

FOR IMMEDIATE RELEASE

CONTACT: Diane Trentini: (585) 2953-1000 x230 or dtrentini@childrensinstitute.net

Children's Institute Publishes 24th Annual Report on Continuous Improvement in Rochester's Pre-K System

ROCHESTER, NY. (May 4, 2022) Children's Institute, in partnership with the Rochester City School District Office of Early Childhood, is pleased to announce the publication of the twenty-fourth annual report of the Rochester Early Childhood Assessment Partnership (RECAP). This publication marks the thirtieth anniversary of the formation of the Rochester Early Childhood Assessment Partnership.

The Rochester Early Childhood Assessment Partnership was formed to evaluate and continuously improve Rochester's Pre-K system. RECAP has been instrumental in documenting and contributing to the long-term continuous improvement of PreK that was established and continues to evolve in Rochester, New York. Through RECAP, Rochester has been able to realize a sustained, high performing Pre-K system.

"As one of the many CBOs who has been participating in RECAP, (I personally for the past 17 years), I look forward every year to the RECAP Annual Report. For me it's one big report card that helps us capture our progress, identify areas of improvement and work collaboratively with many other partners to ensure we are providing our children and families the best of services. We know the Rochester early childhood community is unique and fortunate to have 30 years of centralized data of early childhood history in our city. Not every city can say that! Congratulation to the Children's Institute and the RECAP Team for keeping our children in the forefront of all that we do!" -Ida Perez, Director, Ibero Children & Family Stability Services

The report includes data from the 2020-21 school year and preliminary results from fall of the 2021-22 school year. The 2020-2021 school year was unprecedented in many regards, due to the COVID-19 pandemic and the hybrid or virtual learning model that took place. Additionally, data from the 2021-2022 school year provides us the first glimpse of representative data on pre-kindergarten student performance and socioemotional skills since the first half of the 2019-20 school year (pre-pandemic), a nearly two-year gap.

"After a forced COVID-19 experiment in home, remote, and masked pre-K, RECAP's evaluation data shows that entering three-year-olds in Rochester are doing okay (or better) compared to past cohorts; that four-year-olds who spent a year in remote learning (or none) fell behind; and that a larger percentage of all pre-K children need social-emotional help. RECAP helps parents, providers and policymakers focus their attention where it matters. The Community Foundation is proud to have been a RECAP partner for 30 years." -Jennifer Leonard, President & CEO, Rochester Area Community Foundation

The information published in the Twenty-Fourth Annual Report of the Rochester Early Childhood Assessment Partnership will inform practices to improve Pre-K in the midst of the COVID-19 pandemic. The report offers several recommendations moving forward to strengthen Rochester's Pre-K programs, including a focus on improving kindergarten readiness and children's social and emotional health.

"RECAP uniquely provides our city's early learning community with now a thirty-year tradition of informing directions for improvements in our Pre-K system. It is a tool for equity in children's early childhood and early learning success that brings voice to all parents, caregivers, and early learning and care educators who invest in our children having a seat in high quality centers and classrooms. It has now been the equivalent of a toddler's lifetime since the COVID-19 pandemic began. This year's report provides a first look at what this has meant for

children in their earliest phases of a community life they and their families embrace learning outside the home. We thank all who continue this commitment of providing this important information to our community despite these uniquely challenging times for families and education systems. Our 24th annual report also highlights key lessons from across this collection of RECAP reports to remind us all what we know as we strive to bring our best selves into serving children during such times.” – Ann Marie White, Executive Director, Children’s Institute

“In the fall, 2021 we saw 20% of our pre-k children arriving with multiple social-emotional problems – but we also see 63% of pre-k children arriving showing social-emotional resilience. While we saw four-year-olds arriving two to three months behind other four-year-old groups, we also saw three-year-olds arriving developmentally comparable to previous three-year-olds. ... Our program’s need for actionable data to inform decisions has never been greater than it is now. The advent of the COVID pandemic changed everyone’s life significantly and it is imperative to the continued success of our prekindergarten program that we track data regarding student progress, program quality, family surveys, staff needs and professional learning.” - Dr. Robin Hooper, Executive Director Early Childhood RCSD

RECAP is currently collecting developmental, cognitive, and social-emotional data on 2,800 prekindergarten students enrolled in 2021-22. The complete report of the 2021-22 year will be published in fall 2022.

Children's Institute is a national not-for-profit organization based in Rochester, NY, that works to strengthen, develop, and coordinate resources that promote the well-being of children, youth, and families. Children's Institute is affiliated with the University of Rochester and has served the community for over 60 years.

www.childrensstitute.net

###

children’s
i n s t i t u t e



STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH