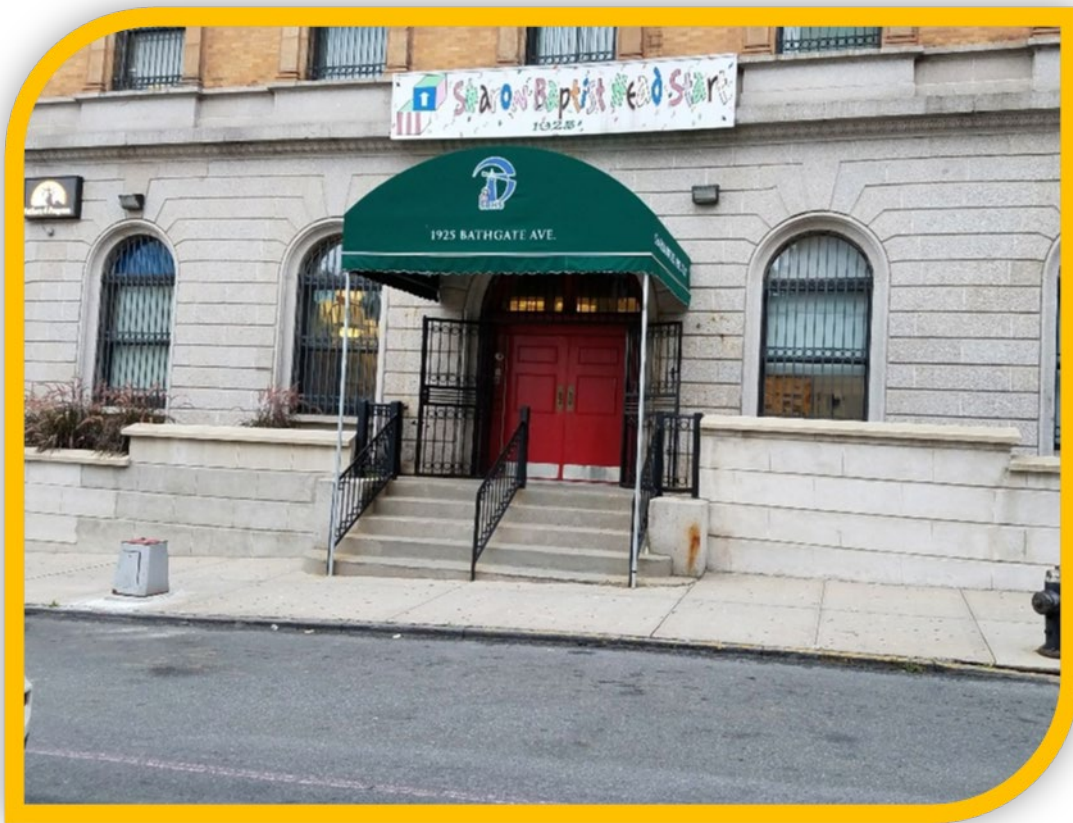


# Sharon Baptist Board of Directors, Inc.

## 2021 Annual Report



**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.

**1925 Bathgate Avenue  
Bronx, New York 101457-4404  
(718)466-1604  
sharonbaptistheadstart.org**

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### **Board of Directors**

Julius P. Bennett & Frances Phipps – Co-Chairpersons

Marselle Julian – Secretary

Ruby Walton – Treasurer

### **Members**

Myrna Martorell, Isatu Kanu-James, Andre Lake, Kerron Norman, Renee Sutton

### **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>
<b>Total Funded Enrollment</b>	275*	100%

**Average Monthly Enrollment** **71** 

The agency is still struggling with the impact of the COVID pandemic. Since reopening in September 2020, classrooms had intermitted closures. Some parents hesitated bringing their children in due to incidences at home and fear of the unknown.

### Center-based Funded Enrollment

	<i># of center-based funded enrollment slots</i>	<i>% of center-based funded enrollment slots</i>
<b>Center-based Full Day 5 days/week, 8 hours/day</b>	275*	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 165<sup>th</sup> Street and Bathgate Avenue. New York City Department of Education supports the transitional preschool program at Burnside Avenue.

- Data on these three pages pertain to the direct Head Start and Early Head Start centers only

### Participants by Age

	<i># of participants</i>	<i>% of participants</i>	<i>National # of participants</i>	<i>National % of participants</i>
2 years old	16	5%	Not Available	Not Available
3 years old	117	43%	Not Available	Not Available
<b>4 years old</b>	142	52%	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.	65*	24%	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	275	100%	Not Available
Children with a medical home	275	100%	Not Available
Children with up-to-date immunizations	275	100%	Not Available
Children with a dental home	275	100%	Not Available

## Enrollment Eligibility

	<i># of children</i>	<i>% of children</i>
Income below 100%	122	45%
Receives public assistance, TANF, 551	6	3%
Status as a foster child	3	1%
Status as homeless	8	4%
Over -income	6	3%

## Mandated Data



Number of children & families served 275.

Average monthly enrollment: 71%

Eligible children served: HS - 18% / EHS – 2%

Completed medicals/exams: 100%

Completed dentals/exams: 100%

The pandemic impacted enrollment in our centers. 2021 is the first year our average monthly enrollment has dipped below 90%. The low numbers prompted Sharon Baptist to conduct a full community assessment.

The CA reported the population under age five declined by 13% in ZIP code 10456, from 7,609 to 6,627. In ZIP code 10457, the population under 5 decreased by 4%, from 6,586 to 6,854. Conversely, ZIP code 10458, where some families served by Sharon Baptist reside, saw a 3% increase in the under-5 population.

Although there was a population decline, there remains a significant unmet Head Start and Early Head Start need.

Zip Code	# of Programs	Capacity	Unmet Need
10456	6 HS	326	933
10457	8 HS	694	671
10456	3 EHS	64	1772
10457	3 EHS	116	1789

## Family Engagement 2021



### Family Needs – Assessment and Outcomes

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

Sharon Baptist uses various tools to assess the needs of the parents and the community. Due to the under-enrollment crisis impacting all educational and childcare models in the city, the agency pooled funds with three other Head Start programs to update the 2018 community assessment. The findings included:

Zip Code 10456 – 165<sup>th</sup> Street

- The population under age 5 declined 12.5%.
- 22% of the households do not have internet. 13% of Sharon Baptist households reported there is no internet access.
- 35.9% of the population is below the poverty level.
- The unemployment rate is 12.8% and SNAP recipients increased the same percentage. This is attributed to the pandemic.
- 56.2% of the households are rent-burdened, with 32% severely rent-burdened.
- There was a decline in families with children in shelters, but the length of their stay increased.
- Drug overdoses in CD3 have increased by 54%.
- 24% of children in grades K-8 are obese.
- There was a decline in the birth rate.
- Fewer children with disabilities were identified presumably due to the pandemic and about one-third of those identified received no or partial services.
- The number of children in foster care and placements declined.
- The community saw an increase in crimes.

Zip Code 10457 – Bathgate Avenue

- There were increases in the birth rate, 13.9% and immigration.
- 25% households have no internet in CD6.
- Crime has increased.

- 36% of the population is below the poverty level. SNAP recipients increased 10.2%.
- 60% of the households are rent-burdened and 38% are severely rent-burdened.
- Families with children in shelters increased in CD6.
- 24% of children in grades K-8 are obese.
- Children with disabilities have the same report as those in 10456.
- The number of child abuse and neglect investigations.
- Foster care declined.

Several surveys are used during the school year to collect and analyze parents' responses. Parent Gauge is a family engagement tool that is designed specifically for Head Start and Early Head Start. It measures the parents' experience in the program and the impact the program has on them and their families. The interview is conducted with the family services staff three times per year and the results are recorded. Sharon Baptist uses the responses to design activities to engage parents on a regular basis. Responses are also used to develop meaningful community partnerships that will help parents engage and rear successful families.

The Family Needs Assessment (FNA) is another tool that is used three times a year. PFCE staff interview parents about 8 categories, rating each on a scale of 1 – 5, and record the information in ChildPlus. The categories are housing, financial security, employment, child development/parent, school readiness, education, training, and language, volunteering, and transitions. The attached chart demonstrates the progress in each of the areas.

Ready4K is an evidence-based family engagement tool that Sharon Baptist uses to send text messages to parents and staff three times per week. The messages sent in English or Spanish, based on the parents' preference, is designed to offer them ideas on how to use common household items to facilitate learning activities that the parent and child can enjoy while away from school. At the end of the year parents reported the activities helped their children learn and grow and they found the texts helpful. Ready4K collects and analyzes data and provides Sharon Baptist with a year-end report that is attached to this narrative.

**SEE ATTACHED REPORTS - Family Outcomes Analysis, Parent Gauge Program Impact, and Ready4K year-end.**



## 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 is dedicated to 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.

### SCHOOL READINESS GOALS

Sharon Baptist Head Start's School Readiness Goals are directly aligned with both the Head Start Outcomes Framework and the Creative Curriculum objectives, dimensions and indicators.

They remain unchanged as follows.

<b>Goal #</b>	<b>HS Framework</b>	<b>Sharon Baptist Head Start School Readiness Goals</b>
Goal 1	Physical	Show awareness that each person has basic needs that must be met to stay healthy, e.g., nutritious foods, clothing, exercise, and shelter.

Goal 2	Physical	Understand self-care and self-direction and will practice safe and healthy habits and behaviors.
Goal 3	Physical	Gain control of large muscles needed for movement, navigation, and balance through planned, developmentally appropriate movement experiences.
Goal 4	Physical	Gain control of small muscles in fingers, hands and wrists through planned materials and experiences.
Goal 5	Social-Emotional	Form positive, healthy relationships, friendships, and attachments with peers and adults.
Goal 6	Social-Emotional	Develop a positive self-image and demonstrate self-sufficiency in meeting his/her own needs.
<b>Goal #</b>	<b>HS Framework</b>	<b>Sharon Baptist Head Start School Readiness Goals</b>
Goal 7	Social-Emotional	Gain the necessary strategies to recognize, understand and regulate his/her feelings, emotions, impulses, and behaviors.
Goal 8	Social-Emotional	Develop the ability to work effectively with others in group situations and to resolve conflicts using positive strategies.
Goal 9	Approaches to Learning	Demonstrate positive interest, curiosity, motivation, enthusiasm, creativity, and appropriate use and care of classroom materials.
Goal 10	Approaches to Learning	Engage in and complete age-appropriate tasks with persistence, focused attention, and determination.
Goal 11	Approaches to Learning	Follow the routine and demonstrate strategies, interest, and engagement in participating in group situations and activities.
Goal 12	Logic/Reasoning	Use previously gained knowledge, experiences, and connections to determine possible solutions to a problem.
Goal 13	Logic/Reasoning	Use symbols or objects to represent something else through writing, drawing, constructing, dramatization, and pretend play.
Goal 14	Language	Listen to, comprehend, and respond appropriately to language (ranging from simple words/statements to complex vocabulary).

Goal 15	Language	Use language effectively to communicate thoughts, needs, recollections and ideas using conventional grammar.
Goal 16	Literacy	Develop the ability to get meaning, information, and enjoyment from books and other types of print and text.
Goal 17	Literacy	Demonstrate phonological awareness through rhyme, alliteration, matching initial/beginning sounds, syllabication and recognition of individual words and sentences.
Goal 18	Literacy	Recognize and name letters of the alphabet (especially those in own name), identify some letter sounds, and will demonstrate interest in how certain words are spelled.
Goal 19	Literacy	Understand that print is used to convey meaning and has a variety of features (e.g., letters, words, punctuation, upper and lowercase letters).
Goal 20	Literacy	Become familiar with and use a variety of writing tools (pencils, crayons, chalk, markers) and use these to convey meaning through print).
Goal 21	Mathematics	Gain an understanding of number concepts and operations including identifying numbers, counting (concrete objects and sets), comparing, and identifying numerals by name and connecting each to counted objects.
Goal 22	Mathematics	Demonstrate understanding of shapes (both names and properties) and explore and describe spatial relationships.
Goal 23	Mathematics	Demonstrate understanding of patterns by copying or creating simple patterns and extending them.
Goal 24	Mathematics	Compare and measure objects according to size, length, weight, area or volume and gain knowledge of both standards and non-standard measuring tools.
<b>Goal #</b>	<b>HS Framework</b>	<b>Sharon Baptist Head Start School Readiness Goals</b>
Goal 25	Science	Demonstrate interest and gain knowledge of the natural world around them using inquiry skills needed for scientific explorations (observing, collecting, asking questions, making predictions, and drawing conclusions).

Goal 26	Science	Demonstrate knowledge of concepts and facts related to the natural, physical world and identify relationships that occur in nature.
Goal 27	Creative Arts	Express feelings and ideas creatively through music.
Goal 28	Creative Arts	Express feelings and ideas creatively through dance and movement.
Goal 29	Creative Arts	Express feelings and ideas creatively through the visual arts.
Goal 30	Creative Arts	Express feelings and ideas creatively through drama.
Goal 31	Social Studies	Demonstrate knowledge of self, family, school community and local community.
Goal 32	Social Studies	Show a basic understanding of how the environment affects people and how they live.
Goal 33	Social Studies	Explore and discuss events from the past that are relevant to and affect oneself, family and community.
Goal 34	English Language Development	Progress in receptive English language acquisition.
Goal 35	English Language Development	Progress in expressive English language acquisition.

### **CHILD OUTCOMES ANALYSES- 2021-22**

Child outcomes data is analyzed three times annually in the fall, winter, and spring. At each checkpoint, teachers and administrators review the data on a class-by-class basis and teachers complete an outcomes analysis and plan for progress. Our School Readiness Committee convenes after each checkpoint to review and approve class level analyses and plans for future improvement. At the end of each school year, the SRC meets to analyze final data and to measure progress made by children by age group. The results of these analyses provide direction in adjusting programmatic goals, planning staff development, and purchasing of new materials.

Normally, we identify a cut-off point of 75% of children meeting or exceeding expectations in all domains. If 75% or more of children meet or exceed expectations in a given domain, it is not considered a target for improvement. The results can be seen below:

**TWO -YEAR-OLD OUTCOMES (Campuses 1 and 4)**

Domains	Meeting/Exceeding Expectations	Target
Social/Emotional	94%	No
Physical	94%	No
Language	94%	No
Cognitive	94%	No
Literacy	94%	No
Mathematics	94%	No
Science/Technology	94%	No
Social Studies	92%	No
The Arts	94%	No
ELA Understanding English	NA	No
ELA Speaking English	NA	No
Spanish Language	NA	No
Spanish Literacy	NA	No

**THREE -YEAR-OLD OUTCOMES (Campuses 1 and 4 New and Old Grantees Combined)**

Domains	Meeting/Exceeding Expectations	Target
Social/Emotional	79%	No
Physical	77%	No

Language	70%	Yes
Cognitive	73%	Yes
Literacy	68%	Yes
Mathematics	75%	No
Science/Technology	96%	No
Social Studies	96%	No
The Arts	100%	No
ELA Understanding English	38%	Yes
ELA Speaking English	38%	Yes
Spanish Language	60%	Yes
Spanish Literacy	60%	Yes

**FOUR-YEAR-OLD OUTCOMES (Campuses 1 and 4 New and Old Grantees Combined)**

Domains	Meeting/Exceeding Expectations	Target
Social/Emotional	81%	No
Physical	89%	No
Language	80%	No
Cognitive	83%	No
Literacy	90%	No
Mathematics	87%	No
Science/Technology	70%	Yes
Social Studies	70%	Yes
The Arts	76%	Yes

ELA Understanding English	100%	No
ELA Speaking English	91%	No
Spanish Language	60%	Yes
Spanish Literacy	60%	Yes

As a result of the end-of-year outcomes analysis seen above, it was determined that language development, cognitive development, and literacy for threes are targets in 2022-23.

For fours, science and technology, social studies, and the arts are targets. For both three and four-year old children, dual language learning and ELA (Speaking and Understanding English are focal points in 2022-23 as well. Staff development will be centered on enhancing these areas in the 2022-23 school year.

### **ITERS/ECERS RESULTS- 2021-22**

To ensure our classroom environments are developmentally appropriate, the agency conducts the ITERS for toddler classrooms and the ECERS for preschool classrooms annually.

The results for program year 3 are as follows:

### **ECERS (Early Childhood Environmental Rating System) Scores**

Categories:

1. Space and Furnishings
2. Personal Care Routines
3. Language and Literacy
4. Learning Activities
5. Interaction
6. Program Structure

Scale:

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

Areas	ECERS Score
<b>Campus One</b>	
1.Space and Furnishings	4.64
2.Personal Care Routines	6.63

3.Language and Literacy	5.27
4.Learning Activities	3.91
5.Interaction	5.63
6.Program Structure	5.33
<b>Campus Four 1<sup>st</sup> Floor</b>	
1.Space and Furnishings	6.29
2.Personal Care Routines	6.55
3.Language and Literacy	5.52
4.Learning Activities	4.69
5.Interaction	6.52
6.Program Structure	6.20
<b>Campus Four 2<sup>nd</sup> Floor</b>	
1.Space and Furnishings	6.75
2.Personal Care Routines	7.00
3.Language and Literacy	6.10
4.Learning Activities	5.45
5.Interaction	6.70
6.Program Structure	6.75
<b>OVERALL AVERAGE:</b>	<b>5.64</b>

### **ITERS (Infant-Toddler Environmental Rating System) Scores**

#### **Categories:**

1. Space and Furnishings
2. Personal Care Routines
3. Language and Books
4. Activities
5. Interaction
6. Program Structure

<b>Area</b>	<b>ITERS Score</b>
<b>Campus One</b>	
1. Space and Furnishings	5.50
2. Personal Care Routines	4.25
3. Language and Books	5.67
4. Activities	3.00
5. Interaction	6.17
6. Program Structure	5.00
<b>Areas</b>	<b>ITERS Score</b>
<b>Campus Four</b>	
1. Space and Furnishings	6.50
2. Personal Care Routines	6.75
3. Language and Books	6.50
4. Activities	5.50
5. Interaction	7.00
6. Program Structure	7.00
<b>OVERALL AVERAGE:</b>	5.53

## CLASS OBSERVATIONS – 2021-22

Sharon Baptist has 6 certified Pre-K Class Observers and 2 certified Infant-Toddler CLASS observers on staff. However, in year 3, CLASS observations were conducted by an outside agency. All CLASS scores for this period met or exceeded competitive thresholds (see charts below). CLASS observations for 2022-23 (year 4) are currently underway.

### Pre-K CLASS Observations by Dimension

Dimension	SBHS Average
Positive Climate	6.00
Negative Climate	1.00
Teacher Sensitivity	5.80
Regard for Student Perspectives	5.40
Behavior Management	5.95
Productivity	5.95
Instructional Learning Formats	5.20
Concept Development	2.20
Quality of Feedback	2.40
Language Modeling	2.50

### Pre-K CLASS Scores by Domain

Domain	SBHS Average
Emotional Support	6.03
Classroom Organization	5.70
Instructional Support	2.34

### Infant/Toddler CLASS Observations by Dimension 2020-21

<b>Dimension</b>	<b>SBHS Average</b>
Positive Climate	6.00
Negative Climate	1.00
Teacher Sensitivity	5.50
Regard for Child Perspectives	6.00
Behavior Guidance	5.30
Facilitation of Learning and Development	4.50
Quality of Feedback	4.50
Language Modeling	4.30

### Infant/Toddler CLASS Observations by Domain

<b>Domain</b>	<b>SBHS Average</b>
Emotional and Behavioral Support	5.50
Engaged Support for Learning	4.10

**Sharon Baptist prepares children and families for kindergarten.**

# **A 133 Audit Report**

## **June 30, 2021**