

Children's Aid 0 to 5 Programs

Early Childhood Programming: From Pregnancy to 5 years



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

Annual Report July 2019-June 2020

Children's Aid continued to provide high-quality early childhood programming to children and families during fiscal year 2020 (July 2019 through June 2020).

Children's Aid Early Head Start (EHS) programs serve infants, toddlers and pregnant mothers in our home-based and center-based models. We have EHS programs in three regions at multiple locations:

Washington Heights	South Bronx	East Harlem
P.S. 5	Bronx Early Childhood Center	Taft Early Childhood Center
P.S. 152	Children's Aid College Prep Charter School	Drew Hamilton Early Childhood Center
P.S. 8	C.S. 211	

During the 2019-2020 fiscal year, we served 266 infants and pregnant moms in our EHS home-based model, and an additional 72 toddlers in our EHS center-based classrooms.

In the home-based model, the families receive four visits per month from our home-based teachers. During these visits, staff work with families to assess each child's developmental milestones, review health and nutrition guidelines, and check in on any unmet needs. In addition, families in the home-based program come together with their children at our schools for socializations twice a month.

There is EHS home-based programming at six locations: BECC, C.S.211, Taft, P.S.5, P.S.8, and P.S.152.

In our center-based model, two-year-old toddlers come to school every day and engage in our high quality, effective, research-based curriculum. The toddlers begin to develop a deep love of learning, a greater sense of self, and a respect for others. There is EHS center-based programming at six locations. In the South Bronx at BECC, CACPCS, and C.S. 211 and in Harlem at Taft and Drew Hamilton.



The Children's Aid direct federal Head Start programs served 196 children in center-based preschool classrooms across three

regions. In Washington Heights at P.S. 8, at two locations in the South Bronx (BECC and



CACPCS), and at two locations in East Harlem (Taft and Drew Hamilton). Our center-based program is rooted in our Tools of the Mind curriculum, which fills each day with learning through play techniques. From activities like “Play Plans” to “Buddy Reading,” kids in the Children’s Aid Early Childhood program are developing their cognitive, social/emotional, and gross motor skills through very intentional classroom methods.

Funding Summary

Early Head Start Programming:

In fiscal year 2020, \$4,686,958 was expended on the Early Head Start Programming at P.S. 50, P.S. 5, P.S. 8, P.S. 152, Taft, Drew Hamilton, Bronx Early Childhood Center (BECC), C.S. 211, and CACPCS – serving 266 children and families.

Of those funds, \$3,798,178 was spent on personnel expenses, \$58,044 on supplies, \$11,846 on training, and \$818,900 on other expenses (including indirect cost).

The contracted budget for this program was \$3,622,649. In-kind and private sources for the 20% non-federal match totaled \$905,663.

Direct Head Start Programming:

In fiscal year 2020, \$3,464,589 was spent on the direct Head Start programming at Drew Hamilton, Taft, BECC, CACPCS and P.S. 8 – serving 196 children and families.

Of that, \$2,635,360 was spent on personnel expenses, \$49,234 on supplies, \$19,528 on training and \$760,467 on other expenses (including indirect costs).



The contracted budget for these programs was \$3,038,528. In-kind and private sources for the 20% non-federal match totaled \$759,632.

Performance and Outcomes Summary

Total number of children and families served and the average monthly enrollment, (as a percentage of enrollment, and the percentage of eligible children served):

The Children's Aid Early Head Start programs at P.S. 5, P.S. 8, P.S. 152, Taft, BECC, C.S. 211, Drew Hamilton and CACPCS, enrolled 266 children. The average monthly enrollment was 266 children. The percentage of eligible children served was 100%.



The Children's Aid Head Start center-based programs at Drew Hamilton, Taft, BECC, CACPCS and P.S.8, had 196 preschool-aged children and families enrolled during the 2019-2020 fiscal year. The average monthly enrollment was 196 children. The percentage of eligible children served was 100%.

The Results of the Most Recent review by the Secretary and the financial audit: The most recent A-133 audit of the Children's Aid consolidated financial statements have been completed by the independent auditing firm of Grant Thornton for the year ended June 30, 2019, and there were no material weaknesses cited. Children's Aid did not receive any Federal audits in FY2020.

The Percentage of Children Enrolled that received Medical and Dental Exams:

Through partnerships with medical providers in our communities, we achieved our goal of having 100% of the children enrolled in our Early Childhood Programs to receive medical and dental exams 100% by the end of the program year. And 100% of our children received their flu shot.

Information about Parent Involvement Activities:

Children's Aid Early Childhood has conceptualized its work with families to align with the Head Start Parent Family and Community Engagement (PFCE) Framework in the 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 the Children's Aid EHS and HS programs have developed several programmatic strategies.



First, the mental health team offers family counseling to all families who need support via one-to-one sessions either at the home or at the center.

Throughout the year, Children's Aid staff offer parenting supports, such as home visits, parent workshops utilizing evidence-based curricula and activities, and ongoing communication. Classroom-based teachers are also trained to engage families in the classrooms through constant bi-directional communication, providing parent volunteer opportunities and offering monthly family fun days.



Finally, families are engaged in leadership activities at the classroom and center-level as well as agency wide. The Children's Aid's Parent Policy Council was instrumental in driving quality throughout the entire program year as well as encourage family participation in their child's education. The Council also became strong participants in early childhood advocacy efforts at the state capital.

Our Division developed a system to accurately understand the best support needed by parents and effectively track families' growth toward self-sufficiency.

All families are interviewed by a Children's Aid Family Advocate (FA) using the Family Partnership Assessment (FPA) protocol.

The FPA helps to build relationships with parents and to develop individualized family services. The family partnership team at each program sits with a family and goes over assessment questions in each of the PFCE Framework domains. The FPA is completed on-line and creates scores for each family. This process allows Children's Aid staff to work with families to develop goals, enhance strengths, and understand family issues or concerns that need attention.



Our FAs worked with our families to produce SMART Goals:

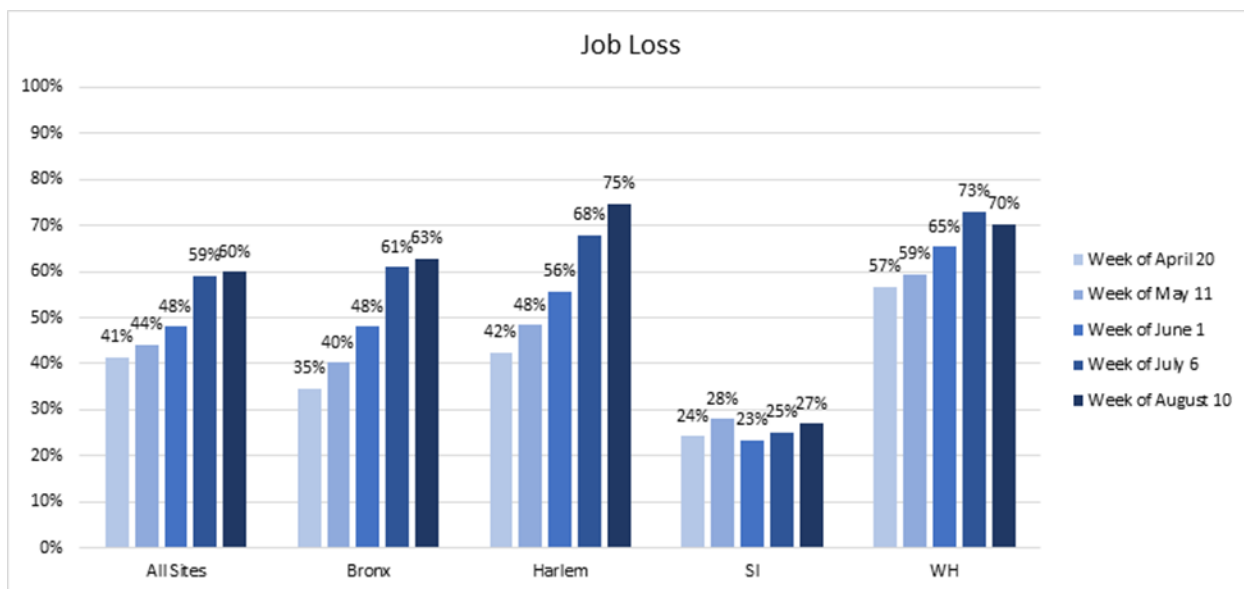
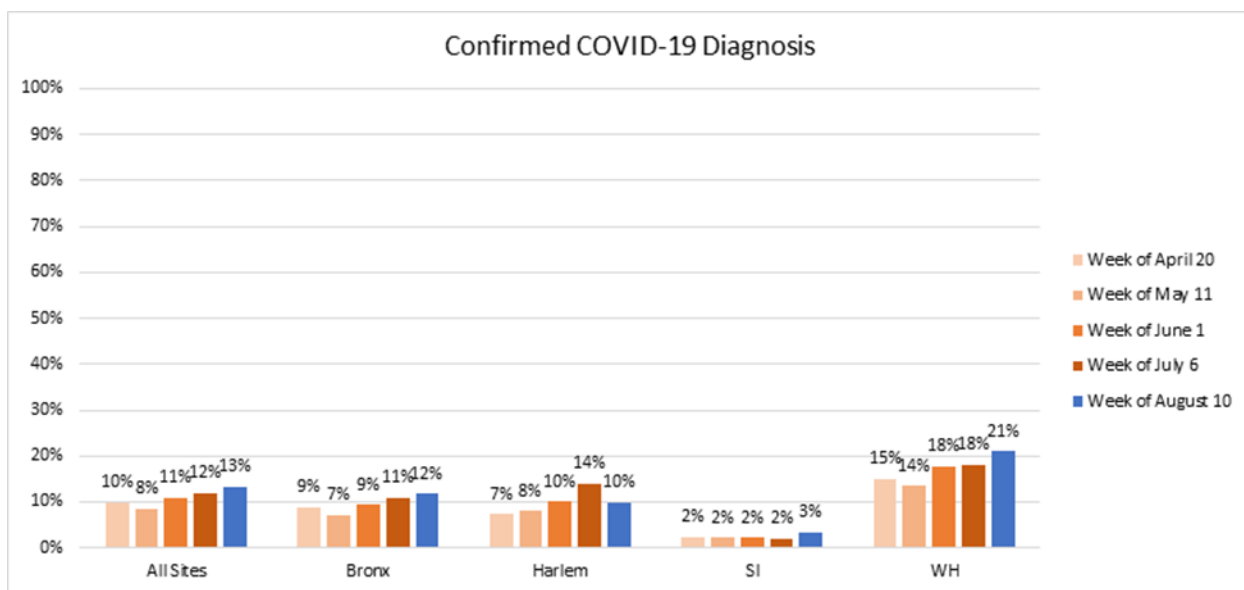
- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

From getting food for the week, to creating moments in the day to connect with their child, SMART goals help break goals into more manageable parts in order to not be another stressor for families, but a solid plan of stepping stones.



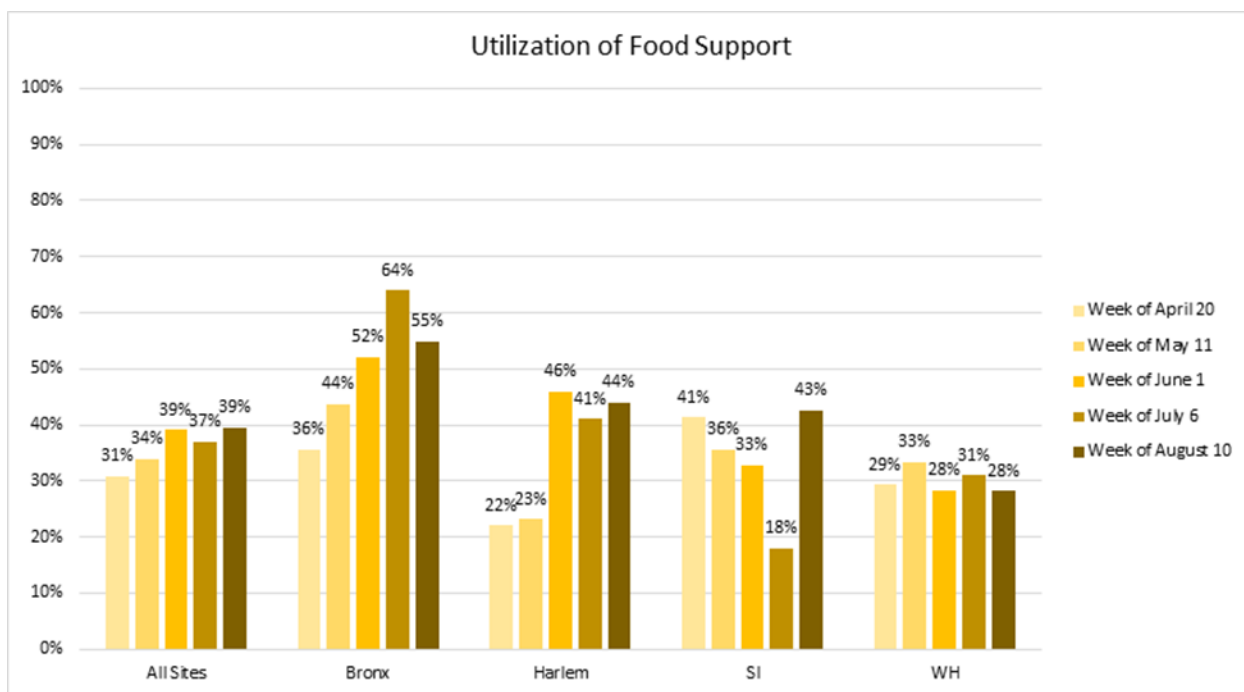
Needs Assessments and COVID-19

When COVID-19 hit New York City, the communities we serve were the hardest hit. We shut down our schools in March per state orders and quickly transitioned to remote learning for our kids and communications with our families. Bi-weekly needs assessment phone calls were administered to every single family in our program to immediately determine the most urgent needs – food, baby supplies, health concerns, and the like. The following 3 graphs illustrate the percentage of our families struggling with the direct effects of COVID-19, through health, joblessness and food insecurity, in all our 4 regions.



We worked with our Community Partners throughout the city to secure food boxes for our most vulnerable families, transporting the boxes when needed to families' doors each week. Our team cooked, packed and staffed food pickups at our schools for families to have a source of daily food. In addition, the Children's Aid Health & Wellness Division distributed their Food Box Program each week, being another source of healthy vegetables and fruit, and based on a pay-what-you-can model.

We also collaborated with private funders and Community Partners to provide diapers, wipes and other baby supplies for families with little ones.



The Agency's Commitment to Prepare Children for Kindergarten

Goals for the Children's Aid Early Childhood programs (0-5 years old) are set to reflect developmentally appropriate practice. These goals are aligned with the following guidelines: (1) The Head Start Early Learning Outcomes Framework (2) NYS Pre-K Foundation for the Common Core (3) NYS Early Learning Guidelines [Birth to 5 Years] (4) the CAS Keeping the Promise Outcomes Goals & Objectives (5) Teaching Strategies GOLD Child Assessment Objectives for Developing & Learning and (6) The Parent, Family & Community Engagement Framework. The goals of our program are consistent across domains & reflect typical development by age group.

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**

- Demonstrates listening skills and comprehension.
- Demonstrates conventions of social communication.
- Demonstrates emergent writing skills. Develops 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

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

Children in the Children's Aid EHS and HS programs made tremendous progress toward these goals during the 2019-2020 program year. For both Head Start and Early Head Start, an analysis of the data from Teaching Strategies Gold assessment shows that for 0-5-year-olds, there is an increase in children's development over the year in all development domains (See charts below). The total average of students meeting or exceeding developmental milestones after one year in the Early Childhood Program.

Goals & COVID-19

For the 2019-2020 program year, our goal was for 90% of students enrolled in our Early Childhood programs to meet or exceed all five (5) developmental milestones by the spring checkpoint.

As of the winter TSG checkpoint, our students had already made tremendous progress from the initial fall checkpoint: the percentage of children meeting or exceeding expectations across sites had increased by 19% (approaches to learning), 28% (cognition), 18% (language and literacy development), 17% (perceptual, motor, and physical development), and 19% (social and emotional development). In total, the percentage of children meeting or exceeding expectations across all sites by the winter checkpoint was 81% for approaches to learning; 81% for cognition; 79% for language and literacy development; 80% for perceptual, motor, and physical development; and 84% for social and emotional development. Data is reflective of students who were enrolled for the entire program year and does not consider students who left the program or began mid-year.

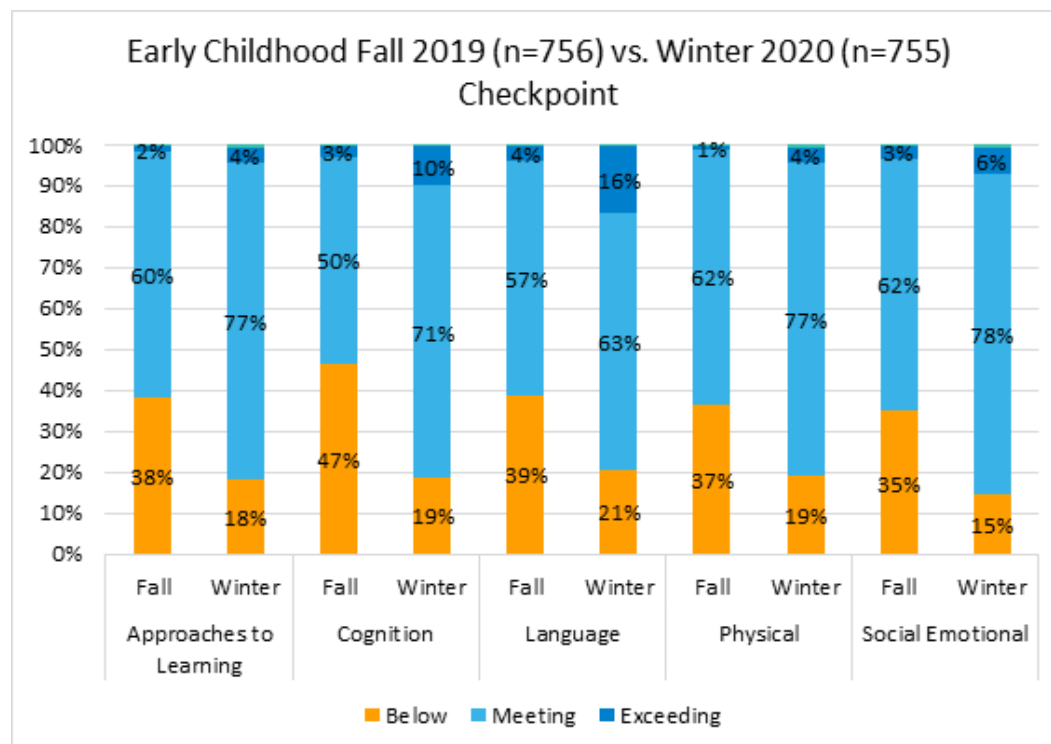


Given the significant improvements described above, we are confident that had we not had to shut down our sites in March in response to the COVID-19 pandemic, we would have met our goal of 90% of students meeting or exceeding all five (5) developmental milestones by the spring checkpoint. As TSG is designed for in-person evaluation, we chose to have our



teachers focus on actively supporting children with remote learning rather than attempt to design and administer an informal evaluation. Therefore, the winter checkpoint is the final formal measure for the 2019-2020 program year. We are however, in the process of determining whether we can adjust TSG for virtual learning without affecting its quality for the 2020-2021 program year.

0-5-year-old Education Outcomes by School Readiness Goals



What's New in Children's Aid Early Childhood?



The Children's Aid Early Childhood Division organized three plans to carry out our work through the year, which is guided by our mission.

The Action Plan is based on SMART Objectives that hone in on the specific outcomes our Division wants to focus on. From achieving 90% attendance for the year to having at least 1 parent workshop a month at each site, this plan kept our Division grounded.

The Annual Plan specifies all funding deadlines, education checkpoints, internal audit schedules and monthly events.

The Training Plan specifies all professional development sessions during each In Service day for teachers, cooks, custodians, directors and regional business and operations managers.

Children's Aid ACF Funded Locations

P.S. 5 @ Ellen Lurie 3703 Tenth Avenue New York, NY 10034 212-567-5787	Bronx Early Childhood Center 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 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 212-544-0221	Children's Aid College Prep Charter School (CACPCS) 1515 Southern Boulevard Bronx, NY 10460 718-764-2409	