

Sharon Baptist Board of Directors, Inc.

2020 Annual Report



1925 Bathgate Avenue
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sharonbaptistheadstart.org

Mission Statement - Our mission is to provide an exceptional educational program that is responsive to the needs of our children, families, and staff in a loving, nurturing environment. Our vision is to inspire, empower, and transform lives.

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Audit Report A133 June 30, 2020 *	
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***Due to the coronavirus pandemic, New York City suspended classes as of March 19, 2020, as were the usual programming activities and federally mandated requirements. The federal government placed audits on hold. The hold has recently been removed. The agency will post upon its completion. The Office of Head Start suspended the annual Program Information Report (PIR). Some analytical data will be missing from this report.**



Board of Directors

Julius P. Bennett & Frances Phipps – Co-Chairpersons

Marselle Julian – Secretary

Consultant – Treasurer

Members

Myrna Martorell, Cherise Myers, Isatu Kanu-James, Andre Lake, Kerron Norman

Management Team

Barbara Manners – Executive Director

Charles Wright – Director

Enrique Velasquez – Fiscal Officer

Alba Lopez – Site Director – Campus I

Sugeyry Nieto – Site Director – Campus II

Tanya Dumeng – Education Director – Campus IV

Shazeema Lutchman – Deputy Director – Health & Family – Community Services

Lisette Lopez – Deputy Director – Special Services

Lynn Carr – Nutrition Coordinator

Julson Fabien, LMSW – Social Worker

Shyanne Carpenter – Instructional Coach

Our Children and Families

This Head Start Services Snapshot summarizes critical data on demographics and services for preschool-age and Early Head Start children served by Sharon Baptist in its combined direct grant (NFE) and NYC funded program.

Funded Enrollment

	<i># of funded slots</i>	<i>% of funded slots</i>
Total Funded Enrollment	378	100%

Average Monthly Enrollment 90% 

Before March 19, 2020 closure due to the coronavirus pandemic.

Center-based Funded Enrollment

	<i># of center-based funded enrollment slots</i>	<i>% of center-based funded enrollment slots</i>
Center-based Full Day 5 days/week, 8 hours/day	402	100 %

Sharon Baptist operates three sites. The Administration for Children and Families/Office of Head Start funds the Head Start and Early Head Start programs at 165th Street and Bathgate Avenue. New York City Department of Education supports the transitional preschool program at Burnside Avenue.

Participants by Age

	<i># of participants</i>	<i>% of participants</i>	<i>National # of participants</i>	National% of participants
3 years old	244	61%	Not Available	Not Available
4 years old	158	39%	Not Available	Not Available

Disability Services

	<i># of children</i>	<i>% of children</i>	National%
Children with an IEP, Individualized Education Plan, indicating they were eligible to receive special education and related services.	85*	21%	Not Available

*Sharon Baptist collaborates with Sunshine Developmental School to provide integrated services for children at Campuses IV and I.

Health Services

	<i># at the End of the Enrollment Year</i>	<i>% at the End of the Enrollment Year</i>	National % at the End of the Enrollment Year
Children with health insurance	402	100%	Not Available
Children with a medical home	402	100%	Not Available
Children with up-to-date immunizations	402	100%	Not Available
Children with a dental home	402	100%	Not Available

Enrollment Eligibility

	<i># of children</i>	<i>% of children</i>
Income below 100%	277	69.0%
Receives public assistance, TANF, 551	53	13%
Status as a foster child	8	2%
Status as homeless	83	21%
Over -income	16	4%

Mandated Data



Number of children & families served 402

Average monthly enrollment: 90%

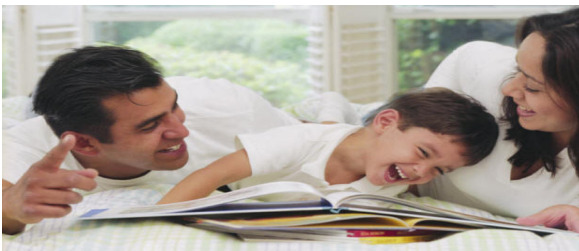
Eligible children served: .11*

Completed medicals/exams: 100%

Completed dentals/exams: 100%

*Note: The agency bases eligibility percentages on the total number of eligible children, ages 3 – 5 years in zip codes 10456 and 10457, 2,915 according to US Census Data and NYC Vital Statistics.

Family Engagement 2020



At the start of the 2019 school year, Sharon Baptist Head Start made a determined effort to strengthen families' engagement. In collaboration with the National Head Start Association, the agency signed up to participate in a new venture called ***Parent Gauge***. It is a tool PFEC staff use three times a year to explore a family's experience with entry and transition, knowledge of child development, empowerment and identity, relationships with staff, family growth and stability, and health and nutrition.

The tool provides immediate feedback to staff regarding parent needs. It reports program effectiveness and informs the program of its standing compared to other Head Start programs throughout the nation. A sample of the 2019-2020 report is in the Appendix section of

this report, Appendix I pp1-16. Sharon Baptist parents' responses to 50 quest—Sharon Baptist encourages them to perform self-assessments and assess the program. The answers are 1-5 points. Sharon Baptist determined an acceptable score to be 4. Two questions that received <4 were Q1a and Q13. Both are related to active involvement in the program and relationship connections with other parents and adults. These are understandable responses at this time. Due to the coronavirus pandemic, New York City shut down schools and many businesses for six months. Now that schools are reopening, they have to implement policies that require social distancing for the time being. Parent onsite activities halted.

The report provides information that helps the staff see what parents feel about the services and think about the areas that work well and those that may need tweaking. The managers consider addressing the parents' feelings of disconnect from other parents and adults and searching for innovative ways to change their sentiment.

Another program the agency subscribes to is Ready4K, an evidence-based approach that encourages at-home learning by leaving three text messages each week on the parents' telephone. Parents and caregivers receive fun facts and easy tips on promoting their children's development by building on existing family routines. Examples are pointing out letters on the cereal box at breakfast, counting the number of steps as you walk to the car or bus, or making feeling faces in the mirror after you brush your teeth. The texts provide easy to follow tips about how they can help parents spark conversations, initiate teaching moments in everyday activities. For example, one post starts with a FACT then offers a TIP – *In the morning, look in the mirror together, Take turns, naming your child's positive attributes. You have black curly hair; your eyes are brown. You are kind. The last post gives the reason for the activity.*

The Ready4K dashboard, teacher newsletters, family engagement surveys, and end-of-year impact reports complement the core Ready4K curriculum, enabling organizations to connect the home to school, link families to vital resources in the community, and measure the agency's impact.

Research shows the Ready4K approach can lead to 2-3 months of additional growth over a school year.

The end of year impact report in the Appendix shows how our families progressed with Ready4K. Appendix II pp 17-19

Parents' responses to Ready4K

- 100% of them said that it's easy to read and understand Ready4K text messages
- 100% of them said that Ready4K activities helped them communicate with their child
- 80% of them said that Ready4K increased their confidence in their ability to support their child's learning
- Ready4K also heard from Sharon Baptist families why they love Ready4K; here is what they said: [The messages] are very detailed, and the information is helpful.
- Muchas cosas en especial a tener más paciencia y a entenderlo, compartir más tiempo juntos.
- ([The texts have helped me with] many things, especially having more patience and understanding my child, sharing more time together.)
- Por que he aprendido muchas cosas nuevas para ayudar a mi hijo. (I've learned many new things to help my son.)

Both Parent Gauge and Ready4K are adaptable to the families' home language.

The third computerized program Sharon Baptist uses to manage its overall systems is ChildPlus. One area they focus on is the development, monitoring, and reporting of Family Outcomes. The developers at ChildPlus worked with the program to develop a Family Needs Assessment that is a list of questions PFCE staff use to guide them through discussions with each family beginning at the start of the year, midyear, and end the year. Appendix III pp20-22 The parents' responses are assigned numerical points, and the system aggregates the data. The program charts the families' growth or progress during the year. The staff uses the scores at each marking period to plan ways to support the families to thrive, which is the ultimate goal. The eight areas Sharon Baptist focus on with parents are Housing, Financial Security, Employment, Child Development/Parenting Skills, School Readiness, Education/Training/Life Goals, Volunteering, and Transitions. ChildPlus generated the report. Appendix IV pp 23-25 you see families in all three campuses showed gains during the year in every area. The analysis also indicates all families fell in the "stable" category by the last marking period, with several in the Campus 4 program moving to the "thriving" type. On page 25, the report shows "0" or a "Crisis" rating for volunteering in the Campus 4 site and low scores in the other two programs. Upon analyzing the information, the agency noted a communication problem within the PFCE department and management. Staff needed clarification about the categories of volunteers. The agency re-trained the team.



School Readiness - Outcomes Reporting

Sharon Baptist prepares children for kindergarten.

Charles Wright, Deputy Director

In the classroom, dedicated professionals foster social, cognitive, language, literacy, and physical growth in children with developmentally appropriate practices. They view play as the primary vehicle through which young children grow and learn about themselves and the world around them. The staff employs The Creative Curriculum for Preschool in each of the classrooms. The Creative Curriculum educational approach is an open framework for children ranging in age from birth-5, which organizes the children's and teacher's environment, daily routine, and interactions.

Creative Curriculum's framework gives the teaching team a systematic method for planning, organizing, and carrying out their responsibilities. The curriculum has and will continue to provide a consistent and secure daily experience that promises exciting things to do, attention by their teachers to their interests and needs, and a sense of control over themselves and their environment. Through play, the children begin to lay the foundations for later learning in math, science, social studies, and language. Teachers regularly record notes on children's behaviors, capabilities, experiences, and interests. They use these notes to assess each child's development and plan activities to facilitate growth and development. The program's staff focuses on preparing children for kindergarten and future school experiences.

Furthermore, the staff desires assisting and supporting parents and caregivers as the primary teachers of their children. To this end, they offer a variety of opportunities for them to become involved in the program. These opportunities include class meetings, volunteering, field trips, and committee involvement in education, health, nutrition, governance, personnel, finance, grievance, policy development, and program design.

Sharon Baptist prepares children and families for kindergarten.

On the attached charts, you will see the results of the agency's ongoing progress and analysis reports for three-and-four-year olds, 2019-2020. Unfortunately, the agency could not complete the third and final marking period for the school year. The children showed growth in all areas between the fall and winter periods. Appendix V, pp 26-29. The Early Childhood Environmental Rating System (ECERS) scores for the grantee program at Bathgate Avenue, 2nd floor and its Classroom Assessment Scoring System (CLASS) scores, Appendices VI and VII pp 30-31 show how well the teachers interacted with students, delivered quality service, managed their classrooms and worked with the children to achieve their goals.

Appendix

Appendix I - Parent Gauge 2019-2020 Report	1-16
Appendix II - Ready4K Report	17-19
Appendix III - Family Needs Assessment	20-22
Appendix IV - Family Outcomes Analysis	23-25
Appendix V - Ongoing Progress Reports	26-29
Appendix VI - ECERS	30
Appendix VII - CLASS	31

Parent Gauge End-of-Year Snapshot Workbook

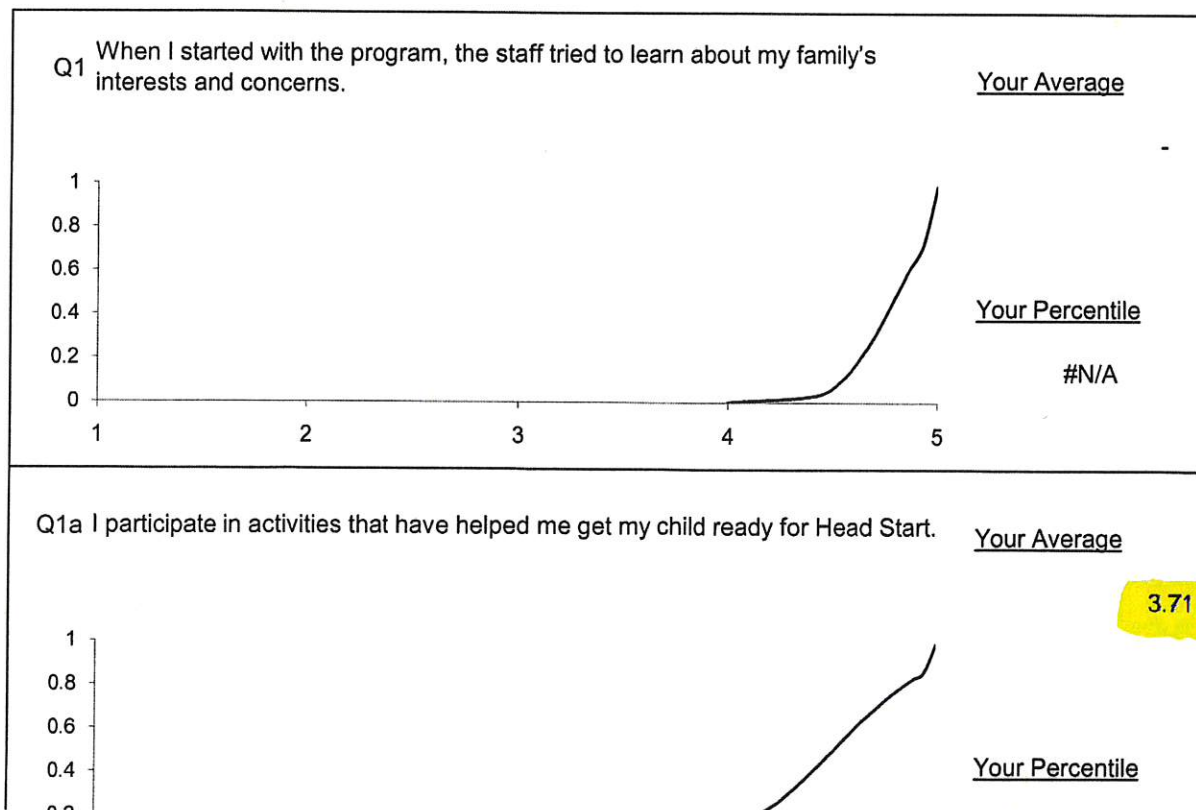
How To Use This Sheet:

Using the reports within Parent Gauge, type your end-of-year program averages in on the "Enter Your Averages Here" tab. Then, return to this tab.

Your program's average will appear as a purple diamond on each of the graphs below. The horizontal x-axis shows average score from 1-5. The vertical y-axis shows percentile as a decimal. On the right of each graph, you will see your program's average as you entered it on the other tab and your program's percentile score as a percent. **The percentile score tells you what percent of other programs your average was higher than. For example, if your percentile is 73%, your average score was higher than 73% of programs last year.**

Once you've identified where you are "on the hill" for each question, you can analyze how your program did overall last year and you can start to think about what you would like to focus on next year. Below are a few questions you can use to begin the discussion with staff and leadership:

- Where did you perform well and less well compared to others?
- What components of your PFCE efforts do you think are relevant to each question? Which might you make changes to improve?
- What did you learn about your PFCE strategies from your Parent Gauge interviews?
- What would you like to focus on next year in your work with families? What changes will you make? How will you know if you've succeeded?

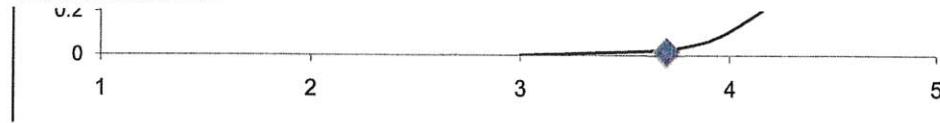


Parent Gauge™

ENGAGE, MEASURE, ACT



NATIONAL HEAD START ASSOCIATION

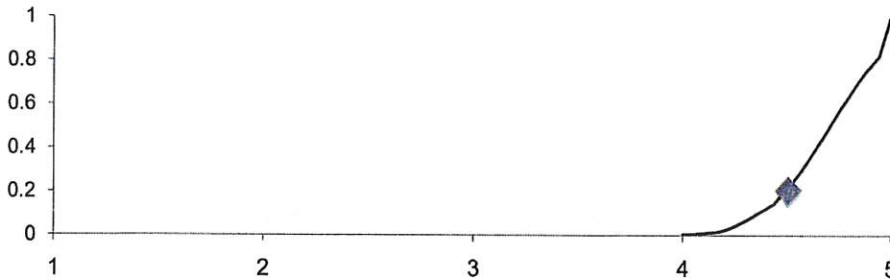


#N/A

Q1b The program has provided activities that help me get my child ready for Head Start.

Your Average

4.52



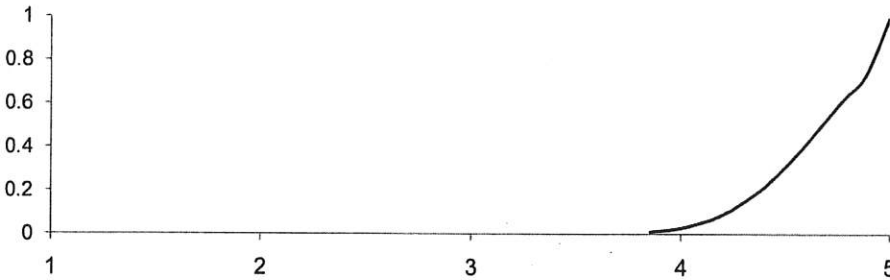
Your Percentile

#N/A

Q1c I participate in activities that have helped me get my child ready for school.

Your Average

-



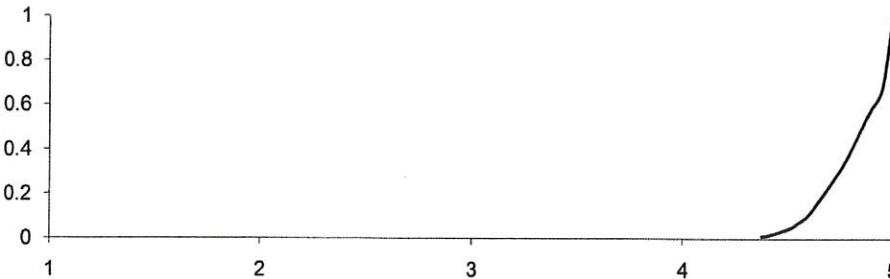
Your Percentile

#N/A

Q1d The program has provided activities that help me get my child ready for school.

Your Average

-



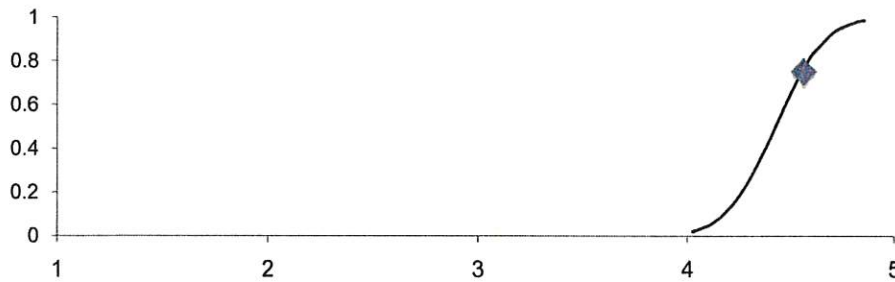
Your Percentile

3%

Q2 I have daily routines with my child.

Your Average

4.56



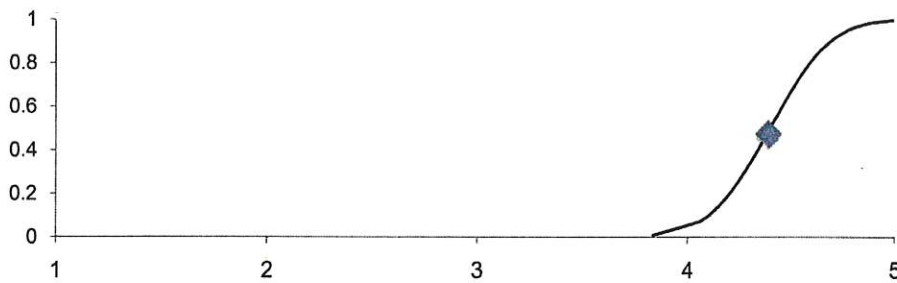
Your Percentile

82%

Q2a The program helped me create daily routines with my child.

Your Average

4.39



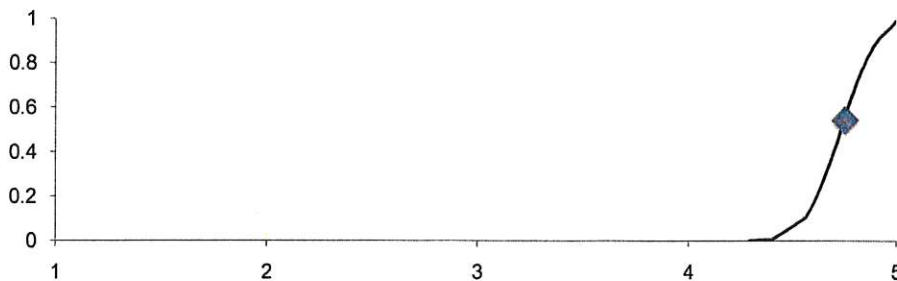
Your Percentile

57%

Q3 I have goals for my child's development and learning.

Your Average

4.75



Your Percentile

45%

Q3a The program helped me set goals for my child's development and learning.

Your Average

4.54



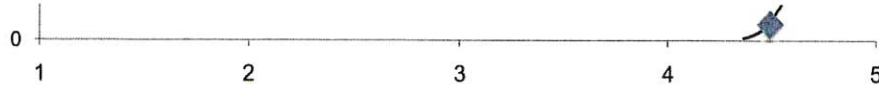
Your Percentile

Parent Gauge™

ENGAGE, MEASURE, ACT



NATIONAL HEAD START ASSOCIATION

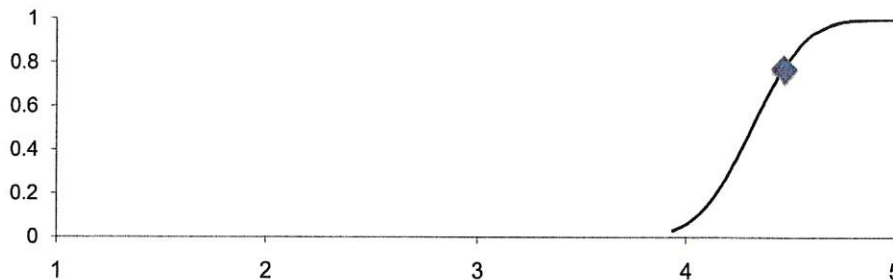


14%

Q4 I have discipline strategies that improve my child's behavior.

Your Average

4.47



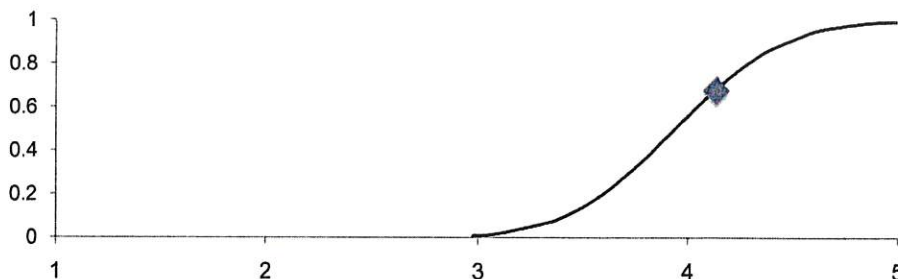
Your Percentile

87%

Q4a The program affected my discipline strategies.

Your Average

4.14



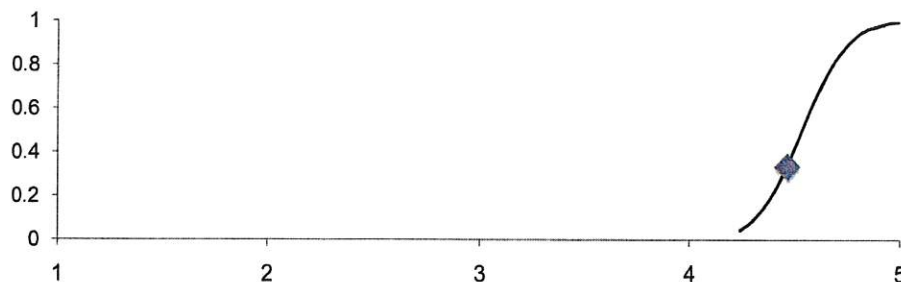
Your Percentile

70%

Q5 I know how to help my child meet and play with other children.

Your Average

4.47



Your Percentile

36%

Q5a The program has provided me with ideas about how to help my child meet and play with other children.

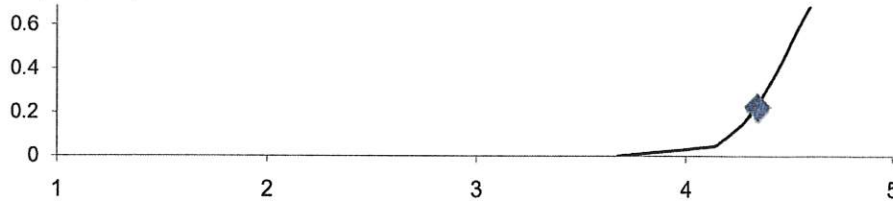
Your Average

4.34



Parent Gauge

ENGAGE, MEASURE, ACT



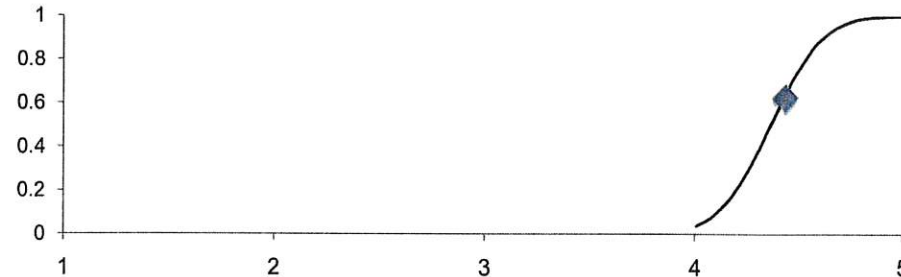
Your Percentile

22%

Q6 I understand how to help my child manage his or her emotions.

Your Average

4.43



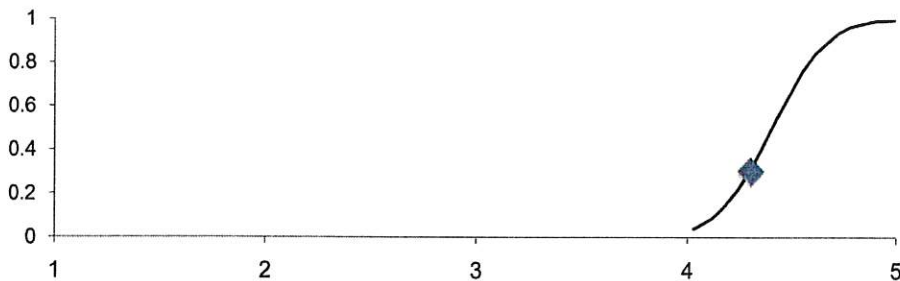
Your Percentile

71%

Q6a The program contributed to how I help my child manage his or her emotions.

Your Average

4.30



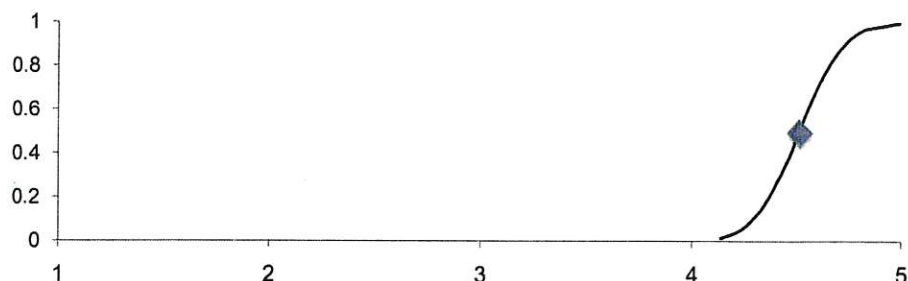
Your Percentile

33%

Q7 I am gaining new knowledge and skills about parenting.

Your Average

4.51



Your Percentile

55%

Q7a The program has helped me gain new knowledge and skills about parenting.

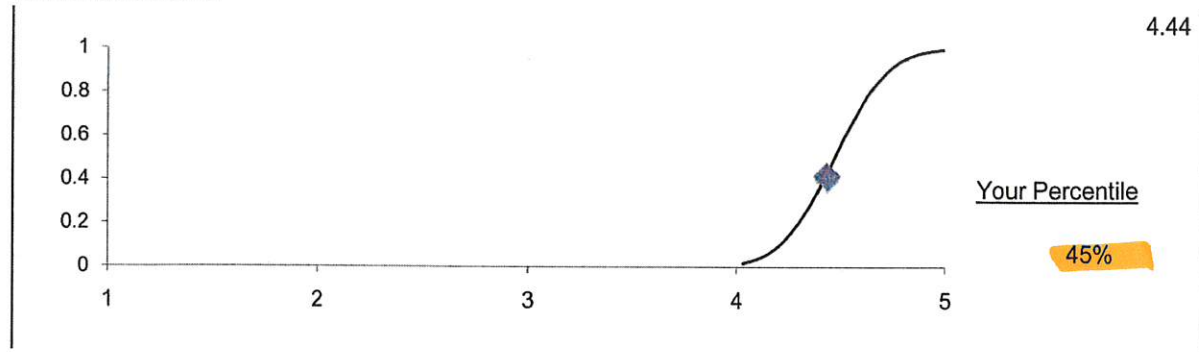
Your Average

Parent Gauge

ENGAGE, MEASURE, ACT



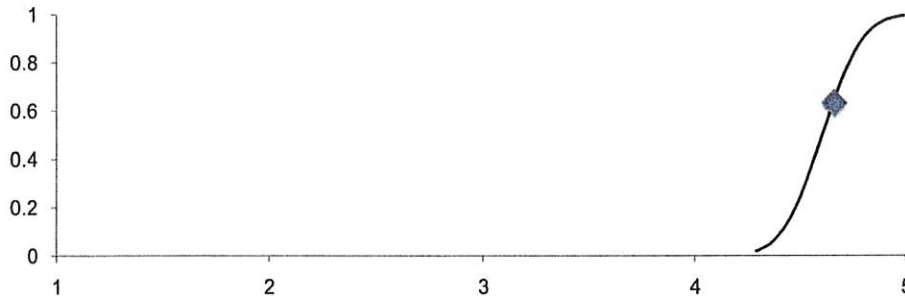
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Q8 My child and I can communicate well with each other.

Your Average

4.66



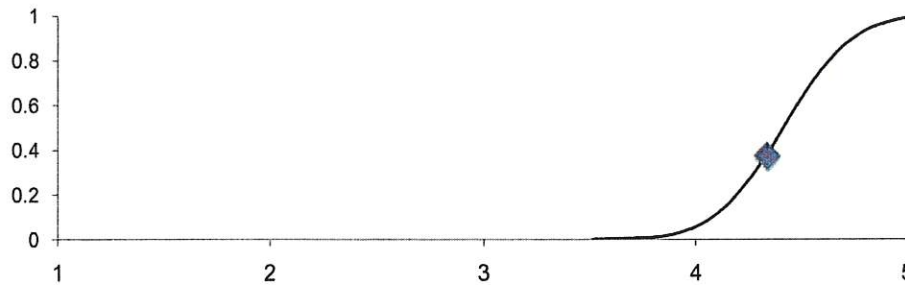
Your Percentile

74%

Q8a The program helped me and my child learn how to communicate well with each other.

Your Average

4.34



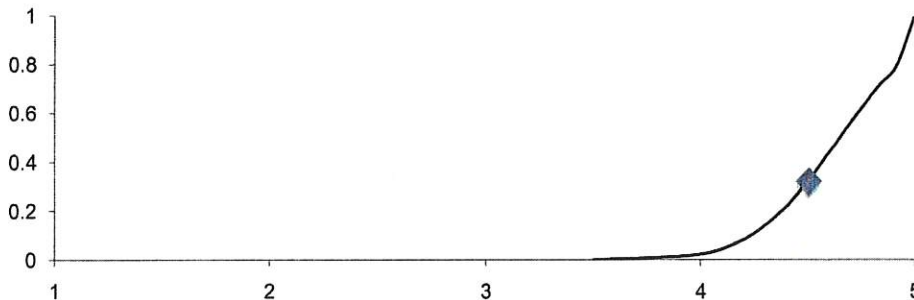
Your Percentile

34%

QD1 I understand how my child's disability affects his or her development.

Your Average

4.54



Your Percentile

33%

QD1a The program helped me understand how my child's disability affects his or her development.

Your Average

4.35



Your Percentile

Parent Gauge

ENGAGE, MEASURE, ACT



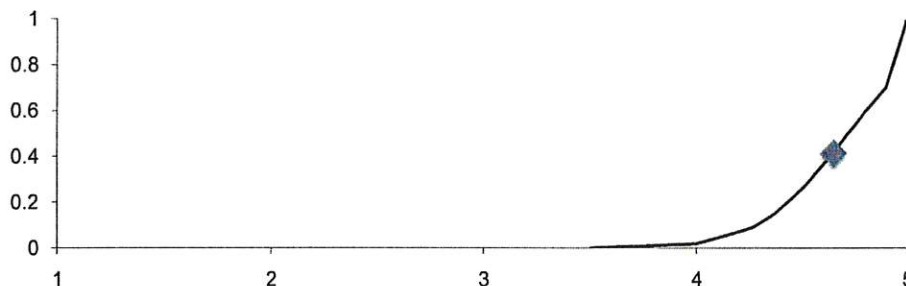
NATIONAL HEAD START ASSOCIATION



QD2 I have access to resources that help me support my child with his or her disability.

Your Average

4.66

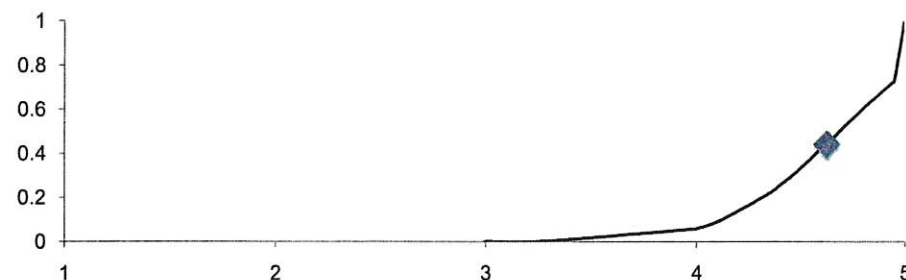


Your Percentile

QD2a The program helped me get resources that help me support my child with his or her disability.

Your Average

4.63

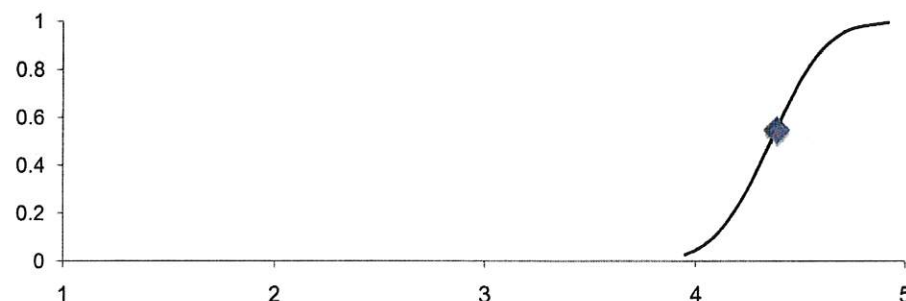


Your Percentile

Q9 I set aside time to read with my child.

Your Average

4.40



Your Percentile

Q9a The program has encouraged me to set aside time to read with my child.

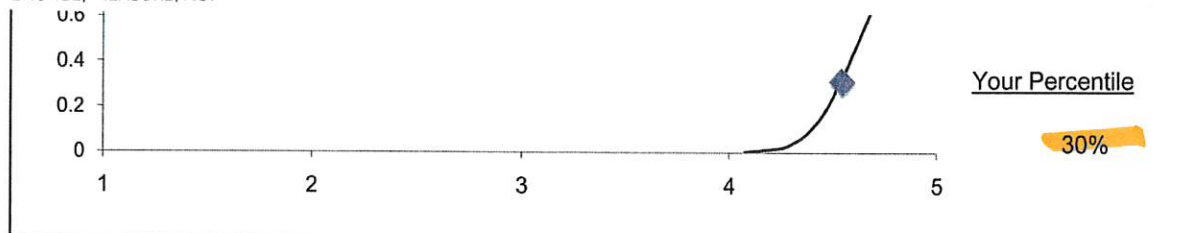
Your Average

4.55

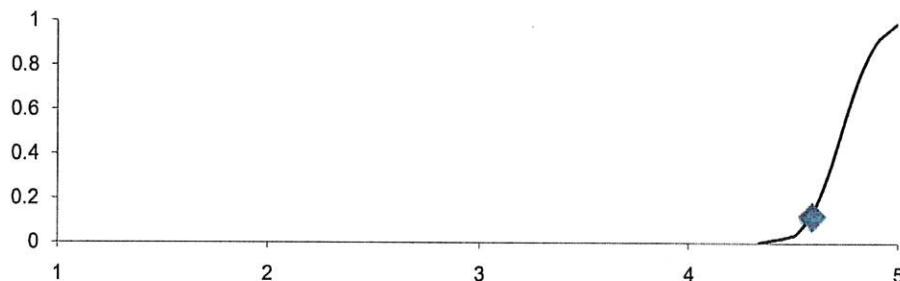


Parent Gauge

ENGAGE, MEASURE, ACT



Q10 I make sure that my child is in class every day.



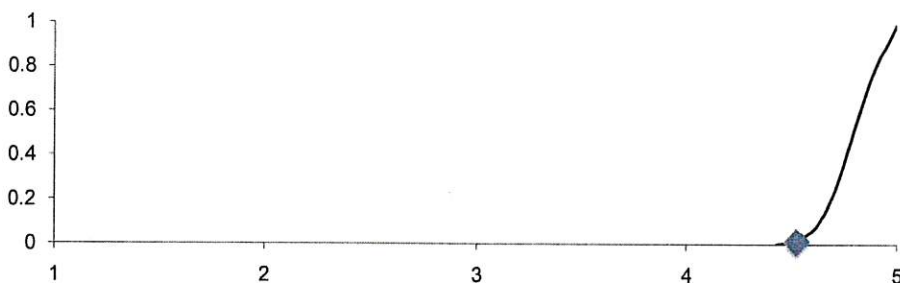
Your Average

4.60

Your Percentile

11%

Q10a The program helped me understand why I need to make sure my child is in class every day.



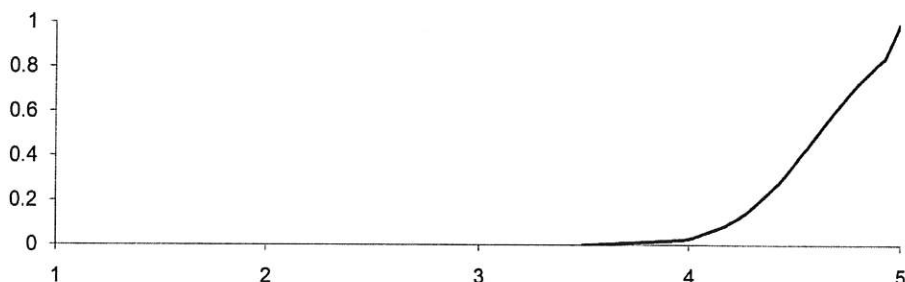
Your Average

4.58

Your Percentile

5%

Q11 I make sure my child and I have our weekly home visit.



Your Average

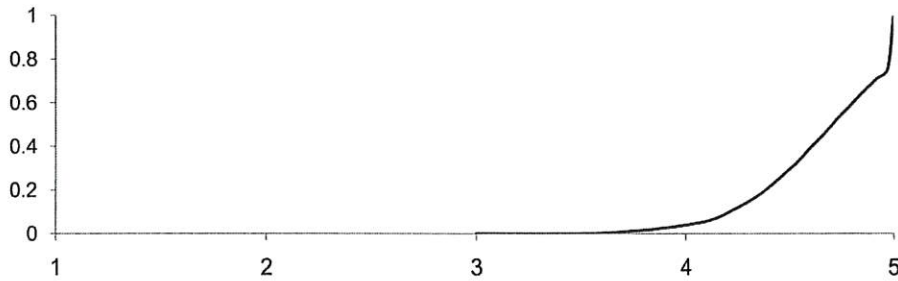
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Your Percentile

#N/A

Q11a The program helped me understand why I need to make sure my child and I have our weekly home visit.

Your Average



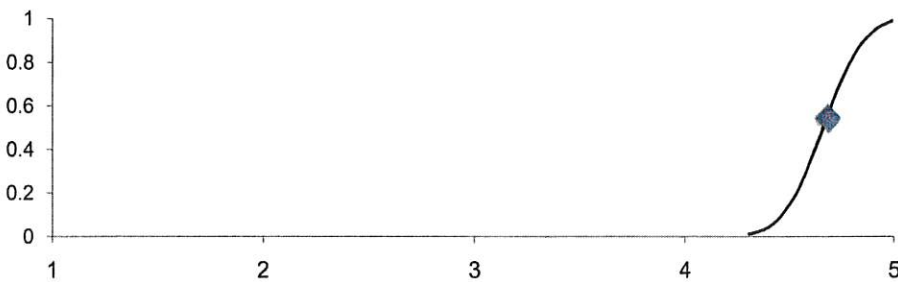
Your Percentile

#N/A

Q12 I am learning how to speak up for my child's educational needs.

Your Average

4.69



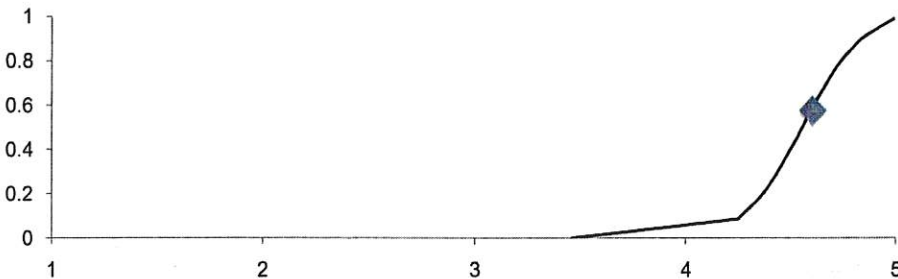
Your Percentile

56%

Q12a The program has helped me learn how to speak up for my child's educational needs.

Your Average

4.60



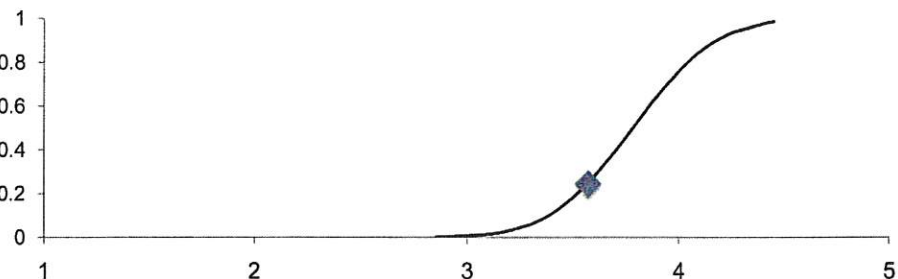
Your Percentile

55%

Q13 I feel connected to other parents and adults.

Your Average

3.59



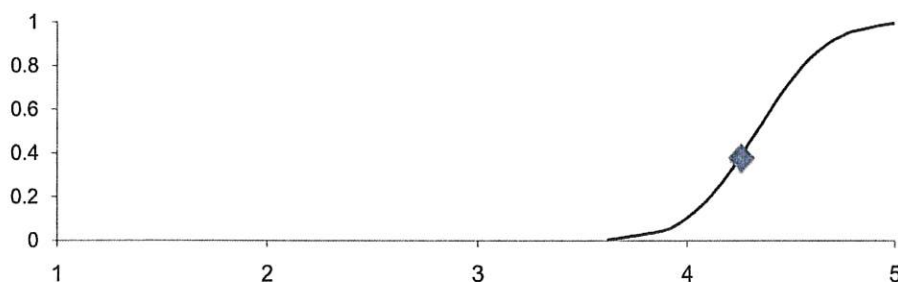
Your Percentile

23%

Q13a The program has given me opportunities to connect with other parents and adults.

Your Average

4.27



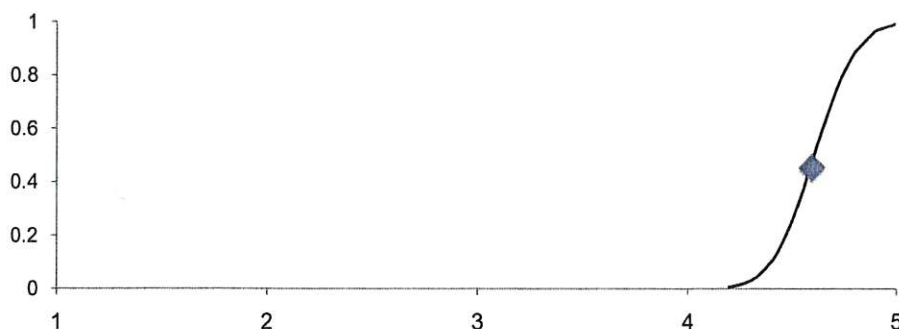
Your Percentile

36%

Q14 I set goals for myself and my family.

Your Average

4.60



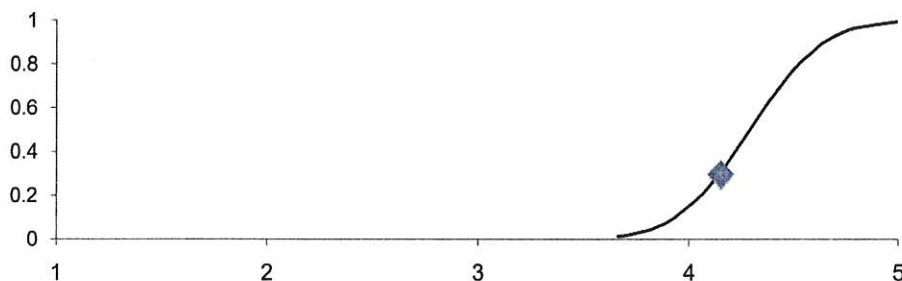
Your Percentile

46%

Q14a The program has affected the goals I set for myself and my family.

Your Average

4.15



Your Percentile

24%

Q15 I make sure my child receives regular medical care.

Your Average

4.86



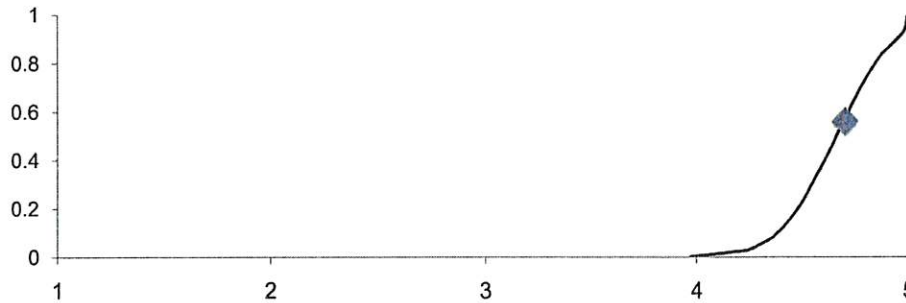
Your Percentile



Q15a The program supported me in getting regular medical care for my child.

Your Average

4.71



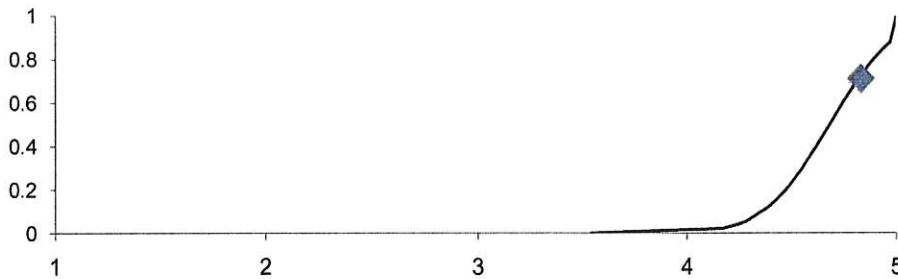
Your Percentile

57%

Q16 I make sure my child receives regular dental care.

Your Average

4.83



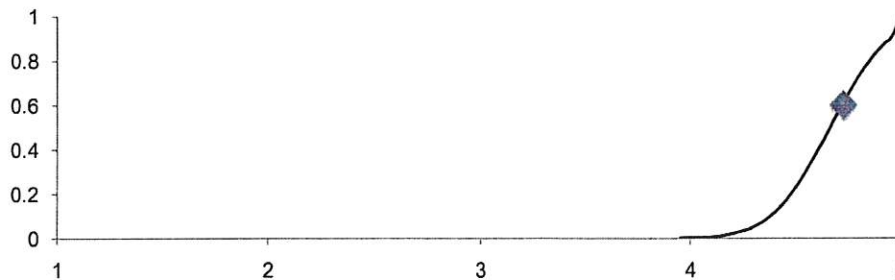
Your Percentile

79%

Q16a The program supported me in getting regular dental care for my child.

Your Average

4.75



Your Percentile

60%

Q17 I understand the effects of emotional and mental well-being on me and my family. Your Average

4.71

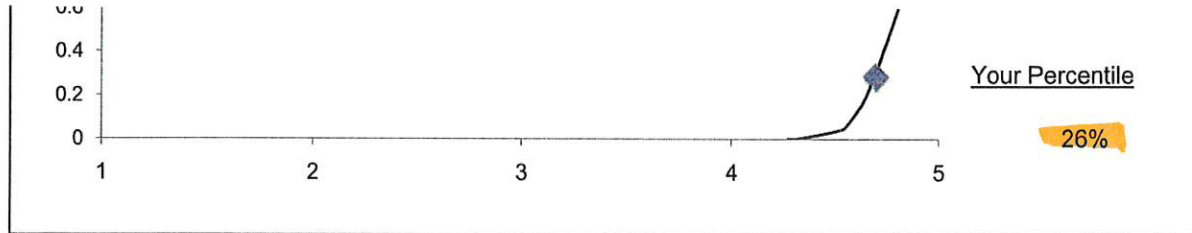


Parent Gauge

ENGAGE, MEASURE, ACT



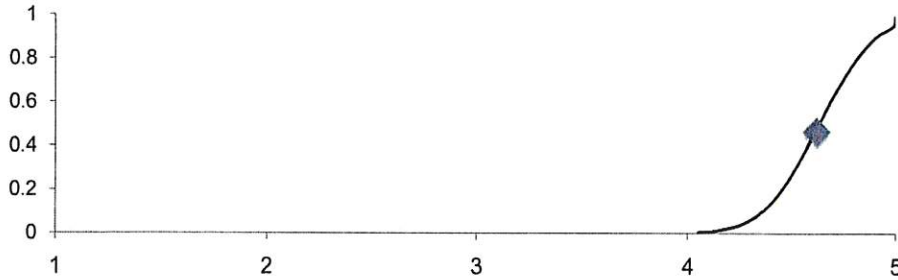
NATIONAL HEAD START ASSOCIATION



Q17a The program helps me find emotional and mental well-being resources for me and my family if we need them.

Your Average

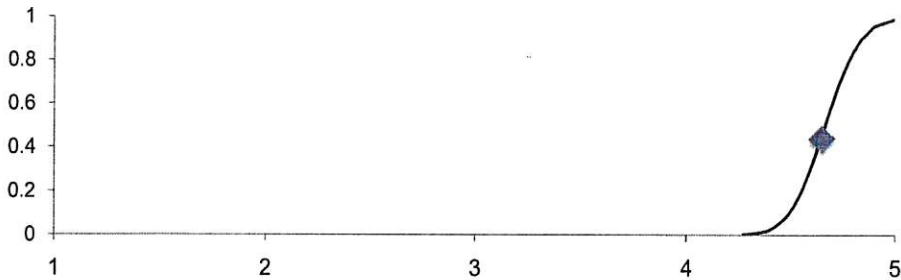
4.62



Q18 I try to have healthy habits for me and my family.

Your Average

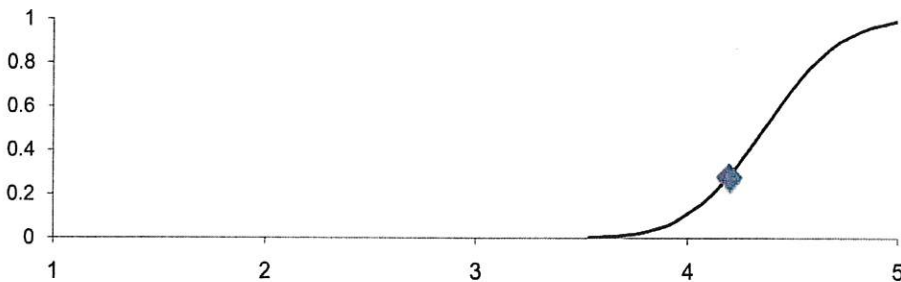
4.65



Q18a The program has affected our healthy habits.

Your Average

4.20



Q19 I trust the program to help my child grow and learn.

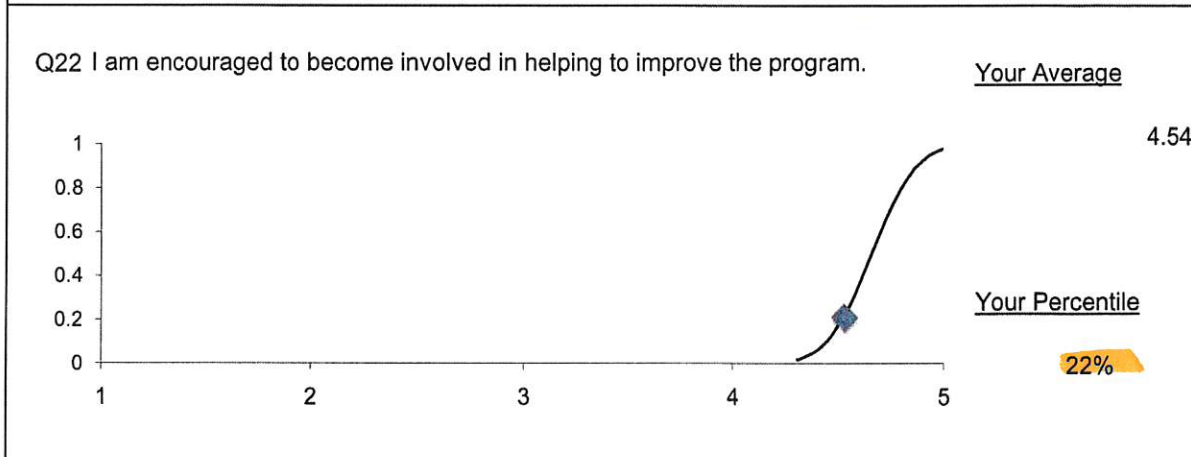
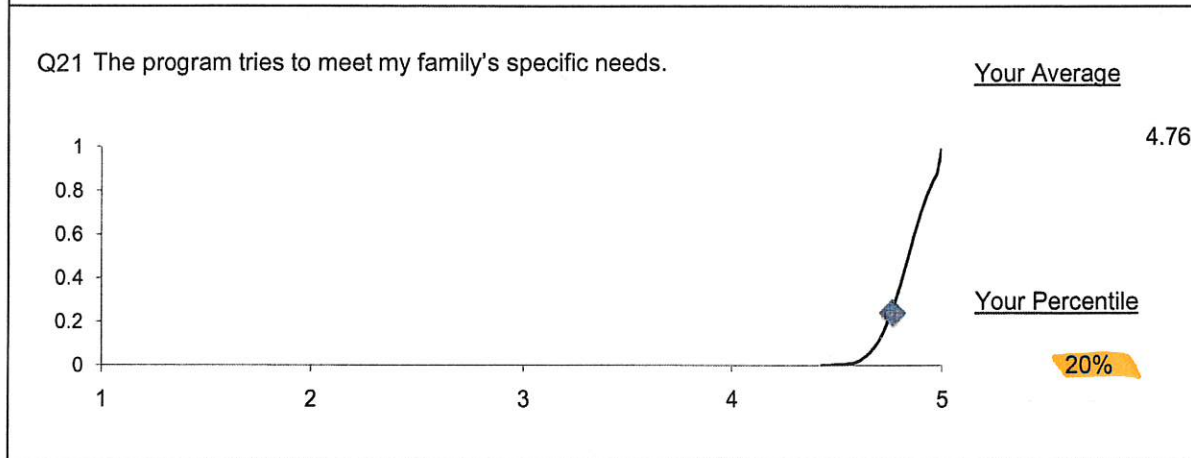
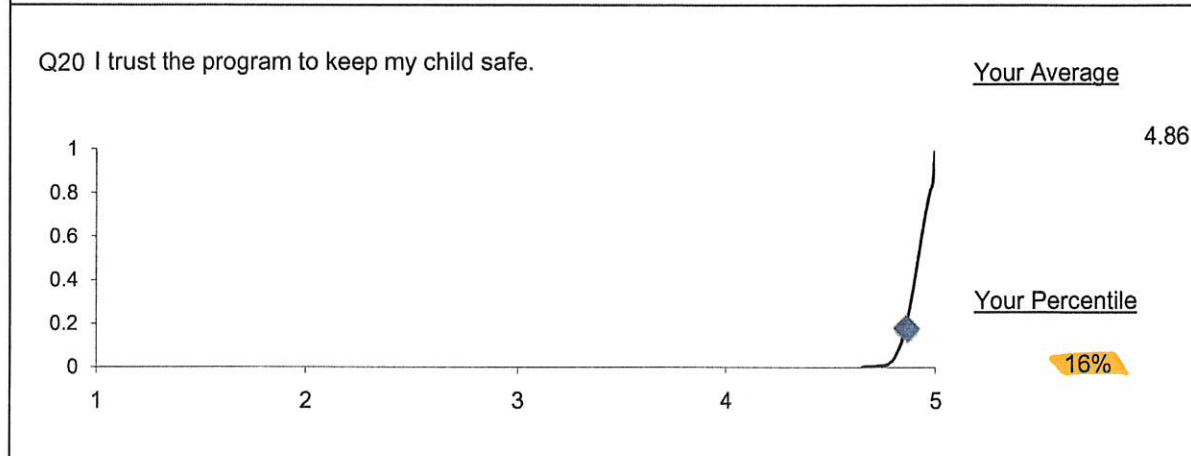
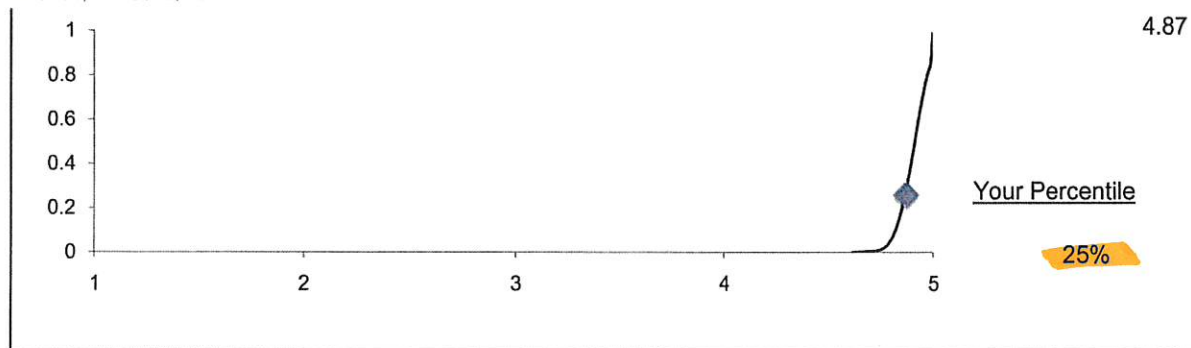
Your Average

Parent Gauge

ENGAGE, MEASURE, ACT



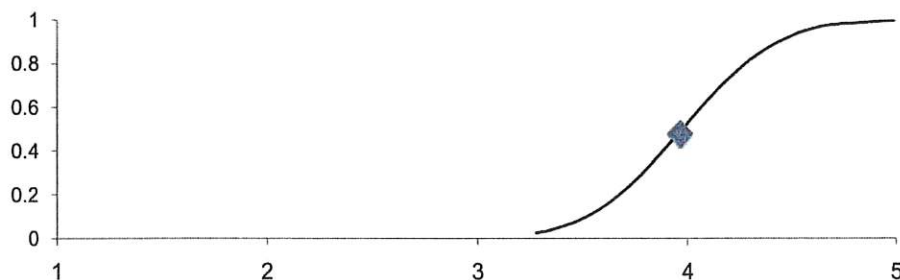
NATIONAL HEAD START ASSOCIATION



Q23 I participate in family events, activities, or classes at my program.

Your Average

3.99



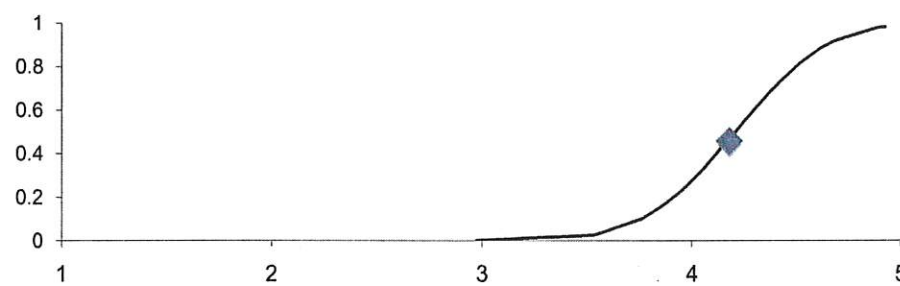
Your Percentile

54%

Q24 Watching how the program staff interacts with children has affected how I interact with my child.

Your Average

4.18



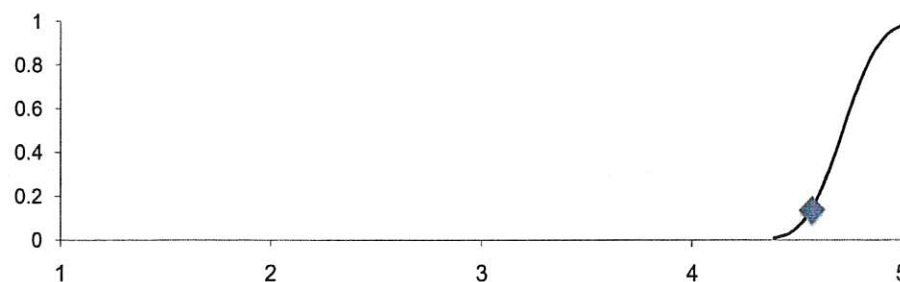
Your Percentile

41%

Q25 I feel comfortable sharing the challenges I have as a parent with the program staff.

Your Average

4.59



Your Percentile

18%

Overview

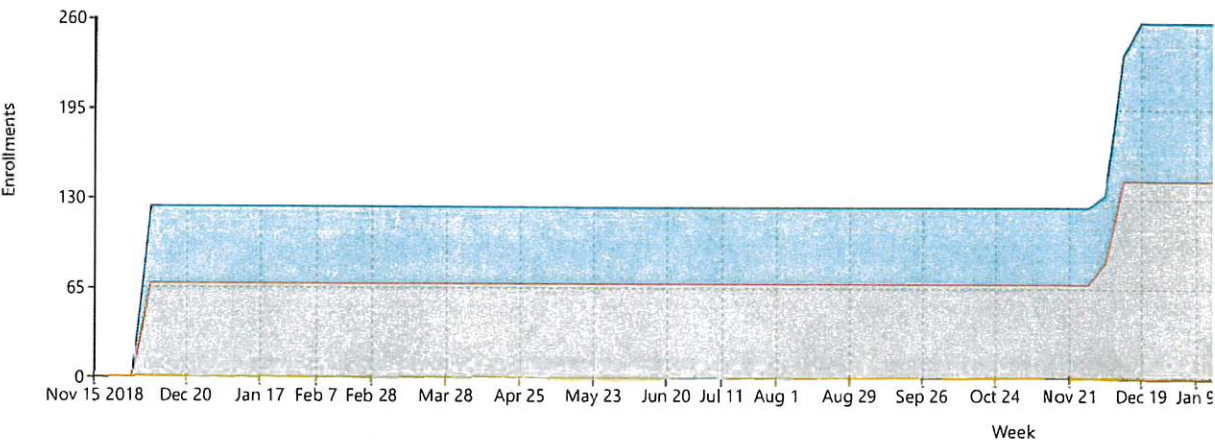
402

ACTIVE ENROLLMENTS

104,504

READY4K MESSAGE DELIVERIES

ENROLLMENT OVER TIME



DEMOGRAPHICS

Age	Language	Enrollments
3	English	17
3	Spanish	8
4	Arabic	1
4	English	99
4	Spanish	52

< previous

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next >

NONWORKING PHONE NUMBERS

Phone Number	Stopped Working On
+1 (516) -9730	08/23/2020
+1 (917) 6124	08/02/2020
+1 (347) 0585	07/26/2020
+1 (929) 5607	07/26/2020
+1 (646) -5699	07/26/2020

< previous

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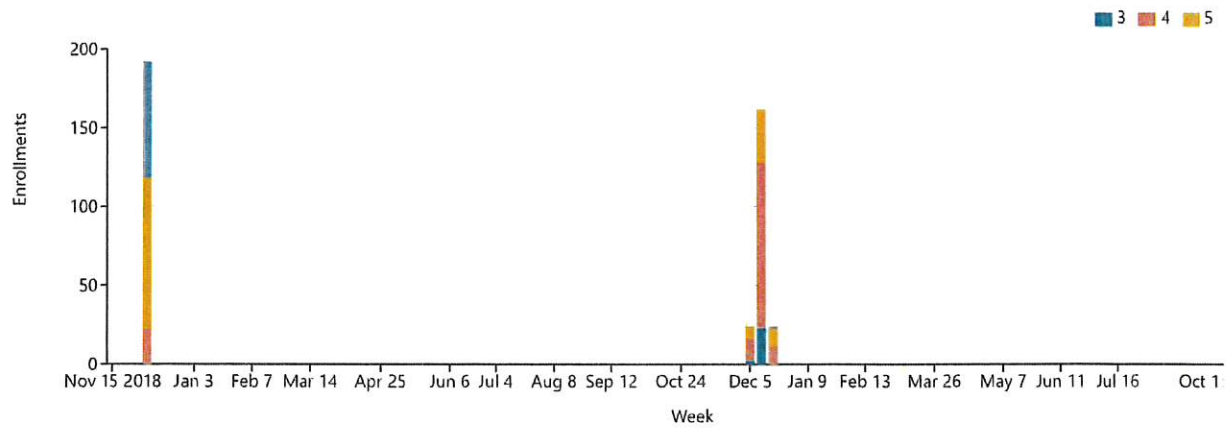
next >

Performance

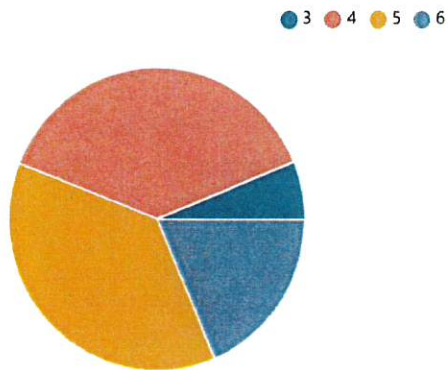
📅 Thursday, November 15, 2018 to 📅 Thursday, October 15, 2020 by Week

NEW ENROLLMENTS: 402

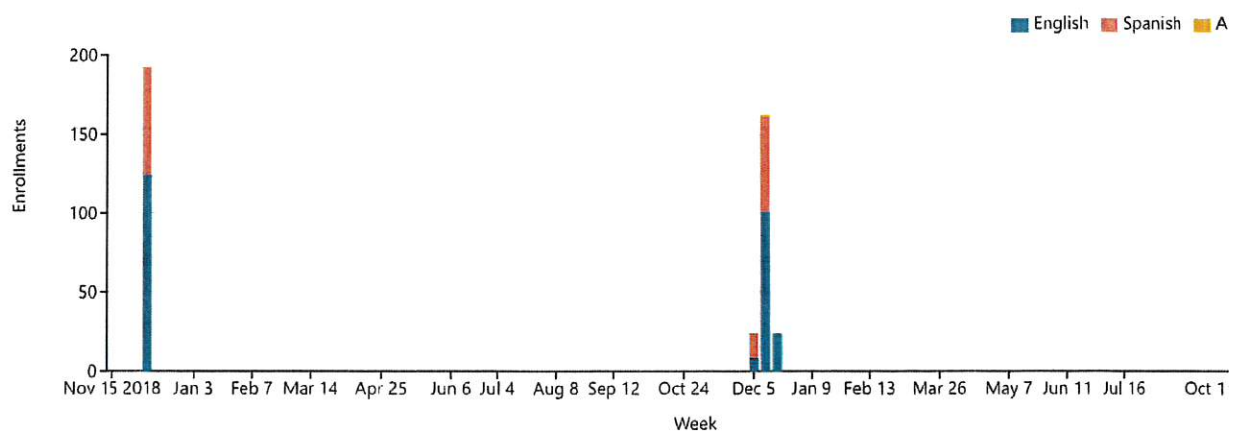
NEW ENROLLMENTS BY AGE



ENROLLMENT AGE DISTRIBUTION

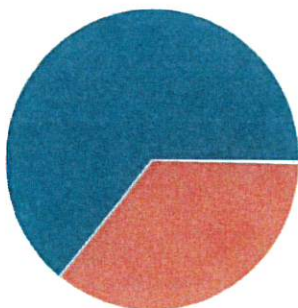


NEW ENROLLMENTS BY LANGUAGE

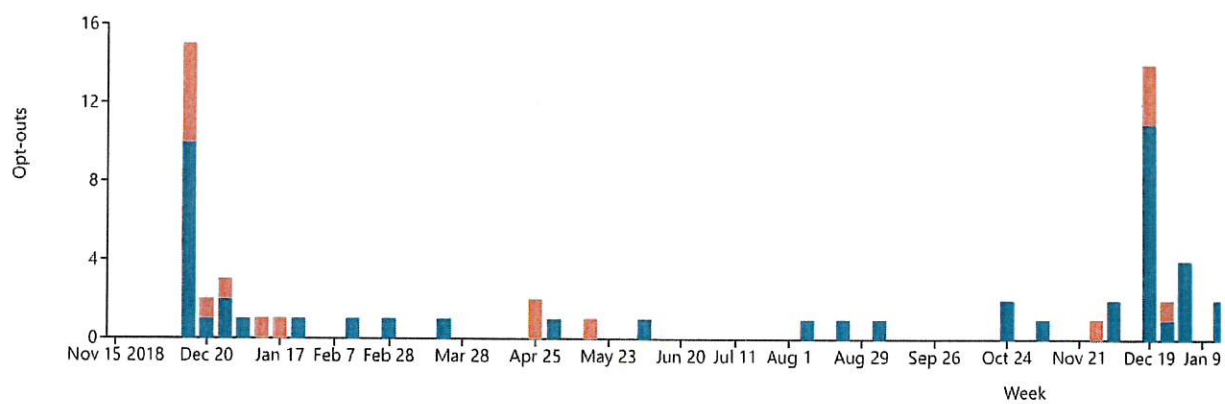


ENROLLMENT LANGUAGE DISTRIBUTION

English Spanish Arabic



OPT-OUTS



Family Needs Assessment

Participant Name: _____ ChildPlus ID: _____

Date Completed: _____ **Case Worker:** _____ **School Year:** _____

Scoring Legend:

5.0	Thriving	2.0	Vulnerable
4.0	Self-Sufficient	1.0	Crisis
3.0	Stable		

Assessment Item	Preliminary Score	Midyear Score	End of Year Score
Family Well Being			
Housing			
1. Homeless or on the verge. Very temporary housing (such as with friend for 1 week). At a Shelter. Camping, living in vehicle, etc. No income for housing. Dangerous or bad situation. Utilities shut off.			
2. Temporary housing. Live with friends/family. Money for rent/utilities uncertain. Unsafe or crowded. No money for repairs. Landlord not fixing problems. Use help from agencies to get by (LIHEAP, PRC, etc.). Utilities shut off or on the verge.			
3. Semi-permanent. Relatively safe and secure. Some repairs needed. Mostly have ability to pay housing/utilities/repairs. Minor landlord issues. Subsidized/Metro housing. Some help from agencies to get by (LIHEAP, PRC, etc).			
4. Safe and secure dwelling for at least 12 months. Able to pay rent/mortgage.'Able to pay utilities. Repairs taken care of.			
5. Able to own or live in long term affordable housing. Safe housing. Enough room for family size. Suits needs and preferences. Able to pay utilities.			
Financial Security			
1. Limited or no income. Depend strongly on assistance to survive. No budgeting skills. Facing eviction/repossession. Go without meals/medical.			
2. Inadequate income. Unable to pay all bills. Use some assistance to get by. Need help with budgeting skills.			
3. Stable income. Struggle to pay bills on time. Access resources as needed. Fear unexpected costs. Some budgeting skills.			
4. Adequate income. Able to pay most bills on time. Mostly able to follow budget. Some credit.			
5. Reliable income. Able to pay bills on time. Has savings/retirement account. Have credit cards/good credit. Able to follow budget.			
Employment			
1. Unemployed. Disabled with no benefits. No/limited prospects or skills. Long term unemployment. Barriers to employment (undocumented, criminal history, health issues)			
2. Temporary or part-time with no benefits. Receiving unemployment compensation. Limited skills. Inadequate pay/benefits.			
3. Stable or part-time/minimum wage job with some benefits. Needs additional job training and employment skills.			
4. Full-time or adequate job. Meets basic needs. Some benefits.			
5. Permanent and stable. Full benefits. Above average employment. Upgrading skills. Transferrable skills.			

Assessment Notes:

Sharon Baptist Head Start Family Assessment Instrument was developed with the PFCE Family Services Staff.

Family Needs Assessment

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Preliminary Score	Midyear Score	End of Year Score
Positive Parent Child Relationships			
Child Development/Parenting Skills			
1. Parent/child roles and responsibilities are non-existent. 2. Parent does not know how or where to get help on child development/parenting skills. 3. Parent/child roles and responsibilities enforced but not always consistent or effective. 4. Parent would like information on age-appropriate activities. 5. Parent knows how to seek parenting assistance and understands developmental milestones.			
Family as Life Long Educators			
School Readiness			
1. Family not interested in understanding assessment data and progress. 2. Family does not understand child assessment data and progress. 3. Family has some understanding of child assessment data and participates in parent conferences or program functions. 4. Family understands child assessment data and guides the child and knows how to support their child for school readiness. 5. Family seeks out information regarding school readiness goals.			
Families as Learners			
Education, Training, and Life Goals			
1. No GED or High School diploma. English as second language. Need remedial courses in various areas, e.g., math, reading, writing, etc. No skills with computer/internet. 2. No GED or High School diploma. Able to access GED training. Able to access job training. Remedial courses needed. Has limited computer/internet skills. 3. Have GED or High School diploma. Able to access needed resources to attend college or job training. Need a few remedial courses. Have computer/internet skills. 4. Enrolled in college or vocational training. Have adequate computer/internet skills. 5. Working in chosen profession. Attained degree. Proficient with computer and internet.			
Volunteering			
1. Family does not participate in volunteer opportunities. 2. Family volunteers occasionally. (i.e. at least 20-40 hours/school year) 3. Family volunteers on a monthly basis. 4. Family seeks out ways to volunteer. 5. Family volunteers on a weekly basis.			

Assessment Notes:

Sharon Baptist Head Start Family Assessment Instrument was developed with the PFCE Family Services Staff.

Family Needs Assessment

Participant Name: _____ **ChildPlus ID:** _____

Assessment Item	Preliminary Score	Midyear Score	End of Year Score
Family Engagement in Transitions			
Transitions			
1. Family is not interested in advocating and/or supporting their child's education. 2. Family is unaware of their role in supporting and advocating for their child's education. 3. Family is beginning to understand and advocate for their child's learning and development in the transition process. 4. Family attends transition meetings as required and gives input into the transition process. 5. Family is aware, advocates and actively engages in transition planning.			

Assessment Notes:

Sharon Baptist Head Start Family Assessment Instrument was developed with the PFCE Family Services Staff.

Sharon Baptist Board Of Directors

4240 - Family Outcomes - Analysis

Program Term: Grantee 2019-2020, Site: Campus 4 Grantee, Enrollment Status: Enrolled, Dropped

Family	Families	Assessment	Housing	Financial Security	Employment	Child Development/Parent	School Readiness	Education, Training, and L	Volunteering	Transitions	TOTAL
Sharon Baptist Board Of Directors											
Campus 4 Grantee	80	1	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3	23.2
	77	2	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3.2	23.5
	74	3	3.6	3.3	3.3	3.3	3.4	3	1.1	3.2	24.2
	77	+/-	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0	▲ 0	▲ 0.3	▲ 1

Agency Average - Sharon Baptist Board Of Directors

Families w/ complete assessments:	80	1	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3	23.2
	77	2	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3.2	23.5
	74	3	3.6	3.3	3.3	3.3	3.4	3	1.1	3.2	24.2
	77	+/-	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0	▲ 0	▲ 0.3	▲ 1

Report Average

Families w/ complete assessments:	80	1	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3	23.2
	77	2	3.6	3.2	3.1	3.2	3.1	2.9	1.1	3.2	23.5
	74	3	3.6	3.3	3.3	3.3	3.4	3	1.1	3.2	24.2
	77	+/-	▲ 0.1	▲ 0.1	▲ 0.2	▲ 0.1	▲ 0.2	▲ 0	▲ 0	▲ 0.3	▲ 1

Sharon Baptist Board Of Directors

4240 - Family Outcomes - Analysis

Program Term: Head Start - 2019-2020, Site: Campus 1, Enrollment Status: Enrolled, Dropped, Drop/Wait, Drop/Accept, Completed

Family	Families	Assessment	Housing	Financial Security	Employment	Child Development/Parent	School Readiness	Education, Training, and L	Volunteering	Transitions	TOTAL
Sharon Baptist Board Of Directors											
Campus 1	120	1	3.1	2.8	2.6	2.9	3	3	1.5	2.7	21.5
	114	2	3.2	3.2	3	3.4	3.3	3.2	1.9	3	24.1
	112	3	3.7	3.6	3.4	3.8	3.8	3.5	2.3	3.6	27.7
	114	+/-	▲ 0.7	▲ 0.7	▲ 0.8	▲ 0.8	▲ 0.8	▲ 0.5	▲ 0.8	▲ 0.9	▲ 6

Agency Average - Sharon Baptist Board Of Directors

Families w/ complete assessments:	120	1	3.1	2.8	2.6	2.9	3	3	1.5	2.7	21.5
	114	2	3.2	3.2	3	3.4	3.3	3.2	1.9	3	24.1
	112	3	3.7	3.6	3.4	3.8	3.8	3.5	2.3	3.6	27.7
	114	+/-	▲ 0.7	▲ 0.7	▲ 0.8	▲ 0.8	▲ 0.8	▲ 0.5	▲ 0.8	▲ 0.9	▲ 6

Report Average

Families w/ complete assessments:	120	1	3.1	2.8	2.6	2.9	3	3	1.5	2.7	21.5
	114	2	3.2	3.2	3	3.4	3.3	3.2	1.9	3	24.1
	112	3	3.7	3.6	3.4	3.8	3.8	3.5	2.3	3.6	27.7
	114	+/-	▲ 0.7	▲ 0.7	▲ 0.8	▲ 0.8	▲ 0.8	▲ 0.5	▲ 0.8	▲ 0.9	▲ 6

Sharon Baptist Board Of Directors

4240 - Family Outcomes - Analysis

Program Term: Head Start - 2019-2020, Site: Campus 4, Enrollment Status: Enrolled, Dropped, Drop/Wait, Drop/Accept, Completed

Family	Families	Assessment	Housing	Financial Security	Employment	Child Development/Parent	School Readiness	Education, Training, and L	Volunteering	Transitions	TOTAL
Sharon Baptist Board Of Directors											
Campus 4	82	1	3.5	3.3	3.3	3.9	3.6	3.2	1.5	3.6	25.7
	76	2	3.7	3.4	3.4	4.1	3.8	3.2	1.4	4.3	27.3
	74	3	3.9	3.6	3.6	4.6	4.4	3.2	1.4	4.7	29.4
	76	+/-	▲ 0.4	▲ 0.3	▲ 0.3	▲ 0.7	▲ 0.8	▲ 0.1	▼ 0	▲ 1.1	▲ 3.7

Agency Average - Sharon Baptist Board Of Directors

Families w/ complete assessments:	82	1	3.5	3.3	3.3	3.9	3.6	3.2	1.5	3.6	25.7
	76	2	3.7	3.4	3.4	4.1	3.8	3.2	1.4	4.3	27.3
	74	3	3.9	3.6	3.6	4.6	4.4	3.2	1.4	4.7	29.4
	76	+/-	▲ 0.4	▲ 0.3	▲ 0.3	▲ 0.7	▲ 0.8	▲ 0.1	▼ 0	▲ 1.1	▲ 3.7

Report Average

Families w/ complete assessments:	82	1	3.5	3.3	3.3	3.9	3.6	3.2	1.5	3.6	25.7
	76	2	3.7	3.4	3.4	4.1	3.8	3.2	1.4	4.3	27.3
	74	3	3.9	3.6	3.6	4.6	4.4	3.2	1.4	4.7	29.4
	76	+/-	▲ 0.4	▲ 0.3	▲ 0.3	▲ 0.7	▲ 0.8	▲ 0.1	▼ 0	▲ 1.1	▲ 3.7

Scoring Legend: 5.0 - Thriving • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Vulnerable • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

GRANTEE ONGOING PROGRESS AND ANALYSIS THREE-YEAR-OLD CHILDREN (2019-20)

Domains	Meeting/Exceeding Expectations Fall, 2019-20	Meeting/Exceeding Expectations Winter, 2019-20	Meeting/Exceeding Expectations Spring, 2019-20	Growth Fall to Winter 2019-20	Growth Winter to Spring 2019-20	Target
Social-Emotional	41%	50%	3 rd Checkpoint not completed Coronavirus	9%	NA	NO
Physical	28%	35%	3 rd Checkpoint not completed Coronavirus	7%	NA	YES
Language	28%	34%	3 rd Checkpoint not completed Coronavirus	6%	NA	YES
Cognitive	30%	40%	3 rd Checkpoint not completed Coronavirus	10%	NA	NO
Literacy	38%	47%	3 rd Checkpoint not completed Coronavirus	9%	NA	NO
Mathematics	46%	50%	3 rd Checkpoint not completed Coronavirus	4%	NA	NO
Other Content Areas	No Evidence Yet Fall Winter Spring	Emerging Fall Winter Spring	Meets Program Expectation End of 1 st Year Fall Winter Spring	Meets Program Expectation End of 2 nd Year Fall Winter Spring	Growth Fall to Spring	Target
Science and Technology	20% 15% NC	77% 83% NC	3% 2% NC	NA NA NC	NA	NO
Social Studies	26% 13% NC	71% 77% NC	3% 10% NC	NA NA NC	NA	NO
The Arts	17% 10% NC	76% 83% NC	7% 7% NC	NA NA NC	NA	NO
ELA	Beginning Fall Winter Spring	Progressing Fall Winter Spring	Increasing Fall Winter Spring	Advancing Fall Winter Spring	Growth Fall to Spring	Target
ELA – Understanding English	8% 4% NC	44% 50% NC	32% 35% NC	16% 11% NC	NA	NO
Speaking English	12% 4% NC	36% 38% NC	48% 51% NC	4% 7% NC	NA	NO

Domains	Meeting/Exceeding Expectations Fall, 2019-20	Meeting/Exceeding Expectations Winter, 2019-20	Meeting/Exceeding Expectations Spring, 2019-20	Growth Fall to Winter 2019-20	Growth Winter to Spring 2019-20	Target
Spanish Language	NA	NA	NA	NA	NA	NA
Spanish Literacy	NA	NA	NA	NA	NA	NA

¹The 3rd Checkpoint was not completed due to mandatory closure of program during the Coronavirus crisis. Overall, scores represented on this table are consistent with growth rates in previous years at the same point in time. Program targets for three year old children in 2020-21 were determined by percentages falling below 40% in meeting or exceeding expectations. Prior to the COVID crisis, strengths would have been determined as any percentage falling below 75% at the end of the school year.

GRANTEE ONGOING PROGRESS AND ANALYSIS FOUR-YEAR-OLD CHILDREN (2019-20)

Domains	Meeting/Exceeding Expectations Fall, 2019-20			Meeting/Exceeding Expectations Winter, 2019-20			Meeting/Exceeding Expectations Spring, 2019-20			Growth Fall to Winter 2019-20		Growth Winter to Spring 2019-20	Target
Social-Emotional	23%			50%			3 rd Checkpoint not completed Coronavirus			27%		NA	NO
Physical	46%			50%			3 rd Checkpoint not completed Coronavirus			4%		NA	NO
Language	38%			46%			3 rd Checkpoint not completed Coronavirus			8%		NA	YES
Cognitive	31%			48%			3 rd Checkpoint not completed Coronavirus			17%		NA	YES
Literacy	31%			42%			3 rd Checkpoint not completed Coronavirus			11%		NA	YES
Mathematics	15%			41%			3 rd Checkpoint not completed Coronavirus			26%		NA	YES
Other Content Areas	No Evidence Yet			Emerging			Meets Program Expectation End of 1 st Year			Meets Program Expectation End of 2 nd Year		Growth Fall to Spring	Target
Science and Technology	3%	0%		75%	76%		NA	NA	NA	22%	24%	NA	NO
Social Studies	12%	5%		71%	78%		NA	NA	NA	17%	17%	NA	NO
The Arts	4%	1%		73%	76%		NA	NA	NA	23%	23%	NA	NO
ELA	Beginning			Progressing			Increasing			Advancing		Growth Fall to Spring	Target
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	
ELA – Understanding English	0%	0%	NA	0%	0%	NA	29%	22%	NA	71%	78%	NA	NO
Speaking English	0%	0%	NA	0%	0%	NA	43%	36%	NA	57%	64%	NA	NO

Domains	Meeting/Exceeding Expectations Fall, 2019-20	Meeting/Exceeding Expectations Winter, 2019-20	Meeting/Exceeding Expectations Spring, 2019-20	Growth Fall to Winter 2019-20	Growth Winter to Spring 2019-20	Target
Spanish Language	30%	51%	NA	21%	NA	NO
Spanish Literacy	38%	54%	NA	16%	NA	NO

¹ The 3rd Checkpoint was not completed due to mandatory closure of program during the COVID crisis. Overall, scores represented on this table are consistent with growth rates in previous years. Program targets for four year old children in 2020-21 were determined by percentages falling below 50% meeting or exceeding expectations. Prior to the COVID crisis, targets would have been determined as any percentage falling below 75% at the end of the school year.

Sharon Baptist Head Start
ECERS (Early Childhood Environmental Rating System) Scores
1925 Bathgate Avenue, Bronx, NY 2nd Floor 2019-20 (OG)

Categories:

1. Space and Furnishings
2. Activities
3. Language Reasoning
4. Parents and Staff
5. Personal Care Routines
6. Interaction
7. Program Structure

Scale:

- 1 = Inadequate
3 = Minimal
5 = Good
7 = Excellent

Teacher / Class	ECERS Score
Sharisima Libier - Princeton	6.7
Andrea Pastorelli-Sosa - Columbia	6.8
Brianna Hernandez - Oxford	6.8
Shadian Salomon - Howarad	6.8
GRANTEE AVERAGE:	6.8



Sharon Baptist Head Start
CLASS Scores 2019-20
1925 Bathgate Avenue, Bronx, NY 2nd Floor (OG)

Classroom/Teacher	Emotional Support	Classroom Organization	Instructional Support
Princeton U. – Sharisima Libier	6.6	6.5	4.1
Yale U. – Andrea Pastorelli-Sosa	7.0	6.5	4.2
Oxford U. – Brianna Hernandez	7.0	7.0	6.0
Howard U. – Shadian Salomon	4.4	5.3	5.2
GRANTEE AVERAGES:	6.3	6.3	4.9

