

Eric Poulson
Chief Executive Officer

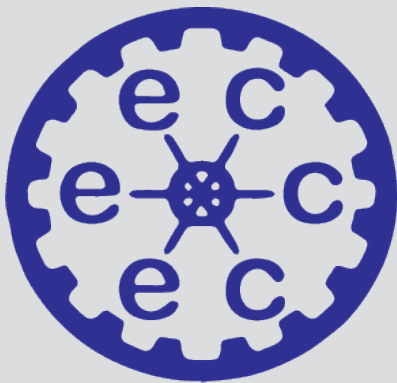
Brian G. Staley, Sr.
Chairperson

ECONOMIC OPPORTUNITY COMMISSION OF NASSAU COUNTY, INC.

2025

ANNUAL REPORT

LOCAL ACTION, LASTING IMPACT



(516) 292 9710
134 Jackson Street
Hempstead, NY 11550
www.eoc-nassau.org

Head Start Grant# 02CH011577

The Report has been distributed to EOC Board Members, the EOC Policy Council, the New York State Department of State, our EOC Partnerships, and it is hosted at www.eoc-nassau.org

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

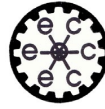
1/3 Organization Representative

1/3 Governmental Representative

Organizational Sufficiency

Approximately 235 employees (83% 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"**

Economic Opportunity Commission of Nassau County, Inc.

FAMILY DEVELOPMENT CENTERS

Rockville Centre EOC

140 No. Centre Avenue
Rockville Centre, NY 11570
516-764-4500 516-763-2467(f)
516-599-5499 – Disaster Line

Glen Cove EOC

4 Mason Drive, Apt. BB (Lower Level)
Glen Cove, NY 11542
516-801-2672 516 -676-4958(f)

Freeport/Roosevelt CSC

281 Babylon Turnpike
Roosevelt, NY 11575
516-546-6121- Roosevelt 516-379-4000 - Freeport
516-623-0023 – Disaster Line 516-867-6301 (f)

Hempstead EOC

134 Jackson Street
Hempstead, NY 11550
516-486-2800 516-478-4282(f)
516-408-3063 Disaster Line

Port Washington CAC

382 Main Street
Port Washington, NY 11050
516 883-3201 516 883-2467(f)
516-883-5499 Disaster Line

HEAD START CHILD DEVELOPMENT PROGRAMS

Eastern Nassau Head Start

St. Frances De Chantel Church
1309 Wantagh Avenue
Wantagh, NY 11793
516-221-0871/0892 516-781-0474(f)
516-897-6416 Disaster Line

Rockville Centre Head Start

150 No. Centre Avenue
Rockville Centre, NY 11570
516-536-4811 516-594-1370(f)
516-872-2671 Disaster Line

Lawrence Head Start

270 Lawrence Avenue
Lawrence, NY 11559
516-239-6244 516-239-9246(f)

Roosevelt Head Start

281 Babylon Turnpike
Roosevelt, NY 11575
516-378-5961 516-868-9413(f)
516-623-0023 Disaster Line

Freeport Head Start

74 No. Main Street
Freeport, NY 11520
516-546-8251 516-546-8255(f)
516-623-0025 Disaster Line

Westbury Head Start

163 Hooper Street
Westbury, NY 11590
516-334-3839 516-334-3829(f)
516-997-5378 Disaster Line

Hempstead Head Start

65 Dartmouth Street
Hempstead, NY 11550
516-538-8292 516-478-6741(f)
516-292-3708 Disaster Line

Long Beach Head Start

1 East Pine Street
Long Beach, NY 11561
516-544-4051
516-544-4054 (f)

EOC OF NASSAU COUNTY, INC. HIGHLIGHTS

...

15.5 M
TOTAL REVENUE

14K
CLIENTS SERVED

118
PARTNERSHIPS

135K
VOLUNTEER HOURS

13
LOCATIONS

5
COMMUNITY
ACTION
PROGRAMS

8
HEAD START
PROGRAMS

TABLE OF CONTENTS



EOC LOCATIONS	4
EOC BOARD OF DIRECTORS 2024 - 2025	8
MESSAGE FROM THE BOARD CHAIRPERSON	10
MESSAGE FROM THE CHIEF EXECUTIVE OFFICER	11
EXECUTIVE LEADERSHIP TEAM	12
EOC MANAGEMENT TEAM	13
<u>PLANTING SEEDS OF CHANGE: LOCAL ROOTS IN COMMUNITY ACTION</u>	
FAMILY DEVELOPMENT CENTERS	15
HEMPSTEAD CAP	16
GLEN COVE CAP	18
ROOSEVELT/FREEPORT CAP	20
PORT WASHINGTON CAC	22
ROCKVILLE CENTRE/LAKEVIEW CAP	24
FOOD PANTRY	26
VOLUNTEER ENGAGEMENT	27
<u>PATHWAYS TO OPPORTUNITY: EDUCATION, HOUSING, & WORKFORCE</u>	
DISPLACED HOMEMAKERS PROGRAM	29
RAPID REHOUSING PROGRAM	30
IMMIGRATION SERVICES	31
<u>BUILDING RESILIENT FAMILIES: WELLNESS, SAFETY, & BELONGING</u>	
RE-ENTRY PROGRAM	33
COMMUNITY CREDIBLE MESSENGER INITIATIVE	34
SENIOR PROGRAMS	35
LARGE WELLNESS PROGRAM	36
<u>LEADING THE NEXT GENERATION: YOUTH EMPOWERMENT & MENTORSHIP</u>	
COUNTY-WIDE YOUTH COUNCIL 2024-2025	38
COUNTY-WIDE YOUTH PROGRAM	39
YOUTH EMPOWERMENT CAREER TRAINING INITIATIVE	40
SUMMER YOUTH PROGRAM 2024	42
SPRING COLLEGE TOUR	44
LEARNING, ENRICHMENT AFTERSCHOOL PROGRAM SUPPORTS (LEAPS)	46
YOUTH SOCCER PROGRAM	48

EOC HEAD START CHILD DEVELOPMENT PROGRAM

MESSAGE FROM HEAD START DEPUTY EXECUTIVE DIRECTOR	51
HEAD START POLICY COUNCIL MEMBERS 2024 - 2025	52
HEAD START SUMMARY CURRENT STATISTICS	53
HEAD START DIRECTORS	54
HEAD START CORPORATE STAFF	55
HEAD START LOCATIONS	56
TRANSITIONS	57
PARENT INVOLVEMENT	58
DAD'S CLUB	60
DISABILITIES	62
MENTAL HEALTH SERVICES	64
TRANSPORTATION	66
HEAD START TRAINING INSTITUTE	67
HEAD START PRE-SERVICE TRAINING	68
PRACTICE-BASED COACHING	69
QUALITY ASSURANCE AND FAMILY TIES INITIATIVE	71
HEALTH & NUTRITION	74
HEMPSTEAD HEAD START	76
EASTERN NASSAU HEAD START	77
WESTBURY HEAD START	78
FREEPORT HEAD START	79
ROOSEVELT HEAD START	80
ROCKVILLE CENTRE HEAD START	81
LAWRENCE HEAD START	82
LONG BEACH HEAD START	83
JACOB'S JOURNEY: A SUCCESS STORY	84
HEAD START FIVE YEAR GOALS YEAR 4 PROGRESS 2024-2025	85
HEAD START SCHOOL READINESS CHILD OUTCOMES DATA WINTER 2024 - 2025	101
HEAD START SCHOOL READINESS GOALS FOR CENTER-BASED PROGRAMS	105
HEAD START SCHOOL READINESS GOALS OUTCOMES	108
PFCE TO SCHOOL READINESS GOALS CROSSWALK	114
EOC FISCAL REPORT	119
EOC STAFF LIST	124
PARTNERSHIPS	127
THE PROMISE OF COMMUNITY ACTION	129

2024-2025 BOARD OF DIRECTORS

...

OFFICERS

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

MEMBERS

ELECTED NEIGHBORHOOD REPRESENTATIVES

- | | |
|---|---|
| <p>Loretta Wilcox
Glen Cove Representative</p> <p>Earl Noble
Hempstead Representative</p> <p>Brian G. Staley, Sr.
Port Washington Representative</p> <p>Belinda Meyer
RVC Representative</p> <p>Lenora Quinones
Lakeview Rep</p> <p>Earnest Weekes
Roosevelt Rep</p> <p>Wendy Jackson
Freeport Rep</p> | <p>Harriet Downer
Glen Cove Alternate</p> <p>LeRoy Greene
Hempstead Alt</p> <p>Blanca Fabian
Port Washington Alt</p> <p>Fannie Still
RVC Alt</p> <p>Carol Douglas
Lakeview Alt</p> <p>Judy Puckerin
Roosevelt Alt</p> <p>Barbara Cromer
Freeport Alt</p> |
|---|---|

PRIVATE SECTOR

- Full Year Head Start Policy Council Representatives**
- Erika Jackson - Board Representative Hans-Gardy Isaacs - Board Alternate
- Head Start Appointees**
- Angela Young - Early Childhood Specialist Herman Maston - Fiscal Specialist
- County-Wide Youth Council**
- Daisy Gonzalez - Board Representative Jake Saltos - Board Alternate
- Hofstra University**
- Dr. John Guthman - Board Representative
- The Clear Choice**
- Crystal Corley - Board Representative
- Antioch Baptist Church**
- Dr. Phillip Elliott - Board Representative
Early Childhood Educational Specialist
Angela J. Young - Board Representative
- Quick Link Capital**
- Herman Maston - Board Representative Angela Crowder - Board Alternate

PUBLIC SECTOR

- | | |
|--|--|
| <p>Nassau County
Deputy County Executive Anissa Moore</p> <p>Nassau County Legislature
Legislator Carrie Solages</p> <p>Incorporated Village of Freeport
Mayor Robert T. Kennedy, Jr.
Mr. Conor Kirwan - Designee</p> | <p>Elected Representative
Commissioner Carl DeHaney, Jr.</p> <p>Nassau County Legislator
Legislator Scott Davis</p> <p>Hempstead School Board
School Board President Lamont Johnson</p> <p>Incorporated Village of Hempstead
Mayor Waylyn Hobbs, Jr.</p> |
|--|--|

MESSAGE FROM THE BOARD CHAIRPERSON



Serving as Board Chairperson of the Economic Opportunity Commission of Nassau County, Inc. is both an honor and a responsibility that I hold with deep respect. This past year has been one of purpose, resilience, and strategic growth—anchored by our unwavering mission to create economic opportunity and uplift the lives of individuals and families across Nassau County.

Local Action, Lasting Impact, is a powerful reflection of what this organization does every day. EOC continues to prove that when service begins at the local level, it leads to real, measurable, and enduring change. From the boardroom to the frontlines of service delivery, we've witnessed this truth in action.

In the 2025 fiscal year, the EOC delivered strong outcomes across a broad spectrum of services, responding effectively to evolving community needs. I am proud to report that we are not only sustaining our core programs, but expanding them. With new initiatives underway and a continued focus on impact-driven solutions, the agency has positioned itself for continued growth—both in scope and in reach.

This progress is driven by visionary leadership and a deeply committed team. Under the guidance of our Chief Executive Officer, EOC has embraced innovation, adaptability, and long-term planning. The agency is proactively strengthening its financial foundation, pursuing new funding sources, and building the infrastructure necessary to support a growing network of programs and partnerships.

Importantly, the Board of Directors has remained fully engaged in this process—providing strategic oversight, upholding accountability, and ensuring alignment with the agency's mission and values. Together with our community stakeholders, we are investing in a future where poverty is replaced by opportunity, and where every person has the resources and support to thrive.

The challenges facing our communities are real and complex, but EOC of Nassau County, Inc. is well-prepared to meet them. It is a dynamic, forward-thinking organization rooted in local leadership and sustained by community trust. The work we do matters. It changes lives, strengthens families, and builds a stronger Nassau County—today and for generations to come.

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

...



This year marked another pivotal chapter in the longstanding mission of the Economic Opportunity Commission of Nassau County, Inc. For over 50 years, EOC has remained a stabilizing force in the community—delivering essential services, creating opportunities, and promoting pathways to economic security. The theme of this year's report, Local Action, Lasting Impact, captures the heart of our work: meaningful change rooted in local service and sustained through community partnership.

Throughout 2025, EOC expanded its reach and deepened its impact across Nassau County. In times of personal crisis or systemic challenge, our team responded with empathy, professionalism, and resolve. Our programs continue to serve as a vital lifeline—providing access to food, housing, education, youth development, immigration assistance, re-entry support, senior services, and employment opportunities. These efforts are not just reactive; they are strategic, long-term investments in individual and collective potential.

This year, EOC delivered:

- Thousands of units of food distribution to families in need
- Emergency and transitional housing support
- Early childhood education and development programs
- Services for at-risk youth, including college readiness, college tours, and sports initiatives
- Immigration and legal assistance
- Re-entry and workforce development programs
- Senior services and health outreach
- Youth employment and summer enrichment opportunities
- Community workshops and life skills training

EOC's strength lies in its ability to coordinate federal, state, local, and private resources into unified, community-centered solutions. Our programs are data-informed and outcome-driven, shaped by the real experiences of the people we serve. The agency's ability to adapt to emerging needs while maintaining long-term impact reflects its strategic leadership, dedicated staff, and collaborative partnerships. The people behind this mission—our employees, volunteers, partners, and supporters—embody the values of service and resilience. Their unwavering commitment has allowed EOC to meet the moment time and again, reinforcing our role as a trusted community anchor.

As the agency continues to evolve, our vision remains clear: to empower individuals and families to overcome adversity and achieve self-sufficiency. Our impact is not only measured in services delivered but in futures transformed. With a deep legacy and a forward-focused strategy, EOC remains committed to building stronger, more equitable communities—one life, one action, and one opportunity at a time.

EXECUTIVE LEADERSHIP TEAM



ERIC POULSON
CHIEF EXECUTIVE OFFICER

ANITA L. SHIVER-KENNEDY
Head Start Deputy Director

ANDRE CLARKE
Chief Financial Officer Consultant

LAVONNE ERSKINE
Human Resources Director

MELROSE CORLEY
Deputy Director of Operations

SYLVESTER BUSH
Director of CAP Services

SUSAN PEREZ-PINALES
Executive Assistant to the CEO

MANAGEMENT TEAM

...

CAP Directors

Irma Jeanty - Program Director of Glen Cove EOC

Mario Mency - Program Director of Rockville Centre-Lakeview EOC

George Hurst - Program Director of Roosevelt - Freeport EOC

Mateo Flores - Program Director of Hempstead CAP

Mario Martinez - Program Director of Port Washington CAC

Head Start Directors

Gina M. Dimatos - Lawrence Head Start Program Director

Tiffani Frazier - Freeport Head Start Program Director

Marie Davis - Roosevelt Head Start Program Director

Novella Dortch-Smith - Westbury Head Start Program Director

Marie Davis - Roosevelt Head Start Program Director

Cecile Mills - Rockville Centre Head Start Program Director

Fastine Skinner - Eastern Nassau Head Start Program Director

Michele Boykin-Blackshear - Long Beach Head Start Program Director

Corporate

Kimberly Tilghman - Program Coordinator, Youth Empowerment Career Training Initiative

David Pierri - Program Director, Displaced Homemakers

Cagney Wilson - Program Director, Learning Enrichment Afterschool Program Supports (LEAPS)

Lorie Taylor - Program Coordinator, Rapid Re-Housing and Permanent Supportive Housing

Sergio Valencia, Program Director, Soccer Program

Ruben Jones - Program Coordinator, Re-Entry

Sylvester Bush - Program Coordinator, Community Credible Messenger Initiative

Melrose Corley - Facilitator, Family Development Credential



Planting Seeds of Change: Local Roots in Community Action

PLANTING SEEDS OF CHANGE: FAMILY DEVELOPMENT CENTERS

...

For 59 years, the Economic Opportunity Commission of Nassau County, Inc. (EOC) has been a cornerstone of community empowerment, standing firm in its mission: Helping People, Changing Lives. Since its founding in 1969, EOC has worked to uplift low-income individuals and families through education, economic opportunity, and holistic support.

These centers are more than service sites; they are safe, welcoming spaces where lives are transformed. Offering programs in early childhood education, job readiness, parenting support, health access, housing assistance, and financial literacy, the Family Development Centers meet people where they are and help them build toward stability and self-sufficiency.

EOC's story begins with the Economic Opportunity Act of 1964, a historic law signed by President Lyndon B. Johnson as part of his War on Poverty. Written by Congressman Adam Clayton Powell, Jr., the Act established Community Action Agencies nationwide to address poverty through grassroots engagement. That law—and the movement it sparked—was made possible by the courageous activism of leaders like Dr. Martin Luther King, Jr. and Malcolm X, whose fight for justice, economic equity, and civil rights created the momentum for systemic change. Their contributions—and their sacrifices—must never be forgotten. In New York State, EOC and other Community Action Agencies have played a vital role in protecting and advancing anti-poverty efforts, especially during times of political pushback.

In the 1970s, EOC helped form the New York State Alliance of Community Action Programs, a pioneering coalition of staff and board members working together to preserve funding and policy support. When federal support waned under Presidents Nixon and Reagan, this alliance—backed by EOC's leadership—mobilized to help secure the Community Services Block Grant (CSBG), ensuring that Community Action Agencies could continue their work.

This proud history is filled with unsung heroes, including countless African American leaders, local board members, and volunteers who have given their time, talent, and energy without fanfare or reward. Their work has led to real, lasting change in Nassau County—uplifting families, strengthening neighborhoods, and creating new pathways to opportunity. Today, the Family Development Centers stand as living symbols of this legacy. They are the places where hope is planted and nurtured—where children, parents, and entire communities grow. The story of EOC is not just one of service, but of resistance, leadership, and transformation. And it continues to this day.

PLANTING SEEDS OF CHANGE: HEMPSTEAD CAP



The Hempstead Community Action Program (Hempstead CAP) is dedicated to supporting the community and reaffirming our commitment to ending poverty in Nassau County. We offer a variety of programs and services, including the Emergency Food and Shelter Program (when funds are available), assistance with unemployment benefit claims, basic immigration services, senior citizen programs and advocacy (Wise Visionaries), court advocacy, help with Department of Social Services paperwork, an emergency food pantry, government grants advocacy, and intra-agency referrals.

Our youth services include the Youth Council Program, Summer Youth Employment, the Academic Summer Youth Program, the Empire State Recreational Soccer Program, and the Hempstead EOC Soccer Club.

From June 2024 to May 2025, Hempstead CAP has taken proactive steps to address poverty and support families facing adversity. In the face of ongoing socio-economic challenges, we remain a vital resource for low-income individuals and families. Our approach emphasizes the Family Development model, helping families achieve self-sufficiency and build a strong foundation for lasting success.

This year's theme, "Local Action, Lasting Impact," reflects our belief that community-driven efforts can bring about meaningful and lasting change. We've witnessed many individuals and families reach significant milestones, resulting in life-altering outcomes. Acknowledging our role in the community, we continue to take active steps to support those who walk through our doors.

Our staff conducts outreach to ensure residents are aware of the resources available to them. From helping families with rental assistance and utility arrears to operating our emergency food pantry, our services reduce financial hardship and provide essential support. Our youth programs serve over 200 participants in a safe, nurturing environment that encourages academic success and personal growth.

As we reflect on this year's accomplishments, we proudly reaffirm our commitment to driving local solutions that create lasting impact.



KYLE NOBLE - HEMPSTEAD CAP YOUTH COUNCIL

Kyle Noble is the president of the Hempstead CAP youth council, and has been a dedicated participant in our youth programs for the past three years. He is currently a senior at Westbury High School and is set to graduate this June as an honor roll student. Throughout his time with Hempstead CAP, Mr. Noble has shown tremendous growth and leadership. He took initiative in running for the president position of the youth council, which truly reflects his proactive spirit and willingness to take responsibility. In addition, he has also worked as a junior counselor in our summer youth programs, further demonstrating his involvement and impact.

What sets Kyle apart is how he constantly seeks ways to improve himself. In his role as the youth council president, he actively sought mentorship to become a well-rounded leader for the group, consistently analyzing challenges and working toward meaningful solutions. Over time, he has shown his commitment to the youth council, actively participating in meetings, workshops, and community engagements, illustrating not only his dedication to the program but also his desire to be a positive force in the community.

Kyle has faced challenges head-on and emerged as a resilient, thoughtful leader who leads by example. His journey through our programs has also included attending several college tours, experiences he describes has helped him navigate his path towards college. As he reflects on those trips, Kyle shares that they gave him “a good idea of what the college life looks like” and helped him identify the right path for his future.

We are delighted to share that Kyle Noble has been accepted into 23 colleges and universities, and after careful consideration has ultimately decided to attend Hobart and William Smith Colleges.

We are incredibly proud of Kyle’s achievements. He embodies the spirit of the Hempstead CAP Youth Council and serves as an inspiring example of what determination, leadership, and support can achieve. .



PLANTING SEEDS OF CHANGE: GLEN COVE CAP



Over the years, Glen Cove E.O.C. has remained steadfast in its commitment to transforming social and economic barriers into opportunities—delivering local action with lasting impact. We have earned the trust of the community by upholding the belief that everyone deserves the opportunity to thrive, free from the burdens of poverty, inequality, and injustice.

Our mission is rooted in expanding equitable access to resources that foster personal growth, wellness, and long-term success. Glen Cove E.O.C. leads with visibility, purpose, and pride. Through engagement with youth, adults, seniors, and families across the Glen Cove community, our office has effectively addressed critical needs in health, nutrition, and economic support—key components of the Social Determinants of Health.

Glen Cove E.O.C. continues to deliver services that uplift and empower the individuals and families we serve. Our support programs include:

- Weekly distribution of fresh fruits and vegetables
- Summer Youth Program
- Summer Youth Employment Program
- Daily access to the food pantry
- Senior employment opportunities through the Urban League
- Supermarket food cards
- Assistance with rent, mortgage, and utility bills
- Hosted annual community events
- After-School Youth Employment Program
- Senior Program
- Youth Engagement Services

STEPHANIE DUNN-HOLLIE - GOLDEN LEGACY SENIORS GROUP



My name is Stephanie Dunn-Hollie, and I am honored to share my journey—a story shaped by resilience, community, and the transformative power of connection. For five years, I have been part of the Glen Cove EOC family. I am also a member of Glen Cove EOC Golden Legacy Seniors Group, a place where local action leads to lasting impact and where I've found a true sense of purpose and belonging. From the very beginning, Glen Cove EOC has been a source of encouragement and growth in my life. Whether it's participating in community workshops, crocheting with friends, helping with food distributions, volunteering for the EOC community events or celebrating meaningful occasions like Mother's Day, each moment has brought joy and connection. These shared experiences go far beyond activities they are acts of local action that continue to leave a lasting impact on my heart and in our neighborhood. I always look forward to being with my fellow community members. We laugh, we learn, and we support one another. The friendships I've made and the memories we've created together are priceless. Glen Cove

EOC isn't just a center it's a home. A place where people come together to lift one another up and create real change, one step at a time. As I remember my journey, I feel an overwhelming sense of gratitude. Glen Cove EOC has given me more than just opportunities—it has given me hope, confidence, and a community that truly cares. To my Glen Cove EOC family, thank you for seeing me, supporting me, and walking beside me. Together, we are creating a ripple effect of kindness and compassion that will continue to inspire for generations to come.



PLANTING SEEDS OF CHANGE: ROOSEVELT/FREEPORT CAP



From June 2024 to May 2025, the Roosevelt-Freeport EOC engaged in a range of initiatives that demonstrated a strong commitment to community responsiveness, service coordination, and professional development. Prominent findings during this period include enhanced staff capacity through participation in regional and national trainings such as the NCAP Convention, Emerging Leaders Institute, and workshops on civil rights and nonprofit development. These opportunities not only expanded staff knowledge but also directly supported the agency's ability to deliver effective, equity-focused services. Regular participation in planning meetings, compliance reviews, and webinars highlights the organization's dedication to accountability and continuous improvement.

Collaborative partnerships have a huge role in driving impact. The Roosevelt-Freeport EOC worked closely with organizations like Souljoy Wellness and the Health and Welfare Council of Long Island, Long Island Cares, and Girl Scouts of Nassau County, forming alliances that supported wellness programming, food distribution, and strategic planning. These relationships helped broader resource sharing and brought specialized knowledge into the community. Through consistent local engagement, such as participation in community outreach events and strategic collaborations, the EOC cultivated a foundation for long-term sustainability. These efforts strengthened the local support network and ensured that community members continue to benefit from inclusive, coordinated, and responsive services.



BETTY THOMAS - WISDOM LEAGUE

Dear Roosevelt-Freeport EOC Wisdom League,

I've found that this center has truly been an anchor and support for me and the community. It has provided services and help that many of us weren't aware of, such as helping us financially with our utilities and food. With this economy, it has truly been a blessing. Mr. Bruce also provided guest speakers with essential knowledge on things like choosing health insurance, nutrition, exercise classes, and many other activities.

The center provides a safe place to enjoy good company, have fun, and exchange information that is helpful for each of us. I'm truly looking forward to another wonderful year with the staff of Roosevelt, Freeport, and EOC, and all that they have to offer for our seniors. Thank you all.



PLANTING SEEDS OF CHANGE: PORT WASHINGTON CAC



In 2025, the Port Washington Community Action Center (CAC) continued to be a vital source of empowerment, education, and support for residents of all ages. With strong community partnerships and dedicated staff, CAC programs provided meaningful, hands-on experiences that created lasting impact.

The Homework Assistance Program supported 15 children, ages 6 to 12, with tutoring, snacks, and safe transportation home, while the Youth Interactive Council encouraged civic engagement and leadership development through monthly meetings and youth-led initiatives. The CAC also operated a Summer Youth Program that enrolled 40 children and employed 14 youth counselors who gained valuable job experience through workshops, academic enrichment, and cultural field trips. In parallel, 17 teens and young adults participated in the Summer Youth Employment Program, receiving training in professional development and career readiness.

The CAC's commitment to lifelong learning extended through EOC College Tours, where Youth Council members visited institutions like the University of Pennsylvania, Duke, Hampton, and North Carolina A&T, gaining firsthand insight into higher education options.

The Senior Citizens Shoppers Program provided essential transportation for 10 seniors, ensuring access to groceries, pharmacy visits, and medical appointments. The CAC Food Pantry remained a cornerstone of community support, delivering food to local families, seniors, and those with disabilities.

None of this would be possible without the generous support of partners like the Community Chest of Port Washington, Dejana Foundation, Town of Oyster Bay, Port Washington School District, and other local organizations.

This year's Annual Community Awards Dinner honored CAC staff and volunteers with citations for their unwavering dedication to fighting poverty. As funding challenges persist, the CAC remains committed to sustaining these critical services through collaboration, compassion, and community care.

JULIETA PEREZ- CHRISTMAS GIFT RECIPIENT

Julieta Perez and her family members are natives from El Salvador and came to the United States of America in 2014 to live a healthy and safe life. She is a hard-working mother providing them with a safe and healthy home. During Christmas CAC and with the partnership of North Shore Adopt Family Program provides a family in Port Washington with Christmas Gifts. This past year CAC elected the Perez family who are recipients of the CAC programs to receive these Gifts. The Perez Family were very thankful on receiving these gifts since one of the family members is blind and was able to receive a special gift that he requested.



PLANTING SEEDS OF CHANGE: ROCKVILLE CENTRE/ LAKEVIEW CAP



The Rockville Centre/Lakeview E.O.C. continued its community support and empowerment mission throughout the 2024-2025 program year by addressing core needs across food security, youth engagement, senior services, and individualized client support. Under the theme “Local Action, Lasting Impact,” our team made significant strides to increase access to essential services, provide safe community space, and foster long-term development for individuals and families. From welcoming 94 new clients to sustaining nearly 370 active cases, our services remain rooted in compassion, responsiveness, and a deep understanding of the local context.

The youth program expanded meaningfully, growing from 11 to 19 active participants and offering enriching experiences including local trips, cultural exposure, and leadership training. Our senior program consistently engaged with 20-21 elders participating in wellness activities and community-building events. The E.O.C. hosted major outreach events such as the Annual Community Meeting and Turkey Giveaway, drawing over 40 attendees, while also staying active in external initiatives like voter education, countywide training, and food distribution partnerships with Long Island Harvest.

Through collaborative partnerships, technical trainings, and consistent advisory support, the E.O.C. ensured that its impact wasn't limited to short-term aid but rather invested in ongoing sustainability. Challenges such as staffing gaps were mitigated through strategic resource allocation and a resilient team willing to cross-train and adapt. Our Advisory Council, with 13 committed members, played a vital role in maintaining accountability and community alignment. As we look ahead, the foundation built this year positions us for deeper engagement and broader transformation.

ANGELA - ROCKVILLE CENTRE/LAKEVIEW EOC CLIENT

In late 2023, I lost my job and everything started to spiral. As a single mother of two, I was overwhelmed with financial stress and struggling just to keep food on the table. I was emotionally drained and didn't know where to turn—until a friend told me about the Rockville Centre/Lakeview E.O.C.

From the moment I walked through their doors, I felt seen. They immediately helped me with food from the pantry, but it didn't stop there. I was connected with a case manager who listened to my story and helped guide me toward resources for employment. I also joined their parent wellness workshops through the VERC program, which helped me find some peace and clarity during a really difficult time.

Today, I'm working part-time and rebuilding my life. The E.O.C. didn't just give me groceries—they gave me a chance to breathe and believe in myself again. My kids have also started participating in youth events there, and I can see the joy and hope returning to our home. I'm so grateful for this place—it's more than a program, it's a lifeline.



PLANTING SEEDS OF CHANGE

FOOD PANTRY



The Emergency Food and Shelter Program (EFSP) 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 has 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, per 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 were selected to assist the Health and Welfare Council of Long Island in issuing rental, mortgage, utilities payment(s), food, and food cards under Phases 39, 40 & 41 for Nassau County residents. We pre-screen and assist individuals and families who 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 2024-2025 calendar year, the EOC was unable to provide Rental, Mortgage, and Utilities assistance to residents of Nassau County due to the suspension of the FEMA program. Despite this setback, we were able to support over 300 families by providing food and food cards. The EOC remains hopeful that FEMA program funding will be restored soon, as many families are still in critical need of assistance.

PLANTING SEEDS OF CHANGE

VOLUNTEER ENGAGEMENT

...

Volunteers are the heart of community action, and this year, the Economic Opportunity Commission (EOC) of Nassau County, Inc. proudly honored the exceptional commitment of those who have dedicated their time and talents across our programs and services.

On April 25, 2025, in celebration of Volunteer Appreciation Month, the EOC hosted a special luncheon to recognize and thank our volunteers. During the event, thirty-six (36) volunteers were presented with Certificates of Appreciation for their exemplary service. The luncheon featured keynote speaker, Mr. Jeffrey Johnson, Interim President and CEO of the Long Island Urban League. Drawing on his leadership in managing the Urban League's Senior Jobs Program and his extensive history of volunteerism, Mr. Johnson delivered an inspiring address highlighting the power of service and community engagement.

Throughout 2024-2025, volunteers played a vital role in our ongoing efforts to combat poverty and uplift economically disadvantaged individuals and families throughout Nassau County. We at the EOC of Nassau County, Inc. extend our thanks for their unwavering commitment, dedication and generosity in helping us to further our mission. Their contributions—measured in time, effort, and compassion—have made a lasting and measurable impact in the communities we serve.

Volunteer Contributions at a Glance

Total Active Volunteers: 1,313

Total Volunteer Hours Contributed: 135,948

Volunteer Hours Contributed by Low-Income Individuals: 125,451

Programs Supported by Volunteers: 13



Pathways to Opportunity: Education, Housing & Workforce

PATHWAYS TO OPPORTUNITY

DISPLACED HOMEMAKERS PROGRAM

...

The primary goal of the Displaced Homemakers Program (DHP) is to serve and prepare Nassau County residents who need guidance to enter or re-enter the workforce. As government agencies transition away from paper forms, the DHP has reimagined its approach, focusing on advancing equity and fostering innovation in the services we provide.

We accomplish this by recognizing and leveraging our existing assets, maximizing their utility, replacing outdated tools and methods, enhancing lesson content with a focus on growth, and offering a human-centered approach tailored to everyone's experience.

This approach ensures that both our staff and the participants in our Job Readiness & Computer Skills Course, as well as those seeking assistance with résumé writing—are equipped to achieve their employment goals.

Beginning in June 2024 through May 2025, the program has:

- 58 students successfully enrolled through our Job Readiness & Computer Skills Course, with 39 graduating from the program and 3 more graduating next month.
- 2 graduates are currently employed by the EOC, 1 was employed by the EOC but moved on, 2 are current volunteers at the EOC, and 13 graduates found employment within three to six months.
- We encountered 116 individuals, handled 52 course intake interviews, submitted 62 Agency Surveys, assisted 29 clients with creating or polishing their resumes, and conducted 21 mock interviews.



JENNIFER - GROUP 5 2024

"I feel that this program helps me learn a lot about typing and how to use Excel and how to do a resume, what the difference is between lab laptop a desktop top and a tablet

RUTH - GROUP 6 2024

"So far, I have built a strong confidence and steez (sic.) basic computer knowledge, especially on Microsoft, Excel and PowerPoint...this I can say without wavering



PATHWAYS TO OPPORTUNITY

RAPID REHOUSING PROGRAM

...

The Rapid Rehousing Program is a solution-based program to homelessness that focuses on quickly helping individuals and families exit homelessness and move into permanent housing. It's a Housing First approach, which prioritizes providing housing first, without preconditions like sobriety or employment. Rapid Rehousing programs offer temporary financial assistance for rent and move-in costs, case management, and supportive services to help individuals and families stabilize in their homes. Rapid Rehousing connects individuals and families with resources for job training, child care, and other services they may need to support their family well-being.

Rapid Rehousing, in collaboration with the CoC (Continuum of Care)/The Long Island Coalition for the Homeless, works diligently and strategically within the guidelines of HUD (Housing and Urban Development) to eradicate homelessness on Long Island. In addition, Rapid Rehousing partners with local real estate agents and landlords to list available units on the market. These partnerships have proven successful in building a rapport with open communication for negotiating listing prices and an understanding of clients needing an opportunity to get back on their feet, which has been a win-win for both parties.

The Rapid Rehousing Program of Nassau County served thirty-five (35) individuals during the program year



NIASIA ROGERS - RAPID REHOUSING CLIENT

"The Rapid Re-Housing program has helped me a lot". "My children are a lot happier, and we feel a lot safer than we were before". "My life has improved so much since I started receiving assistance from the RRH program". "Everything is going very well for my children and me, and we are so appreciative of all the help". Niasia has been homeless for over a year, living in a shelter with her children. The client reported that the experience presented numerous challenges. It affected her self-esteem and her ability to raise her children in that environment. Niasia is enrolled in G.E.D classes. She is determined to make a better life for herself and her children. The client was added to the HMIS (Homeless Management Information System) database and referred to the Rapid Rehousing Program of Nassau County through the Long Island Coalition for the Homeless. The participants from the HMIS list are scheduled to come into the office for intake by the RRH team member.

PATHWAYS TO OPPORTUNITY

IMMIGRATION SERVICES

...
 According to the U.S. Census Bureau, immigrants made up 13.9% of the total population in 2022. Among them are highly skilled workers who fill critical gaps in high tech industries as well those who construct the buildings in which we live and who plant and harvest the foods we eat. Some arrive seeking greater opportunity while others bring hope simply for a life free from persecution and poverty. "Immigrants are part of the fabric of a country's economy and society." In the U.S., the negativity associated with immigration is partly driven by the idea that immigrants are a threat to jobs. "Instead of a threat to native-born workers, immigrant workers bring with them skills and levels of education that are complementary," Immigrant workers have almost always increased overall economic opportunity for everyone."

Immigration Assistance Program

CITIZENSHIP

- Screening of client's documentation and skills to be eligible for U.S. Citizenship.
- Providing a complete Naturalization application package: helping to fill out the N-400 application and other forms, translations of documents.
- Direction of the places where clients can obtain fingerprint and photograph services.
- Referrals of Legal Aid if necessary to become U.S. Citizen.
- Referrals to the EOC Office for New Americans (ONA) Program where clients can obtain intensive review classes for the written U.S. History and Government test, and English for Speakers of Other Languages (ESOL) Classes.

PERMANENT RESIDENCE

- Screening of client's documentation that would make her/him eligible to become a permanent resident.
- Providing a complete application package for permanent residence, helping to fill out the forms needed to present to the Immigration and Naturalization Service (INS) office.
- Translation of Birth Certificates and other required documents.
- Direction of places where clients can obtain fingerprint and photograph services.
- Referrals to Legal Aid.

REFUGEE ASSISTANCE

- Assistance to clients that already obtained employment authorization and need to apply for extensions.
- Translations of documents necessary for interviews, and when necessary oral translations for INS interviews of clients seeking political asylums.
- Referrals of Legal Aid if client is in proceedings of deportation.

DACA ASSISTANCE

- Screening of client's documentation to be eligible for Deferred Action of Childhood Arrivals.
- Providing a complete Deferred Action for Childhood Arrivals (DACA) application package: helping to fill out the DACA application and other forms, translations of documents.
- Translation of Birth Certificates and other required documents.
- Direction of places where clients can obtain fingerprint and photograph services.



Building Resilient Families: Wellness, Safety & Belonging

BUILDING RESILIENT FAMILIES

RE-ENTRY PROGRAM

Reentering society after incarceration is one of the most challenging journeys a person can face. Barriers such as unemployment, housing, trauma, and social stigma not only affect individuals but also ripple through families and communities.

The EOC Re-Entry Program provides a continuum of care that addresses urgent needs while supporting long-term goals. With individualized case management at its core, each participant receives tailored services designed to foster stability and independence.

Employment Services & Job Readiness: Sixty (60) participants completed job readiness training, gaining skills in resume building, interview preparation, and job search strategies. Thirty-five secured employment, with 70% remaining employed for at least one year.

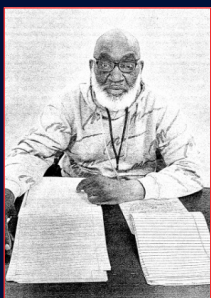
Wrap-Around Services: More than fifty (50) participants accessed supports such as food pantries, rental assistance, health insurance referrals, emergency housing, immigrant and senior services, and advocacy—helping stabilize their lives and focus on growth.

Life Skills & Wellness: Over ten (10) participants attended anger management and life skills workshops, strengthening emotional regulation and decision-making. Forty participants were connected to primary care, mental health resources, and substance abuse treatment, ensuring wellness as a foundation for reintegration.

Housing Assistance: Recognizing safe housing as essential to progress, EOC prioritized housing support as a bridge to employment and self-sufficiency.

Recidivism Reduction: In partnership with the Department of Correction and Community Supervision (DOCCS), EOC delivered workshops to more than 250 inmates at Nassau County correctional facilities, equipping them with skills and hope for a new beginning.

Through comprehensive services and ongoing evaluation, the EOC Re-Entry Program continues to deliver measurable, lasting results—restoring dignity, reducing recidivism, and strengthening communities.



CLARENCE COOPER - RE-ENTRY CLIENT

Please accept this letter as notification that the EOC is real about giving people a second chance. My name is Clarence Cooper. I am 59 years old. I heard about the EOC through a friend. I went and met with Mr. Rubin Jones, we've discussed employment and I was treated with kindness and respect. As the meeting continued, I was offered a job at the EOC doing outreach in the community as an outreach worker. I couldn't thank Mr. Jones and the EOC staff enough for the opportunity at a second chance. Thank You.

BUILDING RESILIENT FAMILIES

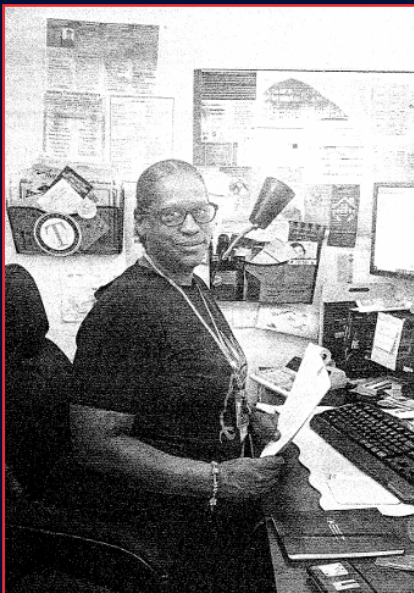
COMMUNITY CREDIBLE

MESSENGER INITIATIVE

...

The Community Credible Messenger Initiative has made significant strides in supporting justice-involved youth as they transition from secure facilities back into their schools and communities. One of the key accomplishments this year was successfully assisting ten youth in navigating this transition process, ensuring they had the resources, mentorship, and guidance necessary for reintegration. Through individualized support and consistent check-ins, these young people were able to reconnect with educational opportunities and stabilize their personal lives. Our initiative is grounded in strong community partnerships—particularly with our Community Action Programs (CAPs) and local nonprofit organizations—which allow us to address not only the needs of the students, but also the challenges their families face, including housing, employment, and mental health services.

While our work has seen measurable impact, we continue to face a variety of challenges due to the unique and complex needs of each student and family we serve. These challenges require tailored responses and a flexible, compassionate approach. Despite these hurdles, our efforts remain sustainable because of the Economic Opportunity Commission's (EOC) unwavering commitment to the Credible Messenger Initiative as an essential part of our mission to "Helping People, Changing Lives." This long-term vision ensures that the program is not just a temporary solution, but a lasting support system embedded within our broader community framework.



PATRICIA MURPHY - CEMI PARENT/EMPLOYEE

I started working at EOC as a part-time worker in the CEMI Program as a Credible Messenger and a Parent Partner. I am currently a full time employee as a work-based learning coordinator and a re-entry case worker. I visit the Nassau County Jail to speak to women and men about our services. I had the pleasure to meet Ms. Wellington from the Human Rights Commission and have build a rapport. I find immense fulfillment in the work I do. I am super grateful to be apart of such an incredible team and organization. I can't imagine doing anything else.

BUILDING RESILIENT FAMILIES

SENIOR PROGRAMS

...

The Wisdom League program, hosted by the Roosevelt/Freeport EOC, continues to serve as a dynamic initiative for individuals aged 55 and older. Designed to foster community engagement, promote lifelong learning, support physical and mental wellness, encourage volunteerism, facilitate resource sharing, and strengthen inter-generational connections, the program has seen consistent growth and participation throughout the year. This report summarizes the Wisdom League's success and highlights from June 2024 to April 2025, showcasing key meetings, community partnerships, and impactful participant experiences.

The Port Washington Senior Program continues to play a vital role in supporting older adults by providing essential transportation services throughout the 2024-2025 program year. With a total of 848 transportation services delivered, the program ensured that seniors could safely access supermarkets, medical appointments, and pharmacies. Additionally, the Senior Citizens Shoppers Program supported 10 seniors with regular, reliable transportation for their essential errands, reinforcing the program's commitment to meeting the everyday needs of the aging population in Port Washington.

The Golden Legacy Community Group is a locally driven initiative created by the Glen Cove EOC to enhance the overall well-being of Glen Cove residents aged 55 and older. Tailored to meet the unique needs of the aging population, the program is dedicated to building a strong, connected community by addressing critical social, educational, and emotional needs. Through consistent local engagement, such as meetings, workshops, and events, the group fosters relationships and promotes lifelong learning. By taking meaningful action within the community, the program creates a lasting impact. In addition to educational opportunities, a broad range of supportive services is available to seniors, including transportation to medical appointments, food distribution, advocacy, and more, ensuring long-term support and empowerment for Glen Cove's older residents.

The Rockville Centre Classic Seniors Program is committed to honoring and supporting our senior community by offering programs that promote social engagement, wellness, and access to essential services. The program provides a welcoming space where older adults can stay active, build meaningful connections, and participate in enriching activities. With an average of 20 to 21 active participants each month, the program fosters consistent engagement and community involvement. Weekly bingo games, recreational activities, and social events contribute to a vibrant and inclusive atmosphere, while organized trips offer both entertainment and educational value—enhancing the overall well-being of our senior members. In addition to on-site programming, the Classic Seniors Program ensures seniors are represented in broader community conversations by participating in regional planning sessions. Reliable transportation services are also provided to assist seniors in attending medical appointments, supporting their ongoing access to essential healthcare services.

The Hempstead CAP's Wise Visionaries Program serves adults aged 60 and older, supporting their transition into retirement while promoting continued engagement and productivity within the community. The Wise Visionaries program has forty-five (45) seniors. The program offers regular trips to local shopping centers and shares information about area events and opportunities tailored to seniors. Participants are encouraged to stay civically engaged, including through voter participation. To help meet basic needs, the program also provides access to our food pantry. Additionally, the program coordinator conducts monthly wellness check-in calls to ensure the well-being of each participant.

BUILDING RESILIENT FAMILIES

LARGE WELLNESS

PROGRAM



The 2024-2025 year marked a transformative period for our Large Wellness Program—characterized by significant growth, strengthened community engagement, and expanded partnerships. With a dedicated staff team and a strong focus on public well-being, the program exceeded participation goals and delivered a variety of services promoting physical, mental, and emotional health.

Our approach to wellness remained holistic, offering participants a wide range of workshops and activities designed to support healthier lifestyles and long-term well-being.

A key highlight of the year was the introduction of new features based on wellness trends and community feedback. These included nutrition workshops in partnership with Cornell Cooperative Extension, that received high levels of engagement and positive feedback.

We were also proud to expand our collaboration with grassroots partner SoulJoyWellness, LLC, whose work helped extend the reach of our wellness initiatives across Long Island. Through this partnership, we delivered engaging wellness programming for all age groups—from the youngest youth to seniors. This collaboration significantly increased exposure to EOC's services and enhanced participation in wellness activities across multiple communities.

Throughout the year, we provided both direct support to participants and important insights into community health trends. These findings have helped us refine our strategies and adapt programming for better outcomes.

Pre- and post-program assessments showed strong results, with participants demonstrating increased knowledge about regular physical activity, current health issues, and effective preventive practices.

Looking ahead, we plan to continue tailoring wellness programming to meet the needs of youth and seniors in our community and surrounding areas. We also aim to increase participation among staff in other EOC programs and grow our network of wellness-focused partners.

As we reflect on a successful year, we are thankful for the funder, New York State Department of Health and Health Research Inc., EOC leadership, staff, and our valued partners for their participation and collaboration. Together, we continue to foster a healthier, more engaged community.

442 individuals participated in the program

172 senior citizens and 110 youth participated in health and wellness program activities

69 seniors participated in nutritional workshops



Leading the Next Generation: Youth Empowerment & Mentorship

LEADING THE NEXT GENERATION

COUNTY-WIDE YOUTH COUNCIL 2024-2025

...

OFFICERS

Daisy Gonzalez
President

Jake Saltos
Vice-President

Aya Aqabli
Secretary

Alicya Quail
Treasurer

MEMBERS

Rosemary Agular - (Lawrence)

Marta Ambrocio - (Roosevelt)

Angie Cajamarca - (Eastern Nassau)

Nora Funes - (Freeport)

Chelsea Guevara - (Lawrence)

Marlen Hernandez - (Freeport)

Khaliq Pruitt - (Westbury)

Sasha Thompson - (Hempstead)

Head Start Alumni

LeRoy Greene

Earl Noble

LEADING THE NEXT GENERATION

COUNTY-WIDE YOUTH PROGRAM

...

The EOC County-Wide Youth Council remains a dynamic platform for youth across Nassau County to grow as leaders, explore their potential, and develop lifelong skills. Through monthly meetings held both virtually and in-person at the Roosevelt/Freeport site, the Council offers a consistent and inclusive environment where young people come together to learn, lead, and thrive.

Throughout the 2024-2025 program year, the Council hosted a robust series of workshops and events focused on mental health, time management, communication, self-esteem, healthy relationships, and career readiness. Highlights included a Stress and Time Management Workshop facilitated by Candice Dickson, Licensed Master Social Worker and the Health and Wellness Fair at Hofstra University, which addressed financial literacy, setting healthy boundaries, and emotional well-being.

Creativity and mindfulness were nurtured through events like Painting with a Purpose, where participants created artwork as a form of expression and stress relief. Social activities, such as the Holiday Pajama Party, Annual Game Day, and Social Mixers, allowed youth to build friendships, develop teamwork, and simply enjoy being young in a safe, affirming space.

A strong emphasis was placed on higher education through the Fall College Tour to the University of Pennsylvania and the 2025 Spring College Tour, which included visits to seven institutions such as Duke University, Hampton University, and North Carolina A&T. These tours provided valuable exposure to campus life and practical guidance on budgeting, independence, and academic preparation.

Participants also engaged in literacy and cultural enrichment through the Girlz Talk Book Club, including a live Q&A with author Ishi Robinson. In May, the Council hosted a heartfelt Mother's Day Celebration, where youth honored the women in their lives with personal tributes and a DIY body scrub activity, strengthening intergenerational bonds.

Workshops on communication skills further supported youth in developing confidence in professional and personal settings.

With a message of encouragement echoed throughout every session—"Please succeed in all that you do"—the County-Wide Youth Council continues to uplift and equip the next generation of leaders. Through partnerships, mentorship, and authentic youth voice, the program provides a blueprint for what youth empowerment truly looks like: intentional, holistic, and rooted in care.

LEADING THE NEXT GENERATION

YOUTH EMPOWERMENT

CAREER TRAINING

INITIATIVE



From June 2024 to May 2025, the Youth Empowerment Career Training Initiative (Y.E.C.T.I.) continued its vital mission to equip youth ages 14 to 21 across Nassau County with the life skills, support, and exposure necessary to lead positive, purpose-driven lives. Designed to reduce at-risk behaviors and foster informed decision-making, Y.E.C.T.I. provided a safe, affirming space for youth to grow in confidence, capability, and character.

Participants—representing schools such as Freeport, Uniondale, and Roosevelt High Schools—engaged in a year of transformative experiences. Workshops focused on job readiness, career exploration, emotional wellness, and gang prevention helped youth build critical skills in leadership, time management, communication, and resilience. Programs like Painting with a Purpose and the Social Emotional Wellness Workshop created opportunities for creative expression and emotional awareness, empowering participants to reflect on their identities and goals while developing empathy and conflict resolution strategies.

Y.E.C.T.I.'s holistic approach was strengthened through strong partnerships with local organizations including Cedarmore Corporation, Soul Joy Wellness, and 4Aire Project, which brought in mentorship and valuable resources. The program also incorporated cultural enrichment, treating youth to unforgettable experiences like a New York Knicks game and a Broadway-style performance of Annie at Madison Square Garden—broadening their horizons and celebrating their hard work.

A cornerstone of the program's success was its integration with the EOC Summer Youth Program, where participants gained hands-on job training and built professional habits through meaningful employment. Training in financial literacy, workplace etiquette, and accountability helped prepare them for long-term success in the workforce.

In addition, Y.E.C.T.I. expanded college readiness through participation in the 2024 Fall and 2025 Spring College Tours. Youth visited Historical Black Colleges and Universities (HBCUs), State University of New York (SUNY) and City University of New York (CUNY) campuses, and private institutions—many for the first time—gaining powerful exposure to higher education and meeting mentors who reflected their own experiences.

Through intentional programming, mentorship, and exposure to new possibilities, Y.E.C.T.I. has fostered lasting change in its youth. Many participants are now pursuing internships, applying to college, and stepping confidently into their futures. Y.E.C.T.I. remains a beacon of empowerment, committed to nurturing the next generation of leaders—equipped, inspired, and ready to make their mark.

YECTI PARTICIPANT

When the participant first entered the Youth Empowerment Career Training Initiative (Y.E.C.T.I.) program, she was quiet, willing to participate, but still unsure of herself. When she spoke during group discussions she wouldn't be sure of herself and was nervous. She was simply shy and still searching for the confidence to express herself. Her eyes always followed the conversation closely, and her notebooks were filled with reflections and notes. It was clear that she was taking everything in, quietly preparing for her moment to emerge.

That moment came gradually. Through icebreakers, career-building workshops, and consistent encouragement from staff and peers, the participant began stepping out of her comfort zone. She started by contributing short answers during group sessions. Over time, she began sharing more of her thoughts, especially during the youth development workshops. One major turning point came during a public speaking activity, where she volunteered to present her dream career path in front of the group. Though she was nervous, she delivered her presentation with sincerity and thoughtfulness and the applause she received afterward seemed to awaken something in her.

The participant's transformation since then has been remarkable. She has grown into one of the most active and hardworking members of the Y.E.C.T.I. program. She participates and leads by example. The participant goes to school and works part time. She has taken what she's learned in the workshops like time management, resume building, and interview skills and applied them in real-world settings with impressive results.

However, her journey isn't without its challenges. One of the lessons she continues to learn is how to find balance. As her confidence and drive have grown, she's taken on more responsibilities. She works, attends every event she can, supports her peers, and still tries to maintain strong grades in school. Her commitment is inspiring, but it has also led to moments of burnout and emotional exhaustion. There have been times when she has pushed herself too hard, trying to be everything to everyone without leaving space for herself to rest and recharge.

The Y.E.C.T.I. staff has worked closely with her to help her recognize that being hardworking doesn't mean doing everything alone. Learning to say "no," ask for help, and make time for self-care has become an important part of her development. Through mentorship and coaching, the participant is beginning to understand that balance is not a weakness, it's a strength that will help her succeed over the long term.

Today, the participant is a confident, outgoing young woman with a bright future ahead. Her journey from a shy, uncertain participant to a self-driven, outspoken leader is a testament to her resilience and the transformative power of the Y.E.C.T.I. program. While she continues to grow and learn, one thing is certain, the participant is becoming the best version of herself, one step at a time. She will be attending college in Fall 2025 to pursue a degree in Biology. The program will continue to support her for as long as she needs guidance and encouragement on her academic and career journey.



LEADING THE NEXT GENERATION

SUMMER YOUTH PROGRAM

...

The Economic Opportunity Commission (EOC) of Nassau County, Inc. is proud to report on the outcomes of the 2024 Summer Youth Program, an initiative grounded in EOC's mission of "Helping People, Changing Lives." Over the course of eight weeks, the program served 257 children, ages 6 to 12, at six Community Action Program (CAP) sites located in Hempstead, Glen Cove, Roosevelt, Rockville Centre, and Port Washington. This initiative provided a safe, structured, and enriching environment where children engaged in activities that promoted academic growth, emotional development, and cultural awareness.

With an average staff-to-youth ratio of 1:10, the program ensured individualized attention and meaningful mentorship across all sites. Structured daily programming offered a blend of physical activity, arts and crafts, STEM-based challenges, literacy activities, and cultural storytelling. These components were carefully designed to foster creativity, leadership, teamwork, and social-emotional learning. According to site supervisors and staff assessments, the program contributed to measurable improvements in youth behavior, peer interaction, and emotional resilience.

Field-based learning remained a cornerstone of the summer experience. Youth had the opportunity to participate in eight educational and recreational excursions, with a 93% average participation rate across the program. Notable destinations included Adventureland (120 youth), Splish Splash Waterpark (135), Coney Island (95), the Cradle of Aviation and Vanderbilt Planetarium (108), the Long Island Aquarium and Bronx Zoo (122), Regal Theatres (145), and the Jones Beach Energy & Nature Center (103). These trips were intentionally selected to enhance cultural exposure, encourage curiosity, and support broader programmatic goals related to exploration and experiential learning.

In addition to recreational and educational experiences, the program placed a strong emphasis on social-emotional development. Through partnerships with seventeen (17) local organizations, EOC facilitated 12 structured workshops covering topics such as self-esteem, conflict resolution, stress management, and mental health awareness. Each session included pre- and post-assessments to evaluate participant growth. As a result, youth reported a 28% increase in self-confidence and emotional safety, based on program evaluation surveys.

Staff at each CAP site played a vital role in maintaining an environment of care, structure, and inclusivity. Their responsibilities extended beyond supervision to include daily wellness checks, parent engagement, activity facilitation, and behavior management using positive reinforcement strategies. Their consistent support and guidance were instrumental in achieving the program's high satisfaction rating—96% of youth and families reported a positive overall experience.

The 2024 Summer Youth Program stands as a model of equitable access to high-quality enrichment opportunities. By integrating learning, wellness, and cultural exploration, the EOC continues to advance its commitment to empowering Nassau County's youth and laying the foundation for lifelong success.



LEADING THE NEXT GENERATION

2025 SPRING COLLEGE TOUR

...

In April 2025, thirty youth participants took part in the EOC's highly anticipated Spring College Tour—a transformative, week-long journey along the East Coast that exposed students to a diverse range of higher education environments. This annual initiative offers students a first-hand look at both Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs), as well as large public research universities and smaller private colleges.

The tour began at Livingstone College, a private HBCU in Salisbury, North Carolina. Students toured the campus, visited residence halls, and engaged with faculty who emphasized themes of community, legacy, and leadership. Seniors on the tour received application fee waivers and had the opportunity to apply on the spot. At North Carolina Central University, students were inspired by stories of resilience and support shared by current students, underscoring NCCU's focus on social responsibility.

Although formal tours were unavailable at North Carolina A&T State University and Duke University, students were energized by the vibrant campus culture at NC A&T and intrigued by Duke's academic prestige and elite atmosphere. A well-known Duke staff member provided an exclusive walkthrough, helping to demystify the experience of attending a competitive institution.

The tour continued at Old Dominion University in Virginia, where students explored modern facilities and learned about programs in cybersecurity, health sciences, and business. At Hampton University—a culturally rich HBCU—students were moved by accounts of alumni success and robust student support services. One participant received tailored advice from a campus ROTC representative about preparing for a military career.

The final stop was the University of Maryland, College Park, where participants toured a large research university and attended sessions on financial aid, admissions, and academic preparedness. Each visit reinforced the importance of early planning, intentional preparation, and a long-term vision for post-secondary success.

Each evening, students reflected on their experiences and identified which institutions resonated most with them. These discussions helped clarify their personal goals and boosted their confidence in pursuing higher education. Whether drawn to a close-knit HBCU or a sprawling state university, students concluded the tour feeling more informed, empowered, and motivated.

The 2025 Spring College Tour was more than an academic excursion—it was a launching pad for brighter futures and bold ambitions.



LEADING THE NEXT GENERATION

LEARNING, ENRICHMENT

AFTERSCHOOL PROGRAM

SUPPORTS (LEAPS)

...

From June 2024 to May 2025, the LEAPS Program continued its mission of empowering youth through academic support, enrichment activities, and family engagement at three elementary school sites: Barack Obama, Joseph McNeil, and David Paterson. With a total enrollment of 87 students—30 at Barack Obama, 28 at Joseph McNeil, and 29 at David Paterson—the program delivered structured, high-quality afterschool services aligned with the Positive Youth Development (PYD) framework. Key accomplishments during this period included improved student attendance, increased academic engagement, and growing participation in enrichment offerings. In addition, nine families actively participated in the program's evening Wrap-Around services, working closely with a credentialed Family Development Professional to access essential resources aimed at strengthening family well-being and supporting student success.

Strong community partnerships were central to the program's impact. Collaborations with the Hempstead School District, EOC's CAP Programs, local nonprofits, and service providers enabled LEAPS to deliver comprehensive wraparound support addressing both academic and social-emotional needs. These partnerships expanded access to tutoring, mental health services, and culturally responsive programming. Ongoing coordination with school staff and external stakeholders ensured that programming remained relevant, responsive, and rooted in the evolving needs of the community. The program's use of self-assessment tools and performance tracking systems reinforced a culture of continuous improvement and data-informed accountability.

By centering local partnerships and leveraging evidence-based practices, LEAPS delivered sustained impact through youth empowerment and family engagement. Program challenges—such as recruitment and enrollment—were met with strategic outreach initiatives, flexible scheduling, and tailored enrollment procedures to accommodate family dynamics. As the third quarter report approaches, LEAPS is preparing to highlight measurable outcomes, including academic growth, enrollment improvements, and expanded implementation of the PYD framework. This report will serve as a testament to how community-driven solutions, rooted in collaboration and adaptability, can create meaningful and lasting change in the lives of children and families.

RICKY AND MICHELE BLACKSHEAR- LEAPS PARENT



As a working mother and full-time student, balancing professional responsibilities, academic demands, and parenting can be incredibly overwhelming. With limited time and resources, finding affordable, dependable childcare is not just a convenience, it's a necessity. Like many families, I needed an afterschool program that was not only cost-effective but also close to home and rooted in the community. Most importantly, I was looking for a place that offered a structured and safe environment where my child could learn, grow, and interact positively with peers. The search for such support can feel daunting, especially with the added pressure of maintaining work and school commitments.

Enrolling my son in the LEAPS afterschool program has been a true blessing for our family. As a working parent, finding affordable and trustworthy childcare was always a challenge. LEAPS not only provided a safe and structured environment for my son right here in our local community, but it also gave me peace of mind knowing he was engaged in meaningful activities while I finished my workday and went to school. It is completely free, and that support has made a huge difference in both our lives. I am incredibly grateful for this program.



LEADING THE NEXT GENERATION

YOUTH SOCCER PROGRAM

Throughout the years, the EOC Youth Soccer Program has empowered youth to grow as athletes and individuals, leaving a lasting impact on our community. The program focuses on teaching strong morals both on and off the field, while also providing life skills such as communication, resilience, goal-setting, and sportsmanship. Beyond athletic development, we encourage players to set personal, academic, and athletic goals. High school athletes are also connected to college recruitment opportunities through showcases and workshops.

The program operates year-round in four seasons: Fall, Winter, Spring, and Summer. In the Fall and Spring, participants compete in official U.S. Soccer Federation-affiliated leagues, including the United States Youth Soccer National League (USYS-NL), the Elite Development Program League (EDP), and the Long Island Junior Soccer League (LIJSL). During Winter and Summer, athletes participate in tournaments and unofficial leagues. In 2024-2025, the program served 150 youth ages 6-18, with 130 boys and 20 girls.

As an after-school program, Youth Soccer provides much more than athletic training. It improves physical, emotional, and mental health, builds cognitive and decision-making skills, and fosters positive character development. Over time, it has grown into a highly respected initiative, consistently earning recognition through player achievements and team success.

The 2024-2025 season was especially noteworthy. On June 22, 2024, the Hempstead EOC U-10 Wildcats advanced to the Division Championship. On June 15, 2024, the Hempstead EOC U-16 Titans won their EDP Division 1 Bracket, later competing in the EDP Champions Cup in Orangeburg, NY. In September 2024, the Titans U-17 team was honored by the Nassau County Office of Hispanic Affairs at the Hispanic Heritage Month Opening Ceremony for their success in EDP and LIJSL play—an important moment for both the team and the entire program.

The fall season brought further victories. Between November 23-24, 2024, three (3) new titles were earned: the Hempstead EOC Leopards U-15 Boys captured the EDP League Division 3 title, while the Hempstead EOC Pumas U-16 Boys and Hempstead EOC Wildcats U-11 both claimed LIJSL Division championships.

In April 2025, the Titans U-17 competed in the USYS National League Regional Showcase in Hammonton, NJ, giving players valuable local recruiting exposure. Recognizing that most students attend colleges within three (3) hours of home, this event offered critical opportunities without excessive travel costs.

The season concluded with historic success. On May 31, 2025, the Hempstead EOC Titans U-17 won the United States Youth Soccer National League North Atlantic Conference. This marked the first time an EOC team competed in a national competition and emerged as champions—an accomplishment that underscores the program's growth and excellence. Through these achievements, the EOC Youth Soccer Program continues to inspire, develop, and support the youth of our community, preparing them not only for athletic competition but also for lifelong success.

MARIA MADRID - YOUTH SOCCER PARENT



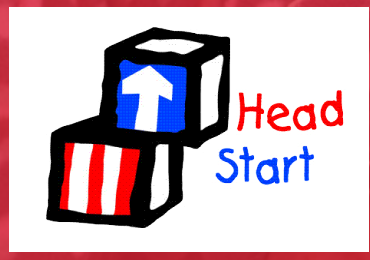
Andrew was enrolled in the Youth Soccer Program (YSP) in 2015 when he was 7 years old. He started as an Intramural participant in 2015. 10 years later, he is still a current participant of the Youth Soccer Program. Andrew is playing for the Hempstead EOC Titans U-17, in the United States Youth Soccer- National League (USYS-NL North Atlantic Conference). The Youth Soccer Program has had a positive impact in Andrew's life. He calls Lincoln Park his second home, as he enjoys being at the field. Andrew has received the opportunity to join many different Soccer Academy's in New York but has decided to stay in the Hempstead EOC Youth Soccer Program. Andrew dreams to be a professional soccer player, he never misses a soccer practice or games. His first priority is to be a great student and graduate in a minor in Engineering, with the ultimate goal of specializing in Aerospace Engineering. Currently, Andrew has received invitations from colleges and coaches to be part of their ID Camps. They have offered to recruit him offering full scholarships, so he can continue his higher education. Some of this college are: Drew College, Canton College, Saint Vincent's College, Hunter College, Columbia University, LIU. The EOC

Youth Soccer Program has impacted him tremendously every day to grow as a student athlete. Andrew is able to play the sport that he is passionate about while keeping his school average outstanding. The discipline and responsibilities that he has been taught are important life tools. All coaching staff have taught Andrew respect, good behavior, and discipline. The Program has helped him to improve both his academic and athletic goals. The soccer program has provided an excellent experience for my son. Andrew has a strong confidence and shares valuable time with his team mates".





EOC Head Start Child Development Program



EOC HEAD START CHILD DEVELOPMENT PROGRAM

MESSAGE FROM HEAD START DEPUTY EXECUTIVE DIRECTOR



...

The thematic focus of our 2024-2025 Annual Report; “Local Action, Lasting Impact,” is apropos to the unexpected change, that Head Start regions experienced on a national level, when a historical structure of ten (10) regional offices/staff was abruptly reduced to only five (5) regional offices. Regional staff were displaced and established relationships with regional staff were disconnected. This created a demand on local and national Head Start levels, for board, staff, parents, volunteers and stakeholders, to act and be responsive to specific priorities, which are designed to save the Head Start Program and ultimately, reinstate funding for the 2025-2026 budget year and futuristically. We understand that this cannot be done in silo. We must advocate to maintain funding and empowering services, that not only meets the immediate needs of our targeted populations but, will provide a sustainable plan for meeting long-term, evolving needs. We seriously responded to the clarion call, to unite our efforts, resources and advocacy on behalf of children and families.

It has been said that “Small intentional acts can build momentum that, transforms lives and creates a lasting impact.” It is from this inference that, we continue to take action on all levels. We are cognitive of the fact that implementing local actions are foundational and key to lasting impact. Therefore, as we move forward, we must;

- Be intentional- create a foundational springboard, from which we can implement needed services. Ensure that, we are not only doing things right, but doing the right things and achieving our specific goals and outcomes in identified time frames.
- Be influential- assess and hire competent qualified staff and/or consultants and volunteers, who have the skills and abilities to engage and inspire others; who can multi-task and help to transform ideas into action; who can garner support from parents, staff and community partners and motivate ongoing intentional buy-in for implementation of shared agency/program goals.
- Foster community engagement - by continuing to build trust and continuity. It will also give our targeted populations and the overall community a sense of hope, knowing they have a local agency/program that, they can access when needed. This is further enhanced by maintaining a multi-cultural, bi-lingual staff and volunteers, who can identify and engage with the populations we serve.
- Be knowledgeable and remain at the forefront of the political climate- we must be aware of the “current news,” the “current trends,” the “key players” and the “game changers.” Additionally, we must continue to advocate, to effect change.
- Evaluate - use our program outcomes data to assess our gains (determine what we are doing well); review our challenges (assess what needs to change); and reimagine / develop intentional strategies for needed revisions.

Lastly, we must create and build legacy- by establishing succession, creating platforms for shaping and developing generations of future leaders (pre-school through college); provide a well-defined shared vision and path for others to follow; Understand that no matter how small the action, it helps to build strength /energy leading to a lasting impact on individuals, youth, children, families, seniors, vulnerable populations and communities at large.

EOC HEAD START CHILD DEVELOPMENT PROGRAM POLICY COUNCIL 2024-2025

...

OFFICERS

Erika Jackson
Policy Council Chairperson
(Long Beach Head Start)

Hans Gardy Isaac
Vice-Chairperson
(Rockville Centre Head Start)

Aaron Peace
Secretary
(Roosevelt Head Start)

Daniel Stewart
Treasurer
(Westbury Head Start)

Angela J. Young
Early Childhood Specialist

Herman Maston
Fiscal Specialist

David Goldstein
Esq. Legal Consultant

MEMBERS

Rosemary Agular - (Lawrence)

Marta Ambrocio - (Roosevelt)

Angie Cajamarca - (Eastern Nassau)

Nora Funes - (Freeport)

Chelsea Guevara - (Lawrence)

Marlen Hernandez - (Freeport)

Khaliq Pruitt - (Westbury)

Sasha Thompson - (Hempstead)

Head Start Alumni

LeRoy Greene

Earl Noble

559

FUNDED ENROLLMENT

550

ACTUAL ENROLLMENT

98 %

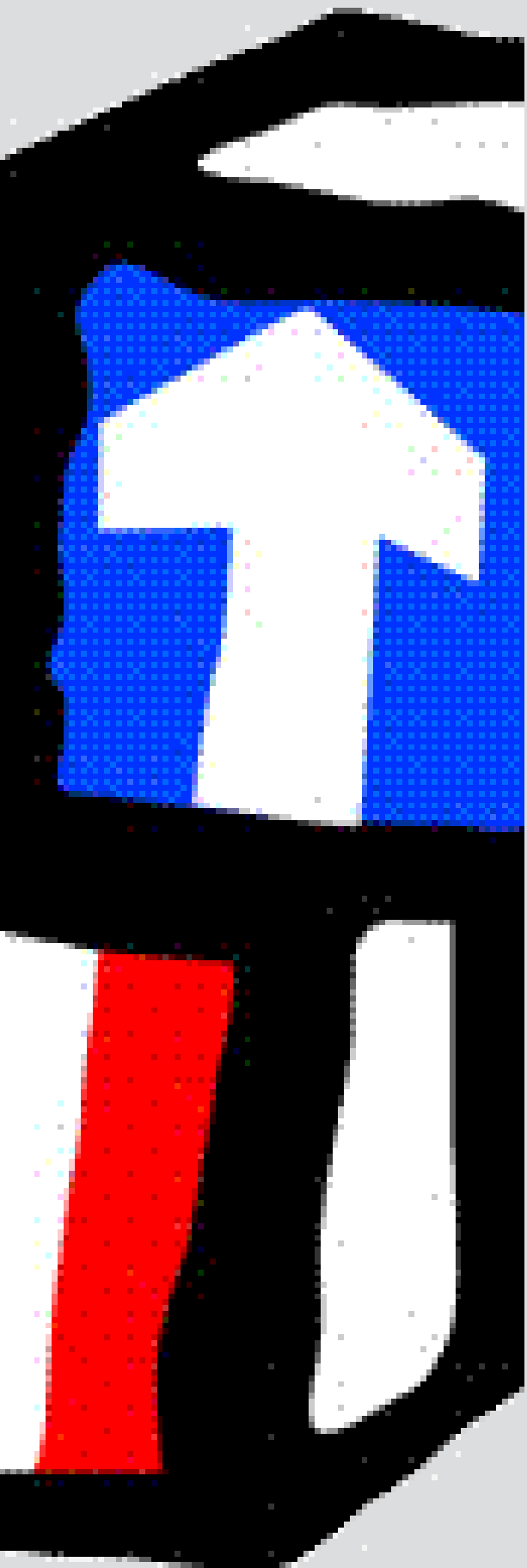
PERCENTAGE OF INCOME ELGIBLE SERVED

11 %

**OVERALL PERCENTAGE OF ENROLLED CHILDREN
W/ DISABILITIES SERVED**

100 %

**PERCENTAGE OF ENROLLED CHILDREN WHO
COMPLETED MEDICAL & DENTAL**



EOC HEAD START CHILD DEVELOPMENT PROGRAM PROGRAM DIRECTORS

...

Fastine Skinner

Eastern Nassau Head Start, Program Director

GinaMarie Dimatos

Lawrence Head Start, Program Director

Tiffani Frazier

Freeport Head Start, Program Director

Gennell Graham

Hempstead Head Start, Program Director

Michele Blackshear

Long Beach Head Start, Program Director

Cecile Mills

Rockville Centre Head Start, Program Director

Marie Davis

Roosevelt Head Start, Program Director

Novella Dortch-Smith

Westbury Head Start, Program Director

EOC HEAD START CHILD DEVELOPMENT PROGRAM

CORPORATE STAFF

...

- Natalie Matadin** Assistant Director/Intervention Manager
- Corliss Baskerville** Program Assistant/Records Clerk
- Michael Berger** Data Clerk
- Stephanie Schmid** Education Manager
- Janet Allen** Early Childhood Specialist/Coach Manager
- Amanda Snow** Early Childhood Specialist
- Tanel Panton** Family / Community Partnership Manager
- Daniel DeJesus** Family / Community Partnership Coordinator
- Constance Bridgers** Family / Community Partnership Coordinator
- Candice Dickson** Licensed Master Social Worker, Family TIES
- Rachel Boucher** Social Work Task Manager
- Family Service Worker/Family TIES - TBH**
- Family TIES Social Work Interns (Graduate School)**
- Clary Castro - Adelphi University
 - Emmett Tabor III - Adelphi University
 - Gabrielle Gutierrez - University of Buffalo
 - Abigail Eckhardt - University of Buffalo
- Pietro Pinello** Transportation Coordinator
- Professional Development Coordinator - (TBH)**
- Charlena Croutch** Nurse Manager, RN
- Arielle Herman** Nutritionist / Registered Dietician
- Shahonna Walters** Senior Health Clerk

EOC HEAD START CHILD DEVELOPMENT PROGRAM LOCATIONS



Eastern Nassau Head Start-301509DCC

Fastine Skinner, Program Director
St. Frances De Chantel Church
1309 Wantagh Avenue
Wantagh, NY 11793
516-221-0871/0892
516-781-0474 (f)

Long Beach Head Start -770054DCC

Michele Blackshear, Program Director
1 East Pine Street
Long Beach, NY 11561
516-544-4051
516-544-4054 (f)

Lawrence Head Start-933662DCC

Gina Dimatos, Program Director
270 Lawrence Avenue
Lawrence, NY 11559
516-239-6244
516-239-9246 (f)

Rockville Centre Head Start -301509DCC

Cecile Mills, Program Director
St. Frances De Chantel Church (Temporarily Located)
1309 Wantagh Avenue
Wantagh, NY 11793
516-536-4811
516-781-0474 (f)

Freeport Head Start -39838DCC

Tiffani Frazier, Program Director
74 North Main Street
Freeport, NY 11520
516-546-8251
516-546-8255 (f)

Roosevelt Head Start- 41141DCC

Marie Davis, Program Director
281 Babylon Turnpike
Roosevelt, NY 11575
516-378-5961
516-868-9413 (f)

Hempstead Head Start-39844DCC

Gennell Graham, Program Director
65 Dartmouth Street
Hempstead, NY 11550
516-538-8292
516-538-8294 (f)

Westbury Head Start -43638DCC

Novella Dortch-Smith, Supervisor
163 Hooper Street
Westbury, NY 11590
516-334-3839
516-334-3839 (f)

HEAD START CORPORATE OFFICE

Anita L. Shiver-Kennedy, Head Start Deputy Executive Director
134 Jackson Street
Hempstead, New York 11550
(516) 292-9710 ext. 1328

EOC HEAD START CHILD DEVELOPMENT PROGRAM TRANSITIONS

...

Transition from Head Start to Kindergarten; In implementing the Head Start Program Performance Standard (1302.71/72); the EOC addresses transitions from Head Start into Kindergarten, transitions between home to classrooms, and from classroom to classroom at local Head Start Programs.

It has been our experience that, when families engage in activities prior to a new school setting, it creates a stronger foundation for children to have success. For the rest of the 2024-2025 school year and into 2025-2026; the EOC Head Start will continue to support families with registration processes, in enrolling their age-eligible children in local school districts or Charter schools (for kindergarten). At the end of 2024-2025 Program Year (as of May 2025), there are two hundred and ninety-two (292) children scheduled to transition into kindergarten.

The dates for kindergarten registration are coordinated with local school districts and parents are informed of the dates in a timely manner. Additionally, two hundred and sixty-seven (267) children are projected to return to Head Start for a second year (2025- 2026). Transition activities are ongoing, as new children are selected and prepared to enter the Head Start Program.

Children and parents have opportunities to meet new teacher(s) during home visits, open house, or visits to new classrooms (conducted prior to start of school). Ongoing outreach and recruitment are conducted, to fill vacant slots and establish the Approved Prioritized Waiting Lists (APWL).

Transitions between programs: Head Start children transition from one classroom to another when returning for second year instruction. Children are also transitioned into a different program when they move out of their catchment area.

EOC HEAD START CHILD DEVELOPMENT PROGRAM PARENT INVOLVEMENT

Enrolled Parents participated 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. Parent Committee and Sub-Committee Reports indicate that 423 or **77% of enrolled families have attended at least one of the thirty-seven (37) meetings held between September 2024 and May 2025.** Parent participation contributed to the input of planning for program service, applicable service revisions, **language and literacy development.** These activities assisted parents in building continued parent involvement, increased parent advocacy and confidence in advocating for their child's educational needs and peer-to-peer engagement.

Additionally, a minimum of 10% of non-English speaking parents were encouraged to participate in English as a Second Language (ESL) classes (as scheduled), to help increase language awareness and skills. Parents or legal guardians needing a General Education Diploma (GED) were encouraged to participate in off-site GED classes to obtain an equivalency diploma. A total of two hundred and three (**203**) or **37% Head Start families** who indicated speaking little to no English, were encouraged to participate **in English as a Second Language (ESL) classes.** Families were provided with information on available ESL programs and resources to help improve their language proficiency and overall participation in school-related activities.

The EOC Head Start ChildPlus database shows that **92 or 16% Head Start parents or guardians** were identified as needing a **General Education Diploma (GED).** Information on GED Program opportunities were shared with enrolled families and they were encouraged to attend available programs. The ESL classes were deemed beneficial to our targeted populations, as a large number of our enrolled families are Hispanic/Latino and speak limited English. They also have a different level of educational attainment (compared to the United States).

Parents engaged in Child Development workshops (in-person or via zoom) were encouraged to participate in creative expression activities with their children at home. A total of **556 families** (both enrolled and dropped) actively engaged in **Child Development workshops** and participated in **creative expression activities** with their children at home. These collective efforts resulted in an impressive **81,164 parent volunteer hours**, which included parent participation in activities such as **read-aloud sessions (mystery readers)** through **pre-scheduled in-person and Zoom sessions.** These efforts have strengthened parent-child connections and enriched the classroom experience. Parent involvement was **tracked through the EOC Head Start internal Volunteer Tracking Log.** Parent volunteerism demonstrated a strong commitment to supporting children's learning and development. We will continue to maintain and consistently engage our Head Start Parents/Legal Caregivers, to ensure ongoing parent engagement, increased parent education about child developmental milestones and increase child/parent activities in the home environment. Maintaining and building upon parent involvement, will increase in-kind hours for the Head Start program, give parents experience to add to their resumes and opportunities to apply for vacant positions, for which they may be qualified. Parent/Child Activity Data reflects that a total of **556 (enrolled and dropped) Head Start parents** have actively engaged **in physical activities** with their children, participating in **planned home/school activities** such as **visiting local playgrounds, taking neighborhood walks, and engaging in movement-based play.** These activities, documented on **Home/School Parent-Child Activity Sheets,** have helped families better understand the importance of **physical development and health,** promoting lifelong healthy habits for their children. Maintaining and building upon this school

readiness objective increased parent involvement and increased gains in the school readiness physical domain. Parents also assisted their child/ren to 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); A total of one thousand three - hundred and thirty-one (1331) learning outcomes were achieved through Ready Rosie outcomes between September 2024 and March 2025. Through **Home/School Parent-Child Activity Sheets**. Families have documented their children's engagement with **writing tools and materials**, encouraging emergent writing and creative expression. In collaboration with staff, parents participated in the Health / Nutrition Committee menu planning meetings (as scheduled) to ensure that meals reflected the cultural make-up of the children and families served; to make recommendations for culturally-appropriate menus and to provide opportunities for children/parents to experience healthy and well-balanced meals.

Fifteen (15) parents participated in the Fall/Winter Menu Planning. Seventy-five (75) parents participated in the Spring/Summer Menu Planning Meeting. A total of **202 Head Start families** actively engaged in **educational opportunities** with their children by incorporating their **everyday environments** into learning experiences. Utilizing tools like **Ready Rosie Video Learning activities**, families have reinforced cognitive development and general knowledge through interactive lessons, real-life applications, and hands-on activities. These efforts have been documented through **family engagement reports and activity tracking logs**, demonstrating a commitment to strengthening early learning beyond the classroom.



EOC HEAD START CHILD DEVELOPMENT PROGRAM

DAD'S CLUB



The EOC Dad's Club proudly continued its mission of promoting responsible fatherhood, active engagement, and positive role modeling throughout the 2024-2025 program year. Comprised of committed fathers and father figures, the Dad's Club worked in partnership with the Head Start Program to support the holistic development and educational success of their children. Through collaboration, outreach, and hands-on involvement, the Club played a vital role in enhancing program quality, deepening family engagement, and strengthening community ties.

DAD'S Club Engagement Summary - Program Year 2024-2025

As of this report, two (2) formal Dads Club meetings have been conducted during the 2024-2025 Program Year—held on **September 20, 2024, and February 12, 2025** (the latter in conjunction with a Head Start Parent Meeting). These meetings engaged a total of **twenty-eight (28) unduplicated fathers/male participants**. This total does **not** reflect the additional fatherhood activities and discussions that took place at individual Head Start Program sites. Across local programs, a variety of **father-focused initiatives** and **engagement strategies** were implemented to strengthen fatherhood involvement. These included informal gatherings, classroom participation, father-child activities, and targeted outreach efforts aimed at promoting the vital role of fathers and male caregivers in early childhood development.

The Family and Community Partnership Component continues to prioritize and expand father engagement efforts, recognizing their essential role in family well-being and school readiness.

This report provides a summary of the Dad's Club impact during the 2024-2025 year, highlighting key initiatives, measurable outcomes, and ongoing areas of growth.

Key Achievements

1. Enhanced Program Culture through Father Engagement

The Dad's Club increased its visibility and presence across Head Start sites, contributing to a more inclusive and supportive atmosphere. Their active participation helped build a stronger sense of trust and collaboration among staff, children, and families.

2. Expanded Resources and Volunteer Support

Fathers contributed significantly through volunteering, fundraising, and lending professional expertise. Their efforts provided tangible support for classroom projects, field trips, and events, enriching the overall program experience.

3. Community Engagement and Visibility

Fathers led and participated in community-based initiatives, promoting Head Start programs through events like father-daughter dances, take your child to school days, sport days, neighborhood outreach, and advocacy. Their presence reinforced the importance of male involvement in early childhood education.

4. Support for Program Operations

Dads supported teachers and administrators by assisting with classroom duties, event coordination, and behavior management. Teacher feedback consistently highlighted the added value of male engagement.

5. Father-to-Father Networking

The Dad's Club facilitated peer support among fathers. Participants reported forming valuable connections, sharing parenting strategies, and collaborating on community-driven efforts.

6. Strengthened Parent-Child Relationships

100% of fathers reported an increase in quality time with their children, participating in structured, meaningful activities and trainings that fostered deeper emotional connections.

7. Learning and Growth Opportunities

Participating fathers gained knowledge in child development, parenting strategies, and Head Start program operations through ongoing collaboration with staff and other families.

Challenges and Considerations

1. Diversity and Representation

Efforts are ongoing to ensure the Dad's Club reflects the cultural and linguistic diversity of the Head Start community. Increased outreach and targeted engagement strategies will be necessary to strengthen representation.

2. Volunteer Sustainability

As with many volunteer-based efforts, maintaining momentum and avoiding burnout remains a concern. Introducing a formal structure with rotating leadership and role-sharing is being explored to sustain long-term engagement.

3. Balancing Time Commitments

Many fathers faced scheduling conflicts due to work and family responsibilities. Providing flexible involvement opportunities, including virtual meetings and weekend events, will help accommodate varying availability.

Conclusion

The EOC Dad's Club continues to be a powerful force in promoting father engagement and supporting the mission of Head Start. The 2024-2025 program year demonstrated that when fathers are empowered and included, the entire program community benefits. Looking ahead, the Club remains committed to expanding its reach, building capacity, and championing the vital role of fathers in early childhood education.

EOC HEAD START CHILD DEVELOPMENT PROGRAM

DISABILITIES

...

The EOC Head Start Child Development Program continues to meet the needs of enrolled children with disabilities by; providing timely, appropriate, and collaborative disabilities services. The EOC has exceeded the 10% disability criteria with sixty-three (63) children enrolled with a diagnosed disability/ having a certified Individual Education Program (IEP). The mental health and disabilities team is actively working in collaboration with twenty-two (22) suspected children/families and the Local Education Agencies, to have children formally evaluated to determine the eligibility of CPSE services. 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 currently enrolled; there are twelve (12) three years old; thirty-eight (38) four years old, and thirteen (13) five years old 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; fifteen (15) children receive Special Education Itinerant Teacher (SEIT); three (3) receive Occupational Therapy; two (2) Physical Therapy, four (4) Parent Counseling and five (5) children were awarded a Special Education Preschool Program with a smaller class setting. The mental health and disabilities team continues to work with the Local Education Agencies, service providers and Head Start parents/guardians to transition children to the recommended setting (as per their IEP). The team assist parents in navigating the CPSE process, participate in CPSE meetings, accompany parents/guardians to specialized schools (tours, screenings), psychoeducation, practical strategies to use at home, and emotional support. In promoting a holistic approach, parents/guardians are connected to the Therapeutic Call Center for additional social emotional support and coping strategies as needed. Additionally, the Head Start classroom staff continues to utilize the IEP as a guide and communicates with service providers to plan, implement, and adapt the curriculum to meet the goals outlined in the child's IEP. Social emotional activities are included in the weekly lesson plans, to help children understand and manage their emotions, feelings, 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; with an emphasis on individualizing educational services to support children diagnosed with a disability or suspected of having a disability.

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 historical data, which identified children needing speech-language support, the EOC continued our partnership with Molloy College, Speech and Language Department, to conduct on-site speech and language developmental screenings for children at designated Head Start Programs. Molloy College Speech and Language Department has administered Speech and Language Screenings to ninety-four (94) HS children (Freeport, Rockville Centre, Long Beach and Eastern Nassau Head Start). Children who were identified as needing comprehensive speech-language evaluations were referred to the Local Education Agencies for formal evaluations, and/or bilingual evaluations or in their native language. Children who are identified as needing supplemental speech and language support actively participated in Molloy's Speech and Language

Enhancement Group at designated Head Start Programs. The Speech and Language Enhancement Group offers support to children who do not meet the eligibility criteria for a comprehensive.

The EOC continues to implement our internal referral process, which is used by staff to refer children to the Intervention Manager, based on observations and parent concerns. 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). As of June 2025, Intervention Manager has received forty-one (41) referrals of children identified as needing additional support. Based on the referrals received, thirty-eight (38) meetings/teleconferences were held with Head Start parents and thirty-eight (38) children were referred to LEAs for formal evaluations. The Intervention Manager and Family TIES Licensed Master Social Worker continue to work with the LEAs, service provider agencies, and parents to advocate for services and help children transition from Head Start to a more appropriate setting.

Children and families referred, also receive mental health/social emotional support from the Intervention Manager, Family TIES Licensed Master Social Worker, classroom staff and Social Work Interns. The Intervention Manager will continue to collaborate with the LEAs and parents, to secure specified services and providers as outlined in children's IEP. Children who are not eligible for services under IDEA and need additional support, the EOC Head Start staff develops 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 Intervention Manager and Family Ties Licensed Master Social Worker work together to provide parent training which includes practical strategies parents can use at home to support children. Parents are provided with community resources and referrals as needed.

The EOC Head Start Program continues their ongoing partnership with Social Work Graduate Schools where interns provide hands-on individualized support to children and their families. To implement a collaborative approach to disabilities services, the Intervention Manager facilitated three (3) interdisciplinary team meetings with the Head Start Corporate service area staff and Social Work Interns, to discuss further intervention and assistance for the child/family. Professional development trainings are also conducted with Head Start staff to enhance their knowledge on how to provide support for children in the classroom. Special emphasis is placed on supporting both the children and Head Start staff's overall mental well-being to promote resilience. A partnership was established with New York Therapy Placement Services Inc. to assist parents with the evaluation process, and to secure therapeutic providers for children who were awarded services.

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. Mental Health trainings and resources were provided to Head Start staff throughout the year to support their own mental wellness and similar tools were provided to support children and families in their home environments. The Head Start Child Development Program remains true to its philosophy of providing services to children of "all abilities".

Acknowledging the shortage of service providers in Nassau County, on March 24, 2025, the Mental Health and Disabilities team, in partnership with the Education Manager, Service Provider Agencies, and the Committee on Preschool Special Education Chairpersons, participated in a meeting with the Nassau County Legislature to advocate for equitable rates for Nassau County Preschool Service Providers. During the meeting, the team highlighted the detrimental effects of the current shortage of therapeutic providers on children's development and progress. The team also emphasized the positive outcomes and progress observed when children receive the services awarded.

EOC HEAD START CHILD DEVELOPMENT PROGRAM MENTAL HEALTH SERVICES

...

The EOC continues to provide mental health consultation services in partnership with staff and families during the 2024-2025 Program Year. The EOC continues to use the Devereux Early Childhood Assessment for Preschoolers, Second Edition (e-DECA-P2) electronic database to promote social and emotional development, foster resilience, and build skills for school and life success in children as well as to promote the resilience of the adults who care for them. The e-DECA-2.0 measures children's resilience in four specific areas; Initiative, Self- Regulation, Attachment/Relationships and Behavior. The e-DECA -P2 is completed twice a year (within 45 days of enrollment and at the midpoint). The data is used to assess progress and determine the need for additional support for children to meet their developmental milestones. Based on the assessment, Strategies Plans were created for children (as applicable) to best support their healthy social and emotional development and to reduce behaviors that challenge us in the classroom and at home. The EOC will continue to assess children throughout the school year to evaluate the effectiveness of the strategies implemented and determine if more individualized support is needed. To ensure a continuum of high-quality mental health & disabilities services, the EOC Head Start will remain true to its philosophy of providing services to children of "all abilities".

To ensure a continuum of care, the Intervention Manager continues to work in collaboration with the Licensed Master Social Worker (LMSW) to conduct mental health classroom observations to assess for positive classroom climate, teacher/child interaction and classroom environment to ensure optimal child development.

Despite the high demand of special education programs in the Nassau County area, the team work together to secure appropriate placements for children needing a higher level of care (Special Education Program). The Intervention Manager and the LMSW participate in CPSE meetings to advocate for therapeutic services and offer support to families. Ongoing communication is maintained with special education programs and the Local Education Agencies for children who are placed on a waitlist. To support these children while they wait for a Preschool Special Education Program, the Intervention Manager and Family TIES Licensed Master Social Worker continue to collaborate with the LEAs, service providers, and Head Start parents to provide support in their current Head Start classroom and at home. Through individualized parent meetings, parents are provided with strategies to implement at home to further support their children. Children continue to receive mental health/ social emotional support in the classroom from the Intervention Manager, Family TIES Licensed Master Social Worker, Graduate Social Work Interns and classroom staff.

Children who are not eligible for services under IDEA and are exhibiting behaviors that challenge us, the EOC Head Start staff develops Behavioral Intervention Plans which are designed to meet the child's specific needs. This includes collaboration with Head Start parents to ensure consistency at home and in the classroom. To implement a collaborative approach to disabilities services, the Intervention Manager facilitates ongoing interdisciplinary team meetings with the Head Start Corporate service area staff, to discuss further intervention and assistance for the child/family. Professional development trainings are also conducted with Head Start staff to enhance their knowledge on how to provide support for children in the classroom. Special emphasis is placed on supporting both the children and Head Start staff's overall mental wellbeing to promote resilience.

The Mental Health and Disabilities team continue to build capacity by participating in professional development

trainings through the National Head Start Association, Office of Head Start Trainings, Child Care Council of Nassau County and Suffolk County, Long Island Initiative, New York Early Childhood Professional Development Institute and by participating in community networking events.

To support staff in addressing behaviors that challenge us in the classrooms, staff continues to receive hands-on professional development training from Behavior Specialist/Consultant during in-service week. The trainings focused on how to understand children's behavior through a trigger - behavior - consequence format; how to address the behavior through planning and teaching replacement behaviors, and how to implement manipulations of the environment. In addition, the office of Head Start Early Childhood Specialist continues to provide on-site classroom observations and support to build staff skills, capacity, and competence in working with children of all abilities. All Head Start staff have been trained on the Conscious Discipline curriculum which is an evidenced based trauma-informed brain-based, self-regulation program that integrates social and emotional learning, school culture and discipline into a systemic whole. The goal is to teach adults how to first effectively self-regulate and problem solve, so that they can subsequently model it to children. Staff continues to receive training from Conscious Discipline on Understanding Trauma, to educate them on how trauma affects the brain and children's ability to self-regulate and problem solve and why a trauma-informed care approach is necessary. Head Start staff continues to receive strategies which are modeled by the Mental Health and Disabilities Team.

The team is committed to supporting classroom staff in the implementation of best practices in early childhood education. By fostering a deeper understanding of the critical role that relationships and connections play in creating positive classroom environments and managing behavior to ensure that quality instruction is both effective and impactful. In commemoration of Early Childhood Mental Health Awareness Month, Head Start staff and parents participated in the a workshop where a Psychiatric Mental Health Nurse Practitioner facilitated a presentation on Early Childhood Mental Health to raise awareness on the importance of early childhood mental health and provided strategies for supporting the mental well-being of preschoolers. Health and Mental Health Advisory Meeting were held in October, 2024 and April, 2025.



EOC HEAD START CHILD DEVELOPMENT PROGRAM TRANSPORTATION

...

During the 2024-2025 Program Year, child transportation needs were assessed by the Head Start (HS) Program staff (in collaboration with parents) and were provided based on the established distance that child/family lives from the designated Head Start Program (at least 1 mile or more). Children/Family with extenuating circumstances were also given consideration. The Head Start Program directly meets transportation needs or assist families in accessing other transportation so that children can attend the program on a regular basis. For families that are not eligible and/or who will not receive transportation, Head Start staff works to ensure families can access Head Start services by, enrolling children in the HS Program in the community closest to their home. EOC HS Programs are also located in centralized locations, near city or local community 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). All EOC HS Bus Drivers (current and to- be- hired) will continue to be certified under the New York State Department of Motor Vehicles (NYS DMV) 19A regulations, will be finger- printed, have a complete physical / NYS DMV 19A Exam, up- to- date license abstract, participate in new bus driver's classroom and on- the- bus training (an excess of 15+ hours of training -inclusive of behind the wheel training and observations).

Head Start Bus Drivers received a five (5) hours winter Refresher class conducted by NYS DMV Certified Examiner. Additionally, all regulatory requirements were met prior to transporting Head Start Children. The EOC will remain in compliance at all times. All EOC buses are and will continue to be regularly maintained and NYS DOT inspections conducted as scheduled. All buses are equipped with the age- and- weight appropriate child restraints, back up alarm, fire extinguisher, First aid kit, emergency seat belt cutter and a child - check system. All Head Start buses are washed and sanitized Weekly to ensure the health/hygiene of children /staff riding the bus. During the 2024-2025 Program Year; Transportation services were provided to a total of eighty (80) children- Rockville Centre (RVC) Head Start Program (temporarily located in the Eastern Nassau HS- Wantagh NY) 20 children; Eastern Nassau Head Start Program-35 children; and Long Beach Head Start Program- 25 children. Seventy -two (72) bus evacuation drills were conducted (September 2024-May 2025) Bus service was also provided to transport HS children to needed dental screenings (in partnership with SUNY Old Westbury School of Dentistry) and on scheduled Field Trips. Transportation services will continue to be available to all Head Start Programs until July 2025 (end of program year) for daily transportation, field trips, and monthly bus evacuation drills as scheduled. The EOC will continue to work, to motivate and maintain our current bus drivers and hire additional bus drivers as needed.

EOC HEAD START CHILD DEVELOPMENT PROGRAM TRAINING INSTITUTE

...
In accomplishing our commitment to excellence, increasing a 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 continued to implement the Training and Technical Assistance Plan for the 2024-2025 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 an intensive foundation for successful implementation of staff development.

The EOC Head Start Training Institute (2024-2025) Program Year has completed 53 training activities / totaling 143 training hours for staff. Trainings were conducted in-person and virtual sessions (this reflects large and small group training, program management/supervision meetings/training and individual 1:1 meetings).

Additional HSTI Training Tracks are scheduled for the duration of the 2024-2025 funding period. It is anticipated that all training activities will create continuous intentional opportunities, for intense staff and professional development training, that is focus-driven, data-driven and will increase integrated staff-skill development across all Head Start Disciplines and organizational services that are provided to children and families.

Training will continue to be provided in group-level, individual-level, and peer-to-peer level training sessions moving into the next program year. The chart below reflects the categorical areas of training. These areas do not include mandated Office of Children and Families Services (OCFS) training that, Head Start staff completes on an individual basis (training ranges between 15-30 hours per staff based on date of hire and the HS Program license renewal dates).

TRAINING & TECHNICAL ASSISTANCE
Track I – Management & Supervision
Track II – Early Childhood Development/Education
Track III – Environmental Health and Safety
Track IV – Nutrition
Track V – Transportation
Track VI - Family & Community Partnerships/Parent Involvement
Track VII - Health and Safety
Track VIII – Disabilities
Track IX - Mental Health

EOC HEAD START CHILD DEVELOPMENT PROGRAM PRE-SERVICE TRAINING

...

In preparation for Program Year (PY) 2024-2025, the Head Start Network staff participated in our annual Head Start Pre-Service Professional Development Training (August 5-9, 2024). The theme was "Inspiring Hope and Advancing Opportunity." Trainings were tailored based on monitoring from the previous program year and the needs of the staff.

The Pre-Service Opening Day was held on August 5, 2024 at Roosevelt High School, Roosevelt, NY 11575. The Head Start Deputy Executive Director, Anita L. Shiver-Kennedy, presented the opening address entitled "All Aboard." The Training topic and content focused on, staff alignment and adherence to EOC Agency Policies & Procedures, Head Start Program Performance Standards, Office of Children and Family Services Licensing regulations and other regulatory goals and priorities, A special training track was implemented for the EOC / Head Start Management Team. The Training was held at the Long Island Marriott Hotel (Uniondale NY). The training facilitator was, Michael Beard- President/CEO of Elevated Leadership LLC, Gainesville, Florida. Mr. Beard's presentation focused on empowering leaders, motivating staff, assessing our own personal values in evaluating and determining staff and our intentionality in providing comprehensive services to children and families. He also engaged management staff in several training exercises to further highlight hands-on strategies for motivating staff and implementing positive leadership and staff interactions.

Additional staff professional development training included; Education /Classroom Motivation; Lesson Planning; Mental Health / Disabilities; Child/Adult Care Food Program (CACFP) Compliance; Safe Environments; Family and Community Partnerships, Program Management/Human Resources (EOC Agency Policy and Protocols); General staff training sessions were held on Sexual Harassment (presented by EOC labor attorney- Ralph Somma) and Financial Literacy (presented by David Asante, Account Representative -Mutual America) . A total of seventeen (17) thematic trainings were conducted during the week. All training tracks were aligned with the EOC Head Start Training Institute. A total of one hundred and twelve (112) persons participated.

To support staff's overall mental health and well-being, the pre-service training week culminated with a mental health wellness day cruise "Sailing into Mental Wellness." The cruise was hosted by Sapphire Cruises Inc (Freeport NY) and sponsored by designated EOC Head Start community partners. It was a wonderful invigorating day. Staff was joined by the EOC Senior Management Team.

EOC HEAD START CHILD DEVELOPMENT PROGRAM

PRACTICE-BASED COACHING

...

The EOC HS Child Development Program has developed various Professional Development opportunities for the continuation of professional growth within the EOC Agency. A coordinated approach for children with disabilities intersects with a coordinated approach for the Head Start Act- Section 648A and subsequent training, which is a requirement in Head Start programs. Ongoing efficient high-quality services, are supported by equipping staff with the necessary training and technical assistance (via the EOC Head Start Training Institute -HSTI). Initially, the onboarding process is the first step of instructional support to be utilized as strategic long-term goals, to ensure that programs remain responsive to community needs as identified in their respective Head Start programs. Pre- and - Post Tests and training evaluations will continue to be administered, to determine the effectiveness and retention of training. As staff are transitioning into their Head Start program, they are provided with opportunities to shadow their peers, hands-on practice and training from their on-site Program Director(s). Ongoing training is also provided to support their transition. Throughout the year additional training (i.e.- In-Service, Pre-Service, along with a minimum of 15 clock - hours of professional development) is facilitated to staff. Training includes but is not limited to; focus on effective curricula implementation, knowledge of Head Start Early Learning Outcomes Framework- Ages three- to- five, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing behaviors that challenge us, preparing children and families for transitions and use of data to individualize learning experiences to improve outcomes for all children. Additionally, staff complete Pathway Goals; a plan for career development that consists of a 30-60-90-day follow-up. The EOC HS Child Development Program also implements professional development training opportunities through the modality of the EOC HS Training Institute (HSTI). The EOC Head Start Training Institute (2024-2025) Program Year has completed 53 training activities / totaling 143 training hours for staff. Trainings were conducted in-person and virtual sessions (this reflects large and small group training, program management/supervision meetings/training and individual 1:1 meetings). Additional training is scheduled for the remainder of 2024-2025 and into the 2025-2026 funding period.

Data from training activities, is utilized to inform data-driven training, planning, applicable revisions of program services, staff capacity-building, increase in productivity, child-outcomes, ongoing assessment and achievement of program goals, identifying trends, program strengths and needs across the Head Start Network. Data is also used to determine compliance with Head Start Program Performance Standards (HSPPS). EOC utilizes online professional portfolio platforms, tools and databases (i.e.- Aspire registry, Quality Stars, ECERS- Early Childhood Environment Rating Scale), to ensure that all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality services. The Professional Development Coordinator will continue to ensure that staff qualifications align with HSPPS 1302.91, excerpts 45 CFR chapter xiii subchapter b. The EOC Head Start Child Development Program approach to implementing a coordinated coaching strategy was

selected through the Practice-Based Coaching (PBC) Model. It supports education staff with intensive coaching to strengthen their CLASS 2nd edition, including children with disabilities and dual language learners, teaching practices and delivery of educational services to children. The delivery approach to coaching is through the Practice-Based Coaching Needs Self-Assessment. The following PBC trainings and activities have been implemented during Head Start Training Institute In Service, August 2024 Pre-service, and Education Task Team trainings; "Lesson Plan Training Instruction," and "Winning Through Language Modeling In The Preschool Years," where (8) eight Head Start programs attended in smaller group rotations totaling seventy (70) staff; "Practice-Based Coaching Orientation and Implementation Overview" trainings were conducted for eight (8) current Coachee staff in September 2024, February 2025, and March 2025. In addition, "Practice-Based Coaching Orientation and Overview" training was also conducted for five (5) new staff who attended during our onboarding process in April and May 2025. The revised Teaching Practices Needs Self-Assessment (revised June 2024); incorporates twelve (12) focus teaching practices on Google Forms. A Quick Response (QR) code was developed and provided to all of our EOC Head Start Programs. Our next Practice-Based Coaching Implementation Committee Team Meeting is scheduled for June 2025. The Teaching Practices Need Self-Assessment will be updated and revised (as applicable) to, align teaching practices and data with the SmartTeach by TeachingStrategiesGold (TSG) Spring Checkpoint Assessment data outcomes, that may need further support and improvement (i.e. - language due to a high volume of Dual Language Learners).

During the Practice-Based Coaching onboarding process, Coachees receive individual and group technical assistance and coaching support with various topics such as the delivery of MyTeachingStrategies lesson plan curriculum instruction, curriculum fidelity, and capturing integral data to inform individualized instruction for children. In September 2024, the Early Childhood Specialist/Coach Manager created and submitted a PBC Invitation letter to (8) eight identified staff most in need of intensive coaching, who accepted and agreed to receive intensive coaching. As of May 2025, the Early Childhood Specialist/Coach Manager conducted a total of seventy-four (74) Practice-Based Coaching Collaborative Partnership sessions with eight (8) Coachee staff from Freeport, Hempstead, and Roosevelt Head Start throughout the coaching process. Forty-nine (49) Teaching Practices Action Planning and Goal Setting sessions were conducted with all eight (8) Coachee staff. The teachers' completed Teaching Practice Needs Self-Assessment forms were reviewed with each Coachee. Each Coachee's goals were documented to guide their development, execution, and action plan evaluation.

The goals were clearly defined, measurable, and achievable within a defined time frame to ensure accountability. Forty-three (43) Focused Observations have been conducted as of May 2025. During the Focused Observations, the Early Childhood Specialist/Coach Manager provided additional support strategies to the Coachees such as modeling; verbal, gestural, or visual prompts; and brief problem-solving discussions. As of May 2025, the Early Childhood Specialist/Coach Manager has conducted forty-three (43) Reflection and Feedback sessions, which is the third component of the PBC framework. The Early Childhood Specialist/Coach Manager also provided reflective discussions, which is an important process for supporting problem solving around practice implementation issues and identifying what is going well and goals or action steps that may need to be changed, revised, or updated.

The Program outcomes have been continually addressed in the Practice-Based Coaching teaching practices, Needs Self-Assessment. The Early Childhood Specialist/Coach Manager continues to receive Practice-Based Coaching support and Technical Assistance from our designated Office of Head Start (OHS) Region 2 Early Childhood Specialist (Technical Assistance & Training Center). During the 2024-2025 Program Year, the Early Childhood Specialist/Coach Manager attended eight (8) Practice-Based Coaching Implementation Science Process refresher trainings which included Coach Network meetings, Education/Mental Health Corporate staff team meetings, and individual Practice-Based Coaching check-in meetings in September 2024, December 2024, February 2025, March 2025, and April 2025. All training has been replicated with the Head Start program staff and identified Coachee staff.

EOC HEAD START CHILD DEVELOPMENT PROGRAM QUALITY ASSURANCE AND FAMILY TIES INITIATIVE

...

Although we are no longer in the midst of a pandemic, the enduring effects of the previous COVID-19 pandemic, continue to adversely impact the social and emotional wellbeing, health and finances of families, communities and society. The severity of the impact has taken a toll on the mental health of persons in our Head Start Network. To meet the needs of the community, to address this ongoing dilemma and provide support for our communities, the EOC Head Start Child Development Program maintains a Licensed Master Social Worker (LMSW) and a Social Work Task Manager. The Family TIES team continues to work on improving, expanding and increasing the EOC agency's capacity to infuse trauma informed approach into the culture, practices and policies of our agency under the Family Trauma-Informed Education and Support (TIES) Initiative.

Therapeutic Call Center for Head Start Staff and Families:

The Call Center has been in operation since October 2023 and continues to provide ongoing therapeutic services, to support the mental health and wellbeing of our Head Start families and staff, due to the heightened environmental stressors that are prevalent in the current societal climate. The Therapeutic Call Center operates Monday through Friday for four (4) hours daily. To be inclusive and meet the needs of our multi-cultural population, the center has implemented professional interpretation services.

A Social Work Task Manager continues to assist with the monitoring and compliance of all activities and services related to the Therapeutic Call Center and coordinates the Social Work Interns' assignments. Calls are supported by the LMSW. Head Start Parents and Staff continue to be educated and sensitized on the importance of their mental health and wellbeing, as it profoundly influences every aspect of their lives and their families.

The Therapeutic Call Center continues to be promoted at parent meetings, events and cards with the caption, "ask us," followed by quotes like "Do not suffer in silence. Somebody somewhere is willing and prepared to help in any way to encourage, empower and support you", are distributed at parent meetings, events and via our database.

Support for Head Start Parents:

Educational workshops were conducted for parents in October 2024, February, March, April 2025. These workshops were presented based on needs observed in the environment. The first two workshops were on Domestic Violence and Early Childhood Mental Health. The workshop in February was entitled, 'Coping with Stress and Anxiety'. There were two workshops held in March, one entitled, It Takes Two, To Regulate on coregulation and the other workshop was entitled, 'Tackling Behaviors that Challenge Us, At Home'. The April workshop was entitled, 'From Struggle to Strength: Understanding & Thriving with Anxiety and Depression.

Recognizing the cultural barriers and stigma associated with accessing mental health services, parents were informed of the importance of taking care of their mental health and that asking for help is a sign of strength

rather than a sign of weakness. This was done to normalize, validate and encourage our families that they are not alone when experiencing a crisis and that the agency has a support system in place.

The Licensed Master Social Worker (LMSW) also provided support to pregnant and postnatal parents whose mental health are oftentimes affected to ensure they are receiving the required intervention/s to support their mental wellbeing. They are also linked to resources (housing, baby supplies, food pantries) in the community as needed. Additionally, the Mental Health and Disabilities team collaborated with the Office of Health Equity for a Community Baby Shower event. Head Start prenatal and postpartum parents participated in educational workshops focused on Safe Sleep practices and Breastfeeding.

In November 2024, the Mental Health and Disabilities Team collaborated with the Lawrence Head Start Program to launch the "Mommies Club," a supportive space where mothers can connect, share experiences, and engage in meaningful conversations about various aspects of life. The sessions are targeted on a monthly basis and is facilitated by a representative from the Mental Health and Disabilities team.

Support for Head Start Staff:

The Family TIES LMSW continued to provide therapeutic intervention to Head Start staff through individual sessions to support their mental wellbeing and enhance their social functioning. Family TIES LMSW and the Mental Health team continued to provide training to Head Start Program staff on the importance of using a trauma informed approach in their engagement with children and families to enhance their knowledge base, skills and competence.

In an effort to educate and sensitize staff on effective ways to establish a positive climate, promote classroom management, understand trauma and its effects on the brain state and to support staffs' mental wellbeing, trainings were provided on the following topics: "Helping the Helper Engaged in Radical Self-Care," "Promoting Mental Wellbeing through a Trauma-Informed Approach" and Understanding and Responding to Challenging Preschool Behavior.

These workshops focused on highlighting the fact that it is important to engage the children with a trauma informed lens being mindful that trauma affects the internal brain state which is reflected/communicated in the child's behavior. Children will show us rather than tell us their trauma. Therefore, creating a safe, loving nurturing environment is important to promote the wellbeing of the child because when children feel safe, secure and establish nurturing relationships with others, they develop good social and emotional skills which are key components in developing their ability to self-regulate and promote school readiness. Staff were educated on the importance of self-care to help them maintain optimal health and given practical strategies they can implement when they feel stressed and overwhelmed.

Additionally, the focus is to sensitize adults (parents and staff) that children are continuously observing them, modeling their behaviors and their interaction with members of the family. Therefore, being mindful of their triggers and inability to self-regulate are critical factors that they must be aware of as it impacts children's mental well-being. Practical strategies include meeting children where they are, building a connection and relationship, being flexible with the delivery of classroom instructions to meet children's needs, implementing positive reinforcement for children, utilizing a strength-based approach, providing a safe space for children to identify and label their own feelings and setting the tone for other children to model. Extensive research underscores that when children experience safety, security, and nurturing relationships, they are more likely to develop strong social and emotional skills. These foundational competencies are critical for self-regulation, which in turn supports school readiness and overall academic success.

Support for Head Start Children:

The Family TIES LMSW continues to work in collaboration with the Intervention Manager to monitor classroom

staff and provide support and feedback as observed and needed to support children and family's mental wellness. The importance of using a Trauma Informed approach and the concept of the Brain State model help staff to understand the importance of children's internal brain state as it relates to their presenting behaviors and why it is important to create a safe and loving environment for the children. Mastering these concepts will enhance/strengthen classroom management as classroom staff will be more competent and astute in implementing strategies to minimize and support behaviors that challenge us.

The Family TIES LMSW co-hosted a workshop entitled, "Stronger Together: Heal, Hold and Center." in October 2024 in commemoration of Breast Cancer and Domestic Violence Awareness and Early Childhood Mental Health month and another workshop was held in April 2025 for EOC staff and Head Start parents. The workshops highlighted topics like Early Childhood Mental Health, Autism and Anxiety and Depression to support, educate and heighten awareness of these complex social issues. The workshops were conducted by experts in each area.

To enhance our capacity to meet the needs of Head Start children, both the Family TIES LMSW and the Intervention Manager have completed formal training to become certified in the Classroom Assessment Scoring System (CLASS). This training aligns with our commitment to providing high-quality early childhood education and supports our ongoing efforts to create nurturing and responsive learning environments.

The Family TIES LMSW continued to network with various universities (Molloy University, Hunter College, Adelphi University) to solicit graduate social work interns. To date, the Head Start Child Development Program collaborated with Adelphi University and University of Buffalo and recruited four (4) Social Work Interns. The interns have been working to provide individualized support to Head Start children with disabilities (IEPs) and behavioral/mental health concerns and classroom staff. Social Work Interns worked with Head Start parents in collaboration with the LMSW and Intervention Manager to assess and develop strategic interventions to support children and their families. The LMSW and Intervention Manager both holds a certification in Seminar in Field Instruction (SIFI) from Adelphi University.

To enhance our capacity to meet the needs of Head Start children, both the Family TIES LMSW and the Intervention Manager have completed formal training to become certified in the Classroom Assessment Scoring System (CLASS). This training aligns with our commitment to providing high-quality early childhood education and supports our ongoing efforts to create nurturing and responsive learning environments.

EOC HEAD START CHILD DEVELOPMENT PROGRAM

HEALTH & NUTRITION

During the intake process, all EOC HS Children receive medical and dental forms completed by the child's primary medical provider and/or dentist. Progress: During the (2024-2025 Program Year), Five hundred and forty-nine children (549) are compliant with medical screenings and have a medical home. Additionally, there are 20 children (vision impaired - wearing glasses). 38 children were identified with Asthma and on Asthma Action Plans, 29 children have been identified with allergies (food-related and other allergies), and all have an Individual Allergy & Anaphylaxis Emergency Plan on file. Head Start staff (inclusive of Head Start Deputy Executive Director and Nurse Manager/RN complete the online OCFS training on responding to an anaphylaxis emergency, for which they receive a one-hour training credit towards their 30-hour biennial requirement. All HS allergy policies and forms have been updated as required. Vital information on triggers, treatment, and preventative measures is shared with parents, to prevent attacks and anaphylactic reactions in children.

The Health Services Advisory Committee (HSAC) in Head Start programs changed to the Health and Mental Health Advisory Committee (HSPPS 1302.40-46) as part of a larger final rule published on August 21, 2024. This change reflects the growing need for mental health support, both for children and staff, within Head Start programs. The Nurse Manager/RN and the Licensed Master Social Worker collaborated to host the Fall and Spring Health & Mental Health Advisory Committee Meetings. The Fall Health Services Advisory Committee (HSAC) meeting was held on October 25, 2024. The thematic focus of the meeting was "Stronger Together- Heal, Hold and Center." Guest speakers included, a representative from the Domestic Violence Safe Center; A Psychiatric Mental Health Nurse and a Registered Nurse, who conducted a presentation on Breast Health/Breast Cancer. A total of forty-five (45) persons attended in-person and eleven (11) persons virtually (inclusive of staff and Head Start Parents). The Spring Health Services Advisory Committee (HSAC) meeting was held on April 30, 2025. Guest speakers included, a representative from Therapy Placement Services, the Head Start Nutritionist and representatives from Adelphi University. Their discussion centered around supporting children with autism, healthy plates, and how to thrive with anxiety and depression. A total of forty-four (44) persons attended in-person and twenty-two (22) persons virtually (inclusive of staff and Head Start Parents).

DENTAL: Head Start Programs are given oral health supplies (fluoride toothpaste and toothbrushes), which are replaced every 3 months. Staff members assist children with brushing their teeth at the sink after breakfast and lunch. The Teachers' lesson plan includes information on dental health, encourages children's participation in activities that help promote good oral health and teaches children lifelong habits. Parents are encouraged to continue to promote the practice of tooth brushing with their children at home using a fluoride toothpaste after dinner and before bedtime. As of this application; all 549 children have up-to-date dentals on file. The EOC HS Program will continue to partner with our community oral health partners (SUNY Farmingdale State College School of Dentistry, Liberty Dental and new partner- Zirza Pierri, DDS PLLC) to ensure timely completion of needed /required dental screenings in the 2025-2026 Program Year. Family Service Workers will continue to work with families, to ensure all children have a dental home.

NUTRITION: During the 2024-2025 Program Year (November 2024) The Economic Opportunity Commission of Nassau County, Inc. (EOC) hired a Registered Dietitian (Nutritionist to manage the Nutrition Program and support the Child and Adult Care Food Program (CACFP) within all EOC Head Start Programs. Between November 2024

and May 2025, the Nutritionist supported Program Directors, Food Service Managers (FSM) and FSM Assistants across all EOC Head Start Programs through; hands on technical assistance, which included both group virtual trainings and individual, one on one support, to increase competency in CACFP reporting. The main focus of technical assistance was to improve the quality and accuracy of food production records and monthly meal composites at each program but also helped to build relationships and provide ongoing monitoring of the kitchen and classrooms to ensure CACFP compliance.

Beyond the intensive technical assistance, some additional key goals and accomplishments included the development of new 2025 Spring/Summer centralized 4-week cycle menus which were created after leading menu planning meetings at each of the eight programs. The meetings were attended by the FSM, Program Directors, parents, teachers and (select) Family Service Workers. The new menus incorporated feedback from the meetings and introduced new breakfasts, a greater variety of fresh fruits, snacks and whole grains, and more plant-based proteins. Another key accomplishment includes a streamlined process for verifying monthly meal counts. The Nutritionist and Data Analyst created a new excel tool to expedite the process and minimize errors.

The Nutritionist also made updates to the Nutrition Service Plan for 2024-2025, inclusive of CACFP Federal regulations, Head Start Performance Standards and New York State Child Day Care Regulations. Community partnerships and collaborations are an important component for successful programming. With that, EOC established a new partner agreement with Long Island University (Graduate Nutrition Program) for placement of Dietetic Interns for their community nutrition rotation. The Nutritionist also collaborated with Cornell Cooperative Extension of Nassau County on a potential grant opportunity that did not come to fruition due to other program priorities, however, a partnership was established for future activities.

The nutritionist also worked in collaboration with Triple Crown Food vendor, to validate menu items for CACFP compliance and to provide a joint virtual training to discuss product availability for the new 2025 Spring/Summer menus, in an effort to streamline procurement. Health nutrition data reflects that; sixty-nine (69) of our HS children are overweight, one-hundred and thirty-seven (137) are obese, forty-one (41) are underweight, and three-hundred and two (302) are at a healthy weight for their height and age range (data does not include dropped children). Our Nutritionist /Registered Dietician continues to assist programs in planning nutritious meals and the implementation of the Eat Well, Play Hard in Child Settings Program. Through this initiative, we provide ongoing comprehensive nutrition services and needed interventions for Head Start children, families and staff.

Shanakay McLean
Hempstead Parent

I'm so impressed and very pleased as a parent for Hempstead Head Start program, it helps my daughter who use attend and my son is currently enrolled. Hempstead Head Start has taught both my kids their numbers, colors, how to read and write their name and I am very grateful because my daughter is doing very well in school and I know it started from this program.

HEMPSTEAD HEAD START

...

Hempstead Head Start has provided child care services for children and families for over 60 years. Throughout the 2024-2025 program year the Hempstead Head Start has had its challenging moments that has strengthen the program. From facility issue to staff vacancies and under enrollment, with much dedication and commitment the Hempstead Head Start staff and community members collaborated conducting outreach and recruitment and the on boarding of new staff applicants. At the start of the program year the annex building hosing two classrooms were closed due to facility issues. However, with the assistance of the village of Hempstead the Hempstead Head Start was able to secure temporary classrooms in the recreational facility of Bradly Park. The Hempstead Head Start Program is fully enrolled with 93 children.



Sukhwinder Kour
Eastern Nassau Parent

A positive environment is created by staff for both children and parents. After observing how calm and gentle they are to children and parents, I decided to be apart of the staff, under the leadership of Ms. Skinner. I am grateful she guided me through the application process for joining the staff as a teacher aide and made me aware of how supportive the entire staff, including the supervisor, are. I am very appreciative to be a part of this magnificent staff. I find my work to be very engaging and provides opportunity for professional growth. This program has also provided me financial stability to be able to provide for my family.

EASTERN NASSAU HEAD START



Eastern Nassau Head Start has been serving the communities of Farmingdale, Hicksville, Massapequa and Levittown for the past eighteen (18) years. The goals of the program are to provide quality service to low income families and children. The focus for children is to get them ready for Kindergarten. This is evident from the feedback provided by parents as it relates to their child/ren performance in school. Many of the children who attended Eastern Nassau Head Start are excelling in the public school.

The enrollment of children has increased from fifty-seven(57) to sixty-nine (69) in PY 2024-2025. Eastern Nassau Head Start Program continues to provide quality services to families, to ensure that children have a firm educational foundation on which to build their future endeavors. Partnerships were created with three (3) local LEAs to provide services to children. The Committee on Pre-School Special Education (CPSE) works closely with the program to evaluate children and determine the eligibility of special education services. If services are awarded, service providers work individually with children on an individual basis towards their identified goals. Eastern Nassau works closely with parents to assist them in fulfilling their goals. It is the expectation of parents not to leave the program at the same level at which they entered. Five (5) parents were able to obtain a job which helped to increase income in the home.

Two (2) parents graduated from a learning institution which provided them the opportunity to get a better paying job. Students from Massapequa High School read stories to children and engaged them in art activity. They provided story books for all children. These children are encouraged to be life -long readers.



Dora Ortega
Westbury Parent

All I can say is thank you Westbury Head Start, I started with my son William who is now 19 soon to be 20, has graduated, and is attending college. My other son Jayden who is a Westbury Head Start graduate and always on the Honor Roll. During Jayden's time here, I opened my own Day Care Westbury Head Start not only helped me fill out paper work but the director also wrote a letter of recommendation. I now partnership with Westbury Head Start where I refer children and Westbury Head Start does the same. I'm so grateful for the day I came to Westbury Head Start it has changed my life forever.



WESTBURY HEAD START



This year's theme, "Local Action, Lasting Impact," reflects our commitment to making meaningful, long-term differences in the lives of the children and families we serve.

This report offers a snapshot of another successful year—highlighting the ways we have engaged parents, children, and the community in meaningful home and classroom experiences aligned with our agency's school readiness and program goals.

As the program director enters their 18th year in this role, their focus remains steadfast on three core priorities: 1) Enhancing staff wellness and support 2) Addressing academic and social-emotional gaps in children 3) Meeting the diverse needs of all children and families in our care.

The Westbury Head Start Program is fortunate to have a team of dedicated, passionate professionals who play an essential role in their success. Their commitment to data-driven planning, thoughtful instruction, and continuous support ensures that their children are building the skills and confidence needed for school readiness and lifelong learning.

To our Head Start families—thank you. Your ongoing support, engagement, and collaboration have been vital to their achievements this year. The Westbury Head Start Program remains committed to strengthening their partnerships by providing the resources, strategies, and communication needed to support both children and staff in reaching their full potential. Like all programs, they have faced challenges—whether related to staff shortage, funding uncertainties, family engagement, or addressing language barriers. Yet each obstacle has become an opportunity for reflection and growth. They are confident that with continued collaboration and community support, they will overcome these barriers and move forward stronger than ever.

It is a privilege to work alongside such a strong and caring community, staff, families, Policy Council, and Board of Directors. Together, the Westbury Head Start Program will uphold the belief that it truly takes a village to raise a child, and they are proud to be part of that village. The Westbury Head Start Program is fully enrolled with eighty-five (85) children.

Tiffany Gaston **Freeport Parent**

I'm a mom of three beautiful girls and have been part of the Freeport Head Start family since 2017. Over the years, they've supported my children and me in so many ways—from helping my daughter Arianna get speech and occupational therapy to guiding me through my pregnancy with my third child. My daughter Luna-Bella is heading to kindergarten, and it's bittersweet to leave such a caring, safe, and supportive environment. I've served as Parent Vice President and Secretary on the Policy Council, and the staff—especially Mrs. Frazier, Ms. Hamilton, Ms. Sirrisa, and Ms. Cynthia—have truly become family. Thank you, Freeport Head Start, for everything!

FREEPORT HEAD START

...

In the 2024–2025 program year, Freeport Head Start welcomed fifty (50) children, twenty-six (26) new and twenty-four (24) returning, into a nurturing, high-quality early childhood environment. True to this year's theme, Local Action, Lasting Impact, the center remained a cornerstone for families in Freeport and Baldwin by fostering educational growth, family engagement, and community support.

The year began with a vibrant Parent Orientation and Committee Election, bringing fifty-six (56) parents and caregivers into the heart of the program. Monthly parent meetings and collaborative events like the Mother's Day Brunch, Father's Day BBQ, Daddy-Daughter Dance, and Breakfast with Dad brought families together and strengthened bonds.

Families actively participated in educational and cultural programming, including celebrations for Hispanic Heritage, Thanksgiving, Christmas, Black History, and Haitian Heritage Month. Special initiatives like the Island Harvest Fresh Produce Program served fifty (50) families with nutritional support, while "Mindful Moms" and the "Dad's Club" offered emotional and peer support tailored to parents' unique experiences.

Freeport Head Start prioritized holistic development by offering speech and language services to six (6) children with IEPs, supporting them with SEIT services throughout the year. The program also partnered with the Girl Scouts of Nassau County, the Nassau County Library Association, and the Book Fairy to provide enriching resources for all students.

The Moving Up Ceremony, Pumpkin Patch visit, and end-of-year BBQ celebrated growth and achievement with over 70 parents and caregivers in attendance. Parent leaders also played an active role in advisory boards and policy councils, shaping the program's direction.

With unwavering commitment to family empowerment and early education, Freeport Head Start continues to make a lasting impact—one child, one family, and one joyful milestone at a time.



Alexandra Argueta
Roosevelt Parent

Head Start at Roosevelt has been a true blessing for me and my son. As a single mother, the support from the teachers and staff has meant the world. They've cared deeply about his education and development, helping him grow in speech, understanding, and daily routines. It's more than just a school—it's been a second home. I'm so thankful for a place that not only helps my son thrive but also supports parents like me and families in our community. Thank you, Head Start, for shaping the future and giving our children a strong start in life.

ROOSEVELT HEAD START



The Roosevelt Head Start Program remained deeply committed to advancing early childhood education and family well-being under the guiding theme, Local Action, Lasting Impact. Through innovative programming and strong community partnerships, we empowered our children and families to grow, learn, and thrive.

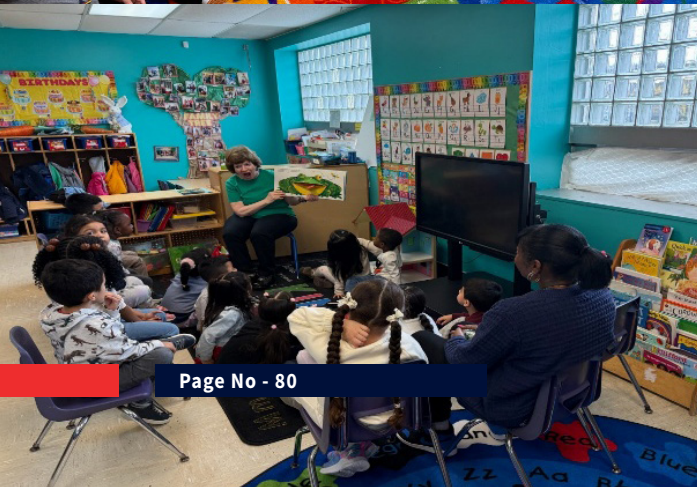
This year, our Library Day events stood out as a major highlight. These engaging sessions introduced children to book appreciation, phonological awareness, and early writing skills—laying the groundwork for academic readiness and a lifelong love of reading.

Roosevelt Head Start also provided individualized interventions to support children's unique developmental needs. Children who received therapeutic services made remarkable progress in communication and social interaction through consistent speech, language therapy, and SEIT Services.

Collaboration with community partners played a vital role in our success. Molloy University's School of Nursing conducted vital health screenings, while Subaru donated sneakers and socks for families in need—demonstrating how local partnerships can create lasting impact.

The outcomes speak for themselves: our children have shown measurable improvements in school readiness, social-emotional development, and self-confidence by addressing both immediate and long-term needs. Roosevelt Head Start continues to be a beacon of opportunity and stability for our community.

Roosevelt Head Start Program was fully enrolled with ninety-six (96) children.



Ms. Bertus
Rockville Centre Parent

Averie's mom—Ms. Bertus had a need in getting her daughter Averie to school due to her hectic work schedule, and at this time she could not put Averie on the school bus provided by Rockville Centre Head Start. It was recommended by our family service worker, Ms. Patten, that she could get assistance from a transportation service that could get Averie to school in a punctual manner. This was successful and shortly after this mom's work schedule changed, which allowed Averie to take the bus provided by Rockville Centre Head Start. Averie has been consistent with her attendance because of the availability of RVC's school bus.

ROCKVILLE CENTRE HEAD START

• • •

During the 2024–2025 program year, Rockville Centre Head Start—temporarily operating at the Wantagh location alongside Eastern Nassau Head Start—focused on the theme Local Action, Lasting Impact. With a funded enrollment of 31 students, the program remained committed to fostering academic success and family empowerment despite its transitional location. Using the sixth edition of the Creative Curriculum, Rockville Centre Head Start provided quality early childhood education to children ages 3 to 5 from low-income families. Students showed strong developmental progress, especially in early literacy, writing their names, identifying letters, numbers, and shapes with growing confidence. Health and wellness remained a top priority. All children received dental screenings through a partnership with Farmingdale State College, along with annual physicals to ensure they are healthy and school-ready. Home visits and regular communication allowed families to stay informed about their child's growth and address any concerns. A hallmark of this year's efforts was supporting families beyond the classroom. Parents were encouraged to revisit their goals and explore educational and career advancement opportunities. Through partnerships with the RVC Family Development Center, DADS Club, Therapeutic Call Center, and Displaced Homemakers, families found vital support during times of hardship. Community generosity also shone through—every student received a donated winter coat, and parents actively participated by volunteering to read in classrooms, strengthening family-school bonds. At the June 2024 Parent/Teacher Meeting, families expressed hope for a permanent facility. While a building is still being sought, the commitment to transparency and collaboration remains strong. Rockville Centre Head Start continues to be a source of stability, learning, and hope for children and families—no matter the location. The Rockville Centre Head Start Program was fully enrolled with thirty-one (31) children.



Tancy Chun Pena & Melanie Pena Funes Lawrence Parents

In March 2025, my family experienced a devastating loss when our home was destroyed in a fire. We were left with nothing but the clothes we were wearing when we fled. During this incredibly difficult time, the Lawrence Head Start Program became a vital source of support and stability for us. The program provided immediate assistance with food, clothing, childcare, and housing resources. Their support went far beyond basic needs – the staff and teachers made us feel genuinely cared for and understood. I was especially grateful for the compassionate environment they created for my child, Tancy, which gave her a sense of normalcy and comfort during a very uncertain time. The Lawrence Head Start Program didn't just help us through a crisis – they stood by us, offering encouragement, resources, and a community. We are truly thankful for their unwavering support.

LAWRENCE HEAD START

...

During the 2024 - 2025 program year, our organization demonstrated the true meaning of the annual theme, "Local Action, Lasting Impact." Despite facing a significant challenge when the Five Towns Community Center lost its lease with Nassau County in July 2024, our community came together with resilience and determination. Families of the Five Towns Head Start program, alongside local supporters, organized advocacy efforts that captured attention on local news outlets such as the Herald. These efforts culminated in a powerful Community Meeting held on November 21, 2024, where Eric Poulson, CEO, and Head Start Deputy Director Anita Shiver-Kennedy reaffirmed EOC's unwavering commitment to serving children and families in the Five Towns.

Nassau County Head Start expands services at Community Center

Posted December 6, 2024



This grassroots advocacy led to a transformative partnership with the Marion Aaron Gural Jewish Community Center, securing a long-term solution: the inclusion of the future Lawrence Head Start in a new facility designed to serve our local community. This collaboration ensures continued access to early childhood education in a supportive environment, creating a sustainable foundation for future generations. While the transition was not without difficulty, the strength of community voices and the willingness of local partners to work together transformed a moment of uncertainty into a lasting opportunity. Our journey over the past year proves that when communities take action locally, the impact echoes far into the future. The Lawrence Head Start Program served seventy (70) children. As of April 25, 2025, the Five Towns Head Start Program ceased operation as a delegate agency. The program was transferred to the direct oversight of the EOC Head Start Network and was subsequently renamed the Lawrence Head Start Program. The program and staff have successfully adapted to the transition and continue to deliver valuable services to the Five Towns community.



Jennifer Zambrano
Long Beach Parent

"I am truly grateful for the Long Beach Head Start program. My older son attended, and now my younger son is currently enrolled. It has been a wonderful experience for our family. I've had the pleasure of meeting the dedicated and caring staff, and I've enjoyed participating in many activities such as field trips, parent meetings, and holiday celebrations. Both of my children have learned and grown so much through this program—far more than I ever expected."

LONG BEACH HEAD START

...

The 2024-2025 program year at Long Beach Head Start was defined by academic growth, family empowerment, and strong community partnerships—all aligned with this year's theme, Local Action, Lasting Impact.

The year began with a Moving-Up Ceremony celebrating thirty-two (32) children transitioning to kindergarten across several local districts. Soon after, we welcomed forty (40) new families, maintaining an enrollment of 57 out of 59 children—many of whom face economic hardship, including homelessness and public assistance.

Our collaborations with Molloy University's Speech-Language and Nursing Programs, Liberty Dental, and SUNY Farmingdale provided children with essential health, speech, and dental screenings. These partnerships ensured that nearly all students had access to medical and dental homes, while families received follow-up care, education, and free workshops. Liberty Dental's spring workshop reached 30 parents with oral care resources and free exams.

Parents set personal and professional goals through our Family Partnership Agreements. This year, three (3) parents achieved life-changing milestones: earning a degree, completing language courses, and gaining full-time employment—one of whom was hired within our own Head Start program.

Educationally, children showed notable developmental progress. From fall to spring, percentages of children meeting or exceeding expectations rose across all domains—especially in literacy and cognitive development, where over 90% reached benchmarks.

Families remained highly engaged, contributing over 600 volunteer hours. Activities like holiday celebrations, Women's History Spirit Week, and a formal Mother's Day Paint & Sip strengthened community bonds. A Know Your Rights workshop provided reassurance and critical resources to our diverse families.

Long Beach Head Start continues to be a place where families find not just education, but empowerment, advocacy, and lasting opportunity for both children and parents.





JACOB'S JOURNEY: A SUCCESS STORY

My name is Pam Galchin, and I am a licensed speech pathologist. I have been serving children at Roosevelt Head Start for over 15 years. Over the last two school years, I have had the privilege of working with Jacob. He initially started services due to expressive and receptive language delays, as well as articulation challenges.

When Jacob A. began his journey at Roosevelt Head Start in October 2024, he faced significant challenges with focus, attention, and communication. Jacob was classified as a preschooler with a disability, receiving speech and language therapy three times a week and SEIT services for one hour daily. At the outset, Jacob struggled with maintaining eye contact, participating in group activities, and using basic tools like crayons and scissors.

Through the structured and nurturing environment provided by Roosevelt Head Start, Jacob has made remarkable progress. With the consistent support of our dedicated staff and his family, Jacob can now actively participate in 30-minute sessions, follow classroom routines, and form positive relationships with peers and adults. He has also developed essential academic readiness skills, such as identifying colors, shapes, letters, and numbers.

Jacob's mother played a pivotal role in reinforcing the strategies and goals introduced in therapy sessions. Her commitment to his development was instrumental in helping him achieve critical milestones, including improved articulation, expanded vocabulary, and enhanced social communication skills. Jacob's recent declassification at his CPSE/CSE transition meeting reflects his tremendous growth and readiness for kindergarten without additional special education services—a testament to his hard work, resilience, and the collaborative efforts of the Head Start team.

Jacob's story is an inspiring example of the life-changing impact of early intervention and community support. He embodies the potential for transformation when children and families are empowered with the right resources and guidance.



EOC HEAD START CHILD DEVELOPMENT PROGRAM

FIVE YEAR

GOALS/PROGRESS

YEAR 4 (PY 2024-2025)

...

PROGRAM GOAL 1: The EOC Head Start Program will provide high quality instruction and care-giving 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 to support and ensure high quality learning environments on an ongoing basis.

- During Program Year 5 (2024-2025) Fall Season; The EOC continues to provide in-person services for children and families adhering to New York State Office of Children and Family Services (OCFS) Licensing Regulations, and Office of Head Start (OHS) safety guidelines. COVID-19 mitigation strategies have been implemented, to ensure the ongoing safety of EOC Head Start staff, children and families; Continued use of the HEPA air purifier ventilation, daily cleaning, and facilities staff who are certified in electrostatic cleaning to disinfect the Head Start facility after a communicable disease exposure. Positive cases continued to be tracked internally via the Individual Program Communicable Disease Report.
- The School Readiness Committee met on March 18, 2025. The Early Childhood Specialist/Coach Manager, Education Manager, Early Childhood Specialist, Intervention Manager, Families TIES Licensed Social Worker, Family and Community Partnership Manager, Task Manager, nine (9) Head Start teachers, three (3) Program Directors, and five (5) Head Start parents reviewed/amended the current School Readiness goals for the program year 2025-2026. The goal outcomes were slightly modified to include supplemental curriculum (Heggerty) to enhance the language and literacy domain and the social-emotional outcomes.
- The revised school readiness goals are systematically aligned with the five domains of the Head Start Early Learning Outcomes Framework (HSELOF), as well as the program's curriculum and assessment system.

The EOC Head Start Early Child Development Program continues to implement the Teaching Strategies GOLD Objectives for Development & Learning; Birth through Third Grade, utilizing both ongoing formative assessments and tri-annual summative checkpoint assessments to evaluate child outcomes. This data-driven approach informs the intentional delivery of the Creative Curriculum for Preschool, 6th Edition, ensuring that lesson planning is tailored to the developmental needs of all children, including those with disabilities and Dual Language Learners/English Language Learners.

- To enhance instructional quality, the Education Team conducted a comprehensive analysis of child outcomes data to support continuous quality improvement and professional development initiatives. In response to the Spring 2023-2024 program year data, the Education Team introduced the supplemental curriculum Heggerty in October 2024 to support phonological awareness and build English Language acquisition skills in all Head Start children.
- Classroom staff continue to demonstrate growth in their understanding and implementation of the Creative Curriculum for Preschool, 6th Edition. Instruction is delivered using data-informed digital resources, including SmartTeach and Hatch Ignite, to enhance learning experiences for children. School readiness child outcomes data indicate consistent progress and improvement from one assessment checkpoint to the next.
- In response to the Spring Assessment Checkpoint 2023-2024 English Language Acquisition score and to the over 63% of enrolled children being English Language Learners (ELL), the supplemental curriculum Heggerty was launched in Head Start classrooms for 2024-2025. Through this curriculum, children will build phonemic awareness designed for preschool that focuses on skills such as rhyming, blending, and segmenting sounds in words to improve reading and spelling.
- To support both home and school learning environments, the program integrates Hatch classroom computers, the Hatch Ignite Digital Learning Platform, and Hatch Sync Powered by GOLD child portfolios. These digital tools are linked to ongoing Teaching Strategies GOLD data, which is used to scaffold children's learning and promote kindergarten readiness. The Hatch Ignite platform provides 203 child-directed, play-based curricular experiences in both English and Spanish. These activities engage, instruct, and assess children across the seven Teaching Strategies GOLD learning domains, adapting to each child's progress and guiding their development to the next level.
- Additionally, Hatch Sync tracks children's learning progress across 49 Teaching Strategies GOLD learning and development objectives. The seamless integration of Hatch Sync and Hatch Ignite allows for a comprehensive assessment of children's progress, ensuring that instructional strategies are effectively tailored to individual learning needs in both classroom and virtual settings. As of March 2025, Hatch Sync Powered by GOLD and Hatch Ignite recorded 15,026 pieces of school readiness documentation, including data from children who have exited the program.
- The Fall Baseline 2024-2025 PY Teaching Strategies Checkpoints show that Head Start children were found to be meeting/exceeding 56% to 68% in all Teaching Strategies GOLD (TSG) Dimensions. These outcomes were accomplished with 10 % of the Head Start children population with a diagnosed disability and an Individualized Education Program (IEP).
- The Winter 2024-2025 PY SmartTeach Checkpoints show that Head Start children were found to be meeting/exceeding 70% to 81% in all Teaching Strategies GOLD (TSG) Dimensions. These outcomes were accomplished with 10% of the Head Start children population with a diagnosed disability and an Individualized Education Program (IEP) and 63% are English Language Learner (ELL) children.
- 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 115 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, 2025, Hatch Sync powered by GOLD and Hatch Ignite recorded **15,026** pieces of School Readiness Teaching Strategies GOLD documentation (this is inclusive of children who dropped from the program). A cumulative total of **1,501** users are registered in the Ready Rosie Database, with 202 consistent active users. This has allowed parents to access digital resources on-demand to promote children's school readiness skills while at home.

- The I Can Problem Solve and Conscious Discipline curriculum are used in all Head Start classrooms. According to the Winter School Readiness Child Outcome 2024-2025 PY data, there was a 15% growth (from 65% to 80%) within the social-emotional domain for all enrolled Head Start children. The Early Learning Outcome Framework (ELOF) also shows gains (14% growth from 77% to 91%) in children's ability to self-help and problem-solve. Classroom staff receive ongoing training on how to implement trauma-informed strategies to support children's social and emotional well-being. The Licensed Master Social Worker (LMSW) maintains the Family (Trauma Informed Education and Support) TIES Initiative which provides therapeutic support to the Head Start Network staff and families. The LMSW continues to educate Head Start staff on trauma-informed care and the importance of utilizing this approach when engaging children and families. Social Work interns provide support to classroom staff and individualized support to Head Start children with behavioral concerns. They also work with the parents in collaboration with the Intervention Manager to assess and develop strategic interventions to support the children and their families.
- Parent workshops are facilitated to educate and raise awareness among families on effective strategies for fostering and supporting social-emotional development at home.
- For the 2024-2025 Program Year, the Education Team launched the Social/Emotional Initiative in Head Start classrooms. This targeted program centers around a new social/emotional skill each month and is implemented through a variety of learning activities including read-aloud, songs, poetry, art, and group question discussions.
- The Intervention Manager continues to track the progress of children's social emotional growth utilizing the Ages & Stages Questionnaire (completed by 548 parents at the first home visit), the Devereux's Early Childhood Assessments (e-DECA) (completed by classroom staff) at least twice per program year. Child data reflects that **532** children received a pre e-DECA-P2 screening (September, 2024 - March 2025); this is not inclusive of one (**1**) child who dropped from the program (before their screening date). The e-DECA-P2 is done 30 days after enrollment. To date, fourteen (14) 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; thirty-four (34) 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 challenging behaviors in the classroom and at home. To ensure continuity of mental health support, Strategy Plans are provided and discussed with parents to utilize at home.

Data indicates that 503 post e-DECA screenings have been completed, with twenty (20) screenings currently pending. Among the thirty-four (34) children identified as needing support based on pre e-DECA screenings, twenty-three (23) children demonstrated improvement in their social-emotional wellbeing. Additionally, the Mental Health and Disabilities team continues to collaborate with classroom staff and parents to provide individualized support for eleven (11) children identified as requiring additional assistance.

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, Classroom Observations, 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 qualified staff with Head Start experience. Classroom staff understanding and implementing tools to fidelity. Teacher salaries are not competitive to School District and Charter School salaries. Monitoring safe behaviors in the home environments.

The Human Resources Department has established a partnership with the New York Early Childhood Professional Development Institute and will be posting job listing on their bulletin board and will participate in the Long Island Career Fair. Head Start Executive Management will continue to work with the Human Resources Department to recruit and hire qualified staff.

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

- To ensure high quality instructions, CLASS practices and support for classroom staff, CLASS observations are conducted in all eight (8) Head Start Programs. To date, a total of four (4) CLASS observations were done and feedback/resources were provided (Pre-K CLASS Self-Assessment Tool, Teachstone CLASS Practices E-Books, CLASS Practices in-person modeling) to help identify areas of need and individualized support to classroom staff.
- As of March 2025, five (5) Head Start Corporate Staff are certified as CLASS 2nd Edition Observers Pre-K-3rd (Education Manager, Early Childhood Specialist/Coach Manager, Early Childhood Specialist, Intervention Manager, and the Family TIES-Licensed Social Worker).
- The EOC onboarded five (5) new qualified classroom teaching staff to improve classroom quality during the 2024-2025 Program Year. These new classroom teaching staff members were extensively trained in the Creative Curriculum for Preschool 6th Edition, creating engaging 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.
- Classroom staff continue to be trained to increase knowledge and capacity in supporting the needs of all Head Start Children to ensure they have the skills to self-regulate and problem-solve in preparation for kindergarten. Four (4) trainings were conducted during pre-service (August 2024) and in-service Training Days (February 2025). The trainings were entitled, "Lesson Plan Implementation", "Teacher Toolbox: Creating an Inclusive Environment", "The Importance of Language Modeling in the Classroom" and "Supporting Children with Challenging Behaviors." All Head Start teaching staff attended the training to learn innovative strategies and techniques to be intentional in supporting children's individualized areas or need.

Data, Tools and Methods for Tracking Progress:

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

Challenges: Staff shortages.

The Human Resources Department has established a partnership with the New York Early Childhood Professional Development Institute and will be posting job listing on their bulletin board and will participate in the Long Island Career Fair. Head Start Executive Management will continue to work with the Human Resources Department to recruit and hire qualified staff.

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.

- SmartTeach database training has been provided to all existing and onboarding classroom staff to increase staff skill sets and the processing of data. On November 6th and December 4th 2024, the Education Team launched the SmartTeach Institute. The topics of entering lesson plans, observations, checkpoints, and discovering new SmartTeach database features were reviewed with classroom staff. All classroom staff are SmartTeach Interrater Reliable to observe, score, and conduct checkpoint assessments tri-annually. Currently, 97% of all Head Start classroom staff are Teaching Strategies Interrater Reliable to assess children's skills accurately. Two staff (2) are in the process of completing the Teaching Strategies GOLD Interrater Reliable certificate.
- Classroom staff continues 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. Staff will be encouraged to participate in the EOC Displaced Homemaker Program (DHP) to increase computer literacy skills. The EOC will send foreign credentials to be assessed and compared with the United States.

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 implement the Creative Curriculum for Preschool 6th Edition and the SmartTeach Assessment Database System, utilizing digital resources to enhance teachers' knowledge of best practices for English and Dual-Language Learners (ELL/DLL). These resources support data-driven, individualized instruction that builds on students' strengths and prior knowledge while actively involving families in bilingual learning. Parent-child activities and instructional videos are provided daily in both English and Spanish, contributing to 81,164 hours of home learning to empower parents as lifelong educators.
- As of the Fall 2024-2025 PY Baseline Checkpoint, the English Language Learner child outcomes data reflected between 50%-63% Meeting/Exceeding the Widely Held Expectations for all TSG dimensions. The Winter 2024-2025 School Readiness Child Outcome data indicates a 12%-19% growth among ELL/DLL students, with 68%-80% meeting or exceeding widely held expectations in Teaching Strategies Gold dimensions. The Hatch Ignite learning platform further enhances language acquisition through 203 child-directed, play-based experiences in English and Spanish. It collects data on kindergarten readiness and integrates it into

the Teaching Strategies Gold database, enabling teachers to tailor instruction. Of the 75 objectives and dimensions assessed in Hatch Ignite, 40 align with the Teaching Strategies system. These child outcomes are measured with 14% of the English Language Learner children having a diagnosed disability and Individualized Education Program (IEP).

- To ensure effective implementation, classroom staff receive continuous technical assistance and training on educational tools used in Head Start classrooms.

Data, Tools and Methods for Tracking Progress:

Hatch Ignite Reports for Utilization and School Readiness.

Challenges: No presenting challenges.

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 of our Head Start Programs (Freeport, Five Towns/Lawrence, Eastern Nassau/Rockville Centre, Long Beach Roosevelt, Westbury and Hempstead) participated in QualityStarsNY, New York State's Quality Rating and Improvement System. Each program meets regularly with the designated Quality Improvement Specialist to continually improve the program and is in good standing based on the engagement. All seven (7) programs received star ratings; four (4) programs (Freeport, Roosevelt, Five Towns and Westbury) received three (3) stars rating and three (3) programs (Eastern Nassau/Rockville Centre, Hempstead and Long Beach) received four (4) stars ratings.

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-3 Training Attendance Logs/Evaluations/Pre- & Post-Tests, ECERS-3 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 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 4 (2024-2025):

- The EOC program and management system continue with the Board of Directors, Policy Council and Executive Senior Management Leadership Team, working collaboratively to address all agency services and operations. The Office of Head Start Program Performance Standards, the Office of Head Start Management Wheel, 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. Communication continues to improve 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 Director receives ongoing Human Resources (HR) trainings; the 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. Human Resources Department is working to improve the 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 have 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). Transportation data reflects that a total of eighty (80) children are currently 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, Heggerty, 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, 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 communicable diseases exposure by electrostatically deep clean facilities as required, monitor daily attendance, transportation logs and Department of Motor Vehicle (DMV) required documents.

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. During orientation, all new staff receive a welcome packet and Employee Handbook.
- On-site job fairs were conducted at designated Head Start programs and community locations to recruit staff (Roosevelt Public Library/faith-based institution, Nassau Community College, Farmingdale College, Welfare Council of Long Island, and Westbury High School). From August 2024 - to - March 2025; Seventeen (17) staff were hired; sixteen (16) employees are still employed with the Head Start program.
- The EOC continues to recruit, hire and/or promote qualified staff based upon performance and credentials. Waivers have been granted for five (5) teachers who are still pursuing Early Childhood coursework/degrees. Three (3) teachers resigned in January, 2025. The agency continually assesses and promotes positive work environments for staff. Celebratory events are held to recognize staff accomplishments and cultural differences. Events include Hispanic Heritage Month, Black History Month, Women's History Month, Teacher Appreciation events. The EOC maintains the Therapeutic Call Center to support employee's mental wellness.

The Therapeutic Call Center provides a safe and confidential space for employees to meet with a Licensed Master Social Worker. In addition to personal, sick and vacation time, staff are allotted two (2), Mental Health days. Mental Wellness activities are incorporated into professional development trainings for staff. The EOC maintains an Employee Assistance Program (EAP), which is available to all employees.

- The EOC continues to foster the staff's career development and growth through professional development trainings and career development planning. In continuing our pursuit of supporting teacher's ongoing knowledge of child development and appropriate early childhood practices; the EOC offers a Child Development Associate (CDA) credentialing program in collaboration with Molloy College. Upon the completion of 120-hours of CDA coursework portfolio development, observations and passing an exam, candidates receive a credential from the Council on Professional Recognition (Washington DC). There are twenty-four (24) staff that have their CDA credential. In December, 2024, eight (8) staff completed the CDA class through Molloy College.

An Interview Data Form is used to obtain feedback and recommendations after the interview is completed. Staff credentials are tracked via the Staff Credential Log to ensure compliance and career development.

- 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 Pathway Goals 30-60-90 days continue to be used as a follow-up questionnaire for new staff to obtain training and onboarding data to assess the effectiveness and for continuous ongoing improvement. Classroom specific Education task team meetings, peer - to -peer training, cross- training, and individualized training and technical assistance are also offered to support and undergird professional development for staff. As mandated, all center-based teachers must hold at least an associate's or bachelor's degree in early childhood education or equivalent coursework. As of March 2025, the program employs 20 teachers with degrees, including 11 associate's, four bachelor's, and five master's degrees. Additionally, six teachers are enrolled in early childhood education coursework under an approved Office of Head Start waiver.

The Human Resources Department continues to review policies and procedures from the EOC Personnel Handbook with all staff during professional development trainings (August 8, 2024 and February, 18, 2025).

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 maternal 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 maintains a Head Start Institute Training Track which outlines workshops 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/workshops are also included on the parent calendar, which is distributed on a monthly basis at local Head Start Programs.
- Fourteen (14) Parent Training/Workshops were conducted from September 2024 to March 2025 by

community partners and staff.

- Eight (8) Ready Rosie parent curriculum recruitment training sessions were conducted during the monthly parent committee meetings at the Head Start program level.
- As of March 2025, Ready Rosie has a cumulative total of 1512 total registered caregivers, of which 214 parents are actively engaged. Data shows that families most frequently viewed videos related to Positive Parent-Child Relationships (1,103), Families as learners (1,093), Families as lifelong Educators (1,065), Family Well-being (282), Family Connections to Peers and Community (92) and Family Engagement in Transition (76).
- A total of ninety-three (93) Head Start staff (Corporate Staff, Program Directors, Family Service Workers, 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 such as Boostlingo (Interpretation Services), Zoom, ClassDojo and the ChildPlus Database to maintain parent engagement through weekly updates and meetings with parents to maintain a supportive connection between the home environment and school. To date, a total of thirty-seven (37) in-person and/or virtual parent meetings were conducted from September, 2024 to March 2025: topics included, financial literacy, nutrition/healthy plates, family health/healthy bodies, promoting the importance of reading and education, father and male engagement preventative oral and physical health, mental wellness, self-care, cultural celebrations and awareness activities. Nine (9) Policy Council meetings were held from September, 2024 to March 2025.
- The EOC Agency continues to facilitate “Dads Club” meetings to improve fatherhood engagement within the Head Start programs and in the community. As of March, 2024, three (3) meetings were held and a total of forty-four (44) male participants attended.
- At the beginning of the 2024-2025 PY, a total of sixteen (16) Parent Orientations were held in-person. Three-hundred ninety-five (395) 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 calendar for parents outlining activities within the Head Start Program were distributed. Samsung tablets are available for all Head Start children.

Challenges:

Socioeconomic factors: Families facing financial difficulties may prioritize meeting basic needs over involvement in their child's education. Parents with multiple young children struggle to find childcare while attending meetings. Some families do not have reliable transportation, making it difficult to attend in-person events or conferences. A lack of familiarity with online platforms discourage involvement in remote engagement opportunities.

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

- During Parent Orientations, 579 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-nine (59) communications regarding Head Start inquiries were received through the website. Five hundred and seventy-two (579) families received monthly program calendars, flyers and Parent notices are placed on the Parent bulletin board at each local program. A total of seven hundred ninety-one (791) Head Start applications were completed via the EOC website and/or the ChildPlus Database.

Data, Tools and Methods for Tracking Progress:

ReadyRosie, 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. Parents can sign out loaner tablets to use at home but have expressed “not wanting to be responsible”.

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

- EOC continues to utilize various listservs and websites (i.e. Head Start website, the EOC website, Zip recruiter, Indeed, Monster, and college/university websites -Hofstra University, Molloy College, Adelphi University, SUNY Stonybrook University, etc.) to recruit for vacant staff positions. There has been positive feedback and response from interested persons. The EOC has received a wealth of applications from these websites. The EOC Head Start Program applied for and received OCFS Workforce grants for staff one-time incentive to increase staff retention and for recruitment activities.
- As required; a salary comparability study was conducted during our five -year funding period (2020-2025). The study was conducted by WIPFLI (with information provided by EOC’s Human Resource Director and Chief Financial Officer). 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, Smart Recruiter, community events and outreach materials.

Challenges:

Attracting and retaining qualified staff, comparable salaries, high turnover and staffing shortages.

Program Goal (3): The EOC Head Start Child Development Program will utilize the Parent, Family, Community Engagement (PFCE) goals and School Readiness (SR) goals to increase collaborations between participating families and staff and to reinforce the home-school connection (bringing classroom learning experiences in the home setting). Child outcomes will be measured three times per year to assess children's progression. Additionally, a Parent training center (resource room) which has been developed, will be utilized to support parent's ability to work successfully with their child(ren).

Objective1: 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 children are observed on a daily basis for any unusual physical and for signs of any communicable diseases. Letters are sent out to all parents to inform them of a communicable disease outbreak in their child's Head Start center. The EOC of Nassau County follows the guidelines of the NYSDOH and NCDOH for reporting all communicable diseases. A monthly report is received each month from all Head Start Programs and will be submitted to the Health Department as applicable and/or required.
- Several COVID-19 mitigation strategies have been implemented to ensure the ongoing safety of EOC Head Start staff, children and families; continued use of the HEPA air purifier ventilation, daily cleaning, disinfecting of facility by certified electrostatic cleaning staff after a communicable disease exposure. Positive cases are tracked internally via the Individual Program Communicable Disease Report.
- Five hundred and forty-six (546) children are compliant with medical screenings and have a medical home. Additionally, five hundred and forty-six (546) children were compliant with dental screenings (applicable dental follow-up was conducted) and five hundred and forty-six (546) were reported to have a dental home. Head Start continues to implement hazard mapping to analyze incidents, review frequency and location and utilize information to reduce or prevent future occurrences as evidenced by a decrease number of incidents from last year. Additional health and safety trainings included: Allergy & Anaphylactic Reactions facilitated by the EOC Head Start Register Nurse Manager, OCFS training online for Elijah's Law and how to respond in an anaphylaxis emergency, Medication Administration Training, Cardio Pulmonary Resuscitation (CPR) and First Aid Training. Additional annual training included review(s) and updates of Head Start Specific Policies and Procedures on Child Safety and Accountability. Ongoing monitoring and required training for staff on Office of Children and Family Services licensing regulations, health and safety were conducted throughout the program year.

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 presenting challenges.

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

- The EOC Chief Financial Officer continually works with Program Directors to review budgets and ensure that programs are working within the confines of their budget allocations. The EOC Chief Financial Officer facilitates ongoing individual budget meeting 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) has opportunities to ask questions, have input and approve budgets reports at their respective meetings. Trainings were conducted for the Board of Directors (11/29/2024) and Policy Council members (10/7/2024, 11/4/2024, 11/29/2024, 12/10/2024).

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. The EOC is flat-funded and receives COLA funds (as available). We will continue to seek strategies to provide staff with comparable salaries.

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. 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, Hatch 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 Head Start children to use in the classroom to collect data for Hatch Ignite. Apple iPads/Samsung tablets were also provided to all Head Start staff to ensure timely data entry, lesson planning, documentation and participation in virtual meetings. Electronic equipment is used on an ongoing basis and as needed.
- Six (6) out of eight (8) Head Start Programs have placed smart boards/technological devices in each of their Head Start Classroom to advance teacher's use of technology and providing lesson instructions.
- 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 532 children received a pre e-DECA-P2 screening (September, 2024 - March 2025); this is not inclusive of one (1) child who dropped from the program (before their

screening date). The e-DECA-P2 is done 30 days after enrollment. To date, seventeen (17) 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; thirty-four (34) children were identified as needing further assistance and support. Strategy Plans were created for these children to best support their healthy social and emotional development and to reduce challenging behaviors in the classroom and at home. Data indicates that 503 post e-DECA screenings have been completed, with twenty (20) screenings currently pending. Among the thirty-four (34) children identified as needing support based on pre -e-DECA screenings, twenty-three (23) children demonstrated improvement in their social-emotional wellbeing. Additionally, the Mental Health and Disabilities team continues to collaborate with classroom staff and parents to provide individualized support for eleven (11) children identified as requiring additional assistance.

Data, Tools and Methods for Tracking Progress:

Child Plus Reports, Head Start Applications, Child Plus Report, 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 service delivery at the beginning of the Program Year and throughout 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 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 2024-2025 Program Year. Four hundred and twenty-three (423) unduplicated parents have participated in the monthly parent committee meetings held by their individual Head Start Programs. Ninety-one (91) parents participated in sub-committee meetings such as menu planning, education and health and nutrition, in-kind. The Policy Council Chairperson and Vice-Chairperson participated in the EOC Board of Directors Governance Training.
- The Family Community Partnership service area continues its efforts through the Dad's Club to increase and improve parenting outcomes in Head Start Programs. Through engaging workshops, mentorship opportunities, and interactive activities, fathers are encouraged to take an active role in their child's development. The program fosters positive father-child relationships, strengthens parenting skills, and promotes family involvement in early education. As a result, fathers gain confidence in their parenting abilities, improve communication with their children, and contribute to school readiness and social-emotional growth. This ongoing initiative supports stronger family connections and better long-term outcomes for Head Start children.
- In November, 2024, the Mental Health and Disabilities Team, launched a pilot program - "The Mommies Club" in November 2024 at the Five Towns Head Start Program to support parents and guardians, following a recommendation made during a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The Mommies Club, is a support group aim to empower and build resilience by providing a safe space where parents/guardians share experiences, seek advice, emotional support, and more importantly reduce the feeling of isolation. The Mommies Club also provides financial literacy, promote leadership skills, provides psychoeducation and practical strategies to support their overall mental wellness. Workshops were presented during the months of November 2024, December 2024 and March, 2025 and a total of twenty-three (23) parents participated.
- Based on identified needs, workshops are provided to parents to educate, empower and enhance their skills. As of this grant application (September 2024 - March 2025), three (3) workshops were conducted and a total of one hundred and two (102) parents participated.

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. Some parents lack reliable internet access or digital devices, making it difficult to engage with online tracking tools. Parents may not fully understand assessment data, progress reports, or benchmarks for school readiness. Workshops will be conducted on child outcomes color bands and how children are coded.

Program Goal 4: The EOC Child Development Program will maintain a network of community resources for wrap-around support services for children and families, to ensure that child and family needs for their continued growth and sustainability can be met. Staff will work with families to identify and accomplish at least one family goal. This is an ongoing process and will be measured annually to determine effectiveness of resources and services.

Objective 1: During 2020-2025, EOC will increase the number of community presentations program wide increasing the visibility of the EOC Agency-wide programs and services.

- The EOC continues to increase presence at community partner-provider meetings, job fairs, networking meetings such as quarterly CAP Community Meetings (September, 2024 and March, 2025), Monthly Advisory Board Meetings, Annual Law Enforcement National Night Out (August, 2024), Legislative Meeting (March 24, 2025), Black Educators Committee Meetings (ongoing), Office of Equity (ongoing), Evergreen Charter School (January 14, 2025), Hempstead Police Department (February 11, 2025), Office of Youth Services Gang and Gun Prevention (February 13, 2025), to increase capacity-building and sharing of agency flyers, email, and direct-mail. Agency-wide programs are shared at the onboarding orientation for new staff. 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 eighty-nine (89) community partners; forty-eight (48) of which are Head Start related.
- The EOC improved the Head Start Child Development Program web content in 2024 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. In a year-to-year comparison of web activity, data shows that the number of views of the Head Start section content increased by 10.3% to 18,960 views compared to the same mid-March, to mid-March time periods of 2023-2024 and 2024-2025.
- Although the overall number of users dropped in the same time period, the activity of those users who visited increased in the Check List, Information, Check List (Spanish), and history.
- Information is also shared about the agency during agency-wide outreach and recruitment efforts and through networking events. From July 2024 to March 2025, thirty-three (33) community outreach and recruitment activities were conducted; July (4), August (15), September (2), October (5), November (4), December (2) and March (1).

Public announcements/ advertisements were featured in the Long Island Local Kids Source Magazine, website and through scheduled email blast. In addition, advertisement was done on Hempstead Police Athletic League (PAL) and Bethpage Department of Vehicles (DMV). The EOC will be participating in the 14th Annual Kids Fair event scheduled for April 6, 2025.

Data, Tools and Methods for Tracking Progress:

Training documentation, Attendance sheets and evaluations, Surveys, Group/individual trainings, Memorandum 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 EOCs website as a link on community partner's webpages.

- EOC has increased its presence on partner-provider web-sites. A new EOC Website will be launched in April, 2025. The website is designed to be attractive, provide insight on the services offered by the agency and easily accessible for the public. The Head Start Child Development Program website includes Head Start services, allow families to apply for Head Start directly from the website (in English and Spanish) and upload documents. Families and community partners can also send messages directly to the Head Start Corporate Office via the website. Over the last year, (March 2024 to March 2025, one hundred and twenty-five (125), Head Start 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, 2025). It consists of the overall Agency and specifically Head Start Financial information, Governing Body input and recognitions, Client Testimonies, Child - Outcomes and Program Services are all a testament of the social and economic impact the EOC has made to children, youth, seniors individuals, families and families who are directly impacted by the EOC of Nassau County. Parent / Teacher conferences and End of the Year Head Start moving up celebrations are also a platform for parents to share about the impact that the Head Start Program has on the lives of their child/ren and family.

Data, Tools and Methods for Tracking Progress:

Community has been informed via the EOC Annual Meeting, Annual Journal, Agency events/ activities. Trainings, Parent Meetings, Quarterly Reports.

Challenges: No presenting challenges.

EOC HEAD START CHILD DEVELOPMENT PROGRAM SCHOOL READINESS CHILD OUTCOMES DATA WINTER 2024-2025

...

The Economic Opportunity Commission (EOC) of Nassau County, Inc. Head Start Program implements the Creative Curriculum for Preschool, 6th Edition, which is closely integrated with the Teaching Strategies Digital Curriculum Resources and the GOLD Assessment: Birth to Third Grade database. This comprehensive framework enables educators to systematically collect and analyze formative assessment data on child outcomes, facilitating data-driven instructional planning. Through this approach, teachers can scaffold children's learning to progressively advance their developmental skills and effectively individualize instruction.

The program utilizes the Teaching Strategies Snapshot Reports to aggregate and disaggregate School Readiness Child Outcomes Data across all domains of the Head Start Early Learning Outcomes Framework (HSELOF) and all dimensions of the Teaching Strategies GOLD (TSG) assessment. The analysis of these reports provides insights into the percentage of children who are performing below, meeting, or exceeding widely held expectations. These expectations, grounded in research, reflect developmental milestones for children from birth through third grade. By leveraging the "Widely Held Expectations" framework, the Head Start Education Team can assess group-level performance and determine whether children's skills, knowledge, and behaviors align with developmentally appropriate benchmarks.

At the mid-year checkpoint, it is developmentally appropriate for approximately 66% or more of the children to meet or exceed the widely held expectations, with the remaining third of the program year allocated for continued growth. By the spring checkpoint, the goal is for 90%-100% of children to meet or exceed these expectations in preparation for kindergarten. An approximate 10% margin accounts for children with an Individualized Education Program (IEP), in alignment with Head Start disability inclusion requirements. For instance, by the conclusion of the Spring 2023-2024 program year, 90%-95% of children were meeting or exceeding all Teaching Strategies GOLD Dimensions, with 10% of the Head Start population identified as children with an IEP.

Analysis of Fall and Winter Checkpoint assessment data indicates that a significant proportion of Head Start enrollees are English Language Learners. Specifically, the Winter Checkpoint assessment identified 346 children who are English Language Learners. That is 63% of the Head Start enrolled population including both returning and newly enrolled children. Among the ELL population, 36% are Preschool age 3, 53% are Pre-K age 4, and 11% are Kindergarten age 5. 11% of our ELL population have an Individual Child Plan (IEP).

Winter 2024-2025 Child Outcomes

The Winter 2024-2025 Checkpoint Assessment evaluated children's progress toward school readiness across the five domains of the Head Start Early Learning Outcomes Framework (HSELOF). On March 7, 2025, the Teaching

Strategies GOLD (TSG) Winter 2024-2025 checkpoint assessment was completed for five hundred and thirty-five (535) enrolled children across thirty-five (35) classes in eight (8) program sites.

Analysis of school readiness outcomes for the 2024-2025 program year revealed measurable gains between the Fall Baseline Assessment and the Winter Checkpoint Assessment, with improvements ranging from 8% to 15% across all Teaching Strategies Learning Dimensions. As a result, 66% to 81% of children met or exceeded the widely held expectations. Additionally, specific outcome gains within the HSELOF domains ranged from 7% to 14%, with 81% to 91% of children meeting or exceeding the widely held expectations.

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program Teaching Strategies GOLD Snapshot Report Comparison					
TSG Development & Learning Dimensions	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	
Social-Emotional	35%	65%	20%	80%	+15%
Physical	34%	66%	30%	70%	+4%
Language	44%	56%	34%	66%	+10%
Cognitive	36%	64%	25%	75%	+11%
Literacy	32%	68%	19%	81%	+13%
Mathematics	35%	65%	27%	73%	+8%

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program HSELOF Outcome Growth Comparison for All Programs					
Head Start Early Learning Outcome Framework (HSELOF)	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	
Approaches to Learning	21%	79%	14%	86%	+7%
Social-Emotional	23%	77%	9%	91%	+14%
Language & Literacy	26%	74%	19%	81%	+7%
Cognition	24%	76%	10%	90%	+14%
Perceptual, Motor and Physical Development	26%	74%	18%	82%	+8%

Winter 2024-2024 TSG English Language Learners (Inclusive of Dual Language Learners) Child Outcomes

The Winter 2024-2025 Teaching Strategies GOLD assessment reflects the outcomes for **63% of the Head Start child population which is a total of three hundred and forty-six (346) children that are English Language Learners (ELL)/Dual Language Learner Children. Between the Fall and Winter assessment seasons, a 10% to 19% growth was measured for ELL/DLL Children. The overall percentage of ELL/DLL children meeting/exceeding the growth range is 68% to 80% in all Teaching Strategies GOLD dimensions. These child outcomes are measured with 14% of the English Language Learner children having an IEP.**

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program ELL/DLL Teaching Strategies GOLD Snapshot Report Comparison					
TSG Development & Learning Dimensions	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	
Social-Emotional	39%	61%	20%	80%	+19%
Physical	37%	63%	25%	75%	+12%
Language	50%	50%	32%	68%	+18%
Cognitive	42%	58%	27%	73%	+15%
Literacy	38%	62%	22%	78%	+16%
Mathematics	39%	61%	29%	71%	+10%

Winter 2024-2025 TSG Children with identified Individual Child Plan (IEP)

On March 7, 2025, the **Winter 2024-2025 Teaching Strategies GOLD** assessment identified 56 children (10% of all Head Start enrollees) with **an Individualized Education Program (IEP)**, distributed as follows: 39% were three-year-olds, 55% were four-year-olds, and 5% were five-year-olds.

Among these children, **Special Education Services** were provided as follows:

- 56 received Speech and Language Therapy
- 16 received Special Education Itinerant Teacher (SEIT) Services
- 3 received Occupational Therapy
- 1 received Psychological Counseling
- 5 awarded an integrated special class size

Assessment outcomes demonstrate a growth of 7%-16% across most Teaching Strategies GOLD Dimensions from Fall 2024 to Winter 2025. Among children with an Individualized Education Program (IEP), 55%-77% met or exceeded the Widely Held Expectations for the Winter 2024-2025 program year. However, the Language and Literacy dimension of Teaching Strategies GOLD fell below the 66% benchmark, with only 55% of children meeting or exceeding expectations. This discrepancy may be attributed to the fact that, of the fifty-six (56) children with an IEP, thirty-seven (37) are classified as English Language Learners/Dual Language Learners, and all fifty-six (56) are receiving Speech and Language Therapy services.

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program Children with IEP Teaching Strategies GOLD Snapshot Report Comparison					
TSG Development & Learning Dimensions	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	
Social-Emotional	39%	61%	30%	70%	+9%
Physical	37%	63%	30%	70%	+7%
Language	56%	44%	45%	55%	+11%
Cognitive	44%	56%	34%	66%	+10%
Literacy	39%	61%	23%	77%	+16%
Mathematics	41%	59%	29%	71%	+12%

Analysis by Age, Gender, Primary Language and Ethnicity:

Mid-year assessment data for the three hundred and sixty (360) returning Head Start children indicates that 70% to 80% are meeting or exceeding growth expectations across all Teaching Strategies dimensions, with 11% of these children possessing an IEP. Among the two hundred and seventy-two (272) children transitioning to kindergarten, 66% to 83% met or exceeded expectations, including 68% to 80% of those with an IEP, which constitute 9% of this group.

Gender-based analysis shows that 256 male children scored between 66% and 78%, with 17% having an IEP, while 279 female children scored between 73% and 84%, with 5% having an IEP.

Racial subgroup analysis highlights that Black or African American Head Start children scored between 73% and 83%, with 6% having an IEP. Male children in this group scored 62% to 85% (13% with an IEP), while females scored 66% to 83% (1% with an IEP).

Program-wide data suggests gains in school readiness outcomes, with 82% to 91% of children meeting or exceeding expectations across the five core domains of the Head Start Early Learning Outcomes Framework (HSELof). The integration of curricula such as the Creative Curriculum for Preschool 6th Edition with Digital Resources, Hatch Ignite, Conscious Discipline, and now with the addition of the supplemental curriculum Heggerty, has contributed

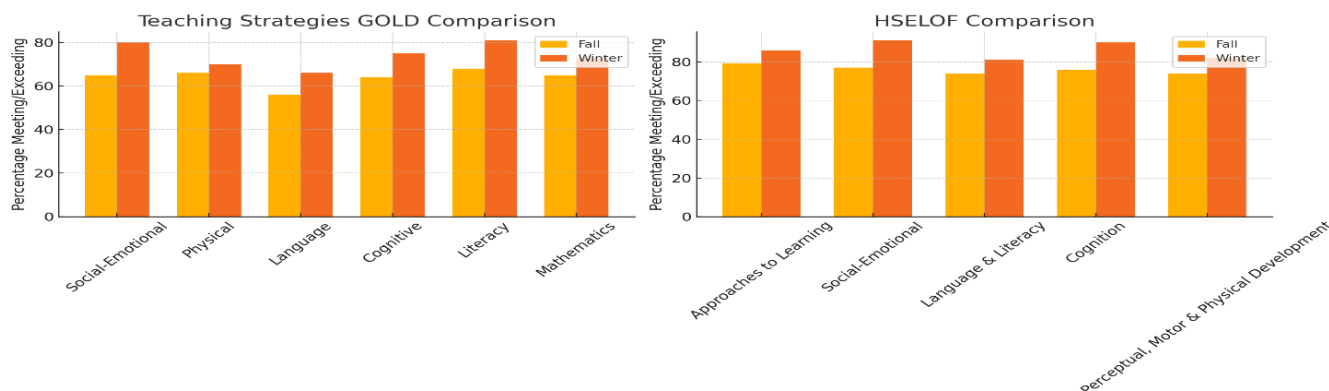
to these achievements. Literacy outcomes are particularly strong across all demographics, with overall Teaching Strategies scores ranging from 68% to 81%, which is a gain of 13% from fall baseline.

Children with diagnosed disabilities and IEPs are progressing, with 55% to 77% meeting or exceeding expectations across most Teaching Strategies dimensions. However, challenges persist in the Language Development dimension with an overall score of 55%. Despite these areas of difficulty, school readiness outcomes demonstrate comparable success rates across male and female students with IEPs range from males scoring 51%-74% and females scoring 69%-85%.

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program Returner Children Teaching Strategies GOLD Snapshot Report Comparison					
TSG Development & Learning Dimensions	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	%
Social-Emotional	36%	64%	20%	80%	+16%
Physical	34%	66%	24%	76%	+10%
Language	44%	56%	30%	70%	+14%
Cognitive	36%	64%	25%	75%	+11%
Literacy	33%	67%	20%	80%	+13%
Mathematics	41%	59%	27%	73%	+14%

<i>Teaching Strategies GOLD Snapshot Report</i>					
Fall to Winter 2024-2025 PY Program Children Trans to K Teaching Strategies GOLD Snapshot Report Comparison					
TSG Development & Learning Dimensions	Fall Checkpoint 2024-2025PY		Winter Checkpoint 2024-2025PY		Child Outcomes Gains from Baseline
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	
	%	%	%	%	%
Social-Emotional	43%	57%	21%	79%	+22%
Physical	36%	64%	24%	76%	+12%
Language	44%	56%	32%	68%	+12%
Cognitive	36%	64%	28%	72%	+8%
Literacy	30%	70%	20%	80%	+ 10%
Mathematics	42%	58%	30%	70%	+12%

A comparative graph showcasing the gains from the Fall Baseline Checkpoint to the Winter Assessment Checkpoint is as follows:



*This data does not include children, who started after the March 7, 2025 checkpoint closure.

EOC HEAD START CHILD DEVELOPMENT PROGRAM

SCHOOL READINESS

GOALS FOR CENTER-BASED PROGRAMS

...

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 their own emotions and behaviors and verbally express their emotions in words with increasing independence. This goal connects to Goals 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 checkpoint 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 diagnosed with 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 checkpoint 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 includes the Head Start requirement of 10% of all Head Start children diagnosed with a disability and an Individualized Education Program (IEP).

Expected Outcome:

Children will build age-appropriate interpersonal relationship skills to enter kindergarten by having continuous in-person peer interactions through turn-taking with others in the classroom.

Change:

Through the social/emotional initiative, children will build their social/emotional skills through a variety of activities including songs, art, and group discussions.

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 other home languages. 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, articulation, 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 checkpoint 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 diagnosed with a disability and an Individualized Education Program (IEP).

Expected Outcome:

Children will enter kindergarten with age-appropriate receptive and expressive language and literacy skills. Through in-person instruction, teachers will continue to utilize Creative Curriculum Lesson Plan hands-on activities to build children's communication abilities.

Change:

With the supplemental curriculum Heggerty, children will build phonemic awareness designed for preschool, focusing on rhyming and segmenting sounds in words to improve reading and spelling.

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. This led to final checkpoint 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 diagnosed with a disability and an Individualized Education Program (IEP).

Expected Outcome:

Children will enter kindergarten with age-appropriate perceptual, motor, and physical skills. Through in-person instruction, teachers will engage a child in a variety of music movement, and physical activities.

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 checkpoint 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 diagnosed with a disability and an Individualized Education Program (IEP).

Expected Outcome:

Children will enter kindergarten with age-appropriate cognitive skills. Through in-person instruction, children will strengthen their brainstorming/problem-solving abilities through individualized small-group instruction.

** The EOC Child Development Program will work progressively to overcome any challenges that may arise.

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

Approved by the Policy Council on March 20, 2023.

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

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

Reviewed, Revised, and Approved by the School Readiness Goal Committee on March 7, 2024.

*School Readiness Goals were updated for the 2025-2026 Program year Two revisions were added

1) **Social/Emotional Expected Outcome:** Through the Social/Emotional Initiative, children will build their social/emotional skills through a variety of activities including read-aloud, songs, poetry, art, and group question discussions. 2) **Language and Literacy Expected Outcome:** With the supplemental curriculum Heggerty, children will build phonemic awareness designed for preschool that focuses on skills such as rhyming, blending, and segmenting sounds in words to improve reading and spelling.

EOC HEAD START CHILD DEVELOPMENT PROGRAM SCHOOL READINESS GOALS OUTCOMES



The Child Outcomes Progress outlined below is based upon the Midpoint Winter Checkpoint Assessment data completed on March 7, 2025. Various demographic categories disaggregate this assessment data to analyze the child outcomes data for strengths, weaknesses, 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 2024-2025 Program Year Winter Checkpoints, there were fifty-six (56) children with an IEP, which is 10% of the five hundred and thirty-five (535) Head Start children having enough GOLD data by March 7, 2025.

Approaches to Learning School Readiness Goal 1: The EOC Children will regulate their own emotions, and 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	Child Outcomes Progress	Challenges	Action Plan for Resolve of Challenges
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 checkpoint 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).	When processing the Head Start Early Learning Outcomes Framework (HSELOF) specific learning objectives in Teaching Strategies Gold (TSG) for the Approaches to Learning Domains for the baseline Fall Checkpoint assessment; children were found to score 79% Meeting/Exceeding the Widely Held Expectations.	Based upon the Midpoint Winter Checkpoint data findings for Approaches to Learning, 79% of children were Meeting/Exceeding the Widely Held Expectations for the TSG objective for Solves Problems. This could be that 63% of our Head Start population are English Language Learners.	To further support teachers’ abilities to strengthen children language comprehension skills, the April Education Task Team (comprised of classroom staff representatives) will convene to discuss the Winter Child Outcomes data.
	With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 86% Meeting/Exceeding the Widely Held Expectations in the HSELOF Approaches to Learning specific TSG child outcomes.		During the remaining third of the program year, specific Focused Intentional Teaching and Observation Activities will be conducted. Classroom staff will continue to provide additional direct support to all children to assist increasing their problem-solving abilities.
	Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 7% growth was noted between seasons for the HSELOF Approaches to Learning specific TSG child outcomes.		To further increase learning in the home environment, classroom staff will provide Teaching Strategies Learning Games, Guided Learning Experiences, and ReadyRosie activities geared towards comprehending cognitive reasoning as well as build language acquisition.
	When processing all Teaching Strategies Gold objective child outcomes for the Social-Emotional dimension baseline Fall checkpoint, children were found to score 65% Meeting/Exceeding the Widely Held Expectations.		To support English Language Learners; the use of the supplemental curriculum Heggerty will be utilize to build children’s English language acquisition skills.
	With further instruction and support, during the midpoint Winter Checkpoint assessment, children		Additionally, in April 2025, classroom staff will be meeting to receive further training and technical assistance support with delivering

	<p>were found to score 80% Meeting/Exceeding the Widely Held Expectations in the TSG Social-Emotional dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 15% growth was noted between seasons for Social-Emotional dimension-specific TSG child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Cognitive dimension baseline Fall checkpoint, children were found to score 64% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 75% Meeting/Exceeding the Widely Held Expectations in the TSG Cognitive dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, an 11% growth was noted between seasons for Cognitive dimension-specific TSG child outcomes.</p>	<p>individualized small group instruction.</p>
--	---	--

Social and Emotional Development, School Readiness Goal 2: The EOC 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.

Measurable Objective Descriptions	Child Outcomes Progress	Challenges	Action Plan for Resolve of Challenges
<p>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 checkpoint 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).</p>	<p>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 77% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 91% Meeting/Exceeding the Widely Held Expectations for the HSELOF Social and Emotional Development Domain.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 14% growth was noted between seasons for HSELOF Social and Emotional Development Domain-specific TSG child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Social-Emotional dimension baseline Fall checkpoint, children were found to score 65%</p>	<p>Based upon the Midpoint Winter Checkpoint data findings for Social-Emotional Development, 64% of children were Meeting/Exceeding the Widely Held Expectations for forming relationships with adults.</p> <p>This may be due to 63% of the Head Start population are English Language Learners and speak another language other than English at home.</p> <p>Based on the Midpoint Winter Checkpoint data for Social-Emotional Development, sixteen (16) children in our program with Individualized Education Program (IEP) are receiving Special Education Itinerant Teacher Services (SEIT), and one (1) child receiving psychological counseling.</p>	<p>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.</p> <p>The Education and Mental Health/Disabilities Component areas continue to collaborate on supporting classroom staff on an ongoing basis focusing on assisting children in the classroom with challenging behaviors.</p> <p>To help give additional support to classroom staff for children in the program exhibiting challenging behaviors, Professional Development Training was conducted during the February In-Service training day entitled, "Working with Children with Challenging Behaviors".</p> <p>During the 2024-2025 PY, the Education Team launched the Social/Emotional Initiative where children build their social/emotional skills through a variety of activities including read-aloud, songs, poetry, art, and group question discussions.</p>

	<p>Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 80% Meeting/Exceeding the Widely Held Expectations in the TSG Social-Emotional dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 15% growth was noted between seasons for Social-Emotional dimension-specific TSG child outcomes.</p>		
--	--	--	--

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	Child Outcomes Progress	Challenges	Action Plan for Resolve of Challenges
<p>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 checkpoint 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).</p>	<p>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 74% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 81% Meeting/Exceeding the Widely Held Expectations.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 7% growth was noted between seasons for HSELOF Language & Literacy Domain-specific TSG objective child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Language dimension baseline Fall checkpoint, children were found to score 56% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 66% Meeting/Exceeding the Widely Held Expectations in the TSG Language dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 10% growth was noted between seasons for Language dimension-specific TSG child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Literacy dimension baseline Fall checkpoint, children were found to score 68% Meeting/Exceeding the Widely Held Expectations.</p>	<p>Based upon the Midpoint Winter Checkpoint data findings for Language Development, children were Meeting/Exceeding the Widely Held Expectations for the following TSG objectives: 70% for 8a. Comprehending language, 72% for 10a. engaging in conversations, 62% for 15a. notices and discriminates rhyming words, and 19b 59% for writing to convey ideas and information.</p> <p>For the TSG Objective 38. “Demonstrates progress in Speaking English”, the data shows that 37% of the children are Meeting/Exceeding the Widely Head Expectations.</p> <p>At the time of the Midpoint Winter checkpoints, 63% of the Head Start population are English Language Learners (ELL) and Dual Language Learners (DLL). 10% of children in the Head Start program with an Individualized Education Plan (IEP) are receiving Speech and Language Therapy.</p>	<p>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.</p> <p>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.</p> <p>During the 2024-2025 PY, the Education Team launched the supplemental curriculum Heggerty. Through this curriculum, children will build phonemic awareness designed for preschool that focuses on skills such as rhyming, blending, and segmenting sounds in words to improve reading and spelling.</p>

	<p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 81% Meeting/Exceeding the Widely Held Expectations in the TSG Literacy dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 13% growth was noted between seasons for Literacy dimension-specific TSG child outcomes.</p>	
--	---	--

Perceptual, Motor, and Physical Development School Readiness Goal 4: The EOC Children will regulate their own emotions, and 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	Child Outcomes Progress	Challenges	Action Plan for Resolve of Challenges
<p>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. This led to final checkpoint 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).</p>	<p>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 74% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 82% Meeting/Exceeding the Widely Held Expectations in the HSELOF Perceptual, Motor, and Physical Development Domain.</p> <p>Between the Baseline Assessment and the Midpoint Checkpoint Assessment, an 8% growth was noted between seasons for HSELOF Perceptual, Motor, and Physical Development Domain-specific TSG child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Physical dimension baseline Fall checkpoint, children were found to score 66% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 70% Meeting/Exceeding the Widely Held Expectations in the TSG Physical dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 4% growth was noted between seasons for TSG Physical dimension-specific TSG child outcomes.</p>	<p>Based upon the Midpoint Winter Checkpoint data findings, the children are developing on par with 82% Meeting/Exceeding the Widely Held Expectations for the Perceptual, Motor, and Physical Development Domain. Thus, exceeding the mid-year marker expectation.</p> <p>The lowest scoring TSG objective needing support in this area is 6- Demonstrates gross motor manipulative skills at 78% and 7a uses fingers and hands at 79%.</p> <p>This may be due to the following demographic factors: fifty-six (56) children have an Individualized Education Program (IEP). Out of the fifty-six (56) children, sixteen (16) are receiving SEIT (Special Education Itinerant Teacher) services</p>	<p>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.</p> <p>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.</p> <p>The Education Team will assist all programs with ensuring fine-motor activities are available as a resource to meet each child's individual learning needs.</p>

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	Child Outcomes Progress	Challenges	Action Plan for Resolve of Challenges
<p>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 checkpoint 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).</p>	<p>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 76% Meeting/Exceeding the Widely Held Expectations.</p> <p>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 HSELOF Cognition Domain.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, a 14% growth was noted between seasons for HSELOF Cognition Domain-specific TSG objective child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Cognitive dimension baseline Fall checkpoint, children were found to score 64% Meeting/Exceeding the Widely Held Expectations.</p>	<p>Based upon the Midpoint Winter Checkpoint data findings, the children are developing on par with 90% Meeting/Exceeding the Widely Held Expectations for the HSELOF Cognition Domain. Thus, exceeding the mid-year marker expectation.</p> <p>Children were found to be Meeting/Exceeding the Widely Held Expectations by 61% for the TSG Mathematics objective 21a. "Understanding Spatial Relationships"</p> <p>This may be due to 63% the Head Start child population with a total number of three hundred and forty-six (346) children are English Language Learners (ELL)/Dual Language Learners (DLL).</p>	<p>During the remaining third of the program year, additional specific Focused Intentional Teaching and Observation Activities will be provided. Classroom staff will provide additional direct support to all children with the following TSG objectives requiring further strengthening: 21a. Understanding Spatial Relationships.</p> <p>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.</p> <p>The Education Team will continue to provide training and support for small group implementation and providing individualization to meet each child's academic needs.</p>
	<p>Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 75% Meeting/Exceeding the Widely Held Expectations in the TSG Cognitive dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint Assessment, an 11% growth was noted between seasons for Cognitive dimension-specific TSG child outcomes.</p> <p>When processing all Teaching Strategies Gold objective child outcomes for the Mathematics dimension baseline Fall checkpoint, children were found to score 65% Meeting/Exceeding the Widely Held Expectations.</p> <p>With further instruction and support, during the midpoint Winter Checkpoint assessment, children were found to score 73% Meeting/Exceeding the Widely Held Expectations in the TSG Mathematics dimension.</p> <p>Between the Baseline assessment and the Midpoint Checkpoint</p>		<p>10</p>

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 79% 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 11% growth was noted between seasons for Science and Technology dimension-specific TSG child outcomes.

EOC HEAD START CHILD DEVELOPMENT PROGRAM

PFCE TO SCHOOL

READINESS CROSSWALK



PFCE to School Readiness Goals Crosswalk			
Social and Emotional Domain			
Parent Family Community Engagement Goals	School Readiness Goals for Center-Based Programs	Family Engagement Progress/Outcomes	Challenges/Improvement Plan Actions
<ul style="list-style-type: none"> 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 weekly, reinforcing the continuity of classroom instruction in the home environment Parents will consistently work with their children for at least one hour per week to teach them how to regulate physical/social emotions 	<ul style="list-style-type: none"> Children will engage in and maintain positive relationships with trusted adults. Children will engage in and maintain positive peer relationships over extended periods. Children will learn to negotiate, compromise, and resolve conflicts with other children. Children will demonstrate self-knowledge. Children will be able to balance the needs and rights of self and others. Children will be able to verbally express a broad range of emotions and recognize these emotions in themselves and others. Children will regulate their 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. 	<p>As of May 2025, two hundred and ninety-eight (298) families attended Kindergarten Transition preparation meetings and activities.</p> <p>Five hundred and fifty-six (556) children have generated a total of eighty-one thousand one hundred and sixty-four (81,164) parent volunteer hours have been calculated from September 2024 to February 2025. This includes parent/child home activities, parent volunteers in the classroom, and parent helpers at program events.</p> <p>From September 2024 to May 2025, One thousand two hundred and twenty (1,220) Ready Rosie Positive Child Relationship Activities have been completed to assist children in building their social awareness, responsible decision-making, self-management, relationship skills, and self-awareness.</p> <p>In supporting positive parent-child relationships and children transitioning to kindergarten, from September 2024 to February 2025, five hundred three (503) families attended the Parent /Teacher Conferences.</p> <p>As of May 2025, five hundred and fifty (550) families will participate in the Social/Emotional initiative.</p>	<p>As a continuing challenge with single-parent and dual-parent working families attending parent-teacher conferences during school hours, classroom teachers will make themselves available to meet parents' needs.</p> <p>Many Head Start Parents and Dual-Parenting Working Families have challenges participating in health workshop meetings. The EOC will continue to conduct parent surveys to receive feedback on how to increase participation.</p> <p>To foster the home-school connection as parents as their child's first educator, parents are continuously encouraged to participate in the Ready Rosie parent program to strengthen children's social/emotional development in the home setting.</p> <p>In encouraging the fostering of positive parent-child relationships and building social/emotional development in children, families will participate in parent-child activities from the social/emotional learning initiative.</p>

Language and Literacy Domain			
Parent Family Community Engagement Goals	School Readiness Goals for Center-Based Programs	Family Engagement Progress/Outcomes	Challenges/Improvement Plan Actions
<ul style="list-style-type: none"> 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. In response to the large enrollment of English Language Learners (ELL), parents and children will be encouraged to participate in English Language Acquisition activities both in the classroom and at home through the Ready Rosie and Heggerty curriculum. As identified, a <u>minimum</u> of 10% of non-English speaking parents will be encouraged to participate in ESL classes as scheduled, to help increase language awareness and skills. 	<ul style="list-style-type: none"> Children will be able to engage in increasingly complex conversations 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, and 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 names. 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. 	<p>As life-long educators, eighty-nine (89) families participated in Head Start subcommittees on the Program -Level from September 2024 to February 2025.</p> <p>As of March 2025, the EOC Head Start Network currently has forty-eight (48) community/organization partners. This growth strengthens the network's resource bank, enhancing its ability to support families' individual needs more effectively.</p> <p>A total of five hundred and fifty (550) children will take part in Heggerty phonemic awareness lessons in the Head Start classroom. (new)</p> <p>From September 2024 to May 2025, one thousand three hundred and fifteen (1,315) Ready Rosie Language and Literacy Activities have been completed to assist children in building reading readiness, letter recognition, and expressive language skills.</p> <p>In supporting positive parent-child relationships and children transitioning to kindergarten, from September 2024 to February 2025, five hundred three (503) families attended the Parent /Teacher Conferences.</p> <p>A total of 203 families have been encouraged to enroll in ESL classes to build their English Language Acquisition skills.</p>	<p>Single Parent and Dual Parent Working Families have challenges attending events and volunteering during school hours. Programs will continue to offer parent meetings and program events during evening hours to encourage more family participation.</p> <p>EOC Head Start recognizes the importance of reading at an early age. Parents will continue to be encouraged to use the program-level lending library to provide families access to developmentally appropriate books for the home environment.</p> <p>In response to English language acquisition being an area of need in our Head Start classrooms, parents will be encouraged to work with their children on learning activities that create a supportive environment and enhance their child's confidence in vocabulary acquisition and reading readiness.</p>

Approaches to Learning Domain			
Parent Family Community Engagement Goals	School Readiness Goals for Center-Based Programs	Family Engagement Progress/Outcomes	Challenges/Improvement Plan Actions
<ul style="list-style-type: none"> 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 (ex. volunteering in any classroom capacity) as a way to connect to their children's learning environment. (Measured by Volunteer Tracking Logs); 	<ul style="list-style-type: none"> 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, the classroom, and materials. Children will regulate their own emotions, and 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 through their socio-dramatic play. Children will learn to make connections by drawing from everyday experiences and applying prior knowledge to new contexts. Children will explore the visual arts. Children will explore musical concepts. Children will explore dance and movement concepts. 	<p>Five hundred and fifty (546) Parents and Families were engaged in program site-level workshops and/or parent meetings over fifty-seven (57) sessions.</p> <p>As of May 2025, one thousand two hundred and sixty (1,260) 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.</p> <p>Five hundred and fifty-six (556) children have generated a total of eighty-one thousand one hundred and sixty-four (81,164) parent volunteer hours have been calculated from September 2024 to February 2025. This includes parent/child home activities, parent volunteers in the classroom, and parent helpers at program events.</p> <p>From September 2024 to May 2025, one thousand one hundred and seventy-eight (1,178) Ready Rosie Families as Lifelong Educator Activities have been completed to assist children in building their social awareness, responsible decision-making, self-management, relationship skills, and self-awareness.</p>	<p>Single Parents and Dual Parent Working Families have challenges attending events and volunteering during school hours. Programs will continue to be encouraged to conduct Parent Night activities to enable more parents to participate in activities with their peers in their children's learning environment.</p> <p>EOC Head Start believes that parents are a child's first and most important teacher, and their role as educators doesn't end when school begins. By embracing a lifelong commitment to learning together, parents will be encouraged to participate in classroom events and activities during parent meetings to nurture curiosity, reinforce academic skills, and create meaningful learning experiences that extend beyond the classroom.</p>

Perceptual, Motor, and Physical Development			
Parent Family Community Engagement Goals	School Readiness Goals for Center-Based Programs	Family Engagement Progress/Outcomes	Challenges/Improvement Plan Actions
<ul style="list-style-type: none"> 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 the 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 makeup of the children and families served; 	<ul style="list-style-type: none"> 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. 	<p>As of May 2025, one thousand two hundred and sixty (1,260) 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.</p> <p>Ninety (90) parents/families participated in the Health and Nutrition Committee menu planning meetings. During March 2025, eight (8) Health and Nutrition Committee menu planning meetings have been conducted.</p> <p>Thirty-six (36) parents from December 2024 to March 2025 from our Five Towns Head Start Program have participated in the Eat Well Play Hard initiative program to educate families on the importance of healthy eating habits.</p> <p>From September 2024 to May 2025, one thousand, four hundred and thirty-two (1,432) Ready Rosie Family Well-Being Activities have been completed to assist children and families build their gross motor development as well as their knowledge of healthy nutrition and safety habits.</p>	<p>The EOC Head Start Team will actively attempt to provide more targeted workshops geared toward nutrition.</p> <p>Based on a community assessment survey conducted in Nassau County, affordable housing was stated as a priority. The EOC Head Start Team will continue to supply resources and programs that will address housing solutions to meet the needs of our Head Start families.</p> <p>To address the need for promoting healthy eating habits and nutrition with Head Start Families, Head Start Programs will continue to participate in the Eat Well, Play Hard Nutrition Program.</p> <p>To encourage healthy eating habits, Head Start Teachers will continue to have nutrition discussions with children during meal times to foster a love and understanding of healthy foods.</p>

Cognition Domain			
Parent Family Community Engagement Goals	School Readiness Goals for Center-Based Programs	Family Engagement Progress/Outcomes	Challenges/Improvement Plan Actions
<p>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)</p>	<ul style="list-style-type: none"> 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 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. Uses differences in attributes to make comparisons. Children will use classification skills to group items by common characteristics. Children will demonstrate an understanding of their bodies 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 a 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 boards) 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 concepts 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. 	<p>As of May 2025, one thousand two hundred and sixty (1,260) 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.</p> <p>Five hundred and fifty-six (556) children have generated a total of eighty-one thousand, one hundred and sixty-four (81,164) parent volunteer hours have been calculated from September 2024 to February 2025. This includes parent/child home activities, parent volunteers in the classroom, and parent helpers at program events.</p> <p>From September 2024 to May 2025, one thousand one hundred and seventy-eight (1,178) Ready Rosie Families as Lifelong Educator Activities have been completed to assist children in building their skills in observation, analysis, and reasoning, and early learning math concepts</p>	<p>The EOC Head Start program recognizes that some parents and families may find mathematics and science home learning activities intimidating. To support families in fostering their child's early learning, the program will provide at least two mathematics and science educational training sessions during Year 5. These sessions will be conducted during home visits and parent-teacher conferences which will offer one-on-one discussions to set educational goals and explore strategies for incorporating math and science learning into everyday routines.</p> <p>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. Head Start network will continue to be educated in order to improve classroom management and family relationships.</p>

Event

Event Budget for Event : EXPENSES

Site	Estimated	Actual
Room and hall fees	\$700.00	\$700.00
Site staff	\$100.00	\$100.00
Equipment	\$200.00	\$100.00
Tables and chairs	\$300.00	\$500.00
Total	\$1,100.00	\$1,000.00

Actual Cost Breakdown



Decorations	Estimated	Actual
Flowers	\$200.00	\$500.00
Candles	\$900.00	\$400.00
Lighting	\$500.00	\$600.00
Balloons	\$300.00	\$800.00
Paper supplies	\$400.00	\$200.00
Total	\$2,300.00	\$2,500.00

Publicity	Estimated	Actual
Graphics work	\$500.00	\$800.00
Photocopying/Printing	\$100.00	\$200.00
Postage	\$600.00	\$500.00
Total	\$1,200.00	\$1,500.00

Estimated vs. Actual



Miscellaneous	Estimated	Actual
Phone	\$500.00	\$600.00
Transportation	\$800.00	\$400.00
Stationery supplies	\$600.00	\$600.00
Services	\$200.00	\$400.00
Total	\$2,100.00	\$2,000.00

Entertainment	Estimated	Actual
Entertainment	\$600.00	\$900.00
Entertainment	\$50.00	\$0.00
Entertainment	\$800.00	\$500.00
Entertainment	\$500.00	\$800.00
Total	\$2,210.00	\$2,200.00

Refreshments	Estimated	Actual
Refreshments	\$300.00	\$500.00
Refreshments	\$600.00	\$300.00
Refreshments	\$500.00	\$500.00
Refreshments	\$440.00	\$150.00
Refreshments	\$10.00	\$50.00
Total	\$1,850.00	\$1,500.00

Prizes	Estimated	Actual
Prizes	\$200.00	\$300.00
Prizes	\$800.00	\$200.00
Total	\$1,000.00	\$500.00

2024 FISCAL REPORT

Economic Opportunity Commission of Nassau County, Inc.

Results of our most recent financial statements audit for Fiscal Year Ended July 31, 2024

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

Reference: Page 8 of Uniform Guidance Supplementary Financial Report: Schedule of Findings and Questioned Costs, For the Year Ended July 31, 2024.

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. One audit finding 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, was disclosed during the audit.
7. The program tested as a major program included:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
93.600	Full Year Head Start Program

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

Section B Findings-Financial Statement Audit

None Reported

Section C Findings and Questioned Costs – Major Federal Award Programs Audit

Condition: EOC did not electronically submit to the clearinghouse its fiscal 2024 audited financial information within 9 months after its fiscal year end. All future submissions will be filed timely. There were no Questioned Costs.

Note: There were no audit findings in the prior year’s audit Schedule of Findings and Questioned Costs, relative to federal awards.

“Helping People. Changing Lives.”

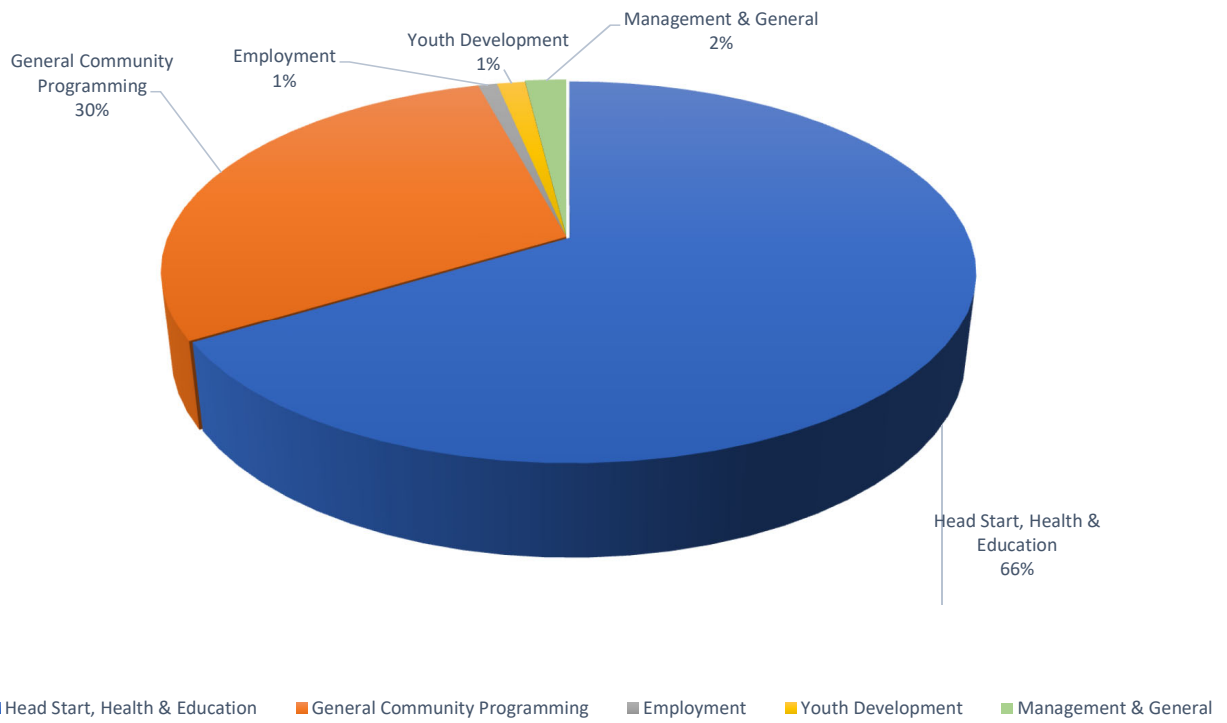
Economic Opportunity Commission of Nassau County, Inc.

Schedule of Public and Private Funds Received by Source
For the Fiscal Years Ended July 31, 2024 & 2023

Name of Grantor/Source of funds:	7/31/2024	7/31/2023
Department of Health and Human Services, Full Year Head Start	\$ 9,566,078	\$ 9,403,177
Department of Health and Human Services, Community Service Block Grant	2,858,087	2,990,989
NYS Children and Family Services, Division of Childcare Services - Workforce Retention Grant	617,404	
In-Kind Contributions	575,136	688,025
NYS Department of Health, Child & Adult Care Food Program	506,050	540,337
Nassau County Department of Housing & Homeless Services, Rapid Re-Housing Assistance	390,775	903,836
County of Nassau – Youth at Risk	224,882	215,447
Hempstead School District -Empire	200,000	156,241
Department of Labor -Displaced Homemaker	158,213	136,008
Department of Health and Human Services, Emergency Food and Shelter Program	115,907	261,009
Other Local	85,736	184,379
NYS Office of Children and Family Services - Community Credible Messenger Initiative	69,714	
Westbury School District - Universal Pre-K Program	65,100	65,100
Nassau County Office for New Americans, Relief Fund for Storm Survivors	18,451	150,541
Town of North Hempstead - Port Washington	16,872	10,500
Village of Hempstead - CDBG	15,846	
Community Chest of Port Washington	10,000	
Greentree Foundation Good Neighbor Fund	7,500	
Town of Hempstead-Youth Grant	5,970	-
Incorporated City of Glen Cove	5,675	8,199
Hempstead School District		33,477
United Way		8,968
Total	\$ 15,513,396	\$ 15,756,233

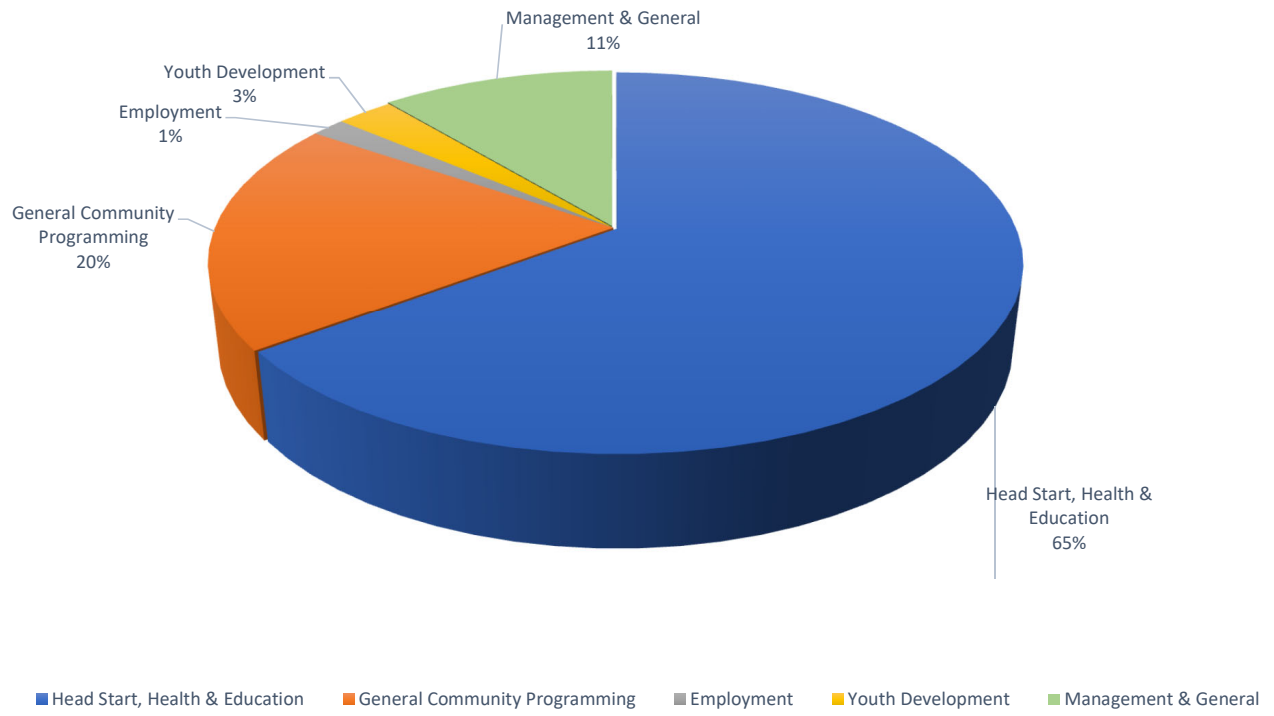
"Helping people. Changing lives."

Economic Opportunity Commission of Nassau County, Inc. Functional Expenses For the Year Ended July 31, 2023



"Helping People. Changing Lives."

Economic Opportunity Commission of Nassau County, Inc. Functional Expenses For the Year Ended July 31, 2024



"Helping People. Changing Lives."

EOC OF NASSAU COUNTY, INC.

STAFF LIST



- Acevedo, Carmen
- Ackerman, Jillian
- Ahmed, Nasima
- Ajmal, Uzma
- Alcantara Jimenes, Darlin
- Alexander, Steven
- Allen, Janet Love
- Alvarez Cabrera, Tania
- Alvarez de Tejada, Mercedes E.
- Andree, Sabrina
- Aquilina, Lisa
- Ardila, Sebastian
- Arias Torres, Amy
- Ashraf, Andleeb
- Bagley, Erika
- Bailey, Leslie
- Bailey, Sandra
- Barrera, Isabella
- Batista, Jaelyn
- Becoat, Otis
- Bell Roach, Leonie
- Bembry, Yvette
- Benites, Nataly
- Berger, Michael
- Bernhardi, Michael
- Berry, Karleen M.
- Boucher, Rachael
- Bowen, Grazia
- Boykin-Blackshear, Michele
- Bradley, Gwendolyn
- Brown, Wilda
- Bruce, Ralph
- Bryan-Pryce, Stephanie
- Burgess, Dianne
- Bush, Sylvester
- Butler, Monique
- Capellan, Manuel
- Carcamo-Quijada, Jessica
- Castillo, Blanca
- Castma, Ketia
- Charles, Carolyn
- Charles, Ketsia
- Chauvet, Sanaa
- Ciccarone, Rebecca
- Clarke, Donnisa
- Clarke, Renee
- Clarke, Rhiana
- Clouden, Prema
- Colter, Estelle M.
- Cooke, Ricky
- Corley, MelRose B.
- Corley, Tracy Michelle
- Coronado, Jaime
- Cruz, Teresa
- Cywinski, Amy D.
- Davis, Marie
- De La Rosa, Mitzi
- De Los Rios Zapata, Steven
- Deans-Forrester, Gale
- DeJesus, Daniel
- Del Prete, Bianca
- Dickson, Candice
- Dimatos, Gina Marie
- Dortch-Smith, Novella E.
- Dowdy, Deborah
- Drummond, Anthony
- Duncan-Lyons, Lintia
- Earl, Rasheeta
- Erskine, LaVonne
- Evans, Phyllis
- Fernandez, Adriana
- Flores, Mateo
- Fontaine, Jeremy
- Forde, Phylia
- Franco Murillo, Arely Del Socorro
- Frazier, Tiffani
- Funez, Eduin
- Garcia, Jorey
- Garcia Gadeas, Maira
- Gatewood, Elijah
- Genus, Marlene
- Gomez, Edith
- Gonzalez, Emely
- Gonzalez, Brian

Gonzalez Ramirez, Rolinda
Graham, Gennell J.
Greaves, Sharon
Groves-Baskerville, Corliss
Gutierrez Garcia, Dolores
Hall, Markesha
Halpern, Melanie
Hamlin-Croutch, Charlena
Hasan, Shah
Hasberry, Beverly
Hayes, Shana
Haywood, Rachel
Herman, Arielle
Hernandez, Damaris E.
Hernandez, Cristina
Hidalgo, Yissel
Hughes, Kashmya D.
Hunter, Helen
Hurd, Natasia
Hurst, George
Iqbal, Vajiha
Jackson, Kevin
Jeanty, Irma
Johnson, Yvonne
Johnson, Frederick
Johnson, Barry
Johnson Mcghie, Marcia
Jones, Rubin
Jones Jr., Brian
Kabaghe, Chimwemwe
Kabir, Rabia
Kaur, Navpreet
Key, Garrett
Khan, Raffat

Kinney, Edna S.
Kour, Sukhwinder
LaSalle, Arisbel
Lee, Lorraine
Lemus, Amy
Lewis, Leslyn
Liberato- Santana, Eva
Lights, Corde
Liu, Bao
Lodhi, Maleeha
Lopez, Justin
Lopez Argueta, Oscar O
Marshall, Patricia
Martinez, Lizzette
Martinez, Mario R
Martinez Liberato, Danelis
Mashburn, Yolanda
Matadin, Natalie
Matheus, Marco
McIntosh, Candice
Mency, Mario
Mendez, Christian
Miller, Crystal
Mills, Cecile
Modeste, Phyllis
Montalban, Mallory
Murphy, Patricia
Murray, Yolanda
Organ, Sadie
Patten, Latasha
Pearsall, Rosanna
Perdomo Joya, Gonzalo
Perez, Fernando
Perez, Estella

Perez-Pinales, Susan
Petty, Jasmine
Pierri, David
Pinello, Pietro
Pittman, Dorothy
Ponton, Cary
Portilla Fernandez, Rosa
Poulson, Eric J.
Pryce, Kyle
Ramon, Henry Fabian
Reeder, Sirrisa
Rhodes, Tamara
Rodriguez, Tanya
Romero, Wilber
Rosales, Jakeline
Rubio Arguelles, Aurora
Sanders, Brandon
Sanders, Kim
Schmid, Stephanie
Scott, Leticia
Serrano, Vicky
Sherrill, Nicole Lizette
Shiver-Kennedy, Anita L.
Sistrunk Lake, Hope
Skinner-Ashwood, Fastine
Smith, Patrick
Smith-Hasberry, Imani
Smoot, Kevin
Snow, Amanda
Soraca Garcia, Luhatani
Souffrant, Joanie Anne
Stamatelos, Teresa
Stanley, Travis
Stockdale, Samantha

Styles, Aaliyah

Tavernier, Alice

Taylor, Lorie

Teklehaimanot, Haimanot W.

Thompson, Kecia

Tilghman, Kimberly

Torres, Evelyn

Trejo Medina, Melanie

Trent, Shanna

Tripicchio, Ricardo

Turner, Andrew

Valencia, Sergio W.

Valmon, Juan

Vargas Vanegas, Abdiel

Vasconcelos Martinez, Rebeca

Velez Aguirre, Heidi

Ventura Carranza, Roger

Villalobos, Abraham

Walker Jr., Darrell

Walters, Shahonna

Ward, Josephine

Warner, Olive

Washington, Samantha

Weed, Brianna

Wells, Janiyah

Wessel, Ingrid

White, Imani

Williams, Sherry

Williams, Anwar

Wilson, Cagney

Wilson, Erik

Wright, Griselda

Yarborough, Iris M.

Ynirio, Denni

Zaharioudaki, Nadia

EOC OF NASSAU COUNTY, INC.

PARTNERSHIPS



A&W Safety Surfacing LLC

Adelphi University

All About Kids

Antioch Baptist Church

Baldwin Library

Baldwin School District

Bethpage Federal Credit Union

Blue Cross Blue Shield

Book Fairies

Bright Futures NY

Cedarmore Corporation

Charles Evans Center

Child Care Council of Nassau County

Coldwell Banker American Homes Hicksville

Community Development Agency

City of Glen Cove

Community Development Agency

Incorporated Village of Freeport

Community Development Agency

Incorporated Village of Hempstead

Community Development Agency - Nassau County

Cornell Cooperative Extension Nassau County

Department of Health and Human Services

Discount School Supplies

EAC Network

East Rockaway School District

Eastern New York Youth Soccer Association

Economic Opportunity Council of Suffolk, Inc.

Elite Development Player Soccer League

Elmont Library

Emblem Health

Empire Blue Cross Blue Shield

Fidelis Cares

First Baptist Church

First City Project Collective

Freeport UFSD - High School

Freeport Memorial Library

Geico

Girls Scouts of Nassau County, Inc

Glen Cove Child Day Care Center Head Start

Glen Cove School District

Grace Lutheran Church (New Life Center)

Hatch Early Learning Inc

Health and Welfare Council of LI

Health First

Health Research Incorporated

Heggerty

Hempstead Police Department

Hempstead Union Free School District

Hendrickson Bus Company

Hicksville School District

Hunter College (School of Social Work)

Incorporated Village of Hempstead

Island Harvest

JP Morgan Chase

Keller Williams

Kiwanis
Laffey Realty
Lawrence School District
Level Up Glen Cove Care
Liberty Dental
Lifetouch
Long Beach Library
Long Beach Martin Luther King Center
Long Beach School District
Long Island Cares
Long Island Coalition for the Homeless
Long Island Harvest
Long Island Junior Soccer League
Long Island Panthers LLC
Long Island Rough Riders
Malverne School District
Memorial Presbyterian Church
Molloy University
Nassau County Bar Association
Nassau County Department of Health
Bureau of Health Access
Nassau County Joysetta and Julius Pearse
African American Museum
Nassau County Library Association
Nassau County Office of Hispanic Affairs
Nassau County Office of Minority Affairs
Nassau County Office of Youth Services
Nassau County Perinatal Services Network
National Community Action Partnership
New York City Football Club
New York State Community Action Association
New York State Department of Health
New York State Department of Labor
New York State Department of State
Northwell Health

Operation Warm
Pajama Program
Pariva Health
Playsafe Surfacing LLC
Port Washington Police Department
Port Washington School District
Primerica
Project Hope
Salem Baptist Church
Shining Star Yoga and Wellness Inc.
SoulJoy Wellness, LLC
Rockville Centre School District
St. Frances de Chantel Church
Stop and Shop Cherry Valley
Subaru's Love to Care Program
The Candy Lab
The Safe Center
The Tillner Foundation, Inc.
Tiffany Lawson NP / Thinkable Joy NP
in Psychiatry PC
Town of North Hempstead
Town of Oyster Bay
Toys for Tots
Transformation+ Inc.
Trollinger Realty Co.
Twin Oaks Country School
Uniondale Public Library
Uniondale School District
University of Buffalo
Urban League of Westchester County
Valley Stream Community Trust
Westbury School District
Whole Foods - Garden City
Your Local Kids Source Magazine

The Promise of Community Action

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



**HELPING PEOPLE,
CHANGING LIVES**