

MONTROSE COUNTY SCHOOL DISTRICT
RE-1 JEARLY CHILDHOOD CENTERS

2017-2018

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

In December 2016 the MCSD RE-1J Early Childhood Centers were awarded a Head Start Extended Duration Grant. "Extended Duration" refers to lengthening of 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. In August 2017, three classrooms began operating and serving 41 Head Start children and their families with a full day, full year program.

Information provided in the 2017-2018 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...

2017/2018 HEAD START FUNDING REQUEST -VS- 2017/2018 HEAD START FUNDING AWARD			
PROGRAM OPERATIONS	\$714,998	PROGRAM OPERATIONS	\$714,998
TRAINING & TECHNICAL ASSISTANCE	\$14,396	TRAINING & TECHNICAL ASSISTANCE	\$14,396
COLA 1%	\$7,150	COLA 1%	\$7,150
OTHER: Full Day Duration Program	\$233,995	OTHER: Full Day Duration Program	\$233,995
OTHER: Duration Start Up Cost/Facility	\$1,012,639	OTHER: Duration Start Up Cost/Facility	\$1,012,639
TOTAL	\$1,983,178	TOTAL	\$1,983,178
NON-FEDERAL SHARE/ IN-KIND	\$242,635	NON-FEDERAL SHARE/ IN-KIND	\$242,635

2017-2018 PROJECTED BUDGET (JULY 2017-MARCH 2018) \$1,487,384		2017-2018 ACTUAL EXPENDITURES (JULY 2017-MARCH 2018) \$1,136,579	
SALARIES	\$ 445,251	SALARIES	\$ 403,544
BENEFITS	\$ 206,165	BENEFITS	\$ 150,705
PROGRAM OPERATIONS	\$ 835,968	PROGRAM OPERATIONS	\$ 582,330

2018/2019 HEAD START FUNDING REQUEST -VS- 2018/2019 HEAD START FUNDING AWARD			
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

2018-2019 PROJECTED BUDGET (APRIL-JUNE 2018) \$248,850		2018-2019 ACTUAL EXPENDITURES (APRIL-JUNE 2018) \$342,487	
SALARIES	\$ 160,541	SALARIES	\$ 236,418
BENEFITS	\$ 70,245	BENEFITS	\$ 95,116
PROGRAM OPERATIONS	\$ 18,064	PROGRAM OPERATIONS	\$ 10,953

AUDIT

The liabilities and deferred inflows of the District exceeded its assets and deferred outflows at the close of the most recent fiscal year by \$72.7 million (net position). The significant negative change was caused by the implementation of a change in accounting principle in a previous year required by GASB 68 that required the District show its proportionate share of PERA's net pension liability in the government wide financial statements.

Because of GASB 68, the school district must now demonstrate the state PERA liabilities within their audit. The school district's plan to address the unfunded liability is to pay MCSD RE-1J's annual dues (approximately \$6 million). Further explanation of the benefit plan can be found on pages 34-35 of the District's most recent audit.

The Change in Net Position of governmental activities totaled \$24,912,367. This total amount will be addressed by the District in the plan to pay down debt over time and to collect revenue that was not due until after the end of the District's fiscal year.



Board of Education
January 12, 2018

Report on Internal Control Over Compliance

Management of Montrose County School District RE-I J, 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 and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We identified a certain deficiency in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as item 2017-002 that we consider to be a material weakness.

Montrose County School District RE- I J '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-I J '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](http://45CFRPart1304.13). 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/

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

GRANTS.GOV - Search Opportunities - View Grant Opportunity

<https://www.grants.gov/custom/printSynopsisDetails.jsp>




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


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/hsic/ta-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. Pemy Harris, Head Start Director

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

ENROLLMENT

335 MONTROSE & OLATHE CHILDREN AND FAMILIES WERE SERVED BY THE MCSD RE-1J EARLY CHILDHOOD CENTERS during the 2017-2018 SCHOOL YEAR!

The MCSD RE-1J Early Childhood Centers received Head Start funding for 102 children. ECC also received funding for 130 Colorado Preschool Program and serves preschool aged children on Individual Education Plans. Head Starts must always remain fulling enrolled. Head Start spots must be filled within 30 calendar days of a withdrawal/un-enrollment. At no time during the 2017-2018 school year did the Early Childhood Center Head Start enrollment fall below 102. In 2017-2018 two students were enrolled less than 45 days and 16 left the program and did not re-enroll. Families leave the program for several reasons including moving, lack of transportation, and need for full day services.

MCSD RE-1J EARLY CHILDHOOD CENTERS HEAD START AVERAGE MONTHLY ENROLLMENT 2017-2018				
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. All Head Start children are automatically eligible to participate a second year. In 2017-2018 49 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 MCSD RE-1J Early Childhood Centers.

Head Start Enrollment		Colorado Preschool Program (CPP)	Children w/ Disabilities	Tuition Pay
Funded	102	130	75	0
Actual Served	120	135	75 + 18 HSCD (94 total children served on IEPs)	5

A minimum 10% of Head Start Students enrolled must be Children with Disabilities. There were **18 of 102** Head Start funded students (**17.64%**) with Individual Education Plans.

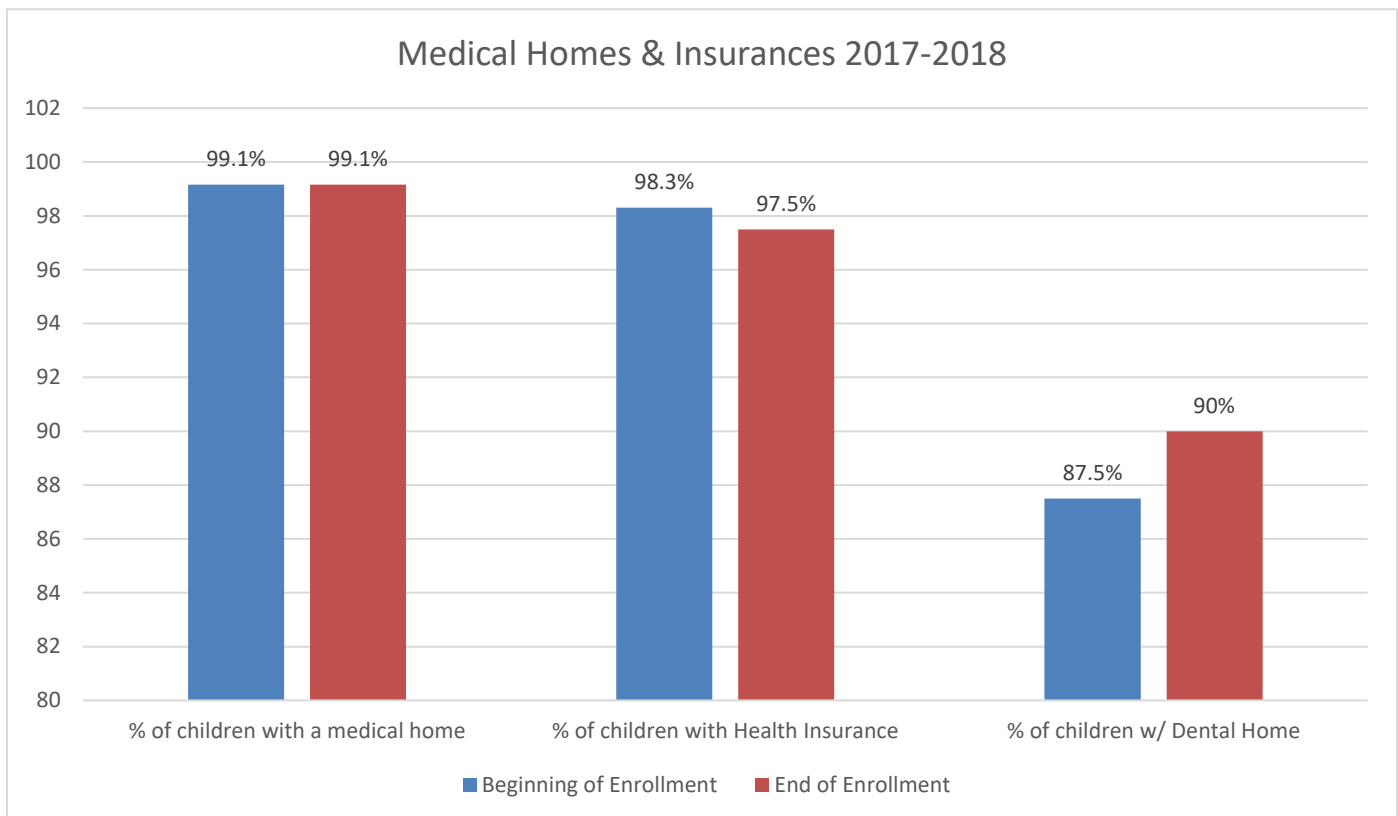
Head Start Qualifications/ Categories Served

Income below 100% of Federal Poverty Guidelines	84
Receipt of Public Assistance (TANF/SSI)	2
Foster/Kindship Care	6
Homeless	27
Over Income	1

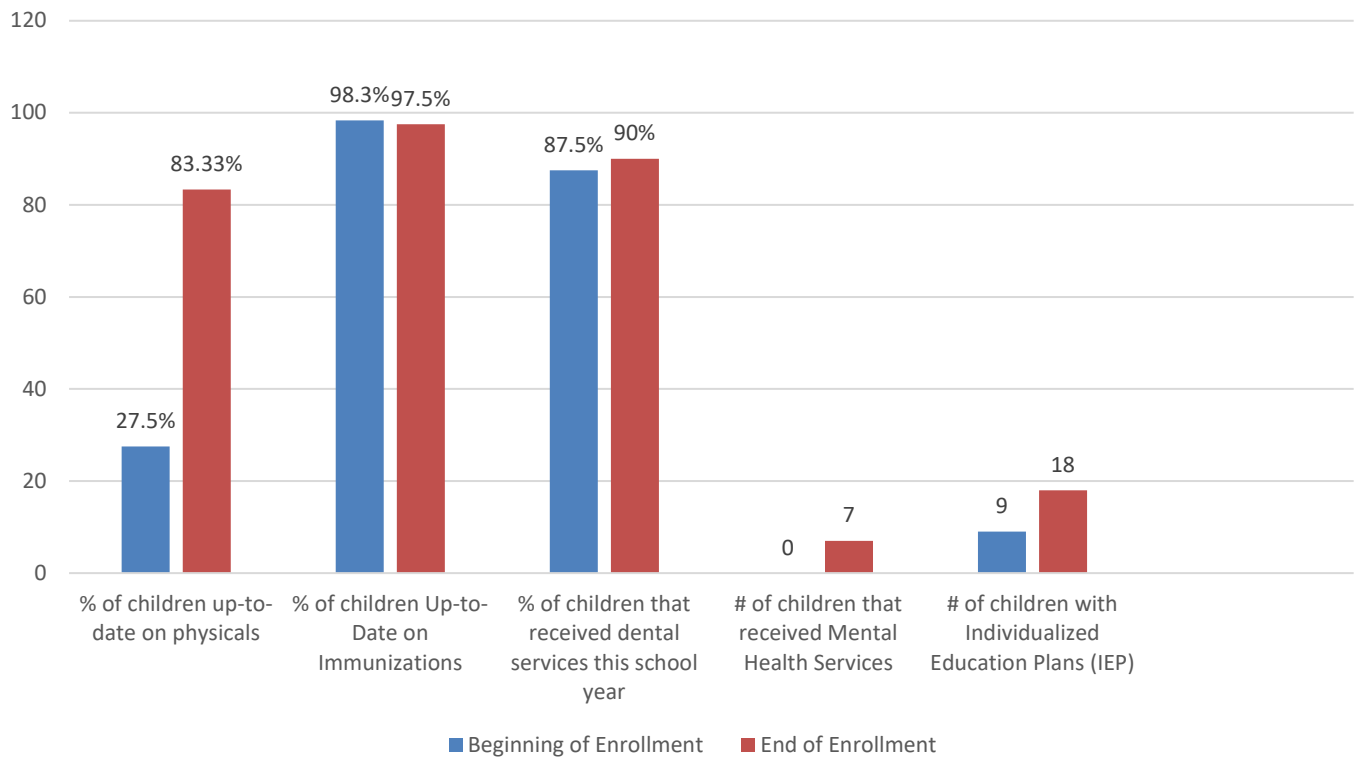
MEDICAL AND DENTAL SERVICES

All families participating in the program are encouraged to complete required medical and dental exams through health care professionals. The Family Services Team consist of a Family & Community Engagement Coordinator, Family Advocates, and a Health Technician. The team works together to assist families in meeting the required exams by providing them with resources on local healthcare providers, by making referrals, as well as assisting in any other obstacles preventing them from acquiring the services for their children. Community partnerships with local dental clinics, Pediatrics Association and the Northside Health Clinic allow ECC families quick and affordable access to healthcare, dental and mental Health Services.

115 Head Start children were enrolled in Medicaid and/or CHIP, while 5 had private health insurance. One family experienced a loss of insurance. One student had no medical home at enrollment and moved before Head Start staff could assist with finding a medical home. 90% of all Head Start students enrolled had continuous, accessible dental care provided by a dentist.

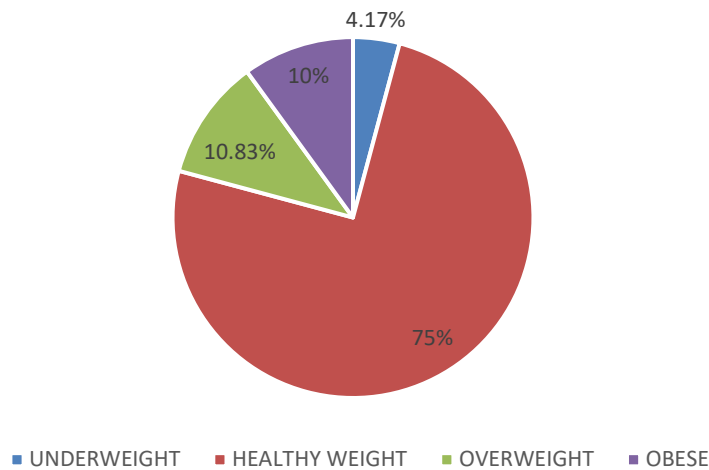


Medical Services received by Head Start children 2017-2018



IN 2017-2018 8,800 HEALTHY BREAKFASTS, 10,884 HEALTHY LUNCHES, and 4,622 HEALTHY SNACKS, WERE SERVED TO OUR HEAD START STUDENTS BY THE MCSD RE-1J NUTRITIONAL SERVICES DEPARTMENT!

BODY MASS INDEX (BMI) HEAD START CHILDREN 2017-2018



PARENT ENGAGEMENT & INVOLVEMENT

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	12
Emergency/Crisis Assistance	37	Health Education Assistance	94
Parenting Education	6	Domestic Violence Treatment	1
Adult Education/ GED/ ESL	1	Substance Abuse & Treatment	
Employment/ Job Training		Asset Building/ Money Matters	

103 (85%) Head Start Families received at least one of these resources

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.

Engagement activities offered to families by ECC during the 2017-2018 school year included:

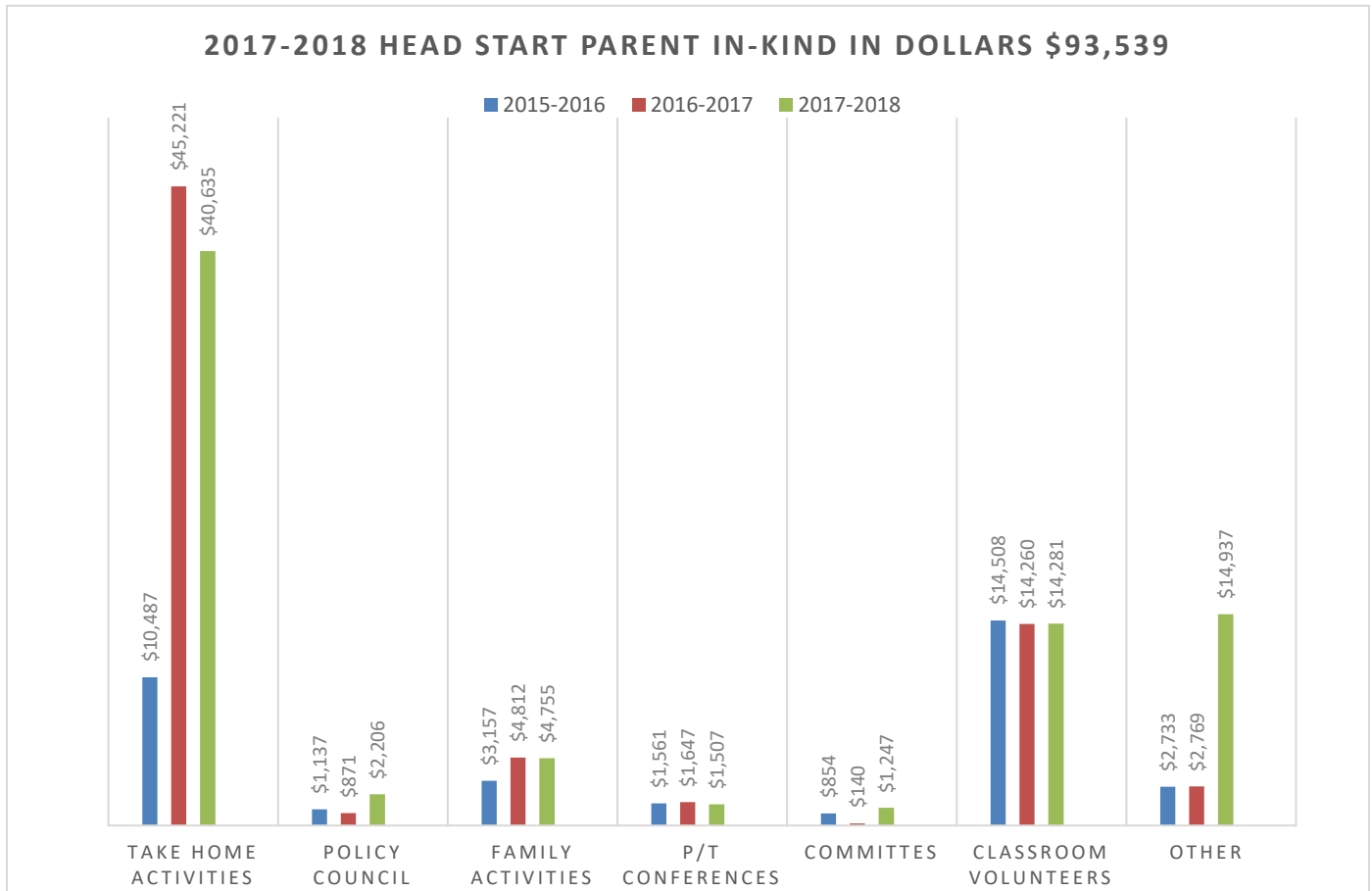
- Educational Home visits (minimum of two)
- Parent/Teacher Conferences (minimum of two)
- Educational Home Projects
- Policy Council & Parent Committees
- Classroom volunteering/ Material Prep/ Office help/ Maintenance
- Parent Workshop/ Education Opportunities
- Back to School Night
- Literacy Night at the Library
- Winter Carnival
- Holiday Parade & Float participation
- Daddy-Daughter Dance
- Parent Appreciation & Volunteer Recognition (End of Year Family BBQ)
- ECC Family Night at the Star Drive-In

PARENT ENGAGEMENT & INVOLVEMENT

2017-2018 HEAD START PARENT INVOLVEMENT IN HOURS
279 current & former Head Start parent and family volunteers supported the Early Childhood Centers in the 2017-2018 school year!
29.39% or 82 Head Start fathers/father figures participated in program activities!

TAKE HOME ACTIVITIES	3021 HOURS
POLICY COUNCIL PARTICIPATION	164 HOURS
FAMILY ACTIVITIES	329 HOURS
PARENT/TEACHER CONFERENCES	112 HOURS
COMMITTEE PARTICIPATION	70 HOURS
CLASSROOM VOLUNTEERS	1066 HOURS
OTHER	142 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, and classroom materials/supplies donations.



SCHOOL READINESS GOALS

MCSD RE-1J Early Childhood Centers has created a School Readiness Plan that outlines the numerous components necessary to prepare 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:
 - 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 & 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:

- **Physical Development & Health**
 - **3-year olds will learn to:**
 - Explore different ways of moving
 - Grasp/manipulate objects using hand and whole arm movements
 - Practice healthy and safe habits as identified through curriculum and instruction
 - **4-year olds will demonstrate:**
 - Moving purposefully from place to place with control
 - Using precise finger grip to manipulate objects
 - Understanding of how their behaviors and choices influence health and safety
- **Social Emotional Development**
 - **3-year olds will learn to:**
 - Label emotions in themselves and others
 - Express feelings

- Develop positive self-esteem and self-confidence through parallel play and friendships
- Seek out adult help when needed
- **4-year olds will demonstrate:**
 - Self-regulation to promote positive relationships
 - Ability to solve social problems and suggest solutions
 - Positive self-esteem and self-confidence through cooperative play and friendships
 - Independence

➤ **Language and Literacy**

- **3-year olds will learn to:**
 - Understand and follow simple one and two step directions
 - Initiate basic conversations
 - Care for and appreciate books
 - Develop basic concepts of print and writing
- **4-year olds will demonstrate:**
 - Follow two or more directions
 - Engage in appropriate conversations and communicate skills such; as eye contact, turn taking, and volume

➤ **Cognitive and General Knowledge**

- **3-year olds will learn to:**
 - Observe and imitate the problem-solving skills of adults and peers
 - Explore number concepts and operations, patterns and measurements
- **4-year olds will demonstrate:**
 - Solving problems and considering several possibilities
 - Number concepts and operations, patterns, and measurements

➤ **Approaches to Learning**

- **3-year olds will learn to:**
 - Sustain interest in activities with encouragement from an adult
 - Develop curiosity by exploring and investigating ways to make things happen
- **4-year olds will demonstrate:**
 - How to plan and pursue a variety of appropriately challenging activities
 - Using a variety of resources
 - Eagerness to seek and experience new knowledge and skills

KINDERGARTEN TRANSITIONS

ECC's kindergarten transition plan prepares children to transition from the preschool to kindergarten classes in the six local elementary schools. Each transitioning family receives a call in January/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. Parents are invited to watch a Kindergarten video and participate in Kindergarten Transition activities as planned.

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 be scheduled to assist in the transition of the entire family to the elementary school.

In 2017-2018 ECC staff and teachers, MCSD RE-1J administrative staff, kindergarten teachers, and local community members formed a committee to align the Kindergarten Readiness skills of preschoolers entering Kindergarten. The committee worked to create a document that outlines the desired and developmentally appropriate kindergarten readiness skills that can be used within the school district and with other community stakeholders. The document will be marketed to elementary school administrators, kindergarten staff, Early Childhood staff, families, Montrose childcare providers, Early Childhood stakeholders, and local pediatric healthcare providers.

45% (176) 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 159 incoming Kindergarten families that responded to the survey. The 2017-2018 Preschool/Early Childcare Experience Survey indicated that 73% of incoming kindergarteners have had preschool and/or early childhood care experiences; 27% have not.	
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<u>These are the top 3 reasons why children did not have preschool or childcare experience</u>	
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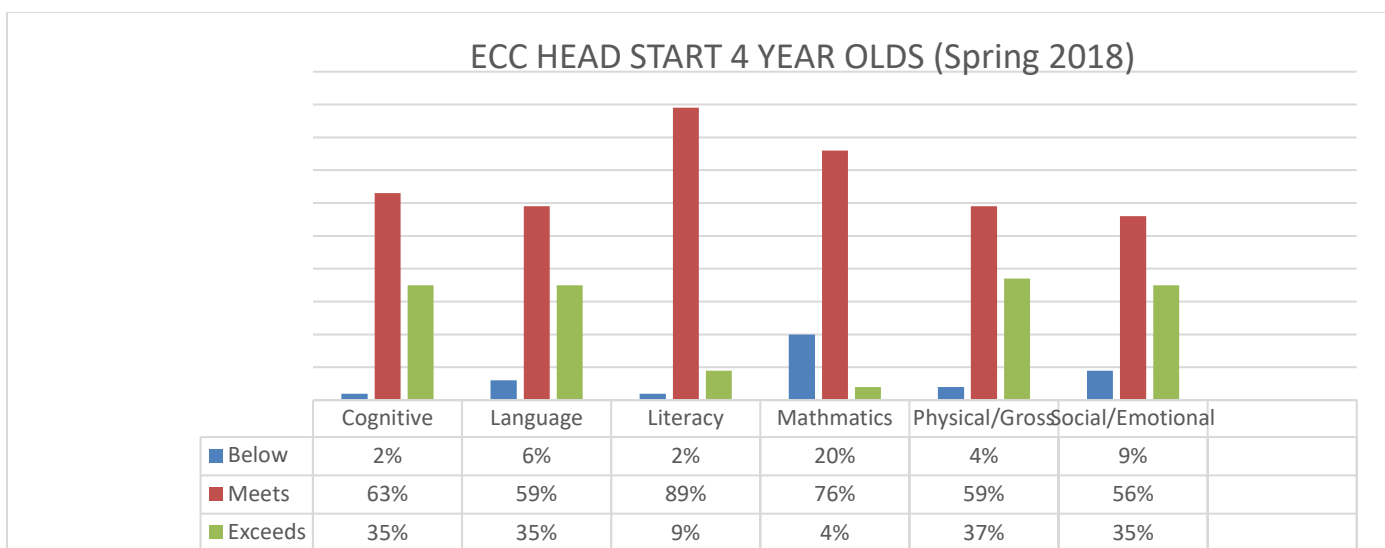
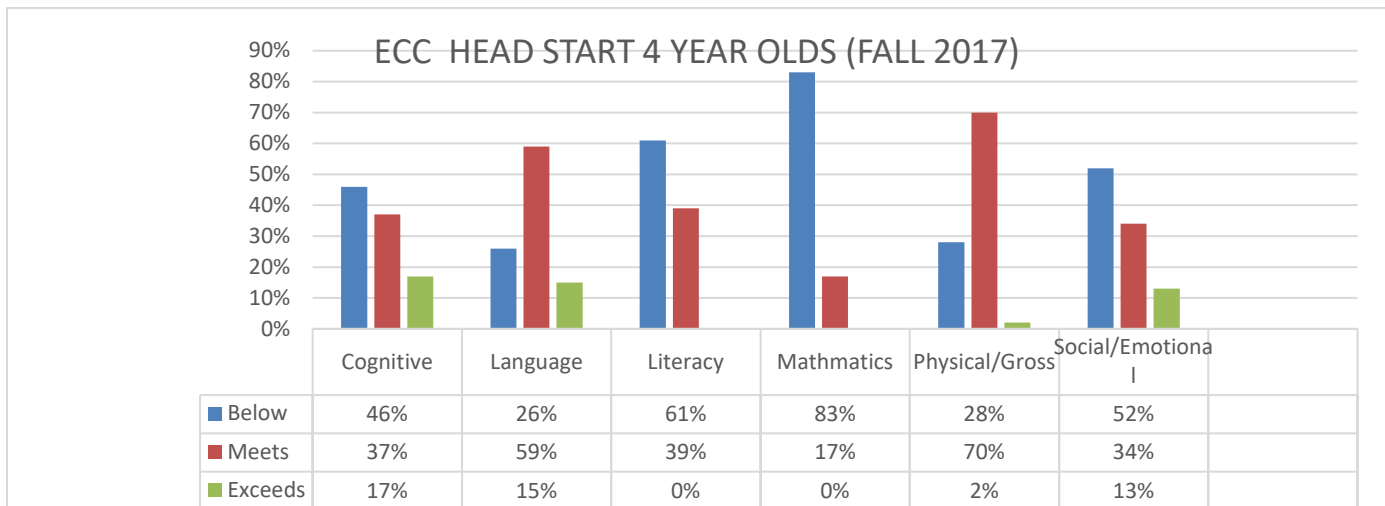
53%	Stay at home parent
14%	Home schooled
14%	other

ASSESSMENT & CHILD 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 2017 outcomes were compared with the Spring 2018 outcomes to determine if child growth has occurred.

By comparing the Fall and Spring checkpoints it can be determined that four-year-old students made great gains across all developmental areas and proved to be Kindergarten ready. The Fall checkpoints showed 63% of 4-year olds were below widely held expectations in the Social Emotional domain. Spring checkpoints showed improved Social Emotional scores and gains of over 49 points, to 86%.



OVERALL GROWTH – 4 YEAR OLDS – ALL PROGRAMS- 2017-18

Score Key: Below Meets Exceeds

Areas	Grade	Season	Below	Meets	Exceeds
Cognitive	Pre-K 4	Fall	109 56%	78 40%	9 5%
		Winter	52 26%	130 65%	17 9%
		Spring	28 14%	138 70%	32 16%
Language	Pre-K 4	Fall	85 44%	106 54%	4 2%
		Winter	51 26%	137 69%	11 6%
		Spring	31 16%	137 69%	30 15%
Literacy	Pre-K 4	Fall	68 35%	125 64%	
		Winter	27 14%	165 83%	7 4%
		Spring	16 8%	157 79%	25 13%
Mathematics	Pre-K 4	Fall	188 96%		8 4%
		Winter	171 86%	28 14%	
		Spring	120 61%	78 39%	
Physical-Fine	Pre-K 4	Fall	84 43%	106 54%	6 3%
		Winter	45 23%	137 69%	17 9%
		Spring	23 12%	137 69%	38 19%
Physical-Gross	Pre-K 4	Fall	98 50%	98 50%	
		Winter	39 20%	157 79%	
		Spring	17 9%	161 81%	20 10%
Social-Emotional	Pre-K 4	Fall	125 63%	66 34%	6 3%
		Winter	48 24%	126 63%	25 13%
		Spring	29 15%	122 62%	47 24%



TS Gold - Dissaggregated by Program SY: 2017-18 - Spring

State Funding Code

- CD
- CPP
- Head Start
- Tuition Based

Areas

- Cognitive
- Language
- Literacy
- Mathematics
- Physical- Fine
- Physical- Gross
- Social- Emotio..

ScoreKey

- Exceeds
- Meets
- Below

