



# Children and Family Services Head Start Annual Report 2016-17

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## AGENCY OVERVIEW

Educational Alliance (EA) is a community-based organization (CBO) offering a wide-range of programs that incorporate education, social services, arts and recreation throughout Downtown Manhattan. The agency has a heartfelt commitment to uplifting and inspiring people, strengthening families, fostering connections and invigorating Jewish life. With an annual operating budget of just over \$40 million, programs are supported through a number of funding streams: federal, state, and local funding; private institutions; individual giving; and fee-for-service revenue.

The Lower East Side comprises part of the earliest settled area of New York City, and EA has a long history of providing a broad range of human services to the community of Lower Manhattan dating back to 1889 (Community Board #3). The area has been and remains a true “melting pot” embodying cultural, ethnic, racial, and religious diversity. CB 3, which the LES is part of, is the fourth highest racially diverse neighborhood in NYC, with a foreign born population of 36%. EA is committed to serving all those who live, work, and learn in the neighborhood regardless of background or circumstance.

The Educational Alliance Children and Family Services (CFS) Department, which is comprised of our Early Head Start (EHS), Head Start (HS), Early Learn (EL) and Universal Pre-Kindergarten (UPK), is a part of the overall services offered by Educational Alliance as a whole. CFS provides quality early childhood programming to children birth to UPK along with prenatal services to expecting families. This is combined with extensive wrap around family services and access to education with our 2-Generation program. We proudly enhance the lives of our children and families every day through quality programming for children and expanded services for adults. Combined, we can serve 576 children in our many program options located in our six locations. Educational Alliance operates Early Childhood programs at the Manny Cantor Center (MCC), P.S. 142, P.S. 140, P.S. 64, Lillian Wald Day Care Center, and Lillian Wald Early Head Start Center, all located throughout the Lower East Side of Manhattan.

Our core goals in these programs—achieving school-readiness for children, fostering family literacy, and engaging parents—undergird our objective of developing high quality programs that break the cycle of generational poverty. We achieve these goals through the following initiatives: providing rich educational offerings for children, offering an abundance of opportunities for parents to support, reinforce and advance their child’s educational gains, and involving parents in the oversight and operations of the program in numerous ways to help them access a range of services designed to strengthen family functioning.

At Educational Alliance, we strive to nourish the total person by providing comprehensive support and enriching activities. In addition to childcare programming, we offer diverse services at our flagship Manny Cantor Center, the 14<sup>th</sup> Street Y, the Sirovich Center for Balanced Living, and the newly opened Center for Recovery and Wellness. Furthermore, Educational Alliance provides afterschool programming for several public schools throughout Lower Manhattan. More information about these additional programs can be found on our main website, [www.edalliance.org](http://www.edalliance.org).

## FINAL REPORT FOR YEAR ENDED August 18, 2017

### Staff

Our diverse staff reflects and exemplifies Educational Alliance's commitment to quality, a dedication to excellence and passion for high performance. Instructional staff members facilitate social/emotional, physical and cognitive development by creating a safe and comfortable environment for children to explore, experiment, create, and question. At the same time, our Family Services staff partners with parents to model and develop best practices for extending learning beyond the classroom and into their everyday lives, a process that benefits the whole family.

There are one-hundred sixty-five (165) staff members working at Educational Alliance's six Head Start Early Childhood Sites that are nestled throughout the Lower East Side of Manhattan. The majority of these employees work directly in classrooms. Eighty-five (85) members of the team are at least bilingual and more than eleven (11) are former Head Start parents. Throughout the school year, our teachers and administrative staff are also supported by an array of diverse volunteers, including parents, and student teachers from our partnering institutions.

### Enrollment and Demographics

Through the combination of Early Head Start, Head Start, and Child Care programs, this program year Educational Alliance provided 2-Generational Early Childhood services to over six hundred twenty-four (624) pregnant women, and children and their families. The average monthly enrollment for the 2016-17 program year was 90.8%. We saw a reduction of numbers in our Universal Pre-Kindergarten (UPK) slots, both in our own UPK classrooms and in the extended day of learning support to our Public School partners' UPK classrooms.

Data from the District Needs Statement for Manhattan Community Board 3 (CB 3), in which we are a part, states that approximately 28.2% of Lower East Side residents have household incomes under \$20,000 while 47.7% of residents have household incomes under \$40,000. Trending from 2010-2015, CB 3 has seen an increase in average rent of 7% while also showing a decrease in average income by 8%.

Demographic data shows that non-family households increased to 56.6%. CB 3 has more than 20,500 children under the age of 18, and of these, roughly 35% live in families with an income below the poverty level and over 26% of households receive public assistance or food stamps/SNAP. Within CB 3 there is a great demand for our services. We strive to meet community needs and help our families with socio-economic advancement (refer to the [Community Board No.3](#) website for extended and more specific data).

## Program Structure

### Early Head Start

Educational Alliance has a total of one hundred sixty-four (164) Early Head Start slots. The EHS services are delivered through various models: center-based, home-based, and prenatal. EHS operates out of three (3) locations: 197 East Broadway (Manny Cantor Center), Lillian Wald Day Care Center, and Lillian Wald Early Head Start Center.

#### *Prenatal Program*

This program includes prenatal education and customized support for expecting families such as weekly contact, extended family support by an assigned Family Educator, and bi-weekly peer groups. Our prenatal families enjoy the benefit of receiving planning literature, health and wellness workshops, referrals and connections to family planning and health care programs. Upon the birth of the baby, our prenatal families are transitioned into our home-based program.

#### *Home-based Program*

Our home-based program is customized to fit the unique needs of the child and the family. All families receive weekly home visits from their Family Advocate who offers a wide-range of educational and social service strategies and support through the Home Visitors Model. Families also participate in bi-weekly get-togethers with their fellow home-based families.

**Head Start:** We provide center-based Head Start services for 3 and 4 year olds through two direct federal grants allocating two hundred thirty seven (237) and one hundred seventy five (175) slots, respectively, for a total service number of four hundred twelve (412).

**Universal Pre-Kindergarten:** Educational Alliance is funded for UPK services as a 2.5 hour extended day of learning for the one hundred sixty (160) 4 year old children enrolled in our Head Start program.

**Child Care/Early Learn:** Educational Alliance has a total of fifty-three (53) ACS Early Learn slots. Our contracted enrollment is eight (8) toddlers and forty-five (45) three and four year old children at two locations: 197 East Broadway (Manny Cantor Center) and 34 Ave D.

## Childhood Development and Program Assessment

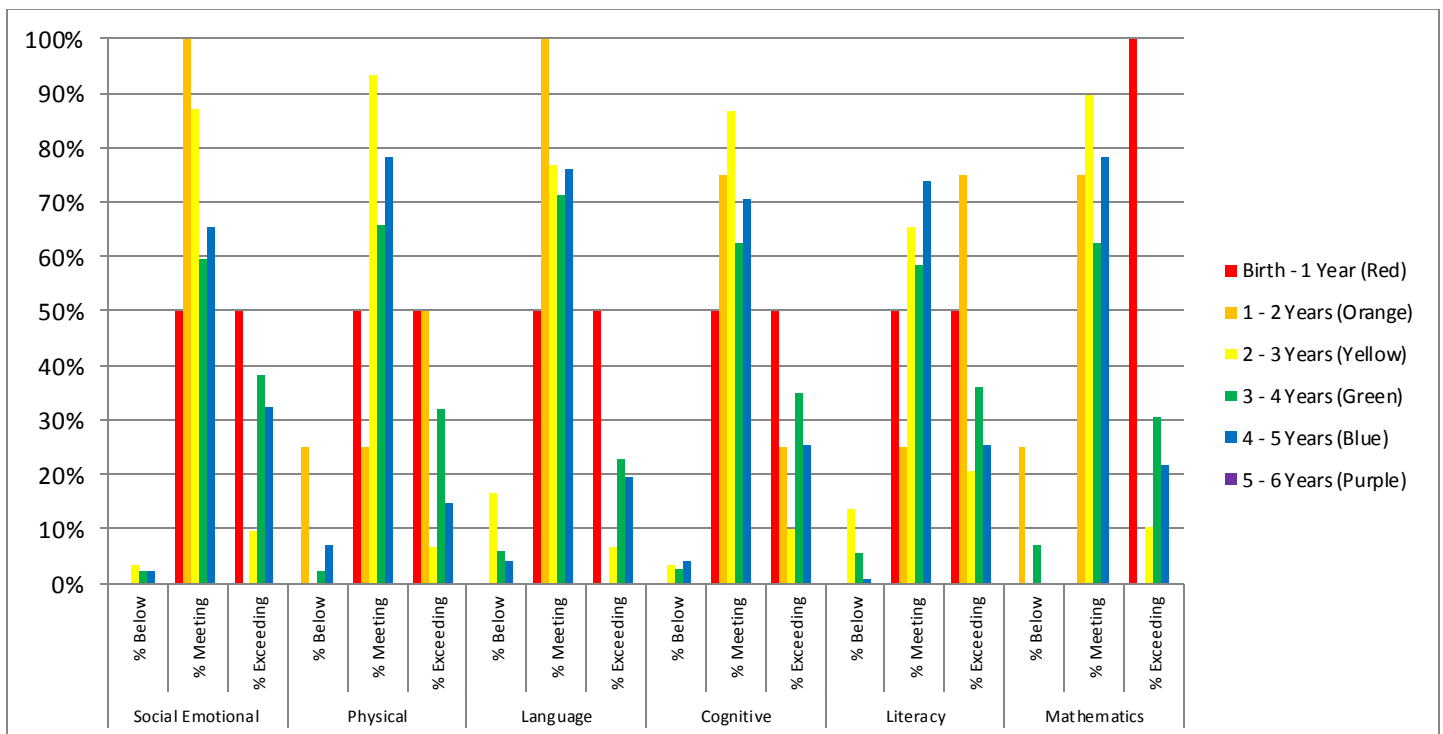
### Child Outcomes

In order to identify trends in outcomes of our children, we use a web-based curriculum tool called Teaching Strategies Gold for Early Childhood. Teaching Strategies Gold (TSG) is an observational assessment system for children from birth through kindergarten that blends on-going, observational assessment across all areas of development and learning with intentional, focused, performance-

assessment tasks for selected literacy and numeracy objectives. TSG is inclusive of children with disabilities, children who are developing typically, and children who demonstrate competencies beyond typical developmental expectations. In assessing child outcomes, we measure our collected data against state and national standards, both widely held expectations and normative standards. We use TSG, along with other assessment tools, to support us in our efforts to plan ahead, track progress, and generally to inform decisions that meet the needs of the individual learners currently in our program.

While the curriculum tool is robust in its scope and ability, we will display basic numerical outcomes to identify a trend of quality in programming. The graph below indicates the percentage of children in our program below, meeting, or exceeding widely held expectations; a national standard of child developmental progress.

Through TSG these scores can be investigated in greater detail, broken down by a variety of demographics, including but not limited to race, ethnicity, and gender. Each child has an individual portfolio through which intricate details regarding progress and achievement can be deconstructed and analyzed. We encourage collaborative exploration and discovery between the educational staff and parents to ensure that all key stakeholders are involved in the success of our students.



**Figure 1 – Percentage of children below, meeting or exceeding Widely Held Expectations (WHE) at the conclusion of the 16-17 Program Year. These figures are representative of children whom we present during the Spring Checkpoint period and not necessarily for consecutive checkpoint periods**

## Mental Health and Disabilities

In the 2016-17 program year, 332 children were identified with and received intervention for varying special needs including mental health, and 83 children were identified with an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). Over the past several years, many of our children's IEP mandates indicated a need for an integrated preschool classroom. In an effort to be responsive, EA, in partnership with TheraCare, actively sought and received a state license in the fall of 2015 to incorporate an Integrated Co-Teaching (ICT) classroom. In our ICT classroom we have assembled a team of skilled special education and general education teachers who work collaboratively to create a dynamic and equitable learning experience for children with special needs.

The Mental Health and Disabilities Team continues to be committed to deepening our understanding of the unique experience and needs of children with disabilities and to developing nurturing and responsive relationships with the families of those children. To that end, the Mental Health and Disability Team provides whole-family support in the form of service coordination, parent education workshops, therapeutic parent support groups, and individual counseling for adult and child populations. These services are designed to allow each adult, child, and family to reach their full potential. Our team is also committed to provide assistance for Turning Five meetings and partnering with outside resources to ease the transition of our children and families to Kindergarten from our program.

## Transitions

Understanding the importance of well-planned transitions for our children and their families, we work closely with all stakeholders to foster school-readiness and facilitate individualized transitions at every level. Upon entering our programs, participants are acclimated to our home-based or center-based programs on an individualized needs assessment, working with the families to determine the length and style of transition. Similarly, we support families as they matriculate through each subsequent step: Early Head Start to Head Start to Kindergarten. Through this framework, we build awareness of the transition process for our children and families so that they are prepared for their move into their next educational phase.

In order to ease this transition both academically and emotionally, we foster strong communication between our organization and local elementary schools. Each year, we host a community forum comprised of Principals and Parent Coordinators from our local district schools, as well other NYC Department of Education personnel, to orientate families to the public educational system. Our Family Advocates work with parents to guide them through the selection of schools and the application process. We also provide comprehensive supports when needed, providing best-practices for assuaging children during this sometimes unsettling experience.

This process is completed through individualized in-person coaching, large group meetings, and program-wide resource distribution. Our teaching staff also takes children on field trips to our partnering Elementary Schools and our Family Advocates visit the schools with the parents at their request. All children from our early childhood education programs are enrolled on a priority basis in EA's elementary afterschool programs. One hundred thirty six (136) children enrolled in the Educational Alliance Head Start program transitioned into kindergarten in the fall of 2017.

## Family and Community Engagement

Our program strongly emphasizes the importance of family engagement in contributing to positive child outcomes. We utilize an open-door policy, encouraging families to come into our classrooms to participate in and build an understanding of developmentally-appropriate practices. This system also allows families to become active partners in their children's learning. Additionally, we provide many opportunities for families to engage in Family Literacy sessions to strengthen the use of literacy in the home and build communication skills with respect to parent-child interactions. Classrooms provide individualized Family Engagement Activities where parents are invited to participate in educational experiences on a monthly basis; these activities include cultural celebrations, literacy enhancement, and curriculum development. In addition to the aforementioned experiences, we provide:

- Fatherhood Programs including Daddy & Me Swimming, Daddy & Me Field Trips, and Fatherhood Fun Fridays
- Mom's Support Groups (generated by parents and supported by staff)
- Annual Literacy Fair and Week of the Young Child celebration
- Cultural excursions through the Cool Culture Program
- Boro-Linc, an on-site cultural enrichment collaboration with Lincoln Center
- Family Art Workshops

## College Access and Success

### A 2-Generation Program: Putting Whole Families on the Path to Economic Success

When parents receive higher levels of education, they are better positioned to secure a steady income. As parents build economic assets, they are increasingly able to address the physical, social, and emotional needs of their children. In an effort to create a legacy of educational achievement and economic security that passes from one generation to the next, Educational Alliance launched *College Access and Success* in 2011. This program takes an innovative, two-generation approach to improving educational outcomes and economic security for low-income families, putting whole families on the path to economic success. The *College Access and Success* program is a new model for Early Head Start and Head Start, in which Educational Alliance combines our well-established early childhood programs with adult education for parents and wrap-around social services to strengthen entire families.

Recognized as a national model, *College Access and Success* is the only program of its kind to focus on higher education. We recognize that when we make it possible for low-income adults to increase their education, we help them to better support and encourage the education of their children. Simultaneously, adult education enhances earning potential, breaking the cycle of poverty and introducing a cycle of success. Unlike other two-generation approaches that center on job placement or high school equivalency attainment, we take a multi-service approach, offering a host of programs that work to address varying barriers to success and economic stability. A belief in the impact of parent engagement, economic stability, and strong families on children's healthy development and academic success undergirds our *College Access and Success*.

The program encourages those parents who are proficient in English to enroll in a college-ready track, typically at CUNY schools. Parents with lower English proficiency can enroll in English for Speakers of Other



Languages (ESOL) classes. Staying true to our focus on higher education, these tracks function as a continuum. Once parents achieve English proficiency they enter into the college-ready track and/or enter the workforce, earning a living wage or better.

Learning in this program is contextualized and tied to participants' experiences, empowering individuals to navigate real-world situations. In ESOL classes, for example, parents learn language within the context of their children's education and development. Parents are equipped with the linguistic tools and general knowledge to confidently converse with their child's teacher or doctor while enhancing their general English proficiency, a critical step towards employment and financial stability.

Educational Alliance provides intensive one-on-one guidance for parents who are applying to colleges, enrolling in classes, and pursuing college degrees. The program provides wrap-around services to all enrolled parents including financial education training, workforce development, links to financial aid opportunities, advice on school transitions, mental health services, opportunities to socialize with peers, and family workshops that address key topics. This is a rigorous program where focused support and tailored education are critical to success. Our goal is to stay with families until both generations graduate from college.

## Two-Generation Program Components

Educational Alliance's 2-Generation program is built around four primary and integrated components – **education, economic supports, social capital, and health and well-being** – all of which we believe are critical to creating opportunities for intergenerational success. High-quality early education for children integrated with postsecondary education, and workforce and asset development for parents, are central to our approach.

**Education:** High-quality early childhood education; youth development programs; family literacy; adult education including ESOL, High School Equivalency (HSE), college preparatory, and advising services including the support of top advocates throughout the college process.

**Economic Supports:** Financial education courses and coaching; asset-building; adult education and workforce development; career services.

**Social Capital:** Parent-driven social capital building activities; parent support groups and workshops; group fitness activities.

**Health and Well-being:** Mental health services for children and parents; health and nutrition education; parenting workshops; fitness and exercise.

The College Access and Success Program (CASP) is in its sixth full year of operation. At this time, 53% of our Head Start families are participating in our 2-Generation program component. We have consistently exceeded our contractual obligations by twice the number of families, a clear indication that we are meeting a critical need. The program receives financial support from Federal Head Start, NYC Administration for Children's Services and Department of Education, The Annie E. Casey Foundation, New York State Education Department, and, most recently, the National Center for Families Learning.

## Overview of Performance Indicators

<u>Fiscal Year 2017 Performance Indicators</u>	<u>Percentage</u>
Children who were enrolled for multiple years	37.5% (-1.5%)
Children with health insurance	100% (+/-0%)
Children with a primary care doctor	100% (+/-0%)
Children with up to date immunizations	100% (+/-0%)
Children with a primary care dentist	100% (+/-0%)
Children with an IFSP or IEP	23.6% (+3.6%)
Families who received at least one special service reported on PIR	89.7% (-8.4%)

Figure 2 – Percentages represent PY 16-17 and the differential between reported numbers from PY 15-16

Full PIR (Program Information Report) can be accessed on our website, [www.edalliance.org](http://www.edalliance.org)

## Highlights:

During this grant period, EA's program team worked closely with experts and thought-leaders in the fields of education, social and economic mobility, and government policy, including:

- **National Committee for U.S. China Relations** - Upon successful completion of our 2016 fellow hosting, Educational Alliance was asked to host another fellow from the National Committee's Professional Fellows program for the 2017-18 school year. They work in partnership with the China Philanthropy Research Institute in Beijing and the Zorig Foundation in Ulaanbaatar. We are proud to be able to partner with the National Committee for U.S. – China Relations to provide a comprehensive overview of our program for the visiting fellows.
- **Annie E. Casey Foundation** - Educational Alliance served as a field test agency and thought partner for the Foundation's new program assessment tool *Assessing Organizational Capacity to Improve Parent Engagement - A Self-Evaluation and Planning Tool for Organizations and Schools.*
- **NYU** - Jonathan Skolnick, our Executive Vice-President for Programs and Strategy, was asked to present at the conference for *Building NYC-NYU Connections: Research Partnerships for Knowledge and Action* at the Institute for Public Knowledge on the topic of our 2-Generation model and approach to family success. Educational Alliance staff participated in breakout sessions to discuss research and evaluation within the early childhood education field to help develop greater competency and improve best practice.
- **Pyramid Model Professional Development** - In the fall of 2016 Educational Alliance launched a year-long professional development (PD) series focused on the Pyramid Model. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and The Technical Assistance Center on Social Emotional Intervention (TACSEI).  
We assembled a cohort of teaching teams from across our sites to participate in a shared learning experience designed to deepen educators' understanding of building young children's social and emotional competence. Over the course of the Pyramid Model PD series teaching teams learned how to positively impact children's behavior and effectively manage challenging situations utilizing the following strategies: forming nurturing and responsive relationships with children and families; creating supportive classroom environments; learning social emotional teaching tools; and developing individualized Intensive Interventions. We will incorporate this model in future professional development offerings.
- **Special Needs Committee** - An outgrowth of the Pyramid Model PD series was the creation of the Special Needs Committee (SNC) which was established in the spring of 2017. SNC is comprised of teachers (many from the Pyramid cohort), Family Mentors, Administrators and Mental Health and Disability Specialists. The SNC's mission is: To deepen our understanding of the unique experience of children and families impacted by special needs in our Head Start

community through targeted professional development activities and conversations. SNC members are responsible for planning and facilitating PD for their peers and researching and exploring a range of PD topics

- **National Center for Families Learning (NCFL)** – Educational Alliance received a grant from NCFL to advance literacy and education by developing, implementing, and documenting innovative and promising two-generation practices, networks, and learning tools. In our inaugural year we enrolled 17 parents as part of our first NCFL cohort. Our parents dedicated 6 hours a week over the course of 7 months developing their literacy skills and building social capital. Together they spearheaded two Community Learning Projects: a Community Garden and Care Packages for the Homeless. In June 2017, Arlise Ford, Senior Director of Family Development, served as a panelist and practitioner at a congressional hearing in Washington, D.C. speaking on the topic "How the Two-Generation Family Literacy Strategy Can Lead to Self-Sufficiency".

## Financial Report

Educational Alliance utilizes the accrual basis of accounting, consistent with generally accepted accounting principles (GAAP). The accrual basis of accounting most accurately reflects revenue and expenditures in the proper accounting period. Educational Alliance utilizes an integrated computerized accounting, budgeting and reporting financial system for managing all contracts and revenue. This integrated accounting, budgeting and reporting system provides the ability to monitor fiscal activities, assess costs, and establish full accountability by internal management to the Board of Directors, Policy Council, funding agencies, and the public.

EA continues to make improvements in the staffing, structure and systems of the Finance Department. Under the direction of our Chief Financial Officer, Controller and Assistant Controller, and an experienced team of Grant Accountants, our systems and internal controls represent best business practice. Our internal budget, broken down by funding source below, demonstrates the receipt of funds from multiple sources in FY 17.

## 2017 Financials

The budget for FY 17 shows an increase in revenue from FY 16. The increase is primarily the result of additional two-generation funding from National Center for Families Learning, as well as COLA increases on both our Head Start contracts. Our program’s Government funding remains relatively consistent during this new fiscal year. We remain committed to diligent efforts to raise additional funds for ongoing program enhancement and quality delivery for the children and families on the Lower East Side.

Source	Revenue
City	\$976,384
Parent fees (child care)	\$69,332
State	\$358,077
Federal	\$6,782,352
Private	\$165,166
<b>Total Revenue</b>	<b>\$8,351,312</b>

Figure 3 – Numbers representative for Fiscal Year 17 from July 1, 2016 – June 30, 2017 while overall annual report is representative of the Program Year 2016-17 from September 1, 2016 – August 31, 2017.

For full agency overview of finances, please visit: [EA Finances](#)