



Y.M. & Y.W.H.A. of Williamsburg, Inc.

Head Start Program

2020-2021

Annual Report



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A MESSAGE FROM THE DIRECTOR

Dear Parents,

I hope that you and your families are all doing well and continuing to stay safe. As we now approach the end of the school year, I want to express my gratitude to all of you for entrusting your children to our program during these unprecedented times.

I wanted to start by thanking you all as parents for your fantastic support over past few months. I am particularly appreciative for everything that you have been doing to support your children's learning, especially at a time when bringing your children to school for in person classes may have seemed daunting. We have received messages of thanks and support from so many of you over these past few months, and we appreciate all your kind words. Thank you.

I would also like to once again thank all of our staff members who have continued to work exceptionally hard to ensure that the children are able to continue learning and reaching their full potential alongside their peers, in a safe and supportive environment. This school year was filled with many unexpected changes, but you have taken them all in stride. I am confident in saying that our children were in good hands.

Our program's goal is to ensure that all children are healthy, happy and safe, so they may grow and learn. The Y.M. & Y.W.H.A. of Williamsburg, Inc. has always had an open door policy, and I always welcome your input as your children's first teachers. Even if you are leaving our program, you will always be a part of our Head Start Family. We hope that when you move on to kindergarten, you are empowered, knowledgeable and an effective advocate for your children and families. We will continue to support you in any ways we can, if not by ourselves then with our network of community resources. I am honored to have shared this first step on your education journey with you and your child, and look forward to hearing about all that your children accomplish in the future.

Sincerely,

Elzbieta Szura

Director

Our Program Philosophy

At the YM &YWH 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 &YWH 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 &YWH 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 &YWH 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 provided data on children's performance level in each of the six areas of development. These outcomes can be 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.

To analyze the outcomes from Teaching Strategies GOLD, each teaching team used the "Snapshot Report" which enabled them 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 Director, Coach/Mentor and teaching staff analyzed and aggregated the child assessment data to identify trends and growth in children's development and learning. The outcomes were used in individual and group planning to create developmentally appropriate learning experiences in all domains.

Outcomes 3s (In-person) – 2020-2021

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
Social Emotional	26.6	6	66.9	90.8	6.5	3.2
Physical	14.4	2.7	85	95.2	.6	2.1
Language	31.4	9	68.6	88.1	0	2.9
Cognitive	23.3	3.6	76.8	92.2	0	4.2
Literacy	23	11.9	73.8	82.4	3.2	5.7
Mathematics	19	6.9	79.2	92.6	1.8	0.5

Outcomes 4s (In-person) – 2020-2021

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
Social Emotional	51.5	11.9	48.5	88.1	0	0
Physical	49	11.4	51	88.6	0	0
Language	36.4	17.2	63.6	79.1	0	3.7
Cognitive	46.4	12.5	53.6	83.2	0	4.3
Literacy	44.8	17.3	55.2	81.9	0	.8
Mathematics	35.4	8.1	64.6	90.6	0	1.3

Implementation

Following the first checkpoint, the program realized that the social-emotional domain was low for both the 3s and 4s therefore, during the second period, teachers worked to enhance the Social-emotional outcomes. Since this was the first post-pandemic experience with school for the children, our main focus was on the social emotional domain to ensure that all children will feel safe and secure in the school environment. Teachers implemented CSEFEL curriculum into their lesson plans and focused on promoting the social emotional development and school readiness of the children. The Coach/Mentor worked with the teaching staff to identify the teaching practices that would enhance the social-emotional activities and the Mental Health Consultant also conducted observations in the classrooms to give teachers feedback. Both the Coach and Mental Health Consultant conducted parent workshops throughout the year to ensure that the work being done in the classroom was being continued in the home.

Special Education

- **100%** of the children enrolled in the program were screened within 45 days of entry.
- **19 Children (16%)** had an IEP indicating that they qualified to receive special education services.
- **11 children out of 19 (9%)** entered the program year with an IEP.
- **8 children of the 19 (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 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

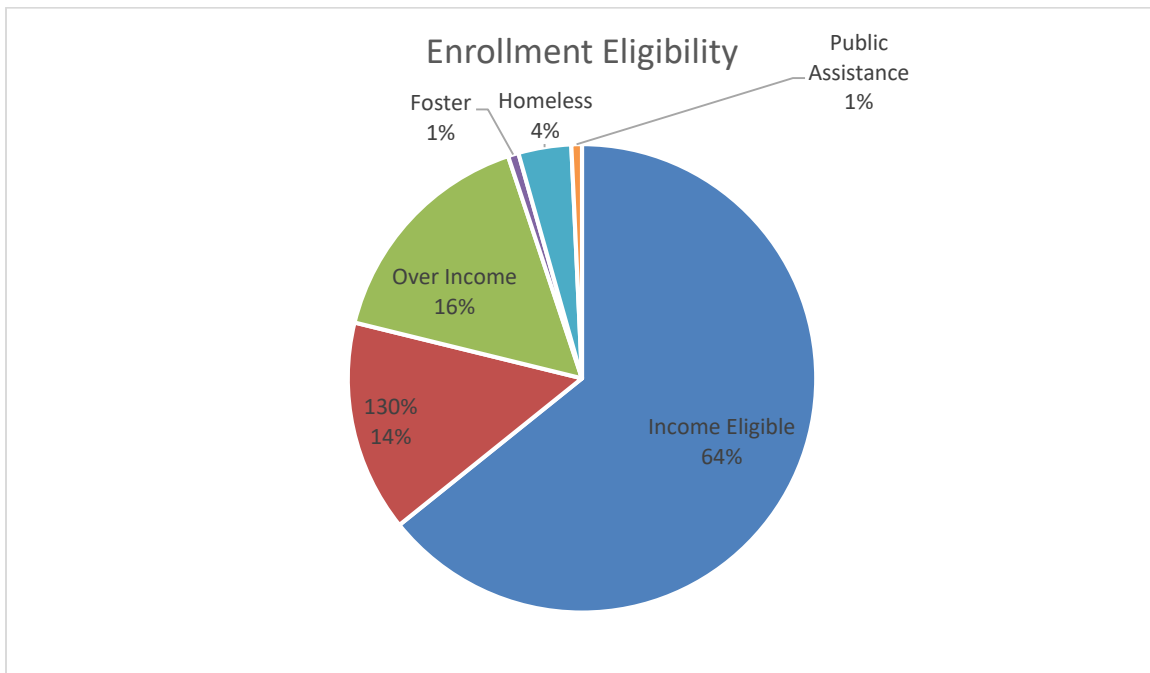
The Federal Government through the Administration for Children and Families (ACF) has provided funding to serve 195 children and their families for the period ending January 31, 2020.

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

Funded Enrollment -- 195

Percentage of eligible children served – 100%

Cumulative enrollment – 147



Eligibility Category	Number of Children	Percentage of Enrollment
Income Eligible	88	64%
101%-130%	20	14%
Over Income	22	16%
Homeless	5	4%
Foster	1	1%
Public Assistance	1	1%

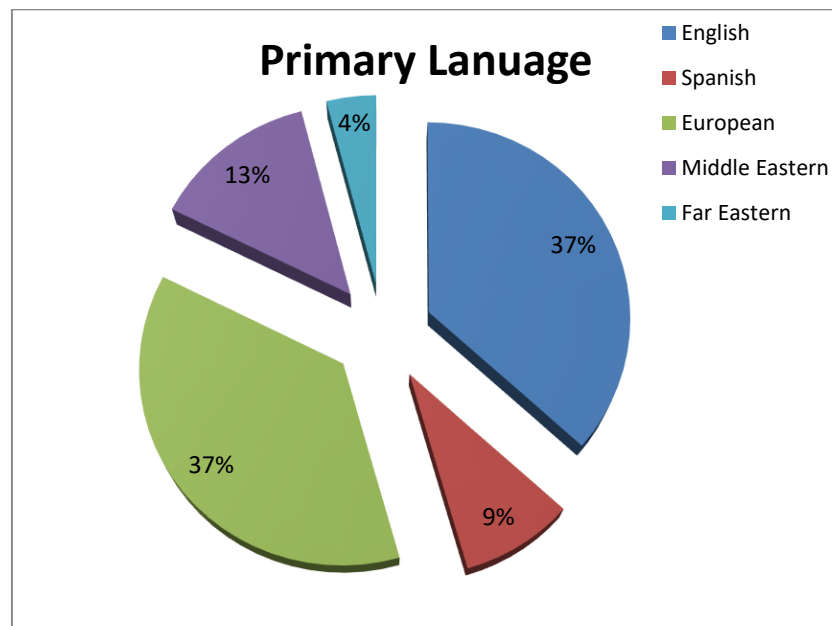
Our program provided services to 147 children and families throughout the 2020-2021 school year. The COVID-19 pandemic created enrollment issues for our program and Head Start programs throughout the country. Many families decided to keep their children home due to

worries about the pandemic, but we were able to increase our enrollment to a high of 120 by the end of the school year. We have also seen a decline in our waiting list, which we attribute the oversaturation of our school district with preschool programs, especially with the new 3K For All programs being opened in our district.

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	56
Spanish	13
European	51
Middle Eastern	20
Far Eastern (Asian)	7

66% of children served were Dual Language Learners

Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic
Asian	1	7
Black/ African American	2	7
White	38	77
Indian/Alaskan	0	0
Biracial/Multiracial	8	7

Family Composition

Family Type	Number of Children
Two Parent Family	125
Mother Only	15
Father Only	0
Grandparent	5
Foster	1

COVID-19

After 6 months of COVID-19 closures, the Y.M. & Y.W.H.A. of Williamsburg, Inc. reopened its doors to children on September 10, 2020. The program had to completely reimagine what school would look like during a pandemic. Management worked tirelessly throughout the summer to ensure that the program was ready to safely reopen for in-person services. New COVID-19 policies and procedures were developed and the program provided PPE for all staff members and children. Additionally, the program purchased hand sanitizer stations to be placed throughout the building. To sanitize toys and materials, a ZONO cabinet and UV wands was purchased and staff was trained in proper use.

The program continued to use Class Dojo, the virtual learning platform, to communicate with families and to share what was going on in the classrooms. Since parents, were not allowed into the building, teachers shared daily updates and photographs from the classrooms. We utilized Zoom to bring in extracurricular activities for the children as well as for workshops and trainings for parents.

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. This year, we had to completely rethink our Family Engagement structures since parents were not allowed to enter the building. All parent meetings and activities were held virtually through Zoom. We were surprised to see an increase in attendance for trainings and workshops from previous years. We learned that many parents, who would otherwise not be able to attend in person due to work or lack of childcare for other children, were able to log on for the different activities. We plan to include a virtual option for parent activities going forward, even in parent are allowed to return to the building post-pandemic.

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 3	Growth P1-P3
Housing	3.4	3.8	.3
Safety	4.1	4.2	.1
Health Insurance	3.1	3.6	.4
Mental Health	3.9	4.1	.1
Transportation	3.1	3.5	.4
Financial Security	3.1	3.6	.5
Employment	3	3.5	.4
Food/Clothing	3.2	3.8	.5
Family Well-being	3.9	4	.1
Nurturing Relationships	3.3	4.1	.7
Child Development	3.2	3.9	.7
Family Education at Home	3.1	3.8	.7
School Readiness	3	3.8	.8
Primary Language	4	4.2	.2
Education/Training	3.6	3.6	0
Volunteering	1.1	1.3	.2
ESL	3.7	3.8	.1
Transition	2.9	3.9	1
Families and Communities	2.9	3.6	.8
Advocacy	2.2	3.3	1.1

Based on the Family Outcomes data from the first to the third period, the areas of Transition and Advocacy saw the highest growth. At the beginning of the school year parents often share that they feel powerless when it comes to issues related to their children's education. As a Head Start, we know that parents can do a lot for their children in terms of advocacy. We strive to empower parents through individual interactions with Family Advocates including the set up the Family Partnership and Goals. With the help of the Family Advocates, parents are directed to relevant resources and encouraged to participate in relevant workshops and trainings to help them achieve their goals.

The area of Transition saw its largest gains between the second and third periods and this growth can be attributed to the work of the teachers, family advocates, Mental Health Consultant and management in preparing children for the transition. Even though we were not able to participate in many of the transition activities we traditionally use due to the pandemic, the teachers were able to think outside the box to ensure that the children were

ready for their next setting. The teachers prepared the children for their transitions to a new class or new school by reading books, virtually visiting new settings and talking about the next school year. Additionally, Family Advocates worked to help parents with kindergarten applications and the Mental Health Consultant held Transition workshops and worked with families individually for children who needed extra help with transitions.

Family Goals

Goal	Period 1	Period 3
SN Evaluation	1	5
SN Services	14	16
Child's Education	51	84
Child's Health	3	2
Family Health	3	3
COVID Related	4	7
Parent Education	1	6
Employment	1	3
Other	1	14
Total	79	140

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 Services were top goals for our families throughout the school year. Many parents stated that they wanted their children in school despite the pandemic fears because they worried about children falling behind even before they start kindergarten. Parents also expressed that they felt safe sending their children to our program because of the many precautions that we implemented to ensure the safety of the children and staff. We added the COVID-19 related goal options because many parents faced issues related the pandemic, including job loss, loss of family members and food insecurity. The program worked with these families to ensure they had access to the resources they needed, both directly through our program and referrals in our community.

Activities for Children

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. 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.

Music With Louie

Louie Miranda, a musician, met with the children via Zoom for music and movement/art activities to reinforce or teach a variety of skills. Louie incorporated themes from units which children were studying as well as nature into his activities.

Techie Kids Club

Techie Kids Club is an on-demand coding classes which teaches the foundations of science and computer programming for preschoolers. Techie Kids Club activities are based on S.T.E.A.M. concepts that are an essential component of early learning and help children build critical math, reading, and logic skills needed for success in Kindergarten.

Puppetsburg Puppet Show

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