



Head Start of Eastern Orange County, Inc.

Annual Report

2007 - 2008

Dear Friends and Community Partners,

Head Start of Eastern Orange County, Inc. has had a busy year serving over 240 preschoolers and their families in our comprehensive early care and education program. The hard work of dedicated staff and volunteers has made a positive impact on the families served as well as the community through services provided by partner agencies and collaborations to meet program and broader community goals. We could not have done it without our parents, volunteers and broad network of community service providers.

The standard of expected quality for Head Start has never been higher than it is at HSEOC. We continue to strive for excellence in every area of service. This was recognized by the National Association for the Education of Young Children with continued accreditation of our program.

Our thanks to all of our supporters. We look forward to yet another year of excellence as we continue to prepare young children for kindergarten and support families as their child's first teacher.

This first annual report has been prepared to comply with the Head Start Act of 2007. Specifically, each Head Start agency must make available to the public an annual report that includes fiscal and budget information, enrollment and eligibility data, review and audit results, health service data, parent involvement activities and program efforts to prepare children for kindergarten.

Any questions or comments about this annual report can be made to the Executive Director at 845-562-0380.



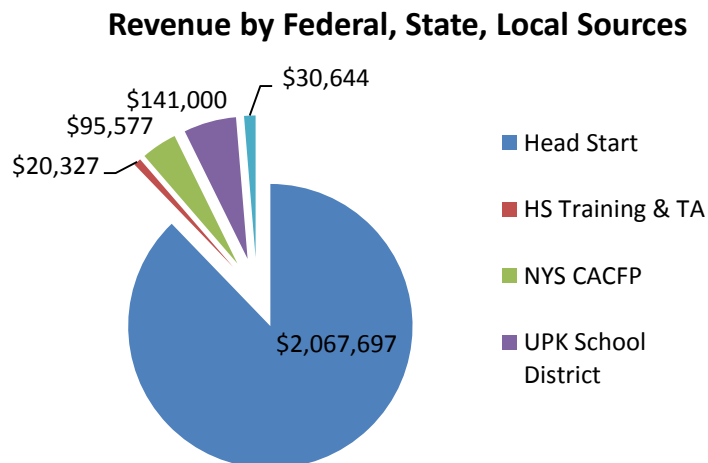
Head Start is a preschool program designed for 3 and 4 year old children from low income families. The program emphasizes early childhood education by preparing young children with school readiness skills and involving parents to individualize their children's learning. Children are eligible if the family is at or below 100% of the federal poverty guidelines in accordance with the Department of Health and Human Services.

From its inception, Head Start was designed to integrate comprehensive early education and health services with supports promoting family development. Parents are viewed as the first educators of their child with the greatest potential for the healthy development found in the relationship between the child and his/her family.

To ensure that program services reflect the diverse needs of families, the Head Start program operates with a model of shared decision-making. The meaningful involvement of families ensures that program services reflect the diverse needs of families in this community.

2007 – 2008 Financial Information and Budget

Program Revenue



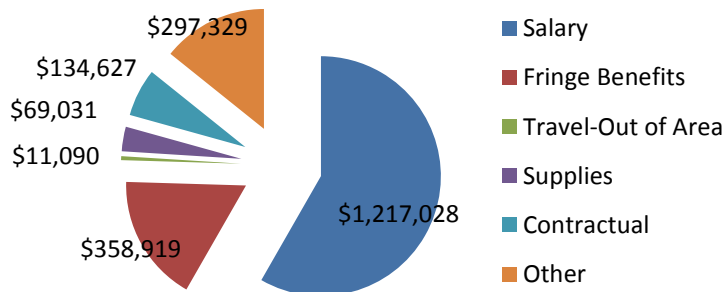
Head Start is a direct federal grant administered through the Office of Head Start at the US Dept. Health & Human Services. Training and technical assistance funds are identified separately.

The Child & Adult Care Food Program (CACFP) is a USDA program administered by the NYS Dept. of Health. CACFP provides daily meals.

The Newburgh School District contracts with HSEOC to provide community based UPK services. HSEOC enrolls 62 dually eligible Head Start/UPK 4 year olds.

Program Expenditures

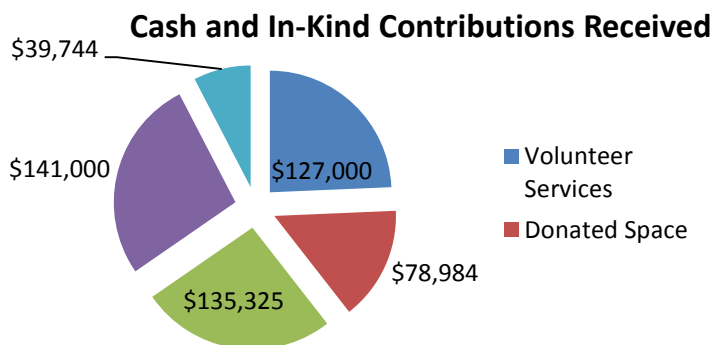
Expenditures by Major Category



Salaries and fringe support 43 full-time program staff in the areas of administration, finance, education, health, nutrition, and family service. Travel allows staff to attend professional development opportunities and conferences specific to improving skills and program quality. Major contractual services include mental health consultation, bus transportation for children, audit services and facility custodial services.

Non-Federal Share Requirement

Head Start provides funding for 80% of the total cost of program operations. The remaining 20% must be raised locally by cash contributions or in-kind services. This match to federal funds includes the value of volunteer time and services provided by local and governmental agencies.



Our program generates the required non-federal share (In-kind) in the following primary ways:

1. Volunteers: Parents, Foster Grandparents, College Interns & Service Learning Students, and Community Partner Services
2. Value of below market rate rent
3. Services approved by the Newburgh School District Committee on Preschool Special Education
4. UPK funding from non-federal sources
5. Dental Screenings by volunteer dentist and Day Care Subsidy for extended hours care

Child and Family Enrollment and Eligibility Information

HSEOC receives funding to enroll 227 children in center based classrooms. The following chart describes our enrollment during the 2007 – 2008 school year.

Enrollment and Eligibility Data	
241	Families were provided opportunities to participate in family goal planning
254	Children were enrolled over the course of the school year
10	Families were homeless as defined by the McKinney Vento Act
3	Children reside in a Foster Home
100%	Average monthly enrollment was maintained at 227 children
30	Families were eligible and enrolled based on the receipt of public assistance
205	Families were eligible based on income below the federal poverty guidelines
16	Families were over 100% but less than 13% of the federal poverty guidelines
86%	Average monthly attendance
42	Children were diagnosed as a Preschooler with a Disability

Health Services Information

Selected Health Indicators for Children	
98%	Completed the year up-to -date on Preventative and Primary Care for their age
100%	Completed a medical exam
12%	Needed medical treatment
96%	Of children who needed medical treatment received that treatment
100%	Completed a dental exam or screening
24.5%	Needed dental treatment
88.5%	Of children who needed dental treatment received that treatment
100%	Completed the year up-to-date on their required schedule of immunizations

Parent Involvement Activities

Head Start program services are designed to support and strengthen families by providing opportunities for personal development and self-sufficiency. This can occur when parents are involved in program activities including those provided by our community partner agencies.

Program Events, Leadership Activities and Personal Development Opportunities	
Orientation to Head Start	Fatherhood Initiative and “ 24/7 Dad ” Groups
Policy Council Elections and Training	STEP Parenting Classes
Joint Policy Council and Board Planning	Home Visits & Parent/Teacher Conferences
Involvement in their Child’s Education Plan	

Policy Council Trainings
Parent Trainings
Pedestrian and Bus Safety
Oral Health
Nutrition
Literacy – Dialogic Reading Approach
Transition Activities and meeting with the elementary school.
Behavioral Management
IDEA-Parent rights
Parenting: How to Help your Child do Well in School
Nutrition and Health Eating
Budget and Credit Repair
CPR
Volunteer in the classroom Based on individual participation
Self Assessment Participation
Father Involvement
Health Advisory Committee Parent participation
Recruitment activities
Home Visits and Parent Teacher Conf.
Orientation and Phase-In Day
Each family offered 2 educational home visits and 2 parent teacher conferences.
Family Service Home visits based on need.
Transition activities Includes visits to elementary schools, transition nights, kindergarten enrollment assistance.

Family Partnership Agreement/Goals

Parental involvement has focused primarily on engaging parents in becoming active participants in their children's lives. Parents have been encouraged to work with their children at home with activities from the classroom, thus providing the home-school connection along with helping in the classroom when feasible.

A program that we have implemented with great success to promote parent competencies and strengthen families input in their child's education is the Incredible Years Series (IYS). The program's parent group increases positive and nurturing parenting by reducing harsh discipline approaches and replacing them with positive strategies, improving parents problem-solving communication and anger management skills. Parents' involvement in children's academic related activities at home has also increased.

As a result of informal surveys and focus groups, parent workshops and family activities were scheduled during the evening to ensure maximum participation. Parents have opportunities to be involved in Policy Council, Parent Committees, Health and Education Advisory, Leadership Training, Substituting and Volunteering. Some workshops made available to them are First Aid/CPR, Child Growth and Development, Budgeting and Money Management, Behavior Management, and Family Literacy.

An important piece of our parental involvement is parental input and planning in our program design. Through the Policy Council, parents are active participants in this process. During the past years, several parents have been afforded the opportunity to attend conferences and trainings to further their leadership skills. Parents also played an important part in our self-assessment process.

Preparing Children for Kindergarten

Research has demonstrated that participation in the high quality, comprehensive early education program makes a significant difference in the kindergarten readiness level of low-income, at-risk preschool children. HSEOC engages in a process of program self-assessment and planning in order to continually improve the quality of the learning environment. A significant element of this process is using child outcome data to make informed program decisions.

Teachers conduct on-going observations of child progress. Three times per year each child's development is assessed in seven domains: approach to learning, creative arts, health, language, literacy, math, physical development, science, and social/emotional skills. The information collected is analyzed to determine progress in school readiness skills, areas where learning opportunities can be improved and areas to strengthen instructional supports.

The following chart identifies the gains children have made in the areas of development that are associated with kindergarten readiness skills.

Child Progress in Selected Learning Domains					
Language Development					
Literacy					
Math					
Creative Arts					
Social/Emotional Development					
Approaches to Learning					
Physical Health& Well-Being					

The HSEOC Child Outcome Measures is a compilation of ongoing monitoring and assessment of children used to help ensure effective teaching, individualization, purposeful planning, and facilitation of appropriate learning goals for all children. The continuous process is an effort to move children to a level

of school readiness. Our teachers use the on-line COR as the main component in planning, monitoring, and assessment. The tool is aligned with all state and federal mandates. The assessment requires on-going monitoring to occur in the classroom and for the objectives of goals to be progressive. Children can show gain by moving to the next skill level of each goal. Developmental levels for each goal are the same; forerunner, beginning, intermediate, and mastered.

The data created by the process of child outcome measures is used for comparison and analysis, as well as goal setting. The process helps teachers and managers easily compare and analyze progress of individual children as well as children as a class and program. The information is reviewed by governing bodies as well as relevant staff. The program has a set goal for child gains, the goal of a minimum 80%. The final gain will be measured from the first fall assessment to the third spring assessment. Each teacher reviews the classroom reports to add relevant information concerning the composition, dynamics, and class circumstances which may affect the goal in either a positive or negative curve. Program level reports are used as one of the tools for program, content area and teacher assessment. Teachers use the tool as a guide to set professional goals and goals for continuous improvement of delivery of services to children and families.

The Williamstown Head Start/Preschool is a blended program for three and four year old children. The program transitions children with special needs upon their third birth date from early intervention programs, making the composition of students include children who may be class age two for the first year if their birthday falls after October 1 of the program year.

HSEOC facilitates the transitioning of students into kindergarten. Head Start staff work with Kindergarten principals and teachers to provide activities that will make children feel comfortable when they enter Kindergarten. In February, HSEOC hosts a Kindergarten Transition Meeting where parents can learn about the elementary school magnet options and meet school staff. After parents register and select their child's elementary school, visits are scheduled for children and parents to meet the kindergarten teacher, ask questions, and learn vital information that will help parents prepare their children for Kindergarten.

External Reviews

Federal On-Site Monitoring

Every three years Head Start programs participate in a Federal Head Start Monitoring Review conducted under the authority of the Secretary of Health and Human Services. The most recent federal review of our program was completed in May 2006. During that review there were no program deficiencies noted, and the program received very positive feedback from the federal review team.

Independent Audit

The HSEOC Board of Directors annually engages an independent audit firm to review agency fiscal operations and internal procedures for compliance with federal requirements and to make suggestions for improvements. The most recent external audit was for the period which ended

April 30, 2008. This audit was conducted by the independent auditors of Wojesky and _____, Certified Public Accountants. There were no findings or questioned costs and HSEOC was found to be in compliance with the requirements applicable to federal programs in accordance with the OMB Circular A-133. A copy of the 2007-2008 Annual Audit Report is available at the HSEOC office for review or at www.hseoc.org.