RECAP/Western Orange County

Annual Report 2013

FISCAL YEAR END
FEBRUARY 28, 2013
**Profile**

Head Start is a comprehensive child development program, which serves preschool children and their families. The overall goal is to increase the school readiness of young children from low-income families.

RECAP/Western Orange County Head Start provides services in the areas of education, medical, dental, and mental health; nutrition; and parent involvement. In addition, the individualized program is responsive to each child's developmental, ethnic, cultural and linguistic heritage.

The program serves a total of 196 eligible children between the ages of three and five.

The Middletown and Scotchtown centers are located at 157 Linden Ave. and 240 Midland Lakes Rd. respectively. The Port Jervis center is located at 31 West Main St.

Among the three sites, there are thirteen classrooms including five 6 hour and eight 3 ½ hour part-day sessions in which children play and learn in a healthy and safe environment.

**Introduction**

The following report includes eight areas of program information:

1. The total amount of public and private funds received and the amount from each source.
2. An explanation of budgetary expenditures and proposed budget for the fiscal year.
3. The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
4. The results of the most recent review by the Secretary and the financial audit.
5. The percentage of enrolled children that received medical and dental exams.
6. Information about parent involvement activities.
7. The agency's efforts to prepare children for kindergarten.
8. Any other information required by the Secretary.

**Public and Private Funds Received**

Regional Economic Community Action Program, Inc received public and private funds and donations for Head Start in 2012-2013.
Head Start Grant Proposal Amount for 3/01/12 - 2/28/13

Budgetary expenditures against total revenue

<table>
<thead>
<tr>
<th>Total Childhood Development Expenses</th>
<th>Personnel and Fringe benefits</th>
<th>Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,492,017</td>
<td>$122,366</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Childhood Development Expenses</th>
<th>Food</th>
<th>Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>$67,938</td>
<td>$846</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Childhood Development Expenses</th>
<th>Other, supplies, contractual</th>
<th>Total Direct Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>$210,214</td>
<td>$1,893,381</td>
<td></td>
</tr>
</tbody>
</table>

Children & Families Served: total # served, % of eligible children served, average monthly enrollment, and # of family services

The federal government has allocated funding to provide 196 slots for Head Start eligible children.

According to the Head Start Community Assessment, only 49% of Head Start eligible children are served by early childhood programs.

The total actual number of children and families served 2012-13 program year 219:

The average monthly enrollment (as a percentage of funded enrollment) in 2012-2013 was 100% September through June and not operational in July and August.

Proposed budget for 3/01/2012 to 2/28/13

<table>
<thead>
<tr>
<th>Head Start Federal Funds</th>
<th>PO</th>
<th>T&amp;TA</th>
<th>NFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personnel</td>
<td>$1,178,528</td>
<td>$0</td>
<td>$220,444</td>
</tr>
<tr>
<td>b. Fringe Benefits</td>
<td>$290,190</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Travel</td>
<td>$2000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Supplies</td>
<td>$17,294</td>
<td>$0</td>
<td>$26,000</td>
</tr>
<tr>
<td>f. Contractual</td>
<td>$13,400</td>
<td>$8,000</td>
<td>$0</td>
</tr>
<tr>
<td>g. Construction</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>h. Other</td>
<td>$261,422</td>
<td>$14,092</td>
<td>$194,265</td>
</tr>
<tr>
<td>i. Total Direct Charges</td>
<td>$1,762,834</td>
<td>$22,092</td>
<td>$440,709</td>
</tr>
<tr>
<td>j. Indirect Costs</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Head Start provides services to the entire family. The following list describes the number of families who received some of the services.

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency/Crisis intervention</td>
<td>44</td>
</tr>
<tr>
<td>Housing Assistance</td>
<td>54</td>
</tr>
<tr>
<td>Mental Health</td>
<td>39</td>
</tr>
<tr>
<td>English as a Second Language Training</td>
<td>26</td>
</tr>
<tr>
<td>Adult Education</td>
<td>56</td>
</tr>
<tr>
<td>Job Training</td>
<td>60</td>
</tr>
<tr>
<td>Parenting Education</td>
<td>55</td>
</tr>
</tbody>
</table>

Most recent review and financial audit

Head Start Triennial Monitoring Review by the Administration on Children and Families:

The most recent federal review of the Head Start program was held in October 2011. RECAP/WOC Head Start was found to be 100% in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The scores from the Teacher-Child Interaction Assessment (CLASS) met required thresholds set by the Office of Head Start.

Financial Audit.

O’Connor Davies Munns & Dobbins, llp Accountants and Consultants conducted an independent audit of Regional Economic Community Action Program, Inc. in accordance with auditing standards generally accepted in the United States of America for the period which ended on February 28, 2013. In the opinion of the auditor, it was determined that RECAP, Inc. conformed to accounting principles generally accepted in the United States of America. A complete copy of the audit is available upon request.

Percentage of enrolled children that received medical and dental exams during 2012-2013

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children completing a well-child physical exam</td>
<td>97.7%</td>
</tr>
<tr>
<td>Children completing a dental exam</td>
<td>92.69%</td>
</tr>
<tr>
<td>Number of children diagnosed with a disability</td>
<td>37</td>
</tr>
<tr>
<td>Children with disability receiving needed services</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of children with chronic health issues needing treatment</td>
<td>19.18%</td>
</tr>
<tr>
<td>Percentage of children receiving needed medical treatment</td>
<td>95.24%</td>
</tr>
<tr>
<td>Percentage of children up-to-date on immunizations</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of children with health insurance at the end of the enrollment year</td>
<td>98.2%</td>
</tr>
</tbody>
</table>

Parent activities

RECAP/WOC Head Start regards parents as partners in their child’s education. It is our philosophy of parent participation and supportive home and community environments that has provided hundreds of our past preschoolers with successful experiences in school and later in life. Parents are respected as the primary educators and nurturers of their children.

Our primary goal is to increase the child’s “social competence” or ability to deal with his or her present environment and later responsibilities in school and life. We provide opportunities for the child’s social, emotional, thinking and physical development.

We also provide information and opportunities for parents’ and family members’ growth in knowledge regarding child development, parental rights and responsibilities, and community resources. We empower families to recognize, develop and utilize their strengths in
order to fulfill their needs and goals. We provide the opportunities, tools, and follow-up to ensure that these goals are accomplished so that the families are better prepared to function in and contribute to society.

In 2012-2013, 48.9% of the parents had less than a High School Education. 51.22% of the households were single parent families. 86% of the families progressed or achieved their goals by June 2013 in the family goal setting process to strengthen their families.

64.39% of the families received services under the Special Supplemental Nutrition Program for Women, Infants and Child (WIC) and 66.34% of the families received services under Supplemental Nutrition Assistance Program (SNAP) formerly referred to as Food Stamps.

Activities for parents include:

- Leadership activities - the Policy Council
- Volunteer activities
- Orientation
- Home visits
- Parental involvement in the children’s educational plan.
- Monthly parent meetings on topics designed and chosen by parents
- Parental input into program design and feedback on effectiveness

Fifty-four (54) fathers of children in the Head Start program in 2012-13 regularly participated in the fatherhood activities and workshops.

Monthly workshops/activities were provided to address the needs identified by parents in 2012-2013. The workshops/activities were:

- Budgeting w/ Hudson Valley Federal Credit Union
- Dental Hygiene
- School Readiness
- Healthcare Reform and You – How Will Your Care Change?
- “Discipline is NOT a Dirty Word”
- Dads Take Your Child To School
- Introduction to Policy Council Roles and Responsibilities
- Kindergarten Transition
- Transitioning from Preschool Special Education to Kindergarten
- Fatherhood Initiative
- Immigration Services
- Family Literacy Night
- Family Festival – Celebrating Children
- What is Child Abuse and Neglect?
- Financial Literacy
- Mother Language Day Celebration
- Maternal Infant Services and Healthy Families
- 1, 2, 3, 4 Parents!
- Fight Lead With Food – Community Food Program
- Walking for Mental Health/Wellness Day
- Dental Awareness by MCHC Dental Program
- Open House/Craft Night

Kindergarten Preparation

School Readiness:
Each year our staff partner with parents and families to ensure that children enter kindergarten ready to continue learning and be successful. In order to communicate the skills and knowledge that we expect the children to obtain by the end of their 4 year old year, we have established 16 School Readiness Goals. The goals are created to target the skills and areas of development that our children are having difficulty with when they enter Head Start, customizing
our approach to the families and children in our program. These
goals are aligned to the Head Start Child Development & Early
Learning Framework, New York State Early Learning Guidelines,
and the Common Core Standards so that no matter what school
district the children will enter upon completion, they will be ready.
Classroom teachers use The Creative Curriculum for preschool to
help children meet their developmental goals and objectives while
preparing the children for kindergarten. This is a research based
curriculum and meets Head Start and New York State Standards.
Three times per year teaching teams assess the children. They use an
assessment tool called Teaching Strategies GOLD Online. Based
on individual child observations, the teaching teams rate the children
on 36 objectives for development and learning. This assessment
information is then used to develop a highly individualized approach
to curriculum and to partner with parents and families in setting and
reaching goals for their children.
In order to assure that all children are assessed accurately, skills can
be demonstrated in their primary language or in English. Teachers
use observation, parent feedback, and bilingual assistants to
contribute in assessment. In order to support children in developing
English and their home language, Dual Language Learners are also
assessed on their “English Language Acquisition” or their ability to
understand and communicate in English.
In addition to planning for each child’s learning, the data obtained
from child assessments are used to plan and make program
improvements. In collaboration with information on families, our
community, and program self assessment we are able to make data
based decisions that ensure the success of our children and families.
**Outcomes:**
For the 2012-2013 School Year, children made progress in meeting
all of our school readiness goals; as a result all 106 of our 4 year old
children left prepared to learn in Kindergarten.

There were 37 children enrolled in our program receiving disabilities
services for program year 2012 – 2013.

Of those 37 children, 4 withdrew from the program. One child
transitioned to a full-day program “Special Class Integrated Setting”
and 7 were declassified during the program year. Eighteen (18) 4 – 5
yr. old children transitioned to kindergarten in 2013. Of those, 11
children will be entering kindergarten declassified, 2 will be referred
to 504 committee and 5 will be referred to the Committee on Special
Ed. (CSE)

The following summary of services received for program year
2012 – 2013 includes all 37 children.

- Speech/Language therapy 33
- Occupational Therapy 6
- Physical Therapy 2
- Special Ed 6
- Counseling 1