



IRONBOUND EARLY LEARNING CENTER HEAD START AND EARLY HEAD START ANNUAL REPORT 2017-2018



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

Below are the key findings in Early Head Start and Head Start from aggregating the Child Assessment Data. This data is shared with staff, ICC's Board of Trustees, ELC's Policy Council, and with parents during parent-teacher conferences. The data thoroughly explained, assessed, and analyzed to determine program outcomes and establish necessary modifications to current program practices.

EARLY HEAD START

SOCIO-EMOTIONAL

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results	5%	5%	1%	65%	63.5%	48%	30%	36%	51%

PHYSICAL DEVELOPMENT

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results									
Gross-Motor	9%	3%	2%	61%	50%	42%	30%	47%	56%
Overall Results									
Fine-Motor	6%	1%	0.7%	70%	61%	50.7%	24%	38%	48.6%

LANGUAGE AND LITERACY

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results for Language									
	15%	8%	6%	67%	58%	51%	18%	34%	43%
Overall Results for Literacy									
	5%	1%	3%	77%	77%	71%	18%	22%	26%

COGNITIVE AND APPROACHES TO LEARNING

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results for Cognitive and Approaches to Learning									
	2%	0%	2%	68%	55%	42%	30%	45%	56%



HEAD START

SOCIO-EMOTIONAL

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results	17%	14%	11%	78%	73%	77%	5%	13%	12%

PHYSICAL DEVELOPMENT

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results	10%	4%	2%	84%	86%	84%	6%	11%	14%

LANGUAGE AND LITERACY

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results	32%	20%	13%	61%	68%	72%	7%	12%	15%



APPROACHES TO LEARNING

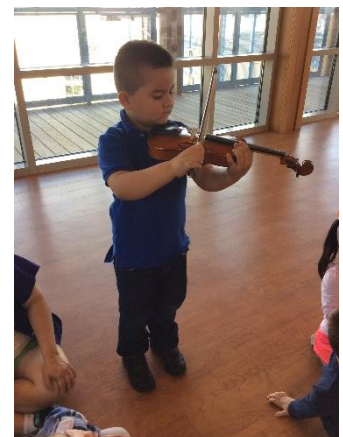
COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results for Cognitive and Approaches to Learning	33%	17%	12%	63%	75%	77%	4%	8%	11%

COGNITIVE and MATHEMATICS

COMPARISON	Below			Meeting			Exceeding		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results for Cognitive & Mathematics	32%	25%	19%	62%	68%	70%	6%	7%	11%

ENGLISH ACQUISITION

COMPARISON	Not Yet			Beginning			Progressing			Increasing			Advancing		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Overall Results for English Acquisition	4%	1%	1%	23%	21%	23%	28%	20%	23%	50%	53%	40%	10%	21%	34%





IRONBOUND COMMUNITY CORPORATION HEAD START/EARLY HEAD START

Self-Assessment 17/18

Ironbound Community Corporation's Early Learning Center engages in an annual self- assessment that provides an opportunity to involve parents, policy group members, and staff and community partners in the program's assessment process. This time during the year gives the program the opportunity to review all aspects of the program. The self-assessment process helps measure the program's effectiveness in implementing federal regulations while also measuring accomplishments, strengths and opportunities for improvement. This process informs the development of the program's planning process as well as our training and technical assistance plan. It determines improvement areas in service delivery and influences timely and thoughtful responses to the changing needs of children and families.

NAEYC Early Learning Program Standards and Criteria Self-Assessment Tool. This tool is aligned with Head Start. The program will also utilize Progress on Goals and Objectives annual summary. Results of ECERS-3, ITERS, and CLASS will be considered as well.

Self-assessment analyses demonstrated the following key insights for each service area:

Relationships

- The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of the classroom community.
- EHS implements Conscious Discipline and HS uses Positive Behavior Supports – PBS to guide children thru the development of healthy social/emotional behaviors.
- A Preschool Intervention Resource Team consisting of NPS social workers, the parent, the teacher, the family worker and the educational coordinator, meets to develop an intervention plan for children demonstrating consistent challenging behaviors.

Curriculum

- The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- All teaching staff have been trained on curriculum implementation
- Children's individual differences are supported when developing individual activities and/or lesson plans and are reflective of the HS Early Learning Outcomes Framework, NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards
- Classroom observations demonstrate that the program offers high quality education service.

Teaching

- All staff is enrolled in the NJ workforce registry.
- Teachers design the environment that protects children's health and safety at all times.
- Teachers design the environment that is development appropriated, invites exploration and autonomy of children of all levels.
- Teaching Staff use PBS with preschoolers and Conscious Discipline to guide children thru the development of healthy social/emotional behaviors.
- Teachers are guided by Effective Teaching Framework to promote best practices.
- Teachers use their knowledge of children to pose questions and ask questions that stimulate children's thinking and help children express their ideas and build on the meaning of their experiences

Assessment of Child Progress

- The program utilizes a variety of methods to assess children's progress (TS-GOLD, ESI-R, ASQs, PIRT Check List) in all development areas that are culture sensitive.
- HS teachers weekly scheduled time to work on GOLD
- EHS teachers meet weekly to plan and work on child assessment
- Education and Disability Coordinator monitors GOLD data input on a regular basis
- Teachers and Education and Disability Coordinator use the results of assessments to make referrals to appropriate professionals, when needed, and ensure that the referrals are followed.
- Families are informed about their child's development and learning progress

Health

- All enrolled children receive health screenings within 45 days. Families are informed about the results and the health coordinator ensures follow up when necessary
- The program has developed systems based on health and safety standards and embeds practices into the daily routine that guarantee healthy, safe and clean indoor and outdoor environments.
- Nutritious meals and snacks are encouraged and/or provided and are respectful of religious and dietary restrictions.

Teachers

- The program engages parents and staff in the hiring process and employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- Professional development is offered at least 4 times a year.
- All teaching staff is registered in the NJ Workforce Registry
- Teachers receive continuous support thru observation and positive feedback.
- The program utilizes a fidelity checklist, observations, CLASS data, teacher-coach feedback, review of lesson plans to provide a comprehensive picture of individual staff performance and teacher effectiveness.

Families

- The program establishes and maintains collaborative relationships with each child's family to foster children's development in all setting. These relationships are sensitive to family composition, language and culture.
- Family Advocates work with families on the development of family goals and support them thru the process of accomplishing their goals.
- The program has a well-established Policy Council and a Parent Committee.
- Various workshops and parenting classes are offered throughout the year.

Community Relationships

- The program has established partnerships with various community resource agencies and use the resources to support families, children and the achievement of program goals

Physical Environment

- The program operates in a state-of-the-art facility. The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environment

Administration and Management

- The program has developed an ongoing monitoring system and staff meets monthly for quality assurance and improvement meetings.

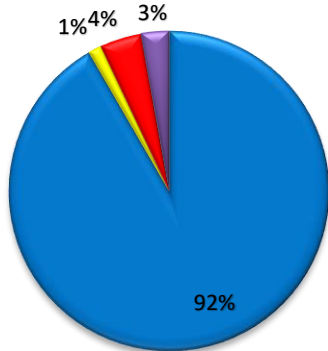
- The program effectively implements policies, procedures, and systems that support stable staff and strong personnel.
- Directors provide the policy council and the governing body monthly reports, minutes of QA and I, parent survey data, health data, personnel updates, ERSEA data
- The governing body has excellent ties to the community.

FUNDING AND BUDGETS

Sources of Revenue		
Federal		\$ 1,925,995
State		\$ 566,481
<u>Other USDA Reimbursement</u>		<u>\$ 176,721</u>
Total Revenue		\$ 2,669,197
Expenditures		
Personnel		\$ 2,070,155
Occupancy		\$ 320,236
Program Cost		\$ 215,544
Office Cost		\$ 17,586
Professional Fees		\$ 28,945
<u>Consultant</u>		<u>\$ 16,731</u>
Total Budget		\$ 2,669,197

ELIGIBILITY ENROLLMENT

Eligibility



- Income Eligibility
- Public Assistance
- Over Income
- Income between 100% and 130% of the Poverty

Early Head Start

Children and Families Served

68 Children

4 Pregnant Moms

Total - 72

11 Infants

61 Toddlers

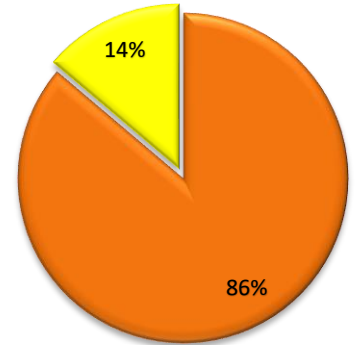
92% Average Monthly Attendance

100% Monthly Enrollment

Primary Language of Family at Home

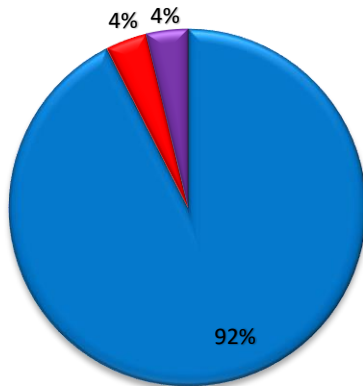
Spanish (67%) Portuguese (25%) English (8%)

Ethnicity



- Hispanic or Latino origin
- Non-Hispanic / Non Latino origin

Eligibility



- Income Eligibility
- Over Income
- Income between 100% and 130% of the Poverty

Head Start

Children and Families Served

80 Children

40 Pre K 3

40 Pre K 4

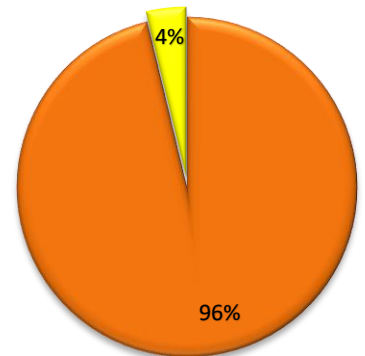
91% Average Monthly Attendance

100% Monthly Enrollment

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Spanish (69%) Portuguese (25%) English (6%)

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MONITORING REVIEW & AUDITS



Audited financial statements and related footnotes are available upon request.

PARENT INVOLVEMENT

Ironbound Early Learning Center offers parents opportunities and support as needed. The program works with parents to meet their own goals, help in nurturing 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 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 Education and Trainings
- Community Gardening for Families
- Health and Nutrition Classes
- Hello Fresh-Table to Table weekly food distribution to families
- Economic Empowerment Classes
- Housing Related Services
- Parenting Classes- Circle of Security and Active Parenting
- Business & Entrepreneurship Classes
- Citizenship Classes
- Assistance with Immigration Related Services
- Four Annual Home Visits



Ironbound Early Learning Center engages parents and caregivers to enhance the strengths that they already possess. 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 these 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. Examples of these opportunities include being program leaders on our Policy Council Board, becoming 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.

Ironbound Early Learning Center works in collaboration with Hello Fresh and Table to Table to provide each family a bag of fresh produce weekly. Staff and volunteer-parents work together to prepare the bags for distribution each week with approximate 13,000 bags distributed to the families.

MEDICAL & DENTAL CARE FOR CHILDREN



Ironbound Early Learning Center children are examined by skilled professionals for health problems. Professionals administer vision and hearing screenings and immunizations to children. The program offers children with nutrition assessments and dental exams as well. Children with health needs receive follow-up care as necessary. Below are this year's highlights in regards to children health:

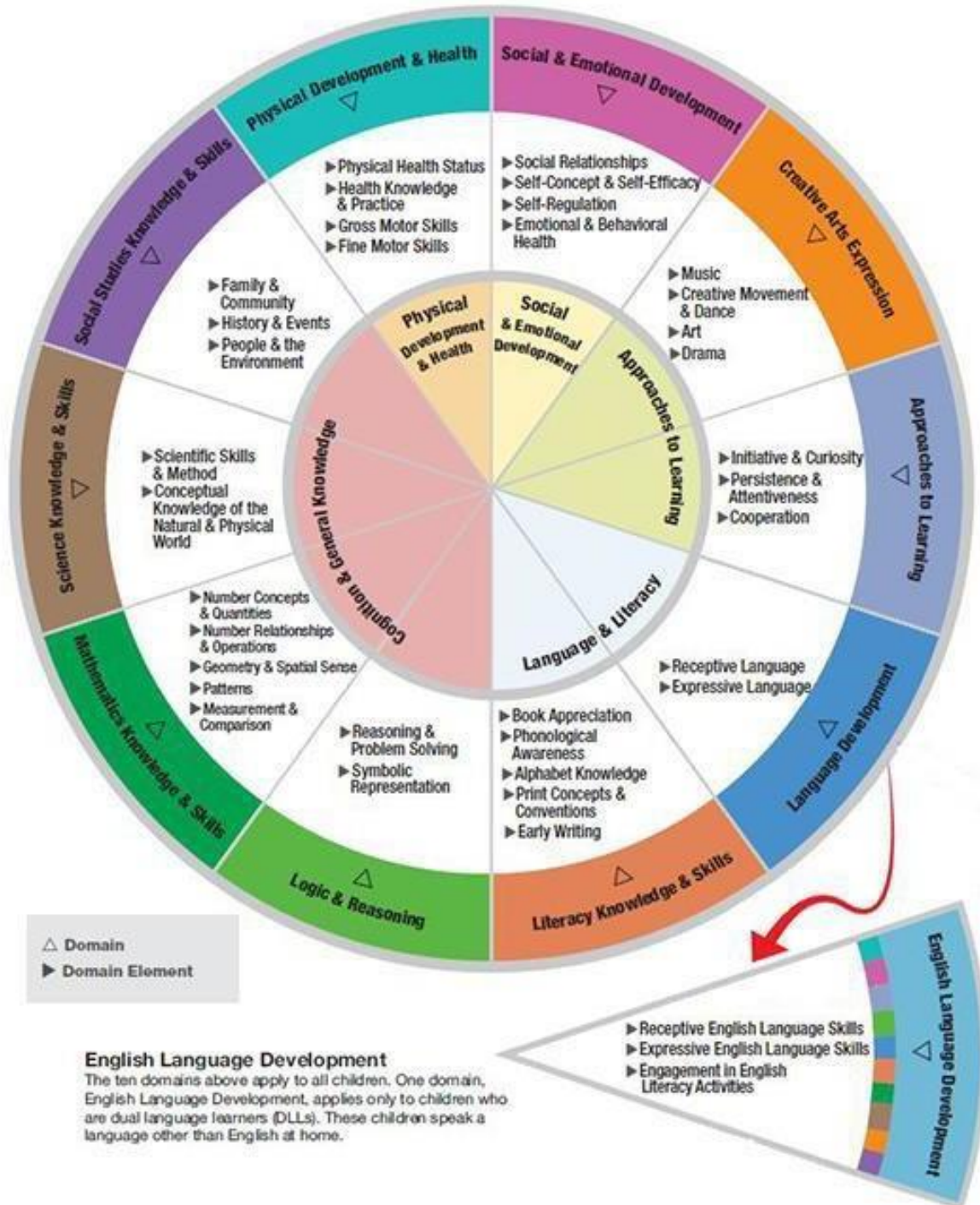
Head Start- NPS School year 2017-2018

- 93% of children had health insurance
- 99% children had updated physicals
- 3 children received follow up treatment for chronic medical condition
- 99% of children up- to- date with immunizations, 1 except
- 96% of children up-to- date with dental
- All children were screened for vision and hearing

Early Head Start School Year 2017-2018

- 98% had health Insurance.
- All children had update physicals.
- 7 children received treatment for Asthma.
- 95% of children were up- to- date with immunization.
- 90% of children received Dental Exam.
- All were screened for vision and hearing

The Head Start Child Development and Early Learning Framework



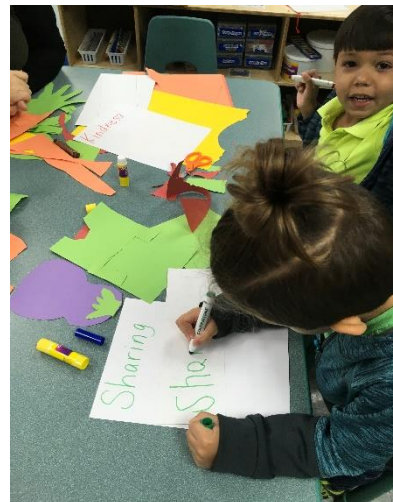
Ironbound Early Learning Center's mission is to partner with families and the community to support the development of socially competent children who enter school ready to learn. To meet this mission, Ironbound Early Learning Center utilizes their superior early childhood education program to prepare children for kindergarten. Our program teaches all areas of child development and early learning outlined by the Head Start Child Development and Early Learning Frameworks. 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 tools in place. Some examples are:

- Teachers are regularly observed and given feedback from the Education Coordinator and Teacher Coach. This feedback is aligned with 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 in Newark. (The Center also has additional preschool slots funded by the school district that serve all of Newark.) The program collaborates with community partners and the local school district in order to provide the highest level of services to children and families. Our teachers ensure school readiness and a healthy transition into Kindergarten by visiting the local kindergartens with our children, providing documentation to the public schools, and working with parents and children to ensure smooth transition into public schools.

At the 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 that transition from EHS to HS are more prepared for preschool. Children leaving Head Start are more prepared for kindergarten, excited about learning, and ready to succeed.



PROGRAM MANAGEMENT LEADERSHIP TEAM

Joseph Della Fave, Executive Director

Mayra Ramirez, Chief Operating Officer

Hazel Applewhite, Chief Fiscal Officer

Grace Blanco, Early Learning Center and Head Start Director

Jane Mello, Early Head Start Program Director

Rafaela Remelgado, Early Head Start and Head Start, Education & Disability Coordinator

Esmeralda Barbosa, Early Head Start, Safety, Health & Nutrition Coordinator

Joana Debo, Head Start, Safety, Health & Nutrition Coordinator

Petra Lebron, Parent, Family and Community Engagement Manager

Luana Miranda, Office Manager

Jessica Sarabando, ERSEA Specialist

Sharleen Palacios, Policy Council Chair

GRANTEE BOARD OF DIRECTORS

Board Member's Name and Title	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
Ollyn Lettman Treasurer	Finance, Business Development
Ana Baptista, Ph.D.	Non-profit Governance, Community Assessment, Environmental Science and Justice
Lisette Esteves, Esq.	Attorney-at-law, Legal
Veronica Faulkner	Education, Community Assessment
Sharleen Palacios Policy Council Chair	Early Childhood Parenting, Community Assessment
Rosa Thomas	Early Childhood Development, Child Psychology
Joseph Della Fave, Executive Director Ex Officer	Non-profit Management