



## Head Start of Eastern Orange County, Inc. Annual Report 2021—2022 School Year

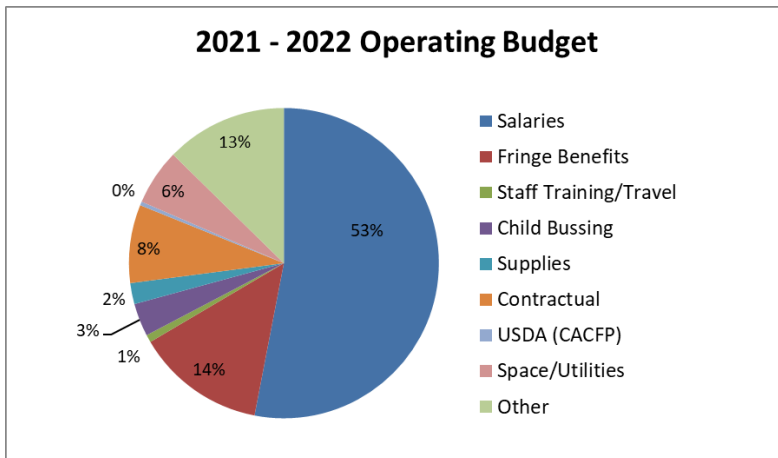
Head Start of Eastern Orange County, Inc. (HSEOC) provides comprehensive early education and family support services to low-income preschool age children and their families. To help children develop the skills necessary to be successful in school and life, we provide a well-rounded research-based curriculum 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, education, nutrition, social services and related supports 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 critical partners with Head Start. Family development and engagement in their child's education is supported during home visits, parent teacher conferences, family goal planning, at-home activities, parent classes, training sessions on topics of interest to parents and 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 43 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.

The 2021-2022 school year continued to bring challenges due to the COVID-19 pandemic. Isolation and quarantine requirements led to chronic attendance. HSEOC's entire team continued to work diligently providing high quality services while following CDC & NYS guidelines for staying safe.



### Program Revenue

DHHS Head Start Program Services	\$ 2,483, 778
Head Start Training	\$ 27,981
Universal Pre-K (NECSD)	\$ 286,000
CACFP (NYS Dept. Health) Child Care Food Program	\$ 12899
Non-Federal Matching Funds	\$ 627,940
<b>Total Annual Revenue &amp; In-Kind</b>	<b>3,438,598</b>

## External Monitoring and Reviews

### Federal Program Reviews

A CLASS (Classroom Assessment Scoring System) was conducted in April 2017. The results were: Emotional Support 6.2917, Classroom Organization 6.4028, and Instructional Support 2.7917.

**Focus Area 1 Federal Monitoring Review** was conducted in June 2020 via conference call. There were no findings.

**Focus Area 2 Federal Monitoring Review** was conducted in May 2022 via a hybrid model. There were no findings.

### *Annual Independent Fiscal Audit*

The 2022 audit conducted by Wojesky & Company reported an unqualified opinion with no findings or questioned costs. See a copy at [www.hseoc.org](http://www.hseoc.org).

## Customer Impact

★ Total cumulative enrollment	241	★ Children completing a well-child physical exam	100%
★ Total funded enrollment level ***	227	★ Chronic health issues needing treatment	19
★ Children enrolled in medical home Year End	99%	★ Children who received needed health treatment	9
★ Children enrolled in dental home Year End	77%	★ Children completing a dental exam	185
★ Number of children diagnosed with a disability	39	★ Of children examined, # needing treatment	20
★ Children with disability receiving needed services	39	★ Children receiving dental treatment	2
★ Children with English as a Second Language	42%	★ Children served by Mental Health Consultant	7
★ Fathers involved in the program	69	★ Parents receiving services through referrals	13
		★ Children overweight or obese according to CDC	54

## Program Accomplishments

- ◆ 2021-2022 continued to present challenges due to Covid-19. Limitations on visitors and maintaining stringent safety requirements, as well as an ongoing partnership with the OCDOH helped to support compliance with NYS, CDC & OHS protocols & keep everyone safe.
- ◆ HSEOC and Inspire Kids completed it's 10th year operating a Special Class in an Integrated Setting (SCIS). This classroom enrolls 9 typical children & 8 children with more significant disabilities. The gains made by the children with disabilities exceeds the gains made by children in other typical special education settings.
- ◆ Ongoing Individualized accommodations were made to families to support individual needs during Covid, including: providing support to reduce the effects of chronic attendance. Various methods of communications including: Zoom, Google, FaceTime, FaceBook video, WhatsApp, email, chat, text, weekly notes & paper copies helped support families.
- ◆ Providing an After School Program focusing on Phonological Awareness, Listening & Comprehension, & Alphabetic Knowledge to support School Readiness Goals.
- ◆ More than 6467 hours of at-home reading time was recorded by families
- ◆ Mental Health consultation was provided by a NYS certified social worker .
- ◆ Utilized CLASS™ (Classroom Assessment Scoring System) to assess the quality of teacher-child interactions. CLASS™ includes three domains of interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support.

	2020 National Average	2021-2022 HSEOC Average*
◆ Emotional Support	6.05	6.39
◆ Classroom Organization	5.80	6.14
◆ Instructional Support	2.94	4.88

\*2021-2022 CLASS Observations were completed. However, the COVID mitigation strategies, such as social distancing & virtual learning, the true quality of interactions could not be accurately captured making the CLASS 2021-2022 scores incomparable.

- ◆ All children demonstrated gains across the 5 Essential Domains of School Readiness
- ◆ All classroom teachers have the required educational credentials
- ◆ Teachers and advocates were provided adequate professional development support to meet professional goals.

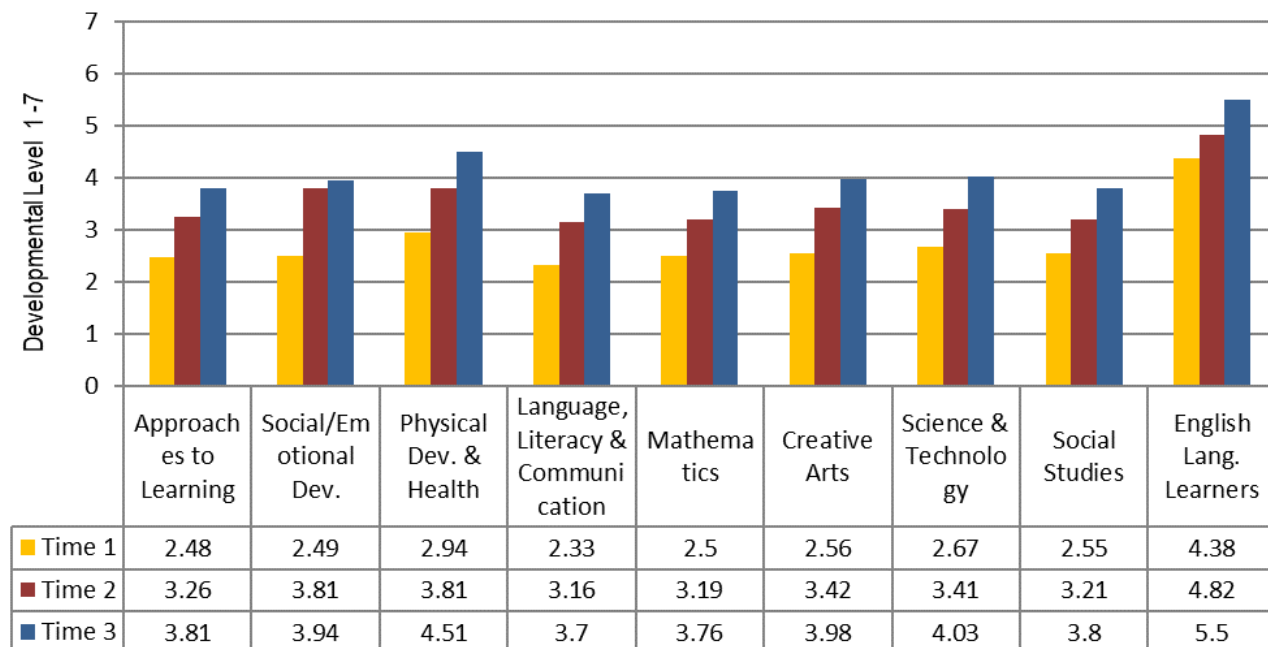
## Parent Engagement Activities

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:

- |                                     |                                     |                                   |
|-------------------------------------|-------------------------------------|-----------------------------------|
| ✘ Policy Council Decision-Makers    | ✘ Parent Trainings and Workshops    | ✘ Board of Director / PC Planning |
| ✘ Individualized Family Goals Plans | ✘ Home Literacy Instruction         | ✘ Parent / Teacher Conferences    |
| ✘ Building Home Libraries           | ✘ "24/7 Dads" Fatherhood Initiative | ✘ Parent Advocacy                 |
| ✘ Parent/Child Learning Activities  | ✘ Mental Health Consultation        | ✘ Home Visits                     |
| ✘ Kindergarten Transition           | ✘ Women's Circle                    | ✘ Info on Community Services      |

# SCHOOL READINESS CHILD PROGRESS and OUTCOMES

## Child Outcomes: Focus on Literacy



### How do we assess child progress?

On-going child assessments, using the HighScope Child Observation Record (COR), allows teachers to measure growth across learning domains. Children who are Dual Language Learners are assessed to determine their progress in listening and understanding as well as speaking English.

The computerized COR software allows staff to aggregate and analyze data on an individual or group basis. Using COR data, teachers can track a child's development and progress. Learning experiences become focused, intentional, and individualized to promote each child's school readiness skills.

#### Strengths:

- Personal Care
- Fine Motor
- Gross Motor

#### Areas of Opportunity:

- Patterns
- Reading
- Phonological awareness

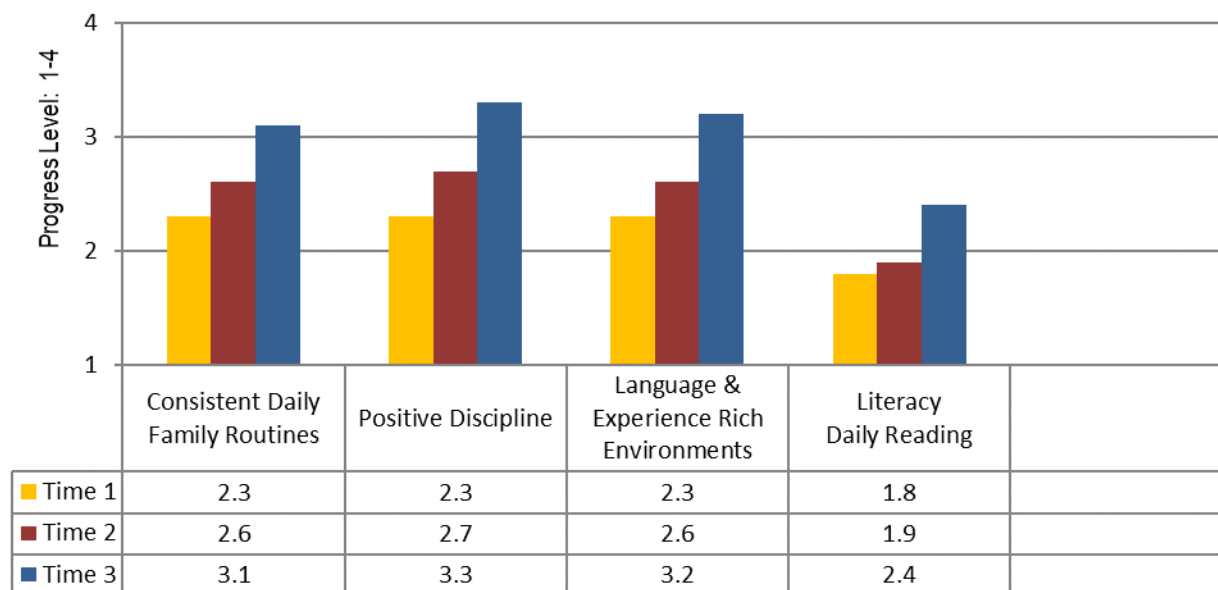
Note: 2021-2022 attendance was highly affected by Covid-19 isolation/quarantine requirements making the 2021-2022 scores are not comparable with prior years.

*\*Scoring at a Level 4 on the COR indicates that children have the skills necessary to be successful in Kindergarten.*

## FAMILY ENGAGEMENT FAMILY PROGRESS and OUTCOMES

### 4 Key Practices to Support School Readiness

All Families n= 210



We will continue using the 4 Family Life Practices as an opportunity for parents to implement research based practices that supports family well-being and their child's school readiness.

The following identifies those practices and progress made by families over the school year. The rating scale (vertical axis) measure's progress with 1 being the strategy is not implemented at all, 2 is implemented sometimes, 3 is most often implemented, and 4 is a strength or always implemented.

The chart represents the results of all families. As we know from analyzing child outcomes, the level of support a family needs is individualized. We are reinforcing with staff and families the importance of these practices and the use them in concert with information shared and obtained during parent/teacher conferences, home visits and during advocate/parent contacts. HSEOC emphasizes the positive effects a supportive home learning environment has on a child's learning and school readiness.

What does the data tell us?

Areas of Growth:

- Consistent Daily Family Routines
- Positive Discipline
- Language & Experience Rich Environments

Area of Opportunity:

- Literacy & Daily Reading