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 and close the achievement gap between low-income and middle-income children.

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

The program serves a total of 184 eligible children between the ages of three and five.

The Middletown and Scotchtown centers are located at 96 North Beacon St. 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 1/2 hour and eight 3 1/2 hour part-day sessions in which children play and learn in a healthy and safe environment. Transportation is provided for 56 children in part-day sessions.

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 2014-2015.

**RECAP Head Start Funds Received**

- Head Start Federal Funds $1,800,459
- Non-Federal Share/ In-Kind $423,516
- Universal Pre-K In-Kind $51,625
- Child & Adult Care Food Program $101,811
Head Start Grant Proposal Amount for 3/01/14 - 2/28/15

<table>
<thead>
<tr>
<th>Total Funding</th>
<th>Head Start Program Operations</th>
<th>No-Federal Share</th>
<th>Head Start Training and Technical Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,231,830</td>
<td>$1,785,464</td>
<td>$446,366</td>
<td>$22,092</td>
</tr>
</tbody>
</table>

Proposed budget for 3/01/2014 to 2/28/15
Head Start Federal Funds

a. Personnel  $1,058,981  T&TA  $0  NFS  $129,962
b. Fringe Benefits  $323,402  T&TA  $0  NFS  $14,888
c. Travel  $4013  T&TA  $0  NFS  $0
d. Equipment  $0  T&TA  $0  NFS  $0
e. Supplies  $22,015  T&TA  $0  NFS  $3,302
f. Contractual  $129,925  T&TA  $8,100  NFS  $107,487
g. Construction  $0  T&TA  $0  NFS  $0
h. Other  $254,464  T&TA  $13,992  NFS  $190,727
i. Total Direct Charges  $1,785,464  T&TA  $22,092  NFS  $446,366
j. Indirect Costs  $0  T&TA  $0  NFS  $0

Budgetary expenditures against total revenue (Head Start Contract plus 2 additional Program Contracts: UPK @ $83,530 and CACFP @ $98,792)

<table>
<thead>
<tr>
<th>Total Childhood Development Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel and Fringe Benefits</td>
</tr>
<tr>
<td>Occupancy</td>
</tr>
<tr>
<td>Food/Nutrition</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Other, Supplies, Contractual</td>
</tr>
<tr>
<td><strong>Total Direct Charges</strong></td>
</tr>
</tbody>
</table>

Non-Federal Share

<table>
<thead>
<tr>
<th>Non Federal Share Required</th>
<th>$446,366</th>
<th>25% of Federal Share</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Non-Federal Share Received</strong></td>
<td>$475,141</td>
<td>26.6% of Federal Share</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 184 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 2014-15 program year 212:

The average monthly enrollment (as a percentage of funded enrollment) in 2014-2015 was 100% September through June and not operational in July and August.

**Head Start provides services to the entire family. The following list describes the number of families who received some of the service. A total of 176 families received services in 2014-2015**

- Emergency/Crisis intervention………………………………… 23
- Housing Assistance…………………………………………..37
- Mental Health…………………………………………………..37
- English as a Second Language Training……………………..30
- Adult Education……………………………………………….41
- Job Training…………………………………………………….99
- Parenting Education……………………………………………153

**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 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 (CLASS) results met minimum thresholds set by the Office of Head Start. RECAP Head Start was obligated to compete for five years funding as an effect of 45 CFR Parts 1307.3(c)(2) from the Head Start Program Performance Standards and Other Regulations.

**Financial Audit.**

O’Connor Davies, lp 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, 2015. 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 2014-2015**

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Completing a well-child physical exam</td>
<td>100%</td>
</tr>
<tr>
<td>Children completing a dental exam</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of children with chronic health issues needing treatment</td>
<td>18.87%</td>
</tr>
<tr>
<td>Percentage of children receiving needed medical treatment</td>
<td>92.5%</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 year</td>
<td>100%</td>
</tr>
<tr>
<td>Children completing a well-child physical exam</td>
<td>98.5%</td>
</tr>
<tr>
<td>Children completing a dental exam</td>
<td>88.6%</td>
</tr>
<tr>
<td>Number of children diagnosed with a disability</td>
<td>30 or 14.9%</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>6.1%</td>
</tr>
<tr>
<td>Percentage of children receiving needed medical treatment</td>
<td>100%</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>98.5%</td>
</tr>
</tbody>
</table>

**Parent activities**

RECAP 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 2014-15, 34% of the parents had less than a High School Education. 52% of the households were single parent families. There were 291 goals set and tracked during the program year, 108 goals were set in family life practices, 51 goals were set in support for children, 91 goals were set in family self-sufficiency (in addition to the basic support to address family crises or high risk behaviors), and 25 goals were set in support for family members. In the area of family self-sufficiency, 17 out of 20 families made progress or achieved their goals in housing, 4 out of 5 families made progress or achieved their goals in transportation, 9 out of 13 families made progress or achieved their goals in employment, 17 out of 18 families made progress or achieved their goals in education, 6 out of 13 families made progress or achieved their goals in acculturation, 0 out of 0 families made progress or achieved their goals in childcare, and 19 out of 20 families made progress or achieved their goals in family finances. 65% of the families received services under the Special Supplemental Nutrition Program for Women, Infants and Child (WIC).

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

Forty-nine (49) fathers of children in the Head Start program in 2014-15 regularly participated in the fatherhood activities and workshops.
Monthly workshops/activities were provided to address the needs identified by parents in 2014-2015. The workshops/activities were:

- Dads Take Your Child to School
- Introduction to Policy Council Roles and Responsibilities
- Creating a Life Plan workshop-Presented by Maternal Infant Services Network
- Nurturing-Creating a strong parent-child bond
- Father’s Day Breakfast/Lunch
- Kindergarten transition and Bilingual workshop
- Family Literacy Night/Book Exchange
- Parenting Workshop-Dealing with Temper Tantrums
- Transitioning from Preschool Special Education to Kindergarten
- Financial Literacy Workshop-Presented by Hudson Valley Credit Union
- Dental Awareness by Hampton Family Dental
- Lead Workshop-United Health Care
- Celebrating Mother Language
- Multicultural Night
- Mother’s Day Tea
- Open House
  - Craft Night/Fall Festival Preparation
- Fall Festival activities/Parade
- What is Child Abuse and Neglect? –Workshop
- Fatherhood Initiative Activity –Carnival
- School Readiness and Family Engagement Goals Workshop
- Recruitment: Parents as recruiters
- Family Movie Night
- Immigration

**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 18 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 NYS Pre-K foundations for the Common Core so that no matter what school district the children will enter upon completion, they will be ready.

89% of Classroom teachers have a Bachelors Degree or higher in Early Childhood Education or a related field. The classroom teams 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 on-going 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:
During the 2014-2015 program year, all RECAP Head Start children made progress (from baseline assessments) toward all 18 school readiness goals. In comparison to widely held expectations - 96.3% of all RECAP Head Start Children met or exceeded goals in social emotional readiness (figure at the beginning of the enrollment year was 39.5 %)
- 99.1% of all RECAP Head Start Children met or exceeded goals in physical readiness (Figure at the beginning of the enrollment year was 49 %)
- 95.1% of all RECAP Head Start Children met or exceeded goals in Language readiness (Figure at the beginning of the enrollment year was 64.1%)
- 98.1 % of all RECAP Head Start Children met or exceeded goals in cognitive readiness (Figure at the beginning of the enrollment year was 63.5%)
- 96 % of all RECAP Head Start Children met or exceeded goals in literacy readiness (Figure at the beginning of the enrollment year was 70.2 %)
- 90.3 % of all RECAP Head Start Children met or exceeded goals in mathematics readiness (Figure at the beginning of the enrollment year was 35.6 %)

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<tr>
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<tbody>
<tr>
<td>Social Emotional</td>
<td>595</td>
<td>673.2</td>
<td>701.7</td>
</tr>
<tr>
<td>Physical</td>
<td>592</td>
<td>645.9</td>
<td>670.9</td>
</tr>
<tr>
<td>Language</td>
<td>588</td>
<td>681.7</td>
<td>706.4</td>
</tr>
<tr>
<td>Cognitive</td>
<td>603</td>
<td>696.2</td>
<td>728.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>591</td>
<td>661.3</td>
<td>679.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>641</td>
<td>665.6</td>
<td>685.1</td>
</tr>
</tbody>
</table>

All children made progress in meeting all of our school readiness goals below; as a result all 101 of our 4 year old children left prepared to learn in Kindergarten.

There were 27 children enrolled in our program receiving disability services for program year 2014 – 2015. Of those 27 children, 2 withdrew from the program during the program year. Thirteen (13) 4 – 5 yr. old children transitioned to kindergarten in 2015. Of those, 7 children entered kindergarten declassified, and 6 will be referred to the Committee on Special Ed (CSE) where they will be evaluated and determined if they qualify for services at school age.

The following summary of services received for program year 2014 – 2015 includes all 27 children.

- Speech/Language therapy 21
- Occupational Therapy 6
- Special Ed 10

There was an increase in Special Ed and Occupational Therapy services this program year compared to program year 2013-2014. In the program year ending in June 2014, there were 2 children receiving OT services and 5 children receiving Special Ed services compared to 6 receiving OT services and 10 receiving Special Ed services in the program year ending in June 2015.