



ANNUAL REPORT FY 2022

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 located in Torrington, New Milford, Plymouth, Watertown, and Winsted.



Program Goals/Year 2 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.*

EdAdvance Head Start Prenatal to Five staff began the 2021-2022 school year with a renewed sense of hope, that this school year would bring some normalcy back to our program. Our Home Visitors and Family Service Coordinators worked hard to recruit children and families. We found that many families feared sending their children into a group setting with COVID infections on the rise. Others refused to send their children based on our masking policy. Our Early Head Start program remained fully enrolled, and our dedicated staff provided in-home visits during the entirety of the year. Our classroom teachers continued to provide high quality instruction while managing COVID spikes by effectively utilizing updated protocols and monitoring current CDC, OEC, CTDHP, and TAHD COVID guidelines. Staff demonstrated extraordinary flexibility to adapt to rapidly changing circumstances.

We provided educational backpacks for all the children enrolled in our program that contained materials and supplies to ensure that they could work towards individualized school readiness goals that their teacher or home visitor assigned while they were out on quarantine. Caregivers were extremely receptive and grateful and would continuously send photos of their children participating in at-home activities with the materials provided.

We successfully completed a week-long Head Start Focus Area One review where the program was found to be in compliance in all areas.

The 2021-2022 Head Start School year started off as a continuation of the prior year.

- Typical funded slots:
 - Head Start: 3 to 5-year-olds =191
 - Early Head Start = 32
 - State School Readiness =26
- For the 21-22 school year overall, we served 232 Head Start: Birth to Five and 27 School Readiness children and their families. The program had an average of 97% of the slots being filled throughout the year.
- The average daily attendance in our center-based program was 79 %.
- The US Census Bureau reports approximately 720 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 32% of these children and their families during our 2021-2022 year. For the town of Torrington, we served 46% and 90 % in the town of Winsted of those children birth to five at or below the poverty level.

- 99% of our children have secured a dental home, and 97% 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. Much like our previous school years, many of our parent/child engagement activities and events needed to be moved outdoors, or remote to keep children and families safe from COVID exposures.

- **Outdoor activities included:**

- Pumpkin Patch
- PAL Summerfest
- Special Olympics Torch Run

- **Virtual Trips and Events included:**

- White Memorial Nature Center weekly experiences
- Police Station
- Kindergarten Registration Fair
- Brooker Memorial Dental Clinic Visit
- Harwinton Ambulance Service
- Winsted Library



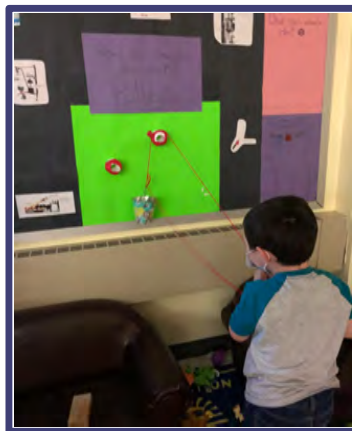
- During the summer of 2021/2022, we offered a once-a-week “socialization” opportunity in which we visited a local playground or park in each of the towns we serve. A team of Staff, including a Family Service Coordinator, Teacher, and Home Visitor, provided the families that attended these socializations with activities, resources, and supplies.



- The program also provided families with its researched-based curriculum for parents, “Your Journey Together,” via ZOOM. 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. We ended our school year with special events at local museums and activity centers to celebrate an end to another bizarre year.
- Social Service staff participated in a train-the-trainer workshop around Financial Literacy presented by Connecticut Money School. They are now trained to work with families to model positive financial practices. Family Service staff provided families with toilet training kits to deliver a team approach to successful potty training.



- 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 Curriculum** for our 3 to 5-year-old children. Our 20-21 end-of-year data highlighted the need for greater social-emotional supports. All staff received a refresher course on the use of our Second Step curriculum, we also added new Conscious Discipline related classroom materials for children to use in classroom. We replaced and renewed sensory materials for all classroom quiet corners.



- Thirteen 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 19 children with an IEP and 6 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 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 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.

- We had 105 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.



Funding Sources:	
Federal Head Start Grant:	\$2,745,995
Head Start COLA & Enhancement	\$74,323
Child and Adult Care Food Program	\$168,553
CT State Head Start Enhancement	\$100,000.00
School Readiness	\$182,316
Parent Fees and Care 4 Kids	\$114,402

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

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.

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	<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"> (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; <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



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.
- 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
Education and Child Development Service Delivery	
Teaching practices and learning environments	
Services for children with disabilities	
Home-based services	
Program Management*	
Ongoing oversight and continuous improvement of education and child development services	
Hiring, supervision, and development of education and child development staff	
Financial Management*	
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
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	
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 Delivery	
Integrating family engagement into all systems and services	
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 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 follows¹:

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.

¹ 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

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	<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"> (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; <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.

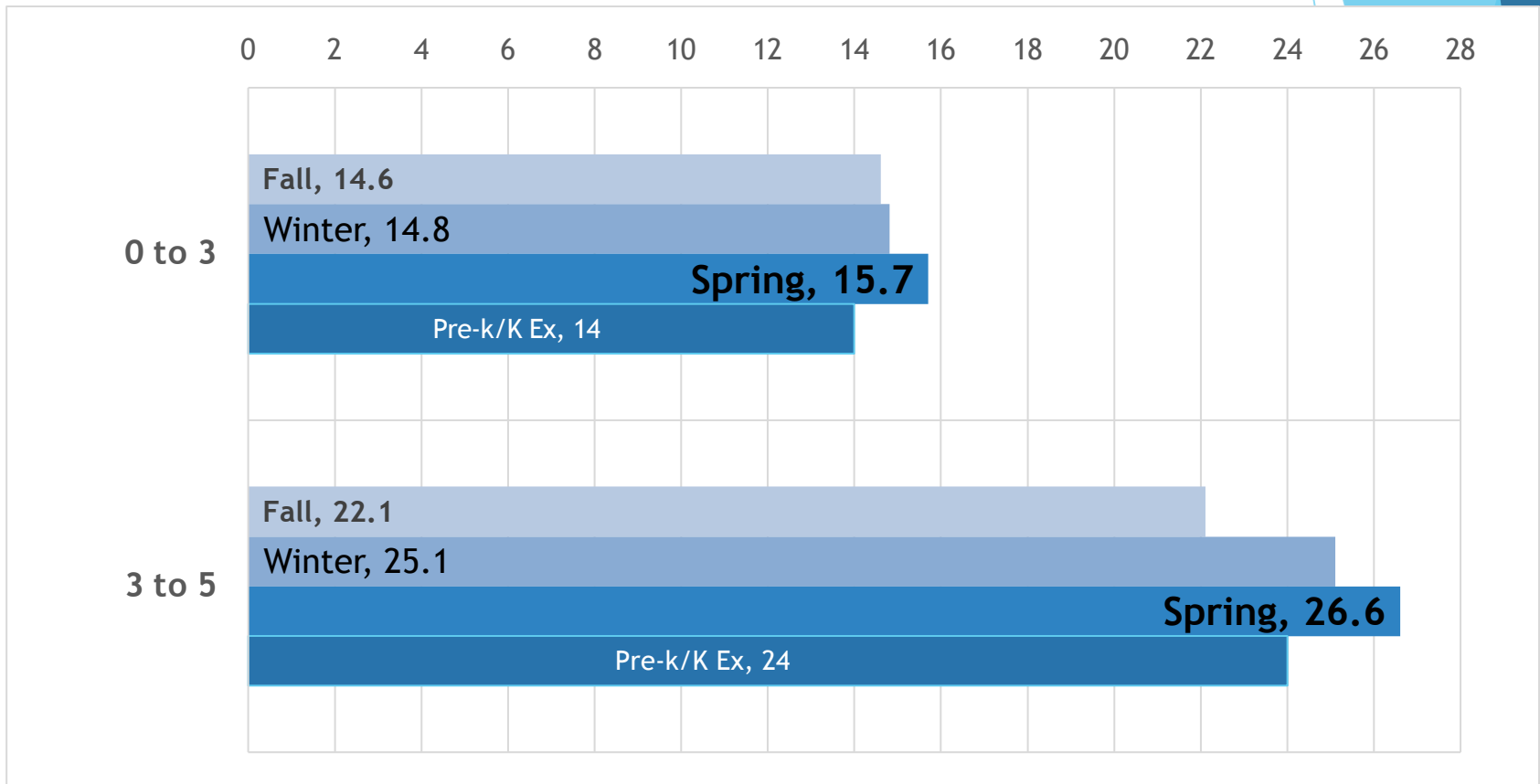
----- End of Report -----

SCHOOL READINESS DATA REPORT: SPRING 2021 -2022

Prenatal to 5

Goal 1

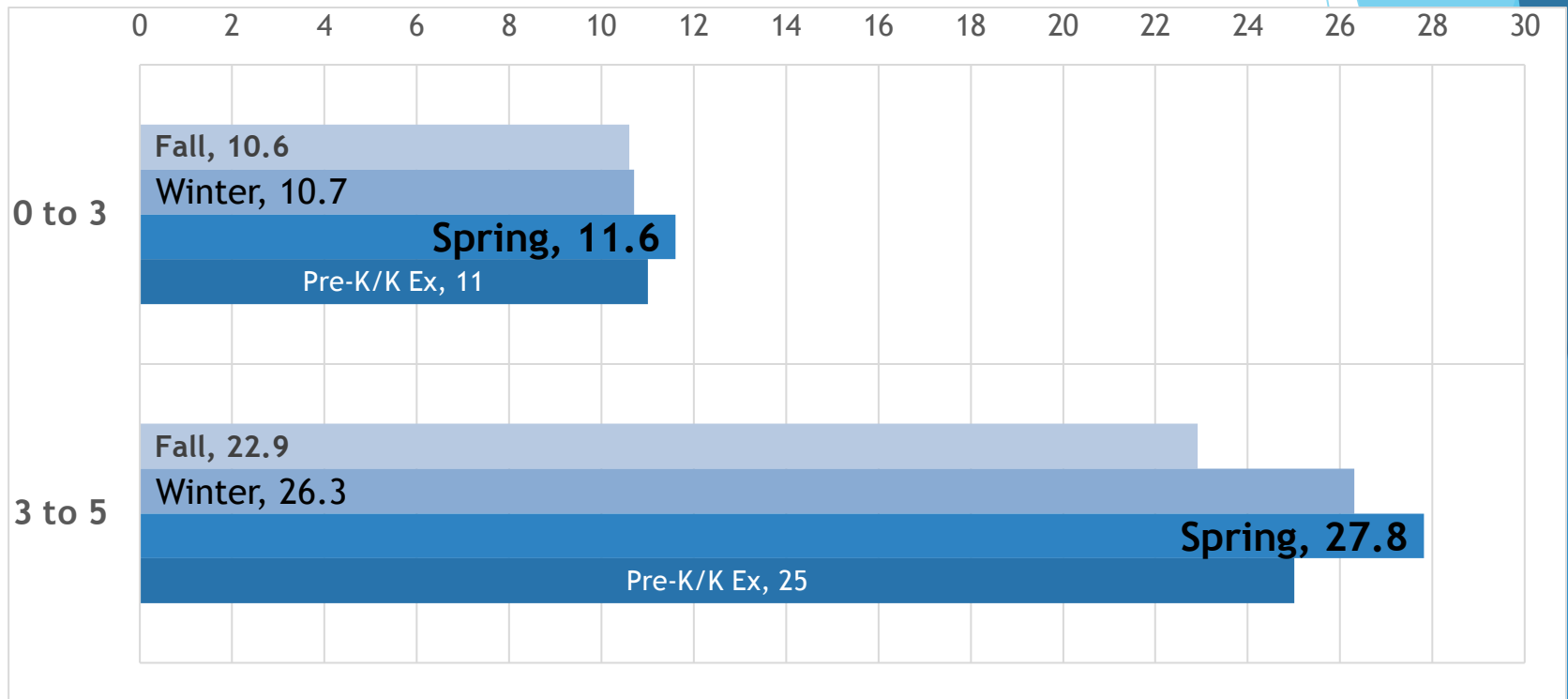
Children will meet or exceed their widely held expectations in demonstrating a positive approach to learning through curiosity, initiative, creativity, and persistence



Approach to Learning

Goal 2

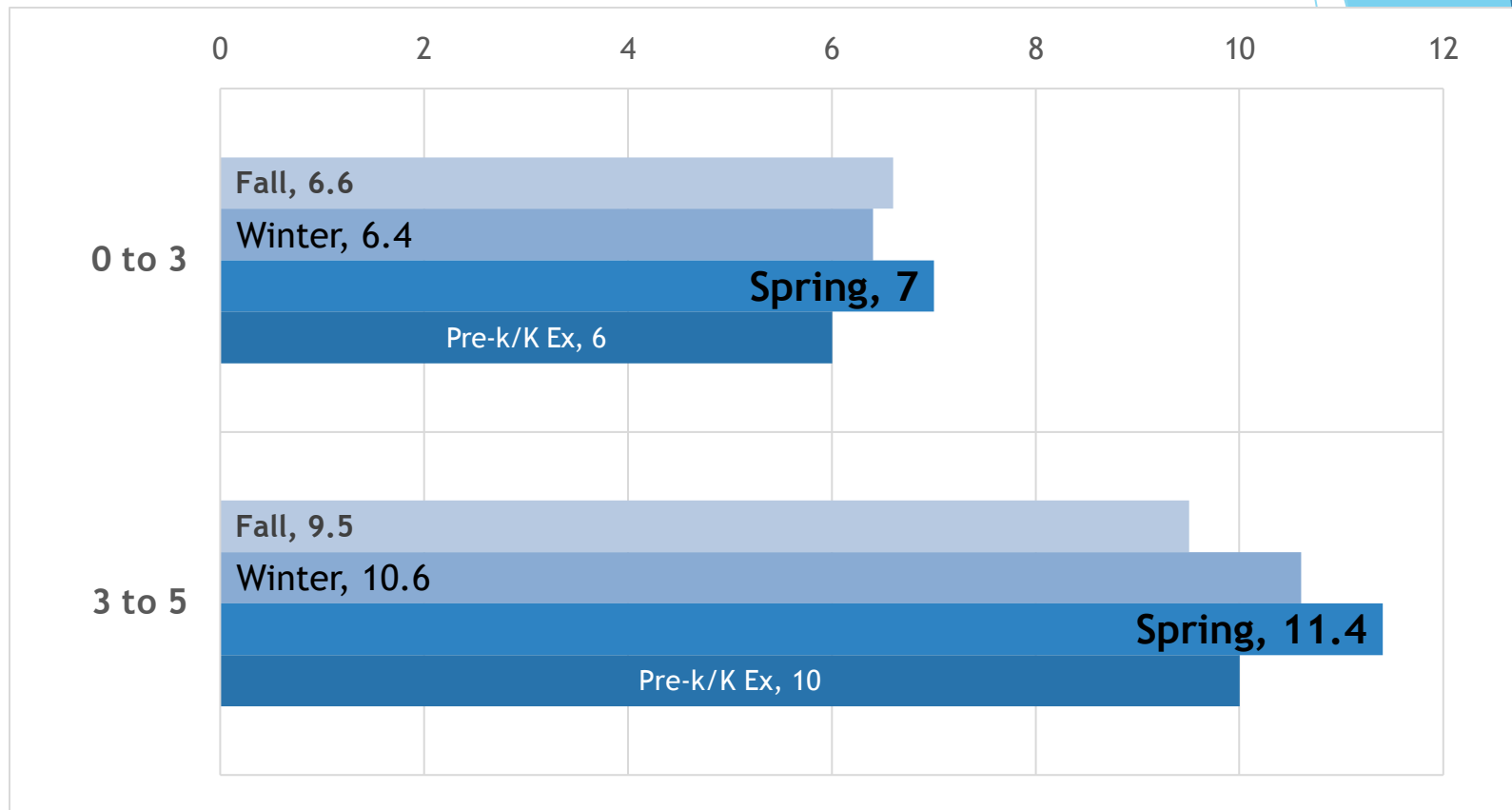
Children will meet or exceed their widely held expectations in demonstrating healthy relationships and interactions with adults and peers.



Social and Emotional Development

Goal 3

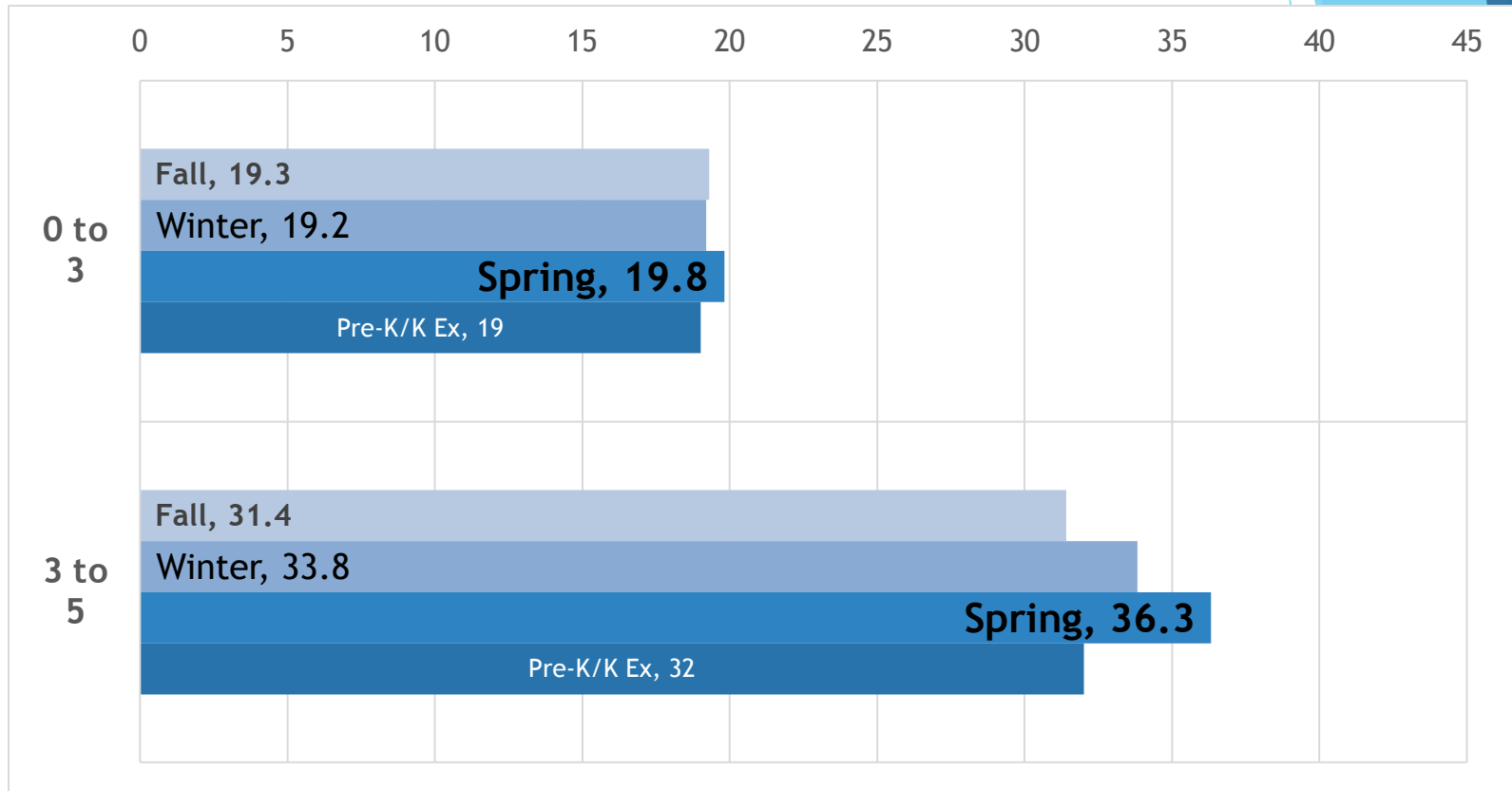
Children will meet or exceed their widely held expectations in recognizing and regulating emotions.



Social and Emotional Development

Goal 4

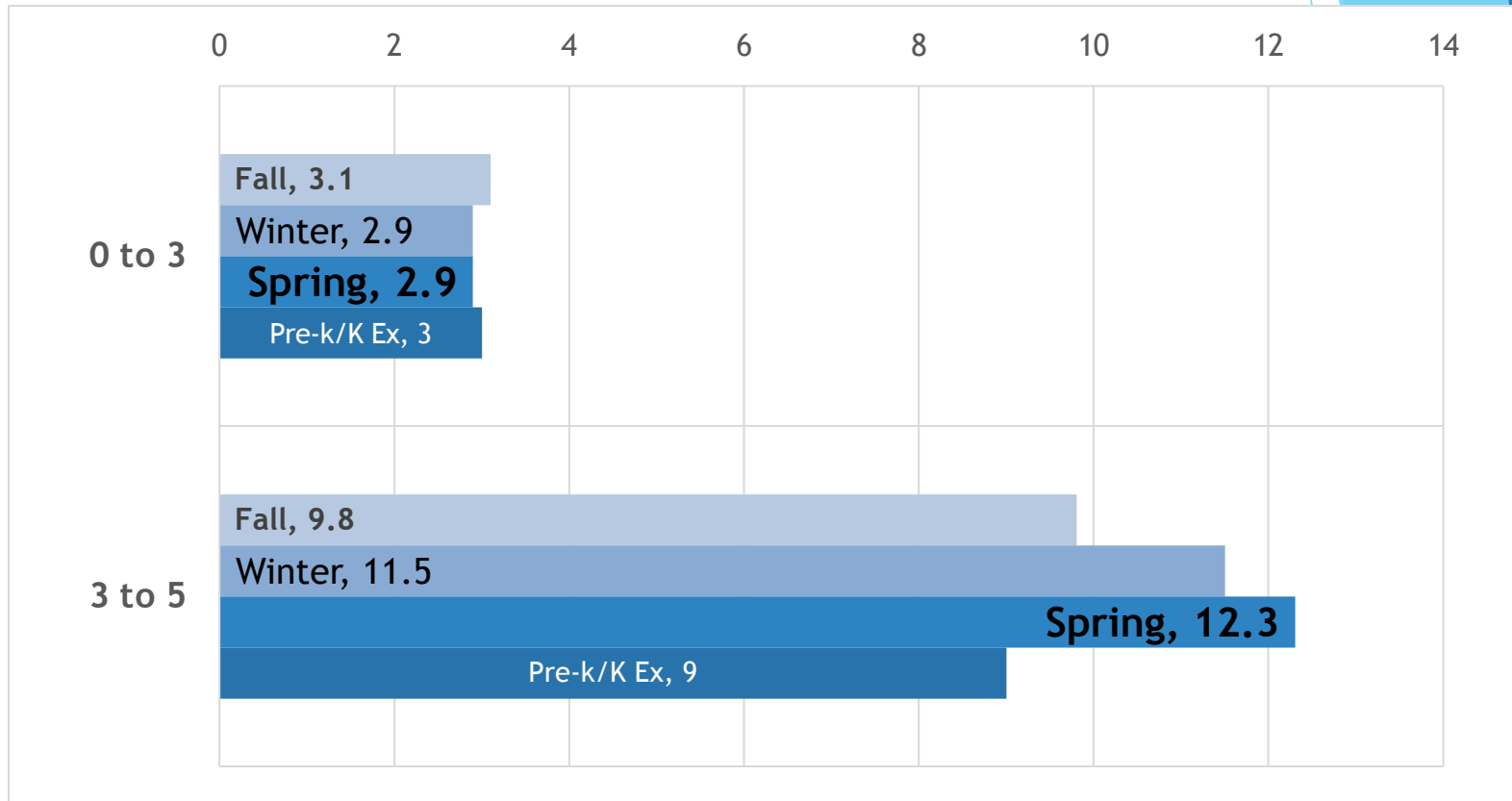
Children will meet or exceed their widely held expectations in demonstrating the ability to use and understand language.



Language and Literacy

Goal 5

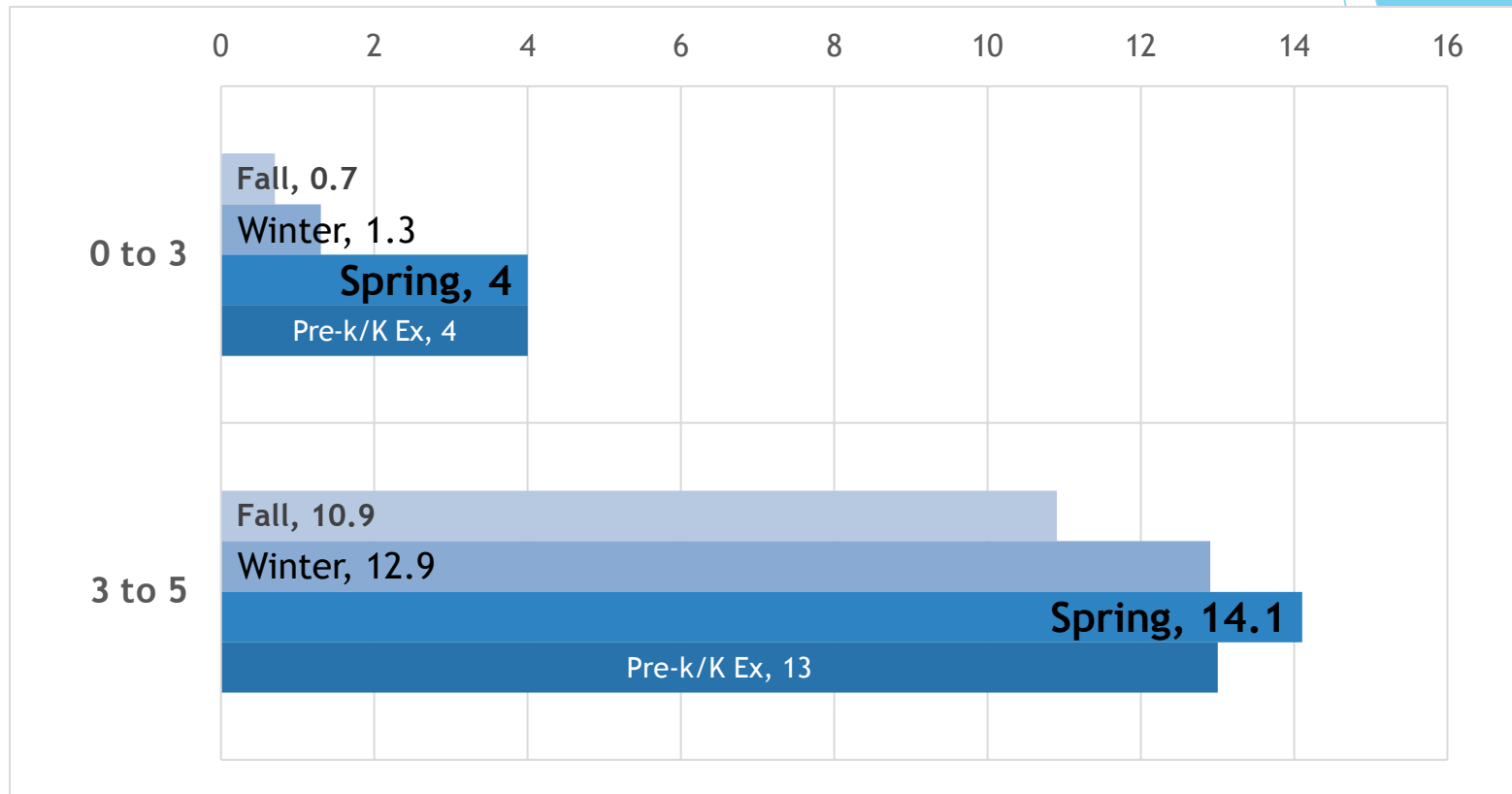
Children will meet or exceed their widely held expectations in appreciating books and using them to gain knowledge.



Language and Literacy

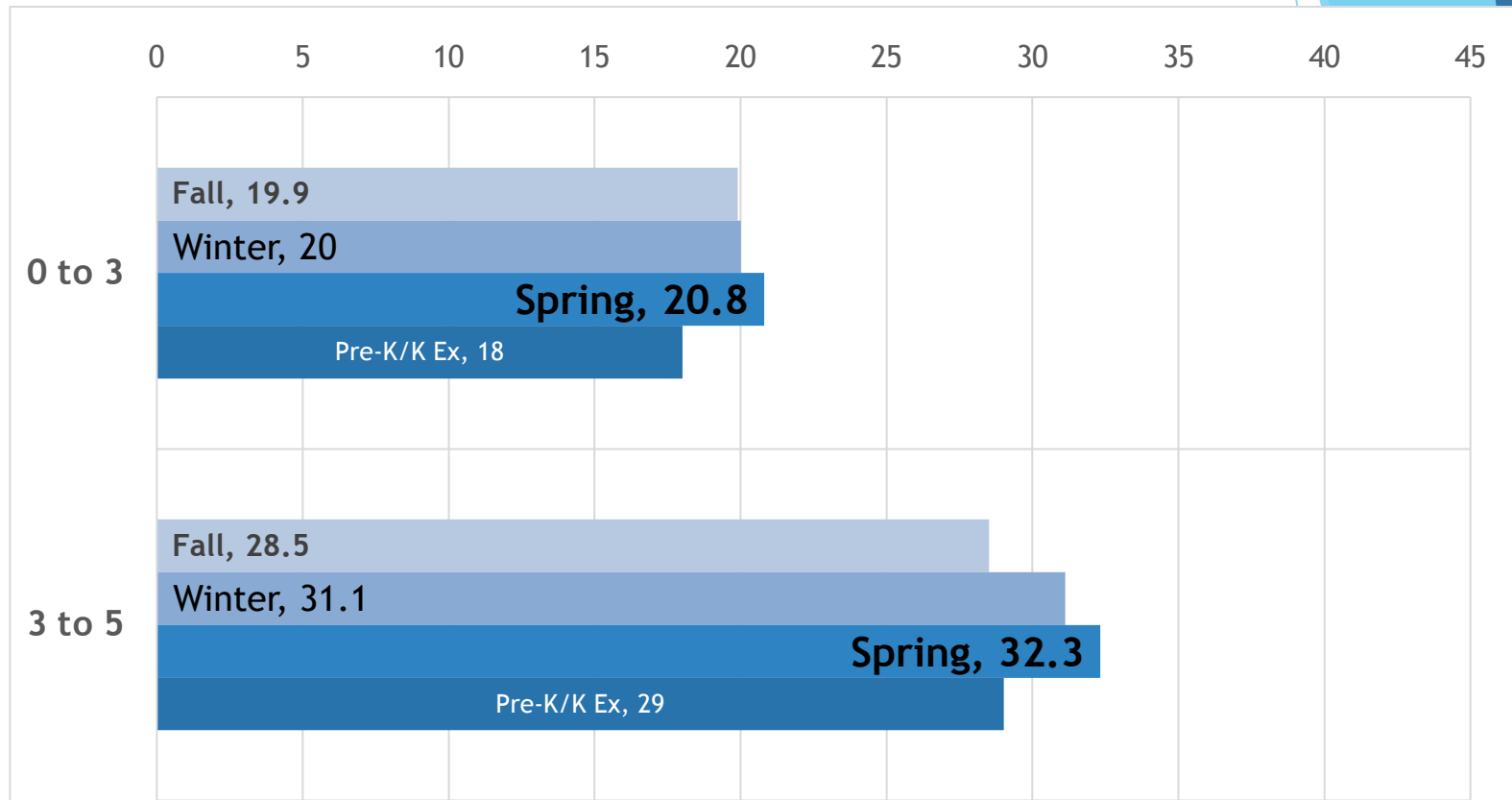
Goal 6

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**

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		1	6	10	8
		Winter			3	12	9
		Spring		1	2	12	8
	38	Fall		2	9	10	4
		Winter		1	5	8	10
		Spring		1	4	13	5

Language and Literacy

EDADVANCE
FINANCIAL STATEMENTS
JUNE 30, 2022 AND 2021



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EDADVANCE

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Independent Auditors' Report

Board of Directors
EdAdvance
Litchfield, Connecticut

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of EdAdvance, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of EdAdvance, as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of EdAdvance and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about EdAdvance's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of EdAdvance's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about EdAdvance's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary combining schedules of financial position and activities are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.



CliftonLarsonAllen LLP

West Hartford, Connecticut
January 25, 2023

EDADVANCE

STATEMENTS OF FINANCIAL POSITION JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 10,623,477	\$ 10,147,435
Accounts and grants receivable	3,437,919	3,171,232
Prepaid and other assets	43,570	50,959
Total current assets	<u>14,104,966</u>	<u>13,369,626</u>
Noncurrent Assets		
Property and equipment, net	<u>6,917,622</u>	<u>7,136,634</u>
Total Assets	<u>\$ 21,022,588</u>	<u>\$ 20,506,260</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 2,614,460	\$ 2,737,243
Deferred revenue	1,336,139	790,825
Cash advances from DDS	-	54,577
Current portion of long-term debt	216,437	381,161
Total current liabilities	<u>4,167,036</u>	<u>3,963,806</u>
Long-Term Debt, Net of Current Portion	<u>6,245,661</u>	<u>7,126,646</u>
Total liabilities	<u>10,412,697</u>	<u>11,090,452</u>
Net Assets		
Net assets without donor restrictions	10,576,634	9,382,551
Net assets with donor restrictions	33,257	33,257
Total net assets	<u>10,609,891</u>	<u>9,415,808</u>
Total Liabilities and Net Assets	<u>\$ 21,022,588</u>	<u>\$ 20,506,260</u>

The accompanying notes are an integral part of the financial statements

EDADVANCE

STATEMENTS OF ACTIVITIES FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Change in Net Assets Without Donor Restrictions		
Support and Revenue		
Program income	\$ 22,310,112	\$ 19,969,887
Governmental grants and contracts	14,646,936	13,759,269
Interest	16,066	17,081
Contributions	5,000	1,423
Total support and revenue	<u>36,978,114</u>	<u>33,747,660</u>
Expenses		
Learning Services Division:		
Early Childhood	10,817,747	9,352,197
Professional Learning Services	13,448,617	12,070,758
Adult Services	1,429,905	1,190,579
Operations Division:		
Program Activity	5,350,428	4,192,629
Special Services	638,729	1,861,522
Operations	3,354,086	2,709,111
Administration Division	744,519	649,356
Total expenses	<u>35,784,031</u>	<u>32,026,152</u>
Change in Net Assets Without Donor Restrictions	1,194,083	1,721,508
Net Assets - Beginning of Year	<u>9,415,808</u>	<u>7,694,300</u>
Net Assets - End of Year	<u>\$ 10,609,891</u>	<u>\$ 9,415,808</u>

The accompanying notes are an integral part of the financial statements

EDADVANCE

STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2022

	Program Services							Administration Division	Total Expense 2022
	Early Childhood	Professional Learning Services	Adult Services	Program Activity	Special Services	Operations	Total		
Salaries and wages	\$ 5,383,155	\$ 7,916,651	\$ 868,248	\$ 2,902,086	\$ 428,343	\$ 1,615,866	\$ 19,114,349	\$ 545,597	\$ 19,659,946
Employee benefits	971,158	1,525,888	87,036	334,592	83,034	356,676	3,358,384	75,201	3,433,585
Payroll taxes	481,979	333,038	46,967	219,094	32,030	90,082	1,203,190	25,977	1,229,167
Staff development	23,181	-	-	-	-	-	23,181	-	23,181
Professional services	3,059,343	2,042,180	92,689	47,027	2,339	125,248	5,368,826	41,290	5,410,116
Direct program costs	211,843	354,431	175,164	436,125	4,046	24,146	1,205,755	3,659	1,209,414
Depreciation	87,581	94,501	48,343	291,299	42,680	51,682	616,086	30,146	646,232
Repairs and maintenance	14,279	85,080	-	308,975	6,087	110,832	525,253	-	525,253
Equipment	24,533	53,818	16,062	43,535	308	103,924	242,180	(13,534)	228,646
Food	162,235	46,172	-	522,476	55	9,588	740,526	2,901	743,427
Information technology	3,678	110,621	3,000	8,329	-	78,330	203,958	74	204,032
Miscellaneous	94,671	74,241	25,782	1,371	4,491	67,142	267,698	22,817	290,515
Insurance	3,216	2,157	-	139,101	1,066	155,863	301,403	-	301,403
Occupancy	34,867	330,252	-	2,082	153	155,424	522,778	-	522,778
Rent	50,300	250,000	-	-	14,589	79,346	394,235	-	394,235
Travel	65,471	82,090	639	6,033	17,687	4,718	176,638	552	177,190
Outside services	-	-	-	-	-	-	-	-	-
Telephone	22,785	34,765	1,761	2,973	1,552	89,301	153,137	3,160	156,297
Interest	-	57,059	-	-	-	76,229	133,288	-	133,288
Supplies	85,134	40,647	6,035	80,405	110	32,002	244,333	1,076	245,409
Legal services	-	-	-	-	-	22,849	22,849	-	22,849
Office expense	5,528	2,708	24,942	-	-	9,833	43,011	4,214	47,225
Dues and fees	26,828	530	2,055	4,373	-	34,176	67,962	92	68,054
Accounting	-	-	-	-	-	45,000	45,000	-	45,000
Postage	534	357	26,182	-	5	10,418	37,496	-	37,496
Conferences	5,258	11,431	4,300	-	-	4,520	25,509	1,282	26,791
Advertising	190	-	700	552	154	891	2,487	15	2,502
Total	\$ 10,817,747	\$ 13,448,617	\$ 1,429,905	\$ 5,350,428	\$ 638,729	\$ 3,354,086	\$ 35,039,512	\$ 744,519	\$ 35,784,031

The accompanying notes are an integral part of the financial statements

EDADVANCE

STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2021

	Program Services							Administration Division	Total Expense 2021
	Early Childhood	Professional Learning Services	Adult Services	Program Activity	Special Services	Operations	Total		
Salaries and wages	\$ 4,717,460	\$ 7,515,502	\$ 782,800	\$ 2,380,806	\$ 1,260,838	\$ 1,288,549	\$ 17,945,955	\$ 461,911	\$ 18,407,866
Employee benefits	708,787	1,244,702	86,877	262,037	246,508	229,035	2,777,946	54,935	2,832,881
Payroll taxes	612,268	327,451	46,071	178,915	92,699	75,976	1,333,380	20,464	1,353,844
Professional services	2,439,077	1,671,189	71,903	55,760	59,342	48,344	4,345,615	56,221	4,401,836
Direct program costs	216,979	190,800	32,233	259,886	5,175	23,542	728,615	2,091	730,706
Depreciation	116,468	143,854	65,351	296,331	47,144	53,878	723,026	26,939	749,965
Repairs and maintenance	143,196	81,678	-	189,130	13,597	56,930	484,531	-	484,531
Equipment	(56,582)	52,806	21,460	-	1,654	101,697	121,035	(3,366)	117,669
Food	105,878	34,548	-	301,737	18,417	2,710	463,290	1,273	464,563
Information technology	-	64,399	43	9,307	-	54,611	128,360	110	128,470
Miscellaneous	87,299	60,537	14,636	20	8,814	104,606	275,912	10,048	285,960
Insurance	2,000	5,957	-	195,678	6,452	123,862	333,949	-	333,949
Occupancy	24,525	181,938	-	1,447	16,441	163,811	388,162	-	388,162
Rent	62,810	327,411	-	-	51,174	-	441,395	-	441,395
Travel	19,842	31,906	99	6,769	19,037	1,335	78,988	302	79,290
Telephone	31,326	48,669	1,636	5,772	9,146	56,953	153,502	2,113	155,615
Interest	-	60,371	-	-	-	74,440	134,811	1	134,812
Supplies	81,984	24,139	3,873	46,997	5,052	38,314	200,359	1,052	201,411
Legal services	-	-	-	-	-	117,451	117,451	-	117,451
Office expense	4,507	597	26,029	-	32	687	31,852	3,949	35,801
Dues and fees	31,278	315	2,731	1,887	-	32,906	69,117	10,487	79,604
Accounting	-	-	-	-	-	48,000	48,000	-	48,000
Postage	1,397	949	24,564	-	-	10,750	37,660	26	37,686
Conferences	1,698	1,040	4,944	-	-	724	8,406	800	9,206
Advertising	-	-	5,329	150	-	-	5,479	-	5,479
Total	\$ 9,352,197	\$ 12,070,758	\$ 1,190,579	\$ 4,192,629	\$ 1,861,522	\$ 2,709,111	\$ 31,376,796	\$ 649,356	\$ 32,026,152

The accompanying notes are an integral part of the financial statements

EDADVANCE

STATEMENTS OF CASH FLOWS FOR THE YEARS ENDED JUNE 30, 2022 AND 2021

	<u>2022</u>	<u>2021</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 1,194,083	\$ 1,721,508
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	646,232	749,965
Loss on disposal of property and equipment	95,135	45,038
(Increase) decrease in operating assets:		
Accounts and grant receivable	(266,687)	(274,320)
Other assets	7,389	56,987
Increase (decrease) in operating liabilities:		
Accounts payable and accrued expenses	(122,783)	952,785
Deferred revenue	545,314	(563,906)
Cash advances from DDS	(54,577)	(132,736)
Net cash provided by operating activities	<u>2,044,106</u>	<u>2,555,321</u>
Cash Flows from Investing Activities		
Purchase of property and equipment	<u>(522,355)</u>	<u>(1,326,279)</u>
Net cash used in investing activities	<u>(522,355)</u>	<u>(1,326,279)</u>
Cash Flows from Financing Activities		
Proceeds of long-term debt	-	4,213,740
Principal payments on long-term debt	<u>(1,045,709)</u>	<u>(382,836)</u>
Net cash (used in) provided by financing activities	<u>(1,045,709)</u>	<u>3,830,904</u>
Net Increase in Cash and Cash Equivalents	476,042	5,059,946
Cash and Cash Equivalents - Beginning of Year	<u>10,147,435</u>	<u>5,087,489</u>
Cash and Cash Equivalents - End of Year	<u>\$ 10,623,477</u>	<u>\$ 10,147,435</u>
Cash Paid During the Year for Interest	\$ 133,288	\$ 134,805

The accompanying notes are an integral part of the financial statements

EDADVANCE

NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Nature of Activities

EdAdvance (the Organization), a Connecticut Regional Educational Service Center (RESC), was organized under the provisions of the Connecticut General Statutes, Section 10-66a, as amended. The Organization is serving western Connecticut and collaborates with area school districts and communities to provide educational and related services. Most of the Organization's revenue is derived from contracts and grant agreements with federal and state governmental agencies, along with local agencies and school districts.

Basis of Accounting and Presentation

The financial statements of the Organization have been prepared in accordance with accounting principles generally accepted in the United States of America. Accordingly, the accounts of the Organization are reported in the following net asset categories:

Net Assets Without Donor Restrictions

Net assets without donor restrictions represent available resources other than donor-restricted contributions. These resources may be expended at the discretion of the Board of Directors.

Net Assets With Donor Restrictions

Net assets with donor restrictions represent 1) contributions that are restricted by the donor as to purpose or time of expenditure, 2) contributions that require that the principal be maintained in perpetuity but permit the Organization to expend the income earned thereon, and 3) the accumulated investment income and gains on donor-restricted endowment assets that have not been appropriated for expenditure.

Classification of Activities

Internally, the Organization classifies all activities in two categories as follows:

General Operations

Activities available to support general operations, and acquisition and disposition of fixed assets, not specifically identified with grant programs.

Grant Programs

Activities of programs supported by the federal and state governments and some private organizations for education, vocational and Head Start programs that are subject to the restrictions of grant awards and related federal and state regulations. These programs are reported as break even since unexpended funds are usually returnable to the grantor and over expenditures are absorbed by General Operations.

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NOTES TO FINANCIAL STATEMENTS

Classification of Programs

The Organization is divided into three divisions, Operations, Learning Services and Administration. For financial reporting purposes the divisions are reported separately. The following is a discussion of the divisions and their functions:

Operations Division

This division is responsible for organizing and implementing all of the internal operations that serve the agency and includes the following teams:

Operations Team - This team is responsible for all the internal operations of the agency, including fiscal, personnel, facilities and computer services.

Special Services Team - This team provides a variety of services to adults who are mentally handicapped. Services include employment assistance and housing related issues.

Program Activity Team - This team provides unique services to schools that are not directly related to education. This includes transportation and food services.

Learning Services Division

Focused on providing services to children and those professionals that serve them, the Learning Services Division provides technical aid and training components. It services districts as a provider of numerous student or school-based programs. Generally, these programs have originated in direct response to requests for services. This division includes the following teams:

Professional Learning Services Team - This team is responsible for providing professional development services to districts. Services include teacher and administrator training, facilitation of meetings, curriculum development, and providing information on future educational trends.

Early Childhood Team - This team is comprised of a Head Start program, which serves Litchfield County, an early intervention program for children birth to three, a school-age child care program, and related programs for young children.

Adult Services Team - This team includes the Adult Education programs and all workshops and convention services provided in support of agency activities.

Administration Division

This division consists primarily of the Executive Director's Office. It also includes programs which provide services to area school Superintendents.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the financial statements. Actual results could differ from those estimates.

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NOTES TO FINANCIAL STATEMENTS

Cash and Cash Equivalents

Cash equivalents are defined as highly liquid investments with original maturities of 90 days or less. The Organization maintains deposits in financial institutions that may, at times, exceed federal depository insurance limits. Management believes that the Organization's deposits are not subject to significant credit risk.

Accounts and Grants Receivable

Accounts receivable include amounts due for program and contracted services as well as grants. Based on historical experience, grants are considered fully collectible and an allowance for doubtful accounts is not made. The Organization maintains other receivables that are considered delinquent and written off when all attempts to collect from individuals or other payer sources have been exhausted. When appropriate, management maintains an allowance for doubtful accounts, which is based on a review of significant balances and past collection experience. As of June 30, 2022 and 2021, there was no allowance for uncollectible accounts.

Property and Equipment

Property and equipment acquisition and improvements are recorded at cost when acquired or, if donated, at fair market value when received. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are amortized over the life of the improvement or the remaining lease term, whichever is shorter. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is recognized in the current period. It is the Organization's policy to capitalize assets with an estimated economic life of more than one year and cost greater than \$1,000. The cost of maintenance and repairs is charged to expense as incurred. Estimated useful lives used are as follows:

Buildings and improvements	15 - 40 years
Vehicles	3 - 5 years
Furniture and fixtures	5 - 10 years
Technological equipment	5 years
Other equipment	6 years

Revenue Recognition

The Organization recognizes revenue at an amount that reflects the consideration to which the Organization expects to be entitled in exchange for transferring goods or services to its customers using the following five-step process:

1. Identify the contract(s) with the customer
2. Identify the performance obligation(s) in the contract
3. Determine the transaction price
4. Allocate the transaction price to performance obligations in the contract
5. Recognize revenue when (or as) the Organization satisfies a performance obligation

See Note 5 for details on how the above five-step process is applied to the Organization's contracts with customers.

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NOTES TO FINANCIAL STATEMENTS

Deferred Revenue

Deferred revenue consists of government grants and contracts received before barriers are overcome and contract liabilities for amounts received as program activities and tuition prior to satisfying a performance obligation. The following table provides a reconciliation of contract liabilities reported within Note 5.

	<u>2022</u>	<u>2021</u>
Other grants revenue committed to subsequent years	\$ 896,222	\$ 438,898
Program fees, professional and parent group payments, registration and tuition received in advance for subsequent year	<u>439,917</u>	<u>351,927</u>
Total	<u>\$ 1,336,139</u>	<u>\$ 790,825</u>

Contributions, Including Government Grants and Contracts

In accordance with ASU 2018-08, certain governmental grants and contracts received by a not-for-profit are generally considered to be contributions rather than exchange transactions since there is not commensurate value transferred between the resource provider and the Organization. Promises to give that are subject to donor-imposed conditions (i.e., a donor stipulation that includes a barrier that must be overcome and a right of release from obligation) are recognized when the conditions on which they depend are substantially met, that is, when the conditional promise becomes unconditional. Unconditional contributions are recognized when promised or received, as applicable, and are considered to be available for unrestricted use unless specifically restricted by the donor.

The Organization reports contributions as donor-restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the accompanying statements of activities as net assets released from restrictions. Contributions received whose restrictions are met in the same period are presented as net assets without donor restrictions. Transfers of assets from a resource provider received before the barriers are overcome are reported as deferred revenue on the accompanying statements of financial position.

Functional Allocation of Expenses

The costs of providing various programs and other activities have been reported on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Such allocations are determined by management on an equitable basis among the program and supporting services benefited. Telephone, postage and office expense are allocated based on usage. Occupancy and rent are based on square footage. All other expenses are based on time and effort.

Income Tax Status

The Organization is exempt from federal and state income taxes as a public charity under Section 501(c)(3) of the Internal Revenue Code and is classified as an organization other than a private foundation.

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NOTES TO FINANCIAL STATEMENTS

Subsequent Events

In preparing these financial statements, management has evaluated subsequent events through January 25, 2023, which represents the date the financial statements were available to be issued.

On September 2, 2022, the Organization received a notification from Thomaston Savings Bank that the Paycheck Protection Program loan was forgiven by the Small Business Administration for the full amount of \$3,513,740. Accordingly, the Organization will recognize the forgiveness of debt during the year ending June 30, 2023.

On December 19, 2022, the Organization purchased the East School building from the City of Torrington. Prior to the purchase, the Organization has been running the STEP program in this building under a rental agreement with the City of Torrington. No additional debt was incurred in association with this purchase.

On December 27, 2022, the Organization were notified that they would be receiving a federal grant in the amount of \$8,727,968 for increasing School Based Mental Health Services. The grant is a five-year award for the period beginning January 1, 2023 and ending December 31, 2027.

NOTE 2 - PROPERTY AND EQUIPMENT

The following is a breakdown of property and equipment as of June 30, 2022 and 2021:

	<u>2022</u>	<u>2021</u>
Land	\$ 622,465	\$ 622,465
Buildings and improvements	11,362,313	11,007,148
Leasehold improvements	88,831	88,831
Vehicles	2,536,698	3,155,706
Furniture and fixtures	192,462	190,481
Technological equipment	1,288,895	1,227,399
Other equipment	311,162	289,160
	<u>16,402,826</u>	<u>16,581,190</u>
Less accumulated depreciation	<u>9,485,204</u>	<u>9,444,556</u>
Property and Equipment, Net	<u>\$ 6,917,622</u>	<u>\$ 7,136,634</u>

Depreciation expense was \$646,232 and \$749,965 for the years ended June 30, 2022 and 2021, respectively.

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NOTES TO FINANCIAL STATEMENTS

NOTE 3 - LONG-TERM DEBT

Mortgage and Notes Payable

Mortgages and notes payable at June 30, 2022 and 2021 consisted of the following:

	<u>2022</u>	<u>2021</u>
Promissory note with Cooperative Education Services. Payable in quarterly installments, including principal and interest at 2.50%. This note was repaid in full during the year ending June 30, 2022.	\$ -	\$ 700,000
Paycheck Protection Program loan with Thomaston Savings Bank. Payable in equal monthly installments including principal and interest at a rate of 1.00%. Note matures on May 11, 2026, and is subject to loan forgiveness EdAdvance is deemed eligible by the Small Business Administration.	3,513,740	3,513,740
Commercial loan with Thomaston Savings Bank to refinance Union Savings Bank debt, collateralized with funds on deposit. Payable in monthly installments, including principal and interest at a fixed rate of 2.05%. Note matures July 2030.	412,047	458,377
Mortgage with Thomaston Savings bank, collateralized with a mortgage lien on real property (355 Goshen Rd). Payable in monthly installments, including principal and interest at a fixed rate of 5.00%. Note matures July 2031.	1,331,557	1,444,161
Mortgage with Thomaston Savings Bank to finance the acquisition of an educational facility plus costs to get the building ready for use, collateralized with the building. The mortgage is secured by a mortgage lien on real property (77 Main St) in addition to the two CDs. Payable in monthly installments, including principal and interest at a variable rate which was 3.84% as of June 30, 2022 and 2021, respectively. Note matures July 2039.	<u>1,204,754</u>	<u>1,253,495</u>
	<u>\$ 6,462,098</u>	<u>\$ 7,369,773</u>

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NOTES TO FINANCIAL STATEMENTS

Vehicle Loans

Vehicle purchase loans are payable in equal monthly installments, including principal and interest, and are collateralized with the vehicles being purchased. As of June 30, 2022, all vehicle loans were fully repaid.

Vehicle loans payable at June 30, 2021 consisted of the following:

<u>Due Date</u>	<u>Interest Rate</u>	<u>Monthly Installment</u>	<u>Balance June 30, 2021</u>
August 2021	0.00%	603	\$ 6,030
October 2021	0.00%	603	7,236
November 2021	0.00%	603	6,030
November 2021	5.90%	1,058	5,354
June 2024	0.00%	584	21,033
July 2022	0.00%	711	<u>92,351</u>
Total			\$ <u>138,034</u>

As of June 30, 2022, the annual maturities of mortgages and notes payable are as follows:

2023	\$ 216,437
2024	225,286
2025	235,138
2026	245,145
2027	255,611
Thereafter	<u>5,284,481</u>
	\$ <u>6,462,098</u>

The Organization recognized interest expense of \$133,288 and \$134,805 for the years ended June 30, 2022 and 2021, respectively, on the above noted long-term debt transactions.

NOTE 4 - REVENUE

Program Activities

The Organization enters into contracts to provide programs to participants. Program fees include Transportation Services, School Professional Services, and various other programs.

Transportation Program specializes in transporting special needs students utilizing a fleet of 102 vehicles equipped to provide safe, reliable, and cost-effective services for our member districts and their communities, and the School Professional Program offers a range of professional learning opportunities and services to assist district staff in their share pursuit of improved student learning.

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NOTES TO FINANCIAL STATEMENTS

At contract inception, the Organization assesses the goods and services promised in its contracts with customers and identifies a performance obligation for each promise to transfer to the customer a good or service (or bundle of goods or services). To identify the performance obligations, the Organization considers all the goods or services promised in the contract regardless of whether they are explicitly stated or implied by customary business practices.

The Organization satisfies its performance obligations for programs at the point in time when the individual program is held. The Transportation Services and School Professional Services programs do not require a deposit. The program service fees are due upon completion of monthly service. Other programs like Foothill Adult & Continue Education offering enriched classes require payment upon registration.

A full refund will be issued for withdrawals received in writing before the start of the program subject to certain restrictions or charges.

Tuition

The Organization enters into contracts to provide programs to participants. Tuition programs include Special Education Service, designed to meet the needs of students with social-emotional challenges who have difficulty learning in a traditional public-school setting. The program serves students in grades K-12 by providing a specialized educational setting so that they can eventually transition back to their home school district.

Before and After School Extended Program offers licensed, year-round before and after school programming for students (K-8) as well as professional development and consultation services for districts and organizations supporting students during out of school time. Certain programs require a deposit to secure participation in the program. Before and After School Extended Program requires payment at registration but no later than the start date of the program. At contract inception, the Organization assesses the goods and services promised in its contracts with customers and identifies a performance obligation for each promise to transfer to the customer a good or service (or bundle of goods or services). To identify the performance obligations, the Organization considers all of the goods or services promised in the contract regardless of whether they are explicitly stated or implied by customary business practices.

The Organization satisfies its performance obligations for programs at the point in time when the individual program is held. Before and After School Extended Services Program requires a nonrefundable \$35 registration fee and \$100 refundable deposit. The remaining program service fees are due upon the start of the program. The Special Education Program and other various programs held by the Organization do not require deposits.

A full refund will be issued for withdrawals received in writing before the start of the program subject to certain restrictions or charges.

Contract Balances

The opening and closing balances of the Organization's receivable and contract liabilities related to program activities and tuition are as follows:

EDADVANCE

NOTES TO FINANCIAL STATEMENTS

	<u>Receivables</u>	<u>Contract Liabilities</u>
Opening (July 1, 2020)	\$ 1,389,022	\$ 429,697
Closing (June 30, 2021)	<u>2,628,625</u>	<u>351,927</u>
Increase (Decrease)	<u>\$ 1,239,603</u>	<u>\$ (77,770)</u>
Opening (July 1, 2021)	\$ 2,628,625	\$ 351,927
Closing (June 30, 2022)	<u>2,690,648</u>	<u>439,917</u>
Increase	<u>\$ 62,023</u>	<u>\$ 87,990</u>

The balance of deferred revenue at June 30, 2022 and 2021 will be recognized as revenue over the period services are rendered. The Organization applies the practical expedient 606-10-50-14 and does not disclose information about remaining performance obligations that have original expected durations of one year or less.

Disaggregation of Revenues

The following table shows the Organization's revenue disaggregated according to the timing of the transfer of goods or services for the years ended June 30, 2022 and 2021.

	<u>2022</u>	<u>2021</u>
Revenue recognized at a point in time:		
Program activities	\$ 11,254,138	\$ 9,101,903
Tuition	<u>11,055,974</u>	<u>10,867,984</u>
Total Revenue Recognized	<u>\$ 22,310,112</u>	<u>\$ 19,969,887</u>

NOTE 5 - LIQUIDITY AND AVAILABILITY OF RESOURCES

The Organization's financial assets available within one year of the statement of financial position date for general expenditure are as follows:

Cash and cash equivalents	\$ 10,623,477
Accounts and grants receivable	3,437,919
Less: Net assets with donor restrictions	<u>(33,257)</u>
Total Financial Assets Available to Management for General Expenditures Within One Year	<u>\$ 14,028,139</u>

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NOTES TO FINANCIAL STATEMENTS

Liquidity Management

The Organization maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. In addition, the Organization operates with a budget and anticipates collecting sufficient revenue to cover general expenditures over the next 12 months.

NOTE 6 - NET ASSETS WITH DONOR RESTRICTIONS

Net assets in the amount of \$33,257 are restricted for educational purposes related to an education learning center in Danbury, Connecticut, as of June 30, 2022 and 2021.

NOTE 7 - CONCENTRATIONS

Based on historical experience, management believes grant and contract receivables represent negligible credit risk. The Organization receives a significant portion of its total support from federal and state grants and contracts. As with all government funding, these grants and contracts are subject to reduction or termination in future years. Any significant reduction in these grants and contracts could have an adverse effect on the Organization's program services.

NOTE 8 - LEASES

Certain leases for residential facilities for handicapped persons and organization office facilities are noncancelable and have lease terms exceeding one year. They are classified as operating leases. Rental expense under these leases totaled \$360,766 and \$441,395 for the years ended June 30, 2022 and 2021, respectively. Future minimum lease payments under those agreements are as follows:

<u>Year Ending June 30</u>	
2023	\$ 363,378
2024	355,011
2025	<u>78,164</u>
Total Minimum Lease Payments	<u>\$ 796,553</u>

The Organization also leases equipment for various programs under agreements that generally are cancelable or for a period not exceeding one year. All such agreements are being accounted for as operating leases. Total rental expense for the years ended June 30, 2022 and 2021 was \$50,208 and \$58,835, respectively.

NOTE 9 - RETIREMENT BENEFIT PLAN

The Organization sponsors a tax deferred annuity plan under Internal Revenue Code 403(b). Employees may elect to participate in the plan, but there are no employer contributions or management of the plan.

EDADVANCE

COMBINING SCHEDULE OF FINANCIAL POSITION JUNE 30, 2022

	<u>General Operations</u>	<u>Grant Programs</u>	<u>Total</u>
ASSETS			
Current Assets			
Cash and cash equivalents	\$ 10,532,202	\$ 91,275	\$ 10,623,477
Accounts and grants receivable	2,881,096	556,823	3,437,919
Prepaid expenses and other assets	41,697	1,873	43,570
Internal allocation of assets	(309,152)	309,152	-
Total current assets	<u>13,145,843</u>	<u>959,123</u>	<u>14,104,966</u>
Noncurrent Assets			
Property and equipment, net	<u>6,807,837</u>	<u>109,785</u>	<u>6,917,622</u>
Total Assets	<u>\$ 19,953,680</u>	<u>\$ 1,068,908</u>	<u>\$ 21,022,588</u>
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts payable and accrued expenses	\$ 2,154,598	\$ 459,862	\$ 2,614,460
Deferred revenue	727,093	609,046	1,336,139
Cash advances from DDS	-	-	-
Current portion of long-term debt	216,437	-	216,437
Total current liabilities	<u>3,098,128</u>	<u>1,068,908</u>	<u>4,167,036</u>
Long-Term Debt, Net of Current Portion	<u>6,245,661</u>	<u>-</u>	<u>6,245,661</u>
Total liabilities	<u>9,343,789</u>	<u>1,068,908</u>	<u>10,412,697</u>
Net Assets			
Net assets without donor restrictions	10,576,634	-	10,576,634
Net assets with donor restrictions	33,257	-	33,257
Total net assets	<u>10,609,891</u>	<u>-</u>	<u>10,609,891</u>
Total Liabilities and Net Assets	<u>\$ 19,953,680</u>	<u>\$ 1,068,908</u>	<u>\$ 21,022,588</u>

EDADVANCE

COMBINING SCHEDULE OF FINANCIAL POSITION JUNE 30, 2021

	<u>General Operations</u>	<u>Grant Programs</u>	<u>Total</u>
ASSETS			
Current Assets			
Cash and cash equivalents	\$ 10,147,435	\$ -	\$ 10,147,435
Accounts and grants receivable	2,793,716	377,516	3,171,232
Prepaid expenses and other assets	50,959	-	50,959
Internal allocation of assets	(163,523)	163,523	-
Total current assets	<u>12,828,587</u>	<u>541,039</u>	<u>13,369,626</u>
Noncurrent Assets			
Property and equipment, net	<u>6,988,789</u>	<u>147,845</u>	<u>7,136,634</u>
Total Assets	<u>\$ 19,817,376</u>	<u>\$ 688,884</u>	<u>\$ 20,506,260</u>
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts payable and accrued expenses	\$ 2,371,027	\$ 366,216	\$ 2,737,243
Deferred revenue	522,734	268,091	790,825
Cash advances from DDS	-	54,577	54,577
Current portion of long-term debt	<u>381,161</u>	<u>-</u>	<u>381,161</u>
Total current liabilities	<u>3,274,922</u>	<u>688,884</u>	<u>3,963,806</u>
Long-Term Debt, Net of Current Portion	<u>7,126,646</u>	<u>-</u>	<u>7,126,646</u>
Total liabilities	<u>10,401,568</u>	<u>688,884</u>	<u>11,090,452</u>
Net Assets			
Net assets without donor restrictions	9,382,551	-	9,382,551
Net assets with donor restrictions	<u>33,257</u>	<u>-</u>	<u>33,257</u>
Total net assets	<u>9,415,808</u>	<u>-</u>	<u>9,415,808</u>
Total Liabilities and Net Assets	<u>\$ 19,817,376</u>	<u>\$ 688,884</u>	<u>\$ 20,506,260</u>

EDADVANCE

COMBINING SCHEDULE OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2022

	<u>General Operations</u>	<u>Grant Programs</u>	<u>Total</u>
Change in Net Assets Without Donor Restrictions			
Support and Revenue			
Program income	\$ 21,977,294	\$ 332,818	\$ 22,310,112
Governmental grants and contracts	5,519,706	9,127,230	14,646,936
Interest	16,066	-	16,066
Contributions	5,000	-	5,000
Total support and revenue	<u>27,518,066</u>	<u>9,460,048</u>	<u>36,978,114</u>
Transfers - interfund charges	<u>773,491</u>	<u>(773,491)</u>	<u>-</u>
Total support, revenue and transfers	<u>28,291,557</u>	<u>8,686,557</u>	<u>36,978,114</u>
Expenses			
Learning Services Division:			
Early Childhood	5,100,284	5,717,463	10,817,747
Professional Learning Services	12,168,963	1,279,654	13,448,617
Adult Services	608,122	821,783	1,429,905
Operations Division:			
Program Activity	5,052,923	297,505	5,350,428
Special Services	77,701	561,028	638,729
Operations	3,344,962	9,124	3,354,086
Administration Division	744,519	-	744,519
Total expenses	<u>27,097,474</u>	<u>8,686,557</u>	<u>35,784,031</u>
Change in Net Assets Without Donor Restrictions	1,194,083	-	1,194,083
Net Assets - Beginning of Year	<u>9,415,808</u>	<u>-</u>	<u>9,415,808</u>
Net Assets - End of Year	<u>\$ 10,609,891</u>	<u>\$ -</u>	<u>\$ 10,609,891</u>

EDADVANCE

COMBINING SCHEDULE OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2021

	<u>General Operations</u>	<u>Grant Programs</u>	<u>Total</u>
Change in Net Assets Without Donor Restrictions			
Support and Revenue			
Program income	\$ 19,676,607	\$ 293,280	\$ 19,969,887
Governmental grants and contracts	5,231,821	8,527,448	13,759,269
Interest	17,081	-	17,081
Contributions	1,423	-	1,423
Total support and revenue	<u>24,926,932</u>	<u>8,820,728</u>	<u>33,747,660</u>
Transfers - interfund charges	<u>827,253</u>	<u>(827,253)</u>	<u>-</u>
Total support, revenue and transfers	<u>25,754,185</u>	<u>7,993,475</u>	<u>33,747,660</u>
Expenses			
Learning Services Division:			
Early Childhood	5,282,911	4,069,286	9,352,197
Professional Learning Services	10,847,792	1,222,966	12,070,758
Adult Services	411,858	778,721	1,190,579
Operations Division:			
Program Activity	4,007,211	185,418	4,192,629
Special Services	124,438	1,737,084	1,861,522
Operations	2,709,111	-	2,709,111
Administration Division	649,356	-	649,356
Total expenses	<u>24,032,677</u>	<u>7,993,475</u>	<u>32,026,152</u>
Change in Net Assets Without Donor Restrictions	1,721,508	-	1,721,508
Net Assets - Beginning of Year	<u>7,694,300</u>	<u>-</u>	<u>7,694,300</u>
Net Assets - End of Year	<u>\$ 9,415,808</u>	<u>\$ -</u>	<u>\$ 9,415,808</u>