



2013

COMMUNITY REPORT

Dear Friends,

This past year has been very exciting for Clayton Early Learning with the expansion of our schools to a new location in Far Northeast Denver, the re-launch of the Buell Early Childhood Leadership Program, new opportunities to engage in state and national dialogue about early learning with esteemed leaders, and the great success of our first annual Moonbeam Harvest event. Each of these initiatives has allowed us to build new partnerships and deepen existing relationships with those that share our passion for ensuring all children have a great start in life. We are encouraged by the dramatic increase in awareness among policy makers, funders, practitioners and the general population about the critical importance of providing high-quality, early learning opportunities for all children.



We deeply appreciate your interest in and support of our work. We look forward to more opportunities to partner with you on behalf of young children, families, teachers and other leaders.

Sincerely,

Charlotte Brantley
President and CEO

Andy Meyers
Chairman, Board of Trustees

BY THE NUMBERS

Total children served
2012-2013 (all options)

651

Total tuition &
scholarship children

39

Total Early Head Start/
Head Start children

612

Total families served

456

Enrolled
children receiving
medical exams

Enrolled
children receiving
dental exams

Early Head Start	96%	87%
Head Start	97%	96%

Child



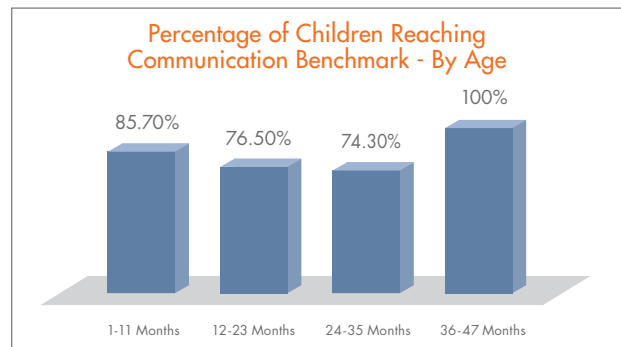
We believe that all children are born with unlimited potential and have a right to high-quality, early learning experiences.

To promote a child’s optimal development, the Schools at Clayton Early Learning create outcome-focused learning environments that provide meaningful challenges to support child success. In order to assess a child’s progress toward age-appropriate milestones and learning objectives, teachers observe and document growth through a variety of tools, including Teaching Strategies Gold (Gold). This data provides a natural framework to create clear expectations and outcomes in teachers’ daily planning, ensuring that all children have access to the activities, materials and experiences they need to be ready for school.

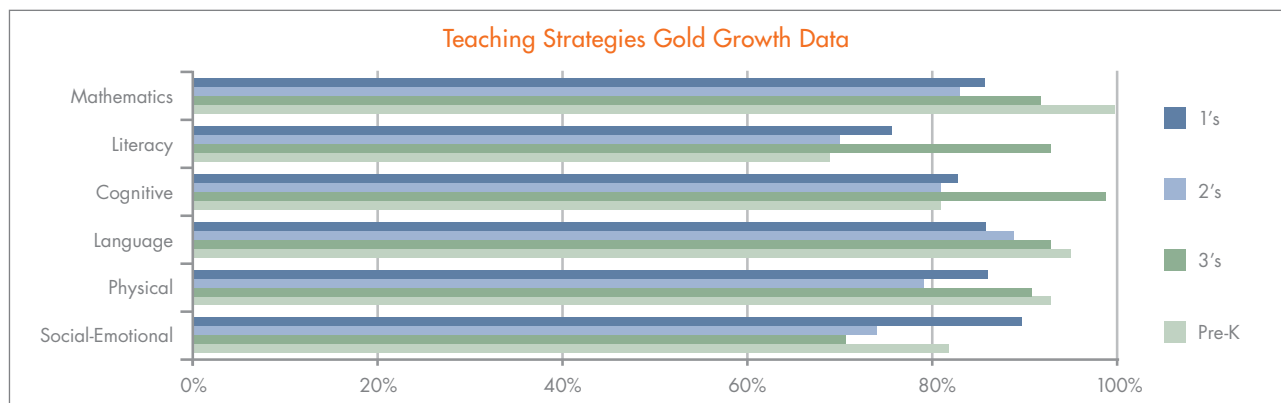
■ School readiness is dependent on several domains of child development. These include physical, social/emotional, cognitive, and language and literacy. Our holistic approach engages all these domains and spurs progress in each to ensure a child is getting ready for school. In the graph below, Gold data is categorized by child age, and reflects the promising percent of our children whose growth met or exceeded what would be expected.

■ To help students develop in the social-emotional domain, Clayton Early Learning builds pro-social skills, including self-confidence, persistence and impulse control. Fostering these skills helps a child develop the tools needed to focus on academic skills. Our Continuity in Caregiving model helps children build self-confidence by establishing close bonds with responsive, primary caregivers. Over 50% of our

birth-to-3 classrooms now include mixed-age groups of children that have been with a consistent teacher throughout their first three years of life. Fall 2012 to spring 2013 data indicate that over 70% of children are making social/emotional gains and progress at or above what would be expected. Finally, an exciting outcome for our youngest children is data that indicate 90% of children ages 1 to 2 are developing socially and emotionally at a rate that is either at or beyond what we would expect.



■ The opening of Clayton Early Learning School in Far Northeast Denver within Z Place on the innovative prenatal to grade 12 Evie Garrett Dennis Campus, offers new opportunities for partnership with Denver Public Schools and increased access to services in a community with unmet early learning needs. The new school expands our quality programming to an additional 120 children and families.



Family

We believe that all families want what is best for their child and are eager to support their child's optimal development and learning.



Parents and families have a powerful impact as their child's first teachers and the primary influencers of their development. Our purpose is to guide parents in their efforts to provide for their child's needs and develop the resources to meet their own self-determined goals. The program and parents—together—create a positive partnership toward achieving child and family outcomes.

■ Children who engage in daily reading with their families develop skills necessary for reading at grade level by third grade. Through an Early Literacy Grant from Mile High United Way, Clayton Early Learning is implementing a proven interactive reading intervention in a program called Ready to Read. The program trains families of children birth to 5 and early childhood educators, building a theoretical foundation and culturally responsive framework for developing children's oral language and vocabulary skills. Ready to Read is being implemented in collaboration with Mile High Montessori Early Learning Centers in 21 school-based classrooms and six community-based Play and Learn groups, and has already demonstrated impacts on children's early language and literacy skills.

■ A promising and cost-effective way to reach more children is through non-traditional settings, including family, friend and neighbor care. The Institute at Clayton Early Learning offers six Play and Learn groups for children birth to 4 and their parents/caregivers in high-need neighborhoods in

Denver. Adult-child play sessions are held twice a week throughout the school year and monthly parent meetings address topics of interest to participants. During the period from July 2012 through June 2013, we served 173 children and 156 parents/caregivers.

■ Wisdom tells us and research confirms that children who are hungry are less able to engage in learning, are absent more often and experience more behavioral concerns. Yet 2012-13 evaluation data indicate that almost half of our families worry about food running out and in a stark 35% of these homes, their food actually ran out. As a result, Clayton Early Learning worked with Colorado Fresh Markets, and through our own Discovery and Moonbeam Harvest gardens, to distribute fresh produce to families throughout the summer months. We also partnered with Denver Urban Gardens to host a fall farmer's market for families where SNAP cards were accepted.



Chefs and future chefs gather around their vegetable garden.

Teachers & Schools



We believe that it takes well-trained and highly competent professionals across all early learning settings to ensure that children are prepared for success.

Clayton Early Learning builds evidence-based practices into its programming by aligning strong evaluation and professional development systems with the learning that happens each day within early childhood classrooms. We work with teachers and schools throughout Colorado to build their capacity to use data for the purpose of continuous improvement.

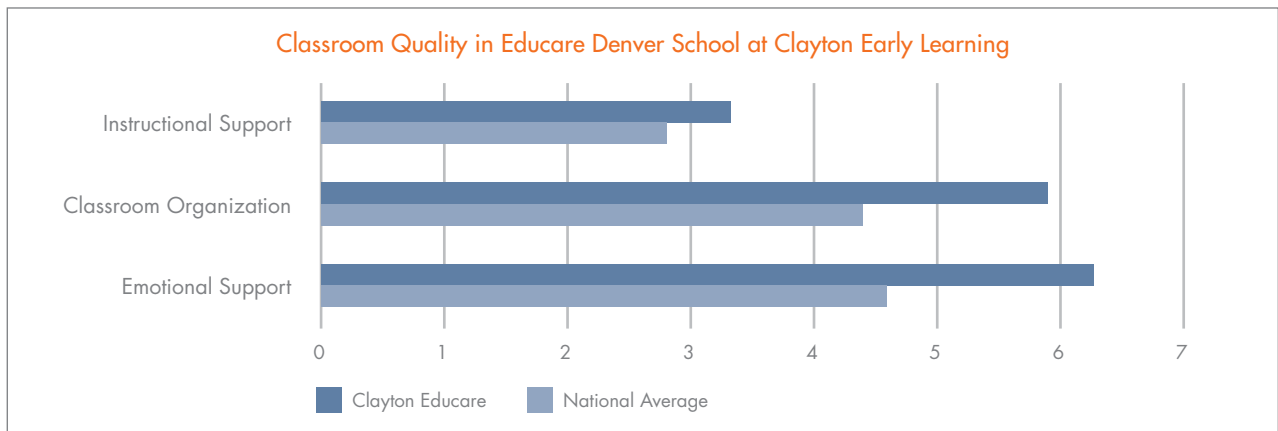
■ Our experience with coaching early childhood professionals over a decade reinforces the principle that changing classroom practice based on new knowledge requires hands-on support. Coaching emphasizes effective teacher-child interactions and is central to deepening teacher reflection on their practice. In 2012-13, our quality improvement coaches worked with more than 130 centers and family homes. Our schools at Clayton Early Learning serve as learning labs for other providers



and exemplify our commitment to delivering quality environments that lead to strong academic and social outcomes for children once they enter kindergarten.

■ High-quality child outcomes in the earliest years require strong instructional and executive leaders. To foster leadership skills, the Institute developed the Buell Early Childhood Leadership Program (BECLP) and the Buell Leadership Alumni Network. This past year was spent re-designing the BECLP with UCD, our new university partner, and recruiting and launching the sixth cohort of Buell Fellows. The 20 candidates selected joined 98 Buell Early Childhood Leadership Program Alumni. These Fellows represent broad geographic and work role diversity, and for the first time, include four men in a single cohort.

■ Partnerships with institutions of higher education, particularly community colleges, provide a pathway for improving child outcomes throughout Colorado and serve as a national model. Community colleges are on the front line in preparing adults to educate our youngest and most vulnerable children. Clayton Early Learning continues to lead the way in National Association for the Education of Young Children (NAEYC) accreditation for community colleges across the state through its advocacy and learning opportunities.



Advocacy

We believe optimal development is possible for every child when parents, practitioners, policymakers and funders work together to seamlessly integrate early childhood programs and services.



Despite a growing body of scientific research, the US investment in children’s care and education is lowest during the critical early years, a time when brain development is occurring most rapidly. Clayton Early Learning is “ground zero” for the intersection of multiple local, state, federal and private investments, all aimed at improving the lives of young children and their families. We see first-hand how policy and regulatory decisions impact our most vulnerable populations as we work to collectively narrow the achievement gap and reduce the need for costly remediation later in life. Our work in education, training and research reaches well beyond the walls of our program sites as decision-makers look for cost-effective ways to improve academic and life outcomes for at-risk populations.

■ Located 15 minutes from the Colorado State Capitol, our Educare School is a preferred location for visits from policymakers. We offer influential members of the community the opportunity to see “high quality in action” and showcase the partnerships that make this possible. The Denver Preschool Program, Denver Public Schools, the Colorado Preschool Program, Head Start, Child Care Assistance and many other funding sources are thoughtfully woven together to create a continuous high-quality experience for each child.

■ Colorado’s 2013 legislative session resulted in a number of landmark measures aimed at strengthening the state’s birth-to-8 policy agenda. Clayton Early Learning, often consulted as the state’s leading content experts, played a key role in the development of and advocacy for several legislative priorities.

■ Clayton Early Learning and the Colorado Children’s Campaign launched the first annual Early Childhood Advocacy Day in 2013. Over 80 providers, business leaders, practitioners and community leaders came together to learn about early childhood legislative priorities, hone their advocacy strategies, and talk with their legislators about the issues that mattered most to them.

■ High-quality and affordable child care is a necessity for working families. In Colorado, the Child Care Assistance Program (CCCAP) is designed to support low-income parents with child care expenses in order to work, or participate in job training or education. Yet the program is often difficult for families to navigate, inefficient for the state and counties to administer, and burdensome for providers. Clayton Early Learning and the Colorado Children’s Campaign launched the “CCCAP Collaborative,” a diverse stakeholder group, to address significant ways to improve the program. We anticipate that legislation reflecting recommendations of the Collaborative will be introduced in the 2014 session.



Clayton Early Learning hosted US Secretary of Education, Arne Duncan, and other state leaders. While touring the campus, the group discussed a proposed state-federal, cost-sharing initiative to invest in high-quality early childhood programs.

Statement of Financial Position

June 30, 2013

Assets:

Cash and cash equivalents	1,368,708
Accounts and grants receivable	1,151,525
Investments	18,649,411
Capital campaign contributions receivable	127,549
Bond issuance costs	100,000
Property and equipment, net of depreciation	11,391,127
Prepaid expense and other assets	17,365
Total Assets	32,805,685

Liabilities and Net Assets:

Accounts payable	262,873
Accrued payroll and other liabilities	443,816
Bonds payable	575,000
Total Liabilities	1,281,689

Net Assets:

<i>Unrestricted</i>	11,384,124
Temporarily restricted	8,055,885
Permanently restricted	12,083,987
Total Net Assets	31,523,996
Total Liabilities and Net Assets	32,805,685

Statement of Activities

Revenue, Gains and Support:

Schools at Clayton Early Learning:

Early Head Start	2,520,051
Head Start	1,385,093
Food and Nutrition Programs	108,379
Tuition and fee revenue	255,598
State and local education contracts	1,016,654
Private grants and contributions	609,850
Total Schools at Clayton Early Learning	5,895,625

Institute at Clayton Early Learning:

Government grants	462,616
Program service fees	706,810
Private grants and contributions	1,260,614
Total Institute at Clayton Early Learning	2,430,040

Other private grants and contributions	273,663
Investment Income	2,247,389
Rental income	1,065,484
Amortization of discount on pledges receivable	65,914
Donated services and other income	35,221
Total Revenue, Gains and Support	12,013,336

Expenditures:

Program	7,898,563
Campus improvements and facilities	526,131
Management and general	1,600,924
Grant writing and fundraising	122,383
Total Expenditures	10,148,001

Change in net assets before extraordinary income	1,865,335
Extraordinary income, net	531,028
Change in net assets	2,396,363
Net Assets at beginning of year	29,127,633
Net Assets at End of Year	31,523,996

With gratitude and appreciation, we thank the following contributors for currently supporting Clayton Early Learning:

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