



# ANNUAL REPORT 2016–2017

YMCA OF THE CENTRAL BAY AREA  
EARLY CHILDHOOD IMPACT



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# LETTER FROM THE DIRECTOR AND POLICY COUNCIL CHAIR

In 2016–2017 the YMCA continued to expand our opportunities and service areas to include a portion of the City of Oakland, in addition to full implementation of our Early Head Start–Child Care Partnership with the YMCA of the East Bay. We will implement the Oakland expansion in the 2016–2017 program year.

The continued growth brings continued challenges – in finding and retaining qualified staff, maintaining the overall quality of the program, upkeep of aging facilities, and keeping families engaged in their children’s readiness for school.

We are in the second year of our five year grant cycle, and are implementing our program goals:

- 1) improve health outcomes for children with asthma and obesity;
- 2) expand opportunities for father involvement in the program; and
- 3) provide additional resources to address housing challenges for families.

Parents and staff will work in the next year to further meet the needs of children and families in the service area.

We continue to receive support from our community partners. A partial list includes Lifelong (health and dental services), Samuel Merritt College of Nursing (RN level nurses in our centers), Kerry’s Kids (health and dental services), Tandem–Partners in Early Learning (books for families funded by the Witkin Foundation), Luna Dance (funded by City of Berkeley and Stulsaft Foundation), TOPS (Time Out with Pediatricians, Children’s Hospital), Bread & Roses (volunteer musicians and storytellers), Reading is Fundamental (books for children donated by Kiwanis), AB212 (professional development for staff funded by the California Department of Education) and so many more.

We value the opportunity to serve the community with the highest quality services to our children and families. We thank you for your ongoing support and commitment.

Most appreciatively,



Pamm Shaw, Executive Director  
YMCA Early Childhood Service



Amelia Ott, Policy Council Chairperson



# ABOUT OUR PROGRAM

The Y has been serving low income children and families in Berkeley, Albany, and Emeryville since 1972 as a Head Start grantee. In 2015, the YMCA was funded to serve 114 additional infants and toddlers, and in 2016–16 the Y added services in the city of Oakland. In total, we served 725 children and families. The Head Start/Early Head Start programs are allowed to serve 10 percent of our enrollment to families who exceed the federal income guidelines, and at least 10 percent of enrollment is reserved for children with disabilities.

## 2016–2017 ENROLLMENT

PROGRAM	FUNDED ENROLLMENT	ACTUAL ENROLLMENT	AVERAGE MONTHLY ATTENDANCE <sup>1</sup>
Berkeley Head Start	234	270	99%
Berkeley Early Head Start	166	200	95%
EHS/CCP	114	193	95%
Oakland Head Start <sup>2</sup>	80	42	n/a
Oakland Early Head Start <sup>2</sup>	98	20	n/a

(1) includes excused absences      (2) newly funded program, just started mid-year



# 2016 AGENCY REPORT SUMMARY

## Family Outcomes and Satisfaction Survey Results

SPRING 2016

The annual Family Outcomes Survey was distributed to all program participants and measures parent opinion on how much they and their families have benefited from the Head Start program.

The survey is fully aligned to “The Head Start Parent, Family and Community Engagement Framework.” That framework identifies seven Outcomes including Family Well-being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders.

The vast majority of HS parents, when asked, talk enthusiastically and at length about how their families have benefited from Head Start.

### HOW IT WORKS

- ▶ Parents set goals with their child’s teacher or home visitors during parent-teacher conference meetings
- ▶ Parenting workshops were available to all parents through the T.O.P.S. Time out With Pediatricians
- ▶ Staff met with parents to plan transitions from EHS to HS & HS to EHS. These meetings included discussions about each child’s developmental readiness for the next steps.



## 223 PARENTS

Completed Surveys

When asked how much did the YMCA help them and their family, the highest responses by category across all programs were:

### FAMILIES AS LIFELONG EDUCATORS

**74%** families needed the most help with finding ways to support their child’s good behavior

### FAMILY ENGAGEMENT IN TRANSITIONS

**71%** families needed the most help with learning how change can impact their child’s behavior

### POSITIVE PARENT-CHILD RELATIONSHIPS

**68%** families needed the most help encouraging play at home



# HEAD START APPRENTICESHIP

The YMCA began an Early Childhood Apprenticeship program in partnership with SEIU, Los Angeles Trade Tech College, Berkeley City College and Brandman University. The first cohort of Tier 1 apprentices earning 12 units in early childhood education and completing the requirements for an Associate Teacher Permit were primarily Head Start parents. They graduated in December 2016.

The Apprenticeship aims to address the alarming shortage of qualified early care and education (ECE) workers in California, those working with children from birth through age 5. The primary goals of the program include:

- ▶ Transforming the ECE field to be viewed as entry into a sustainable career pathway.
- ▶ Establishing a workforce development model that addresses the tension in ECE between increasing professional requirements and inadequate compensation.
- ▶ Supporting ECE workers to strengthen professional skills and competencies while increasing earning capacity through on-the-job training, college coursework, and cohort learning experiences typical of apprenticeships.

## PARTICIPANTS

The Apprenticeship serves Head Start teacher assistants, teachers and master teachers in Alameda and Contra Costa Counties. Head Start parents are encouraged to participate and become employees upon graduation from the intensive 9-month work-study apprenticeship program.



# INCLUSION OF CHILDREN WITH SPECIAL NEEDS

## Children with special needs in the classroom

Our program aspires to serve children of all abilities. The YMCA conducts developmental screenings, refers children who may need services, and provides accommodations for children with disabilities. At least 10% of our enrollment slots are available to children identified with special needs.

Parents are actively engaged in planning for their child's enrollment and service delivery within the program, meeting with Head Start staff and specialists to ensure effective inclusion.

### Karter's Story

Karter came to the YMCA when he was just four months old. Through a diagnosis of cerebral palsy, a host of supportive doctors and positive reinforcement from the family helping to figure out which services are best to meet his needs, the staff are able to better understand the many complexities of this very special child. The family and staff come together regularly to continually build a solid care plan that addresses Karter's growing needs so that the whole team is comfortable and confident. Karter continues to excel and thrive through the efforts of the partnership and village called "Team Karter".



**Full inclusion is a team effort – all of the children and staff work together to make it work.**

# NURTURING INFANTS AND TODDLERS' BUDDING SKILLS

Infants and toddlers range in age from early infancy to three years. There is a wide range of skill levels at each age and emphasis is put on helping children develop physical and cognitive milestones, while providing emotional security within a primary care-giving child/teacher relationship.

Teachers receive training and coaching from year to year on how to deliver a responsive care-giving approach. This approach pays off, as our three year old students generally score well in all areas as they complete the Early Head Start program

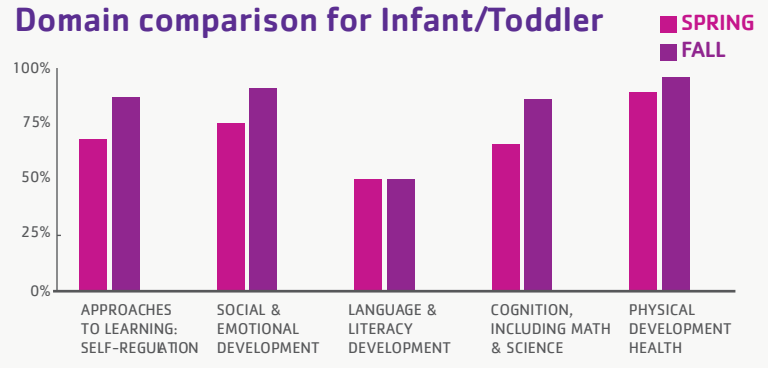
As a part of the Y's implementation of School Readiness Goals, we look closely at how children score on assessments in targeted areas. We use the data to inform the training we provide to teachers to improve their skills in working with the children and preparing them to transition into kindergarten. Specific school readiness targets are identified for each age group.

The spring scores for toddlers completing the Early Head Start program indicate that the majority of the School Readiness Goals were exceeded.

## SCHOOL READINESS GOALS FOR TODDLERS INCLUDE:

- ▶ Developing age-appropriate fine motor/eye hand coordination skills.
- ▶ Demonstrating developmentally appropriate cognition and general knowledge skills.
- ▶ Demonstrating age appropriate early literacy skills.
- ▶ Approaching the world with curiosity, flexibility, and persistence, and will be able to use specific developmentally appropriate strategies to solve problems within different contexts.
- ▶ Improving their ability to self-regulate in a developmentally appropriate manner and develop productive relationships with adults and peers.

## Domain comparison for Infant/Toddler



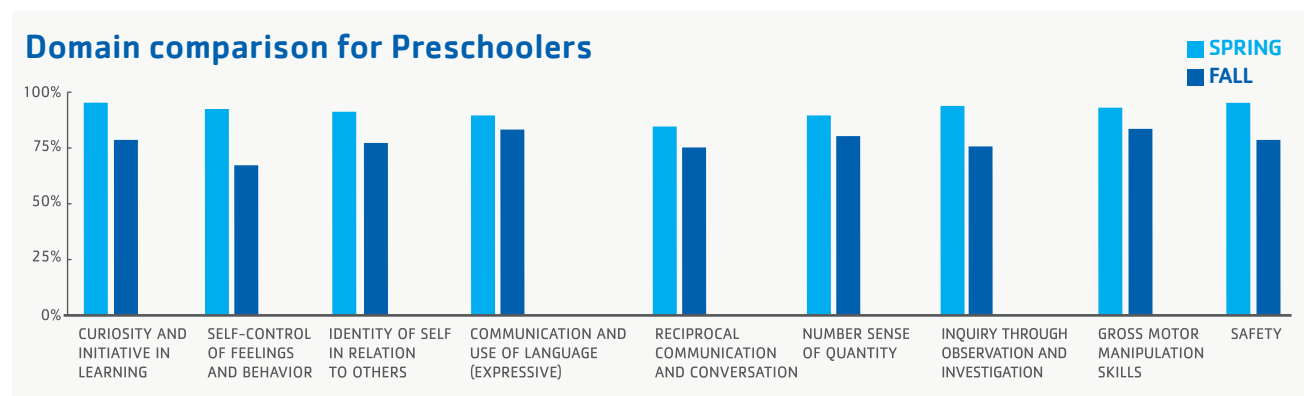
# GETTING READY FOR SCHOOL – PRESCHOOLERS

## SCHOOL READINESS GOALS FOR PRESCHOOLERS

- ▶ Children will understand positive health and safety practices.
- ▶ Children will demonstrate increased general knowledge and cognition. Children will demonstrate age-appropriate pre-reading skills.
- ▶ Children will approach the world with curiosity and flexibility and will be able to use specific strategies to solve problems within different contexts.
- ▶ Children will improve their sense of self, with the ability to self-regulate and develop productive relationships with adults and peers.

In past years we saw the lowest scores in Math, Science, and Literacy. Perceptual, Motor, and Physical Development including Health, and Social and Language are usually the highest. Increases in overall scores can be attributed to the professional development and quality improvement efforts put into place. We see a higher level of teaching with the implementation of small group training and targeted coaching for teachers. Increased attention has been drawn to developing and reaching specific School Readiness Goals, so teachers are talking more and thinking more about specific strategies.

As teachers work with children, they record written observations and collect photos and samples of child work. Teachers analyze the data they have collected in order to tailor the curriculum to individual children and groups of children. This data is used by each teacher to assess the development of individual children. Scores are compared from fall to spring.



## DRDP–SCHOOL READINESS GOALS FINAL OUTCOMES 2016–2017

As a part of the Y's implementation of School Readiness Goals and kindergarten readiness, we look closely at how children score on Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP is a formative assessment instrument developed by the California Department of Education which assesses targeted developmental domains. The Y measures school readiness goals three times a year.



# HEALTH DATA

	Head Start	Early Head Start	Early Head Start — CCP	Head Start Oakland	Early Head Start Oakland
Children had health insurance/ medical home	100%	100%	100%	97%	100%
Children were UTD on IMMZ	94%	89%	84%	92%	89%
Children had up to date medical exams at end of enrollment	99%	99%	97%	87%	94%
Children had received preventative dental exams	94%	98%	98%	71%	94%
Children had received their needed dental treatments	79%	—	—	67%	—
Children had all 45 day screenings on time	97%	94%	92%	97%	100%



# FUNDING/ SOURCES FISCAL YEAR 2016–2017

The program receives both state and federal funds to operate full-day, full-year and part-day, part-year services based on the family's need for care. The following charts describe revenue and expenditures for 2016–2017 and proposed funding for 2017–2018. The increase in revenues for 2017–2018 is due to carryover for the Child Care Partnership and new funding to serve the City of Oakland.

## Audit Findings

The fiscal year 2015–2016 audit by the Association's outside auditors brought about no findings.

## Results of the Most Recent Federal Review

The most recent review by the Office of Head Start was in February 2014. No areas of non-compliance were found and no corrective actions were needed.

HEAD START ANNUAL REPORT 2016-2017	BASED ON ANNUAL AUDIT	PROJECTED
REVENUES	2016-2017	2017-18
Berkeley HeadStart & Early Head Start	4,888,168	4,942,251
Early Head Start Childcare Partnership	2,531,866	1,845,066
Oakland Head Start & Early Head Start	978,829	2,688,585
CDE Infant Toddler Child Care Grant	1,309,959	1,636,586
CDE State Pre School	535,018	1,013,786
BUSD Cal-Safe Grant Childcare	3,000	30,000
BUSD Cal-Safe Parent Support Contract	8,992	30,000
Alameda County /AB 212 — CAL SAC	8,000	32,500
Alameda County Quality Reward		43,509
Alameda County Quality Improvement	28,208	
Alameda County First Five	8,100	
Alameda County First Five CSEFEL	5,000	
EUSD State Preschool	193,849	188,965
Healthy Berkeley	104,793	100,000
Child Care Food Program	248,144	250,000
TOTAL REVENUES	10,851,926	12,801,248
EXPENSES		
Personnel	4,423,058	5,976,944
Fringe Benefits	1,572,515	2,430,532
Travel	73,359	35,300
Equipment	141,200	-
Supplies	695,914	487,683
Contractual	2,482,031	1,743,600
Facilities Construction		
Occupancy	269,461	-
Other	1,194,388	2,127,189
TOTAL EXPENDITURES	10,851,926	12,801,248