2018-19
Annual Report (Card)!
Our SouthSide Family

We served a total of **165** children and their families during the 2018-19 school year.

<table>
<thead>
<tr>
<th>Ethnic/Racial Groups Served</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>29%</td>
</tr>
<tr>
<td>Latino</td>
<td>27%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>24%</td>
</tr>
<tr>
<td>African</td>
<td>15%</td>
</tr>
<tr>
<td>Bi-Racial Asian</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
</tr>
</tbody>
</table>

41% of the students enrolled at Southside come from immigrant families.

<table>
<thead>
<tr>
<th>Language Diversity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60%</td>
</tr>
<tr>
<td>Spanish</td>
<td>27%</td>
</tr>
<tr>
<td>Oromo</td>
<td>5%</td>
</tr>
<tr>
<td>Somali</td>
<td>3%</td>
</tr>
<tr>
<td>Amharic</td>
<td>2%</td>
</tr>
<tr>
<td>Ogoni</td>
<td>2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1%</td>
</tr>
</tbody>
</table>

1 in 4 children have a developmental delay or disability.

<table>
<thead>
<tr>
<th>Income Level of Families</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of Southside families are living in poverty</td>
<td>80%</td>
</tr>
<tr>
<td>67 families are making less than $25,000 per year</td>
<td>67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Household Leadership</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 parent households</td>
<td>73</td>
</tr>
<tr>
<td>1 parent households</td>
<td>55</td>
</tr>
</tbody>
</table>
Our Parent Programming

We know that healthy brain development occurs when children have loving and positive interactions with their caregivers. And, we know first-hand that the challenges of parenting and financial stress can hinder those interactions. This year, driven by parents’ voices and research, Southside successfully designed and piloted innovative six-week Parent Coaching and Financial Coaching programs as part of our Family Partnership model.

Program Spotlight: Financial Coaching

13 parents have been working with our Financial Coach to achieve a personal financial goal. As part of this process, they have learned about budgeting, savings, and other related topics.

10 of the participating parents have either met or exceeded their goal.

91% reported an increase in their self-efficacy—the sense that they can finally control their situation. Parents reported feeling less stressed about their financial situation, feeling more in control of their spending, and more aware of their spending habits.

As one parent shared, “I don’t have much, but I am not struggling anymore.”

Aida grew up in Ethiopia where her parents instilled in her a strong work ethic and the importance of saving money. But, when Aida came to America, everything was so different, including the banking system. Aida was constantly being charged late fees and as a single mom of 2, she was very stressed about her financial situation.

As part of the financial coaching process, Aida set a goal of saving $100. Together, we set up all of her bills online so she would never have to pay another late fee. Aida also set up her credit card bill to automatically pay an extra $50 each month to principal.

These small changes have led to increased stability and new habits for Aida. Now that she has tackled her first goal, she plans to save more with the tools she has learned!
Teaching Strategies GOLD

Students made progress in the developmental areas of: Social-emotional, Physical, Language, Cognitive, Literacy and Math

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Initial Average Score</th>
<th>Ending Average Score</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 Years Old</td>
<td>39</td>
<td>78</td>
<td>39</td>
</tr>
<tr>
<td>2 to 3 Years Old</td>
<td>43</td>
<td>74</td>
<td>31</td>
</tr>
<tr>
<td>3 to 4 Years Old</td>
<td>39</td>
<td>74</td>
<td>35</td>
</tr>
<tr>
<td>Pre-K</td>
<td>39</td>
<td>74</td>
<td>35</td>
</tr>
</tbody>
</table>

Social-Emotional Growth

Social-emotional outcomes are measured with the ASQ-SE development screener that is administered at the beginning and end of the program year.

127 of 135 students (94%) are meeting expectations or making progress in social-emotional development.

*The 8 students who are not meeting expectations or making progress in social-emotional development are receiving additional services and support.

Average DIAL Growth

Developmental Indicators for the Assessment of Learning

Cognitive, social-emotional, motor and language measurement of students from initial enrollment screening through their last screening before Kindergarten

Average DIAL Point Growth by Race

AFRICAN AMERICAN: 49.5
AFRICAN: 42
CAUCASIAN: 42
HISPANIC/LATINO: 36
AFRICAN AMERICAN: 35
SouthSide’s mission is to create lasting opportunity in the lives of our children—and their families—by providing the best in early childhood education and support services.

We put our mission into action through our four pillars of education, health, connection, and advocacy.
Elijah was born prematurely at 24 weeks. As a result, he experienced delays across areas of development, including being behind with both walking and talking. Elijah also had a hard time self-regulating and struggled with other critical social-emotional skills. Elijah’s parents and SouthSide staff worked together to access additional supports so that Elijah could start therapy. Simultaneously, Elijah’s mother received support through SouthSide’s Family Partnership Program. Now Elijah is a leader in the classroom and is growing by leaps and bounds! He and his family are ready to launch into Kindergarten and beyond!

Initial DIAL score = 33, Ending DIAL score = 77

Stacy enrolled her two children in the program for the first time this past year. Since the very beginning, she has been extremely involved in her children’s education and the program. She attends all parent/teacher conferences and home visits and extends their learning into the home. In addition, she attends all the family events, graduated from Parent Coaching and Financial Coaching, and is a dedicated member of the Parent/Staff Leadership Committee. If there is a parent meeting, Stacy will be there! Stacy’s dedication and passion for SouthSide is so strong, that this past summer, we were excited to bring her on as our full time Administrative Assistant!
Our Leadership

Leadership Team
Katie Rahn
Executive Director
Krysta Grangeno
Family Partnership Director
Monica Jestes
Office Manager
Lindsey Noblot
Project Director
Jackie Weaver
Program Director
Cleo Zundel
Development Director
Tosha Anderson
Controller

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Jenny Hoelzer
Anne Kessen Lowell
Peggy Ladd
Amelia Lewis
Mary Jo Liberstein
Derek Mays
Anne McDonnell
Sharon Mink
Amy Moss
Sally Sandy
We are unstoppable.