

ANNUAL REPORT
For the Fiscal Year Ended June 30, 2016

A Message from the Executive Director and the Board Chair:

This year marked a significant turning point for the Bloomingdale Family Program. We successfully emerged from the fiscal pressures of the past three years, and we are looking forward both to financial stability of our program and to promising new program developments.

Following three years of systemic underfunding under the city's EarlyLearn reorganization, Bloomingdale – together with our sister agencies in New York City – is now receiving adequate reimbursements for the Head Start and Child Care services we provide to families and children in poverty. Our fundraising in the private sector continues to be strong, and we anticipate a balanced budget in the current fiscal year.

Looking to the future, two promising new initiatives will enable us to extend and further strengthen our program. First, given the rapid expansion of public school UPK programs and its impact on our enrollment, Bloomingdale will broaden its focus to include the largely underserved population of children under the age of three in our community. We expect to transform our 107th Street site to an Early Head Start program when the new fiscal year begins in July 2017. A second prospect for future enrollment is the West Side Federation for Senior and Supportive Housing's proposed new project on West 108th Street. When completed in 2019-20, this project will include 72 apartments for families eligible for our program, and we look forward to serving these families in our early childhood programs.

In presenting the highlights of the 2016 fiscal year, we wish to acknowledge our highly skilled and motivated staff. More than half of our staff first came to Bloomingdale as parents in the program, and attained their professional credentials with our encouragement and support. Their devoted service makes possible the high quality and scope of our program. We are grateful for the continued generosity of the private foundations and the many individual donors whose support enables us to offer the outstanding educational and preventive services for which Bloomingdale is so widely known.

José F. Velilla, Executive Director
Sandra Roche, Board Chair

Review of Bloomingdale Programs in FY 2016

During the program year that ended June 30, 2016, Bloomingdale succeeded in maintaining the high quality of its signature programs. Highlights include:

- The 147 two-, three-, and four-year olds we serve in our early childhood classrooms were assessed developmentally at intake and then again at three later points in the school year; all made outstanding progress toward developmental/academic goals.
- Of the four-year-olds who transitioned into public school at the end of the 2015-16 school year, 95% percent were accepted into mainstream kindergarten classrooms and are now succeeding in their elementary school programs.
- Preventive services for children with special needs continue to be a focus of our program. Our 78 special needs children received on-site play therapy, speech therapy (bilingual if needed), and/or occupational therapy. Bloomingdale's in-house preventive services staff teams with our classroom teachers to help vulnerable children make the gains they need to keep pace with their peers.
- Twenty-four alumni children in grades kindergarten through three – all of whom had received preventive services in our preschool program – returned after school throughout the school year for academic support in our Homework Help program. All but one of the children who participated in Homework Help made accelerated academic progress during the school year and was successfully promoted to the next grade.
- Every child in our program benefited from two healthy meals at school every day, and all received essential medical and dental care.
- Parents took part in programs to strengthen their families and achieve their aspirations, and participated in program governance by serving on our Policy Committees.
- Parents of four-year-olds took part in a year-long Parent Leadership Program focusing on the transition to kindergarten, the selection of the best available school program, and encouraging ongoing parent participation in school involvement and leadership.
- Faculty participated in rigorous staff development to continue to strengthen our practice of the HighScope curriculum. We now have five certified classrooms and twelve HighScope certified classroom teachers.
- As always, we welcomed many visitors to our program, some from as far away as Japan, Singapore, Indonesia, and Iceland who came to see our programs in action.

Financial Highlights

Program Revenue	FY 2016	FY 2015
<u>Public Funds</u>	\$2,751,867	\$2,417,759
<u>Private Fundraising Revenue</u>		
Individual gifts/Donations	\$ 96,322	\$ 85,078
Foundations	\$ 491,365	\$ 490,260
Earned Income	\$ 24,562	\$ 26,171
In-Kind	\$ 457,682	\$ 505,355
<u>Total Program Revenues</u>	\$3,821,808	\$3,196,623

(Note: Our Disability (Preventive) Services for special needs children, Yoga program, and afterschool Homework Help program are funded by grants from private foundations and by contributions from individual donors.)

Program Expenditures	FY 2016	FY 2015
Program	\$3,284,032	\$3,196,756
Management and General	\$ 421,605	\$ 403,957
Fundraising	\$ 98,721	\$ 98,801
Total Program Expenditures	\$3,804,358	\$3,699,514

Audit and Other Reports

The Bloomingdale Family Program is audited annually. The Audit for FY 2016 and FY 2015, and the program's 990 reports for these periods are available on request.

The annual report of the Mayor's Office on Contracts for 2016 awarded Bloomingdale the rating of Excellent for Program Quality and Good for Financial Management.

The Bloomingdale Early Childhood Program

Bloomingdale currently operates three early childhood centers in the Manhattan Valley community of New York City. All provide year-round, full-day programs for children aged two to five. Our Columbus Avenue and West 109th Street centers are operated as Head Start programs serving low-income families at no charge; our West 107th Street center is currently operated as a Child Care program serving families who are working or in school at fees based on family income.

All three of our centers maintain the performance standards of the Head Start program. All three centers offer the highly effective HighScope curriculum, and faculty at all three centers participate in HighScope professional development during the school year. Many visitors from the US and abroad come to Bloomingdale every year to see the High Scope curriculum in action.

Our goal at Bloomingdale is to prepare young children for success as learners, and for them to transition to kindergarten and the elementary grades without the need for Special Education services or placement. Our success in meeting this goal is made possible by a privately funded Preventive Services Program. At entry, children at Bloomingdale are assessed by their teachers and by our Disability Services staff. Children who are identified with developmental or cognitive delays or disabilities receive on-site services including occupational therapy, speech (bilingual) therapy, and/or play therapy provided on-site by our Disabilities Services team. Parents are consulted and engaged at every stage of the process.

Annual tracking of our children's progress throughout their time at Bloomingdale tells us that more than 95% of the children who received our preventive services were successfully admitted to mainstream elementary school classrooms, without the need for Special Education services.

We also know that children who are well-prepared for kindergarten may begin to lose ground once they confront elementary school challenges. For those children, we offer a privately funded Homework Help program. Children who had received our preventive services as preschoolers can return to Bloomingdale for this afterschool program that meets three times a week throughout the school year. Working in small groups with skilled, bilingual teachers, our Kg to 3rd grade Homework Help students review classroom lessons and complete homework assignments. Homework Help also engages the parents; while the children work on their assignments, parents participate in ESL classes and in workshops to strengthen their ability to support their children's learning and progress at home. Annual studies by an independent research program validate the program's effectiveness; more than 95% of the children in Homework Help finish the school year at or above grade level in math and reading.

Yoga instruction for our four-year-olds has been a valuable addition to our program, benefitting children's attention and self-regulation. While fiscal restraints forced us to curtail the program at the beginning of the year, we were able to reinstate the weekly Yoga class in the second half of FY 2017.

Parent Involvement Activities

Bloomingdale honors the role of parents as their children's first teachers and provides opportunities and activities that support and empower parents. Beginning with home visits that take place before the first day of school, teachers establish a strong relationship with the parents of the children in their class. Parents are welcome in the school setting and know that they are an important resource for the school.

We welcome the involvement of parents, both as part of their child's learning experiences and as participants in program governance. They contribute their talents, participate in class trips and school activities, and share with the children the richness of their cultural and ethnic backgrounds. An annual event greatly enjoyed by the entire school community is "Cultural Day" in which parents share with all the children the art, music, food and folktales of the many cultural backgrounds represented by our families.

Parents take part in regular meetings of the Education Committee led by the program's education director. They participate in workshops on parenting and on ways they can support and encourage their children's learning. Ongoing groups that meet and plan activities throughout the year include both our Mother's Group and our "Men Matter" program. Bloomingdale's mental health consultant is available to meet with individual parents on a monthly basis. Monthly class parent meetings give teachers the opportunity to share with parents how and what their children are learning in the classroom, and to suggest ways for parents to reinforce that learning at home.

Parents of children who are preparing for the transition to kindergarten take part in Bloomingdale's Parent Leadership Program (PLP), which meets every week throughout the school year. The PLP provides a forum in which parents gain information about the available school programs in the community, take part in school visits, and get assistance in selecting and applying for the schools that best meet their children's needs.

Parents have an important role in program governance. Each year, parents are elected to serve on the Policy Committee, DAPC, for their classroom, for their site, and for the overall program. Monthly PC meetings give parents a voice in program governance; parents gain valuable leadership experience and exercise their role in program and fiscal oversight, in the selection of new teachers, and in planning for the future. A representative of the PC attends the meetings of the Governing Board, and a representative of the Government Board regularly attends PC meetings.

Kindergarten Readiness Program

Bloomingdale's mission is to prepare children for success in school. To accomplish this goal we have extended the resources available to us through Head Start, UPK, and other funded programs by actively seeking private funds to increase the support services described above. The result of this public/private partnership is our record of success in preparing children for the schools they attend after they leave us. As noted above, the overwhelming majority of the children in our program, including those identified with special needs, are welcomed into mainstream kindergarten classrooms and continue as successful students.

We have been focusing this year on critical school readiness goals:

- Math: Understanding measurement; concepts such as longer/shorter and heavier/lighter.
- Language and Literacy: Expressing ideas and information through drawing, writing, and dictating.

- **Physical Development and Health:** Developing gross motor skills and fine motor skills in a variety of settings.
- **Approaches to Learning:** Supporting children's curiosity, creativity, and flexibility, and their willingness to try new experiences.
- **Social/Emotional Development:** Giving children opportunities to respond to needs, feelings, and events.

An important part of kindergarten readiness is the participation of our parents in the Parent Leadership Program, which prepares them for active engagement as advocates for their children and as future Parent Association members.

Our School Readiness team includes Bloomingdale's management team, a member of our advisory board, parents, teachers, the parent coordinator at our local public school and our program's mental health consultant. Together we are ensuring that our school readiness goals for the year are met.