



LENOX HILL NEIGHBORHOOD HOUSE
SINCE 1894

Head Start Public Annual Report

Lenox Hill Neighborhood House
Early Childhood Center

September 2021



Introduction

Lenox Hill Neighborhood House is a 127-year-old settlement house widely recognized as one of New York's premier human services providers. Founded in 1894 as a kindergarten for immigrant children, the Neighborhood House now serves thousands of individuals and families in need each year through a wide array of effective and integrated services – social, educational, legal, housing, health, mental health, nutritional and fitness. We are committed to achieving an ongoing, organizational culture of excellence – programmatically, operationally and fiscally – and to being the best nonprofit in New York.



The Neighborhood House serves 16,000 clients each year who range in age from 3 to 103, represent dozens of races, ethnicities and countries of origin and live, work, go to school or access services on the East Side from 14th Street to 143rd Street. They include indigent families and the working-poor who live in the East Side's housing projects and tenements or who travel to the Upper East Side to work in low-wage jobs such as cashiers, housekeepers, nannies and laborers; 10,000 seniors; and hundreds of mentally ill homeless and formerly homeless adults. We have five locations between 54th and 102nd Streets, including our Head Start program on East 70th Street, and offer programs at dozens of East Side locations and deliver services to thousands of homebound clients in their own homes. Our mission is to help people gain the skills they need to strengthen themselves and their community.

The Neighborhood House's award-winning and nationally-recognized Early Childhood Center (ECC) is a model Head Start program and lab school for innovations designed to erase the school readiness gap for the children we serve, as well as to advance the field of early childhood education. We work to offer the best possible educational, developmental and social services to our Head Start children and their families. Moreover, we seek to provide the best facilities, partnerships, and resources in support of the health and growth of these families. The Neighborhood House ECC is accredited by the National Association for the Education of Young Children (NAEYC), achieving outstanding ratings in all review categories as part of our 2019 reaccreditation.

The children and families supported by the ECC represent some of the most vulnerable groups in New York City, and the COVID-19 pandemic poses an even deeper threat to the families that we serve, as many have lost jobs and did not qualify for government stimulus relief. Throughout the COVID-19 crisis, our focus has been both emergency-based, with multifaceted crisis interventions, as well as supportive and educational. This past year the program operated remotely offering a comprehensive program using Google Classroom and live Zoom sessions. We offered numerous workshops and group work for families to connect with the program and with their classroom community. Social workers routinely contacted each family, via phone or Zoom, to identify and address concerns regarding education, mental health, physical health, interpersonal relationships, financial status, or legal needs. Social workers have also provided support groups and psycho-educational groups for families throughout the pandemic. The ECC administrators and child psychologist are involved, as are other staff at the Neighborhood House in different program areas who can assist in their area of expertise. We have been connecting families to many resources. These include meals, food distribution, health care, legal support, employment, benefits, medicine, and other vital resources, while continuing to provide education and support for all ECC children and their families.

The following 2021 Public Annual Report is compiled and distributed in accordance with the Head Start Act, Section 644(a)(2).

Federal Head Start Funds Received from the federal Administration for Children and Families, as well as State and City Funds Received and Used as part of the Required Non-Federal Match

| | Fiscal Year 2021 Actual | Fiscal Year 2022 Proposed |
|-----------------------------------|-------------------------|---------------------------|
| Federal Head Start Funds | \$2,008,900 | \$1,907,730 |
| Child and Adult Care Food Program | \$4,506 | \$157,200 |
| Non-Federal Universal Pre-K Funds | \$448,629 | \$471,247 |
| Total: | \$2,462,035 | \$2,536,177 |

In addition, generous contributions from private philanthropic supporters is essential to the development and implementation of our exceptional enrichment programming and the creation of our state-of-the-art facilities.

Federal Head Start Program Expenditures for 2021 and Proposed Head Start Budget for 2022

| | Fiscal Year 2021 Proposed | Fiscal Year 2021 Actual | Fiscal Year 2022 Proposed |
|------------------------|---------------------------|-------------------------|---------------------------|
| Personnel | \$1,570,454 | \$1,563,251 | \$1,600,626 |
| Fringe Benefits | \$557,362 | \$548,412 | \$539,851 |
| Travel | \$0 | \$6181 | \$0 |
| Supplies | \$23,349 | \$83,446 | \$57,396 |
| Contractual | \$4,607 | \$4,958 | \$3,461 |
| Other | \$301,757 | \$251,281 | \$177,643 |
| Food and Food Services | \$162,000 | \$4,506 | \$157,200 |
| Total: | \$2,619,529 | \$2,462,035 | \$2,536,177 |

Children and Families Served and Average Monthly Enrollment

The ECC is a center-based Head Start program. Our Head Start funded enrollment is 141 students. We operate, in non-pandemic times, eight different classes with an average size of 16.8 students. Over the 2020-2021 academic year, we had a cumulative student body of 118 learners from 114 families. Cumulative enrollment includes students who transitioned either into or out of the program partly through the academic year.

Head Start Monthly Enrollment, 2020-2021

| September | October | November | December | January | February | March | April | May | June | July | August |
|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|--------|
| 116 | 115 | 114 | 112 | 109 | 107 | 104 | 101 | 101 | 101 | 95 | 95 |

*The Head Start program is only in session for the first week of August.

Most Recent Financial Audits

The most recent audit of the consolidated financial statements of Lenox Hill Neighborhood House, Inc., and Affiliates, which comprise the consolidated statements of financial position as of June 30, 2019 and 2020, and the related consolidated statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the consolidated financial statements, was undertaken by Marks Paneth LLP. Marks Paneth issued an unqualified opinion that the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Lenox Hill Neighborhood House, Inc. and Affiliates as of June 30, 2019 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. A copy of the independent audit and the consolidated financial statements are available upon request or on our website at www.lenoxhill.org. The audit of Lenox Hill Neighborhood House was performed in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States (“GAS”), the Single Audit Act Amendments of 1996, and the provisions of Title 2 U.S. *Code of Federal Regulations* (“CFR”) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”).

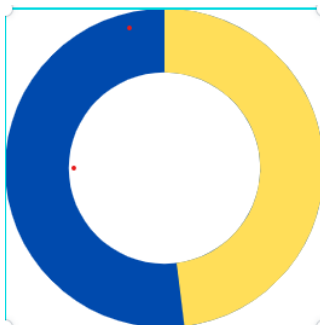
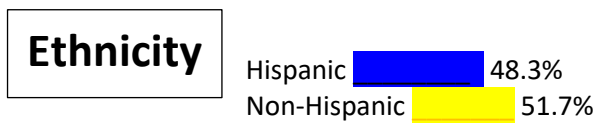
Eligible Children Served

Among our 118 students in the 2020-2021 academic year, primary eligibility for the Head Start program was:

| Primary Eligibility for Head Start | |
|---|-------|
| Income below the Federal Poverty Threshold | 55.9% |
| Qualified Recipient of Public Assistance | 5.9% |
| Foster Children | 0.9% |
| Homeless | 4.2% |
| Income Between 100% and 130% of the Federal Poverty Threshold | 24.5% |
| Over-Income Enrollees | 8.6% |

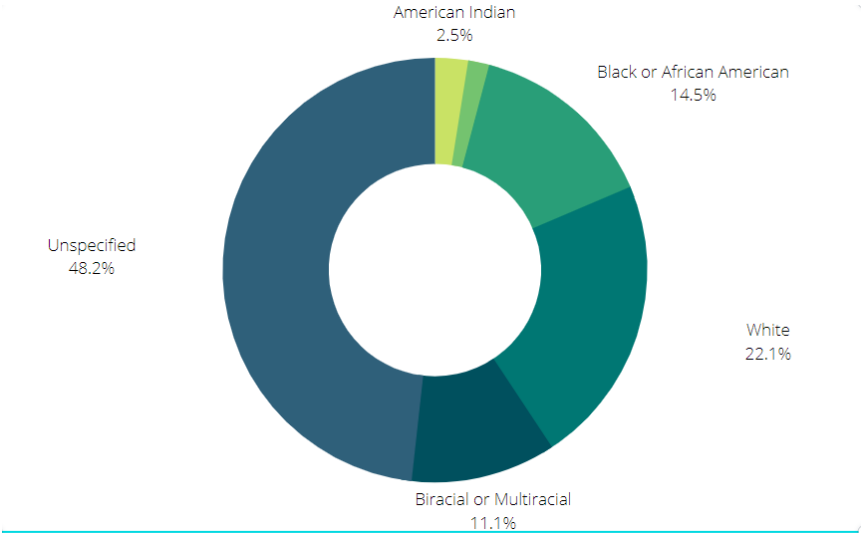
Demographics of the Neighborhood House Head Start Program

Our families live, work or go to school on the East Side of Manhattan, between 14th and 143rd Streets, with the majority of families coming from East Harlem. Children are three- or four-years-old when they enter the program. Selected demographics are below.



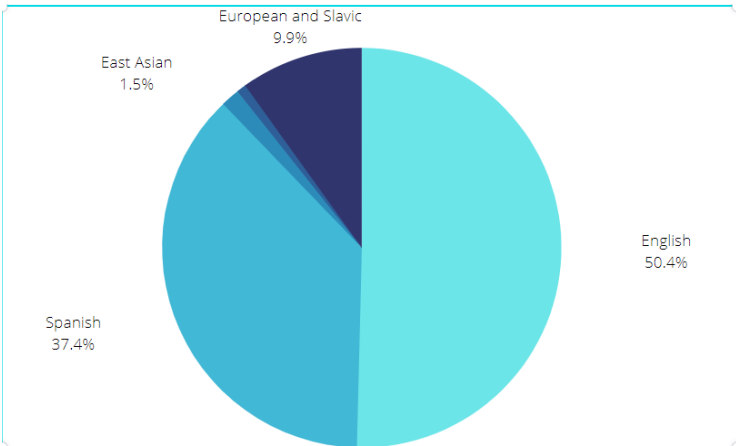
Race

American Indian 2.5
Black or African American 14.5%
White 22.1%
Biracial or Multiracial 11.1%
Unspecified 48.2%



Primary Language

English 50.4%
Spanish 37.4%
East Asian 1.5%
Middle Eastern .85%



Health Services for Children and Families

The health of our students is integral to their development. To foster improved health and wellbeing of our students, our Head Start staff works quickly to identify and resolve any barriers to medical or dental care access that our families may be experiencing. Through the course of each year, we link families disconnected from the health care system to continuous sources of accessible medical and dental treatment, promote timely immunization, strengthen the use of preventive medical services, and encourage families to provide their children with a complete professional dental examination.

Medical and Dental Health Care Utilization by School Year's End 2020-2021

| | |
|---|-------|
| Children with a Medical Home | 100% |
| Up-to-Date Well Child Primary and Preventative Medical Care | 100% |
| Up-to-Date/All Possible Immunizations | 95% |
| Children with a Dental Home | 95% |
| Children Who Received Preventative Dental Care within 12 months | 10.2% |
| Children who Recieved a full Professional Dental Exam with in 12 months | 95% |

Parent Involvement Activities

Parental involvement in the Head Start program is essential to programmatic success. The ECC has a variety of avenues for parental involvement in our program and for parents to provide input on unmet needs. Our goal is that all families participate in parent activities and events throughout the school year. Over the course of the 2020-2021 academic year, our average participation rate in weekly workshops was high, despite programs being delivered by Zoom. ECC offered family workshops midday when their children were resting or napping. This worked exceptionally well for our families. Some examples of parent involvement programs and activities include:

- Home visits
- Policy Council, Classroom Meetings, and committee participation
- School Readiness/Family Engagement Committee
- Workshops on health, separation, toileting, self-care, resiliency, and mindfulness
- Health Workshops and Healthy City Kids workshop series
- Education related events including – transitioning, Gifted and Talented Application Workshops, Kindergarten Application workshop, developmental expectations, Turning 5 workshop
- ESOL classes, Tennant Rights Workshops, Culinary Arts classes
- School Pride events including curriculum day, seasonal celebrations and end of the year family day



In addition to these workshops and activities, the Neighborhood House has a robust program of supportive services that we provide to all our families. Our staff strongly believes that a safe, stable and healthy family environment is integral to positive child development. We assess both the parents’ and the children’s strengths and needs throughout the year with the Family Needs Assessment to connect our families with any services or resources that they may require. Last year, 100% of our Head Start families took advantage of one or more of the supportive services – ranging from crisis intervention and legal assistance to health education and parenting courses – that were available at the Neighborhood House or through one of our community partners.

During the COVID-19 pandemic, the ECC facilitated additional support and psycho-educational groups and workshops via Zoom. The social work team provided parents with the opportunity to attend a group (offered in both English and Spanish) that focused on different topics including self-care, health and safety, boundary setting, race and diversity and parenting techniques. The family services and education teams collaborated to offer a workshop series throughout the school year. These five-part series included Language Development and Social and Emotional Development. Additionally, the Mental Health Consultant, Dr. Carol Michaels, facilitated a workshop titled “How Much Togetherness is Too Much Togetherness” for families struggling with isolating at home.

| Family Services Program | Families Served |
|---------------------------------|-----------------|
| Adult Education | 10 |
| Domestic Violence Services | 2 |
| Emergency/Crisis Intervention | 112 |
| ESL Training | 15 |
| Health Education | 147 |
| Housing Assistance | 7 |
| Mental Health Services | 18 |
| Parenting Education | 118 |
| Psycho-Education | 118 |
| Relationship/Marriage Education | 19 |
| Short-Term Crisis Intervention | 118 |

Recent Federal Reviews

The ECC is 100% compliant on all federal reviews. The federal Administration for Children & Families, Office of Head Start, undertook a Focus Area 1 review of the Neighborhood House’s ECC from 03/18/19 to 03/22/19, a review of the Neighborhood House’s Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) measures from 3/16/15 to 3/20/15, a Comprehensive Services/School Readiness review from 11/16/15 to 11/19/15, and a review of Leadership, Governance, and Management Systems from 6/13/16 to 6/14/16. In each case, these reviews found no area of noncompliance as the Neighborhood House was 100% compliant with federal rules and regulations. Copies of

these reports of the Overview of Findings are available upon request. A Classroom Assessment Scoring System (CLASS) review was conducted 3/25/19. The Lenox Hill Neighborhood House received the following scores in the three CLASS Domains: Emotional Support (6.8), Classroom Organization (6.8), and Instructional Support (3.2).

Integrated School Readiness-Family Engagement Model



The ECC's goals are to erase the school readiness gap for the three- and four-year-old children we serve and to help families create a healthy and supportive environment in which their children can thrive. With a long and rich history of providing services to young children and their families, our core philosophy is that we must help clients holistically, providing individualized services to address the full range of strengths and needs of very low-income children and families. For these reasons, we emphasize Family Services as much as educational development. We integrate entire families

into our program by assessing the parents' strengths and needs, as well as the children's, to connect children and families with the appropriate supportive services, both within the Neighborhood House and with community partners. All families participate in a detailed intake process (e.g., family dynamics, health, the child's educational background) to assess family strengths and needs. We work with families to develop Individualized Family Partnership Agreements (IFPAs). IFPAs are tailored to each family's individual needs and establish specific goals for parent involvement. IFPAs are modified periodically to include changing needs. The Neighborhood House has two full-time Licensed Social Workers; one works with the three-year-old students and their families, and one with four-year-old students and their families. Specialized work includes:

- *Special Needs:* The Neighborhood House prioritizes children with special needs, and in recent years roughly a quarter of our students have had Individualized Education Programs (IEP) that define a child as having a special need. Children with special needs receive supplementary IEP services both within their inclusive classrooms and in our resource rooms. Our Social Workers also provide parental support and education to ensure that children's needs are met appropriately outside of the classroom.
- *Health:* The Early Childhood Center offers health workshops, internal and community referrals for health insurance and other health care needs, free health screenings (e.g., vision, hearing, dental) and information on immunizations, allergies and proper health and safety practices for parents. These resources educate and engage parents to help improve the health of their children and families.
- *Transitions:* Social Workers help parents create educational plans that meet the family's needs as their child readies for kindergarten. Parents are informed about their children's educational rights and options through group work, individual meetings, school tours and open houses. In January, the ECC hosted a panel of alumni parents to speak about their experiences with their children transitioning to kindergarten. The panel members answered current ECC parents' questions about how to choose a school and how to ease into the transition. During COVID-19, social workers and the Consulting Child Psychologist facilitated a series of Transition to Kindergarten Workshops via Zoom to help families think of creative ideas to aid the transition. This group created a space for families to discuss their concerns regarding separation and change, and it provided the families with skills to manage all family members' questions and concerns. The administrative

team also virtually connected families to other ECC families that would be attending the same Kindergarten in the fall. Additionally, social workers met individually with each family that was transitioning out of the program to provide them with the tools and strategies to make the transition smoother and more manageable.

- *Parent, Family and Community Engagement:* Social Workers help parents meet a wide range of goals by connecting parents to comprehensive services, both on-site and through partnerships with other community organizations, including financial, educational, legal, literacy, language, parenting, mental health – essentially everything that can help families to thrive and to create a stable and supportive environment for their children to grow and learn.

Because the Neighborhood House is a settlement house, the programmatic and organizational resources the Family Services team is able to connect children and families to go far beyond core components and include many others such as legal services, comprehensive benefit screening and enrollment, ESOL classes, nutrition consultation and education, visual and performing arts, physical fitness and swimming lessons, financial literacy classes, referrals to workforce development providers, free MetroCards for our most challenged families, assistance in applying for emergency financial support. In ordinary years, we offered health check-ups with the Institute for Family Health, hearing tests with Weill Cornell, vision screenings with the SUNY College of Optometry, and dental check-ups through our partnership with NYU School of Dentistry and more. This year NYU offered a dental education session for parents and a session in each classroom for students via Zoom since they were unable to offer screenings in person, due to the pandemic.

Efforts to Prepare Children for Kindergarten

The ECC works with qualifying low-income children and their families to provide students with an educational, developmental, and social foundation that will place them on par with or ahead of their peers when they enter kindergarten and which should position students to reap long-term benefits in academic achievement and in life.



Our ECC program utilizes the Early Childhood Creative Curriculum in its classrooms. The curriculum is organized around 38 inter-connected developmental and learning objectives which seek to prepare early learners for kindergarten. This curriculum is focused on multiple aspects of child development and, in turn, aims to provide our students with a solid foundation in language, math, art, and science while simultaneously increasing confidence, fostering creativity, encouraging critical thinking, and strengthening social skills. Our staff augments this curriculum with the Teaching Strategies GOLD support program. This assessment program is directly aligned with the Creative Curriculum and allows for classroom teaching to be tailored towards the progress of individual learners.

Creative Curriculum Developmental Objectives for Early Learners

| | |
|-----------------|--|
| Socio-Emotional | <ul style="list-style-type: none"> • Regulates own Emotions and Behaviors • Establishes and Sustains Positive Relationships • Participates Cooperatively and Constructively in Group Situations |
| Physical | <ul style="list-style-type: none"> • Demonstrates Traveling Skills • Demonstrates Balancing Skills • Demonstrates Gross-Motor Manipulative Skills |

| | |
|------------------------------|---|
| | <ul style="list-style-type: none"> • Demonstrates Fine-Motor Strength and Coordination |
| Language | <ul style="list-style-type: none"> • Listens to and Understands Increasingly Complex Language • Uses Language to Express Thoughts and Needs • Uses Appropriate Conversational and Other Communication Skills |
| Cognitive | <ul style="list-style-type: none"> • Demonstrates Positive Approaches to Learning • Remembers and Connects Experiences • Uses Classification Skills • Uses Symbols and Images to Represent Something Not Present |
| Literacy | <ul style="list-style-type: none"> • Demonstrates Phonological Awareness • Demonstrates Knowledge of the Alphabet • Demonstrates Knowledge of Print and Its Uses • Comprehends and Responds to Books and Other Texts • Demonstrates Emergent Writing Skills |
| Mathematics | <ul style="list-style-type: none"> • Uses Number Concepts and Operations • Explores and Describes Spatial Relationships and Shapes • Compares and Measures • Demonstrates Knowledge of Patterns |
| Science and Technology | <ul style="list-style-type: none"> • Uses Scientific Inquiry Skills • Demonstrates Knowledge of the Characteristics of Living Things • Demonstrates Knowledge of the Physical Properties of Objects and Materials • Demonstrates Knowledge of Earth's Environment • Uses Tools and Other Technology to Perform Tasks |
| Social Studies | <ul style="list-style-type: none"> • Demonstrates Knowledge About Self • Shows Basic Understanding of People and How They Live • Explores Change Related to Familiar People or Places • Demonstrates Simple Geographic Knowledge |
| The Arts | <ul style="list-style-type: none"> • Explores the Visual Arts • Explores Musical Concepts and Expression • Explores Dance and Movement Concepts • Explores Drama Through Actions and Language |
| English Language Acquisition | <ul style="list-style-type: none"> • Demonstrates Progress in Listening to and Understanding English • Demonstrates Progress in Speaking English |

Program Improvement 2020-2021

Our Head Start program is in a period of remarkable advancement with ambitious and talented lead staff who have built a model program. We are not content to merely maintain that but continuously push to find new ways to improve. Decades of research in linguistics, psychology, and neuroscience have established that early language and literacy abilities predict reading outcomes and are further linked to future academic success. The National Head Start Association's Performance Standards explicitly champion a "Planned Language Approach" in classrooms nationwide that encourages teachers to focus on key areas of early literacy development, such as phonological awareness, alphabet knowledge, and early writing. For the past three years, the ECC has partnered with Dr. Carolyn Strom, Clinical Assistant Professor of Early Childhood Literacy and Innovation at the NYU Steinhardt School of Culture, Education and Human Development, to implement Letterland. Letterland is based in recent literacy and neuroscience research and has proven highly effective in early studies.

Letterland promotes a developmentally appropriate alphabetic program to ensure that children leave pre-k with firm knowledge of how letters, sounds, and print work; implementation of routine phonological awareness activities (based on rhyming, alliteration, syllable structure, individual sound awareness) to ensure that students leave pre-k with a richer understanding of the sound structure of spoken language; and the implementation of digital tools that offers young children the opportunities to build basic literacy skills at their own pace and compose multimodal stories with the assistance of an adult. This year we are adding Letterland Handwriting. In Letterland Handwriting, abstract

shapes are linked to child friendly characters that the children love and quickly get to know. Skill development will include the movement pathway so correct formation of letters begins in preschool.

Throughout the pandemic, the Lenox Hill Neighborhood House's Early Childhood Center (ECC) continues to advance our leadership role in early childhood education by expanding our resources and services for children and families. The ECC has always ensured the health and well-being of the children we serve through in-depth staff training in health, wellness and nutrition. We are now expanding the training and resources offered to our staff and families and implementing a trauma-informed approach across all our programs and services. All staff have been trained in ACES, which provides them a strong understanding of Adverse Childhood Experiences. Preventing adverse childhood experiences, understanding them, and offering support to those with them will help children and their families thrive. The children and families supported by the ECC represent some of the most vulnerable groups in New York City, and it is the goal of the ECC to continuously innovate new ways to support them.

Throughout the COVID-19 crisis we have continued educating children while also addressing the complex issues that our students and families face. We have connected families to meals and food distribution, health care, medicines and other vital resources. Our colleagues in our Legal Advocacy Department are helping families with government benefits, health care access and housing issues. We provided students with iPads and Hot Spots so they could access our virtual school program. We used a combination of synchronous and asynchronous methods to offer a full day of opportunities for our young learners. We used Google classroom as the foundation for our programming and supplemented the day with live learning sessions via Zoom. While nothing compares to in person instruction, we had the opportunity to work very closely with families supporting parent development daily. Parents and teachers appreciated this unique opportunity.



We recognized the need for interactive experiences for children, families and staff. We added times throughout the week for parents to connect with other parents, children to connect informally and for staff to share ideas in an open format. Children had lunch bunch times to connect and eat together. This virtual lunch bunch gave students an unplanned session that promoted student to student interactions. In addition, we offered times for parents to connect and collaborate, sharing experiences and support for one another. We found our teachers also benefitted from open time at the end of staff

meetings to share ideas and experiences as well as collaborate on classroom activities. Midyear we started a peer support group designed to support new staff transitioning into our virtual workplace. It was so successful that will continue this for incoming staff to foster stronger connections.

As with families across the world, the pandemic also created relationship stress and conflict for many of our families. We put in place remote group and individual counseling with Dr. Carol Michaels, our Mental Health Consultant, to support families through these stressful times of isolation. Social workers will have a greater presence

in classrooms to offer support and mentoring for children who we know have experienced trauma and will coach teachers following observation sessions. This will help teachers build their skills and plan appropriate activities to support children who have experienced trauma.

In the summer as some of the pandemic fears lessened with vaccination availability and lowered number of cases we began to offer in-person Playscape dates. We offered ten of these over the summer with children able to come onsite and enjoy the Playscape or gym together with their peers. These opportunities were great closure for the school year with a chance to meet teachers and friends in person.

The new school year has begun in person, and we could not be more thrilled to have our students learning in our beautiful classrooms. Due to the recent uptick in COVID-19 cases, the ECC has instituted strict drop off and pick up protocols to keep our children safe. Our protocols include:

- Masking for all students and staff
- Increased and improved ventilation systems
- Increased handwashing, sanitizing and cleaning
- Heavy duty classroom sanitizing each evening
- Daily screening check for students at sign in
- Strict illness policies and procedures
- All Early Childhood Center Staff vaccinated
- Limited footprint in the building by anyone other than staff.

We continue to share our knowledge and influence the field through policy and program innovations; to directly lead the field through partnerships with and assistance to a wide range of nonprofit and governmental entities (e.g., the National Head Start Association, the NYC Department of Education (DOE), NYU Steinhardt, etc.); to operate a teacher training site for hundreds of graduate and undergraduate students of education; to serve as an incubator and pilot partner for innovative program components and technology; to present and participate in national conferences; and to collaborate with leading academics in the field. We strive to be a vanguard program that advances the field of early childhood education while fostering an environment where our low-income children and their families can thrive.