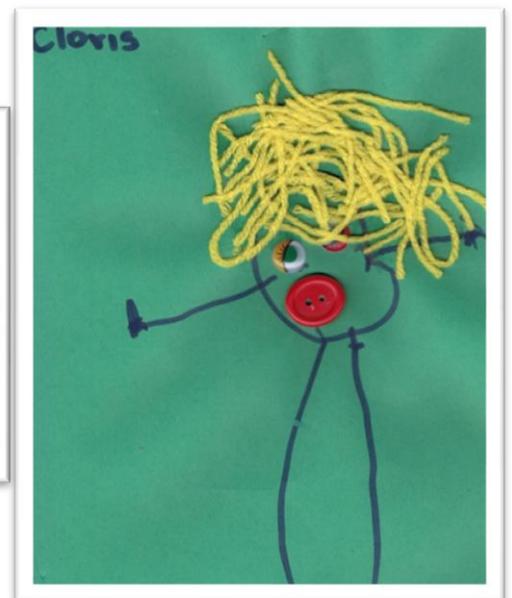
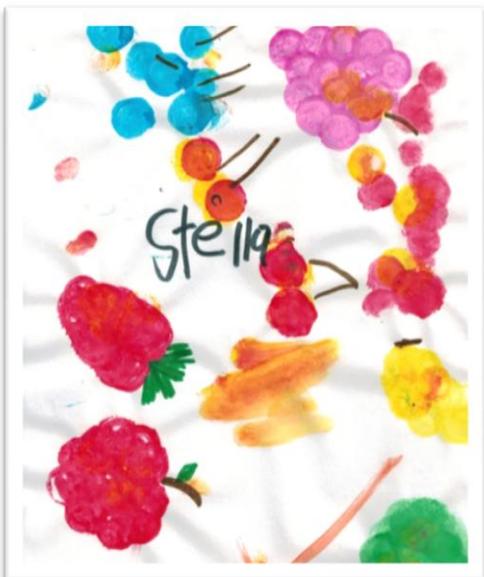


Mission Statement

The Y.M. & Y.W.H.A. 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.

We believe...

- 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.



The Y.M. & Y.W.H.A. of Williamsburg, Inc. Head Start is an ethnically diverse program. We continue to successfully serve the needs of our families by offering access to our services in English, Polish and Spanish, which are the predominant languages of our population. One hundred percent of our families are engaged in Family Partnerships and School Transition with our multilingual Family Workers. The staff works closely with parents to provide a warm, supportive and accessible environment adhering to the Parent, Family and Community Engagement Framework.

There are one hundred ninety five children enrolled at this agency. The agency summary data demonstrates that we are providing transportation to twenty four percent (24%) children making it easier for parents to work, attend school, and/or provide care for their other children. Many of our families have at least one parent working. Job postings are available at the center for parents, and resources are listed for a variety of training programs are provided. Family Workers have assisted many of our families with becoming involved in job training, vocational training, or GED and college programs. Securing gainful employment is supported and encouraged. A significant number of our parents were referred to ESL classes and continue to attend. Family workers have investigated resources for ESL classes in the community which are available both during the day and evening.

The program continues to offer parent workshops in the areas of child development, behavior, child abuse and nutrition, and including other topics. We have had an impressive number of parents attending these workshops. To assure parent attendance to all of our families, workshops are provided in English, Spanish and Polish. Meetings and training sessions occur early morning to accommodate working parents.

Family literacy is an important component of our program. Parents are encouraged to participate with their children and learn how to provide educational opportunities at home. The program provides Cool Culture cards to all families. Families are encouraged to use the card to attend museums, and cultural events. In addition, community events that provide enrichment are posted on the agency bulletin board. Our onsite library is generously stocked with children's

books and parenting books. Parents are encouraged to use this comfortable library to spend time with their children and to foster the joys of reading and learning.

There is a “Classified” bulletin board listing updated job opportunities for parents. Family workers assist parents by providing suggestions for their job search and assistance with resume writing and interviews.

We believe that accessibility to medical services is critical for families. One hundred percent of our children have up to date medical examinations. Our health care staff assures that children have dental examinations as well. For those families who do not have resources for medical care, our center has partnered with a local physician who provides yearly physicals at the center at no cost to families.

This agency has an onsite Mental Health Consultant who is available to children, families and staff. The Mental Health Consultant reviews all Behavioral Screenings and meets with teachers on an ongoing basis. Parents are aware of the Consultant’s schedule and open-door policy. Parents understand that the Mental Health Consultant is available for crisis situations and for parenting issues as they arise. The Consultant works closely with the disabilities coordinator and helps parents to understand and cope with their children’s special needs. Presently, with more effective tools for early diagnosis, we have 21% of diagnosed children with special needs. This growing number of children requires additional consultation with teachers, parents and professionals.

In summary, our program strives to achieve 100% of family engagement. Assisting families to access systems to enhance their personal lives remains a priority. We believe that families, who reach their own personal goals, provide exemplary modeling for their children. Ultimately, the benefits of a happy, healthy, secure family are immeasurable.

Teaching Practices

Many exciting shifts are taking place in education. The emphasis is on deepening children's knowledge through problem solving and theme-based teaching. The education directors and teachers worked closely to develop and extend units based on children's interests. After researching different curricula, our program feels that Creative Curriculum will better suit the agency's needs because of its comprehensive unit approach. Therefore our program would like to switch to Creative Curriculum.

Creative Curriculum is a forward-thinking, comprehensive, research-based and research-proven curriculum that helps teachers to be their most effective, while still honoring their creativity and respecting their critical role in making learning exciting and relevant for every child.

Over the past few years, a growing amount of attention has been paid at the federal and state levels to longitudinal data systems in ECE. Due to this we would like to switch to new assessment which is more data oriented. The GOLD, an authentic performance assessment, is based on teachers' observations of children at work in the classroom learning, solving problems, interacting, and creating products. Designed for students in preschool through 5th grade, the Gold includes three interrelated elements:

- Developmental guidelines and checklists
- Portfolios
- Summary reports

This assessment is used in UPK and is accepted by OHS. The teaching staff requires training on this assessment tool.

Systemic observations are conducted, and recommendations are made and implemented where necessary.

At the end of the year, performance evaluation of the staff was done and Staff Needs Assessment was analyzed. Based on the Needs Assessment professional development plan was developed and training plan for July and August was scheduled.

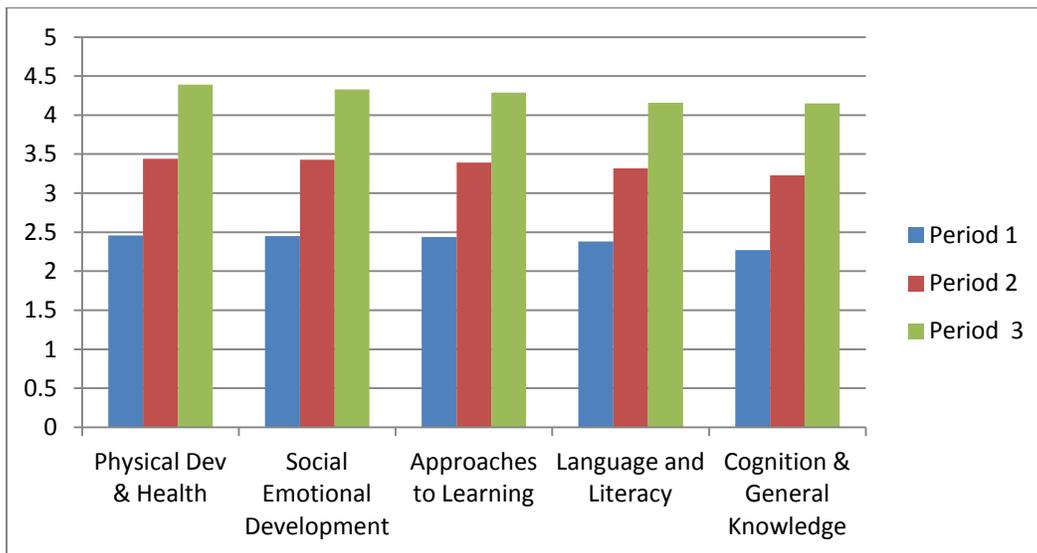
SPECIAL EDUCATION: All of our children with IEPs have been observed by teams from Committee on Special Education (CSE). Most have been recommended for general education classrooms with no services. Only about 5 children has been recommended for general; education with speech services. Only 3 children will enter ICT class (Integrated Co-Teaching). Tracking documentation on SN children and their folders have been updated.

UPK: The Education Directors and UPK teachers attended a workshop organized by the Department of Education. Our Instructional Coordinator came to review our UPK program based on the following:

- School Readiness Goals and Strategies,
- Interdisciplinary Units of Study (created by your UPK team)
- Sample Lesson Plans (current)
- Authentic Assessment Data - aggregated classrooms data
- Student Work Portfolios (containing work samples, observational notes, checklists)
- Data (CLASS, ECERS-R reports, etc.)
- Teacher Feedback Documentation (forms, checklists, notes, observation)

NAEYC: As part of the process for re-accreditation, the education directors and teachers worked to create program and classroom portfolios. A site visit was conducted on June 10-11 where no missing evidence was found in portfolios. Our program was successfully reaccredited for the next 5 years.

Summary of data from High Scope Assessment for school year 2013-2014



Happenings

Fathers Initiative Week. The Father's initiative was a great success, and there was a large turnout of fathers/male figures. Teachers had planned activities for the parents to be involved in. Fathers/parents planted seeds and flowers with the children. The most positive aspect was that although it was Father's Initiative, mothers were also welcomed to be involved.



Literacy Day. The children and staff worked hard to put on a great show for parents. The activities demonstrated the children's knowledge and skills and reflected the strengths of the teachers. The activities in the classrooms were creative, interactive, age-appropriate, fun, and engaging for the children as well as for parents. Teachers' enthusiasm to engage parents as part of the classroom activities was well received.

Restaurant Week. The children will have an opportunity to make their own pizza from scratch. Children will be given step-by-step directions and hands on experience on how to mix, knead and roll out the dough. They will then add fresh ingredients and amazing cheeses (special accommodations made for children with food allergies) while discussing healthy eating habits. The best part comes next, of course, when the children eat the pizza they've created.



Mad Science. Our children enjoyed captivating demonstrations, performed simple science experiments and discovered how science can help us to better understand the world around us. The science experiments were engaging, interactive, and a hands-on exploration of specific science topics.

Education in Dance. Integrating dance with all of the arts, and linking with the academics, the program combines basic dance skills, drama games for self-esteem, quality music (classical, ethnic, jazz), visual art forms, focus techniques, nutritional awareness and tumbling. The curriculum highlights shapes, levels, colors, spatial concepts, seasonal themes and locomotor skills.



Workshops and Trainings.

Throughout the year, the social services staff worked to maintain positive relationships with the families in our program. Parents had many opportunities to take part in workshops, trainings, the Policy Council and meetings with the teachers. The nurse, dietician and Educations directors in conjunction with the mental health consultant provided trainings on variety of topics to teach parents about their child's education, health and safety and mental health:

- Adjustment to School Routines
- Domestic Violence Workshop
- Asthma Workshop
- Obesity Training
- Substance Abuse Training
- Mental Health Training
- Health Fair – free medical exam and TB test.
- Transition Process for Turning Five Meetings

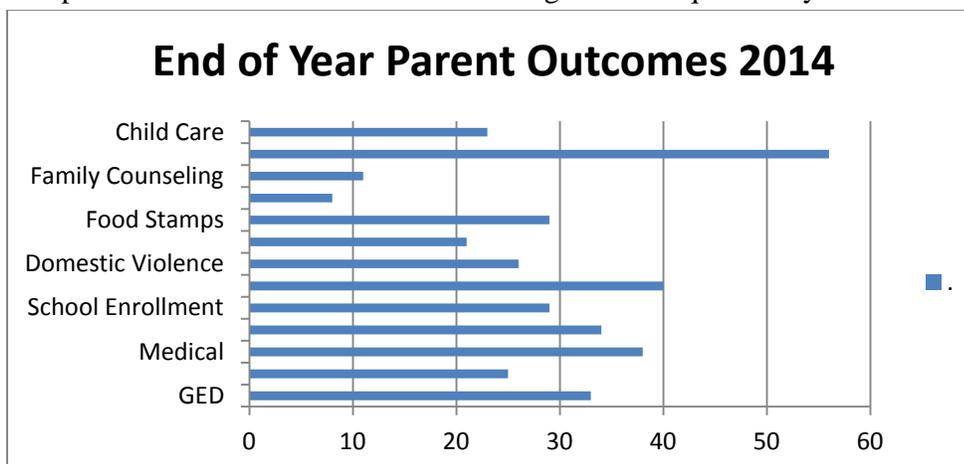
School Fair. A school fair was organized by the agency for the parents to learn about the kindergarten programs in the area. Principals from all the schools in the community participated and shared information about the unique programs their schools offer and the registration process. Community leaders and representatives from various agencies were also invited to attend. We had a large turnout of parents which made for a successful event.



END OF YEAR PARENT OUTCOMES

Parents set goals for themselves with the assistance of the family advocates; Most were attainable. The following are some of the goals that parents chose and have attained:

- Child Care – 23% of the families have attained services through referrals made by the family advocates. This service allowed parents to seek employment or enroll in school.
- Nutrition Workshops – 56% of parents have received excellent information on proper foods and menus to avoid obesity in their families.
- Family Counseling – 11% of the parents that have met with the Mental Health provider and have enlisted the services of their own private provider. The Mental Health Consultant makes outside referrals when necessary which is helpful to the Head Start parent.
- Immigration Services – 8% of the families in our center needed these services and have been successful. They were directed to the right immigration office.
- Food Stamps – 29% of the families in our center were in need of food stamps have been able to receive their proper share.
- Child Abuse – 21% of our families have attended child abuse training at the center.
- Domestic Violence – 26% of our families have shared the need for domestic violence training and have attended training at the center.
- Parenting Sessions – 40% of the parents at our center have participated at the center through the Mental Health consultant or outside referrals.
- School Enrollment – 29% of the parents that have voiced their need and assistance for further education have been successful in enrolling in a school that fulfills their needs.
- Employment – 34% of the parents were seeking employment have been successful. The agency has a Classified Bulletin Board. Parents are encouraged to seek these jobs. Staff has assisted parents in writing resumes, going for an interview, etc.
- Medical – 32% of our families have received proper medical referrals. All of these families have received medical homes for their entire family.
- Housing – 38% of the families in our center had housing issues and have had their issues resolved.
- ESL – 25% of parents who had the need to enroll in ESL classes have had positive outcomes.
- GED – 33% of parents who had the need to enroll in high school equivalency have been successful.



PUBLIC AND PRIVATE FUNDS RECEIVED:

The YM & YWHA of Williamsburg, Inc., Head Start Program is federally funded through the Administration for Children and Families (ACF), and other public and private funding that constitutes the required non-federal share (cash and in-kind). The YM & YWHA of Williamsburg, Inc., Head Start Program received the following funds to operate the Head Start, Universal Pre-kindergarten and CACFP programs.

Head Start funds	-----	\$ 2,278,400
UPK Funds	-----	\$ 315,923
Non-federal share (includes in-kind rent and parent volunteer that benefit the Head Start program)	-----	\$ 569,600
Total Head Start and UPK Funds received		\$3,163,923
CACFP Funds	-----	\$ 171,285
Total Funds	-----	\$3,335,208

The U.S. Department of Agriculture provided \$171,285 of reimbursements for daily breakfast, lunch and snacks, through the Child and Adult Care Food Program (CACFP) administered by the New York State Department of Health.

BUDGETARY EXPENSES:

The accompanying schedule enumerates the personnel and program expenditures necessary to staff the YM & YWHA of Williamsburg, Inc., Head Start Program. In all, the YM & YWHA of Williamsburg, Inc., Head Start Program expended \$2,265,410 of federal funds in administering the Head Start program, a percentage (62.33%) of which supports the personnel expenses required to staff the center. The total program budget was \$2,278,400.

Budget Categories	Fiscal Expenditures	Federal Budget
Personnel	\$ 1,420,182	\$ 1,425,000
Fringes	308,111	310,000
Equipment	11,400	11,400
Supplies	132,161	135,000
Contractual	60,185	62,000
Other than Personnel	333,371	335,000
Total	\$ 2,265,410	\$ 2,278,400
Non-Federal Funds	1,283,476	569,600
Total	\$ 3,548,886	\$ 2,848,000

NON-FEDERAL SHARE:

The non-federal share/in-kind match requirement is obtained annually through donated services that are generated by parents and community organizations and in-kind rent. **This program exceeded the non-federal share/ inkind match by \$713,876.**

PROGRAM EFFICIENCY:

This agency’s allocation of Head Start administrative expenses (which is 1.18% falls within the 15% administrative cap) and programmatic expenditures are as follows:

Category	Amount	Percentage
Administrative	\$ 253,321	11.18%
Program	\$ 2,012,089	88.82%
Total	\$ 2,265,410	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 June 30, 2014.

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

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

YM & YWHA of Williamsburg, Inc., Head Start Program continuously seeks to identify and possibly procure additional Head Start and non-Federal sources of funding to provide more comprehensive services and quality programming to the children and families who are served.

Percentage of Eligible Head Start Children that received:

- Medical Exams: 100%
- Dental Exams: 100%
- Up-to-date Immunizations: 100%
- Developmental, Sensory and Behavioral Screenings: 100%

The percentage of children with identified disabilities is 20%.

