



**Grand Street Settlement
Early Head Start Annual Report to the Public
September 2015-August 2016
(FY16)**

(A) The total amount of public and private funds received and the amount from each source

The EHS program is 100% funded by the federal grant. The total EHS revenue for FY16 was \$929,989.00.

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year

The expenditures of \$929,989.00 was supported by revenue of \$929,989.00. Budget and actual are available from Grand Street Settlement, Inc. upon request.

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served

In 2015-2016, GSS EHS served a total of 77 infants/toddlers in our center-based classrooms and home-based program in addition to 3 expectant mothers for a total cumulative enrollment of 80 participants over the course of the year. GSS EHS served a total of 67 families.

The average monthly enrollment over the course of the year was 101% of funded enrollment. Out of the total number of participants, 74% (59 participants) qualified for Early Head Start based on EHS income standards. Eligibility by virtue of receiving public assistance, foster child status, or homeless status amounted to 19% of participants served.

(D) The results of the most recent review by the Secretary and the financial audit

The FY2016 financial audit was accepted and approved on March 17, 2017.

(E) The percentage of enrolled children that received medical and dental exams

95% of all Early Head Start participants had a medical home and 84% of participants had a dental home providing continuous and ongoing health and dental care, including examinations.

(F) Information about parent involvement activities

Parent Involvement

At each site, a Family Worker develops services to foster caregivers' roles as primary educators, nurturers, and advocates. Simultaneously, GSS offers services to parents in order to assist them in reaching their own personal and family goals. Assistance includes identifying service providers, help with scheduling appointments, serving as interpreters, and advocating for the family.

The family partnership process begins as soon as the family is enrolled in the program and continues to adjust as needed throughout the year. During the registration process and throughout the year, families establish a Family Partnership Agreement describing the family's goals, Strategies for achieving each goal and a system for tracking progress. Examples of Family Development Goals include financial counseling, employment/job training, kindergarten readiness, and health training, among others. Home visits are offered twice a year—usually in September and March—and there are 2 parent-teacher conferences. Family Workers also plan monthly events for parents' participation.

(G) The agency's efforts to prepare children for kindergarten

School Readiness & Preparation for Kindergarten

GSS's general approach to child development and education is one of nurturing children, recognizing parents as their child's first and most lasting teachers, and providing a developmentally appropriate environment where children are comfortable to explore, grow and develop.

Our approach to School Readiness is to develop annual goals that reflect the five central domains in the Head Start Early Learning Outcomes Framework and is aligned with the Creative Curriculum, and our assessment tool, Teaching Strategies GOLD.

Developing School Readiness Goals (SRG) includes on-going communication between directors, coordinators, teachers, parents/guardians, and consultants. Input from all sources is important to ensure that chosen objectives are relevant to the community we serve and the education systems that children will transition to.

Education Coordinators provide on-going training for teachers to support effective implementation strategies that positively impact children's learning and development. SRG implementation is monitored for accuracy and consistency through data reports that indicate measurement of growth over time, child education file reviews, informal classroom observations, and through reliable tools such as CLASS (<http://teachstone.com/the-class-system/>), and ITERS (<http://www.ersi.info/>).

Creative Curriculum

GSS uses The Creative Curriculum to support classroom learning and development. This curriculum supports individual differences such as dual-language learners, disabilities, life circumstances, and temperament. Planning for children includes information gathered from

teacher observations of children's interests, anecdotal notes, family input, and assessment results. The curriculum is aligned with the Head Start Child Outcomes Framework to ensure that all domains of learning are supported, planned for, and assessed.

In our Early Head Start home-based program, the home visitor uses Partners for a Healthy Baby to guide the interactions and resources shared with parents and expectant families during scheduled home visits. During socialization sessions, where parents and their children engage in a larger group environment, the play and relationship based approach of Creative Curriculum is used to guide the learning and exploration.

Head Start Transition into Kindergarten

Head Start works to support children and families' transition into Kindergarten.

With the collaborative partnership or community partnerships between Head Start and local charter and public schools this partnership is important in helping families assist with kindergarten applications, provide parents with site visits to local schools which will offer insight to the best decision and placement for their children.

Transition/preparation includes Head Start teachers conducting a transition visit and parent teacher conference with families; these visits take place in November and December. Teachers share resources and information on school readiness which is crucial to kindergarten transition.

Developmental Assessments

Teaching Strategies GOLD is an authentic, ongoing, observational system for assessing children from birth through kindergarten and provides individualized activities for enhanced student outcome data from each of the domains (Social and Emotional, Cognitive, Language, and Physical). Through ongoing child observations and a partnership with parents, teachers learn about the individual learning and development of each child. This information informs individualized and group planning, which supports positive outcomes for children in all developmental domains.