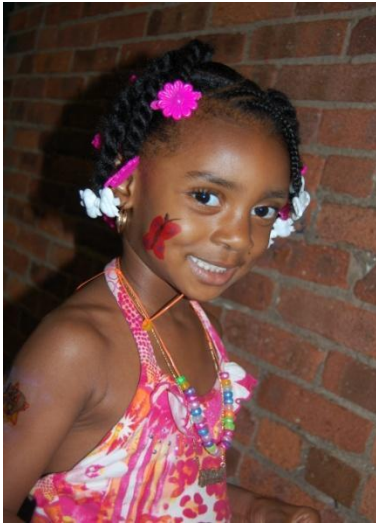


Kingsbridge Heights Community Center



EARLY HEAD START ANNUAL REPORT



2016-2017

Kingsbridge Heights Community Center
3101 Kingsbridge Terrace, Bronx, NY 10463

Serving Community, Building Relationships

Kingsbridge Heights Community Center

ABOUT OUR CENTER

OUR MISSION

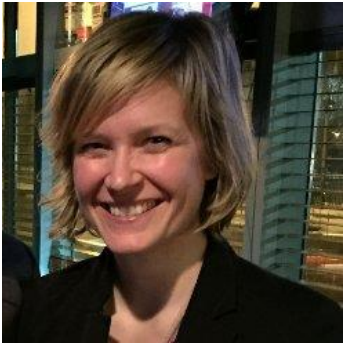
KHCC's mission is to build on the strengths of residents in our diverse community, enabling them to effect change and improve the quality of their own lives and those of their families and their community. We believe that despite poverty, unemployment, and other challenges our residents have the ability to create a brighter future for themselves.

OUR HISTORY

The Kingsbridge Heights Community Center was founded in 1974 by a group of passionate community organizers gathered around three neighborhood women: Mary McLoughlin, Patricia Burns, and Janet Athanasidy. Upon hearing in 1972 that the 50th Precinct was moving out of its turn-of-the-century building on Kingsbridge Terrace, the three jumped at the opportunity to realize their vision for a community center.

The center opened during the spring of 1975 with a Teen Program and a Head Start Program and a budget of \$500,000 to renovate the facility. While work proceeded, new programs were sometimes offered in neighborhood parks, churches, and other locations. As the revitalized precinct building came together, the vision for the organization expanded: it would be modeled after the great New York settlement houses, providing educational and cultural activities for all community residents.

Today, KHCC offers programs and services for all ages and is an active member of United Neighborhood Houses of New York City and United Neighborhood Centers of America. From the adaptive reuse of our historic building to our responsive programs, the Kingsbridge Heights Community Center represents a crucial piece of the fabric of New York City. Under the leadership of Ms. Della, we are poised to help our neighbors in the Bronx meet the challenges of the coming decade.



Margaret Della
Executive Director

Early Head Start

2016-2017



The Early Head Start (EHS) at Kingsbridge Heights Community Center is a program serving families and children from pregnancy through age three years.

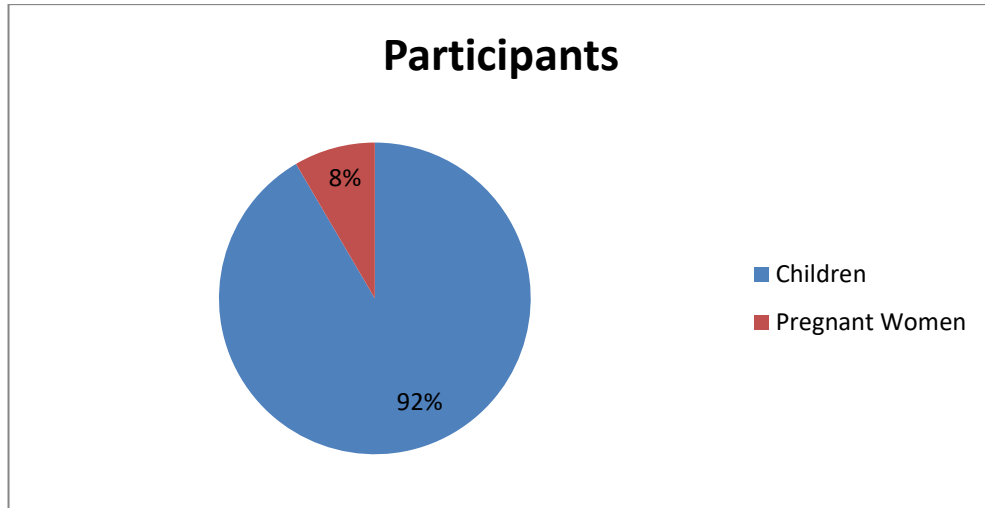
The program is designed to provide early support to families of infants and toddlers, support which will enhance the child's development through healthy beginnings and the continuity of responsive and caring relationships.

The goal of EHS is to foster the intellectual, social and emotional growth of both parent and child. Parents and children can participate in the three program options offered, Combination Program Option, Family Child Care Option or the Pregnancy Option.

Fiscal Information

Please see our website: <http://www.khcc-nyc.org/financials>

PERFORMANCE INDICATORS



148 Total number of participants

136 Number of Families served by the program

133 Average number of children enrolled each month

98 % of average enrollment compared to funded enrollment

100 % of children with identified continuous medical care

99 % are up to date on immunizations or have all possible at this time as determined by physician

50 % of children with continuous professional dental care

15 % are children with disabilities served

39 % of fathers participated in program activities

95 % of enrolled families received family services

(including health and parenting education and support on child development)

CHARACTERISTICS OF ENROLLED FAMILIES

69 % of families are low income families living in the Bronx

68 % of families are two-parent families

90 % of families are working

17 % of families are in school

56 % of families participate in WIC

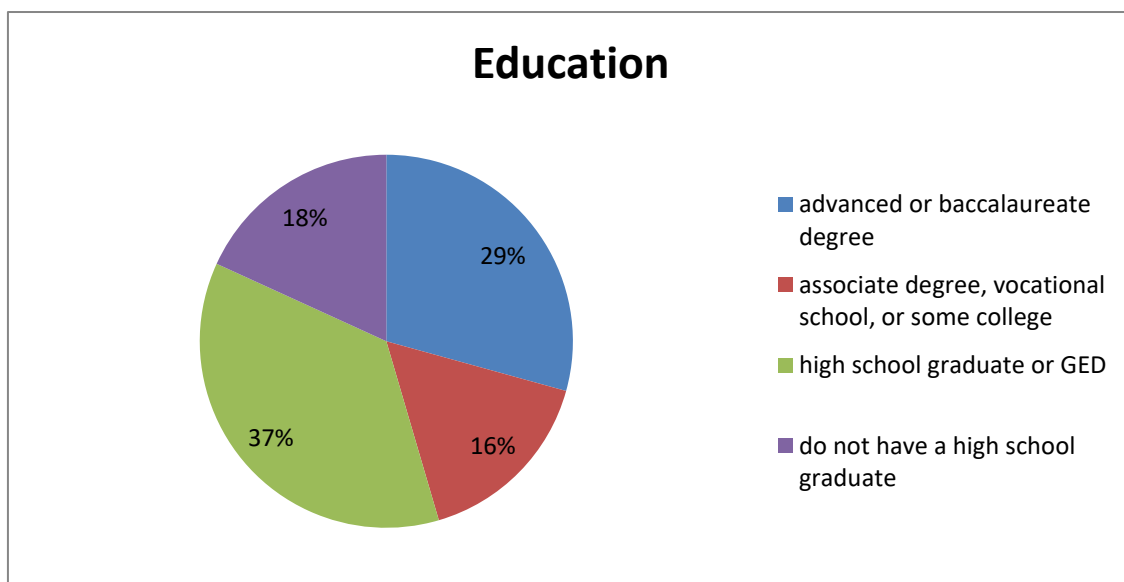
5 families experienced homelessness during the program year

29 % of families have an advanced or baccalaureate degree

16 % of families have an associate degree, vocational school, or some college

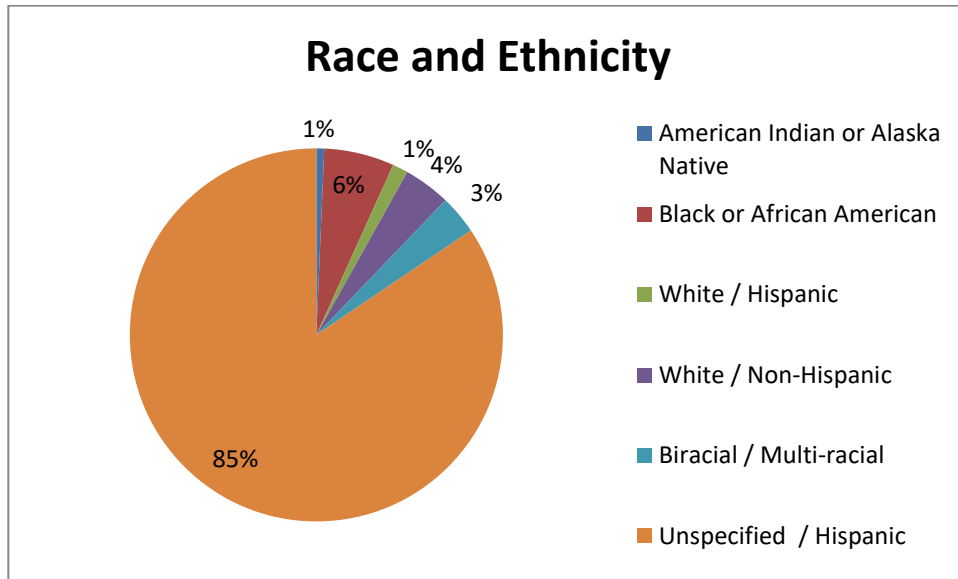
37 % of families have a high school graduate or GED

18 % of families do not have a high school graduate



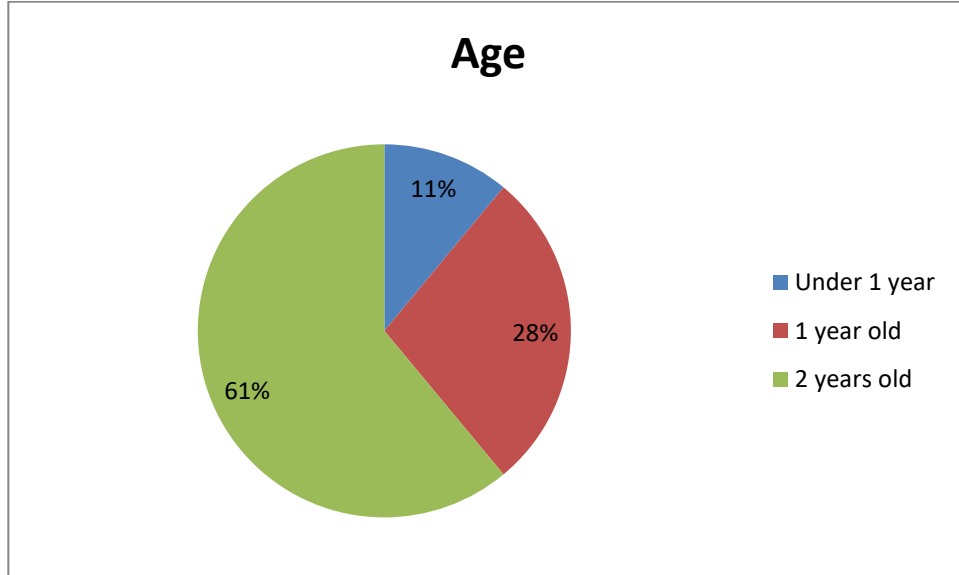
CHARACTERISTICS OF ENROLLED FAMILIES (CONT'D)

Children Race and Ethnicity: **1%** American Indian or Alaska Native, **6%** Black or African American, **1%** White / Hispanic, **4%** White / Non-Hispanic, **3%** Biracial / Multi-racial, **85%** Hispanic



CHARACTERISTICS OF ENROLLED FAMILIES (CONT'D)

Children enrolled by age:



School Readiness Child Assessment System

Kingsbridge Heights Community Center uses a variety of data collection tools for assessment of children throughout the year. Children are screened with the Denver Screening tool and then assessed with the Brigance, Ages and Stages Questionnaire for Social Emotional Development (ASQ-SE) and the Teaching Strategies Gold Assessment throughout the year.

Kingsbridge Heights Leadership plans for the program and share information in a variety of ways. Key Leadership personnel meet with the Board of Directors, Parent Policy Council, and Staff. We also developed a school readiness committee to support the efforts of school readiness and family engagement throughout the year. As a result of the assessments and observations KHCC developed professional development for teachers and ECW's to support the birth to 3 year olds development and transition to a school setting. The Family Childcare Program implemented the utilization of a combined role of education and family services by creating the Early Childhood Worker position for support and monitoring of family childcare homes. In our combination program we changed the classes to be grouped by age and purchased more materials to promote fine motor development in toddlers.

Aggregated Data Scores

Kingsbridge heights Community Center Early Head Start Program collects and analyzes data from the Teaching Strategies GOLD Assessment in five areas of development in the Fall, Winter and Spring. This year our aggregated data results concluded the following:

Approaches to Learning: Children will demonstrate interest, curiosity and eagerness in exploring the world around them

Combo	Fall 2016			Winter 2017			Spring 2017		
	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	0%	0%	100%	0%	100%	0%	0%	78%	22%
Older Infants	0%	77%	23%	7%	87%	7%	0%	82%	18%
Toddlers	0%	0%	100%	5%	95%	0%	0%	92%	8%
FCC	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	0%	0%	100%		28%	72%	0%	15%	85%
Older Infants	37%	53%	10%	31%	32%	37%	22%	31%	47%
Toddlers	29%	71%	0%	28%	61%	11%	22%	30%	48%

Social Emotional Development: Children will develop and engage in positive relationships and interactions with adults

Combo	Fall 2016			Winter 2017			Spring 2017		
	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	0%	40%	60%	0%	75%	25%	0%	32%	62%
Older Infants	0%	86%	14%	7%	93%	0%	0%	20%	80%
Toddlers	0%	0%	100%	0%	86%	14%	0%	7%	93%
FCC	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	25%	67%	8%	14%	71%	15%	0%	15%	85%
Older Infants	32%	58%	10%	47%	47%	6%	22%	31%	47%
Toddlers	47%	49%	4%	31%	60%	9%	20%	30%	50%



Language Goals: Children will demonstrate receptive and expressive language skills and communication strategies in their home language

Combo	Fall 2016			Winter 2017			Spring 2017		
	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	0%	100%	0%	0%	100%	0%	0%	78%	22%
Older Infants	50%	50%	0%	40%	60%	0%	18%	60%	22%
Toddlers	25%	75%	0%	23%	77%	0%	12%	40%	48%
FCC	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	25%	75%	0%	43%	57%	0%	17%	45%	38%
Older Infants	74%	26%	0%	76%	18%	6%	22%	41%	37%
Toddlers	73%	24%	3%	59%	40%	1%	19%	36%	45%

Cognition: Children will investigate their environment to discover what objects and people do, why things work, and how they can make things happen

Combo	Fall 2016			Winter 2017			Spring 2017		
	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	0%	60%	40%	0%	75%	25%	0%	12%	88%
Older Infants	0%	73%	27%	7%	60%	33%	0%	78%	22%
Toddlers	0%	53%	47%	0%	46%	54%	0%	22%	78%
FCC	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	33%	58%	9%	29%	43%	28%	13%	27%	60%
Older Infants	26%	68%	6%	35%	59%	6%	13%	72%	15%
Toddlers	64%	32%	4%	38%	53%	9%	11%	74%	15%

Perceptual, Motor and Physical Development: Children will develop control of their small and large muscles and become increasingly more aware of their sense of space, sense of balance and stability

Combo	Fall 2016			Winter 2017			Spring 2017		
	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	40%	60%	0%	0%	100%	0%	0%	62%	38%
Older Infants	29%	57%	14%	0%	100%	0%	0%	86%	14%
Toddlers	0%	0%	100%	0%	100%	0%	0%	0%	100%
FCC	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded	% Below	% Met	% Exceeded
Younger Infants	25%	75%	0%	14%	86%	0%	0%	94%	6%
Older Infants	47%	42%	11%	53%	30%	17%	18%	58%	24%
Toddlers	56%	40%	4%	34%	60%	6%	16%	66%	18%

School Readiness Goals for Infants and Toddlers

Kingsbridge Heights Community Center Early Head Start Program developed the following goals in alignment with the Early Head Start Early Learning Outcomes Framework and the NYS Early Learning Alignment Crosswalk. According to the National Centers of Quality Teaching and Learning, these goals are “intended to demonstrate progress towards the development of skills and competencies needed for later success in school and life.” All data is collected, assessed, aggregated and compared to national norms using Teaching Strategies Gold, a statistically valid and research based assessment tool.



1. **Approaches to Learning**

Children will demonstrate interest, curiosity and eagerness in exploring the world around them

Younger Infants	Older Infants	Toddlers
Infants will explore objects	Infants will demonstrate interest in exploring a task, especially when adults offer comments and questions	Toddlers will demonstrate awareness of change; active exploration

2. **Social Emotional**

Children will develop and engage in positive relationships and interactions with adults

Younger Infants	Older Infants	Toddlers
Infants will turn to adults for security and comfort	Infants will approach adults to support with their explorations and interactions	Toddlers will maintain an on-going meaningful attachment relationship with an adult who provides care and support

3. **Language and Communication**

Children will demonstrate receptive and expressive language skills and communication strategies in their home language

Younger Infants	Older Infants	Toddlers
Receptive: Infants will show interest in the speech of others by turning to them	Receptive: Infants will demonstrate an understanding of simple multi-word speech "Where is your nose?"	Receptive: Toddlers will begin to demonstrate an understanding of increasingly complex and abstract spoken language
Expressive: Infants will use facial expressions and gestures to communicate with others	Expressive: Infants will begin to use word-like sounds and single words to communicate their needs	Expressive: Toddlers will begin to make the transition to spoken language: naming objects, persons and utilizing two word sentences

4. **Cognition**

Children will investigate their environment to discover what objects and people do, why things work and how they can make things happen

Younger Infants	Older Infants	Toddlers
Infants will begin to demonstrate an understanding that objects do not disappear when they are not seen (look for a hidden object or seek adults when they move out of sight.)	Infants will explore ways to make something happen, such as use words or tug to request support to accomplish a task	Toddlers will demonstrate a beginning understanding of cause and effect- build a block building and knock it down; use a pop up toy, repeatedly drop objects off the side of a table

5. **Perceptual, Motor and Physical Development**

Children will develop control of their small and large muscles and become increasingly more aware of their sense of space, sense of balance and stability

Younger Infants	Older Infants	Toddlers
Infants will raise heads and body against gravity; balance during sitting and crawling	Infants will use hands to manipulate toys/tools and coordinate hand and body movements	Toddlers will begin to attempt a variety of motion activities including walking, running, kicking and throwing a ball, building with blocks and begin to put together simple puzzles

Community Assessment

Based on multiple data sources including; school readiness, parent surveys, program self-assessment, standardized observation tools and our most recent community assessment (2016) *Kingsbridge Heights Community Center Early Head Start* has developed and maintained the following 5 Year Program Goals.

OBJECTIVES	Time Frame	EXPECTED OUTCOMES
1. Parents will participate in Bright Beginnings groups in pregnancy/baby school	Year 1 Expectation	25% of parents will better understand how to “read” and respond to their child’s verbal and non-verbal communication.
		Actual Outcomes
	Year 1	100% of the families that participated in Bright Beginnings Personal Best reported having a better understanding on how to “read” and “respond” to their child’s verbal and nonverbal communication.
	Remarks	We surpassed our goal and will be continuing the Bright Beginnings Group in the following year.
	Year 2 Expectation	40% of parents will better understand how to “read” and respond to their child’s verbal and non-verbal communication.
		Actual Outcomes
	Year 2	98% of the families that participated in Bright Beginnings Personal Best reported having a better understanding on how to “read” and “respond” to their child’s verbal and nonverbal communication.
	Remarks	We surpassed our goal and will be continuing the Bright Beginnings Group in the following year with an additional emphasis on child development included with a coaching initiative for Home Visitors and Infant Educators from the Ackerman Institute
2.CDS (ECWs) will support FCC providers and parents in adapting the Ackerman Model to Family Childcare program option	Year 1 Expectations	25% Increase in the level of shared language and consistency of care at Providers’ and parents’ homes. 25% Increase in the understanding of how to “read” and respond to child’s verbal and non-verbal communication at Providers’ and parents’ homes.
2.CDS (ECWs) will support FCC providers and parents in adapting the Ackerman Model to Family Childcare program option		Actual Outcomes
	Year 1	33% Increase in the level of shared language and a consistency of care at Providers and parents home. 25% Increase the understanding of how to “read” and respond to their child’s verbal and non-verbal communication at Providers and parents home.
	Remarks	We will continue to work on the shared verbal and non-verbal communication concepts with parents at



		parent meetings and at provider trainings to maintain expected gains in the following year.
	Year 2 Expectations	35% Increase in the level of shared language and consistency of care at Providers' and parents' homes. 35% Increase in the understanding of how to "read" and respond to child's verbal and non-verbal communication at Providers' and parents' homes.
		Actual Outcomes
	Year 2	42% Increase in the level of shared language and a consistency of care at Providers and parents home. 30% Increase the understanding of how to "read" and respond to their child's verbal and non-verbal communication at Providers and parents home.
	Remarks	We will continue to work on the shared verbal and non-verbal communication concepts with parents at parent meetings and at provider trainings to maintain expected gains in the following year. Providers and Child Development Specialists will be getting additional coaching in Child Development Milestones from the Ackerman Institute. We will also revisit our surveying tools.
3. Parents as Teachers Home Visiting Curriculum will be utilized for Combination program home visits and the developmentally appropriate activities will also be utilized during the socialization program. Home visitors and Infant Educators will partner with parents to facilitate and support family decision making providing objective, research based information.	Year 1 Expectations	100% Increase in the development of a shared language and a consistency of care for Parents, Home Visitors and Infant Educators. Gains in increments of 10% will be made in school readiness outcomes based on the shared language between teams in combo and the increased awareness of developmentally appropriate activities.
		Actual Outcomes
	Year 1	TSG Data revealed that we had gains of 73% in year 1.
	Remarks	We are really pleased with the roll out and alignment of the PAT curriculum in both the home visits and socialization groups. Its success is evidenced by the incredible gains reached in the first year.
	Year 2 Expectations	100% Increase in the development of a shared language and a consistency of care for Parents, Home Visitors and Infant Educators. Gains in increments of 10% in school readiness outcomes.

		Actual Outcomes
	Year 2	We have 98% agreement of a shared language between parents, home visitors and infant educators. School Readiness data for transitioning toddlers from Fall to Winter in the domain of language shows 77% meeting national normed expectations. This is a 2% gain from the fall. Please note there was a vacancy in the Education Coordinator this program year
	Remarks	Program has instituted a plan winter to spring for increased language supports. For PY 2017-18 Infant Educators and Home Visitors and new Education Coordinator will all continue to have PAT training as well as dedicated coaching from the Ackerman Institute in Child Development
4. Chances for Children is able to support healthy attachment and communication through parent-child play therapy. Chances for Children will increase on-site services from 1.5 to 2 days.	Year 1 Expectations	25% of KHCC referrals will experience an increase in positive paternal-child interactions and a decrease in negative paternal-child interactions.
		Actual Outcomes
	Year 1	This year we an increase in families that participated in the Chances for Children Program. Of those families 36% of those families reported having an increase in positive paternal-child interactions and decrease in negative paternal child interactions.
	Remarks	This year we had an increase in families that participated in the Chances for Children Program.
	Year 2 Expectations	36% of KHCC referrals will experience an increase in positive paternal-child interactions and a decrease in negative paternal-child interactions
	Year 2	This year we had 10 % increase in families that were referred and able to participate in Chances for Children.
	Remarks	According to our program partner, "Data is fully collected and evaluated over the summer for a fall report. All but one family made significant progress." Moving from low or medium quality parenting to high."

Goal #2: To create an enhanced system of support services to an immigrant population

KHCC currently serves a large immigrant population, mainly of Latin American origin (93%). According to KHCC’s Community assessment “One-third of the population in the Bronx is foreign-born”. The vast majority of our families face significant barriers in entering the educational economic marketplace because of their status (non-citizen/undocumented). This further exacerbates the long-term economic stresses and insecurities on immigrant families and, in turn, negatively impacts the socio-emotional, intellectual



Kingsbridge Heights Community Center: Early Head Start Annual Report

and physical health of our EHS community. As a direct response to these barriers, KHCC has elected to develop a partnership with the advocacy center “One Stop” as a new and additional intervention through an incremental approach. New for Program Year 2016-17 KHCC was able to offer access to online Supplemental Nutrition Assistance Program (SNAP) registration on site. Participants who availed themselves to this service reported that satisfaction with the process.

KHCC will begin to offer a new Parenting Journey class called Parenting in America (PIA); a 12 session curriculum based program in which Latino parents share their immigration experiences, honor their cultural strengths, and use new strategies to confront the challenges of adapting to living in the U.S. and raising bicultural children. KHCC also offers ESOL classes and all EHS participants are able to participate free of cost. All the interventions listed are geared towards breaking barriers for immigrant families by creating a system of support, engagement and cultural integration.

OBJECTIVES	Time Frame	EXPECTED OUTCOMES
1. Immigrant families will have access to English Classes on site.	Year 1 Expectations	15% of families referred will sign up for ESOL classes at KHCC.
		Actual Outcomes
	Year 1	20% of families referred for onsite ESOL signed up for classes in the 2015-2016 year.
	Remarks	ESOL at KHCC is gearing up to begin its summer session so we expect to have these numbers increase before the end of the program year in August 2016.
	Year 2 Expectations	30% of families referred will sign up for ESOL classes at KHCC.
		Actual Outcomes
		18% of families referred for on-site ESOL received services.
	Remarks	An enhanced collaborative effort between KHCC Early Childhood and ESOL was put in place this year. We hope to keep the partnership strong in the future. However many of our parents need childcare or a higher level English class than KHCC can offer and were able to access this at a provider off site.
2. Program participants will sign up for classes with our program partners who offer High School Equivalency (HSE) classes.	Year 1 Expectations	50% of referred participants will join program.
	Year 1	57% of families referred for HSE/GED signed up for classes in the 2015-2016 year.
	Remarks	All families that signed up for the program completed the HSE/GED program in 2015-2016 program year.
	Year 2 Expectations	60% of referred participants will join program.
		Actual outcomes
	Year 2	None of the families we referred joined a HSE/TASC program

	Remarks	During Program Year 16-17 the family services team went through an intensive PFCE training process focused on the 7 steps to goal setting for families. A self-assessment PIP goal for 2017-18 is "Program will enhance efforts to enroll eligible participants in a High School Equivalency program / Test Assessing Secondary Completion (TASC)
3. Families will participate in 'Parenting in America'	Year 1 Expectations	50% of referred participants will join program.
	Year 1	Pending Program Launch
	Remarks	Several families have expressed interest in the program; however the agency will launch the onsite classes in June as well as starting Circle of Security Parent Workshops.
	Year 2 Expectations	60% of referred participants will join program.
		Actual Outcomes
	Year 2	100% of referred participants were able to join the on-site 'Parenting Journey/Parenting in America' Program
	Remarks	June and September Saturday morning sessions of Circle of Security were both successful. Program is looking into another collaborative partnership with the NYC Mental Health Association. An enhanced collaboration between KHCC Early Childhood and KHCC Changing Futures made it easy for parents to access the on-site 'Parenting Journey/Parenting in America'

Goal #3: To create a supportive health care initiative for all families that will ensure healthy homes.

On the community assessment **Education, Nutrition and Social Development were the top three critical needs for children** as indicated by EHS and Head Start parent survey respondents (80.0%, 62.2% and 38.9%, respectively). Parents also indicated Health Insurance and Health/Medical Care as important child needs. Consequently, KHCC will be offering a health workshop series that support all families. The first series is a nutrition certificate program through Cornell University, and the second is the Health Initiative workshop geared towards reducing the emergency room visits by training parents how to handle health urgencies by utilizing a health resource guide.

OBJECTIVES	Time Frame	EXPECTED OUTCOMES
1. Families will enroll in the Healthcare Initiative (HCI); a parent training program supporting optimal utilization of medical services to decrease emergency room visits and increase child attendance in program.	Year 1 Expectations	25% of families will have decreased ER visits for non-emergencies. 15% of increased child attendance for participating families

		Actual Outcomes
	Year 1	22% reported that their families will not visit the ER for non-emergencies in a post-assessment. Child attendance for participating families will be tracked over the remainder of the year.
	Remarks	The HCI was held in May 2016 and attendance results are still pending. We missed the HCI goal of having 25% of families' decreasing ER visits by 3%. We will focus in the following year to host HCI in October and have individual follow ups with families that attended.
	Year 2 Expectations	35% of families will have decreased ER visits for non- emergencies. 25% increase child attendance For participating families.
		Actual Outcomes Our individual "check in" data shows that families who attended the HCI have varying reasons for missing program including 'appointment, sick, teething, and weather' no one stated ER visit Our YTD average attendance remains the same at 91%. This is has may different factors including family emergencies and conflicting schedules with siblings.
Cornell University will be hosting an 8 session Nutrition Certificate Program onsite for all EHS families	Year 1 Expectations	50% of referred participants will enroll in the program.
	Actual Outcomes	
	Year 1	84% of referred participants enrolled in the program.
	Remarks	25 participants were referred to the program. Of those referred, 21 participants completed the program and received the Nutrition certificate.
	Year 2 Expectations	60% of referred participants will enroll in the program.
	Actual Outcomes	72% of those referred were able to complete the program and receive the certificate. A self-assessment PIP for PY 17-18 will be how to best utilize the certificate.

PROGRAM DIRECTORS

Janine O'Connor and Marisol Rios *Co-Directors of Early Childhood Services*

Humberto Cruz *Director of Education*

Melissa Yurdin *Director of Clinical Services*

Luz Peña *Director of Family Childcare*

Karen Brooks *Director of Family Services*

Norma Collado *Director of Health and Safety*



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Early Head Start is a program of the U.S. Department of Health and Human Services.