



Edward Street Child Services
Providing advocacy, resources and support to early
childhood educators and the children they serve.



Annual Report



November 2015

Board of Directors

Thomas Belton

President

Marc Robitaille

Vice President

Lisa Dalterio

Treasurer

Dee Anne Bouffard

Clerk

Darlene Belliveau

Michelle Cook

Lisa Dalterio

Sheila Diggins

George Joseph

Mark Manuel

Charlene Mara

Nick Plante

Marc Robitaille

Kylee Sullivan

Mark Vining, MD

Staff

Dianne Bruce

Executive Director

Eve Gilmore

Partnership

Development

Rose Hayes

Director of Special

Projects

Jo Ann Borinski

Master Teacher

Kim Davenport

*Managing Director, Birth
to 3rd Grade Alignment*

Lisa McCarthy

Bookkeeper

Consultants

Denise White

Web/Social Media

Interns

Lillian Delaney

Sydney Vu

Day of Play

Edward Street Child Services is a private, non-profit agency that has a long tradition of promoting quality care for all pre-school age children. Edward Street is dedicated to promoting the growth of children and strengthening the family by improving the delivery of early learning services in greater Worcester through inter-agency collaborations, resource development, and direct funding of programs designed to address the social, intellectual, emotional, and physical needs of each child.

Edward Street Child Services will focus its efforts on six issues that it deems to have significant importance in the delivery of quality childcare:

- Family involvement and empowerment
- School readiness
- Strengthening child care centers
- Teacher training and education
- Community education and advocacy
- Integrated community services related to child care



Message From the President

Edward Street Child Services is committed to improving the delivery of early learning services so that all children enter school ready to learn and succeed. As a partner in the work, we work closely with the state Department of Early Education and Care as well as our local providers. We constantly look for opportunities to add value without being duplicative.

After much research and discussion, the Edward Street board recently created a scholarship program for early educators. Our program is designed to address the gaps in the state scholarship for early educators. That program is designed for teachers who have not yet achieved their bachelor degree. We understand that the limited pool of funds must be directed to the large segment of the workforce in the most need. We were concerned, however, about those people who have made a decision to enter the rewarding field of early education after working in another field.

The Edward Street scholarship has been designed for teachers who already have a bachelor degree and need additional coursework to be effective teachers in the early childhood classroom. The field of early education and care has seen a significant transformation in the past twenty years with the advances in brain science. We know how a child's success in life is impacted by his first 1000 days. The more informed and prepared the early educator, the greater a positive impact on a child's development across all domains. The program dovetails perfectly with our ongoing Master Teacher Program, designed to work one-on-one with classroom teachers to improve their practice.

We are also assisting professionals who are enrolling in the Leadership Certificate in Early Education and Care Program. The program works to provide those working in the classroom to move to the next level and become effective leaders. Participants learn to create and sustain healthy working relationships leading to quality programs for young children and their families. Historically, program directors come up through the program side. While they have outstanding teaching skills, staff supervision, coaching, mentoring, and administration require a different skill set. Edward Street knows that developing tomorrow's leaders is as important as direct service staff. The leadership coursework also focuses on advocacy for children and families. We have seen how effective advocacy has raised awareness across the city, the state, and the nation, about the need to provide all children with access to voluntary high quality early education and care. As we continue to develop best practices we want to be sure that all children, particularly those at greatest risk of school failure, have access to early education programs with the best teachers and leaders available. Edward Street is doing its part to grow the field and prepare our community for the future.

As I look upon the past year I am proud of our focus on the future of the field and our community.

Tom Belton

Thomas Belton

President



Message from the Executive Director

Worcester Reads is our local focus on Grade Level Reading. Edward Street chairs the coalition. Our focus is the simple message: The Most Important 20 Minutes of Your Day: Read with your Child. If every family focused on each child for 20 minutes every day we would see a dramatic increase in school success for all of our children in Worcester. The research is clear. Reading on Grade Level by Grade Three is critical for academic success. Until third grade children learn to read. After grade three they make the transition to reading to learn. If a child lacks basic reading skills he will soon lag behind his peers and may never catch up.

My passion for grade level reading can best be explained by a simple story. Several years ago I worked with teen mothers. There are two types of teen parents. Some girls accidentally become pregnant. They often come from stable and supportive families. In most cases, these young others remain living at home with their parents and complete high school with their classmates.

I worked with the “other type” of teen mothers. In the majority of cases, these were planned pregnancies. To a girl, all had dropped out of school long before becoming pregnant. They could not read. Most lived in chaotic families that struggled with a myriad of issues. Many were themselves, children of teen mothers. They moved constantly so never stayed in one school long enough to have their needs addressed. Eventually school became too painful a place. They knew everyone else knew what was going on, but because they could not read they could not keep up. They eventually dropped out of school to avoid the shame and embarrassment. They were unable to work because they were unable to fill out a job application. Their only choice was public assistance, available only if they had a child. My focus on young children was set by an experience with one young mother. Tara’s reading level was so low we were unable to test her. We worked with Tara for a long time to teach her to read. I was in the room when she read a paragraph by herself, to herself, for the first time. It was reminiscent of the Helen Keller water scene. Her world opened up. She could read. She was so excited.

There is more to the story with Tara. Tara had been delivered by forceps. As a result she had Cerebral Palsy. She walked with her left foot turned in and an exaggerated limp. Tara’s daughter Tasha was four when Tara learned to read. That was four long years of no bedtime stories. Tasha did learn something from her mother, however. Tasha was born absolutely normal and healthy. She, like her mother, walked with her left foot turned in and an exaggerated limp. I knew that without significant reading intervention Tasha would likely continue to walk in her mother’s footsteps and would become a teen mother.

The most effective way we as a community can prevent teen parenting, juvenile justice issues and school drop outs is to join together to assure that all children read on grade level by grade three. Truly, the most important twenty minutes of your day is the time you spend reading to a child.

Respectfully submitted,

Dianne Bruce

Executive Director



Clifford the Big Red Dog spent Valentine's Day in Worcester with stops at Coney Island Hot Dog and Rotman's.

The event drew attention to Worcester as the home of the first commercial Valentine.

Worcester was the city that reads AND loves..





Above, the City Manager celebrates World Smile Day by reading with a group of children in city hall. Both Smiley and Charlie ball (son of Smiley face creator, Harvey Ball, look on.

Below, Jason Lefebvre, author of *Too Much Glue* reads from his book during a whirlwind tour of the One City One Library Branches to celebrate "Fall Into Reading".





The ever popular Asian Lion Dancers returned to Day of Play at Elm Park in June.

The pig from If You Give Pig A Pancake made appearances at Day of Play and many other venues in the city.

We carried the message to the community in the St. Patrick's Day Parade.



The Year at a Glance

Area	Activities	Actions
Family Involvement and Empowerment	Safe and Successful Youth/Youth Violence Prevention	Co-chair the early childhood component of the community's youth violence prevention plan. Research indicates that many gang involved youth had their first involvement with police during early childhood as a victim of or witness to violence. The group is developing strategies to engage young parents and children in trauma informed services to change the trajectory for children.
	Day of Play	Coordinated another hugely successful Day of Play held in June at Elm Park. Over 4000 children and families attended. The learning continues through monthly e-newsletters forwarded to over 10,000 families with further suggestions for fun activities that encourage healthy development and family involvement. The Worcester Public Library mobile library assisted families to obtain library cards. The Pig (If you Give a Pig a Pancake) arrived to distribute books. Skins and Scales (live reptiles and snakes) remained popular.
	Worcester Family Partnership	Serve on the Steering Committee, Strategic Planning Committee, Marketing Committee, Transition Committee and the Family Involvement Committee. Assisted with coordination and implementation of family events at Ecotarium and the YWCA. Worked with the Worcester Public Schools, Worcester Public Library, Boston Children's Museum and private providers to better coordinate transitions from preschool to kindergarten.
	Worcester Community Connections Coalition	Serve on the Steering Committee to assist local families to advocate for supports and services for families and children. Projects include a Family Resource Guide and the operation of a "by parent for parent" resource center. The Parent Center staff have been trained to assist families to access early education and care.
	EITC Committee	Participate in marketing committee to assist families and early educators learn about earned income tax credit and qualifications

	<p>Working with New Citizens</p> <p>Parent Academy</p> <p>The Art of Science Learning</p>	<p>for free tax preparation services. The work resulted in \$1.8 million returned to families in the community.</p> <p>Working with community partners including the various culture brokers (Southeast Asian Coalition, African Community Education, Latino Education Institute, etc.) to develop a Welcome Center for new arrivals to our community to help with assimilation. Our specific work is developing culturally appropriate playgroups for young children to be held in trusted spaces to help families prepare children for school. The community continues to meet and strategize about possible models that can be implemented to assist this neighborhood. The need to involve parents as soon as possible in their children's lives remains paramount. Targeted transition practices among early education programs and the elementary schools serving the neighborhood are being planned.</p> <p>Working with Worcester Public Schools, Worcester Education Collaborative and many providers to develop a Parent Academy to give parents and families the tools they need to assure children's success in school.</p> <p>Participate in this National Science Foundation project to improve the public transportation system for the Worcester community. The particular focus is access to healthcare, improving families' ability to get to well-child visits and WIC (Women, Infant and Children).</p>
<p>School Readiness</p>	<p>Alignment</p> <p>Celebration for Children Entering Kindergarten</p>	<p>Received an 18 month \$200,000.00 federal Race to the Top Early Learning Challenge Fund Grant to work with Worcester Public Schools and the area early education programs (including private providers, Early Intervention and Head Start) to strengthen alignment of curriculum and teaching to prepare children for school success and continue the momentum through grade three. The work includes a data sharing strategy to measure success.</p> <p>Partnered with WPS and Worcester Public Library to give all children entering</p>

		<p>kindergarten a key to a treasure chest at the library. The treasure map was designed to bring children and families through the various sections of the library and encourage becoming borrowers. This year children and families were eligible to receive 3 books throughout the summer to encourage ongoing library use. This year's kick-off event featured "DW Gets Ready for Kindergarten", a play featuring the WGBH character.</p>
	<p>Campaign for Grade Level Reading</p>	<p>Edward Street serves as a co-chair of the Worcester Reads initiative. Clifford the Big Red Dog was in Worcester on Valentine's Day at Rotman's and Coney Island Hot Dogs. The Pig (If you Give a Pig a Pancake) was at many venues throughout the summer and fall. Author Jason Lefebvre brought his book Too Much Glue to the One City One Library locations. His book was read by the city manager at City Hall on World Smile Day. The campaign is focused on assuring that all students read at grade level by grade three. This is a critical benchmark. Until grade three children learn to read. After grade three children read to learn. Ongoing events are planned throughout the coming year.</p>
	<p>Book Buddies</p>	<p>Partnering with local businesses, 90 adult volunteers were matched with high need children. The buddy purchases 3 books annually for their child. The child draws a picture and dictates a letter back to the buddy to encourage story comprehension and early literacy skills. Children begin to build their home library. After careful review, the program has been redesigned so that each child in the classroom gets the same book which is read in school and at home to reinforce the learning.</p>
	<p>Lilly/Worcester Public Library</p>	<p>The Children's Mobile library (Lilly) continues to make stops at childcare centers to open up the world of libraries to young children and their families.</p>
	<p>Together For Kids</p>	<p>Serve on the Steering, Public Policy, and Executive Committees of the project. While advocacy work resulted in social and emotional development language being included in the guidelines for the Department</p>

	<p>Early Education for All</p> <p>Early Learning Leadership Advisory Council</p>	<p>of Early Education and Care, the most recent state budget significantly decreased funding for early childhood mental health.</p> <p>Working with Strategies for Children to encourage proactive community planning for the eventual implementation of Universal Preschool in Worcester.</p> <p>Continue to implement components of Early Childhood Matters: Community Plan for Early Childhood Education in Worcester to prepare all children to enter school ready to learn and to succeed.</p>
<p>Strengthening Childcare Centers</p>	<p>Capital Fund Project</p> <p>Facilities</p> <p>Technology</p>	<p>Connected local early education program with site in a neighborhood currently lacking early education programming. The build out is underway.</p> <p>Worked with the Webster Square Day Care Center to secure funding and design expertise for a natural playground for the organization. The playground was officially opened in September. The space is particularly important for the children they serve because they have very little access to natural playspaces.</p> <p>Serve on the Facilities Readiness Committee of CEDAC/The Children’s Investment Fund to focus on facility needs within the context of high quality early childhood education. This year the legislature approved \$45,000,000.00 in funding for grants to early education and care programs for facility improvements.</p> <p>Continue to work with student volunteers from WPI to provide technology support to agencies. The <i>Geek Squad</i> has provided services at 10 child serving programs.</p>
<p>Teacher Training and Education</p>	<p>Master Teacher Initiative</p>	<p>Ongoing conversations with early education and care programs continued to highlight the need to provide teachers with time out of the classroom for curriculum planning. Licensing requires that any substitute teachers be credentialed. The majority of assistant teachers are currently in school to attain their degrees. Our Master Teacher Initiative</p>

	<p>Peer Learning Community</p> <p>Educator and Provider Support</p>	<p>places an early childhood educator with an advanced degree in the classroom in a dual role. Her presence allows the Lead Teacher time out of the classroom for curriculum planning. More importantly, she works with the assistant teacher to bring what is taught in the college classroom in to the early childhood classroom to change and improve early education and care practice.</p> <p>Work with coaches and mentors in the region to assess needs, evaluate progress of coaching relationships and communicate among mentoring pairs and state grant liaison. Participate in state-wide evaluation process of the initiative.</p> <p>Edward Street serves as the volunteer chair of the Educator and Provider Support Partnership to coordinate professional development for early education providers in the region.</p>
<p>Community Education and Advocacy</p>	<p>WAAEYC</p> <p>Brain Building</p> <p>Bessie Tartt Wilson Initiative for Children</p>	<p>Assisted with coordination of a legislative breakfast to educate the local delegation of the importance of early childhood education and to advocate for increased compensation for teachers.</p> <p>Serve on the coordinating committee of the Brain Building in Progress statewide group to increase awareness of the importance of investment in the early years.</p> <p>Continue to partner with the statewide advocacy group to improve early education salaries and early childhood nutrition.</p>
<p>Integrated Community Services Related to Childcare</p>	<p>Website</p> <p>Access to Services</p>	<p>Continue to increase the use of Social Media and e-newsletters to parents to increase parent engagement. Response has been very positive.</p> <p>With Community Connections Coalition have trained parent advocates to assist families with the voucher process including adding families to wait list, assisting with gathering appropriate documentation, and setting appointments. Parent advocates are also able to assist families to access other resources like SNAP, fuel assistance,</p>

	<p>Worcester Community Connections Coalition</p> <p>Community Health and Safety Fair</p> <p>Obesity Reduction</p>	<p>housing services etc. Also working with the Belmont Street Task Force to address child care needs in that neighborhood. Asked by Community Builders at Plumley Village to strategize getting greater access to care for residents.</p> <p>Serve as an advisor to the parent-driven project to assist families in need to access local services.</p> <p>Worked with a large number of providers to coordinate a fair for parents of young children highlighting community resources including WIC, access to health insurance, and mental health services. All children attending received a bicycle helmet.</p> <p>Edward Street is leading the Early Childhood Obesity Prevention and Reduction Task Force for the city of Worcester. The community determined that obesity is a critical issue, particularly in low income neighborhoods. Initial strategies involve universal messaging using the 5210 Campaign developed in Maine. The 2 and 1 (less than 2 hours of screen time per day and at least one hour of physical activity) dovetail with our messages to parents that children need active play. A coordinator was hired through grant funding from United Way. Partnered with students and faculty from Simmons College departments of Nutrition, Exercise Science, Nursing and Social Work to understand drivers of early childhood obesity in Worcester including asthma medications, fear of gang recruitment and lack of access to play spaces.</p>
--	---	---

Edward Street Child Services, Inc.

Statement of Financial Position

June 30, 2014 and 2013

	<u>Assets</u>	
<u>Current</u>	<u>2014</u>	<u>2013</u>
Cash	17,822	40,172
Grant Receivable	7,603	7,975
Prepaid Expenses	-	3,068
Investments	<u>3,168,396</u>	<u>2,825,712</u>
Total	<u>3,193,821</u>	<u>2,877,459</u>
<u>Property and Equipment</u>		
Computer Equipment	11,897	11,897
Furnishings	<u>1,160</u>	<u>1,160</u>
	13,057	13,057
Less: Accumulated Depreciation	<u>13,057</u>	<u>13,057</u>
Net	<u>-</u>	<u>-</u>
<u>Other</u>		
Security Deposit	<u>-</u>	<u>-</u>
<u>Total Assets</u>	<u>3,193,821</u>	<u>2,878,519</u>
	<u>Liabilities and Net Assets</u>	
<u>Current</u>		
Accounts Payable & Accrued Expenses	<u>3,465</u>	<u>10,364</u>
<u>Net Assets</u>		
Unrestricted	3,180,166	2,810,860
Temporarily Restricted	<u>10,190</u>	<u>57,295</u>
Total	3,190,356	2,868,155
<u>Total Liabilities and Net Assets</u>	<u>3,193,821</u>	<u>2,878,519</u>

Edward Street Child Services, Inc.

Statement of Activities

For the Year Ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Changes in Unrestricted Net Assets		
Support and Revenue		
Grants and Donations	37,327	44,847
Investment Income	105,234	102,414
Net Realized Gain (Loss) on Sale of Investments	197,055	33,305
Net Unrealized Gain (Loss) on Investments	263,231	197,585
Net Assets Released from Restrictions	154,558	32,661
Total	<u>757,405</u>	<u>410,812</u>
<u>Expenses</u>		
Program Services	274,434	253,295
Management & General	68,745	78,299
Fundraising and Development	<u>44,920</u>	<u>32,213</u>
Total	<u>388,099</u>	<u>363,807</u>
Increase (Decrease) in Unrestricted Net Assets	<u>369,306</u>	<u>47,005</u>
Changes in Temporarily Restricted Net Assets		
Grants and Donations	107,453	89,956
Net assets Released from Restrictions	<u>(154,558)</u>	<u>(32,661)</u>
Increase in Temporarily Restricted Net Assets	<u>(47,105)</u>	<u>57,295</u>
<u>Increase (Decrease) in Net Assets</u>	322,201	104,300
<u>Net Assets, Beginning</u>	<u>2,868,155</u>	<u>2,763,855</u>
<u>Net Assets, Ending</u>	<u>3,190,356</u>	<u>2,868,155</u>

Edward Street Child Services, Inc.

Statement of Cash Flows

For the Year Ended June 30, 2014 and 2013

Increase (Decrease) In Cash

	<u>2014</u>	<u>2013</u>
<u>Cash Flows from Operating Activities</u>		
Increase (Decrease) in Net Assets	<u>332,201</u>	<u>104,300</u>
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Used in Operating Activities:		
Depreciation	-	3,073
Net Realized and Unrealized Gains on Investments	(460,286)	(230,890)
Increase in Contributions Receivable	372	(6,573)
Increase in Prepaid Expenses	3,600	(532)
Increase (Decrease) in Accounts Payable & Accrued Expenses	<u>(6,899)</u>	<u>5,365</u>
Total Adjustments	<u>1,144,874</u>	<u>1,069,102</u>
Net Cash Used in Operating Activities	<u>(141,012)</u>	<u>(126,908)</u>
<u>Cash Flows from Investing Activities</u>		
Capital Expenditures	-	-
Proceeds from Sale of Investments	1,144,874	1,069,102
Purchase of Investments	<u>(1,026,212)</u>	<u>(908,527)</u>
Net Cash Provided by Investing Activities	<u>118,662</u>	<u>160,575</u>
Net Increase (Decrease) in Cash	(23,350)	33,667
Cash, Beginning	<u>40,172</u>	<u>6,505</u>
<u>Cash, Ending</u>	<u>17,822</u>	<u>40,172</u>

Notes to Financial Statements

June 30, 2014 and 2013

Investments

The following is a summary of cost and fair values of investments at June 30, 2014:

	<u>Cost</u>	<u>Fair Value</u>
Cash Funds	52,910	52,910
Corporate Debt Securities	1,135,546	1,159,732
Equity Securities	1,360,154	1,955,754
<u>Total</u>	<u>2,548,610</u>	<u>3,168,396</u>

The following is a summary of cost and fair value of investments at June 30, 2014:

	<u>Cost</u>	<u>Fair Value</u>
Cash Funds	20,450	20,450
Corporate Debt Securities	1,027,793	1,044,361
Equity Securities	1,434,251	1,760,901
<u>Total</u>	<u>2,482,494</u>	<u>2,825,712</u>

The following is a summary of the components of the investment return:

	2014	2013
Interest and Dividends	105,234	102,414
Realized Gain on Investments	197,055	33,305
Unrealized Gain on Investments	<u>263,231</u>	<u>197,585</u>
Total	<u>565,520</u>	<u>333,304</u>