

THE POLICE
ATHLETIC LEAGUE

EARLY HEAD START /
HEAD START ANNUAL
REPORT





DIRECTOR'S REPORT

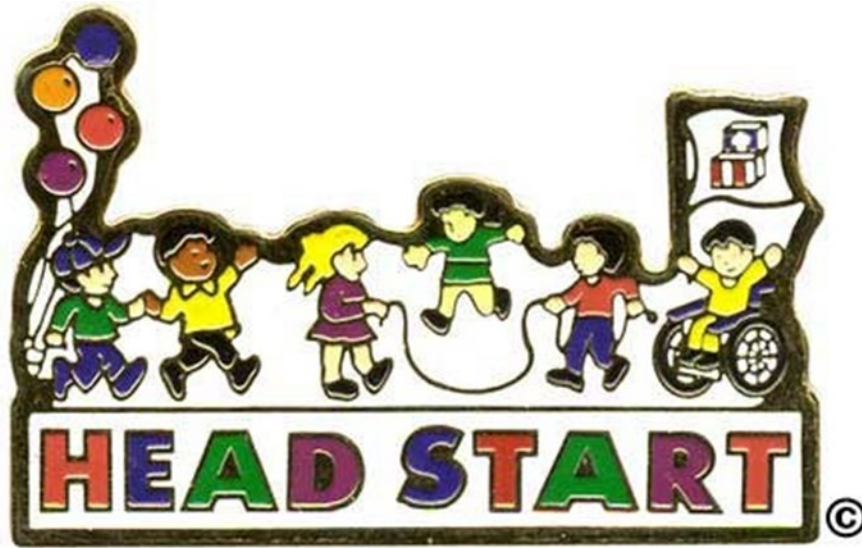
For over 100 Years the Police Athletic League Inc. has delivered high quality Social Services in New York City that its constituents deserve and have come to expect. In July 2019 the agency became a Direct Grantee with the Office of Head Start after providing delegate services for over 50 years to families. This exciting new development pivoted the agency to not only enhance the quality of services to families but increased PAL's autonomy on decision making and direct responsibility as a Head Start/Early Head Start Grantee.

PAL Head Start/Early Head Start has 35 classrooms in 7 sites in the Boroughs of Queens and Brooklyn. The children are well served by a qualified and well trained staff. The partnerships with a host of affiliates helps PAL Head Start/EHS to serve the social service, medical and dental needs of its children, which also includes special needs children and their families. PAL's partnership with our Special Education Department helps to ensure that our Head Start children with delays and disabilities get the early identification and intervention in an inclusion setting in order to ensure school readiness.

Our work is built on the framework of our exemplary and quality care and education services. Our high involvement of families and community members coupled with a supportive Governing Board and Executive Director drives the success of our head Start Program. Our successful first year (FA1) Fiscal Year (FY) 2020 Head Start Monitoring Review by the Office of Head Start is a testament of the commitment of PAL to excellence and high quality services to its constituents.

Dr. Asneth Council

Director of Childcare and Nutrition



PAL'S MISSION STATEMENT

The Police Athletic League Inc. being amongst the first Non-Profit in New York City to serve Head Start families, enjoys a long and successful history of providing comprehensive and high quality services to families.

Operating seven (7) facilities in the Boroughs of Queens and Brooklyn PAL programs operate under the Motto that the agency is “The Best Friend a Kid Can Have.”

This fuels the agency’s Vision that “All children in New York will have a fun place to play learn and grow, nurtured by a special relationship with youth development professionals and police officers.

Providing comprehensive and high quality services to the community, PAL Head Start is comprised of seven facilities across Brooklyn and Queens.





Program Goals

- 1) Provide the highest quality of early childhood education services for all PAL Head Start and Early Head Start children, staff and families to promote kindergarten readiness.
- 2) Provide quality services to identify, refer, and support PAL Head Start/Early Head Start, families with mental health, physical health and/or nutritional needs.
- 3) Strive to provide quality services to promote family self-sufficiency while maintaining full enrollment.
- 4) Provide quality support and oversight to ensure Head Start Performance Standards

Funded Enrollment: 541

The agency is funded for 569 children but due to unfinished construction of one facility the Grantee is only able to serve 541 children. Eligibility for participation is determined using the Federal Poverty Guidelines. Our population demographics for 2019-2020 is as follows:

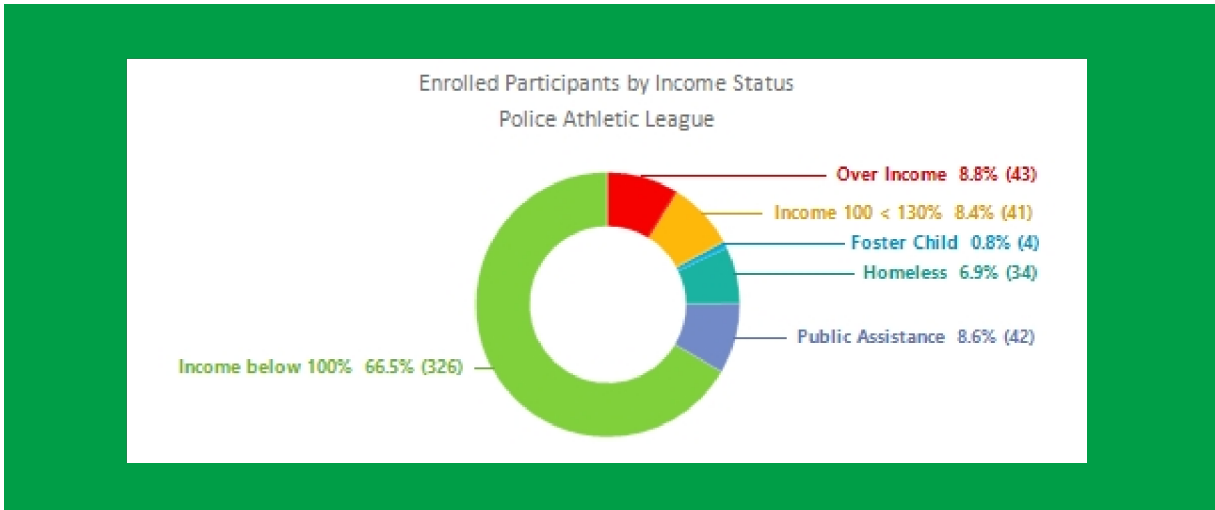
Cumulative Enrollment by Age 2019-2020

| | |
|------------|-----|
| 2 year old | 71 |
| 3 year old | 278 |
| 4 year old | 208 |

Total Enrolled: 557



Cumulative Enrollment by Eligibility Type:



Population by Race:

| RACE | Hispanic | Non-Hispanic |
|-------------|----------|--------------|
| Asian | 0 | 54 |
| Black | 47 | 271 |
| White | 22 | 49 |
| Biracial | 8 | 5 |
| Other | 73 | 18 |
| Unspecified | 3 | 0 |



HEALTH AND NUTRITION SERVICES:

The Family Services staff in collaboration with the Health Consultant, Nutrition Consultant, Health Services Advisory Committee members and our Healthcare partners ensure that all health records and health care services for children are complete and up-to-date. The team helps to facilitate vision and hearing screenings, blood pressure, hemoglobin and nutritional needs of children and health care coverage. Program staff supports families in developing and implementing individualized health care plans, special diets and provides ongoing referrals and collateral follow-up. The Health Services Advisory Committee serves in an advisory capacity to the program by facilitating discussions around healthcare services and supports examples included providing a template for Seizure Action Plan, and facilitating discussions around COVID-19 and making recommendations for re-opening.

| Health Insurance | At Enrollment | End of Enrollment |
|--|---------------|-------------------|
| Number of Children with Health Insurance | 518 | 494 |
| Medicaid / CHIP | 452 | 429 |
| State-funded Only | 2 | 2 |
| Private | 63 | 61 |
| Other (Military, CHAMPUS etc.) | 1 | 2 |
| No Insurance | 39 | 63 |



MEDICAL AND DENTAL HOME:

| Medical Home | At Enrollment | End of Enrollment |
|---|---------------|-------------------|
| Number of Children with Ongoing Source of Medical Care provider | 441 | 425 |

MEDICAL SERVICES:

| | At Enrollment | End of Enrollment |
|--|---------------|-------------------|
| # of Children up-to-date EPSDT | 143 | 138 |
| Diagnosed Chronic Medical Condition needing services | | 38 |
| # Received or Receiving Services | | 35 |



DENTAL SERVICE:

Staff have coordinated with our Dental care partner to provide on-site dental examinations, screenings and follow-up care.

| Dental Home | At Enrollment | End of Enrollment |
|--|---------------|-------------------|
| Number of children with ongoing dental care provider | 418 | 412 |



MENTAL HEALTH:

The Family Services team is responsible to administer and track social emotional (ASQ) and Developmental (ESI) screening for all children enrolled into the EHS / HS program. Screenings are administered within 45 days of enrollment. The program contracts with a Mental Health Consultant and have collaboration with community-based mental health partners to ensure the mental wellbeing of children and their families enrolled in our program sites. The Mental Health Consultant supports the program by conducting classroom observations, individual child observations and staff trainings.

| | |
|--|----|
| # of children whom the MHC consulted with program staff about the child's behavior / mental health | 35 |
| Of these # MHC provided three or more consultations | 10 |
| # of children the MHC consulted with parents | 22 |
| Of these # MHC provided three or more consultations with parents | 5 |
| # of children MHC provided individual MH assessments | 18 |
| # of children MHC facilitated referral for MH services | 4 |
| | |



| | |
|--|----|
| # of Children referred for outside MH services | 10 |
| Of these, # received services outside | 4 |

Disability Services:

PAL ensures the inclusion of children with disabilities by providing individualized lesson planning in accordance with IFSP and IEP outcomes for children across all Head Start Early Learning Outcomes Framework domains. The program ensures the enrollment of children with special needs by allocating the required 10% of its enrollment slots for children with disabilities. The family services staff works in collaboration with the LEA, Department of Health and Mental Health and our community partners to ensure the delivery of timely and appropriate services in accordance with IDEA. PAL operates three inclusion classrooms on-site in collaboration with Kid Centric.

| | |
|--|----|
| # of Children with IEP | 51 |
| Diagnosed prior to enrollment this year | 27 |
| During this enrollment year | 24 |
| # who did not receive Special Ed. services | 2 |



Child and Family Services:

Family support and well-being are an essential component of the PAL core values. We believe when families are supported and are healthy they have the best chances to succeed. The program staff seeks to partner with families using a multi-generational strengths-based model of intervention. Families are encouraged to assess their own needs and goals and to work with program staff design a plan of action with realistic timeframes. We value the parents in our program and encourage engagement in all service areas i.e. policy committee, volunteerism, parenting, outreach etc.

Our Families:

| | |
|-----------------------------|-----|
| # of families served | 519 |
| # of two-parent families | 158 |
| # of single parent families | 346 |



Parent, Family and Community

Engagement:

Developing partnerships with parents is a key activity for PAL HS/EHS PAL Head Start Family Assistants. We believe that strong relationships that are mutually respectful of staff and families taking into consideration an individual right to self-determination and culture are the building blocks to promoting healthy child development and sustainable outcomes. To this end, staff seek to build upon family skills and strengths through the ReadyRosie parenting curriculum.

“ReadyRosie is a research-based parenting curriculum that builds on parents’ knowledge. This interactive, mobile tool is accessible to families by phone through text messaging. Parents are encouraged to register during the intake process to receive weekly videos, gain access to resources, trainings and video library.





Our Data:

| |
|------------------------------------|
| Registered Users: 530 |
| Users Connected to Classrooms: 385 |
| Playlist sent by Staff: 149 |

Family Outcomes:

| | |
|---|-------|
| Family Well-being | 1,062 |
| Positive Parent-Child Relationships | 3,709 |
| Families as Lifelong Educators | 3,564 |
| Families as Learners | 3,631 |
| Family Engagement in Transitions | 325 |
| Family Connections to Peers and Community | 268 |

Learning Outcomes:

| | |
|-----------------------|-------|
| Language and Literacy | 3,012 |
| Math | 1,515 |
| Social Emotional | 1,170 |
| Health and Well-Being | 2,795 |

The Parent Engagement Activities include but are not limited to:

- 1) Sponsor Parents to get CDA
- 2) Monthly Center Based Father Engagement Activities
- 3) Parenting Education Workshops
- 4) Program Governance
- 5) Family Needs Assessment
- 6) Parent Volunteers
- 7) Parent participation in Bridging the Achievement Gap Reading Initiative



EDUCATION & THE CHILD DEVELOPMENT PROGRAM

School Readiness

PAL provides the highest quality of early childhood education services for all Early Head Start/ Head Start children, staff and families to promote kindergarten readiness. We have established site specific and agency School Readiness Teams who met quarterly to develop School Readiness Goals in an effort to prepare children for kindergarten. School Readiness goals are organized to include six (6) Head Start Domains and successful completion of skills in each area. Through the process and experiences provided to children and families we strive to prepare children and families for their transition to kindergarten and their academic and social success based on developmentally appropriate expectations for children ages 3-5.



Kindergarten Preparation

School Readiness Plan

All PAL programs have established School Readiness Teams who meet quarterly after the checkpoints; team members include parents, teachers, program director, principals from receiving schools, librarians, and policy council members. An agency SRT was created comprised of members of the site SRT including a board member, kindergarten teachers, and all program directors.

The agency had Four (4) Principals visit 5 centers for the Invite a Principal

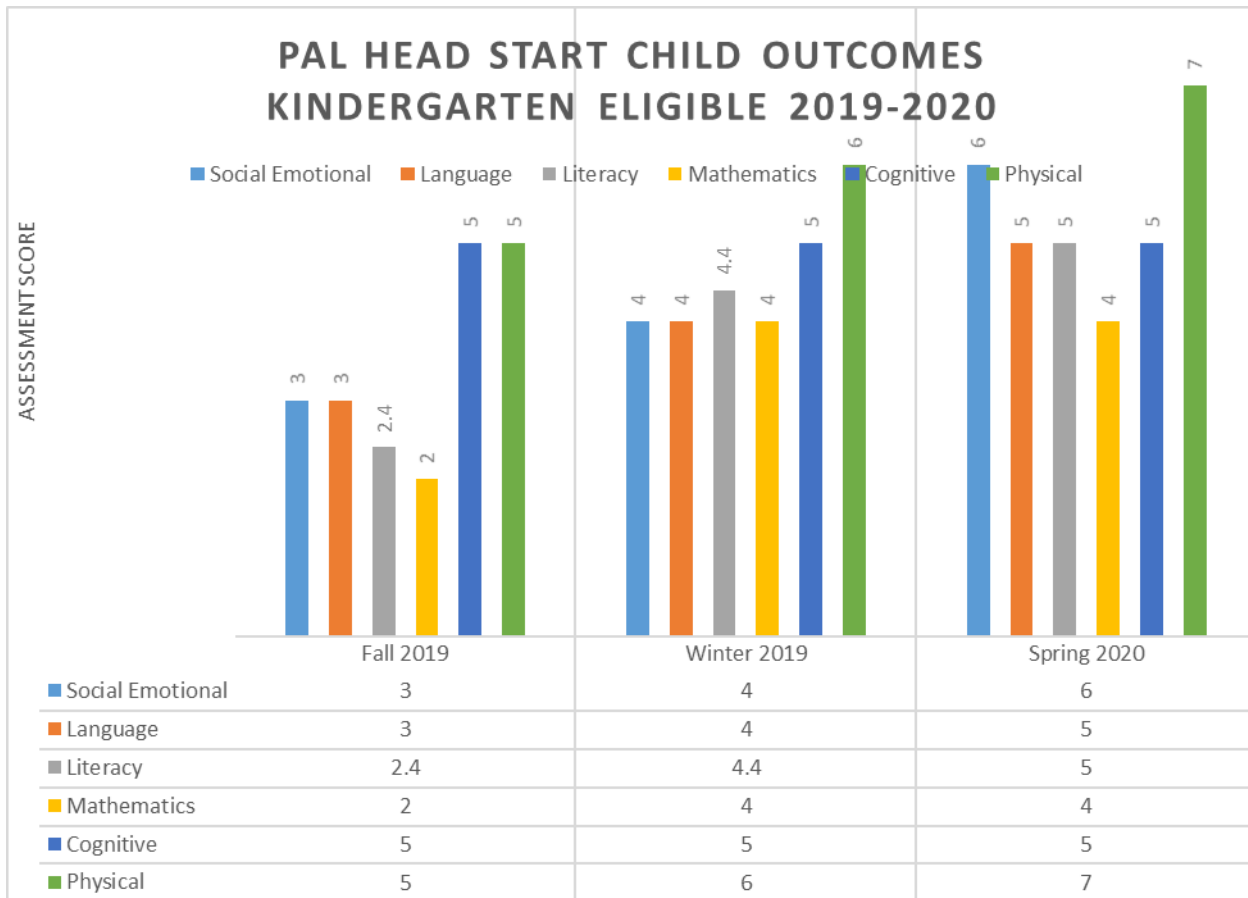
The School Readiness Plan that outlines numerous components necessary to prepare local children and families Kindergarten entry. These components consist of:

- School Readiness Teams (center) and an Agency Wide School Readiness Team
- School Readiness Goals
- High Quality Teaching and Learning - This component is comprised of the following four areas:
 - Engaging Interactions and Environments
 - Research-based Curricula and Teaching Practices
 - Ongoing Assessment of Child Progress
 - Highly Individualized Teaching and Learning
- Staff development
- Family Engagement
- Evaluating Child Outcomes
- Supporting Transitions.

This plan outlines numerous steps in each component that build on school readiness skills for children and families.

Transitions

194 Four year olds transitioned into kindergarten in September 2020. Seventy-four schools have been selected by parent’s agency-wide who registered for kindergarten programs. Out of 194 children registered for kindergarten, 87 children will be attending Charter schools and 107 children will be attending Public schools. Of the 44 children who completed Early Head Start 36 children continued on to Head Start and 8 transitioned to the Department of Education (Public Schools).



Dual Language Learners & Cultural Diversity

Our programs recognize bilingualism and cultural diversity as strengths. We use the DLLPA (Dual Language Learner Program Assessment) to ensure developmentally and linguistically appropriateness while being sensitive to the individual and cultural needs of all children. Acquisition of the English language is promoted as well as knowledge from the home language. All PAL programs utilize the Mantra Lingua Talking Pen and bilingual books. Activities include using recordable dots for labeling interest areas, shelves, and cubbies,



recording songs and children's words, translating and reading books in primary language and in English. In November and December 2019, programs celebrated cultures around the world by displaying clothing, eating food, learning about different cultures and having multicultural programs/events with families. We incorporate a Vegetable for the Month and provide recipes and cultural cooking activities. A Word of the Month is included in the monthly lesson plan and newsletter that is translated in multiple languages; it is also visibly posted on an easel or bulletin board for families.

Bridging the Achievement Gap

PAL programs provided children and families with a Book of the Month from September through July. From September through March 2020, every child took 7 books home for 3 days to read with their parents/guardian and received an activity sheet with open-ended questions and a drawing assignment. In March, children and families received virtual books / read alouds provided through CLASS Dojo and a weekly Zoom Story Corner or Zoom class session. This initiative includes monthly Father/Male Role model activities like Dads Take Your Child to School Day to enhance classroom interactions, obtaining library cards in October, and at-home engagement between fathers and their children and participating in the annual November Read for the Record (Thank You Omu by Oge Mora). Teachers consistently make home school connections with parents by sending activities home for parents to do with their child. These activities are based on the Monthly Unit of Study (i.e. Clothing).

Additionally, 4 parents are working towards obtaining the Child Development Associates credential (CDA) and will graduate in the 2020-2021 school year.

ApSeed Project

PAL was selected as the pilot program for Apseed programs were selected by Alcorn. Two PAL sites, Western Queens and Schwartz participated in the ApSeed project; 116 children received a seedling tablet with 16 educational applications that are aligned to TSG and aid in increasing school readiness. Parents and teachers have reported progress with children's language skills, knowledge of colors, numbers and shapes, use of puzzles, development of fine motor skills, learning how to share and development of wait time (delayed gratification).



Professional Learning Communities

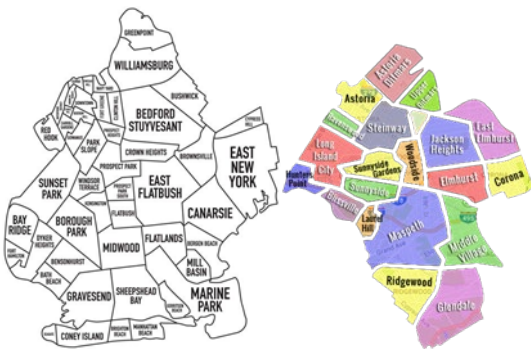
PAL is committed to teacher growth through mentoring and collaboration. Each site has PLC groups among toddler and preschool teachers. This platform allows veteran teachers and more knowledgeable teachers to improve their skills by leading PLC's and supporting new teachers and those who are working on improving teacher practice. The PLC's are facilitated by the DDE and Program Directors. The DDE provides guidance, training and support to Program Directors on education specific topics and program facilitation.

| Collaborations: |
|------------------------------|
| PS 41 |
| Uncommon Charter Schools |
| Quality Stars |
| ApSeed / Alcorn organization |
| Stone Library |

OUR COMMUNITIES:

PAL operates seven center-based programs in Brooklyn and Queens most vulnerable communities. Our centers are located in Brownsville, East New York, Coney Island in Brooklyn and Woodside and Queensbridge/Long Island City in Queens, New York. Our community assessment serves to identify and assess the priorities for our program sites as they are directly reflecting the needs of children and families we serve.

Service Areas:



Demographics:

| | |
|------------------------------|--------|
| Brownsville (A & M Schwartz) | 86.3K |
| East New York (WOCE) | 182K |
| Coney Island | 104.3K |
| Queensbridge | 191K |
| Woodside | 113.2K |

Data retrieved from NYC Community Health Profiles.



Our Community Partners:

Our program strategically recruits, retains and collaborates with service providers in our catchment area to enhance program services and to bring additional programming to all children and families. We have developed formal written and informal partnerships with a host of community organizations and local agencies in our catchment areas.

OUR PARTNERS:

| |
|---|
| Kid Centric |
| ICL Family Resource Center |
| New York Psychotherapy |
| BMS |
| Department of Health and Mental Hygiene |
| Stone Library |
| New York University School of Social Work |
| Fordham University School of Social Work |
| Healthy Smiles |
| New York Enrichment Group |
| Eye on Education |
| Restoration Plaza |
| Gotham Health |
| Brooklyn Community Services |
| BMS-WIC |
| DOHMH-Center for Equity |
| Brownsville Health Action Center |
| Apseed |
| Achievement First Charter School |
| PS 41 |
| Riseboro Homebase |
| Workforce 1 |



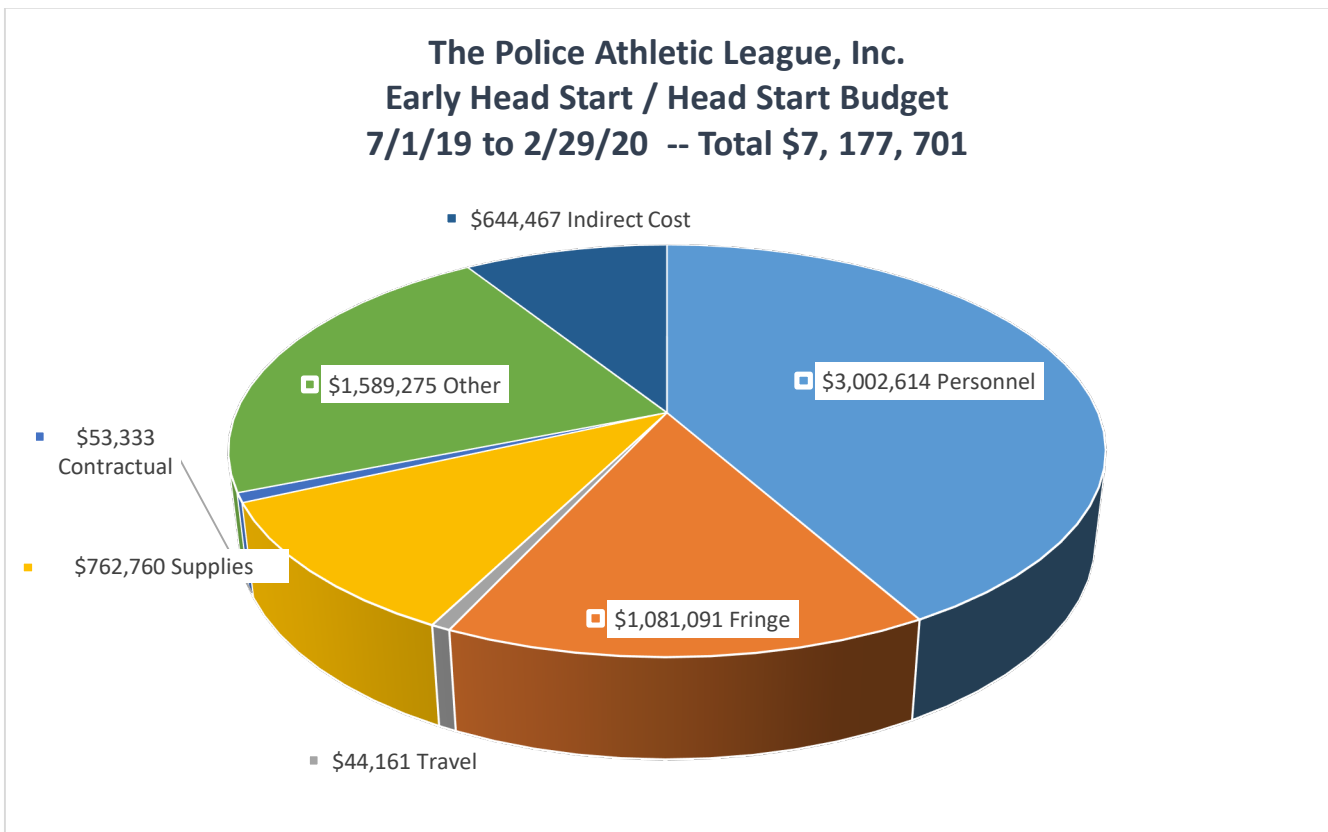
FINANCIAL STATEMENT SUMMARY

YEAR 2019

Police Athletic League, Inc. was awarded Discretionary Grant by Office of Head Start for the period from July 1st, 2019 to June 30th, 2024 as their Project Period. The first Budget Period was from July 1st, 2019 to February 29th, 2020 for \$7,177,701. The breakdown of the budget was as under:

| | |
|---------------------------------|---------------------|
| Head Start and Early Head Start | \$ 6,278,093 |
| Head Start Start-Up | <u>\$ 899,608</u> |
| Total | <u>\$ 7,177,701</u> |

Below is an overview of the eight-month budget ended February 29, 2020 which was approved by the Policy Council, Head Start Board and the Board of Director.

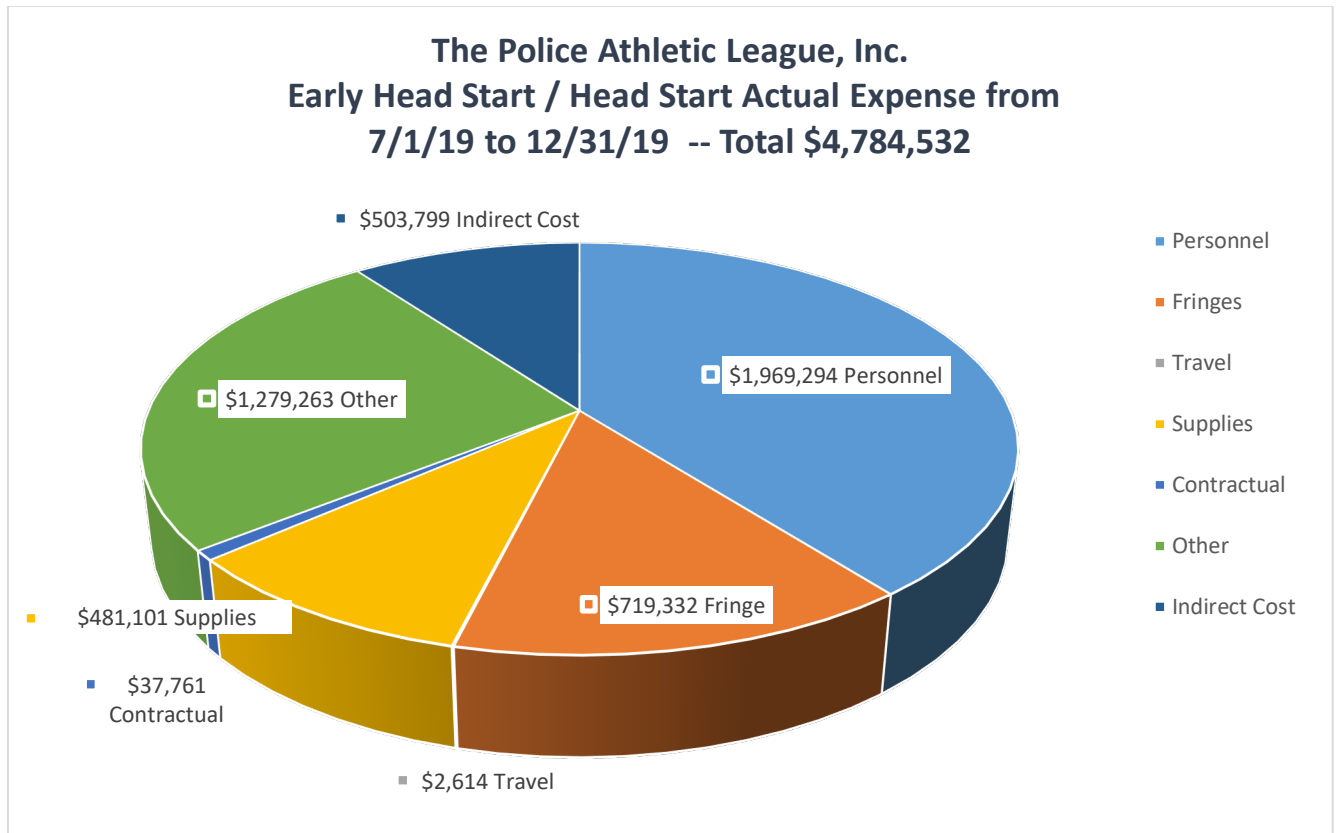




In accordance with the Head Start Act requirements, PAL is required to raise a non-federal match of 20% of the total cost of the program. For the eight-month period ended February 29, 2020, PAL is required to raise \$1,794,425 towards our non-federal share match which will be accomplished through grant revenue raised, fees for services earned, and donated services that are generated by parents and community members, colleges and organizations.

For the year ended December 31, 2019, PAL incurred expenses related to our Head Start and Early Head Start programs totaling \$4,784,532. Funds totally \$4,160,000 where drawn down from the DHHS Payment Management System to cover these expenses. Ensuring funds drawn down from the DHHS Payment Management System are disbursed within three days of receipt, funds for remaining expenses were drawn done subsequent to December 31, 2019.

Below is an overview of expenses incurred through December 31, 2019.





Results of Recent Reviews Audit

The agency is subject to various financial audits throughout the year. The agency successfully completed its first Federal Review (FA1) as a Grantee in May 2020. In addition, the agency issued the 2019 audited financial statements and filed our A-133 Single Audit in May 2020. There were no areas of concern or areas of deficiency or reportable items in any of these reviews and audits.

Looking Forward

For the upcoming 2020-21 fiscal year, management anticipates budgeted expenditures to be in line with the prior year with a slight year over year increase. The budget takes into account an approximate 2% cost of living increase in staff salaries and slight increases in many line items in line with cost of living increases.