

Head Start of Eastern Orange County, Inc. Annual Report 2011—2012 School Year

Head Start of Eastern Orange County, Inc. (HSEOC) provides comprehensive early education and family support services to low-income preschool age children and their families. To help children develop the skills necessary to be successful in school and life, the program provides a well-rounded curriculum that is developmentally, linguistically and culturally appropriate. School readiness is promoted in a learning environment that supports each child's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning. Families are also provided health, adult education, nutrition, social services and related support as may be necessary.

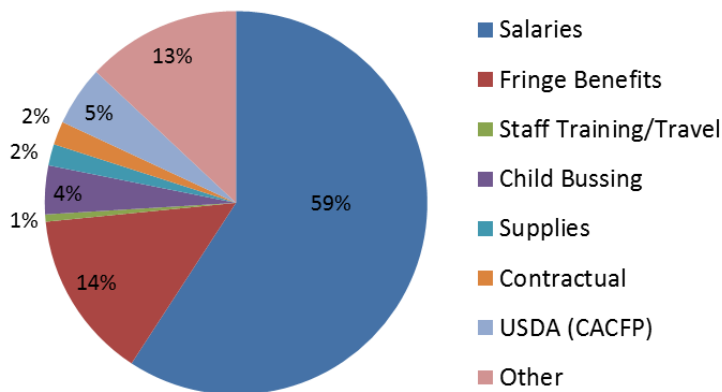
Our classrooms include children with disabilities who are encouraged to develop their independence by providing an environment which is nurturing and promotes acceptance and respect. Children receive itinerant services and special education as prescribed in their Individual Education Plans (IEP's).

Parents are partners with us in their child's education. Family development and involvement in their child's education is supported during home visits, parent teacher conferences, the development of family goal plans, at-home activities, parent classes, training sessions on topics of interest to parents and in participation in program decision-making. The Parent Policy Council is involved in program planning, the annual self-assessment and in designing services that best meets their needs and those of the greater Head Start community.

A 42 member professional staff, represent the diversity of culture, ethnicity and language of enrolled families. Staff has expertise in education, disabilities, health, family development, finance, human resources, management, food services and leveraging community resources necessary to ensure comprehensive services are provided.

Program curricula includes HighScope, Dialogic Reading, Second Step, Social Emotional Foundations in Early Learning, 24/7 Dad, Women's Circle and STEP Parenting. Each are research based and grounded in best practice.

2011 - 2012 Operating Budget



2011-2012 Revenue

Head Start Program Services	\$ 2,161,396
Head Start Training	\$ 24,479
Universal Pre-K (NECSD)	\$ 262,965
CACFP (NYS Dept. Health) Child Care Food Program	\$ 129,672
Non-Federal Matching Funds	\$ 619,672
Total Annual Revenue	\$ 3,198,184

External Monitoring and Reviews

Federal Program Review

The most recent Federal Monitoring Review, conducted October 2009, established that HSEOC is in compliance with Head Start Performance Standards and regulations.

Annual Independent Fiscal Audit

The 2012 audit conducted by Wojesky & Company reported an unqualified opinion with no findings or questioned costs. See a copy at www.hseoc.org.

Customer Impact 2011 - 2012

★ Total cumulative enrollment for 2010-2011	246	★ Children completing a well-child physical exam	100%
★ Total funded enrollment level	227	★ Chronic health issues needing treatment	39
★ Months full enrollment maintained	100%	★ Children who received needed health treatment	39
★ Children served as a % of all potentially eligible	46%	★ Children completing a dental exam	221
★ Children enrolled in health insurance Year End	238	★ Of children examined, # needing treatment	28
★ Number of children diagnosed with a disability	59	★ Children receiving dental treatment	20
★ Children with disability receiving needed services	58	★ Up-to-date with preventive/primary health care	235
★ Fathers involved in the program	75	★ Parents receiving services through referrals	197

Accomplishments

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| ★ One Family Advocate received her Family Development Credential (FDC) | ★ Mental Health consultation, in excess of 300 hours, was provided by a certified social worker as a volunteer. |
| ★ Two teachers are enrolled in college early childhood classes; two Assistant Teachers enrolled in classes | ★ Implemented Devereux Early Child Assessment (DECA) tool to identify child social /emotional skill supports |
| ★ HSEOC and Inspire Kids completed it's 2nd year operating a Special Class in an Integrated Setting (SCIS) option | ★ 95% of families participated in the development of Family Goal Plans. Greater than 850 goals were accomplished |
| ★ 326 volunteers supported program services including 12 Foster Grandparents, parents, college students & interns | ★ 41 fathers completed the Fatherhood 24/7 Dads program |
| ★ More than 10,000 hours of at-home reading time was recorded by families | ★ All children demonstrated gains across all developmental domains |

School Readiness

To ensure that children successfully transition to public school, HSEOC uses research based curricula and best practices in designing high quality learning experiences. Staff are skilled at implementing the HighScope Curriculum and the Dialogic Reading Approach. Child assessments, using the HighScope Child Observation Record, measures growth across six learning domains: Initiative, Social Relations, Creative Representation, Movement & Music, Language & Literacy, Mathematics & Science. In addition, children who are Dual Language Learners are assessed to determine their progress in listening and understanding as well as speaking English. The Devereaux Early Childhood Assessment measures growth in social and emotional development.

Computer assisted analysis provides reports on the progress of children and assists teachers in planning and individualizing instruction. Records maintained on each child include examples of their work, notes about their development, and indicators or progress toward the completion of individual objectives.

Kindergarten transition activities begin as soon as families enter the program. We introduce School Readiness awareness at the first home visit. During the year, parents and children are introduced to the Newburgh School District, their principals and teachers, Magnet School options, the kindergarten registration process and the skills that children need to transition successfully. Children visit a Kindergarten class to experience the similarities and differences they will encounter when they transition.

Parent Involvement Activities

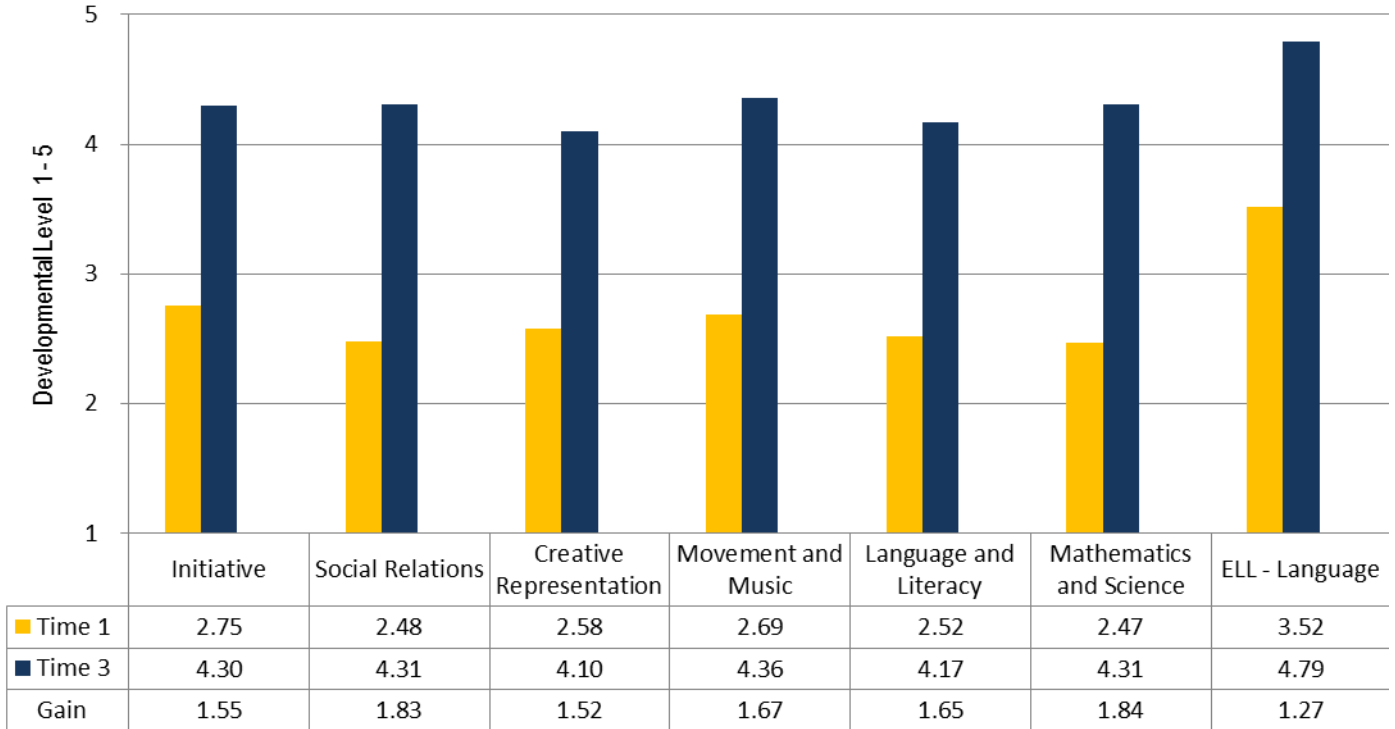
One of the hallmarks of getting children ready for school is engaging families in their child's education. HSEOC accomplishes this through a variety of parent involvement activities:

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| ✘ Policy Council Decision-Makers | ✘ Parent Trainings and Workshops | ✘ Board of Director Joint Planning |
| ✘ Individualized Family Goals Plans | ✘ Home Literacy Instruction | ✘ Parent / Teacher Conferences |
| ✘ Building Home Libraries | ✘ "24/7 Dads" Fatherhood Initiative | ✘ STEP Parenting Series |
| ✘ Parent/Child Learning Activities | ✘ Mental Health Consultation | ✘ Home Visits |

Head Start of Eastern Orange County, Inc.
CHILD PROGRESS 2011—2012 SCHOOL YEAR

Domains of Learning
Assessments Completed Fall 2011 and Spring 2012

All Children n= 211 (All Children Present for Both Assessment Periods)



***Children scoring at Developmental Level 4 meet the skills required for Kindergarten Readiness.

Analysis of Outcomes 2011-2012

Teachers document children’s development daily and these scores are formally recorded 3 times a year in the Child Observation Record (COR). The COR focuses on child growth and development over 6 domains of learning as well understanding and speaking English for those children whose first language is not English. The Devereux Early Childhood Assessment (DECA) is rated in the Fall and Spring by teachers and parents and focuses on child social and emotional growth.

In December 2011, 82% (188) of enrolled students were 4 years old. Of those 188, only 50 (27%) had a previous year of instruction in Head Start. This year we worked with the largest group of 4 year olds ever enrolled, 138 of whom had not been in a structured school setting before. Families who reported that their children’s first language was not English declined to 46.5% compared with 55.8% in 2010 and 57.3% in 2009.

At the end of the first reporting period, we were concerned by the lower than expected scores for the incoming 4 year olds on almost all of the COR item indicators. In contrast, the incoming 3 year old group scored higher on many of the indicators when compared to the previous year.

Head Start of Eastern Orange County, Inc. CHILD PROGRESS and OUTCOMES

Upon entry, Dual Language Learners attained lower scores when compared to their peers in 2010. Dual Language Learners scored lower as a group when compared to all children in the program. Children with IEPs scored higher in the majority of the baseline developmental indicators when compared to 2010 scores.

During the year the number of children with IEPs from the LEA rose to 58 (25.9%) which was similar to 2010 numbers. Of those 58, 16 received services via the Special Class in an Integrated Setting. At the end of the school year there were still 13 children in the evaluation process who would likely qualify for services. If CPSE meetings had taken place in a timely manner it is likely our numbers of children with IEPs would have increased to 72 (31.7%). In actuality we worked with 72 children who had significant challenges.

Child Observation Record: COR Items

COR Items were analyzed by “All children” 4 year olds, 3 year olds, language, and IEP.

In 2011—2012, “All Children” made average gains of 1.67 levels on the COR. 4 year olds made higher gains than in 2010 and closed the year with score levels which were similar to 2010. Three year old gains were down slightly as compared to 2010.

Dual Language Learners showed larger gains across most indicators and by the end of the year had closed the gap with their English speaking peers.

Children with IEPs made significant gains in phonological skills and reading while smaller gains were observed in Understanding and Expressing Feelings. Average gains for children with IEPs were similar to gains of typically developing children.

Devereux Early Childhood Assessment (DECA)

Teachers and parents completed the DECA ratings in the Fall and Spring. At both times Parent and Teacher ratings were markedly different across Total Protective Factors (TPFs) and Behavioral Concerns.

Parents ratings in the Fall identified 14% of children with Strengths, 46% Typical and 40% as having Needs in Initiative, Self Control and Attachment. In the Spring they identified 22% as having strengths, 50% as typical and 28% as having Needs. They identified 54% of children to have Behavior Concerns in the Fall and in the Spring this number declined to 46%.

In contrast, the Fall teachers ratings in TPFs identified 9% as having Strengths, 76% as being typical, and 15% with Needs in Initiative, Self- Control and Attachment. In Spring, teachers identified 31% with strengths, 60% as being typical and 9% of children with needs in those areas. In the Fall, teachers identified 94% of children in the typical range and 6% of children with behavioral concerns. In the Spring, teachers reported 92% in the typical range with 8% identified as having concerns.

We believe that our Kindergarten bound students are very well prepared to meet the social and academic challenges they will face in the public school system. We thank our staff for their unwavering dedication and commitment towards providing high quality early childhood education for the children in our community.