



# North Hartford Ascend Pipeline

Funded by the U.S. Department of Education

February 15, 2023



North Hartford  
Ascend Pipeline



This meeting is being recorded and the recording will be posted on the Connecticut Children's website.

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# Incentive

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# Agenda

- Welcome
- Ascend Partner Employment Opportunities & Events
- Ascend Review
- Result 1 (Data)
- Ascend Partners
  - United Way of Central and Northeastern CT
  - The Village for Families and Children
  - City of Hartford Department of Children, Families, Youth and Recreations
- Breakout Session 1
- Breakout Session 2
- Next Steps and Closing Remarks

# Employment Opportunities

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Swift Building Operator, Full Time

[Full Time Building Operator at Community Solutions \(breezy.hr\)](#)

Swift Building Operator, Part Time

[Part Time Building Operator at Community Solutions \(breezy.hr\)](#)

Community Solutions, Hub Manager

[Hub Manager, Northeast Neighborhood Partnership at Community Solutions \(breezy.hr\)](#)

# Community Events

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URBAN  
HOPE  
refuge church  
revival that works

A WATCH PARTY AND BIBLICAL CONVERSATION  
EXPLORING A HERITAGE OF  
**RESILIENCE**

# The 1619 Project

**EVERY WEDNESDAY IN  
FEBRUARY @ 6PM**

IN-PERSON @ 136 Westland Street, Hartford







# 2023 LOVE YOUR BLOCK GRANT OPENING SOON!

IDEA SUBMISSION OPEN ON  
FEBRUARY 14TH! ❤️

**WITH \$2,500 OR \$25,000  
HOW WOULD YOU LOVE  
YOUR BLOCK?**

Love Your Block provides money for projects that address litter, activate vacant lots, and showcases your neighborhood pride.

[www.hartfordct.gov/lybgrant](http://www.hartfordct.gov/lybgrant)

Murals, community gardens, flower planters, street art...what are your ideas to **Love Your Block**



860-757-9520  
loveyourblock@hartford.gov  
www.hartfordct.gov/lovehartford





# BLACK BUSINESS EXPO



SHOP THE ORIGINALS  
CONNECTICUT  
EST. **The Sto** 2021  
SHOP WITH DOPE CREATORS

**THURS. FEB. 16  
2023**

**EVENT TIME:** 6:00PM-8:30PM

**LOCATION:** 

**MUSIC BY: DJ Q BOOGIE AND SPECIAL DANCE TRIBUTE BY: STUDIO 860**

*IN MEMORY OF THE LIFE & LEGACY OF ANTHONY GRIFFIN*



# Cheryl A. Hickmon Scholarship Award

**Due Date:  
March 1, 2023**



**Eligibility criteria:**

- African American female graduating senior with a minimum 3.0 GPA on a 4.00 scale.
- Applicants must reside and attend high school in Hartford County (excluding Bristol and Southington), Windham or Tolland Counties, or within the cities of Cromwell, East Hampton, Colchester or Lebanon, CT.
- The application must include all required documents submitted along with the application. To be eligible, the completed application must be received by ***March 1, 2023.***



Visit

[www.dsthartford.com](http://www.dsthartford.com) for more info.

[Click Here  
to Apply](#)



# READ ACROSS AMERICA DAY

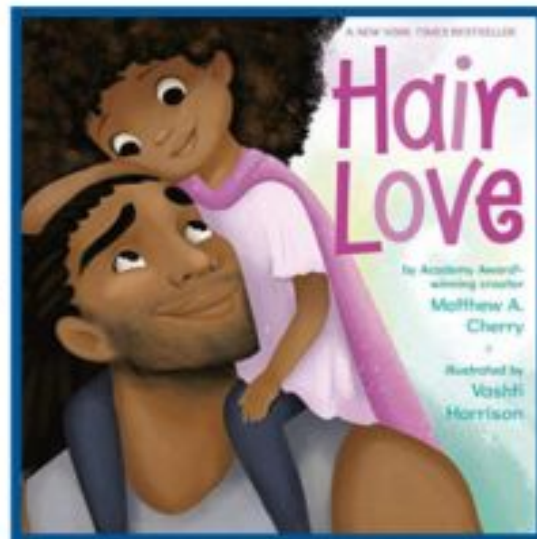
Join us as we celebrate reading and diversity on  
**Read Across America Day**  
on March 2, 2023!

#### GET INVOLVED:

Join United Way and our partners for *Read Across America Day*. Volunteers will read aloud to a classroom of students.

#### WHY THIS PROGRAM MATTERS:

*Read Across America Day* is one way that United Way, along with our partners, highlights the importance of building early literacy and language skills for every child, so that all children read proficiently by the start of fourth grade.



**CLICK HERE**  
to register

Contact Phil Blonski at [pblonski@unitedwayinc.org](mailto:pblonski@unitedwayinc.org) or 860.493.1132.



[unitedwayinc.org](http://unitedwayinc.org)     @unitedwayinc





# SAVE THE DATE

## BLACK GIRLS ACHIEVE

*Annual Summit*

WORKSHOPS  
AND ACTIVITIES



4TH

MARCH



WEAVER HIGH SCHOOL

\$20 Registration Fee

Contact us at [TKHGlobalConsulting@gmail.com](mailto:TKHGlobalConsulting@gmail.com) for all  
registration and sponsorship inquiries.

**B**lack  
**G**irls  
**A**chieve

# North Hartford Ascend Pipeline

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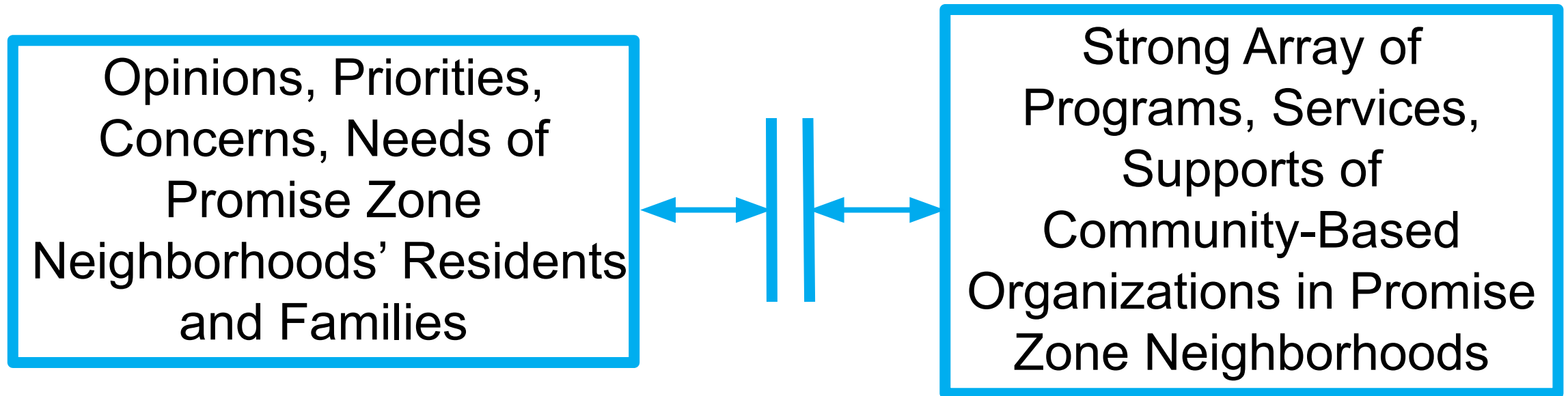
## Why are we here?

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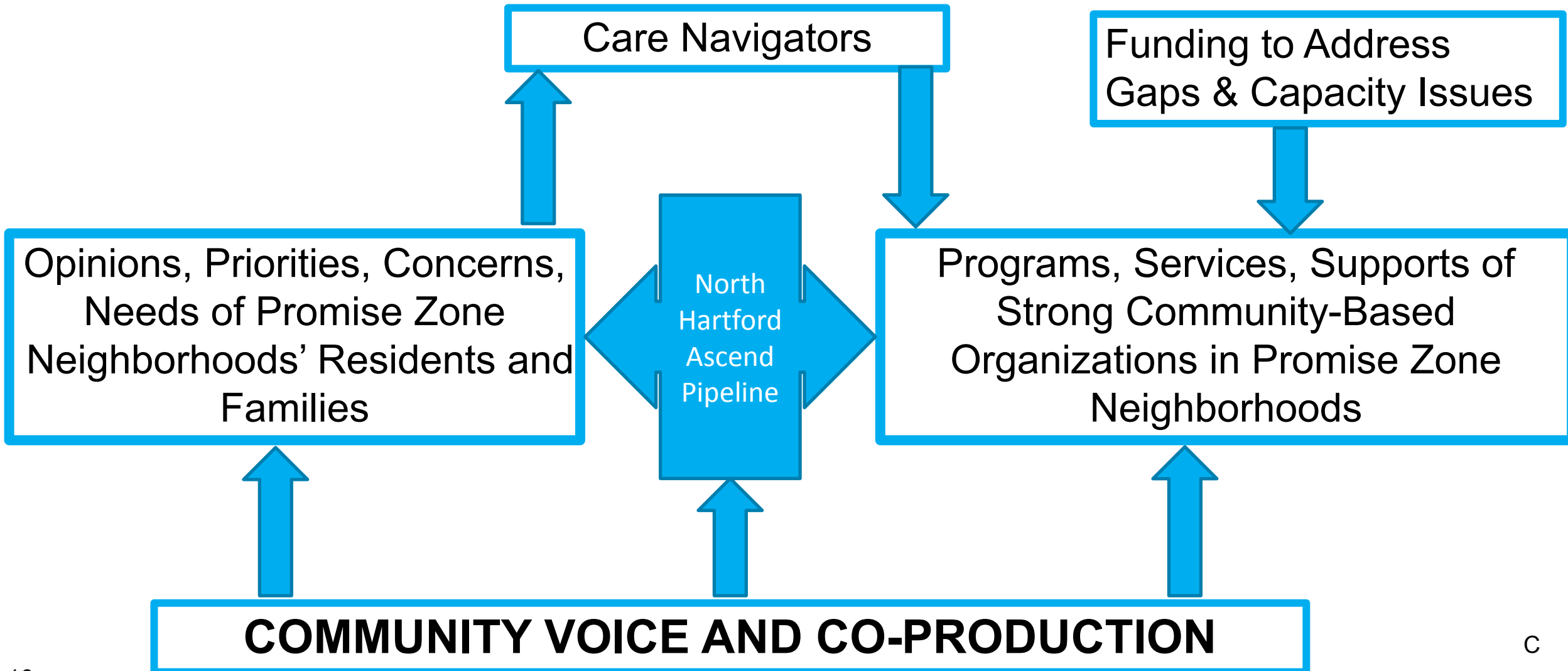
To collaboratively build an integrated and coordinated pipeline of services and supports that helps children and families reach their full potential.



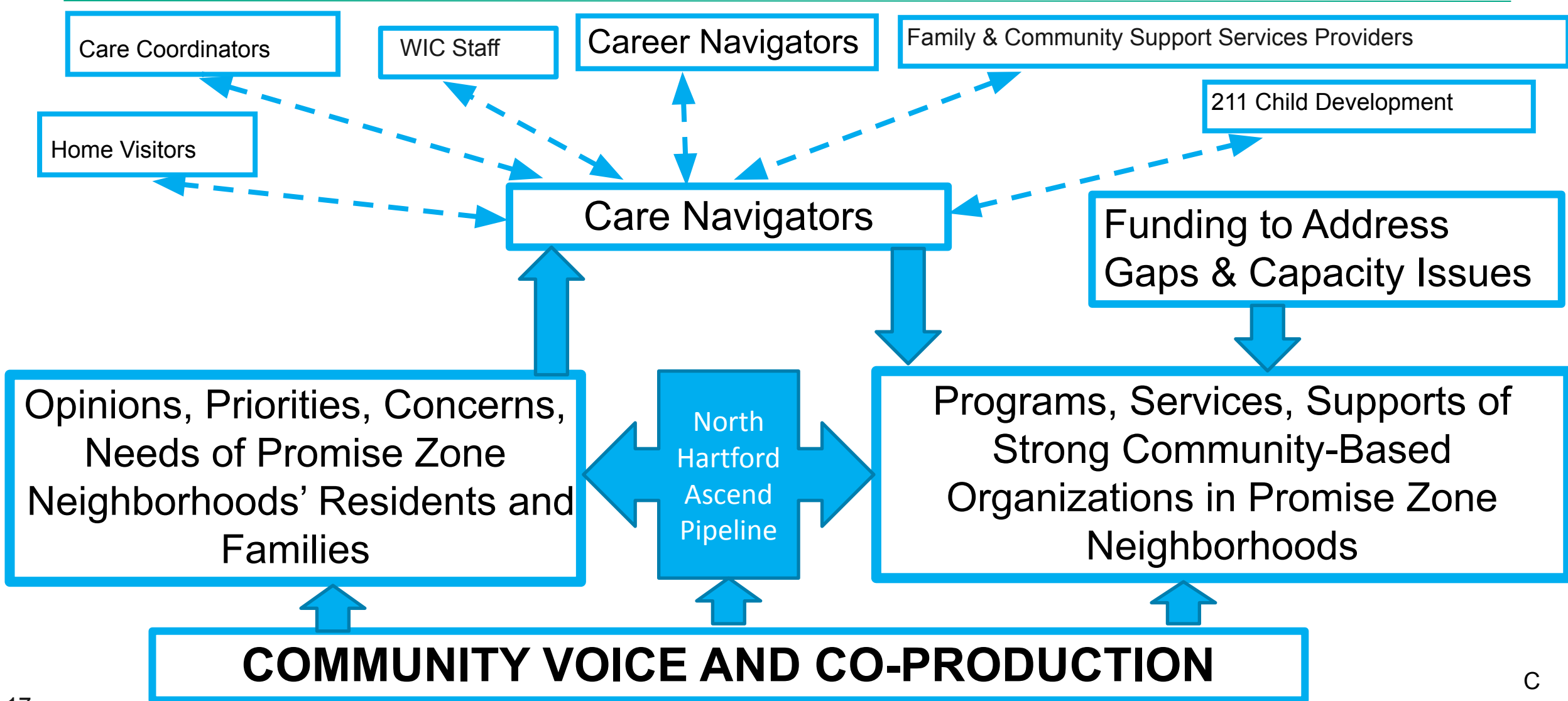
# Current State



# Ideal State-Ascend Pipeline



# Ideal State-Ascend System Building



# U.S. DOE Promise Neighborhood Program Results

Students. . . .

Enter kindergarten ready to succeed in school.

Are proficient in Math and English Language Arts.

Successfully transition from middle to high school.

Graduate from high school.

Obtain post-secondary degrees, certifications, or credentials.

Are supported by families and communities in their learning.

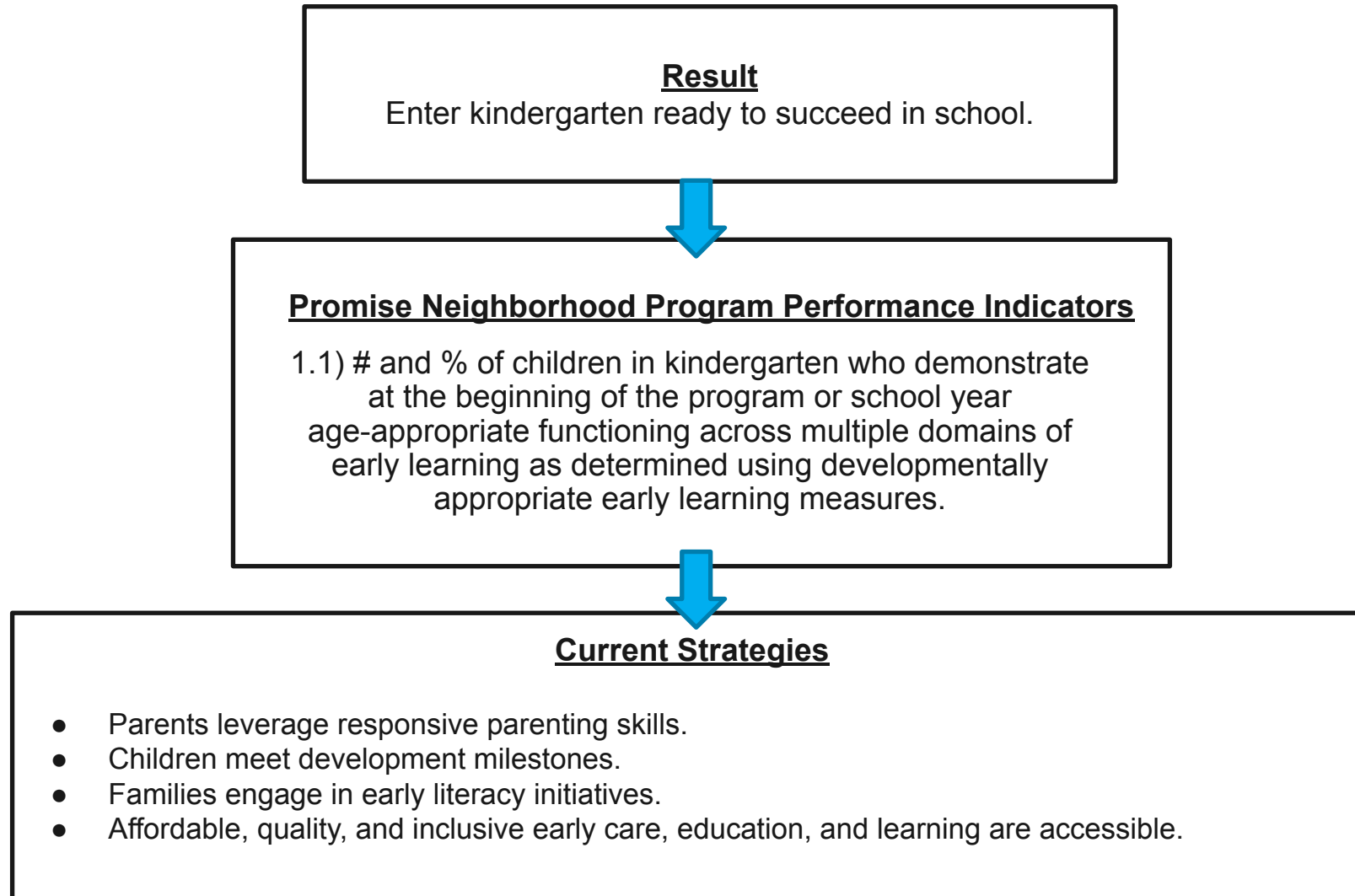
Are healthy.

Feel safe at school and in the community.

Live in stable communities.

Have access to 21<sup>st</sup> century learning tools.

# Promise Neighborhood Program Result



# *Result 1. Children Enter Kindergarten Ready to Learn*

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***Percent of children entering kindergarten who demonstrate age-appropriate functioning across multiple domains of early learning using the school readiness assessment required by the state and collected by local school district = Kindergarten Entrance Inventory (KEI)***



## Three Performance Levels

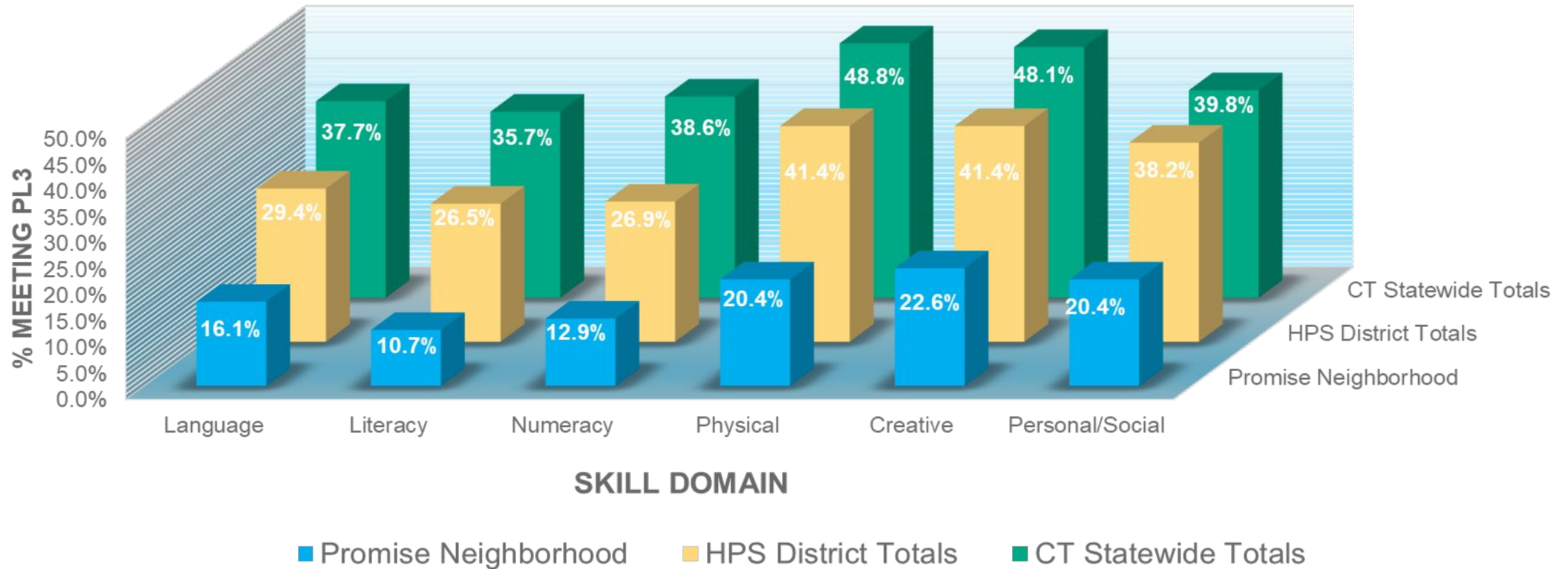
- **Performance Level 1:**  
demonstrate emerging skills and require a large degree of instructional support.
- **Performance Level 2:**  
inconsistently demonstrate the skills and require some instructional support.
- **Performance Level 3:**  
consistently demonstrate the skills and require minimal instructional support

## Six Skill Domains

1. Language Skills
2. Literacy Skills
3. Numeracy Skills
4. Physical Skills
5. Creative Skills
6. Personal/Social Skills

# KEI Results for PN and HPS (2021-22)

## Percentage of Students Meeting Performance Level Three (2021-22)



Data Source: State Dept. of Ed ([https://edsight.ct.gov/relatedreports/KEI\\_201415\\_to\\_202122\\_public.xlsx](https://edsight.ct.gov/relatedreports/KEI_201415_to_202122_public.xlsx))

- **Questions to reflect on:**

- What are the root causes?
- What programmatic solutions already exist to address this issue? What are they doing to address it and how much/how well are they doing it?
- What else can we do to improve kindergarten readiness?

- **Example Pipeline Programmatic Solutions:**

- The Village - Stronger Families, Stronger Futures
- UW – 211 Child Development Infoline
- UWCNCT- Dolly Parton Imagination Library
- City of Hartford DFCYR:
  - Hartford School Readiness Preschool Program
  - Hartford Family Child Care Network
  - Hartford Talks (LENA)

# Ascend Partners:

- City of Hartford
- Hartford Foundation of Public Giving
- Hartford Public Schools
- United Way of Central & Northeastern CT
- United Way of CT
- The Village of Families and Children
- Wheeler Clinic

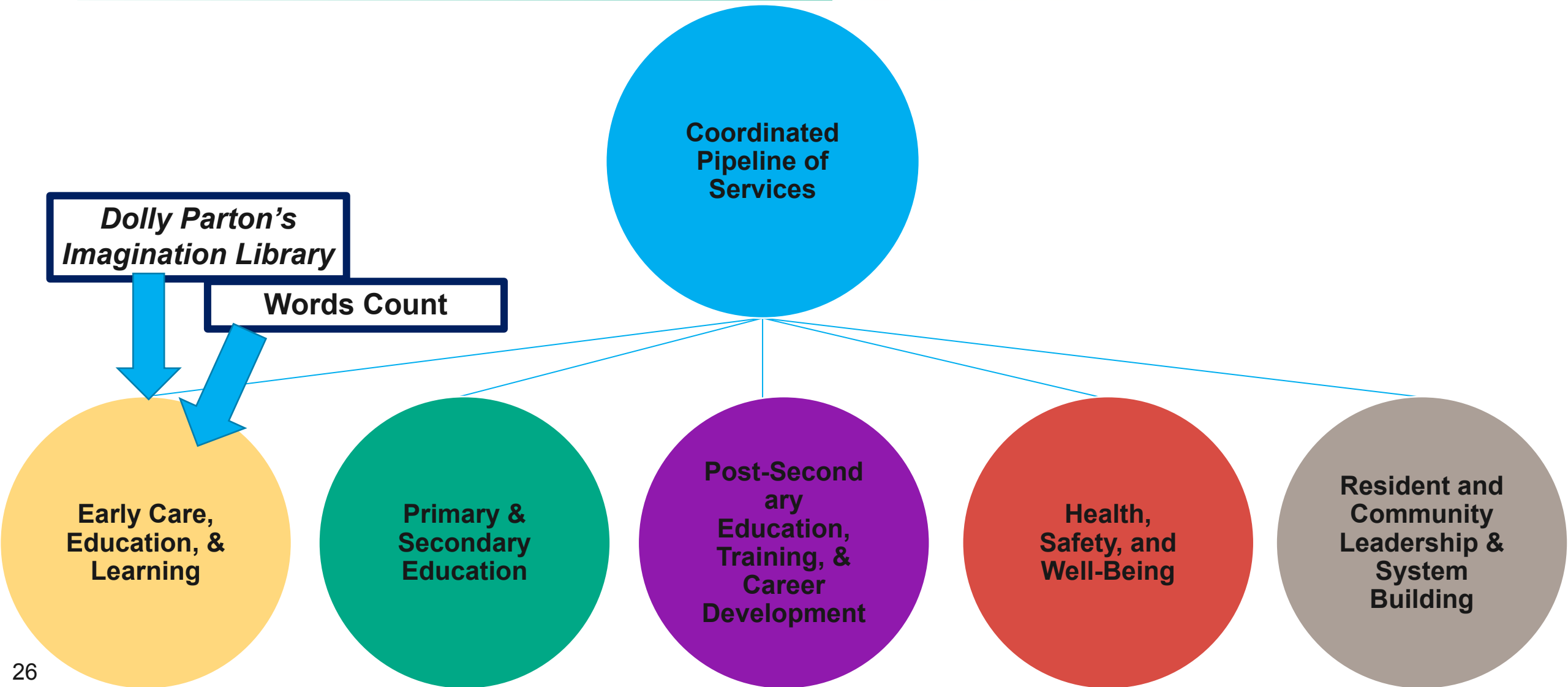
# United Way of Central and Northeastern Connecticut

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# Pipeline Domains



North Hartford  
Ascend Pipeline





# Results



North Hartford  
Ascend Pipeline



## Students . . . .

Enter kindergarten ready to succeed in school.

Are proficient in Math and English Language Arts.

Successfully transition from middle to high school.

Graduate from high school.

Obtain post-secondary degrees, certifications, or credentials.

Are supported by families and communities in their learning.

Are healthy.

Feel safe at school and in the community.

Live in stable communities.

Have access to 21<sup>st</sup> century learning tools.



## Result

## Promise Neighborhood Program Indicators

1) Children enter kindergarten ready to succeed in school	1.1) # and % of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures
2) Students are proficient in core academic subjects	2.1) # and % of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school) 2.2) # and % of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA
3) Students successfully transition from middle school to high school	3.1) Attendance rates of students in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grade as defined by average daily attendance 3.2) Chronic absenteeism rate of students in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grades
4) Youth graduate from high school	4.1) Four-year adjusted cohort graduation rate
5) High school graduates obtain a post-secondary degree, certification, or credential	5.1) # and % of PN Students who enroll in a two- or four-year college or university after graduation 5.2) # and % of PN Students who graduate from a 2 or 4 year college/university or vocational certification completion 5.3) # and % of PN Students who enroll in a vocational program after graduation
6) Students are healthy	6.1) # and % of children who consume five or more servings of fruits and vegetables daily
7) Students feel safe at school and in their community	7.1) # and % of children who feel safe at school and traveling to and from school as measured by a school climate survey
8) Students live in stable communities	8.1) Student mobility rate (as defined in the notice)
<b>9) Families and community members support learning in Promise Neighborhood schools</b>	<b>9.1) # and % of parents or family members that read to or encourage their children to read three or more times a week or reported their children read to themselves three or more times a week</b> 9.2) # and % of parents and family members who report talking about the importance of college and career
10) Students have access to 21 <sup>st</sup> century learning tools	10.1) # and % of students who have school and home access to broadband internet and a connected computing device

# School Readiness

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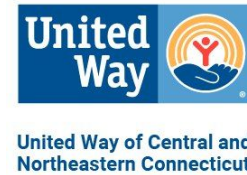
- Starts at birth
- Impacted by support from families and communities in learning
- Impacted by exposure to learning activities including speaking with and reading with children

# School Readiness Strategies

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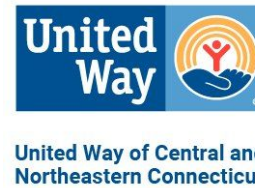
- Increasing access to books and frequency of reading with children through a monthly book subscription program (*Dolly Parton's Imagination Library*)
- Increasing children's vocabulary and enhancing their conversational abilities through a parent-directed, play-based program (*Words Count*)
- Increasing child's development and how to build their child's brains through daily talk and interaction (*Hartford Talks*)

# Dolly Parton's Imagination Library



- Children 0-5 may be enrolled online
- Books delivered monthly
- Enrollment tactics
  - Working with Community Health Center to enroll families
  - Partner with childcare centers
  - Community events
  - Share information with other organizations through City of Hartford DFCYR Workgroups

# Dolly Parton's Imagination Library



- **National results:**
  - DPIL participants experience increased frequency of reading at home, greater family engagement and interest around books, and a home literacy environment enhanced by the significant number of books delivered.
  - DPIL participants also show evidence of improved skills directly related to kindergarten readiness, namely letter identification, phonologic awareness, and letter naming fluency.
  - An urban school district found that DPIL participants scored better on the language and math sections of its validated kindergarten readiness indicator than nonparticipants.
- **Local results:**
  - There are currently 4,939 Hartford children aged birth-five enrolled in our free book-subscription program; that is just under 70% of all eligible children.
  - Additional data to be compiled this year

# Call to Action



United Way of Central and  
Northeastern Connecticut



North Hartford  
Ascend Pipeline 

- Look for opportunities to speak with and read with children
- Volunteer to read at read-aloud events
- Share information about enrollment about DPIL
- Suggest ideas about how we should adjust our approach to enrollment etc.

# READ ACROSS AMERICA DAY

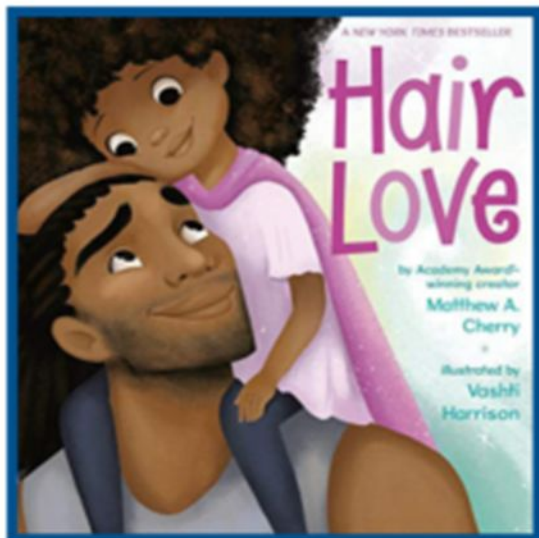
Join us as we celebrate reading and diversity on  
**Read Across America Day**  
on March 2, 2023!

#### GET INVOLVED:

Join United Way and our partners for Read Across America Day. Volunteers will read aloud to a classroom of students.

#### WHY THIS PROGRAM MATTERS:

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**CLICK HERE**  
to register

Contact: Phil Blonski at [pblonski@unitedwayinc.org](mailto:pblonski@unitedwayinc.org) or 860.493.1132.



[unitedwayinc.org](http://unitedwayinc.org)  @unitedwayinc





# Thank You!

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## **Enrollment DPIL:**

[https://unitedwayinc.org/our-work/youth-success/imagination-library/  
Dolly Parton's Imagination Library - United Way \(unitedwayinc.org\)](https://unitedwayinc.org/our-work/youth-success/imagination-library/Dolly-Parton's-Imagination-Library-United-Way-(unitedwayinc.org))

**For more information, please feel free to contact:**

**[jprescod@unitedwayinc.org](mailto:jprescod@unitedwayinc.org)**



The Village for Families and Children

# Chelsea Hare

PAT Program Supervisor  
The Village for Families &  
Children

<https://thevillage.org/>

# Parents as Teachers (PAT) Home Visiting Program through SF2



## Who We Are:

- Free Service
- Evidence based/ trauma informed home visiting parent education service
- Direct in-home support for families with children 0-5 years old
- Services offered in-person / Virtual
- Offered to Greater Hartford Area

## Program Goals:

- Child development education for caregivers
- Improvement of family's well-being by increasing connections to community resources
- Empowering caregivers with knowledge that helps their children be healthy, safe, and ready to learn.
- Increase children school readiness and success.





- Literacy component of our in-home services for children 6mo-5years
- A combination of SF2 services & digital technology designed to increase and strengthen a child's language learning
- Lena Device / Vest / Report

## Goals:

- Increase conversational turns: Ongoing exchange between caregiver and child
- Kindergarten readiness

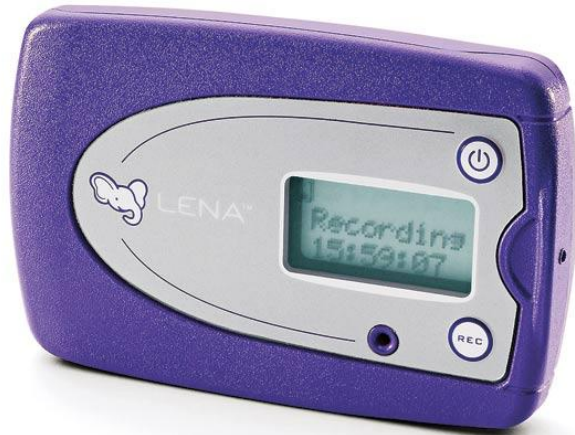
## Benefits:

- Increase in parent competency in their child's literacy and development.
- Promotes parent child attachment and bonding.



# LENA Device

# LENA Report



Name: [REDACTED]  
 ID: [REDACTED]  
 Age: 35 months as of 09/04/17

**CONFIDENTIAL**

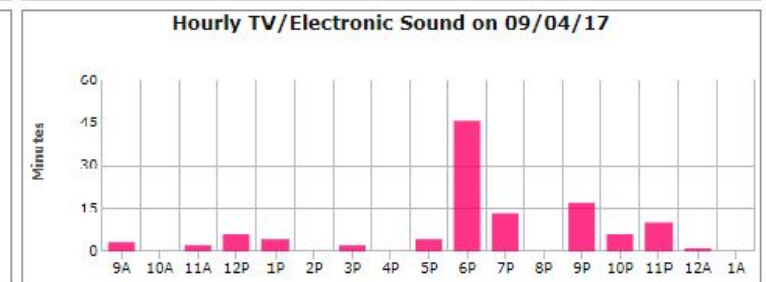
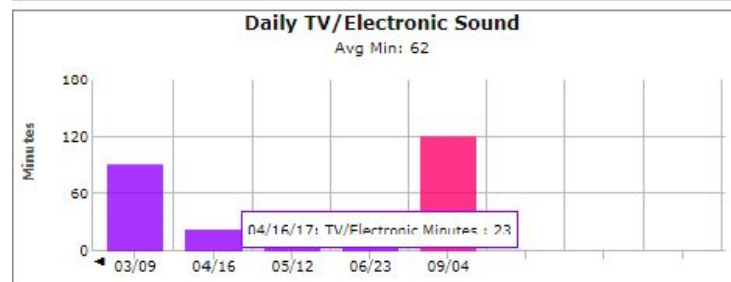
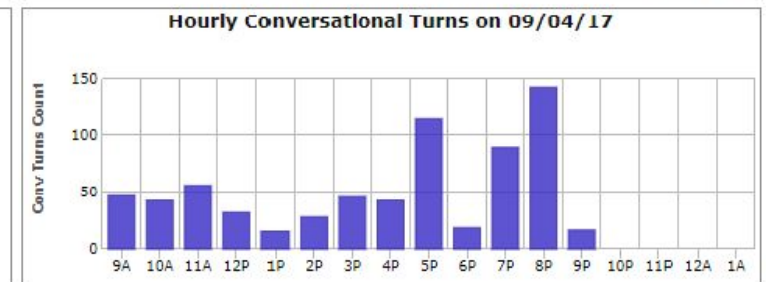
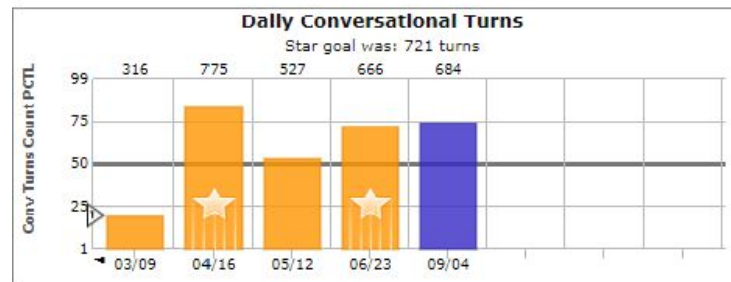
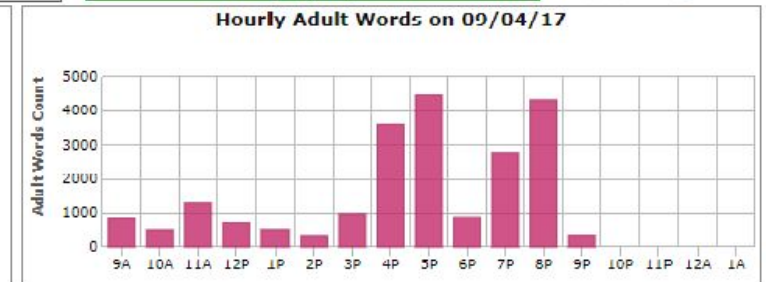
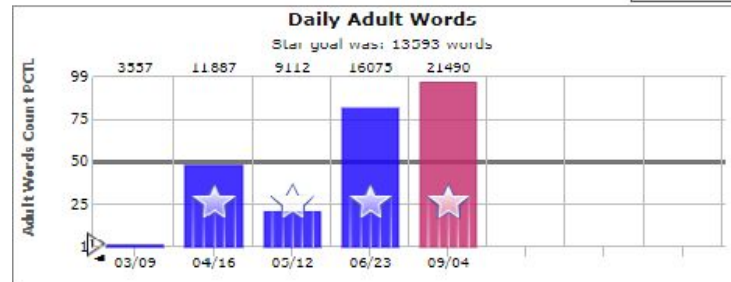
PCIT Legend  
 High: 75-99  
 High Avg: 50-74  
 Low Avg: 25-49  
 Low: 1-24

**Daily Book Reading**

Daily Minimum by Age  
 Month 1-11: 10 min  
 Month 12-23: 20 min  
 Month 24+: 30 min

Reading Stars  
 No reading reported

Total Stars earned through this report  
 6



Where real change happens®

# Thank You!

For more information on Parents as Teachers Program  
through The Village for Families and Children  
contact:

*Chelsea Hare*

[chare@thevillage.org](mailto:chare@thevillage.org)

For more helpful resources and information on PAT Curriculum and  
other services offered at The Village  
visit:

<https://parentsasteachers.org/>

<https://thevillage.org/>





# Early Childhood Consultation Partnership



Stephanie Haines, MA  
Early Childhood Consultant  
The Village for Families & Children  
[www.eccpct.com](http://www.eccpct.com)

# What is ECCP?

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ECCP is a statewide, strengths-based program that is designed to offer caregivers of young children, relationship-based consultation services.

The goal of the ECCP is to support the healthy social and emotional development of young (birth to age five) children by offering support and consultation to those who care for these children.

Funded and supported by Connecticut's Department of Children and Families and the Office of Early Childhood.

Developed and managed by Advanced Behavioral Health.

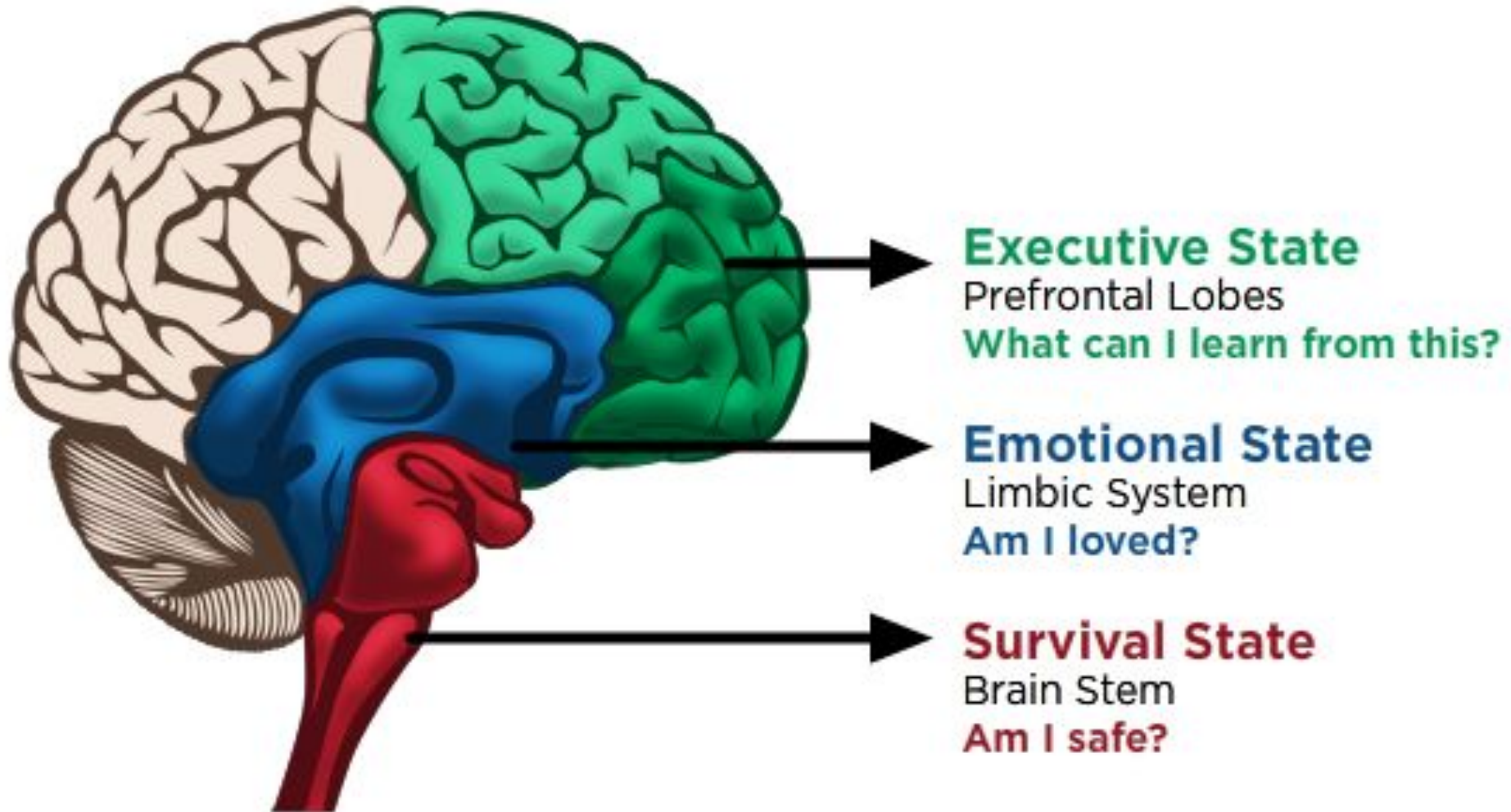






**Why is the  
social and  
emotional  
development  
of young  
children so  
important?**

# Brain Development



# Social-emotional health is a child's increasing ability to...

Experience, regulate and express

Experience, regulate and express a range of emotions

Develop

Develop close, satisfying relationships with other children and adults

Explore

Actively explore their environment and learn

# Children who are socially and emotionally healthy...

- Are usually in a positive mood
- Listen and follow directions
- Have close relationships with caregivers and peers
- Care about friends and show interest in others
- Recognize, label, and manage their own emotions
- Understand others' emotions and show empathy
- Express wishes and preferences clearly
- Gain access to ongoing play and group activities
- Are able to play, negotiate, and compromise with others
- Have a generally positive self-image

*(adapted from McClellan & Katz 2001 and Bilmes 2012).*

## STUDIES SHOW

*early social competence and emotional health are a consistent and significant predictor of outcomes in...*

Education

Employment

Criminal Justice

Substance Use

Mental Health

[https://youtu.be/Dmz7UN\\_WZ\\_c](https://youtu.be/Dmz7UN_WZ_c)



# ECCP Service Overview



Child Specific

Core Classroom

Monthly Mental Health  
Consultation Groups

Community Trainings

New Family Childcare  
Program Service





# Child Specific Service

**Supports you in helping a specific child with social-emotional or behavior concerns.**

*Includes parent/guardian permission and participation.*



# Core Classroom Service

Supports teacher(s) with helping a whole classroom with social-emotional or behavior concerns.



# Family Childcare Program Service

Supports the social-emotional skills of children in  
your program.

We can help with...

- *Challenging Behavioral Concerns*
- *Building Children's Positive Relationships*
- *Routines*
- *Family Stressors*
- *Physical Space*
- *Stress Management/Self Care*
- *Sharing Social-Emotional Strategies*
- *And Much More!*





# QUESTIONS

If you are interested in EC CP support...

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Please contact  
***Stephanie Haines***  
(860) 308-4226 or [shaines@thevillage.org](mailto:shaines@thevillage.org)

Please visit our website for more helpful resources and information.

[www.eccpct.com](http://www.eccpct.com)

Translators are available.

# City of Hartford Department of Families, Children, Youth and Recreations



**EARLY LEARNING  
DIVISION**  
City of Hartford



# City of Hartford (DFCYR)- Early Learning Division



Our division provides day-to-day leadership in early learning and care for Hartford's children and contribute to the transformation of early childhood education. We want children to reach their full potential and all stakeholders see the results and intended impacts.

- Focus on aligning systems, promoting quality, supporting families, and convening stakeholders
- Use best practices, data, and tools to make sure that every Hartford child is ready for kindergarten
- Lead citywide “get to mission” efforts that support families and accelerate early literacy and child development efforts
- Key programs: Early Learning Centers, School Readiness, Family Child Care Network, Hartford Talks, and more



# City of Hartford (DFCYR)- Early Learning Division



North Hartford  
Ascend Pipeline



## TOGETHER, PROMOTING EARLY TALK AND CHILDHOOD DEVELOPMENT

## JUNTOS, PROMOVRIENDO EL HABLA TEMPRANA Y EL DESARROLLO INFANTIL

Hartford Talks assists in increasing language development in children at birth through age three, in order to improve their cognitive, social, and emotional health and to close opportunity gaps.

Hartford Talks ayuda a aumentar el desarrollo del lenguaje en los niños desde el nacimiento hasta los tres años, para mejorar su salud cognitiva, social y emocional y cerrar las brechas de oportunidad.

**LENA  
START**

Build school readiness & strengthens families with parent-group classes

**LENA  
GROW**

Transform interactions in child care through experiential professional development

**LENA  
HOME**

Add an early-language focus to any home-visiting program

**LENA  
START**

Desarrolla la preparación escolar y fortalece a las familias con clases grupales para padres

**LENA  
GROW**

Transforme las interacciones en el cuidado infantil a través del desarrollo profesional experiencial

**LENA  
HOME**

Agregue un enfoque de lenguaje temprano a cualquier programa de visitas domiciliarias

# Thank you!

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**For more information check out our site:**

<https://www.hartfordct.gov/Government/Departments/DFCYR>



# Breakout Session

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# Ground Rules for Breakouts

- Everyone deserves to be heard and everyone should have an opportunity to speak.
  - Online: Keep your camera on (if possible), and keep your mic muted unless you are speaking.
- Listen and respond respectfully.
- Stick to the issue – time is limited, so let's value each other's time.
- Respect each other's privacy – keep personal stories in the group.
- Successful dialogue is the responsibility of all participants.
- Is there anything we need to add?

# Discussion Questions

1. What additional outreach strategies should The Village, United Way, and DFCYR use to connect with young learners?
2. What additional partners should Ascend include to help implement these strategies?

## **Ascend Strategies**

- Parents leverage responsive parenting skills.
- Children meet development milestones.
- Families engage in early literacy initiatives.
- Affordable, quality, and inclusive early care, education, and learning are accessible.

## **Current Ascend Partners**

- City of Hartford
- Hartford Foundation of Public Giving
- Hartford Public Schools
- United Way of Central & Northeastern CT
- United Way of CT
- The Village of Families and Children
- Wheeler Clinic

# Thank You!

- **Upcoming meetings: TBD**
- We encourage you to invite 2 or 3 community members to future Community Conversations - email [nhap@connecticutchildrens.org](mailto:nhap@connecticutchildrens.org) to join the mailing list.
- An incentive is available to Hartford community members participating in this meeting. The link is posted in the chat and will be sent out via email. Contact Ally McGinty at [amcginty@unitedwayinc.org](mailto:amcginty@unitedwayinc.org) with any questions.
- Please take the Post Meeting Survey to share your thoughts and feedback. The link is posted in the chat and will be sent out via email.
- Any feedback and or questions, contact [nhap@connecticutchildrens.org](mailto:nhap@connecticutchildrens.org)