



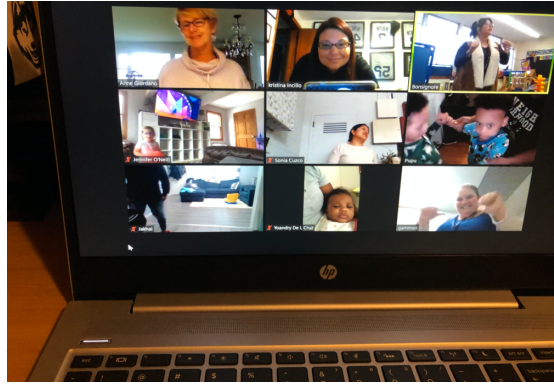
# ANNUAL REPORT FY 2021

**EDADVANCE Head Start: Prenatal to Five**

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### EdAdvance Head Start: Prenatal to Three

Provides home-based services for expectant families and children ages birth to three who meet eligibility requirements. Services include weekly home visits in the areas of health, nutrition, education, social services, and parent involvement, as well as playgroups serving Torrington and Winsted areas.



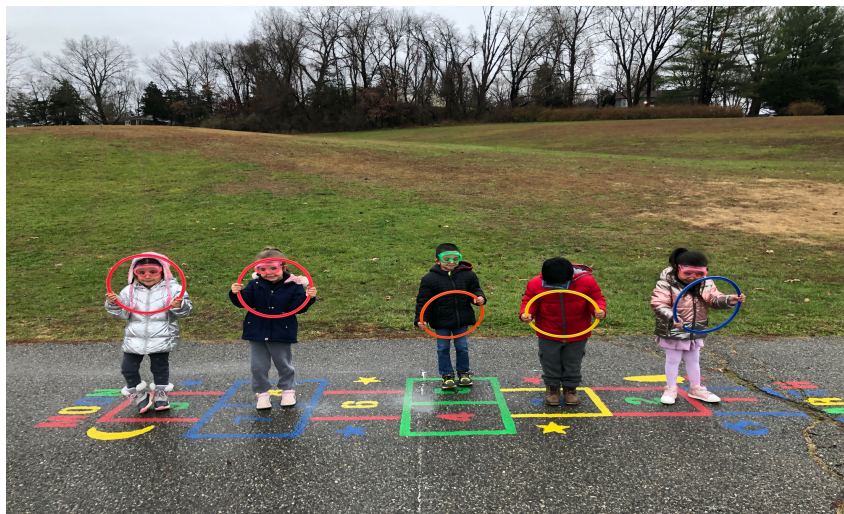
### EdAdvance Head Start: Three to Five

Provides an array of quality, comprehensive services, including health, nutrition, parent support, education, and mental health, to children ages three to five and their families. Our vision is “each child and family leaves Head Start, healthy, eager to learn, and ready for success.” Program staff works closely with families to ensure that each child has the skills and knowledge necessary to be successful in Kindergarten. Our job is to lay the foundation for children and their families to be life-long learners. We have Torrington, New Milford, Plymouth, Watertown, and Winsted classrooms.



The 2020-2021 Head Start School year was one like no other. After being shut down for five months, opening our doors in July came with many new challenges, protocols, fears, and even excitement. Our Staff came back to work with a mission to provide quality services in the safest way possible for our children and families. Federal and State mandates dictated much of our work during the 20-21 school year. Our classroom sizes were required to stay at ten or less, masks to be worn at all times, children kept within their classroom cohort, individual toys, art supplies, and drop-off and pick-up procedures put in place for social distancing. Head Start flexibilities around attendance, enrollment and even remote learning options made it possible for our program to provide families the opportunity to choose the option they felt most comfortable participating in. Parents who chose the remote learning option and needed computer equipment were given Chromebooks to use during the 2020-2021 school year.

- Typical funded slots:
  - Head Start: 3 to 5-year-olds =191
  - Early Head Start = 32
  - State School Readiness =26
- For the 20-21 school year, state regulations limited the number of students we could serve to 10 children per classroom; because of these low numbers, we offered a remote learning option of which 18 children and families took advantage of. We served 186 Head Start: Birth to Five and 23 School Readiness children and their families. The program's annual average was 93% of these slots filled throughout the year.
- The average daily attendance in our center-based program was 84 %.
- The US Census Bureau reports approximately 628 children ages birth to 5 living at or below the poverty level in Litchfield County (our catchment area). We provided the full array of Head Start services to approximately 33.3% of these children and their families during our 2020-2021 year.
- 100% of our children have secured a dental home, and 99% of our children secured primary care physicians by the end of their enrollment period.



- Parents engaging with their children in creative, exciting, educational activities are essential to our mission: to provide safe, engaging opportunities that foster healthy family relationships, support school success, and a love of learning. Many of our “normal” parent/child engagement activities and events needed to be canceled, moved outdoors, or remote to keep children and families safe from COVID exposures. The Pumpkins came to us this year!
  - **Outdoor activities included:**
    - Family Hikes
    - The Little Farmer Experience
    - Earth Day at the Park
    - Spring Craft Fair
    - White Memorial Nature Trails
    - Sue Grossman Walking Trail
  - **Virtual Trips and Events included:**
    - White Memorial Nature Center weekly experiences
    - Police Station
    - Brooker Memorial Dental Clinic Visit
    - Harwington Ambulance Service
    - Winsted Library



During the summer of 2021, we offered a once-a-week “socialization” opportunity in which we visited a local playground or park in each of the towns we serve. A team of Staff, including a Family Service Coordinator, Teacher, and Home Visitor, provided the families that attended these socializations with activities, resources, and supplies.



- The program also provided families with its researched-based curriculum for parents, “Your Journey Together,” which was well attended via ZOOM. Parents and caregivers volunteered hundreds of hours at home, working on their child’s monthly academic goals, on GOOGLE Classroom, watching classroom videos, attending virtual parent committees, and as representatives on Policy Council. We ended our school year with outdoor events that celebrated an end to another strange year.



- We prepare our children for Kindergarten by using a variety of scientifically researched-based curricula. Our program uses the **Parents as Teachers** curriculum for our Prenatal to 3 children and families, **Creative Curriculum for Preschoolers**, and **Second Step** for our 3 to 5-year-old children. All of our Staff became certified in Google classroom and became experts at the platform for all of our children and families. Using Google classroom for live circles, taped Second Step lessons, and taped book readings, teachers also made weekly one-on-one virtual visits with the remote children. Early Head Start Home Visitors used a mixture of in-person outdoor visits and weekly virtual visits and socializations.



- Twelve out of the thirteen school districts that our children come from have signed a Memorandum of Understanding that assures coordination of services for children with disabilities and helps to ensure their readiness. Transition booklets are given to all families whose child will be entering Kindergarten in the fall. We also participate in transition activities held in conjunction with the various school districts our children will be attending. We worked with district staff to support and participate in virtual meetings, assist with K-screenings, assist our Dual Language families with the online enrollment process, and provide transition information for children with IEP's. We offered a summer take-home kit to all children transitioning to Kindergarten. The kit included activities for reading, writing, and math skills development. We provided bi-weekly home visits to help prevent summer learning loss along with the kits.
- We had 82 new families register for the nationally known program "Ready for K," which sends fun facts and activities that support child development via text to families.



<b>Funding Sources:</b>	
<b>Federal Head Start Grant:</b>	\$2,713,304
<b>Head Start COLA</b>	\$32,691
<b>Federal COVID CRRSA Funds</b>	\$67,116
<b>Federal COVID ARP Funds</b>	\$266,820
<b>Child and Adult Care Food Program</b>	\$94,354
<b>CT State Head Start Enhancement</b>	\$100,000.00
<b>School Readiness</b>	\$182,727
<b>Parent Fees and Care 4 Kids</b>	\$80,304

Our Focus Area Two, Monitoring and CLASS Reviews, took place Dec. 11 - 15, 2017. All areas complied with the Federal Regulations. See attached reports.

Our Focus Area One Review, took place November 15-19, 2021. All areas complied with Federal Regulations. See attached report.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Board Chairperson**

*Mr. Chris Sanders*

*Board Chairperson*

*EdAdvance*

*355 Goshen Rd*

*Litchfield, CT 06759-2404*

**From: Responsible HHS Official**

*Ms. Ann Linehan*

*Acting Director, Office of Head Start*

Date *2-22-18*

- From December 11-15, 2017, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the EdAdvance, Head Start and Early Head Start programs. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*. We would like to thank your governing body, policy council, parents, and staff for their engagement in the review process.

Based on the information gathered during this review, your Head Start program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

### **DISTRIBUTION OF THE REPORT**

The following recipients will receive electronic copies of this report:

Ms. Marina Winkler, Regional Program Manager

Ms. Tracy Kelly, Policy Council Chairperson

Dr. Jeffery Kitching, CEO/Executive Director

Ms. Kathi Bleacher, Head Start Director

## STRUCTURE OF THE REPORT

This report provides grantees with an overview of program performance based on information collected during the Focus Area Two Monitoring Review. The report contains the following three sections: Overall Performance Summary; Program Infrastructure, Oversight, and Improvement; and Service Delivery. The report also contains a Glossary of Terms, which can be found on page 3 of this report.

**Section I: Overall Performance Summary** provides a consolidated view of the status of your program's performance across the four components of Program Infrastructure, Oversight and Improvement areas and the three Service Delivery areas. This section includes a Summary of Findings table, where applicable, to indicate any areas of concern, areas of noncompliance or deficiencies identified during the review.

**Section II: Program Infrastructure, Oversight, and Improvement** provides information on the effectiveness of your program's management systems, practices and infrastructure. This section of the report focuses on four areas of performance, described as follows:

1. **Program Management** includes an assessment of the program's overall management structure, its system of ongoing compliance oversight and continuous improvement, and its system for hiring, supervising, and developing qualified staff.
2. **Program Governance** includes assessment of the governing body and policy council's active involvement in fulfilling their respective roles and responsibilities and effective oversight of the program.
3. **Financial Management** describes outcomes of the assessment of the grantee's internal controls, financial management systems, fiscal capacity, and practices.
4. **Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA)** indicates program performance in tracking and using attendance data to assist families and staff in supporting and managing attendance issues, and in monitoring compliance with eligibility requirements.

**Section III: Service Delivery** provides information on your program's performance in delivering quality services to children and families within the following three areas:

1. **Early Education and Child Development Childhood Program Services** include outcomes of the assessment of your program's teaching practices and learning environments, services for children with disabilities and their families, and, where applicable, the delivery of home-based services.
2. **Health Program Services** focus on the assessment of health, mental health, oral health, and nutritional services for children and families, services provided to enrolled pregnant women (where applicable), and the health and safety of the grantee's environments.
3. **Family and Community Engagement Program Services** describe the assessment outcomes of your program's family engagement and support strategies, including the integration of family engagement into all services to support family well-being and promote school readiness.



<b>Glossary of Terms</b>	
<b>Area of Concern</b>	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
<b>Area of Noncompliance</b>	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more area of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or</li> <li>(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

**Grantee Information**

Head Start Enrollment: 191  
 Early Head Start Enrollment: 32  
 Number of Grants: 1  
 Head Start Director: Ms. Kathi Bleacher  
 Board Chairperson: Mr. Chris Sanders  
 Policy Council Chairperson: Ms. Tracy Kelly  
 Program Specialist: Mr. Matthew Kardonsky  
 Fiscal Specialist: Mr. Jeffrey Arciero



**Section I. Overall Performance Summary**

**EdAdvance, Forest Court**

The summary table provides an overview of your program’s performance in each of the seven core areas of performance subsumed within Program Infrastructure, Oversight, and Improvement and the Service Delivery sections of the report. *Performance Status* is interpreted as follows:

- ☑ Your program has met all requirements assessed within this performance area.
- X Your program has an area of concern or an area of noncompliance in one or more requirements assessed within this performance area; your program has not met all requirements.
- Ⓜ Your program has a deficiency in one or more requirements assessed within this area.

**Program Performance:  
 Program Infrastructure, Oversight, and Improvement**

Performance Area	Performance Status
Program Management	☑
Program Governance	☑
Financial Management	☑
ERSEA	☑

**Program Performance: Service Delivery**

Performance Area	Performance Status
Education and Child Development Program Services	☑
Health Program Services	☑
Family and Community Engagement Program Services	☑

**Section II: Program Infrastructure, Oversight, and Improvement**

This section of the report provides information on your program’s performance in four areas: (1) Program Management; (2) Program Governance; (3) Financial Management; and (4) ERSEA.

**1. Program Management**

This section describes your program’s performance in providing management, ongoing monitoring, and continuous improvement to achieve program goals and ensure child safety and the delivery of high-quality program services. This section indicates your program’s performance in each of the following areas: program management structure; ongoing oversight and continuous improvement; and staff hiring, supervision, and development.

**Program Management Performance Summary**

<i>Performance Area</i>	<i>Performance Status</i>
Program management structure	
Ongoing oversight and continuous program improvement	
Staff hiring, supervision, and development	

**Performance Area Summary**

*Program management structure.* The monitoring review found your program maintains a program and human resource management structure that provides effective management of all program areas.

*Ongoing oversight and continuous program improvement.* The monitoring review found your program has implemented a system for collecting, using, and sharing data for ongoing monitoring and continuous program improvement.

*Staff hiring, supervision, and development.* The monitoring review found your program has implemented a systematic approach to staff hiring, supervision, training, support, and professional development that supports high-quality service delivery.

**2. Program Governance**

This section indicates your program’s performance in each of the two Program Governance performance areas: governing body and policy council.

**Program Governance Performance Summary**

<i>Performance Area</i>	<i>Performance Status</i>
Governing body	
Policy council	

**Performance Area Summary**

*Governing body.* The monitoring review found your program’s governing body uses data (e.g., ongoing monitoring, fiscal, school readiness, and other data such as audits, self-assessment, and monthly reports) and leverages its subject matter expertise to participate fully in the program oversight, planning, and monitoring, including annual approval of the operating budget and the safeguarding of funds.

*Policy council.* The monitoring review found your program’s policy council uses data and leverages its knowledge of the community effectively for ongoing monitoring, continuous improvement, and program oversight, including involvement in budget planning, policies for reimbursement, and participation in policy council activities.

**3. Financial Management**

This section describes your program’s performance in each of the seven performance areas listed under the Financial Management performance area.

**Financial Management Performance Summary**

Performance Area	Performance Status
Internal controls	
Financial management system	
Identifying and mitigating risk	
Adequacy of budgeted resources	
Budget management	
Automated accounting and record keeping system	
Delegate agency oversight	Not Applicable

**Performance Area Summary**

*Internal controls.* The monitoring review found your program has internal controls that provide effective oversight of all fiduciary areas of responsibility to ensure accomplishment of program objectives.

*Financial management system.* The monitoring review found your program has a financial management system and accounting and reporting practices that support ongoing fiscal operations, provide supporting documentation necessary to facilitate effective audits, enable the grantee to remain in compliance with laws, regulations, grant terms and conditions, and ensure payment of allowable program expenses promptly and within the appropriate budget period.

*Identifying and mitigating risk.* The monitoring review found your program has a process to identify risks and obtain cost-effective insurance for those identified risks, including a system for ensuring the protection of Federal interest in real property purchased with Federal funds.

*Adequacy of budgeted resources.* The monitoring review found your program has sufficient staffing and resources to promote continuity of care for all children enrolled, allow for sufficient time needed for staff to participate in training and professional development, allow for provision of the full range of services, and ensure that facilities, equipment, and materials remain safe.

*Budget management.* The monitoring review found your program has a management system that effectively monitors its budget for personnel, compensation, benefits, shared cost, non-Federal share, and indirect and administrative costs.

*Automated accounting and record keeping system.* The monitoring review found your program maintains an automated accounting and record keeping system adequate for effective oversight.

*Delegate agency oversight.* Not Applicable

#### 4. ERSEA

The final performance area in Section I, ERSEA, focuses on your program’s performance in eligibility and attendance.

#### ERSEA Performance Summary

Performance Area	Performance Status
Eligibility	●
Attendance	●

#### Performance Area Summary

*Eligibility.* The monitoring review found your program enrolls children who are categorically eligible or who fall within defined income-eligibility requirements based on Head Start requirements.

*Attendance:* The monitoring review found your program monitors and uses attendance data to support families in promoting individual child attendance and to inform program improvements where monthly attendance rates indicate systematic attendance issues.

#### Section III. Service Delivery







This section of the report provides the results of the assessment of your program’s service delivery, including your program’s: (1) Education and Child Development Program Services; (2) Health Program Services; and (3) Family and Community Engagement Program Services.

Each summary table includes information from Section II’s Program Management and Financial Management assessment to provide a comprehensive summary of the assessment of your program’s service delivery. The summary table includes information on how well your program is providing ongoing oversight and continuous improvement; hiring, supervising, and developing staff; and budgeting adequate resources within the respective education, health, and family and community engagement service areas.

#### 1. Education and Child Development Program Services

This section describes your program’s performance in delivering the following services: teaching practices and learning environments, services for children with disabilities, and home-based program services (where applicable).

## Education and Child Development Services Performance Summary

Performance Area	Performance Status
<b>Education and Child Development Service Delivery</b>	
Teaching practices and learning environments	
Services for children with disabilities	
Home-based services	
<b>Program Management*</b>	
Ongoing oversight and continuous improvement of education and child development services	
Hiring, supervision, and development of education and child development staff	
<b>Financial Management*</b>	
Adequacy of resources for education and child development services	

\* *Program and Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

### Performance Area Summary

**Teaching practices and learning environments.** The monitoring review found your program uses a developmentally appropriate research-based curriculum that aligns with the Head Start Early Learning Outcomes Framework and has implemented effective teaching practices and well-organized learning environments that promote progress in children's development and growth.









**Services for children with disabilities.** The monitoring review found your program fully engages children with disabilities in all aspects of the program, engages families of children with disabilities in their children's learning and development, and supports families in becoming advocates for services that meet their children's needs.

**Home-based services.** The monitoring review found your home-based program provides home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences for their children.

## 2. Health Program Services

This section indicates your program's performance in delivering the following Health Program services: addressing health status and health needs; oral health and nutrition services; mental health services; services for pregnant women; and maintaining healthy and safe environments.

### Health Program Services Performance Summary

Performance Area	Performance Status
<b>Health Program Service Delivery</b>	
Addressing health status and health needs	
Oral health and nutrition services	
Mental health services	
Services for pregnant women	
Healthy and safe environments	
<b>Program Management*</b>	
Ongoing oversight and continuous improvement of health program services	
Hiring, supervising, and developing health program service staff	
<b>Financial Management*</b>	
Adequacy of resources for health program services	

\* *Program and Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

#### **Performance Area Summary**

**Addressing health status and health needs.** The monitoring review found your program effectively collects, tracks, addresses, and shares information regarding each child's health status and health needs, including health, mental health, oral health, and nutritional needs.

**Oral health and nutrition services.** The monitoring review found your program has a system for maintaining and monitoring for effective oral health practices and providing nutrition services that meet the nutritional needs of and accommodate the feeding requirements of each child.

**Mental health services.** The monitoring review found your program effectively utilizes mental health consultation to support staff, including home visitors, in identifying and meeting children's mental health and social and emotional needs.

Your program's staff shared multiple examples of your program's focus on mental health services for children and families. During the onsite review, staff explained that there is a growing need among families for mental health services in your area due to your program's proximity to Sandy Hook Elementary, and the growing abuse of opioids. As a result, your management team noted that you have implemented a systematic approach to deliver comprehensive mental health services by providing training, hiring qualified staff, and developing community partnerships. As an example, your program provides ongoing staff training on trauma indicators and strategies for teachers and family support staff to implement and address trauma. Trainings include information on the opioid addiction process, signs of substance abuse in households, the impact of parental substance abuse on children, and knowing when to provide referrals for additional intervention services.

In addition, your program utilizes various methods to support families such as a mental health assessment upon enrollment and therapy options (as appropriate) including in-home therapy, small group therapy, and classroom accommodations. Your staff highlighted that your program was awarded funds from a state grant titled "Link," to purchase classroom equipment and hire additional qualified staff with specialties in the areas of social services, mental health and counseling to support children. Staff also highlighted that there is a multi-disciplinary team that treats and supports each family experiencing mental health issues including a monthly review of each child's learning and behavior progress; this report is also shared with parents monthly. It is evident that through your partnerships with community agencies, your program provides a significant amount of mental health services to children and their families. This was also echoed by parents who shared their success stories related to mental health.







*Services for pregnant women.* The monitoring review found your program provides and monitors for quality services for enrolled pregnant women to facilitate enrolled pregnant women's access to health care and provide them with information to support prenatal post-partum maternal and infant health and emotional well-being.

*Healthy and safe environments.* The monitoring review found your program has implemented a process for monitoring and maintaining healthy and safe environments.

### 3. Family and Community Engagement Program Services

This section indicates your program's performance in the following Family and Community Engagement Services: integrating family engagement into all systems and services; creating responsive program environments; and identifying family needs and making progress toward individual family outcomes.

#### Family and Community Engagement Services Performance Summary

Performance Area	Performance Status
<b>Family and Community Engagement Service Delivery</b>	
Integrating family engagement into all systems and services	
Creating responsive program environments	
Identifying family needs and making progress toward individual family outcomes	
<b>Program Management*</b>	
Ongoing oversight and continuous improvement of family and community engagement services	
Hiring, supervising, and developing family and community engagement staff	
<b>Financial Management*</b>	
Adequacy of resources for family and community engagement services	

\* Program and Financial Management data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee Program Management and Financial Management performance.



**Performance Area Summary**

*Integrating family engagement into all systems and services.* The monitoring review found your program integrates family engagement and support strategies into all systems and demonstrates progress in providing quality program services to support family well-being and promote school readiness.

*Creating responsive program environments.* The monitoring review found your program creates welcoming, culturally, and linguistically responsive program environments.

*Identifying family needs and making progress toward individual family outcomes.* The monitoring review found your program collaborates with parents to identify strengths and needs and make progress toward individual family outcomes.

--- End of Report ---



# ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | eclkc.ohs.acf.hhs.gov

**To: Board Chairperson**

*Mr. Chris Sanders*  
Board Chairperson  
EDADVANCE  
355 Goshen Road  
Litchfield, CT 06759

**From: Responsible HHS Official**

*Ms. Ann Linehan*  
Acting Director, Office of Head Start

  
12/29/2017

## Results from CLASS® Observations

Thank you for your support during the recent Office of Head Start onsite CLASS® review conducted from 12/11/2017 to 12/15/2017 of your Head Start program. Grant 01CH010234.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.1136	Classroom Organization	5.5000	Instructional Support	2.8788

DIMENSIONS					
Positive Climate	5.86	Behavior Management	5.77	Concept Development	2.59
Negative Climate*	1.00	Productivity	5.68	Quality of Feedback	2.91
Teacher Sensitivity	5.82	Instructional Learning Formats	5.05	Language Modeling	3.14
Regard for Student Perspectives	5.77				

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS® domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Ms. Marina Winkler*, Regional Program Manager  
*Ms. Tracy Kelly*, Policy Council Chairperson  
*Dr. Jeffery Kitching*, CEO/Executive Director  
*Ms. Kathi Bleacher*, Head Start Director

## About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions\*, the scoring principles are as follows<sup>1</sup>:

### **Low range score**

*1—The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.*

*2—The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.*

### **Middle range score**

*3—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*

*4—The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.*

*5—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.*

### **High range score**

*6—The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.*

*7—The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.*

\*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS® reviewers, and additional support for the CLASS® reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

<sup>1</sup> Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

*Mr. John Kissko*

*EdAdvance*

*355 Goshen Rd*

*Litchfield, CT 06759 - 2404*

**From: Responsible HHS Official**

**Date: 01/06/2022**

**Dr. Bernadine Futrell**

**Director, Office of Head Start**

From November 15, 2021 to November 19, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the EdAdvance Head Start and Early Head Start programs. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand recipient progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

### **DISTRIBUTION OF THE REPORT**

Copies of this report will be distributed to the following:

Ms. Marina Winkler, Regional Program Manager

Dr. Jeffrey Kitching, Chief Executive Officer/Executive Director

Mrs. Carmella Galipault, Head Start Director

Ms. Carmella Galipault, Early Head Start Director

## Glossary of Terms

<b>Opportunity for Continuous Improvement (OCI)</b>	An OCI is identified when the recipient is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
<b>Area of Concern (AOC)</b>	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
<b>Area of Noncompliance (ANC)</b>	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or</li> <li>(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



## Program Design and Management

### Program Design

The recipient's program design and structure takes into account community strengths and needs.

### Program Management

The recipient has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

### Program Governance

The recipient maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

## Program Design and Management Summary

EdAdvance is a regional educational service center located in the upper northwest corner of Connecticut, a rural area with limited transportation options. The recipient maintains six center-based Head Start locations and runs home-based Early Head Start services. As of the most recent community assessment, the area did not have enough income-eligible families to open an Early Head Start classroom, so the home-based model met the community's needs. Overall, center- and home-based services were provided for 191 Head Start and 32 Early Head Start children and families, respectively.

Approximately 4 years ago, under new executive leadership, the staff developed a mission to promote the success of local schools and communities and called it the Three Cs Project: Connection, Culture, and Customization. In the spirit of connection, the program engaged with constituents across the region to understand the needs of the communities. To meet cultural goals, EdAdvance strived to embrace everyone and achieve success through an internal climate of collaboration. Lastly, the program focused on customization by increasing its capacity to provide flexible solutions, services, and support tailored to the unique needs of the communities it served. The recipient has benefitted from this approach by expanding internal resources and partnerships and embracing a culture of diversity and inclusive cooperation.



## Designing Quality Education and Child Development Program Services

### **Alignment with School Readiness**

The recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

### **Effective and Intentional Teaching Practices**

The recipient has strategies to ensure teaching practices promote progress toward school readiness.

### **Supporting Teachers in Promoting School Readiness**

The recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

### **Home-based Program Services**

The recipient has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

## Education and Child Development Services Summary

EdAdvance individualized learning opportunities for children to ensure their readiness for kindergarten. The recipient participated in monthly meetings with local education agencies and town administrations to develop transition plans based on the same goals for all children from birth through age eight. Those meetings were followed by education advisory team meetings to discuss data trends and plan instructional changes. For example, in response to lackluster outcomes in writing skills and letter recognition, the program implemented a writing curriculum to improve children's writing abilities. Additionally, the recipient implemented a social-emotional curriculum to address children's behavioral issues before they entered kindergarten. EdAdvance worked with community programs and schools to ensure seamless transitions across all educational settings.



## Designing Quality Health Program Services

### Child Health Status and Care

The recipient has an approach for ensuring the delivery of high-quality health services.

### Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

## Health Services Highlight

EdAdvance's health team saw a rapidly growing demand for mental health services beginning in 2014, and the need increased during the pandemic in 2020. Additionally, the recipient saw a spike in the number of child abuse cases in parts of its catchment area between 2016 and 2018. In response to these challenges, the recipient contracted with three mental health consultants for the Head Start and Early Head Start programs. This in-house resource allowed EdAdvance to streamline the referral process and offer prompt support for families and staff. To further address mental health concerns, staff supplemented the program's social-emotional curriculum with a locally designed child protection lesson series that included a safe touch puppet show. Together, these tactics improved behavioral outcomes and increased personal safety awareness among children.

EdAdvance's emphasis on mental health continued with the practices it implemented to support teachers, home visitors, children, and families. The mental health consultants provided observations and feedback to Early Head Start home visitors and Head Start teachers. They also conducted reflective supervision interviews with home visitors, conducted classroom observations, and provided staff and families with strategies to support children's positive behavior. As the program returned to in-person services, EdAdvance increased the frequency of classroom observations to remain abreast of any issues caused by the pandemic closures. The recipient also accessed the agency's staff who helped provide classroom strategies and individual behavior plans. This approach to mental health services helped mitigate risks and improved the timeliness of services for children and families.





## Designing Quality Family and Community Engagement Services

### Family Well-being

The recipient has an approach for collaborating with families to support family well-being.

### Strengthening Parenting and Parent-Child Supports

The recipient has an approach for providing services that strengthen parenting skills.

## Family and Community Engagement Services Summary

EdAdvance collaborated with community partners to help families meet their goals and move toward greater self-sufficiency. The program developed a resource guide specific to the sites within each community so that families and staff members could access a variety of services. One partner provided grocery gift cards to help families experiencing food insecurity. Another provided free passes to the children's museum. These were used by the recipient to encourage family literacy and were distributed when families used the library twice per month. Additionally, the program offered adult education and driving classes when obtaining a license was a family goal. Further, when internal data identified a need for bedtime routines, the recipient responded by adding a curriculum focused on getting children healthy sleeping patterns. EdAdvance's ability to match resources with families' needs helped tailor systems to support their goals.



## Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

### Eligibility, Recruitment, Selection, Enrollment, and Attendance

The recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the recipient's total funded enrollment is filled by children eligible for services under IDEA or the recipient has received a waiver.

### Enrollment Verification

The recipient maintains and tracks full enrollment for all enrolled participants.

### Fiscal Infrastructure, Capacity, and Responsiveness

The recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

The recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

## ERSEA and Fiscal Summary

EdAdvance developed strategies for recruiting and enrolling at-risk families. The recipient analyzed community assessment data and annually adapted the selection criteria to reflect the needs of families. During recruitment, the program targeted areas where high school graduation rates were low and where non-English-speaking families resided. Additionally, EdAdvance recruited families from the agency's adult education and drug and alcohol programs. The recipient worked toward the overarching goal of full enrollment by January 2022.

EdAdvance aligned budgetary practices with the needs and goals of the Head Start and Early Head Start programs. The Board and the policy council used program data to guide the budget development process, including the plan for Coronavirus Aid, Relief, and Economic Security Act funds. The funds were used to implement a summer socialization program and to provide individual tutoring. The recipient also kept three classrooms open for full-time working parents. Additional funds were used to extend the employment of Head Start teachers and family services workers for the summer months. Because of its practices, the recipient was able to pivot and continue services despite the pandemic.

----- End of Report -----

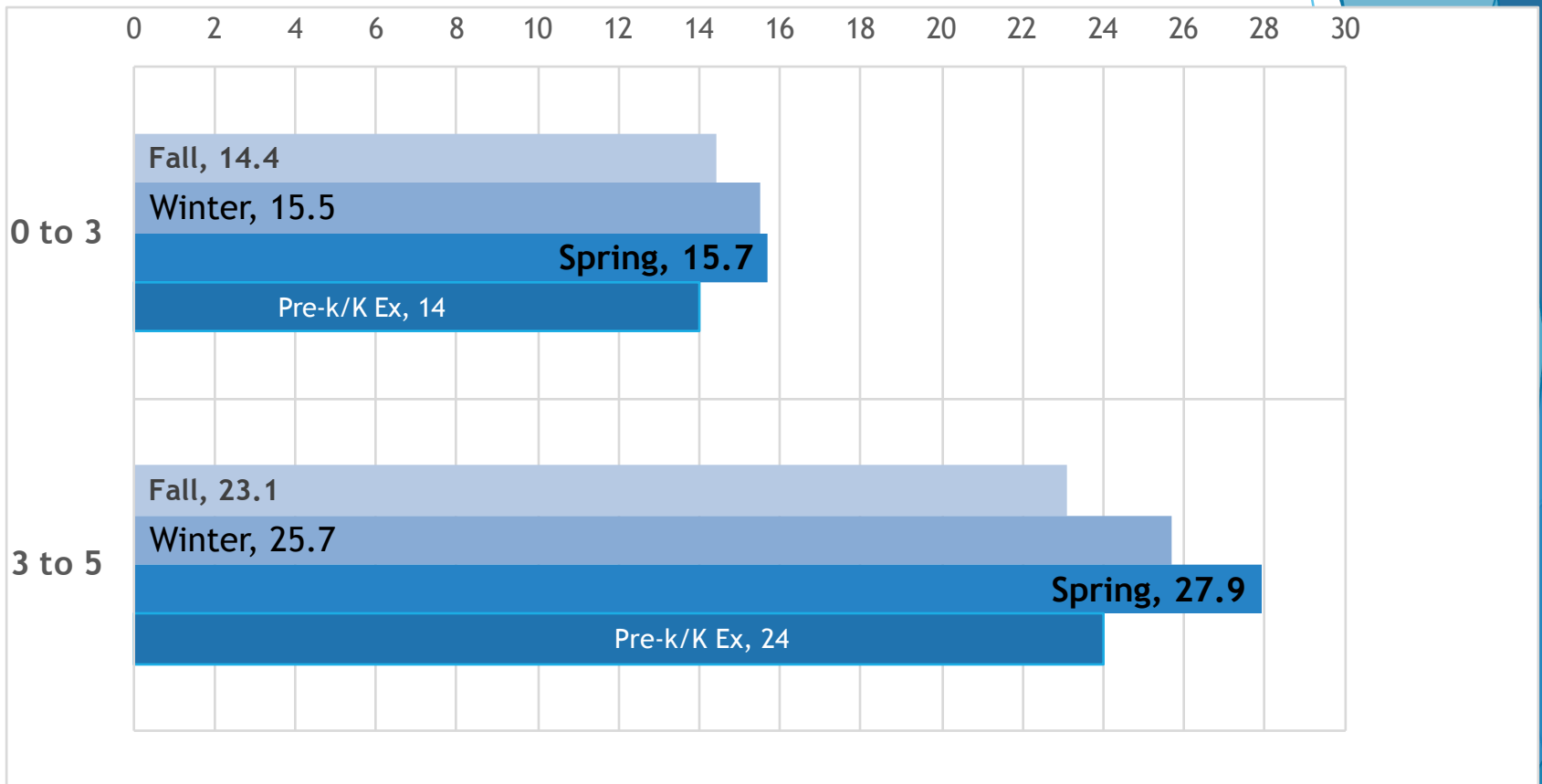


# School Readiness Data Report: Spring 2020 -2021

Prenatal to 5

## Goal 1

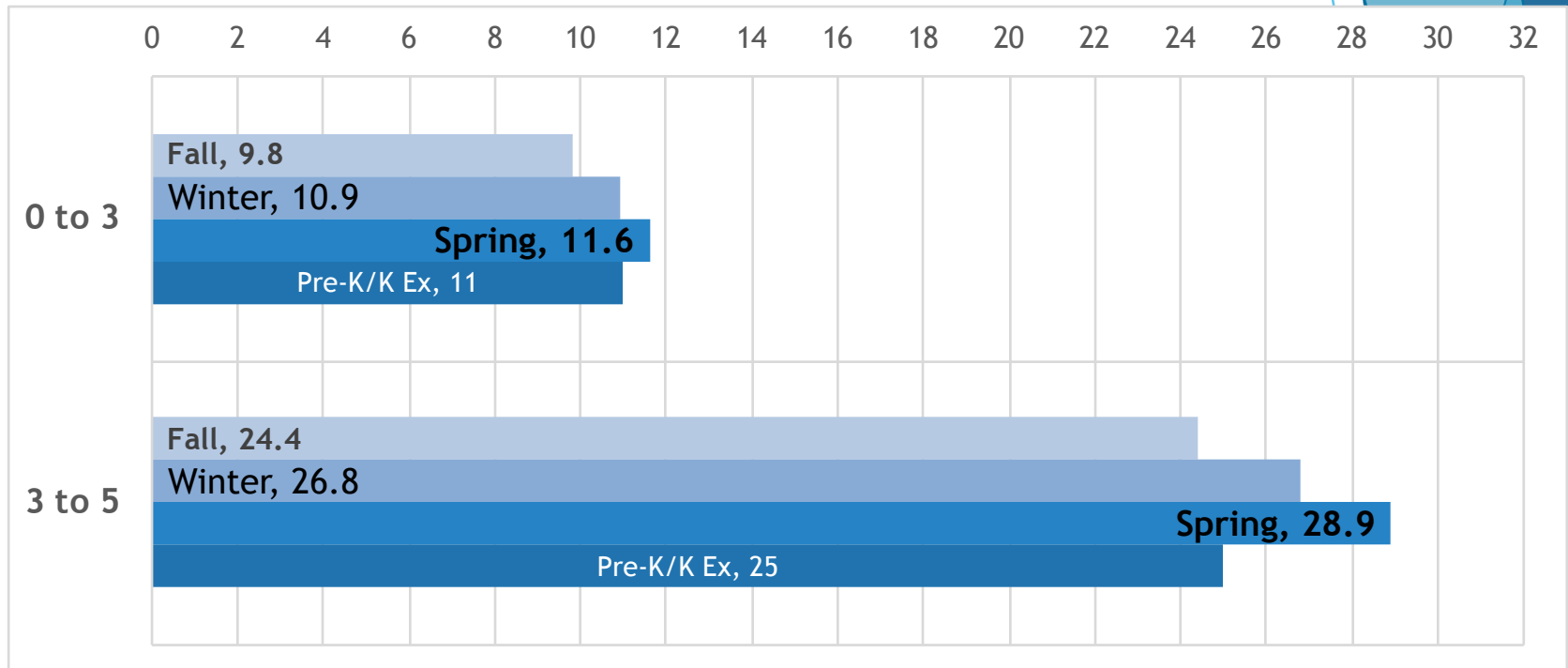
Children will meet or exceed their widely held expectations in demonstrating a positive approach to learning through curiosity, initiative, creativity, and persistence



# Approach to Learning

## Goal 2

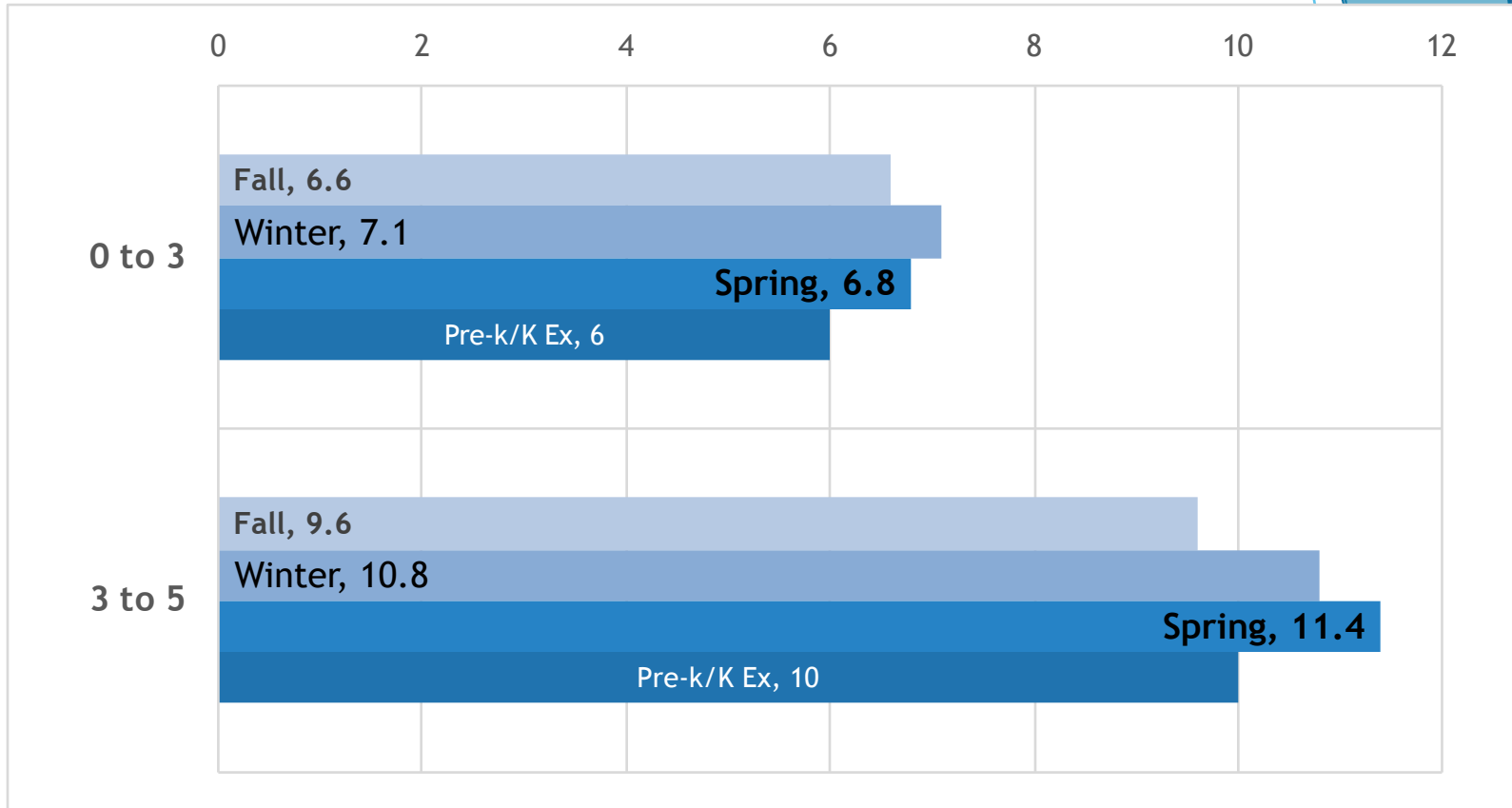
Children will meet or exceed their widely held expectations in demonstrating healthy relationships and interactions with adults and peers.



# Social and Emotional Development

### Goal 3

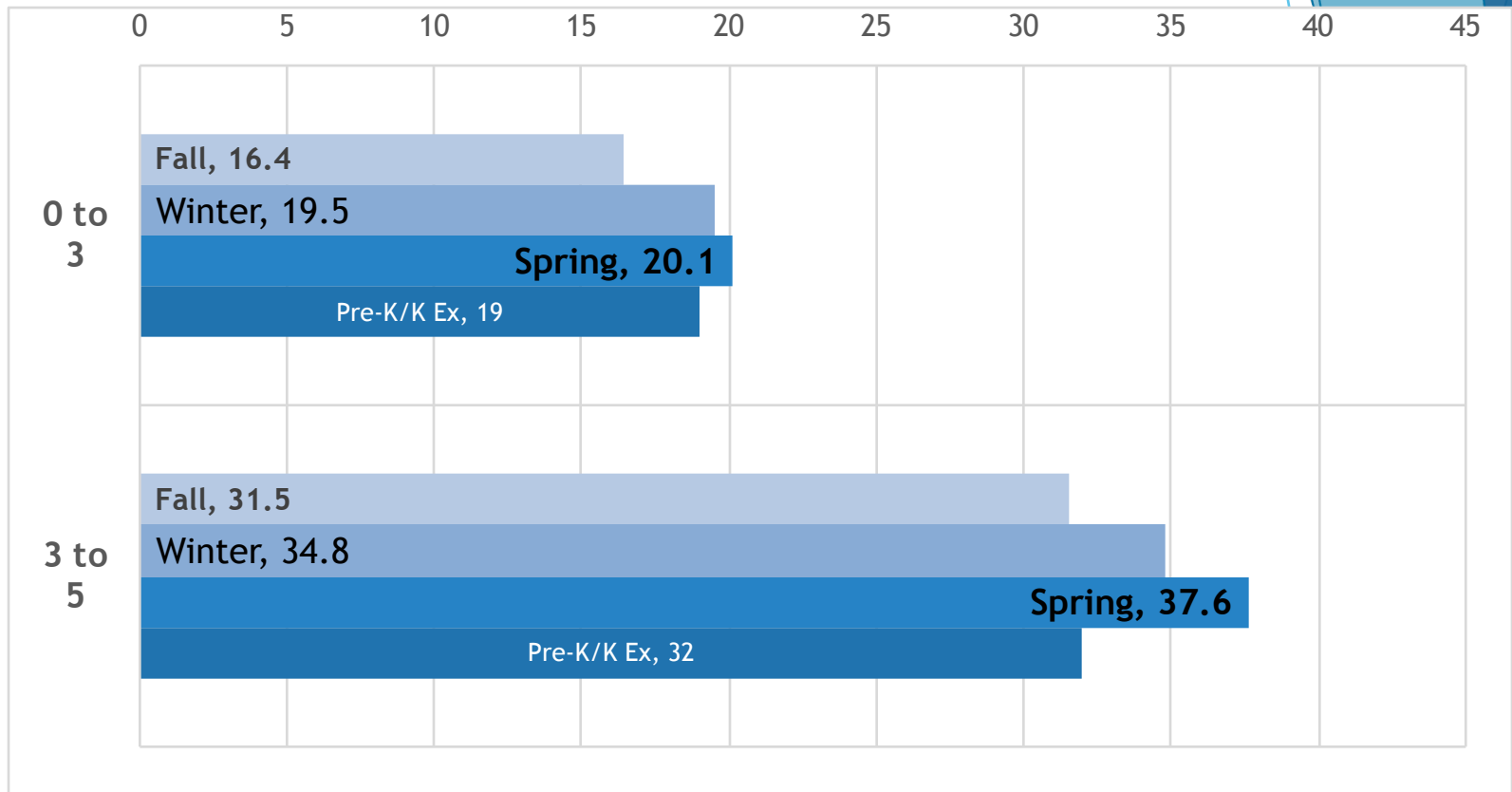
Children will meet or exceed their widely held expectations in recognizing and regulating emotions.



## Social & Emotional Development

## Goal 4

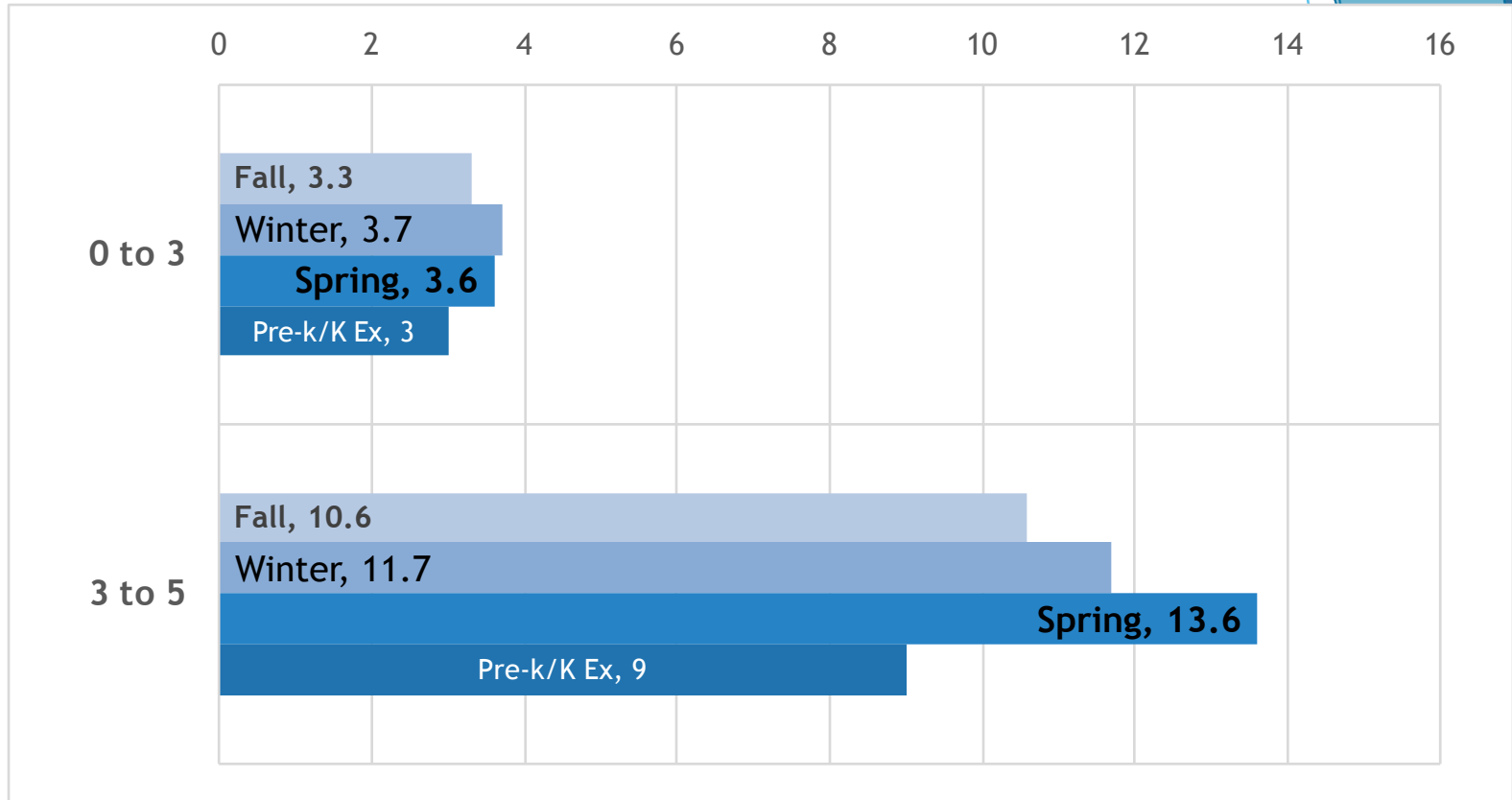
Children will meet or exceed their widely held expectations in demonstrating the ability to use home language.



# Language and Literacy

## Goal 5

Children will meet or exceed their widely held expectations in appreciating books and using them to gain knowledge.

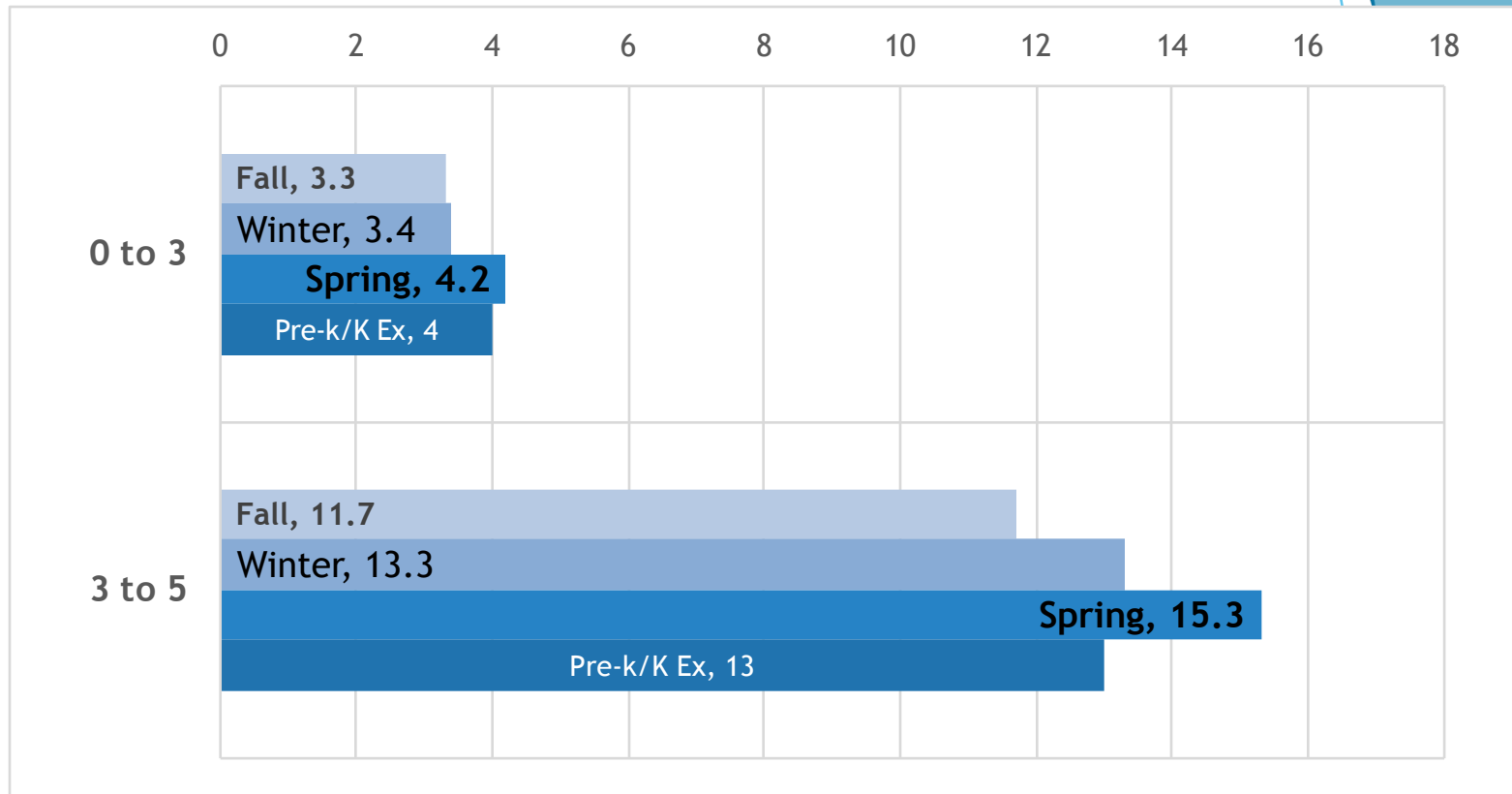


# Language and Literacy



## Goal 6

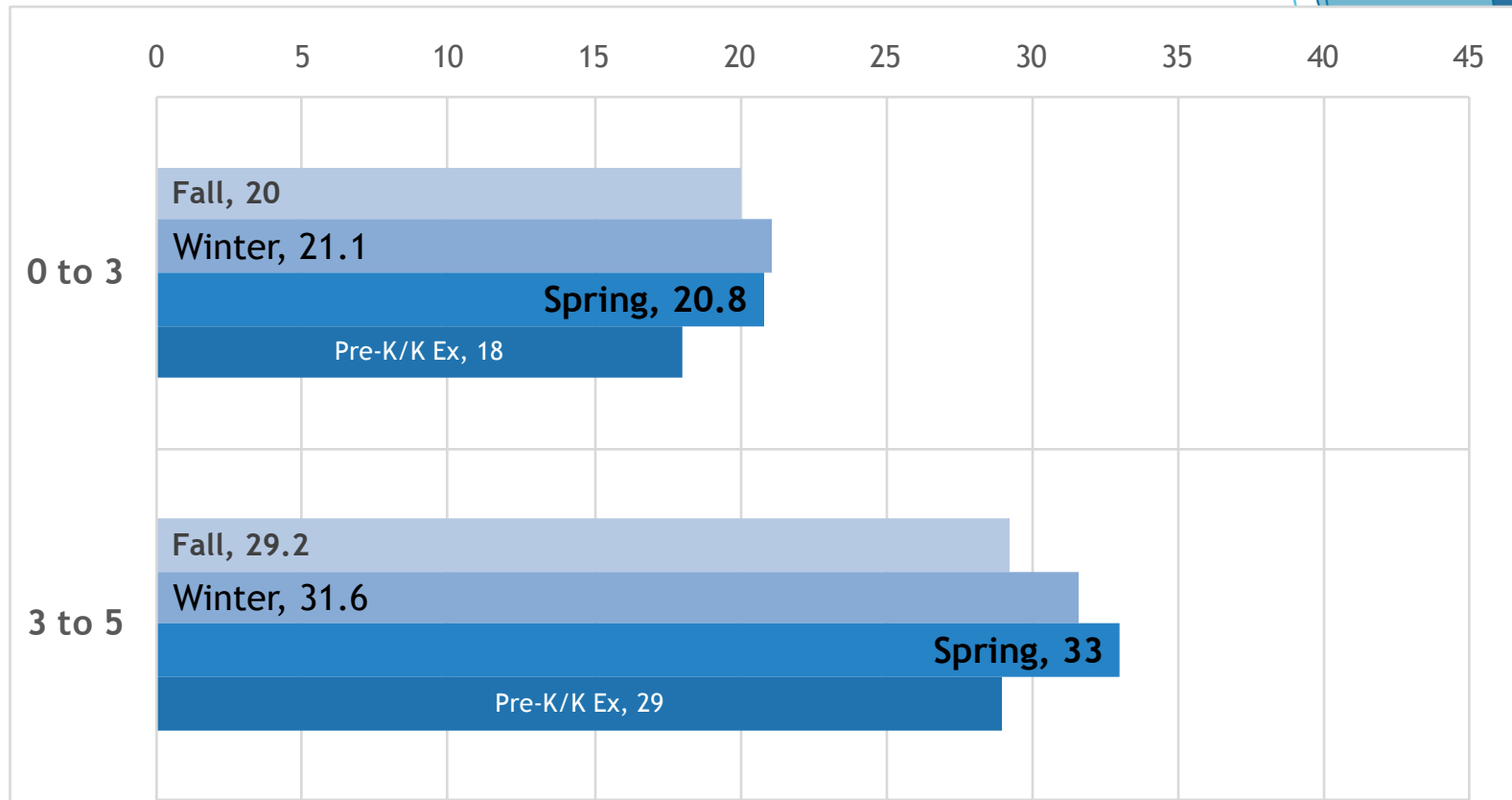
Children will meet or exceed their widely held expectations in understanding that numbers are used for counting and to represent quantities.



# Cognition and General Knowledge

## Goal 7

Children will meet or exceed their widely held expectations in controlling large and small muscles



# Perceptual Motor and Physical Development

**DLL**  
**Children who are dual language learners will meet or exceed program expectations in demonstrating competency in their home language while acquiring beginning proficiency to comprehend and to speak English.**

TSG	3 - 5	Not Yet	Beginning	Progressing	Increasing	Advancing
37	Fall		2	4	17	4
	Winter			5	10	12
	Spring		1	4	12	11
38	Fall		1	10	13	3
	Winter			8	11	8
	Spring			7	8	13

## Language and Literacy