

ECONOMIC OPPORTUNITY COMMISSION OF
NASSAU COUNTY, INC.

ANNUAL REPORT 2020

*“Moving Strategically
In Uncertain Times”*



Brian G. Staley, Sr.
Chairperson

Iris. A. Johnson
Chief Executive Officer

Rev. Anita L. Shiver-Kennedy
Head Start Deputy Executive Director

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Who We Are

ECONOMIC OPPORTUNITY COMMISSION OF NASSAU COUNTY, INC. is the designated anti-poverty agency in Nassau County; an innovative Community Action Agency devoted to facilitating and strengthening basic social relationships between individuals, families, and social organizations.

“Low Income People Involved in Decision Making and Planning”

“Our lives begin to end the day we become silent about things that matter.”
— Rev. Dr. Martin Luther King, Jr.

The Formative Years

Economic Opportunity Act of 1964

Community Empowerment Tripartite Governance Board

1/3 Neighborhood Representative

1/3 Organization Representative

1/3 Governmental Representative

Organizational Sufficiency

Approximately 198 employees (92% full time)

Ethnic & Generational Diversity



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EOC Board of Directors 2019-2020

Chairperson - **Brian G. Staley, Sr.**
Executive Vice Chairperson - **Angela J. Young**
Vice Chairperson - **Dr. John Guthman**
Secretary - **Herman Maston**
Treasurer - **Naomi Ellis**

Angela Crowder

Harriet Downer

Angela J. Young

Jason Blair

Councilwoman Anissa Moore

Judy Puckerin

Barbara Cromer

Kelly Perdomo

Blanca Fabian

Lenora Quinones

Commissioner Carl DeHaney

Rev. Lionel Harvey

Carol Douglas

Loretta Wilcox

Legislator Carrie Solages

Rev. Dr. Phillip Elliot

Cecelia Brown

Razetta Thornton

Deputy Mayor Charles Renfroe

Seymour Edwards

Conor Kirwan

Taevon Fanfan

Duaa Imran

Tonya Gibson

Elvin Stevenson Jr.

Wendy Jackson





Brian G. Staley, Sr.
Board Chairperson



Angela J. Young
Executive Vice Chairperson



Dr. John Guthman
Vice Chairperson



Herman Maston
Secretary



Naomi Ellis
Treasurer



Rev. Dr. Phillip Elliot
Governance Advisor to
Board Chairperson and CEO/
Liaison to Community
& Faith Institutions

The **Economic Opportunity Commission of Nassau County, Inc.** (EOC) is a 501 (c) (3) Community Action Agency, born out of the Economic Opportunity Act of 1964 which was signed into law by President Lyndon B. Johnson on August 20, 1964. A signature legislation of Johnson’s “War on Poverty,” it provided among other things, a Job Corps program to train youth, encouraged community action programs, and provided for the establishment of the Head Start program. The EOC of Nassau County, Inc., was initially constituted as a program of the Health and Welfare Council of Long Island. Ten neighborhood centers were developed and fully staffed. Five years later, the EOC of Nassau County, Inc. was incorporated, separated, and completely independent of the Health and Welfare Council.

For over 50 years, the EOC of Nassau County, Inc. has provided programs and services to low-income Nassau County residents. During the past year, approximately 41,000 unduplicated low-income children, youth, individuals, and families accessed EOC of Nassau County, Inc. programs and services. As a Community Action Agency, the EOC of Nassau County, Inc. is a direct support for the County’s residents who live at or below the federal poverty level. This includes those that are recognized as, “working poor.”

As such, the EOC of Nassau County, Inc. is the designated anti-poverty agency in Nassau County, New York. It is devoted to facilitating and strengthening basic social relationships between individuals, families, and social organizations in Nassau County. Our motto is, “Helping People. Changing Lives.”





A Message from the Chief Executive Officer

IRIS A. JOHNSON, MHS

At this time in our nation's history; we are immersed in a myriad of crisis and/or critical situations that have impacted our lives significantly. These issues include but are not limited to; a global pandemic, protests and marches against racial injustices; on the brink of a highly-competitive presidential election; dealing with governmental and city (or) state ordinances, which has changed the manner in which we operate business, banking, school systems, entertainment, social interactions, indoor/outdoor dining and our health care systems. These unsettling changes have also grievously forced us, to give closure to the loss of our love ones in a different manner and without the usual comforting support of extended family and friends. In many cases and due to limited hospital visitations and unaffordable pricing for funerals, there was no opportunity for closure of any kind. In these uncertain times, we are cognizant of the grim reality that we are indeed living in a different world-system. It has been an arduous battle, which has taken a toll on our nation and communities physically, emotionally and mentally. However, we must continuously prepare for the known, plan for the unknown and respond by positioning ourselves to move strategically.

As you review this annual report; you will find a depiction on our report cover, which gives credence to the fact that "Black Lives Matter." Whereas, the EOC places value on all lives; it is the black and brown lives that have been unjustly targeted with the blatant racism, extreme measures of brutality and unexplained senseless killings with no remorse. The majority of which, have seemingly been handled in our court systems with no regard for human life; by exonerating the persons responsible. Therefore, as the designated anti-poverty community action agency for Nassau County NY, we must stand in our truth and continue to advocate and be a voice for the welfare of the minority and disadvantaged populations that we serve. It was exhilarating to see that we are not alone in this fight.

The support for the black lives matter campaign was not limited to the Economic Opportunity Commission of Nassau County (EOC). It has been vividly displayed by marches and protests all over the world. Many of which, were organized and conducted by a multiplicity of leaders/groups from diverse ethnicities and faith(s), who stood in agreement that the continuance of racism and violence among black populations is unjust.



Our commitment to change the quality of life for the people we serve remains the same. However, as the issues we face constantly evolve, we must strategically change our mindset and methodologies for resolve.

With respect to the 2020 Annual Report; I would like to personally thank all of the EOC Board of Directors, for your ongoing participation in ensuring compliance with Board Governance on an annual basis. I would like to send special accolades to our board officers (Brian G. Staley Sr., Chairperson; Angela J. Young, Executive Vice -Chairperson; Dr. John Guthman - Vice Chairperson; Naomi Ellis, Treasurer; Herman Matson- Secretary) and board member- Dr. Phillip Elliott; who have been indomitable partners in our quest to strategically realign and reimagine the EOC’s provision of services to targeted impoverished populations, to ensure and approve safety measures for staff through modified work schedules and to ensure a continuum of program operations in the midst of the COVID-19 pandemic. These individuals are duly celebrated for being selfless, resourceful, and available when called upon (no matter what day or hour). It may have appeared to have gone un-noticed. However, your tenacious support in these uncertain times has been invaluable.





A Message from the Head Start Deputy Executive Director

Rev. Anita L. Shiver-Kennedy

Moving Strategically in Uncertain Times is not a cliché, or a mere statement to in with what is currently trending. It is indicative of the fact that our next moves cannot be reactive, they must be strategic and responsive to the emergent needs of community (our infants / children, youth, individuals, seniors, families, essential workers, faith-based institutions, businesses, economic and health care systems). Additionally, due to the calamities we have experienced thus far in the year 2020; we must now include global pandemics and catastrophic storms. Whereas, it is vividly clear that we are living in uncertain times; we cannot stop we must keep moving.

Making Strategic Moves is not a one-time event. It involves a consistent evolution and implementing essential contributing factors such as;

- Short and Long-term Strategic Planning
- Mapping out strategies to align with the EOC Mission, Strategic Plan and Agency Goals
- Collaboration / Team building and Capacity-building
- Garnering Resources
- Ongoing Monitoring
- Consistent Quality Assurance
- Increasing and Maintaining our Competitive Edge
- Exploring Multiple Tactics (New and Old)
- Searching out and Reaching Unserved, Underserved and Hidden populations.
- Equipping ourselves with the technology and technical skills to remain relevant in an ever-changing computer-age
- Becoming knowledgeable and remaining abreast of our political climate; how it impacts us and how it can and will impede our progress (know the platform of elected officials and hold them accountable for the communities they represent)
- Evaluating Qualitative and Quantitative measures/outcomes and making applicable revisions
- Bringing individuals to the table, who have the same agenda and who will be strong supporters and contributors to our success.

This is not by any means an exhaustive list. Moving strategically means, we must “critically” think outside of the box and be willing to go outside of the box (out of our areas of familiarity and comfort zones), in order to gain a strategic advantage. Additionally, in order to move strategically, we must fully embrace and engage in our “New Normal;” making the necessary changes in our social interactions (following social distancing protocols), changing how we conduct business practices and communications and lastly, persistently protecting ourselves by using Personal Protection Equipment (PPE).

The day and times in which we now live, are largely uncertain but our commitment to our children/families and staff remains sure.





Employee of the Year

Monique Denton-Davis

Human Resources Director

Economic Opportunity Commission of Nassau County, Inc.

Monique Denton-Davis is a sought after motivational speaker, certified life transformation coach, event host, and author of several books including her recent Indie Author Legacy award nominated anthology, Unapologetically Winning! Monique is the Human Resources Director for the EOC of Nassau County, Inc., where she currently serves as the Founder and CO-Chair of the COVID19 Task Force and is a member of the Executive Leadership Team. Ms. Denton-Davis also completed a Leadership and Nonprofit management training at Adelphi University where she received two certificates.

Voted “Woman of the Year” by CSB Sistars Inc. as Founder & CEO of Embrace Your C.A.K.E (Confidence, Attitude, Kindness and Excellence) Coaching, her mission is to help women get out of their own way, one small step at a time. Transformation through Moderation.

Monique has hosted several women empowerment events including two annual conferences with over 300 attendees, encouraging women to beat adversity, overcome obstacles and live their best life. Monique’s Sister SIPHER (Soulful, Intellectual Problem Solving, Helping Each other, and Rise) events hosted in New York, Atlanta, and Jacksonville brought unity, fellowship, networking and support to hundreds of women empowering them to live out their dreams.

Monique has been a presenter, panelist, workshop/training facilitator for organizations such as: The Economic Opportunity Commission of Nassau County, Inc., The New York Junior League, Long Island’s Women’s Diversity Summit (WDN), Women In the Art of Negotiation (WIN) Summit, Women In Need - NYC (WIN) and the Unity Circle, New York State Long Island Million Woman Community, to name a few.. Monique has received numerous awards and accolades for her work in women empowerment.

For over 20+ years, Monique has held numerous leadership positions in the human resources field, including human resources director, training and recruitment director, executive level recruiter and corporate trainer. She is certified in Human Resource Management, Diversity and Inclusion and Nonviolent Crisis Intervention. She also holds a Degree in Business Administration. Utilizing all of her experiences when working with clients, she strategizes not only their personal lives but also their careers. She works collaboratively with clients to identify career goals, explore options, overcome obstacles and set goals with accountability. She believes that self-awareness and empowerment allows women and men to break through barriers, uncover their true potential and live their best life.



Employee Highlight

Rev. Anita L. Shiver-Kennedy

Head Start Deputy Executive Director

Economic Opportunity Commission of Nassau County, Inc.



Rev. Anita L. Shiver-Kennedy has been employed by the Economic Opportunity Commission (EOC) of Nassau County Inc., for the past 27 years. During her tenure with the agency, she has proven her loyalty, dedication, focus-driven ability and capacity, to handle a myriad of duties and responsibilities. As such, she has been promoted on several occasions and given the oversight of several

EOC Agency Programs over the past years (Acting Program Director- Hempstead Head Start, Director - EOC HIV Prevention Program, EOC Executive Contract Compliance Officer, Director - EOC Downstate Healthy Start Maternal Health Program, Director- EOC Sexual Health Youth Promotion Program (SHYLP).

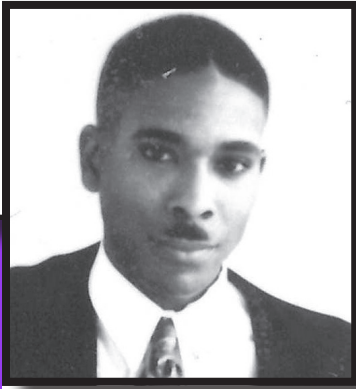
As a member of the EOC Executive Leadership Team and a key-leader in the overall EOC organizational structure; Rev. Anita Shiver-Kennedy is second-in-charge as the Head Start Deputy Executive Director; and works closely and collaboratively with the Chief Executive Officer, Iris A. Johnson; ensuring ongoing implementation of high-quality program design and management and implementation of high-quality program services to children youth, individuals, seniors and families, throughout targeted areas of Nassau County NY. Rev. Anita Shiver-Kennedy is responsible for the direct oversight and supervision of the EOC Head Start Network, which consists of a Head Start Corporate office, 7- Grantee Operated Head Start Center-based Programs and 1- Delegate Agency Program (Five Towns Head Start Program. She has been instrumental in developing the funding applications for the EOC Head Start Program, ensuring \$40 million dollars of funding over five - year segments of program operations.

A skilled trainer, Rev. Anita Shiver-Kennedy has facilitated numerous training sessions for Head Start staff, EOC governing body and other agency staff through the modalities of direct and/or cross – training in Head Start disciplines, Organizational training (i.e. - Organizational Standards, Time Management, The Management Wheel, etc.) Additionally, she has carried out the vision of the Chief Executive Officer in establishing the innovative EOC Head Start Training Institute (HSTI), which has become a model for others to replicate.

Rev. Anita Shiver-Kennedy works hard to balance her professional, spiritual and personal life. In addition to her leadership at the EOC Agency, she is a key leader in the faith community and serves as the Senior Pastor of the Kingdom City Church Inc., recently celebrating 28 years (Massapequa NY) and the establishmentarian and General Overseer of the St. Paul Kingdom Connections Fellowship Ministries Inc. (a fellowship of churches divinely connected for Kingdom purposes). Rev. Anita Shiver-Kennedy is also an integral, duly consecrated Bishop and Apostle in the Lord's Church and is well respected among her peers. With a keen eye for beauty, a flair for design and décor; Rev. Anita Shiver-Kennedy is also an event planner and the proprietor of "A Touch of Elegance." She is known to uniquely change the ambience of a room and tailor it to the specific occasion.

Rev. Anita Shiver-Kennedy holds an HIV Prevention Leadership credential from the Center for Disease Control / Emory University; a credential in Social Work Competency from Mercy College (Dobbs Ferry Campus); a Bachelor's Degree from the Living Waters College; and additional coursework (Staten Island College and Hofstra University). She has been honored by both the Faith and business community and has received numerous recognitions. The most esteemed award bestowed upon her is the EOC Dr. Martin Luther King "Keeper of the Dream" Award, which Rev. Anita L. Shiver-Kennedy proudly displays. "Innovative" and "progressive" are two of the key characteristics which motivate and drive Rev. Kennedy's passion for excellence.





Employee Highlight

Anthony Drummonds

Communications Operator

Economic Opportunity Commission of Nassau County, Inc.

Anthony Drummond is the Communications Operator for the Economic Opportunity Commission (EOC) of Nassau County, Inc. Mr. Drummond takes his job very seriously. His outgoing and high-spirited personality is the first contact for all management, staff, clients and visitors on a daily basis.

Anthony Drummond is the youngest of 4 siblings born to; the late William N.E. Drummond and Geraldine Rogers Drummond. He is well-known at the EOC Agency for his “witty and dramatic” communication skills, when paging staff over the switchboard /communications system.

Mr. Drummond is being highlighted due to the fact that, at the height of the COVID-19 global pandemic, when everything was shutting down and many staff were working from designated remote locations; he remained dedicated, focused and committed to his assignment and was on-site at the EOC Corporate office every day. Mr. Drummond communicated clear management expectations to individuals, who were reaching out to the EOC during this critical time. He was the “real time” voice of hope and direction for many, who were seeking resources and services during this time of uncertainty.

Anthony Drummond has worked in a variety of business environments, all of which contributed to his outgoing skills in customer service and human services. Throughout his career, he has starred in a national television commercial for Statewide Capital LLC and has performed as a catalog model. He also loves to dance.

Anthony Drummond has shared that “he always wanted to work in an environment, where he can help people.” The EOC has proven to be the right fit for him, as he continually strives to connect clients to the right services, whether they are calling or visiting the EOC Agency.

We are proud to highlight Mr. Drummond in the EOC 2020 Annual Report.



CEO EXECUTIVE LEADERSHIP TEAM

Iris A. Johnson
Chief Executive Officer

Rev. Anita L. Shiver-Kennedy
Head Start Deputy Executive Director

Yvette Miller
Executive Assistant to the CEO

Lizzette Martinez
Administrative Assistant to the CEO

Doris Cuellar
Comptroller

Gladys Fuentes
Deputy Comptroller

Enrique Gomez
Special Assistant to the CEO

Eric Poulson
Deputy Director of CSBG Programs

MelRose Corley
Deputy Director of Operations

Monique Denton-Davis
Human Resources Director

Mario Martinez
*Director of Transportation |
Program Director of Port Washington CAC*

Mateo Flores
*Program Director of Hempstead CAP/
CEDC Building Superintendent*



EOC MANAGEMENT TEAM

Mark Q. Bennett

Program Director, Displaced Homemakers Program

Novella Dortch-Smith

Program Director, Westbury Head Start

Babette Coach

Program Director, Hempstead Head Start
Vernetta Brown (Former Program Director)

Marie Davis

Program Director, Roosevelt Head Start

Tiffani Frazier

Program Director, Freeport Head Start

Genell Graham

Program Director, Rockville Centre Head Start

Fastine Skinner

Program Director, Eastern Nassau Head Start

Daniel Theodore

Assistant Facilities Manager

Haimanot Teklehaimanot

Accounting Manager

Cagney Wilson


Program Director, Long Beach Head Start

2020 EOC ANNUAL DINNER DANCE

The evening of January 15, 2020 began with the aggregation of EOC Board members, Executive Management, Scholarship/Dinner Dance sponsors, Managers, Staff, Clergy, Political Officials and Community Leaders, Youth and Family, a host of Friends and stakeholders, honorees and guests of honorees, all converging in the prestigious Crest Hollow Country Club, Woodbury, New York, in celebration of the Economic Opportunity Commission (EOC) of Nassau County, Inc., Dr. Martin Luther King Jr. Annual Scholarship inner Dance 2020. Guests were treated to the melodious sounds of Steel Impressions Steel Band who performed authentic Caribbean music: Calypso, Reggae and Soca on state-of-the-art steel pans. Earlier in the evening, all honorees and sponsors received special recognitions from the CEO and presentations were also made from legislative officials.

The program for the evening started off with the renditions of the Star Spangled Banner and the Negro National Anthem, presented by the Warren Daniels Orchestra. We were skillfully led through the evening's events by our Master of Ceremony, Bishop William Raymond Whitaker, II, DD, Senior Pastor, The Cathedral at Greater Free Gift Baptist church, Brooklyn, NY. Program participants included a welcome from our Board Executive Vice Chairperson, Rev. Angela J. Young, EOC Youth on Parade, led by Duaa Imran, President of EOC County-wide Youth Council, and Mr. Eric Poulson, EOC Deputy Director of CSBG Programs.





We then had the presentation of our 2020 Keeper of the Dream Honorees: Bishop Ronald H. Carter, Pastor and Founder of Refugee Apostolic Church of Christ; accepted by his daughter Ms. Tanya Carter; Mr. Enrique Gomez, Special Assistant to the CEO; EOC of Nassau County, Inc.; and Mr. Brian G. Staley, Sr., Board Chairperson, EOC of Nassau County, Inc.

A delectable dinner was served and we were then treated to a Viennese dessert buffet. Warren Daniels Orchestra and BJ Productions provided the music, which got us moving and dancing the night away.

Compliments to our MLK Dinner Dance Chairpersons: Rev. Anita L. Shiver-Kennedy, Blanca Fabian; Co-Chairpersons, MelRose B. Corley, Eric Poulson, Mark Q. Bennett, Yvette Miller, and Haimonot Teklehaimanot. Committee Members: Shenekqua Clemmons-Johnson, and Lizzette Martinez. Entertainment Committee: Bernard Johnson, BJ Productions, and Director of Entertainment. Hosts and Hostesses: Beatrice Goodman, Kimberly Tilghman, Lizzette Martinez, George Hurst, Jeanette Fernandez, Janet Allen, Suzanne Valdivia, Tiffany Wood, Fredrieth Marcellin, Jamillah Payton, Sebastian Ardilla, and Daniel Theodore.



MATERNAL & INFANT COMMUNITY HEALTH COLLABORATIVE

The focus of the **Maternal & Infant Community Health Collaborative (MICHC)** program is to improve the health and well-being of women who are in their childbearing years (ages 14-44). One of 23 such programs funded by the NYS Department of Health, EOC MICHC has engaged high-need women and their families in program services during this program year.

Through assessments of women's needs, 758 referrals for services were issued to address those needs. Of these, 99 percent were reported as completed. Among those issued were for adult and child primary care, family planning, clothing and baby items, housing, food pantries, health insurance, breastfeeding support, mental health services, domestic violence, after school programs, home visiting programs, Head Start, dental services, car seats, portable infant cribs, WIC, and SNAP.

In partnership with over 15 community organizations, EOC MICHC coordinated services across community programs and conducted workshops and bi-lateral referrals for supportive and health related services.

MICHC staff actively promotes opportunities for women and families to engage in healthy behaviors through participation in 1:1 education and workshops on diabetes, breastfeeding, high blood pressure, breast cancer awareness, nutrition, car seat safety, safe sleep for infants, etc.

As a member of the Nassau County Department of Health Perinatal Services Network, EOC MICHC Program Director co-chairs the Education and Outreach Workgroup, and staff participates in Network meetings and other activities.

- Along with other New York State maternal and infant health programs, EOC MICHC conducted Listening Sessions with community residents to listen to their thoughts, feelings, experiences and suggestions about health issues and services in their community. A total of 62 community residents participated and responded to questions provided by NYS Department of Health on the following topics: (1) Your Vision for Your Community; (2) Keeping Yourself and Your Family Healthy; and (3) Using Services in Your Community;
- In collaboration with the Human Resources Department, EOC MICHC hosted a Breast Cancer Awareness workshop. Individuals were educated on the risk factors,



preventative measures, and the importance of screening. Participants were also provided an opportunity to share a personal story of how breast cancer impacted their life or the life of a loved one;

- Participated in National Night Out, Hope Day, and local health fairs to bring awareness to women's health and to bring focus on services offered by the EOC and its MICHC Program;
- Hosted Safe Sleep Workshops for residents and clients. The focus is on reducing the risk of Sudden Infant Death Syndrome (SIDS) and preventing infant sleep related injuries. Attendees participated in a demonstration of the Do's and Don'ts of an infant safe sleep environment; and
- Conducted the Circle of Caring Postpartum 8-week Support Group where women meet in a non-judgmental environment to share their experiences, receive support and obtain information regarding perinatal and mood and anxiety disorders. The group's goal is to provide emotional support, education and coping tools for the participant to feel physically and mentally empowered in their postpartum journey.

MICHC staff participated in training hours targeted to address key responsibilities, to enhance knowledge related to maternal and infant health, and to build the skills needed to carry out their job specifications.

As many organizations and programs continue to provide services during the COVID-19 pandemic, EOC MICHC staff has conducted remote home visits, telephoned clients to assess emergent needs, and delivered food, infant formula, diapers, and pack n plays, all while maintaining social distancing and following CDC health guidance.



As we face the future together...

EOC Maternal & Infant Community Health Collaborative will continue to provide program services to high-risk women and children and look to provide individual and community strategies to improve women's health and well-being.

Displaced Homemakers Program

Even before the unemployment numbers rose in unprecedented numbers, the Economic Opportunity Commission of Nassau County, Inc. has provided Job Readiness and Employment services to prepare community residents for the Workforce.

The **Displaced Homemakers Program** (DHP) of the Economic Opportunity Commission of Nassau County, Inc. continues to be an essential resource for families and individuals struggling to find employment after providing unpaid services to their family. DHP serves in a proactive manner to these displaced individuals who must find work to avoid turning to public assistance.

From June 1, 2019 – May 1, 2020 the DHP Program has serviced **125** clients with services ranging from training, resume creation, workshops, and referrals. We have created or updated **41** Resumes. **94** Community members have attended our workshops. We acquired **5** Partnerships. We were able to partner with 12 Career Fair Vendors for our annual career fair. We registered **22** Separate Client SNAP Enrollments.

In August 2019, DHP planned, organized and implemented a Women Winning at Work Workforce Conference. We had 5 phenomenal speakers inspiring women to go into the workforce confidently. Some of the workshops included: Resume Creation, Dressing for the Interview & How to Win at Work.

For the 2019 – 2020 year of DHP, the program has decided to include workshops focused on Small Business Assistance. We realized that many Nassau County families wanted information on how to open a business. So the DHP program decided to create a workshop to give honest and detailed advice on how to start your own business.

Due to the impact of COVID-19 the Displaced Homemakers Program started hosting online training webinars on Mondays & Wednesdays, to offer computer and career employment preparedness for DHP Clients.

February 10 – 11, 2020 – Albany, NY – All of the Statewide Displaced Homemakers Programs came together to speak to our local state legislators and senators about the Displaced Homemakers Program and how we can better benefit NY Residents.

125

Displaced Homemakers
Program Clients

41

Created/Updated
Resumes

5

Community
Partnerships



Dierdre Zuluaga

Displaced Homemakers Program | Student & Volunteer Intern



I joined the Displaced Homemakers Program as a means of succeeding vocationally. I was unemployed and struggling to start my career after receiving my baccalaureate in sociology at SUNY New Paltz. What I learned in the program goes beyond the classroom and will be valuable at any stage of my career. The Displaced Homemakers Program staff fosters an environment that is safe, friendly, and they were always available to answer my questions. The instructor has a deep knowledge and passion for numerous topics that include: Microsoft training, resume writing, interview preparation, dressing for success, job fair techniques, and job search strategies.

In addition to the class topics, I learned about personal growth subjects such as assertiveness, rejection, decision making, crisis intervention, goal setting, and other life skills. The instructor's syllabus, which he gives his students the first day of class, detailed the workshops and guest speakers throughout the process. The final group project was one of my favorite parts of the lesson because I got to work with others and participate in public speaking.

To me learning is all about repetition, which is why if I am free and my schedule allows, I always go to seek help from the Displaced Homemakers Program and retake classes. I recommend to any and all to join in order to expand your employment and self-sufficiency.

As a graduate of the Displaced Homemakers Program of the Economic Opportunity Commission of Nassau County, Inc., I have acquired job search and career skills needed to succeed both personally and professionally. I am now currently in the process of being admitted to graduate school thanks to the help of the Displaced Homemakers Program staff.



Workforce Re-Entry Task Force Initiative



In December 2019, the Incorporated Village of Hempstead through the Community Development Agency established a Workforce Re-entry Task Force Initiative (WRTFI) to provide effective cognitive behavior intervention, life skills training and workforce readiness training and mentoring support for justice involved men and women with direct ties to the Village, with the goal of reducing incarceration and/or recidivism.

On December 23, 2019, the EOC entered into an agreement with the Incorporated Village of Hempstead to provide a collaborative and holistic approach in addressing the needs of men, women and their families in the Village of Hempstead and its surrounding communities by providing support, including, but not limited to mentoring services, housing assistance, job assistance and referrals for wrap-around services in Nassau County. The goal is to enroll 40 residents into the program. The staffing will consist of three (3) employees: (1) Program Director; (1) Outreach Worker; (1) Part-time Program Assistant. The WRTFI Initiative will commence on December 23, 2019 and conclude on December 31, 2020.

Hempstead's Workforce Re-entry Task Force members: Leadership Training Institute, Economic Opportunity Commission of Nassau County, Inc., ABBA Leadership Center, Reign 4 Life, and Women's Opportunity Rehabilitation Center (WORC).



EOC Youth Council 2019-2020

President - *DUAA IMRAN
Vice President - *HERMONIE ALI
Secretary - *MICHAEL PERDOMO
Treasurer - *JOSE PERERIA
Sergeant at Arms - *ASHLEE RODRIGUEZ

Aayan Imran	*Genazia Vance	Mariana Tapia- Herrera
Ali Khanat	*Hadiqah Khan	Mark Harley
Alianny Canela	Hailey Francis	Muhamad Mehmood
Allan Calderon	Hander Lopez	*Muhammed Hamza
Andra Perry	Ibraheem Mahmood	*Natalie Barahona
Andy Carias	Ivan Molina	Noe Portillo
*Angela Alvarado	Jakeline Rosales	O'lyvia Milwood
*Angie Portillo	*James Hancock	Osmín Rosa-Leiba
Caleb Johnson	*Janaiya Bethea	Rosa Cortes
Cavel Campbell	Jason Sandavol	Rudy Barahona
*Cecilia Joseph	Jazira Hernandez	Ryan Knights
*Celyn Anariba	Jeyly Leiva	*Santiago Hernandez
Chasman Khan	Jocelin L. Almenar	*Sebastian Meledez
*Christian Aguilar	Jonathan Crandall	Steven Hernandez
Christie Francois	*Jonathan Rojas	Suliman Khan
Claude-Albert Makele	Juan Saravia	Susana Rojas
*Darlin Sanchez	Julissa Flores	Tyler Vanetten
Denise Alvarez	*Kaitlyn Vanetten	Vance Murphy
Douglas Barrera	Kouder Khanat	Wajiha Imran
Edwin Funes	Lucy Moerno	Yursa Mahmood
*Fredy Rios	*Lynnell Eatman	
*Ga'Leigha Vance	*Malik Rowe	*Youth Council Officers

Summer Youth Program

The Economic Opportunity Commission of Nassau County, Inc. (EOC) commenced its Annual Summer Youth Program on July 1, 2019 and concluded on August 22, 2019. We continued our 40 year tradition of offering high quality Summer Youth Programs to children residing in our target and catchment communities. During this program year, 187 youth enrolled in the Summer Youth Program. The agency was able to provide employment for 44 youth, and backpacks filled with school supplies to all participants.

The EOC Summer Youth Program is a full-day program that provided participants with a safe and healthy environment, while their parents work or pursue their educational endeavors. The sites operated from 8:00 a.m. - 4:00 p.m. The program is designed to create programs that deter impressionable youth from engaging in risky behaviors and becoming targets of gangs. Additionally, a harmonious environment has been created that promotes diversity, unity and emphasizes the importance of multiculturalism.

The children spent their day being physically active; they gained experience with attaining success and become more confident. The program helped them to conquer fears and to unplug from technology. The program encourages the participants to grow up to be independent, to learn social skills, to engage in team work, to develop their own talents, to visualize success, to learn creative writing and to learn about other cultures. All summer youth staff and participants attended various workshops: bullying, CPR



training, nutrition, fire safety, communication with the police department, etc.

By maintaining summer employment youth were impacted in the following ways: they were able to acquire money management skills by using the money they earned and helping their families with their monthly budget; they gained a sense of independence, a sense of empowerment, and increased their self-esteem. The EOC Youth Summer Program provided the participants with a safe environment as the program was designed to deter youth from engaging in risky behaviors.

In conclusion, the EOC of Nassau County, Inc. provided a spectacular and fun-filled Summer Youth Program for the participants.



As We Face the Future Together...

EOC of Nassau County will continue its commitment to helping people and changing lives.
We always keep in mind that the youth and families come first.



EOC MARTIAL ARTS PROGRAM

Celebrating 10 years of existence, the **Roosevelt EOC Martial Arts Program**, continues to pass on the knowledge and experiences of Sensei Clifton W. Johnson and Sensei Walter E. Thomas, who themselves are graduates of the program and earned their black belts in June, 2004 . In January 2019, Sensei Walter E. Johnson, at the tender age of 71, has retired from teaching...and is missed.

The mantra of the program is to use karate as a means of improving self-discipline, self-awareness, critical thinking, and self-defense.

This program year, 20 enrolled in the program. As the year came to a close, students and parents eagerly awaited notification of rank advancements, which were conveyed over the telephone. With recent school closures as a result of the global pandemic, we look forward to an active Summer of 2020, as the youth are excited, ready, and willing to continue learning and advancing in the martial arts.

With the Ketsugen Karate System finding its origin Uptown and in the Bronx, the dōjō travelled to visit a program operated at the Praxis Housing Development. The program is lead by Sensei Derrick, who also holds a black belt in Judo. For this reason, the youth were exposed to another style of martial arts while also engage with other dōjō families.

On December 16, 2019, the last day we convened as a dōjō family for 2019, we held our holiday dinner. The funding for this dinner was earned during the kick-a-thon fundraiser in April, 2019. The majority of the students, and their immediate families, attended this meal. The entire dōjō family was able to sit and break bread with each other prior to the Winter recess and the new year.

On January 30, 2020, the first phase of promotions were conducted. That night, every student in the class was got a chance to spar. Overall, every student was due to receive a kyu (next rank) on their belt. Many were scheduled to move to a different belt.



As We Face the Future Together...

We look forward to broadening the involvement of our students in other tournament and demonstration opportunities as they continue to grow and learn more in the program.



YOUTH EMPOWERMENT CAREER TRAINING INITIATIVE

The **Youth Empowerment Career Training Initiative (Y.E.C.T.I.)**, is a positive youth development program, that has provided services to 40 at-risk youth and their families. Staff serve as advocates for youth in court settings and at school. The Y.E.C.T.I. staff counsels participants and their parents on everything from below average school grades and poor attendance to avoiding gang involvement. Program staff meets with school district staff to monitor school progress and to advocate on behalf of students' needs and issues, including ways to avoid being removed from school. Y.E.C.T.I. participants are integral to EOC's overall youth programs and take part in all other organized youth program activities. Through employment, educational trips, college tours, fund raising, community service projects, and other program activities, Y.E.C.T.I. offers students the opportunity to achieve positive youth outcomes leading to a positive transition to adulthood.

- 2019 summer employment: as a Summer Youth Program Counselor/Aide, program participants learned how to become economically Independent, improved their social and speaking skills, and learned how to deal with and solve problems effectively.
- In partnership with Applebees' fundraising program, Y.E.C.T.I. youth successfully developed and implemented a fund raising strategy to raise much needed funds; they also worked on the day of the event, and offered excellent customer service. Collectively, YECTI youth set a goal and achieved it!
- In December, 2019, Y.E.C.T.I. hosted three workshops about issues impacting today's youth:
 1. Vaping Workshop educated participants about the dangers of vaping.
 2. Mental Illness/Suicide Prevention Workshop The facilitator informed the participants about the danger signs of someone thinking about suicide and the support groups and agencies that are available for anyone thinking about committing suicide. The participants expressed concerned over feeling overwhelmed with school and home life but understood that they do have someone to contact if they felt like taking their own life. Bullying and social media seems to be the main cause of suicide amongst teenagers today.
 3. Anti-Gang Workshop: Participants learned the importance of not joining a gang and how being in a gang was nothing like what is portrayed on television. Life out here on the streets is very different from what you see on TV. Some of the participants acknowledge that knew of someone affiliated with a gang.
- Due to the global pandemic, staff had to change their method of communicating with participants and their parents. Weekly "check-ins" via text messaging are used to ensure that everyone is doing fine under these extenuating circumstances. The participants are encouraged to contact a staff member directly if they need to speak with someone.

FALL 2019 COLLEGE TOUR

On October 18-20, 2019, EOC of Nassau County Inc. ventured off on its **Fall 2019 College Tour** and visited two State University of New York (SUNY) universities: (1) University at Albany; and (2) Binghamton University. EOC College Tours are a powerful educational experience designed to motivate students to improve their educational outcomes, open the doors of opportunity for our youth, and helping them gain important insights regarding academic programs and majors at the selected colleges or universities.

Thirty youth, representing each of EOC youth programs, participated in the Tour: Glen Cove EOC (3 youth); Hempstead CAP (3 youth); Port Washington CAC (5 youth); Rockville Centre- Lakeview EOC (9 youth); Roosevelt-Freeport EOC (5 youth); Y.E.C.T.I. Program (5 youth). Seven staff chaperones, with experience working with youth, were selected.

The evening before the Tour began, participants and parents attended an orientation that enabled them to review expectations, itineraries, clarify any outstanding issues and meet roommate. The evening culminated with chaperones, parents and youth engaging in a meet and greet with one another.

The Tour also provides an opportunity to experience first-hand, a day in the life of a college student. Youth were afforded the opportunity to visit classrooms and eat in the dining facilities. In a Question & Answer session at each of the two Universities, a college student tour guide addressed participants' concerns about the next chapter of their lives. The youth expressed that these sessions were instrumental in decreasing the stress and anxiety that many were experiencing about attending college.

The first stop of the tour, on October 18, 2019, was the University at Albany where youth experienced an actual Homecoming day of events. The Tour Guide was very specific about the classes, the earliest class starts at 7:45 a.m. and you can customize your classes. The Tour Guide also said the freshman and sophomore are not together, he took us to the classroom, the business building and the bookstore shop where students bought souvenirs.

We were delighted to have one of our very own youth, Mr. Kevin Jackson, who is pursuing his Masters in Music at the University at Albany, join the Tour. Kevin informed the youth that he was a former EOC Summer youth program participant, who worked at one of the local programs.

After spending time with the youth, Mr. Jackson accompanied Tour participants to the homecoming game between the University at Albany and Rhode Island University where the youth had great front row seats to the game. It was a great evening . The youth experienced



the cheerleaders, other campus students and drank hot chocolate during the eventful night.

As a part of college life, the youth had to get up early the next morning without the assistance of their parents/guardians. They had to wake up on time, eat breakfast and board the bus at a specific time.

On Sunday, October 20, 2019, the Tour traveled to Binghamton University's Open House where they had the pleasure of meeting Ms. Liliana Martinez, Resident Assistant, and former EOC Youth Council president. Liliana was very knowledgeable about the University and was able to answer all of the participants' questions. She gave a personal tour which consisted of the library, residence halls, and six schools and colleges.

Tour participants met University President, Harvey G. Stenger, who encouraged them to focus on achieving their life goals, attend Binghamton University, and in life, to always strive to be a leader not a follower.

Both Kevin Jackson and Liliana Martinez shared with the youth how the EOC College Tour influenced their decision to attend college, their personal experiences with being away from home, the challenges they face, and expressed appreciation to the EOC for its youth programs.

The overall experience of this tour was a great benefit to all the students who attended the College Tour, the students learned first-hand college admission requirements, what they need to do when they get to a College or University, and and that their destiny is in their hands not someone else's.



Duaa Imran

EOC College Tour | Fall 2019



College tours allow students to ask questions, meet other prospective students and understand college on a deeper level. Most colleges love students who are sincerely interested in visiting colleges is one way to show this. You want to be able to relax and make a fully informed choice once you have been accepted. I believe that going to this Fall 2019 college tour allowed for everyone that went to gain a better understanding of a day in the life of a college student.

The tour allowed for everyone to be independent and learn more about themselves and find certain interest in career options that they would like to pursue. Visiting colleges is often cited as the most important element that helps a student decide if a college is right or not for them. This opportunity given to us was a great chance to get a real feel of

how it would be living out of state on your own.

In general, the experience was great because you get to meet new people and live without your parents for a couple of days and rely on yourself to do things. Visiting the colleges UAlbany and Binghamton University was a great opportunity for me to see if I would like to live on my own or even attend these universities. On this college tour, I learned asking questions is a key factor. By asking questions you can learn the specifics about the college that you have an attraction to. For example, I would like to go into a Physician Assistant Program and unfortunately Binghamton did not have the program I wanted, but UAlbany did and that allowed for an opportunity for me to consider UAlbany, as one of my options of schools I might want to attend. Going on these tours with an open mind is a good way to really get a better understanding of what school you would like to attend.

These college tours give you a feel of the environment of college students and how they live away from home. I postulate that going to visit college is a really good thing because if you visit a college and you don't like it and find that they don't offer you what you are looking for, you still have time to switch to another college. The college tour that the EOC

conducted, allowed my peers and I to really see what we are looking forward to. In going to UAlbany and Binghamton, it allowed for many of us to consider those universities. The benefit of visiting colleges is that you can make instant connections that in the long run can help you very much. Talking with student advisors, visiting the food court, and being able to watch a football game allowed me to go out of my comfort zone and really look into on campus activities such as sports that I can join if I choose to attend this particular university. A great way to experience a college campus is to immerse yourself in the culture. Stopping by the student union, bookstore or office on campus allowed for everyone to learn more about their potential university.

Even though this was my first college tour, I vlook forward to going to another one because I made some amazing friends along the way. Soon, I will be heading to college myself and I would like to go to the best college for me. I am very glad that I had this opportunity because this is very helpful for my future





The **Hempstead EOC Youth Soccer Program** was originally created as a hook to attract youth in Nassau County communities to become involved in a safe and healthy sports program. Each participant practices twice a week in soccer specific tactics, techniques, abilities and skills. Soccer games are played on weekends.

The mission of the Youth Soccer Program is to promote personal growth and development, by providing a wide range of services and opportunities to youth, ages 6 – 19 years old. Through involvement in the sport of soccer, and in combination with education, the program seeks to promote academic excellence, and high school and college graduation. This is intended to enhance participants' self-image and sense of self-worth. This mission is applied to motivate the youth as well as the community.

The application of the long term vision for the Youth Soccer Program is to use the teaching of technical and tactical skills, disciplines and philosophies associated with the sport of soccer, as a way to instill the confidence, motivation, and desire necessary to deal with life's opportunities and challenges. This approach is used with the hope of motivating youth to exceed in their endeavors and ultimately become responsible citizens and accomplished professionals with a deep sense of integrity.

Through their involvement in soccer, youth will learn the meaning of determination, dedication, and values that transcend beyond the soccer field to real life situations. This will enable them to make positive decisions and choices that can profoundly impact their lives and society as a whole.

Building on 30 years of an exemplary program, the Youth Soccer Program will continue to create opportunities for Nassau County youth to attend college and continue their academic preparation. The sport of soccer helps our youth to be more responsible, respectful and disciplined in their individual development.



HEMPSTEAD EOC SOCCER PROGRAM HIGHLIGHTS

- On July 10, 2019, The Youth Soccer Program registered for the 2019 fall season at the Long Island Junior Soccer League's (LIJSL) corporate office located on Ocean Ave, Ronkonkoma NY.
- On August 15, 2019, The Hempstead EOC Soccer Program was informed that three teams, Hempstead EOC U-11 Rhinos, Hempstead EOC U-11 Titans and Hempstead EOC U-16 Spartans, won the Spring Season Sportsmanship Title Award.
- During October 2019, The Youth Soccer program was invited as a participant in the Columbus Day exhibition Soccer Tournament in Orangeburg, NY. This tournament was sponsored by the MLS team NYCFC.
- On November 24, 2019, the last weekend official soccer games was played for the fall season 2019, resulting in two teams, the Hempstead EOC U-9 Lions and Hempstead EOC U-11 Pumas, winning the Champions Division.
- Fall Season 2019, The Hempstead EOC U-13 Knights and Hempstead EOC U-15 Tigers won the Sportsmanship title.
- On December 1, 2019, In order for the Hempstead EOC Youth Soccer Program to continue developing participants' skills, talents and abilities, all Hempstead EOC teams began soccer winter practice at Mitchel Field Complex in Uniondale, The Soccer House in West Hempstead, and Hofstra University's indoor facilities in Uniondale; also 6th and 7th grade EOC Youth Soccer Program participants began soccer winter practice at in the Hempstead Village Winter Basketball League
- December 10, 2019, Seven teams registered to play in the 2019/2020 Winter League Season at Mitchel Field Sports Complex and Hofstra University Bubble Indoor Facilities.
- The Winter League competitions first season ended January 26, 2020. The season ended with the Hempstead EOC Knights U-15 winning victory in the winter league bracket. The Hempstead EOC Rhinos U-12 placed in second place, taking home a Silver Cup.
- January 15, 2020. Ten teams registered to play in the spring 2020 season: Hempstead EOC U-9 Lions, U-10 Leopards, U-11 Pumas, U-12 Panthers, U-12 Rhinos, U-12 Titans, U-13 Wolves, U-15 Knights, U-17 Spartans, U-17 Tigers. All teams will play in the LIJSL, Long Island Cup, New York State Cup and/or the Elite Development Program (EDP) Soccer League.

Michael Flores

Hempstead EOC Soccer Program



Michael is part of the Hempstead EOC U-17 Spartans boys' team, Michael join the Youth Soccer Program when he was 10 Years Old, Mrs. Blanca Orellana, Michael's Mother came to register him in the summer of the 2013, after the Summer Michael told his Mother that he want to play soccer for a team. He started to play travel in the fall of the 2013 in the Spartans soccer team, after 6 years he continues as an Active participant.

- Michael is in 11th grade at Uniondale High where he has a 3.7 GPA
- High School Honor Roll
- Honored with Science National Society
- Summer Program Participant
- Summer Program Volunteer 2017-2019
- Middle School Honor Roll
- Elementary school Honor Roll.

Blanca Orellana mother of Michael Flores Statement.

My son Michael has been playing soccer since 10 years old at the Hempstead EOC Youth Soccer Program. His dream was to be on the field playing his favorite sport. Like a mother, I always want my son to keep a good atmosphere physical and healthy environment.

The soccer environment has been an amazing development in communication skills, friendly, social, team work with others and much more. I was surprised how soccer helped him in school to stay focused in class. My son has multiple benefits as a child and now in his teenage life. In the EOC Youth Soccer program is making unforgettable memories. The EOC coaches have been more than coaches for my son. He looks at them as father figures, especially Mr. Valencia and Coach Mousa. They always support not only in soccer field also invite him to different programs that EOC offers to the Community.

Also in the Youth Soccer program, I personally found parents with the same goals. We share in family games, soccer practice, birthdays, holidays and we celebrate together. They always say they are my soccer family. I am encouraging any parent who wants to help their child develop in a healthy environment, to join the EOC Soccer Program.

I'm very grateful to find EOC Soccer Program.

COVID-19

Coronavirus Disease 2019

EOC COVID-19 TASK FORCE

Monique Denton-Davis
Human Resources Director/Coordinator

Beatrice Goodman
Head Start Nurse | Health Services Manager
Assistant Coordinator

Iris A. Johnson
Chief Executive Officer

Rev. Anita L. Shiver-Kennedy
Head Start Deputy Executive Director

Yvette Miller
Executive Assistant to the CEO

Enrique Gomez
Special Assistant to the CEO

Lizzete Martinez
Administrative Assistant to the CEO

Eric Poulson
Deputy Director of CSBG Programs

MelRose B. Corley
Deputy Director of Operations

Irma Jeanty
Program Coordinator, MICHC Program

Mario Martinez
Director, Transportation
Program Director, Port Washington CAC

Mark Q. Bennett
Director, Displaced Homemakers Program
Director, Marketing Department





IRIS A. JOHNSON
CHIEF EXECUTIVE OFFICER

Brian G. Staley, Sr.
CHAIRPERSON

ECONOMIC OPPORTUNITY COMMISSION

OF NASSAU COUNTY, INC.
134 JACKSON STREET
HEMPSTEAD, NY 11550
516-292-9710 FAX 516-292-3176
www.eoc-nassau.org

A MESSAGE FROM OUR CHIEF EXECUTIVE OFFICER

April 23, 2020

Once again, I would like to thank you for your continuous hard work and team work as we navigate through this health crisis, while still providing services to individuals, children and families in need throughout Nassau County.

The communities in our catchment areas have been those hardest hit by this pandemic. Our communities and people of color are being impacted at disproportionate rates and are suffering. It is not just our mission, but our responsibility to continue providing these essential services to those most in need.

Most recently, testing centers have opened in Hempstead and Freeport and as of April 22, 2020 Nassau County has had over 31,000 positive reported cases and over 1,431 fatalities. Many of us have lost family members, friends, colleagues and loved ones. As an agency we have lost former employees, constituents, board members and many that are near and dear to our hearts.

The health and safety of our community and employees remains our priority. At this time we will extend our modified work schedules and closing of our Head Start programs until May 29, 2020. We will continue to remain consistent with all executive orders and mandates from a federal, state and local level.

I am proud to work with such a dedicated team committed to serving our communities through this difficult time.

Sincerely,

Iris A. Johnson

Chief Executive Officer
EOC of Nassau County, Inc.





During May 2020 , the EOC of Nassau County, Inc. recognizes the impact Community Action has in the lives of families and communities throughout Nassau County. This is particularly evident as we face the realities of a ‘new normal’ as a result of the COVID-19 global pandemic. During March – May, the EOC has experienced a 300% increase in residents who experienced food insecurity. EOC has worked swiftly to respond to the increase in requests to meet this basic need. EOC staff has worked tirelessly during this pandemic to reduce food insecurity among Nassau Count residents.

Through our local neighborhood Family Development Centers, 20,952 meals were provided to 2,346 residents;

Through our Head Start program, during March – May 20, 2020, the EOC provided 4,799 ‘Grab and Go’ meals for 559 children, age 3-5, and their families; and

During March and May 2020, through our Maternal & Infant Community Health Collaborative (MICHC) program, the EOC provided 85 households, representing 350 individuals, with food packages, diapers and baby food



HEMPSTEAD EOC IN PARTNERSHIP WITH NEW YORK IMMIGRATION COALITION HOSTED A TOWN HALL PUBLIC CHARGE



On Tuesday September 10, 2019 a Public Charge Event was held in the boardroom. The event was organized by the New York Immigration Coalition and it was intended as a training for service providers, community based organizations, religious groups, lawyers and social workers. This training sought to review the changes to the public charge ground of inadmissibility in immigration law that will go into effect on October 15, 2019. Hempstead CAP program Director, Mr. Mateo Flores, began the event by welcoming the participants. Ivan Larios, NYIC's Long Island

Manager of Member Engagement, was the master of ceremonies. NYS Assemblywoman, Michaelle C. Solages, was the special guest speaker. Abbey Sussell, NYIC Public Charge Fellow, gave an overview of the rule. Then a panel followed consisting of Ms. Sussell, Cheryl Keshner, Senior Paralegal and Community Advocate from Empire Justice Center and Keiko Cervantes-Ospina, Attorney in Charge from Legal advocates of NY. To conclude the event, the panel answered questions posed by the audience.

Public Charge is a test used to determine if someone is likely to become reliant on certain government programs. Reliance on government programs is one factor out of many used by the government to decide whether to grant certain U.S. visas and lawful permanent residency (green cards.) The rule will add certain benefit programs to the existing public charge test. The programs that will be considered in evaluating public charge are: SNAP, Medicaid and Section 8 housing benefits, cash assistance (TANF, SSI) and institutionalized care through Medicaid. The programs that will not be considered in evaluating public charge are: Medicare Part D, WIC, CHIP, EITC, benefits used by eligible children in one's family, seeing a doctor at the hospital or clinic. The rule does not apply to lawful permanent residents who are applying for citizenship through naturalization. Certain visas and statuses are exempt from public charge. Since participating in public benefit programs is only one factor that is considered when deciding if a person is or will become a public charge, the panel recommended that before disenrolling from any public benefit programs people should contact an immigration attorney.

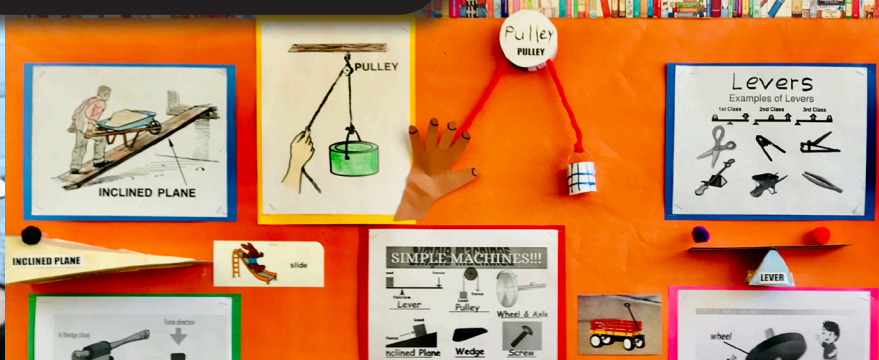
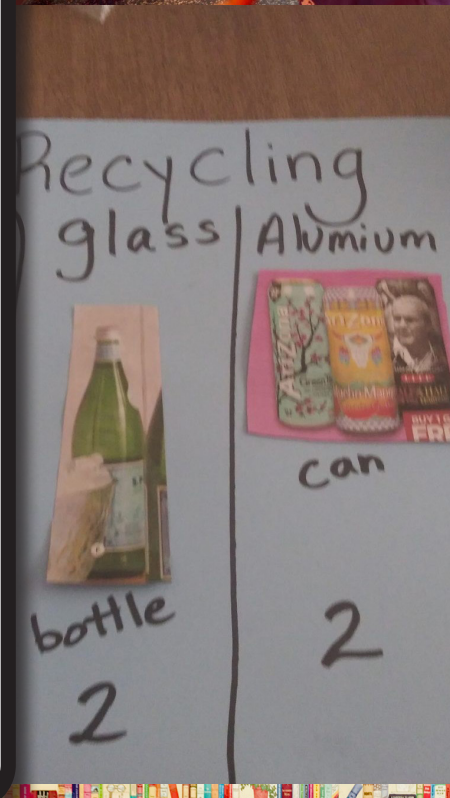
HEMPSTEAD EOC EMPIRE STATE AFTERSCHOOL RECREATIONAL SOCCER PROGRAM

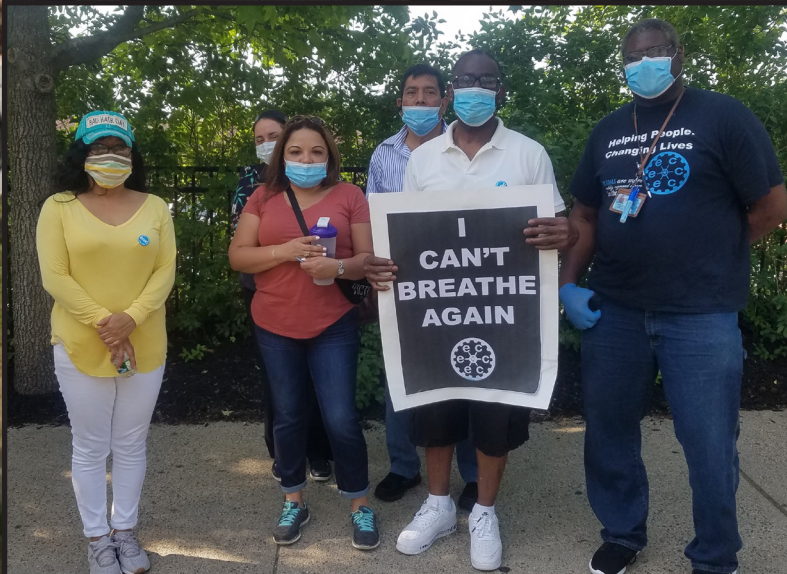
The **Hempstead EOC Empire State Afterschool Recreational Soccer Program** is to promote personal growth and development by providing a wide range of services and opportunities to all youth in addition, we will promote academic excellence, by using the sport of soccer, and we intend to give youth an enhanced self-image and sense of self-worth. The Youth Soccer Program is designed to teach technical and tactical skills, discipline, sportsmanship and philosophy associated with the sport of soccer as a way to instill the confidence, motivation, and desire necessary to deal with life's opportunities and challenges. We will enable youth to excel in all of life's endeavors and ultimately become responsible citizens. Hempstead school district fosters the development of youth through the sport of soccer at all levels in Hempstead elementary schools from grades 1st through 5th, the goal for the program is for participants to develop or improve in three aspects soccer skills, actively participate internal soccer tournaments and develop a commitment to year-round fitness. During the month of November 2019, we are working on the fundamentals of soccer with the conduction of the ball, shooting, dribbling and scrimmish, on the all the elementary schools, Barack Obama, David Paterson, Joseph McNeil, Jackson Main and Front Street without disregarding the academic area. At the current time we have 114 students registered, in the academic area the teacher continues providing homework assistance to all the students and is always available for additional help with the student's homework. As the practice days go by, we are seeing the improvement of the participants and a better performance in the field. This makes the practice more fun, and our students can enjoy more each day and we have a higher influence on them.





**THE EOC
GET READY,
GET SET,
ON YOUR MARK,
GROW!
HEAD START
PROGRAM**





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Vice Chairperson

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Secretary

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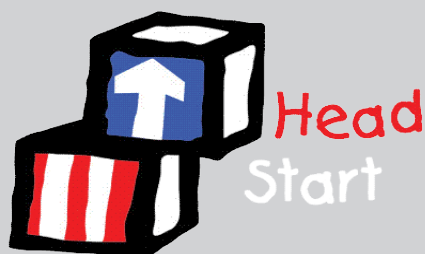
Latoya Muhammad

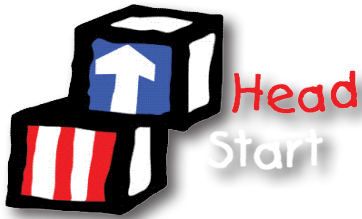
Abby Walker

Julio Antoine

EOC Board Representative

Angela J. Young, Early Childhood Specialist





Rev. Anita L. Shiver-Kennedy

Head Start

Deputy Executive Director

Fastine Skinner

Program Director, Eastern Nassau Head Start

Tiffani Frazier

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Program Director, Long Beach Head Start

Genell Graham

Program Director, Rockville Centre Head Start

Marie Davis

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Novella Dortch-Smith

Program Director, Westbury Head Start

Babette Coach

Program Director, Hempstead Head Start

Vernetta Brown (Former Program Director)

Delegate Agency - Five Towns Community Center

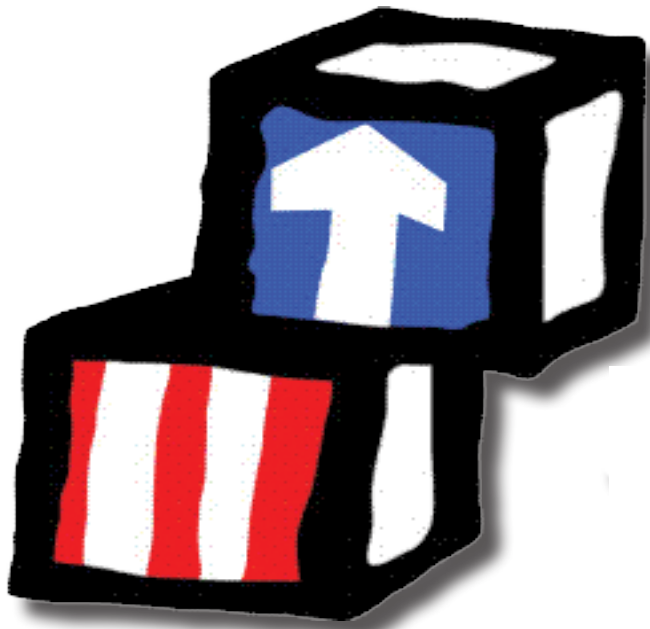
Brent Hill

Executive Director, Five Towns Community Center, Inc.

Tzijane Morris

Program Director, Five Towns Head Start





Head Start

- Funded Enrollment **559**
- Average Monthly Attendance **83% (Due to COVID-19)**
- Percentage of Income Eligible Children Served **96%**
- Percentage of Over-Income Eligible Served **4%**
- Percentage of Enrolled Children with Disabilities Served **13%**
- Percentage of Enrolled Children who Received Medical and Dental Exams **100%**

TRANSITIONING TO KINDERGARTEN



The EOC Head Start (HS) will continue its transition activities by aligning HS and kindergarten practices, standards, curricula, and assessments as an important element for promoting successful transitions into the kindergarten setting. For the last year of our five year funding (Year 5); the EOC Grantee and Delegate operated Head Start Programs have conducted and/or are in the process of conducting transition activities in their individual Programs. Due to the COVID-19 pandemic, social distancing protocols and

maintaining safety; our Head Start children have had to transition from the classroom setting to “Virtual learning” environments. Children and parents have embraced this transition and have actively engaged with Head Start Teachers in their daily virtual lessons and parent/child activities, using some of the following platforms; Zoom, Face-Time, Google Dou, WhatsApp, Skype and Ready Rosie on-line curriculum (for parents). The EOC Head Start has continued to use our MyTeaching Strategies Creative Curriculum for Pre School 6th edition, to undergird all lesson planning and implementation. Between the period of March 2020 - and - May 2020; seventeen thousand and twenty-four (17,024) virtual lessons have been delivered to Head Start children in virtual environments.

At the end of Program Year 5; there are 359 children scheduled to transition into kindergarten. The dates for kindergarten registration have been coordinated with local school districts and parents have been informed of the dates and processes to have their children enrolled in their respective school districts (this is now contingent upon changes that may result due to the COVID-19 coronavirus and transitioning children into public and/or private schools in a safe manner). Additional transition activities include but are not limited to; visits to local schools in respective communities, Staff representatives from school districts and private schools visiting the HS Program (as scheduled) and planned open- house activities. Transition activities are ongoing as we prepare children to enter the Head Start Program, transition to new classrooms within the Head Start Program and/or transition to kindergarten settings. Children and Parents will have opportunity to meet new teacher(s) during the home visit or during visit to new classrooms (Conducted prior to start of school). As of this report, 200 children are scheduled to return to the EOC Head Start Program for a second year.



In compliance with Head Start Performance Standards, each program site conducts monthly parent meetings and advisory council meetings. Parent orientations for parents to become familiar with Head Start procedures, and parent elections were conducted in September, 2019.

EOC Head Start programs work in partnership with Molloy College, Adelphi University and Farmingdale, to ensure the health and safety of children by conducting screenings for hearing, vision, height and weight, blood pressure, hemoglobin and dental.

Throughout the program year, EOC Head Start programs schedule visits to the local library for story time read aloud; conduct visits to the elementary school for children transitioning to kindergarten; host monthly birthday celebrations to recognize children's birthdays;

In accordance with Head Start Performance Standard 1302.102(b)(2), during February 2020, EOC Head Start programs began/conducted its self-assessment activities to evaluate service quality and work performance as well as influence continuous quality improvement.

In mid-March as a result of the COVID-19 global pandemic and NYS restrictions, the Head Start program transitioned to virtual and distance learning services for children. Taking into account children's learning and developmental needs, Head Start teachers carefully planned a combination of virtual and hands-on learning opportunities for children. In addition to established teaching methods, Creative Curriculum and Ready Rosie, teachers used a variety of virtual learning approaches inclusive of WhatsApp, Facetime, Zoom, Google Duo, Class Dojo, and teleconferencing. Teachers used e-books to read to children, and they read many books on Zoom and Facetime.

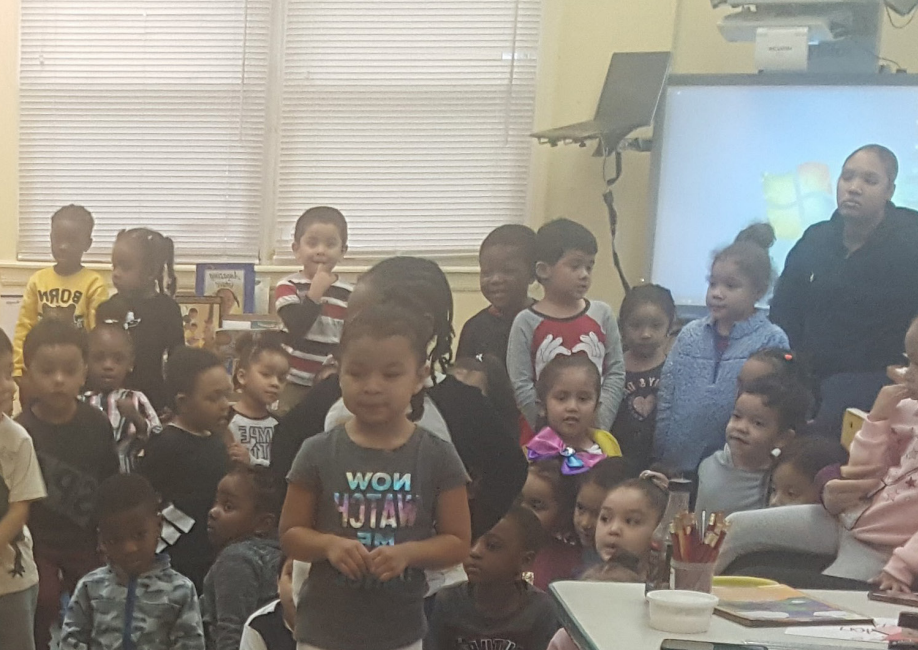
Teachers encouraged the students to be strong and patient during this time at home, and to use this time to do productive activities with their parents and siblings.

Legislation passed by Congress paved the way for flexibility in Head Start programs to implement non-congregate Grab-and-Go meal services for children, thereby addressing any potential food insecurity in Head Start families. EOC Head Start provided 4,799 meals between March – May 2020, to 559 Head Start children and their families.

As We Face the Future Together...

EOC Head Start will continue to provide quality services to children and families, and employ innovative strategies to ensure the child readiness goals and other performance measures are met. By paying particular attention to the stressors caused by the global pandemic, EOC Head Start staff, will continue to support families during this challenging time.

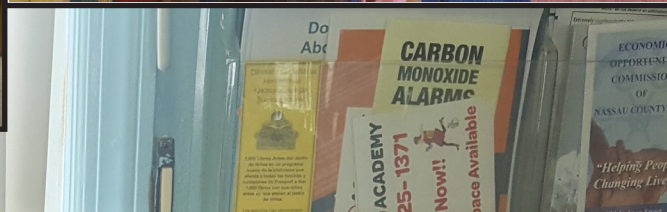




Highlights

- Westbury Head Start in partnership with the Westbury school district, has enhanced the program into a highly regarded early childhood program. The Universal Pre-K program ensures a continuity of care, fosters sustained parental engagement with the education system, and optimizes the use of available resources. The Universal Pre-K helps Westbury provide education to children with special needs, along with such operational support as food services and facilities coordination. Partnerships have evolved to include the delivery of Special Education services. This unique blend of Head Start with Westbury's universal preschool program represents an approach that is used to create a seamless transition.
- Rockville Centre Head Start partnered with New York Insurance to provide Photo IDs for children; trips included a bowling trip, a field trip to Hofstra University presentation of Once Upon a Tree Top; a multicultural luncheon; and a Girl Scouts of Nassau County workshop.
- Eastern Nassau Head Start implemented study projects that engaged children to learn how simple machines are operated. The project allowed the child to draw the machine, and for parents to reinforce the lesson at home.
- Roosevelt Head Start hosted a trip to Hicks Nursery, a Multicultural Celebration, a Black history month Celebration, and a Thanksgiving Luncheon.
- Long Beach Head Start held a Hispanic Heritage Month celebration on October 18, 2019. Over 30 parents volunteered to discuss Hispanic culture as well as assist classrooms with arts and crafts projects that reflected their culture.
- Freeport Head Start hosted a trip to the Long Island Children's Museum, recognized Black History Month, and celebrated Friendship Day. Children were also introduced to yoga poses. The program received a donation during the holiday from Advantage Health Care.
- Hempstead Head Start children celebrated Dr. Seuss' birthday. The students dressed like The Cat in the Hat, Crazy Sock, Backwards Day, wearing Green and Pajamas Day. The also received a donation of eight boxes of books from the Book Fairies.; Celebrated Chinese New Year, and participated in a Martin Luther King, Jr. Indoor parade.





EOC HEAD START TRAINING INSTITUTE



During Program Year 5 (2019-2020); the EOC Get Ready, Get Set, On Your Mark, GROW! Head Start Child Development Program continued to implement an effective professional staff development, technical assistance and training program through the methodology of our innovative EOC Head Start Training Institute (HSTI).

The EOC HSTI has continually proven to be the premier, innovative, effective and intensive foundation for successful implementation of intense staff development and cross-training across all Head Start Service Areas/ Disciplines (Program Management / Supervision of Head Start Programs, Safety and Environmental Health, Child Health and Nutrition, Mental Health, Education and Child Development, Transportation, Family / Community Partnerships, Eligibility, Recruitment, Selection, Enrollment and Attendance-ERSEA, Parent Involvement, Program Governance, Disabilities, Organizational Services provided to Children and Families.

Additional training activities include New York State Office of Children and Families (OCFS) licensing regulations, Office of Head Start Early Childhood Training and Mental Wellness Webinars, Child Abuse and Neglect, Awareness and Protocols and ongoing training and review of the Head Start Program Performance Standards (HSPPS), which undergird all of the above Service Areas and Head Start Disciplines.

During the 2019-2020 Program Year; the EOC Head Start Training Institute has implemented 299 training activities totaling 506.13 training hours (as of this report). This is an accumulation of HSTI Pre-Service trainings and other large and small group training sessions and scheduled webinars. It does not include individual 1:1 staff training and/or coaching sessions.

Staff were also trained on awareness, transmission, prevention and updates as it relates to the current COVID-19 Global pandemic. Information is shared verbally and through written materials / resources, all designed to keep staff, children and families healthy and safe.

'As we move towards the end of our Year 5 training goals, we anticipate completing 100% of the training modules designed under the EOC Head Start Training Institute grid.



PARENT INVOLVEMENT

From the inception of their enrollment in the EOC Get Ready, Get Set, On your Mark, Grow! Head Start Child (HS) Development Program; parents are encouraged to be involved at all levels. Parent Committees are formed at the Center-level at all Grantee-operated Programs. The Head Start Delegate Agency has a Parent Committee and a Policy Committee. Elected parent representatives from each HS Program (inclusive of the Delegate Agency) form the County-Wide Full Year Head Start Policy Council at the Grantee-Level.

Parents interact with staff in shared governance activities inclusive of; approval of hiring and/ or terminating staff, approval of Head Start budgets and overall Head Start program activities and operations. Parents also participate in Head Start sub-committees at Head Start Program level (education, health/nutrition and child selection as scheduled).

Fifty-eight (58) Parent Training/Workshops were conducted from September 2019 to May 2020 by community partners and EOC Agency staff. Five (5) Ready Rosie parent curriculum recruitment training sessions were conducted during the monthly parent committee meetings at the Head Start program level. As of May 2020, (401) parents / families have registered in the Ready Rosie parent curriculum database and of this number; (320) have accessed and engaged in the parent/family workshop trainings and activities.

A total of one hundred and sixty-nine (169) Head Start staff (Corporate Staff, Program Directors, Family Service Workers, all teaching staff) and two (2) Policy Council Members have direct access to Ready Rosie, to enable program staff to monitor, register and/or recruit additional parent/family participation in the Ready Rosie parent curriculum.





Shawntaha Lawrence

Roosevelt Head Start Parent

“A successful alliance between parents and teachers should start early on in your child’s life I believe. For this very reason I knew that once I became a mother that I wanted to be involved with every aspect of my child life especially his education. So, upon getting nominated another year as president of my son’s Head Start I wanted to help where ever I could, from attending meetings at both Roosevelt

Head Start and the E.O.C .The experience I’ve gained from being involved with my son’s school and the whole E.O.C organization has been so insightful and humbling these last 3 year with my second child enrolled in Head Start.. From the patience, caring and loving teachers all the way up to the CEO. I have so much respect for and admiration for this organization they are absolutely zero to none.” The advantage of using e-learning is that learning is continuing,” It’s important because kids need to be engaged intellectually.”



Nyteeyra Waiters

Hempstead Head Start Parent

Ms Nyteeyia Waiters is a parent of a four-year old girl named Elegance Swearing. She is also a former student of Hempstead Head Start. Two of her other children also attended Hempstead Head Start. After graduating she later

attended Jackson Annex School, Jackson Main School, Prospect School and Hempstead High School. She then attended Nassau Community where she received an AA degree. Ms. Waiters is a mother of four children ages 15, 13, 9 and 4. One of her greatest life-long desires is to complete her BA Degree in Social Work at Molloy College. Due to some major interruptions in her life she has not been able to pursue her dream of returning to college, yet. Ms. Waiters’ greatest joy is serving the community by volunteering, serving in food pantries and caring for the sick and elderly in her community. As a parent of a student in Hempstead Head Start, Ms. Waiters has expressed that she is very pleased with the education that her child is receiving. Even during the pandemic the teachers are still available and diligently serving the educational needs of her child. She has conveyed her appreciation for the Grab and Go meals that are provided for her daughter. Ms. Waiters has said that she can’t wait until things get back to normal, and she will be able to start her new job which was offered to her right before the pandemic.

FARM TO EARLY CARE INITIATIVE



The EOC Get Ready, Get Set, On your Mark, Grow! Head Start Child (HS) Development Program did not implement the Farm to Early Care Initiative for the year 2020 as planned due to COVID-19. However information on locally grown foods was shared in lesson plans, and teachers taught students how to grow plants using vegetation in the home environment.



FIVE YEAR PROGRAM GOALS

PROGRAM GOAL 1: The EOC Get Ready, Get Set, On Your Mark, Grow Head Start Program will provide high quality instruction and care-giving that promotes healthy and safe learning environments and adult/child interactions. The EOC Get Ready, Get Set, On Your Mark; Grow Head Start Program, will partner with QualitystarsNY as our Quality Improvement Rating System (QRIS)- HSPPS 1302.53 (b) (2). Additionally, all EOC Head Start Programs will be at the national average for CLASS at the end of the five-year period.

Objective 1: Over the five-year period (2015-2020), EOC will ensure that learning environments are cohesive and will have developmentally appropriate materials that are aligned with curriculum and support intentional teaching. Structured lesson plans will be developed. EOC will provide HS parents and children with high quality instructional learning environments that include variable experiences and will promote children's growth and development; socially / emotionally, physically, cognitively, and language, in a manner appropriate to their age, needs and leading to the overall development of social competence, self- sufficiency and school readiness.

Progress:

- During Program Year 5 (2019-2020); The EOC continued to equip Head Start learning environments with age, developmentally and linguistically appropriate materials and supplies, to ensure that there were enough materials for children to choose from and explore areas of interest. Learning environments were labeled, children had easy access to explore in /out of areas of interest. Classroom furniture was arranged to allow for socialization, creative play and ensure active supervision of children in care. School Readiness goals were fully implemented and integrated with the Head Start Early Learning Outcomes Framework (HSELOF) and Teaching Strategies GOLD Objectives for Development & Learning; Birth through Third Grade in the curriculum delivery; Lesson plans were adapted to ensure that individualization is implemented for children with disabilities. Ongoing data-informed individualized for children, tri-annual seasonal checkpoints child outcomes assessments, tri-annual Education team child outcomes data analyses and planned professional development support implementation. School Readiness Goals are revisited annually by the School Readiness Committee, the Policy Council and the EOC Board of Directors for approval.



- Teachers continue to show improvement of the acquisition of the Creative Curriculum for Preschool 6th Edition and data informed usage of Digital Resources by the evidenced increases in school readiness child outcomes growth and improvement from checkpoint to checkpoint and program year to program year. The Fall Baseline and Winter Mid-Year 2019-2020 Checkpoint Program wide data analysis has proven that the Economic Opportunity Commission of Nassau County Head Start program’s acquisition of the Creative Curriculum for Preschool 6th Edition digital data-informed “Intentional Teaching” activities, “Mighty Minute” high-quality transition activities, Home “Learning Games” & “Development & Learning” activities resources and paper instructionally supportive Teaching Guide curriculum purchased in the 2018-2019 program year have increased children’s Teaching Strategies GOLD and Head Start Early Learning Outcomes (HSELOF) school readiness educational child outcomes positively. The 2019-2020 School Readiness Program Wide Child Outcomes reflect the highest level assessed in the last three (3) program school years. Our Head Start program school readiness child outcomes were found to have a measured increase by 12% to 20% at the Baseline and 8% to 15% at the Mid-Year checkpoints in all HSELOF Central Domains; and 11% to 24% at the Baseline and 4% to 20% at the Mid-Year checkpoints in all Teaching Strategies GOLD Dimensions.
- Due Covid-19, these Creative Curriculum for Preschool 6th Edition elements has been modified to be delivered virtually through remote home learning lessons and Parent-Child Home Learning Activities. Additionally, Teachers have provided support to educate and motivate parent and families to incorporate high-quality learning activities in the home environment. The Education Team devised a Digital Virtual Learning Lesson Accountability form to ensure the implementation of the Creative Curriculum Study Lessons, Social Emotional Support, Health Support, Parent-Child Activities being sent home and Efforts to Engage Families. The Education Team created a virtual “Classroom Show and Share” peer to peer support social media group thread on the BAND App platform for teachers and administrators to share digital classroom teaching materials, social emotional/health supports and parent-child home learning activities resources with early childhood colleagues within our network.
- The I Can Problem Solve curriculum has been fully implemented in all Head Start classrooms. The Intervention Manager tracks the progress of children’s social emotional growth utilizing the Devereux’s Early Childhood Assessments (e-DECA) assessment at least twice a program year and the GOLD social-emotional dimension child outcomes are measured three times a year. Amidst the COVID-19 pandemic, ongoing social emotional enriched activities and mental health resources are provided to Head Start staff and families to support children’s emotional wellbeing during virtual lessons and at home. Mental Health trainings have been provided to staff to promote their own wellbeing through face-to-face and virtual professional development trainings.



- As of May 2020: Eight (8) Head Start Program locations have attended a QualityStarsNY recruitment session, set-up Aspire Registry accounts, applied to be accepted into the QualityStarsNY Quality Rating Improvement System (QRIS), assigned a Quality Improvement Specialists, and attended QualityStarsNY orientation. Thus, all Head Start program locations have advanced to Step #2 of the quality improvement rating process toward their achievement of their Provisional Rating at Step 4. Three (3) Head Start program locations have advanced to Step 3 of the quality improvement rating process to with their submissions of the Participant Agreements and attendance of Standard Inventory Interviews meeting with their Quality Improvement Specialists. Additionally, Program Directors have been given Covid-19 Re-Opening Consideration for Child Care Programs Training by the Quality Improvement Specialists on May 28, 2020.

Objective 2: By 2020, EOC Classrooms will have increased positive teacher/child interactions that promote intentional and high-quality instruction that is responsive to cultural and ethnic diversity of the children and families.

Progress:

- As of May 2020, the EOC has onboarded fifteen (15) new classroom teaching staff. Due to this influx of new classroom staff. The first half of the program year focused on delivering CLASS training from Teachstone trainers, pre-k reliable observers and high-quality classroom teaching peers to propel classroom to deliver the highest quality of teacher-child interactions within their classrooms. Thus far for the 2019-2020PY, nineteen CLASS trainings were conducted/attended by Head Start staff totaling approximately fifty (50) hours of high-quality CLASS teacher-child interaction professional development support.
- The EOC maintains nine (9) Head Start Corporate and Program Director staff, who have been Teachstone CLASS Pre-K Observer trained. The EOC has maintained two (2) CLASS certified Pre-k reliable observers. CLASS Pre-K Observer Reliability has to be recertified annually to maintain reliability status. Year 5 CLASS observations began in February 2020 in classrooms that required extra supportive guidance and coaching. The remaining CLASS observations were due to be completed by the end of March 2020. However due to the Covid-19 and the transition to remote home learning lessons, CLASS observation will be conducted after a short re-adjustment period for 2019-2020PY. Typically, CLASS Pre-k reliable observations are conducted once annually.
- Classroom staff are trained on multicultural principles annually. Cultural diversity activities are ongoing (cultural signage, books and element in daily creative curriculum lesson plans, multicultural menu items, parent/family cultural diversity celebration, etc.)



Objective 3a: By 2020; EOC will enhance our current Teaching Strategies Gold (TSG) database system and staff skill -sets to more effectively collect, input and analyze ongoing child-level assessment data for all children ages 3-5.

Progress:

- Creative Curriculum 6th Edition-Birth to Third Grade online digital resources have been implemented; to assist classroom staff with the delivery of Intentional Teaching Experiences, utilizing child outcomes data to drive instruction and assess intentional teaching activities to aggregate more data. Teaching Strategies Gold training has been provided to all classroom staff to increase staff skill sets increasing the aggregation of data, as well. Thus far for the 2019-2020PY, thirty-two (32) Creative Curriculum and Teaching Strategies Gold trainings were conducted/attended by Head Start classroom staff totaling approximately fifty-two (52) hours of child outcomes professional development support. 92% of all classroom staff are Teaching Strategies Interrater Reliable to assess children’s skills with accuracy.
- Classroom staff continue to show improvement evidenced by increases in school readiness child outcomes growth and improvement in data from checkpoint to checkpoint and program year to program year. (Please see Goal #1 Progress #2)

Objective 3b: EOC will also research and develop a system to collect and integrate data for dual-language learners (DLLs) and English Language Learners (ELL), status and progress in acquiring the knowledge and skills described in the Head Start Child Development and Early Learning Framework.

Progress:

- The EOC continues to utilize the Creative Curriculum 6th Edition acquired in the 2018-2019 PY, the Teaching Strategies Gold (TSG) assessment database system and the curriculum digital resources. Both offer guidance that helps to build teachers’ knowledge of English- and dual-language learner best practices. The curriculum includes digital resources that enable teachers to design individualized approaches that build on English-language learners’ strengths, prior knowledge, and actively engage children’s families in supporting children’s development and learning in the English and Spanish languages. At the Winter Mid-Year 2019-2020 checkpoint, the English Language Learner child outcomes data reflected a 13% to 21% growth in all TSG dimensions for our English Language Learners. The overall percentage of English Language Learners meeting and/or exceeding the growth range is 75% to 91% in all TSG dimensions.
- The EOC Education and Intervention Team staff have attended the Office of Head Start Front Porch Series: Supporting Linguistically Diverse Children in Preschool Classrooms, Office of Head Start Planned Language Approach Big 5 Series Responsive Teaching and Learning Environments for Dual Language Learners, Teachstone- Coaching Corner



Series: Coaching Using Culturally Responsive Practices, and the Pyramid Model training with the Region II T/TA Early Childhood Specialist in September 2019. Thus far this program year classroom staff have attended both large group and small group trainings on Supporting Dual Language Learners. The Education and Intervention Head Start Corporate staff also provides individualized Dual Language Learner technical assistance support on an ongoing basis to children, staff, parents, and families.

PROGRAM GOAL 2: The EOC Get Ready, Get Set, On Your Mark, Grow Head Start Program will enhance Program Management systems and increase effectiveness and efficiency for positive program outcomes over the course of the five-year period. Additionally, within the next 12 months, the EOC will continue to hire and maintain credentialed classroom staff skilled in early childhood developmentally appropriate practices. Classroom staff will be trained to make optimal use of 21st century technology in the classroom to enhance children’s learning experiences.

Objective 1: By 2020; the EOC will significantly enhance and/or improve its program design and management systems; program governance, communication, human resources, self-assessment, ERSEA, Facilities/materials/equipment, and Transportation.

Progress:

- In enhancing program design and management systems; the EOC has instituted an Executive Senior Management Leadership Team, who works collaboratively to address all agency services and operations. The Office of Head Start Program Performance Standards, EOC Agency Five Year goals and objectives and the EOC Agency Policies and Procedures are used as a foundation for overall program management and operations. The governance board (Board of Directors meets quarterly as scheduled and Policy Council meets monthly- 10 meetings held) and has input in shared decision-making. Communications has been enhanced across all program levels (including emails, staff memorandums, parent notifications, face-to-face meetings, individual meetings and Zoom meetings for staff, parents and children; consistent marketing, and EOC website updates). The Human Resources (HR) Department staff is knowledgeable in Human Resources Laws and practices and keeps agency up-to-date with all relevant HR information, providing ongoing technical assistance to program managers, enhanced our onboarding processes and has created an overall wellness for agency staff.. There is ongoing program and self-evaluations through monitoring and subsequent action plans. ERSEA is consistently monitored and we have met compliance during the program year. A centralized facilities system and daily maintenance has been instrumental in maintaining all of our facilities and equipment in a safe and healthy (inclusive of updated inspections. Bus transportation was provided for 65 eligible children daily in designated programs. Buses are maintained according to Department of Transportation (DOT) regulations. All Drivers are Department of Motor Vehicles compliant



Objective 2: By 2020; the EOC will enhance its Human Resources Management and retain qualified staff, through recruitment, ongoing training and supportive services for staff. Positive work environments will support good team spirit. Human Resources Management will strengthen our onboarding plan and continue to leverage technology to increase productivity and efficiency.

Progress:

- The EOC Human Resources Management; is continually enhancing its systems to streamline the interviewing, background clearances and onboarding of new staff and remaining relevant and connected to current staff.
- Qualified staff have continued to be recruited, hired and/or promoted based upon performance and credentials, there is ongoing assessment of compliance for Lead Teachers. Waivers have been requested for eligible Teachers, who are still pursuing Early Childhood coursework/degrees. The agency continually assesses and promotes positive work environments for staff. Team activities are held for all staff (i.e.-Spirit Week, Holiday and Special activities to recognize staff accomplishments and promote a spirit of camaraderie).
- During the 2019-2020 PY, the EOC hired a part-time Professional Development Coordinator to assist in fostering staff’s career development growth. In continuing our pursuit of supporting teacher’s ongoing knowledge of child development and appropriate early childhood practices; the EOC offers a Child Development Associate (CDA) credentialing program in collaboration with Molloy College. Upon the completion of 120-hours of CDA coursework portfolio development, observations and passing an exam, candidates receive a credential from the Council of Recognition (Washington DC). Nine (9) EOC classroom staff received their CDA credential during Program Year 5.
- Additionally, the Education/Professional Development Team assisted several staff with acquiring new and/or renewals of their Child Development Associate credential certifications. The Professional Development Coordinator has also updated the interview process for new potential candidates by using a new Interview form that includes a candidate writing sample. Due to COVID-19, The EOC has revisited and revised the plan for interviewing potential candidates by scheduling Zoom interview meetings with potential candidates. The Human Resources and Education / Professional Development team participate in virtual interviews. The Professional Development Coordinator also designed a two-week follow-up questionnaire for new staff to gather training and onboarding effectiveness data to inform continuous ongoing improvement. The Professional Development Coordinator created a virtual learning/professional development thread using BAND to share resources with early childhood colleagues within our network.



Objective 3: By 2020; maintain a training/workshop calendar for family and community services related trainings. Training information will be listed under the EOC Head Start Training Institute and the Parent calendar, which is distributed on a monthly basis at local Head Start Programs.

Progress:

- The EOC maintained a training/workshop calendar for family and community services related trainings. An annual calendar was developed by the Head Start Corporate office and provided to all Head Start Programs. Training information was listed under the EOC Head Start Training Institute and the parent calendar, which is distributed on a monthly basis at local Head Start Programs.
- Fifty-eight (58) Parent Training/Workshops were conducted from September 2019 to May 2020 by community partners and EOC Agency staff. Five (5) Ready Rosie parent curriculum recruitment training sessions were conducted during the monthly parent committee meetings at the Head Start program level. As of May 2020, (401) parents / families have registered in the Ready Rosie parent curriculum database and of this number; (320) have accessed and engaged in the parent/family workshop trainings and activities. A total of one hundred and sixty-nine (169) Head Start staff (Corporate Staff, Program Directors, Family Service Workers, all teaching staff) and two (2) Policy Council Members have direct access to Ready Rosie, to enable program staff to monitor, register and/or recruit additional parent/family participation in the Ready Rosie parent curriculum.

Objective 4: Increase families knowledge and ability to access resources provided by EOC and community

Progress:

- During Parent Orientation, 559 parents/families received individual Head Start program information and were also informed of the myriad of wrap-around and supportive services that are provided by the EOC Agency; The EOC website information is updated and is easily accessible by families and community; 94 communications regarding Head Start inquiries were received through the website. 557 families received monthly program calendars, flyers and Parent notices are placed on the Parent bulletin board.



Objective 5: Maximize all listservs (Zip Recruiter, Head Start Employment and other employment databases) to attract qualified staff, as budget allows; provide comparable staff salaries; provide staff incentives to maintain staff retention

Progress:

- EOC has utilized various listservs and websites (i.e. Head Start website, the EOC website, Zip recruiter, Indeed, Monster, and college/university websites -Hofstra University, Molloy College, Adelphi University, SUNY Stonybrook University, etc.) to recruit for vacant staff positions. There has been very positive feedback and response from interested persons. The EOC has received a wealth of applications from these websites. As required; a salary comparability study was conducted during our five year funding period (2015-2020). The study was conducted by WIPFLI (with information provided by EOC’s Human Resource Director and Comptroller). A review of the wage comparability is done when salary adjustments are considered. Additionally, the Office of Head Start has also allocated funding to Head Start Grantees (2%) for staff Cost of Living Adjustments-COLA, which will be applied to Head Start salaries (as scheduled). Staff incentives are provided and include Agency staff recognition events, CEO special recognitions; 1:1 email recognitions for accomplishments/progress on job tasks or training and staff promotions (as applicable).

PROGRAM GOAL 3: The EOC Get Ready, Get Set, On Your Mark, Grow Head Start Program will utilize the Parent, Family, Community Engagement (PFCE) goals and School Readiness (SR) goals to increase collaborations between participating families and staff, to reinforce the home-school connection (bringing classroom learning experiences in the home setting). Child outcomes will be measured three times per year to assess children’s progression. A Parent training center with an emphasis on Family Literacy will also be developed within the five-year period to support parent’s ability to work successfully with their child(ren).

Objective 1: Create a process that will allow EOC to improve in areas of health and safety and follow-through for staff, children, and families related to state, local and federal guidelines.

Progress:

- During the COVID-19 pandemic and Multi-System Inflammatory Syndrome, the EOC Head Start Program implemented a system, to ensure families had current information on prevention, knowledge of symptoms, managing the virus, and safety in real-time to reduce the risk of transmission of the coronavirus and Multi-System Inflammatory Syndrome and increase the safety of all children, families, staff and community.



- 559 children were compliant with medical screenings during Year 5 and all had a medical home. Additionally, all 559 children were compliant with dental screenings (applicable dental follow-up was conducted). 557 children had a dental home. Head Start has continued to implement hazard mapping to analyze incidents, review frequency and location and utilize information to reduce or prevent future occurrences as evidenced by a decrease number of incidents from last year. Additional health and safety trainings included; annual staff training on Child Abuse and Neglect (Facilitated by the Safe Center Long Island - August 2019), Medication Administration Training, Cardio Pulmonary Resuscitation (CPR) and First Aid Training. Additional annual training included review(s) and updates of Head Start Specific Policies and Procedures on Child Safety and Accountability. Ongoing monitoring and required training for staff on Office of Children and Family Services licensing regulations, health and safety was conducted throughout the program year.

Objective 2: Timely and consistent Fiscal reports and training will be provided to staff and governing bodies.

- The EOC Comptroller continually works with Program Managers to review budgets and ensure that programs are working within the confines of their budget allocations. The EOC Board Fiscal Committee meets regularly (as scheduled) and reviews Head Start budget expenditures, Fiscal reports are provided to the Fiscal Committee, the Board of Directors and the Head Start Policy Council. The Governing Body (Board and Policy Council) have opportunity to ask questions, have input and approve budgets. The Comptroller provided training to the Board of Directors and Program Managers on Uniform Guidance, cost allocations and principals and allowable in-kind (November 2019). The Policy Council reviews the Head Start Budget at every meeting.

Objective 3: EOC utilizes technology for recordkeeping purposes.

- EOC Head Start has continued to utilize increased technology for record keeping and record retention. The ChildPlus database system is used to document child / family demographics, medical and dental information, other pertinent child / family and program information. Ongoing confidentiality is maintained with all Program records; a Personal Identifiable Information (PII) number system is used and all database access is password protected. Family Service Workers received additional ChildPlus training on enhancing data aggregation and disaggregation (August 27, 2019) and refresher training as needed. Training was provided by Family and Community Partnership Coordinator. The EOC Head Start Corporate staff received virtual ChildPlus trainings on each component area's database management, system set-up and module creation on May 14-15, 2020. This training was facilitated by Head Start ChildPlus representatives.

- The MyTS Gold computerized database is utilized for education service area lesson planning, observation documentation, individualizing for children’s learning, and assessment record-keeping.
- On the EOC Head Start Program level, applications like Class Dojo, Remind Me, WhatsApp, and TSG Family App are used to maintain communication with families during both center-based and remote Head Start Program days.
- Due to COVID-19 pandemic; Head Start children received and participated in lessons by utilizing virtual conferencing technology to conduct virtual learning on Zoom, GoToMeeting, Google Duo, and WhatsApp. From March - May, 2020; 17, 024 virtual lessons have been provided.
- The Education/Professional Development Team utilizes the BAND App platform for teachers and administrators to share professional development training resources, digital classroom teaching materials, social emotional/health supports and parent-child home learning activities resources with early childhood colleagues.
- The E-DECA computerized database is utilized to by the Intervention Manager to assess children’s social emotional growth and support teacher and parents with strategy plans for improvement.

Objective 4: Performance outcome- based budgeting principals have been developed and implemented to ensure that program goals/priorities have resources necessary to achieve desired outcomes.

- Planning meetings are held with Head Start Program Directors at the beginning of the Program Year. The budget is reviewed with the EOC Comptroller and is aligned with the allocations for program operations, program needs and supplies. The EOC Fiscal Manual, Cost Allocation Plan and Uniform Guidance undergirds all fiscal principals, practices, budgets /budget expenditures. Program expenditures are made and tracked through the use of EOC purchase order and subsequent vouchers.

Objective 5: EOC Head Start Program will promote participation of parents and families in leadership development.

- Twelve (12) new parents have joined the Policy Council, four hundred and twenty-one (421) unduplicated parents have participated in the monthly parent committee meetings held at their individual Head Start Programs. Eighty-three (83) Parents have participated in sub-committee meetings and had input in the Head Start menu planning for the Fall / Winter cycle and the Spring / Summer Cycle. The Policy Council Chairperson and Vice-Chairperson participated in the EOC Board of Directors Governance Training



Objective 6: A Parent Training center will be created and developed within the five year period, to promote family literacy and support parent’s ability to work successfully with their child/ren.

- The creation of a Parent Resource Center has been established for parents and families, to increase their family literacy, knowledge and ability to access parenting and continuing education resources such as the Ready Rosie digital parent curriculum workshops and trainings. The Parent Training Center has been re-located to the Head Start Corporate office. The Parent Resource Center is equipped with books and magazines. The EOC will solicit donations for additional resources from local businesses throughout Nassau County.

PROGRAM GOAL 4: The EOC Get Ready, Get Set, On Your Mark, Grow Head Start Program will maintain a network of community resources for wrap-around support services for children and families, to ensure that child and family needs for their continued growth and sustainability can be met. Staff will work with families to identify and accomplish at least one family goal. This is an ongoing process and will be measured annually to determine effectiveness of resources and services.

Objective 1: EOC will increase the number of community presentations program-wide increasing the visibility of the EOC Agency-wide programs and services.

- EOC has increased its presence at community partner-provider meetings, job fairs, networking to increase capacity-building and sharing of agency flyers email and direct-mail. Ten (10) informal community presentations on EOC services have been made at community meetings in addition to onboarding orientation for new staff. The EOC website is attractive and easily accessible for the public.

Objective 2: Increase access to EOC’s website as a link on community partner’s web pages.

- The EOC has increased access to the EOC website; 60 unique domains (separate websites) link to the EOC website using 588 individual links.
- The EOC website has been redesigned to be more user-friendly and formatted for increased visibility and mobile access. EOC QR code has been implemented for easier access to website. The Head Start program receives inquiries generated by the EOC website. The EOC has increased visibility through social media: Instagram, Twitter, Facebook and using Google My Business Head Start enrollment inquiries are also generated through the EOC Agency website- seventy five (75) were received.



Objective 3: Inform the community at-large about the social and economic impact of the EOC Head Start Program.

- The EOC Annual report is compiled on an annual basis (June). It consists of the overall Agency and specifically Head Start Financial information, Governing Body input and recognitions, Client Testimonies, Child - Outcomes and Program Services are all a testament of the social and economic impact the EOC has made to the countless children, youth, seniors individuals, families and families who are directly impacted by the EOC of Nassau County. This has been meaningful as we have had to adjust and modify operations during the COVID-19 pandemic. Parent / Teacher conferences and End of the Year Head Start moving up celebrations are also a platform for parents to share about the impact that the Head Start Program has on the lives of their child/ren and family.

SCHOOL READINESS GOALS

The EOC School Readiness Goals are developed by a School Readiness Goal Committee that includes Head Start parents with culturally diverse perspectives, the EOC Head Start Deputy Executive Director, an on-site Head Start Program Director, Head Start Staff representatives, Board of Directors-Early Childhood Specialist and Community representatives. The committee developed the goals and used specific broad statements that allow teachers to scaffold learning in accordance with each child's cultural background, abilities, and developmental level. This strategy enables the goals to be appropriate in regard to the varied ages of children enrolled in the Head Start program, in addition to children with disabilities, dual language learners, and children experiencing other challenges.

The child development and school readiness aspects of the program are developed and implemented according to our School Readiness Plan. The plan is used as a working document to outline school readiness activities and strategies that are implemented by staff. The plan contains a description of: policies and procedures and the alignment of EOC School Readiness Goals with the HS Early Learning Outcomes Framework (HSELOF) and the New York Early Learning Guidelines. Alignment of the School Readiness Goals to the state Early Learning Guidelines and also aligns to the expectations of the schools that children will transition into after Head Start.

The EOC School Readiness Plan and School Readiness Goals are reviewed and updated to ensure they provide an effective framework for high quality instruction, developmentally appropriate programming, parent-driven services, parent engagement, assessment of child outcomes, professional development for staff, and children's preparation for kindergarten. The School Readiness Goals were also approved by the EOC governing bodies Board of Directors and Policy Council).



School readiness gives a broad picture of a child's abilities and behaviors that are observed over a period in a variety of contexts. It takes into consideration the child's growth over time as a continuum of progress. Children are not pressured to obtain the necessary skills through short-term goals, but are engaged in motivating long-term goals that encourage curiosity, independence, and initiative. Learning for school readiness is obtained through play and multi-sensory experiences. Our Head Start Early Learning Outcomes Framework Domains and Goals help us to prepare our children for kindergarten. These essential domains include social/emotional, language/literacy, approaches to learning, cognition and general knowledge, and perceptual, physical well-being and motor development. Children leaving our center-based programs and entering the public school system are equipped with the following skills, which provide them with a solid foundation for success in the public school system. These established skills are aligned with the Head Start Early Learning Outcomes Framework and are shared expectations for children's learning and development as they transition to school. These skills are obtained through the incorporation of the Creative Curriculum in our center-based programs.

Approaches to Learning Goals

- Children will learn and follow classroom rules, routines, and multi-step directions with increasing independence.
- Children will be able to demonstrate cooperation and respect for peers, adults, classroom and materials.
- Children will regulate own emotions, behaviors and verbally express their emotions in words with increasing independence.
- Children will learn to focus and sustain attention.
- Children will demonstrate persistence when working with materials and activities.
- Children will use their skills in retaining information and show flexibility and inventiveness in thinking.
- Children will demonstrate initiative and independence.
- Children will show eagerness, curiosity, motivation and interest in learning about various topics and activities in the world around them.
- Children will be able to use language to express creativity in their thinking.
- Children will re-enact their imagination thru their socio-dramatic play.
- Children will learn to make connections by drawing from every day experiences, applying prior knowledge to new contexts.
- Children will explore the visual arts, musical, dance and movement concepts.



Social and Emotional Development Goals

- Children will engage in and maintain positive relationships with trusted adults.
- Children will engage in and maintain positive peer relationships over extended periods of time.
- Children will learn to negotiate, compromise, and resolve conflicts with other children.
- Children will demonstrate knowledge about self.
- Children will be able to balance needs and rights of self and others.
- Children will be able to verbally express a broad range of emotions and recognize these emotions in self and others.
- Children will regulate own emotions and behaviors and respond to emotional cues with increasing independence.
- Children will be able to take care of their own needs appropriately.
- Children will participate in cooperative play activities to help them develop a sense of belonging and responsibility to their peers, family, and community.
- Children will recognize the differences and similarities in all living things.

Language and Literacy Goals

- Children will be able to engage in increasingly complex conversation with peers and trusted adults.
- Children will build, use, and comprehend a wide variety of increasingly complex and varied vocabulary with increasing independence.
- Children will be able to understand, follow, and use appropriate social and conversational communication skills.
- Children will be able to share personal experiences and express themselves in increasingly more detail.
- Children will be able to understand word categories and relationships among words.
- Children will be able to demonstrate phonological awareness.
- Children will be able to recognize print and that print has meaning.
- Children will identify, name, and use letter sound knowledge.
- Children will be able to understand, visualize or picture what is happening in the text (narrative structure) by storytelling/retelling, illustrating and questioning.
- Children will be able to orient books correctly; turning pages from the front of the book to the back and recognize familiar books by their covers.
- Children will be able to understand the job of an author and an illustrator.
- Children will be able to write their first and last name by the time they transition into kindergarten.
- English Language Learning Children will use expressive and receptive English language skills.
- English Language Learning Children will engage in English literacy activities.



- Children will be able to show an understanding that written words represent spoken words.

Cognition Goals

- Children will know and be able to identify numbers and identify sequence.
- Children will be able to quantify, and connect numerals with their quantities.
- Children will be able to understand addition as adding to and understands subtraction as taking away.
- Children will be able to match patterns using one-to-one correspondence and create simple patterns.
- Children will be able to measure objects by utilizing standard and non-standard measurements. Uses differences in attributes to make comparisons.
- Children will use classification skills to group items by common characteristics.
- Children will demonstrate understanding of their body in relationship to the space around them.
- Children will be able to observe and describe observable phenomena such as, objects, materials, organisms, and events.
- Children will use observations, ask questions, and make predictions to gain better understanding of information and activities in their surroundings.
- Children will plan and conduct investigations and experiments.
- Children will analyze results, draw conclusions, and communicate results.
- Children will use tools and technology to perform tasks (including hatch computers and smart board)
- Children will identify the five senses and the organ that is used for each sense.
- Children will name the days of the week and the months of the year.
- Children will understand the concept of yesterday, today, and tomorrow.
- Children will engage in socio-dramatic play, using their imaginations to recreate real life scenarios in their pretend play.
- Children will be able to think symbolically and use materials in non-conventional ways.
- Children will demonstrate simple geographic knowledge.
- Children will understand that their family is a part of a larger community.
- Children will understand the roles of various community helpers.
- Children will recognize the different types of family units.
- Children will begin to be able to solve simple addition and subtraction problems.
- Children will be able to understand the concept of time as it relates to daily routines and schedules.
- Children will know the concept of ordinal numbers and begin to understand simple graphs.



Perceptual, Motor, and Physical Development Goals

- Children will perform basic gross motor skills such as walking, running, jumping, skipping, hopping, kicking and galloping thus demonstrating control, strength, and coordination of large muscles.
- Children will be able to use perceptual information to guide motions and interactions with objects and other people like maneuvering an obstacle course.
- Children will exercise and participate in other physical fitness activities daily.
- Children will demonstrate fine-motor strength and coordination (using a three-point finger grip and efficient hand placement when manipulating writing and drawing tools.)
- Children will understand the importance of grooming and hygiene. Children will know how to dress and undress themselves. Children will demonstrate proper hand washing.
- Children will understand the importance of eating nutritious healthy foods and keeping healthy eating habits.
- Children will be able to follow rules and apply learned rules in various settings.
- Children will know the reasons why they need to visit their doctor and dentist.



SCHOOL READINESS

Reviewed and Revised by the School Readiness Goal Committee on February 6, 2019.
Updated and Approved by the School Readiness Goal Committee on February 15, 2019.
Approved by the Policy Council on March 7, 2019.
Approved by EOC Board of Directors on March 14, 2019.

SCHOOL READINESS OUTCOMES

During the Fall and Winter School Readiness Child Outcomes Checkpoint Assessments for the 2019-2020 Program Year; the EOC School Readiness Goals child outcomes data showed the highest level of improvement when compared to the last three previous program years. This qualitative and quantitative increase, is due to the assistance of the acquisition of the Teaching Strategies Creative Curriculum for Preschool 6th Edition digital data driven resources and paper instructional supportive curriculum, which was purchased and implemented during the 2018-2019 Program Year (PY). The Creative Curriculum for Preschool 6th Edition curriculum seamlessly aligns with the Teaching Strategies GOLD Assessment: Birth to Third Grade database to help teachers utilize ongoing child outcomes assessed data; to plan, inform and drive children's learning being scaffolded to the next developmental level and to individualize learning more effectively.

Our Head Start children began the 2019-2020 program school year with a 11% to 24% percent assessed increase of all Teaching Strategies GOLD Dimensions and a 12% to 20% percent assessed increase of all Head Start Early Learning Outcome Framework (HSELOF) school readiness child outcomes, when compared to the previous three program year's baseline checkpoint data outcomes. By the Mid-Year Winter Checkpoint, our Head Start children continued to exceed the last three previous Mid-Year child outcomes by an increase of 4% to 20% in all Teaching Strategies GOLD Dimensions and 8% to 15% increase in all Head Start Early Learning Outcome Framework (HSELOF) school readiness child outcomes.

In gathering the Fall & Winter assessment data it was also noted that these child outcomes increases were achieved with three hundred and eighty-seven (387) first - year newly enrolled Head Start children; that is 69% of our Head Start child population. Out of these new children, it was found that 53% were English Language Learners (ELL) children, 13% were children with a diagnosed disability and Individualized Education Program (IEP) children, 32% were 3-year-olds, 60% were 4-year-olds and 7% were 5-year-olds.

The School Readiness Child Outcomes Data is aggregated and disaggregated by utilizing MyTeachingStrategies (MyTS) Snapshot Reports for all the Central Head Start Early Learning Outcomes Framework (HSELOF) Domains and all Teaching Strategies GOLD (TSG) Dimensions. The results extracted from these Snapshot Reports show the percentage of children who are falling below the widely held expectations, meeting and/or exceeding the widely held expectations as a program. The widely held expectations are researched based, encompassing the developmental milestones of children from Birth through Third Grade. Analyzing data using the "Widely Held Expectations" enables the Education team to compare data for a group of children to determine, if the children's skills, knowledge, and



behaviors are below, meeting and/or exceeding developmental appropriate expectations.

During this mid-year checkpoint period, it is appropriate for normally developing children's skills and abilities to be approximately meeting/exceeding by approximately 67% or higher. This percentage number marker is calculated by utilizing the remaining third of the program year.

By the Spring checkpoint, our program's children should be fall between 0%-10% below the widely held expectation to be prepared for entering the kindergarten school setting. The under the 10% marker is used to include the Head Start requirement of 10% of all Head Start children having a diagnosis of a disability and an Individualized Education Plan (IEP). Our Head Start IEP child population well exceeds the Head Start Performance Standard of 10% requirement and currently consists of seventy-five (75) children, which is 13.4% of the Head Start children enrolled in the program at the March Winter Checkpoint Assessment.

For example by the End of the Program Year-Spring 2018-2019 checkpoint, all children were found to be 95% to 97% meeting/exceeding all HSELOF domains and 88% to 93% meeting/exceeding all TSG Dimensions. In a comparison between 2017-2018PY, and the 2018-2019PY Spring end of the school year data, our program has increased program-wide children's HSELOF school readiness child educational outcomes by 2% to 4% and all TSG Dimensions by 1% to 6%. These outcomes were accomplished with 16% of the Head Start children population with a diagnosed disability and an Individualized Education Program (IEP).

Winter 2019-2020 Child Outcomes

Our Winter 2019-2020 Checkpoint Assessment of our Head Start children achieving school readiness in each of the (5) HSELOF Domains is as follows: On March 9, 2020; the Teaching Strategies Gold (TSG) Winter 2019-2020 checkpoint assessment was completed for 559 currently enrolled children with enough Teaching Strategies Gold data to be included in the child outcomes summary report from all thirty-four classes in eight sites.

When comparing the Winter to the Fall checkpoint assessment data, our program has increased program-wide children's HSELOF child educational outcomes by 10 % to 15% and TSG child educational outcomes by 11% to 22%. The overall percentage of children meeting and/or exceeding the growth range is 78% to 93% in all HSELOF domains and 87% to 93% in all MyTS dimensions.

Winter 2019-2020 TSG English Language Learners (Inclusive of Dual Language Learners)



Child Outcomes

The Winter 2019-2020 Teaching Strategies Gold assessment reflects the outcomes for 52% of the Head Start child population being English Language Learners (Inclusive of Dual Language Learners) children. Between the Fall and Winter assessment seasons an 13% to 21% growth was measured for English Language Learners Children. The overall percentage of English Language Learners (Inclusive of Dual Language Learners) children meeting and/or exceeding the growth range is 75% to 91% in all TSG dimensions.

Winter 2019-2020 TSG IEP Child Outcomes

The Winter 2019-2020 Teaching Strategies Gold assessment reflects a 18% to 33% increase in measured growth for children with an IEP from the Fall 2019 baseline assessment. The overall percentage of children with an IEP meeting and/or exceeding the growth range is 70% to 84% in all TSG dimensions.

On March 9, 2020; the Head Start IEP child population consists of seventy-five (75) children, which is 13.4% of the total Head Start child population. 63% of which are English Language Learner Children have an IEP. These seventy-five (75) children are receiving the following breakdown of Special Education Services:

- seventy-five (75) children receive Speech and Language Services
- eighteen (18) children receive SEIT services
- eight (8) children receive Occupational Therapy
- four (4) children receive Physical Therapy
- one (1) child receives services from a Teacher for the Deaf Children and uses an FM device system
- two (2) child have Coordination of Services

The My Teaching Strategies IEP data outcomes show, our IEP children within normal Mid-Year assessment means of approximately 67% or higher meeting/exceeding the widely held expectations. Children with IEP's receive greater individualized support from all their Special Education Service Providers and their Head Start Classroom Teachers.

Analysis by Age, Gender, Primary Language and Ethnicity:

For the 225 Head Start children, whom will be returning next program year, the Mid-Year data reflects a 5% to 19% increase in measured growth between the Fall 2019 baseline and Winter 2020 assessment. The overall percentage of Returning Children meeting and/or exceeding the growth range is 75% to 90% in all MyTS domains. These child outcomes are measured with 16% of the Returning Head Start Children population possessing an IEP.

For the 336 Head Start children, whom will be transitioning to kindergarten next program year, the assessment data reflects a 16% to 24% increase in measured growth between the Fall 2019 baseline and Winter 2020 assessment. The overall percentage of Children



Transitioning to Kindergarten meeting and/or exceeding the growth range is 81% to 95% in all MyTS domains. These child outcomes are measured with 12% of the Children Transitioning to Kindergarten have an IEP.

Through further data analysis, 248 Male Children were found to score between 80%-93% Meeting and/or Exceeding in all TSG domains. These child outcomes are measured with 21% of the Male Head Start Children have an IEP. Our 311 Female Children were found to score between 80%-93% Meeting and/or Exceeding in all TSG domains. These child outcomes are measured with 8% of the Female Head Start Children have an IEP.

Male English Language Learner Children were found to score between 74%-90% Meeting and/or Exceeding in all TSG domains. These child outcomes are measured with 23% of the Male English Language Learner children have an IEP. Female English Language Learner Children were found to score between 73%-92% Meeting and/or Exceeding in all TSG domains. These child outcomes are measured with 11% of the Female English Language Learner children have an IEP.

Head Start Black or African American Children were found to score between 81%-94% Meeting and/or Exceeding in all TSG domains. Male Head Start Black or African American Children were found to score between 78%-91% Meeting and/or Exceeding in all TSG domains. These child outcomes are measured with 16% of the Male Head Start Black or African American children have an IEP. Female Head Start Black or African American Children were found to score between 84%-93% Meeting and/or Exceeding in all TSG domains.

The Program wide data analysis consensus appears to prove that the Economic Opportunity Commission of Nassau County Head Start program's acquisition of the Creative Curriculum for Preschool 6th Edition digital data driven resources and paper instructionally supportive curriculum purchased in the 2018-2019 program year has increased children's TSG and Head Start Early Learning Outcomes (HSELOF) school readiness educational child outcomes positively. The 2019-2020 School Readiness Program Wide Child Outcomes appear to be at the highest level assessed in the last three (3) program school years.

Each program year the Head Start child population of English Language Learner Children, Children with an Individual Education Plans, and English Language Learner Children with an IEP have increased. It is important to note that 13.4% of the Head Start child population have a diagnosed Speech and Language disability and 64% of these IEP children are English Language Learners. However, our Head Start children and classroom teachers appear to have achieved great education gains despite these potential children's adversities.

**To the EOC Staff from Iris A. Johnson, Chief Executive Officer:
We have been triumphant this year with your continued commitment to
our community. Thank You for your dedication and hard work.**

Abraham Villalobos

Aiman S. Mousa

Akeem M. Douglas

Alba B. Rengifo

Alice Tavernier

Alvira Key

Amelfis Manzueta

Amy D. Cywinski

Anaya S. Hayes

Andleeb Ashraf

Angela M. Tatum

Angella M. Lawrence

Anthony Drummond

Arisbel LaSalle

Ashley Edmonds

Beatrice Goodman

Belen M. Walston

Bianca Del Prete

Blanca Castillo

Briana T. Griggs

Cagney D. Wilson

Candice V. McIntosh

Carlos A. Cruz

Carmen Acevedo-Zelaya

Carolyn Charles

Cecile Mills

Chandius Bailey

Claudia Sosa

Clifton Johnson

Dadjery Mirville

Damaris E. Hernandez

Daniel S. DeJesus

Daniel Theodore

Debbie Joseph

Deborah Dowdy

Destiny Edwards

Dominique Jean Pierre

Doris Cuellar

Dorothy Pittman

Dulce Ramirez-De Chin

Edith E. Gomez

Edna S. Kinney

Edward Alvin Burrowes

Elaine Reid

Emill E. Pelaez

Enrique Gomez

Eric J. Poulson

Estelle M. Colter

Eva M. Liberato- Santana

Fastine Skinner-Ashwood

Fernando Perez

Florence Pierre

Freddie L. MCCoy III

Gennell J. Graham

George Hurst

Gina Marie Dimatos



**To the EOC Staff from Iris A. Johnson, Chief Executive Officer:
We have been triumphant this year with your continued commitment to
our community. Thank You for your dedication and hard work.**

Gladys Fuentes	Kimberly Tilghman
Glenda Grady	Leslie Bailey
Grazia Bowen	Leslyn N. Lewis
Gwendolyn N. Bradley	Liliam A. Aquino De Delgado
Haimanot W. Teklehaimanot	Liliana Colchado
Hettie L. Lamb	Lintia D. Duncan-Lyons
Iris M. Yarborough	Lisa A. Aquilina
Irma Jeanty	Lizzette Martinez
Jaime Orlando Coronado	Lotaya C. Mills
James B. Johnson	Lynelle M. Counts
Jamila N. Reid	Margaret Clough
Jamillah Payton	Marie Davis
Janet A. Mckoy	Marie L. Edouard
Janet Love Allen	Mario F. Mency
Jasmine P. Green	Mario R Martinez
Jasmine Petty	Marjorie E. Walters
Jason A. Boone	Marjorie Joseph
Jeanette Fernandez	Mark Q. Bennett
Jennifer L. Aviles	Mateo Flores
Jessica Brush	MelRose B. Corley
Jose Alfredo Guzman	Mercedes E. Alvarez de Tejada
Josephine D. Ward	Michael Bernhardt
Josetta G. Walker	Michelle Boykin
Joshua Reese	Mikeesha Wilson
Karleen M. Berry	Monique Denton-Davis
Kashmya D. Hughes	Morena G. Coronado
Ketia Castma	Nadia Zaharioudaki
Kevin Smoot	Nasima Ahmed



**To the EOC Staff from Iris A. Johnson, Chief Executive Officer:
We have been triumphant this year with your continued commitment to
our community. Thank You for your dedication and hard work.**

Natalie Leona Matadin
Nicole Lizette Sherrill
Nisette Alexis
Novella E. Dortch-Smith
Olive Warner
Orbelina Huezo
Oscar O Lopez Argueta
Patricia Marshall
Peggy R. Peters
Peter Rubbino
Phyllis Modeste
Pietro Pinello
Raquel E. Medrano
Rebecca C. Ciccarone
Rebecca K. Lipscomb
Robert Sajous
Rubin Jones
Ruth B. Mullaney
Sai Ling Jiang
Salma Aamir
Samantha Washington
Sandra Bailey
Sebastian Ardila
Shana S. Hayes
Shekinah Patton
Shenekqua Johnson
Sheree L. Collins
Sherena Stennett

Shinad V.A. Basden
Sonya Smith
Susanne Beth Maiorana
Suzanne A. Valdivia Cachay
Tahira T. Naqui
Tanya Rodriguez
Teresa Cruz
Tierra A. Montgomery
Tiffani Frazier
Tracy Michelle Corley
Tracy N. Prasad
Tysheem M. Griffin
Unique R. Jackson
Vernetta Brown
Vicky Serrano
Wilber Romero
Wilda Brown
Yesica A. Ramirez
Yvemery Point Du Jour
Yvette C. Miller
Yvonne Johnson
Zania Thomas

*As of 05/28/2020



Annual Report to the Public

8/1/18 - 7/31/19

(A) Total of public and private funds received from each source:

*Information listed below reflects contracted funding amount and is subject to audit

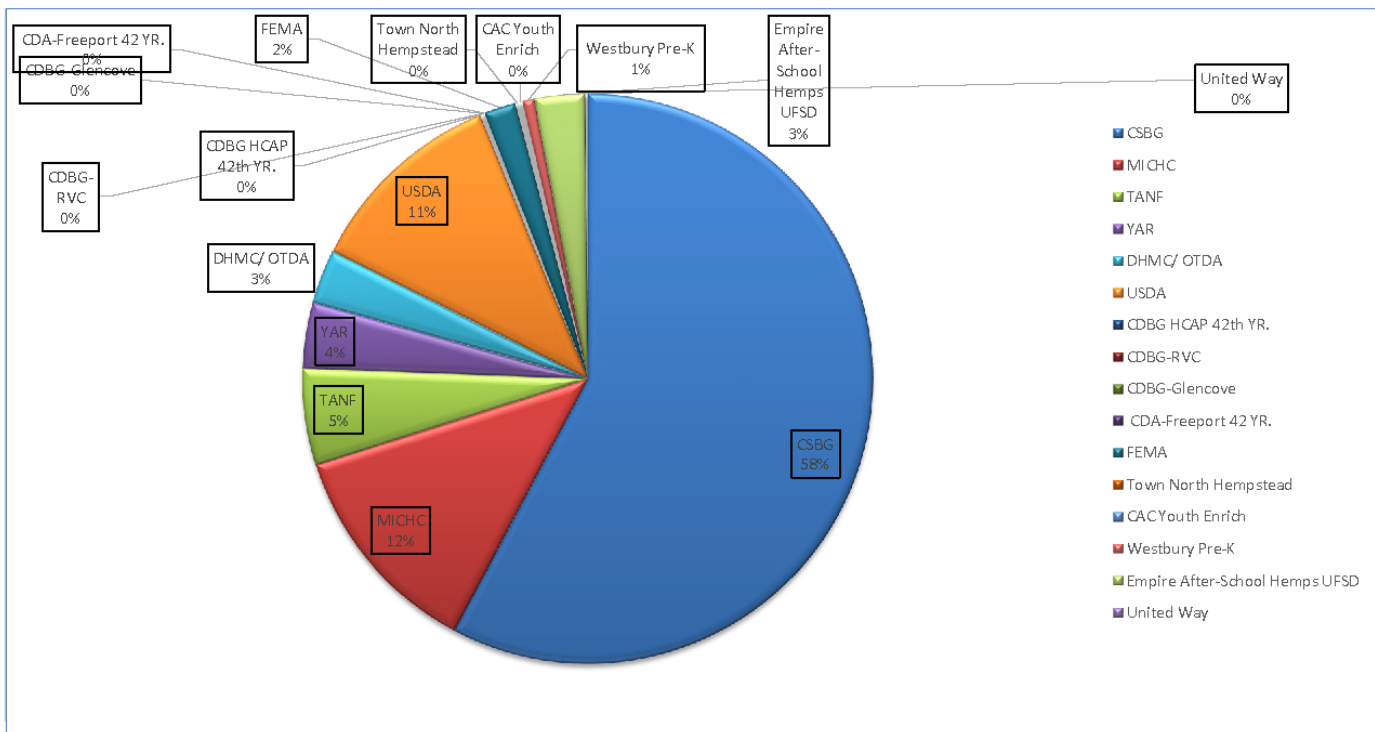
Department of Health And Human Services, FYHS	7,404,300
Department of Health and Human Services, CSBG	2,197,412
Department of Labor- DOL	146,458
Health Central Adminin, CACFP	467,386
NYS DOH -MICHC	371,122
Emergency Food and Shelter Program EFSP	79,549
School District	30,500
County of Nassau - YAR	165,316
County of Nassau - TANF	200,795
Other Local	<u>135,122</u>
<u>TOTAL FUNDS FOR FY 8/1/18 - 7/31/19</u>	<u>11,197,960</u>



(B) Budgetary Expenditures for 7/1/18 - 6/31/19

<u>Line Item</u>	<u>Expended</u>
Personnel	4,237,340
Fringe	1,350,220
Travel	16,120
Supplies	166,067
Contractual	840,879
Other	822,955
TOTAL	7,433,581

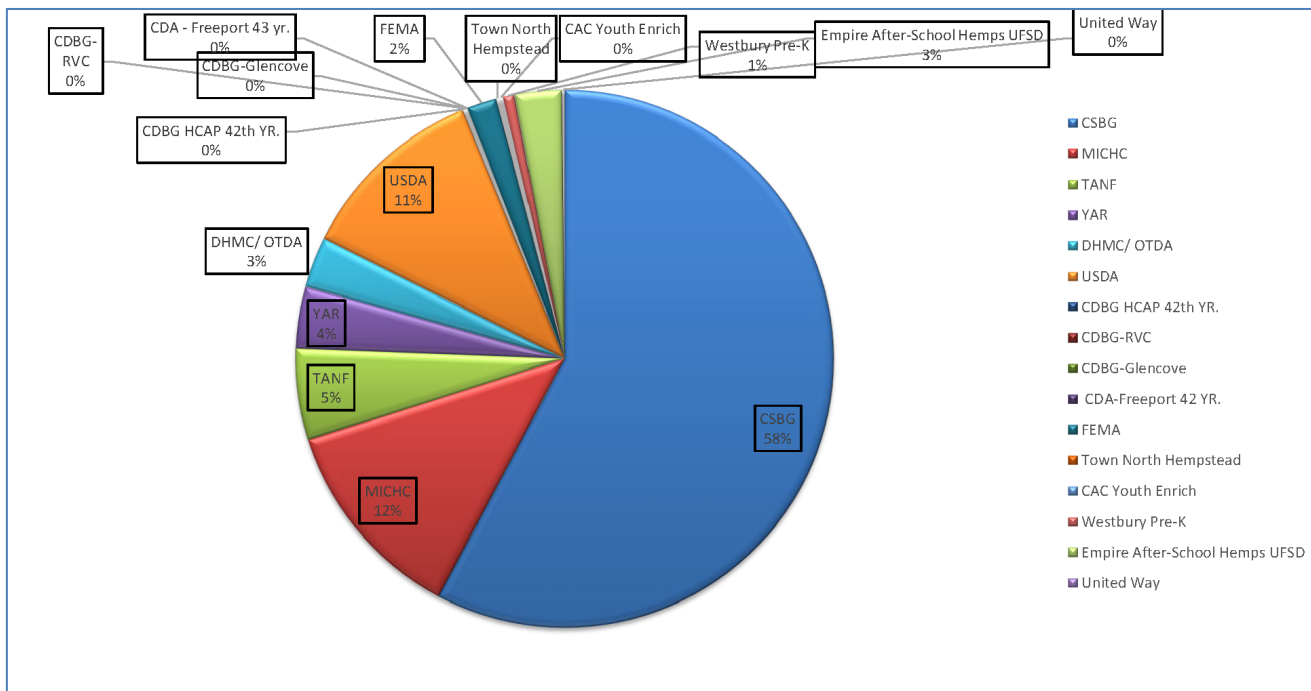
Budgetary Expenditures for 8/1/18 - 7/31/19 for other funding sources



Proposed Budget for 7/1/19 - 6/30/20

<u>Line Item</u>	<u>Budget</u>
Personnel	4,512,057
Fringe	1,274,014
Travel	16,120
Supplies	166,067
Contractual	772,387
Other	822,955
TOTAL	7,563,600

Proposed Budget for 8/1/19 - 7/31/20 for other funding sources



(D) Result of most recent financial audit:

8/1/18 -7/31/19

Independent Audit Firm: Nawrocki Smith LLP
290 Broad Hollow Road - 115E
Melville, New York 11747

Section A

Summary of Auditor's Results

Reference: Page 7 of Audit; Schedule of Findings and Questioned Costs

- 1 The auditor's report expresses an unmodified opinion on the financial statements.
- 2 No significant deficiencies or material weaknesses were disclosed during the audit of the financial statements.
- 3 No instances of noncompliance were disclosed during the audit of the financial statements.
- 4 No significant deficiencies or material weaknesses were reported during the audit of the major federal award programs.
- 5 The auditor's report on compliance for the major federal award programs expresses an unmodified opinion.
- 6 No audit findings relative to the major federal award programs that are required to be reported in accordance with section 2 CFR 200.516 (a) of the Uniform Guidance, were disclosed during the audit.

- 7 The programs tested as a major program included:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
93.569	U.S. Department of Health and Human Services Community Services Block Grant
93.558	U.S. Department of Health and Human Services Temporry Assistance for Needy Families

- 8 The threshold for distinguishing between Types A and B programs was \$750,000
- 9 Auditee was determined to be a low-risk auditee.

Section B

Findings - Financial Statement Audit

None reported.

Section C

Findings and Questioned Costs - Major Federal Award Programs Audit

None Reported

NOTE There were no audit findings in the prior year audit's Schedule of Findings and Questioned costs relative to federal awards.



EOC LOCATIONS

FAMILY DEVELOPMENT CENTERS

Glen Cove EOC	140 Glen Cove Avenue Glen Cove, NY 11542	516-801-2672 516-676-4958 (f)
Hempstead EOC	134 Jackson Street Hempstead, NY 11550	516-486-2800 516-478-4282 (f)
Freeport/Roosevelt EOC	281 Babylon Turnpike Roosevelt, NY 11575	516-546-6121 516-867-6301 (f)
Port Washington CAC	382 Main Street Port Washington, NY 11050	516-883-3201 516-883-2467 (f)
Rockville Centre EOC	140 North Centre Avenue Rockville Centre, NY 11570	516-546-6121 516-867-6301 (f)

FULL YEAR HEAD START LOCATIONS

Rockville Centre Head Start	150 North Centre Avenue Rockville Centre, NY 11570	516-536-4811 516-594-1370 (f)
Eastern Nassau Head Start	1309 Wantagh Avenue Wantagh, NY 11793	516-221-0871 516-781-0474 (f)
Five Towns Head Start	270 Lawrence Avenue Lawrence, NY 11559	516-239-6244 516-239-9246 (f)
Freeport Head Start	74 North Main Street Freeport, NY 11520	516-546-8251 516-546-8255 (f)
Hempstead Head Start	65 Dartmouth Street Hempstead, NY 11550	516-538-8292 516-478-6741 (f)
Long Beach Head Start	1 East Pine Street Long Beach, NY 11561	516-544-4051 516-544-4054 (f)
Roosevelt Head Start	281 Babylon Turnpike Roosevelt, NY 11575	516-378-5961 516-868-9413 (f)
Westbury Head Start	163 Hopper Street Westbury, NY 11590	516-334-3839 516-334-3829 (f)



A special Thanks is extended to our community partners, informal and formal, who collaboratively work with us to address a breadth of community needs!

ACCESS VR	Health and Welfare Council of Long Island
Adelphi University	Hempstead Chamber of Commerce
Advantage Health Care	Hempstead Hispanic Civic Association
Art of Living Center	Hempstead Public Library
Bridges of Greater New York	Hempstead Union Free School District
Catholic Health Services	Hispanic Counseling Center
Circulo Dela Hispandid	Incorporated Village of Hempstead
Citibank	Community Development Agency
Community Chest	Island Harvest
Cornell University Cooperative	Island Park School District
Extension of Nassau County	Legislator Kevan Abrahams
Counseling Services of EDNY of Hempstead OP	Long Beach Martin Luther King Center Inc.
Domestic Violence	Long Beach Public Library
Dress for Success	Long Beach School District
EAC -Outpatient Clinic	Long Island Cares
Eastern New York Youth Soccer Association (ENYYSA)	Long Island Coalition for the Homeless
Family and Children Services of Hempstead	Long Island Junior Soccer League (LIJSL)
Farmingdale State Collegeschool of Dentistry	Long Island Rough Riders
Fidelis Care of NY	Malverne School District
Freeport Union Free School District	Momma's House
Gateway Youth Outreach	Maria's House
Girl Scouts of Nassau County	Memorial Presbyterian Church
Glen Cove School District	Molloy College
H.E.L.P. Services	Nassau County and Suffolk Complete Count Committee Meeting



A special Thanks is extended to our community partners, informal and formal, who collaboratively work with us to address a breadth of community needs!

Nassau County CASA	New York State Office of Addiction Services and Supports
Nassau County Correctional Facility	New York State Department of Corrections and Community Supervision
Nassau County Department of Health	NYS Office of Mental Health, chemical dependency and development disability services
Nassau County Department of Health Perinatal Services Network	NYS Volunteer DOCCS
Nassau County Department of Health-WIC Program	NYU Winthrop Hospital - Breast Health Center
Nassau County Department of Social Services	Pajama Project
Nassau County District Attorney's Office	PAM Project
Nassau County Mental Health	Planned Parenthood of Nassau County
Nassau County Office of Youth Services	Play Safe Surfacing LLC
Nassau County Police Department	Poison Control
Nassau County Probation Department	Port Washington Police Department
New York State Governor's Traffic Safety Board	Port Washington School District
New Ground Inc.	Postpartum Resource Center of NY
New Life Center-Lutheran Church	REACT Center
New York City Football Club	Re-Entry Task Force
New York Kids Therapy	Rockville Centre Police Department
New York State Department of Health	Rockville Centre Public Library
New York State Department of Labor	Rockville Centre Public School District
New York State Department of State	Roosevelt Union Free School District
Northwell Health	Seaford Mineola Alcohol/Substance Abuse Treatment
NuHealth Family Health Center	Town of Hempstead
Nurse Family Partnership, Visiting Nurse Services	



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Town of Oyster Bay

United Health Care

Urban League

Village of Freeport CDA

Village of Hempstead

Village of Hempstead/Parks and
Recreation

Westbury Union Free School District

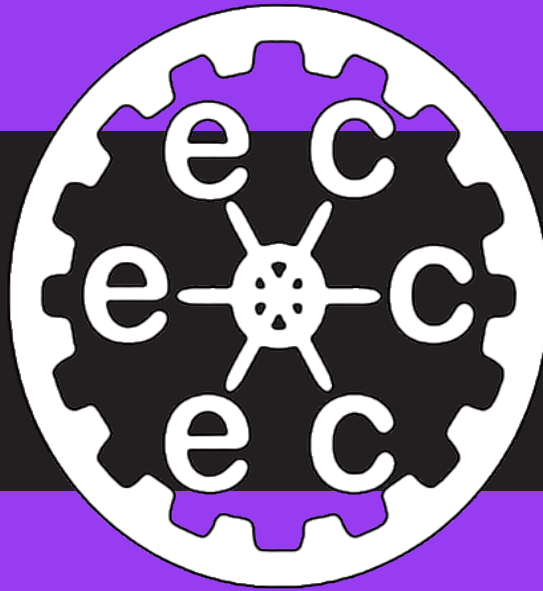
Winthrop Hospital

Winthrop Women's Wellness

Work Place Project



*Helping
People*



*Changing
Lives*

THE PROMISE OF COMMUNITY ACTION

“Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes Nassau County a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.”



EOC

FALLEN HEROES

John L. Kearse
Min. Abdul Hafeez Muhammad
Diana Coleman
Dr. David B. Gates
Ernestine Small
Geraldine Johnson
Gina Bush
Gloria McFarland
Ian Bailey
Jean Davis
Luenetta Miller
Mamie MCurty
Stanley Johnson
Theresea Moon
Rev. William Watson
Yvette Wright

