



**Grand Street Settlement
Head Start-Early Head Start Partnership
Annual Report to the Public
Program: September 2021-August 2022
FY21: February 1st 2021 to January 31st 2022**

- (A) The total amount of public and private funds received and the amount from each source**
The total amount received for FY21 was \$7,257,522 from the federal award and \$1,394,058 from in-kind contributions.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year**
The expenditures of \$7,257,522 was supported by revenue from the Office of Head Start. 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 2021-2022, the HS-EHS Partnership served a total of 445 infants/toddlers and preschool age children in our center-based classrooms and home-based program. The program served a total of 428 families. The percentage of eligible children served was 121% (438 children served out of 362 slots). The average monthly enrollment over the course of the year was 98% of funded enrollment (356 children).
- (D) The results of the most recent review by the Secretary and the financial audit**
The FY21 financial audit was accepted and approved on 3/10/2022.
- (E) The percentage of enrolled children that received medical and dental exams**
Out of 445 children enrolled, 100% (443 children) had a medical home at the end of the enrollment year and 90% (401 children) had a dental home at the end of the year.
- (F) Information about parent involvement activities**
A Family Advocate 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 twice a year—and there are three parent-teacher conferences. Family advocates also plan monthly events for parents' participation such as Mother's Day Brunches & Resume Writing Workshops.

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

Here at Grand Street Settlement Early Childhood programs, our staff work together to make sure parents and children feel supported and receive the information needed to make a successful transition from one program model to another. To help prepare the parent and child for this transition, the team schedules a series of visits to the prospective receiving schools. These can include touring the building and playground to eating lunch in the cafeteria, and /or participating in some of the Kindergarten classroom activities at the receiving school if permitted. Additionally, there are ongoing classroom discussions on some of the possible new activities, schedules, and bus routes that children may experience to help them to begin to feel comfortable about their move to kindergarten.

Keys to Successful Transition

Education staff at both settings can facilitate a smooth transition by following the four key elements below, which are critical to the successful transition of young children and families as they move from preschool to kindergarten:

- Providing program continuity through developmentally appropriate curricula for preschool and kindergarten children
- Maintaining ongoing communication and cooperation between preschool and kindergarten staff;
- Preparing children for the transition;

Implementation of each of these important aspects of the transition process enables early childhood educators to build a more continuous educational experience for young children and their families Involving parents in the transition.

Transition Procedure:

Beginning of the Year

- Meet with families to discuss intake process, assisting with application
- Give information regarding neighboring schools
- Parent Coordinator from schools provide orientation packet that is shared with families (this is done during the first week of September)
- 3k & Pre-k teachers communicate with each other once they get their rosters
- Starting in August teachers reach out to families
- Teachers swap children's binders

Mid-Year

Transition Team - Director, family worker, and teacher

- Give family tour
- Teacher meets with family to complete paperwork
- Families given daily schedule
- Teachers responsible for pedestrian safety and first 45 days protocols

End of Year

Transition Team - Director, Family Advocate

- Beginning in December the director and the family advocate meet with families to complete applications and look at potential programs. Team assists families by looking at data of

receiving schools.

- Receiving schools are invited to do presentations
- Director and family advocate look at balance when choosing classrooms to transition (language, IEP, teacher/child dynamic, demographics, dual language)
- Selecting extended day and school day, making sure there is an equal split (must be 10 & 10)