

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 2020-June 2021

Children's Aid continued to provide high-quality early childhood programming to children and families during fiscal year 2021 (July 2020 through June 2021).

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. We have three locations in Washington Heights (P.S. 5, P.S. 152, and P.S. 8), three locations in the South Bronx (Bronx Early Childhood Center, Children's Aid College Prep Charter School (CACPCS) and C.S. 211), and two locations in East Harlem (Drew Hamilton and Taft Early Childhood Centers).

During the 2020-2021 fiscal year, we served 176 infants and pregnant moms in our EHS home-based model as well as 86 toddlers in our EHS center-based classrooms.

In the home-based model, the families receive four visits per month from our home-based teachers. These visits include assessing the developmental milestones of their child, reviewing health and nutrition, discussing the importance of setting a sleep schedule and routines, as well as checking in with families about any outstanding needs they are facing. In addition, families in the home-based program come with their children to 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, 2-year old toddlers come to school every day and engage in our high quality, effective, research-based curriculum. The toddlers begin to build a deep love of learning, a greater sense of self, and a respect for others. There is EHS center-based programming at nine locations. In the South Bronx at BECC, CACPCS, and C.S. 211; in Washington Heights at P.S. 5, P.S. 8, P.S. 152; in Harlem at Taft and Drew Hamilton; and in Staten Island at Richmond Early Learn Center.

The Children's Aid direct federal Head Start programs served 163 children in center-based preschool classrooms across two regions: in the South Bronx (BECC and CACPCS) and at two locations in East Harlem (Taft and Drew Hamilton).

Our home-based program uses the Partners for a Healthy Baby curriculum. Our center-based toddler classrooms use the Creative Curriculum. And, finally, for our 3s and 4s classrooms, we use Tools of the Mind. Regardless of curriculum, our programs cover School Readiness Skills 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 with intentional methods in our classrooms.

Funding Summary

Early Head Start Programming:

In fiscal year 2021, Children’s Aid spent \$4,570,730 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 262 children and families.

Of those funds, \$3,480,631 went to personnel expenses, \$64,515 to supplies, \$69,369 to training, and \$956,215 to other expenses (including indirect costs).

The contracted budget for this program was \$3,907,132. In-kind and private sources for the 20% non-federal match totaled \$976,783.

Direct Head Start Programming:

In fiscal year 2021, Children’s Aid spent \$2,730,614 on the direct Head Start programming at Drew Hamilton, Taft, BECC, and CACPCS – serving 163 children and families.



Of that, \$1,984,332 went to personnel expenses, \$38,827 to supplies, \$34,976 to training and \$672,478 to other expenses (including indirect costs).

The contracted budget for these programs was \$3,039,620. In-kind and private sources for the 20% non-federal match totaled \$759,905.

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 86 center-based children and 176 home-based children. The average monthly enrollment was 262 children. The percentage of eligible children served was 100%.



The Children's Aid Head Start center-based programs at Drew Hamilton, Taft, BECC, CACPCS had 163 preschool-aged children and families enrolled during the 2020-2021 fiscal year. The average monthly enrollment was 162 children. The percentage of eligible children served was 100%.

The Results of the Most Recent Financial Audit: The most recent audit of the Children's Aid consolidated financial statements was completed by the independent auditing firm of Grant Thornton for the fiscal year that ended June 30, 2020, and there were no material weaknesses cited. Children's Aid did not receive any Federal audits in FY2021.

The Percentage of Children Enrolled Who Received Medical and Dental Exams:

Through partnerships with medical providers in our communities, even amid the challenges of the pandemic, 97% of the 425 children enrolled in our Early Childhood Programs had a medical exam and 81% had a dental exam by the end of the program year. In addition, 100% of our children received a 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 a multitude of 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.



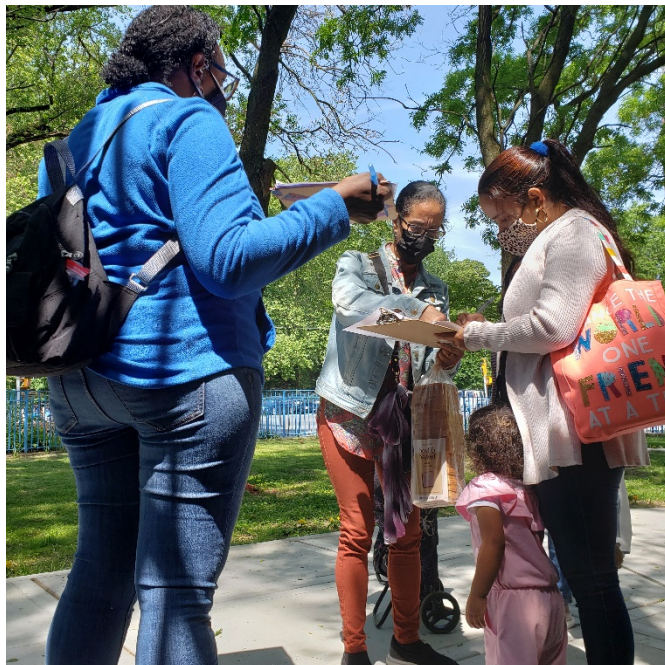
Second, Children's Aid staff offer parenting supports, such as home visits, parent workshops utilizing evidence-based curricula and activities, and ongoing communication throughout the year. Classroom-based teachers are also trained to engage families in the classrooms through constant communication,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

Finally, staff engage families 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 through the year.

Our Division developed a system to 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.

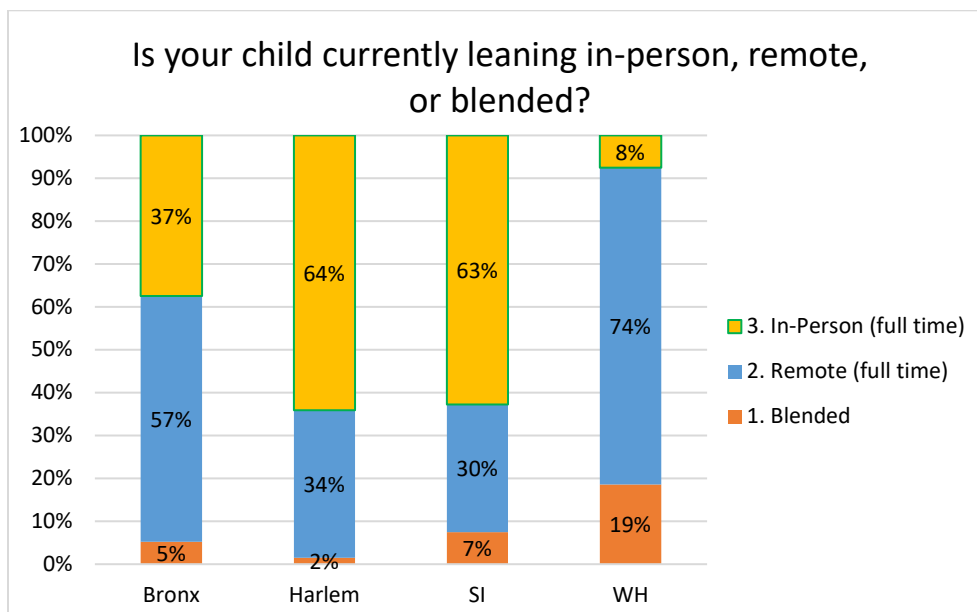
Our FAs worked with our families to produce SMART Goals:

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

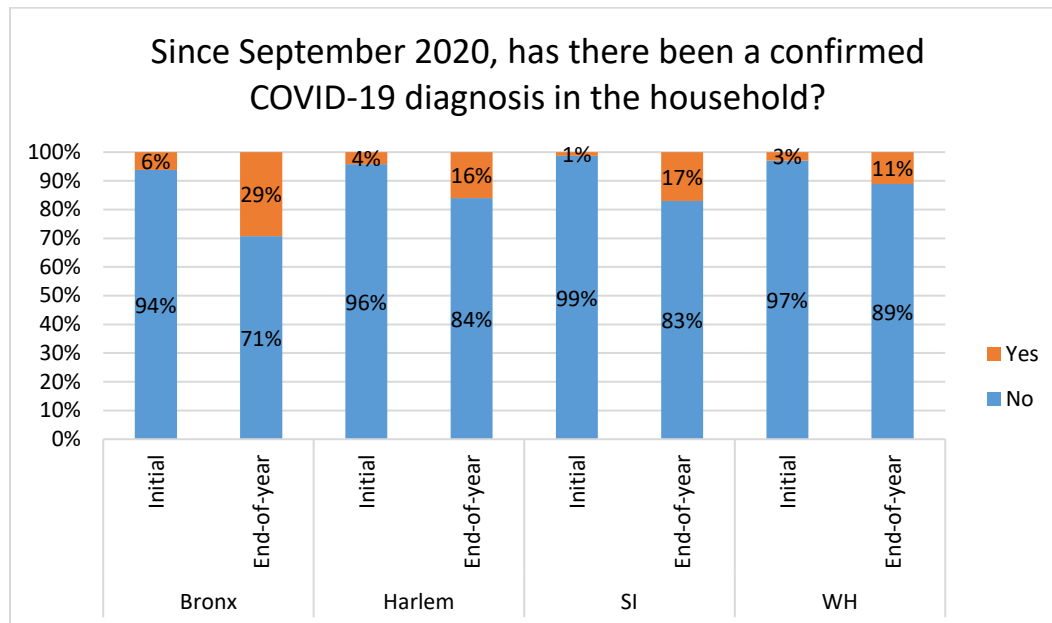
From getting food for the week, to creating moments in the day to connect with their child, the SMART GOAL system helps break goals into more manageable parts in order to help families relieve stress and build a solid plan of stepping stones.

COVID-19 Impact

When COVID-19 hit New York City, our families were among the demographics that felt it the most. In September 2020, we reopened our schools to offer in-person programming and virtual classes, depending on parents' preferences.



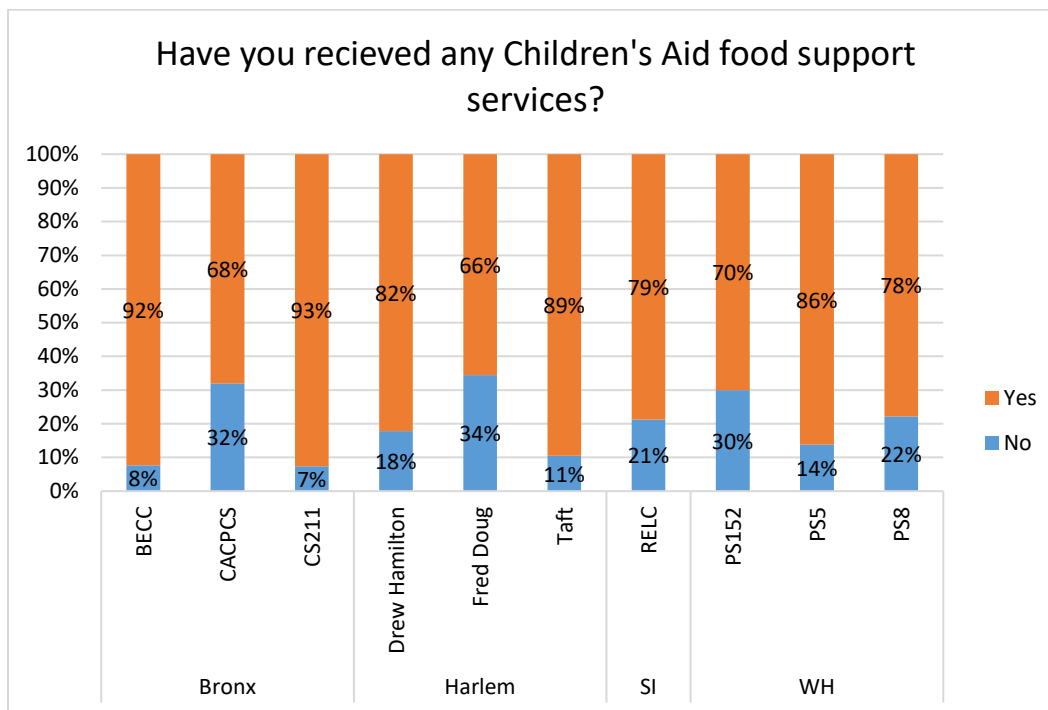
We continued to conduct regular Needs Assessments with every single family in our program to immediately determine the most urgent needs – food, baby supplies, health concerns, and the like. The following charts illustrate the ways our families have struggled with the direct effects of COVID-19 through health, joblessness, and food insecurity, in all our four 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. 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 continued to collaborate 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 and 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

- 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.

Goals & COVID-19

For the 2020-2021 program year, our goal was for 80% of students enrolled in our Early Childhood programs to meet or exceed all five developmental milestones by the spring checkpoint.

Despite the challenges of evaluating virtual or hybrid programming, we are proud to report that our staff was able to successfully adapt TSG for the 2020-2021 program year. We adjusted our standard goal in response to the impact of the COVID-19 pandemic on our children. In a normal year, our goal is for 90% of students enrolled in our Early Childhood programs to meet or exceed all five developmental domains by the spring checkpoint.

This year, however, we lowered our goal for three domains (approaches to learning; cognition; and perceptual, motor, and physical development) to 80% so that we could focus our efforts on the two domains (language and literacy; and social and emotional development) for which delays in building these skills have the most significant negative impact on young children's abilities to learn more complex concepts as they grow.

Some of our increased efforts included: more frequent parent workshops to bolster their skills in a variety of areas; thrice yearly case conferences, during which interdisciplinary groups of support staff meet to discuss each child in their caseloads; and restarting our partnership with Raising a Reader, a nonprofit whose mission is to engage caregivers in a routine of book sharing with their children from birth through age 8 to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success.



We made this adjustment prior to the fall of 2020, as we had already seen the effects of decreased opportunities for socialization both in and out of daycare in the months we provided services remotely in the spring of 2020. The TSG fall 2020 checkpoint confirmed our hypothesis, as language and literacy and social and emotional development were the two domains that had the largest proportion of children rated below expectations (56% for language and literacy, and 53% for social and emotional development, compared with 39%

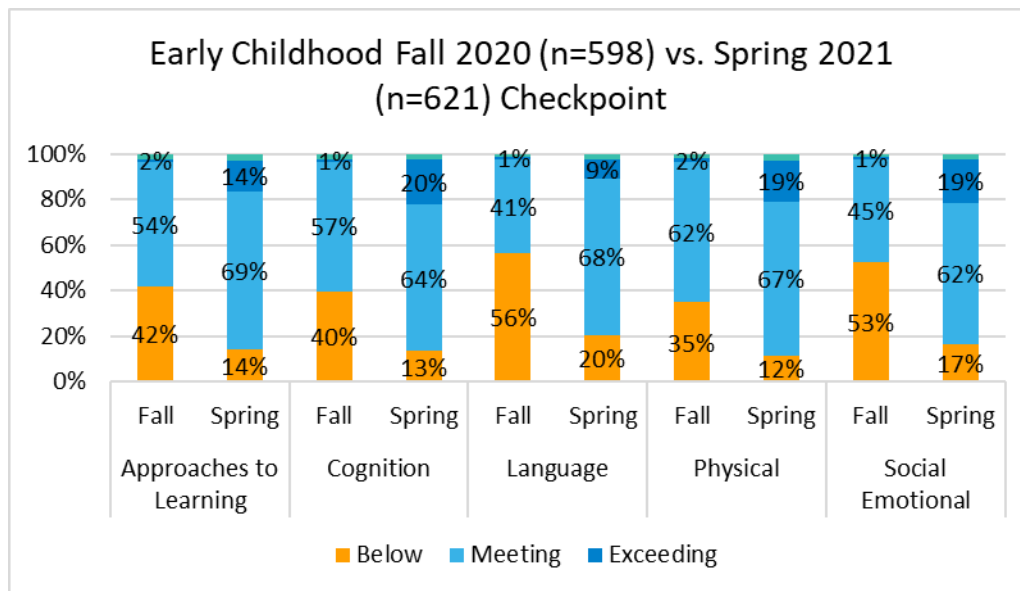
and 35%, respectively, last year). Although we cannot make a one-to-one comparison with last year's data – as some children have since graduated or were un-enrolled by their caregivers – staff were nevertheless concerned by this year's increase.

By the spring checkpoint, our students had made significant progress: the percentage of children meeting or exceeding expectations across sites had increased by 27% (approaches to learning), 26% (cognition), 35% (language and literacy development), 22% (perceptual, motor, and physical development), and 35% (social and emotional development). In total, the percentage of children meeting or exceeding expectations across all sites by the spring checkpoint was 83% for approaches to learning; 84% for cognition; 77% for language and literacy development; 86% for perceptual, motor, and physical development; and 81% for social and emotional development. (The data are reflective of students who were enrolled for the entire program year and does not take into account students who left the program or began mid-year).



While we are pleased to report that we exceeded our 80% goal for approaches to learning; cognition; and perceptual, motor, and physical development in what was undeniably a challenging year, we did not meet our 90% goal for language and literacy or social and emotional development. A significant factor in our inability to meet our 90% goal for both domains is that parents had an even more intense role in teaching their child in FY21, all while experiencing even greater levels of stress and trauma because of the pandemic.

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 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 is emphasizing. 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 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 10th 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	