

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

Annual Report 2023 - 2024



A Message from the Director

Dear Families,

As we close out another school year, I want to express my sincere appreciation for the opportunity to lead such an exceptional community of students, parents, and dedicated staff. Your steadfast support and patience throughout the 2023-2024 school year have been truly invaluable. While we faced both successes and challenges, our commitment to ensuring the safety and educational well-being of our students remained unwavering.

I extend a special thanks to our parents. Your support and active involvement have been the cornerstone of our success this year. Whether it was participating in school events, volunteering your time, or engaging with your children's learning, your contributions have significantly enhanced our community and fostered an environment where our children can thrive. Together, we've enriched our knowledge and shared experiences that will be treasured for years to come. It is the dedication and strength of our community that make our school a truly remarkable place—a place I am proud to lead and call HOME.

I also want to acknowledge our dedicated staff members, Policy Council Members, and Board Members for their exceptional commitment and tireless work. Your support has ensured that our children continued to learn and grow in a safe and nurturing environment.

Looking ahead, I am excited about the journey we will continue together. With your continued support, I am confident that our program will reach new heights and achieve even greater milestones. Thank you for making this year so special and for making our educational community so extraordinary.

Sincerely,
Elzbieta Szura
Director

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.



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.

Strategic Five Year Goals

Program Goal #1:

The Y.M and YWHA of Williamsburg, Inc. Head Start will cultivate and enhance a culture of wellness that encompasses physical, oral, nutritional, and mental wellness for children, families and staff.

Program Goal #2:

The Y.M and YWHA of Williamsburg, Inc. Head Start will create an inclusive, supportive, and equitable environment to foster a sense of belonging and communities for children, families and staff.

Education

The Y.M. & Y.W.H.A. of Williamsburg, Inc. recognizes the critical role early childhood plays in a child's future success in school and life. Our program is designed to provide each child with a strong foundation for lifelong learning by fostering a healthy, nurturing, and positive classroom environment. We use a combination of proactive and responsive strategies to support children's development and learning. Throughout the school year, we monitor progress during three key outcome periods. Using Teaching Strategies Gold, teachers track and assess children's development at each checkpoint. This helps us gauge individual progress as well as the overall effectiveness of our program, ensuring alignment with the Head Start Early Learning Outcomes Framework (HSELOF). Data from Period 1 serves as a baseline for measuring growth. In Period 2, we introduce new strategies and curricula to enhance learning. Finally, in Period 3, we evaluate the children's progress and measure their growth throughout the year.

Teaching Strategies Gold outcomes data measures on children's performance levels in each of the six areas of child development and learning:

- Social-Emotional: Understanding how children manage emotions, interact with others, and form relationships.
- Physical: Assessing fine and gross motor skills and physical development.
- Language: Evaluating children's ability to understand and use language, including speaking and listening skills.
- Cognitive: Measuring children's thinking skills, problem-solving abilities, and how they understand concepts.
- Literacy: Focusing on early reading and writing skills, including recognizing letters, understanding stories, and beginning writing.
- Mathematics: Assessing number sense, counting, basic operations, patterns, and spatial awareness.

The Management Team, Coach/Mentor, and teaching staff analyzed and aggregated the child assessment data to identify trends and track growth in children's development and learning. These results provided the basis for planning and helped shape enriching, developmentally appropriate learning experiences for the children. This collaborative approach ensures that each child receives individualized learning to nurture their developmental progress.

Outcomes 4s

When analyzing the outcomes from Teaching Strategies Gold for four-year-old children in period 3 and comparing them with period 1, we observe significant growth across all developmental areas. Many of our children have not only met but have exceeded expectations, particularly in the domains of language and literacy. This notable progress is a testament to the combined efforts of our dedicated teachers and engaged parents.

In the domain of language and literacy, children have shown remarkable growth. They have improved their vocabulary, sentence structure, and overall communication skills. Many children are now able to recognize letters, understand phonics, and even begin early reading activities. This is a clear indication of their readiness for more advanced literacy activities in kindergarten. The significant progress in language and literacy can be attributed to several key factors. Our teachers have implemented a variety of effective techniques, including interactive read-alouds, phonics games, and language-rich classroom environments. These methods have provided children with ample opportunities to develop their language skills in engaging and meaningful ways.

The use of effective teaching strategies, combined with active parent participation in educational workshops, has been key to achieving these outstanding results. Our children are well-prepared and excited to transition to kindergarten, ready for continued success.

Domain	Below P1	Meeting P1	Exceeding P1	Below P3	Meeting P3	Exceeding P3
Social Emotional	22.8	77.2	0	4.7	88.3	6.9
Physical	32.8	67.2	0	8.7	91.3	0
Language	33	67	0	9.2	81.6	9.1
Cognitive	37.2	62.8	0	4.4	93.5	2.1
Literacy	35.2	60.4	4.4	13.7	74.6	11.6
Mathematics	34.6	63.3	2.1	10.8	76.2	13

Outcomes 3s

Analyzing the data for three-year-olds from Teaching Strategies Gold reveals significant growth across all developmental areas. In each domain, we observe that some children have not only shown progress but have also exceeded expectations in period 3, demonstrating remarkable advancements in their skills and abilities.

The significant growth in social-emotional development indicates that the program’s strategies and supports were highly effective in fostering children's emotional regulation, interpersonal skills, and ability to adapt to the classroom environment. This domain’s improvement is particularly impressive considering that for many children, this was their first experience in a structured school setting. Adjusting to routines, interacting with peers, and managing emotions can be especially challenging in the early stages of school life. By the 3rd period, over 93% of children were meeting expectations in this area, with some even exceeding. This shows that the classroom environment, teaching techniques, and social-emotional learning supports were instrumental in helping children adjust.

Overall, the comprehensive data from Teaching Strategies Gold for three-year-olds highlights a pattern of significant growth and development across all areas. This progress not only reflects the effectiveness of our educational programs and interventions but also underscores the readiness of these young learners to take on new challenges and continue their developmental journey with confidence and enthusiasm.

Domain	Below P1	Meeting P1	Exceeding P1	Below P3	Meeting P3	Exceeding P3
Social Emotional	49.4	50.6	0	2.4	93.6	4.1
Physical	35.9	64.1	0	2.2	95.3	2.5
Language	52.6	47.4	0	5.2	91.4	3.4
Cognitive	52.3	47.7	0	5.7	91.7	2.6
Literacy	41.6	58.3	.1	5.8	91.6	2.7
Mathematics	36.7	63.3	0	8.9	89.2	2.2

Special Education

100% of the children enrolled in the program were screened within 45 days of entry in accordance with the Head Start Performance Standards

30 Children (29%) had an IEP indicating that they qualified to receive special education services.

17 children out of 30 (16%) entered the program year with an IEP.

13 children of the 30 (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, Philip M. Stern & Company, LLP 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, 2024 and the changes in the net assets and its cash flows for the year ending January 31, 2024 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, American Rescue Plan Funds, Office of Children and Families, Universal Pre-kindergarten Half Day, Birth to Five 3K/4K and CACFP programs.

Fiscal

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, American Rescue Plan Funds, Office of Children and Families, Universal Pre-kindergarten Half Day, Birth to Five 3K/4K and CACFP programs.

Head Start funds _____	\$3,062,752
UPK Funds _____	\$310,253
Birth To Five,3K/4K _____	\$832,369
American Rescue Plan Funds _____	\$6,442
Total Head Start, BTF and UPK Funds received_____	\$4,211,816
CACFP Funds _____	\$113,232
Total Funds _____	\$4,325,048

The U.S. Department of Agriculture provided \$113,232 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 \$2,970,354 of federal funds in administering the Head Start program. A Low-Cost Extension (LCE) was made for the remaining funding of \$92,398 to be utilized in the next fiscal year. A percentage (70%) supports the personnel and fringe expenses required to staff the program.

Budget Categories	Fiscal Expenditures	Federal Budget (modified)
Personnel	\$ 1,548,283	\$ 1,548,283
Fringes	525,991	525,991
Supplies	102,114	102,114
Equipment	0	0
Contractual	313,857	313,857
Training	46,658	46,658
Other than Personnel	433,451	525,849
Total	\$ 2,970,354	\$ 3,062,752

Fiscal

Balance of Funding:

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

1) Head Start Funds \$92,398

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 \$765,688. The total amount recorded was \$1,427,453. This program exceeded the non-federal share/ in-kind match by \$661,765.

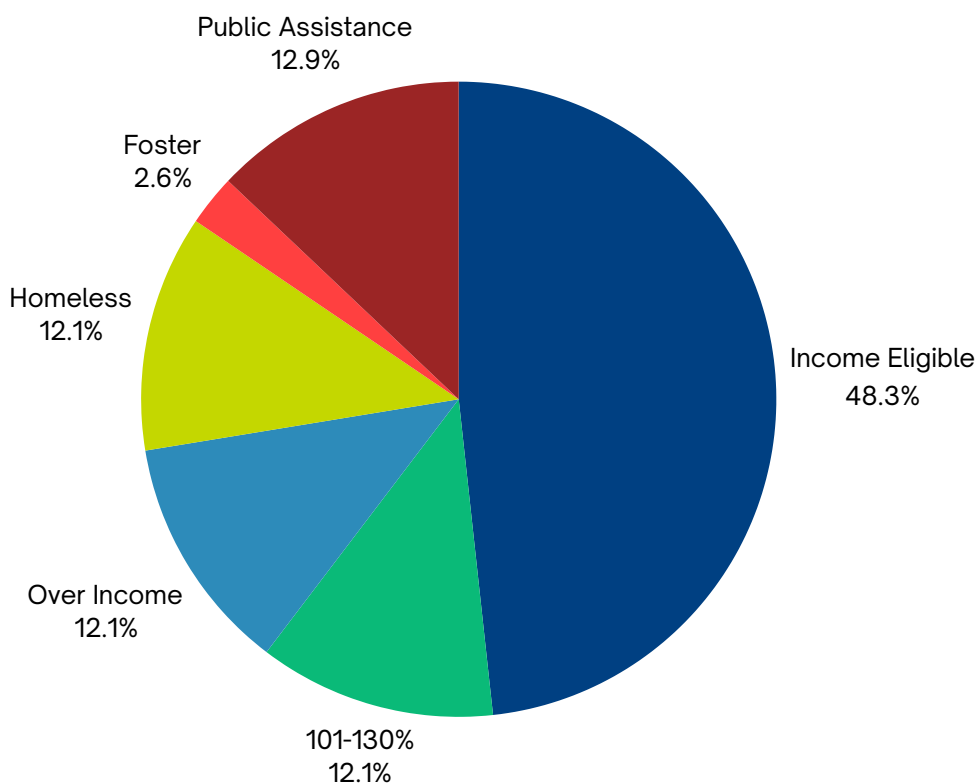
PROGRAM EFFICIENCY:

This agency's allocation of Head Start administrative expenses (which is 14.92% falls within the 15% administrative cap) and programmatic expenditures are as follows:

Category	Amount	Percentage
Administrative	\$ 443,085	14.92%
Program	\$ 2,527,269	85.08%
Total	\$ 2,970,354	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, 2024. The following demographic information was submitted to the Office of Head Start in the Annual Program Information Report (PIR). During the 2022-2023 school year, the program served 116 children.

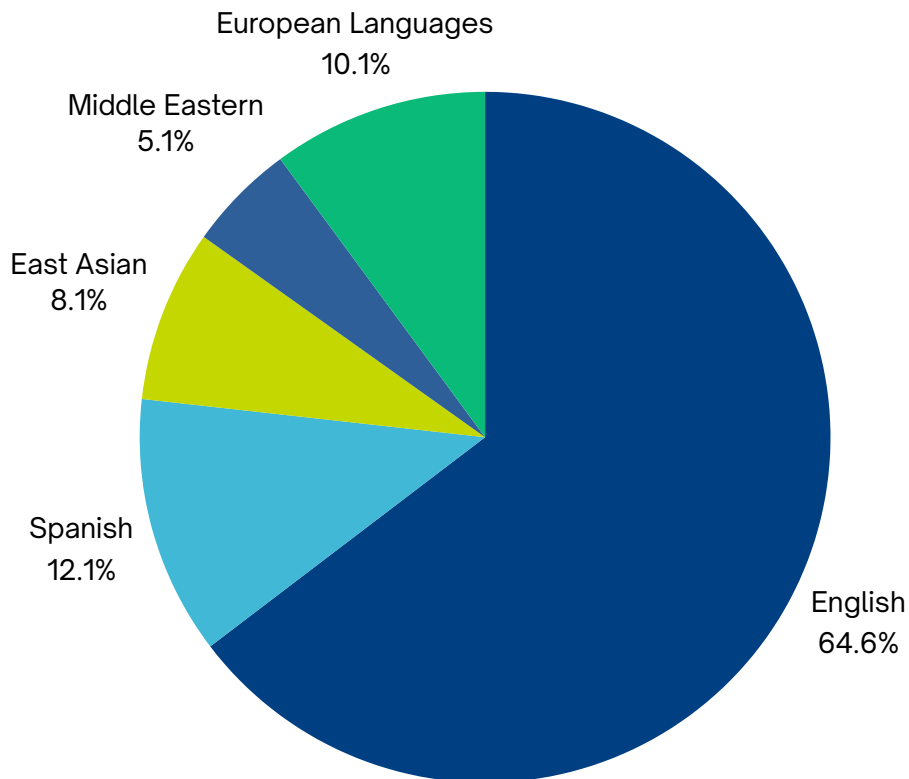


Eligiblity Category	Number of Children	Percentage of Enrollment
Income Eligible	56	48.3%
101-130% of Poverty Line	14	12.1%
Over Income	14	12.1%
Homeless	14	12.1%
Foster	3	2.6%
Public Assistnace	15	12.9%

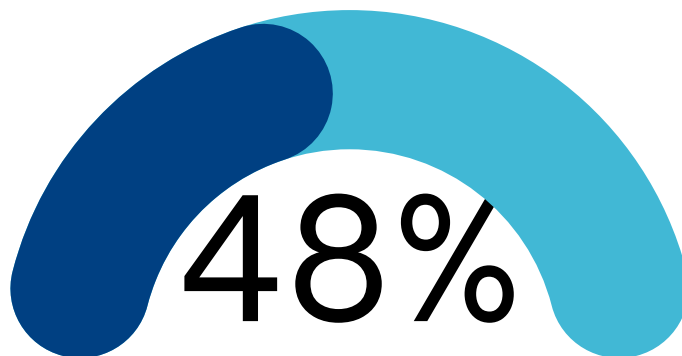
Demographics

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

Primary Language



English Language Learners



56 children (48%) were Dual Language Learners

Demographics

Race/Ethnicity of Children

Race	Number Hispanic	Number Non-Hispanic
Asian	0	8
Black/ African American	3	11
White	38	48
American Indian / Alaskan Native	0	0
Biracial / Multiracial	5	3

Family Composition

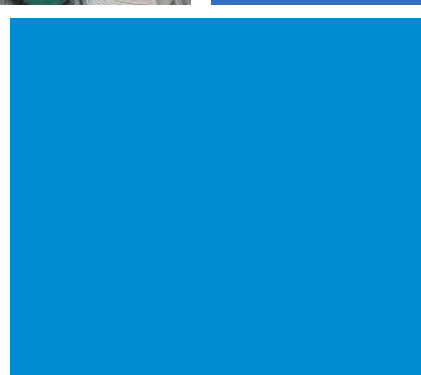
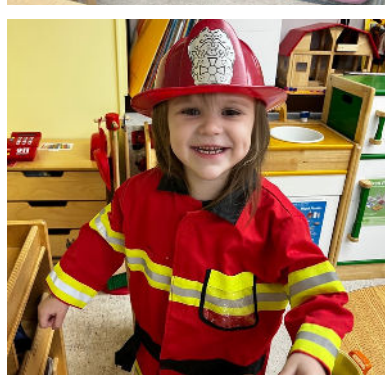
Family Type	Number of Children
Two Parent Family	95
Mother Only	15
Father Only	2
Grandparent	1
Foster	1

Change of Scope

The Y.M. & Y.W.H.A. of Williamsburg, Inc. submitted a Change of Scope application to the Office of Head Start on November 27, 2023, which was approved on March 15, 2024. The application proposed a conversion/reduction, reducing the number of Head Start slots from 195 to 105, while adding 24 Early Head Start slots and 8 slots for pregnant women.

Since the New York City Department of Education launched its full-day universal prekindergarten initiative in 2015 and expanded to include full-day universal 3K programming in 2021, these programs have benefited many families. However, they have also oversaturated our catchment area with Pre-K and 3K For All options, which has greatly impacted our program's enrollment. Despite this, there remains a longstanding need in our community for affordable full-day programming for children aged two and under.

The Early Head Start program has an anticipated implementation date of September 2024. This initiative will allow us to deliver high-quality, comprehensive early childhood education and care, ensuring that even the youngest members of our community receive the support and resources they need for healthy development and preparation for school success.



Family Engagement

Throughout the school year, Family Advocates focus on developing relationships with families by recognizing their successes, addressing challenges, and determining the best ways to support them within the program. Family Assessments are conducted three times a year, with the initial assessment serving as a baseline for measuring growth. This approach allows the program to establish a starting point and track progress throughout the school year, ensuring that support strategies can be adapted to meet the evolving needs of families. The outcomes of these assessments are measured on a scale of 1-5, with 1 indicating the greatest need.

The chart below provides scores from Period 1 and Period 3 assessment periods, highlighting the growth observed across different domains.

Area	Score Period 1	Score Period 3	Growth
Housing	3.6	4	.4
Safety	4.1	4.3	.2
Health Insurance	3.2	3.8	.6
Mental Health	3.8	4	.2
Transportation	3.4	3.8	.4
Financial Security	3.6	3.6	0
Employment	3.3	3.6	.3
Food/Clothing	3.7	4.2	.5
Family Wellbeing	4.0	4.3	.3
Nurturing Relationships	3.4	4.3	.8
Child Development	3.4	4.3	.8
Family Education at Home	3.2	4.3	1.1
School Readiness	3.3	4.2	.9
Primary Language	4.2	4.3	.1
Education/Training	3.6	3.8	.2
Volunteering	1.3	1.7	.4
ESL	3.9	4	.1
Transition	3.3	4.2	.9
Families and Communities	3.0	3.8	.8
Advocacy	2.4	3.2	.8

The highest growth observed during the 2023-2024 school year was in Family Education at Home, which increased by 1.1 points. This significant improvement can be attributed to many factors including the strong home-school connection, our literacy backpack initiative, parent conferences and the various educational workshops held throughout the year. We emphasize to parents that education isn't confined to worksheets; it can be seamlessly integrated into everyday activities like shopping at the supermarket or making dinner at home. By providing resources and support, we empower parents to foster their children's learning in meaningful ways, contributing to the overall enhancement of family education at home.

Family Goals

A successful Family Partnership Process is built on a strong and meaningful relationship between Family Engagement staff and the families they serve. By gaining a deeper understanding of each family's unique needs and priorities, Family Advocates can collaborate with them to set achievable and impactful goals. During period 3, the most common family goal remained “Child's Education,” indicating that parents place a high value on it. This is also evident in the fact that “Family Education at Home” was the area of highest growth in the family assessment for this school year. This consistent focus on education demonstrates parents' ongoing commitment to their children's future success. By prioritizing their child's learning, parents show they believe in the crucial role education plays in securing a better future. This continued emphasis highlights the enduring importance of academic development in family goals.

Goal	Number of Families P1	Number of Families P2	Number of Families P3
SN Evaluation	10	6	14
SN Services	20	23	25
Child's Education	56	82	83
Housing	3	5	3
Child Health	4	1	3
Parent Education	2	1	1
Employment	0	1	2
Financial Stability	1	1	1
Potty Training	11	4	2
Transition to School	56	7	1
Other	4	10	16
Total	167	141	151
Number of Goals Completed	62	26	20

Throughout the school year, a total of 108 family goals were successfully achieved, reflecting our commitment to supporting and empowering families in our program. These goals spanned a range of areas including education, special needs services health, housing and employment, each tailored to meet the unique needs and aspirations of every family. Through collaborative efforts with Family Advocates and dedicated support from our staff, families were able to make significant strides towards enhancing their well-being and achieving their desired outcomes. This accomplishment not only highlights our program's effectiveness in fostering positive change but also underscores the enduring impact of personalized support and strategic goal-setting in promoting family success and resilience.

Activities for Children

Karma Kids Yoga

Karma Kids Yoga introduces children to a diverse set of yoga techniques that they can incorporate into their daily routines, supporting their overall well-being both in and out of the classroom.. Through diverse yoga poses, games, mindfulness activities, music, and stories, the program fosters strength, flexibility, coordination, and body awareness. Breathing and visualization techniques help develop focus, relaxation, and self-control. Additionally, Karma Kids Yoga encourages inner strength, confidence, self-esteem, a sense of well-being, respect for others, and self-love, both inside and out.



Little Warrior Soccer

Little Warrior Soccer provides an age-appropriate curriculum aimed at enhancing soccer skills while fostering self-confidence and essential social skills. The program creates a fun and inclusive environment where participation is key. Through a range of engaging soccer drills and team-oriented games, children develop foundational techniques, improve coordination, and learn the value of teamwork. The focus remains on making the experience fun and rewarding, encouraging active involvement while teaching the basics of the sport and the importance of working together as a team.

Music With Louie

Children's musician Louie Miranda joined us for events like the Pumpkin Patch, Winter Festival, and End of Year Party, offering music and movement activities to support skill development. His creative approach, inspired by nature and the children's studies, enriched their learning in a fun and engaging way.



Activities for Children

Mad Science

Mad Science offers preschool STEM workshops that engage children in hands-on, interactive learning experiences. They believe that nurturing a love for science, technology, engineering, and math early on builds the confidence needed for future success in these fields. The children enjoyed conducting simple experiments, gaining a deeper appreciation for how science helps us explore and understand the world around us.

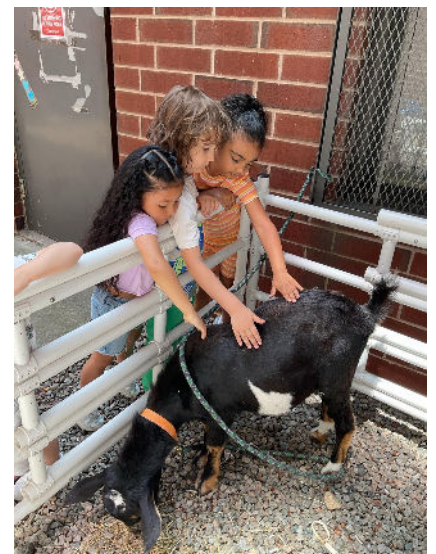


Puppetsburg Puppet Shows

The children had three visits from Puppetsburg during the 2023-2024 school year! Puppetsburg puts on interactive, culturally relevant performances that include dancing, instruments, dress-up, and even bubble time. These shows not only provided fun and excitement but also enriched the children's learning experiences through dynamic and interactive storytelling.

Backyard Buddies Petting Zoo

The children enjoyed a delightful visit from the Backyard Buddies Petting Zoo! This engaging experience allowed them to interact closely with a variety of friendly animals, including goats, sheep, and bunnies. The hands-on encounter not only provided fun but also taught the children about animal care and behavior, fostering a sense of empathy and curiosity about the natural world.



Activities for Children

Sensory Gym

The Y.M. & Y.W.H.A. of Williamsburg, Inc. introduced a new sensory gym to the program! This vibrant and stimulating space is designed to support sensory exploration and development through a variety of engaging activities. With equipment such as textured walls and interactive sensory stations, the gym provides a rich environment for children to enhance their motor skills, sensory processing, and coordination in a fun and supportive setting.

