

FY 23/24

# SERVICE SNAPSHOT





# INTRODUCTION



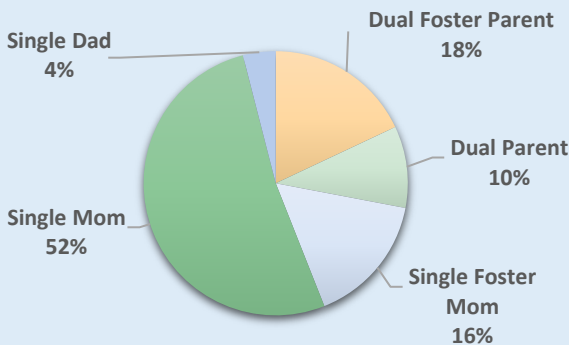
Welcome to Children Today's 2023-2024 Service Snapshot! In these pages, we'll highlight the efforts we undertook this past year to provide trauma-informed, healing-centered childcare, preschool, and support services to families in our community. You'll learn about who we served, their needs, and how we worked in partnership with other organizations to provide timely and effective support. You'll learn about the ways we assessed children's development as well as how we evaluated our own program quality.

Fundamentally, we hope to share how we've built strong and caring connections with children and families, helping them to feel rooted and supported. We couldn't do this important work without the support of our community, so we thank you for your interest in the work of Children Today and for doing what you can to build connections and community.

## HOUSEHOLD DEMOGRAPHICS

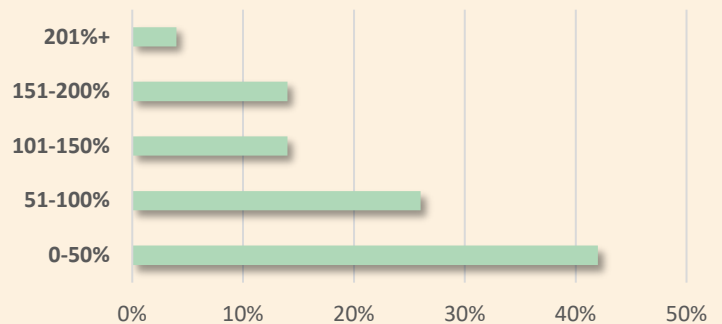
Children Today provides trauma-informed child development, preschool, and support services to children and families who are facing homelessness or who are involved in the child welfare system as a result of abuse or neglect. For FY 2023-2024, we served a total of **70** children from **50** households.

### HOUSEHOLD TYPE



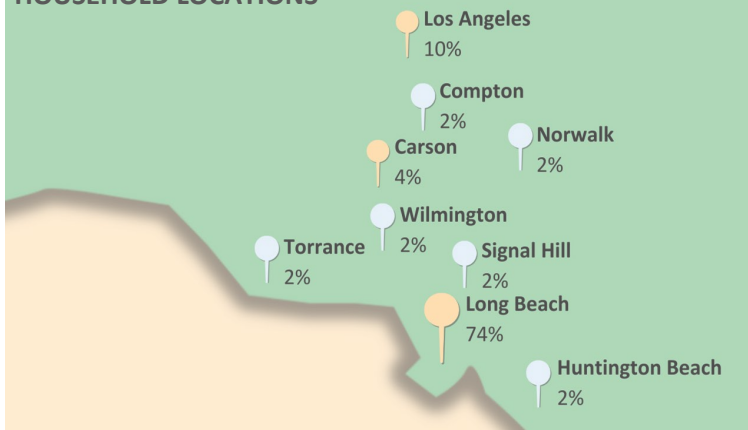
Household types varied, but the highest percentage of households were single moms (52%), with the lowest percentage of household types being single dads (4%). Dual foster parents comprised the second greatest percentage (18%).

### POVERTY LINE STATUS



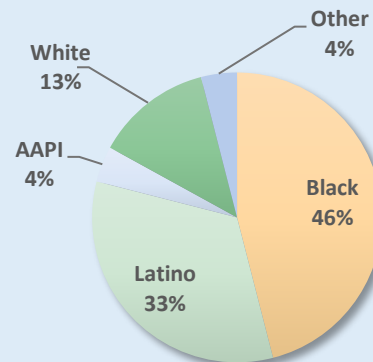
68% of households subsisted under the federal poverty line, which for a family of three was \$25,820 in 2024. By contrast, a *living wage* in Long Beach, California - meaning a satisfactory standard of living - is calculated at \$130,256 for a family with one adult and two children.

### HOUSEHOLD LOCATIONS



74% of households served were located in Long Beach. The northernmost households were in Los Angeles and southernmost in Huntington Beach.

### RACE



Black and Latino households comprised the majority of clients served by Children Today in the 2023-2024 fiscal year.

# SERVICES PROVIDED



Program staff work closely with families and community partners to identify possible developmental, physical, or behavioral concerns in children and advocate for appropriate interventions. In 2023-2024, 31 children received referrals for additional services or supports, 87% of which were completed or in progress. Below is an infographic showcasing the most prevalent needs and the most frequently used service providers.

## NEEDS



Medical/Physical - 58%



Developmental - 20%



Behavioral/Emotional - 17%



Speech/Language - 5%

## SERVICES



Health Services - 57%



Regional Centers - 25%



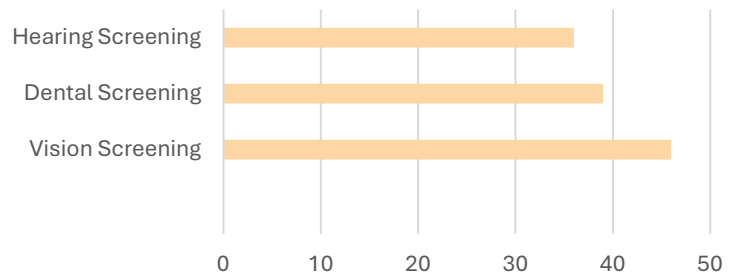
Mental Health Organizations - 14%



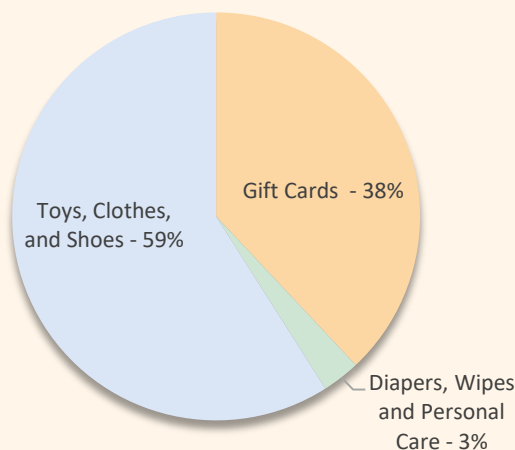
School Districts - 4%

In 2023-2024, Children Today worked with program partners to offer vision, dental, and hearing screenings for the children in our classrooms. Referrals were made for follow-up assessments for children who were identified as needing additional services.

## CHILDREN'S SCREENINGS



## DONATIONS TO HOUSEHOLDS



Besides the enhanced referral and advocacy Children Today Staff undertake to promote family stability, we engage our community partners and supporters in order to distribute donations to those in our care to help them meet their basic needs.

In the 2023-2024 fiscal year, we distributed nearly **\$40,000** in gift cards, clothes, toys, personal care products and other household goods. Most of these donations were distributed through our annual **Holiday Store** - a giving event where current and alumni families are invited to select donated gifts for the holiday season.

# FOOD PROGRAM



Throughout the 2023-2024 fiscal year, Children Today provided **22,537** meals to the children in our care, at an estimated grocery cost of **\$3.58** per child per day (meals are provided free of charge to families). We make sure every meal is packed with all the nutrients children need from every food group. The infographic below shows some of the groceries we bought in March 2024.

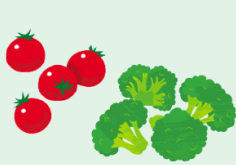
## PROTEIN

72 lbs of chicken breast  
30 lbs of lean ground beef  
13 dozen eggs



## VEGETABLES

10.5 lbs of broccoli florets  
15.5 lbs of grape tomatoes  
10.75 lbs of mixed veggies



## FRUIT

30 lbs of oranges  
33.5 lbs of apples  
15 lbs of strawberries



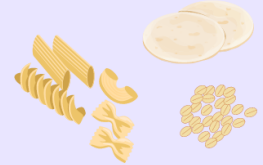
## DAIRY

38 gallons of milk  
8 lbs of yogurt



## GRAINS

31 lbs of pasta  
10 lbs of oatmeal  
240 white corn tortillas



Every day, our cook prepares nutritious meals that help the children in our care take on the learning, playing and growing they do each day. The recipe below is an example of a Children Today favorite, designed with nutrition in mind—whole-grain richness, protein-packed nutrients, and the right balance of fats and sugars. Our cook prepares most meals from scratch to ensure that we minimize the use of overly processed ingredients.



## WHOLE WHEAT BANANA MUFFINS



### Ingredients

- 3 cups whole wheat flour
- 1 cup old fashioned oats
- 2 tsp cinnamon
- 2 tsp baking soda
- 2 tsp baking powder
- 1 tsp salt
- 2 1/4 cup banana
- 3 eggs
- 1/2 cup vegetable oil
- 1/2 cup brown sugar
- 2 tsp vanilla extract

### Steps

1. Preheat oven to 400°F
2. Line muffin tins with cupcake liners.
3. Combine flour, oats, baking powder, and salt together, and set aside.
4. Mash bananas, add eggs, oil, brown sugar, milk, and vanilla, then mix until combined.
5. Pour wet ingredients into the dry ingredients and fold gently until just combined.
6. Spoon batter into liners and bake for 17-20 minutes or until a toothpick inserted into center of muffin comes out clean.
7. Let muffins cool for 5 minutes then remove from tins and allow them to cool completely.

# CONNECTION AND BELONGING



**This is a story about connection and belonging.** About what it means for children to be rooted in safety and love.

A few months back, recent Children Today graduate and current kindergartener Ava (pink dress!) accompanied her mom to drop off her little sister Gia (yellow dress!) to preschool. She was sad to leave her old teachers and playmates, so her mom suggested she draw something to express how she was feeling. When she returned later that day, she brought these four canvases.

**Take a look at these pictures. What do you see?**

Fluffy clouds. Butterflies and hearts. Smiling faces and joined hands. It's clearly a happy scene.



## What else do you see?

You wouldn't know this unless you spent time here, but Zoraida has lots of aprons just like the fuchsia one she's wearing that ties at the waist. The children see her every day as she joyfully brings them their breakfast and lunch. Fernanda tends to run cold, so she often sports a hoodie over a knit cap when she greets children in the morning and walks them to their classrooms. Alexis and Jessica are sisters, and though they don't normally dress or wear their hair alike, Ava has depicted them with the same black t-shirt, blue jeans, and top knot. Julia, who is holding Gia's hand, likes to wear her hair in space buns. Every person Ava has drawn is distinguished by idiosyncratic details that make them unique to her, like the beads in Shelley's hair, or the long braids Laura B. wears.

What a wonderful gift Ava has given us with these drawings. Through them, she eloquently conveys the deep connection between her and not just *her* teachers, but all the people who helped make up her day-to-day experiences at Children Today, whose presence and care showed her that she and her sister belonged and made this a place she still felt rooted to months after she'd moved on to a new school.

**We are her people. She and her family are our people.**

Ava's drawings will always be a reminder of the experience we want all young children to have when they're with us, or for that matter, when they're in any place meant to care for, teach, and guide them.



# DEVELOPMENTAL ASSESSMENTS



Children Today employs the Desired Results Developmental Profile (DRDP), an early childhood assessment tool crafted by the California Department of Education to gauge children’s development across various domains: approaches to learning/self-regulation; social and emotional development; language and literacy development; cognition, including math and science; physical development and health; history and social science; and visual and performing arts. These domains are then measured on a continuum spanning from **Responding Earlier**, typical of early infancy, to **Integrating Earlier**, expected for kindergarten-ready children.

Each age group showcased below features an average developmental rating, along with an observational quote and photo from the assessing teacher for a child from that group. Teachers assess children’s development at least every six months, and their observations offer a holistic view of how the DRDP enhances our understanding of children’s growth and readiness through crucial developmental stages.

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
--------------------	------------------	-------------------	------------------	-----------------	------------------	-----------------	----------------	---------------------

Early Infancy ➔ Kindergarten Ready

## 0-11 Months



On average, infants aged 0-11 months scored at Responding Earlier 49% of the time, at Responding Later 41% of the time, at Exploring Earlier 7% of the time, and at Exploring Middle 3% of the time.

The infant pictured shows gross motor development as he plays with one of our teachers.

**“S’s teacher is gently poking his belly and making silly noises each time her finger touches his belly button. S reacts by reaching his arms up towards his teacher.”**



## One Year



On average, children aged one-year-old scored at Responding Later 24% of the time, at Exploring Earlier 48% of the time, at Exploring Middle 5% of the time, at Exploring Later 18% of the time, and at Building Earlier 5% of the time.

This one-year-old is showcasing a number of emerging skills, including attention maintenance, curiosity and initiative in learning, and gross motor development.

**“M crawls into the ball pit and begins tossing the ball up and out of the ball pit.”**



Responding  
Earlier

Responding  
Later

Exploring  
Earlier

Exploring  
Middle

Exploring  
Later

Building  
Earlier

Building  
Middle

Building  
Later

Integrating  
Earlier

Early Infancy

Kindergarten Ready

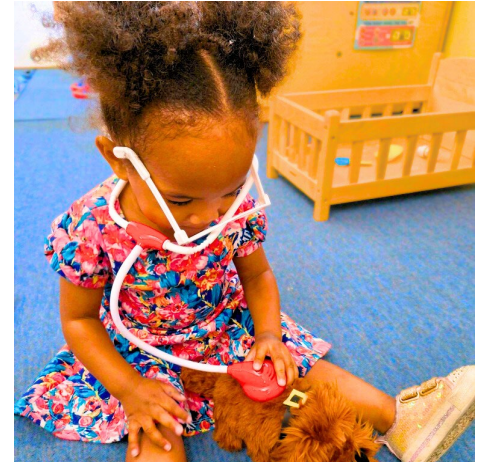
## Two Years



On average, children aged two-years-old scored at Responding Later 1% of the time, at Exploring Earlier 8% of the time, at Exploring Middle 2% of the time, at Exploring Later 40% of the time, and at Building Earlier 49% of the time.

A great example of social and emotional development, this toddler engages in symbolic and sociodramatic play while pretending to be a veterinarian.

**“M is using the toy stethoscope to check the puppy's heart.”**



## Three Years

On average, children aged three-years-old scored at Responding Earlier 1% of the time, at Responding Later 2% of the time, at Exploring Earlier 8% of the time, at Exploring Middle 5% of the time, at Exploring Later 22% of the time, at Building Earlier 32% of the time, at Building Middle 21% of the time, at Building Later 8% of the time, and at Integrating Earlier 1% of the time.

These three-year-olds demonstrate development of gross motor manipulative skills while playing with a soccer ball.

**“R and J take turns throwing the soccer ball at each other. R extends his hands to catch the ball. J can catch the ball tossed to either side of his body.”**





Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
--------------------	------------------	-------------------	------------------	-----------------	------------------	-----------------	----------------	---------------------

Early Infancy

Kindergarten Ready

## Four Years



On average, children aged four-years-old scored at Responding Later 1% of the time, at Exploring Earlier 3% of the time, at Exploring Middle 1% of the time, at Exploring Later 12% of the time, at Building Earlier 17% of the time, at Building Middle 24% of the time, at Building Later 34% of the time, and at Integrating Earlier 8% of the time.

This four-year-old is showing social and emotional development by engaging in pretend and symbolic play with a trusted adult.

**“J pretends to take a picture with the camera and says, ‘cheese.’ I say, ‘cheese’ and smile. He makes a click sound. He looks at the camera and says, ‘so happy’ and giggles.”**



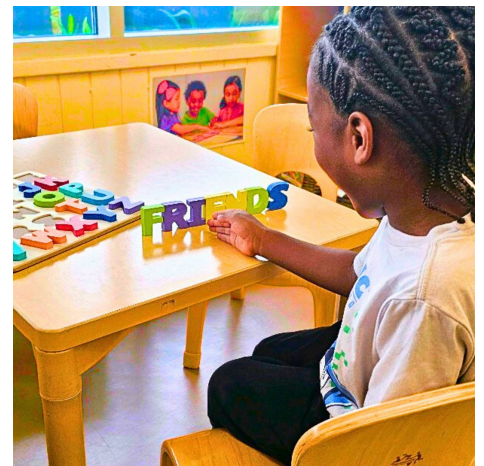
## Five Years



On average, children aged five-years-old scored at Building Earlier 11% of the time, at Building Middle 17% of the time, at Building Later 42% of the time, and at Integrating Earlier 30% of the time.

This child shows his developmental progress in a variety of domains, including cognition, language and literacy development, and social and emotional development.

**“C uses the alphabet puzzle and then spells ‘Friends.’ He calls me over and says, ‘Look, Laura, I made friends.’ When he is done, he puts the letters back into the space, moving them until they fit in place.”**

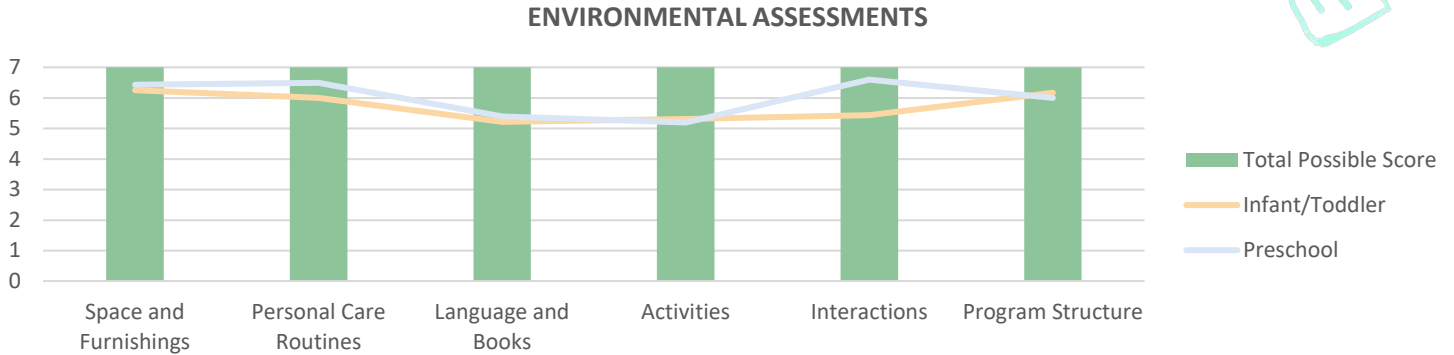


# QUALITY METRICS



Children Today conducts environmental assessments to evaluate classroom quality. We utilize the Environment Rating Scale (ERS) – a widely used research-based tool that measures whether programs are providing for children's health and safety, whether there are opportunities for children to build positive relationships, and whether there are opportunities for stimulation and learning from experience. The tool is divided into several domains that are rated along a 7-point scale. Scores of **5.0** or higher denote high quality and scores of **4.9** or lower require a program improvement plan.

The chart below shows results from the most recent assessments conducted in Spring of 2024.



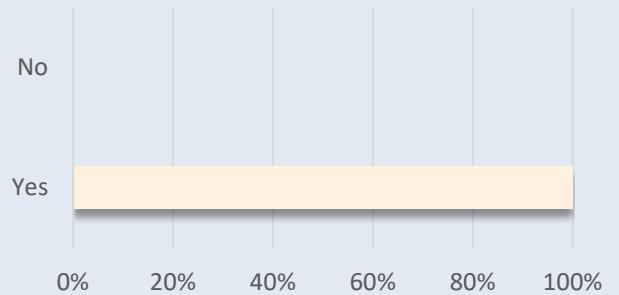
## Parent Survey

Each year, we ask parents and guardians to complete an anonymous survey to learn how they feel about our services and to help us develop continuous program improvement strategies. The survey conducted in April 2024 showcased that families felt a high level of satisfaction with our program.

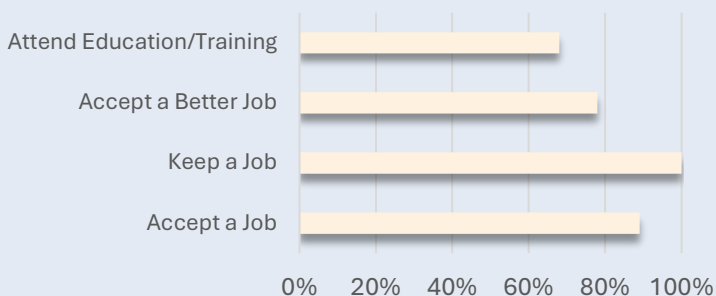
I feel like each member at Children Today has become a part of my children's "village" and [is] an invaluable resource to us as a family.

- PARENT TESTIMONIAL

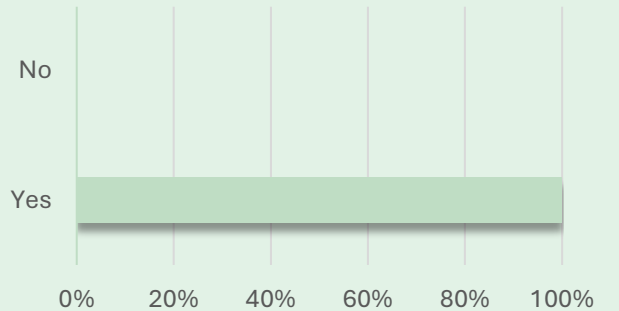
### DO YOU FEEL YOUR CHILD IS SAFE IN THIS PROGRAM?



### ENROLLMENT IN THIS PROGRAM HAS HELPED YOU TO...



### DO YOU FEEL YOUR CHILD IS HAPPY IN THIS PROGRAM?





Children Today's mission is to foster stability and success in children and families who are facing homelessness or who are involved in the child welfare system. We do this by providing trauma-informed child development and family support services. Scan the QR code or visit [www.childrentoday.org](http://www.childrentoday.org) to learn more about the agency and how you can support our work.

Children Today, Inc. - QUALITY START LOS ANGELES  
Eco House Preschool



Tier 5

