



# ANNUAL REPORT

## 2018 – 2019



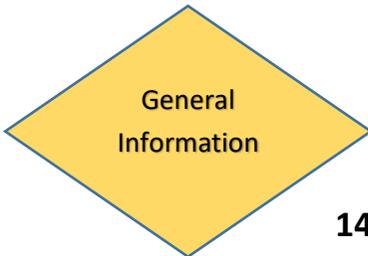
**Puerto Rican Family Institute, Inc.**

**Bronx Head Start**



# MISSION STATEMENT

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



**PUERTO RICAN FAMILY INSTITUTE, INC.**

**BRONX HEAD START**

**1423 Prospect Avenue, Bronx, New York 10459**

**Bronx Head Start Director - Sonia Gonzalez- Cruz**

**Chief Executive Officer – Jessica A. Ortiz/ Luis A. Rodriguez**

**Deputy Director of EHS/HS PR & NY - Norma Batista**

**Board Chair – Dr. Mildred Allen, Ph. D**

**Chief Financial Director – Ian Bates**

**Director of Finance – Charlie Ugarte**



### **BOARD OF DIRECTORS**

- **Mildred Allen Ph. D- Chair**
- **Sonia Villanueva 1<sup>st</sup> Vice Chair**
- **John Roberts – 2<sup>nd</sup> Vice Chair**
- **Cristian Torres – Treasurer**
- **Ieunice Roberts – Finance Committee Chair**
- **Angelina Cabrera – Secretary**
- **Maria Davila Peguero – Foundation President**

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- Iraida Lopez –Sub Treasurer –PR
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- Olga Rosario-Delegate-PR
- Lennies De Jesus-Delegate-PR
- Jubeicy Torruellas-Delegate-PR
- Von Marie Moreira-Delegate-PR

#### **Community Representative- PR**

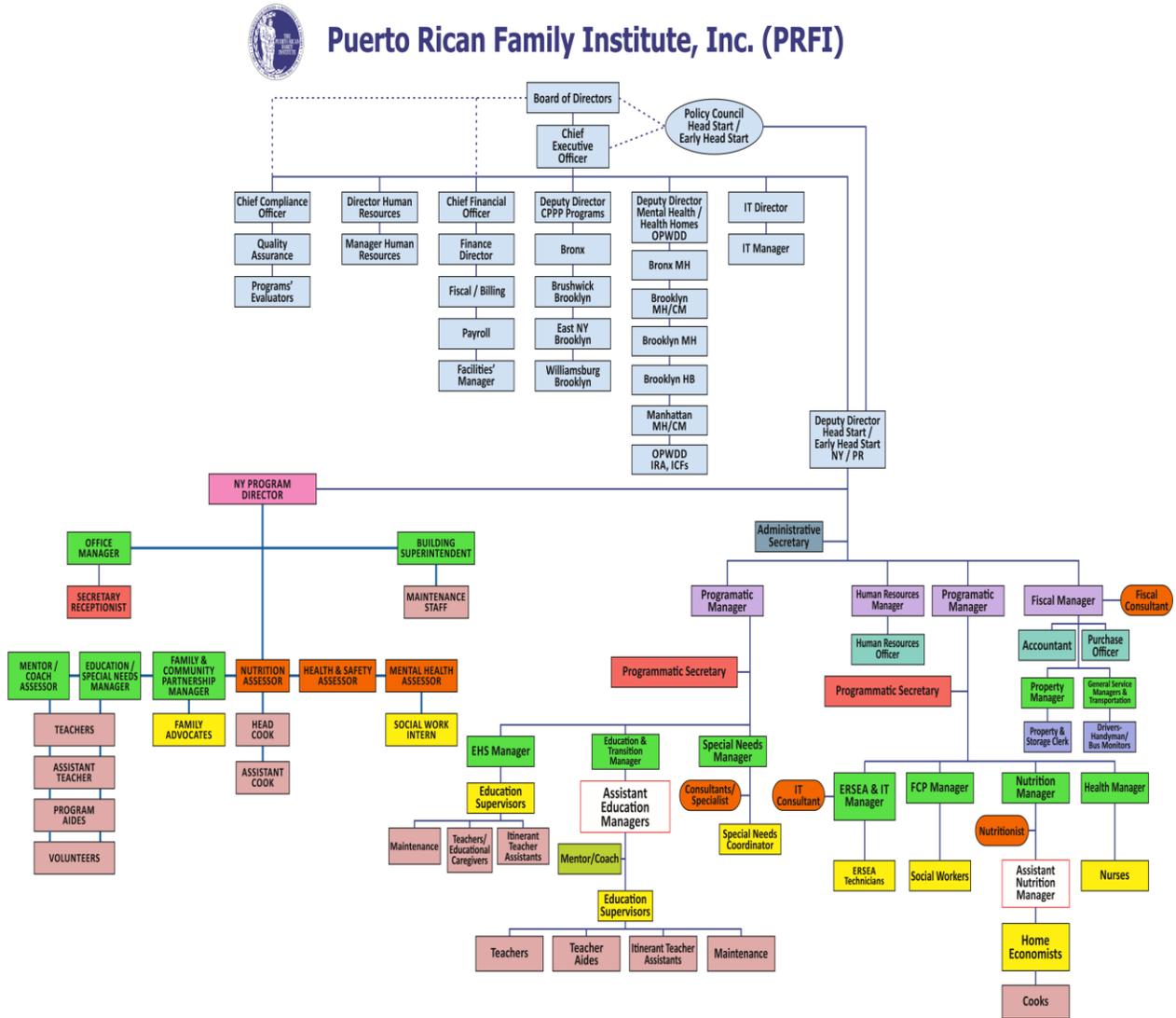
Jose J. Rios Pineiro

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#### **Community Representative- NY**

Esther Lopez

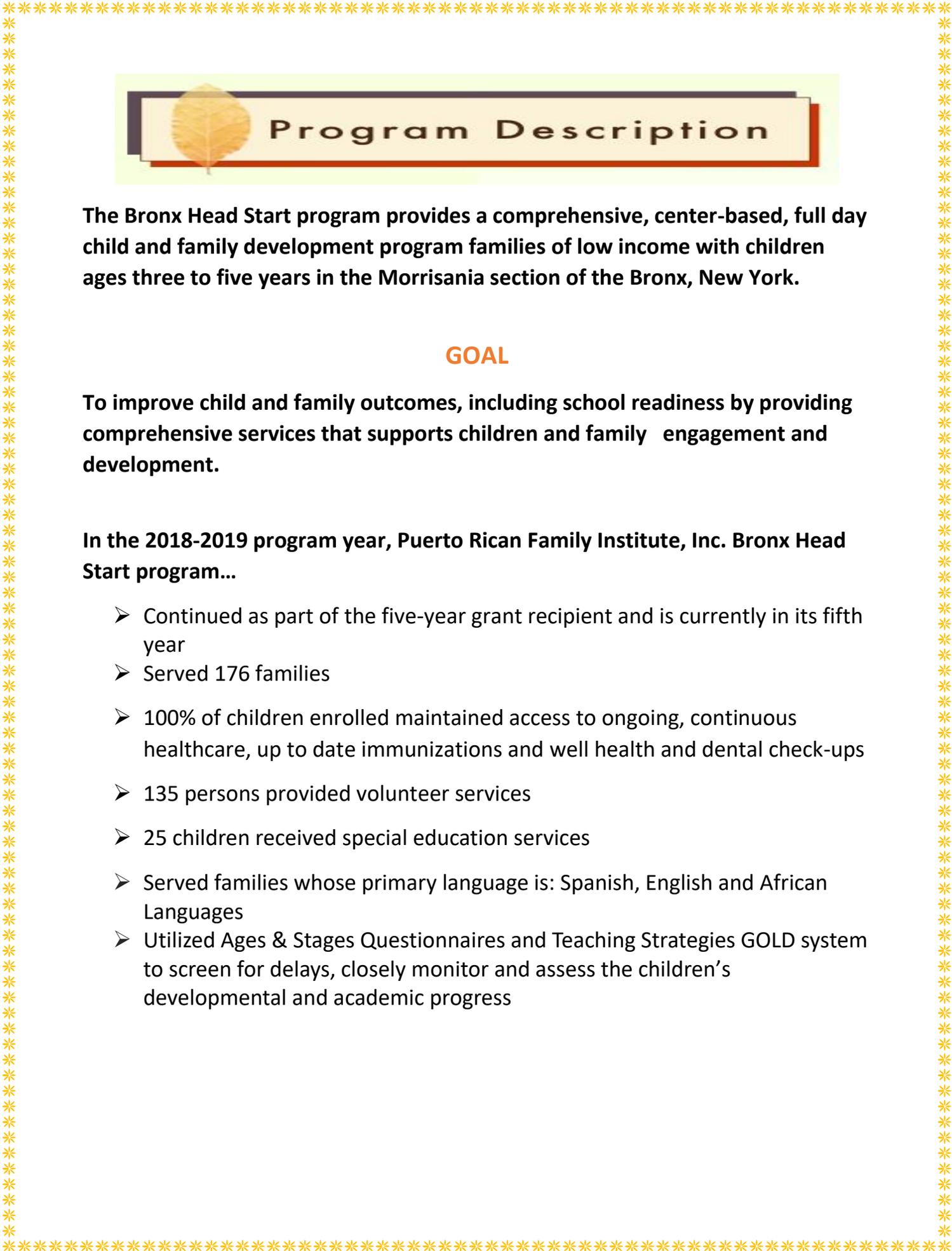
# Organizational Chart



 **Puerto Rican Family Institute, Inc.**  
**Bronx Head Start**  
1423 Prospect Avenue, Bronx, N.Y. 10459  
Tel. (718) 991-5590 Fax (718) 991-5592  
[www.prfi.org](http://www.prfi.org) 

 **Bronx Head Start Program**  
Accepting Applications Now for Children Ages 3-5 years old  
1423 Prospect Avenue, Bronx NY 10459  
718-991-5590 [www.prfi.org](http://www.prfi.org)





## Program Description

**The Bronx Head Start program provides a comprehensive, center-based, full day child and family development program families of low income with children ages three to five years in the Morrisania section of the Bronx, New York.**

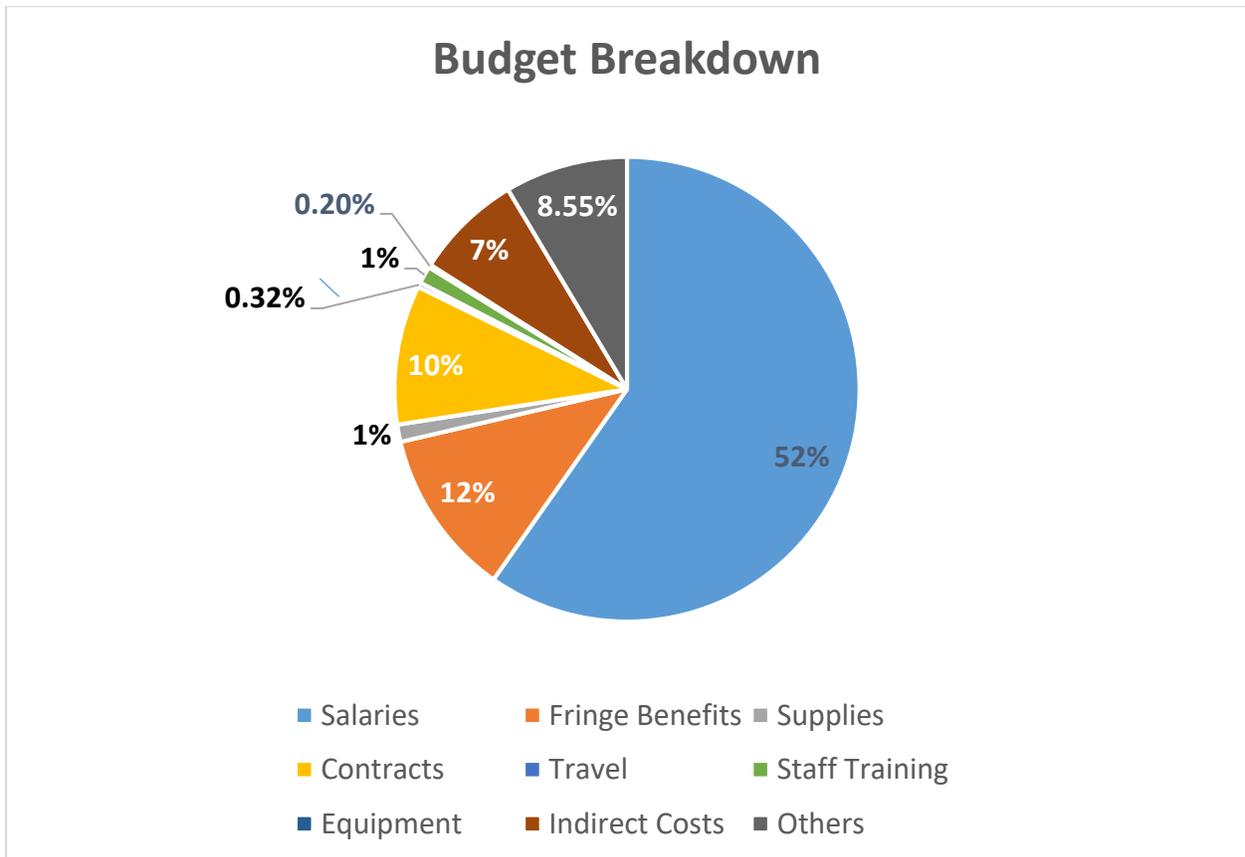
### **GOAL**

**To improve child and family outcomes, including school readiness by providing comprehensive services that supports children and family engagement and development.**

**In the 2018-2019 program year, Puerto Rican Family Institute, Inc. Bronx Head Start program...**

- Continued as part of the five-year grant recipient and is currently in its fifth year
- Served 176 families
- 100% of children enrolled maintained access to ongoing, continuous healthcare, up to date immunizations and well health and dental check-ups
- 135 persons provided volunteer services
- 25 children received special education services
- Served families whose primary language is: Spanish, English and African Languages
- Utilized Ages & Stages Questionnaires and Teaching Strategies GOLD system to screen for delays, closely monitor and assess the children's developmental and academic progress

**PRFI's Bronx Head Start program budget was funded as shown below:**



**Head Start Total Budget: \$2,500,70.**

Salaries: \$1,493,627 - 59.73%

Fringe Benefits: \$290,730 - 11.63%

Supplies: \$30,000 - 1.20%

Contracts: \$242,905 - 9.70%

Travel: \$8,000 - 0.32%

Staff Training: \$30,161 - 1.21%

Equipment: \$5,000 - .20%

Indirect Costs: \$186,593 - 7.46%

Others: \$213,685 - 8.55%

PRFI audit for both New York and Puerto Rico is scheduled to begin in October 2019 and anticipated completion is end of November 2019. With this completion date, PRFI will be in compliance with Title 2 of the Code of Federal Regulations (CFR), Part 200 Subpart F, entitled "Audit Requirements" which requires grantees who expend \$750,000 or greater to submit their Audit Report within nine months after the grantee's fiscal year which would be for PRFI by March 31, 2020.

# School Readiness

The PRFI Bronx 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 are established based on child outcomes data and guide the effort of the program's selection of a curriculum, assessment tools, teacher-child interactions, and professional development 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 several tools as a guide to the teacher's everyday work in addressing all the aspects of development, appropriate assessment and instruction:

- ❖ Teaching Strategies GOLD Early Childhood Assessment Tool ties the Creative Curriculum which is aligned with the Head Start Early Learning Outcomes Framework and serves as the basis for best practices in early childhood education to goals and outcomes for children. Data is collected from ongoing assessment and parent input three times during the year.
- ❖ Ages & Stages Questionnaires (ASQ-3/ASQ:SE) is used to screen children for potential developmental delays and giftedness within 45 days of enrollment.



## CHILD OUTCOMES 2018 – 2019

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 and is discussed with parents during parent teacher conferences at each checkpoint.

The data collected is used to guide objectives for development and learning of children.

### SCHOOL READINESS GOALS

#### Approaches to Learning:

- Children will demonstrate initiative and persistence in learning and discovering when working with others, materials, activities and information.

#### Social and Emotional Development:

- Children will develop and engage in positive relationships and interactions with adults and peers.
- Children will begin to recognize, describe, develop and demonstrate control over their emotions.

#### Language and Literacy:

- Children will use and comprehend oral language for conversation and communication.
- Children will use and understand print as a meaningful and organized symbolic system of communication.
- Children will hear and distinguish the sounds and rhythms of language.
- Children will demonstrate knowledge of the alphabet by naming letters and letter sounds.

#### Cognition:

- Children will ask questions, gather information, make predictions and analyze results.
- Children will demonstrate knowledge of patterns, numbers and quantities.

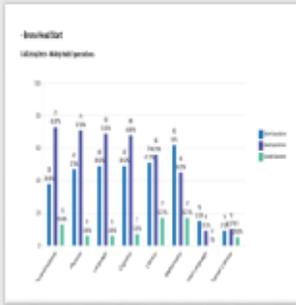
#### Perceptual Motor and Physical Development:

- Children will demonstrate control of large and small muscles for such purposes as movement, self-care, and manipulation.
- Children will show interest in and demonstrate knowledge of healthy and safe habits.

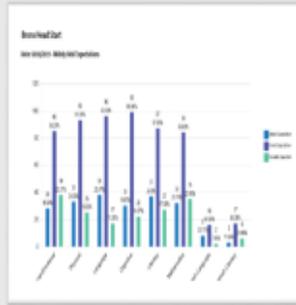
# Comparison of Child Outcomes Data

Previous data comparing Fall and Winter 2018 - 2019 demonstrated substantial growth in all areas for children in all age groups. At years' end, a comparison of the last two checkpoints of the school year shows that these gains held and were surpassed, as greater numbers of children either met or exceeded the widely held expectations for their age by the end of the school year.

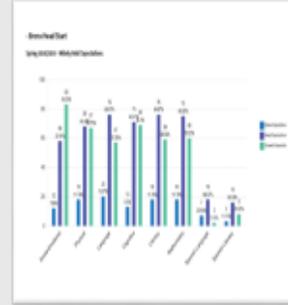
## FALL 2018 - 2019



## WINTER 2018 - 2019



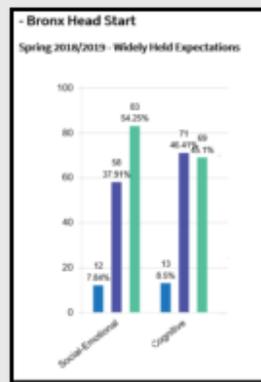
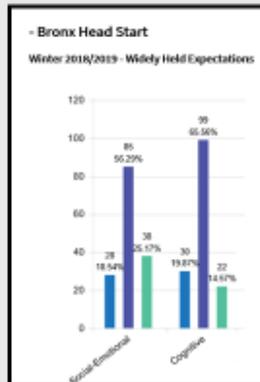
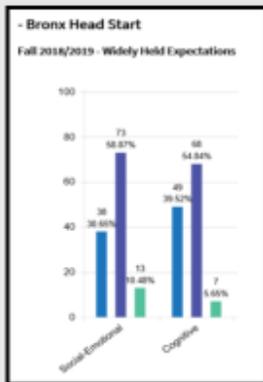
## SPRING 2018 - 2019



Overall percentages demonstrate that, at the end of this school year, children in Puerto Rican Family Institute Bronx Head Starts are well prepared to learn the next set of skills that will be required of them in the coming year. Children entering kindergarten are ready for elementary school and are prepared to undertake the more complex tasks that awaits them.

The data show consistent improvement in all areas:

Almost 100% of the children met the widely-held expectations in the **social emotional** and **cognitive** domains.

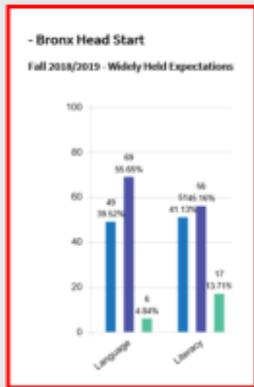


## Comparison of Child Outcomes Data

In the Language and Literacy domains, the number of children who reached or exceeded expectations increased.

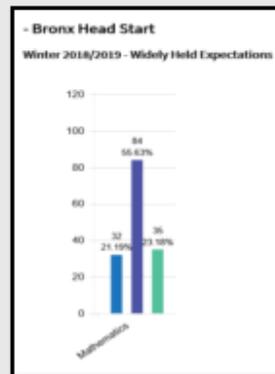
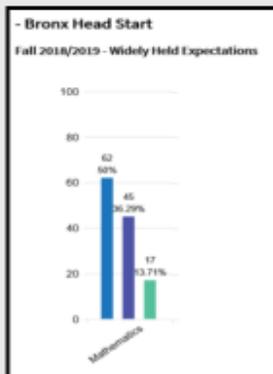
In **Language** it increased from **60.49%** to **86.92%** by the end of the school year

In **Literacy** it increased from **58.87%** to **88.23%**



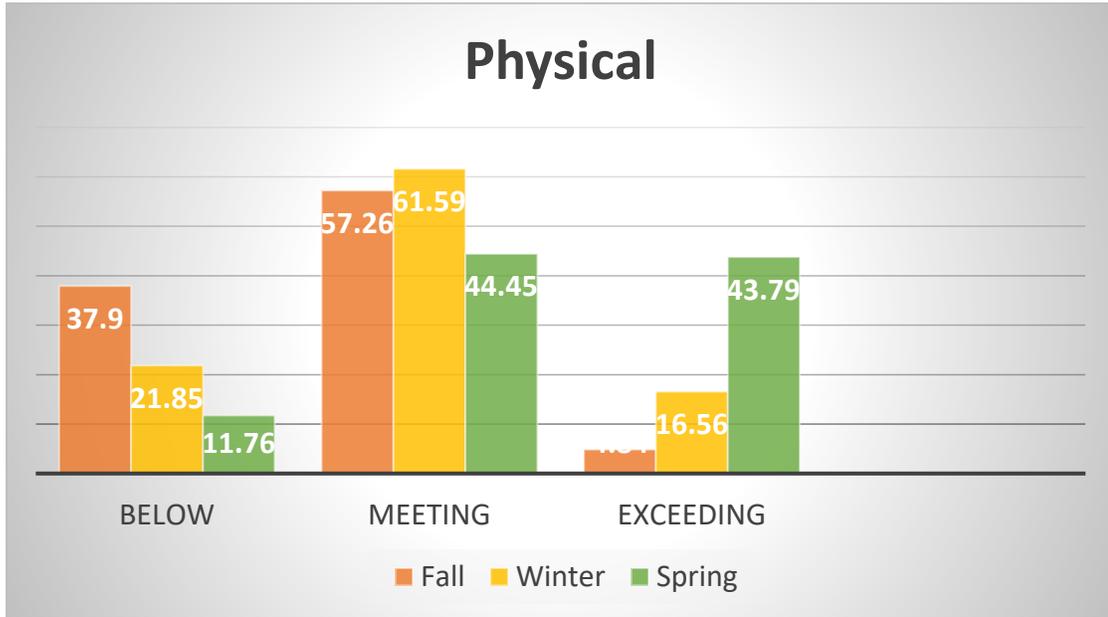
The Mathematics domain showed the greatest increase.

In the beginning of the school year 50% of our students were below expectations, however the Mathematics domain showed a substantial increase (38.24 percentage points), bringing the percentage of children who achieved widely-held expectations to a respectable 88.24%. Out of that percentage 39.22% are exceeding the expectations.



## Comparison of Child Outcomes Data

In the physical domain the majority of the children either met or exceeded the widely held expectations.



Overall, PRFI Bronx Head Start is pleased to report that its teachers' efforts have succeeded in moving the children under their care to gain in substantial ways in all domains of development.



## CLASS SUMMARY REPORT

The Bronx Head Start classrooms were observed during 2018 – 2019 program year 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 and 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.

\*Previous larger 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).

The report shows the results of the observations at PRFI Bronx Head Start site for that period.

	Fall 2018	Spring 2019
<b>Emotional Support</b>	<b>Nat. Avg. = 6.89</b>	<b>PRFI - 6.7</b>
Positive Climate	7.0	7.0
Negative Climate	7.0	7.0
Teacher Sensitivity	5.6	6.7
Regard for Student Perspective	4.8	6.0
<b>Classroom Management</b>	<b>Nat. Avg. = 6.83</b>	<b>PRFI - 5.8</b>
Behavior Management	5.7	6.0
Productivity	6.0	5.8
Instructional Learning Formats	4.8	5.5
<b>Instructional Support</b>	<b>Nat. Avg. = 4.83</b>	<b>PRFI - 4.3</b>
Concept Development	3.2	4.3
Quality of Feedback	3.7	3.8
Language Modeling	3.3	4.7

## Planning for Education

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

\*Children Outcomes discussed with parents at three intervals during the program year- fall, winter and spring.

\*Professional Development- Training and technical assistance provided to staff during the program year.

\*The purchasing of additional materials and equipment that will target trends based on the outcomes for the three and four year old children.

\*Families will be encouraged to participate in workshops and classroom activities with emphasis to support their children's learning in these areas at home.

Training for improving teacher practices in:

Early Math, Dual Language Learners & Literacy, CLASS- Classroom Assessment Scoring System; HS Early Learning Outcomes Framework; Curriculum Fidelity, and Assessment – Creative Curriculum and Teaching Strategies Gold Online - Assessment to ensure growth in children's outcomes.

Provide Coaching/Mentoring Support.



## FAMILY ENGAGEMENT

As their child's first and most influential teacher, parents have an important role at the Puerto Rican Family, Inc.-Bronx Head Start program.

The Bronx 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 and parental involvement can result in a child having more interest in school, increased self-esteem and better attendance.

In conjunction with community partners, the program provides or arrange for parent involvement activities aimed at building healthy families through a strength-based approach.

Family Services may include:

- Mental Health Services/Referrals/Positive Behavior Support
- Policy Council/Parent Committee/Health Advisory Council
- Home Visits, Individual Parent Teacher Conferences and Transition to kindergarten
- Family Goal Setting Meeting/Parenting Classes
- Volunteer opportunities in the classrooms and center
- Father engagement activities
- Workshops to enhance parent knowledge of early childhood, health, immigration, domestic violence, resources in the community





## Family Profile

	2017 – 2018	2018 – 2019
Funded Enrollment	153	153
# of Families that Received Services	174	176
<u>Family Composition</u>		
*One Parent Family	88	101
*Two Parent Family	79	71
<u>Employment Status of Single Parent Families</u>		
*Employed	51	58
*Not Employed	37	48
<u>Employment Status of Two-Parent Families</u>		
*Both Employed	10	11
*One Parent Employed	63	53
*Not Employed	6	7
<u>Education Level of Parent/Guardian</u>		
*Advanced degree or Baccalaureate degree	6	4
*Associate degree, vocational school, some college	33	26
*High School or GED	61	79
*Less than High School	67	53
<u>Federal or Other Assistance</u>		
*TANF	33	27
*SSI	6	12
*WIC	105	90
*SNAP	103	78
<u>Homeless Families</u>		
*# of Homeless Families	10	7
*Homeless Families that acquired housing	5	0
<u>Primary Type of Eligibility</u>		
*Income below 100% of Federal Poverty Line	124	134
*Public Assistance, TANF, SSI	33	27
*Foster Child - # of children only	3	1
*Homeless	11	5
*Over- Income	3	9

# Family Engagement

## Goals

- Support parents as they transition to new learning environments
- Support parents and caregivers in developing warm nurturing relationships with their children, peers and staff members
- Support parents in obtaining support services within the program and community
- Support parents in understanding child development to stimulate language, reading and writing skills in their children.
- Support parents in gaining knowledge and skills that will assist them in supporting their child's physical development

## Accomplishments

- Provided parent workshops and beneficial information on program orientation, separation anxiety in children, transitions, child outcomes, financial education, early literacy, immigration issues, ESL, housing, health and mental hygiene, special needs, oral health, diabetes, fatherhood groups.
- Provided parent curriculum training "Parenting Journey" and Nutrition series, parent information board, parent surveys distributed to gain input from parents to improve quality of services.
- Invited parents to participate in the Health Advisory Board meetings to become better informed about the relationship between health and children's physical development and how to best support their children.
- Invited parents to volunteer.
- Parent Orientation to review program policies and procedures for families
- Parent Committee Meeting & Breakfast with the Director on a quarterly basis to provide program updates and share information with families.



## ENROLLMENT & ATTENDANCE

Month	% of Enrollment	Number of Enrollment	% of Attendance
September	85%	130	89%
October	90%	139	90%
November	94%	144	88%
December	98%	151	87%
January	100%	153	80%
February	100%	153	86%
March	100%	153	87%
April	100%	153	87%
May	100%	153	87%
June	100%	153	81%
July	100%	153	79%



**EVERY**day  
counts  
attendance matters

## Community Partnerships/Collaborations

- Urban Health Plan Inc.
- St. Barnabas Hospital
- The Children’s Hospital at Montefiore- Lead Poisoning Prevention & Treatment Program
- Hispanic Federation
- Healthy Smiles
- Bronx Community College
- PRFI/BXMHC -Puerto Rican Family Institute-Bronx Mental Health Clinic
- Summer Youth Employment Program
- NYPD Community Outreach Division-Bronx Outreach Unit



“A process by which agencies formally commit themselves on a long-term basis to work together to accomplish a common mission”. Meet the needs of young children and their families in a comprehensive and supportive way. Help address some challenges, such as the lack of resources and expertise or the inability to meet the comprehensive needs of children and their families, expand services and/or improve quality.

## Health Services

PRFI, Inc. - Bronx 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.

PRFI, Inc. - Bronx 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 and resources.

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.

<b>Health Services – Bronx Head Start</b>	
<b><u>Medical Services</u></b>	
*# of children who are up to date or are scheduled for age-appropriate preventive and primary healthcare	<b>153</b>
*# of children needing medical treatment	<b>49</b>
*# of children who received medical treatment	<b>49</b>
<b><u>Dental Services</u></b>	
*# of children who completed dental examinations	<b>154</b>
*# of children who needed dental treatment	<b>20</b>
*# of children who received dental treatment	<b>6</b>
<b>*Primary reason why children who needed dental treatment did not receive it: Parents did not keep appointment</b>	
<b><u>Number of children who received medical treatment for:</u></b>	
*Anemia	<b>15</b>
*Asthma	<b>20</b>
*Hearing difficulties	<b>0</b>
*Over Weight	<b>22</b>
*Vision Problems	<b>1</b>
*High Lead Levels	<b>0</b>
*Diabetes	<b>0</b>
<b><u>Immunization Services</u></b>	
*# of children who are up to date on all immunizations appropriate for their age	<b>153</b>



## The Health Advisory Committee

The Health Advisory Committee is a group composed of local health providers who represent a variety of local social services agencies. The Health Advisory Committee helps the program to make decisions, provide health service resources and keep the program abreast of health issues affecting the community and beyond to ensure children's healthy development.

Bronx Lebanon Hospital Center – Bronx Care Health System  
Bronx Action Center  
Department of Health & Mental Hygiene- Healthy Homes  
Empire Blue Cross- Blue Shields  
Healthy Smiles  
Maternal Infant Child Health  
Montefiore Medical Center for Lead Poisoning & Prevention Treatment  
Montefiore Hospital Community Alliance on Healthcare  
New York City Poison Control Center  
NYU School of Dentistry  
St. Barnabas Hospital – Hospital Health System  
Urban Health Plan

### PRFI Staff

Monique Canada – Health Assessor  
Sonia Gonzalez-Cruz – Program Director  
Josephine Ovalles – Director Bronx Mental Health Clinic  
Elizabeth Rivera – Administrative Assistant Bronx Mental Health Clinic  
Jaqueline Sinclair – Mental Health Assessor  
Wendy Tempro – Nutrition Assessor  
Kim Van Atta – Health Consultant

### PRFI Parents

Gloria Rodriguez  
Claudia Santamaria  
Melissa Boodram  
Veronica Diaz  
Cristiano Gonzalez  
Charlene Gordon  
Carmen Jacobo  
Mercedes Miranda  
Gloribel Romero  
Mor Sene  
Martha Tapia  
Nina Tolentino  
Sonia Valle  
Ruby Reyes  
Cinthia Nafareh





## Mental Health Services

The Puerto Rican Family Institute, Inc. - Bronx Head Start program understands the importance and provision of mental health services. The Mental Health Assessor forms part of the Puerto Rican Family, Inc.-Bronx Head Start management team and provides 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.
- Providing additional intern staff to support staff and families in the program.

MENTAL HEALTH SERVICES 2018-2019	Bronx
# Of children for whom the MH professional consulted with program staff about child’s behavior/mental health	18
# Of these the MH professional provided three or more consultations with program staff	12
# Of children for whom the MH professional consulted with the parent about their child’s behavior	12
# Of these the MH professional provided three or more consultations with the parent	8
# Of children for whom the MH professional provided an individual mental health assessment	10
# Of children for whom the MH professional facilitated a referral for mental health services	5
# Of children for who were referred by the program for mental health services outside of Head Start	5
# Of these the number who received mental health services	5



## Nutrition Services

The Puerto Rican Family Institute, Inc. - Bronx Head Start program continues to participate in the Child Adult Care Food Program (CACFP), a program subsidized with 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 Assessor 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, for those who are vegetarian and the growing Muslim population in the program.

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.

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

# of children in the following weight categories according to the CDC Body Mass Index for age growth chart	
Underweight	7
Healthy Weight	107
Overweight	22

**LETTER FROM PARENT (1)**  
**Puerto Rican Family Institute/ Bronx Head Start**

As a mother of two, I was looking for a school where my children would feel comfortable, happy and safe. I was terrified when I began looking into a few schools because I wanted the best for my children and it would be the first time that they would be away from me with “strangers” for most of the day. At PRFI, I was able to find what I was looking for my children as well as for myself. After my son left PRFI, I knew based on my experience that I would be back to register my younger daughter. Throughout my four years at PRFI, I was able to form relationships with the teachers as well as other staff. It was place that I could trust. I am very thankful for the education given to my children. As a family we were able to learn and grow so much. I enjoyed being able to work with my daughter. I was also able to volunteer in her class and do activities such as reading a book to the class and work on and present projects that we had both worked on about our culture. PRFI was very diverse in culture which I felt proud of. I myself was also able to grow. During my years as a parent in PRFI, I was also able to take advantage of many informative workshops and through these I was able learn more about the curriculum, policies at school, regulations, their routine and any changes that were made in the program. Staff was always very friendly, professional and helpful whenever I needed help. After doing volunteer time, I learned about a position available in the program as a program aide. I applied and was hired as a part time Program Aide. This has made a positive impact on my family. I started working there in January of 2019 while my daughter was still enrolled there. She graduated in July 2019 but I am still an employee. During these months, I have learned so much more and I am very proud to say that I am now part of the staff and my family has gained so much from this great opportunity. I am very thankful for all the great years that PRFI has dedicated to my children and family and for all the help given to me and my family to overcome many obstacles. I would highly recommend this institution to any friend, family member or any other person looking to enroll their child in a school that they can trust and that will do so much more than expected!

Gloribel Romero



## LETTER FROM PARENT (2)

My son attended PRFI Head Start for two years. When Royal first began the program he did not express himself well, was very shy and anti- social due to him being the only child. As the months started passing I realized Royal began to interact more with other children and with the staff in the center. After being enrolled for some time the education staff shared some concerns about some areas that Royal needed more support such as socialization, comprehension and fine motor skills.

The staff explained his needs and assisted me in having him evaluated by the District. Royal was approved for services and with an IEP received services throughout his enrollment in Head Start. Within the first couple of months I began to see differences with Royal both at home and at school. I continued and was in agreement for the extra services offered as it was extra help. Royal developed relationships with his teachers and I truly appreciate what they have done for my child in helping him with his minor delays. I was pleased with their help and insight.

Now as for what they did for me at PRFI; they will always have me as part of their family. Throughout my time as a parent in their school I noticed that they don't only help out the kids but they also help out the parents. I loved the fact that they had events for mothers and fathers. I attended every meeting I could and will admit that from every session I stepped out with information either for myself or for someone else.

The second year of my child's enrollment I signed up for the Parenting Journey Training. This really gave more of an understanding of what PRFI was about. I developed relationships with other parents and with staff. These sessions allowed me to share many similarities as well as differences amongst one another and created a safe space creating our own little family.

They even helped me with seeking employment by allowing me to have access in the computer room to complete job applications and update my resume. I eventually found a job at Bronx Works working with high school students. I always felt welcomed by the staff especially by Mrs. Reed who always assisted me with employment search. I will forever be grateful to her and PRFI.

Thank You,

Ashley Rodriguez



## LETTER FROM PARENT (3)

July 12th, 2019

To whom it may concern:

My son Kamryn Dunbar attended the Puerto Rican Family Institute Head Start from September 2017 – July 2019. I must say The PRFI is an amazing setting for your children to kick off their education. The knowledge that was given to my son for his entire stay there was very efficient and effective.

I am especially grateful for Ms. Margarita Perez whom was his teacher for both years that Kamryn attended and I can't thank her enough for the time and effort she put into Kamryn. Kamryn left PRFI above average and is transitioning well at his new setting in Kindergarten, with his first quarterly report coming back all above average the PRFI has a huge impact on Kamryn's education level.

From all the projects, to the events that took place and school trips PRFI made all parents feel a part of the team. They kept us informed on every detail down to a little scratch LOL.

Not only am I a former parent of the school but I also work at the local Domestic Violence Shelter around the area and many of our children attend the program as well. PRFI has done a great job in keeping the safety of our DV surviving families and making sure everything is kept confidential. I've heard nothing but good feedback from my clients about their children's teachers.

This Program here is by far the number one recommended pick I have for anyone looking for a school setting for their toddlers. You will not be disappointed whatsoever.

Best Regards,

Christina Perez



## Goals 2018 - 2019

- \*Implement ongoing aggressive recruitment plan to develop strong waiting list to maintain full enrollment.
- \*Continue developing community partnerships to offer options of service and referrals for families in need.
- \*Staff training in Mathematics, Literacy, CLASS.
- \*Strengthen pool of resources for teachers and family services staff.
- \*Begin using Child Plus data-based system for upcoming program year.
- \*Implement the Foster Grandparent and Cool Culture program.
- \*Strengthen Safety Protocols.
- \*Conduct facility repairs – Rooftop, lead tests.
- \*Playground Renovations- equipment and flooring.

## Accomplishments

- \*Implemented an ongoing recruitment plan to develop a waiting list.
- \*Developed community partnerships to offer options of service and referrals for families in need which included: dental clinics, immigration/sanctuary for families, literacy, health education trainings, fatherhood initiatives, finance development.
- \*Implemented School to Home activities for parents to support their child's skills.
- \*Began using the Child-Plus databased system with ongoing trainings for staff.
- \*Filled vacancies and strengthened pool of staff.
- \*Provided Staff training in all content areas.
- \*Updated Program plans according to new Head Start Performance Standards.
- \*Facility projects – Security of building – installed new cameras throughout facility, installed safety button (blue light) that connects directly to Police Dept.
- \*Staff Annual review of safety protocols – Fire drills, Emergency Evacuation procedures, program Policies and Procedures on Active Supervision
- \*Facility Project – Building Repairs- Replacement of water coolers, sink faucets in several classrooms and kitchen, indoor playground equipment replaced.
- \*Offered quarterly informational session- “Coffee with the Director” to encourage communication between parents and program management.
- \*Implemented a monitor display to provide important program information, alerts of upcoming events, etc.

## Goals and Objectives for 2019-2020

- Fill vacancies in the program- Building Superintendent, Education Director, Group Teachers.
- Improve Home to School Connection by providing additional resources, events and activities.
- Improve Volunteer opportunities for parents.
- Provide additional training to staff in Teacher Practices, Curriculum Fidelity and Assessment to ensure growth in children's outcomes.
- Provide Coaching support.
- Partner with Foster Grandparent Program and Cool Culture.
- Facility Improvement – HVAC repairs
- Boiler Upgrade Improvements
- Facility Improvements in Health & Safety

