

**Children’s Learning Centers of Fairfield County
Head Start/Early Head Start
2019-2020 Annual Report**



Message from the Head Start Director

Dear Colleagues and Friends of CLC,

It is my pleasure to present you with the Children’s Learning Centers of Fairfield County Head Start/Early Head Start 2019-2020 Annual Report. Children’s Learning Centers of Fairfield County (CLC) is a nonprofit organization dedicated to providing high-quality early education and care to all families in our community. CLC Head Start/Early Head Start (HS/EHS) prepares children for kindergarten and a lifetime of learning by offering comprehensive health, nutrition, and family support services along with our infant/toddler and pre-k education programs. CLC enriches Fairfield County as the leader in early childhood development. We continue to make progress; ensuring that our children have solid educational experiences that secures each child’ school readiness. In addition, high-impact meaningful parent engagement opportunities are offered to parents to promote positive child and family outcomes.

This year we have accomplished this by enhancing our communication; and training our staff, parents, Policy Council and Governing Board members throughout the year to understand and guide our work with children and families. In March 2020, CLC closed due to the Covid-19 pandemic. CLC was able to swiftly transition its educational and family support services from in-classroom to a remote learning program, and continued to support Head Start/Early Head Start children remotely during its 15-week closure. Partnerships with organizations like *Filling in the Blanks*, *Mother’s for Others*, and *United Way* provided donations of food, diapers, and infant-care needs to our most vulnerable families during the pandemic. On June 29th, 2020, all CLC programs reopened for in-classroom services and continued remote learning for the families of children that were not ready to attend in-person. In preparation for its reopening, CLC established new policies and procedures to support the health, safety, and well-being of children, families, and staff against the spread of Covid-19.

We have also continued our partnership with Columbia University Medical School’s Family Nurturing Intervention Program to help families use the healing power of nurture through mother-child emotional connectedness to address and prevent emotional, behavioral, and developmental difficulties. Through a unique collaboration with the Yale University Center for Emotional Intelligence, CLC utilizes the preschool RULER approach for building social emotional skills in young children to aid in their development.

CLC’s Head Start/Early Head Start program is funded to serve 168 children in Federal Head Start (34 of which are served through our delegate HS program at Family Centers in Greenwich), 20 children in State Head Start, and 48 children in Early Head Start in the designated service areas of Stamford, Darien, and Greenwich. Through a combination of state and private funding, the Head Start and Early Head Start program provides extended day full-day, full-year center-based services.

We would like to give our sincerest thanks and appreciation to our staff, parents and community partners for helping us achieve successful outcomes for HS/EHS children and families.

Sincerely,

Marsha Guthrie

Head Start Director

Our Mission



CLC enriches the community as the leader in early childhood development by providing comprehensive, high-quality early childhood education and care programs for all families.

Our Vision

Our vision is to ensure that every child in the greater Stamford area has access to a quality, early childhood education and a “head start” in the pursuit of a shared American dream. We achieve this by cooperating, collaborating, and coordinating with our community social service agencies. We work to be more efficient and more productive in the face of declining governmental resources and in developing community support to provide best in class early childhood programming.

Ensuring that children’s medical, nutritional, physical, and emotional needs are addressed allows for an optimal learning experience that closes the achievement gap between disadvantaged and advantaged children.

Our Values

Our children are our reason for being and our parents are our partners. They are our priority in all that we do.

We value and respect all our children and families by celebrating their differences and showing appreciation for their unique gifts and contributions.

We engage our children and families with candor, honesty, and compassion.

We promote learning, fun, work, and play in our organization; we celebrate our successes, admit our mistakes, and learn from both.

Table of Contents

- Education/School Readiness Page 4
 - a. Ages and Stages (ASQs), Teaching Strategies Gold (TSG), Classroom Assessment Scoring System (CLASS)
 - b. Efforts to prepare children for kindergarten
 - c. School Readiness Results
 - d. Special Education Services

- Health and Mental Health Services Page 8
- Family and Community Engagement Page 9
- ERSEA Committee Page 9
- Opportunities for Families and Volunteers Page 10
- Governance: Policy Council and Governing Board Page 10

- Number of Children & Families Served/Demographics Page 11

- Head Start Grant Summary Page 17
- Audits/Federal Review Results Page 17
- CLC Leadership and Programs Page 18



EDUCATION/SCHOOL READINESS

CLC continues to strengthen our model to prepare young children entering Kindergarten to succeed in elementary school, which is the primary outcome that CLC's Head Start/Early Head Start programs strive to accomplish.

The Education Manager, coordinators, and teachers utilize and implement a set of rigorous educational tools to create and consistently assess our children's growth and progression. This starts with a research-based curriculum called the Creative Curriculum, and includes its accompanying ongoing online assessment instrument Teaching Strategies Gold (TSG). We also use a supplemental curriculum called Ready to Shine that is provided to us through a partnership with Shine Early Learning. Each child is screened within their first 45 days of entry using the Early Screening Inventory 3rd Edition (ESI-3) and the Ages and Stages-Social Emotional (ASQ-SE) questionnaires as our developmental and behavioral screening tools for Head Start and Early Head Start.

For assessment of child and teacher interactions, we utilize the Classroom Assessment Scoring System (CLASS). Teachers also participate in individual coaching that focuses on furthering Head Teacher's skills based on their individual needs assessment. The results of this assessment instrument and coaching inform our practice and help guide our professional development training on an annual basis. During the 2019-2020 school year, we focused on providing high quality educational services to promote school readiness and positive program outcomes in the following ways:

1. We conducted CLASS observations in Fall 2019. Initial CLASS observations were conducted during the month of November 2019. We were unable to conduct a 2nd cycle of observations during the Spring 2020 due to the COVID-19 pandemic. During our annual Self-Assessment our average CLASS scores in all 3 domains exceeded the Office of Head Start's minimum threshold and were higher than the lowest 10% across all 3 domains.
2. We analyzed the child outcomes data after each checkpoint assessment. However due to the COVID-19 pandemic we were unable to conduct the 3rd checkpoint assessment, as we were only providing off-site support/services to children and families. The analysis of the data only reflects 2 checkpoint assessments (Fall & Winter), as opposed to the standard 3 that is typically conducted.

Data from our TSG assessments shows that children in CLC Head Start programs made progress towards meeting school readiness goals during the 2019-2020 program year, across all domains of measurement. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed during the Winter 2019-2020 checkpoint. For the purposes of this analysis, "widely held expectations" is defined as knowledge, skills and behaviors of a child measured against widely held developmental expectations for children of the same age or same class/grade as determined by TSG.

Aggregated data from TSG: Children Meeting and Exceeding Age Appropriate Expectations

CLC Child Outcomes Data Summary SY 2019-2020

All children are assessed using Teaching Strategies Gold assessment 3 times a year (Fall, Winter & Spring). However, due to COVID-19 only 2 assessments were conducted (Fall & Winter) This report will summarize the Winter assessment data and will focus on the following demographic groups:

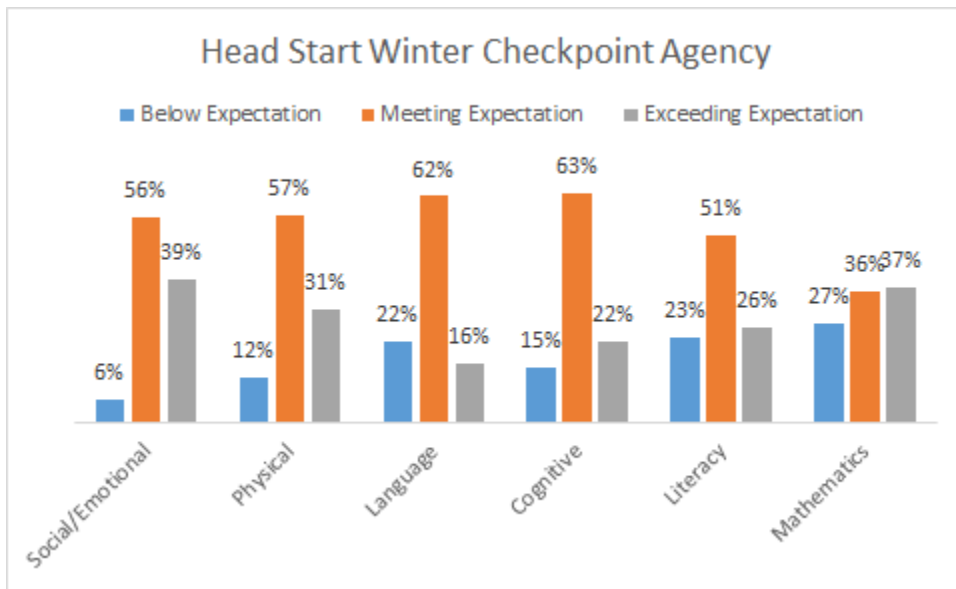
- Overall Agency
- Children by age
- 1st year & 2nd year students

- Dual Language Learners
- Children with Disabilities

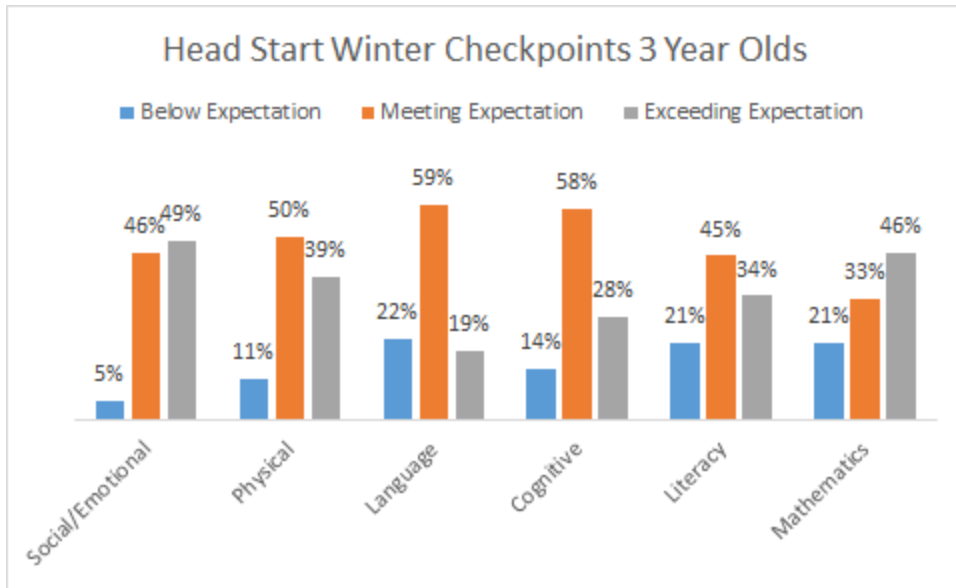
As an agency 83% of children met or exceeded expectations for the winter checkpoint period. When children are compared by age the data reveals that 84% of our 3 year olds met or exceeded expectations. When 1st year 4 year olds were added, creating the 1st year student demographic, 78% of students met or exceeded expectations.

When reviewing the outcome data for children identified as Dual Language Learners (children whose home language is other than English) revealed consistent and similar gains to that of children whose home language is English. The observed trend has been that the children whose home language is English would slightly outperform the Dual Language Learners for the Fall and Winter checkpoint. Without a Spring assessment, the data for the Winter assessment determined that 86% of children met or exceeded expectations that were identified as having English as their primary language, and children whose home language is other than English had 81% of children meeting or exceeding expectations.

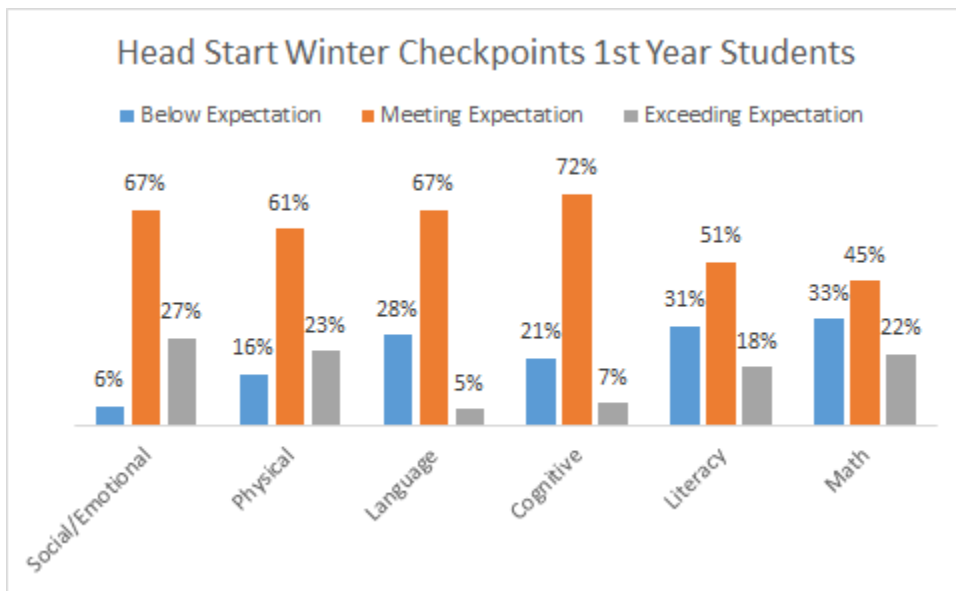
The demographic group that suffered without having a spring assessment being conducted were the children with special needs. Their data for the winter assessment demonstrated progress was being made in the social emotional domain, and progress was just beginning in the literacy and cognitive domains as well. Although the data indicates low outcomes for this demographic group, daily progress was made with these children that may not reflect meeting expectations for their age group, but with teacher assistance, support and scaffolded activities, they are able to demonstrate the necessary skills, they are just not able to do so independently.



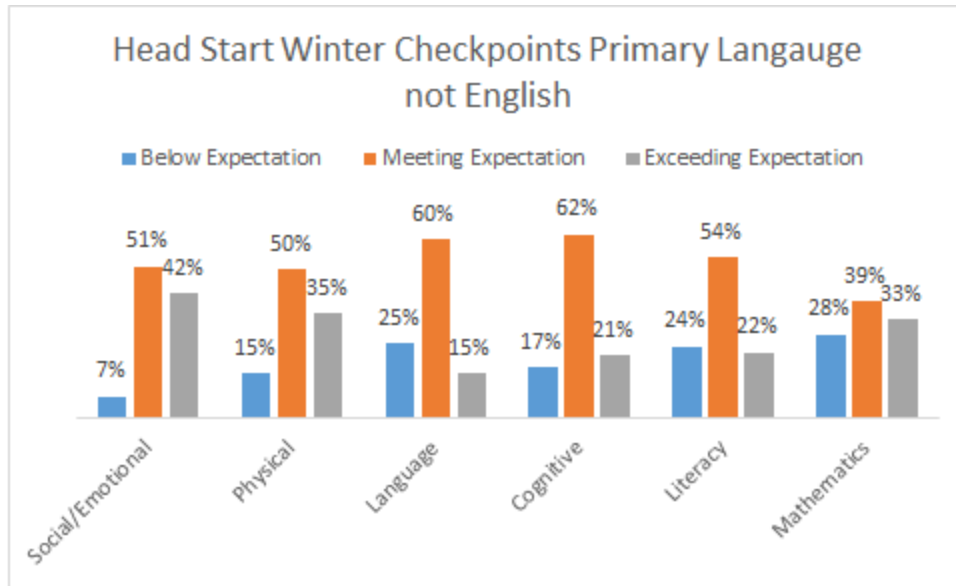
As an agency 83% of all children met or exceeded expectations across all learning domains. This will be used as the baseline in comparison for all other demographic groups.



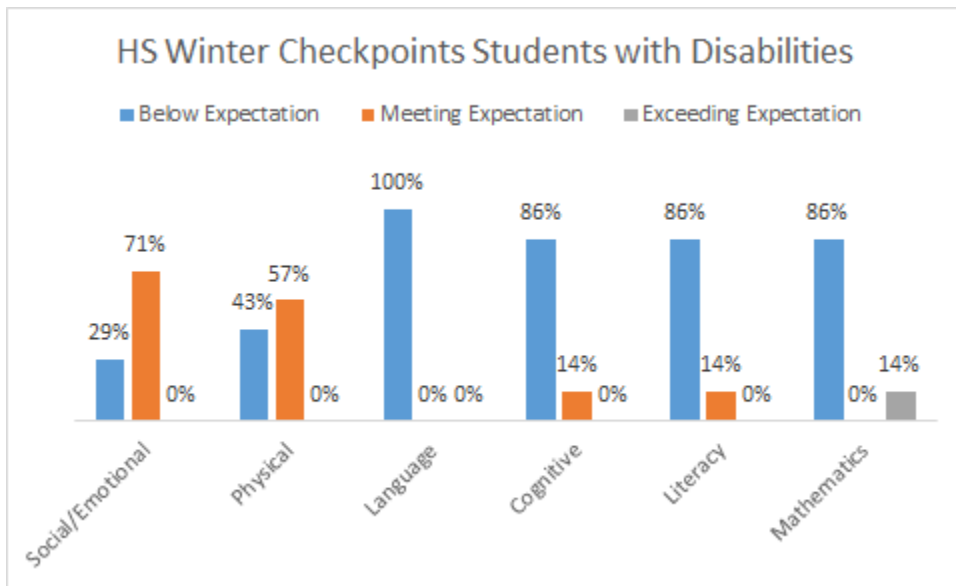
The data here indicates that 84% of all 3-year-olds met or exceeded expectations this year in our Head Start program.



Similarly when 1st year 4 year olds are added to create the 1st year student demographic, 78% of students met and or exceeded expectations.



When comparing our Dual Language Learner population, a trend in the fall checkpoint and winter checkpoint data is the students that are identified as having English spoken as their primary language provide slightly better outcomes as opposed to the children whose home language is other than English. However the difference between the 2 groups are often close and are within ~1-5 percentage points. Indicating that our Dual Language Learners are developing their English Language Acquisition as well as the necessary cognitive, developmental and school readiness skills.



For this year 13% of our Head Start enrollment consisted of children identified as a preschool child with a disability. The data reflects that the children were beginning to make progress in the Social/Emotional domain, however we were unable to obtain data for the Spring assessment, as our services became virtual as well as their service providers during the COVID-19 pandemic.

SPECIAL EDUCATION SERVICES

For the 2019-2020 school year HS and EHS exceeded the 10% enrollment requirement for children with special needs. To support the steady increase in our enrollment and identification of children with special needs we implemented the Response To Intervention initiative; a multi-tier approach to the early identification and support of students with learning and behavior needs.

In addition, we continue to collaborate with our community partners to offer high quality special education services, and professional development training for staff on topics such as; developmental milestones, challenging behaviors, and working effectively with families of children with special needs. We have formal partnerships with early intervention agencies, and provider agencies such as; Abilis Birth to 3, Theracare Birth to 3, and Stamford Public School Pre-K Team (Apples program). This year, we also collaborated with Instructional Coordinators from Stamford Public Schools to help run monthly groups of Response to Intervention with each individual classroom.

HEALTH & MENTAL HEALTH SERVICES

Nutrition services are monitored by the agency's Nutrition Manager. She monitors and follows up on all children's nutrition and dietary needs, and maintains a food restrictions list for each classroom. The nutritionist will provide nutrition case management services which will include medical and nutrition assessments, anthropometric measurements and training, CACFP meal observations, nutritional counseling for families, monitoring food allergies, and nutrition education and support.

The school nurse reviews all children's medicals and follow up on their health care needs; including children with a chronic condition that requires an Individual Health Care Plan. In addition, the nurse will monitor Asthma Action Plans, and Medication Administration Plans for all children requiring special care. All services provided through these special plans are closely monitored by the school nurse. Health screenings are provided either by the school nurse or community partners; including follow up care. Children are also educated on proper tooth brushing, and good oral health practices are also supported in the classrooms.

The HS/EHS Mental Health and Disabilities Manager is responsible for coordinating mental health consultation services for CLC HS/EHS with the Child Guidance Center of Southern Connecticut (CGC). Consultation is provided in the form of classroom observations and feedback to the teaching staff on strategies to develop and implement in-classroom interventions to manage challenging behaviors; supporting nurturing classroom environments and offering a guided approach to promoting positive teacher-child interactions. Mental health consultation also includes individual counseling for children and referrals for mental health support and treatment for parents/guardians.

PARENT/FAMILY ENGAGEMENT

CLC Head Start and Early Head Start Programs follow a two generational approach with children and parents to support healthy child development, school readiness and long term family wellbeing. This year, CLC HS/EHS continued to offer a wide variety of parent engagement activities; including the Shine on, Families research- based parenting curriculum, Visit with Me parent-child classroom activities, monthly workshops and a monthly Family Engagement Networking Meetings.

CLC HS/EHS uses Shine on, Families as our research -based parenting curriculum that builds on parents' knowledge and offers them the opportunity to practice parenting skills to promote children's learning and development. Shine on, Families builds upon and enhances home learning and parent meeting structures-extending the classroom curriculum into the home while engaging families with multiple opportunities for modeling, practice and reflection. Shine on, Families is designed to engage and reach every family so they have roles as equal partners to assure their children's healthy development and school readiness.

In addition, we partner with The Exchange Club Parenting Center to provide monthly parenting meetings that correlate with our Family Success Roadmap. (Assessment Tool). The workshops focus on the 4 family life practices; which are *Family Routines, Experience Rich Environment, Promoting Language and Literacy and Positive Guidance*. These workshops provide parents with opportunities to learn and practice new skills so they can implement what they learned at home with their children.

ERSEA Committee: Collaborative Recruitment Efforts, Partnerships & Highlights;

The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Committee guides the assessment of a program's practices for verifying the eligibility status of children and families who are receiving the program's services and for ensuring appropriate enrollment of children. Each year, the Committee meets to review and update the Head Start and Early Head Start selection criteria to ensure it is in alignment with the Head Start Performance standards and that it reflects the composition of the neighborhoods our program serves.

CLC strives to ensure that our practice to assess communities, and recruit and enroll children and families most in need, includes the following activities:

- Training of all new staff who determine eligibility within 90 days of hire.
- Ongoing training of staff, Policy Council and Governing Board on Head Start and Early Head Start Eligibility Guidelines.
- CLC HS/EHS meets with community partners regarding eligibility and referral process.
- Community outreach to secure partnership agreements that enhance recruitment opportunities.
- Ongoing monitoring by the Family Service Manager to ensure recruitment efforts are ongoing.

Opportunities for Parents in Shared Partnership Building/Goal Setting /Volunteering

Building trusting and sustainable relationships with families is integral to our family engagement work. We engage our families by offering individual case management services as well as supportive group workshops to support them in achieving their goals.

We encourage and provide ample opportunities for parents to volunteer at CLC. This includes; Policy Council, Family Engagement Network meetings/Class Committee meetings, Health Advisory Committee meetings, and various classroom activities, events, and workshops. Due to Covid-19, all parent engagement opportunities were offered to families virtually as of April 2020.

CLC has established ongoing relationships with many community partners, organizations, and donors that support the children and families served in HS/EHS; including Stamford Public Schools (SPS), the Ferguson Library, Filling in the Blanks, Mother's for Others, KPMG, Legg Mason, Lions Club of Stamford, Hello Dental, Pitney Bowes, the Grossman Family Foundation, and the Viking Global Foundation to name a few.

GOVERNANCE

Participation in Decision Making/Governance/Policy Council

The CLC Parent Policy Council (PC) prepares parents/guardians to be advocates and leaders on behalf of their children, and cultivates them as community leaders. Parents on the Policy Council are provided with the opportunity to be fully engaged with program planning and decision-making, and work closely with the Head Start Director and Governing Board. CLC's Governing Body and Policy Council utilizes key program information established at the center-level parent committees which are discussed during monthly Policy Council (PC) and Board meetings to conduct their governance responsibilities. The Policy Council and Governing Board receive monthly financial statements; monthly HS/EHS program reports; all documents requiring HS Policy Council and Board approval; as well as communication and guidance from the Office of Head Start.

The CLC delegate agency at Family Centers Head Start in Greenwich conducts monthly Policy Committee Meetings, and business conducted at those meetings is shared with the grantee and PC.

The CLC Board provides oversight of all CLC program operations, and maintains responsibility for safeguarding the assets of the agency in tandem with the CEO. Through its regular meetings and the exercise of its fiduciary duties, CLC Board members will receive training in the Head Start regulations, and their roles and responsibilities; including their legal and fiscal responsibilities to HS.

Parents on the CLC Parent Policy Council receive annual training on the Head Start regulations, a review of their roles and responsibilities, and eligibility training on federal regulations.

NUMBER OF CHILDREN & FAMILIES SERVED (Head Start)

Head Start Enrollment as of June 1, 2020

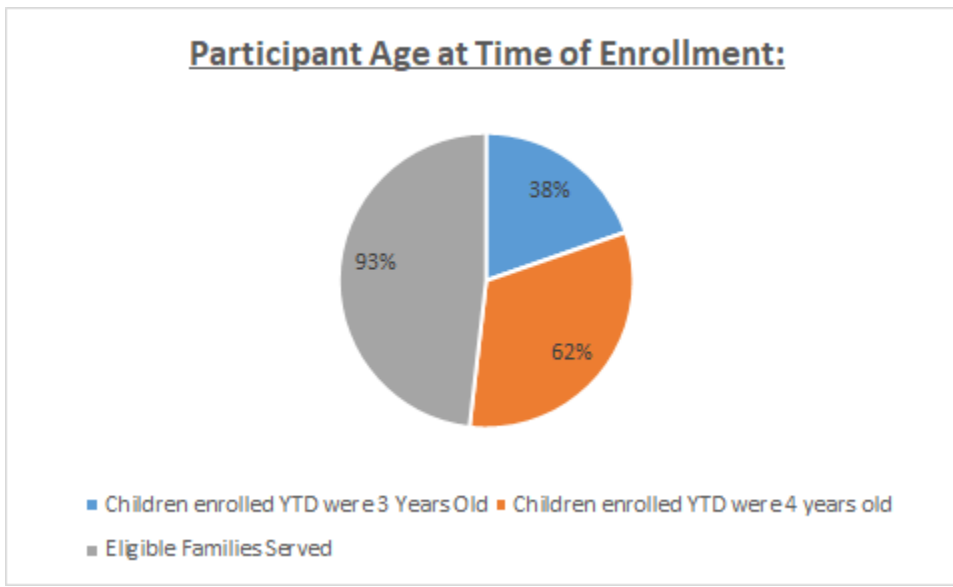
Funded Enrollment: **188**
Actual Enrollment: **185**
Cumulative Enrollment: **191**

Number of Children served Year-To-Date in 2019-2020

Participants Age at time of Enrollment:

- **38%** of the children enrolled were 3 Years Old: **(73)**
- **62%** of the children enrolled were 4 Years Old: **(118)**
- Families served: **179**
- Percentage of eligible children served: **93%**

● **Figure 1- Participants by Age & Percentage**



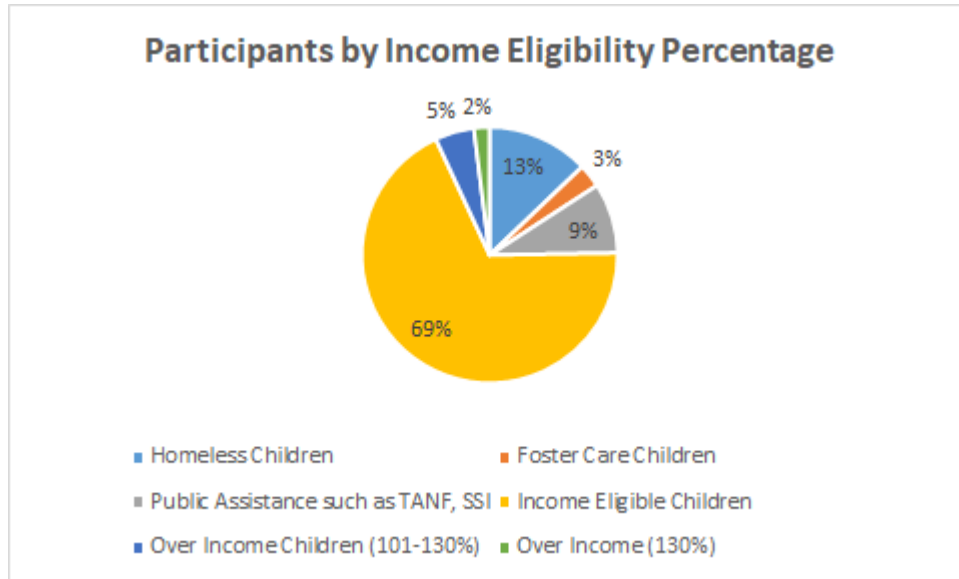


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage

- **25 (13%)** Homeless Children
- **3 (3%)** Foster Care Children
- **16 (9%)** Public Assistance such as TANF, SSI
- **127 (69%)** Income Eligible Children
- **10 (5%)** Over Income Children (**101-130%**)
- **4 (2%)** Over income (**above 130%**)

Volunteers

- Total number of volunteers: **266**
- Total number of these volunteers who are current or former Head Start Parents: 178

Head Start Staff

- Number of Head Start Staff: 43
- Number of Head Start Head Teachers: 9
- Number of Head Start Teacher 1/Assistant Teachers: 11
- Number of Head Start Teacher Aides: 8

Families

- There were more single-parent families served during this program year than two-parent families. We served **112** single families and **67** two-parent families.
- Father Engagement: **91** fathers
- **97** families received WIC Nutritional Services

Health/Dental

- Children with completed medical exam: **100%**
- Children with up-to-date immunizations: **100%**
- Children with a completed dental exam: **90%**
- Children with health insurance: **93%**
- Children with no health insurance: **7% (undocumented)**
- Children with Special Needs/ IEPs: **20=11%**

Race and Ethnicity as of June 1, 2020 (Cumulative Enrollment)

| Race/Ethnicity | Federal # | Federal % |
|-----------------------------------|-----------|-----------|
| American Indian or Alaska Native | 1 | 0.52% |
| Asian | 2 | 1% |
| Black or African American | 45 | 24% |
| Native Hawaiian/ Pacific Islander | 1 | 0.52% |
| White and Hispanic | 128 | 68% |
| White non-hispanic | 9 | 5% |
| Biracial / Multi-Racial | 4 | 2% |
| Other Race | 1 | 0.52% |
| Unspecified Race | 0 | 0% |

Primary Language of Family at Home as of June 1, 2020 (Cumulative Enrollment)

| Languages | # of Participants | % of participants |
|--|-------------------|-------------------|
| English | 79 | 41% |
| Spanish | 108 | 57% |
| Central American, South American, or Mexican | 0 | 0 |
| Caribbean | 2 | 1% |
| Middle Eastern or South Asian | 1 | 0.52% |
| East Asian | 0 | 0% |
| Native North American or Alaska Native | 0 | 0% |
| Pacific Island | 0 | 0% |
| European or Slavic | 1 | 0.52% |
| African | 0 | 0% |
| Other | 0 | 0% |
| Unspecified | 0 | 0% |

NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 1, 2020

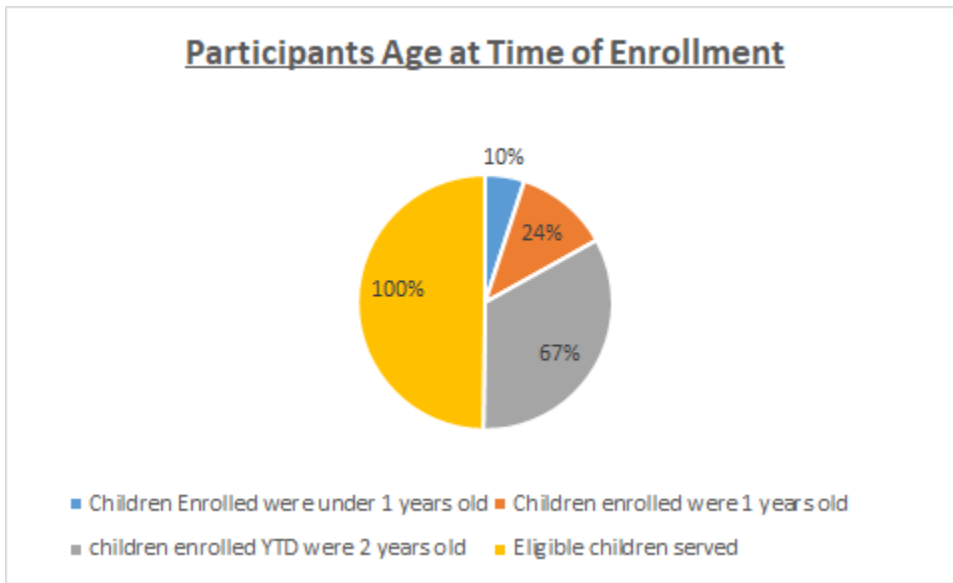
Funded Enrollment: **48**
Actual Enrollment: **48**
Cumulative Enrollment: **51**

Number of Children Served Year-To-Date in 2019-2020

Participants age at time of enrollment

- 10% of the children enrolled were under 1 Years Old: (5)
- 24% of the children enrolled were 1 Years Old: (12)
- 67% of the children enrolled YTD were 2 Years Old: (34)
- Families served: **44**
- Percentage of eligible children served: **100%**

● **Figure 1- Participants by Age & Percentage**



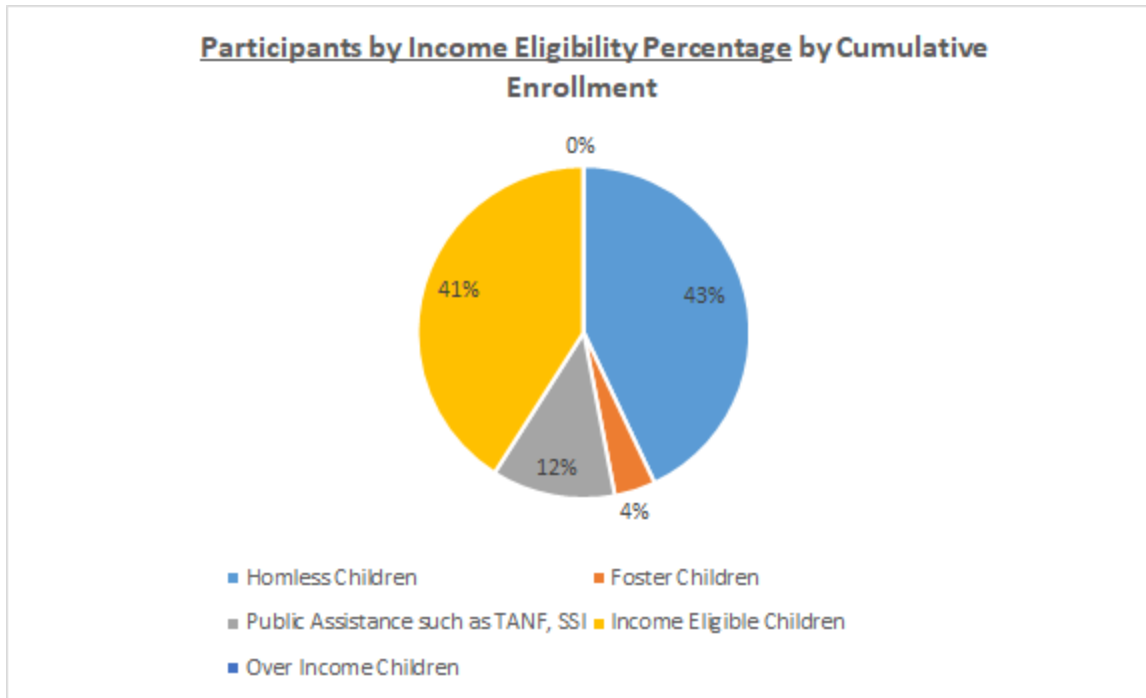


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- **22 Homeless Children (43%)**
- **2 Foster Care Children (4%)**
- **6 Public Assistance such as TANF, SSI (12%)**
- **21 Income Eligible Children (41%)**
- **0 Over Income Children (0%)**

Volunteers

- Total number of volunteers: **47**
- Total number of these volunteers who are current or former Head Start Parents: **47**

Early Head Start Staff

- Number of EHS Inf/Todd Staff: **20**
- Number of EHS Teachers: **16**

Families

- There were more single-parent families served during this program year than two-parent families. We served **35** single families and **9** two parent families.
- Father Engagement: **25** fathers
- **38** of families received WIC Nutritional Services

Health/Dental

- Children with completed medical exam: **100%**
- Children with up-to-date immunizations: **100%**
- Children with a completed dental exam: **59%**
- Children with health insurance: **96%**
- Children with no health insurance: **4%**
- **11** Children with Special Needs/ IFSPs:

Race and Ethnicity as of June 1, 2020 (Cumulative Enrollment)

| Race/Ethnicity | Federal # | Federal % |
|-----------------------------------|-----------|-----------|
| American Indian or Alaska Native | 0 | 0% |
| Asian | 0 | 0 |
| Black or African American | 18 | 35% |
| Native Hawaiian/ Pacific Islander | 0 | 0 |
| White and Hispanic | 23 | 45% |
| White and non-Hispanic | 6 | 12% |
| Biracial / Multi-Racial | 4 | 8% |
| Other Race | 0 | 0 |
| Unspecified Race | 0 | 0 |

Primary Language of Family at Home as of June 1, 2020 (Cumulative Enrollment)

| Languages | # of Participants | % of participants |
|--|-------------------|-------------------|
| English | 30 | 59% |
| Spanish | 17 | 33% |
| Central American, South American, or Mexican | 0 | 0% |
| Caribbean | 1 | 2% |
| Middle Eastern or South Asian | 0 | 0% |
| East Asian | 0 | 0% |
| Native North American or Alaska Native | 0 | 0% |
| Pacific Island | 0 | 0% |
| European or Slavic | 3 | 5% |
| African | 0 | 0% |
| Other | 0 | 0% |
| Unspecified | 0 | 0% |

**2019-2020
FY 20 HEAD/EARLY HEAD START GRANT SUMMARY**

Federal & CIK Actual Funded Revenue

| | |
|--------------------|--------------------|
| Federal Head Start | \$1,271,006 |
| Early Head Start | \$816,194 |
| Fed CIK & Other | \$178,046 |
| EHS CIK & Other | \$90,000 |
| Total | \$2,355,246 |

Head Start Actual Expenditures

| | |
|-------------------------|--------------------|
| Salaries | \$900,165 |
| Fringe Benefits | \$297,054 |
| Training | \$2,695 |
| Equipment | \$0 |
| Supplies | \$14,305 |
| Contractual | \$55,851 |
| Other | \$87,331 |
| Allocated Indirect Cost | \$1,034,084 |
| In Kind Contributions | \$178,046 |
| Total Expenses | \$2,569,531 |

Early HS Actual Expenditures

| | |
|-------------------------|--------------------|
| Salaries | \$560,641 |
| Fringe Benefits | \$185,011 |
| Training | \$1,033 |
| Equipment | \$0 |
| Supplies | \$5,687 |
| Contractual | \$25,197 |
| Other | \$136,861 |
| Allocated Indirect Cost | \$1,019,010 |
| In Kind Contributions | \$90,000 |
| Total Expenses | \$2,023,440 |

FINANCIAL AUDITS AND FEDERAL REVIEWS

Blum Shapiro's audit opinion from CLC's last completed audit: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Children's Learning Centers of Fairfield County, Inc., as of June 30, 2019, 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."

CLC Head Start/Early Head Start is in the first year of its grant award. No federal monitoring reviews have been scheduled to date.

Children’s Learning Centers of Fairfield County Executive Leadership

Marc Jaffe, CEO

Darrell Ingram, CFO

HS/EHS Management Team

Marsha Guthrie, Head Start Director

Enrique Pabon, Education Manager

Kari Gutierrez, Family Service Manager

Marie Roc, Mental Health and Disabilities Manager

Board of Directors

Robert J. Mattis, Jr., Chairman of the Board

J. David Nelson

Ellen Mellis, Second Vice Chairwoman

Sanjay Sidwani

Michael Benjamin, Treasurer

Susan Cutler

Pam Kaprowski, Secretary

Bruce Blasnik

Roselia Rivera, Head Start Parent Representative

Ernest Fleishman

Thomas Dickson

Antonio Mazarra

Thasunda Duckett

Corey Kenyon

Joel Mellis

Jill Robey

Chuck Mosher

Karen Giannuzzi

John Roberts

Whitney Sachs

Andres Soto

Noah Lapine

Bonnie Kintzer

Elizabeth Sosnow

J. David Nelson

Policy Council

Pamela Jackson, Chairperson

Jamie Ramirez, Vice Chairperson

Indira Griffith, Treasurer

Angela Cappabianca, Secretary

CLC Head Start/Early Head Start Sites

CLC Head Start
90 Maple Avenue
Stamford, CT 06902

CLC Early Head Start
72 Franklin Street
Stamford, CT 06902

