

*An Evaluation of the  
Achievements of Participants  
in  
Association to Benefit Children's  
Early Childhood Program*

*2005 – 2006 School Year*

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## *Introduction*

Association to Benefit Children's (ABC's) Early Childhood Program celebrates young children in all their exquisite diversity by appreciating their unique contributions, encouraging their optimum development, honoring their shared humanity and treasuring their infinite potential. In all of ABC's early childhood educational programs, parents are actively involved and become integral to each school's daily life. Children thrive in classrooms that are alive with joyful songs, purposeful activities, brilliant colors and tender moments. There are corners to explore, mysteries to solve and challenges to conquer. Each school has its own special focus, yet all are rooted in ABC's commitment to the principle that every child is a precious gift, entitled to the best possible start, one that is full of happiness, accomplishment and love. This report focuses on children ages 3-5 from four of ABC's early childhood centers: Cassidy's Place, Echo Park, The Graham School, and The Keith Haring School. Children who participate in ABC Early Childhood programs and who are under 2.67 years old are not included in this report.

### **Cassidy's Place**

Cassidy's Place is a school for infants, toddlers and preschoolers who suffer from severe disabilities and serious medical conditions. Children, who might otherwise be unable to attend preschool, enjoy an enriched curriculum, special therapies and support services for their families.

### **Cutie Patootie at Echo Park**

The Cutie Patootie Early Childhood Center is located at Echo Park, ABC's new multi-service child and family center in East Harlem. Infants, toddlers and preschoolers play, learn and delight in four beautiful state-of-the-art classrooms that reflect the energy and promise of the young students. By also providing home-based educational services, the philosophy and practices of the classroom are brought to families in the community. Supportive services for each family further serve to bolster struggling families and help them thrive.

### **The Graham School**

The Graham School, formerly located at ABC's transitional housing program, Rosie and Harry's Place, has relocated to Echo Park. This enriched early childhood program provides an opportunity for youngsters who have been victim to the most extreme poverty, dislocation and despair to play and learn with children from the East Harlem community. It is a warm and compassionate haven that provides stability and enrichment, creating for all of its students a sense of possibility.

### **The Keith Haring School**

The Keith Haring School is located at The Jamie Rose, ABC's permanent housing program for medically fragile families. Adorned with Keith Haring's whimsical silhouettes, it is a stimulating preschool for the residents' young children as well as for children from its neighborhood. Keith Haring's classroom is organized into inviting activity centers that promote learning and readiness skills through dramatic play using puppets, literature and multi-sensory activities. The curriculum also addresses the emotional impact of loss and separation.

A total of 173 children<sup>1</sup> participated in ABC's Early Childhood programs during the 2005 – 2006 school year.

- ✓ 95% of the students were continuing to participate at the end of the year.
- ✓ The overall average attendance rate for the school year was 79%.
- ✓ Comparison of Fall and Spring Individual Child Profile assessments demonstrates that children significantly increased in every area of development (cognitive, language, physical, and social/emotional).

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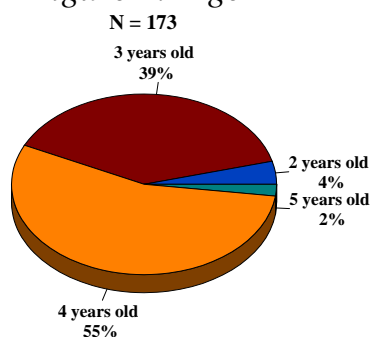
<sup>1</sup> Children under 2.67 years old are excluded from this report.

## *Who is participating in the program?*

A total of 173 children<sup>2</sup> participated in ABC's Early Childhood programs during the 2005 – 2006 school year. Fifty-three percent (n=92) attended Cassidy's Place, 35% (n=60) attended Echo Park, 6% (n=11) attended The Graham School, and 6% (n=10) attended The Keith Haring School (data not shown). The majority of these children were:

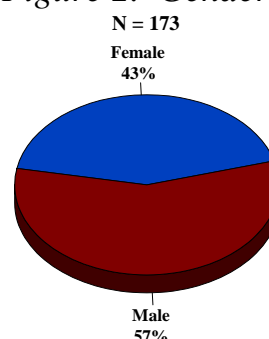
- ❑ age four or five (57%)
- ❑ boys (57%)
- ❑ Hispanic (56%)
- ❑ English speaking (53%),
- ❑ not in an Individualized Education Program (IEP)(70%),
- ❑ living with an adult with at least a high school education (59%),
- ❑ poor<sup>3</sup> (98%), and
- ❑ insured by a health plan (62%).

*Figure 1. Age*

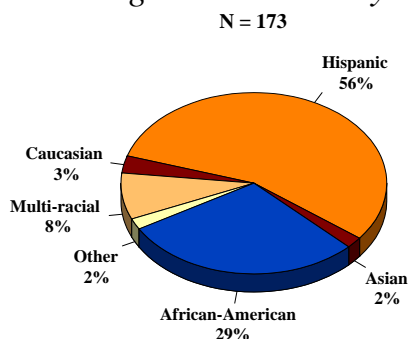


Average age = 3.5 years

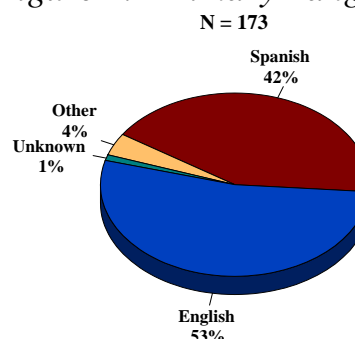
*Figure 2. Gender*



*Figure 3. Ethnicity*



*Figure 4. Primary Language*



<sup>2</sup> Children under 2.67 years old are excluded from this report.

<sup>3</sup> Poor is defined as earning less than 150% of the federal poverty threshold.

Figure 5. IEP Status

N = 173

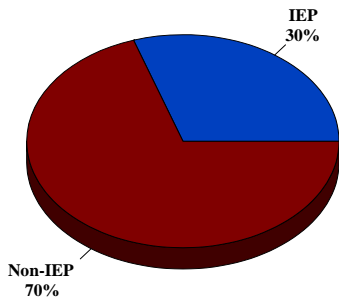
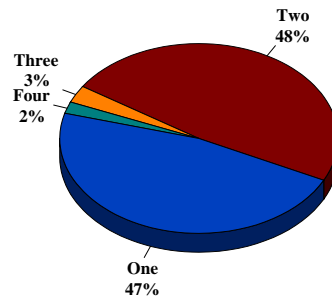


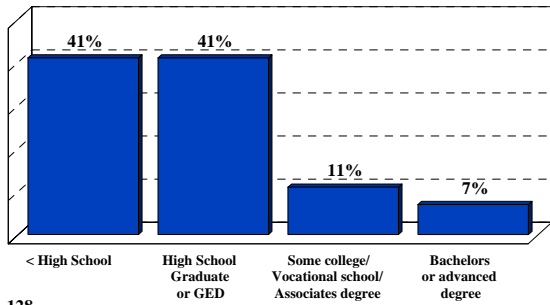
Figure 6. Number of Adults in Household

N = 126



Average = 1.6

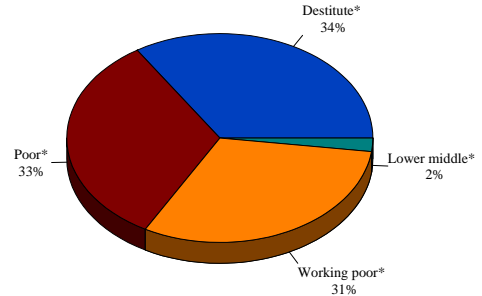
Figure 7. Education of Primary Caregiver



N = 128

Figure 8. Family Income

(As Percentage of Federal Poverty Threshold)

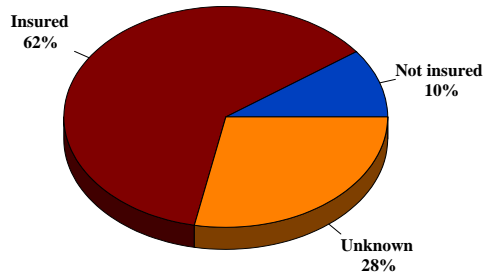


N = 88

\*Destitute = Below 50%, Poor = 51-100%, Working poor = 101-150%, Lower middle = 151-200%

Figure 9. Health Insurance

N = 173

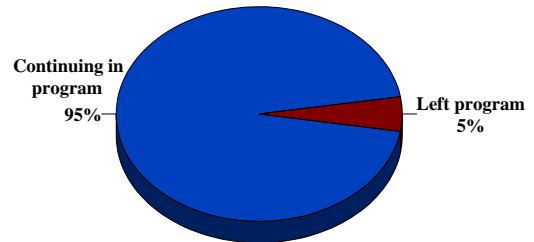


## *How much are they participating?*

Overall, the average attendance rate for these children between September 2005 and June 2006 was 79% (data not shown). The majority (95%) of the students were still attending the program in June.

*Figure 9. Participation*

N = 173



## What are they achieving?

Individual Child Profile assessments were developed to describe the progression of typical development and are made up of 50 objectives organized by goals in four areas of development (cognitive, language, physical, and social/emotional). Appendix A provides an analysis of the changes between Fall and Spring for each individual objective within the four domains. Each objective is outlined as developmental steps labeled Step I, Step II, and Step III. These steps, along with their examples, describe the typical development of most 3- to 5-year-old children. However, there may be children who, in one or more areas of development, are not yet in the typical range. These children are referred to as forerunners.

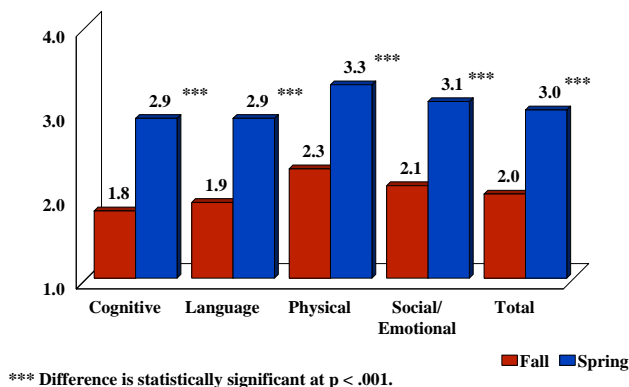
Individual Child Profile assessments were completed by teachers for children in the Fall and Spring. A score of 1 was assigned to forerunners, a score of 2 was given to children at Step I, a score of 3 was given to children at Step II, and a score of 4 was assigned to children at Step III. An average score for each development area was computed by adding up the individual objective scores and dividing by the number of objectives in the development area.

A total of 149 children were assessed in both the Fall and Spring. Comparison of assessments demonstrates that children significantly increased in every level of development. As a result, their total scores on the individual child profiles significantly increased. By the end of the year, the average score on physical development and social/emotional development was 3.3 and 3.1, respectively, while the average score on cognitive and language development was 2.9. The average score for the individual child profile was 3.0 by the end of the year.

Figure 10. Individual Child Profile

N = 149

(Average Score)



## Appendix A

<b>Table A-1. Cognitive Development</b>			
<b>Learning and Problem Solving</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Change</b>
Observes objects and events with curiosity.	1.9	3.1 <sup>***</sup>	+ 1.2
Approaches problems flexibly.	1.8	2.9 <sup>***</sup>	+ 1.1
Shows persistence in approaching tasks.	1.9	2.8 <sup>***</sup>	+ 0.9
Explores cause and effect.	1.6	2.7 <sup>***</sup>	+ 1.1
Applies knowledge or experience to a new context.	1.8	2.9 <sup>***</sup>	+ 1.1
<b>Logical Thinking</b>			
Classifies objects.	1.8	3.0 <sup>***</sup>	+ 1.2
Compares/measures.	1.6	2.8 <sup>***</sup>	+ 1.2
Arranges objects in a series.	1.6	2.9 <sup>***</sup>	+ 1.3
Recognizes patterns and can repeat them.	1.6	2.8 <sup>***</sup>	+ 1.2
Shows awareness of time concepts and sequence.	1.7	2.8 <sup>***</sup>	+ 1.1
Shows awareness of position in space.	2.0	3.0 <sup>***</sup>	+ 1.0
Uses one-to-one correspondence.	2.0	3.1 <sup>***</sup>	+ 1.1
Uses numbers and counting.	2.2	3.3 <sup>***</sup>	+ 1.1
<b>Representation and Symbolic Thinking</b>			
Takes on pretend roles and situations.	1.8	3.1 <sup>***</sup>	+ 1.3
Makes believe with objects.	2.0	3.1 <sup>***</sup>	+ 1.1
Makes and interprets representations.	1.8	3.0 <sup>***</sup>	+ 1.2

<b>Table A-2. Language Development</b>			
<b>Listening and Speaking</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Change</b>
Hears and discriminates the sounds of language.	1.7	2.8 <sup>***</sup>	+ 1.1
Expresses self using words and expanded sentences.	2.1	3.1 <sup>***</sup>	+ 1.0
Understands and follows oral directions.	2.5	3.4 <sup>***</sup>	+ 0.9
Answers questions.	2.2	3.2 <sup>***</sup>	+ 1.0
Asks questions.	2.1	3.2 <sup>***</sup>	+ 1.1
Actively participates in conversations.	2.0	3.1 <sup>***</sup>	+ 1.1
<b>Reading and Writing</b>			
Enjoys and values reading.	2.0	3.1 <sup>***</sup>	+ 1.1
Demonstrates understanding of print concepts.	1.7	2.8 <sup>***</sup>	+ 1.1
Demonstrates knowledge of the alphabet.	1.7	2.8 <sup>***</sup>	+ 1.1
Uses emerging reading skills to make meaning from print.	1.6	2.6 <sup>***</sup>	+ 1.0
Comprehends and interprets meaning from books and other texts.	1.7	2.8 <sup>***</sup>	+ 1.1
Understands the purpose of writing.	1.5	2.6 <sup>***</sup>	+ 1.1
Writes letters and words.	1.7	2.8 <sup>***</sup>	+ 1.1

\*\*\* Difference is statistically significant at  $p < .001$ .



<b>Table A-3. Physical Development</b>			
<b>Gross Motor</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Change</b>
Demonstrates basic locomotor skills (running, jumping, hopping, galloping).	2.4	3.4 <sup>***</sup>	+ 1.0
Shows balance while moving.	2.2	3.2 <sup>***</sup>	+ 1.0
Climbs up and down.	2.6	3.5 <sup>***</sup>	+ 0.9
Pedals and steers a tricycle (or other wheeled vehicle).	2.1	3.0 <sup>***</sup>	+ 0.9
Demonstrates throwing, Kicking, and catching skills.	2.2	3.3 <sup>***</sup>	+ 1.1
<b>Fine Motor</b>			
Controls small muscles in hands.	2.4	3.3 <sup>***</sup>	+ 0.9
Coordinates eye-hand movement.	2.3	3.3 <sup>***</sup>	+ 1.0
Uses tools for writing and drawing.	2.2	3.4 <sup>***</sup>	+ 1.2

<b>Table A-4. Social/Emotional Development</b>			
<b>Sense of Self</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Change</b>
Shows ability to adjust to new situations.	2.4	3.5 <sup>***</sup>	+ 1.1
Demonstrates appropriate trust in adults.	2.3	3.3 <sup>***</sup>	+ 1.0
Recognizes own feelings and manages them appropriately.	2.0	2.9 <sup>***</sup>	+ 0.9
Stands up for rights.	2.1	3.0 <sup>***</sup>	+ 0.9
<b>Responsibility for Self and Others</b>			
Demonstrates self-direction and independence.	2.1	3.1 <sup>***</sup>	+ 1.0
Takes responsibility for own well-being.	2.1	3.1 <sup>***</sup>	+ 1.0
Respects and cares for classroom environment and materials.	2.1	3.1 <sup>***</sup>	+ 1.0
Follows classroom routines.	2.2	3.1 <sup>***</sup>	+ 0.9
Follows classroom rules.	2.1	3.0 <sup>***</sup>	+ 0.9
<b>Prosocial Behavior</b>			
Plays well with other children.	2.1	3.2 <sup>***</sup>	+ 1.1
Recognizes the feelings of others and responds appropriately.	2.0	3.0 <sup>***</sup>	+ 1.0
Shares and respects the rights of others.	2.1	3.0 <sup>***</sup>	+ 0.9
Uses thinking skills to resolve conflicts.	1.8	2.7 <sup>***</sup>	+ 0.9

\*\*\* Difference is statistically significant at  $p < .001$ .