



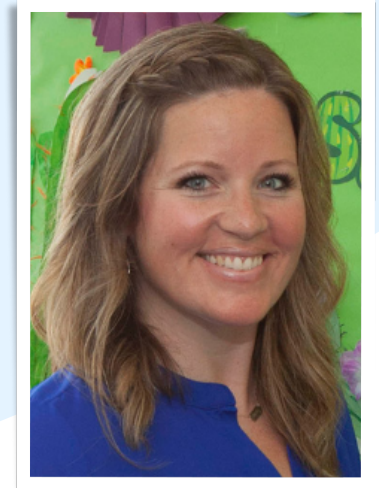
TEAM inc.

Strengthening Communities - Making A Difference

EARLY CHILDHOOD ANNUAL REPORT



2022-2023



WELCOME

Dear families, friends and partners,

2022-2023 has given us so many reasons to look through the lens of positivity! After many years of balancing program operations with the constraints of the pandemic, this program year allowed us to revisit past practices and sent a fresh breath of revitalization throughout our early childhood settings. Welcoming families back into spaces they hadn't been in over the past 3 years, convening staff together physically in meaningful ways and hosting community partners directly on site brought about excitement and joy to so many!

Regardless of any situation we've been faced with, the one that has never wavered is TEAM's commitment to the work of early childhood and our promise to the children and families that turn to TEAM each day. Our dedicated team of staff continue to provide meaningful learning opportunities in safe, high quality learning environments for children of all abilities. Families are strengthened through recognition of their own resilience and the work of family support. Health, nutrition and behavioral health supports bring about opportunities for improved long-term child and family well-being outcomes. Parent involvement in program governance and family engagement opportunities allow enrolled families to partner into and gain a deeper understanding not only of our early childhood operations, but also TEAM's mission, vision and values. We are extremely grateful to our incredible community partners that continue to collaborate with us and support our program, staff and families.

As you reflect on our programming over this past year via the Annual Report, please join me in looking through the lens of positivity!

With optimism and gratitude,

Jamie Peterson

Jamie Peterson
Lead Director of Early Childhood



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Being a part of Policy Council has changed my way of thinking about children's education. So much goes into the program! I am blessed to be a part of something amazing!
-Elena DiLorenzo, Policy Council Chairperson

PARENT POLICY COUNCIL

Elena DiLorenzo - Chairperson
Nathale Jamiolkowski
Yesenia Gonzalez
Sparkle Bland
Schnika Williams
Cha'hyra Nixon
Kayla Skinner
Shannon Bullard

PROGRAM LOCATIONS

Early Childhood Center - 80 Howard Ave, Ansonia
Margaret Egan Center - 35 Matthew St, Milford
Richard O. Belden Cultural Center - 54 Grove St, Shelton
Slocum School - 25 Rumford St, Waterbury

WHO WE SERVE

468

Children served overall

397 of those children were enrolled in Head Start & Early Head Start

71

Children served had diagnosed special needs

41 preschool children with an IEP; 30 infants/toddlers with an IFSP

89

Children with individual health care plans

Additional Statistics

468

of children that received medical exams

404

of children that had access to comprehensive dental care

111

of child referrals as a result of preventative health screenings

462

of children that had an on-going source of accessible health care

1168

of children who improved their nutrition via healthy meals and snacks
*includes CACFP homes

469

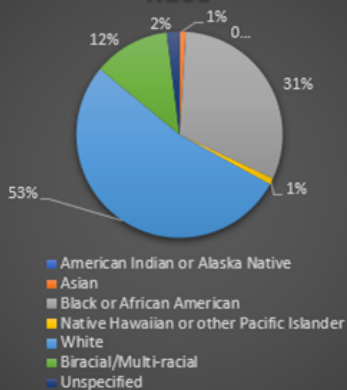
of children whose families received diapers via TEAM's Diaper Bank
143 of those children were enrolled in Head Start and Early Head Start

24

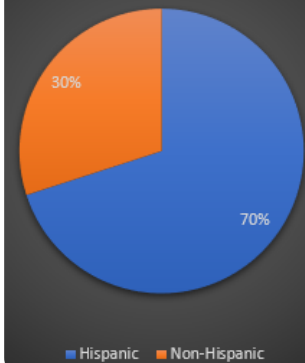
of families that experienced homelessness during the program year

TEAM was successful in reducing that number by 50% over the program year—12 of the 24 families obtained safe, stable, affordable housing!

Race



Ethnicity



SCHOOL READINESS



Birth to Five School Readiness Goals

Approaches to Learning

1. Children will develop emotional, behavioral, and cognitive self-regulation.
2. Children will show an interest in varied topics and activities, an eagerness to learn, creativity and independence within the classroom.

Social Emotional Development

3. Children will be able to express, recognize, and respond to emotions.
4. Children will develop secure attachments with their caregivers and positive peer relationships.
5. Children will exhibit prosocial and cooperative behavior.

Language and Literacy

6. Children will develop expressive language with increasing complexity. Dual language learners will initially develop in their home language, then in English.
7. Children will develop receptive language with increasing complexity. Dual language learners will initially develop in their home language, then in English.
8. Children will begin to understand and eventually use print as a meaningful and organized symbolic system of communication. Dual language learners will initially understand and use print in their home language, then in English.

Cognition

9. Children will begin to use math concepts during daily routines and experiences.
10. Children use all of their senses to investigate their environment and discover what objects do, how living things behave, and how things work.
11. Children will increase their critical thinking skills, be able to apply past knowledge, and become aware of their own thinking.

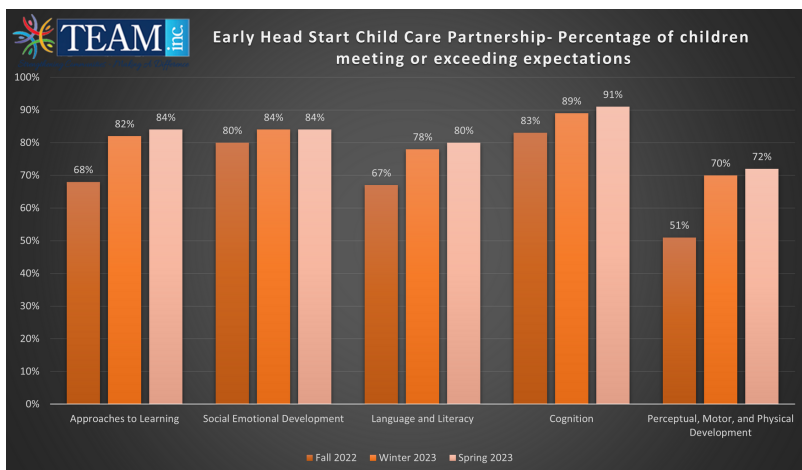
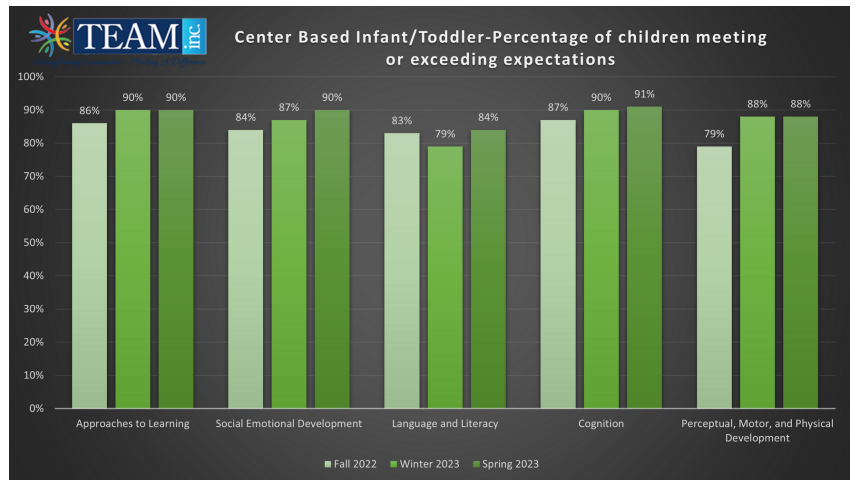
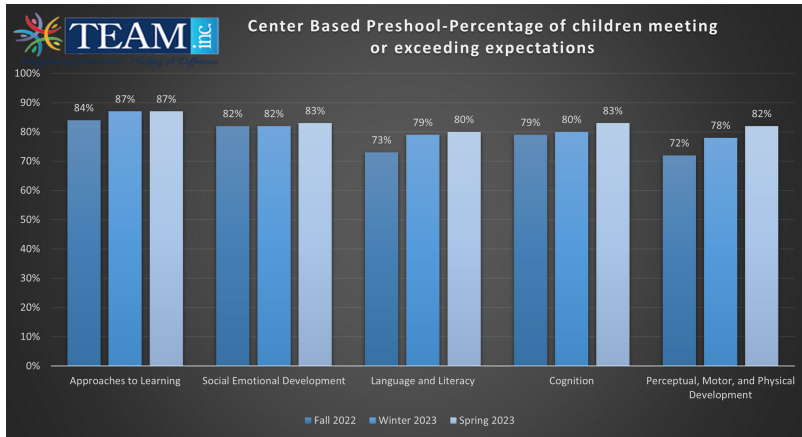
Perceptual, Motor, and Physical Development

12. Children will engage in self-care routines and exhibit healthy, safe, and nutritious habits.
13. Children will develop large gross motor and overall coordination skills.
14. Children will develop fine motor skills and overall hand eye coordination.

Developed from the five essential domains in the Head Start Early Learning Outcomes Framework (HSELOF) and the Connecticut Early Learning & Development Standards (CT ELDS), TEAM's School Readiness Goals focus on a growth trajectory in support of children ages birth to five. TEAM's early childhood program provides a flexible, developmentally appropriate curriculum that allows teachers to plan learning opportunities based on the individual strengths, needs, interests and social-emotional competencies of each child. Ongoing observations and assessments provide child specific data that is used to set individualized goals for each child as well as provide the program with an overall understanding of child progress, needed classroom supports and staff professional development.

SCHOOL READINESS

TEAM Early Childhood 2022-2023 School Readiness Goal Data



STORIES FROM THE HEART OF HEAD START



Kayla and her son, Lance, came to TEAM in March of 2020 at the onset of the pandemic to take part in TEAM's pandemic childcare for hospital staff program, Project 26. At the time, Kayla knew her son would be with TEAM for care for approximately 3 months as the program would end in June. Little did Kayla know that her time with TEAM's early childhood program was just beginning.

Lance had such success in TEAM's toddler classroom during Project 26, that Kayla inquired about enrolling him into the full day/full year Early Head Start option. Upon enrollment, Kayla was connected to a Family Support Specialist that would assist Kayla to set personal goals and work towards increased self-sufficiency as she shared that she had ongoing medical issues, a change in employment, had recently become a single mom and had little to no support system to lean on.

Kayla bravely embraced every aspect of TEAM's Head Start program, as she participated in and completed the Circle of Security parenting curriculum cohort, enrolled in TEAM's GAIN (Gaining Access to Independence Now) job training certification program, as well as became an active member of the Head Start Parent Policy Council; actively participating in monthly program governance meetings and presenting to reviewers on TEAM's behalf during a federal monitoring review. During her son Lance's enrollment, he suffered a traumatic and unfortunate accident outside of the program. Upon his return to the program, Kayla partnered with TEAM staff to ensure her son was surrounded with a team of professionals, including the local Board of Education and staff from Yale that would assist Lance in his recovery. This ultimately led to Lance receiving a formalized 504 plan that supported him throughout preschool and will follow him into the public school.

Throughout Kayla's active participation in the program, it became evident that her housing was unstable and ultimately not a safe environment for her or Lance. Through the Head Start of Housing initiative, a partnership with the Office of Early Childhood, National Center for Housing & Child Welfare, CT Dept. of Housing & TEAM, Kayla qualified for and became the recipient of an accelerated Section 8 housing voucher; one that would give her and Lance the opportunity to move into the newly developed, state of the art apartment complex in Shelton. Safe, affordable housing was one of Kayla's initial goals for herself and her son when she came to TEAM and yet again, she achieved a success that she had often doubted she had the inner strength to do.

“Being a part of TEAM has been life changing. The staff provided me constant support and gave me the strength to hang on and look forward to a better tomorrow during some of my toughest times. They were the support system day in and day out that I didn't have and desperately needed to move me and my son into a better situation. Their support is unconditional and I am forever grateful.” – Kayla Skinner

EARLY HEAD START CHILDCARE PARTNERSHIPS

TEAM is proud to be one of three Early Head Start- Child Care Partnerships grantees within the state of Connecticut. Our partnership with 19 extraordinary Family Child Care providers has been a significant contributor to providing high quality, Early Head Start experiences to children enrolled within FCC homes.

The development and growth each provider has demonstrated over the years has been amazing and is attributed not only to their dedication to children and families, but also the support that TEAM leaders extend to each provider on a regular basis.

Multiple EHS-CCP providers are working towards another benchmark of quality—obtaining accreditation through the National Association of Family Child Care. Accompanied by TEAM’s Family Childcare Partnership Manager, Emily Pena, 3 of TEAM’s partners attended the NAFCC National Conference in Atlanta, Georgia. This multi-day learning experience, made possible by Early Head Start training and technical assistance funding, was a great success and allowed those that attended to broaden their own knowledge as well as bring it back to the EHS-CCP group of partners at-large!



Emily Pena, Atma Singh Beharry, Yolanda Hildago and Kiobenit Grullen at the NAFCC conference.



Angelia Cervantes showcasing her NAFCC Accreditation Certificate!

TEAM is extremely proud to shine the light on Angelica Cervantes, an EHS-CCP partner since 2016. After joining EHS-CCP, Angelica obtained her CDA, continued to take courses and has engaged with CT’s Office of Early Childhood’s Elevate, quality improvement system. Most notably, Angelica has become TEAM’s first partner to become accredited by the National Association of Family Child Care! This significant accomplishment will pave the way for so many partners to follow! TEAM is lucky to have such a wonderful group of dedicated FCC’s to unite in the work of Early Head Start! Congratulations, Angelica!

LOOKING BACK AT OUR YEAR

Slocum Health Fair



TEAM's annual "Community Health Fair" hosted at the Slocum School in Waterbury brought together community partners, staff and families for a day filled with health education, community resources and health prevention & awareness!

TEAM empowers staff to be continuous learners and leaders via a multitude of professional development opportunities. This year, we had the opportunity to physically bring staff together to learn, collaborate and innovate together!

Staff Professional Development



Launch of the G-ESDM Pilot



Through state acquired funding, TEAM has partnered with Rehab Associates Inc. to implement the start of the "Group Early Start Denver Model" project: a pilot to support children diagnosed with Autism Spectrum Disorder. The pilot not only has an in-class support module for children & staff, but a family support piece as well--a huge part of the backbone of Head Start! Program outcomes will be shared in the 2023-2024 annual report.

LOOKING BACK AT OUR YEAR

Increasing families access to diapers beyond those provided during the Early Head Start/Head Start day is a critical piece of "Family Well Being". TEAM is proud to be the regional Diaper Bank for communities in which our enrolled families live. We celebrated Diaper Need Awareness Week by doing just that- raising awareness and educating those around us. We may even have found a future news broadcaster in one of our Head Start classrooms!



Diaper Need Awareness



Partnership with Yale New Haven Pediatric Dental Services Mobile Van at Head Start



Oral health is a critical piece of child wellness. TEAM is grateful for our partnership with Yale New Haven Pediatric Dental Services. This program year, the dental van visited our Head Start centers to provide on site dental visits to enrolled children. Head Start and Early Head Start enrolled children had a great time visiting the van and completing their dental visit just steps away from their classroom setting!

Providing family engagement opportunities within the program is a building block to co-creating positive, goal oriented relationships with enrolled families. Welcoming families into the classroom, providing a "seat at the table" for families to advocate within their community and/or join in program governance are just some of the many ways we embrace families to engage with us. Every family is an important part of our program!



Family Engagement



LOOKING BACK AT OUR YEAR

Expanding Access to children and families via continued facilities expansions and renovation

Additional Outdoor Areas - completed and ready for playground equipment

BEFORE



AFTER



BEFORE



Additional Infant/Toddler Classrooms

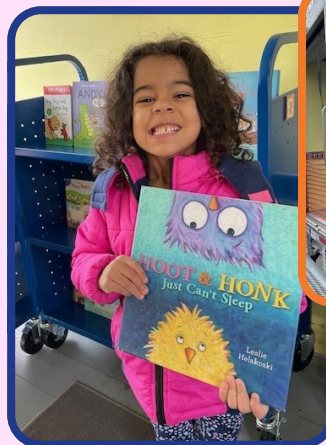


AFTER

TEAM continues to focus on expanding access to high quality, early learning environments for children and families in all program regions. During the 2022-2023 program year, two new infant/toddler classrooms were created and licensed and additional outdoor spaces were created for extended outdoor, gross motor opportunities for enrolled children. We look forward to continuing our work within facilities throughout the next program year!

Partnership with Read to Grow: Visits to Head Start

Early literacy is key component to promoting children's language and communication skills. TEAM is grateful for our partnership with "Read to Grow", a non-profit organization whose mission mirrors so much of our work in Head Start and includes "promoting language skills and literacy for children, beginning at birth and to support parents as their babies' first teachers". The Bookmobile visited Head Start/Early Head Start centers and provided books for each child's home library!



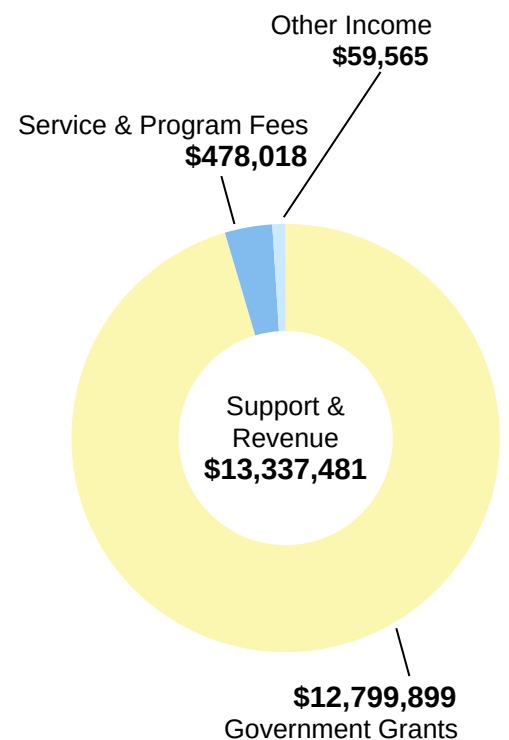
PROGRAM FUNDING

FEDERAL FUNDING

| | |
|--|---------------------|
| Early Head Start | \$4,236,416 |
| Head Start | \$3,793,834 |
| COVID-19 EHS/HS | \$591,189 |
| MIECHV | \$29,719 |
| Staffed Family Child Care Network | \$120,212 |
| Child Care Stabilization Fund | \$419,216 |
| CACFP | \$1,076,439 |
| COVID-19 CACFP | \$50,497 |
| COVID-19 Child Day Care Enrollment-Based Grant | \$12,510 |
| COVID-19 School Readiness Enrollment-Based Grant | \$64,044 |
| Subtotal | \$10,394,076 |

STATE FUNDING

| | |
|--|--------------------|
| State Head Start | \$426,454 |
| Early Head Start Child Care Partnership C4Kids | \$309,578 |
| Child Day Care | \$943,357 |
| COVID-19 Response Child Day Care | \$24,360 |
| Wage Supports for Early Childhood Educators | \$96,140 |
| School Readiness | \$589,404 |
| COVID-19 Response School Readiness | \$16,530 |
| Subtotal | \$2,405,823 |



The proposed Early Childhood budget for FY24: \$15,597,656

TEAM's audit is posted on the state EARS system and the Federal Audit Clearinghouse.

Stellar Focus Area 2 Monitoring Results

During the 22-23 program year, TEAM participated in a 5 day, on site monitoring review conducted on behalf of the Office of Head Start. Staff, Board & Policy Council Members, community partners and families all participated in a thorough interview process while classroom & facility walkthroughs, file reviews and data tours took place.

Shortly after the review concluded, Head Start staff also participated in a virtual CLASS (Classroom Assessment Scoring System) review; an observation tool that assesses the quality of teacher-child interactions in center based preschool classrooms.

The results are fantastic and further reinforce that TEAM's Head Start & Early Head Start programming are assets to the communities we serve.

Way to go, TEAM!!