



HEAD START ANNUAL REPORT 2015-2016

Puerto Rican
Family Institute,
Inc.

New York Head
Start Program

MISSION

The Puerto Rican Family Institute's mission is to enhance the functioning and self-sufficiency of diverse marginalized communities and prevent family disintegration. PRFI is a non-for profit , multi-program, family oriented health and human services agency that provided culturally sensitive services to children , youths, adults and families, and respects all individual's clinical,



GENERAL INFORMATION

2015-2016

AGENCY NAME

PUERTO RICAN FAMILY INSTITUTE, INC.

SITE LOCATIONS

BRONX HEAD START

1423 Prospect Avenue
Bronx, NY 10459

BROOKLYN HEAD START

185 Marcy Avenue
Brooklyn, NY 11211

CHIEF EXECUTIVE OFFICER

Iran Rodriguez

CHIEF OPERATIONS OFFICER

Yolanda Alicea-Winn

BOARD CHAIR

John Robert

DIRECTOR of FINANCE

Charlie Ugarte

NEW YORK HEAD START DIRECTOR

Carmen Fontanez
Lillian Sanchez - Interim

PROGRAM YEAR 2015-2016



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Aracelis Nolasco, Alternate

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Rita Sanchez, Community Representative

Frances Hernandez, Alternate

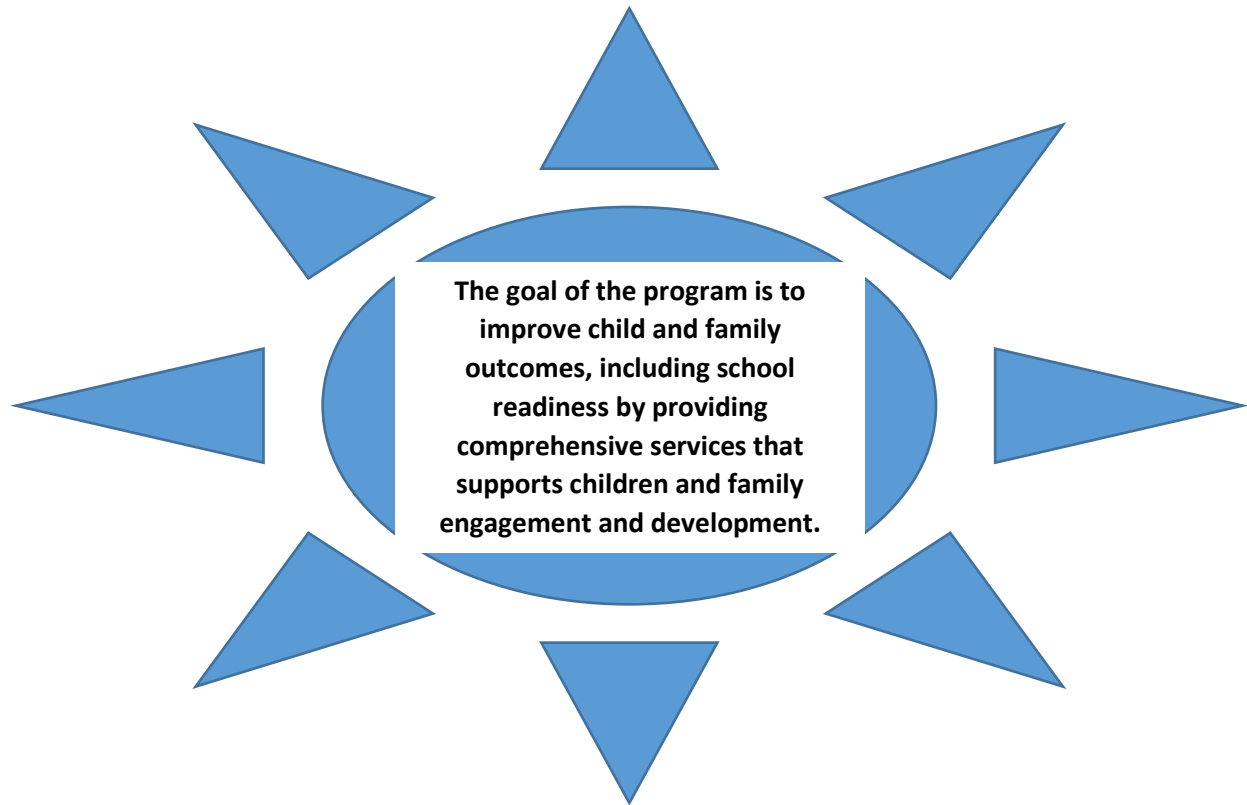
Vicmary Rodriguez, Alternate Treasurer

Esther Lopez, Alternate

Krystal Rodriguez, Alternate

PROGRAM DESCRIPTION

The New York Head Start program provides a comprehensive child and family development program for low income families with children ages three to five years in the Williamsburg section of Brooklyn, New York and the Morrisania section of the Bronx, New York.



The Head Start programs are funded by the Administration for Children and Families. During this program year, Universal Pre-kindergarten services were provided at both sites and funded by NYS Department of Education. The children participate in a center-based, full day program at both Brooklyn and Bronx sites.

***Brooklyn Head Start Center closed June 30, 2016 and UPK contract ended.**

In the 2015-2016 program year, PRFI's New York Head Start programs:

\$

Continued as part of the five-year grant recipient

209

Families served by the New York Head Start programs

100%

Of children enrolled maintained access to ongoing, continuous healthcare, up to date immunizations and well health and dental check-ups

159

Number of persons providing volunteer services to the program

7

Primary languages of families in the programs: Spanish, English, Native North American, Middle Eastern, South Asian, European/Slavic, and African

★

Utilized Teaching Strategies GOLD system to closely monitor and assess the children's developmental and academic progress

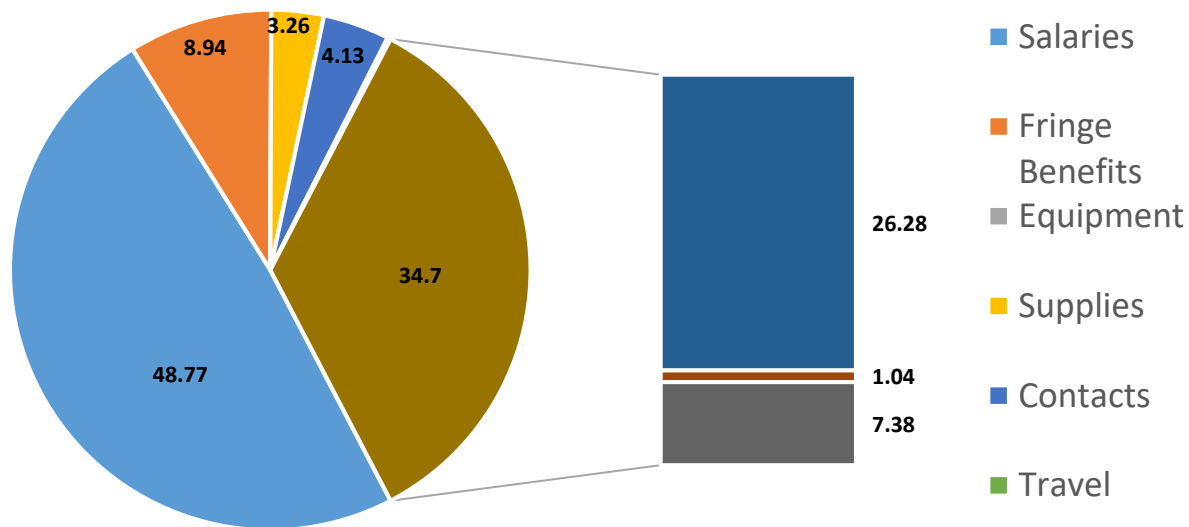
16

Number of children who were determined to receive special education services



PRFI's New York Head Start program is funded as shown below:

BUDGET BREAKDOWN



Head Start Total Budget:
2,501,715

Salaries: 1,220,141.00

Equipment: 0

Contracts: 103,247

Other: 657,457.00

Indirect Costs: 184,649.00

Fringe: 223,545.00

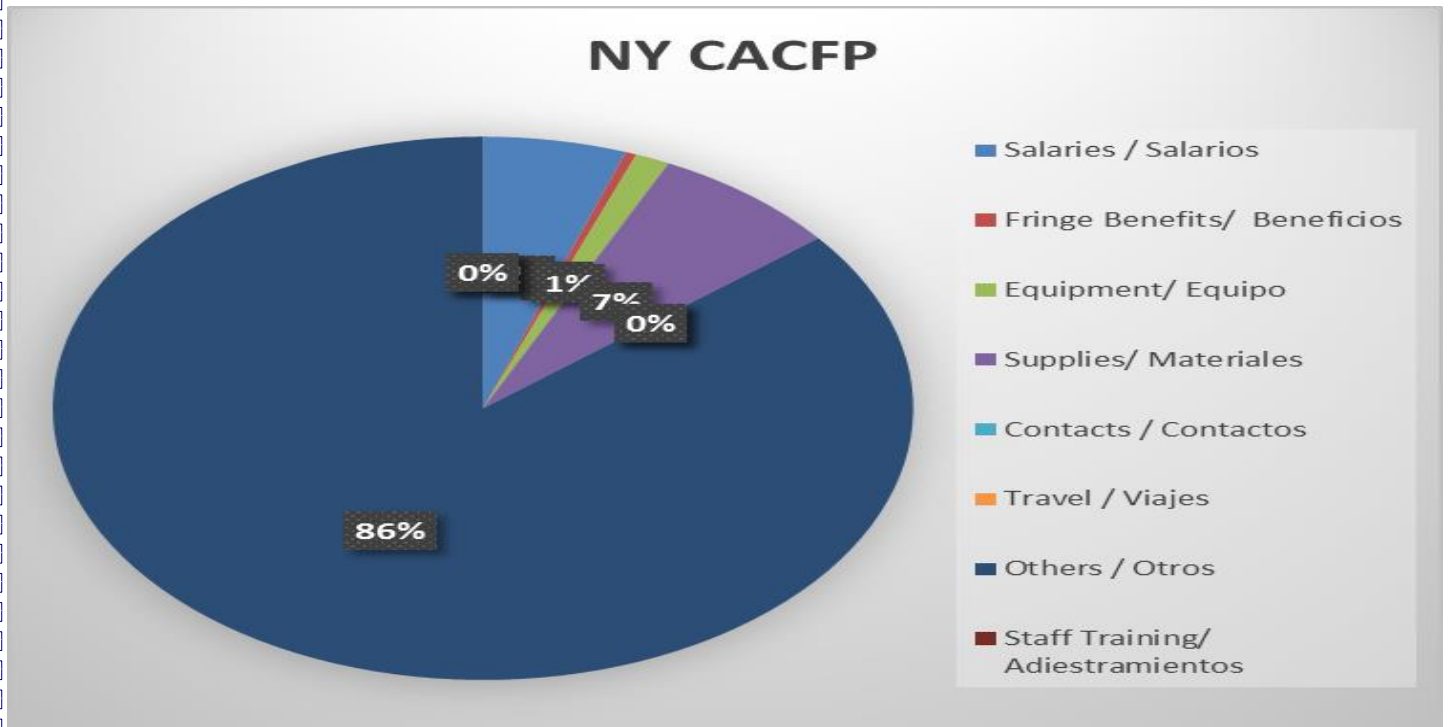
Supplies: 81,600

Travel: 5,000

Staff Training: 26,076.00

Other Funds: USDA (CACFP) & NYC Department of Education (UPK)

PRFI's New York Head Start program is funded as shown below:



Total Budget 15-16 \$192,359.00 100%

Salaries: 10,366.00 Fringe Benefits: 793.00

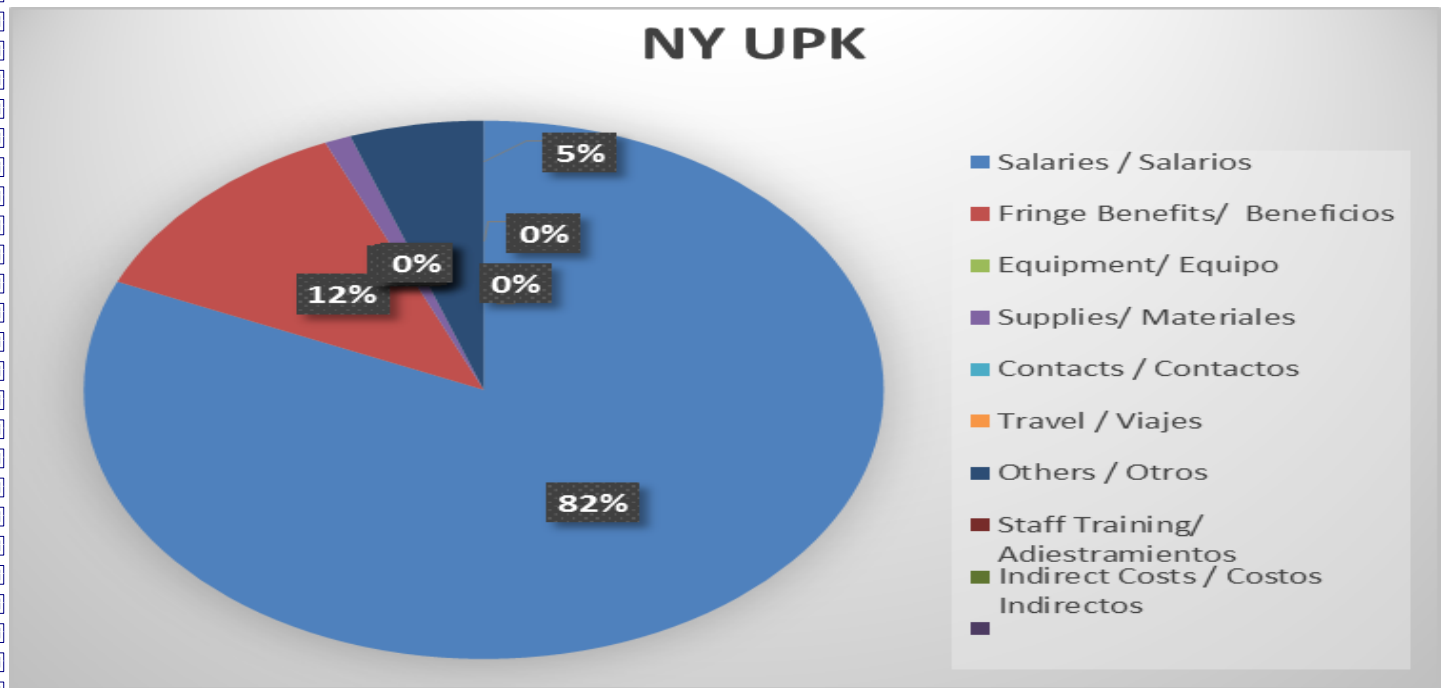
Equipment: 2,500.00 Supplies: 13,700.00

Contacts: 0 Travel: 0

Others: 165,000.00 Staff Training: 0

Indirect Costs: 0

PRFI's New York Head Start program is funded as shown below:



Total Budget 15-16 \$163,572.73 100%

Salaries: 133,447.03

Fringe Benefits: 19,524.92

Equipment: 0

Supplies: 1,740.00

Contacts: 0

Travel: 0

Others: 8,860.78

Staff Training: 0

Indirect Costs: 0



PREPARING FOR KINDERGARTEN

SCHOOL READINESS

The PRFI New York Head Start program's approach to School Readiness is to give all children access to the opportunities that promote school success, recognizing and supporting the children's individual differences, establishing reasonable and appropriate expectations for what children should be able to do when they enter school and support their development as life learners. School readiness goals guide the effort of the program which are focused on the child and his/her family.

As part of the program's plan of action to meet the desired outcomes for school readiness, the program uses the Creative Curriculum which is aligned with the Head Start Early Learning Outcomes Framework.

All children participating in the program receive early developmental screenings within 45 days of enrollment. The tool used by the program is the Early Inventory Screening (ESI-R) and The Temperament and Atypical Behavior Scale (TABS), which enables teachers to identify potential developmental delays and giftedness. The results help identify appropriate assessment and instruction for the children.





SCHOOL READINESS

The Creative Curriculum is used as the foundation to guide the teacher's every day work in addressing all the aspects of development.

The curriculum is based on 38 objectives for development and learning and aligns with the New York State Common Core Learning Standards, Head Start Early Learning Outcomes Framework and serves as the basis for best practices in early childhood education.

Teaching Strategies GOLD Early Childhood Assessment Tool ties the curriculum to goals and outcomes for children.

Data is collected from ongoing assessment and parent input three times during the year.

School Readiness Goals are established based on child outcomes data.

Family Engagement and Professional Development is planned based on the data and trends.

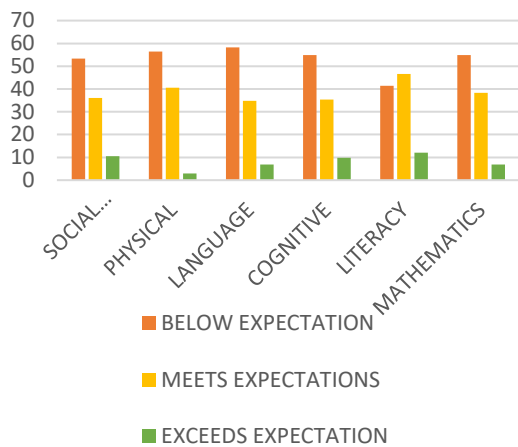


CHILD OUTCOMES – 2015- 2016

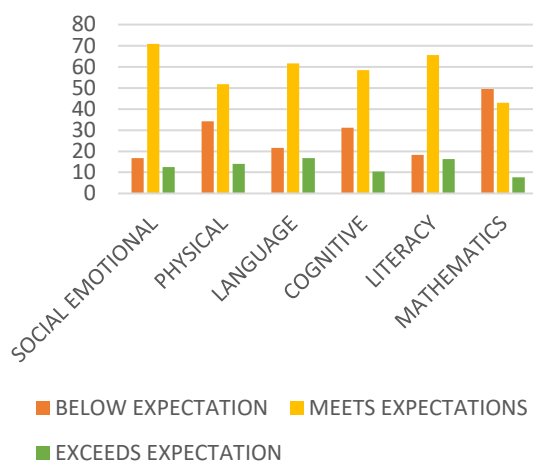
The Teaching Strategies GOLD Assessment Tool was used to measure children's progress in child development and readiness for school. Data is collected at three checkpoints Fall, Winter and Spring.

The data collected is used to guide objective for development and learning of children and drive professional development for the teaching staff. Three times a year parent teacher conferences provide an opportunity for the exchange of information on children's progress towards school readiness.

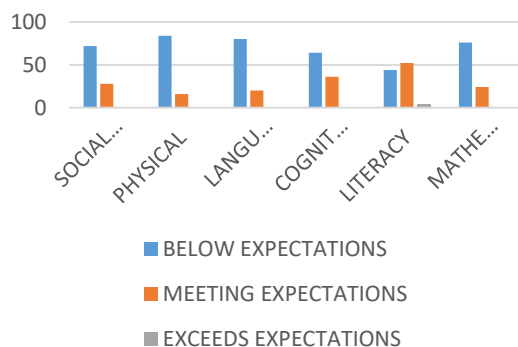
3 YEAR OLDS - FALL OUTCOMES DATA



3 YEAR OLDS – SPRING OUTCOMES DATA



4 YEAR OLDS FALL OUTCOMES DATA



4 YEAR OLDS SPRING OUTCOMES DATA





CHILD OUTCOMES – 2015- 2016

PRFI, Inc.-New York Head Start program School Readiness plan is to support the development of children's necessary skills for life long learning and prepare them to enter kindergarten.

Physical Development and Mathematics were below expectation for the age group.

The staff will be supported on a program level by professional development, the purchasing of additional materials and equipment that will target a trend based on the outcomes for the three and four year olds.

Additionally, families will be encouraged to participate in workshops and classroom activities with emphasis to support their children's learning in these areas at home.

PLAN: Develop goals at the program; site and classroom level based on the information learned from the data analysis that will support school readiness.

MATHEMATICS COMPONENT

Children will:

1. Use multiple skills, classifying, and analyzing, comparing, contrasting, questioning, and past knowledge to seek solutions to a problem.
2. Engage in math activities that promote numbers and operations, geometry and spatial sense, patterns, and measurement.

PHYSICAL COMPONENT

Children will:

1. Engage in activities that control small muscles for self-care, using writing tools, manipulatives, and exploring their environment.
2. Control large muscles for self-movement, navigation, and balance



*Professional Development- Training and technical assistance

DISABILITIES SERVICES

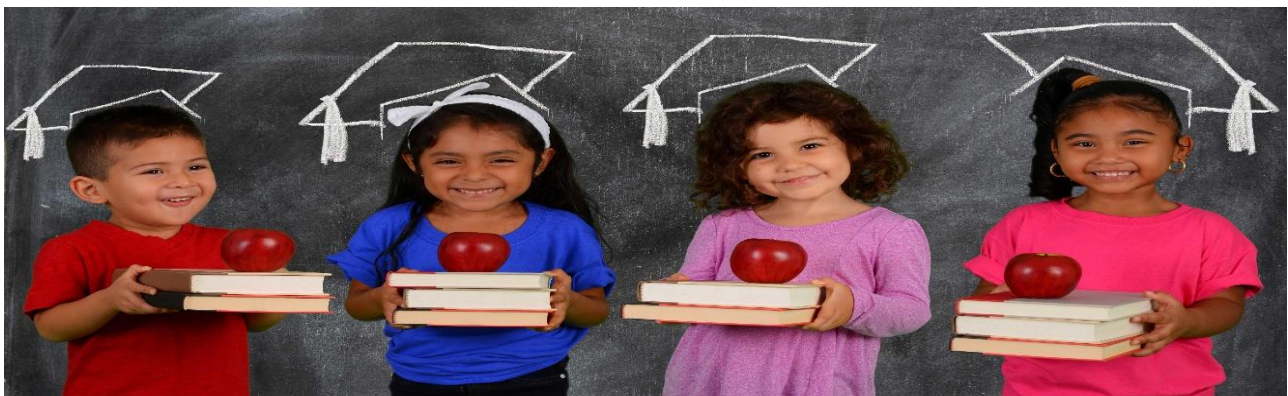


Diagnosed Primary Disability	Brooklyn	Bronx
Speech & Language Impairments	0	10
Non-Categorical/Developmental Delay	0	3
Multiple Disabilities (excluding deaf-blind)	0	6

*Number of children enrolled with an Individualized Education Plan (IEP) - 8

*Number of children who was determined eligible to receive special education and related services – 11

*Children who qualify for special education services work on meeting the outlined goals in their IEPs, in addition to the program's school readiness goals.



FAMILY ENGAGEMENT

As their child's first and most influential teacher, parents have an important role at the PRFI Head Start programs.

PRFI, Inc- New York Head Start program provides so much more than just education for young children. We believe the whole family plays a vital role in a child's development. In conjunction with community partners, the program provides or arrange for parent involvement activities aimed at building healthy families through a strength-based approach.

This includes the following:

- Mental Health Services/Referrals/Positive Behavior Support
- Policy Council/Parent Committee/Health Advisory Council
- Home Visits and Individual Parent Conferences
- Family Goal Setting/Financial Literacy/Parenting Classes
- Volunteer opportunities in the classrooms.
- Transition to Kindergarten
- Educational workshops to enhance their knowledge of early childhood.



Father Engagement

Engaging fathers and or male caregivers is an important aspect of our program. Male role models are essential to positive child/parent relationship and school readiness.

As a program, we welcome paternal participation and offer diverse opportunities for fathers to participate in early childhood educational, and engaging activities with their children.

**The Parent Family Community Engagement Framework (PFCE) will be the tool utilized by the Family Services staff. Family engagement refers to building relationships with families that support family well-being, strong parent-child relationships and ongoing learning and development of parents and children.*

PFCE activities will be carried out throughout the entire organization, all staff play a role in engaging the family in school readiness.



COLLABORATIONS



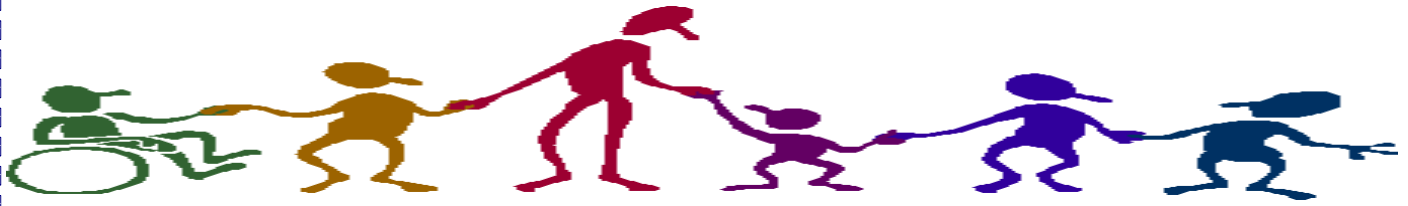
- **Jumpstart – Monroe College** – Is a nationally recognized early childhood program that develops literacy and language skills with children ages three to five years with the assistance of college students.
- **PS 721x – Special Education Public School-** Provide academic opportunities for secondary aged students with disabilities to gain the academic, vocational, and secondary skills needed to succeed as an adult within the community. Students have the opportunity to participate in a work study placement at the Bronx Head Start program. The students are given tasks that include minor maintenance, transporting food carts between the kitchen and classrooms, preparation of classroom materials and participate as an aide under supervision of the program and their school staff.
- **Urban Health Plan** – Is a not for profit, multi-service agency serving primary care specialty, diagnostic and support services to families in the community.
- **Cornell University – Nutrition Program** – Eight week series of nutrition workshops for parents on how to select well-balanced meals.



FAMILY PROFILE



2015 – 2016	Brooklyn	Bronx	Cumulative
Funded Enrollment	51	140	191
# of Families that Received Services	39	168	209
<u>Family Composition</u>			
*One Parent Family	16	92	108
*Two Parent Family	23	78	101
<u>Employment Status of Single Parent Families</u>			
*Employed	8	59	67
*Not Employed	8	33	41
<u>Employment Status of Two-Parent Families</u>			
*Both Employed	7	8	15
*One Parent Employed	15	62	77
*Not Employed			
<u>Education Level of Parent/Guardian</u>			
*Advanced degree or Baccalaureate degree	8	33	41
*Associate degree, vocational school, some college	2	34	36
*High School or GED	12	49	61
*Less than High School	17	55	71
<u>Federal or Other Assistance</u>			
*TANF	10	28	38
*SSI	10	10	20
*WIC	32	111	143
*Food Stamps	27	95	122
<u>Homeless Families</u>			
*# of Homeless Families	1	7	8
*Homeless Families that acquired housing	0	1	1
<u>Primary Type of Eligibility</u>			
*Income below 100% of Federal Poverty Line	20	108	128
*Public Assistance, TANF, SSI	10	35	45
*Foster Child - # of children only	0	0	0
*Homeless	1	7	8
*Over- Income	11	17	28



ATTENDANCE & ENROLLMENT

NEW YORK HEAD START

Month	Number or % of Enrollment	% of Attendance
SEPTEMBER	173	91.9
OCTOBER	176	91.8
NOVEMBER	175	90
DECEMBER	174	88
JANUARY	180	85.8
FEBRUARY	181	79
MARCH	180	89
APRIL	180	92.5
MAY	181	87.1
JUNE	181	83.8
JULY	*140	79.6

*Brooklyn site closed as of June 2016-. Only Bronx site reported.



HEALTH SERVICES

The Puerto Rican Family Institute, Inc.- New York Head Start program promotes preventive health services and early intervention. The program provides and arranges for vision and hearing screenings, growth and nutritional assessments, recommended immunizations, dental screening and provides follow-up referrals for the suspected or identified health conditions.

The Puerto Rican Family Institute, Inc- New York Head Start program focuses on children's health and its importance as a key factor in learning. All children must have updated physicals with all required screenings upon enrollment. Parents are assisted in following up with referrals and services received for suspected or identified health needs the family may have and are provided with health information

In order to comply and ensure that all children's health needs are met a nurse, health consultant and a Health Advisory Committee form part of the health services team.

100% of the number of children have an ongoing source of accessible health care and medical home.

Health Services 2015-2016	Brooklyn	Bronx
<u>Medical & Dental Services</u>		
*# of children who are up to date or are scheduled for age-appropriate preventive and primary healthcare	42	153
*# of children needing medical treatment	11	68
*# of children who received medical treatment	11	68
*# of children who needed dental treatment	6	20
*# of children who completed dental examinations	38	153
*# of children who received dental treatment	16	3
<u>Number of children who received medical treatment for:</u>		
*Anemia	3	16
*Asthma	1	24
*Hearing difficulties	0	5
*Over Weight	9	50
*Vision Problems	7	13
*High Lead Levels	0	0
*Diabetes	0	0
<u>Immunization Services</u>		
*# of children who are up to date on all immunizations appropriate for their age	42	153

HEALTH ADVISORY COMMITTEE

2015-2016



Dr. A Mohammed – Director of Pediatrics Urban Health Plan Clinic

Rosa Calderon – Mental Health Consultant

Raquel Hall – Registered Nurse Consultant

Sarah A Montrichard – Health Educator

Michelle Merced – Bronx Lebanon Hospital

Sandra Caraballo – Health & Disabilities Coordinator

Monique Canada – Health Consultant

Amanda Reed – Family Worker

Maurice Peterson – Health Educator

Shari Simmons – Dental Hygienist

Wendy Temprow – Nutrition Consultant

**A new Health Advisory Committee for the Bronx program will be established.*

MENTAL HEALTH SERVICES

The Puerto Rican Family Institute, Inc- New York Head Start program understands the importance and provision of mental health services. The Mental Health Assessor forms part of the PRFI-HS management team and provide a critical role and a range of services and supports to the families and staff by:

- Identifying strategies that promote young children's social-emotional development and preventing the escalation of problem behaviors-social emotional distress,
- Identifying resources that can support a continuum of mental health services for the children, families and staff of the program,
- Strengthening the mental health consultation by establishing relationships and partnering with staff and families.

2015-2016	Brooklyn	Bronx
# Of children for whom the MH professional consulted with program staff about child's behavior/mental health	0	52
# Of these the MH professional provided three or more consultations with program staff	0	6
# Of children for whom the MH professional consulted with the parent about their child's behavior	0	18
# Of these the MH professional provided three or more consultations with the parent	0	3
# Of children for whom the MH professional provided an individual mental health assessment	0	15
# Of children for whom the MH professional facilitated a referral for mental health services	0	7
# Of children for who were referred by the program for mental health services outside of fHead Start	0	6
# Of these the number who received mental health services	0	3





NUTRITION SERVICES

The Puerto Rican Family Institute, Inc.- New York Head Start program continues to participate in the Child Adult Care Food Program (CACFP), a program subsidized by funds from the US Department of Agriculture (USDA). They provide reimbursement for the food served daily to the children enrolled in the program.

Three nutritionally balanced meals are provided to all children (breakfast, lunch and snack). Menus are designed by the program's Registered Dietician/Nutrition Asseesor to meet the nutritional daily requirements expected by the USDA and CACFP, additionally, conform to NYC Food Standards for early childcare.

A variety of food from all food groups are offered in the daily menus including modifications for those children with allergies, and for those who are vegetarian.

During mealtimes family style dining is encouraged and practiced when developmentally appropriate. Children are taught to make healthy choices and learn good eating habits that can influence positive health outcomes. Monthly food activities are incorporated in lesson plans to help children learn and understand the relationship between nutrition education and how it is related to good health.

In addition, with the collaboration of the nutritionist and nurse consultant parent workshops are provided to educate and support families in selecting healthy food, prepare well-blanced meals, obtain community assistance and the importance of physical activity.

Program Collaborations:

- NYC Hunger Free Communities Consortium to provide assistance and information on Food Stamps, WIC (Women, Infants and Children),
- School Breakfast programs,
- Cornell University Extension Program and
- NYC Department of Health & Mental Hygiene known as the Eat Well Play Hard Program

**To accommodate the increasing Muslim population, the program is now serving halal products. Halal meats come from animals that have been slaughtered in a prescribed humane manner, much like meat that is considered kosher.*

MONITORING REVIEW

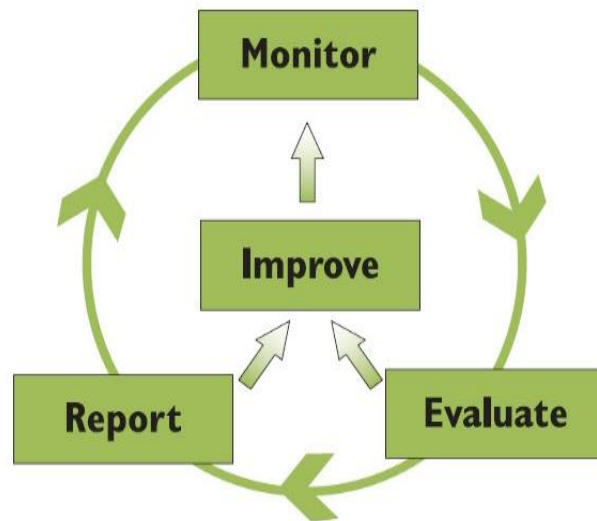
HEALTH & SAFETY AUDIT

From 2/8/2016 to 2/12/2016, the Administration for Children and Families (ACF) conducted an environmental Health and Safety (EnvHS) review event for the Puerto Rican Family Institute, Inc. Head Start program.

Based on the information gathered, no area of noncompliance was found during the course of the review – No findings. Meets requirements of Compliance Measure. Accordingly, no corrective action is required.

FISCAL AUDIT

An independent financial audit is conducted annually. The most recent financial audit revealed no deficiencies or material weaknesses.





CLASS SUMMARY REPORT

All classrooms were observed during the Fall and Spring 2016 using the Classroom Assessment Scoring System Tool. CLASS – is a multifaceted observation instrument that assesses classroom quality and teacher – child interactions. The assessment is divided into three main areas referred to as Domains – Emotional Support, Classroom Organization, Instructional Support. Each domain is made up of different Dimensions that capture a distinct aspect of the classroom that has demonstrated associations with children’s learning.

After each observations scores are reviewed and discussions occur between the observers and the teaching staff. During these review sessions, the observer reviews the teacher’s strengths and discusses strategies for improvement in areas that are not as strong.

* Previous large scale studies of CLASS® have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support. (Score scale 1- 7- 7 being the highest score, 3-5 mid and 1 the lowest).

Below is a sample data for CLASS collected.

The report shows the results of the observations at PRFI – New York sites for that period.

*National average

BROOKLYN

BRONX

EMOTIONAL SUPPORT *6.37	Avg.= 5.7	EMOTIONAL SUPPORT	Avg. = 6.2
Positive Climate	5.9	Positive Climate	6.0
Negative Climate	Low Avg.= 6	Negative Climate	Low Avg.= 6
Teacher Sensitivity	5.4	Teacher Sensitivity	6.0
Regard for Student Perspective	5.6	Regard for Student Perspective	6.0
CLASSROOM ORGANIZATION *6.28	Avg. = 5.3	CLASSROOM ORGANIZATION	Avg. = 5.1
Behavior Management	5.6	Behavior Management	5.5
Productivity	5.7	Productivity	5.5
Instructional Learning Formats	4.5	Instructional Learning Formats	4.5
INSTRUCTIONAL SUPPORT *3.69	Avg. = 3.4	INSTRUCTIONAL SUPPORT	Avg. = 4.1
Concept Development	3.1	Concept Development	3.5
Quality of Feedback	3.5	Quality of Feedback	4.5
Language Modeling	3.6	Language Modeling	4.5

LETTER FROM PARENT

Hola, mi nombre es Yolanda Torres. Quiero empezar por compartirles que fui Padre de Familia de esta institución por cuatro años con dos de mis hijas el cual llegue a formar parte del comité de padres de 2 años y 2 años en el Comité de Política Normativa que me enseñó mucho sobre educación y la administración de los niños en su proceso educativo; fue muy interesante. También asistí a reuniones de información diversa como nutrición, seguridad, violencia doméstica, cultura, el que nos instruye a convivir con nuestra comunidad.

Por otra parte el instituto nos ayuda y nos brinda una confianza hacia el personal para que sepamos que nuestros hijos están en buenas manos. Yo por mi parte les agradezco mucho porque mis hijas han aprendido mucho y han salido con una confianza en sí mismas. Gracias por darnos la oportunidad de tener a Puerto Rican Family cerca de nosotros junto a su equipo de staff, trabajadores sociales y maestras destacados que son capaces de brindar ayuda hacia nuestros hijos.

También quiero pedirles que nos ayuden con un Early Learn para los más pequeños. Cuentan conmigo y por supuesto con mi bebé que estará listo para comenzar con ustedes. Para mí es muy importante el aprendizaje a temprana edad.

Otra vez gracias y no se olviden de nosotros.

Atte.

Yolanda Torres



LETTER FROM PARENT

My name is Mrs. Aminata Sacko and my three children have participated in the Head Start Program. My oldest Mariam Sawago was enrolled here when she was four years old; she is now five years old and is attending public school in kindergarten. My twin children are now enrolled in the program as three years old.

I chose to return to the program because of the academic and social success that my first born had here only in one year; I can only imagine if it was two years!

I have a family member that has a child in another head start and it was very different from PRFI/ Bronx Head Start. I was new to this neighborhood and found out about the program from someone else who recommended it to me. When I came the first time to the agency I was greeted and helped tremendously by Mrs. Yvette, Program Receptionist. She was friendly and so helpful and made me feel comfortable in this new setting.

The interviews that followed by the family workers allowed me to explain my children's health needs and made me feel safe like my children's needs would be met. Two of my children have special health needs that often required that they would be absent from the program. The staff was attentive and understanding, often showing care and concerns. On the days that the children were absent they would call to see how they were feeling and be welcoming upon their return. I really appreciated that they gave me personal attention and were able to provide emergency medication; since I worried about them all the time.

The teacher's home visit was something new to me and I really felt the connection between our family and the staff in the program. My children were able to see their teachers in my house. My children are always excited to come to program and that makes me so happy as mom. My son is receiving speech services here and has shown so much progress. My children know how to sing, say the ABC's and I feel there "ready for Kindergarten".

Head Start has been a new and exciting experience. As a parent I've also learned so much such as my rights as an immigrant, CPR and many other trainings that I've participated.

Aminata Sacko



LETTER FROM PARENT

My son Abraham Sid Ahmed has attended this Head Start Program for the last two years. This program has been a blessing and of great help in our lives. I cannot begin to describe all the benefits that this program has brought into our lives. I am a single parent raising my son. I am very grateful to your program.

Child care was a great challenge for me and Abraham, as all our family lives out of state. Your program has provided a safe learning environment for my son and much more. Thanks to your program, I was able to return to work feeling confident that my child would be in a safe environment, would be well cared for and in an excellent academic setting. My son has learned a great deal as well. My son has greatly benefitted from the academic instruction he has received in your program through the Teaching Strategies Gold instructional method used to service your students. Abraham is able to recognize and identify all the letters of the alphabet, colors, shapes and numbers one through ten. He is also learning about science, and developing healthy eating and exercise habits. He already knows how to write his name. He has learned about our community and our city. I can't thank you enough for all the support that I have received as a parent.

Your program has also given me and all the parents in the program the opportunity to participate in workshops that have been of great help, dealing with a variety of topics ranging from health issues such as how to deal with stress to information sessions dealing with current events such as

Immigration and what our legal rights are. The family workers, Mrs. Vimary Serra, Magdaliz Laureano and Ms. Reed, have also provided critical help and support to me as a parent while in your program. They supported me in the process of finding a job, offering me help with faxing and copying my resume at your center, as well as checking in with me just to know that my search was going well. Abraham has also received dental checkups as well as vision screenings while at your center. I am very happy with your program. I recommended it to two of my friends, and would recommend it to all our community if I had the opportunity. Their children are also attending your program and they are as happy as I am. The only thing that I have left to say is that I can't thank you enough for having such a wonderful program in my community and for helping me and my son so much.

Thank you.

Sincerely,

Heidi J. Cabral-Sid Ahmed

