

**ANNUAL REPORT
For the Fiscal Year Ended June 30, 2018**

From the Executive Director and the Board Chair:

The Bloomingdale Family Program continued during the 2017-18 Fiscal Year to provide high quality services to our families and our community. As we move toward our 60th year of offering programs for young children and families in Manhattan Valley and Harlem, we are demonstrating our ability to adapt to changing conditions in our community, and we are actively looking ahead to future initiatives.

The major portion of our funding comes from the Administration for Children's Services (ACS), of which we are a delegate agency. Year after year, we have been able to extend and strengthen the services we provide to our families thanks to the support of generous foundation and individual donors. These private funds enable us to supplement our Head Start program with in-house Preventive Services, and with follow-up academic support to children after they transition into elementary school. We have been monitoring the school performance of some of our alumni for many years to document their successful progress through school and beyond.

Our major challenge during the past two years has been competition from the Department Of Education (DOE) both for students and for faculty. The public school UPK programs that have proliferated throughout the city drew many children away from Head Start programs and resulted in under-enrollment in many programs, including our own. We responded to this challenge by converting some of our classrooms to serving younger children – including two-year-olds under Early Head Start funding. Going forward, we continue to adjust our capacity to meet the needs and demands of our families. At the same time, we have become more skilled and proactive in demonstrating to our families the values of Bloomingdale's program for four-year-olds: our enriched curriculum, our one-to-one services for special needs children, and our longer school day and school year. This will help us stabilize our enrollment of four-year-olds going forward.

The more difficult area of competition with the DOE is the struggle to retain our talented and well-trained teachers in the face of the energetic recruitment of our teachers by the DOE, which offers salary and benefits that Head Start cannot match. We are grateful to the loyalty and dedication of the many teachers who have chosen to stay with Bloomingdale. Many of our teachers began as parents in our program, and they are at the heart of our program's excellence. We urge the city's leaders to address the salary disparity issue, which undermines community-based programs like ours throughout New York City.

Despite these issues, Bloomingdale continued our focus on professional development and program excellence. As a widely-known demonstration site for the highly-regarded High Scope curriculum, we welcomed many visitors to Bloomingdale during the past year, including educators and planners from China, Michigan, Long Island School System, the Department of Education, and Citizens Committee for

Children.

Change is a constant in our city, and the Bloomingdale community is also changing. Gentrification has made life more difficult for low-income families. High rents and reduced availability of affordable apartments have put many of our families in overcrowded and inadequate living arrangements, which add to the stress on families and children. We look forward to the upcoming project being developed by the West Side Federation for Senior and Supportive Housing on West 108th Street, which will provide permanently affordable housing for many low-income families, whose children we look forward to serving when the project is completed in 2020.

Bloomingdale has an active program of outreach in the community. We maintain regular contact with our alumni and with a large and growing group of neighborhood families who support our programs with their donations and as volunteers. We distribute informative bimonthly on-line newsletters, and have created a Bloomingdale early childhood blog. We use social media, including Facebook and Twitter, to keep our community informed and engaged. We now partner with the Bloomingdale School of Music, a long-established neighborhood music school, to offer our children an outstanding early childhood music program.

As we move toward our 60th anniversary, the Bloomingdale Family Program looks forward to changing and growing with the times.

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

Review of Bloomingdale Programs in FY 2018

During the program year that ended June 30, 2018, Bloomingdale continued to maintain the high quality of its signature programs. Highlights include:

- We have the capacity to serve 135 children with a full-day year-round program.
- Every child was assessed developmentally at intake and then again at three later points in the school year, and all made good progress toward academic and developmental goals. Instruments used in these assessments include The Early Screening Inventory Revised Pre-School (ESI-R), The Ages and Stages Questionnaire Social Emotional (ASQ-SE and ASQ-3), The HighScope Child Observation Record (COR), and the CLASS.
- To address the special needs that affect the learning and development of many of our children, we provided on-site preventive services – bilingual speech therapy, occupational therapy, and play therapy –for 67 children during the school year. These services are largely paid for by ongoing grants from the Robin Hood Foundation and other private funders.
- Demonstrating the benefits of these preventive services, of the 33 children that received services who transitioned into kindergarten, 26 will attend a general education class. Five of these children will continue to receive services in their

new school. Two children were placed in Special Ed classrooms.

- We offer afterschool support to our special needs children after their transition into elementary school. Our privately-funded Homework Help program served 20 children last year in kindergarten through Third Grade. All of the Homework Help children made accelerated academic progress during the school year and were successfully promoted to the next grade.
- Every child in our program received a healthy Breakfast, Lunch and Snack at school every day, prepared in our own kitchens. Every child received essential medical and dental screening and care.
- Parents shared program governance through their participation in Policy Committees which met regularly during the year. Representatives of the program's Governing Board and the DAPC participate in each other's meetings, and serve together on the Self-Assessment, Strategic Planning, and other key Committees.
- Parent engagement in the center and in the community was enhanced through Mothers' Groups, cultural events, and other activities geared to the interests of parents. This year specifically, we provided special sessions on Immigration. Parents of 4's participate in the Parent Leadership Project which meets weekly to better understand and navigate the transition to kindergarten.

Financial Highlights

| Program Revenue | FY 2018 | FY 2017 |
|-------------------------------|--------------------|--------------------|
| Public Funds | \$2,908,880 | \$2,861,338 |
| Private Fundraising Revenue | | |
| Individual Gifts Donations | \$72,017 | \$64,587 |
| Foundations | \$498,811 | \$450,960 |
| Earned Income | \$22,180 | \$16,195 |
| In-Kind | \$977,423 | \$489,034 |
| Total Program Revenues | \$4,479,311 | \$3,882,114 |

(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

| | | |
|-----------------------------------|--------------------|--------------------|
| Program | \$3,769,980 | \$3,319,723 |
| Management and General | \$501,538 | \$441,638 |
| Fundraising | \$95,653 | \$84,229 |
| Total Program Expenditures | \$4,367,171 | \$3,845,590 |

Audit and Other Reports

The Bloomingdale Family Program is audited annually. The Audit and the program's 990 report for FY 2017 is available on request. The Audit and program's 990 report for FY 2018 is not available at this time.

The annual report of the Mayor's Office on Contracts for 2017 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 West 109th Street center operates as Head Start program serving low-income families at no charge; our Columbus Avenue center operates as both, a Head Start and Early Head operated as a Child Care program serving low-income families at no charge and families who are working or in school at fees based on family income.

The Bloomingdale Early Childhood Program

Program Description

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 109 Street centers are operated as Early Head Start and Head Start programs serving families below the poverty line at no charge; our West 107th Street center served both Head Start and Child Care families. All three of our centers maintain the performance standards of the Head Start program, all three centers offer the highly effective HighScope curriculum, and all three provide our privately-funded on-site Preventive Services to children with special needs.

Our goal at Bloomingdale is to prepare young children for success as learners so that they transition to elementary school without the need for special education placement. To enable their success, we offer preventive services, including occupational therapy, speech (bilingual) therapy, and play therapy. Services are delivered on-site by our Disability Services staff. Children are assessed when they enter the program, and parents are consulted and engaged at every stage of the process. This preventive services program has been in place for more than 15 years. Approximately 50% of our children are identified as special needs children and receive these services. Every year, the overwhelming majority of the children who receive these services go on to academic success.

The support our children receive in our program continues into elementary school. Knowing that even well-prepared children may begin to lose ground once they confront elementary school challenges, we offer "Homework Help" to children who had received our preventive services as preschoolers. From Kindergarten to Third Grade, they return to Bloomingdale for this program three times a week throughout the school year. Working in small groups with skilled, bilingual teachers, the 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 gain skills in supporting their children's learning and progress at home. Annual research by an outside agency validates 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, offered weekly to our four-year-olds, is a valuable part of our program, benefiting children's attention and self-regulation.

The weekly music program now offered to our youngest children and their caregivers has been a highly-successful recent addition to our program.

All of these special programs and services are privately funded, and enhance and extend our Head Start program.

Parent Engagement at the Bloomingdale Family Program

Bloomingdale honors the role of parents as their children's first teachers and provides opportunities and activities that support and empower parents. This befits a program that was originally founded in 1960 by neighborhood mothers who were seeking a place where they and their children could learn and grow together.

Our relationship with parents begins with home visits that take place before the first day of school, with a second visit later in the program year. Parents are welcome in the classroom, and take part in center activities and in program governance. They participate in regular meetings of the Education Committee led by the program's education director. Monthly class parent meetings give insight into what their children are learning in the classroom, and suggest ways for parents to reinforce that learning at home. We offer workshops on health and parenting issues, as well as affinity groups for mothers and for fathers. Bloomingdale's mental health consultant is available to meet with individual parents on a monthly basis or as needed.

An annual event greatly enjoyed by the entire school community is "Cultural Day." This is an all-school celebration in which parents share the history and folktales, art, music, and food of their own cultural backgrounds. Alumni families are encouraged to stay connected as well; they return for an annual Alumni Day during which our staff photographer takes portrait photographs of each family to show how much they have grown since the previous year.

Parents of children who will transition to kindergarten take part in a year-long Parent Leadership Program (PLP), which meets every week throughout the school year. The PLP provides a forum where 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 Policy Committees 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 DAPC attends the meetings of the Governing Board, and a representative of the Governing Board regularly attends DAPC meetings.

Kindergarten Readiness Program

Bloomingtondale'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 for our children. 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 in the schools their children will attend.

Our School Readiness team includes Bloomingtondale's management team, a member of our advisory board, parents, teachers, the parent coordinator at our local public school, Science Educators from the Museum of Natural History, a literacy coordinator from Getting Ready for School Project, and infant/toddler Doctoral Candidate, and our program's mental health consultant. Together we are ensuring that our school readiness goals for the year are met.

