

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

Annual Report 2024 - 2025



A Message from the Director

Dear Families,

As we close out another school year, I want to express my deep appreciation for the opportunity to lead such a dedicated community of students, families, and staff.

This year marked an exciting milestone with the addition of our Early Head Start program. We are so pleased with how smoothly the transition went and the positive impact it has already had on our youngest learners and their families. Expanding our services in this way has strengthened our ability to meet children's needs from the very start, and it is a step forward we are extremely proud of.

I want to extend my heartfelt thanks to our parents for their involvement and support, which continue to be the cornerstone of our success. Whether through volunteering, attending events, or partnering with us in their children's learning, your contributions have enriched our community and created meaningful experiences that will be remembered for years to come.

I also wish to recognize our dedicated staff, Policy Council Members, and Board Members for their tireless commitment. Your hard work and guidance ensured that our children continued to learn and grow in a safe, nurturing environment where they can reach their fullest potential.

As we look ahead, I am excited for the opportunities that lie before us. With your continued partnership, I am confident that our program will build on this year's successes and reach even greater milestones. Thank you for making this year so meaningful and for strengthening our school community in such powerful ways.

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 Y.W.H.A. of Williamsburg, Inc. Head Start will create a welcoming, supportive, and fair environment to foster a sense of belonging and community for children, families, and staff.

Early Head Start Conversion

The Y.M. & Y.W.H.A. of Williamsburg, Inc. has proudly served the community for more than 40 years. Beginning in 2020, the program began facing enrollment challenges due to several factors, including the ongoing gentrification of Greenpoint and Williamsburg and the expansion of 3K and 4K programs by the NYC Department of Education. In response, 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.

Many steps were taken to prepare for this new adventure with a younger demographic. A full sprinkler system was installed throughout the center, along with other renovations to ensure that each classroom had the necessary plumbing. Age-appropriate materials and new furniture were purchased and thoughtfully arranged to create a warm and engaging environment for the children. In addition, six new staff members with experience in this age group were hired and trained in the new curriculum, ensuring that all children received high-quality early education from the very start of the school year.

The Y.M. & Y.W.H.A. of Williamsburg, Inc. successfully opened three Early Head Start classrooms for the 2024–25 school year. Based on the program's current permitting, these classrooms serve two-year-old children. Despite the many challenges of the new program, the 2024–25 school year proved to be a success. From the very first day, the new classrooms opened at full capacity and maintained full enrollment throughout the year, demonstrating families' trust in the program. Demand for enrollment continues to exceed available space, and a waiting list has already formed for two-year-old children. This level of interest highlights not only the community's strong need for high-quality early education but also the reputation the program has built for providing safe, nurturing, and developmentally rich learning environments. The success of this expansion affirms the importance of continued investment in early childhood services and underscores the program's role as a vital resource for local families.

Education

The Y.M. & Y.W.H.A. of Williamsburg, Inc. understands the impact early childhood experiences have on a child's future success in school and beyond. Our program is structured to provide every child with a strong foundation for lifelong learning by creating a supportive, nurturing, and positive classroom environment.

Throughout the school year, children's progress is carefully monitored during three assessment periods. Using Teaching Strategies Gold, teachers track and evaluate development at each checkpoint, allowing us to measure individual growth and assess the overall effectiveness of our program in alignment with the Head Start Early Learning Outcomes Framework (HSELOF). Data collected during the first period establishes a baseline, the second period introduces targeted strategies and new curricula to enhance learning, and the third period evaluates overall progress and growth achieved over the course of 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/Mentors, 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, children in made significant progress from Period 1 to Period 3 across all domains. The percentage of children performing below expectations decreased dramatically, while those meeting or exceeding expectations increased in every area.

Children demonstrated especially strong growth in Social-Emotional, Cognitive, Literacy, and Language development. In Social-Emotional skills, many children progressed from below expectations to exceeding expectations, showing increased confidence, self-regulation, and positive interactions with peers and teachers. Cognitive skills, including problem-solving and reasoning, also showed notable improvement, with more children demonstrating advanced thinking abilities. Literacy and Language development were areas of significant growth as well, with children making strides in early reading, writing, and communication skills, preparing them for success in kindergarten and beyond.

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	31.6	67.3	1.1	8.7	75.3	16.0
Physical	21.3	77.1	1.7	2.2	86.7	11.1
Language	27.5	7.1	1.5	11.9	77.0	11.1
Cognitive	27.8	69.8	2.4	9.1	79.3	11.6
Literacy	26.7	72.7	0.6	7.7	81.1	11.3
Math	23.7	75.8	0.5	5.4	86.7	8.0

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	28.4	71.6	0	7.4	74.4	18.2
Physical	20.7	79.3	0	3.7	95.7	0.6
Language	24.5	75.5	0	10.6	74.6	14.8
Cognitive	20.3	79.7	0	7.9	85.5	6.7
Literacy	33.6	61.8	4.6	16.3	72.2	11.5
Math	28.9	69.2	1.8	12.3	75	12.6

Outcomes 2s

The assessment data for the two year old classes shows clear growth from Period 1 to Period 3 across all domains, with most children moving into the “meeting expectations” range by the end of the school year. For almost all children, this was their first school experience, so it is expected that some areas would be lower at Period 1 as they adjusted to new routines, expectations, and social settings. Despite this, Physical development stood out as a strong area from the beginning, with nearly all children meeting or exceeding expectations by Period 3. Cognitive, Literacy, and Mathematics also reflect steady growth, as the majority of children consistently meet expectations and small groups begin to exceed, showing early signs of higher-level skill development.

Language and Social-Emotional development began as areas of concern, with over half of the children below expectations at Period 1 in language and nearly half in social-emotional skills. These results are typical for young children who are just beginning school, as they are still developing vocabulary, communication, and self-regulation skills. By Period 3, both domains show significant improvement, with the majority of children meeting expectations and a growing percentage exceeding. This reflects the positive impact of classroom practices such as modeling communication, fostering peer interactions, and providing responsive support for self-regulation and vocabulary growth.

Domain	Below P1	Meeting P1	Exceed P1	Below P3	Meeting P3	Exceed P3
Social Emotional	46.5	53.5	0	16.7	73.6	9.7
Physical	15	83.7	1.3	1.7	82.5	15.8
Language	53.9	46.1	0	15.1	71.3	13.6
Cognitive	35	65	0	9.2	79.5	11.3
Literacy	28.2	71.8	0	7	90.6	2.4
Math	27	73	0	8	86.1	5.9

Special Education

Over the past few years, our program has seen a growing number of children with special needs and challenging behaviors. This important trend reminds us of our responsibility to provide high-quality inclusive practices and individualized support for all children.

After carefully analyzing our Head Start data, we have decided to provide training for all teachers on the Pyramid Model curriculum. This evidence-based framework will help us:

- Strengthen classroom practices that promote social-emotional development,
- Prevent and reduce challenging behaviors, and
- Provide targeted strategies to support children with special needs.

By investing in this training, we are taking a proactive step toward creating nurturing, inclusive, and engaging environments where every child can thrive. Your commitment and participation will make a meaningful difference in the lives of the children and families we serve.

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

33 Children (26%) had an IEP indicating that they qualified to receive special education services.

10 children out of 33 (7%) entered the program year with an IEP.

13 children of the 30 (18%) 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, 2025 and the changes in the net assets and its cash flows for the year ending January 31, 2025 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).

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 and Early Head Start, Workforce Retention (WFR), Universal Pre-kindergarten Half Day, Birth to Five 3K/4K and CACFP programs.

Head Start funds:	\$2,584,639
Early Head Start funds:	\$789,638
UPK Funds:	\$42,909
Birth To Five,3K/4K	\$852,407
Contributions	\$50
CACFP Funds	\$117,969
WFR Funds	\$137,040
Total Funds	\$4,524,652

The U.S. Department of Agriculture provided \$117,969 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. The Workforce Retention Grant program (WFR) provided \$137,040 for staff retention bonuses and recruitment activities administered under New York State's Office of Children and Family Services (OCFS).

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 \$3,281,928 of federal funds in administering the Head Start and Early Head Start programs. A percentage (70%) supports the personnel and fringe expenses required to staff the program.

Fiscal

Budget Categories	Fiscal Expenditures
Personnel	\$ 1,840,756
Fringes	\$ 558,381
Occupancy	\$ 255,904
Supplies	\$ 120,645
Equipment	\$ 82,963
Contractual	\$ 247,970
Training	\$ 31,715
Other than Personnel	\$ 143,594
Total	\$ 3,281,928

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 \$789,638. The total amount recorded was \$1,437,432. This program exceeded the non-federal share/ in-kind match by \$647,794.

PROGRAM EFFICIENCY:

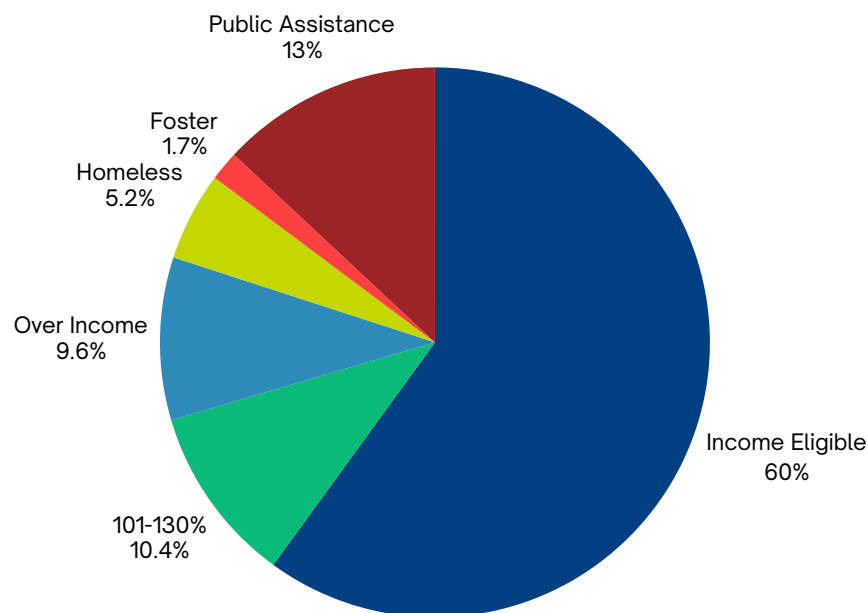
This agency's allocation of Head Start administrative expenses (which is 10% falls within the 15% administrative cap) and programmatic expenditures are as follows:

Category	Amount	Percentage
Administrative expenses	\$ 473,430	10%
Program expenses	\$ 4,245,930	90%
Total Expenses including In-Kind	\$ 4,719,360	100 %

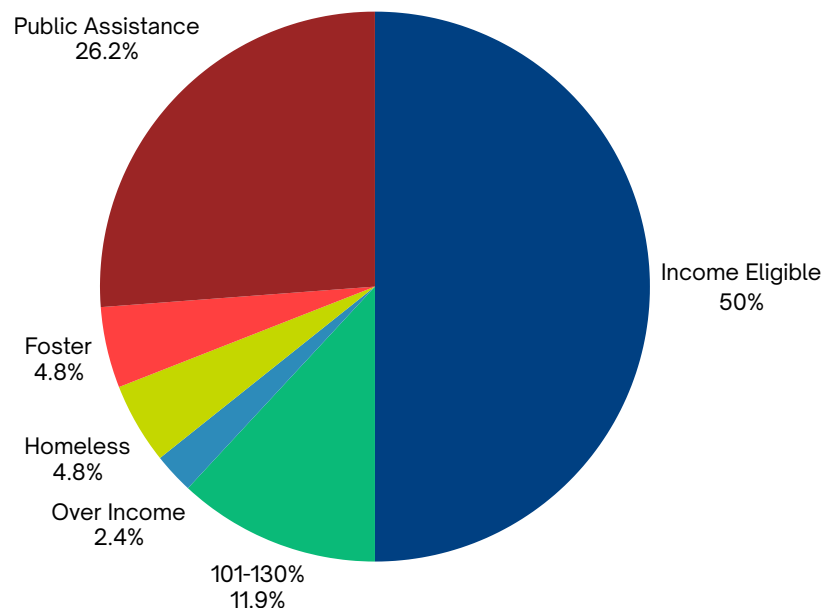
Enrollment

The Federal Government through the Administration for Children and Families (ACF) has provided funding to serve 105 Head Start children, 24 Early Head Start children and 8 Expectant families for the period ending January 31, 2025. The following demographic information was submitted to the Office of Head Start in the Annual Program Information Report (PIR). During the 2024-2025 school year, the program served 115 Head Start and 32 Early Head Start children, as well as 8 expectant families.

Head Start Eligibility

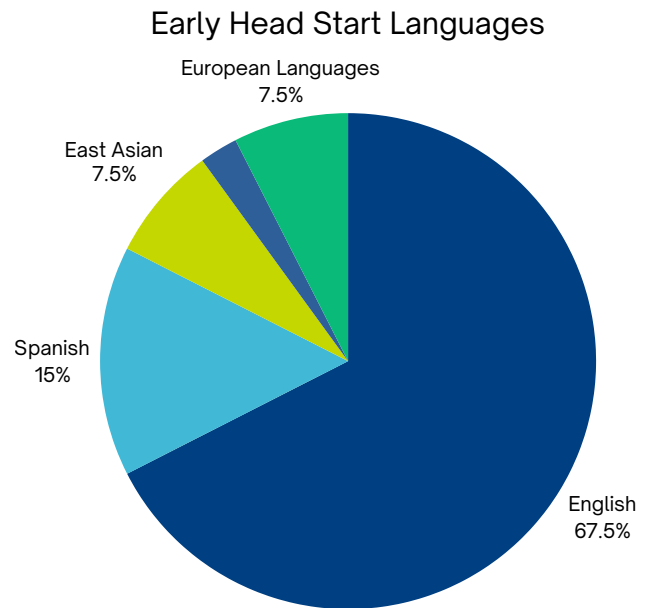
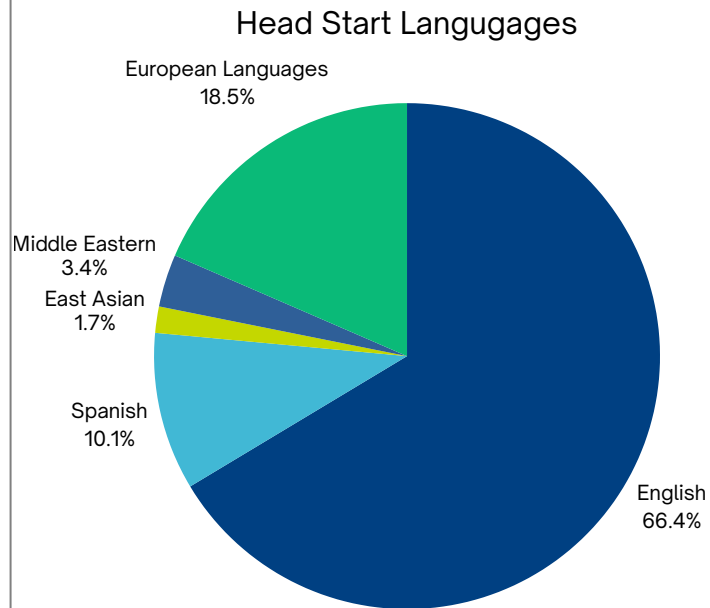


Early Head Start Eligibility

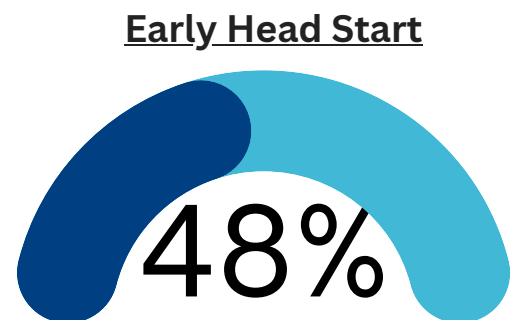
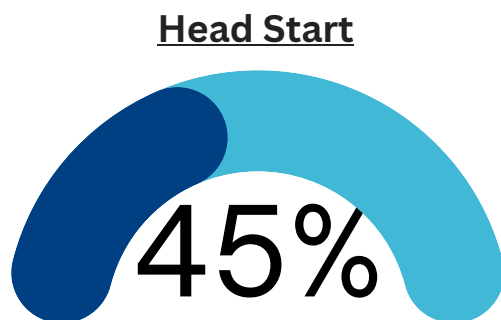


Demographics

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



Dual Language Learners



45 % of Head Start Children and 48% of Early Head Start children were Dual Language Learners

Demographics

Race/Ethnicity of Children

Head Start

Race	Hispanic/Latino	Non-Hispanic /Latino
Asian	0	4
Black / African American	3	12
White	37	50
Bi-racial / Multi-Racial	6	3

Early Head Start

Race	Hispanic/Latino	Non-Hispanic /Latino
Asian	0	4
Black / African American	1	2
White	17	10
Bi-racial / Multi-Racial	5	1



Family Engagement

Over the course of the school year, Family Advocates work to build strong connections with families by celebrating achievements, addressing challenges, and identifying the most effective ways to provide support within the program. Family Assessments are completed three times annually, with the first assessment establishing a baseline for tracking progress. This process helps set a clear starting point and enables the program to monitor growth, adjusting support strategies as families' needs change. Assessment results are rated on a 1–5 scale, with 1 reflecting the highest level of need. The charts below shows scores from the first and third assessment periods, illustrating the progress made across various domains for Head Start and Early Head Start Families.

Head Start Preschool Family Assessment Outcomes				
Area	Score P 1	Score P2	Score P3	Growth P1-P3
Housing	3.5	3.6	3.7	.2
Safety	4.3	4.3	4.5	.2
Health	3.3	3.6	3.8	.5
Mental Health	3.6	3.7	4	.4
Transportation	3.5	3.5	3.6	.1
Financial Security	3.2	3.3	3.5	.3
Employment	3.1	3.3	3.4	.3
Food/Clothing	3.8	3.9	4.2	.4
Nurturing Relationships	3.3	3.9	4.5	1.2
Child Development	3.3	3.8	4.4	1.1
Family Education at Home	3.2	3.8	4.4	1.2
School Readiness	3.1	3.6	4.4	1.3
Use of Primary Language	4.4	4.4	4.4	0
Education/Training	3.9	4	4	.1
Volunteering	1.3	1.5	1.6	.3
ESL	4.3	4.3	4.3	0
Transition	3.2	3.6	3.9	.8
Families and Communities	3	3.5	3.8	.9
Advocacy	1.8	2.6	2.9	1.1

The data shows steady improvement across most family outcome areas between Period 1 and Period 3, with the greatest gains were seen in areas tied to parent engagement and children's learning, such as school readiness, family education at home, nurturing relationships, and advocacy. These outcomes reflect the program's emphasis on equipping families with tools and strategies to support their children's development, as well as creating opportunities for parents to take active roles in their child's education and within the community. Consistent guidance from Family Advocates, coupled with workshops and classroom connections, likely contributed to families feeling more confident, supported, and empowered in these domains.

Family Engagement

Early Head Start Family Assessment Outcomes				
Area	Score P 1	Score P2	Score P3	Growth P1-P3
Housing	3.2	3.5	3.7	.5
Safety	4	4	4.2	.2
Health	3	3.3	3.	.8
Mental Health	3.3	3.6	3.8	.5
Transportation	3.2	3.3	3.3	.1
Financial Security	2.8	3	3.4	.6
Employment	2.9	3.1	3.2	.3
Food/Clothing	3.1	3.2	3.9	.8
Nurturing Relationships	3.1	3.4	3.9	.8
Child Development	3.1	3.4	3.8	.7
Family Education at Home	2.9	3.1	3.7	.8
School Readiness	2.8	3	3.6	.8
Use of Primary Language	4	4.1	4.3	.3
Education/Training	3.7	3.7	3.7	0
Volunteering	1.9	2.2	2.2	.4
ESL	3.8	3.9	4.2	.4
Transition	2.6	3	3.7	1.1
Families and Communities	2.4	2.9	3	.6
Advocacy	2.3	2.8	3.2	.9

Among the Early Head Start families, the most significant progress was seen in transition, advocacy, and areas connected to children's learning and family engagement, such as school readiness, family education at home, and nurturing relationships. These gains suggest that families are becoming more confident in navigating program changes, building stronger voices to advocate for themselves, and applying strategies at home to support their children's growth. Since this was the first school experience for most children, the support provided through the program was especially impactful in helping families adjust, build routines, and strengthen their role in their child's early learning. The program's consistent focus on parent involvement, access to resources, and collaboration with Family Advocates likely played a key role in helping families strengthen their skills and establish more supportive environments for their children.

Family Goals

Family Advocates play a central role in building trust and strong relationships with families. Through ongoing conversations and support, families feel comfortable sharing their needs and aspirations, which allows them to identify meaningful goals for themselves and their children. These goals reflect a wide range of priorities—from supporting children’s education and developmental milestones to strengthening family stability through employment, housing, and health. The following charts show how these goals evolved across the year, highlighting both the immediate concerns families addressed early on and the longer-term objectives they pursued with program support.

Head Start Preschool Goals			
Goal	Number of Families P1	Number of Families P2	Number of Families P3
Child’s Education	42	80	87
Employment	3	3	3
SN Evaluation	21	23	15
SN Services	10	17	22
Potty Training	18	5	3
GED	1	1	1
Parent Education	2	2	2
Transition	7	6	2
Behavior	1	1	1
Health	-	2	1
Housing	-	1	1
Open Case	-	1	1
Other	4	2	2
Total	109 (22 completed)	144 (24 completed)	141 (20 completed)

During Period 3, 141 family goals were identified for Head Start families, with 20 completed, bringing the yearly total to 68. This reflects strong collaboration between families and staff in supporting children's development and overall well-being.

Child’s Education remained the most common goal across all three periods, rising from 42 in Period 1 to 87 in Period 3. This steady increase highlights families’ growing engagement in their children’s learning and school readiness. There was also growth in Special Needs Services, with 22 families receiving support in this area by Period 3, showing increased awareness and access to developmental services.

Overall, the data shows a sustained commitment to individualized, responsive goal-setting throughout the year.

Family Goals

Early Head Start Goals			
Goal	Number of Families P1	Number of Families P2	Number of Families P3
Potty Training	5	14	14
Transition	24	19	7
ESL	1	1	1
Child's Health	1	1	1
SN Evaluation	2	1	3
SN Services	2	1	2
Child's Education	-	2	4
GED	-	1	1
Housing	-	2	1
Employment	-	3	4
Other	2	4	2
Total	37 (7 completed)	49 (10 completed)	40 (7 completed)

During Period 3, 40 family goals were identified for Early Head Start families, with 7 successfully completed. Over the 2024–2025 school year, 24 goals were completed, reflecting steady engagement between families and staff in setting and working toward meaningful outcomes.

Potty Training was the most consistently selected goal, increasing from 5 in Period 1 to 14 in both Periods 2 and 3. This focus highlights a key developmental milestone and the value families place on staff support during this stage. Transition, the most common goal in Period 1, dropped from 24 to 7 by Period 3. This decrease likely reflects effective planning and support that helped children, many of whom were entering school for the first time, successfully integrate into their classroom communities.

Overall, the data shows strong participation in the goal-setting process and the program's responsiveness to families' changing needs. The range of goals selected reflects both developmental priorities and broader family challenges, including housing and employment.

Activities for Children

Karma Kids Yoga

Karma Kids Yoga engages children in a variety of yoga practices they can bring into their everyday lives, promoting well-being both in the classroom and beyond. Through a mix of yoga poses, games, mindfulness exercises, music, and storytelling, the program supports strength, flexibility, coordination, and body awareness. Breathing and visualization activities help children build focus, relaxation, and self-regulation. The program also nurtures inner confidence, self-esteem, respect for others, and a positive sense of self, encouraging overall emotional and physical wellness.



Little Warrior Soccer

Little Warrior Soccer provides an age-appropriate curriculum designed to enhance soccer skills while fostering self-confidence and essential social skills. The program creates a fun and inclusive environment where every child is encouraged to participate. Through a variety of engaging soccer drills and team-oriented games, children develop foundational techniques, improve coordination, and learn the value of working together. The focus remains on making the experience enjoyable and rewarding, helping children build skills both on and off the field.



Music With Michelle

These music sessions introduced children to a variety of musical genres and instruments, encouraging exploration and creativity. Through singing, playing instruments, and listening activities, children developed an appreciation for rhythm, melody, and sound. These interactive experiences also supported their coordination, listening skills, and self-expression.



Activities for Children



Sensory Gym

The Sensory Gym at the Y.M. & Y.W.H.A. of Williamsburg, Inc. is a favorite among the children! This stimulating space supports sensory exploration and development through a variety of engaging activities. With equipment like textured walls and interactive sensory stations, the gym provides a rich environment for children to strengthen motor skills, sensory processing, and coordination in a fun and supportive setting.

Health Workshops

Nurse Jennifer leads health workshops for the children throughout the year, covering topics like germs, bone health, heart health, eye care, and sun safety. These sessions help kids learn practical ways to stay healthy and build lifelong wellness habits through stories and hands on activities.



Puppetsburg Puppet Shows

The children had three visits from Puppetsburg during the 2024-2025 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.

Activities for Children

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.



Uncle Tony's Reptile Show

The children had an exciting visit from Uncle Tony's Reptile Show! They were able to have hands-on experiences interacting with a variety of fascinating reptiles, including snakes, lizards, tortoises, and even a ferret. The experience was both fun and educational, helping children develop curiosity, respect, and a deeper understanding of reptiles.