

FORT GEORGE COMMUNITY ENRICHMENT CENTER, INC.



ANNUAL REPORT 2016

The Fort George Mission

To provide a quality, comprehensive, family focused child development program to eligible children and their families in Washington Heights and Morrisania section of the Bronx.

To maintain high standards of developmentally appropriate early childhood education and to empower families to enhance their sense of self esteem and effectiveness by providing opportunities for shared decision making.

Message from the Executive Director / CEO



(Photo by Emily Rodriguez, at age 4,
Class of 2008)

Honesty

*"Honesty is the first
chapter in the book
of wisdom."*

- Thomas Jefferson

The year 2016 was one of change and opportunity. We continue to provide Head Start, Early Head Start, Early Heads Start/Child Care Partnership, Universal Pre-Kindergarten and Child Care services in both our Washington Height sites and our Bronx sites.

The Head Start Performance Standards for the first time since the inception of the Standards in 1975 have been holistically revised in 2016. All levels of the Agency from the Governing Bodies to Staff are working towards a complete and successful transfer from the old to the new.

Confirming our mission and values by providing a quality comprehensive education program that is family focused to eligible children, we continue to use a research – based approach to program change. It is designed to help us achieve outcomes that lead to positive and enduring change for children and families.

Our appreciation is extended to our Board of Directors, Policy Council/Committee, Staff, Families, City, State, Federal Officials, our Partners and all Individuals who support our Mission and Agency,

Carolyn L. Wiggins
Executive Director/CEO



U.S. Congressman Representative Adriano Espaillat
at the Agency Policy Committee Installation Ceremony.

AGENCY POLICY COMMITTEE

Officers 2016

| | |
|-----------------------|-------------------|
| Chairperson | Ms. Xiomara Sousa |
| Co-Chairperson | Ms. Jamell Veras |
| Secretary | Ms. Dahiana Soto |
| Treasurer | Ms. Anny Burgos |

| | |
|--|-----------------------|
| Personnel Practice Chairperson | Ms. Leandra Fernandez |
| Grievance Committee Chairperson | Ms. Lismary Reyes |
| By-Laws Committee Chairperson | Ms. Visania Meireles |

| | |
|--|---------------------|
| Education/Health Community Issues Committee | Ms. María De Jesus |
| | Ms. Yomaira Guillen |

| | |
|---------------|--------------------|
| Member | Ms. Juana Martinez |
| | Ms. Beatriz Portes |

| | |
|----------------------------|------------------|
| Area Representative | Ms. Jamell Veras |
|----------------------------|------------------|

| | |
|----------------------------------|---------------------|
| Community Representatives | Ms. Lorelaine Suazo |
| | Mr. Heman Delgado |

Historical Statement from the Board of Directors

The Ft. George Community Enrichment Center, Inc. was founded and incorporated in 1981 for the purpose of establishing, maintaining, and operating programs in education, employment and training, economic development, housing, health and social welfare. These programs are designed to strengthen the growth and development of individuals and families in the Washington Heights Area.

The organization was formed by community residents who were concerned with the provision of comprehensive services to lower-income families with preschool children, and following them through the early years of elementary school.

The ethnic make-up of the Ft. George Community Enrichment Center's population consists of Hispanic, Black, Asian, and Caucasian families. The composition of the Ft. George Community Enrichment Center's Board of Directors reflects this multicultural community with the majority of its members residing within this area.

In line with this, the Washington Heights and Morrisania areas are evolving communities of growth. The areas are transitional in the sense that there is a relatively high in-and-out migration. Many young families in need of various types of social and health services comprise these neighborhoods.

Initially, the agency started the operation of our Head Start program with 94 children. As of this year (2016), the program has two sites in Washington Heights, one site in the Bronx, and fifteen family child care sites also in the Bronx. Fort George Community Enrichment Center, Inc. provides quality comprehensive early childhood services to approximately 300 children, ages 0-5, and their families.

The first site is located at 1525 St. Nicholas Avenue, and has a licensed capacity for 135 children. This site houses the Administration offices of the agency. The second site is located at 601 West 186th Street and has a licensed capacity of 51 children. The third site is located at 489 St. Paul's Place and has a licensed capacity for 36, with 15 sites located throughout Morrisania

We continue to support the values that we established for ourselves over 30 years ago as they have clearly contributed to our ongoing success. We thank the staff and the parents for making 2016 a great year.

Sincerely,

The Officers

Ruth Rudder, *Chair*
Winifred Richman, *Treasurer*
James Amodeo, *Secretary*

The Members

Gary King
Elizabeth Baboolal
Diana Douglas
John Phelan, Esq., *Pro Bono*
Walter Frye, MBA, CPA, *Consultant*

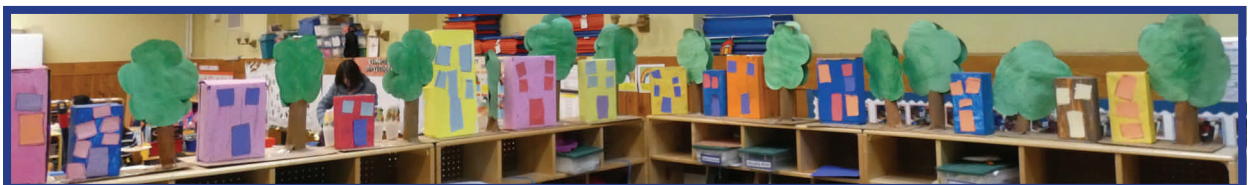


(photo by Arick Cabrera, age 5, Class of 2016)

General Highlights 2016

Accomplishments and Partnerships

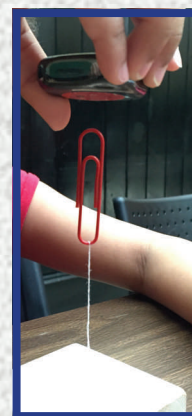
- We received an Early Head Start/Child Care Partnership Grant.
- Received holiday gifts for our Washington Height Program from Governor Cuomo's office.
- We continued our partnership with New York Presbyterian Hospital WIN for HEALTH Childhood Asthma Network. As a result of this partnership we have three community health workers.
- City Harvest provides fresh fruits and vegetables to our program.
- WINBACK Columbia University Medical Center Partnership provides asthma care and education to families with children that come to the emergency room.
- New York Presbyterian Ambulatory Care Network partnership provides the program with first year medical residents the opportunity to participant in our Early Literacy Program by reading to our students.
- Partnership with South Bronx Rising.
- Collaboration with the New York City Children's Cabinet.



The Fort George Head Start, Early Head Start Childcare partnerships, and Universal Pre-Kindergarten Program Provide:

Education

- Emergent literacy, numeracy, and language skills.
- Positive attitudes toward learning.
- Developmentally appropriate educational environments.
- Link families to educational agencies to obtain needed services.



Health & Nutrition

- Assures that our children receive needed medical, dental and mental health services.
- Meals and snacks to our children that meets their daily nutritional needs.
- Link families to health care services to obtain needed services.

Parent Involvement

- Provides parents the opportunity to improve their parenting skills.
- Parents are involved actively in the decision about program operations.

Disabilities/Mental Health

- Provide individualized services for children with disabilities.
- Strengthen children's social behavior and emotional well-being and self concept.

Human Resources

- Employ qualified staff.
- Provide staff development and training.
- Comply with Head Start regulations.



Profile of Children Head Start

Out of 179 possible children, 179 children have enough GOLD data
in Spring 2015 / 2016 to be included in this report.

| Area of Development | Below | | | Meeting | | | Exceeding | | |
|------------------------|-------|----|------|---------|-----|------|-----------|-----|------|
| | Count | % | Mean | Count | % | Mean | Count | % | Mean |
| Social Emotional | 1 | 1% | 42.0 | 86 | 48% | 51.2 | 92 | 51% | 65.6 |
| Physical (gross motor) | - | - | - | 152 | 85% | 21.7 | 27 | 15% | 20.8 |
| Physical (fine motor) | 1 | 1% | 10.0 | 106 | 59% | 12.4 | 72 | 40% | 16.0 |
| Language | 7 | 4% | 36.3 | 111 | 62% | 47.9 | 61 | 34% | 61.9 |
| Spanish Language | - | - | - | - | - | - | - | - | - |
| Cognitive | 2 | 1% | 37.0 | 98 | 55% | 52.7 | 79 | 44% | 69.8 |
| Literacy | 2 | 1% | 32.5 | 103 | 58% | 51.6 | 74 | 41% | 66.4 |
| Spanish Literacy | - | - | - | 5 | 23% | 68.4 | 17 | 77% | 58.4 |
| Mathematics | 5 | 3% | 23.0 | 103 | 58% | 35.2 | 71 | 40% | 42.7 |

The 179 children included in this report are in 10 classes in 2 sites and have the following demographics.

| | | |
|---------------------------|-------------------------------------|------|
| Gender | Male | 44% |
| | Female | 56% |
| Race | Black or African American | 6% |
| | Some other Race | 91% |
| | White and Black or African American | 1% |
| | Allt other combinations | 3% |
| Ethnicity | Not Spanish/Hispanic/Latino | 2% |
| | Mexican | 18% |
| | Puerto Rican | 2% |
| | Cuban | 1% |
| | Dominican | 74% |
| | Honduran | 1% |
| | Panamanian | 1% |
| | Colombian | 1 % |
| Ecuadorian | 2% | |
| IFSP/IEP Status | Children Without IFSP | 100% |
| | Children With IFSP | 0% |
| | Children Without IEP | 88% |
| | Children With IEP | 12% |
| Funding Source(s) | ACS Center-Based Child Care | 1 |
| | ACS Dual Eligibility | 122 |
| | ACS Early Head Start Only | 2 |
| | ACS Family Child Care | 1 |
| | ACS Head Start Only | 53 |
| | Non-ACS N/A | 1 |
| | NYCDOE Pre-K for all | 32 |
| Age or Class/Grade | Preschool 3 class / grade (Green) | 37% |
| | Pre-K 4 class / grade (Blue) | 63% |
| Primary Language | English | 8% |
| | Spanish | 92% |

2016 Enrollment and Attendance

| Site | Enrollment | Attendance |
|--|------------|------------|
| Washington Heights Head Start | 100% | 79% |
| Morrisania Early Head Start Child Care Partnership | 90% | 88% |

2016 Children Diagnosed with a Disability and Receiving Services

| Site | Individual Education Plan (IEP) | Individual Family Service Plan (IFSP) |
|--------------------|---------------------------------|---------------------------------------|
| Washington Heights | 19 | - |
| Morrisania | - | 2 |

“Education is the most powerful weapon which you can use to change the world.”

-Nelson Mandela

Profile of Children

Early Head Start / Childcare Partnerships

Out of 23 possible children, 23 children have enough GOLD data in Spring 2015 / 2016 to be included in these tables.

| Area of Development | Below | | | Meeting | | | Exceeding | | |
|------------------------------|---------------|-----|------|---------|-----|------|-----------|-----|------|
| | Count | % | Mean | Count | % | Mean | Count | % | Mean |
| Social Emotional | 5 | 22% | 13.0 | 10 | 43% | 22.6 | 5 | 35% | 29.8 |
| Physical (gross motor) | — | — | — | 12 | 52% | 10.6 | 11 | 48% | 15.5 |
| Physical (fine motor) | 1 | 4% | 2.0 | 16 | 70% | 5.6 | 6 | 26% | 7.8 |
| Language | 4 | 17% | 13.8 | 16 | 70% | 19.1 | 3 | 13% | 26.3 |
| Spanish Language | (no children) | — | — | — | — | — | — | — | — |
| Cognitive | 3 | 13% | 12.0 | 14 | 61% | 18.9 | 6 | 26% | 31.3 |
| Literacy | 2 | 9% | 5.0 | 12 | 52% | 5.8 | 9 | 39% | 13.7 |
| Spanish Literacy | (no children) | — | — | — | — | — | — | — | — |
| Mathematics | 10 | 45% | 2.2 | 10 | 45% | 6.8 | 2 | 9% | 15.5 |
| English Language Acquisition | (no children) | — | — | — | — | — | — | — | — |

The 23 children included are in 12 Family Day Care sites and 1 Center based site, and have the following demographics.

| | | |
|---------------------------|--|-------------------------|
| Gender | Male Female | 43% 57% |
| Race | White Black or African American Some Other Race Unknown | 4% 74% 4% 17% |
| Ethnicity | Not Spanish/Hispanic/Latino Puerto Rican Dominican Unknown Hispanic | 78% 4% 13% 4% |
| IFSP/IEP Status | Children Without IFSP Children With IFSP Children Without IEP Children With IEP | 97% 3% 100% 0% |
| Funding Source(s) | Child Care Family Child Care | 1 14 |
| Age or Class/Grade | Birth to 1 year (Red) 1 to 2 years (Orange) 2 to 3 years (Yellow) | 17% 77% 13% |
| Primary Language | English Spanish African | 22% 17% 61% |

Bronx Policy Council

Octavia Jones
President

Lucia Pilarte
Vice President

Lizzette Otero Gardner
Secretary/Treasurer

Members

Angela Breyers
Hadiatou Barry
Orquidia Rosado
Michael Martinez
Fatoumata Konate
Milre Terero
Aida Michael
Shiane Rodriguez

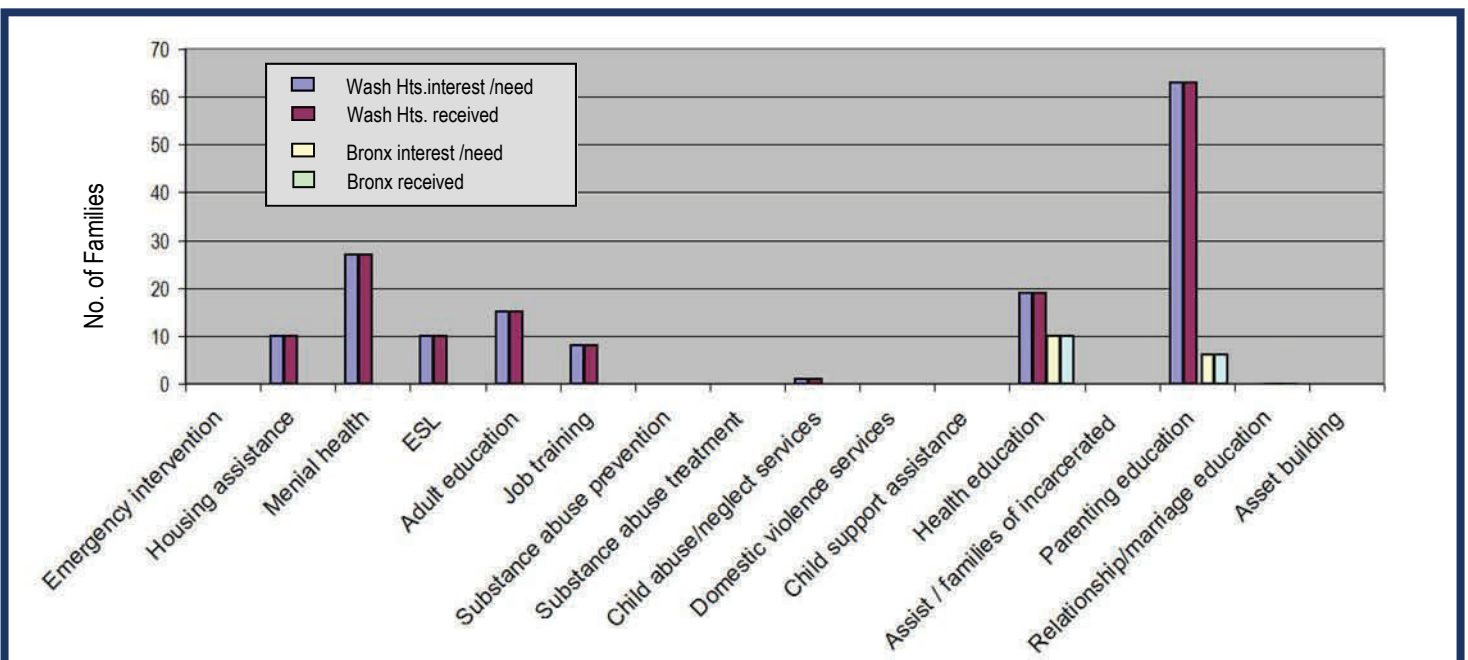
Community Representative

Koffi Dawson



Family Services

| Types of Family Services | Number of Families with an expressed <u>interest</u> or identified <u>need</u> during the program year | | Number of Families that <u>received</u> the following services during the program year | |
|---|--|-------|--|-------|
| | Washington Heights | Bronx | Washington Heights | Bronx |
| Emergency crisis intervention such as meeting immediate needs for food, clothing, or shelter | 0 | 0 | 0 | 0 |
| Housing assistance - subsidies, utilities, repairs, etc. | 10 | 0 | 10 | 0 |
| Menial health services | 27 | 0 | 27 | 0 |
| English as a Second Language (ESL) training | 10 | 0 | 10 | 0 |
| Adult education such as GED programs and college selection | 15 | 0 | 15 | 0 |
| Job training | 8 | 0 | 8 | 0 |
| Substance abuse prevention | 0 | 0 | 0 | 0 |
| Substance abuse treatment | 0 | 0 | 0 | 0 |
| Child abuse and neglect services | 1 | 0 | 1 | 0 |
| Domestic violence services | 0 | 0 | 0 | 0 |
| Child support assistance | 0 | 0 | 0 | 0 |
| Health education | 19 | 10 | 19 | 10 |
| Assistance to families of incarcerated individuals | 0 | 0 | 0 | 0 |
| Parenting education | 63 | 6 | 63 | 6 |
| Relationship/marriage education | 0 | 0 | 0 | 0 |
| Asset building services (financial education, opening savings and checking accounts, debt counseling, etc.) | 0 | 0 | 0 | 0 |
| Of these, the number of families who were counted in at least one of the services listed above | 153 | 16 | 153 | 16 |



Fort George Head Start School-Readiness Summary List

HEAD START

Social Emotional

- (1) Children will interact with peers, cooperating and solving social problems.
- (2) Children will develop self-regulation

Approaches to Learning & Play

- (3) Children will engage in play and other activities with purpose, persistence, attention and curiosity.
- (4) Children will engage in sophisticated socio-dramatic play.

Language & Literacy

- (5) Children will understand and respond to oral questions and directions.
- (6) Children will use strong and varied vocabulary and will participate in conversations.
- (7) Children who speak a home language other than English will progress in their ability to understand and use English.
- (8) Children will demonstrate interest in books, comprehension of texts and ability to retell favorite stories.
- (9) Children will hear and manipulate the sounds in oral language, noticing similarities and differences.
- (10) Children will know many letter names and sounds.
- (11) Children will understand the function of print and some print concepts, and will use early writing to communicate.
- (12) For Dual Language Learners, children will exhibit appropriate English skills necessary to understanding language and to use language effectively in various settings and for various purposes.

Math & Science

- (13) Children will use counting and numerical representation in their activities, especially to solve problems.
- (14) Children will demonstrate knowledge of shapes and their properties.
- (15) Children will demonstrate understanding of patterns.
- (16) Children will classify, sort and compare objects based on different attributes.
- (17) Children will measure and compare objects based on length, weight, etc.
- (18) Children will engage in scientific inquiry.

Social Studies

- (19) Children will demonstrate an understanding of one's relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.

The Arts

- (20) Children will explore music, movement, dance, drama and the visual arts.

Physical

- (21) Children will maintain physical health, age-appropriate physical development and fine/gross motor skills.
- City-Wide learning Goals are Bolded

EARLY HEAD START

Social-Emotional Development & Approaches to learning

1. Children will develop and maintain positive *relationships* with peers and familiar adults
2. Children will demonstrate *self-regulation*, including an understanding of rules and independence in executing most daily classroom and self-care routines.
3. Children will demonstrate a positive *self concept* through identification with their family, culture, peers and familiar adults.
4. Children will initiate and engage in play, discovery and the arts with increasing *purpose, persistence attention and curiosity*.

Cognitive & General Knowledge

5. Children will use all *senses* to investigate, problem solve, compare attributes and form individual understandings of the *natural and physical world*.
6. Children will demonstrate an increasing ability to *connect new and known* experiences and concepts.
7. Children will demonstrate an age-appropriate interest in *numbers and counting* during daily experiences and routines.

Language & Literacy (in home language and English)

8. Children will *understand and respond* to simple oral questions and directions.
9. Children will *communicate* using expanding *language skills and vocabulary* to express their needs, ideas and desires and to participate in conversations
10. Children will demonstrate *interest in books* and a general comprehension of text/illustrations.
11. Children will demonstrate interest in *early writing and reading*, including an age-appropriate understanding of the function of print and graphic/symbolic representations.
12. Children who speak a home language other than English will progress in their ability *to understand and use both languages*.

Physical Development & Health

13. Children will maintain *physical health* and develop *healthy habits* related to eating and personal care.
14. Children will demonstrate age-appropriate *gross motor* skills and progress in their ability to *control their bodies* for movement /rhythm, navigation and balance.
15. Children will demonstrate age-appropriate *fine motor* skills.

Fort George Community Enrichment Center, Inc. (FGCEC)

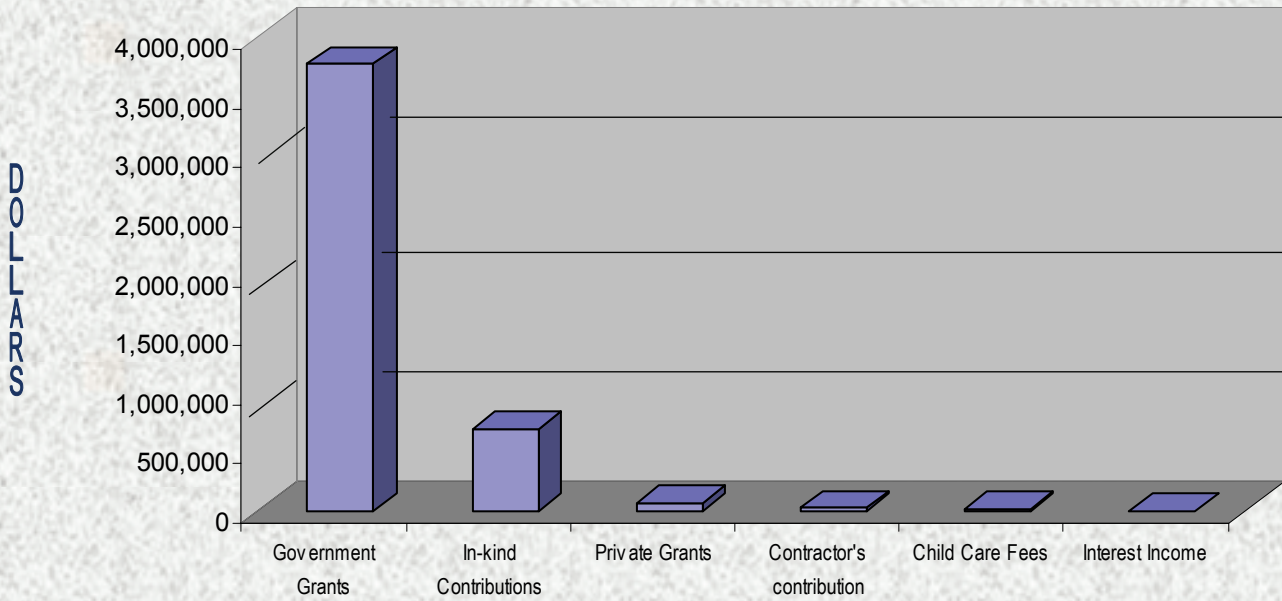
Financial Statements / Fiscal Year 2016

Statements of Revenue, Expenses, and Fund Balance

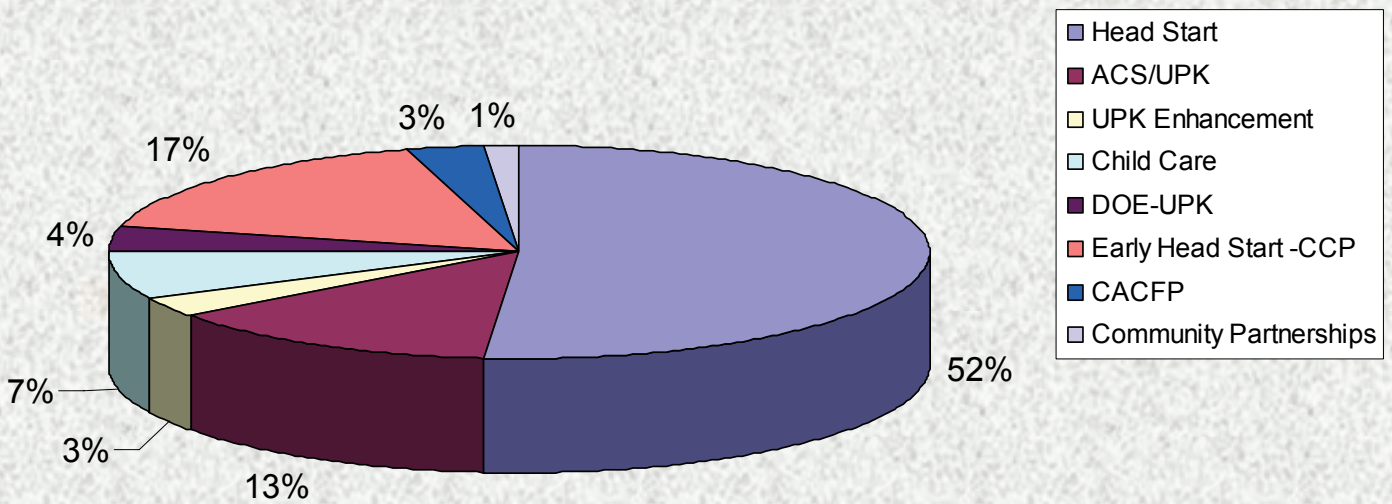
| Revenues | Fiscal Year 2016 |
|----------------------------------|------------------|
| Government Grants | 3,772,177 |
| Private Grants | 69,136 |
| Child care fees | 12,118 |
| In-kind contributions | 694,194 |
| Contractor's contribution | 26,494 |
| Interest income | 133 |
| Total Support and Revenue | 4,574,252 |

| Expenses | Fiscal Year 2016 |
|---|------------------|
| Early childhood education programs: | |
| Head Start Program | 2,323,351 |
| ACS/Universal Pre-Kindergarten (ACS-UPK) | 591,686 |
| Child Care | 322,938 |
| UPK Child Care | 10,116 |
| UPK Enhancement | 143,709 |
| Food program: Child and Adult Care Food Program (CACFP) | 138,216 |
| Department of Education - UPK | 180,000 |
| Early Head Start CCP | 748,863 |
| Community Partnerships | 63,048 |
| Total Expenses | 4,521,927 |
| Changes in Net Assets | 52,325 |
| Net Assets. Beginning of Year - As Previously Reported | 223,374 |
| Period prior adjustment | 154,047 |
| Net Assets. Beginning of Year - As Restated | 377,421 |
| Net Assets, End of Year | 429,746 |

Funding Sources for FGCEC



Functional Breakdown of FGCEC Operations





Carolyn L. Wiggins
Executive Director/CEO

Anita Grossbard
Deputy Director/COO

Rose de la Cruz
Fiscal Officer/CFO