

ANNUAL REPORT FY 2023

EDADVANCE Head Start: Prenatal to Five

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 that focus on 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 classrooms in Torrington, New Milford, Plymouth, Watertown, and Winsted.



Program Goals/Year 3 of 5:

Goal #1: The program will increase parent engagement through relationship building, accurately assessing family needs, and activating within families a sense of empowerment and agency.

Goal #2: The program will provide nurturing and responsive interactions and environments that foster the optimal social and emotional development of children and families.

Goal #3: The program will develop and implement innovative practices that support staff retention, professional growth, and improved staff morale.

As we reflect on the school year 2022-2023, it is with great joy and gratitude that we present the annual report for the EdAdvance Head Start: Prenatal to Five program. This year has been a journey of growth, resilience, and unwavering commitment to providing high-quality early childhood education.

The 2022-2023 EdAdvance Head Start: Prenatal to Five school year enrollment: We began the year with a reduction of our overall funded slots in Head Start. We closed two classrooms due to lower enrollment and lack of space.

- Typical funded slots:
 - o Head Start: 3 to 5-year-olds =172
 - o Early Head Start = 32
 - State School Readiness = 26
- For the 22-23 school year overall, we served **242** Head Start: Birth to Five and **28** School Readiness children and their families. The program had an average of 85% of the slots being filled throughout the year.
- The average daily attendance in our center-based program was 83%.
- The American Community Survey reports approximately 753 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 36% of these children and their families during our 2022-2023 year. For the town of Torrington, we served 48% and 100% in the town of Winsted of those children birth to five at or below the poverty level.
- 98% of our children have secured a dental home, and 100% of our children secured primary care physicians by the end of their enrollment period.
- Parents engaged 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. We are thrilled to report increased parental
 involvement, as families actively participated in workshops, events, and collaborative activities.

Outdoor activities included:

- Pumpkin Patch
- PAL Summerfest
- Special Olympics Torch run
- Torrington site numerous walking trips to local vendors and community organizations that support Classroom Studies- Warner Theater for the light study.
- Gilbert the pig came for a visit.
- Torrington Police Department and Fire Department came for a visit.
- Winsted Students went to the Fire Department and Winsted Police Department's "Officer Joy" visited and spoke with the children.







- The program also provided families with its researched-based curriculum for parents, "Your Journey Together," both in-person and virtually. Parents and caregivers volunteered hundreds of hours at home, working on their child's monthly academic goals, watching classroom videos, attending virtual and in-person parent committees, and as representatives on Policy Council. The Torrington School System utilized our Head Start site as a Kindergarten Registration hub as well as conducting in-house screenings and assessments for our children entering Kindergarten in September of 2023. We ended our school year with special events at local museums and activity centers.
- Family Service staff provided families with toilet training kits to deliver a team approach to successful potty training.
- Early Head Start Home Visitors were given the opportunity to share their experiences and expertise in services for children birth to three with early childhood representatives from Singapore. They presented information on their curriculum, gave testimonials on the success of the program from families, and shared data on how their services resulted in measurable outcomes from enrollment to the end of the year. In return, our home visitors were able to learn about the culture of Singapore and interact with people of diverse early childhood backgrounds.









- Our dedicated team of educators has worked tirelessly to create engaging and developmentally appropriate learning experiences for our young learners.
 - o **Parents as Teachers (Prenatal to 3):** Our commitment to early intervention and family support is embodied in the Parents as Teachers curriculum. This evidence-based approach ensures that our Prenatal to 3 children and families receive comprehensive support tailored to their unique needs.

- Creative Curriculum for Preschoolers: For our preschoolers, we have seamlessly
 integrated Creative Curriculum, fostering a love for learning through hands-on
 experiences, exploration, and creativity. This curriculum lays the foundation for a
 smooth transition to kindergarten.
- Second Step Curriculum (3 to 5-year-olds): Recognizing the crucial role of socialemotional development, we have implemented the Second Step Curriculum for our 3 to 5-year-olds. This program equips our children with the essential skills to navigate the complexities of relationships and emotions.





- In response to the challenges posed by the COVID-19 pandemic, EdAdvance Head Start allocated a portion of the received funding to contract with a skilled and experienced BCBA. The primary focus was on improving social and emotional skills among specific children and collaborating with their teachers to create a supportive learning environment. Through targeted assessments and personalized strategies, the BCBA worked closely with both the children and their teachers to address social and emotional challenges. The outcomes of this initiative include:
 - o **Improved Social Interaction**: The children who received individualized attention and support from the BCBA demonstrated noticeable improvements in their social interactions. This includes enhanced communication skills, better peer relationships, and increased participation in group activities.
 - o **Enhanced Emotional Regulation:** The BCBA implemented evidence-based practices to assist children in developing effective emotional regulation skills. Teachers reported a reduction in instances of emotional distress and observed a more positive emotional climate in the classroom.
 - Teacher Capacity Building: In addition to direct interventions with children, the BCBA collaborated with teachers to build their capacity in supporting social and emotional development. This included training sessions, workshops, and ongoing guidance to ensure sustainable practices.
 - Sustainability: We recognized the importance of sustaining the positive momentum achieved through the BCBA's interventions and have budgeted time and resources for the upcoming school year to continue this very important work.

• The end-of-year School Readiness data for 2022-2023 showcased the remarkable dedication of our staff throughout the academic year. Their commitment, alongside the strong bonds forged with families, has significantly bolstered the home-school partnership. This collaboration has played a crucial role in equipping our children with the essential skills required for a smooth transition into kindergarten.



- 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. We enrolled or identified 18 children with an IEP and 9 children with an IFSP.
- Transition booklets are given to all families whose child will be entering kindergarten in the fall. We also participate in transition activities held with the school districts our children will attend. We worked with district staff to support and assist with in-person 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 renewed community partnerships and collaborations that were weakened because of the pandemic. Examples of these renewed partnerships are with Brooker Memorial, who came back into the program to do dental exams, and the CT Dental Health Partnership that came back to connect with staff and families. We also successfully applied for a grant with Fit Together to get new playground equipment at our St. Peter's site.
- Increased collaboration with CT Dental Health Partnership (CTDHP) and Brooker Memorial to increase oral health education amongst children, families and staff. Brooker Memorial has come to Head Start to talk about foods that are good for teeth and maintaining healthy brushing habits. They returned to the program in May to give children dental exams who were overdue for preventive dental care. CTDHP has educated staff on the importance of oral health in early childhood and prenatal care. Brooker was able to give oral health presentations not only to our St. Pete's site, but also joined Winsted families at their Celebration of Learning to bring attention to the importance of healthy mouths to both parents and children.
- Torrington Police Department is supported Head Start in its efforts to increase pedestrian safety by painting of new crosswalks in front of our St. Peter's building. They have also agreed to host car seat clinics for Head Start where parents can learn about car seat laws and have recalled car seats replaced as needed. Flyers for this event were distributed to families at our St. Pete's site and included families from Torrington and Winsted Early Head Start that wanted to have their car seats checked for safety by TPD.
- Implemented a new, effective, and flexible COVID Mitigation Policy in accordance to updated Head Start Performance Standards to addressing shifting COVID Community Levels at all

sites. This COVID policy was created in collaboration with managers from all sites with multidisciplinary backgrounds and with input from the Health Services Advisory Committee. It was designed to accommodate all program needs including addressing educational concerns of extended quarantines and the ability to continue providing social services despite distance.

- We had 69 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.
- Through collaborative efforts and a shared commitment to the well-being of our community's youngest members, EdAdvance has successfully secured the necessary funding and space for an ambitious facilities project that will house our Head Start program. We are excited to announce that the building project is now officially underway. Construction teams are diligently working to bring our vision to life, ensuring that every aspect of the facility aligns with our mission to provide a safe, engaging, and developmentally rich environment for our Head Start program.

In closing, we extend our heartfelt thanks to the entire EdAdvance Head Start community – the educators, parents, supporters, and, most importantly, the children. Together, we are shaping a brighter future, one where every child has the opportunity to thrive and succeed.





Funding Sources:	
Federal Head Start Grant:	\$2,820,318
Head Start COLA & Enhancement	\$218,219
Child and Adult Care Food Program	\$174,904
CT State Head Start Enhancement	\$104,917
School Readiness	\$225,763
Parent Fees and Care 4 Kids	\$82,588

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.



CHILDREN & FAMILIES

Office of Head Start! 4th Floor - Switzer Memorial Building, 330 C Street SW, Washington DC 20024 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

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:

- 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.
- 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.

	Glossary of Terms			
Area of Concern	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.			
Area of Noncompliance	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.			
Deficiency	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (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 (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; (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.			

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



EdAdvance, Forest Court

Section I. Overall Performance Summary

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.

Family and Community Engagement Program Services

- 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

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

Performance Area	Performance Status
Program management structure	•
Ongoing oversight and continuous program improvement	•
Staff hiring, supervision, and development	Ø

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

Performance Area	Performance Status
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	<u>.</u>

>> 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
Education and Child Development Service Delivery	•
Teaching practices and learning environments	S
Services for children with disabilities	Ø
Home-based services	(%
Program Management*	
Ongoing oversight and continuous improvement of education and child development services	Ø
Hiring, supervision, and development of education and child development staff	6
Financial Management*	1
Adequacy of resources for education and child development services	Ø

^{*} 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
Health Program Service Delivery	
Addressing health status and health needs	
Oral health and nutrition services	
Mental health services	
Services for pregnant women	&
Healthy and safe environments	*
Program Management*	
Ongoing oversight and continuous improvement of health program services	Ø
Hiring, supervising, and developing health program service staff	
Financial Management*	
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
Family and Community Engagement Service Del	ivery
Integrating family engagement into all systems and services	6
Creating responsive program environments	
Identifying family needs and making progress toward individual family outcomes	&
Program Management*	
Ongoing oversight and continuous improvement of family and community engagement services	
Hiring, supervising, and developing family and community engagement staff	©
Financial Management*	
Adequacy of resources for family and community engagement services	· · · · · · · · · · · · · · · · · · ·
* Program and Financial Management data is only presented in this signarrative text is provided in the sections that follow. See Section II for description of grantee Program Management and Financial Management.	or narrative

→ 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 ---

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

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				7.

^{*}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!:

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.

Pianta R, La Paro K, Hamre, B. Classroom Assessment Scoring System Manual—Pre-K, Paul H. Brookes Publishing Co., 2008.

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

Opportunity for Continuous Improvement (OCI)	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.
Area of Concern (AOC)	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.
Area of Noncompliance (ANC)	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.
Deficiency	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (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 (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; (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.



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

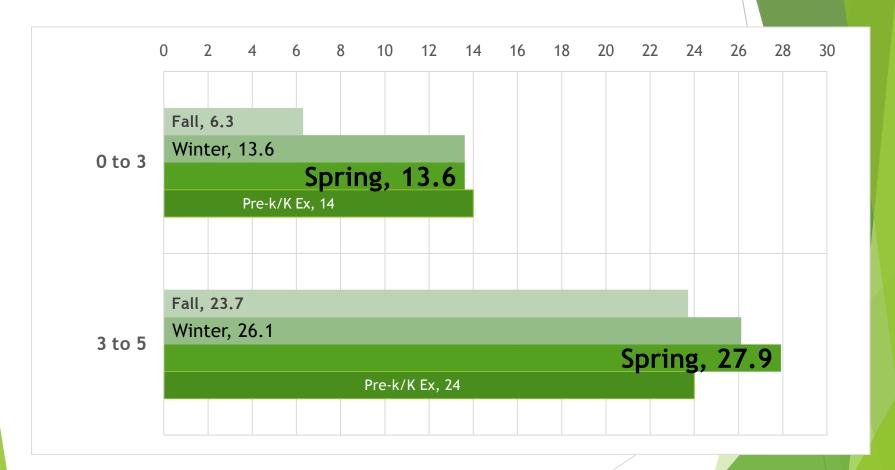
EdAdvance developed strategies for recruiting and enrolling at-risk families. The recipient analyzed community assessment data and annually adapted the selection criteria to reflect the needs of families. During recruitment, the program targeted areas where high school graduation rates were low and where 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.

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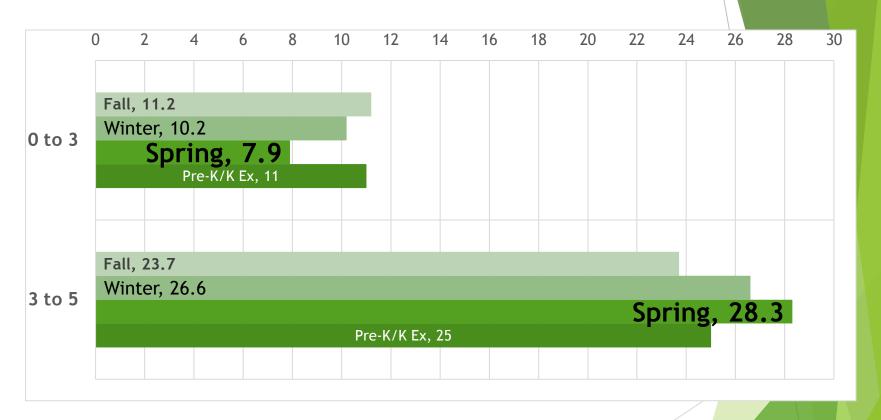
EDADVANCE PRENATAL TO FIVE SCHOOL READINESS DATA REPORT SPRING 2022-2023

Goal 1
Children will meet or exceed their widely held expectations in demonstrating a positive approach to learning through curiosity, initiative, creativity, and persistence



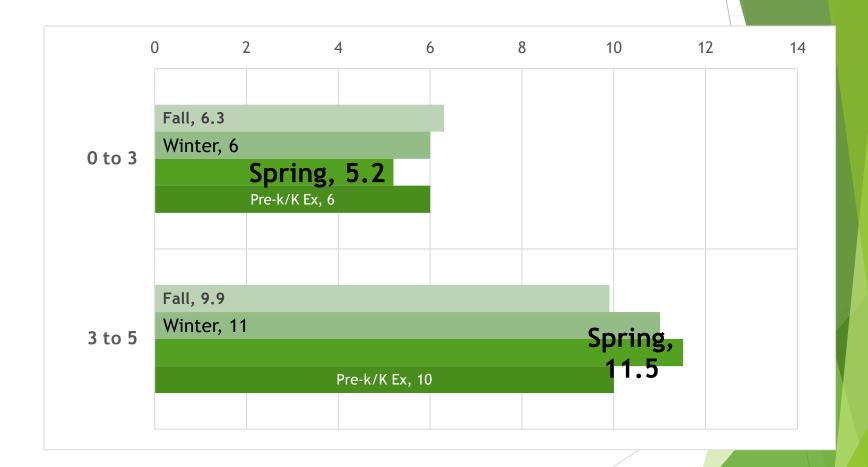
Approach to Learning

Goal 2
Children will meet or exceed their widely held expectations in demonstrating healthy relationships and interactions with adults and peers.



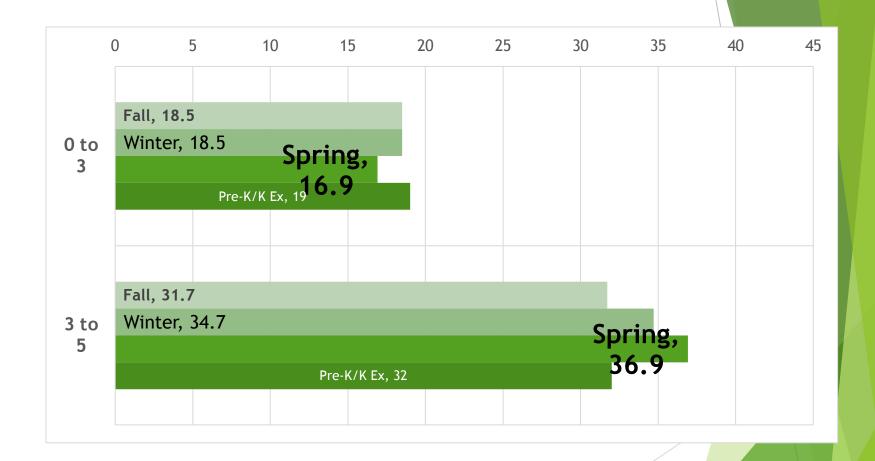
Social and Emotional Development

Goal 3
Children will meet or exceed their widely held expectations in recognizing and regulating emotions.



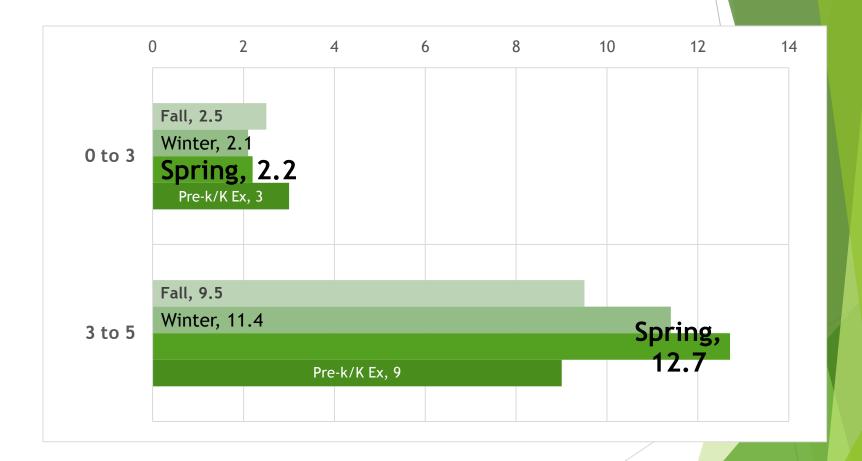
Social and Emotional Development

Goal 4
Children will meet or exceed their widely held expectations in demonstrating the ability to use and understand language.



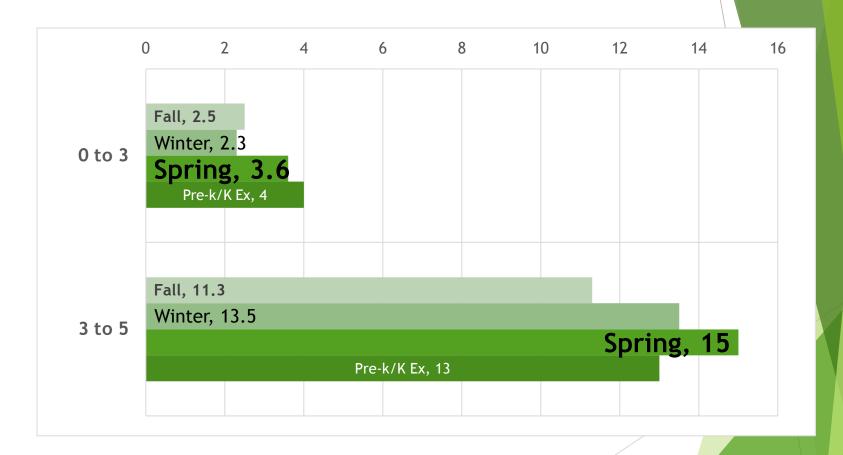
Language and Literacy

Goal 5
Children will meet or exceed their widely held expectations in appreciating books and using them to gain knowledge.



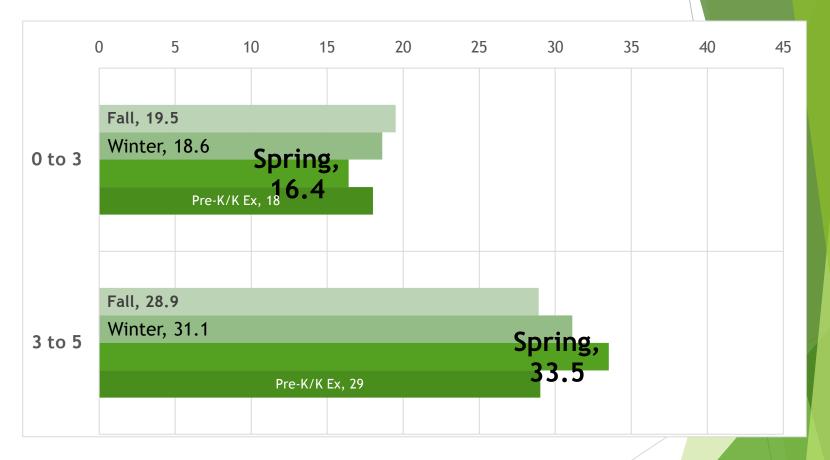
Language and Literacy

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

	TSG	3 - 5	Not Yet	Beginning	Progressing	Increasing	Advancing
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.	37	Fall			10	17	7
		Winter		1	6	14	14
		Spring		1	3	12	19
	38	Fall		3	11	15	5
		Winter		2	8	14	11
		Spring		1	4	12	18

Language and Literacy