



New Opportunities, Inc.
Early Childhood Division
2010-2011 Annual Report

Our Mission

“To improve the quality of life for the economically disadvantaged individuals by providing necessary resources to increase their standard of living, foster self improvement, and maximize self-empowerment.”

Vision Statement

Building on our roots and branching out to transform our community into a safe and prosperous place.

Our program takes pride in the fact that:

- Many of our staff have received the Child Development Associate (CDA), an Associate degree or a Bachelor’s degree.
- Our staff is knowledgeable and responsive to the needs of children.
- Professional Development is an integral part of our program. The Early Childhood program is committed to continual gains in staff knowledge and skill development as these are the cornerstones to successful child outcomes.
- We have developed many strong relationships with the children and families we serve.
- We are able to provide a much needed service to the Waterbury community.
- We are open eleven-hours (11) per day. The center hours are 6:30 a.m. to 5:30 p.m. to accommodate varying work schedules.
- Our program is open year-round.
- We have developed numerous relationships with community agencies.

The care that we provide to your children is important because:

- The first three years of life are the most critical period for social and emotional development.
- Children are treated as individuals having unique needs and personalities.
- Children are part of a supportive environment complimented by nurturing caregivers.
- A specialized curriculum is used to enhance the children’s development.
- Children are encouraged to develop self help skills where appropriate.
- Developmentally appropriate materials are available for the children’s use.
- Children are communicated with and treated with respect.
- Children are given choices, but also receive clear and reasonable limits.
- Learning activities, play, laughter, and interaction are routine parts of the daily classroom experience.
- We view the parent as the most knowledgeable source about their child.
- The first five years of life are the foundation for future success.
- The parent works together with Early Childhood Development (ECD) staff to support the child's readiness for Kindergarten.
- You work collaboratively with our staff to support your child’s readiness for Kindergarten.

Leadership

BOARD OF DIRECTORS

Officers

Rachel Perez	Chairperson
Joyce Kennedy-Jones	Vice-Chairperson
Maritza Rivera	Secretary
Melissa Fuller	Treasurer

Members

Jacqueline Butler	Dr. Eddie Joyce
Mary A. Conklin, Esq.	Victor Lopez Jr.
Roland Cockfield	Angelica Medina
Deneen Fryer	Edward Nixon
Michael Granatuk	Patricia Rush
William Harris	Rachel Vogt
Charles Hoffler	Belinda Weaver
Margaret Holmes	

POLICY COUNCIL REPRESENTATIVES 2010-2011

Raydell Battle - Pierpont Representative	Yaneek Levy - Slocum Representative
Karla Ramos - Pierpont Representative	Martin Crum - Slocum Representative
Victoria Trotman - HS / MHM	Tiffany White - Naugatuck Representative
Rachel Vogt - HS / MHM	Barbara P. Jones - Community Representative
Patrice McCaskey - EHS	Marilyn Osorio - Dept. of Children and Families
Elizabeth Mercado - EHS	Jacqueline N. Butler - NOI Board Representative

Abbreviations: HS (Head Start). EHS (Early Head Start). MHM (Muriel H. Moore). NOI (New Opportunities, Inc.)

ADMINISTRATION

James H. Gatling, Ph.D	Chief Executive Officer
Toni Hirst	Chief Administrative Officer
Michael Riso	Chief Financial Officer
Kathleen Steadman, Ed.D	Director of Early Childhood Development

Our Services

The Early Childhood Division (ECD) is a comprehensive child development program that provides services to both the child and their family. It is our pleasure to serve your family. With your help, ECD hopes to provide the best possible program for your children by working in a two-way partnership with you that includes sharing talent, knowledge and information so your child receives the greatest benefit and is ready for the challenges of kindergarten.

Our goal is to provide a safe environment where a child enjoys an exciting, well-rounded, educational program, which includes not only stimulating intellectual activities, but also many opportunities for both directed and free play. This helps the child develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development.



Head Start Core Values

Believing that children develop in the context of their families, culture, and communities, Head Start services are family-centered and community-based. Head Start offers family members opportunities and support for growth and change, believing that people identify their own strengths, needs, and interests and are capable of finding solutions.

Head Start's founders set forth seven goals in 1965, which are still the basis for the program's mission and values:

1. Improving the child's physical health and physical abilities.
2. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.
3. Improving the child's mental processes and skills, with particular attention to conceptual and verbal skills.
4. Establishing patterns and expectations of success for the child that create a climate of confidence for future learning efforts.
5. Increasing the child's capacity to relate positively to family members and others, while at the same time strengthening the family's ability to relate positively to the child and his problems.
6. Developing in the child and his family a responsible attitude toward society, and encouraging society to work with the poor in solving their problems.
7. Increasing the sense of dignity and self-worth within the child and his family.



Program at a Glance

New Opportunities' Early Childhood Division serves children from 6 weeks of age to 5 years old who come from low-income households. As a part of our program, we provide the following services:

- Health and Nutrition
- Child Development
- Social Services
- Parent Involvement
- Social and Emotional Development
- Disability Services

Table 1: Funded Enrollment (Source: Early Childhood Division Policy Council Report; May 2011)

Division	Children (at 100% Enrollment)	Children on Waiting List
Head Start	412	191
Early Head Start	48	270

Table 2: Average Daily Attendance (Source: Early Childhood Division Policy Council Report; May 2011)

School	Average Daily Attendance
Slocum School	84%
Muriel H. Moore	85%
Pierpont	83%
Infant/Toddler Programs	86%



Statistical Information

HEALTH

Table 3: Health Services (Source: Early Childhood Division Policy Council Report; May 2011)

Health Category	%
Physical Exams Completed	100%
Health Records Out of Compliance	0%
Monthly Parent Education Workshops Completed	100%

NUTRITION

Table 4: Food Modifications (Source: Early Childhood Division Policy Council Report; May 2011)

Reason for Food Modification	% of Children
For Medical Reasons	10.4% (48 of 463)
For Religious Reasons	4.5% (21 of 463)
For Documented Health-Related Issues	19.2% (89 of 463)
For Weight Issues (Overweight)	17.9% (83 of 463)
For Weight Issues (Underweight)	0.1% (6 of 463)
Due to Meal Timing	0.1% (4 of 463)
Total Number (through April)	32.0% (144 of 455)

DENTAL

Table 5: Dental Demographics (Source: Early Childhood Division Policy Council Report; May 2011)

Dental Demographic	Number of Children
Children with Accessible Dental Care by a Dentist	21
Children who Received Preventative Care	18
Children who have had a Professional Exam	21
Children Diagnosed as Needing Treatment	7
Children who had a Dental Exam	306 of 400 (76.5%)
Toddlers who had a Dental Exam	23 of 56 (41.1%)

DISABILITIES MANAGEMENT**Table 6: Disabilities Management (Source: Early Childhood Division Policy Council Report; May 2011)**

	Infant Toddler (Total to Date)	Preschool (Total to Date)
Developmental Screenings	61	374
Behavioral Screenings	61	374
IFSP's/IEP's Completed	10 IFSP's*	28 IEP's**
Behavioral Plans	2	0

*IFSP (Individual Family Service Plan. **IEP (Individualized Education Plan)

PARENT INVOLVEMENT**Table 7: Parent Involvement (Source: Early Childhood Division Policy Council Report; May 2011)**

	Total	MHM*	Slocum	Pierpont
Case Conferences Completed	433	274	139	20

*MHM (Muriel H. Moore).

DEMOGRAPHICS FOR HEAD START AND EARLY HEAD START PROGRAMS**Table 8: Race/Ethnicity Demographics (Source: HSFIS; Data retrieved July of 2011)**

	MHM*	Slocum	Pierpont	EHS**
White	4.3%	6%	15%	4%
Black/African American	33.7%	40%	30%	22%
Hispanic	47.2%	41%	35%	51%
Bi-Racial/Multi-Racial	13.5%	13%	15%	22%
Asian	0.6%	N/A	N/A	N/A
American Indian/Alaskan Native	0.6%	N/A	N/A	N/A

*EHS (Early Head Start). **MHM (Muriel H. Moore).

Table 9: Gender Demographics (Source: HSFIS; Data retrieved July of 2011)

	MHM*	Slocum	Pierpont	EHS**
Male	48%	53%	55%	53%
Female	52%	47%	45%	47%

*EHS (Early Head Start). **MHM (Muriel H. Moore).

KEEPING CHILDREN HEALTHY (HEAD START AND EARLY HEAD START PROGRAMS)

*This includes both Head Start and Early Head Start and includes those enrolled and dropped out in the 2010/2011 program year.

Figure 1: Physical Exams Completed (Source: Early Childhood Development Policy Council Report; May 2011)

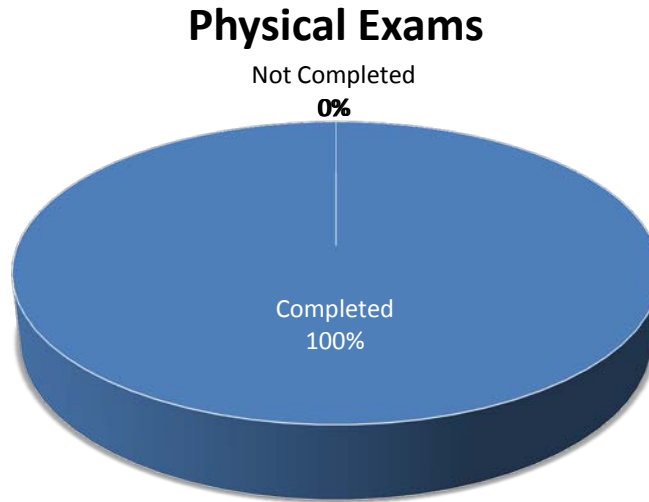
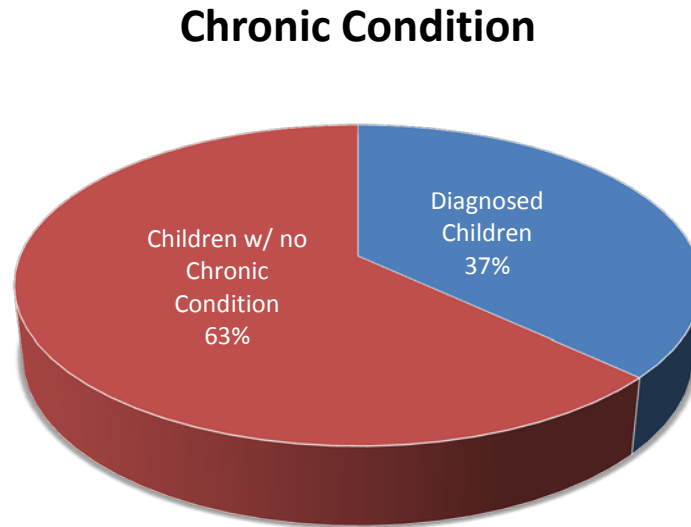
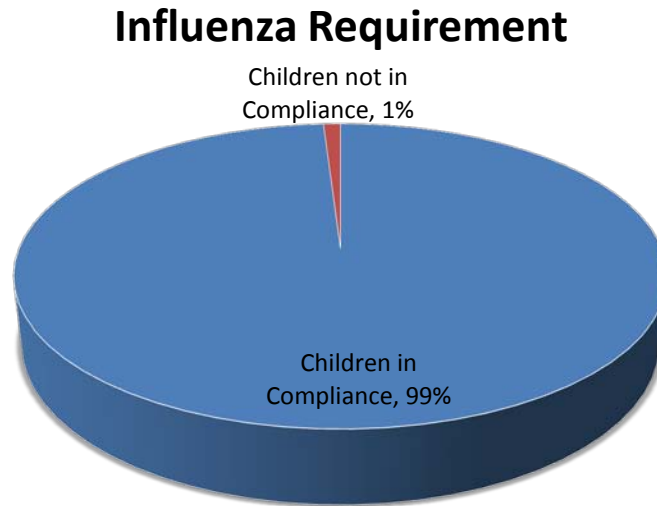


Figure 2: Chronic Conditions (Source: Early Childhood Development Policy Council Report; May 2011)



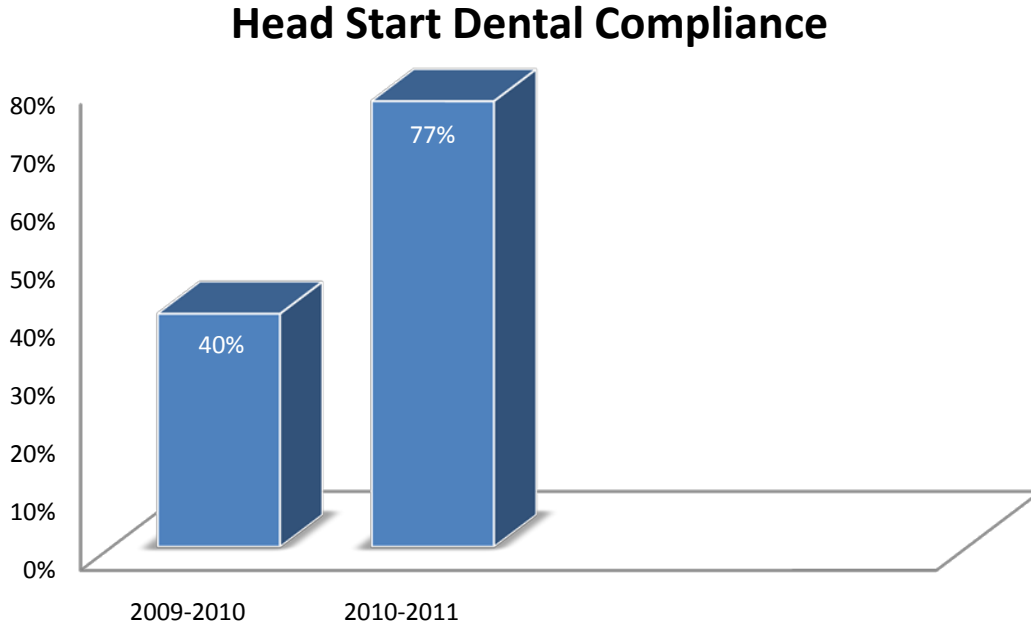
Note: 100% of the diagnosed children are receiving medical treatment.

Figure 3: Influenza Requirement Compliance (Source: Early Childhood Development Policy Council Report; May 2011)



Note: 337 out of 338 children were vaccinated with the newly mandated flu vaccine.

Figure 4: Head Start Dental Compliance (Source: Early Childhood Development Policy Council Report; May 2011)



Note: 70% of children 3-5 years have received dental exams, of that 16% needed treatment. To date, 14% have received treatment.

Summary of 2010-2011 Accomplishments

Accomplishments represent the period of time from September 2010 to August 2011.

FEATURED ACCOMPLISHMENT

A cornerstone of the Early Childhood Communication System is the value that the program places on the feedback and opinions of its staff. In the fall of 2009 interview was conducted with all Early Childhood employees to gather feedback on areas of opportunity within the program, as well as areas where the program excels. This information was compiled and in the spring of 2010 - a division wide meeting was convened with the intent of developing solutions to areas identified as weaknesses. The staff were able to choose a topic for which they were passionate about seeing a solution developed.

Based on this meeting and the rich discussions that took place, **Seven Solution Focused Teams** were convened under the following topical areas: Incentives for Attendance and Coverage Plan; Identifying green products which are child safe; Having All Staff on the Same page; Redefining of Early Childhood Education Employee Orientation; Redefinition of Parent Orientation; Evaluation of Parent Handbook, and Time Management/Professionalism. These workgroups have the charge of brainstorming solutions to improve these areas; develop solution focused statements which address these areas, and implement solutions once they have been reviewed and approved by the Early Childhood Management Team.

The teams meet at a minimum of twice per month and the teams are led by Early Childhood Classroom Teaching staff and include a cross section of front line family workers, program assistants, and teaching staff. The teams engaged the Early Childhood Management Team in a discussion regarding their progress and the provision of technical assistance as it is needed.

We would like to acknowledge the excellent job our staff has done in these “solution focused work groups” in which a new Parent and Employee Handbook was developed, the orientation process for employee and parent orientation is also being revamped, an increase of green cleaning products, parent engagement activities, as well as an updated Community Resource Guide used as a resource for both staff and parents.

A special thank you to the following staff for your dedication to our children and New Opportunities:

Alicia Ramonas
Kristin Kales
Ethel Rountree
Jan Snyder
Jaiwanti Dindial
Alathea Woods
Cheryl Little
Priscilla Butler
Theresa Fox

Elsie Mayes
Patricia Woods
Rozeena Hoosain
Sharonda Powell
Lori Justice
Marva Woods
Marybeth Oley
Rene Kinion
Gaylynn Hadley

Teresa Whidbee
Nicole hall
Robyn Edwards
Banita Brewer
Maria Perez
Denise Martinez
Carmen Melendez

ADDITIONAL ACCOMPLISHMENTS

- **Partnered with Smile Builders** to ensure all Head Start children received routine dental check-ups. Smile Builders provides on-site oral screenings and cleanings performed by a Dental Hygienist for those children who do not have a dental provider.
- **Collaborated with State Department of Education and Early Childhood Behavioral Consultancy (ECBC)** to provide behavioral health services to Head Start children. This program helped create behavioral health teams and initiatives in core classrooms as well as help with individual child specific cases. Because this initiative was highly successful, a similar initiative is planned for the Infant/Toddlers in the upcoming school year in collaboration with the Integrated Wellness Group. Behavioral strategies and coaching are provided with the overall goal of enhancing the social and emotional foundation for young children and supporting their ability to develop self regulation, build social skills, and to promote general well being.
- New Opportunities **received grants for the “I am Moving I am Learning (IMIL) initiative”** in which we supplied classrooms with different music and activities to tackle childhood obesity in our Head Start Program. Head Start programs make a major contribution to promoting good health and strong bodies for children by *intentionally* integrating appropriate physical activity and wise nutrition choices into their daily routines. A deliberate and “active start” in Head Start improves children’s physical, mental and social development – all of which are critical to school readiness. Through greater intentionality, we increase children’s protective factors against chronic disease and obesity across their entire lifespan, and build a foundation for long term health and well-being.
- **A literacy program was developed** to promote literacy amongst our children and families, as well as to promote parent engagement in our centers. Once per quarter, the Literacy theme of the week takes place. Parents are invited to participate in classroom activities or read a story related to the current theme. Participation is tallied up by classroom and the classrooms with a prize awarded for the most participation. Winners of this year’s Dr. Seuss theme are: Blue 2, Orange 7A and Slocum 5.
- We had another successful year of our co-taught classroom in Blue 5. The **successful partnership with Waterbury Public Schools special education department** and New Opportunities Early Childhood Division has been very effective in meeting student and family needs.

Parent Involvement Activities

Head Start and Early Head Start are programs designed to strengthen families and break the cycle of poverty. To make this happen, parents and caregivers are involved extensively in the programs' governance activities. Our staff actively work to promote and foster parent involvement as families participate in classroom experiences, weekly home visits, and/or bimonthly socialization. In addition, families are encouraged to develop leadership skills by participation in the Parent Advisory Committee, Policy Council, Parent Center Committee Meetings, and/or serving on community boards.

The 2010-2011 school year parent involvement activities for Head Start and Early Head Start included:

- Classroom volunteers
- Home visits
- Field trips
- Monthly parent center committee meetings
- Monthly policy council meetings
- Annual program self-assessment
- Open houses
- Workshops
- Literacy program
- Parent Breakfast
- Family Reading Night



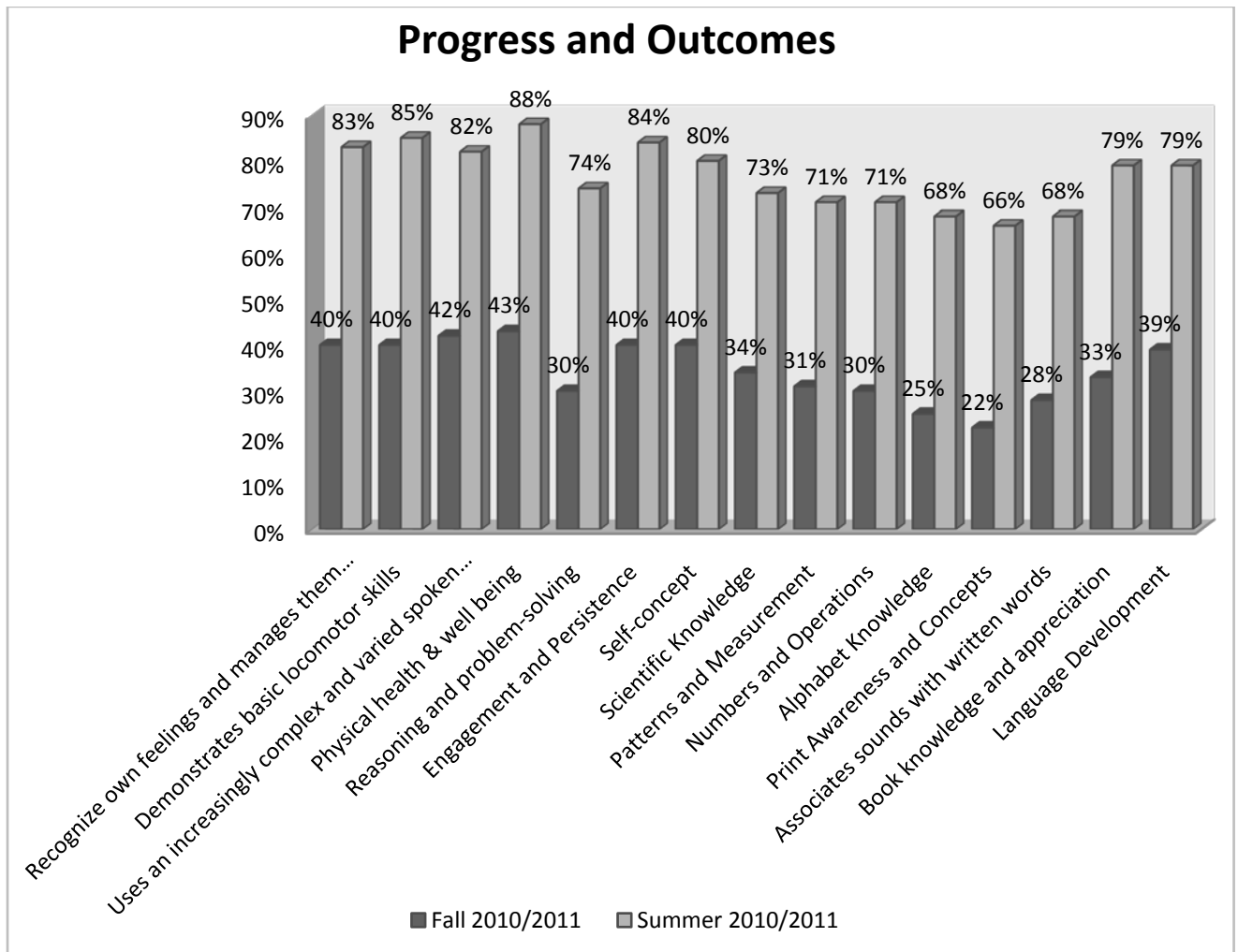
Child Outcomes

The Early Childhood Center at New Opportunities is designed to provide experiences that truly support children’s early learning needs. We have adopted a curriculum that aligns with current theory in brain research. Classroom experiences encourage children to learn in a way that is engaging, multi-sensory and play-based. We continue to make progress in developing a strong leadership team that engages families in their children’s education. We recognize families as our critical partners.

The Creative Curriculum, along with Head Start Child Outcomes Framework and the Connecticut Preschool Curriculum Framework, must be aligned so that student outcomes are measured in a meaningful way. This information is helpful and assists us to make informed decisions about our program and our children’s progress.

The chart below depicts data based on Head Start and Creative Curriculum objectives that demonstrates the significant progress made during the school year.

Figure 5: Progress and Outcomes (Source: Creative Curriculum Advanced Progress Outcomes Report; July 11, 2011)



Preparing Children for Kindergarten

Efforts to prepare children for kindergarten begin as soon as a child is enrolled in one of our Head Start programs. The center staff, along with parents, reviews the child's health and nutrition history, as well as completes the required developmental screen within the first 45 days of enrollment. Our programs encourage parent participation in the screening process by using the Ages and Stages Questionnaires as our developmental screen, and the Age and Stages Social/Emotional Questionnaires as our behavior screen.

Throughout the program year, our teaching staff implements the researched-based early childhood curriculum called Creative Curriculum. These curricula promote school readiness in the areas of language and cognitive development, early reading and math skills, social emotional development, physical development and approaches to learning. The curriculum is aligned with the Head Start/Early Childhood standards.

The Transition Plan provides parents with resources, which increase advocacy skills. It also provides registration information, as well as tips on getting ready for Kindergarten, suggests questions to ask, what your rights are as a parent, uniform policy and school calendar. Information about transition is also distributed in the newsletter.

To ensure that transitions for children and families are smooth and pleasant New Opportunities will partner with the local School System, and encourage transition meetings as necessary. Staff also encourages and supports families to visit the site of next placement and meet with staff. Transition is a continuous process and we remind our parents that you are your child's first teacher and the role you play, as a parent is a very important one. Upon request of the kindergarten staff, Early Childhood Education staff will collaborate with the kindergarten staff on any issues related to the transitioning to children in to the program.

Table 10: Orientation Activities that Prepare Children and Families for Kindergarten

Activity	Location	Date*
Kindergarten Registration	Pierpont	February 2012
Kindergarten Registration	Slocum	February 2012
Kindergarten Registration	Muriel H. Moore	February 2012
Transition Night	Muriel H. Moore	August 2012
Transition Night	Slocum	August 2012
Transition Night	Pierpont	August 2012

Notes: *Dates are approximate. Speak with your Family Service Worker for exact dates. For a copy of the Transition Plan, please speak with the Enrollment Coordinator/Transition Specialist.

Head Start Annual Report Update

The total number of children 5 and under in Waterbury is estimated to be 9,064. The number of children 5 and under living in poverty is estimated to be 3,072 based on a poverty rate of 33.9% for children under 5. The cumulative enrollment for the 2010-2011 Head Start program was 460 children. This represents only about 13% of children under 5 living in poverty enrolled in Head Start in Waterbury.

Figure 6: Children Living in Poverty in the City of Waterbury, Connecticut (Source: U.S. Census Bureau; 2011)

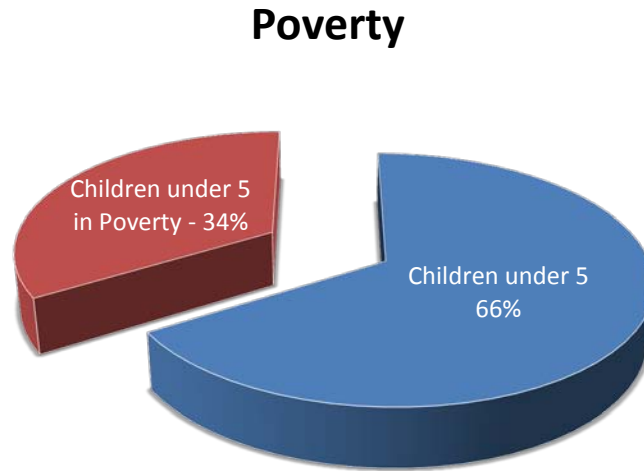
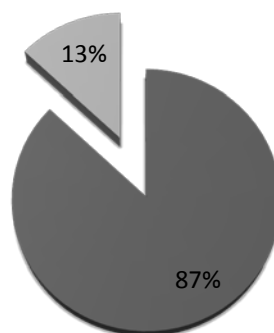


Figure 7: Waterbury Children Living in Poverty Served by New Opportunities Head Start Program (Source: U.S. Census Bureau; 2011)

Waterbury Children in Poverty Served by New Opportunities' Head Start Program

■ Children in Poverty ■ Children served by HS



Audit

The New Opportunities' Head Start Triennial Review was conducted in May of 2009. Findings identified at the time were corrected, reviewed and observed by a subsequent Federal Review Team. Both Head Start and the Early Head Start Programs are in compliance with Head Start Requirements.

New Opportunities secures an outside fiscal auditor who conducts an Annual Fiscal Audit. There were no findings on either the State or Federal Single Audit for Fiscal Year 2010. A copy of the audit can be obtained by contact New Opportunities Chief Financial Officer, Michael A. Riso by mail (232 North Elm Street, Waterbury, CT 06702) or by email (MRiso@NewOpportunitiesInc.org).



Budget - Head Start

Funding Source:	Department of Health and Human Services
Program Title:	Head Start
Program Director:	Kathleen Steadman, Ed.D, Director of Early Childhood
Program Year:	11/01/10 - 10/31/2011
Grant Amount:	\$4,472,845 Total Funding (\$3,572,717 HHS Funds; \$900,128 In-Kind)

The Head Start Program provides a spectrum of development/educational services to economically disadvantaged and handicapped children through the sponsorship of a comprehensive early childhood program. Program services include education, medical, dental, mental health, nutrition, social services, and parent involvement. Based on our past history and the continued unique needs of our families, New Opportunities, Inc. - Early Childhood Division proposes to operate various models, which combine all our available resources

PROPOSED BUDGET

Line Item	Budget Amount
Personnel	\$1,565,419
Fringe Benefits	\$615,553
Travel	\$5,000
Supplies	\$81,877
Other Costs (Rent, Utilities, Maintenance, Insurance, Accounting & Legal, Training / Staff Development)	\$676,098
Delegate Agency - Naugatuck Board of Education	\$900,128
TOTAL	\$4,472,845

STAFFING

Position	FTE	Position	FTE
Administrative Personnel	2.03	Assistant Director	0.69
Center Director	0.69	Special Needs Coordinator	0.37
Head Start Director	0.42	Education Managers	2.5
Education Aides / Program Aides	21.22	Teachers / Assistant Teachers	50.5
Family Support / PI Director	1.0	Dental Hygienist	0.64
Maintenance Worker	0.37	Director of Health Services	0.50
Nutrition Services	3.37	Family Service Workers	9.24

GOALS AND OUTCOMES

Goal	Outcome
Goal 1: Low-income people become more self sufficient.	<ul style="list-style-type: none"> Eliminated/reduces barriers to employment and self-sufficiency.
Goal 6: Low-income people especially vulnerable populations achieve their potential by strengthening family and other supportive systems.	<ul style="list-style-type: none"> Children and youth participate in services that support their growth and development.

TRANSFORMATIONAL LEADERSHIP PLAN

Strategy Correspondence
<input checked="" type="checkbox"/> Agency <input checked="" type="checkbox"/> Asset <input checked="" type="checkbox"/> Basic Needs <input type="checkbox"/> Economic <input checked="" type="checkbox"/> Education <input type="checkbox"/> Relationship

Budget - Early Head Start

Funding Source: Department of Health and Human Services
Program Title: Early Head Start
Program Director: Kathleen Steadman, Ed.D, Director of Early Childhood
Program Year: 11/01/10 - 10/31/2011
Grant Amount: \$741,543 Total Funding (\$593,234 HHS Funds; \$148,309 In-Kind)

The Early Head Start Program serves 48 infants/toddlers and their families, providing comprehensive quality childcare services.

PROPOSED BUDGET

Line Item	Budget Amount
Personnel	\$340,857
Fringe Benefits	\$138,416
Supplies	\$7,500
Other Costs (Rent, Occupancy, Maintenance, Insurance, Accounting & Legal, Training / Staff Development)	\$106,461
TOTAL	\$593,234

STAFFING

Position	FTE	Position	FTE
Early Childhood Director	0.04	Nutritionist	0.05
Teachers / Assistant Teachers	8.0	Special Needs Coordinator	0.15
Education Aides	4.0	Family Service Workers	2.0
Director of Health Services	0.35		

GOALS AND OUTCOMES

Goal	Outcome
Goal 1: Low-income people become more self sufficient.	<ul style="list-style-type: none"> Eliminated/reduces barriers to employment and self-sufficiency.
Goal 6: Low-income people especially vulnerable populations achieve their potential by strengthening family and other supportive systems.	<ul style="list-style-type: none"> Children and youth participate in services that support their growth and development.

TRANSFORMATIONAL LEADERSHIP PLAN

Strategy Correspondence
<input checked="" type="checkbox"/> Agency <input checked="" type="checkbox"/> Asset <input checked="" type="checkbox"/> Basic Needs <input type="checkbox"/> Economic <input checked="" type="checkbox"/> Education <input type="checkbox"/> Relationship

Center/Site Locations

New Opportunities, Inc. Headquarters
232 North Elm Street
Waterbury, CT 06702
T: (203) 575-9799 / F: (203) 755-8254
Toni Hirst - Chief Administrative Officer
E: THirst@NewOpportunitiesInc.org

Early Childhood Development Administrative Office
444 North Main Street
Waterbury, CT 06702
T: (203) 759-0841, x258 / F: (203) 759-0628
Early Childhood Division Director

CHILD DEVELOPMENT CENTERS

Muriel H. Moore Child Development Center
444 North Main Street
Waterbury, CT 06702
T: (203) 759-0841
Joyce Brown - Center Director
E: JBrown@NewOpportunitiesInc.org

Slocum Child Development Center
74 North Walnut Street
Waterbury, CT 06704
T: (203) 754-4778 / F: (203) 574-4606
Stacey Hunter - Assistant Early Childhood Division Director/Center Director
E: SHunter@NewOpportunitiesInc.org

Pierpont Child Development Center
101 Pierpont Road
Waterbury, CT 06705
T / F: (203) 596-7875
Stacey Hunter - Center Director
E: SHunter@NewOpportunitiesInc.org



NEW OPPORTUNITIES
Building Relationships to End PovertySM