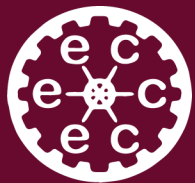


Eric Poulson
Chief Executive Officer

Brian G. Staley, Sr.
Chairperson

**ECONOMIC OPPORTUNITY COMMISSION
OF NASSAU COUNTY, INC.**



ANNUAL REPORT

**SUSTAINABILITY IN
CHANGING TIMES**

134 JACKSON STREET | HEMPSTEAD, NY 11550

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



Strive for Excellence

CREDO

(Adopted by the Board of Directors 1976)

1. The Economic Opportunity Commission of Nassau County, Inc. will participate in the mobilization of the community for support in the fight for the elimination of poverty.
2. In organizing necessary services when indicated to achieve that end;
3. And involving the community in the planning and execution of these programs.
4. The Economic Opportunity Commission of Nassau County, Inc. must critically examine programs designed to eliminate poverty to ensure that they do not limit or deny benefits to any impoverished person.
5. The Economic Opportunity Commission of Nassau County, Inc. shall educate and provide technical assistance to the poor to assist them to organize themselves and to raise strong articulate voices around issues that affect their lives.
6. Our communities will understand that they do have the power to affect through voting power and be encouraged to exercise their franchise to participate in government by affecting the political decisions being made; and to participate from water, sewer and to understand that they do have the power to affect change through voting power, school district levels to the village, town, city, county, state and federal levels.
7. The Economic Opportunity Commission of Nassau County, Inc. will attempt to develop locally owned and/or controlled industrial and commercial enterprises in the poverty target communities which will employ the people of those communities; assure that the economic life of that community continues beyond 5 P.M. (close of business) and assure that profits and wages are recycled within the communities, thereby having an impact upon the social and physical life of the communities.

OUR PRIMARY FOCUS will be to uphold the principles that those citizens who will benefit directly from programs should be realistically involved in their planning and operation. We will also urge that disadvantaged people's potential for contributing to programs, formulating for them and the greater community, be recognized and accepted as a means of ending their isolation, economically, psychologically and physically from the larger society.

AS A COMMUNITY ACTION AGENCY, primarily concerned with Community Organization, The Economic Opportunity Commission of Nassau County, Inc., has special responsibility to motivate other community social agencies and institutions to enlist the participation of deprived and alienated members of Nassau County in plans and programs, for successfully dealing with social problems and problems of poverty.

THE ANTI-POVERTY PROGRAMS, under the Federal Economic Opportunity Act, and the successor Community Development Block Grant, have generally been viewed by our citizens as the singularly responsible agency, in relation to poverty. We must work towards having concern shared by leaders in every sector of the population, in order to effect lasting and permanent social change. We agree that the larger goals for the conquest of poverty in this county be shared and sought by its leaders; not only in the Federal Government but State, City, County and Village government also.

Our Mission

The Economic Opportunity Commission of Nassau County, Inc., a Community Action Agency, through collaboration and partnership, empowers income-eligible families to gain the knowledge, skills, and resources to improve the quality of their lives.

In pursuit of this mission EOC will:

- Advocate on clients' behalf to provide more opportunities and fewer barriers.
- Provide educational and economic resources to increase client self-sufficiency.
- Help reduce the causes and effects of poverty.
- Foster citizen participation to initiate programs and improve existing services based upon local community needs.

**"THE GOALS WILL BE
MORE READILY
AGREED UPON
THAN THE
METHODS"**

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OFFICERS OF THE BOARD OF DIRECTORS

Brian G. Staley, Sr.
Chairperson

Angela J. Young
Executive Vice Chairperson

Dr. John Guthman
Vice Chairperson

Phillip Elliott
Treasurer

Herman Maston
Secretary



**SUSTAINABILITY
IN
CHANGING
TIMES**



2021 - 2022 EOC BOARD OF DIRECTORS

ELECTED NEIGHBORHOOD REPRESENTATIVES

Harriet Downer
Loretta Wilcox
Seymour Edwards
Tonya Gibson
Brian G. Staley, Sr.
Blanca Fabian
Cecelia Brown
Norma Traxler
Lenora Quinones
Carol Douglas
Earnest Weekes
Judy Puckerin
Wendy Jackson
Barbara Cromer

PRIVATE SECTOR

LeRoy Greene
Alejandra Rivas
Herman Maston
Naomi Rowe
Caleb Ham
Dr. John Guthman
Anissa Moore
Dr. Phillip Elliott
Angela J. Young
Herman Maston
Angela Crowder

PUBLIC SECTOR

Legislator Carrie Solages
Mayor Robert T. Kennedy
(represented by Mr. Conor Kirwan)
Commissioner Carl DeHaney
Lorraine Stanton
Lamont Johnson
Mayor Waylyn Hobbs, Jr.

Message from the CEO



Eric Poulson
Chief Executive Officer

This year, we were put to the test as we navigated the COVID-19 pandemic and its variants, which threatened so much of what we hold dear. I am immensely proud of Economic Opportunity Commission of Nassau County, Inc. (EOC) staff for supporting each other and constantly pivoting and innovating to stay relevant and hopeful for the families and community in which we live, play, work and serve.

The EOC was able to be at the forefront of our community’s pandemic response and played a pivotal role in ensuring our clients, individuals and families continued to be well-served and our staff remained safe. This response allowed us to prevent, prepare and respond to the needs of the community which included providing services to our children our Head Start Child Development Program; women of child bearing ages in the Maternal and Infant Child Health Collaborative; the seniors population in the community to ensure their needs were met; ensuring the undocumented population’s needs were addressed, created housing opportunities for those struggling financially; provided rent/mortgage and utility assistance to community residents who found themselves on the brink of a housing crisis; provided food to those with food insecurity; provided resources and hope to those released from incarceration; provided assistance to those affected by Hurricane Ida; offered employment opportunities to the youth and community; and a myriad of other services to the community. We instituted a Global Outreach Campaign throughout our catchment areas providing over 10,000 Personal Protective Equipment packets with lifesaving information as well as EOC programs and services while imploring everyone to be safe and healthy.

The EOC Agency has suffered some internal wounds and experienced change these past two years just like countless other agencies, employees and their families. I am the newly appointed Chief Executive Officer of the Economic Opportunity Commission of Nassau County, Inc. The former CEO Iris A. Johnson passed away in February 2022, we have lost staff and staff have lost loved ones. As I take the helm of this formidable agency, I am committed to the Board of Directors, Executive Management, Staff, Volunteers, Partners and the Communities throughout Nassau County. Among those commitments is driving community impact through change in the way we operate, as the world evolves into a new era and continue to be result oriented. Our mission is always front and center in the minds of our excellent leadership team — a cadre of professionals who work tirelessly every day. The strength of our partnerships with public agencies,

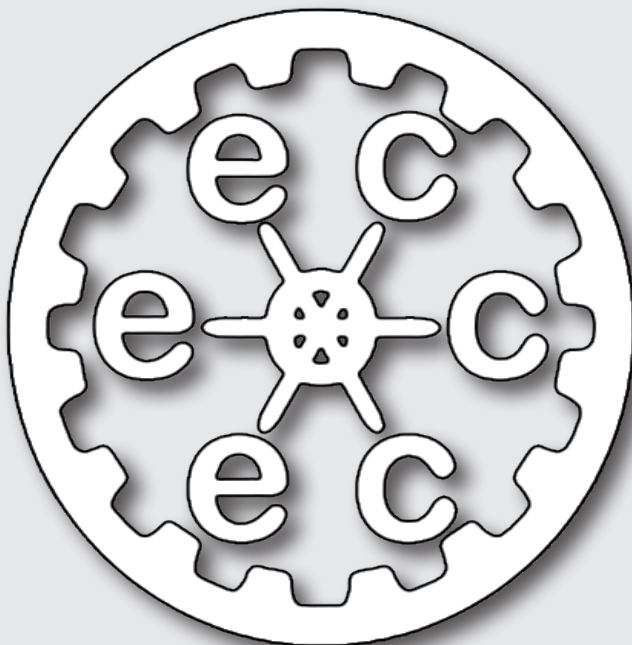
corporations and the community bolstered our work this year. The EOC will continue to shatter barriers to health equity by increasing access to resources, housing, mental and physical health care, education and economic opportunity.

I would like to thank the Board of Directors for their dedication to the EOC Agency, the mission, children and families. The Board's independent judgment and perspectives have been a huge benefit to the EOC and to our stakeholders who hold us accountable daily.

As we look to the uncertain future for the communities in Nassau County and around the country, what I am certain about is that the Economic Opportunity Commission of Nassau County, Inc. will remain committed to seeing that communities have the resources they need and are prepared to bridge ever-increasing gaps and have "Sustainability in Changing Times".

I am grateful and honored to be joined by the Economic Opportunity Commission of Nassau County, Inc. exceptional board of directors, officers and senior leadership team in guiding this vital organization into a new decade of service to a mission that has proven worthy and strong during the country's most challenging times.

Eric Poulson
Chief Executive Officer



Message from the Chairperson



Brian G. Staley, Sr.
Board Chairperson

The Economic Opportunity Commission of Nassau County, Inc. (EOC) is determined to move the needle. In tackling some of the most frustrating challenges facing our community: homelessness, inequality, and access to quality healthcare and education. We are firmly committed to improving the lives of all children and families, especially those of our most vulnerable communities. That's no small task as it was made considerably harder by a global pandemic that has intensified old problems and created plenty of new ones.

Despite these challenges the EOC has had a most impactful year. The EOC has increased funding providing additional programs and services to the community. We provided services and partnered as never before to address food insecurity, recidivism, rent/mortgage assistance, hurricane relief, and COVID-19 resources just to name a few. EOC sought to bring about dramatic change in closing the digital divide, so that school children, individuals and families have the tools needed for their education. We've made significant strides in addressing racial inequality by partnering Minority and Women Owned Business Enterprises throughout Nassau County to provide workshops to the youth.

The Governing Board of Directors is committed to the mission of this agency. Our values focus on our efforts to provide programs and services to the disenfranchised and underserved residing in Nassau County's low-income communities. The EOC Board of Directors will continue to be instrumental in leading this agency to provide stellar programs and services.

I am excited to announce that the Board of Directors appointed Eric Poulson as Acting Executive Director (September 2021), currently Chief Executive Officer (March 2022) of the Economic Opportunity Commission of Nassau County, Inc. The Board is excited to work with Mr. Poulson in his new role as CEO. Mr. Poulson has worked diligently and has a wealth of knowledge having worked with the EOC for twenty-six years in various roles leading to his appointment. His successes here at EOC has not only elevated him but he has the respect of his Executive Leadership Team, staff, partners and community. We are thrilled about the future finding "Stability in Changing Times" and identifying new priorities for the EOC as we look to a strong and bright future.

Lastly, I want to pay homage to a colleague and friend, Iris A. Johnson, former Chief Executive Officer of this great Agency who passed away in February 2022. Ms. Johnson gave over forty years of service to the Economic Opportunity Commission of Nassau County, Inc. Her legacy will long be ingrained in the heart and soul of this organization.

Brian G. Staley, Sr.
Board Chairperson

Message from the Head Start Deputy Executive Director



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

Throughout the continual COVID-19 public health crisis, our nation and world-systems have forced us to make decisions, which have changed the trajectory of our lives. This has transcended into our business ventures, how we educate our children/youth/adults, our social events, physical / mental health and even our personal family life. It has been challenging to say the least.

However, as an anti-poverty Community Action Agency and vigilant “gatekeepers,” we understood our assignment to the myriad of children, individuals, families, and communities we serve. Therefore, we remained focused and prepared, to respond, to the presenting crisis, positive exposures and /or other emergencies. We worked diligently to prevent the risk, harm and spread of COVID 19 and related variants among our targeted populations. Although, we have seen some decline in incidence rates, have lifted our masks, encouraged COVID- testing as needed, supplied at-home COVID tests to staff and parents and have been largely vaccinated; we are cognizant of the fact that, this deadly virus and its variants are still impacting us in one way or another. We must remain on our guard and continue to work towards our goal(s) of keeping our children/families, staff and communities safe.

“Sustainability in Changing Times” is not just a topic of interest; it is a testament to the fact that, in spite of every interval of change; we have been strengthened and we have survived. As you peruse the pages and pictorial journey of this 2021-2022 annual report; may you envision the comprehensive quality of services provided to our children and families by our dedicated staff. May you glean from the narratives of lessons learned, as we managed through in-person and as-needed, temporary hybrid services. As we move forward, we are aware that change is inevitable. Howbeit, our commitment to consistency and continuance, in improving the quality of life for our children / families and preparing children to be life-long learners is unwavering.

With respect to the 2022 Annual Report; I pay homage to the great leaders (EOC Fallen Heroes/Sheroes; i.e.- John L. Kearse, Iris A. Johnson), whose shoulders we stand on. They have trod out the paths, mapped the strategies and have passed the torch. In these changing times, amidst this 21st Century high-technology generation, we will create new paths but, we must never forget the proven foundation(s) that has ensured our success, in empowering people and changing lives.

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

Executive Leadership Team

Eric Poulson

Chief Executive Officer

Anita L. Shiver-Kennedy

Head Start Deputy Executive Director

MelRose Corley

Deputy Director of Operations

Doris Cuellar

Comptroller

LaVonne Erskine

Human Resources Director

Sylvester Bush

Director of CAP Services

Yvette Miller

Executive Assistant to the CEO



EOC Management Team

Mateo Flores

Program Director, Hempstead CAP

Mario Martinez

Program Director, Port Washington CAC

George Hurst

Program Director, Roosevelt/Freeport EOC

Mario Mency

Program Director, Rockville Centre/Lakeview EOC

Irma Jenty

Program Director, Glen Cove EOC

Natalie Matadin

Intervention Manager- Head Start Corporate Office

Novella Dortch-Smith

Program Director, Westbury Head Start

Gennell Graham

Program Director, Hempstead Head Start

Marie Davis

Program Director, Roosevelt Head Start

Tiffani Frazier

Program Director, Freeport Head Start

Cagney Wilson

Program Director, Long Beach Head Start

Fastine Skinner

Program Director, Eastern Nassau Head Start

Courtney Williams

Program Director, Rockville Centre Head Start

Gladys Fuentes

Senior Accountant

Lionel Derizzio

Assistant Facilities Manager

David Perri

Program Director, Displaced Homemakers Program

Regina Perry

Program Coordinator, Hurricane Ida Relief Program

Lorie Taylor

*Senior Case Manager
Rapid Re-Housing Program/Hurricane Ida Relief Program*

Sergio Valencia

Program Director, Soccer Program



Excluded Workers Fund

Nassau County residents were impacted in many ways by the devastation brought on by the COVID-19 pandemic. Many lost jobs, and found themselves excluded from the various governmental relief programs, including stimulus checks, unemployment benefits or other federal or governmental aid to keep them, and their families, afloat during the pandemic.

The EOC was awarded a grant to implement the New York State Department of Labor Excluded Workers' Fund Outreach and Assistance Program. The agency was one of 75 agencies throughout New York State who received such funding. The Fund went live in August 2021. By October 8, 2021, the fund had exhausted its funds.

The Excluded Workers' Fund provided relief in the form of onetime payments of up to \$15,600 to workers throughout the state. To qualify for EWF benefits, applicants needed to verify both their identity and NYS residence. Benefits under the fund were tiered, with approved applicants receiving one of two amounts based upon the proof of work eligibility they provided. Tier 1 qualifiers received \$15,600 and Tier 2 qualifiers received \$3,200.

EOC staff conducted outreach in the impacted communities and provided application assistance to 50 applicants. Additionally, referrals were made for critical services such as income tax preparation, emergency food, educational attainment, translation, health insurance, appeals of denied applications, rental assistance, etc.

Displaced Homemakers Program

The main goal of the Displaced Homemakers Program (DHP) is to focus on serving and preparing residents in Nassau County, to enter or re-enter the current workforce. As the COVID-19 global pandemic ebbs and flows so does our work at the DHP; to ensure sustainability during changing times. We achieve this by working on a relaxed schedule that affords adjustments should we encounter exposure, observing masking, social distancing, air cleaning, and disinfecting. This ensures that our staff and students who attend our Job Readiness Course, as well as those who request assistance with writing their resumes and cover letters remain healthy and achieve their employment goals.

Beginning in May of 2021 through May 2022 the program has:

- Successfully enrolled 33 students through our Job Readiness Course with 24 graduating from the program.
- Two graduates were employed by the EOC with other eight finding employment within three months.
- We encountered 65 individuals, handled 33 course intake interviews, 12 class workshops and assisted 12 clients with creating or polishing their resumes.



"With the training in this course I can achieve this type of dream."
~ Ms. Lornell Brown, Group 4, 2021

"...I would recommend the course to everyone."
~ Mr. Charles Bishop, Group 5, 2021



"This course helped me achieve my goal by understanding Word, Excel, PowerPoint much better."
Ms. Colette Ohr, Group 6, 2021

"[I learned that] it takes 20 hours of practice to learn anything..."
Cheryl-Ann Dyer, Group 6, 2021



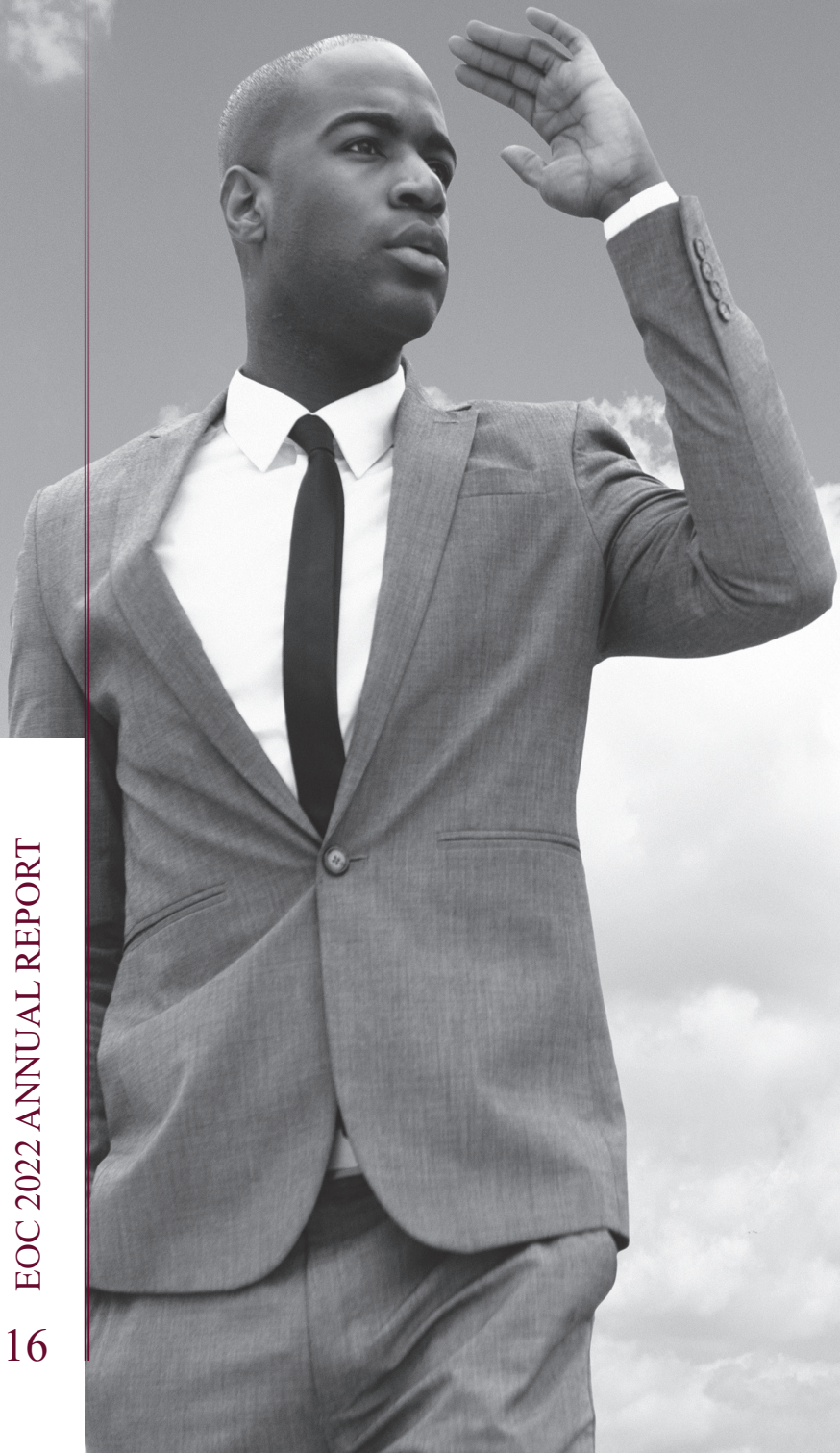
"My dream job is to be a medical assistant and because of this course I was able to improve my typing skills and work my way around with computers."
Ms. Hiruni Mapalagama, Group 7, 2021

"This course should be more inclusive [and be] offered in different languages [such as] Spanish, Italian and more..."
Ms. Jacqueline Elias, Group 3, 2022



"Expecting to learn how to work on a computer, functions, Microsoft, Excel, PowerPoint. I achieved all of them!"
Mr. Frantz Lamarre, Group 4, 2022

OPPO



OPPORTUNITY

ReEntry/COVID Program

The EOC Reentry/COVID Program is designed to assist pre-and-post incarcerated individuals with a successful transition back into their communities after they have been released from the penal system.

Our primary goal is to connect this vulnerable population to community services and resources, which will provide, or improve: their quality of life, prepare them with job readiness skills, increase their sense of self-worth, connect them to needed counseling and/or mentoring services, and make referrals for needed resources that will meet their basic needs. Our ultimate goal is to alleviate the burden of an overcrowded criminal justice system, by reducing the ever-revolving rate of recidivism.

In the midst of the continuing public health emergency/COVID-19 pandemic, the Reentry staff handed out literature regarding the EOC's COVID-19 Assistance Program, for the purpose of trying to reach those who were incarcerated. We also distributed COVID-19 Early Release flyers in the targeted communities of Freeport NY 11520, Hempstead NY 11550, Baldwin NY, Roosevelt NY 11575, Port Washington NY 11050, and Glen Cove NY 11542. We canvassed train and bus stations to network with potential clients, and visited Stop & Shop supermarket to retrieve food cards to assist clients with food insecurities.

Additionally, the Program Coordinator participated in several conference calls; spoke with Mr. Eric Singletary of the Parole Division regarding the COVID-19 Early Release persons, conference call with Diane Bifulco, Residential Director/Case Manager of Bridges of Greater New York to discuss individuals being released from March 2020-May 2021. And, a conference call with Yvette Rook, Employment Specialist.

EOC Reentry means bringing this population to a "better quality of life", where they do not simply exist as a number branded in the penal system, but are recognized as valuable citizens of their community. Howbeit, the challenge for many of them is establishing trust factors, consistency, and commitment. As the philosophy and belief of the EOC agency is that "ALL PEOPLE HAVE STRENGTHS", it is the continual endeavor of the EOC Reentry Program, to build upon that one self-identified strength of each client; to create the platforms that will bring them to the table; to challenge the systems that keep them in the repetitive cycles of recidivism; and to change their mindset and focus from victim(s) to being perpetually triumphant.



Maternal & Infant Community Health Collaborative (MICHC)

During this year, the MICHC program sustained its community impact through providing education and services to 265 clients and supporting mother's in the program with 50 births. Services included virtual education workshops, referrals for social and health services, school supplies giveaway, perinatal support groups, car seat education and distribution, pack n' play education and distribution, breastfeeding counseling and support, among many other forms of assistance.

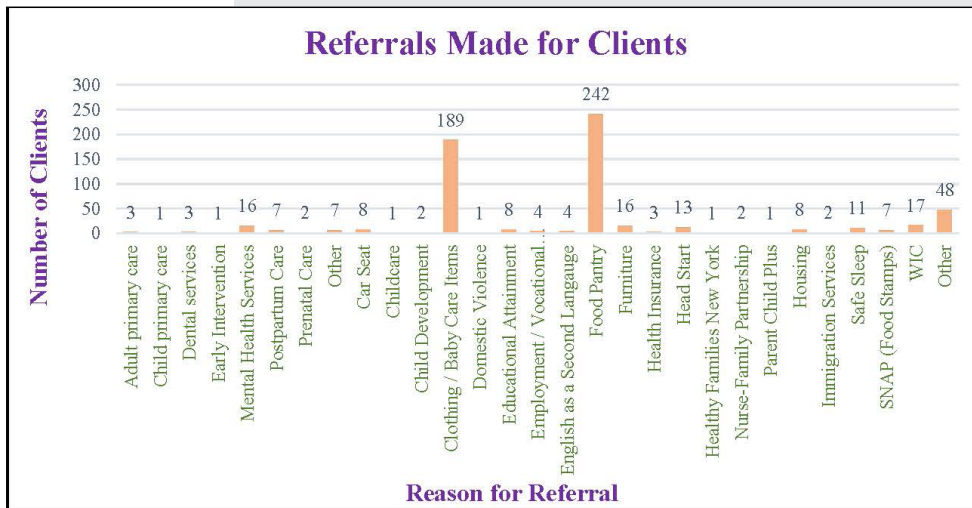


Figure 1: Number of MICHC clients who received referrals for health and social support services by type/ reason for referral.

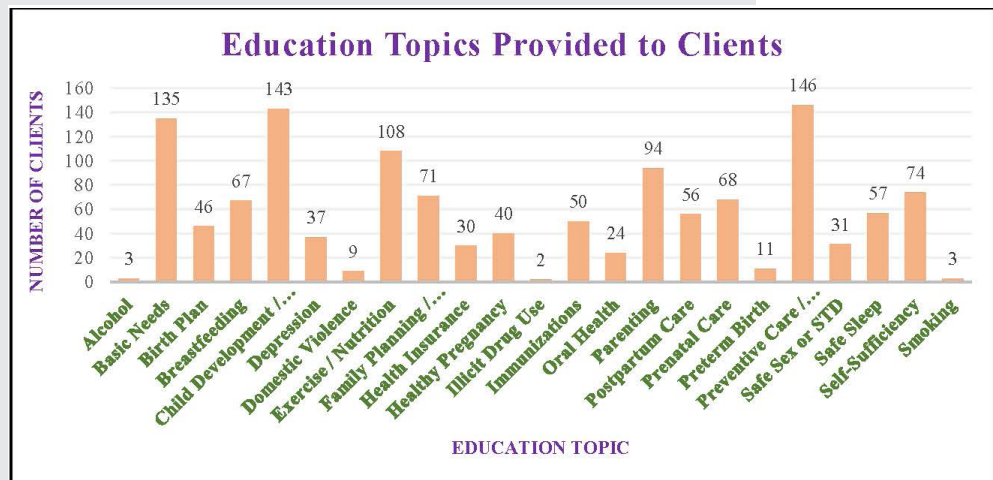


Figure 2: Number of clients who received education from Community Health Workers by education topic.

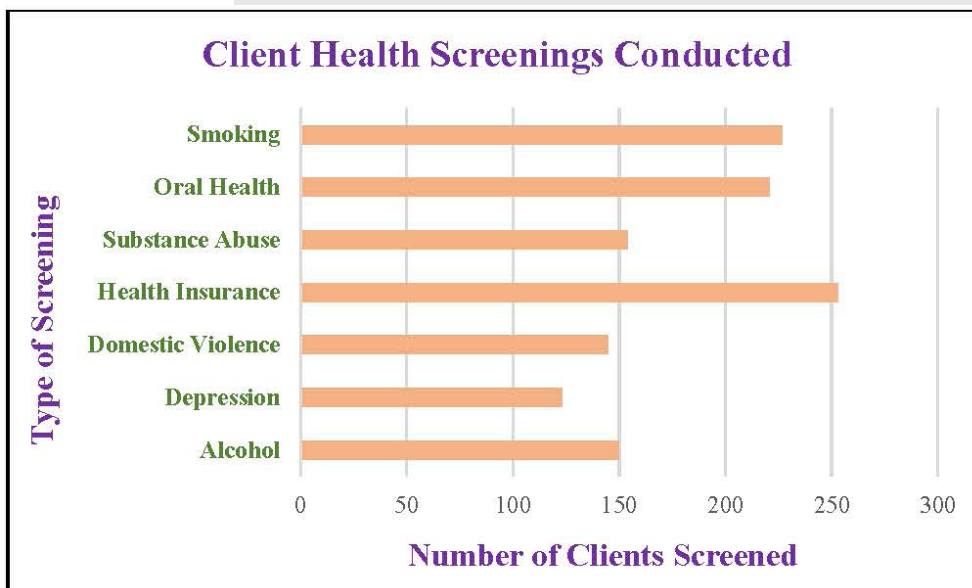
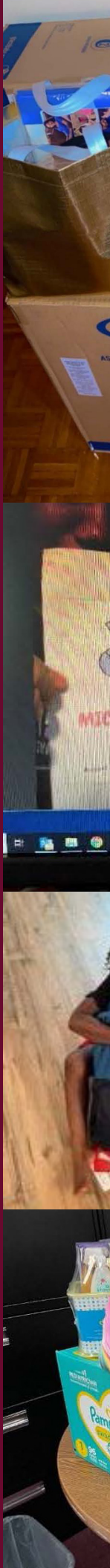


Figure 3: Number of clients who underwent health screenings by a Community Health Worker, by type of screening.

MICHC Educational Workshops: Throughout these unprecedented times, the MICHC program has sustained its impact on the maternal and infant population in Nassau County, adapting through providing educational workshops to clients virtually, rather than in-person to help prevent the spread of COVID-19.

Workshop Topic	Partner (if applicable)	Number of Workshops/ Series	Number of Clients Attended (Outcome)
6-Session Childbirth Education	Long Island Doula Association	5	41
6-Session Postpartum Education	The Nesting Place	5	42
8-Week Circle of Caring Perinatal and Postpartum Depression Support Group	Postpartum Resource Center of New York	1	5
VOICES Comprehensive HIV/ Safe Sex	Planned Parenthood of Greater New York	1	5
VOICES Comprehensive HIV/ Safe Sex in Spanish	Planned Parenthood of Greater New York	1	4
Breastfeeding Power Chat	Yadia Hinds, LIFQHC	4	24
Safe Sleep- English	N/A	2	7
Safe Sleep- Spanish	N/A	2	5
Healthy You in 2022	Kappa Eta Chapter, Inc. of Chi Eta Phi Sorority, Inc.	6	27
8-Week Nutrition - English	Cornell Cooperative Extension	1	9
8-Week Nutrition - Spanish	Cornell Cooperative Extension	1	6
Pregnancy Nutrition	Cornell Cooperative Extension	2	TBD
Postpartum Nutrition	Cornell Cooperative Extension	1	TBD
Infant First Aid/ CPR	Kappa Eta Chapter, Inc. of Chi Eta Phi Sorority, Inc.	1	TBD

Table 1: MICHC Virtual Workshops held throughout the year. Table indicates partnerships if applicable, and the number of clients that attended, indicating the outcomes.





Doula Services: The MICHC program funded three client’s birth doulas and three client’s postpartum doulas throughout this period. The program will be funding two more clients’ birth doulas and two more postpartum doula services. Doulas have provided our clients with emotional, and evidence-based knowledge and support throughout their birthing and postpartum experiences.

Car Seat and Pack & Play Distribution: Throughout this year, the MICHC program continued to deliver education regarding car seat safety and safe sleep. Upon completion of this education, clients received car seats and pack n’ plays. During this period the MICHC program distributed 39 car seats and 38 pack n plays. From the months of July – September, the MICHC program worked with Nassau County Department of Health’s Cribs for Kids Program to distribute pack n plays, until we received a shipment of 58 pack n’ plays from the New York State Department of Health, which we have been distributing since October 2021.

Emergency Gift Cards for Food and Baby Supplies: The COVID-19 pandemic has created additional financial and food insecurity throughout the community. The MICHC program has sustained the maternal and infant community during this difficult time through providing its client with emergency Stop and Shop gift cards to pick up food and baby supplies when clients are facing an emergency and not able to get these items from local food pantries and other agencies. During this year, the MICHC program distributed 19 \$25.00 gift cards and 14 \$100.00 gift cards to clients.

Virtual Community Baby Shower: On August 18, 2021, the MICHC program held a Virtual Community Baby Shower. Though this event was originally intended to be held at the EOC, we decided that due to the vulnerability to COVID-19 to pregnant individuals, we could adapt and have it virtually. Clients received socially distanced deliveries just before the event and opened their gifts as a group. The MICHC program will be hosting two more Virtual Baby Showers in May and June of 2022.

Backpack and School Supplies Giveaway: The MICHC program worked with the EOC CARES Act program to provide 85 backpacks filled with school supplies to MICHC families. Each backpack was filled with specific supplies requested from each school district, according to grade/age.



Roosevelt/Freeport CAP

George Hurst	Program Director
Danelis Martinez	Community Organizer
Rebecca Lipscomb	Community Organizer Aide
Keith Rigby	Maintenance (CARES)
Lajiyah Walker	Outreach Worker (CARES)
Kevin Swearing	Outreach Worker (CARES)
Ivan Molina	Intern (Cares)
Naomi Rowe	Intern (Cares)



Mr. Mark Olson has been a client of the Roosevelt- Freeport EOC since March of 2021, and has utilized the services at Roosevelt-Freeport E.O.C. Mr. Olson is working along with Ms. Rebecca from the Roosevelt-Freeport Staff with Employment. Mr. Mark has a never give up motto and has applied for educational services at Adult Career and Continuing Education Services (Access) service.

Mark is now enrolled at Nassau BOCES Technical Education Center in Westbury, for Educational Assessment and job placement. Mark is a graduate of Valley Stream central high school, he's always looking for more ways to further his education.

Mr. Mark has applied for work at Bidawee and received a callback for an interview. Mr. Mark has been working on his interviewing skills, of which his charming demeanor speaks volumes of his character; with the help of staff Mr. Mark was provided clothing to assist in his job search. Mark is a prime example of how hard work, and not giving up, can pay off. E.O.C. will continue to work with Mr. Olson until he achieves his goals, Mark is a great person and we always look forward to his cheerful smile and positive attitude.



A Note from the Director

During the 2021-2022 program year, amidst the COVID-19 pandemic, the EOC Roosevelt-Freeport Community Action Program implemented program services by, focusing on our identified goals and objectives and highlighting the importance of sustainability for clients and the overall community. The Roosevelt-Freeport EOC provided ongoing assistance to meet the critical needs of the community through:

- Rental/Mortgage and Utilities Assistance
- Food Pantry Services
- Food voucher/cards to their local Supermarket
- Inter-Agency and Partner Referral Services

HEMPSTEAD CAP

Mateo Flores	Program Director
Emely Gonzalez	Administrative Assistant
Vicky Serrano	Community Organizer
Adriana Gonzalez	Community Organizer
Jose Mercado	Community Organizer
Sheila Fernandez	Outreach Worker (CARES)
Joanna Escobar	Outreach Worker (CARES)
Sergio Valencia	Director of Coaching and Soccer Program Director
Keiri Canales	Soccer Program Administrative Assistant
Jorey Garcia	Empire State Soccer Program Director/Head Coach



I Khaliyl Acosta, am the Vice President for the Hempstead CAP Youth Council, I also have the pleasure to be working as an Intern for HCAP. By working with the HCAP youth council I gained a sense of maturity that I didn't even know I could grasp at this age. This job has set me to gain responsibility that will carry on with me for the rest of my life. The experience I had from this job has been great along with everyone that I work with. Becoming the Vice President of the youth council encouraged me to push myself harder than I ever did. When I was given the chance to host my first Youth Council meeting I was very nervous but once I sat down in the room with everybody all of that went away. The Youth council has interactive activities with guests that come in. These workshops are very informational and help me with my future and how to go about life when I get older. It provides it's youth with the knowledge needed as we get ready to transition to a new phase in our lives. This job has helped me break out of my shell and become a social person which I did not think I was before. Being an enrolled student at Hempstead High school and having a job at the same time, feels as if it sets me up for the rest of my life. I believe from an early age I am learning how to create balance in my life when it comes to responsibilities and personal life. Having this experience at this young age is great for me and for my future. The first day I walked into this office I knew I was at home. Mr. Flores was first to greet me and within our conversation, he made me feel as if I had known him for so long and treated me with much respect. I am very grateful I chose to work here with the Hempstead EOC and am proud to say that, I am the Vice President for the HCAP youth council."

~ **Khaliyl Acosta** | *President of Hempstead CAP Youth Council*

A Note from the Director

Hempstead CAP participates in assisting the community to re-affirm our dedication to ending poverty in Nassau County. We provide assistance with the following programs/services: Emergency Food and Shelter Program (emergency pantry available on-site), Department of Labor, translations (written/verbal), immigration, citizenship referrals, senior citizens programs (Wise Visionaries) and advocacy, court advocacy, Department of Social Services paperwork, food pantry referrals, General Equivalency/Educational diploma referrals, Financial Aid assistance referrals, government grants advocacy and intra-agency referrals. We also offer youth services: Youth Council Program, Summer Youth Program, Empire State Recreational Soccer Program and Hempstead EOC Soccer Travel Program.

It has been a progressive year for the community as society gradually returns to normalcy. The global pandemic brought forth many challenges for us, but we continue to prevail through it all. We learned to adapt to a new way of life and began moving strategically in uncertain times. As an essential organization, we acknowledged the heightened needs of the community as a result of the COVID-19 pandemic; thus, we continued to prepare, respond and work together to help those in need. The development of the COVID-19 vaccination played a pivotal role in fighting against the spread of the virus. As more people decided to get the vaccination, we saw a decline in incidents, hospitalizations, and deaths in the country. The falling numbers offered great hope; however, we understood that the profound impact of the pandemic remained in many aspects. Hempstead CAP will continue their efforts to work collectively and support our community no matter what.

From July 2021 until April 2022, Hempstead CAP has provided a total of 13,850 units of service to the community.

Rockville Centre/Lakeview CAP

Mario Mency

Program Director

Nicholas Wolff

**Community Organizer/
Youth Coordinator**

Nyteeyia Waiters

Community Organizer

Ricky Casseus

Outreach Worker



“The EOC has helped me to transition from high school to college. It has eased my fears by offering programs and workshops that address the concerns and fears many of my peers and myself experienced in life.”

~ **Nyashia Jackson** |
Youth Council Participant

A Note from the Director

COVID-19 has changed the lives of everyone. During these daunting times, the ability to continue to Enhance Liveability, Create Opportunities for Economic Prosperity, and Foster Environmental Responsibilities while demonstrating creative leadership and strong Governance is very difficult. Rockville Centre/Lakeview Economic Opportunity Council of Nassau County Inc. has effectively sustained the ability to address and resolve the wants, needs, and concerns of our targeted populations while preparing for, responding to, and Preventing the Spread of the COVID-19 virus. Sustainability was and still is achieved by executing the strategies of its visionary leader, Chief Executive Officer, Eric J. Poulson.

Taking everything into account during these horrible times we have faced and continue to face during this pandemic, the Rockville Centre/Lakeview EOC, has been extremely effective in helping the community with obtaining tools needed for self-sufficiency. We helped to feed over 300 people and delivered over 3000 pounds of food to people in need, we have helped people advocate and pay for their Rent/Mortgage, Water, Oil, Electric, and Gas bills. We have helped the senior community with knowledge on when, where, and how to make an appointment for the COVID-19 Vaccine as well as helping them to register for the appointments. The Rockville Centre/Lakeview site even gave out over 750 COVID-19 at home tests to people in the community. We have helped the Youth Council participants by preparing them for the challenges and adversities of being an adult by having them attend useful seminars, meetings, and workshops that help them prepare for future issues as well as stress and anxiety that is going on in their life at this current time. It is important to note that the Rockville Centre/Lakeview staff had been this successful in fostering all of these programs from a satellite location throughout most of 2021. On November 15th, 2021 the Rockville Centre/Lakeview site finally was able to move back into the neighborhood. Since the re-opening, the number of people that they were able to reach has been exponential. Now with greater access to the organization and its programs and services the community has begun to thrive.

Glen Cove CAP

Irma Jeanty

Anwar Williams

Taisha Lucien

Edward Boyd

Fito Thomas

Program Director

Community Organizer Aide

Community Organizer

Maintenance

Driver



“Being part of the Glen Cove EOC has been a great experience for me because I have the privilege to know different people that have different personality traits than me.

Another thing that I love about being part of the EOC is that how much help I get from my co-workers when I’m having trouble with anything that is difficult for me to do in the office. I’m so happy for having the experience at the EOC office because I know that there won’t be a place like the EOC for me if I have any difficulties in the future, I know where to find my EOC family.”

~ **Samari** | *Member of Youth Council*



A Note from the Director

The Glen Cove EOC Community Action Program focused on the COVID-19 pandemic and its variants during the program year 2021-2022. The Glen Cove EOC worked diligently in carrying out the mission of the EOC Agency dealing with the social economic barriers within the community while promoting positivity during a time of unrest. The program provided assistance to the youth, adults, senior community and families within the community with health information, nutrition, and rental/mortgage and utilities assistance.

As defined in the dictionary “sustainability” is the ability to be supported or upheld. The COVID-19 pandemic has forever changed the Glen Cove community and the world as we know it. Glen Cove EOC will continue to support the community through programs and services during these changing times.

Port Washington CAC

Mario Martinez	Program Director
Mercedes Alvarez	C/O Supervisor
Claudia Sosa	Youth Worker
Ana Castillo	Outreach Worker (Cares)
Linda Patterson	Community Organizer Aide (Cares)
Andy Carias	Intern
Fredy Rios	Intern



I Fredy Rios am the Vice President for the Port Washington CAC Youth Council, I also have the pleasure to be working as an Intern for Port Washington CAC. By working with the CAC youth council I gained a sense of responsibility I didn't even know I could grasp at this age. This job has set me to gain experience that will carry on with me for the rest of my life. The experience I obtained from this job has been great along with everyone that I work alongside with.

The Youth council has interactive workshops with guests that come in. These workshops are very informational and help me with my future and how to go about life when I get older. It provides its youth with the knowledge needed as we get ready to transition to a new phase in our lives. This job has helped me break out of my shell and become a social person which I did not think I was before. Being an enrolled student at Port Washington High school and having a job at the same time, feel as if it sets me up for the rest of my life. I believe from an early age I am learning how to create balance in my life when it comes to responsibilities and personal life. Having this experience at this young age is great for me and for my future. I started at CAC as a participant of the CAC Home-work Assistance Program, and at the CAC Summer Youth Program at the age of six. When I became Fourteen years old I started to work as a Summer Youth Counselor; at this moment I am working as an intern and I enjoy being part of this wonderful organization.

Thanks for all the support through-out these years. Andy Carias, President of the CAC Youth Council.

~ Fredy Rios | Intern



A Note from the Director

Port Washington CAC provides assistance with the following programs/services: Emergency Food and Shelter Program (emergency pantry available on-site), Department of Labor, translations (written/verbal), immigration, citizenship referrals, senior citizens programs (ShoppersProgram) and advocacy, court advocacy, Department of Social Services paperwork, food pantry referrals, General Equivalency/Educational diploma referrals, Financial Aid assistance referrals, government grants advocacy and intraagency referrals. We also offer youth services: Youth Council Program, Summer Youth Program, College Tours, and Immigration Assistance.

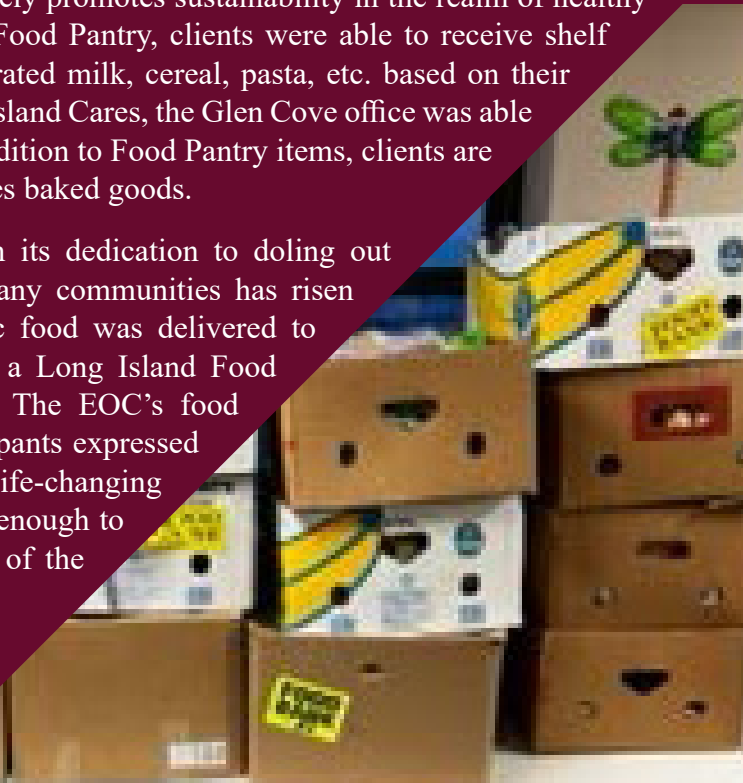
It has been a progressive year for the community as society gradually returns to normalcy. The global pandemic brought forth many challenges for us, but we continue to prevail through it all. We learned to adapt to a new way of life and began moving strategically in uncertain times. As an essential organization, we acknowledged the heightened needs of the community as a result of the COVID-19 pandemic; thus, we continued to prepare, respond and work together to help those in need. The development of the COVID-19 vaccination played a pivotal role in fighting against the spread of the virus. As more people decided to get the vaccination, we saw a decline in incidents, hospitalizations, and deaths in the country. The falling numbers offered great hope; however, we understood that the profound impact of the pandemic remained in many aspects. Port Washington CAC will continue their efforts to work collectively and support our Port Washington community and near-by vicinities.

FOOD PANTRY

Operating daily, Monday through Friday, 9am to 5pm, The **Glen Cove E.O.C.**'s Community Food Pantry provided canned and instant goods, and other pantry items to over two hundred (200) families experiencing food insecurity amid the pandemic. The Pantry proactively promotes sustainability in the realm of healthy living, local sourcing, and food literacy. Through the Food Pantry, clients were able to receive shelf items such as canned tuna, beans, peanut butter, evaporated milk, cereal, pasta, etc. based on their household needs and sizes. With the assistance of Long Island Cares, the Glen Cove office was able to put forth a weekly **FOOD DRIVE PROGRAM**. In addition to Food Pantry items, clients are provided with fresh fruits and vegetables, and often times baked goods.

The **Rockville Centre/Lakeview EOC** takes pride in its dedication to doling out provisions to residents in need. Food insecurity in many communities has risen exponentially; to combat hunger during the pandemic food was delivered to anyone in need. EOC partnered with Island Harvest, a Long Island Food Bank, to increase the amount of food for transport. The EOC's food pantry nourished 150 households in 2021-2022. Participants expressed gratitude via calling in to thank the organization for the life-changing agenda and others supporting the cause were generous enough to contribute monetary donations to sponsor the mission of the hunger program.

Roosevelt/Freeport EOC was able to assist 36 Families comprising of 145 Individuals which equated to 1,548 meals being provided through the agency Food Pantry. The agency also has provided 50 Food cards to clients of the program. With the help of Lutheran Social Services of NY/ New Life Center of LI - Food Distribution Center the agency has provided food referrals for 51 Individuals.





Grab & Go

With schools being closed, and parents needing to provide more nutritional meals to their families, the Glen Cove office saw a rise in the request of Nutritional Services. The Grab-and-Go Program was established to ensure that children continue to receive nutritious meals when school is not in session. This program gave parents and guardians a peace of mind, while providing daily nutrition to families.

EFSP

The Rental/Mortgage/Utilities Assistance program was provided through the Emergency Food and Shelter Program. The EFSP program is to supplement and expand ongoing efforts to provide shelter, food and supportive services for the County's hungry, homeless and people in economic crisis. EOC was able to assist (18) Eighteen Families with maintaining safe and affordable housing. The program has allowed us to assist (1) One Client with Mortgage assistance and (1) One client with Utilities assistance.

VAN, TRANSPORTATION, & COVID-19 RELATED SERVICES

Health and safety is of utmost importance at this time. With the newly purchased van, we were able to help clients support a more sustainable lifestyle during the COVID-19 pandemic.

Implementing food deliveries to over 28 clients who were affected by the COVID-19 virus or were unable to obtain transportation.

The Van has also increased our Outreach efforts by providing our senior clients with transportation to medical appointments and grocery runs. We were also able to provide PPE supplies to the homeless.

Senior Programs

CLASSIC SENIORS

Helping the seniors is very important, especially during this pandemic. COVID-19 has hit the 65+ community the hardest. EOC Community assessments filled out by this genre of residents gave us insight into their needs. Rockville Centre/Lakeview created a Senior Group called “Classic Seniors.” With Love in their Hearts and Hope in their Souls, the pillars of the community assemble once a month to strategize fundraising efforts, vote on trips, and activities, and socialize. Human interaction is missed dearly, COVID’s decline in incident rates has allowed the EOC to once again open its doors to the populations we serve. Having accessibility to the program’s physical site allows the staff to reconnect with the customers while providing needed services.

WISE VISIONARIES

Due to the COVID-19 pandemic, the Wise Visionaries have not resumed their monthly meetings. Hempstead CAP has not been able to provide transportation services to clients, including the senior citizens, which unfortunately has affected the progression of the Wise Visionaries program. Once we fill in the driver position, HCAP will be pleased to proceed with providing transportation to seniors who need it.

Seniors are part of the most vulnerable population during this COVID-19 crisis, for this reason, HCAP continues to have their health and safety in mind. Our program coordinator has been very active in reaching out to our members regularly, to answer questions and concerns during this crisis, and to simply check in on their well-being. Our program coordinator continued providing services, including providing food from our Emergency CAP Food Pantry.

During the holiday season, the program coordinator made calls to the senior members to offer them food. In the month of November, HCAP gave Thanksgiving meal baskets, cooked and uncooked. Additionally, we gave out turkeys in December 2021. With the agency credo in mind, it is important to recognize the seniors and to accept their contributions as a means of ending their isolation, whether that be economically, psychologically or physically from the larger society.

The Wise Visionaries Coordinator continues to assist the seniors in any way possible. As the community continues to be greatly impacted by the COVID-19 pandemic, EOC continues to lead the way in providing much needed services to our community.



Immigration Services

Hempstead CAP is proud of the positive impact that our resources and services have offered our clients. We will continue to provide an environment that motivates individuals and society to take advantage of opportunities.

During these critical times, we were able to submit the initial applications for a total of 86 clients: 16 seeking citizenship, 24 seeking residency, 46 TPS applications. Our clients’ cases are currently pending and we only hope for positive outcomes.

Rapid Rehousing Program

Rapid Re-housing Program is a program funded by ESG-CV. The EOC of Nassau County, Inc. was awarded a 2M grant from Nassau County, and as a service provider in partnership with the Long Island Coalition for the homeless, Rapid Rehousing is a program designed to assist the vulnerable population that was affected by COVID-19 with homelessness. One of the criteria for eligibility for participants in Rapid Rehousing, is to have been homeless one year or more and vetted by the Long Island Coalition for the homeless. The Rapid Rehousing staff worked closely with the participants to build their trust and confidence. The Rapid Rehousing staff scheduled appointments with participants, to coach and train them on mock questions, and engagement with landlords, when a unit was viewed. As a result, the participants were successful and felt more confident about themselves and the process.

During the height of COVID-19, Rapid Rehousing was conducting outreach in targeted areas speaking with landlords building partnerships, meeting with our partner realtors, viewing apartments in preference areas of the participants. As a result of continually, researching and going out to view apartments, engaging landlords, offering incentives, the Rapid Rehousing team secured housing for 23 people in the program.

Rapid Rehousing's goal and mission in spite of the challenges of COVID-19, was to secure housing, offer services and resources to the participants in the program. Once housed, we contacted St. Vincent DePaul, built a relationship with representatives in obtaining donations of furniture, kitchen items, and toiletries. We also built relationship with other non-profit organizations for donations such as Salvation Army. We are continuing to work with more families and provide supportive services to already housed families. It is important that the participants know we are here to assist them with questions and or resources to navigate through the challenges of the pandemic that is still present and affecting people's lives.



Youth Empowerment Career Training Initiative (YECTI) Program

The Youth Empowerment Career Training Initiative (Y.E.C.T.I), is a youth development program in which we service at risk youth and their families. The youth we diligently continue to serve and assist need the extra push to achieve the goals that they have set for themselves. We provide services for the youth so that they can gain knowledge that they would not necessarily receive in a regular classroom setting. They learned how to improve upon themselves and become better members of society. Due to the coronavirus, there have been many obstacles that the youth have had to face, but the youth program is here to assist them in the best way possible.

The COVID-19 pandemic has interfered with many of the youth events, but the staff members have remained resilient in providing services to them. We wanted the youth to develop different life skills that might be useful to them in the future. The staff prioritized the participants well-being and set up workshops discussing the importance of self-care and self-respect. Through different activities, the youth gained new knowledge of how to physically and mentally take care of themselves during this pandemic. Since the youth were limited to what they could do with those closest to them, because of the pandemic, the Y.E.C.T.I. staff and a life coach were available to them to discuss any problems or anxieties. The staff and life coach gave the participants a chance to talk to about their daily lives before and during the COVID-19 pandemic. They also had the chance to discuss how to detect stress in their lives and how to deal with that stress.


The program facilitated many different workshops discussing various topics such as self-care, mental and physical health, college preparation, and financial literacy. It is important for the youth to become knowledgeable in these spaces. Financial literacy is a topic that many people are not privy to, so we wanted to provide the opportunity for the youth to learn about it. The participants' knowledge of the financial, educational, social, economic part of their lives will enhance their ability to understand and learn various financial topics such as credit score, debt, loans, bank accounts, stock market, marketing and other topics. It is important for the youth to learn these ideas so they can improve their self-sufficiency and they will not have to rely on someone else possibly giving them incorrect information on these topics. The youth had different events like "Painting With A Purpose" event facilitated by the Y.E.C.T.I program. During this event, the youth had the chance to come together, create their own work of art, and temporarily remove themselves mentally from any stresses that they are dealing with in their everyday lives.

During our Summer Youth Employment Program, the youth had the opportunity to learn in a diverse space. They had the chance to find out who they are and what their purpose is in life. They also learned technical skills such as data entry.

The youth attended workshops about gang violence and police involvement and discussed societal issues that may affect them. They were able to meet various police officers and even a former gang member. We want the youth to realize how being a decent citizen can go a long way. The Y.E.C.T.I. program also partnered with other organizations such as Real Tyme Studios and the ABBA Leadership Center. The programs varied from an Art of Video/TV Production program, a Construction Apprenticeship Informational program, a Construction Safety Training Program (OSHA-30), and a Culinary Arts program. Through these different activities, the youth gained new knowledge and new skills to assist with some of their future endeavors.

The participants attended a college preparation workshop with members of the Phi Beta Sigma fraternity. The members of this fraternity came in to host a workshop giving the youth valuable





information on the college process. They informed them how to handle different parts of the college process from financial aid to what they should do when it came to rooming on campus. They expressed that some colleges do not give this kind of information and the youth should always think about asking certain questions and make sure they get a concise answer. Most people do not take advantage of the opportunities presented by schools due to not being informed that they exist and we want the youth of this program to go in already well aware of this information.

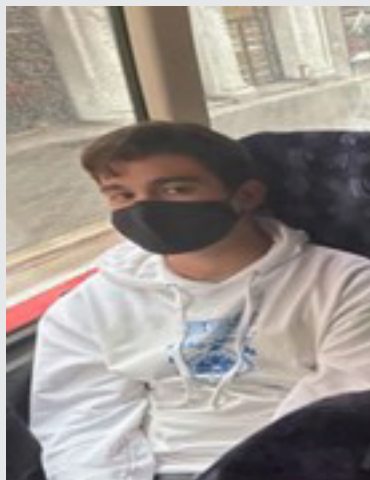
Nine participants were involved in programs that assist them with obtaining knowledge and experience to achieve one of the goals that they have set for themselves. These programs gave the youth a chance to network, learn a skill and possibly gain early access in the workforce. The Art of Video/production program was a six-week program in which four (4) of our participants attended every Tuesday located at Real Tyme Studios in Freeport, NY. The program introduced them to video theory and the video editing process using camera and lighting. They also learn some digital editing with video software. At the end of this program the youth were awarded a digital camera they used while in this program. There was also a Culinary Arts program at the Salvation Army Community Center in Hempstead, NY. Three of our participants were involved in this program. In this program, the youth were learning the in's and outs of the professional kitchen setting. They learned how to make food in a timely manner, how to maintain a kitchen, and learn responsibilities that they have when it comes to making and serving food to people. At the end of the program the youth got the chance to hold a dinner for their parents and guardians.

There was the Construction Apprenticeship Informational Training Program as well as the Construction Safety Program (OSHA-30). Two (2) of our participants were involved in these programs. The six-week apprenticeship program gave the youth an opportunity to meet various Union Representatives of different construction union trades. They gained the knowledge of the construction business. One of youth ended up with an interview with a construction representative towards the end of the program. The construction safety training program was a one-week training to learn on the job safety in a hazardous work environment such as a constructions site. These programs gave the participants a chance get a head start on the future that they foresee themselves having.

Education is very important for our youth, so the staff try to push them to reach higher levels and hopefully persuade them to pursue their secondary education in a college/university. We took the youth on both a virtual college tour to various universities and an in-person college tour to North Carolina A & T, Duke University, Norfolk University, Old Dominion University, and Morgan State University. The participants of the program really enjoyed the experience and some of the schools we attended and a few of the senior participants set their sights on attending after high school. The youth program had several of our participants get accepted into the colleges that they applied for and they now attend a college/university.

The program hired two (2) YECTI participants under the CSBG CARES Program to enhanced their working skills and allow them to help their parents with their High school Senior expenses and allow them to continue practicing the skills that they learned in the financial literacy workshops. These two (2) participants will be attending Farmingdale State College during the 2022 Fall semester.

The Youth Empowerment Career Training Initiative is here to provide the tools of success to the youth of the community. The youth that take advantage of this service are given the chance to improve not only themselves but improve the lives of those around them. We hope to continue servicing youth of the surrounding community and inspiring as many youths as we can.



The participant (CD) parent enrolled him in the YECTI Program to help him learn how to overcome and deal with his feelings of low self-esteem, anger and abandonment issues. The father left the family in shambles after years of abusing them both mentally and physically. We met with the participant and discovered that he felt that his job was to protect his family by taking the brunt of the abuse that his father would inflict on them. This caused a great deal of stress, anxiety and low self-esteem issues within his young life.

The program employed the participant to work for the Summer Youth Employment Program to help him build his self-esteem, make friends and attend the self-help workshops and to financially assist his family. This was a success both mentally and emotionally for him and his family. He was able to purchase items for his siblings without causing

stress on his mother financially, meet and maintain friendships with the other participants enrolled in the program, and speak freely about his problems and received both positive and negative feedback from his peers and the instructors that facilitated the workshops. He attended Social and Emotional Wellness, Conversation Skills, Table Manners, Youth Mentoring, Time Management, and Nutrition and Wellness workshops that would help him with his future endeavors.

The participant enrolled in an Art of Video/TV Production program, where he learned video theory and was introduced to video recording and the editing process with the use of cameras and lighting. He also learned digital editing which includes the use of video software. At the end of this program he was awarded the professional camera that he used throughout the program.

The staff and his parent noticed that the participant is more confident and sociable about himself and life. He is speaking more about his future and how he wants to help others that are in the same situation and encourage society to notice signs and help those that are being abused.

The staff hopes that he continues to attend both individual and family therapy and eventually come to terms that what his father inflicted on him does not determine his future.



EOC COUNTY-WIDE YOUTH COUNCIL OFFICERS 2021 - 2022

Naomi Rowe
President

Caleb Ham
Vice President

Nyashia Jackson
Treasurer

Chasmin Khan
Secretary

EOC County-Wide Youth Program Report

The County-wide and Youth Council Programs is conducting both In-Person and zoom monthly meetings as we navigate through the Covid-19 Pandemic. The County-wide Youth in person meetings have been taking place at the Roosevelt/Freeport EOC site.

All sites have been hosting their youth meetings in person and always discuss their mental health along with other topics that affect the youth at the local level. The majority of the youth have adjusted to the “New Norm” other participants have been speaking with counselors and staff members about the struggles that they are experiencing.

EOC of Nassau County, Inc. has hired ten participants (2 participants per site) of the program to work as interns at each site. The participants will be responsible for data entry, filing and other tasks assigned by the Director of the site.

Over the course of the 2021/2022 the EOC has vigorously held workshops on mental health, low self-esteem, social media and obtaining a higher education.

Listed below you will find the meetings/activities that took place during 2021/2022 calendar year:

October 2021

Twenty-eight (28) participants attended the 2021 Fall College Tour from October 22, 2022-October 24, 2022. The participants attended homecoming for Morgan State University. They explored the campus and attended the Homecoming game. The participants enjoyed spending time with each other at the various outings we provided such as Six Flags Great Adventure, and Dave and Buster’s. Some of the participants stated that this was the first time they have left the state. We hope the participants had a great experience during this trip.

November 2021

Two (2) participants attended the Self Care During the Holidays Part 1 workshop led by instructor Ms. Tabatha Ferrer. This workshop took place to help the participants de-compartmentalize stress during the holidays with Covid-19 and not being able to be around their friends and family members.

Twenty-one participants, and four (4) family members attended a painting event called Painting with A Purpose Part 2. This workshop was held to help the members have a day to destress and socialize in a safe place. The participants really enjoyed a day of painting and socializing with their peers.

December 2021

Fifteen participants of the youth program attended a Self-Care During the Holidays Part II Workshop led by instructor Tabatha Ferrer. The purpose of the workshop was to help the participants learn how to care for themselves mentally and physically. They were involved in various activities/games to learn the importance of self-care.

January 2022

Girlz Talk workshop via zoom. They learned about the importance of self-esteem, self-respect, creating vision boards, setting life goals and owning your own business.

February 2022-

Nineteen participants of the youth program attended a production on Harriet Tubman called Harriet Tubman Herself. This production was put on by the African American Museum located in Hempstead, NY. The youth really enjoyed this show and obtained a better understanding about Harriet Tubman than they ever learned in school.

March 2022

Thirty-one participants attended a workshop on college preparation held by members of the Phi Beta Sigma fraternity. The presenters spoke on the college process which includes many things such as financial aid, major selection, and the college life involvement. The gentlemen from Phi Beta Sigma held a question and answer session at the end of the workshop where the participants were allowed to inquire about college life, financial aid and how should they choose the right college for themselves. Overall, everyone in attendance received enough knowledge about the college process and the fraternity stated that they would be excited to partner with EOC and their Youth Program.

April 2022

Fifteen participants attended the Social Media and Body Image workshop hosted by the 4 Air Project Tabatha Ferrer. This workshop taught the participants about the importance of not relying on the images they see on social media and how these images might affect their self-esteem.

Twenty-nine participants attended the EOC 2022 Spring College Tour from April 18, 2022 – April 22, 2022, to the following Universities/Colleges North Carolina A & T (NC), Duke University (NC), Norfolk University (VA), Old Dominion University (VA), and Morgan State University (MD) (Bowie University was on lockdown due to Covid-19 protocol). In order for the participants to somewhat understand what it takes to live on campus and become responsible young adults they had a roommate that they had never met before, ate lunch on campus and listened to current college students inform them about a typical day on campus and their life. Everyone informed them that they had to learn how to budget the money that they received from either their parents/guardians or employment for the month. If they overspent the money most likely they might not have someone to help them out until they received their next payment. They learned about the good and bad side of college life and were informed that whatever school they attend to PLEASE be successful at whatever you do.

May 2022

Several youths have come to the EOC for an interview for summer employment. The Summer Youth Employment Program is a nine (9) week program for ages 14 – 21. This summer the agency will have participants from the ages of 6-12 years old enrolled in our summer youth program and the youth seeking employment will be Counselors, and Counselors Aide. We will have the youth partake in various workshops and seminars to help develop their job/life skills. The program will help prepare them to reach their short & long-term goals. We hope they take the information that they receive seriously and apply it on their journey to success. We will continue to follow COVID-19 guidelines to ensure a safe and healthy environment for the youth to learn carefully and comfortably.

Summer Youth Employment 2021

The Summer Youth Employment Program was implemented in June 2021. Participating Members of the Glen Cove Youth Council were provided the opportunity to gain Summer Employment during this time.

With a total of 11 Youth, five (5) were hired under the CSBG Coronavirus Aid, Economic Security Act (CSBG-CARES), five (5) were hired by the Town of Oyster Bay's 2021 Youth Employment and Training Program, and one (1) was hired under the CDA Grant.

The focus of the Summer Youth Employment Program was to ensure that youth gain valuable workforce experiences, to provide various workshops that increased job readiness skills, and prepare them for their future employment opportunities that will handsomely reward them financially and invoke a spirit of the importance of community. It also provided a safe, productive way to spend their time during the summer break.

Independent contractors were hired to conduct a series of workshops throughout the duration of the Summer to operate our Employment Program. During the first week of the Program, participants received CPR & First-Aid Training and received a Certificate of Completion that is valid for two (2) years. They also attended workshops regarding the benefits of social media, remaining safe from COVID-19, and discussions about fitness. The Career Planning & Workplace Etiquette workshop remains one of the most receptive by the youth.

At the end of the program, the Economic Opportunity Commission of Nassau County, Inc. CAP Staff hosted a Summer Youth Employment 2021 Celebration Ceremony in Recognition of the Summer Youth Employment Participants. The program consisted of a Cultural Fashion Show; recited Poems, Dance, and Reflections from Consultants.



Fall College Campus Tour 2021 | Morgan State University

The Hempstead CAP Youth Council visited Morgan State University in Baltimore, MD. Students had the chance to attend Morgan State University Homecoming and receive a College Tour where they would get a chance to view the campus. The College Tour was a weekend long trip and required coordinators to chaperone students. We departed Hempstead EOC Friday October 22, 2021 at 5:00pm. We arrived in Baltimore, MD around 11:30 pm at Baltimore Marriott Inner Harbor at Camden Yards. The next day all students and chaperones met early for breakfast, as we would be departing for Morgan State University at 10:00am. We were able to watch a very interactive football game, where students were able to live the Homecoming experience. After Homecoming, we were able to go to Dave and Busters for dinner, where students were able to have fun and play many arcade games. On our last day Sunday, we departed early from Baltimore Marriott Inner Harbor at Camden Yards, as we would be going to Six Flags Great Adventure: Fright Fest in Jackson Township, NJ. Students were able to enjoy various rollercoaster rides, haunted attractions and many games.



Spring College Campus Tour 2022

The Hempstead CAP Youth Council attended the Spring College Campus Tour 2022 that took place from April 18, 2022 – April 22, 2022. This was a week long college tour where youth would have the chance to visit various campuses and tour the grounds, as well as asking questions and learning about the admissions process. We visited two colleges in North Carolina: North Carolina Agricultural & Technical University (NC A&T) and Duke University, youth had the opportunity to understand and see what campus life is all about. We traveled to Virginia to visit Norfolk State University and Old Dominion University. As we were touring Norfolk State University, students were able to see first-hand their own African American Museum that they have on campus. It was amazing to see the way they preserve history and make sure it continues to live on from generations to generations. While at Old Dominion, students had the chance to get a glance at an interactive life on campus from sororities fundraising and raising money, to faculty men and students engaging in a walk in heels event where they support women who have been victims to sexual harassment. On our last day, due to a COVID-19 outbreak we were not able to visit Bowie State University. Our main priority is the safety and wellness of our youth. Instead we toured Morgan State University where students had a private tour guide prepared which took us all around the campus and showed us the other half of the college that we did not get to see. Students brought souvenirs from bookstores at the Colleges to share with their loved ones back home. EOC paid all expenses for the Youth including room, food and travel. The EOC Youth Council continues to provide resources, outlets of growth and knowledge for all of our members. It is important to always educate the youth and empower young adults, to keep them dreaming and believing in themselves.





“Sustainability In Changing Times”

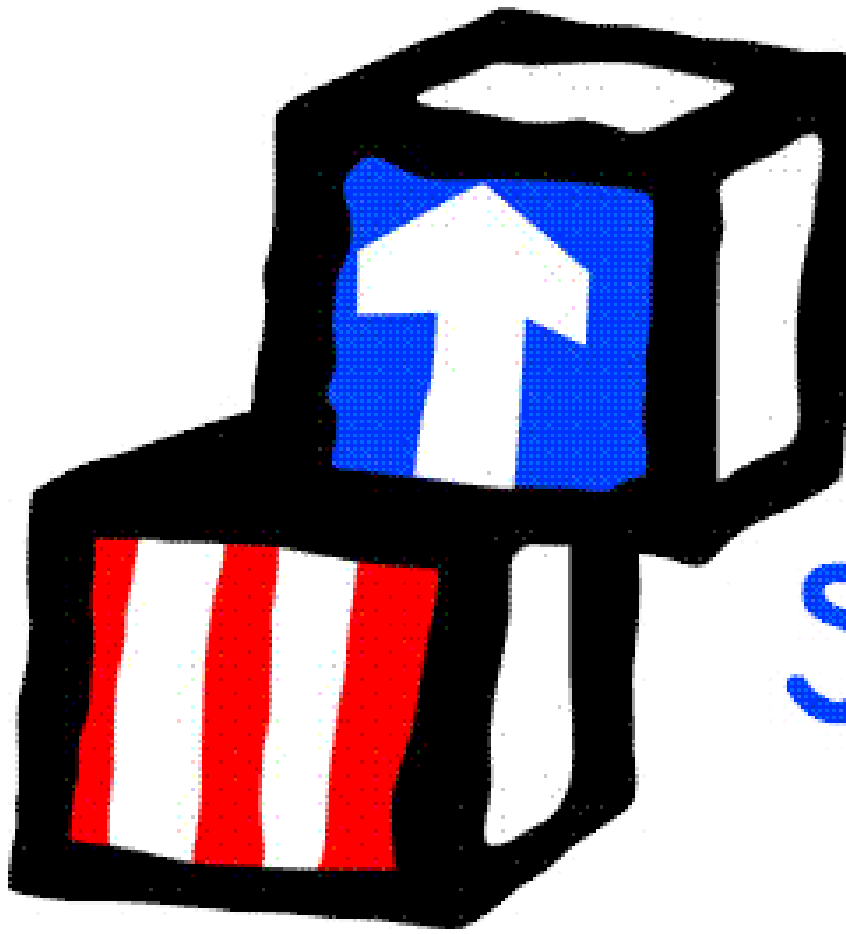


The Empire State Intramural Soccer Program is a free program offered to all Hempstead Public Elementary Schools for children of the ages 6-12. The program aims to teach the fundamentals of soccer. The participants are provided with the necessary equipment to play soccer. Two of the programs that we provide to the district are the Summer Youth Program and the After-School Program. The Summer Youth Program operated from July 5th - August 5th, 2021. The objective of the Empire State Summer Intramural Recreational Soccer Program is to enrich the children of Hempstead, NY with the athletic and academic tools to have a safe and enjoyable summer. Every week, they had reading and, arts and crafts, along with a nutrition workshop. Throughout the program, the participants had the opportunity to travel around Long Island as we went on various field trips, such as AMC Movie Theater, Splish Splash, White Post Farms and the Adventureland. To conclude the program, we invited the families to celebrate Cultural Diversity Day at Joseph A. McNeil Elementary School. We served a variety of food options to reflect the participants' different backgrounds. We also awarded the participants with medals and certificates for their dedication and being a part of the program.

By the end of the program, it was apparent that they had learned and were practicing the basic skills to play soccer as it was seen in the scrimmages. Also, the participants who were reluctant about playing soccer had developed a passion for the sport and expressed they wanted to continue playing soccer for the rest of the year. This will help them implement a healthy mind, health body mindset. The workshops, such as Reading, Arts and Crafts, and Nutrition, helped the participants continue their learning and provided them tools that they will use on a daily basis.

The After-School program, which began on November 8, 2021 and ended on April 15, 2022 was a program that gave the children of each elementary school in Hempstead a direct service from our EOC Soccer Branch to go directly into the schools and teach the fundamentals of soccer. After a full analysis of our After-School programs, we can see that the groups focused on the fundamentals of soccer as a result of engaging in 36 practices. Additionally, they gained a better understanding of the rules of the game. We have seen the improvement of each of the participants' fundamental abilities; dribbling, passing, and shooting on goal with the drills we implemented in the curriculum. The participants now understand what each position on the field roles are and why it is important for them to stay in their positions. Our curriculum has been a great way to teach children the fundamentals of soccer, but also helped gain important behaviors that will further help the child's development. This program helps build discipline and structure for each participant. We believe it is critical to teach that at a young age to develop efficient student-athlete habits and mindset. Our program has a one-hour homework component; where the participants complete their homework and receive help from the coaches and assistant coaches. Since the beginning of the program, the participants have developed better academic habits and understand that there has to be a balance between schoolwork and enjoyment. Academics and soccer go hand and hand. We have seen an improvement on the participants grades as well, since the beginning of the program. We have gotten positive feedback from the participants, parents, and school officials who have enjoyed our program.





Head
Start

**EOC
HEAD START CHILD
DEVELOPMENT
PROGRAM**

2021 - 2022

HEAD START POLICY COUNCIL

Chairperson | **LeRoy Greene**

Vice Chairperson | **Alejandra Rivas**

Secretary | **Gabriela Apolinor**

Treasurer | **Ana Sanchez**

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Maira Garcia

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Earl Noble

Angie Arrigo

Christie Thomas

Glenda D. Martinez

Bolanie Olorunnisola

EOC Board Representative

Angela J. Young

Early Childhood Specialist

Policy Council Alumni

Earnest Weekes





Current Statistics

Funded Enrollment **559**

Average Enrollment **552**

Average Monthly Attendance **81%**

Percentage of Income Eligible Children Served **93%**

Percentage of Over-Income Eligible Served **5.5%**

Percentage of Enrolled Children with Disabilities Served **9.8%**

Percentage of Enrolled Children who Received Medical Exams **100%**

Percentage of Enrolled Children who Received Dental Exams **95.3%**

***Calculations are based on the actual enrollment as of May 2022. Enrollment inclusive of disabilities impacted by COVID -19*

Navigating through the COVID-19 Pandemic

The Head Start Child Development Program faced new challenges as the COVID-19 pandemic continued during School Program Year 2021-2022. New mandates regulated by New York State Office of Children and Family Services (OCFS), and the Office of Head Start (OHS) required the return of 100% in-person learning, universal layered masking for children ages 2-5 years, and full vaccination of the Head Start staff by January 31, 2022. To date, 97% of the Head Start staff has been fully vaccinated with four (4) staff approved exemptions.

Most impressive has been the Head Start Child Development Program's response to these challenges and our ability to sustain continual enrollment throughout School Program Year 2021-2022.

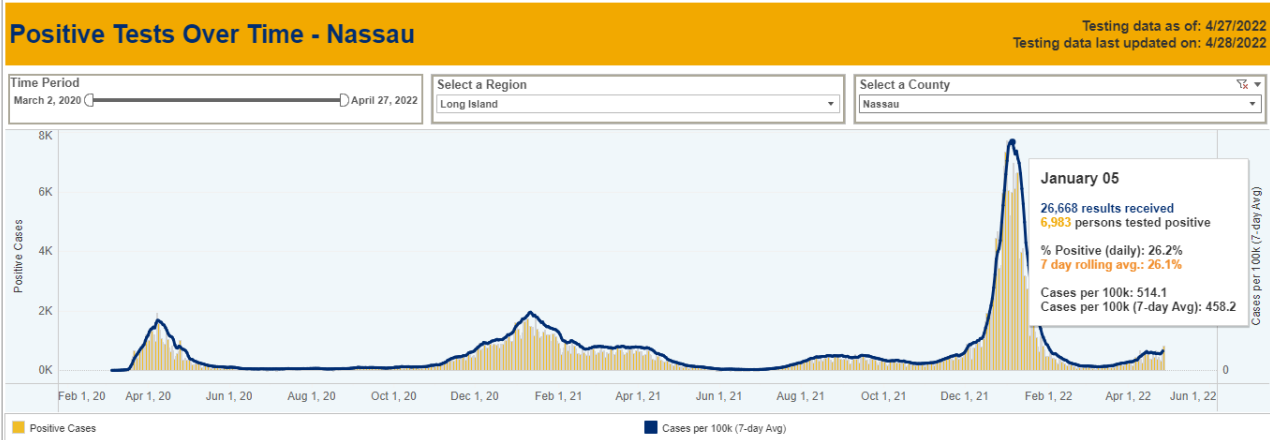
New mitigation strategies were put in place to ensure the health and safety of all Head Start staff, children, and families. The Head Start Child Development Program purchased twenty-three (23) classroom tables, one hundred and forty-six (146) sneeze guard protectors, fifty-two (52) HEPA air purifiers, two (2) fully equipped classroom with furniture, one thousand (1000) KF94 children face masks, three hundred and sixty (360) KN95 adult face masks, and ongoing Personal Protective Equipment (PPE), using the American Rescue Plan (ARP) funding. Additionally, nine hundred and fifty-six (956) COVID-19 Test Kits were distributed to the Head Start network and families. With the rise of Delta and Omicron COVID-19



variants, the 7-Day Average Percentage Positive rate spiked to 26.1% in Nassau County in January 2022. As a result, five (5) programs and seven (7) classrooms were closed for in-person learning due to COVID-19 exposure during School Program Year 2021-2022. Virtual instructions were provided to the Head Start children while on quarantine. Custodians were hired, trained and certified to perform electrostatic deep cleaning when classrooms and/or programs were closed due to COVID-19 exposure.

As mandates are lifted across New York State, we will continue to adhere to daily health screening, universal layered masking, ventilation, and hand hygiene guidelines as required by the Center for Disease Control (CDC), New York State Office of Children and Family Services (OCFS), and the Office of Head Start (OHS). There is currently no vaccine approved for the Head Start children ages 2-5 years, therefore, these safety measures are of paramount importance. However, the Head Start Child Development Program continues to encourage parent to get vaccinated and follow Center for Disease Control (CDC) guidelines to mitigate the spread of the Coronavirus.

Nassau County COVID-19 Positivity Rate (March 2020 – April 2022)



Nassau County Daily & Average Positivity Rate

Date	Daily % Positive	7-Day Avg % Positive
11/5/21	2.1%	2.2%
11/27/21	4.7%	4.1%
1/3/22	26.6%	24.6%
1/29/22	5.9%	7.9%
2/28/22	2.5%	2.0%
4/27/22	6.3%	6.9%

Transportation Services

Child transportation services are assessed by HS Program staff (in collaboration with parents) and are provided based on the established distance that child/family lives from the designated Head Start Program (at least 1 mile or more). Child/Family with extenuating circumstances are also given consideration. For families that are not eligible and/or who will not receive transportation, we will ensure families can access the HS Program by enrolling children in the HS Program in the community closest to their home. EOC HS Programs are also located in centralized locations, near city bus routes. Additionally, the transportation needs of children (including children in foster care, homeless children, and children with Disabilities) will continue to be met through a variety of resources coordinated through the Disabilities Service Area and through Family and Community Partnerships. This includes providing agency transportation for extenuating circumstances and/or providing families with Metro cards (as applicable and/or as available). Transportation for children with disabilities is provided by the LEA nearest to the child's Head Start Program. All of the EOC HS Bus Drivers continued to be certified under the Department of Motor Vehicles (DMV) 19A. All EOC buses are regularly maintained and DOT inspections were conducted as scheduled. Additionally, all buses are equipped with the age- and- weight appropriate child restraints, Back up alarm, fire extinguisher, First aid kit, emergency seat belt cutter and a child check system. All bus drivers received an excess of 15+ hours of training (inclusive of behind the wheel training and observations). During 2021-2022 Program Year (due to COVID-19 related hybrid services and Licensing requirements limiting the number of children on the bus; only 20 eligible HS children receive daily bus transportation services (1 Program, Rockville Centre Head start- 1 am bus runs and 1 pm bus runs daily). Monthly bus evacuations are conducted at each Head Start Program as scheduled. Due to the National Bus Drivers shortage, at the present time we are providing services to Rockville Centre Head start only.

The EOC Head Start Child Development Program is working on hiring bus drivers by networking with commercial driving schools, placing flyers in the community and advertising on Help Wanted websites. All new bus drivers are required to follow the NYS DMV regulations to be fingerprinted, submit a complete physical, up-to-date license abstract and participate in an in classroom and on the road training class. All requirements must be met prior to transporting Head Start children.





Parent Involvement

Amidst the COVID-19 Pandemic, the EOC Head Start Child Development Program(s) continued to implement and provide services for our targeted populations of children and families in various communities of Nassau County NY. In September, 2021, our Head Start programs welcomed children back for 100% in-person services. COVID-19 protocols remained constant to ensure the safety and wellbeing of all Head Start children, families and staff. Head Start programs were equipped with temperature scanners, air purifiers, plexiglass, Personal Protective Equipment (PPE) and individual child back-pack complete with classroom supplies for all children.

Although in-person parent involvement was limited, the Head Start Child Development Program found creative ways to maintain Head Start parent involvement. Head Start Programs utilized virtual platforms such as ZOOM, ClassDoJo, ReadyRosie App, ChildPlus, Hatch Ingite, and Teaching Strategies Family to engage and communicate with families.

There are currently fifteen (15) Head Start parents participating on the EOC Policy Council. As of May, 2022, twelve (12) Policy Council Meetings were held in-person and/or via ZOOM. Head Start parents also participated in sixteen (16) Parent Orientations, ten (10) Parent Elections at a program level, and twenty-one (21) virtual and in-person Head Start Child Selection Meetings. During the Child Selection Meetings, over five hundred (500) Head Start Applications were reviewed, approved, and accepted for the 2021-2022 Program Year. There were thirty-nine (39) parent training/workshops provided with topics ranging from Parenting Through a Pandemic, the COVID-19 Vaccine, Preventative Medical and Oral Health, Financial Literacy and more. Four hundred and twenty-one (421) parents participated in Head Start subcommittees (Education, Health, and Nutrition), and Monthly Parent Meetings at the Head Start Program level. Head Start Parents also participated in the Head Start Self-Assessment for PY 2021-2022. The Head Start Child Development Programs opened the doors to prospective Head Start parents to complete intakes and Head Start parents to participate celebratory events such as Mother's Day, Easter, Black History Month, Hispanic Heritage Month, and Women's History Month.

As of May, 2022, two-hundred ninety-four (294) parents/families have registered for Ready Rosie, an evidence-based web-based parent curriculum, family engagement and early education tool that helps parents/families, schools, and communities across the nation deepen and scale their family engagement efforts. Of this number; two-hundred eleven (211) have accessed and engaged in the parent/family workshop trainings and activities. A total of seventy-six (76) Head Start staff (Corporate Staff, Program Directors, Family Service Workers, and all teaching staff) and twelve (12) Policy Council Members have direct access to Ready Rosie. This enables program staff to monitor, register, and/or recruit additional parent/family participation in the Ready Rosie parent curriculum. Although the pandemic was still evident, we creatively and successfully involved our Head Start parents in their child's learning experiences.

Head Start Health Services

All EOC HS Children receive medical and dental forms which are completed by the child's primary medical provider and/or dentist. The Family Service Workers work with parents to ensure that children/families are connected to a medical and dental home. The number of medicals completed for the (2021-2022 as of this annual report) is 552. Family Service Workers and HS Corporate Health Staff, continue to monitor the medical records of each child, provide parents with follow-up reminders for missing information and/or well-care visits. Referrals are made to health care providers for needed intervention. Child Assessment data (from Body Mass Index-BMI screenings) which was compiled and analyzed reflects that; 70 of our HS children are overweight, 148 are obese and 25 HS children are identified as underweight for their height and age range; which points to a need for ongoing comprehensive nutrition services and needed interventions for identified children. There are 34 children with Asthma and on Asthma Action Plans; 18 children (vision impaired – wear glasses); 2 children who are being treated for concerns related to hearing (i.e. - children receiving treatment for hearing related concerns); 3 children that are anemic and 26 children who have allergies (food-related and other allergies). The Nurse Manager/RN provided training to all staff on Elijah's Law and the Department of Health (DOH) Anaphylaxis Policy for Child Day Programs and updated the HS allergy policy and forms as required. All 26 children currently have an Individual Allergy & Anaphylaxis Emergency Plan on file. Dental: In accordance with Office of Head Start Guidance; the EOC of Nassau County HS Programs resumed tooth brushing as a part of the daily routine at all of our programs (2021-2022). Head Start Programs were given oral health supplies (fluoride toothpaste and toothbrushes),





which are replaced once a month. Staff members aided children with brushing their teeth (at the sink after breakfast and lunch). All sinks were sanitized in-between brushing activities. The Head Start Teachers' lessons plan included information on dental health, to encourage children's participation in activities that help promote good oral health and to teach children a lifelong good hygiene habit. Parents are encouraged to continue to promote the practice of tooth brushing with their children at home using a fluoride toothpaste (after dinner and before bedtime). To date, 526 children have completed dental exams, 31 of these exams were performed through our Community Partnership with SUNY Farmingdale State College School of Dentistry. Upon their enrollment, 539 of our HS children were reported to have a dental home. Health Services Advisory Committee (HSAC) Meetings: The Nurse Manager /RN hosted a Fall and Spring HSAC Meeting. Our fall meeting, focused on: Back to School During COVID - What parents needed to know. The HSAC meeting was held in October 2021. Our featured speaker, Dr. Wendy Chan, NYU Langone, shared vital information with our parents regarding the COVID-19 virus and ways to protect their children. For our mental health initiative; our Head Start Licensed Master Social Worker; closed out the meeting with a discussion regarding the many challenges our children have faced during the pandemic, signs that they need additional support as well as some interventions we can use to alleviate some of the anxiety and stress they are dealing with during this transition back to in-person school. The theme for our spring HSAC meeting, "Together We Create A Safer Community, had over 90 persons in attendance; 36 of which were our Head Start Parents. Our 3 speakers presented topics that centered on 2 of the National Health Awareness subjects (recognized during the month of April)- Immunization Awareness Week and Child Abuse & Neglect Awareness Month. Our featured speaker, Dr. Henry Bernstein (Cohen Children's Hospital), a new community partner, shared vital information and statistics on all vaccines, with a focus on the COVID Vaccines that have recently received approval for children. Our second speaker defined and discussed the different types of abuse as well as some of the ways we can protect and support our children. It was a very engaging and informative meeting. Both the in-person and virtual audience received increased awareness of, the importance of immunizations and vaccines for preventive and ongoing health care; The specific signs/behaviors we need to look for to identify suspected abuse and keeping children safe. Staff and professional partners were reminded of their responsibilities as Mandated Reporters.

Mental Health and Disabilities

The Intervention Manager continues to provide mental health and disabilities services to Head Start children. As of May 2022, there are fifty-four (54) children with an Individualized Education Program (IEP) within the Head Start Network. This is 9.8 % of the actual enrollment of 552 and 9.7% of the funded enrollment 559. The enrollment of children was impacted by the COVID-19 pandemic which ultimately impacted the enrollment of children with disabilities; nevertheless, ongoing outreach and recruitment efforts continue to fulfil the 10% disabilities requirements.

- Fifty-four (54) children receive Speech and Language Services
- Thirteen (13) children receive SEIT services
- Three (3) children receive Occupational Therapy

The Head Start Child Development Program continues to prioritize the safety and wellbeing of all Head Start children. Service Providers entering Head Start Programs to provide therapeutic services, were subjected to a COVID-19 screening (temperature check and COVID-19 Questionnaire), as well as being fully vaccinated in accordance with the Office of Head Start requirements. To reduce the risk of the COVID-19 virus, plexi-glass was installed in therapy rooms and universal masking were enforced for both adults and children.

Social emotional activities are included in the weekly lesson plans to help children to understand and manage their emotions, feel and show empathy for others, and establish healthy relationships and making responsible decisions (Creative Curriculum, I can Problem Solve, and Conscious Discipline). Small group activities are tailored to observe and encourage participation of all children; with an emphasis on individualizing educational services to support children diagnosed with a disability or suspected of having a disability.

The Head Start Child Development Program continues to advocate for services for children with disabilities by educating and empowering Head Start Parents with resources needed to best support their children. The Intervention Manager continues to assist Head Start parents in securing formal evaluations through the Local Education Agencies and navigating the Committee on Preschool Special Education (CPSE) process. Mental Health trainings and resources were provided to Head Start staff throughout the year to support their own mental wellness and similar tools were provided to support children and families in their home environments. The Head Start Child Development Program remains true to its philosophy of providing services to children of “all abilities”.

It is recognized that individuals’ mental health impacts others within their social networks, most notably, their family. During the COVID-19 Pandemic, the Head Start Child Development increased mental health trainings and support to staff and families.



Family TIES Initiative

A Licensed Master Social Worker (LMSW) and a Family Service Worker was hired as part of the Quality Improvement Grant to initiate the Family Trauma Informed Educational Support (TIES) Initiative. The LMSW and the Family TIES Family Service Worker (FSW) was tasked with improving, expanding and increasing the EOC agency's capacity to infuse trauma awareness, knowledge and skills into the culture, practices and policies of our agency.

The LMSW works collaboratively with the Intervention Manager to provide mental health support to children in the classroom, families and staff. The Conscious Discipline Curriculum was purchased as a supplemental curriculum, to teach children to name their emotions, regulate them, and then solve problems. Head Start staff completed a ten hour/module conscious discipline training to prepare them to offer trauma-informed support to children in the classroom. In addition, to strengthen the EOC Head Start workforce, fourteen (14) staff were registered for ten (10) hours Trauma-Informed Course through the Florida State University Online Program. Seven (7) Head Start staff successfully completed the ten module course and seven (7) staff are in the process of completing the course.

The LMSW implemented an interactive trauma-informed workshop to over thirty parents for the first workshop. The workshop was broken up into three sessions and focused on recognizing the different forms of trauma, the developmental impact of childhood trauma, dealing with traumatic loss and grief, the impact of adverse childhood experiences (ACE's) and a myriad of other informative information for our parents. Two parents two (2) parents successful completed the workshop and received certificates of completion. Parents who attended and completed the workshops provided a post qualitative survey analysis to assess the knowledge gained during the workshops and provided feedback on suggestions for improvements. The data collected was used to improve the trauma-informed workshop for the second installment.

During the In-service training week, the LMSW and the Family TIES Family Service Worker collaborated with the Education Manager and provided additional training to Head Start staff implementing the Conscious Discipline Curriculum in the classroom. Conscious Discipline materials were distributed to staff and support was provided on how to utilize the materials to support children in the classroom.

The LMSW developed partnerships between Hunter College, Molloy College, York College, Touro College, Adelphi University and Columbia University secure Social Work Interns for the 2022-2023 Program Year. The Social Work Interns will work closely with the LMSW to provide social-emotional and mental health support to Head Start children, parents and staff.

Head Start Training Institute

In accomplishing our commitment to excellence, increasing the provision of effective and efficient high-quality services, strengthening staff skills, and promoting professional development; The EOC of Nassau County Head Start Child Development Program will continue to implement the Training and Technical Assistance Plan for the rest of Program Year 2021-2022 and into the following 2022-2023 funding period, through the modality of the EOC Head Start Training Institute (HSTI). Historically, the EOC Head Start Training Institute was initiated in our 2013-2014 Program Year. It has continually proven to be an innovative, effective and intensive foundation for successful implementation of staff development. The EOC Head Start Training Institute aligns with the Office of Head Start Performance Standards and Office of Children and Family Services regulations. Such regulations covered during the EOC Head Start Training Institute include the Adverse Child Experience known as ACEs, Elijah's Law, and Mandated Reporter conducted yearly CPR/First Aid, and MAT certifications led several times during a program year. The EOC Head Start Training Institute not only provides training opportunities for regulated training topics but also focuses on supporting Head Start Program goals using data from each Head Start Service Area and program data based on child outcomes, observations, on-site monitoring, and individual requests on areas of need to support staff.

The Head Start Institute Training for the 2021-2022 Program Year thus far (April 2022) has resulted in fifty-seven (57) training activities implemented, totaling 181.5 training hours exceeding EOC Head Start's targeted training hours for the current funded program year of 180 training hours.

The Training Tracks that will be implemented for the remainder of the 2021-2022 Program Year and into the 2022-2023 Program Year will create continuous intentional opportunities for concentrated staff and professional development training that is focused and data-driven. The intentional training will increase staff skill development across Head Start disciplines and organizational services provided to children and families. Training will continue to be provided by a professional development program of 1:1 intensive coaching, workshops, and community practices such as Education Task meetings, instructor-led lectures, and peer-to-peer large and small group training experiences.

The Head Start Training Institute professional development program also focused on developing the Head Start staff's full potential through skills development and career



planning. This process begins but does not end at the onboarding process. According to the Office of Children and Family Services, the staff must engage in fifteen (15) Professional development hours per year. Historically, Head Start staff engages in thirty-plus (30 +) hours of Professional Development training from onboarding. During the 2021-2022 program year, the EOC Head Start Child Development Program onboarded twenty-three (23) new qualified classroom teaching staff to provide supportive, quality classroom environments. In addition, a total of eight (8) Family Service Workers were also onboarded to support families and program goals. All onboarded staff participated in the Head Start New Employee Orientation. Head Start staff received guidance on day-to-day training, participated in EOC Head Start Service Area seminars, and engaged in peer-to-peer training opportunities. With the assistance of the Professional Development Coordinator, Head Start staff established Career Development Plans to assist staff with advancing their professional development goals. Based on the Professional Development Plans, three (3) Teacher Assistants were granted an Office of Head Start Teacher waiver and promoted to a Teacher role as they complete their Early Childhood Education degrees. The EOC professional development plans have highlighted other areas of opportunity for staff to participate, build skills and advance in their careers. Out of seventeen (17) Teacher Aides on our staff roster, a total of ten (10) staff have either completed or are in the process of completing a Child Development Associate Credential (CDA) provided by Molloy College at the end of this program year. As a result of completing the Child Development Associate Credential (CDA), a Teacher Aide was also promoted to a Teacher Assistant. Inclusive of the ten (10) Teacher Aides, a total of 44% (thirty-two (32)) of the EOC Head Start staff have participated in the Child Development Associate Credential (CDA) program. Similar to the Child Development Associate Credential, the EOC Family Service Workers and several other EOC Head Start staff will be enrolled in the Family Development Credential (FDC) program to increase the skills and competencies they need to empower the families they serve.

During the previous program year, 2020-2021, the EOC Head Start Child Development programs began the process of QualityStarsNY, New York's Quality Rating and Improvement System. All eight (8) EOC Head Start Child Development Programs, including the delegate agency Five Towns, have received a Provisional Star rating of a four out of five. Each program has proceeded to the following step in the QualityStarsNY process: Environmental Rating Scale (ERS) assessment.

EOC Head Start has and will continue to commit to the skill and growth development of all the EOC Head Start staff.



Westbury Head Start

Throughout 2021 and early 2022, the COVID-19 pandemic forced Westbury Head Start program to make major changes to our center's operation and services to keep children, families, and staff members safe. Yet even in the face of the pandemic, we continued to support families at a time when many families needed the help. In an ever-evolving public health emergency we shifted many activities to temporary virtual formats (due to positive COVID-19 exposures), adapting in-person activities with some safety restrictions, all while maintaining connections with families and community partners/ providers.

The pandemic created and magnified challenges for our Westbury Head Start families living in poverty. There were some of our families reporting food and housing insecurity and trouble maintaining jobs due to the economic downturn, illness, and child care challenges. All Head Start staff workers coordinated services for parents. Staff participated in recruiting and enrolling families into the program and conducting formal and one-on-one meetings with parents. During those meetings, the Family Service Worker and Program Director assessed strengths and needs, helped parents set goals, and connected them to services based on their self-identified goals.

The Westbury Head Start program served many children who are not yet eligible for COVID-19 vaccinations. Therefore, we had to use multiple safety prevention strategies to protect children, staff, parents and community. We promoted the vaccination of our staff, and Head Start families. We provided safe and supportive care environments for our children that supported social and emotional development, access to critical services, and improved their school-readiness and overall life outcomes. The Westbury Head Start Program played critical roles in promoting equity in learning, care, and health, particularly for groups disproportionately affected by COVID-19.

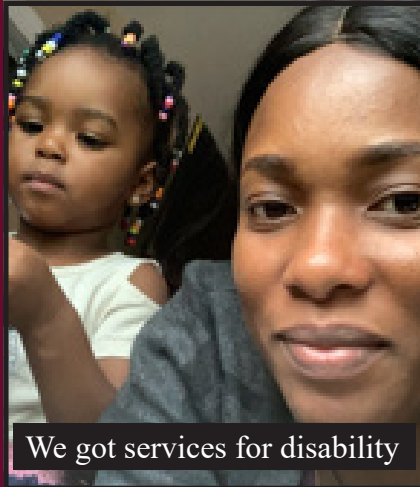
Westbury Head Start serves as community-based hub; connecting families to health services by helping to locate medical and dental homes, maintaining health care appointments, managing developmental screenings, and providing trauma-informed mental health supports and parenting programs. During in-take interviews, we emphasized the importance of nutrition and income supplement programs available in meeting children / family needs (i.e.- SNAP- Nutrition Assistance, Home Energy Assistance Program-HEAP, Emergency Food, Shelter Program, which includes utility assistance). The Westbury Head Start program played a role in keeping food on the table by distributing food directly to families (provided by Island Harvest).

Parents identified job loss as a significant challenge. In addition to widespread layoffs, lack of child care prohibited parents (especially mothers), from working. Parents reported feeling overwhelmed, scared, and helpless without additional support. We worked nonstop with our resources in the community to help parents apply for jobs. Although the eviction moratorium served as a buffer in keeping some families in their homes, other parents reported they had lost housing as a result of the pandemic.

The Westbury Head Start provided categorical eligibility for families who were/are experiencing housing insecurity. We intervene when families experienced housing instability and, through community collaboration with entities such as the Department of Housing, Habit for Humanity and Urban Development (HUD), help families find secure places to live.

While routine well-child visits are essential to maintaining and monitoring child well-being, many families reported struggling with health care access. During well-child visits, physicians can screen children for hearing, vision, and environmental poisons (e.g., lead), track developmental progress, administer vaccines, and refer families to early intervention programs. Westbury Head Start serves as a protective factor, ensuring that children receive much-needed services and resources.

The Westbury Head Start staff are resilient, and it has never been clearer than now, in the midst of the COVID-19 public health crisis. Despite all the challenges of the current situation, we have found reasons to stay positive. We are a community-embedded, multi-generational model of support which remains a beacon of hope for vulnerable families during crisis.



We got services for disability



We got a home from Habitat for Humanity



I was able to gain employment



We received food



Graduation 2021



Five Towns Head Start

Five Towns Head Start is located in the Five Towns Community Center at 270 Lawrence Avenue in Lawrence, New York. We have a funded enrollment of 76 children. In September 2021, we welcomed (49) forty-nine children (28) twenty-eight returning families and (21) twenty-one new families into the program.

Our Parent Orientation was held on September 8, 2021 in two groups in order to allocate space for social distancing. Parents attended wearing masks and reviewed the Orientation packet with the Executive Director, Mr. K. Brent Hill, the Head Start Program Director, Ms. GinaMarie Dimatos, FTHS staff as well as Ms. Jessica Brush, Education Manager. We shared with our families, how we would be returning to in-person services and the protocols that were in place to ensure a healthy environment. We discussed the mandatory mask mandate for the children and the sneeze guards that would help protect the children during mealtimes. Daily temperature checks would also help to ensure the health and safety of our children and staff. Touchless soap dispensers and hand dryers have also been installed to reduce the spread of germs. In addition to these measures, HEPA filters have been added to the classrooms to keep our environments safe and we have provided families with at home COVID-19 Antigen tests to use if needed. These measures helped our center prepare and respond



to preventing the spread of the COVID-19 virus and to sustain services for children and families

- Parent Orientation Meetings socially distanced, 28 families in attendance
- Nutrition Meetings held in person, 14 parents in attendance
- Parent Meetings held in person (with the exception of January 2022 being held virtually)
- LifeTouch Photography classroom photos- in all classrooms
- Holiday Celebrations- Hispanic Heritage Month, Halloween, Thanksgiving, Christmas, Black History Month, all done in person
- Self Assessment
- Child Selection -2 parents
- Trauma Workshops
- Book Fairy book donations
- Holiday Gift Donations
- Liberty Dental – 24 children screened and oral health care presentations and dental care kits for all children/ 10 adults screened at parent meeting
- Beekman Kindness Grant – 200 individual bars of soap, wipes and lotion provided to our staff and families at Christmas
- Grossman Burn Center/Children’s Burn Foundation provided a virtual presentation in English and Spanish on keeping your home safe for children with 37 parents in attendance
- Thanksgiving Turkey and Trimmings Giveaway (Gammy’s Pantry)
- Holiday Spirit Week
- Week of the Young Child
- Mobile Health Van – Covid-19 Vaccinations and Flu Shots





Our Five Towns Head Start Children went Trick or Treating for new masks, hand sanitizer, toothbrushes and healthy treats.



Staff and families alike appreciated a little kindness from Beekman 1802 around the holidays.

Everyone showed their holiday spirit by joining in fun dress up days in December 2021.

During Week of the Young Child our children celebrated Music Monday with a musical parade, Tasty Tuesday with a taste test of different dips for our pretzels, Work Together Wednesday by making pulleys on the playground, Artsy Thursday by wearing a crazy hat or crazy hairstyle and Family Friday by making a family collage of photos.

Liberty Dental providing free oral screenings for our parents as well as dental resources for low or no cost dental care for children and families.



The COVID-19 virus has presented many challenges to our children and families. The data below shows a significant increase in development from our Fall checkpoint data to our Winter checkpoint data. While we still have room for improvement in the areas of Language and Cognitive Development to meet and exceed the Widely Held Expectations for Kindergarten Readiness, our staff, children and families are working towards meeting those goals daily.

Table 1: Social-Emotional by Site

Site Name	%	%
Head Start	26%	74%
Five Towns	18%	82%

Table 2: Physical by Site

Site Name	%	%
Head Start	29%	71%
Five Towns	25%	75%

Table 3: Language by Site

Site Name	%	%
Head Start	38%	62%
Five Towns	48%	52%

Table 4: Cognitive by Site

Site Name	%	%
Head Start	30%	70%
Five Towns	32%	68%

Table 5: Literacy by Site

Site Name	%	%
Head Start	21%	79%
Five Towns	25%	75%

Table 6: Mathematics by Site

Site Name	%	%
Head Start	27%	73%
Five Towns	29%	71%

As we progress to the end of our program year, we are looking forward to our Mother's Day Gathering on May 6th, our Father's Day Field Day in June as well as our Moving-Up Day Celebration in July.

Long Beach Head Start

The Long Beach Head Start program re-opened to full operational capacity post COVID-19 adjustments in September 2021. With the return of being fully operational, alternative means of learning such as following a hybrid schedule, being solely virtual, and the implementation of a staggered drop-off and pick-up procedures was greatly reduced and even eliminated. Between the months of September and October 2021, the program year kicked off with welcoming approximately 30 new families into the Long Beach Head Start Program. In addition to welcoming new families, we also welcomed (4) four new staff person that included (1) one new Teacher, (2) two-Teacher Aides and (1) one Family Service Worker.

With health and safety measures being a priority, mask mandates remained in place for children, parents, and staff. All gatherings and events related to parent involvement/participation returned to in-person. As the remnants of COVID-19 seems inevitable, there was an overall goal to assist children and families with obtaining a regulatory pattern of school opening as well as a regulatory pattern for children's in-person attendance. The City of Long Beach is no stranger to emergency preparedness.





Therefore, as we reflect upon the damaging effects of Super Storm Sandy and the onslaught of the COVID-19 pandemic, the Long Beach Program remained in a state of readiness and was prepared to provide tablets to children for temporary virtual instruction, when the program had to close for positive COVID-19 exposures.

Having the ability to serve children with disabilities is a plus for our Head Start Program. During the height of the pandemic, support services from the school district and other vendors, that provided services for Speech and Language and SEIT came to a halt. Many parents did not want these services to be rendered virtually. When school reconvened to a fully in-person setting, these services resumed and children were able to receive their service un-interrupted. Long Beach Head Start continuously met the required quota of servicing children with disabilities as we had and still currently

have total of (7) children with IEPs. In collaboration with the Committee on Preschool Special Education (CPSE) meetings within the school district, (4) of the 7 children will continue receiving services when they transition to kindergarten in September 2022; (2) children will be transitioning to alternative pre-school placement to better met their academic needs and assist in increasing academic/behavioral limitations; and (1) child will be returning to our program with continued services.



Continuing parenting workshops and assisting individuals / families with meeting family goals, is always an important aspect of the program. A financial literacy workshop was presented twice. As a result, one of our Long Beach Head Start Parent's set a goal to become a first-time home owner. This parent had one child move-up from the Long Beach Head Start program in the 2019-2020 program year and (2) two additional children who enrolled within the 2020-2021 and 2021-2022 program year. With the information received from the financial literacy meeting and additional resources provided to the family; the family became first-time home owners. Their



home was purchased in Westbury, NY. Unfortunately, we lost the enrollment of her (2) two children at the Long Beach Head Start and our Westbury Head Start Program was already at full enrollment. However, the success story of this parent and her husband becoming first - time home owners is priceless.



In a continuous strive to maintain sustainability and normalcy within the program; we held monthly parent meetings as well as parent and child activity events.

Within the months to follow, parents were invited to celebrate Fall harvest, Hispanic Heritage month, Black History month, as well as celebrating the Thanksgiving and Christmas holidays within the program.

During this time, donations of holiday gifts were donated from local businesses and associations within the Long Beach Community. Enrolled children received multitudes of holiday gifts from the Long Beach Fire Department (volunteer unit) and the North Park Community Association. To date, parent meeting numbers and participation have continued to increase as in-person meetings resumed this program year. More recently, for Long Beach Head Start's April 2022 parent meeting and parent child activity (in-person); there were a total of (47) parents in attendance. The activity was egg coloring and decorating. This was the first time the program has held an event such as this; the turn-out was remarkable.

Thankfulness to the Long Beach Head Start Staff, who are always willing to participate and make it happen for the children and families we serve.



Roosevelt

Head Start

In the midst of the COVID-19 Pandemic, the Roosevelt Head Start Program was able to continue services to children and families. The Roosevelt Head Start pivoted when it was necessary to prepare, respond and prevent the spread of the COVID-19 virus; as we implemented programs/services for our targeted populations and the community at-large (children, youth, families, individuals, seniors and communities) by providing in-person sessions that addresses the provision of low income poverty guidelines consistent with the need to protect the health and safety of the community especially children with disabilities and those providing special education and services. Recognizing the importance of interpersonal relationship, the parents and guests were invited to attend the in-person Moving Up Ceremony which took place on the lawn of the Roosevelt Head Start Program. Families came out in large number to celebrate and support their children; a total of one hundred and seventy-six (176) families attended the event. Families and staff were able to congratulate children who did great work during the year and bid farewell to those who were transitioning to Kindergarten. This was a momentous occasion for all in attendance due to COVID and gathering restrictions. Following the ceremony, grab and go meals were distributed to the families and all children received gifts from their teachers.

As we prepared for 2021-2022 PY, the Roosevelt Head Start Program utilized strategies learned from the previous year and implemented strategies to move forward and return to “normal”. The staff, children and families were resilient as we continued to open our doors for in-person services. The Roosevelt Head Start Program, kept the mode of communication open by having on-site events such as parent orientation/elections, monthly parent meetings (black history/multi-cultural celebration, NAEYC -week of the young activities, health & nutrition meeting, advisory/policy council meetings and education meeting. To adapt to the new norm, staff were creative and communicated with families using Class Dojo, Google Remind, What’s App, ChildPlus, and ReadyRosie. Teachers also held one-on-one sessions with children and individualized lesson plans to meet the needs of children in the program. Classroom staff and Family Service Workers sent home activities and program messages for families to complete at home; mirroring what their child was learning in school. Support staff and teachers are always thinking about how to support parents. One way they’ve done that is by providing resources using Hatch Ignite, My Teaching Strategies Gold (My TSG) and Classroom Assessment Scoring System (CLASS) and ChildPlus. As this deadly virus is still prevalent among us, the goal was for staff, parents of children, and visitors to supply in-person instructions, training, signage, and a consistent means to provide individuals with information via messaging, email, website, phone calls, virtual apps, and parent advisory/ policy council meetings. Head Start staff continued to collaborate with the local school districts and participated in virtual (Google Meets or Zoom)

CPSE Meetings when necessary to ensure the continuum of services to children with disabilities. The Agency ensured all staff were trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing and social distancing. The reopening plan has a written protocol for daily temperature screenings of all children, visitors and staff: A daily screening questionnaire for staff, parents /visitors has been developed.

Community Partner Testimony/ Outcomes:

According to Pam Golchin, a licensed speech therapist at Corinthian Therapy. She is happy to have an ongoing partnership with the Roosevelt Head Start program. She is currently working with six (6) children at Roosevelt Head Start. She provides speech therapy on an individual basis to all the children she services here. Every child has made some progress at this time. All sessions focus on helping each child reach success towards their goals.

Children have delays with their expressive language skills, receptive language skills and articulation skills. Therapeutic techniques include use of toys, play doh, handouts, coloring activities and iPads. She serviced one child at home before he was enrolled at Head Start. When he began at Head Start he had difficulty transitioning to a classroom setting. Ultimately, we all felt this was not the right placement for him. By working together with the teacher, supervisor, mental health manager, and parents we reached out to the school district and a meeting was scheduled and a new placement was recommended for the child. He was placed in a special program that would better assess his needs. He is improving in his new setting.

Another child (S Z) below who has special needs that were discussed at his CPSE meeting was also recommended for a program placement. He will be starting his new placement in September 2022. The other children she service have shown improvements in their ability to use words more to express themselves, following directions and learning to carryover strategies into the classroom. **Four (4) of the children she service will be continuing at Head Start.** Parents are informed on progress often and encouraged to work on skills at home to elicit language. All teachers and management staff are supportive and helpful with helping the children strive towards their goals. Family service workers, management staff and the supervisor are constantly updated on progress on the children as well as any concerns that may happen. Overall, teacher and therapist intervention and parent involvement assist with all of the children's success.

Class 5- Teacher and Parent Testimonies: During this program year the classroom teachers worked with S.Z who is an IEP child and his family. We ensured that S.Z was able to receive services; we worked with S.Z to help meet his goals. Individual Education Plan Goal (IEP) Implementation techniques include use of flash cards, story cards, manipulatives toys and books. We worked along with corporate staff, program director, the parents and his speech therapist to ensure that S.Z will attend a school in 2022-2023 that best meets his needs. We provided the family with information about our agency services and through one of our community partners; we supported the family with fresh fruits and vegetables 2 times monthly, school supplies, coats and nonperishable goods. The parents are happy with the program and the progress that S.Z has made. The parents were very appreciative of the care and attention we gave their child.

In a continuous strive to sustain and support our families in the midst of this COVID climate; the Roosevelt Head Start program was selected to participate in Island Harvest Produce Program. They have been delivering fresh produce to children and their families form February 15, 2022. The program will continue through June 7,2022. The families received different types of fresh produce every other week and they learn about each type of produce and the different ways to prepare it. By involving the children in the learning process, they become interested in the meal preparation and are willing to try new foods as we do during mealtime in the classrooms. In addition to providing access to fresh produce, the Island Harvest Nutrition Coordinators visited my site on April 13,20022 to teach the families about the benefits of eating healthy and how to incorporate more fruits and vegetables into their meals each day. Forty-nine (49) families were in attendance. The families regularly asked for things to sustain their costs of living, and they look forward to receiving the box of produce and are excited to try new varieties of produce.





Freeport Head Start

Freeport Head Start has a funded enrollment capacity of (53) fifty-three children and in September 2021, the program welcomed a combination of (34) thirty-four new and (19) nineteen returning children.

As we continued to move, “Sustainability in Changing Times”, in September 2021, the program year kicked off with our annual parent orientation. Parents attended the meeting with mask and followed social distancing requirements. Parents were informed of changes within the program that included an implementation of all children back in -person for student will attend with masks.

This year the Freeport Head Start staff has worked effectively with Sustainability engaged and connected with children and families and members of the community. This program year Freeport Head Start has assisted families to achieve in all aspects and milestones of their lives. By participating as volunteers in the following activities, below are lists of the events that occurred at Freeport Head Start 2021-2022 program year.

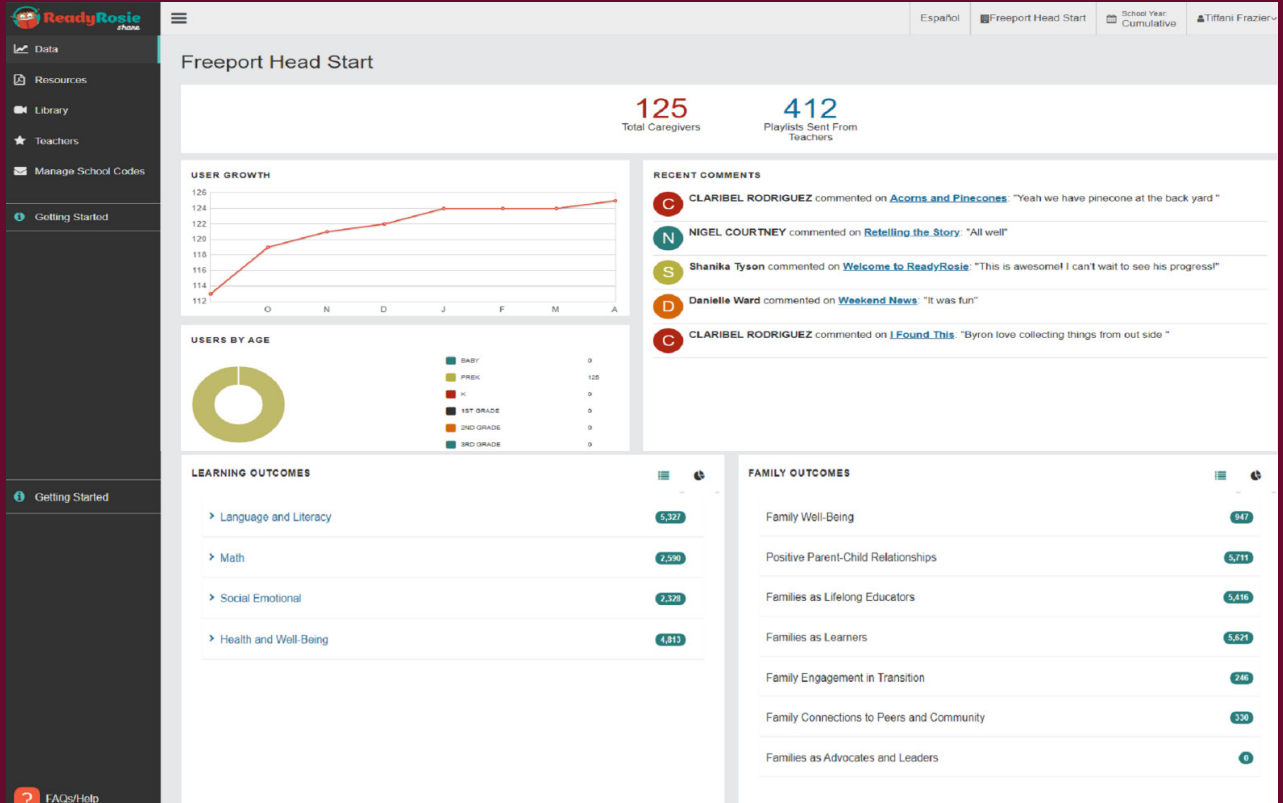
- Parent Orientation Meetings done socially distanced and through out the year for newly enrolled families-68 parents and caregivers attended
- Nutrition Meetings done virtually and in-person-
- Parent Meetings-done virtually only during the winter months and in -person for all others
- Mother’s Day Brunch

- Father's Day BBQ
- Life touch classroom photos- in all classrooms
- Holiday Celebrations- Hispanic Heritage Month, Thanksgiving, Christmas, Black History Month, all done in person
- Grab n Go meals during 2021-over 5, 107 meals were provided during iur hybrid schedule
- Self Assessment-
- Moving Up Ceremony 2021 and 2022-62 parents and garegivers attended
- Parent/children awards Day/End of year BBQ-21 parents attended
- Freeport Head Start Pumpkin patch
- Parent Committee participation in the Policy Council Meetings/Roosevelt/Freeport CAP Advisory Board Meeting/Community meetings-11 parents
- Child Selection/ Education Committee Meetings-12 parents
- Trauma Workshops
- Open House-twice a year-17 parents
- Girl Scouts of Nassau County
- Nassau County Library Association and Book Fairy book donations
- Island Harvest fresh produce donations-52 families
- Fatherhood Initiative efforts done in meetings with Fathers and Father figures -

Educational, innovative, and pure fun are all words that describe the many wonderful events and activities the Freeport Head Start children, families, and staff experienced this summer and throughout the 2021-2022 program year. Our families, volunteers, and dedicated staff helped make each event special for the children. We endured another tough year, yet Freeport Head Start maintained full enrollment from beginning to end! During a pandemic with Sustainability in changing times, we have made innovative improvements to the quality of the look of our program. Including new staff smocks and masks and classrooms socially distanced with plexie glass spit guard dividers.



Ready Rosie has been our main source in communicating with families. It has also helped with teaching our families how to be their child’s first teacher at home! Ready Rosie has been used during parent meeting, an addition to summer packets, and aiding the support of the Teaching Strategies Gold Creative Curriculum studies that are taught in the classrooms. The learning and family outcomes speak to the participation and commitment of my families!



In the month of September 2021, Freeport Head Start conducted parent orientation, parent election (Parent Committee President, Parent Committee Vice President and Parent Committee Secretary), Health & Nutrition committee meeting, a fire drill, bus drill, and 2 shelter in place drills conducted with children and staff. Screenings and First Home Visits were conducted! All parent orientations were done in the morning and evening for families that work. They were able to view the school in groups of four by getting their temperatures checked and used hand sanitizer.



In the month of October 2021, we celebrated Hispanic Heritage Month, the child dressed in garments from their countries and we had a pot luck of foods from all Hispanic countries represented at Freeport Head Start -



In the month of October 2021, the children at Freeport Head Start enjoyed the Pumpkin Patch in the playground.



The children enjoyed outside playtime everyday weather permitted!

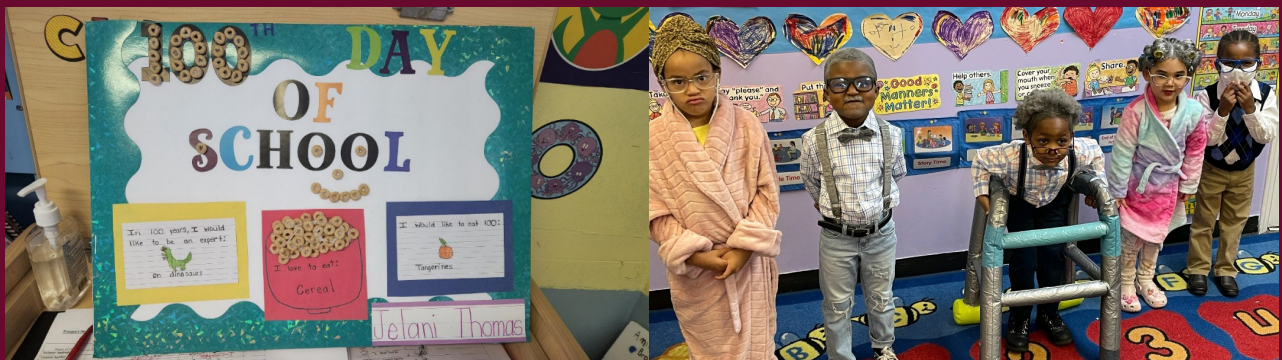


The children we encouraged to do a skit about the Pilgrims and the Mayflower during our Thanksgiving Luncheon for the parents!

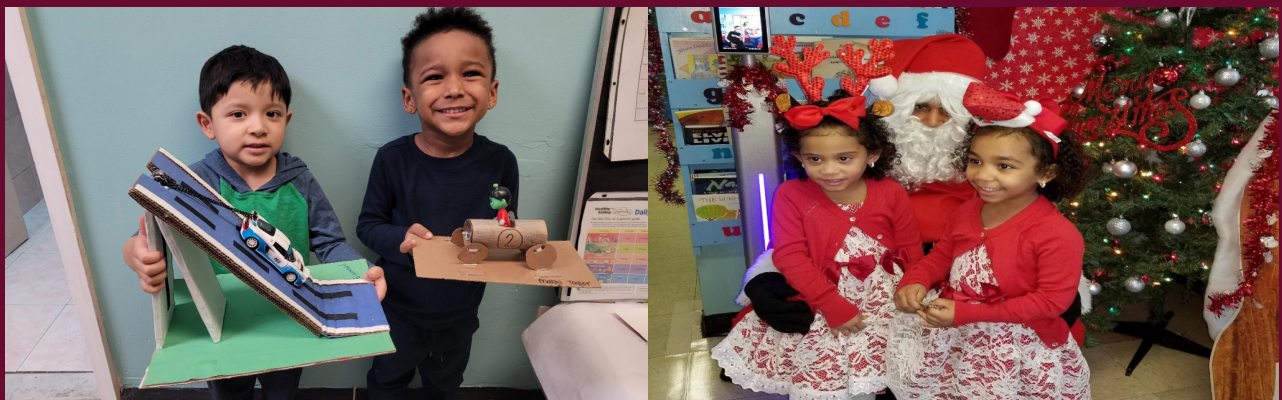


The children and families enjoyed celebrating the 100 days of school by doing projects with items from home and dressing up like they are 100 years old!

The children enjoy the Nassau County Library Association coming to the program monthly to read and sing a song to them!



The children and families are always challenged on making simple machines with house objects from home! This was for the Simple Machine study!



The children had a visit from Santa played by Mr. Gonzalez one of the fathers in classroom 2. This is a set of twins that have been in my program for 2 years. The Soto- Adames twins both receive speech services and have definitely improved and are Ready for Kindergarten!

The rest of the year we will be having our annual Mother's Day Brunch, Father's Day BBQ, Summer fun activities, End of the Year BBQ, Parent/ children awards day and our Moving Up Ceremony on Thursday, July 28th, 2022.

Hempstead Head Start

The Hempstead Head Start staff has worked effectively and moved strategically in uncertain times, in order to connect to the families and community partners of Hempstead. The effective collaborative communication between Hempstead Head Start staff, parents, community partners, local school districts and therapists has had a successful outcome especially during the current pandemic. We are still able to maintain our community partners in a safe productive manner. The pictures and events below reflects what occurred at Hempstead Head Start during the 2021-2022 program year.

As the program year began in September 2021 to current (April 2022), the Hempstead Head Start Program operated under in person instruction. The program continues to meet funded enrollment of 91 children. There was a transition of the Program Director in the month of September 2021.

In the month of September 2021, parent orientation was conducted virtually and the Program Director discussed: the importance of daily hygiene and following CDC guidelines (Wearing face mask and social distancing rules). Throughout the months of October 2021 and April 2022 parent meetings were conducted using the zoom application. The following meetings that were conducted are; monthly parent meeting, parent nutrition committee, parent orientation, parent education committee, parent health committee and parent election meeting was conducted via the Zoom application.





Moreover, Daily health screening are conducted for all persons entering the program using the COVID 19 attestation form and classroom attendance form. Prior to entering the program all Medical, dental and immunization documentation are requested prior to enrollment by the family service workers and have been received. Family Service workers continue to maintain open lines of communication with parents informing them of expiring dentals and physicals via telephone, in-person, letters, email, and ClassDojo database.

Throughout the program year September 2021 - April 2022, teaching staff have completed developmental screening such as; ASQ-SE, E-DECA (Pre and Post) and ESI. In addition to completing 1st and 2nd home visit, 1st parent teacher conference. Moreover, Family Service Workers completed intakes for all children entering the program including; family dynamic phases 1 and 2, medical consent forms, HIPPA consent forms, development consent forms and home visits. Family service workers as well as teaching staff have provided parents with parent child activities using both Ready Rosie application and my teaching strategies Gold database.

Program Director sustains community collaboration with community partners such as Hempstead Public Library, Hempstead School district, Antioch Baptist Church, Molloy College, Farmingdale State University, Seaford High School, Geico, Girls Scout of Nassau County and Toys for Tots. Hempstead Head Start children, parents and staff have also participate in the following events, explore the Pumpkin patch, multi-cultural celebration (Thanksgiving), pajama day/birthday monthly celebration, toy give away (Geico Donation-Christmas

celebration), holiday celebration, Santa comes to town (donation from Seaford High School), valentines day celebration, Dr. Seuss week, spirit week and open house event.

Hempstead Head Start began to conduct Live virtual read-aloud for the children in classrooms 1-6. Another community partner Molloy College conducted vision, hearing, hemoglobin, height and weight screens for children in classrooms 1-4. Program Director also updates parents with program information and events via monthly calendar, flyers, email, ClassDojo database and parent information wall. Teaching staff also utilized the Hatch database that encourages school readiness and is an additional assessment tool to aid the children of Hempstead Head Start. This promotes home learning and classroom development. Teaching staff also generate referrals for children displaying developmental delays and challenging behaviors. There are currently nine (9) children with I.E. P's and seven (7) children that have been referred. Hempstead Head Start staff continues to work diligently with parents and children to assist with concerning developmental delays.



Rockville Centre

Head Start

This year has proven to be challenging for the Rockville Centre Head Start Program. With the unprecedented effects of the COVID-19 pandemic, staff, families and their children facing the challenges with the changes in Administration and of course having to adapt to the culture of a new environment in Eastern Nassau, the program had to work together and create a strategic plan for the 2021-2022 Program Year.

Rockville Centre Head Start ending the 2020-2021 Program year off with an outdoor Moving Up Ceremony at the previous site location 150 N. Centre Avenue in Rockville Centre. The theme was Kinder “GARDEN”. Children were dressed up as assorted fruits, flowers and vegetables and the environment was decorated the same. The Moving up Theme song was “We’re Moving Up to Kindergarten”.

Rockville Centre Head Start has a funded enrollment capacity of (28) twenty-eight children and in September 2021, the program welcomed (12) twelve new students.

As the program continued to move strategically based on the new changes, in September 2021, the program year began with an in-person Parent Orientation. Parents were informed about the new changes that have occurred within the program and the plan for the program going forward through out the year which included, bus pick-up and drop-off, the mask mandate for in person instruction and hybrid learning and the implementation of the hybrid schedule (as needed) for virtual learning. The outcome of the hybrid learning system, created (2) two rotating groups which included a Group A and a Group B. In order to ensure participation in virtual learning, the agency afforded all enrolled children the option to obtain Samsung Galaxy tablets with wireless keyboards and protective case covers for the program year.

This year the Rockville Centre Head Start staff worked collaboratively with the Eastern Nassau Head Start staff to connect with the children, their families and members of the community. Parents volunteered in the following activities for Rockville Centre 2021-2022 program year.

- Parent Orientation Meeting
- Parent Meetings Virtually (September-December)
- Parent Meetings In-Person (January-April)
- Nutrition meetings
- Lifetouch Classroom Photos
- Parent Committee participation in the Policy Council Meetings
- The Week of the Young Child
- Mother’s Day Brunch
- Father’s Day Brunch
- Family Day BBQ

- Moving up Ceremony 2021 and 2022

Educational, intentional, inclusive and fun are all words to describe the numerous activities the Rockville Centre Head Start children, families and staff participated in throughout the program year. The dedicated staff and our families helped to make each event very special for every child.

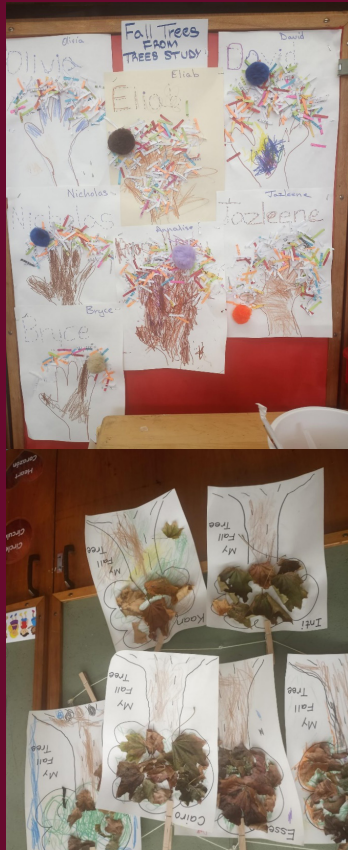
In the month of August 2021, the Rockville Centre Head Start program moved from their previous location at 150 N. Centre Avenue in Rockville Centre, to the Eastern Nassau Head Start location at 1309 Wantagh Avenue in Wantagh, N.Y. The Rockville Centre Head Start program utilizes (2) two classrooms that support the funded enrollment expectancy. Staff worked diligently to set-up their classrooms, conduct first home visits and prepare for an amazing program year.

In September 2021, Rockville Centre Head Start conducted an in-person parent orientation, virtual parent election (parent committee president, vice president, and parent committee secretary), virtual health and nutrition committee meeting, a fire drill and a bus drill were conducted with children and staff. Rockville Centre Head Start in collaboration with Eastern Nassau Head Start, celebrated Hispanic Heritage month with the children and their families by hosting an outdoor parade where children represented their countries with flags, t-shirts and music. Safety of the children was maintained for in-person instruction by doing temperature checks and washing hands numerous times throughout the day.



Hispanic Heritage Parade

In the month of October 2021, Rockville Centre Head Start celebrated the season of Fall. The teachers taught about “Trees” during this month. Children learned about soil, leaves, roots and seeds. Teachers assisted the children in creating a host of different activities during their learning process. October birthdays were celebrated at the end of the month for all of the Virgos and Libras.



Leaf Study Activity

Ready Rosie aided in the extra hours of Parent/Child home activities that families participated in for the program year. Teachers used the combination of the Ready Rosie Playlist and curriculum videos with Teaching Strategies, to help implement what is being taught in the classrooms and virtually.

In the months of November and December, Rockville Centre Head Start collaborated with the Eastern Nassau Head Start program, celebrated Thanksgiving and Christmas by hosting an International pot luck at both monthly parent meetings.

In January, Rockville Centre Head Start started the New Year with a New Attitude, bringing life into the classroom with art. Teachers taught children about “Clothes”. Children learned about clothing features, how to take care of clothes and how people make clothes. Teachers worked actively with the children to create amazing clothing projects.

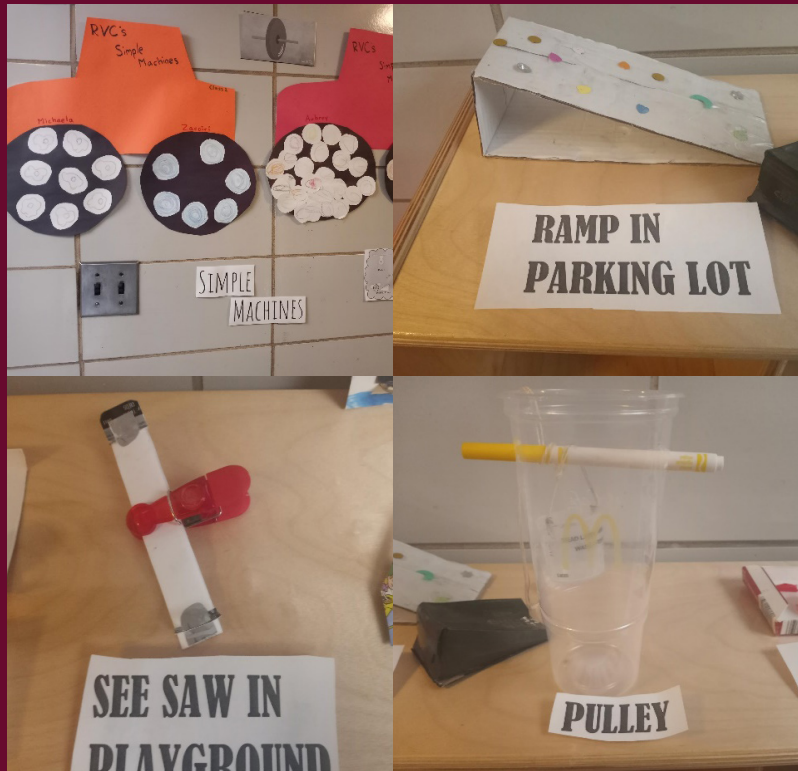


Clothing Study Activity

In February, Rockville Centre Head Start celebrated Black History Month. In addition, 2 (two) teachers began CDA classes and are preparing their portfolios for their Professional Development. In March, teachers taught about “Simple Machines”. Children learned about pulleys, levers and inclined planes. Children also learned that simple machines help make life easier. Families participated in the take home activity and created some amazing simple

Simple Machine Study

In April, the Rockville Centre Head Start celebrated “The Week of the Young Child”. To kick off the week, families were invited to gather with children and staff around the flag pole as we all sang, “We are the World”. The week continued with fun activities for the children. The children had a dance party, an artsy show and tell, created an indoor garden and enjoyed pajama day with their teachers and friends.



The Week of the Young Child

In the month of May, Rockville Centre Head Start will celebrate “Teacher Appreciation Week”. We will take this opportunity to thank early childhood educators including bus drivers, bus monitors, food service managers, family service workers, teaching staff and everyone in between for their extraordinary work this program year and for years to come. We will also acknowledge and celebrate our mothers and mother figures with a Mother’s Day brunch.

For the month of June, Rockville Centre Head Start will acknowledge and celebrate fathers and father figures with a Father’s Day brunch. Children and teaching staff will also celebrate and commemorate Juneteenth.

Eastern Nassau Head Start

Program Year 2021-2022 for Eastern Nassau has been a challenging one in all aspects of operation. Although this is so, we were able to create a sense of normalcy for staff, children and parents. In July 2021; adjustments were made to our Moving-Up Ceremony. A shift from our normal in-door ceremony, took us to a Drive- by-Ceremony. Parents were elated Each family had the opportunity of seeing their child presented with a certificate and was able to take a family picture together.



The new school year (September 2021) started with COVID -19 in the fore-front of everyone’s lives. In-person school began for all children. Children had to adjust to wearing mask during most of the day. There were days when the program had to be closed due to an outbreak of the virus. However, this did not prevent services to children and families. As needed, children were provided with tablets for the temporary virtual instruction (due to positive COVID exposures). Parent Committee meetings were also held virtually, until it was safe to gather for in- person meetings. Despite all the challenges that were presented, we were able to maintain normalcy in the school setting and thematic structured lessons/ teaching continued for

children.

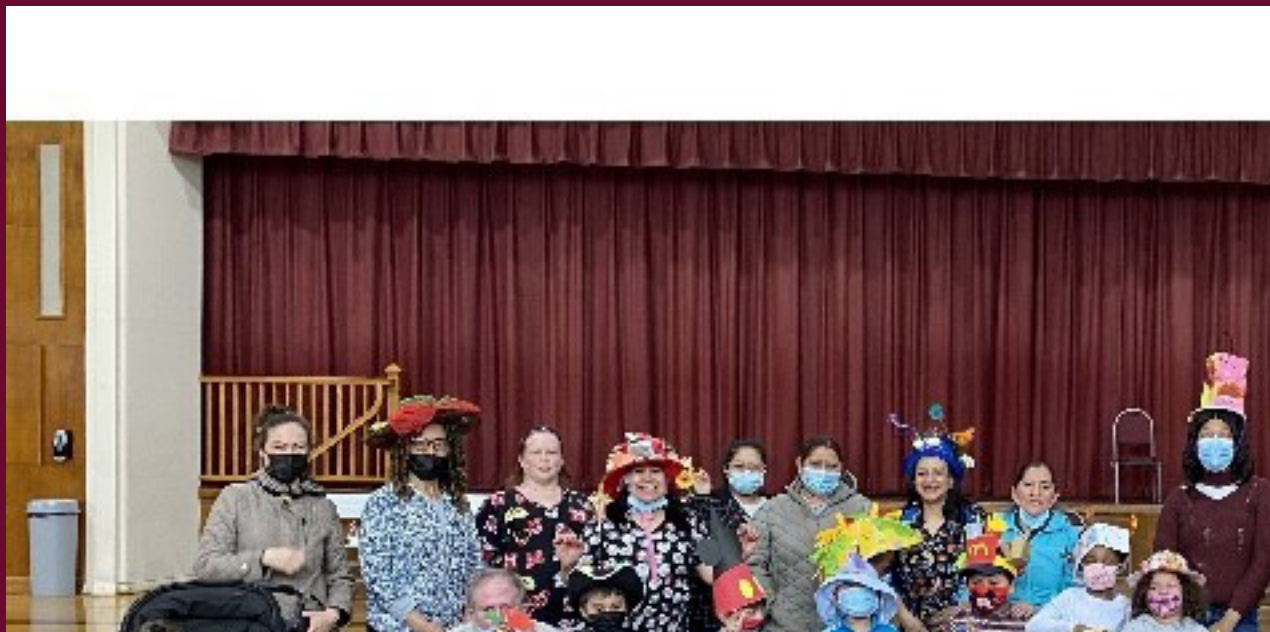
Children were taught that these machines are used to make doing some chores easier. These machines are used by different people in the community.

Celebration of Week of the Young Child kicked off on Monday, April 4, 2022. Children and nineteen parents gathered around the flagpole and sang “We are the World, We are the Children”



On Wednesday April 6, children wore “Crazy hats” which were created at home with the help of parents. Seven (7) parents were present to view the Parade of Hats by children in the gym. The rest of the week was filled with activities with the culmination of Family Fun Day.

One Staff with the assistant from QualityStars was able to enroll in the online CDA Program to complete her CDA. She is in the process of completing her Portfolio.



In the spring time, children prepared to sow seeds for their garden. Children with the help from the teacher filled their planter with soil with the intent of planting seeds. Maintenance of normalcy during these trying times are being continued to ensure that quality services are still provided to children and families.



Head Start Five Year Goals - Year 2 (PY 2021-2022)

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 (2020-2025), EOC Child Development Program will ensure high quality instructional learning environments, that are cohesive, healthy, safe, and developmentally appropriate that are aligned with curriculum, utilize assessment data-informed intentional teaching experiences, and individualization in the following learning and development areas: social-emotional, physical, cognition, literacy, language, mathematics, nutrition, science, social studies, health/safety, technology, the arts, dental health, multicultural, and English Language Acquisition for DLL/ELL children. Head Start staff will work collaboratively to monitor and provide health/safety, lesson planning, documentation, curriculum delivery, and teacher-child interactions technical assistance support to ensure high quality learning environments on an ongoing basis.*

- During Program Year 2 (2021-2022) Fall Season; The EOC returned to 100% in-person services for children and families adhering to the Center for Disease Control (CDC), New York State Office of Children and Family Services (OCFS) Licensing Regulations, and Office of Head Start (OHS) safety guidelines. In the event of a COVID-19 exposure, classrooms participate in remote virtual learning until cleared to return for in-person services to ensure healthy and safe environments. From September, 2021 to date, the Head Start Network had multiple closures (at individual sites) due to COVID-19 positive cases and/or exposures (children and staff). Classroom staff have documented virtual learning utilizing 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, and Efforts to Engage with Families.
- COVID-19 Health Screenings are conducted on a daily basis for all children, staff, service providers, and visitors entering the building. As required, all but four (4) Head Start Staff received the COVID-19 vaccine; three (3) staff have a religious exemption and one (1) staff has a medical exemption. To maintain compliance, staff who are not vaccinated undergo COVID-19 testing once a week under supervision. All Head Start children and staff wear masks to mitigate the spread of COVID-19. Plexi glass table dividers, social distancing signage, contactless thermometers, and Personal Protective Equipment (PPE) supplies such as masks have been put in place ensure the health & safety of all Head Start staff, children, and families. Additional custodial staff were hired and worked diligently to ensure the cleanliness of the Head Start Programs. Classroom equipment/ toys were sanitized/disinfected on a regular basis. Learning environments were labeled, children had easy access to explore in /out of areas of interest. Classroom furniture was arranged to allow for safe socialization, creative play and active supervision of all children.
- The School Readiness goals were revised as directed by our Office of Head Start Region II Specialist request into five program goals with objectives, challenges, and expected outcomes. The School Readiness Committee met on June 14, 2021. The Education Manager and Early Childhood Specialist/Coach met with the Region II Early Childhood Specialist to ensure Goals were BROAD, Objectives were SMART and Expected Outcomes were realistic over the Summer 2021 into the Fall Season 2021. The Corporate Team continues to work towards their role in School Readiness Action Planning. The updated School Readiness Goals were reviewed and

approved by the Policy Council on February 10, 2022 and EOC Board of Directors on March 24, 2022.

- The updated school readiness goals align with the five (5) Head Start Early Learning Outcomes Framework (HSELOF) Domains, the curriculum and assessment system. The EOC Head Start Early Childhood Program utilizes the Teaching Strategies GOLD Objectives for Development & Learning; Birth through Third Grade ongoing formative assessment and tri-annual summative checkpoint assessment child outcomes to intentionally delivery child data informed Creative Curriculum for Preschool 6th Edition instruction delivery. Lesson plans utilize ongoing child outcomes data-informed individualized instruction to meet the needs of all children inclusive of children with disabilities and Dual Language Learners/English Language Learners. The Education team analyzed child outcomes data for quality improvement planning and professional development support implementation.
- Classroom staff continues to show improvement in the acquisition and implementation of the Creative Curriculum for Preschool 6th Edition through the delivery of instructions provided to children utilizing the data informed Digital Resources (TSG, Hatch Ignite). Progress have been observed in the school readiness child outcomes data (growth and improvement) from checkpoint to checkpoint each program year. Hatch classroom computers, Hatch Ignite Digital Learning Platform and Hatch Sync Powered by Gold child portfolios assist with technological learning in the home and school environments. The digital platforms are connected to ongoing Teaching Strategies Gold data which is used to scaffold children’s learning toward Kindergarten School Readiness. Hatch Ignite digital learning platform offers 203 child directed play-based curricular experiences in both English and Spanish that engage, instruct, and assess children in the same seven (7) Teaching Strategies GOLD Learning Domains. Hatch Ignite responds to and build children’s learning to scaffold each child’s skills to the next level of development. Hatch Sync reports out children’s learning progress into forty-nine (49) Teaching Strategies GOLD Learning and Development Objectives. Both Ignite and Hatch Sync seamlessly integrates teacher assessed and Ignite data to drive children’s learning on Ignite activities and guide instructions provided to children both in the classroom and virtual platforms (Hatch Computer, Hatch Ignite) based on children’s outcomes progress on an ongoing basis. As of February 16, 2022, Hatch Sync powered by GOLD and Hatch Ignite recorded 15,563 pieces of School Readiness Teaching Strategies GOLD documentation (this is inclusive of children who dropped from the program).
- With the assistance of the technological advances mentioned above, the Fall Baseline 2021-2022 PY Teaching Strategies Checkpoints show that Head Start children were found to be meeting/exceeding 56% to 70% in all Teaching Strategies GOLD (TSG) Dimensions. These outcomes were accomplished with 9% of the Head Start children population with a diagnosed disability and an Individualized Education Program (IEP) during the Hybrid (Virtual/In-Person) Learning Model program school year.
- Classroom staff provide support to educate and motivate parent and families to incorporate high-quality learning activities in the home environment through the use of tools like My Teaching Strategies Family Application, Ready Rosie, Class DoJo, & Hatch Ignite Games.
- Classroom staff and the Education Team continues to utilize a virtual “Classroom Show and Share” peer to peer support social media private 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.

Head Start staff participate in the Conscious Discipline Curriculum training to aid in the implementation of the trauma-informed curriculum. A Licensed Master Social Worker and Family Service Worker has been hired to implement the Family (Trauma-Informed Educational Support (TIES) Initiative to support children, families, and staff experiencing trauma.

- The Intervention Manager continues to track the progress of children’s social emotional growth utilizing the Ages & Stages Questionnaire (completed by parents at the first home visit), the Devereux’s Early Childhood Assessments (e-DECA) (completed by classroom staff) at least twice per program year. The TSG GOLD social-emotional dimension child outcomes are also measured three times a year to assess how children are progressing and to determine what supports are needed in the classrooms. Mental Health trainings continued to be provided to staff to promote their own wellbeing through face-to-face and virtual professional development trainings. The EOC continues to collaborate with the Office of Head Start Region II Training/ Technical Assistance Early Childhood Specialist for mental health trainings on an ongoing basis.

Objective 2: *By 2025, 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.*

- The Head Start Network Classroom staff, Program Directors, Professional Development Coordinator and Education Team participated in a training during pre-service (August, 2021) on the Early Childhood Environmental Rating Scale (ECERS-R) classroom assessment tool for preschool programs serving children ages 3-5 years. The training provided insight on how to assess classroom environments and teacher-child interactions to measure the quality of services provided and to plan for ongoing quality improvements. The Head Start Network is preparing for an ECERS-R onsite classroom assessment from QualityStarsNY during PY 2021-2022.
- The EOC onboarded twenty-nine (29) new qualified classroom teaching staff to improve classroom quality during the 2021-2022 Program Year. These new classroom teaching staff members were extensively trained in the Creative Curriculum for Preschool 6th Edition, creating engaging culturally responsive classroom environments, data-informed Intentional Teaching to support children’s individual needs, and building resilient classrooms with the implementation of the trauma-informed Conscious Discipline curriculum.
- The EOC Head Start program has eight (8) Program Directors, the Professional Development Coordinator, the Early Childhood Specialist, the Early Childhood Specialist/Coach, and the Education Manager; who have been Teachstone CLASS Pre-K Observer trained. The EOC has maintained four (4) CLASS certified Pre-k reliable observers. CLASS Pre-K Observer Reliability has to be recertified annually to maintain reliability status. On 2/22/2022 a CLASS-Positive Climate Training was conducted for the Head Start Network to support onsite observation outcomes. Observed classrooms will be provided with supportive feedback, guidance and coaching regarding observation outcomes to strengthen scoring threshold levels.
- Classroom staff continues to be trained on multicultural principles annually; a Multicultural Principles Training was done on 2/24/2022. 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 2025; EOC Child Development Program will enhance our current Teaching Strategies Gold (TSG) database system staff usage skill-sets to more effectively collect, input, and analyze ongoing child-level assessment data for all children ages 3-5 both on the classroom and*

corporate level

- 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 classroom instruction and assess intentional teaching activities to aggregate more data. Teaching Strategies Gold training has been provided to all existing and onboarding classroom staff to increase staff skill sets and the aggregation of data. New onboarding staff attend twenty-two (22) hours of Creative Curriculum and Teaching Strategies Gold trainings. All classroom staff become Teaching Strategies GOLD Interrater Reliable to observe, score, and conduct checkpoint assessments tri-annually. Currently with the new influx of classrooms staff, 86% of all Head Start 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 Bullet #5 & #6)

Objective 3b: EOC Child Development Program will train classroom staff to better utilize Dual-Language Learners (DLLs) and English Language Learners (ELL) ongoing child-level assessment data to scaffold their Head Start Early Learning Outcomes Framework (HSELOF) School Readiness Skills effectively on the classroom level by 2025.

- The EOC continues to utilize the Creative Curriculum for Preschool 6th Edition Teaching Strategies Gold (TSG) Assessment Database system, and the curriculum digital resources; which offers guidance to help build teachers' knowledge of English- and Dual-Language Learner best practices. The curriculum includes digital resources that enable teachers to design individualized data-informed approaches that build on English-language learners' strengths, prior knowledge, as well as actively engage children's families in supporting children's development and learning in both English and Spanish Languages. Additionally, the Hatch Ignite learning platform supports children's language learning through 203 child-directed play-based curricular experiences in both English and Spanish Languages. Hatch Ignite gathers language acquisition data on children's kindergarten school readiness skill development and reports this data into the Teaching Strategies Gold database system for teachers to scaffold children's learning further during virtual and in-person instruction.
- By the Spring 2020-2021 PY Final checkpoint, the English Language Learner child outcomes data reflected between 89%-94% Meeting/Exceeding the Widely Held Expectations for ELL/DLL Children in all TSG dimensions. These child outcomes are measured with 10% of the English Language Learner children having a diagnosed disability and Individualized Education Program (IEP). As of the Fall 2021-2022 PY Baseline Checkpoint, the English Language Learner child outcomes data reflected between 64%-72% Meeting/Exceeding the Widely Held Expectations for all TSG dimensions except Language.
- As of October 2021: Eight (8) Head Start Program locations completed initial Standards Inventory Provisional Rating application submission. Eight (8) Head Start Programs have achieved a QualityStarsNY Provisional Star Rating of a four (4) out of five (5) rating.
- The EOC was provided a Quality Scholar Award for Early Childhood Environmental Rating Scale (ECERS-R) classroom assessment tool for preschool programs training in preparation for an ECER-R onsite classroom environmental review to achieve an Active Star Rating.

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 2025; 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, Transportation.

Progress Program Year 2 (2021-2022):

- 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 the Policy Council meets at least once a month (and as needed) 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 will 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. 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 twenty (20) eligible children daily at the Rockville Centre Head Start Program. Buses are maintained according to Department of Transportation (DOT) regulations. All Drivers are Department of Motor Vehicles compliant.

Objective 2: By 2025; 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.

- The EOC Human Resources Management; is continually enhancing its systems to streamline the interviewing, background clearances, the onboarding of new staff and remaining relevant and connected to current staff.
- The EOC continues to recruit hire and/or promote qualified staff based upon performance and credentials. Waivers have been requested and granted for three (3) 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 (Holiday and Special activities to recognize staff accomplishments and promote a spirit of camaraderie, Women’s History Month Celebration).
- The EOC maintains 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). Eight (8) staff are in the process of completing a Child Development Associate Credential (CDA). 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 updated the interview process for new potential candidates by using a new Interview Form that includes a candidate writing sample. A Human Resources Recruiter was hired to assist in recruiting candidates for vacant positions within the Head Start Network. The Human Resources Recruiter worked collaboratively with the Human Resources Department, Education Team and the Professional Development Coordinator to conduct virtual interviews via Zoom and GoToMeeting. The Professional Development Coordinator continues to utilize the 30-60-90 days 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 and Google Classroom to train new onboarding staff.

Objective 3: During 2020-2025, EOC will 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 distributed on a monthly basis at local Head Start Programs.

- 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.
- Thirty-nine (39) Parent Training/Workshops were conducted from September 2021 to March 2022 by community partners and EOC Agency staff.
- Eight (8) Ready Rosie parent curriculum recruitment training sessions were conducted during the monthly parent committee meetings at the Head Start program level.
- As of April 2022, Ready Rosie has a total of 294 parents who are registered, of which 211 parents are actively engaged which is 72% of registered parents. Of those registered in Ready Rosie, videos that parents most frequently watched were directly related to Positive Parent-Child Relationships with a total of 1437 views.
- A total of seventy-six (76) Head Start staff (Corporate Staff, Program Directors, Family Service Workers, all teaching staff) and twelve (12) 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.
- The EOC Head Start Child Development Program continues to use communication tools and video tools such as Zoom, GoToMeeting, WhatsApp, ClassDojo and the ChildPlus Database to maintain Parent Engagement through weekly updates and meetings with parents to maintain a supportive connection between the home environment and school. To date, a total of fifty-seven (57) in-person and/or virtual parent meetings were conducted from September, 2021 to March 2022: topics included Parenting through a Pandemic, COVID-19 safety precaution and vaccinations, preventative medical and oral health and coping with mental health. Twelve (12) Policy Council meetings, twenty-one (21) Child Selection meetings, sixteen (16) total Parent Orientations were held virtually and in-person where Orientation booklets were provided to Parents and Families. Ongoing training educational resources are distributed during parent

meetings and on an as needed basis.

Objective 4: The EOC will increase families' knowledge and ability to access resources provided by EOC and community by 2025.

- During Parent Orientations, five hundred and forty-eight (548) 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; 67 communications regarding Head Start inquiries were received through the website. Five hundred and forty-eight (548) families received monthly program calendars, flyers and Parent notices are placed on the Parent bulletin board.

Objective 5: By 2025; The EOC will maximize the usage of all listservs databases such as Zip Recruiter, Head Start Employment, Indeed, Glassdoor, etc. to attract qualified staff. As budget allows; The EOC will provide comparable staff salaries; and provide staff incentives to improve and maintain staff retention.

- EOC continues to utilize 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 positive feedback and response from interested persons. The EOC has received a wealth of applications from these websites. The EOC participated in a Virtual Employer Job Fair with Stony Brook University 1/18/2022. During PY 2021-2022, the EOC contracted a Senior Recruiter for the Human Resources Department to recruit candidates for vacant positions within the Head Start Network. As required; a salary comparability study was conducted during our five -year funding period (2020-2025). 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. Staff incentives are provided and include Agency staff recognition events, CEO special recognitions; 1:1 email recognition for accomplishments/progress on job tasks or training and staff promotions (as applicable). In addition, Head Start Program staff received incentives from the Stabilization Grant.

Program Goal (3): The EOC Head Start Child Development Program will utilize the Parent, Family, Community Engagement (PFCE) goals and School Readiness (SR) goals to increase collaborations between participating families and staff and 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. Additionally, a Parent training center (resource room) which has been developed, will be utilized to support parent's ability to work successfully with their child(ren). In light of current COVID-19 restrictions; parents will be engaged virtually via social media (i.e.-Zoom, Go-to-Meeting). As this pandemic is fluid, changes will be made as needed or required within the five-year period.

Objective 1: The EOC will continue to enforce and evaluate the effectiveness of EOC health and safety protocols to ensure ongoing adherence to all state, local, and federal guidelines for the well-being of all Head Start staff, children, and families.

- The EOC Head Start COVID Coordinator facilitated the installation of (one hundred and forty-six (146) sneeze guard protectors, twenty -three (23) children's tables (for social distancing) and fifty-two (52) HEPA air purifiers throughout the Head Start Network to combat the growing concerns of Delta & Omicron, highly variants of COVID 19 which arose as the global pandemic

continues. Also, in compliance with the Interim Final Rule with Comment (IFC), that was added to the Head Start Program Performance Standards on November 30, 2021, 97% of the HS staff have been fully vaccinated with four staff (4) exceptions (3-religious and 1- medical).

- Five hundred and thirty-one (531) children are compliant with medical screenings and have a medical home. Additionally, 509 children were compliant with dental screenings (applicable dental follow-up was conducted) and 527 were reported to have a dental home. Head Start continues 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: Allergy & Anaphylactic Reactions facilitated by the EOC Head Start Register Nurse Manager, OCFS training online for Elijah's Law and how to respond in an anaphylaxis emergency, 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 were conducted throughout the program year.

Objective 2: During 2020-2025, timely and consistent Fiscal reports and trainings 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 Policy Council reviews the Head Start Budget at every meeting.

Objective 3: During 2020-2025, EOC will utilize technology for record keeping purposes.

- EOC Head Start continues to increase its usage of electronic databases for record keeping/ 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 their skills in data aggregation and disaggregation on an ongoing basis. Trainings are provided by the Family and Community Partnership Coordinator.
- 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 such as Class Dojo, Remind Me, WhatsApp, High Ignite, ReadyRosie, ChildPlus and TSG Family App are used to maintain communication with families, collect/store data and provide supportive resources to families.
- Electronic devices (Samsung Tablets) are available for all Head Start children to use in the event virtual instructions are needed due to quarantine. Apple iPads/Samsung tablets were also provided to all Head Start staff to aid in the delivery of virtual instructions (as needed), lesson planning and documentation.

- 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 Devereux’s Early Childhood Assessments (e-DECA) electronic database is utilized 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: During 2020-2025, EOC Head Start programs will promote participation of parents and families in leadership development.

- A Virtual Parent Resource Center was established for parents and families, to increase their literacy, knowledge and ability to access parenting and continuing education resources such as the ReadyRosie digital parent curriculum workshops and trainings.
- Thirteen (13) new parents have joined the Policy Council, four hundred and seventy (470) unduplicated parents have participated in the monthly parent committee meetings held by their individual Head Start Programs. Four Hundred and twenty-one (421) Parents have participated in sub-committee meetings and had input in the Head Start menu planning for the Fall / Winter cycle. The Policy Council Chairperson and Vice-Chairperson participated in the EOC Board of Directors Governance Training.

Program Goal 4: The EOC Child Development 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: During 2020-2025, EOC will increase the number of community presentations program wide increasing the visibility of the EOC Agency-wide programs and services.

- The EOC continues to increase presence at community partner-provider meetings, job fairs, networking to increase capacity-building and sharing of agency flyers email and direct-mail. Agency-wide programs are shared at the onboarding orientation for new staff.
- The EOC has increased usage of social media pages (Facebook and Twitter) as well as the EOC Website to increase awareness of the services offered. The EOC website is attractive and easily accessible for the public. The EOC Agency is working together in an effort to enhance the current website and increase social media activity through scheduled weekly activity. Within the last year, according to Google Analytics, the number of sessions went up by 92% (7,489 sessions) for the Head Start homepage compared to the previous year.
- Information is also shared about the agency during agency-wide outreach and recruitment efforts

and through networking events. Public announcements/ advertisements were purchased and is featured in the Long Island Herald Newspaper, as well as on the Herald Newspaper Website. Advertisement is also be done at the Bethpage Department of Vehicles (DMV) and most recently at the All Kids Fair in Westbury.

Objective 2: During 2020-2025, increase access to EOCs website as a link on community partner's web pages.

- 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. The EOC website is attractive and easily accessible for the public.

Objective 3: During 2020-2025, the EOC will inform the community at large about the social and economic impact of EOC Head Start Programs to strengthen existing and develop future partnerships with local community-based organizations.

- 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 children, youth, seniors individuals, families and families who are directly impacted by the EOC of Nassau County. 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.

EOC Head Start School Readiness Goals

The EOC School readiness goals give 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 developmental 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 Approaches to Learning, Social and Emotional Development, Cognition, Language, Literacy, and Perceptual, Perceptual, Motor, and Physical 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 6th Edition and Teaching Strategies GOLD Objectives for Learning and Development in our center-based programs.

Approaches to Learning School Readiness

Goal

Approaches to Learning School Readiness Goal: Children will regulate own emotions, behaviors and verbally express their emotions in words with increasing independence. Connects to Goal P-ATL 1 and P-ATL 4 in the ELOF Approaches to Learning.

Objective

To strengthen the ability of teachers and parents to improve social emotional competency of enrolled preschool children as aligned HSELOF and measured by improved widely held expectation child outcomes growth of Teaching Strategies GOLD score for Approaches to Learning Domain on triennial child checkpoint assessment outcomes. Thus, leading to final checkpoints scores of 90%-100% meeting/exceeding the widely held expectation HSELOF aligned Approaches to Learning Domain to be prepared for entering the kindergarten school setting. A 10% marker is used to include the Head Start requirement of 10% of all Head Start children holding a diagnosis of a disability and an Individualized Education Program (IEP).

Expected Outcome

Children will enter kindergarten with age-appropriate social emotional competency skills.

Expected Challenge

Due to COVID-19, children may have experiences trauma thus requiring additional support to gain social emotional competency.

Social and Emotional Development School Readiness Goal

Goal

Children will build interpersonal relationships, and a sense of self. Connects to Goal P-SE 1., 3., 5., 6., and 9. in the ELOF Social and Emotional Development.

Objective

To assist children with building and maintaining positive relationships with adults and children, developing empathy, a sense of identity, belonging and learning to resolve conflicts as aligned

HSELOF and measured by improved widely held expectation child outcomes growth of Teaching Strategies GOLD score for Social and Emotional Development Domain on triennial child checkpoint assessment outcomes. Thus, leading to final checkpoints scores of 90%-100% meeting/exceeding the widely held expectation HSELOF aligned Social and Emotional Development Domain to be prepared for entering the kindergarten school setting. A 10% marker is used to include the Head Start requirement of 10% of all Head Start children holding a diagnosis of a disability and an Individualized Education Program (IEP).

Expected Outcome

Children will enter kindergarten with age-appropriate interpersonal relationships skills.

Expected Challenge

Due to COVID-19, children may have experienced delays in developing interpersonal relationship skills due to extended periods of isolation.

Language and Literacy School Readiness Goal

Goal

Children will demonstrate the ability to comprehend and communicate with others using a variety of words and vocabulary in English and Spanish. Children will attain awareness that spoken languages can be written, read, and retold. Connects to P-LC 1., 2., 4., and 6. in the ELOF Language and Communication domain and P-LIT 1., 2., 4., and 6. in the ELOF Literacy domain.

Objective

To assist enrolled preschool children in strengthening their ability to build vocabulary, communication and literacy skills in English, while supporting their home languages, as aligned HSELOF and measured by improved widely held expectation child outcomes growth of Teaching Strategies GOLD score for Language and Literacy Domain on triennial child checkpoint assessment outcomes. Thus, leading to final checkpoints scores of 90%-100% meeting/exceeding the widely held expectation HSELOF aligned Language and Literacy Domain to be prepared for entering the kindergarten school setting. A 10% marker is used to include the Head Start requirement of 10% of all Head Start children holding a diagnosis of a disability and an Individualized Education Program (IEP).

Expected Outcome

Children will enter kindergarten with age-appropriate receptive and expressive language and literacy skills.

Expected Challenge

Due to prolonged periods of isolation from Covid-19, children may feel unfamiliar in the school setting thus resulting in delays in interpersonal speech development.

Perceptual, Motor, and Physical Development School Readiness

Goal

Children will be able to perform basic fine and gross motor skills, and understand the importance of maintaining good health, safety, and nutritional habits. Connects to Goal P-PMP 1, 3., 4., 5., and 6. in the ELOF Perceptual, Motor, and Physical Development.

Objective

To assist enrolled preschool children with developing age appropriate fine and gross motor skills, as well as knowledge of safety and self-care practices as aligned HSELOF and measured by improved widely held expectation child outcomes growth of Teaching Strategies GOLD score for Perceptual, Motor, and Physical Development Domain on triennial child checkpoint assessment outcomes. Thus,

leading to final checkpoints scores of 90%-100% meeting/exceeding the widely held expectation HSELOF aligned Perceptual, Motor, and Physical Development Domain to be prepared for entering the kindergarten school setting. A 10% marker is used to include the Head Start requirement of 10% of all Head Start children holding a diagnosis of a disability and an Individualized Education Program (IEP).

Expected Outcome

Children will enter kindergarten with age-appropriate perceptual, motor, and physical skills.

Expected Challenge

Due to prolonged periods of isolation from Covid-19, children have been observed through child outcomes data to display delays in physical development.

Cognition School Readiness

Goal

Children will acquire mathematic and scientific reasoning skills such as knowledge of natural and physical worlds, inquiry, reasoning and problem-solving skills. Connects to Goal P-SCI 1., 2., 4.,5., 6.; and Goal P-MATH 1., 3., 6., 7., 8., 9. in the ELOF Cognition.

Objective

To assist enrolled preschool children with developing age appropriate mathematic and scientific reasoning skills as aligned HSELOF and measured by improved widely held expectation child outcomes growth of Teaching Strategies GOLD Cognition Domain scores on triennial child checkpoint assessment outcomes. Thus, leading to final checkpoints scores of 90%-100% meeting/exceeding the widely held expectation HSELOF aligned Cognition Domain to be prepared for entering the kindergarten school setting. A 10% marker is used to include the Head Start requirement of 10% of all Head Start children holding a diagnosis of a disability and an Individualized Education Program (IEP).

Expected Outcome

Children will enter kindergarten with age-appropriate cognitive skills.

Expected Challenge

Due to prolonged periods of isolation from Covid-19, children have been observed to display delays in knowledge of natural world, and social problem-solving skill development.

Reviewed, Revised, and Approved by the School Readiness Goal Committee on June 14, 2021.

Approved by the Policy Council on February 10, 2022.

Approved by the EOC Board of Directors on March 24, 2022.

EOC Head Start School Readiness Child Outcomes Data

The Economic Opportunity Commission (EOC) of Nassau County, Inc., Head Start Program utilizes the **Creative Curriculum for Preschool 6th Edition** that seamlessly aligns with the **Teaching Strategies Digital Curriculum Resources** and the **GOLD Assessment: Birth to Third Grade** database to help teachers utilize ongoing child outcomes assessment formative data to plan, inform, and drive children's learning being scaffolded to the next developmental level and individualize learning more effectively.

The School Readiness Child Outcomes Data is aggregated and disaggregated by utilizing **MyTeachingStrategies Snapshot Reports** for all 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 Head Start 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 developmentally appropriate expectations.

During the mid-year checkpoint period, it is developmentally appropriate for children's skills and abilities to be 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, the children should be falling between 0%-10% below the widely held expectation to be prepared for entering the kindergarten school setting. An approximate 10% marker is used to include the Head Start Disability requirement of children with an IEP. For the 2021-2022 Program Year Winter Checkpoints, there were thirty-nine (39) children with an IEP, which is 8% of the five hundred and five (505) Head Start children enrolled in the program as of March 7, 2022.

By the end of the Program Year-Spring 2020-2021 Program Year checkpoint, all children were found to be 90% to 94% Meeting/Exceeding all Teaching Strategies GOLD Dimensions with 9% of the Head Start children with an IEP. In comparison between 2017-2018 Program Year prior to the implementation of the Creative Curriculum and 2020-2021 Program Year Covid-19 Pandemic Hybrid Learning Spring end of the school year checkpoint data, the EOC Head Start Program noted a program-wide increase in children's school readiness child outcomes by 1% to 10% in all Teaching Strategies GOLD Dimensions. The 2020-2021 Program Year child outcomes were accomplished utilizing a Hybrid Learning Model, which provided both in-person and remote virtual instruction due to the Covid-19 Pandemic in a safe manner.

The 2020-2021 Program Year Hybrid (Virtual/In-Person) Learning Model utilized technological supports to help maintain children's school readiness goal acquisition at an optimum level. The Hatch Ignite and HatchSync Powered by My Teaching Strategies GOLD system were acquired to assist with learning in the school and home. Samsung Tablets with keyboards were provided to children to participate in virtual instruction, Hatch Ignite Learning Games, and other learning technology in the home environment. The HatchSync Powered by Teaching Strategies GOLD system assisted with capturing approximately sixty-five (65) pieces of observation documentation data per child totaling twenty-nine thousand, four hundred, and seventy-five (29,475) pieces of additional observation documentation gathered during over two thousand sixty-two (2062) minutes of playtime during the 2020-2021 Program Year. The supports mentioned above have assisted classrooms in curving the learning gap caused by the Covid-19 pandemic and maintaining positive child outcome gains

progress despite children’s abilities to attend school full time in-person five days a week.

In the 2021-2022 Program Year, Head Start program locations returned to in-person instruction. Head Start programs conducted virtual instructions only on the rarest of occasions as directed by the New York State Department of Health to close from Covid-19 cases and/or exposures. Staff was mandated to get Covid-19 Vaccinated by January 2022 and wear face masks. Additionally to assist with keeping schools open for in-person instruction, New York State mandated children to wear masks in the school setting to mitigate the spread of Covid-19 from late November 2021 to early March 2022.

In gathering Fall and Winter Checkpoint assessment data it was noted that the majority of the Head Start Children were first-year students. The Winter Checkpoint reporting includes **three hundred and twenty-five (325) first-year newly enrolled Head Start children; that is 64% of the Head Start population.** Out of these new children, it was found that 53% were English Language Learners (ELL) children, 9% were children with a diagnosed disability and Individualized Education Program (IEP) children, 51% were 3-years-olds, 43% were 4-year-olds, and 6% were 5-year-olds.

Winter 2021-2022 Child Outcomes

The Winter 2021-2022 Checkpoint Assessment of the children achieving school readiness in each of the (5) HSELOF Domains is as follows: On March 7, 2022; the Teaching Strategies GOLD (TSG) Winter 2021-2022 checkpoint assessment was completed for five hundred and five (505) enrolled children from all thirty-four (34) classes in eight sites.

During the 2021-2022 Program Year school readiness child outcome gains were noted between the Fall Baseline Assessment to Winter Checkpoint Assessment of 4% to 10% in all Teaching Strategies Learning Dimensions; thus Meeting/Exceeding the Widely Held Expectations by 62% to 79% and Head Start Early Learning Outcomes Framework (HSELOF) specific outcome gains of 5% to 9% thus Meeting/Exceeding the Widely Held Expectations by 78% to 84% percent.

Winter 2021-2022 TSG English Language Learners (Inclusive of Dual Language Learners) Child Outcomes

The Winter 2021-2022 Teaching Strategies GOLD assessment reflects the outcomes for 53% of the Head Start child population of two hundred and sixty-seven (267) children who are English Language Learners (ELL)/Dual Language Learners children. Between the Fall and Winter assessment seasons a 1% to 13% growth was measured for ELL/DLL Children. The overall percentage of ELL/DLL children Meeting/Exceeding the growth range is 59% to 77% in all Teaching Strategies GOLD dimensions. These child outcomes are measured with 8% of the English Language Learner children having an IEP.

Winter 2021-2022 TSG Individualized Education Program (IEP) Child Outcomes

On March 7, 2022, the Winter 2021-2022 Program Year Teaching Strategies GOLD assessment reflects a total IEP population is thirty-nine (39) children, which is 9% of all Head Start children. 49% were 3-years-olds, 46% were 4-year-olds, and 5% were 5-year-olds with an Individualized Education Program (IEP).

These thirty-nine (39) Individualized Education Program (IEP) children are receiving the following breakdown of Special Education Services:

- thirty-nine (39) children are receiving Speech and Language Therapy
- thirteen (13) children are receiving Special Education Itinerant Teacher (SEIT) Services

- three (3) children are receiving Occupational Therapy

The IEP Children were found to score an increase of 7% to 24% in measured growth from the Fall 2021 baseline assessment to the Winter 2022 assessment in all dimensions with the exception of the Language dimensions. The overall percentage of children with an IEP Meeting/Exceeding the growth range is 56% to 74% in all Teaching Strategies GOLD dimensions with exception of the Language dimension with a score of 46%. The IEP children are excelling in the Literacy dimension with 74% Meeting/Exceeding the Widely Held Expectations.

The Teaching Strategies GOLD IEP data outcomes show the IEP children just below the normal Mid-Year assessment means of approximately 67% or higher Meeting/Exceeding the Widely Held Expectations for Social-Emotional, Physical, Language, and Cognitive dimensions. Children with IEP receive greater individualized support from all their Special Education Service Providers and their Head Start Classroom Teachers. Local Education Agency (LEA) Special Education Services are being conducted both in-person and/or virtually this program year due to the Covid-19 pandemic. 56% of the total IEP population are English Language Learner Children with Individualized Education Programs (IEP). The Disabilities data shows that the majority of children with an Individualized Education Program (IEP) receive Speech and Language Services in-person or virtually. Currently, there is two (2) IEP Children are on waiting lists for more intensive services at alternative LEA providers enrolled in our Head Start program. This is evident in the IEP child outcome data.

Analysis by Age, Gender, Primary Language and Ethnicity:

For the two hundred and sixty-one (261) Head Start children, who will be returning next program year, the Mid-Year data reflects the overall percentage of Returning Children Meeting/Exceeding the growth range is 71% to 80% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 60%. These child outcomes are measured with 8% of the **Returning Head Start Children** population possessing an IEP. For the two hundred and forty-four (244) Head Start children, who will be transitioning to kindergarten next program year, the assessment data reflects the overall percentage of **Children Transitioning to Kindergarten** Meeting/Exceeding the growth range is 67% to 79% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 64%. These child outcomes are measured with nine (9) Children Transitioning to Kindergarten with IEP Meeting/Exceeding the growth range is 44% to 78% in all My Teaching Strategies dimensions. These child outcomes are measured with 7% of the Children Transitioning to Kindergarten having an IEP.

Through further data analysis, two hundred and fifty-four (254) **Male Children** were found to score between 68% to 77% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 58%. These child outcomes are measured with 12% of the Male Head Start Children having an IEP. The EOC Head Start Program, two hundred and fifty (250), **Female Children** were found to score between 72% to 82% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 65%. These child outcomes are measured with 4% of the Female Head Start Children having an IEP.

One hundred and twenty-nine (129) **Male English Language Learner Children** were found to score between 69% to 76% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 57%. These child outcomes are measured with 12% of the Male English Language Learner children having an IEP. One hundred and thirty-seven (137) **Female English Language Learner Children** were found to score between 68% to 78% in all My Teaching Strategies dimensions with the expectation of the Language dimension scoring at 60%. These child outcomes are measured with 5% of the Female English Language Learner children having an IEP.

One hundred and sixty-nine (169) **Head Start Black or African American Children** were found

to score between 67% to 78% in all My Teaching Strategies dimensions with the expectation of the Language and Physical dimensions scoring 60%-64%. These child outcomes are measured with 7% of the Head Start Black or African American children having an IEP. Ninety-one (91) **Male Head Start Black or African American Children** were found to score between 54% to 73% in all My Teaching Strategies dimensions. These child outcomes are measured with 9% of the Male Head Start Black or African American children having an IEP. Seventy-eight (78) **Female Head Start Black or African American Children** were found to score between 67%-84% Meeting/Exceeding in all Teaching Strategies GOLD dimensions . These child outcomes are measured with 4% of the Male Head Start Black or African American children having an IEP.

The **Program wide data analysis consensus** appears to show gains in the Head Start Early Learning Outcomes Framework (HSELOF) specific school readiness child outcomes observed in the five core Domain scores of 78% to 84% Meeting/Exceeding the Widely Held Expectations. The EOC Head Start program's continued usage of the Creative Curriculum for Preschool 6th Edition with Digital Resources, Hatch Ignite, HatchSync Powered by the Teaching Strategies GOLD system, the Mental Health Conscious Discipline Curriculum, and instructional learning tools like the Samsung Tablets, and iPads has appeared to have assisted in curving the Covid-19 pandemic learning gap experienced by schools across the country. These positive effects can be observed in the program-wide school readiness child outcomes scores of 70% to 79% in the My Teaching Strategies Social-Emotional, Physical, Cognitive, Literacy, and Mathematics learning dimensions. Additionally, across all demographics of children, the Literacy school readiness child outcomes appear to be developing well for our Head Start children.

The Covid-19 Pandemic appears to have affected the language learning dimensions in most demographics when measuring all My Teaching Strategies Language Development Dimension Objectives. These decreased language developmental child outcomes may be due to the implementation of Universal Masking by Head Start program staff all program year thus far mandated by the Office of Head Start and children from late November to early March as mandated by New York State. My Teaching Strategies Language dimension child outcomes show children scoring 62% program-wide and between 46% to 64% across all other demographics of children for Language Development.

The Winter 2021-2022 Program Year School Readiness Program Wide Child Outcomes appear to show our female children are Meeting/Exceeding the Widely Held Expectation by 72% to 82%. Literacy school readiness outcomes are thriving in all demographic categories in both genders. However, the female children scored slightly higher than the male children.

Some children with diagnosed disabilities and Individual Education Programs (IEP) are not yet receiving 100% in-person Special Education Services like pre-pandemic previous years. Additionally, children in need of more intensive services are on waitlists to get their necessary needed special educational services met by the local education agencies (LEAs).

During the February 2022 HSTI trainings, several trainings were conducted to support the school readiness child outcomes with the following trainings delivered: School Readiness is Everyone's Role, Conscious Discipline Implementation- Safe Place, School Family Jobs, & Conflict Resolution Time Machine, Partnering to Help Children Work Through Aggressive Behaviors, CLASS – Keeping a Positive Climate, Children with Special Health Care Needs, Working with Families to Set Goals: Family Goal Setting, Balance It, and Healthy You, Healthy Them trainings.

During the April Education Task Team Meeting, training was conducted to support teachers' abilities to strengthen children's school readiness language development on April 27, 2022.

The Education/Intervention Team developed a continuous quality improvement plan for the remaining third of the program school year to support eight (8) specific Teaching Strategies Gold Objectives,

where the majority of children scored lower than the mid-year marker. Classroom Staff conducted focused Intentional Teaching and Observation activities to support children’s development of these eight (8) specific school readiness skills in classroom. Classroom staff further engaged parents and families in supporting these eight (8) specific school readiness skills by sharing Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie Modeled Video Family activities to support the development of these skills in the home environment. Classroom staff was trained on this process during the May Education Task Team Meeting on May 16, 2022.

***This data does not include children, who entered the Head Start Program after the March 8, 2021 checkpoint closure.**

Head Start

Education Excerpt

In the 2021-2022 Program Year, the EOC Head Start Child Development Program returned to in-person instruction. However, in the event of program closures due to COVID-19 exposures; Teachers delivered virtual instruction to children in a healthy and safe manner to maintain children's optimum level of learning.

The EOC Head Start Child Development Program utilizes the Creative Curriculum for Preschool Sixth Edition Curriculum, which is a research-based linguistically and developmentally appropriate curriculum that immerses children in engaging project-based investigative learning. During the EOC Head Start school year, children learn about navigating the Beginning of the School Year; Trees; Clothing; Simple Machines; Reducing, Reusing, & Recycling; Gardening; Preparing to Transition to Kindergarten for the older Head Start children turning 5 years old by December 1st, 2022; and Exercise for the returning younger Head Start children. EOC Head Start classroom staff utilize the Creative Curriculum for Preschool Sixth Edition digital curriculum resources and Gold assessment system to assist with the creation of lesson plans and inform individual child instruction in the My Teaching Strategies database. As of the first week of June 2022, a total of one thousand, one hundred, and ninety (1,190) weekly lesson plans have been conducted across thirty-four (34) Head Start classrooms.

The digital curriculum is married with the use of the Teaching Strategies Gold ongoing day-to-day formative and triannual summative assessment to ensure children's individual learning needs are appropriately supported. Teaching Strategies Gold (TSG) measures children's educational outcomes across ten development and learning dimensions: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, Arts, and English Language Acquisition for English Language Learner Children. The curriculum and assessment assist Classroom staff with implementing high-quality Teaching Study lesson plans, filled with intentional teaching experiences to support children's individual and group school readiness outcomes by, utilizing children's formative assessment data to inform differentiated instruction and scaffold learning toward kindergarten readiness for all learners inclusive of Dual-Language Learner Children and children with a diagnosed learning disability. Both our curriculum and ongoing assessment align with the Head Start Early Learning Outcomes Framework (HSELOF): Ages Birth to Five, New York State Early Learning Guidelines, New York State Prekindergarten Foundation for the Common Core, and the New York State Next Generation Learning Standards for Prekindergarten: English Language Arts and Mathematics.

Classroom staff enter online observations and assess intentional teaching experiences ongoingly into children's electronic portfolio records in the TSG database. In turn, teachers use children's current learning levels to plan for intentional teaching activities to scaffold children's learning to the next level along a developmental continuum. As of June 1, 2022, classroom staff has assessed and entered seventy thousand, four hundred, and sixty-four (70,464) pieces of observation documentation to assist with children's learning and development.

MyTeachingStrategies (MyTS) Summative Checkpoint Assessments are completed three times throughout the program year. Family Conference forms are generated in the MyTS system by teachers to communicate each child's individual growth in all areas of development. Children's learning data is confidentially and securely stored in electronic portfolio records within the MyTS database. Only parents and authorized education personnel have access to children's developmental child outcomes data. Parents are notified and sign acknowledgment receipts of each of their child's developmental screening and assessment results. After each checkpoint assessment, Family Conference forms are

generated in the MyTS system by teachers to communicate each child’s individual growth with parents and families. Teachers and families collaboratively review and set learning goals during parent-teacher conferences and home visits.

Teachers support children’s learning and development goals in the home environment by sharing children’s day-to-day learning progress and sending home My TS “Learning Games” and “Guided Learning Experience” activities in both English & Spanish. Home Learning Activities can be printed and/or sent digitally through text messages, emails, and on the My Teaching Strategies Family Application. Additionally, teachers send Ready Rosie videos to support children’s individual developmental needs and engage families in curriculum-related activities through modeled short video clips that inspire learning within the home. Ready Rosie provides opportunities for families to practice parenting skills and builds confidence in their role as their child’s primary educator.

Children’s learning is further extended by the use of the research-based Hatch Ignite digital learning platform. Hatch Ignite promotes developmentally appropriate usage of educational learning technology in the home and in the classroom to engage, instruct, and assess children in seven learning domains that align with Teaching Strategies GOLD. As children play two hundred and three (203) curricular experiences, the Hatch Ignite platform gathers observation documentation in the Teaching Strategies GOLD database using HatchSync Powered by GOLD. This HatchSync child observation documentation in turn assists the classroom staff with informing daily individualized instruction. As of June 1, 2022, Hatch Sync has gathered seventeen thousand, seven hundred, and seventy-one (17,771) pieces of observation documentation to assist classroom staff with supporting children’s school readiness development.

In efforts to continue to foster lifelong social-emotional competency and lessen the traumatic effects of the COVID-19 pandemic on our Head Start children; the EOC Head Start Child Development Program continues to use the Mental Health Curriculum “I Can Problem Solve” (ICPS) curriculum, as well as implement the newly acquired Conscious Discipline curriculum. Both social-emotional curriculums help to build social skills, self-regulation, conflict resolution, resiliency, prevention of bullying and build children’s character. Additionally, Conscious Discipline strengthens classroom environments through improved classroom management; creating a school climate, and providing trauma-informed education and support to both children and families. ICPS for Preschool is a researched-based, nationally and internationally recognized supplemental mental health curriculum; with a 30-year track history of success. Conscious Discipline is a neurologically researched, evidence-based social-emotional supportive curriculum that utilizes a trauma-informed approach with a 20-year track history. Both social-emotional curriculums align with all the Head Start Early Learning Outcomes Framework (HSELOF) Domains.

The EOC Early Childhood Development Program Corporate Team and Site Program Directors monitor the delivery of Education Services, provide feedback, technical assistance/training, and coaching support with various topics such as setting up quality learning environments, active supervision, teacher-child interaction, curriculum fidelity, capturing integral data to inform individualized instruction for children, supporting children who are English Language Learners (ELL) and individualizing for children with a diagnosed disability.

The Education Team gathers the summative checkpoint child outcomes data, disaggregated by different demographics, analyzes, and utilizes the outcomes to plan for continuous ongoing professional development and coaching support improvement provided by the Head Start Training Institute throughout the program school year.

Annual Report to the Public

8/1/2020 - 7/31/2021

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

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

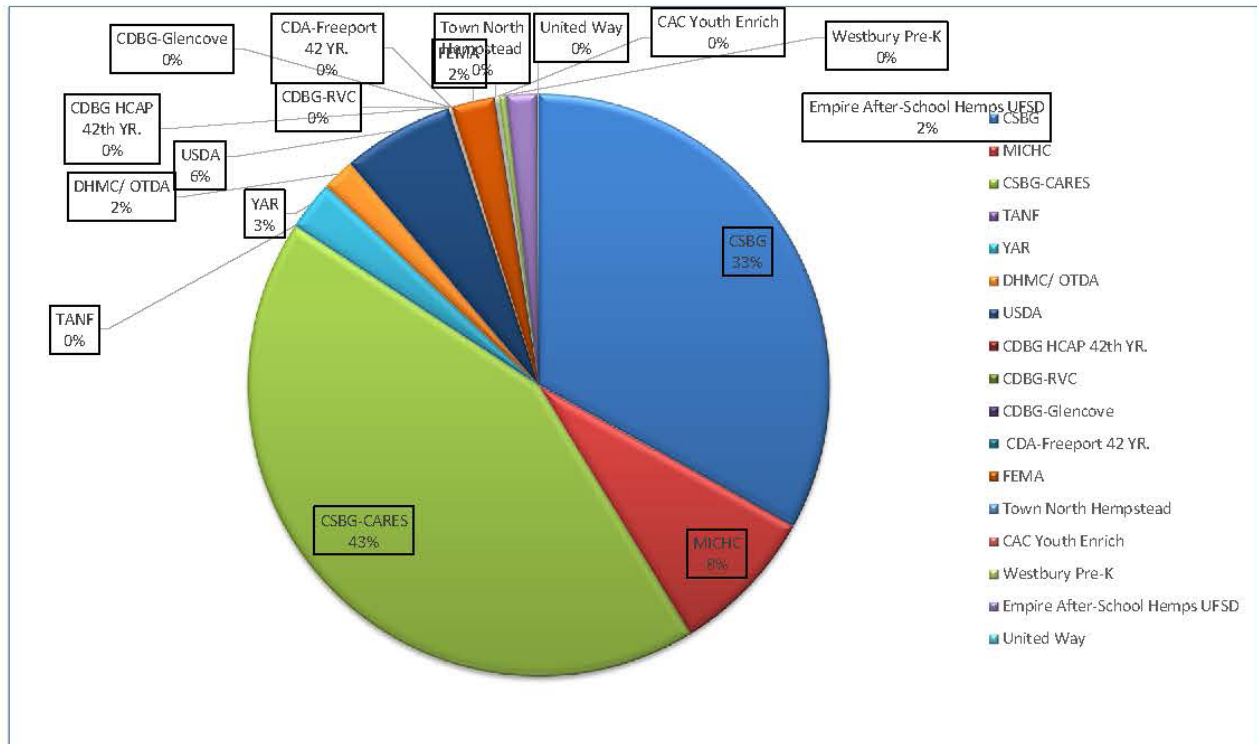
Department of Health And Human Services, FYHS	7,799,476
Department of Health And Human Services, COVID-19	402,063
Department of Health and Human Services, CSBG	2,342,237
Department of Health and Human Services, CSBG-CARES	800,729
Department of Labor- DOL	138,788
Health Central Adminin, CACFP	287,008
NYS DOH -MICHC	548,733
Emergency Food and Shelter Program EFSP	213,625
School District	135,322
County of Nassau - YAR	208,249
County of Nassau - RAPID RE-HOUSING	71,767
Other Local	<u>42,375</u>
<u>TOTAL FUNDS FOR FY 8/1/20 - 7/31/21</u>	<u>12,990,372</u>

(B) Budgetary Expenditures for 7/1/20 - 6/31/21

Note: Include Covid-19 funds

<u>Line Item</u>	<u>Expended</u>
Personnel	4,880,258
Fringe	1,350,697
Travel	16,120
Supplies	391,398
Contractual	840,414
Other	874,174
TOTAL	8,353,061

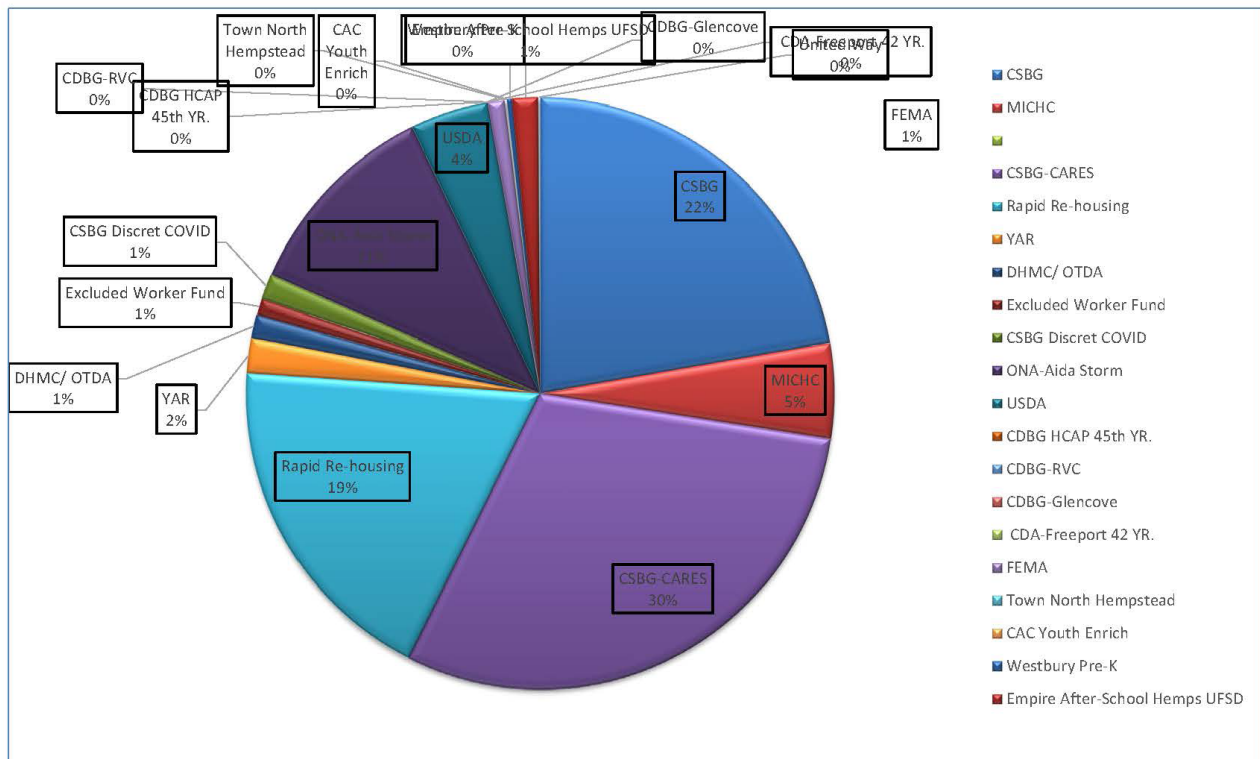
Budgetary Expenditures for 8/1/20 - 7/31/21 for other funding sources



Proposed Budget for 7/1/21 - 6/30/22

<u>Line Item</u>	<u>Budget</u>
Personnel	4,830,969
Fringe	1,318,600
Travel	-
Supplies	211,926
Contractual	792,740
Other	802,415
TOTAL	7,956,650

Proposed Budget for 8/1/21 -7/31/22 for other funding sources



(D) Result of most recent financial audit:

8/1/20 -7/31/21

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 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 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>
96.600	U.S. Department of Health and Human Services Full Year Head Start
- 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

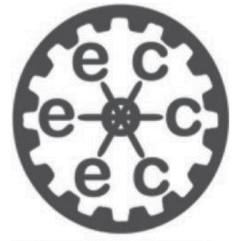
Findings and Questioned Costs - Major Federal Award Programs Audit

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

OF NASSAU COUNTY, INC.



Helping People. Changing Lives.

Glen Cove EOC	140 Glen Cove Ave Glen Cove, NY 11542	516-801-2697 516-676-4958(f)
Hempstead CAP	134 Jackson Street Hempstead, NY 11550	516-486-2800 516-478-4282(f)
Freeport/Roosevelt CSC	281 Babylon Turnpike Roosevelt, NY 11575	516-379-4000 516-867-6301(f)
Port Washington CAC	382 Main Street Port Washington, NY 11050	516-883-3201 516-883-2467(f)
Rockville Centre/Lakeview EOC	140 N. Centre Avenue Rockville Centre, NY 11570	516-764-4500 516-763-0027(f)
Rockville Centre Head Start	150 N. Center 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 N. 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 516-781-0474(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)

EOC Partnerships

7th Day Adventist
A & W Safety Surfacing LLC.
ABBA
Academy Charter School
Adelphi University
Advantage Care Health Center
Aflac
AGAPE Ministries
Alpha Kappa Alpha Sorority
Assembly Woman Judith Griffin
Baldwin School District
Bethany House
Bethpage Financial Institution
Bridges of Greater New York
Catholic Charities
(WIC-Rockville Centre, Freeport)
CDA
Chase Bank
Child Care Council of Nassau County, Inc
Circulo de la Hispanidad
Community Development Corporation
of Long Island
Community Partnership Program
Core Service Group of NY
Cornell Cooperative Extension
Eastern New York Youth Soccer Association
Eat Well Play Hard Program
Empire Blue Cross Blue Shield
Empire State After School Program
Empire State Soccer Program
Family and Children's Association
Farmingdale School District
Farmingdale State College
FDR Services
Fidelis Health Care
First Baptist Church
Freeport Duryea's Flower Shop
Freeport Memorial Library
Freeport Union Free School District
Gateway Youth Outreach
Girl Scouts of Nassau County
Glen Cove Housing
Glen Cove School District
Glen Cove United Inc.
Grace Lutheran Church
Green House Shelter
Greenhouse Alterative School Program
Health First
Help Me Grow
Helping Hands Rescue Mission
Hempstead Advisory Council
Hempstead Chamber of Commerce
Hempstead Hispanic Civic Association
Hempstead Prevention Coalition
Hempstead School District
Hempstead Union Free School District

Hicksville School District	Nassau County CASA
Hispanic Counselling Center	Nassau County Department of Health
Islamic Center of Long Island	Nassau County Department of Human Services
Island Harvest	Nassau County Department of Labor
Island Park School District	Nassau County Department of Social Services
Jovia Credit Union	Nassau County Library Association (NCLA)
Leadership Training Institute	Nassau County National Library Association
Legislator Kevan Abrahams	Nassau County Office of Youth Services
Levittown School District	Nassau Educators Federal Credit Union
Lifetouch	New Life Center-Lutheran Church
Literacy Nassau	New York City Football Club
Long Beach Martin Luther King Center, Inc.	New York Department of State
Long Beach School District	New York Kids Therapy
Long Island Cares	Northshore Homeless Shelter
Long Island Coalition for the Homeless	Northwell Health
Long Island Doula Association	NOSH
Long Island Federally Qualified Health Centers	NuHealth Family Health Center
Long Island Housing Partnership (ERAP)	NYHC Home Care Services
Long Island Junior Soccer League	NYS Contact Tracing L.I. Inc.
Long Island Rough Riders	NYS Department of Health
LTI	NYS Department of Mental Health (NY Project Hope Coping with COVID)
Magnolia Gardens Senior Building	NYSCAA
Martin Luther King Center	NYU Langone
Memorial Presbyterian Church	NYU Winthrop Hospital
Miss Gil Tutorial	Oceanside School District
Molloy College	Pajama Program
MOMMA'S House	Panera Bread
Morrison Mentors	Paul AME Church
MVP Miracle House Foundation	Planned Parenthood of Nassau County
Nassau Community College	

Play Safe Surfacing LLC.
Queen of the Most Holy Rosary
Red Door Learning Center
Reentry Task Force
Rehoboth Fellowship Center
Rockville Centre Public Library
Rockville Centre School District
Roosevelt Children Academy
Roosevelt Union Free School District
Safe Center of Long Island
Salem AME Church
Senator Todd Kaminski
Shiloh Baptist Church
Shiloh Baptist Church
St John of Lattingtown
St. Frances De Chantal RC Church
St. Ignatius Human Services
The Nesting Place
The Post-Partum Resource Center
The Workplace Project
Town of Hempstead
Town of North Hempstead
Toys for Tots
Transition One
Uniondale School District
United Health Care
United Methodist Church
Urban League
Village of Freeport
Community Development Agency (CDA)

Village of Hempstead
Visiting Nurse Service Nurse Family Partnership
Wantagh School District
West Hempstead School District
Westbury Library
Westbury School District
Westbury Union Free School District
WIC of Nassau County
Winthrop University Hospital
Winthrop Women's wellness
Women First Pregnancy Program
Zion Cathedral Church



A Tribute to our Leader: the Late Iris A. Johnson

We; the EOC Board of Directors, Eric Poulson, Chief Executive Officer, Executive Management Team, the EOC Management Team, (CAP Directors, Program Directors, Program Managers), Staff and the Entire EOC Network; dedicate this 2021-2022 Annual Report to the memory of our esteemed former Chief Executive Officer; Iris A. Johnson, who left us suddenly in February 2022. We respectfully referred to as “Ms. Johnson.” Ms. Johnson was more than a Chief Executive Officer. She executed business with wisdom, authority, a keen discernment, a heart for the underserved and with a watchful eye. She kept her ear and pulse to the community, prepared to serve regardless of the time of day or night. It was her expectation that, EOC managers were knowledgeable of current events, crisis and trends in the targeted communities we served. She would often say “the needs of the community do not stop at 5:00 pm.”

She was a **Trailblazer**; astute in assessing needs, guiding and trodding out the paths for resolution (s). Where there was no path, she created a path. She was a **Fashionista**, always impeccably attired, she walked with an air of confidence. She set the bar high and role-modeled what a well-dressed lady exemplified. She was the staff to the Board of Directors and skillfully guided them in **Program Governance**. She was keen in categorization and cataloging information. She could remember where every important board resolution or item of business was recorded, without having the notes in front of her. We often marveled at how, she could accurately pinpoint the time-frame of a meeting and tell you which board book to look in, to find the needed information. She was a motivator and a mobilizer; when necessary, she mobilized staff, people, community and resources, to advocate for the people, who seemingly had no voice. She was a **change agent**; fearless and courageous. She stood on the front line and fought for what she believed in. She stood tall among women and aligned herself with the greatest of men. She was an icon, a mentor and a coach. A visionary leader, who was ahead of her time. She was well known in the world of Community Action Agencies (both upstate and downstate New York) and was well respected in the local communities of Nassau County and surrounding areas.

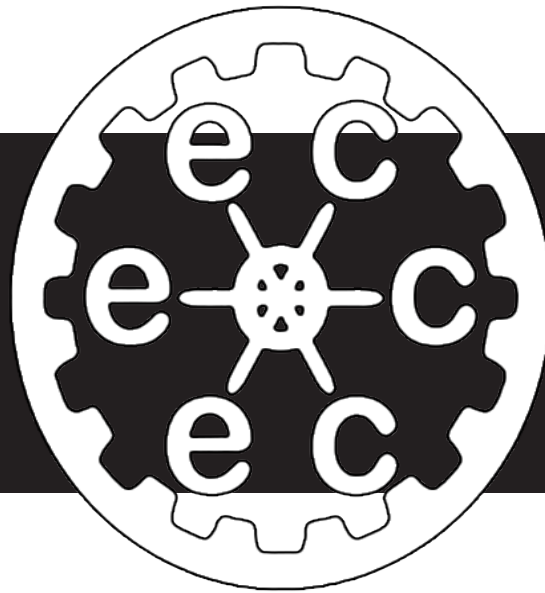
She was not a judge but she ruled with authority; **She was our Leader**. She was not a boxer, but she would get in the ring of controversy and inequality and spar with the best of them. **She was our Leader**. She was not a politician, but she rallied the people and championed voter education; pushing the agenda of those that had compassion for disadvantaged and vulnerable populations. **She was our Leader**. She was not a palm-reader but, she could see in you, what you could not see in yourself, **She was our Leader**. She was not in the military but, she took a militant stance against opposing forces, which threatened the progress of minority populations. **She was our Leader**.

She often challenged us and during many of our management meetings after much discussion had been held, she was known for saying “There is more said than is ever done” **She was our Leader**.

Iris A. Johnson, was graced and gifted by God. She was many things to many people. But to the EOC Family of Nassau County New York; **She was our Fearless Leader**.

The baton has been passed. The mission will continue.

*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.”*