



IRONBOUND EARLY HEAD START/ HEAD START ANNUAL REPORT 2015-2016



IRONBOUND COMMUNITY CORPORATION MISSION AND VISION STATEMENT

Ironbound Community Corporation's mission is to engage and empower individuals, families and groups in realizing their aspirations and, together, work to create a just, vibrant and sustainable community. ICC envisions a community where children and families are safe, healthy, and supported, where diversity is honored and respected, and where justice and equality prevail for all.

OFFERING DEDICATED SERVICES TO IRONBOUND AND NEWARK SINCE 1969

Ironbound Community Corporation (ICC) has been offering programs and services to the Ironbound community in Newark since 1969. The Community Corporation's first program, a preschool, was created in response to the growing child care needs of community parents. Today, ICC remains loyal to its original commitment to work with neighborhood residents to develop community-based solutions to community problems. In our Early Head Start and Head Start programs, we carry this out in partnership with our parent-led Policy Council.

ICC's Early Head Start and Head Start programs are provided at the Ironbound Early Learning Center, a 35,000 square foot state-of-the-art facility. Together, these programs provide a Birth-5 early learning care and education center that prepares children for life-long happiness and success.

EARLY HEAD START AND HEAD START GOALS AND PRIORITIES

Similar to all ICC services, the Early Head Start and Head Start programs assess and address the needs of the enrolled children and families and design goals and outcomes that make a difference in their lives, individually and collectively. The programs provide safe and developmentally enriching caregiving and environments which promote the physical, social, emotional, cognitive, and language development of infants, toddlers and preschoolers and prepare them for future growth and development. The programs provide high quality care and education that address the needs of the "whole child" and closes the achievement gap of at-risk children, particularly in regard to language and literacy development; children will be ready and eager to learn upon entering Kindergarten.

To achieve these ends, the programs operate with the following priorities:

- Establish a safe, secure and respectful learning environment for children, families and program staff.
- Empower families to advocate for their children.
- Promote positive health and nutrition practices.
- Provide educational and social opportunities to enhance the personal development of children, families and staff.
- Promote cultural competency and inclusion practices.

- Foster continuing relationships with the community to increase access to services and revenue.
- Establish effective and responsive systems of supervision and management of personnel and resources.



EARLY HEAD START AND HEAD START OUTCOMES: SCHOOL READINESS PROGRESS

In School Year 1015-16, only the Early Head Start program was operating. Below are the key findings in EHS from aggregating the child assessment data, how that information helped identify patterns of progress and areas where improvement is required, and how progress towards meeting school readiness goals is shared with parents and the community.

SOCIO-EMOTIONAL:

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Result	14%	7%	10%	71%	68%	62%	15%	25%	28%

ACTION STEPS:

- Support teachers in creating individual goals for all children.
- Support teachers with resources (I Love You Rituals, socio-emotional related games and activities) to assist children in their socio-emotional development.
- Provide Classroom Q, L, and N teachers with the appropriate support to foster children’s relationships with adults.

PHYSICAL DEVELOPMENT

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Result Gross-Motor									
	18%	12%	22%	50%	63%	45%	32%	25%	33%
Overall Result Fine-Motor	9%	7%	9%	64%	77%	55%	27%	16%	36%

ACTION STEPS

- Develop a gross motor room in which children will have the chance to practice their gross motor skills.
- Support teacher in looking closely at children to ensure data accuracy.
- Provide one to one training to classroom L and Q teachers to ensure appropriate observations and anecdote taking.
- Ensure that classroom Q children are being given the opportunity to practice their traveling and gross motor manipulative skills.
- Classroom L teachers should ensure that children are practicing their traveling, gross motor manipulative skills. In addition, the children should be given enough opportunities to practice their fine motor skills (using their hands and fingers)

LANGUAGE AND LITERACY

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Result for Language									
	25%	22%	30%	67%	73%	48%	8%	5%	22%
Overall Result for Literacy	18%	15%	21%	72%	85%	68%	85%	10%	11%

COGNITIVE AND APPROACHES TO LEARNING

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Result for Cognitive and Approaches to Learning	20%	13%	13%	76%	80%	73%	4%	7%	14%

ACTION STEPS

- Support teachers in increasing opportunities for the children to foster cognitive skills
- Assist teachers in creating lesson plans that are integrated and encompass multiple domains of development.
- Support classroom L, N and home based teachers to develop integrated learning activities and intentional experiences to foster children’s cognitive skills.
- Ensure that classrooms L and N teachers are engaging children in short time activities to gradually foster their cognitive skills to engage and persist in activities that are longer lasting.



Strategies GOLD® Snapshot Report February 17, 2016 - winter 16

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	13	9%	33.8	114	76%	48.3	23	15%	59.0

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	3	2%	7.0	131	87%	11.5	16	11%	15.8

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	2	1%	7.0	134	89%	11.5	14	10%	15.8

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	18	12%	31.6	115	77%	44.9	17	11%	56.1

Table 5: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	9	6%	35.3	122	81%	49.3	19	13%	70.9

Table 6: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	15	10%	21.1	111	74%	41.9	24	16%	73.8

Table 7: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
ICC-Early Learning Center (HS)	13	9%	21.3	116	77%	30.5	21	14%	46.1

As per the report above, the program addresses the concern areas by:

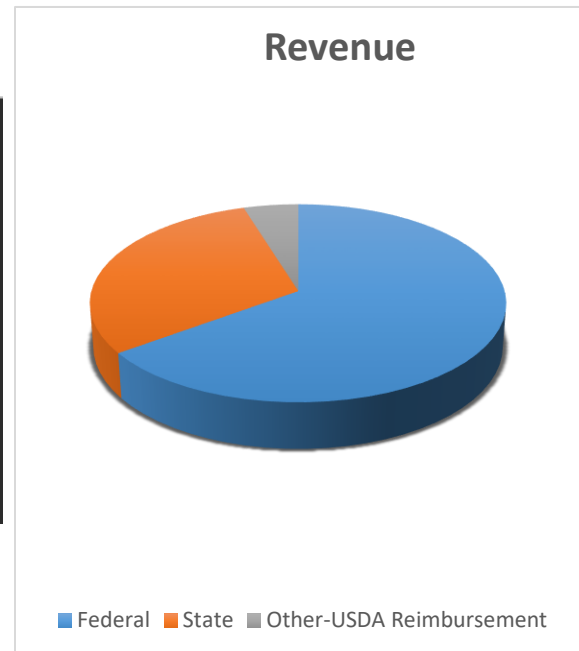
- Adopting Teaching Strategies GOLD Assessment for all children, both Center and home-based.
- Re-train staff in TS GOLD Assessment.
- Train staff in Conscious Discipline and CLASS to promote healthy socio-emotional development.
- Re-train staff in The Creative Curriculum with focus on individualization.

Child Assessment Data is shared with staff at staff meetings, parents at Policy Council and Parent Committee Meetings.



FUNDING AND BUDGETS

Sources of Revenue	
Federal	\$ 1,830,381
State	\$ 334,196
Other-USDA Reimbursement	\$ 115,512
Total	\$ 2,280,089



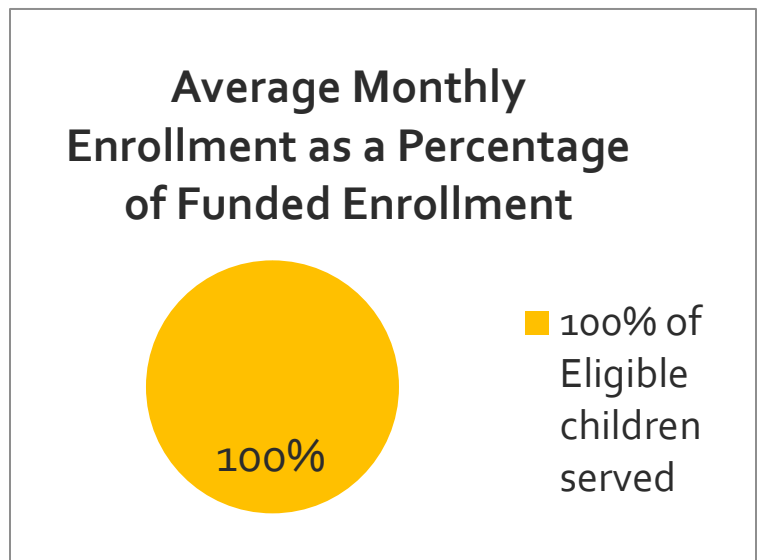
Expenditures	
Personnel (Salaries)	\$ 1,767,065
Occupancy	\$ 242,863
Program Cost	\$ 212,646
Office Cost	\$ 16,942
Professional Fees	\$ 8,161
Consultant	\$ 32,412
Total Budget	\$ 2,280,089



ENROLLMENT

Ironbound Early Learning Center Children Served:

- 100% Cumulative enrolled
- 100% Monthly enrollment
- 94.73% Below poverty line
- 1.97% Homeless
- 75.65% Hispanic or Latino
- 5.26% Bi-racial/Multi-racial
- 14.47% Infants
- 32.89% Toddlers
- 26.97% Three year olds
- 25.65% Four year olds



MONITORING REVIEW & AUDITS



Results of the most recent Financial Audit can be found at:

ENTER LINK FOR GOOGLE DOCS

Results of the last Federal Review: None Yet

PARENT INVOLVEMENT

Ironbound Early Learning Center offers parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their families and cultures, and advocate for communities that support children and families of all cultures.

The EHS/HS staff recognize parents are the first and most important teachers of their children. The program welcomes parent involvement in program activities and will work as partners with them to help their children's progress.

The following are a few examples of Ironbound Early Learning Center's commitment to parent involvement in our program:

- Monthly Policy Council meetings
- Monthly parent committee meetings
- Parent trainings
- Community gardening for families
- Nutrition classes
- Budgeting classes
- Parenting classes

- Business & entrepreneurship classes



Parents and Caregivers are the first and most important teachers of their children. Ironbound Early Learning Center engages parents to enhance the strengths that every parent or caregiver already possesses. Enrolling a child in EHS or Head Start is the first of many goals that families will accomplish while a part of our school family. Our program uses the Family and Partnership Framework (<http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef>) to ensure that we are making quality changes in six engagement outcomes: Family Well Being, Parent Child Relationships, Families as Lifelong Educators, Parents as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders.

Families and caregivers are given many opportunities to engage in our program. A few examples of these opportunities include being program leaders on our Policy Council Board, officers in our Policy Council, taking part in our Conscious Discipline Programs to enhance socio-emotional well-being and connection within the home, improving family well-being by taking part in Financial Empowerment Workshops, or simply spending time in our classrooms and sharing in best practices instruction and behavior management.

MEDICAL & DENTAL CARE FOR CHILDREN



Ironbound Early Learning Center children are examined by skilled professionals for any health problems. Professionals will arrange vision and hearing tests and any needed immunizations. The program offers a nutrition assessment and dental exams as well. Children with health needs receive follow-up care. Our success with children in health that completed the program year are as follows:

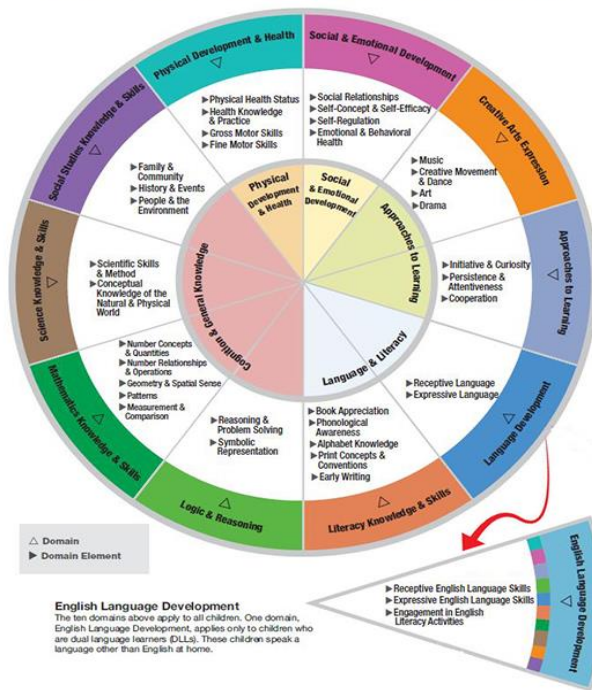
- All had health insurance
- All were up to date with all preventive health care

- Seven received needed medical follow up
- All were up to date with all immunizations
- All received a dental exam
- All were screened for vision and hearing



TRANSITIONING STUDENTS & FAMILIES INTO KINDERGARTEN: SCHOOL READINESS

The Head Start Child Development and Early Learning Framework



Ironbound Early Learning Center’s mission is to partner with the families and community to support the development of socially competent children who enter school ready to learn. To meet this mission, Ironbound Early Learning Center utilizes their superior early childhood education program that prepares children for kindergarten. Our program teaches to all areas of child development and early learning outlined by the Head Start Child Development and Early Learning Framework. We individualize, differentiate, and personalize our instruction so that all children grow and develop while in our program.

To aid our educators to be most successful we have various supports and tools in place. Some examples are:

- Teachers regularly receive observations and feedback from the Education Coordinator and the School District’s Teacher Coach. This feedback is aligned to Head Start Standards and staff create professional development plans based on these conversations.
- The HS teachers are assessed and scored once a year on the Classroom Assessment Scoring System (CLASS) by the Education Coordinator and every other year on the Early Childhood Environment Rating Scale (ECERS-3) and the Teaching Pyramid Observation Tool (T-POT).
- The EHS teachers are assessed and scored once a year on the Infant and Toddler Environment Rating Scale (ITERS) and supported on the implementation of Conscious Discipline.

The Ironbound Early Head Start and Head Start programs serve families residing in the Ironbound community. (The Center also has additional preschool slots funded by the school district that serve all of Newark.) The program collaborates with community partners and local school districts in order to provide the highest level of services to children and families. Our teachers ensure school readiness and a healthy transition into Kindergarten through: visiting the local kindergartens with children, providing documentation to the public schools, and working with parents and children to ensure smooth transition into public schools.

At Ironbound Early Learning Center, children spend time in stimulating settings where they form good habits and enjoy playing with toys and working on tasks with classmates. Children transitioning from EHS to HS are more prepared for preschool and children leave Head Start are more prepared for kindergarten, excited about learning, and ready to succeed.



PROGRAM MANAGEMENT LEADERSHIP TEAM

Grace Blanco, ELC Director

Jane Mello, EHS Director

Hazel Applewhite, Fiscal Manager

Rafaela Remelgado, Disabilities & Education Coordinator

Mel Barbosa, EHS Safety, Health & Nutrition Coordinator

Nancy Menendez, HS Safety, Health & Nutrition Coordinator

Petra Lebron, Family & Community Partnership Manager

Barbara Sarabando, Office Manager

Jessica Sarabando, ERASE Specialist

GRANTEE BOARD	
Name and Position of Board Member	Area of Expertise
David Robinson, PA President	Architecture, Planning, Economic Development
Johanna Moroch Vice President	Communications, Graphic Design
Dawn Robertson Secretary	Finance, Affordable Housing Development
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Ana Baptista, Ph.D.	Non-profit Governance, Community Assessment, Environmental Science and Justice
Veronica Faulkner	Education, Community Assessment
Yolanda Hernando Policy Council Chair	Early Childhood Parenting, Community Assessment
Ollyn Lettman	Finance, Business Development
Rosa Tomas	Early Childhood Development, Child Psychology
Joseph Della Fave, Executive Director Ex Officio	Non-profit Management

