



NORWESCAP
Head Start & Early Head Start
Creating Opportunities.
Changing Lives.



ANNUAL REPORT

2019/2020



SERVING
CHILDREN AND
FAMILIES OF
HUNTERDON,
MORRIS, SUSSEX
AND WARREN
COUNTIES

**Across 1,764
Square Miles**

ABOUT NORWESCAP

Norwescap is a private, nonprofit corporation, established in 1965, serving the low-income population in Northwest NJ. We offer a comprehensive array of strategies, programs, and services to create opportunities and change lives.

At Norwescap we believe everyone should have access to high-quality educational opportunities which is why we provide educational services to young children, support youth and emerging adults in pursuing educational opportunities and help adults get an education that can fuel their careers. Norwescap is committed to supporting educational endeavors from birth through adulthood and beyond.

NORWESCAP HEAD START & EARLY HEAD START

Norwescap has provided high quality Head Start programs since 1965. Our programs promote the school readiness of young children from low-income families through the delivery of free education, health, nutrition, mental health, and social services.

HEAD START & EARLY HEAD START MISSION

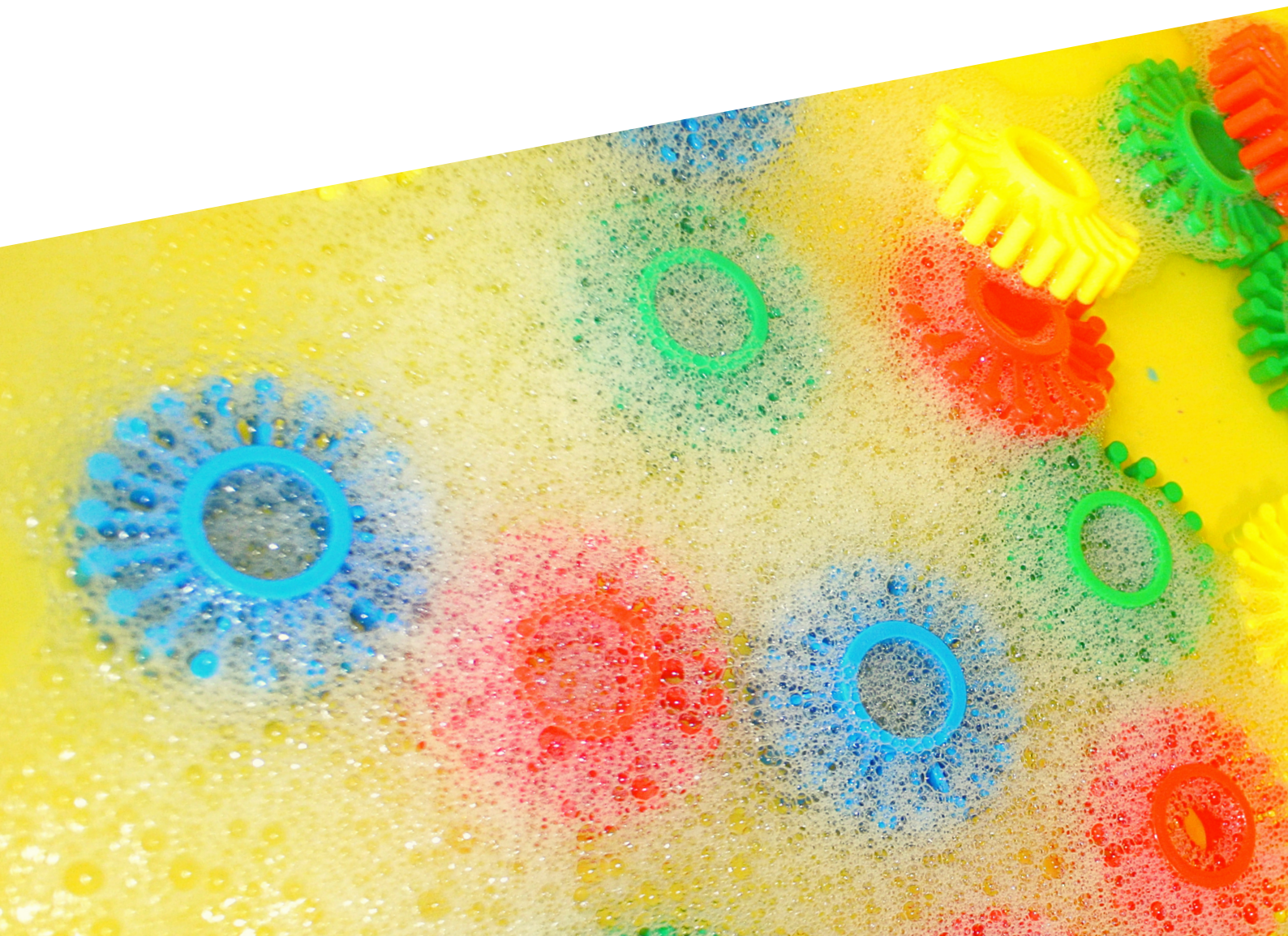
Enhance the development of low-income pregnant mothers and children 0-5 in supportive partnership with their families and in collaboration with the community through the delivery of education, health, nutrition, mental health and social services.



COMMUNITY ASSESSMENT SUMMARY

Norwescap Head Start and Early Head Start provide services to 454 children and families in four counties of New Jersey. Hunterdon, Morris, Sussex, and Warren Counties are located in the northwest region of the state. The geographic location and rural environment allows for an innovative approach to the delivery of services.

Within these counties, there is a wealth gap for a portion of the population resulting in “pockets of poverty”. Meeting the needs of this vulnerable population is challenging for many different reasons. The Norwescap Head Start and Early Head Start Community Assessment Update provided the opportunity to analyze the assets, needs and trends in each community. The Community Assessment Update also provided the opportunity to collectively discuss ideas on the group’s ability to leverage resources in order to close gaps.



HEAD START & EARLY HEAD START POPULATION

High concentrated areas of poverty often lack basic resources to allow individuals to obtain and maintain sustainability. Norwescap Head Start and Early Head Start (HS/EHS) has identified those catchment areas within each county. The percentages listed below indicate the HS/EHS services provided to the estimated eligible population within each catchment area of the county.

Hunterdon		Morris	Sussex		Warren	
HS	EHS	EHS	HS	EHS	HS	EHS
42%	38%	9%	17%	4%	26%	12%

CONCERNS, GAPS, TRENDS

During the 2019- 2020 Community Assessment Update, assets, gaps and trends within each of the four counties were identified. The areas of concern and key trends remain relatively constant within the four counties and are similar to the concerns raised during the 2018-2019 Community Assessment.

HOUSING

A lack of affordable housing within each county exists. In addition, some families are sharing housing to defer costs. During the community assessment, a home visitor explained that families are "stacking"- multiple families living in one dwelling in which housing costs and childcare is shared among dwellers. In extreme circumstances, lease-holders will rent out the use of a couch or bathroom. "Stacking" presents various health and safety concerns including established primary caregivers for infants and toddlers, disruptive routines for children and families, exposure to transient individuals with unidentified health concerns and basic building safety concerns. Twenty-five percent (25%) of the Norwescap Head Start and Early Head Start families have either shared housing because of economic hardship or considered themselves homeless.





Although the counties served by Norwescap Head Start and Early Head Start are considered to be among the wealthiest in the nation, housing for the population we serve is a major issue. Households paying more than 30% of their income on rent are as follows: Hunterdon County 48%, Morris County 42%, Sussex County 47%, and Warren County 45%. Unstable housing contributes to family stress impacting family engagement, school readiness, and the health and safety of the occupants.

AFFORDABLE, QUALITY CHILDCARE

The cost and availability of childcare in general, and infant-toddler care specifically, is a major challenge for low income families. Many counties experienced a decrease in the capacity of their licensed childcare centers, indicating that the remaining centers serve even fewer children than before. Within Hunterdon County, Morris County, Sussex County and Warren County, the number of licensed childcare centers and the capacity of those centers have experienced a steady decline for the past five years. The number of slots available for infants and toddlers likely to need childcare does not meet the demand.



TRANSPORTATION

The rural nature of the four counties makes transportation a challenge. The cost of gas, insurance and related automobile expenses put a heavy burden on families. The lack of public transportation and the remote location of each county hinder families from obtaining the necessary services. critical services, including childcare.

Employees work diligently to connect families to services. However, services can be delayed while appropriate transportation arrangements are coordinated. As an organization, Norwescap has faced significant challenges in hiring and retaining qualified bus drivers. Further, research has revealed a national driver shortage. The National School Transportation Association reported “...the pool for traditional driver applicants is shrinking.” This means contractors and school districts are forced to be more resourceful in attracting new driver candidates with additional programs, such as recruitment and sign-on bonuses, which in turn increase costs. Added challenges include the rise in healthcare premiums, workman’s compensation and vehicle insurance. In addition, the cost to replace school buses that cost \$85,000 to \$100,000 is straining budgets. The 2019-2020 Norwescap Head Start and Early Head Start Wage Comparability Study indicated an inequity in bus driver and bus aide pay can be linked to our inability to hire and retain transportation staff.

MENTAL HEALTH SERVICES

Community mental health services have been reduced in all four counties. In addition, families have reported a reluctance to seek out mental health services because of a perceived stigma. Forty-six (46%) of Norwescap Head Start and Early Head Start parents/caregivers report having mental health concerns. In addition to parental health concerns, there is a rise in the number of preschool children presenting with severe challenging behaviors.

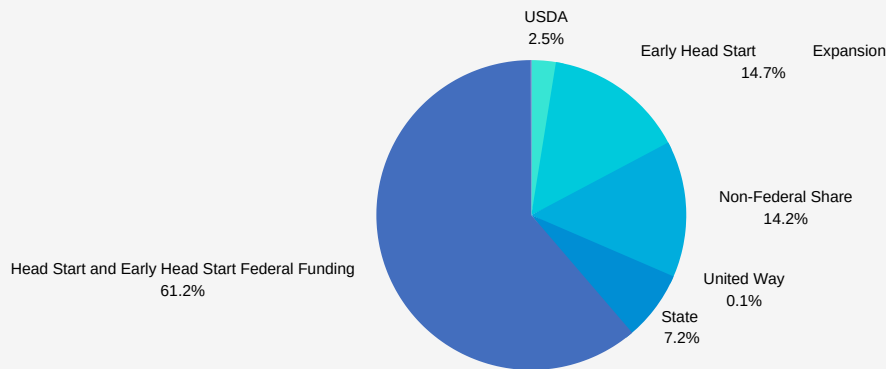




HEAD START AND EARLY HEAD START BUDGET, REVENUE AND EXPENDITURES

2019-2020 Revenue

Head Start and Early Head Start



Federal Funding	\$5,201,553
Early Head Start Expansion	\$1,249,832
Non-Federal Share	\$1,210,621
United Way	\$8,700
State	\$615,344
USDA	\$216,214
Total	\$8,502,264

2019-2020 Revenue

2019-2020 Head Start and Early Head Start Budget and Expenditures

<u>Budget Category</u>	<u>Budget</u>	<u>Expenditures</u>
Salary	\$3,026,249.00	\$3,040,122.00
Fringe	\$1,146,605.00	\$1,029,624.00
Total Personnel	\$4,127,854.00	\$4,069,746.00
Travel	\$8,200.00	\$4,653.00
Supplies	\$103,529.00	\$122,239.00
Contractual	\$304,337.00	\$320,922.00
Other	\$575,261.00	\$646,621.00
IDC	\$37,372.00	\$37,372.00
Total	\$5,201,553.00	\$5,201,553.00

2019-2020 Early Head Start Expansion Budget and Expenditures

<u>Budget Category</u>	<u>Budget</u>	<u>Expenditures</u>
Salary	\$809,850.00	\$740,898.00
Fringe	\$236,956.00	\$279,796.00
Total Personnel	\$1,046,806.00	\$1,020,694.00
Travel	\$750.00	\$2,169.00
Supplies	\$3,881.00	\$8,044.00
Contractual	\$52,567.00	\$54,607.00
Other	\$145,828.00	\$164,318.00
IDC		
Total	\$1,249.832.00	\$1,249,832.00



Program Services

Program	Head Start	Early Head Start	Early Head Start Expansion
Funded Enrollment	218	172	64
Cumulative Enrollment	235	232	68
Categorically Eligible	87%	91%	96%
Families Serves	228	180	68

Monthly Enrollment

Month	Head Start		Early Head Start		Early Head Start Expansion	
	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment	Enrolled	% of Funded Enrollment
September 2019	215	98%	172	100%	64	100%
October 2019	216	99%	172	100%	64	100%
November 2019	217	100%	172	100%	64	100%
December 2019	216	99%	172	100%	64	100%
January 2020	218	100%	172	100%	64	100%
February 2020	218	100%	172	100%	64	100%
March 2020	218	100%	171	99%	64	100%
April 2020	218	100%	170	98%	64	100%
May 2020	218	100%	172	100%	64	100%
June 2020	75	33%	172	100%	64	100%
July 2020	27	12%	172	100%	64	100%
August 2020	26	11%	172	100%	64	100%

PROGRAM MONITORING

Norwescap Head Start and Early Head Start monitor and manage multiple sites encompassing a combined total of 1,764 miles within Hunterdon, Morris, Sussex and Warren Counties. Systems have been designed to consistently reach Head Start goals, milestones, and deadlines.



Continuous, ongoing monitoring and quality program improvement is embedded through the delivery of services. Norwescap Head Start and Early Head Start have the organizational capacity and ability to successfully oversee program operations that comply with applicable federal, state and local regulations. During the 2018-2019 program year, the Administration for Children and Families (ACF) conducted the Focus Area 1 Review. It was noted that Norwescap Head Start and Early Head Start was in compliance with all aspects of the review including Program Design and Management, Quality Education and Child Development Program Services, Quality Health Program Services, Quality Family Engagement Program Services and Developing Effective Eligibility, Recruitment, Selection, Enrollment and Attendance Strategies and Fiscal Infrastructure. Program Highlights included this program's involvement in UCLA and the National Center on Early Childhood and Wellness Health Care Institute. Based on programmatic data, this initiative strengthened the well-being of families and will continue to promote a culture of health and wellness as the health staff attends additional training from the Health Care Institute in oral health, childhood obesity and child and family wellness. Due to Covid-19 pandemic, the Focus Area 2 was postponed to the 2020-2021 program year.

Child Health Services

Program Information Report Indicators	Head Start		Early Head Start		Early Head Start Expansion	
	Enrolled	%	Enrolled	%	Enrolled	%
Children are up to date on schedule of EPDST at end of year	230	100%	205	100%	69	100%
Of the above, children with chronic health condition needing treatment	8	8%	1	.50%	1	.50%
Of the above children, number who received treatment	8	100%	1	100%	1	100%
Preschool children who completed a professional dental exam	219	95%	N/A	N/A	N/A	N/A
Of the above children, number who needed treatment	55	25%	N/A	N/A	N/A	N/A
Of the children needing treatment, number who received it	16	29%	N/A	N/A	N/A	N/A
Children with health insurance (end of program year)	224	97%	201	98%	66	96%
Children with a medical home (end of program year)	230	100%	205	100%	69	100%
Children up to date on immunizations (end of program year)	229	99%	205	100%	69	100%

Child Disability Services

Performance Indicator	Head Start	Early Head Start	Early Head Start Expansion
Cumulative Child Enrollment	235	232	64
Number of Children with IEP/IFSP	9	23	14
Of these, the number who were determined to receive special education and related services (HS) or early intervention services (EHS):			
Prior to enrollment	6	16	8
During this program year	3	7	6
Percentage of Enrollment	4.12%	13.4%	21.8%

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Families play a critical role in Head Start and Early Head Start. Norwescap Head Start and Early Head Start have an established Policy Council through which parents participate in making decisions about their Head Start program. The Policy Council assists 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 comprised of the parents of currently enrolled children. Parents are surveyed for the types of activities or workshops in which they would like to participate in during PAC meetings. Parents develop leadership skills and experiences as they take on the planning and development of these activities and services. Norwescap Head Start and Early Head Start is a community-based, parent program, which requires parent participation. Donations of goods or services reflect 20% of the Head Start and Early Head Start budget. Family workers and education staff encourage and invite parents to volunteer in the classroom, kitchen, and office. Parents are encouraged to work on special activities engaging parents with the program and each other.

- Families volunteered 51,048 hours during the 2019-2020 program year.
- Norwescap Head Start and Early Head Start reported \$1,210,621.00 in non-federal/in-kind match.



Fatherhood Engagement and Volunteerism

Fatherhood Engagement Performance Indicator	Head Start	Early Head Start	EHS Expansion
Number of fathers/father figures who were engaged in the following activities this program year:			
Family assessment	61	100	15
Goal setting	59	106	17
Involvement in child's developmental experiences	106	119	34
Program governance- Policy Council, PAC	2	0	3
Parenting education workshops	18	35	7
Volunteerism Performance Indicator	Head Start	Early Head Start	EHS Expansion
Number of persons providing any volunteer services to the program since last year	130	97	47
Of these, the number who are current or former Head Start or Early Head Start parents	114	90	42

EDUCATION AND SCHOOL READINESS

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 and Early Head Start that parents are the primary educators of their children. Administrative and center staff recruit parents to become active members of the program and the community.

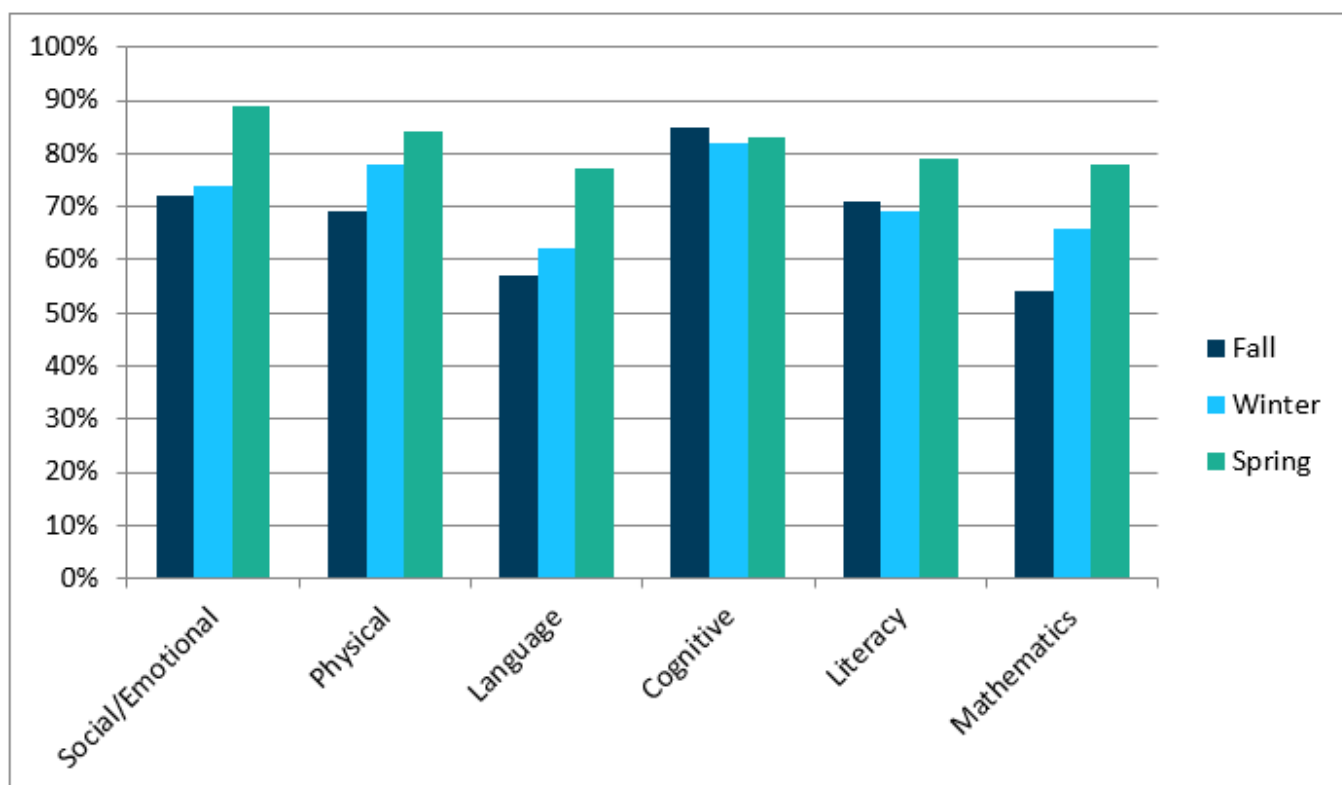
The curriculum process prepares children for kindergarten. After an initial screening using the Early Screening Inventory, preschool teachers and home visitors individualize their lesson plans by setting goals to meet the needs of each child. For children transitioning to kindergarten this includes skills 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 through the year, using Teaching Strategies GOLD, provide the necessary data to determine outcomes and to develop continuous improvement plans. Individual development plans for infants and toddlers are based on the results of the Ages and Stages Questionnaire screening and the Teaching Strategies GOLD assessment. 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.

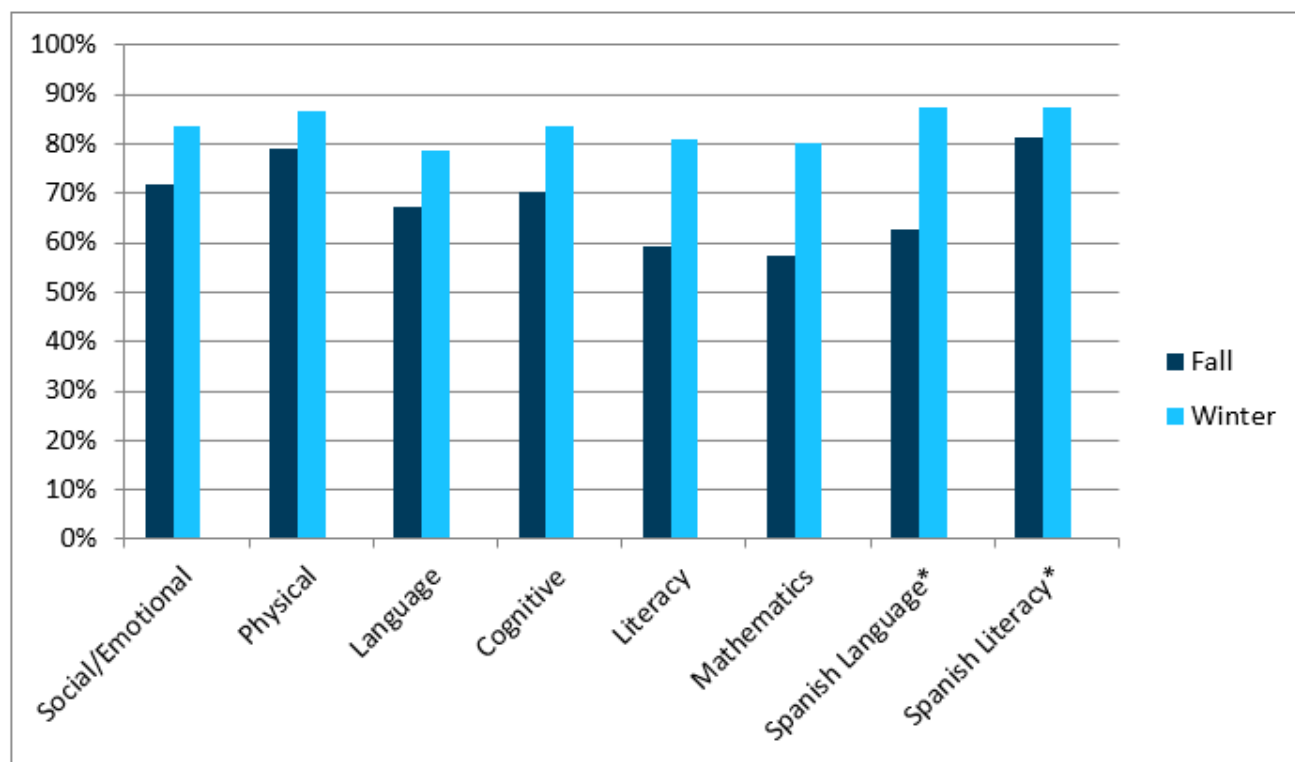
Norwescap Head Start and Early Head Start
2019-2020 Teaching Strategies GOLD
School Readiness - Areas of Development

Early Head Start
Meeting and Exceeding Expectations





Head Start Meeting and Exceeding Expectations



Outcomes for Program Year 2019-2020

The Covid 19 pandemic disruption caused Norwescap Head Start to provide services in a much different way. The abrupt change in service delivery prevented the gathering of accurate data for the third and final round of Teaching Strategies Gold. Although teachers went on to do varied types of virtual learning, many families were unable to participate in this type of learning. This new normal presented many challenges for everyone including the ability to accurately assess all of the children who would be transitioning to kindergarten.

The second round of Gold had ended a few weeks before the shutdown. This winter data had been aggregated indicating the percent of children meeting and exceeding school readiness expectations. Based on those numbers, and comparing them to the previous year for the similar winter term, it can adequately be projected that the majority of the children were on a solid trajectory to attain school readiness skills.

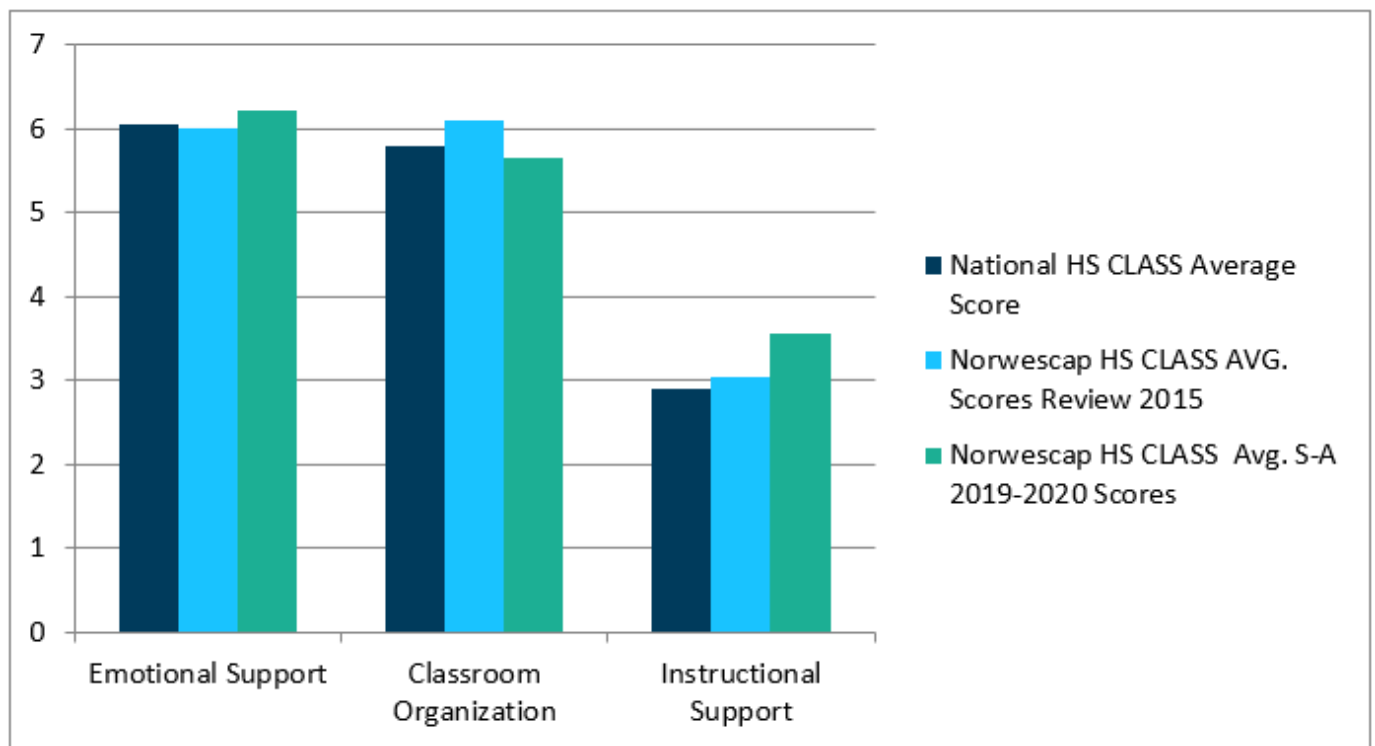




CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

The Classroom Assessment Scoring System™ (CLASS™) is an observational instrument developed to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. The CLASS™ can be used to reliably assess classroom quality for research and program evaluation and also provide a tool to help new and experienced teachers become more effective.

The 2019 National Head Start CLASS average in each of the three domains, shown on the chart on the next page, is depicted in navy blue. In February 2015, the Office of Head Start conducted an on-site CLASS review. The average scores are shown in green. During the 2019-2020 program self-assessment (SA) process, Head Start and Early Head Start conducted CLASS observations in the Norwescap Head Start classrooms. The Norwescap average score for 2019-2020 is depicted in sky blue.





EMOTIONAL SUPPORT:

Assesses the degree to which teachers establish and promote positive climate in their classroom through their everyday interactions. (National Average 6.05, Norwescap Review Average 6.01, Norwescap 2019-2020 SA 6.21)

CLASSROOM ORGANIZATION:

Assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom. (National Average 5.79, Norwescap Review Average 6.10, Norwescap 2019-22020 SA 5.65)

INSTRUCTIONAL SUPPORT:

Instructional Support Assesses the way in which teachers implement the curriculum to effectively promote cognitive and language development. (National Average 2.91, Norwescap Review Average 3.05, Norwescap 2019-2020 SA 3.56)





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www.norwescap.org |

