

# POLICE ATHLETIC LEAGUE

## EARLY HEAD START/ HEAD START



# ANNUAL REPORT 2020-2021



### **Mission Statement:**

The Police Athletic League, together with NYPD and the law enforcement community, supports and inspires New York City youths to realize their full individual potential as productive members of society. PAL has an array of recreational, educational, cultural, and social programs that serve the youth of New York City.

### **Motto:**

The Best Friend A Kid Can Have.

### **Vision Statement:**

All children in New York City will have a fun place to play, learn and grow, nurtured by a special relationship with youth development professionals and police officers.

### **Program Goals:**

1. Provide the highest quality of early childhood education services for all PAL Head Start and Early Head Start children, staff and families to promote kindergarten readiness.
2. Provide quality services to identify, refer, and support PAL Head Start/Early Head Start, families with mental health, physical health and/or nutritional needs.
3. Strive to provide quality services to promote family self-sufficiency while maintaining full enrollment.
4. Provide quality support and oversight to ensure Head Start Performance Standards.

## Message from the Director of Early Childhood and Nutrition



What a year it has been! In my 16 years at the Police Athletic League as the Head Start Leader, I have never experienced managing a program during a global pandemic. We opened up the 2019/2020 school year in August oblivious to the impending mayhem that would bring all operations to a screeching halt in March 2020. In an effort to respond to the COVID-19 pandemic, this past school year looked like no other in the history of the program. PAL Head Start/Early Head Start closed from March until the end of July and, during that time, our program figured out a way to stay connected to children and families. Through hard

work, collaboration and creativity the program was able to adjust to the current situation. We assessed technology needs, researched remote learning platforms, participated in virtual meeting after virtual meeting to keep on top of the latest and ever changing data and information related to the virus. All of this work resulted in the birth of a remote service delivery model coupled with a plan to safely reopen our Full-Day/Full-Year classrooms. While the decisions that have been made over this past year were challenging we celebrate the triumphs.

We appreciate the importance of hands- on experience for young children in the early learning years, and we value the families as first teachers. We are also cognizant of the difficulty families who need to work or go to school face with high quality childcare hence our commitment to ensure our families and children have the best early childcare experiences at our programs. And we know that we would rather look back and say we did too much than too little to safeguard everyone's health and well-being.

The agency completed a successful Office of Head Start FA1 Federal Review. The review was conducted virtually and there were no findings nor areas of non-compliance. Another exciting news for the agency was the successful application for the Rockaway Head Start/Early Head Start program. This new program will extend services to a new community in the Far Rockaway area of Queens. This will also increase the number of families served to 735 families; 156 Early Head Start and 579 Head Start families.



We remain grateful to the families who have entrusted the care of their children with staff at the PAL program sites. We join them in ensuring that children who enter our program leave prepared to meet the challenges of kindergarten and beyond. We are humbled by this assignment and take ownership for our role in helping to shape the minds of future generations.

To the PAL Head Start staff that embraced this challenging year and continue with selflessness and grace, we publically thank you for all that you do!

*Dr. Asneeth Council*

# Meet some of our team



<p><b>President</b></p>	<p><b>Deputy Director PFCE</b></p>
<p>David J. Arena</p>	<p>Marcia Forbes</p>
<p><b>Honorary President</b></p>	<p><b>Deputy Director of Early Childhood Education</b></p>
<p>Comm. Dermot F. Shea</p>	<p>Dawn White</p>
<p><b>Vice Presidents</b></p>	<p><b>PAL - Arnold &amp; Marie Schwartz</b></p>
<p>Richard A. Bernstein</p>	<p>Education Director</p>
<p>Daniel Rose</p>	<p>Althea Rudder</p>
<p><b>Vice Chairs</b></p>	<p><b>PAL - Carey Gardens</b></p>
<p>John A. Catsimatidis</p>	<p>Education Director</p>
<p>Robert J. McGuire, Esq. Former NYC Police Commissioner</p>	<p>Kathy Chase</p>
<p><b>Secretary</b></p>	<p><b>PAL - La Puerta Abierta</b></p>
<p>Charles A. Stillman, Esq.</p>	<p>Education Director</p>
<p><b><u>In Memoriam</u></b></p>	<p>Ratna Bhattacharjee</p>
<p>Robert M. Morgenthau</p>	<p><b>PAL - Roberta Bright</b></p>
<p>Chairman, 1963-2019</p>	<p>Education Director</p>
	<p>Ratna Bhattacharjee</p>



**PAL- Western Queens**

Education Director

Vanesia Richardson

**PAL - Woodside**

Education Director

Shakria Stevens

**PAL - World of Creative Experiences**

Education Director

Sandrine Kelley

## Our Policy Council



The **Policy Council** is a group of **Head Start** and **Early Head Start** parents and community members who help lead and make decisions about their **program**. **Policy Council** members are elected by the parents of children enrolled in the **program**. Parents often join the **Policy Council** after serving on a parent committee.



Ms. Angelina Rosado - Chair  
“I stand as a witness to the amazing reach of Head Start”

“This experience has been both remarkable and a journey filled with learning and growth from beginning to end. I entered this new terrain with no experience serving on this type of forum, amazingly, I had staff members and policy council peers who rallied around me. They were patient and kind and stepped in when needed. I learned a lot about the program governance, my role and how Head Start programs make impact. I am forever grateful for this experience.”

Ms. Kristina Stokes - Vice Chair

Ms. Quartina Peters - Treasurer

Ms. Clemens Mariano - Secretary

Mr. Damien Mercardo - Chair of Personnel Practice and Community Activist



## Program Overview

The PAL Early Head Start / Head Start programs provide a safe, secure, developmentally appropriate environment and emphasizes active family engagement and strong collaboration with the local community. PAL Staff is composed of certified teachers, social service staff, mental health and health consultants, food service coordinator, nutritionists, dance & music instructors, and an instructor for gardening.

PAL has been providing vital Early Childhood education to New York City families for more than 50 years. PAL's learning environment for Early Head Start (EHS 2 year olds), and Head Start (HS 3-5 year olds) children enables us to address each child's individual strengths and needs, giving them a strong social emotional, physical, language, literacy and cognitive foundation prior to entering kindergarten.

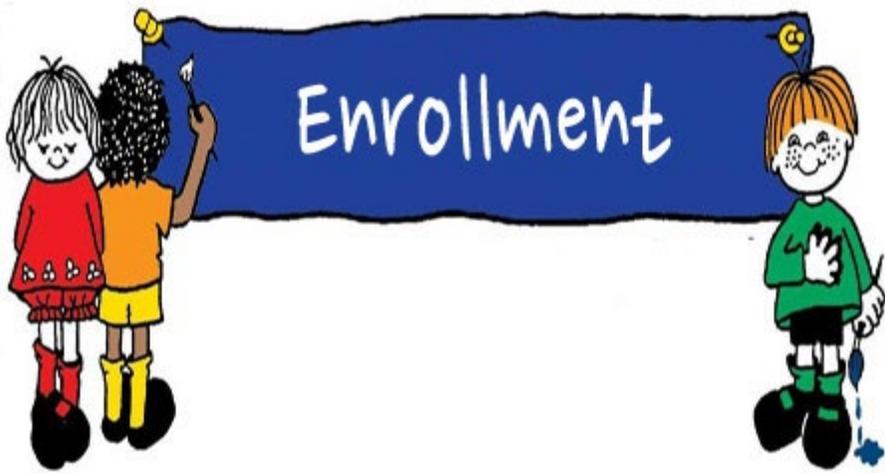
PAL is helping parents and children with special needs transition into the next phase of their journey through collaboration with Kids Centric, Early Intervention, the Committees for Preschool and Special Education. These partnerships enable PAL to support transitions and daily engagement with families including providing activities that complement children's IFSP and IEP goals.

Qualified early childhood professionals ensure that children are given the best learning experiences through use of the Head Start Early Outcomes Framework (HSELOF), Creative Curriculum, Teaching Strategies GOLD and state common core learning standards. Educators use positive and effective teaching practices aligned to Head Start and state standards which foster increased preparedness for kindergarten and beyond.

There are seven Head Start programs (5 serve Early Head Start children ages 2-3) throughout Brooklyn and Queens. We currently serving 569 children ages 2 - 5. The staff provide families with education, social service, physical and mental health support, etc. PAL EHS/ HS programs operate throughout the year and children are provided a healthy breakfast, lunch and snack daily.

PAL EHS/ HS programs place a strong emphasis on the nutritional and physical needs of children and families. S.P.A.R.K. (Sports, Play & Active Recreation for Kids) with Eat Well, Play Hard and the Child Adult Care Food Program (CACFP) are utilized to promote physical development and focus on eating healthy foods.

Through Bridging the Achievement Gap, parents receive books every month to read with their children at home. A Word of the Month is selected and translated in multiple languages in celebration of cultural diversity and dual language learners which are posted on bulletin boards in the classrooms. To promote language development and social emotional skills, PAL EHS/HS programs utilize the Mantra Lingua Talking Pen which includes bilingual books, recordable labels and a plethora of activities and strategies to enhance the use of primary and secondary languages.



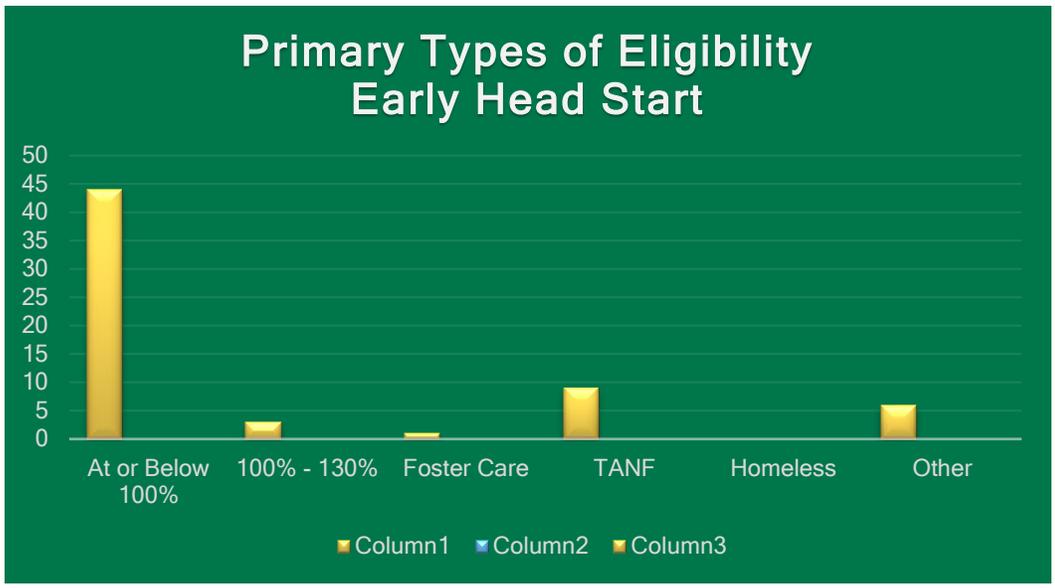
### Funded Enrollment: 569

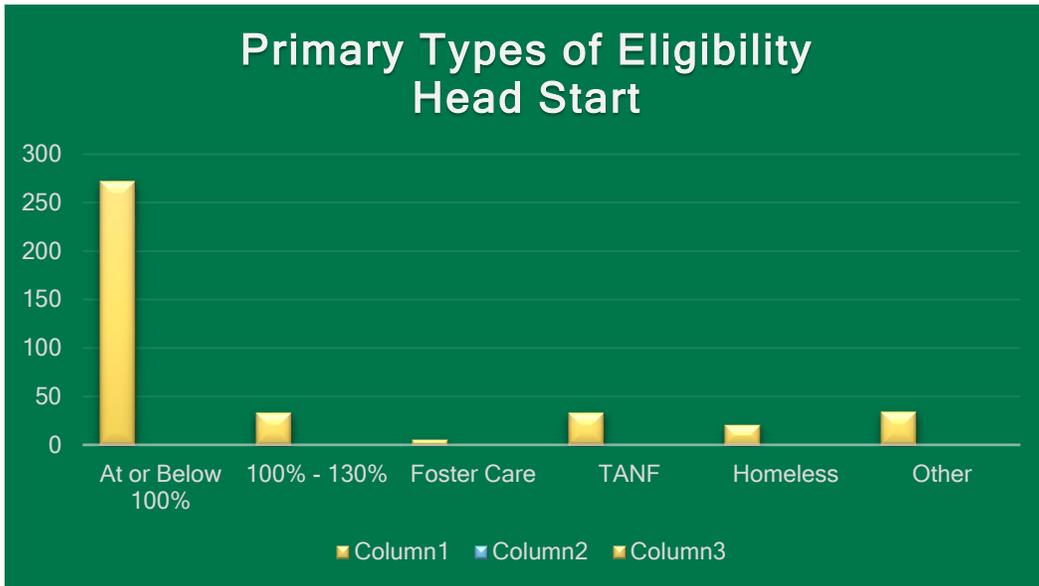
The agency is funded for 569 children but due to the global pandemic coupled with classroom reductions from the state and unfinished construction the program was unable to reach its funded capacity. Eligibility for participation is determined using the Federal Poverty Guidelines. Our population demographics for 2020-2021 was as follows:





### 2020 – 2021 Eligibility by Type





## Population by Race

### Early Head Start

Race	Hispanic	Non-Hispanic
Asian	0	8
Black	4	35
White	2	6
Bi-Racial	0	0
Other	5	3

### Head Start

Race	Hispanic	Non-Hispanic
Asian	0	59
Black	29	179
White	14	51
Bi-Racial	2	4
Other	50	9



## Primary Languages of our Families:

### Early Head Start

English: 48

Other: 7

Spanish	1
Caribbean Languages	1
Middle East / South Asian Languages	2
European / Slavic Languages	9
Unspecified	2

### Head Start

English:300

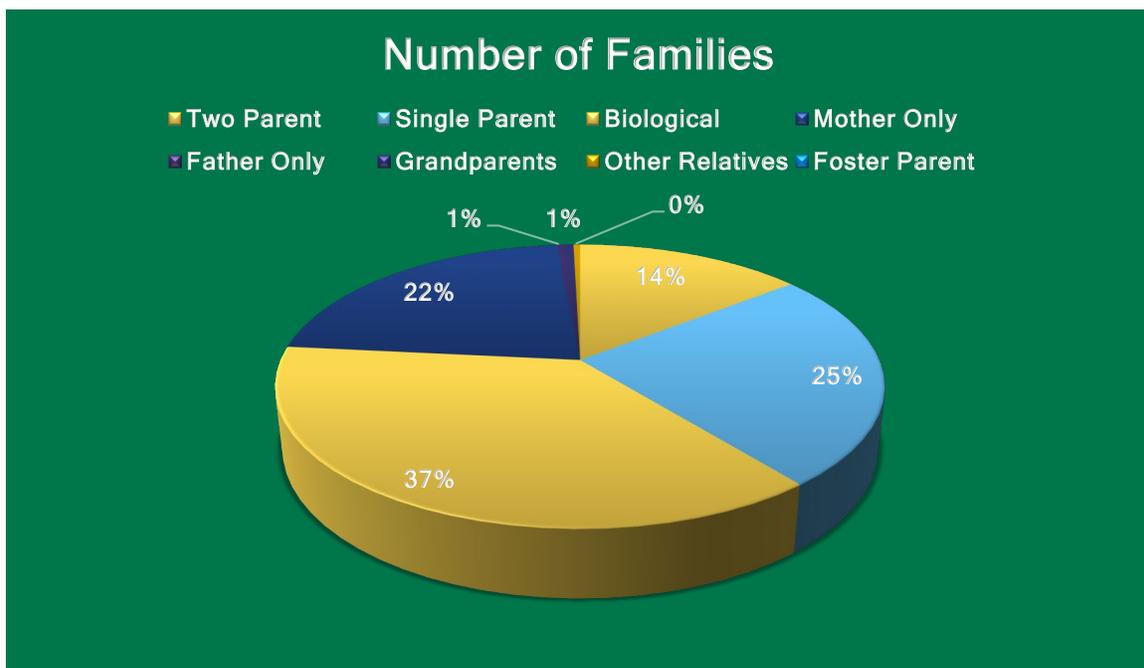
Other: 53

Spanish	31
Caribbean Languages	4
East Asian Languages	2
African Languages	2
Middle East / South Asian Languages	15
European / Slavic Languages	31
Unspecified	13

# Parent, Family and Community Engagement

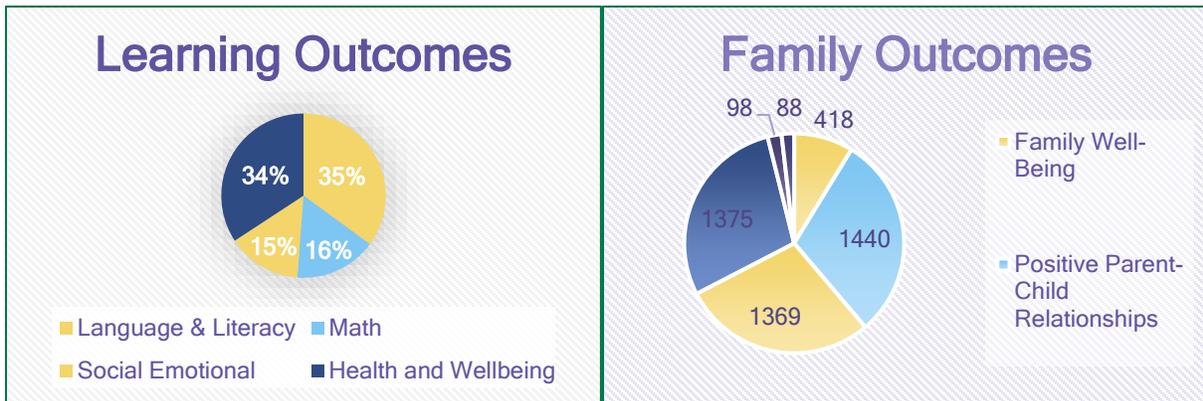


At PAL we believe that if children are to reach their fullest potential, families must have an opportunity to influence the character of the Early Head Start / Head Start program. When families are faced with challenges that stress the family unit, including loss, poverty, displacement and traumatic stressors, the overall health of the family can be negatively impacted. Our family engagement team serves as liaison to connect families to community resources and services. Our program utilizes trauma informed, evidence-based Conscious Discipline and ReadyRosie Curriculums to engage parents as partners in building healthy, resilient families that help children to grow and thrive. Staff partner with parents to build trusting relationships that supports positive parent-child relationships, support family wellbeing, families as lifelong learners and families as advocates and leaders. Through the Family Partnership process parents are able to set goals, develop timelines and design strategies to achieve their goals for themselves, their children and their family.



## ReadyRosie Outcomes

The global Pandemic served as a catalyst to bring families closer encouraging more bonding relationships and giving parents an opportunity to spend quality time with children and their teachers over a myriad of platforms. The team at PAL (Family Assistants and Teachers) collaborated to enroll 782 ReadyRosie users sending weekly playlists that culminated into these astounding results.



## Staff Led Initiatives

Prompted by a call to action one of our custodian staff at the World of Creative Experiences enlisted the actions of his team to join forces to “Feed the Community.” All hands were on deck to birth this beautiful celebration of gift giving and gratitude. Staff donated food and drinks, community partners including the office of Congressman Hakeem Jefferies donated time and turkeys for giveaway and our partners at Bedford Stuyvesant Restoration Center donated fresh produce. Below are highlights from the event.



## Turkey Day

The families were gifted with 100 donated Turkeys from our partners from Queens Together.org, a non-profit association of independent restaurants supporting each other and communities in crisis. In addition, our friends at the New York Police Department gifted us with 75 Turkeys and held community giveaways throughout the PAL communities where families were able to pick up turkeys and other donated items.



## Initiatives that Supported Families During the Pandemic

Supporting families during the COVID-19 Pandemic forced staff to employ new and innovative strategies to engage families and provide outreach. The team at PAL ramped up their creative muscles to:

- Provide virtual connections with parents, such as video calls and phone meetings, connection to resources as well as real-time COVID-19 statistics and updates.
- Collaborated with community partners to engage families with virtual Cooking demonstration.



- Bi-weekly workshops and training, meetings, and weekly story-time to ease the feelings of isolation and to promote family engagement opportunities.



- Create virtual orientations / tours of the facility and classrooms so that parents can feel safe and imagine what it would be like for their child to attend.
- Families completed enrollment through virtual platforms and when in-person adhered to the mandated social distancing protocols.
- Create a daily structure and routines to help children learn what to expect.
- Share information with parents of returning children about how daily routines might be different because of the COVID-19 pandemic, and how to help prepare their child for any changes.
- Provide frequent communication to parents about their children's time in the program.

## Father Engagement

Father Engagement is a vital and integrated aspect of parent, family, and community engagement work. Head Start and Early Start staff engage fathers as advocates, lifelong educators, and first teachers of their children. Male family members and father figures serve key roles in the healthy development of their children and families, and have much to add to their Head Start communities

- Research suggests that when fathers support mothers in parental responsibilities that this has a strong influence on children's development of social norms as well as the co-parenting relationship.
- The presence of father involvement increases a child's confidence, behavior and sense of safety.
- Fathers involvement affect the child's view of gender roles and values.



Liked by coneyislandbkslice and 193 others

givenchy\_kapo THIS LADY SEEN ALOT IN ME AND MADE SURE I WAS APART OF EVERYTHING 🙏🏾 RECEIVED THIS AWARD FOR BEING MOST CONSISTENT AND HELPING THE KIDS AT EVERY EVENT AND THIS HOW SHE REWARDED ME AND WOULDN'T CHANGE IT FOR NOTHING 🥰🥰🥰!!  
P.S. IT WAS ALOT OF HAPPY TEARS GOING ON 🥹🥹🥹





## HEALTH SERVICES:

The first five years of life are a critical time for children’s health and development. How the brain develops during these years will affect a child’s ability to learn later in life.” PAL program staff in partnership with its consultants and community partners creates access to resources that help ensure children get a strong start for a healthy life. Additionally, children’s future health and development depends on strong relationships with their primary caretakers and other adults in their lives.

### Early Head Start Children Insurance: 63

Health Insurance	At Enrollment	End of Enrollment
Medicaid	60	60
State-only	3	3

### Head Start Children Insurance: 396

Health Insurance	At Enrollment	End of Enrollment
Medicaid	352	352
State-Only Funded	44	44



## Dental Services

Early Childhood dental care is essential to help children to keep their teeth healthy throughout their lives. According to the American Dental Association and the American Academy of Pediatrics, children as young as one year olds should begin to see their dentist. At PAL we share this belief and to this end ensure that every child have access to a dental home and is able to have an annual examination by dental professional yearly. Our partnership with First Medicare Healthy Smiles makes access to on-site annual dental examinations possible, efficient and reduce out-of-work time for families. During the COVID-19 shutdown order the Department of Health and Mental Hygiene altered the service provided by or partner crippling our ability to provide needed dental care and services to our enrolled children. Fortunately, the order has since been rescinded and services are back on track.

	Received care	Completed Examination	Needed Treatment	Received Treatment
Early Head Start Children	0	63	0	0
Head Start	149	179	23	23



## Community Involvement

The collaboration between early childhood staff, families, and community agencies builds positive relationships. These relationships support parents' progress toward their goals for themselves and their children. Community partners provide culturally and linguistically responsive services and helpful resources. They are available to work with families and early childhood providers on such goals as parents' educational advancement, economic mobility, and other aspects of family well-being. Community engagement promotes positive, enduring change for children, families, and communities in accordance with the Office of Head Start Parent, Family, and Community Engagement Framework.





## Programs and Resources

**Health Service Advisory Committee** - offers monthly meetings to address community health concerns, referrals and continuity of services.

**Workshops and Training** - provides theme based information on various health and mental health topics i.e. Breast Cancer Awareness, Domestic Violence, COVID-19 Education and Vaccination, Allergies, Seizure Education, Men’s Health, community Violence, Mental Health etc.

**Dental Examination and Education** - partnership with Healthy Smiles to provide on-site dental examination and follow-up services ensure children dental needs are addressed in a timely manner.

**COVID-19 Screening** - Monthly on-site screening for parents and staff creates a climate of safety and access to education and follow-up services.

**On-site Consultants** - Health, Mental Health and Nutrition services

**Virtual Cooking Demonstrations** - Cooking with Karen was a bi-weekly virtual cooking activity with parent and children.

**Farm Share** - Weekly farm share and food distribution between PAL families and local farmers.

## Community Partners

Literacy	Brooklyn Public Library
Mental Health	New York Psychotherapy
Social Services	Urban Neighborhood Service
Safety	NYPD
Dental	First Medicare Healthy Smiles
Health Services	Brownsville Multi-Services Center
Employment	Workforce One
Financial Services	Bedford Stuyvesant Restoration Center
Disability Services	Kid Centric

## Family Services Highlight

Program staff joined with the community during monthly network meeting and have worked to establish partnerships that culminated into our Annual Health Fair. Featured activities provide included COVID-19 Vaccination, Fire Department fire simulation tour, Horse Police, Food Box giveaways, Healthy Eating and live juicing and Smoothie demonstrations. Partnerships grew between program staff and local providers to Financial Services, Mask and Hand Sanitizer distribution, School supplies and toy giveaways. Family Services staff collaborated with the Department of Sanitation to present Reduce, Reuse and Recycle presentation, with the New York Police Department to present Pedestrian, Bike and Community Safety and with Farm Share to provide weekly fresh produce for families at a nominal cost. Produce are incorporated in the bi-weekly family Cooking demonstrations.





## School Readiness

PAL provides the highest quality of early childhood education services for all Early Head Start/ Head Start children, staff and families to promote Head Start and kindergarten readiness.

We have established site specific and agency School Readiness Teams (SRT) who met quarterly to develop School Readiness Goals in an effort to prepare children for kindergarten.

Areas of concern for the SRT were:

- Learning loss as a result of COVID-19
- Social emotional development

Numerous studies on the effects and concerns of COVID -19 found that one of the many effects of this pandemic was disruption in education opportunities which translated to Learning Loss.

In order to address Learning Loss, PAL provided a weekend Kindergarten Preparatory Summer program using kindergarten readiness assessments in language, literacy, and mathematics.

Seventy (70) families participated in the eight (8) week program hosted for two (2) hours on Saturday mornings during July and August. This initiative was staffed with certified kindergarten teachers with the majority being former PAL staffs, current PAL teacher volunteers and a PAL Parent who completed the agency sponsored CDA Course. As per Ms. Stacy one of the teachers; “The children were beyond kindergarten ready.”

To address and support children’s social emotional growth and well-being the agency introduced the agency introduced the Conscious Discipline curriculum; a resource for teachers to strengthen children’s social skills and stay attuned to their emotional temperature. This curriculum will be implemented over a period of Three (3) Years. To continue growth and support the agency will be adding the Second Step Social Emotional Learning curriculum for Program Year 2021/-2022. Teachers will continue to use information, and videos from the numerous trainings, CLASS and the additional curriculums to continue providing classroom interactions that support and foster warm supportive relationships.

Additionally, the Education Directors participated in a series titled: Leadership Through Adversity with Lily Sanabria, Leadership Trainer and Coach. This series provided tools that Ed. Directors use to support their wellbeing as well as their supervisees. All staff completed and participated in trainings throughout the year in a myriad of topics including but not limited to Health and Mental Wellness, and COVID-19.



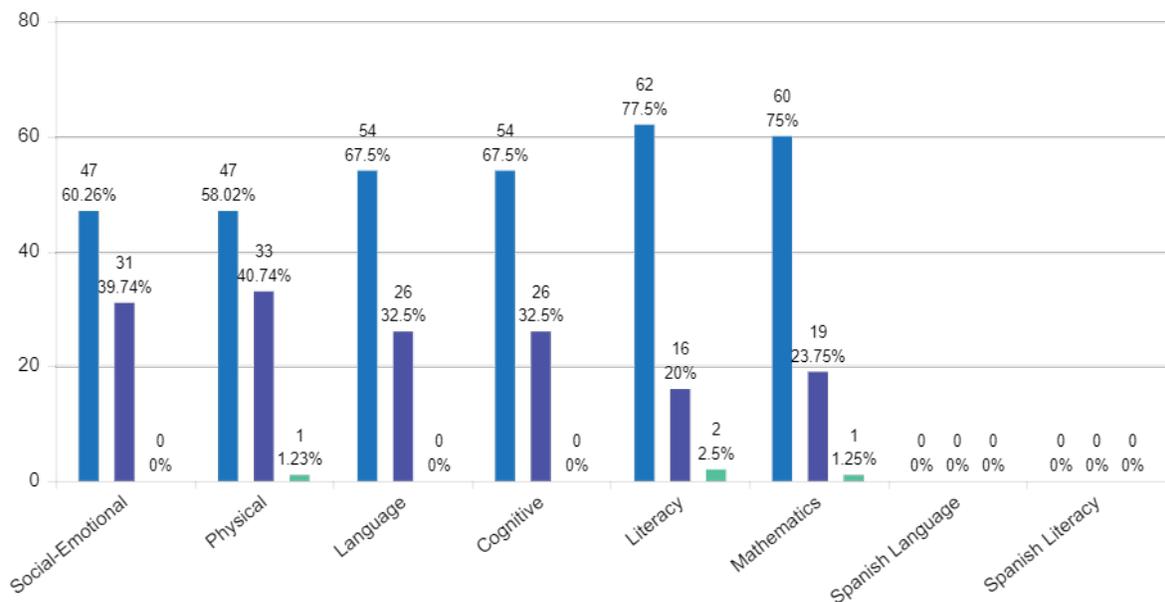
PAL has a School Readiness Team (teachers, parents, principals, and kindergarten & charter school teachers) where they are integral partners in the processes of analyzing data, planning, implementing curriculum and development of school readiness goals. Albeit the inability to meet in person the Center’s and Agency School Readiness Teams were able to meet using the Zoom Platform.

Curriculum, assessment, and School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework (HSELOF) and NYC Early Learning Standards including kindergarten standards. The alignment is included in our lesson planning to ensure individualized instruction and small group activities are comparable.

### TSG Checkpoints

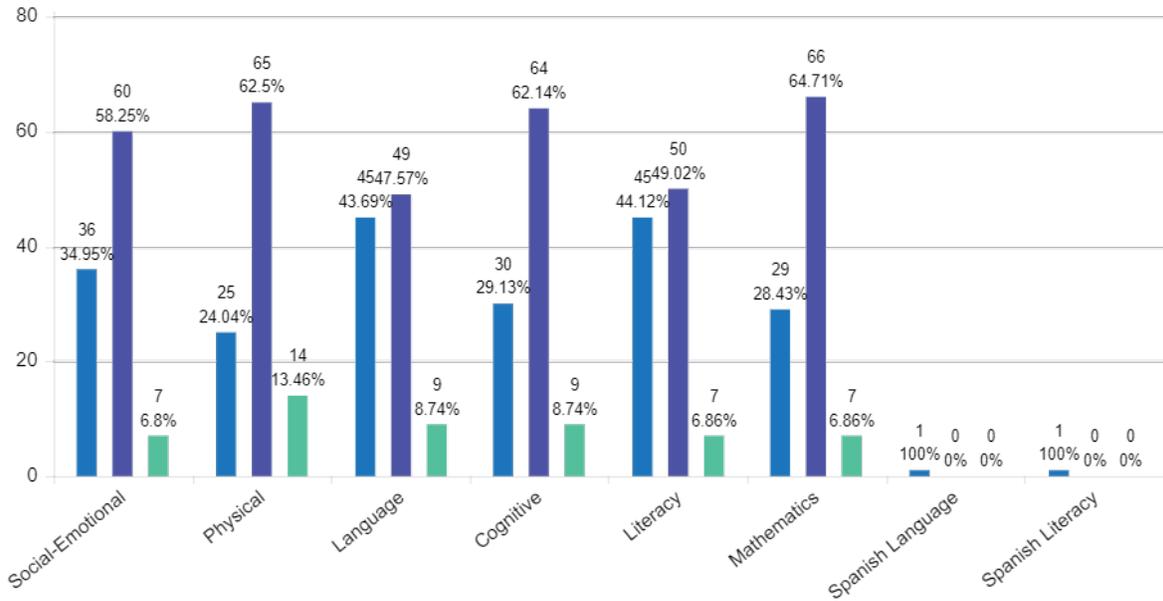
The Fall 2020 checkpoint (Sept. Oct. Nov.) revealed more than 50% of our children were Below Expectations in all content areas (see Table 1).

Table 1 - Fall Checkpoint



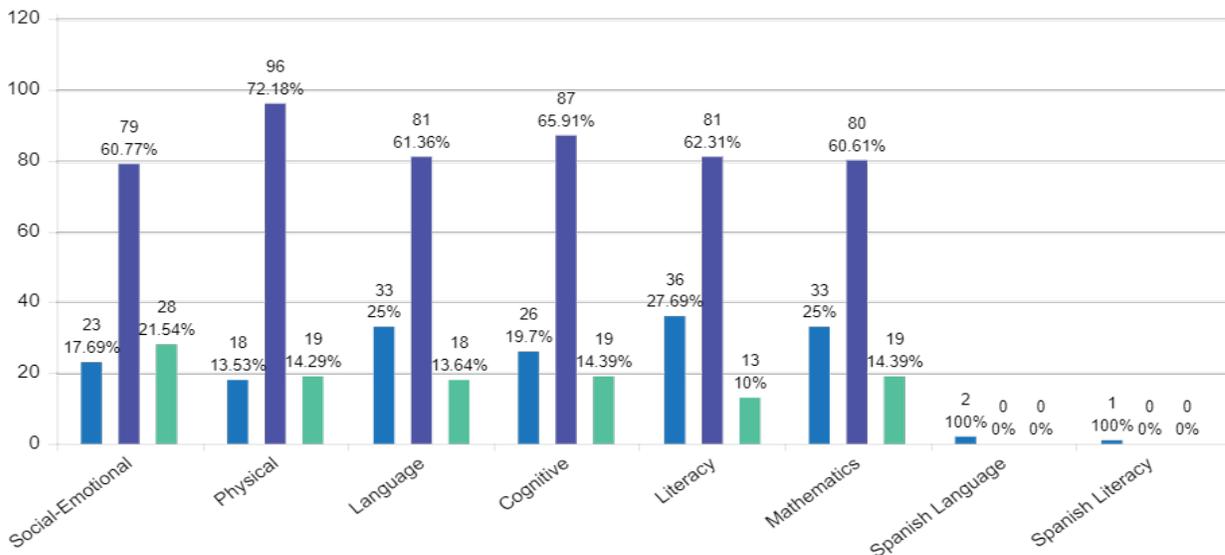


Teachers use of intentional teaching practices and activities to individualize instruction with goals and objectives aligned to each content area promoted increase in all areas of development during December 2020, January 2021, and February 2021 (see Table 2).



For the months of March, April, and May teachers continued efforts toward school readiness by using observations, documentation, and planning to meet the needs of children. Thus, Widely Held Expectations increased by at least 30% since the Fall checkpoint and an average of 14% of children Exceeded Expectations in all content areas (see Table 3).

Table 3 - Spring 2021





## Curriculum

Purchased and implemented the research-based Creative Curriculum Cloud, which is a digital version of the curriculum in response to remote learning and technological enhancement.

Individualization and instruction improved through use of the new digital version of the curriculum via Intentional Teaching Cards, small group and individual activities.

Units of Study were enhanced through presentations by Community-Based Service providers (i.e. Dept. of Sanitation for Recycle, Reduce, Reuse, NYPD for Pedestrian Safety, Brooklyn Public Library enhanced Literacy development through a weekly virtual Story time)

95% of all teaching staff have successfully completed the Teaching Strategies GOLD Interrater Reliability certification.

Head Start and Early Head Start CLASS Reliable Observers and Train-the-Trainer for Toddlers & Pre-K on staff.

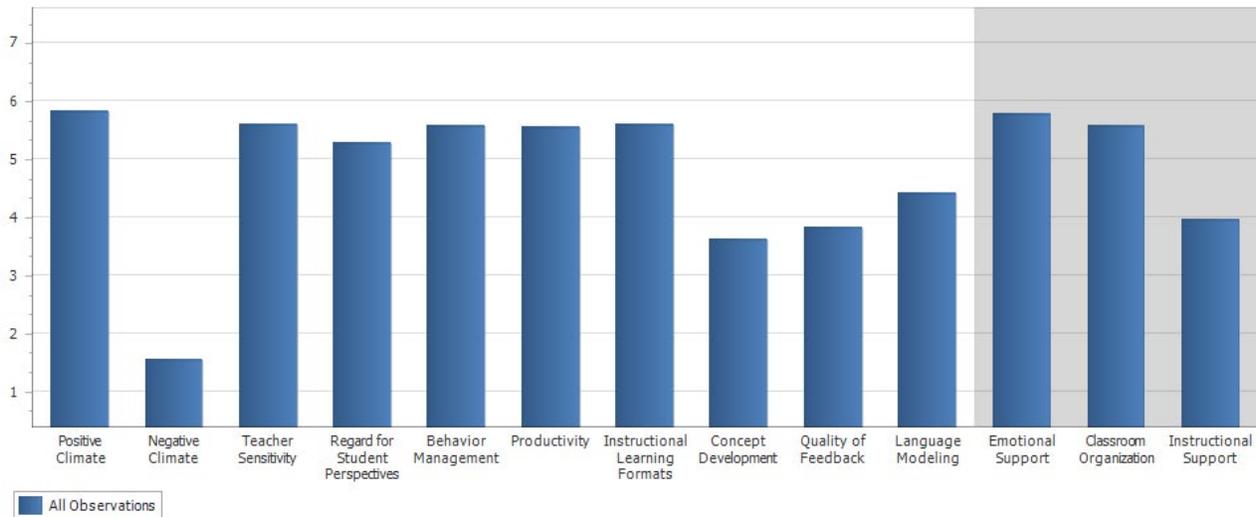
CLASS scores indicate approximately 90% meeting or above the national average in Emotional Support, Classroom Organization and Instructional Support.

On-going CLASS training is a high priority for staff development with effective monitoring and feedback to individual education staff.



### CLASS Scores for 2020/2021 Program Year

#### Police Athletic League



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	5.82	1.55	5.59	5.27	5.58	5.55	5.59	3.61	3.82	4.41	5.78	5.57	3.95

ITERS & ECERS assessments scored in the high range of excellent for 97% of each rating scale.

Program Directors participated in Quality Stars training for ECERS-3 by a certified, reliable ECERS-3 trainer from Quality Stars.

Implementation of the Mantra Lingua Talking Pen as a new interest area in every classroom in order to enhance the learning experiences of our dual language learners and promote development of language skills and vocabulary building for all children.

Implementation of the ApSeed tablet as a new interest area in every classroom promoted increase in Widely Held Expectations of all children. All programs implemented use of added features: Child Profile and Report Card to track usage for each child.

We were able to translate documents with the help of the parents and bi-lingual staff to maintain authentic two-way communication. Additionally, translation of documents in Russian and Uzbek languages for Coney Island families were accomplished.

We assessed our programs using a culturally sensitive tool (NAEYC Pathways to Cultural Competence) to determine effectiveness in culturally competent practices.

The PAL programs utilize a strong system to encourage family literacy implemented across programs through Bridging the Achievement Gap, Ready Rosie, lending libraries and story time.

Implemented monthly Child Study Team meetings to enhance Individualized Instruction for all children including children with special needs.

Professional Learning Communities (PLC's) were established among all teachers in their separate age categories (Toddler Teachers, Three-Year-Old Teachers, and Four-Year-Old Teachers). PLC's attended bi-monthly interactive training sessions to enhance school readiness.

Effective monitoring and feedback provided to education staff during and after site visits and training. A Feedback Training form is submitted to the Program Director after each training to inform skills gained and how they apply to teacher practice.

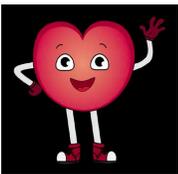
### **Families in Education**

Every family received an ApSeed tablet. This enabled them to work with their child and they received virtual training on data retrieval enabling parents to report on their child's progress, which promoted a higher level of individualized instruction.

PAL engage families in a smooth transition process to Kindergarten through family and staff collaboration efforts. Child outcome information is shared with the child's new program / school environment for the transitioning child. The Kindergarten Readiness Program was a new initiative to Transitioning children.

Family Resource packets and supplies were provided to all families for all Remote Learning.

Child Development Associates credential (CDA) 120 course was offered. Seven parents participated and four parents graduated from the class.



### **CH-SEI Study**

Four sites (Arnold & Marie Schwartz, WOCE, Woodside, and Roberta Bright - Remote Teachers) participated in the CH-SEI study, which is a family based approach for the prevention and reduction of heart disease and improvement of heart health. This was a pilot study for approximately three months. The children and education staff received comprehensive, age appropriate, and educational heart health activities.

## Screening and Assessments

PAL staff shares the commitment to support families in ensuring children reach their social emotional milestones and enter the Early Head Start / Head Start environments ready to learn. Our program administers developmentally appropriate assessment within the first 45 days of the child's entry to the program. At PAL we administer the ASQ-SE, ASQ-3, ESI and PPVT screens. These assessment tools enable staff to gather baseline data on children to ascertain skills across all learning domains. Data is then reviewed by the team and use to inform our practices as seen in our individualized planning. When a child scores below the normal limits a Bio-psycho-social assessment is completed to present a holistic picture of the child. The team then meets in monthly Child Study Team meeting (CST) to review, discuss, suggest and follow-up on strategies and techniques to support child and family.

## Transition

Transitioning in, through and out of our programs can be difficult for children and parents alike. Staff help to support these early transitions through nurturing relationships. When children and their families transition into our programs we encourage them to participate in tours and phase in activities to ensure successful adjustments. As they begin their journeys to transition out of our programs we partner with the local feeder schools, and school districts to ensure that parents and children have warm handoff experiences that sets the stage for success in kindergarten and beyond. Our friends at the Brooklyn Public Library provided us with school supplies including notebooks, pencils, sharpeners, rulers, folders, crayons, glue and much more. Our partners at the New York Police Department supplied our children with backpacks and totes to ensure that all children heading to kindergarten would be entering school prepared and ready to learn.



# Fiscal Report

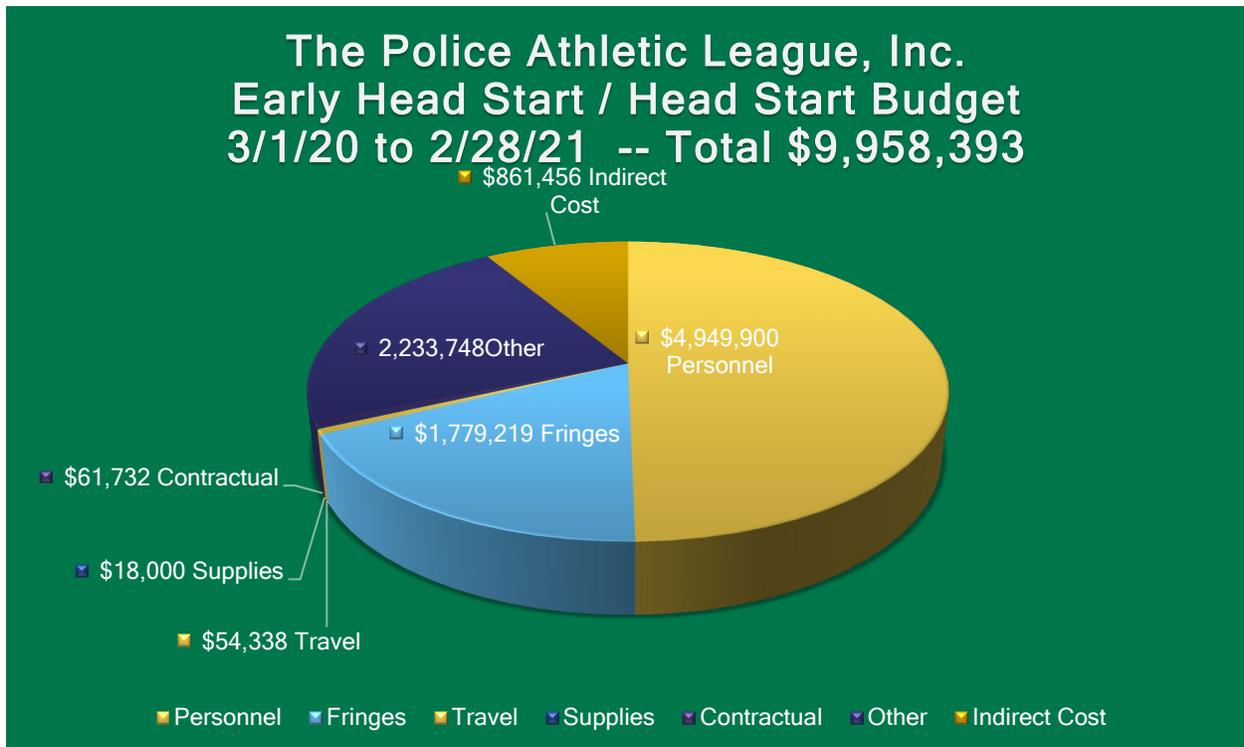
## YEAR 2021

Police Athletic League, Inc. was awarded Discretionary Grant by Office of Head Start for the period from July 1<sup>st</sup>, 2019 to June 30<sup>th</sup>, 2024 as our Project Period. The first Budget Period was from July 1<sup>st</sup>, 2019 to February 29<sup>th</sup>, 2020 for \$7,177,701.

The second Budget Period was from March 1<sup>st</sup>, 2020, to February 28<sup>th</sup>, 2021. The breakdown of the budget was as under:

Head Start and Early Head Start	\$9,120,940
Cost of Living Adjustment @ 2 %	\$180,458
Quality Improvement	\$156,954
COVID 19 Budget	\$ 500,041
-----	
Total	\$9,958,393
-----	

Below is an overview of the twelve-month budget ended February 28, 2021 which was approved by the Policy Council, Head Start Board and the Board of Directors.



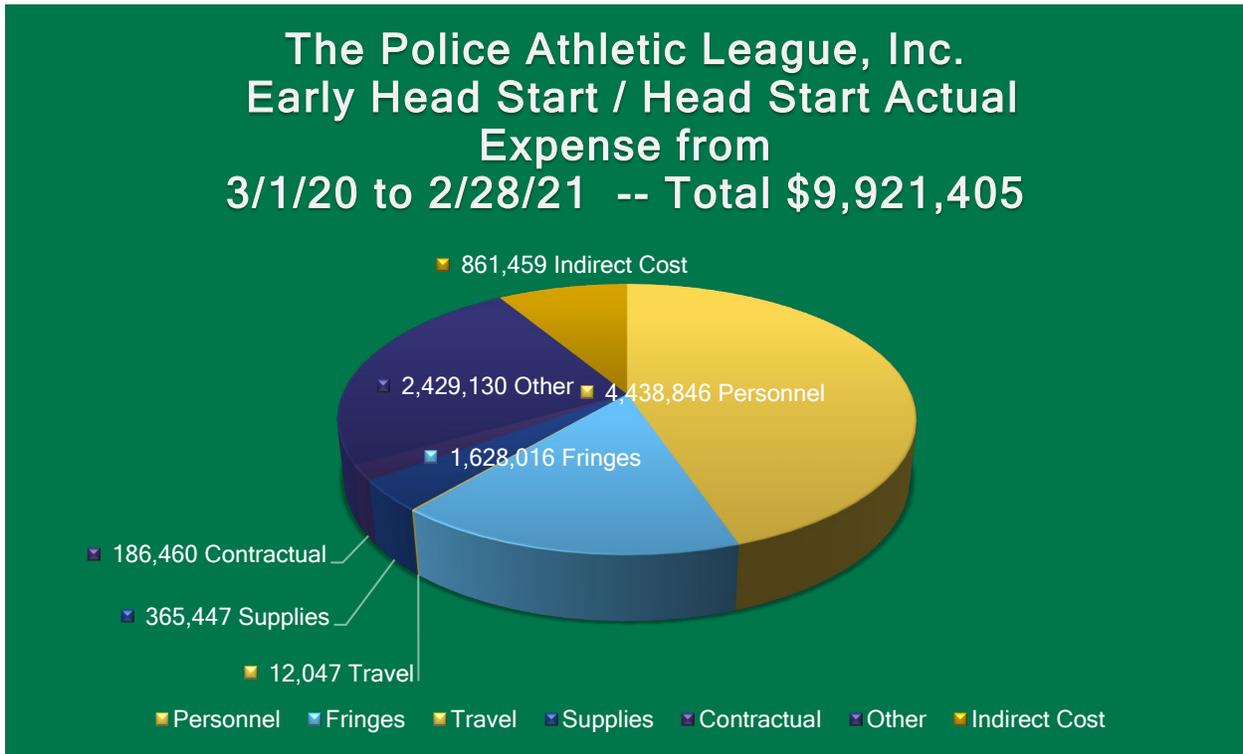


In accordance with the Head Start Act requirements, PAL is required to raise a non-federal match of 20% of the total cost of the program. Head Start approved a waiver for a portion of the agency's Non-Federal Share match requirements based on the request dated 12/24/2020. This waiver was required due to operating under the COVID protocol. This action reduces the agency's amount of matching funds from \$2,280,233 to \$468,146 or 4.49% for the 03/01/2020-02/28/2021 budget period.

For the year ended February 28, 2021, PAL incurred expenses related to our Head Start and Early Head Start programs totaling \$9,921,405. Funds totaling \$9,921,405 were drawn down from the DHHS Payment Management System to cover these expenses. Ensuring funds drawn down from the DHHS Payment Management System are disbursed within three days of receipt, funds for remaining expenses were drawn down subsequent to February 28, 2021. Within the amount spent, this includes funding from our base contract of \$9,083,952, Cost of Living Adjustment at 2% which equals to \$180,458 and Quality Improvement amount of \$156,954.

COVID 19 expenses incurred for the year were \$500,041 and funds were drawn down from the COVID 19 funding. Additionally, \$269,598 were received from the Department of Education for the Head Start Enhancement funding. The total amount received from CACFP for the year was \$99,246.

Below is an overview of expenses incurred through February 28, 2021.



### Results of Recent Reviews Audit

The agency is subject to various financial audits throughout the year. The agency successfully completed its Federal Review (FA1) as a Grantee in May 2021. In addition, the agency issued the 2020 audited financial statements in May 2021 and filed our A-133 Single Audit in September 2021. There were no areas of concern or areas of deficiency or reportable items in any of these reviews and audits.

### Looking Forward

For the upcoming 2021-22 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 1.22% cost of living increase in staff salaries. In addition, there are increases in routine expenses due to escalation of ongoing business costs. Effective 7/1/21, we added the Rockaway site to our Head Start programs with budget amount of \$2,749,301.