

ANNUAL REPORT 2023 - 2024

Boys Town Early Head Start

504.518.7843

EHSProgram@Boystown.org

10001 Lake Forest Blvd. Ste. 902

New Orleans, La 70127



GENERAL OVERVIEW

Program Partners

Boys Town Early Head Start provides early comprehensive services to low-income families with infants and toddlers within predetermined areas in New Orleans. Our program is an Early Head Start-Child Care Partnership (EHS-CCP). We partner with 5 childcare centers:



Kids of Excellence

Owner/Director: Kristi Givens
3301 Higgins Boulevard New Orleans, LA 70126
504-325-5623
<https://www.kidsofexcellence.com/>



Hoffman Early Learning Center

Director: Zerlander Ragas
2622 S. Prieur St. New Orleans, LA 70125
504-335-0444
<https://www.hoffmanelc.org/>



SEA Early Childhood Academy

Owner/Director: Ariann Sentino
10080 Morrison Road New Orleans, LA 70127
504-241-3909
7391 Read Blvd. New Orleans, LA 70127
504-324.8515
<http://sea2academy.com/>



Wilcox Academy of Early Learning

Owner/Executive Director: Rochelle Wilcox
1678 N. Broad Street New Orleans, LA 70119
504-948-1827
6701 Press Dr. New Orleans, LA 70126
504-286-5306
<https://www.wilcoxacademyelc.com/>



Carbo Learning Express East

Owner/Director: CeCe Carbo
7016 Read Ln. New Orleans, LA 70127
504-766-7356
<https://carboslearningexpress.com>

Governing Board

Mr. Alvin Johnson - Chair
Davis, Johnson & Teamer Attorneys at Law

Mr. Cliff Buller - Chair-Elect
Retired Vice President, Hancock Whitney Bank

Therese Thibodeaux Stuckey -
Secretary
Retired

Rashain Carriere-Williams - President
Boys Town Louisiana

Shryl Phallon Bagneris - Member
The Marketing Arm

Chris E. Barrilleaux - Member
Entergy Services, Inc.

Brenton A. Bowman - Member
Hancock Whitney Bank

Kelsey Bonnaffons - Member
Director, Galloway, Johnson, Tompkins, Burr & Smith

Michael Chauvin - Member
VP of Sales, NOLA.com/Times-Picayune

Shelita Jones - Member
CAO of New Orleans Public Schools

Amelia Marie Sherman, LPC, NCC,
Member
Metairie Park Country Day School

Policy Council

Keotha Robinson - Parent

Laureion Johnson - Parent

Shacashia Camese - Parent

Rinisha White - Parent

Jamira Meyers - Parent

Mia Roussell - Parent

Danielle Johnson - Parent

Melanie Jones - Parent

Zena Mitchell - Parent

Keyanna Lewis - Parent

Dessedra Brown - Community Representative

Dede Redfearn - Community Representative

***"The work will continue, you see, because it is God's work, not mine."
Father Edward J. Flanagan***

Early Head Start

One of the most important tasks for parents of an infant or toddler is getting their child ready for school. School readiness is the key to a child's future academic success, not only in the classroom but also in relationships with other students and teachers and the development of positive study and learning habits.

It is never too early for parents to begin preparing their child for a life of formal learning.

Boys Town Louisiana and Head Start ® recognize this great need in our community. That's why they have teamed up with five local Grade A early childhood development centers. These include:

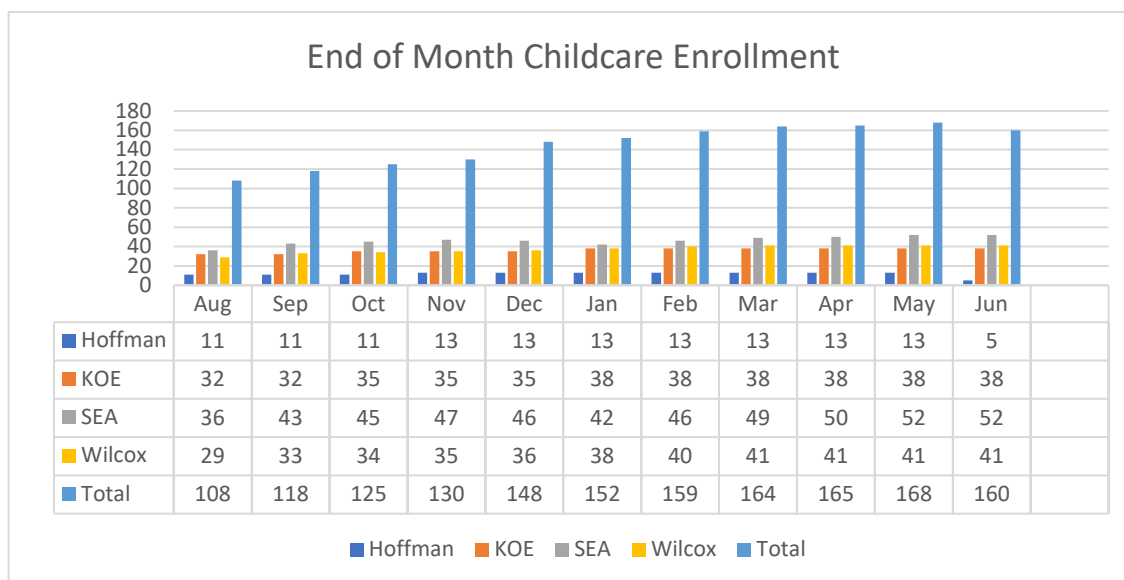
- Hoffman Early Learning Center
- Kids of Excellence
- Wilcox Academy of Early Learning
- Sentino Early Childhood Academy
- Carbo's Learning Express

The partnership provides high quality, comprehensive and seamless school readiness services for families of infants and toddlers in low-income New Orleans communities. These services are mainly for young parents who could benefit from learning additional parenting skills and having additional support and resources to help them reach their goals and build a happy, healthy family.



CHILDREN SERVED

Boys Town Louisiana's Early Head Start Program has served hundreds of children in the New Orleans community since its opening in 2015. The program is dedicated to helping parents prepare their infants and toddlers for school. In August of 2023, 108 students were registered. As the school year progressed, all 168 seats had been filled.



Nearly 100% of the 168 children we served were eligible to receive our services due to family income. Children served came from households in the following zip codes which are targeted by the grant:

70112, 70113, 70117, 70129, 70119, 70126, 70127

SERVICES DELIVERED

The Health Coordinator ensures children are up to date on medical services, such as well baby visits, hearing/vision screenings, and immunizations, etc. Parents are also provided nutrition education and services.

The Education/Disabilities Coordinators support families whose children have suspected or identified needs with access that includes early intervention services and referrals to appropriate medical and social services.

Medical, Dental, and Other Services

Our community partners, Daughters of Charity Services of New Orleans, Early Steps, New Orleans Parish School Board, and Labor and Love helped ensure all the children we serve have medical, dental, and other services.



Why is vision and hearing so important in education?

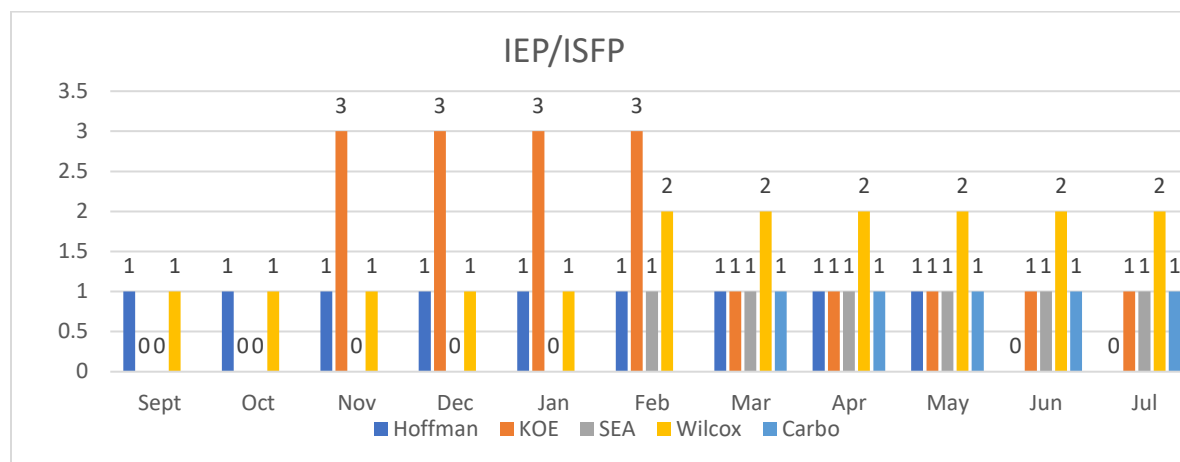
Adequate vision and hearing are paramount to educational performance. Impaired vision and/or hearing in children can seriously impede learning and contribute to the development of educational, emotional, and behavioral problems. Early discovery and treatment can prevent or at least alleviate many of these problems. Eligible infants and toddlers were screened for speech, hearing, vision, and dental.

CHILDREN WITH DISABILITIES

Young children vary in their skills, knowledge, backgrounds, and abilities. Effective teaching requires individualized teaching and chances to learn for all children to access, participate, and thrive in early learning settings. Individualizing for children who need more support helps ensure effective teaching for children with disabilities and other special needs across all the Head Start Early Learning Outcomes Framework domains. Using children's Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) goals is part of effective teaching, individualizing, and creating inclusive environments to support children's positive outcomes.

The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).

The program served 6 children who had an IFSP or IEP over the school year.



SCHOOL READINESS

Guided by the Frog Street Curriculum and the Creative Curriculum, teachers prepare children for kindergarten by providing a developmentally appropriate environment, providing children with opportunities to explore in key developmental domains and provide individualized support that encourages learning. To promote school readiness, a committee was formed which included teachers, education coordinators, and disability coordinators. The committee created and implemented goals and strategies to assist families whose children were transitioning out of the early head start program.

TO PUT IT SIMPLY, SCHOOL READINESS
MEANS CREATING IN THIS COUNTRY A
PUBLIC LOVE OF CHILDREN.

- ERNEST L. BOYER -

- Head Start children make progress in language, literacy, and math. Head Start children also score at the norm on letter-word knowledge by the end of the year. ([Aikens et al., 2013](#); [Bloom and Weiland, 2015](#))
- Early Head Start children show significantly better social-emotional, language, and cognitive development. Children who attend Early Head Start and transition to Head Start are more ready for kindergarten than children who do not attend Head Start. ([Love et al., 2002](#))
- The Head Start Impact Study found Head Start children scored better than a control group of children in all measured domains of cognitive and social-emotional development. ([HHS, 2010](#))
- Compared with children in parental care, Head Start children performed considerably better on cognitive and social-emotional measures in kindergarten and had fewer attention problems and exhibited fewer negative behaviors. ([Zhai et al., 2011](#))
- Early Head Start shows positive impacts on participants' social-emotional functioning that last through fifth grade. ([Vogel et al., 2010](#)).

CHILD SCREENING & ASSESSMENT

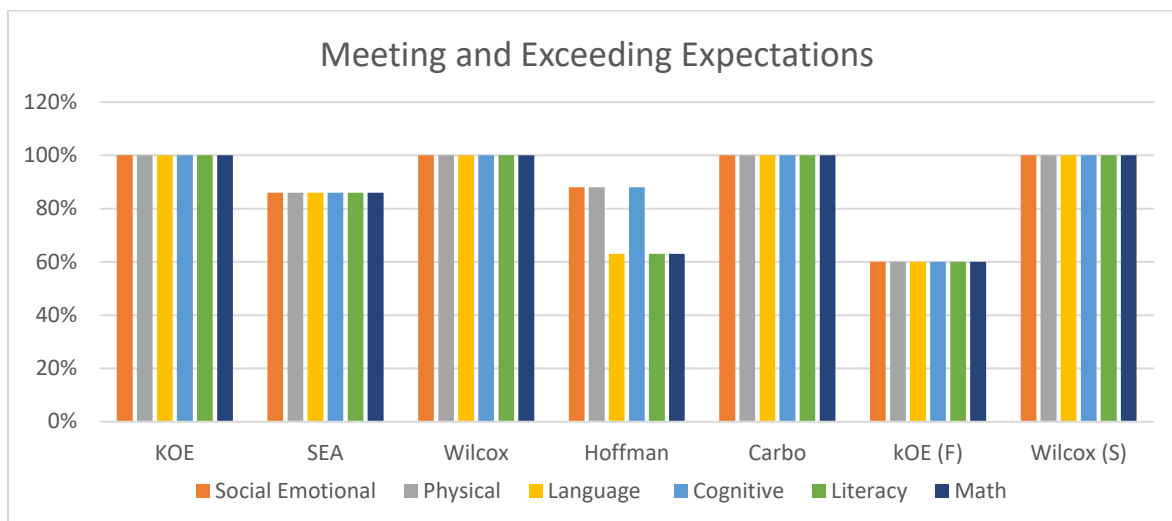
Screening and assessment provide valuable information about each child's interests, strengths, and needs. Screening gives a snapshot of whether the child's development is on track. Assessment is an ongoing process that includes observation and provides information about development over time. Systematic, ongoing child assessment provides information on children's development and learning. It helps inform curriculum planning, teaching, and individualizing for each child across all Head Start Early Learning Outcomes Framework domains.

ASQ: accurate, reliable developmental and social-emotional screening.

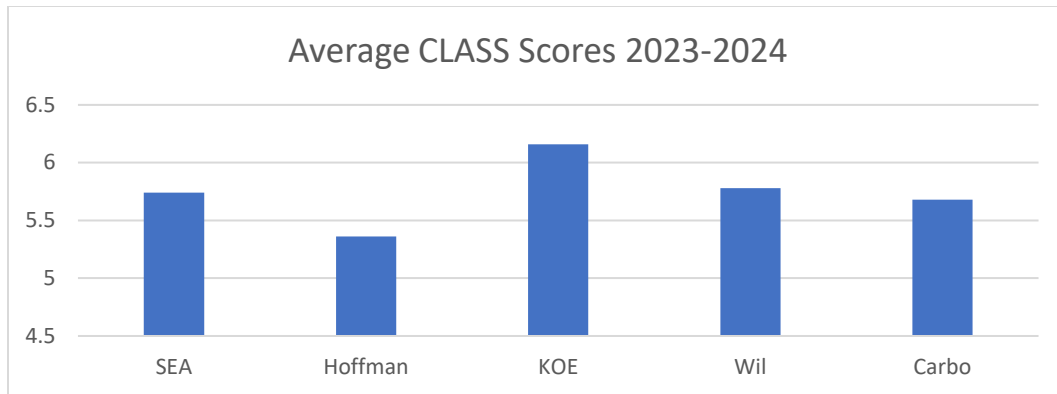
Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents' expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring.

*Teaching Strategies GOLD® is an authentic **observation-based assessment system for children from birth through kindergarten**. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching Strategies GOLD® can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations*

Teachers monitored the learning and development of learners with direct observation, parent input, ASQ, ASSE, and the Teaching Strategies GOLD assessment tool.



TEACHER QUALITY



Teacher quality is measured using the Teachstone CLASS observation tool. In Louisiana, scores from 6-7 are considered “excellent;” scores from 4.5 - 5.99 are “proficient;” scores from 3-4.5 are “approaching proficient;” and scores from 1-3 are “unsatisfactory.” Our partners were once again among the highest performing childcare centers in the state.

A strong emphasis on teacher professional development remained a priority this school year. Teachers were provided with many hours of effective professional development to promote best practices in the classroom. These professional learning experiences were fun and engaging. Trainings mainly focused on infant and toddler development, and health and wellness of both students and teachers.



Practice-Based Coaching (PBC)

A professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. (PBC) supports education staff to use effective teaching practices in context. PBC occurs in the context of collaborative partnerships. This year, teachers completed this strategy with the guidance of the education coordinators.

Teachers' mental health *has a direct impact on our teaching workforce as well as the students and communities they serve. Teachers who are well are more effective as instructors, behavior managers, mentors, and role models. Teachers who are well show up more consistently for students, who are then more likely to thrive academically, socially, emotionally, and behaviorally.*

Life has been extremely stressful for many people. Since mental health was brought to the forefront, it has continuously been addressed in the early head start program. Once a month, during professional development, teachers would meet with a mental health counselor to discuss pressing issues whether professional or personal. Teachers were encouraged to meet individually with the counselor if needed.



FAMILY ENGAGEMENT

Family engagement is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. Family engagement focuses on culturally and linguistically responsive relationship- building with key family members in a child's life. These people include pregnant women and expectant families, mothers, fathers, grandparents, and other adult caregivers. It requires making a commitment to creating and sustaining an ongoing partnership that supports family well-being. It also honors and supports the parent-child relationships that are central to a child's healthy development, school readiness, and well-being. The Office of Head Start Parent, Family, and Community Engagement Framework is a guide to learning how family engagement promotes positive, enduring change for children, families, and communities.

Family Involvement

Family engagement was strongly encouraged at our partner childcare centers. Boys Town offer the opportunities for parents to be involved in the Policy Council, attend Parent Cafe meetings, complete school-at-home activities, and participate in teacher home visits. Centers keep records of those participating in school related activities.

Family Services

Many families benefitted from Boys Town family services in 2022-2023. A total of 170 families were serviced with 405 family service interactions being reported. The Family Support Specialist helped 43 families, the Care Coordination Consultants helped 19 families, and the In-Home Family Services Consultant helped 4 families.

Boys Town Louisiana, Inc.
EHS-CCP 2023-2024 Budget
Grant Award No. 06HP000303

Object Class Categories	Federal (Base Operations, TTA, One-Time Funding)
Personnel	653,008
Fringe Benefits	268,908
Travel	10,009
Equipment	
Supplies	87,859
Contractual	2,365,168
Construction	-
Other	127,602
Total Direct Charges	3,512,554
Indirect Charges	172,108
TOTALS	3,684,662

Sources of Funding - Planned 9/1/2023-8/31/2024	
Federal Grant - EHS	3,684,662

Other Funding	Amount
Food Program (CACFP)	169,330
Childcare Assistance Program	44,352

Categories	Budgeted Cost of Program Operations	% of Budget
Program Design & Management	315,588	8.6%
Early Learning Classroom services	2,445,467	66.4%
Traning and Technical Assistance	72,012	2.0%
Family & Community Engagement	469,399	12.7%
Child Health & Development	152,361	4.1%
Administrative Services	229,835	6.2%

