



Community Report 2010

To Our Community



As we reflect on the past year at Clayton Early Learning, we are very aware of how exciting, exhausting, uplifting, demanding, promising and challenging the current early childhood environment has become. At the same time that great progress is being made throughout our field in identifying and implementing effective practices that improve readiness outcomes for young children, we find our efforts severely challenged by budget shortfalls. The good news is that the critical importance of supporting healthy growth and development in the very early years is recognized now more than ever, and by a variety of sectors including business, parents, philanthropy, elected officials, k-12 education and health care. The challenge is that public and private funding is still reeling from the economic downturn of the past couple of years.

At Clayton Early Learning we believe that funding effective programs at the start of a young child's development should not be seen as a cost but rather as an investment quite likely to yield a high return. We, along with our colleagues, are deeply committed to the notion that allocating dollars to prevention rather than spending them later on remediation is a wise choice. As our country collectively grapples with the intensely difficult local, state and national choices of what to cut and what to fund, we hope that wisdom about supporting our children prevails.

Looking ahead to the coming year, we are excited about the array of services and information we will continue to provide to the community as a Center of Excellence in Early Childhood. This designation, one of 10 awarded nationally by the federal Office of Head Start, was received in September, 2010. The accompanying grant will allow us to further expand identification and dissemination of promising practices in teacher preparation, family mental health, and effective integration of education and family support services in comprehensive early childhood programs. We will also continue our focus on research and evaluation, and the successful emphasis on school readiness for the children enrolled in our Educare School.

We look forward to continued work with our partners and to meeting new colleagues that share our passion for ensuring all of Colorado's children have the best possible start in life.

Sincerely,

Charlotte M. Brantley

Charlotte M. Brantley
President and CEO

practice research training

From its humble beginnings as an orphanage in 1910 to today's leading catalyst in providing and working with others to improve Colorado's early childhood care and education, Clayton Early Learning champions the best educational preparation of young children, especially those of limited opportunities, for success in school and life.

Our unique approach has proved successful in closing achievement gaps for children who need it most. We harness the synergy of our three dynamic initiatives—

classroom and family-centered practices in our Educare School, research and program evaluation, and professional development of teachers and leaders—to discover the best ways to teach and prepare young children for school. Today, as the need for significant education reform on a national scale becomes ever more urgent, Clayton Early Learning continues to prove why development during the prenatal-to-8 period is so critical to a child's later academic success.

initiative



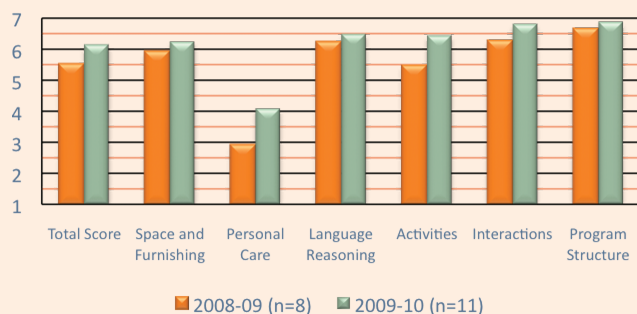
practice

In 2005, Clayton Early Learning was invited to join the national Bounce Learning Network of Educare Schools and opened the fifth school in the nation in September 2007. A state-of-the-art learning environment, Clayton Educare of Denver is a place where young children grow up safe, healthy and eager to learn. In 2010, we provided exemplary care and education to more than 500 families and their children, prenatal to age 5, who are at-risk for school failure. Our classrooms are consistently rated in the top tier on nationally normed measures of quality. Our teaching practices are driven by research. And our approach is outcome-focused and comprehensive, involving not only the child's educational development, but also his or her social, emotional and physical well-being. In our quest to develop each child's full potential, we recognize the significance of his or her family and/or caregivers, and extend our services to these important people, as well. In short, we employ every possible resource to prepare children for academic success and a productive future.

Milestones

- ▶ In September 2010, Clayton Early Learning was designated by the U.S. Department of Health and Human Services as one of ten funded Centers of Excellence in the nation, following nomination by Governor Ritter in January 2010. As a National Center of Excellence in Early Childhood, Clayton Early Learning will disseminate information about effective practices through evaluation, publications, professional development services and networking activities. A bonus grant-award supports this work with an emphasis on sharing lessons learned in our Educare School with a local, state and national audience as we bridge the gap between what researchers and scientists know, and what educators and parents practice.
- ▶ In 2010, our Educare School and programs served more than 500 children and their families. We know many of the families are facing several challenges in addition to and related to poverty, including food insecurity, stressful life events, depression and more. For example, 51 percent of families reported they worry about running out of food sometimes or often, and 38 percent reported they sometimes or often actually ran out of food.
- ▶ Our classroom quality was assessed through classroom observations using common observation measures, including Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R); Early Childhood Environment Rating Scale, Revised (ECERS-R); Early Language and Literacy Classroom Observation (ELLCO); and the Classroom Assessment Scoring System (CLASS). The assessments show that Educare students enter high-quality classrooms, which maintain their quality over time.

ECERS-R Scores for Educare Preschool and Older Toddler Classrooms



- ▶ Despite their incredibly risky backgrounds, infants and toddlers in our Educare School meet national norms in terms of their cognitive and language abilities. Parents and teachers of infants and toddlers also rate the children positively in terms of socio-emotional development.
- ▶ Preschool-age children in the center-based options started out the year with low English vocabulary skills. During the program year, they made great increases on average.
- ▶ Students leave the Educare School for kindergarten with vocabulary and school readiness scores in the low average range. Children whose primary language is English leave closer to national averages than children with other primary languages.
- ▶ English-speaking, kindergarten-bound HIPPY (Home Instruction for Parents of Preschool Youngsters) children left the program in the spring with average scores that were at or exceeded national norms.
- ▶ Spanish-speaking, kindergarten-bound HIPPY children left the program in the spring with average scores near national norms for written Spanish and within the average range for oral Spanish skills.



Parent Involvement

Our Educare School engages parents in supporting the parent/child relationship through education and training.

Throughout the 2010 school year, parents had opportunities to learn about child development, and gain the abilities and confidence they need to be their children's first teachers and participate in their children's education.



- ▶ Parents formally participated in the development of their children's curriculum by setting home and school goals three times per year with classroom teachers.
- ▶ Monthly classroom parent meetings offered an opportunity for parents to engage in their children's classrooms; observe structure, and set-up of materials and activities; and participate in activities connected to their children's curriculum. Parents leave the meetings with ideas for activities they can incorporate into their home routines gathered from the teaching team or from other parents.
- ▶ The Clayton Educare Head Start Policy Council has provided support to advance the program's mission, including:
 - Participation in program planning and direction
 - Initiation of suggestions and ideas to support continuous improvement in the program
 - Review of program outcomes and financial statements
 - Participation in grant development and completion
 - Serving as the HIPPY advisory committee and in other advisory capacities
 - Representation on the Denver Great Kids Head Start Policy Council
- ▶ We offer a Family Resource Library (FRL) and parent lounge to provide a warm and family-friendly atmosphere that encourages and empowers parents as their children's first teachers.
- ▶ Co-facilitated by the Family Liaison Specialist, peer-led Circle of Parents support groups and parenting classes in English and Spanish were responsive to parents' social and emotional health needs.
- ▶ Quarterly Child Family Reviews offered parents, staff and specialists the opportunity to review family and child goals, assess progress, and identify further needs and supports.
- ▶ We implemented a Family Portfolio system to provide families with the opportunity to document and share their family story starting at enrollment through the time their child leaves our Educare School.
- ▶ This year, we focused particular emphasis on engaging fathers in the lives of their children through the Dads Making a Difference program. Dads Making a Difference focuses on bringing fathers and/or male role models together to receive guidance and support from one another, to learn more about the unique roles of fatherhood and to engage in interactive activities with their children.



Efforts to Prepare Children For Kindergarten

Preparation of a “Clayton Educare Graduate” for success in kindergarten and beyond begins the first day a child is enrolled in Clayton Educare. Teachers, Child Family Educators (CFEs) and other staff members create a team along with the child’s parents to focus on the developmental progress of the child throughout the earliest years, culminating in the actual transition from preschool to kindergarten.

- ▶ The child outcome goals of Clayton Educare are aligned with The Colorado Department of Education early learning standards for preschool children. This alignment means that children enrolled in the program are focusing on the foundational language and literacy skills and developmental domains they need to meet standards in primary grades. In short, the program prepares children to be ready for school based on what their elementary schools will provide at the next educational step.
- ▶ Several specific activities are scheduled during the child’s final preschool year in Educare that support both the child and the parent in making a successful transition. Examples include helping parents understand their roles in selecting a school for their children, sharing of data about the children’s progress with the parents, introducing the children to kindergarten classrooms through field trips, distributing summer–transition materials to help keep children engaged throughout summer months and turning over all relevant school records.

initiative research



With a commitment to identify practices that lead to better outcomes for children, our Research and Evaluation Department focuses on providing high-quality services in three main areas:

- 1 Evaluating early childhood education programs implemented by Clayton Early Learning as well as other organizations
- 2 Providing information to support early childhood education providers' use of data for quality improvement and to guide their work with children
- 3 Serving as a statewide resource to ensure that validated measures of early childhood education environments are used in a scientifically appropriate way

As our campus houses our Educare School and is the focal point for our training activities, our research is constantly informed by frontline experience. We also play a pivotal role in developing programs and professionals throughout the early childhood education community in Metro Denver and the state, providing us additional data to evaluate and inform early childhood practices. Lastly, we continued to participate in national research and evaluation projects in 2010 including the implementation evaluation of the Educare model across all sites and the Early Head Start evaluation. All of this positions Clayton Early Learning to bring the best thinking and most current research findings from around the country to our work at the local and state level.

Milestones

- ▶ Denver Public Schools (DPS) requested Clayton as a partner on the implementation and evaluation of Project LEARN (the second federal Early Reading First grant to DPS). We are conducting the external evaluation of the project as well as assisting in the development and implementation of a continuous improvement model for using data to inform practice. We are also working to ensure that the project's child- and classroom-outcome data are linked to the k-12 data system.
- ▶ Our evaluation of the Denver Preschool Program, a taxpayer-funded initiative aimed at increasing access to high-quality preschool for all of Denver's children, continued in 2010 and yielded promising results. Overall, this year's data shows participating preschools were of relatively high quality, and the children made excellent progress over the course of their preschool year, on average. Children from higher-risk groups tended to make progress toward closing the achievement gap that was present at the beginning of the preschool year.
- ▶ A manuscript regarding the Learning Through Relating assessment, co-authored by the Senior Director of Research and Evaluation, was revised during 2010 and accepted for publication in the *Early Childhood Research Quarterly* early in 2011.
- ▶ Research and Evaluation staff continued to build the capacity for early childhood program evaluation across the state through training of Qualistar raters and other users of the Environment Rating Scales tools and the relatively new CLASS tool.



initiative training



In 2010, more than 2,500 professionals received training through Clayton Early Learning training programs impacting more than 8,000 children and families.

Creating highly trained early childhood education professionals lies at the heart of Clayton Early Learning training programs. We provide comprehensive support to early childhood programs, measured to document success. While we offered training and coaching throughout the state in 2010 to individuals working in about 450 different sites, the Training Center on our campus is a busy training hub and allows Clayton Early Learning to garner more valuable data about what's working in the effective preparation and training of teachers. Those practices are then disseminated directly and through our partnerships with higher education and other stakeholders, addressing the systemic change needed for greater effectiveness in the Colorado approach to early childhood teacher preparation.

Milestones

- ▶ Our Training Department believes that appropriately incorporating technology into early childhood classrooms, and into teacher preparation for this age group, is critical to moving the field to the next level. As many early childhood educators often feel uncomfortable using technology in the classroom, we created the 21st Century Classroom Fellowship, dovetailing with the implementation of SMART Boards and Tables. The fellows were selected through an application process and began to learn the technology and use the SMART Boards in their classrooms. Not only did they become proficient with the technology, they supported children's learning and provided training and peer learning for other teachers and staff. In addition to ongoing trainings, several fellows have participated in presenting the technology at the SMART Share Fair and have demonstrated the product to multiple community partners.
- ▶ The Strengthening Early Childhood Professional Development through Colorado's Community College Project continues to gain momentum, holding the first statewide Summer Institute for over 150 faculty for three days from across the state. Topics ranged from science to engineering and math in early childhood to social emotional competence and inclusive practices.
- ▶ To further strengthen family engagement in the education process, we continue our Play and Learn groups. This support group with child development instruction is for parents/caregivers of children ages birth to 4 who are not enrolled in licensed care and provides adult-child play sessions that model at-home learning activities. The group meetings cover topics on child development, available community resources and other issues of interest to parents. The program began in 2009 and has expanded to three new sites in 2010 meeting a demand from Latino families.
- ▶ Learning Through Relating (LTR) sprang from Clayton Early Learning research efforts and continued its implementation phase this year. LTR is a social communication and early-literacy curriculum for children birth to 3 years in use at our Educare School and Early Head Start programs at Florence Crittenton and Wild Plum Schools. Additionally, we have recognized the value of LTR as a professional development system to support infant and toddler teachers. Qualitative data suggest that teachers who use LTR approach their work in a new way, beginning with a developmental goal for each child instead of starting with an activity. Teachers also report an increase in professionalism with the curriculum.



OUTREACH: GETTING THE WORD OUT

In 2010, Clayton Early Learning continued to build its reputation as a statewide catalyst, connecting the people and programs that push early childhood education to new heights. In collaboration with our partners, we work diligently to ensure best practices are reaching and implemented in classrooms throughout Colorado.

ilestones

- ▶ Clayton Early Learning took an active role in the State Advisory Council for Parent Involvement in Education, a group created by the Colorado State Legislature that advises public education entities on best practices and strategies for increasing parent involvement in public education, and promoting family and school partnerships. In 2010, our Colorado Parent Information Resource Center (CPIRC) provided 210 workshops for parents and served 3,979 families. These workshops provide strategies for parents to support learning at home, particularly reading development and kindergarten transition; to understand school and student accountability systems; and to stay involved in their child's education.
- ▶ In 2010, the Technology Fellows assisted with a professional development institute for all community college faculty in early childhood education across Colorado by hosting a session on technology, including a demonstration of the SMART Table and how it's used at our Educare School. Highlights of our approach to technology were included in a STEM webinar hosted by the P-20 Education Initiative at the University of Denver. Over 70 people from Colorado, California, Wyoming, Florida and China participated in the webinar.
- ▶ The launch of the Clayton Early Learning Blog was an unqualified success. Between October and December 2010, it garnered nearly 4,000 visits. Through the Blog, ECE professionals received valuable coaching, leadership development, as well as information on technology, program quality, evaluation and a host of other relevant issues.
- ▶ Approximately 4,200 "Help Me Learn" tip sheets were distributed statewide from April through June. Parents and caregivers benefited from topics such as "Resolving Conflicts," "Helping Children Become Readers and Writers," and "Play is Children's Work." Tip sheets were also translated into Spanish, Arabic, Burmese, Russian and Somali. A "Help Me Learn" web page at www.claytonearlylearning.org that includes tip sheets and additional information on child development to support learning launched in July 2010.
- ▶ Clayton Early Learning shared our knowledge at national and statewide conferences, including the National Association for Bilingual Education, the National Head Start Research Conference, the National Parent Information and Resource Center Conference, the National Association for the Education of Young Children (NAEYC) Professional Development Institute, the Office of Head Start Early Childhood Innovations 2010 National Collaboration Meeting, and Colorado AEYC and Colorado Head Start Association conferences.
- ▶ Our Resource and Business Center provided facilities support for 1,000 meetings held at our Training Center. That included nearly 250 college classes, 730 early childhood-related meetings and trainings, and 20 community engagement events.





MOVING FORWARD: SUCCESSFUL STARTS FOR ALL CHILDREN

Our advocacy inspires policy makers, our partnerships with parents strengthen families, and our outcomes with children set the stage for future academic success. We look forward to continued collaboration with our funders and programmatic partners and further expansion of the number of children for whom we can positively impact the quality of early care and education.

CLAYTON EARLY LEARNING BOARD OF TRUSTEES (as of December, 2010)

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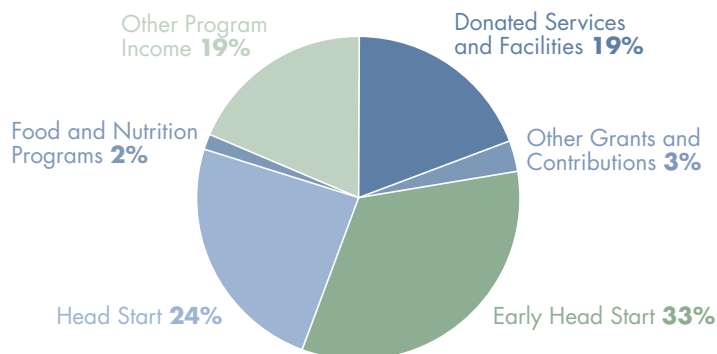
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CLAYTON EDUCARE By the Numbers

SOURCES OF REVENUE



AVERAGE MONTHLY ENROLLMENT

Early Head Start

177
CHILDREN

Head Start

230
CHILDREN

TOTAL NUMBER OF CHILDREN SERVED

Early Head Start

257
CHILDREN

240
FAMILIES

Head Start

261
CHILDREN

251
FAMILIES

ENROLLED CHILDREN WHO RECEIVED MEDICAL EXAMS

Early Head Start

228 = **89%**
CHILDREN

Head Start

249 = **95%**
CHILDREN

ENROLLED CHILDREN WHO RECEIVED DENTAL EXAMS

Early Head Start

163 = **63%**
CHILDREN

Head Start

198 = **76%**
CHILDREN

All data from 2009–2010. Total children served through Clayton Educare represent 4.6% of all Denver children eligible at 100% poverty level.

Statement of Activities

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2010	Total 2009
REVENUE					
<i>Clayton Early Learning Institute:</i>					
Government grants	\$ 1,542,814	–	–	1,542,814	1,802,524
Private grants	249,607	345,900	–	595,507	1,154,438
Fee for service	396,856	–	–	396,856	468,925
	2,189,277	345,900	–	2,535,177	3,425,887
Home Instruction for Parents of Preschool Youngsters	257,001	–	–	257,001	252,576
Capital campaign	305,594	–	–	305,594	187,682
Other Contributions	30,831	5,000	–	35,831	–
Investment income, net	3,460	2,035,367	–	2,038,827	(2,956,259)
<i>Rental income:</i>					
Park Hill Golf Course	699,998	–	–	699,998	700,000
Other rental	306,013	–	–	306,013	256,304
Other income	3,903	–	–	3,903	22,792
Net assets released	1,482,735	(1,482,735)	–	–	–
Total revenue, gains and support	\$ 5,278,812	903,532	–	6,182,344	1,888,982
EXPENDITURES					
<i>Program services:</i>					
Clayton Early Learning Institute	\$ 2,897,166	–	–	2,897,166	2,937,393
Home Instruction for Parents of Preschool Youngsters	307,001	–	–	307,001	277,576
Clayton Educare	731,842	–	–	731,842	709,292
Total program services	3,936,009	–	–	3,936,009	3,924,261
Campus preservation, maintenance	654,991	–	–	654,991	647,596
<i>Supporting activities:</i>					
General and administrative	827,799	–	–	827,799	1,112,953
Grant writing and fundraising	87,212	–	–	87,212	165,180
Total supporting activities	915,011	–	–	915,011	1,278,133
Total expenditures	5,506,011	–	–	5,506,011	5,849,990
Change in net assets	(227,199)	903,532	–	676,333	(3,961,008)
Net assets at beginning of year	12,443,347	2,893,534	12,083,987	27,420,868	31,381,876
Net assets at end of year	\$ 12,216,148	3,797,066	12,083,987	28,097,201	27,420,868

Statement of Financial Position

	2010	2009
ASSETS		
Cash and cash equivalents	\$ 1,256,379	2,433,600
Accounts receivable	174,072	174,726
Grants receivable	543,647	1,403,747
Interest receivable	2,256	22,472
Certificates of deposit	999,335	–
Capital campaign contributions receivable, net	14,754,903	13,220,205
Unspent bond proceeds	811,273	1,416,479
Bond issuance costs	175,000	200,000
Property and equipment, net of accumulated depreciation	12,534,937	12,944,937
Prepaid expense and other assets	15,258	11,587
Total Assets	\$ 31,267,060	31,827,753
LIABILITIES AND NET ASSETS		
Accounts payable – operating	\$ 161,978	154,767
Accrued payroll and other liabilities	282,881	277,118
Bonds payable	2,725,000	3,975,000
Total liabilities	3,169,859	4,406,885
<i>Net assets:</i>		
Unrestricted	12,216,148	12,443,347
Temporarily restricted	3,797,066	2,893,534
Permanently restricted	12,083,987	12,083,987
Total net assets	28,097,201	27,420,868
Total Liabilities and Net Assets	\$ 31,267,060	31,827,753

CLAYTON EARLY LEARNING – EDUCARE

Statement of Activities

	Unrestricted	Temporarily Restricted	Total 2010	Total 2009
REVENUE AND SUPPORT				
<i>Contributions and grant revenue:</i>				
Early Head Start	\$ 2,124,722	–	2,124,722	1,533,100
Head Start	1,531,863	–	1,531,863	1,134,000
Food and nutrition programs	103,445	–	103,445	84,850
Other grants and contributions	38,890	–	38,890	78,638
Other program income	1,232,195	–	1,232,195	1,185,838
Donated services and facilities	1,229,008	–	1,229,008	1,199,884
Net assets released	86,828	(86,828)	–	–
Total revenue and support	\$ 6,346,951	(86,828)	6,260,123	5,216,310
EXPENDITURES				
<i>Program services:</i>				
Early Head Start	2,735,670	–	2,735,670	2,115,175
Head Start	2,365,656	–	2,365,656	1,854,254
Other programs	148,644	–	148,644	140,886
Total program services	\$ 5,249,970	–	5,249,970	4,110,315
<i>Supporting activities:</i>				
General and administrative	925,479	–	925,479	850,110
Grant writing and fundraising	1,560	–	1,560	2,940
Total supporting activities	927,039	–	927,039	853,050
Total expenditures	6,177,009	–	6,177,009	4,963,365
Change in net assets	169,942	(86,828)	83,114	252,945
Net assets at beginning of year	659,368	139,061	798,429	545,484
Net assets at end of year	\$ 829,310	52,233	881,543	798,429

Statement of Financial Position

	2010	2009
ASSETS		
Cash and cash equivalents	\$ 572,835	603,829
Contributions and grants receivable:		
Early Head Start	163,274	130,704
Head Start	202,231	50,658
Other	64,402	–
Prepaid expense	7,987	6,047
Investments	2,405	–
Property and equipment:	–	250,000
Furniture and equipment	54,560	–
Land and land improvements	29,520	–
Building improvements	52,958	–
Vehicles	45,000	45,000
Accumulated depreciation	(52,500)	(36,966)
Net property and equipment	129,538	8,034
Total Assets	\$ 1,142,672	1,049,272
LIABILITIES AND NET ASSETS		
<i>Accounts payable:</i>		
Trade	\$ 49,493	74,598
Clayton Early Learning	–	34,608
Accrued payroll and other liabilities	211,636	141,637
Total liabilities	261,129	250,843
<i>Net assets:</i>		
Unrestricted net assets	829,310	659,368
Temporarily restricted net assets	52,233	139,061
Total net assets	881,543	798,429
Total Liabilities and Net Assets	\$ 1,142,672	1,049,272

Onsite monitoring reviews of Clayton Educare conducted in 2009 found the program in full compliance with all Head Start performance standards, including all fiscal requirements.

Clayton Educare participated in a Risk Management Meeting with the federal Administration for Children and Families Regional Office in 2009, resulting in a determination that there were no program risks requiring a corrective Action Plan.



3801 Martin Luther King Blvd. Denver, CO 80205 (303) 355-4411