



**EARLY
CHILDHOOD
CENTERS**

2019 2020 ANNUAL REPORT



PRESENTED BY

Penny Harris

PREPARED BY

Janine Rusnak



**Head
Start**



ECC Classes

Johnson
Navy Class

Montrose
Black Class
Blue Class
Brown Class
Burgundy Class
Gray Class
Green Class
Pink Class
Red Class
Teal Class
White Class
Yellow Class

Olathe
Aqua Class
Neon Pink Class
Orange Class
Purple Class



General Info



Montrose County School District RE-1J **Grantee Agency**

08CH0111-35 **Program Number**

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ecc.mcsd.org **Website**

CONTENTS

If you are reading this, YOU HAVE HELPED MAKE A DIFFERENCE.

Thank you!

06

Message from the Director

07

Who Are We

08

Program Goals/
Enrollment & Attendance

10

Health & IEP

11

CLASS Scores

12

TSG Results

13

School Readiness Goals

14

Kindergarten Readiness

15

Financial Accountability

17

Focus Area 1
Federal Review

18

Annual Financial Audit

19

ECC By The Numbers

20

Parent Involvement

21

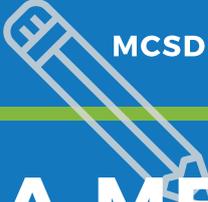
Family Services

22

Policy Council

23

Contact Info



A MESSAGE FROM THE DIRECTOR

The 2019-2020 school year proved to be historical for the MCSO RE-1J Early Childhood Centers! The months in 2019, and January and February 2020, were consumed with the opening and operation of six new full-day classrooms, training a new management team member (Program Operations Coordinator), and committing planning time and resources to ECC staff member wellness. We continued our year 2 of 3 partnership with Bright Futures and continued our Pyramid Model training and coaching project. Purposeful efforts were made by the school district's Superintendent, Property Services Director, and ECC Director to determine if Opportunity Zone funding was an option for the construction of a new Early Childhood Centers facility.

March 2020, the MCSO RE-1J Superintendent made the decision to close district schools because of the rising cases of COVID-19 in the State of Colorado. Governor Jared Polis issued a "Stay at Home" order while MCSO RE-1J was closed. In less than one week, ECC early childhood professionals were

planning for the implementation of early childhood remote learning instruction. A remote learning program option had never been implemented.

Education staff contacted families weekly through a variety of platforms (e.g., cell phone, email, Facebook, YouTube, etc.). Take-home activities were provided and delivered to homes or picked up by parents in vehicle parades. Instruction was done through Zoom meetings, YouTube posts, and private Facebook recordings. They also worked closely with ECC support staff members and family advocates to communicate the needs of the families during the pandemic.

Staff members quickly learned how to plan, implement, and participate in meetings virtually. Registrars utilized phone interviews and virtual signatures to continue the registration process for the preschool. Administrative staff members planned, supported all ECC staff members, and ensured preschool operations were occurring. The director and coordinators participated in a Head Start Focus Area 1 federal review during the

closure.

ECC administration staff, support staff and education staff worked cooperatively to plan and implement and in-person and remote learning instructional plan for its use during the 2020-2021 school year. Head Start provided funding to operate a summer school program and ECC administration submitted the grant, planned for summer school, and implemented in-person summer school for approximately fifty children that were transitioning to kindergarten.

August 2020, MCSO RE-1J ECC opened for in-person instruction. Staff members were trained on mitigation practices to keep COVID-19 out of classrooms and children in school. Children and parents were also trained on the mitigation practices and informed of programmatic changes that were a result of the pandemic.

Our commitment to the health, wellness and education of the ECC children, families and staff members will continue!

Respectfully,

Penny Harris, MA, LPC

*program overview***WHO ARE WE**

ECC administers its programming at three sites: one in the city of Montrose, one on the campus of Johnson Elementary School, and one on the campus of Olathe Elementary School — eleven miles north of Montrose. The majority of ECC children attend three-and-a-half hours a day, four days a week and follow the Montrose County School District calendar.

Head Start is a federally funded program that promotes the school readiness of young children from low-income families through local programs. Head Start programs support the cognitive, physical, social, and emotional development of children from ages 3-5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. The program works to maintain the highest standards of quality in the delivery of strength-based, comprehensive, early intervention, and education services.

In 2019, Head Start funded 8,152 children in the state of Colorado — 116 of those children attended the Montrose County RE-1J School District (MCSO). The Montrose County RE-1J School District's Head Start Program has been a part of the Montrose and Olathe community since 1991 serving children and families that live within the school district boundaries. During the 2019-2020 school year, 102 of MCSO Head Start enrollment was funded through the Federal Head Start grant.

MCSO Head Start utilizes evidence-based approaches to serving children and families of low-income in a compassionate and partnering manner. Children receive services that promote child development across all domains. Families participate in a wide variety of family support and strengthening activities. From parent education and leadership, to family developmental activities to support each family's specific goals for their child and their family, Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage.

Mission Statement: In partnership with our families and our communities, the children of Montrose County School District RE-1J Early Childhood Centers will acquire a positive foundation for lifelong learning.

PROGRAM GOALS

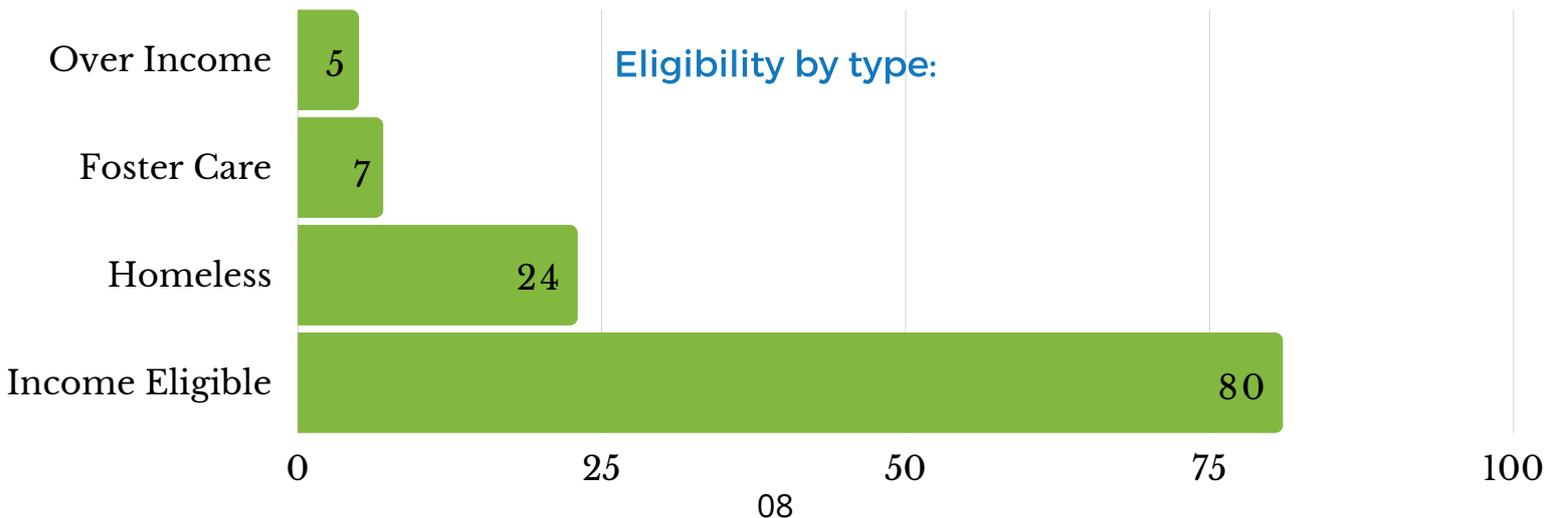
- 1 To strengthen Active Supervision systems for the MCSO RE-1J Early Childhood Centers.
- 2 Address training needs by providing professional development to MCSO RE-1J Early Childhood Centers staff members and educational opportunities to parents that promote the development of kindergarten readiness in children.
- 3 Improve the communication systems of MCSO RE-1J Early Childhood Centers.
- 4 To acquire quality and sustainable facilities.



ENROLLMENT & ATTENDANCE

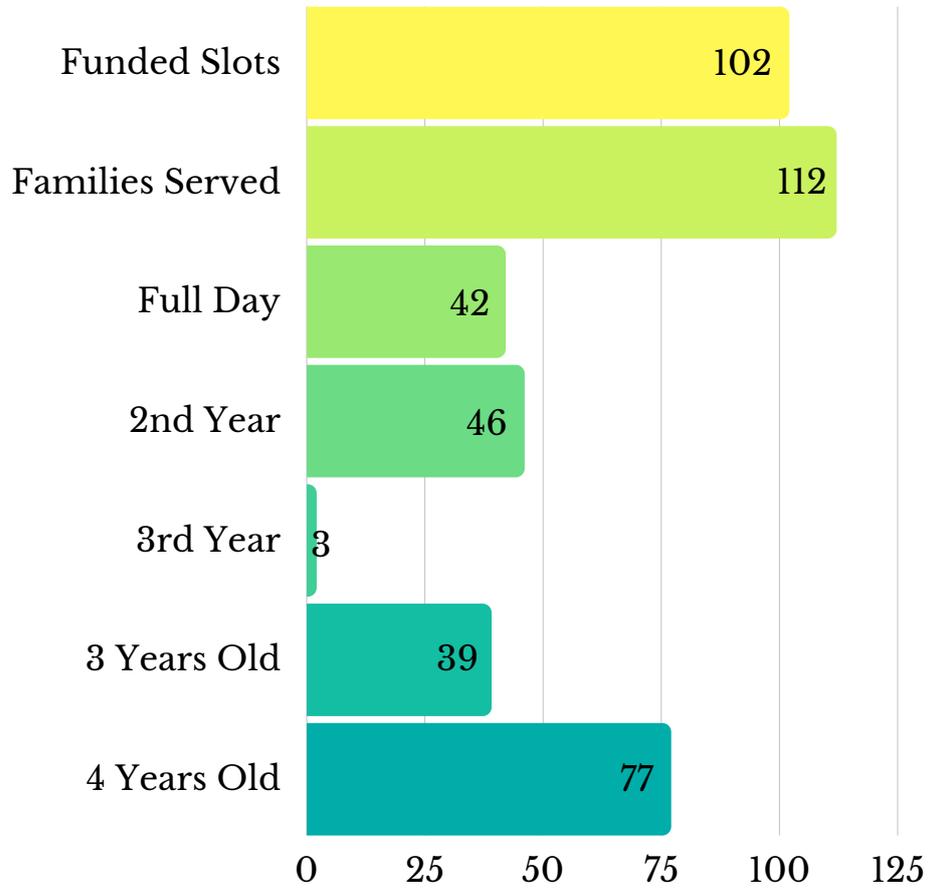
Early Childhood Centers is funded to serve 102 Head Start-eligible children ages 2-5 from the Montrose and Olathe communities. We may serve more as children come and go out of the program for reasons such as moving out of the area or lack of transportation.

116 The total number of children served in our Head Start program in the 2019-2020 school year.





ENROLLMENT



99.9%

Average Monthly Enrollment

17%

Percentage of Eligible Children Served

Estimated number of Head Start-eligible children in our service area = 677

ATTENDANCE



89%

Average Daily Attendance

last year's

COMPREHENSIVE SERVICES

14

Number of Head Start students with an Individual Education Plan (IEP)

100%

Percentage of children who have completed an annual dental exam

88%

Percentage of children with health insurance

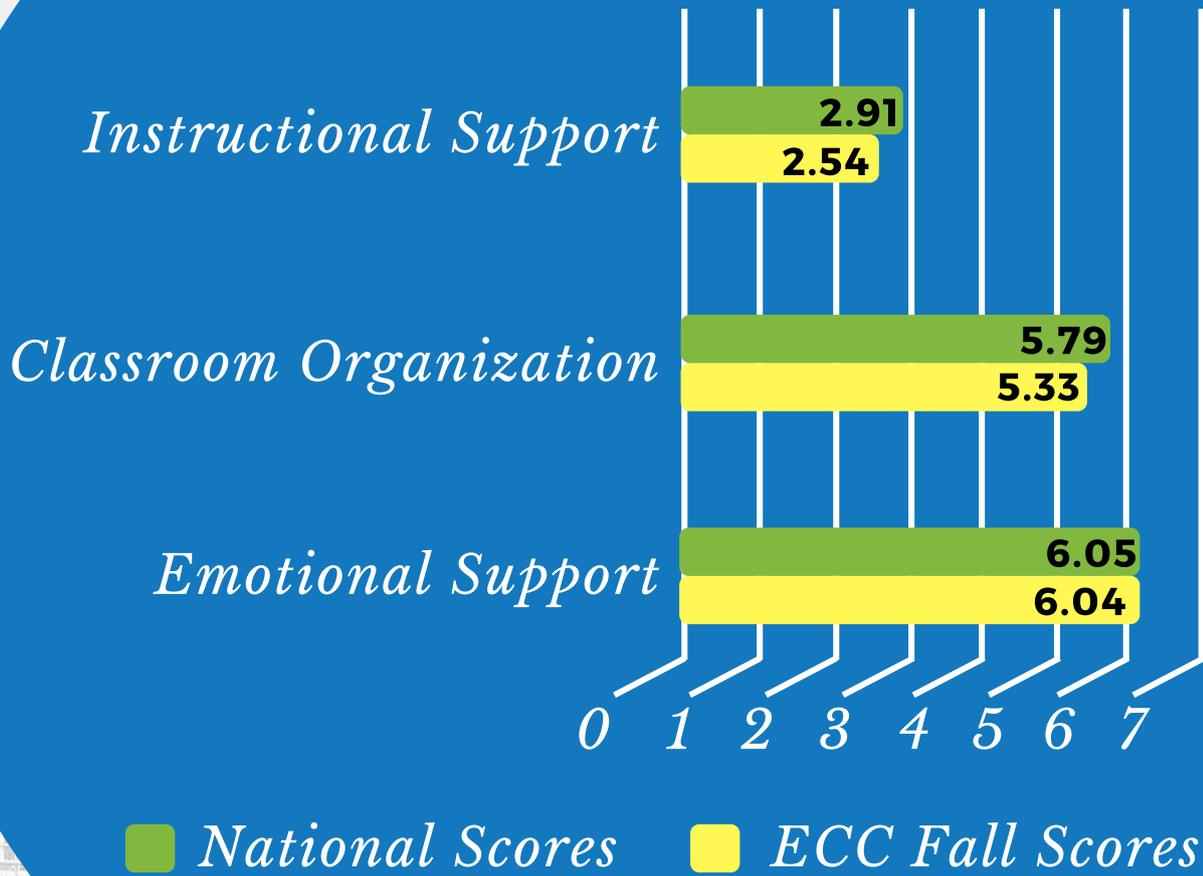
88%

Percentage of children who have completed an annual wellness medical exam

Children who are healthy are more ready to learn. We work hard to ensure that our children are set up for success in their physical health and development while partnering with the family of each child.

The Head Start Program emphasizes the importance of early identification of health and mental health needs, which, if undetected or untreated, might cause learning difficulties. Our program makes every effort to ensure that our students are connected to a doctor or clinic in order to receive a complete age-appropriate health assessment as recommended by his/her physician.

CLASS SCORES



**Due to COVID-19, there were no spring observations*

CLASS, or Classroom Assessment Scoring System, is an observational measure that looks at interactions between teachers and students. These ratings are categorized into three areas: Instructional Support, Classroom Organization, and Emotional Support. Each area is further broken down into ten different dimensions. Montrose County School District RE-1J Early Childhood Centers' annual CLASS scores are shown in the graphs on this page, compared with the national average.

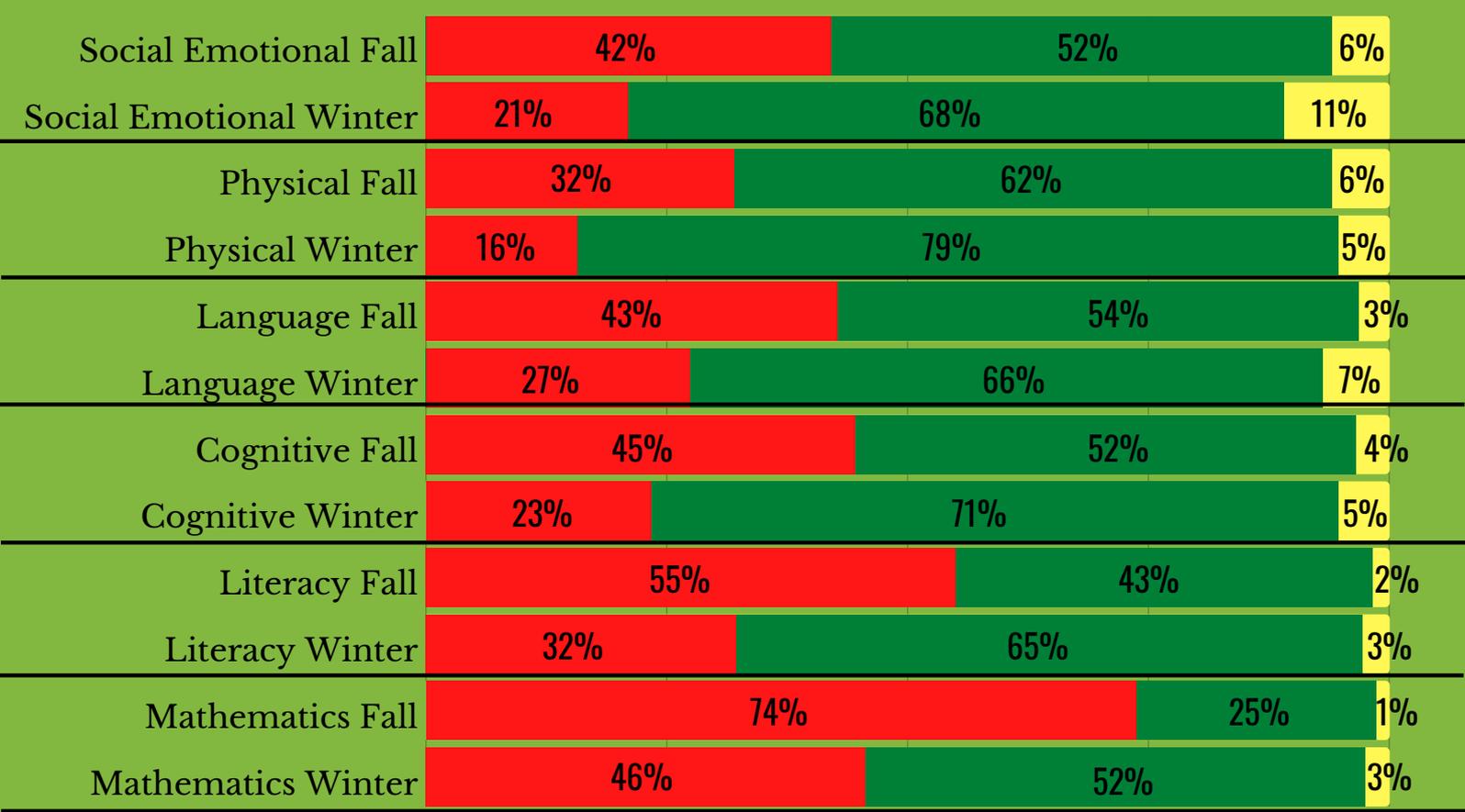
Child Assessments were completed on ECC students in October and December of the 2019-2020 school year. Due to COVID-19 and the closure of our schools for in-person learning in March 2020, the May assessments were not able to be completed.

The program analyzes developmental outcomes for individual children and the program to determine if all children are making progress towards school readiness goals and to make program improvements. The reports below display the percentage of children who were below, meeting, or exceeding the widely held expectation for their age at the fall checkpoints. These outcomes are generally compared at the end of the year to determine if child growth has occurred.

TEACHING STRATEGIES GOLD

2019-2020
3 & 4-YEAR-OLD DATA

■ *Below*
 ■ *Meeting*
 ■ *Exceeding*
**Due to COVID-19, there were no spring observations*



0% 25% 50% 75% 100%

SCHOOL READINESS GOALS

School readiness is foundational across early childhood systems and programs. It means children are ready for kindergarten, families are ready to support their children's learning, and schools are ready for children. Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life.

Using the chosen program curriculum—*Creative Curriculum*—the Head Start Child Development and Early Learning & Outcomes framework, the Colorado Department of Education's Early Learning and Development Standards, Policy Council involvement, input from parents of enrolled children, and Early Childhood stakeholders—including the MCSD RE-1J School District—ECC has developed the following School Readiness Goals for all Early Childhood Centers students:

1 Approaches to Learning

Children will show persistence in emotional, behavioral, and cognitive self-regulation to acquire knowledge, learn new skills, and set and achieve goals. Children will show sustained attention, impulse control, and flexibility in thinking that increases their ability to develop relationship building skills and behaviors.

2 Cognition

Children will develop reasoning, problem solving, and thinking skills that help them understand and organize their world and increases their school readiness in the areas of mathematical and scientific reasoning competence.

3 Health and Physical Development

Children will demonstrate the knowledge and use of safe, health behaviors and routines. Children will increase their development of both gross and fine motor skills that allow them to fully explore their environment.

4 Language and Literacy

Children will develop emerging abilities in listening and understanding language and literacy enabling them to communicate by increasing their knowledge of the alphabet and print.

5 Social/Emotional

Children will develop positive and emotional development that provides a critical foundation for lifelong development and learning.

KINDERGARTEN READINESS

The success of our children is attributed to several factors/efforts within our school district and program including:



Family service outreach including a personal phone call to the transitioning family as well as a brochure for those transitioning from preschool to kindergarten. ECC teachers also meet with our district's six elementary schools to share student information. Students with an IEP have an additional meeting with elementary school staff to discuss the specific goals of the IEP. For the last two years, our district has held a "Kindergarten Carnival" which gives the families an opportunity to meet their new teacher, sit on a school bus, and receive a special STEM learning kit to work with over the summer, among other things and experiences. Unfortunately, due to COVID-19, the spring 2020 carnival was cancelled.



HIGHER STAFF QUALIFICATIONS

65%

of our teachers have a bachelor's or master's degree in Early Childhood Education or related field.

Teachers of all 16 classrooms meet the degree requirements of an Associate's Degree in Early Childhood Education or related field

1 Special Education Teacher received a Master's Degree in Early Childhood Education

219

children entering MCSO kindergarten were served by ECC!

19-20

FINANCIAL ACCOUNTABILITY

Montrose County School District RE-1J ECC completed its 5-year Project Period of 04/01/2014 through 03/31/2019. Due to starting a new Project Period the federal award from Head Start for 04/01/19 through 03/31/20 was broken up into two separate budget periods: the first being 04/01/19 through 06/30/19, and the second being 07/01/19 through 03/31/20. Head Start also adjusted MCS D RE-1J ECC’s Project Period to 04/01/2014 through 06/30/2019, with the new Project Period being 07/01/2019 through 06/30/2024.

MCS D RE-1J ECC federal award from Head Start for budget period 7/01/19 through 03/31/20 totaled \$671,460. Head Start Program Operations accounted for \$657,064 of the total award and \$14,396 was allotted for Head Start Training and Technical Assistance; \$0 COLA increase. Non-Federal Share (cash and in-kind) funds totaled \$167,865.

MCS D RE-1J ECC provides services to 102 preschool age children, during the school district calendar year which begins in August of one year and ends in May of the following year. The fiscal year for the MCS D RE-1J is July 1 through June 30. The Early Childhood Centers are funded by two Head Start grants during the school district calendar year due to the budget period of each award (April 1 through March 31).

2019-2020 HEAD START FUNDING REQUEST		VS.	2019-2020 HEAD START FUNDING AWARD	
Program Operations	\$981,003		Program Operations	\$657,064
Training & Technical Assistance	\$14,396		Training & Technical Assistance	\$14,396
COLA 1.77%	\$17,364		COLA 0%	\$0
Total	\$1,012,763		Total	\$671,460
Non-Federal Share/In-Kind	\$253,191		Non-Federal Share/In-Kind	\$167,865
2019-2020 PROJECTED BUDGET (July 2019-March 2020) \$759,572			2019-2020 ACTUAL EXPENDITURES (July 2019-March 2020) \$671,460	
Salaries	\$496,151		Salaries	\$403,035
Benefits	\$196,631		Benefits	\$161,937
Program Operations	\$66,790		Program Operations	\$106,488

20-21

FINANCIAL ACCOUNTABILITY

Sometimes additional funding is allotted for Head Start grants. Fiscal year 2020-2021 includes additional funding for Quality Improvement grants to assist and support programs with training staff, and hiring of additional staff, to support children and families affected by trauma. COVID-19 One-Time Supplement grants were also allocated to Head Start programs to assist with preparation, prevention, and reparation of issues caused by COVID-19.

MCSO RE-1J ECC federal award from Head Start for budget period 04/01/20 through 03/31/21 totaled \$1,177,368. Head Start Program Operations accounted for \$998,367 of the total award and \$14,396 was allotted for Head Start Training and Technical Assistance; \$74,967 COLA and Quality Improvement increase; \$89,638 COVID-19 One-Time Supplement. Non-Federal Share (cash and in-kind) funds totaled \$253,191.

2020-2021 HEAD START FUNDING REQUEST		vs.	2020-2021 HEAD START FUNDING AWARD	
Program Operations	\$998,367		Program Operations	\$998,367
Training & Technical Assistance	\$14,396		Training & Technical Assistance	\$14,396
COLA 2% & Quality Improvement	\$74,967		COLA 2% & Quality Improvement	\$74,967
COVID-19 One-Time Supplement	\$89,638		COVID-19 One-Time Supplement	\$89,638
Total	\$1,177,368		Total	\$1,177,368
Non-Federal Share/In-Kind	\$253,191		Non-Federal Share/In-Kind	\$253,191

2020-2021 PROJECTED BUDGET (April-June 2020) \$294,342		2020-2021 ACTUAL EXPENDITURES (April-June 2020) \$403,216	
Salaries	\$193,748	Salaries	\$289,043
Benefits	\$72,557	Benefits	\$109,401
Program Operations	\$28,037	Program Operations	\$4,772

*Federal Review***FA1**

From April 14, 2020 to April 17, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Montrose County School District RE-1J Head Start Program. This review was scheduled to take place over the phone, so the closing of our physical campus from March to May (due to COVID-19) did not have any effect on our program. The different compliance levels are:

- OCI (Opportunity for Continuous Improvement)
- AOC (Area of Concern)
- ANC (Area of Noncompliance)
- Deficiency

Out of the four categories measured,

- Program Design and Management
- Quality Education and Child Development Program Services
- Quality Health Program Services
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

our program was found complaint in all areas. In the 2020-2021 school year, ECC will undergo the FA2 monitoring review. This review typically takes place in-person, but due to the pandemic, it will most-likely happen virutally.

*Financial***AUDIT**

For the period ending DECEMBER 20, 2019, Montrose County School District RE-1J's consolidated financial statements were not found to have any deficiencies in internal control over compliance that would be considered to be material weakness. The audit came from Chadwick, Steinkirchner, Davis & Co., P.C., independent certified public accountants.

Chadwick, Steinkirchner, Davis & Co., P.C.

Consultants and Certified Public Accountants



Board of Education
December 20, 2019

Report on Internal Control over Compliance

Management of Montrose County School District RE-1J, is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose

Chadwick, Steinkirchner, Davis & Co., P.C.

3

Locations

16

Combined
Classrooms

1

County

569

Volunteers

42

Education
Staff

5

Combined
Programs

12

Support
Staff

11

Policy Council
Members

INVOLVEMENT
PARENT



ECC encourages the role of parents as their child's first and most important teacher. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. Building a shared partnership with families gives parents opportunities to stay involved with the education of their child and support the development of kindergarten readiness skills.

Parents and members of the community participated in many activities including:

- Classroom Volunteering/Material Prep/Maintenance
- Community Yard Sale (fundraiser)
- Discovery Wonderland Carnival (STEM)
- Educational Home Projects
- Family Firemen Event
- Holiday Parade & Float Participation
- Home Visits
- Daddy/Daughter Dance
- Literacy Night
- Little Alice's Mad Hatter Tea Party
- Meet and Greet
- Once Upon A Time Fun Run
- Parent/Teacher Conferences
- Policy Council & Parent Committees

569 Family & Community Volunteers contributed to the program in the 19-20 school year

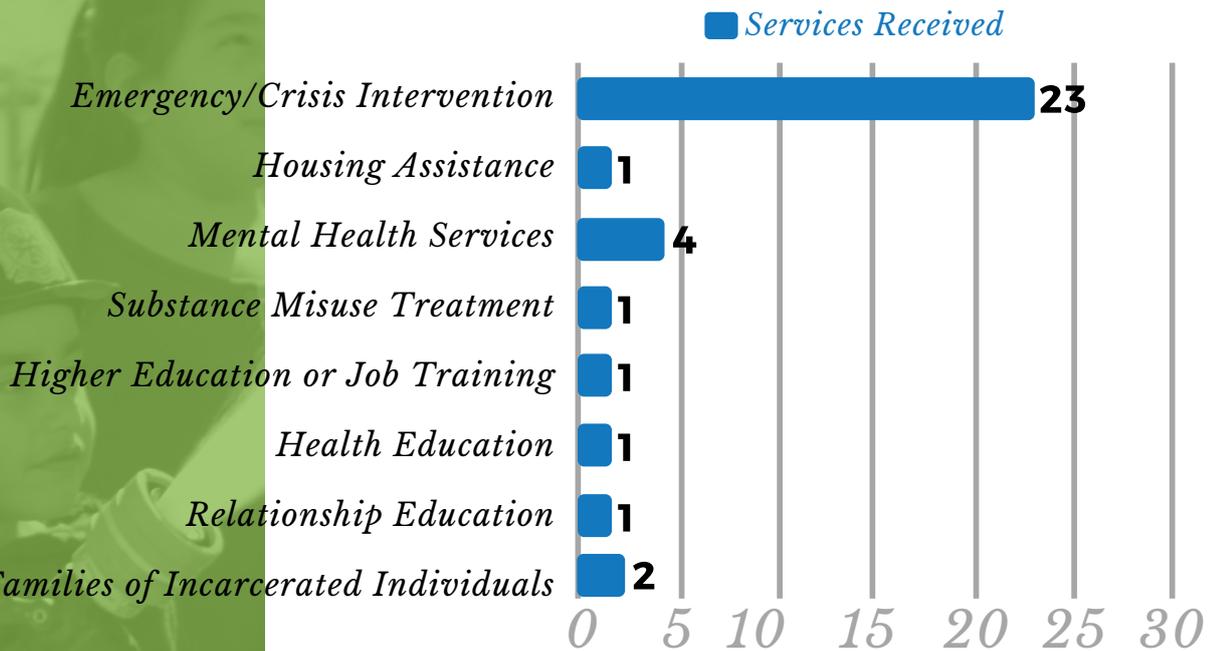
27% of those volunteers were male

\$89,513.85 2019-2020 Head Start In-Kind in Dollars:

SERVICES FAMILY

All Head Start parents complete a Family Assessment at Family Orientation and during Fall and Spring* Parent/Teacher Conferences. Family advocates use this data to assist with identifying immediate needs, identifying family strengths, and goal setting with families. The Family Services team is available to assist families in connecting with resources in the following areas:

**Due to COVID-19, no Spring Parent/Teacher Conferences were held*



Parent Involvement in Hours:

*Other: 3,740.6

Take-Home Activities: 551

Classroom Volunteers: 1,093

Family Activities: 274.5

Committee Participation: 105

Parent/Teacher Conferences: 108.5

Policy Council Participation: 71.7

**includes classroom material prep, training/ workshops, maintenance, & more*



POLICY COUNCIL

Policy Council makes decisions about the overall direction of our program and is made up of elected parent representatives, past parents, and community members



In 2019-2020, Policy Council met the second Monday of every month in-person until COVID-19. Starting in April, Policy Council continued to meet virtually.

PRESIDENT:

Joni Bowen

VICE PRESIDENT:

Tami Glover

TREASURER:

Megan Carney Reed

SECRETARY:

Sakiko Woodson

MEMBERS:

Marleny Andrade, Natalia Parades, Melissa Perpar, Rachael Routzahn, Skyler Shepard, Tony Shepard, Lindsey Slabaugh

CONTACT US:



**EARLY
CHILDHOOD
CENTERS**

LOCATIONS:

*Johnson Early
Childhood Centers*
13820 6700 Rd.
Montrose, CO 81401

*Montrose Early Childhood
Centers*
1900 Colorado Ave.
Montrose, CO 81401

Olathe Early Childhood Centers
320 N. 3rd St.
Olathe, CO 81425

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 EarlyChildhoodMontroseOlathe

 ECCPolicyCouncil

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2019-2020 HEAD START
Annual Report