

KIRYAS JOEL MUNICIPAL LOCAL DEVELOPMENT CORP.

Head Start & Early Head Start Programs

Early Childhood Education

Parent Services

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**HEAD START/ EARLY HEAD START
ANNUAL REPORT**

May 2014

A local not-for-profit social service agency whose mission is to serve local Kiryas Joel families with a variety of educational programs, social and developmental services, and childcare.

Table of Contents

| | |
|--|---|
| Letter from the Director..... | 3 |
| Introduction..... | 3 |
| Program Overview | 4 |
| Services to Families | 4 |
| Parent Involvement Activities | 4 |
| Program Statistics | 5 |
| Public and Private Funds Received | 6 |
| Budgetary Expenditures FY 2013 | 6 |
| Accountability—Quality Assurance and External Review | 7 |
| Child Outcomes | 9 |

From The Director's Chair

I would like to congratulate our children, parents, teachers, staff, and administration for a job well done.

We believe in uniting parents and the community, staff and volunteers, in delivering KJMLDC programs and services to help our children's development and transitions, and in the process help build a healthier and stronger Community. In particular, I would like to acknowledge all of the dedicated parents, family, and community members who served on our Policy Councils and Center Committees for their time, effort, and talents. KJMLDC's Head Start program is a success because of this Community effort.

Over 4,000 children and their families have received programs and services from KJMLDC Head Start since our founding. We hope to service an even greater numbers of children and families over the coming years, with a wider assortment of developmental programming including the Early Head Start program, which was funded via a grant through the American Recovery & Reinvestment Act of 2009.

With God's help, we look forward to many more years of helping our children develop into 'menches' and become school-ready.

Jay Greenfield

Executive Director, KJMLDC Head Start/ Early Head Start

Introduction

Kiryas Joel Local Municipal Development Corporation (KJMLDC) Head Start has successfully provided comprehensive child development services, including education, nutrition, health, medical, dental, parental involvement and social services for low income preschool children and their families since 1998. KJMLDC Head Start provides the learning environment that will support a child's growth in language, literacy, mathematics, science, emotional functioning, creative arts, physical skills, and approaches to learning. In 2010, KJMLDC expanded our portfolio of services by introducing an Early Head Start program for children ages 0-3 and pregnant mothers.

This Annual Report has been prepared to comply with requirements of the Head Start Reauthorization Act of 2008, as follows:

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year.

1. The total amount of public and private funds received from each source.
2. An explanation of budgetary expenditures and proposed budget for the fiscal year.
3. The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
4. The results of the most recent review by the Secretary and the financial audit.
5. The percentage of enrolled children that received medical and dental exams.
6. Information about parent involvement activities.
7. The Agency's efforts to prepare children for kindergarten.
8. Any Other information required by the Secretary.

Program Overview

KJMLDC Head Start provides a variety of age appropriate early childhood education and learning experiences to promote the intellectual, social, and emotional growth of our children. Our center-based programs must meet the Health Code (NYCRR Article 47) regarding physical facilities, hygiene and sanitation, staff qualifications, class size, staff ratios, curriculum, etc. All classrooms are subject to licensing every four years, along with frequent inspections by DOH sanitarians and education consultants.

KLMLDC Head Start professionals introduce our children to the many concepts including words, numbers and other pre-kindergarten skills, encourage them to express their feelings, develop self-confidence, and instill the ability to get along with one another. In addition, KJMLDC classroom instruction is conducted so that the children's needs and educational & literacy activities can be continued at home.

KJMLDC, through community partnerships, also provides comprehensive medical, dental, mental health, and nutritional services including daily meals and snacks. KJMLDC also provides parents with additional advice and guidance regarding the social & emotional health of their children, in addition to their health, nutritional and mental health needs. KJMLDC Head Start also helps assist families in accessing social services for which they may qualify to better meet their needs.

KJMLDC Early Head Start extends this community impact by offering supportive services to pregnant women and their children through the age three. Research shows that the pre-natal period of growth and development has a long lasting impact on a child's growth and development.

Expected Outcomes

- ✓ to support family members as primary caregivers and educators of their children as they strive toward self-sufficiency
- ✓ to encourage parent involvement in all aspects of program planning, implementation, and evaluation
- ✓ to encourage families to participate in and advocate for comprehensive high quality services that support community children and families

Parent Involvement

Parent involvement is the key component to the success of KJMLDC Head Start children and families in meeting many of their goals. Participation includes classroom volunteering, home-visit participation, and helping in various administrative tasks including curriculum planning.

Child Preparedness

Kindergarten preparation is one of the primary goals of KJMLDC Head Start. This past year we transitioned 170 children into kindergarten, representing 80% of our Head Start population. In order to best prepare for successful transitions, KJMLDC Head Start Program educates children with curricula that helps ensure competency for their transitions. The program also provides consistent and continuing communication and cooperation between Head Start staff, parents, and community schools and programs. KJMLDC also encourages program continuity through the use of developmentally appropriate practices and curricula and parental support including preparing parents for child transitions by outlining their consistent role in their child's education.

Our Agency sponsors teacher workshops on best practices in Kindergarten success and transition.

Program Statistics

The Federal Government has provided KJMLDC Head Start fiscal 2013 funding to serve 170 children and their families; Early Head Start services for up to 92 families.

Based on the Head Start Community Assessment, the number of children qualified to receive Head Start/ Early Head Start services in Kiryas Joel is approximately 1,600; accordingly, KJMLDC serves 16% of the Head Start eligible children.

**100% of Head Start Classrooms Have at Least 1 Teacher with a BA with a Focus in Early Childhood Education or an Advanced Degree in Early Childhood Education.
100% of Early Head Start Classrooms Have 2 Teachers with CDA.**

| Program Economic Statistics | HS | EHS |
|------------------------------------|-----------|------------|
| Classrooms: | 11 | 8 |
| Funded Enrollment: | 170 | 92 |
| Actual Enrollment: | 172 | 150 |
| % Enrolled More than 1 Year: | 11% | 40% |
| Turnover: | 0% | 16% |

98% of Children Participated in Transportation Services

| Program Economic Statistics | HS | EHS |
|---------------------------------------|-----------|------------|
| Children Facing Homelessness: | 0% | 0% |
| Recipients Receiving WIC: | 48% | 28% |
| Families Experiencing Homelessness: | 0% | 0% |
| Families Receiving Medicaid: | 84% | 75% |
| Families w/no Insurance: | 0% | 0% |
| Children <100% of FPL: | 98% | 88% |
| Received at Least One Family Service: | 71% | 75% |
| Father Activities Participation: | 62% | 48% |

97% of Head Start Volunteers were Current or Former Parents

| Program Health Statistics | HS | EHS |
|--|------------------------|------------|
| Diagnosed With a Chronic Condition Needing Medical Treatment: That Received or Are Receiving Medical Treatment: | Rescreenings scheduled | 9 |
| Percentage of Eligible Children who are up to date with: | | |
| Medical Exams: | 100% | 98% |
| Mental Health Services: | 4% | 1% |
| Dental Exams: | 100% | 100% |
| Up-to-Date Immunizations: | 100% | 93% |
| Developmental, Sensory, & Behavioral Screenings: | 100% | 100% |
| Had Identified Disabilities | 10% | 13% |

Public and Private Funds Received

KJMLDC Head Start/EHS is funded by the U.S. Department of Human Services, Administration for Children and Families, Office of Head Start, the New York Administration of Children’s Services (ACS), and other public and private funding (cash and in-kind) which comprises the 20% required non-federal share component. The accompanying schedule enumerates the funding (revenue), including Federal expenditures, received by KJMLDC to operate the Head Start program.

The Agency’s total program budget is \$5,022,372 including \$3,085,585 of Federal Funds received during the fiscal year, \$270,000 from Universal Pre-K, and \$1,666,787 in non-Federal share and payments-in-kind including Special Education, Early Intervention, in-kind rent and parent volunteers. In addition, the U.S. Department of Agriculture provided \$180,000 of reimbursements for daily breakfast, lunch and snacks, through the Child and Adult Care Food Program (CACFP) administered by the State Department of Health.

| Schedule of Funds Received | | |
|--|--------------------|--------------------|
| Revenue | Federal | Non-Federal |
| Federal Head Start/EHS | \$3,085,585 | - |
| UPK | - | \$270,000 |
| Plus: In-Kind | - | \$1,666,787 |
| Total Federal Funds Received (+In-kind) | \$3,085,585 | \$1,936,787 |

PROGRAM EFFICIENCY -- Administrative Percentage -- 15%

Budgetary Expenditures -- FY 2013

The accompanying table lists the personnel and program expenditures necessary to staff KJMLDC’s Head Start/EHS program. In all, KJMLDC spent \$3,355,585 including \$3,085,585 of Federal Funds in administering the Head Start/EHS programs, the largest portion of which supports the personnel expenses required to staff our program classrooms.

| Expenditures | |
|----------------------------|-----------|
| Salaries | |
| Fringe & Benefits (&taxes, | |
| Rent | |
| Maintenance & Repairs | |
| Custodial Services | |
| Training | |
| Consultants & Professional | |
| Utilities | |
| Insurance | |
| Telephone | \$15,701 |
| Child/Staff Travel | \$106,526 |
| Parent Services | \$12,380 |

| | |
|--|--------------------|
| Office Supplies/Classroom Supplies Equipment | \$192,766 |
| Other | \$36,926 |
| Total | \$3,355,585 |
| Grantee's Match | \$1,666,787 |
| Total Expenditures | \$5,022,372 |

Total in-kind received by the Agency was \$1,666,787, based on appraisals and fair market values.

Accountability—Quality Assurance and Review

KJMLDC has implemented various systems to insure quality control and undergoes several programmatic and Agency reviews to monitor and assess the goals and administration of the Head Start program. Through the use of regular self-assessments, the Tri-Annual Federal Review, and an annual fiscal audit, KJMLDC Head Start/ Early Head Start is able to insure a high quality program with best practices and fiscal prudence.

Independent Audit

An annual independent audit is conducted in compliance with the requirements described in the Office of Management and Budget (OMB) Circular A-133. The most recent audit found that KJMLDC Head Start/ Early Head Start had no issues of non-compliance in all material respects with the requirements applicable to each of its major federal programs for the year ended December 31, 2012.

In the Auditor's opinion, KJMLDC's financial statements presented fairly, in all material respects, the financial position of Kiryas Joel Local Municipal Development Corp., as of December 31, 2012, and the changes in net assets for the year then ended conform with accounting principles generally accepted in the United States of America. In addition, the audit identified no deficiencies in internal controls over financial reporting that would be considered a material weakness.

In the Auditor's opinion, KJMLDC Head Start is qualified as a low-risk auditee.

Federal Review by the Office of Head Start

KJMLDC's most recent tri-ennial Federal Review occurred on July 2009. In the review, KJMLDC Head Start was thoroughly evaluated for program effectiveness and Agency performance as compared to Federal Performance Standards. The Federal Review showed no program deficiencies.

Annual Self-Assessment

KJMLDC completes an annual self-assessment as a part of our monitoring process. Agency staff, management, and parents use the Head Start *Self-Assessment Toolkit* to assess the effectiveness of our service delivery and to insure adherence to Head Start *Program Performance Standards*. The 2013 Self-Assessment contains a detailed descriptive statement that responds to each of the eighteen (18) core questions of the original Program Review Instrument for Systems Monitoring (PRISM) Framework. **The self-assessment revealed no deficiencies or non-compliance.**

CHILDREN'S OUTCOMES

Language Development

Fall 2013 -- In general, program children demonstrated significant ability in listening and understanding conversations, stories, and songs. They have begun to develop the ability to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and other purposes. In addition, we witnessed the children's abilities to initiate and respond appropriately in conversation and discussions with peers and adults. Still yet, most children are doing poorly in their progress to speak and listen to and understand English and in understanding complex and varied vocabulary.

Spring 2014 -- Nearly all of the children have mastered language development skills, including the ability to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and other purposes. However, over half of the children are still experiencing difficulty with their progress to speak English.

Literacy

Fall 2013 -- The children began the year demonstrating a strong ability to discriminate and identify sounds as spoken language and showed a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry, and demonstrated awareness of beginning and ending sounds of words. The children were also showing awareness of initial consonant sounds and were showing promise in recognizing and matching sounds and rhymes in familiar words, games, stories, and poems. Many were aware of the fact that letters of the alphabet are a special category of graphics that can be individually named, while most were beginning to represent stories and experiences through pictures. Still yet, most children were unable to recognize the association between the spoken word and the written word, experienced difficulty associating sounds with the written words, such as different words can start with the same sound, and/or showed little interest in reading activities at all.

Spring 2014 -- Nearly all of the children have either demonstrated or mastered the required literacy skills, including recognizing the letters in their names and all of the letters of the Yiddish language. In addition, a growing number of children have started to write their names. Still yet, most of the children had difficulty in recognizing at least 10 letters of the English alphabet and many children still did not understand the connection between speech and the written word.

Mathematics & Science

Fall 2013 -- The children began the year demonstrating the capacity to count in sequence from 1 to 10, and were beginning to develop the use of language to compare numbers with items such as more, less, greater, fewer, equal to. Likewise, the children were demonstrating an increased ability to match, sort, put in series and regroup objects according to one or two attributes, such as size and shape. Most of the children were quickly developing an increased ability to observe and discuss common properties, differences and comparison and form generalizations and many were expanding their knowledge of and respect for their body and environment. Still yet, most children were developing a growing ability to collect, describe, and record information and a growing awareness of ideas and language related to attributes of time and temperature.

Spring 2014 -- All of the children demonstrated the capacity to count in sequence from 1 to 10, and nearly all fully developed the use of language to compare numbers with items such as more, less, greater, fewer, equal to. Nearly all of the children were able to match, sort, put in series and regroup objects according to one or two attributes, such as size and shape. In addition, nearly all of children demonstrated an ability to collect, describe, and record information and demonstrated awareness of ideas and language related to attributes of time and temperature.

Social & Emotional Development

Fall 2013 -- The children began the year demonstrating progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. A majority was also beginning to develop and express awareness in self in terms of specific abilities, characteristics, and performance. A large percentage was also developing a growing capacity for independence in a range of activities, routines, and tasks. As well as demonstrating an increased ability to sustain interaction with peers by helping, sharing, and discussion. On the whole, the children were progressing nicely in developing friendships with peers. Still yet, most children needed further growth in demonstrating confidence and expressing pride in their accomplishments and most still needed guidance in demonstrating comfort in talking and accepting guidance and direction from adults.

Spring 2014 -- Most of the children showed significant growth in this domain. Nearly all of the children have demonstrated the ability to be independent individuals, express their thoughts, and manage their feelings. Most children finished the year demonstrating increased confidence and expression of pride in their accomplishments as well as with increased comfortableness in talking and accepting guidance and direction from adults.

Approach to Learning

Fall 2013 -- Nearly all of the children began the year with a well-developed ability to make independent choices and began to demonstrate an increased ability to complete a variety of tasks, activities, projects, and experiences. At the same time, slightly over half of the children were developing and increased ability to find more than one solution to a problem. Still yet, most children were working towards improving their concentration skills, while many children were still working towards developing the ability to classify, compare and contrast objects, events, and experiences.

Spring 2014 -- Nearly all of the children showed significant promise and progress in this domain. All children participated in activities and most of the children have demonstrated an ability to set goals for what they are doing and following through on their plans. In addition, most of the children made significant progress towards improving their concentration skills and on developing the ability to classify, compare and contrast objects, events, and experiences. All of the children were able to work independently when required.

Physical Health & Development

Fall 2013 -- The children began the year are demonstrating significant progress in their ability to use writing, drawing and art tools, including pencils, markers, chalk, and paint brushes, as well as over-all increased proficiency in physical growth, strength, and flexibility including walking, running, and jumping. Still yet, most of the children need to improve eye hand coordination including throwing, catching, bouncing, and kicking. In addition, most children still need more work with showing independence in hygiene, nutrition, and personal care.

Spring 2014 -- The children showed growth in gross and fine motor skills development. Most of the children demonstrated independence in their personal hygiene and personal care.