



**Head Start
of
Eastern Orange County, Inc.**

ANNUAL REPORT

In accordance with the Head Start Act, Section 644 [42 U.S.C. 9839], Head Start of Eastern Orange County has made its Annual Report publicly available.

This report can be found on the HSEOC website at:

www.hseoc.org

For a copy, please contact us at :

info@hseoc.org



Head Start of Eastern Orange County, Inc.

Annual Report 2023—2024 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.

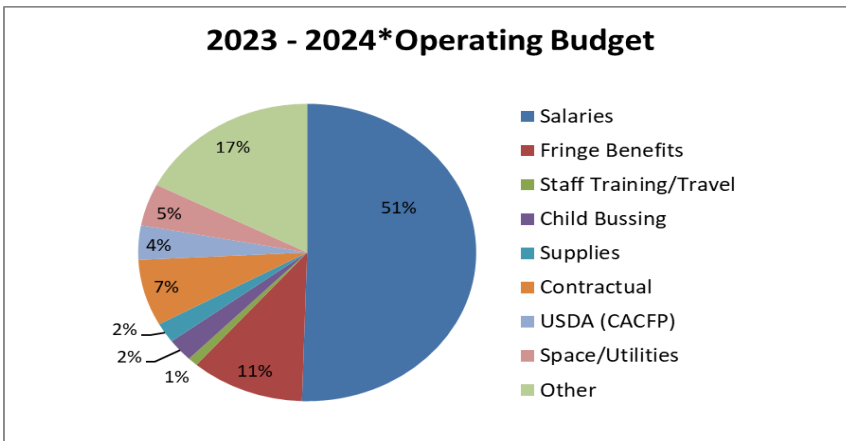
Our classrooms include children with disabilities who are encouraged to develop their independence by providing an environment which is nurturing and promotes acceptance and respect. Children receive itinerant services and special education as prescribed in their Individual Education Plans (IEP's).

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 2023-2024 school year presented many exciting opportunities for children, families & staff. The HSEOC team remained committed to providing high-quality services while upholding comprehensive safety protocols. We maintained our focus on offering individualized support and flexible options to meet the diverse needs of our community and ensuring every family feels empowered.

Despite being post-pandemic, 2023-2024 continued to pose some ongoing challenges with attendance due to COVID-19, as well as the flu and RSV, coined the "tridemic." Our partnership with families helped us navigate these challenges by promoting clear communication, reinforcing health protocols, and supporting flexible arrangements to maintain a safe and healthy environment for everyone.



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
Total Annual Revenue & In-Kind	3,708,215

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 2024 audit conducted by Wojesky & Company reported an unqualified opinion with no findings or questioned costs. See a copy at www.hseoc.org.

Customer Impact

★ Total cumulative enrollment	153	★ Children completing a well-child physical exam	100%
★ Total funded enrollment level ***	144	★ Chronic health issues needing treatment	12
★ Children enrolled in medical home Year End	100%	★ Children who received needed health treatment	12
★ Children enrolled in dental home Year End	92%	★ Children completing a dental exam	88%
★ Number of children diagnosed with a disability	49	★ Of children examined, # needing treatment	26%
★ Children with disability receiving needed services	78%	★ Children receiving dental treatment	61%
★ Children with English as a Second Language	42%	★ Children served by Mental Health Consultant	6
★ Fathers involved in the program	71	★ Parents receiving services through referrals	84
★ Average monthly enrollment	143	★ Children overweight or obese according to CDC	35%

Program Accomplishments

- ◆ Based on the results of the community assessment and the needs expressed by families and the community, HSEOC submitted a Change in Scope application to the Office of Head Start (OHS) in November 2022, which was approved in August 2023. Resulting in the 2023-2024 school year marked as the first year where all class options offered to families were full-day.
- ◆ HSEOC and Inspire Kids completed it's 12th 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.
- ◆ Although the pandemic brought many challenges, it also opened up new opportunities for flexible & individualized communication with families, even now in the post-pandemic period. As a result, we have continued to provide services such as virtual meetings, virtual Ready Rosie Parenting Curriculum, online options for the Father's Initiative, and School Status Connect to ensure effective communication with families.
- ◆ Provided enhanced literacy support focusing on Phonological Awareness, Listening & Comprehension, & Alphabetic Knowledge to support School Readiness Goals.
- ◆ Appx 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*	2023-2024 HSEOC Average*
◆ Emotional Support	6.05	6.34	6.38
◆ Classroom Organization	5.80	6.10	6.08
◆ Instructional Support	2.94	4.69	4.74

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

- ◆ Classroom teachers have the required educational credentials
- ◆ Teachers and advocates were provided adequate professional development support to achieve their professional goals.

Parent Engagement Activities

A key aspect 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: Preparing Children for Kindergarten

Head Start of Eastern Orange County, Inc. (HSEOC) is dedicated to preparing children for kindergarten by providing a strong foundation in early childhood education. Through a comprehensive blend of educational, social, and health services, we support children's cognitive, physical, social, and emotional development, while also addressing their nutritional and health needs. Additionally, we offer referral services to ensure children and families have access to any specialized support or resources they may require.

Our curriculum is research-based and thoughtfully designed to promote optimal development, so children are ready & excited to learn. We implement best practices to ensure that children engage in high-quality, individualized interactions and receive developmentally appropriate learning experiences that support their growth in all areas.

By using data to assess both children's school readiness, health and families' needs, we make informed and individualized decisions to ensure that each child is fully prepared for kindergarten. This approach enables us to tailor support and resources to meet academic and developmental needs, providing a strong foundation for success as children transition into school.

As part of our commitment to successful transitions, we provide targeted support to help children move smoothly from Head Start into kindergarten. We work closely with families, schools, and communities to ensure that children are well-prepared emotionally and academically for this important milestone.

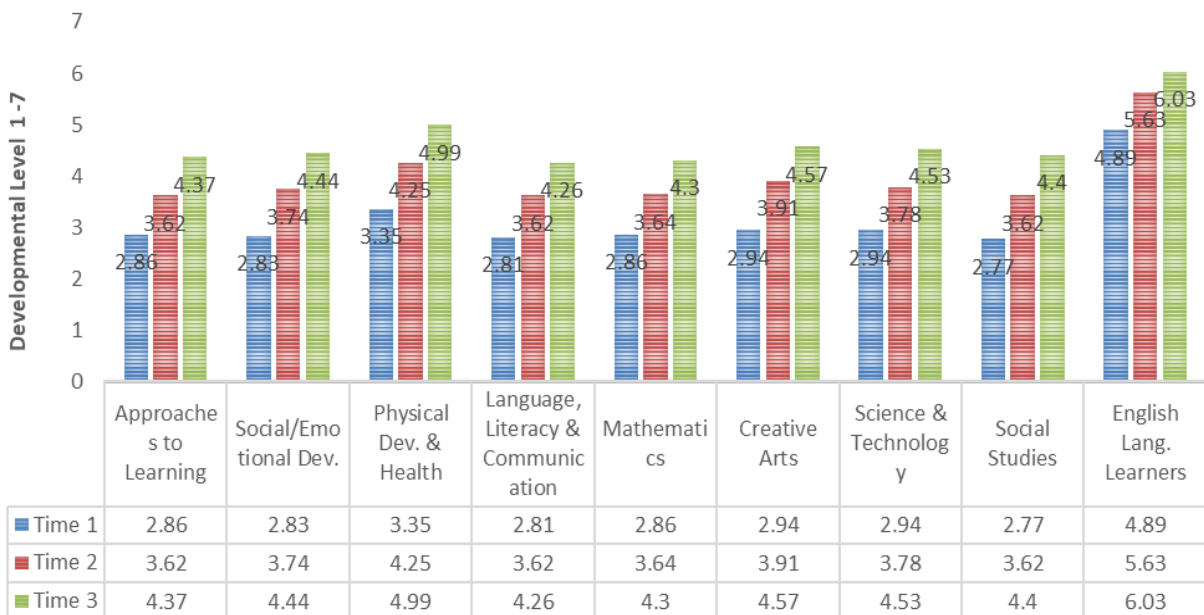
To maintain the highest standards of care and education, we hire experienced & qualified staff and prioritize professional development for our staff, ensuring they are equipped with the latest knowledge and skills to support the needs of all children.

Recognizing families vital role in their child's success, we form strong partnerships with families and communities to ensure that children are not only ready for kindergarten but are set up for long-term success in their educational journey.

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:

(*typically top 3)

- *Speaking English
- *Listening to & Understanding English
- *Fine Motor Skills
- Personal Care & Healthy Behavior
- Gross Motor Skills
- Music
- Building relationships with other children

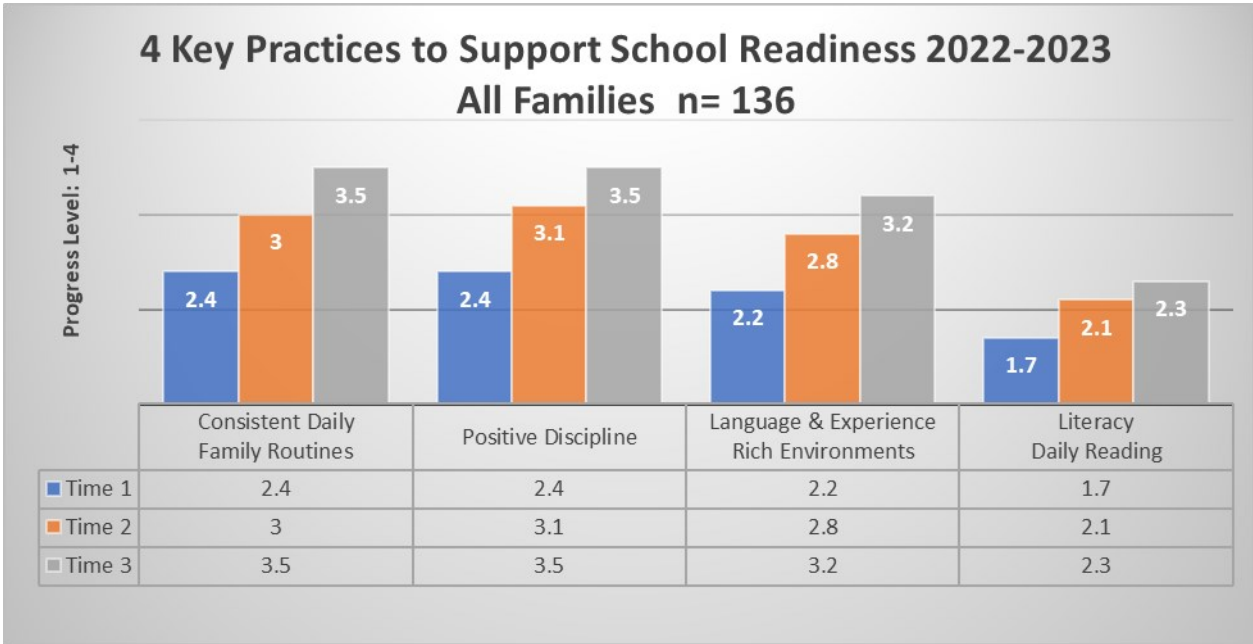
Areas of Opportunity:

(*typically part of top 3)

- *Phonological awareness
- *Reading
- Conflict Resolution
- Patterns
- Geometry: Shapes & Spatial Awareness

FAMILY ENGAGEMENT

FAMILY PROGRESS and OUTCOMES



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