



EARLY HEAD START ANNUAL REPORT

*Serving low-income families in Middletown, Cromwell,
Portland, Old Saybrook, Clinton & Westbrook*

**ACES MIDDLESEX COUNTY EARLY HEAD START PARTNERSHIP
425 HUNTING HILL AVENUE
MIDDLETOWN, CT 06457**



aces
area cooperative educational services

**2011-2012
FUNDING YEAR**

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FROM THE EARLY HEAD START DIRECTOR...



During the 2011-2012 funding year, the ACES Middlesex County Early Head Start Partnership maintained full enrollment and exceeded the 10% mandate for enrolling children with disabilities (Part C eligible).

Our community classroom site in Middletown transitioned from MacDonough School to the Adult Education Family Learning site on Main Street. Minor renovations in this new location allowed the program to increase the number of toddlers served in the combination option. This partnership with Middletown Adult Education also expanded opportunities for literacy programming.

The program welcomed Ava Hart, LCSW, as the new manager of the Family Development Program at Middlesex Hospital in spring 2012.

I am pleased to report that we passed our program review follow-up visit in November 2011. All areas of non-compliance identified during the Administration for Children and Families (ACF) on-site monitoring review in February 2011 were corrected to the satisfaction of the follow-up review team. I thank the staff, parents, Policy Council members and ACES Governing Board liaison for their hard work and continuous commitment to quality. Each day, we work together toward the goal of excellence in service to our families and community.

I hope you enjoy our 2011-2012 Early Head Start (EHS) Annual Report.

Respectfully,

A handwritten signature in black ink that reads "Alice F. Torres". The signature is written in a cursive, flowing style.

Dr. Alice F. Torres, Ed.D, MSW
Director, Early Head Start

EXPENDITURES

The EHS budget is separated into 3 categories:

1. **OPERATIONS**, which are costs related to the day-to-day management of the program, including staff salaries and costs to support services to families
2. **TRAINING & TECHNICAL ASSISTANCE**, which are costs related to the training of EHS staff
3. **NON-FEDERAL SHARE**, which are in-kind donations or services received from third parties or contributed by the agency during the program period

This report reflects funded enrollment, funding sources and activities for ACES Middlesex County Early Head Start Partnership for the fiscal year September 30, 2011 through September 29, 2012 in accordance with Head Start Act 644(a)(2). In July of 2012, the Office of Head Start awarded ACES additional funds and extended the budget period through December 31, 2012.

Total Federal Share: \$1,062,899

Total Non-Federal Share (In-Kind Contributions): \$265,738

The Early Head Start program was reviewed as part of the ACES yearly audit by Buckley, Frame, Boudreau & Co. There were no finding specific to the EHS program. Audit report issued December 13, 2012.

EXPENDITURES 9/30/11-12/31/12	ORIGINAL BUDGET 9/30/11-9/29/12	SUPPLEMENTAL 9/30/12-12/31/12	TOTAL EXPENDITURES	BALANCE 12/31/12
OPERATIONS				
Personnel	210,272	57,355	267,627	-
Fringe Benefits	69,592	10,887	80,479	-
Travel	2,000	500	2,500	-
Equipment	-	-	-	-
Supplies	14,000	2,384	16,384	-
Contractual	452,256	109,393	561,649	-
Other	19,000	14,307	33,307	-
Total Direct Costs	767,120	194,826	961,946	-
Indirect Costs	57,708	17,320	75,028	-
OPERATIONS TOTAL	824,828	212,146	1,036,974	-
TRAINING/TA				
Personnel	-	-	-	-
Fringe Benefits	-	-	-	-
Travel	6,000	-	6,000	-
Equipment	-	-	-	-
Supplies	1,190	273	1,463	-
Contractual	12,000	3,097	15,097	-
Other	-	1,500	1,500	-
Total Direct Costs	19,190	4,870	24,060	-
Indirect Costs	1,432	433	1,865	-
TRAINING/TA TOTAL	20,622	5,303	25,925	-
GRAND FEDERAL TOTAL	845,450	217,449	1,062,899	-

NON-FEDERAL SHARE (25% x 1,062,899 = 265,725)

SOURCE	TYPE	AMOUNT
Area Cooperative Educational Services (ACES)	Office space-205 Skiff St., Hamden, CT	80,416
	Staff	63,291
	Copying/postage	1,218
Middletown Board of Education	Donated program space - 425 Hunting Hill Ave., Middletown, CT	47,108
Middlesex Hospital	Donated program space-28 Crescent St., Mdtwn, CT	53,906
Middletown Adult Education	Even Start - allocated program costs	8,925
Monica Belyea	Nutrition consultation	810
Shay Cantner	Child assessment development/school readiness	5,440
Capluck	Online child/family data management support (CAP 60)	2,000
Luis Rivera, Program Coordinator Injury Free Coalition for Kids of Hartford Connecticut Children's Medical Center Injury Prevention Center	Home Safety presentation/materials	1,000
VOLUNTEERS		
Parent/Community Meetings	Participation in EHS parent and community meetings, including Policy Council – 231 total volunteer hours from parents and community representatives	5,561
Middletown Public School Staff	School Readiness Coordinator (\$450/day x 20 days)	9,000
TOTAL:		278,675

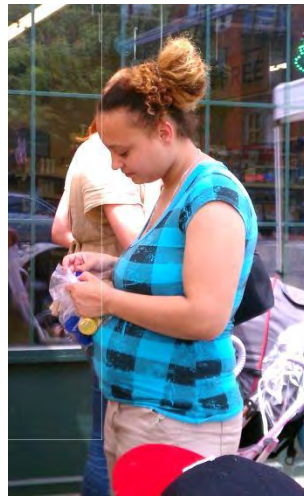
Total non-federal share exceeded required amount during grant funding period.

WHO WE SERVED

All demographic data based upon data collected through the CAP60 data management system unless otherwise noted.

PROGRAM OPTIONS:

- 2 approved program options for families:
 - Home Visiting – 50 slots
 - Combination Program – 15 slots (for toddlers 24 months and older)
- 5 additional slots for expectant mothers



SERVICE NUMBERS:

158 total children served

111 total families served

15 expectant mothers served

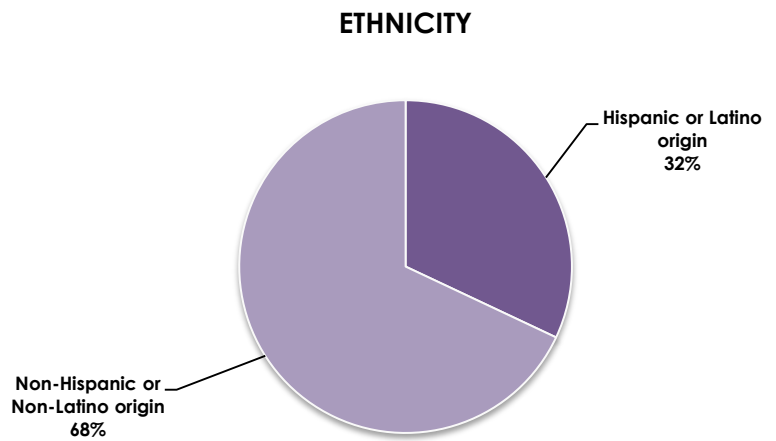
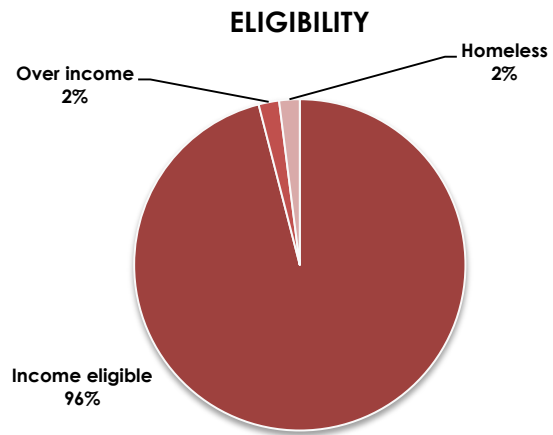
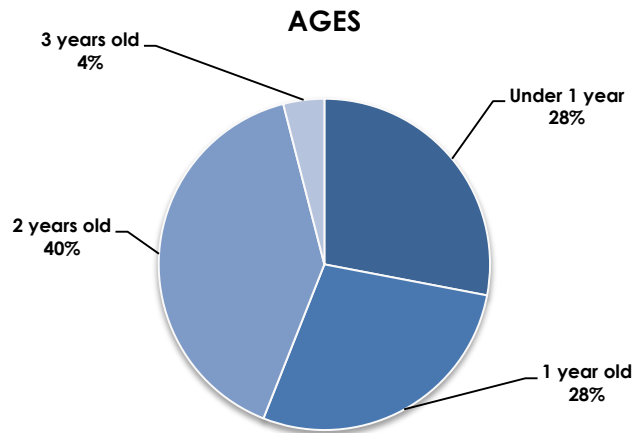
AVERAGE MONTHLY ENROLLMENT: 100%



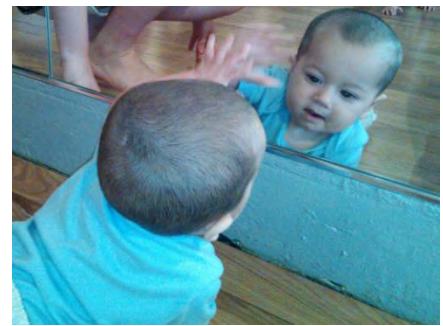
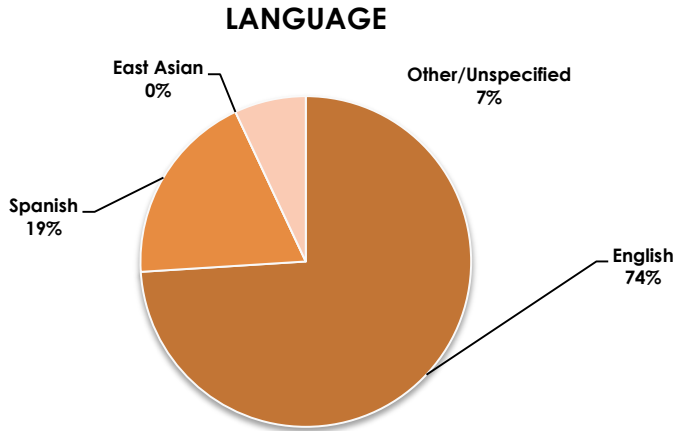
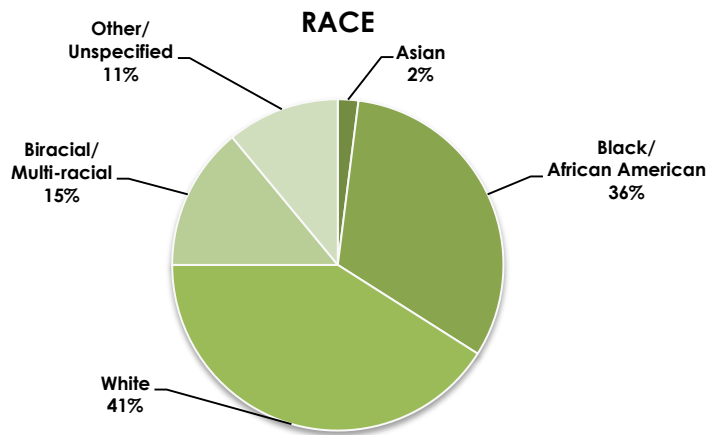
Percentage of eligible children served: 54%*

**Based on U.S. Census Bureau population estimates of persons under 5 years living in homes where income is beneath poverty level in Middletown, CT (the town of largest population in the catchment area)*

DEMOGRAPHICS



DEMOGRAPHICS



CHILD HEALTH OUTCOMES

EHS is not interested only in the children enrolled in the program, but in the entire family. We ensure that families have quality information on good health habits and offer workshops and in-service training. Our staff assists families in obtaining the most up to date physicals and vaccinations, and link families to dental services in the community.



95%
of enrolled children
received
medical exams*

47%
of enrolled children
received
dental exams*

***Based on Early Head Start 2012
Program Information Report
covering the period of
September 1, 2011-August 31,
2012*

HEALTH SERVICES ADVISORY COMMITTEE

EHS works closely with health agencies throughout the community to help each family gain access to ongoing medical services.

The HSAC is an advisory and advocacy body critical in meeting the health needs of Early Head Start children. It provides input to develop the EHS health services plan and evaluates how policies comply with Early Head Start Early Childhood Development and Health Services Program Performance Standards, and accepted public health practices.

In the 2011-2012 year, the HSAC consisted of representatives from Middlesex Hospital, the Opportunity Knocks Collaborative, Community Renewal Team (CRT) and Policy Council, as well as EHS staff.

Meeting topics included:

- Nutrition planning for home visitors
- Menu/meal planning for combination program sites
- Health and developmental screening reviews
- Health and safety policy development/implementation

CASE CONFERCING

- All new families have a case conference within 90 days of first home visit.
- Subsequent case conferences are conducted on all families on a semiannual basis (every 6 months).
- The EHS Mental Health Professional may present a family in crisis at any time.
- Case conferences are attended by the EHS Mental Health Professional, EHS Partnership Manager, a mental health consultant, home visitors, EHS Managers and community classroom staff.



PREPARING CHILDREN FOR KINDERGARTEN

ACES Middlesex County Early Head Start Partnership developed six School Readiness Goals to align with the five essential developmental domains established by the Head Start Child Development and Early Learning Framework (HSCDELF):

1. Social and Emotional Development
2. Language Development and Literacy
3. Approaches Toward Learning
4. Cognition and General Knowledge
5. Physical Well-Being and Motor Development

OUR SCHOOL READINESS GOALS ARE:

- 1. Our infants and toddlers will develop the ability to express and manage emotions in appropriate ways.**
- 2. Our infants and toddlers will develop a sense of confidence and competence.**
- 3. Our infants and toddlers will communicate through gestures, sounds, and words.**
- 4. Our infants and toddlers will be good communicators and eager to listen to stories.**
- 5. Our infants and toddlers will make associations and develop complex ways of figuring out how the world works.**
- 6. Our infants and toddlers will master self-expression through movement.**

These goals were identified and developed for the 2012 program year as a result of (a) reviewing 2011 child assessment data (b) discussions with families and home visiting staff (c) reviewing available preschool expectations set by local programs and state curriculum frameworks and (d) reviewing Zero to Three School Readiness documents and Head Start National Resource Center information.

Observation data was collected by both home visitors (home based option) and classroom staff (combination program option) according to 22 objectives in the Teaching Strategies GOLD Assessment Tool (TS GOLD) for infants and toddlers that align with our School Readiness Goals. This is our first year using TS Gold across our program in the context of our home visiting option. Classroom and home visitor caseload data for the 22 objectives (subset) was reviewed at three checkpoints for the program year (October 1, 2011 – September 30, 2012). Our checkpoints for this report were February 15, 2012, June 15th, 2012, and October 15, 2012. The check point data for the supplemental funding period (October 1, 2012 through December 30, 2012) is not included in this report as our winter checkpoint occurs in February. It will be included in the 2013 Annual Report for the funding period ending December 2013.

The graphs below report on the point –in- time developmental picture of a sample of infants and toddlers by each of our 10 School Readiness indicators. These indicators were chosen to capture child progress on essential developmental skills during the B-3 period and to identify how children are doing on the 22 objectives that guide our interventions. Sample characteristics include enrollment of more than 45 days and consistent attendance over two of the three checkpoints. Children are reported in 3 age cohorts based on their age at the last checkpoint enrolled (Birth – 1; 1.1 -2; 2.1-3).

SOCIAL & EMOTIONAL DEVELOPMENT

SCHOOL READINESS GOAL #1

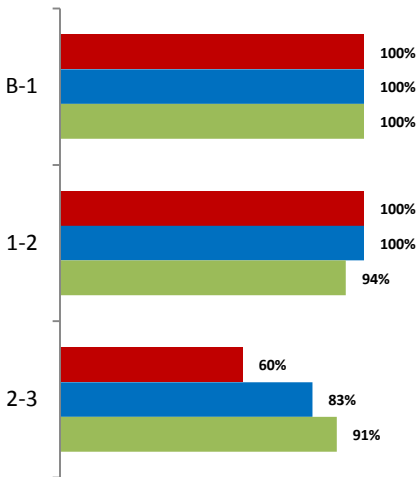
Our infants and toddlers will develop the ability to express and manage emotions in appropriate ways.

INDICATORS:

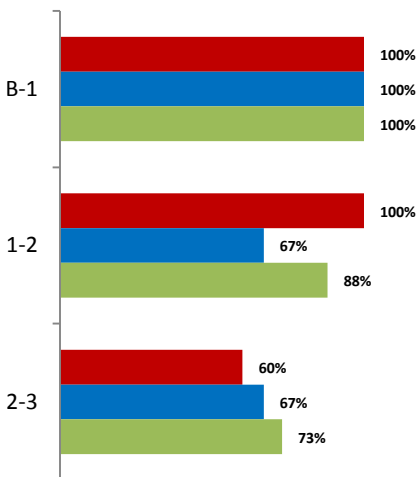
% = PERCENT OF CHILDREN MEETING/EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)

MANAGES FEELINGS



FORMS RELATIONSHIPS WITH ADULTS



APPROACHES TOWARD LEARNING

SCHOOL READINESS GOAL #2

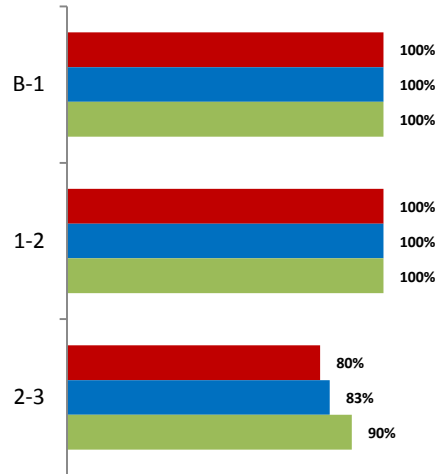
Our infants and toddlers will develop a sense of confidence and competence.

INDICATOR:

% = PERCENT OF CHILDREN MEETING/EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)

FOLLOWS LIMITS & EXPECTATIONS



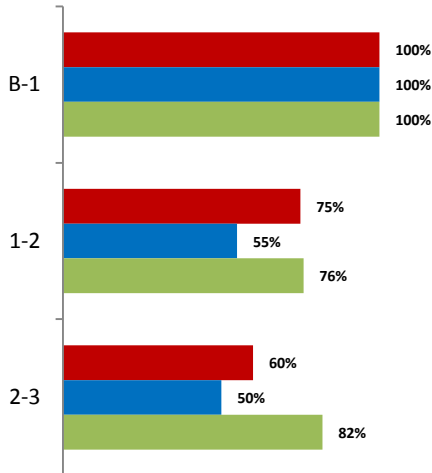
LANGUAGE & LITERACY DEVELOPMENT

SCHOOL READINESS GOAL #3

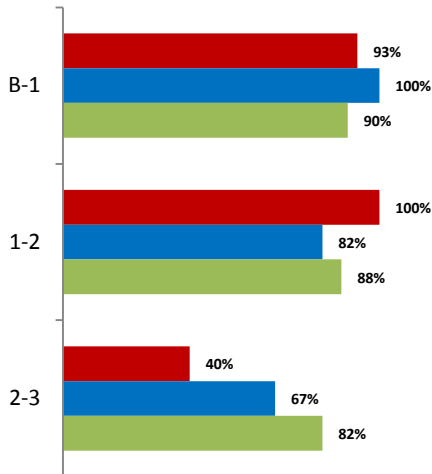
Our infants and toddlers will communicate through gestures, sounds, and words.

INDICATORS:

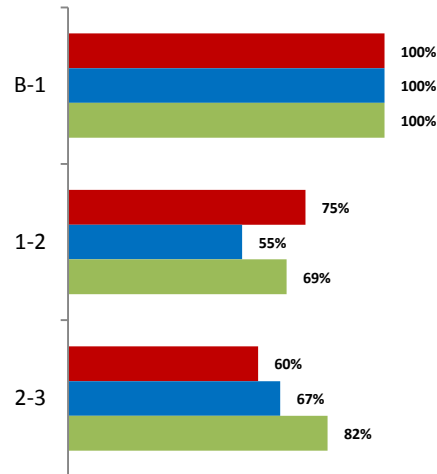
USES AN EXPANDING EXPRESSIVE VOCABULARY



ENGAGES IN CONVERSATION



SPEAKS CLEARLY



% = PERCENT OF CHILDREN MEETING/ EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)

LANGUAGE & LITERACY DEVELOPMENT

SCHOOL READINESS GOAL #4

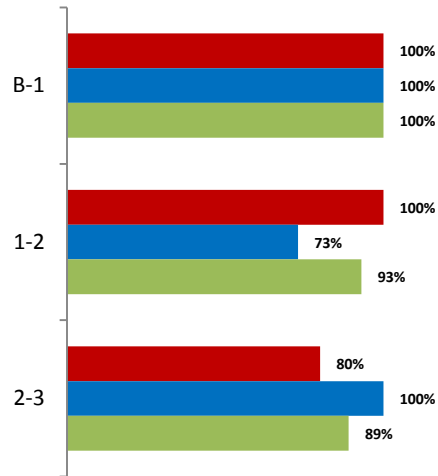
Our infants and toddlers will be good communicators and eager to listen to stories.

INDICATOR:

% = PERCENT OF CHILDREN MEETING/ EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)

USES & APPRECIATES BOOKS



COGNITION & GENERAL KNOWLEDGE

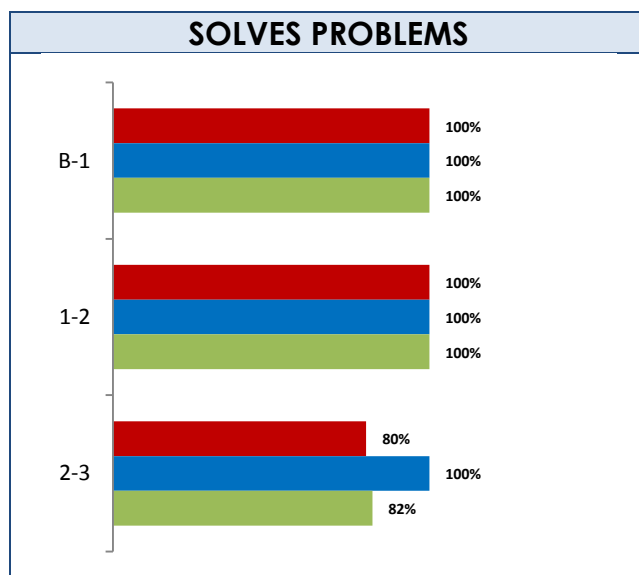
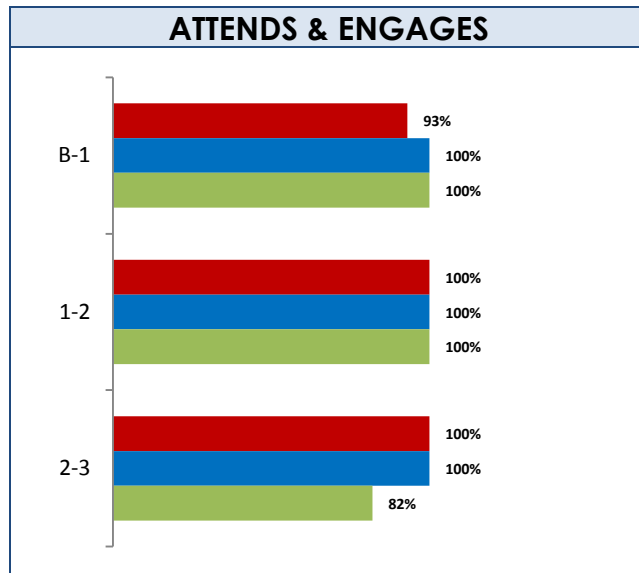
SCHOOL READINESS GOAL #5

Our infants and toddlers will make associations and develop complex ways of figuring out how the world works.

INDICATORS:

% = PERCENT OF CHILDREN MEETING/ EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)



PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

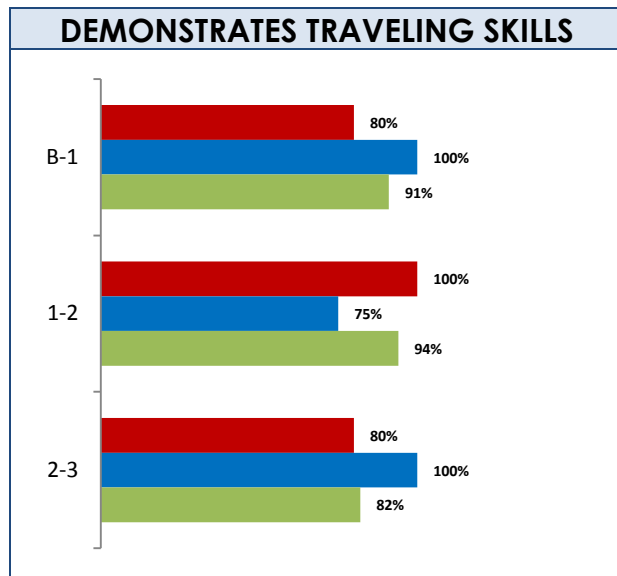
SCHOOL READINESS GOAL #6

Our infants and toddlers will master self-expression through movement.

INDICATOR:

% = PERCENT OF CHILDREN MEETING/ EXCEEDING AGE EXPECTATIONS

- WINTER 2011/2012 (OCT 2011-FEB 2012)
- SPRING 2011/2012 (MAR 2012-JUNE 2012)
- FALL 2012/2013 (JULY 2012-SEPT 2012)



There were several developmental trends that emerged during the 2012 program year which resulted in developing new program approaches to increase language and literacy and motor skills. Indicator data related to attending and engaging, solving problems, good communication, engaging in conversation, expressive vocabulary, and speaking clearly suggested a need for new program strategies. Taking initiative staff developed language and motor rich parent and child opportunities out of the home to encourage intentional language use, conversation, use of books, and exploration of the local environment. **Walking Wednesdays** and **Fun Fridays** became a summer experience connected to the community classroom in Middletown! Families participated in classroom activities and then strollers took to the streets to explore local venues for young children as well as community services. The Walking Wednesday locations included Vinnie's Jump and Jive, and Kids City. In addition an Infant massage class was held, as was a baby yoga class.

In addition, the data suggests that infants under 12 months are overall meeting widely held expectations. Closer investigation reveals that the Teaching Strategies GOLD tool may not provide the qualitative differentiation needed at this young age.

PARENT INVOLVEMENT ACTIVITIES

- Policy Council members were elected from Early Head Start parents, as well as ACES Governing Board and community representatives
- Policy Council approved hiring, approved grant proposals, and met monthly
- Policy Council volunteer committees were formed and met in the areas of: Family Literacy; Community Assessment; Personnel; Community Classrooms; and Self-Assessment

PARENT COMMITTEE ALLIANCE

Parent Committee meetings were held monthly for both Middletown and shoreline families

- Middletown, CT
 - Held 11 meetings at Russell Library
 - Cumulative attendance: 24 parents (includes 2 fathers)
- Old Saybrook, CT
 - Held 7 meetings at St. Paul's Evangelical Lutheran Church
 - Cumulative attendance: 9 parents
- Portland, CT
 - Held 3 meetings at Portland Library
 - Cumulative attendance: 3 parents

- Head Start Orientation and Governance training was provided to all interested parents and community members
- Parent Education topics offered included: Home and Car Safety, CPR, Raising Readers, Oral Reading Strategies for Infants and Toddlers, Language Development, Child Development, Large and Small Muscle Development in Young Children, Oral Health, Recipes for Young Children, Music and Movement, and Therapeutic Movement
- Toothbrushes, floss and toothpaste were given to families as part of the Cavity-Free Kids Curriculum in oral health
- The 1st Annual Family Fun Day was held August 6, 2012 - families engaged in games and movement activities, as well as health and safety presentations
- Families took part in Walking Wednesdays and Fun Fridays, a family literacy opportunity that introduced the "Let's Talk" Curriculum - 5 sessions July 11 through August 8, 2012 at Even Start Adult Education
- Itsy Bitsy Yoga for Shoreline families with Dale Saul, Mental Health Consultant on December 18, 2012



PARENT INVOLVEMENT ACTIVITIES

SOCIALIZATION EXPERIENCES:

Socialization playgroups were held monthly at the Russell Library in Middletown for Middletown families, and at St. Paul's Lutheran Church in Old Saybrook for shoreline area families

A new socialization playgroup site was established in June 2012 at Portland Library in Portland, CT to further support shoreline area families

- Middletown, CT
 - Held 16 playgroups at Russell Library
 - 35 enrolled infants and toddlers participated
 - 5 fathers
 - 23 families
- Old Saybrook, CT
 - Held 13 playgroups at St. Paul's Evangelical Lutheran Church
 - 18 infants and toddlers participated
 - 3 fathers
 - 14 families
- Portland, CT*
 - Held 7 playgroups at the Portland Library
 - 17 infants and toddlers participated
 - 3 fathers
 - 16 families

**There was a 30% overlap of children between the Middletown and Portland sites*



COMMUNITY PARTNERSHIPS

COMBINATION PROGRAM OPTION

Community Classrooms at Middletown Adult Education Even Start and The Sherwood School

- Licensed and NAEYC Accredited classroom experience
- Highly credentialed infant/toddler classroom teachers BA/BS – 2 hold an advanced degree
- Follows all relevant Head Start regulations and performance standards
- Provided approximately 390 hours of classroom experience for 33 toddlers

COMBINATION PROGRAM OPTION SITES

Family Learning/Even Start

398 Main Street
Middletown, CT 06457
(860) 343-6050

Sherwood School

41 Sherwood Terrace
Old Saybrook, CT 06475
(860) 388-3717

COMMUNITY PARTNERS

Cromwell Youth Services Bureau
CT Birth to Three
CT Dental Health Partnership
CT Dept. of Children and Families
Henry Carter Hull Library
Injury Free Kids
LEARN Young Children and Families
Middlesex Central CT Chapter of the
American Red Cross
Middlesex Hospital Family Advocacy
Program
Middletown Adult Education
Middletown Public Schools

Middletown School Readiness Council
Opportunity Knocks Collaborative
Russell Library
Shoreline Soup Kitchens and Pantries
St. Paul Evangelical Lutheran Church
St. Vincent de Paul Soup Kitchen
The Community Renewal Team
The Sherwood School
The South Congregational Church, U.C.C.
Wesleyan University Center for Community
Partnerships
Women, Infants & Children (WIC)

