



Spring 2024

Yeled v'Yalda Early Childhood Center, Inc.

Early Childhood Education

Head Start/ Early Head Start Programs

A dynamic not-for-profit social service agency whose mission is to serve New York City area children and families with a variety of educational programs and social services, offering a seamless blend of childcare and developmental services. Primary funding is provided by: the U.S. Department of Health & Human Services, U.S. Department of Agriculture, New York State Education Department, New York State Department of Health, New York City Department of Health and Mental Hygiene, and the New York City Department of Education.

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Dear Friends,

For over 40 years now, Yeled v'Yalda (YvY) has built and delivered the first-class Early Childhood Service Program that its constituents deserve and have come to expect. In the last several years, despite the economic challenges that our families face and the increased demands it has placed on YvY's services, YvY has made significant strides in building a community organization that answers and addresses the growing developmental, social, and health needs of the communities it serves. YvY has always focused on early care and education as the central components of the organization, and its service expansion and enhancement has targeted social services programming that directly affects and improves the health, development, and well being of the children and families we serve.

YvY's Head Start/EHS program, the linchpin of the YvY organization, has grown over the years in response to community needs. From its inception in 1981 as a delegate agency to New York City's ACS servicing 78 children, it has now grown to serve well over 2,000 children with direct federal Head Start/EHS funding. In 1996, YvY became a direct Federal grantee, adding many more Head Start classrooms as well as becoming one of the first Early Head Start programs in Brooklyn and Staten Island, servicing children through both center-based and home-based models, in addition to providing an Expectant Mom's Program. The YvY EHS programs are now serving over 600 children/families. YvY's partnership with the New York City Universal Prekindergarten (UPK) program has added an additional stream of funding to enhance Head Start programming for over 300 of the four (4) year olds, and three(3) year olds in Head Start. And this year, YvY's EHS program was expanded from NYC City into Lakewood, N.J.

At this time, YvY is one of the largest, most comprehensive, high quality Head Start programs in New York City. It serves 2,166 children and has some 120 classrooms in 26 sites which consistently earn high grades in federal Head Start and New York City UPK reviews. Its children are well served by a qualified, well-trained staff. Its partnerships with other YvY programs and affiliates and host community schools helps YvY Head Start/EHS to serve the social service, medical and dental needs of its children, which also includes many special needs children and their families. YvY's partnership with our Special Education Department helps to ensure that our Head Start children with developmental delays and disabilities get the early identification and intervention in an inclusion setting needed to ensure school readiness and lifelong learning. Please feel free to contact us for more information.

Sincerely,

Noami Auerbach, Executive Head Start Director

Wayne Goldberg, Director Head Start / EHS

Mission Statement:

Yeled v'Yalda, a dynamic, multifaceted, not-for-profit social service agency, addresses the needs of the whole child and of the family through a network of educational and social service programs. As a single source of education, child care, developmental services, health and physical fitness services, nutritional guidance, and family support, YvY is committed to providing a broad scope of services within an environment that is culturally sensitive, honoring each family's unique heritage and parents' role as their children's primary teachers.

YvY seeks to fulfill its mission of helping children and families through a range of programs which are designed to promote maternal health and optimal child development; provide low-income children with a quality preschool education; enable children with special needs to reach their potential; promote physical fitness and healthy lifestyles; help families access resources; provide guidance and instruction in programs work in synergy to achieve YvY's mission of supporting healthy families and fiscal responsibility, as well as provide a venue for low-cost weddings. All of YvY's healthy marriages.

YvY owes its dynamism and vitality to its continuing responsiveness to a broad range of community needs with a focus on family stability, health, education and social service. YvY's commitment to the communities and individuals it serves guides its programs and assures that it provides services that are essential to the overall health and well being of both the community and the individual.

Vision: To offer each family that YvY services in Brooklyn and Staten Island a full spectrum of services to start their children on the road to success.

Values: To provide high quality programs to the children, families and communities we serve.

Yeled v'Yalda:

- ◆ **Coordinates** the services it offers to families and children;
- ◆ Employs **professionals** in their respective areas;
- ◆ Offers all of its programs in a **culturally sensitive** environment;
- ◆ Honors each family's **distinctive heritage**;
- ◆ Recognizes the **interconnection** between child, family, school, and community and strives to unite these for the benefit of the children we serve;
- ◆ **Builds strong families so that children can succeed.**

Yeled v'Yalda (YvY) Head Start grant for FY2023-24 has a funded capacity of 1,529 children and their families in Head Start, and another 686 infants, toddlers, and pregnant women in Early Head Start.

Yeled has developed a number of strategies designed to ensure that the program achieves full enrollment in the near future. Strategies include the recently-approved relocation of 40 vacant Head Start slots from the program's Brooklyn service area, where demand is reduced, to the program's Lakewood service area, where demand is high. Additional strategies include, but are not limited to, the conversion of reduced-demand Head Start slots to high demand Early Head Start slots, as well as identifying new locations for the placement of Head Start centers and classrooms in areas experiencing a high demand for services.

Initiatives in process that will facilitate full enrollment include:

1. 40 vacant Head Start slots were recently approved by OHS for relocation from the program's reduced-demand Brooklyn service area to the program's high-demand Lakewood service area. Recruitment and enrollment of these 40 slots is in progress, and the relocated slots are expected to be fully enrolled by the start of the upcoming program year. This action is projected to increase Head Start enrollment by 40 children.
2. An application for a funded enrollment reduction of 21 Head Start slots, to accommodate smaller group sizes and lower staff-to-child ratios for classrooms with high proportions of children with severe disabilities, has been submitted and is pending OHS approval. This action is expected to reduce the program's funded enrollment by 21 Head Start slots, thereby resulting in a corresponding increase in the program's enrollment percentage.
3. The program is in the process of submitting an application, based on community demand, to convert 4 vacant Head Start classrooms, consisting of 60 Head Start slots, to 4 high-demand Early Head Start classrooms, consisting of 32 Early Head Start slots. This action is expected to reduce the program's funded enrollment by 60 Head Start slots, thereby resulting in a corresponding increase in the program's enrollment percentage. (This application was previously included in the program's Non-competing Continuation Application; however, due to timelines applicable to issuance of the program's re-funding NOA, the program was instructed by OHS to resubmit this application independently.)
4. The program is in the process of relocating one of its 31-slot centers, located in a reduced-demand area in Brooklyn, to a high-demand area in Brooklyn, in time for the start of the upcoming program year. This action is expected to increase the program's enrollment by 31 children, thereby increasing the program's enrollment percentage.

The program prioritizes the enrollment of children affected by homelessness or who are in foster care.



Funded & Actual Enrollment Summary

The Federal Government has provided YvY FY 2023-2024 to serve **1,448 children and their families, and another 718 infants, toddlers, (and expectant mothers) Head Start and EHS respectively, for a total of 2,166 children.** Based on our HS Community Assessment, the number of children under 5 years of age eligible to receive Direct Federal Funded Head Start/EHS services in the areas YvY serves is 1,124,954; accordingly, YvY serves **5.4%** of the Head Start/EHS eligible children. YvY provides services in the Brooklyn neighborhood of Boro Park, Carnarsie, Crown Heights, E. Flatbush, Flatbush and Williamsburg. And the Staten Island neighborhoods of the North Shore and Willowbrook. And the Lakewood Township of Lakewood, New Jersey

Richmond County, New York: 5.5% (27,142) children under 5 years of age eligible to receive Direct Federal Funded Head Start/EHS services.

Kings County, New York 57.3% (1,051,932) children under 5 years of age eligible to receive Direct Federal Funded Head Start/EHS services.

Ocean County, New Jersey: 7.2% (45,880) children under 5 years of age eligible to receive Direct Federal Funded Head Start/EHS services.

| Funded and Actual Enrollment 2023-2024 | | | | |
|----------------------------------------|------------|--------|------------------|--------|
| Grant # | 02CH012686 | | | |
| Participants 2022-2023 | Head Start | | Early Head Start | |
| | FUNDED | ACTUAL | FUNDED | ACTUAL |
| September | 1,529 | 1,339 | 686 | 676 |
| October | 1,529 | 1,410 | 686 | 686 |
| November | 1,529 | 1,473 | 686 | 686 |
| December | 1,529 | 1,486 | 686 | 686 |
| January | 1,529 | 1,489 | 686 | 686 |
| February | 1,529 | 1,489 | 686 | 686 |
| March | 1,529 | 1,486 | 686 | 686 |
| April | 1,529 | 1,444 | 686 | 686 |
| May | 1,529 | 1,445 | 686 | 686 |
| June | 1,529 | 1,445 | 686 | 686 |

| Funded and Actual Enrollment 2023-2024 | | | | |
|----------------------------------------|--------|--------|--------|--------|
| Participants | FUNDED | ACTUAL | FUNDED | ACTUAL |
| July | 1,529 | 1,445 | 686 | 681 |
| August | 1,529 | 1,445 | 686 | 686 |
| September | 1,529 | 1,445 | 686 | 686 |
| October | 1,508 | 1,508 | 686 | 686 |
| November | 1,508 | 1,495 | 686 | 686 |
| December | 1,508 | 1,494 | 686 | 686 |

Child Outcomes Report / School Readiness Comparison of Fall -Winter- Spring Progress checkpoints 2023-2024

At Yeled V'Yalda all HeadStart and Early HeadStart Center-based and Home-based children are assessed three times a year to ensure they are making progress in all areas of development as described in the Head Start Early Learning Outcomes Framework (ELOF). Teachers, Education Directors, and administrators review data from many reports to ensure developmental progress and alignment to Yeled V'Yalda School Readiness goals. The Class Profile Report enables teachers to see where children are along each progression and helps with day-to-day planning. The Snapshot report offers teachers and Education Directors an overarching look at classrooms, program performance and whether the skills of children are meeting or exceeding expectations and norms. In addition, teachers use the Family Conference Forms to share important information with families on their child's progress, next step goals, and activities for families to do at home to support further learning.

Children were assessed in fall upon entry into the program, during the winter for their second assessment period, and now in spring for the year's final assessment period. An analysis of the data from the TSG reports validates that all students have made great strides in their efforts to meet or exceed expectations in all six domains of learning and development covered by the TSG assessment tool.

Drive to Thrive by Naphtali Hoff PsyD trained all our Education staff on Time Management: 'The Key to efficiency' in order give our staff essential tools to maximize their potential within and outside the classroom and workplace. Research states that teachers who master time management improve student outcome by providing individualized attention as needed without behavioral interruptions and just as important decrease teacher stress over time.

Data in the **social emotional** domain reflects progress and growth in all programs and age groups. In Early Head Start, 85% of our one and two-year-old children are meeting the widely held expectations. In Head Start, our three and four-year-old children have shown tremendous growth with 92% meeting or exceeding expectations compared to only 44% meeting expectations during our fall checkpoint. While analyzing our social emotional scores, our EHS children are doing impressively well in (Objective 2) Establishes and sustains positive relationships and HS children have mastered (Objective 1) Regulates own emotions and behaviors. Growth in this area may be attributed to Professional Development training on Social Thinking and Kid Friendly ADHD Management both given at the onset of the year to equip our teaching staff with strategies to manage diverse behaviors in the classroom helping to create a stable and conducive learning environment. In addition, our Education, Mental Health, and Disability service staff all received training from Sara Ward; MS CCC/SLP on Executive Functioning / From Play to Planning; Strategies to shape the development of executive function skills in young learners.

This training enabled our auxiliary staff to support teaching staff, address the needs of our children and work with families to address goals simultaneously. Furthermore, ongoing training and coaching contributes to the professional development of our teachers, keeping them motivated and improving their teaching practices over time that translates into enhanced social emotional outcomes for our children. We are pleased with the outcomes and hope these teacher training courses continue to support our staff moving forward.

In the area of **physical** development, 89% of our Early Head Start children are meeting or exceeding the widely held expectations, and approximately 95% of our three and four-year-old children are meeting / exceeding the widely held expectation in this domain which includes gross and fine motor skills. Children are progressing well in fine motor strength and coordination, gross motor, and balancing skills. We continue to emphasize increased physical activity which supports childhood brain health, academic performance, memory, behavior, and good nutrition. In all our classrooms, we continue to emphasize physical activity and outdoor time, including running, jumping, balancing, and climbing which will continue to support growth in gross and fine motor skills.

In the area of **language**, 80% of our Early Head Start children and 93% of our Head Start children are meeting or exceeding the widely held expectations for their age group. Our coaches have and continue to visit each classroom to assess the learning environment and give individual support to each staff member on site. Our EHS coaches have also been visiting classrooms to support teachers while working with the young infants and toddlers. Our teaching staff have been working on effective concept development strategies to help children obtain a deeper understanding of concepts and develop analytical thinking skills which resulted in improved CLASS scores in Concept Development. In addition, teachers will continue to encourage frequent conversations, open-ended questions and advanced language throughout the day which will serve as an important foundation to their language development.

In the **cognitive** domain, children learn and discover through self-exploration. Our classrooms environment and circle-time lessons allow children to absorb new information through touch, smell, taste, sight, and sound ensuring children get the most from the instructional opportunities presented in the classroom. Teachers address memory skills, the ability to plan, test ideas and solve problems through multiple games, puzzles, and activities. All this has supported growth in the cognitive domain with 91% of our Early Head Start children and 94% of our Head Start children meeting these expectations. Teachers will continue using resources from CLASS, Best Practice and video clips from ECLKC and NCQTL Teacher Series to continue addressing these skills in the classroom.

EHS and HS children have made notable progress across all areas, but the largest gains for our 2-3- and 3-4-year-old were in **Literacy**. 90% of our 0-2, 83% of our 2-3, 84% 3-4-year-old and 95% of our 4-5-year-old Head Start children are meeting or exceeding expectations

children did remarkably well in Demonstrating knowledge of print and its uses and Comprehends and Responds to Books and other Texts, which aligns with our agency wide Literacy initiative on Building Literacy Skills and a Planned Language Approach over the past three school years. Goals centered around read-aloud, book discussions, daily writing, drawing,

and dictations based on lessons and book readings. This culminates our literacy initiative that included expressive & oral language, listening and language comprehension, print awareness, book skills and our final one on phonological awareness. Furthermore, as in the past, we were fortunate to continue with our Reading for Readiness Family Engagement initiative that supported our progress in both Language and Literacy. This initiative helped foster a love for reading at home with children receiving several books for home use. Parents filled in surveys and had at home reading activities several times a week. At our Continuum Care Meeting, we will analyze our scores in all areas and outline our new Professional Development Plans for the coming year. None-the-less, Education Directors will continue to share all components of our previous PD in literacy to ensure teachers have the necessary skill, knowledge, and strategies to meet the needs of our children.

In the area of **Math**, our HS children have made gains of 45 percentage points with 90% of them meeting and exceeding expectations. These children have mastered their number concepts and meet and exceed the core requirements of their receiving schools. In EHS, our 2–3-year-old children have made nice gains with 84% meeting or exceeding expectations in math. Concerning were our 1–2-year-olds who had a drop in scores since the fall as well as from the previous year's final scores. Our EHS coach emphasized that our curriculum for our 1–2-year-olds is focused on social emotional development, impulse control, trusting relationships with children and adults and small group interactions. In addition, these children are immersed in language to build their receptive and expressive language skills. However, based on these scores we will be mindful to incorporate more math skills into the classroom environment to address these scores. In addition, all Ed Directors will share and review all previous Math PD with teaching staff and share tidbits of it during their monthly staff meetings and observe to make sure classroom environments are supportive of all math skills including numbers and operations, spatial relationships, shapes, compare and measure as well as knowledge of patterns.

While analyzing data in the six areas of development, we also examined data on children new to the Head Start program compared with those that had two years of Head Start or had the opportunity to experience Early Head Start. Findings were very gratifying with returning children scoring between 6 and 10 points higher than children who only had one year of Head Start. The largest differences were apparent in the areas of literacy and math, which aligns with our strong emphasis on those areas in our curriculum.

In summary, review of our data from our final checkpoint demonstrates that our Dual Language Learners (DLL) scored higher during their Early Head Start years, while their ELL counterparts surpassed them during their first year in HS and then it evened out during their second year in HS. Our staff have been working diligently to meet the needs of both our DLL and ELL children by creating classrooms that are language rich and promote communication between teachers and children and children and their peers. Teachers use open-ended questions, feedback loops, scaffolding, advanced vocabulary and encourage children to explain their thinking and actions thus meeting the needs of our DLL and ELL children. Finally, both groups of children, DLL, and those whose home language is English, have progressed at the same rate from our fall checkpoint with little differentiation between the two groups of children.

Furthermore, we compared child data for children with and without IEP/IFSP. All children have made remarkable progress since our fall checkpoint. Our EHS and HS children without services are exceeding our children with an IEP/IFSP. However, these children with an IEP/IFSP are progressing at a quicker rate, which accounts for our strong disability department who works tirelessly to ensure all children are receiving their approved services.

As to gender, we compared our female to male children in all six areas of development. Current research shows that during the early childhood years, females demonstrate higher scores compared to males in all cognitive and school readiness skills. Although, in the past we have seen a merging of the gap for the 4–5-year-olds, this year our females have progressed and are outscoring their male counterparts most notably in literacy and math. While being mindful to address the effects of gender development differences, we will continue to meet the needs of both our female and male children.

Our locally designed option offers families a combination of classroom and home-based services to meet the needs and interests of their families. Child Outcomes data demonstrates great success in this program; in fact, one hundred percent of LDO participants ages 2-3 consistently met or exceeded expectations in all areas and scored higher than their peers in other EHS home-based and center-based programs. Specific areas of strength are social-emotional, cognitive and language. The LDO teaching staff focused on developing language and literacy, including developing their curriculum and book reading initiatives, which prompted significant growth for their staff and children.

Our family services staff will continue to follow up with families whose children failed vision or hearing screenings. While most children had follow-up services and many received tubes or glasses, those who initially failed the screening still have lower outcome scores than their peers that passed demonstrating the importance of early screenings and follow-up treatment.

Interesting to note, we compared data on our partnership sites / Article 43 sites compared with our regular Head Start sites / Article 47 sites. Although our partnership sites had higher base line scores in the fall our Article 47 sites have outscored these partnership sites in their final spring assessment. These higher outcomes scores may be attributed to the additional curriculum support staff our article 47 sites have from Pre-K For All that contribute immensely to our program significantly impacting child outcome scores. We will continue to monitor all our programs to have a better understanding of the differences to meet the needs of all our programs.

In conclusion, we will continue the process of analyzing data from multiple during our continuum care meetings so we can update our School Readiness Goals, plan for Professional Development and training of our instructional staff during the 2024-2025 school year.



School Readiness Child Outcomes Report

Comparison of Fall 2023-2024 and Spring 2023-2024 Progress Checkpoints

Head Start / Early Head Start Grantee – Brooklyn & Staten Island

Children with Services-not including ABA

| % Children Meeting/Exceeding Widely Held Expectations: All Children | | | | | | | | | | | | |
|---------------------------------------------------------------------|------------------|-------------------------------------------------|--------------|--------------|--------------|--------------|--------------------------------------------------|-------------|--------------|--------------|--------------|--------------|
| Grant | | FALL (1 st) 2023-2024 FHS/EHS | | | | | Spring (3 rd) 2023-2024 HS/EHS | | | | | |
| AGES | N= 1,871 | 0-1 (142) | 1-2 (177) | 2-3 (210) | 3-4 (725) | 4-5 (617) | N= 1,877 | 0-1 (62) | 1-2 (159) | 2-3 (316) | 3-4 (724) | 4-5 (616) |
| Areas of Development | Social-Emotional | 89.4% | 71.2% | 55.7% | 48.5% | 39.9% | | 100% | 82.4% | 83.8% | 90.7% | 94.1% |
| | Physical | 80.8% | 76.3% | 70.4% | 57.6% | 63.5% | | 96.7% | 82.4% | 89.9% | 92.7% | 96.2% |
| | Language | 80.3% | 68.9% | 62.6% | 53.1% | 58.2% | | 93.5% | 65.4% | 83.9% | 90.8% | 95.5% |
| | Cognitive | 85.9% | 88.2% | 67.5% | 47.3% | 49.3% | | 96.8% | 91.9% | 90.8% | 91.7% | 95.3% |
| | Literacy | 100% | 90.4% | 46.6% | 33.2% | 53.5% | | 100% | 89.3% | 83.6% | 84.4% | 95.5% |
| | Mathematics | 100% | 74.6% | 61.6% | 42.0% | 48.0% | | 100% | 65.5% | 84.2% | 88.9% | 92.7% |

SOURCE: Teaching Strategies GOLD

Family Economic Needs

Eligibility for Yeled v’Yalda is based primarily on income and other types of categorical eligibility, such as homelessness, foster care, and receipt of public assistance. Yeled v’Yalda is allowed to enroll up to 10% of “over income” families.

Another cohort of eligible families are the near poor between 100-130% of the Federal Poverty Line by family size. (The FHS eligibility percentage is allowed to exceed 10% because it is offset by the low percentage of over income children in EHS.)

The Enrollment by Eligibility 2023-2024 shows that Yeled v’Yalda serves 998 (EHS-343, HS-655) of children/families with income below 100% of Federal Poverty Line and other types of categorical eligibility.

| Enrollment by Eligibility 2023-2024 | # of children | | % of children | |
|------------------------------------------------------------------------------------------------|---------------|--------------|---------------|------------|
| | EHS | HS | EHS | HS |
| Income at or below 100% of federal poverty line | 343 | 655 | 42% | 42% |
| Public assistance* | 302 | 524 | 37% | 34% |
| TANF documentation | 7 | 7 | 1% | 1% |
| SSI documentation | 12 | 18 | 1% | 3% |
| SNAP documentation | 283 | 499 | 35% | 95% |
| Foster care | 0 | 0 | 0% | 0% |
| Homeless | 38 | 39 | 3% | 3% |
| Eligibility based on other type of need, but not counted in A.13a through d | 43 | 174 | 5% | 11% |
| Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e | 76 | 164 | 9% | 11% |
| Total cumulative enrollment by Eligibility | 1,104 | 2,080 | n/a | n/a |

Family Employment, Job Training, and School Needs

The table below shows Yeled v’Yalda sites reflect 97% of HS parent/guardians are employed in job training, or in school and 3% of the HS parents are unemployed (96% and 4%, respectively, for EHS).

| Family Employment, Job Training, and School Needs 2023-2024 | # families at enrollment | | % families at enrollment | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------|--------------------------|------|
| | EHS | HS | EHS | HS |
| Total number of families in which: | | | | |
| At least one parent/guardian is employed, in job training, or in school at enrollment | 673 | 1,440 | 96% | 97% |
| Of these families, the number in which one or more parent/guardian is employed | 655 | 1,404 | 97% | 98% |
| Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license) | 200 | 283 | 30% | 20% |
| Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree) | 15 | 282 | 2% | 20% |
| Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled) | 27 | 47 | 4% | 3% |
| Total number of families in which: | | | | |
| At least one parent/guardian is employed, in job training, or in school at end of enrollment | 674 | 144 | 96% | 10% |
| Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment) | 673 | 140 | 100% | 97% |
| Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment) | 2 | 4 | 0% | 3% |
| Neither/No parent/guardian is employed, in job training, or in school at end of enrollment(e.g., unemployed, retired, or disabled) | 26 | 43 | 4% | 3% |
| Of these families, the number of families that were also counted in C.37.a | 1 | 0 | 4% | 0% |
| Of these families, the number of families that were also counted in C.37.b | 25 | 43 | 96% | 100% |

All of our Head Start / EHS families received one or more of these specific services during the year. Many of our families are provided with parenting education, health education, mental health services, marriage/relationship education, and asset building services. Yeled v'Yalda sites also provided crisis intervention and other emergency services to families in need. This documents the comprehensive services needs and services provided by the YvY Head Start / Early Head Start program.

| Type of Family Services Provided During Program Year 2023-2024 | Number | | Percentage | |
|------------------------------------------------------------------------------------------------------------|------------|--------------|------------|-------------|
| | EHS | HS | EHS | HS |
| Number of Families | 700 | 1,487 | | |
| Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter) | 59 | 348 | 8% | 23% |
| Housing Assistance | 9 | 124 | 1% | 8% |
| Asset building services (financial education, debt counseling, etc.) | 99 | 306 | 14% | 21% |
| Mental Health Services | 204 | 0 | 29% | 0% |
| Substance Misuse Program | 83 | 23 | 12% | 2% |
| Substance Misuse Treatment | 36 | 4 | 0% | 0% |
| English as a Second Language (ESL) Training | 37 | 247 | 5% | 17% |
| Assistance in enrolling into an education or job training | 124 | 316 | 18% | 21% |
| Research -based parenting curriculum | 516 | 826 | 74% | 56% |
| Involvement in discussing their child's screening and assessment results and their child's progress | 553 | 1,173 | 79% | 79% |
| Supporting transitions between programs (i.e EHS to HS, HS to kindergarten) | 498 | 984 | 71% | 66% |
| Education on preventive medical and oral health | 608 | 1,230 | 87% | 83% |
| Education on health and developmental consequences of tobacco product use | 109 | 260 | 16% | 17% |
| Education on nutrition | 669 | 1,487 | 96% | 100% |
| Education on postpartum care (e.g. breastfeeding support) | 331 | 323 | 47% | 22% |
| Education on relationship/marriage | 350 | 489 | 50% | 33% |
| Assistance to families of incarcerated individuals | 13 | 21 | 2% | 1% |

**Health Insurance – 93.7% ; Medical Home – 100% ;
Dental Home – 100%**

The Health Services table shows substantially all of the Head Start children have health insurance, a medical and dental home. YvY serves children from birth, and is striving to increase the rate of up to date immunizations in EHS.

YvY’s significant provision of preventative dental treatment is directly correlated with and indicative of the Agency’s highly successful school-based dental mobile clinic and other health partnerships. YvY also offers professional dental exams through the school-based dental mobile clinic to all of our Head Start sites, and to the two year olds in EHS center-based classrooms.

| 2023-2024 Health Services | Number & Percentage at End of Enrollment Year | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------|
| | EHS | HS |
| Number of all children with health insurance | 669/ 100% | 1,392 / 92.2% |
| Of these, the number enrolled in Medicaid and/or CHIP | 651/ 97% | 1,288 / 85.3% |
| Of these, the number enrolled in state -only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance | 18 / 3% | 104 / 6.9% |
| Number of children with no health insurance | 1/ 0% | 117 / 7.8% |
| Children with ongoing source of continuous, accessible healthcare | 670 / 100% | 1,509 / 100% |
| Children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care | 553/ 83% | 1,265 / 84% |
| Primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment: 3. <i>Did Not Keep/Make Appointment</i> | 17 | 97 |
| TOTAL ENROLLMENT | 670 | 1,509 |

| 2023-2024 Dental Services (based on Cumulative Enrollment Performance Indicators) | Number & Percentage at End of Enrollment Year | |
|-------------------------------------------------------------------------------------------|-----------------------------------------------|----------------|
| | EHS | HS |
| Children with a Dental home | 605 / 90% | 1,532 / 98% |
| # of children completing professional dental exams | 646 / 100% | 1,457 / 94% |
| Of these, the # of children diagnosed as needing dental treatment during the program year | 7 | 203 / 14% |
| Of these, the # of children who have received or are receiving dental treatment | 6 | 136/ 67% |

Yeled v'Yalda's Head Start/EHS program assists families to meet their health/medical needs. The Medical Conditions table shows the number of children who required treatment for specified medical conditions. The most common condition was found to be high lead levels, followed by hearing and vision problems. YvY's family services staff work to help parents obtain medical treatment for their children.

Although over two-thirds of our Head Start/EHS children are of healthy weight. The data also shows that the YvY service population includes a high proportion of preschool children who are overweight or obese, according to the federal Center for Disease Control and Prevention BMI-for-age- growth charts. Accordingly, YvY continues to apply for grants to promote nutrition and exercise to address obesity and overweight issues in our population. Head Start/EHS has a full-time nutritionist to ensure that our daily menus provide for at least 2/3 of the recommended dietary allowances, and that food allergies and sensitivities are properly addressed. YvY is also one of the largest providers of WIC services in NYC with its main site in Borough Park and a satellite part-time site in Canarsie. The Head Start nutritionist is available for consultation with parents to ensure healthy shopping and diets at home.

| 2023-2024 C.8 Medical Conditions (children at end of enrollment) | Number and Percentage of Participants | | | |
|------------------------------------------------------------------------|---------------------------------------|----|-------------|----|
| | EHS 670 | % | HS 1,556 | % |
| Autism spectrum disorder (ASD) | - | - | 3 | 0% |
| Attention deficit hyperactivity disorder (ADHD) | - | - | - | |
| Asthma | 2 | 0% | 16 | 1% |
| Seizures | - | - | - | - |
| Life-threatening allergies | 3 | 0% | 47 | 3% |
| Hearing problems | 30 | 4% | 100 | 6% |
| Vision Problems | 8 | 1% | 50 | 3% |
| High Lead Levels | 2 | 0% | 4 | 0% |
| Diabetes | - | - | - | - |

| Body Mass Index (BMI) in Head Start 2023-2024 | | | |
|------------------------------------------------------------------------------------------------------------------------|---|---|-------|
| Underweight (BMI less than 5 th percentile for child's age and sex) | - | - | 90 |
| Healthy weight (at or above 5 th percentile and below 85 th percentile for child's age and sex) | - | - | 1,026 |
| Overweight (BMI at or above 85 th percentile and below 95 th percentile for child's age and sex) | - | - | 242 |
| Obese (BMI at or above 95 th percentile for child's age and sex) | - | - | 198 |

Disabilities Services

This C.22 **Head Start** (shows 138 children that were diagnosed with disabilities who received Early Intervention by the end of the school.

IDEA eligibility determination

| | # of children |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year | 138 |
| a. Of these, the number who received an evaluation to determine IDEA eligibility | 128 |
| 1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA | 97 |
| 2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA | 31 |
| 1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act. | 31 |
| b. Of these, the number who did not receive an evaluation to determine IDEA eligibility | 10 |

Early Head Start (infants and toddlers, with the majority served in the home-based option) shows 74 children that were diagnosed with disabilities who received Early Intervention by the end of the school year because most of the young children in EHS are served in the home-based option rather than center-based. Because YvY has an in-house disabilities services capability, most of the children with IEP's and IFSP's receive disabilities services in their classroom at school.

DISABILITIES SERVICES

IDEA eligibility determination

| | # of children |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year | 74 |
| a. Of these, the number who received an evaluation to determine IDEA eligibility | 65 |
| 1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA | 48 |
| 2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA | 17 |
| 1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act. | 17 |
| b. Of these, the number who did not receive an evaluation to determine IDEA eligibility | 9 |

Independent Audit YvY's fiscal 2023 audit was conducted by Certified Public Accountant, FORVIS (forvis.com) to make certain that Yeled v'Yalda procedures meet compliance standards. The most recent external audit for the period ending June 30th, 2023, completed in December 2023, included no material findings and stated that YvY's financial statements present fairly, in all material respects, the financial position of Yeled v'Yalda Early Childhood Center Inc. as of June 30th, 2023, and the changes in the net assets, statement of activities, and cash flows for the year ended June 30th, 2023, are in conformity with accounting principles generally accepted in the United States of America. A complete copy of the audit has been submitted to the Audit Clearing house and is available upon request.

Comprehensive Integrated Monitoring System. As part of the current five year Head Start grant cycle, YvY's Head Start program was assessed –Focus Area One - during Fiscal Year 2021-22 (July 11-14), and again in –Focus Area Two– in Fiscal Year 2022-23(July, 2022). YvY's Head Start/EHS program was reviewed for program design and management, design quality, education and child development program services, designing quality health program services, designing quality family and community engagement services, and effective eligibility, recruitment selection, enrollment, and attendance strategies and fiscal infrastructure. The findings of both review show that there were no deficiencies nor areas of noncompliance nor areas of concern that required corrective action plans. Detailed compliance letters in the areas of a) program management & quality improvement, b) quality education child development service, c) health services, d) family & community engagement services, and fiscal were all most satisfactory. As a result of this determination, where “we have found your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements,” YvY was offered another Head Start/EHS five year grant without the need for recompetition.

Head Start Self Assessment

A required Head Start annual self-assessment is completed every year as a part of YvY's Head Start/EHS internal ongoing monitoring process. YvY staff, management, and parents use the Head Start Self-Assessment Tools and techniques to determine the effectiveness of our service delivery across several content areas and our adherence to the Head Start Program Performance Standards (HSPPS). The 2023-2024 Self-Assessment contains a detailed descriptive statement that responds to each of the nineteen (19) core questions of the original Program Review Instrument for Systems Monitoring (PRISM) Framework, along with an additional core question on child outcomes. The Focus Area Two questions were also used as part of the Self-Assessment. The Self-Assessment documented that the Head Start/EHS program is in full compliance with the Head Start Act, as amended, and the Head Start Program Performance Standards (HSPPS). (The new classrooms in Lakewood—for the first time—were included as this extension was still in the start-up period.) This Self-Assessment is supplemented by YvY's Head Start/EHS Ongoing Monitoring system.

Yeled v'Yalda is exempt from Federal income taxes under Section 501(c)3 of the Internal Revenue code and is a charitable organization registered under applicable New York State law.

The Yeled v'Yalda Early Childhood Center Inc. Head Start/Early Head Start grantee program is funded in the amount of \$38,127,152 by the U.S. Department of Human Services, Administration for Children and Families, Office of Head Start, and other public and private funding in the amount of \$10,739,609 that constitutes the required non-federal share. The accompanying schedules enumerates the private and public funds, including DOE Universal Prekindergarten expenditures, received by Yeled v'Yalda to operate the Head Start program in FY2023-24.

Project Period: 02/01/2019-06/30/2024 (65 months) Annual Funding Month: July

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The table shows the history and detail of Federal Head Start grant awards that were authorized for this grant by fiscal year and budget period.

The grant award history is refreshed on a weekly basis.

Fiscal Year: Budget Period:

Summary

| Account | CAN | New Award Amount | Carry Over Applied to Budget Period | Total Awarded | Carry Over Applied from Budget Period | Total After Carry Over Applied from Budget Period |
|--------------------------------|---------|---------------------|-------------------------------------|---------------------|---------------------------------------|---------------------------------------------------|
| Head Start: Program Operations | G024122 | \$37,634,044 | \$671,704 | \$38,305,748 | | \$38,305,748 |
| Head Start: TTA | G024120 | \$247,471 | \$0 | \$247,471 | | \$247,471 |
| Early Head Start: TTA | G024121 | \$245,637 | \$0 | \$245,637 | | \$245,637 |
| Total | | \$38,127,152 | \$671,704 | \$38,798,856 | | \$38,798,856 |

The U.S. Department of Agriculture provided an additional 1,401,327.48 of reimbursements for daily breakfast, lunch and snacks for the Head Start / EHS center-based program through the Child and Adult Care Food Program (CACFP) administered by the New York State Department of Health, and \$12,321,211 for the Special Supplemental Nutrition Program for Women, Infants, and children passed through the New York State Department of Health for both HS/EHS and other eligible children and families.

For the upcoming 2024-2025 fiscal year, management anticipates budgeted expenditures to be in line with the prior year with a slight year over year increase. The budget takes into account a small cost of living adjustment (COLA) in staff salaries and fringe benefits, as well as some quality improvement funds. Management will have to make continuous changes in order to bring costs into line with budget.

Special Education—Dept. of Education Model: This program provides monolingual & bilingual evaluation and therapy services to children ages 3-5 who are suspected of having developmental delays. Children are referred to our program through the New York City Department of Education Committee on Pre-School Special Education (CPSE). We also provide related services to children ages 3-21, who are referred to our program through the New York City Department of Education Committee of Special Education (CSE). We provide Special Education Itinerant Teacher Services (SEIT), Speech and Language Pathology, Occupational Therapy, Physical Therapy, Counseling, Social Work and Health Paraprofessionals.

NYS Official Health Plan Marketplace: YvY continues to assist those in Brooklyn and Staten Island to enroll in the Affordable Care Act (ACA) aka Obamacare. The goal of the ACA is to ease the process for New Yorkers to access high quality, affordable health insurance. Navigators assist as well as educate clients about the different types of health insurance offered and help enrollees select a health insurance plan. Yeled v'Yalda has 5 sites in Brooklyn and Staten Island to assist those in need.

Early Intervention Program: This program, licensed by the New York State Education Department and funded by the New York City Department of Health, provides core and supplemental evaluations and interventions to developmentally delayed children through age 3, in the family's dominant language. After developing an Individualized Family Service Plan (IFSP), YVY provides the services to address the child's cognitive, communicative, physical and occupational, emotional, and psychological needs.

Behavior Intervention Therapy/ABA: The ABA program helps children with more complex needs such as those diagnosed with Pervasive Developmental Disorder or autism. Each child receives an individualized prescriptive programs to address appropriate areas of communication, daily living activities, and social interactions. designed Services are provided within an individualized center-based program or a home-based program, where families can receive training and support in dealing with the autistic child. Services follow the child after the transitioning from preschool.

WIC -- Women, Infants, and Children Services: Our WIC center is funded by the New York State Department of Health. Our services provide nutrition education, lactation counseling, and healthcare referrals for expecting, nursing, and postpartum women, and for infants and children up to five years of age. In addition, supplemental nutritious foods are provided along with information on healthy eating, lactation support, and referrals to healthcare and community services. Our main center is in Borough Park with a satellite center in Canarsie.

Early Childhood Education

Our Head Start programs offer both home-based and center-based option to low-income families. Each child’s development is supported by our array of comprehensive services.

- | | |
|--------------------|------------------------------|
| ◆ Head Start | Head Start Support Services |
| ◆ Early Head Start | ◆ Dental Assessment |
| * Home-based | ◆ Vision / Hearing Screening |
| * Center-based | ◆ Mental Health / Wellness |
| ◆ Pre-K for All | ◆ Expectant Mom Program |
| ◆ Project Reach | |

Special Education & Disability Services

We evaluate each child and deliver a full range of specialized therapy to ensure their optimal development during their crucial years of growth.

- | | |
|-------------------------------|----------------------------|
| | Therapy Services (3+yrs) |
| ◆ Early Intervention (0-3yrs) | ◆ SEIT & SEIT ABA Services |
| ◆ Evaluations | ◆ Speech Therapy |
| ◆ ABA Insurance Services | ◆ OT Therapy |
| ◆ ABA Centers | ◆ PT Therapy |
| ◆ Home Health Services | ◆ Counselling |
| ◆ OPWDD Services | ◆ Pendency Services |

Student Success Services

Helps guide students by partnering with parents and teachers, with the goal of increasing independent learning and academic success.

- | | |
|------------|-------------|
| ◆ Title I | ◆ Title III |
| ◆ Title II | ◆ Title IV |

Community & Social Services

These programs and services are dedicated to providing social services, support, and mentorship for families and local communities.

- ◆ WIC Department
- ◆ NYS Marketplace Navigation
- ◆ Parental Education

Fitness & Health

Our fitness center and health programs are designed to help families improve their general health and well-being.

- ◆ Fitness Center



MAIN OFFICE
 1312 38th Street
 Brooklyn, NY 11218
 718.686.3700
 info@yeled.org
 https://www.yeled.org

Site Locations

| ZIP | City | Address Line 1 |
|-------|---------------|-----------------------|
| 10301 | Staten Island | 10 Gregg Pl |
| 11219 | Brooklyn | 1017 45th St |
| 11230 | Brooklyn | 1200 Ocean Pkwy |
| 11218 | Brooklyn | 1257-63 38th St |
| 11218 | Brooklyn | 1326 38th St |
| 11219 | Brooklyn | 1373 43rd St |
| 11219 | Brooklyn | 1377 42nd St |
| 10304 | Staten Island | 20 Park Hill Cir |
| 11213 | Brooklyn | 275 Kingston Ave |
| 11223 | Brooklyn | 2166 Coney Island Ave |
| 11235 | Brooklyn | 2433 Ocean Pkwy |
| 08701 | Lakewood | 388 Chestnut St |
| 11234 | Brooklyn | 3300 Kings Hwy |
| 11206 | Brooklyn | 40 Lynch St |
| 11203 | Brooklyn | 407 E 53rd St |
| 08701 | Lakewood | 419 E 5th St |
| 11219 | Brooklyn | 4421 15th Ave |
| 08701 | Lakewood | 525 Oberlin Ave S |
| 11206 | Brooklyn | 585 Marcy Ave |
| 11218 | Brooklyn | 600 McDonald Ave |
| 11213 | Brooklyn | 667 Eastern Pkwy |
| 11236 | Brooklyn | 6002-6012 Farragut Rd |
| 11206 | Brooklyn | 712 Bedford Ave |
| 10314 | Staten Island | 835 Forest Hill Rd |
| 11220 | Brooklyn | 867-869 45th Street |
| 11206 | Brooklyn | 99 Heyward St |

Program Governance

Chairman of the Board
 Phillip Stern
CEO, Chief Executive Officer
 Mordechai Schwartz
COO, Chief Operating Officer
 Joseph Lax
Chief Fiscal Officer
 Rebecca Gutman, CPA
Director of Compliance & Legal Affairs
 Ruth Ackerman, Esq.

*Head Start, Early Head Start, Home-based EHS,
 Expectant Mom's, Project REACH, UPK*
 Naomi Auerbach, MsEd
 Executive Director
 Wayne Goldberg, MA, MPA
 Director
 Nathan Salomon, MA
 Deputy Director

Special Education & Disabilities Services
 Mina Sputz, MS, SAS
 Director of Disabilities & Education Programs
 Special Education
 Early Intervention
 ABA Therapy Services
 ABA Services
 CPWDD
 Health Homes
 HCBS
 Title I, II, III IV

WIC Nutrition Program
 Nechama Stolzenberg, MPA, MBA
 Director

NYS OHP Marketplace Health Exchange
 Ruchy Wasserman
 Director

Health & Fitness Center
 Chaim Sabel
 Director