



**Family Services of Westchester**



**Head Start/Early Head Start**



**Annual Report 2017-2018**



# Head Start/Early Head Start Annual Report 2017-2018

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## CEO MESSAGE

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As president and CEO of Family Services of Westchester, I am honored and humbled to lead and serve the children and families who are a part of our Head Start programs. During the 2017- 2018 fiscal year, we continue the work that we have done to advance our impact throughout Westchester County, as leaders in quality early education for children.

I am especially excited this year about our use of Trauma Systems Therapy (TST) and Trauma informed practice initiatives. As an agency, we focus on the resiliency of children and families in response to the social and political climate impacting the populations we serve. Resilience is an individual's capacity to overcome adverse childhood experiences. These two approaches focus on children's and parents' mental health that we have refined and expanded over the past decade or so. As many clinicians know, TST is an evidenced-based model for treating children, adolescents, and adults who have experienced trauma, such as abuse, neglect, or the toxic stress associated with poverty.

I am also excited about our efforts to raise public awareness on the lifelong impact trauma has on our families and their capacity as individuals and as families to overcome traumatic events, repeated or otherwise. In addition to treating trauma and promoting resiliency in children and their parents, we can also extend some of the model's techniques to help other vulnerable populations, such as non-traditional caregivers, new refugee and immigrant families, incarcerated/ formerly incarcerated parents, etc.

In these unpredictable times, we not only need to be innovative but resilient in our approach to meeting the unmet need of so many of our vulnerable Westchester children and families. This is why I will be working closely with our various partners to build and expand our initiatives in the County.

Thank you for your continued support and partnership in providing quality Head Start programing to the children and families of Westchester County. We hope to continue this work for the years to come.

A handwritten signature in blue ink that reads "Polly Kerrigan". The signature is fluid and cursive.

Best,

Polly Kerrigan  
Acting President and CEO



# Head Start/Early Head Start Annual Report 2017-2018

## OUR MISSION

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To be Westchester's finest, most comprehensive early care and education program providing safe, responsible and developmentally appropriate programs that work in partnership with families to satisfy the needs of each child and efficiently integrate with related school systems.

## HISTORY AND EXPERIENCE

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Founded in 1954 as a 501(c)3 not-for-profit organization, Family Services of Westchester's (FSW's) mission is to provide a broad range of social and mental health services to strengthen and support families, children and individuals and the communities in which they live and work. Family Services of Westchester has grown from its beginning stage with one social worker to its present size and scope with a budget of over \$22 million and over 500 professional and paraprofessional staff.

In addition, the agency has more than 350 volunteers who support its programs. FSW's White Plains Family Center is home to a mental health clinic licensed by New York State Office of Mental Health, as well as other FSW programs including Big Brothers Big Sisters of Westchester (which has won recent awards for its long average match length; Therapeutic Foster Care; Family Preservation; Veterans Outreach; Youth Forum; Junior and Senior Youth Councils; and two youth residences. FSW serves 30,000 clients annually through seven Family Centers, school-based programs and other dedicated sites such as My Second Home, an innovative and award-winning intergenerational adult day services program that shares location and programming with a Mt. Kisco child care center.

Family Services of Westchester's established position in Westchester is demonstrated by the frequency with which communities have recently requested the agency to provide quality, culturally sensitive services to meet an identified community need.





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## HEAD START/EARLY HEAD START GENERAL PROGRAM OVERVIEW 2017

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.

Center Name	Rochambeau	Slater	Bethel	Eastview	North Street	CFAA
Program Type	HS,UPK,PT	HS	HS	HS	EHS,PT	UPK
Ages Served	3, 4	3, 4	3, 4	3, 4	1,2,3 & 4,5	4
# of Classes	6 HS 1 UPK, PT 2 integrated HS/PT	1 HS	1 HS	3 HS	3 EHS, 2 PT 8:1:2 1 PT12:1:2	3 UPK
Classroom Breakdown	Room 101 = 17 (UPK) Room 102 = 18 (UPK) Room 103 = 16 Room 104 = 14 Room 105 = 14 Room 106 = 14 Room 121 = 18 Room 122 = 17 Room 124 = 17	1 class = 17	1 class = 17		Infant =6 Toddler A=7 Toddler B=7 PT = 12 PT = 8 PT = 8	120 = 20 214 = 16 219 = 20
Total Slots	111	17	17	49	20 HB 20 EHS 28 PT	56 UPK
Total HS/EHS Slots: 194/40=234	111	17	17	49	20/20	56
Hours	HS: 8AM-2PM	HS: 8AM-2PM	HS: 8AM-2PM	HS: 8AM-2PM	EHS: 8 AM-2PM	HS: 8AM-2PM

### PROGRAM DESIGN



# Head Start/Early Head Start Annual Report 2017-2018

Abbreviations: HS = Head Start, EHS = Early Head Start, UPK = Universal Pre-kindergarten, PT = Prime Time, HB = Home Based, CB = Center Based, ELL = English Language Learners

During the 2017 – 2018 year, Family Services of Westchester's Head Start and Early Head Start program was awarded a Birth to Five - 5 year grant and funded to serve a total of 234 children: **194** income-eligible preschool-aged children and families, **20** Early Head Start and **20** income-eligible expectant mothers, infants, toddlers and children and families residing in White Plains, NY in zip codes 10601, 10603, 10604, 10605, 10606 and children with disabilities from 21 local school districts. FSW's EHS/HS works closely with the White Plains community, taking the lead in assessing and meeting the needs of HS/EHS children and their families.

Located in five (5) New York State Office of Children and Family Services (NYSOCFS) licensed childcare centers in White Plains, NY all our programs provide the same high level of quality and standards. Below are descriptions of the various programs FSW provides to our children and the families we serve.

## *ROCHAMBEAU CENTER*

Located on the lower level of Rochambeau Alternative High School, FSW HS program has ten (10) classrooms. At this location we house three (3) different funded programs: Head Start/ Universal Pre-kindergarten and Prime Time Integrated programs.

## *SLATER CENTER*

Located in a county run community center named after the Reverend Thomas H. Slater and directly across the street from Bethel Church. This location serves many of the residents from Winbrook Public Housing and the surrounding neighborhood. We house Head Start/Universal Pre-kindergarten combined funding program.

## *BETHEL CENTER*

Housed in a church located directly across the street from the Slater Community Center and next door to the Winbrook Public Housing building. FSW offers Head Start at this location.

## *NORTH STREET CENTER*

Located on the grounds of First Baptist Church, we are housed in a separate facility and have our EHS & PT programs; FSW has six (6) classrooms. At this location, we house two (2) different funded programs: Early Head Start and our Prime Time Special Education Preschool program.

## *EASTVIEW*

Located on first floor of Eastview Middle school on Main Street. At this location, we house three (3) classrooms offering Head Start, serving three (3) and four (4) year olds.

## *CENTER FOR ALL AGES*

The Lanza Center for All Ages was opened in the spring of 2015 with a vision of creating an intergenerational program with full day UPK children. At this location, we house three (3) classrooms.



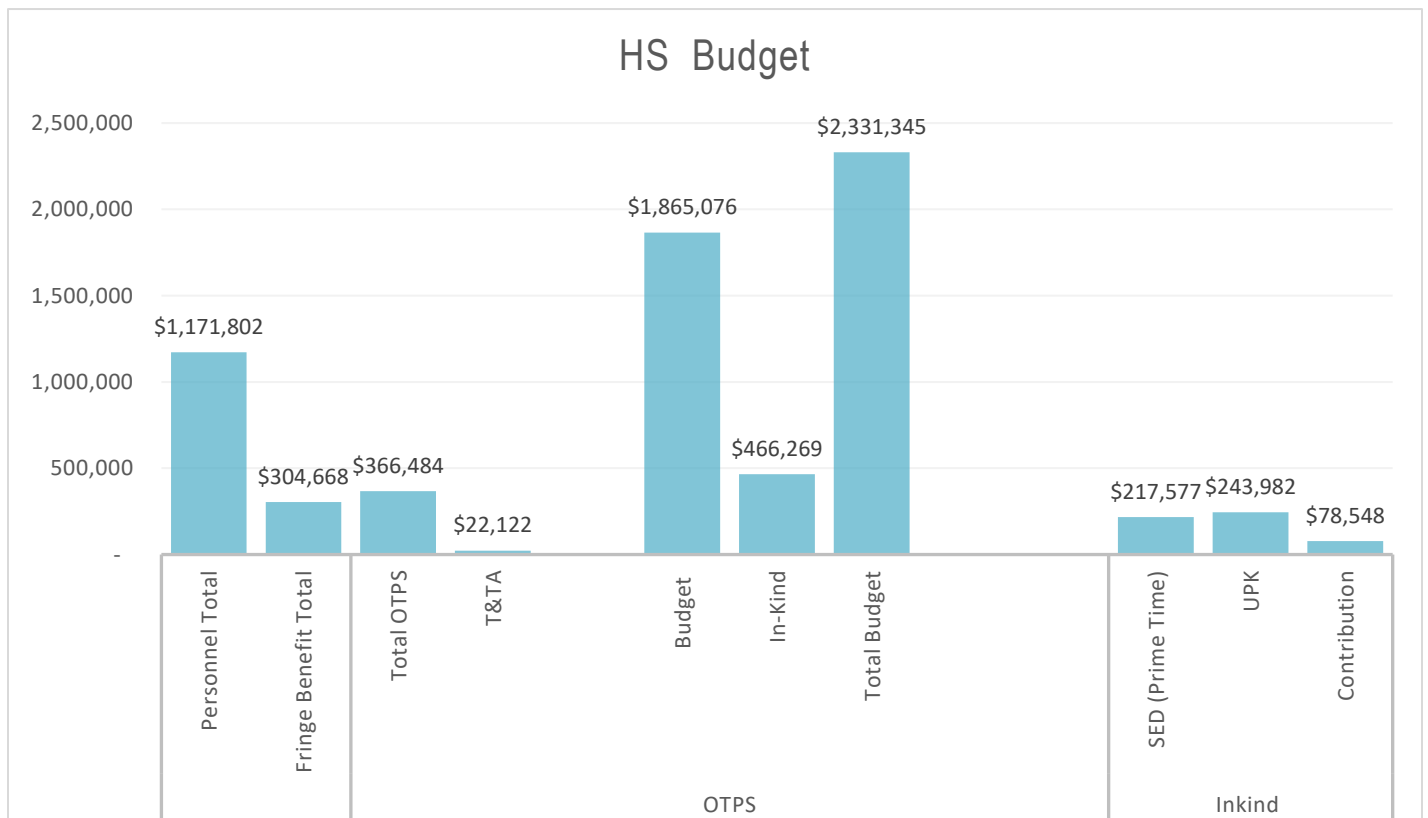


# Head Start/Early Head Start Annual Report 2017-2018

## FUNDING AND BUDGET

In program year 2017-2018, the Family Services of Westchester, Inc. Head Start Program received a federal grant of \$1,865,075, in-kind contribution was \$466,269. The total budget for 2017-2018 was \$2,331,345. State Education funding for children with special needs in our Prime Time program was \$217,577. Universal Pre –K funding from the White Plains School District was \$243,982.

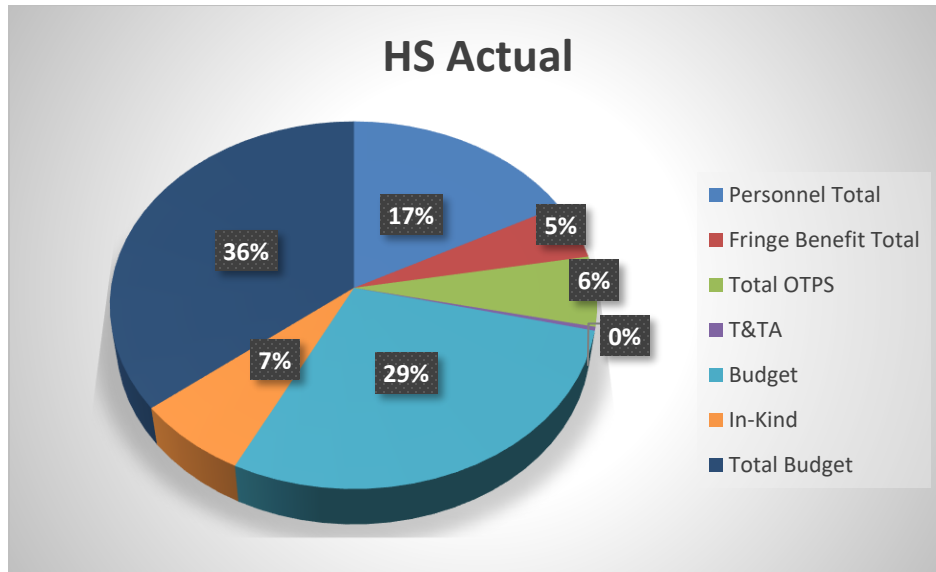
### Head Start Federal Grant Budget Summary 2017 -2018





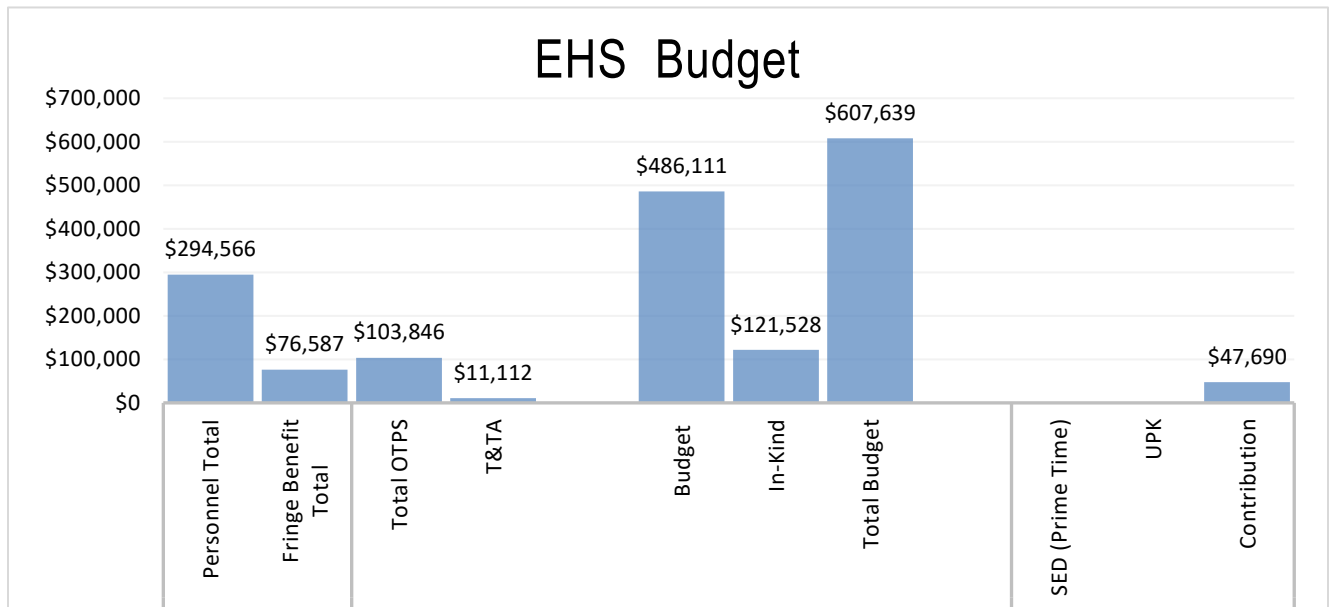


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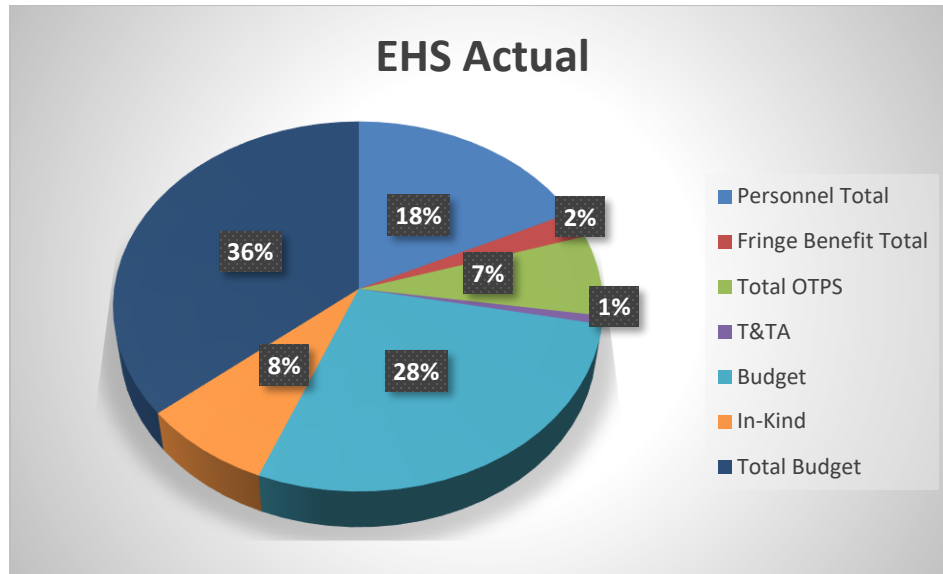
In program year 2017-2018, the Family Services of Westchester, Inc. Early Head Start Program received a federal grant of \$486,111, in-kind contribution was \$121,528. The total budget for 2017-2018 was \$607,639.

## Early Head Start Federal Grant Budget Summary 2017-2018





# Head Start/Early Head Start Annual Report 2017-2018



## TOTAL NUMBER OF CHILDREN AND FAMILIES SERVED

During the program year 2017-2018 we served 234 children. Of these children, 194 were enrolled in our Head Start and 40 in our Early Head Start program.

In our **Head Start program** two hundred and two (202) children and families served, seventy-one (71) or 35.1% were enrolled for two years and twenty-three (23) or 11.4.1% children were enrolled in the program for multiple years. Of the 202 children there were two (2) enrolled in the program who were less than forty-five days (45). There was eighty-five (85) three (3) years of age, one hundred and seventeen (117) children were four (4) years of age.

The primary languages spoken were English (33 families), Spanish (159 families), Creole (6 families), and Slavic (2 families).

In the Early Head Start program, twelve (12) children were enrolled for the second year and four (4) were enrolled for three or more years. There were zero children enrolled in the program for less than forty-five days (45). There were a total of zero (0) pregnant women with children who left the program and did not re-enroll.

In our **Early Head Start center-based program**, we served a total of twenty eight (28) infants and toddlers whose age ranged from 1.1 to 1.9 years old and sixteen (16) toddlers whose age ranged from 2 to 2.9 years of age.

The primary languages spoken were Spanish (40 families) and English (5 families).

## AVERAGE MONTHLY ENROLLMENT AS A PERCENT OF FUNDED ENROLLMENT

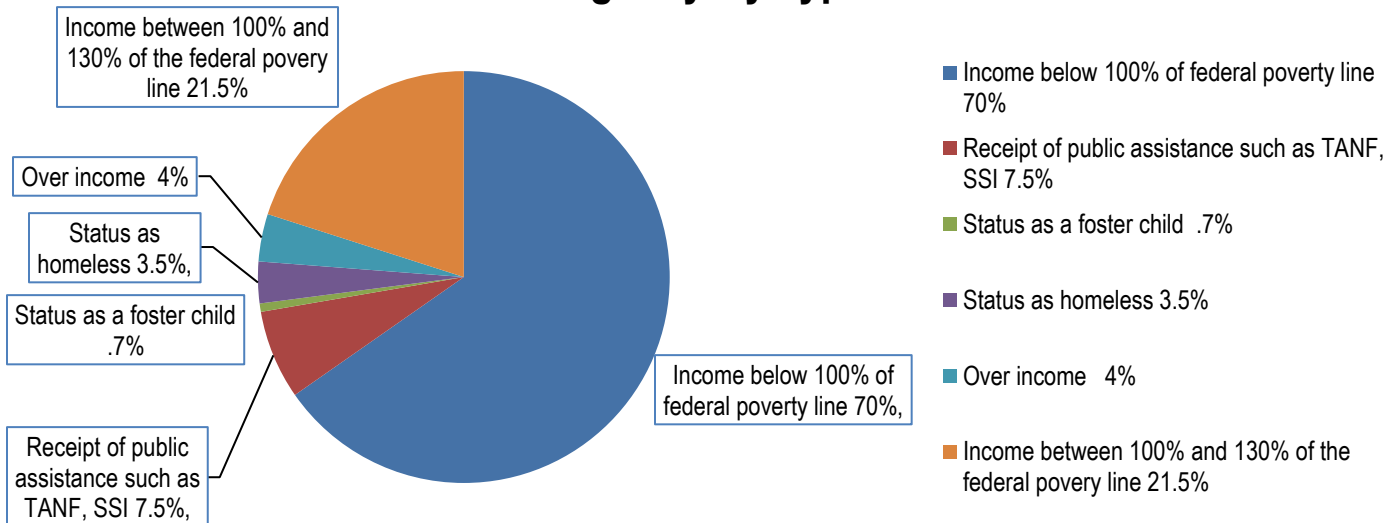


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The Head Start Program was enrolled at full capacity throughout the entire program year beginning in September 2017, through August 2018, with a total of 194 Head Start and 40 Early Head Start children enrolled.



## Eligibility By Type



According to the most recent census data, it is estimated that there are 443 children between the ages of zero and five living under the poverty level in FSW catchment area of White Plains. With 234 enrollment slots, FSW serves approximately 53% of the children.



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## PARENT INVOLVEMENT ACTIVITIES

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.





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## 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.



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## COMMUNITY PARTNERSHIPS

Albert Einstein College of Medicine  
Child Care Council  
Cornell Cooperative Extension  
Diversified  
Food Bank of Westchester  
FORME Urgent Care & Medical Center  
FSW Junior Board  
Hadassah  
Haitian Resource Center  
Healthy Smiles  
Hispanic Coalition  
Hudson Health Plan  
Junior League of Central Westchester  
Lighthouse International  
Local Dentists, Nutritionists & Pediatricians  
Lower Hudson Valley Perinatal Network  
Morgan Stanley  
Pace University's Lienhard School of Nursing  
Planned Parenthood  
Thomas H. Slater Community Center  
United Way Grant  
Westchester Community Association  
Westchester County's Department of Health Prenatal Services  
Westchester Jewish Community Services  
White Plains City School District  
White Plains Hospital  
White Plains Public Library  
White Plains Reads!  
Women, Infants and Children (WIC) Food and Nutrition Service  
Youth Bureau



*Classroom Activity with Community Partner Morgan Stanley*





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## HEALTH OUTCOMES

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In the Head Start and Early Head Start Program, our team of professionally trained staff and licensed professionals are required to screen all children.

### MENTAL HEALTH

Family Services of Westchester, Inc. (FSW), a multi-service social and mental health agency, has been in operation for more than 60 years. FSW is one of the largest and most well-respected Mental Health agencies in Westchester County. Mental Health Specialists are professionals in the field and supported by Licensed Master Social Workers and Licensed Clinical Social Workers.

Our Head Start and Early Head Start Mental Health Specialists offer extensive Mental Health support services such as The Second Step Curriculum, which focuses on pro-social peer and adult interactions and identifying feelings. The specialists also provide Nurturing Parent workshops, Second Cup of Coffee monthly parent meetings at the centers, and stream-lined services with Westchester County early childhood network system. They are located in all centers and are regular visitors to the families in the home-based model, offering individual and small group counseling to children, families and staff as needed.

Mental Health specialists are also responsible for screening children within 45 days from the date of their enrollment. These screenings include the Ages & Stages Questionnaire. The Mental Health Specialists, with the help of the classroom teachers and Family Advocates, work closely together to gather the necessary information needed to screen each child. The Mental Health Specialists enter this information into Child Outcome, Planning and Administration (COPA), a web-based application that provides accurate, timely information about children, families and staff and allows staff to access real-time data collection, reporting, monitoring, organizational work-flow, referrals and file sharing.

### MEDICAL

The Health Manager and the Early Head Start Nurse work closely together 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 or Early Childhood Nurse enters the child's information into COPA. The face to face meetings allow 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.





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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.

## 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 234 (or 100%) enrolled in Head Start program and 194 (or 100%) children in our Early Head Start program who received dental screenings.

## 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 2017-2018 year, 24 Head Start children were identified as overweight and 31 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





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provided by the White Plains City School District (WPCSD) Food Service.

## 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. Members who serve on the Health Services Advisory committee include the following:

- FSW Board Members
- White Plains City School District
- Lower Hudson Valley Perinatal Network
- Youth Bureau
- Women, Infants and Children (WIC) Food and Nutrition Service
- Pace University's Lienhard School of Nursing
- White Plains Public Library
- White Plains Hospital
- Hudson Health Plan
- Junior League of Central Westchester
- Westchester County's Department of Health Prenatal Services
- Local Dentists, Nutritionists & Pediatricians
- Healthy Smiles
- Hispanic Coalition
- Cornell Cooperative Extension
- Planned Parenthood
- Food Bank of Westchester
- Slater Center Food Bank
- Haitian Resource Center
- Lighthouse International
- Westchester Jewish Community Services etc.
- FORME Urgent Care & Medical Center



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## EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

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FSW uses Creative Curriculum for children ages birth to five, which is scientifically based and developmentally appropriate and is aligned with the New York State (NYS) Prekindergarten Foundation for the Common Core. In addition, FSW has adopted the Scholastic Big Day curriculum, used by the WPCSD, for ages three (3) to five (5).

Teachers conduct developmental assessments of children three times a year using the *Creative Curriculum's* Teaching Strategies Gold (TSG) to ensure that they receive proper support and are prepared for school. TSG is an effective methodology for assessing the children's developmental skill areas. With this information, it is possible to implement appropriate services, curriculum, enrichment programs, and classroom activities. TSG is utilized to assess children's development across Head Start Child Development and Early Learning Framework's eleven domains and EHS' six domains.

In 2017-2018, children met or exceeded criteria in the following areas:

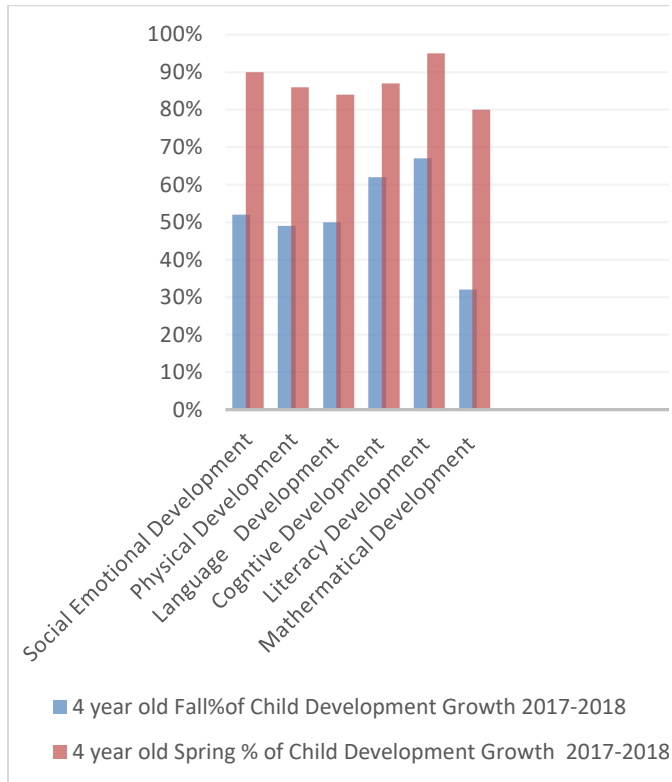
- (1) Physical Development and Health**
- (2) Social and Emotional Development**
- (3) Language Development**

- (4) Cognitive Development**
- (5) Literacy Knowledge and Skills**
- (6) Mathematics Knowledge and Skills**



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## OUTCOMES



The following assessment tools used to track and measure the development of children:

- Teaching Strategies Gold (TSG)



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## TRANSITIONS

Transitions are an important part of the Head Start / Early Head Start Program. Transitioning families and children to and from the program is an on-going process with specific events and activities planned throughout the year to help families feel comfortable and well-informed. Transition plans may be as simple as making a trip to visit the next setting or as complex as any individual child may need. It is important to be guided by the needs and comfort level of the child and family. For the 2017–2018 School year, 113 out of 194 Head Start children transitioned into kindergarten for September 2017.

EHS/HS parents meet with teachers and receive school readiness progress information at least 3 times a year. HS parents of children leaving for kindergarten receive a transitional School Readiness report. Parents add comments, and with their permission it is sent to the White Plains City School District. Kindergarten teachers receive the form and plan individualization accordingly.

## TRANSITION GOALS

The transition process shall consider the following six goals:

- 1) To provide children and families with continuity of service and care.
- 2) To ensure that new children and families enter each program option (pre-natal home-based to birth, home-based to center-based; EHS to HS) feel welcomed and transition to the new center with ease.
- 3) To ensure the classroom environment is set up in a developmentally appropriate way to create an optimal flow and smooth routines.
- 4) To ensure seamless transitions for children with disabilities from EI to CPSE to CSE, as well as children who are in the process of being referred for evaluations.
- 5) To support children and families to become better prepared for kindergarten.
- 6) To provide suggested school readiness activities to families that they can do at home with their children.



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## TRANSITION ACTIVITIES

Transition activities can include the following:

- Assist families in moving from EI to CPSE for continuity of services.
- Assist families in moving from CPSE to CSE for continuity of services.
- Hold HS Center Tours and Informational.
- Hold Home-based to Center –based informational sessions, center tours, and meet & greet the EHS teachers.
- Sponsor Kindergarten Information Sessions in collaboration with WPCSD (LEA) personnel.
- Post notices of Kindergarten registration materials at all FSW HS sites
- Schedule a tour of the WPCSD
- Distribute Kindergarten notices about school assignments
- Hold a “Getting Ready for Kindergarten Meeting” co-sponsored with the White Plains Public Library and WPCSD
- Provide a WPCSD “Round-up;” staff assists parents in completing, reviewing and submitting School Readiness forms to the WPCSD





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## ANNUAL GOALS

Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
1. To provide children and families continuity of service and care.	Child-School (Building relational supports)	Keep returning children with the same teacher unless it is not in the best interest of the child.	In July during re-enrollment.	FCE Manager, Education Manager, EHS Manager, Family Advocates	Teacher or parent does not believe this to be optimal placement.	FCE Manager
	Family-School (information sharing)	Send home two-way communication, such as e-mails, journals, newsletters and photos of child to their families etc. This may also include progress reports and Parent - teacher conferences.	Ongoing throughout year	Family Advocates, Teachers, Home Visitors	Parent does not have e-mail address or access to a computer.	FCE Manager, Education Manager, EHS Manager





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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
2. To ensure that new children and families in each program option (pre-natal home-based to birth, home-based to center-based; EHS to HS) feel welcomed and transition to the new center with ease.	Family-School (information sharing)	Home Visitors and the EHS Nurse provide the pre-natal mothers with knowledge about the birth process within the lessons for <i>Partners for Healthy Baby</i> curriculum.	During pre-natal home visits	Home Visitors/ EHS Nurse		EHS Manager
		Parent orientation evenings are scheduled.	September	Teachers, Site Directors, all Managers		Program Director
		As families transition from home-based to center-based program, they are invited to visit the center over the course of the	April – June	Teachers/ Home Visitors/ Family Advocates		



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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
2. To ensure that new children and families in each program option (pre-natal home-based to birth, home-based to center-based; EHS to HS) feel welcomed and transition to the new center with ease.	Family-School (information sharing)	EHS to HS transition meetings are held to orient parents to the differences between the two programs.	End of May	EHS Manager, FCE Manager, Health Manager,  Education Manager, Family Advocates		EHS Manager



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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
2. To ensure that new children and families in each program option (pre-natal home-based to birth, home-based to center-based; EHS to HS) feel welcomed and transition to the new center with ease.	Child-School (Building relational supports)	There are staggered entrance days for all EHS/HS center-based children.	September	Teachers, Site Directors, FCE Manager, Education Manager		Program Director
	School-School (Fostering alignment between settings)	As EHS children (home-based or center-based) transition to either EHS or HS center-based, each child's strengths and concerns are shared.	July	Home Visitors, EHS Teachers		EHS Manager



# Head Start/Early Head Start Annual Report 2017-2018

Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
3. To ensure the classroom environment is set up in a developmentally appropriate way to create an optimal flow and smooth routines.	Child-School (Building relational supports)	The classroom environment is designed to be developmentally appropriate for the ages served, inclusive of children with disabilities and welcoming to parents.	September	Teachers	School District rules.	Site Directors, Education Manager
		Outdoor spaces provide a natural learning environment, conform to safety standards and support gross motor development.	September	Teachers, Site Directors	Some of the playgrounds are part of city property.	Facility Manager Program Director Education Manager



## Head Start/Early Head Start Annual Report 2017-2018

Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
3. To ensure the classroom environment is set up in a developmentally appropriate way to create an optimal flow and smooth routines.	School-School (Fostering alignment between settings)	Continue the collaboration with the WPCSD to ensure the correct implementation of the <i>Big Day Curriculum</i> and <i>Imagine Learning</i> .	Throughout school year	Teachers		WPCSD Assistant Superintendent for Instruction & Curriculum  WPCSD Coordinator of English  EHS/HS Program Director  HS Education Manager



# Head Start/Early Head Start Annual Report 2017-2018

Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
4. To ensure smooth seamless transitions for children with disabilities from EI to CPSE to CSE, as well as children who are in the process of being referred.	Family-School (information sharing)	<p>Provide families with detailed instructions as to how to navigate the EI or CPSE referral and evaluation process.</p> <p>Meet with families prior to the EI or CPSE meeting to help support them and ease any concerns they may have.</p>	Throughout school year and/or as needed	<p>Teachers/Family Advocate</p> <p>Site Director/Site Coordinator</p>		<p>Disabilities Coordinator</p> <p>FCE Manager</p> <p>EHS Manager</p> <p>WPCSD Chairperson</p> <p>Prime Time Director</p>



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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
4. To ensure smooth seamless transitions for children with disabilities from EI to CPSE to CSE, as well as children who are in the process of being referred.	School-School (Fostering alignment between settings)	Staff are trained by CPSE chairperson to make referral process more fluid.	Pre-service or In-service staff training (August, September or October)	Teachers/Family Advocates		Disabilities Coordinator  Prime Time Dir.  Education Mgr.





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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
5. To support children and families to become better prepared for kindergarten.	Family-School (information sharing)	FSW sponsors Kindergarten Information Night in collaboration with the WPCSD.	November	WPCSD Staff Education Mgr. FCE Manager	Space for meeting	WPCSD Staff Program Director
	School-School (Fostering alignment between settings)	Post notice of kindergarten registration materials. Both Family Advocates and Teachers encourage parents to take kindergarten tours, register and make an informed choice of the 5 WPCSD Elementary schools.	January, February	Family Advocates Teachers	Parent Schedule	FCE Manager Education Manager
	School-Community (Building relational supports)	Encourage families to attend "Round-Up" at their assigned Elementary schools.  Schedule a "Getting Ready"				



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5. To support children and families to become better prepared for kindergarten.	Family-School (information sharing)	Complete school readiness forms, review with families and submit to WPCSD for optimal kindergarten placement.	May-June	Teachers, Site Directors		Education Manager
	School to -School (Fostering alignment between settings)	Complete Teaching Strategies' GOLD three times per year and ASQ for Home-based children and share progress during parent conferences.				
		Share written records with parental				



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5. To support children and families to become better prepared for kindergarten.	School-Community (Building relational supports)  Family-School (information sharing)	Select HS children for next year's Little Sunshine Group. These children will meet with FSW's High School Youth Council for homework help and literacy enrichment.	June	Teachers, Family Advocates	More need than available slots	Child Development Specialist



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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
5. To support children and families to become better prepared for kindergarten.	School-School (Fostering alignment between settings)	Pre-K teachers visit kindergarten classes.	October, May	Teachers	Substitute availability	WPCSD Coordinator of English
		Kindergarten teachers visit Pre-K classes.	May			Program Director
		Pre-K and WPCSD staff communicates on the usage of <i>Imagine Learning</i> and Scholastic <i>Big Day</i> curriculum.	Throughout school year			Assistant Director



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Goal Addressed	Type of Connection and Type of Activity	Transition Activity	When Does Activity Occur?	Who Needs To Be Involved?	Potential Barriers	Who Is Responsible For Follow-Up?
6. To provide suggested school readiness activities to families that they can do at home with their children.	Family-School (information sharing)	Plan "Kinder Parent" workshops to provide strategies for activities for parents to do with their children.	January, March, May	Teachers, Family Advocates, Education Manager	Money	Program Director, Assistant Director FCE Manager



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## TEACHER QUALIFICATIONS

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At FSW's HS/EHS programs, our goal is to hire skilled teachers who provide the most comprehensive and stimulating learning environment for children and families. Directors work closely with staff to train and maintain highly qualified, resourceful and committed staff.

FSW's goal is to have all teachers with a Bachelor's Degree or Master's Degree trained in early childhood education or child development and certified by the NYS Department of Education. Assistant teachers should all have at least a C.D.A. or an Associate's Degree in early childhood education or child development.

FSW's EHS/HS staff provided opportunities to participate in ongoing staff development trainings and activities. Each fall, every staff member is required to complete a Professional Development Plan, which periodically reviewed during the course of the year to determine staff effectiveness. During the year, teachers evaluated two times: a self-assessment and an end-of-year review.

In accordance with the Head Start Act of 2007, each preschool classroom teacher has either a baccalaureate or advanced degree in either early childhood education, special education or childhood education. In addition, each head teacher is a NYS certified teacher in compliance with the Universal Pre-K regulations. In our FSW program, 100% of our Head Teachers either have an advanced degree or are in the process of completing their advanced degree.

### CHALLENGES TO RETENTION OF QUALIFIED TEACHERS

Due to a competitive job market consisting of the surrounding school districts in Westchester County and New York City, year-to-year teacher retention has been a challenge. Exit interviews indicate the most common reasons for leaving were increases in annual compensation and the expansion of annual benefits' packages. Unfortunately, our current salary and benefits allocations per staff cannot compete with the current market. New York State, like many others, faces statewide teacher shortages. We actively recruit New York State certified teachers; teachers with early childhood qualifications ranging from Child Development Associates to Master's degrees. At the end of each school year, staffs that choose not to return for the next school year, often leave to pursue opportunities with the local and surrounding school districts.



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## HS/EHS CHILDREN WITH DISABILITIES

EHS/HS programs are required to provide 10% of slots to children with disabilities. Staff members support parents through the evaluation and diagnostic process for children and work to ensure the children receive the needed services in the least restrictive environment.

In NYS, children with disabilities under the age of 5 who are enrolled in pre-kindergarten program are identified only as a “child with a disability” and are not categorized with definitions such as autistic, deaf, emotionally disturbed, hearing impaired, learning disabled, mentally retarded, speech or language impaired, orthopedically impaired, etc.

## HEAD START

During program year of 2017-2018, 50 (26%) children out of the 194 enrolled HS children identified as preschoolers with a disability as compared to 55 out of 208 children during program year 2016-2017; this indicates a 7% decrease. Prior to enrollment, 29 children out of 179 identified as having an IEP. Each of these children had an Individual Education Plan (IEP) and received support services through the local school districts' Committees on Preschool Special Education (CPSE).

## EARLY HEAD START

In the program year of 2017-2018, 7 (17.5 %) children out of 40 children identified as preschoolers with a disability. Prior to enrollment, 2 out of 40 identified with having an IEP.

Family Services for Westchester continue to serve children and Families in White Plains.