

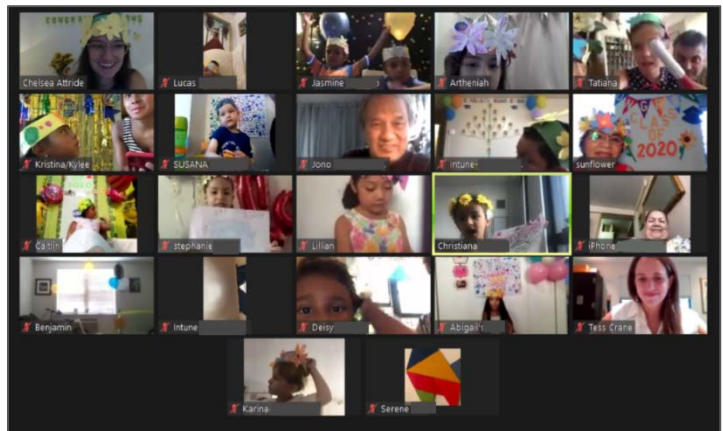


LENOX HILL NEIGHBORHOOD HOUSE
SINCE 1894

Head Start Public Annual Report

Lenox Hill Neighborhood House
Early Childhood Center

September 2020



Introduction

Lenox Hill Neighborhood House is a 126-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 15,000 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, and was selected by Social Impact Research (SIR) in 2010 as one of the top seven programs in New York to successfully prepare at-risk pre-school children for elementary education based on their determination of “Best Approaches for School Readiness.”

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. The early childhood educators provide both education and supportive outreach and teaching daily, through daily activities, live sessions, and individual calls and Zooms. Social workers routinely contact each family, via phone or Zoom, in order to identify and address concerns regarding education, mental health, physical health, interpersonal relationships, financial status, or legal needs. Social workers have also provided weekly support groups and psycho-educational groups for families throughout the pandemic. The ECC administrators and child psychologist are also 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, including meals and 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 2020 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 2020 Actual	Fiscal Year 2021 Proposed
Federal Head Start Funds	\$1,794,519	\$2,008,900
Child and Adult Care Food Program	\$185,953	\$162,000
Non-Federal Universal Pre-K Funds	\$448,629	\$448,629
Total:	\$2,429,101	\$2,619,529

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 2020 and Proposed Head Start Budget for 2021

	Fiscal Year 2020 Proposed	Fiscal Year 2020 Actual	Fiscal Year 2021 Proposed
Personnel	\$1,635,176	\$1,563,515	\$1,570,454
Fringe Benefits	\$423,287	\$435,605	\$557,362
Supplies	\$10,362	\$30,713	\$23,349
Contractual	\$3,351	\$3,206	\$4,607
Other	\$170,969	\$210,106	\$301,757
Food and Food Services	\$195,400	\$185,953	\$162,000
Total:	\$2,438,545	\$2,429,098	\$2,619,529

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 2019-2020 academic year, we had a cumulative student body of 147 learners from 145 different families. Cumulative enrollment includes students who transitioned either into or out of the program partly through the academic year.

Head Start Monthly Enrollment, 2019-2020

September	October	November	December	January	February	March	April	May	June	July	August
138	138	128	131	133	138	141	141	141	141	141	141*

*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, 2018 and 2019, 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, 2018 and 2019, 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”).

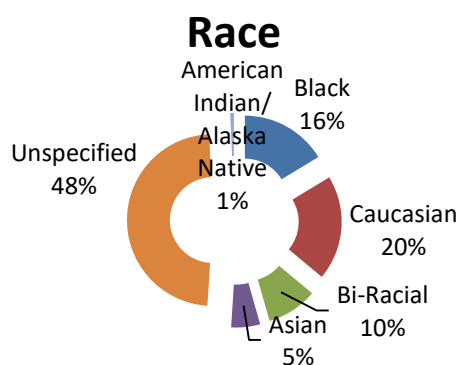
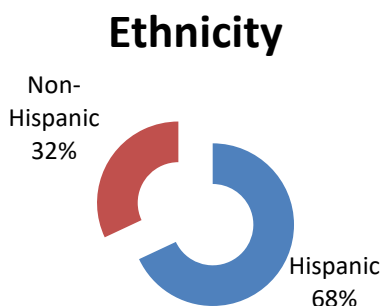
Eligible Children Served

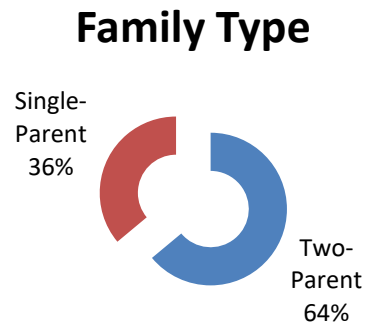
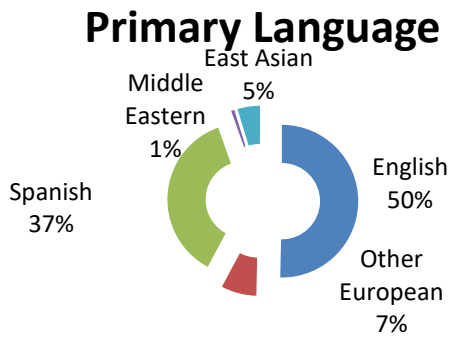
Among our 147 students in the 2019-2020 academic year, primary eligibility for the Head Start program was:

Primary Eligibility for Head Start	
Income below the Federal Poverty Threshold	58.5%
Qualified Recipient of Public Assistance	5.4%
Foster Children	0.7%
Homeless	7.0%
Income Between 100% and 130% of the Federal Poverty Threshold	21%
Over-Income Enrollees	7.4%

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.





Health Services for Children and Families

The health of our students is integral to their development. In order to foster improved health and wellbeing among all 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, 2019-2020

Children with a Medical Home	100%
Up-to-Date Well Child Primary and Preventive Medical Care	100%
Up-to-Date/All Possible Immunizations	100%
Children with a Dental Home	100%
Children who Received Preventive Dental Care within 12 months	100%
Children who Received a Full Professional Dental Examination within 12 months	100%

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, moreover, 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 2019-2020 academic year, our average participation rate in these various programs and activities was 71 family members, with some programs reaching a participation rate as high as 147 family members. Some examples of current parent involvement programs and activities include:

- Parent Policy Council
- Family Orientation
- Home Visits
- Separation Workshops
- School Readiness-Family Engagement Committee
- Classroom Meetings
- Classroom Volunteering
- Nutrition Workshops
- Health Workshops
- Resilient Families Group
- Family Support Groups
- Self-Care and Mindfulness Workshops
- Second Sunday Performances
- Kindergarten Transition Workshop: Gifted and Talented Application

- Tennant’s Rights Workshops
- Culinary Arts Apprenticeships
- International Luncheon
- Child Development Workshops
- Kindergarten Transition Workshops
- Fathers and Father Figures Conversation Group
- Family Literacy Groups
- Financial Literacy Workshops
- Curriculum Events
- Turning 5 Workshop
- NYU Bilingualism Workshops
- ESOL Classes
- End-of-Year Family Day Celebration



In addition to these workshops and activities, the Neighborhood House has a robust program of supportive services that we provide to all of 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 in order 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 groups and psycho-educational groups via Zoom. Each week, the social work team provided parents with the opportunity to attend a support group (offered in English and Spanish) that focused on different topics including, but not limited to, self-care, health and safety, boundary setting, race and diversity, and parenting techniques. Additionally, the Mental Health Consultant (MHC), Carol Michaels, PhD, Child Psychologist facilitated a workshop titled “What do I Tell The Children, What Do I Tell The Parents” for staff to learn how to have conversations with students and their families about COVID-19 and remote learning. In addition, Alison Gorman, M.D., of Weill Cornell Medicine and the Chair of our Health Advisory Board, and Karen Acker, M.D. of Weill Cornell Medicine, led a workshop for ECC staff to ensure that all staff members understood how to utilize appropriate health and safety practices to better support the families, both while the children were remote and in-person.

Family Services Program	Families Served
Adult Education	18
Domestic Violence Services	2
Emergency/Crisis Intervention	138
ESL Training	18
Health Education	147
Housing Assistance	9
Mental Health Services	4
Parenting Education	147
Psycho-Education	138
Relationship/Marriage Education	19
Short-Term Crisis Intervention	138

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-olds 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 three-year-olds and their families, one with four-year-olds. We also have an on-site consulting child psychologist.

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 four 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:* Social Workers offer 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 in.

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 applying for emergency financial support, 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.

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

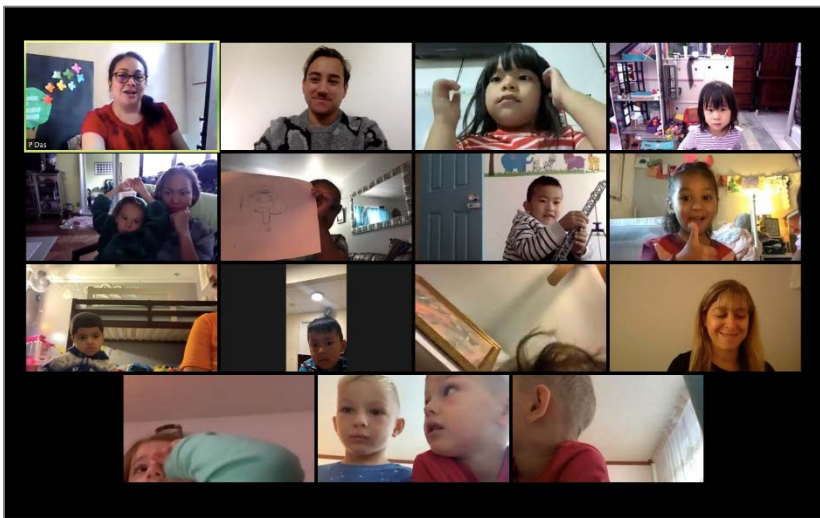
Socio-Emotional	<ul style="list-style-type: none"> • Regulates own Emotions and Behaviors • Establishes and Sustains Positive Relationships • Participates Cooperatively and Constructively in Group Situations
Physical	<ul style="list-style-type: none"> • Demonstrates Traveling Skills • Demonstrates Balancing Skills • Demonstrates Gross-Motor Manipulative Skills • 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 2019-2020

Our Head Start program is in a period of remarkable advancement with ambitious and talented lead staff who have built a model program – but who are not content to merely maintain it and who 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. While the National Head Start Association's new 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, almost no Head Start providers have yet developed or implemented such an approach.

In the coming year, the ECC will partner 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 an ambitious new curriculum called the Zoo-phonics Multisensory Language Arts Program, which is based in recent literacy and neuroscience research and has proven highly effective in early studies. The project will include: implementation of a research-based, developmentally appropriate alphabets 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 effort will occur in parallel to our broader Science and Math Enhancement Initiative – a leading-edge, research-based program developed in conjunction with experts in early childhood education from NYU Steinhardt. This program is a direct response to a growing body of evidence suggesting that research-based mathematics and science learning for very young students leads to increased achievement, literacy and work skills in these critical areas in later years. Part of this Science and Math Enhancement Initiative includes a continuing partnership with the Sesame Street Educational Development Center for Children and Technology – a global non-profit that advances lasting solutions to improve education, promote health, and expand economic opportunity – on a project called Next Generation Pre School Science as well as our Integrating Computational Thinking into Mathematics Instruction in Rural and Urban Preschools project, which uses new technology and software prototypes to support the integration of computational thinking with mathematics for preschool children.



During this time of uncertainty, Lenox Hill Neighborhood House’s Early Childhood Center (ECC) is working 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 trainings and resources offered to our staff and families and implementing a trauma informed approach across all of our programs and services. This includes expanding our current

partnerships, implementing new trauma trainings, and engaging with our families in new ways to determine their individual needs. 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 the children 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. To try to alleviate some of the desperation in the early months of the

shutdown, we gave all families \$250 gift cards so they could buy groceries, cleaning products, PPE and other essentials. We administer emergency funds for philanthropies and provided emergency grants for clients in crisis.

To facilitate remote learning, we helped families obtain internet access and provided all students with iPads loaded with educational apps. For the families without internet service, we have purchased mobile hotspots and phones so their children can continue to learn. We have daily virtual classes and playdates, share learning guides, record and share videos with “read alouds” and other learning content. We work with families of children with special needs to ensure they continued to receive IEPs and services and work with families of older children to help them prepare for the transition to the kindergarten of their choice.

As with families across the world, the pandemic also created relationship stress and conflict for many of our families. We put in place extensive remote group and individual counseling and resource sharing on topics such as *How to Set Routines at Home*, *Managing General Anxiety* and *How to Talk with Your Children About COVID-19*, in addition to our regular workshops such as Resilient Families, our Father Figures Conversation Group and meetings to help parents improve self-efficacy in communication, relationships and parenting.

We are now working to further enhance our mental health services and group support, specifically implementing a trauma-based framework to support our families. All staff received expanded training on trauma as part of our extensive in-service schedule this summer. 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 each in-class support and observation session. This will help teachers build their skills and plan appropriate activities to support children who have experienced trauma. Dr. Michaels will also observe teacher-child interactions in the classrooms, identify concerning or problematic behavior, and collaborate with ECC staff to create a plan for that child’s needs in the classroom. These observations will help teachers better understand certain behaviors, such as a child who may be disconnected from peers and adults, and how that connects to the trauma they have experienced. The ECC will also expand our partnership with the Ackerman Institute for the Family to further build our knowledge on trauma and family resiliency.

The new school year has begun remotely, though we hope to switch to a blended model that combines on-site teaching and services with virtual programming further into the year. To begin the school year, we welcomed all families to meet in person with administrators and each child’s teachers and social workers. Each child was provided a backpack filled with an iPad (preloaded with Google Classroom, Zoom, Letterland and other educational software), school supplies, art materials and books so that children can continue to learn despite the many complex difficulties our families are facing. Our team of administrators, teachers, social workers, consultants and specialists are working to develop care plans for each family that are tailored to their particular needs and challenges. There will be many difficulties and lessons to learn as we proceed but we are determined to ensure that these children do not fall behind and that these families have the support they need to succeed.

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.