



**Grand Street Settlement  
Head Start Annual Report to the Public  
September 2016-August 2017  
July 2016-June 2017 (FY17)**

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

Grand Street is a pass through grantor of Head Start funds from the Administration for Children and Family Services. In FY17 the program received a total of \$1,656,363 in operating expenses and \$175,142 in in-kind expenses.

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

The expenditures of \$1,656,363 were supported by revenue from the Administration for Children and Family Services. 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**

Head Start served 214 children and 203 families combined from our center-based classrooms at the one pure Head Start site and the two dual model sites (excluding UPK slots). Of those 214 children served in Head Start slots, 33% had an income below 100% of the federal poverty line. Eligibility by virtue of receiving public assistance, foster child status, or homeless status amounted to 42% of children served. The average monthly enrollment for all children at these sites (including UPK) was 188 or 94% of the 200 possible slots, including UPK. The percentage of eligible children served amounted to 113% (226 children served out of 200 available slots including UPK).

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

The FY17 financial audit was accepted and approved on December 21, 2017.

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

Of all Head Start children, 100% had medical homes and 84% had dental homes 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 Planning 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 four times a year—and there are three 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 essential domains in the Head Start Framework and are aligned with New York State EarlyLearn Guidelines, New York State Pre-kindergarten Foundation for the Common Core, 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/>), ECERS, 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.

### 4 Y/O Transition into Kindergarten

Grand Street works to support children and families' transition into Kindergarten. With the collaborative partnership or community partnerships between Grand Street 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 teachers sharing resources and information on school readiness with parents which is crucial to kindergarten transition. Teacher will then begin filling out a transition plan with parent's first and second choice of school as well as identifying the type of transition it will be (i.e. Between EL sites, between classrooms, EL to other Kindergarten, etc.). The transition plan will gather child's information, developmental status including progress and attainment of school readiness goals, disabilities coordinator/teachers share information about the type of service plan and support needed for the parent (i.e. translation, physical disability, transportation, etc.). Teachers will then finalize everything by providing a signature from both teacher and parent as well as ensuring a meeting between teaching staff.

*-More information provided in EarlyLearn's transition Policy*

### 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-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.