



Y.M. & Y.W.H.A. of Williamsburg, Inc.
Head Start Program
2019-2020
Annual Report



Table of Contents

A Message from the Director.....	3
Our Program Philosophy	4
Mission Statement.....	5
Strategic Five Year Goals	5
Education	6
Fiscal	8
Enrollment.....	11
Family Engagement.....	14
Activities for Children.....	17
Activities for Parents	18
COVID-19	20

A MESSAGE FROM THE DIRECTOR

First, I would like to thank our parents, children, staff and our Head Start community for their support and understanding as our life has taken many twists and turns since March 16, 2020. Covid-19 has made the 2019–2020 school year one we will never forget. From September 2019 to March 2020 our program was operating smoothly by providing exceptional emotional and educational opportunities for our children and families. However, the COVID-19 pandemic time challenged every aspect of our daily lives.

I am very proud of the way our administrators, staff, parents and students handled all the demands we were facing. We all did incredible job by ensuring that our students and families are our top priority. I would like to thank our hard working staff for adjusting to the new communication tools and taking a challenge with remote learning and providing rich and engaging experiences for our children.

It has been rewarding to see the appreciation we received from the parents due to the efforts of our staff who volunteer and continuously support their needs.

Our priority is to ensure that our students, teachers, and staff can confidently return to a safe and healthy Head Start center, conducive to teaching and learning.

I will continue to provide comprehensive services and support children's learning with a full commitment.

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

The Y.M. & Y.W.H.A. of Williamsburg, Inc. Head Start identifies the trends, strengths and challenges to analyze the impact of our program on children and families by conducting evaluations and surveys. Child Outcome Reports from TSG are analyzed after each checkpoint period to determine how well children are meeting developmental milestones and school readiness goals according to the Head Start Early Learning Outcomes Framework (HSELOF). Data from Period 1 is used as a baseline to determine progress and growth in Period 2 and 3. This year, due to the COVID-19 closure, our program was not required to report data for Period 3.

Outcomes data from Teaching Strategies Gold is affected by a number of variables, including but not limited to the years of experience of the teacher, education level of parents, parent involvement in their child's education, children with special needs, cultural and linguistic backgrounds, dual language learners and teaching practices. Each teaching team analyzes their outcomes to determine the strengths and areas that need improvement. With the help of the education director, a classroom action plan, including activities and teaching practices, is developed for each classroom.

Outcomes 3s – 2019-2020

Domain	Below P1	Below P2	Meeting P1	Meeting P2	Exceeding P1	Exceeding P2
Social Emotional	60.5	21.2	39.5	78.7	0	0
Physical	49.7	17.3	50.3	82.3	0	.4
Language	54.7	27.4	45.3	72.6	0	0
Cognitive	58.3	22.9	41.7	77.1	0	0
Literacy	48.5	26.3	51.5	73.3	0	.4
Mathematics	55.7	20.9	44.3	79.1	0	0

Outcomes 4s – 2019-2020

Domain	Below P1	Below P2	Meeting P1	Meeting P2	Exceeding P1	Exceeding P2
Social Emotional	23	4.9	77	94.2	0	.9
Physical	23.5	7.5	76.5	92.5	0	0
Language	28.6	10.4	71.4	89.6	0	0
Cognitive	23.2	7.8	76.8	91.4	0	.8
Literacy	23.9	14.1	74.8	82.2	1.3	3.7
Mathematics	32.8	14.7	66	84.3	1.2	1

Implementation

During the second checkpoint period, the Y.M. & Y.W.H.A. of Williamsburg, Inc. Head Start focused on the Physical domain. One of our Five Year Program Goals is 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. To progress towards this goal and enhance the physical domain while continuing to enrich the other domains, the agency provided the following:

- Staff Training
- Secured additional materials for classrooms
- Additional curricula for children (Education in Dance, Ally Artist, Yoga)

To enhance the physical domain, staff participated in I Am Moving, I Am Learning training, a Head Start program enhancement that was created to address childhood obesity. The training goals included ways to increase the quantity and quality of movement experiences facilitated by teachers through the school day. It also provided ways to incorporate meaningful physical activity through daily routines and how to model healthy lifestyles for children. 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 Health & Nutrition Workshops where they were able to learn different strategies to implement in their homes. The outcomes in Period 2 show a high level of growth in the physical domain in both 3's and 4's which can be attributed to these program enhancements.

Special Education

- **100%** of the children enrolled in the program were screened within 45 days of entry.
- **26 Children (13%)** had an IEP indicating that they qualified to receive special education services.
- **11 children out of 26 (42%)** entered the program year with an IEP.
- **15 children of the 26 (58%)** 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 2019/2020 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, 2020 and the changes in the net assets and its cash flows for the year ending January 31, 2020 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	-----	\$ 2,636,726
UPK Funds	-----	\$ 311,470
Non-federal share (includes in-kind rent and parent volunteer that benefit the Head Start program)	-----	\$ 659,182
<u>Total Head Start and UPK Funds received</u>		<u>\$3,607,378</u>
CACFP Funds	-----	\$ 183,624
Total Funds	-----	\$3,791,002

The U.S. Department of Agriculture provided \$183,624 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 \$2,636,726 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 \$3,295,908.

Budget Categories	Fiscal Expenditures		Federal Budget	
Personnel	\$	1,437,903	\$	1,437,903
Fringes		479,903		479,903
Supplies		98,332		98,332
Contractual		271,657		271,657
Training		30,615		30,615
Other than Personnel		318,316		318,316
Total	\$	2,636,726	\$	2,636,726
Non-Federal Funds		659,182		659,182
Total	\$	3,295,908	\$	3,295,908

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 \$659,182. The total amount recorded was \$1,414,426. **This program exceeded the non-federal share/ inkind match by \$755,244.**

PROGRAM EFFICIENCY:

This agency's allocation of Head Start administrative expenses (which is 9% falls within the 15% administrative cap) and programmatic expenditures are as follows:

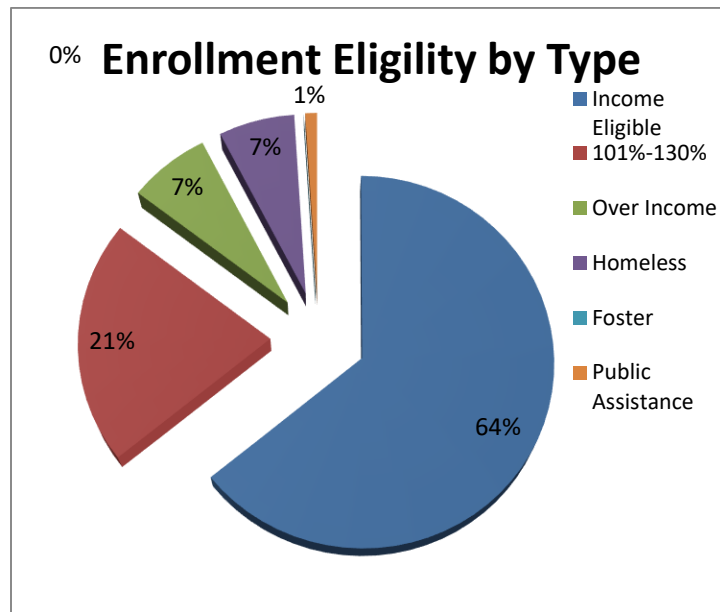
Category	Amount	Percentage
Administrative	\$ 319,095	9%
Program	\$ 2,976,813	91%
Total	\$ 3,295,908	100 %

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, 2020.

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

Funded Enrollment -- 195 Percentage of eligible children served -- 100%
Cumulative enrollment -- 198



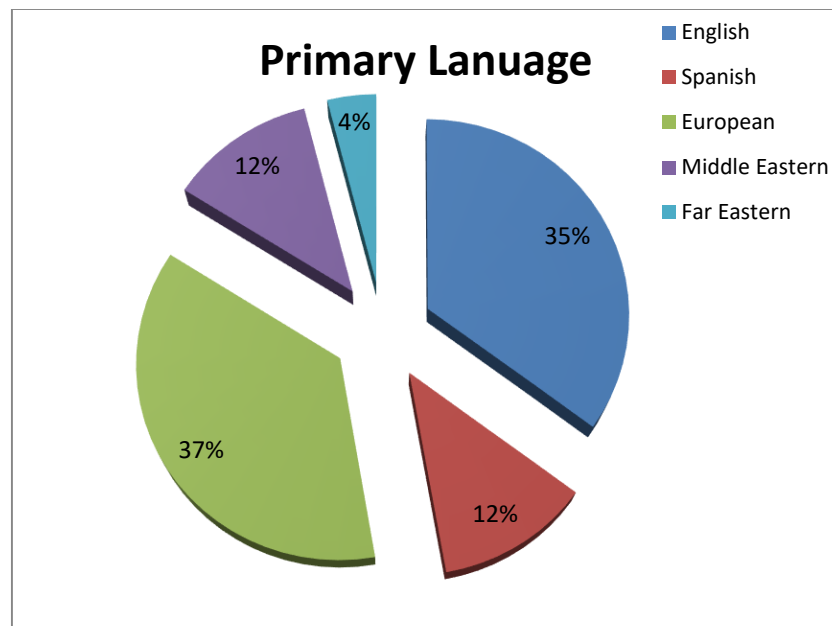
Eligibility Category	Number of Children	Percentage of Enrollment
Income Eligible	128	64%
101%-130%	42	21%
Over Income	14	7%
Homeless	13	7%
Foster	0	0%
Public Assistance	2	1%

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 enrollment data in ChildPlus, 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	70
Spanish	24
European	73
Middle Eastern	24
Far Eastern (Asian)	8

Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic	Total
Asian	0	5	3
Black/ African American	2	5	7
White	59	105	164
Indian/Alaskan	0	0	0
Biracial/Multiracial	13	8	21

Family Composition

Family Type	Number of Children
Two Parent Family	164
Mother Only	27
Father Only	2
Grandparent	1
Foster	0

Family Engagement

From the first meeting with the family, parents are offered the opportunity to be involved in our program. Parents are invited to 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. 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, if necessary.

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.

Family Assessment Outcomes

Category	Period 1	Period 2	Growth P1-P2
Housing	3.5	3.8	.3
Safety	4.3	4.3	0
Health Insurance	3.2	3.4	.2
Mental Health	3.9	3.9	0
Transportation	3.1	3.3	.2
Financial Security	3	3.3	.3
Employment	3.1	3.3	.2
Food/Clothing	3.6	3.8	.2
Family Well-being	3.9	4	.1
Nurturing Relationships	3.3	3.6	.3
Child Development	3.1	3.6	.5
Family Education at Home	3	3.6	.6
School Readiness	3	3.5	.5
Primary Language	4.3	4.4	.1
Education/Training	3.5	3.5	0
Volunteering	1.5	1.9	.4
ESL	3.8	3.8	0
Transition	3	3.3	.3
Families and Communities	2.7	3.1	.4
Advocacy	2.4	2.9	.5

Based on the Family Outcomes data from the first two periods, there were two areas, Safety and Promoting Primary Language, which scored highest. This score in safety indicates that most of our families feel safe in their family environment as well as within their community. This outcome indicates that our neighborhood is changing and is becoming safer as a result of gentrification of the community. These changes and trends were discussed more in depth in our Community Assessment.

The high score in the area of Promoting Primary Language shows that families whose primary language is other than English are consistently using their home language. Over 70% of our children have a home language other than English. Our bilingual staff is able to support children and families in their home language and help them understand the importance of nurturing their home language while also learning English.

Family Goals

Goal	Period 1	Period 2
Child's Education	81	81
Employment	1	3
Parent Education	7	8
Special Education	30	46
Health	11	11
ESL	6	13
Financial Stability	0	0
Housing	0	6
Other	19	23
Total	155	191

To analyze the family goals from ChildPlus, the "Family Service Action Status" reports was used and enabled us to observe families' progress toward their goals. Child's education and Special Education were top goals for our families during the first two periods. Although goals were not formally tracked for Period 3, the Family Advocates reported that many family goals shifted during that time. Families continued to nurture their child's education by participating in remote learning, but also began experiencing health issues, unemployment and other financial stability issues.

During the COVID-19 closure, the relationships between our Family Advocates and families grew immensely. Family advocates spoke to parents multiple times a week during the school closure and ensured that parents had access to resources they needed for their families during this difficult time. Family advocates provided help with a multitude of issues, including finding food pantries, helping complete unemployment applications, obtaining devices for online learning, rent relief resources and very often just as an ear to listen at a time when many felt very isolated and alone.

Activities for Children



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.

Ally Artist

Ally Artist was a new program for the 2019-2020 school year. They believe that art should be experienced by all children. The classes included speech, movement, puppetry, mime, music appreciation, development of the imagination, self-confidence and social development.

Puppetsburg Puppet Show

Our children got a visit from the Puppetsburg Puppet Show! Puppetsburg does interactive, culturally relevant puppet shows that involve dancing, instruments, dress-up and bubble time.



Friendship Day

On February 14, 2020 we celebrated Friendship Day! The Policy Council read a story about friendship to the children and each child received a yummy treat to bring home.



Virtual Education in Dance

When our program moved to remote learning, so did Education in Dance! Education in Dance provided virtual classes for the children to participate in.

Virtual Fitness with Juan

To help our children stay active while in quarantine, we partnered with Juan to do daily Zoom fitness classes for children and parents. His classes included functional movements and activities that could easily be done indoors.



Activities for Parents

Policy Council Elections

Elections to the Policy Council were held in September. First an orientation was held for interested parents. Next, we held elections for class officers. From the pool of class officers, the Policy Council was elected. The parents on the Policy Council participated in monthly meetings and put together special events for the children.

Pumpkin Patch

We transformed our playground into a Pumpkin Patch for the children on October 31, 2019. 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 27, 2019. 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 5, 2019. 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, 2019. The children performed winter themed songs and dances for their families. Parents and children had a lot of fun.



Mystery Readers

A mystery reader contest was held in January. Parents were invited to be mystery readers in their child's classroom and the classroom with the most mystery readers received a fun prize.

Virtual Open House

We usually hold an Open House for newcomers in the Spring, but due to COVID-19 we had to get creative. We invited all of our new parents for a Virtual Open House via Zoom. Parents were able to get information about our program and see pictures of our beautiful center.

Virtual Moving On Ceremony

To celebrate our UPK children moving on to kindergarten, we held a Virtual Moving On Ceremony. Families were invited to attend via Zoom. The ceremony included a slide show of fun moments throughout the school year and photos of all the graduates "marching" to our traditional Moving on Ceremony music.



On March 13, 2020, a letter was sent home telling parents that the school would be closing for one week due to health and safety concerns over the novel coronavirus. Our priority was to keep our children and staff safe, but also to ensure that teaching and learning continue during this closure. Children received activity packets and resources for at home learning for the week. That Sunday, Mayor Bill DeBlasio ordered all schools to be shut down until April 20, 2020, and our remote learning adventure began.

During the first week of the closure, we worked to ensure that all families were connected to the teachers and family advocates through Class Dojo, a virtual learning platform. Daily schedules were created for families to follow and teachers and family advocates stayed in constant contact with the families to ensure a continuity of care. We provided parents with resources to receive free internet, sign up for devices and with locations to pick up grab and go lunches. Management staff met via Zoom three times a week to ensure proper oversight of the program and a weekly Staff Zoom Meeting was held to update all staff members about any changes that came up.

Remote learning was an adjustment for teachers and families alike, but the relationships that were created during the school year set us up for success. Teachers engaged the children daily on Class Dojo with read alouds, music and movement, science experiments and other fun activities. They also held live meetings a few times a week via Zoom and WebEx so that children could interact with their friends. This communication was very effective and feedback from the parents was very positive. Our Mental Health Consultant checked on the social and emotional health of children and their parents as they learned to adjust to the



“new normal.” Staff members volunteered to help distribute food and art material twice a month to ensure that families had the vital supplies they needed.

Even though the center was closed, recruitment continued virtually. We held a Virtual Open House in June for prospective students and communicated with new parents via email. Parents were able to complete applications on our website through ChildPlus. Our Virtual Moving On Ceremony was bittersweet. Children and families were able to look back at all the fun and learning the children did throughout the school year, both in person and remotely. We also had a socially distanced end of year event. Parents were able to sign up for a time slot to come to the center to pick up supplies for the summer and say goodbye to their teachers from a distance.

In June, we created a Reopening Committee consisting of management team, staff members, Policy Council and more to ensure a smooth reopening in September. We worked to ensure that we could reopen the school safely with proper PPE for staff and children, disinfecting supplies and new procedures in place.

