

PASSAIC FAMILY HEAD START, INC.

Annual Report 2021



Passaic Family Head Start, Inc.

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Dr. Lillian M. Ramos, Executive Director

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Report of the Director

The school year 2020-21 marked the completion of 47 years of service to the community and family of Passaic. In 1974, Passaic Family Head Start, Inc. opened its doors to 30 children from the city of Passaic. In 2021 we served 205 children within two sites (Highland and Third) and one collaboration (Children's Day Nursery). Our families are all from the lowest economic strata within the city – their income is at or below the Federal Poverty guidelines.

In 2014, our Highland Avenue Site was dedicated and named after former mayor Margie Selmer. Mayor Semler was a supporter of Head Start when she was in office and was an even greater supporter as a private vocal citizen. Our site is now the Margie Semler Educational Center. She will be remembered as the champion she was for the City of Passaic and for the Passaic Head Start program.

Passaic Family Head Start, Inc. has built its reputation for excellence throughout all of its varied programming. High quality is seen throughout the education, health, special needs, social services, nutrition, food services, administration, maintenance, home visiting and collaboration components. Our commitment is seen in the joy of our students and the satisfaction of our parents. It is a testament of our success when parents enroll their younger children and refer other family members and friends to our program. Passaic Family Head Start, Inc. is at the forefront of providing outstanding quality education to its students and services to the families of Passaic. Our last five Federal programmatic reviews have confirmed the quality and excellence of our program.

The year 2021 was a historical year as COVID engulfed every corner of our world. New Jersey and neighboring New York were saturated with COVID cases. In an effort to curtail the spread Governor Murphy signed several Executive orders closing schools, daycares, non-essential businesses, indoor dining and asked its citizens to quarantine in place and work from home if possible. The landscape of education changed instantly from in person to virtual. Schools, teachers, parents and children had to instantly adapt to a new reality and a new way to teach and learn. As things improved the state of New Jersey opened up. After taking preventive measures and making many improvements, students returned in September 2020 to in person learning.

The school took calculated measures to reopen the school safely for staff and students. Management met to go over the myriad of new regulations to figure out the best way to make all these changes in a way that would create a smooth transition for both students and staff and make everyone feel they were considered and protected. Our maintenance staff cleaned for months while most of the staff worked virtually from home. Thanks to a very dedicated staff we were able to provide the resources the children and the staff needed in order to do their jobs both virtually and upon their return.

The program has a total of 12 classes which run for 10 months. Children's Day Nursery, our collaborative partner has 5 classes with 75 Head Start children. For 2020-21 the average monthly enrollment was 200. We strive to be at 100% enrollment every month. The fear and spread of COVID left us and many school districts under enrolled. The school year 2021-22 has still been challenging, as parents have not been as willing to return

their children to school. We filled about two thirds of our slots, serving 210 out of 255 children. We continue to recruit and accept children as they register.

Children receive screenings throughout the year consisting of hearing, vision, and dental. Parents are given assistance with applying for NJ Family Care medical insurance and are assisted with finding a medical and dental home for their children. Children's immunizations are checked to make sure they are up to date.

Parents also receive a myriad of services through our Social Services component. Parents are informed of program services, services available within the community and family/parenting programs and activities available to them. Information regarding literacy programs within the program and community is also provided, along with an array of workshops throughout the year.

All of the children served received medical and dental exams and were found to have a medical and dental home. Children with known special needs as well as those that demonstrate a need to be evaluated are provided with services on site and referrals as needed.

School Readiness Goals were developed this year with the input of the teaching staff, Education Advisory Committee and parents. Individualized goals are formulated by teachers for each child and are reflected in the method which the teacher utilizes to help the child achieve and meet the goals. These goals are being reviewed and aggregated 3 times a year and are implemented throughout the year. The goals will be revised on an as needed basis. School Readiness Goals, along with our transition process into Kindergarten, make it a smooth process for the child, parent and new Kindergarten teacher to understand and better accommodate the child leaving Head Start.

Parents are offered workshops throughout the year virtually through Google meets. These include: Child Abuse, Immigration, Child Support, Nutrition, Education & Children, Transitioning to Kindergarten, and a host of others.

Parent Involvement activities include a host of activities including monthly meetings with the Center Committees. Parenting Classes have been provided virtually. Our traditional Male Role model day was reinvented – sending a care package with each child to do at home with their male role model. Parents participate throughout the year on the Policy Council, Parent Center Committee,

The program consists of 54 staff members who include the executive director, program director, managers, specialists, family workers, secretaries, cooks, teachers, teacher assistants, fiscal officer, bookkeeper, substitute assistants, and maintenance.

Staff receives training before the start of the school year as well as throughout the year. Staff development is an on-going process. The more trained our employees are the better equipped they will be to serve our children and families. Development needs and training opportunities are reviewed and provided for all staff from maintenance to accounting to the director. Maintaining a staff that is trained, educated and given an opportunity to become leaders in their field is tantamount to the success of the program.

The future for the program is very bright. Staff are qualified and committed to serving our children and families. Almost half of the staff has been employed with the agency for over 10 years. Funding is steady and promises to increase at both the federal and state levels.

This year completed the ninth year of programming for the home visitation program funded by the State of New Jersey. This program serves recent mothers and their babies. Families receive support and curriculum based instruction on child development.

COVID brought new challenges which we were able to face as a team. With the right staff, equipment and guidance from management and our board we gave our children an in-person experience that was stable, healthy physically and emotionally. The year ended on a happy note for staff children and parents. We are committed to provide quality programming, improve services, and meet the ever present needs of our children and families and to improve the quality of life for those whom we serve, who work for us and the community we serve.

Dr. Lillian M. Ramos, Executive Director

Results from the Last Federal Review and other reviews.

In 2019 the Office of Head Start changed the review process for programs. Rather than six comprehensive reviews, there are now two reviews within a five year period that look at different areas of the program. These consist of CLASS (Classroom Assessment Scoring System) which assesses teacher-child interactions. The Environmental Health and Safety area measures the Health and Safety of the program including facilities. The Comprehensive Services/School Readiness area looks at Social Services, Disability, Education, Nutrition, Family and Parent Engagement. The ERSEA area looks at how students are recruited, selected, enrolled and how attendance is monitored.

A FOCUS Area 1 Monitoring Review was held in February 2021. The board of directors, Policy Council, parents, administration and staff participated in the review. The review found the program to be in compliance in its provision of services. There were no areas of non-compliance, areas of concerns or deficiencies found.

Prior to this, we had three Federal reviews from the Administration for Children and Families (ACF). These were held in April 2017, March 2016 and May 2016. The review held in April 2017 was an ERSEA review, which looked at our practices, policies and procedures regarding ELIGIBILITY, RECRUITMENT, SELECTION, and ENROLLMENT AND ATTENDANCE. We were found to be in compliance with Federal Requirements. No corrective action was required. The review held in March 2016, examined the Environmental Health and Safety of the overall program. The review determined that our Head Start program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements in this area. No areas of noncompliance were found during the review. Accordingly, no corrective action is required in this area.

The review held in May 2016, examined the Comprehensive Services/School Readiness of the overall program. The review determined that our Head Start program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements in this area. All areas were found to be in compliance during the review. Accordingly, no corrective action was required in this area.

In November 2015, our classrooms were evaluated using the CLASS evaluation tool. The results were favorable, with no deficiencies or areas of concern. In 2017, the State Department of Agriculture reviewed our USDA – Child Care Food Program. This review also indicated we were in compliance with program regulations.

Licensing comes in yearly to monitor our program for licensing compliance. This past year, they came to check our procedures and measures in place to prevent the spread of COVID. New procedures were required by the State. We were found to be in compliance and exemplary.

A State Review was completed by OFAC (Office of Fiscal Accountability & Compliance) in 2019. They reviewed our Abbott funding and found us to be in compliance. They made certain recommendations which have already been put in place. Our relationship with the Passaic City school district continues to be a strong one.

Building a Strong Program

Over time, we have been able to transform our program to one of the leading agencies within the community. We have shown our ability to meet new opportunities in the midst of challenges. Overall programming, services and program income has increased within the past ten years. This growth has helped our program to develop a strong infrastructure and leadership within the program. Training is essential to develop staff with new skills and strengthening the ones they already have.

Positioning Through Partnerships

The Passaic Family Head Start, Inc. Program has established itself as a leader and a solid program by developing strategic partnerships within the City of Passaic, at the County level and within the State of New Jersey. We have a strong collaboration with Children’s Day Nursery Preschool. This collaboration began in 1998. It has been a solid and successful partnership. We will look to expand services in the future if funding becomes available. During the last review, it was noted that our partnership with Children’s Day Nursery was a strong one and that they were compliant with Head Start standards.

Building strong relationships with our community partners is a key and essential component to our program. Our community partners provide key services and expertise that goes beyond our abilities and enhances the quality of what we do and offer within our program. The result is an enduring partnership which benefits our program, our community partners and best of all our children and families. These relationships and connections continue with our families even after they have left our program. These partnerships also foster a sense of community knowledge and resources our parents can count on.



Infrastructure

Maintaining a solid infrastructure is vital to the existence and growth of the program. We have purposely positioned ourselves to grow in every aspect of the program, including enhancing and developing our current infrastructure.

Our facilities are well maintained and are constantly being reviewed for repairs, upgrade and improvements. Hand in Hand with our facility is the mechanical infrastructure of our facilities which includes heating and air conditioning. These are reviewed for their efficiency and life span. We look not only at this current year's needs but plan for replacement needs for the future which in most cases will be at great financial cost.

Through COVID preventive appropriations a number of upgrades and measures were taken to prevent the spread of COVID. These included installing automatic motion sensor faucets, towel dispensers, and soap dispensers, Plexiglas was installed in the offices and we install a bacteria killing UV-C light system into the heating/cooling systems. Outdoor canopies were installed to receive children daily. Sanitation Sprayers, foggers, cleaning machines and wipes were purchased to sanitize daily. Masks, thermometers, sanitation stations and gloves were purchased for staff and children. Laptops and tablets were purchased for staff to work independently in the center and remotely if needed.

We look to use and introduce new technology to the program that will improve services, programming, improve overall quality to the program and show a cost savings down the line. We have been awarded technology services through the Federal E-rate program. This program has allowed us to improve our technology infrastructure and to reduce costs at the same time. We will continue to seek funding to build additional classrooms at Highland (Margie Semler Education Center). We will seek to expand into Early Head Start for children 0-3 in the future as funding is available.



Mission Statement

The mission of the Passaic Family Head Start, Inc. Program is to provide an early quality educational opportunity to three and four year old children from low-income families within the City of Passaic and neighboring communities. In addition, it is the Passaic Family Head Start's mission to help Head Start eligible families become self-sufficient and productive members of society through educational, health, social services, parent involvement, emergency, and advocacy support.

Leadership in Challenging Times

The Board holds our leaders to a high standard of accountability but also allows room for creativity and for true leadership to take place. Having bold leadership with a strong and clear vision towards the needs of the agency and the direction needed for the future has been critical to the agency's success. Having well educated, capable and trained staff has made the program successful and we are confident we will continue to secure the continued growth of our agency. This year three new board members joined the board and a new parent representative



Non Discriminatory Policy

The Passaic Family Head Start, Inc. Program in its operation of program and services does not discriminate against anyone because of race, color, national origin, disability, age or sex.

Staffing

At the heart of Passaic Family Head Start, Inc. lies a dedicated staff constantly striving to improve the standards and quality of the education provided to children and services provided to families. When improvements are made and goals are reached, the staff does not stop there. They continue with new goals, measures of improvement, ideas, all with the shared commitment to provide a quality program for all who are served including those who work here. Every opportunity is taken to provide training and resources to staff.

Our employees are some of the most qualified and dedicated staff available. All of our teachers have their bachelor's degree and all of our teacher assistants have their CDA's (Child Development Associate Certificate). Historically we have very little staff turnover in the education department. We did have one teacher retire and one teacher left to go to a local board of education.

This year two of our seasoned staff members retired after 15 years of service. Of 54 staff members, 11 have worked over 20 years, 7 have worked over 15 years, and 11 have been here over 10 years. Twenty five individuals have been here 9 or fewer years. Two years ago our administrative assistant reached the milestone of being the first staff member to have worked at Passaic Family Head Start for 40 years.

As you look at the constitution of our staff, over half are seasoned employees. This shows highly qualified individuals with degrees, experience and continuity despite all the changes throughout the years. The other portion of the staff is young or newly hired. This provides a good balance with our seasoned employees and our younger staff. New ideas, energy, program philosophy and experience are readily shared within our program.

Over a quarter (28%) of our staff have been program parents. Parents are encouraged to develop goals and to volunteer in the program. This has made for a good combination. As parents receive support and are encouraged they are willing to develop goals that will qualify them for new employment opportunities. We have mutually benefited from this philosophy. This year we were able to hire two parents as part of our team.

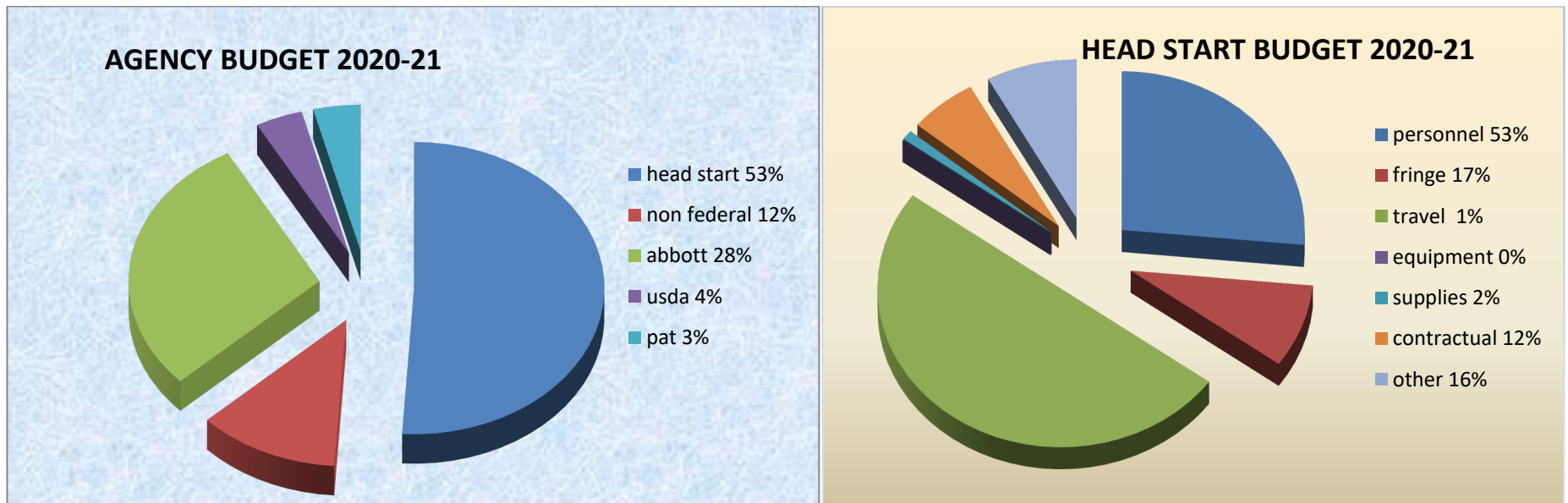


Financial Position

In 2020 – 21 the Passaic Family Head Start, Inc. Program was primarily funded with federal Head Start funds from the Department of Health and Human Services (\$2,527,705.00), (non-federal share) was \$631,776.00, “Abbott” (preschool) funding \$1,449,180.00, USDA (\$170,000.00) for its food program, and \$195,000.00 from the NJ Department of Children and Families for an anticipated total of \$5,197,157.00.

The anticipated funding for 2021-22 is from the Department of Health and Human Services (\$2,557,593.00), (non-federal share) is \$63,398.00, “Abbott” (preschool) funding \$1,449,180.00, USDA (\$165,000.00) for its food program, and \$195,000.00 from the NJ Department of Children and Families. In July 2021 we received one time supplemental funding for COVID prevention in the amount of \$381,855 from ACF. Our anticipated total funding including non-federal share for this year is of \$5,388,026.00.

The financial position of the agency consists of grant funding. This funding has maintained a solid base during the life of the agency. A yearly audit is completed by the agency to review its financial position, activities, and accounting practices. The completed audit for the fiscal year ending June 30, 2020 did not show any deficiencies, reportable conditions or material weakness. The audit for fiscal year ending June 30, 2021 is in progress at this time. Internal controls are constantly being reviewed and improved to maintain general accounting standards and practices.



Vision for the Future

The Passaic Family Head Start Program has served children and families from the City of Passaic since 1974. Over 5,985 children have been educated within our institution. With excitement and joy we are welcoming new generations of Head Start families into our program.

The program has always seen itself as a leader within the City of Passaic in pre-school education and in providing services to its families. We see our role as educators and as advocates for families in need and for the voiceless. To that end we continue to forge forward looking to meet the needs of our families whatever they may be. In the past our parents went from a home based program to a part day program to a full day program.

We have established ourselves purposely in the last few years to allow for continued growth of our program. We have accomplished this through the acquisition of properties that lend themselves to continued expansion. In 2006 we purchased a facility with 24000 square feet. We presently are utilizing 12,000 square feet of this facility. Leaving a great deal of room to build additional classrooms as funding becomes available.

In 2009 we purchased the Third Street facility we have been in since 1986. We have made this our facility our own. We have made many enhancements and improvements throughout the years. We will continue in our endeavors to upgrade the facility to make it a better facility for teaching and learning.

We plan to position ourselves to grasp every opportunity that will allow us to continue to grow. We envision adding new classrooms at the Margie Semler Education Center (Highland Avenue). We plan to continue to make improvements to the physical plants to enhance teaching and learning. As funding becomes available we will seek to add additional components to our programs, such as literacy classes, other classes and programs available to our community. We will attempt to bring them to our facility. We will also seek to build our Social Services into a unit that serves families from the community beyond our Head Start Families. Partnering with community and State agencies will make this possible.

In 2013 the State of New Jersey funded the Passaic Family Head Start Program to begin a Home Visitors Program for first time pregnant moms and infants. The program provides educational and support services to 60 families from Passaic County. These services enhance their quality of life and bring new services into our community. We continue into our ninth year in this vital program.

Services to Parents

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| <ul style="list-style-type: none"> ▪ ESL classes • Food Distribution Referral • Clothing • Parenting classes • Mental Health referrals • Nutrition Classes • Special Needs referrals • Nutrition referrals • Health service referrals • Post-Partum Screening • Domestic Violence Screening • Dental Home Referrals • Women's Support Group/DV • Resume Help/Goal Planning • Child Support Workshops/Referral | <ul style="list-style-type: none"> • Medical Home Referrals • Health Insurance Referral • Health Screenings • GED referral preparation • LIHEAP application assistance • Legal Services referrals • Job training/employment resource • Notarization of documents • Parenting & skill training classes • Assist thru process of services • Board of Social Services referrals • Breast Feeding Initiative • Home Safety/Safe Sleep Screening • Summer Safety Workshops • Immigration Legal Information |
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Passaic Family Head Start
2020 2021 School Readiness Goals JUNE 2021

COR Category Item	HSELOF Goal	Level	School Readiness Goal for 3 Year Olds	Level	School Readiness Goal for 4 Year olds
Approaches to Learning A Initiative and Planning <i>Acercamiento al Aprendizaje</i> A Iniciativa y Planificación	DOMAIN: APPROACHES TO LEARNING <i>Initiative and Curiosity</i> GOAL P-ATL 10 Child demonstrates initiative and independence. -- DOMINIO: ENFOQUES DE APRENDIZAJE <i>Iniciativa y Curiosidad</i> META P-ATL 10 El niño demuestra iniciativa e independencia.	89%	Child expresses a plan with a simple sentence and follows through. <i>El niño expresa un plan con una oración simple y lo sigue.</i>	91%	Child makes and follows through on two or more unrelated plans. <i>El niño hace y sigue dos o más planes sin relación entre sí.</i>
Social and Emotional Development D Emotions <i>Desarrollo Socioemocional</i> D Emociones	DOMAIN: APPROACHES TO LEARNING <i>Emotional and Behavioral Self- Regulation</i> GOAL P-ATL 1 Child manages emotions with increasing independence. GOAL P-ATL 4 Child manages actions, words and behaviors with increasing independence. DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT <i>Emotional Functioning</i> GOAL P-SE 8 Child manages emotions with increasing independence. DOMINIO: ENFOQUES DE APRENDIZAJE <i>Autorregulación Emocional y Conductual</i> META P-ATL 1 El niño maneja sus emociones con mayor independencia. META P-ATL 4 El niño maneja sus acciones, palabras y comportamiento con mayor independencia.	89%	Child explains the reason behind an emotion. <i>El niño explica la razón detrás de una emoción.</i>	91%	Child tries at first to control how he or she expresses emotions but then resorts to physical expression. <i>El niño intenta primero controlar la forma en que expresa las emociones, pero luego recurre a la expresión física.</i>

	DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL <i>Funcionamiento Emocional</i> META P-SE 8. El niño maneja las emociones con mayor independencia.				
Social and Emotional Development E Building relationships with adults Desarrollo Socioemocional E <i>Desarrollar relaciones con adultos</i>	DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT <i>Relationships with Adults</i> GOAL P-SE 1 Child engages in and maintains positive relationships and interactions with adults. GOAL PS-E 2 Child engages in prosocial and cooperative behavior with adults. -- DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL <i>Relaciones con adultos</i> META P-SE 1 El niño participa y mantiene relaciones e interacciones positivas con adultos META P-SE 2 El niño se involucra en un comportamiento prosocial y cooperativo con los adultos.	86%	Child asks an adult to play with him or her or share in an activity. <i>El niño pide a un adulto que juegue con él o que comparta una actividad.</i>	88%	Child engages in a conversation with an adult and takes two or more turns. <i>El niño entabla una conversación con un adulto y toma dos o más turnos.</i>
Social and Emotional Development F Building relationships with other children Desarrollo Socioemocional F <i>Desarrollar relaciones con otros niños</i>	DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT <i>Relationships with Other Children</i> GOAL P-SE 3 Child engages in and maintains positive interactions and relationships with other children. GOAL PS-E 4 Child engages in cooperative play with other children. -- DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL <i>Relación con otros niños</i> META P-SE 3 El niño participa y mantiene interacciones y relaciones positivas con otros niños. META P-SE 4 El niño participa en juegos cooperativos con otros niños.	88%	Child makes a comment directly to another child. <i>El niño hace un comentario directamente a otro niño.</i>	75%	Child shows a preference for one or more friends. <i>El niño muestra preferencia hacia uno o más amigos.</i>

Social and Emotional Development G Community Desarrollo Socioemocional G Comunidad	DOMAIN: APPROACHES TO LEARNING <i>Emotional and Behavioral Self-Regulation</i> GOAL P-ATL 2 Child follows classroom rules and routines with increasing independence. -- DOMINIO: ENFOQUES DE APRENDIZAJE <i>Autorregulación Emocional y Conductual</i> META P-ATL 2 El niño sigue las reglas y las rutinas del salón con mayor independencia.	84%	Child transitions between parts of the daily routine. <i>El niño pasa de una parte a otra de la rutina diaria.</i>	78%	Child performs an action on his or her own that is helpful to the classroom community and is done apart from classroom rules, jobs, or routine expectations. <i>El niño realiza una acción, por sí solo, que ayuda a la comunidad escolar, independientemente de las reglas, tareas o expectativas rutinarias del aula.</i>
Social and Emotional Development H Conflict resolution Desarrollo Socioemocional H <i>Resolución de conflictos</i>	DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT <i>Relationships with Other Children</i> GOAL P-SE 5 Child uses basic problem solving skills to resolve conflicts with other children. -- DOMINIO: DESARROLLO SOCIAL Y EMOCIONAL <i>Relación con otros niños</i> META P-SE 5 El niño utiliza sus habilidades para resolver problemas para solucionar conflictos con otros niños.	79%	Child requests adult help in resolving a conflict with another child. <i>El niño solicita ayuda de un adulto para resolver un conflicto con otro niño.</i>	71%	Child engages in conflict resolution (with adult support) by offering a solution and agreeing on a solution. <i>El niño participa en la resolución de un conflicto (con el apoyo de un adulto) al ofrecer una solución y acordar una solución.</i>
Language, Literacy and Communication L Speaking Lenguaje, Lectoescritura y Comunicación L Hablar	DOMAIN: LANGUAGE AND COMMUNICATION <i>Communicating and Speaking</i> GOAL P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways. DOMINIO: LENGUAJE Y COMUNICACION <i>Comunicando y hablando</i> META P-LC 5 El niño se expresa a sí mismo de maneras cada vez más largas, detalladas y sofisticadas.	78%	Child talks about real people or objects that are not present. <i>El niño habla de personas u objetos que no están presentes.</i>	80%	Child uses pronouns <i>he, she, him, her, his, and hers</i> correctly. <i>El niño usa los pronombres “él, ella, y suyo” correctamente.</i>

<p>Language, Literacy and Communication M Listening and Comprehension</p> <p><i>Lenguaje, Lectoescritura y Comunicación</i> M Escuchar y comprender</p>	<p>DOMAIN: LANGUAGE AND COMMUNICATION <i>Attending and Understanding</i> GOAL P-LC 1 Child attends to communication and language from others.</p> <p>DOMAIN: LITERACY <i>Comprehension and Text Structure</i> GOAL P-LIT 4 Child demonstrates understanding of narrative structure through storytelling/re-telling.</p> <p>DOMINIO: LENGUAJE Y COMUNICACION <i>Atender y Entender</i> META P-LC 1 El niño atiende a la comunicación y el lenguaje de los demás.</p> <p>DOMAIN: LECTOESCRITURA <i>Comprensión y estructura del texto</i> META P-LIT 4 El niño demuestra una comprensión de la estructura narrativa a través de la narración/volviendo a contar cuentos.</p>	81%	<p>Child adds to a conversation by connecting the topic to his or her own experience. <i>El niño aporta una conversación al conectar al tema a su propia experiencia.</i></p>	62%	<p>Child retells (remembers) three or more details in a story or book. <i>El niño vuelve a contar (recuerda) tres o más detalles en una historia o un libro.</i></p>
<p>Language, Literacy and Communication N Phonological Awareness</p> <p><i>Lenguaje, Lectoescritura y Comunicación</i> N Conciencia fonológica</p>	<p>DOMAIN: LITERACY <i>Phonological Awareness</i> GOAL P-LIT 1 Child demonstrates awareness that spoken language is composed of small segments of sound.</p> <p>DOMINIO: LECTOESCRITURA <i>Conciencia fonologica</i> META P-LIT 1 El niño demuestra conciencia de que el lenguaje hablado se compone de pequeños segmentos de sonido.</p>	91%	<p>Child repeats or joins in saying parts of simple rhymes. <i>El niño repite o se une a otros para decir partes de rimas simples.</i></p>	78%	<p>Child points out that two words do not rhyme. <i>El niño señala que dos palabras no riman.</i></p>

<p>Language, Literacy, and Communication O Alphabetic knowledge</p> <p><i>Lenguaje, Lectoescritura y Comunicación</i> O <i>Conocimiento del alfabeto</i></p>	<p>DOMAIN: LITERACY <i>Print and Alphabet Knowledge</i> GOAL P-LIT 3 Child identifies letters of alphabet and produces correct sounds associated with letters.</p> <p>--</p> <p>DOMINIO: LECTOESCRITURA <i>Conocimiento de la Palabra Impresa y del Alfabeto</i> META P-LIT 3 El niño identifica las letras del alfabeto y pronuncia correctamente los sonidos asociados con las letras.</p>	89%	<p>Child says or sings a letter. <i>El niño dice o canta una letra.</i></p>	78%	<p>Child identifies 10 or more letters. <i>El niño identifica 10 o más letras.</i></p>
<p>Language, Literacy, and Communication Q Book enjoyment and knowledge</p> <p><i>Lenguaje, Lectoescritura y Comunicación</i> Q <i>Conocimiento y disfrute de los libros</i></p>	<p>DOMAIN: LITERACY <i>Comprehension and Text Structure</i> GOAL P-LIT 5 Child asks and answers questions about a book that was read aloud.</p> <p>--</p> <p>DOMAIN: LECTOESCRITURA <i>Comprensión y estructura del texto</i> META P-LIT 5 El niño pregunta y responde a preguntas sobre un libro que se leyó en voz alta.</p>	88%	<p>Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book. <i>El niño usa una frase u oración para hablar de una persona, animal, objeto, o evento ilustrado en un libro.</i></p>	80%	<p>Child selects or requests a particular book. <i>El niño selecciona o solicita un libro particular.</i></p>
<p>Language, Literacy and Communication R Writing</p> <p><i>Lenguaje, Lectoescritura y Comunicación</i> R Escritura</p>	<p>DOMAIN: LITERACY <i>Writing</i> GOAL P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.</p> <p>DOMINIO: LECTOESCRITURA <i>Escritura</i> META P-LIT 6 El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.</p>	87%	<p>Child writes five or more recognizable letters or numerals. <i>El niño escribe cinco o más letras o numerales reconocibles.</i></p>	90%	<p>Child combines letters to form words (other than his or her name) for a purpose. <i>El niño combina letras para formar palabras (que no sean su propio nombre) con un propósito.</i></p>

<p>Mathematics S Numbers and counting</p> <p>Matemáticas S Numerar y contar</p>	<p>DOMAIN: MATHEMATICS DEVELOPMENT <i>Counting and Cardinality</i> GOAL P-MATH 1 Child knows number names and the count sequence. GOAL P-MATH 3 Child understands the relationship between numbers and quantities.</p> <p>--</p> <p>DOMINIO: DESARROLLO DE MATEMATICAS <i>Conteo y Cardinalidad</i> META P-MATH 1 El niño conoce el nombre de los números y su secuencia. META P-MATH 3 El niño comprende la relación entre los números y las cantidades.</p>	85%	<p>Child consistently counts (with one-to-one correspondence) up to 10 objects. <i>El niño cuenta de manera sistemática (con correspondencia de uno a uno) hasta 10 objetos.</i></p>	75%	<p>Child identifies four or more single-digit numerals. <i>El niño identifica cuatro o más numerales de un solo dígito.</i></p>
<p>Mathematics T Geometry: Shapes and spatial awareness</p> <p>Matemáticas T <i>Geometría: formas y comprensión espacial</i></p>	<p>DOMAIN: MATHEMATICS DEVELOPMENT <i>Geometry and Spatial Sense</i> GOAL P-MATH 9 Child identifies, describes, compares, and composes shapes.</p> <p>--</p> <p>DOMINIO: DESARROLLO DE MATEMATICAS <i>Geometría y Sentido Espacial</i> META P-MATH 9 El niño identifica, describe, compara y arma alas figures geométricas.</p>	94%	<p>Child recognizes and names two-dimensional shapes (circle, triangle, square, and rectangle). <i>El niño reconoce y nombra formas bidimensionales (circulo, triangulo, cuadrado, rectángulo).</i></p>	76%	<p>Child transforms (composes or decomposes) shapes and identifies the resulting shapes. <i>El niño transforma (compone o descompone) formas e identifica las formas resultantes.</i></p>

Mathematics U Measurement Matemáticas U Medidas	DOMAIN: MATHEMATICS DEVELOPMENT <i>Measurement</i> GOAL P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. -- DOMINIO: DESARROLLO DE MATEMATICAS <i>Medidas</i> META P-MATH 8 El niño mide los objetos por sus diversos atributos utilizando medidas estándar y no estándar. Utiliza diferencias en los atributos para hacer comparaciones.	94%	Child nests or stacks four or more objects by size. <i>El niño clasifica o apila cuatro o más objetos según su tamaño.</i>	76%	Child directly compares or orders things based on measurable attributes using the word <i>same</i> and words with <i>er</i> and <i>est</i> endings. <i>El niño compara u ordena directamente cosas basado en los atributos medibles y usa la palabra "igual" y palabras como "mayor/menor que" o "más/menos que."</i>
Mathematics V Patterns Matemáticas V Patrones	DOMAIN: MATHEMATICS DEVELOPMENT <i>Operations and algebraic thinking</i> GOAL P-MATH 7 Child understands simple patterns. -- DOMINIO: DESARROLLO DE MATEMATICAS <i>Operaciones y pensamiento algebraico</i> META P-MATH 7 El niño entiende patrones simples.	85%	Child recognizes, copies, or extends an existing simple pattern (such as ABABAB or AABBAABBAABB). <i>El niño reconoce, copia o extiende un patrón existente simple (como ABABAB o AABBAABBAABB).</i>	83%	Child creates his or her own (not copied) complex pattern (such as AABAABAAB or ABCABCABC) with at least three repeats. <i>El niño crea su propio (no copiado) patrón complejo (como AABAABAAB o ABCABCABC) con al menos tres repeticiones.</i>
English Language Learning (ELL) II Listening to and understanding English Aprendizaje en Ingles II Escuchar y comprender el ingles	DOMAIN: LANGUAGE AND COMMUNICATION <i>Attending and Understanding</i> GOAL P-LC 1 Child attends to communication and language from others. -- DOMINIO: LENGUAJE Y COMUNICA <i>Atender y Entender</i> META P-LC 1 El niño atiende a la comunicación y el lenguaje de los demás.	95%	Child uses cues in the environment to follow routines and directions. <i>El niño usa indicios en el entorno para seguir rutinas e instrucciones.</i>	83%	Child responds to a complex phrase in English. <i>El niño responde a una frase compleja en inglés.</i>

English Language Learning (ELL) II Listening to and understanding English <i>Aprendizaje en Ingles</i> II Escuchar y comprender el ingles	DOMAIN: LANGUAGE AND COMMUNICATION <i>Attending and Understanding</i> GOAL P-LC 1 Child attends to communication and language from others. -- DOMINIO: LENGUAJE Y COMUNICA <i>Atender y Entender</i> META P-LC 1 El niño atiende a la comunicación y el lenguaje de los demás.	95%	Child uses cues in the environment to follow routines and directions. <i>El niño usa indicios en el entorno para seguir rutinas e instrucciones.</i>	83%	Child responds to a complex phrase in English. <i>El niño responde a una frase compleja en inglés.</i>
English Language Learning (ELL) JJ Speaking English <i>Aprendizaje en Ingles</i> JJ Hablar en ingles	DOMAIN: LANGUAGE AND COMMUNICATION <i>Communicating and Speaking</i> GOAL P-LC 3 Child varies the amount of information provided to meet the demands of the situation. -- DOMINIO: LENGUAJE Y COMUNICA <i>Atender y Entender</i> META P-LC 2 El niño entiende y responde a la comunicación y el lenguaje cada vez más complejos de los demás.	95%	Child names a familiar object or action in English on his or her own and/or uses a common English phrase. <i>El niño nombra un objeto o una acción familiar en ingles por sí mismo y/o usa una frase común en inglés.</i>	79%	Child speaks English in sentences that include nonstandard phrases; may make grammatical errors that stem from the home language or are typical of young children. <i>El niño habla inglés en oraciones que incluyen frases no estándar; puede cometer errores gramaticales que provienen del idioma que se habla en su hogar o que se los niños pequeños.</i>

Dr. Lillian M. Ramos - Executive Director
(973) 365-5808

Robin Nayda Burgos - Program Director
(973) 292-0900

Cherie Bedell - Education Manager/Special Needs Coordinator

Kaurin Cuello - Education Specialist

(973) 365-5808 Third Street

(973) 272-0900 Highland Avenue

Lilianny Ramos – PAT Supervisor\Home Visitor

(973)365-5808 Third Street

(973) 272-0900 Highland Avenue

Miriam Padilla - Health/Social Service/Family Partnership Manager

Sharlene Morel - Parent Engagement Specialist

(973) 365-5808 Third Street

(973) 272-0900 Highland Avenue





PASSAIC FAMILY HEAD START, INC.



**68 Third Street
Passaic, NJ 07055
(973) 365-5808**

**Margie Semler Education Center
91 Highland Avenue
Passaic, NJ 07055
(973) 272-0900**

www.passaicheadstart.org