



IRONBOUND EARLY LEARNING CENTER HEAD START AND EARLY HEAD START ANNUAL REPORT 2019



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.



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 is thoroughly explained, assessed, and analyzed to determine program outcomes and establish necessary modifications to current program practices.

EARLY HEAD START

EARLY HEAD START AND HEAD START OUTCOMES: SCHOOL READINESS PROGRESS

SOCIO-EMOTIONAL

COMPARISON	Progressing			Meeting			Exceeding		
Overall Results	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	9%	7%	3%	72%	72%	77%	19%	21%	20%

PHYSICAL DEVELOPMENT

COMPARISON	Below			Meeting			Exceeding		
Overall Results	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Gross-Motor	20%	6%	5%	65%	85%	83%	15%	9%	12%
Overall Results Fine-Motor	12%	3%	3%	76%	84%	91%	12%	13%	6%

LANGUAGE AND LITERACY

COMPARISON	Below			Meeting			Exceeding		
Overall Results for Language	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	37%	16%	20%	56%	79%	73%	7%	5%	7%
Overall Results for Literacy	13%	7%	6%	79%	91%	93%	8%	2%	1%

COGNITIVE AND APPROACHES TO LEARNIG

COMPARISON	Below			Meeting			Exceeding		
Overall Results for Cognitive and Approaches to Learning	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	6%	6%	2%	75%	71%	81%	19%	23%	17%



HEAD START

SOCIO-EMOTIONAL

COMPARISON	Below			Meeting			Exceeding		
Overall Results	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	17%	7%	3%	80%	86%	84%	3%	7%	13%

PHYSICAL

COMPARISON	Below			Meeting			Exceeding		
Overall Results	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	6%	3%	1%	94%	89%	92%	0%	8%	7%

LANGUAGE AND LITERACY

COMPARISON	Below			Meeting			Exceeding		
Overall Results	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	30%	20%	13%	65%	73%	74%	5%	7%	13%

APPROACHES TO LEARNING

COMPARISON	Below			Meeting			Exceeding		
Overall Results for Cognitive and Approaches to Learning	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	17%	12%	4%	80%	84%	89%	3%	4%	7%

COGNITIVE and MATHEMATICS

COMPARISON	Below			Meeting			Exceeding		
Overall Results for Cognitive & Mathematics	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	31%	23%	15%	65%	73%	80%	4%	4%	5%

ENGLISH ACQUISITION

COMPARISON	Not Yet			Beginning			Progressing			Increasing			Advancing		
Overall Results for English Acquisition	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	0%	0%	0%	19%	7%	7%	37%	28%	29%	36%	51%	45%	8%	14%	19%





**IRONBOUND COMMUNITY CORPORATION
HEAD START/EARLY HEAD START**

Self-Assessment 18/19

Ironbound Community Corporation's Early Learning Center program engages in an annual self-assessment that provides an opportunity to involve parents, policy group members, and staff and community partners. Most importantly, it is the best opportunity we have to investigate all aspects of the program. The self-assessment process can help us measure our effectiveness in implementing federal regulations while also measuring accomplishments, strengths and opportunities for improvement. The process informs the development and or updating of our program planning process as well as our training and technical assistance plan. It also generates improvements in service delivery, program plans and can influence timely and thoughtful responses to the changing needs of children and families.

The program utilized the State of New Jersey Department of Children and Families Office of Licensing Self-Assessment check List as the main instrument for this year self assessment. This tool is composed of the following domains: Supervision, Staff/Child Ratio & Space; Activities & Discipline; Nutrition & Rest; Illnesses & Accidents; Sanitation & Diapering; Admission & Parent Involvement; Program Records; Health and Fire Safety; Bathroom & Kitchen Facilities; Building Maintenance; Outdoor Play Area, Equipment and Maintenance; Environmental Safety. Each domain was classified into five Standards: Safety; Teaching & Learning; Health and Administration; and Family Engagement. This tool is aligned with Head Start. The program also utilized the results of ECERS-3, ITES, and TPOT.

As a result of the program self-assessment the following strengths were identified:

Standard 1: Safety

- Each classroom is equipped with a minimum of a child size bathroom
- The center has a commercial size and fully equipped kitchen and employs two cooks
- The program adopts an ongoing system to ensure the building is well maintained and safe for children
- The emergency preparedness plan has been revised and staff have been trained. Fire drills and lockdowns are conducted monthly.

Standard 2: Teaching & Learning

- Preschool ratios are below standards and EHS ratio is maintained according to standards and it is higher in the infant room: 3 teachers for 8 infants.
- Activities are provided according to curriculum
- Positive discipline policy is implemented
- Children are provided with 3 healthy meals a day freshly prepared at the center.

Standard 3: Health

- 100% of children medical records are up-to-date
- An illness log is maintained, medicine is only administered by certified staff. All asthmatic children have an individualized action plan. Food is replaced for children with food allergies accordingly.

Standard 4: Administration

- Staff and Children's records are up-to- date.

Standard 5: Family Engagement

- Monthly parent committee meetings bring an array of topics.
- There are current four fathers who are members of the Policy Council
- The program develops and cultivates community partnerships with the following organizations:
 - ✓ Table-table
 - ✓ Child Smiles
 - ✓ Rutgers, Newark Health Community Center
 - ✓ Children's Specialized Hospital
 - ✓ Fire Department
 - ✓ Programs for Parents
 - ✓ Newark Public Library
 - ✓ Saint James Health Inc.

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 Early Head Start

Children and Families Served:

68 Children

4 Pregnant Moms

Total - 72

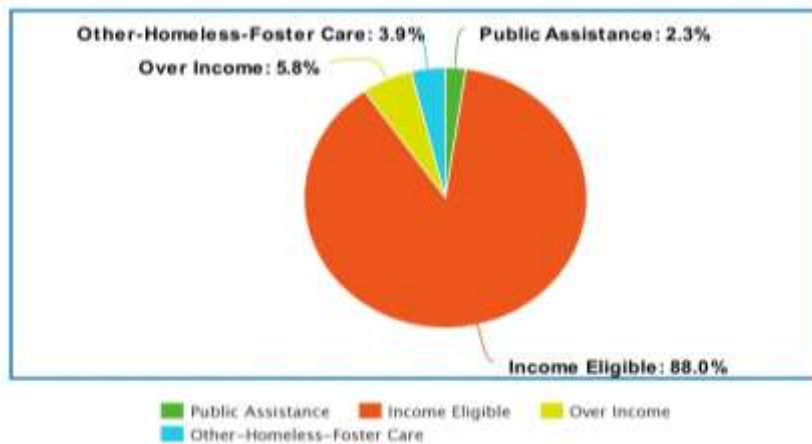
8 Infants

64 Toddlers

92% Average Monthly Attendance

100% Monthly Enrollment

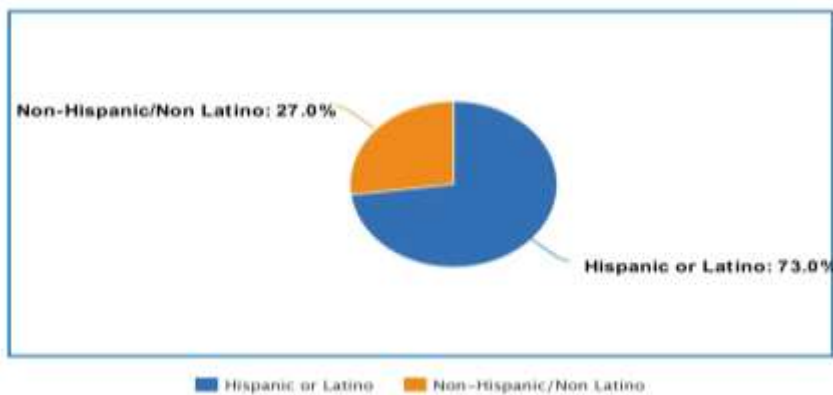
Eligibility



Ethnicity

Primary Language of Family at Home

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



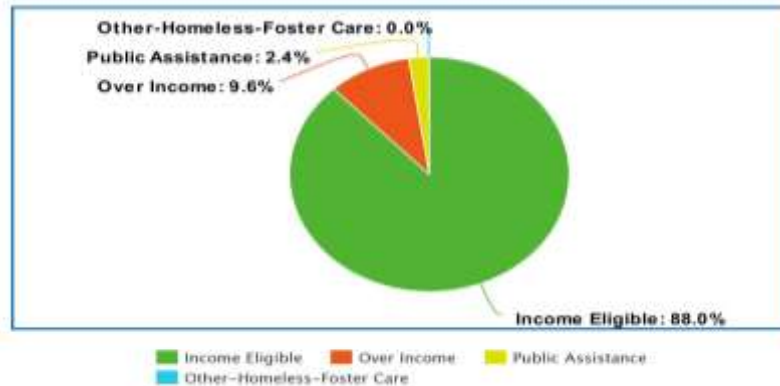
Head Start

Children and Families Served:
80 Children

40 Pre K 3
40 Pre K 4

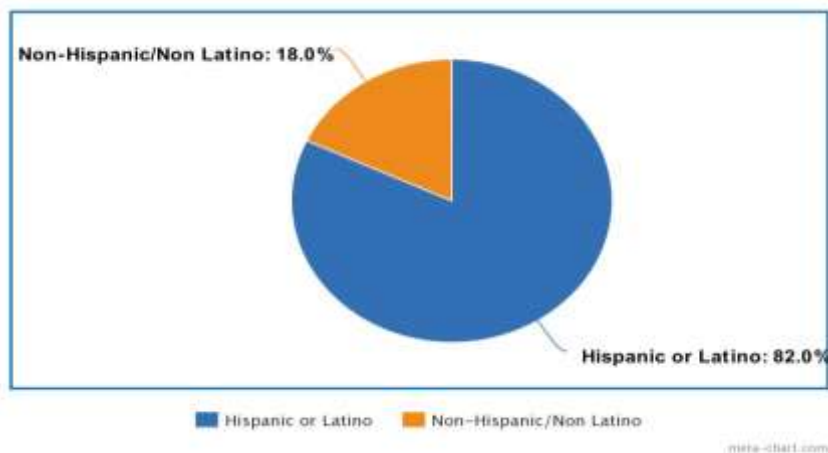
91% Average Monthly Attendance
100% Monthly Enrollment

Eligibility



Ethnicity

Primary Language of Family at Home
Spanish (70%) Portuguese (20%) English (10%)



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 Training
- Health and Nutrition Classes
- Hello Fresh-Table to Table Weekly Food Distribution to Families
- Economic Empowerment Classes
- Housing Related Services
- Parenting Classes- Conscious Discipline Approach
- English as Second Language Classes
- Breaking the Cycle-Domestic Violence
- 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.

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:

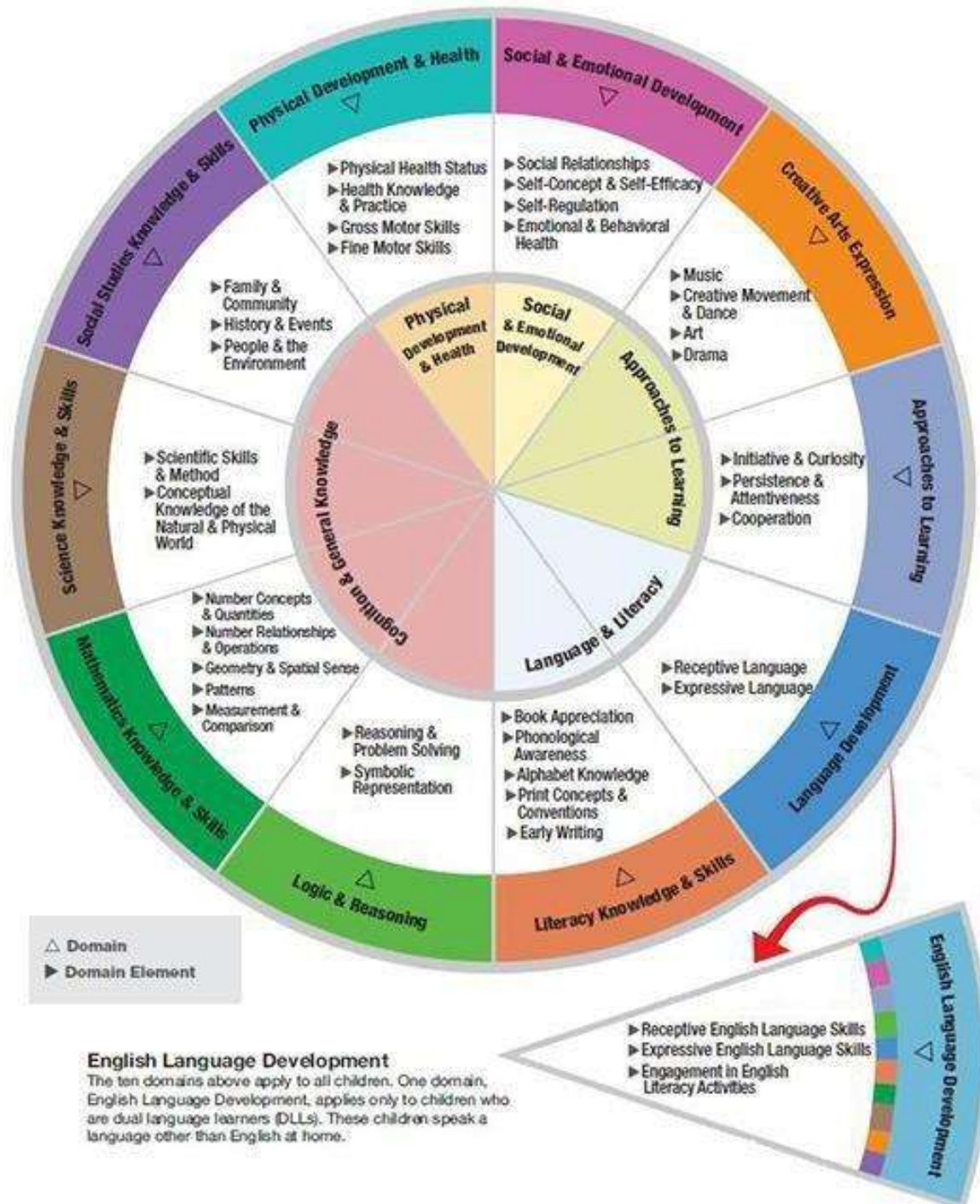
Head Start- NPS School year 2017-2018

- ☐ 93.75% of children had health insurance
- ☐ 100% children had updated physicals
- ☐ 3 children received treatment for Asthma.
- ☐ 2 children received treatment for vision problems.
- ☐ 100% of children up- to- date with immunizations
- ☐ 100% of children up-to- date with dental
- ☐ All children were screened

Early Head Start- NPS School year 2017-2018

- ☐ 92% had health Insurance.
- ☐ 100% of children had access to healthcare and medical home
- ☐ All children had update physicals.
- ☐ 6 children received treatment for Asthma.
- ☐ 6 children received treatment for Anemia
- ☐ 1 child received treatment for Hearing difficulties
- ☐ 2 children received treatment for vision problems
- ☐ 90% of children were up- to- date with immunization.
- ☐ 100% 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 CLASS (Classroom Assessment Scoring System) by the Education Coordinator and every other year on ECERS-3 (Early Childhood Environment Rating Scale) and T-POT (Teaching Pyramid Observation Tool).
- The EHS teachers are assessed and scored once a year on ITERS (Infant and Toddler Environment Rating Scale) 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

Victoria Hernandez, 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

Fernanda Hoyos, Head Start, Safety, Health & Nutrition Coordinator

Petra Lebron, Parent, Family and Community Engagement Manager

Luana Miranda, Operations Manager

Wendalee Rosado, 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
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
Victoria Hernandez, Executive Director Ex Officer	Non-profit Management