TRANSITIONING CHILDREN INTO KINDERGARTEN

The program collects child outcome data through Desired Results Developmental Profile (DRDP) three times per year and results from these outcome measures are shared with teachers and parents. Since the ECLC Head Start program typically turns over close to 60% of the children as a result of Kindergarten transitions, the fall scores are used as a baseline plan quantitative improvement for progress in all domains.

The Head Start Program benefits from being a part of the public-school system by enhancing the program's transition process. The program works with the families and the school district to create a smooth and successful transition as the children move into their formal educational journey. The children's health and education records are forwarded to their respective school. On June 8, 2022, the end of 2021-2022 school year, 104 children transitioned to kindergarten. The staff had discussions with the parents on the final home visit (Zoom), required by Head Start administration. In addition, the Head Staff teachers provided kindergarten teachers information both academically and behaviorally on children entering into Kindergarten. Below are additional activities the program and the EHPS does to assist the children and families to transition out of the Head Staff program:

	K
	د
	P
	O
	<u>аз</u> т
CONTRACTOR AND A DESCRIPTION OF A DESCRIPT	part of the part o
	0
	d
	e
	C C
EV Source and a construction of the second	CONTRACTOR OF THE
	1000
	808
	100
	.65
ALCON	100
	100
	and the second
	1040
	TH
	H N
	ad
	Line or musical difference

East Hartford Public Schools Board Meeting minutes and policies are available on the school website for public viewing. www.easthartford.org

191 Main Street East Hartford, Connecticut 860– 622-5440 phone 860-622-5459 fax Principal/Director: Renee Byers



East Hartford Public School's Head Start Program at Hockanum School is one of the three grantees in the Hartford County; the program is an entity in East Hartford Public Schools and is located at the Hockanum Early Learning Center (ECLC) at 191 Main Street in East Hartford, Connecticut. East Hartford Public School's Head Start Program at Hockanum School is a federal and state funded program that serves low-income families with children 3 and 4 years old. The grants are awarded by Regional Offices within the Department of Health and Human Services and the Office of Early Childhood, State of Connecticut. The program provides high quality preschool services for children and families, through a shared service arrangement with School Readiness, Special Education and Smart Start. The Head Start program benefits from being a part of the East Hartford Public Schools.

The relationship strengthens the program's ability to meet the needs of the children and families and to deliver quality early childhood education while providing a comprehensive service delivery

Total Estimated Awards	\$ 2,057,562						
Federal Head Start Award for 2023	\$ 1,809,450						
State Head Start Award for 2023	\$ 248,112						
he East Hartford Public School lead Start Program received an dditional total \$49,683 for Cost of							

Head Start Program received an additional total \$49,683 for Cost of Living Assistance (COLA) and Quality Improvement (QI) for the operation of the program for 2021-2022. Also, an additional, \$193,833 one-time supplemental American Rescue Plan funds in response to the coronavirus disease 2019 (COVID-19) through the Administration of Children and Families . Spending outline will feature in next years annual report.

2022 Annual Report Head Start



FINANCIAL SUMMARY 2021-2022 BUDGET

The federal funding level for 2021 was \$1,759,767. This budget includes the regular operating grant and the allowance for training and technical assistance funds. Head Start programs are required to provide at least a 20% match of their total funding in order to spend federal dollars. East Harford Head Start meets this requirement through the East Hartford Board of Education Public Schools. The required non-federal share for the operating period was \$439,942 (20%). See below: 2021-2022 budget broken down into the following components:

Ś

Ś

Ś

\$

\$

Total Federal Head Start Award 21-22

Expenditures Categories

Personnel and Taxes Fringe Benefits

> Operational Spending

Training and Technical Assistance Award



Annual Report Issued ~ August 2022

East Hartford Public Schools

August 2022

The Head Start program benefits from being a part of the East Hartford Public Schools. The relationship strengthens the program's ability to meet the needs of the children and families and to deliver quality early childhood education while providing a comprehensive service delivery model. In the 2022 school year, the program funded 162 children. The program is governed under the same residential requirement as the public school. All children enrolled in the program must be residents of East Hartford. The Head Start program operates 15 classrooms with 18 children in each with mixed funding of Head Start, School Readiness and Smart Start. All classrooms are open for 6 hours per day. There are 34 full-time staff and 5 part-time staff that support program goals and objectives.

ding in order								
iding in order t Harford ement	T	otal State Head Start Award 21-22	\$	2	243,195			
oard of he required perating		Expenditures Categories		Program Operation				
See below: down into the	Personnel and Taxes			238,436				
	Fri	nge Benefits	\$		4,759			
		Total Cost of Living &		Ś	49,683			
1,759,767		Ouality Improvement Non-federal match		\$	12,436			
Program Operation		Additional Federal F	Funds Received					
1,443,587		American Rescue Plan Funds in response to the Coronavirus	\$		193,833			
263,837		FINANCIAL AUDIT AND REVIEW						
33,040		The last annual agency financial audit w conducted by Clifton Larson Allen LLC in						
19,303		January 2022 with no findings of non compliances. Report is also posted on town website.						



CHILDREN AND FAMILIES SERVED IN 2021-2022

FAMILIES

NUMBER OF FAMILIES(170) One parent

Families	103	61%
Two-parent Families	67	39%

SNAP (FOOD) 95

61%

	105	0190	children enrolled 30% (54) returned					
Two-parent	67	39%	children enrolled for less than 45 da					
Families			dropped from the program and did	not retur	n. The ope			
The Head Start			were filled with a child from the pro	ogram's w	aitlist.			
served 170 fami 2022 school yea			L					
parent families a			ENROLLMENT BY INCO	ME STATU	JS (180)			
parent families.	18% c	of the	Below Poverty Level		116	65%		
families had less		5	Public Assistance		28	16%		
school educatio High school Dip			Foster		1	1%		
General Equival			Homeless		0	0%		
39% had an ass			Over-income		14	6%		
and 14% had a			Income Between 100-130%		21	12%		
degree. See cha								
Employment bro	Caruo	vv11.	CHILDREN WITH D	DISABILITY				
PARENT EM			# of Children with a Individual					
STATUS			Education Plan (IEP)	Z	29	16%		
Employed	109	64%						
Parent 61 36% Unemployed			EDUCATION					
						-		
PARENTS ED		ION	Devereux Early Childh		compant Dra			
ATTAINMENT Advance	(170)		Develeux cany Childri	iood Asse	ssment rie			
Advance			•	lonort		ranng		
	77	%	•	leport		Tuning		
Degree	22	%	R	?eport		laing		
	22 62	%	R Behavioral Concerns	Report				
Degree Associate			R	Report				
Degree Associate Degree			R Behavioral Concerns	Report				
Degree Associate Degree High School or GED Less than	62 56	% %	R Behavioral Concerns Attachment/Relationships Self-regulation	Report				
Degree Associate Degree High School or GED Less than High School	62 56 30	%	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative	Report				
Degree Associate Degree High School or GED Less than High School	62 56 30	% % %	R Behavioral Concerns Attachment/Relationships Self-regulation	Report				
Degree Associate Degree High School or GED Less than High School	62 56 30	% % % JG	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative		60% 80%			
Degree Associate Degree High School or GED Less than High School	62 56 30	% % %	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 20%	6 40%	60% 80%			
Degree Associate Degree High School or GED Less than High School	62 56 30 NTS RAININ	% % % VG 13%	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 20%		60% 80%			
Degree Associate Degree High School or GED Less than High School PARE IN JOB TI 20	62 56 30 ENTS RAINIP	% % % JG 13% HER	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 20%	6 40%	60% 80%			
Degree Associate Degree High School or GED Less than High School PARE IN JOB TH 20	62 56 30 ENTS RAINIP	% % % JG 13% HER	R Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 20% Need Typica	6 40%	60% 80% th	100%		
Degree Associate Degree High School or GED Less than High School PARE IN JOB TI 20	62 56 30 ENTS RAINIP	% % % JG 13% HER	Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 209 Need Typica	6 40%	60% 80% th Typical	100%		
Degree Associate Degree High School or GED Less than High School PARE IN JOB TH 20 FAMILIES R FEDERAL C ASSIST	62 56 30 NTS AININ ECEIV DR OT	% % % VG 13% HER	Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 209 Need Typica	6 40% al Streng Strength 2%	60% 80% th Typical 65%	100% Need 33%		
Degree Associate Degree High School or GED Less than High School FARE IN JOB TI 20 FAMILIES R FEDERAL C ASSI	62 56 30 NTS AINIP ECEIV DR OT ANCE 10 20	% √ √ 13% 13% 14%	Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 20% Need Typica Category S Total Protective factor	6 40% 1 ■ Streng Strength 2% 4%	60% 80% th Typical 65% 67%	100% Need 33% 29%		
Degree Associate Degree High School or GED Less than High School FARE IN JOB TH 20 FAMILIES R FEDERAL C ASSIST	62 56 30 INTS RAININ RECEIV DR OT ANCE	% % √ √ 13% 1NG 1NG 6%	Behavioral Concerns Attachment/Relationships Self-regulation Initiative Total Protective factor 0% 209 Need Typica	6 40% al Streng Strength 2%	60% 80% th Typical 65%	100%		

East Hartford Public (ENROLLE			N BY						
East Hartford Public S School is funded to se		GE (180	-							
provide services in th	e town of Ea	3-year-old	61	33						
67% were 4 years old children enrolled 30%			4-year-old	119	67					
children enrolled for		RACE & ETH	HNICITY	Y (18	0)					
dropped from the prowere filled with a chi	ogram and d	African American	61		34%					
		White	94		52%					
ENROLL	MENT BY INC	OME STAT	US (180)		Asian	6		2%		
Below Poverty Leve	2		116	65%	Multi-racial	13		3%		
Public Assistance			28	16%	Other	6		2%		
Foster			1	1%						
Homeless			0	0%	Hispanic	11		65%		
Over-income			14	6%		63		35%		
Income Between 10	00-130%		21	12%	LANGUAGE			HOME		
СН	ILDREN WITH	DISABILITY	,			REN (
					English		126	70%		
# of Children wit		d.	29	16%	Spanish		38	21%		
Education P					Middle Easter	n/	0	1%		
	EDUCAT	ION	EDUCATION							
			_		Other		6	3%		
Devereu	x Early Child	hood Ass	essment	Pre-rating	Other Total		6 180	3% 100%		
	x Early Child	lhood Ass Report	essment	Pre-rating	Total The Devereux Assessment" based on resi	k Early C (DECA) lient of d	180 Childh asses	100% lood ssment is en's it		
Behavioral Conc	ems		essment	Pre-rating	Total The Devereux	Early C (DECA) lient of c hers and	180 Childh asses childr d fam	100% sood sment is en's it ilies		
	ems		essment	Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng and planning	(Early C (DECA) lient of (hers and th-based system	180 Childh asses childr d fam d asse desig	100% sond ssment is en's it ilies essment gned to		
Behavioral Conc	ems ships		essment	Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng	c Early C (DECA) lient of c hers and th-basec system ience in	180 Childh asses childr d fam d asse desig child	100% sond ssment is en's it ilies essment gned to		
Behavioral Conc Attachment/Relation Self-regula	ems ships		essment	Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resili three and fou The DECA- co	Early C (DECA) lient of c hers and th-based system ience in ur years ontains a	Thildh asses childr d fam d asse desig child -old. all of t	100% isod ssment is en's it ilies essment gned to ren ages the		
Behavioral Conc Attachment/Relation Self-regula	ships ation ative		essment	Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resili three and fou The DECA- co strength-base	c Early C (DECA) lient of c hers and th-based system ience in ur years ontains a ed resilie	180 Childh asses childr d fam d asse desig child old. all of t	100% assment is en's it ilies essment gned to ren ages the tems and		
Behavioral Conc Attachment/Relation Self-regula	ships ation ative			Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resili three and fou The DECA- co	k Early C (DECA) lient of d hers and th-based system ience in ur years ontains a ed resilie on the E	180 childh asses childr d fam d asse desig child old. all of t ence it DECA	100% assment is en's it ilies essment gned to ren ages the tems and		
Behavioral Conc Attachment/Relation Self-regula	erns ships ation ative actor			Pre-rating	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses socia	k Early C (DECA) lient of d hers and th-based system ience in ur years ontains a ed resilie on the E P2), but al and er	180 Childh asses childr d fam d asse desig child old. all of t nce it DECA also motio	100% soment is en's it ilies essment gned to ren ages the tems and Preschoo nal		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective fo	sems ships ation ative actor 0% 20	Report	60% 8		Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses socia concerns, inc	k Early C (DECA) lient of (hers and th-based system ience in ur years ontains a ed resilie on the E p2), but il and er luding: a	180 Childh asses childr d fam d asse desig child old. all of t nce it DECA also motio	100% soment is en's it ilies essment gned to ren ages the tems and Preschoo nal ession,		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective fo	erns ships ation ative actor	Report	60% 8		Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses socia concerns, incl attention proble	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, e ems, and	hildh asses childr d fam d asse desig child old. all of t also notio aggre emotio	100% soment is en's it ilies essment gned to ren ages the tems and Preschoo nal ession, onal ndrawal/		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective fo	sems ships ation ative actor 0% 20	Report	60% 8 ngth	0% 100%	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses socia concerns, incl attention protection depression. A	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, e ems, and As show	hildh asses childr d fam d asse desig child old. all of t also motio aggre motio aggre motio	100% soment is en's it ilies essment gned to ren ages the tems and Preschoo nal ession, onal ndrawal/ he chart		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective fo	erns ships ation ative actor 0% 2 Need Typic	Report	60% 8	0% 100%	Total The Devereux Assessment" based on resi provides teac with a streng and planning promote resili three and fou The DECA- co strength-base scales found of Form (DECA- assesses socia concerns, incl attention profile depression. A to the left, sh	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a cd resilie on the E P2), but al and er luding: a blems, e ems, and As show iow the	180 hildh asses childr fam d fam d asse desig child old. all of t also motio aggre motio aggre motid d with n in t stud	100% sound soment is en's it ilies essment gned to ren ages the tems and Preschool nal ession, onal ndrawal/ he chart ents		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective f	serns ships ation ative actor 0% 2 Need Typic	Report	60% 8 ngth	0% 100%	Total The Devereux Assessment" based on resii provides teac with a streng and planning promote resili three and fou The DECA- co strength-base scales found of Form (DECA-l assesses socia concerns, incl attention proble depression. A to the left, sh enters the pro- strength in al	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, en ems, and As show low the ogram v I the cat	hildh asses childr d fam d asse desig child odd. also notio aggre motio aggre motio d with n in t stud vith v egori	100% sound soment is en's it ilies essment gned to ren ages the tems and Preschoor nal ession, onal ndrawal/ he chart ents ery little es. The		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective for Category	serns ships ation ative actor 0% 2 Need Typic	Report	60% 8 ngth Typica	0% 100%	Total The Devereux Assessment" based on resil provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA-l assesses socia concerns, incl attention proble depression. A to the left, sh enters the pro strength in all majority of th	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, et ems, and As show iow the ogram v I the cat e studer	hildh hildh asses childr dasse desig child cold. all of t also motio aggre dwith n in t stud vith v egori nt dis	100% sound soment is en's it ilies essment gned to ren ages the tems and Preschoor nal ession, onal ndrawal/ he chart ents ery little es. The splayed		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective for Category Total Protective	sems ships ation ative actor 0% 20 Need Typic	Report O% 40% cal Strength 2%	60% 8 ngth Typica 65%	0% 100% I Need 33%	Total The Devereux Assessment" based on resii provides teac with a streng and planning promote resili three and fou The DECA- co strength-base scales found of Form (DECA-l assesses socia concerns, incl attention proble depression. A to the left, sh enters the pro- strength in al	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, en ems, and As show iow the ogram v I the cat e studer oping ski	hildh asses childr d fam d asse desig child old. also notio aggre asso motio aggre d with n in t stud vith v egori nt diss ills in	100% source of the search of t		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective for Category Total Protective Initiative	sems ships ation ative actor 0% 2 Need Typic	Report	60% 8 ngth 7ypica 65% 67%	0% 100% I Need 33% 29%	Total The Devereux Assessment" (based on resil provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses social concerns, incl attention proble depression. A to the left, sh enters the pro- strength in all majority of th typical develor with an averal	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, e ems, and As show iow the ogram v l the cat e studen oping ski age of 70 nge acro	hildh hildh childr d fam d assee child old. all of t notio aggre emotio d with n in t stud vith v egori nt dis stud vith v stud vith s stud vith s stud s stud s stud s stud s	100% souther states and pred to ren ages the tems and Preschool nal ession, onal ndrawal/ he chart ents ery little es. The splayed all areas lling into areas		
Behavioral Conc Attachment/Relation Self-regula Initia Total Protective for Category Total Protective Initiative Self-regulati	sems ships ation ative actor 0% 2 Need Typic factor factor	Report 0% 40% cal Strength 2% 4% 0% 0%	60% 8 ngth 7ypica 65% 67% 81%	0% 100% I Need 33% 29% 19%	Total The Devereux Assessment" (based on resil provides teac with a streng and planning promote resil three and fou The DECA- co strength-base scales found of Form (DECA- assesses social concerns, incl attention proble depression. A to the left, sh enters the pro- strength in all majority of th typical develor	k Early C (DECA) lient of (hers and th-based system ience in ur years- ontains a ed resilie on the E P2), but al and er luding: a blems, e ems, and ks show iow the ogram v l the cat e studer oping ski age of 70 nge acro address	180 	100% souther states and pred to ren ages the tems and Preschool nal ession, onal ndrawal/ he chart ents ery little es. The splayed all areas lling into areas		

increase the children skill levels.

	MEDI		
In 2021 –2022 school year, all 180 enrolled children had health insurance and a medical	# of children with update annual physical examination		
home; 141 had continuous accessible dental care provided by a dentist. At the	# of Children with who are up to date on all immunizations		
end of the program year, 148 of 162 were up-to-date on a scheduled child well care, 162	# of Children who diagnosed with a chronic condition		
children were up-to-date on all immunizations appropriate	# of Children with who received treatment		
for their age, and 63 had a completed professional dental	# of Children with who mental health services		
exam. (Parents were reluctant in taking their children to the	<pre># of Children with are overweight or obese</pre>		
dentist during the pandemic).	# of Children with are		

underweight

ECLC Avera <mark>ge Daily Attend</mark> ance by Room 2021-2 <mark>022</mark> Funded Enrollment (268)											
Month	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun 22
Early Childhood Learning Center End of Enrollment	218	233	251	266	268	268	268	268	268	266	Last day
Head Start Enrollment	115	128	145	161	162	162	162	162	162	161	Last day of school
School Readiness & Smart Start Enrollment	103	105	106	105	106	106	106	106	106	105	Was June 8,
Head Start Attendance	96 %	86%	89 %	88%	83%	77%	88%	89 %	84%	84%	2022
School Readiness & Smart Start Attendance	99 %	90%	92%	89 %	89 %	86%	93%	91%	88%	90%	
Early Childhood Learning Center Average Daily Attendance	97%	88%	91%	89%	85%	82%	91%	90%	86%	87%	

As a requirement, the program must provide a monthly enrollment status to the Head Start Administration. If the program's attendance falls below the 85%, the program must analyze the causes of absenteeism to identify any systematic issues and causes. As part of ongoing oversight, the program uses this data to make necessary changes and corrections in a timely manner. Above is the 2021-2022 enrollment and attendance, the program met it funded enrollment over the course of the school year. Even though, the Head Start program fell below its' expected required attendance rate for 4 months, the year to date average was 87%. The program continues to face challenges during pandemic in maintaining both funded enrollment and attendance expectations.

MEDICAL

HEALTH AND NUTRITION

		_				
148	DENTAL		HEALTH INSURA			
				INCE		
162	# of children with continuous dental	160	# of children with health insurance	173		
	care by a dentist					
	# of Children with		MEDICAL HO	ME		
8	who received preventative care	97	<pre># of children with medical home</pre>	163		
8	# of Children with	F				
0	who diagnosed as	5	CHRONIC CONDI			
13	needing treatment # of Children with					
15	who received	2	Hearing Problems	4		
48	treatment		Vision Problems	3		
			Lead	2		
12						

ENROLLMENT AND ATTENDANCE

FAMILY ENGAGEMENT

The program makes deliberate efforts to support the families through our family engagement approach to become active partners in the success of the educational development of their children. We encourage volunteer activities throughout the year. Parents are encouraged and supported to become directly involved in decision-making of the program by becoming an active member of the Policy Council, Health-Family Services Advisory Committee and attend Parent Committee Meetings.