

NEWARK BOARD OF EDUCATION

Head Start Program

Grant # 02CH011623|04
2025-2030
Region 2

Table of Contents

| | |
|--|-----------|
| Section I. Program Design and Approach to Service Delivery..... | 3 |
| A: Goals..... | 4 |
| 1. Program Goals, Measurable Objectives, and Expected Outcomes..... | 4 |
| 2. School Readiness Goals..... | 20 |
| 3. Program Goals..... | 20 |
| B: Service Delivery | 20 |
| 1. Service and Recruitment Area | 20 |
| 2. Needs of Children and Families | 21 |
| 3. Proposed Program Option and Funded Enrollment Slots | 27 |
| 4. Centers and Facilities | 28 |
| 5. Eligibility, Recruitment, Selection, Enrollment, and Attendance | 29 |
| 6. Education and Child Development..... | 30 |
| 7. Health..... | 32 |
| 8. Family and Community Engagement..... | 35 |
| 9. Services for Children and Disabilities..... | 39 |
| 10. Transition into the Program | 41 |
| 11. Services to Enrolled Pregnant Women | 43 |
| 12. Transportation..... | 43 |
| C. Governance, Organizational, and Management Structures | 44 |
| 1. Governance..... | 44 |
| 2. Human Resources Management | 46 |
| 3. Program Management and Quality Improvement..... | 48 |
| Section II. Budget and Budget Justification Narrative..... | 50 |
| 1. Cost by Object Class Category | 50 |
| 2. Delegate Agencies | 59 |
| 3. Cost-of-living Adjustment | 59 |
| 4. Financial and Property Management System..... | 59 |
| 5. Source of Non-Federal Match..... | 61 |
| 6-10. Waivers, Reduction Requests, Conversions | 62 |
| 11. Equipment | 62 |

Section I. Program Design and Approach to Service Delivery

A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

The Newark Board of Education Head Start Program has established five Program Goals in the following areas: 1) Teaching and Learning, 2) School and Classroom Environments, 3) Well-Being of Children and their Families, 4) Child Attendance, and 5) Family Engagement.

| Long Term Goal 1: Improve the quality of teaching and learning to ensure all students demonstrate readiness to transition to kindergarten. | | | | |
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| 2025-2030 Objectives: Expected Outcomes | Data, Tools, or Methods for Tracking Progress | Progress/ Outcomes | Action Steps/Expected Challenges | |
| <p>1. By the end of June 2030, all students will demonstrate growth in the five school readiness goals:</p> <p>GOLD Domains:</p> <ul style="list-style-type: none"> ● Approaches to Learning ● Social and Emotional Development ● Language and Literacy ● Cognition ● Perceptual, Motor and Physical Development <p>a) 85% of all general education students</p> | <p>Teaching Strategies GOLD</p> <p>Preschool Literacy and Math Assessment (PKLM)</p> <p>Parent/Teacher Conference Sign-in Sheet</p> | <p>Progress:</p> <p>School Readiness Goals</p> <ul style="list-style-type: none"> ○ Social Emotional 74% ○ Approaches to Learning 74% ○ Language and Literacy 73% ○ Cognition and General Knowledge 75% ○ Perception and Physical 49% <ul style="list-style-type: none"> ● Progress as of Q2: <ul style="list-style-type: none"> ○ Approaches to Learning 36% ○ Language and Literacy 47% | <p>Action Steps:</p> <ul style="list-style-type: none"> ● Providing literacy, math, and social emotional resources for at home reinforcement. ● Collaboration with Teacher Coaches and PIRs to provide parent workshops around instruction and social emotional well being. ● Resource Backpack that includes items to promote School Readiness Goals. ● Offer quarterly parent workshops that focus on School Readiness Goals. | |

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| <p>will meet or exceed widely held expectations.</p> <p>b) 85% of students with an IEP will meet or exceed widely held expectations as outlined in their Individual Plan.</p> <p>c) 75% of Dual Language Learners will meet or exceed widely held expectations in Language and Literacy.</p> | | <ul style="list-style-type: none"> ○ Cognition and General Knowledge 30% | <ul style="list-style-type: none"> ● Complete Inclusive Classroom Profile (ICP) in inclusion classrooms. <p>Expected Challenges:</p> <ul style="list-style-type: none"> ● Inaccurate data reporting ● Lack of certified Bilingual Teachers and Teacher's Assistants. ● Students entering the program at different points in the school year. |
| <p>2. By the end of June 2030 all students will demonstrate growth in Science and Technology and the Arts:</p> <p>a) 70% of students will meet program expectations in Teaching Strategies</p> | <p>Teaching Strategies GOLD</p> | <ul style="list-style-type: none"> ● Increase in STEAM participation and engagement. | <p>Action Steps:</p> <ul style="list-style-type: none"> ● Provide field trips and in school workshops that promote STEAM. ● Professional Development for teachers in assessing students' learning in |

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| GOLD. | | | <p>the STEAM areas.</p> <ul style="list-style-type: none"> ● Integration in curriculum and lesson plans, home-school connection & planned activities for families. <p>Expected Challenges:</p> <ul style="list-style-type: none"> ● Scheduling of Field Trips and Workshops not fitting into school schedules. ● Adapting teachers’ practices to include expanded STEAM based instruction for students. ● Students entering the program at different points in the school year. |
| 3. 80% of kindergarten teachers will: | Transition Portfolios | <ul style="list-style-type: none"> ● Increase in parent involvement and engagement as it relates to School Readiness and kindergarten transition. | <p>Action Steps:</p> <ul style="list-style-type: none"> ● Kindergarten teachers participate in Professional Learning Communities. |

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| <p>the spring with a focus on kindergarten transition.</p> <p>b) Receive and utilize pre-kindergarten Transition Portfolios</p> | Teacher Survey | | <ul style="list-style-type: none"> Transition Portfolios for pre-K students are transferred to kindergarten teachers. <p>Expected Challenges:</p> <ul style="list-style-type: none"> Kindergarten students entering Newark Board of Education for the first time will not have a Transition Portfolio. |
| <p>4. All new students will receive early developmental and social emotional screenings within 30 days of program entry:</p> <ul style="list-style-type: none"> Those identified with a need will receive follow-up from the program within 6 weeks. | <p>Ages and Stages Questionnaire - Social Emotional (ASQ-SE)</p> <p>Early Screening Inventory (ESI)- 3</p> | <p>Based on the SY 24-25, 90% families completed the ASQ: (Students with Individual Educational Plan do not complete the ASQ.)</p> <ul style="list-style-type: none"> 70% No/Low Risk 13% Monitor 9% Refer 6% Not Required 2% Parent Refused | <p>Action Steps:</p> <ul style="list-style-type: none"> Implement weekly monitoring of 30 and 45-day screenings. Ongoing communication with parents on child's progress. Complete Home Visits Professional Development for Teachers, and Family |

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| | | | | Advocates around referral and follow-up. |
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| Long Term Goal 2: Ensure all students experience a school and classroom environment that furthers their academic knowledge and their functional, physical and social- emotional skills. | | | | |
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| 2025-2030 Objectives: Expected Outcomes | Data, Tools, or Methods for Tracking Progress | Progress/ Outcomes | Action Steps/Expected Challenges | |
| 1. All Head Start locations will achieve and maintain 80% compliance in each of the following screeners : a) Environmental Checklist (Classroom | Health and Safety Screener Timeline (45 Days) Certification of Health and Safety Screening (75 Days) | Progress: <ul style="list-style-type: none"> Progress as of Q2: We are on track to meeting and maintaining 80% of compliance per health and safety factor. | Action Steps: <ul style="list-style-type: none"> Quarterly Health and Safety Screeners Facilities walk-through before school year, mid school year, and end of school year. Consistent meetings with Facility lead to | |

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| <p>Environment)</p> <p>b) Health and Safety Screener</p> <p>c) Active Supervision</p> | <p>Facilities Tracker</p> <p>Active Supervision Tracker</p> <p>Health and Safety Check-In Meeting Schedule</p> | <p>Outcomes:</p> <ul style="list-style-type: none"> • All sites will have environments that are equipped with early childhood friendly equipment and materials. • There will be a focus on students' health to ensure adults are aware of students with any chronic conditions including those with life threatening allergies. • Head Start Staff will be trained on Active Supervision and Protocols and Procedures. | <p>exchange and monitor best practices to ensure continuous quality and improvement.</p> <ul style="list-style-type: none"> • Budget appropriate funds for facilities, repairs, and upgrades. • Professional Development on Active Supervision. <p>Expected challenges:</p> <ul style="list-style-type: none"> • Back order on items necessary for compliance within the projected timeline. • Work Order Close-outs • Inspection timelines (internal/external) |
| <p>2. 65% of schools will meet or exceed benchmark in the following rated tools:</p> <p>a) Score 5 or higher on</p> | <p>Reliability Observer Training for CLASS</p> <p>Health and Safety</p> | <ul style="list-style-type: none"> • All sites will have environments that are equipped with early childhood friendly | <p>Action Steps:</p> <ul style="list-style-type: none"> • Professional Development plan that |

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| <p>Classroom Assessment Scoring System (CLASS)</p> <p>b) Score 5 or higher on Early Childhood Environment Rating Scale (ECERS)</p> | <p>Screener and Tracker in ChildPlus</p> | <p>equipment and materials.</p> | <p>focuses on data trends.</p> <ul style="list-style-type: none"> • Individual Action Plans created to support teachers and teacher's assistants who do not meet the CLASS benchmark. • CLASS Reliability training • Collaboration with Teacher Coaches to discuss trends as it relates to the Learning Environment • Expectations Checklist and Health and Safety Screener. <p>Expected challenges:</p> <ul style="list-style-type: none"> • Implementation of recommendations from the action plans. |
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| Long Term Goal 3: Improve the well-being and quality of health for children and their families so children are able to thrive in kindergarten and beyond. | | | | |
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| 2035-2030 Objectives: Expected Outcomes | Data, Tools, or Methods for Tracking Progress | Progress/ Outcomes | Action Steps/Expected Challenges | |
| <p>1. The program will remain compliant in all Head Start Performance Standard Requirements.</p> <p>a) Ensure 80% of students maintain an overall Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) health status by the end of enrollment.</p> <p>b) Coordinate quarterly health education workshops to enhance parent knowledge and increase active participation.</p> <p>c) Maintain an updated</p> | <p>Child Plus</p> <p>Daily, Monthly, and Quarterly Reports</p> <p>Monitoring of organized workshops</p> <p>Community services surveys</p> <p>Referral tracker of resources</p> | <p>Progress:</p> <ul style="list-style-type: none"> We are on track to meet our end of the year goals. With strategizing different methods of parental outreach and coordination of oral health workshops, we will focus on ensuring the remainder of students without dental exams and homes are connected to the appropriate resource and receive services. <p>Outcomes:</p> | <p>Action Steps:</p> <p>Monitor Performance Standards and Center for Disease Control and Prevention (CDC)– Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Requirements weekly, monthly and quarterly reports:30-45-90 Day Requirements:</p> <ul style="list-style-type: none"> Health Insurance Status Medical/Dental Home Physical Exams Lead Chronic Conditions (Care Plans) <ul style="list-style-type: none"> Allergy | |

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| list of community partners to refer families to in their time of need. | Health Requirement Tracker | <ul style="list-style-type: none"> • Students will be healthy and ready to learn through identification of health determinations and up-to-date. preventative screenings. • Students will develop the knowledge and skills that help promote nutritious food choices and eating habits. • Students will begin to create healthy oral health habits with minimal assistance from adults. • Parents will become and remain knowledgeable on community resources their child may need. | <ul style="list-style-type: none"> • Dental Exams • Hearing/ Vision Screenings • Immunizations • Flu • Health Hx Questionnaires • Nutrition Assessments <p>Continuous recruitment for Health and Mental Health Services Advisory Committee</p> <ul style="list-style-type: none"> • Host quarterly meeting with Heath and Mental Health Advisory Committee (HSAC). • Implement weaving connections foundation. <p>Coordinate health education programs.</p> <ul style="list-style-type: none"> • Mental Health (Trainings for parents |
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| | | | <p>and staff)</p> <ul style="list-style-type: none"> • Dental Screenings • Oral Health Education • Asthma/ Allergies/ Flu Workshops • Medication Administration/ Allergies • Health Insurance Assistance • Nutrition Workshops • Lead Awareness • Safe and Sound Parent Engagement Workshops • Assist parents with scheduling dental and physical appointments with a medical van. <p>Expected Challenges:</p> <ul style="list-style-type: none"> • Parents' ability to provide health related documentation. • Lack of parental/guardian |
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| | | | | <p>consent to receive program services.</p> <ul style="list-style-type: none">● Lack of community resources. |
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| Long Term Goal 4: Increase child attendance and decrease absenteeism so that all children develop the habit of attending school regularly, leading to success in kindergarten and ultimately opening doors to college. | | | | |
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| 2025-2030 Objectives: Expected Outcomes | Data, Tools, or Methods for Tracking Progress | Progress/ Outcomes | Action Steps/Expected Challenges | |
| <p>1. Achieve and maintain a consistent attendance rate of 85% or higher across all Head Start locations.</p> <p>a) Identify and reduce the number of students experiencing chronic absenteeism quarterly.</p> <p>b) Increase parental engagement and education regarding attendance.</p> | <p>ChildPlus Tracking</p> <ul style="list-style-type: none"> • Attendance • Action Plan Follow-up <p>PowerSchool</p> <p>School Based Meetings</p> <ul style="list-style-type: none"> - Sign-in sheets - Program Agendas | <p>Progress:</p> <ul style="list-style-type: none"> • The program has exceeded the attendance benchmark of maintaining a monthly Average Daily Attendance (ADA) of 85%. In Q2 the program maintained a monthly Average Daily Attendance (ADA) of 93%. <p>Outcomes:</p> <p>Increased child outcomes in the following School Readiness Goals due to consistent attendance:</p> <ul style="list-style-type: none"> • Social Emotional Development • Physical Development • Cognitive Development | <p>Action Steps:</p> <ul style="list-style-type: none"> • Family Advocates will input attendance daily. • Create Attendance Plans for chronically absent students • Building and sustaining strong long term partnerships • Weekly attendance tracking (ChildPlus) • Conduct workshops and informational sessions for families to emphasize the importance of consistent attendance. • The Head Start Team | |

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| | | <p>Increased family outcomes in the following areas</p> <ul style="list-style-type: none"> ● Families as Learners ● Family Well-being | <p>will research community resources to support chronic absenteeism and build solid partnerships to support families.</p> <ul style="list-style-type: none"> ● Quarterly attendance recognition events. ● Development of attendance goals. ● Assist parents with transportation needs. ● Complete Home-visits for chronically absent students. <p>Expected challenges:</p> <ul style="list-style-type: none"> ● Attendance plans are not followed to fidelity ● Chronic health issues (Parent/Guardian or student) ● Transportation ● Inclement weather ● Housing |
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| Long Term Goal 5: Improve family engagement systems to ensure all Newark Pre-K families are actively engaged at home, school, and within their community. | | | | |
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| 2025-2030 Objectives: Expected Outcomes | Data, Tools, or Methods for Tracking Progress | Progress/ Outcomes | Action Steps/Expected Challenges | |
| 1. Engaging in the goal setting process with families: <ul style="list-style-type: none"> a) 70% of families will achieve the family goal set around “reading at home”. b) Set a “Transition to Kindergarten” goal applicable benchmarks. | Child Plus Family Partnership Agreement Sign-in Sheets | <ul style="list-style-type: none"> • At the end of Quarter 2: 614 families set a “Reading at Home” family goal. By November, 36% of families had already achieved their goal. • • At the end of Quarter 2: 139 families set a “Transition to Kindergarten” family goal. By November, 16% of families had already achieved their goal. | Action Steps: <ul style="list-style-type: none"> • Develop meaningful relationships with parents through the Family Partnership Agreement (FPA) process, and beginning with the initial home visit & monthly follow-ups with families. • Promote Program transition initiatives. • Plan and execute transition events. • Partner with Public Libraries, Spring/Winter Reading | |

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| | | | <p>Packets.</p> <ul style="list-style-type: none"> ● Implement family goals for all families with children transitioning to kindergarten. ● Parent Curriculum “Incredible Years” ● Offer “Transition to Kindergarten” information in multiple languages. <p>Expected Challenges:</p> <ul style="list-style-type: none"> ● Finding high quality books in multiple languages, parent participation and parents self-reporting. |
| 2. 80% of families will establish a goal related to an identified need. | Child Plus Family Strengths Assessment (FSA) | <ul style="list-style-type: none"> ● Family Goal-setting data is collected and included in Quarter 3 and Quarter 4 reports. | <p>Action Steps:</p> <ul style="list-style-type: none"> ● Complete Family Strength Assessment for every enrolled family. ● Offer services based on FSA data. ● Track goal progress in Child Plus. <p>Expected Challenges:</p> <ul style="list-style-type: none"> ● Parent self-reporting of |

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| | | | needs. |
| 3. Locations will engage fathers and male caregivers as advocates, lifelong educators, and the first teachers of their children. | Child Plus | <ul style="list-style-type: none"> • By the end of Quarter 2, fathers/male figures participated in at least five different family engagement activities including parent committees, workshops, home school, family goal setting, family assessments. | <p>Action Steps:</p> <ul style="list-style-type: none"> • Offer family engagement events at the school level, use technology resources to connect with fathers and male caregivers. • Collaborate with community partners to promote community activities. <p>Expected challenges:</p> <ul style="list-style-type: none"> • Consistent family engagement |

2. School Readiness Goals

Our school readiness goals are firmly aligned with the Head Start Early Learning Outcomes Framework. The School Readiness Goals align with Head Start's Central Domains, New Jersey Preschool Teaching and Learning Standards, and the GOLD assessment. Importantly, there are no changes to the School Readiness Goals.

3. Program Goals

The Newark Board of Education Head Start Program uses the feedback from the Program Self Assessment and Community Assessments to analyze and evaluate the Program Goals and Objectives. The Program conducted a Self-Assessment where various early childhood stakeholders including the Governing Board, Policy Council, Parents and Community Partners were invited to review current progress towards program goals and provide feedback for implementation. As a result, there have been no changes made to 2025-2030 Program Goal objectives.

B: Service Delivery

1. Service and Recruitment Area

The Newark Board of Education Program will remain committed to serving 1,000 children aged 3 to 5 within the City of Newark. The program will operate across 14 locations distributed throughout the five wards of the city. It will continue to provide a center-based option for all eligible children and will maintain an active waitlist, reflecting the ongoing need for services among families in our community. Recruitment efforts will be actively pursued, supported by a comprehensive recruitment plan that outlines targeted strategies and populations based on assessed needs.

2. Needs of Children and Families

The Newark Board of Education has launched an ambitious strategic plan, titled The Next Decade: 2020-2030, designed to meet the vital needs of children and families in the community. This comprehensive initiative was developed through a collaborative effort involving partners, community leaders, elected officials, board members, parents, students, district leadership, and dedicated educators. The Next Decade represents a transformative educational ecosystem that guarantees children access to the opportunities and resources essential for leading meaningful, productive, and sustainable lives. Central to this strategic plan is the inclusion of critical components from the Head Start Program, which directly targets children and families in the greatest need, as determined by specific selection criteria. Families are identified during the enrollment process and further assessed through the Family Strengths Assessment (FSA). Dedicated Family Advocates and Social Workers work together to create a responsive, tiered system of family services. District staff proactively identify families facing crisis and ensure that they collaborate closely with community partners to address urgent needs effectively. Moreover, children with disabilities receive specialized support through both the Head Start Program and the Office of Special Education, ensuring that every child receives the help they need to thrive. The selection criteria for the program are rooted in community assessment data, accurately reflecting and addressing the diverse needs of families. Through this strategic plan, we are not just providing services; we are fostering a brighter, more equitable future for our children and families.

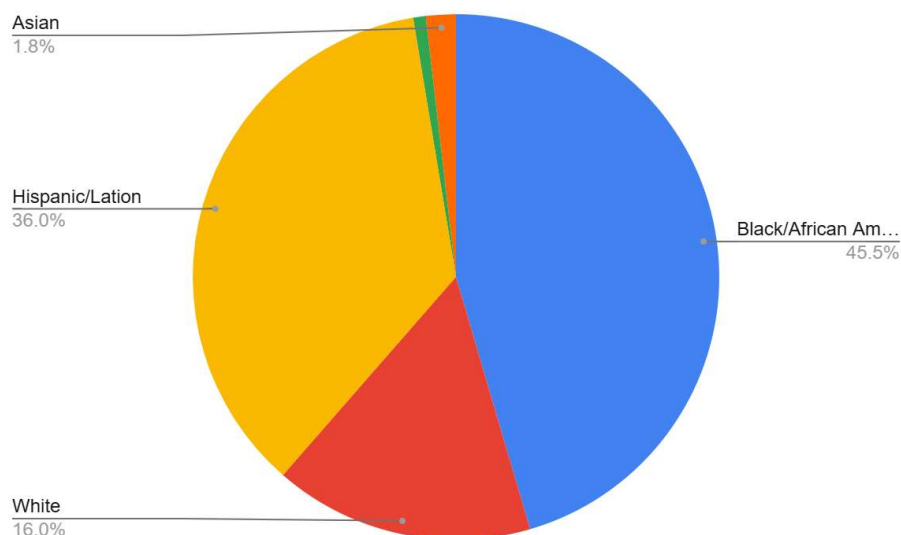
The Head Start Selection Criteria encompasses data regarding the following components:

- **Estimated number of eligible children under five years of age by geographic location**

According to the U.S. Census Bureau Population Estimates, Newark is home to 304,960 residents where 6.6% are children under the age of five. At the time of enrollment the number of age eligible children are as follows: children 2 years old account for 4% of enrollment, children 3 years old 43%, and children 4 years old 53%. For age eligibility, the 2025-2030 selection criteria will continue to prioritize children 4 years of age to prepare them for kindergarten transition within District schools.

- **Race, ethnicity and spoken language**

Newark stands out due to its vibrant racial and ethnic diversity. As illustrated in the chart below, the City of Newark's Census demographic breakdown reveals that 47% of the population identifies as Black/African American, while 37.2% identifies as Hispanic/Latino. The families enrolled and will be enrolled in the program are equally diverse, with American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander representing less than one percent combined. This rich tapestry of backgrounds strengthens our community and enhances the Program's impact.



According to the U.S. Census estimates, 49.6% of Newark's population speaks English, 31.9% speaks Spanish, and the remaining 18.5% communicates in Indo-European, Asian, Pacific Islander, and other languages. The Newark Board of Education's Home Language Surveys, completed by families, shows that 69% of families speak English, 26% speak Spanish, and 5% speak various other languages, including African, Caribbean, and European Slavic languages. This data highlights the linguistic diversity present in Newark..

- **Homelessness**

Families experiencing homelessness and children in foster care will automatically be enrolled in the Head Start Program. The percentage of the program's homeless population has remained at 3% of the total program enrollment for the 2024-25 school year. The percentage of children in foster care is less than one percent.

- **Dual Language Learners**

Approximately 36% of students currently enrolled in the program are dual language learners. Newark Board of Education services families speaking a language other than English by providing enrollment and program information in multiple languages. The program's selection criteria will continue to include priority for families with limited English language proficiency. Other supports will include staffing classrooms with bilingual teachers, teacher aides, and assigning families to a bilingual Family Advocate when possible. All bilingual staff will communicate with parents about the importance of developing their home language while the students learn English.

- **Students with Disabilities**

Newark Board of Education Head Start Program is designed to effectively meet the disability requirements for Head Start enrollment, with 10.2% of the children currently enrolled

having an Individualized Educational Plan (IEP). The program prioritizes children with suspected or diagnosed disabilities to ensure they receive essential Head Start services. Within 45 days of starting the program, general education students will participate in developmental and social-emotional screenings to support their growth. If any concerns arise from these screenings, children will be referred for an internal review by the Preschool Intervention Referral Specialist (PIRS), who will collaborate on creating targeted short-term action plans to address these needs. For children suspected of having disabilities, a formal evaluation will be conducted by the District's Child Study Team to provide comprehensive support. Furthermore, children with IEPs who will attend the program are assigned a dedicated Case Manager from the District's Office of Special Education, ensuring that they receive coordinated support in the development, monitoring, evaluation, and achievement of their IEP goals. This comprehensive approach will foster a nurturing environment for children with diverse needs.

- **Health and Nutrition**

The report by the Office of Disease Prevention and Health Promotion, titled Healthy People 2030, illustrates that individuals residing in poverty are significantly more susceptible to health issues. In Newark, the elevated poverty rate among residents poses a substantial challenge that warrants urgent attention. According to the U.S. Census Bureau, 24% of Newark's residents and 33.9% of children under 18 years of age are living in extreme poverty. This situation is reflected in the Newark Board of Education data, which indicates that 72.2% of students qualify for free lunch, with an additional 8.9% receiving reduced-price lunch.

It is evident that socioeconomic status plays a crucial role in influencing healthcare access and overall well-being, including nutritional health. In the State of New Jersey, all students are required to submit medical documentation, and in instances where parents encounter

difficulties in procuring this documentation, the program will intervene to provide support. The Head Start Program frequently identifies chronic conditions, including autism, asthma, vision impairments, life-threatening allergies, and elevated blood lead levels, which require immediate attention.

Proper nutrition is essential for the healthy development of children and significantly reduces the risk of chronic diseases. The USDA reports that between 2018 and 2022, 13.2% of children were classified as food insecure. Food insecurity is defined as the lack of access to sufficient, nutritionally adequate foods necessary for an active and healthy lifestyle for all household members. It is important to note that food insecurity does not occur continuously; rather, it often results from households needing to make difficult trade-offs between essential needs, such as housing or medical bills, and the purchase of nutritionally adequate food. The detrimental effects of food insecurity are particularly pronounced among children, as they are more vulnerable to long-term repercussions for their physical health, mental well-being, and academic performance. The program recognizes that children who lack access to food resources face significant disadvantages in their educational pursuits. According to the 2022 New Jersey State Health Assessment Data, 11.6% of households in Essex County experience food insecurity, impacting 13.2% of children within those households. Food insecurity is directly correlated with serious health issues, including childhood obesity, diabetes, respiratory illnesses, and psychological problems. To address these nutritional needs effectively, the program will continue to collaborate with the Office of Food Services to create balanced menus and work with School Nurses to conduct comprehensive growth assessments, implementing care plans for children who demonstrate unhealthy growth patterns. It is imperative that children with diagnosed or suspected chronic conditions receive prioritization for Head Start services.

- **Social Services**

In April 2024, the State of New Jersey reported that Essex County ranks as the second highest in the state for individuals receiving Temporary Assistance for Needy Families (TANF), reflecting a significant 17.5% increase. A total of 4,919 applications were submitted, with 2,891 specifically for children. Furthermore, 130,926 families in Essex are enrolled in the Supplemental Nutrition Assistance Program (SNAP), with 55,373 applications filed on behalf of children. It is crucial to note that all applicants receiving public assistance are given top priority for enrollment in the Head Start Program. This program will proactively address critical social service needs, including domestic violence, child abuse and neglect, crisis intervention, substance abuse, and parental incarceration, recognizing these issues as high priorities for enrollment as well. To effectively support families, the program will provide diverse resources such as workshops, small group sessions, individual counseling, and vital referrals to both in-district and community partners. These comprehensive efforts are designed to build capacity, engage families, and fortify parental support.

- **Availability of other child care programs serving eligible children**

Newark experiences a significant demand for preschool services. According to Advocates for Children of New Jersey's Newark Kids Count, there were 3,900 children born in Newark in 2022, underscoring the need for quality early childhood education. The childcare center capacity for the 2022-2023 school year was 14,030, indicating that current offerings are sufficient to meet the needs of all families. The Newark Board of Education Office of Early Childhood is responsible for managing the Early Childhood Preschool Program, which is funded by the State of New Jersey, in addition to the Head Start Program. The District receives approximately \$100 million to provide preschool services for over 6,000 students in this essential program.

Additionally, the Office of Early Childhood collaborates with 24 of the 105 licensed childcare centers in Newark, with 4,155 slots contracted to Community Provider agencies. Through these initiatives, the program remains fully enrolled and has an active waitlist of eligible three- and four-year-old children, highlighting the need for preschool services in Newark.

3. Proposed Program Option and Funded Enrollment Slots

The Head Start Program meets the requirements of 1302 Subpart B, the Program Performance Standards Compliance Table, and all other relevant regulations. We are proud to offer a center-based program option, with our school calendar running from September 2025 to June 2030, providing a total of 182 educational days each school year. Our students will benefit from a wide array of comprehensive services delivered throughout each 6-hour day across 92 preschool classrooms. Each classroom is expertly staffed with one Teacher and one Teacher Aide, and additional Teacher Aides are assigned as necessary to support children with Individualized Education Programs (IEPs). We maintain a strong commitment to quality by ensuring that class sizes in our pre-kindergarten classrooms will never exceed the licensed requirement ratio of 15 students per classroom. Our Head Start classrooms will continue to fully comply with State of New Jersey licensing regulations, offering at least 35 square feet of usable indoor space and a minimum of 75 square feet of usable outdoor play space per child. Through ongoing monitoring systems, we will ensure unwavering compliance with Federal, State, and District standards, guaranteeing excellence in early childhood education.

4. Centers and Facilities

The Head Start sites for the 2025-2030 program years will remain the same as the 2024-2025 school year. The sites are as follows:

| Head Start Locations | | |
|-------------------------------------|-----------------|---------------|
| Location | # of Classrooms | # of Children |
| Avon Avenue School | 6 | 50 |
| Belmont Runyon Elementary School | 6 | 65 |
| Camden Street School | 6 | 75 |
| Chancellor Avenue Elementary School | 10 | 105 |
| Lafayette Street School | 10 | 120 |
| Louise A. Spencer | 6 | 55 |
| Luis Munoz Marin | 8 | 65 |
| McKinley Elementary School | 6 | 60 |
| Peshine Avenue School | 7 | 95 |
| Rafael Hernandez Elementary School | 6 | 55 |
| Sir Isaac Newton Elementary School | 5 | 50 |
| Speedway Elementary School | 4 | 50 |
| Thirteenth Avenue School | 5 | 60 |
| Quitman Street School | 7 | 95 |
| Totals | 92 | 1,000 |

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

The Program employs a diverse array of strategies to recruit eligible families for Head Start. An ongoing enrollment campaign encompasses the following strategies:

- Advertisements on New Jersey Transit buses
- Advertisements at bus shelters
- Electronic billboards placed in high-traffic areas of the city
- Partnerships with Newark Enrolls advertising
- Social Media
- Flyers
- Program Brochures
- District Website
- Hosting and attending a variety of community and school based events

Family Advocates are mandated to maintain an active waiting list of eligible families at all times. The recruitment component of criteria of eligibility, selection, enrollment, and attendance is designed to focus on the most challenged families in need of services. These efforts will include marketing the program through the distribution of media packets and enrollment materials across various wards of the city. Program staff will also proactively seek collaboration with community service-oriented organizations that will facilitate recruitment at their locations, where families may receive preliminary enrollment information.

Furthermore, the program remains committed to working closely with the District's Office of Special Education to effectively recruit and enroll students with disabilities, as well as those transitioning from Early Intervention, thereby ensuring compliance with the benchmarks

established by the Office of Head Start. Additionally, the program collaborates with the Office of Student Support to enroll children experiencing homelessness. To promote consistent school attendance, Family Advocates monitor daily attendance records and conduct outreach to families to ascertain the reasons for student absences. Families exhibiting patterns of absenteeism are identified by the Family Advocate, and attendance goals are collaboratively established to assist families in maintaining regular attendance. Home visits are conducted as necessary, and resources are provided to families facing crises or other significant challenges. Caregivers of students identified as chronically absent are required to meet with the School Administrator and family support staff to devise a comprehensive plan addressing the issue of habitual absenteeism. The program will also continue to implement strategies to foster regular attendance and mitigate chronic absenteeism by providing transportation assistance, such as bus cards, to families in need. Furthermore, attendance certificates and celebratory events recognizing perfect attendance will continue to be organized at Head Start locations.

6. Education and Child Development

During Program Years 2025-2030, the Newark Board of Education will maintain its commitment to providing exceptional educational services for students, ensuring that all children receive high-quality support in a center-based setting for 6 hours each day. Each classroom will be equipped with at least 1 Teacher and 1 Teacher Aide for every 15 students, fully adhering to New Jersey State regulations to guarantee personalized attention and guidance. The Program's School Readiness Goals are meticulously aligned with the New Jersey Preschool Teaching and Learning Standards, the Early Outcomes Framework, and the Teaching Strategies GOLD Student Assessment System. We will continue to implement the Teaching Strategies Creative Curriculum 6th Edition alongside Creative Curriculum Studies. This research-based curriculum not only

supports children's development and learning but is rooted in proven methodologies that have demonstrated effectiveness in nurturing young minds. The Creative Curriculum was strategically selected due to its robust evidence base and seamless alignment with early learning frameworks and standards in New Jersey. An Outcomes study by Teaching Strategies GOLD in 2018 highlighted that, "Having a curriculum with developmentally appropriate activities enabled teachers to more accurately assess children's skills, knowledge, and abilities, and with an assessment system based on the same foundation and objectives for development and learning, teachers could individualize instruction for children and improve their learning outcomes." Teachers are empowered by the insights of the Creative Curriculum, equipping them to understand early childhood development deeply while implementing developmentally appropriate practices in their lesson planning. Each lesson is thoughtfully crafted to reflect children's unique strengths, interests, and learning styles, fostering meaningful and playful learning experiences. Our commitment to engaging families in the assessment process will ensure parents are continually informed about their child's growth and achievements. This curriculum is designed to be inclusive, adeptly addressing the diverse needs of all children, including those with disabilities and English Language Learners. The Newark Board of Education Office of Early Childhood will continue its dedicated coaching support for classroom teaching staff, alongside comprehensive curriculum training scheduled throughout the year on professional development days. To consistently gauge student outcomes in alignment with the Creative Curriculum, we will utilize the Teaching Strategies GOLD Assessment System. The Classroom Assessment Scoring System (CLASS) and the District's Framework for Effective Teaching will also be employed to meticulously observe staff-child interactions, pinpointing strengths and identifying areas for growth in teaching practices. For developmental screening,

the Early Screening Inventory Revised (ESI-3) will remain an integral tool, assessing children aged 3-5 in essential areas, including visual, motor, adaptive, language, and cognitive skills. This high-reliability tool plays a crucial role in monitoring student development and identifying those who may need additional support to unlock their full potential. Additionally, the program will continue utilizing the Ages & Stages Social Emotional Questionnaire 2 (ASQ:SE-2), which empowers parents to highlight their child's social-emotional strengths and identify areas needing attention. Both the ESI-3 and ASQ:SE-2 are provided in Spanish to support our diverse, Spanish-speaking families. Furthermore, the Second Step Curriculum will play a pivotal role in every preschool classroom, fostering essential social-emotional skills for children aged 3 and 4. This resource not only enriches our educational environment but also aligns perfectly with the resources used by the Preschool Intervention & Referral Specialist. Our experience shows that incorporating the Second Step Curriculum significantly enhances support for students and teachers, particularly those grappling with social-emotional challenges. The integration of positive behavior support resources has proven efficient in reducing referrals to the Child Study Team, thereby creating a more nurturing and supportive learning atmosphere for all students.

7. Health

The Head Start Program is dedicated to empowering families by delivering comprehensive services that effectively address the health, oral health, mental health, and nutritional needs of children. Upon enrollment, we will continue to document health information and conduct annual health screenings to proactively identify concerns, ensuring that each child receives the support necessary for their holistic growth and school readiness.

The Center for Disease Control continues to highlight that untreated cavities as the most prevalent chronic disease among children. Poor oral health is not merely a discomfort; it can

result in painful infections and can severely impact a child's ability to eat, speak, play, and learn. Research shows that children with poor oral health face increased absenteeism and struggle academically compared to their peers. To counter this, the Head Start Program will continue to place a strong emphasis on cultivating exemplary oral health practices, promoting daily toothbrushing habits. Each facility will be equipped with toothbrushes, toothpaste, cups, and holding racks, providing continuous supplies to uphold these vital routines. Our educators are trained to guide children through effective tooth brushing techniques according to Performance Standards. Additionally, annual dental screenings will be offered, and our Health Educators will work diligently with families to secure dental homes for children who require further care. As stated previously, the District's Office of Early Childhood, Office of Food Services, and Office of Health Services will continue to collaborate, reviewing and enhancing menus for pre-kindergarten students, ensuring that every meal adheres to the United States Department of Agriculture (USDA) regulations. During mealtimes, our teaching staff is trained to encourage children to serve themselves, fostering independence. We will also provide essential resources and education that promote healthy nutrition and positive eating habits for both adults and children. Throughout the year, community agencies are invited to deliver valuable training and resources, including guidance on the Supplemental Nutrition Assistance Program, further enriching our support network.

During the enrollment process, families are required to submit critical medical documentation for school entry. With parental consent, students can undergo physical exams facilitated by a District Physician. Our dedicated Family Advocates will assist families in gathering additional medical records such as vision, hearing, and growth assessments, which our Health Educators will then systematically record in the program database (ChildPlus). By

collaborating closely with School Nurses, we will ensure that documentation is monitored to meet the essential 30, 45, and 90-day health screening requirements. School Nurses work hand-in-hand with families to develop tailored Care Plans for children with specific health challenges. This health data is consolidated into quarterly assessment reports, which inform targeted professional development for staff and meaningful training for families. Within the first 45 days of program entry, children also undergo comprehensive screening using the Early Screening Inventory, while families complete the Ages and Stages Questionnaire (ASQ). Our Preschool Intervention and Referral Specialists (PIRS) partner with classroom teachers and Family Advocates to ensure that developmental and social-emotional screenings are conducted promptly, with follow-up support scheduled as necessary. For students requiring further evaluation or referral, the Preschool Intervention and Referral Specialists (PIRS) will offer tailored assistance, equipping teachers and parents with effective strategies for addressing challenging behaviors and other developmental needs (e.g., speech). This proactive approach prevents premature classification of special needs and the initiation of an Individualized Education Plan (IEP). Once a case is opened, the Preschool Intervention and Referral Specialist (PIRS) collaborates closely with families to develop personalized support plans for the home and school environment, conducting a thorough evaluation to determine if further referral to the District's Child Study Team is appropriate.

Moreover, our Head Start Social Worker will continue to play a critical role in supporting families dealing with mental health and social-emotional challenges. The program will continue to provide essential support for families facing emergencies, housing instability, mental health crises, and employment issues, ensuring no family is left to navigate these issues alone. The Head Start Program's Health Services Advisory Committee is committed to enhancing the health

and well-being of children and families by engaging with community social service agencies. This Committee is instrumental in fostering communication that leads to program improvements, tailored health education resources, and the creation of effective systems designed to promptly meet the health needs of families. Through this holistic approach and dedicated resources,

8. Family and Community Engagement

The Newark Board of Education Head Start Program collaborates with families to build trusting and respectful relationships by using strategies that are welcoming and responsive to the cultural and linguistic needs of enrolled families. Key strategies include: Resourceful Staff, the program employs family service staff who are well-connected community members. Most Family Advocates are long-time residents of the city, which helps in establishing positive relationships with children, families, and the community. Embracing Diversity, the Head Start Program values the diverse backgrounds of its students by integrating the unique cultural, ethnic, and linguistic aspects of families. For instance, enrollment applications and district forms are translated into multiple languages, including Spanish, Portuguese, French, and Haitian Creole. The Newark Board of Education provides an accessible website where information can be translated into twelve languages through a drop-down menu. Bilingual Staffing whenever possible, classrooms are staffed with bilingual teachers and teacher aides. Staff members communicate with families in their preferred languages whenever feasible. Culturally Relevant Classrooms, classrooms are designed to reflect the diverse cultures of students. Children can see themselves and their families represented through literature and materials throughout the school day, integrated into activities such as read-alouds, choice time, and music. Families are invited to participate in activities in their home language and contribute materials that reflect their cultural backgrounds. Engaging Dads and Male Caregivers, the program will continue to invite and

encourage fathers and male caregivers to join the Dads Are Dynamic Network (D.A.D. Network). Each Head Start location establishes a network of fathers and male caregivers to implement program initiatives and strengthen connections between school, home, and community. The program surveys network participants to identify and enhance skills and knowledge within the group. The D.A.D. Network leads family engagement activities such as "Dads Take Your Child to School Day," the Annual Dads Are Dynamic Toy Drive, and "Donuts with Dads."

Year-Round Family Engagement, each Head Start location will continue to offer numerous family engagement activities throughout the year. The Head Start management team collaborates to train Family Advocates in providing meaningful and relevant engagement activities at each school. These plans are based on Family Strength Assessments and support parent-child relationships, child development, family literacy, and language development, including supporting bilingualism and biliteracy. Annual Engagement Event, the Head Start Program hosts an annual family engagement event titled "Road Trip to Pre-K." This initiative will showcase community resources and highlight essential milestones from conception to pre-k and beyond. Families are connected to resources related to health, and educational support in multiple languages. During the event, children and their families visit various stations to participate in interactive experiences, such as read-aloud sessions, yoga and dance, home safety drills, and STEAM activities. This event fosters partnerships and provides ongoing child development support for families throughout the program year. Family Partnership Process, families reflect on their strengths and consider areas for growth through the Family Partnership process. They work with their Family Advocate to set goals for the program year, which enhances outcomes for both the child and family, and promotes school readiness. Every Head

Start family is required to establish a "Reading at Home Goal." The program supports families in reaching this goal by providing multicultural books to help build at-home libraries. Additionally, families will receive winter, spring, and summer reading packets each program year, which include at-home activities and pre-recorded instructional videos in multiple languages to assist parents with reading at home. Families may set additional goals around biliteracy and bilingualism and can participate in program activities to achieve these benchmarks. For example, a family may attend a math or literacy workshop at their school or obtain a library card during a visit to a neighboring library. The program continues to implement a research-based parent curriculum titled "The Incredible Years" for all enrolled families. This curriculum is structured and sequenced for delivery, targeting parents and caregivers as the primary audience. It consists of twelve sessions spread over fourteen weeks, focusing on behavioral management, developmental and school readiness, language and literacy development, parent-child relationships, and social-emotional development. Each Family Advocate will facilitate small sessions where families can practice skills learned with their children. Additionally, Head Start Social Workers will convene large group sessions to further support this initiative. Strength-Based Assessments, to build positive relationships, Family Advocates will use the Family Strengths Assessment (FSA) to evaluate family strengths and needs. This assessment aligns with the seven family outcomes of the Parent Family and Community Engagement Framework and guides the goal-setting process through regular check-ins. And finally, Community Partnerships, the Head Start Program maintains partnerships with several community agencies, providing comprehensive services related to education, health, and social services. These partnerships ensure that families have access to crucial resources, such as housing, health exams and screenings, food, and mental health services.

Potential challenges include the capacity of partner organizations to serve all Head Start locations and potential funding cuts for grant funded organizations. The Program addresses these challenges by strategically scheduling services based on need and continually updating community partnerships to ensure sustained service delivery (*see table below*). This collaborative and comprehensive approach aims to enhance the overall well-being of children and families involved in the Head Start Program.

| Examples of Newark Community Partnerships | |
|--|---|
| Partner Agency | Description of Services Provided |
| Abra Dental/ Abra Health | Provides access to Pediatric Oral Health Education and Medical Health Care designed specifically for low-income patients. |
| Brilliant Smiles | Newark Native owned Pediatric Dentist office providing comprehensive oral health exams, treatment and oral health education to the community, families. Offers a school based dental program to reduce gaps in care and build community based partnerships. |
| Liberty Dental | Provides dental screenings and education to students enrolled in Newark Head Start. |
| Central Jersey Medical Center | Offers preventative primary medical and dental care services to the underserved and uninsured population. JRMC is also a designated patient centered medical home for children and families. |
| Greater Newark Conservancy | Providing educational workshops at the Conservancy and on site at school locations for Newark's youngest stakeholders to ensure they receive equitable access to nutritious food and a green, resilient, sustainable, and healthy urban environment for living, work, and recreation. |
| FELLAS | The FELLAS Fatherhood Program engages fathers throughout Essex County to promote healthy relationships, strengthen parenting skills, and increase economic stability through employment training and support. |
| New Jersey State | A nutrition and physical activity program aimed at teaching New |

| | |
|--|---|
| SNAP-Ed Program | Jersey residents how to make healthy, budget-friendly food choices and lead more active lives. |
| Rutgers Cooperative Extension | Offers nutrition and healthy eating education to students and families. |
| Programs for Parents | Offers family service training, education and referrals to support services for children, families, and child care providers. |
| Newark Emergency Services | Supports families with basic need concerns such as housing, employment, and food assistance. |
| Weequahic and North Ward Family Success Center | Provides services to families in the South Ward through educational workshops that strengthen the family unit. |
| Newark Community Health Centers | Federally Qualified Health Center committed to delivering affordable, high quality, and accessible healthcare directly to the residents of Essex County, servicing both insured and uninsured community members. (Dental, Pediatrics, Adult Care, Vaccines and Health Screenings) |
| Newark Department of Health and Community Wellness | Provides primary health care access, social & environmental services to all citizens, allowing them to attain an optimal level of health & well-being. services are provided through the Mary Eliza Mahoney Health Center at four locations in the city of Newark. |
| Perform Care | Through the New Jersey Children's System of Care, PerformCare connects young people and their families statewide to the care they need to be well. |
| The Newark Public Library | The Newark Public Library is dedicated to providing a welcoming space for learning, exploration, and connection. |
| The Newark Museum | The Newark Museum serves as a place to create new connections through engagement with organizations and social service agencies. The Museum fosters opportunities for Newark residents and its visitors to foster community well-being. |

9. Services for Children with Disabilities

The Head Start Program is unwavering in its commitment to supporting students with disabilities, ensuring their full participation in preschool education. Through the District's Office of Special Education (OSE), it will deliver comprehensive assistance for students with Individual Education Plans (IEPs). The approach is collaborative, as principals and vice principals partner directly with the Office of Special Education and the Office of Early Childhood, guaranteeing that necessary services are not just available, but routinely effective for students with IEPs and those undergoing evaluation processes. Our dedicated Social Workers will continue to engage with Family Advocates, School Leaders, Preschool Intervention and Referral Specialists, and families to provide essential support for those referred for special education services. Tailored services may include support from a Special Education Teacher, Speech and Language Specialist, Occupational Therapist, or Physical Therapist—ensuring every child's unique needs are met. The Child Study Team from the Office of Special Education will actively support parents throughout the evaluation process and continue to provide vital guidance once a student is deemed eligible for special education services. Each student is assigned a dedicated case manager from the Office of Special Education, who collaborates closely with teachers and families to monitor progress and ensure that the requirements outlined in the IEP are effectively addressed. We organize transition events designed to seamlessly guide families with students transitioning to kindergarten, exemplifying the strong partnership between the Office of Early Childhood and the Office of Special Education. Various roles, including District Administrators, Instructional Specialists, and Licensed Clinical Social Workers, work hand-in-hand with classroom staff to guarantee that the IEP is implemented thoroughly, giving every child the Integrated support they deserve in a least restrictive environment. We also prioritize a smooth

transition for students moving from Early Intervention Services to preschool. The Head Start Program offers a rich array of educational options for students with IEPs, such as inclusive settings with general education teachers and self-contained classrooms designed for those requiring more intensive support. All related services outlined in each student's IEP are delivered through a push-in model, ensuring that support is integrated into the daily school experience. We focus intensively on school readiness and kindergarten preparedness. Our Instructional Specialists work collaboratively with teaching staff to tailor instruction to meet the developmental needs of each child. Utilizing the Reflective Cycle, we offer targeted professional development for teachers and implement in-depth coaching that promotes effective educational practices. The Inclusive Classroom Profile (ICP) stands as a pivotal tool for assessing and enhancing the quality of inclusion practices within our preschool classrooms. By measuring vital areas such as space adaptations, adult involvement in peer interactions, and support for communication, we ensure that our programs are continually improving. Our Instructional Specialists conduct regular classroom observations, provide constructive feedback, and develop action plans that drive meaningful change. This data-driven approach not only informs future visits but also shapes the professional development opportunities we offer, ensuring they are directly aligned with the needs of our dedicated teaching staff. Through these efforts, the Head Start Program stands ready to empower every student with disabilities, helping them thrive both in preschool and beyond.

10. Transition into the Program

The transition into the Head Start Program will begin with a comprehensive intake process that includes a personalized home visit by a dedicated Family Advocate. During this

visit, families will receive valuable information designed to prepare them for their child's successful entry into the Head Start Program. We understand that a smooth transition is vital, so parent orientation sessions will be organized at each of our Head Start locations. These sessions, along with various school family engagement events prior to the first day of school, will provide families with insights into the program and cultivate a sense of belonging within the school community. Our goal is to ensure that families are well-informed and actively engaged, setting the stage for their child's positive experience in the Head Start Program.

Transitions between Programs

The Newark Board of Education Head Start Program will continue to employ the Transition Portfolio alongside the Teaching Strategies GOLD Report to effectively guide and document the support provided to each child and family during their transition to the next educational setting. Starting in pre-k 3, teaching staff assembles a comprehensive transition portfolio throughout the program year, which is then shared with pre-k 4 teachers to ensure continuity and support. Typically, students transition between programs while remaining within the same school; however, families have the option to request a transfer to a different school. In such cases, the transition portfolios and pertinent child and family documentation will be seamlessly transferred to the child's new school, ensuring a smooth transition. To facilitate this process, Family Advocates will organize meetings and collaborate with school staff to support transitions between Head Start locations. Teachers play an active role in the transition process by conducting home visits, where they introduce themselves, gather insights about the families, and help familiarize them with the preschool setting. Additionally, parent conferences are held twice a year, providing teachers the opportunity to share vital student progress reports and collaborate with families on strategies to support each child's learning and development. In preparation for

transitioning into another preschool or kindergarten class, the classroom teacher will conduct an additional home visit. This visit offers an update on the child's progress towards school readiness and equips the family with the necessary information and support to facilitate a successful transition. Through these comprehensive efforts, we can ensure that each child and family receives the guidance and resources needed for a positive educational experience.

Transition from Head Start to Kindergarten

The Transition Portfolio is provided to the receiving kindergarten teacher to facilitate effective planning and ensure a seamless transition for the teacher, student, and family. The Head Start Program is committed to presenting children and families with meaningful opportunities to successfully transition into kindergarten. These opportunities encompass transition goal-setting, organized visitations to kindergarten classrooms, open houses, and informative parent workshops. For children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP), a tailored transition plan is developed in coordination with the Office of Special Education. This office collaborates with Early Childhood Supervisors and Instructional Specialists in monthly meetings to review the needs of transitioning children and the available placements within the preschool program. All transition activities serve as vital opportunities for the Newark Board of Education Head Start Program to communicate essential information with parents regarding IEPs, referrals, and any other concerns. By fostering open lines of communication and providing comprehensive support, we ensure that each child is prepared for a successful transition to kindergarten, paving the way for their continued growth and development in their educational journey.

11. Services to Enrolled Pregnant Women

The Head Start Program does not offer services to pregnant women.

12. Transportation

The Newark Board of Education Head Start Program understands the critical importance of transportation for families. Even though it does not provide daily transportation for students. Recognizing the unique challenges some families face, the District has established a support system in collaboration with the Office of Early Childhood and New Jersey Transit. Through this collaboration, bus passes are provided to eligible families at no cost. Specifically, families residing more than 2 miles from their school may receive a bus pass, while Head Start families only need to live at least 1 mile away to qualify for this essential service. Furthermore, the Office of Transportation will continue to play a role in enhancing educational experiences by supporting the organizing of transportation for scheduled school field trips. Additionally, collaboration with the Office of Special Education will ensure that students with disabilities receive the transportation they require, as specified in their Individualized Education Plans (IEPs). This comprehensive approach ensures that all students have equitable access to educational opportunities.

C: Governance, Organizational, and Management Structures

1. Governance

The Head Start Program has established a dedicated governing body focused on ensuring high-quality services. This Governing Body is composed of key members, including the Superintendent, a fiscal management expert, the District's School Business Administrator, a licensed attorney, the District's General Counsel, and an expert in early childhood education and development, notably the Executive Director of the Office of Early Childhood. To facilitate meaningful representation on the Policy Council, each Head Start location forms a parent committee solely comprised of parents with enrolled students. These parent committees conduct

elections to appoint a President, Vice President, and Secretary, with the President and Vice President nominated to serve on the Head Start Policy Council. The Policy Council is primarily made up of parents of children currently enrolled in the Head Start program, ensuring that parent voices are at the forefront of decision-making. Additionally, members of the community, including parents of former Head Start students, can also serve on the council. Each member serves a one-year term but may be re-elected for a maximum of three years. During the 2025-2030 program years, the Policy Council will engage in governance training and participate in the program's self-assessment. The Head Start Program is committed to transparency and communication, sharing essential program information with the Governing Body. This includes the Annual Report, Quarterly Assessment and Self-Assessment Improvement Plan, and detailed monthly Director's Reports, which provide ongoing updates across all comprehensive service areas. These reports are submitted by the Director to the Executive Director, ensuring the Governing Body receives crucial program information as stipulated in regulation 1301.2(b)(2). Continuous communication regarding program decisions is a priority, and the Program employs a clear process to maintain effective dialogue among governing entities:

- Policy Council approvals are submitted to the Program Director and Executive Director.
- The Executive Director relays important decisions to the Governing Body and, when necessary, to the District Board of Education.
- The Policy Council Chairperson or a designated representative is invited to pertinent meetings.
- Recommendations are ratified by vote and shared publicly during general meetings.

Further enhancing communication, the Director's Report is shared with the Policy Council during their monthly meetings. If needed, translation services are provided to ensure all families

can participate fully in discussions. Monthly Parent Committee Meetings encourage parents to voice their concerns and feedback directly to their Policy Council Representative and Family Advocate. To uphold integrity and transparency, the Head Start Program ensures that Policy Council members do not have conflicts of interest, aligned with the Policy Council Bylaws. Members are expected to share insights and recommendations to inform program policies, activities, and services, allowing the Director to address issues promptly as they arise.

2. Human Resources Management

The organizational chart has been uploaded to the Enterprise System under the “Other Supporting Documents” tab. This chart clearly outlines the key staffing structure, delineates areas of responsibility, and establishes lines of communication within the Program. The Newark Board of Education is dedicated to cultivating a diverse and thriving workforce that embodies professionalism and excellence. This commitment is reflected in our comprehensive policies and procedures. The Program collaborates closely with the District’s Human Resources Department, which manages all aspects of talent acquisition, including recruitment, qualification review, criminal background checks, benefits administration, onboarding, and personnel file management. Once a candidate is selected, an offer of employment letter is issued, detailing a projected start date that is contingent upon the completion of various approvals, including reference checks, physical/TB screenings, Criminal Record Checks (CRC), and other background clearances. To ensure a smooth onboarding experience, candidates receive a dedicated orientation date along with a list of required original documents to bring prior to their start date. This thorough process aims to select well-qualified personnel who are aligned with the Program’s vision. The Policy Council is kept informed of all recommended candidates, with final approvals ultimately determined by the Governing Board. The onboarding process, overseen by

the District’s Human Resources Department, takes place before the new hire's start date. Once all necessary documentation, including an approved CRC, is collected, new staff, consultants, and volunteers participate in a comprehensive orientation designed to prepare them for their responsibilities. The Head Start orientation covers essential topics, including the Head Start Act, Performance Standards, School Readiness Goals, Comprehensive Services, and the data management system. Additionally, the Program actively encourages participation from interested parents, offering structured volunteer opportunities for both short and long-term engagements. Long-term volunteers must complete paperwork, screenings, and an orientation process similar to that of new hires, in compliance with Performance Standards. To ensure high-quality performance and support professional development, the Program employs various observation and evaluation tools tailored specifically for Head Start staff. These research-based strategies identify areas needing improvement, and based on evaluation results, staff receive targeted coaching to enhance their skills and effectiveness.

| Evaluation Tools | Staff |
|----------------------------------|--|
| Non-Instructional Framework | Non-Instructional Head Start Staff <ul style="list-style-type: none"> ● Head Start Management Team ● Family Advocates ● Health Coordinators ● Teacher Aides ● Custodial Staff ● Clerk ● Fiscal Specialist |
| Director/Supervisor Framework | Instructional Staff <ul style="list-style-type: none"> ● Head Start Director |
| Framework for Effective Teaching | Instructional Staff <ul style="list-style-type: none"> ● Teachers |
| Student Support Framework | Instructional Staff |

| | |
|-------------------------|--|
| | <ul style="list-style-type: none"> • School Social Workers |
| Adult Support Framework | Instructional Staff <ul style="list-style-type: none"> • Instructional Specialist |

3. Program Management and Quality Improvement

The Head Start Program is dedicated to maintaining a consistent system for monitoring and evaluating services throughout each program year. In addition to rigorous monthly reporting across all content service areas, we conduct comprehensive quarterly self-assessments to gauge our progress toward strategic plan goals. Specifically within teaching and learning, we share the outcomes of Program Goal 1 and its objectives with Instructional Specialists, Teacher Coaches, PIRS, and School Leaders. The Management Team collaborates with Principals and Vice Principals quarterly to ensure alignment on program progress and the actionable steps required at the school level. To promote the effective implementation of teaching and safety practices, we conduct regular academic walkthroughs. The quality of classroom teaching practices is rigorously assessed using the Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scale (ECERS), tools that evaluate the effectiveness of teacher-child interactions across three critical domains: emotional support, classroom organization support, and instructional support as well as a focus health and safety aspects. Twice each year, during the fall and spring, our Health Educators carry out thorough Health and Safety Screening Assessments. The findings from the initial assessments are promptly shared

with School Leaders to facilitate swift action. The Management Team also coordinates with the Facilities Department to prioritize and schedule essential improvements based on these assessment results. After improvements are implemented, Health Educators conduct a follow-up screener to verify and document the updates. While we conduct bi-annual health and safety screening assessments, we prioritize ongoing monitoring in areas requiring immediate action to ensure prompt resolution. In parallel, our Health Educators meticulously track all five indicators from the Health and Safety Screener Assessment, supported by the Management Team's commitment to continuous monitoring of active supervision. Each Head Start location undergoes active supervision site visits twice per program year, further reinforcing our commitment to quality. To ensure that our staff fully understand the components of Active Supervision, we prioritize ongoing assessments and provide extensive follow-up training. Each year, all Head Start Staff are required to complete an Individual Professional Development Plan (IPDP), an essential process that encourages supervisors to collaborate with staff in identifying and setting ambitious professional goals to enhance individual development. Through formal observations, supervisors have the opportunity to offer constructive feedback and coaching, fostering staff expertise and bolstering program capacity. The Program continuously evaluates progress toward established goals, using feedback from staff to strategically plan professional development opportunities. Our professional development days are strategically embedded into the annual program calendar, allowing us to exceed the required 15 hours by proudly offering 35 hours of professional growth each year. We utilize a variety of data systems, including ChildPlus, PeopleSoft, School Mint, and PowerSchool, to collect and analyze data, generating meaningful reports that inform program improvement and establish procedures to prevent any recurrence of previous quality and compliance concerns. Our organizational structure is intentionally designed

to enable effective supervision and support for all staff members, ensuring that our commitment to excellence is consistently upheld.

Section II. Budget and Budget Justification Narrative

1. Cost by object class category

| Expenses (424A Categories) | Head Start | Non-Federal Share | Total |
|-----------------------------------|---------------------|--------------------------|----------------------|
| Personnel | \$ 5,816,899 | \$ 1,172,635 | \$ 6,989,534 |
| Fringe Benefits | \$ 1,531,744 | \$ 444,206 | \$ 1,975,949 |
| Travel | \$ 10,000 | \$ - | \$ 10,000 |
| Equipment | \$ 373,000 | \$ 93,250 | \$ 466,250 |
| Supplies | \$ 950,527 | \$ 442,072 | \$ 1,392,599 |
| Contractual/TTA | \$ 132,197 | \$ 33,049 | \$ 165,246 |
| Other | \$ 463,914 | \$ 134,358 | \$ 598,272 |
| Total Expenses | \$ 9,278,280 | \$ 2,319,570 | \$ 11,597,850 |

Note on New Jersey Pre-K and Non-Federal match:

The Newark Board of Education is fully committed to leveraging State funding through the New Jersey Preschool Program. This amount will exceed the required federal share match. For the purposes of this budget, the amount of the New Jersey Preschool Program funding that will be dedicated specifically toward non-federal share matches is separated from the overall total. On the budget tables below, the funding sources and totals are indicated as follows:

- Funding
- New Jersey Preschool funding dedicated to supporting the Program
- Budget total plus New Jersey Preschool funds dedicated to 25% non-federal share match

Since the New Jersey Preschool Program funding will be seamlessly blended in the Newark proposal, personnel and non-personnel allocations will be based on the number of children in each location/program wide.

The Head Start Program and New Jersey Preschool Program will continue to blend, personnel and non-personnel, allocations which will be based on the 6-hour comprehensive educational day for Head Start, and calculations will be based on the number of children in each location and or program wide.

Personnel Description

In order to provide a fully-supported program, Newark Board of Education will blend Federal funding. The New Jersey Preschool Program and the District will provide much of the overhead, facilities and back-office assistance to support the Program. As evidenced by the enclosed personnel chart in Cost Allocation, “Other Supporting Documents,” all salaries are compensated below the amount equal to the rate payable for level II of the Executive Schedule under section 5313 of title 5, United States Code.

| Position | # of FTEs | Annual Base/FTE | Funding | NJ Pre K (non-fed) | Other State Funding |
|---------------------------------|------------------|------------------------|----------------|---------------------------|----------------------------|
| District Leadership | | | | | |
| Executive Director | 1 | \$175,764 | 0% | 0% | 100% |
| Director | 1 | \$135,500 | 100% | 0% | 0% |
| Manager-Monitoring & Compliance | 1 | \$65,160 | 100% | 0% | 0% |
| Manager-Health Services | 1 | \$80,195 | 100% | 0% | 0% |

| | | | | | |
|---|----|-----------|------|-----|------|
| Early Childhood Specialist | 2 | \$52,761 | 100% | 0% | 0% |
| Zone Leadership & Support | | | | | |
| Education Manager/Principal | 1 | \$103,500 | 0% | 0% | 100% |
| Vice Principals | 3 | \$132,706 | 41% | 10% | 49% |
| Instructional Specialist | 2 | \$87,053 | 100% | 0% | 0% |
| Manager-Family & Community | 1 | \$85,222 | 100% | 0% | 0% |
| Master Teacher/ | 5 | \$93,609 | 0% | 0% | 100% |
| Health/Mental Health Services Personnel -Nurses | 3 | \$107,703 | 0% | 0% | 100% |
| Health/Mental Health Services Personnel –Health Educators | 4 | \$53,428 | 100% | 0% | 0% |
| Health/Mental Health Services Personnel -PIRS | 5 | \$100,520 | 0% | 0% | 100% |
| Disabilities Personnel (s) | 5 | \$91,330 | 31% | 0% | 69% |
| Center Level/Program Staff | | | | | |
| Clerk | 3 | \$56,244 | 41% | 10% | 49% |
| Family Advocates | 23 | \$40,859 | 100% | 0% | 0% |
| Certified Teachers | 93 | \$84,155 | 0% | 0% | 100% |
| Relief Teachers | 15 | \$68,510 | 0% | 0% | 100% |
| Teacher Assistants | 92 | \$36,302 | 72% | 28% | 0% |
| Teacher Assistants/Floater | 16 | \$36,302 | 72% | 28% | 0% |
| Other Staff | | | | | |

| | | | | | |
|---|-----|----------|------|-----|-----|
| Maintenance Personnel | 7 | \$51,228 | 62% | 12% | 26% |
| Security Guards | 9 | \$39,227 | 49% | 13% | 38% |
| Fiscal Personnel-Senior Fiscal Analyst | 1 | \$62,045 | 100% | 0% | 0% |
| Fiscal Personnel- Principal Auditor | 1 | \$88,048 | 25% | 75% | 0% |
| Other Staff – Admin Asst | 1 | \$53,671 | 100% | 0% | 0% |
| Total FTE | 296 | | | | |

Fringe Benefits

The fringe benefits have been calculated at approximately 26% of the total personnel costs for Payroll Taxes, Health/Dental/Life Insurance and Retirement costs, based on current Newark Board of Education operations. The Other benefits calculated are TPAF expenses for staff who are State certificated.

| Payroll Taxes & Fringe Benefits | Head Start | Non-Federal Share | Total |
|--|---------------------|--------------------------|---------------------|
| Payroll Taxes (Social Security, Fica) | \$ 349,147 | \$ 102,168 | \$ 451,315 |
| Health/Dental/Life | \$ 1,073,865 | \$ 342,038 | \$ 1,415,903 |
| Retirement | \$ - | \$ - | \$ - |
| Other Fringe | \$ 108,732 | \$ - | \$ 108,732 |
| | | | |
| Total Payroll Taxes & Fringe Benefits | \$ 1,531,744 | \$ 444,206 | \$ 1,975,950 |

Non-Personnel Expenses

Non-personnel expenses are prioritized in favor of necessary resources at the management level for supplies, maintenance, and facilities resources needed in order to provide a safe, clean and welcoming environment for children and families. With this in mind, the grantee-level non-personnel expenses are minimal, and the non-personnel line items are focused around classroom supplies and resources, as well as other necessary expenses for a fully compliant and well-supported program.

Consistent with the community assessment, the availability of public transportation, and the central location of facilities, the Newark Board of Education believes the most reasonable and cost-effective program model includes transportation assistance for the 1,000 children and parents.

The following table is a detailed breakdown of the required non-personnel expenses:

| Travel | Head Start | Non-Federal Share | Total |
|--|-------------------|--------------------------|-------------------|
| Staff- Out of Town | \$ 10,000 | \$ - | \$ 10,000 |
| | | | |
| Total Travel | \$ 10,000 | \$ - | \$ 10,000 |
| | | | |
| Equipment | Head Start | Non-Federal Share | Total |
| Classroom / Outdoor / Home-based / FCC | \$ 373,000 | \$ 93,250 | \$ 466,250 |
| | | | |
| Total Equipment | \$ 373,000 | \$ 93,250 | \$ 466,250 |

| Supplies | Head Start | Non-Federal Share | Total |
|---|-------------------|--------------------------|---------------------|
| Office Supplies | \$ 157,033 | \$ 85,000 | \$ 242,033 |
| Child and Family Services | \$ 592,206 | \$ 266,493 | \$ 858,699 |
| Other Classroom Supplies | \$ 148,052 | \$ 66,623 | \$ 214,675 |
| Disability Supplies | \$ 53,236 | \$ 23,956 | \$ 77,192 |
| Total Supplies | \$ 950,527 | \$ 442,072 | \$ 1,392,599 |
| | | | |
| Contractual | Head Start | Non-Federal Share | Total |
| Training and Technical Assistance | \$ 88,358 | \$ - | \$ 88,358 |
| Contractual | \$ 43,839 | \$ 33,049 | \$ 76,888 |
| Total Contractual | \$ 132,197 | \$ 33,049 | \$ 165,246 |
| | | | |
| Other | Head Start | Non-Federal Share | Total |
| Other-Teacher Stipends (Supplemental) | \$ 46,391 | \$ - | \$ 46,391 |
| Other-Utilities | \$ - | \$ - | \$ - |
| Other-Building Maint/Repair | \$ 94,779 | \$ 52,190 | \$ 146,969 |
| Other-Local travel | \$ 8,695 | \$ 3,829 | \$ 12,524 |
| Other-Subs | \$ 102,061 | \$ - | \$ 102,061 |
| Other-Parent Services/Policy Council | \$ 25,805 | \$ - | \$ 25,805 |
| Other-Publications/Advertising/Printing | \$ 9,278 | \$ 4,175 | \$ 13,453 |
| Other-Equipment Rental | \$ 22,392 | \$ 10,076 | \$ 32,468 |
| Other-Staff Training | \$ 24,000 | \$ 10,800 | \$ 34,800 |
| Other-Food Catering | \$ 12,096 | \$ - | \$ 12,096 |
| Other-Field Trips | \$ 47,417 | \$ 21,338 | \$ 68,755 |
| Other-Misc (Recruitment) | \$ 71,000 | \$ 31,950 | \$ 102,950 |
| Total Other | \$ 463,914 | \$ 134,358 | \$ 598,272 |

Travel:

Out of town training for staff is anticipated.

Equipment:

The program has anticipated maintenance and/or replacement of playground and classroom equipment, furniture and technology, etc., at our sites.

Supplies:

Locations have a need for the following office supply items:

- Office Supplies for Central Office staff
- Recruitment materials and office supplies for Family Advocates
- Furniture
- Other supplies for sites (Direct Supplies Ex. toothbrushing supplies, hearing/vision supplies, general nurse supplies, wellness supplies for children, etc.)
- Other supplies (Indirect Supplies Ex. screening materials and support supplies for staff wellness supplies, etc.)

Contractual:Head Start

Newark Board of Education intends to spend \$88,358 exclusively for Training & Technical Assistance (T/TA). Our T/TA expenses will include assistance to implement key strategies within Early Childhood Education, Family and Community Partnerships, and Program Design and Management. Other T/TA expenses continue to include costs associated with staff professional development sessions, key training materials and local travel reimbursements to support staff training events.

Other:**Head Start**

- Teacher stipends, supplemental pay for home visits
- Utilities at shared locations (includes In-Kind de minimis rate, at 5% of total budget)
- Other (Building/Maintenance Repair) continued upkeep of buildings, playground installation expenses
- Local travel for staff National Association meetings, NJ Association meeting and Region 2 conferences for staff and Policy Council members
- Substitutes for maintaining Teacher/Child ratio in classrooms
- Policy Council expenses, i.e. trainings, food for meetings, and travel
- Other (Publication/Advertising/Printing-printing publications) dues and subscriptions
- Other (Equipment rentals) rental of copiers located at sites
- Other (Training or Staff Development) training to assist with Newark Board of Education's desire to foster employee development, in order to shape a more efficient, competitive, and engaged workforce. JHSAS, NJSA, NAEYC, Educator's Summit and Program Staff retreat
- Other (Food/Catering) food and catering for meetings
- Other (Miscellaneous) recruitment expenses

Reasonable per child costs

The Newark Board of Education continues its mission of providing a cost-effective, high-quality program for low-income children and families in Newark. The budget represents a concerted effort to strategically use Federal and State funding, as well as existing District

resources, to support the most comprehensive, high-quality services possible for every child served. Currently, the Program is receiving \$9,278 per child which is well below the national average of \$13,840 for Nationwide (The State of Preschool 2023, The National Institute for Early Education Research). It should be noted that even though the budget is well below the national average, services offered continue to provide children and families with full-day services; 6 hours a day of center-based services.

Non-Federal share/match of the total project cost

The Office of Early Childhood will take the following steps to implement checks and balances related to the allocation of the grant funds:

- All staff members who work in or support schools with the program sign in/out each day using the Newark Board of Education's electronic finger identification Kronos Attendance System. This could be used to verify that they worked in a school with the program.
- The Newark Board of Education Head Start and ECPA programs blend personnel and non-personnel allocations based on the 6-hour comprehensive educational day for Head Start, and the calculations are based on the number of children in each location program wide.

Levels for the enrollment methodology for cost allocations are:

- Classroom-level enrollment: Assistant Teachers.
- School Base-level enrollment: School level administrative and non-administrative staff (*i.e. security guards, custodians, etc.*).
- Program-level enrollment: OEC Implementation Staff, non-Instructional support staff.

Since the children naturally feed into the District's K-12 school system, there is a significant commitment of resources beyond the funding to directly benefit the children. The budget information enclosed, represents the minimum required 20% non-federal match. The district has consistently exceeded this match. To simplify the tracking and reporting requirements for Head Start, there are hundreds of expenses that would be eligible to be charged to that are assumed by other flexible funding sources within the Early Childhood budget. The estimated value of unreported non-federal contributions by the Newark Board of Education in the form of free facilities, free utilities, free fiscal staff, free human resources staff, free transportation, free substitute teachers, and subsidized benefits is well in excess of one million dollars.

2. The Program does not have delegate agencies.

3. Cost-of-living adjustment (COLA) funds

As directed by the Program Instruction, each eligible employee will receive the allotted percent salary increase and adjustments to related benefits. Similarly, the non-federal share will be updated to reflect a match in salaries and benefits due to the COLA increase. Funds that remain after providing the COLA increase to base salaries and benefits would be applied to anticipated increases in operating costs.

4. Key features of the organization's financial and property management system and internal controls

The Newark Board of Education maintains a comprehensive financial policy that guides the accounting practices for our program. The established policies and procedures outline a system for internal controls, processing accounting transactions, reporting financial activity, and adhering to regulatory compliance. Policies are regularly reviewed and are ongoing to ensure

up-to-date practices. In addition, the Office of Early Childhood has significant internal control practices outlined which are enforced by management and fiscal departments, monitored by the Budget Department, Accounts Payables, Purchasing and audited by an external audit firm annually. Internal controls are designed to ensure validity and accuracy within the accounting system. The various elements of internal control policies include segregation of duties, authorization of transactions, secure storage, and strong management oversight.

The Newark Board of Education utilizes PeopleSoft accounting system which is Cloud-based, password protected, secured, and backed up immediately upon entry of information. This system allows our fiscal department to accurately forecast, track, monitor and report financial information. Training and appropriate separation of duties have been established to minimize the risk of fraud and to protect the assets of the agency and those with federal interest. Fiscal Personnel assist in overseeing and monitoring the grant. The Accounts Payable and Purchasing department oversees and monitors systems and the processing of purchasing, purchase orders, and requisitions by staff. The Director receives a Budget report each month from the Fiscal Personnel. The Director shares this detailed fiscal report along with the Policy Council monthly. At the beginning of each program year, training is provided to the governing bodies to explain the financial and fiscal related reports. Budget reports and pertinent information is shared regularly with leadership team members. Financial findings or weaknesses are communicated to the Fiscal Team as soon as identified in the audit process. Information particular to a finding can be read in audit reports by Newark Board of Education 's auditor.

The Regional Office is provided direct communication in all pertinent matters. The Newark Board of Education, through the Fixed Assets department, has an inventory system that identifies all furniture, equipment, vehicles and building improvements for all items purchased

where a single item costs over \$2000. Assets entered a system that identifies the asset tag number, description, location, vendor, cost, date of acquisition, and serial number. Inventories are conducted yearly, and assets cannot be destroyed without obtaining prior approval. The Head Start's food and nutrition program is funded by reimbursements from the U.S Department of Agriculture.

5. Source of Non-Federal match

The Newark Board of Education's Program is overseen by the Office of Early Childhood. In order to provide a fully supported program, Newark Board of Education will blend Federal funding with funding from the New Jersey State Pre-K (formerly Abbott) program, and will provide much of the overhead, facilities and back-office support that will support the program. Utilities cost will be allocated between New Jersey State Pre-K and the program.

All salaries are determined based on union and contractual agreements, which meet the state standards for the school district and are comparable to experience, education, and job performance.

Allocations between programs will be shared during the 6-hour educational program day. Non-personnel resources such as supplies, utilities and transportation, will be allocated based on the most relevant/appropriate methodology for how each specific resource is used by each program.

Allocations are based on a 6-hour comprehensive educational day and upon award they will be calculated and charged based on the number of children in each program. Since the Head Start and New Jersey Pre-K programs are seamlessly blended in the Newark proposal, personnel and non-personnel allocations are based on the 6-hour comprehensive educational day, the calculation will be based on the number of children in each program.

6-10. The Program is not requesting waivers, reduction requests, or conversions.

11. Equipment

The Newark Board of Education Program will conduct an analysis of current equipment to determine if it needs to be repaired or replaced, including but not limited to, hearing and vision machines, classroom SmartBoards, playground equipment, etc. The program believes students learn best when they are fully engaged and hands-on learning is one of the best ways this can be accomplished.

Newark Board of Education Program has a clear policy in place for purchasing goods, supplies and equipment. Ordering is consistent with the Newark Board of Education's procurement policies. Each year, Purchasing publishes a "new year ordering guideline" which can be found at: [New School Year Ordering 2025-2026 - Newark Board of Education](#) .

The procurement of all computer equipment for both Administrative and Instructional (Student) use including PCs, Printers, Scanners, Smart Boards, and related accessories and supplies is subject to the approval of the Information Services Division and must follow the guidelines and equipment Price List published by Information Services Division. All goods and services listed in the Price List shall be acquired from the listed vendors and the associated POs shall be issued to those vendors. Furthermore, it's imperative that all technology related purchases appear under the Information Services Division so it can be routed to Information Services for approval via the PeopleSoft workflow.

The purchase of all departmental, school-based, and enterprise applications and systems are subject to the review and approval of Information Services for the purpose of ensuring compliance and interoperability with the district's technology standards. Information Services will also ensure that all the acquired technologies will comply with the District's standards in

terms of security, optimal operation, warranty and support, and the long-term total cost of ownership associated with the application or system under consideration.

Instructions for ordering goods and services:

1. Compile a list of items to be purchased by browsing through:
 - a. Catalogs – Multiple catalogs organized by category to select items for purchase.
 - b. Approved Technology list
 - c. Approved Service Vendors (can be searched in PeopleSoft)
2. Submit a list via e-mail or hard copy to the Director or designee for approval.
3. Once approved by Director, items will be entered into PeopleSoft Financial Systems as a requisition which will go through the e-procurement approval process:
 - **Requisitions (Rec):** A requisition will be entered into PeopleSoft Financial system when ordering supplies, equipment, and/or services. Once the Purchasing Department is in receipt of the requisition, the Purchasing Buyer will review and purchase in accordance with purchasing procedures.
 - **Purchase Orders (PO):** A Purchase Order is only issued against requisitions after going through the required approval process. Once a Purchase order is generated it will be dispatched to the vendor listed on the Purchase Order.