



Head Start Community Program of Morris County, Inc.



2016 ANNUAL REPORT



OUR MISSION

The mission of Head Start Community Program of Morris County, Inc. is to promote child development and school readiness for prenatal through preschool-age children from low-income families, providing comprehensive services to empower diverse families and strengthen communities.



BOARD OF DIRECTORS 2016

Jay Gold, President
Judy Josephson, Vice President
James T. Kelly, Treasurer
Laurie M. Fierro, Esq., Secretary

Susan Gold
Daniel Grant
Jason K. Lee, DMD
Alejandro Martínez
Charlotte L. Smith, Esq.
Dwight Smith, III, Ed.D.
Dru Renna-Wimmershoff

EXECUTIVE STAFF

Executive Director:
Susan O'Donnell, M.S.
Fiscal Manager:
Hector Gonzalez, CPA, M.S.A.
Education Manager:
Virginia Bronner
Family & Community
Partnerships Manager:
Adela Hernandez, C.S.W.

OUR SERVICES

Head Start Community Program of Morris County, Inc. receives federal funding to provide a free program for children and families at two sites in Morris County. We are also committed to arranging over 25% of our revenues from non-federal sources. As such, we spend considerable time seeking other grants, contributions and volunteers for our program---and to all of them we are most appreciative. Children ages 3-5 are served through Head Start grant funds, and expectant mothers and children from 0-3 are served through Early Head Start grant funds. The main facility at 18 Thompson Avenue in Dover provides four double-session Head Start classrooms, eight full-day Head Start classrooms, and three full-day, full-year Early Head Start classrooms. Through a shared service arrangement with the County of Morris, we offer full-day Head Start classrooms at Morris View Healthcare Center, located at 540 West Hanover Avenue in Morris Township. Children from the Dover Public Schools, Wharton Borough Public Schools and Morris School District also receive inclusive preschool programs at our sites through collaborative service agreements.

HEALTH AND WELL-BEING

Our Head Start program prioritizes the overall health and well-being of children and families. Head Start families receive robust support in locating free or low-cost medical and dental care for their children. A full-time Health Coordinator assists them with enrollment and access to Medicaid or the Children's Health Insurance Program coverage in accordance with the Affordable Care Act. To protect all children, families and staff, we adhere to the New Jersey Immunization Requirements for children in childcare, in accordance with guidelines of the Centers for Disease Control and Prevention and the Advisory Committee on Immunization Practices (ACIP). Children without proof of immunity as defined by the ACIP, including those with medical and religious exemptions, may be excluded from the facility during a vaccine preventable disease outbreak as determined by the local or state Department of Health. We partner with local physicians and dentists who provide free or low-cost services for our children. Through these efforts, 100% of all children and pregnant women served during the 2015-2016 school year received medical exams. Fully 100% of our children and 100% of pregnant women served also received dental care.

In order to promote health in the classroom, all meals and snacks are planned by a registered dietician to meet the nutrition standards established by the Child and Adult Care Food Program. Mealtimes provide a chance to learn about healthy eating habits, as well as an opportunity to build all-important social emotional skills.



ENROLLMENT

Our Head Start and Early Head Start programs are federally funded for a total of 245 children, and provide a wide array of services. A home-based Early Head Start program serves 16 infants and young toddlers, along with 8 expectant mothers. 24 children from the ages of 18 months to 3 years are served in our Dover center-based program Early Head Start program. 197 children ages 3 years through 5 years attend our center-based Head Start programs in Dover and Morristown. During the 2015-2016 school year, we served a total of 211 Head Start children, 48 Early Head Start Children and 10 expectant mothers. Our actual monthly enrollment averaged 197 Head Start children, 40 Early Head Start children, and 8 pregnant women, or 100% of our funded enrollment—with a long waiting list under continual review.

While Head Start programs are permitted to have up to 10% of the families served exceed the Federal income requirements, less than 2% of the families who received services from Morris County Head Start were “over-income” (with family incomes between 100-130% of federal poverty level); all others were at or below the federal poverty level. These figures are indicative of the high level of need in the local community.

For the 2015-2016 school year, 89% of our Head Start families and 100% of Early Head Start families spoke primarily Spanish in the home. The majority of children entered the program without the ability to communicate in English. By kindergarten entry, they gained the ability to communicate in both English and their home language with appropriate levels of fluency. A critical risk factor for future educational difficulties—in addition to poverty—is a youngster’s status as a dual language learner (DLL). The term DLL refers to children who, because of their young age, are actually learning to communicate in two languages—a second language (such as English) and their home language (for the majority of our children, Spanish). During this past school year, other home languages spoken by families in our program included: Vietnamese, Russian, Urdu and Farsi.

Based on United States Census Bureau data, it is estimated that our program serves just 24% of Morris County children who are eligible for Head Start or Early Head Start services. In Dover alone, our yearly waiting list for Head Start and Early Head Start programs averages 150 children. The urgent need to expand our programs to reach more of the area’s most vulnerable, underserved youngsters has fueled our efforts to add to program capacity. A two-classroom building improvement and upgrade project is under development at the Dover site, with support from Provident Bank, the Hyde and Watson Foundation, and other generous donors.

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Head Start parent and family engagement activities are integrated with the community, grounded in respectful, goal-oriented relationships with families to support children’s school readiness. Family well-being begins with positive parent-child relationships which support families as lifelong learners and educators. In addition, parents and family members are involved in program governance and volunteer in many areas of the program.

For the 2015-2016 school year, staff and parents identified two areas of priority focus for our efforts in the Head Start Parent, Family, and Community Engagement Framework (PFCEF): 1) Family Well-Being; and 2) Families as Lifelong Educators. 100% of families in the program completed a Family Partnership Agreement to set and self-assess individual goals in these areas, receiving ongoing support for this process from our Family Advocates. Data collected during our annual Self-Assessment and the 2015-2016 Community Assessment identified family engagement as a continuing area of strength—parents have many and varied opportunities to be strong partners in the education of their children.

With the support of The County of Morris Board of Chosen Freeholders, through Grant-in-Aid funding, as well as a community grant from The Provident Bank Foundation, Head Start provides the Fatherhood Initiative, a successful program targeted at adult male family members. The Fatherhood Initiative is focused on engaging fathers or adult male father figures in the education of their children. The program meets monthly to address the needs of fathers in the Head Start community, supporting them in building healthy family relationships and providing strategies to build children’s school readiness in the home setting. During the 2015-2016 school year, 30 men participated in the program, setting goals for family well-being and assessing their progress on goals during the school year.

Family and community engagement activities for the 2014-2015 school year included:

- Parent Orientation
- Transition Support Meetings and Workshops
- Monthly Parent Meetings
- Monthly Policy Council Meetings
- Community Health Fair
- Women’s Health Night
- Parent/Teacher Conferences
- Family Activities in the Classroom
- Fatherhood Initiative
- Breakfast with dads
- Field Trips
- Education and Social Services staff visits to the homes of Head Start/Early Head Start families
- Parent-child group socialization activities (Early Head Start Home-Based Program)
- Take-home activities to connect with classroom learning and develop children’s school readiness at home
- Adult English-as-a-Second-Language classes
- Community partnership classroom enrichment activities
- Community partnership projects to improve and beautify Head Start facilities
- Community partnership drives and donation events to benefit Head Start/Early Head Start families

SCHOOL READINESS

Head Start Community Program of Morris County supports young children and families by providing early, continuous and comprehensive child development and family services that lead to children's school readiness. Educational programming is developmentally appropriate and aligned with the *Head Start Early Learning Outcomes Framework (HSELOF)*, along with the *New Jersey Birth to Three Early Learning Standards* and *Preschool Teaching and Learning Standards*. A research-based curriculum model, *The Creative Curriculum*, is implemented in Early Head Start and Head Start classrooms. The curriculum is based on 38 objectives for development and learning, which are fully aligned with the HSELOF. Ongoing assessment to guide instructional planning is part of support for kindergarten readiness at Morris County Head Start. Approved by the New Jersey Department of Education, the *Teaching Strategies GOLD* assessment system measures school readiness and helps inform teachers and parents about what children know and can do. At three checkpoints during the school year—Fall, Winter, and Spring—assessment data is analyzed to guide objectives for development and learning. GOLD assessment data confirmed that our children made steady incremental progress in all areas throughout the school year. Biannual parent-teacher conferences and home visits—conducted in families' home language—provide important opportunities for the exchange of information about children's progress. Head Start's school readiness focus is on five central domains which encompass broad areas of early learning and development essential for school and long-term success. These domains are: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development.

Early Language and Literacy Program

In January 2016, Head Start Community Program was the recipient of a \$102,500 school readiness grant from Impact 100 Garden State, a premier women-led New Jersey philanthropic organization. The transformational grant funds an innovative Early Language and Literacy Program, which was created in response to ongoing monitoring of our children's language and literacy needs. The Early Language and Literacy Program promotes school readiness by supporting children's increased oral language and vocabulary to build long-term achievement in literacy. These outcomes are achieved through culturally competent parent education, new bilingual children's books for families, and expert teacher coaching from William Paterson University. The program is focused on helping families and teachers support children's vocabulary development and early literacy skills in their home language, as research shows that a strong foundation in children's home language (if the home language is not English) transfers to successful speaking and reading in English later on. The Early Language and Literacy Program supports parents as lifelong educators in alignment with the Head Start Parent, Family and Community Engagement Framework. Through the program, parents receive concrete information and specific strategies to help children build vocabulary and literacy at home. At monthly meetings, parents also receive a new, high-quality children's book, in English/Spanish/bilingual format, enabling them to build home libraries to encourage family literacy. We have also worked to obtain additional literacy materials for families in languages other than English or Spanish. Parent feedback collected in anonymous family surveys notes a marked increase in parents reading to their children at home, and reporting intentional extended conversations with their children.

The Head Start Early Learning Outcomes Framework, which guides effective teaching practices, identifies Language and Literacy as an early learning domain which is essential to children's success. With the Early Language and Literacy Program, our teaching staff receives specialized coaching to help them become experts in developing children's vocabulary and early literacy skills. A team of credentialed, highly skilled teacher coaches from William Paterson University supports professional development for our teaching staff. An instructional coach spends time in each classroom, modeling intentional teaching techniques and providing strategies to support children's vocabulary and literacy development. The coaches also facilitate workshops to share research-based best practices with Head Start and Early Head Start staff. The Early Language and Literacy program brings a new level of staff expertise in supporting young children who are learning to communicate in two languages. We deeply appreciate the confidence that Impact 100 Garden State has shown in Head Start, enabling us to turn the vision of the Early Language and Literacy Program into a successful reality.

The Early Language and Literacy Program provides for the direct collection of qualitative data about children's school readiness and staff professional growth from teaching staff and family advocates, via anonymous surveys to provide direct feedback. Staff shared the following observations regarding changes in families' literacy behaviors:

- "Families respond to the homework part of the program. They read, discuss and help students complete it."
- "I observe an increase in parent/child conversations as they bring their children to/from school."
- "Parents are reading more at home and asking questions about characters or events."
- "Parents were motivated to read to their children because they received free books from Head Start."
- "Participation of parents in school activities and meetings has increased."

Training our teachers to become early literacy experts has been a key component of the Early Language and Literacy program. Teachers reported on their professional growth over the past year:

- "I have been using post-its, little notes, etc. to facilitate the writing in all the classroom learning centers."
- "I have tried to extend the activities to provide more literacy and language for the children."
- "I learned to write lesson plans based on the (Creative Curriculum) study, including more children's literature in Spanish."
- "I have learned how to connect the story in all learning centers."
- "I have supported the children's home language with more determination."

Grow NJ Kids

Head Start Community Program of Morris County is proud to be participating in the state pilot for Grow NJ Kids, New Jersey's quality rating and improvement system, which is now being implemented statewide. Based on a quality rating system aligned with national Head Start Program Performance Standards, Grow NJ Kids provides training and oversight for our program to meet high-quality criteria in the following areas: Safe, Healthy Learning Environment; Curriculum and Learning Environment; Family and Community Engagement; Workforce/Professional Development; and Administration and Management. Initial Grow NJ Kids ratings on a scale from 1 to 5 stars will be developed over the coming school year, and Head Start Community Program has submitted documents to the state for ratings readiness.

Classroom Assessments

Classroom assessments using nationally normed, research-based instruments were also conducted by state-certified Instrument Reliable individuals to evaluate classroom quality and inform staff training as part of our ongoing monitoring process. The CLASS instrument (Classroom Assessment Scoring System) was used to evaluate our Head Start pre-k classrooms on a scale of 1 through 7. This observation instrument provides a systematic way to assess the quality of the pre-k classroom in three domains connected to effective interactions: Emotional Support, Classroom Organization and Instructional Support. Research tells us that effective, engaging interactions and environments are pivotal to children’s learning and development. In our Head Start classrooms, CLASS outcomes for Spring 2016 were:

- Emotional Support – This domain addresses the social and emotional tone of the classroom and the connection between teachers and children. Average Head Start score nationwide: 6.03; Our average score: 6.29
- Classroom Organization – This domain evaluates strategies for behavior management, productivity and instructional learning formats associated with higher learning. Average Head Start score nationwide: 5.80; Our average score: 5.89
- Instructional Support – This domain addresses the ways in which teachers implement the curriculum, develop concepts, and expand on children’s learning. It is the most challenging area for early childhood programs, requiring a high level of teacher expertise and training. For the upcoming school year, Instructional Support will be a targeted staff development area through specialized teacher coaching to develop lesson planning, interactive feedback and complex conversations in the classroom. Average Head Start score nationwide: 2.88; Our average score: 2.26

The Infant and Toddler Environment Rating Scale (ITERS) was used to evaluate the Early Head Start classrooms, where the youngest children begin their educational journey. The ITERS instrument assesses the process quality of the various interactions in a classroom on a scale from 1 through 7. Process quality has been found to be highly predictive of child outcomes, and includes interpersonal interactions and the interactions children have with activities, as well as the space, schedule and materials that support these interactions. The Spring 2016 ITERS scores of our Early Head Start classrooms reflect a high level of classroom quality across the board—a score of “5” is considered high-quality. Our average ITERS score was 5.67, with all classrooms scoring above a “5”, a significant program achievement.

Children’s Educational Outcomes

During May and June of 2016, key metrics on children’s educational outcomes were collected as part of ongoing monitoring of program performance in the area of school readiness. The results are exciting, reflecting our success in overcoming the “word gap” faced by our children when they enter the program, knowing far fewer words (in any language) than their peers from more affluent families. In comparing our year-end Language and Literacy scores via the Teaching Strategies GOLD assessment system (detailed below), there has been substantial improvement over the previous school year.

HEAD START COMMUNITY PROGRAM OF MORRIS COUNTY ONGOING MONITORING: CHILD OUTCOMES

LANGUAGE

FOUR YEAR OLDS PROGRAM WIDE - FULL DAY

	Actual Average Scaled Score	Actual Average Scaled Score	Actual Average Scaled Score	Top of Widely Held Expectations Range	Bottom of Widely Held Expectations Range
	Fall	Winter	Spring		
2014 - 2015	535.3	582.1	593.0	721	580
2015 - 2016	566.9	603.3	651.4	721	580

LANGUAGE

THREE YEAR OLDS PROGRAM WIDE - FULL DAY

	Actual Average Scaled Score	Actual Average Scaled Score	Actual Average Scaled Score	Top of Widely Held Expectations Range	Bottom of Widely Held Expectations Range
	Fall	Winter	Spring		
2014 - 2015	496.3	541.8	582.3	617	512
2015 - 2016	553.4	578.4	620.3	617	512

LITERACY

FOUR YEAR OLDS PROGRAM WIDE - FULL DAY

	Actual Average Scaled Score	Actual Average Scaled Score	Actual Average Scaled Score	Top of Widely Held Expectations Range	Bottom of Widely Held Expectations Range
	Fall	Winter	Spring		
2014 - 2015	513.3	552.1	596.5	705	572
2015 - 2016	555.9	595.9	645.5	705	572

LITERACY

THREE YEAR OLDS PROGRAM WIDE - FULL DAY

	Actual Average Scaled Score	Actual Average Scaled Score	Actual Average Scaled Score	Top of Widely Held Expectations Range	Bottom of Widely Held Expectations Range
	Fall	Winter	Spring		
2014 - 2015	426.0	476.6	514.4	610	530
2015 - 2016	484.5	526.9	581.2	610	530

DATA SOURCE: TEACHING STRATEGIES GOLD Assessment System (Fall, Winter and Spring checkpoints) - The research based, stated approved Creative Curriculum has 38 objectives for children’s development and learning, which are aligned to NJ early learning standards and the Head Start Early Learning Outcomes Framework. “Widely Held Expectations” compares information about the knowledge, skills, and behaviors of children of the same age based on national data.

Developmental Screening and Serving Children of All Abilities

All children participating in our Early Head Start and Head Start programs received early developmental screening within the first 45 days of enrollment. The program uses nationally approved, research-based tools: the BRIGANCE III for Head Start screens and ASQ/ASQ-SE for both Head Start and Early Head Start screens. These instruments enable teachers to identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills—all in about 15 minutes per child. Parents are also collaborative partners in the early screening process. Case management meetings are held to develop strategies for intervention when developmental screening, parental input or ongoing assessment identifies areas for concern. If appropriate, parents are supported with referral to school district child study teams or to Early Intervention, a statewide system of services that helps babies and toddlers with developmental delays or disabilities.

During the 2015-2016 school year, 13% of children served in our Head Start program were identified by their local school district as having a disability or developmental delay, and received comprehensive support services as indicated in each child's Individual Education Plan (IEP), with the permission of their parents. A critically important role of our Early Head Start program is to identify children who have disabilities that may interfere with learning, so that early interventions can create positive long-term outcomes for their school success. This past school year, 30% of the Early Head Start children served faced such disabilities—with half of those children being identified during the course of the school year through parental concerns, early screening and ongoing assessment process. Reciprocal relationships with community partners and service providers, along with the support of highly qualified staff, ensure that children with special needs are identified and appropriately referred for necessary services. Families are actively engaged in helping differently-able children to succeed, providing input into their child's Individual Family Service Plan (IFSP) or IEP. The child's classroom teacher and Head Start Disabilities Coordinator are active participants in the IFSP and IEP process, providing valuable information about the child's functioning within the classroom environment. On-site speech and language therapy is provided to children with developmental and speech delays; physical, occupational therapy, and developmental intervention is also available when needed.

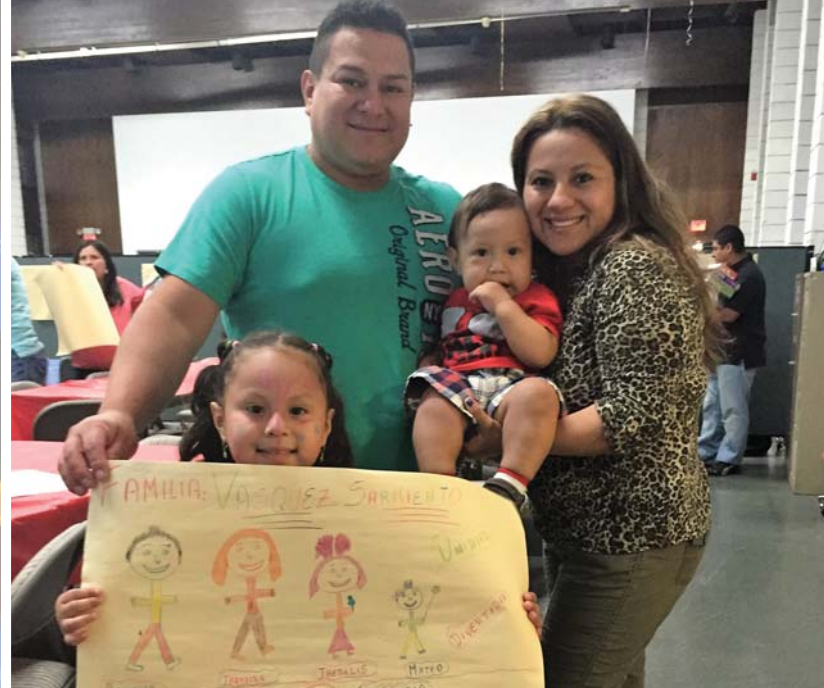
COMMUNITY PARTNERS

The Head Start model includes a strong emphasis on community partnerships. Community partners are full participants in our annual Self-Assessment process each spring, providing valuable insight into the process for continuous improvement. Memorandums of Understanding with local community agencies facilitate physical and mental health services, program referrals, and community resource access for our families. A wealth of organizations and individuals also provide donations of funds or in-kind resources to support our families and help with fulfillment of Head Start's mission. .

AIG Global Services (employees)
Susan Arnone
Atlantic Health System
Anonymous Donors
AT&T Pick-an-Angel Program (employees)
Bee Meadow Elementary School (students' families)
Boonton High School (students)
Caring Capital
Celgene Corporation (employees)
John and Mary Christian
Susan Cloninger
County College of Morris
County of Morris Board of Chosen Freeholders
D & M Printing
Maria Demitraki
Digital Strategy Associates LLC
DMC Promotions
Dover Fire Department
Dover Police Department
Dover Public Schools
Cathy Ellman
Christine Engel
Cornerstone Family Programs
Anthony and Nicole Fiore
Rebekah Forlenza
Christine Frees
Fulton Bank of New Jersey - Rockaway branch
General Dynamics
Gil St. Bernard School
Girl Scouts of Rockaway
Grace Lutheran Church
Judy Gnirrep
Robert Grant
Philip Grella and family
Grow NJ Kids
Roseanne Hanley and family
Health First New Jersey

Hennion & Walsh
Hewitt Associates (employees)
Jill Hoffman
Jon Huston, Esq.
Hyde and Watson Foundation
Impact 100 Garden State
Interfaith Food Pantry
Jackson Lewis P.C.
Eileen Jankunis and family
Jersey Cares - "Frosty's Friends"
Suzanne Johnson
Johnson and Johnson
Judy Josephson
Jumpstart/Caring Capital
Beth Katz
James Kelly
Jason M. Lee, D.D.S., Advanced Cosmetic & Laser Dentistry
Julie and Paul Leff
Kelly Liang
Life Church NJ
Elyce Litts
Barbara Loughran
Drew and Kyle Loughran
Alexander Malaret of Ultimate Entertainment DJs
Jeffery R. McEntee
Diane Miller
Suzan Mitchell
Morris County Family Success Center
Morris County Organization for Hispanic Affairs
Morris County Park Police
Morris County School of Technology
Morris School District
Morris View Healthcare Center
Michael R. Moschella, Design One Architecture
Lou Nisivoccia
Nisivoccia Consulting
Novartis Pharmaceuticals
NJ Commission for the Blind and Visually Impaired

NORWESCAP
NY Life
Randolph Fire Department
Rockaway Townsquare Mall - "Wish Wall"
Roman Oben
Kelly O'Connor
Optical Academy
Linda Pacifico
Pajama Program, NJ Chapter
Parsippany United Methodist Church
Parsippany Women's Club
Partnership for Maternal and Child Health of Northern NJ
Pediatric Dental Associates of Randolph
Pro Bono Partnership
Provident Bank Foundation
Randolph Fire Department
Mauricio Restrepo, M.D.
Resurrection Parish Samaritans
Kevin Rippon
Rockaway Townsquare Mall - Simon Property Group
Susan Roth
Jean Sakelakos
Barry Schub
Emily Shteinhaus
Skylands at Randolph
Saint Clare's Health System
St. Joseph's Medical Center
Janice B. Taitel, M.D.
Ultimate Entertainment DJs
United Way of Northern New Jersey
Kelly and Pat Walsh
Kathleen Weinberb
Wharton Borough Public Schools
Withum Smith + Brown, PC
Michael Zagame and family
Rosario Zambrano, M.D.
Zufall Health Center



MONITORING AND FINANCIAL AUDIT

The 2015-2016 fiscal year was the second year of grant performance in fulfillment of a noncompetitive five-year federal award to provide Head Start and Early Head Start services to children from low-income families. In accordance with Head Start guidelines, the organization has implemented a structure and system for internal Ongoing Monitoring in the following content areas: Program Governance/Leadership; Management Systems; Fiscal; Environmental Health & Safety; Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA); School Readiness and Classroom Environment Assessments; and Comprehensive Services. In May 2016, the agency was monitored by the Federal Administration for Children and Families, Office of Head Start, in the area of Environmental Health and Safety. We are pleased to report a successful Monitoring Event with no areas of noncompliance found, and no corrective action required. In subsequent years, individual review events by the Office of Head Start will focus on one content area at a time, to achieve a more in-depth review of each area.

An independent financial audit is done annually and a copy of the entire audit report is available upon request. Below is a summary of our financial position and activities from audited financial statements as of and for the fiscal year ended February 29, 2016. The Head Start Community Program of Morris County is predominately funded by government grants. The balance of our funding must be raised from other sources.

STATEMENT OF FINANCIAL POSITION FEBRUARY 29, 2016 AND FEBRUARY 28, 2015

	2016	2015
ASSETS		
Cash	\$ 223,880	\$ 361,292
Grants and Contracts Receivable	78,120	82,345
School District Receivable	14,075	34,566
Prepaid Expenses		1,000
Property and Equipment, net	1,095,227	1,179,449
Total Assets	\$ 1,411,302	\$ 1,658,652
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 150,414	\$ 239,672
Bonds Payable	226,204	283,734
Line of Credit	60,000	65,500
Total Liabilities	436,618	588,906
Net Assets		
Unrestricted	920,446	972,310
Temporarily Restricted	54,238	97,436
Total Net Assets	974,684	1,069,746
Total Liabilities and Net Assets	\$ 1,411,302	\$ 1,658,652

STATEMENT OF ACTIVITIES FOR THE YEARS ENDED FEBRUARY 29, 2016 AND FEBRUARY 28, 2015

	2016	2015
SUPPORT AND REVENUES:		
Grants and Contracts	\$ 2,452,600	\$ 2,444,105
In-Kind Contributions	191,500	176,847
Contributions	116,384	104,811
Other Revenue	1,250	17,734
School District Revenues	143,388	171,755
Total Support and Revenues	2,905,122	2,915,252
EXPENSES:		
Program Services	2,742,921	2,596,599
Support Services	257,263	340,535
Total Expenses	3,000,184	2,937,134
Changes in Net Assets	(95,062)	(21,882)
Net Assets, Beginning of Year	1,069,746	1,091,628
Net Assets, End of Year	\$ 974,684	\$ 1,069,746



Head Start Community Program of Morris County, Inc.
www.headstartmc.org

Main headquarters: 18 Thompson Avenue, Dover, NJ 07801 | (973)989-1430 | Fax (973)328-3306
Morristown Site: 540 West Hanover Ave., Morristown, NJ 07960 | (973)889-8848 | Fax: (973) 889-1353

This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C 839 (a)(2)]. This report can be viewed on-line at www.headstartmc.org.