

South Jamaica Center
For Children and
Parents, Inc.
Annual Report
2020 – 2021



Mission Statement

To Attack Illiteracy And Poverty And Promote Social / Economic Change, Service For Children & Parents.

Funding and Budgets

Fiscal Year Ending June 30, 2021

Revenue Received	CASH	NON-CASH
Head Start	\$1,063,238.00	
Head Start / UPK	\$ 186,892.00	
City Transitional / Head Start	\$ 80,454.00	
Head Start / COVID	\$ 86,104.00	
City Tax Levy	\$ 242,195.00	
In-Kind Contribution		\$648,904.00

Budget	CASH Expenditures	In-Kind Expenditures
Personnel Services	\$ 931,237.00	
Employer's FICA	\$ 69,443.00	
Unemployment	\$ 9,091.00	
Other Insurance-FB	\$ 8,984.00	
Pension	\$ 115,381.00	
Health Insurance	\$ 106,370.00	
Workers' Compensation	\$ 21,503.00	
Substitutes	\$ 14,218.00	
Rent	\$ 94,536.00	
Insurance & Fees	\$ 20,807.00	
Utilities and Telephone	\$ 17,720.00	
Maintenance and Repairs	\$ 26,138.00	
Supplies	\$ 99,521.00	
Education	\$ 20,580.00	
Training and Staff Development	\$ 2,825.00	
Parent Services	\$ 3,854.00	
Child Services Consultants	\$ 49,236.00	
Other Consultant	\$ 8,395.00	
Contractual	\$ 2,220.00	
Audit	\$ 43,124.00	
Miscellaneous Expense	\$ 25,486.00	
Total	\$ 1,685,884.00	

Proposed Budget
Fiscal year July 1, 2021 – June 30, 2022

Budget	Program Operations	Non-Federal Funds
Personnel Services	\$1,175,840.43	
Fringe Benefits	\$ 71,643.99	
Unemployment	\$ 7,603.56	
Pension	\$ 141,791.32	
Welfare Fund	\$ 000.00	
Health Insurance	\$ 141,527.99	
Workers' Compensation	\$ 12,672.85	
Disability	\$ 11,736.37	
Paid Family Leave	\$ 24,821.76	
Substitutes	\$ 19,999.83	
Rent	\$ 167,728.00	
Insurance & Fees	\$ 18,184.20	
Utilities and Telephone	\$ 23,097.00	
Maintenance and Repairs	\$ 35,870.71	
Supplies	\$ 102,883.89	
Training and Staff Development	\$ 16,170.72	
Parent Services	\$ 3,464.85	
Child Services Consultants	\$ 31,362.45	
Administrative Consultants	\$ 57,399.85	
Audit	\$ 35,000.00	
Miscellaneous Expense	\$ 4656.96	
Other		\$620,064.00
Total	\$ 2,241,249.08	\$620,064.00

Program Enrollment

August 1, 2020 – July 31, 2021

Total Number of Families Served

Site	Number Served
Center I	28
Center II	48
Program Wide	76

Total Number of Children Served

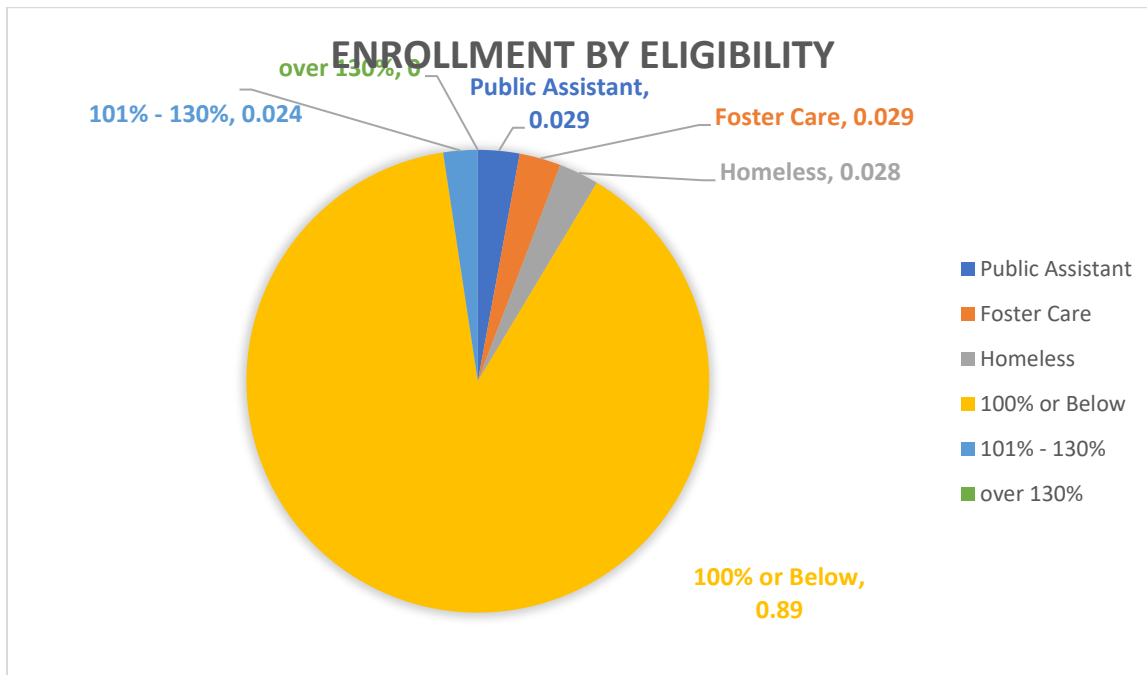
Site	Funded Enrollment	Number Served
Center I	51	29
Center II	60	49
Program Wide	111	78

Center I

Center II

Month	Enrolled	% of Funded Enrollment
August 2020	47	100 %
September 2020	51	74 %
October 2020	25	49 %
November 2020	24	47 %
December 2020	25	49 %
January 2021	26	51%
February 2021	22	43 %
March 2021	24	47 %
April 2021	24	47%
May 2021	24	47 %
June 2021	25	49 %
July 2021	16	31 %

Month	Enrolled	% of Funded Enrollment
August 2020	59	98 %
September 2020	60	100 %
October 2020	44	73 %
November 2020	42	70 %
December 2020	43	72 %
January 2021	44	73 %
February 2021	45	75 %
March 2021	46	77 %
April 2021	49	82 %
May 2021	48	80 %
June 2021	49	82 %
July 2021	21	35 %



Estimated % of eligible children served – 100%

Program Monitoring

The Division of Early Childhood Education (DECE)

We were remote this year, and we did not complete the ECERs:

Subscale	Score	Subscale	Score
Space and Furnishings	N/A	Personal Care Routines	N/A
Language-Reasoning	N/A	Activities	N/A
Interaction	N/A	Program Structure	N/A

We were remote this year, and we did not complete the CLASS

Domain	Score	Domain	Score	Domain	Score
Emotional Support	N/A	Classroom Organization	5.35	Instructional Support	N/A

Dimensions

Positive Climate	N/A	Behavior Management	N/A	Concept Development	N/A
Negative Climate	N/A	Productivity	N/A	Quality of Feedback	N/A
Teacher Sensitivity	N/A	Instructional Learning	N/A	Language Modeling	N/A
Regard for Student Perspectives	N/A	Formats			

Annual Audit

The Board of Directors accepted the 2021 Annual Audit in June 2022. This audit did not identify any material weaknesses or significant deficiencies in internal control over financial reporting. Furthermore, this audit did not identify any material weaknesses or significant deficiencies in internal control over major programs. The full report of the most recent Audit may be found at

CHILD HEALTH SERVICES

PIR Performance Indicator	Head Start
Children up to date on the schedule of Health Services at end of year	78
Children with chronic health conditions need treatment	0
Of the above children, the number who received treatment	0
Preschool children who completed professional dental exam	78
Of the above children, a number who needed treatment	78
Of the children needing treatment, the number who received it	78

PIR Performance Indicator	The number at End of Year Head Start
Children with Health Insurance	78
Children with a medical home	78
Children up to date on immunizations	78
Children with a dental home	78

Child Disability Services

Performance Indicator	Head Start
Cumulative Child Enrollment	78
Number of Children with Disabilities	5
Percentage of Enrollment	6%

South Jamaica Center has consistently complied with relevant Head Start Program Performance Standards regarding serving a 10% capacity minimum for children with special needs. It was not so during year 2020 - 2021. There are several methods to ensure that children are properly assessed. South Jamaica Center for Children and Parents, Inc., special needs children take up approximately 6% of our population. Within the first 45 days of the child entering the program, we screen them using the Brigance Preschool Screening. The Education Director monitors this process, and the Mental Health Consultant reviews the screening to determine if any child is in need of follow-up or further assistance. Within the 45 calendar days of the child entering the program, their files are reviewed by the staff and our Health Consultant to rule out any medical conditions. If the child is suspected of having a disability intervention, preventive measures are implemented. If we suspect medical issues, we will refer them to appropriate medical services. The classroom teacher writes Anecdotal to pinpoint target areas as well as strengths. The teachers work to strengthen their target areas, by modifying the classroom environment, meeting the child’s needs through setting up a buddy system, adapting materials and providing one-on-one adult support and positive reinforcement. All children we serve with special needs will have a current Individualized Education Plan (IEP) or an Individualized Family Service Plan(IFSP) which indicate that a center-based or home-based environment is the appropriate setting for the child. We work with children of various degrees of delay, disorder, and disability. The Education Directors/Disability Coordinators, Early childhood, and family service staff receive ongoing training to reinforce and ensure individualized developmentally appropriate practices within the classroom. In addition to utilizing a validated, research-based curriculum, we also integrate all of the components in our daily activities.

Parent Involvement Activities

South Jamaica Center For Children and Parents, Inc. parent involvement activities are the following:

- We have an orientation with the parents, so they will know about the agency.
- Class Day for Parents (allow the parents to see what their child is doing in the classroom)
- Election for the various committees
- Orientation for the committee
- We have a Harvest Luncheon. (This allows the parents to socialize and get to know one another.)
- Turning 5 Meetings (to help with transitions)
- Forum (The Public and Private Schools talk to the parents about what to expect when their child starts Kindergarten.)
- Nutrition Workshop
- Parenting Classes
- CPR Training
- Mental Health Workshop
- Health Workshop
- A.L.E.R.T.A (A Learning Experience Responsive To All) the parents learns about each other culture.
- Health & Safety Committee
- Nutrition Committee
- Education Committee
- By-Laws Committee
- Grievance Committee
- Personnel Committee
- ERSEA Committee
- School Readiness Team
- Self-Assessment

In addition to providing various workshops, meetings and training to our parents, we involve them fully in our efforts to continue the practice of assisting unskilled, unemployed, and underemployed parents. They shall be encouraged to partner with us by enrolling in meaningful job training programs with the extended hours that are provided to the children of these parents enables them to pursue their training. South Jamaica Center is not only providing high quality and comprehensive services to our parents and children, but we also instill in our parents the idea that parents are the primary educator of their children and we shall do this by engaging them entirely in the education of their children. We shall offer parents an opportunity to participate fully in all program operations. Shared decision making has always been strictly followed by South Jamaica Center, and we shall continue to ensure that this important requirement continues in our Head Start program.

Kindergarten Preparation

The following workshop and training to help parents support the learning objectives in the classroom which helps prepare children for kindergarten.

- Turning 5 Workshop which helps the parents prepare the children for kindergarten.
- Transition Visit to Public School
- Advocacy Workshop
- Education Forum
- Parent / Teacher Conference
- Home Visits
- School Readiness Team

South Jamaica Center for Children and Parents' (SJCCP) mission statement has always been "To Attack Illiteracy and Poverty and Promote Social/Economic Change, Service for Children and Parents." With this in mind, we utilize acceptable tools such as a research-based validated curriculum to provide quality, comprehensive, and linguistically appropriate services that lead children and families to achieve the required educational, social, physical, and emotional services that promote school readiness and ensure success in the school system. South Jamaica Center has adopted the High Scope Curriculum to provide needed educational activities for children and parents employing this Curriculum, which is a valid research-based, developmentally appropriate tool. High/Scope is a reliable, linguistically and culturally sound curriculum for creating successful outcomes for children and families. The High/ Scope curriculum is directly aligned with the New York State Common Core Learning Standards, which enables preschool children to build upon school readiness skills to enter kindergarten and is directly connected to the Head Start Framework.

The curriculum is structured to support children's develop in the eleven developmental domains. The curriculum is an open framework model, which allows children to be actively learning and participating in every aspect of the classroom learning environment. In collaboration with the parents, we implement a curriculum that is consistent with the Head Start Performance Standards and based on sound child development principles about how children grow and learn. High /Scope provides opportunities for social context in which an alert and sensitive adult is a participant-observer, makes it possible for the child to be involved in intrinsically interesting experiences that may produce contradictory conclusions and a consequent reorganization of a child's understanding of his or her world. These activities provide a positive outcome including the following: Support learning by simple, consistent daily routines. We encourage individual and group play through our daily routine such as; small group, large group, work time outdoor play; Provide continuous opportunities for children of all ages and abilities to experience success, by encouraging them to work on their own pace and ability; Utilize materials accessible to children without adult assistance. Furniture and materials are arranged to distinguish activity areas and provide space for children to work individually as well as in a group. Use anecdotal notes to identify children's preferred ways of interacting with the environment, taking into account their skills, their use of objects and materials. The frequency of conversation, interest in listening to stories and songs, and choices to work alone

or with others to increase the complexity and challenge of various activities to accommodate various children's development. Parents are involved in classroom activities as partners with teachers and receive support as educators of their children. Teachers are trained and supervised in the curriculum through an ongoing in-service training system. The program is well managed, supported, and monitored to ensure continuing quality. It's effective in helping children acquire social competence and the skills they need to succeed as learners well documented. We provide developmentally appropriate experiences, implemented with attention to the different needs, interests, developmental levels, and cultural backgrounds of individual children. Include specific goals and objectives that are challenging, yet achievable. We provide flexibility in the schedule for spontaneous learning, teachable moment, and individual interests. We provide learning experiences that are meaningful to children and which support natural curiosity and individuality. Experiences and activities that are culturally sensitive, linguistically appropriate, and responsive to the local communities' needs. We have developed a system to observe and record children's progress in all areas of development and use the information gained to enhance future curriculum planning. Complete an assessment with each child at least three times during the program year, beginning when children enter the program, at a midpoint in the year and at the completion of the year to assess each child's outcomes, progress, and accomplishments. Utilizes information from the assessment, observations, and parents' input to develop individualized plans for each child; Develop an Anecdotal tracking system that caregivers can implement to observe and record each child's behavior on a regular basis. Maintain regularly recorded progress notes and documentation of ongoing observation and evaluation of each child's growth and development to plan activities to meet individual needs. Documentation includes observation and anecdotal notes, growth and developmental assessments. Plans to meet individual child's needs, parent input and home visit/parent conference reports/summaries. IEP's for each child professionally diagnosed with a disabling condition, and referral/follow up information. Incorporate specific activities into lesson plans for children found to have developmental lags. Participate in periodic family conferences where each child and family's progress is reviewed, and plans are developed. Maintain ongoing contact with parents in a variety of situations that promote discussions of their child's growth and development.

Our curriculum supports and enhances the use of the children's primary language, as well as supports the development of English in dual-language learners. High/ Scope is geared to meet the needs of children who are dual language learners or English language learners. All children are encouraged, regardless of gender, to participate in all classroom activities and centers. Our staff provides appropriate role modeling and help children demonstrate an appreciation of others by imitation. Classrooms incorporate materials and experiences reflective of children's homes and communities.

Some of the multi-cultural sensitive materials that reflect diversity will include, family photos, cooking utensils, music tapes, work clothes, non-stereotyped role models, every day and holiday clothing, pictures of diverse cultures, artwork representative from different countries, occupations, instruments, computer software depicting minorities as professionals. There will be an emphasis on the program's responsiveness based on child's prior experiences,

maturation rates, style of learning and how adults respect diversity among children by being responsive to children's cues.

South Jamaica Center recognizes the need and challenge to meet the home languages of the families in our care. Administrators and teachers have come together to bridge the gap between this barrier by implementing new policies and practices this program year. South Jamaica Center's Education Directors have revised the current weekly lesson plan to specifically document and include DLL, which will be another piece of individualized instruction for children who have difficulty learning the English language or any other dual language challenge. By incorporating specific activities into the lesson plan, early childhood teachers will strategize methods that will be effective with any given child. South Jamaica works with parents and caregivers to develop a vocabulary list of simple words to communicate with children in the classroom for simple everyday tasks as well as incorporating dual language labeling in the classroom environment and center. The teachers reinforce English and child's native language through instructional teaching. Conversations in the child's home language are encouraged throughout the day, even if the teachers do not understand. Children who bring the gift of bilingualism should be supported and treasured, while at the same time, fostering their ability to learn to speak English. Greeting and departure times will include the implementation of "the language of the day," which demonstrates to families that we are making every effort for them to feel welcome in our center. Teachers incorporate daily songs and music into the environment to create a culturally diverse atmosphere. We have utilized consultants and outside agencies that will support the screening process- in child's language, as well as have a family member that speaks the language of the child as an interpreter during screenings and South Jamaica Center continues to utilize this system. Classrooms incorporate materials and experiences reflective of children's homes and communities. Some of the multi-Cultural sensitive materials that reflect diversity include family photos, cooking utensils, music tapes, work clothes, non-stereotyped role models and cultures, artwork representative from different countries, occupations, instruments from other places, computer software depicting minorities as professionals, every day and holiday clothing and pretend ethnic dishes. Parents are encouraged to bring in and share different authentic artifacts, empty containers, reading material, music and tell stories to the children in the classroom. Early childhood education plays an essential role in preparing these children for later success in school by incorporating basic foundational skills in language and literacy before they enter kindergarten ready to learn. The children's first language is encouraged by offering them English as a second language through appropriate instruction and materials that will increase their understanding of basic simple words. The task of learning English has to be respected and acknowledged as part of the ongoing learning process. The keys in building these skills have to include speaking, listening, viewing, representing, reading and writing along with an interactive supportive environment where adults and children are engaged in complex language opportunities. South Jamaica Center continues to make a concerted effort to respect and support every family's individuality. Our program is in a continuous search to provide resources and strategies to support children's learning in their home language. Our curriculum allows for education staff to engage in intentional instruction and scaffolded instruction, based on the developmental level of each child are essential elements of appropriate practice in our Head Start Program. The Brigance

Screening Tool is utilized in assessing children for services children upon entry into the program, using the Brigance Screening tool to get an initial snapshot of where the child is in his/her development and gives us a clear picture of a possibility that the child might need to be evaluated. Screening is completed within 45 days of child's enrollment in the program. Also, some other educational tools and assessments we utilize are: Teacher Socio-Emotional Report, High Scope Child Observation Record, Outcome Analysis Report, Early Childhood Environment Rating Scale, Anecdotal Forms, Health Form 10's, Lesson Plans, Initial Progress Reports and High/ Scope Progress Reports.

High Scope offers intensive curriculum training, it enables teachers to contribute significantly to children's development on every level.

Our curriculum is involved in longitudinal studies that include data collection and on-going assessment of children's development. Children are being observed in the classroom using the High Scope Observation Record assessment tool, and children are taking part in direct skills assessment testing. Through the utilization of the COR, it provides a systematic assessment of young children's knowledge and skills in all areas of development. COR anecdotes gathered on a child over time and systematically rated according to the COR framework, are the primary units of information that are compiled and analyzed to provide a comprehensive portrait of each child's development gains and the progress of the group as a whole. Also, longitudinal information is gathered about Head Start teachers, classrooms and children as well as interviews with program administrators and parents.

Through the utilization of the online High Scope Curriculum, a Head Start Mandated Learning Domain Outcome report is compiled and developed. We can analyze this information either by an individual child, by a single class, a particular center, or the agency as a whole. This outcome report provides critical pieces of information documented where each child is developmentally and where the agency's strengths are, as well as areas of improvement. The Outcome Report is formulated based on teachers inputting their anecdotal observations of the children. Through these entries, information for the outcome report is generated. The Outcome report demonstrates the learning domains and scores each area as to how much progress has occurred. Three times a year, an outcome report may be generated and utilized to plan lessons, professional development, and provide specific information on each child. Outcomes are analyzed, and an educational plan and agency plan is formulated on how to build on strengths and how to address weaknesses. This report is utilized to develop professional development within the school year. The outcome report provides a clear picture of materials and activities in which the educational staff need to implement. This is also used as a tracking system and part of our parent-teacher conference information and home visits. High Scope's online system is comprehensive and provides step by step activities for parents to follow at home with their child. The outcome report is used to measure high-quality educational programming, and the data is used to tailor instruction to improve program practices and develop school readiness goals. With the utilization of High Scope, it enables us to individualize goals for every child, and tailor lesson plans to meet the child's level. High Scope is non-bias and developmentally appropriate for all children from dual language learners, homeless, foster

children, etc. Head Start Outcomes Framework- learning domains- are directly linked which builds a strong foundation for an appropriate pedagogical approach in the classroom setting and successful outcomes for school readiness. With this analytical data, we are a “ready school” for “ready children.” High Scope enables us to be committed to the success of every child who walks through our doors through improved teacher practices and child outcomes. High Scope caters to the individual needs of each child, which includes children who may have learning disabilities. Our program curriculum educational plan is designed to avoid gender stereotyping and consists of a specific plan of service for the individual needs of children with disabilities.