austin

- Robyn is an advocate of community engagement, and in her position at Tucson Federal Credit Union, she has instructed more than 12,000 students in southern Arizona in elementary, middle, and high schools as well as charter schools, and after school programs. Robyn is certified by the state of Arizona to teach adult learners and has provided financial education for students at Pima Community College and the University of Arizona.

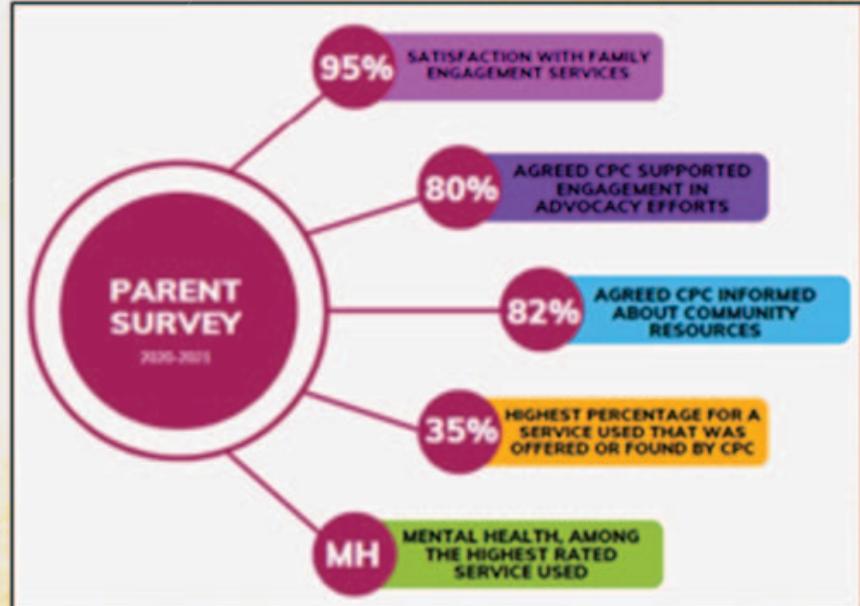
Joyful June 2021



Enhance families' mental and emotional well-being:

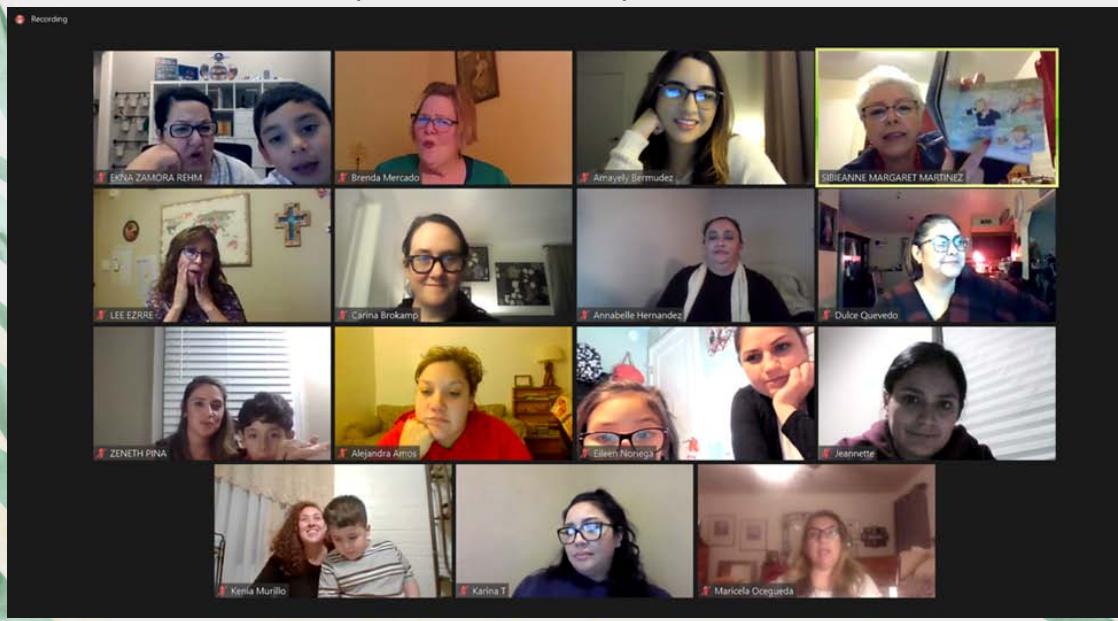
Action for Happiness Calendar. This calendar contains ideas for daily activities to support social-emotional wellness and is posted monthly on Flyer Connect.

Enhance parents' role as advocates and leaders for child, family, and self: The graphic demonstrates parent satisfaction related to family engagement activities, inclusive of advocacy efforts.



FCP Advisory parents with their children:

In the virtual format, our advisory parents were invited to include their children during story time. This activity strengthens the home-school connection and provides children an opportunity to see their parent's leadership in action.



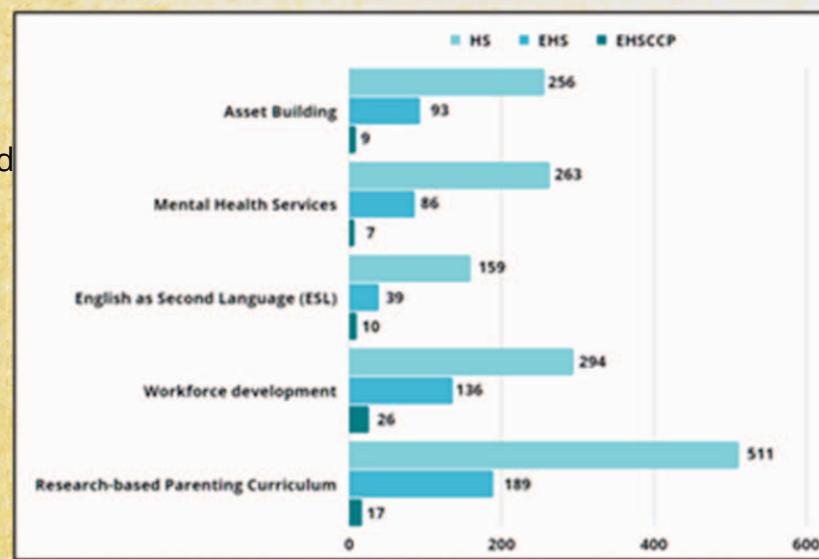
Family Partnership Agreement

The graphic below demonstrates the progression with the FPA system as it is connected to the ASA (Agency Self-Assessment) and aligned with strategic initiatives.



Services Families received during the program year

The graph to the right shows the services related to the Goal 2 objectives and action steps.

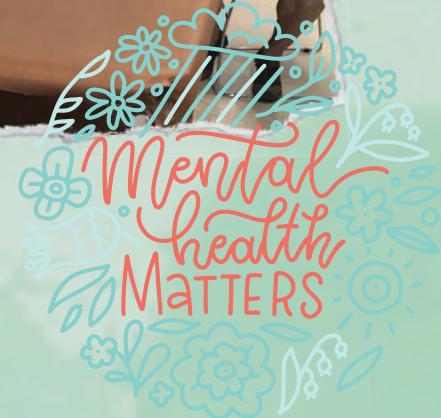


Create an organizational culture that promotes employee recruitment, retention, and well-being:

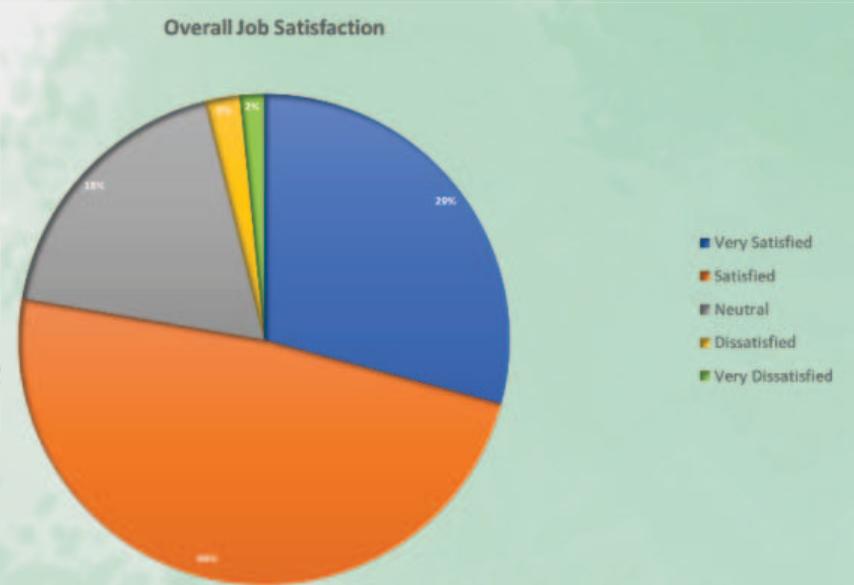
Goal 3

Highlights

- Increased work hours for Housed Subs to address staffing shortages
- Created formal career paths for teaching positions
- Implemented compensation priorities to increase wages
- Implemented minimum wage increases in advance of city and state scheduled requirements
- Continued Disruption of Service Policy and paid admin leave for COVID absences
- Added an employee contribution mechanism to the 401K retirement plan
- Provided multiple staff stipends for retention and summer work
- Provided Welcome Safety Kit for new hires (mask, thermometer, hand sanitizer)
- Increased mental health and wellness opportunities:



- Surveyed employees related to job satisfaction:



Increase visibility, credibility, and influence:

Created a social media posting plan based on the Eller project recommendations; Recruitment and Onboarding Coordinator began posting:



Child-Parent Centers, Inc.
WE ARE CURRENTLY HIRING

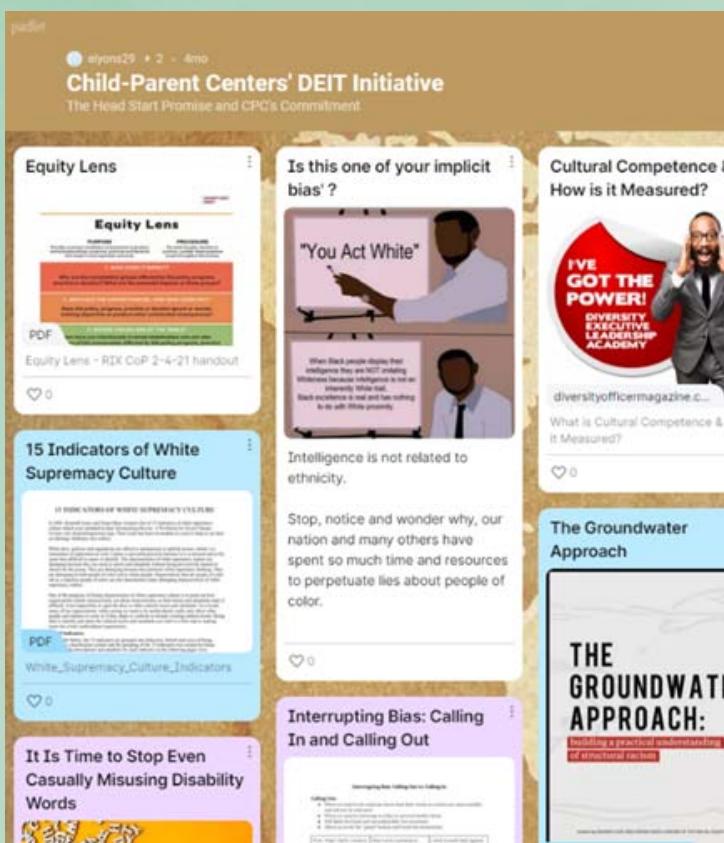
Cook, Cook Assistants, Custodians, Driver Custodians, House Substitutes, Co-Teacher, Teachers, Lead Teachers, Family Educators, Education Specialist, Center Manager, & HR Data Entry Clerk.

Join the largest provider of Head Start services in southern Arizona, for over 50 years. Experience a culture and team like no other! Surround yourself with collaborative, dedicated professionals of diverse backgrounds and perspective.

APPLY ONLINE- www.childparentcenters.org

- Over 20 paid Holidays Per Year
- Medical Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance Coverage
- Vacation Leave After First Year
- Retirement Plan
- Flexible Spending Account
- Education Benefits available for qualifying positions
- Earn 5-10 hours per pay period (vacation, sick & personal)

Completed public website redesign:



alyns29 • 2 · 4mo
Child-Parent Centers' DEIT Initiative
The Head Start Promise and CPC's Commitment

Equity Lens

Is this one of your implicit bias'?

Cultural Competence & How is it Measured?

15 Indicators of White Supremacy Culture

It Is Time to Stop Even Casually Misusing Disability Words

The Groundwater Approach

Created a staff-led Diversity, Equity, Inclusion, & Trauma (DEIT) Cohort to implement agency-wide activities:



Preparing Children for Kindergarten

Goal 4

Highlights

Preparing children for kindergarten, or “school readiness,” involves the provision of comprehensive services since all children need to be healthy, engaged in meaningful and relevant learning in school, and supported by their family at home. The COVID-19 pandemic disrupted the

early learning services that CPC normally provides, but the agency continued to adapt as the pandemic stretched on from 2020 into 2021. Despite the challenges due to the pandemic, children made gains in all developmental domains, which is in line with our school readiness goal that 100% of children will make developmental gains in all areas of development. In addition, CPC received COVID federal emergency funds and used some of those dollars to implement a summer program for the second year in a row, targeting rising kindergarteners and children with special needs.

Early Head Start/Head Start grant:

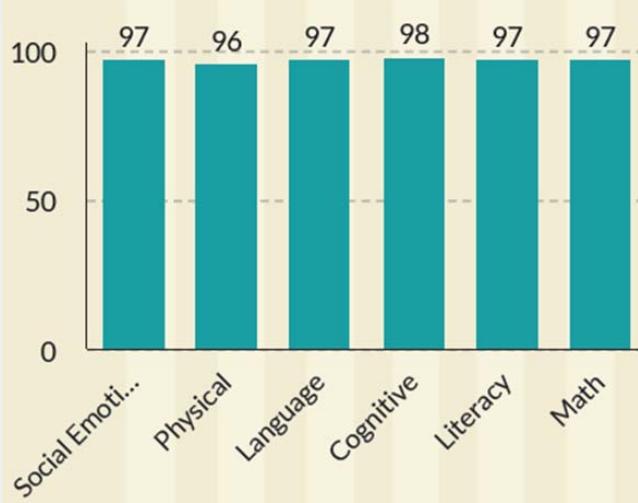


Progress Toward School Readiness Goal Fall 2020-Spring 2021

School Readiness Goal: 100% of all children will demonstrate developmental progress in all learning domains over the course of the program year.

*Data represent the percentage of children who are meeting or above the expected growth range.

	Birth-1 Years	1-2 Years	2- 3 Years	3 Years	4 Years
Social Emotional	97%	97%	89%	88%	80%
Language	92%	92%	89%	84%	84%
Cognitive	92%	92%	81%	83%	83%
Literacy	84%	84%	85%	83%	83%
Physical	92%	92%	96%	80%	80%
Mathematics	62%	62%	94%	79%	79%



Early Head Start Child Care Partnership grant:





Summary of CPC's Community Assessment 2021

While the future remains uncertain in regard to long-term implications of the COVID-19 pandemic, the data presented in this report illustrate a continued need for Head Start and Early Head Start services in the communities currently served by CPC. Though current enrollment and attendance trends are lower than usual and do not represent trends in a “typical” program year, staff should still consider the important lessons that the pandemic has to offer in terms of using data to inform decisions, ways to successfully adapt, and the importance of communication. Since the onset of the pandemic in March 2020 and despite constant shifts in how it should be addressed, the organization has managed to adapt to these external conditions while still meeting the needs of staff and families to the extent possible.

Looking ahead, CPC should stay closely connected to other community organizations that support financial stability, housing, food security, and other needs of families with young children. Additionally, the stress and trauma heightened by the eruption of the pandemic and social unrest in 2020 should be kept at the forefront when planning services for children and families, and for supporting employees to carry out these services.

2021-2022 COMMUNITY ASSESSMENT KEY FINDINGS

- **Continued Need for Head Start Services in CPC Service Area:**
 - There are more children eligible for Head Start than CPC can serve
 - CPC meets the need for 14% of eligible children and families in our five Southeastern Arizona counties
 - In the 2020-2021 program year, CPC served 476 children under the age of 3, and 1,512 children ages 3 and 4
 - Population estimates project an increase of 15,000 births during the next decade within CPC's service area
 - The Benson community continues to have a need for Head Start services following the closure of CPC's facility in that part of Cochise County. The Benson Unified School District is expanding early childhood services but they are tuition-based and target a different population.
- **COVID-19 Mandates:** CPC continues to balance the implementation of high-quality comprehensive services with the shifting guidance and mandates from the Office of Head Start (OHS), Centers for Disease Control (CDC), and state and local health departments. CPC also considers the actions of its 16 partner school districts to ensure as much alignment as possible. The continuation of the COVID-19 pandemic will require ongoing attention to these factors for the foreseeable future.
- **Early Childhood Workforce:** CPC has seen its highest employee turnover rate in many years. Early childhood professionals are leaving the field for many reasons, and recruitment and retention of staff is a priority.
- **Child and Family Recruitment:** Updating recruitment practices continues to be a priority and requires ongoing modifications to meet the unique circumstances of the pandemic. The need for services exists but enrollment trends are fluctuating due to the impact of the pandemic.
- **Service Delivery:** The longlasting and evolving nature of the pandemic has required flexibility and the implementation of contingency plans. CPC's ability to meet the needs of children, families, and employees in such a fluid environment will continue to be critical.
- **Mental Health & Wellness:** Supporting the mental health and wellness of enrolled children and families as well as employees continues to be a priority.
- **Diversity, Equity, Inclusion and Trauma (DEIT):** The challenges and unrest from the events in 2020 continue to unfold and require an ongoing focus in the area of DEIT.
- **Demographics of Enrolled Children:**
 - The majority of children enrolled in CPC are Hispanic/Latino in all counties except for Graham
 - Many households in Pima and Santa Cruz counties need bilingual support: there are approximately 17% households with children ages 5-17 years in Santa Cruz and over 7% in Pima County that do not speak English “very well.”
 - Santa Cruz County has the highest number of children living with foreign-born parents, nearly 32%
 - Santa Cruz County has the highest percentage of families below the poverty level, and over 37% of those families have children under the age of 5
 - The number of families experiencing homelessness increased in the last year
- **Inclusion Services:** There is a continued need for CPC staff to enhance collaborations with school districts to move towards the 10% disabilities enrollment requirement.
- **Community Resources:** CPC should continue to track and assess availability of state and federal COVID response resources in order to enhance program services as well as support for employees.

CONCLUSIONS AND RECOMMENDATIONS

There are several considerations that lead to recommendations for the rest of the program year. Based on national, state, and data from CPC, there is conclusive evidence for continuing Head Start and Early Head Start services in the communities served by CPC.

Due to the extended length of the pandemic, the services provided have been offered in-person for the 2021-22 school year per the voiced request from the families. This has been a great collaborative effort by each department of CPC, to ensure successful learning opportunities for children and their families. CPC has been vigilant with completing ongoing research from external entities in order to follow strict guidelines and protocols for everyone's safety and health during the pandemic. This continues to be tracked closely and communicated with employees, families and governance. Based on data from the ASA survey, 96.6% of families and 93.6% of staff have found CPC's response to COVID to be excellent, above average, or average. As the year continues, the recommendation is to continue to stay closely tethered to the agencies that provide community metrics on COVID data as well as continuing to track COVID cases internally at CPC.

The data also suggests the continued practice of providing intentional mindfulness and self-care practices for children, families, and staff due to the continued stress the pandemic created. This would also include the continuation of DEIT professional development sessions for staff and governance with the consideration of sharing this information with families for increasing knowledge of the culture of CPC.

With extensive data collected and compared from last year to this year, there are preliminary recommendations to offer focus groups and interviews of staff and partners to share their thoughts and views on comments received from the ASA Survey that were neutral or less than average. This data will be utilized to ensure the retention and satisfaction of staff; the continuation of reflection on the communication of COVID data, and ongoing protocol guidance from OHS and the CDC is understood and practiced; along with the continuation of program services and community resources shared with enrolled families.





Administration Office

602 East 22nd Street | Tucson, Arizona 85713

T: (520) 882-0100 | F: (520) 622-1927

www.childparentcenters.org

Pima County Centers

Ajo, Amphi, Children's Achievement Center (Easterseals Blake Foundation), Cavett, Coronado, Desert Winds, Elvira, Erickson, Homer Davis, Jacinto Park, Keeling, Laguna, Liberty, Los Niños Sunnyside, Marana, Mission Manor, Morning Star, Northwest, Prince, Roberts, Santa Clara, Santa Rosa, Southside, Summit View, Sunnyside, Walter Douglas, Wright

Cochise County Centers

Benson, Easterseals Blake Foundation Sierra Vista, Bonita, Carmichael, Cobre del Sol, La Escuelita, Pueblo del Sol, Willcox

Santa Cruz County Centers

Challenger, Nogales, Rio Rico, Western

Graham County Centers

Palomita (Easterseals Blake Foundation), Pima, Sierra Bonita

Greenlee County Center

Duncan

Early Head Start Child Care Partnerships—Family Child Care Providers

21 family child care partners in Pima and Santa Cruz Counties

