HEAD START/ EARLY HEAD START ANNUAL REPORT 2018-2019
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MESSAGE FROM FSW’S PRESIDENT & CEO, POLLY KERRIGAN

I am incredibly honored to lead and serve Family Services of Westchester and to continue the work that we have done to advance FSW’s impact throughout Westchester County, NY since 1954.

Building Stronger Community Ties

As President and CEO, I will continue to devote my time and energy to advancing the programs and services that truly make a difference in the lives of the people we serve.

Working with Lisa Copeland, FSW’s Board Chair, and the entire Board of Directors I am committed to continuing to strengthen community ties. I'm also fortunate to know first-hand how much energy and vision our FSW staff brings to crafting their inspired responses to our community’s needs.

Resiliency to Combat the Effects of Trauma

I am especially excited about our use of Trauma Systems Therapy (TST) and our focus on resiliency, which is an individual's capacity to overcome adverse childhood experiences, two innovative approaches to mental health that FSW has refined and expanded over the past decade. As many clinicians know, TST is an evidenced-based model for treating children and adolescents who have experienced trauma such as abuse, neglect or the toxic stress associated with poverty.

Holistic Care to Reduce Health Care Costs

Our staff has been trained to use the TST approach with children, and we are now applying the model in FSW's new partial hospital, launched in June 2019 in partnership with St. Joseph’s Medical Center and the Yonkers school district.

The partial hospital’s emphasis on treating children holistically and working with community partners represents an innovative approach to an unmet need, and I am excited to see it flourish for several reasons. In addition to helping children, the model also embodies the latest thinking in mental health and demonstrates the value of partnerships. What’s more, by combining behavioral health

“In these critical times, we must be innovative but resilient in our approaches to meeting the unmet needs of so many of our vulnerable Westchester residents.”
treatment with primary care, the project also aims to treat the individual holistically and reduce healthcare costs.

I’m also excited about our efforts to raise public awareness regarding the impact trauma has on our population as well as the capacity of an individual to overcome traumatic events through trauma’s complementary component, resiliency. Building resiliency is a promising mental health strategy with broad applications for a range of issues. In addition to treating trauma and promoting resiliency in children, we can also extend some of the model’s techniques to helping other vulnerable populations such as older adults, veterans, immigrants and the formerly incarcerated.

Turning Toward the Future

While we have seen great initial success, we know that there is still more to be done. As an organization with more than 65 years of history, serving over 30,000 annually, with 50+ programs and services, FSW must always remain focused on the way forward. And it’s all possible with your help.

In these critical times, we must be innovative but resilient in our approaches to meeting the unmet needs of so many of our vulnerable Westchester residents. This is why I will be working closely with our various stakeholders to build and expand FSW’s presence in Westchester County. We know that the mental health and social services sector is radically changing in the ways it delivers services and we must be ready to embrace those changes.

Thank You for Your Support

As we embark on this new journey together, I wanted to assure you that as we move forward, FSW will continue to be a national leader in providing holistic approaches to care. In the coming months, we have several opportunities for you to get involved and participate with us.

Thank you for your support and please feel free to contact me at pkerrigan@fsw.org to share your thoughts and ideas as we continue Making A Difference, Right At Home.

Regards,

Polly Kerrigan, LCSW
President and CEO
MESSAGE FROM FSW’S E.D. OF EARLY EDUCATION PROGRAMS, CAROL ROBINSON

The first 5 years of a child’s life are their most important years. These early childhood years shape many facets of that child’s development throughout the later early childhood years and beyond. Guiding children through this formative and exciting phase in their lives is a journey we take with the families we serve.

It is both an honor and a privilege to lead Family Services of Westchester’s Early Head Start and Head Start programs. The guidance and coordinated approach of Family Services of Westchester governing body has ensured the success of our Early Head Start, Head Start and Prime Time programs. FSW’s coordinated approach aligns with the standards of Head Start’s Management policies and regulations. This approach guides and maintains our professional development system and calendar, as well as, renews our dedication to the children and families we serve ensuring we provide the highest quality of care.

Every year, prior to the start of the new school year, FSW Early Head Start and Head Start program staff, gather together at our in-service training. This year’s in-service launched our theme for the year, Maintaining Positive Program Climates for All. Positive program climates are the cornerstone of quality early childhood education. Positive climates promote growth and foster stronger bonds within the program’s ecosystem.

We are fortunate to serve a diverse group of children and families. Our children and families represent variety of cultural backgrounds, speak a number of languages, and live across the stretch of the city of White Plains. Their individual life experiences inspire a culturally rich and relative program climate. From our dual language classrooms to our parent involvement efforts and activities, we maintain mutual respect between our program and our children and families. Our policy council worked in conjunction with program administration to keep the parent prospective at the table and continuously working towards stronger partnerships between the programs and families served, past, present, future.

We express sincere gratitude to our teachers, policy council, support staff, governing body and community partners. Without such a dedicated team and a strong network of resources and partners, the work done by the Early Childhood Programs of FSW would not be possible in its current capacity. The school year 2018-2019 was filled with challenges and successes. Fortunately, our successes outweighed our challenges. I watched our team maneuver the implementation of updated federal Early Head Start and Head Start policy, as we moved in the direction of a coordinated approach. During the
transition to this model, our team adapted the quote, “Coming together is the beginning... working together is the progress... building together is the success.”

As we came together, we identified we had a shared vision, to deliver quality care and services to the children and families we come into contact with daily. We worked to develop goals and improvement plans in order to maintain the level of quality that we have come accustomed to deliver and our families have grown to expect. We shared governance with policy council and our governing board to assist us in making decisions regarding the future directions of our programs.

The FSW team is working together moving in the direction of progressive and innovative education for all children in our care regardless of gender, race, religion, socioeconomic or immigration status. We believe in maintaining diversity within our programs to maintain culturally relevant and sensitive learning environments free from discrimination and bias.

Moving into the future of continued growth and success we invite you to join us with your talents. Thank you for your support and please feel free to contact me at carol.robinson@fsw.org to share your thoughts and ideas as we continue Making A Difference, Right At Home.

Regards,

Carol L. Robinson, MSEd
Director of Educational Programs
Family Services of Westchester's Board of Directors is comprised of volunteers from the business and local communities. Their expertise helps forge our path ahead, maximize our impact and guide our mission of making a difference right here at home.

Board of Directors:

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Brandon Steiner
Nicholas Wolff
PROGRAM OVERVIEW

Family Services of Westchester (FSW) received authorization from the Administration of Children and Families (Department of Health and Human Services) to provide Early Head Start/Head Start (EHS/HS) for White Plains, New York as of January 5, 2004. Since then, FSW’s early education programs has expanded to six (6) sites. These sites include:

THE ROCHAMBEAU CENTER
The Rochambeau center is located on the lower level of Rochambeau Alternative High School. This site houses seven (7) classrooms of FSW’s Head Start Program. In addition to Head Start, we house two other programs: Universal Pre-Kindergarten and the Prime-Time special education integrated preschool program.

THE SLATER CENTER
The Slater Center is located in a White Plains community center named after the Reverend Thomas H. Slater. It is also directly across the street from Bethel Church. The center serves many of the residents from Brookfield Commons Public Housing (formerly Winebrook Public Housing) and the surrounding neighborhoods.

THE BETHEL CENTER
The Bethel Center is located in a church located directly across the street from the Slater Community Center and next door to the Winebrook Public Housing building.

THE NORTH STREET CENTER
The North Street Center is located on the grounds of First Baptist Church. The child care program is housed in a separate facility. At this location, we house two Early Head Start classrooms and share the space with our Prime-Time Preschool program.

THE EASTVIEW CENTER
The Eastview Center is located in the Eastview Middle School. FSW HS has three (3) classrooms.

THE PRIMETIME CENTER
Our Prime Time program is a special education program for preschoolers that offers a comprehensive range of evaluation and special education services. Prime Time serves children 3 to 5 years old. Our head staff work closely with Prime Time to identify and develop action plans to assist children with challenges. The Head Start team in a coordinated approach work together to support children and families throughout the evaluation process.
YEAR IN REVIEW 2018-2019

"5 More Years"
FSW Receives 5 Year Grant to Continue the Work of their Early Education Programs

"Partners in Progress"
FSW and Sarah Lawrence College Partner in Idea and Experience Exchanges

"Strength in Voices"
FSW Continues its Work as a Leading Voice for Westchester's Children and Families

"Fortifiying Links"
FSW and Sarah Lawrence Child Development Institute Offers Playful Professional Development to Teaching Staff

"Paying it Forward"
Henry's Story
"5 More Years" Grant Renewal

On November 13, 2019, Family Services of Westchester’s Early Head Start and Head Start programs received approval and renewal of our federal grant application. The renewal of our grant allows us to continue to provide quality Head Start programming to a diverse set of families in Westchester. Below is Senator Chuck E. Schumer’s Press Release regarding the grant renewal:

11.13.19

SCHUMER, GILLIBRAND ANNOUNCE OVER $1.2 MILLION IN FEDERAL HEAD START FUNDING FOR FAMILY SERVICES OF WESTCHESTER, INC.

Funding Will Be Used To Support Early Childhood Education and Care Services for Low-Income Children in Westchester County

U.S. Senate Minority Leader Charles E. Schumer and U.S. Senator Kirsten Gillibrand today announced $1,203,454 in federal funding for the Head Start program at Family Services Of Westchester, Inc. The federal funding was allocated through the U.S. Department of Health and Human Services Head Start Program and will be used to provide child care and support services for low-income families in Westchester County. The Westchester Head Start program emphasizes cognitive and language development, social and emotional development, physical and mental health, and parent involvement. This is achieved through access to routine health checkups, parental support programs, and a universal pre-K program.

“Study after study shows that the better we prepare our young children, through programs like Head Start, the better they perform in school later in life,” said Senator Schumer. “This federal funding for Family Services Of Westchester will bring real results to young students in the Hudson Valley by providing them with the resources they need to succeed both in and out of the classroom. I am proud to support this essential funding and I will continue to fight to see that early childhood education remains a priority.”

“The Head Start Program gives children opportunities to reach their full potential by making high-quality early childhood education and care more accessible,” said Senator Gillibrand. “This federal funding will support Family Services of Westchester as it works to
provide young children with the tools they need to get a strong start in life. I will always fight in the Senate for the resources that help prepare our children for success.”

“We at Family Services of Westchester have long enjoyed the strong support of Senators Schumer and Gillibrand for our Head Start program,” said Carol Robinson, Ms Ed., Executive Director for Early Childhood Educational Programs. “This vital funding enables our Early Head Start and Head Start programs to continue providing the best possible early childhood education for the young children and their families who need it most in Westchester County. We look forward to continuing to serve our 234 students, thanks to funding like this which creates opportunities for organizations like Family Services of Westchester to serve our community.”

Head Start provides comprehensive child development programs for low-income children from birth to age five, as well as support and services for their families. Head Start programs primarily serve pregnant women, infants, and toddlers. The comprehensive services these programs offer include early education, health screenings, social and emotional health, nutrition, social services, and services for children with disabilities.

"Partners in Progress" Sarah Lawrence College and FSW Team Up

Over the course of the year, Sarah Lawrence College and Family Services of Westchester’s Early Head Start and Head Start programs have worked together in an idea and experience exchange. This idea and experience exchange gave Sarah Lawrence College students access to internships throughout our six sites.

FSW’s Early Head Start and Head Start teaching staff were treated to a “playful” CAPE training with the Child Development Institute at Sarah Lawrence College. Community Adventure Play Experiences or CAPEs grants children a play experience where imagination, collaboration and problem-solving work together.

Trained facilitators worked with staff in this immersive play experience. Using recyclable materials that can be found in home and around the community, teachers were able to test out ideas with the materials supplied by the Child Development Institute. After being able to
engage in unstructured play, teachers came together to reflect on the experience and discuss how they could bring the experience to the children in their classrooms.

"Strength in Voices" FSW Advocacy Work

Some say there is strength in numbers. We at FSW agree but also believe there is strength in voices. We use our collective voices to ensure that those who are unable to advocate for themselves are still heard whether it be in the state legislature or on the congressional floor.

Annually, leaders in the early education programs travel to various professional development workshops and conferences. These professional networking and education opportunities provide our leaders with new and sharpened tools for their advocacy toolkits. At FSW, we believe anyone who works with children is an advocate for children, regardless if they are conscious of it. Members of the leadership team have attended workshops/trainings and conferences locally with one of our community partners, Child Care Council of Westchester. They have also travelled outside of Westchester County to workshops/training and conferences in New York City, Philadelphia, Washington D.C., Orlando, San Antonio, Santa Fe, and Los Angeles.

In January 2019, Carol Robinson, Director of Early Childhood Programs and Enid Forester, Education Manager travelled to Washington D.C. to the National Head Start Association. This annual event gathers head start program leaders from across the nation to discuss the current state and direction of Head Start as a whole, as well as, allow for leaders of different backgrounds and demographics to network and exchange ideas to bring back to their respective programs.

While in Washington, Carol and Enid shared information about the programs and their impact on the White Plains and surrounding Westchester community. They advocated for the continued funding for Head Start programs as well as an increase in funding. Carol and Enid attended Head Start’s Legislative Breakfast where they had the opportunity network with invited elected officials from the Senate and House of Representatives.
“Fortifying Links” Teambuilding and Professional Development

Our annual pre-service professional development event where all the various members of our Head Start programs gather prior the start of a new school year. Program staff who attend include classroom staff, site directors, mental health specialists, family advocates, service providers and program administrators.

This year, our theme was Maintaining Positive Program environments. This theme was inspired by FSW’s commitment to mental health for a productive and peaceful work environment. By focusing on attention on all the things in the program that were going right, we would be able to identify and celebrate our success and best practices. By having our combined best practices in our collective consciousness, we were able to return to the new school year refreshed and ready to serve our children and their families with a renewed sense of purpose in our various roles and capacities.

The trainings scheduled were led FSW staff including program coordinators, site directors and members representing various community partners. Janet Donat screened a film about adverse childhood experiences (ACEs), trauma and resiliency. After the film, Janet conducted the ACEs Survey with the pre service group in attendance. Upon completion of the 10-question questionnaire, the groups shared their individual scores anonymously via their smartphones.

After viewing the unexpected results, Janet pointed out the group that whether or not we are conscious of it, we all have had some forms of trauma regardless of our social economic and family backgrounds. She challenged the group to take this into account when working with children, families, program staff and other members of the FSW community by remaining trauma informed. Janet is the program coordinator of EMERGE, which stands for Educating Mothers to Embrace Reentry and Gain Employment. EMRGE is one of FSW’s restorative justice programs and is a voluntary program provided at no charge to mothers, ages 18 and older, who are currently incarcerated and about to be released from the Westchester County Department of Correction.

Site director of Prime-Time Center, Dianne Costanzo, led an expressive workshop on open ended art. Using recyclable materials, teachers of Early Head Start, Prime Time center, and other FSW Head Start centers created trees using the open-ended materials and art
supplies. Working in groups, participants were encouraged to use the materials in any way they wanted to create their trees.

Careen Robinson, MSEd ’19, second year graduate student in the Art of Teaching Program at Sarah Lawrence College co-presented “Speak on the Positive” workshop with Director of Early Childhood Programs, Carol Robinson. During this two-part workshop, participants were challenged to look at a negative experience from a new perspective to serve as a reminder that even negative experiences have value and often lessons to be learned for a smoother tomorrow. Participants were also reminded that self-care is the best care and they have to care for themselves before they will be to provide quality care to the children and families they interact with throughout the school year and beyond. By the end of the workshop, the team was also able to come together and identified the positive qualities of each other.
The focus on positivity continued throughout the year with staff remaining focused on their overall wellness. They participated in staff wellness activities together, such as; creating vision boards, meditation sessions, and Zumba and Yoga group exercises.

“Paying It Forward” Henry’s Story

Henry Jesus Valencia started in our Early Head Start program as an infant almost two decades ago. He continued on in our Head Start program as toddler and preschooler before leaving to go to traditional elementary school. In addition to going to traditional elementary school, Henry joined the Boy Scouts of America as a cub scout. Henry continued up the ranks of the boy scouts throughout the years. Close to his high school graduation, Henry qualified to become an Eagle Scout candidate, an honor only 4% of boy scouts ultimately receive. To receive the prestigious award, Henry was required to submit a proposal for a service project. Henry his FSW family as the benefactor of this service project.

Henry now a college student, attending Westchester Community College, Henry took on a very challenging project, spearheading an upgrade of the Early Head Start playground. Through Henry’s hard work and leadership his vision materialized into an improved Early Head Start playground. Children in our early head start program will continue to have access to experiences that will facilitate their gross motor development outdoors, same as Henry did all those years ago.
PROGRAM DEMOGRAPHICS

Early Head Start

Children Served

FAMILY SERVICES OF WESTCHESTER’S EARLY HEAD START PROGRAM CURRENTLY SERVES 40 CHILDREN.

40 Children Served

- 7 Under 1 Year
- 16 1 Year Olds
- 21 2 Year Olds

Enrollment by Age

OUR PROGRAM COHORT IS COMPRISED OF 7 INFANTS UNDER THE AGE OF 1 YEAR OLD, 16 ONE (1) YEAR OLDS, AND 21 TWO (2) YEAR OLDS.
OUR FAMILIES ARE DIVERSE AS IS THE MEANS THROUGH WHICH THEY QUALIFY FOR OUR EARLY HEAD START PROGRAM SERVICES. WE SERVE FAMILIES WHO LIVE BELOW THE POVERTY LINE, WHO ARE ON PUBLIC ASSISTANCE, FOSTER FAMILIES, HOMELESS FAMILIES AS WELL AS A SEGMENT OF FAMILIES WHO WERE DISQUALIFIED FROM SERVICES INITIALLY DUE TO SURPASSING THE FEDERAL EARLY HEAD START INCOME GUIDELINES.
Primary Language Spoken at Home

40 of our Early Head Start families speak Spanish primarily in the home.
5 of our families speak English.
FAMILY SERVICES OF WESTCHESTER’S EARLY HEAD START PROGRAM CURRENTLY SERVES 194 CHILDREN.

OUR PROGRAM COHORT IS COMPRISED OF 102 THREE (3) YEAR OLDS, AND 97 FOUR (4) YEAR OLDS.
OUR FAMILIES ARE DIVERSE AS IS THE MEANS THROUGH WHICH THEY QUALIFY FOR OUR HEAD START PROGRAM SERVICES. WE SERVE FAMILIES WHO LIVE BELOW THE POVERTY LINE, WHO ARE ON PUBLIC ASSISTANCE, FOSTER FAMILIES, HOMELESS FAMILIES AS WELL AS A SEGMENT OF FAMILIES WHO WERE DISQUALIFIED FROM SERVICES INITIALLY DUE TO SURPASSING THE FEDERAL HEAD START INCOME GUIDELINES.
159 OF OUR HEAD START FAMILIES SPEAK SPANISH PRIMARILY IN THE HOME.
33 OF OUR FAMILIES SPEAK ENGLISH.
6 OF OUR FAMILIES SPEAK FRENCH CREOLE.
2 OF OUR FAMILIES SPEAK ONE OR MORE SLAVIC LANGUAGES.
MEDICAL AND DENTAL

MEDICAL
Health

The Health Manager works closely with family advocates and health support staff to do a child intake questionnaire that includes the physical examination requirements, immunizations, hemoglobin, lead screening, vision and hearing screenings, tuberculosis risk assessment, a Dental/Oral examination and other health related screenings. The forms are reviewed during an individual intake meeting with the families, prior to their enrollment into the program. During this intake meeting, the Health Manager, family advocates, or support staff enters the child’s information into COPA. The face to face meetings allows them to address any concerns that may arise prior to enrollment and help to ensure that the information is accurate.

As per the New York State Office of Family Services (NYS OCFS) requirement for day care, all of our children have a physical exam on file prior to entry into the program. All children for whom an immunization record was submitted were fully immunized according to NYS requirements.

To date there were 194 (or 100%) enrolled in Head Start program and 40 (or 100%) children in our Early Head Start program who received medical screenings. In both the HS and EHS programs the number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age received 100% immunizations.

Most children (over 50%) in the program have health insurance coverage by means of local and state health care/insurance initiatives or through their parents’ employer-based health insurance coverage. Parents, including pregnant women, have a similar rate of coverage through their qualifications for local and state health care/ insurance initiatives, as well as, employer-based health care/ insurance.

Nutrition

With the help of the Health Manager and through grants, our Head Start and Early Head Start program educates children, staff, and parents about healthy lifestyles and nutrition by implementing the “I am Moving, I am Learning” curriculum. As a supplemental enrichment program for parents, the Cornell Cooperative extension offers “Eat Smart, Head Start” classes
weekly. The objective of this program is for families to learn about good nutrition, plan healthier meals, and modify their lifestyles. “Eat Smart, Head Start” encourages adults to be role models for their children and engage the whole family in a healthy diet. Head Start also piloted the “Eat Well, Play Hard” Initiative at two centers (Slater & Bethel) this past year to educate and encourage children, parents and staff about the importance of eating more fruits and vegetables. Although the above data appears promising, the battle over childhood obesity remains an area of significant concern.

For the 2018-2019 year, 36 Head Start children were identified as overweight and 35 were identified as being obese. In addition, nutritious meals are funded through the Federal Government Children and Adult Care Food Program (CACFP) and meals are provided by the White Plains City School District (WPCSD) Food Service.

Approximately, 76% Head Start (HS) and 89% of Early Head Start families have access to and use the federally funded The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), which provides them with financial support for their nutritional needs.

DENTAL

At monthly parent committee meetings, families are educated about the importance of regular oral hygiene and dental care. Each year, we celebrate “Dental Day,” along with a local dentist in the While Plains area. Dr. Erica Fish and her team screened approximately 57 children and Healthy Smiles screened 74 children at the centers.

To date there were 194 (or 100%) enrolled in Head Start program and 40 (or 100%) children in our Early Head Start program who received dental screenings.

HEALTH SERVICES ADVISORY COMMITTEE

The Health Manager organizes a Health Services Advisory Committee meeting twice a year. Providers from all over Westchester County meet to discuss Early Head Start and Health Related issues/concerns and health trends in the community.
COMMUNITY PARTNERSHIPS

FSW Early Head Start and Head Start programs partner with over 30 organizations. Each of these organizations aid us in providing the best quality early childhood care as well as ensuring our families basic needs are met so they can grow and thrive, like the children we serve. Below is a list of sponsors that worked with us the past year.

<table>
<thead>
<tr>
<th>Ashley Home Furnishings</th>
<th>Boy Scouts of America Troop 2005</th>
<th>Bronxville Reform Church Nursery School</th>
<th>Building our own Knowledge (BOOKS)</th>
<th>Bundles of Joy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Bank-Feeding Westchester</td>
<td>Girl Scouts of America</td>
<td>Hudson Valley Ballet</td>
<td>Junior League of Central Westchester</td>
<td>Lakeshore</td>
</tr>
<tr>
<td>Lehman College</td>
<td>Lions See</td>
<td>Morgan Stanley</td>
<td>New York City Poison Control Center</td>
<td>Nifty Knitters</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>Sarah Lawrence College</td>
<td>Scarsdale Synagogue</td>
<td>Simon and Schuster</td>
<td>Soccer Shots</td>
</tr>
<tr>
<td>The Sharing Shelf</td>
<td>Toys 4 Tots</td>
<td>United Way</td>
<td>Westchester Country Club</td>
<td>Westchester Library System</td>
</tr>
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The organizations that partner with us are each unique but all share the same belief: early childhood education is important and deserve support from all sectors, especially the private one. Below is a brief summary about each of our partners and how they used their business to make a difference in the lives of the children and families we serve.
Ashley Home Furnishings

Ashley Home Furnishings is a retail furniture store that provided beds to children between the ages of 3-18 for families in need. This allowed for children to have a safe and individual sleeping space promoting a better night’s rest.

Boy Scouts of America Troop 2005

The Boy Scouts of America Troop 2005 provided materials and labor to enhance the toddler playground at the North Street site. This offered for a safe, updated play space and sand box for toddlers to use daily.

Bronxville Reform Church Nursery School

Bronxville Reform Church School provided “Thanksgiving in a Box” donations to a large number of Head Start and Early Head Start families. Families received food products essential to creating a special holiday meal for their loved ones, who might otherwise not be able to afford the added expense of a holiday dinner.

Building our own Knowledge (BOOKS)

Building our own Knowledge (BOOKS) are awesome team of 5 high school students. To support our literacy initiatives, these students created audio books for the children of the program. They held a book drive to assist us in building up our lending libraries. The teens assembled 10 book bags with 6 to 8 books each. These book bags will be used as part of our centers lending libraries.

Bundles of Joy

Bundles of Joy is a not-for-profit charitable organization that provides essentials to babies, toddlers and new parents in critical need. They donated clothing and other items for infants and toddlers in our home-based program which assisted our families in having an adequate amount of clothing and household items for their young and growing babies.

Food Bank for Westchester/ Feeding Westchester

Food Bank for Westchester/ Feeding Westchester is a not for profit food bank. They provide food bags of non-perishables to all families in our programs on a monthly basis. Families have access to and participate in the distribution process. This allows families with food insecurity the knowledge that they will be receiving this support monthly.
Girl Scouts of America
The Girl Scouts of America provide flyers to recruit families for Head Start programs at parades and other local events. This raises awareness of Head Start and brings families to our programs to enroll.

Hudson Valley Ballet
The Hudson Valley Ballet offered tickets to local ballet performances at no-cost to our families. They also offered opportunities for classes for preschool children and their older siblings at no cost. This provided families with opportunities to attend cultural events in the local area and broadens children’s interests.

Junior League of Central Westchester
The Junior League of Central Westchester provided literacy projects to our students throughout the year, including donating books to build home libraries. Their projects culminated in a large event in June, which included all families, entertainment, dinner, crafts and books. This enabled families to build their home libraries and taught the importance of reading skills.

Lakeshore
Lakeshore is an educational resources company that provided a family day at a local toy and learning store, which included crafts and giveaways. Lakeshore also provided trainings and luncheons for staff where they introduced new products. This event served as a family engagement opportunity with a local business.

Lehman College
Lehman College administered the oversight of the Family Development Credential (FDC) program at Lehman College. This allowed our staff to attain their Family Development Credential as required by HSPPS to become a Family Advocate.

Lions See
Lions See is an organization that provided vision screenings for children in our programs with options for follow up. This assisted in meeting the standards for Head Start screenings and assisted children who may be in need of eyeglasses.
Morgan Stanley
Teams of volunteers from Morgan Stanley participated in field day type activities in the warmer months. This event celebrated our corporate partners in the community who wish to “give back”.

New York City Poison Control Center
The New York City Poison Control Center provided free, interactive workshops for staff and parents regarding safety at home and at school. These workshops distributed valuable safety information regarding medication and household items.

Nifty Knitters
Nifty Knitters are a team of volunteers who knit hats and blankets for young children in the program, for the cooler seasons. This ensures that families are able to keep the children warm on their way to and from the program. This partnership also allows for intergenerational relationships within the community.

The Salvation Army
The Salvation Army provided food baskets and toys for the holiday season for families who applied. This assists families with food insecurities and those who may not be able to afford holiday gifts for their children are assisted.

Sarah Lawrence College
Sarah Lawrence College provided college interns the chance to work at our centers as a field placement as part of their undergraduate education at Sarah Lawrence College. A graduate student from Sarah Lawrence’s Art of Teaching Program co-presented a workshop at our pre-service training. The internship partnership presented college students to have the opportunity to work hands-on in classrooms. We are assisting in growing the workforce in the field of early childhood education.

Scarsdale Synagogue
A team of teenagers from the Scarsdale Synagogue selected our programs to volunteer goods and services as part of their efforts to support early childhood education. Teams of adults from the Synagogue also visited our centers for “Feel Good Fridays” and brought bags of books to read to the children and for donations. This initiative promoted literacy, help to build home libraries, and allowed children to hear a variety of types of books and stories from different readers.
Simon and Schuster
Team of volunteers participated in field day type activities in the warmer months alongside other corporate partners. Cases of brand-new early childhood books published by Simon and Schuster were shipped for use in programs and distributed to families. Simon and Schuster joined us in the promotion of literacy and as one of our corporate partners in the community wishing to “give back”.

Soccer Shots
Soccer Shots coaches and provide motor skills training to classrooms on a rotating basis. On a merit basis, they offer scholarships to interested families. This partnership affords the opportunity for parental engagement of the fathers of our program as well as physical wellness.

The Sharing Shelf
The Sharing Shelf provides a full week’s worth of children’s clothing to families in need upon request. Ensures that children have winter coats and other items that are seasonally appropriate

Toys 4 Tots
Toys 4 Tots is a non-profit organization that provides toys for all children in our programs during the holiday season in December. This allows all children in our programs to receive at least one gift during the holidays and stress relief for families who might otherwise not be able to afford one.

United Way
The United Way book drive targeted our preschool population and helped families grow their home libraries and encouraged literacy skills.

Westchester Country Club
FSW participated in Westchester Country Club’s annual health and wellness fair for their employees where they connected families in the community with FSW services and enabled FSW to form new partnerships with other community organizations.
Westchester Library System

The Outreach coordinator from the Westchester Library System participates in Policy Council and at various events throughout the year. This connection to Westchester Library System encourages families to use a multiple of free resources offered by local libraries, including ESL classes.

White Plains Library

The White Plains Library offers space twice monthly for our home-based socialization program. They provided a librarian to read monthly in the classrooms at Early Head Start Program. This donation of staff and spaces allowed for a large space at no charge for our home-based families to socialize and participate in parent training.

White Plains School District

The White Plains School District is a collaborative force in our approach to enroll UPK children and to assist families in transition to kindergarten. Teachers participated in trainings in conjunction with school district staff. Middle school students assisted in classrooms at various times of day. Through this partnership, families become familiar with their local school district and options for elementary schools. Teachers and Head Start children benefit from the additional help in the classroom and the middle school students have an opportunity to provide and learn the importance of community service.

Women’s Club of White Plains

The Women’s Club of White Plains knit and donated mittens for our head start programs. This ensures that all of our children are able to have warm hands in the winter months.

Word Start

Word Start is a music-based literacy curriculum where young children learn to read through music and nursery rhymes. Word Start provided books, audio and visual technology related to the curriculum for at school and at home use. They also provided classrooms with monitors. Parents were provided with training and home-based activities to assist their children’s literacy development.
PARENT INVOLVEMENT

At FSW’s EHS/HS programs, we work closely with families to create a strong partnership that is holistic and meets the needs of families, and empowers them to articulate their goals and access existing community resources. These partnerships are effective because they are based on the recognition and respect of each family’s unique qualities and belief that parents are the first and best teachers and advocates for their children.

Our families are actively engaged with the family partnership and our staff is trained to provide the family and community engagement practice with the latest program enhancements. During the year 2017-2018, there were 501 volunteers. Of these, 369 were current or former parents.

Families participated in several workshops and special events such as: Eat Smart Head Start, Finance Workshop, CPS Training, Summer Games sponsored by Big Brothers Big Sisters, Junior League of Central Westchester, FSW Junior Board, Eat Well Play Hard, Nurturing Parent workshops, Policy Council, parent committee meetings, parent workshops and Socialization groups held at the White Plains Public Library two times a month through Early Head Start program. Parents also are involved in other ways such as:

Family Engagement

Parent Committee Meetings are held at each center every month. Our meetings have excellent attendance. Parents participate in classrooms and become involved in developing and creating projects with their children.

Policy Council

In 2017-2018, 80% of the Policy Council members were involved on a regular basis throughout the year. Some of our meetings had the White Plains School District and other community partners (the United Way, Westchester Library Systems, curriculum developers) in attendance.
FSW Community Partners

It is with the help of existing community partners that HS/EHS is able to provide additional support services to families and children. FSW has several community partners that help make this possible through their contributions and other grant funding. Such services include: literacy programs, free dental screenings, book donations, GED/Adult Education courses, ESL services, cultural opportunities, enrichment trips, food pantries, clothing, translation, staff training, mental health services, counseling, after school care, and crisis prevention, etc.
SCHOOL READINESS EFFORTS

Head Start and School Readiness

School Readiness is a major national goal for all Head Start programs. Head start expresses School Readiness as: “children are ready for school, families are ready to support their children's learning, and schools are ready for children.” They expand to say, school readiness is “children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.” (Head Start Early Childhood Learning & Knowledge Center, 2019)

School readiness at its foundation is a focus on the physical, cognitive, social, and emotional development of children. As early as 2 years old, literacy and mathematics development begins to be assessed. This is done to equip children with the tools necessary to be successful intellectually, emotionally, and socially as they move into their elementary education years and beyond.

At Family Services of Westchester, FSW, our early childhood programs adhere to Head Start Early Learning Outcome Framework: Birth to Five. Supported by early childhood education research, the framework “describes the skills, behaviors, and knowledge that programs must foster in all children.” (Head Start Early Childhood Learning & Knowledge Center, n.d.)

The framework is steered by 7 guiding principles that outlines Head Start’s stance on early childhood learning and teaching. The 7 principles are comprised of the following:

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children's first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.
- Areas of development are integrated, and children learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.
We incorporate these principles in our program policies and procedures. (Head Start Early Childhood Learning & Knowledge Center, n.d.) FSW joins Head Start in their attitudes and beliefs revolving around children, parents and families.

This report documents the development of children enrolled in FSW’s Early Head Start and Head Start programs during Fall 2018 to Spring 2019. Children 1 year old are assessed in the areas of social-emotional, physical development, language, and cognitive development. Children 2 to 5 years old are assessed in the above-mentioned areas, as well as, literacy and mathematics development.

**Teaching Strategies Gold (School Readiness Instrument of Measure)**

To assess school readiness in children, FSW’s Head Start programs use the Teaching Strategies Gold curriculum and assessment system. Teaching Strategies Gold Curriculum and assessment system is an evident research tool for supporting areas of development and domains. Teaching Strategies Gold is a key predictor of preparing our children for school success in areas such as (social-emotional, physical, cognitive and math development).

The assessment tool provides our staff with developmental goals based on the children’s age-level. Teaching Strategies Gold focuses on 38 research-based objectives for development and learning. Teachers have the opportunity to assess their children based on accurate and age-appropriate goals to support their learning. Teaching Strategies Gold offers a wide variety of online tools, activities, and meaningful goals for children. Teaching Strategies Gold is an ongoing assessment tool that measures success for our children. Throughout the school year, teachers focus on school readiness outcomes for the fall, winter, and spring. Teachers assess the children using checkpoints three times a year which results in the final outcome for school readiness. Teachers are able to use checkpoints to accurately assess different learning levels based on the child’s age and developmental skills.

Checkpoints are based on observations in large and small group in reference to fine/gross motor skills, language, social-emotional, literacy, art and science development. Teachers have the resources and tools needed to assess ongoing monitoring for children but also their own professional development. Once checkpoints are completed, teachers generate family conference reports to share about their child’s development.
provides insight in an accurate format for parents to understand and view their child’s progress. Teaching Strategies Gold also provides meaningful and open-ended activities for teachers, parents and children to engage in. All of the activities are based on a variety of learning areas of development. Teaching Strategies Gold is a tool for promoting an accurate measure of our children’s goals and achievement. Teachers have the resources needed to provide our children and parents needed for academic success in the future.

**Summary of Results**

**Early Head Start**

*One (1) Year Old Cohort*

Children 1 year (12 to 23 months) old are assessed 3 times during the school year. They are assessed during the fall to gauge their which developmental milestones have or have not been met. In the winter, they are assessed to track their developmental progress. The 3rd assessment in the spring assists in accessing the developmental growth of the children over the course of the school year. This assessment also aids in evaluating our program practices to ensure we provide and facilitate learning environments where all children can learn in preparation for Kindergarten.

During the course of the assessment period, children are assessed in 4 areas of development:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development

<table>
<thead>
<tr>
<th></th>
<th>FALL 2018</th>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>25% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
</tr>
<tr>
<td>Development</td>
<td>expectations.</td>
<td>expectations.</td>
<td>expectations.</td>
</tr>
<tr>
<td>Physical Development</td>
<td>25% of children either met or exceeded</td>
<td>87.5% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
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<td>expectations.</td>
</tr>
<tr>
<td>Development</td>
<td>Fall 2018</td>
<td>Winter 2019</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Language Development</td>
<td>25%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>37.5%</td>
<td>100%</td>
<td>100%</td>
</tr>
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</table>

### SOCIAL AND EMOTIONAL DEVELOPMENT
ENROLLED 1 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>% met or exceeded expectations</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### PHYSICAL DEVELOPMENT
ENROLLED 1 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>25%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
<tr>
<td>% met or exceeded expectations</td>
<td>75%</td>
<td>87.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Two (2) Year Old Cohort

Children 2 years (24 to 35 months) old are assessed 3 times during the school year. They are assessed during the fall to gauge their which developmental milestones have or have not been met. In the winter, they are assessed to track their developmental progress. The 3rd assessment in the spring assists in accessing the developmental growth of the children over the course of the school year. This assessment also aids in evaluating our program practices to ensure we provide and facilitate learning environments where all children can learn in preparation for Kindergarten.
During the course of the assessment period, children are assessed in 6 areas of development:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy Development
- Mathematics Development

<table>
<thead>
<tr>
<th></th>
<th>FALL 2018</th>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>40% of children either met or exceeded</td>
<td>80% of children either met or exceeded</td>
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</tr>
<tr>
<td>Development</td>
<td>expectations.</td>
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</tr>
<tr>
<td>Physical Development</td>
<td>40% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
<td>90.9% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
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</tr>
<tr>
<td>Language Development</td>
<td>20% of children either met or exceeded</td>
<td>70% of children either met or exceeded</td>
<td>81.8% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
<td>expectations.</td>
<td>expectations.</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>40% of children either met or exceeded</td>
<td>90% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
<td>expectations.</td>
<td>expectations.</td>
</tr>
<tr>
<td>Literacy Development</td>
<td>50% of children either met or exceeded</td>
<td>40% of children either met or exceeded</td>
<td>63.6% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
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<td>expectations.</td>
</tr>
<tr>
<td>Mathematics Development</td>
<td>30% of children either met or exceeded</td>
<td>80% of children either met or exceeded</td>
<td>100% of children either met or exceeded</td>
</tr>
<tr>
<td></td>
<td>expectations.</td>
<td>expectations.</td>
<td>expectations.</td>
</tr>
</tbody>
</table>
SOCIAL AND EMOTIONAL DEVELOPMENT
ENROLLED 2 YEAR OLDS

PHYSICAL DEVELOPMENT
ENROLLED 2 YEAR OLDS
LANGUAGE DEVELOPMENT
ENROLLED 2 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>10</td>
<td>81.8</td>
</tr>
</tbody>
</table>

COGNITIVE DEVELOPMENT
ENROLLED 2 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
Head Start
Three (3) Year Old Cohort

THREE (3) YEAR OLDS BY EXPECTATIONS:

Children 3 years (36 to 47 months) old are assessed 3 times during the school year. They are assessed during the fall to gauge their which developmental milestones have or have not been met. In the winter, they are assessed to track their developmental progress. The 3rd assessment in the spring assists in accessing the developmental growth of the children over the course of the school year. This assessment also aids in evaluating our program practices to ensure we provide and facilitate learning environments where all children can learn in preparation for Kindergarten.

During the course of the assessment period, children are assessed in 6 areas of development:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy Development
- Mathematics Development

<table>
<thead>
<tr>
<th></th>
<th>FALL 2018</th>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional Development</td>
<td>42.7% of children either met or exceeded expectations.</td>
<td>70.9% of children either met or exceeded expectations.</td>
<td>50% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Physical Development</td>
<td>27.1% of children either met or exceeded expectations.</td>
<td>72.9% of children either met or exceeded expectations.</td>
<td>56.6% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Language Development</td>
<td>35.4% of children either met or exceeded expectations.</td>
<td>70.9% of children either met or exceeded expectations.</td>
<td>55.3% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>29.2% of children either met or exceeded expectations.</td>
<td>66.7% of children either met or exceeded expectations.</td>
<td>68.4% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td></td>
<td>exceeded expectations.</td>
<td>exceeded expectations.</td>
<td>exceeded expectations.</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Literacy Development:</strong></td>
<td>26% of children either met or exceeded expectations.</td>
<td>60.4% of children either met or exceeded expectations.</td>
<td>77.6% of all children either met or exceeded expectations.</td>
</tr>
<tr>
<td><strong>Mathematics Development:</strong></td>
<td>24.4% of children either met or exceeded expectations.</td>
<td>61.4% of children either met or exceeded expectations.</td>
<td>65.8% of all children either met or exceeded expectations.</td>
</tr>
</tbody>
</table>

**SOCIAL AND EMOTIONAL DEVELOPMENT**

ENROLLED 3 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>42.7</td>
<td>57.3</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>70.9</td>
<td>29.1</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**PHYSICAL DEVELOPMENT**

ENROLLED 3 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>27.1</td>
<td>72.9</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>72.9</td>
<td>27.1</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>56.6</td>
<td>43.4</td>
</tr>
</tbody>
</table>
LITERACY DEVELOPMENT
ENROLLED 3 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>26</td>
<td>74</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>60.4</td>
<td>39.6</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>77.6</td>
<td>22.4</td>
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MATHEMATICS DEVELOPMENT
ENROLLED 3 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>% below expectations</th>
<th>% met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>24.4</td>
<td>75.6</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>61.4</td>
<td>38.6</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>34.2</td>
<td>65.8</td>
</tr>
</tbody>
</table>
FOUR (4) YEAR OLDS BY EXPECTATIONS:

Children 4 years (48 to 59 months) old are assessed 3 times during the school year. They are assessed during the fall to gauge their which developmental milestones have or have not been met. In the winter, they are assessed to track their developmental progress. The 3rd assessment in the spring assists in accessing the developmental growth of the children over the course of the school year. This assessment also aids in evaluating our program practices to ensure we provide and facilitate learning environments where all children can learn in preparation for Kindergarten.

During the course of the assessment period, children are assessed in 6 areas of development:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy Development
- Mathematics Development

<table>
<thead>
<tr>
<th></th>
<th>FALL 2018</th>
<th>WINTER 2019</th>
<th>SPRING 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>27.3% of children either met or exceeded expectations.</td>
<td>64.9% of children either met or exceeded expectations.</td>
<td>64.56% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Development</td>
<td>33.8% of children either met or exceeded expectations.</td>
<td>57.1% of children either met or exceeded expectations.</td>
<td>68.78% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Language Development</td>
<td>26% of children either met or exceeded expectations.</td>
<td>64.9% of children either met or exceeded expectations.</td>
<td>51.23% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>37.7% of children either met or exceeded expectations.</td>
<td>74.0% of children either met or exceeded expectations.</td>
<td>56.59% of children either met or exceeded expectations.</td>
</tr>
<tr>
<td>Literacy Development:</td>
<td>29.9% of children either met or exceeded expectations.</td>
<td>76.6% of children either met or exceeded expectations.</td>
<td>57.07% of children either met or exceeded expectations.</td>
</tr>
</tbody>
</table>
Mathematics Development: 3.9% of children either met or exceeded expectations. 23.4% of children either met or exceeded expectations. 66.83% of children either met or exceeded expectations.

SOCIAL AND EMOTIONAL DEVELOPMENT ENROLLED 4 YEAR OLDS

PHYSICAL DEVELOPMENT ENROLLED 4 YEAR OLDS
LANGUAGE DEVELOPMENT
ENROLLED 4 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>26%</td>
<td>35.1%</td>
<td>43.41%</td>
</tr>
<tr>
<td>% met or exceeded expectations</td>
<td>74%</td>
<td>64.9%</td>
<td>56.59%</td>
</tr>
</tbody>
</table>

COGNITIVE DEVELOPMENT
ENROLLED 4 YEAR OLDS

<table>
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<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>62.3%</td>
<td>26%</td>
<td>43.41%</td>
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<tr>
<td>% met or exceeded expectations</td>
<td>37.7%</td>
<td>74%</td>
<td>56.59%</td>
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</table>
LITERACY DEVELOPMENT
ENROLLED 4 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>29.9</td>
<td>70.1</td>
<td>57.07</td>
</tr>
<tr>
<td>% met or exceeded expectations</td>
<td>70.1</td>
<td>23.4</td>
<td>42.33</td>
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MATHEMATICS DEVELOPMENT
ENROLLED 4 YEAR OLDS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% below expectations</td>
<td>3.9</td>
<td>96.1</td>
<td>66.83</td>
</tr>
<tr>
<td>% met or exceeded expectations</td>
<td>96.1</td>
<td>76.6</td>
<td>33.17</td>
</tr>
</tbody>
</table>
Analysis of Results

**Early Head Start**

**Social-Emotional Development**- Throughout the fall term, we have Early Head Start children coming into our program. Some are home-based or center based coming into our programs. Enrolling in a new setting away from parents and home environment is known to be a factor for social-emotional development. Teachers support and focus on social-emotional development the first 2 to 3 months to support. There is a higher percentage in social-development for the fall which is evident provided in the graph. As the school year continues, we see improvement in the winter and spring term. Children are able manage classroom routine and adapt to other adults.

**Physical Development**- 60% of our Early Head Start were below expectations in reference to fine/gross motor skills. Teachers are supporting fine motor skills, which refers to small muscle movement such as drawing, writing, catching and throwing. Gross motor skills refer to large muscle movement such as running, jumping, hopping, walking and skipping. Teachers use small groups such as art activities to focus on fine motor skills. Playground is accessible daily weather permitted for children to practice gross motor skills. We see a 100% improvement in the winter and spring terms.

**Cognitive Development**- The fall term our Early Head Start children fall at 60% below expectations. Teachers are supporting attentiveness and engagement in learning activities. We continue to focus on recognition and identification of pictures, sounds and starting to introduce name recalling. Throughout the winter and spring term there is a major increase in thinking skills for our early learners.

**Language Development**- Early stages of language is being practiced with our teachers and children. 80% of our children fell below expectations in the fall term which can be evident in observations for potentially speech delays. Teachers closely observe language development in the first couple of months because we take into consideration a child’s primary language. Before checkpoints are even completed, teachers complete a *language survey* on Teaching Strategies Gold. *The survey is a four question outlook on what the child’s primary language is at home and school.* Based on those results for the fall term, teachers may include “Spanish Language/Spanish Literacy in the assessment. Children who may come from another country and recently enrolled in our program may be assessed in these two objectives.
Through repetition and engaging in conversation there is an increase in language development.

**Head Start**

**Social-Emotional Development** - Some of our children were already enrolled in our Early Head Start programs (center/home-based). The transition into a Head Start program can still be challenging for a child coming into our program for the first time. Expectations are more in detailed based on their age level in Teaching Strategies Gold. We do not expect all of our children to learn at the same pace because we support “individuality” and “the whole child”. There is a higher number with our 3 years old (52.3%) and 4 years old (72.7%) for the fall term. There is a major factor in this percentage which will most likely be evident in the beginning of the school year. Children may experience school for the first time in their lives. Some of our young learners are coming into our program from another country. Teachers are supportive and take this factor into serious consideration. Observations and consistent record keeping is always essential throughout the school year, especially the fall term. Before there are any referrals made, we have a supportive team to focus on behavioral plan for a child. Throughout the winter and spring term there is an increase in meeting expectations. **Second Step is our social-emotional curriculum that supports children to identify and manages feelings.** Second Set is a tool our teachers continue to use to focus on social development throughout the school year.

**Physical Development** - The fall term we see a 72% for our 3 years old and 66% for our 4 years old. Physical development is an area that targets fine and gross motor skills. To make sure we focus on fine motor skills, we have a writing/art area in the classrooms. There is adequate amount of writing tools such as crayons, markers, pencils, paint brushes and so forth to support fine motor skills. Classrooms provide these materials to be accessible to use for children. Teachers focus on grasping a writing tool in order for a child to write their name. We also want to provide children with different writing materials for children to engage in learning areas such as art/writing. The winter and spring term there is an increase in physical development in over 50% for ages 3 and 4.

Movement is important to our programs and of course our children. Playground time is essential for all of our children and required. We understand that the weather may not be safe for children to play such as rain, snow, excessive cold/heat. Teachers provide indoor
movement activities and materials such as scarves, limbo, bear hunt, alphabet hopscotch and of course “Choosey Kids”. Some of the staff had the opportunity to go to the “I Am Moving, I Am learning” training in March. The staff brought back engaging and fun-filled movement activities for our children and teachers to engage in. In support of “I Am Moving, I Am Learning”, our physical development has increased by over 50%.

**Language Development**- During the fall term we see a 74% below expectations for our 4 years old. As a program, we are currently looking at our own professional development to support our staff in reference to language development. **CLASS is a great observation and measurement tool for how teachers interact with the children as language being a domain.** The CLASS tool gives teachers insight and tools needed to support language development in the classrooms. Teachers are focusing on asking open-ended questions, scaffolding, back and forth exchange, vocabulary and prompting thought processes. The support of CLASS has increased the expectations for language development over 30% throughout the winter and spring term. Language development will always be a domain that needs constant support for our teachers. We continue to improve our resources for promoting language development for our children.

**Cognitive Development**- Teachers are consistently learning how to support and provide learning activities to engage our children. In the fall term, our children were about over 60% below meeting expectations. **The Early Head Start children focus on Creative Curriculum. The Head Start program focuses on Big Day, which is our curriculum for our 3/4 years old.** Both curriculums support learning activities in reference to literacy, math, science, and social studies. Our primary focus for each curriculum is for the children to interact and engage. Teachers are consistent with lesson planning and supporting the resources needed to increase cognitive development. There is a huge increase in cognitive development by the spring term which increases over 70%. Professional development is also a major factor for our teachers receiving the resources and ideas needed to support children’s learning.

**Literacy Development**- We have **“Word Start”**, which is our literacy component to support rhyming, alphabet recognition, poetry and recalling events. There major difference from the fall term, which children are 70% below expectations. The winter and spring term shows over 90% meeting expectations in literacy development. Teachers are continuing to support Word Start, and also families as well. Word Start supports family engagement which is essential to collaborate home and school environment.
Mathematics Development - Math is an area that we want to continue to focus and support both our teachers and children. Throughout the fall term we see a high increase of over 90% below expectations. We are continuing to progress and improve our resources and activities to support math development. Math is everywhere and used on a daily basis, which we support every day. We want to continue to improve our math development to give children open-ended activities. By the end of the school year, our goal for our children is to feel comfortable with using math concepts such as counting, shapes, spatial relationships, patterns and measurement.

Moving Forward

FSW goal for all our children is to feel safe and interact in a school environment where they have the opportunity to learn and grow. We continue to support and engage our parents as they take the journey to success in our head start program. Every school year is an opportunity to learn and face new challenges. Professional development is so important and essential for our teachers to participate and utilize the resources given.

The Outcome Readiness Report shows our progress as we continue to strive and improve. “Our focus is not to be the best but to be supportive and encouraging for our teachers and children to grow”. We want to use this report as an outlook on what we are doing well and any improvements needed. Moving forward we want to continue to support all of our children in all learning domains to prepare them for kindergarten. We want to continue to include our teaching staff, administration and parents to make a difference in our program. Together we will all build a supportive foundation for our program.
**THE NUMBERS**

**Early Head Start**

$486,111

Annual Budget 2018-2019

**Head Start**

$1,865,076

Annual Budget 2018-2019

**$250k**

Funding for Universal Pre-K (UPK) from the White Plains School District for [insert number] classrooms/slots/etc.
FUNDING

In program year 2018-2019, the Family Services of Westchester, Inc. Head Start Program received a federal grant of $1,865,076 and in-kind contributions of $466,269. The total Head Start budget for 2018-2019 was $2,331,345. The 2018-2019 Early Head Start Program received a federal grant of $486,111 and in-kind contributions of $121,528. The total Early Head Start budget for 2018-2019 was $607,639. The total amount of funds for the 2018-2019 year was $2,938,984.

Additional funding was provided by the White Plains School District for Universal Pre-K slots in the amount of $250,000.
**VISION 2020 AND BEYOND**

**Road to School Readiness**

Moving into the year 2020, Family Services of Westchester Early Childhood programs are moving towards a more data friendly environment. With the ability to capture data more and efficient ways, we will use data to provide the delivery of both quality data driven instruction and individual education plans for children with disabilities who qualify for services under the [Individuals with Disabilities Education Act (IDEA) of 2004](https://www2.ed.gov/programs/idea/index.html).

Through effective record keeping and data driven instruction, we believe our program quality will maintain at its highest level. Quality programs are able to attract and maintain relationships with the children and families we serve, as well as, our community partners. In conjunction with premier community partners such as the White Plains School district, we will work towards all children being school ready as per the [Head Start School Readiness Goals](https://www2.ed.gov/programs/headstart/).
REFERENCES

