

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 2023

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 6,000 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 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.

With a population count of 32,954, Kiryas Joel is the largest municipality in Orange County and has the largest household size in the USA (5.8).

Over the last decade (2010-2020), Kiryas Joel has had an exponential growth of 63%, compared to 7.6% for Orange County, and 0.4% for the entire state of New York. In fact, 2020 Census data shows that the Village is the fastest growing municipality with a population above 1,500 in all of New York State (United States Census Bureau, 2020). This phenomenal growth is primarily attributed to its high birth rate of 22.7%.

KJ's population was predicted to grow at an outstanding rate of 90% in 20 years, from 20,175 in 2010 to 38,246 in 2030 (Orange County Department of Health, 2017). If growth continues at the current rate of 63% for another decade, it will far surpass these predictions.

Kiryas Joel's population density is extreme, with 23,997 people per square mile, only 17% lower than NYC (27,000 people per square mile), which is the most densely populated major city in the US. The nearest town with a comparable population is spread over 105 miles, in comparison to Kiryas Joel's 1.5 square miles (United States Census Bureau, 2020).

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 school 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 600 babies being born each year in KJ, approx. 4,800 children (43.2% 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 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 2022/2023 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 65.9% of the village residents completed high school, and only 5.8% 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 2022/2023 PIR reports that approximately 11% 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 56 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

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>

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 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

^[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>

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 166 children into kindergarten, representing 89% 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 2022 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 2,500; accordingly, KJMLDC serves 11% 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	157
% Enrolled More than 1 Year:	12%	48%
Turnover:	0%	19%

98% of Children Participated in Transportation Services

Program Economic Statistics	HS	EHS
Children Facing Homelessness:	0%	0%
Recipients Receiving WIC:	62%	34%
Families Experiencing Homelessness:	0%	0%
Families Receiving Medicaid:	95%	98%
Families w/no Insurance:	0%	0%
Children <100% of FPL:	95%	84%
Received at Least One Family Service:	100%	100%
Father Activities Participation:	42%	49%

100% 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:	20	2
Percentage of Eligible Children who are up to date with:		
Medical Exams:	100%	99%
Mental Health Services:	1%	1%
Dental Exams:	100%	100%
Up-to-Date Immunizations:	99.5%	95%
Developmental, Sensory, & Behavioral Screenings:	100%	100%
Had Identified Disabilities	16	17

Public and Private Funds Received

KJMLDC Head Start/EHS is funded by the U.S. Department of Health and 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 \$4,495,540 including \$4,073,740 of Federal Funds received during the fiscal year, \$421,800 from Universal Pre-K, and \$484,637 in non-Federal share - 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 \$70,000 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	\$4,073,740	-
UPK	-	\$421,800
Plus: In-Kind	-	\$484,637
Total Federal Funds Received (+In-kind)	\$4,073,740	\$906,437

PROGRAM EFFICIENCY -- Administrative Percentage -- 15%

Proposed Budget -- FY 2022

The KJMLDC proposed budget for Funding Year 2022 totaled \$4,073,740 for Federal funds. This included \$3,033,103 for Personnel, Fringe Benefits and School Supplies. \$919,017 for Travel, Equipment and Other expenditures including Training. And \$121,620 for Contractual, which includes Nutritionists, Auditors, and leasing copiers. The proposed budget for UPK funds totaled \$421,800, with funds designated to offset occupancy, personnel and supplies expenditures.

Budgetary Expenditures -- FY 2022

In all, KJMLDC spent a combined total of \$4,495,540. This consisted of \$4,073,740 in Federal funds and an additional \$421,800 from UPK. The funds were expended as follows: \$3,024,869 were used for Personnel, Fringe Benefits and School Supplies. For Travel, Equipment and Other expenditures including Training, the total was \$921,017. For Contractual the amount of \$127,854 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 \$906,437, 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, 2021.

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, 2021, 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 2022. 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 2022/2023 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.**

Fall Checkpoint Outcomes Report for School Readiness Goals - 2022-2023

The end of the fall checkpoint, that started on September 17, 2022 and ended on December 15, 2022, showed that most of the children are meeting their school readiness goals. The results being reported are comparing the children's scores to the widely held expectations. The term *widely held expectations* describes the range of knowledge, skills, and abilities that children of a particular age or class/grade typically demonstrate over a year of life (birth through age 3) or from the beginning to the end of a program year (preschool 3, pre-K 4, kindergarten, first grade, second grade, third grade). These widely held expectations are based on the latest research in early childhood education, are demonstrated in the progressions for *GOLD® Objectives for Development and Learning* 1–23, and are used to help determine if a child's (or group of children's) knowledge, skills, and abilities are below, meeting, or exceeding their age or class/grade's expected range of knowledge, skills, and abilities. The Widely Held Expectations reports enable you to see which children's skills are below, meeting, or exceeding the expectations that are defined by the color-coded age bands for the Teaching Strategies Gold.

The green color-coded band is for the preschool children, who are 3 years of age. This year there are no pre-school classes at both sites. The blue color coded band is for the pre-k children, who are 4-5 years of age. This year there are only pre-k classes at both sites.

The outcomes include all the children in the pre-k classes, as well as outcomes just for children who have IEPs. Some of the children are in a self-contained classroom for part of the day and are slowly being mainstreamed into the Head Start class. Others are receiving occupational, physical, and/or speech therapy. This can have an impact on the outcomes for the children meeting expectations for their school readiness goals.

The Gold Readiness Report is also used for analyzations and comparisons. 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 GOLD® Kindergarten Entry readiness benchmark represents the range of skills for each area of development and learning needed to be present to be ready for kindergarten entry. It is based on the aggregate score for where the blue-colored band meets the purple-colored band

The outcomes from this checkpoint will be compared to the outcomes from fall 2020-2021 checkpoint. When comparing the outcomes from this year to last year; one must take into consideration that we are comparing two different groups of children. This will affect the results when making comparisons to last year.

Social-Emotional Goals

Outcomes for the pre-k children at both sites:

76.8 percent of the children have met their age-appropriate goals according the widely held expectations, and 23.2 percent have not yet met their goals. This is .5 percent higher the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 68.7 percent of the children have accomplished the Gold Readiness goals. This is 1 percent higher than the fall 2020-2021 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

81.4 percent of the children have met their age-appropriate goals according the widely held expectations, and 18.6 percent have not yet met these goals. This is .6 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 73.8 percent of the children have accomplished the Gold Readiness goals. This is 1.1 percent higher than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

15.4 percent of the children have met their age-appropriate goals according the widely held expectations, and 84.6 percent have not yet met these goals. This is 8.3 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children are still emerging towards accomplishing the Gold Readiness goals. This is a 7.1 decrease from the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

46.2 percent of the children have met their age-appropriate goals according the widely held expectations, and 53.9 percent have not yet met these goals. This is 3.8 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 38.5 percent of the children have accomplished the Gold Readiness goals. This is 1.5 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

66.6 percent of the children have met their age-appropriate goals according to the widely held expectations, and 33.3 percent have not yet met these goals. This is 4.7 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 55.6 percent of the children have accomplished the Gold Readiness goals. This is 1.5 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Physical Goals

Outcomes for the pre-k children at both sites:

30.8 percent of the children have met their age-appropriate goals according the widely held expectations, and 69.2 percent have not yet met their goals. This is 3.6 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 21.6 percent of the children have accomplished the Gold Readiness goals. This is 5.8 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

33.1 percent of the children have met their age-appropriate goals according the widely held expectations, and 69.2 percent have not yet met these goals. This is 4.7 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 23.3 percent of the children have accomplished the Gold Readiness goals. This is 6.4 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

100 percent of the children have not met their age-appropriate goals according the widely held expectations. The Gold Comparative Report showed that 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

15.4 percent of the children have met their age-appropriate goals according the widely held expectations, and 84.6 percent have not yet met these goals. This is a 5.4 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children have not yet accomplished the Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

22.2 percent of the children have met their age-appropriate goals according to the widely held expectations, and 77.8 percent have not yet met these goals. This is 7.9 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children are still emerging towards the Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Language Goals

Outcomes for the pre-k children at both sites:

70.3 percent of the children have met their age-appropriate goals according the widely held expectations, and 29.7 percent have not yet met their goals. This is a 3.9 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 66 percent of the children have accomplished the Gold Readiness goals. This is 3.9 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

72.7 percent of the children have met their age-appropriate goals according the widely held expectations, and 27.3 percent have not yet met these goals. This is 7 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 70.9 percent of the children have accomplished the Gold Readiness goals. This is a 4.7 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

38.5 percent of the children have met their age-appropriate goals according the widely held expectations, and 31.5 percent of the children are below their age-appropriate goals. This is 31.4 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

46.2 percent of the children have met their age-appropriate goals according the widely held expectations, and 53.9 percent have not yet met these goals. This is 6.2 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 38.5 percent of the children have accomplished the Gold Readiness goals, which is 1.5 percent lower than fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

66.7 percent of the children have met their age-appropriate goals according to the widely held expectations, and 33.3 percent have not yet met these goals. This is 9.6 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 55.6 percent of the children accomplished the Gold Readiness goals, which is 1.5 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Cognitive Goals

Outcomes for the pre-k children at both sites:

87 percent of the children have met their age-appropriate goals according the widely held expectations, and 13 percent have not yet met their goals. This is 4.9 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 82.2 percent of the children have accomplished the Gold Readiness goals. This is 1 percent higher than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

93 percent of the children have met their age-appropriate goals according the widely held expectations, and 7 percent have not yet met these goals. This is 6.4 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 88.4 percent of the children have accomplished the Gold Readiness goals. This is .6 percent higher than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

7.7 percent of the children have met their age-appropriate goals according the widely held expectations, and 92.3 percent have not yet met their goals. The Gold Comparative Report showed that 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

61.5 percent of the children have met their age-appropriate goals according the widely held expectations, and 38.5 percent have not yet met these goals. This is 1.5 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 61.5 percent of the children have accomplished the Gold Readiness goals, which is 1.5 percent higher than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

88.9 percent of the children have met their age-appropriate goals according to the widely held expectations, and 11.1 percent have not yet met these goals. This is 3.2 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 88.9 percent of the children accomplished the Gold Readiness goals, which is 3.2 percent higher than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Literacy Goals

Outcomes for the pre-k children at both sites:

49.2 percent of the children have met their age-appropriate goals according the widely held expectations, and 50.8 percent have not yet met their goals. This is 2.4 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 6.5 percent of the children have accomplished the Gold Readiness goals. This is 18.2 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

52.9 percent of the children have met their age-appropriate goals according the widely held expectations, and 47.1 percent have not yet met these goals. This is 2.9 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 7 percent of the children have accomplished the Gold Readiness goals. This is 19.7 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

100 percent of the children have not yet met their age-appropriate goals according the widely held expectations. The Gold Comparative Report showed that 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

23.1 percent of the children have met their age-appropriate goals according the widely held expectations, and 76.9 percent have not yet met these goals. This is 6.9 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children are still emerging towards accomplishing the Gold Readiness goals, which is 10 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

33.3 percent of the children have met their age-appropriate goals according to the widely held expectations, and 66.7 percent have not yet met these goals. This is 9.6 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children are emerging toward accomplishing the Gold Readiness goals, which is 14.3 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Mathematics Goals

Outcomes for the pre-k children at both sites:

26 percent of the children have met their age-appropriate goals according to the widely held expectations, and 74.1 percent have not yet met their goals. This is 7.7 higher than the percent from the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 4.3 percent of the children have accomplished the Gold Readiness goals. This is 5.9 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Israel Zupnick site:

27.9 percent of the children have met their age-appropriate goals according to the widely held expectations, and 72.1 percent have not yet met these goals. This is 8.1 percent higher than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 4.7 percent of the children have accomplished the Gold Readiness goals. This is 6.4 percent lower than the fall 2021-2022 checkpoint.

Outcomes for the pre-k children at the Getzel Berger site:

100 percent of the children have not yet met their age-appropriate goals according to the widely held expectations. The Gold Comparative Report showed that 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at both sites:

7.7 percent of the children have met their age-appropriate goals according the widely held expectations, and 92.3 percent have not yet met these goals. This 2.3 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children have not yet accomplished the Gold Readiness goals, whereas 10 percent met their goals at the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Israel Zupnick site:

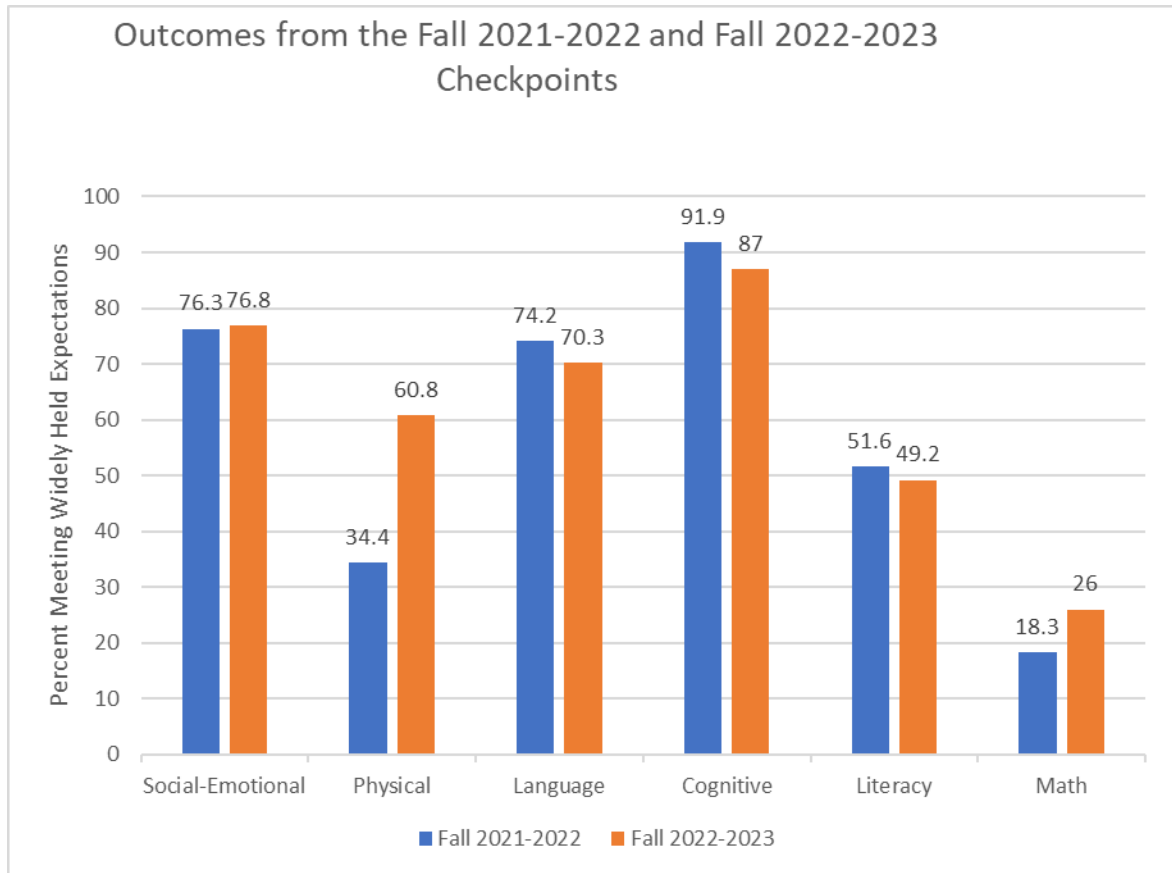
11.1 percent of the children have met their age-appropriate goals according to the widely held expectations, and 88.9 percent have not yet met these goals. This is 3.2 percent lower than the fall 2021-2022 checkpoint. The Gold Comparative Report showed that 100 percent of the children did not yet accomplish their goals, whereas 14.3 percent met their goals at the fall 2021-2022 checkpoint.

Outcomes for the pre-k children with IEPs at the Getzel Berger site:

100 percent of the children did not meet their age-appropriate goals according to the widely held expectations, and 100 percent of the children are still emerging towards their Gold Readiness goals. This is the same outcome as the fall 2021-2022 checkpoint.

Data Analysis

As seen in the chart below, the program scored significantly higher in the Physical domain, and similar percentages (within a 10 percent range) in the other domains from this fall to last fall.



Another important aspect to take into consideration when analyzing the results of this checkpoint is the difference between the Israel Zupnick and Getzel Berger sites. The Israel Zupnick site scored significantly higher than the Getzel Berger in all domains. This can be explained for several reasons. First, the children at the Getzel Berger site are considered a pre-k class, most of the class was born towards the end of year 2018, whereas the average age of the children at the Israel Zupnick site is a few months older than that. Second, there are five out of fourteen children at the Getzel Berger site that is receiving services from the KJPS, compared to nine out of 172 at the Israel Zupnick site. (There is no documentation for one of the children that have disabilities at the Getzel Berger site, since he mostly attends the KJPS and is rarely mainstreamed in the Head Start class at this point). This is a significantly higher percentage and can skew the outcomes of the Getzel Berger site.

In order to improve outcomes at the Getzel Berger site, the teachers will receive training on strategies to support childrens' learning in these six domains.

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.