

ANNUAL REPORT

2 0 2 3

MISSION —

To provide services from an avant-garde and comprehensive perspective to children and their families, creating community alliances, sensitive to cultural diversity, thus reaffirming our commitment to society.

VISION —

Puerto Rican Family Institute, Inc. aspires to transform the lives of children, families and communities in a positive way, that transcends and impacts the multiple levels of society.

— VALUES —

Responsability | Creativity | Honesty | Freedom of Speech
Trust | Communication | Justice | Faith | Equity | Integrity
Respect of Individuality | Loyalty | Punctuality | Compromise
Perseverance | Unity | Organization

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Goals



Fiscal Government and Human Resources

We will maintain a governance, administrative, fiscal and human resources system that provides continuous and effective management and oversight that promotes high quality service delivery and continuous improvement.



Education (School Readiness)

We will increase meaningful gains for children from birth to age five through nurturing relationships, learning experiences that promote enjoyment, developing values and building the knowledge to be successful in the future.



Family and Community

We will develop and strengthen meaningful connections between staff and families to promote the empowerment of parents as lifelong educators of their children by providing support, parenting strategies and opportunities that enable them to function responsibly and empowers them to be confident, responsive and successful adults.



ERSEA

We will promote positive daily attendance for all children to achieve success in school.

We will develop varied and innovative strategies to ensure that the program's assigned enrollment is reached and maintained.



Health and Safety

We will maintain a culture of safety by providing positive learning environments where children achieve optimal development of their abilities, with the support and collaboration of families and the community.



Health, Nutrition and Mental Health

We will provide families with access to medical, dental, nutrition and mental health services that contribute to keeping children and their families healthy.

Message from the CEO

THANK YOU!

Usually, a message ends with a thank you, but starting with this word of deep and genuine gratitude is much better.

Thank you to our fantastic PRFI Head Start | Early Head Start team in Puerto Rico and New York for working together and focusing on achieving our goals. I am grateful daily for being allowed to be part of this organization, which I am honored to preside. I remember repeating that our mission and vision aim to forge a better future for our children and their families. That is why, every day, we strive as a team to become the best early education program in Puerto Rico and New York. Thank you all for being part of this resilient institution during one of the most adverse and tumultuous times we have all experienced.

I have seen firsthand how they have gone out of their way to care for each other, even when their attention was focused on caring for others. Our most incredible privilege is knowing how to care for ourselves as a team without neglecting the most vulnerable and needy.

Thank you for being the face of a compassionate, sensitive, and responsible agency towards children and their family environment. For me, this message is summarized in a simple but significant way, ending just as I started it, with deep gratitude and pride.

Thank you!!

Luis



Dr. Luis A. Rodríguez
CEO-PRFI

Board of Directors

2022 – 2023

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Sonia Villanueva

1st Vice Vicepresident

John Robert

2nd Vice President

Manuel A. Méndez

Treasurer / Finance Committee President

Angelina Cabrera

Secretary / Nominating Committee President

Ann Marie Vázquez

Development Committee President

Johanna A. Decelleri

Secretary

María Dávila-Peguero

Board Member

Michael Khodadadi

Board Member

Policy Council

2022-2023



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Centro Comandante II

Adnelys Parra | Vicepresident

Bronx, NY

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Centro Ruiseñor

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Naguabo, Centro Daguao

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Luquillo, Centro

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Centro Oficina Central

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Zuleika Vélez | Delegate
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Río Grande

Naika M. Rosario | Delegate
Río Grande, Centro Ponderosa

Angélica Marcano | Delegate
Río Grande, Centro Villas de RG

Zuleika Elías | Delegate
San Juan, Centro La Marina

Yadel Delgado Rosa | Alternate Delegate
Río grande, Centro Villas de RG

Vanessa Colón | Alternate Delegate
Luquillo, Centro Pitahaya II

India Bullock | Delegada Alterna
New York, Centro Bronx

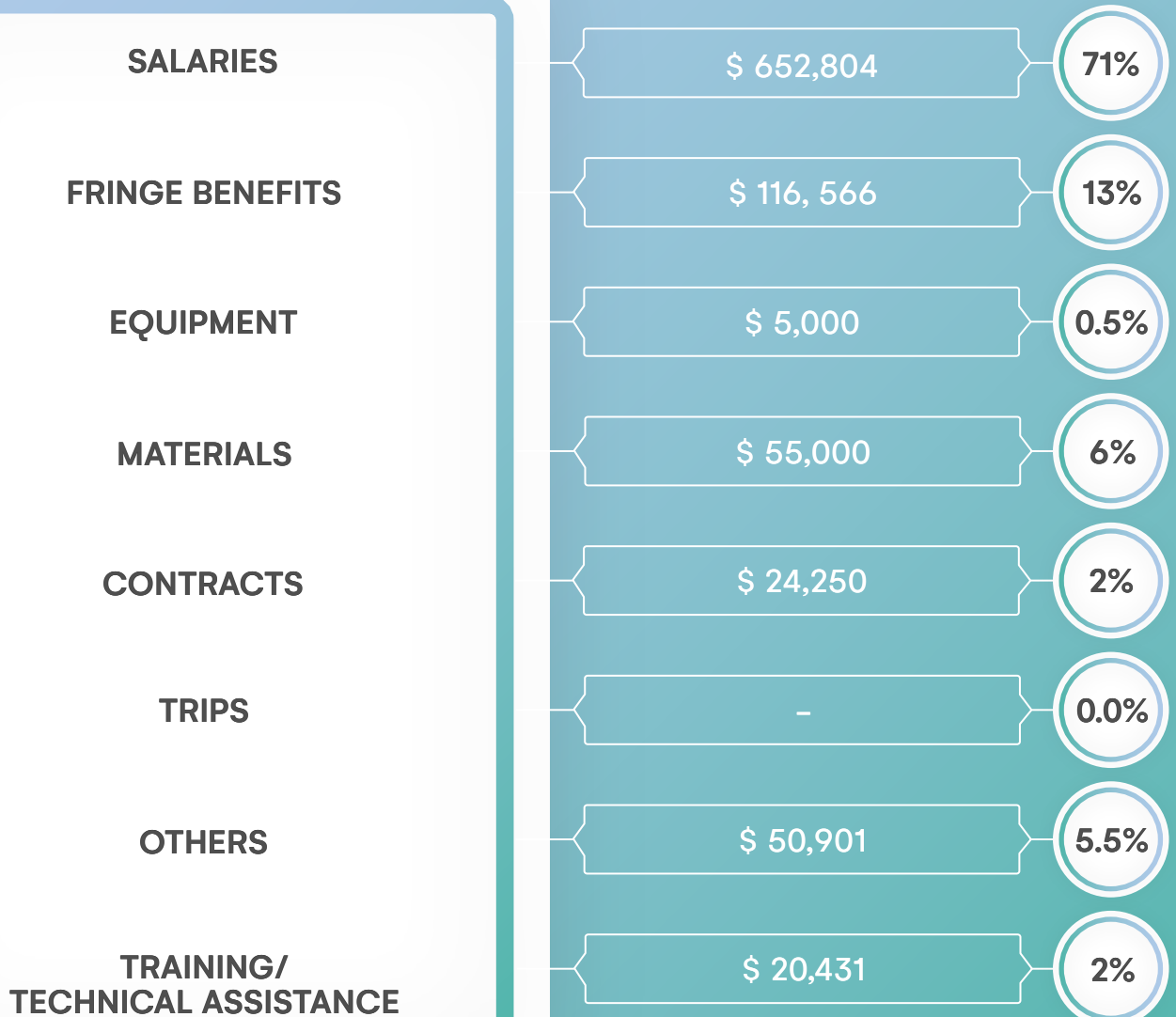
Natividad Rodríguez | Community Rep.
Nueva York, Bronx Head Start

Budget

Funds distribution by category

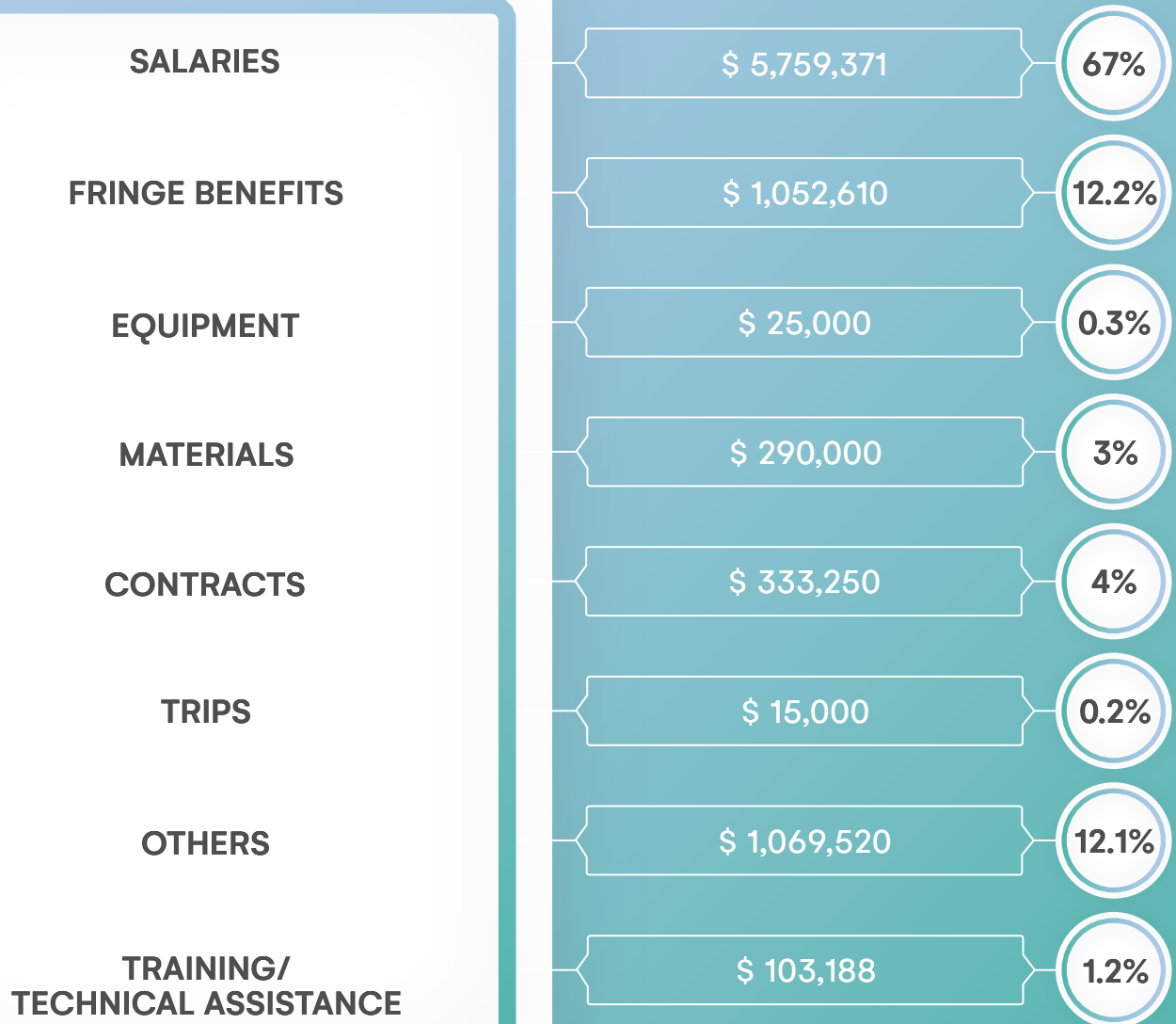
METRO CENTRAL AREA

Early Head Start



METRO CENTRAL AREA

Head Start

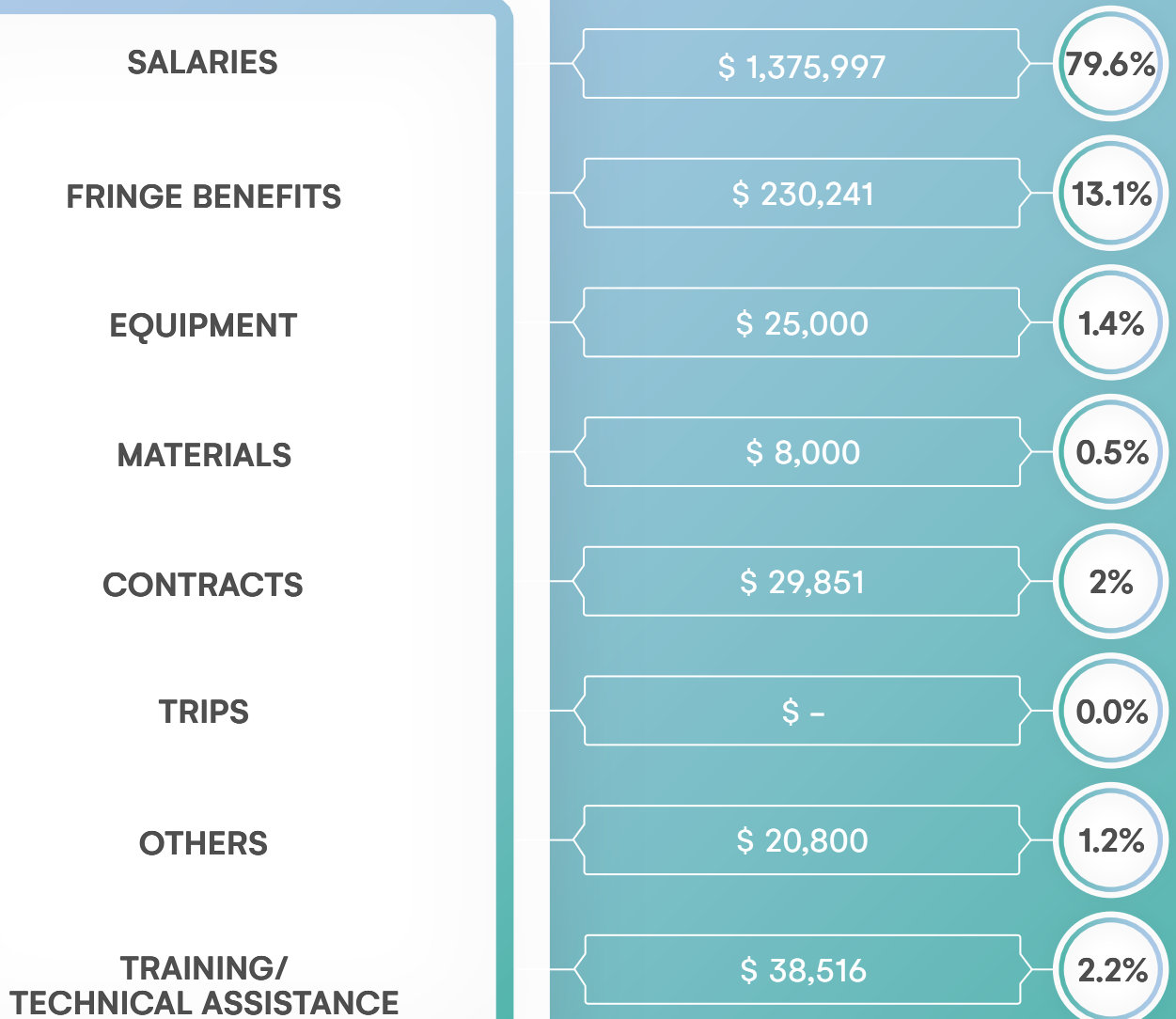


Budget

Funds distribution by category

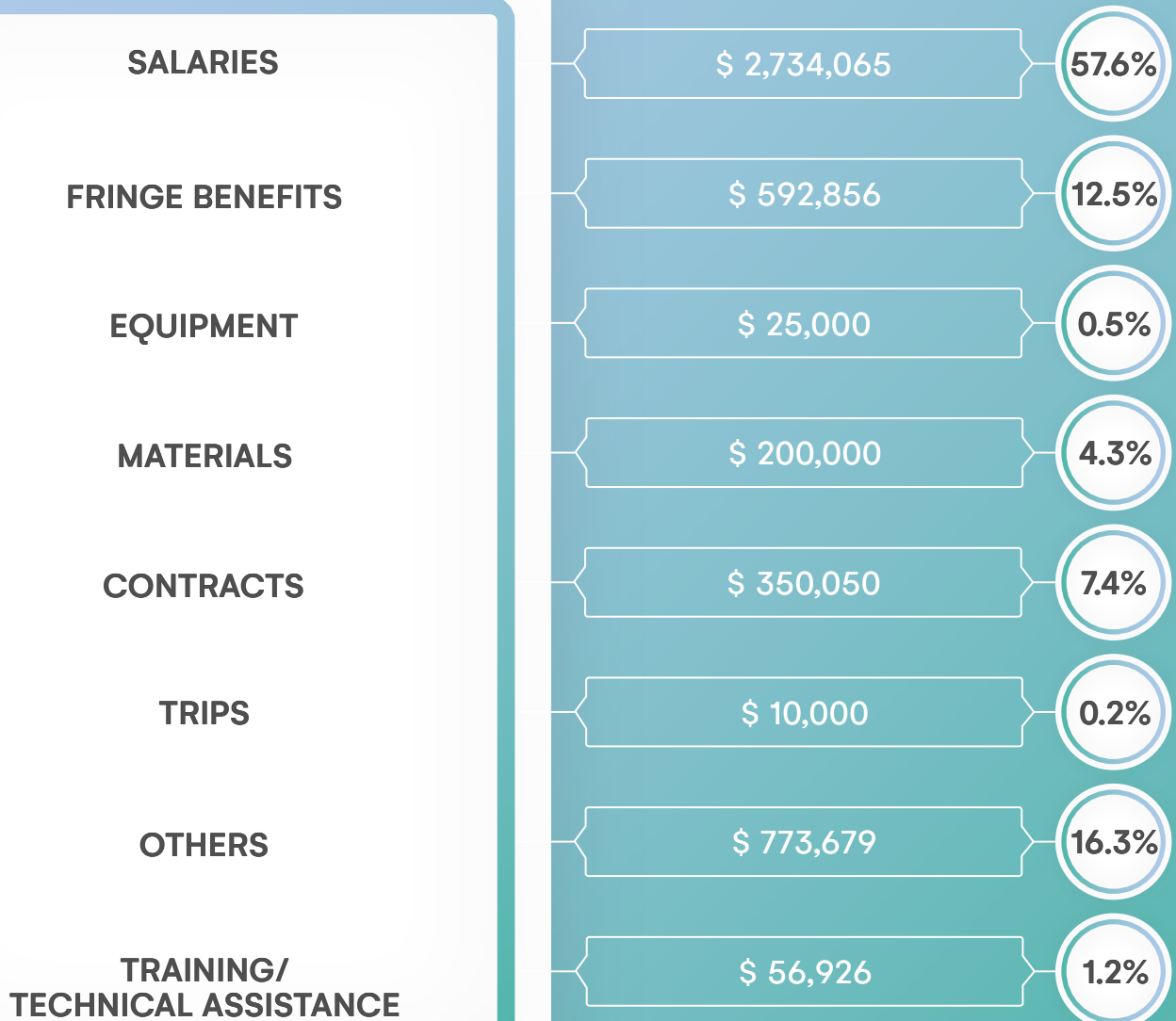
EAST AREA

Early Head Start



EAST AREA

Head Start



Budget

Funds distribution by category

METRO CENTRAL AREA



New York Head Start

\$ 2,672,103



Puerto Rico Head Start

\$ 9,331,519



Puerto Rico
Early Head Start

\$ 997,313

IN KIND

Early Head Start y
Head Start

\$ 1,266,566

COST PER CHILD

Early Head Start

\$ 13,852

Head Start

\$ 10,978

EAST AREA



Puerto Rico Head Start

\$ 5,117,428



Puerto Rico
Early Head Start

\$ 1,836,596

IN KIND

Early Head Start y
Head Start

\$ 1,224,868

COST PER CHILD

Early Head Start

\$ 12,754

Head Start

\$ 13,574

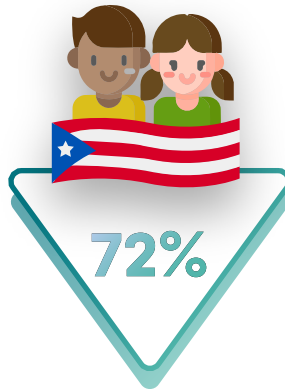
Budget

Funds distribution by category

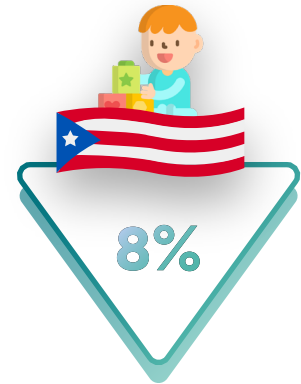
METRO CENTRAL AREA



New York
Head Start

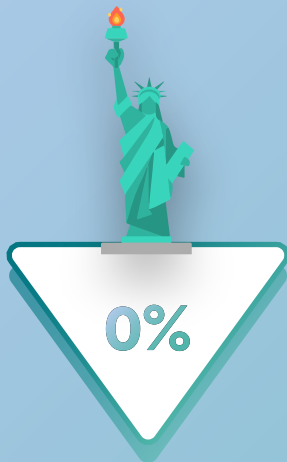


Puerto Rico
Head Start

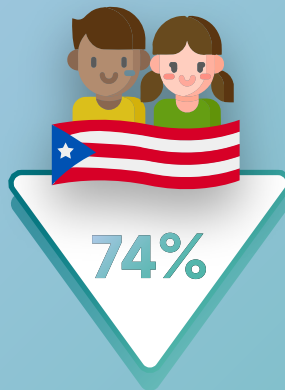


Puerto Rico
Early Head Start

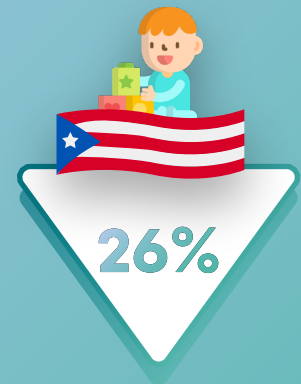
EAST AREA



New York
Head Start



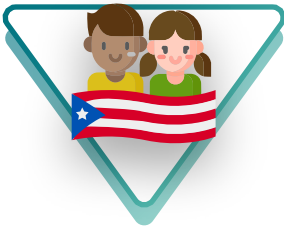
Puerto Rico
Head Start



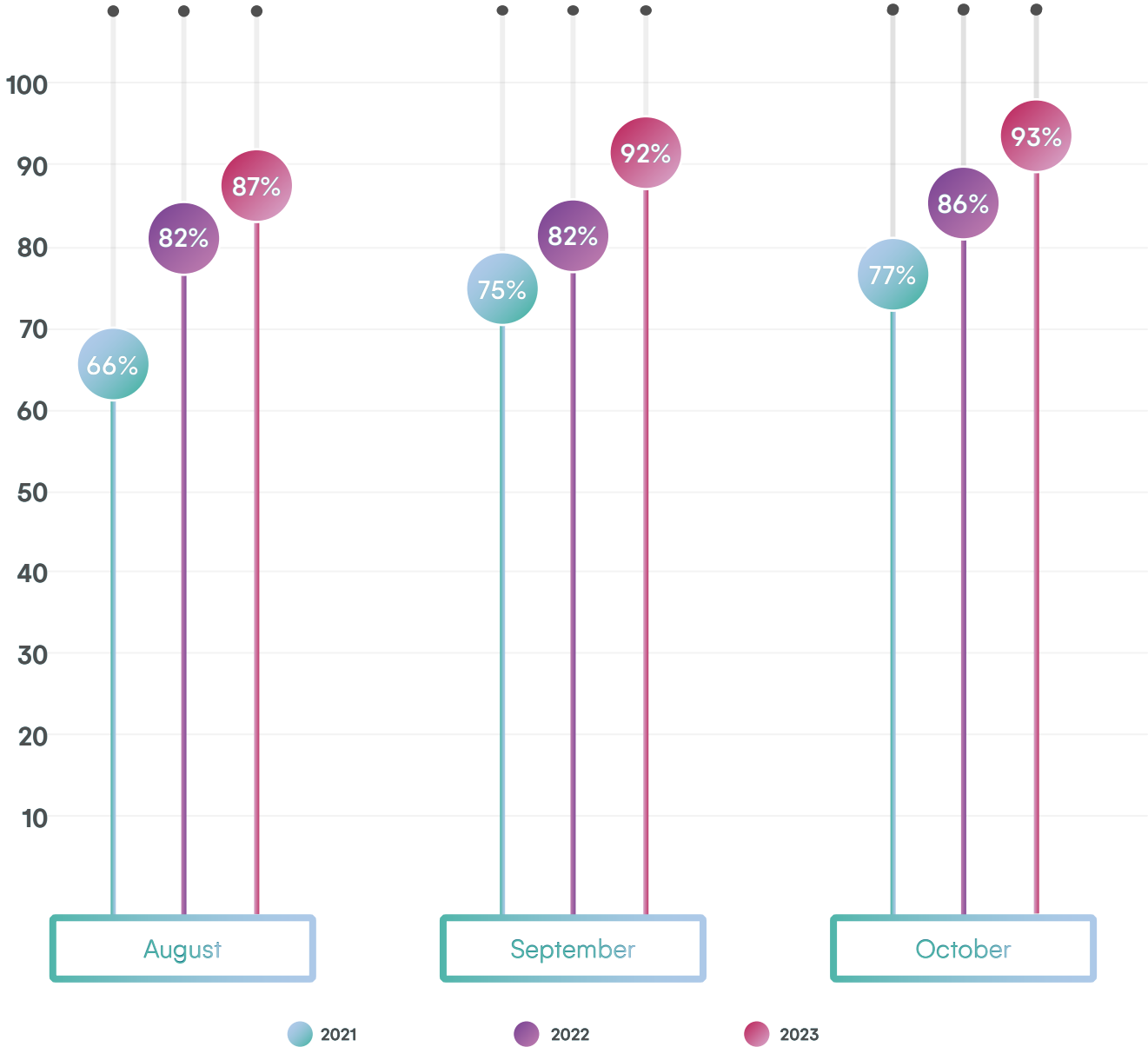
Puerto Rico
Early Head Start

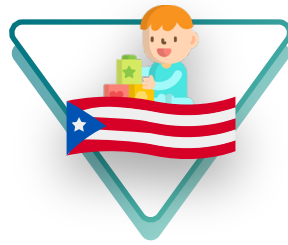


Comparison of the enrollment in Head Start and Early Head Start for the years 2021, 2022, and 2023 during the months of August, September, and October. Over the last three (3) years, there is a trend showing an increase in enrollment recruited in both programs.

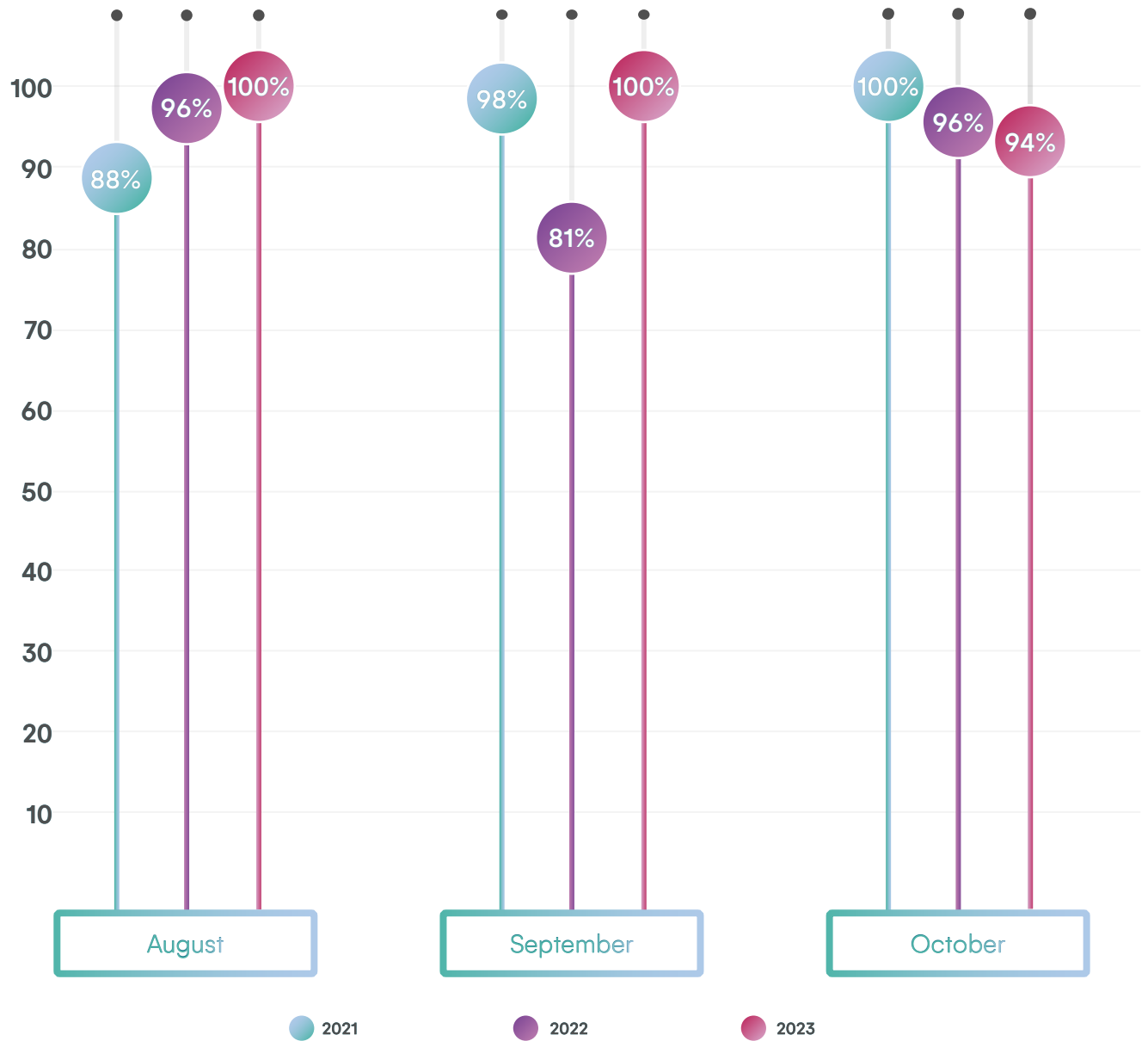


Head Start





Early Head Start







Family results

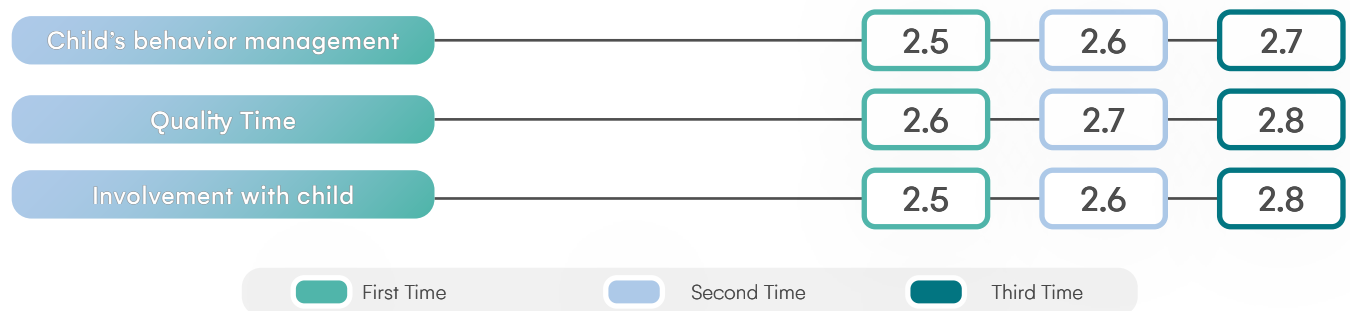
Family well-being

Parents and families are safe, healthy and enjoy increasing financial stability.



Positive relationship between child and parent

Parents and families develop close relationships that nurture their children's development and learning.



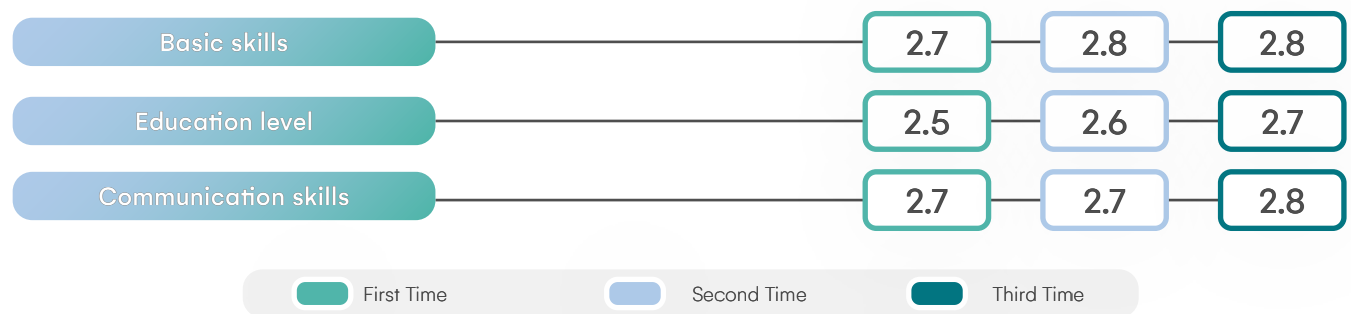
Families as lifelong educators

Parents and families observe, guide, encourage and participate in their children's daily learning at home, at school and in their communities.



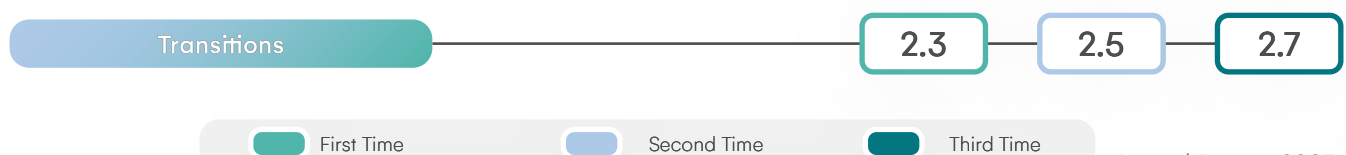
Families as learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, career and life goals.



Family engagement in transitions

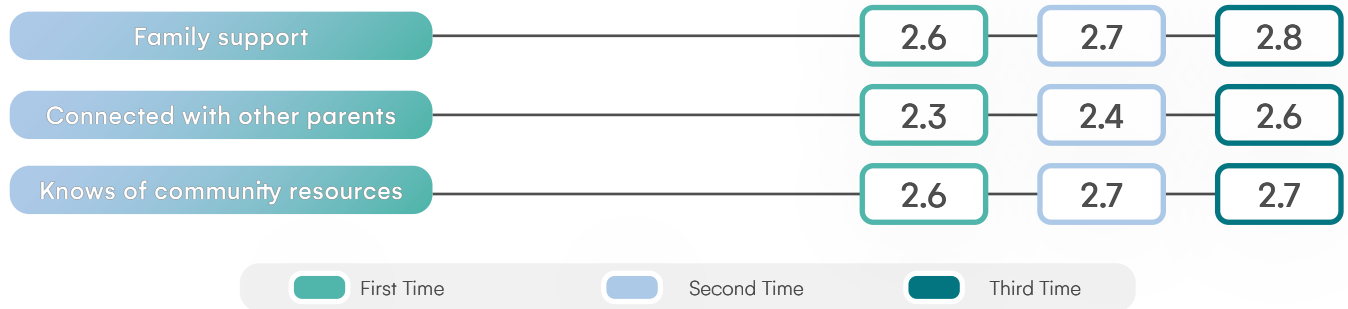
Families encourage and advocate for their child's learning and development as they transition to new learning environments.



Family results

Family connections to peers and community

Parents and families establish connections with peers, mentors and other community members through formal and informal social interaction networks.



Families as advocates and leaders

Families advocate on behalf of their children and play leadership roles in Head Start and Early Head Start. They participate in decision making, policy development, and organizing activities in communities to improve children's safety, health, development, and learning experiences.



68.5%

70.8%

74.2%

In all three time periods, progress is observed in families in the areas of the Parent Engagement Framework.

Family earnings

Parent participation framework



ACHIEVEMENTS

Alliance with family and communities

- Families showed gains in all areas of the Parent Engagement Framework.
- Family gains were 5.7% when comparing the third period to the first period.
- Families reflected significant gains in three areas of the Parent Engagement Framework:
 - Families as teachers with a 13% gain
 - Families as leaders and advocates with a 10% gain
 - Family well-being with a 9% gain



Collaboration Agreements Agencies & Community Organizations

Dewey University

ICPR — Junior College

Oregon University

Departamento de Educación — Head Start Cacique Majagua

Departamento de Educación

Escuela SU Julián Marrero / Uso estacionamiento Centro Ecológico

Municipio de Corozal

Municipio de Ciales

Municipio de Río Grande

Municipio de Luquillo

Iglesia Roca de Salvación Defensores de la Fe Cristiana, Río Grande

Ingeniero Eduardo Alvarez — terreno aledaño a Centro Malpica, Río Grande

Área de Programas Comunales, Centro Jardines de Selles — Administración Vivienda Pública

Área de Programas Comunales, Centro Jardines de Campo Rico — Administración Vivienda Pública

Administración Vivienda Pública, Centros Monte Hatillo, San Martín, Jardines de Selles,

Jardines de Campo Rico, Los Rosales y El Cemí

Defensoría de las Personas con Impedimentos

Voces Coalición de Inmunización y Promoción de la Salud

Apoyo a Padres de Niños con Impedimentos

Vimar Therapy Group — Terapia de Habla, Ocupacional, Psicológica

Mini's Steps — Habla y Lenguaje

Iglesia Bautista Getsemaní de Colinas Verdes, San Juan

Universidad de Puerto Rico — Recinto de Ciencias Médicas

Escuela Profesionales de la Salud — Patología y Lenguaje

Sistema Universitario Ana G. Méndez, Recinto Carolina

Food and health services

Our commitment is to promote healthy eating and an active lifestyle among families to prevent the development of chronic diseases such as cardiovascular issues, cancer, and diabetes mellitus, among others. The Head Start and Early Head Start Program receives funding from the U.S. Department of Agriculture (USDA) through the Child and Adult Care Food Program (CACFP). These funds are used to cover the costs of food and other authorized expenses. The menus served at the centers comply with USDA-established food patterns based on age groups. Emphasis is placed on the consumption of whole grains and the reduction of added sugars and saturated fats.

In January 2023, a monitoring visit from the State Food and Nutrition Agency was conducted, which occurs every three years to assess the administration of CACFP and compliance with all requirements of the Civil Rights Act. The results of the visit did not reflect findings requiring corrective actions. We congratulate the entire nutrition team for their excellent work.



Centro La Ponderosa, Río Grande
Thanksgiving dinner celebration.

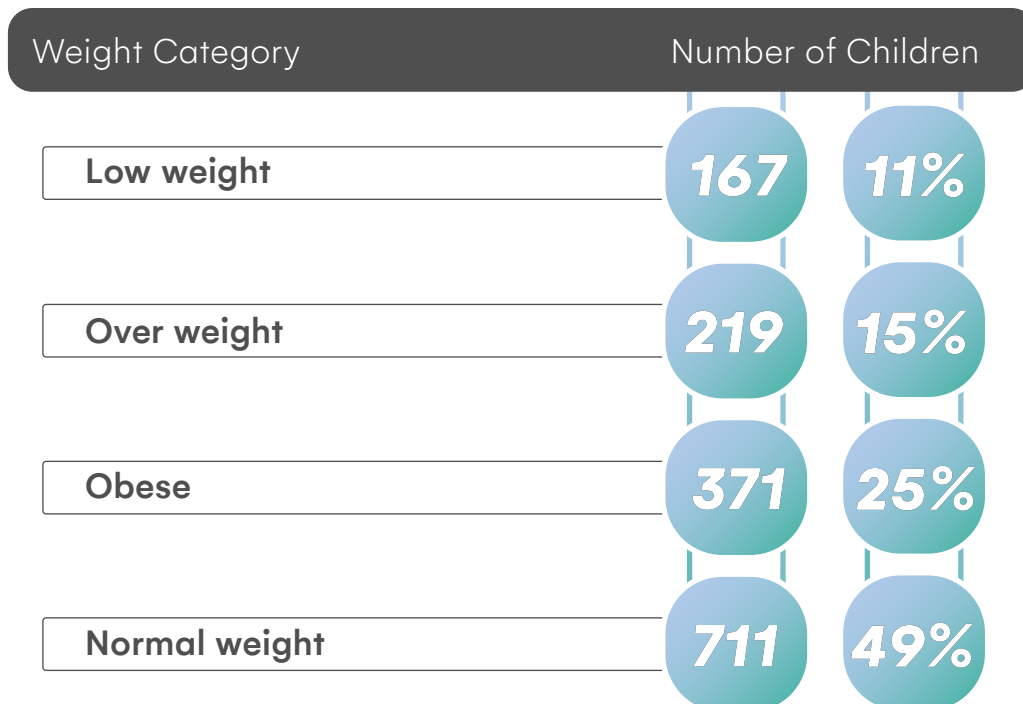
Body Mass Index (CMI-BMI)

The Body Mass Index (BMI) is a measurement of weight in relation to height. This figure helps understand whether the weight is within normal parameters or could pose a health risk. Nutritionists obtain information from the growth charts on the 'Child Plus' platform to determine Body Mass Index (BMI) values that indicate whether children fall within normal parameters or have low weight, overweight, or obesity. Statistics demonstrate that the incidence and prevalence of obesity in Puerto Rico are increasing.

Total of children identified with over weight and obesity – 590 (40%)

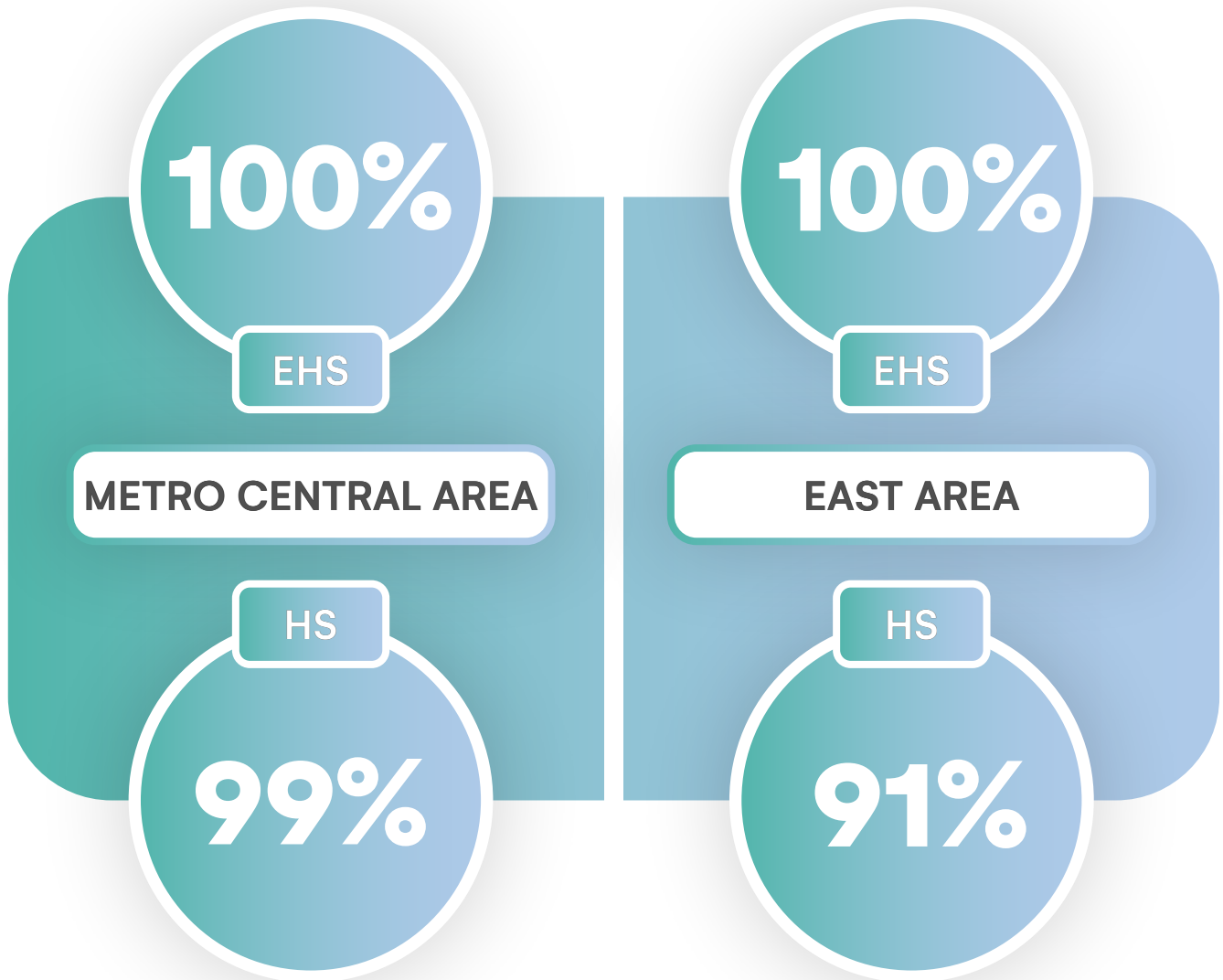
Total of children that overcame over weight and obesity – 99 (17%)

At the end of the year, we managed to reduce the percentage of children with overweight and obesity from 40% (590) to 33% (491), representing an 8% reduction. Thirty percent of children with overweight and obesity decreased their Body Mass Index (BMI).

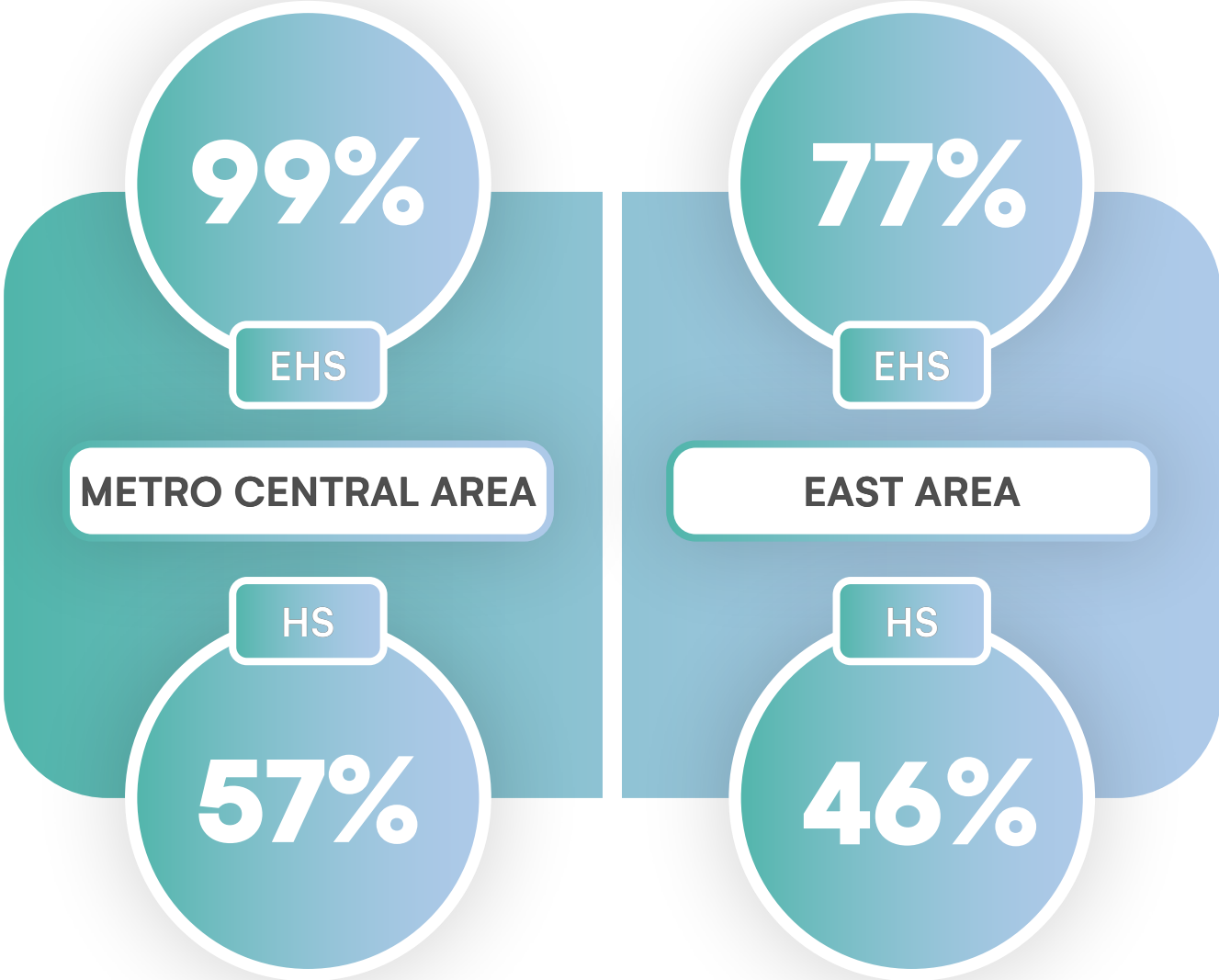


During the 2022-2023 school year, the health department served the EHS East, EHS Metro, HS East, and HS Metro centers.

The compliance level regarding health insurance showed a significant improvement when comparing the years 2020-2021 and 2021-2022.



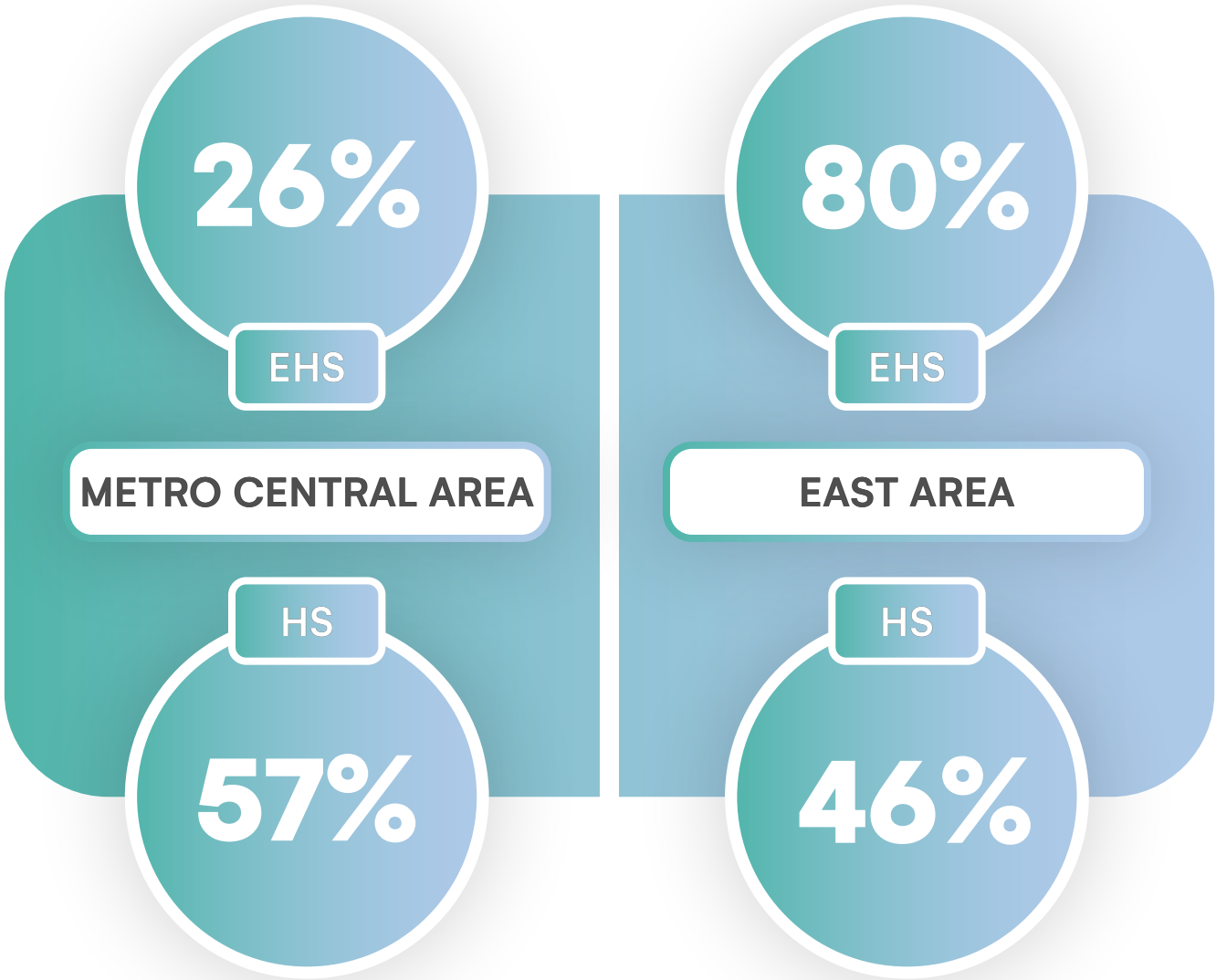
The **medical exams** received at the East and Metro centers were the following:



Health

Dental Exams

The **dental exams** received at the East and Metro centers were as follows:



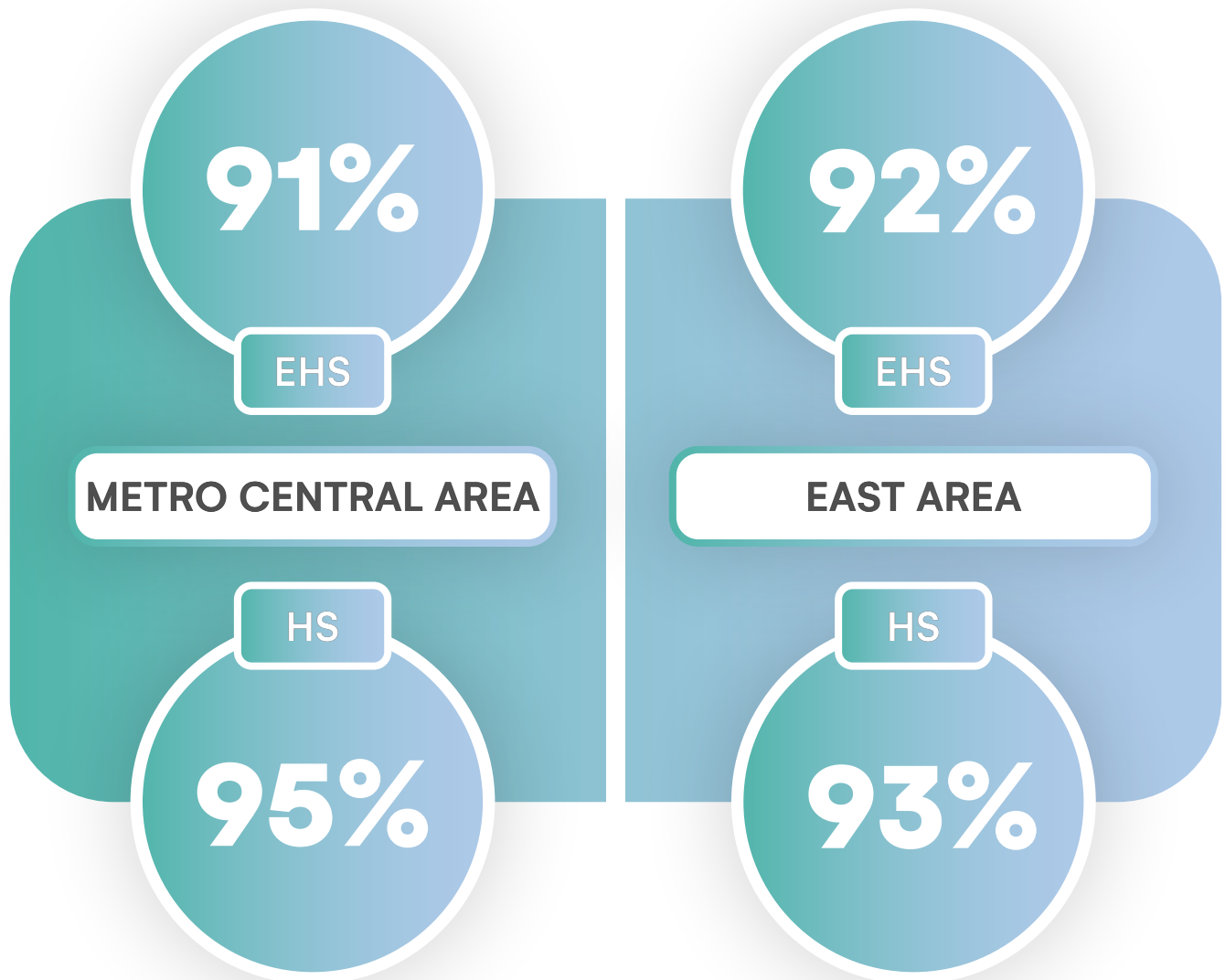
The **vaccinations** carried out at the East and Metro centers were as follows:

92% of **Early Head Start East** children were properly vaccinated.

91% of **Early Head Start Metro** children were properly vaccinated for their age.

93% of **Head Start East** children were properly vaccinated for their age.

95% of **Head Start Metro** children were properly vaccinated for their age.



Advisory Committee – Health Services

All Head Start and Early Head Start programs are required to establish and maintain a Health Services Advisory Committee (HSAC) to serve as a support the healthy development of children. The Committee is an advisory group composed of local healthcare providers representing a wide variety of service agencies, which include paediatricians, nurses, dentists, nutritionists and professionals. This Committee helps the Programs in making decisions about health services and strengthens services offered to Head Start and Early Head Start families.

ORGANIZATIONS

Defensoría de las Personas con Impedimentos

Oficina Procurador del Paciente

Apoyo a Padres de Niños con Impedimentos

Administración de Desarrollo Socioeconómico de la Familia

March of Dime

Asociación de Espina Bífida

Departamento de salud de Puerto Rico

División de Madres, Niños y Adolescentes

Programa de Diabetes

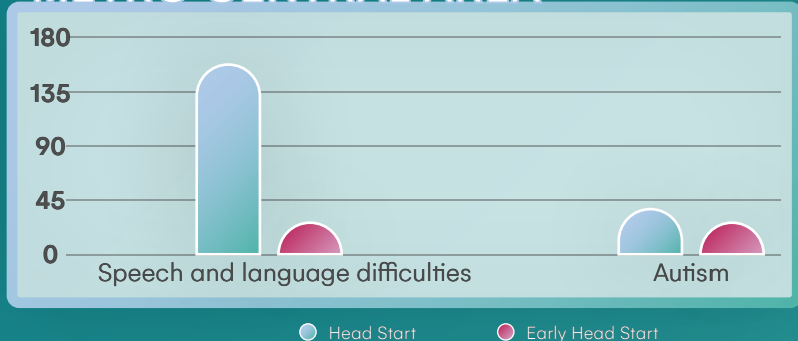
Oficina de Asuntos Federales

Programa Homeless

Colgate Palmolive

Special Needs – Mental Health

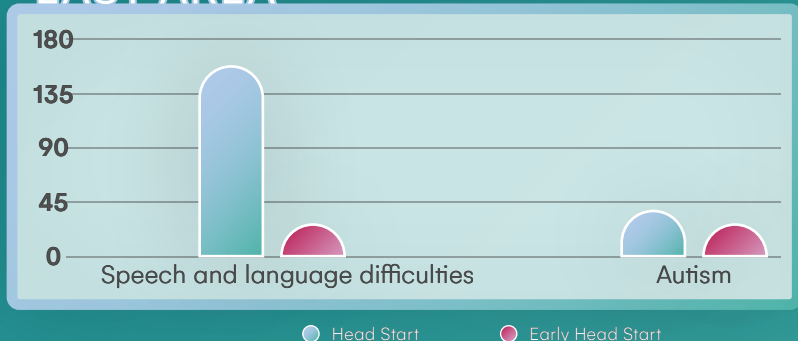
METRO CENTRAL AREA



MENTAL HEALTH SERVICES	EHS	HS
Children that merited MH services	12	224
Families that merited MH services	10	82
Children referred to external MH services	0	20
Total of services	12	224
	%	
	18%	26%

During the 2022–2023 academic year, the area of services for children with special needs in the Head Start Program of Puerto Rico served a total of **245 children**. Of these identified and referred children, **22%**, or **189 children**, met the eligibility criteria established by the Department of Education. In Early Head Start, a total of **18 children** were served. Of these identified and referred children, **16%**, or **11 children**, met the eligibility criteria established by the Early Intervention Program, Department of Health.

EAST AREA



MENTAL HEALTH SERVICES	EHS	HS
Children that merited MH services	47	137
Families that merited MH services	7	38
Children referred to external MH services	0	4
Total of services	47	137
	%	
	33%	36%

During the 2022–2023 academic year, the area of services for children with special needs in the Head Start Program of Puerto Rico served a total of 168 children. Of these identified and referred children, 37%, or 140 children, met the eligibility criteria established by the Department of Education. In Early Head Start, a total of 55 children were served. Of these identified and referred children, 27%, or 39 children, met the eligibility criteria established by the Early Intervention Program, Department of Health.



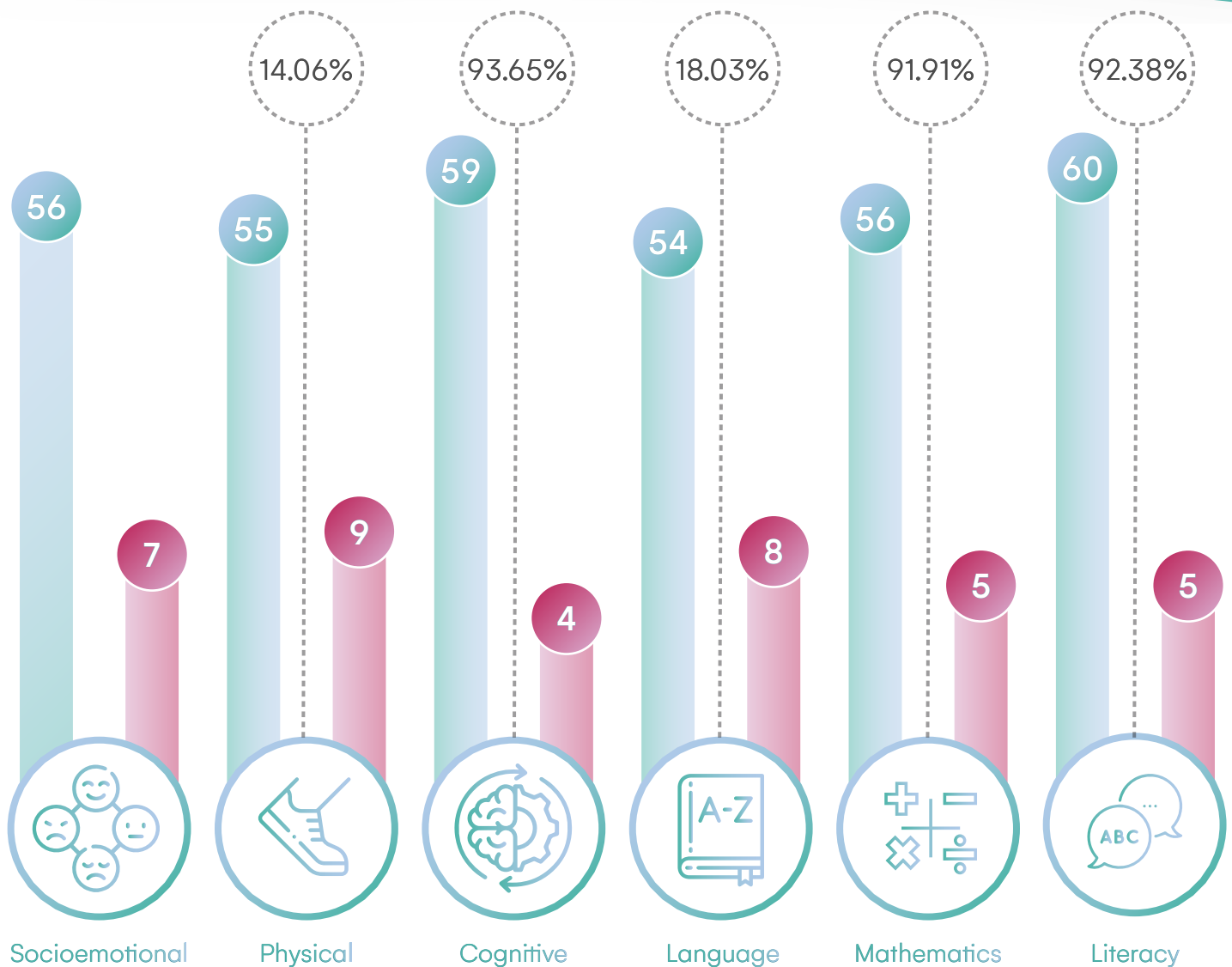


— Analysis of children's results



Analysis

Early Head Start – Metro Central Area

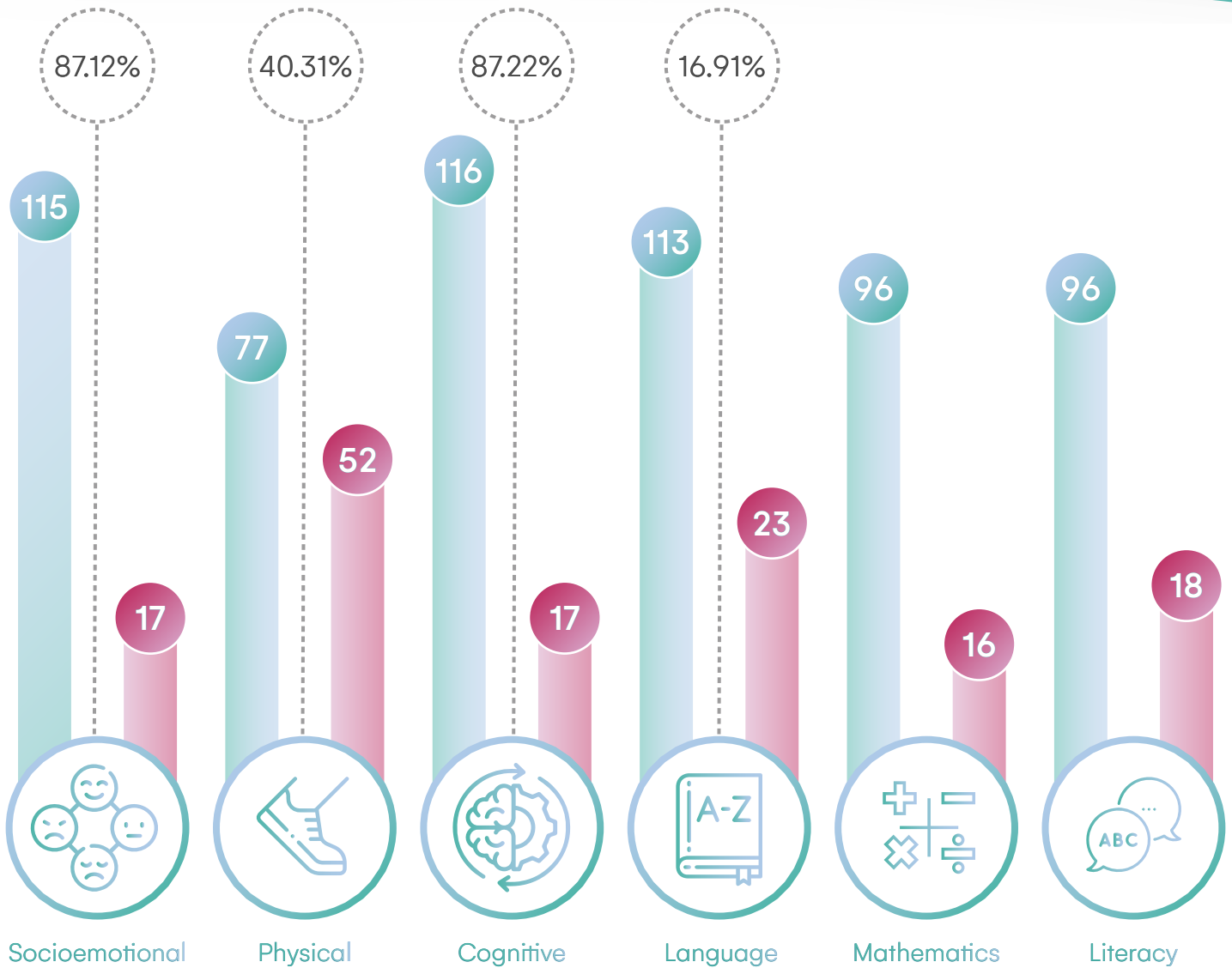


The analysis of the results of the children from EHS Metro shows the number of children who meet or exceed the generalized expectations for each age group and those who do not meet the generalized expectations for each age group in each area of development and learning.

The two areas with the most progress were Cognitive, with **(93.65%)** of children meeting or exceeding the expectations, and Mathematics, with **(91.91%)**, along with Literacy with **(92.38%)**. The focus areas are Physical, with **(14.06%)**, and Language, with **(18.03%)**, where a percentage of children did not meet the expectations for their age.

Analysis

Early Head Start – East Area

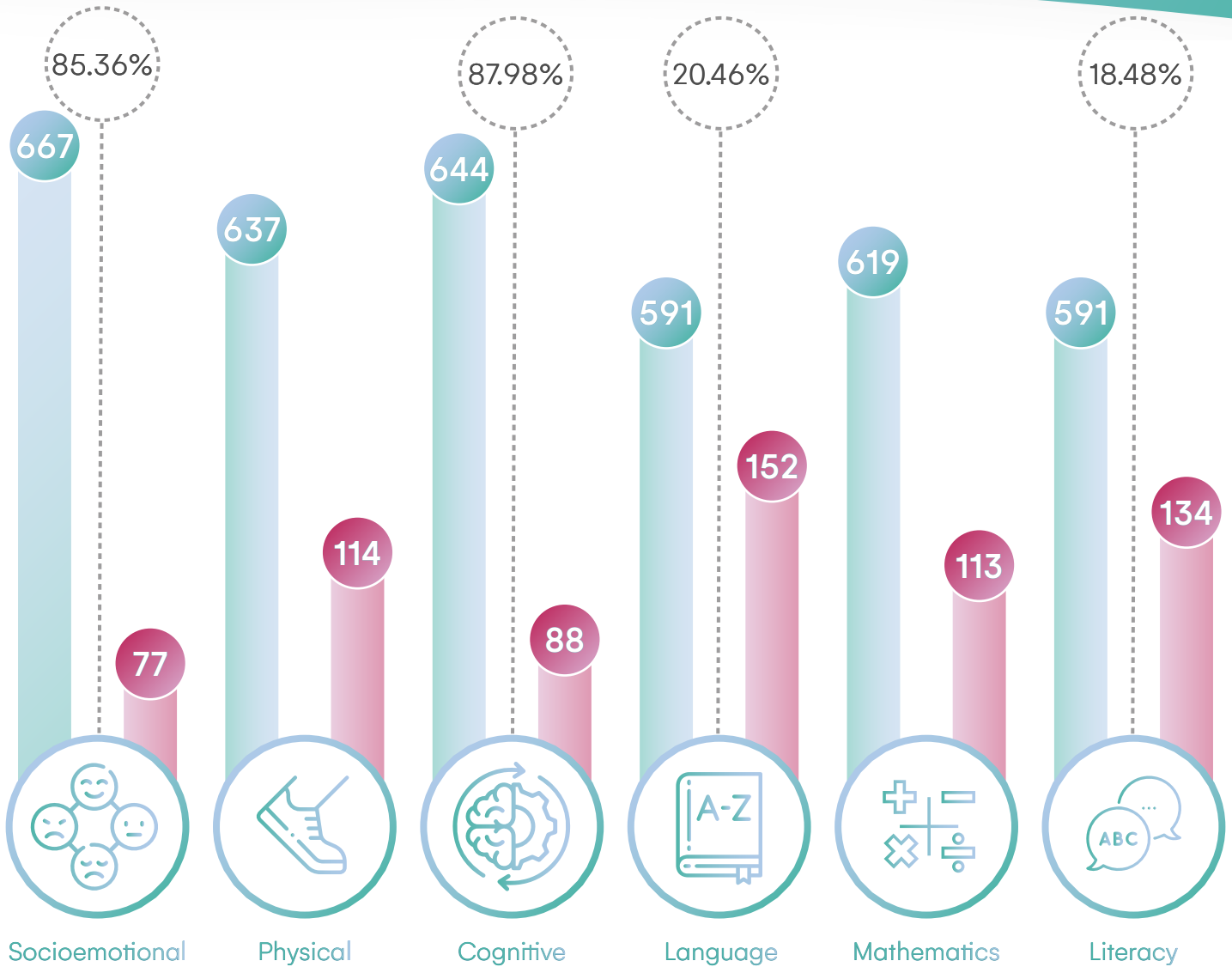


The analysis of the results of the children from EHS East shows two areas of significant progress: Cognitive, with **(87.22%)** of children meeting or exceeding the expectations, and Socioemotional, with **(87.12%)**.

The focus areas are Physical, with **(40.31%)**, and Language, with **(16.91%)**, where a percentage of children did not meet the expectations for their age.

Analysis

Head Start – Metro Central Area

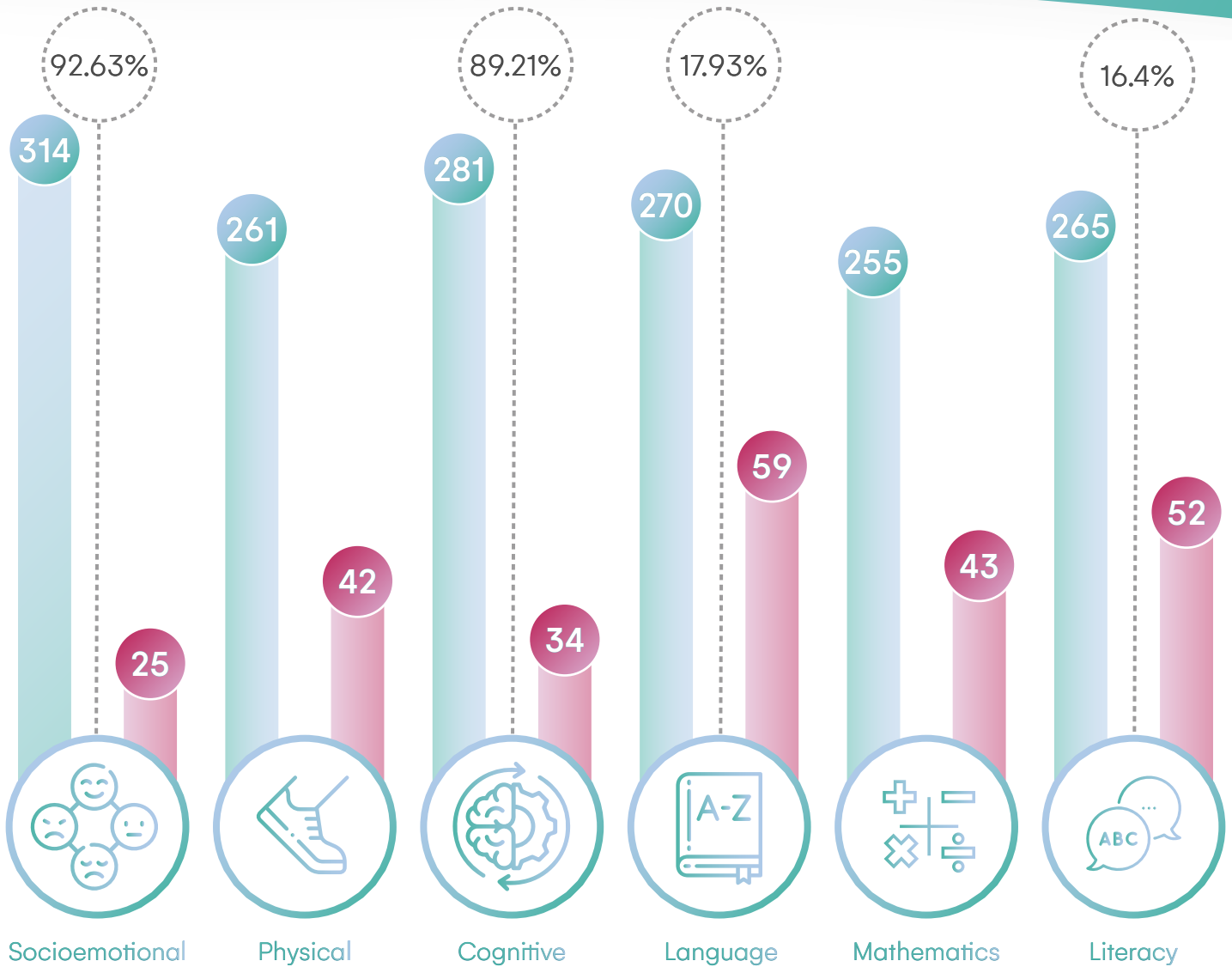


The analysis of the results of the children from HS Metro shows the number of boys and girls who meet or exceed generalized expectations for each age group and those who do not meet generalized expectations for each age group in each area of development and learning.

The two areas of greatest progress were Socioemotional, with **(85.36%)** of children meeting or exceeding expectations, and Cognitive, with **(87.98%)**. The focus areas are Language, with **(20.46%)**, and Literacy, with **(18.48%)**, where a percentage of children did not meet the expectations for their class.

Analysis

Head Start – East Area

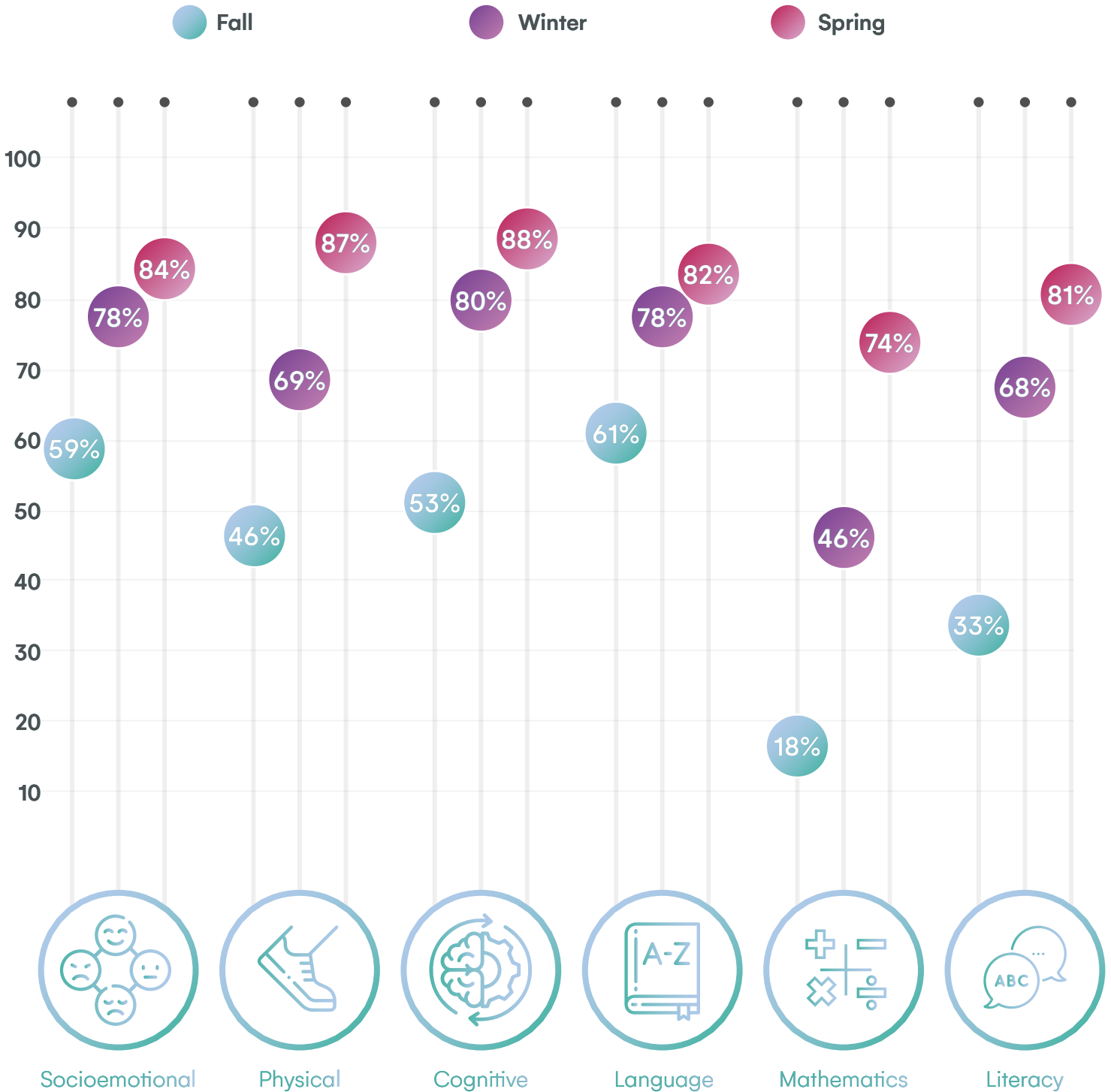


The analysis of the results of the children from HS East shows greater progress in Socioemotional, with **314 children (92.63%)**, and Cognitive, with **281 children (89.21%)**, meeting or exceeding expectations.

The focus areas are Language, with **59 children (17.93%)**, and Literacy, with **52 children (16.4%)**, where a percentage of children did not meet expectations for their class.

Results – Metro Central Area

Comparative fall/winter/spring | 4 year old children(Transition to Kindergarten)



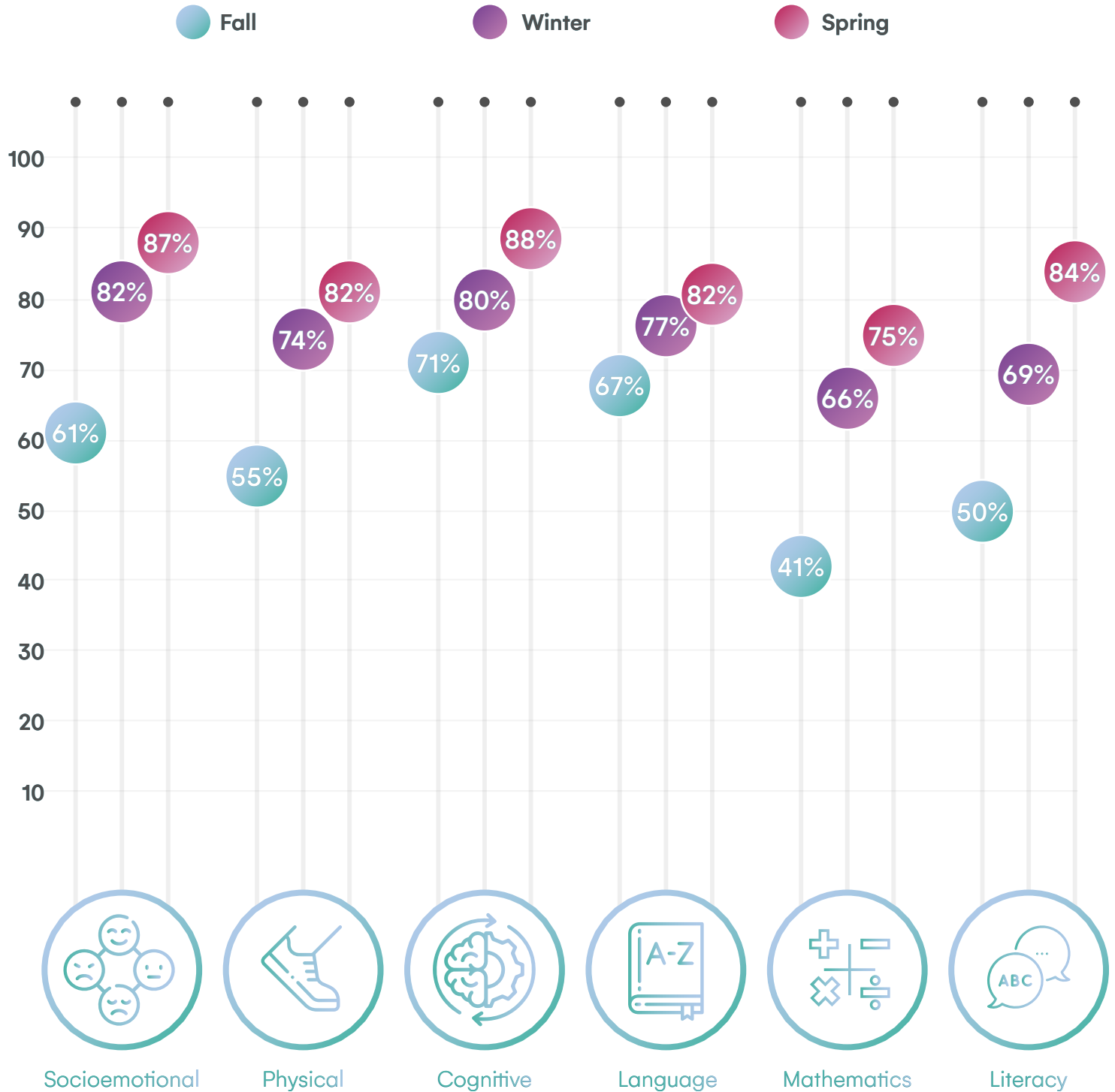
	Fall	Winter	Spring	Final Gain
Socioemotional	59%	78.9%	84.93%	25.93%
Physical	46.2%	69.9%	87.16%	40.96%
Cognitive	53.3%	80.4%	88.99%	35.69%
Language	61.3%	78.1%	82.57%	21.27%
Mathematics	18.2%	46.6%	74.07%	55.87%
Literacy	33.3%	68.8%	81.86%	48.56

All areas of development and learning showed progress. Among all areas, Mathematics (**55.87%**) and Literacy (**48.56%**) exhibited significant changes between the fall benchmark and the spring benchmark for 4 year old children.



Results – East Area

Comparative fall/winter/spring | 4 year old children(Transition to Kindergarten)



	Fall	Winter	Spring	Final Gain
Socioemotional	61%	82.9%	87.78%	26.78%
Physical	55.8%	74%	82.93%	27.13%
Cognitive	71.8%	80.8%	88.77%	16.97%
Language	67.9%	77.4%	82.76%	14.86%
Mathematics	41.9%	66.1%	75%	33.1%
Literacy	50%	69.1%	84.88%	34.88%

All areas of development and learning showed progress. Among all areas, Mathematics (**33.1%**) and Literacy (**34.88%**) exhibited significant changes between the fall benchmark and the spring benchmark for 4 year old children.



Needs Assessment

Puerto Rican Family Institute (PRFI) provides Head Start (HS) and Early Head Start (EHS) services in rural and urban communities in twelve **(12) municipalities** of Puerto Rico. These are: Bayamón, Caguas, Carolina, Ceiba, Ciales, Corozal, Fajardo, Luquillo, Naguabo, Río Grande, San Juan, and Trujillo Alto. PRFI offers service hours from 7:30 AM to 3:30 PM at its centers.

PRFI in Puerto Rico has an enrollment of **1,443 children**. The program has an assigned enrollment of **1,227 HS children and 216 EHS children**. Analyzing the distribution of the Head Start enrollment, it is observed that the majority of the served children come from **rural areas (66%)**. However, PRFI serves a significant population of children from **urban areas (34%)**, and within this group, **10%** come from **public housing**. 63% of the Program's enrollment is located in the municipalities of Río Grande, San Juan, and Corozal. In Río Grande and Corozal, we offer both Head Start and Early Head Start services. However, in the municipality of San Juan, we only have the presence of HeadStart.

PRFI has an EHS enrollment of 216 children distributed in nine (9) different communities, in six (6) of the twelve (12) municipalities where PRFI operates. EHS services include "home-based" services in Corozal and Carolina. The **service for pregnant women** is only offered at the Ecological Center in Corozal.

The Ecological Center in Corozal has been an innovative and perhaps a model center. In this center, built in 2010, PRFI combined an ecological concept and design with preschool education. Waiting lists and parents' preference to enroll their children in this center demonstrate that the state and quality of facilities influence families' decision-making when choosing to enroll their children in preschool education.

Examining the population by age for each municipality served by PRFI, it is observed that in all age cohorts, the population has decreased, except for the 65 years and older cohort, which continues to show increases in all municipalities. It is important to note that the age group reflecting the most significant **reductions** in all municipalities is children **under 5 years old**.

The other age cohorts that continue to decrease considerably for the entire Puerto Rico population are those of: **5 to 19 years** and **20 to 44 years**, who are still in reproductive ages. This, combined with the consistent decline in birth rates, will bring as a result, a greater contraction in the population of children in Puerto Rico in the face of the future.

The percentage of single parent families in Puerto Rico **(59%)** is almost double that in the United States **(35%)**. This impacts the scheduling needs of the population served in Puerto Rico.

The following table shows the enrollment index developed for the municipalities served by PRFI, with the Puerto Rico average defined as 1. If the municipality has an index greater than 1, it means that the program's enrollment of children in HS and EHS is higher than the island-wide average enrollment. Conversely, if the index is less than 1, the enrollment is lower than the island wide average.

Enrollment index in municipalities with PRFI services

Municipality	Enrollment Index
Río Grande	1.76
Ceiba	1.63
Caguas	1.36
Luquillo	1.36
San Juan	1.17
Trujillo Alto	1.06
Fajardo	1.02
Bayamón	0.97
Ciales	0.87
Corozal	0.81
Carolina	0.77
Naguabo	0.62

Needs Assessment

Of the municipalities served by PRFI, those with **higher enrollment indices** are: Río Grande, Ceiba, Caguas, Luquillo, San Juan, Fajardo, and Trujillo Alto. On the contrary, municipalities with lower enrollment rates are: Bayamón, Ciales, Corozal, Carolina, and Naguabo. PRFI has been implementing various strategies over the last 3 years, resulting in a continuous increase in recruited enrollment. Some of these efforts include promotion on electronic platforms like Facebook, completing the online application, distributing promotional materials in various businesses in the served municipalities, and integrating the Program into community activities to promote services. However, PRFI continues to face difficulties in recruitment in some geographic areas, such as the municipalities of Ciales, San Juan, and Caguas.

When analyzing the enrollment of the eligible HS and EHS market between Puerto Rico and the United States, it is observed that the enrollment rate in Puerto Rico (**29.8**) is higher than in the United States (**21.3**). This, combined with the observed reduction in the child population, provides an indication that Puerto Rico is reaching the saturation point in this market.

FINDINGS

- 1** In percentage terms, from 2010 to 2020, the population of Puerto Rico decreased by **11.8%** during the decade, representing a drastic population change compared to the experiences of recent Decennial Censuses. The year 2000 marks the starting point of the population decline that the island is undergoing.
- 2** The total population of children under 5 years old continues to gradually decrease. Over the years, the population aged 65 and older has continued to increase, posing a challenge for EHS and HS programs to recruit and meet the assigned enrollment.
- 3** The country's birth rate remains in continuous decline. In Puerto Rico, there are more deaths than births. The ongoing population reduction has been a constant trend over the last two decades.
- 4** Emigration to the United States by families in productive and reproductive ages, as well as those with children in the served age groups, continues. The **primary reason for children leaving** the Program is families moving to the United States.

- 5 The provision of services to the preschool population through other Head Start recipients, the Department of Education, and private services is **saturated** in the served areas, making it challenging to recruit and maintain waiting lists in Head Start.
- 6 In some of the served communities, there is an identified need for services for the population of **children aged 0 to 3**, as EHS services are limited or nonexistent in some of the served communities.
- 7 **Early Head Start** services are only provided in **6 out of the 12 served municipalities**.
- 8 There is a continued increase in **poverty levels** in most municipalities served by PRFI.
- 9 During the Covid pandemic, there has been an observed increase in cases of **domestic violence**, child abuse, and domestic violence.

Needs Assessment

Recommendations

- The strategies of relocation, reduction, enrollment conversion, or the opening of HS and EHS centers by PRFI should be based on an **analysis of the strategic location** of the centers in the served communities.
- PRFI should consider **expanding services**, with a focus on **EHS**, where observed enrollment levels in Puerto Rico are much lower than for Head Start. This implies a greater service need and less accessibility.
- PRFI's efforts for offering Early Head Start services should target centers with multiple classrooms and public housing served to **ensure transitions** from Early Head Start to Head Start and the continuity of Head Start services.
- The municipality of San Juan presents the **greatest opportunity** for offering Early Head Start services. However, it is advisable to evaluate the possibility of providing Early Head Start services in the 6 municipalities where PRFI is not currently offering this service.
- PRFI should continue developing efforts and strategies to provide greater support to families to **reduce the poverty gap**.
- PRFI should continue developing strategies in the provision of services for the **prevention** of domestic violence.



CERINI & ASSOCIATES, LLP is the new firm that carries out the annual external audit for the FY 2022 - 2023, where the compliance of all the systems and services of the program are evaluated, issuing an independent opinion that gives authenticity and allows the agency the information to makes decisions relying on the Auditor's statements.

PRFI begins at the beginning of October 2023, analyzing the selected samples and evaluating the programmatic, fiscal, and administrative procedures through the platform provided to submit and access the requested information about the internal controls, compliance, budgetary, and administration management given an opinion concerning the financial statements as a whole.

For this fiscal year 2022 - 2023, the audit process has yet to conclude, so we must wait for the results to report them according to the accounting principles accepted and required by the Federal Government.



ANNUAL REPORT

HS Bronx, NY





The Bronx Head Start program provides a comprehensive, center-based, full day child and family development program for families of low income with children ages three to five years.

Executive Team

Executive Team

Luis A. Rodriguez, MD, MBA.
Chief Executive Officer

Norma Batista
VP Head Start & EHS

Sonia González Cruz
Head Start Director - NY

Charlie Ugarte
Finance Director

Gilberto Sorto Flores
Facility Manager/ Operations

Diana Almanzar
Corporate Compliance

Lincoln IT LCS Services
Information & Technology/MIS



Fiscal Information

63.66% \$1,746,814

Salaries

11.72% \$321,670

Fringe Benefits

0.18% \$5,000

Equipment

1.49% \$41,000

Materials

5.71% \$156,729.12

Contracts

0.15% \$4,000

Flights

8.85% \$242,886.42

Others

7.13% \$195,699.46

Indirect Costs

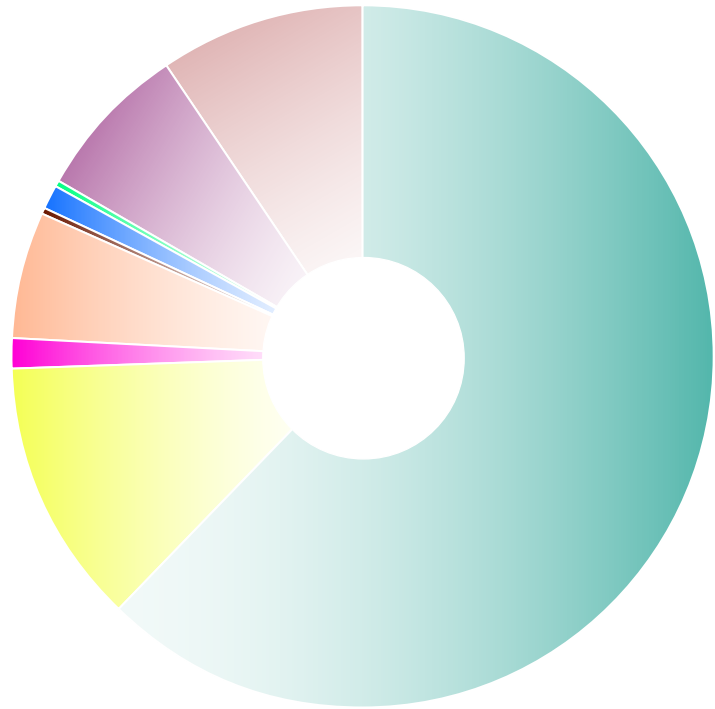
1.10% \$30,161

Staff Training

\$2,743,960.00

TOTAL BUDGET
New York Head Start

- Salaries
- Fringe Benefits
- Equipment
- Materials
- Contracts
- Trips
- Others
- Indirect Costs
- Staff Training



Last fiscal year New York’s Head Start Branch received **\$228,965** from the Cares Act-COVID 19 Funds and has fully utilized the entire funding as of June 30, 2023. New York Head Start also received funding from the Office of Children Family Services (OCFS) for Child Care Stabilization (CCS) Grant 1.0 in the amount of **\$164,700.00** and Child Care Stabilization (CCS) Grant 2.0 in the amount of **\$58,400.00**. For CCS Grant 1.0 funds will be fully utilized by September 30, 2023 and for CCS Grant 2.0 funds have been fully utilized by December 2022. These funds have been allocated to enhance mental health services, update health and safety protocols and procedures, purchase of electronic equipment and security cameras, building repairs and maintenance focusing on health and safety, cleaning and sanitation supplies, hiring a health screener and maintenance worker, and retention bonuses given to staff.

School Readiness

PRFI Bronx Head Start continues to strengthen its mission to help young children enter Kindergarten able to succeed in elementary school, which is the primary outcome we strive to accomplish. We utilize a research-based curriculum called the Creative Curriculum for Preschool 6th edition, and include its accompanying ongoing online assessment instrument Teaching Strategies Gold (TSG). The Ages and Stages questionnaires are used as our developmental and behavioral screening tools. For assessment of child and teacher interactions, we utilize the Classroom Assessment Scoring System (CLASS).

During the 2022–2023 school year, we focused on providing high quality educational services to promote school readiness and a positive program as follows:

- Educational staff shows improvement with the usage of CLASS.
- We have school readiness goals across the domains of; approaches to learning, social emotional development, physical development, cognition, language and literacy, and mathematics.
- Data from our TSG assessments shows that children in the PRFI Bronx Head Start program made progress towards meeting school readiness goals during the 2022–2023 program year, across all domains of measurement.

MEASURING SCHOOL READINESS

The Bronx Head Start uses the Teaching Strategies GOLD® assessment system which measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.

Assessments are conducted 3 times per year. During 2022–2023, the first checkpoint was completed in October and was a baseline score for the children. The second checkpoint was done in February to measure progress and identify any areas of need. The third and final checkpoint was completed in June to assess progress throughout the school year.

The data is analyzed with teaching staff, families, and administrators to determine developmental outcomes for individual children and the program as a whole to determine if children are making progress toward the School Readiness Goals and how to make improvements on the program and classroom level.

Below is a breakdown of children who **met and exceeded** the widely held expectations as assessed during the 2022–2023 program year. For the purposes of this analysis, “widely held expectations” is defined as knowledge, skills and behaviors of a child measured against widely held developmental expectations for children of the same age or same class/grade as determined by Teaching Strategies Gold.

Child Outcomes

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 in the fall, winter and spring and results are shared with parents during parent teacher conferences at each checkpoint.

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

This report will focus on the following demographic groups:



3 years

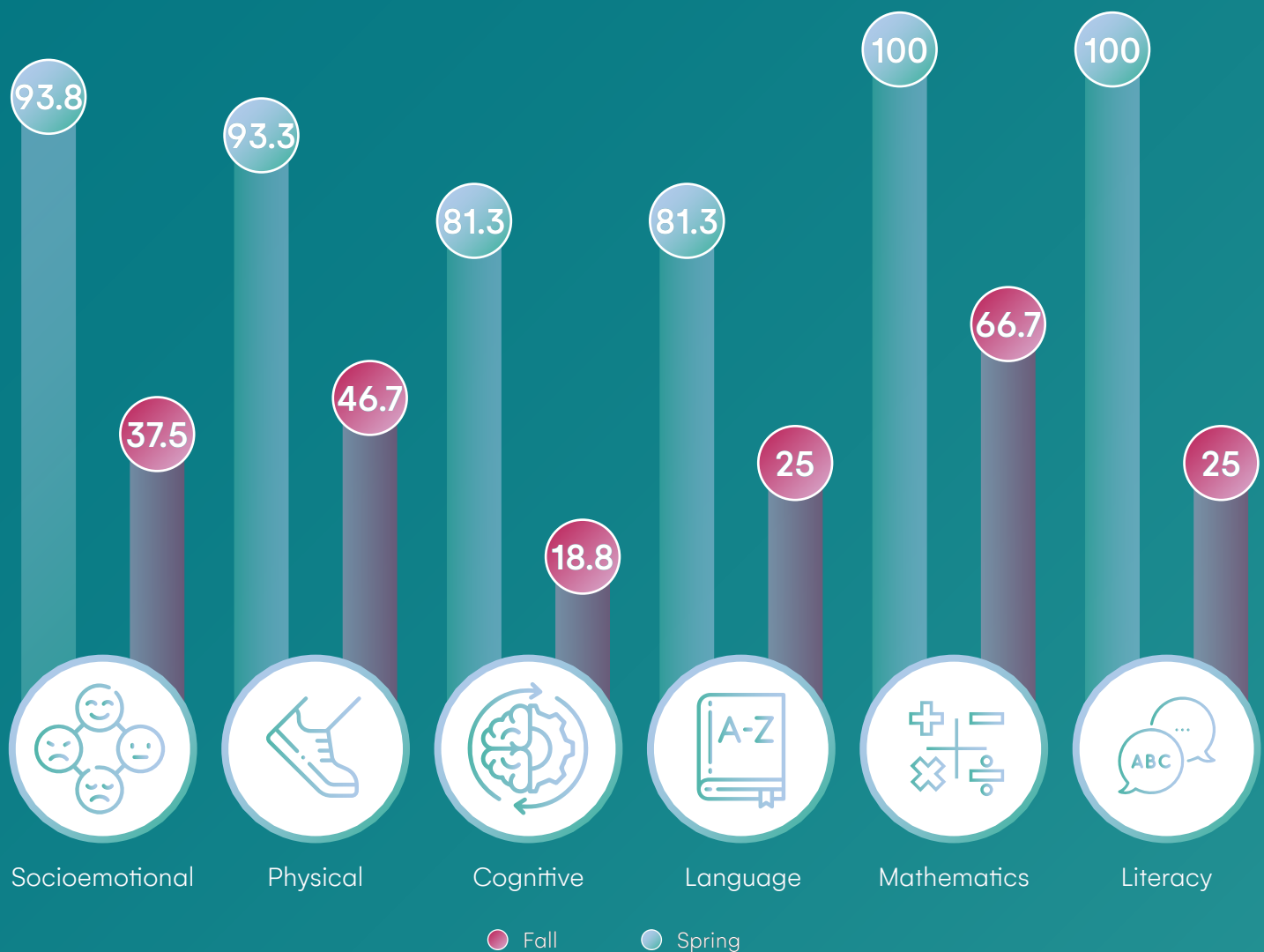
4 years

Bilingual
Students

Child Outcomes

Comparative outcomes Fall and Spring

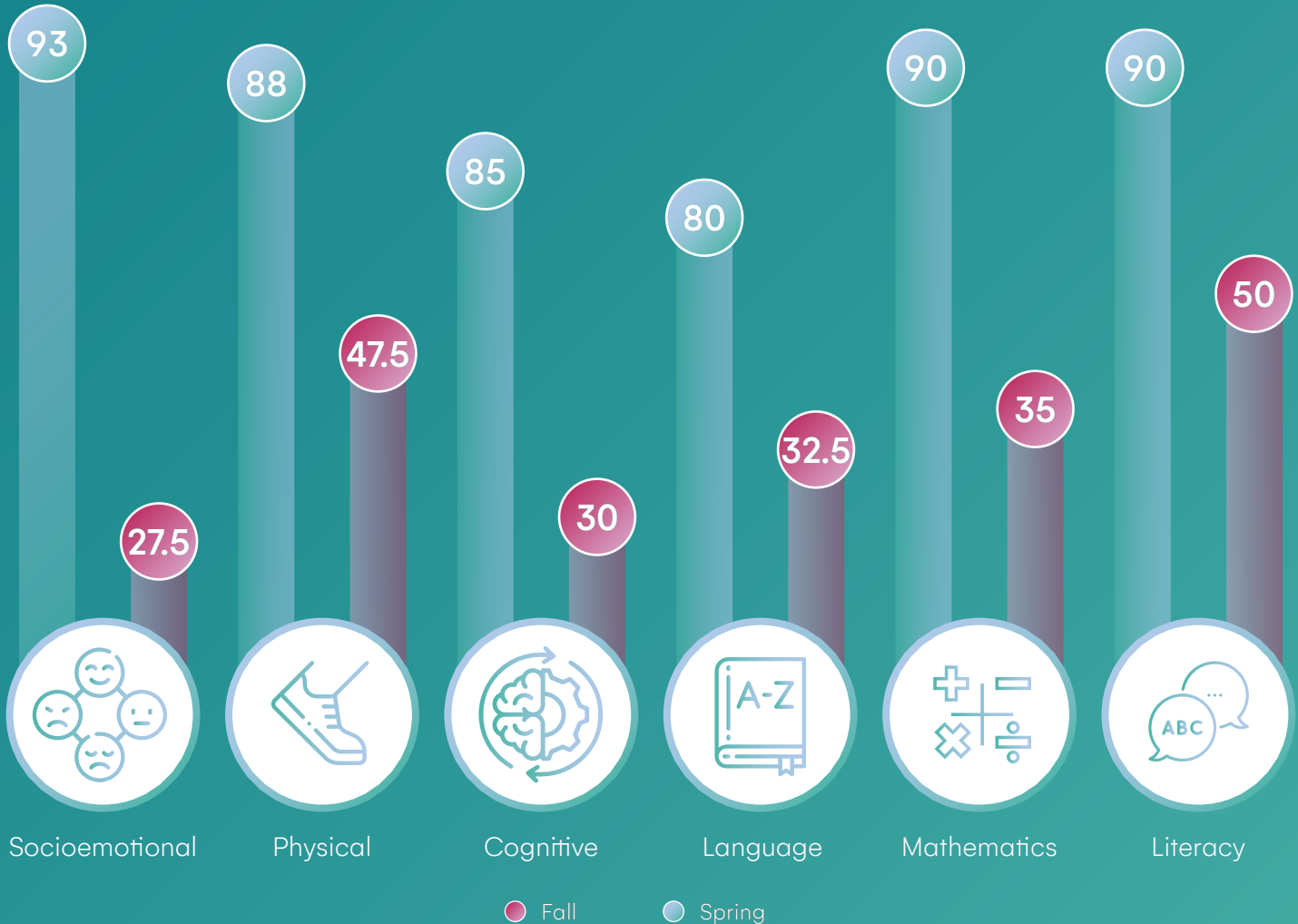
3 years



This figure shows a comparison between the fall and the spring checkpoints 2022-2023. Below is the percentage of achievement in each area of development and learning. All areas of development and learning showed progress. Overall there was an educational gain/growth of **(61.3%)** in Socioemotional, **(51.6%)** in Physical, **(62.5%)** in Cognitive, **(56.3%)** in Language, **(75%)** in Literacy, and **(33.3%)** in Mathematics development between the fall checkpoint and the spring checkpoint for the 3 year olds meeting and exceeding the widely held expectations.

Comparative outcomes Fall and Spring

4 years

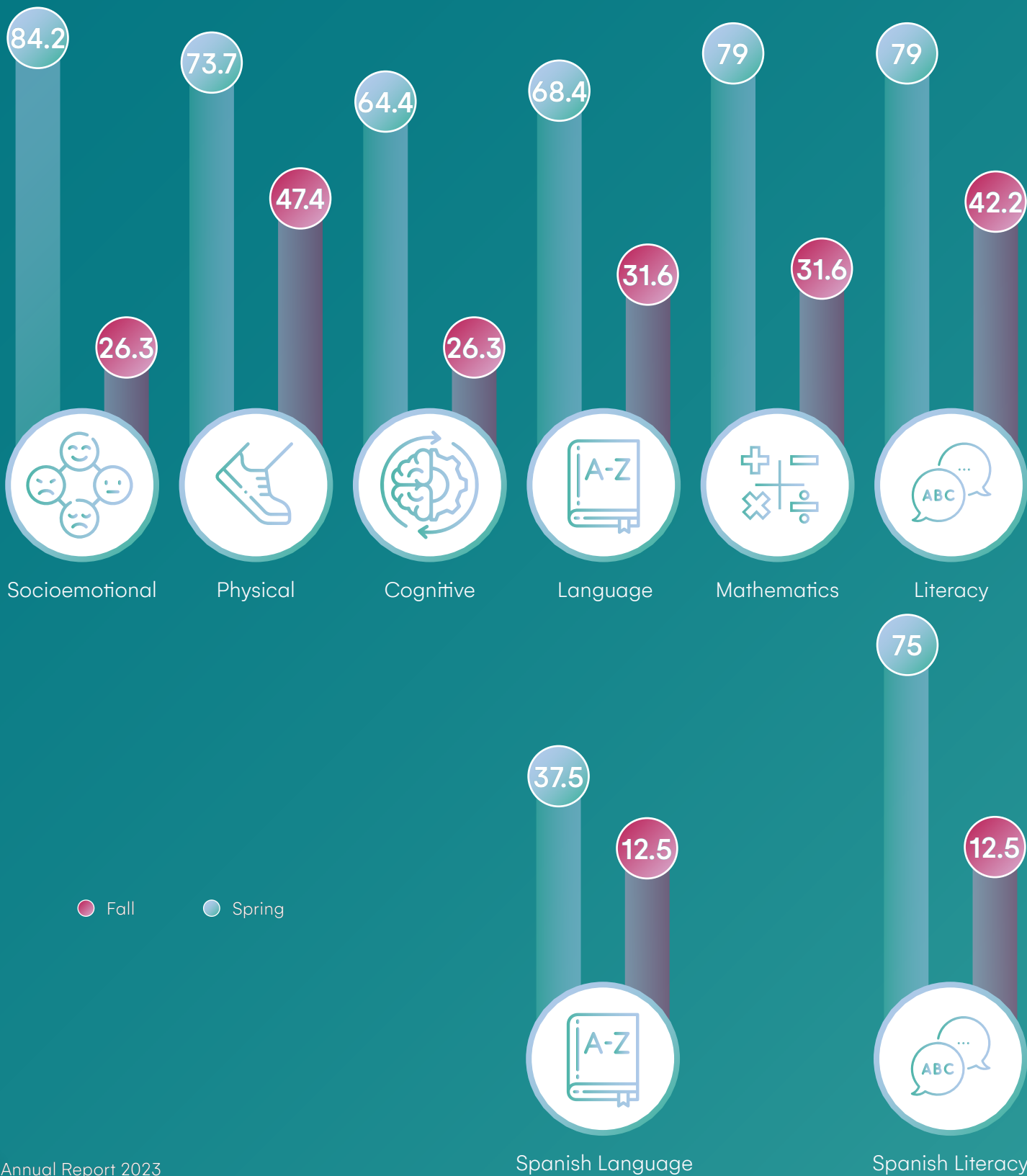


This figure shows a comparison between the fall and spring benchmark points for 2022-2023. The percentage of achievement in each area of development and learning is presented below. All areas of development and learning demonstrated progress. Overall, there was an educational increase/growth of **(65%)** in the Socioemotional area, **(40%)** in the Physical area, and **(55%)** in the Cognitive area, **(49.5%)** in the Language area, **(40%)** in the Literacy area, and **(55%)** in the Mathematics area between the fall benchmark and the spring benchmark for 4 year old children who meet and exceed accepted expectations.

Child Outcomes

Comparative outcomes Fall and Spring

Bilingual Students



This figure shows that all areas of development and learning showed progress. Overall, there was an educational gain/growth of **(57.9%)** in Socioemotional, **(25.6%)** in Physical, **(38.2%)** in Cognitive, **(36.8%)** in Language, **(25%)** in Spanish Language, **(36.79%)** in Literacy, **(47.4%)** in Spanish Literacy and **(62.5%)** in Mathematics development between the fall checkpoint and the spring checkpoint for Dual language learners meeting and exceeding the widely held expectations.



Special education services

For the 2022–2023 school year PRFI Bronx Head Start exceeded the 10% enrollment requirement for children with special needs. To support the steady increase in our enrollment and identification of children with special needs, our teaching staff will continue to participate in professional development trainings on understanding developmental milestones, challenging behaviors, and working effectively with families of children with special needs.

FUTURE GOALS

- We will continue to utilize the Head Start Program Performance Standards, and guidance from the Office of Head Start and other regulatory agencies to support the strengthening of overall program quality and outcomes for children and families. We will support staff in analyzing classroom and child-based assessment data to determine trends, inform practices and address needs through professional development, including practice based coaching.
- Language and Dual Language Learners: Bronx Head Start is in the process of enhancing the language and dual language learning instructional strategies with the goal of increasing the growth and scores in those areas. All teaching staff will have professional development in instructional support and strategies for supporting all children in language development, and inclusion.
- For the upcoming year, an educational coach will join the Bronx Head Start to support the teaching staff in developing positive approaches to learning, establishing positive child/adult interactions, curriculum implementation, and best teaching practices.
- Socioemotional development: Mental health consultant will continue to support the teaching staff with positive behavior guidance strategies, and instruction. Teachers will continue to participate in various social emotional and challenging behavior trainings throughout the year.

CLASS Summary Report

Fall 2022 and Spring 2023

The Bronx Head Start classrooms were observed during the fall 2021 and spring of 2022 using the Classroom Assessment Scoring System (CLASS).

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 demonstrates 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).

This report shows the results of the observations at the PRFI Bronx Head Start site for fall 2022 and spring 2023.

	Fall 2022	Spring 2023
Emotional Support	6.3 (Avg. 6.0)	6.8
Positive Climate	6.4	7.0
Negative Climate	1.0	1.0
Teacher Sensitivity	6.3	6.7
Regard for student perspective	5.4	5.7
Classroom Organization	5.8 (Avg. 5.8)	6.2
Behavior Management	6.6	5.9
Productivity	5.6	6.5
Learning Formats	5.1	6.2
Instructional Support	3.4 (Avg. 2.9)	3.4
Concept Development	3.0	3.4
Quality of feedback	3.1	3.3
Language Modeling	4.1	3.7

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 arranges 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 Committee
- Home Visits, Individual Parent Teacher Conferences and Transition to Kindergarten
- Family Partnership Meeting
- Parenting Classes
- Volunteer Opportunities in the Classrooms and Center
- Father Engagement Activities
- Workshops to enhance parent knowledge of Early Childhood, Health, Nutrition, Stress Management, Immigration, Domestic Violence, Resources in the Community

Monthly Enrollment Information

September
59 children

October
64 children

November
71 children

December
71 children

January
74 children

February
74 children

March
78 children

April
72 children

May
90 children

June
92 children

July
92 children

Funded Enrollment

153

Number of families that received services

99

Family Composition

One Parent Family 47

Two Parent Family 47

Employment/Job Training/School

At least one parent is employed, in job training, in school 53

Of these families, the number in which one or more parent/guardian is in job training 6

Of these families, the number in which one or more parent/guardian is in school 5

Neither/No parent/guardian is employed, job training or in school 34

Education Level of Parent/Guardian

Advanced degree or Baccalaureate degree 8

Associate degree, vocational school, some college 17

High School or GED 41

Less than High School 28

Federal or Other Assistance

TANF 11

SSI 5

WIC 51

SNAP 55

Homeless Families

Number of homeless families 6

Homeless families that acquired housing 1

Primary Type of Eligibility

Income below 100% of Federal Poverty Line 40

Public Assistance, TANF, SSI 43

Foster Child - Number of children only 1

Homeless 7

Over Income 8

Community Partnerships

Community partners support the program by responding to families' interests and needs. The program connects families to outside resources that encourage engagement in children's learning and well-being.

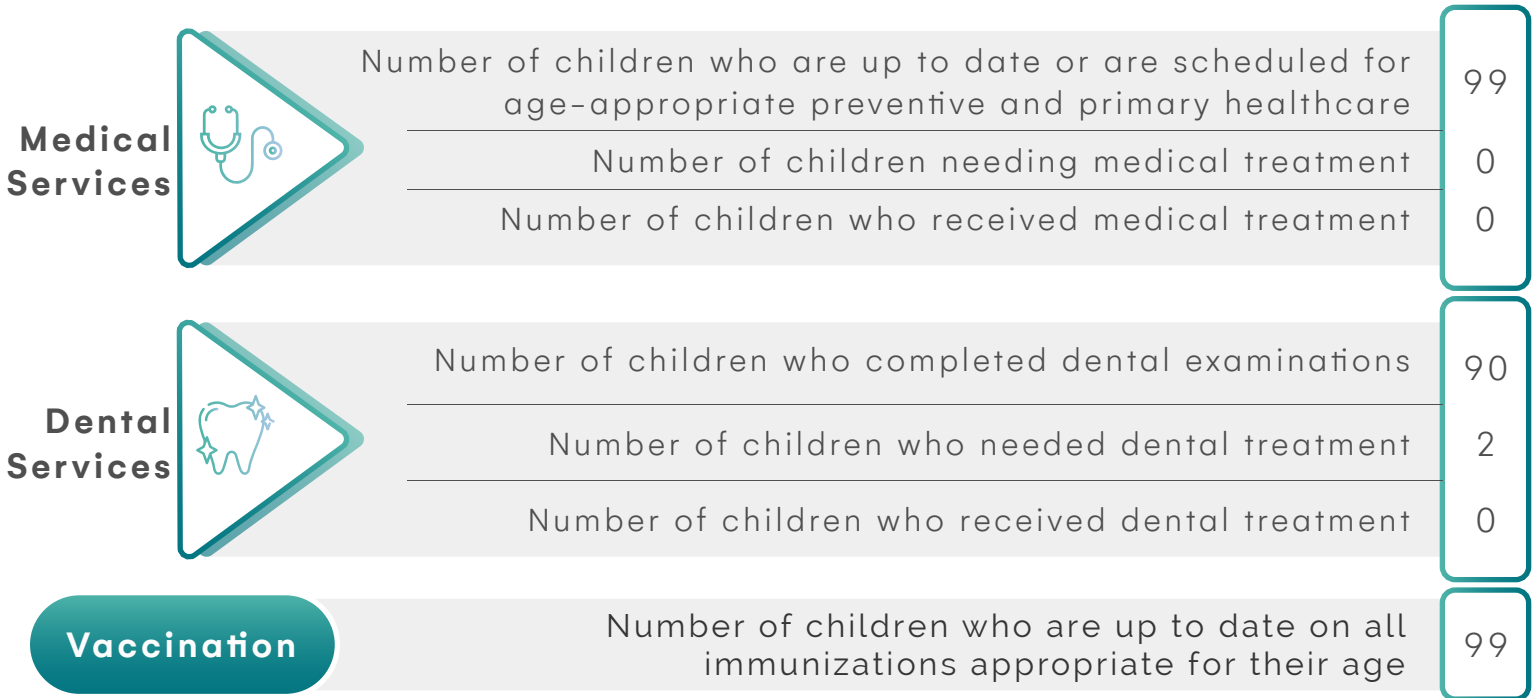
All of our partnerships are purposefully designed to increase community involvement and awareness of the Head Start Program.

- Bronx Community College — Career Support Services
- Arriva — Financial Empowerment Services
- PRFI/Bronx Mental Health Clinic — Mental Health Services
- Urban Health Plan — Health Education and Advocacy
- The Lead & Prevention Treatment Program @Montefiore Medical Center
- Sanctuary for Families — Legal Advocacy
- SBH Health System — Bronx — Community Health Education
- Northside Center for Child Development/Bronx Children & Family Services — Early Childhood 0-3 Years
- The United Way of NYC-Read NYC — Literacy Education
- New York Psychotherapy and Counseling Center
- NYPL-Morrisania Library — Literacy Education
- Eat Well Play Hard Champion Initiative — Nutrition Education
- Healthy Smiles — Health Educations
- Pajama Program — Promoting & Supporting Bed Time Routines
- New York Medical College — Speech-Language College Interns

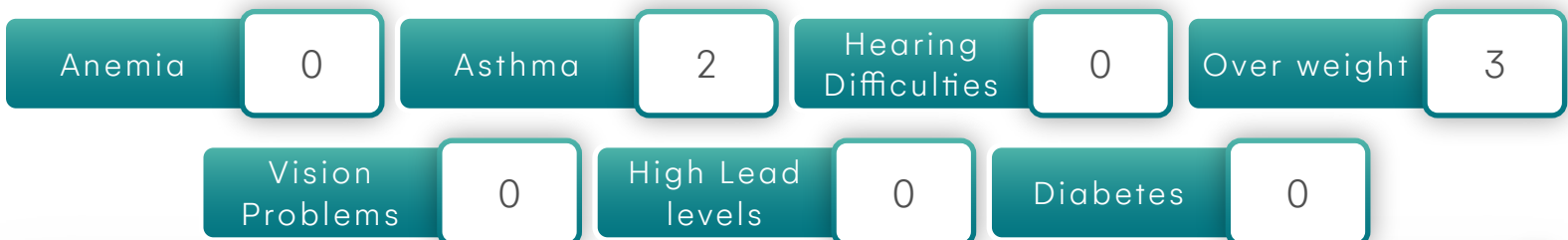
Health Services

PRFI, Inc. – Bronx Head Start program embraces a comprehensive vision of health. To prepare children for the future, PRFI, Inc. – Bronx Head Start program focuses on children’s health and its importance as a key factor in learning. The program supports all aspects of children’s development, including their physical, nutritional, oral, and mental health. 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.

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.



Number of children who received medical treatment for:



Nutrition Services

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 meals 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 Dietitian/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 choices, prepare well-balanced meals, better understand the importance of nutrition and physical activity and obtain community assistance.

Number of children in the following weight categories according to the CDC Body Mass Index for age growth chart

Low weight	4
Healthy weight	67
Over weight	3
Obese	25

HEALTH ADVISORY COMMITTEE

The Health Advisory Committee is a group composed of local health providers who represent a variety of local community based 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 support children's and family's healthy development.

ORGANIZATIONS

Bronx Action Center-CHE
Bronx Bureau of Neighborhood Health
Bronx Lebanon-Health Care Systems
DOMH-Health Homes
Empire Blue Cross
First Med-Healthy Smiles
Montefiore Hospital-Lead Prevention Program
PRFI Bronx Clinic
South Bronx Health-NY
St. Barnabas Health System –WIC Program
Urban Health Plan-Maternal and Child Services
Urban Health Plan -MICHC
Bronx Action Center

Mental Health Services

Puerto Rican Family Institute, Inc. – Bronx Head Start program understands the importance and provision of mental health services to children, families and staff of the Puerto Rican Family Institute, Inc. – Bronx Head Start program.

The Mental Health Assessor 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.
- Staff Wellness Action Plan (SWAP) was developed to identify strategies to enhance staff wellness and wellbeing. Activities offered during the year included, Yoga, Meditation, Nutritional Snacks, Self Defense, Financial Counseling, etc.

Number of children for whom the MH professional consulted with program staff about child's behavior/mental health.

32

Number of these the MH professional provided three or more consultations with program staff.

13

Number of children for whom the MH professional consulted with the parent about their child's behavior.

28

Number of these the MH professional provided three or more consultations with the parent.

9

Number of children for whom the MH professional provided an individual mental health assessment.

29

Number of children for whom the MH professional facilitated a referral for mental health services.

8

Number of children who were referred by the program for mental health services outside of Head Start.

5

Number of these children who received mental health services.

1

Community Assessment

Every year PRFI utilizes the community assessment results to ensure that the program meets the needs of the community we serve as per Performance Standard 1302.11 (b) (1). This report serves as an update and supplement to the quinquennial report and will help ensure that PRFI/Bronx Head start has up to date information to facilitate overall program planning that will best support the needs of the community and families in Head Start.

PRFI/Bronx Head Start serves **153 families** in the Morrisania Community (zip codes 10459, 10456 & 10460). Morrisania is in the southwestern section of the Bronx. Starting in the north and moving clockwise, the boundaries of Morrisania are: the Cross Bronx Expressway, Crotona Park North, Southern Boulevard, Westchester Avenue, 161st Street, Brook Avenue, and Webster Avenue.

PRFI Bronx Head Start Community Assessment indicated that the following issues continue to be prevalent in the Morrisania community:

(1) Population: The Bronx surpassed its 1970 population peak and achieved a new high of 1,472,654 residents. This represented a growth of 87,546 individuals in the borough since 2010. The Morrisania section of the Bronx was one of the areas in the borough with the highest residential gain. (cited in 2022 Community Assessment; page 26)

(2) Poverty rates: Community District 3 has one of the highest poverty rates- In 2019 the poverty rate in the Bronx was 26.4%, Community District 3 was 40.9 % compared to the citywide rate of 16.0 percent. The federal poverty threshold for 2019 is \$25,926. 44 percent of the households in 10456 earn less than \$25,000. While in 10459 42.3% earn less and in 10456, 44.9 percent earn less (cited in 2022 Community Assessment; page 26).

Approximately 47% of families in zip codes 10456, 10459 and 10460 receive food stamp benefits.

(3) Unemployment: Although the unemployment rate in New York City decreased over the past year, all of the largest labor force areas in New York City had unemployment rates above the state's unemployment rates of 3.6 %. The Bronx had the highest unemployment rate at 7.4% (cited in 2022 Community Assessment; page 32).

(4) Rent Burden: Preceding the pandemic New York City renters experienced median gross rent increase of 16.3% outpacing the national average of 11.0 percent. A household is considered rent burdened if they spend thirty percent or more of their income on rent.

In zip codes 10456, 10459 and 10460 51.5 % of renters reported utilizing 35% or more of their income to pay their rent. More than half of households living in or near poverty are rent burdened and pay up to 50% of their income on rent (cited in 2022 Community Assessment; page 32).

(5) Language: Spanish is the primary language spoken at home for individuals living in zip codes 10456, 10459, and 10460. English is the second most frequently spoken language in homes in all three zip codes. About one third of immigrant households where children resident who are under the age of six are in a linguistically isolated situation. This means one or both parents lacks fluency in the English language (cited in 2022 PRFI Community Assessment; page 44).

(6) Education: The highest level of educational attainment in all three zip codes were high school level graduations. In 10456 there was 29.2% of high school graduations, in 10459 there were 27.8% of high school graduates. While in 10460 there was 29.4%.

Community Assessment

(7) Health Care Concerns

Obesity: At 36% the rates of obesity in Morrisania and Crotona is higher than of all of New York City at 24% and higher than the Bronx obesity rate at 32% and more than four times the rate in Manhattan. Obesity can lead to diabetes, high blood pressure and other health conditions. Cancer and heart disease are the leading causes of premature death in Morrisania (cited in 2022 PRFI Community Assessment; page 44).

Diabetes: Almost 25% of the Bronx services area has been diagnosed with diabetes. The rate in Morrisania and Crotona is 22% which is higher than the citywide rate at 11 percent (cited 2022 PRFI Community Assessment; page 83).

Asthma: Morrisania and Crotona have the second highest asthma hospitalizations rates amongst children ages 5 to 14 in New York City, more than twice the city rate.

ADDITIONAL / NEW AREAS OF CONCERN

(1) Education: Enrollment Declines

Approximately three quarters of NYC public Schools experienced enrollment declines. Nearly 23 percent of New York's public schools lost ten percent or more of their students. Enrollment declines among low income students was more than twice the decline of students who are not classified as living in poverty.

Enrollment declines persisted prior to the pandemic though the drop has accelerated over the last two years. As noted in Chalkbeat NY some caretakers may have opted to home school children, others are opting for charter schools and some families may have left the city (2022 Community Assessment p. 32-33).

(2) Housing: Many New York City renters are struggling to make ends meet. It is estimated that at least one in three tenants living with children are behind on their rent (2022 Community Assessment; page 39).

(3) Domestic Violence: Eight out of 15 community boards with the highest rates of intimate partner violence citywide are located in the Bronx. The Bronx ranks 2nd in total violent offenses as compared city wide. The borough tallied second highest number of female victim and ranks first in the number of male victim's citywide domestic violence incidence.

WE'RE PART OF YOUR FAMILY

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Serving the Morrisania community in zip codes; 10456, 10459 y 10460

