

# **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**

**August 2019**

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.

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## ***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

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## ***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:

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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.

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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.

## ***Community Assessment; Needs and Resources***

### ***Executive Summary***

The Village of Kiryas Joel was legally incorporated in 1977. The geographical area of 1.1 square mile is situated in the Town of Monroe, Orange County, New York State.

When the community was founded, fifteen families from New York City relocated to this area. The latest census report revealed a 76.7% growth rate for the community over the decade ended in 2000 at 13,138 and the 2010 census population estimate has increased to 20,039 residents of Kiryas Joel. As of 2017 it is estimated that 24,155 people reside in Kiryas Joel.

This community traces its heritage to Eastern Europe. Almost two centuries ago, this Hasidic sect of Jews, created a vision of culture, norms, relationships and linguistic congruence. These values and customs were brought to this country, as well as to communities around the world. In addition to deeply held religious ethics, a common language binds the community.

Many languages are spoken in the linguistically diverse and culturally homogenous community. While Spanish, Hebrew, Russian, and French are second languages for some of the adults, for every adult the primary language is Yiddish. English language skills are developed through economic activity. As a result of this, pragmatic language is Yiddish in every home, on every street corner as well as in all books and periodicals. No television, movies or radios exist in this community.

Students attend non-public educational institutions from age three to twenty. Females that marry leave upon marriage while males that marry tend to continue at the educational institutions until the age of twenty (and in some cases until the age of twenty-two). Ten hour school days 250 days per year is standard practice.

The community's philosophy inculcates values that require education to be a life-long experience; to respect educated individuals; to view knowledge and insight as that which defines the human existence; to hold that analytical exercises are among the highest order of behavior; and to institutionalize children's formal education when a child is 3 years old.

With over 500 babies being born each year in KJ, approx. 4,800 children (22% of the population) are under 5 years of age (as compared with 5.5% across the US) and 60.3% are under 18 years of age (as compared with 22.6% for the US)<sup>1</sup>. The fact that Yiddish is the primary language of 99% of our community has often made it difficult to find employment outside of the community, a major factor contributing to underemployment and a very low median income of \$26,341<sup>2</sup> (compared with \$55,322 in the US). Limited English Proficiency, coupled with the cultural values which insulate the community, also contribute to lack of knowledge in the areas of education, health, and mental health. The poverty, high birth rate, and limited knowledge of English, together with the concomitant issues that accompany them (as described below), create a crucial need for community and family -oriented Head Start programming that promotes the physical, social, emotional, and cognitive development of KJ's children.

All the factors described above, including the high poverty level, the high birth rate, and the low level of English attainment, as well as others factors reported in our Community Assessment, represent the community needs which help shape the vision of our EHS and HS programs. There are currently

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<sup>1</sup> Ibid

<sup>2</sup> *QuickFacts: Kiryas Joel Village*. (n.d.). Retrieved from United States Census Bureau: <https://www.census.gov/quickfacts/fact/table/kiryasjoelvillagenewyork,US/PST045217>

approx. 4,800 children below the age of 5 living in KJ. There are virtually no documented cases of homeless children in the Village of KJ, as children who cannot be cared for at home are taken in and cared for by relatives and friends.

Nearly all of KJ's residents are Hasidic Jews. A majority (99%) of village residents speak Yiddish as their first language, a fact that will not change with time, as the Yiddish language is used for their Jewish studies and, additionally, as a means of maintaining the community's culture. The use of Yiddish as a first language calls for a program and staff that is bilingual.

According to our 2018/2019 PIR, more than 10% of KJMLDC's EHS/HS children had an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP), a typical pattern in our program.

**Education:** Statistics show that 62.3% of the village residents completed high school, and only 6.6% have a Bachelor's degree or higher. The low graduation and college attendance rates are a strong impediment to raising the average wage. In order to increase their employability and their earnings, the community needs culturally appropriate vocational training, as well as employment services through community networks.

**Health:** The KJ community has a need for health education and awareness. Inasmuch as it was designated a medically underserved area; KJ has a Federally Qualified Health Center, Ezras Cholim, to provide general primary care services, including pediatric, adult, and prenatal care. 98.7% of the community is covered by insurance, with 82% on public health insurance. With the lack of access to English language books or the media, the community is often under informed regarding health matters. This often leads to people obtaining misinformation through word of mouth or missing out on the signs of serious illness. The availability of a Nurse and Health Coordinator, as well as the collection of health data through our HS/EHS program, are important aspects of the program that will increase the health and longevity of KJ families. Our 2018/2019 PIR reports that approximately 20% of the EHS/HS children were identified during our development screening as having one or more medical conditions that were in need of review and/or treatment such as anemia, asthma, hearing difficulties, and/or vision problems. Additionally 43 children were categorized as overweight. These issues are typically identified among our EHS/HS children and our program strives to help parents with early identification and treatment of such health issues.

**Nutrition:** KJ is a low-income community with large families. Many families are unable to afford nutritious foods, and even many of those who are able to (or who have WIC/food stamps) do not have the time to coordinate healthful meals or are unaware of the value of proper nutrition. The Nutritionist on staff provides families with much needed nutritional education.

**Social Services:** As an impoverished community, many social services needs arise. Our social services staff assists with these needs, identifying available resources including food, housing, and transportation; educating families regarding their entitlements; and helping to coordinate services.

**Parent Schedules and Child Care:** KJ families are typically very large with at least one working parent in 71%<sup>[1]</sup> of the families. With a birth rate of 26%, there is an enormous need for full day, year-round center-based child care as mothers seek to manage with two or three children under the age of three. The child care needs of families vary between the young families in the community, with only 1 or 2 children and the older, larger families. In most of the young families both parents are employed, or one is employed and another is enrolled in post-graduate religious studies and/or vocational training, creating a critical need for a full day, year-round center-based program. Once families grow to 3 or

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<sup>[1]</sup> *Kiryas Joel, New York Education Data.* (n.d.). Retrieved from TownCharts: <https://www.towncharts.com/New-York/Education/Kiryas-Joel-village-NY-Education-data.html>

more children, many mothers stop working in order to be home with their young children and require center-based child care for their older children, over the age of three. KJMLDC's HS satisfies more than just a child care need, as it encompasses a holistic, developmental approach to caring for children. KJMLDC's home-based services are designed to address the needs of large families with overburdened mothers who recently gave birth and require support in their home environment; families whose life circumstances might prevent them from participating in more structured settings, such as those who suffer from severe stressors like maternal depression; or for infants who are homebound through illness or disability. These families welcome the support that a home-based program provides.

**Pregnant women:** The need for perinatal education including pre-natal education and postpartum care in the KJ community is particularly significant. Many women in the target population have between 5 and 12 children and are therefore medically categorized as grand-paras or multi-paras and must be medically treated accordingly. The nutritional stores are depleted in such cases so that special attention must be given to building up the nutritional level once again. While most of the women in the target population are enrolled in WIC (Women, Infants, and Children Nutrition Program) where they receive pre and post-natal nutrition guidance, they are often so busy caring for their large families, that they give insufficient attention to their own diet. As identified by the local health practitioners, although they have the best intentions women are often overwhelmed by the needs of their families and often do not keep their medical appointments resulting in insufficient pre-natal and other health care. Women need nutritional guidance, education on oral health, mental health support, and assistance with breastfeeding.

Our Nurse and Family Worker make home visits to expectant mothers to provide much needed prenatal information regarding fetal development, oral healthcare, nutrition and exercise, labor and delivery, postpartum recovery, caring for the baby, healthy parent-child relationships, and the benefits of breastfeeding; as well as information about, or referrals to a host of valuable supportive services including health, social services, employment and/or training, and education.

### ***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 91% 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.

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

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## **Program Statistics**

The Federal Government has provided KJMLDC Head Start fiscal 2018 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.

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**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.**

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| <b>Program Economic Statistics</b> | <b>HS</b> | <b>EHS</b> |
|------------------------------------|-----------|------------|
| Classrooms:                        | 12        | 8          |
| Funded Enrollment:                 | 186       | 100        |
| Actual Enrollment:                 | 186       | 163        |
| % Enrolled More than 1 Year:       | 6%        | 45%        |
| Turnover:                          | 0%        | 23%        |

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**98% of Children Participated in Transportation Services**

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| <b>Program Economic Statistics</b>    | <b>HS</b> | <b>EHS</b> |
|---------------------------------------|-----------|------------|
| Children Facing Homelessness:         | 0%        | 0%         |
| Recipients Receiving WIC:             | 62%       | 54%        |
| Families Experiencing Homelessness:   | 0%        | 0%         |
| Families Receiving Medicaid:          | 92%       | 96%        |
| Families w/no Insurance:              | 0%        | 0%         |
| Children <100% of FPL:                | 98%       | 90%        |
| Received at Least One Family Service: | 100%      | 100%       |
| Father Activities Participation:      | 55%       | 53%        |

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**97% of Head Start Volunteers were Current or Former Parents**

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| <b>Program Health Statistics</b>   | <b>HS</b> | <b>EHS</b> |
|--|-----------|------------|
| Diagnosed With a Chronic Condition Needing Medical Treatment:<br>That Received or Are Receiving Medical Treatment: | 18        | 24         |
| 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%       | 93%        |
| Developmental, Sensory, & Behavioral Screenings:   | 100%      | 100%       |
| Had Identified Disabilities  | 10        | 24         |

### **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 \$4,522,981 including \$3,618,385 of Federal Funds received during the fiscal year, \$421,200 from Universal Pre-K, and \$483,396 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.

| <b><i>Schedule of Funds Received</i></b>       |                    |                    |
|--|--------------------|--------------------|
| <b>Revenue</b>                                 | <b>Federal</b>     | <b>Non-Federal</b> |
| Federal Head Start/EHS                         | \$3,618,385        | -                  |
| UPK  | -                  | \$421,200          |
| Plus: In-Kind                                  | -                  | \$483,396          |
| <b>Total Federal Funds Received (+In-kind)</b> | <b>\$3,618,385</b> | <b>\$904,596</b>   |

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***PROGRAM EFFICIENCY -- Administrative Percentage -- 15%***

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### **Proposed Budget -- FY 2018**

The KJMLDC proposed budget for Funding Year 2018 totaled \$3,618,385 for Federal funds. This included \$2,559,066 for Personnel and Fringe Benefits, \$1,009,919 for Equipment, School Supplies, Travel, and Other expenditures including Training, and \$49,400 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 2018**

In all, KJMLDC spent a combined total of \$4,039,585. This consisted of \$3,618,385 in Federal funds and an additional \$421,200 from UPK. The funds were expended as follows: \$2,539,385 were used for Personnel and Fringe Benefits. For Equipment, School Supplies, Travel and Other expenditures including Training, the total was \$1,030,467. For Contractual the amount of \$48,533 includes Nutritionists, Auditors and leasing copiers. The UPK funds are used to offset some expenditures such as rent, personnel, fringe, and supplies.

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**Total in-kind received by the Agency was \$904,596, based on appraisals and fair market values.**

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## **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.

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### **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, 2017.

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, 2017, 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.

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

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### **Federal Review by the Office of Head Start**

KJMLDC's most recent Federal Review occurred in January 2019. 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.

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### **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 performance review utilized the Self-Assessment CAT Scan, which is a publication of training and technical assistance at Western Kentucky University made in 2018. The 2019 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 2017-2018**

### **Physical Health & Development**

Fall 2017 - 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 2018 – 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 2017 - 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 2018 - 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 2017 - 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 2018 - 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 2017 - 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 2018 - 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 2017 - 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 2018 - 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 2017 - 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 2018 - 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 2017 - 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 2018 - 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 2017 – 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 2018 – 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 2017 – 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 2018 – 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 2017 – 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 2018 – 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 2017 - Most of the children are not able to speak and understand English. This is their first exposure to the English Language.

Spring 2018 - 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.

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### ***Summary:***

If you are a parent looking for a loving, nurturing and safe environment to send your child and Yiddish is your primary language, then KJMLDC Head Start/Early Head Start is the place for you. There is no other Head Start or licensed day care within 30 miles that is Yiddish speaking. Your child will be in a safe environment and well taken care of. You can check with any parent, past or present and we are sure you will get a good report about our program. Your child will grow and be better prepared for starting kindergarten and the future.