



St. Mark's Head Start Center

2016 – 2017

Head Start Annual Report



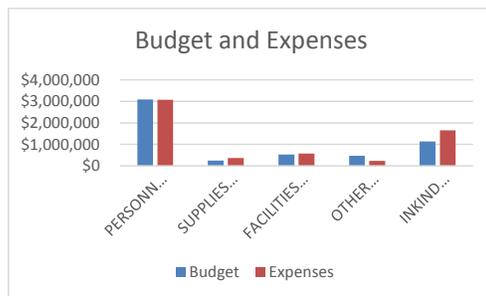
Mission

St. Mark's Head Start Center's mission is to always positively and comprehensively serve the education, health and social developmental needs of New York City's children and their families thereby maximizing logical thinking, creativity, independence, and ethical behavior.

Funding and Budgets

Commented [AMA1]:

Budget and Expenses		
Fiscal Year July 1, 2016-June 30, 2017		
CATEGORY	Budget	Expenses
PERSONNEL COSTS	\$3,083,013	\$ 3,068,859
SUPPLIES and EQUIPMENT	\$244,050	\$ 367,456
FACILITIES COST	\$522,051	\$ 575,791
OTHER COST	\$470,597	\$ 227,601
INKIND MATCH	\$1,137,303	\$ 1,645,329
GRAND TOTAL	\$5,457,014	\$ 5,885,036



FUNDING	
For Period July 2016 to June 30 2017	
CATEGORY	FUNDING
ACS/HEAD START	\$2,947,495
CACFP	\$221,052
UNIVERSAL PRE-KINDERGARTEN	\$1,071,160
INKIND MATCH	\$1,645,329
GRAND TOTAL	\$5,885,036

Audits and Reviews

There were no Federal reviews during this time period.

The compliance audit had the following findings:

- 1) The Delegate agency claimed Non-Federal Share rent on a federal interest sites, which resulted in questioned costs of \$794,642.
- 2) Out of three different classrooms for three different months (Classroom 1 – October 2015, Classroom 3 – November 2015, Classroom 4 – December 2015) auditor noted the following:
 - a) Classroom 1 – Attendance reported to ACS was higher by 1 day for 7 students than documented in the roll book
 - b) Classroom 3 – Attendance reported to ACS was lower by 1 day for 6 students than documented in the roll book; and
 - c) Classroom 4 – Attendance reported to ACS was lower by 1 day for 13 students than documented in the roll book

In Response:

- 1) The agency stopped reporting Non-Federal share on its sites with federal interests.
- 2) The attendance process will be automated, in an effort to increase accuracy.

The most recent financial audit issued an unqualified opinion.

Eligibility and Enrollment

The total number of children and families served:	263		
The average monthly enrollment:	238	children	90%
Percentage of Eligible children served:			94%

Health Services

Percentage of enrolled children that received dental exams:	100%
Percentage of enrolled children that received medical exams:	100%

Parent Involvement Activities

Parent involvement is an integral part of closing the achievement gap. Parents are encouraged to read to their child with free books distributed each month through partnerships with organizations.

Parents are made to feel welcome and many opportunities for involvement are provided. These includes volunteering, participation in Parent Policy Committee and Program Governance, Health Advisory Committee, and School Readiness Committee.

Employees build partnerships with parents and help them to develop goals, encouraging them to participate in and attend center events. These include:

Pedestrian Safety,
Field Trips
Home visits

Parent Teacher Conferences,
Nutrition Training,
Transitioning to Kindergarten workshops,
Early Childhood Development,
Mental Health,
Child Abuse and Maltreatment,
Domestic Violence,
Asthma and Allergies
Fall Harvest
Winter Wonderland festivities
Multiculturalism and food tasting
Mother's day and Father's day events
Farm to Pre School
Daddy Come to School Day

Preparing Children for Kindergarten

Curriculum

St. Mark's uses Creative Curriculum to establish a framework of child development, teacher involvement and continuous training, parent involvement to provide high quality early childhood experiences, in an effort to increase school readiness. Creative Curriculum is a scientifically based and developmentally appropriate curriculum. It "offers teachers the guidance, support, and freedom to be creative and responsive to children" i Creative Curriculum encourages planning, child specific goals and on-going assessment. The Department of Education units of study are used as a guide for classroom activities.

School Readiness

St. Mark's created a School Readiness Plan that outlines the necessary components to prepare children for kindergarten. These include:

- School Readiness Team
- School Readiness Goals
- Quality Teaching and Learning
- Staff development
- Family Engagement
- Evaluating Child Outcomes
- Supporting Transitions

The school readiness team meet quarterly and at the beginning of the school year. During those meetings data is reviewed and goals to improve the effectiveness of the data and to improve the outcomes are set. We are working to separate data for Dual Language Learners and children with special needs.

This year a school readiness newsletter went out to each parent, encouraging them to complete simple activities at home. These activities compliment the work that children are completing in the classroom.

In addition, we used a coach this year to observe, provide feedback and model developmentally appropriate practices for teaching staff.

This year staff development became a focus for us. All staff need refreshers or new training in all areas, in order to enhance their performance and to maximize their skills while working with children.

Transition activities for children moving on to kindergarten includes workshops, visits from charter schools and visits to public schools. Information and portfolios are shared with the New York City Department of Education for each child moving up to kindergarten.

School Readiness Goals

1. *Cognition and General Knowledge:*

a) *Mathematics:*

Children will understand measure and concepts such as “longer/shorter” and “heavier/lighter”.

Children will understand and intentionally manipulate quantities.

Children will describe and compare features of objects and shapes.

Children will demonstrate an awareness of spatial relationships, patterns, and sequences.

b) *Science:*

Children will demonstrate basic use of scientific method and basic conceptual knowledge of the natural and physical world.

Children will demonstrate the ability to think through problems and apply strategies for solving them.

c) *Social Studies:*

Children will demonstrate an understanding of one’s relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.

2. *Physical Development and Health:*

Children will demonstrate an understanding of safe and healthy habits.

Children will demonstrate appropriate gross motor skills and fine motor skills in a variety of settings.

3. *Approaches to Learning:*

Children will cooperate with peers to extend play and solve problems.

Children will demonstrate persistence in play, activities, and problem solving.

Children will demonstrate curiosity, creativity, flexibility, and willingness to try new experiences.

Children will demonstrate use of music, movement, drama and visual art to express ideas and emotions.

4. *Social Emotional Development:*

Children will develop and maintain positive relationships with children and adults.

Children will demonstrate positive self-concept and self-efficacy.

Children will demonstrate self-regulation skills in response to needs, feelings and events.

5. *Language and Literacy:*

Children will understand and use an increasing complex and varied vocabulary.

Children will understand and respond to literacy and informational text.

Children will recognize the names and sounds with some letters.

Children will understand that language can be broken into words, syllables and smaller pieces of sound.

Children will express ideas and information through drawing, writing and dictating.

Children will engage in extended conversations with peers and adults.

For Dual Language learners:

Children will exhibit appropriate English skills necessary to understand language and use language effectively in various settings and various purposes.

Children will engage in English Language literacy activities including the use of literacy and informational books.

Child Outcomes Progress

Developmental, hearing and vision screenings are completed on each child within 45 days of enrollment. The results of the screening are used to develop an individualized plan for each child. In addition, child assessments checkpoints were completed by November, February and June. The outcomes are analyzed to determine if children are making progress towards the school readiness goals and to determine what modifications and individualized goals are necessary.

Head Start Act (2007)/ Public Law 110-134 "Improving Head Start for School Readiness Act of 2007"

Sec. 644 Administrative Requirements and Standards

(2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- A) The total amount of public and private funds received and the amount from each source
- B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- C) 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.
- D) The results of the most recent review by the Secretary and the financial audit.
- E) The Percentage of enrolled children that received medical and dental exams.
- F) Information about parent involvement activities.
- G) The agency's efforts to prepare children for Kindergarten.
- H) Any other information required by the Secretary.

ⁱ The Creative Curriculum For Early Childhood by Diane Trister Dodge and Laura J. Colker page 2