

**Children's Learning Centers of Fairfield County
Head Start/Early Head Start
2021-2022 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 2021-2022 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 educational programs. CLC enriches Fairfield County as a leader in early childhood education. We continue to make progress; ensuring that our children have solid educational experiences that secures every child's school readiness. In addition, high-impact meaningful parent engagement opportunities are offered to parents to promote positive child and family outcomes.

Supporting the mental health needs of our children, families, and staff following the pandemic has been an important focus of our work this year. Our partnership with The Child Guidance Center provides critical mental health consultation and individual therapeutic services for children. In addition, reflective consultation groups provide an opportunity for teachers to engage in discussion and reflection with a CGC clinician that provides support, recommendations, and strategies to work with our most vulnerable children and families. Educational workshops are also offered to families with a focus on effective parenting skills that are responsive to the developmental needs of young children.

Through a unique collaboration with the Yale University Center for Emotional Intelligence, CLC embeds the preschool RULER approach throughout its educational curriculum to foster the development of social emotional skills in young children.

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 full-day, extended day, and 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 to achieve successful outcomes for Head Start/Early Head Start children and their families.

Sincerely,

Marsha Guthrie

Head Start Director



Our Mission:

Together, We'll Shape a Generation Through Early Childhood Education

Our Vision:

Building a Just Future Where Every Child Thrives Because of Early Childhood Education

Children's Learning Centers of Fairfield County (CLC) is committed to providing early childhood education for all families, with direct services and programs focused on health, nutrition & family support for children 6 weeks – 5 years of age.

As the second largest early childhood education provider in Connecticut, CLC has been a leader in developing and implementing high-quality and affordable early childhood education and care programs since 1902. The nonprofit agency is accredited by the National Association for the Education of Young Children (NAEYC) and has eight locations in Stamford.

CLC is a Fairfield County innovator in early childhood education outcomes, empowering families to be their own advocates in any circumstance, including when faced with early education obstacles. CLC also identifies and develops strategic community relationships to strengthen families and just educational outcomes.

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 9
● Family and Community Engagement	Page 10
● ERSEA Committee	Page 10
● Opportunities for Families and Volunteers	Page 11
● Governance: Policy Council and Governing Board	Page 11
● Number of Children & Families Served/Demographics	Page 12
● Head Start Grant Summary	Page 18
● Audits/Federal Review Results	Page 18
● CLC Leadership and Programs	Page 19



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) for both Head Start and Early Head Start. 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 3 (ASQ-3) and 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 participated in coaching that focused on each teaching team's skills as a collective unit, while still supporting their individual needs. The results of each classroom's CLASS scores and coaching goals inform our practice and help guide our professional development training on an annual basis. During the 2021-2022 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 virtual CLASS observations in Fall 2021. Initial CLASS observations were conducted during the months of November & December 2021. We were able to establish a baseline for our CLASS scores during the Fall 2021 observations of all Head Start classrooms. We also conducted virtual observations in Spring 2022 and we were able to average both Fall and Spring CLASS domain averages to establish our overall average for the 2021-2022 school year. For the 2021-2022 school year the Concept Development domain averaged in the quality threshold (3.23) and Emotional Support and Classroom Organization averaged just under the quality threshold (5.92 & 5.60)
2. We analyzed the child outcomes data after each checkpoint assessment. This past year we were able to conduct and assess children's outcomes for all 3 checkpoint assessments (Fall, Winter & Spring).

Data from our TSG assessments shows that children in both Head Start and Early Head Start made progress towards meeting school readiness goals during the 2021-2022 program year, however we also noticed a higher percentage of children below expectations. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed from the Spring 2022 checkpoint assessment. 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 2021-2022

All children are assessed using Teaching Strategies Gold assessment 3 times a year (Fall, Winter & Spring). This report will summarize the Spring 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 68% of children met or exceeded expectations for the Spring checkpoint period. An increase of 6% from Winter to Spring and 17% from Fall to Spring.

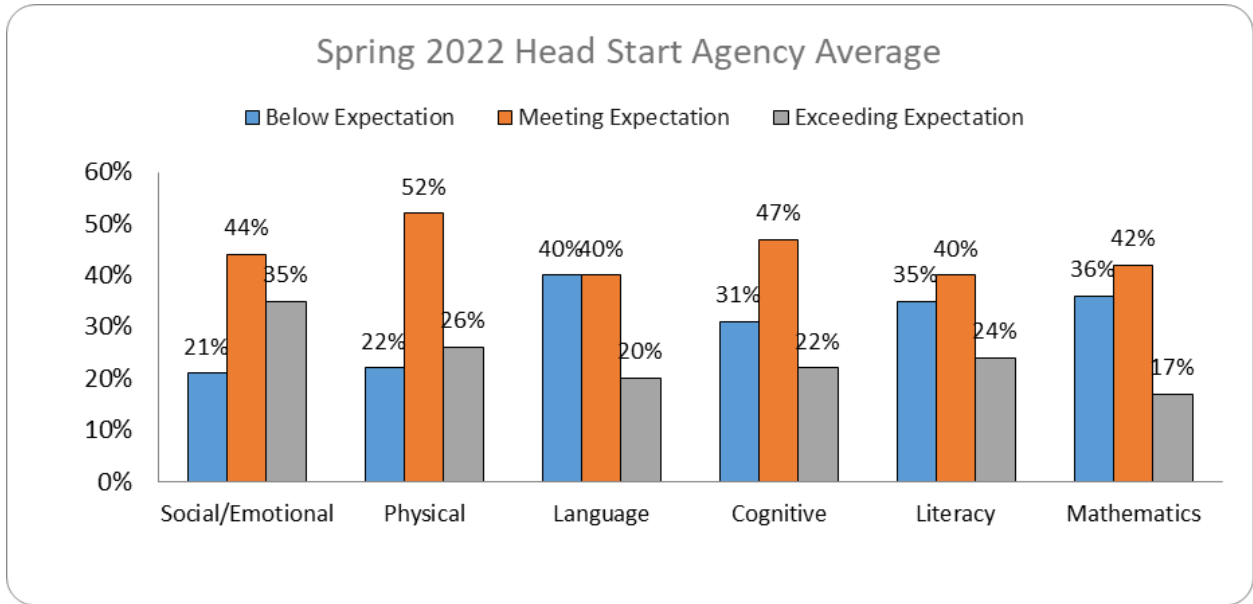
At the beginning of the school year we noticed that children were less verbal with their teachers as well as their peers, and engaged in more parallel/solitary play. This trend stayed consistent as we conducted our Fall CLASS observations during November/December 2021. One of the domains with the lowest percentage of children meeting or exceeding expectations was the Language domain at 60%. When children are compared by age the data revealed that 3 year olds had an overall average of 64% met or exceeded expectations and 4 year olds had an average of 76%. When 4 year olds in their 1st year data was analyzed, it revealed 63% met or exceeded expectations. Additionally 4 year olds in their 2nd year of service indicated 74% of students met or exceeded expectations. When we reviewed Language for 3 Year olds, it revealed 53% met or exceeded expectations compared to 70% for 4 Year Olds.

When reviewing the outcome data for children identified as Dual Language Learners (children whose home language is other than English) reported 67% meeting or exceeding expectations. Children whose home language is English revealed 71% of children met or exceeded expectations. This is a positive outcome based on the Fall checkpoint data; there was a 19% disparity between the DLL and Non DLL group. This indicates that our DLL were able to develop their English Language Acquisition. We are also continuing our work with families to encourage using their home language when speaking to their child, and the benefits of bilingualism.

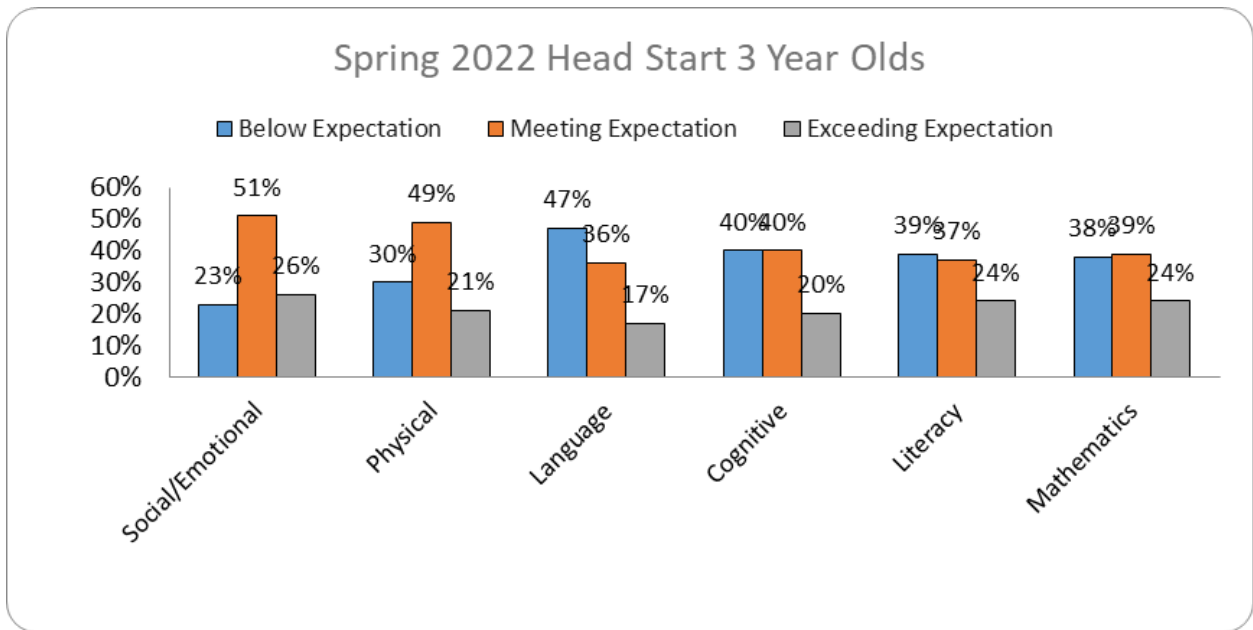
Children with disabilities (classified with an IEP), demonstrated 65% of meeting expectations. For the 2021-2022 School year we opted to allow special education services to take place in person as opposed to virtual sessions. This proved to be beneficial for the children and service providers in having these sessions be in person.

Providing Head Start services during COVID-19

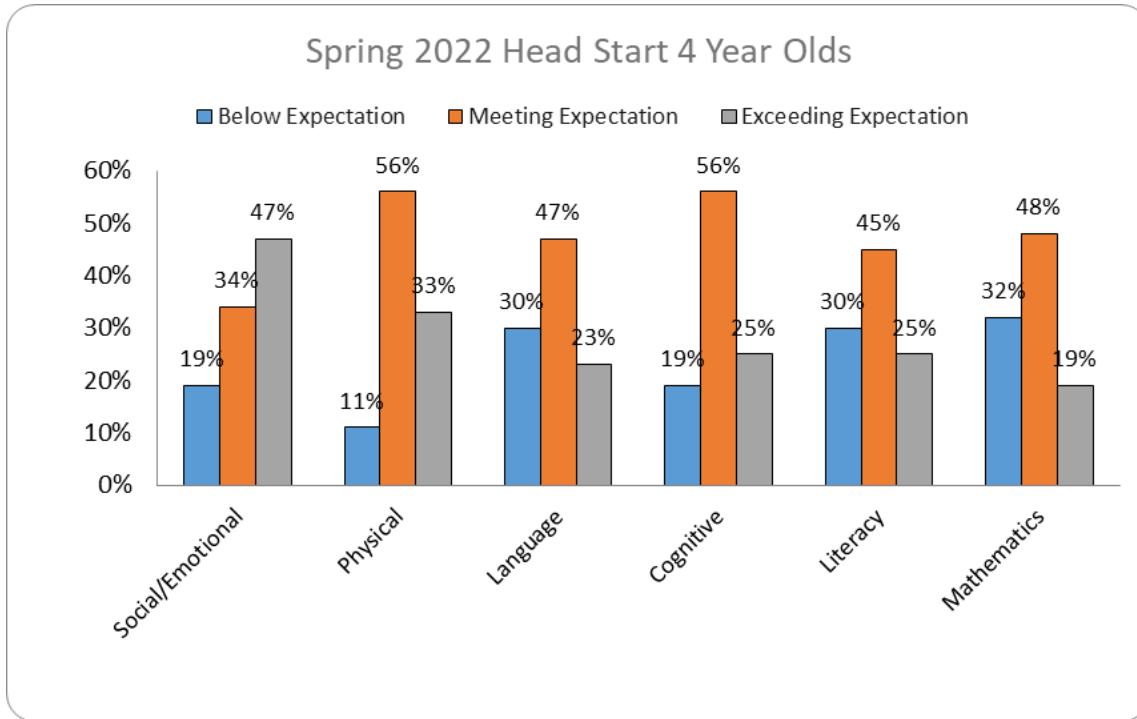
The impact of COVID-19 persisted in 2022 as we had a slight uptick in cases after the New Year, and a few isolated closures during the months of March-May. A significant implication of COVID-19 that we have observed has been connected to lower child outcomes data for children. We observed that children in their 1st year of service did not display the typical prerequisite skills that would normally be displayed upon enrollment pre-Covid. Due to these children being in isolation during 2020 & 2021, it's likely they did not have the opportunity to enroll in an early childhood setting/daycare, nor play with other children of their own age at public parks, or large public gatherings. Moving forward our approach will have to incorporate teaching those prerequisite skills, throughout the beginning of the school year, and supporting our teachers with training in navigating these new obstacles.



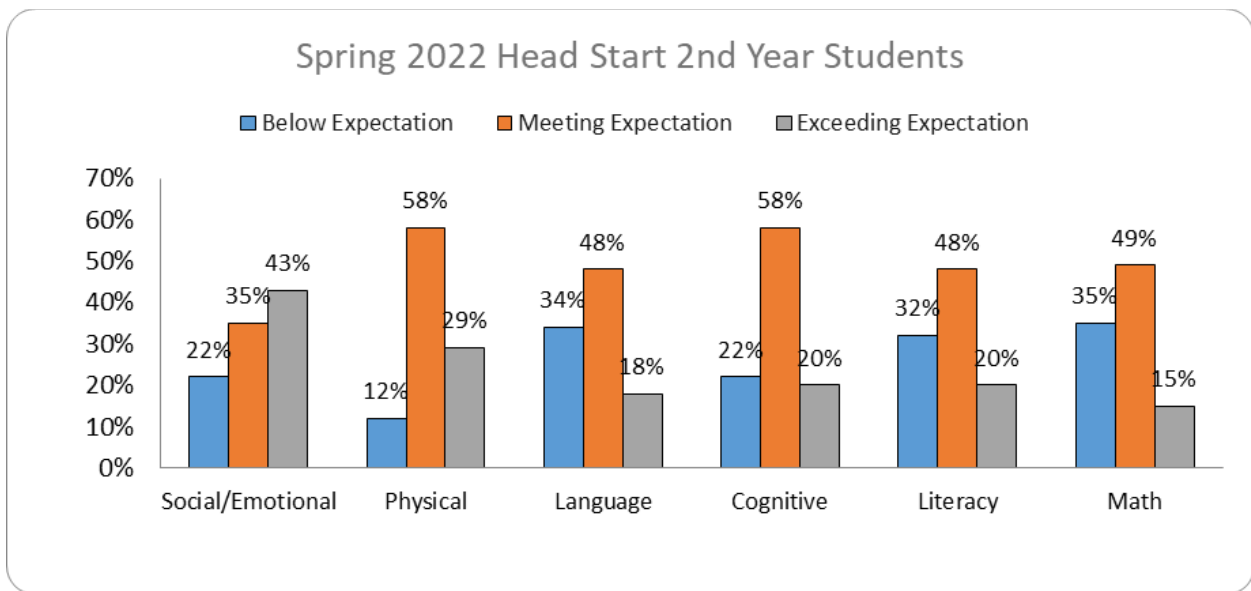
As an agency 68% of all children met or exceeded expectations across all learning domains.



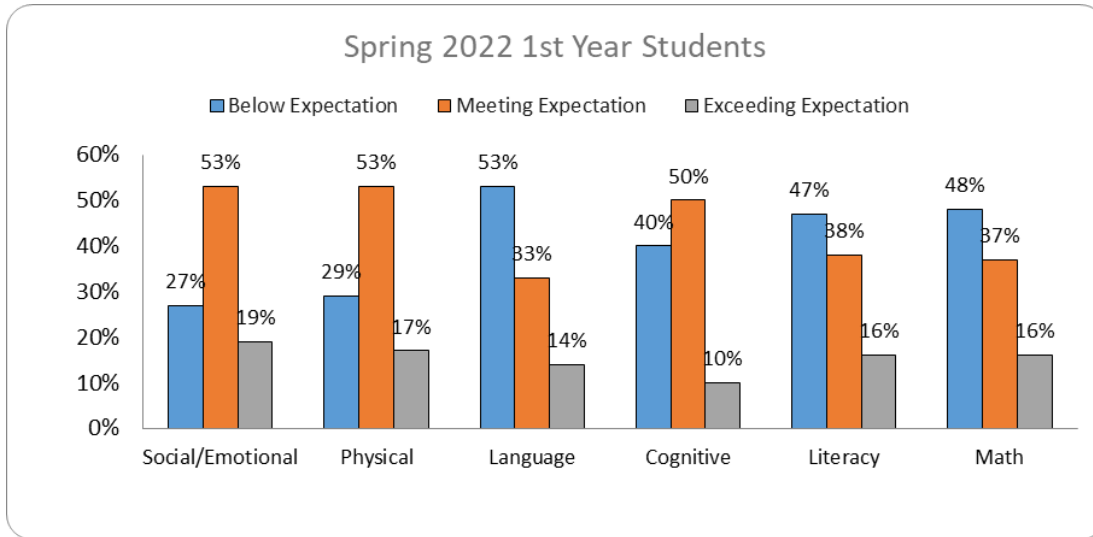
The data here indicates that 64% of all 3-year-olds met or exceeded expectations this year in our Head Start program.



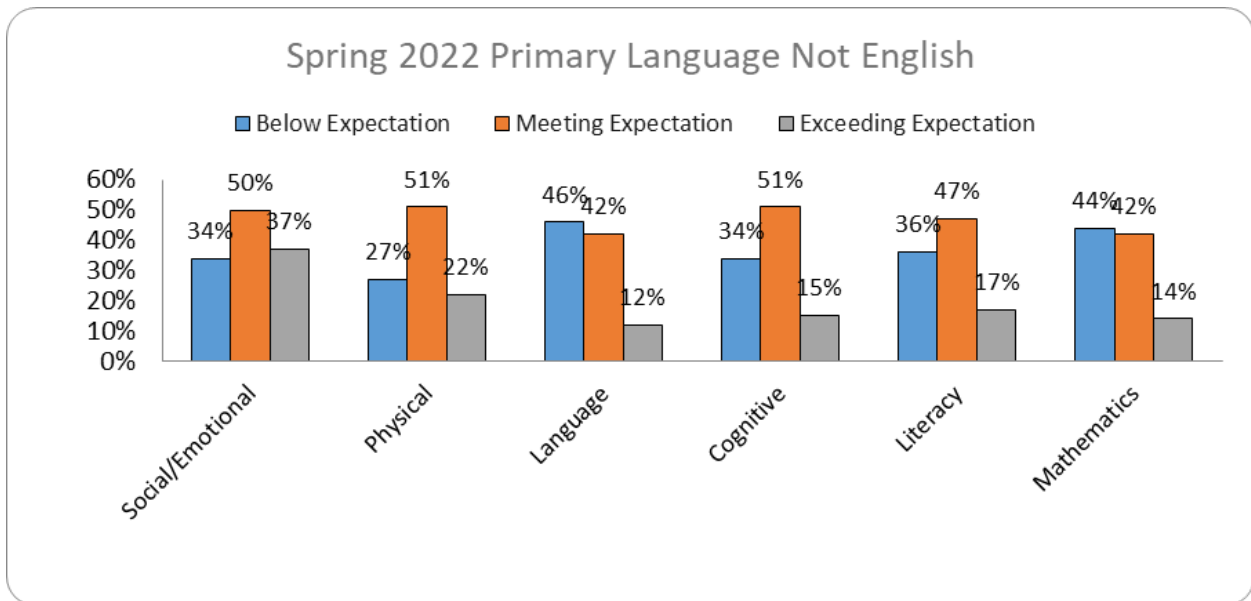
The data for all 4 year olds averaged 76% meeting or exceeding expectations.



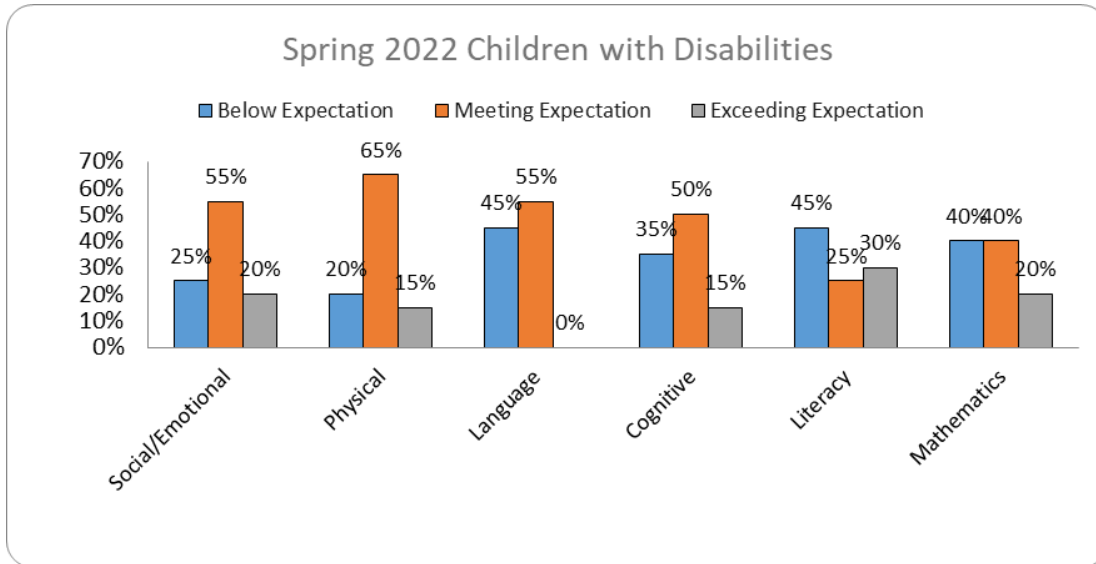
Children returning for their 2nd year of service in Head Start averaged 74% meeting or exceeding expectations.



When 1st year 4 year olds are pulled from the 1st year students data, 59% of students met and or exceeded expectations.



When reviewing the outcome data for children identified as Dual Language Learners (children whose home language is other than English) revealed 71% of children meeting or exceeding expectations whose home language is English. Children whose home language is other than English reported 67% meeting or exceeding expectations. Although the students may not speak their home language, they are still categorized as having a language other than English spoken in their home, as they are exposed to a 2nd language other than English when not in school.



Children with disabilities (classified with an IEP), demonstrated 65% of meeting expectations. We are pleased to report that for the 2021-2022 school year children received their services in person, and not in a virtual setting. This helped support the children in developing their skills in the Social Emotional, Language, and Physical domains.

SPECIAL EDUCATION SERVICES

For the 2021-2022 school year HS and EHS exceeded the 10% enrollment requirement for children with special needs. To ensure our children with disabilities we’re able to receive their required services we partnered with Stamford Public Schools Pre-K Team and were able to provide services in person to all children in our Head Start program. This was also shared with our Early Head Start Birth-3 Service provides as they too provided in person special education services. In addition we also piloted monthly collaboration meetings with APPLES teaching staff and Head Start teaching staff, as both programs had students that attend the Head Start program and receive their special education services on site at the APPLES Preschool.

In addition, we continued 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).

HEALTH & MENTAL HEALTH SERVICES

Nutrition services are monitored by the CLC nutrition team. The nutrition staff monitor and follow up on all children’s nutrition and dietary needs, and maintain a food restrictions list for each classroom. The nutritionist provides 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 Disability and Mental Health 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, monthly workshops and 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 by 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 to empower them as equal partners in their child's learning.

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 Program Performance Standards, and that it reflects the composition of the communities 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 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; Parent Policy Council, Family Engagement Network meetings/Class Committee meetings, Health and Nutrition Advisory Committee meetings, and various classroom activities, events, and parent workshops. Due to continued preventative measures relating to Covid-19, family engagement opportunities were offered to families through a hybrid model of virtual and in-person activities in 2021-2022.

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, United Way, Family Centers, Inspirica, 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.

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 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

CLC Head Start Enrollment as of June 30, 2022

Funded Enrollment: **154 (grantee)**

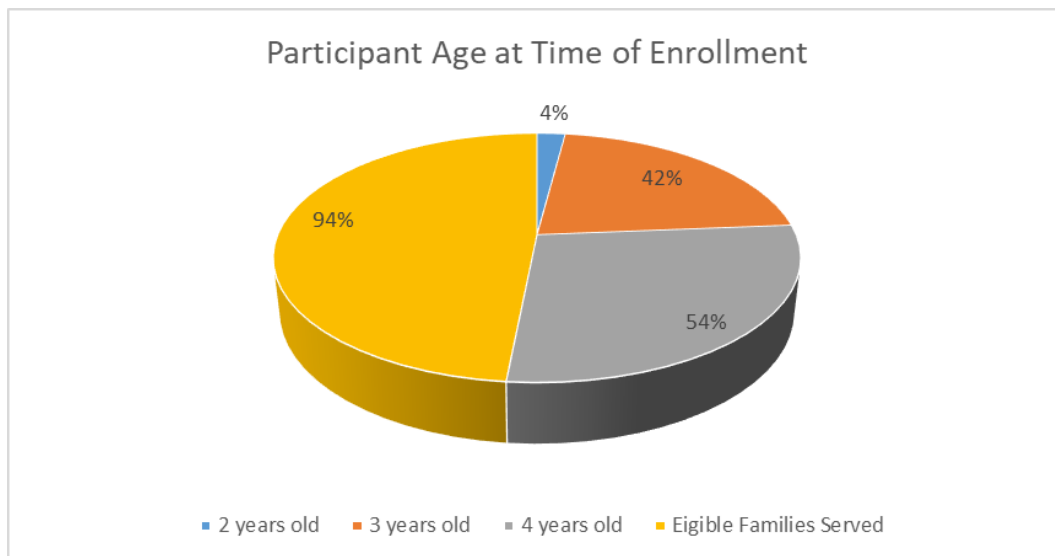
Cumulative Enrollment: **164**

Number of Children served Year-To-Date in 2021-2022

Participants Age at time of Enrollment:

- 4% of the children enrolled were 2 Years Old: (6)
- 42% of the children enrolled were 3 Years Old: (69)
- 54% of the children enrolled were 4 Years Old: (89)
- 94% Percentage of eligible children served: (154)

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



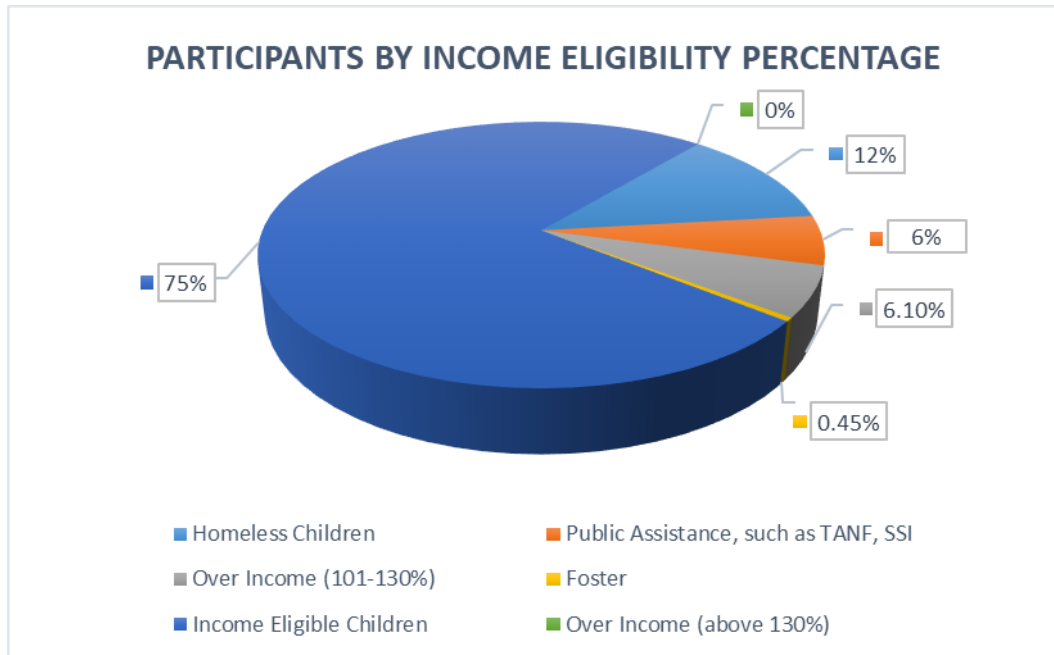


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage

- 19 (12%) Homeless Children
- 1 (0.45%) Foster Care Children
- 10 (6%) Public Assistance such as TANF, SSI
- 123 (75%) Income Eligible Children
- 1 (0.45%) Other
- 10 (6.1%) Over Income Children (101-130%)
- 0 (0%) Over income (above 130%)

Volunteers

- Total number of volunteers: 17
- Total number of these volunteers who are current or former Head Start Parents: 17

Head Start Staff

- Number of Head Start Staff: 42
- Number of Head Start Head Teachers: 9
- Number of Assistant Teachers/Aides: 20

Families

- There were more single-parent families served during this program year than two-parent families. We served 103 single families, and 51 two-parent families.
- Father Engagement: 123 fathers
- 119 families received WIC Nutritional Services
- 149 Families that received program services to promote family outcomes

Health/Dental

- Children with completed medical exam: 82%
- Children with up-to-date immunizations: 100%
- Children with a completed dental exam: 63%
- Children with health insurance: 91%
- Children with no health insurance: 9% (undocumented)
- Children with Special Needs/ IEPs: 10%

Race and Ethnicity as of June 30, 2022 (Cumulative Enrollment)

Race/Ethnicity	# of Participants	% of participants
American Indian or Alaska Native	2	1.2%
Asian	2	1.2%
Black or African American	40	24%
Native Hawaiian/ Pacific Islander	0	0%
White and Hispanic	105	64%
White non-hispanic	7	4%
Biracial / Multi-Racial	8	5%
Other Race	0	0%
Unspecified Race	0	0%

Primary Language of Family at Home as of June 30, 2022 (Cumulative Enrollment)

Languages	# of Participants	% of participants
English	55	34%
Spanish	102	62%
Central American, South American, or Mexican	0	0
Caribbean	2	1.2%
Middle Eastern or South Asian	2	1.2%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	1	0.6%
African	0	0%
Other	2	1.2%
Unspecified	0	0%

NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 30, 2022

Funded Enrollment: **48**

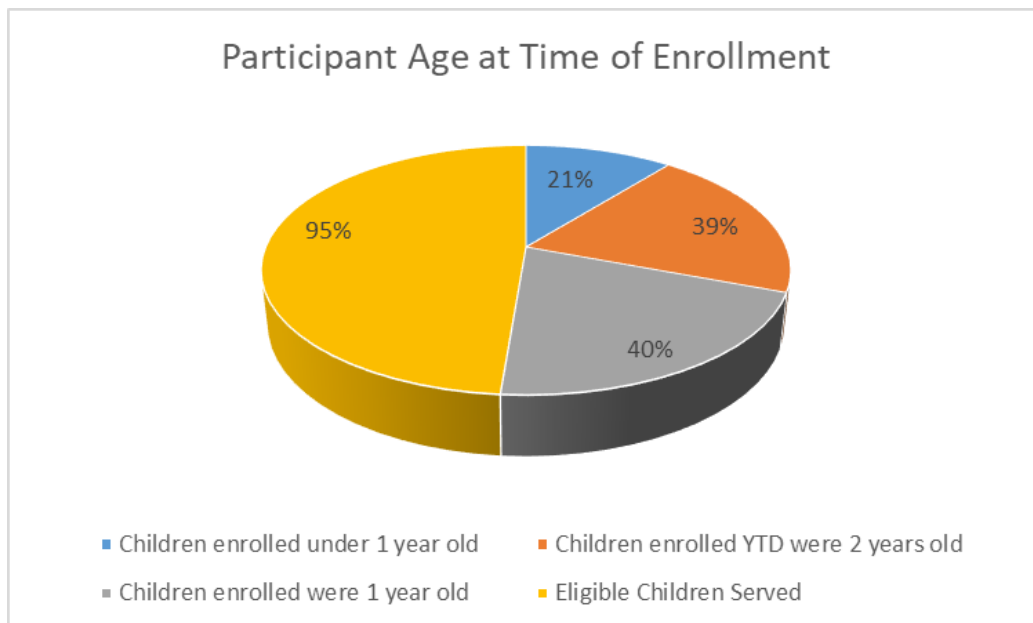
Cumulative Enrollment: **59**

Number of Children Served Year-To-Date in 2021-2022

Participants age at time of enrollment

- 21% of the children enrolled were under 1 Years Old: **(4)**
- 40% of the children enrolled were 1 Years Old: **(21)**
- 39% of the children enrolled were 2 Years Old: **(34)**
- Percentage of eligible children served: 95% **(56)**

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



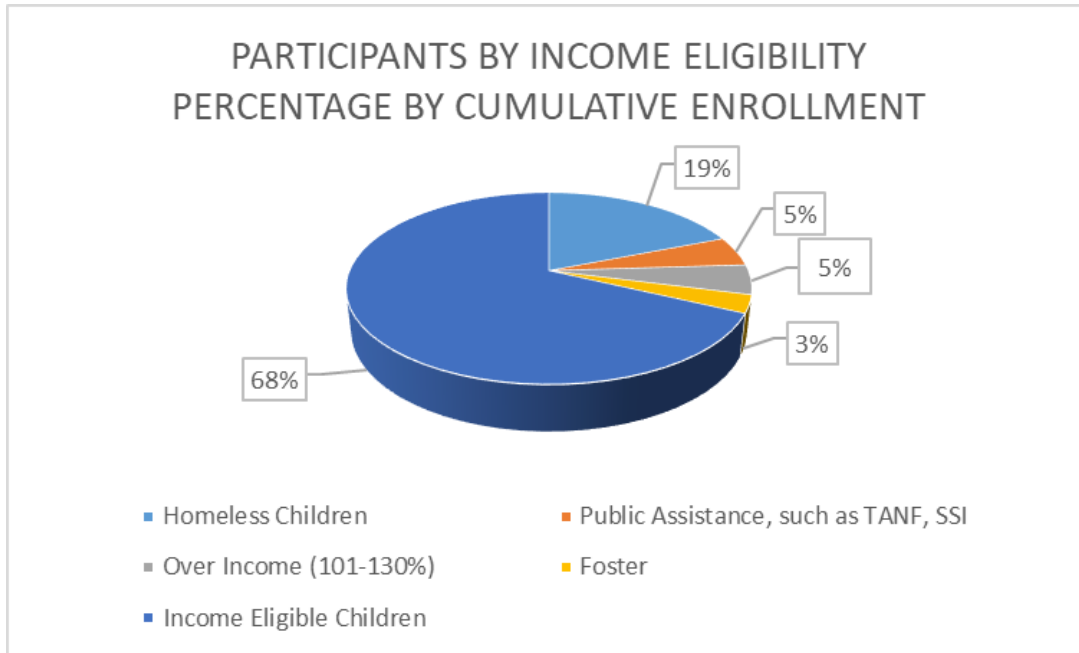


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- **11 Homeless Children (19%)**
- **2 Foster Care Children (3%)**
- **3 Public Assistance such as TANF, SSI (5%)**
- **40 Income Eligible Children (68%)**
- **3 Over Income Children (5%) (101-130%)**

Volunteers

- Total number of volunteers: **6**
- Total number of these volunteers who are current or former Head Start Parents: **6**

Early Head Start Staff

- Number of EHS Inf/Todd Staff: **19**
- 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 **18** two parent families.
- Father Engagement: **36** fathers
- **23** 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: **97%**
- Children with health insurance: **97%**
- Children with no health insurance: **3%**
- Children with Special Needs/ IFSPs: **17%**

Race and Ethnicity as of June 30, 2022 (Cumulative Enrollment)

Race/Ethnicity	# of Participants	# of Participants
American Indian or Alaska Native	0	0%
Asian	3	5%
Black or African American	12	20%
Native Hawaiian/ Pacific Islander	0	0%
White and Hispanic	43	73%
White and non-Hispanic	1	2%
Biracial / Multi-Racial	0	0%
Other Race	0	0%
Unspecified Race	0	0%

Primary Language of Family at Home as of June 30, 2022 (Cumulative Enrollment)

Languages	# of Participants	% of participants
English	22	37%
Spanish	36	61%
Central American, South American, or Mexican	0	0%
Caribbean	0	0%
Middle Eastern or South Asian	1	2%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	0	0%
African	0	0%
Other	0	0%
Unspecified	0	0%

**2021-2022
HEAD START/EARLY HEAD START GRANT SUMMARY**

Federal & CIK Actual Funded Revenue

Federal Head Start	\$1,447,554
Early Head Start	\$1,154,024
Total	<u>\$2,601,578</u>

Head Start Actual Expenditures

Salaries	\$942,390
Fringe Benefits	\$263,869
Training	\$18,808
Equipment	\$0
Supplies	\$89,440
Contractual	\$12,022
Other	\$121,025
Allocated Indirect Cost	\$0
Total Expenses	<u>\$1,447,554</u>

Early HS Actual Expenditures

Salaries	\$767,311
Fringe Benefits	\$214,847
Training	\$12,589
Equipment	\$0
Supplies	\$24,515
Contractual	\$3,599
Other	\$83,745
Allocated Indirect Cost	47,418
Total Expenses	<u>\$1,154,024</u>

FINANCIAL AUDITS AND FEDERAL REVIEWS

Cirone Friedberg'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, 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."

CLC Head Start/Early Head Start is in the third year of its grant award. In May 2022, ACF conducted a monitoring review of Children's Learning Centers of Fairfield County. Previously identified findings were corrected. CLC maintained full compliance with the requirements of the Head Start Program Performance Standards, Head Start Act, and other applicable regulations.

Children's Learning Centers of Fairfield County Executive Leadership

Marc Jaffe, CEO
Darrell Ingram, CFO

HS/EHS Leadership Team

Marsha Guthrie, Head Start Director
Enrique Pabon, Education Manager

Board of Directors

Robert J. Mattis, Jr., Chairman of the Board
Ellen Mellis, Second Vice Chair
Pam Kaprowski, Secretary
Bruce Blasnik, Treasurer
Monica Silva, Head Start Parent Representative
Dr. Janmeet Grover
Chuck Mosher
Andres Soto
J. David Nelson
Sanjay Sidwani
Ernest Fleishman
Anne Wichman
Corey Kenyon
Karen Gianuzzi
Noah Lapine
Policy Council
Monica Silva, Chairperson
Brenda Mercado, Vice Chairperson
Dolores Japa, Treasurer
Sherita Eagle, 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

