



Head Start of Eastern Orange County, Inc. Annual Report 2020—2021 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.

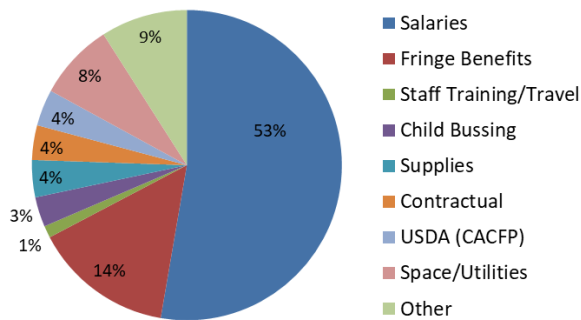
Our classrooms include children with disabilities who are encouraged to develop their independence by providing an environment which is nurturing and promotes acceptance and respect. Children receive itinerant services and special education as prescribed in their Individual Education Plans (IEP’s).

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 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.

The 2020-2021 school year brought new challenges due to the COVID-19 pandemic. In September 2020, students returned to in-person learning as staff worked diligently to continue providing high quality services while following CDC & NYS guidelines for staying safe.

2020 - 2021 Operating Budget



Program Revenue

DHHS Head Start Program Services	\$ 2,375,878
Head Start Training	\$ 27,981
Universal Pre-K (NECSD)	\$ 286,000
CACFP (NYS Dept. Health) Child Care Food Program	\$ 128,999
COVID (one time funds)	\$ 199,489
Quality Improvement Funds	\$ 60,382
Non-Federal Matching Funds	\$ 314,965
Total Annual Revenue & In-Kind	3,393,694

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.

Annual Independent Fiscal Audit

The 2020 audit conducted by Wojesky & Company reported an unqualified opinion with no findings or questioned costs. See a copy at www.hseoc.org.

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

Customer Impact

★ Total cumulative enrollment	110	★ Children completing a well-child physical exam	100%
★ Total funded enrollment level ***	227	★ Chronic health issues needing treatment	11
★ Children enrolled in medical home Year End	99%	★ Children who received needed health treatment	11
★ Children enrolled in dental home Year End	63%	★ Children completing a dental exam	70
★ Number of children diagnosed with a disability	20	★ Of children examined, # needing treatment	24
★ Children with disability receiving needed services	13	★ Children receiving dental treatment	22
★ Children with English as a Second Language	39%	★ Children served by Mental Health Consultant	7
★ Fathers involved in the program	8	★ Parents receiving services through referrals	13
		★ Children overweight or obese according to CDC	22

*** Actual enrollment was 100 for the year due to CDC & NYSDOH mandates fro Covid-19 .

Program Accomplishments

- ◆ 2020-2021 presented itself as a very challenging year when returning to in person services due to COVID-19. Reducing enrollment was necessary to comply with NYS & CDC protocols. & keep everyone safe
- ◆ HSEOC and Inspire Kids completed it's 9th 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, including: providing in-person, virtual (asynchronous & synchronous) & hybrid model of instructions, accommodations for children & families quarantining, various methods of communications including: Zoom, Google, FaceTime, FaceBook video, WhatsApp, email, chat, text, weekly notes & paper copies.
- ◆ Providing an After School Program focusing on Phonological Awareness, Listening & Comprehension, & Alphabetic Knowledge to support School Readiness Goals.
- ◆ More than 4,845 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.

	2019 National Average	2019-2020 HSEOC Average*
◆ Emotional Support	6.05	6.63
◆ Classroom Organization	5.79	6.42
◆ Instructional Support	2.91	4.02

*2020-2021 CLASS Observations were completed but due to COVID mitigation strategies, such as social distancing & virtual learning, the true quality of interactions could not be accurately captured making the CLASS 2020-2021 scores incomparable.

- ◆ All children demonstrated gains across the 5 Essential Domains of School Readiness

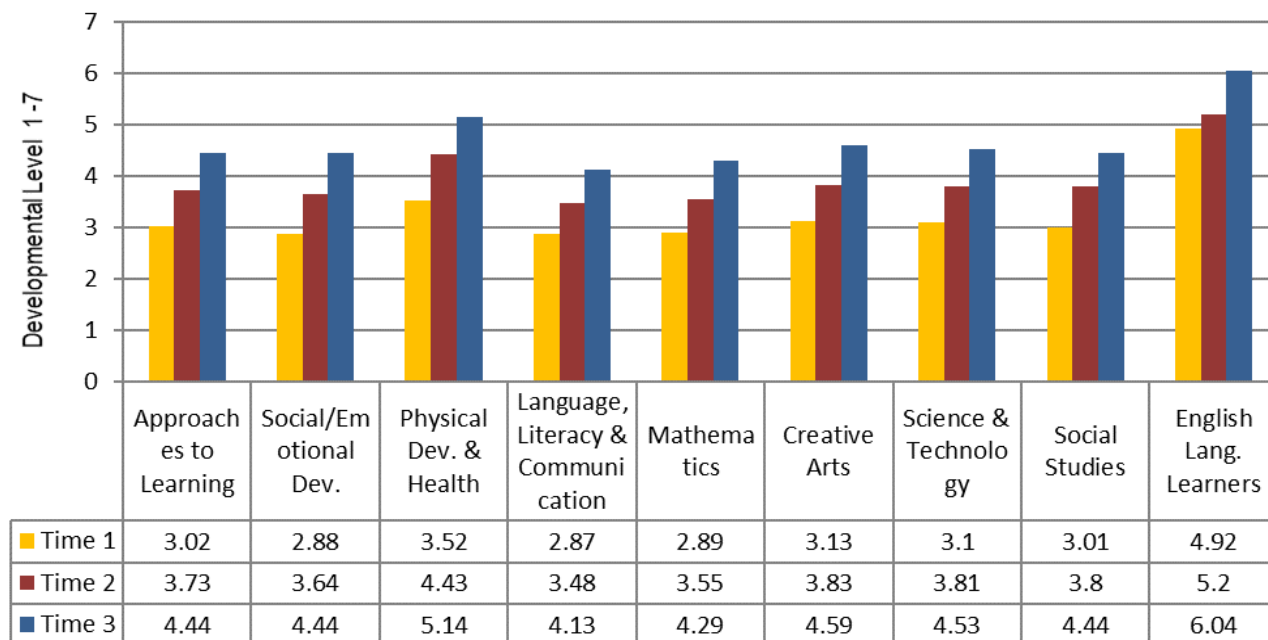
Parent Engagement Activities

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:

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|-------------------------------------|-------------------------------------|-----------------------------------|
| ✘ 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.

What does the Outcome Data tell us?

Strengths:

- Building relationships with other children
- Geography
- Observing and Classifying

Areas of Opportunity:

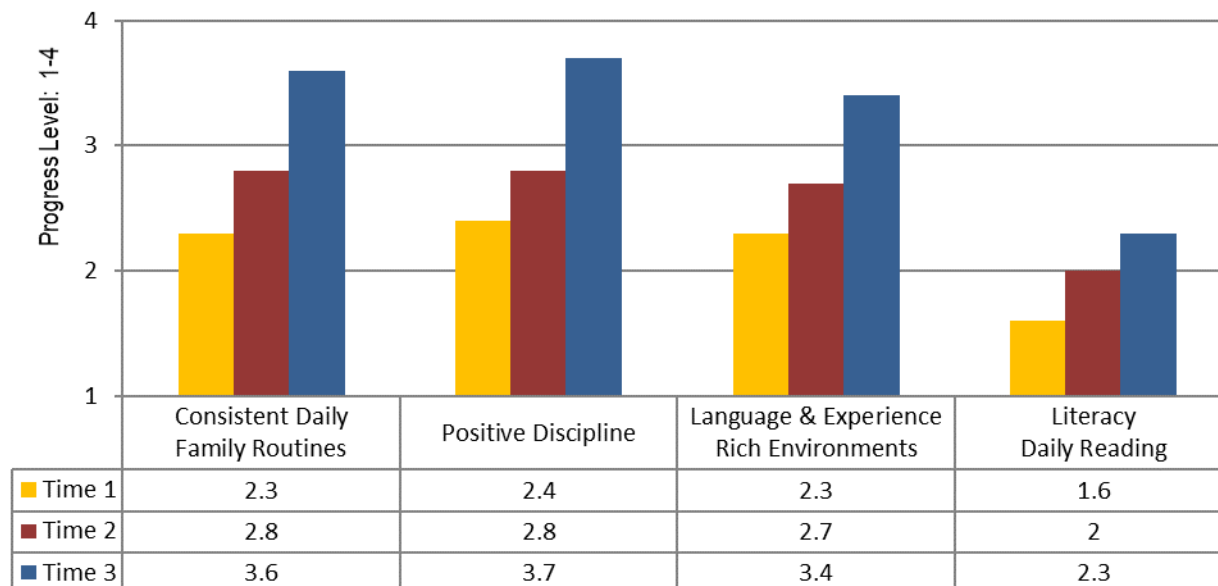
- Alphabetic knowledge
- Reading
- Phonological awareness

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= 98



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