

2014
COMMUNITY REPORT



Dear Friends,

It is our pleasure to share with you our 2014 report to the community. This is an incredibly promising time to be engaged in early childhood care and education with so many highly involved leaders and partners. The ever increasing local, state and national emphasis on the development of young children further energizes our commitment to offering the highest quality family-centered early childhood programs and services. We are excited to be expanding our reach to more communities across Colorado and launching new partnerships with higher education colleagues to promote deeper and more effective models of preparing and supporting teachers and other leaders. The encouragement of our funding partners to continuously explore new ideas and potential program innovations is profoundly appreciated and allows us to give back to the larger community in the form of sharing what works.

We invite you to join us in our goal to ensure every Colorado child has the opportunity to grow up healthy, happy, strong and well-educated. Our kids deserve nothing less.

Sincerely,



Charlotte M. Brantley

Charlotte M. Brantley
President and CEO



David Kubik

David Kubik
Chairman, Board of Trustees

RESEARCH & POLICY TEACHERS PARENTS SCHOOLS



Children Reached Through our Schools

Brain development research is conclusive. For children, the period from *birth to age 5 is the single most critical time to support their greatest developmental potential*. At Clayton Early Learning, nationally recognized for its high quality early learning approaches, children grow in the rich learning environments that prepare them for success in school and in life.



Within our classroom communities, diverse learners work together to investigate, research and discover the world around them. Teachers provide new, creative pathways that engage children by tending to their learning needs through relationship-based and hands-on approaches such as Reggio-Inspired Practices¹ and the Project Approach².



High staff/child ratios and small class sizes support differentiated instruction, and results indicate that nearly *90% of our children meet or exceed* widely held expectations for growth in social/emotional, physical and gross motor, language, and cognitive developmental domains.

RESEARCH & POLICY

TEACHERS

PARENTS

SCHOOLS

Our use of fresh produce, natural, plant-based ingredients and organic milk ensure children maintain healthy weights. In Denver, where 31% of school children are overweight or obese, *90% of Clayton children have achieved a healthy weight[®].*



Outcome-focused learning environments provide meaningful challenges to support children's success. Teachers observe and document growth through a variety of tools, and the data provide a natural classroom planning framework to ensure all children have the materials and experiences they need to be ready for school.



Children Reached Through Programs for Parents



At Clayton Early Learning, we believe *parents are children's first teachers* and the primary influencers in their development. Our purpose is to equip parents with the knowledge, skills and confidence in child development that will effectively support their child's growth throughout the child's school career and life. Together, we create the partnership that leads to successful child and family outcomes.

Involved parents demonstrate the ability to support their child's development across all domains: physical, social/emotional and cognitive. Through collaboration with staff, all parents are building individualized learning plans that engage their child in activities and approaches that nurture strong development.

Survey data demonstrate the quality of relationships that Clayton parents have with their children. Even though our statistics show that parents experience high rates of negative life events, the parents strongly agree that they feel close to their children, and experience low levels of conflict and parental distress. In fact, *90% of families expect their children to attend college and receive a post-secondary or graduate degree.*

Clayton parents participate in diverse educational opportunities to garner skills and extend their children's learning. Content areas include education and literacy, social/emotional development, and health and wellness-focused events such as tips on reading with your child, preparing for kindergarten transition, positive parenting, Cooking Matters,⁴ and music and movement.



RESEARCH & POLICY

TEACHERS

PARENTS

During monthly parent meetings and semi-yearly parent-teacher conferences, all parents receive comprehensive, individualized home-school activities to support their child's development while building on individual interests and family strengths. Twice per year, staff and families set Individual Child Curriculum Goals and monitor progress through portfolios of each child's work.

We engage families routinely in reviewing and analyzing program data and support them in making predictions about outcomes and expressing their ideas for continuous improvement. Types of data discussed include child obesity, food insecurity, toxic stress and school attendance.


Fathers and father figures are provided safe and inviting opportunities to engage with their children and build healthy connections with other men and role models. Activities in 2014 included a breakfast and art activity in their child's classroom and a Touch a Truck event with many exciting vehicles to explore with their children.



14,000
WORDS

The average daily number of words spoken to Clayton children by parents participating in Ready to Read⁵.

The average daily number of words spoken to similar children in low-income homes.



7,200
WORDS

“*Research shows* that differences in how, and how much, families talk to their children are *closely tied with academic success.*”

Children Reached Through Teacher Preparation and Leadership Initiatives

Training and coaching to improve program quality continues to be a signature service offered by Clayton Early Learning. We apply a clearly defined professional development model that addresses documented gaps in the early childhood system and workforce. Our professional development projects include a focus on the fundamental knowledge base associated with teaching pedagogy and effective program leadership as well as more specific evidence-based strategies, such as language and literacy instruction, the trajectories of early science, technology, engineering and math (STEM) learning and high-quality supports for social-emotional learning.

From July 2013 to June 2014, we reached more than **2,000 early childhood professionals** working in hundreds of classrooms across Colorado. A growing body of evidence tells us that professional development is most likely to impact practice when it is a) focused on specific teacher and child outcomes and directly applicable to the classroom, b) sustained over time using a combination of training and coaching or mentoring, c) collaborative, providing teachers with the opportunity to reflect with and learn from peers, and d) supported by program instructional leaders and administrators. Through this model, we delivered more than 8,670 hours of training and 4,143 hours of individualized coaching.



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In alignment with 21st century learning and technology skills, staff working in classrooms and homes received iPads and laptops to extend digital learning. A proposal to enhance educational outcomes for children by using digital devices to support the professional development of our teachers, engage parents and provide children the same opportunities as their more affluent peers to develop multiple literacies — including multimedia — was funded by the Sidney E. Frank Charitable Foundation.

A cohort of 20 Educare Denver staff received intensive training in Touchpoints, a curriculum that builds parents' knowledge of their child's behaviors and strengthens the staff/parent partnership. Monthly mentor groups and peer reflections supported the transfer of this knowledge into practice. Of the teachers in our schools, five took classes toward an associate degree, 16 toward a bachelor's, five toward a master's, one toward a doctorate and seven toward other ECE certifications or credentials.

The Cradling Literacy curriculum builds teacher knowledge and skills in early language and literacy development in the context of important caregiving relationships. Twelve Cradling Literacy professional development modules were delivered this year to infant/toddler teachers while follow-up booster sessions supported improved implementation of literacy practices within classrooms. Through ongoing examination of TS Gold data, mathematics development has been identified as needing more intentional focus. Our internal curriculum committee is considering ways to address mathematics within an integrated approach toward early STEM learning, with embedded teacher professional development.

“Through our programs, more than **1,133 families, volunteers and community partners** have been trained on dialogic reading, a strategy that leads to increased reading comprehension by third grade.”

RESEARCH & POLICY TEACHERS

Children Reached Through Research

Clayton Early Learning is committed philosophically and programmatically to evidence-based practice that integrates the best available research findings with family-centered professional wisdom and values. To improve outcomes for all children, practitioners and researchers must work together to ensure that *research-based knowledge* is translated into usable formats so staff can apply the lessons learned.

Good things happen for children and families when practicing professionals are open to the implications of research for their practice area, and researchers understand the realities of practice so that their recommendations to the field are respectful, relevant and reciprocal. This commitment to translating research into practice is foundational to the Clayton Early Learning approach.

Clayton plays a key role in local, state and national efforts to evaluate what works in early childhood education. These efforts include ensuring the consistent statewide use of a quality measurement tool with more than *1,000 classrooms throughout Colorado*.



As the local child outcome evaluator for the Educare Learning Network and the Denver Preschool Program, our team annually conducts more than 1,600 direct child assessments and analyzes these data to inform practices on a national level and within local programs.

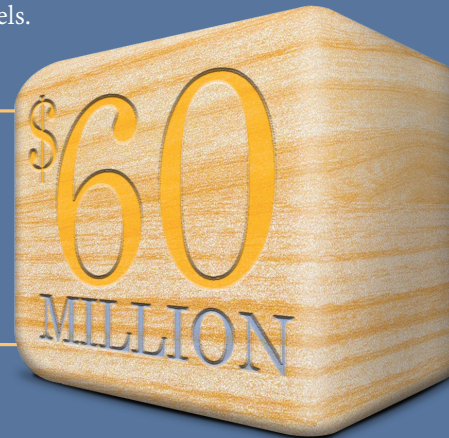
Children Reached Through Policy Advocacy

Clayton Early Learning is uniquely positioned to *provide content expertise* in the development of policies that impact young children and raise awareness of the vital importance of a child's first five years of life. Our integrated approach of research, training and practice identifies barriers and opportunities in the early childhood landscape and positions us as a *trusted partner and leader* in early childhood policy, systems development and advocacy efforts.

We demonstrate what high-quality programs look like and educate policy makers about investments in early childhood being sound investments in the future of Colorado.

We collaborate with a wide range of organizations to provide opportunities to learn about the latest issues in early childhood care and education and how to become effective advocates at the community and state levels.

We played an integral role in the formation of and advocacy for several policy and budget priorities in the 2014 legislative session, resulting in nearly \$60 million in new state investments across child care and early learning initiatives.



“*HB 14-1317, signed by Gov. John Hickenlooper in May 2014, significantly reformed the Child Care Assistance Program, supporting parents on the path to self-sufficiency, *increasing children's access to high-quality early learning and care*, and cutting red tape for small business child care providers.*”

Statement of Financial Position

June 30, 2014

Assets	2014	2013
Cash and cash equivalents	922,513	1,368,708
Accounts and grants receivable	562,424	1,151,525
Investments	20,754,882	18,649,411
Capital campaign contributions receivable	-	127,549
Bond issuance costs	-	100,000
Property and equipment, net of depreciation	11,477,342	11,391,127
Prepaid expense and other assets	18,815	17,365
TOTAL ASSETS	33,735,976	32,805,685
Liabilities and Net Assets	2014	2013
Liabilities:		
Accounts payable	306,300	262,873
Accrued payroll and other liabilities	485,230	443,816
Notes Payable	175,000	-
Bonds payable	-	575,000
Total Liabilities	966,530	1,281,689
Net Assets:	2014	2013
Unrestricted	11,176,074	11,384,124
Temporarily restricted	9,509,385	8,055,885
Permanently restricted	12,083,987	12,083,987
Total Net Assets	32,769,446	31,523,996
TOTAL LIABILITIES AND NET ASSETS	33,735,976	32,805,685



The most recent Federal monitoring review of Educare Denver in 2012 found the program in full compliance with all Head Start performance standards, including all fiscal requirements. The financial audit for FY 13-14 of Clayton Early Learning done in compliance with Circular A-133 Federal audit requirements resulted in a clean audit with no findings and no management letter. Budget for FY 13-14 was \$11,378,116. 74% of budget is personnel and 26% is non-personnel.

Statement of Activities

Revenue, Gains and Support	2014	2013
Schools at Clayton Early Learning:		
Early Head Start	2,313,548	2,520,051
Head Start	1,395,023	1,385,093
Food and Nutrition Programs	139,377	108,379
Tuition and fee revenue	496,295	255,598
State and local education contracts	1,746,570	1,016,654
Private grants and contributions	64,570	609,850
Total Schools at Clayton Early Learning	6,155,383	5,895,625
Institute at Clayton Early Learning:		
Government grants	673,216	462,616
Program service fees	384,405	706,810
Private grants and contributions	673,915	1,260,614
Total Institute at Clayton Early Learning	1,731,536	2,430,040
Other:		
Other private grants and contributions	348,616	273,663
Investment Income	3,352,900	2,247,389
Rental income	1,046,934	1,065,484
Amortization of discount on pledges receivable	72,451	65,914
Special Events	104,714	-
Donated services and other income	(26,892)	35,221
TOTAL REVENUE, GAINS AND SUPPORT	12,785,642	12,013,336
Expenditures	2014	2013
Program	8,806,230	7,898,563
Campus improvements and facilities	857,594	526,131
Management and general	1,669,593	1,600,924
Development Expense	206,775	122,383
TOTAL EXPENDITURES	11,540,192	10,148,001
End of Year Net Assets	2014	2013
Change in net assets before extraordinary income	1,245,450	1,865,335
Program service fees	-	531,028
Change in Net Assets	1,245,450	2,396,363
Net Assets at beginning of year	31,523,996	29,127,633
NET ASSETS AT END OF YEAR	32,769,446	31,523,996

G R A T I T U D E

We Thank the Following Contributors for Currently Supporting Clayton Early Learning:

Friends of Clayton Early Learning

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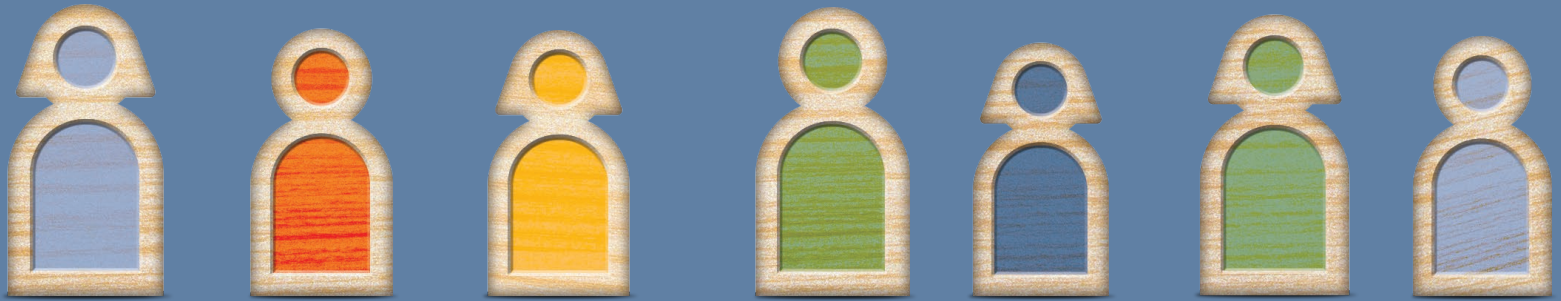
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Chambers Family Fund
Children's Hospital Colorado
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Daniels Fund

Deane Family Fund
Denver Great Kids Head Start
Denver Preschool Program
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Foundation for Educational Excellence
Great Divide Brewing
Helen McLoraine Endowment Fund
Jay's Valet
Kiewit Building Group
Levitt Pavilion
Mental Health Center of Denver
Mile High United Way
Ounce of Prevention Fund
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Children Reached Through Early Head Start & Head Start 2013–2014 School Year



Number of Children Served

291
317

Average Monthly Enrollment

177 (100%)
236 (100%)

% Eligible

85%
88%



Children Receiving Medical Exams:

Early Head Start: 96%
Head Start: 96%



Children Receiving Dental Exams:

Early Head Start: 93%
Head Start: 93%



*To find out more, and support
Clayton Early Learning, visit*

ClaytonEarlyLearning.org



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References:

¹The Reggio-Inspired Approach emerges from the principles, practices and experiences of the early childhood programs in Reggio Emilia, Italy. It is based on the principles that education is a right of all children, children possess unlimited potential to learn and change, the educational environment fosters children's learning, and documentation makes visible the learning process. The preschools of Reggio Emilia have been recognized by Newsweek magazine as the best model for innovative early care and education in the world.

²The Project Approach builds on children's natural dispositions to be curious and investigate their world. It has them engage in research to find answers to their own questions and guide a project based on their own interests.

³Denver Public Schools and Denver Public Health, August 2013, DPS Preliminary Weight Status Report.

⁴Cooking Matters addresses the issues of hunger and malnutrition in America through its groundbreaking nutrition education program that helps families help themselves by teaching them how to prepare healthy low-cost meals.

⁵Our Ready to Read project is funded by a Social Innovation Fund grant through Mile High United Way.

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