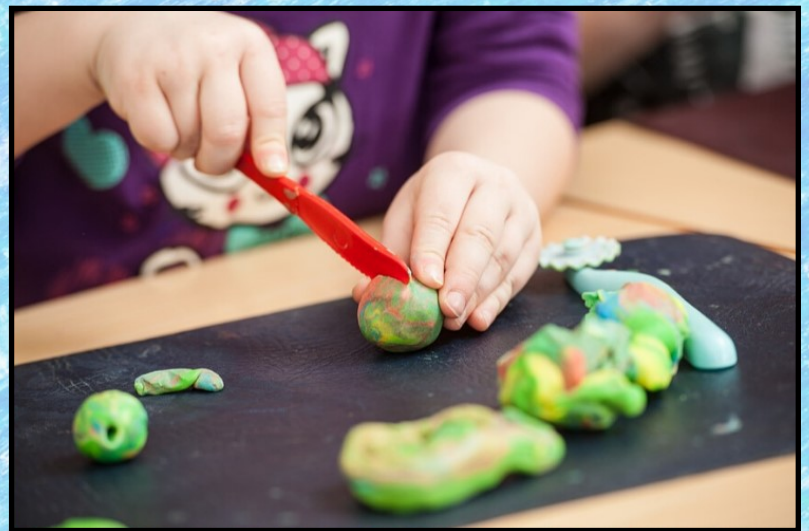


HEAD START

Annual Report 2018-2019





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A Message From The Director

This has been a tremendous year of opportunity and growth for Montrose County School District RE-1J Early Childhood Centers. We were the privileged recipients with our first year of Pyramid Model training and teacher coaching. We also added one new classroom and assisted with our school district's Kindergarten Carnival!

In each ECC classroom, our teachers and support staff prioritize the social, emotional, and cognitive development of each student. As importantly, we also support the role of parents as their child's first and most important teacher. We know that no one cares more about a child than his/her parents, and we share a simple but powerful goal with them: the success of their children in school and in life. It's here where the kids in our community acquire a positive foundation for lifelong learning.

We are proud of the progress we have made in the last year, but we do know that there is much more work to be done...and we cannot wait to do it. Please take the time to learn about the vitally important work that we are undertaking in our communities as we continue to expand our scope of organizing, developing, and supporting strong families and powerful communities where children matter most.

As we move into a new year, we would like to thank every volunteer that spends time in our classrooms. We are extremely grateful to our staff for their dedication each and every day. Lastly, we would like to acknowledge our Head Start Policy Council, parent committees, school district administration and Montrose County School District RE-1J Board of Education for their guidance. We look forward to building, and strengthening, relationships with our parents, community, and school district as we work together to make a positive impact in the lives of the children and families we serve.

Penny Harris

Director
Montrose County School District RE-1J
Early Childhood Centers





MCS Head Start Annual Report

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 to children and families of low income.

In 2018, Head Start funded 12,948 children in the state of Colorado — 115 of those children attended the Montrose County RE-1J School District (MCS). 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 2018-2019 school year, 102 of MCS Head Start enrollment was funded through the Federal Head Start grant.

MCS 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.



ECC 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.

Who We Are

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.

General Information

Grantee Agency: Montrose County School District RE-1J

Program Number: 08CH1100-05

Address: 900 Colorado Avenue
Montrose, Colorado
81401

Telephone: 970-249-5858

Head Start Director:
Penny Harris

Director Email:
penelope.harris@mcsd.org

Agency Website:
ecc.mcsd.org

CHILDREN SERVED:

115

AGE 3: AGE 4:

38 77

ATTENDED FULL-DAY:

41

FAMILIES SERVED:

111

RETURNING CHILDREN:

46

AVERAGE DAILY ATTENDANCE:

87%

Children and Family Statistics

We strive to provide an environment where children are safe and enriched. Opportunities will be provided for children to achieve appropriate educational and social development. Children are encouraged to learn and explore at their own speed in areas that interest them. Children are accepted into the program on a point system of risk factors.

2018-2019 Participant Risk Factors

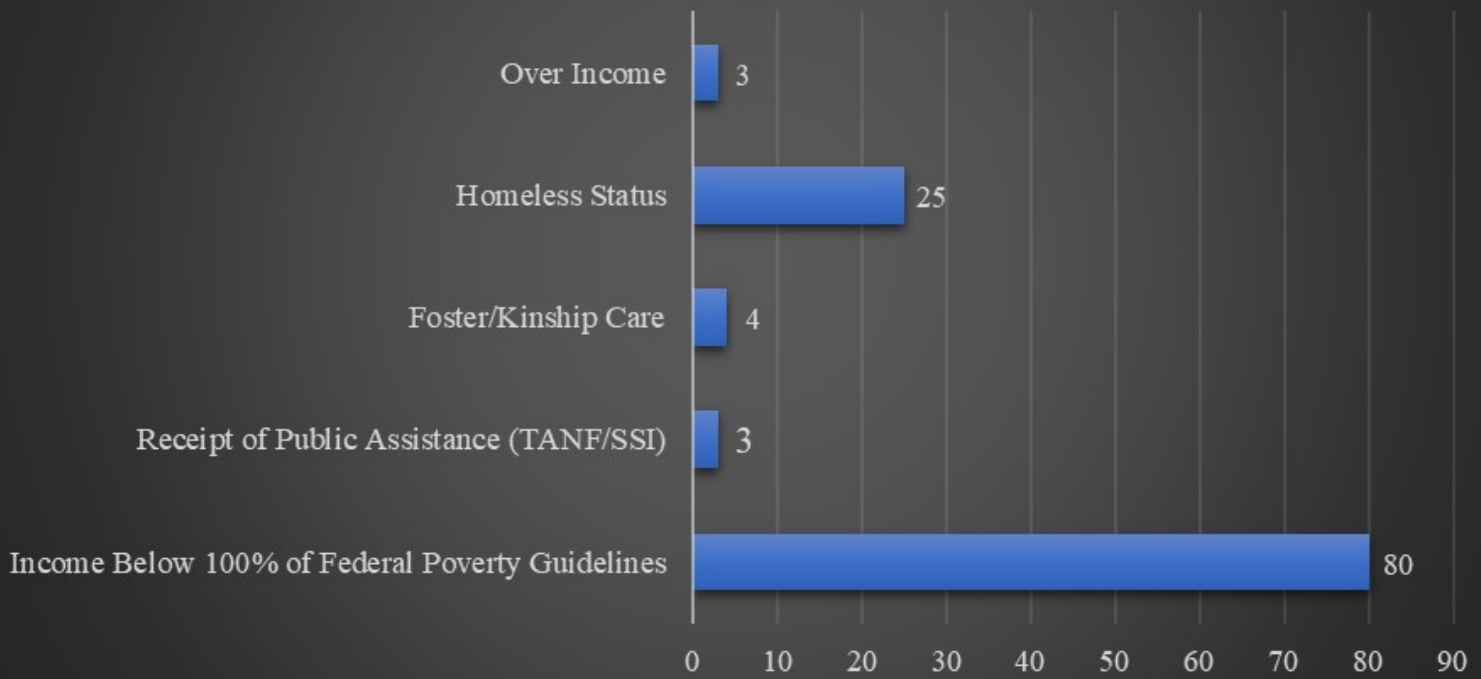
Head Start (102 HS children)	#	%
Free/Reduced Meals	101	99%
Homeless	10	10%
Domestic Violence	19	19%
Substance Abuse	20	20%
Teen Parent	6	6%
Education	48	47%
Frequent Moves	20	20%
Social	92	90%
Speech/Language	69	68%
DHHS Interventions	10	10%

Head Start (102 HS children)	#	%
0 Risk Factors	0	0%
1 Risk Factor	1	2%
2 Risk Factors	8	7%
3 Risk Factors	36	35%
4 Risk Factors	26	25%
5 Risk Factors	16	16%
6 Risk Factors	8	8%
7 Risk Factors	4	4%
8 Risk Factors	1	2%

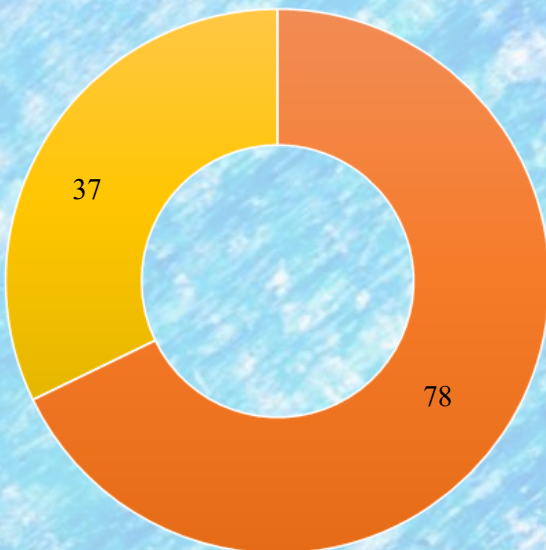
Families interested in the Head Start program must qualify by meeting federal guidelines. In general, eligibility is based on family income at or below the poverty level. Families with other situations including homelessness, children in foster care, or receiving SSI or TANF are also eligible.

The MCSD RE-1J Early Childhood Centers receive Head Start funding for 102 children. The total number of Head Start eligible children served by the MCSD RE-1J Early Childhood Centers for the 2018-2019 school year was 115. Forty-six students enrolled were second or third year students. Two students were enrolled less than 45 days and twelve children left the program and did not re-enroll.

Head Start Qualifications/Categories Served

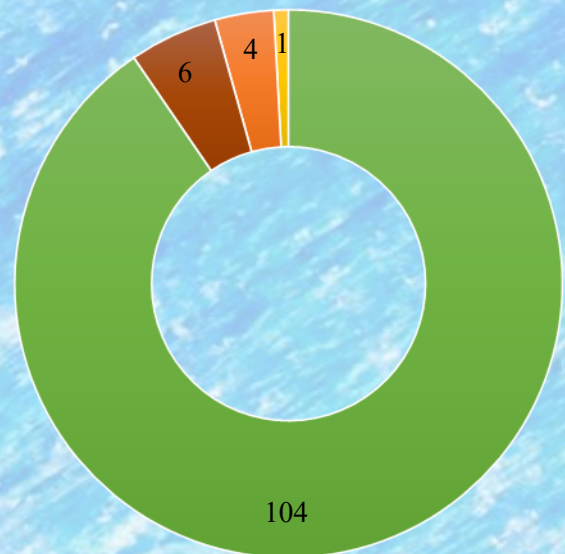


Ethnicity



■ Non-Hispanic or Latino Origin
 ■ Hispanic or Latino Origin

Race



■ American Indian or Alaska Native
 ■ Black or African American
■ White
 ■ Biracial/Multi-Racial

Enrollment

MCSO RE-1J EARLY CHILDHOOD CENTERS HEAD START
AVERAGE MONTHLY ENROLLMENT 2018-2019

AUGUST 100%	SEPTEMBER 100%	OCTOBER 100%	NOVEMBER 100%	DECEMBER 100%
JANUARY 100%	FEBRUARY 100%	MARCH 100%	APRIL 100%	MAY 100%

As students drop from the program, eligible students are pulled from the waitlist and given an opportunity to participate in the Head Start program. In 2018-2019, 46 Head Start students were enrolled to the Early Childhood Centers for a second year. The chart below reflects the total number of children and families funded as well as the total number served (accepted and then dropped) by the MCSO RE-1J Early Childhood Centers.

Head Start Enrollment

102 Funded

115 Actual Served

Colorado Preschool Program

130 Funded

142 Actual Served

Children with Disabilities

73 Funded

81 Actual Served

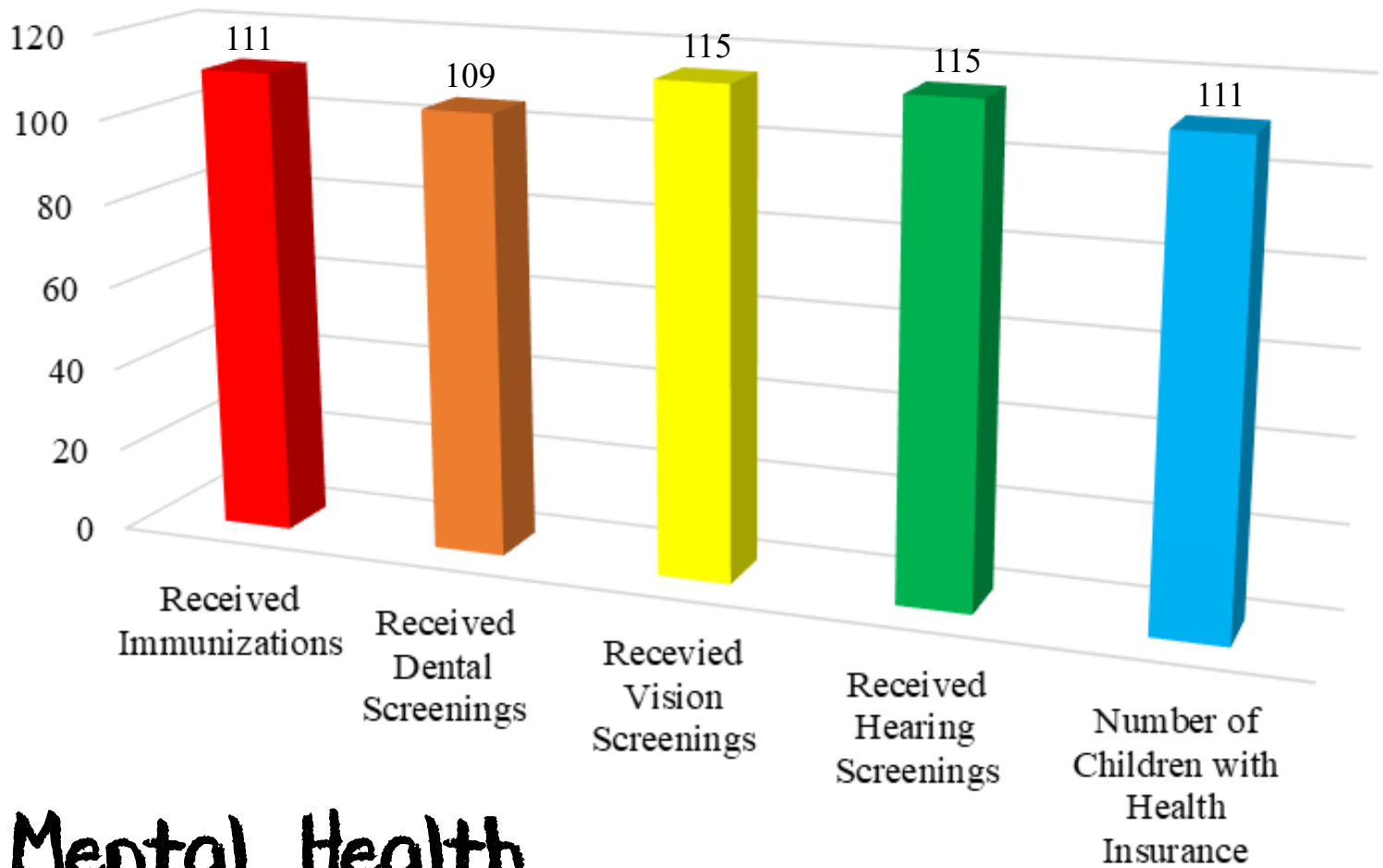
Tuition Pay

4 Funded

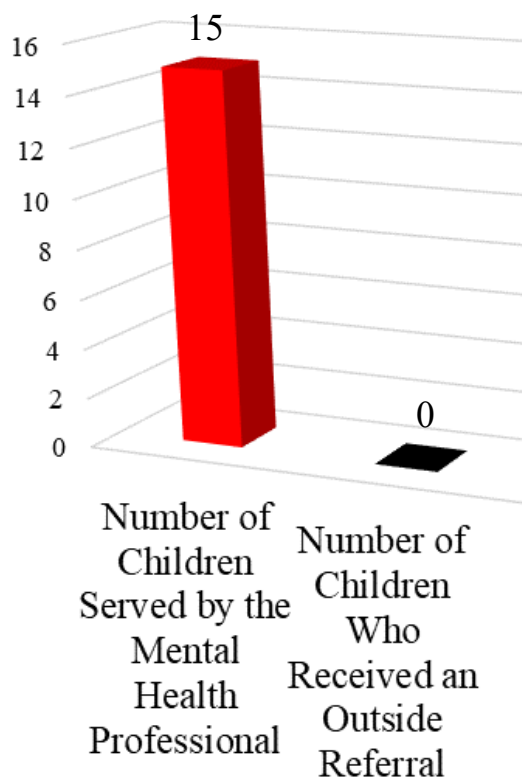
4 Actual Served

16% of eligible children that were served by Head Start in our area
(686: estimated number of Head Start-eligible children in our service area)

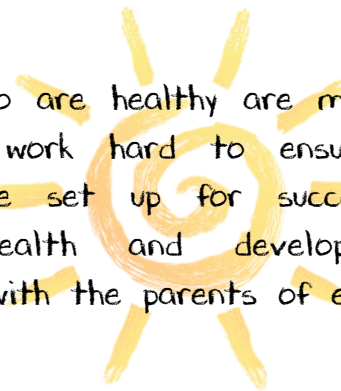
Health Services



Mental Health



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 parents of each child.

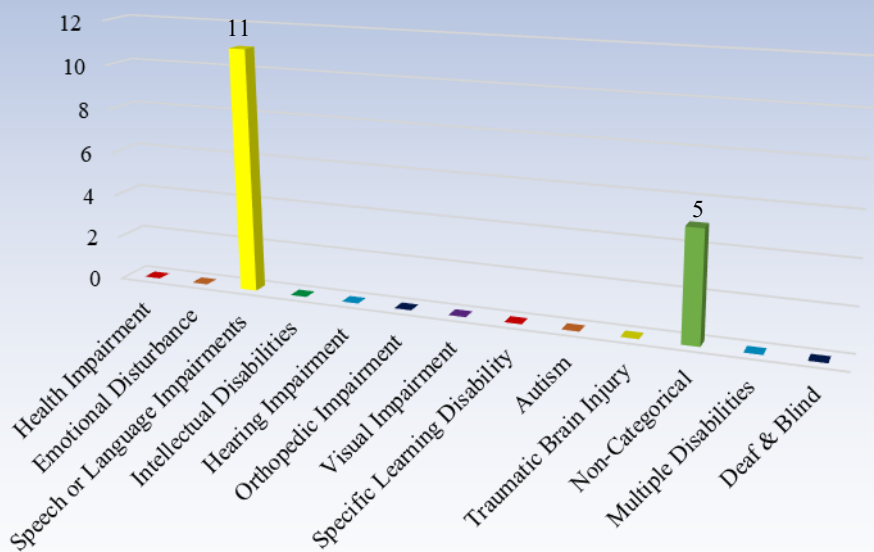


ECC contracts with a Mental Health Professional to provide services that may include classroom observations, individual child observations, assistance with our Wellness Committee and training for staff. The Wellness Committee is meant to promote an uplifting and positive work environment, as well as encourage employees (and their families) to adopt and practice a healthy lifestyle to improve their physical and mental well-being. In 2018-2019, our Mental Health Professional averaged 72 hours a month on-site (from August - May).

Disabilities Services

Number of children enrolled in the Head Start program who have an Individualized Education Program (IEP):

16



ECC ensures that every child with special needs is valued, supported, and fully included in all aspects of our program. We work directly with children, the school district, teachers, and families to ensure that everyone is aware of each child's IEP/IFSP goals and that the goals are worked on collaboratively. We are required by the office of Head Start to provide comprehensive services to at least 10% of our total funded enrollment to children with disabilities.



Head Start Budget and Financials

MCSD RE-1J ECC federal award from Head Start for budget period 04/01/18 through 03/31/19 totaled \$995,399. Head Start Program Operations accounted for \$956,143 of the total award and \$14,396 was allotted for Head Start Training and Technical Assistance; \$24,860 COLA increase. Non-Federal Share (cash and in-kind) funds totaled \$248,850.

MCSD 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 MCSD RE-1J is July 1 through June 30. The Early Childhood Centers were 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).

<u>2018/2019 HEAD START FUNDING REQUEST</u>	<u>2018/2019 HEAD START FUNDING AWARD</u>
PROGRAM OPERATIONS \$956,143	PROGRAM OPERATIONS \$956,143
TRAINING & TECHNICAL ASSISTANCE \$14,396	TRAINING & TECHNICAL ASSISTANCE \$14,396
COLA 2.6% \$24,860	COLA 2.6% \$24,860
TOTAL \$995,399	TOTAL \$995,399
NON-FEDERAL SHARE/ IN-KIND \$248,850	NON-FEDERAL SHARE/ IN-KIND \$248,850

<u>2018/2019 PROJECTED BUDGET</u> (July 2018-March 2019) \$746,550	<u>2018/2019 ACTUAL EXPENDITURES</u> (July 2018-March 2019) \$652,913
SALARIES \$481,623	SALARIES \$409,825
BENEFITS \$210,735	BENEFITS \$154,004
PROGRAM OPERATIONS \$54,192	PROGRAM OPERATIONS \$89,084

MCSD 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 MCSD 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.

MCSD RE-1J ECC federal award from Head Start for budget period 04/01/19 through 06/30/19 totaled \$341,303. Head Start Program Operations accounted for \$336,962 of the total award and \$0 was allotted for Head Start Training and Technical Assistance; \$4,341 COLA increase. Non-Federal Share (cash and in-kind) funds totaled \$85,326.

<u>2019/2020 HEAD START FUNDING REQUEST</u>	<u>2019/2020 HEAD START FUNDING AWARD</u>
PROGRAM OPERATIONS \$336,962	PROGRAM OPERATIONS \$336,962
TRAINING & TECHNICAL ASSISTANCE \$0	TRAINING & TECHNICAL ASSISTANCE \$0
COLA 1.77% \$4,341	COLA 1.77% \$4,341
TOTAL \$341,303	TOTAL \$341,303
NON-FEDERAL SHARE/ IN-KIND \$85,326	NON-FEDERAL SHARE/ IN-KIND \$85,326

<u>2019/2020 PROJECTED BUDGET</u> (April - June 2019) \$341,303	<u>2019/2020 ACTUAL EXPENDITURES</u> (April - June 2019) \$341,303
SALARIES \$244,099	SALARIES \$244,384
BENEFITS \$94,589	BENEFITS \$94,855
PROGRAM OPERATIONS \$2,615	PROGRAM OPERATIONS \$2,064



Results of the most recent financial audit

For the period ending December 20, 2018, 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, 2018

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.

Montrose County School District RE-1J's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Montrose County School District RE-1J's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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.

Federal Review

The last on-site monitoring review of the program was conducted by the Administration for Children and Families. MCSD RE-1J was determined to be ineligible for automatic renewal and designated for competition of the Head Start grant. Based on a review conducted on 02/03/2015, HHS determined that Montrose County School District RE-1J had one or more deficiencies and the program's latest CLASS review, conducted the week of 4/11/2017-4/14/2017, reflected two areas of non-compliance.

Specifically, MCSD RE-1J was found to be out of compliance with the following requirement(s):

1304.52 Human Resource Management: (i) Standards of Conduct.

(1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standard of conduct. These standards must specify that (iii) No child will be left alone or unsupervised while under their care.

1304.11 (c) (1) The agency has been determined to have an average score below the minimum thresholds on one or more of the three CLASS: Pre-K domains from the most recent CLASS observation.



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

January 31, 2018

Mr. Tom West, Board of Education, President
Montrose County School District RE1J
Early Childhood Centers / Head Start
900 Colorado Avenue Unit 4
Montrose, CO 81401-9701

Re: Grant No. 08CH1100

Dear Head Start Grantee:

This letter is to inform you that Montrose County School District RE1J in Montrose, CO **meets one or more of the criteria listed in the Head Start Program Performance Standard Regulation 45 CFR Part 1304 requiring an open competition.** The grant award project period ends 03/31/2019.

If your agency wishes to receive a new Head Start grant to provide services in the current service area, it must submit an application and compete with other entities. This letter explains how this determination was made and provides you with information on how the competitive process will operate.

Basis of Competitive Determination

Montrose County School District RE1J in Montrose, CO, was determined to be ineligible for automatic renewal and designated for competition based on the following condition(s):

45 CFR Part 1304.11(a) - The agency has been determined to have one or more deficiencies on a review or

reviews conducted under section 641A(c)(1)(A), (C), or (D) of the Act in the relevant time period covered by the responsible HHS officials review under Part 1304.15.

45 CFR Part 1304.11(c)(1) - The agency has been determined to have an average score below the following minimum thresholds on one or more of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation: (i) for the Emotional Support domain the minimum threshold is 4; (ii) for the Classroom Organization domain the minimum threshold is 3; (iii) for the Instructional Support domain, the minimum threshold is 2.

45 CFR Part 1304.11(c)(2) - The agency has been determined to have an average score across all classrooms observed that is in the lowest 10 percent on one of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation among those currently being reviewed and the average score across all classrooms observed for that CLASS: Pre-K domain is not equal to or above the standard of excellence that demonstrates that the classroom interactions are above an exceptional level of quality.

Deficiency Condition

Based on a review conducted on 02/03/2015, HHS determined that Montrose County School District RE1J had one or more deficiencies. Specifically, Montrose County School District RE1J was found to be out of compliance with the following requirement(s):

1304.52 Human Resources Management.

(i) Standards of conduct.

(1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that (iii) No child will be left alone or unsupervised while under their care.

HHS informed Montrose County School District RE1J of that deficiency or deficiencies on 04/22/2015. If you would like a copy of your review report(s), please see the Reviews tab in HSES.

CLASS Condition

CLASS is a valid and reliable research-based observational instrument that assesses classroom quality through assessing the multiple domains of teacher-child interaction that are linked to positive child development and later achievement. CLASS assesses three distinct dimensions of classroom quality:

Emotional Support - Teachers' skills in supporting children's social and emotional functioning in the classroom.

Classroom Organization - Classroom processes related to the organization and management of behavior, time, and attention to maximize children's engagement and learning.

Instructional Support - How teachers effectively support children's cognitive and language development.

A representative sample of classrooms was assessed on the CLASS by valid and reliable observers starting on 04/11/2017. The average score from these observations in the domain(s) of Instructional Support was among the lowest 10 percent of all grantees assessed across the country. In addition, the average score from these observations in the domain of Instructional Support was below the minimum threshold of 2.

HHS informed Montrose County School District RE1J of this CLASS score on 05/17/2017. If you would like a copy of your review report(s), please see the Reviews tab in HSES. Please see the ECLKC for additional information on the use of CLASS in Head Start: <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/class>.

Competitive Process and Interim Funding

Should your agency wish to compete to operate a Head Start and/or Early Head Start program, the agency must submit an application under a funding opportunity announcement that will be published at a later date on Grants.gov. Funds will be awarded to the organization "that demonstrates that it is the most qualified entity to deliver a high-quality and comprehensive Head Start or Early Head Start program." See 45 CFR Part 1304.13

Your agency will continue to receive grant funding until such competition has concluded. The final budget period of your current grant may be prorated as an extension until 06/30/2019. Grantees will be asked to submit a budget for 12 months of operations, and this amount will be prorated based on the annual funding month and the percent of enrollment served part-year or full-year. Please note that the new grant, whether it is your organization or another, will receive the remainder of funds available to the service area for the current fiscal year. Typically, new awards are made by July 1.


If you have any questions about the competitive process or the designation determination, please contact your Regional Office.

Sincerely,

Ann Linehan
Acting Director
Office of Head Start

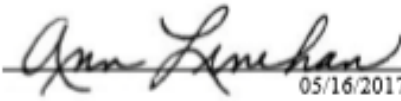
The following contacts at your program received this email:

Authorizing Official: Mr. Tom West, Board of Education, President
Executive Director: Mr. Stephen Schiell
HS and/or EHS Director(s): Ms. Penny Harris cc:
Regional Program Manager: Debra Hedin



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | eclkc.ohs.acf.hhs.gov

<p>To: Board Chairperson <i>Ms. Leann Tobin</i> Board Chairperson Montrose County School District RE1J Early Childhood Centers / Head Start 900 Colorado Avenue Unit 4 Montrose, CO 81401-9701</p>	<p>From: Responsible HHS Official <i>Ms. Ann Linehan</i> Acting Director, Office of Head Start</p> <div style="text-align: right;">  05/16/2017 </div>
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Results from CLASS® Observations

Thank you for your support during the recent Office of Head Start onsite CLASS® review conducted from 04/11/2017 to 04/14/2017 of your Head Start program. Grant 08CH1100.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.9236	Classroom Organization	5.6759	Instructional Support	1.9537

DIMENSIONS					
Positive Climate	5.89	Behavior Management	6.39	Concept Development	1.53
Negative Climate*	1.06	Productivity	6.25	Quality of Feedback	1.81
Teacher Sensitivity	6.22	Instructional Learning Formats	4.39	Language Modeling	2.53
Regard for Student Perspectives	4.64				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS® domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

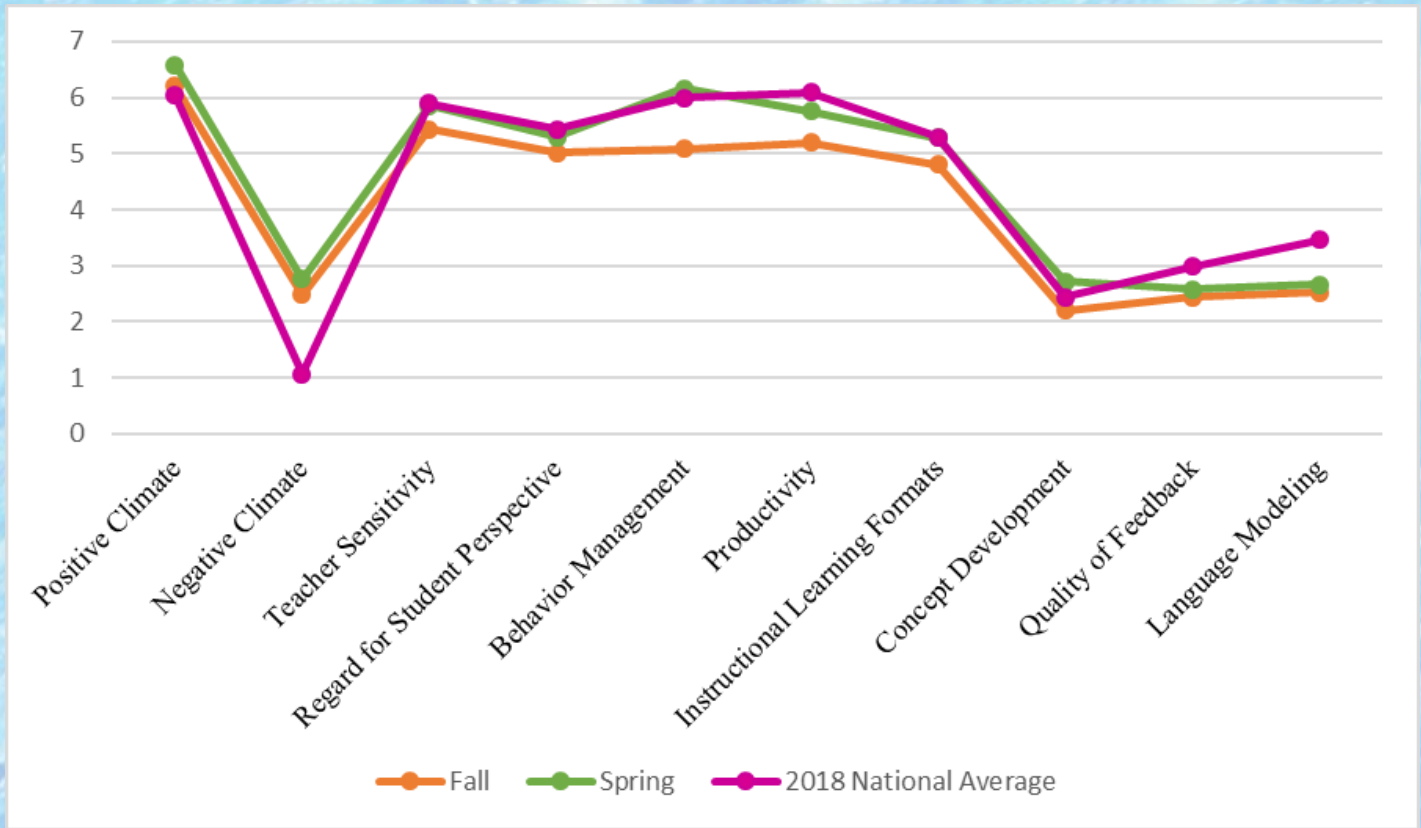
If you have any questions, please contact your Regional Office.

cc: *Ms. Debbie Hedin*, Regional Program Manager
Mr. Devin Gordan, Policy Council Chairperson
Mr. Stephen Schiell, CEO/Executive Director
Ms. Penny Harris, Head Start Director

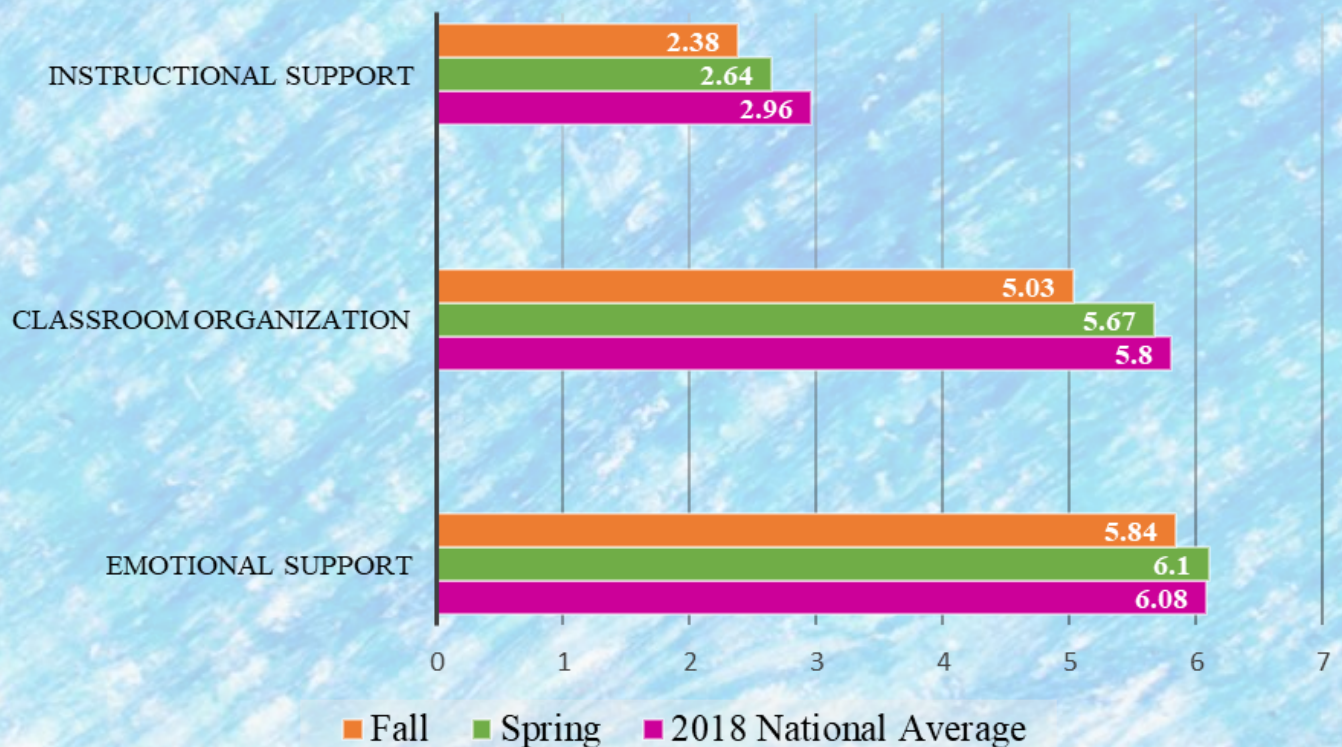
CLASS Assessment

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: Emotional Support, Classroom Organization, and Instructional Support. Each area is further broken down into 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.

2018-2019 CLASS dimensions



2018-2019 CLASS domains





Family Involvement and Community Engagement

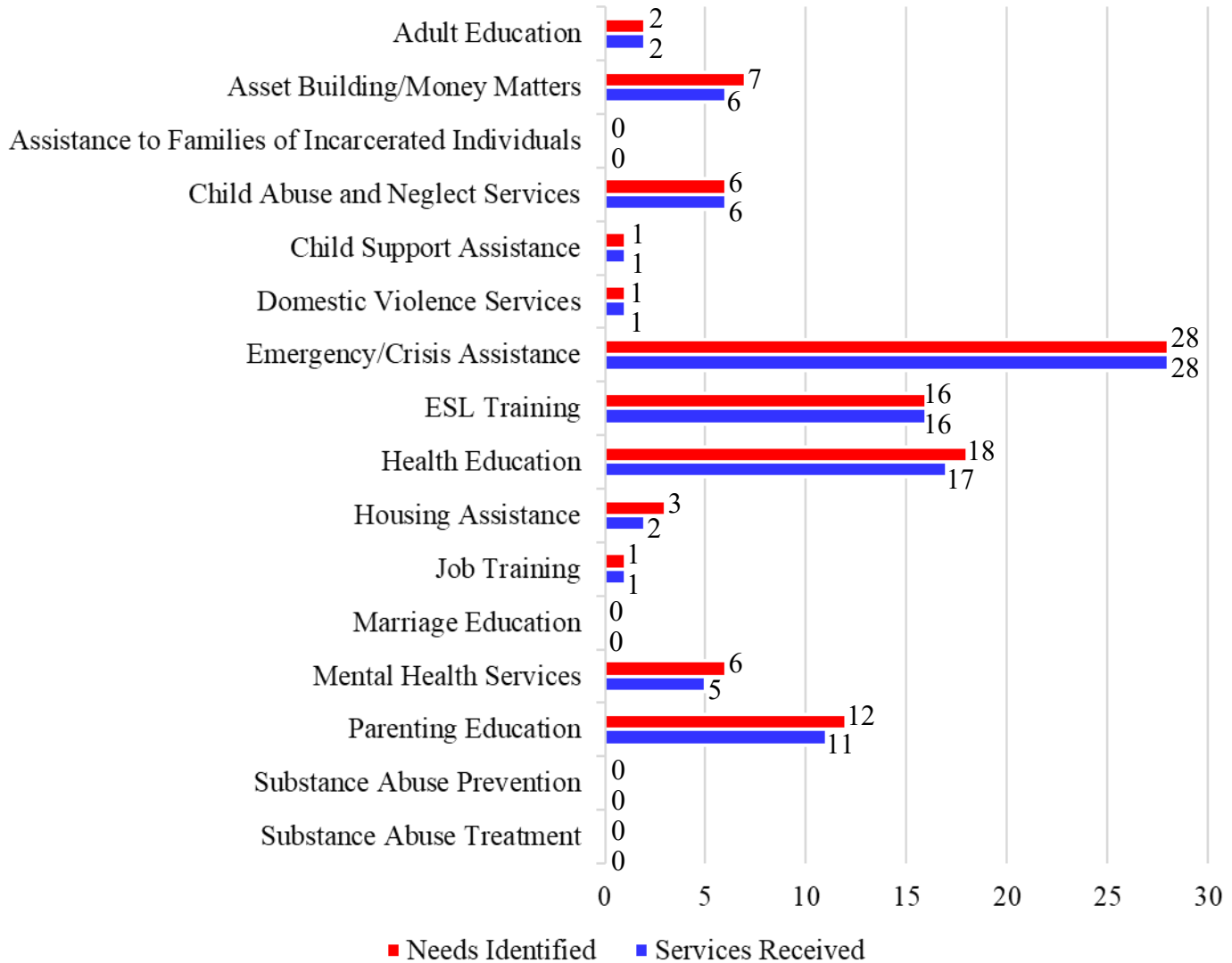
ECC encourages the role of parents as their child's first and most important teacher. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. Building a shared partnership with families gives parents opportunities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

- Back to School Night
- Classroom Volunteering/Material Prep/Office Help/Maintenance
- Daddy/Daughter Dance
- ECC Bee Healthy Spooky Color Run (fundraiser)
- ECC Family Night at the Star Drive-In
- Educational Home Projects
- Educational Home Visits
- Holiday Parade & Float Participation
- Literacy Night at the Library
- Mommy/Son Activity
- Parent Appreciation & Volunteer Recognition (End of Year Family BBQ)
- Parent/Teacher Conferences
- Policy Council & Parent Committees
- Re-Prom: Through the Ages (fundraiser)
- Winter Carnival

Family Services

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:



Parent Involvement in Hours:

*Other: 4,742

Take Home Activities: 1,558

Classroom Volunteers: 1,384

Family Activities: 762

Committee Participation: 166

Parent/Teacher Conferences: 113

Policy Council Participation: 102

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

2018-2019 Head Start
In-Kind in Dollars:

\$250,693

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 currently enrolled children and Early Childhood stakeholders — including the MCSD RE-1J School District — the MCSD RE-1J Early Childhood Centers have developed the following School Readiness Goals for all Early Childhood Center students:

SOCIAL EMOTIONAL

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

LANGUAGE AND LITERACY

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



HEALTH AND PHYSICAL DEVELOPMENT

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

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.

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.

Efforts to Prepare Children for Kindergarten

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, a district-wide Kindergarten Carnival, and a brochure for those transitioning from preschool to kindergarten. ECC teachers also meeting with our district's six elementary schools to share information. Students with an IEP have an additional meeting with elementary school staff to discuss the specific goals of the IEP.



87%

Average daily attendance of Head Start children

Implementation of research and evidence-based curriculum for children and parents



Ongoing Monitoring to Continue Program Improvement

CLASS

Observations conducted 2x a year in all 13 classrooms

Higher Staff Qualifications

65%

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

Teachers of all 13 classrooms meet the degree requirements of an Associate's Degree in Early Childhood Education or related field

3

Teachers/paras are pursuing a higher education in Early Childhood Education

Training and Technical Assistance

78.25

Professional development hours for staff achieved

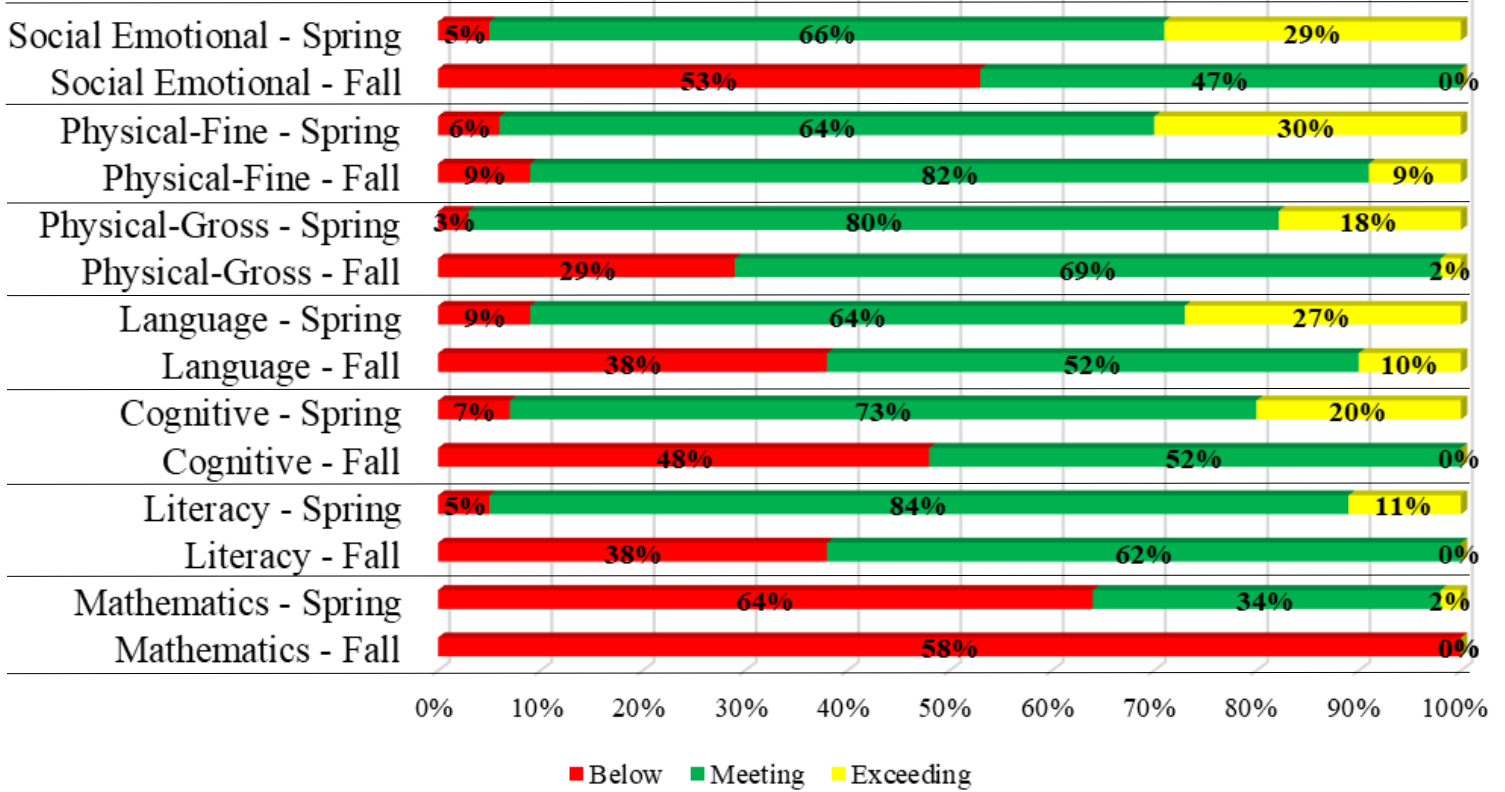
175

children entering MCSD kindergarten were served by ECC!



Teaching Strategies Gold 2018-2019 4-year-old Data

Head Start



Child Assessments were completed on ECC students in October, December, and May of the 2018-2019 school year. 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 above display the percentage of children who were below, meeting, or exceeding the widely held expectation for their age at the fall and spring checkpoints. These outcomes are compared at the end of the year to determine if child growth has occurred.



ECC Support Staff

Administrative Assistant: Lucy Townsend
Coordinator's Assistant: Lou Ann Gavell
Data Technician: Vicki Garcia
Director: Penny Harris
Education Coordinator: Roxie Schmalz
Family Advocates: Jody Baugh, Jutta Melgoza, Kiesha Kilby
Family and Community Engagement Coordinator: Jeanne Berry
Health Technician: Jessica Moore
Program Operations Coordinator: Kimberly Flatten
Secretary: Debbie McMillen

Policy Council

President: Joni Bowen
Vice President: Janine Rusnak
Secretary: Nadia Beyea
Treasurer: Nadia Beyea
Members: Amanda Turner, Ashley Pelham,
Barbara Valdez, Christy Ramirez,
Erik Rusnak, Janel Schmalz, Melissa Perpar,
Robin Megel, Sakiko Woodson, Sutton Schmalz

Montrose County School District RE-1J Head Start Centers

Johnson Early Childhood Centers
13820 6700 Road
Montrose, Colorado 81401

Montrose Early Childhood Centers
900 Colorado Avenue
Montrose, Colorado 81401

Olathe Early Childhood Centers
320 North Third Street
Olathe, Colorado 81425

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ecc.mcsd.org

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

Thank you!

