

ANNUAL REPORT 2022-2023



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MESSAGE FROM THE VICE PRESIDENT

Greetings!

On behalf of The New York Foundling Board of Directors and Melanie Hartzog, President and Chief Executive Officer, I am grateful to report that The Foundling's Head Start and Early Head Start has continued to serve our most vulnerable children and families during this past year. Carmen Villafane, who served as the Senior Vice President for more than 35 years, retired and I began my tenure in January 2023. Under her leadership, Carmen ensured quality services in each of the five municipalities where we offer early childhood education services. We proudly gave her a wonderful farewell in December 2022. In turn, we remain committed to getting our children ready for school, working with families to reach higher levels of self-sufficiency, and working to support a healthy and productive way of life here in Puerto Rico. Most importantly, we are grateful for every individual – staff and partner – that are part of the team that joins us in the demanding work to reach our goals.

Here are a few of The Foundling's accomplishments over the last year:

- We scored 100% during the extensive federal monitoring review (Focus II) IN March 2023 conducted by a team of external reviewers from the Office of Head Start.
- We maintained forty-three centers with a firm dedication to having learning environments that are safe, healthy, and appropriate for active learning.
- A large majority of the 4-year-old children left their Head Start homes and entered kindergarten ready for school.

We welcome the 2023 - 2024 program year. Our theme for this new year, Service First, is all about ensuring that centers are open every one of our operating days. We know how important it is for parents to be at work or in school every day. Our team of program and zone area managers, with over one hundred years of combined Head Start and Early Head Start experience, are on constant watch to resolve issues that may arise. I am confident that this year will be filled with endless opportunities to embrace a mindset for continuous quality improvements. By working together, we can provide meaningful quality learning experiences where all children can achieve success. And we can grow as early childhood education professionals.



Ayleen Guzmán
Vice President, Head Start and Early Head Start

HISTORICAL BACKGROUND

The New York Foundling (The Foundling) is a nonprofit organization that has provided high quality Head Start (HS) and Early Head Start (EHS) Program services in Puerto Rico for over thirty-nine years and looks forward to commemorating our 40th anniversary in 2024. While headquartered in New York, The Foundling has a longstanding commitment to serve children and families in Puerto Rico, where it has been active since 1973. The Foundling's local, community-based services in some of the most impoverished communities on the island are integral to local support systems for children and families facing poverty. This commitment remains strong, and with solid family and community partner advocates The Foundling currently operates three HS/EHS grants providing services to 1,036 HS children and 471 EHS children and pregnant women. The Foundling's HS/EHS Program serves in the five municipalities of Cataño, Coamo, San Juan, Toa Baja, and Vega Alta.



The Foundling's HS/EHS programs are comprehensive, child-centered, and developmentally appropriate for children from birth to five years of age. The programs also serve pregnant women and families. The Foundling was the first HS/EHS Program in Puerto Rico, working in partnership with the Montessori Program and Nuestra Escuela to integrate the Montessori philosophy with the HS curriculum. The Montessori approach is well-known for its proven methodology in preparing young children to become lifelong learners. The outcomes indicators demonstrate that children in Montessori classrooms reach higher levels of development across the established learning domains.

GOVERNING BOARD AND POLICY COUNCIL MEMBERS

The New York Foundling/ Head Start Governing Board Trustees and Policy Council make up a formal structure of program governance that oversees the quality of services for children and families, and makes decisions related to program design and implementation.

COMPOSITION OF THE GOVERNING BOARD 2022-2023

The Governing Board is composed of 25 trustees, representative of various professional areas of interest; one Early Head Start parent is also an appointed trustee. All are known as leading experts in their respective fields. The body ensures a formal and active governance structure in compliance with Head Start requirements. Included are:

Robert E. King, Jr., Chairperson
Sr. Donna Dodge, S.C., Vice President
Mr. David M. Mullane, Treasurer
Sr. Carol A. Barnes, S. C., Secretary

An additional list of trustees is available upon request.

The Policy Council has up to four participating parents as representatives from each of the five geographical service areas and representatives from social service organizations in our target communities.

Illian Cáceres Román – President (EHS Paseo Alegre, Toa Baja)
Gabriela A. Pabón Colón – Vice-President (HS Rayito de Luz, Coamo)
Marishelle Rosa Vázquez – Secretary (HS Breñas II, Vega Alta)
Vivian Cordero Rodríguez – Sub-Secretary (HS Levittown ABCD, Toa Baja)
Laura Javier Llaugert – Treasurer HS Paraíso Infantil, San Juan)

An additional list of members is available upon request.

BUDGET

Fiscal Administration and Management

Awarded Budget and Enrollment for 2022-2023 Grant I #02CH012165

I. Enrollment by Program Option: Head Start

Head Start	Center Based	Combination Program	Home Based Option	Funded Enrollment Total
Enrollment	617	0	0	617

II. Enrollment by Program Option: Early Head Start

Early Head Start	Center Based	Home Based Option	Pregnant Mothers	Funded Enrollment Total
Enrollment	266	36	15	317

III. Assigned Budget

Program	Funded Enrollment	Federal			Non-Federal Share *	Non - Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Head Start	0	\$6,713,568	\$74,719	\$6,788,287	\$1,697,072	20%	\$8,485,359
Early Head Start	0	\$5,093,686	\$115,116	\$5,208,802	\$1,302,201	20%	\$6,511,003
Total	0	\$11,807,254	\$189,835	\$11,997,089	\$2,999,273	20%	\$14,996,362

* Head Start grant recipients must obtain 20% of their total grant award via in-kind services and donations.

IV. Assigned Budget Line Items

Categories	Program Activities				Total
	(1) Head Start: Program Operation	(2) Head Start: Training & Technical Assistance	(3) Early Head Start: Program Operation	(4) Early Head Start: Training & Technical Assistance	
a. Personnel	\$3,861,148	\$0	\$3,079,815	\$0	\$6,940,963
b. Fringe Benefits	\$1,100,427	\$0	\$877,747	\$0	\$1,978,174
c. Trips	\$2,800	\$0	\$2,200	\$0	\$5,000
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Materials	\$228,430	\$0	\$80,718	\$0	\$309,148
f. Contract Services	\$77,280	\$74,719	\$50,640	\$115,116	\$317,755
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$770,770	\$0	\$486,378	\$0	\$1,257,148
i. Total Direct Costs	\$6,040,855	\$74,719	\$4,577,498	\$115,116	\$10,808,188
j. Indirect Costs	\$672,713	\$0	\$516,188	\$0	\$1,188,901
k. TOTALS	\$6,713,568	\$74,719	\$5,093,686	\$115,116	\$11,997,089

V. COLA - Assigned Cost of Living & Quality Improvement Allowance

Program	Funded Enrollment	Federal			Non-Federal Share	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Head Start		\$185,180	\$0	\$185,180	\$0	0%	\$185,180
Early Head Start		\$141,342	\$0	\$141,342	\$0	0%	\$141,342
Total	0	\$326,522	\$0	\$326,522	\$0	0%	\$326,522

Awarded Budget & Funded Enrollment 2022-2023 Grant II O2CH010488/O2CH012181

I. Enrollment by Program Option: Head Start

Head Start	Center Based	Combination Program	Home Based Option	Funded Enrollment Total
Enrollment	419	0	0	419

II. Enrollment by Program Option: Early Head Start

Early Head Start	Center Based	Home Based Option	Pregnant Mothers	Funded Enrollment Total
Enrollment	80	0	8	88

III. Assigned Budget

Program	Funded Enrollment	Federal			Non-Federal Share *	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Head Start	419	\$5,941,661	\$87,236	\$6,028,897	\$1,507,224	20%	\$7,536,121
Early Head Start	88	\$740,310	\$17,050	\$757,360	\$189,340	20%	\$946,700
Total	536	\$6,681,971	\$104,286	\$6,786,257	\$1,696,564	20%	\$8,482,821

* Head Start grant recipients must obtain 20% of their total grant award via in-kind services and donations.

IV. Assigned Budget Line Items

Categories	Program Activities				Total
	(1) Head Start: Program Operation	(2) Head Start: Training & Technical Assistance	(3) Early Head Start: Program Operation	(4) Early Head Start: Training & Technical Assistance	
a. Personnel	\$3,327,369	\$0	\$459,329	\$0	\$3,786,698
b. Fringe Benefits	\$948,300	\$0	\$130,909	\$0	\$1,079,209
c. Trips	\$4,830	\$0	\$170	\$0	\$5,000
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Materials	\$112,436	\$0	\$10,862	\$0	\$123,298
f. Contract Services	\$199,880	\$87,236	\$16,078	\$17,050	\$320,244
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$751,388	\$0	\$47,908	\$0	\$799,296
i. Total Direct Charges	\$5,344,203	\$87,236	\$665,256	\$17,050	\$6,113,745
j. Indirect Costs	\$597,458	\$0	\$75,054	\$0	\$672,512
k. TOTALS	\$5,941,661	\$87,236	\$740,310	\$17,050	\$6,786,257

V. COLA – Assigned Cost of Living & Quality Improvement Allowance

Program	Funded Enrollment	Federal			Non-Federal Share	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Head Start		\$161,075	\$0	\$161,075	\$0	0%	\$161,075
Early Head Start		\$20,378	\$0	\$20,378	\$0	0%	\$20,378
Total	0	\$181,453	\$0	\$181,453	\$0	0%	\$181,453

VI. Supplement

Program	Funded Enrollment	Federal			Non-Federal Share	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Head Start		\$0	\$0	\$0		0%	\$0
Early Head Start		\$376,023	\$0	\$376,023	\$0	0%	\$376,023
Total	0	\$376,023	\$0	\$376,023	\$0	0%	\$376,023

Awarded Budget & Funded Enrollment 2022-2023 Grant III EHS Toa Baja #02CH011266

I. Enrollment by Program Option: Head Start

Early Head Start	Center Based	Home Based Option	Pregnant Mothers	Funded Enrollment Total
Enrollment	60	0	6	66

II. Assigned Budget

Program	Funded Enrollment	Federal			Non-Federal Share *	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Early Head Start	66	\$1,150,231	\$25,261	\$1,175,492	\$293,873	20%	\$1,469,365

* Head Start grant recipients must obtain 20% of their total grant award via in-kind services and donations.

III. Assigned Budget Line Items

Categories	Program Activities		Total
	(1) Early Head Start: Program Operation	(2) Early Head Start: Training & Technical Assistance	
a. Personnel	\$692,646	\$0	\$692,646
b. Fringe Benefits	\$197,404	\$0	\$197,404
c. Trips	\$1,000	\$0	\$1,000
d. Equipment	\$0	\$0	\$0
e. Materials	\$55,257	\$0	\$55,257
f. Contract Services	\$7,990	\$25,261	\$33,251
g. Construction	\$0	\$0	\$0
h. Other	\$79,444	\$0	\$79,444
i. Total Direct Costs	\$1,033,741	\$25,261	\$1,059,002
j. Indirect Costs	\$116,490	\$0	\$116,490
k. TOTALS	\$1,150,231	\$25,261	\$1,175,492

V. COLA - Assigned Cost of Living & Quality Improvement Allowance

Program	Funded Enrollment	Federal			Non-Federal Share	Non-Federal Share %	Total Budget
		Program Operations	Training & Technical Assistance	Total			
Early Head Start		\$36,225	\$0	\$36,225	\$0	0%	\$36,225

American Rescue Plan Award

These funds were used for the following expenses:

- Equipment and materials necessary for The Foundling to offer virtual services remotely
- Equipment and materials necessary to reopen and initiate in-person services in centers
- Education-related materials
- Transportation
- Food and snacks not covered by the food program
- Renovations
- Administrative expenses

Categories	Program Activities	Total
	(I) Operation	
a. Personnel	\$442,000	\$442,000
b. Fringe Benefits	\$44,200	\$44,200
c. Viajes		\$0
d. Trips	\$710,000	\$710,000
e. Materials	\$200,000	\$200,000
f. Contract Services	\$66,000	\$66,000
g. Construction		\$0
h. Other	\$678,207	\$678,207
i. Total Direct Costs	\$1,654,207	\$1,654,207
j. Indirect Costs	\$183,617	\$183,617
k. TOTALS	\$1,837,824	\$1,837,824

Audits

The program carried out its annual audit or “single audit.” There were no findings in the fiscal area.

FROM PRIVATE FUNDERS

Over the program year, The Foundling received \$89,000 in grants from three funders to enhance services to children, support teachers in obtaining certifications and to keep our classrooms safe and healthy. They include:

- \$40,000 - from the Allene Reuss Foundation to provide eye exams and glasses for 88 children enrolled in our centers.
- \$24,000 - from Nuestra Escuela (Montessori Scholarships) for 6 Head Start teachers to receive their certifications.
- \$25,000 - from United Way to cover the costs of disinfecting wipes for all classrooms.

OTHER PUBLIC SUPPORT

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

The Child and Adult Care Food Program (CACFP) aids child and adult care institutions and family homes with nutritious foods that contribute to the well-being, healthy growth, and development of young children, and to the health and well-being of older adults and people with disabilities. The food program 2022-2023 fiscal year begins in October and ends in September. It has an estimated federal funding budget of \$1,300,000.00. This budget is obtained from reimbursements for food served to children and adults, so their daily attendance determines the amount received per month.

Categories	Budget
Food	\$1,142,843.12
Staffing Operations	\$18,351.60
Staffing Administrative	\$34,505.28
Materials	\$88,000.00
Administrative Costs	\$16,300.00
Total	\$1,300,000

PROGRAM DESIGN MANAGEMENT - MONITORING

The Administration of Children and Families' (ACF) / Office of Head Start (OHS)

OHS conducted a Focus Area Two (FA2) monitoring review during PY 2023, which evaluated the program's performance and compliance with Head Start and EHS Program Performance Standards (HSPPS), Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations. The program met 100% of the compliance measures. Results were presented to staff, Policy Council and Board of Directors.

Results of the Most Recent Financial Audit

The Independent Auditor's report by BDO Company, PY 2022-23 indicated no findings or questionable costs.

Child and Adult Care Food Program

No significant findings during this year's program review.

Self- Assessment 2022-2023

The annual self-assessment is a tool used to monitor progress toward program goals, compliance with Head Start regulations, and effectiveness in promoting school readiness. The data gives the program a chance to identify and make appropriate course corrections. The self-assessment team included Head Start and EHS parents and staff members. We completed the annual self-assessment in May 2023. Work is underway to address the identified areas of concern.

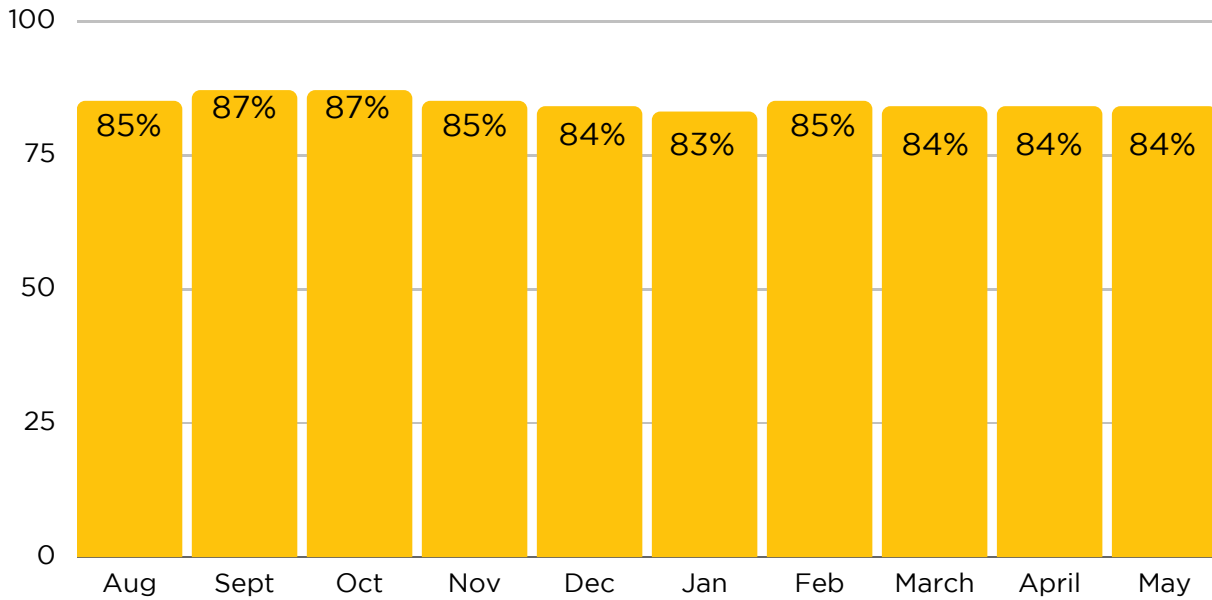
PROGRAM DESIGN MANAGEMENT - ENROLLMENT

ENROLLMENT CAPACITY BY GRANTS

The following charts reflect the actual enrollment by grant for project period August 2022 to April 2023.

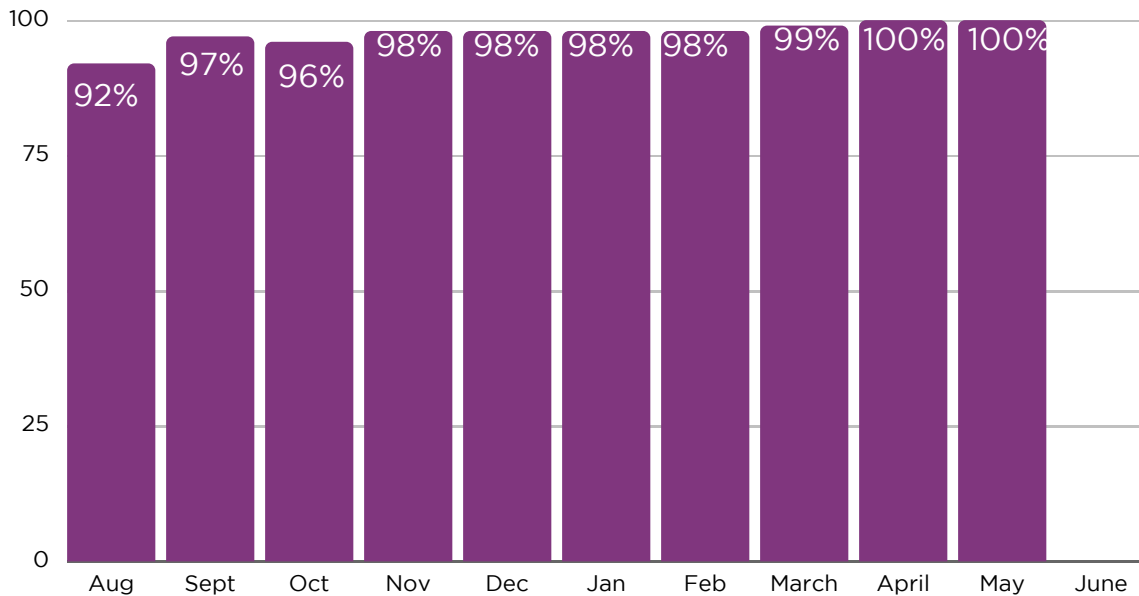
HS Grant I

Funded Enrollment: 617 [617 Center-based]



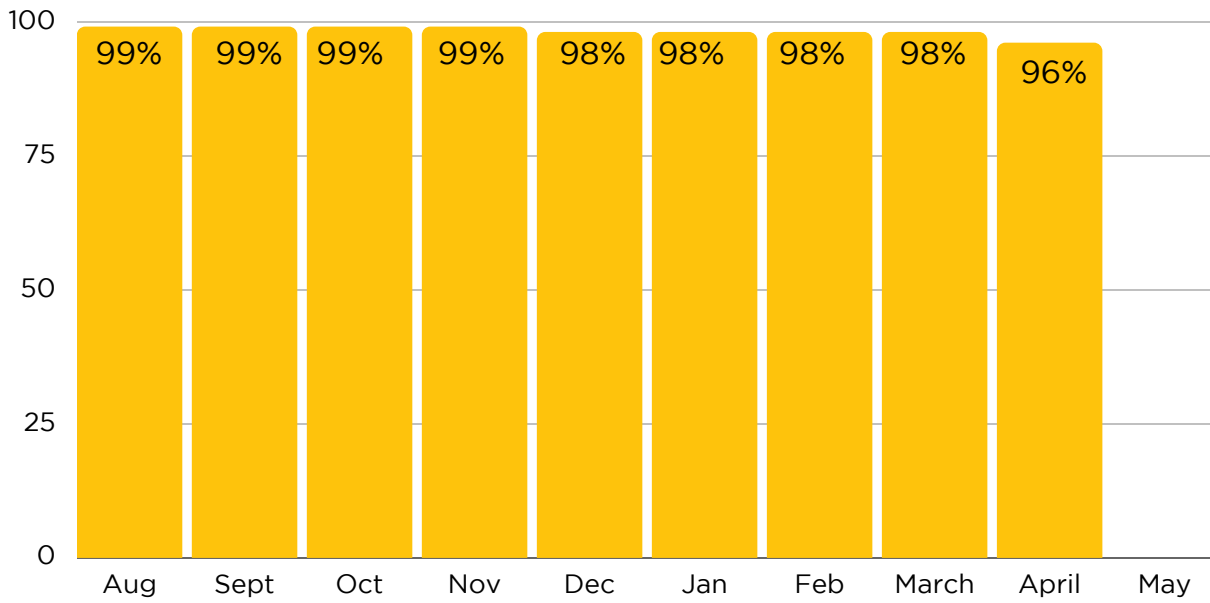
EHS Grant I

Funded Enrollment: 317 [266 Center-based; 36 Home-based; 15 Pregnant Mothers]



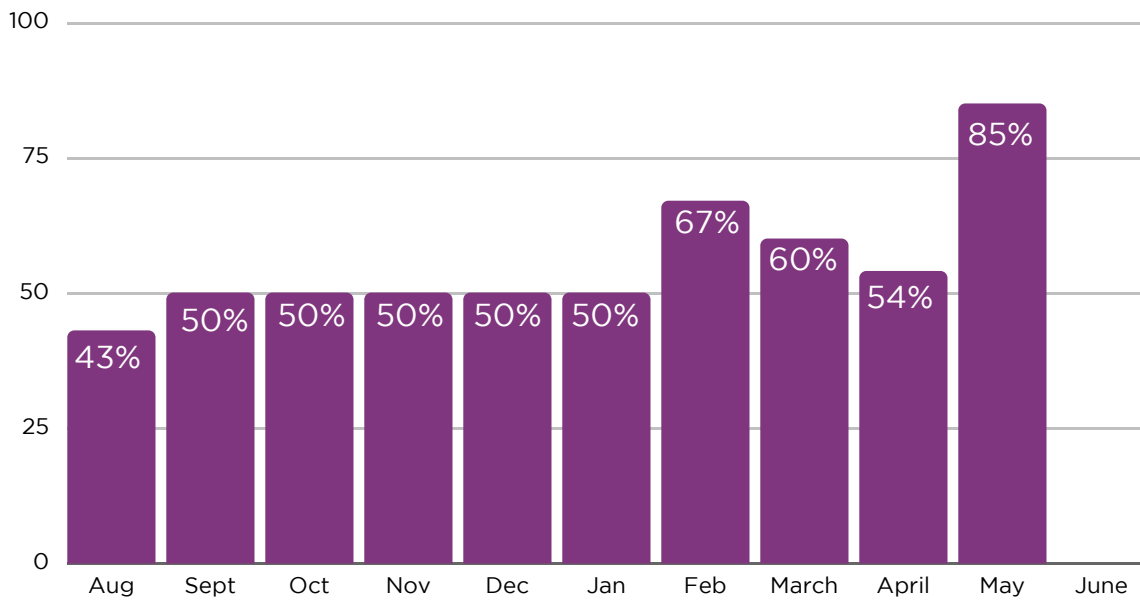
HS Grant II

Funded Enrollment: 419 [419 Center-based]



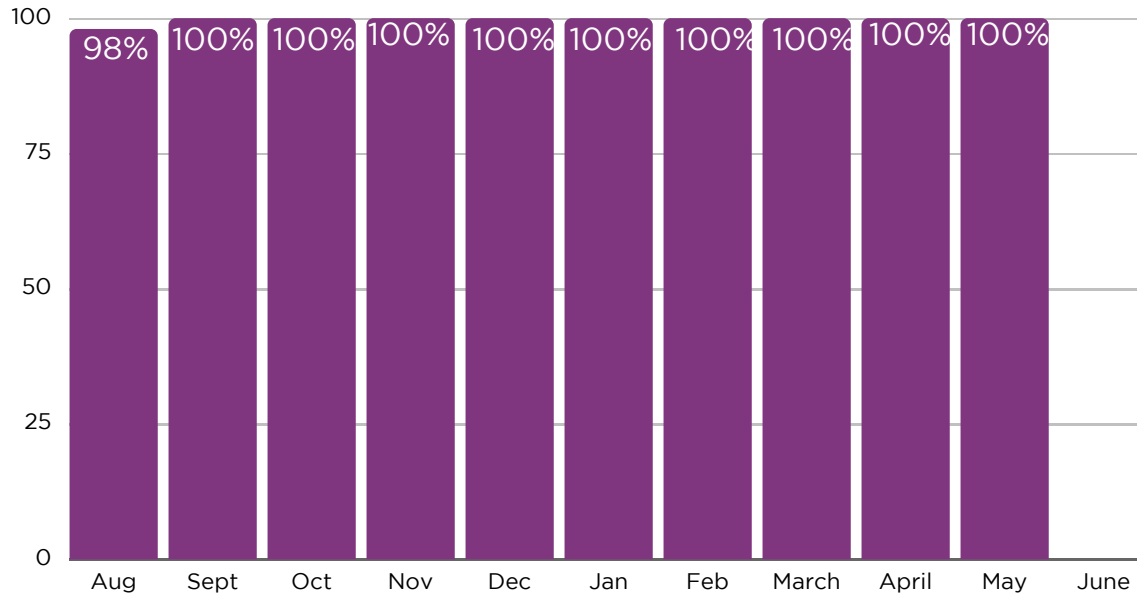
EHS Grant II

Funded Enrollment: 88 [80 Center-based; 8 Pregnant Mothers]



EHS Grant III

Funded Enrollment: 66 [60 Center-based; 6 Pregnant Mothers]





SCHOOL READINESS GOALS

The Head Start Program Performance Standards require grantees to implement program and teaching practices that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF) that presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years. NYF utilizes the Creative Curriculum and the Teaching Strategies developmental continuum database system to ensure compliance with the ELOF.

The Domain / Readiness Goals are:

Goal 1. Learning Approaches

- Children will manage emotions, feelings, actions, and behaviors appropriately and will follow rules and routines, with or without adult help, according to their stage of development and will maintain an appropriate focus of attention, control impulses, and show persistence and flexibility in their thoughts and behaviors.

Goal 2: Social and Emotional Development

- Children will develop and maintain coherent relationships and positive interactions in a safe relationship through experiences, routines, activities, and play with known adults and peers and will develop the ability to express that others care and care about them. They will recognize, manage their emotions, and respond appropriately to the emotions of others with or without adult support.
- Children will develop a sense of identity and belonging to a family, community and other groups demonstrating self-confidence, their abilities and leadership.

Goal 3. Language and Literacy

- Children will express themselves through simple words, phrases, and complete sentences, using an increasingly complex and extensive vocabulary; narrate experiences, answer, ask questions related to exploration and interactions according to their age and level of functioning; and use attention and comprehension skills to communicate with adults and peers.
- Children will identify letters and sounds. They will recognize their name and make scribbles, strokes, drawings, and letters in an increasingly sophisticated way to communicate a message.

Goal 4. Cognition

- Children will develop concepts of numbers, sequence, relationships between numbers and quantities, associate, add and remove something, perform patterns, measure, identify, describe, compare geometric figures, and explore spatial positions.

Goal 5. Perceptual, Motive and Physical Development

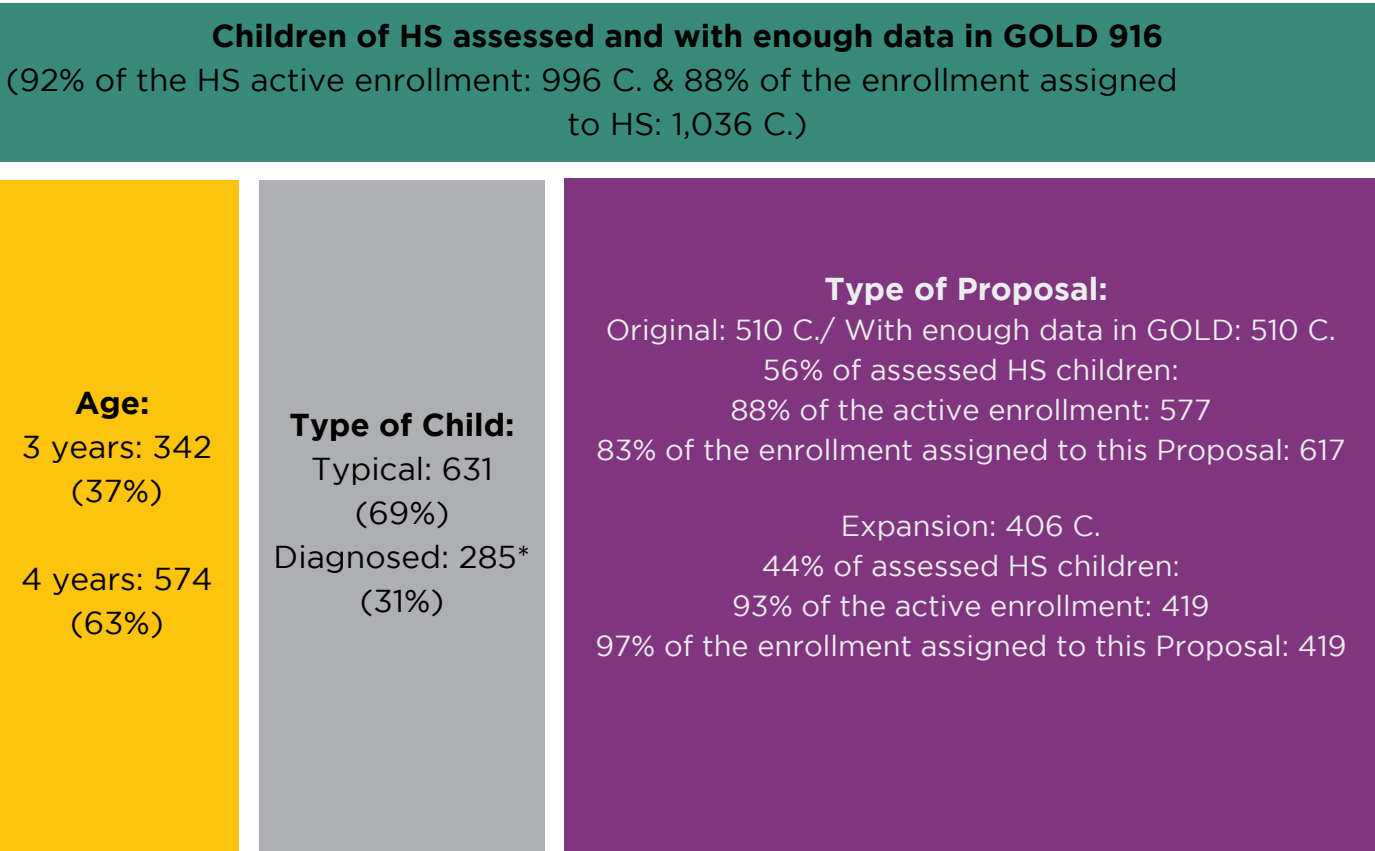
- Children will demonstrate perceptual, gross, and fine motor skills, with greater control, strength, and coordination according to their age and level of functioning when exploring, moving, and interacting with people and objects.
- Children will learn and demonstrate their knowledge in caring for their body through good health habits, nutrition, safety, and healthy behavior.

CHILDREN OUTCOMES

Developmental Progress by Age

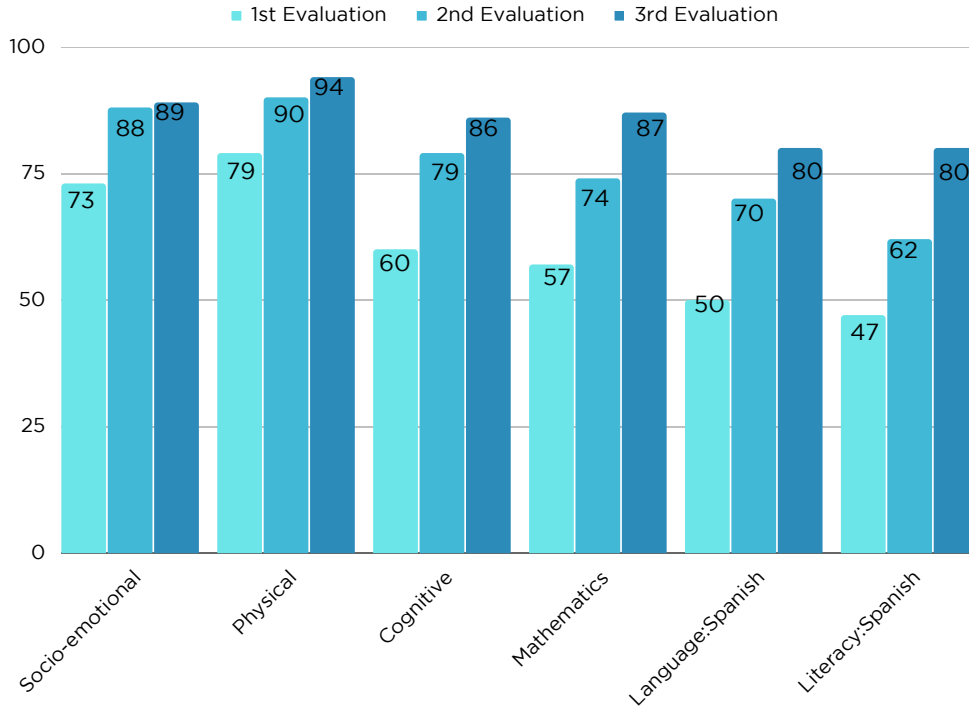
During the 2022-2023 school year, HS and EHS students were formally assessed at the beginning-of-year, middle-of-year and end-of-year using the Gold online Checklist. In addition to these assessments, staff also conducted informal observations of students to track student progress. Notes as well as samples of student work collected randomly throughout the school year contributed to the creation of the child's individual portfolio. The following graphics were selected to identify HS children's outcomes, comparisons and results in which children exceed the expectations. Some graphics are presented to demonstrate how children's exposure to Montessori philosophy has increased their scores

Demographics: NYF Head Start Children - Center Based Option 3rd Assessment PY 2022-23

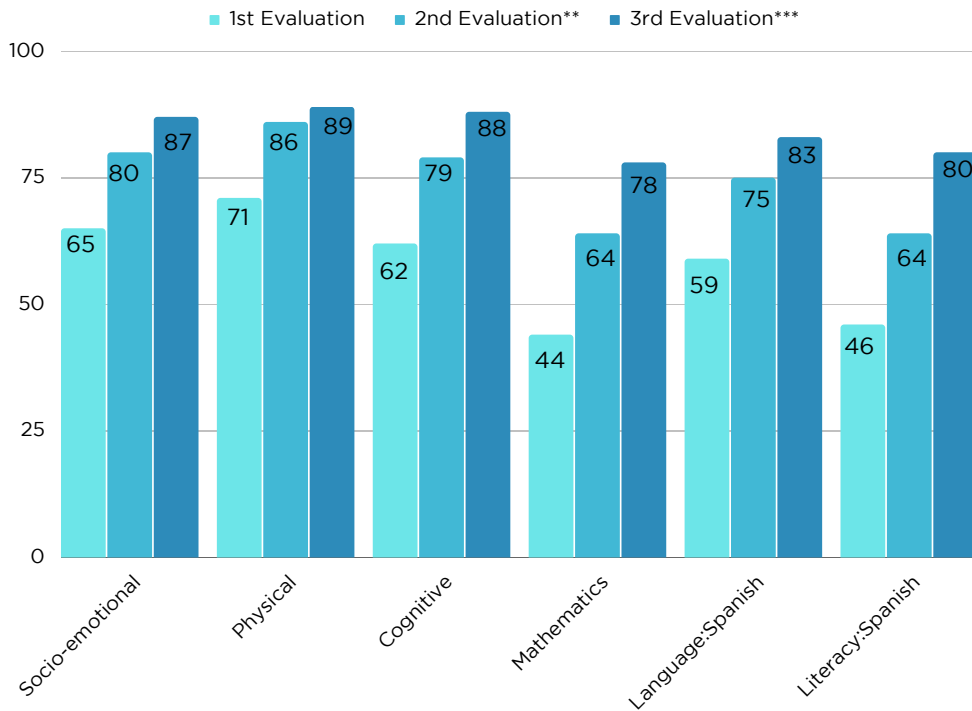


*Re: Report on Diagnosed Children ending April 2023. Those 285 Diagnosed represent 31% of assessed HS children (916), 29% of the HS active enrollment (996 C.) and 28% of the enrollment assigned to HS (1,036 children).

Percent of 3-year-pold HS children who reached the combined level meet or exceed expectations for age in the 1st, 2nd, and 3rd evaluation 2022-23



Comparison of percent of Typical HS Children - All Child Category- who reached the combined level, meet or exceed expectations for age in the 1st, 2nd, and 3rd evaluation 2022-23

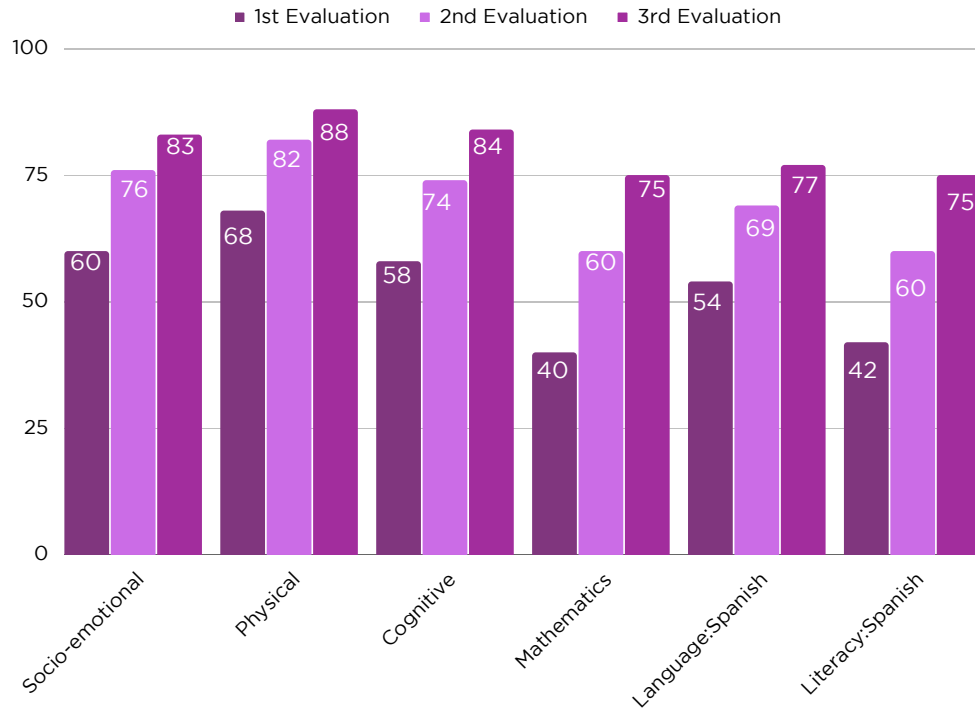


*Total children: 703

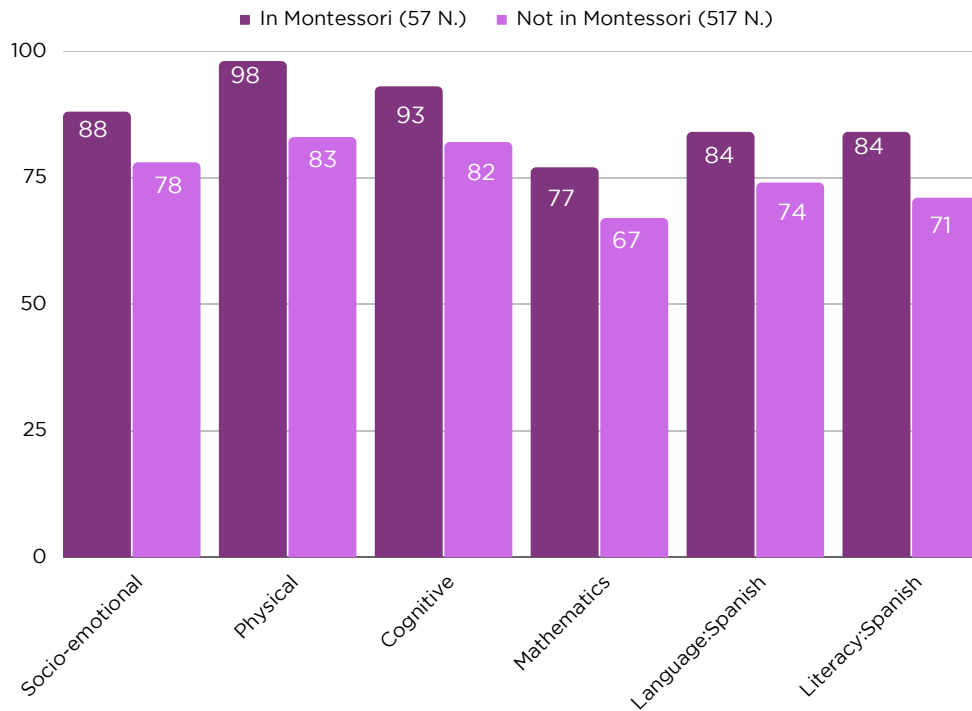
**Total children: 662 (661 suf.data in GOLD)

***Total children: 631

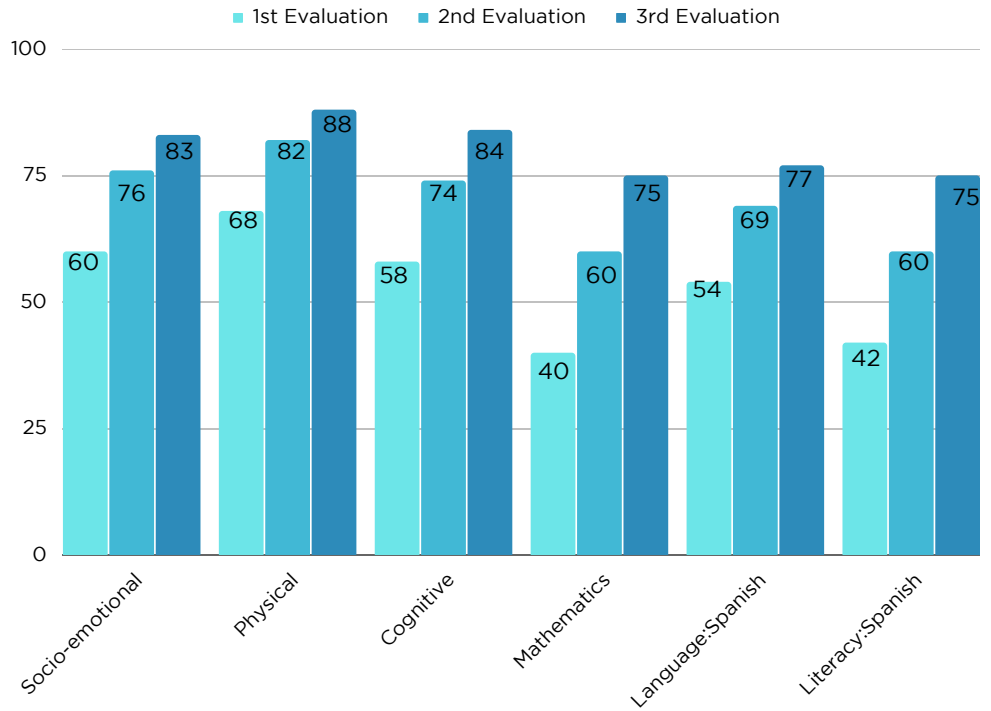
Comparison of percent of HS Children - All Child Category- who reached the combined level, meet or exceed expectations for age in the 1st, 2nd, and 3rd evaluation 2022-23



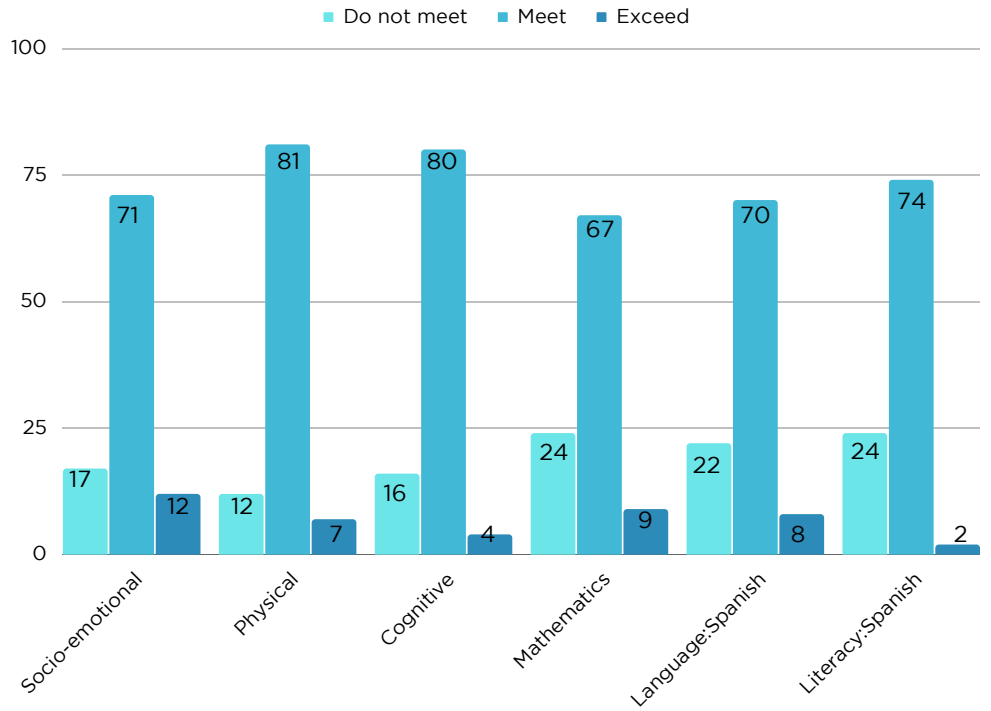
Percent of 4-year-old HS children in and out of the Montessori model who reached the combined level meet or exceed expectations for age in the 3rd assessment 2022-23



Comparison of percent of HS Children - All Children who met combined level meets or exceeds age expectations in the 1st, 2nd, and 3rd evaluation 2022-23



Percent of HS Children Grant II (Expansion)* - who reached the do not meet, meet, and exceed expectations for age separately in the 3rd evaluation 2022



*Children evaluated: 406 (97% assigned to HS expansion: 419): Typical: 73% (296 N>); with diag. 27% (110 N.); 3 years: 40% (161 N.), 4 years: 60% (245 N.).

Synthesis of Results in Children from the NYF Head Start Program

HS 3-year-olds Combined Level Meet or Exceed Expectations for Age

When comparing percentages of performance exhibited by 3-year-olds of HS separately in the levels Below/Do Not Meet expectations for age and Meet or Exceed Expectations for age, it was found that in the 6 areas of development, the highest results were given at the level Meet or Exceed. One area reached the rank of ninety percent attained: Physical (94%). Percentages of achievements in the other five developmental areas corresponded to the eighty percent range: Social-Emotional (89%), Math (87%), Cognitive (86%), Language and Literacy (both 80%).

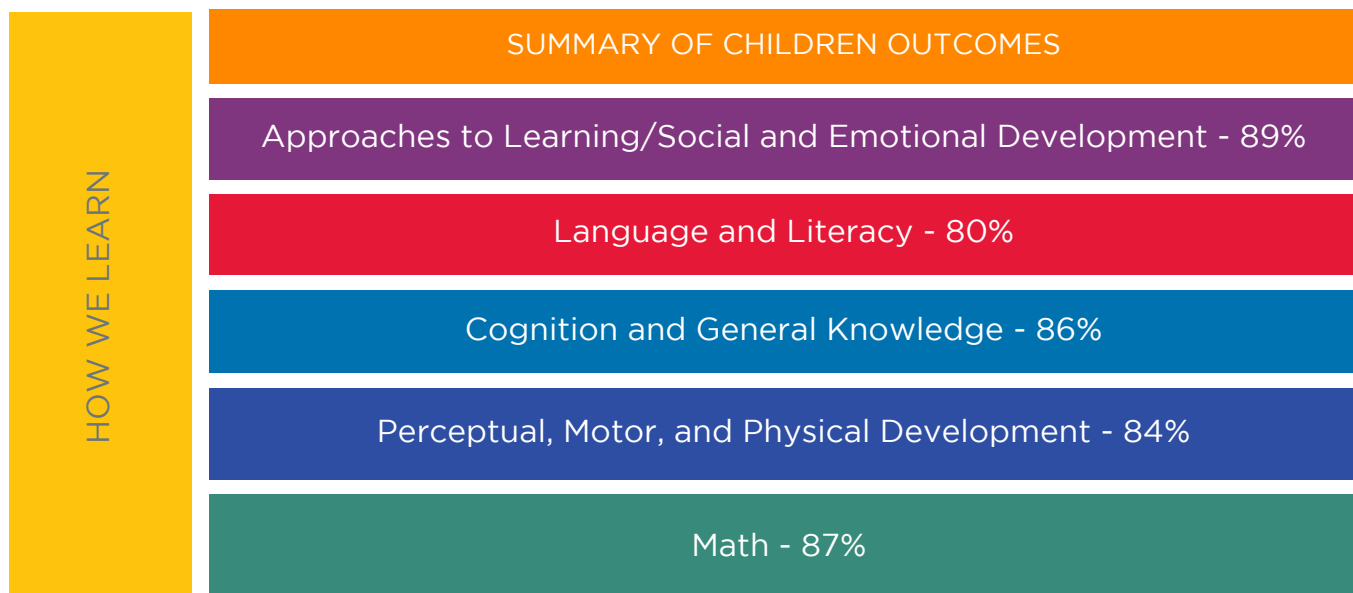
Note: When considering all levels of performance, the greatest percentage of achievements of these children really correspond to the level They meet expectations for age since the percentages obtained at the level Exceed fluctuated between 2% and 22% in the six areas of development.

HS 4-year-olds Combined Level: Meet or Exceed Expectations for Age

Comparing the percentages of performance exhibited by 4-year-olds of HS separately in the levels Below/Do Not Meet expectations for age and the Meet or Exceed expectations for age, it was found that in the 6 areas of development under study the highest results were at the level Meet or Exceed. Nevertheless, in three areas, the percentages at the Below level were high: Mathematics: 32%, Literacy: 28% and Language: 25%.

Practically, the achievements of these children really correspond to their level. They meet the expectations for the age since the percentages obtained in the Exceed level fluctuated between 1% and 7% in the six areas of development. Hundreds scored achievement levels in the eighty percent range in two areas of development: Physical (84%) and Cognitive (83%). In three areas the results corresponded to the range of seventy percent: Social-emotional (79%), Language (75%) and Literacy (72%). The area with the lowest percentage of achievement was Mathematics, with 68%

75% of students are expected to reach the set school readiness goals as they transition from Head Start to Kindergarten.



Achievements in the other five developmental areas corresponded to the eighty percent range: Social-Emotional (89%), Math (87%), Cognitive (86%), Language and Literacy (both 80%).

Children with Special Needs

The number of children suspected of having and diagnosed with special needs in the Foundling Head Start and Early Head Start centers continues to surpass the 10% enrollment levels required by the Office of Head Start. For this past year, our aggregate data across the three grants indicates that over 260 three- and four-year-old children needed extra support to reach their age-appropriate levels of development for speech and language skills. The next largest number of children with special needs in this age group were the 37 children exhibiting signs of autism in various levels.

A team of five special education specialists led the work to assist teaching teams in developing curriculum and specific activities to support classroom planning and implementation. Early Head Start and Head Start classrooms contain the appropriate learning, teaching and play materials that help these children especially stay engaged and develop to their fullest potential.

HEALTH, NUTRITION, AND MENTAL HEALTH SERVICES

Through the long-lasting effects of the COVID-19 pandemic, our staff continued to support our Head Start and Early Head Start families. These efforts included:

- 412 (86 %) of the staff were certified in CPR.
- 596 families received continuous counseling support from our mental health staff.
- We administered the Edinburg Survey on Post-Partum Depression to our pregnant mothers to support their wellbeing after giving birth.
- 104 members from the teaching teams received training on inclusion strategies for children with autism.
- Zero significant deficiencies noted during the monitoring visit by the Childcare and Adult Food Program.
- 100 per cent utilization of our food program budget strengthened our request for an increase to cover the rising costs of food, personnel, and other food service needs.
- 112 families participated in the School for Parents to learn about and begin practicing Positive Discipline.
- 88 children with suspected visual problems were examined and were set with new glasses.

Parent Engagement and Education

The families enrolled in our centers were actively involved in setting and meeting goals as evidenced by the high numbers that are reaching between 75 and 100% of the goals, they set for themselves. This is an area where Head Start and Early Head Start outshining as a two-generation program model.

Family Goals	# Families reaching between 75% or 100% of their goals HS Grant I	# Families reaching between 75% or 100% of their goals EHS Grant I	# Families reaching between 75% or 100% of their goals HS Grant II	# Families reaching between 75% or 100% of their goals EHS Grant II	# Families reaching between 75% or 100% of their goals EHS Grant II
Positive Family Life Practices	85%	82%	84%	83%	100%
Intentional Support for Children	89%	65%	84%	83%	91%
Gaining Self-Sufficiency	88%	91%	86%	79%	100%
Family Health and Wellbeing	81%	82%	78%	63%	88%
Socialization Events	100%	0	0	44%	100%

In addition, hundreds of families joined activities specially designed to bring them crucial information and direct support on topics such as financial literacy, continuing education, discipline, and fatherhood.

Parent Activities	Participants HS	Participants EHS
Orientation to Financial Literacy	370	129
Support for Planning to Get Back to School	114	45
Health Education and Preventive Hygiene	199	233
Help with Finding Employment	95	37
Crisis Intervention	87	40
Transition Activities	789	143
The Importance of Emotional Support	71	22
Fatherhood and Child Rearing	72	92
Parents as Role Models	88	42
Preventing Child Maltreatment, Discipline	360	72
Local Law 246	212	136
Being an Educator for Life	65	23
Local Law 54	151	63
Shine on Families Center Events	158	44
Shine on Families Activity Cards Distributed	194	106

Transition to Kindergarten

Four hundred and seventy-seven (477) 4-year-old-children completed their last year in Head Start and began their kindergarten year in August. The majority reached the developmental learning goals set for the age group.

As noted above, hundreds scored achievement levels in the eighty percent range in two areas of development: Physical (84%) and Cognitive (83%). In three areas the results corresponded to the range of seventy percent: Social-emotional (79%), Language (75%) and Literacy (72%). The area with the lowest percentage of achievement was Mathematics, with 68%.

Transition to Kindergarten



In conclusion, the Foundling Head Start and Early Head Start program in Puerto Rico continues to make a direct difference in the lives of over 1,000 families and over 400 staff members. We are committed to our mission of getting children ready to become lifelong learners. Moreover, our work also strengthens the capacity of our families to become self-sufficient and engaged citizens.