



Head Start: Prenatal To Five Annual Report to the Public FY ' 16



EdAvance Head Start: Prenatal To Three

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



EdAdvance Head Start: Three To Five

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



This past program year:

- 255 Head Start: birth to five, and 26 School readiness children and their families received services.
- Our average daily attendance in our center-based program was 88.73%. Our funded enrollment slots: Head Start, 195; Early Head Start, 32 were 98% filled throughout the year.
- CERC, CT Kids Count 2013 CAHS, CT Voices for Children reports there were 429 children living at or below the poverty level in the 5 towns we have centers in and a total of 599 in all of Litchfield County (our catchment area). We provided the full array of Head Start services to 62% - 44% of these children and their families.
- 99.6% of our children have secured a dental home and primary care physician by the end of their enrollment period.
- Parents engaging with their children in creative, exciting, educational activities are an important part of our mission: to provide safe, engaging opportunities that foster healthy





family relationships, supporting school success and a love of learning. Over this past year our program sponsored family engagement events at the KidsPlay Children’s Museum, local nature centers and farms, and on our main campus we held our Annual Family Celebration event that featured many art and literacy activities as well as an energetic, age appropriate DJ that encouraged the children and their family’s to use creative movement as a positive way to promote physical and mental well-being. Families also receive monthly calendars filled with free community events that align with our school readiness goals. Parents and caregivers volunteered hundreds of hours in the classrooms, at home working on their child’s monthly academic goals, on parent committees, and as representatives on Policy Council.

- We prepare children for kindergarten by individualizing the scientifically researched Creative Curriculum as identified by the Teaching Strategies Gold assessment instrument. Twelve out of the thirteen school districts our children come from have signed a Memorandum of Understanding, which assures coordination of services for children with disabilities helping to assure their readiness as well. Transition booklets are given to all families whose child will be entering kindergarten in the fall. We also participate in Transition Nights held in conjunction with the various school districts our children will be attending. The children visit the kindergarten classrooms and the prospective kindergarten teachers visit the Head Start classrooms. To help ensure that children do not lose skills over the summer, an activity backpack is given to each child going on to kindergarten. Please see our School Readiness Goals attached as an addendum to this report.

• Funding Sources:

Federal Grant	\$2,359,039
Child and Adult Care Food Program -	125,022
SDE Link Grant	31,847
SDE Extended Day Grant	89,847
School Readiness / PDG Funding	244,812
Parent Fees and Care 4 Kids	90,625

- Our Tri-Annual Monitoring Review took place Nov. 17-20, 2013. There were no findings. See attached.

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Education Connection
Goshen Road
Litchfield, Connecticut

Report on the Financial Statements

We have audited the accompanying financial statements of Education Connection, a nonprofit organization, which comprise a statement of financial position as of June 30, 2015 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Education Connection as of June 30, 2015, 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.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 7, 2015 on our consideration of Education Connection's internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Education Connection's internal control over financial reporting and compliance in assessing the results of our audit. The report is contained in a separately bound federal single audit report.



New Milford, Connecticut
December 7, 2015



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Ms. Lynette Celli-Rigdon
Board Chairperson
Education Connection
355 Goshen Rd.
Litchfield, CT 06759

From: Responsible HHS Official
Ms. Ann Linehan
Acting Director, Office of Head Start

Ross Weaver ^{for} *12/24/13*
Date

Overview of Findings

From 11/17/2013 to 11/21/2013, the Administration for Children and Families (ACF) conducted a monitoring review of the Education Connection Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Ms. Lynette Celli-Rigdon, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

If you are a grantee serving preschool age children in the center-based option, a sample of your preschool classrooms will be observed using the Classroom Assessment Scoring System (CLASS). This classroom observation instrument looks at the teacher/child interactions, as well as interactions between children. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

During your review, the team used a sampling methodology that included a random selection of child files, staff files, and class, center, and group observations. If your report includes findings related to evidence that involved sampling, the finding narratives in your report include specific percentages from each sample that were determined by dividing the number of issues found by the total sample size. This methodology, which uses statistically driven random samples, allows the OHS to use information collected through the representative samples to make generalizations regarding your program as a whole.

For example, if, during your review, the team examines a sample of 45 child files, the finding narrative will indicate the percentage of files that were identified with an issue. The percentage will be determined by dividing the number of child files with issues by 45. Likewise, when summarizing information from classroom observations, the total number of classrooms with issues will be divided by the total number observed to determine the percentage of the sample

with problems.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Ms. Louise Eldridge, Regional Program Manager
Ms. Cassandra Ginsberg, Policy Council Chairperson
Ms. Danuta Thibodeau, CEO/Executive Director
Ms. Kathi Bleacher, Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>Education Connection</i>
Program Type:	<i>Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Barbara Christmas</i>
Funded Enrollment HS:	<i>190</i>
Funded Enrollment EHS:	<i>30</i>



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Ms. Lynette Celli-Rigdon
Board Chairperson
Education Connection
355 Goshen Rd.
Litchfield, CT 06759

From: Responsible HHS Official
Ms. Ann Linehan
Acting Director, Office of Head Start

12/16/2013

Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from 11/17/2013 to 11/21/2013 of your Head Start program.

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	6.6364	Classroom Organization	6.4242	Instructional Support	3.1515

DIMENSIONS					
Positive Climate	6.77	Behavior Management	6.50	Concept Development	2.45
Negative Climate*	1.05	Productivity	6.59	Quality of Feedback	3.68
Teacher Sensitivity	7.00	Instructional Learning Formats	6.18	Language Modeling	3.32
Regard for Student Perspectives	5.82				

*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. Louise Eldridge, Regional Program Manager
Ms. Cassandra Ginsberg, Policy Council Chairperson
Ms. Danuta Thibodeau, CEO/Executive Director
Ms. Kathi Bleacher, Head Start Director

Readiness Data Report: 2015 -2016

Prenatal to 5

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	11.6	12	16
Winter	12.9	12	16
Spring	13.9	12	16

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	18.3	18	24
Winter	19.6	18	24
Spring	21	18	24

Goal 1

Children will meet or exceed their widely held expectations in controlling large muscles for movement, navigation and balance.

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	6.3	6	10
Winter	7.2	6	10
Spring	8.2	6	10

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	11.3	12	14
Winter	12.5	12	14
Spring	13.6	12	14

Goal 2

Children will meet or exceed their widely held expectations in demonstrating use of a variety of materials that promote eye-hand coordination and small muscle development.

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	8.8	16	22
Winter	10.2	16	22
Spring	11.3	16	22

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	25.5	31	32
Winter	29.1	31	32
Spring	31.6	31	32

Goal 3

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

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	5.1	5	10
Winter	6.2	5	10
Spring	7	5	10

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	10.7	10	14
Winter	11.8	10	14
Spring	12.8	10	14

Goal 4

Children will meet or exceed their widely held expectations in recognizing and regulating emotions, attention, impulses and behavior.

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	4.2	5	8
Winter	4.7	5	8
Spring	5.5	5	8

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	9.6	9	12
Winter	10.9	9	12
Spring	12.1	9	12

Goal 5

Children will meet or exceed their widely held expectations in showing interest in varied topics and activities, the desire to learn, creativeness, and independence in learning.

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	5.9	7	12
Winter	7	7	12
Spring	7.7	7	12

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	11.4	12	16
Winter	12.5	12	16
Spring	13.6	12	16

Goal 6

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

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	15.2	19	32
Winter	17.5	19	32
Spring	18.8	19	32

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	33.2	33	38
Winter	36.1	33	38
Spring	39.1	33	38

Goal 7

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

TSG	3 - 5	Not Yet	Beginning	Progressing	Increasing	Advancing
37	Fall			1	7	7
	Winter			1	6	9
	Spring				3	14
38	Fall			2	6	7
	Winter			2	4	10
	Spring			1	4	12

3 - 5

Goal 8

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.

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	3.5	5	14
Winter	3.5	5	14
Spring	4.2	5	14

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	14.9	15	24
Winter	17.4	15	24
Spring	20.4	15	24

Goal 9

Children will meet or exceed their widely held expectations in showing interest in books and their characteristics, and in the ability to understand and get meaning from stories and information from books and other texts.

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	.5	1	4
Winter	.6	1	4
Spring	1.1	1	4

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	5	4	10
Winter	6.3	4	10
Spring	8.2	4	10

Goal 10

Children will meet or exceed their widely held expectations in associating names and sounds with letters.

P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	.6	1	2
Winter	.5	1	2
Spring	.6	1	2

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	3.4	3	6
Winter	3.9	3	6
Spring	4.7	3	6

Goal 11

Children will meet or exceed their widely held expectations in recognizing the association between spoken and written words.

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	1.8	2	8
Winter	2.2	2	8
Spring	2.5	2	8

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	6.8	8	11
Winter	8.4	8	11
Spring	9.7	8	11

Goal 12

Children will meet or exceed their widely held expectations in using different forms of writing such as drawing, letter like forms, invented spelling and conventional words for communicating ideas.

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	3.1	5	12
Winter	4.3	5	12
Spring	5.1	5	12

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	12	15	18
Winter	14.1	15	18
Spring	16.1	15	18

Goal 13

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

TSG	P -3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
20b	Fall	1.6	2	4
	Winter	1.8	2	4
	Spring	2.0	2	4
21 a & b	Fall	3.9	5	8
	Winter	4.6	5	8
	Spring	4.8	5	8
23	Fall	1.0	2	4
	Winter	1.5	2	4
	Spring	1.7	2	4

Goal 14

Children will meet or exceed their widely held expectations in demonstrating recognition of patterns, sequencing, and critical thinking skills necessary to solve problems, predict and classify objects in a pattern.

TSG	3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
20b	Fall	3.9	5	6
	Winter	4.5	5	6
	Spring	5.2	5	6
21 a & b	Fall	9.3	10	12
	Winter	10.6	10	12
	Spring	11.6	10	12
23	Fall	4.6	5	6
	Winter	5.1	5	6
	Spring	5.9	5	6

Goal 14

Children will meet or exceed their widely held expectations in demonstrating recognition of patterns, sequencing, and critical thinking skills necessary to solve problems, predict and classify objects in a pattern.

P - 3	Current Avg. Score	Pre-K Readiness Expectation	End of Age Range Expectation
Fall	.9	1	4
Winter	1.4	1	4
Spring	1.5	1	4

3 - 5	Current Avg. Score	K-Readiness Expectation	End of Age Range Expectation
Fall	3.8	5	6
Winter	4.4	5	6
Spring	5.2	5	6

Goal 15

Children will meet or exceed their widely held expectations in demonstrating an understanding of attributes and relative properties of objects as related to size, capacity, and area.

P - 3		Current Avg. Score	End of Year Expectation
34	Fall	.8	2
	Winter	1	2
	Spring	1.0	2
35	Fall	.8	2
	Winter	1	2
	Spring	.9	2

3 - 5		Current Avg. Score	End of Year Expectation
34	Fall	1	2
	Winter	1.2	2
	Spring	1.8	2
35	Fall	1.1	2
	Winter	1.2	2
	Spring	1.8	2

Goal 16

Children will meet or exceed program expectations in demonstrating use of voice and instrument to create sounds and use of the body to move and express oneself.

P - 3		Current Avg. Score	End of Year Expectation
33	Fall	.8	2
	Winter	1.0	2
	Spring	.7	2
36	Fall	.8	2
	Winter	1.0	2
	Spring	.6	2

3 - 5		Current Avg. Score	End of Year Expectation
33	Fall	1.1	2
	Winter	1.2	2
	Spring	1.8	2
36	Fall	1.1	2
	Winter	1.2	2
	Spring	1.8	2

Goal 17

Children will meet or exceed program expectations in demonstrating use of a range of media and materials to create drawings, pictures, or other objects.

GOLD Readiness for Kindergarten Entry

			Fall			Spring		
	# Children	GOLD Readiness Benchmark	Average	% Children Emerging	% Children Accomplished	Average	% Children Emerging	% Children Accomplished
Social-Emotional	107	595	599.5	38.3	61.7	667.6	5.6	94.4
Physical	107	592	587.9	46.7	53.3	645.5	7.5	92.5
Language	107	588	603.9	37.4	62.6	674	8.4	91.6
Cognitive	107	603	607.6	43	57	690.1	8.4	91.6
Literacy	107	591	593.3	42.5	57.5	659.5	7.5	92.5
Mathematics	107	641	610.2	76.6	23.4	670.4	22.4	77.6

1 to 2 year olds Growth Summary

	# Children	# of Children Below Growth Range	% of Children Below Growth Range	# of Children Meeting or Above Growth Range	% of Children Meeting or Above Growth Range
Social-Emotional	7	0	0%	7	100%
Physical	7	0	0%	7	100%
Language	7	1	14%	6	86%
Cognitive	7	0	0%	7	100%
Literacy	7	0	0%	7	100%
Mathematics	7	2	29%	5	71%

2 to 3 year olds Growth Summary

	# Children	# of Children Below Growth Range	% of Children Below Growth Range	# of Children Meeting or Above Growth Range	% of Children Meeting or Above Growth Range
Social-Emotional	8	0	0%	8	100%
Physical	8	0	0%	8	100%
Language	8	1	13%	7	87%
Cognitive	8	1	13%	7	87%
Literacy	8	2	25%	6	75%
Mathematics	8	1	13%	7	87%

Pre- K 3 year olds Growth Summary

	# Children	# of Children Below Growth Range	% of Children Below Growth Range	# of Children Meeting or Above Growth Range	% of Children Meeting or Above Growth Range
Social-Emotional	84	15	18%	69	82%
Physical	84	7	8%	77	92%
Language	84	10	12%	74	88%
Cognitive	82	17	21%	65	79%
Literacy	82	11	13%	71	87%
Mathematics	83	13	16%	70	84%

Pre-K 4 year olds Growth Summary

	# Children	# of Children Below Growth Range	% of Children Below Growth Range	# of Children Meeting or Above Growth Range	% of Children Meeting or Above Growth Range
Social-Emotional	107	17	16%	90	84%
Physical	107	8	7%	99	93%
Language	107	18	17%	89	83%
Cognitive	107	16	15%	91	85%
Literacy	106	14	13%	92	87%
Mathematics	107	19	18%	88	82%