

MONTROSE COUNTY SCHOOL DISTRICT
RE-1 YEARLY CHILDHOOD CENTERS

2016-2017

HEAD START
ANNUAL REPORT TO
THE PUBLIC



PO BOX 10,000
900 COLORADO AVE #4
MONTROSE, CO 81402

ABOUT OUR PROGRAM...

50 Years of History... Project Head Start was launched on May 18, 1965, with the goal of providing vulnerable preschool children and their families with comprehensive services to help them be ready for school. Programs were developed "by local communities to meet local needs" and shaped by the leadership of parents and volunteers. After 50 years, these core values remain unchanged. Since that time, we have continued to reach out to expand and enhance our program services whenever possible, based on funding availability. With parents as partners, we embrace a holistic approach to children's social, emotional, physical, and cognitive development as we prepare them for school success!

Montrose County School District (MCSD) RE-1J Early Childhood Centers offer a comprehensive child and family services program for low-income children three to five years old and their families. In addition to early childhood education, children and families receive health and nutrition services, family development support, access to mental health services, as well as supports for children with disabilities. The goal of the program is to improve child and family outcomes, including school readiness, by providing a continuum of comprehensive services that support children's growth, development and family functioning.

The MCSD RE-1J Early Childhood Centers are comprised of four separately funded programs that are integrated into each of the 11 preschool classrooms to provide a system of services for all enrolled children and families. The four programs are Head Start, Colorado Preschool Program, Children with Disabilities, and Tuition Pay. The Montrose County School district serves as the grantee for the Head Start Program. The School District has acted as the Early Childhood Centers grantee since 1991. In partnership with ECC Management Staff and Head Start Parents, the School District provides the Early Childhood Centers with direction and financial oversight to ensure continuous program improvement year after year.

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. ECC children attend 3.5 hours a day, four days a week and follow the Montrose County School District calendar.

In December 2016 MCSD RE-1J Early Childhood Centers were awarded a Head Start Extended Duration Grant that would provide 41 Head Start children and their families with a full day, full year program. "Extended Duration" refers to lengthening the hours of services that Head Start offers individual children and their families, with the goal of increasing children's learning and developmental outcomes by providing more hours of high-quality learning experiences. Longer hours also support families who are working or in school to pursue self-sufficiency while resting assured that their children are in safe and nurturing early learning environments.

Information provided in the 2016-2017 Annual Report to the Public will predominately reflect Head Start data, funds and outcomes. Information from the Colorado Preschool Program, Children with Disabilities and the Tuition Program may be offered for comparison.

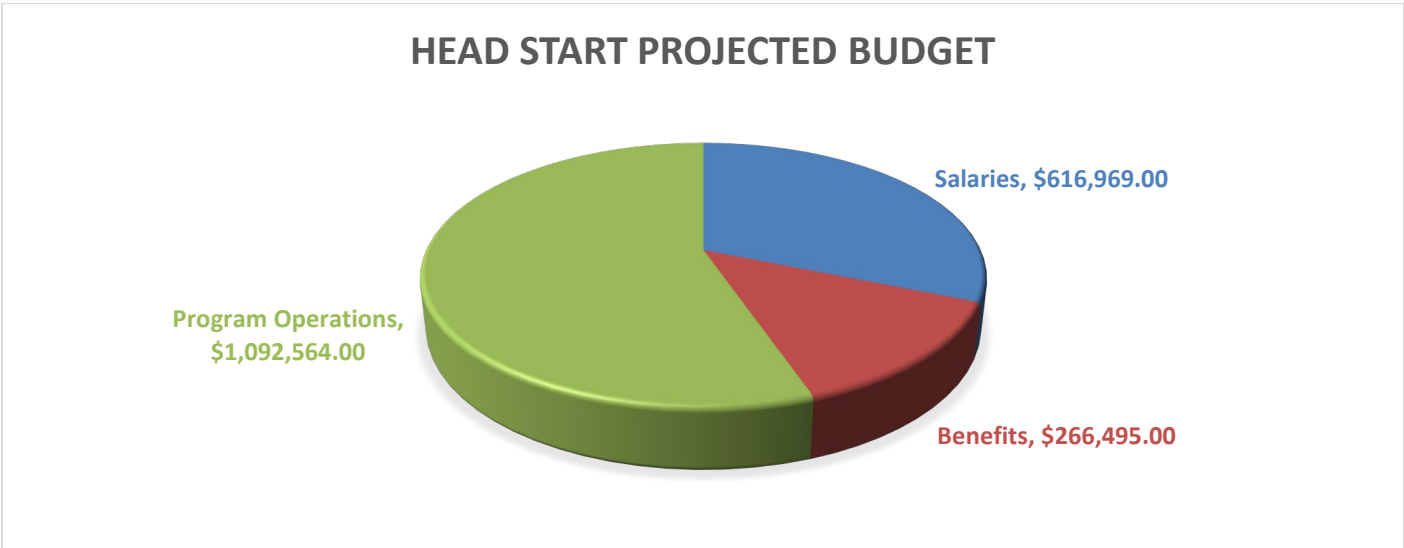
FINANCIALS...

MCSO 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 MCSO 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).

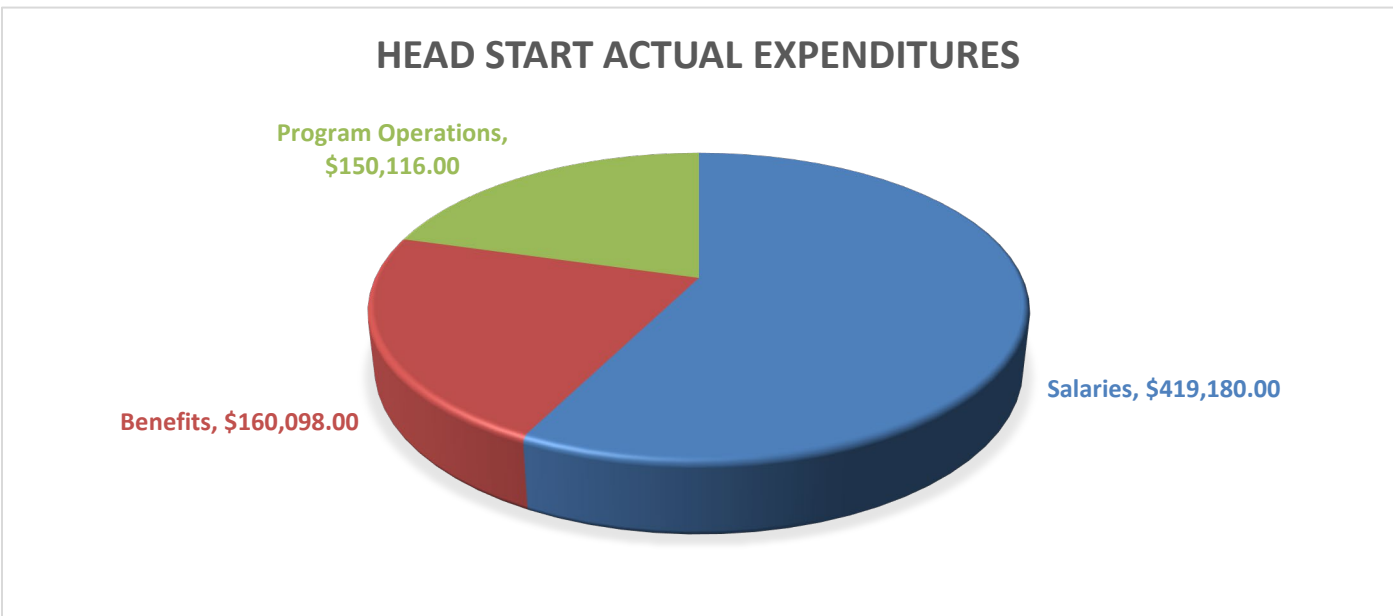
The chart below indicates the Head Start funding requests made by MCSO RE-1J ECC and the funding awards that were received. As indicated by the charts, MCSO RE-1J ECC was award all requests except for the supplemental grant request for ramps at the 900 Colorado Avenue, Montrose, preschool site.

FUNDING REQUESTED		FUNDING RECEIVED	
PROGRAM OPERATIONS	\$702,356.00	PROGRAM OPERATIONS	\$702,356.00
TRAINING & TECHNICAL ASSISTANCE	\$14,396.00	TRAINING & TECHNICAL ASSISTANCE	\$14,396.00
COLA of 1.8%	\$12,642.00	COLA of 1.8%	\$12,642.00
Full Day Duration Program	\$233,995.00	Full Day Duration Program	\$233,995.00
Duration Startup cost/Facility	\$1,012,639.00	Duration Startup cost/Facility	\$1,012,639.00
Ramp Grant	\$115,000.00	Ramp Grant	Not Awarded Submission withdrawn due to administration focus on extended duration grant
NON-FEDERAL SHARE/ IN-KIND	\$182,349.00	NON-FEDERAL SHARE/ IN-KIND	\$182,349.00

The next graph depicts the 2016-2017 Head Start Budget and the actual expenses during the budget year (April 1, 2016 – March 31, 2017). The differences in salaries and benefits is a result of the predicted compensation package negotiated between the Uncompahgre Valley Education Association and MCSD RE-1J and the actual package. The negotiation package was smaller than the MCSD RE-1J budget committee had planned.



The \$1,246,634 difference between the projected budget and the actual expenses in program operations is the Extended Duration award that was received in December 2016. MCSD RE-1J ECC did not expend any Extended Duration monies prior to the end of the Head Start grant year, March 31, 2017. A request was submitted to Head Start Region 8 to carryover the money and use it in the 2017-2018 funding year.



AUDIT

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

Consultants and Certified Public Accountants



Board of Education
November 5, 2016

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.

Montrose County School District No. RE-1J
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
Year ended June 30, 2016

There were no findings or questioned costs for the year ended June 30, 2015.

FEDERAL REVIEW

The Administration for Children and Families (ACF) conducted an onsite review of the Montrose County School District RE-1J Head Start program from 4/11/2017-4/14/2017. 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. National averages are calculated at the end of the Federal Government's fiscal year which ends on September 30th. ECC program scores will be compared to the National averages once they have been released. These results are shared with the MCSD RE-1J School Board, ECC Policy Council, staff and community stakeholders.



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

To: Board Chairperson
Ms. Leann Tobin
 Board Chairperson
 Montrose County School District RE1J
 Early Childhood Centers / Head Start
 900 Colorado Avenue Unit 4
 Montrose, CO 81401-9701

From: Responsible HHS Official
Ms. Ann Linehan
 Acting Director, Office of Head Start

Ann Linehan
 05/16/2017

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

Classroom Assessment Scoring System and CLASS are trademarks of Robert C. Pianta, Ph.D

ENROLLMENT

302 MONTROSE & OLATHE CHILDREN AND FAMILIES WERE SERVED BY ECC during the 2016-2017 SCHOOL YEAR!

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 2016-2017 school year was 117. 36 students enrolled were second-year students to the Early Childhood Centers (36 students). 3 students were enrolled less than 45 days and 9 children left the program and did not re-enroll.

Head Start Enrollment		Colorado Preschool Enrollment	Children w/ Disabilities Enrollment	Tuition Pay Enrollment
Funded	102	130	Automatically Eligible	0
Actual Served	110	137	53	2

10% of Head Start Students must be Children with Disabilities. There were 22 of 102 Head Start students (20%) with IEPs (Individual Education Plans.)

Head Start Qualifications/ Categories Served

Income below 100% of Federal Poverty Guidelines	68
Receipt of Public Assistance (TANF/SSI)	12
Foster/Kindship Care	8
Homeless Status	17
Over Income	8

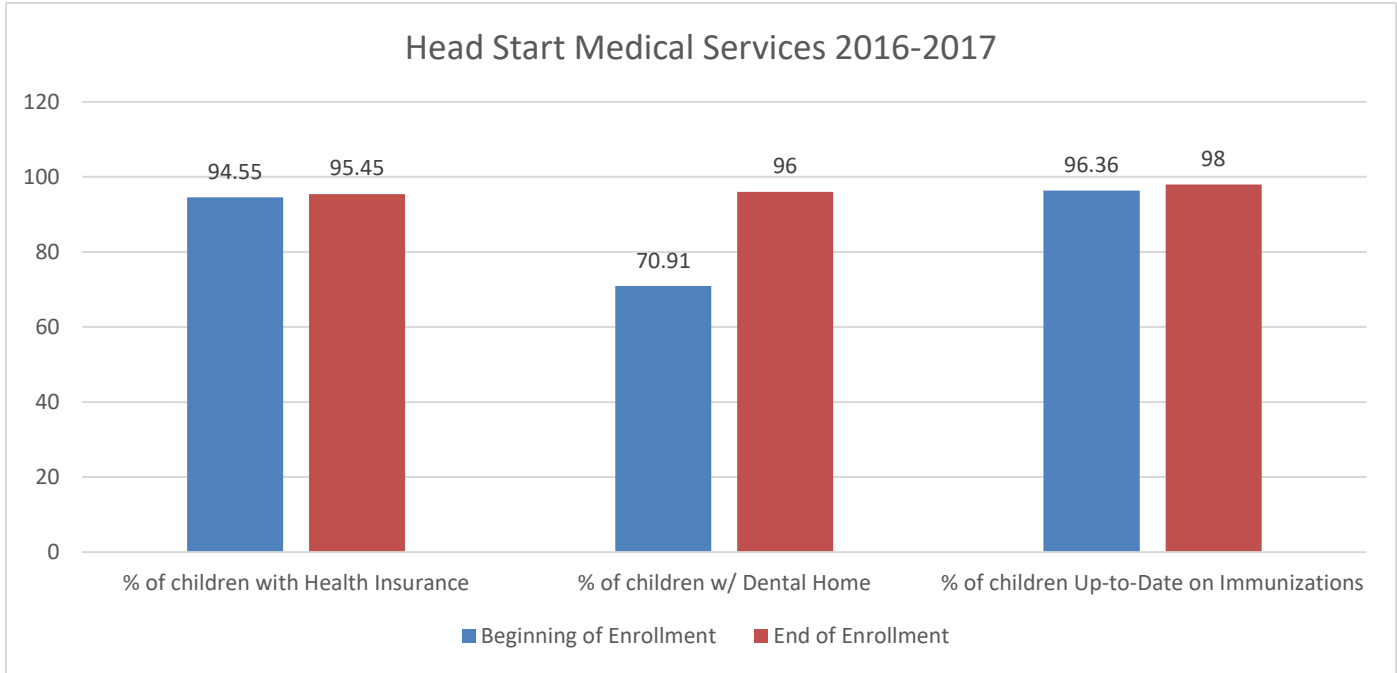
41% OF CHILDREN ENTERING KINDERGARTEN WERE SERVED BY MCSD RE-1J EARLY CHILDHOOD CENTERS!

A survey is conducted annually by MCSD RE-1J Early Childhood Centers, in collaboration with the local elementary schools, to identify the number of Montrose and Olathe families that are receiving preschool services. There were 315 incoming Kindergarten families that responded to the survey. The 2017-2018 Preschool/Early Childcare Experience Survey indicated that 78% of incoming kindergarteners have had preschool and/or early childhood care experiences; 22% have not. In 2016-2017 85% of incoming Kindergarteners had received preschool experience.

41% of responding kindergartners received preschool/childcare at	MCSD RE-1J Early Childhood Centers
7%	Bright Beginnings
4%	Sonshine Patch
3%	Montrose Christian Church
6%	Tender Hearts

MEDICAL AND DENTAL SERVICES

All families participating in the program are encouraged to complete required medical and dental exams through health care professionals.



IN THE 2016-2017 5,976 HEALTHY BREAKFASTS & 10,667 HEALTHY LUNCHESES WERE SERVED TO OUR HEAD START STUDENTS BY THE MCSD RE-1J NUTRITIONAL SERVICES DEPARTMENT!

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:

Food/ Housing/ Clothing	Mental Health Service
Emergency/Crisis Assistance	Health Care Assistance
Transportation	Domestic Violence Treatment
Adult Education/ GED/ ESL	Substance Abuse & Treatment
Employment/ Job Training	Asset Building/ Money Matters

27 (25.23 %) Head Start Families received at least one of these resources

PARENT ENGAGEMENT & INVOLVEMENT

MCSD RE-1J ECC plan and implement family activities based on parent interest surveys, recommendations from Parent Driven Activities Committee (P-DAC) and trends identified through ongoing monitoring of program and services. This information is used to develop activities for families that are developmentally appropriate for preschool children; provide educational learning opportunities for families; and are interactive with other children and families.

ECC works closely with many community partners to bring ECC families free community classes, events and activities. Families are notified of events in many ways such as flyers, Social Media, text, referral and personal invitation.

Activities offered to families during the 2016-2017 school year included:

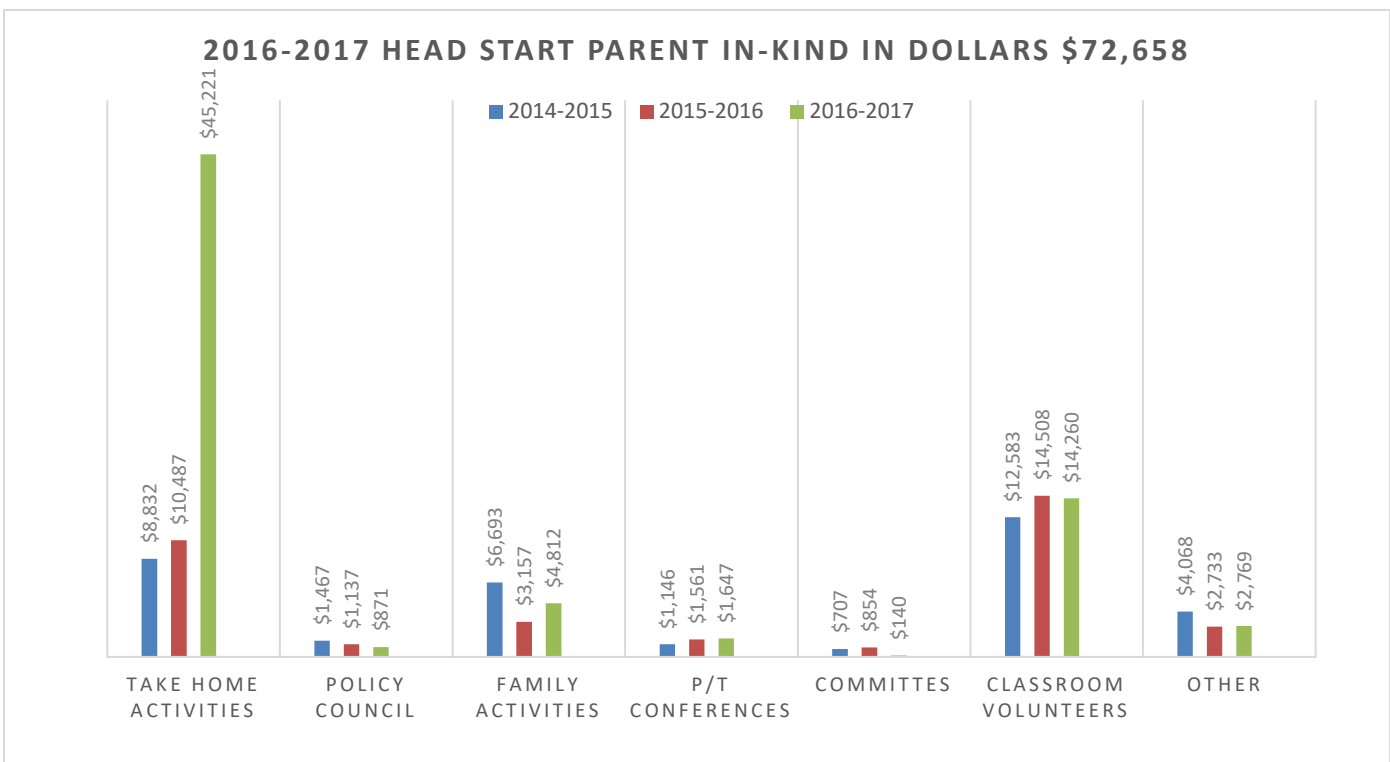
- Educational Home visits (minimum of two)
- Parent/Teacher Conferences (minimum of two)
- Educational Home Projects
- Policy Council & Parent Committees
- Classroom volunteering/ Material Prep/ Office help/ Maintenance
- Parent Workshop/ Education Opportunities:
- Family Activities
 - Back to School Night
 - Literacy Night at the Library
 - Winter Carnival
 - Holiday Parade & Float Decorating
 - Family Garden Day (Dad & Donuts/ Moms & Muffins)
 - Parent Appreciation & Volunteer Recognition (End of Year Family BBQ)
 - ECC Family Night at the Drive In

<p>There were 283 Head Start Volunteers in the 2016-2017 school year!</p>	<p>35 or (33%) HEAD START FATHERS/FATHER FIGURES PARTICIPATED IN PROGRAM ACTIVITIES!</p>
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PARENT ENGAGEMENT & INVOLVEMENT

2016-2017 HEAD START PARENT INVOLVEMENT IN HOURS	
TAKE HOME ACTIVITIES	3371 HOURS
POLICY COUNCIL PARTICIPATION	65 HOURS
FAMILY ACTIVITIES	365 HOURS
PARENT/TEACHER CONFERENCES	123 HOURS
COMMITTEE PARTICIPATION	10 HOURS
CLASSROOM VOLUNTEERS	1064 HOURS
OTHER	319 HOURS

This chart depicts the total amount of non-federal share/in-kind dollars that Head Start Parent Volunteers generated. The data in the “other” column represents in-kind generated through maintenance, material preparation, classroom materials/supplies donations and mileage.



KINDERGARTEN READINESS & STUDENT OUTCOMES

MCSO RE-1J Early Childhood Centers has created a School Readiness Plan that outlines the numerous components necessary to prepare local children and families for Kindergarten entry. The components of the Early Childhood Centers School Readiness Plan consist of the following:

- High Quality Teaching and Learning – This component is comprised of the following four areas:
 - Engaging Interactions and Environments
 - Research-based Curricula and Teaching Practices
 - Ongoing Assessment of Child Progress
 - Highly Individualized Teaching and Learning
- Family Engagement
- Staff development
- School Readiness Goals
- Supporting Transitions
- Evaluating Child Outcomes

Using the chosen program curriculum, the Head Start Child Development and Early Learning 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 MCSO RE-1J School District, the MCSO RE-1J Early Childhood Centers have developed the following School Readiness Goals for all Early Childhood Center students:

School Readiness Goals

- **Physical**—In partnership with our families and communities, the children of the Montrose County School District RE-1J Early Childhood Centers will understand and practice healthy habits that achieve physical wellness.
- **Social**—In partnership with our families and communities, the children of the Montrose County School District RE-1J Early Childhood Centers will demonstrate empathy, independence and develop positive self-esteem to promote healthy interactions and relationships with others.
- **Language and Literacy**—In partnership with our families and communities, the children of the Montrose County School District RE-1J Early Childhood Centers will demonstrate advancement of communication skills, language and written competencies through imagination and natural curiosity of the written word.
- **Cognitive and General Knowledge**—In partnership with our families and communities, the children of the Montrose County School District RE-1J Early Childhood Centers will learn and apply problem solving logic and reasoning skills to demonstrate knowledge and cognition in science, math and social studies.
- **Approaches to Learning**—In partnership with our families and communities, the children of the Montrose County School District RE-1J Early Childhood Centers will demonstrate curiosity, persistence and creativity in their learning.

Kindergarten Transitions

ECC's kindergarten transition plan prepares children to transition from the preschool to the kindergarten classes in the six local elementary schools. Each transitioning family receives a call in January or February of the preschool year to verify the family's address. ECC families receive information about the elementary school where their child/children will be attending kindergarten. This information is sent home in the child's backpack. Parents are invited to watch a Kindergarten video and participate in Kindergarten Transition activities.

MCSD RE-1J ECC teachers meet with each elementary school's kindergarten teachers to share information on all incoming kindergarteners. The elementary school principal, special education teachers and ESL/DLL teachers are also invited to attend. Head Start children with an Individual Education Plan (IEP) for an identified disability will have an additional meeting with the elementary school staff to discuss the specific goals of the IEP and service delivery. Additional meetings with the elementary school staff may also be scheduled to assist in the transition of the entire family to the elementary school.

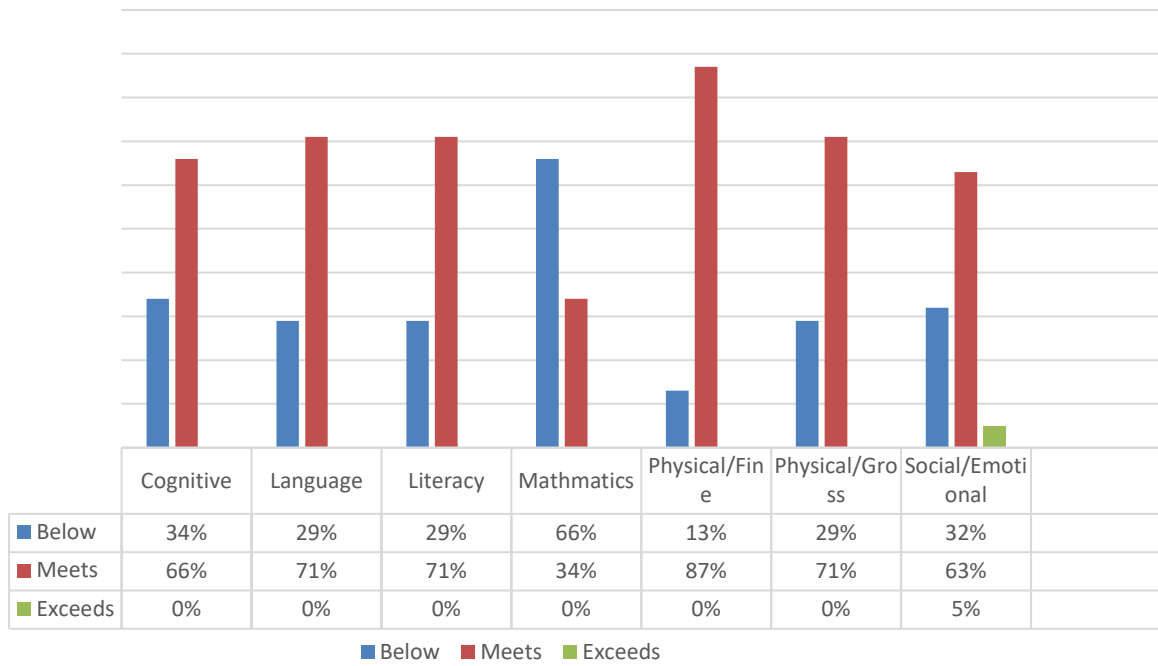
Student Outcomes

Child Assessments were completed on ECC students in October, December and May of the 2017-2018 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.

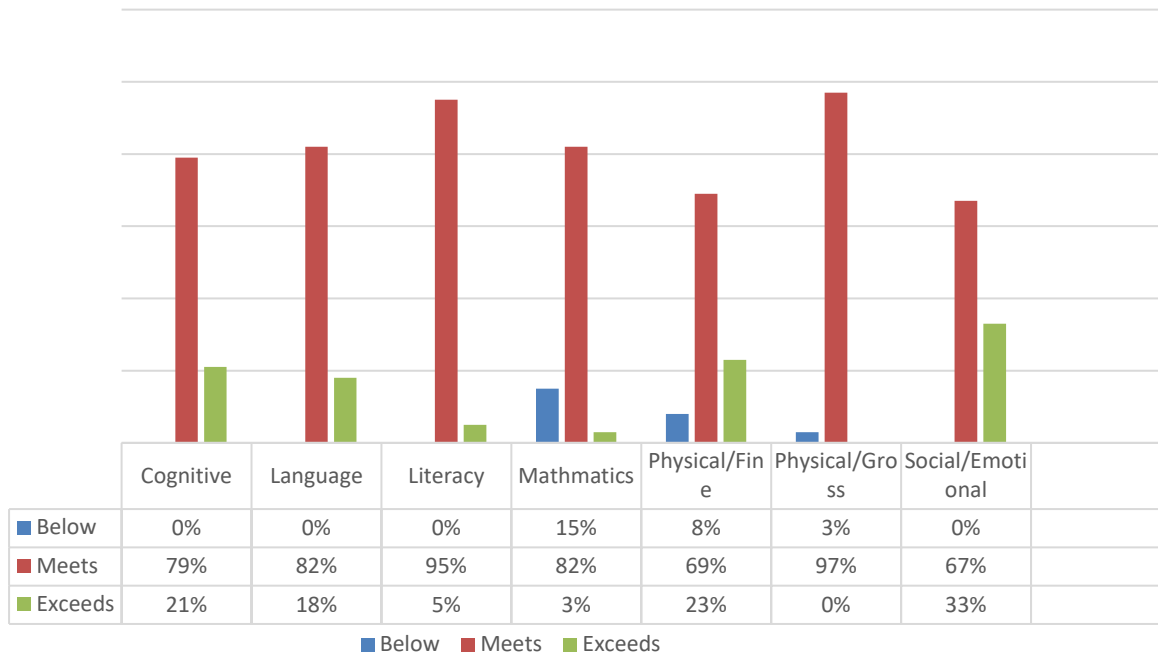
The reports below display the percentage of children who were below, meeting or exceeding the widely held expectation for their age at each checkpoint. Fall 2016 outcomes were compared with the Spring 2017 outcomes to determine if child growth has occurred. Reports are broken down by age, program and by developmental areas.

By comparing the Fall and Spring checkpoints it can be determined that four-year-old students made great gains across all developmental domains and proved to be Kindergarten ready. In Spring 2017 all 4-year-olds were meeting or exceeding in the following domains: Cognitive, Language, Literacy and Social Emotional. In Fall, 64% of 4-year-olds were below the widely held expectations for Math. Only 15% were found to be below the widely held expectations for the Spring checkpoints and 82% were meeting the expectations.

ECC 4 year old Head Start Students (Fall)



ECC 4 year old Head Start Students (Spring)



- Fall
- Winter
- Spring

TS Gold Fall 2016-17 Dissaggregated by Program

- State Funding Co..**
- CD
 - CPP
 - Head Start
 - Tuition Based

- Areas**
- Cognitive
 - Language
 - Literacy
 - Mathematics
 - Physical- Fine
 - Physical- Gross
 - Social- Emotional

- ScoreKey**
- Exceeds
 - Meets
 - Below



