



Economic Opportunity Commission  
of Nassau County, Inc

# ANNUAL REPORT 2023



**REIMAGINING  
OUR FUTURE  
ADVANCING  
EQUITY  
SUSTAINING  
INNOVATION**

**Eric Poulson**  
Chief Executive Officer

**Brian G. Staley, Sr.**  
Chairperson

**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

**Rev. Dr. Phillip E. Elliott**  
Treasurer

**Herman Maston**  
Secretary



**Reimagining Our Future  
Advancing Equity  
Sustaining Innovation**



# 2022 - 2023 EOC BOARD OF DIRECTORS

## **ELECTED NEIGHBORHOOD REPRESENTATIVES**

Harriet Downer  
Loretta Wilcox  
Seymour Edwards  
Tonya Gibson  
Brian G. Staley, Sr.  
Blanca Fabian  
Anthony DeLeaver  
Ruby DeBois  
Lenora Quinones  
Carol Douglas  
Earnest Weekes  
Judy Puckerin  
Wendy Jackson  
Barbara Cromer

## **PRIVATE SECTOR**

Earl Noble  
Ikera Gause  
Herman Maston  
Scarlett Chevez  
Anais Arriola  
Dr. John Guthman  
Crystal Corley  
Dr. Phillip Elliott  
Angela J. Young  
Herman Maston  
Angela Crowder

## **PUBLIC SECTOR**

Deputy County Executive Anissa Moore  
Legislator Carrie Solages  
Mayor Robert T. Kennedy  
(represented by Mr. Conor Kirwan)  
Commissioner Carl DeHaney  
Councilwoman Marsha Silverman  
School Board President Lamont Johnson  
Mayor Waylyn Hobbs, Jr.

## Message from the CEO



**Eric Poulson**  
*Chief Executive Officer*

The Economic Opportunity Commission (EOC) of Nassau County, Inc. has been working in communities throughout Nassau County for more than 40 years. I am grateful to have been here for more than half of that time, serving first as Community Organizer Aide to now the Chief Executive Officer. I have had the opportunity to reflect on those years, on our ways — old and new, familiar and innovative — that we have furthered our mission. This year’s annual report is a reminder that our mission is more relevant than ever.

The Economic Opportunity Commission of Nassau County, Inc. has evolved, while working to overcome some of Nassau County’s and our nation’s toughest issues, within our communities. Among those trenchant challenges include, early childhood education, immigration, maternal and infant health, housing stability, food insecurity, affordable health care, recidivism, recovery from natural disasters, financial crises, and community and civil unrest. Despite the complexity and variety of issues facing the communities we serve, the unwavering and unimpeachable mission of the EOC of Nassau County, Inc. has remained a guiding light in many communities.

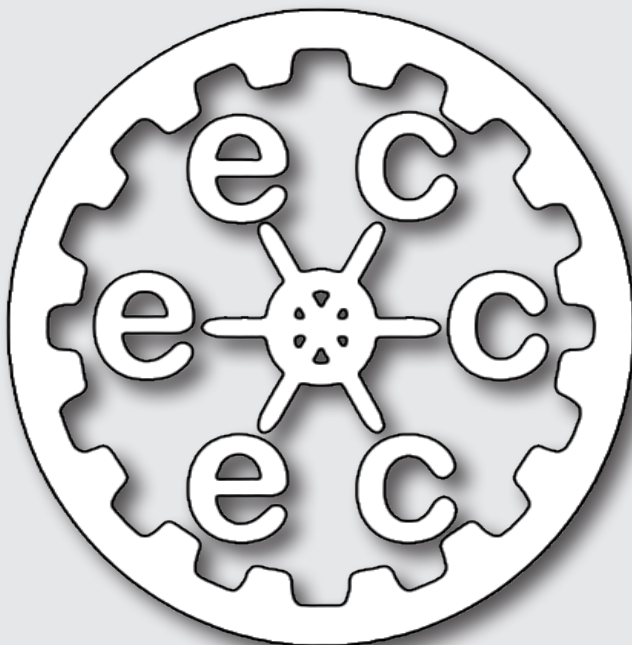
Our mission is always front and center in the minds of our excellent leadership team, a diverse team of professionals, who work tirelessly every day. We are focused on impact and measurable outcomes. We are dedicated to being effective stewards of the resources entrusted to us. And we are, above all, committed to empowering the EOC network, partnerships, Board representatives, and public officials that address the specific needs of the communities we serve. The EOC has formed a network of excellence, that influences each other’s learning and success. We drive the innovative ideas that helps improve the lives of the individuals, children and families benefiting from our programs and services.

The month of March 2023 marked my first full year as the Chief Executive Officer of this agency. I took a deep dive into all of the programs, services, partnerships, and departments, and examined the unique structure and philosophy that has forged our successes, to date. My leadership, throughout my tenure with the agency, is spearheaded by the legacy of leadership and accomplishments by my predecessors, that propels me to continue to further lead with excellence and innovation as the CEO of this agency. I am proud to say we are working to create opportunities for people to live in affordable homes, that will improve their quality of life, strengthen

communities, and create a healthy interdependence. I am encouraged by the confidence that our funders, our community partners, government officials and our network executives have placed in us. We are experienced. We are strong. We are prepared to meet the challenges before us.

As uncertain as the future, the Economic Opportunity Commission of Nassau County, Inc. will remain committed to Helping People and Changing Lives, as we “Re-Imagine Our Future: Advancing Equity and Sustaining Innovation”. We will remain steadfast in our commitment, to bridge the ever-increasing gaps that plague low-income and disenfranchised residents in Nassau County.

I am honored and grateful to be led by the Economic Opportunity Commission of Nassau County Inc. Board of Directors, in guiding this vital organization into our new era of service, to a mission that has proven worthy and durable during the county’s and country’s most challenging times.





## Message from the Chairperson



Brian G. Staley, Sr  
*Board Chairperson*

It is a privilege to serve as the Board Chairperson of the Economic Opportunity Commission (EOC) of Nassau County, Inc. Board of Directors. The EOC Board is committed to effective governance, to ensure the agency continues to carry out its mission.

For 40 years, the EOC has made a significant impact on individuals, families and the communities throughout Nassau County. This agency has a rich history of accomplishments. And this past year was no exception.

Our newly appointed Chief Executive Officer, Eric Poulson, has focused on the theme “Re-Imagine Our Future: Advance Equity and Sustaining Innovation”. Mr. Poulson has reimagined how to move the needle forward, while continuing to provide innovative programs and services to the community. The agency seeks to achieve systematic changes, so that services and resources are distributed equitably, not on the basis of race, social class, gender, sexual orientation, age, immigration status, country of origin, or religion. The mission of the EOC of Nassau County, Inc. is to help ensure everyone has access to the same treatment, and advancement opportunities. Our accomplishments magnify the impact of the federal, state and local funding we receive, to meet the needs of the community.

The mission of the EOC of Nassau County, Inc. is as critical and relevant today, as it was 40 years ago. Inadequate services, accompanied by systemic challenges, only underscores the continuing need for this agency.

On behalf of the board, I am confident that the Economic Opportunity Commission of Nassau County, Inc. will continue to carry out its mission, with the creativity and dedication that defines its history.

## Message from the Head Start Deputy Executive Director



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

**Reimagining Our Future:** In reimagining our future, we must do a paradigm shift; rethink, regroup and recharge. We must think creatively about what our next moves will be, in this post-pandemic, economically declining, racially disturbed and politically challenged climate. The question becomes - Where do we go from here? Yes, we must do it differently. However, “we cannot throw the baby out with the bath water.” We must build upon the foundation that has kept us standing.

For 58 years, we have provided comprehensive services to countless children and families, throughout targeted areas of Nassau County. Our positive outcomes and generations of families that have gained life-long learning skills, give credence to the fact that Head Start works! However, the competition is real. If we are to remain relevant and effective, we must consider new and/or different ways to conduct recruitment of children / families, clients, qualified staff, motivate and retain current staff, all while maintaining our agency mission, core values and ethics. As we reimagine our future, we must not only think futuristically, but in the words of our former Honorable President Barack Obama, “we must be the change we seek.” We cannot accept defeat, bow to mediocrity, or concede without a fight.

**Advancing equity:** As we move forward in advancing equity, we will work to ensure that all children, families and the populations we serve, have equal access to the resources and services that they need; that they feel equally respected, have equal opportunity to reach the goals that they have set for themselves and achieve empowering skills to assist in changing the quality of their lives.

**Sustaining Innovation:** Who got next? In order to remain innovative, it is going to require us to get out of the box, step out on waters that may become turbulent, and stay afloat. It will require broadening our horizon (seeing things through a different lens). Innovation requires becoming “Game Changers”. Therefore, we must first become knowledgeable of the rules of the game, and all of the players. After which, we can effectively implement the innovative strategies, that we need to sustain our place as the front-line community action agency in Nassau County, NY; working to eradicate poverty and its devastating effects among disadvantaged individuals and the working poor. We must remain keen on the changes in our communities, changes in social and cultural norms, changes in family dynamics and the availability of funding dollars, that will continue to undergird our vision and mission of Helping People, Changing Lives.

If we can see it and believe it, Together, we can achieve it!

# Executive Leadership Team

**Eric Poulson**

*Chief Executive Officer*

**Anita L. Shiver-Kennedy**

*Head Start Deputy Executive Director*

**André Clarke**

*Chief Financial Officer Consultant*

**LaVonne Erskine**

*Human Resources Director*

**MelRose Corley**

*Deputy Director of Operations*

**Sylvester Bush**

*Director of CAP Services*

**Yvette Miller**

*Executive Assistant to the CEO*

# EOC Management Team

## Community Action Program Directors

**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*

## Head Start Child Development Program

**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*

**David Pierri**

*Program Director, Displaced Homemakers Program*

**Regina Perry**

*Program Coordinator, Hurricane Ida Relief Program*

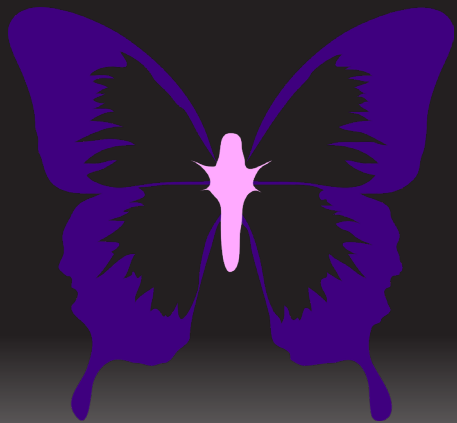
**Lorie Taylor**

*Senior Case Manager, Rapid Re-Housing Program*

**Sergio Valencia**

*Program Director, Soccer Program*

# Displaced Homemakers Program



The main goal of the Displaced Homemakers Program (DHP) is to focus on serving and preparing residents in Nassau County, who need guidance to enter or re-enter the current workforce. As the COVID-19 global pandemic ended, the DHP began to reimagine the future and concentrated its energies on servicing its public, by advancing equity and sustaining innovation. We achieve this by being aware of the assets we have at hand, maximizing their utility where we can, replacing what has become obsolete, enhancing our lesson content with growth in mind, and providing a humanistic approach to their personal experience. 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 more, achieve their employment goals. Beginning in July 2022 through April 2023 the program has:

- Successfully enrolled 52 students through our Job

Readiness course, with 25 graduating from the program.

- One graduate was employed by the EOC, with seven finding employment within three to six months.
- We encountered 120 individuals, handled 43 course intake interviews, submitted 62 agency surveys, and assisted 7 clients with creating, or polishing, their resumes.





## HEIDY VELEZ AGUIRRE

### DISPLACED HOMEMAKERS PROGRAM

My name is Heidy Velez Aguirre and I found out about the Job Readiness course when I saw a poster in the front of the Economic Opportunity Commission (EOC) building, offering computer skills classes. I had just quit a position at a local retailer, as they changed my hours. This change affected my time with family, as I would not be able to attend to my children, as before. As a responsible parent, I saw no other choice than to quit and look for another job, that would meet my family's demands.

As the retail store was within a bus ride away, it was easy for me to get there and return, although, at times, when the weather was bad, or I missed the bus, I would be late picking up my children from school, or their sitter. I began to look for a way to obtain a driver's license, and perhaps a vehicle, to get me to and from a better job. I found the All Nations Driving School, which is located across from the EOC building. I was working on getting my driver's license, to enable me to look for a better job, when I found my next step, getting educated about using a computer.

I mentioned this class to a neighbor friend, and to my surprise, she was currently enrolled in it! I asked her many questions, and all of her answers were positive. Therefore, I asked her to introduce me to her teacher, to see if I could be part of the course. I met Ms. Counts and Mr. Pierri, who were welcoming. I was glad to know that he spoke Spanish, my mother tongue. I gathered my documentation and made an appointment to register. Although my English was not good, I was able to pass the test and the interview, and was accepted to attend the Job Readiness Program! We began class in August with other students. Unfortunately, soon after I found myself suffering from a health matter that required me to go through surgery, immediately. I wanted to finish this course, but God told me it was not the right time. To add to this, my children would be going back to school soon, and I needed to get a job, quickly. Lucky for me, I was able to postpone the class until their next scheduled class, in October. This class was full of wonderful people and every desk was taken. I felt so important, that I was allowed to return to finish what I started. We all graduated in mid-November. Mr. Pierri asked me what I was going to do next, and asked me to fill out an application to work with the EOC, which I did. However, being the end of the year, I figured I would not get a call until the year next. As I continued to attend my driving lessons, one day I decided to stop by and find out what happened to my application. I was welcomed, asked to fill out a new application, and was pleasantly surprised to find an opening, working with their Head Start group. As of today, I am in training, waiting for my clearance, and looking forward to giving back to the community & a wonderful agency, that has given me hope for a better future for my family and myself.

# Re-Entry Transitional Program

The Economic Opportunity Commission of Nassau County (EOC), 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. One component of the EOC is the Reentry Transitional Program. The Reentry Transitional Program offers a successful, multi-faceted support system, that helps formally incarcerated individuals transition back into the community.

The most plausible reasons attributed to rather high incarceration, and/or recidivism rates, are the individual's educational literacy, lack of vocational job skills and interpersonal skills, economic disadvantages, and ultimately, absence of community and familial support. If an individual is surrounded by the likes of crime, or antisocial behaviors, then they are more likely to repeat the same crimes.

The Reentry Transitional Program provides individuals and families with employment/job readiness, education

& vocational training, anger management, mentoring, financial literacy, health awareness, basic computer training, & “what to do when stopped by the police” training. We reimagine the future, as a society with stricter gun laws, which will hinder the capability of many to get into trouble, in the first place. Fairness would include equality across the board, when it comes to race, resources, and second chances! Sustaining innovation consists of the Reentry Transitional Program visiting jails to prepare inmates, by giving them the tools to re-enter the community, and not return to incarceration.

The EOC Reentry Transitional Program currently consists of individuals, who are willing and able to accept the personal responsibilities that accompany becoming productive members of society, as we assist them on that journey. Over the last several months, the Reentry Transitional Program has gained forty-eight clients, that we have helped with employment opportunities, vocational training, mentoring services, identification, and housing referrals. We also maintain correspondence with probation and parole officers, on behalf of our clients. The Reentry Transitional Program has partnered with the Anissa Moore-Deputy County Executive, Nassau County Commission on Human Rights, Hempstead Preventions Coalition, Leadership Training Institute, ABBA Leadership Center, Women's Opportunity Rehabilitation Center, the Hempstead Advisory Council, and local middle/high schools, to implement a more comprehensive and therapeutic attitude, when focusing on the primitive needs of the men, women, and families throughout the community.



**GARY**

## **RE-ENTRY TRANSITIONAL PROGRAM**

I remember being so happy, during the fall of 2012, when I was released from prison. Unfortunately, the feelings of elation were soon replaced with self-doubt and concerns, about “what now?” I was given a second chance, and I was determined to take advantage of this opportunity to do better, take care of myself and help others avoid the mistakes that I had made in the past.

One of my best friends, who recently passed away, advised me to go see Mr. Rubin Jones. “He will help you”, he said. I knew that meeting Mr. Jones would be stressful; people are so easy to judge, but I was wrong. I was treated with respect, and he has been a constant source of support to me, since that first day. I was introduced to the Reentry Transitional Program and he explained to me its vision of promoting equality, and providing training and job readiness skills. Most importantly, I learned its objective, to reduce recidivism by promoting mentorship, and expanding access to newly released inmates, so they succeed in taking advantage of their second chances.

Mr. Jones reminds me, constantly, to “never give up on yourself”. He encouraged me to join the Urban League, which has helped me, tremendously, with vocational skills and computer classes. Through the ongoing encouragement and support I received from members of the EOC, I feel grounded. I have purpose! It has given me a voice, and the opportunity to speak with the youth, and recently released people, in my community. I have been able to share my experiences and advocate on their behalf, to help change conditions that put people on the path to incarceration. I have been able to share with them that there is always another way.

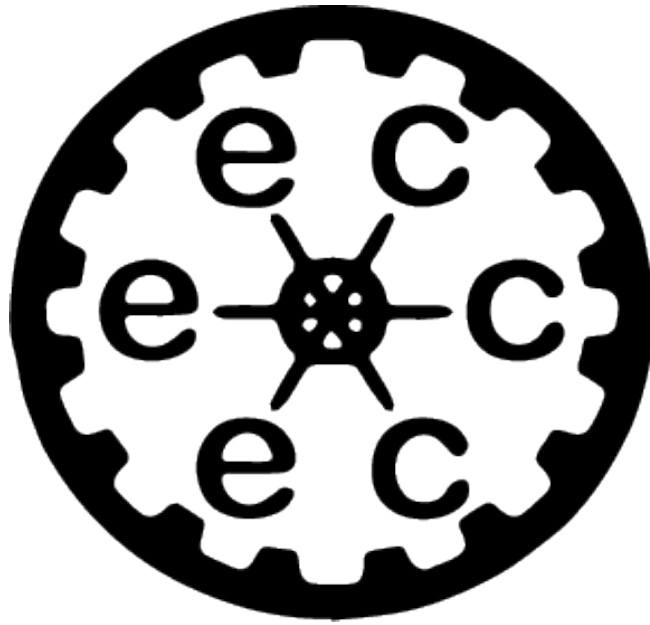
I am grateful to the Reentry Program, and the EOC, for giving me the opportunity to be the change that could inspire others.

# Rapid Rehousing Program

The Rapid Rehousing Program has housed a total of 22 families, in 11 months. We know that homelessness is a national issue, and that we still have a long way to go to eliminate it. However, the EOC of Nassau County is in this fight for the long haul, and we are making a difference, one family at a time. We have built strong partnerships with property owners and real estate agents, who have been integral in our success in housing our clients. They understand that this partnership is a win-win, for both parties. We are providing an opportunity for our clients to receive temporary rental assistance, which is the start of getting their lives back on track. Rapid Rehousing offers them continual case management support, including assistance with obtaining their IDs', free GED classes, free computer training with the DHP program and other referral connections, applicable to their unique situations. The Rapid Rehousing Program is one of the service providers for the Long Island Coalition for the

Homeless, the referring agency who services clients in Nassau and Suffolk Counties, via the HMIS data base. We work closely with the Long Island Coalition for the Homeless through monthly zoom conference calls, and daily communication, regarding the specific needs of the clients we serve. In addition, Rapid Rehousing also works in collaboration with the EHV (Emergency Housing Voucher Program) implemented by President Biden, which is a long-term, permanent housing subsidy. The EHV Program, also known as Section 8, has been allocated a specific number of vouchers for Nassau and Suffolk Counties. Rapid Rehousing submits referrals for these vouchers on our clients' behalf. An eligibility packet is emailed to us, we begin working with our clients to assist them, to provide the necessary documents to submit for eligibility. Once approved, our clients are awarded a voucher, and will make the transition from Rapid Rehousing temporary rental assistance to a permanent subsidy- Section 8; it is a seamless process that has been successful, with zero (0) returns to homelessness, from Rapid Rehousing of Nassau County, thus far.

Rapid Rehousing is excited about the future of the program and servicing those vulnerable families in the community. The Economic Opportunity Commission of Nassau County, Inc, a Community Action Agency, through collaboration and partnerships, empowers income-eligible families to gain the knowledge, skills, and resources, to improve the quality of their lives.



**EOC  
COMMUNITY  
ACTION  
PROGRAMS**



# Roosevelt Freeport CAP

**George Hurst**

**Danelis Martinez**

**Rebecca Lipscomb**

**Ralph Bruce**

**Kimberly Tilghman**

**Kevin Jackson**

**Program Director**

**Supervisor**

**Community Organizer**

**Community Organizer**

**YECTI Program Coordinator**

**YECTI Outreach Worker**

## A Note from the Director

During 2022-2023, the Roosevelt-Freeport EOC continues to meet the goals and objectives of the agency. Throughout the inflation period that we are facing here in the United States, this has strongly highlighted the importance of sustainability. We, here at the Roosevelt-Freeport site, were able to continue to assist residents of Nassau County with critical services, such as (1) food pantry, and (2) referrals.

Unfortunately, many people in America struggle to meet their basic needs, increasing their risk of food insecurity. Lay-offs at work, unexpected expenses, or an accident on the job can suddenly force a family to choose between buying food and paying bills. We assisted 49 families, comprising 180 individuals, equating to 2,665 meals provided through the agency food pantry. With the help of Lutheran Social Services of NY/ New Life Center of LI - Food Distribution Center, the agency has provided food referrals for 26 families, comprising 105 individuals.

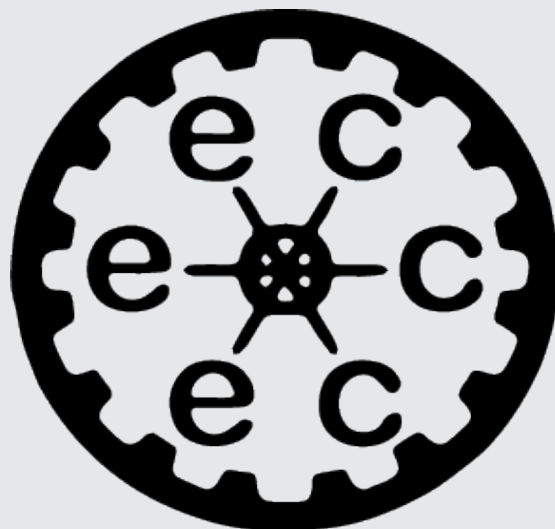


## Barbara Hester

### The Wisdom League | Roosevelt/Freeport EOC

Ms. Barbara Hester has been an active member of Roosevelt/Freeport E.O.C.'s "The Wisdom League" group, since 2018. A client of the Roosevelt/Freeport Community Action Program for a number of years, she has received rental assistance, referrals, food pantry assistance, and transportation assistance. She has also taken advantage

of our phone, copy, and fax machine services, as well. She loves her Senior Program, because it lets her meet with other seniors in the community. She says that the social interactions boosts her mental and physical health, as well as gives her to have a sense of belonging, by mingling with her peers on a monthly basis. The group talks about topics, such as mental health, nutrition, and fitness. She has expressed that, "My favorite thing is when we have Movie Day. The EOC has helped me find a permanent place to reside and they helped me acquire a state issued phone, as well as food stamps. The EOC has also helped me improve my overall attitude toward life and others. People at the EOC are very courteous, pleasant to be around, and helpful, and the personal empowerment and good influence I've received from them have changed my life completely, for the better."



# Hempstead CAP

**Mateo Flores**

**Program Director**

**Emely Gonzalez**

**Administrative Assistant**

**Vicky Serrano**

**Community Organizer**

**Adriana Gonzalez**

**Community Organizer**

**Jose Mercado**

**Community Organizer**

**Sergio Valencia**

**Director of Coaching  
and Soccer Program Director**

**Keiri Canales**

**Soccer Program  
Administrative Assistant**

**Jorey Garcia**

**Empire State Soccer Program  
Director/Head Coach**

## A Note from the Director

“Hempstead CAP has a diversified staff and clientele, which we service on a daily basis. We focus on serving individuals, children, youth and families. We provide advocacy, emergency food and shelter, rental/utility assistance, on-site emergency food pantry, immigration services, unemployment benefits assistance (through the NYS Department of Labor) aid to the foreign born, senior programs, youth council programs and summer youth programs.

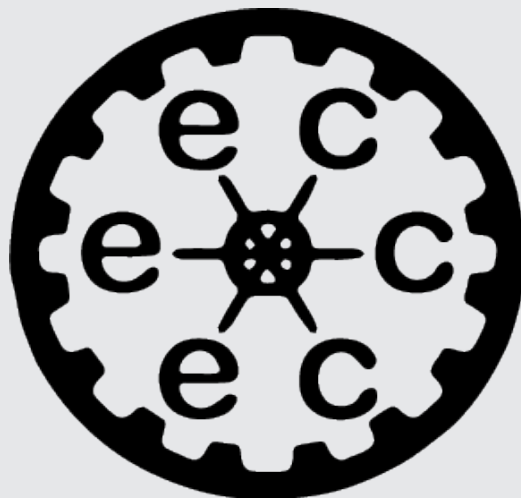
We encounter and embrace equity everyday, by treating everyone as one community. As an agency, our main focus is empowering youth and families through the services and resources we provide.

My goal is to embrace every individual, who walks through our doors, with respect and dignity. I, as a parent, want to provide the same quality time to my community as I give my family. From an organizational perspective, my vision is to empower our clients, by embracing cultural diversity and providing equal opportunities to those who need it the most.”

## Kiara Mercado

### Youth Council | Hempstead CAP

Kiara Mercado has been a youth council member, for 2 years now. The youth council is a group of young individuals, preparing themselves for life after high school. She is in 10th grade and is a scholar at Hempstead High School. She did not have many friends and lacked social skills. When she first started, Kiara was quiet and only talked when spoken to. She was never one to start a conversation, always sat in the corner, just waiting for the meeting to be over, to go home. Eventually, she grew out of her shell. This year, Kiara has shown great improvement in attendance and involvement with the youth council monthly meetings, Saturday workshops, and the fall and spring college tours. She has been getting involved with many extra activities the youth council offers. Some examples of the workshops are mental health workshops, yoga, drug prevention, toxic relationships, self-love, and a weeklong workshop on breaking down and repairing a desktop computer. During the college tours, there were also youths from other sites. Kiara took the initiative and talked to the other participants, during the trips. All the youths who attended the college tours had the opportunity to interact with one another, which allowed Kiara to get out of her comfort zone. She has demonstrated a significant improvement in her social skills, which will benefit her for the rest of her life. Kiara has gained friends through the youth council, expressed that she stays in touch with them, and is eager to see them again at our youth council events. Kiara has tremendously benefitted from the youth council and has gained a desire to do more for her community.



# Rockville Centre/ Lakeview CAP

**Mario Mency**  
**Alexander Infante**  
**Steven Alexander**

**Program Director**  
**Community Organizer**  
**Community Organizer/  
Youth Coordinator**

## A Note from the Director

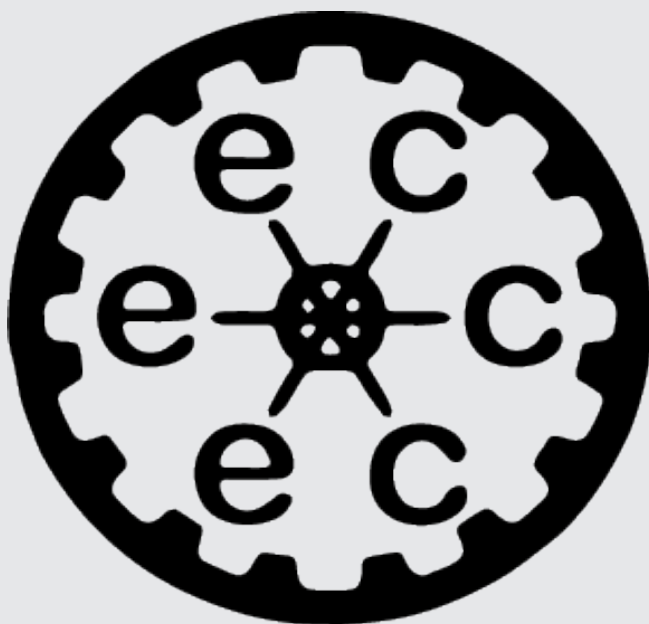
It is stated that diversity (race, ethnicity, gender, class, family form, religion, physical and mental ability, age, sexual orientation) is an important reality in our society, and is valuable. To imagine living in a world comprised of justness, requires the acknowledgement that all people and all families, have strengths. This is the world the EOC's Chief Executive Officer, Eric Poulson, envisions for his staff, as well as the residents they serve. Mr. Poulson is a strong advocate of creating a sustainable route to healthy self-reliance, through family development. The programs, workshops, partnerships, scholarship opportunities of the Economic Opportunity Commission of Nassau County, Inc., are all centered around the model of fair-mindedness.



## Abigail Severino

### Youth Council | Rockville Centre/ Lakeview CAP

“Joining the EOC Youth Council Program has been a tremendous help through my high school experience. I joined in 9th grade and I’d argue that at that age, it’s a struggle to make good friends that you can share your life experiences with. Mr. Mency from EOC provided me the with the opportunity to join the Youth Council, and I found it very easy to love. I got to meet amazing people, who I’m still in touch with to this day. Not only that, but the skills and qualities of a leader, time management, and various workshops that will be useful for my future endeavors - jobs, college, etc. - were all employed during my time at EOC. It was a wonderful experience and I hope to be a part of it again.”





# Glen Cove CAP

**Irma Jeanty**

**Anwar Williams**

**Taisha Lucien**

**Dalia Pierre-Francois**

**Program Director**

**Supervisor**

**Community Organizer**

**Community Organizer**

## A Note from the Director

We are pleased to release our 2022-2023 Annual Report. This report contains information about the GLEN COVE E.O.C. COMMUNITY ACTION PROGRAM's efforts, from July 2022 to April 2023. Glen Cove EOC's CAP has been sustainably working to live up to our mission of turning social-economic barriers into positive and successful opportunities, while implementing and creating new ways and ideas, in the hopes of advancing equity and sustaining innovation. We have been able to serve the Glen Cove community and have seen lives changed for the better. By working with the youth, adults, senior citizens, and families of the Glen Cove community, the office was able to address the primary needs of health, nutrition and economic assistance, which are all social determinants of health. The dictionary defines sustainability as "the ability to be supported or upheld." Glen Cove E.O.C continues to be diligent in remaining sustainable during these changing times, while re-imagining its future in helping people improve their lives, in the Glen Cove community.

Glen Cove EOC CAP has provided tremendous service to the community, such as:

- weekly distribution of fresh fruits and vegetables
- daily access to food pantry
- food cards to their local supermarket
- rental / mortgage and utilities assistance
- hosted annual events

## **Sarah Ayiku**

### **Youth Council | Glen Cove CAP**

Throughout this year, the Glen Cove EOC, and the members have accomplished many great things. Mrs. Jeanty and Mr. Williams are always there to offer support and provide help, whenever needed. The Glen Cove EOC gives the essence of a home away from home. Everyone in the office is kind, respectful, and great company. We have accomplished many things with the help of each other. For instance, the Easter event held in April; the staff and volunteers talked about ideas, made the event functional, and ensured the enjoyment of the participating community. The students in the youth council, including myself, are a great group of kids that get along very well. We have maintained a relationship inside the office, as well as outside the office-like at school. We, in the youth council, help with the food distributions on Thursday, and every so often, at meetings with the Advisory Council Board Members. I cannot speak for everyone, but I must say we enjoy the time we spend in the office. Whether it is helping, or simply spending time after school in the office, doing our homework together.

The Glen Cove EOC has been very beneficial to me. I first started going to the EOC when I was around 8 years old, in 2016, as a camper. A few years later, I began volunteering and spending my Thursday afternoons distributing food, during the Covid-19 pandemic, when schools were still closed. As Covid-19 started to dial down, in 2021, I volunteered along with other students who were paid employees, continuously traveling to workshops that taught us skills for our future. In 2022, I became a paid employee under the Town of Oyster Bay, working as a counselor for participants, aged 5-7. I had a really fun time that summer, and made new friendships with the other counselors. Next summer-2023, and years to come, I hope to remain part of the Glen Cove EOC youth council and a Summer Program Youth employee.

I participated in one of the many college tours the EOC of Nassau County has provided. I visited Delaware State University. The school was very nice on the outside, and I had a nice time. I enjoyed watching their Homecoming game and watching their step and cheerleading team. The hotel we stayed in was very nice, and I am very thankful for having the chance to be part of such wonderful program, like the Glen Cove EOC.

# Port Washington CAC

**Mario Martinez**

**Mercedes Alvarez**

**Steven De Los Rios**

**Program Director**

**C/O Supervisor**

**Community Organizer**

## A Note from the Director

Life during the COVID-19 pandemic has been uniquely stressful for parents with children at home. For some parents, schools welcoming children back for in-person instruction — even for limited schedules, in many cases — has provided a long-awaited measure of relief and cause for optimism. However, after signs of progress and exhaustion, even cities and states with the strictest coronavirus precautions have been rolling them back. For millions of Americans who kept their masks on, and socially distanced long after much of the country abandoned safety measures, it is a moment that has stirred relief.

During the fiscal year 2022-2023, Port Washington CAC continues to provide the following programs and services:

**The CAC Home-Work Assistance Program** continues to provide services to 10 children, 6 to 12 years of age. Services include assistance with their homework, snacks, and transportation services to their homes.

Transportation to local supermarkets has been provided to the seniors. CAC staff and volunteers provided food baskets, and household & hygiene supplies.



## Herson Barrera

### Summer Youth Program Port Washington CAC

My name is Herson Barrera, a senior at Schreiber High School and a member of the CAC/EOC Youth Program. On behalf of my family and myself, I would like to thank CAC/EOC for giving me the opportunity of being part of this organization. For the past four years, I have been employed at the CAC Summer Program as a Counselor, supervising the participants of the CAC Summer Program. With the money I have earned during these years, I have been able to help my family financially, and also, I have been able to buy things that I need, like clothes, shoes, and supplies needed for school.

The **CAC Youth Council** members meet once a month to discuss activities, or events taking place.

The CAC Youth Council volunteered to pick up donations of food and hygiene supplies, and have assisted CAC staff to distribute them to participating youth programs and clients in Port Washington and nearby vicinities, since the pandemic started.

The **CAC Summer Youth Program 2022** was a successful program, in that the participants enjoyed a safe and fun environment, full of different activities, like: Morning Jams, Academics, Recreational Activities, Arts & Crafts, Cultural Projects, Workshops, and going to Field Trips.

From October 28, 2022, to October 30, 2022, four members of the CAC Youth Council attended the **EOC Fall College Tour**. They toured the State University of Delaware and were present at the Homecoming game.

From April 10, 2023 to April 14, 2023, participants of the **Spring EOC College Tour** visited Emerson College in Massachusetts, Harvard University in Massachusetts, The University of Massachusetts in Boston, Massachusetts, Yale University in Connecticut, Delaware State University in Delaware, and Cheyney University in Pennsylvania.

# Senior Programs

## Hempstead CAP | Wise Visionaries

This year, the Wise Visionaries have not resumed their monthly meetings, primarily due to issues with transportation. Hempstead CAP has not been able to provide transportation services to clients, including senior citizens, which unfortunately, has affected the progression of the Wise Visionaries program. Once we fill the driver position, HCAP will be pleased to provide transportation to seniors who need it.

During the month of November 2022, the Wise Visionaries Program members went to the Senior Health Expo Fair at St. Paul's Field House, located at 295 Stewart Ave, Garden City. The seniors had the opportunity to get out, explore, and receive beneficial information, such as breast cancer mammograms, rental benefits for seniors, EAC Network Services, NICE Transportation, health insurance and benefits, & COVID-19 vaccinations and boosters. Two of our

seniors were eligible, through Medicaid, to receive a tablet, at a low cost of \$20. During this month, we also distributed Thanksgiving meal baskets, cooked and uncooked.

Hempstead CAP continues to have the health and safety of our Wise Visionaries members in mind. Our program coordinator has been active in reaching out to our members regularly, to answer any questions and concerns, or to simply check on their well-being. We continue to provide our services, including our on-site emergency food pantry.



## Rockvilee Centre/Lakeview CAP Elders In Need

Nurturing seniors, so that they receive the love and attention they deserve is a vital part of the EOC's "re-imagining the future" concept. Seniors bring a host of knowledge and history to every community; however, many are proud and do not feel comfortable seeking outside assistance. The EOC ensures needs

are met, and that the love and attention our elders desire is obtained. We formed a group called Classic Seniors; the name speaks for itself. This group consist of a diverse group



Reimagining Our Future, Advancing Equity, Sustaining Innovation



The Golden Legacy Community Group is a program developed by the Glen Cove EOC, to promote and improve the mental, social, and physical well-being of the aging community, 55+, within the City of Glen Cove. In providing services specifically designed for our members, the program looks to create a strong community and address the needs of the group. Through monthly meetings, workshops, and events, the group developed social and educational skills. A variety of services are also offered to all seniors, including transportation to medical appointments, food distribution, advocacy, and more.



# Immigration Services



U.S. Citizenship  
and Immigration  
Services

During the period of July 2022, until the middle of the month of May 2023, HCAP has provided immigration services to a total of 60 clients with: citizenship applications, permanent resident applications, employment authorization documents-TPS, and others.

**Citizenship application clients:** total of 11

**Permanent Residency application clients:** total of 19

**Employment Authorization Document-TPS application clients:** total of 23

**Others:** Applications total of 7

HCAP received CSBG-CARES funds to assist with this service, for some clients who did not have the income to submit their applications to the U.S. Citizenship & Immigration Services office.

In the end, the beneficiaries were a total of 14 clients, detailed below:

**Citizenship:** 8

**Green Card:** 6

Those who applied for citizenship passed the naturalization test, successfully. They are now new American, naturalized citizens.

Additionally, those who applied for their green card, received their benefit from their card renewal. We assisted clients from several countries: Chile, Honduras, Trinidad, Peru, Angola, Jamaica, El Salvador, and Bolivia.

On August 18, 2022, **Mr. Jose F. Alvarado** came to Hempstead CAP, to inquire about the various immigration services offered at our agency. He initially asked for assistance with renewing his permanent resident card. Mr. Alvarado received an intake orientation from an HCAP agency worker, during which he was informed of other services and greater opportunities. Mr. Alvarado had been a U.S. permanent resident for more than twenty years, which made him eligible for the naturalization process, and at his convenience, he was also eligible to take the citizenship exam in his native language of Spanish. At first, he seemed hesitant and uncertain about the process. He was doubtful that he had the proper knowledge to complete the naturalization test, successfully. After motivating him to take that leap of faith, he made the decision to take advantage of our support and dedicate himself to fulfilling the U.S. naturalization process. Mr. Alvarado received further instructions from our agency, on how to collect and complete necessary documents. With our assistance, his application was completed and all required documents and fees were submitted to the U.S. Citizenship & Immigration Services office.

Mr. Alvarado is one of the beneficiaries of the EOC Emergency Assistance Program, to pay immigration application fees for citizenship. Shortly after, he received a request for a biometrics appointment, which includes background and fingerprint screenings for security purposes. Mr. Alvarado passed this initial milestone, and promptly received USCIS's mailed notice and schedule for the naturalization test interview.

The EOC of Nassau County, through Hempstead CAP, guided him during the process and supported him with necessary resources, such as a practice test and preparation for the interview. According to Mr. Alvarado, these resources really helped him easily understand the subject material that would be on the test. He passed the citizenship naturalization test at the interview, on his first attempt. A goal that he initially thought was out of reach, resulted in a triumphant outcome. After passing his naturalization test, he was scheduled to attend an oath ceremony, where he obtained the naturalization certificate, officially making him a U.S. citizen.

Thereafter, Mr. Alvarado had assistance with other services, such as the following: U.S. Passport application completed, USPS Passport appointment scheduled online, and NYS Voter Registration Form completed and mailed by the client. Mr. Alvarado is pending with the Social Security Administration updating his current citizenship status, for future benefits.

Mr. Alvarado is an exemplary client. When the opportunity was presented to him, he persevered despite his initial doubt. Now that Mr. Alvarado has citizenship status, he has gained a new sense of security, and has learned of his existing rights and responsibilities. During the pandemic, Mr. Alvarado also used our services for assistance with unemployment insurance benefits.

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 at-large, to take advantage of the benefits that "EOC is providing by Helping People, Changing Lives."

# Emergency Food & Shelter Program

The Emergency Food and Shelter Program was established on March 24, 1983, with the signing of the “Jobs Stimulus Bill,” Public Law 98-8. That legislation created a National Board, chaired by the Federal Emergency Management Agency (FEMA), that consisted of representatives of the American Red Cross, Catholic Charities USA, The Jewish Federations of North America, National Council of the Churches of Christ in the USA, The Salvation Army and United Way Worldwide.

The EFSP was authorized under the Stewart B. McKinney Homeless Assistance Act (P.L. 100-77, signed into law on July 24, 1987, since renamed the McKinney-Vento Homeless Assistance Act and subsequently reauthorized under P.L. 100-628, signed into law on November 7, 1988). Since 1983, in its 40-year history, the EFSP will have distributed \$6.158 billion, to over 14,000 human service agencies, in more than 2,500 communities across the country, through

this collaborative effort, between the private and public sectors.

The original authorizing legislation (PL 100-77), specifically calls for “sensitivity to the transition from temporary shelter to permanent homes and attention to the specialized needs of homeless individuals with mental and physical disabilities and illness and to facilitate access for homeless individuals to other sources of services and benefits”.

Also in accordance with the legislation, the National Board encourages local boards, the decision-making local bodies, to place special emphasis on identification of and assistance to the elderly, families with children, Native Americans and Veterans. In addition, the authorization as revised (PL 102-550) in 1992, requires that a homeless or formerly homeless person, serve on the local boards.

EOC was one of fourteen agencies, that was selected to assist the Health and Welfare Council of Long Island to issue rental, mortgage, utilities payment(s), food, and food cards under Phase 39 & 40 for Nassau County residents. We pre-screen and assist individuals and families that have fallen on hard times and are unable to maintain their monthly expenses, for a one-time payment towards their bill(s), upon approval from the clearing house.

During the 2022/2023 calendar year, the EOC has assisted over forty-two clients with their past due rent (40), mortgage payments (2), and fifteen (15) with their utility bill(s), which allowed them to remain in their home for an additional thirty days, and keep their





utilities from being shut off. We have supplied food and/or food cards to over 700 families throughout Nassau County. The EOC, with the assistance of the EFSP, will diligently continue to assist the residents of Nassau County with their rental/mortgage, & utilities expenses (based on eligibility requirements).

Listed below is one of the families that we have assisted with mortgage, utilities, food, food card, and heating oil.

Mrs. I came to the Roosevelt/Freeport EOC site, seeking assistance from the Emergency, Food and Shelter Program with payments towards her mortgage, electrical, gas and heating oil bills.

She is currently going through financial hardship, due to her husband leaving her and their six children. He has not provided any type of financial assistance, to help the family with their finances. She is currently employed as medical assistant, and with her income she is barely able to pay all of the household expenses, more or less purchase enough food for all of them. The EFSP program payments has allowed her to alleviate some of the stress that she is currently experiencing. We issued the family food from the food pantry. and food cards.

# Food Bank

The Economic Opportunity Commission of Nassau County, Inc., provides food pantry services for families in need. EOC Food pantries are located in the Roosevelt/Freeport community, Rockville Centre community, Glen Cove community, Port Washington community, and Hempstead community. We supply food to the community, through our generous partnerships with Long Island Cares or Long Island Harvest, as well as donations from other organizations, churches, and kind-hearted individuals. We are able to provide hundreds of pounds of food for families who are experiencing food insecurity.

Thanks to the hard work of the Community Action Programs' staff and volunteers in the communities we serve, we have provided to nearly 2,300 individuals/families this past year!

Some of the communities we serve have barriers that make getting food difficult – such as seniors with limited

mobility, or transportation. The EOC CAP Program staff assist the senior community by delivering food items to their home, a pantry on wheels.

The Five Community Action Programs provided the following Food Pantry services to the community:

- Individuals seeking assistance: 23,000
- Pounds of food received for distribution to community: 28,956 lbs
- Bags of food provided to community: 5,891
- Low-income individuals that received emergency food distribution: 2,280

# Youth Empowerment Career Training Initiative

The Youth Empowerment Career Training Initiative (Y.E.C.T.I), is a positive youth development program, that has provided services to at risk youth and their families. Now that we are past the Coronavirus pandemic, we look to assisting the youth with developing their social, emotional, mental, and physical health. Four (4) of the participants in the YECTI program are seniors in high school, and are getting ready for their next steps in life. In preparation for their future, we want the youth to have enough opportunities to grow their life skills. The youth are reacclimating very well to life, after the pandemic. The staff have will continue to do what is necessary for the youth, regarding their growth.

2022-2023 Program highlights include:

- Summer Youth Employment 2022 – Four (4) participants enrolled in the YECTI Program were hired by the Roosevelt/Freeport EOC site, and nine (9) participants from the Town of Hempstead for

the Roosevelt/Freeport EOC 2022 Summer Youth Program. The participants assisted with the monitoring of the youth participants (ages 6-12) of the 2022 Summer Youth Program.

- Computer Hardware 101 – The YECTI program partnered with Morrison Mentors to host a computer building workshop for the youth of the program. The youth learned the intricacies of a computer, while building their own computer. The goal of the program was to give the youth an opportunity to develop a new skill within the STEAM program area.
- Self Care/Healthy Relationships – The YECTI program partnered with The 4Air Project to host various workshops on stress management, self-love/care, & healthy vs. unhealthy relationships. The goal is to assist the youth in development of their mental and emotional health.
- Painting with A Purpose - The YECTI program partnered with Soul Joy Wellness, to host a Painting with a Purpose event for the participants of the YECTI program, and their families. The goal of the workshop was to encourage the participants to take care of their mental health.

The staff hopes that all of the participants that have come across our path, take at least one thing with them when they leave us, and that “Life is what you make of it and no matter what someone calls or says about you, the only person that can stop you from achieving your goals is yourself.”



# County- Wide Youth Council 2022 - 2023

## **President**

Scarlet Chevez

## **Vice President**

Anais Arriola

## **Treasurer**

Haven Thompson

## **Secretary**

Jasmine Rosa

Acosta, Khaliyl  
Alexander, Cheyenne  
Ali, Michael  
Ali, William  
Alvarado-Gonzalez,  
Jocelyne  
Alvarez, Amir  
Alvarez, Lesly  
Ascencio-Saltos, Jake  
Avelar, Ariel  
Ayiku, Rachel  
Ayiku, Sara  
Bailey , Paris  
Barrera, Herson  
Burl, Madison  
Bynum, Mia  
Cabrera, Jacqueline  
Canizales, Ariadna  
Carper, Zion  
Chestnut, Makaylaa  
Coello, Allen  
Coles, Inara  
Cruz, Safira  
Cruz, Mirna  
Decker, Charles  
Del Valle, Kirianna  
Dubois, Alicya  
Ellis, Corinia  
Flores, Mathew  
Garcia, Anthony  
George, Tyler  
Gray, Mearah  
Guachichullca, Juan

Guachichullca, Kevin  
Hudson, Allen  
Imran, Aayan  
Joya, Harley  
Leiba, Steven  
Lopez, Justin  
Manaal, Hiba  
Martinez, Ruben  
Medina, Kayla  
Mejia, ZyaaAire  
Melendez, Yisat  
Mercado, Kiara  
Mitchell, Aniyah  
Moran, Daniel  
Northington , Danyae  
Orellana, Joshua  
Ortega, Isanelle  
Portillo, Angie  
Reyes, Jennifer  
Rosa-Leiba, Osmin  
Rosa-Lopez, Damary  
Rowe, Noah  
Rowe, Rachel  
Sanango, Derek  
Severino, Abigail  
Staley, Cameren  
Stroud, Sydney  
Turcios, Ajay  
Vicente, Kayla  
White, Jhacyl  
Williams , Tirrell  
Yanes, Ingrid

# County Wide Youth Program Report

The County-wide and Youth Council Programs monthly meetings were held both in person. The County-wide Youth Meetings have been transpiring at the various CAP Program sites, and the Youth Coordinators meetings have been taking place in person at the Roosevelt/Freeport EOC site.

All sites have been hosting their youth meetings in-person, and held discussions with the youth about how they are handling life after the pandemic. The majority of the youth have adjusted to their current situations within this stage of their life, and have been talking with the counselors and staff members about their experiences.

Over the course of the 2022/2023 the EOC has held workshops on mental health, low self-esteem, obtaining a higher education, stress management, and self-care.

Listed below, you will find the meetings/activities that took place during 2022/2023 calendar year:

## **October 2022**

Twenty-eight (28) participants attended the 2022 Fall College Tour, from October 28, 2022-October 30, 2022.

The participants attended Homecoming at Delaware State University. They explored the campus and attended the Homecoming game. The participants were able to experience college life, before they inevitably are a part of college life.

## **November 2022**

The participants of each youth program engaged in food drives and giveaways within their own communities, to assist the residents during the Thanksgiving season.

## **December 2022**

The participants of the youth program attended a Self-Care During the Holidays workshop, led by instructor Tabatha Ferrer. The workshop's goal was to teach the participants how to take care of their physical and emotional health. They were involved in various activities/games to learn the importance of self-care. The participants also attended the Painting w/ a Purpose, event hosted by Joy Williams. The participants engaged themselves with a professional painter, and the painter helped the participants create their own professional painting.

## **January 2023**

The youth took part in a stress management workshop, where they learned about the importance of finding ways to deal with the ongoing stressors of life. Also, the participants attended a Healthy vs Unhealthy Relationship workshop. The participants determined how to identify and assess a healthy relationship, versus an unhealthy one.

**February 2023**

The participants also were involved in a Computer Hardware Program. In this program, the youth learned how to break down and build a computer. At the end of the program, the youth came out with a wealth of knowledge about computer systems, as well as the very computer they worked on through the program. The Phi Beta Sigma fraternity members hosted a workshop on getting ready for college, which the participants attended. The speakers covered a variety of topics related to the college process, including financial aid, choosing a major, and involvement in college life. At the conclusion of the program, the guys from Phi Beta Sigma hosted a question-and-answer session, where the participants were able to ask questions regarding college life, financial aid, and how to pick the best college for themselves. Overall, the participants learned enough about the college application process, and the fraternity said they would be thrilled to continue collaborating with EOC and their Youth Program.

**March 2023**

The participants attended the Painting w/ a Purpose event, hosted by Joy Williams. The participants engaged themselves with a professional painter and the painter helped the participants create their own professional painting.

**April 2023**

Thirty (30) participants attended the EOC 2023 Spring College Tour, from April 14, 2022 – April 18, 2022, to the following schools: Emerson College (MA), University of Massachusetts (MA), Harvard University (MA), Yale University (CT), Delaware State University (DE), and Cheney University of Pennsylvania (PA). The participants had a roommate they had never met before, ate lunch on campus, and listened to current college students describe a normal day on campus, in order for them to have some understanding of what it takes to live on campus and become responsible young adults. Everyone advised them to learn how to budget the money they would receive each month from their parents, guardians, or jobs. They might not have anyone to help them, until they receive their next paycheck, if they spent the money beyond their means. They gained knowledge of the advantages and disadvantages of college life and were advised to PLEASE succeed in all you do, regardless of the school they choose to attend.

**May 2023**

The youth participated in a youth development workshop. They spoke about surrounding themselves with positive influences, practicing self-compassion, seeking support when needed, and many other topics pertaining to self-improvement. The youth also attended the Nassau County Mental Health Listening tour, where they were able to voice their opinions about what should be done to positively affect youth mental health.



## Daniel Moran

### Port Washington CAC Youth Council

I have been part of the Port Washington CAC/EOC Youth Council since I was fourteen years old. One of the fundamental reasons why I adore being part of CAC/EOC, is the sense of purpose that it gives me. When we are engaged in activities, it resonates with our core values, interests, and skills. It is an opportunity for personal growth, self-expression, and fulfillment. In my case, being a member of the Youth Council aligns perfectly with my passion for helping others, and making a positive impact on their lives. Another aspect that draws me to it, is the continuous learning and growth opportunities it offers. The workshops they provide for us are very informative and I personally like to attend all of them. This constant learning not only enhances my professional competence, but also improves my personal development, making it an enriching journey of self-improvement. Human connection is an essential aspect of life, and it provides more than enough opportunities to foster meaningful relationships, and also gives me an opportunity to communicate with people outside of my comfort zone.



## Ruben Martinez

### Glen Cove CAP Youth Council

I My name is Ruben Martinez. I am a part of the Glen Cove Youth Council of the Economic Opportunity Commission of Nassau County, Inc. While being part of the Glen Cove EOC, I learned numerous skills and have also made many friends. I have the pleasure to say that it has been an honor and a privilege to be a part of this agency, and the meetings and workshops that they provide are always enjoyable. The staff at the EOC are dedicated professionals, who work tirelessly to help individuals and families in need, and their efforts have a significant impact on the lives of those they serve, including myself. It is important for people to recognize and appreciate the work of organizations, like the EOC. They surely have placed me on the right path to achieve my goals.



# Summer Youth Program 2022

The EOC of Nassau County, Inc. continues to serve the community for their needs. The 2022 Summer Youth Program was another successful program. The EOC held various summer programs, at each location of the EOC. The program catered to two-hundred and thirty-two (232) youth, ages 6 – 12 years old. We monitor and engage with the youth that attend the program, by involving them in various activities that will stimulate them. We created games and activities that correspond with the theme of the week. We even plan the trips to fit the theme of the week. The EOC gave seventy-seven (77) youth, ages 14 - 21, an opportunity to gain employment with the EOC over the summer. The youth who are hired become the counselors of the summer program youth, and are tasked with the job of assisting the EOC staff with monitoring the youth of the program. The trips we went on were to the Regal Movie Theatre, Adventure Land, Splish Splash, Hempstead Lake State Park, Cradle of Aviation, Bronx Zoo, United Skates of

America, Vanderbilt Museum and Planetarium, Long Island Game Farm, Long Island Aquarium, Laser Bounce, Jones Beach Energy and Nature Center, Rye Playland, New York Aquarium, and Coney Island. The youth were involved in workshops as well, with different businesses that we partnered with, to also give the youth an early education on self-love, life skills, youth counseling and stress management.









# 2022 Fall College Tour

The EOC participants visited Delaware State University in Dover, DE. Students had the chance to attend the Delaware State University Homecoming and receive a college tour, where they were given the opportunity to view the campus. We departed from Hempstead EOC on Friday, October 28, 2022, at 4:00pm. We arrived in Delaware around 8:00 pm at our hotel, the Towneplace Suites-Edgewood Aberdeen, Belcamp, MD.

The next day, all students and chaperones met early for breakfast, as we would be departing for Delaware State University, at 10:00am. We were able to watch a very interactive football game, where students were able to experience Delaware State University Homecoming activities. After Homecoming, we went to the movies and then to Applebee's for dinner. The participants enjoyed a fun and stress-FREE weekend, while at the same time experiencing and learning about college life.







# 2023 Spring College Tour

The Economic Opportunity Commission of Nassau County, Inc. continues to fulfill the academic needs of the youth Nassau County. This year, thirty (30) participants collectively from the various EOC youth programs were taken on a 5-Day college tour, during the week of spring break for the participants. The youth were taken on tours of many colleges/universities, starting from Massachusetts and ending in Pennsylvania. The colleges that we visited were Emerson College, Harvard University, University of Massachusetts, Yale University, Delaware State University, and finally Cheney University of Pennsylvania. The experience at each institution provided a difference in atmosphere for the youth on the tour.

## **Emerson College**

Emerson College, a nonprofit educational institution, draws independent minds from diverse backgrounds around the world, through its highly regarded academic

programs in communication, the arts, and the liberal arts. Energized by engagement with the creative life of Boston, their students are thinkers and doers who develop daring ideas and bring innovation, depth, and diversity to their disciplines. The youth took a tour of this college campus and experienced the various programs, and many of the youth really took a liking to the media room, for the media arts production program.

## **Harvard University**

As a research university and nonprofit institution, Harvard is focused on creating educational opportunities for people from many lived experiences. The youth asked many interesting questions about college life within Harvard, and some of the youth really liked the architecture of buildings. Also, the youth learned about the many options they have to get into this institution, especially pertaining to the financial information.

## **University of Massachusetts (Boston)**

The University of Massachusetts Boston is a public research university in Boston, Massachusetts. It is the only public research university in Boston, and the third-largest campus in the five-campus University of Massachusetts system. UMass Boston is the third most diverse university in the United States. Many of the youth took in the view and the atmosphere of the institution.



## Yale University

Yale has been dedicated to expanding and sharing knowledge, inspiring innovation, and preserving cultural and scientific information for future generations. The tour of this college opened the eyes of some of the youth and gave them hope that they had a great chance of attending such a prestigious institution.

## Delaware State University

Delaware State University was the first of the two HBCUs that we visited. Delaware State University is a public, historically black land-grant research university in Dover, Delaware. The university encompasses four colleges, and a diverse population of undergraduate and advanced-degree students. Many of the participants stated they would like to attend this institution and they received the information that they were looking for.

## Cheyney University of Pennsylvania

Cheyney University of Pennsylvania is the second of the two HBCUs we visited on the tour. Cheyney University of Pennsylvania is a public, historically black university in Cheyney, Pennsylvania. Founded in 1837, it is the oldest university out of all historically black colleges and universities in the United States. The experience was nice for the participants, due to the fact that now they can say they visited the first ever historically black college/university.

The goal of this tour was to expose the youth to other places and open their horizons. We want to give them the knowledge they need to be successful with that next step, after high school. Some of the youth had firsthand experiences while on this tour, and we want the youth know there are other ways of succeed, besides what they experience at home.



# The Empire State Intramural Soccer Program



The EOC of Nassau County, Inc., in partnership with the Hempstead Union Free School District, have established the Empire State Summer Intramural Recreational Soccer

Program, designed for the youth of the community who have a desire to learn the fundamentals of soccer. The Empire State Program is offered to students, ages 6 through 12 years old. There are two programs during the year that are offered to students in the Hempstead Union Free School District. An after-school program that is offered at each of the Hempstead Public Elementary Schools, and a summer program. Both programs provide the participants with soccer practices, educational activities, and equipment (shirts, balls, and soccer socks).

The after-school program has been successful in many ways, due to its high attendance. The Empire State Soccer After-School program serves as a hook to keep students off the street, and to also work on their academics. The hook is soccer; we give each participants two days of soccer practice each week. The participants enjoy playing soccer and keep coming back for more. We then add the academic portion, before they play soccer, and the participants start to see that in order to play soccer, they have to do their homework and have good grades. We have seen grades improve, and better study habits.

The Summer Youth Program gives the students of Hempstead a safe place to be during the summer. Participants are able to play soccer, work on their academics, and go on trips outside of Hempstead. The Empire State Summer Intramural Recreational Soccer Program encourages participants to lean towards success, through the discipline learned within the fundamental skills of soccer, granting them the opportunity to be better citizens for their community. 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. In doing so, participants were instilled with good character, from the understanding of soccer skills. Although the participants were on summer vacation, we offered weekly nutrition workshops about developing healthy habits. In addition, the participants had the opportunity to explore Long Island, as we went on various field trips, such as New York Aquarium, Broadway Mall Cinema, Bronx Zoo, Adventureland, and Splish Splash. To end the program, we invited the families to Cultural Diversity Day/Awards Ceremony at the Joseph A.

McNeil Elementary School. The Tamborcito Factory provided the entertainment. Cultural food was prepared with contributions from the parents, for all to enjoy after the awards ceremony. This celebration was the perfect way to provide recognition to the participants, for their efforts and improvement throughout the program.

As the program concluded, it was clear that the participants had learned and continued to improve upon the fundamental skills of soccer. The daily scrimmages were proof of their dynamic growth. The participants who were initially reluctant about playing soccer, had developed a passion for the sport and expressed interest to continue learning. They have begun to implement a healthy mind and healthy body mindset, that will continue to benefit them for the rest of their lives. The EOC of Nassau County takes great pride in the partnerships that we are creating within the communities, to provide impactful opportunities for the youth. Programs like the Empire State After-School and Summer Youth Programs are keeping our students off the streets and doing positive things. Athletically, our students are learning that exercise keeps us healthy. They are learning which food groups to eat, which is helping prevent obesity, or in some cases, helping a child lose weight, if needed. Academically, our students are learning that academics and sports go hand and hand. The Empire program is not just a soccer program, it is a program that uses soccer to bring the students of Hempstead to a place to learn about subjects that they might not be interested in, if offered alone. However, when put in a single package, it has been able to change the lives of many students.





# Youth Soccer Program

“Re-Imagining the Future: Advancing Equity and Sustaining Innovation”

The Youth Soccer Program was originally created as a hook to attract the youth in Nassau County, to be involved in a safe and healthy sport program. The Youth Program is the pathway for our youth going to college, to promote personal growth, as well as personal development, by providing a wide range of services and opportunities to the youth, from the ages of six to eighteen years old.

The promotion of academic excellence, high school and college graduation, by using the involvement in the sport of soccer, is intended to give an enhanced self-image and sense of self-worth to the participants. Through the involvement in soccer, the youth will learn the meaning of determination, dedication, and values that transcend beyond the soccer field to real life situations.

This mission is applied to motivate the youth, as well as the community. The application of the long term vision for the Youth Soccer Program, to use the teaching of technical and tactical skills, disciplines and philosophies associated with the sport of soccer, as a way to instill the “advancing equity and sustaining innovation”, and desire necessary to deal with life’s opportunity and challenges.

This approach is intended with the hopes of enabling their motivation to exceed in their endeavors, and ultimately become responsible citizens and accomplished professionals, with a deep sense of integrity.

The Youth Soccer Program, through innovation, seeks to create a model program, by creating a competitive soccer academy.

## **The Youth Soccer Program time line**

2020-2025: 3-5 Years Projection to create environments:

- Increase the number of intramural participants (currents-32 to 100).
- Increase the number of travel players (currents -110 to 250).
- Increase travel teams in the Local Soccer League (LIJSL).
- Increase Division-1 teams and move to National EDP League.

- New York State Cup / National Championship Series Titles
- National & International Top Level Tournaments
- Region -1 participation/Elite Soccer Players.
- College Students/Soccer Players
- Professional and National Teams Soccer Player
- EOC Youth Soccer Program

## Highlights

### *“Re-Imagining the Future: Advancing Equity and Sustaining Innovation”*

- June 18-19, 2022 - The Hempstead EOC U-17 Knights, Hempstead EOC U-14 Titans, and the Hempstead EOC U-11 Lions won the spring season 2022 Divisions Bracket. These teams will be promoted, to play in a higher division in the fall season 2022.
- June 25, 2022 - The Youth Soccer Program ended the official spring season 22. All teams had their own closing season in a different places, organized by their own parents. To motivate and maintain the sport spirit in each participant.10 soccer team are register to participate in the fall season 2022 in the Long Island Junior Soccer League.
- July 8, 2022 - The Youth Soccer Program registered all travel teams in the Long Island Junior Soccer League, to compete in the fall season 2022, also the U-15 Boys Hempstead EOC Titans will compete in the EDP North Atlantic Premier Soccer League. This league is a tri-state competition league, involving New York, New Jersey & Connecticut.
- August 7, 2022 - The Hempstead EOC Jaguars U-10 & Hempstead EOC Pumas U-14 participated in the Salvadorian-American Day Soccer tournament at Holly Patterson Care Facility in Uniondale NY. Both teams won the tournament and received a first place medal.
- August 17, 2022 - The Hempstead EOC U-14 Titans boys team received notification and congratulations from the LIJSL, for the outstanding team performance in the spring 2022. LIJSL Statement: “Congratulations! Your team has won the LIJSL Sportsmanship Award for the spring season 2022. BUILDING CHARACTER THROUGH SOCCER. Patches distinguish the winning team.”
- August 27, 2022 - The Youth Soccer program, in a partnership with HEVN, held a soccer community clinic at Mirschel Park, located at 90 Atlantic Ave., Hempstead, NY. Officer Capellan, on behalf of Community Affairs, gave away backpacks, food and refreshments to all participants.
- September 10-11, 2022 - Eleven (11) Hempstead EOC Soccer teams

participated in the Long Island Junior Soccer League (LIJSL) fall season, 2022, and the EDP Nationwide Soccer League. The competition took place for three months, from September 10th to November 20th, 2022. One (1) new Hempstead EOC soccer team was added this season, the Hempstead EOC U-9 Wildcats.

- October, 2022 - The Hempstead EOC Titans U-15 actively participated in Breast Cancer awareness month, for the fourth year in a row. At every match, the participants from our team wore socks with the pink ribbon, to show their support. We encouraged our participants to be aware of this illness. In January 2022, there were 2,261,419 new cases of breast cancer, around the world. We passed this information on to our parents and youth participants.
- October 15-16, 2022 - Eight (8) participants from our travel teams got injured in their respective soccer games. All players went to the hospital to receive special medical treatment. Injury reports from each participant was submitted to the LIJSL, to have access to their respective insurance coverage. These players were not able to participate in practice and games, until they were cleared by their doctors.
- November 20, 2022 - The last official soccer weekend games were played, resulting in two (2) teams winning the Champions Division, the Hempstead EOC U-19 Knights, and the Hempstead EOC U-13 Leopards. In this fall season, as a club, we will be expecting to win 3 sportsmanship titles. The results will be out, from LIJSL, in December.
- December 1st, 2022 - Winter soccer practice began at Storm Sports Academy. On December 3rd, 2022, the winter soccer league at SUSA Sports Indoor Arena and Mitchell Field Sports Complex began. The 1st Session will be ending the last week of January 2023.
- January 14 - 15, 2023 - 3 teams from the youth soccer program participated in the East Meadow MLK Indoor Winter Tournament. This tournament was played at Coleman Country Day Camp and SUSA Sports Indoor Arena. As a result, the Hempstead EOC Titans, the Hempstead EOC Rhinos, and the Hempstead EOC Jaguars won first place.
- February 11, 2023 - The Hempstead EOC U-12 Lions, Hempstead EOC U-15 Rhinos, and Titans competed in the Annual Rudy La'Monica Oceanside Tournament. The Hempstead EOC Titans celebrated the championship bracket at Coleman Country Day Camp.
- February 13, 2023 - The Hempstead EOC U-15 Titans held a parents meeting, to discuss the invitation to participate in the FESA International Cup (Sports and Culture) in El Salvador, Central America from July 6th to 16th, 2023; The Titans parents' agreed to participate in this tournament. Additionally, the Youth Soccer Program parents'

board committee held the spring season meeting, in which 8 parents participated. This meeting was to inform the parents about the Spring Season 23 work plan, and new rules that are being implemented by the LIJSL.

- February 18, 2023 - The Hempstead EOC U-15 Rhinos and U-12 Lions participated in the World Cup/East Meadow Indoor Tournament, at Coleman Country Day Camp. As a result, the Hempstead EOC U-12 Lions won their bracket.
- February 20, 2023 - The Hempstead EOC U-15 Titans participated in the Manchester City 5v5 Winter Tournament, at Sofive in Brooklyn, NY.
- March 5, 2023 - The Hempstead EOC SC participated in the Ice Breakers Challenge Tournament, with 5 teams, at Brentwood Soccer Complex; this tournament is the Spring Pre-Season. The Hempstead EOC Lions won their championship bracket.
- March 11, 2023 - The Hempstead EOC U-15 Titans participated in the Levittown Tournament. The Titans came back to Hempstead with first place, in their bracket. Also on this date, the Hempstead EOC SC was invited to participate in the David Beckham & Carly Lloyd Soccer Clinic, at the Mitchel Field Indoor Facility.
- March 18, 2023 - The NY State Cup (USYS National Series) competition had begun. The Hempstead EOC Titans U14 had the chance to participate, since they are ranked high in the league. All of our travel teams are able to compete, starting on March 18, 2023, in the Long Island Cup (LI Cup), the older and bigger competition in USA. The Regular League (LIJSL) and the Elite Development Program League (EDP) competition will be ending June 20th, 2023.
- April 8, 2023 - The Hempstead Titans U-15 parents held a fundraiser, Soccer Festival Day, with the participation of eight (8) parent soccer teams. The parents from the Wildcats, Jaguars, Lions, and Leopards participated in the event, to support the Hempstead EOC Titans with their trip to the International Tournament, that will be held in El Salvador, on July 2023.
- May 6-7, 2023 - Three Hempstead EOC teams, U-9 Wildcats and U-13 Leopards qualified to play the LI Cup Semifinal game, on May 21, 2023. The U-12 Lions won the game and advanced to play the final game, on June 11, 2023.



## Andrew Madrid Youth Soccer Program

Andrew was enrolled in the Youth Soccer Program (YSP) in 2015, when he was 9 years old. He started as an intramural participant. In 2015, he joined the Hempstead EOC Rhinos soccer team U-9, as a travel player. After 6 years, he continues to be an active participant of the program. The Youth Soccer Program has positively impacted Andrew, and he feels so comfortable, that he calls Lincoln Park his second home. Andrew has received opportunities to join different soccer academies, in New York, but he decided to stay in the Hempstead EOC Youth Soccer Program.

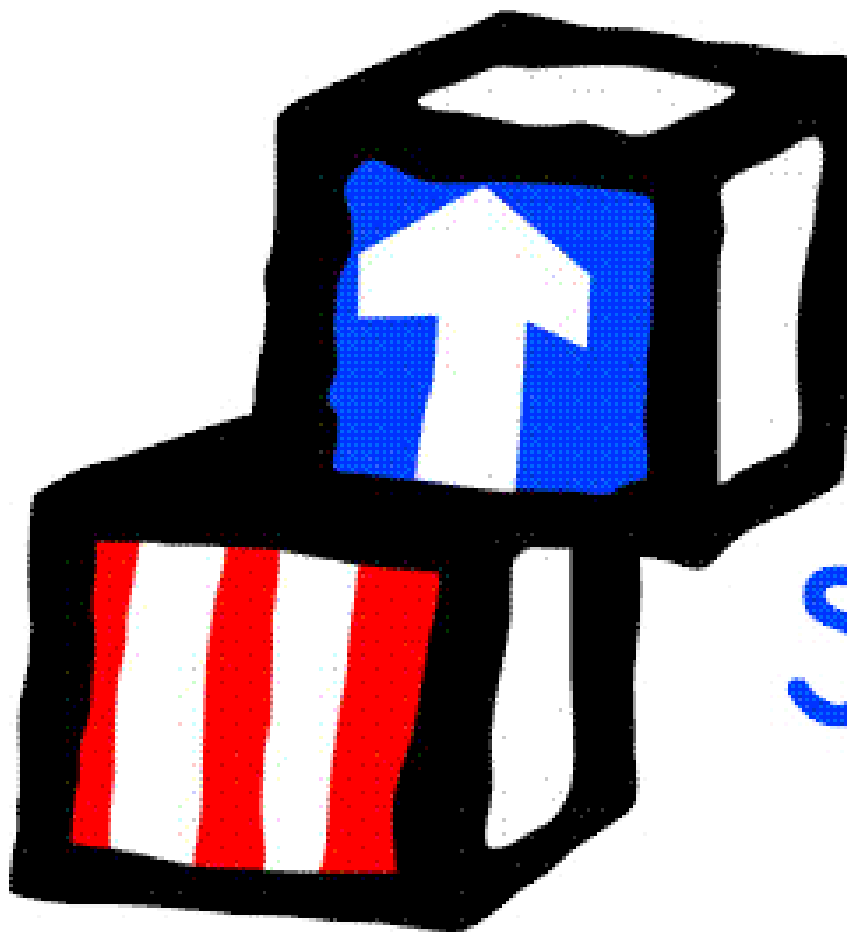
Andrew's dream is to be a professional soccer player. He never misses a soccer practice or game, but his first concentration is to be a great student and obtain a degree in architecture.

At the current time, Andrew is part of the Hempstead EOC Titans U-15, and participates in 3 different leagues, NY State, EDP, and the LIJSL.

- Andrew is in 9th grade at Uniondale High School
- He has a 3.7 GPA score
- 2021- 8th grader Andrew played for the Uniondale Middle School Team (Captain); 2022 - Andrew played for Uniondale High School
- Honor Roll student
- Summer Youth Program participant 2014-2016
- Honors classes in Geometry, ELA, Physics, Global
- Has been a volunteer in the Intramural Soccer Program for 1 year

"The EOC Youth Soccer Program has impacted him tremendously every day, to grow up. Andrew is able to play the sport that he is passionate about. The discipline and responsibilities that he assumes is important for his life. All coaching staff teaches Andrew respect, good behavior, and discipline. The program helped him to improve academically. Also, the soccer program provides excellent experience to my son, not just in soccer. Andrew has strong confidence and he shares valuable time with his teammates". -Maria Madrid, Andrew's mother's statement.





Head  
Start

**EOC  
HEAD START CHILD  
DEVELOPMENT  
PROGRAM**

**2022 - 2023**

## **HEAD START POLICY COUNCIL**

*Chairperson* | **Earl Noble**

*Vice Chairperson* | **Ikeri Gause**

*Secretary* | **Dominique Cooks**

*Treasurer* | **Felecia Mack**

### **Council Members**

Nicolette Grande – Westbury

Tracy Moncion Eastern Nassau

Robert Rabadi – Eastern Nassau

Mia Addison – Hempstead

Ivy Lagunas - Rockville Center

Katea Jean- Jacques – Rockville Center

Doris Salvador- Roosevelt

Reyna Ramos- Roosevelt

Selvin Cheche – Five Towns

Kevin Calderon – Five Towns

Felecia Mack – Freeport

Griselda Robles - Freeport

Carrie Hall- Long Beach

### **EOC Board Representative**

Angela J. Young

*Early Childhood Specialist*

### **Policy Council Alumni**

LeRoy Greene

Christie Thomas





## Current Statistics

**Funded Enrollment                      559**

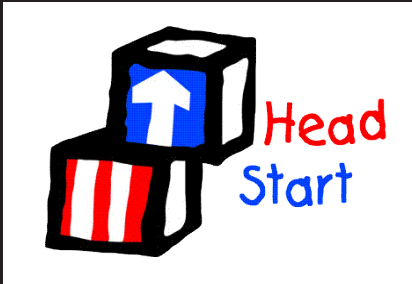
**Actual Enrollment                      559**

**Percentage of Income Eligible Children Served   90%**

**Percentage of Enrolled Children with Disabilities Served   11.3%**

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

# Head Start Directors



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

**Fastine Skinner**  
Program Director, Eastern Nassau Head Start

**Tiffani Frazier**  
Program Director, Freeport Head Start

**Cagney Wilson**  
Program Director, Long Beach Head Start

**Gennell Graham**  
Program Director, Hempstead Head Start

**Marie Davis**  
Program Director, Roosevelt Head Start

**Novella Dortch-Smith**  
Program Director, Westbury Head Start

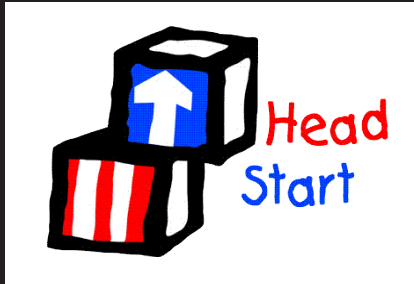
**Courtney Williams**  
Program Director, Rockville Centre Head Start

## **Delegate Agency – Five Towns Head Start**

**Brent K. Hill**  
Executive Director, Five Towns Community Center, Inc.

**GinaMarie Dimatos**  
Program Director, Five Towns Head Start Program

# Transitions



The EOC HS implemented transition activities throughout the 2022-2023 Program Year, by aligning HS and kindergarten practices, standards, curricula, and assessments, as an important element for promoting successful transitions into the kindergarten setting (this included transitions from the home to Head Start for new children and preparations for transitioning new/returning age-eligible children from Head Start to kindergarten settings).

All grantee and delegate operated Head Start Programs have conducted, and/or are in the process of conducting, transition activities in their individual programs. At the end of 2022-2023 Program Year (as of this Annual Report); there are 292 children scheduled to transition into kindergarten (local school districts, charter and/or private schools).

The dates for kindergarten registration have been coordinated with local school districts, and parents

have been informed of the dates and processes to have their children enrolled in their respective school districts. Additional transition activities included, but are not limited to, visits to local schools in respective communities, staff representatives from school districts, charter or private schools visiting the HS Program (as scheduled), and planned open- house activities.

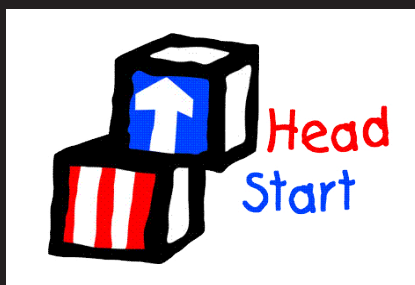
Transition activities are ongoing, as children prepare to enter the Head Start Program, transition to new classrooms within the Head Start Program, and/or transition to kindergarten settings and learn new routines. Children and parents have the opportunity to meet new teacher(s) during the home visit, or during visit to new classroom (conducted prior to start of school).

As of this Annual Report, 245 children are scheduled to return to HS for a second year (2022-2023 PY). Ongoing outreach and recruitment are conducted to fill vacant slots and establish approved prioritized waiting lists.

# Kindergarten



# Transportation



Child transportation services are assessed by Head Start 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 Head Start Program by enrolling children in the Head Start Program in the community closest to their home. The Economic Opportunity Commission of Nassau County Head Start 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 Economic Opportunity Commission of Nassau County Head Start bus drivers continued to be certified under the New York State Department of Motor Vehicles (DMV) 19A Program. All the Economic Opportunity Commission of Nassau County Head Start buses are regularly maintained and New York State Department of Transportation inspections were conducted, as scheduled. Additionally, all buses are equipped with the age- and- weight appropriate child restraints seats, back up alarm, fire extinguisher, first aid kit, spill care 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).

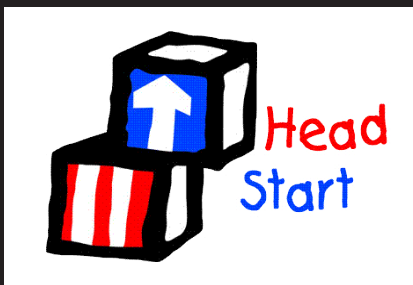
During the 2022-2023 Program Year, 73 eligible Head Start children received daily morning and afternoon transportation services from three (3) Head Start Programs; Rockville Centre Head Start, Eastern Nassau Head Start and the Long Beach Head Start. Additionally, monthly bus evacuations drills are conducted at all Head Start Program, as scheduled. All buses are sanitized 2X times per day.

All new hired bus drivers are required by New York State Department of Motor Vehicles regulations, to be finger printed, undergo a complete physical, have an up-to-date license abstract conducted, attend new bus drivers classroom and on the bus training, and complete New York State Department of Motor Vehicle (NYSDMV) 19A Exams (Written Test/Behind the Wheel exam/Road test/full review of all drivers records). The New York State Department of Motor Vehicles 19A program is the certification and qualification of all school bus drivers. All certifications must be completed before a driver can transport children. A minimum of one bus monitor must ride the bus, at all times. Additional monitors are added based on adult/child ratio. The Head Start bus monitor assists drivers by escorting children to and from the bus, signing children on and off the bus, supervising and managing children during the ride, and only releasing children to authorized persons (identified by parent or legal guardian).





# EOC Father's Club



In working collaboratively with the EOC Head Start fathers and father-figures, throughout the EOC agency and community, it has been proven that, when the program makes the effort to connect with fathers, a partnership between the staff and the father is formed. This partnership is a powerful bond and it is an opportunity to do amazing things, reimagine, and go amazing places with children.

During the 2022-2023 Program Year; the EOC Family and Community / Engagement Service Area tapped into this belief, and launched the formation of a Father's Club. The club has been formally titled as "Club Dadication." It consists of a group of twenty-eight (28) dedicated fathers, who volunteer their time to support the Head Start programs, agency and community. The main purpose of the club, is to foster a sense of community and provide support for children, teachers, and staff.

As you peruse this report, it will highlight the activities



and gains achieved by Club Dadication:

Increased and improved parenting outcomes that resulted in deeper emotional connections with their children.

- Four out of five fathers of minor children live with at least some of those children (79.8%). Almost three-

quarters (72.6%) live with all of their minor children. (Survey of Income and Program Participation)

- Father participants gained valuable relationship skills that improved their communication and co-parenting skills. Research indicates that children with actively involved fathers are: 43% more likely to earn A's in school and 33% less likely to repeat a grade, than those without engaged dads. (resource- Fatherhood Project 2023)

- Increased contribution, as it relates to assisting their child with school readiness (Parent/Child home activities). Research indicates that children who feel a closeness to their father are: twice as likely as those who do not, to enter college or find stable employment after high school, 75% less likely to have a teen birth, 80% less likely to spend time in jail, and half as likely to experience multiple depression symptoms. (resource- Fatherhood Project 2023).
- Resources for available job-seeking skills and opportunities through the various social program services. (100% of participants).
- Bonded with other fathers / father figures in the EOC agency and program staff motivating themselves and others (100% of Participants).
- Reported positive gains in their own development and life decisions (100% of participants)
- Reported thinking about and/or actual improving financial discipline (100% of participants). Research indicates that father engagement reduces the frequency of behavioral problems in boys, while also decreasing delinquency and economic disadvantage in low-income families (resource- Fatherhood Project 2023).
- Increased awareness concerning fathers physical and emotional health (100% of Participants)

EOC Head Start programs partnered with fathers to promote positive outcomes for their individual programs, children, families, and for the fathers themselves. Staff will continue to work with fathers, to help them develop their skills and interests and achieve the short- and long- term goals that they have set for themselves, and their families. Fathers will continue to be supported as advocates, lifelong educators, and first teachers of their children.

EOC Club Dadication provides several benefits to the Head Start community; these benefits include but are not limited to the following:

**Support:** The Father's Club provides support to the Head Start teachers, staff, and children. They offer their time, resources, and skills to assist the program in whatever capacity they are asked to, and ensure that the children have a positive and fulfilling educational experience.

**Role models:** EOC Club Dadication / Father's Club serves as role models for the Head Start male children / staff. They demonstrate the importance of giving back to the community, and encourage the young boys to develop leadership skills and positive character traits.

**Community building:** The Father's Club helps to build a strong sense of community among the Head Start families and their own communities. EOC agency and Head Start



Program information is shared, so that other parents/legal guardians and communities are aware of the opportunities to get involved in their child’s education, and build meaningful relationships with other families.

Club Dadication plays an important role in supporting the EOC, and targeted Nassau County communities. It aims to build a strong sense of community, as we Re-Imagine Our Future: work towards Advancing Equity and Sustaining Innovation.





# Mental Health & Disabilities



The Intervention Manager continues to provide mental health and disabilities services to Head Start children. As of May 2023, the EOC has exceeded the 10% disability criteria with sixty-three (63) children enrolled with a diagnosed disability and certified Individual Education Program (IEP). A designated area remains available within each Head Start Program, to accommodate service providers to work individually and in small groups with children (as outlined in their IEPs). The Intervention Manager continues to monitor programs, and ensures that children with IEPs are connected with service providers and the awarded therapeutic services are delivered. Of the sixty-three (63) children enrolled; there are nineteen (19) three-year-olds, thirty-five (35) four-year-olds, and 9- five-year-olds with IEPs. A total of ninety-two (92) therapeutic services are delivered to children with a disability;

- Sixty-three (63) children receive Speech and Language Therapy

- Twenty (20) children receive Special Education Itinerant Teacher (SEIT)
- Five (5) children receive Occupational Therapy
- Two (2) children receives Physical Therapy
- Two (2) parents received parent training.

The Head Start classroom works collaboratively with the mental health team and service providers, to individualize instructions to meet the goals outlined in childrens' IEP. Social and emotional activities are included in the weekly lesson plans, to help children understand and manage their emotions, feel and show empathy for others, establish healthy relationships and make responsible decisions (Creative Curriculum, I can Problem Solve, and Conscious Discipline). Small group activities are tailored to observe and encourage participation of all children. The Head Start Child Development Program remains true to its philosophy of providing services to children of “all abilities”.

As part of the continual child-assessment, developmental screenings (Early Screening Inventory-Revised (ESI-R), Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and e-DECA) were conducted for children, within the first 45 days of enrollment. Based on our data, which identified children needing speech-language support, the EOC continued their partnership with Molloy University's Speech and Language Department, to conduct

on-site speech and language developmental screenings for children, at designated Head Start Programs (Freeport, Rockville Centre, Long Beach Eastern and Nassau Head Start). Children who were identified as needing supplemental speech and language support are actively participating in Molloy’s Speech and Language Enhancement group.

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 work with Head Start parents, in navigating the Committee on Pre-School Education (CPSE) process and in securing formal evaluations, through the Local Education Agencies (LEAs).

Despite the high demands of special education programs within the Nassau County area, the intervention manager continues to work, in collaboration with the LMSW, to advocate and secure appropriate placements for children, needing a higher level of care (Center-based Special Education Program). The team continues to diligently follow up with special education programs and the Local Education Agencies (LEA) for children, who are waitlisted.

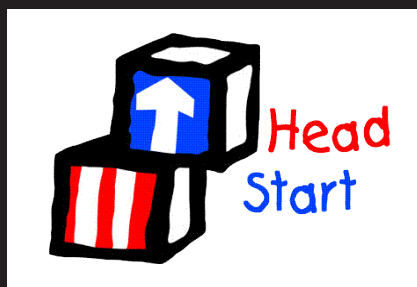
The intervention manager and Family TIES Licensed Social Worker work together to provide ongoing support for children, who are awaiting placement in a Preschool Special Education Program. Additionally, communication is maintained with service providers regarding the progress of children, and meetings are held with their parents, to share practical strategies and educational resources, to help support their children at home. Children continue to receive mental health/social emotional support from the intervention manager, Family TIES Licensed Social Worker and classroom staff.

Children who are not eligible for services under IDEA and are exhibiting challenging behaviors, as a result of trauma, motivated the EOC Head Start staff to develop alternate interventions, designed to meet the child’s specific needs. This includes collaboration with Head Start parents to ensure consistency at home and in the classroom. The mental health team recognized the need and importance of a collaborative strength-based approach to disabilities services, and as a result, facilitated ongoing interdisciplinary team meetings with the Head Start corporate service area staff, to discuss further intervention for holistic strategies to assist the child/family.

Ongoing professional development trainings are also conducted with Head Start staff, to help enhance their knowledge base and sensitize them on the importance of understanding the hidden meaning of behaviors. Special emphasis is placed on supporting both the children and Head Start staff’s overall mental wellbeing, to promote resilience.

The EOC Head Start Child Development Program recognizes the importance of providing an opportunity for all children to obtain an equitable and inclusive educational environment, for them to flourish.

# Practice-Based Coaching (PBC)



The Office of Head Start Program Performance Standards (HSPPS) - section 45 CFR {1302.92 (1)-(5)} requires that all Head Start programs implement a research-based, coordinated coaching strategy. The EOC Head Start Program maintains compliance, utilizing the Practice-Based Coaching (PBC) model, as our professional development strategy to support teachers' use of effective teaching practices, and to help strengthen the delivery of educational services to children. Practice-Based Coaching is an intensive process, and it takes at least four to five years to really master it. In the Implementation Phase, the practice-based coach intensively aids teachers' in the coaching process, in a one-to-one approach. Identified teachers (referred to as Coachees) receive intensive coaching; which has assisted them in increasing their teaching, instructional and classroom management skills. They are monitored individually and feel supported. Intensive Coaching support leads to positive lifelong outcomes

for children. The EOC Early Childhood Specialist/ Head Start Coach Manager is trained, and continues to receive ongoing support on the Coaching Model, by the Region II T/TA Early Childhood Specialist, as requested and/or as needed.

Throughout the Program Year 2022-2023, The EOC early childhood specialist/ Head Start coach manager has conducted Practice-Based Coaching training(s) for the entire EOC Head Start network, as well as onboarding staff. The EOC early childhood specialist/ Head Start coach manager is currently providing coaching cycle sessions to six (6) coachees from (3) different Head Start locations; both in-person for the focused observations, and via Zoom for the reflection & feedback/shared goal & action planning sessions. The coaching cycle is designed to strengthen the Collaborative Partnership. During this time, the EOC Early Childhood Specialist/ Head Start Coach Manager and teachers worked together to set goals and identify action steps to support practice implementation. Together, jobs responsibilities are defined to support the teacher's identified teaching practice goal implementation. Both the coach and coachee discuss why, when, and how practices will be implemented; problem-solve and negotiate strategies to support practice implementation; and engage in joint reflection and feedback about practice implementation. Collaborative partnerships develop over time, as teachers and coaches engage in PBC. They begin by establishing a rapport and shared understandings. All

components of PBC require reciprocity, and two-way interactions that follow the signed and guided coaching contract. Each coaching partnership is individualized to the unique strengths, needs, shared understandings, and desired outcomes of the teacher and coach.

**Outcomes for the EOC Practice-Based Coaching activities include:**

- As of May 2023, the EOC early childhood specialist/Head Start coach has conducted thirty-two (32) Teaching Practices Needs Assessments, Goal Setting, and Action Planning with four designated coachees. This component of the PBC framework includes processes for initial goal setting, action planning and processes for ongoing goal setting and action planning. The teachers' Teaching Practices Needs Self-Assessment was reviewed with each coachee. Each coachee goals were written to guide their development, execution, and evaluation of their action plan. The goals were clearly defined, measurable, and achievable within a defined time frame, and also ensured accountability.
- The EOC early childhood specialist/Head Start coach manager has conducted thirty-four (34) focused observations (as of May 2023). The term "observation" refers to processes associated with gathering information about fidelity of practice implementation. The early childhood specialist/coach manager guided focused observations, by the coachees action plan and associated goals. Information was gathered each visit, specific to the goals and action steps. During the focused observation, the early childhood specialist/coach manager provided additional support strategies to the coachees, such as: modeling verbal, gestural, or visual prompts, and brief thought-provoking problem-solving discussions.
- The EOC early childhood specialist/ Head Start coach manager has conducted thirty-two (32) Reflection & Feedback sessions (as of May 2023); which is the third component of the PBC framework. Reflection involves the coach and coachee considering the support strategies. The EOC early childhood specialist/ Head Start coach manager used information gathered about practice implementation, to identify successes, challenges, motivators, or next steps related to improvements, refinements, or modifications of teaching practices. In addition, the EOC early childhood specialist/ Head Start coach manager reviewed with each coachee, previously provided PBC articles and video resources, as a way to reflect and strategize in preparation for the next PBC focused observation.
- The EOC early childhood specialist/Head Start coach manager provided reflective discussion, which is an important process for supporting problem solving around practice-implementation issues, and identifying what is going well and what might need to be changed. During this component, the EOC early childhood specialist/ Head Start coach manager asked each coachee open-ended reflective questions. In PBC, performance feedback involves providing information about fidelity of

practice implementation. Both supportive and constructive feedback was provided to each coachee. In addition, objective, interpretive, and comparative questions were presented to the coachee. Supportive feedback is used to identify and provide positive feedback. Supportive feedback connects information from the observation with the goals and action plan steps, and helps to illustrate progress. Constructive feedback is also used to help recognize opportunities for improving, or refining teaching practices. Constructive feedback was specific and identified steps for strengthening fidelity of practice implementation.

- The EOC early childhood specialist/Head Start coach manager also delivered performance feedback in various forms: verbally, graphically, annotating video, through checklists, and as part of self-reflection. Lastly, the EOC early childhood specialist/ Head Start coach manager provides PBC, reflection and feedback strategies through role-play, problem-solving conversations, and modeling of practices.
- At the submission of this report (May 2023), the early childhood specialist/Head Start coach manager has conducted a total of ninety-eight (98) practice-based collaborative partnership coaching sessions, with six designated coachees from the Eastern Nassau, Five Towns, and Hempstead Head Start Programs.

The EOC Head Start Programs will continue to focus on the process and progress of practice-based coaching to support classroom staff with effective teaching practices. Effective everyday teaching practices are vital for children's progression in school readiness skills, as we prepare them for moving up to the kindergarten level, and we reimagine our futures, advance equity, and sustain innovation for Head Start children and families.

## PRACTICE-BASED COACHING

*Practice-based coaching is a cyclical process for **supporting** teachers' use of **effective teaching practices** that lead to **positive outcomes for children***



# 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 2022-2023, and into the following 2023-2024 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, Identifying and Responding to Anaphylaxis (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 2022-2023 program year (July 2022- May 2023) has resulted in one hundred ninety-eight (198) training activities implemented, totaling 332.25 training hours, exceeding EOC Head Start's targeted training hours for the current funded program year, of 227 training hours. This does not include staff attending regional and/or national conferences.

The EOC Head Start -Training Tracks that will be implemented for the remainder of the 2022-2023 program year and into the 2023-2024 program year, will create continuous, intentional opportunities for concentrated staff, and professional development training that is focused and data-driven. The intentional training activities will increase staff skill development across Head Start disciplines, and organizational services provided to children and families. In promoting ongoing mental wellness, mental health has been a

priority focus this program year, to aid and provide both large/small group and individual support to staff as needed, and/or requested. Training will continue to be provided by a professional development modality 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. Additionally, to meet the needs of new incoming staff and ensure they are successful, the on-boarding training program has been revamped, resulting in hands-on (at program site) training, beginning on the third week of the on-boarding training.

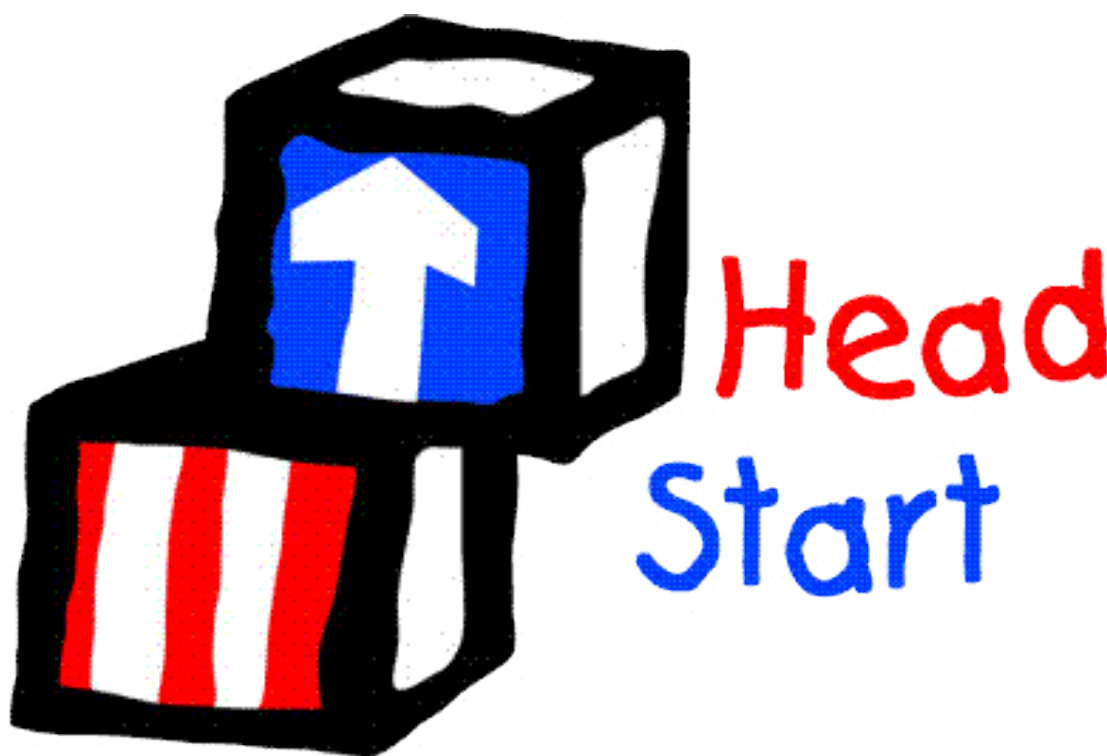
The Head Start Training Institute Professional Development Program also focused on developing the Head Start staff's full potential, through skills development and career planning. This procedure begins, but does not end, at the onboarding process. According to the Office of Children and Family Services (OCFS), 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.

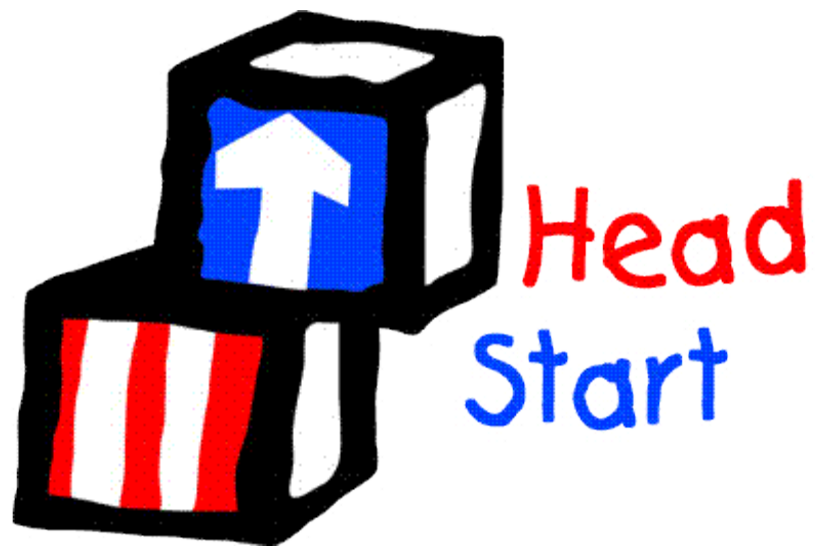
During the 2022-2023 program year, the EOC Head Start Child Development Program onboarded thirty (30) new qualified classroom teaching staff to provide supportive, quality learning environments. In addition, a total of eleven (11) family service workers (2) assistant food service managers, one (1) bus driver, (2) bus monitors, and six (6) custodians were also onboarded, to support Head Start families, maintain compliance in facilities, and meet 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 guidance of the professional development coordinator; Head Start staff established career development plans, to advance their professional development goals. Based on the professional development plans, four (4) teacher assistants, one (1) still pending approval, were granted an Office of Head Start Teacher waiver and promoted to a teacher role, while they are completing 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 twenty (20) teacher aides on our staff roster, a total of nine (9) have either completed, or are in the process of completing a Child Development Associate Credential (CDA), provided by Molloy University, at the end of this program year. With the support of the professional development coordinator, one (1) teacher assistant completed the renewal process. As a result of completing the Child Development Associate Credential (CDA), one (1) teacher aide was also promoted to a teacher assistant. Additionally, one (1) teacher aide is pending promotion. Inclusive of the twenty (20) teacher aides, a total of 60% (twelve) of the EOC Head Start staff have participated in the Child Development Associate Credential (CDA) program. Similar to the Child Development Associate Credential, nine (9) family service workers and Head

Start corporate staff, participated and successfully completed the Family Development Credential (FDC) program, to increase the skills and competencies they need to work with families in empowering ways.

All eight (8) EOC Head Start Child Development Programs maintains four out of five star rating through Quality Stars NY. Three (3) Head Start programs participated in a professional development training - “Using ECERS-R as a Self-Assessment to Improve Learning Environment”, in preparation for the Early Childhood Environmental Rating Scales (ECERS-R) observation. Twenty-six (26) classroom staff participated in the training. Three (3) Head Start programs were observed for ECERS-R; two (2) Head Start programs scored 4 out of 5 for ECERS-R, and one program scored 3 out of 5 on the rating scale.

As we move forward, EOC Head Start has and will continue to, commit to the skill and growth development of all the EOC Head Start staff.

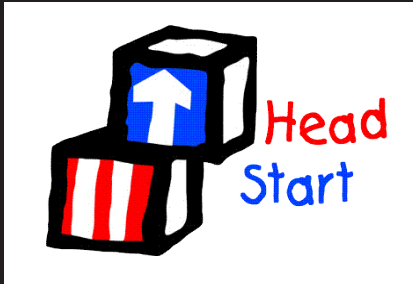




# HEAD START PROGRAMS



# Westbury Head Start



2022-2023 was another great year for Westbury Head Start program. That is not to say that there were no challenges, but we view these challenges as opportunities for growth. We continue to provide high quality early childhood education for 85 children and families. We continue to seek new partnerships, new growth opportunities, encourage staff retention, and of course, more children. I am pleased to present the Westbury Head Start 2022-2023 annual report.

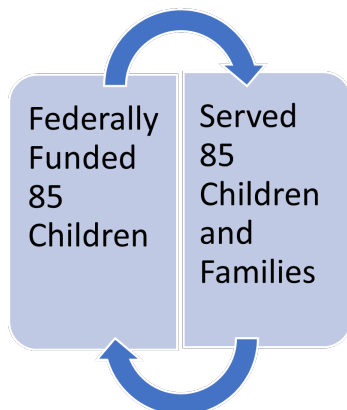
Since 1965, Westbury Head Start has served Westbury, and New Cassel's most at-risk children and families in the Head Start program. It has been a challenging year, and our employees and families continue to work together to provide a support system for our most vulnerable children. This year, Westbury has provided education, health, mental health, disabilities, nutrition, and social services to a total number of 85 Head Start children.

Westbury Head Start's mission is to educate, equip,

and empower children, families and staff through partnerships and efficient data driven systems, to close the achievement gap. Our annual report will reflect on how we achieve our agency mission and vision.

Westbury Head Start provides high quality comprehensive early childhood education services, for eligible families and children, from ages three to five. We partner with parents to teach children the skills and abilities needed for success in school and life. Together with our community, we support parents to keep children safe, healthy and well.

Every child deserves the best start she or he can have, no matter their circumstances. That is why Westbury Head Start provided the highest quality early childhood education



to children, who otherwise might have been left behind. The first five years of a child's life are essential in preparing her or him for a healthy, happy, and successful future. When children receive the quality early childhood education they deserve, not only do children fare better, but communities do, too.

The challenges of 2022-2023 school year for Westbury H.S. were staff shortages, mental health well-being of our children, families, and staff. This played a significant role in the school day disruptions and feelings of uncertainty, at a moment when

they needed consistency, normal routines, and stability.

Westbury is proud to report, with the challenges we faced during the school year, our program managed to maintain partnerships with **7 community agencies**, serve 89 students, and serve 84 families, using 5 classrooms.



## **PUMPKIN CARVING CLASSROOM 2**

Westbury's commitment to early childhood education is simple: to enhance the development of very young children, between the ages of 3-5 (the most critical time of growth), and to promote healthy family functioning. We have been one the leading providers of early childhood education throughout Westbury, offering comprehensive education, family services, disability assistance, and health and nutritional services to all eligible children and families.

The Westbury Head Start Program provides the center-based option along with a school district partnership (UPK) and other community partnerships. Westbury provides a minimum of 1,020 annual hours of class operations during the year. We have built strong partnerships with community organizations, which has allowed us to meet the full spectrum of needs and deliver an unparalleled suite of comprehensive services to our children and families.

Our students are diverse in race, ethnicity, and language. More than 41% of our children are Black/African Americans, with more than 33% Hispanic/Latino. Westbury H.S. understands to have an effective Head Start program for our children who are dual language learners (DLLs), we need to continue to facilitate their first language while learning English. WHS currently has 41 DLLs in our classrooms.

## **CHILD HEALTH AND WELL BEING**

WHS actively provides support in the following areas:

- Assisting families with finding a medical and dental home
- Locating sources of funding for health and dental services
- Working with Medicaid and local agencies to determine a child's eligibility for medical assistance
- Tracking health services
- Offering health promotion and training opportunities for parents, including information on child health, nutrition, and development

Because of our focus on child health and well-being, our families experience better health outcomes; 100% of our participants have medical insurance, medical homes, immunizations, and dental homes.



## COMPREHENSIVE SERVICES

Westbury Head Start provides the following additional services to children enrolled in the program:

Developmental screenings are provided to identify areas of concern regarding the child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills. These screenings are

done while remaining sensitive to the child's cultural background.

Westbury Head Start provides strategies for meeting the specific needs of all children with disabilities. There are procedures in place for screenings, referrals for evaluations, accessibility to facilities, and attending all CPSE meetings and annual reviews. In addition, there is a commitment to continuously meet and exceed the mandated 10% enrollment opportunity, for children with disabilities.

Comprehensive mental health services are provided for children, families, and staff. Individuals are referred to corporate and community partners, to obtain services. Comprehensive services were provided to 89 children and families thus far, twenty (20) of which are children in an individualized Education Program. We also worked diligently with families, to assist them in meeting the goals on their Family Service Plan.

Westbury Head Start served more than 3 homeless families.

## SCHOOL READINESS AND CHILD OUTCOMES

Westbury Head Start defines school readiness, in terms of the knowledge and skills children display, in five major areas of development: approaches to learning, social emotional development, language and literacy, cognition, and physical development. Therefore, our goal each year is to promote school readiness by providing developmentally appropriate learning experiences, based on the individual needs of the children in preparation for kindergarten. As part of WHS's school readiness goals, we have set the expectation that at least 85% of the children we serve will be functioning at kindergarten level in each domain, before entering kindergarten.

Westbury Head Start measured children's outcomes using various assessments tools, such as Teaching Strategies GOLD (TSG) and the DECA Assessment. We also utilize informal assessments, such as the child portfolios and parent observations. Within the program, we use Teaching Strategies GOLD to measure student progress in each of the following domains: social-emotional, gross motor/fine motor skills, language, cognitive, literacy, and mathematics. The purpose of these benchmark assessments is to establish goals for the children, that maximize their chances for success. To accomplish this, we ensure the tools we use align with the Head Start Early Learning Outcomes Framework.



## VOLUNTEERS, PARTNERSHIPS AND COMMUNITY OUTREACH

Volunteers are vital to the success of our program, by contributing their time, talent, and resources. They come from various sources, such as churches, fraternities, sororities, partner organizations, school districts, and community agencies.

Westbury Head Start has received the Universal Pre-K grant from the Westbury Union Free School district. WHS receives \$1,500 for 61 children.

This grant has improved the quality of our program by:

- Building consistent and aligned delivery systems
- Strengthening our early childhood systems, locally and statewide
- Expanding families' access to high-quality preschool
- Enabling the sharing of resources and expertise
- Benefiting children, families, and communities

## PARENT INVOLVEMENT

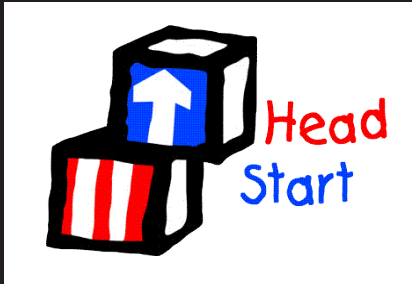


Westbury Head Start believes parents are the most important influence in their child's development. Parent involvement is essential to our program planning and decision-making. Parents are involved in many aspects of the program. Parents receive monthly trainings at their parent meetings. The family and community partnership manager arranges supplemental trainings, including fathers involved with Dad's club.





# Five Towns Head Start



Five Towns Head Start (FTHS) Program is located in the Five Towns Community Center, at 270 Lawrence Avenue in Lawrence, New York, and operates under the umbrella of the Five Towns Community Center. As a delegate agency of the EOC of Nassau County Head Start Program, the EOC also has oversight and monitoring responsibilities of the FTHS Program's general and fiscal operations. The Five Towns Head Start is funded to serve an enrollment of 76 children. In September

2022, we welcomed (55) fifty-five children / families,

of which (31) were returning families and (24) twenty-four were new families.

Our Parent Orientations were held on August 11, 2022 and September 8, 2022, in both the morning and afternoon, to accommodate our parents' schedules. The Five Towns Head Start program director reviewed the orientation packet with our parents, with the support of the FTHS staff. We discussed the mandatory mask mandate for children and staff, as well as the additional measures that we had taken to continue to keep children and families safe, from the spread of the Covid-19 virus. Our newly renovated hallway and classrooms were ready for their children to start the 2022-2023 program year.

- Parent Orientation Meetings: August 2022 – 14 families/September 2022 – 31 families, held in person.
- Nutrition Meetings: September 2022 – 16 families/April 2023 – 3 families, held in person.
- Parent Meetings held in person on a monthly basis with guest speakers.
- LifeTouch Photography Fall – October 2022 and Spring – May 2023.
- Holiday Celebrations- Hispanic Heritage Month Classroom Celebrations, Halloween, Thanksgiving Feast, Holiday Spirit Week, Black History Month Performance, Mother's Day Breakfast, Father's Day Breakfast - all in person

- Self Assessment
- Child Selection -1 parent
- West Hempstead Children's Library Storytime and Book Donations
- Linus Project Blanket Donations
- Shop With a Cop
- Community Chest/Neighbors in Need
- Holiday Gift Donations provided by Inwood Christmas Dream
- Liberty Dental – 13 children screened, and oral health care presentations and dental care kits for all children
- Girls Scouts in April 2023



At Five Towns Head Start, we are very proud of our Hispanic heritage. Our children arrived in clothing that demonstrated pride in their culture. Classrooms participated in cooking activities, music and movement, and art to celebrate our multicultural children.



During the month of October, the children of Five Towns Head Start enjoyed a visit from the West Hempstead Library. The librarians read stories that were enjoyed by all, and the children were allowed to select books to take home and keep.

In November, Five Towns Head Start celebrated the Thanksgiving holiday with a feast! We enjoyed inviting our families to join us in being thankful! It was a wonderful occasion, enjoyed by the children and their families. Our teaching staff and food service staff put their hearts into making sure everyone had a delicious day.

Everyone always gets into the holiday spirit in December, with our fun dress-up days.

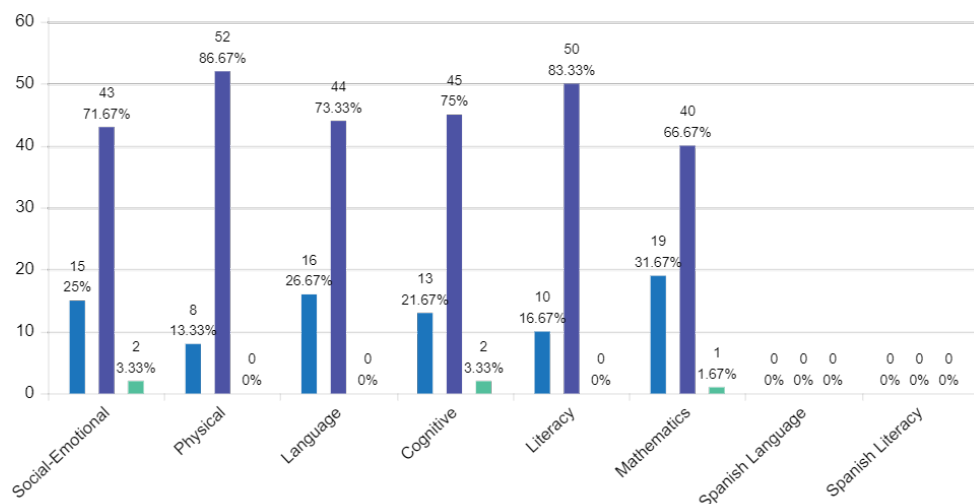
During the month of December, the Five Towns Head Start received a generous donation of handmade blankets for our families, from Project Linus. Our families also





participated in Shop with a Cop, sponsored by the Nassau Police Department, which allowed selected families to shop at Matty's Toy Shop, through donation. Five (5) of our Head Start families also received a surprise gift to help them through the holidays, sponsored by Neighbors in Need.

Our children actively participate in our curriculum, Teaching Strategies Gold, 6th Edition. Children learn best by being able to explore, discover and experience the world around them. We are growing and thriving, with a hands-on approach to learning.



Our Teaching Strategies Gold Winter 2022-2023 Checkpoints measured our growth towards the widely held expectations for kindergarten readiness. 70% or more of our children are meeting, or exceeding, those expectations and we expect additional progress in their development, over the remaining four (4) months of the program year.

During the month of February 2023, our families were invited to our Black History Month performance, which was held in the Senior Center at Five Towns Head Start. Each classroom prepared a performance, using music and props for their family, and highlighting and recognizing a variety of black visionaries. Our performance was followed by a delicious luncheon for our children and families.

As we make our way towards the end of our program year, we still have so many wonderful activities to look forward to! We are preparing for our Spring Picture Day and Mother's Day Brunch, as well as our Father's Day Breakfast. We are planning for a trip, and looking forward to Field Day and our Moving Up Day festivities in July 2023.





# Long Beach Head Start



July 2022 marked the first full year of in-person program services, since the hybrid services that started during the COVID-19 pandemic shutdown. On Thursday, July 28th, 2022, Long Beach Head Start held our Moving-Up ceremony, where we said good-bye to (36) thirty-six children, who transitioned to kindergarten within the public-school districts of Long Beach, Island Park, Oceanside, as well as the charter schools in Hempstead and Roosevelt.

Between the months of September and October 2022, the program year kicked off with welcoming approximately 35 new families into the Long Beach Head Start Program. Meeting full enrollment was challenging this year, and we did not become fully enrolled until January of 2023. In addition to welcoming new families this program year, we have become close to being fully staffed, as we have welcomed (3) three new teacher aides to the program and have promoted (2) two staff persons from a teacher aide to teacher

assistants.

## Program and Parent Advocacy for Services:

Long Beach Head Start continuously met the required quota of servicing children with disabilities, as we had and still currently have a total of (7) children with IEPs. Out of these (7) seven children with IEPs, Long Beach Head Start staff assisted parents and encouraged the evaluation of three of them. With the evaluation of the (3) children and attending their CPSE meetings, each child received IEPs issued from

their prospective school districts. Upcoming this month, is an additional recommendation of evaluative services for (1) one child, who is pending approval for needed services. If this child is approved for services, it will total 4 out of 4 children who started the program year with no services, and have ended up receiving approved speech and language, SEIT, and physical therapy services, that will increase and improve their quality of life and learning. The other (4) four were children who entered the program with services already in place. Three (3) of the (4) children will be transitioning to kindergarten, where some services may be eliminated, due to their success and meeting and sustaining goals as outlined by their designated IEPs.

## Workshops and Outcomes





Many times, families that experience homeless situations do not share this information with friends, social workers, or program staff. Thankfully, the EOC agency and Head Start programs have resources to assist families with homelessness and still accept children into our Head Start programs. The Head Start Program Performance Standards (HSPPS) and Child Care Development Fund (CCDF) defines homeless as children living in emergency shelters, motels, hotels, trailer parks, cars, parks, public spaces, or abandoned buildings, and those sharing the housing of other persons, due to loss of housing, economic hardship, or a similar reason.



A single mother whose child was enrolled in the Long Beach Head Start program became homeless shortly after the program year commenced. Out of fear of losing her placement in the program, the parent was reluctant to share the information with staff at the program. When she shared the information with family service workers, they were able to assure her that her child's placement was safe, especially under the adherence of the McKinney-Vento Act. Furthermore, in partnership with the Long Beach School District's transportation department and social worker, transportation services are provided daily to transport the student from the shelter to the Long Beach Head Start program. This is beneficial to the parent and child, as it allows continuity and consistency of attending our Head Start Program. Homeless children are less likely to attend school, more likely to fall behind in class, more likely to suffer from hunger, poor physical and emotional health, and experience four times as many respiratory infections, twice as many ear infections and are four times more likely go have asthma ([www.stopchildhomelessness.org](http://www.stopchildhomelessness.org)); the success of this partnership and outcome is truly rewarding, as her child continues to attend the program frequently.

### **Program Activities and Parent Participation:**

Within the months to follow, from the beginning of the program year until present, parents have had opportunities to volunteer and attend monthly parent meetings and activities. Parents were invited to celebrate and enjoy activities, such as fall harvest, Hispanic Heritage, holiday luncheons such as Thanksgiving and Christmas, as well as Black History month celebrations. The month of March marked Women's History month, and women were celebrated and appreciated in our program with-a moms-on-



the-go breakfast. In efforts to continue to empower women, during the month of March, volunteer opportunities, such as teacher for the day and mystery reader days were offered, specifically to our Head Start women. In April, the Long Beach Head Start program celebrated Week of the Young Child and hosted a parent and child activity that featured egg dying, decorating, and an egg hunt. To date, Long Beach Head Start has totaled five hundred forty - seven and a half hours (547.5 hrs.) in parent participation and parent volunteer hours.

## **Re-Imagining Our Future: Advancing Equity and Sustaining Innovation:**

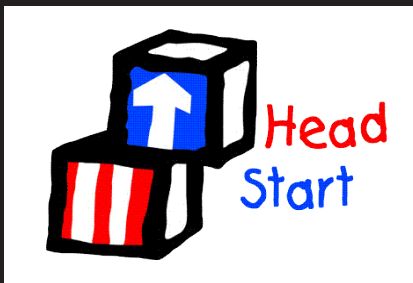
Re-imagining our future requires deep thinking about the future, and a focus on advancing both human and technological developments. Currently, we can see that the technological and digital world is woven into the fabric of all of our lives, even the Head Start children that we serve. To assist in the evolution of technological changes, Long Beach Head Start purchased (4) four inspire interactive smartboards. These smartboards come loaded with interactive games that cover topics in math, science, and literacy, and helps classroom staff reinforce lesson plans with the availability of the internet, at the touch or tap of the screen. Additionally, last program year, Samsung tablets were bought and given to children to use, participate, and attend class during the COVID-19 program shut down. With a focus on usefully repurposing classrooms in the Long Beach Head Start program, children are utilizing the tablets as additional computer options in their classrooms. Long Beach Head Start classroom teachers have the opportunity to conduct one-to-one and small group activities, while using the tablets. HATCH skill building games have been installed on the tablets, to allow each student ample practice time for continued skill building and developmental activities.

One way to effectively sustain innovation in childcare, is by working with community members and listening to the wants and needs of clients, consumers, and parents. Here at Long Beach Head Start; parents are provided with surveys, to inquire about best schedules and days for parent meeting attendance, surveys for the interests of parent meeting guest speakers, and surveys to inquire if children are retuning the following program year. And, parents are provided family needs assessments, which helps us to provide informational resources that help families in need. These assessments and surveys are conducted through-out the program year to assist meeting the needs of families that we serve. As the program serves both documented and undocumented families (of children born in the USA), it was discovered that some undocumented families were not aware of their eligibility for programs, such as SNAP and/or WIC. With the assistance and information provided to families by a Northwell case manager, undocumented parents learned about eligibility for WIC services. There were a total of four (4) parents who inquired and applied for WIC services, and all four were approved and are now receiving WIC for their families.

Supporting staff in the early child care field has its importance, as it relates to sustainability. NYS OCFS allowed operating daycare programs to apply for the New York State Stabilization Grant; this grant assisted with providing early childcare staff monetary incentives as part of continued support in caring for our children.

The Long Beach Head Start is truly grateful for the connections, partnerships, parent participation, parent cooperation, and opportunities that have occurred this program year thus far.

# Roosevelt Head Start



The Roosevelt Head Start program utilized strategies, learned from the previous year and implemented techniques to improve as we implemented on the theme, “Re-Imagining Our Future: Advancing Equity and Sustaining Innovation”. The Roosevelt Head Start program reflected on different activities, as we closed out the 2021-2022 program year, in July. The theme was “Gardening & Getting Ready for Kindergarten.” All domains were met, based on the foundation of approved lesson plans. The teachers developed lessons and activities that correlated with each of these units, and integrated the domains. The children demonstrated their understanding of the theme, during direct instructional time, small and large group activities, and individual correspondence with classroom teachers. The learning outcomes framework domains and goals were executed to help children transition to kindergarten. Family service workers and classroom staff worked together with families during the process of school readiness,

and ensured that families had what they needed for registration.



In June 2022, the Roosevelt Head Start Program participated in the Hope Day event, held at the Roosevelt Shopping Plaza, in an effort to recruit children for the 2022-2023 program year. The guest speaker of the event was Deputy Supervisor Goosby.

Roosevelt Head Start Moving Up Ceremony was held on July 29th, 2022, at the Washington Rose Elementary

School auditorium. The Moving Up Ceremony was well attended by families, children and staff; there were 232 families in attendance. Head Start children received gifts from teachers, and were provided with new backpacks and school supplies from the EOC.

As part of the professional development training, and to support Head Start staff’s mental wellbeing in preparation for the new program year, staff participated in a mental wellness event on August 15, 2022, at the Shores, Atlantic Beach. This event commenced professional development training week for all Head Start staff. The week ended with an Award and Recognition Ceremony, to acknowledge and celebrate staff contributions throughout the program year.

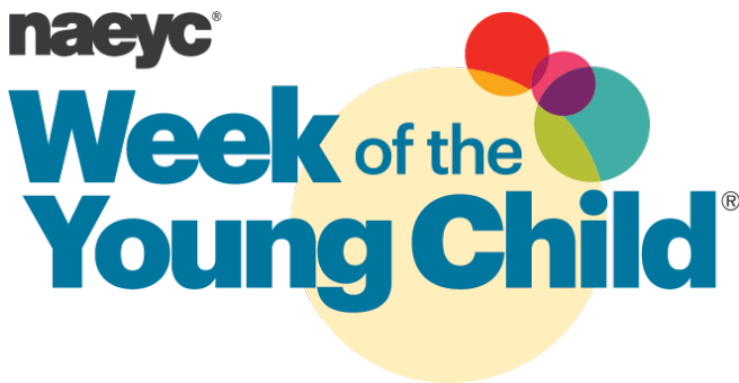
In August and September 2022, staff arranged their classrooms in preparation for children.

Intakes, home visits, parent orientation, elections, outreach and recruitment were conducted. 2022-2023 commenced on Monday, September 12th, 2022. All developmental screenings and assessments were completed within the 45-day benchmark, as well as establishing a classroom routine. Our overall goal was met within the 45-day compliance.

Our first mental health observation, to get an understanding of our teaching environment through another's eyes, and new children adjusting to the program, went off without a hitch. We began the year on Monday, September 12th, 2022, with the theme "Beginning the Year".

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/off-site events, such as parent orientation/elections, monthly parent meetings, black history/multi-cultural celebration, NAEYC -week of the young activities, health & nutrition meetings, advisory/policy council meetings, picture day, self-assessment, education meeting, outreach and recruitment.

Classroom staff collaborated with the mental health team, to provide individualized support to children with disabilities and mental health concerns. Individualized lesson plans were created to meet the needs of children in the program. Classroom staff and family service workers provided activities and program messages for families to complete at home; these activities mirrored what children were learning in the classroom. Resources, such as Hatch Ignite, My Teaching Strategies Gold (My TSG), Ready Rosie and Conscious Discipline strategies were provided to families, to support learning in the home environment.



The Roosevelt Head Start program celebrated the Week of the Young Child, during the week of April 2 to April 8, 2023. The National Association for the Education of Young Children (NAEYC) aims to recognize and celebrate early childhood programs that support the

needs of young children and their families. The Week of the Young Child is important in recognizing quality, affordable childcare, and the role it plays in early childhood development. The Roosevelt Head Start Program hosted a Spirit Week, where children participated in Cultural Celebration Day, Music Celebration, Career Day, Mix and Match Day, and Artsy Day, encouraging creativity and fun through every activity. The Week of the Young Child celebration rounded off on Friday, with children making art & crafts and displaying their work around the school.

In a continuous effort to implement the theme of Re-Imagining Our Future: Advancing





Equity and Sustaining Innovation,” the Roosevelt Head Start Program continued to build partnerships in the community and support our families. The Roosevelt Head Start program was selected to participate in Island Harvest’s Produce Program, who have been delivering fresh produce to children and their families from September 12, 2022 – June 2023. The families received various kinds of fresh produce bi-weekly, and learned about each kind of produce and the various ways to prepare them to promote a healthy lifestyle. By involving the children in the learning process, they become interested in meal preparation and were willing to try new foods, as encouraged in the classroom. In

addition to providing access to fresh produce, the Island Harvest nutrition coordinators visited the program site on April 19, 2023, to teach families about the benefits of eating healthy and how to incorporate more fruits and vegetables into their meals daily. Seventy-seven (77) families were in attendance.

### Community Partners Testimonies

Our names are Anita LaSpina and Teresa McCarthy, and we are Librarians from the Children’s Division of Nassau Library Association. We truly enjoyed visiting Roosevelt Head Start and thank you for the warm welcome we received every visit. Your professionalism, as well as your staff’s, was apparent from the moment we walked in the door. Your center is warm and inviting, from the displays in the hallways, to the colorful classroom artwork. Your teachers create a caring environment, in which the children can learn, grow, and have fun. We look forward to sharing books with each of these delightful children again. After reading the books, and sharing songs and rhymes, we left a hardcover book to be added to each classroom library. Recent titles representing current topics and diversity were selected. Our organization, the Children’s Services Division of the Nassau County Library Association, provided 109 paperback books, for the Center to distribute to the children to take home. Included was a note to parents (written in both English and Spanish) which stated: “Please visit your local public library often. You will find wonderful books and many virtual programs, for all ages. The best gift you can give your child is a love of learning. Reading with your child each day is the perfect start.”

Pam Galchin, a Licensed Speech Therapist at Corinthian Therapy, shared “I am happy to have an ongoing partnership with the Roosevelt Head Start program”. She



is currently working with four (4) children at the Roosevelt Head Start program. She provides speech therapy on an individual basis to all the students. According to Ms. Galchin, “every child has made some progress”. Children have delays with their expressive language skills, receptive language skills, and articulation skills, as well as phonological skills. Therapeutic techniques include, use of toys, play doh, handouts, coloring activities, and iPads. It was noted that children receiving therapeutic intervention have shown great improvements, both academically and socially – in their ability to use words more to express themselves, follow directions and are learning to transition the strategies into the classroom. Parents are informed of their child’s progress regularly, and are encouraged to work on skills at home to elicit language. Teachers also assist children with meeting their individualized objectives, in the classroom. The Roosevelt Head Start program collaboratively supports families, whose children were transitioning to kindergarten, for a successful entrance into kindergarten.



### **Teacher/Parent Testimonies/Outcomes**

During this program year, the classroom teachers worked with a child who had an IEP. Individualized support, such as the use of flash cards, story cards, manipulatives, and books were provided to help the child achieve his goals. The program worked collaboratively with the mental health team, parents and service providers to ensure that the child was transitioned to an appropriate setting, in the 2023-2024 program year. The parent stated, “I would like to thank the staff for their amazing support and patience with my son. He feels happy and safe, and I feel like this is his second home. I really like the service, the kindness, the attention of all the staff and I am very happy that my son is learning many positive things. I am very happy how my son likes to be there with the staff and the treatment they give them”.

My name is Ella Portero, and I am the Director of Public Relation/Engagement at the Roosevelt Children’s Academy. As part of our ongoing help to the organization to meet its goals, RCA will continue to work collaboratively to make the community aware of programs, such as Head Start and Community Action Program, by providing EOC flyers for outreach and recruiting (at parent events/registration/Library). At a recent RCA parent meeting, a former EOC parent leader whose child is enrolled, was proud to also acknowledge our support. We also participated in the Social Emotional presentation in September, at the EOC Head office. We look forward to our continued partnership (EOC Program activities to share with our RCA families).



# Freeport Head Start



Summer fun activities, End of the Year BBQ, Parent/Children Awards Day, and our Moving Up Ceremony that was conducted on Thursday, July 28th, 2022 at Bay View Elementary School, in Freeport, NY 11520.

Freeport Head Start has a funded enrollment capacity of (53) fifty-three children and in September 2022, the program welcomed a combination of (36) thirty-six new and (17) seventeen returning children.

As we continue to move in the direction to “Re-

Imagining Our Future: “Advancing Equity and Sustaining Innovation;” in September 2022, the program year kicked off with our Annual Parent Orientation. Parents attended the meeting with masks and followed social distancing requirements. Parents were informed of changes within the program, that included an implementation of all children back in-person and that students will attend with masks, until further notice.

This year, the Freeport Head Start staff has worked hard to “Re-Imagine Our Future: Advancing Equity and Sustaining Innovation”, by engaging and connecting with children and families and members of the community. This was done by reaching out to the community and establishing new partnerships, to assist with our family’s needs.

The 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 2022-2023 program year.

- Parent Orientation Meetings throughout the year for newly enrolled families-68 parents and caregivers attended
- Nutrition Meetings





- Parent Meetings
- 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)
- Island Harvest Fresh Produce Program donations - 53 families
- Self Assessment- conducted in February 2023
- Moving Up Ceremony 2022 - 62 parents and caregivers 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 - 2 parents
- Child Selection/Education Committee Meetings - conducted in April 2023 and July 2023
- Trauma Workshops throughout the year, with the EOC LMSW
- Mindful Moms Meetings via zoom with Freeport parent Ms. Janet Ogunleye
- Dad's Club conducted by Mr. Tanel Panton FCP Manager
- Open House - twice a year
- Girl Scouts of Nassau County
- Nassau County Library Association and Book Fairy book donations
- Molloy Lanaguage Enhancement Program and Molloy Student volunteer
- Pajama Program Party
- 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 that the Freeport Head Start children, families, and staff experienced this summer and throughout the 2022-2023 program year. Our families, volunteers, and dedicated staff helped make each event special for the children. Utilizing COVID funding and the stabilization grants, we have made innovative improvements to the quality of our program, including new steps and floors throughout the Freeport program.

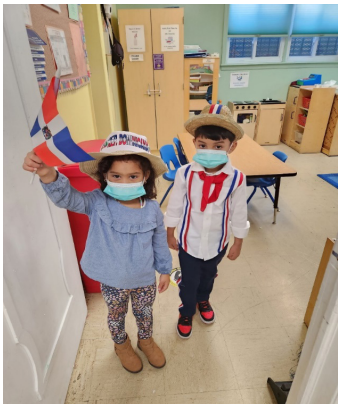




Ready Rosie has been our main source, in communicating with families while we continue to advance and sustain innovation. It has also helped with teaching our families how to be their child's first teacher, at home! Ready Rosie has been used during parent meetings, as an addition to summer packets, and 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! Freeport Head Start has continued to move forward in utilizing the online family engagement!

In the month of September 2022, Freeport Head Start conducted parent orientation, parent election (Parent Committee President, Parent Committee Vice President, and Parent Committee Secretary), Health & Nutrition committee meetings, a fire drill, bus drill, and 2 shelter in place drills conducted with children and staff monthly. 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. COVID safety protocols were followed.

This is just one display of how Freeport Head Start connects with the families, during our parent meetings and monthly art displays. We ask the parents to bring in a poster displaying ALL ABOUT ME, so that we can get to know the children. By having a show of pictures and words, the children feel a sense of comfort, leaving their families and coming to school knowing that they can still look at the posters throughout the day, if they miss their families!



In the month of October 2022, we celebrated Hispanic Heritage Month. The children dressed in garments from their countries, and we had a pot luck of foods from all Hispanic countries, represented at the Freeport Head Start! The children above are from Classroom 3 and they are representing Dominican Republic.

Each classroom sang songs in Spanish, and if they were from a Hispanic country, they said what country they were from and the food they liked to eat!

In the month of October 2022, the children at Freeport Head Start enjoyed the Pumpkin Patch on the playground. Pumpkins and hay bales were made available, from Hicks Nursery.

During the pumpkin experiments with teacher (Mr. Joshua Reese), the children got to feel and touch the inside of the pumpkin and count seeds, and predict how many seeds were inside the pumpkin.

Amid the Month of November, we had a huge



Thanksgiving luncheon, and during the meeting, all classrooms sung and the children were encouraged to do a skit about the Pilgrims, the Mayflower, and the Indians, for the parents.

Mr. Hernandez (a brother of a child in Classroom 1) of the Fire Safety Prevention Freeport Fire Department gave us an amazing demonstration on fire safety prevention; STOP, DROP and ROLL. He taught the children about fire safety and awareness!

On December 8th, 2022, Freeport Head Start visited the Long Island Children's Museum. The children enjoyed a theatre show of the Christmas Carol. All were able to play in the galleries, then they had lunch and returned to the program. There were ten (10) parent chaperones that attended the trip and enjoyed the theatre show, and playing with the children in the museum.



The children and families liked celebrating the 100 days of school, by doing projects with items from home, and dressing up as if they were 100 years old!

The children were thrilled with the Nassau County Library Association/Freeport Memorial Library coming to the program monthly, to read and sing a song to them!

The gift that keeps on giving! A huge thank you to Island Harvest Food Bank and Wantagh Memorial Congregational Church, two of our new partners! Freeport Head Start was able to advance in our ability to provide for our families in need, giving donated pampers, formula, pajamas, baby clothing, and winter jackets, to some of our pregnant mothers, or those whom had just given birth.



During the remainder of the year, we will be having our annual Mother's Day Brunch, Father's Day BBQ, trips to Once Upon A Treetop and United Skates, summer fun activities, End of the Year BBQ, Parent/Children Awards Day, and our Moving Up Ceremony on Friday, July 28th, 2023.



# Hempstead Head Start



The EOC Head Start Programs have provided services to children and families for over 58 years. As we embark and plan for the future generation, the Head Start Programs are re-imagining our future: Advancing Equity and Sustaining innovation for the upcoming program year. The Hempstead Head Start staff has worked diligently in creating new ways of approaching students' educational, social, emotional, and goal planning development. This is with the collaboration of parents, administration, local school districts, therapists, and community partners. Below you will find a list and pictures of events, capturing a timeline of successful and innovative paths to advancing our future generation, for the 2022-2023 program year.

As the program year began in September 2022 to the present (May 2023), the Hempstead Head Start Program operated in-person instruction. In the month of September 2022, parent orientation was conducted in person. The program director discussed the importance

of daily hygiene and following CDC guidelines (wearing face masks and social distancing rules). Throughout the months of October 2022 and April 2023, parent meetings were conducted in person. Additional meetings included, monthly parent meeting, parent nutrition committee, parent orientation, parent education committee, parent health committee, and parent election meeting. In addition, during the month of October 2022, the children of Hempstead Head Start experienced a field trip to Hicks Nursery, where they learned about farm animals.

Moreover, daily health screenings were conducted for all persons entering the program, using the COVID -19 attestation form and classroom attendance form. 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. Prior to children entering the program, all medical, dental and immunization documentation was requested and received. Hempstead Head Start family service workers continue to maintain open lines of communication with parents, informing them of expiring dental visits and physicals, via telephone, in-person, letters, email, and ClassDojo database. Throughout the program year September 2022-May 2023, teaching staff have completed developmental screening, such as ASQ-SE, E-DECA (Pre and Post) and ESI. In addition to completing the 1st and 2nd home visit,



and 1st parent teacher conferences, family service workers, as well as teaching staff have provided parents with parent- child activities, using both the Ready Rosie application and My Teaching Strategies Gold database.

The Hempstead Head Start program director has sustained community collaborations with community partners, such as the Hempstead Public Library, Hempstead School District, Antioch Baptist Church, Molloy University, Farmingdale State University, Seaford High School, Geico, Girls Scout of Nassau County, and Toys for Tots.

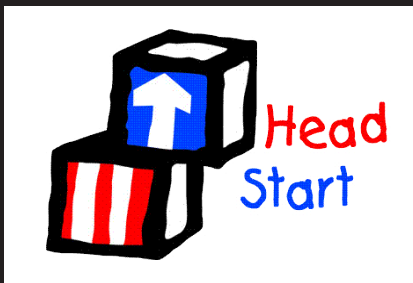
Hempstead Head Start children, parents and staff have also participated in the following events: explore the Pumpkin patch, multi-cultural celebration (Thanksgiving), pajama day/birthday monthly celebration, toy give away (Geico Donation-Christmas celebration), holiday celebration, Santa comes to town (donation from Seaford High School), Valentine's Day celebration, Dr. Seuss Week, Spirit Week, Rock N Roll concert, King and Queen event, career day event and open house event. Community partner, Molloy University, conducted vision, hearing, hemoglobin, height, and weight screens for children in classrooms 1-4.

The Hempstead Head Start program director update parents with program information and events, via monthly calendar, flyers, email, ClassDojo database, and parent information wall. Teaching staff also utilize the Hatch database, which encourages school readiness and is an additional assessment tool to aid the children of Hempstead Head Start, by promoting 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 (5) children that have been referred. Hempstead Head Start staff continues to work diligently with parents and children, concerning developmental delays.





# Rockville Centre Head Start



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. This has been proven to be another challenging year for the Rockville Centre Head Start program. However, the dedicated staff and families helped to make each event very special for every child.

Our hardworking staff, dedicated families and their amazing children worked together this year, to battle the effects of the lingering COVID-19 and its variants, the changes in classroom staff, and adapting to the existing culture in Eastern Nassau. Together, the program created a plan that would allow the Rockville Centre program to shine during the 2022-2023 program year.

Rockville Centre Head Start ended the 2021-2022 program year with an outdoor Moving Up Ceremony, at the Eastern Nassau location on July 29, 2022. Families came out to celebrate their young children and it was

a beautiful day. The theme for Rockville Centre was “Rainbow Fish”. Fourteen (14) students transitioned to kindergarten, and sported their caps and gowns as their families watched. The children sang a song titled, “We are the World” and dedicated it to their parents.

In the month of August 2022, the Rockville Centre Head Start program returned to the Eastern Nassau Head Start location, at 1309 Wantagh Avenue, in Wantagh, N.Y for another program year. The Rockville Centre Head Start program utilizes (2) two classrooms that support the funded enrollment expectancy. The staff worked diligently to set-up their classrooms, conduct first home visits, and prepare for an amazing program year. The Rockville Centre Head Start has a funded enrollment capacity of twenty-eight (28) children. Of this number, the program welcomed (14) fourteen new students in September 2022.

In September 2022, as the program year began, Rockville Centre along with Eastern Nassau Head Start hosted an in-person Parent Orientation and parent elections for parent committee officers (parent committee president, vice president, and parent committee secretary). Parent committee elections were conducted, a president, vice president, and secretary were nominated and elected for the 2022-2023 program year. Parents were provided with a parent orientation handbook, parent meeting schedule and the goals for

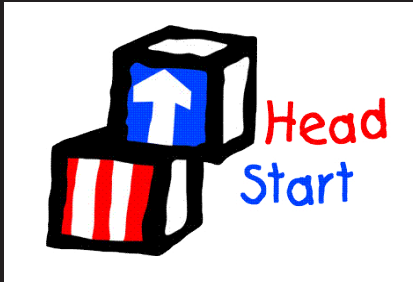
the program year. Additional information regarding bus pick up, drop off, mask mandate and medical clearance information was also shared with the families. COVID-19 and its variants were discussed, and the proper procedures that will be taken if staff, students, or family became infected with the virus. Parents were informed that temperature checks were still being performed and were reminded of washing their children’s hands multiple times per day, to ensure safety. Virtual learning was not anticipated this program year, as we have returned to in-person services. However, in the event that virtual learning would need to be implemented (due to applicable temporary program closures), Samsung Galaxy tablets with wireless keyboards and protective case covers were available for childrens’ use.

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 2022-2023 program year.

- Parent Orientation Meeting
- Parent Elections
- In-Person Parent Meetings
- Nutrition Meetings
- Lifetouch Classroom Photos
- Parent Committee participation in the Policy Council Meetings
- The Week of the Young Child
- Field Trips
- Classroom Volunteers
- Self-Assessment
- Child Selection
- Mother’s Day Brunch
- Father’s Day Brunch
- Family Day BBQ
- Moving up Ceremony 2022 and 2023

In October 2022, the 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. In October, the Eat Well and Play Hard Initiative worked with classroom teachers and children, providing healthy eating resources and tools. The Rockville Centre children also participated in the Farmingdale State College Dental Hygiene Care Program, allowing children to receive free cleanings, which were conducted by dental students (under the supervision of a licensed dentist). The children of Rockville Centre also created a pumpkin patch, that sat outside the classroom for all to view and enjoy. Each child decorated their own pumpkin to put on display outside. Additionally, children celebrated the Halloween season with “Pajama Day”, on October 28, 2023.

# Eastern Nassau Head Start



The school year 2021-2022 ended with a ceremony for children who were moving on to a different school, or moving up to a different class. Families look forward to seeing their little one “graduate”. All were excited to attend the ceremony.

It was a beautiful day on July 29, 2022, when children, families, friends, and staff gathered to enjoy the ceremony. Parents were excited to see the children perform. Time used in rehearsing the children for this day was well spent.



New school year 2022-2023 began with returning and new families entering the program. Before children entered the program, parents received orientation. A parent meeting was held, to select officers for the Parent Committee, electing Chairperson Tracey Moncion, and Vice Chair Mr. Raid Rabadi. They were also the representatives to the Policy Council.

A Hispanic celebration was held on the 14th of October. Parents had their children dressed in their cultural garb for the day. Parents from different cultures were in attendance, to support the Hispanic families. It was a fun day for all the attendees. These pictures show the cultural diversity within the program and how supportive we are of each other.

Children had their art work on exhibition, from March 8 to March 17, 2023. Several parents took time out of their busy schedule to view the art display.

Some of children’s work reflected their study project.







Children created “Clothes We Wear”.

*Guest Speaker at Women’s History Month  
Dr. L. Erskine, HR Director*

The Women’s History Celebration was held on March 8, 2023. Twenty parents, along with other family members, were in attendance. A luncheon was held to honor the women in the program. Guest Speaker for the luncheon was Dr. L. Erskine, HR

Director at the EOC agency. Attendees expressed their appreciation for the luncheon. They stated that they had time to network with each other. Not only were there women, but men were there to support the women.

Children created their own artwork, in celebration of Women’s History Month.

Spring is in the air. Children are in the process of sowing seeds for their vegetable garden. Very soon, these children will be able to observe the growth of tomatoes and taste fruits that they have planted.

Students from Massapequa High School engaged students in artwork and read stories to them. A total of twenty-five students were in attendance.

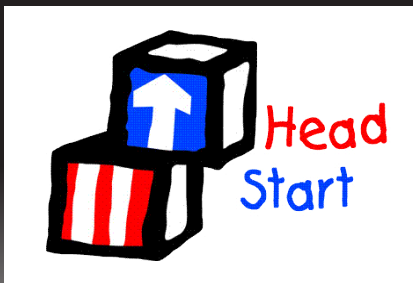
Week of the Young Child is celebrated by children being engaged in different activities. Each day brought a new experience to the children.

Parents are very much a part of the fun. Parents and children made crazy hats to be worn to school.





# FIVE YEAR GOALS / PROGRESS YEAR 3 (PY 2022-2023)



**PROGRAM GOAL 1:** The EOC Head Start Program will provide high quality instruction and caregiving that promotes healthy and safe learning environments and adult/child interactions. The EOC 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 will support and ensure high quality learning environments on an ongoing basis.*

- During Program Year 3 (2022-2023) 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, to ensure healthy and safe environments classrooms participated in remote virtual learning until cleared to return for in-person services. From September, 2022 to date, the Head Start network had multiple closures (at individual sites) due to COVID-19 positive cases, and/or exposures among 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, parents, volunteers, service providers and visitors entering the building. As required, all but two (2) Head Start Staff received the COVID-19 vaccine; two (2) staff have a religious exemption. To maintain compliance, staff who are not vaccinated undergo COVID-19 testing once a week, under supervision. Universal masking for all individuals, ages two and older, was removed as a final rule on January 2023, (U.S. Department of Health and Human Services). However, when the community positivity level is at high risk, the mask mandate will be reinstated until levels are reduced. 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 special request, into five goals with objectives, challenges, and expected outcomes. The School Readiness Committee met on Thursday, March 16, 2023. The early childhood specialist/coach, early childhood specialist, nine (9) Head Start teachers, three (3) program directors, one (1) representative from the Roosevelt School District, the intervention manager and six (6) parents read and reviewed the current School Readiness goals for program year 2022-2023. The goals did not change. However, discussion was held on how to overcome any challenges that may arise as it relates to achieving outcomes.

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 continues to utilize 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. In response to the Fall Baseline 2022-2023 PY data, a training was conducted for staff on February 25, 2023, in an effort to increase children's gross and fine motor activities in the classroom; thirty (30) staff attended the workshop. In addition, to build language and literacy skills and to strengthen family engagement, 510 home literacy kits were sent home in January, 2023 for families and children to complete together.

- 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. 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 builds 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 to integrate teacher-assessed and Ignite data, to drive children's learning on Ignite activities and guide instructions provided to children, both in the classroom and in virtual platforms (Hatch Computer, Hatch Ignite). As of March 20, 2023, Hatch Sync powered by GOLD and Hatch Ignite recorded 57,259 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 2022-2023 PY Teaching Strategies Checkpoints show that Head Start children were found to be meeting/exceeding 74% to 83% in all Teaching Strategies GOLD (TSG) Dimensions. These outcomes were accomplished with 12% of the Head Start children population, with a diagnosed disability and an Individualized Education Program (IEP).
- Classroom staff continuously provide support to educate and motivate parents and families, to incorporate high-quality learning activities in the home environment, through the use of My Teaching Strategies Family Application, Ready Rosie, Class DoJo, & Hatch Ignite Games. There are 144 families connected to the 'TSG Family Application', which is used to communicate and share information directly with families about home learning activities. As of March 20, 2023, Hatch Sync powered by GOLD and Hatch Ignite recorded 57,259 pieces of School Readiness Teaching Strategies GOLD documentation (this is inclusive of children who dropped from the program). A cumulative total of 1087 users are registered in the Ready Rosie Database, with 313 consistent active users. This has allowed parents to utilize digital resources

on-demand to promote children's school readiness skills, while at home.

- Classroom staff and the Education Team continues to utilize the BAND App; a peer to peer support social media private group thread for teachers and administrators to share (via "Classroom Show and Share") classroom teaching materials, social emotional/health supports, and parent-child home learning activities resources with early childhood colleagues within our network. The Band App also has a Professional Development Matters section, where staff can access professional development trainings (on demand) and learn about opportunities, such as scholarships, Early Childhood Education Programs, Child Development Associate (CDA) credential and workshops to advance their professional careers. The BAND App "Show and Share" currently has sixty-two (62) members and the "Professional Development Matters" has forty-six (46) members.
- 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 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), and 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 (3) times a year, to assess how children are progressing and to determine what supports are needed in the classrooms.

### **Data, Tools and Methods for Tracking Progress:**

TSG Lesson Plans, Temporary Virtual Daily Learning Accountability Forms, Individual Child Profile Reports, Parent/Teacher Conference Forms, Developmental Screenings: Early Screening Inventory (ESI), Ages Stages Questionnaire (ASQ), Devereux Early Childhood Assessment (e-DECA) OCFS #6039: Child Care Program Tracker Form. OCFS 6041: Cleaning and Disinfecting Log, Electrostatic machines, temperatures scanners, HEPA filter machines, daily cleaning logs, tracking of temperature scanners and inventory.

### **Challenges:**

Hiring additional classroom staff with Early Childhood credentials, hiring quality staff with Head Start experience. Teacher salaries are not competitive to school district and charter school salaries. Monitoring safe behaviors in the home environments.



*Objective 2: By 2025, EOC Classrooms will have increased positive teacher/child interactions, that promote intentional and high-quality instruction and is responsive to cultural and ethnic diversity of the children and families.*

- Three (3) Head Start Programs (Long Beach, Roosevelt and Freeport) participated in a professional development training -“Using ECERS-R as a Self-Assessment to Improve Learning Environment”, in preparation for the Early Childhood Environmental Rating Scales (ECERS-R) observation. The training provided insight on how to assess classroom environments and teacher-child interactions, measure the quality of services provided to children, and to plan for ongoing quality improvements. Twenty-six (26) classroom staff participated in the training. Three (3) Head Start Programs (Long Beach, Roosevelt and Freeport) were observed for ECERS-R (October 2022, December 2022 and January 2023); two (2) Head Start Programs scored 4 out of 5 for ECERS-R and one program (Roosevelt) scored 3 out of 5, on the rating scale. QualityStars will continue to provide technical assistance to Roosevelt, to improve their classroom environments and their overall score.
- The EOC onboarded twenty-three (23) new qualified classroom teaching staff, to improve classroom quality during the 2022-2023 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 had five (5) HS program directors to receive Teachstone Pre-K Observers CLASS training. In addition, to the HS program directors, the education manager, professional development coordinator, and the early childhood specialist/coach have also been trained. As of March 2023; there are currently two (2) CLASS certified Pre-k reliable observers.
- Classroom staff continues to be trained on multicultural principles annually; a training titled “Keeping It Real: Making Social Studies Learning Relevant to Young Children”, was presented on February 6, 2023, for the Head Start network. Cultural diversity activities are ongoing (cultural signage, books, music, and elements in daily creative curriculum lesson plans, multicultural menu items, parent/family cultural diversity celebration, etc.). During the month of October, 2022, six (6) Head Start Programs facilitated activities in celebration of Hispanic Heritage Month; 155 parents participated. During the month of February, 2023, the education manager visited three (3) Head Start programs (Eastern Nassau, Rockville Centre, and Freeport) and read books to children, written by African American authors. To further promote parent engagement and multicultural activities, seven (7) Head Start Programs hosted

Black History Month celebrations and 215 parents attended. During the month of March, 2023, Eastern Nassau Head Start and Rockville Centre Head Start Programs celebrated the Festival of Colors (Holi) through projects, songs and activities; 58 children participated. Books were also read to children in Urdu, in support of the increasing population at the program.

### **Data, Tools and Methods for Tracking Progress:**

Teachstone CLASS Trainings and Pre-K Reliable Observer Certificates, CLASS Observation Reports, ChildPlus CLASS Analytical Reports, EOC CLASS Coaching/ Professional Development Training Evidence.

### **Challenges:**

Designated staff passing the Teachstone CLASS, Pre-K Reliable Observer Reliability Exam to be a certified reviewer. Training and mentoring will continue to be provided.

*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.*

- 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, 81% of all Head Start classroom staff are Teaching Strategies Interrater Reliable to assess children's skills with accuracy. New staff, who are onboarding, are in the process of completing the Teaching Strategies GOLD Interrater Reliable certificate.
- Classroom staff continue to show improvement in school readiness child outcomes growth, with supporting data from checkpoint to checkpoint, and program year to program year. (Please see Goal #1 Progress Bullet #5 & #6)

### **Data, Tools and Methods for Tracking Progress:**

TSG Lesson Plan, Intentional Teaching Activities, Child and Class Profile Reports, Hatch Ignite Reports, Teacher Input of Observation, Documentation, Hatch Ignite Reports for Utilization and School Readiness.

### **Challenges:**

Recruiting highly qualified bilingual teachers. All staff are not technologically savvy.

*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 My Teaching Strategies (MYTS) 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 families in supporting children's development, and learning in both English and Spanish languages. Parent-child activities and learning videos are sent home daily, in both English and Spanish, to facilitate and support our ELA/DLL families. One hundred and eighty-three thousand, two hundred and one (183,201) hours of parent-child home learning activities were completed, to assist parents in becoming strong lifelong educators. The data from the Winter 2022-2023 School Readiness Child Outcome shows that there is a 3% -12% growth for ELL/DLL children. 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 in-person instruction. Forty (40) of the seventy-five (75) objectives and dimensions assessed in Hatch Ignite are connected to the Teaching Strategies database. Ongoing technical assistance and training is provided to classroom staff, for a better understanding and execution of the educational tools used in Head Start classrooms.
- The Winter 2022-2023 PY Midpoint Winter checkpoint, the English Language Learner child outcomes data reflected between 67%-82% Meeting/Exceeding the Widely Held Expectations for ELL/DLL Children in all TSG dimensions. These child outcomes are measured with 14% of the English Language Learner children having a diagnosed disability, and Individualized Education Program (IEP). As of the Fall 2022-2023, PY Baseline Checkpoint, the English Language Learner child outcomes data reflected between 63%-87% Meeting/Exceeding the Widely Held Expectations for all TSG dimensions except Language.

#### **Data, Tools and Methods for Tracking Progress:**

Hatch Ignite Reports for Utilization and School Readiness.

*Objective 4. The EOC Child Development Program will partner with QualityStarsNY as our Quality Improvement Rating System (QRIS)- HSPPS 1302.53 (b) (2) to ensure*

*continuous quality improvement progress.*

- All eight (8) Head Start programs previously received a four out of five Standards Inventory Provisional Rating through QualityStarsNY. Three (3) Head Start Programs participated in the Early Childhood Environmental Rating Scale (ECERS-R) observation; Two (2) Head Start Programs scored 4 out of 5 and one program scored 3 out of 5.

### **Data, Tools and Methods for Tracking Progress:**

NAEYC and QualityStarsNY Training Attendance Logs/Evaluations/Pre-& Post-Tests, Aspire Employee Inventory, Staff Aspire Career Ladder Ratings, Standards Inventory Evidence, QualityStarsNY Provisional and Active Rating Reports, ECERS-R Training Attendance Logs/Evaluations/Pre- & Post-Tests, ECERS-R Self-Assessment Observation Reports, QualityStarsNY ECERS-R Review Report, QualityStarsNY Improvement Plan, Classroom Environment Inventory Data.

### **Challenges:**

No presenting challenges.

**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 3 (2022-2023):**

- The EOC program and management system continues with the Executive Senior Management Leadership Team, 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 with all relevant HR information, providing ongoing technical assistance to program managers, enhanced our onboarding processes and has created an overall wellness for agency staff. There is ongoing program and self-evaluations through monitoring and subsequent action plans. ERSEA is consistently monitored. A centralized facilities system and daily maintenance has been instrumental in maintaining all of our facilities and equipment, in a safe and healthy environment (inclusive of updated inspections).

- Bus transportation continues to be provided at three (3) Head Start Programs (Long Beach, Rockville Centre, and Eastern Nassau) with a total of sixty-five (65) children receiving transportation services. Buses are maintained according to Department of Transportation (DOT) regulations. All Drivers are Department of Motor Vehicles compliant.

#### **Data, Tools and Methods for Tracking Progress:**

Client Survey, ChildPlus, Teaching Strategies Goal Online Database, Ready Rosie, Community Need Assessment, Hatch Ignite, E-DECA P2, ASQ: SE, ESI, Health Data Tracker, CSBG, and Virtual Apps., Monthly Reports, Sign in sheets, Meeting Minutes, Outreach and recruitment, Parent Orientation Packet, Monthly Program Calendars, Education Calendars, Parent Meeting Agenda, COVID-19 information, Electronic Mail, In-Person, Video Conferencing, available in Dual Languages, Surveys, Program a Self-Assessment Survey, Kindergarten Readiness Assessment Checkpoints, Individual Child Profile, Monitor cleaning check off list daily, Respond to COVID-19 exposure cases by closing and electrostatically deep cleaning facilities, as required. Daily temperature screening, social distancing, the availability of face masks, hand sanitizers, gloves, tissue, face shield, disinfectant wipes and protective curtain, Monitor daily attendance.

#### **Challenges:**

No presenting challenges.

*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.

- On-site job fairs were conducted at designated Head Start programs and community locations (Roosevelt Public Library/faith-based institution, Nassau Community College, Hofstra University, Health and Welfare Council of Long Island) to recruit staff. Fifteen (15) out of thirty (30) vacancies were filled; thirteen (13) out of the fifteen (15) employees are still employed with the Head Start program.
- Incentives and sign-on bonuses were also used to attract new staff. Thirteen (13) sign-on incentives were given out; and nine (9) employee referral bonuses were paid out for employees, who passed the 90 days probation period.
- The EOC continues to recruit, hire, and/or promote qualified staff based upon performance and credentials. Waivers have been requested and granted for five (5) 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 Hispanic Heritage month and Black History month).
- The EOC maintains a part-time professional development coordinator, to assist in fostering staff's career development growth. In continuing our pursuit of supporting teachers' ongoing knowledge of child development and appropriate early childhood practices, the EOC offers a Child Development Associate (CDA) credentialing program, in collaboration with Molloy University. 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). Seven (7) candidates successfully completed their CDA course and received certificates of completion. One staff member did not pass the course, and will be retaking the written examination. In preparation for the written exam, professional development training will be provided to the staff to increase knowledge in the identified areas of need. On February 8, 2023 a new CDA class began, through Molloy University, with ten (10) candidates. To best support Head Start staff, on March 1, 2023 a Spanish CDA class began, through the Prestige Training and Consulting Corporation, with two (2) candidates. Additionally, the Education/Professional Development Team assisted several staff members 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. The human resources assistant assists in recruiting candidates for vacant positions within the Head Start network. In-person and virtual interviews (zoom) are conducted with prospective clients. The professional development coordinator continues to utilize the 30-60-90 day follow-up questionnaire for

new staff to gather training and onboarding effectiveness data, to inform continuous ongoing improvement. The professional development coordinator implemented a virtual learning/professional development thread using BAND, to share resources with early childhood colleagues within the network, and Google Classroom to train new onboarding staff. There are forty-six (46) staff registered in the “Professional Development Matters” BAND App.

- Nine (9) Head Start staff, consisting of family service workers and Head Start corporate staff, participated and successfully completed the Family Development Credential course. All nine (9) completed their required portfolios and passed the examination. Participants certifications from the University of Connecticut are pending.
- The EOC personnel handbook was revised by the EOC Board of Directors Personnel Committee and reviewed by the EOC attorney. The personnel handbook was approved by the full board in December, 2022, and orientation of the new personnel handbook was conducted for all staff, on February 24, 2023. Each employee was given a copy of the personnel handbook.

#### **Data, Tools and Methods for Tracking Progress:**

EOC ensured that staff is held accountable for performance at each level, by utilizing staff evaluations. Self-Review, Human Resources Exit Interviews, Staff Development Plans: Staff surveys, staff meetings, verbal staff feedback, staff training logs and management meetings.

#### **Challenges:**

Unable to meet the competitive salaries provided by the school district and charter schools for Head Start lead teachers, staff leaving and/or absent for a prolong period of time due to the COVID-19 pandemic, required quarantine periods, maternal leave, and Family Medical Leave of Absence (FMLA).

*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.
- Fifteen (15) parent training/workshops were conducted, from September 2022 to March 2023, by community partners and EOC Agency staff.

- Four (4) Ready Rosie parent curriculum recruitment training sessions were conducted, during the monthly parent committee meetings at the Head Start program level.
- As of March 2023, Ready Rosie has a cumulative total of 1087 total registered users, of which 313 parents are actively engaged. Data shows that families most frequently viewed videos related to Positive Parent-Child Relationships (1,505), Families as Learners (1,516), Families as Lifelong Educators (1,498), Family Well-being (477), Family Connections to Peers and Community (83) and Family Engagement in Transition (59).
- A total of ninety-three (93) Head Start staff (corporate staff, program directors, family service workers, all teaching staff) and sixteen (16) 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, ClassDojo and the ChildPlus database, to preserve parent engagement through weekly updates, meetings with parents, and to maintain a supportive connection between the home environment and school. To date, a total of nineteen (19) in-person and/or virtual parent meetings were conducted from September, 2022 to March 2023; topics included, mental wellness coaching, skills trainings, cultural celebrations and awareness activities, COVID-19 safety precaution and vaccinations, preventative medical and oral health. Ten (10) policy council meetings took place.
- In November, 2022, the EOC agency initiated the “Dads Club”, to improve fatherhood engagement for children within the Head Start programs, and in the community. As of March, 2023, three (3) meetings were held and a total of twenty-nine male participants attended.
- At the beginning of the 2022-2023 PY, a total of sixteen (16) parent orientations were held, in-person. Five-hundred and sixty-three (563) parents attended. Orientation booklets were provided to parents and families. Ongoing educational resources are distributed to families during monthly parent meetings, and as needed. Orientation is ongoing as new parents/children enter the program.

### **Data, Tools and Methods for Tracking Progress:**

Monthly calendars for parents, outlining activities within the Head Start program, were distributed. Provision of Samsung tablets for all Head Start children.

### **Challenges:**

Virtual professional development trainings, & use of virtual training platforms within each local Head Start program (ex. Zoom, GoToMeeting) to increase parent



involvement.

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

- During parent orientations, 563 parents/families (includes dropped 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; fifty-four (54) communications regarding Head Start inquiries were received through the website. Five hundred and sixty-three (563) families received monthly program calendars, flyers, and parent notices are placed on the parent bulletin board at each local program. A total of six-hundred and seventeen (617) Head Start applications were completed, via the EOC website.

#### **Data, Tools and Methods for Tracking Progress:**

Ready Rosie, client surveys, parent meetings, copy of parent flyers/notices, & Head Start monthly and annual calendars.

#### **Challenges:**

Some parents not having the technology or skills needed to access the electronic databases, such as ReadyRosie, Zoom, GoToMeetings, and webinars.

*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 University, 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 Head Start Recruitment Task was launched in September 2022, to address staff vacancies and retention. Both internal (Employee Referral Bonus) and external (Sign-on Incentive) strategies were used; The Employee Referral Bonus Plan was launched to 200+ EOC employees. Sign-on incentives were made available for qualified candidates, who have successfully completed the onboarding process and is payable after the 90-day promotional period. One-half of the vacancies filled, which included an early childhood specialist, education manager, assistant food service manager, teacher, teacher assistant, bus driver, custodian and eight (8) teacher aides,

over a three (3) month period. 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 resources 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).

### **Data, Tools and Methods for Tracking Progress:**

Recruitment advertisement, social media, local newspaper notices, community events and outreach materials.

### **Challenges:**

Comparable salaries.

**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 childrens' progression. Additionally, a parent training center (resource room) which has been developed, will be utilized to support parents' ability to work successfully with their child(ren).**

*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 maintained COVID-19 equipment and supplies (replenished as needed) in all of the Head Start classrooms, during the 2022-2023 program year. 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, 99% of the HS staff have been fully vaccinated, with the exception of one (1) staff person (religious exemption).
- Five hundred and thirty-two (532) children are compliant with medical screenings and have a medical home. Additionally, five hundred and eleven (515) children were compliant with dental screenings (applicable dental follow-up was conducted) and five hundred and twenty-six (526) 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 decreased number of incidents from last year. Additional health and safety trainings included: Allergy & Anaphylactic Reactions, facilitated by the EOC Head Start registered 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.

#### **Data, Tools and Methods for Tracking Progress:**

EOC version of the OCFS Child Care Attendance Sheet LDSS-4443 (Rev. 06/2020), OCFS #6040: Child Care Employee, Volunteer, Parent, Child and Essential Visitors Health Screening One-Time Attestation form and OCFS #6039: Child Care Program Tracker Form, OCFS # 6041 Cleaning and Disinfecting Log, Incident/Accident Reports/Mapping Tool/Log for Prevention, Indoor/Outdoor Recreational Safety Inspection Checklist, Asthma/Allergy Action Plans and Logs

Health Care Plan, Monthly Program Fire and Bus Drills, Food Handlers, CPR/First Aid, and MAT training logs and certificates. Bus Health and Safety, Annual Bus Driver Recertification, Behavior Log and Referral for Service, Incident/ Accident Reports.

#### **Challenges:**

No presented challenges.

*Objective 2: During 2020-2025, timely and consistent fiscal reports and trainings will be provided to staff and governing bodies.*

- During the transition of the former comptroller, the Fiscal department was managed by the senior accountant until the chief financial officer was hired. The EOC's chief financial officer continually works with program managers, to review budgets and ensure that programs are working, within the confines of their budget allocations. The EOC's chief financial officer facilitated individual budget meetings with each program director to review their budget and actual expenditures. 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 reports at their respective meetings.

#### **Data, Tools and Methods for Tracking Progress:**

Monthly In-kind Report, Ongoing Compliance Monitoring Reports, Monthly CACFP Meal

Count Report, Monthly CEO Report, Fiscal Policy Council Report, Copy & Inventory Report, Activity Reports, Payroll Timesheets, Sanitation Report, Meeting Minutes, Fiscal Books and attendance sheets.

### **Challenges:**

Competitive staff salaries that align with school districts and private for-profit preschool programs.

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

- The 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 manager.
- 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, 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. Electronic equipment is used on an ongoing basis, and as needed.
- The Roosevelt Head Start program has placed smart boards in each of their Head Start classroom, to advance teachers' use of technology and providing lesson instructions.
- 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. There are forty-six (46) staff registered in the "Professional Development Matters" BAND App.
- 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. Child data reflects that 517 children received an e-DECA-P2 screening (September, 2022 – March 2023); this is not inclusive of ten (10) children who dropped from the program (before their screening date). The e-DECA-P2 is done 30 days after enrollment. To date, eight (8) e-DECA screenings are pending completion, as these children did not exceed thirty (30) days of enrollment in the program. According to our e-DECA P2 screening data; nineteen (19) children were identified as needing further assistance and support. Strategies plans were created for these children to best support their healthy social and emotional development, and to reduce problematic behaviors, both in the classroom and at home. All children will be re-screened in April 2023, to determine progress and the need for additional support. Mental health trainings continue to be provided to staff to promote their own well-being, through face-to-face and virtual professional development trainings. The EOC also collaborates with the Office of Head Start region II training/technical assistance early childhood specialist for mental health trainings, on an ongoing basis. The licensed social worker and the intervention manager continues to provide individual therapeutic support to staff, as requested/needed.

#### **Data, Tools and Methods for Tracking Progress:**

Child Plus Reports, Head Start Applications, Training Logs and Certificates

MyTS, Ready Rosie, and Hatch Data, e-DECA Strategy Plans, BAND posts, virtual meetings

Communication Tools: Remind Me, Class Dojo, Email, Text. WhatsApp, MyTS Family, Zoom, Google Meet/Classrooms, GoToMeeting, Webcam Monitors, Hatch Computers, iPad, Samsung Tablets, Hatch Ignite/HatchSync Powered by Gold, Daily Virtual Lesson Accountability forms, Parent Survey, Contact Notes, Aspire Staff Credential and Training Logs, Professional Development On-demand: Google Classroom & Pre-recorded Trainings, e-Deca Score Sheets, Parent Notification Letters, and Strategy Plans and attendance sheets.

#### **Challenges:**

ChildPlus representative administered training is very costly. Not all staff are technologically savvy.

*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 prior to and at the beginning of the program year. A quarterly review of the budget was scheduled to

ensure program budget fidelity; seven (7) meetings have been held thus far with Head Start program directors. The EOC's chief financial officer reviews the budget in collaboration with the chief executive officer, Head Start deputy executive director and board fiscal committee, to ensure that the budget 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. Budget reports are provided to the Head Start policy council on a monthly basis and to the board of directors, at their scheduled quarterly meetings.

### **Data, Tools and Methods for Tracking Progress:**

Attendance Sheets, Fiscal Manual, Meeting Minutes, Actual to Budget Expenditures, Budget Report.

### **Challenges:**

Covering unplanned/unforeseen budget expenses.

*Objective 5: During 2020-2025, EOC Head Start programs will promote participation of parents and families in leadership development.*

- Sixteen (16) parents have joined the policy council for the 2022-2023 program year. Two hundred and nine (209) unduplicated parents have participated in the monthly parent committee meetings, held by their individual Head Start programs. Four hundred and one (401) 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.
- The Family Community Partnership service area has launched the formation of a Dad's Club, to increase and improve parenting outcomes, that would result in fathers/father figures having deeper emotional connections with their children, strengthening valuable relationship skills, improved communication skills through the various social program services offered by the Economic Opportunity Commission, bonded with other father figures in the agency and program staff, helping fathers to stick with the program, and keeping them motivated to improve themselves. The Dads' Club has twenty-nine (29) fathers/father-figures participating. Club "Dadication" has been recognized by the office of Head Start, as it was featured on its webinar concerning Prioritizing Father Engagement on March 23, 2023, to approximately 2000 participants and will be featured again, for a date proposed in June 2023.

### **Data, Tools and Methods for Tracking Progress:**

Policy Council sign-in logs/minutes, Program Self-Assessment Summary, Parent Meetings/Orientation, Virtual School Readiness Committee Meetings. Policy Council sign-in logs/minutes, Parent committee sub-committee meeting/Minutes, Parent training, Health Committee: Virtual Menu Planning Meeting, Parent Committee Election, Parent surveys, PFCE Self -Identified Goals, lending library in-kind logs, in-kind donations received records, in-kind of parent/child activities logs, number of parent volunteers, Virtual Parent Center.

### **Challenges:**

Parents accessing EOC parent resource/training virtually. Parents not following through, when referrals are provided.

**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, maximizing 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, emails, and direct-mail. Agency-wide programs are shared at the onboarding orientation for new staff. Information about the EOC agency's wraparound services are also shared with all Head Start families during the parent orientation. The EOC agency currently has 126 community partners.
- The EOC improved the Head Start Child Development Program web-page content, by expanding and improving the homepage to include parent checklists, program information, and dedicated access to bilingual school applications. This improvement facilitated the dissemination of information to interested parents, decreased the number of repeated questions, and improved the clarity of goals and expected enrollment information. Over two-thousand (2000+) new page views have been generated by this new content.
- Information is also shared about the agency during agency-wide outreach and recruitment efforts, and through networking events. Community outreach and recruitment activities were conducted on August 25th, 2022, November 11, 2023, and March 22, 2023 (during a local community job fair). Public announcements/

advertisements were purchased, and are scheduled to be featured in the Long Island Herald Newspaper, as well as on the Herald Newspaper website. An advertisement was also posted at the Bethpage Department of Motor Vehicles (DMV), and on the back of receipts from the local Family Dollar store. The EOC will be participating in the 12th Annual Kids Fair event on April 23, 2023.

### **Data, Tools and Methods for Tracking Progress:**

Training documentation, attendance sheets and evaluations, surveys, group/individual trainings, Memorandums of Understanding/partnership agreements, outreach and recruitment efforts/ logs, ChildPlus database and family goals to identify and support needs of the family.

### **Challenges:**

No presenting challenges.

*Objective 2: During 2020-2025, increase access to EOC's website as a link on community partners webpages.*

- 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 was updated, and is attractive and easily accessible for the public. The Head Start Child Development program website has been revamped to include Head Start services, & allows families to apply for Head Start directly from the website (in English and Spanish), and upload documents. Families can also send messages directly to the Head Start corporate office. As of March, 2023, fifty-four (54), inquires have been received.

### **Data, Tools and Methods for Tracking Progress:**

Trainings, meetings, quarterly reports, correspondence (verbal, zoom, email), parent meetings

### **Challenges:**

Parents not following through with referrals, when provided.

*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, 2022). 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, 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 children and family.

**Data, Tools and Methods for Tracking Progress:**

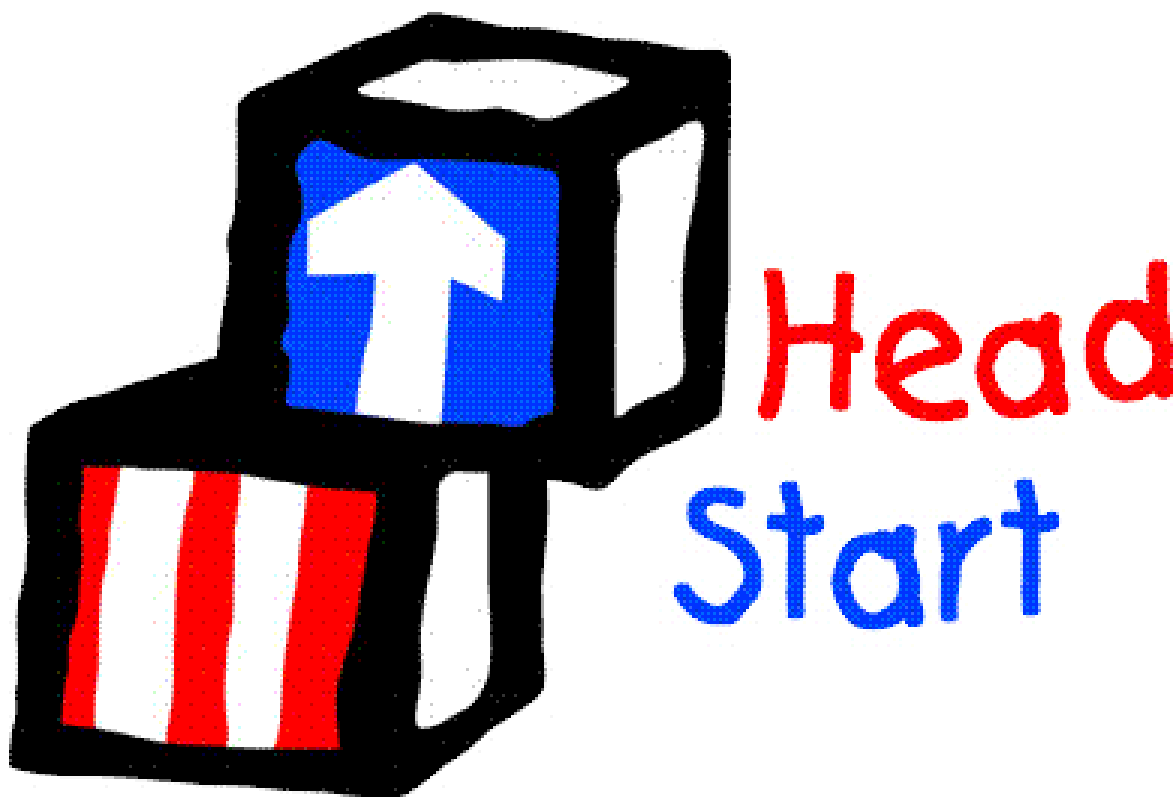
Community has been informed via the EOC annual meeting, annual journal, agency events/activities, trainings, parent meetings, and quarterly reports.

**Challenges:**

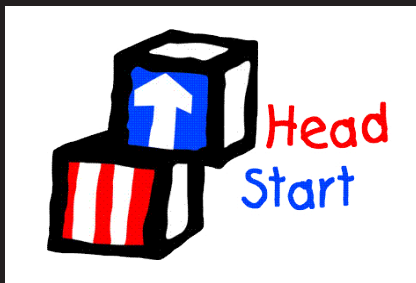
No presenting challenges.

*Approved by Policy Council – March 20, 2023*

*Approved by Board of Directors – March 23, 2023*



# School Readiness Goals



## School Readiness Goals for Center-Based Programs

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

skills, which provide them with a solid foundation for success in the public-school system. These established skills are aligned with the Head Start Early Learning Outcomes Framework and are shared expectations for children's learning and development as they transition to school. These skills are obtained through the incorporation of the Creative Curriculum 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. Since the return of in-person classroom instruction, the Head Start program will continue to utilize the programs I Can Problem Solve, and Conscious Discipline, to continue to address the regulation of emotions and behaviors of enrolled preschool children.

**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.

**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.

**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.



## **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**

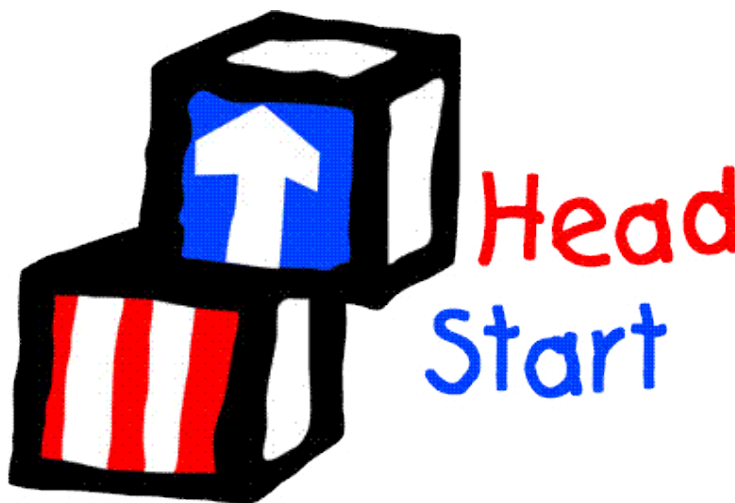
Children will enter kindergarten with age-appropriate cognitive skills.

**\*\*** The EOC Head Start Child Development Program will work collaboratively with staff, parents and Head Start children to overcome any challenges that may arise.

*Reviewed, Revised, and Approved by the School Readiness Goal Committee on March 16, 2023.*

*Approved by the Policy Council on March 20, 2023.*

*Approved by the EOC Board of Directors on March 23, 2023.*



# School Readiness Outcomes



The Child Outcomes Progress outlined below is based upon the Midpoint Winter Checkpoint Assessment data, which was completed on March 13, 2023. This assessment data was then disaggregated by various demographic categories to analyze the child outcomes data for strengths, weakness, and data trends to plan for ongoing quality improvement.

During the mid-year Winter Checkpoint period, it is developmentally appropriate for children's skills and abilities to be Meeting/Exceeding by approximately 66% 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 2022-2023 Program Year Winter Checkpoints, there were sixty-

three (63) children with an IEP, which is 12% of the five hundred and thirty-two (532) Head Start children enrolled in the program as of March 13, 2023.

**Approaches to Learning School Readiness Goal 1: The EOC 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.**

## *Measurable Objective Descriptions*

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).

### *Child Outcomes Progress*

When processing the Head Start Early Learning Outcomes Framework (HSELOF) specific learning objectives in Teaching Strategies Gold (TSG) for the Social-Emotional Domains for the baseline Fall Checkpoint assessment; children were found to score 82% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 86% Meeting/Exceeding the Widely Held Expectations for the HSELOF Social and Emotional Development Domain.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 4% growth was noted between seasons for HSELOF Social and Emotional Development Domain-specific TSG child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Social-Emotional dimension baseline Fall checkpoint, children were found to score 69% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 78% Meeting/Exceeding the Widely Held Expectations in the TSG Social-Emotional dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 9% growth was noted between seasons for Social-Emotional dimension-specific TSG child outcomes.

### *Challenges*

Based upon the Midpoint Winter Checkpoint data findings for Social-Emotional Development, 65% of children were Meeting/Exceeding the Widely Held Expectations for forming relationships with adults.

This may be due to 56% of the Head Start population of newly enrolled children have little to no prior experience in a preschool classroom setting.

Based up the Midpoint Winter Checkpoint data finds for Social-Emotional Development, twenty (20) children in our program with Individualized Education Program (IEP) are receiving Special Education Itinerant Teacher Services (SEIT) and two (2) children are receiving Therapeutic Services.

### *Action Plan for Resolve of Challenges*

All classroom staff received 10-hour social emotional training on the Conscious Discipline curriculum, conducted by Dr. Becky Bailey, to further support children's social emotional development.

The Education and Mental Health/Disabilities Component areas continue to collaborate on supporting classroom staff on an ongoing basis, with increasing children's social emotional competence skills.

To help give additional support to classroom staff for children in the program exhibiting challenging behaviors, a Professional Development Training will be conducted.

During the remaining third of the program year, additional specific focused intentional teaching and observation activities will be conducted by classrooms staff, to provide direct support to all children with the following TSG objectives requiring further strengthening: 2a. Forming Relationships with Adults. To further increase learning in the home environment, classroom staff will select Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie videos related to these specific focused objective skills for children and families.

**Language and Literacy School Readiness Goal 3: The EOC 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.**

#### *Measurable Objective Descriptions*

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).

#### *Child Outcomes Progress*

When processing the Head Start Early Learning Outcomes Framework (HSELOF) specific learning objectives in Teaching Strategies Gold (TSG) for the Language & Literacy Domain for the baseline Fall Checkpoint assessment; children were found to score 78% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 84% Meeting/Exceeding the Widely Held Expectations.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 6% growth was noted between seasons for HSELOF Language & Literacy Domain-specific TSG objective child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Language



dimension baseline Fall checkpoint, children were found to score 63% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 74% Meeting/Exceeding the Widely Held Expectations in the TSG Language dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 11% growth was noted between seasons for Language dimension-specific TSG child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Literacy dimension baseline Fall checkpoint, children were found to score 69% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 83% Meeting/Exceeding the Widely Held Expectations in the TSG Literacy dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 14% growth was noted between seasons for Literacy dimension-specific TSG child outcomes.

### *Challenges*

Based upon the Midpoint Winter Checkpoint data findings for Language Development, children were Meeting/Exceeding the Widely Held Expectations for the following TSG objectives: 69% for 8a. Comprehending language, 76% for 10a. engaging in conversations, 72% for 15a. notices and discriminates rhyming words, and 19b 66% for writing to convey ideas and information.

At the time of the Midpoint Winter checkpoints 55% of the Head Start population are English Language Learners (ELL) and Dual Language Learners (DLL). There is also a 12% of children in the Head Start program with and Individualized Education Plan (IEP) receiving Speech and Language Therapy.

### *Action Plan for Resolve of Challenges*

To further support teachers' abilities to strengthen children language development skills, the Education Task Team (comprised of classroom staff representatives) will convene to address supportive ways for our English Language Learners (ELL) through implemented activities and games associating with the Teaching Strategies Gold (TSG) Language and Literacy Domain.

During the remaining third of the program year, additional specific Focused Intentional Teaching and Observation Activities will be conducted by classroom staff. This will allow for more intensive direct support to be delivered to all children with the following TSG objectives requiring further strengthening: 8a. Comprehending Language, 10a: Engages in conversations; 15a: Notices and discriminates rhyme; and 19b: Writes to convey

ideas and information. To further increase language development learning in the home environment, classroom staff will send home Language specific Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie videos related to these specific focused objective skills for children and families.

To support English Language Learners; Intentional Teaching and Observation Individualized Activities will continue to strengthen English Language Acquisition.

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

#### *Measurable Objective Descriptions*

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).

#### *Child Outcomes Progress*

When processing the Head Start Early Learning Outcomes Framework (HSELOF) specific learning objectives in Teaching Strategies Gold (TSG) for the Perceptual, Motor, and Physical Development Domain for the baseline Fall Checkpoint assessment; children were found to score 78% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 84% Meeting/Exceeding the Widely Held Expectations in the HSELOF Perceptual, Motor, and Physical Development Domain.

Between the Baseline Assessment and the Midpoint Checkpoint Assessment, a 6% growth was noted between seasons for HSELOF Perceptual, Motor, and Physical Development Domain-specific TSG child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Physical dimension baseline Fall checkpoint, children were found to score 70% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment,

children were found to score 78% Meeting/Exceeding the Widely Held Expectations in the TSG Physical dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, an 8% growth was noted between seasons for TSG Physical dimension-specific TSG child outcomes.

### *Challenges*

Based upon the Midpoint Winter Checkpoint data findings, the children are developing on par with 84% Meeting/Exceeding the Widely Held Expectations for the Perceptual, Motor, and Physical Development Domain. Thus, exceeding the mid-year marker expectation.

The lowest TSG objective needing support is 1c. Takes care of own needs appropriately which scored at 78%.

This may be due to the following demographic factors: 56% of the Head Start population are first year newly enrolled. Out of this percentage, 55% are English Language Learners and 44% are 3 years old with little no preschool classroom experience.

### *Action Plan for Resolve of Challenges*

During the remaining third of the program year, additional specific Focused Intentional Teaching and Observation Activities will be conducted by classrooms staff. Classroom staff will provide additional direct support to all children with continuing demonstration of self-help skills.

To further increase learning in the home environment, classroom staff will select Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie videos for children and families that focus on building independence through self-help acquisition.

The Education Team will assist all programs with ensuring fine-motor activities are available as a resource to meet each child's self-help learning needs.

**Cognition School Readiness Goal 5: The EOC 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.**

### *Measurable Objective Descriptions*

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).

### *Child Outcomes Progress*

When processing the Head Start Early Learning Outcomes Framework (HSELOF) specific learning objectives in Teaching Strategies Gold (TSG) for the Cognition Domain for the baseline Fall Checkpoint assessment; children were found to score 79% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 85% Meeting/Exceeding the Widely Held Expectations in the HSELOF Cognition Domain.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 6% growth was noted between seasons for HSELOF Cognition Domain-specific TSG objective child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Cognitive dimension baseline Fall checkpoint, children were found to score 71% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 77% Meeting/Exceeding the Widely Held Expectations in the TSG Cognitive dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 6% growth was noted between seasons for Cognitive dimension-specific TSG child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Mathematics dimension baseline Fall checkpoint, children were found to score 72% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 78% Meeting/Exceeding the Widely Held Expectations in the TSG Mathematics dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 6% growth was noted between seasons for Mathematics dimension-specific TSG child outcomes.

When processing all Teaching Strategies Gold objective child outcomes for the Science and Technology dimension baseline Fall checkpoint, children were found to score 75% Meeting/Exceeding the Widely Held Expectations.

With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 90% Meeting/Exceeding the Widely Held Expectations in the TSG Science and Technology dimension.

Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 15% growth was noted between seasons for Science and Technology dimension-specific TSG



child outcomes.

### *Challenges*

Based upon the Midpoint Winter Checkpoint data findings, the children are developing on par with 85% Meeting/Exceeding the Widely Held Expectations for the HSELOF Cognition Domain. Thus, exceeding the mid-year marker expectation.

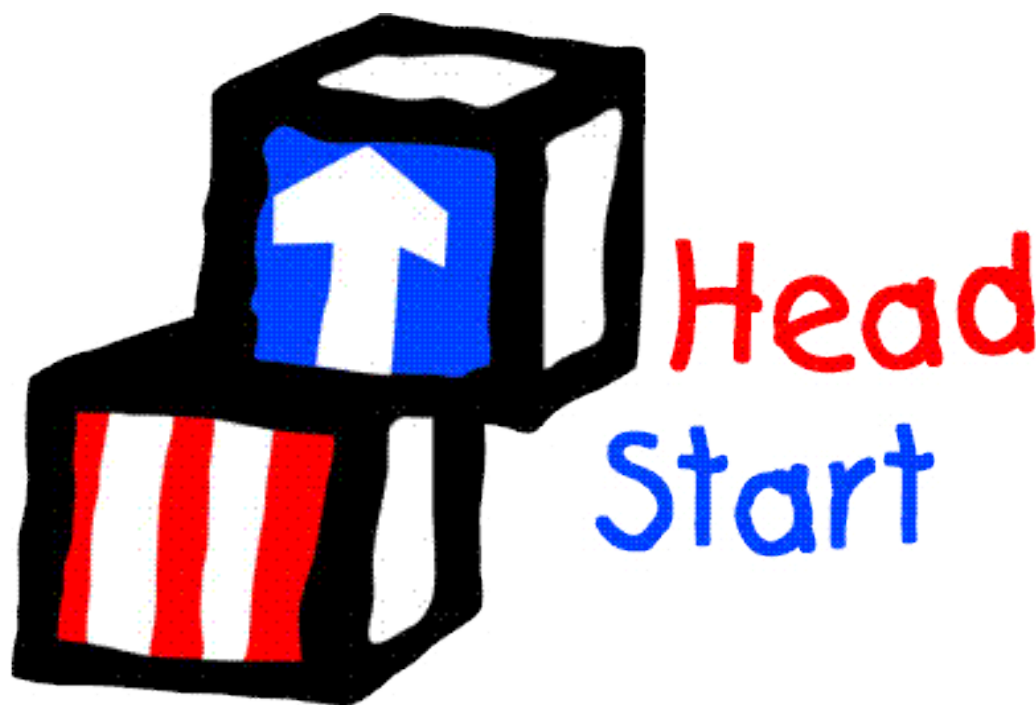
Children were found to be Meeting/Exceeding the Widely Held Expectations by 69% for the TSG Mathematics objective “Understanding Spatial Relationships”. Thus, indicating that children could use further support with understanding this learning concept.

This may be due to 55% the Head Start child population with a total number of two hundred and ninety three (293) children are English Language Learners (ELL)/Dual Language Learners (DLL).

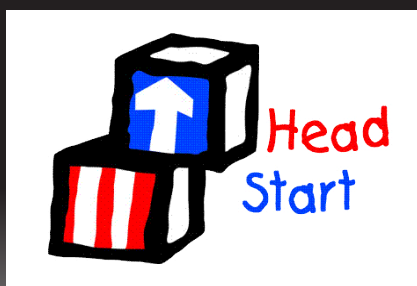
### *Action Plan for Resolve of Challenges*

During the remaining third of the program year, additional specific Focused Intentional Teaching and Observation Activities will be provided. Classrooms staff will provide additional direct support to all children with the following TSG objectives requiring further strengthening: 21a. Understanding Spatial Relationships.

To further increase home learning, classroom staff will provide building spatial relationship related Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie activities to children and families.



# PFCE To School Readiness Goals Crosswalk



## SOCIAL AND EMOTIONAL DOMAIN

### *Parent Family Community Engagement Goals*

- A minimum of 250 families will engage in workshops related to social / emotional development and healthy transitions.
- A minimum of 2500 parent activities will be sent home on a weekly basis, reinforcing the continuity of classroom instruction in the home environment.
- Parents will consistently work with their children at least one hour per week, to teach them how to regulate physical/social emotions.

### *School Readiness Goals for Center-Based Programs*

- Children will engage in and maintain positive relationships with trusted adults.
- Children will engage in and maintain positive peer relationships over extended periods of time.
- Children will learn to negotiate, compromise, and

resolve conflicts with other children.

- Children will demonstrate knowledge about self.
- Children will be able to balance needs and rights of self and others.
- Children will be able to verbally express a broad range of emotions and recognize these emotions in self and others.
- Children will regulate own emotions and behaviors, and respond to emotional cues with increasing independence.
- Children will be able to take care of their own needs appropriately.
- Children will participate in cooperative play activities to help them develop a sense of belonging and responsibility to their peers, family, and community.
- Children will recognize the differences and similarities in all living things.

### *Family Engagement Progress/Outcomes*

- One hundred and fifteen (115) families attended health advisory meetings and parent health workshops with peers and community partners.
- Two hundred and sixteen (216) families attended Kindergarten Transition preparation meetings and activities.

- Two hundred and fifteen thousand and thirty-eight (215,038) hours of parent-child home learning activities were completed, to assist parents in becoming strong lifelong educators.
- Five hundred forty-six (546) parents/families have been encouraged to participate in reading activities within the home on a weekly basis, regardless of reading ability through the use of YouTube read-aloud stories. Stories selected cover a wide range of topics, such as showing empathy and respect towards their peers.
- In supporting positive parent-child relationships and children transitioning to kindergarten, during the months of September 2022 to March 2023, five hundred five (505) families attended the parent/teacher conferences.

#### *Challenges/Improvement Plan Actions*

- A continuing challenge for single parents and dual parents who work, is attending parent /teacher conferences during school hours. Classroom teachers will ongoingly make themselves available to meet parents' needs.
- Head Start parents who work have challenges participating in health workshop meetings. The EOC will conduct parent surveys, to receive feedback on how to increase participation.

### **LANGUAGE AND LITERACY DOMAIN**

#### *Parent Family Community Engagement Goals*

- *Enrolled parents will participate in 2-parent / conferences on an annual basis, to discuss children's progress*
- *Enrolled parents will participate in monthly parent committee meetings to have input in ongoing program planning, development of language and literacy skills, and /or other needed revisions of program services.*
- *As identified, a minimum of 10% of non-English speaking parents will be encouraged to participate in ESL classes as scheduled, to help increase language awareness and skills.*

*Additionally, as identified through program goal-setting, parents or guardians needing a General Education Diploma (GED) will be encouraged to participate in off-site GED classes to obtain an equivalency diploma.*

#### *School Readiness Goals for Center-Based Programs*

- Children will be able to engage in increasingly complex conversation with peers and trusted adults.
- Children will build, use, and comprehend increasingly complex and varied vocabulary.
- Children will be able to understand, follow, and use appropriate social and conversational

communication skills.

- Children will be able to share personal experiences and express themselves in increasingly more detail.
- Children will understand and use a wide variety of words for a variety of purposes with increasing independence.
- Children will be able to understand word categories and relationships among words.
- Children will be able to demonstrate phonological awareness.
- Children will be able to recognize print, the function of print, write to convey meaning and learn the rules that govern print.
- Children will identify, name, and use letter sound knowledge.
- Children will be able to understand, visualize, or picture what is happening in the text (narrative structure) by storytelling/retelling, illustrating and questioning.
- Children will be able to orient books correctly; turning pages from the front of the book to the back, and recognize familiar books by their covers.
- Children will be able to understand the job of an author and an illustrator.
- Children will be able to write their first and last name.
- English language learning children will use expressive and receptive English language skills.
- English language learning children will engage in English literacy activities.
- Children will be able to show an understanding that written words represent spoken words.

#### *Family Engagement Progress/Outcomes*

- As life-long educators, two hundred and nine (209) families participated on subcommittees at the program level during the 2022-2023 program year.
- From September 2022 to April 2023, three hundred and seventy-eight (378) parents and family members volunteered in the classrooms, via Zoom and in-person, on a program level.
- Volunteer hours from parents and other community partners have generated 47,530.89 hours, from September 2022-April 2023
- One (1) parent participated in ESL and one (1) parent took GED classes, to help increase language awareness.
- As of May 2023, five hundred and forty-six (546) parents/families were encouraged to participate in a take home emergent literacy activity, “Write a Letter to a Friend”, in response to building language acquisition skills, under the literacy domain.



- During the month of February, two hundred and ninety-five (295) children listened to multicultural stories for Black History Month.

#### *Challenges/Improvement Plan Actions*

- *Single parent and dual parent working families have challenges, attending events and volunteering during school hours. Programs are encouraged to conduct evening activities, to enable these parents to be able to participate in more language and literacy strengthening activities.*
- *Many children in our Head Start program speak English as a second language. To help build an understanding of vocabulary concepts, the EOC Head Start team will encourage families to take part in a lending library, which will have books in both English and home languages.*

### **APPROACHES TO LEARNING DOMAIN**

#### *Parent Family Community Engagement Goals*

- Parents will engage in child development workshops (in-person or via zoom), and will be encouraged to participate in creative expression activities with their children at home.
- Parents will creatively volunteer in the program (i.e.-conduct read a-louds through pre-scheduled zoom sessions) as a way to connect to their children's learning environment. (Measured by the zoom meetings and Volunteer Tracking Log);

#### *School Readiness Goals for Center-Based Programs*

- Children will learn and follow classroom rules, routines, and multi-step directions with increasing independence.
- Children will be able to demonstrate cooperation and respect for peers, adults, classroom, and materials.
- Children will regulate own emotions, behaviors, and verbally express their emotions in words with increasing independence.
- Children will maintain focus and sustain attention with increasing independence.
- Children will demonstrate persistence, when working with materials and activities.
- Children will use their skills in retaining information, and show flexibility and inventiveness in thinking.
- Children will demonstrate initiative and independence.
- Children will show eagerness, curiosity, motivation, and interest in learning about various topics and activities in the world around them.
- Children will be able to use language to express creativity in their thinking.

- Children will re-enact their imagination thru their socio-dramatic play.
- Children will learn to make connections by drawing from every day experiences, applying prior knowledge to new contexts.
- Children will explore the visual arts.
- Children will explore musical concepts.
- Children will explore dance and movement concepts.

#### *Family Engagement Progress/Outcomes*

- Five hundred and forty-six (546) parents and families engaged in program site level workshops and/or meetings over thirty-two (32) sessions.
- From September 2022 to May 2023, five hundred forty-six (546) parents and family members were asked to volunteer in the classrooms.
- One thousand eighty-eight (1,088) Creative Curriculum 6th Edition lesson plan weeks have been implemented, inclusive of parent home learning activities and parent educational materials to promote health, mental health, nutrition, safety, dental health, multicultural, cognition, math, literacy, language, physical, gross and fine motor, disabilities, family engagement, and social-emotional competence.
- Two hundred and fifteen thousand and thirty-eight (215,038) hours of parent-child home learning activities were completed, to assist parents in becoming strong lifelong educators.

#### *Challenges/Improvement Plan Actions*

- Single parent and dual parent working families, have challenges attending events and volunteering during school hours. Programs are encouraged to conduct evening activities, to enable more parents to participate in activities with their peers and in their children's learning environment.
- To increase parent involvement, families are encouraged by Head Start teaching staff to participate in upcoming program activities and field trips, during the rest of the program year.

### **PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**

#### *Parent Family Community Engagement Goals*

- Parents will engage in physical activities with their children and understand physical development and health (planned home/school activity- visiting local playgrounds, neighborhood walks, etc., indicated on Home/School Parent/Child activity sheets)
- Parents will have their children practice writing and drawing, to promote development of their fine motor skills and to experiment with writing tools and materials for literacy

and emergent writing (indicated on Home/School Parent/Child activity sheets).

- Parents will participate in the health /nutrition committee menu planning as scheduled; together with staff, parents will ensure that meals reflect the cultural make-up of the children and families served.

#### *School Readiness Goals for Center-Based Programs*

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

#### *Family Engagement Progress/Outcomes*

- One thousand eighty-eight (1,088) Creative Curriculum 6th Edition lesson plan weeks have been implemented, inclusive of parent home learning activities and parent educational materials, to promote health, mental health, nutrition, safety, dental health, multicultural, cognition, math, literacy, language, physical-gross and fine motor, disabilities, family engagement and social-emotional competence.
- One hundred and eleven (117) parents/families participated in the Health and Nutrition Committee menu planning meetings. Thus far, eight (10) Health and Nutrition Committee menu planning meetings have been conducted.

#### *Challenges/Improvement Plan Actions*

- The EOC Head Start team will plan and provide additional targeted workshops, geared towards strengthening parenting skills and strong family relationships between caregiver and child.
- Based on a community assessment survey conducted in Nassau County, affordable housing was stated as a priority. The EOC Head Start will help to increase partnerships

that would address housing solutions, to meet the needs of our Head Start families.

## COGNITION DOMAIN

### *Parent Family Community Engagement Goals*

- Families will engage in educational opportunities along with their children, by using their environment that encompasses various areas of cognition and general knowledge (i.e.-utilizing the Ready Rosie Video Learning activities and other technology)

### *School Readiness Goals for Center-Based Programs*

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



- Children will demonstrate simple geographic knowledge.
- Children will understand that their family is a part of a larger community.
- Children will understand the roles of various community helpers.
- Children will recognize the different types of family units.
- Children will begin to be able to solve simple addition and subtraction problems.
- Children will be able to understand the concept of time as it relates to daily routines and schedules.
- Children will know the concept of ordinal numbers and begin to understand simple graphs.

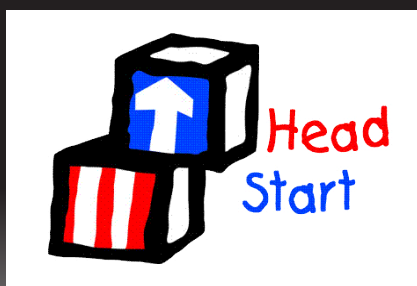
#### *Family Engagement Progress/Outcomes*

- One thousand eighty-eight (1,088) Creative Curriculum 6th Edition lesson plan weeks have been implemented, inclusive of parent home learning activities and parent educational materials to promote health, mental health, nutrition, safety, dental health, multicultural, cognition, math, literacy, language, physical-gross and fine motor, disabilities, family engagement and social-emotional competence.
- Two hundred and fifteen thousand and thirty-eight (215,038) hours of parent-child home learning activities were completed to assist parents in becoming strong lifelong educators.
- A total of three hundred and thirteen (313) users are connected to classrooms in the Ready Rosie database. Achievement in the following outcomes: Family Well-Being, Positive Parent-Child Relationships, Families as Life Long Educators, Families as Learners, Family Engagement and Transition, Family Connections to Peers and Community, Families as Advocates and Leaders.

#### *Challenges/Improvement Plan Actions*

- Some parents and families find mathematics and science home learning activities intimidating.
- The EOC Head Start program will conduct at least one mathematics and science parent educational training during the remaining duration of year 3, to improve parent and family's confidence in conducting mathematics and science home learning activities. Moving forward, the EOC Head Start program will conduct at least two mathematics and science parent educational training during year 4.
- The EOC Head Start has implemented a Family TIES initiative, that focuses on infusing trauma awareness, knowledge and skills into the culture, practices and policies of our agency. The Head Start network (all Head Start programs/staff) will continue to be educated in improving classroom management and family relationships.

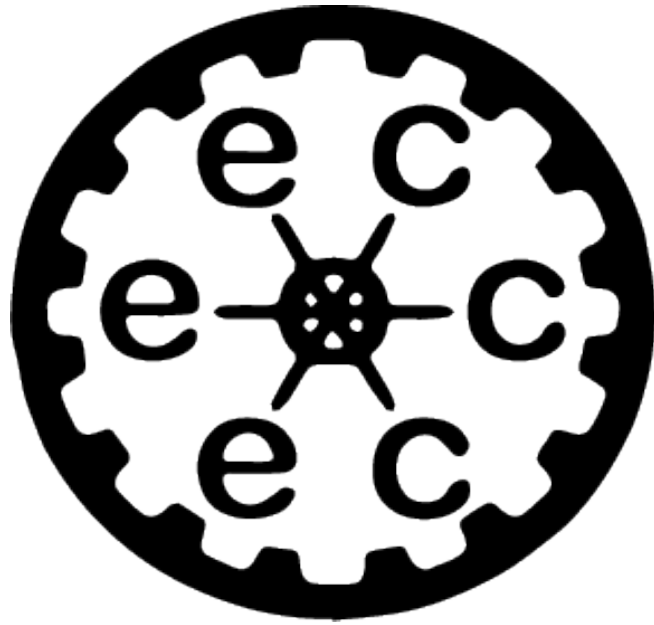
# Teacher Appreciation Celebration



On May 19th, 2023, the Economic Opportunity Commission of Nassau County, Inc. Agency hosted a celebration for Head Staff in commemoration of Teacher Appreciation Week and Mental Health Awareness Month. The event was geared towards promoting staff mental wellness, practicing mindfulness and celebrating staffs' contribution to the EOC Agency. The event took place at the Roosevelt-Freeport EOC with staff from all Head Start Programs in attendance. The theme of the event was sip and paint. The goal of the activity was to allow staff a space to relax and regroup from stressors. Research shows that painting supports people's emotional wellbeing and relieves stress. A paint instructor guided a scenic painting activity while Corporate staff served mocktails. The Licensed Master Social Worker spoke to staff about the importance of self-care, knowing your triggers/limits and reaching out for support which is available. The Executive Team addressed staff and reiterated the vision behind Head

Start. Staff were thanked for their dedication and commitment to the program, children and families. Over forty raffle prizes were distributed; the prizes ranged from gift cards, massages, wellness gifts, and classroom supplies which were donated by EOC Corporate Staff and EOC Agency staff. A scrumptious lunch was also provided. The event was a success and staff shared their gratitude and appreciation.





# EOC FISCAL REPORT

## Economic Opportunity Commission of Nassau County, Inc.

Results of our most recent financial statements audit for Fiscal Year Ended July 31, 2022

Independent Audit Firm: Nawrocki Smith LLP  
Certified Public Accountants & Business Consultants  
100 Motor Parkway, Suite 580  
Hauppauge, New York 11788

Reference: Page 8 of Audit Report: Schedule of Findings and Questioned Costs, For the Year Ended July 31, 2022.

### Section A Summary of Auditor's Results:

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>
93.569	U.S. Department of Health and Human Services Community Services Block Grant

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's audit Schedule of Findings and Questioned Costs, relative to federal awards.

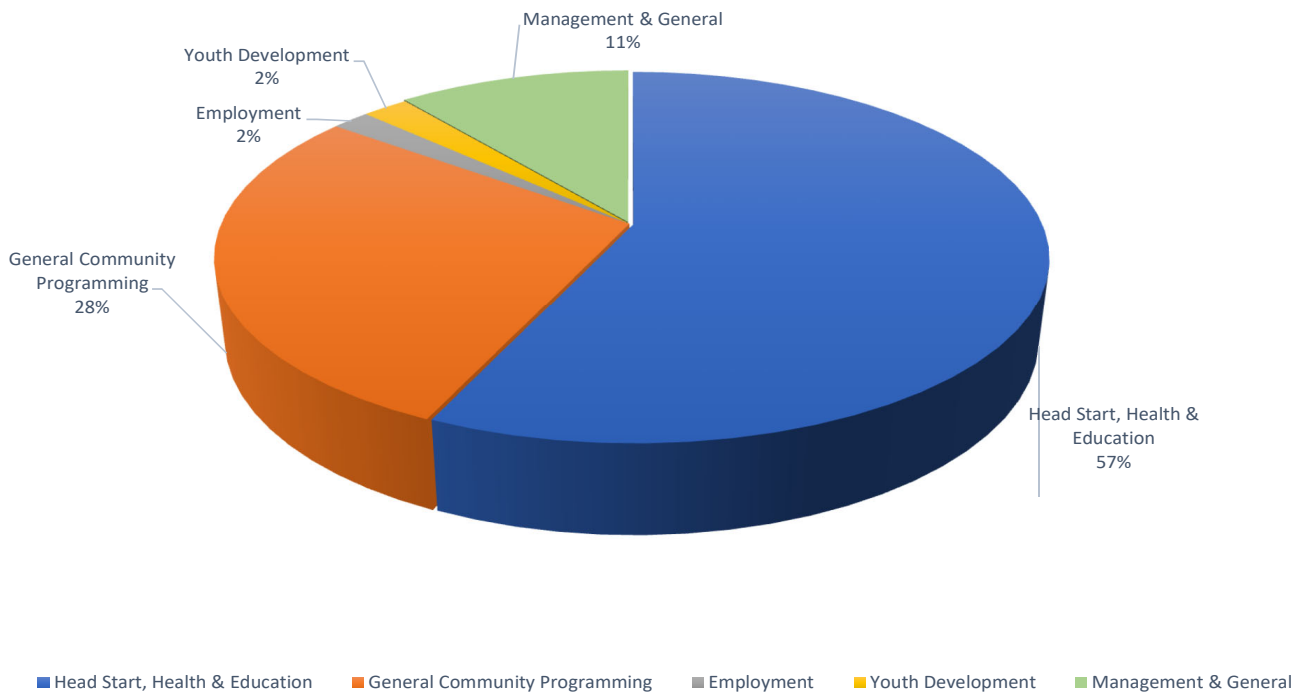


## Economic Opportunity Commission of Nassau County, Inc.

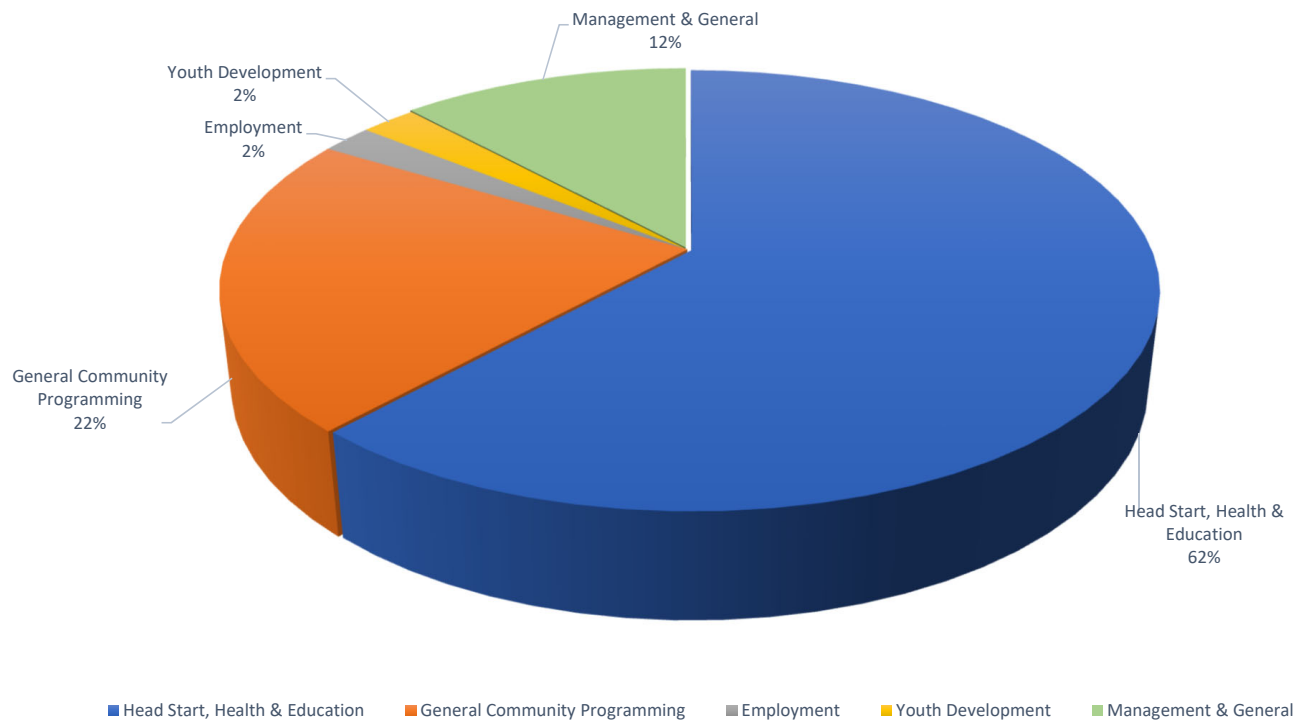
Schedule of Public and Private Funds Received by Source  
For the Fiscal Years Ended July 31, 2022 & 2021

Name of Grantor/Source of funds:	7/31/2022	7/31/2021
Department of Health and Human Services, Full Year Head Start	\$ 8,516,999	\$ 8,201,539
Department of Health and Human Services, Community Service Block Grant	2,477,276	2,338,983
Department of Health and Human Services, Community Service Block Grant-CARES	1,880,511	
NYS Department of Health, Maternal and Infant Health Community Health	626,590	548,734
In-Kind Contributions	559,261	520,366
NYS Department of Health, Child & Adult Care Food Program	509,568	287,009
Hempstead School District	392,067	
Department of Health and Human Services – COVID-19	330,414	799,983
County of Nassau – Youth at Risk	179,328	208,250
Department of Labor -Displaced Homemaker	171,002	138,778
Nassau County Office for New Americans, Relief Fund for Storm Survivors	151,686	
Hempstead School District -Empire	142,203	49,607
Department of Health and Human Services, Emergency Food and Shelter Program	94,313	213,625
Westbury School District	65,100	30,000
NYS Department of Labor, Excluded Worker Fund Outreach and Assistance Grant	58,254	
Other Local	34,410	183,239
United Way	11,250	11,875
Village of Hempstead – Re-Entry	4,167	12,667
Town of Hempstead-Youth Grant	2,150	
MLK Fundraising	620	
Nassau County Department of Housing & Homeless Services, Rapid Re-Housing Assistance		71,767
Town of North Hempstead - Port Washington		8,436
Incorporated City of Glen Cove		4,613
Incorporated Village of Hempstead		4,000
Total	<u>\$ 16,207,169</u>	<u>\$ 13,633,471</u>

**Economic Opportunity Commission of Nassau County, Inc.  
Functional Expenses  
For the Year Ended July 31, 2022**



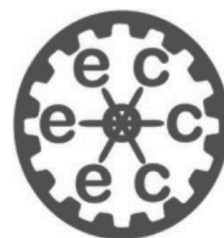
**Economic Opportunity Commission of Nassau County, Inc.**  
**Functional Expenses**  
**For the Year Ended July 31, 2021**



# 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

A & W Safety Surfacing LLC.

Addus Home Care

Adelphi University

ADP

Advantage Care Health Center

Aflac

African American Museum

Alpha Kappa Alpha Sorority

AMC Movie Theater

Ames Baptist Church

Antioch Baptist Church

Assemblywoman Judith Griffin

Assurance Wireless

Baldwin School District

Bethpage Financial Institution

Bridges of Greater New York

Bright Futures

Charles Evers Center

Chase Bank

Child Care Council of Nassau

County, Inc.

Cirulo de la Hispanidad

City of Glen Cove CDA

City of Long Beach Workforce

Development

Connolly School

Core Service Group of NY

Cornell Cooperative Extension

Culture Kids

Department of Health and Human

Services

Eastern New York Youth Soccer

Association

Eat Well Play Hard Program

Emblem Health

Empire Blue Cross Blue Shield

Empire State After School Program

EOC of Suffolk

Farmingdale School District

Farmingdale State College

FDR Services

Feed the Children

Fidelis Health Care

First Baptist Church

Freeport Memorial Library	Keller Williams
Freeport Union Free School District	Laffey Realty
Gateway Youth Outreach	Leadership Training Institute
Geico	Legislator Kevan Abrahams
Girl Scouts of Nassau County	Levittown School District
Glass Door	Life After Loss A.N.D.R.E.
Glen Cove Child Day Care Center	Lifetouch
Glen Cove Housing	Long Beach Martin Luther King Center, Inc.
Glen Cove School District	Long Beach School District
Glen Cove United Inc.	Long Island Cares
Grace Lutheran Church	Long Island Coalition for the Homeless
Green House Shelter	Long Island Junior Soccer League
Greenhouse Alternative School Program	Long Island Rough Riders
Health First	Magnolia Gardens' Senior Building
Hempstead Prevention Coalition	Martin Luther King Center
Hempstead Union Free School District	Miss Gil Tutorial
Hempstead Works	Molloy University
Hicksville School District	Monster
Hunter College	Morrison Mentors
IdentGo	Nanos, Gomez & Associates
Indeed	Nassau Community College
InstallNet International LLC	Nassau County Bar Association
Island Harvest	Nassau County Department of Health
Island Park School District	Nassau County Department of Human Services
John Theissen Foundation	
Jovia Credit Union	

Nassau County Department of  
Probation  
Nassau County HUD  
Nassau County Library Association  
(NCLA)  
Nassau County National  
Library Association  
Nassau County Office  
of Hispanic Affairs  
Nassau County Office  
of Minority Affairs  
Nassau Educators  
Federal Credit Union  
National Coalition of  
100 Black Women  
New York City Football Club  
New York Department of State  
New York Kidz Therapy  
New York State  
Department of Labor  
New York State  
Office for New Americans  
Northshore Homeless Shelter  
NOSH  
NYHC Home Care Services  
NYS Contact Tracing L.I. Inc.  
New York

Community Action Association  
NYULangone / Winthrop Hospital  
Pajama Program  
Panera Bread  
Planned Parenthood of Greater NY  
Play Safe Surfacing LLC  
Port Washington School District  
Port Washington Fire Department  
Port Washington Police Department  
Project Hope  
Quality Start  
Reentry Task Force  
Remax Realty  
Rockville Centre Library  
Rockville Centre Public Library  
Rockville Centre School District  
Roosevelt Children's Academy  
Roosevelt Union Free School  
District  
Roslyn Savings Bank  
Salem AME Church  
Salem Baptist Church  
Senator Todd Kaminshi  
Shiloh Baptist Church  
St. Frances De Chantal RC Church  
The New York Immigration  
Coalition

Town of Hempstead Workforce  
Development

Town of North Hempstead

Town of Oyster Bay

Toys for Tots

Transition One

Triple Crown Foods

Tropical Jerk

Uniondale School District

United Health Care

United Way of LI

UpSplash

Urban League

of Westchester County

Village of Freeport Community

Development Agency (CDA)

Village of Hempstead

Wantagh Memorial

Congregational Church

Wantagh Public Library

Wantagh School District

West Hempstead School District

Westbury Library

Westbury School District

Zion Cathedral Church

Zip Recruiter

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**It is hard to say how much we appreciate your  
partnership and support of EOC.**

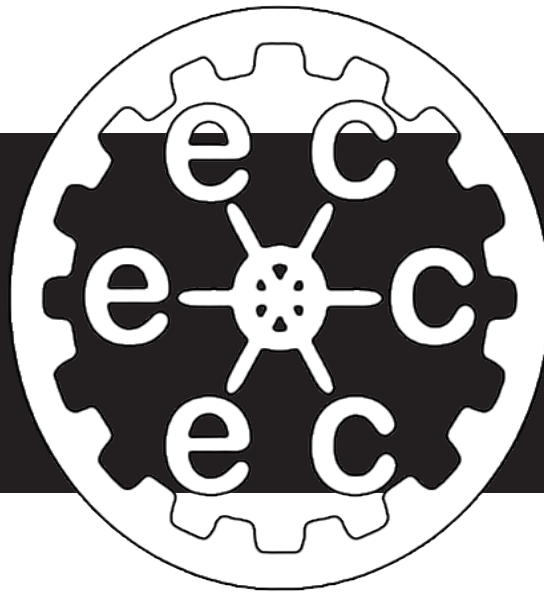
**Your support has allowed us to serve the  
community and build the capacity to impact even  
more lives.**

**On behalf of the Economic Opportunity  
Commission of Nassau County, Inc. and the  
communities, individuals, children and families.**

*Thank  
you!*



*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.”*

