



Community Report 2011

As the state's major proving ground for all things early childhood, Clayton Early Learning continues to demonstrate that quality early education changes lives for the better. Our dynamic model harnesses the synergy of research, practice and training to prevent learning gaps for the children who need it most. This year, as always, our work confirms that there is not one single strategy that guarantees a child's school readiness, but rather several dynamics working together. Clayton Early Learning continues to lead the way in discovering the best methods to teach children, train and coach teachers, and support families. Through this holistic approach, we can effectively prepare at-risk children for kindergarten and a successful, productive life. The following report highlights just a few of the many lessons we've learned in 2011.

LESSONS LEARNED FROM children

A high quality, early learning experience counters the effects of poverty in the critical development years of birth to age 5.

Children enrolled in the Clayton Educare School make substantial progress in their school readiness skills, particularly language and literacy, despite the high number of risk factors that characterize their backgrounds. Countering the effects of poverty and related stress factors such as food insecurity and potential for parental depression remains challenging. While our children and their families benefit greatly from our programs, we continue to explore the most effective ways to ensure solid school readiness among all children by kindergarten transition. Below are just two examples of how our work impacted children in 2011.

- Research on the effects of stress on a child's healthy development demonstrates how excessive and/or prolonged stress can disrupt brain architecture and damage learning, behavior and health long-term. In association with the University of Denver, infants and toddlers enrolled in the Clayton Educare School are participating in a

study that measures the impact of toxic stress and will inform the development of interventions that can begin to protect children from the detrimental effects of toxic stress. Data from this study will guide the creation of strategies, including a customized coaching model that parents can use to mitigate the damage of toxic stress on their child.

- Child outcome evaluations conducted by Clayton Early Learning with preschool children participating in the [Denver Preschool Program](#) and the Denver Public Schools Early Reading First initiative who speak languages other than English demonstrate that these children often begin a school year with lower scores on academic assessments and increase their skills more over the course of a year than their primarily English-speaking peers. At our Educare School, we believe multilingualism is one of a child's greatest strengths. Learn about our holistic approach to language development in our [Language Policy](#).

CHILDREN SERVED IN CLAYTON EDUCARE	Number of children served	Eligible children served	Enrolled children receiving medical exams	Enrolled children receiving dental exams
Early Head Start	256	99% (3 over income)	90%	50%
Head Start	304	98% (5 over income)	100%	74%

LESSONS LEARNED FROM teachers

Ninety percent of teachers embed a new skill into practice when theoretical learning is combined with demonstration, feedback and on-the-job coaching.



This year, Clayton Early Learning continued to refine the most effective, innovative practices to teach young children. At the same time, we furthered our understanding of the links between program quality and teacher preparation. On campus at our Training Center and in other locations across the state, we offered teachers a variety of classes, professional development opportunities and coaching, all geared to better prepare teachers and to create learning environments that cultivate optimal development of their students.

- As a nationally designated [Center of Excellence in Early Childhood](#), teacher-coaching activities are a central focus. Research indicates that only 5 percent of learners will transfer a new skill into their practice as a result of learning a theory. In contrast, 90 percent of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during training and on-the-job coaching. To
- increase coaching opportunities, the Clayton Educare School restructured the organization to allow mentor coaches to spend 75 percent of their time with their classroom teams. Quality improvement coaches in the Clayton Institute are currently working in 95 child care centers and family child care homes through the Denver Preschool Program and the School Readiness Initiatives of Denver and Mile High United Way.
- In our own Educare School, our classrooms continue to demonstrate exceptional quality as measured by Qualistar Colorado (four out of four stars) and nationally recognized measures such as the Environment Rating Scales, the Classroom Assessment Scoring System (CLASS) and accreditation by National Association for the Education of Young Children (NAEYC). The program exceeded NAEYC baselines for accreditation by over 20 percent for classrooms and scored at nearly 100 percent of all criteria met for the program.
- We partnered with Colorado's Community Colleges to improve the quality of early childhood teacher preparation through NAEYC Accreditation of two-year early childhood degree programs. By November 2011, the 10 colleges eligible for accreditation completed their NAEYC site visits and will receive accreditation decisions in spring 2012.

LESSONS LEARNED FROM families

Children of highly engaged parents show significantly greater development of skills related to school success.

Focusing on early childhood education for more than 25 years, Clayton Early Learning understands that families profoundly impact the life and development of young children. Consequently, one of our continuing goals is to partner in each family's efforts to support their child's development.

- Through the Qualistar Rating, we learned how families feel about our program at our Educare School, and our ability to share relevant information and include them in decision-making. Of the 70 percent response rate, nearly 100 percent of families agreed with statements measuring these key partnering factors. In our accreditation decision letter, the NAEYC Academy commended our program for the high level of compliance with the family component, which recognizes the importance of a reciprocal relationship between families and the program.
- Early intervention research underscores the importance of continuity through a child's [transition into kindergarten](#). Clayton Early Learning currently uses a variety of effective strategies to ensure a smooth transition into the public school system where differences in philosophy, atmosphere and routines can result in difficult adjustments. We also continue to explore and learn about new ways to improve and enhance this important progression for students.
- Clayton Early Learning offered three [Play and Learn](#) groups in Denver Metro locations to children not enrolled in formal early childhood programs and their parents. At the beginning of last year only 32 percent of the parents/caregivers reported reading to their children several times per week. That number jumped to 89 percent by the end of the program year, with 50 percent reporting reading to their child every day.
- At Clayton Educare, staff partner with parents to create relevant, meaningful goals, which bring about family growth and development. In 2011, 43 families set goals around employment and job training, and 37 percent met their goals within the year. Another 33 parents are actively working toward completing secondary and post-secondary school goals with nearly 25 percent of these families meeting their goals in just one year.

FAMILIES SERVED IN CLAYTON EDUCARE

	Number of families served	Average monthly enrollment
Early Head Start	222	100%
Head Start	300	100%

looking ahead

The vital programs and partnerships of Clayton Early Learning impacted nearly 8,000 children in Colorado this year. Because our passion is early childhood education, we will continue the vital work on our campus, and to advocate for and help implement systemic change throughout the state. For example, HIPPY USA has contracted directly with Clayton Early Learning to revise preschool curricula for parents from challenging socioeconomic circumstances. All Home Instruction for Parents of Preschool Youngsters (HIPPY) programs nationwide will implement the resulting curricula, and there is potential for international adoption as well.

As evidenced by our Community Colleges Accreditation and Program Improvement initiative, we are helping frame promising new approaches to preparation and ongoing professional development of early childhood teachers, and paving the way for a new cadre of leaders to take on pressing issues in our field. Another successful initiative in this arena is our Buell Early Childhood Leadership Program, a collaboration among the Temple Hoyne Buell Foundation, University of Denver and Clayton Early Learning in its fifth year. Seventy-nine leaders from across Colorado (residing in 21 different counties) have completed the certificate program, and 21 more are currently enrolled.

Pushing forward, Clayton Early Learning will continue to use its research-practice-training model to help ensure that the earliest years in a child's development are given the attention so critical to later academic success. We believe — and cutting edge research demonstrates — that funding effective programs at the start of a young child's development should not be seen as a cost but rather as an excellent investment likely to yield a high return. We invite you to learn more about us at www.claytonearlylearning.org, and support our work now and in the coming years.



Statement of Activities

June 30, 2011 and 2010	TOTAL 2010	TOTAL 2011
REVENUE		
Government Grants	1,420,190	1,799,815
Private	416,357	595,507
Fee for service	767,617	396,856
Amortization of discount on pledges receivable	51,819	305,594
Other contributions	34,639	35,831
Investment Income	3,537,901	2,038,827
Rental income	1,024,611	1,006,011
Other income	68,679	3,903
Total revenue, gains and support	7,321,813	6,182,344
EXPENDITURES		
Total program services	3,857,446	3,936,009
Campus preservation and maintenance	763,279	654,991
General and administrative expenses	818,680	827,799
Grant writing and fundraising	79,128	87,212
Total supporting activities	1,661,087	1,570,002
Total expenditures	5,518,533	5,506,011
Change in net assets	1,803,280	676,333
Net assets at beginning of year	28,097,201	27,420,868
Net assets at end of year	29,900,481	28,097,201

Statement of Financial Position

Assets:		
Cash and cash equivalents	1,231,560	2,255,714
Accounts receivable	165,975	174,072
Grants receivable	57,685	543,647
Investments	17,632,349	14,754,903
Pledges receivable - capital campaign	402,592	811,273
Bond Issuance costs	150,000	175,000
Property and Equipment, net of accumulated depreciation	12,120,107	12,534,937
Prepaid expense and other assets	22,807	17,514
Total Assets	31,783,075	31,267,060
Liabilities and Net Assets:		
Accounts payable - operating	118,754	161,978
Accrued payroll and other liabilities	288,840	282,881
Bonds payable	1,475,000	2,725,000
Total liabilities	1,882,594	3,169,859
Net Assets:		
Unrestricted	11,566,646	12,216,148
Temporarily restricted	6,249,848	3,797,066
Permanently restricted	12,083,987	12,083,987
Total net assets	29,900,481	28,097,201
Total Liabilities and Net Assets	31,783,075	31,267,060

CLAYTON EARLY LEARNING – EDUCARE

Statement of Activities

June 30, 2011 and 2010	TOTAL 2010	TOTAL 2011
REVENUE		
Early Head Start	2,797,113	2,124,722
Head Start	1,402,884	1,531,863
Food and Nutrition Programs	110,607	103,445
Other grants and program income	937,430	1,271,085
Donated services and facilities from Clayton Early Learning	1,257,438	1,229,008
Total revenue, gains and support	6,505,472	6,260,123
EXPENDITURES		
Program services:		
Early Head Start	3,472,693	2,735,670
Head Start	2,228,337	2,365,656
Other programs	306,556	148,644
Total program services	6,007,586	5,249,970
Supporting Activities:		
General and administrative expenses	806,503	925,479
Grant writing	11,240	1,560
Total supporting activities	817,743	927,039
Total expenditures	6,825,329	6,177,009
Change in net assets	(319,857)	83,114
Net assets at beginning of year	881,543	798,429
Net assets at end of year	561,686	881,543

Statement of Financial Position

Assets:		
Cash and cash equivalents	530,888	572,835
Receivable from Clayton Early Learning	-	64,402
Grants receivable	195,580	373,492
Property and Equipment, net of accumulated depreciation	112,855	129,538
Prepaid expense	3,360	2,405
Total Assets	842,683	1,142,672
Liabilities and Net Assets		
Accounts payable - operating	29,418	49,493
Accrued payroll and other liabilities	190,762	211,636
Clayton Early Learning payable	60,817	-
Total liabilities	280,997	261,129
Net Assets:		
Unrestricted	561,686	829,310
Temporarily restricted	-	52,233
Total net assets	561,686	881,543
Total Liabilities and Net Assets	842,683	1,142,672

The most recent Federal monitoring review of Clayton Educare in 2009 found the program in full compliance with all Head Start performance standards, including all fiscal requirements. The financial audit for 2010-11 of Clayton Educare done in compliance with Circular A-133 Federal audit requirements resulted in a clean audit with no findings and no management letter. Budget for FY10-11 was \$5,420,773. 60% of budget is personnel and 40% is non-personnel.



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