



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

Head Start Program

2022-2023

Annual Report



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A MESSAGE FROM THE DIRECTOR

Dear Families,

As we conclude another school year, I want to express my heartfelt gratitude for the privilege of leading such an exceptional community, consisting of our students, parents, and dedicated staff members. Your unwavering support and patience for the school year 2022-2023 have been invaluable.

Throughout this journey, we encountered both triumphs and challenges. Nevertheless, we remained resolute in our commitment to ensuring the safety and educational well-being of our students.

A special appreciation goes out to our parents. Your contributions, whether big or small, and sometimes even beyond imagination, have played an integral role in forging a vital partnership between home and school. We acknowledge and deeply appreciate your daily efforts on behalf of our school and, most importantly, our children.

Together, we have not only expanded our knowledge but also shared experiences that will remain etched in our hearts for years to come. It is the unwavering passion and strength within our community that truly make our school a special place for our children—a place that I am not only immensely proud to lead but one I can wholeheartedly call HOME.

I would also like to extend my gratitude to all our dedicated staff members, our Policy Council Members and our Board Members for their ongoing support. Your exceptional commitment and tireless efforts have ensured that our children continued to learn and thrive alongside their peers in a safe and nurturing environment. I can confidently say that our children were in the best of hands.

As we look ahead, let us carry the lessons and bonds formed during this school year into the future. With your continued support and dedication, we can only expect more remarkable achievements in the years to come. Thank you for making our educational community truly exceptional.

Sincerely,
Elzbieta Szura
Director

Our Program Philosophy

At the Young Men's & Young Women's Hebrew Association of Williamsburg, Inc., we are dedicated to delivering an exceptional 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 is rooted in providing developmentally appropriate programming and services for children, with a strong emphasis on involving and supporting parents/guardians as their primary caregivers and first teachers. We are dedicated to preparing our students for ongoing success, not just in kindergarten and subsequent grades, but throughout their entire lives, fostering success both academically and as active members of their communities. The 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. Our unwavering commitment to excellence drives us to create a safe and nurturing environment that empowers every student and family to reach their highest potential.

Methodology

The Year End Report was compiled by examining and analyzing data from key areas of the organization. This includes program goals; feedback from the policy council and Board members; Ongoing Monitoring reports; school readiness goals; Community Needs Assessment updates; Eligibility Recruitment SEA data; health, mental health and nutrition data; family engagement data; Child Plus data; Head Start Early Learning Outcomes

Framework (ELOF); Head Start Program Performance Standards; Teaching Strategies GOLD (TSG) 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. To cultivate a healthy, nurturing, and positive classroom environment, we employ a blend of proactive and responsive strategies that bolster 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. During Period 2, the program implements different strategies and additional curricula to bolster children's learning and outcomes. Children's growth throughout the school year is measured after analyzing the outcomes in period 3.

Teaching Strategies Gold outcomes data measures on children's performance levels in each of the six areas of development. For the 2022-23 school year, the Y.M. & Y.W.H.A. of Williamsburg, Inc. focused on the children's outcomes through the lens of our School Readiness Goals. The School Readiness Goals were chosen by the School Readiness Committee, based on outcomes data from previous school years and overall trends in the program. These outcomes are affected by a number of variables, including but not limited to, the years of experience of the teacher, education levels of parents, parent involvement in their child's education, children with special needs, cultural and linguistic backgrounds, and dual language learners, among others. These factors collectively contribute to determining 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. These outcomes served as the foundation for planning and facilitated the design of enriching and developmentally appropriate learning experiences for the children. This collaborative effort

ensures that every child receives the individualized learning that nurtures their developmental journey.

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. The Outcomes are shared with parents during Parent Teacher Conferences that are held after the end of each period.

4 Year Old Classrooms

Dimension	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social-Emotional	Period 1			Period 3		
1a. Manages feelings	5 (15.63%)	27 (84.38%)	0	0	33 (100%)	0
1b. Follows limits and expectations	7 (21.88%)	25 (78.13%)	0	0	33 (100%)	0
1c. Takes care of own needs appropriately	8 (25%)	24 (75%)	0	0	33 (100%)	0
2a. Forms relationships with adults	6 (18.75%)	26 (81.25%)	0	0	33 (100%)	0
2c. Interacts with peers	4 (12.5%)	28 (87.5%)	0	1 (3%)	32 (97%)	0
2d. Makes friends	13 (40.63%)	19 (59.38%)	0	2 (6%)	29 (88%)	2 (6%)
3a. Balances needs and rights of self and others	8 (25%)	24 (75%)	0	1 (3%)	33 (91%)	0
3b. Solves social problems	7 (21.88%)	25 (78.13%)	0	3 (9.1%)	30 (90.9%)	0
Physical						
7a. Uses fingers and hands	15 (46.88%)	17 (53.13%)	0	1 (3%)	31 (94%)	1 (3%)
7b. Uses writing and drawing tools	13 (40.63%)	19 (59.38%)	0	1 (3%)	31 (94%)	1 (3%)
Language						
8a. Comprehends language	12 (37.5%)	20 (62.5%)	0	3 (9.1%)	26 (78.8%)	4 (12.1%)
8b. Follows directions	3 (9.38%)	29 (90.63%)	0	2 (6%)	31 (94%)	0
9a. Uses an expanding expressive vocabulary	12 (37.5%)	20 (62.5%)	0	2 (6%)	31 (94%)	0
Cognitive						
11a. Attends and engages	4 (12.5%)	28 (87.5%)	0	0	28 (84.9%)	5 (15.1%)
11b. Persists	11 (34.38%)	21 (65.63%)	0	3 (9.1%)	28 (84.9%)	2 (6%)
11d. Shows curiosity and motivation	6 (18.75%)	26 (81.25%)	0	0	30 (90.9%)	3 (9.1%)
14b. Engages in sociodramatic play	5 (15.63%)	27 (84.38%)	0	0	32 (97%)	1 (3%)
Literacy						
16a. Identifies and names letters	9 (28.13%)	22 (68.75%)	1 (3.13%)	1 (3%)	23 (69.7%)	9 (27.3%)
17a. Uses and appreciates books and other texts	4 (12.5%)	28 (87.5%)	0	2 (6%)	29 (88%)	2 (6%)
17b. Uses print concepts	19 (59.38%)	13 (40.63%)	0	4 (12.1%)	27 (81.9%)	2 (6%)
18a. Interacts during reading experiences, book conversations, and text reflections	7 (21.88%)	25 (78.13%)	0	2 (6%)	29 (88%)	2 (6%)
Mathematics						
20a. Counts	14 (43.75%)	18 (56.25%)	0	3 (9.1%)	21 (63.6%)	9 (27.3%)
20b. Quantifies	18 (56.25%)	14 (43.75%)	0	2 (6%)	28 (84.9%)	3 (9.1%)
21b. Understands shapes	18 (56.25%)	14 (43.75%)	0	6 (18.2%)	25 (75.8%)	2 (6%)

After reviewing the outcomes data for the four-year old children in the program, we observed growth in all domains and objectives. The data shows that the greatest amount of growth from period 1 to period 3 was in both the Literacy and Math domains, with over 40% increases these objectives. We attribute this growth to the school wide literacy and math initiatives that were developed and implemented during the year. Activities focused on emerging literacy and math skills such as counting, sorting, one-to-one correspondence, more/less and patterns. With the success of these initiatives and positive feedback from the at-home activities, teachers continued to use in the classroom to provide individual support based on the needs of the children.

3 Year Old Classrooms

Dimension	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social-Emotional	Period 1			Period 3		
1a. Manages feelings	16 (35%)	29 (64%)	0	5 (9.5%)	48 (90.5%)	0
1b. Follows limits and expectations	22 (48%)	23 (51%)	0	5 (9.5%)	43 (81%)	5 (9.5%)
1c. Takes care of own needs appropriately	24 (53%)	21 (47%)	0	9 (17%)	44 (83%)	0
2a. Forms relationships with adults	21 (47%)	24 (53%)	0	12 (22.6%)	40 (75.5%)	1 (1.9 %)
2c. Interacts with peers	21 (47%)	24 (53%)	0	9 (17%)	42 (79.2%)	2 (3.8%)
2d. Makes friends	25 (56%)	20 (44%)	0	11 (20.8%)	40 (75.4%)	2 (3.8%)
3a. Balances needs and rights of self and others	28 (62%)	17 (38%)	0	16 (30.1%)	32 (60.4%)	5 (9.5%)
3b. Solves social problems	26 (58%)	19 (42%)	0	13 (24.6%)	40 (75.4%)	0
Physical						
7a. Uses fingers and hands	23 (51%)	22 (49%)	0	5 (9.5%)	48 (90.5%)	0
7b. Uses writing and drawing tools	10 (22%)	35 (78%)	0	3 (5.6%)	50 (94.4%)	0
Language						
8a. Comprehends language	27 (60%)	18 (40%)	0	11 (20.8%)	39 (73.6%)	3 (5.6%)
8b. Follows directions	20 (44%)	25 (56%)	0	6 (11.3%)	47 (88.7%)	0
9a. Uses an expanding expressive vocabulary	32 (71%)	13 (29%)	0	13 (24.5%)	37 (69.8%)	3 (5.7%)
Cognitive						
11a. Attends and engages	15 (33%)	30 (67%)	0	5 (9.5%)	43 (81%)	5 (9.5%)
11b. Persists	20 (44%)	25 (56%)	0	5 (9.5%)	48 (90.5%)	0
11d. Shows curiosity and motivation	24 (53%)	21 (47%)	0	5 (9.5%)	48 (90.5%)	0
14b. Engages in sociodramatic play	21 (47%)	24 (53%)	0	5 (9.5%)	48 (90.5%)	0
Literacy						
16a. Identifies and names letters	30 (67%)	14 (31%)	1 (2%)	13 (24.5%)	35 (66%)	5 (9.5%)
16b. Identifies letter-sound correspondences	0	43 (100%)	0	0	50 (94.4%)	3 (5.6%)
17a. Uses and appreciates books and other texts	17 (38%)	28 (62%)	0	4 (7.5%)	49 (92.5%)	0
17b. Uses print concepts	35 (78%)	10 (22%)	0	11 (20.8%)	42 (79.2%)	0
18a. Interacts during reading experiences, book conversations, and text reflections	33 (73%)	12 (27%)	0	11 (20.8%)	41 (77.3%)	1 (1.9 %)
Mathematics						
20a. Counts	18 (40%)	27 (60%)	0	4 (7.5%)	48 (90.6%)	1 (1.9 %)
20b. Quantifies	33 (73%)	12 (27%)	0	14 (26.4%)	37 (69.8%)	2 (3.8%)
21b. Understands shapes	16 (36%)	29 (64%)	0	3 (5.6%)	50 (94.4%)	0

When analyzing data for the 3's in the program, we observed growth in all areas of development but determined that the highest growth is in the Social Emotional and Cognitive domains. We recognize that social emotional development improves throughout the year as children become a part of a classroom community where they feel safe, are making friends and developing stronger relationships with their peers and teachers. When social emotional skills develop, cognitive skills also improve because children are more engaged, showing the ability to work together to complete tasks.

Special Education

- **100%** of the children enrolled in the program were screened within 45 days of entry.
- **25 Children (23%)** had an IEP indicating that they qualified to receive special education services.
- **14 children out of 25 (13%)** entered the program year with an IEP.
- **11 children of the 25 (10%)** 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, 2023 and the changes in the net assets and its cash flows for the year ending January 31, 2023 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, CRRSA-Covid 19 Funds, American Rescue Plan Funds, Office of Children and Families Stabilization Grant, Universal Pre-kindergarten Half Day, Birth to Five 3K/4K and CACFP programs.

Head Start funds	-----	\$ 2,849,704
UPK Funds	-----	\$ 127,906
CRRSA-COVID-19 Funds	-----	\$ 54,039
American Rescue Plan Funds	-----	\$ 145,916
OCFS Stabilization Grant	-----	\$ 133,569
<u>Total Head Start, COVID and UPK Funds received</u>		<u>\$3,311,134</u>
CACFP Funds	-----	\$ 99,390
Total Funds	-----	\$3,410,524

The U.S. Department of Agriculture provided \$99,390 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 \$2,806,592 of federal funds in administering the Head Start program. A carryover request was made for the remaining funding of \$43,112 to be utilized in the next fiscal year. A percentage (68%) supports the personnel and fringe expenses required to staff the program.

Budget Categories	Fiscal Expenditures	Federal Budget (modified)
Personnel	\$ 1,421,047	\$ 1,421,047
Fringes	506,965	506,965
Supplies	85,861	85,861

Equipment	20,305	20,305
Contractual	285,106	285,106
Training	42,113	42,113
Other than Personnel	445,195	488,307
Total	\$ 2,806,592	\$ 2,849,704

Balance of Funding:

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

- 1) American Rescue Plan \$7,615

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 \$712,426. The total amount recorded was \$1,486,439. **This program exceeded the non-federal share/ in-kind match by \$774,013.**

PROGRAM EFFICIENCY:

This agency's allocation of Head Start administrative expenses (which is 14.67% falls within the 15% administrative cap) and programmatic expenditures are as follows:

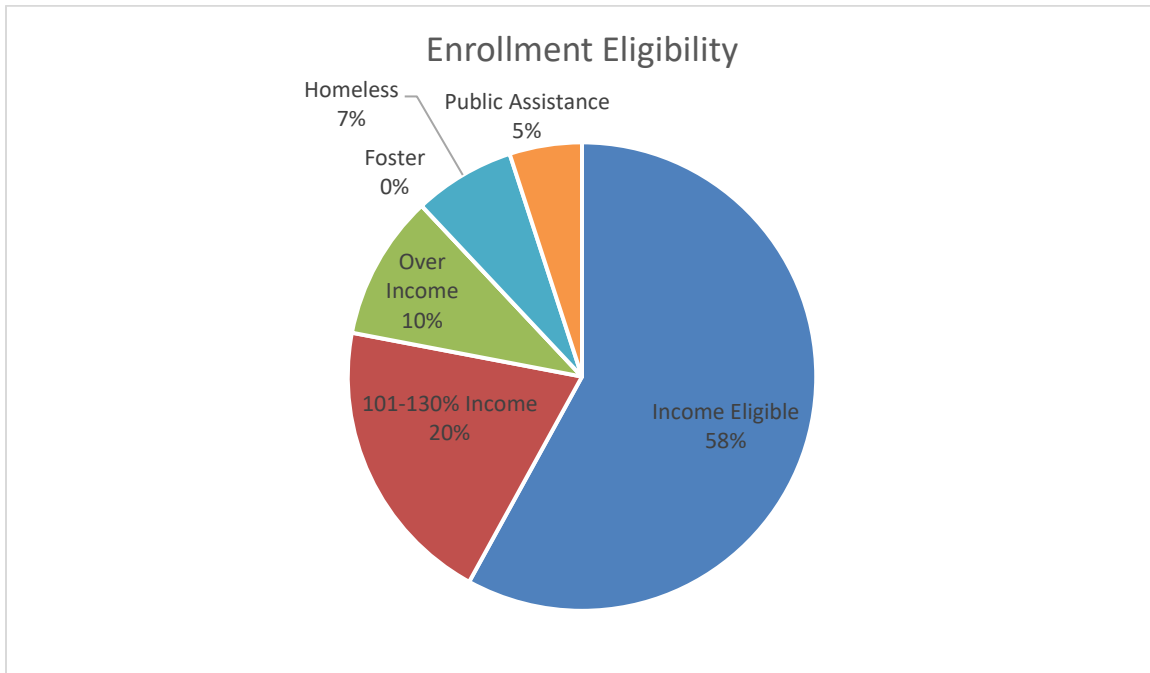
Category	Amount	Percentage
Administrative	\$ 411,931	14.67%
Program	\$ 2,394,661	85.33%
Total	\$ 2,806,592	100 %

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, 2023. 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 -- 105



Eligibility Category	Number of Children	Percentage of Enrollment
Income Eligible	61	58%
101%-130%	21	20%
Over Income	11	10%
Homeless	8	7%
Foster	0	0%
Public Assistance	4	5%

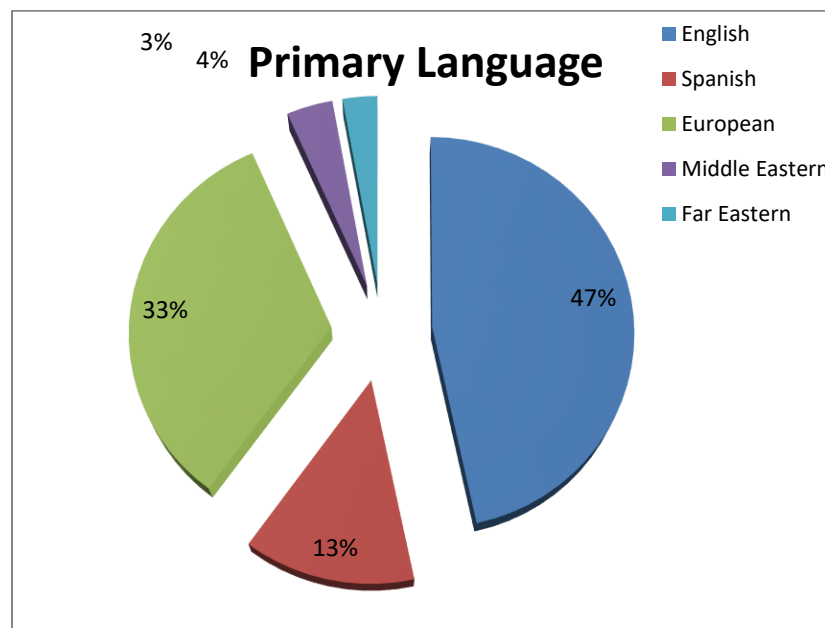
Our program provided services to 105 children and families throughout the 2022-2023 school year. The program saw an increase in the number of children enrolling into the program signaling a return to normalcy after the Covid-19 pandemic. However, the program is still

feeling the effects of the expansion of the NYC Department of Education 3K and Pre-K programs in our catchment areas. While this expansion has broadened the educational opportunities available to families in our community, it has also presented us with the need to adapt and innovate, ensuring that we continue to offer the highest quality early childhood education and support to our families.

Demographics of the Population Served

According to information collected enrollment data in ChildPlus, these are some of the key characteristics of the population we serve:

Primary Language of Children Served



Primary Language at Home	Number of Children
English	49
Spanish	14
European	35
Middle Eastern	4
Far Eastern (Asian)	3

60% of children served were Dual Language Learners

Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic
Asian	0	4
Black/ African American	2	7
White	39	47
Indian/Alaskan	0	0
Biracial/Multiracial	6	0

Family Composition

Family Type	Number of Children
Two Parent Family	84
Mother Only	13
Father Only	3
Grandparent	0
Foster	0

Family Engagement

The Y.M. & Y.W.H.A. of Williamsburg, Inc. firmly believes that the partnership between parents and program staff plays a crucial role in ensuring the current and future success, as well as the school readiness of children in the program. 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.

During Period 1, Family Advocates focus on cultivating strong relationships with the families they serve, while also providing them with support and encouragement to help identify their strengths and needs to develop their family goals. During Periods 2 and 3, we observed a noticeable growth in families as they utilized the support and guidance provided by Family Advocates and the program to make strides towards achieving their goals, ultimately leading to positive and impactful changes within their household.

Family Outcomes – 2022-2023

Area	Score P 1	Score P 2	Score P3	Growth P1-P3
Housing	3.3	3.5	3.6	.3
Safety	3.8	4.2	4.2	.4
Health Insurance	2.8	3.1	3.3	.5
Mental Health	3.2	3.5	3.7	.5
Transportation	3.1	3.3	3.6	.5
Financial Security	3.3	3.5	3.5	.2
Employment	3.3	3.4	3.4	.1
Food/Clothing	3	3.5	3.9	.9
Family Wellbeing	3.8	3.9	4	.2
Nurturing Relationships	3	3.8	4.2	1.2
Child Development	3	3.5	4.1	1.1
Family Education at Home	2.8	3.6	3.9	1.1
School Readiness	2.9	3.4	4	1.1
Primary Language	3.6	3.6	3.9	.3
Education/Training	3.5	3.5	3.5	-
Volunteering	1.7	1.8	1.8	.1
ESL	3.6	3.6	3.7	.1
Transition	3	3.3	3.9	.9
Families and Communities	2.5	3.1	3.5	1
Advocacy	2.3	2.6	3	.7

Family Goals

Goal	Number of Families P1	Number of Families P2	Number of Families P3
SN Evaluation	14	17	15
SN Services	12	17	18
Child's Education	30	64	68
Housing	2	2	3
Child Health	4	5	3
Family Health	-	3	2
Parent Education	2	1	2
Employment	3	1	1
Other	15	24	16
Total	86	134	125
Number of Goals Completed	28	21	42

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, the "Family Service Action Status" reports was used and enabled us to observe families' progress toward their goals. During the 2022-2023 school year, families achieved a total of 91 goals which they set with their Family Advocates. Among the various goals pursued by these families, the most prevalent one remains focused on Child's Education. This trend highlights the recognition among our families that early childhood education plays a crucial role in their children's development. Enrolling children in preschool provides them with valuable opportunities to interact with peers and acquire essential life skills, such as sharing, taking turns, and following rules. These social interactions contribute to their overall development and lay the foundation for future success. In addition to fostering social skills, preschool education also plays a vital role in preparing children academically for kindergarten and beyond. By engaging in age-appropriate educational activities, children gain fundamental knowledge and skills that will support their future academic endeavors. The fact that Child's Education remains the most common goal among our families indicates their commitment to providing their children with a strong educational foundation. By recognizing the benefits of early childhood education and taking action to prioritize it, these families are actively investing in their children's long-term success.

Activities for Children

Karma Kids 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 nurture essential 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 children's musician, joined our children in various celebrations such as our Pumpkin Patch, Winter Festival and End of Year Party. He provided music and movement activities to reinforce and teach a variety of skills. His creative approach incorporated themes from the children's ongoing studies and drew inspiration from the wonders of nature, enhancing their learning experiences in a dynamic and engaging manner.





Mad Science

Mad Science offers preschool STEM workshops that immerse children in interactive, hands-on learning experiences. They believe that fostering a love for science, technology, engineering, and math at a young age will give children the confidence they need to excel in these fields later in life. The children enjoyed performing simple experiments, and fostering a deeper understanding of how science serves as a window to unravel the mysteries of our world.

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. The children participated in three puppet shows during the 2022-2023 school year.

