



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

Head Start Program

2021-2022

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 .....	9
Enrollment.....	12
Family Engagement.....	15
Additional Curricula.....	18

## A MESSAGE FROM THE DIRECTOR

Dear Families,

As we finish another school year, I would like to express how grateful I am to be leading such an amazing community of students, parents & staff. I want to thank you all for the support and patience shown these past 10 months. We had successes and some challenges, yet despite all, we continued the work that has to be done to ensure the safety and educational needs of our students.

A special thanks to you, the parents who have contributed in ways small, large and unimaginable! Thank you for the partnership between home and school, which is so important. We appreciate all that you do each and every day for our school and our children!

Together, we've learned much and shared experiences that will remain in our hearts for years to come. The passion and strength within our community makes our school truly a special place for our children and a place that I am not only extremely proud to lead, but also one that I can call HOME.

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.

Sincerely,

Elzbieta Szura

Director

## Our Program Philosophy

At the Young Men's & Young Women's Hebrew Association 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.

## Methodology

The Year End Report was compiled by examining and analyzing data from key areas of the organization including program goals; feedback from the policy council and Board members; Ongoing Monitoring reports; school readiness goals; Community Needs Assessment updates; ERSEA data; health, mental health and nutrition data; family engagement data; Child Plus data; Head Start ELOF; Head Start PPS; TSGOLD data; CLASS/ECERS and observations and Program Information Report PIR data.

## 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. understands how important the early years are to children's success in school and in life and strives to ensure that the program provides each child a strong foundation for lifelong learning. Our program creates a healthy, nurturing and positive classroom culture by embedding both proactive and responsive strategies that support children's development and learning. The program monitors children's progress throughout the school year over three outcomes periods. Outcomes are generated by the teachers through the use of Teaching Strategies Gold and analyzed after each checkpoint, to help us know how well the children are developing. In addition to measuring the children's individual progress, these outcomes are also used to measure how well our program is serving all enrolled children in accordance with 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.

Teaching Strategies Gold outcomes data measures on children's performance levels 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 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.

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.



### Outcomes 3s – 2021-2022

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
<b>Social Emotional</b>	46.3	9.8	53.7	88.6	0	1.6
<b>Physical</b>	43.2	16.3	56.8	83	0	.7
<b>Language</b>	48.2	18.8	51.8	81.2	0	0
<b>Cognitive</b>	51.2	15.7	48.4	83.6	0	.7
<b>Literacy</b>	33.7	16.1	66.3	83.9	0	0
<b>Mathematics</b>	34	17.2	66	82.8	0	0

### Outcomes 4s – 2021-2022

Domain	Below P1	Below P3	Meeting P1	Meeting P3	Exceeding P1	Exceeding P3
<b>Social Emotional</b>	32.9	0	67.1	83.6	0	16.4
<b>Physical</b>	14.1	0	85.9	90	0	10
<b>Language</b>	33.8	2.4	66.2	86	0	11.6
<b>Cognitive</b>	22.5	0	77.5	89.5	0	10.5
<b>Literacy</b>	27.1	4.7	72.2	80.1	.7	15.2
<b>Mathematics</b>	41.9	3.5	58.1	86.2	0	10.3

While growth in all areas was observed between Period 1 and Period 3, the Social Emotional domain saw the highest level of growth for the second year. Since the start of the Covid-19 pandemic, the Y.M. & Y.W.H.A. of Williamsburg, Inc. has implemented a number of initiatives, for children, families and staff, to enhance the social emotional domain through additional grants and funding. Head Start's long history of promoting wellness and supporting families through stress, trauma, and adversity helped us navigate the pandemic. Additional support from the Mental Health Consultant was available for the teachers and families. The teachers implemented a social emotional curriculum in the classroom from the Center on Social Emotional Foundations for Early Learning (CSFEL) and the Mental Health Consultant offered parent workshops from the same curriculum. Yoga which has been offered for the children was extended to staff to encourage them to engage in self-care practices to promote their own wellness, which leads to better outcomes for children.

## Special Education

- **100%** of the children enrolled in the program were screened within 45 days of entry.
- **18 Children (17%)** had an IEP indicating that they qualified to receive special education services.
- **6 children out of 18 (5%)** entered the program year with an IEP.
- **8 children of the 18 (12%)** 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.

A Certified Public Accountant, T.S. Anand & Company conducted an annual audit to ensure that the YM & YWHA of Williamsburg, Inc. Head Start Program procedures met compliance standards. The completed audit must 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, 2022 and the changes in the net assets and its cash flows for the year ending January 31, 2022 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 Health and Human Services, Administration for Children and Families (ACF). The YM & YWHA of

Williamsburg, Inc., Head Start Program received the following funds to operate the Head Start (includes COVID-19 funding), Office of Children and Families Stabilization Grant, Universal Pre-kindergarten and CACFP programs.

Head Start funds	-----	\$ 2,816,852
UPK Funds	-----	\$ 165,011
CRRSA-COVID-19 Funds	-----	\$ 58,689
American Rescue Plan Funds	-----	\$ 233,318
OCFS Stabilization Grant	-----	\$ 164,700
Total Head Start, COVID and UPK Funds received		<u>\$3,438,570</u>
CACFP Funds	-----	\$ 182,598
<b>Total Funds</b>	<b>-----</b>	<b>\$3,621,168</b>

The U.S. Department of Agriculture provided \$104,369 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 the total budget \$2,816,852 of federal funds in administering the Head Start program. A percentage (74%) supports the personnel and fringe expenses required to staff the program.

Budget Categories	Fiscal Expenditures	Federal Budget (modified)
Personnel	\$ 1,543,385	\$ 1,543,385
Fringes	547,939	547,939
Supplies	85,861	85,861
Contractual	219,375	219,375
Training	34,657	34,657
Other than Personnel	385,635	385,635
<b>Total</b>	<b>\$ 2,816,852</b>	<b>\$ 2,816,852</b>

**Balance of Funding:**

The following balances will be carried-over to the next fiscal year.

- 1) CRRSA COVID-19      \$ 54,039
- 2) American Rescue Plan      \$153,531
- 3) OCFS Stabilization      \$133,668

**NON-FEDERAL SHARE:**

The non-federal share/in-kind match requirement is obtained annually through donated services, which are generated by parents, community organizations, and in-kind rent. The contract requirements are a non-federal match of \$704,213. The total amount recorded was \$1,281,369. **This program exceeded the non-federal share/ inkind match by \$577,156.**

**PROGRAM EFFICIENCY:**

This agency's allocation of Head Start administrative expenses (which is 14.62% falls within the 15% administrative cap) and programmatic expenditures are as follows:

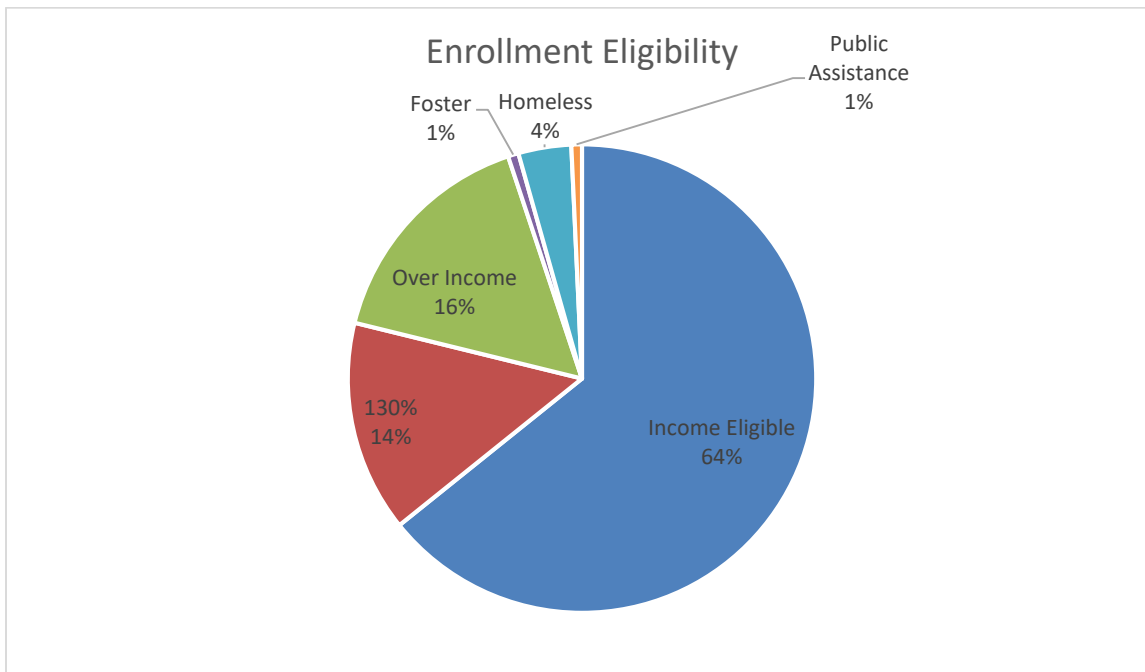
Category	Amount	Percentage
Administrative	\$ 411,931	14.62%
Program	\$ 2,404,921	85.38%
<b>Total</b>	<b>\$ 2,816,852</b>	<b>100 %</b>

## 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, 2021. The following demographic information was submitted to the Office of Head Start in the Annual Program Information Report (PIR).

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

Funded Enrollment -- 195      Percentage of eligible children served – 100%  
Cumulative enrollment – 103



Eligibility Category	Number of Children	Percentage of Enrollment
<b>Income Eligible</b>	49	49%
<b>101%-130%</b>	25	24%
<b>Over Income</b>	17	16%
<b>Homeless</b>	8	7%
<b>Foster</b>	1	1%
<b>Public Assistance</b>	3	3%

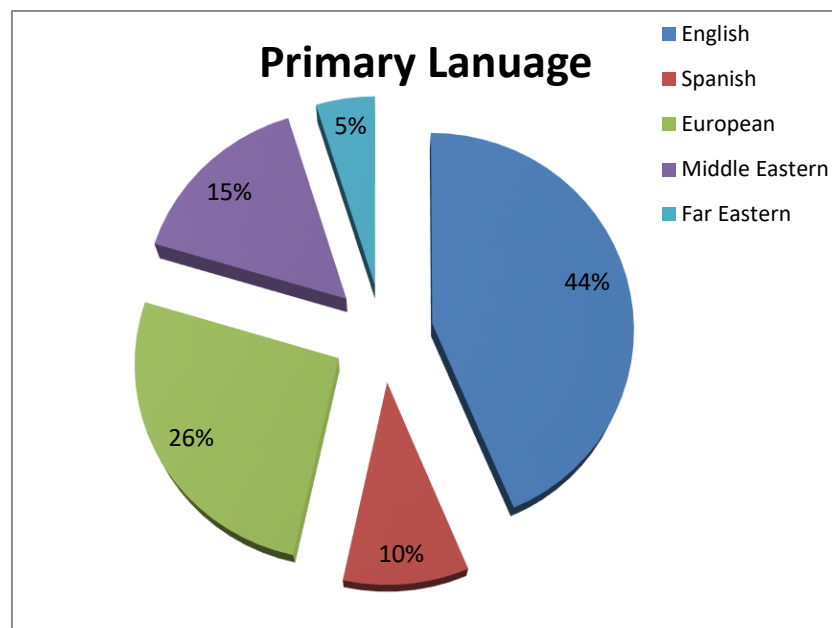
Our program provided services to 103 children and families throughout the 2021-2022 school year. The COVID-19 pandemic continued enrollment issues for our program and Head Start

programs throughout the country. Many families decided to keep their children home due to worries about the pandemic. 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/ PreK For All programs being opened in our catchment areas.

### **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	45
Spanish	10
European	27
Middle Eastern	16
Far Eastern (Asian)	5

**56% of children served were Dual Language Learners**

### Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic
Asian	0	5
Black/ African American	3	3
White	33	51
Indian/Alaskan	0	0
Biracial/Multiracial	5	2

### Family Composition

Family Type	Number of Children
Two Parent Family	86
Mother Only	14
Father Only	1
Grandparent	1
Foster	1

## COVID-19

The COVID-19 regulations imposed by the Office of Head Start, NYC Department of Education and Department of Health carried into the 2021-22 school year. These included universal masking, daily health checks, keeping children in distinct cohorts, increased sanitation and air filtration and distribution of COVID-19 home test kits, among others. Due to the efforts of the staff and families, the center was able to stay open for the whole school year with just a handful of positive cases during the school year. The agency was able to support families during these unprecedented times by providing masks and sanitization supplies and monthly food distribution. All efforts were made to allow children to spend more educational time outdoors through the use of our outdoor science classroom.

## 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. The Y.M. & Y.W.H.A of Williamsburg, Inc. has created policies that ensure smooth transition for children and parents. Transition takes many different forms and our program understands that children have different "rates" at which they are able to transition. The staff assists children, as well as, parents to help them feel safe and comfortable. This approach to transitioning is consistent with research showing that when children are well prepared for transitioning to a new program, they gain an increased sense of security and self-confidence and are more likely to succeed. When parents are included in the transition process, it reinforces their sense of involvement in their child's education. When a child is ready to leave Head Start, the goal of the program is to move children to kindergarten as smoothly as possible so that their educational experiences at Head Start are not lost. The area of Advocacy 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 empowering parents to be strong advocates for their children. 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. Our program engages families as advocates and leaders, through our Parent Committee and the Policy Council. Parents are able to participate in decision-making, policy development, and organize activities to improve and enhance their children's safety, health, development, and learning experiences. Due to the strong foundation that our program provides, parents enter into the public school system feeling empowered and able to advocate for their children's future education.

#### Family Goals

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

Family Advocates develop warm and trusting relationships with the families and support and encourage them to identify their strengths and needs in developing and achieving family goals. 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 the top family goals throughout the 2021-22 school year. Despite pandemic fears, many parents stated that they wanted their children in school because they worried about children falling behind even before they start kindergarten. Parents also expressed that they felt safe and supported in our program because of the many precautions that we implemented to ensure the safety of the children and staff.

## Activities for Children

### Education in Dance

Education in Dance was able to resume in person this school year! 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.

### Karma Kida Yoga

Karma Kids Yoga provides children with a variety of yoga tools that they can take away from yoga class and use in their lives. Through a variety of yoga poses, yoga games, mindfulness activities, music and stories, Karma Kids Yoga promote strength, flexibility, coordination, and body awareness. Breathing and visualization techniques teach focus, relaxation and self-control. The Karma Kids Yoga program also promotes inner-strength, confidence and self-esteem; a feeling of well-being and respect for others; and, love for one's self, inside and out.

### Little Warrior Soccer

Little Warrior Soccer offers a unique, age-specific curriculum that is crafted to improve soccer skills, build self-confidence, and develop socialization skills. The focus is on having fun, participation, developing fundamental skills and learning team play through a variety of soccer drills and team games.

### Music With Louie

Louie Miranda, a musician, met with the children for different celebrations such as our Pumpkin Patch, Winter Festival and End of Year Partt. He provided music and movement 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.

### 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. This year's theme was "Circus."