



Y.M. & Y.W.H.A. of Williamsburg, Inc.
Head Start Program
2018-2019
Annual Report



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A MESSAGE FROM THE DIRECTOR

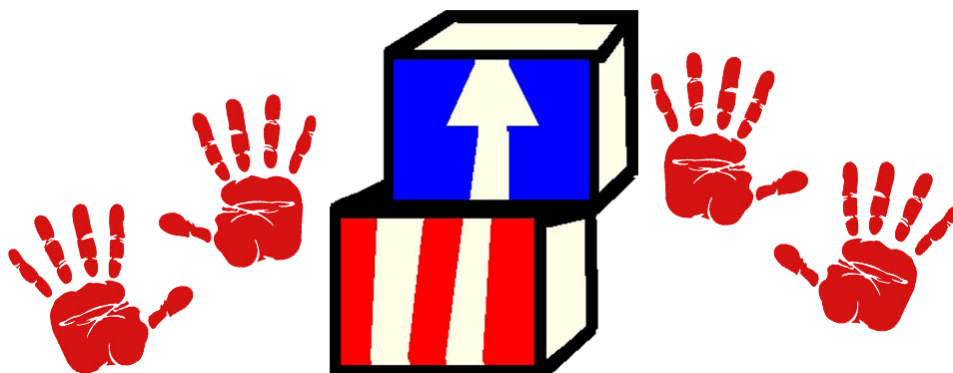
The 2018-2019 school year brought many changes in our program. Ruth Neale who had been Director for over forty years retired earlier this year. Her legacy of advocacy, guidance and leadership has left an indelible mark on the Head Start Community. A new playground which opened this year was dedicated to her for her selfless contribution to create and sustain a quality Early Childhood Education program which serves the Williamsburg community.

Many facts set us apart from other programs and embody our commitment to excellence. Our excellence springs from our commitment to provide comprehensive services combined with qualified, well- trained staff, and most of all, our relentless implementation of strong policies and procedures which are based on total understanding of our obligations to our funders, students, families and the larger community.

As a new director, with my solid educational foundation and passion, I will continue to contribute to the ongoing growth and success of our program.

Sincerely,

Elzbieta Szura
Director



Our Program Philosophy

At the YM & YWHA of Williamsburg, Inc. we believe in providing an excellent and engaging early childhood education experience. Our curriculum is built on the belief that children will excel when given the opportunity to explore and create within their classroom environment.

Our program is child-centered and art based and helps provide the foundation on which all later learning will be built. We strongly believe that the family and teachers must form a close alliance for the benefit of each child in the school.

The philosophy of YM & YWHA of Williamsburg, Inc. Head Start directs us to provide developmentally appropriate programs and services to children while incorporating, involving and sustaining their parents/guardians as their primary caregivers and first teachers. YM & YWHA of Williamsburg, Inc. Head Start seeks to prepare students for later success in kindergarten and the grades and indeed throughout their whole lives; we want our students to succeed as students and as individuals in their communities. YM & YWHA of Williamsburg, Inc. Head Start is intensely aware of the role that high-quality prekindergarten programs can play in facilitating student success in a standards-based educational environment. We know that the earliest years of a child's formal education, especially for children who are at-risk due to developmental or economic reasons, are critical to developing the skills, abilities and attitudes which are the foundation of all that is to follow. Furthermore, we aspire to quality and are driven to create an environment which is safe, nurturing and enables each student and family to achieve at the highest levels.



Our Mission Statement

The mission statement of our program is clear and succinct: "The YM & YWHA of Williamsburg, Inc. Head Start shall provide comprehensive services to the total Head Start family in a multi-cultural environment and will promote school readiness by enhancing the social, emotional, physical and cognitive development of low-income children."

Our beliefs, rooted in that mission, are strong:

- The potential for successful living for each child can be increased through participation in a comprehensive preschool program;
- Children learn. Children grow;
- If provided with a strong foundation, children flourish;
- Parents are an integral part of a child's education;
- If parents are provided with knowledge, we will help to eliminate existing or potential barriers to growth. If we help to foster pride and confidence in the family, as well as in the child, the family will succeed.

Our Strategic Five-Year Goals 2018-2023

Goal #1	To partner with families and work with community partners to support families' progress towards an improved healthy lifestyle including better nutrition increased exercise and lower BMI rates.
Goal #2	To enhance the quality of program design and management practices to improve outcomes for families and their children.
Goal #3	To apply knowledge learned from research based practices that promotes Dual Language Learners' development and learning in our program. Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Teaching Strategies Outcomes Summary

Teaching Strategies Gold (TSG) provides the Y.M. & Y.W.H.A. of Williamsburg, Inc. teachers and administrators with valuable data that is collected and reported three times a year. This data tracks each child's progress and helps to evaluate and assess the progress of all students, classrooms and the program.

TSG covers all domains of school readiness in the Head Start Child Development and Early Learning framework, thereby providing an overall snapshot of performance across the agency.

To analyze the outcomes from Teaching Strategies GOLD, we used the "Snapshot Report" which enabled us to compare children's scores to the widely-held expectations. The widely held expectations are research based, encompassing the developmental milestones from birth through Kindergarten. This allowed us to compare the data and determine if the children's skills, knowledge and behavior are below, meeting, or exceeding widely held expectations.

The Education Directors and teaching staff integrated child assessment data in individual and group planning which included developmentally appropriate learning experiences in all domains.

Results for the 3 checkpoints, fall, winter and spring from school year 2018-2019 for 3 ' and 4', provided data on children's performance level in each of the six areas of development. To analyze outcomes additional data such as Dual Language Learners and children with IEPs was also used.

Collected data from period 1, 2 and 3 identified trends and growth in children's development and learning.

Comparison of Skill Levels

Based on the TSG outcomes report from period 1, three year old children in the program performed highest in the areas of the physical domain. It was found that 67.7% of children are meeting widely held expectations.

The same trend was detected in the group of four year old children. 84.25% of children in 4's group are meeting widely held expectations in Physical.

Since the teachers implemented CSEFEL (Center on Social and Emotional Foundations for Early Learning) from the beginning of the school year, it was observed that most of the children transitioned easier and were able to implement additional curricula such as Yoga and Education in Dance earlier in the school year which influenced performance in the physical development domain.

Based on the TSG outcomes report from period 3, three year old children in the program continue to perform highest in the areas of the physical and social emotional. It was found that 91.8% of children are meeting or exceeding widely held expectations in the physical domain and 89.38% in the social emotional domain.

The physical domain remained the highest in the 4's group for period 3. 100% of the 4 year old children are meeting or exceeding widely held expectations in this domain. Significant growth was shown in Period 3 in all domains with 95% of the children meeting or exceeding widely held expectations.

Outcomes 3s – 2018-2019

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
Social Emotional	40.6	10.62	58.4	75.51	1	13.87
Physical	32.3	8.20	67.7	84.50	0	7.30
Language	49.8	14.69	50.2	77.62	0	7.69
Cognitive	39.3	12.30	60.2	74.73	.5	12.97
Literacy	40.1	16.46	59.5	71.35	.4	12.19
Mathematics	37.7	11.44	62.1	82.5	.2	6.06

Outcomes 4s – 2018-2019

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
Social Emotional	21.9	3.83	77	64.7	1.1	31.47
Physical	15.75	0	84.25	79.42	0	20.58
Language	20.1	2.17	79.9	70.3	0	27.53
Cognitive	18.5	2.86	81.5	71.44	0	25.7
Literacy	24.8	4.56	72	74.05	3.2	21.39
Mathematics	20.7	3.34	72.6	67.38	6.7	29.28

Implementation

During the second checkpoint period, the Y.M. & Y.W.H.A. of Williamsburg, Inc. Head Start focused on the Language and Literacy domains. To enhance these domains and continue to enrich the other domains, the agency provided the following:

- Staff Training
- Secure additional learning materials
- Parent Training
- Volunteer Training

To enhance Language (3's) and Literacy (4's) staff participated in workshops that emphasized the different literacy and language domains and objectives. The teachers enhanced the children's exposure to rich vocabulary in order for them to learn the words they will need to read and write. In addition, the children had the opportunity to learn language through informal conversation, songs, rhymes, read-aloud and fingerplays. Through our partnership with the local library, the listening, reading and understanding skills of the children, especially the English language learners, was enriched. Through home school connection, the staff encouraged parents to use library cards to expose children to variety of reading materials. Parents had the opportunity to participate in Reading Workshops where they were able to learn different reading strategies. The parents were also encouraged to practice these newly learned strategies by participating in our Mystery Reader Initiative.

Special Education

- **100%** of the children enrolled in the program were screened within 45 days of entry.
- **35 Children (18%)** had an IEP indicating that they qualified to receive special education services.
- **23 children out of 35 (12%)** entered the program year with an IEP.
- **12 children of the 35 (6%)** were referred to CPSE and qualified for special education services during the school year.

FISCAL

The annual report has been prepared to comply with requirements of the Head Start Reauthorization Act of 2008. This Head Start Act Section 644(a)(2)(A)-(H) states:

This Head Start agency makes available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year.

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency's efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.

The agency's 2018/2019 fiscal audit was conducted by a Certified Public Accountant, Barry Popick, to ensure that the YM & YWHA of Williamsburg, Inc. Head Start Program procedures met compliance standards. The audit will include any material findings and state that the financial statements present fairly, in all material respects, the financial position of the YM & YWHA of Williamsburg, Inc.

Head Start Program as of January 31, 2019 and the changes in the net assets and its cash flows for the year ending January 31, 2019 will be in conformity with accounting principles generally accepted in the United States of America. A complete copy of the audit and its components will be available upon request (45CFR Part 5).

PUBLIC AND PRIVATE FUNDS RECEIVED:

The YM & YWHA of Williamsburg, Inc., Head Start Program is federally funded through the Administration for Children and Families (ACF), and other public and private funding that constitutes the required non-federal share (cash and in-kind). The YM & YWHA of Williamsburg, Inc., Head Start Program received the following funds to operate the Head Start, Universal Pre-kindergarten and CACFP programs.

Head Start funds	----	\$ 2,741,403
UPK Funds	----	\$ 327,242
Non-federal share (includes in-kind rent and parent volunteer that benefit the Head Start program)	-----	\$ 685,351
<u>Total Head Start and UPK Funds received</u>		<u>\$3,753,996</u>
CACFP Funds	----	\$ 188,954
Total Funds	-----	\$3,942,950

The U.S. Department of Agriculture provided \$188,954 of reimbursements for daily breakfast, lunch and snacks, through the Child and Adult Care Food Program (CACFP) administered by the New York State Department of Health.

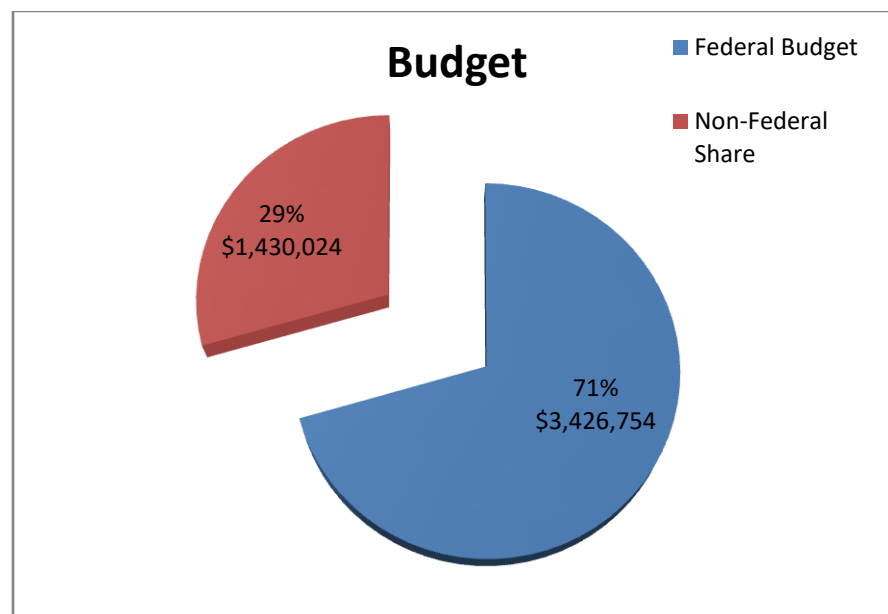
BUDGETARY EXPENSES:

The accompanying schedule enumerates the personnel and program expenditures necessary to staff the YM & YWHA of Williamsburg, Inc., Head Start Program. In all, the YM & YWHA of Williamsburg, Inc., Head Start Program expended \$2,741,403 of federal funds in administering the Head Start program, a percentage (72%) of which supports the personnel and fringe expenses required to staff the center. The total program budget was \$3,146,940.

Budget Categories	Fiscal Expenditures	Federal Budget
Personnel	\$ 1,490,738	\$ 1,490,738
Fringes	480,926	480,926
Supplies	90,570	90,570
Contractual	219,803	219,803
Training	36,317	36,317
Other than Personnel	423,049	423,049
Total	\$ 2,741,403	\$ 2,741,403
Non-Federal Funds	685,351	685,351
Total	\$ 3,426,754	\$ 3,426,754

NON-FEDERAL SHARE:

The non-federal share/in-kind match requirement is obtained annually through donated services that are generated by parents and community organizations and in-kind rent. The contract requirements are a non-federal match of \$685,351. The total amount recorded was \$1,430,024. **This program exceeded the non-federal share/ inkind match by \$744,673.**



PROGRAM EFFICIENCY:

This agency's allocation of Head Start administrative expenses (which is 10.26% falls within the 15% administrative cap) and programmatic expenditures are as follows:

Category	Amount	Percentage
Administrative	\$ 319,095	9%
Program	\$ 3,107,659	91%
Total	\$ 3,426,754	100 %

YM & YWHA of Williamsburg, Inc., Head Start Program continuously seeks to identify and possibly procure additional Head Start and non-Federal sources of funding to provide more comprehensive services and quality programming to the children and families who are served.

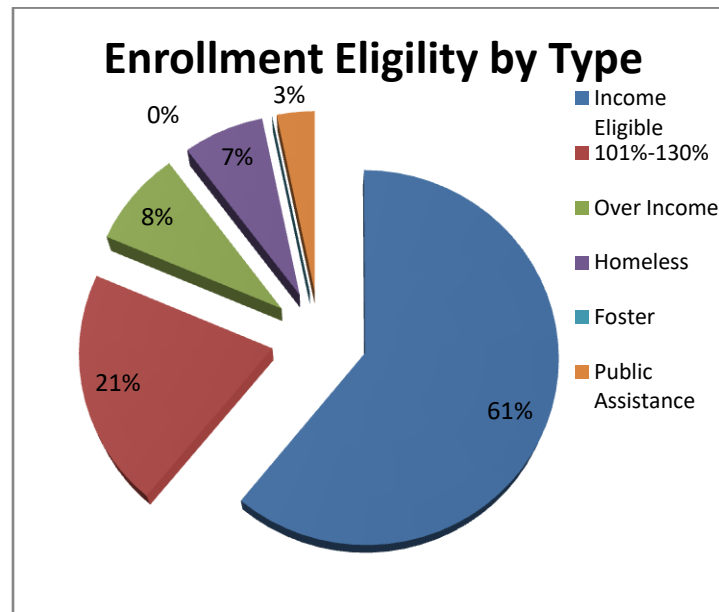
ENROLLMENT

The Federal Government through the Administration for Children and Families (ACF) has provided funding to serve 195 children and their families for the period ending January 31, 2019.

Total number of children and families served by this delegate agency:

Funded Enrollment -- 195 Percentage of eligible children served – 100%

Cumulative enrollment – 215



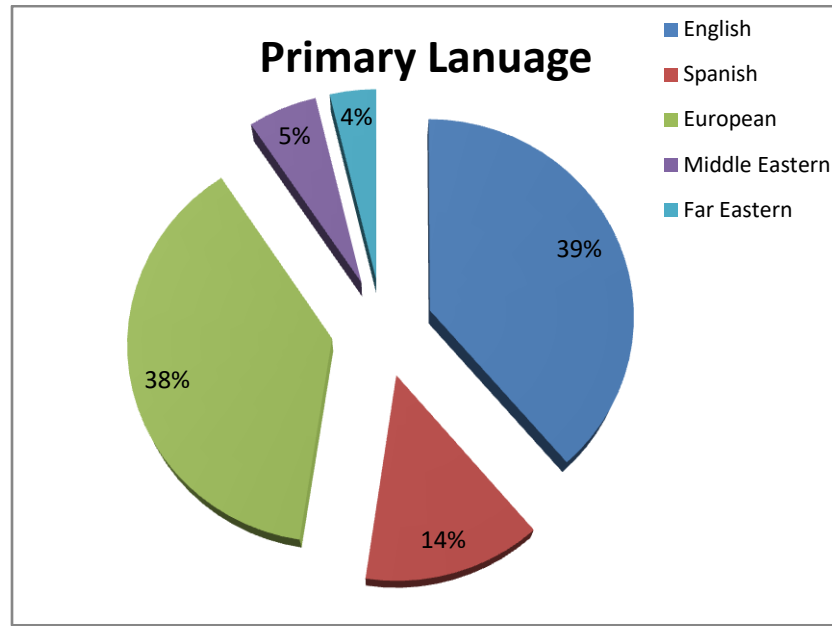
Eligibility Category	Number of Children	Percentage of Enrollment
Income Eligible	131	61%
101%-130%	44	21%
Over Income	18	8%
Homeless	15	7%
Foster	0	0%
Public Assistance	7	3%

Our program provided services to 195 children and families. While the program maintained 100% enrollment throughout the year, we did see a large number of turnover. We have also seen a decline in our waiting list, which we attribute to gentrification of our catchment area and the oversaturation of our school district with preschool programs.

Demographics of the Population Served

According to information collected and put forth in our 2018-2019 Program Information Report (PIR), these are some of the key characteristics of the population we served:

Primary Language of Children Served



Primary Language at Home	Number of Children
English	82
Spanish	30
European	82
Middle Eastern	12
Far Eastern (Asian)	8

Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic	Total
Asian	0	6	6
Black/ African American	0	8	8
White	61	103	164
Indian/Alaskan	0	1	1
Biracial/Multiracial	17	11	28

Family Composition

Family Type	Number of Children
Two Parent Family	159
Mother Only	37
Father Only	2
Grandparent	0
Foster	0

Health & Nutrition

In compliance with the New York State Department of Health guidelines, Head Starts are required to ensure that all children have complete yearly physical exams and dental exams. In this effort, WYHS has partnered with New York University Dental School and offered dental exams at our facility. 40% (78 children) of our student population received dental exams by NYU Dental School providers, 58% of the student population had dental exams by their private dentist, and the remaining 2% (4 children) have pending dental exams at the end of enrollment. We also partnered with Eye on Education, a New York City Department of Education program funded by New York State that successfully conducted full eye exams on 37% (72 children) of our students, and as a result 100% of our students had completed an eye exam at the end of enrollment.

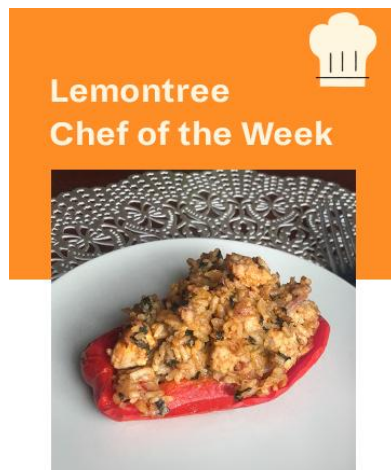
As mandated by the New York City Department of Health for the 2018-2019 school year, all students enrolled in a child day care program must be vaccinated against influenza. In an effort through information sessions, and reading materials, 76% (149 children) of our students received the vaccine this year; the remaining 24% (46 children) had valid medical or religious exemptions.

Number of children that have:	At Enrollment	At End of Year
Have ongoing source of Medical Care	99%	100%
Have ongoing source of Dental Care	91%	99%
Have up to date immunizations	90%	91%

In order to maintain continuity of care for our families, a Health Advisory Committee (HAC) was formed with members from various agencies within NYC, including NYU Langone Hospital, The Puerto Rican Family Institute, and RiseBoro Community Services. Issues discussed at the meetings included mental health issues, asthma, obesity, affordable food options, and immunizations. Different programs that are available to our families, such as LemonTree and RiseBoro in home asthma assessments were also touched upon. Thanks to the HAC, referrals to the Puerto Rican Institute were made. There is a continuous effort with the various

agencies to ensure that our Head Start families and those in the community benefit from our services.

Based on our five year goal of helping families achieve a healthier lifestyle, we partnered with two programs to provide our children and families with healthy and delicious meal options. The Common Market is a farm to preschool initiative which brings hyper-local produce to the community. Through our partnership with Common Market we have been able to expose our children to local fruits and vegetables and help create healthy eating habits that they will carry on through life. Lemontree is a healthy and affordable meal kit service for Head Start families. Lemontree provides three different meals options every week for only \$2 per serving. Parents can pick up their meal kits weekly at our center and can be chosen as chef of the week if they share their creations with Lemontree.



Anna M.



Kain L.

Family Engagement

From the first meeting with the family, parents are offered the opportunity to be involved with the program. Parents can attend parent meetings at the center and serve on the Policy Council. Parents are always welcome to participate in the classroom by helping with or leading activities or projects, planning classroom activities with the teaching staff, and introducing or sharing their culture with the class. There are several ways parents can help the teaching staff: by sharing opinions, ideas and thoughts, working on projects at home, communicating with the staff, helping other parents feel welcome and reinforcing learning at home. Our multi-lingual staff works with parents for whom English is a second language to help them feel included in activities and by providing translation during meetings, if necessary.

Type of Activities	Number of Activities	Number of Attendees	Average Number
Annual Events	9	453	50
Educational	9	309	34
Health/Safety/Nutrition	15	447	30
Organizational	7	458	65
Parenting Workshops	12	64	5
Program Governance	6	198	33

To enhance children's outcomes the Y.M. & Y.W.H.A. of Williamsburg assesses the strengths and needs of families through the use of the ChildPlus Family Assessment. Based on the Family Assessment outcomes, family goals are developed and Family Advocates work with the family to achieve their goal. The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. The partnership between parents and program staff is fundamental to children's current and future success and readiness for school. The key to this relationship is sharing information effectively.

Family Assessment Outcomes

Category	Period 1	Period 2	Period 3	Growth P1-P3
Housing	3.4	3.6	3.8	.4
Safety	4.2	4.2	4.3	.2
Health Insurance	3.1	3.3	3.5	.4
Mental Health	3.7	3.8	3.9	.2
Transportation	3	3.1	3.4	.4
Financial Security	3	3.1	3.3	.3
Employment	3	3.1	3.3	.3
Food/Clothing	3.4	3.5	3.7	.3
Family Well-being	3.9	3.9	4	.1
Nurturing Relationships	3.1	3.4	3.8	.8
Child Development	3	3.3	3.9	.9
Family Education at Home	2.9	3.2	3.6	.7
School Readiness	2.9	3.2	3.8	.8
Primary Language	4.1	4.2	4.2	.1
Education/Training	3.3	3.4	3.4	.1
Volunteering	1.5	1.7	2	.5
ESL	3.7	3.8	3.8	.1
Transition	2.9	3.1	3.4	.6
Families and Communities	2.6	2.8	3.1	.5
Advocacy	2.1	2.5	2.9	.7

Family Goals

Goal	Period 1	Period 2	Period 3
Child's Education	81	81	113
Employment	7	9	4
Parent Education	6	6	3
Special Education	38	57	35
Health	1	6	6
ESL	12	15	15
Financial Stability	0	0	0
Housing	4	6	7
Other	21	10	5
Total	170	190	174

To analyze the outcomes from ChildPlus, we used the “Family Outcomes Analysis” and “Family Service Action Status” reports which enabled us to observe families' progress toward their goals. The areas of greatest growth over the three periods were Child Development,

followed by School Readiness and Nurturing Relationships. Due to this, the goals that families chose most often was Child's Education and Special Education, both of which are related to Child Development and School Readiness. The growth in Nurturing Relationships may be attributed to our Parenting Workshop Series, presented by our Mental Health Consultant, Jeanne Rooney. These workshops were facilitated using the CSEFEL (Center on Social and Emotional Foundations for Early Learning) Parent Curriculum, which goes hand in hand with the Social-Emotional Curriculum used by the teachers in the classrooms. The three areas with the lowest growth were Family Well-Being, Primary Language and ESL. However, if you compare the baseline of these three categories, you can see that our families were scoring high in these areas at enrollment and the need for growth in these areas was not as imperative as other areas.

Additional Curricula 2018-2019



Education in Dance

This program combines basic dance skills, creative movements, theatre skills for self-esteem, an exploration of quality music and visual art forms, nutrition and focus techniques to introduce and immerse children in the arts.

Creativity Pro Soccer

Creativity Pro Soccer Program which develops fun, safe and developmentally appropriate activities for children teach children game of soccer. Each class is delivered by highly enthusiastic and skillful soccer coaches with low child-to-coach ratios.



Hosh Yoga

The yoga activities are developmentally appropriate for children to relax and rejuvenate through gentle movements, deep relaxation, controlled breathing and guided meditation.

Keys for Success

Keys for Success is a music program that promotes Social Emotional Learning and Enhancing Cognitive Function through music theory and instrument exploration. Children are exposed to a variety of music and cultures through a curriculum that is designed to promote diversity and social emotional tools while learning to play the recorder.



Science Workshops

Our nurse held different science workshops for the children throughout the year. Topics included germs, healthy hearts and sun safety.

Program Special Events 2018-2019



Pumpkin Patch

We transformed our playground into a Pumpkin Patch for the children on October 31, 2018. The children performed fall-themed songs for their parents accompanied by Louie Miranda on guitar. Each child was able to choose a pumpkin to take home. The children were excited and participated with enthusiasm.

Thanksgiving Luncheon

The Annual Thanksgiving Luncheon was held on November 21, 2018. Parents were invited to bring in dishes from their cultures as well as traditional Thanksgiving foods. After the luncheon, parents joined the children in the classrooms for dessert.



Kindergarten Fair

Our annual school fair was held on December 12, 2018. Principals from neighboring public and charter schools were invited to inform parents about their school's unique programs. Parents had the opportunity to ask questions and gather information to make decisions regarding the appropriate school setting for their children.

Winter Festival

Winter Festival was held on December 20, 2018. The children did a wonderful job performing winter-themed songs and dances for their families. Parents and children had a lot of fun.



Fathers Initiative Week

Countless fathers and other family members participated in different classroom activities throughout the week of April 8, 2019. In some classrooms, fathers joined their children for meal time, story time, work time, and music and movement activities while in other classrooms they participated in special events or shared their talents.

and/or hobbies. Although it was Father's Initiative, all family members were welcomed to be involved.

Literacy Day

Children preformed their favorite stories for Literacy Day. The performances were followed by a parade through the neighborhood.



Transition to Kindergarten

Our program works together with local public schools to promote school readiness and to engage families as their children make the transition to kindergarten. To ease the transition from UPK to Kindergarten our UPK children visited P.S. 16 and P.S. 84, toured classrooms and interacted with kindergarten classes.

ABC Countdown to the Last Day of School

A special ABC countdown calendar was developed for the month of June. Each day was assigned a letter and a special activity for that letter. Activities included Awesome Bubble Day, Hawaiian Luau Day, Pajama Day and more.



Playground Grand Opening Ribbon Cutting Ceremony

After months of designing and construction, we proudly held the Grand Opening Ribbon Cutting Ceremony for our new playground on May 17, 2019. We honored our former director Ruth Neale by dedicating the playground to her. Without her hard work and years of dedication, our center would not be what it is today.



A WORD FROM OUR POLICY COUNCIL

My name is Amy Pellot vice chair of the Policy council for the Williamsburg Y Head Start. It has been a true honor to be involved with the school for 4 years now. My first child attended the program in fall 2016 and I recognized the importance of being an active and involved parent, so I joined the policy council and volunteered my time as much as my job allowed. My experience since day one has been full support from the staff and constant open communication with the teachers of my children. My younger son will complete the program June 2019 and I can say with certainty that it is with the dedication of this program that my children have been prepared and groomed for elementary school.

Williamsburg Y Head Start has provided us with a safe space that encourages development and growth. I have witnessed the emphasis not only in academics but also in social development. My children have a passion for books and it's due to my efforts as a parent and the efforts of the teachers. This program has also elevated expectations for my children as here they received programs like dance, yoga and soccer which encourage physical activity and joy.

As part of the policy I have had the opportunity to take a closer look at how well the staff works to incorporate all the parents and make all the children be equals in the class rooms. I have sat in meetings and witnesses passionate parents present ideas and questions to the staff as they have welcomed it and allowed us to keep a pulse on our children's growth. It has been such a positive experience for my children as well as for me as a parent. I have and will continue to promote the program and tell all my friends about it because it has truly been a great environment for 3 and 4 year olds.

Sincerely,

Amy Pellot

Policy Council Vice Chairperson

Policy Council Activities

Pajama Day Winter Activity

The children and parents of the Policy Council celebrated Pajama Day on December 19, 2018. The parents read bedtime stories and the children had a snowball fight, built snowman and decorated cookies.



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Friendship Day

The parents from the Policy Council prepared activities for Friendship day on February 14, 2019. The parents visited each classroom to read a story about friendship and each child received a yummy snack.



Dr. Seuss Day

The parents from the Policy Council dressed up like characters from Dr. Seuss' stories to help us celebrate Dr. Seuss' Birthday on March 1, 2019. They read his stories to the children and did a fun activity in each classroom.

Teacher's Appreciation

The Policy Council prepared a luncheon for teachers and staff for Teacher's Appreciation Week.



In addition to the wonderful activities they put on for the children and staff, members of the Policy Council also participated in a variety of trainings to help educate them about Head Start. Members of the Policy Council attended the Region II Head Start Conference Puerto Rico in November 2018. Additionally, the Policy Council took part in Governance Training held by representatives from the University of Kentucky on January 9, 2019. The Chair and Vice-Chair also attended the NYSHA Conference in White Plains on May 30-31, 2019. Education is a pivotal part of being a member of the Policy Council and we are very happy that we are able to provide our members with many enriching opportunities.

