

KIRYAS JOEL MUNICIPAL LOCAL DEVELOPMENT CORP.

Head Start & Early Head Start Programs
Early Childhood Education
Parent Services

48 Bakertown Road, Suite 406 Monroe, New York 10950
Phone: (845) 783-3651 Fax: (845) 783-4680

HEAD START/ EARLY HEAD START ANNUAL REPORT

July 2018

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 2017	6
Accountability—Quality Assurance and External Review	7
Child Outcomes	8

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 5,000 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 160 children into kindergarten, representing 93% 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 2017 funding to serve 186 children and their families; Early Head Start services for up to 100 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 1,800; accordingly, KJMLDC serves 16% of the Head Start/ Early 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:	12	8
Funded Enrollment:	186	100
Actual Enrollment:	186	123
% Enrolled More than 1 Year:	6%	47%
Turnover:	0%	14%

98% of Children Participated in Transportation Services

Program Economic Statistics	HS	EHS
Children Facing Homelessness:	0%	0%
Recipients Receiving WIC:	62%	51%
Families Experiencing Homelessness:	0%	0%
Families Receiving Medicaid:	84%	96%
Families w/no Insurance:	0%	0%
Children <100% of FPL:	96%	87%
Received at Least One Family Service:	100%	96%
Father Activities Participation:	65%	53%

97% of Head Start Volunteers were Current or Former Parents

Program Health Statistics	HS	EHS
Diagnosed With a Chronic Condition Needing Medical Treatment:	13	9
That Received or Are Receiving Medical Treatment:	13	9
Percentage of Eligible Children who are up to date with:		
Medical Exams:	100%	100%
Mental Health Services:	1%	0%
Dental Exams:	100%	100%
Up-to-Date Immunizations:	99%	92%
Developmental, Sensory, & Behavioral Screenings:	100%	100%
Had Identified Disabilities	10%	16%

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 \$4,108,283 including \$3,286,625 of Federal Funds received during the fiscal year, \$421,200 from Universal Pre-K, and \$400,458 in non-Federal share and payments-in-kind including bus transportation(monitors, drivers), rent and parent volunteers. In addition, the U.S. Department of Agriculture provided approximately \$160,000 of reimbursements for Head Start and approximately \$60,000 of reimbursements for Early Head Start for daily breakfast, lunch and snacks, through the Child and Adult Care Food Program (CACFP) administered by the State Department of Health.

<i>Schedule of Funds Received</i>		
Revenue	Federal	Non-Federal
Federal Head Start/EHS	\$3,286,625	-
UPK	-	\$421,200
Plus: In-Kind	-	\$400,458
Total Federal Funds Received (+In-kind)	\$3,286,625	\$821,658

PROGRAM EFFICIENCY -- Administrative Percentage -- 15%

Proposed Budget -- FY 2017

The KJMLDC proposed budget for Funding Year 2017 totaled \$3,286,625 for Federal funds. This included \$2,470,254 for Personnel and Fringe Benefits, \$769,321 for School Supplies, Travel, and Other expenditures including Training, and \$47,050 for Contractual, which includes Nutritionists, Auditors, and leasing copiers. The proposed budget for UPK funds totaled \$421,200, with funds designated to offset occupancy, personnel and supplies expenditures.

Budgetary Expenditures -- FY 2017

In all, KJMLDC spent a combined total of \$3,707,825. This consisted of \$3,286,625 in Federal funds and an additional \$421,200 from UPK. The funds were expended as follows: \$2,485,805 were used for Personnel and Fringe Benefits. For School Supplies, Travel and Other expenditures including Training, the total was \$756,435. For Contractual the amount of \$44,385 includes Nutritionists, Auditors and leasing copiers. The UPK funds are used to offset some expenditures such as rent, personnel, fringe, and supplies.

Total in-kind received by the Agency was \$821,658, 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 Federal Comprehensive Monitoring, 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, 2016.

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, 2016, 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 Federal Review occurred in **June 2015**. In the review, KJMLDC Head Start's and Early Head Start's fiscal and ERSEA components were thoroughly evaluated for effectiveness and Agency performance as compared to Federal Performance Standards. The Federal Review showed no program deficiencies or findings and everything was in compliance.

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 CAT scan (Comprehensive Approach and Tool)*, A publication of T&TA Services at Western Kentucky University, to assess the effectiveness of our service delivery and to insure adherence to Head Start *Program Performance Standards*. The **2014** 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 2016-2017

Physical Health & Development

Fall 2016 - Most of the children began the year are demonstrating the ability to use their fine motor skills for writing, drawing and art tools, including pencils, markers, chalk, and paint brushes. They also demonstrated proficiency in the use of gross motor skills and physical growth, strength, and flexibility, including walking, running, and jumping. Some of the children still need to improve their eye hand coordination, needed for writing, throwing, catching, bouncing, and kicking. Some of the children still need more work with showing independence in hygiene, teeth brushing, nutrition, and personal care.

Spring 2017 – All of the children showed growth in gross and fine motor skills development. Most of the children demonstrated independence in their hygiene and personal care. They enjoy the structured and unstructured physical play. They follow basic safety rules in and out of the classroom. Most of the children understand that they have to eat a balanced diet.

Social & Emotional Development

Fall 2016 - Most of the children were 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 of self in terms of specific abilities, characteristics, and performance. A majority of the children were 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. Most children demonstrated confidence and expressed pride in their accomplishments. Many of the children still needed assistance in demonstrating comfort in talking and accepting guidance and direction from adults.

Spring 2017 - 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, increased comfort in talking and accepting guidance and direction from adults. The children are able to recognize emotions and empathize with there peers.

Approach to Learning

Fall 2016 - 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. Some of the children were developing an increased ability to find multiple solutions to a problem. Some of the children still need to work towards improving their concentration skills and ability to follow through.

Spring 2017 - Almost all of the children participated in activities. Most of the children have demonstrated an ability to set goals for what they are doing; and following through on their plans. Most of the children made significant progress towards improving their concentration skills. Almost all of the children were able to work independently.

Language Development

Fall 2015 - In general, most of the children demonstrated the ability to listen and understand conversations, stories, and songs. They were able to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, etc. In addition, most of the children demonstrate the ability to initiate and respond appropriately in conversation and discussions with peers and adults. The children are just starting in understanding the use of complex and varied vocabulary.

Spring 2017 - Nearly all of the children are using more complex and varied vocabulary. They are using correct grammatical structure in their speech and use conventional social rules in their conversations. They are all engaging in conversations with their peers and adults. They are also able to express their needs and desires. They enjoy listening and responding to questions about a story; and they enjoy retelling stories in their own way.

Literacy Knowledge and Skills

Fall 2016 - The children began the year demonstrating some ability to discriminate and identify sounds as spoken language. They started to show an interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. A small amount of the children showed an awareness of initial consonant sounds and were showing promise in recognizing and matching sounds and rhymes in familiar words, games, stories, and poems. Some were aware of the fact that letters of the alphabet are a special category of graphics that can be individually named. Most of the children were beginning to represent stories and experiences through pictures. Most children were unable to recognize the association between the spoken word and the written word; and were having difficulty associating sounds with the written words, such as different words can start with the same sound. Most of the children showed interest in pre-reading activities.

Spring 2017 - All of the children have shown an interest in books; and they have demonstrated an understanding that they get information from books and other texts. They understand the concept that language consists of words; which can be broken down to syllables and individual letter sounds. They can name and tell the sounds of letters in the Yiddish alphabet; and most of the children can recognize the letters in their names. Some of the children have started to write their names.

Mathematics Knowledge and Skills

Fall 2016 - Most of the children began the year demonstrating the capacity to count in sequence from 1 to 10. Most of the children could identify the basic shapes. Some of the children were beginning to develop the use of language to compare numbers with items such as more, less, greater, fewer, equal to. Some of the children were demonstrating an ability to match, sort, put in series and regroup objects according to one or two attributes, such as size and shape. A few of the

children were quickly developing an increased ability to observe and discuss common properties, differences and comparison and form generalizations.

Spring 2017 - All of the children demonstrated the capacity to count in sequence from 1 to 10, and most of them could count up to twenty. They understand number concepts and can quantify. Nearly all fully developed the use of language to compare numbers with items such as more, less, greater, fewer, equal to. They understand the concept of weight, heavier and lighter. Most 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. They can follow more complex patterns. Most of the children understand spatial relationships.

Science Knowledge and Skills

Fall 2016 - Some of the children were quickly developing an increased ability to observe and discuss common properties, differences and comparison and form generalizations. Many were expanding their knowledge of and respect for their body and environment. Some of the children were developing a growing ability to collect, describe, and record information and a growing awareness of ideas and language related to different attributes.

Spring 2017 - 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. The children are more aware of the physical world around them.

Creative Arts and Expression

Fall 2016 – Most of the children are participating in musical activities, such as singing and games. They use their body to sway or dance to music. They are familiar with the different materials available for art and enjoy doing these type of activities. They enjoy playing in the dramatic play area and the role playing involved. They are just starting to use materials and props to tell a story. Their creativity is just starting to emerge.

Spring 2017 – All of the children enjoy participating in all types of musical activities. They also like to use music to express themselves. They have broadened their use of different art materials available for projects. They enjoy playing and expressing themselves with musical instruments. All of the children now feel comfortable in using props to retell a story they have heard; and just to tell their own stories. They have all grown in their use of their creativity.

Logic and Reasoning

Fall 2016 – Some of the children were able to recognize the cause and effect a situation. They are just starting to realize that there may be other than one way to solve a problem or complete a task. Some of the children are able to use past knowledge to enhance new things learned. They are able to role play and use objects to represent something else. They know the difference between pretend and reality.

Spring 2017 – Almost all of the children can use multiple ways to solve a problem or complete a task. They are also able to see the cause and effect of situations. They can classify, compare and

contrast objects, events or situations. Almost all of the children are able to use past knowledge to build on new knowledge and experiences. They use symbols or objects to symbolize other things in role play, drawings and movement activities. They all love to role play and they can all distinguish between pretend and reality.

Social Studies Knowledge and Skills

Fall 2016 – The children understand their relationship in their own families. They are just starting to understand their role in other situations. They are aware of the environment around them, but don't necessarily understand it. They can relate to past and present events. Most of the children understand the concept of the future.

Spring 2017 – All of the children have acquired a better understanding of their roles in their families and in the community. They understand and respect diversity. They understand that there are rules that need to be followed; and that they may be different depending on the situation. They have a much better understanding of the environment around them. All of the children can differentiate between past, present, and future.

English Language Development

Fall 2016 - Most of the children are not able to speak and understand English. This is their first exposure to the English Language.

Spring 2017 - Most of the children are still experiencing difficulty with their progress to speak, and understand English. They are able to respond to simple English words, like hello, good morning, etc. A few of the children can recognize some of the letters in the English alphabet.
