

Educational Alliance  
Educational Pipeline: Head Start  
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**“What the best and wisest parent wants for his own child, that must the community want for all its children.”**

*- John Dewey, American Philosopher and Educational Reformist*

# Head Start Annual Report 2015

## AGENCY OVERVIEW:

Educational Alliance (EA) is a community-based organization 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. These programs are funded by a little over \$30 million from varying funding sources including the federal government, state, private institutions, and individuals. EA has a long history of a broad range of human services to the community of Lower Manhattan dating back to 1889 (Community District #3).

The Lower East side comprises part of the earliest settled area of New York City. Historically, this community has represented the best traditions of our country. The area has been and remains a true “melting pot” embodying cultural, ethnic, racial, and religious diversity. EA is a Jewish organization serving those who live, work, and learn in the neighborhood. We strive to nourish the total person and build an inclusive community through the unified mission that permeates our divisions.

The Educational Alliance Early Care and Education services are a part of the larger Educational Pipeline Division of Educational Alliance. We proudly enhance the lives our children and families every day through quality programming for children and expanded services for adults. Combined, we serve over 700 children in ACS Child Care programs, ACF Head Start and Early Head Start programs, and a private preschool out of our flagship building (197 East Broadway), as well as an ever-improving Home-based and prenatal educational program. The other sites in which we operate include P.S. 142 (100 Attorney Street), P.S. 64 ( 600 East 6<sup>th</sup> Street), P.S. 15 (333 East 4<sup>th</sup> Street), P.S. 188 (442 East Houston Street), 18 Ave D, and Lillian Wald Day Care Center (34 Ave D), all located in the Lower East Side of Manhattan.

Our core goals in these programs are achieving school-readiness for children\*, fostering family literacy and engaging parents, with a shared common purpose of moving toward breaking the cycle of generational poverty. We achieve these goals through the following objectives: 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.

In addition to the aforementioned Early Education Center, Educational Alliance also provides Community Schools & Youth Programs, Older Adult Services, Health & Wellness, Arts & Culture activities at the Downtown Community Center as well as 14<sup>th</sup> Street Y, Substance Abuse & Treatment, and numerous other services which can be found on the main website at [www.edalliance.org](http://www.edalliance.org).

\*\* Attachment 1. School Readiness Goals

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## FINAL REPORT FOR YEAR ENDING June 30, 2015:

**Staff:** Sharing a common bond of dedication to excellence and passion in performance, our diverse staff truly reflects and exemplifies the commitment to quality that Educational Alliance stands for. Instructional staff ensures comfort and safety while the children explore, experiment, create, question, and carry out their daily work of learning social/emotional, physical, cognitive, and literacy in the classroom while our Social Service staff partners with parents by assisting them to extend both their children and their own learning beyond the classroom and into their everyday lives.

There are about one-hundred sixty five (165) staff members on the Early Education staff in seven locations on the Lower East Side. The majority of the staff consists of classroom staff. \* Eighty five (85) members of the team are at least bilingual and roughly ten (10) are former Head Start parents. Throughout the school year, our teachers and administrative staff are supported by an ever changing array of young volunteers coming from diverse backgrounds.

**Enrollment:** Educational Alliance provided services to over six hundred twenty nine (629) pregnant women, children and families through Early Head Start, Head Start, and Child Care programs. The average monthly enrollment for 2014-15 program year was 97.5%.

Data from the District Needs Statement for Fiscal Year 2014 states that approximately 29% of Lower East Side residents have household incomes under \$19,000. Nearly 50% of the population receives some sort of income support. Unfortunately, there is an obvious community needs for our services. Therefore, we pride ourselves on maintaining high enrollment averages to ensure we are consistently meeting and responding to community needs (refer to the [CD3 District Needs Assessment](#) for more specific data).

**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 the flagship building, 18 Ave D, and 34 Ave D.

**Head Start:** Educational Alliance provides Head Start services through two federal grants 02ch3048 and 02ch3030. One grant (3048) has a total of two hundred thirty-seven (237) federally funded HS slots and the other grant (3030) has a total of one hundred seventy-five (175) federally funded HS slots.

**Universal Pre-Kindergarten:** Educational Alliance provided UPK services as a 2.5 hour supplement to the regular Head Start day for one hundred sixty (160) 4 year olds.

\*\* Attachment 2- PIR

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**Early Learn:** Educational Alliance has a total of fifty-three (53) ACS Early Learn slots. Our contracted enrollment is eight (8) toddlers, 35 three year old and 20 UPK children at 2 locations: 197 East Broadway and 34 Ave D.

## **Program and Achievements**

Prenatal Program – Prenatal education and customized support to expecting families including weekly contact, extended family support by their assigned Family Educator and support groups twice a month. 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.

## **PALS (Play and Learning Strategies)**

The PALS curriculum falls under our Early Head Start Home Based model. Over the past year, we have worked in partnership with NYU Steinhardt School of Culture, Education, and Human Development in this exciting study which examines the interactions between parents and their infants/toddlers which lead to better outcomes, particularly in high-risk families. Developed by the Children’s Learning Institute, the 10 session infant curriculum and the 12 session toddler curriculum are appropriate for children aged five months to one year and 18 months to three years, respectively.

A select few of our Home Based Case Managers were slated for training and approval to deliver the curriculum and completed all necessary certifications. Of the original agencies that were first courted to participate in the study, Educational Alliance remains one that will continue to utilize the curriculum. Session topics include: attending to babies’ and toddlers’ communicative signals, responding appropriately to children’s positive and negative signals, supporting infants’ and toddlers’ learning by maintaining their interest and attention rather than redirecting or over stimulating, introducing toys and activities, stimulating language development through labeling and scaffolding, encouraging cooperation and responding to misbehavior, and incorporating these strategies and supportive behaviors throughout the day and during routine activities such as mealtimes, dressing, and bathing, as well as at play times. Throughout the program there is also an emphasis on educating parents about typical behaviors to expect from children at different ages.<sup>1</sup>

From the inception to date, approximately 7 families completed the study. With the help of NYU, we plan to continue the curriculum as a way of positively impacting the way children respond to stress and educating our clients.

## **PCHP (Parent Child Home Program)**

This is a researched-based model that was integrated in our program two years ago with the help of a two grant cycles from the Pinkerton Foundation. The PCHP model, developed in 1965, is designed to build school readiness where it starts: the home. An increase in parent-child verbal interaction can have profound impacts on the overall academic achievement and success of children. Geared at low-income

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<sup>1</sup> (Children’s Learning Institute, 2012)

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communities, this model helps close the achievement gap between these families and their more affluent counterparts.<sup>2</sup>

As an agency, we were invited to participate in a cultivation event for National PCHP to encourage donors to fund the NYC area, specifically expansion programs in the Lower East Side and North Brooklyn. We currently maintain a diverse cohort of families for the program year. The Executive Director of National PCHP has noted that she is looking forward the statistical results of our families to see if this is a model to be considered for replication in other high-risk communities. We continue to excel and participation continues to increase, as we have served over thirty (30) families each program year using this model.

## **College Access and Success**

The College Access and Success Program is in its 4th fill year of operation. We are now serving families from over 50% of our enrollment in continuing education from ESOL to college enrollment matriculating towards a degree. To date 9 of our families have graduated from college, close to 150 families remain enrolled in ESOL classes and an increasing number of families are entering our High School Equivalency program (formerly GED). As a 2G (two-generation) program we simultaneously engages low income parents of children enrolled in Early Head Start and Head Start in adult education that leads to higher education opportunities and enhanced financial security while also providing quality early education programs for the children. Supplementing these offerings are a range of support services designed to strengthen family functioning, enhance family financial stability, help parents overcome obstacles to furthering their education, and inform parents about education options as their children progress in school. The program receives financial support from the New York State Education Department, JP Morgan Chase Foundation, and the Lower Manhattan Development Corporation.

We served over 50% of families from our Head Start program and parent enrollment in college continues to increase at an exponential rate. Over the past year (which marks the third operating year), we've have seen two participants complete their coursework and graduate. We are extremely proud of their success and they are a shining example of encouragement for the many families that continue to participate in all our supporting programs, such as financial literacy and ESOL classes. Our efforts have been recognized nationally within National Head Start Program as a top tier two-generation model.

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<sup>2</sup> (Parent-Child Home Program, 1965-2014)

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## Early Childhood Development

### Transition

We understand the importance of healthy transitions for children and their families therefore each year we work closely with them to foster school-readiness and preparation for transitions. We focus on transitioning from our Early Head Start programs to Head Start; then working with the children and families, we prepare them for their move to elementary school. In order to support this transition academically & emotionally, we ensure strong communication between families and EA staff & faculty from our local schools. Through this loop of communication we prepare the children and parents so that they are aware of the adjustments they will need to prepare for in the elementary schools. We host a community forum with Principals and Parent Coordinators from our local district schools as well NYC Department of Education personnel to orient families to the public educational system. In many other ways, we guide parents about selection of schools, the application process and the ways in which they can best support children through this time. We walk through this project in face to face communication with Family Advocates, large group meetings and by distributing literature. Our Educators take children on field trips to the elementary schools; The Family Advocates visit schools with parents as per request. All children from our early childhood education are enrolled on a priority basis for the afterschool programs we operate for elementary-school aged children. One hundred fifty six (156) children enrolled in the Educational Alliance Head Start program transitioned into kindergarten in the fall of 2015.

### Disabilities

The Disability Team works tirelessly to meet the needs of each and every child with disabilities enrolled in our Early Head Start and Head Start. In the 2014-15 program year 19.1% of our total population were identified with and received therapies for varying special needs. When families have questions about their child's development, needs assistance to begin the evaluation process or help advocating for their child at the district meeting, the Disability Team works intensely to ensure the appropriate services are obtained, allowing each child to receive the support they need to meet their full potential. When the children are transitioning from Head Start to Kindergarten, the Disability Team supports and guides the families throughout the entire process including the 'Turning 5' meeting with the family. Over the past few years many of our children's diagnosis prescribed an integrated preschool classroom. In order to adequately serve our children an continue to provide services to the multiple generation families that often come through our doors, we applied in partnership with Theracare and received a state license to have 2 preschool ITC classrooms to begin in the fall of 2015.

### 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.

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We are in our second year of a new and improved Finance Department. EA has made significant changes in the staffing and structure of the Finance Division. Under the direction of a new Chief Financial Officer, Controller and Assistant Controller, and a new team of Grant Accountants our systems has enhanced best business practice. Educational Alliance reconstructed the work of the department based on a systems study analysis. We are confident in our restructuring and predict continued comprehensive financial reporting. For full overview visit: [http://www.edalliance.org/what\\_we\\_do](http://www.edalliance.org/what_we_do)

Our internal budget, broken down by funding source below, demonstrated the receipt of funds from multiple sources. Receiving funds from multiple sources results in an increased amount of reporting back to regulators, however, our sound fiscal accountability ensures proper governance and continued operating success as is evidenced by our consistent contract renewals.

## 2015 Financials

The budget for FY 15 shows an impressive increase in revenue over FY 14 due to expansion of programming and increases in services. Total projected revenue for FY 15 is \$9 million with \$6.5 million slated to cover personnel services, \$1.5 million for OTPS (Program Supplies, Development, Food, Equipment, etc.), and \$1 million in Indirect Costs. The increased budget reflects our expansion; however, measures will be taken to ensure that quality programming and prudent spending persist.

Source	Revenue
City	\$1,184,319
Parent fees(child care)	\$52,264
State	\$599,396
Federal	\$6,822,142
Private	\$386,367
<b>Total Revenue</b>	<b>\$9,044,488</b>

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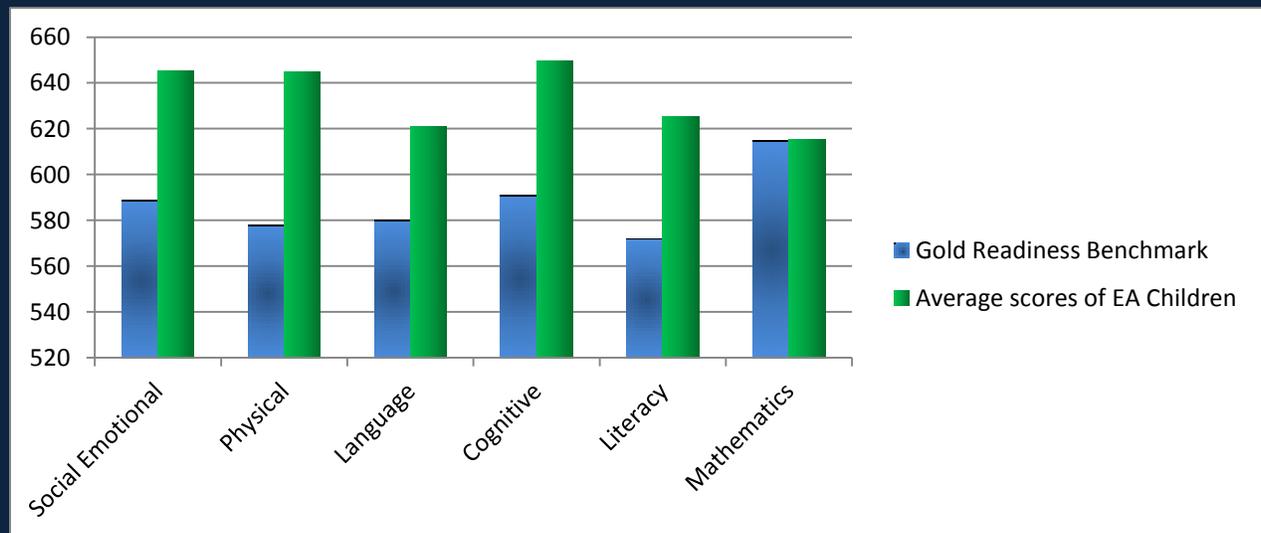
## Overview of Performance Indicators:

<u>2015 Performance Indicators</u>	<u>Percentage</u>
Children who were enrolled for multiple years	39%
Children with health insurance	100%
Children with a medical home	100%
Children with up to date immunizations	100%
Children with a dental home	100%
Children with an IFSP or IEP	20.1%
Families who received at least one special service reported on PIR	98.12%

\*\* Attachment 4 - PIR Indicator Report 2015

## 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. It uses rich data to help plan ahead, track progress, and inform decision that meet the needs of each child, every step of the way. 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.



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The above bar graph displays where our children lie on the scale as compared to the benchmarks set by Teaching Strategies, which represent a national benchmark. As is evident, our children exceed the national average in every domain of early childhood development, an achievement we take much pride in.

These scores can be investigated with great detail through the Teaching Strategies tool. Each child has an individual portfolio through which intricate detail regarding progress and achievement can be unfolded and analyzed. We encourage collaborative exploration and discovery between the educational staff and the parents to ensure that all key players are involved in our community's children's success.

## **Family Engagement**

Our program strongly emphasizes the importance of family engagement in correlation to child outcomes. We provide an open door policy for families to come into the classrooms to build an understanding of the educational opportunities available to their children and become an active part of the learning experience. We also provide Family Literacy sessions to strengthen the use of literacy in the home and build communication skills in regards to parent-child interactions. Classrooms provide individualized Family Engagement Activities where parents are invited into the program to become part of the educational experiences on a monthly basis; these activities include cultural celebrations, literacy enhancement and curriculum development.