



Children's Aid

Every step of the way

**Children's Aid
0 to 5 Programs**

Early Childhood
Programming
From Pregnancy
to 5 Years Old



**Children's Aid
ACF-Funded
Head Start and Early
Head Start Programs**

Annual Report July 2023-June 2024

Children's Aid ACF-Funded Locations

P.S. 5 @ Ellen Lurie 3703 10th Avenue New York, NY 10034 212.567.5787	Bronx Early Childhood Center (BECC) 1515 Southern Boulevard Bronx, NY 10460 718.764.2409	Drew Hamilton Early Childhood Center 2672 Frederick Douglass Blvd New York, NY 104030 212.281.9555
P.S. 8 @ Luis Belliard 465 West 167th Street New York, NY 10032 212.740.8655	C.S. 211 @ Whitney Young 1919 Prospect Avenue Bronx, NY 10457 347.821.4222	Taft Early Childhood Center 1724-26 Madison Ave New York, NY 10029 347.831.0556
P.S. 152 @ Dyckman Valley 93 Nagle Avenue New York, NY 10040 646.434.2211	Children's Aid College Prep Charter School (CACPCS) 1515 Southern Boulevard Bronx, NY 10460 718.764.2405	

Program Model

During the 2023-2024 program year, Children's Aid provided high-quality early childhood educational programming across New York City. Home-based and center-based Early Head Start (EHS) and Head Start (HS) programming was provided to infants, toddlers, preschoolers, and pregnant mothers. We operate centers at three locations in the Bronx (C.S. 211, Bronx Early Childhood Center, and Children's Aid College Prep Charter School); three locations in Washington Heights in Manhattan (P.S. 5, P.S. 8, P.S.152), and two locations in Harlem in Manhattan (Drew Hamilton Early Childhood Center and Taft Early Childhood Centers).

Enrollment Outcomes

During the 2023-2024 program year, Children's Aid ACF Early Head Start and Head Start programs served a total of 505 children in the following program models:

All ACF EHS HB programs (7 Sites) BECC, C.S. 211, Drew Hamilton, Taft, P.S. 5, P.S. 8, P.S. 152	EHS HB Served Overall 231
All ACF EHS CB programs (8 Sites) BECC, C.S. 211, CACPCS, Drew Hamilton, Taft, P.S. 5, P.S. 8, P.S. 152	EHS CB Served Overall 137
All ACF HS CB programs (4 Sites) BECC, CACPCS, Drew Hamilton, Taft	HS CB Served Overall 167

Full Enrollment Initiative

Recruitment

Children's Aid understands the importance of the Office of Head Start's Full Enrollment Initiative, which stipulates reaching and maintaining 97% enrollment at the end of the 12-month period. To support this initiative, Children's Aid Early Childhood programs:

1. Developed a strategic recruitment initiative plan during program year 2022-2024 to create updated recruitment materials for all Early Head Start and Head Start programs.
2. During program year 2023-2024, staff attended over 20 community events, including:
 - a. NYPD Community Baby Showers
 - b. NYPD Community Father's Day Events
 - c. NYPD National Night Out
 - d. Hike the Heights
 - e. WSCAH Rocks the Block
3. Built and expanded our community partnerships across New York City. Some new partners include medical facilities and hospitals, WIC offices, colleges, and job centers.
4. Created a new and exclusive Children's Aid Early Childhood website landing page, childrensaidnyc.org/early-childhood, and a Children's Aid program online application, created several program years back, was more frequently utilized during the 2023-2024 program year.
5. Created and distributed more Children's Aid merchandise.
6. Developed and distributed more flyers and ads with QR codes to make accessing our webpage and our online application easy.

Results of Ongoing Recruitment Efforts

We have an increased number of projected enrollments for the 2024-2025 school program year!

Program Implementation

Home-Based Option

In our home-based model, families receive four visits per month from our home-based educators. Using the Partners for Healthy Baby parenting curriculum, Ready Rosie, and the PICCOLO assessment tool, home-based Children's Aid educators partner with families to support the development of the child or unborn child, and elevate the caregiver's parenting skills. During the initial visit, the home-based educator introduces themselves and the program, compiles the caregiver and child's information, gathers valuable insight about the family using a First Home Visit Questionnaire, and reviews the Home-Based Educator and Caregiver Contract.

At each visit, the home-based educator observes parent-child interactions using the PICCOLO assessment tool and facilitates developmental activities aligned to the Early Learning Outcomes Framework (ELOF) to guide parent engagement with their child. The home visit also focuses on sharing resources from the Partners for Healthy Baby curriculum that address the health and well-being needs of the family.

The Children's Aid Early Childhood home-based program offers families the opportunity to engage with other caregivers and children in group socializations that are offered twice monthly for 90 to 120 minutes. During group socializations, the home-based educator uses Ready Rosie and Partners for a Healthy Baby curricula to assist families in reaching content targets. Parents learn strategies to build positive relationships with their child, support child learning outcomes, and improve the health and well-being of their family. Additionally, group socialization allows families to build community and learn from each other.

Center-Based Option

In the center-based model, educators engaged with toddlers and preschoolers ages 2 to 4 in a classroom setting. The educators implement strategies from the research-based Creative Curriculum and the supplemental Second Step social-emotional curriculum to support children with meeting and exceeding school readiness. In August 2023, in the preschool classrooms, educators piloted the implementation of the Creative Curriculum alongside the Second Step curriculum. Both curricula, support children with developing self-regulation skills, use strategies to support smooth transitions, and help children develop a sense of self and learn about and understand emotions.

Funding Summary

Early Head Start Programming

In Fiscal Year 2024 (FY24), Children's Aid allocated \$6,845,984 to support Early Head Start center-based and home-based programs across several locations, including P.S. 5, P.S. 8, and BECC. This investment enabled us to serve 320 children and families, reflecting our commitment to early childhood education in some of New York City's most underserved communities.

A significant portion of the budget, \$4,706,402, was dedicated to personnel expenses, ensuring that we could retain qualified staff essential to maintain high-quality programming. Other key expenditures included \$180,473 for supplies and \$120,740 for staff training, highlighting our focus



on both the material and professional development needs of the programs. Notably, \$1,838,369 was allocated to indirect costs, underscoring the administrative and operational support required to run these programs smoothly. This careful distribution of resources has allowed us to maintain high standards of service despite rising operational costs. In-kind and private sources for the 20% non-federal match totaled \$1,537,767.

Direct Head Start Programming

In FY24, Children's Aid spent \$3,164,192 on our direct Head Start center-based programs located at Drew Hamilton, Taft, BECC, and CACPCS – providing quality Head Start services to 144 children and families.

Out of \$3,164,192 total expenses, \$2,118,637 went to personnel expenses, \$62,390 to supplies, \$28,016 to training, and \$955,149 to other expenses, including indirect costs. The contracted budget for this program was \$2,847,283. In-kind and private sources for the 20% non-federal match totaled \$711,821.

Financial Audit

GT has not started the FY24 independent audit yet.

*****The financial numbers reported above were taken from an unaudited financial statement and may be subject to change upon completion of FY24 audit*****

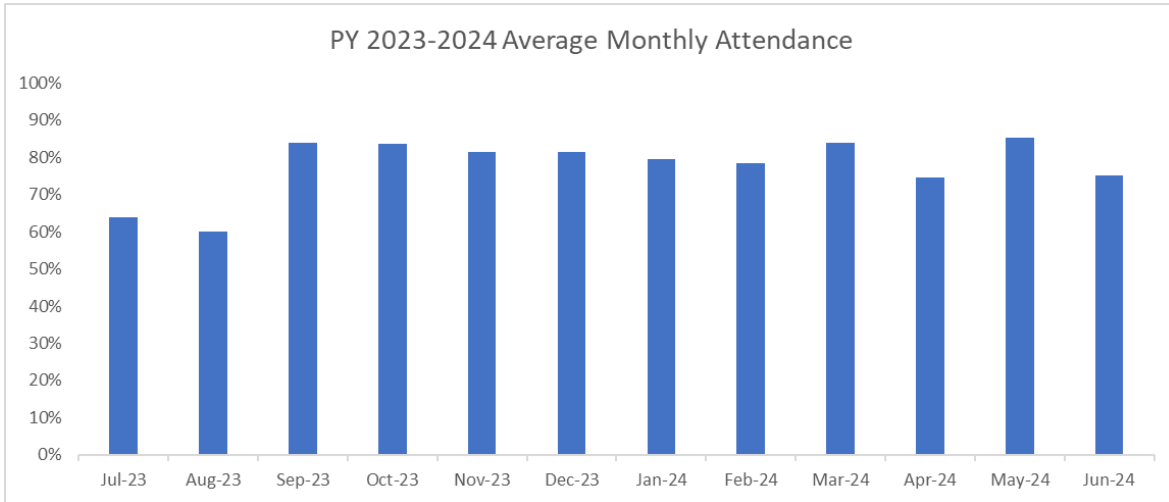
Attendance Outcomes Summary

During the 2023-2024 program year (July – June), the average monthly attendance rate for children enrolled in Children's Aid Early Head Start and Head Start center-based programs was 78%. While this represents steady engagement across our eight sites (including BECC, CACPCS, and P.S. 5), it falls below the ideal benchmark of 85-90%, which is necessary to ensure children receive the full benefits of early childhood education. Several factors, including increased illness, transportation challenges, and housing instability, contributed to attendance fluctuations.

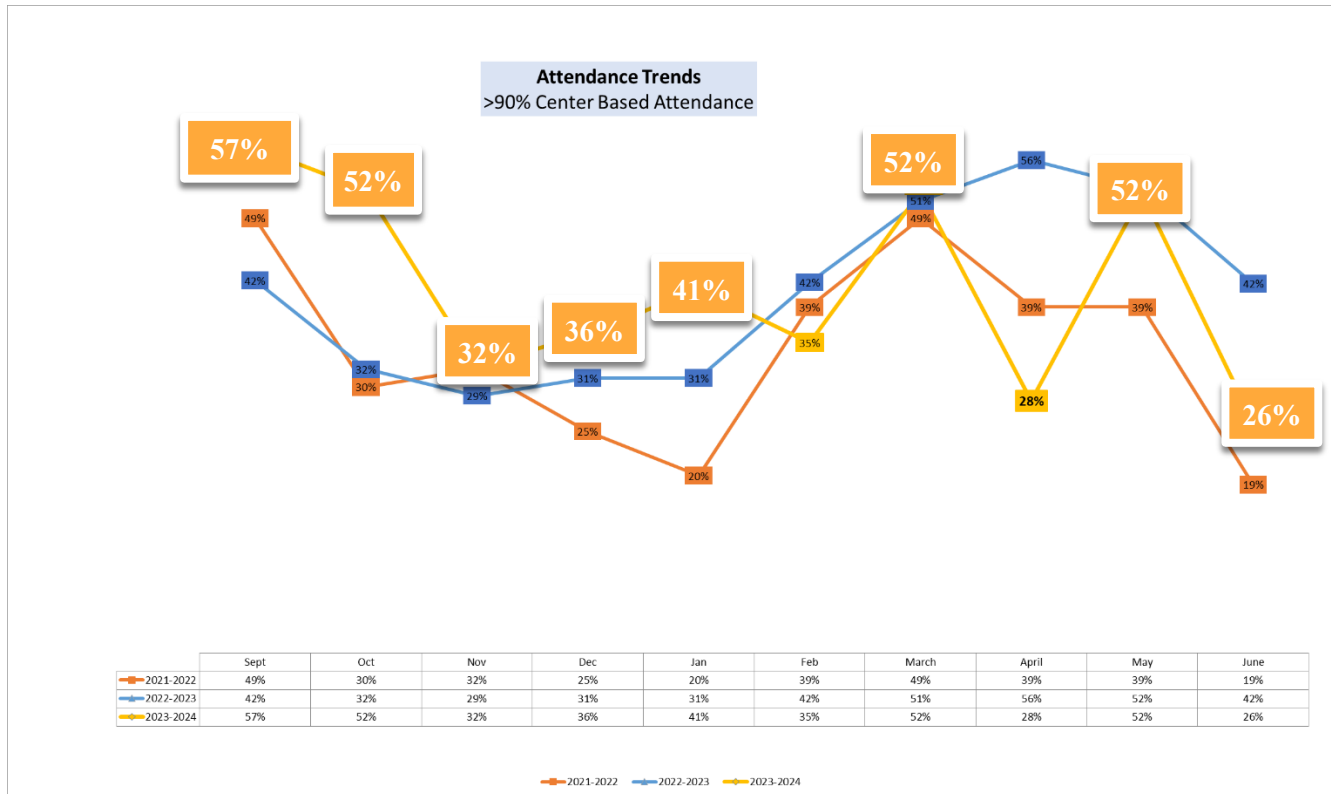
These numbers highlight the ongoing need for targeted interventions, such as our #SchoolEveryday campaign, which aims to improve attendance by addressing barriers and raising awareness of the importance of consistent participation.



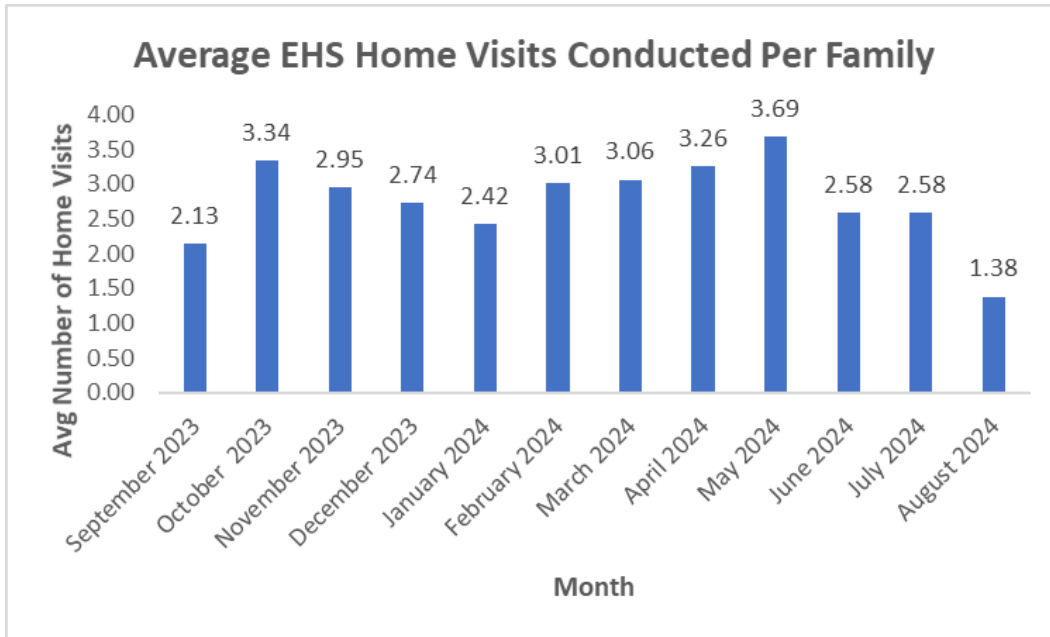
Average Monthly Attendance Recorded for PY 2023-2024



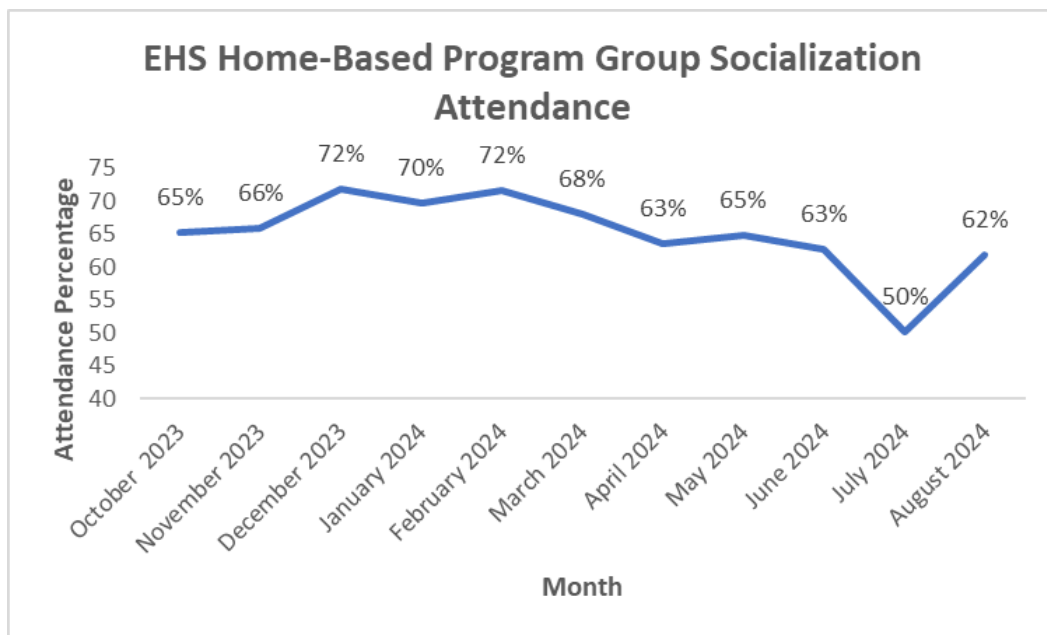
During the school year (September to June), we take a close look at the percentage of students who attended school more than 90% of the time. Each year during July and August, student attendance dips naturally. The chart below highlights the increase in the percentage of students who attended school more than 90% of the time each month.



The Children's Aid Early Head Start home-based programs at BECC, CS211, P.S 5., P.S. 8, P.S. 152, Drew Hamilton and Taft conducted an average of 3 home visits per month from September 2023 to August 2024. There is a natural decrease in the number of home visits during the July and August months, as many families take vacations and cancel visits.



Additionally, children attended socialization group activities at an average rate of 65% between October 2023 and August 2024. Socializations are not hosted in September.



Attendance Campaign - #SchoolEveryday

- Children's Aid began the #SchoolEveryday campaign in March 2022.
- Videos were created showing:
 - Why children like to come to school
 - Why families feel it is important to bring their children to school
- We further educated our staff and families about the impact of attendance and chronic absenteeism.
- We offered various staff trainings throughout the year and gave presentations to families at Parent Monthly Meetings at various sites.
- Attendance report cards were created to share with families 3x per year, to align with Parent Teacher Conferences.
- We rewarded the students and caregivers with excellent attendance each season (Fall, Winter, Spring) as well as those who demonstrated having improved their attendance from one season to the next.
- We used positive reinforcements to promote and encourage regular attendance.
- We provided support to families who were facing challenges with bringing the student to #SchoolEveryday.

Monitoring Attendance

- Early Childhood monitors attendance and chronic absenteeism regularly and reports to multiple tiers of stakeholders monthly.

Supporting Children & Families

- The Children's Aid Office of Performance Management created Attendance Report Cards that were shared at Parent Teacher Conferences.
- Program staff celebrated children with the best or the most improved attendance.
- Program staff supported families who are struggling with sustaining regular attendance.

Partnership with the organization 'Attendance Works'

Children's Aid Early Childhood Division is exploring opportunities to collaborate with AttendaceWorks.org.

During the 2023-2024 school year Children's Aid Early Childhood and Youth Divisions were invited to the White House to speak on chronic absenteeism and what support we provide to families.

Health Outcomes Summary

Thanks to our partnerships with local medical providers in our school-based clinics, 99% of the children enrolled in our Early Childhood Programs received a medical exam and 98% received a dental exam by the end of the program year. In addition, 100% of our children received a flu shot and 94% of children in our community school-based early childhood classrooms received a vision screening.



Family Outcomes Summary

Children's Aid Early Childhood has structured its work with families to align with the Head Start Parent Family and Community Engagement (PFCE) Framework in seven main family outcomes: (1) ensuring family well-being; (2) promoting positive parent-child relationships; (3) encouraging families as life-long learners; (4) assisting parents in achieving their own learning interests; (5) engaging families through the transition process; (6) connecting families with peers and the community; and (7) engaging families in leadership opportunities.

To achieve these outcomes, Children's Aid EHS and HS programs have developed a multitude of programmatic strategies.

First, the family advocate team directly offers emotional support to all families through one-to-one sessions with the social worker either at the center or by phone. This ensures that families receive assistance when they need it.

Second, Children's Aid staff offer parenting supports including home visits, parent workshops, evidence-based curricula and activities, and ongoing communication throughout the year. Classroom-based teachers are trained to engage families through constant communication, providing parent volunteer opportunities, and hosting family events to build stronger bonds between parents, children, staff, and sites.

Finally, staff engage families in leadership activities at the classroom- and center-level, as well as agency-wide. Children's Aid's Center Parent Committees and Policy Councils play a key role in improving the program and promoting



family involvement in their child's education. The Councils also participate in early childhood advocacy efforts through the year.

The Early Childhood Division continues to use needs assessments during home visits to gather data on family needs and connect them with appropriate community resources. In addition, the Early Childhood Division persists in using the family partnership goal setting process to effectively track families' growth toward self-sufficiency. This year, all families were interviewed by a Children's Aid family advocate using the Family Partnership Assessment (FPA). The FPA is focused on individualized goal setting in an effort to build relationships with parents and to develop personalized family services. The Family Partnership team at each program sits with each family and reviews assessment questions which are based on the Head Start Parent, Family, Community Engagement (PFCE) Framework. This process allows family advocates to work with families to develop goals, enhance strengths, and understand family issues or concerns.



The family advocates work with the families to produce SMART Goals that are:

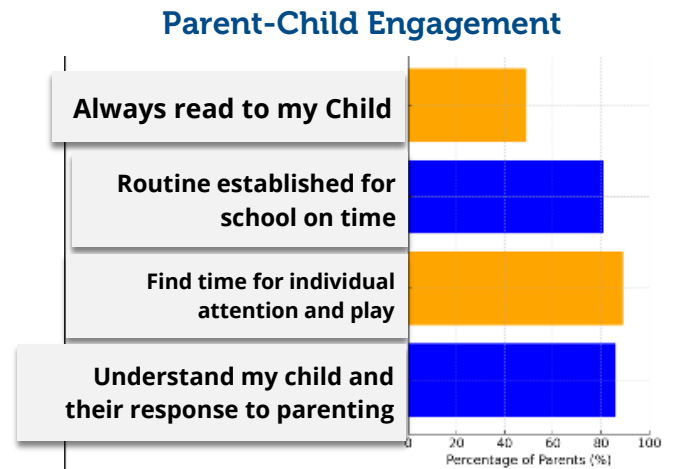
- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound

These goals range from getting food to creating moments to connect with their child. The SMART Goal system helps break down goals into manageable and measurable steps to reduce stress and provide a clear plan for families and staff to follow.

The FPA Statistics of SY2023-2024 Parent Responses

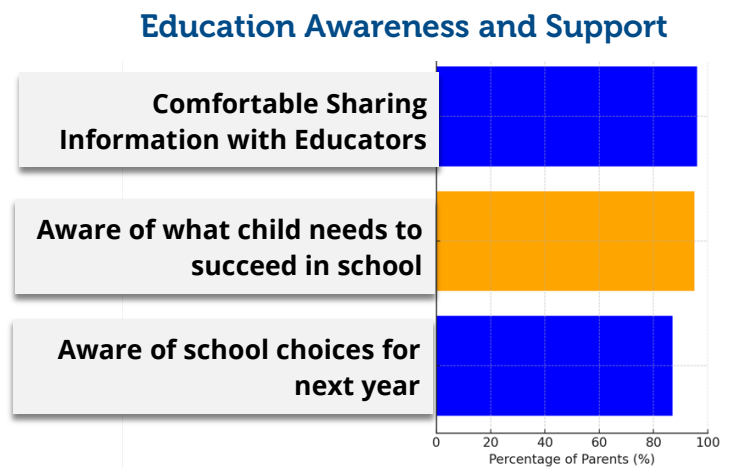
Parent-Child Engagement

This chart shows high engagement in understanding and responding to their child (86%) and finding time for individual attention (89%), though fewer parents consistently read to their child (49%).



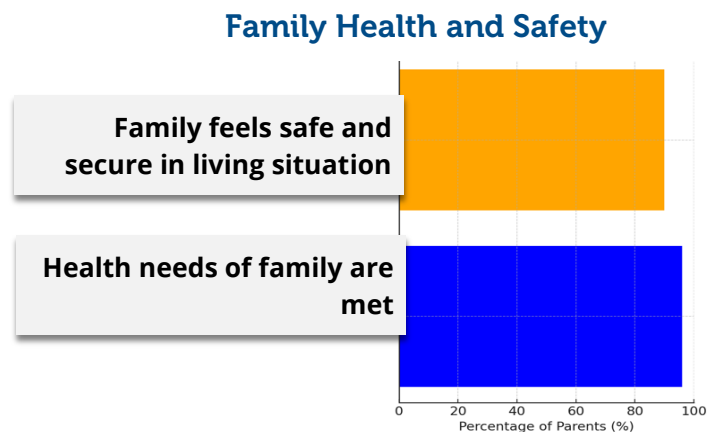
Education Awareness and Support

Parents report strong awareness of school choices (87%), knowing what their child needs for success (95%), and feeling comfortable sharing information with educators (96%).



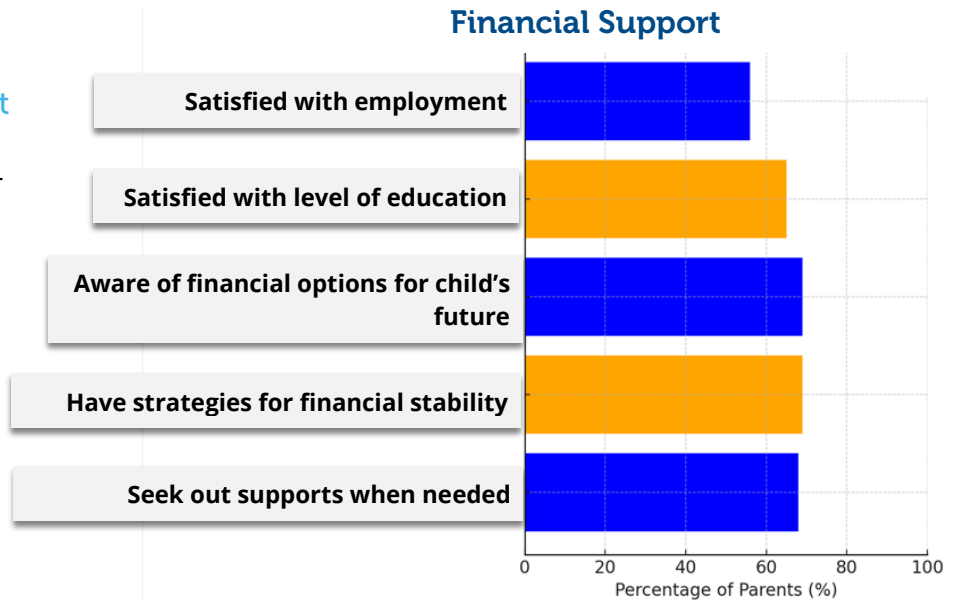
Family Health and Safety

Most parents feel that their family's health needs are met (96%) and that their family feels safe and secure in their living situation (90%).

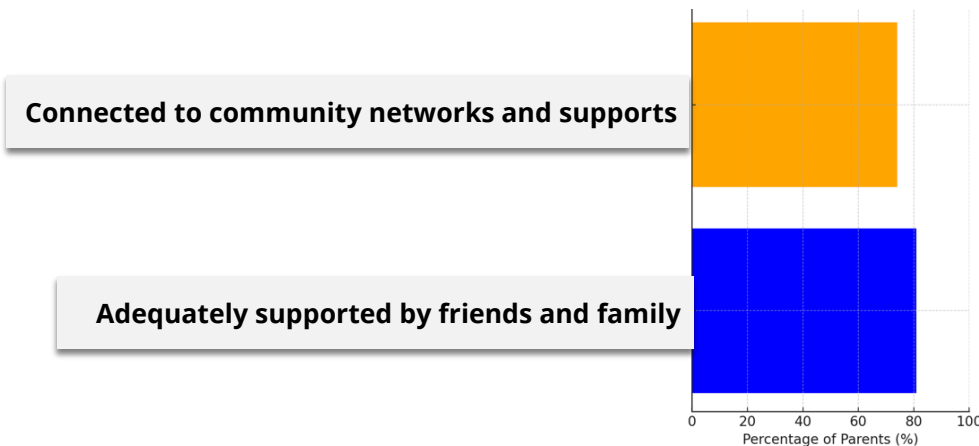


Financial and Community Support

Parents show moderate awareness of financial options and strategies for stability (69%), while satisfaction with employment (56%) and education (65%) are areas of concern. Many parents feel supported by friends and family (81%), though fewer feel connected to community networks (74%).



Community Support



Parent Gauge Tool - Pilot

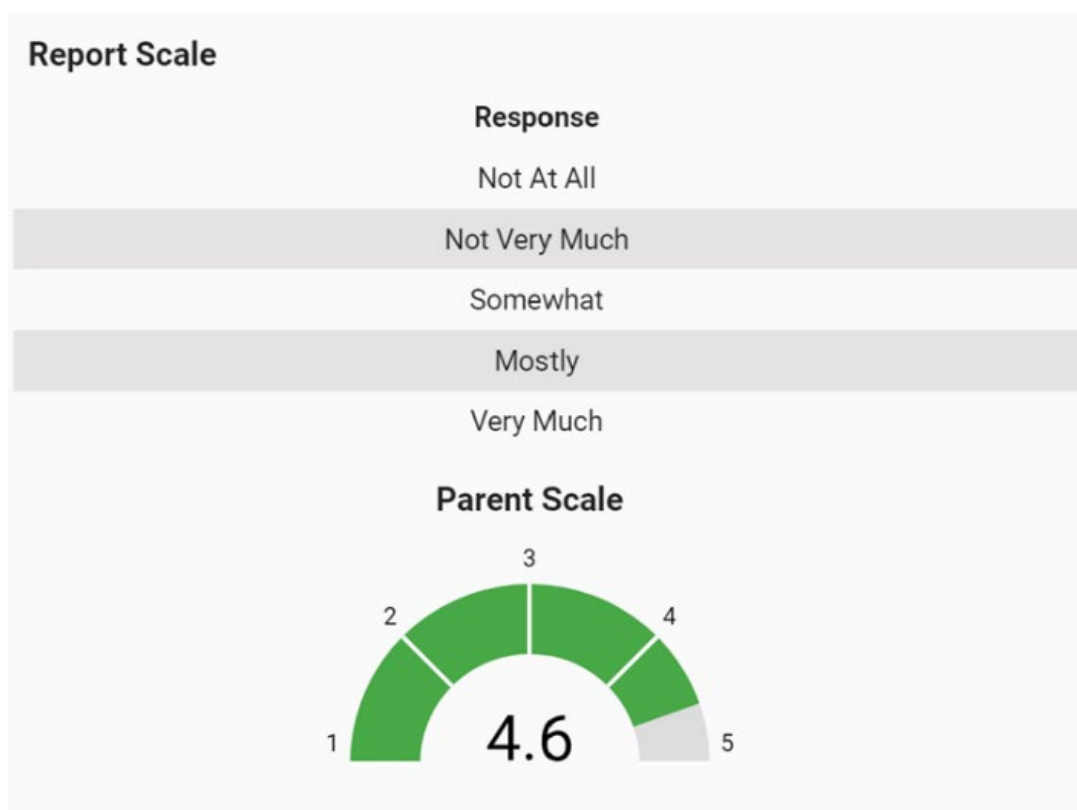
Beginning in April 2024, Children's Aid Early Childhood piloted the Parent Gauge tool with families at three ACF locations. Unlike the FPA, which is focused on individualized goal setting, Parent Gauge is a data-driven tool that measures family engagement and program impact on a broader scale. Parent Gauge involves structured interviews or surveys conducted with parents to assess their level of engagement and how well the program meets their needs. It collects data on parental attitudes, challenges, and program effectiveness. The data collected from Parent Gauge is used to improve program performance by identifying trends, areas for growth, and successful strategies. It is more about evaluation and feedback than setting personal goals with families.

The data chart below shows the Parent Scale score of 4.6. A Parent Scale score of 4.6 in the Parent Gauge tool reflects that parents generally have a positive perception regarding their experience with the program. Since the Parent Gauge uses a Likert scale (from 1 to 5, with 1 being the lowest or most negative and 5 being the highest or most positive), a score of 4.6 indicates that, on average, parents are highly satisfied and feel engaged and supported by the Children's Aid Early Childhood program. In detail, this score suggests that parents have:

- High confidence in their ability to support their child's development.
- Strong satisfaction with the services provided by the program.
- Active engagement in program activities and decision-making.
- A sense that the program has a positive impact on their family.

Parent Gauge Tool Pilot Statistics

The overall score of 4.6 referenced below in the 'Report Scale' indicates that parents view the program favorably and feel that it is meeting or exceeding their expectations.



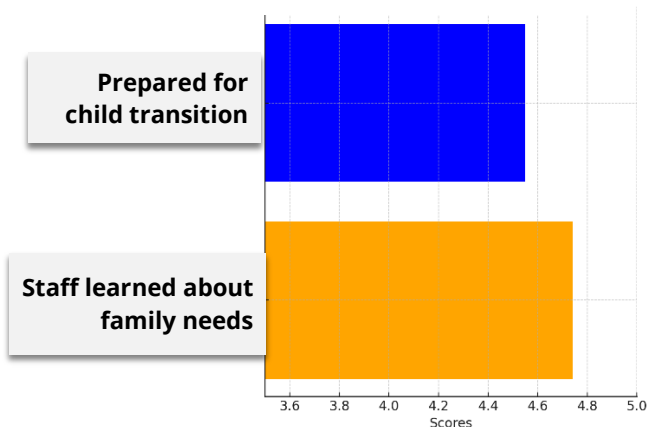
Additionally, the charts on the following pages reflect the five categories of the Parent Gauge tool and the scores. The overall data from the Parent Gauge survey reflects a positive response from parents across various categories, with most scores ranging from 3.75 to 4.90 on a scale of 1 to 5.

- **Families in Transitions:** Scores are high, indicating that parents feel the program makes efforts to understand their needs (4.74) and prepares them well for transitions (4.55).

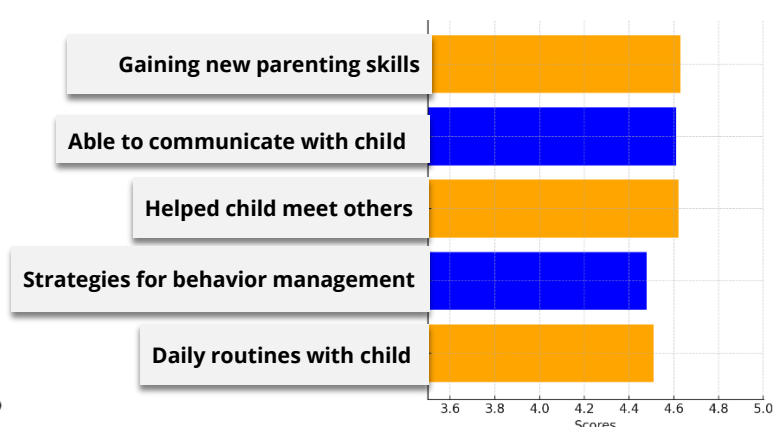
- **Positive Child-Parent Relationships:** Parents report strong engagement in daily routines (4.51) and communication with their children (4.61). They also feel they are gaining new parenting skills (4.63) and have effective behavior management strategies (4.48).
- **Families as Lifelong Learners, Advocates, and Leaders:** Parents are highly committed to ensuring regular attendance (4.78) and feel confident advocating for their child's educational needs (4.72). Participation in reading with their child and parent activities is slightly lower (4.11).
- **Family Well-Being and Connection to Peers & Community:** This area reflects the lowest scores, with parents feeling less connected to other parents (3.75) and participating less in family events (3.93).
- **Health and Nutrition:** The highest scores are observed in this category, with parents ensuring regular well-visits (4.90) and expressing trust in the program's support for their child's development and health (4.75).
- **Parent and Program:** Parents exhibit high trust in the program for ensuring safety (4.84), fostering their child's growth (4.84), and addressing their family's unique needs (4.77).

Overall, the data indicates that the program is effectively supporting parents and children, particularly in areas related to health, safety, and child-parent relationships, though there are opportunities for improvement in building community connections and participation in family events. Heading into the SY2024-2025, the Parent Gauge tool will be utilized across all nine early childhood programs.

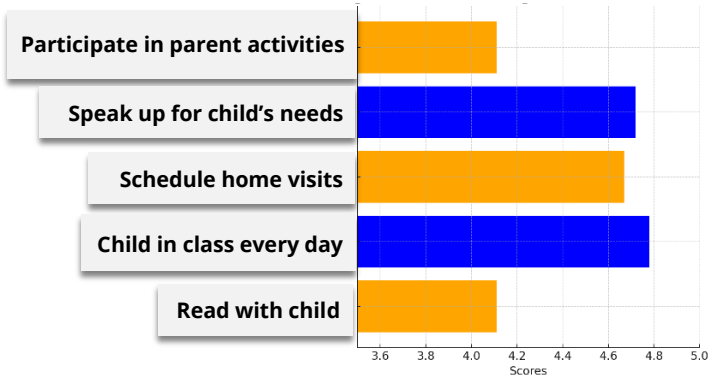
Families in Transition



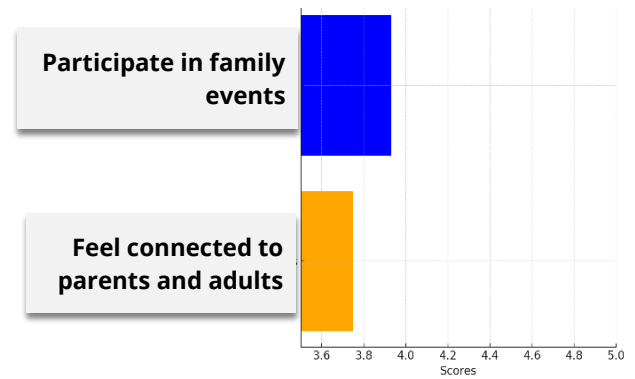
Positive Parent- Child Relationships



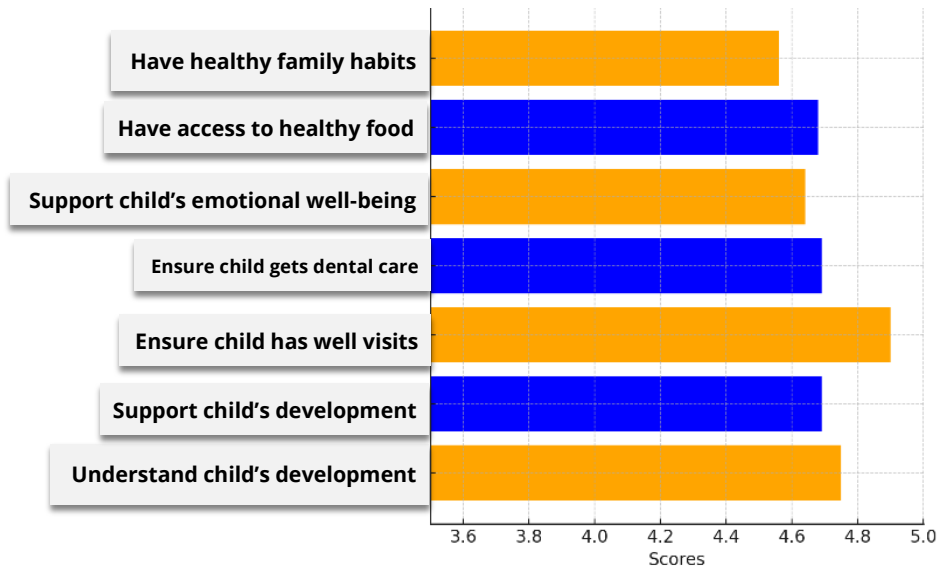
Families as Lifelong Learners, Advocates and Leaders



Family Well-Being and Connection to Peers and Community



Health and Nutrition

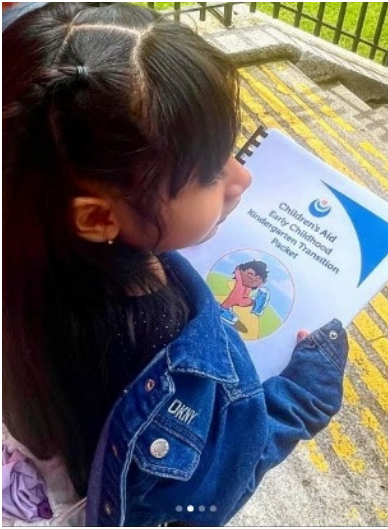


Outcomes: School Readiness Goals

The Agency's Commitment to Prepare Children for Kindergarten

Our goals for the Children's Aid Early Childhood programs are designed to reflect developmentally appropriate practices for children aged 0-5. These goals align with several key guidelines:

1. The Head Start Early Learning Outcomes Framework (ELOF)
2. New York State Early Learning Guidelines (Birth to 5 Years)
3. Teaching Strategies Gold (TSG) Child Assessment Objectives for Developing & Learning
4. The Parent, Family & Community Engagement Framework (PFCE).



Our program goals are consistent across all domains and reflect typical development for each age group, ensuring a holistic approach to early childhood education.

Goal 1: Approaches to Learning

- Develop the ability to solve problems by finding multiple solutions to questions, tasks, and challenges.
- Develop curiosity and the ability to be flexible in actions and behaviors.

Goal 2: Social & Emotional Development

- Develop the ability to regulate emotions and behavior.
- Demonstrate the ability to participate cooperatively and constructively in group situations.
- Develop adaptive social behavior related to empathy.

Goal 3: Language & Literacy

- Demonstrate listening skills and comprehension.
- Demonstrate conventions of social communication.
- Demonstrate emergent writing skills. Develop comprehension of books/stories.

Goal 4: Cognition

- Demonstrate ability to use recognition and recall memory.
- Develop ability to use objects or symbols to represent something else.
- Demonstrate knowledge of numbers and counting. Uses scientific inquiry skills.

Goal 5: Perceptual, Motor, & Physical Development

- Demonstrate fine motor skills.
- Demonstrate gross motor skills.
- Demonstrate sensorimotor skills – perceptual development.

For the 2023-2024 program year, the goal for all staff was to implement strategies that would enable at least 80% of students in our Early Childhood programs to meet or exceed expectations in all five developmental milestones by the Spring 2024 checkpoint.

However, this year we saw an increase in the number of children either suspected of having a disability or approved for services based on an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). There was a notable correlation between children with certified IEPs or IFSPs and those suspected of disabilities, particularly in speech. Many of these children came from refugee and migrant families, who often face additional challenges accessing resources. Additionally, some children continue to experience lingering social-emotional effects from the pandemic, which frequently manifest as behavioral challenges. In response, our team had to adopt strategic approaches to support staff in tailoring their efforts to meet the unique needs of these children.



We took a holistic approach by examining all factors impacting each child. To better support students and families, we collaborated with the Office of Program Management to create a tracking system that allowed us to assess students' living situations, particularly for those experiencing homelessness, and provide the necessary supports. For these students, we monitored their development not only through Teaching Strategies Gold but also by conducting additional screenings with the ASQ-SE and ASQ:3 tools. This comprehensive approach gave us deeper insights into their progress, helping us offer targeted resources and connecting families to essential services, including housing assistance.

We also continued working with a Licensed Board-Certified Behavior Analyst (BCBA) who provides independent behavior-analytic services. The BCBA coaches our staff in improving behaviors of children diagnosed with developmental delays and autism, while also supervising our Registered Behavior Technicians (RBTs). This year, several staff members participated in the RBT Program, resulting in new certified RBTs on our team. These certified individuals are committed to maintaining their certification and using their skills to support staff in individualizing instruction for students.

- Our RBTs continue to work closely with the BCBA to share and apply strategies aimed at improving behaviors in children with developmental delays and autism.

We partnered with Bank Street Education Center to develop and implement a high-quality professional learning model for early childhood educators focused on the following areas:

- Support students' language development through developmentally appropriate practices and curriculum activities.
- Educators and leaders participated in coaching sessions led by Bank Street Education Center staff to enhance their skills.
- Professional development sessions provided hands-on experiences to further refine teaching abilities.
- Each education director created a professional development plan tailored to the needs of their community, helping educators serve students more effectively.



We continued to support early literacy through our Lending Library initiatives:

- **Pre-K Raising a Reader Lending Library:** This program encourages early literacy by allowing children to borrow high-quality books, promoting a love of reading and supporting language development at home.
- **Hello Lending Library (Home-Based/Toddler Programs):** Our home-based and toddler programs offer families access to a diverse selection of books, fostering language development and strengthening family literacy.

To strengthen the link between home and school, we implemented the following programs:

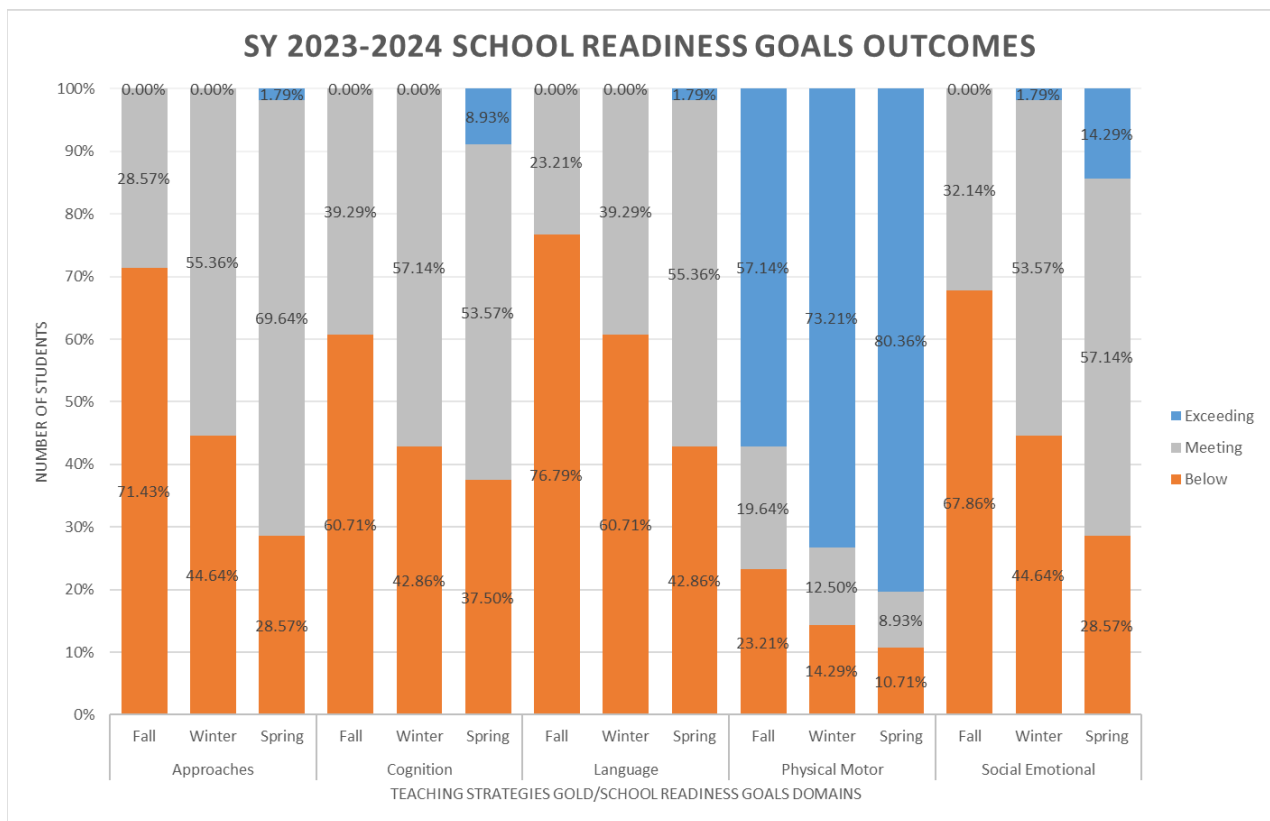
- **Creative Curriculum Family Activities:** These activities encourage family involvement in learning by providing interactive projects that reinforce classroom skills at home.
- **Ready Rosie Parent Curriculum Workshops:** These workshops provided families with strategies and resources to support children's learning at home through meaningful, curriculum-aligned activities.
- **Second Step Curriculum Videos:** Through puppet shows and child-friendly language, these videos taught families practical social-emotional skills to foster healthy relationships and emotional development at home.

Enhancing Language and Literacy Development:

- We partnered with JumpStart to enhance language and literacy development both in the classroom and at home. JumpStart volunteers provided support by delivering lessons and offering individualized assistance to strengthen these skills.
- In partnership with Teaching Matters, teachers received coaching to help improve literacy and language skills, particularly targeting 3- and 4-year-olds over a 15-week period. They focused on using high-quality texts and small group practices, adjusting teaching behaviors based on child outcome data.

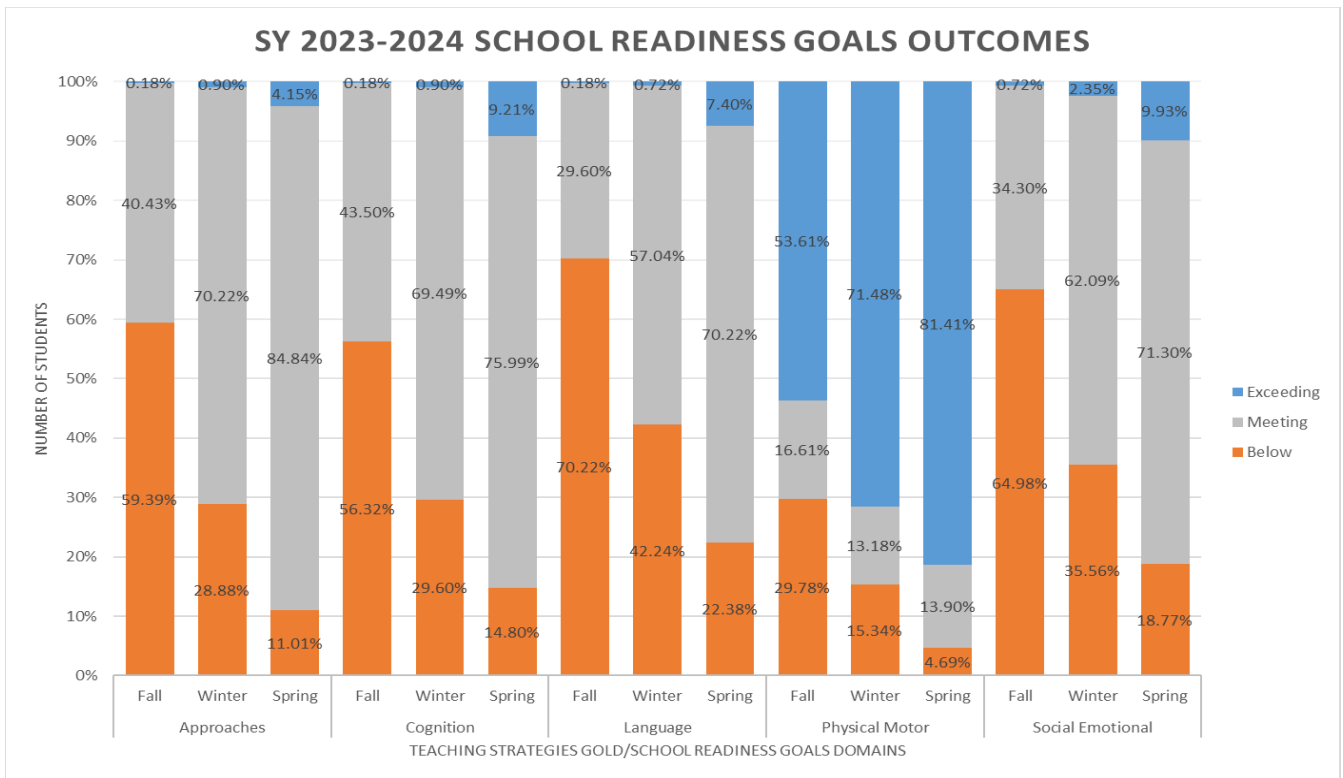
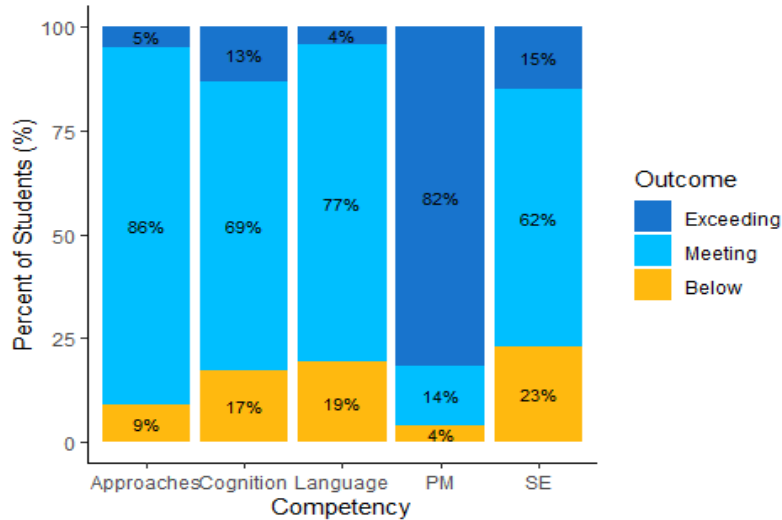
By the Spring 2024 checkpoint, students earlier identified as needing additional support showed a 40% increase in meeting and exceeding expectations for social-emotional development and a 34% increase in communication and language development.

Refer to the chart on the following page for detailed School Readiness Goal outcomes from Fall 2023 to Spring 2024 for students with a certified Individualized Education Plan or Individualized Family Service Plan.



While we are pleased to report that we achieved the 80% goal for physical development, we did not meet our 80% goal for approaches to learning, cognition, language and literacy, or social and emotional development. A key reason we didn't meet our 80% goals in these domains is that teachers reported focusing more on children identified as needing additional support.

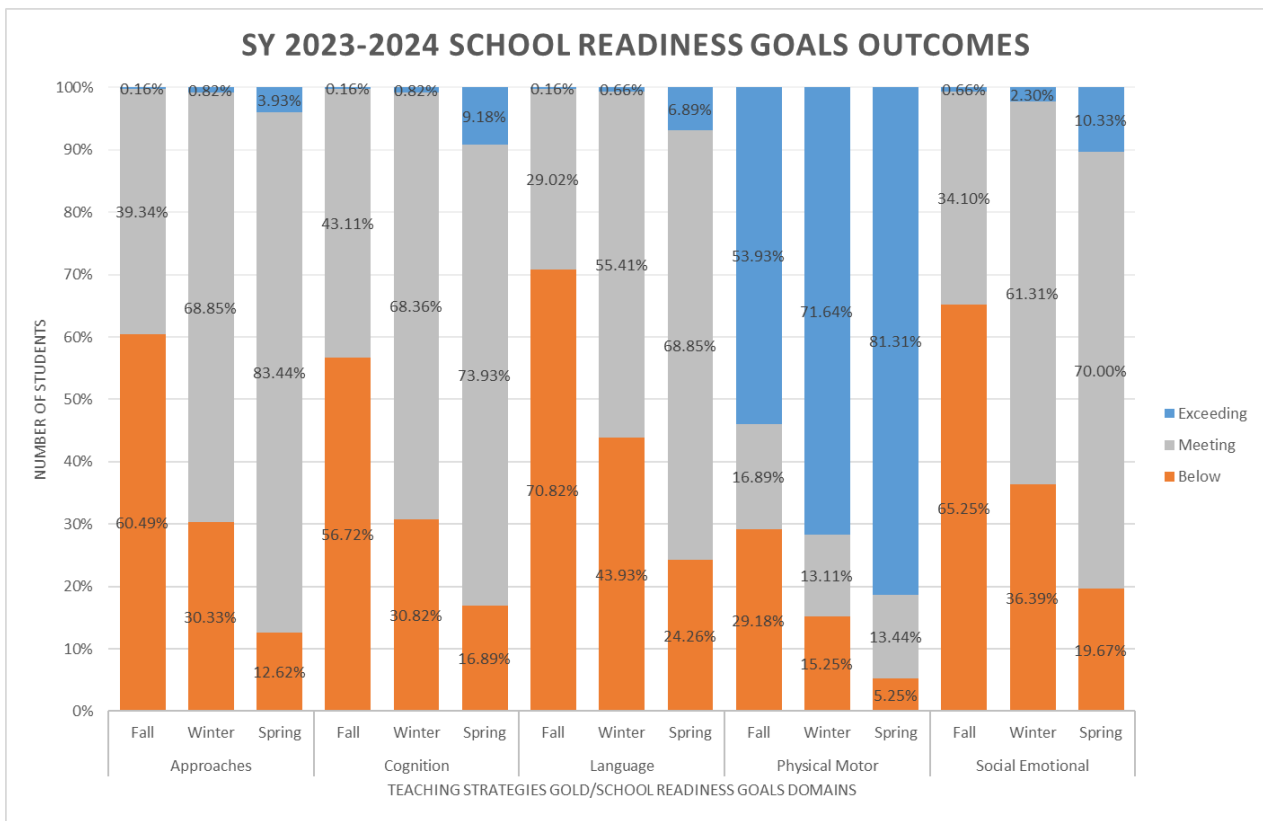
School Readiness Goals Outcomes: General Education Students



When examining the outcomes for General Education students—those without a certified IEP or IFSP—we successfully achieved our goal of having 80% of these students meet or exceed expectations across all developmental domains. Notably, the percentage of General Education students performing below expectations in Fall 2023 significantly decreased by Spring 2024.

Consequently, the percentage of students meeting or exceeding expectations in all developmental domains nearly double by Spring 2024.

Outcomes for All Students (including students with Certified Individualized Education Plan or Individualized Family Service Plan)



Overall, during the 2023-24 school year, both our home-based and center-based programs have significantly supported student development. We saw an increase in the percentage of students meeting or exceeding expectations across all checkpoints (Fall 2023 to Spring 2024), with a remarkable reduction in the percentage of students performing below expectations across all five developmental domains. In fact, the percentage of students below expectations decreased by more than 50% for all five domains by Spring 2024.

Our staff successfully implemented effective strategies that helped us meet our division action plan goal of having 80% of students meet or exceed expectations in the approaches, cognition, physical, and social-emotional domains by Spring 2024.

While we did not reach the 80% goal for students meeting or exceeding expectations in the language and literacy domains this year, we are pleased to report a significant reduction in the percentage of students below expectations. Specifically, we decreased the percentage from 70% below expectations in Fall 2023 to just 24% in Spring 2024.

Educator Effective Practices

Enhancing Classroom Quality with CLASS Observations

At Children's Aid, we are committed to providing high-quality early childhood education, and a key part of this effort is the use of the Classroom Assessment Scoring System (CLASS) tool. CLASS is an observational tool used to assess the quality of teacher-student interactions, which are critical to fostering a positive learning environment and supporting child development.

We implement CLASS across all of our sites twice a year—once in the fall and again in the spring—in classrooms serving two-, three-, and four-year-olds, enabling us to evaluate the overall quality of our programs, identify areas where we can provide targeted support to teachers and students, and continuously improve the educational experience for all children.

CLASS Domains in Pre-K Classrooms

Emotional Support: This domain assesses how well teachers create warm, supportive environments that meet children's emotional and social needs. High scores in this area indicate strong, nurturing relationships that help children feel secure and ready to learn.

Classroom Organization: This domain measures the effectiveness of classroom management, routines, and structure. A well-organized classroom promotes productivity and minimizes disruptions, allowing children to engage more fully in learning.

Instructional Support: This domain evaluates teaching practices that promote cognitive development. It looks at how teachers support language proficiency, critical thinking, and active engagement in learning.

CLASS Domains in Toddler Classrooms

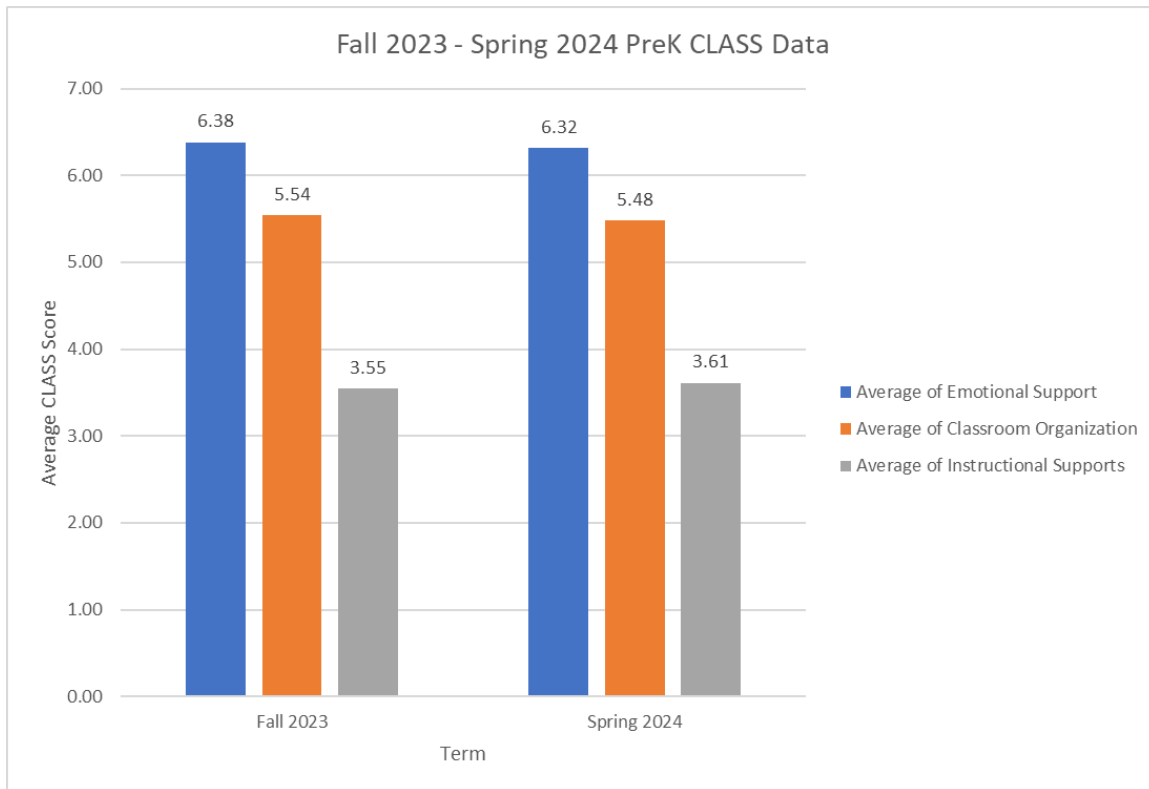
Emotional and Behavioral Support: This domain focuses on how caregivers nurture emotional development and create supportive environments that help toddlers develop self-regulation and respond to their emotional needs.

Engaged Support for Learning: This domain measures how caregivers encourage exploration, problem-solving, and cognitive engagement, providing meaningful interactions that support young children's curiosity and learning.

CLASS Data from Fall 2023 to Spring 2024

Pre-K CLASS Results

The graph on the following page illustrates our CLASS scores from Fall 2023 and Spring 2024 school year for our pre-K classrooms, highlighting the average scores across the three domains—Emotional Support, Classroom Organization, and Instructional Support.



Pre-K CLASS Data: Takeaways

- **Emotional Support: Maintaining Excellence**

The Emotional Support domain remained a standout area, with consistently high scores throughout the year. In Fall 2023, our programs achieved an average score of 6.38, and in Spring 2024, they scored 6.32. Overall, we recorded a collective score of 6.35, significantly surpassing the Office of Head Start threshold of 5. This high number indicates that our staff are effectively addressing children’s emotional and behavioral needs—fostering warm, nurturing classroom environments where children feel safe and supported.

- **Classroom Organization: Ensuring Stability**

While the Classroom Organization domain experienced a slight dip from Fall to Spring, we remained above the Office of Head Start threshold. Our average score was 5.54 in Fall 2023 and 5.48 in Spring 2024, leading to an overall score of 5.51—still exceeding the benchmark of 5. While these scores reflect the need for continued focus on structured routines and classroom management, our results affirm that we are performing above required standards in the maintenance of productive learning environments.

- **Instructional Support: Steady Progress**

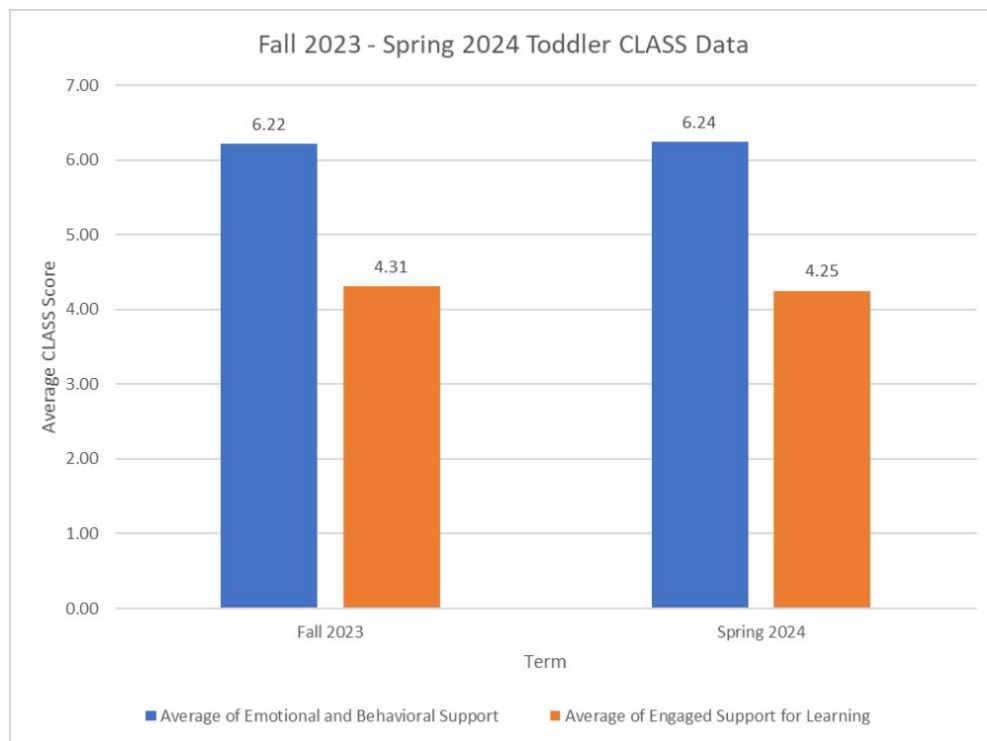
We saw a positive trend in the Instructional Support domain, with scores improving from 3.55 in Fall 2023 to 3.61 in Spring 2024. With an overall score of 3.58, we comfortably exceeded the Office of Head Start threshold of 2.3. This upward movement is the result of

our continuing efforts to provide more opportunities for higher-order thinking, language development, and concept learning, which are critical to fostering cognitive growth in our children.

Overall, our Fall 2023 and Spring 2024 CLASS data underscores Children's Aid's commitment to continuous improvement across all domains, demonstrating a strong commitment to fostering high-quality teacher-child interactions across all of our classrooms. The consistently high scores in Emotional Support reflect our staff's dedication to creating nurturing, emotionally responsive environments, while our focus on classroom management and instructional practices will continue to bolster learning outcomes.

2-Year-Old Toddler CLASS Results

The graph below illustrates CLASS scores specifically for our two-year-old toddler classrooms. Each bar outlines the average scores for the two key domains: Emotional and Behavioral Support and Engaged Support for Learning.



Two-Year-Old (Toddler) CLASS Data: Takeaways

The CLASS assessment results for our two-year-old classrooms demonstrate meaningful progress in key areas that support early childhood development.

- **Emotional and Behavioral Support: Continuous Improvement**

In the Emotional and Behavioral Support domain, scores showed a slight increase from 6.22 in Fall 2023 to 6.24 in Spring 2024. This improvement highlights our dedication to creating

positive, nurturing classroom environments. Our educators are attuned to children's emotional needs, responsive to their perspectives, and provide constructive guidance to foster positive behaviors, contributing to a supportive and engaging learning environment for all children.

- **Engaged Support for Learning: Sustaining Strong Performance**

The Engaged Support for Learning domain saw a slight decrease, from 4.31 in Fall 2023 to 4.25 in Spring 2024. Despite this small dip, our overall score of 4.28 still far exceeds the Office of Head Start's threshold of 2.30, reflecting our programs' high levels of engagement and learning support. All of our classrooms continue to prioritize fostering curiosity, encouraging exploration, and helping children develop problem-solving skills.

- **Commitment to Growth and Development**

The overall CLASS data for our two-year-old classrooms underscores the effectiveness of our programs and allows us to identify growth areas. By maintaining our focus on professional growth and providing targeted support for our educators, we are committed to enhancing the quality of our learning environments, so that our children can be well-prepared for future educational success.

Children's Aid Early Childhood Division Plans

Children's Aid's Early Childhood Division utilizes four plans to carry our work through the year, which is guided by our mission:

The Action Plan is based on SMART objectives that highlight the specific outcomes prioritized by our division.. From achieving 90% attendance for the year to having at least one parent workshop a month at each site, this plan kept our division grounded.

The Program Operation Plan specifies all funding deadlines, governance timelines, internal Program Quality Improvement audit schedules, external and internal community events, and public policy priorities.

The Training Plan specifies all professional development sessions during each in-service day for teachers, cooks, custodians, directors, and regional businesses and operations managers.

The EC Annual Education Plan specifies the scope and sequence of curriculum implementation, case conferences, and due dates for completing assessment tools, and parent engagement activities (i.e. curriculum hour, parent teacher conferences, teacher self-assessments and sequence of practice-based coaching).

The Annual Calendar of Events specifies a timeline for documents and events that require annual review.