

SERVICE SNAPSHOT

FY 22/23



Children Today

25 Years | 1997-2022

Introduction

We are so pleased to share Children Today's 2022-2023 service snapshot with you, and through it, to showcase the ways we are achieving our mission to foster stability and success in children and families who are facing homelessness or who are involved in the child welfare system.

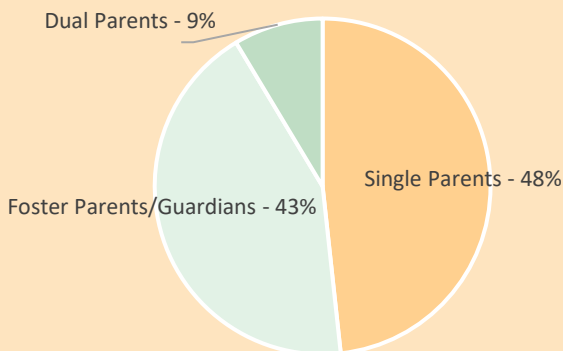
The last few years have been a time of uncertainty and change, requiring that nonprofits like ours be flexible and adaptable in order to successfully meet each moment we have found ourselves in. We couldn't have made it through without the tremendous support of our community, and without the dedication and great work of our staff.

Regardless of what's changed in the last few years, what remains constant is what we know all young kids need in order to thrive; safety, love, consistency, and learning through play! We, likewise, remain committed to providing those things to every little one who graces our door.

Household Demographics

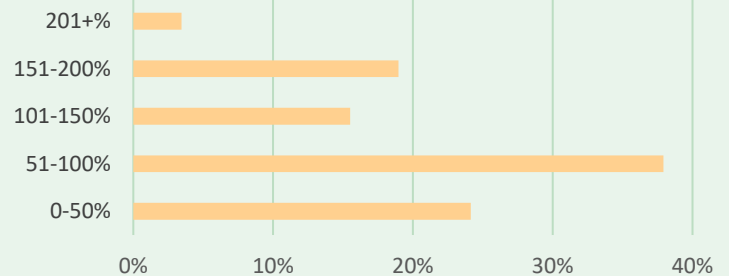
Children Today provides trauma-informed child development, preschool, and support services to children and families who are facing homelessness or who are involved in the child welfare system as a result of abuse or neglect. For FY 2022-2023, we served a total of **80** children from **58** households. Of the **20** new households enrolled in 2022-2023, **10** were experiencing homelessness or unstably housed, and **10** were involved in the child welfare system.

Household Type



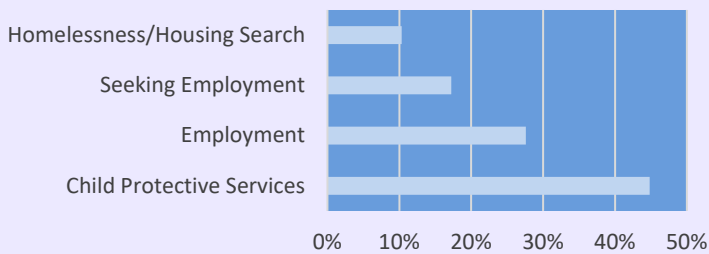
Most of the one-parent households we served were comprised of single mothers. The next largest household type, made up of foster parents and guardians, included grandmothers, uncles, aunts, and family friends.

Poverty Line Status



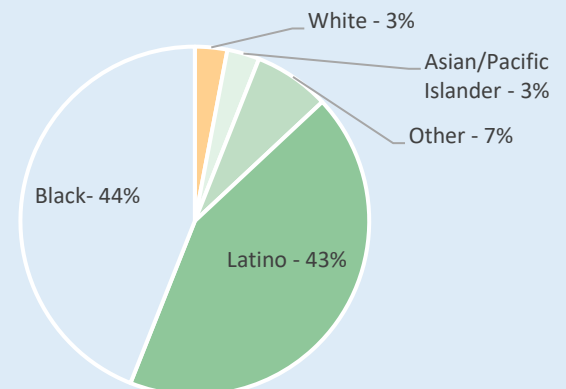
62% of households subsisted under the federal poverty line, which for a family of three was \$24,860 in 2023. By contrast, a *living wage* in California - meaning a satisfactory standard of living - is calculated at \$117,481 for a family with one adult and two children.

Need for Services



Households had a variety of reasons for needing care. The most prevalent need was that child care or preschool services were part of a Child Protective Services (CPS) plan. Employment was the second highest need for households.

Race/Ethnicity

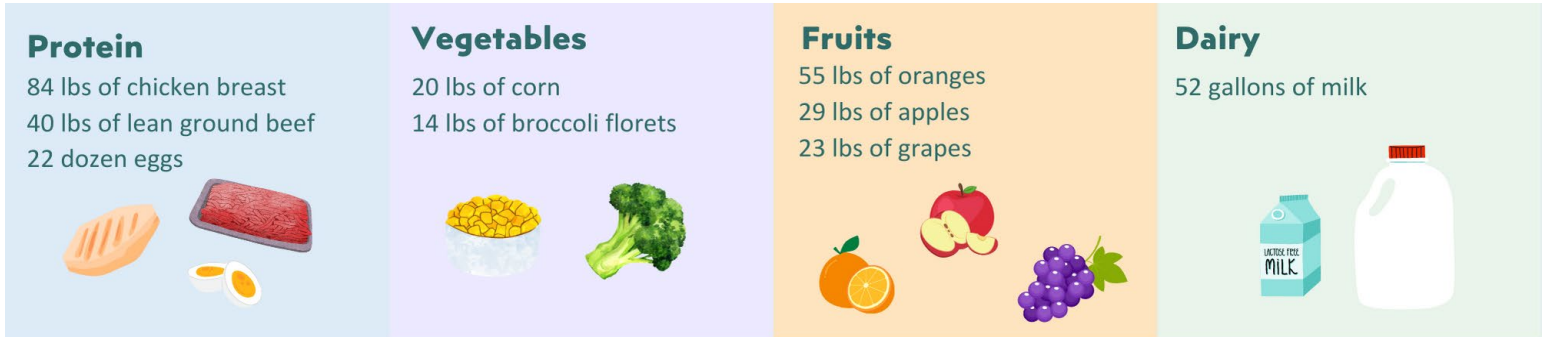


Black and Latino households comprised the majority of clients served by Children Today in 2022-2023.

Services Provided

Food Program

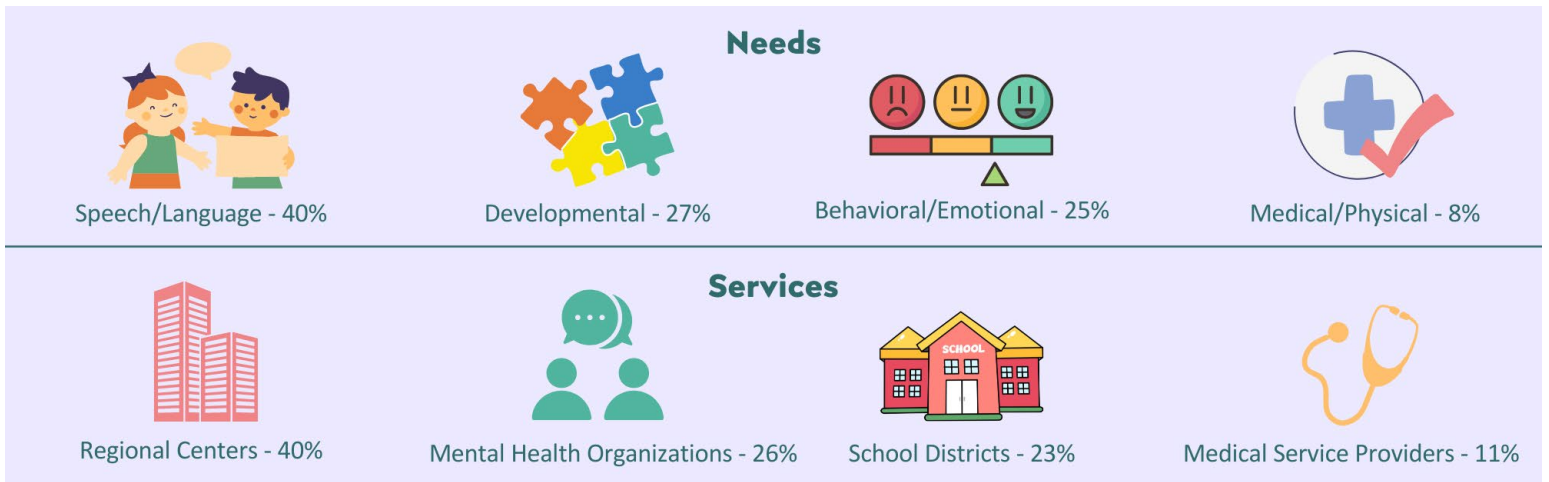
Children Today's kitchen served **21,191** meals and snacks to the children in our care in 2022-2023 at an estimated cost of **\$3.75 in groceries** per child per day (meals are provided at no cost to families). It takes a lot to feed a large crowd. The infographic below shows some of the groceries we purchased in May 2023.



Children Today's meals are designed to be whole-grain rich, high in protein, and low in fat and added sugars. Our cook prepares most meals from scratch to limit the use of overly processed foods.

Additional Resources for Children and Families

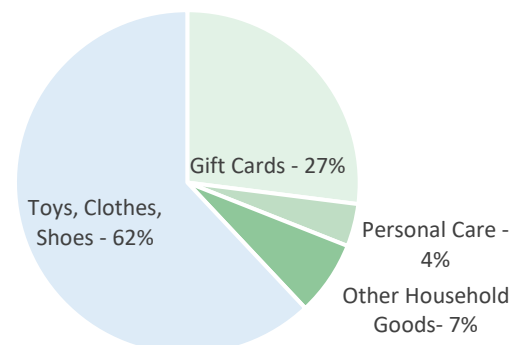
Program staff work closely with families and community partners to identify possible developmental, physical, or behavioral concerns in children and advocate for appropriate interventions. In 2022-2023, we served **44 children** with identified concerns. Of those, **82%** had services or referrals completed or in progress. Below is an infographic showcasing the most prevalent needs and the most frequently used service providers.



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 families to help meet their basic needs.

In 2022-2023, we distributed over **\$60,000** in gift cards, clothes, shoes, 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.

Donations to Households



Infant and Toddler Care

Children Today's infant and toddler program cares for up to 25 infants and toddlers at a time. Three teachers in our infant classroom care for 9 babies from 6 weeks through 18 months. Four teachers in our toddler classroom serve 16 children from 18 through 30 months.



A Secure Attachment

We understand that social and emotional development influences every other aspect of growth and learning. We also know that children's social and emotional development is inextricably tied to their attachments to caregivers. If babies and young children have positive early relationships, they will learn to expect that their needs will be met and that the world around them is safe to explore. If their early relationships are fraught or inconsistent, however, they will perceive the world as unsafe and their exploration of it will be impacted.

Our infant and toddler teachers' foremost task then is to build trusting and responsive relationships with the children in their care. This is done by establishing consistent, predictable routines and experiences, by engaging with each child in meaningful ways, and by accurately reading and responding to their verbal and nonverbal cues.

In ways both large and small, planned and spontaneous, teachers are showing the children in their care that they are not only capable of meeting their needs, but that they are *interested* in and *value* them. From maintaining eye contact when bottle-feeding a baby, to making sure to let children know what's going to happen next (i.e., Grace, once you're done eating, we're going to change your diaper), to noticing their interests (i.e., Matthew, you are really curious about those new blocks, you crawled over to them right away), teachers are helping to reinforce children's sense of security and are encouraging their growth and development.

Reading Nonverbal Cues

When KC joined the infant classroom at 4 months old, teachers soon learned that when he cried and scratched the side of his head he was telling them he was hungry. Three months later, he rarely uses that nonverbal cue now that teachers have learned to anticipate his needs.

Preschool

Five teachers work in Children Today's preschool program, which serves up to 32 children daily. Children range from 2 ½ through 5 years of age.

Exuberant Play

Take a trip down to Children Today's preschool yard (the kids call it the park) and you'll see a hive of activity. Lots of running and jumping. Lots of high-spirited shouts. Lots of intense focus on games of increasing complexity that transfigure and transmute into something wholly different when a new toy or idea or character is introduced. It's just what you want to see a gaggle of preschoolers doing.

Exuberant play.

Play, as we all know, is how children learn. Exuberant or robust play promotes kinesthetic learning because it links the learning process to the physical activity (understanding how to ride a bike by pedaling). But it's more than that. Beyond the gross motor skills children develop through this type of play, they are also learning how to channel their abundant energy, how to take worthwhile risks, and how to navigate their physical and social environment. For children who struggle with dysregulation, (an inability to control or regulate one's emotional responses) physical activity can also help to reduce stress.

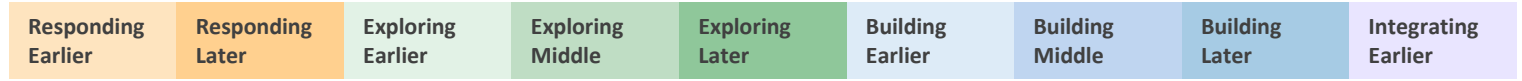
Preschool teachers carefully observe this hive of activity to determine how best to support children in their play. They choose when to stand back and let a scenario play out and when to step in to offer guidance, prompts, or redirection. They help children initiate play with others and guide them through disappointment when something in their play doesn't go their way. They decide what items, activities, or concepts to introduce to the environment to help children reach for that next stage in their development. And, they help children navigate risk based on individual skill level and risk tolerance or aversion.

It's all wonderfully complex. It's joyful too, to see children revel in what their amazing bodies can do.



Developmental Assessments

Children Today regularly evaluates children’s development using the Desired Results Developmental Profile, an early childhood assessment tool developed by the California Department of Education to measure children’s development across several domains, including 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. Individual measures are rated along a continuum from **Responding Earlier** (expected in early infancy) to **Integrating Earlier** (expected for kindergarten-ready children). The data below show where children assessed in FY 22-23 fell along the ratings continuum by age group.



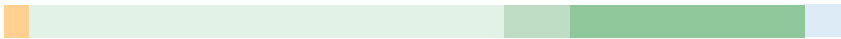
Early Infancy ▶ Kindergarten Ready

Infants



On average, infants scored at Responding Earlier 34% of the time, at Responding Later 48% of the time, at Exploring Earlier 17% of the time, and at Exploring Middle 1% of the time.

One-Year-Olds



On average, one-year-old children scored at Responding Later 3% of the time, at Exploring Earlier 57% of the time, at Exploring Middle 8% of the time, at Exploring Later 28% of the time, and at Building Earlier 4% of the time.

Two-Year-Olds



On average, two-year-old children scored at Responding Later 4% of the time, at Exploring Earlier 14% of the time, at Exploring Middle 4% of the time, at Exploring Later 56% of the time, and at Building Earlier 22% of the time.

Three-Year-Olds



On average, three-year-old children scored at Exploring Earlier 1% of the time, at Exploring Middle 2% of the time, at Exploring Later 16% of the time, at Building Earlier 42% of the time, at Building Middle 26% of the time, and at Building Later 13% of the time.

Four-Year-Olds



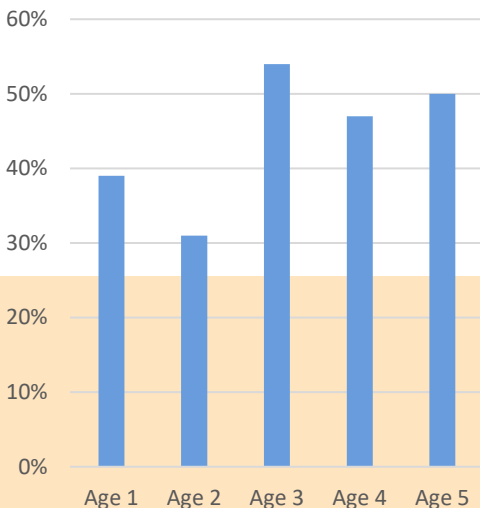
On average, four-year-old children scored at Exploring Later 6% of the time, at Building Earlier 16% of the time, at Building Middle 28% of the time, at Building Later 42% of the time, and at Integrating Earlier 8% of the time.

Five-Year-Olds



On average, five-year-old children scored at Exploring Later 3% of the time, at Building Earlier 6% of the time, at Building Middle 5% of the time, at Building Later 47% of the time, and at Integrating Earlier 39% of the time.

Rate of Developmental Progress by Age Group

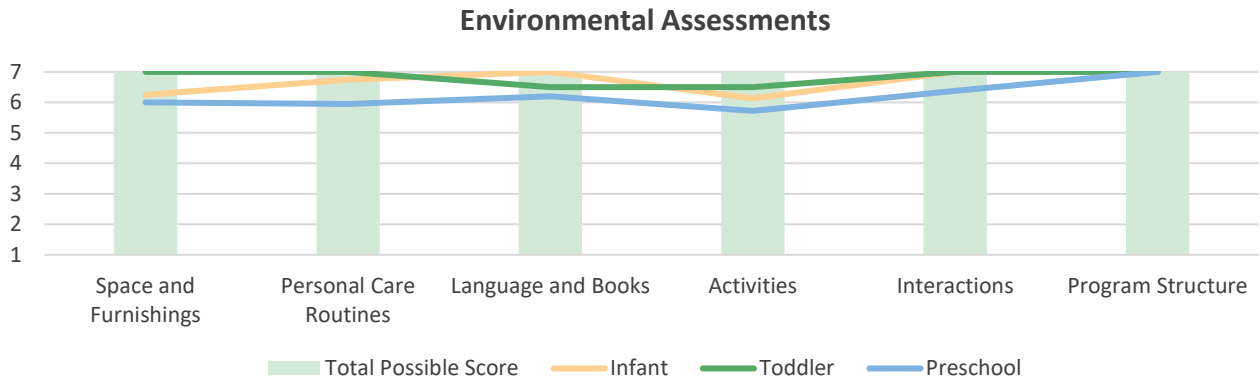


Children are assessed at least every six months to gauge their developmental progress. Progress is shown when a child moves along the ratings continuum. For example, a child who was rated at **Exploring Middle** for a given measure in one assessment, and at **Building Earlier** at a subsequent assessment, has shown developmental progress for that measure. The chart on the left shows the rates of developmental progress for children served in 2022-2023 by age group.

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 by outside evaluators. Each classroom scored 5 or higher for each assessed domain.

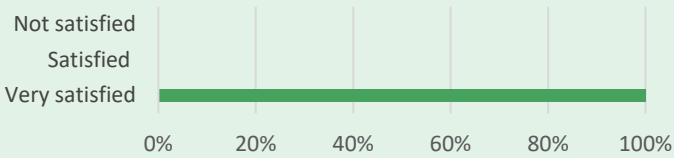


Parent Survey

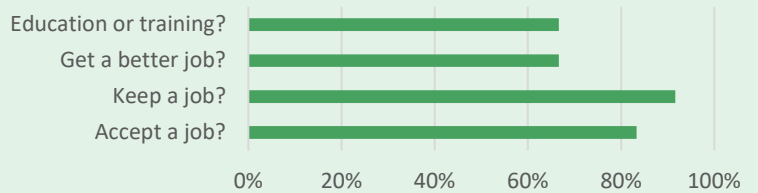
Each year, we ask parents and guardians to complete an anonymous survey to learn how they feel about our services and to help us develop continuous program improvement strategies. The survey conducted in April 2023 demonstrated that families are overwhelmingly happy and satisfied with the care their families receive.

Select Survey Questions

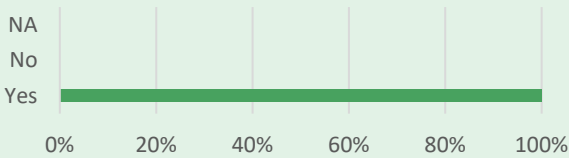
How satisfied are you with the overall quality of the program?



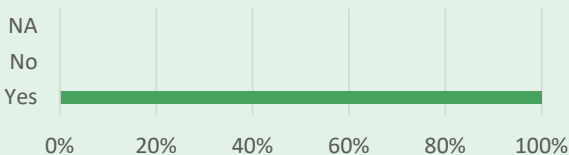
Has your child's enrollment made it easier for you to accept or keep a job, get a better job, or attend education or training?



Do you feel your child is safe in the program?



Do you feel your child is happy in the program?



“The staff here are wonderful and I have seen tremendous growth in both of my children since they have been here. They are both learning so much and come home happy every day.”



Help support Children Today's work with a tax-deductible donation.
Visit our website or scan the QR code below. Thank you!

[childrentoday.org](https://www.childrentoday.org)

