



## Head Start of Eastern Orange County, Inc. Annual Report 2022—2023 School Year

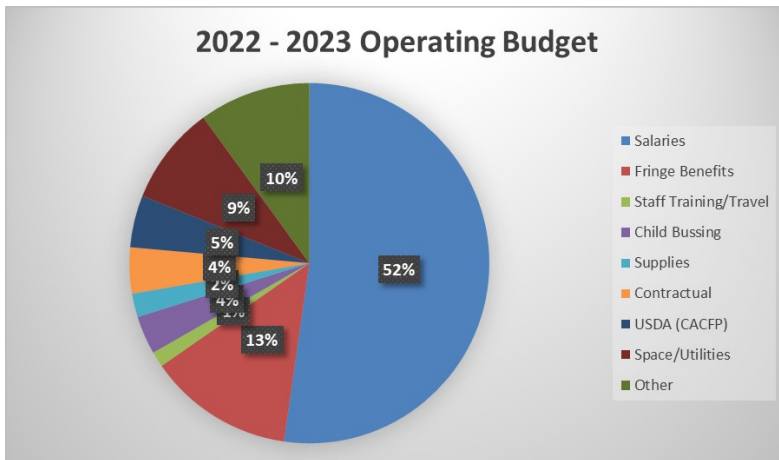
Head Start of Eastern Orange County, Inc. (HSEOC) provides comprehensive early education and family support services to low-income preschool age children and their families. To help children develop the skills necessary to be successful in school and life, we provide a well-rounded research-based curriculum 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 school year of 2022-2023 marked a return to normalcy post-pandemic. Despite ongoing challenges posed by COVID-19, as well as the flu and RSV, coined tridemic, we were thrilled to once again welcome families, volunteers, and community partners back for in-person activities. Throughout, the HSEOC team remained dedicated, delivering high-quality services while adhering to safety measures and offering individualized services & flexible options as needed.



### Program Revenue

DHHS Head Start Program Services	\$ 2,583,215
Head Start Training	\$ 27,981
Universal Pre-K (NECSD)	\$ 308,000
CACFP (NYS Dept. Health) Child Care Food Program	\$ 136,220
Non-Federal Matching Funds	\$ 652,799
<b>Total Annual Revenue &amp; In-Kind</b>	<b>3,708,215</b>

### External Monitoring and Reviews

#### Federal Program Reviews

A CLASS (Classroom Assessment Scoring System) was conducted in April 2017. The results were: Emotional Support 6.29, Classroom Organization 6.40, and Instructional Support 2.79.

**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. There were no findings.

#### Annual Independent Fiscal Audit

The 2023 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	261	★ Children completing a well-child physical exam	100%
★ Total funded enrollment level ***	227	★ Chronic health issues needing treatment	8
★ Children enrolled in medical home Year End	99%	★ Children who received needed health treatment	9
★ Children enrolled in dental home Year End	76%	★ Children completing a dental exam	136
★ Number of children diagnosed with a disability	20%	★ Of children examined, # needing treatment	10
★ Children with disability receiving needed services	13%	★ Children receiving dental treatment	1
★ Children with English as a Second Language	52%	★ Children served by Mental Health Consultant	3
★ Fathers involved in the program	69	★ Parents receiving services through referrals	8
		★ Children overweight or obese according to CDC	79

## Program Accomplishments

- ◆ The year 2022-2023 marked an exhilarating return to normalcy post-COVID-19. Despite persisting challenges associated with the pandemic, our robust collaboration with families and community partners bolstered our commitment to delivering high-quality services while upholding safety protocols and, above all, prioritizing safety..
- ◆ HSEOC and Inspire Kids completed it's 11th 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.
- ◆ In acknowledgment of the community assessment results and the reiterated needs of families & community partners, HSEOC submitted a Change in Scope application to OHS in November 2022 with the aim of offering additional full-day sessions.
- ◆ Continued individualized accommodations were extended to families to facilitate new post-pandemic support measures, such as offering diverse communication methods such as Zoom, hybrid meeting options, and Classtag, which families have expressed gratitude for.
- ◆ Provided an Enrichment program focusing on Phonological Awareness, Listening & Comprehension, & Alphabetic Knowledge to support School Readiness Goals.
- ◆ More than 6000 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	2022-2023 HSEOC Average*
◆ Emotional Support	6.05	6.34
◆ Classroom Organization	5.80	6.10
◆ Instructional Support	2.94	4.69

\*All children demonstrated gains across the 5 Essential Domains of School Readiness

- ◆ All classroom teachers have the required educational credentials

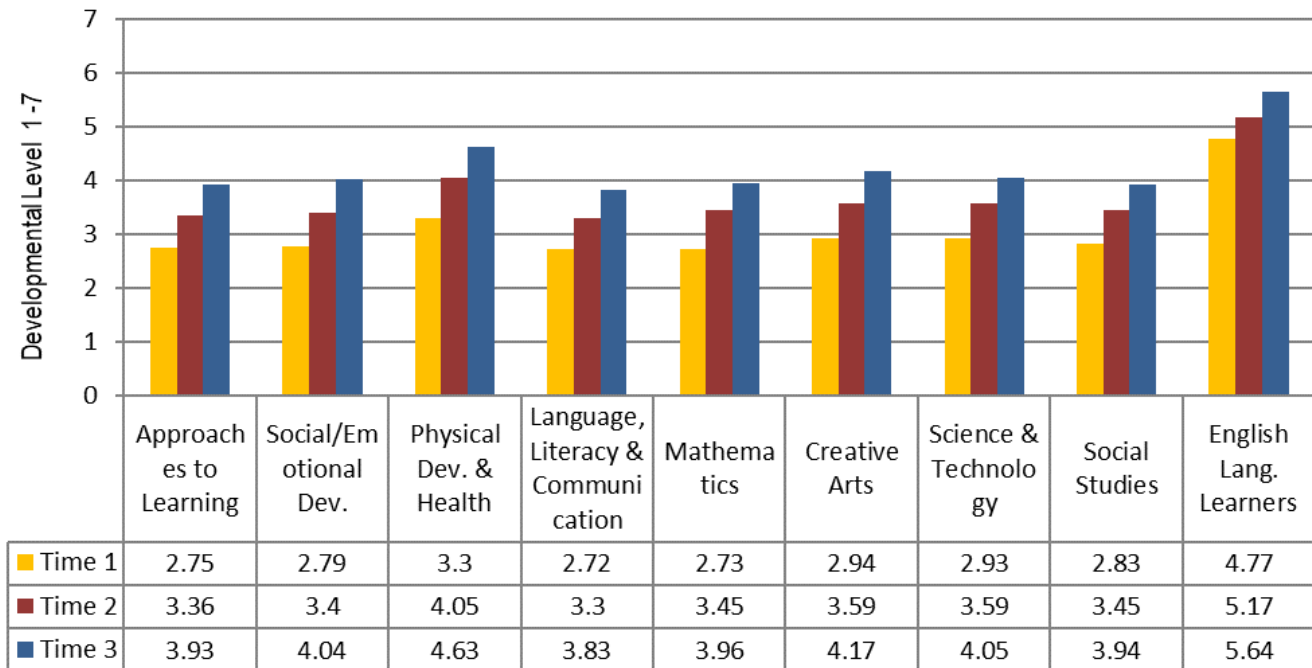
## Parent Engagement Activities

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           | ✘ "Fathering in 15" Fatherhood Initiative | ✘ Parent Advocacy                 |
| ✘ Parent/Child Learning Activities  | ✘ Mental Health Consultation              | ✘ Home Visits                     |
| ✘ Kindergarten Transition           | ✘ Positive Parenting Solutions            | ✘ Info on Community Services      |

# SCHOOL READINESS CHILD PROGRESS and OUTCOMES

## Child Outcomes: Focus on Literacy 2022-2023



### 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:

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

### Areas of Opportunity:

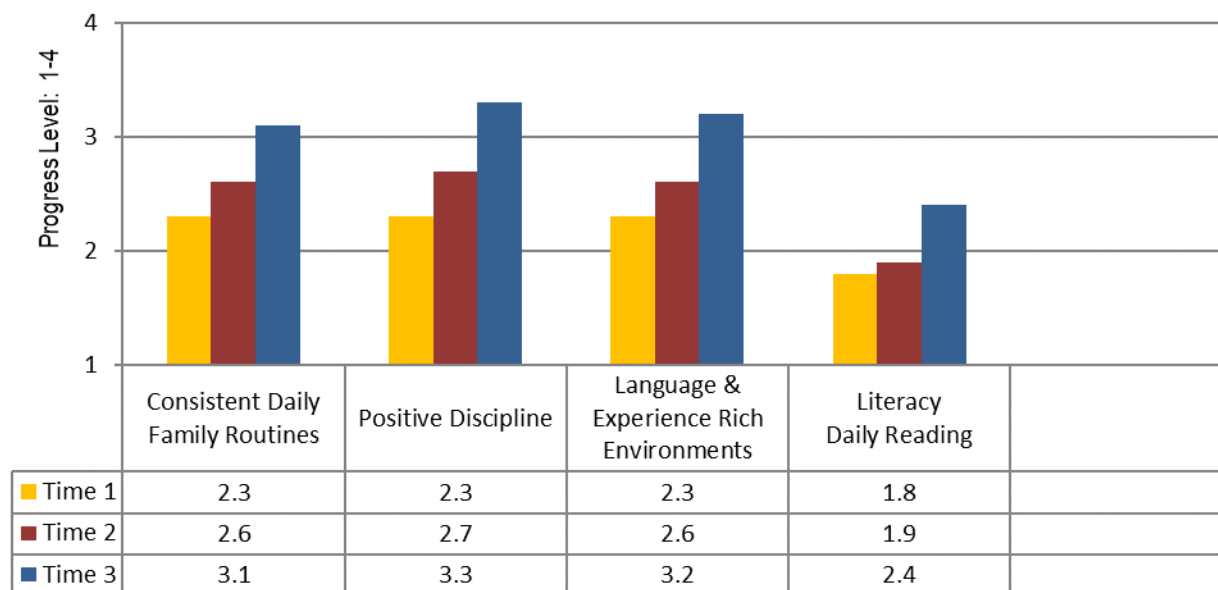
- Alphabetic knowledge
- Reading
- Phonological awareness

*\*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= 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