

NORWESCAP Head Start/Early Head Start
Supporting children and families in Northwest New Jersey
2012-2013 Fact Sheet

Program	Budget Source	Funding Amount	Outcomes
Early Head Start	U.S. Dept. of Health and Human Services	\$2,278,410	*232 infants and toddlers and 22 pregnant women were served in home-based or combination programs
			Average monthly enrollment was 100% of funded enrollment
			98% of enrolled children were income or categorically eligible
			98% of infants and toddlers enrolled more than 45 days received a medical exam
			88% of enrolled infants and toddlers received a dental exam
			Provided 664 breakfasts, 1,356 lunches, and 899 snacks
Head Start	U.S. Dept. of Health and Human Services	\$3,271,470	**346 preschoolers were served in home-based or center-based programs
			Average monthly enrollment was 100% of funded enrollment
			92% of enrolled children were income or categorically eligible
			100% of enrolled preschoolers received a medical exam
			95% of enrolled preschoolers received a dental exam

	U.S. Dept. of Agriculture	\$198,272	Provided 32,539 breakfasts, 39,796 lunches, and 29,747 snacks to Head Start enrolled preschoolers
	N.J. Dept. of Education	\$660,937	Supplemental funds for Pre-K services for Head Start enrolled preschoolers, in collaboration with the Phillipsburg School District

- Early Head Start expenditures for the 2012 - 2013 program year provided high quality home visiting and classroom experiences for infants and toddlers. In addition, home visiting services were provided to pregnant women. Head Start expenditures provided both home-based and center-based services for children 3 – 5 years old. The largest portion of the budget was allocated to salaries and fringe benefits in order to attract and retain the highly qualified staff necessary to meet the needs of children and families. Funds were also allocated to purchase supplies, to ensure safe and appropriate learning environments, to support the health and wellness of enrolled children and families, to provide safe school bus transportation for children, to ensure fiscal integrity through a thorough financial audit, to provide services to children with disabilities, and to support family and community engagement.

Early Head Start

<u>BUDGET:</u>	<u>2012 – 2013</u>	<u>2013-2014</u>
Salaries	\$1,465,884	\$1,331,241
Fringe	431,282	385,270
Supplies	27,725	27,345
Other	297,958	361,839
Training and TA	<u>55,571</u>	<u>55,571</u>
TOTALS:	\$2,278,410	\$2,161,266

Head Start

<u>BUDGET:</u>	<u>2012 – 2013</u>	<u>2013-2014</u>
Salary/Personnel	\$2,559,954	\$1,940,563
Fringe	882,523	733,428
Supplies	40,524	36,203
Other	415,009	360,378
Training and TA	<u>30,077</u>	<u>30,077</u>
TOTALS:	\$3,928,087	\$3,100,649

The 2013- 2014 budget reflects funding cuts as a result of sequestration. Our annual community assessment process was used to prioritize services in light of reduced funding. As a result we closed our Sussex site and moved two of the three classrooms to our Newton site; changed program option for 32 infants and

toddlers in Morris County from combination to home-based; reduced home-based enrollment in Sussex and Hunterdon Counties; reduced total enrollment by 28; eliminated 12 staff positions and reduced hours and/or weeks employed for several other positions.

The most recent on-site monitoring review was conducted 11/27/11 through 12/02/11 by the Administration for Children and Families. The review identified eight findings of non-compliance, all of which have been corrected. Four findings were in the area of fiscal management – the length of time checks are allowed to remain outstanding, the valuation of property for use as non-federal share, and the language in the Purchasing Procedures. The others related to dental follow-up for a child, developmental screenings that were not completed within 45 days of enrollment, a lack of documentation of parent involvement in transition planning for toddlers moving into Head Start, and the efficiency of record-keeping.

There were no deficiencies identified.

- The most recent financial audit had no findings.
- Families play a critical role in Head Start and Early Head Start. **NORWESCAP Head Start and Early Head Start** has an established **Policy Council** through which parents participate in making decisions about their Head Start program. The Policy Council plays an active role in developing program policies, making decisions with regard to the hiring and terminating of staff, developing the budget, and determining program priorities. **A Parent Association Committee (PAC)** is established at each center and is made up of all of the parents of currently enrolled children. Parents are surveyed for the types of activities or workshops in which they would like to be involved as a PAC. Parents develop leadership skills and experience as they take on the planning and development of these activities and services. Special events such as those listed below were planned by parents and staff:
 - Book Fairs
 - Dental Hygiene Presentation
 - Educational Workshops
 - Parent and child arts and craft activities
 - Parent and child picnics
 - Guest speakers at Parent Meetings with parent selected topics such as Child Assault Prevention, Domestic Violence, and Lead Awareness
 - Parenting Classes
 - Dr. Dad and 24/7 Dad in collaboration with the Family Success Center in Warren County
 - Ice Cream Socials
 - Shop Till You Drop Days (free rummage sales)
 - Music for Learning
 - Annual Parent Recognition Events to honor parents' accomplishments

Family workers and education staff encourage and invite parents to volunteer in the classroom, in the kitchen, in the office, or to work on special activities. Families volunteered over 26,000 hours in the 2012- 2013 school year.

The education curriculum is reviewed with families on a regular basis to ensure that parents are involved in assessing the curriculum's effectiveness in meeting the needs and development of each child enrolled in the program. It is the philosophy of NORWESCAP Head Start that parents are the primary educators of their children. Head Start administrative and center staff recruit parents to become active members of the program and the community.

- The curriculum process prepares children for kindergarten. After an initial screening, using the Early Screening Inventory, preschool teachers and home visitors individualize their lesson plans by setting goals to meet the needs of each child. For children transitioning to kindergarten this includes skills in the areas of physical health and development; social and emotional development; approaches to learning; logic and reasoning; language development; literacy; mathematics; science; creative arts expression; social studies; and English language development for dual language learners. Throughout the year the goals and accomplishments are updated and reviewed with each child's parents. Additional assessments throughout the year provide the necessary data to determine outcomes and to develop continuous improvement plans.

Infants and toddlers individualized developmental plans are based on the results of Ages and Stages Questionnaire screening and the Creative Curriculum Developmental Continuum. Infants and toddlers are being prepared for success in school by thoughtfully planned activities that develop social-emotional, physical, cognitive, and language skills while promoting confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness.

*Approximately 12.7% of eligible children in Hunterdon, Sussex, Warren Counties and Morris County catchment area

**Approximately 40% of eligible children in Hunterdon, Sussex and Warren Counties