

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 2020

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

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.

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)¹. 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 \$26,341² (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

¹ Ibid

² *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 18% 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 53 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%^[1] 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

^[1] *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 169 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.

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

Program Statistics

The Federal Government has provided KJMLDC Head Start fiscal 2019 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:	188	151
% Enrolled More than 1 Year:	12%	25%
Turnover:	0%	39%

98% of Children Participated in Transportation Services

Program Economic Statistics	HS	EHS
Children Facing Homelessness:	0%	0%
Recipients Receiving WIC:	61%	50%
Families Experiencing Homelessness:	0%	0%
Families Receiving Medicaid:	91%	97%
Families w/no Insurance:	0%	0%
Children <100% of FPL:	97%	82%
Received at Least One Family Service:	100%	100%
Father Activities Participation:	42%	56%

95% 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:	4	15
Percentage of Eligible Children who are up to date with: Medical Exams:	100%	97%
Mental Health Services:	1%	4%
Dental Exams:	100%	100%
Up-to-Date Immunizations:	98%	94%
Developmental, Sensory, & Behavioral Screenings:	100%	100%
Had Identified Disabilities	12	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 \$4,286,536 including \$3,429,228 of Federal Funds received during the fiscal year, \$421,200 from Universal Pre-K, and \$436,108 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	\$3,429,228	-
UPK	-	\$421,200
Plus: In-Kind	-	\$436,108
Total Federal Funds Received (+In-kind)	\$3,429,228	\$857,308

PROGRAM EFFICIENCY -- Administrative Percentage -- 15%

Proposed Budget -- FY 2019

The KJMLDC proposed budget for Funding Year 2019 totaled \$3,429,228 for Federal funds. This included \$2,761,980 for Personnel, Fringe Benefits and School Supplies. \$616,888 for Travel and Other expenditures including Training. And \$50,360 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 2019

In all, KJMLDC spent a combined total of \$3,850,428. This consisted of \$3,429,228 in Federal funds and an additional \$421,200 from UPK. The funds were expended as follows: \$2,746,163 were used for Personnel, Fringe Benefits and School Supplies. For Travel and Other expenditures including Training, the total was \$635,856. For Contractual the amount of \$47,209 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 \$857,308, 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, 2018.

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, 2018, 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 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.

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 2020 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.**

Spring Checkpoint Outcomes Report for School Readiness Goals – 2018-2019

The end of the spring checkpoint, that started on March 1, 2019 and ended on June 19, 2019, showed that most of the children are meeting their school readiness goals; and some are exceeding their school readiness goals. The Growth Report that is being used compares the results from the fall checkpoint, that started September 3, 2018 and finished on November 30, 2018; and the winter checkpoint, that started on December 1, 2018 and finished February 28, 2019; to the spring checkpoint. The report is divided by the sites. In both sites there are only children classified as 4 years old. These reports include one for all the children and then one just for the children with IEP's. There are children at both sites that are receiving services from the Kiryas Joel Public School. Some of these children are in a self-contained classroom for half a day and half a day in Head Start; or they are slowly being mainstreamed into to the Head Start class. Others are receiving occupational, physical, and/or speech therapy. This can have a big impact on the results for the children meeting expectations for their school readiness goals. These results will be compared to those from fall and winter 2018-2019 checkpoints. We are also using the Gold Comparative Report. This report allows us to compare the children, who have been assessed by Teaching Strategies Gold, to a readiness benchmark that looks at the children's school readiness skills as they move from Head Start to entry into kindergarten (Pre-1A). The readiness benchmark is based on where the blue color band (for 4 year olds) meets the purple (for 5 year olds); one for each progression in that area.

Social-Emotional

For the pre-k children, a total of 98.4 percent of the children have either met or exceeded their school readiness goals. 15.6 percent of the children have met their goals; and 82.8 percent of the children have exceeded their goals. This is a growth of 39.9 percentage points from the fall 2018-2019 checkpoint; and a growth of 13.5 percentage points from the winter 201-2019 checkpoint. The Gold Comparative Report showed that 98.4 percent of the children accomplished the Gold Readiness goals. This is a growth of 54.7 percentage from the fall 2018-2019 checkpoint; and a growth of 15.2 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Getzel Berger site, a total of 85.7 percent of the children have either met or exceeded their school readiness goals; and 14.3 percent of the children have not yet met their goals. 7.1 percent of the children have met their goals; and 78.6 of the children have exceeded their goals. This is a growth of 70.3 percentage points from the fall 2018-2019 checkpoint, and a growth if 1.1 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 85.7 percent of the children have accomplished the Gold Readiness goals. This is a growth of 78 percentage points from the fall 2018-2019 checkpoint; and a growth of 8.8 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Israel Zupnick site, a total of 99.4 percent of the children have either met or exceeded their goals. 16.3 percent of the children have met their goals; and 83.1 percent of the children have exceeded their goals. This is a growth of 37.6 percentage points from than the fall 2018-2019 checkpoint; and a growth of 14.5 percentage points the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 99.4 percent of the children have accomplished the Gold Readiness goals. This is a growth of 52.9 percentage points from the fall

2018-2019 checkpoint; and a growth of 15.7 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 70 percent of the children have met or exceeded their school readiness goals. 30 percent of the children have met their goals; and 40 of the children have exceeded their goals. This is a growth of 70 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards their goals; and a growth of 25.6 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 70 percent of the children have accomplished the Gold Readiness goals. This is a growth of 70 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards their goals; and a growth of 25.6 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, at the Getzel Berger site, 66.7 percent of the children have either met or exceeded their school readiness goals. 16.7 percent of the children have met their goals, and 50 percent of the children have exceeded their goals. This is a growth of 66.7 percentage points from the fall 2018-2019 checkpoint; and a growth of 6.7 percentage from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 66.7 percent of the children have accomplished their Gold Readiness goals. This is a growth of 66.7 percentage points from the fall 2018-2019 checkpoint, when all the children were still emerging towards their goals; and a growth of 6.7 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, at the Israel Zupnick site, 75 percent of the children have met or exceeded their school readiness goals. 25 percent of the children have met their goals, and 50 percent of the children have exceeded their goals. This is a growth of 75 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards their goals; and a growth of 50 percentage points from the 2018-2019 winter checkpoint. The Gold Comparative Report showed that 75 percent of the children have accomplished the Gold Readiness goals. This is a growth of 75 percentage points from the fall 2018-2019 checkpoint; and a growth of 25 percentage points from the winter 2018-2019 checkpoint.

Physical Goals

For the pre-k children, 89.3 percent of the children have either met or exceeded their school readiness goals. 75.3 percent of the children met their goals, and 14 percent of the children exceeded their goals. This is a growth of 46.1 percentage points from the fall 2018-2019 checkpoint; and a growth of 12.5 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 89.3 percent of the children have accomplished the Gold Readiness goals. This is a growth of 54.9 percentage points from the fall 2018-2019 checkpoint; and a growth of 15.8 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Getzel Berger site, 78.6 percent of the children have met their school readiness goals, and 21.4 percent of the children have not met their goals. This is a growth of 78.6 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 40.1 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 78.6 percent of the children have accomplished the Gold Readiness goals. This is a growth of 78.6 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 47.8 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Israel Zupnick site, 90.1 percent of the children have either met or exceeded their school readiness goals. 75 percent of the children have met their goals, and 15.1 percent of the children have exceeded their goals. This is a growth of 43.6 percentage points from

the fall 2018-2019 checkpoint; and a growth of 10.4 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 90.1 percent of the children have accomplished the Gold Readiness goals. This is a growth of 53 percentage points from the fall 2018-2019 checkpoint; and a growth of 13.4 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 50 percent of the children have met their school readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 16.7 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 50 percent of the children accomplished the Gold Readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 27.8 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP'S, at the Getzel Berger site, 50 percent of the children have met their school readiness goals, and 50 percent of the children have not met their goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 30 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 50 percent of the children have accomplished the Gold Readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint; when all of the children were emerging towards their goals; and a growth of 30 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, at the Israel Zupnick site, 50 percent of the children have met their school readiness goals, and 50 percent of the children have not met their goals. This is a growth of 50 percentage points from than the fall 2018-2019 checkpoint, when all of the children weren't meeting their goals; and these were the same results as the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 50 percent of the children have accomplished the Gold Readiness goals, and 50 percent of the children are emerging towards their goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 25 percentage points from the winter 2018-2019 checkpoint.

Language Goals

For the pre-k children, a total of 97.8 percent of the children have either met or exceeded their school readiness goals. 46.2 percent of the children have met their goals, and 51.6 percent of the children have exceeded their goals. This is a growth of 34.4 percentage points from the fall 2018-2019 checkpoint; and a growth of .5 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 96.8 percent of the children have accomplished the Gold Readiness goals. This is a growth of 45.4 percentage points from the fall 2018-2019 checkpoint; and a growth of 20 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Getzel Berger site, a total of 85.7 of the children have met or exceeded their school readiness goals. 28.6 percent of the children have met their goals, and 57.1 percent of the children have exceeded their goals. This is a growth of 62.6 percentage points from the fall 2018-2019 checkpoint; and a growth of 8.7 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 71.4 percent of the children have accomplished the Gold Readiness goals. This is a growth of 56 percentage points from the fall 2018-2019 checkpoint, and a growth of 2.2 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Israel Zupnick site, 98.9 percent of the children have met or exceeded their goals. 47.7 percent of the children have met their goals, and 51.2 of the children have exceeded their goals. This is a growth of 32.4 percentage points from the fall 2018-2019 checkpoint, and a growth of .1 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 98.8 percent of the children have accomplished the Gold Readiness goals. This is a growth of 44.7 percentage points from the fall 2018-2019 checkpoint; and a growth of 21.5 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 60 percent of the children have met or exceeded their school readiness goals. 50 percent of the children have met their goals, and 10 percent of the children have exceeded their goals. This is a growth of 60 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 15.6 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 40 percent of the children have accomplished the Gold Readiness goals. This is a growth of 40 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 17.8 percentage points from the 2018-2019 winter checkpoint

For the pre-k children with IEP'S, at the Getzel Berger site, 66.7 percent of the children have met or exceeded their school readiness goals. 50 percent of the children met their goals, and 16.7 percent of the children exceeded their goals. This is a growth of 66.7 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 26.7 percentage points from the 2018-2019 winter checkpoint. The Gold Comparative Report showed that 33.3 of the children have accomplished the Gold Readiness goals, and 66.7 percent of the children are emerging towards accomplishing their goals. This is a growth of 33.3 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 13.3 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, at the Israel Zupnick site, 50 percent of the children have met their school readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals. The Gold Comparative Report showed that 50 percent of the children have accomplished the Gold Readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint; when all of the children were emerging towards their goals; and a growth of 25 percentage points from the winter 2018-2019 checkpoint.

Cognitive Goals

For the pre-k children, a total of 97.8 percent of the children have either met or exceeded their school readiness goals. 29 percent of the children have met their goals, and 68.8 percent of the children have exceeded their goals. This is a growth of 30 percentage points from the fall 2018-2019 checkpoint; and a growth of 1 percentage point from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 97.8 percent of the children have accomplished the Gold Readiness goals. This is a growth of 37.7 percentage points from the fall 2018-2019 checkpoint; and a growth of 4.8 percentage points from the winter checkpoint.

For the pre-k children, at the Getzel Berger site, a total of 78.6 percent of the children have met or exceeded their school readiness goals. 35.7 percent of the children have met their goals, and 42.9 percent of the children have exceeded their goals. This is a growth of 70.9 percentage points from the fall 2018-2019 checkpoint; and a growth of 9.4 percentage points from the 2018-2019 winter checkpoint. The Gold Comparative Report showed that 78.6 percent of the children have accomplished the Gold Readiness goals. This is a growth of 78.6 percentage points from the fall

2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 32.5 percentage points from the 2018-2019 winter checkpoint.

For the pre-k children, at the Israel Zupnick site, a total of 99.4 percent of the children have either met or exceeded their school readiness goals. 28.5 percent of the children have met their goals, and 70.9 percent of the children have exceeded their goals. This is a growth of 27.1 percentage points from the fall 2018-2019 checkpoint, and 0.6 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 99.4 percent of the children have accomplished the Gold Readiness goals. This is a growth of 34.7 percentage points from the fall 2018-2019 checkpoint, and a growth of 2.9 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 60 percent of the children have met or exceeded their school readiness goals. 40 percent of the children have met their goals, and 20 percent of the children have exceeded their goals. This is a growth of 60 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 26.7 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 60 percent of the children have accomplished the Gold Readiness goals. This is a growth of 60 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 26.7 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP'S, at the Getzel Berger site, 50 of the children have met or exceeded their school readiness goals. 33.3 percent of the children have met their goals, and 16.7 percent of the children have exceeded their goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 30 percent from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 50 percent of the children have accomplished the Gold Readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards their goals; and a growth of 30 percentage points from the 2018-2019 winter checkpoint.

For the pre-k children with IEP's, at the Israel Zupnick site, 75 percent of the children have met or exceeded their school readiness goals. 50 percent of the children met their goals, and 25 percent of the children exceeded their goals. This is a growth of 50 percentage points from the 2018-2019 winter checkpoint, when none of the children were meeting their goals; and a growth of 25 percentage points from the 2018-2019 winter checkpoint. The Gold Comparative Report showed that 75 percent of the children have accomplished the Gold Readiness goals. This is a growth of 75 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 25 percentage points from the winter 2018-2019 checkpoint.

Literacy Goals

For the pre-k children, a total of 91.4 percent of the children have either met or exceeded their school readiness goals. 82.8 percent of the children have met their goals, and 8.6 percent of the children have exceeded their goals. This is a growth of 36.2 percentage points from the fall 2018-2019 checkpoint, and a growth of 15.7 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 83.9 percent of the children have accomplished the Gold Readiness goals. This is a growth of 75.2 percentage points from the fall 2018-2019 checkpoint, and a growth of 36.3 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Getzel Berger site, none of the children have met their school readiness goals. These are the same results as the 2018-2019 fall and winter checkpoints. The

Gold Comparative Report showed that all of the children are emerging towards accomplishing their Gold Readiness goals. These are also the same results as the 2018-2019 fall and winter checkpoints.

For the pre-k children, at the Israel Zupnick site, 98.8 percent of the children have either met or exceeded their school readiness goals. 89.5 percent of the children have met their goals, and 9.3 percent of the children have exceeded their goals. This is a growth of 39.4 percentage points from the fall 2018-2019 checkpoint; and a growth of 17.4 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 90.7 percent of the children have accomplished the Gold Readiness goals. This is a growth of 81.3 percentage points from the fall 2018-2019 checkpoint, and a growth of 39.5 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 20 percent of the children have met their school readiness goals. This is a growth of 5.7 percentage points from the fall 2018-2019 checkpoint; and a decline of .2 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 20 percent of the children have accomplished the Gold Readiness goals. This is a growth of 20 percentage points from the fall 2018-2019 checkpoint, when all of the children were emerging towards accomplishing their goals; and a growth of 8.9 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP'S, at the Getzel Berger site, none of the children have met their goals. These are the same results as the 2018-2019 fall and winter checkpoints. The Gold Comparative Report showed all of the children are emerging towards accomplishing their Gold Readiness goals. These are the same results as the 2018-2019 fall and winter checkpoints.

For pre-k children with IEP's, at the Israel Zupnick site, a total of 50 percent of the children have met their school readiness goals. These are the same results as the 2018-2019 fall and winter checkpoints. The Gold Comparative Report showed that 50 percent of the children have accomplished the Gold Readiness goals. This is a growth of 50 percentage points from the fall 2018-2019 checkpoint, and a growth of 25 percentage points from the winter 2018-2019 checkpoint.

Mathematics Goals

For the pre-k children, 84.7 percent of the children have met their school readiness goals. This is a growth of 60.1 percentage points from the fall 2018-2019 checkpoint; and a growth of 36.6 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 71.2 percent of the children have accomplished the Gold Readiness goals. This is a growth of 53.7 percentage points from the fall 2018-2019 checkpoint; and a growth of 31.7 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children, at the Getzel Berger site, 100 percent of the children are emerging towards accomplishing their school readiness goals. These are the same results as the 2018-2019 fall and winter checkpoints. The Gold Comparative Report showed that 28.6 percent of the children have accomplished the Gold Readiness goals. This is a growth of 28.6 percentage points from the fall and winter 2018-2019 checkpoints; when all of the children were emerging towards their goals.

For the pre-k children, at the Israel Zupnick site, 89.7 percent of the children have met their school readiness goals. This is a growth of 63.2 percentage points from the fall 2018-2019 checkpoint; and a growth of 38 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 77.6 percent of the children have accomplished the Gold Readiness goals. This is a growth of 58.8 percentage points from the fall 2018-2019 checkpoint; and a growth of 35.2 percentage points from the winter 2018-2019 checkpoint.

For the pre-k children with IEP's, 30 percent of the children have met their school readiness goals. This is a growth of 30 percentage points from the fall 2018-2019 checkpoint, when none of the children were meeting their goals; and a growth of 18.9 percentage points from the winter 2018-2019 checkpoint. The Gold Comparative Report showed that 10 percent of the children have accomplished the Gold Readiness goals. This is a growth of 10 percentage points from the fall and winter 2018-2019 checkpoints, when all of the children were emerging towards accomplishing their goals.

For the pre-k children with IEP'S, at the Getzel Berger site, 16.7 of the children have met their goals. This is a growth of 16.7 percentage points from the fall and winter 2018-2019 checkpoints, when none of the children were meeting their goals. The Gold Comparative Report showed that 100 percent of the children are emerging towards accomplishing the Gold Readiness goals. These are the same results as the fall and winter 2018-2019 checkpoints.

For the pre-k children with IEP's, at the Israel Zupnick site, 50 percent of the children have met their school readiness goals. This is a growth of 50 percentage points from the fall and winter 2018-2019 checkpoints, when none of the children were meeting their goals. The Gold Comparative Report showed that 25 percent of the children have accomplished the Gold Readiness goals. This is a growth of 25 percentage points from the fall and winter 2018-2019 checkpoints, when all of the children were emerging towards accomplishing their goals.

At the Getzel Berger site, in the Literacy domain, in order to improve the children's outcomes, the teachers should read more stories to the children and again use open ended questions about the story to encourage the children to respond and use their thinking skills. The children also have to be made more aware of the "print world" around them. This can be done by labelling everything in the classroom in Yiddish and English signs.

At both sites, in the Mathematics domain, more time should be spent on improving the children's knowledge about numbers and correlations to objects. This can be done during circle time by sing number songs; and during free play at the block area and manipulative area using sorting for one-to-one correspondence, counting, etc.

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.