



PARA LOS NIÑOS

annual report 2013-2014



ON OUR COVER:
Nieves Rico and her
two-year old son Eli.

Nieves' story:

Eighteen, pregnant, and scared. That was me before I discovered Para Los Niños.

After graduating high school I found out that I was pregnant and had to move out of my mother's house. I lived with relatives but worried about a permanent home and how I would support myself. A friend suggested Para Los Niños; thanks to PLN's Youth Workforce Services in East LA, I enrolled in a program to become a medical assistant. I gave birth to my son Eli prematurely in January 2012, and earned my certificate from the East Los Angeles Skills Center in February.

My PLN career advisor set me up with a number of interviews, but landing a job in the medical field would be very challenging because I didn't have a car and I needed child care for Eli. Luckily, PLN's development department had an opening and they helped me enroll my son at the Tina and Rick J. Caruso Early Education Center so that I could accept the job.

I worried that Eli, as a preemie, might fall behind the other children, but he has flourished because of loving and supportive teachers. They noticed he was not speaking as much as he should and was often pulling on his ears. It turned out his hearing was almost completely blocked, but that was corrected with minor surgery. Now he's more than caught up – he's exceeded everyone's expectations!

Being a part of the development team inspired me to continue my education at a four-year college and to pursue my professional goals so I can be a role model for my son. Para Los Niños has given me the opportunity to escape the cycle of being a teen mother in poverty and create a better life for Eli and me.



dear friends,

On behalf of the children and families we serve, we would like to thank the Para Los Niños family: individual donors, private and government funders, partner agencies, volunteers, elected officials and exceptional staff. Together we represent the continuum of care for our children and families. Para Los Niños simply couldn't do this work alone.

Poverty creates barriers to learning that must be addressed to close the achievement gap for children living in poverty. Our students can't excel if they're sick or hungry or homeless. Our partnership with you brings critical resources, such as school supplies, health and dental care, housing and job opportunities to our families, schools and communities.

Communities thrive on a foundation of trusting relationships. That's why this year we're paying special tribute to the extraordinary staff of Para Los Niños — those who build relationships with our children and families and go above and beyond every day to change lives. All the resources in the world can't interrupt the cycle of poverty without caring and consistent professionals who form the bridge from crisis to solution.

Our staff are here *for the children*, whether they work in classrooms, playgrounds or administrative offices. Their dedication comes in many forms: a multi-disciplinary team working together to support a critically ill student and his family, or a facilities team repairing a playground over the weekend so toddlers won't miss a day of outdoor play.

This annual report features portraits of a few staff members. As you read, remember there are many more dedicated professionals who embody the Para Los Niños culture of excellence and compassion.

Thank you for believing in the power of relationships to build strong communities and excellent schools. We're honored to work with you on behalf of the 7,500 children we serve each year.

With our gratitude and fond wishes,

Marjorie Ehrlich Lewis

MARJORIE E. LEWIS, *Board Chair*

Martine Singer

MARTINE SINGER, *President & CEO*



EDUCATION IS THE PATH OUT OF POVERTY.

Para Los Niños paves the way.



Para Los Niños relentlessly supports children and families so learning never stops.

We run great schools and also pay attention to life outside the classroom. Every child and family enrolled in a Para Los Niños charter school, preschool or program is screened for issues that might interfere with learning. Does the family have medical and dental care? Adequate food and housing? Does the child have developmental delays? How is the caregiver's mental health? Is the family socially isolated?

Para Los Niños staff members recognize the tangled relationship between learning and poverty, and they continuously support student achievement through innovation

On the following pages you'll see examples of programs and partnerships that ensure children come to school safe, healthy, resilient, supported and ready to learn each day.

safe

Children can recover from trauma

Children living in chronic poverty are

22x

more likely to be abused.

95%

of parents who complete Nurturing Parenting develop skills that promote healthy development, secure attachment, and age-appropriate learning.



Children who experience neglect, abuse or severe stress feel profoundly unsafe. Their emotions overwhelm them, and they may have trouble sleeping or paying attention in school. Trauma can interfere with healthy brain development. Fortunately, research shows that connections with caring adults — teachers and caregivers — help children get back on track to succeed in school and in life.

NURTURING PARENTING

That's why we launched Nurturing Parenting, a program for families with children from birth to 3 years old who attend Para Los Niños preschools. Over the course of 12 weeks, parents learn alongside their children's teachers about empathy; non-abusive discipline; and child abuse and trauma prevention. Our sincere thanks go to the Tikun Olam Foundation, the Jewish Community Foundation of Los Angeles and The Boeing Company, who underwrite this evidence-based program.

ADELINE FERNANDEZ

“I work at Para Los Niños to create success for families. We can break the cycle of abuse — I’ve seen countless examples. Sometimes it’s as simple as teaching parents what to expect from a young child: a four-year old can’t be expected to perform household chores every day. One mother admitted she hit her son for not taking out the trash — a decision she regretted yet one she feared might happen again unless she learned about parenting and non-violent discipline. Through Nurturing Parenting, she understood age-appropriate expectations, and how to value what her son did well. Witnessing true change in children and families is what keeps me here.”



healthy

Children can focus on learning

95%

of first graders in California who need glasses don't have them.



100%

of PLN's Charter Elementary School students had vision screenings and

20%

of those children needed glasses and received them.



Toothaches, along with untreated asthma and other medical issues, keep children away from school, sometimes for days. Even the best teacher may have trouble engaging a child who is ill or struggles to see the board.

VISION TO LEARN

Poor vision affects school performance, classroom behavior and self-esteem. Fortunately, Para Los Niños solved this problem for its 400 elementary school students by partnering with Vision To Learn, who brought the clinic to school and gave eye exams and glasses free of charge.

resilient

Children can thrive despite adversity

1/2

of all cases of
diagnosable
mental illnesses
begin by age 14.

As many as
1 in 5

children experience
a mental disorder

100%

of Para Los Niños students
are screened each year for
mental health and other concerns



Resiliency is essential to emotional well being and preventing mental illness, and can be nurtured and supported by caring adults.

PARENT-CHILD INTERACTION THERAPY

Para Los Niños offers Parent-Child Interaction Therapy (PCIT), an evidence-based treatment for young children with serious behavioral challenges. PCIT improves parent-child relationships through real-time coaching: the therapist observes the parent and child interacting via a one-way mirror and offers guidance through an audio transmitter in the parent's ear. Parents learn to manage their child's behavior at home, promote better behavior at school, and develop positive relationships.

"I was on speed dial at school," said Cecilia of the frequent calls she received about Joseph, one of two grandsons she is raising. "He was hitting kids, destroying the classroom, tearing the ABCs off the wall, just terrorizing the building."

Cecilia and Joseph enrolled in PCIT. "I finally felt that someone had my back," she said of the support she received from her therapist/coach. After three months in the program, "Joseph is like a different child: sitting still, going up a level in reading, trusted by teachers to help out in class." As for Cecilia? "Finally, we can have a normal home life."





DINORA ARTEAGA

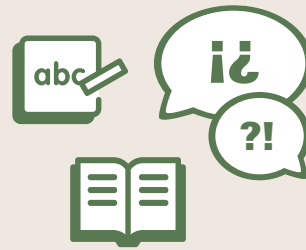
“I’ve been the school librarian at the Para Los Niños — Gratts Primary Center since its founding in 2010. I enjoy storytelling and creating a love of reading with my K-1 students. Family Literacy Intervention opens up a world of books to students and their families, which leads them to increase their literacy-related activities at home.”

supported

Involved parents are key to student success

95%

of students in the Family Literacy Intervention Program improved one or more reading level



Many Latino parents do not get involved in their child's schooling because of language barriers or lack of confidence. When parents are involved in school, kids do better in school, behave better in the classroom and attend school more frequently.

FAMILY LITERACY INTERVENTION

If a child at the Primary Center is reading below grade level, the whole family gets involved. The bilingual school librarian runs the Family Literacy Intervention Program, meeting with parents one-on-one and in groups over 8 weeks. Parents and children learn how to read together, make predictions based on titles or pictures, and check out books from the public library. Regardless of their own reading level, parents learn they can have a positive influence on their child's learning.

learning

Arts integration creates engaged and high-achieving students

72%

of business leaders say that creativity is the number one skill they seek when hiring

100%

of 4-year olds in a weekly music program improved in language acquisition, listening, taking turns, following instructions and demonstrating confidence.



We value the strengths that children bring – their cultures and traditions, their unique learning styles and their wildest dreams. Though students learning English may struggle to articulate their knowledge of academic content, drawing, sculpture and music allow them to show they understand. Integrating the arts supports critical thinking and encourages risk-taking for all students. It also improves reading and math scores, as well as motivation, concentration, confidence and teamwork.

ARTIST-IN-RESIDENCE PROGRAM

Thanks to a multi-year grant from The DreamWorks Animation Charitable Foundation, artist-in-residence Malcolm Wray trained classroom teachers on integrating the arts into lesson plans that align to Common Core standards in multiple subjects. Students trace their observations and interpretations throughout the year; each spring, they collaborate on large-scale paintings, three-dimensional masks, models and sculptures to celebrate their learning and accomplishments.

PARKES FAMILY MUSIC PROGRAM

Research demonstrates links between music training, enhanced brain functioning and heightened language skills in economically disadvantaged children. In partnership with the Young Musicians Foundation Teaching Artist Music Program (YMF), 100 children pre-K through 8th grade study violin, cello, flute, keyboards, guitar, percussion, trumpet, clarinet and voice. The program is made possible by the Walter Parkes and Laurie MacDonald Charitable Foundation, The Ella Fitzgerald Charitable Foundation and other generous donors.





CLAUDIA CASTORENA

“The visual arts allow students to express what they’re learning, build language skills and get the confidence they need to succeed in school and beyond. Making art helps develop fine motor skills in younger students. Art also can help teachers assess students’ comprehension. Since I began teaching at PLN in 2001 I’ve seen students extraordinarily engaged in the learning process through art.”

CINDY GONZALEZ

“Over the past ten years I’ve taught 2nd, 3rd and 4th grade at the Para Los Niños Charter Elementary School. My focus has been on teaching 21st century learning skills through the visual and performing arts. It’s not about making decorative, pretty pictures – though our students produce beautiful work! It’s about bridging culture and language, and creating social bonds with others.”





PROGRAMS & SERVICES

Para Los Niños is closing the opportunity gap for children in distressed communities by integrating high quality education with wraparound services for children and their families.

Within our school communities we offer mental health and other family support; in addition, we help parents support their children's learning through participation in school governance, peer groups and workshops on a range of issues. In total Para Los Niños serves 7,500 children, youth and their families throughout Los Angeles each year.



Early Education & Head Start

The five years of life are the foundation for success in kindergarten and beyond. We serve 1,000 children, ages six weeks to five years old, at 10 early education centers, including four Head Start sites. Para Los Niños teachers create early learning environments that spark curiosity, promote inquiry and foster critical thinking, as well as heighten parental involvement.

Charter Schools & Afterschool

Our three independent charter schools in downtown LA serve 1,000 students K-8. Building on children's innate strengths, experiences and resilience, we create safe spaces that prepare our students to be critical thinkers, innovators and active participants in their community.

Our after-school program offers academic and social enrichment, tutoring and a safe space for children to spend their afternoon hours while their parents are working.

Student & Community Services

Student Services support children (Zero to Five and School Age) enrolled in PLN schools and their families. Supports include evidence-based and trauma-informed mental health services, case management and parenting workshops.

Community Services focus on reducing child abuse and strengthening families and neighborhoods in central and south Los Angeles

To reduce child abuse and neglect, we help more than 5,000 families annually, through Family Preservation, Partnerships for Families, and CAPIT (Child Abuse Prevention, Intervention and Treatment). These programs that provide in-home counseling, case management, food and housing aid, clothing and utility assistance, and classes on parenting, advocacy, and domestic violence.

To strengthen families and neighborhoods, we help community members transform their

neighborhoods into places of opportunity where children can be healthy and safe. Best Start Metro LA (BSMLA) focuses on improving the lives of young children and their families in Pico-Union, Koreatown, USC North and South Park. BSMLA empowers parents as community leaders to build safe and healthy neighborhoods and, through partnerships and parent-sponsored activities, strengthen the protective factors associated with improved child outcomes.

Senderos (Pathways) is a community engagement program that develops parents as leaders in three arenas. At PLN schools, parent leaders collaborate with school staff and community members to create change in their schools and neighborhoods.

Para Los Niños promotoras and parent leaders provide nutrition and wellness education and resources to families with children under five in communities with high childhood obesity rates, including Downtown LA/Skid Row, Westlake, Koreatown, Chinatown, McArthur Park, and Temple Beaudry. As facilitators of Parent Support Circles, parents with children under five reach out to other parents in their communities to create peer support groups in South LA, Baldwin Hills, Inglewood, Lennox, Hawthorne, Gardena, Compton and Lynwood.

Youth Workforce Services

Through its YouthSource Center in East LA, Para Los Niños prepares 1,000 young people annually, ages 14 to 21, for success in completing their education and joining the workforce. Our dropout recovery services help students receive their GED, high school diploma, vocational certification or enroll in college. We also offer career counseling, job placement, mentoring, case management and leadership development, placing hundreds of young people each year in paid internships throughout Los Angeles.



Where your investment goes

36%

CHARTER SCHOOLS & AFTER SCHOOL

27%

EARLY EDUCATION

26%

COMMUNITY PROGRAMS

11%

ADMINISTRATIVE & DEVELOPMENT



\$225,000

IN RESERVES



7,500

CHILDREN AND FAMILIES SERVED ANNUALLY



1,000

CHARTER SCHOOL STUDENTS



1,000

PRESCHOOL STUDENTS

95%

PLN STUDENTS WHO QUALIFY FOR FREE OR REDUCED LUNCH



INCOME STATEMENT

REVENUE

Government Contracts	\$ 21,237,864
Contributions & Special Events	2,165,706
Other Income	303,838

TOTAL REVENUE

\$ 23,757,195

EXPENSES

Salaries & Benefits	\$ 14,537,215
Occupancy	3,114,389
Subcontractors	1,065,971
Outside Services	1,139,689
Supplies & Meals	1,429,943
Family / Participant Support	683,992
Information Technology	660,205
Other Operating Expenses	1,023,874

TOTAL EXPENSES

\$ 23,655,278

NET INCOME

\$ 101,917

BALANCE SHEET

JUNE 30, 2014

ASSETS

Cash	\$ 1,566,929
Receivables	4,186,511
Property & Equipment	15,804,667
Other Assets	264,054

TOTAL ASSETS

\$ 21,846,152

LIABILITIES

Accounts Payable	\$ 1,414,897
Accrued Liabilities	1,680,056
Lines of Credit	500,000
Notes Payable	6,680,845

TOTAL LIABILITIES

10,275,798

Net Assets

11,570,354

TOTAL LIABILITIES & NET ASSETS

\$ 21,846,152

in gratitude to our donors

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FROM JULY 1, 2013 –
JUNE 30, 2014

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