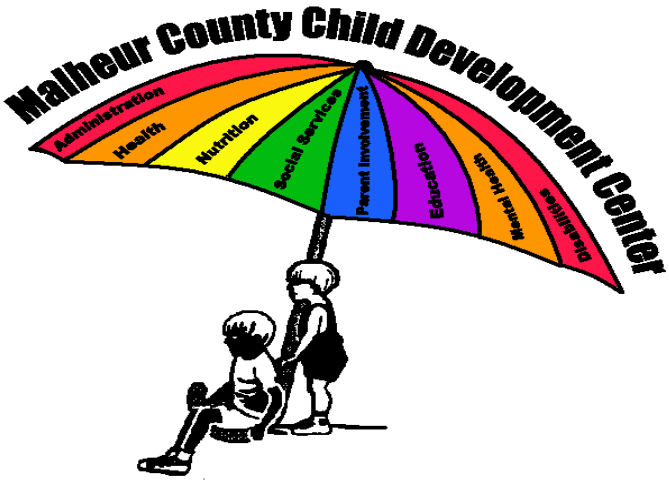
Malheur County Child Development Center

2019-2020 Annual Report



The following document is the:

M.C.C.D.C. Annual Report

This report contains financial and service data from all aspects of the program

MCCDC History

MCCDC was established in 1982. At its inception MCCDC provided services to both Migrant and Regional Head Start children and families. The Regional Head Start program was funded from Region X and the Oregon Department of Education (ODE) to serve the low- income families that resided in Malheur County. The Migrant program was funded by Region XII to provide services to the migrant population that came to work in the produce for six months of the year. The program had sites in Nyssa, Vale and Ontario. In 1994, the structure of MCCDC changed. At this point in time the Migrant Head Start was no longer under the MCCDC umbrella. Its grantee became the Migrant and Indian Coalition in Woodburn Oregon. This left MCCDC as the Grantee for the Oregon Department of Education and Region X funded programs. The Oregon Department of Education funded 36 slots, and Region X funded 84 slots for a total of 120 children. The children in these slots were all four years old, and attended class three days a week, for 3½ hours a day for 96 days of the year. Each family enrolled in the program participated in one home visit a month.

Over the past 50 years much as changed in Head Start and likewise at MCCDC. The program now serves pregnant women, infants, toddlers, and preschool children until they enter kindergarten. The preschool children all attend classes in a Center Based option. There are two different Center Based options that the program implements. The first option provides class to 72 children and their families. These children are in class anywhere from 8 to 10 hours a day, five days a week, for 37 weeks a year. The hours each child is in care each day is dependent upon the work schedule of the child's parents or legal guardians. These children are anywhere from 3 years old to the child's entry into kindergarten at 5 years of age. This program model is for those families who are working or going to school. This enable families to have a safe, reliable, free and developmentally appropriate childcare setting for their preschool children while at work or school. There are 68 children who attend classes in another type of Center Based model. In this model children attend class four days a week, for 3½ hours a day, for 128 days a year. These classes are used by the families who do not need additional childcare. The children enrolled in these classes are also 3 years old to the child's entry into kindergarten at 5 years of age. All the families of all the children enrolled in the Center Based classes participate in two Parent/Teacher Conferences and at least two home visits a year.

The program also has 20 children and families that are enrolled into the Early Head Start Home Based model. This model serves children prenatally to three years of age. The families enrolled in this program model receive an hour and a half home visit each week and participate in two group socialization sessions a month for 48 weeks of the year.

Today, MCCDC receives funding to provide services to 43 children and families from the Oregon Early Learning Division. From the Office of Head Start it receives funding to provide services to 115 preschool children and their families, and 20 Early Head Start participants who are pregnant women, infants, and toddlers. As such, the program serves 178 children and families residing in Malheur County. The program has two center sites in Ontario, and one in Vale.

Focus Area Two Federal Review Results

From March 5-8, 2018, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review and from March 6-8 a CLASS review of the program. Based on the information gathered during this review, MCCDC was found to have met the requirements of applicable Head Start Performance Standards, laws, regulations, and policy requirements. The program has no areas of non-compliance.

CLASS Observation Results

Observations were conducted in the preschool 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.

MCCDC CLASS Observation Scores for the Domains

Domain	Score	Domain	Score	Domain	Score
Emotional Support	6.0714	Classroom Organization	6.0476	Instructional Support	2.7619

MCCDC CLASS Observation Scores for the Dimensions

Domain	Score	Domain	Score	Domain	Score
Positive Climate	6.21	Behavior Management	6.86	Concept Development	2.29
Negative Climate	1.00	Productivity	6.79	Quality of Feedback	3.00
Teacher Sensitivity	6.43	Instructional Learning Formats	4.50	Language Modeling	3.00
Regard for Student Perspectives	4.64				

Average CLASS Observation Scores for the Domains across the U.S.

Doman	Score	Domain	Score	Domain	Score
Emotional Support	6.09	Classroom Organization	5.83	Instructional Support	3.00

Average CLASS Observation Scores for the Dimensions across the U.S.

Dimension	Score	Dimension	Score	Dimension	Score
Positive Climate	6.21	Behavior Management	6.00	Concept Development	2.44
Negative Climate	1.09	Productivity	6.14	Quality of Feedback	2.99
Teacher Sensitivity	5.88	Instructional Learning Formats	5.35	Language Modeling	3.51
Regard for Student Perspectives	5.45				

It is important to note that the negative climate category is expected to be low since it reflects the negative experiences which a child would have in a classroom.

Independent Auditor's Report

December 17, 2019

To the Board of Directors
Malheur County Child Development Center

We have audited the financial statements of Malheur County Child Development Center for the year ended June 30, 2019 and have issued our report thereon dated December 17, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Governmental Auditing Standards* and Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 22, 2019. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings:

Qualitative Aspects of Accounting Practices
Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Malheur County Child Development Center are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies were not changed during 2018-2019. We noted no transactions entered in to by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no significant estimates affecting the financial statements during the fiscal year.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit
We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements
Professional standards require us to accumulate all known and likely misstatements, identified during the audit other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached schedule summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management
For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be

significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter dated December 17, 2019.

Management Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant hat all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditor. However, these discussions occurred in the normal course of our professional relationship and my responses were not a condition to my retention.

Other Matters
With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and completed in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Brian L. Richins
Certified Public Accountant

COVID-19 Affects to the Program

In March, COVID-19 was spreading throughout the States of Oregon and Idaho which boarders Malheur County in Oregon. As a result of the virus, virtually all most all of Idaho and Oregon were under mandated stay at home orders. Therefore, the program provided its last services on sight to children or families on March 13, 2020 for the remainder of the school year. The remainder of the school year was completed in several ways. Children received education packets each week from their Teachers who also made regular contact with families. Home Visitors and Family Advocates contacted families by phone to assist them further in getting their needs met. Eventually some of the Teachers did some virtual activities with children and families over the computer. The program also made Ready Rosie available to all children and families to assist parents in their role as the primary educator of their children. This program provides ideas on activities that families can do with their children each week in the home for specific learning areas.

Parent Involvement Activities

MCCDC has three centers. Throughout the program year each center provided a variety of parent activities. These activities were based upon the identified needs and interest of the parents of enrolled children in conjunction with federal mandates.

The following is a listing of the trainings and activities that were provided to parents at the three MCCDC sites during the 2019-2020 program year.

Parent Involvement Activities

- The centers held the first parent meetings in September and October to elect the parent group officers and the Policy Council members to represent their center.
- At the Vale center in September in addition to electing officers and Policy Council Representatives, they made a shape game and were provided with ideas on how to do shape and color activities in the home with their children. Each family left with the color and shape activities, a book and a drawing tablet.
- In October a family fun night was held with a focus on literacy. Adults started the evening by reading the story of the big bad wolf. Families enjoyed painting and decorating the three little wooden pigs, then gather the straw, sticks and bricks. The children went to work on creating the BIG BAD WOLF. Some made him look pretty mean and scary using a wooden spoon and lots of fur and big eyes. After all the props were completed the children used these to retell the story back to the adults. Everyone took what they had created home with them so that they could continue telling and acting out the story at home.
- In November each center did fathers group activities where fathers and children interacted together. Fathers and children made paper bag puppets. Oregon State University did a meal preparation activity with the fathers and children where small

groups worked together following a recipe, while teaching children about following directions, textures, and smells.

- In December family fun nights were held that focused on teaching children math skills. Through these activities staff talked with parents about ways to teach their children to count at home. In one center they had four different winter crafts to make that involved counting. Some families made picture frames that a family picture was taken to put in the frame. In another they made popsicle stick snowmen, snowflakes and trees. In the last center families made Christmas ornaments that involved the children in counting.
- In January the mental health consultant did a session with parents on self-care activities and the importance of taking care of ourselves in order to care for our children. This involved community brainstorming ideas on learning how to be kind to yourself and tools for selfcare. One OSC gave parents handouts on fire safety and stranger danger, that group activities were planned around. Following participation in the activities, families thought it was a good idea to have a fire escape plan for their home.
- In February the centers all did fathers group activities. In one center the fathers and children worked together on a variety of wood working activities. In another the father figure and child glued feathers on a wooden duck picture holder. Together they read the story a duck went walking. Following the story, the children did the "5 Little Ducklings" finger play. In the last center the father figures and the children created Valentine cards for other family members and friends. There was lots of writing and dictating, some of the father figures were very excited to see how well the children could copy and trace words.

Preschool Average Monthly Enrollment

Month	Number Enrolled	Number who Dropped in Month	Enrollment %
September	136	12	96%
October	137	9	96%
November	139	7	98%
December	140	2	99%
January	148	16	94%
February	140	2	99%
March	141	1	91%
April	No information due to COVID-19		
May	No information due to COVID-19		
June	No information due to COVID-19		

In looking at the above data it is important to note that the enrollment numbers are based upon the number of children enrolled in the program at the end of the month. It is also important to note that all vacant slots are filled within 30 days or sooner of the time a slot becomes open.

The program has three program options. The options are: Part Day/Part Year that ends on May 12th, a Full Day/Part Year option that ends on June 17th, and an Early Head Start Home Base that ends on August 31st.

Early Head Start Average Monthly Enrollment

Month	Number Enrolled	Number Dropped in Month	Enrollment %	EHS Participants Transferred to H.S.
September	20	0	100%	0
October	20	1	100%	0
November	19	1	100%	0
December	20	1	85%	0
January	20	0	100%	1
February	20	0	100%	0
March	20	0	100%	0
April	No information due to COVID-19			
May	No information due to COVID-19			
June	No information due to COVID-19			
July	No information due to COVID-19			
August	No information due to COVID-19			

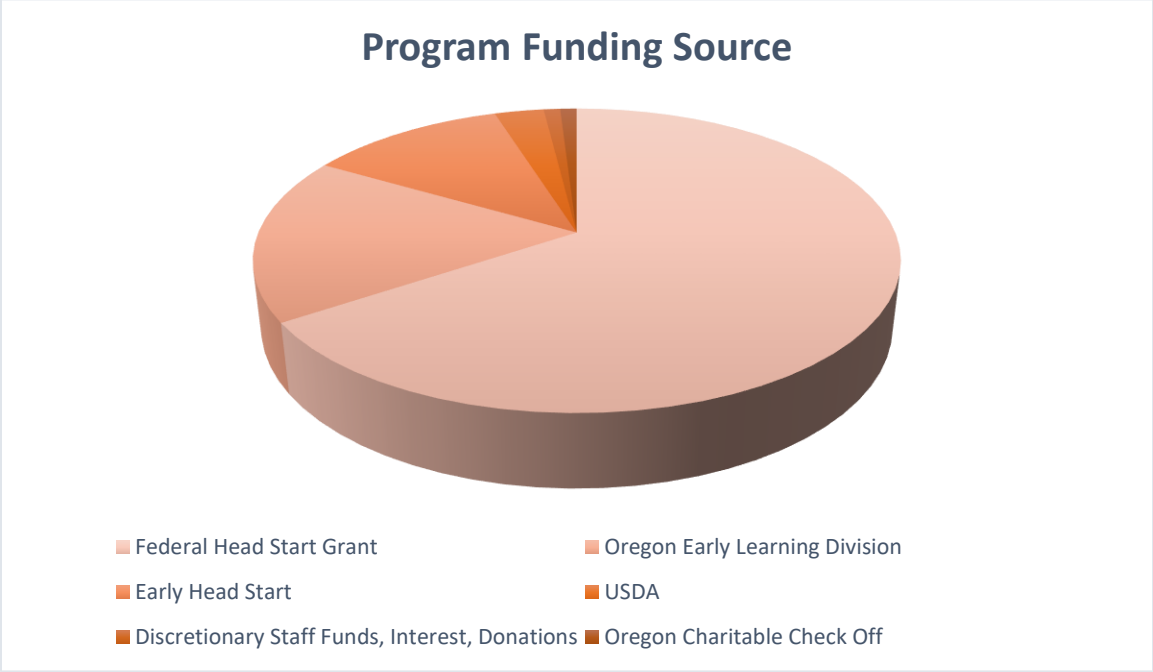
There are 20 participants enrolled in the Early Head Start Program. The participants range from pregnant women to children who are three years of age. Before an Early Head Start participant turns 3 years old, the program is working with the family, child and a preschool classroom to transition the child into as soon as possible after the child turns three.

2019-2020 Program Year Budget Information

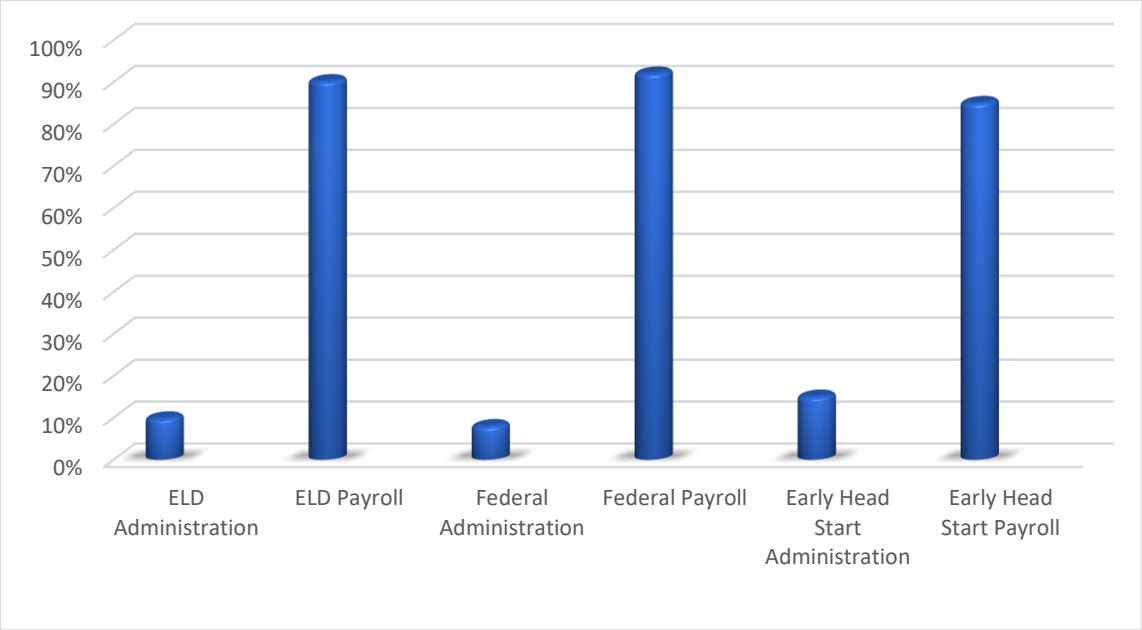
Funding Source	Funding Amount	Percent of Total Budget
Federal Head Start Grant	$ 1,609,656.00	67.24%
Oregon Early Learning Division	$ 423,894.00	17.71%
Early Head Start	$ 294,244.00	12.29%
USDA	$ 59,518.00	2.49%
Child Care Reimbursement	$	0.00%
KPI	$	0.00%
Discretionary Funds	$ 1,616.00	.07%
PSP Food Service	$	0.00%
OHSA Charitable Check Off	$ 5,125.00	.21%

Total program budget for the 2019-2020 program year = $ 2,394,033.00

Funding Source



MCCDC 2019-2020 Payroll Expenditures



MCCDC Expenditures for the 2019-2020 Program Year

Activity	Federal Expenditures	EHS Expenditures	OPK Expenditures
Payroll/EE Ins.	$ 1,282,380.55	$ 209,883.97	$ 356,393.48
Services/Supplies	$ 108,323.89	$ 13,552.89	$ 25,564.94
Travel	$ 11,499.69	$ 3,277.16	$ 4,690.60
Insurance	$ 16,340.49	$ 2,698.86	$ 3,935.38
Repair	$ 32,125.43	$ 9,912.61	$ 17,026.69
Training	$ 17,400.61	$ 3,327.51	$ 6,236.72
Utilities	$ 30,300.21	$ 6,320.31	$ 10,046.19
Total	$ 1,498,370.87	$ 248,973.31	$ 423,894.00

The supplies expenses are used to pay for any materials that are used in any aspect of the program to provide services to children and families. This includes the cost for paying for the services of professionals such as the Mental Health Consultants, a Nutritionist, and the Speech Pathologist to work with staff, families, and children.

The travel expenses cover the cost for staff to do home visits, and other program services around the county that involves them driving their personal vehicle to program related functions.

The insurance expenses cover the cost for the program to pay a portion of staff's medical insurance, as well as the program insurances such as: Omissions and Errors, Liability, Vehicle, Facilities, and Fire.

The training funds are utilized to pay for any type of training that an employee is involved in. This includes the cost for registration fees, travel, lodging, and per diem to trainings. In addition to the mandated trainings staff participate in, they take trainings that will enhance all facets of their employment positions. It is important to note that many of the Head Start trainings and meetings are in the Portland or Salem area. This means the program pays all the cost for staff to attend these trainings or meetings.

Basic Program Information

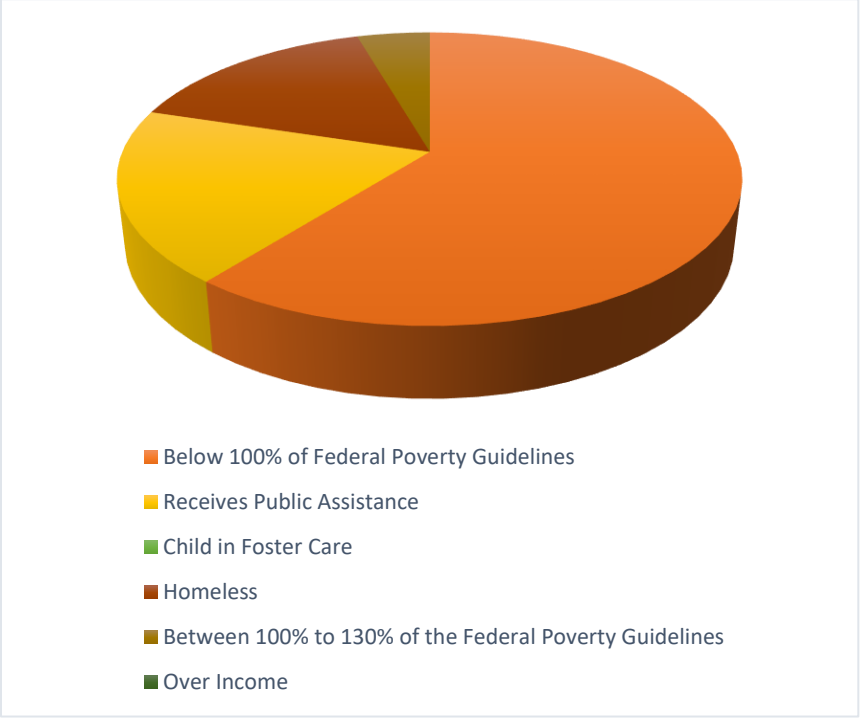
In looking at the following data it is important to understand some basic information about the program.

MCCDC is funded to serve 20 Early Head Start (EHS) participants in a Home Based model. Over the course of the last twelve months, the program served 28 participants. This occurred because families are constantly moving in and out of the area, or that often families find that a Home Based model does not work for them when situations in their family change. In addition, some of the children aged out of the program and were transitioned into a preschool classroom.

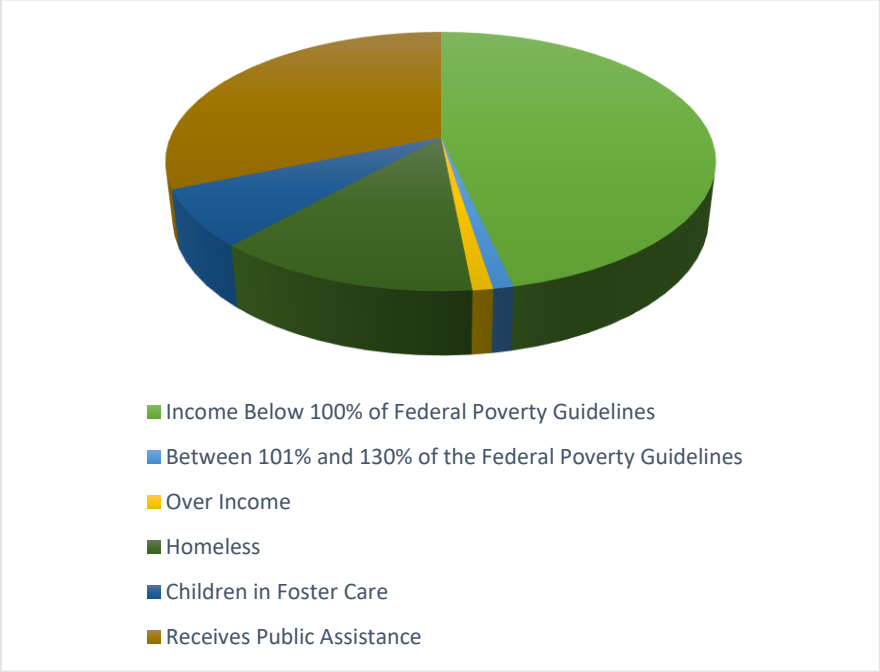
MCCDC is funded to serve 142 preschool children. The program serves these children in both a Part Day/Part Year model and in a Full Day/Part Year model. Over the course of the year the program served 181 children and families. This occurred not just because of the families that move in and out of the county, but also because of the other preschool programs that are available in the county. This means that children and families are frequently moving from one program to another.

These changes in enrollment numbers, often meant that children or participants are not enrolled in the program long enough to receive any services, and assessment data on them, or for that matter to even conduct the necessary screenings.

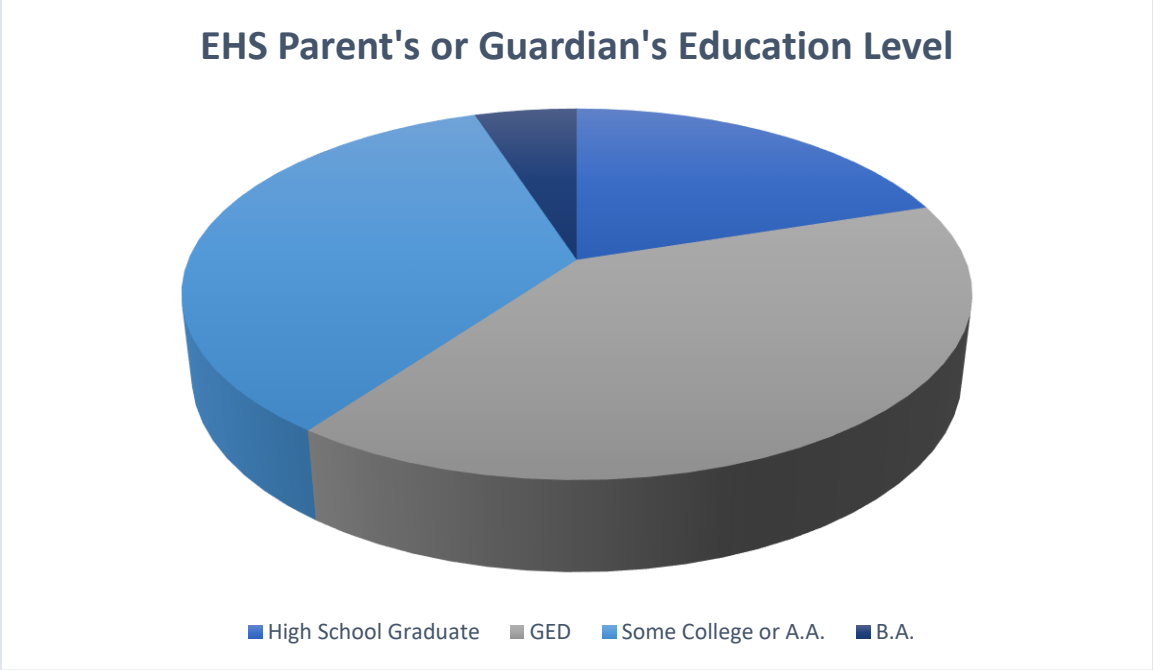
Income Status of MCCDC Early Head Start Participants



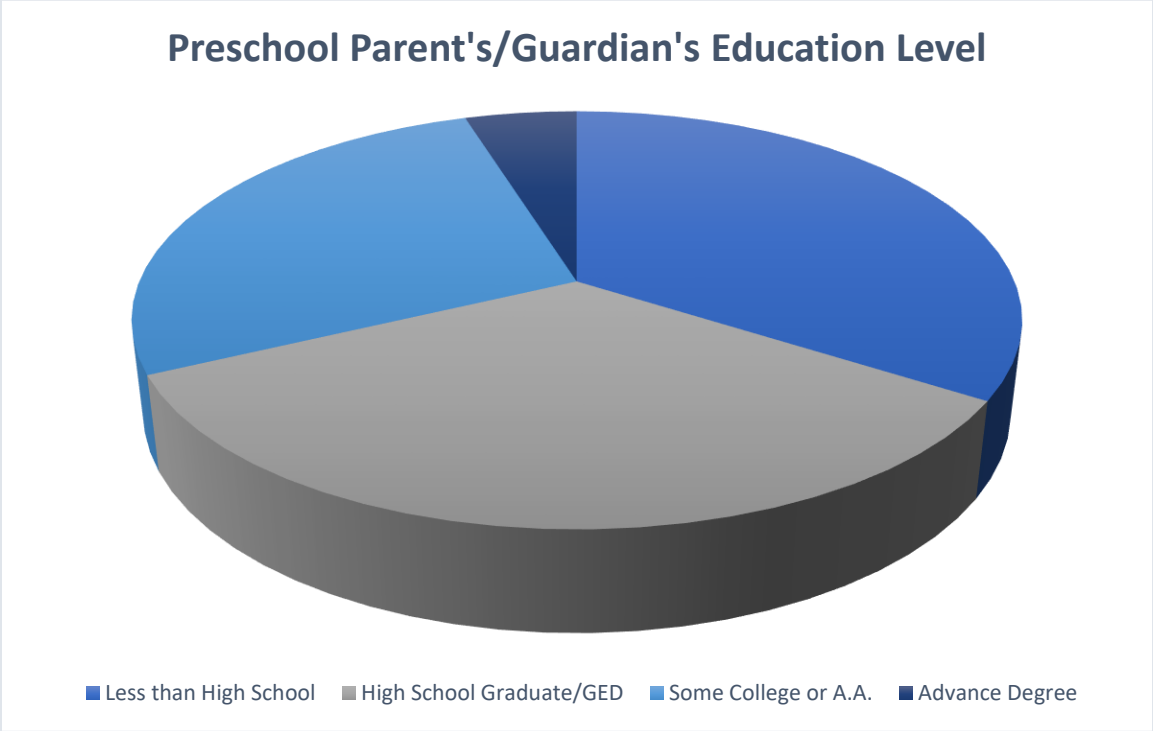
Income Status of MCCDC Preschool Participants



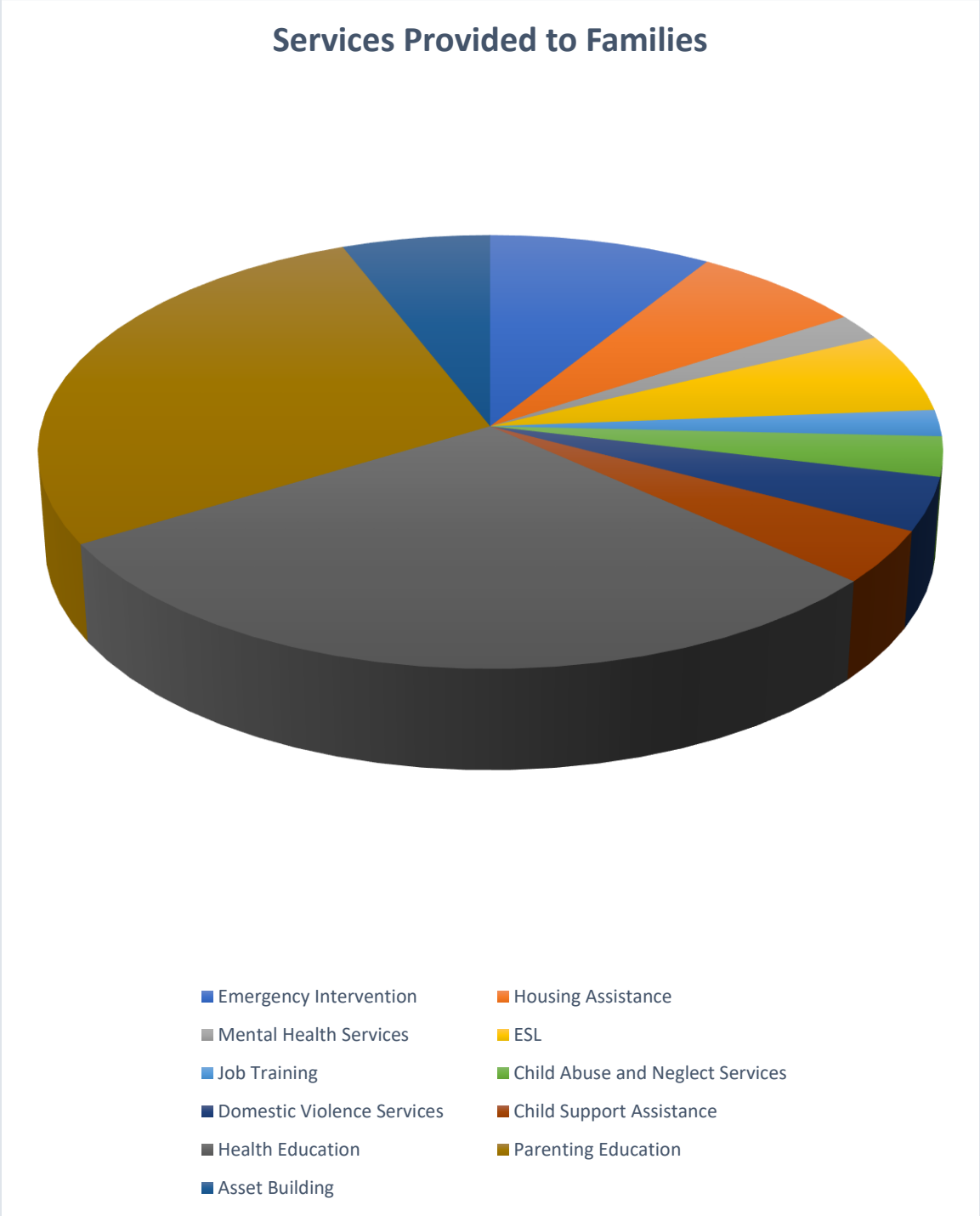
Educational Level of EHS
Children's Parent(s) or Guardian(s) in 2018-2019



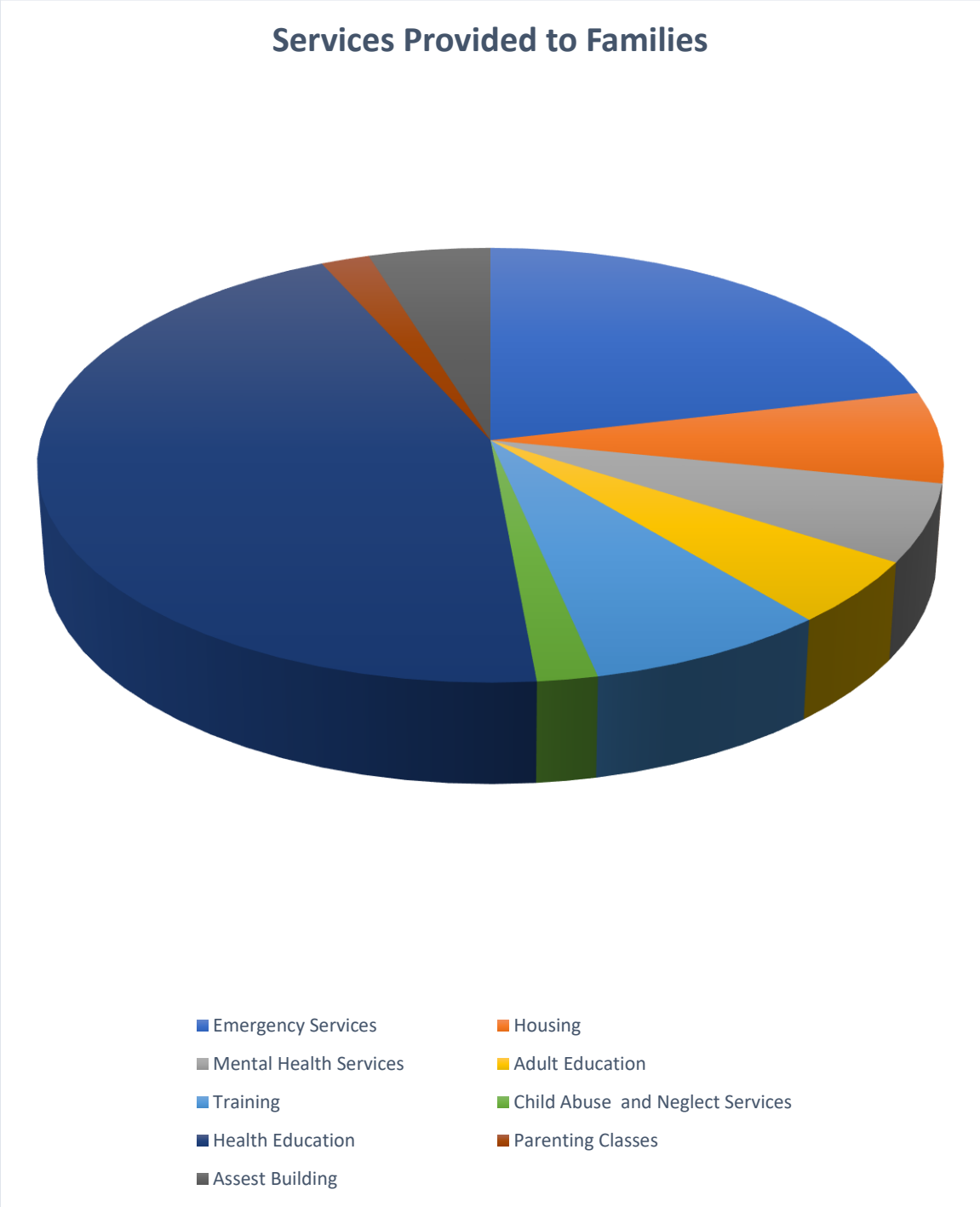
Education Level of Preschool Children's Parent(s) or Guardian(s)



Services Provided to Early Head Start Families

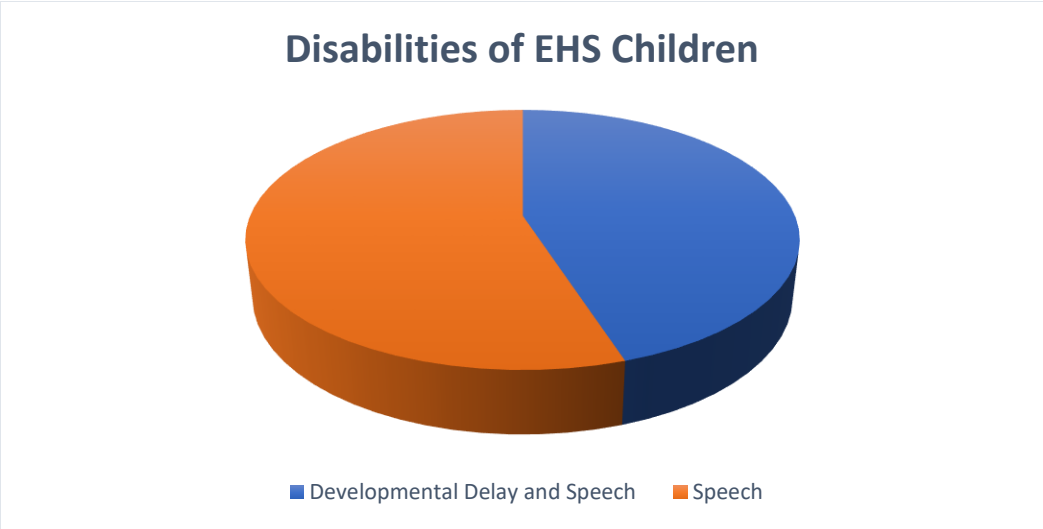


Services Provided to Families of Preschool Children



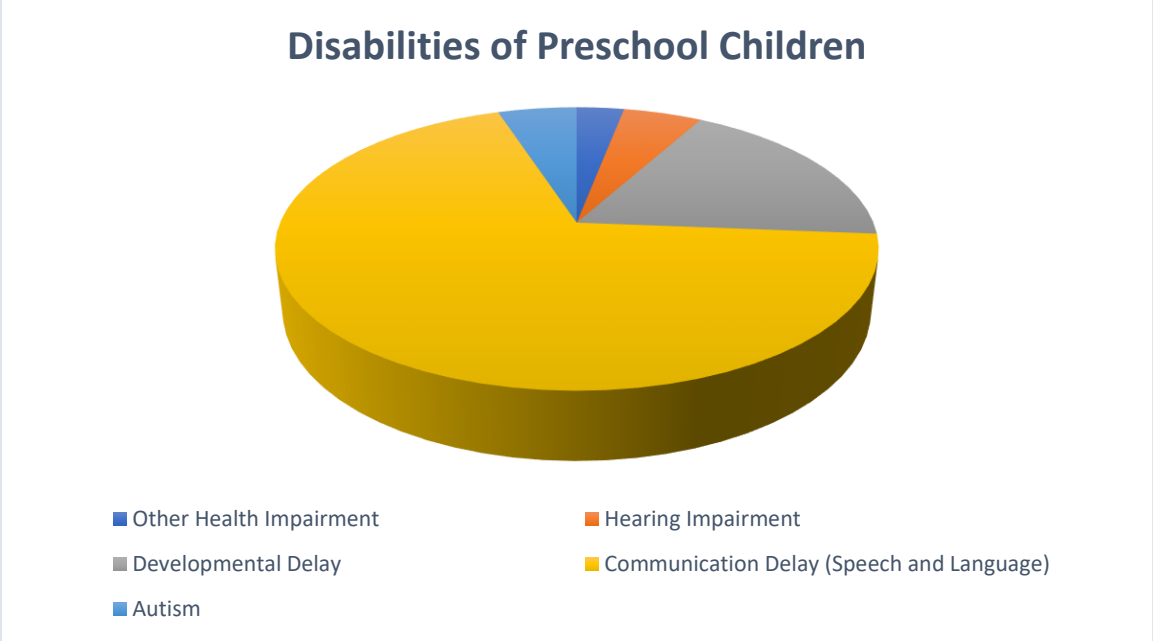
Disabilities of EHS Children Receiving Special Education Services

Out of the 28 EHS participants served during the program year, four of them qualified for Early Intervention. The following chart shows the disability the children had.

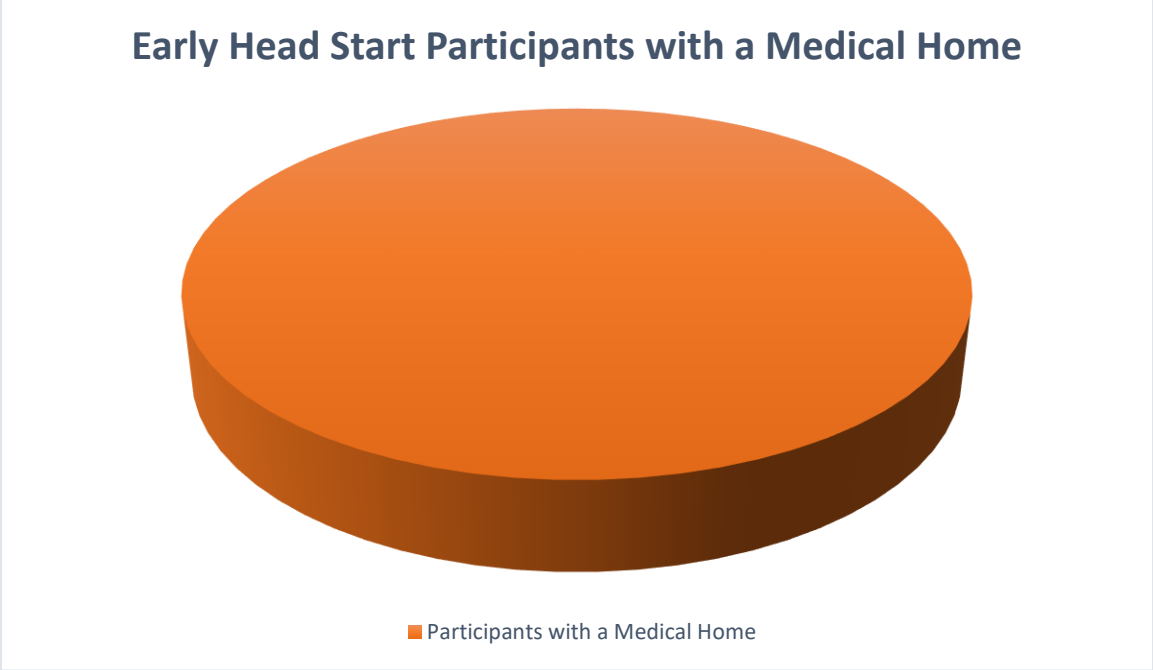


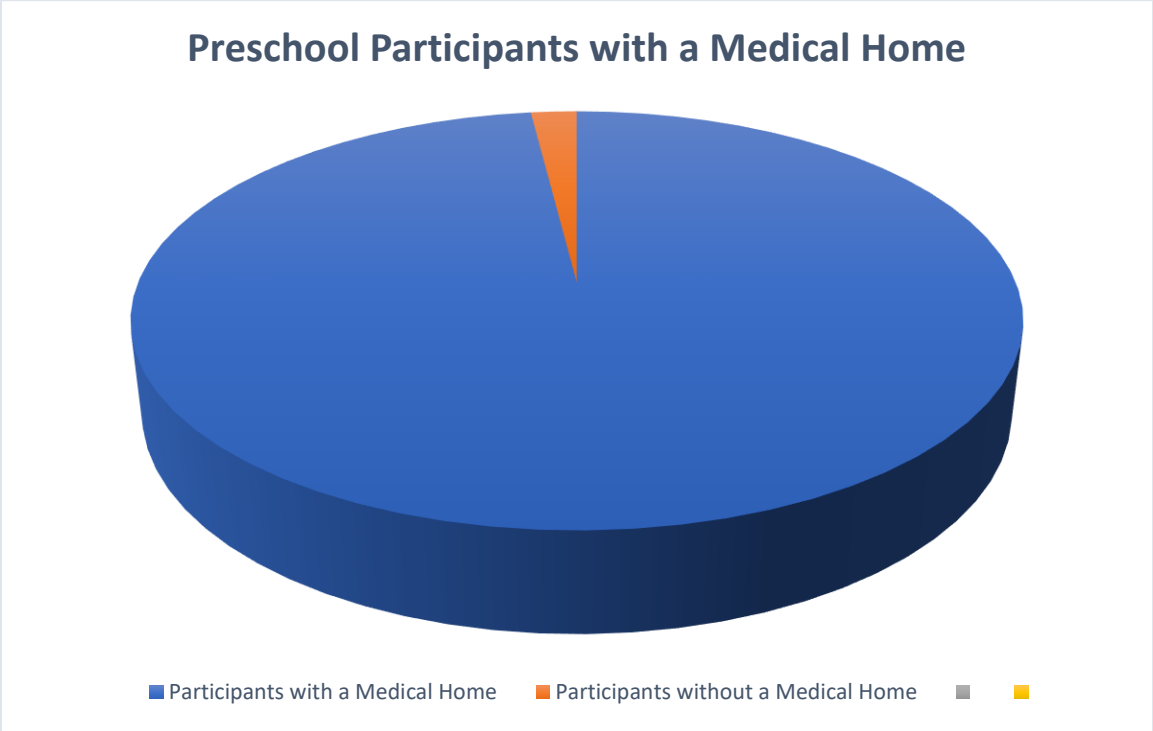
Disabilities of Preschool Children Receiving Special Education Services

Of the 195 preschool children the program served, 38 of them received services from Early Childhood Special Education Services. The following chart shows the disability the children had.

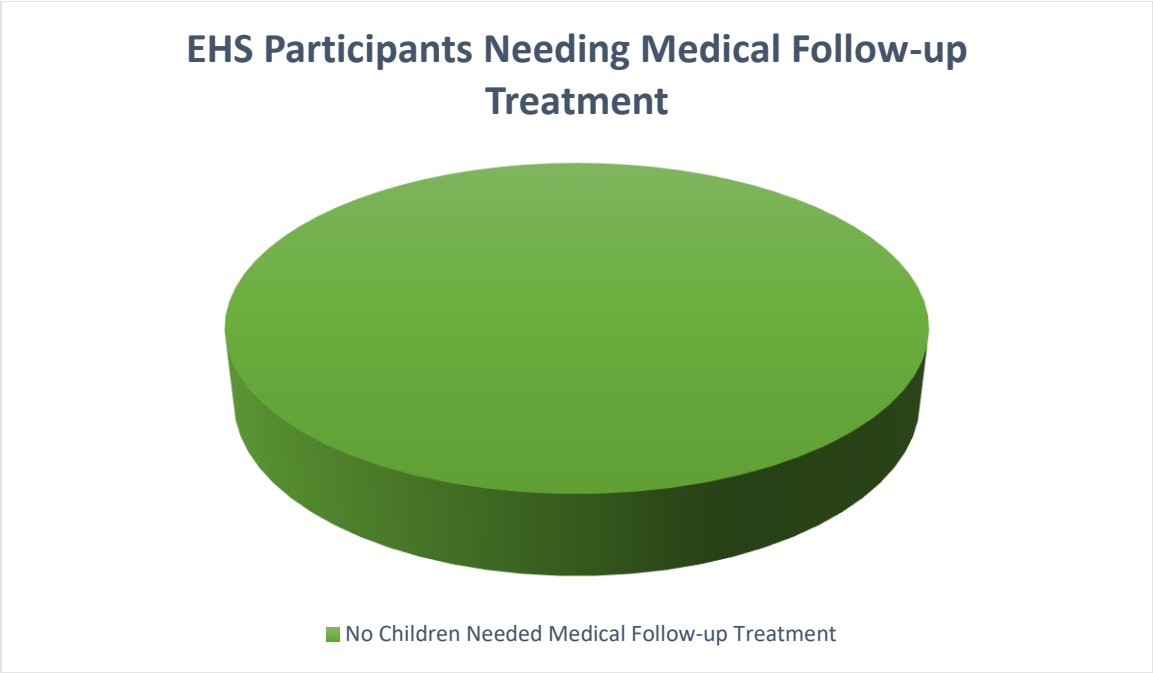


Health Services for All Enrolled Children

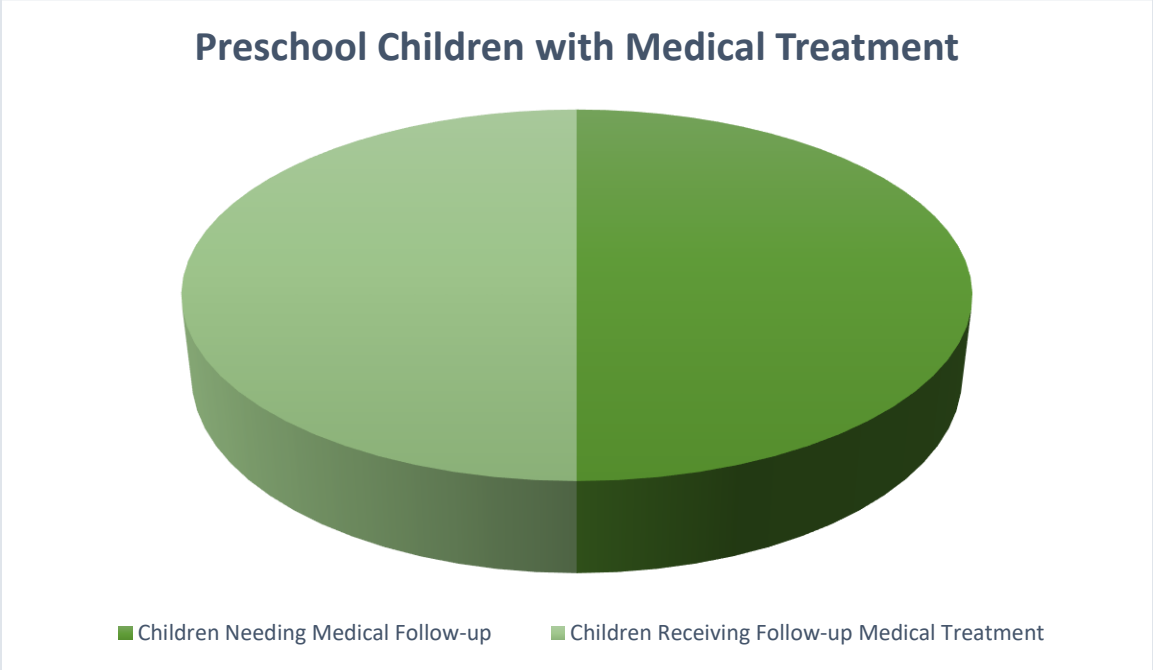




Medical Needs Follow-up for Participants

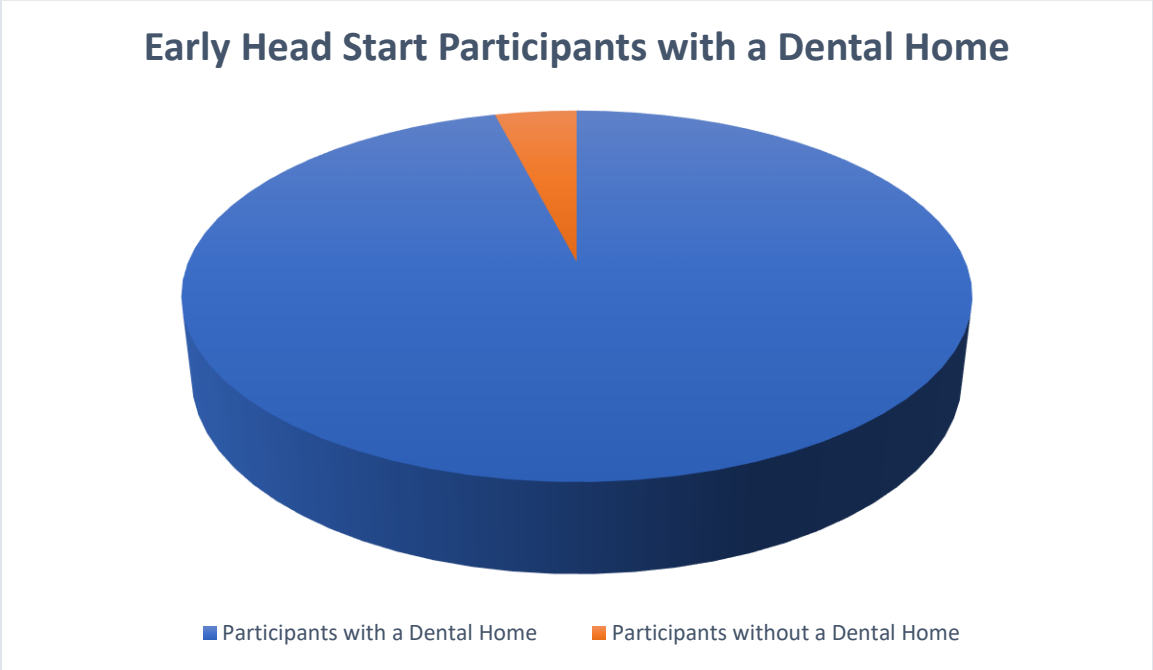


Preschool Children Needing Follow-up Medical Treatment



Dental Services for Children

The parents of all children enrolled in the program are encouraged to ensure that their children have continuous, accessible dental care provided by a dentist. Part of this includes identifying a dentist for the family, and taking the child to get his/her teeth cleaned, examined, and any identified dental concerns repaired. The following is the data on the dental services that were provided to enrolled children.

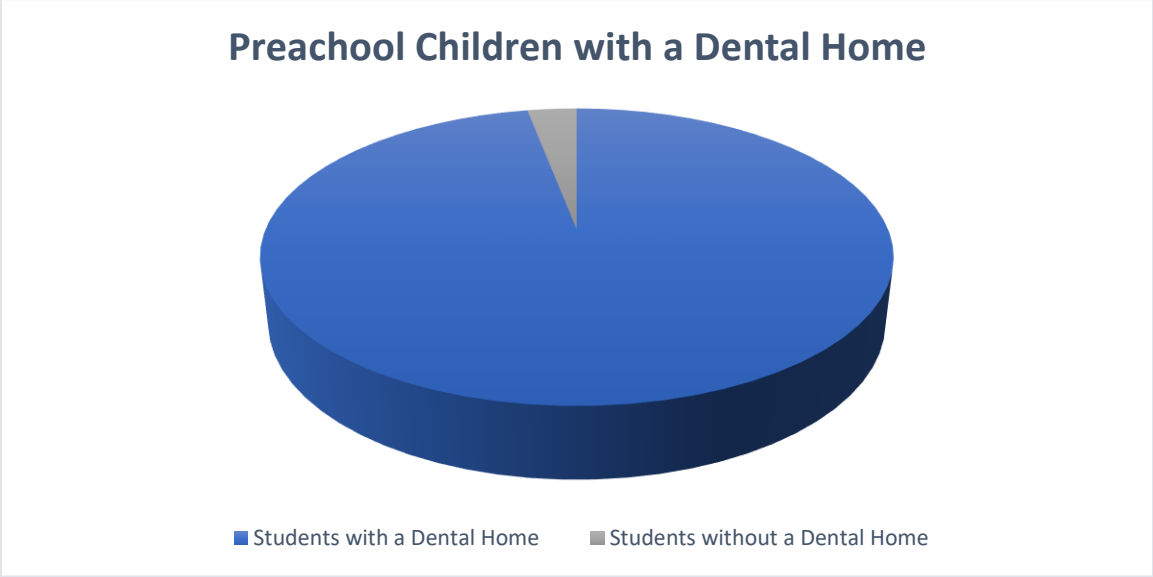


Those participants without a dental home left the program before a dental home could be identified or did not follow-up with needed services during the program year due to COVID-19.

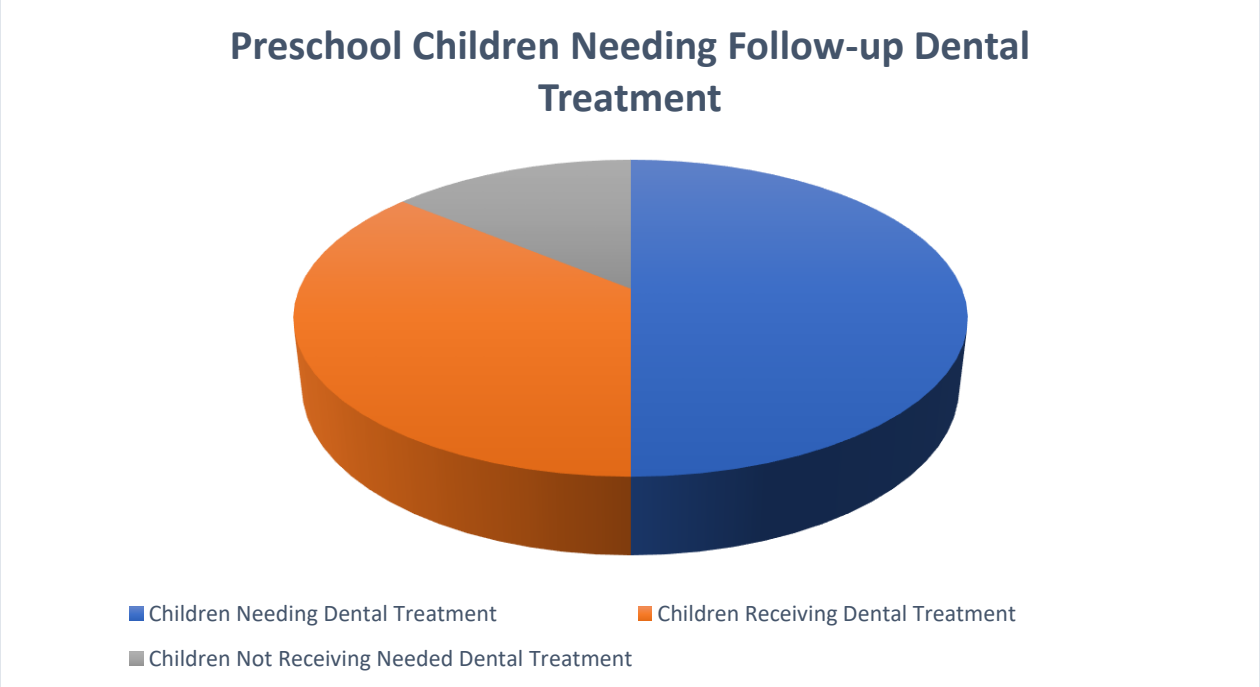
No Early Head Start participants needed any follow-up dental treatment.

Many of the participants in the EHS program are very young infants. This means that they don't go to a dentist but are checked by their Physician at the regular checkups.

Dental Services for Preschool Children



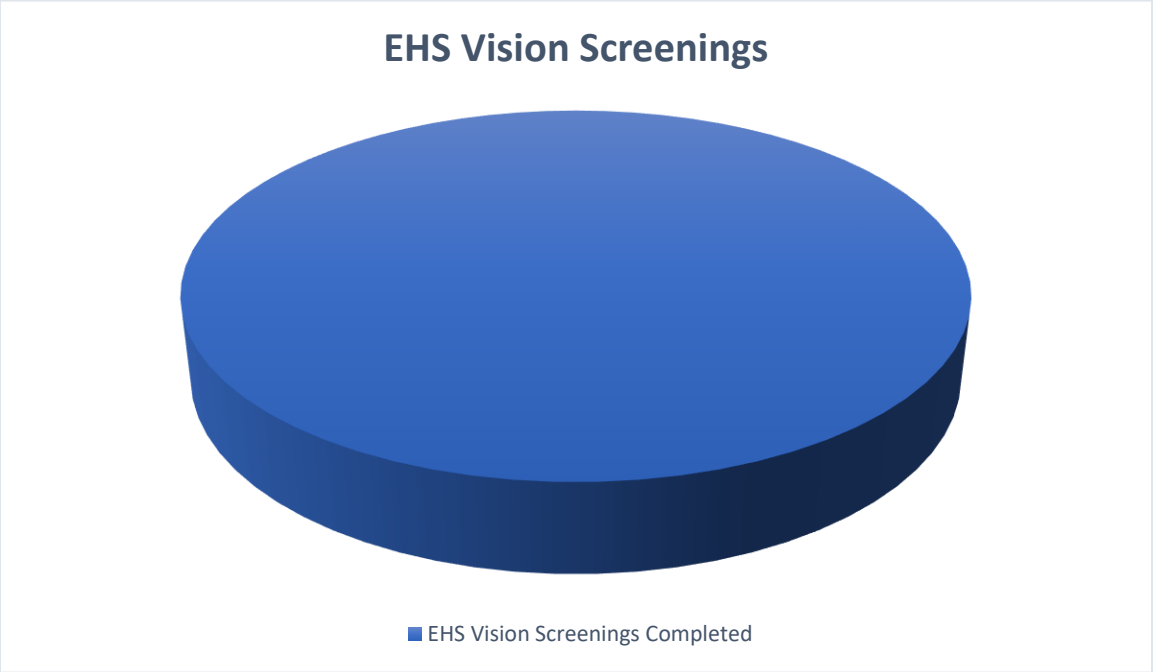
The children without a dental home left the program before a dental home could be identified or were able to identify one before the program closed due to COVID-19.



Children who did not complete all identified needed dental treatments either dropped out of school before the treatments were completed, or school ended for the year before all the treatments were completed.

Vision Services for Children

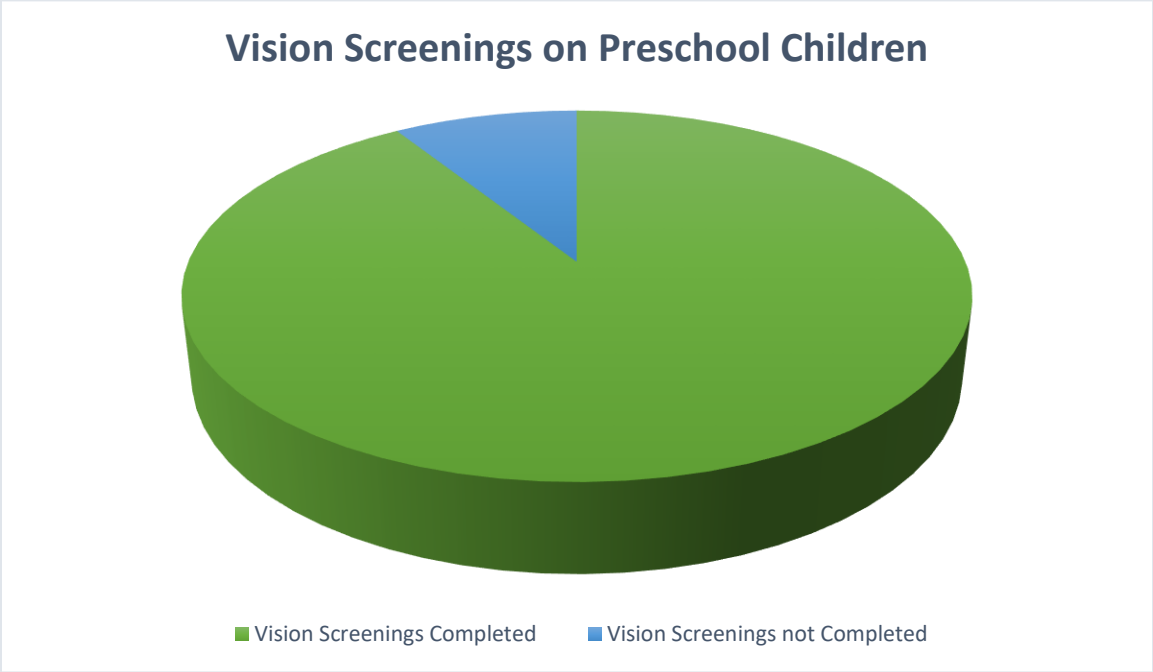
Every child in the program receives a vision screening to detect any vision problems the child may have. If any vision concerns are noted, the child is referred onto an Optometrist for further testing and any corrective action that may need to be taken to ensure the child is seeing correctly.



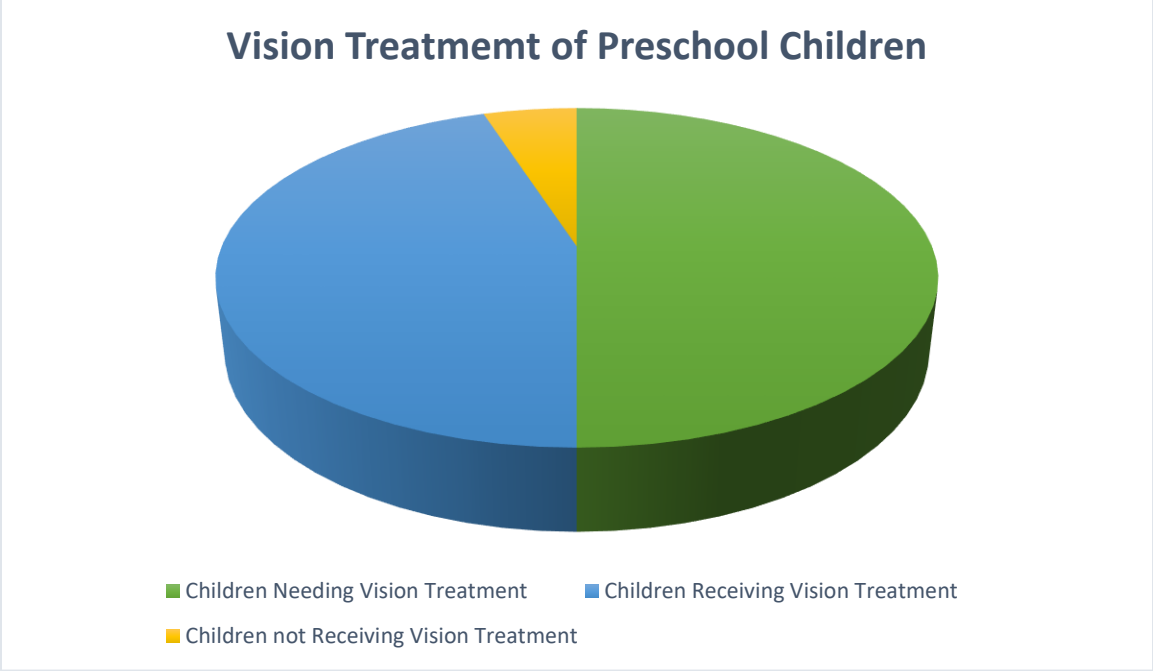
There were two participants that did not receive vision screenings because they were pregnant women.

No Early Head Start participants needed any vision follow-up services. When possible, vision screenings are done on all the participants, it is difficult to do this on a very young baby. Staff or parents observe the child closely over time to determine if he/she is showing any signs of having a vision problem. Then if needed they refer the child to the appropriate specialist.

Preschool Vision Services

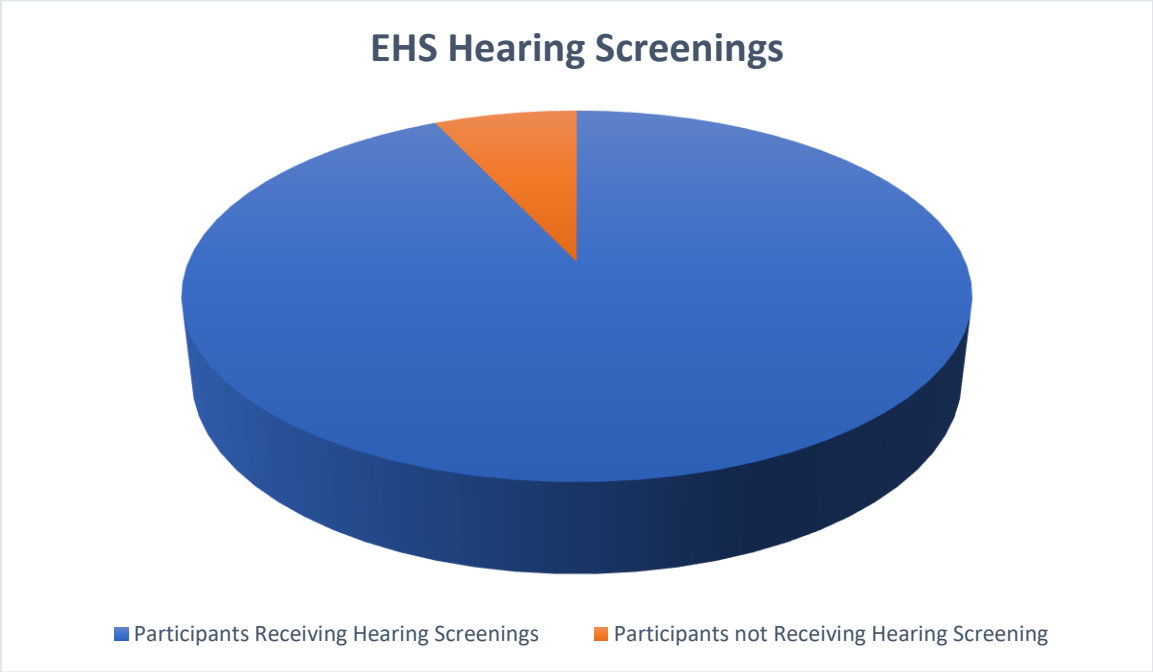


The children who did not receive a vision screening were not in attendance long enough to complete this screening or failed to complete it within the program year due to COVID-19.



Those children needing vision treatment did not receive it by the end of the program year due to COVID-19.

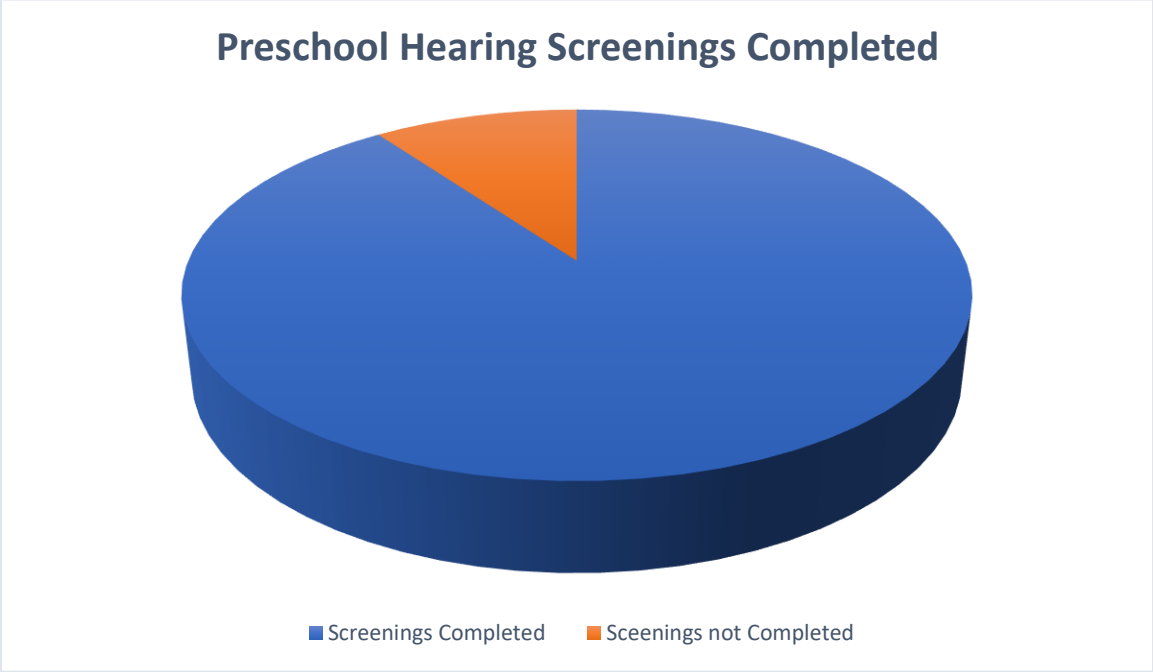
Hearing Treatment



There were no needed follow-up treatment for the EHS participants.

As with vision screenings, it is often difficult to conduct a formal hearing screening on an infant. The staff and parents watch the child closely over a period of time to determine whether or not the child is showing any signs of a hearing problem. If it is noted that the child needs further testing, they are referred to the appropriate specialist. The two participants not screened were pregnant moms.

Hearing Treatment



The children who did not receive a hearing scrreening were not in attendance long enough to complete the screening, or were prevented from doing it because of COVID-19. Of the children screened, there were no identified hearing referrals that need to be made.

MCCDC SERVICES FOR PARTICIPANTS

- Opportunities to participate in the Governance of the program so parents have a voice in program decision making and advocacy;
- Training in child development and other areas of interest;
- Opportunities to participate in group activities with other parents;
- Information provided in the families' dominate language;
- Father (or male role model) and child interactive activities;
- Opportunities to plan for center activities;
- Participating in Home Visits to establish family goals, child goals, and assistance in meeting these goals or in obtaining needed services;
- Opportunities to volunteer in their child's classroom and the school;
- Family literacy activities;
- Acquisition of information about the health and nutritional needs of children;
- Assistance in paying for health needs of children when families do not have a medical card;
- Training on how to positively guide their children's behaviors;
- Training on child abuse and neglect;
- Training and knowledge for parents/guardians on how to be the first and primary educator of their children;
- Information on the important role that parents/adults play in the lives of children and how they are the bases for all learning that children will have throughout the remainder of their lives;
- Nutrition Education;
- Finance Training;
- Knowledge for parents on how to become the strongest advocate for their children;
- Assistance for parents in finding resources to further their education beyond a High School or GED level;
- Assistance with accessing ESL and GED classes.

Educational Services:

Each Head Start program is required to have in place an assessment system and approach to reporting outcomes for the children being served. The following reports cover each of the eight Head Start Domains of Learning and Development:

- Language Development
- Literacy
- Mathematics
- Science
- Creative Arts
- Approaches to Learning
- Social and Emotional Development
- Physical Health and Development

In addition, because they are legislatively mandated, programs must gather and analyze data on the following specific Domain Elements and/or Indicators:

- Understands an increasingly complex and varied vocabulary; (Indicator)
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes; (Indicator)
- Uses an increasingly complex and varied spoken vocabulary; (Indicator)
- Phonological Awareness; (Domain Element)
- Associates sounds with written words; (Indicator)
- Book Knowledge and appreciation; (Domain Element)
- Print awareness and concepts; (Domain Element)
- Recognizes a word as a unit of print; (Indicator)
- Identifies at least 10 letters of the alphabet, especially those in their own name; (Indicator)
- Knows that letters of the alphabet are a special category of visual graphic that can be individually named; (Indicator)
- Number and operations; (Domain Element)

The following pie charts show the data that was gathered throughout the 2019/2020 program year in order to analyze children's acquisition of knowledge in the Domains, Domain Elements and the Indicators.

The charts show the children's growth in all areas of development throughout the year. Each page will list the Domain and the Domain Elements or Indicators that are being measured. This will be followed by charts showing children's tested developmental abilities in each area at the beginning of the program year, midway through the year, and then at the end of the school year. Thus, the charts on the preschool children will have three assessment results in each area. Whereas, the data on the EHS charts will show data on four assessment dates for the children. There is more assessment data on the EHS participants because this program operates from mid-September to the end of August. During the summer there were 4 EHS participants that left the program so four new infants or toddlers were enrolled into the program. Therefore, in looking at the charts for the summer assessments you will see a drop in the skills and abilities of these participants since this makes up almost a quarter of the EHS slots the program has.

In looking at the data on the preschool children it is important to note that from January through April the program enrolled 33 additional preschool children. When new children are enrolled into a classroom it changes the overall data on the developmental progress of the children.

The charts show levels of forerunner skills that children are rated in according to the assessment, and three steps that children are assessed in. If no color shows up on the graphs on any chart, it means that no children tested at that level.

The following is a listing of each of the Domains shown in the charts and the Domain Elements or Indicators that are under them.

Domain 1 & 2 Language and Emergent Literacy Skills

Language:

- Understands an Increasingly Complex and Varied Vocabulary;
- Develops Increasing Abilities to Understand and use Language to Communicate Information, Experiences, Ideas, Feelings, Opinions, Needs, Questions, and for other Varied Purposes;
- Uses an Increasingly Complex and Varied Spoken Vocabulary.

Literacy:

- Phonological Awareness;
- Associates Sounds with Written Words;
- Book Knowledge and Appreciation;
- Print Awareness and Concepts;
- Recognizes Words as a Unit of Print;
- Identifies at Least 10 Letters of the Alphabet, Especially those in Own Name;
- Knows that Letters of the Alphabet are a Special Category of Visual Graphics that can be Individually Named.

Domain 3: Mathematics:

- Mathematics
- Numbers and Operations
- Geometry and Spatial Sense
- Patterns and Measurement

Domain 4: Science:

- Scientific Skills and Methods
- Scientific Knowledge

Domain 5: Creative Arts:

- Music
- Art
- Movement
- Dramatic Play

Domain 6: Social/Emotional Development

- Self-Control
- Self-Concept
- Cooperation
- Social Relationships
- Knowledge of Families and Communities

Domain 7: Approach to Learning:

- Initiative and Curiosity
- Reasoning and Problem-Solving
- Engagement and Persistence

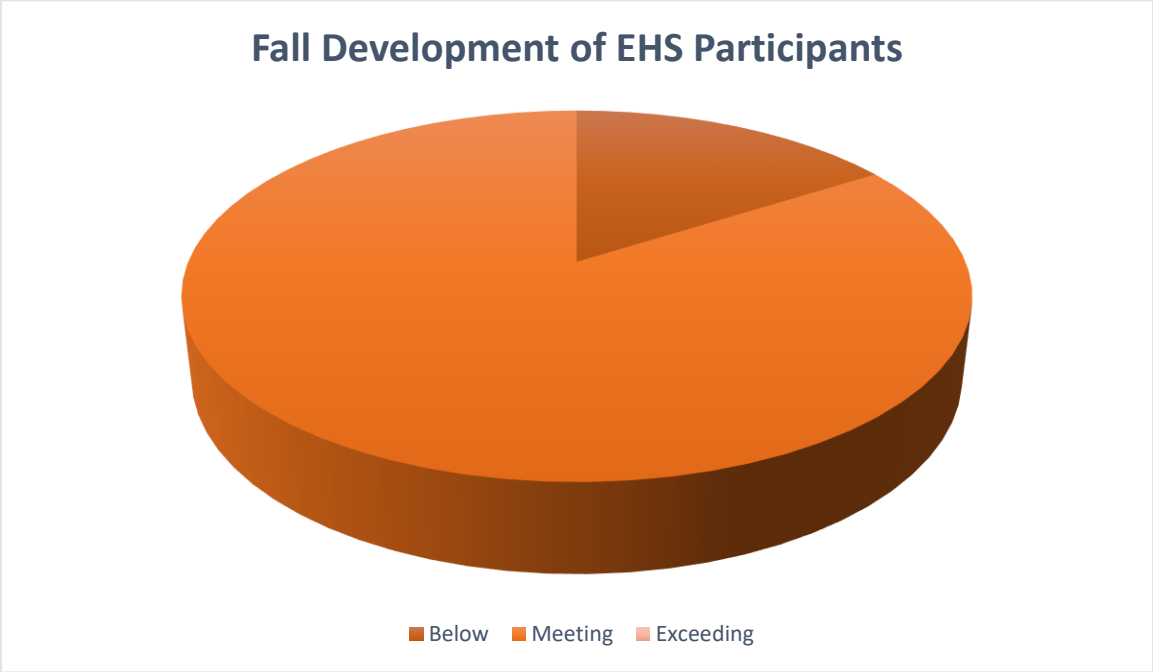
Domain 8: Physical Health and Well Being:

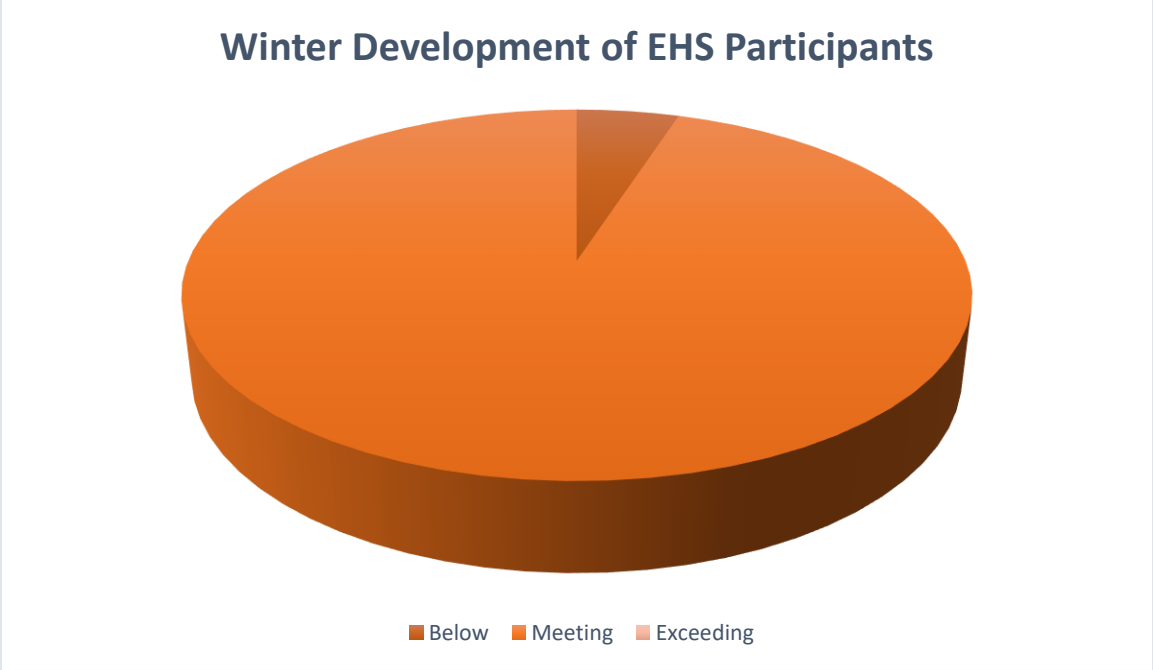
- Fine Motor Skills
- Gross Motor Skills
- Health Status and Practices

Educational Development of Participants

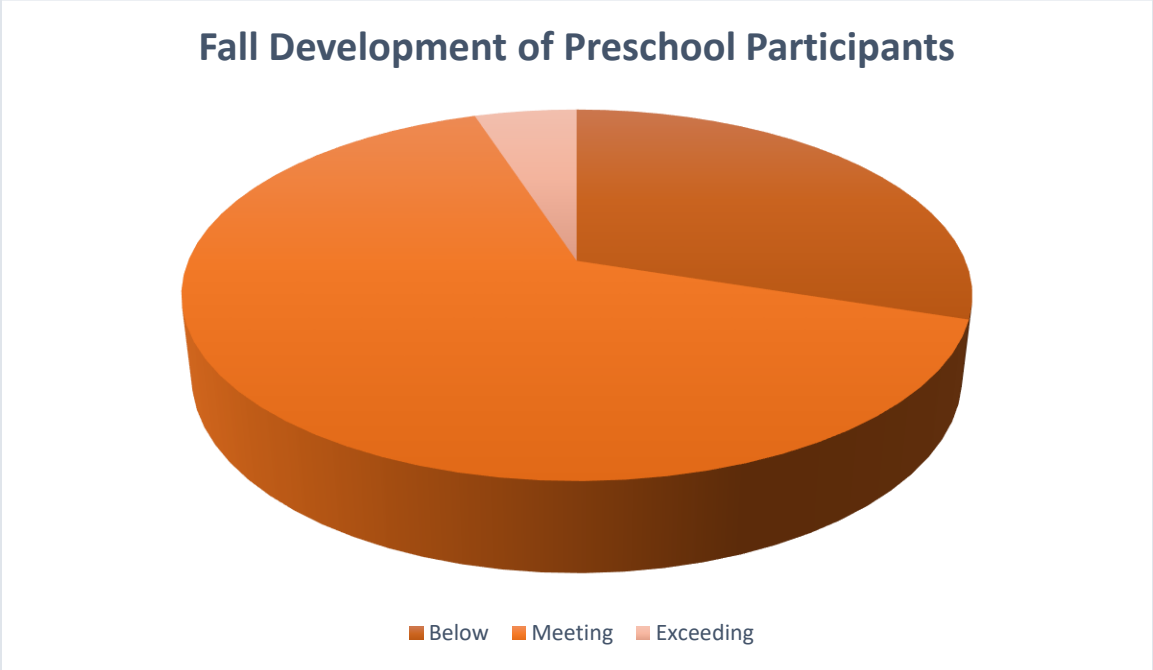
The following pie charts show the educational development and progress of all participants through their involvement in the program. The assessments are done for teaching staff to identify the starting level of development of every child upon entry into the program so that activities and lessons can be planned to constantly build upon the skill development of all children. Typically, there are three assessments that are done on preschool participants and four on the EHS participants over the course of the program year. These assessments are done in the fall, winter, and spring for preschool children, and one other one in the summer for EHS children. However, since the program closed early due to COVID-19 the last two EHS assessments were not completed, and the last preschool assessment was not completed.

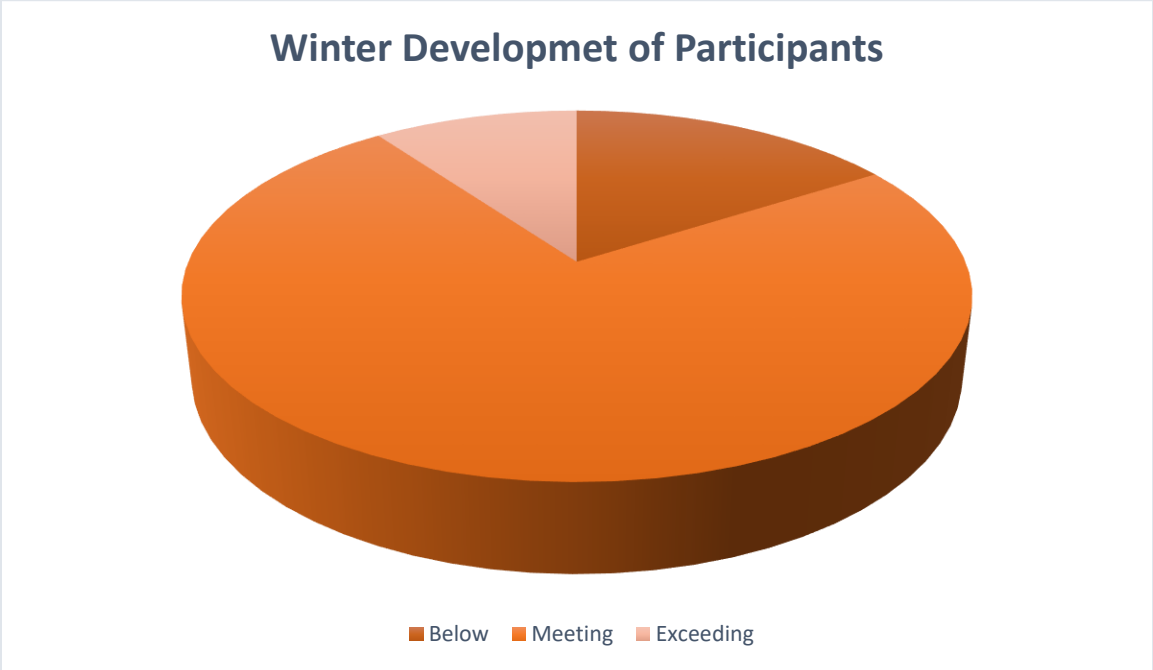
Social Emotional Development of EHS Participants



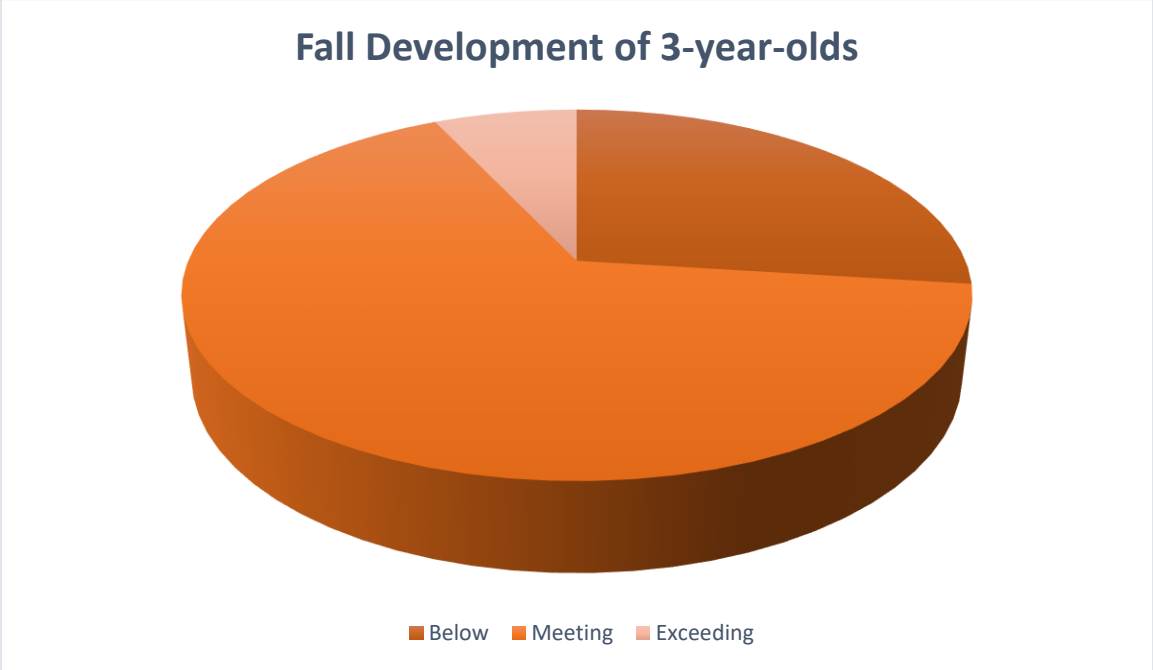


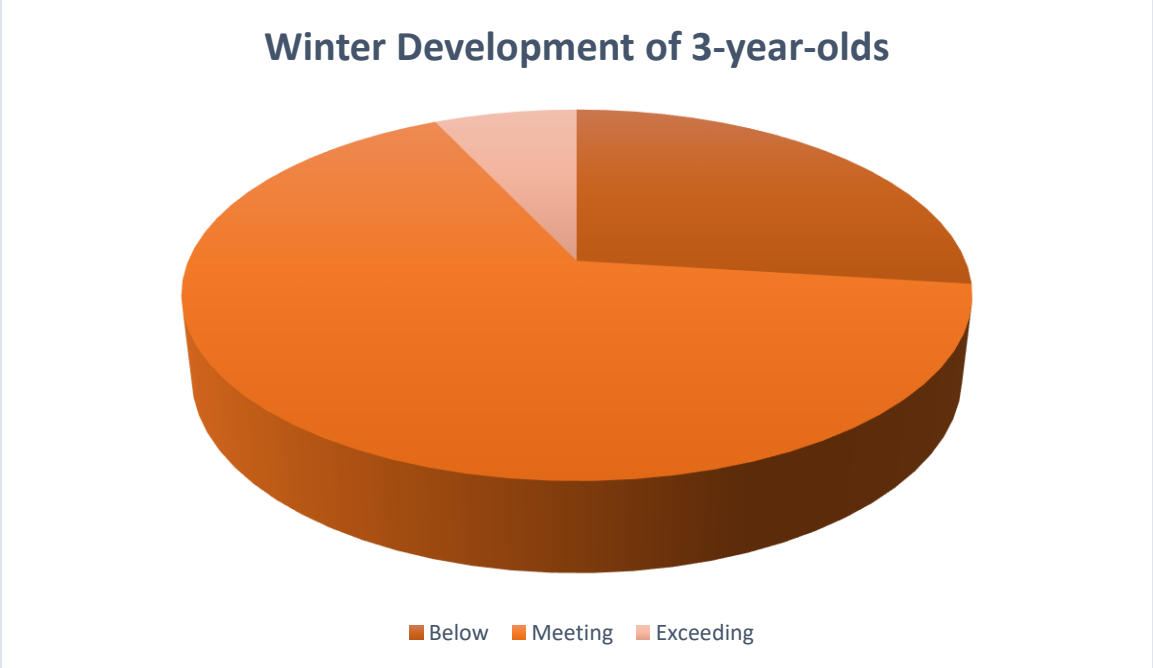
Social – Emotional Development of Preschool Participants



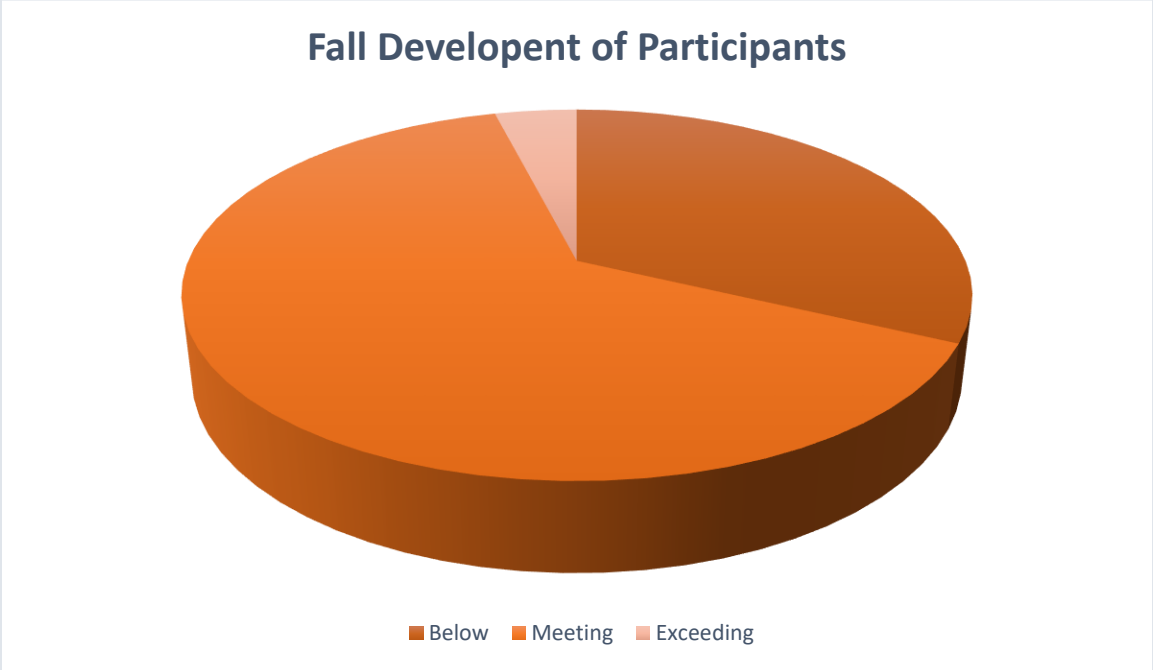


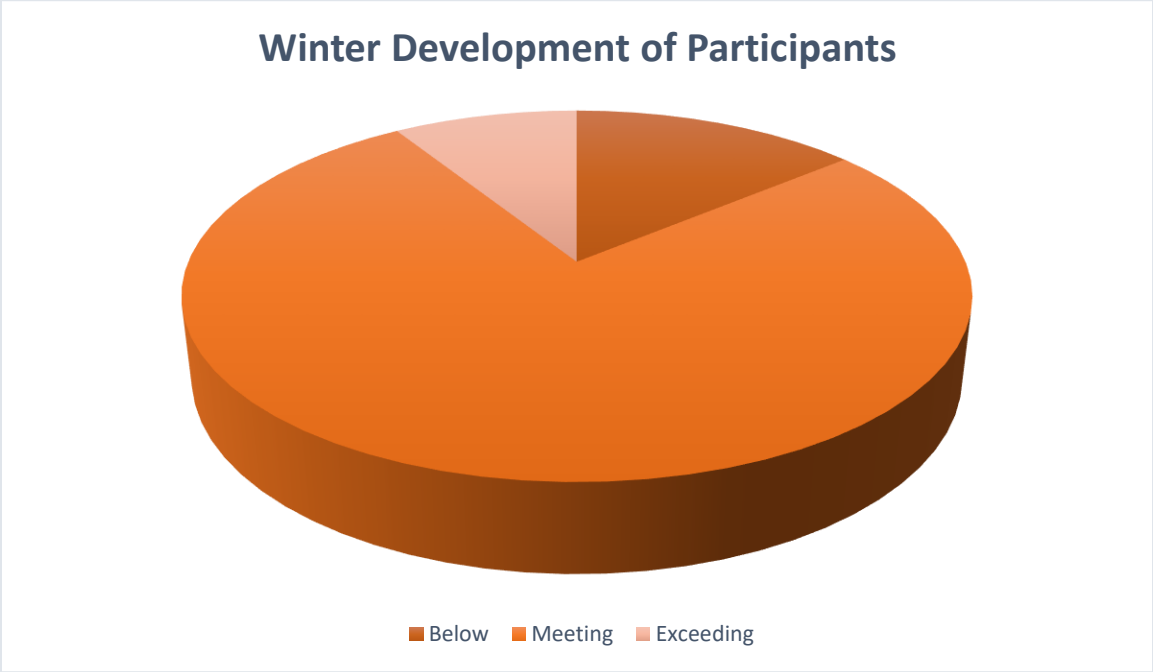
Social-Emotional Development of 3 Year Olds



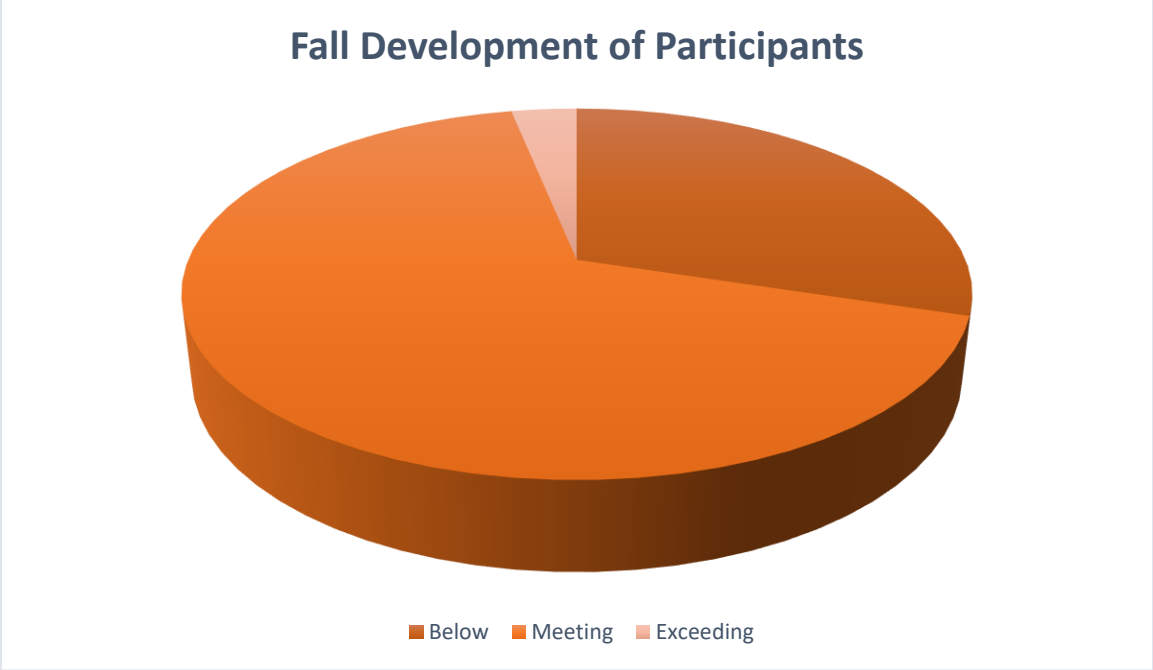


Social-Emotional Development of 4 Year-Olds

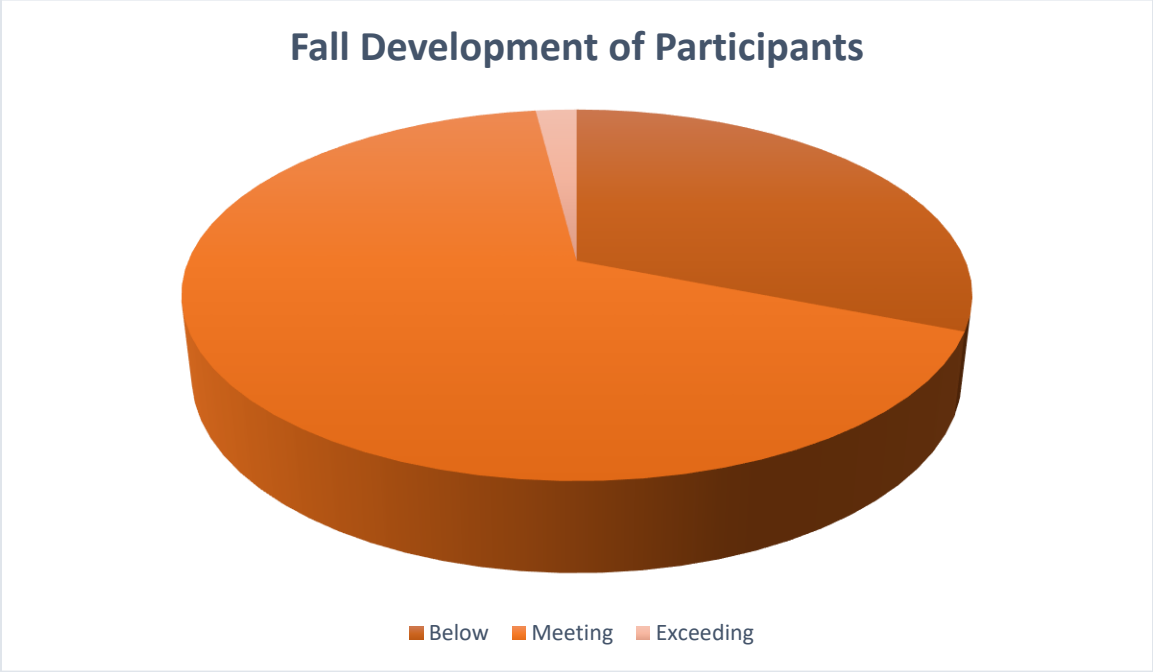


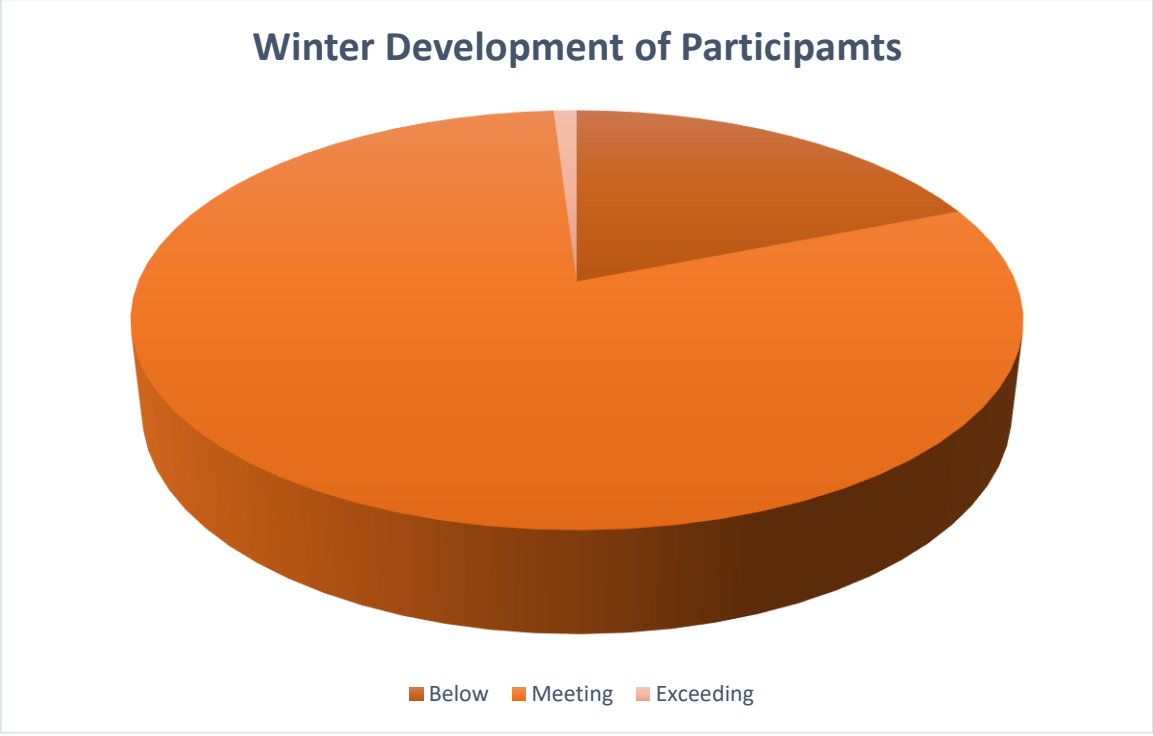


Social Emotional Development of Participants in the Full Day Option

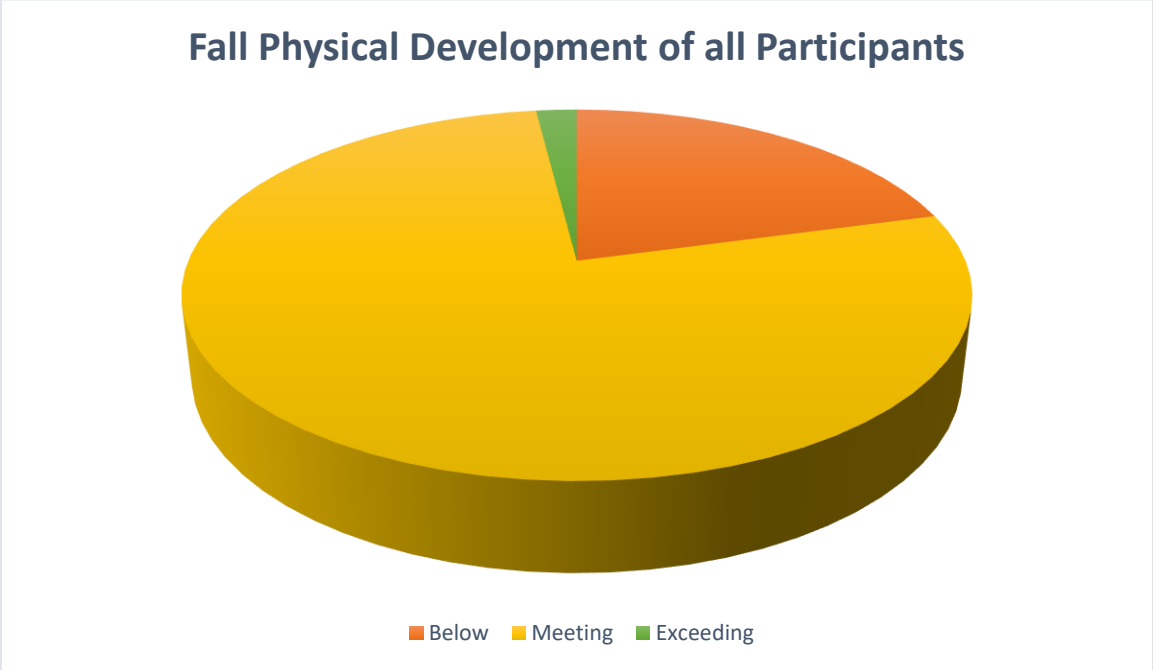


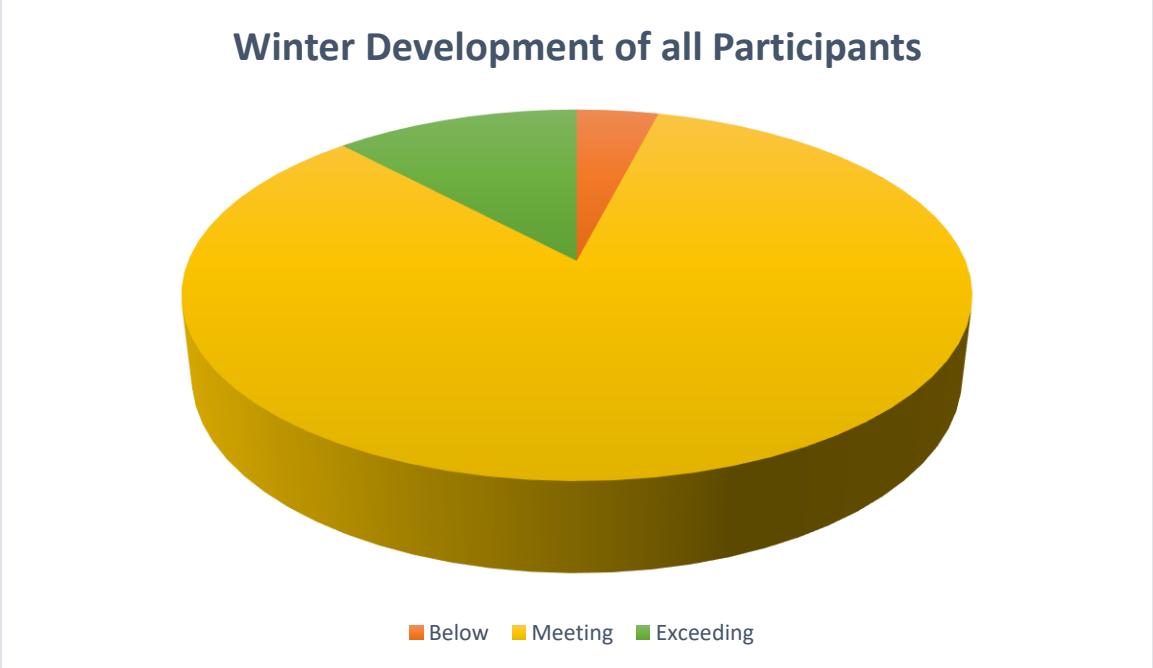
Social-Emotional Development of Participants in the Part Day Option



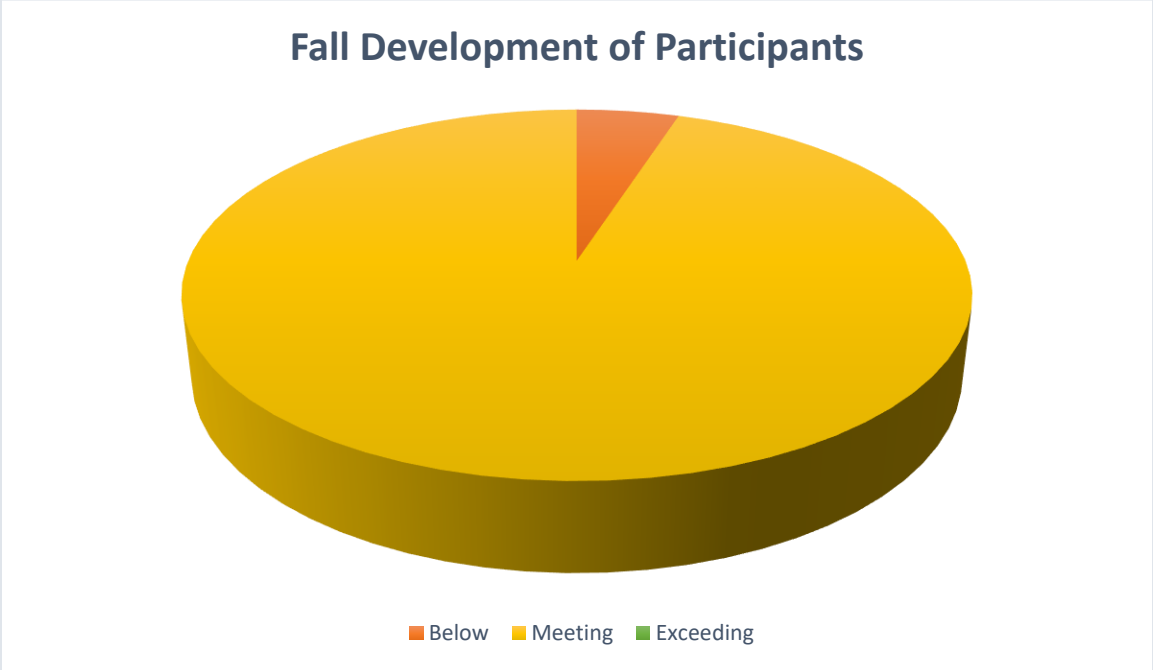


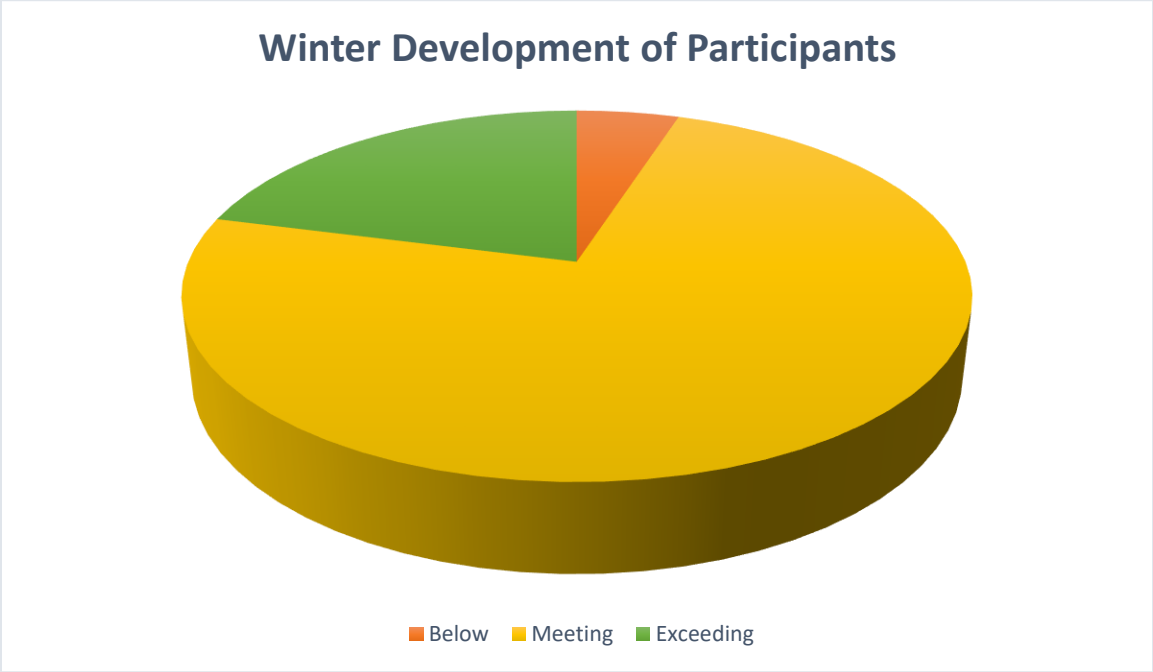
Physical Development



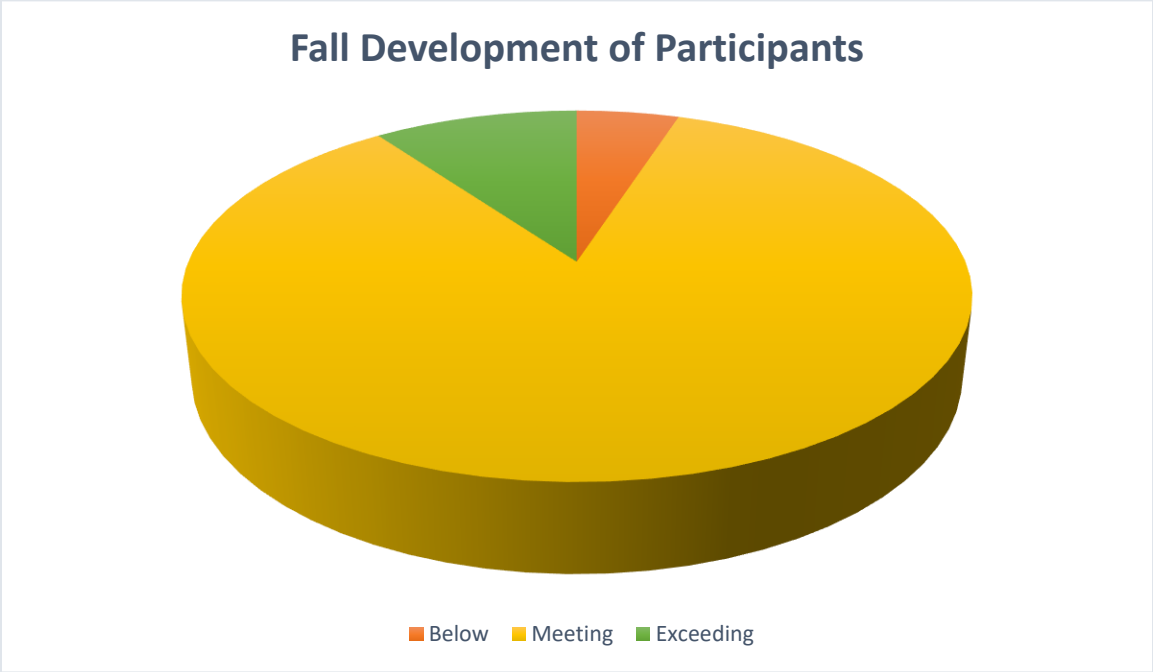


Physical Development of EHS Participants

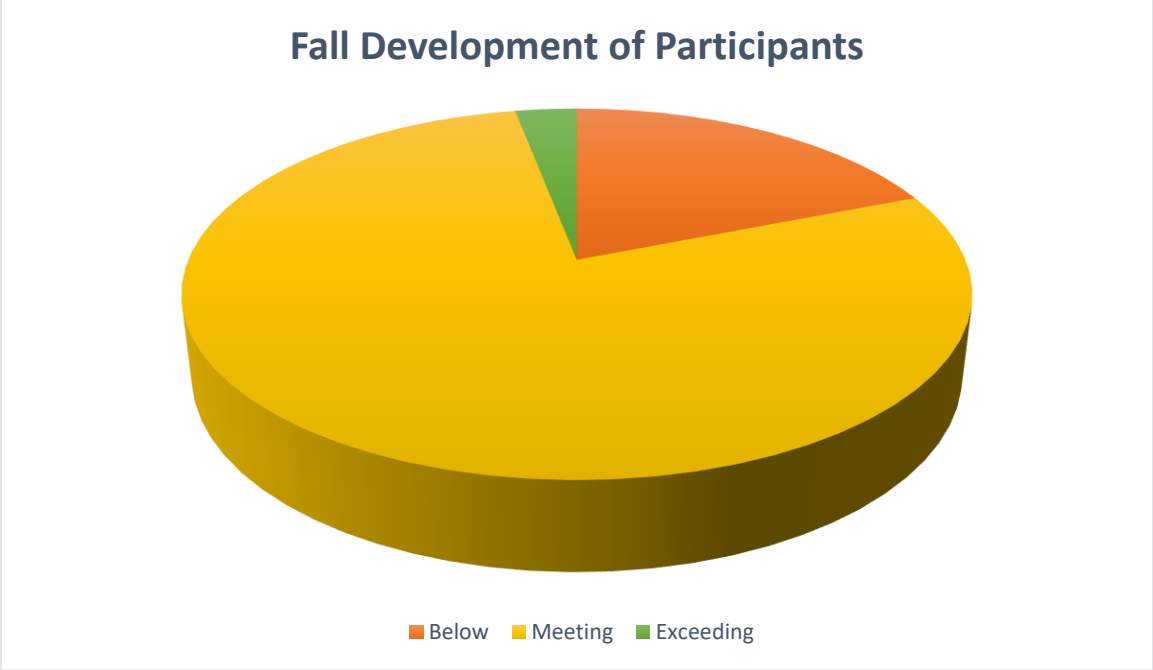




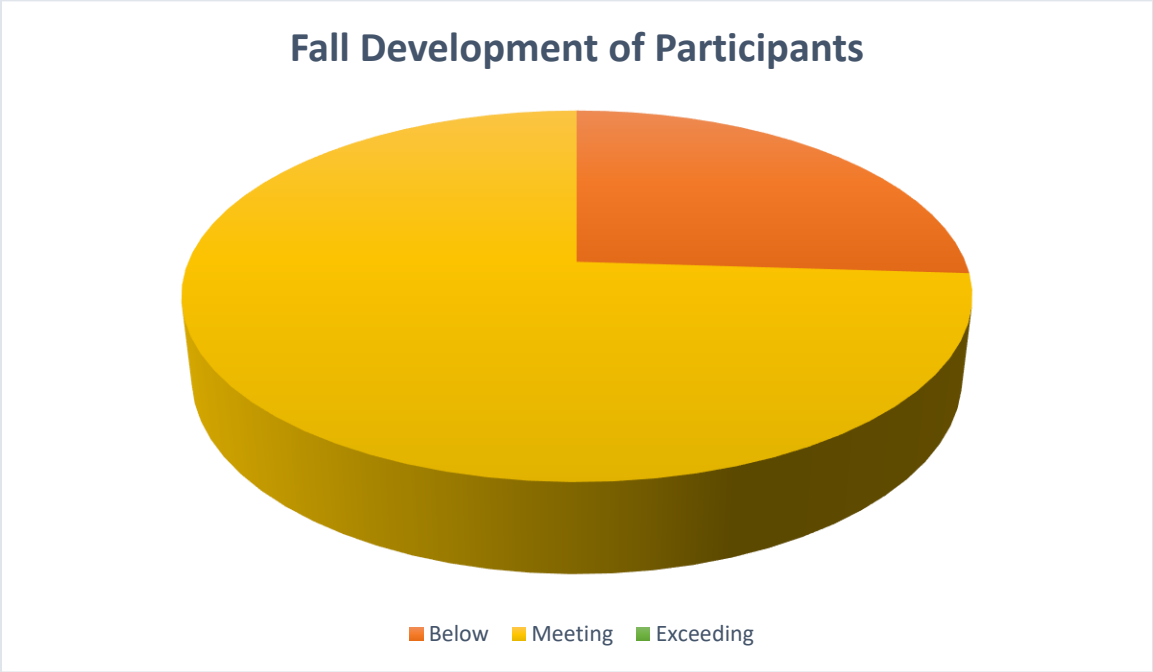
Physical Development of Preschool Participants



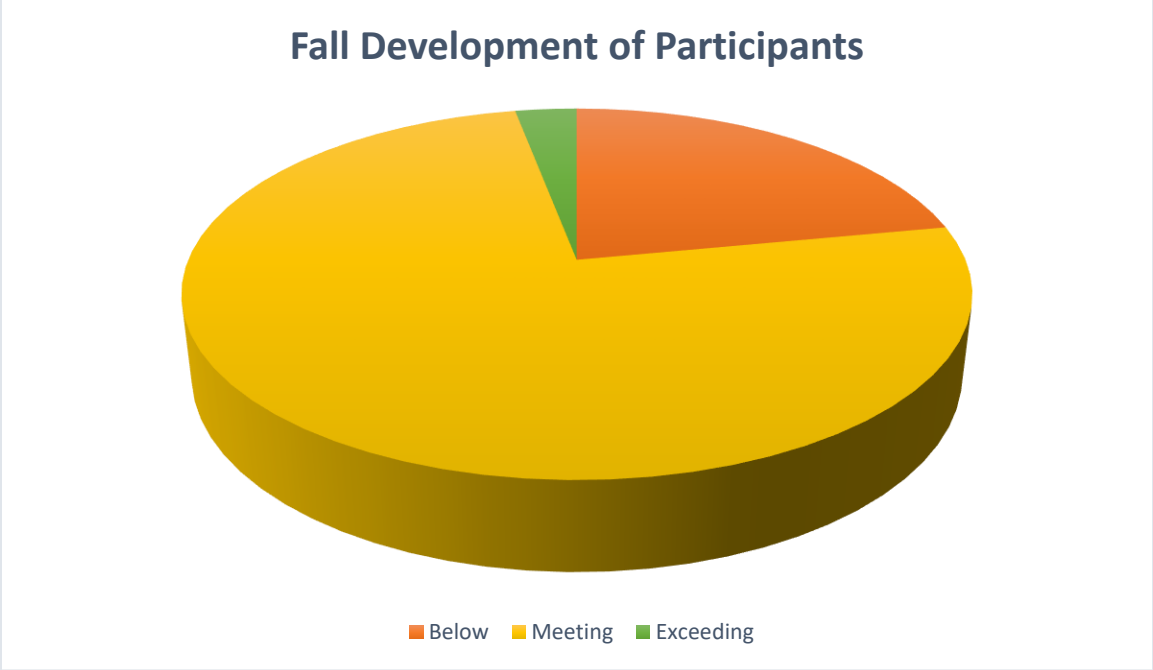
Physical Development of 3 Year-Olds



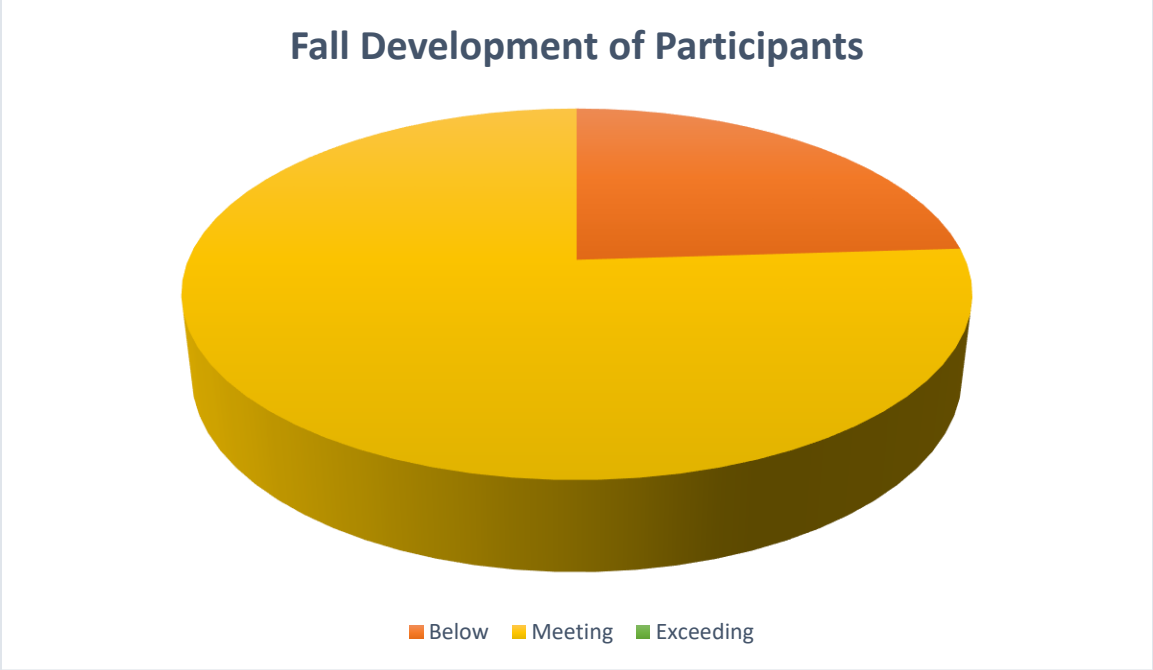
Physical Development of 4 Year-Olds



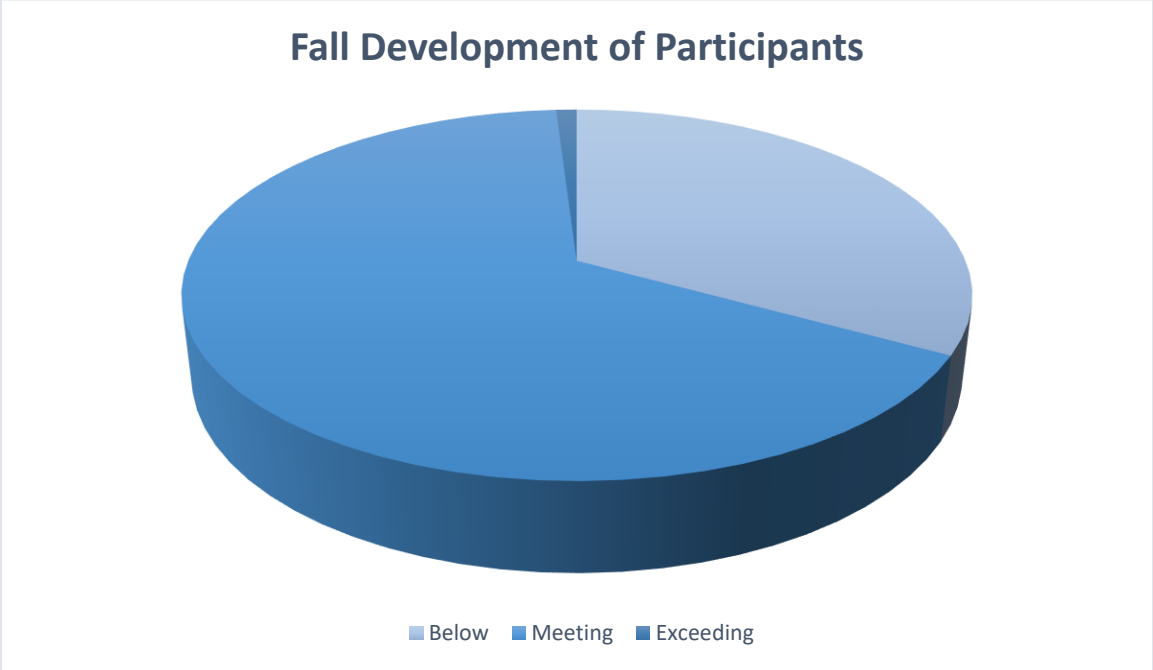
Physical Development of Participants in the Full Day Option

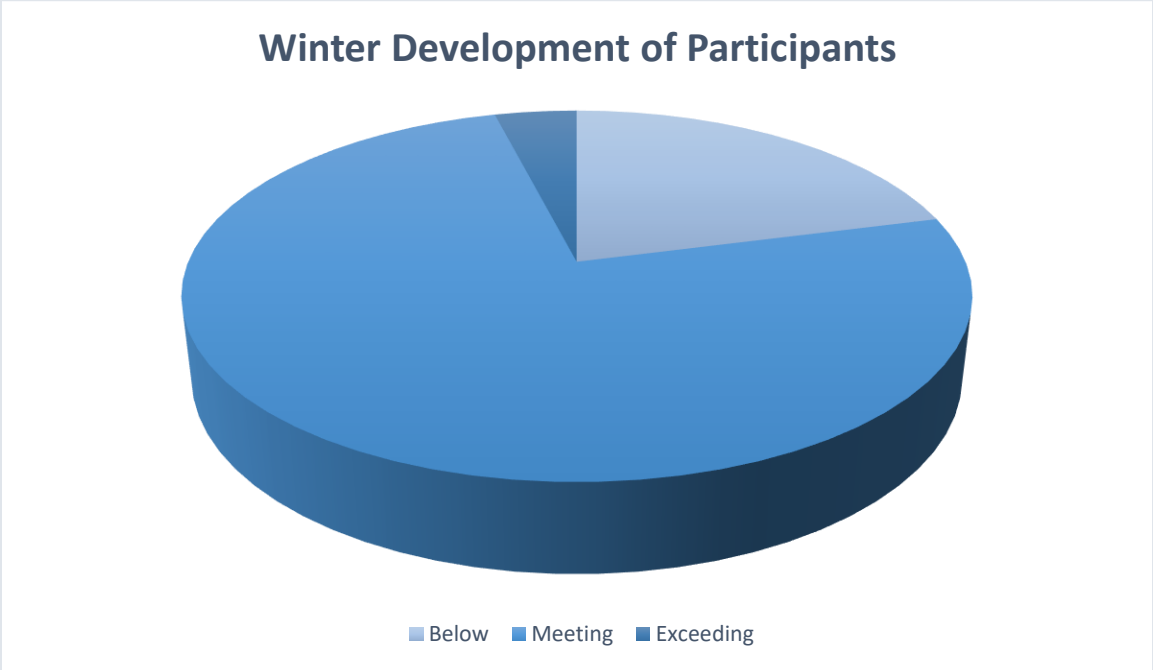


Physical Development of Participants in the Part Day Program Option

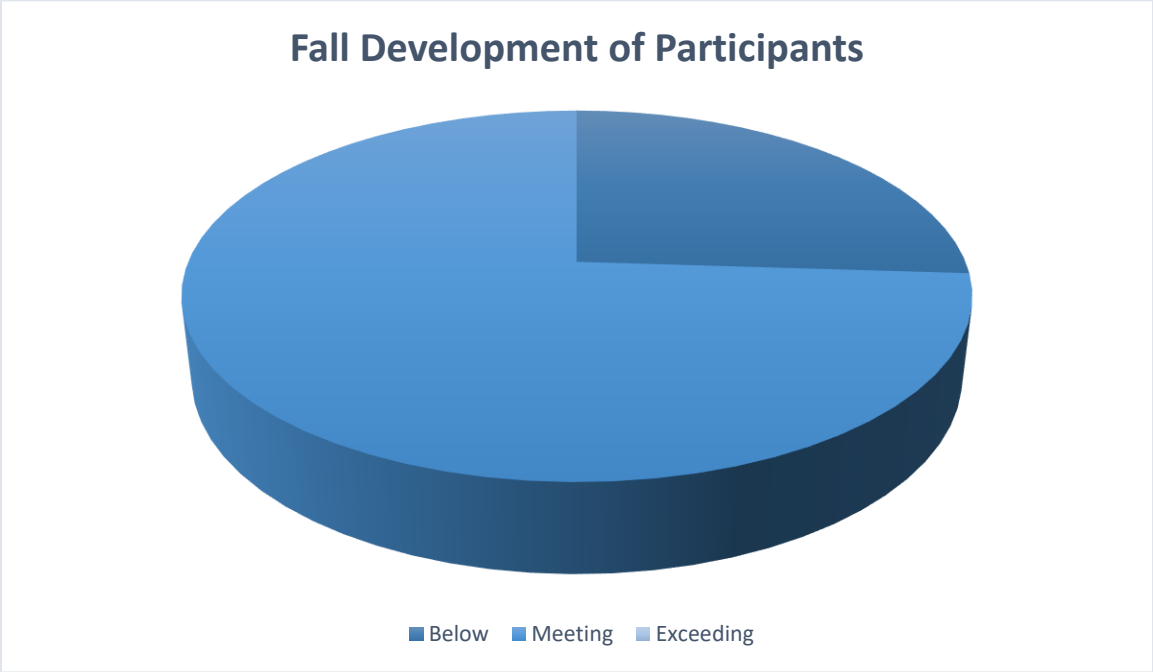


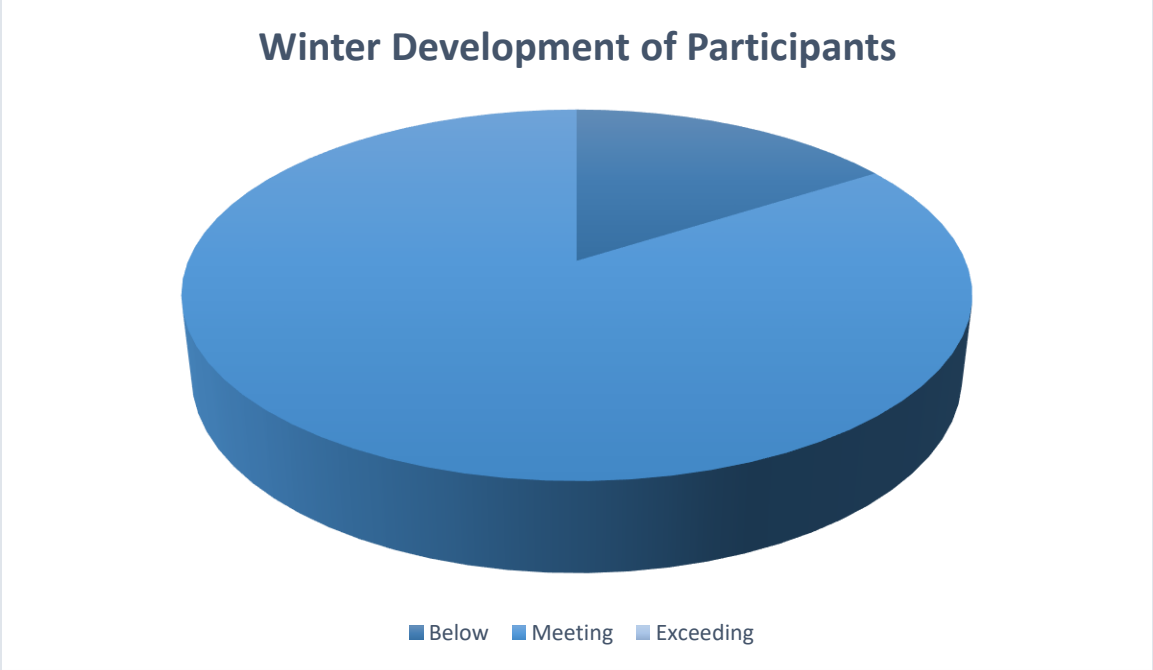
Language Development of all Participants



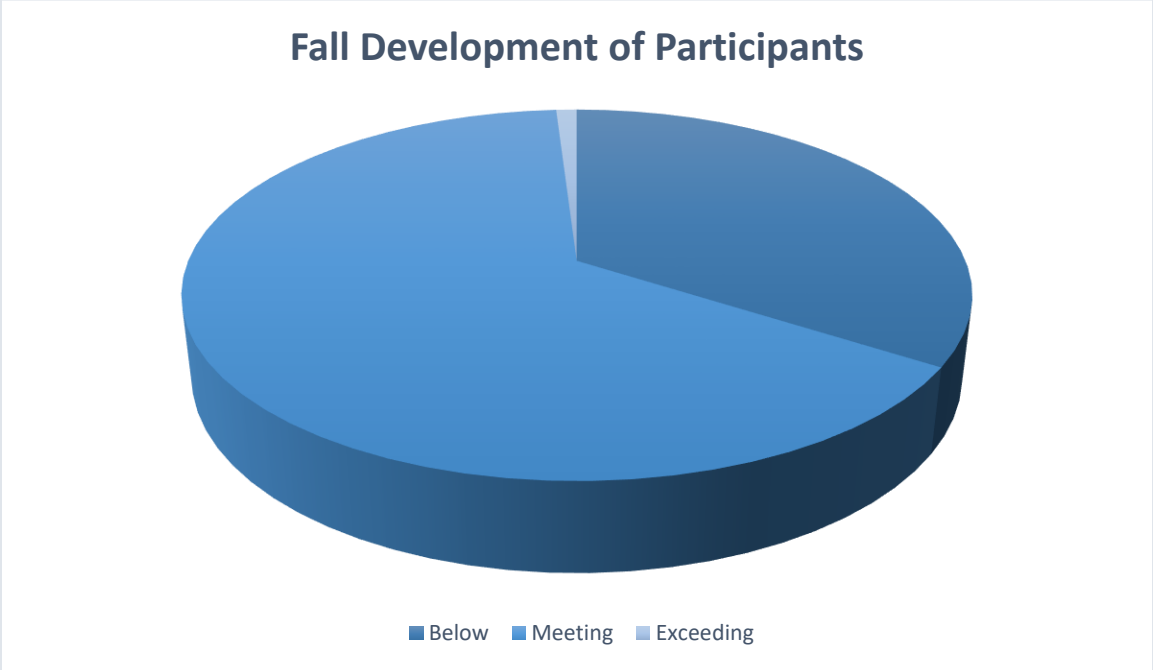


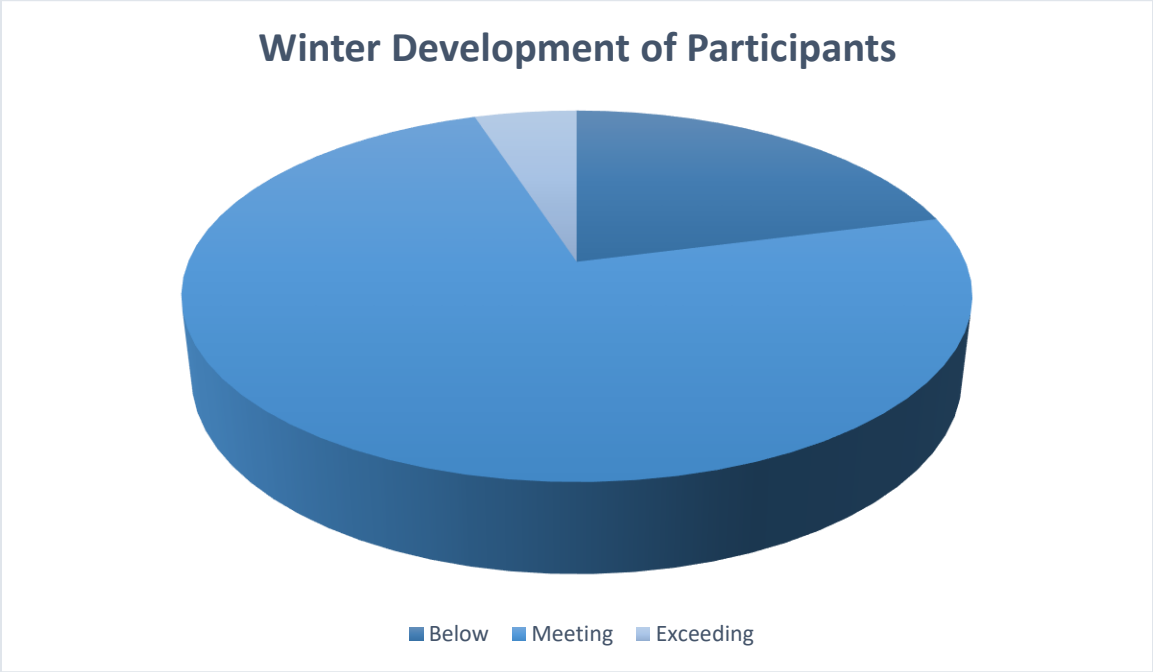
Language Development of EHS Participants



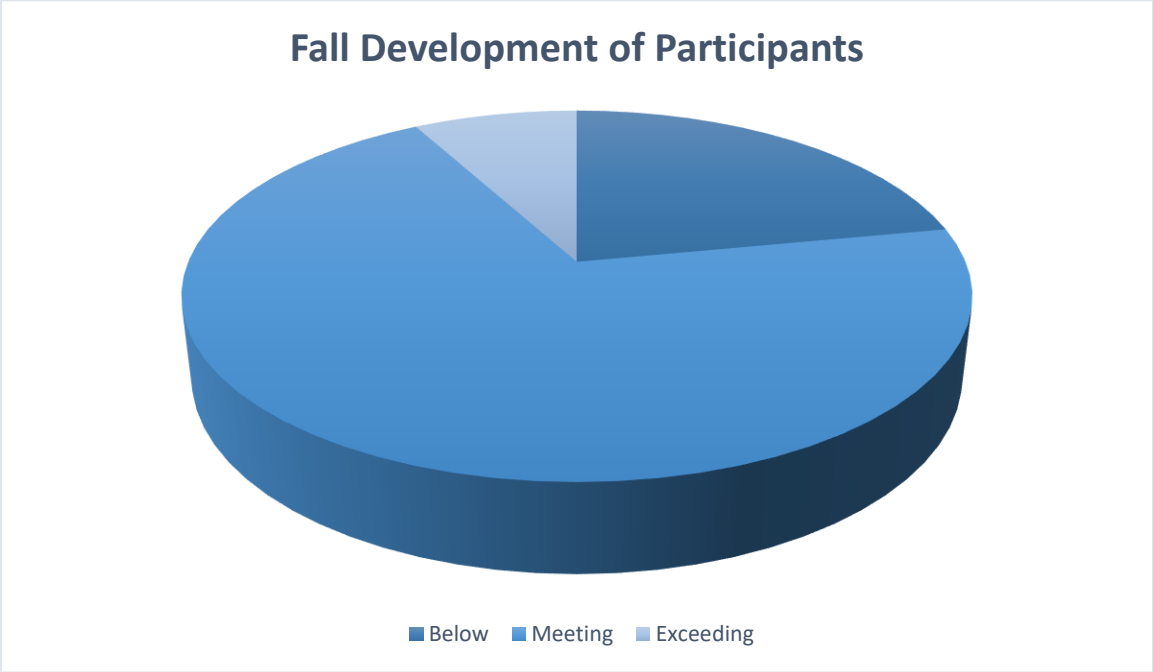


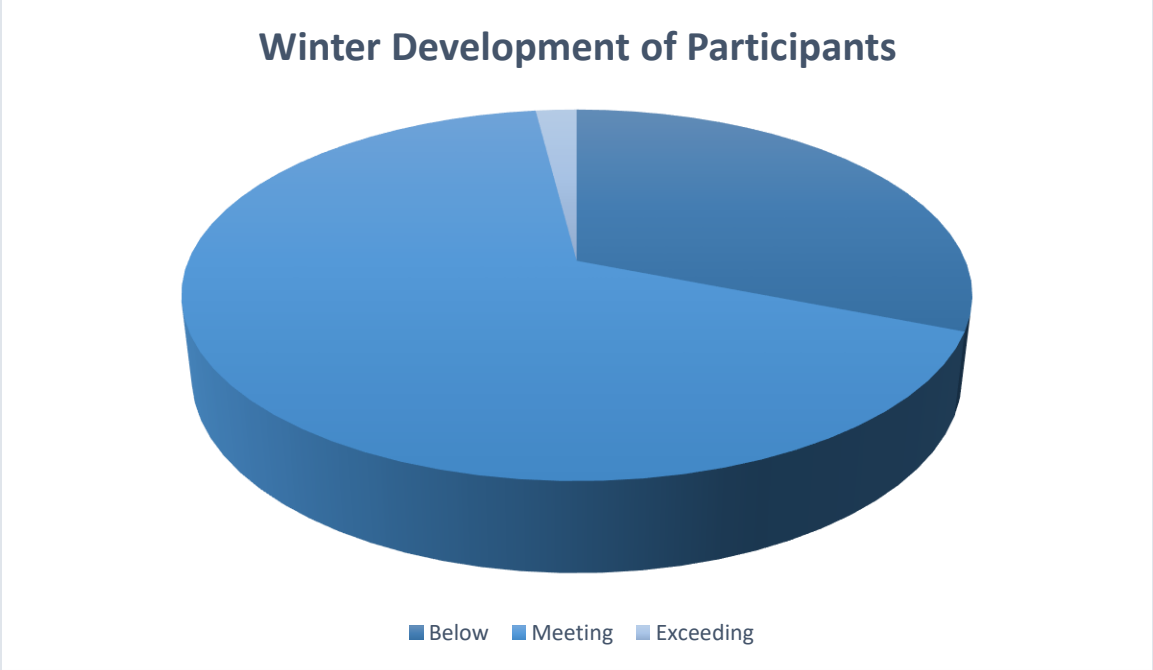
Language Development of Preschool Participants



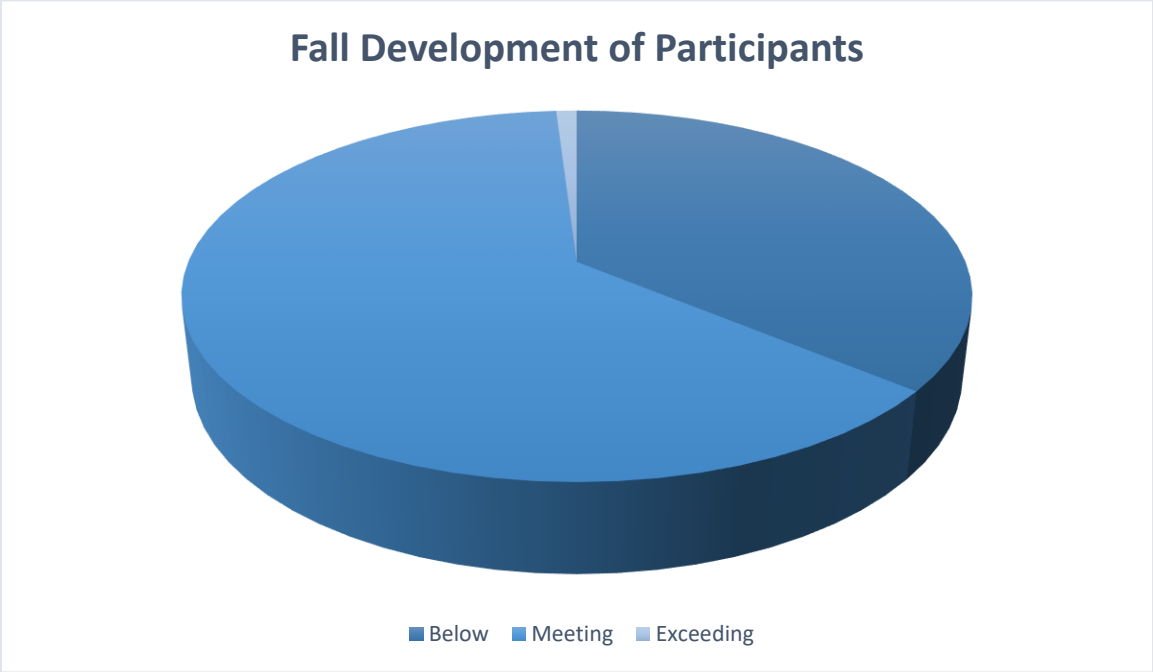


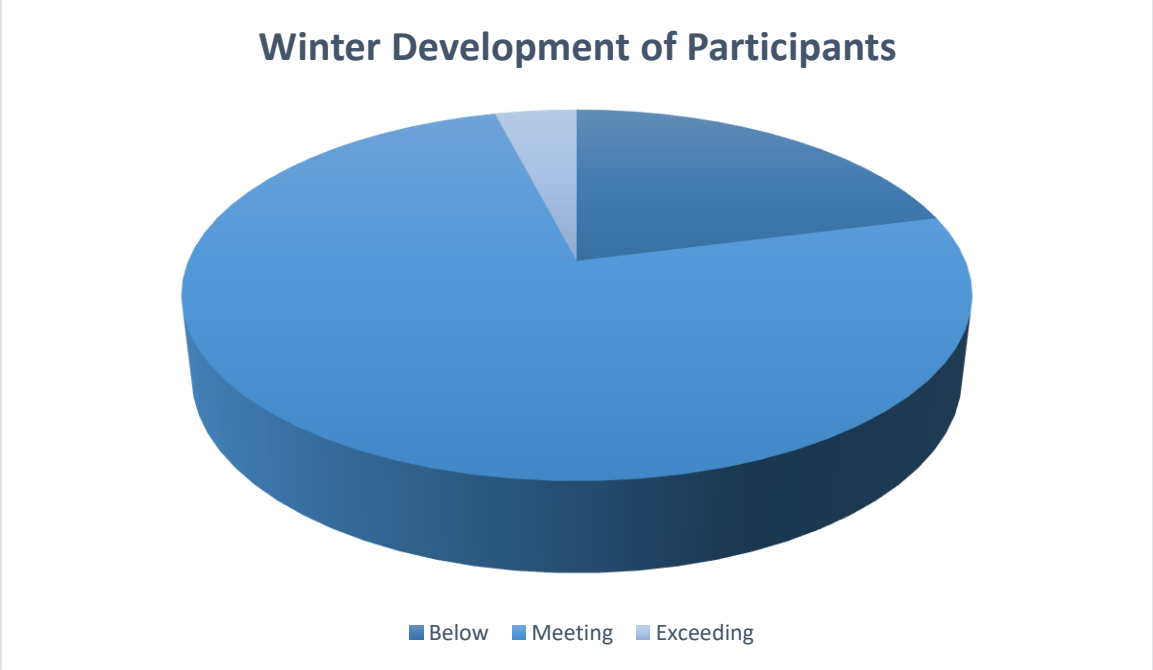
Language Development of 3 Year-Old Participants



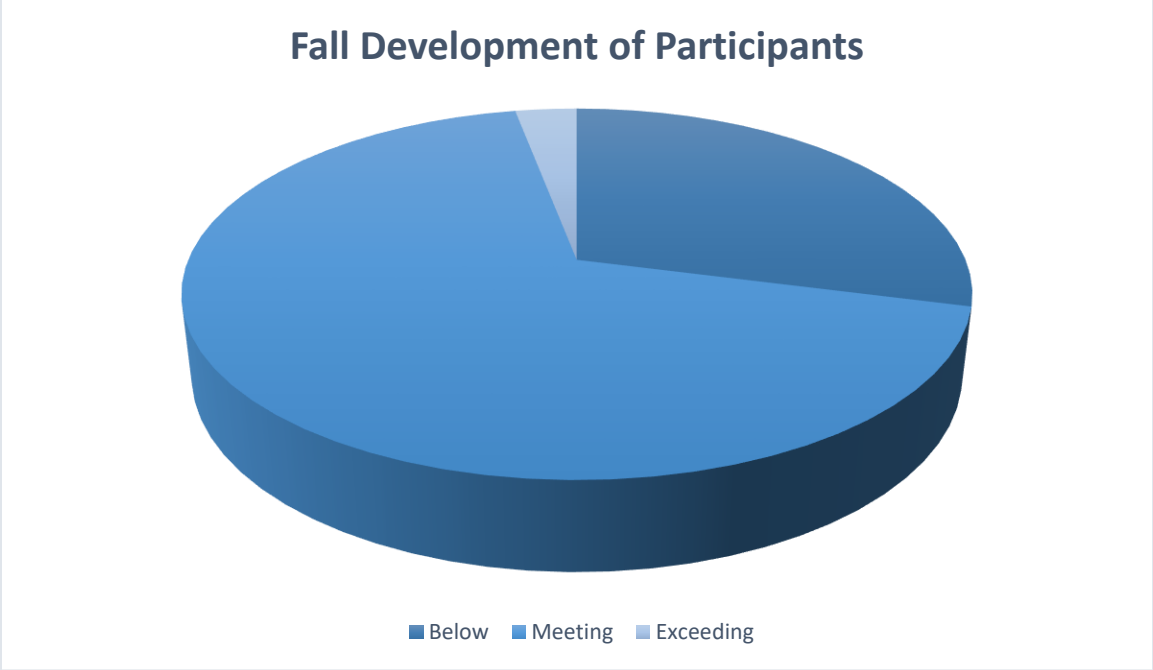


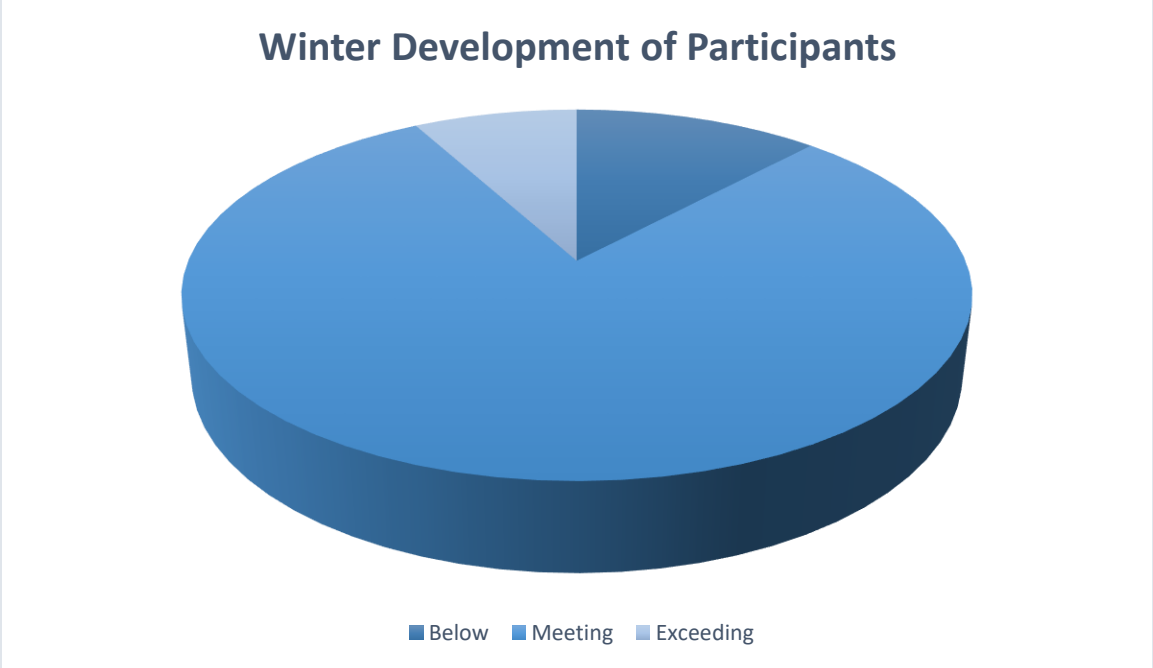
Language Development of 4 Year-Old Participants



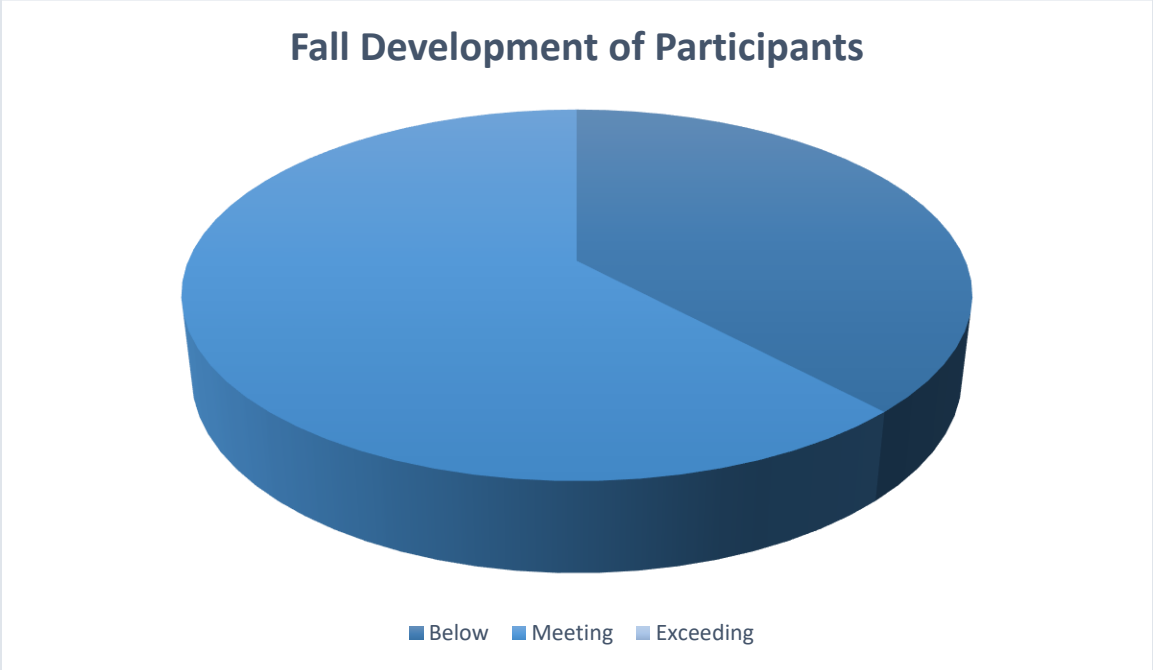


Language Development of Participants in the Full Day Option

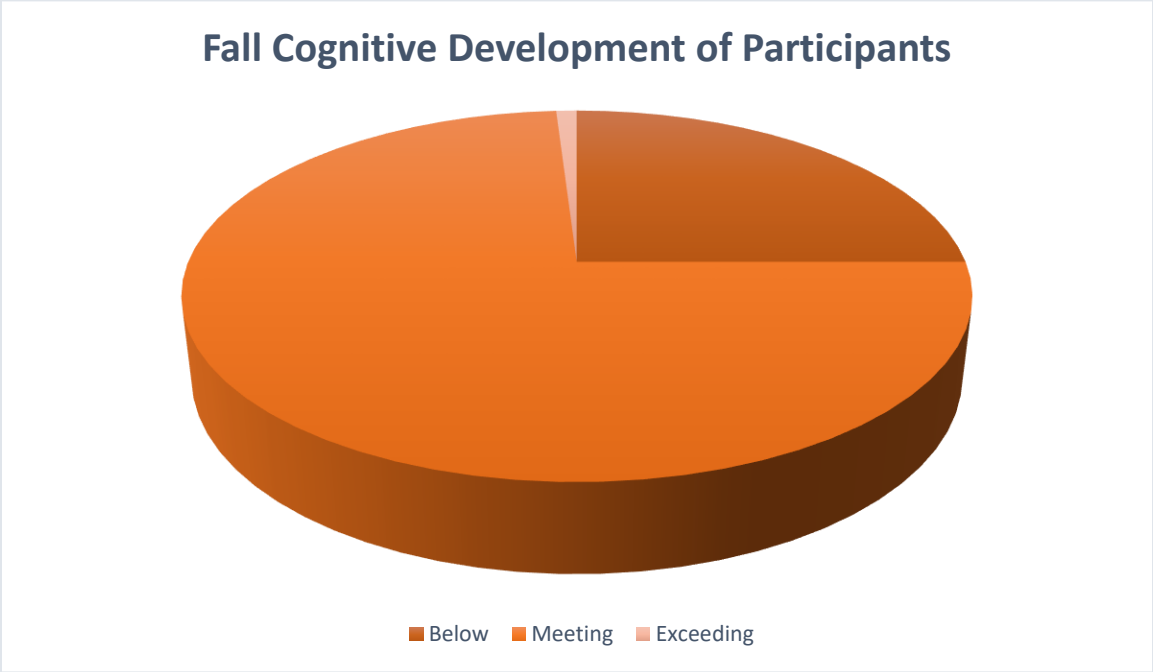


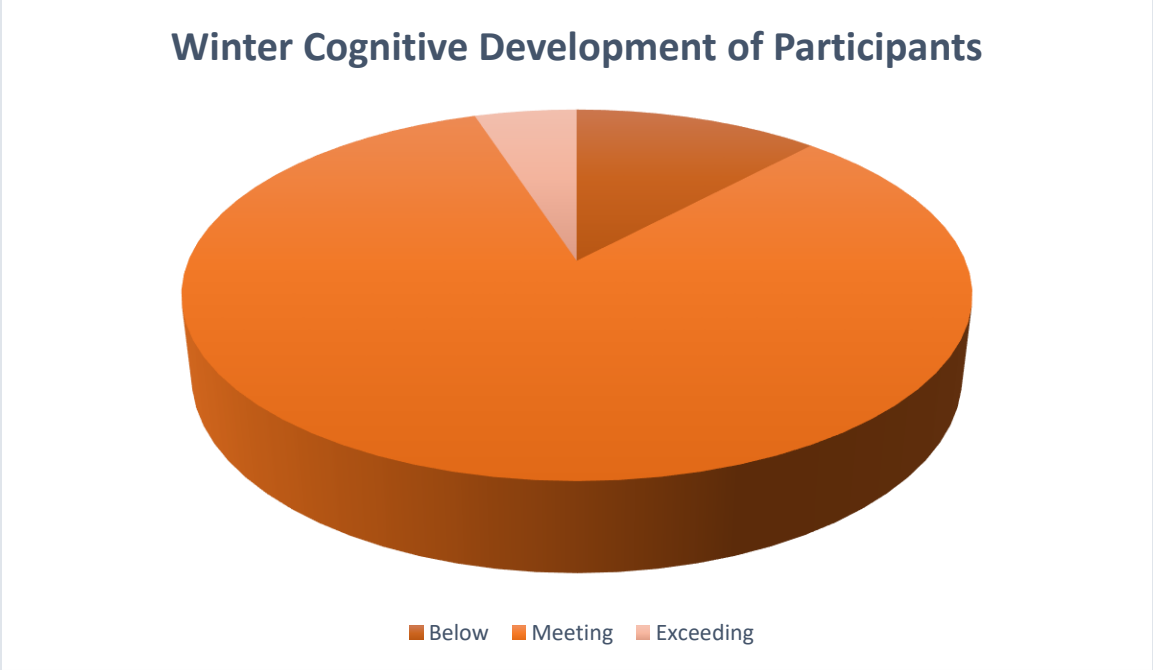


Language Development of Participants in the Part Day Option

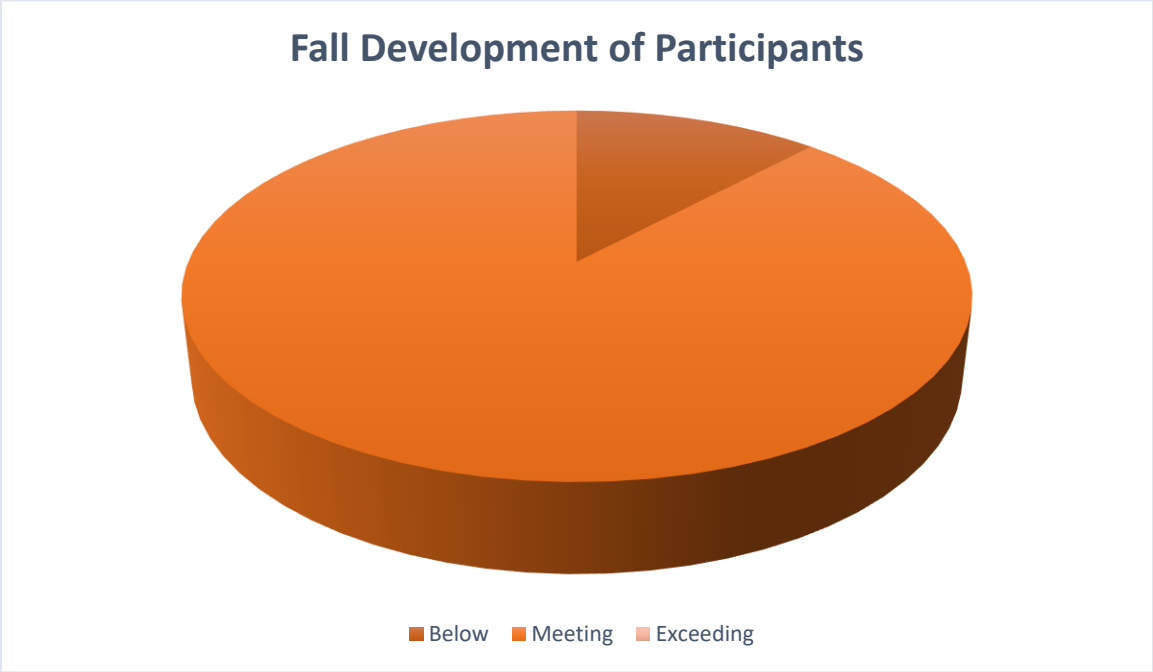


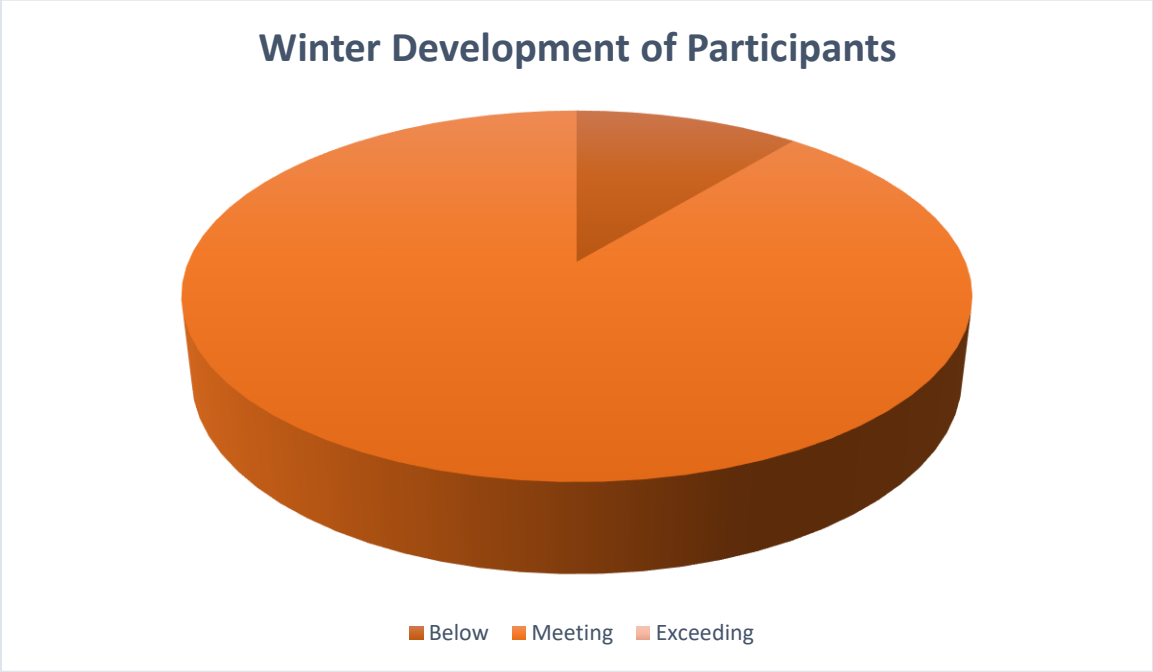
Cognitive Development of all Participants



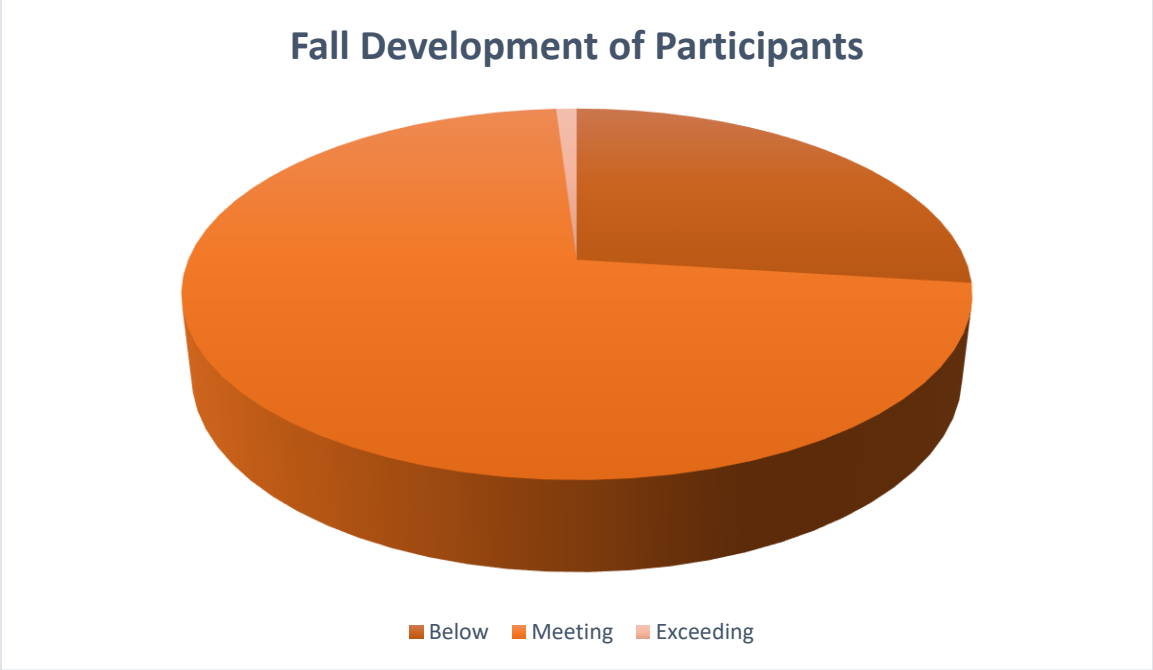


Cognitive Development of EHS Participants

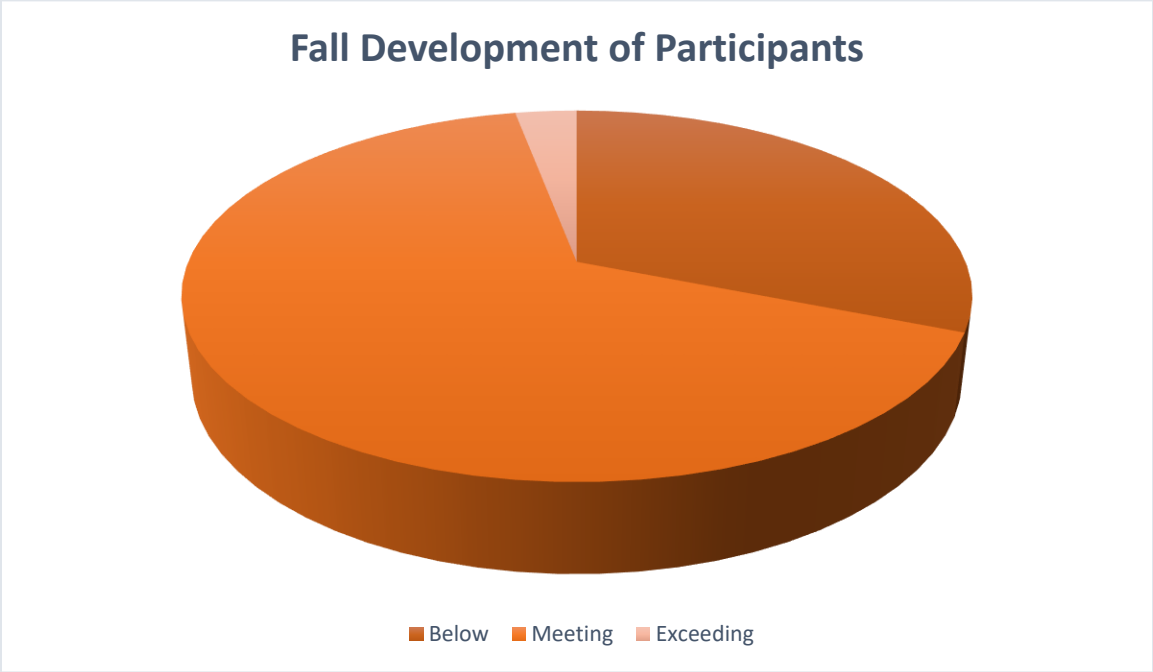


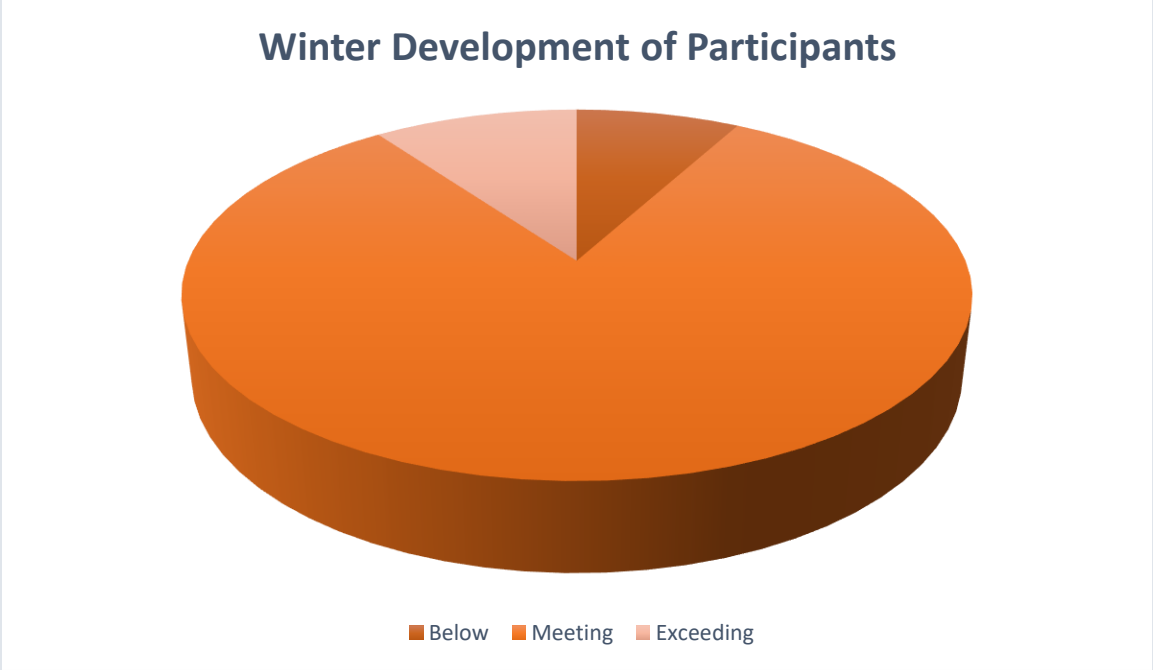


Cognitive Development of Preschool Participants

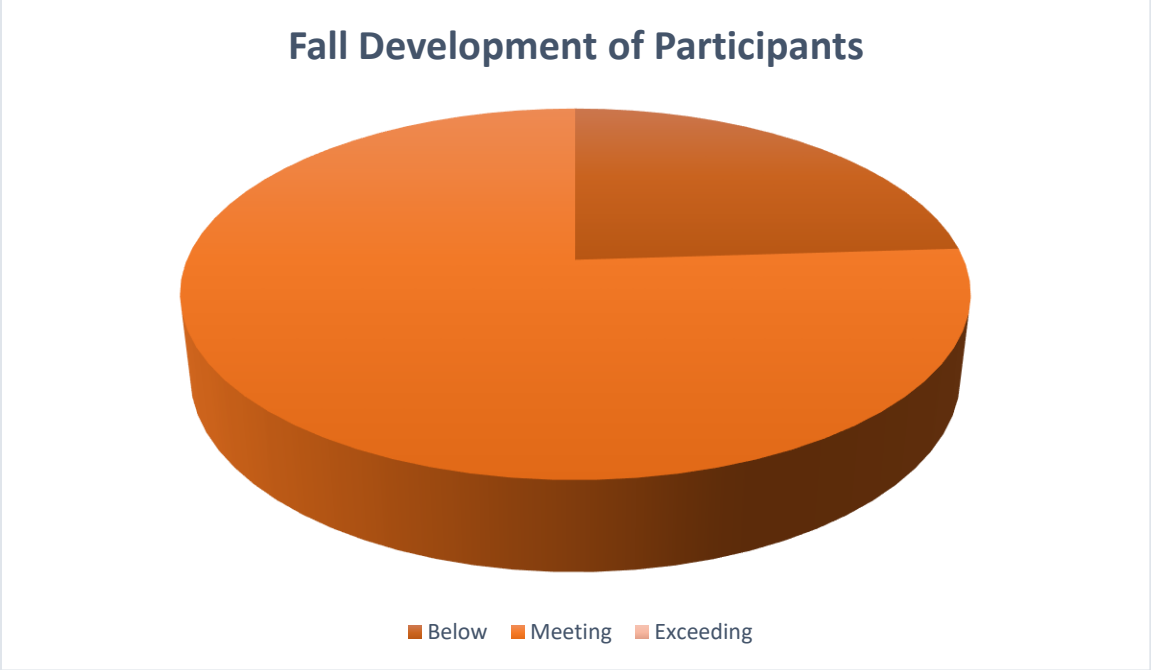


Cognitive Development of 3 Year-Olds

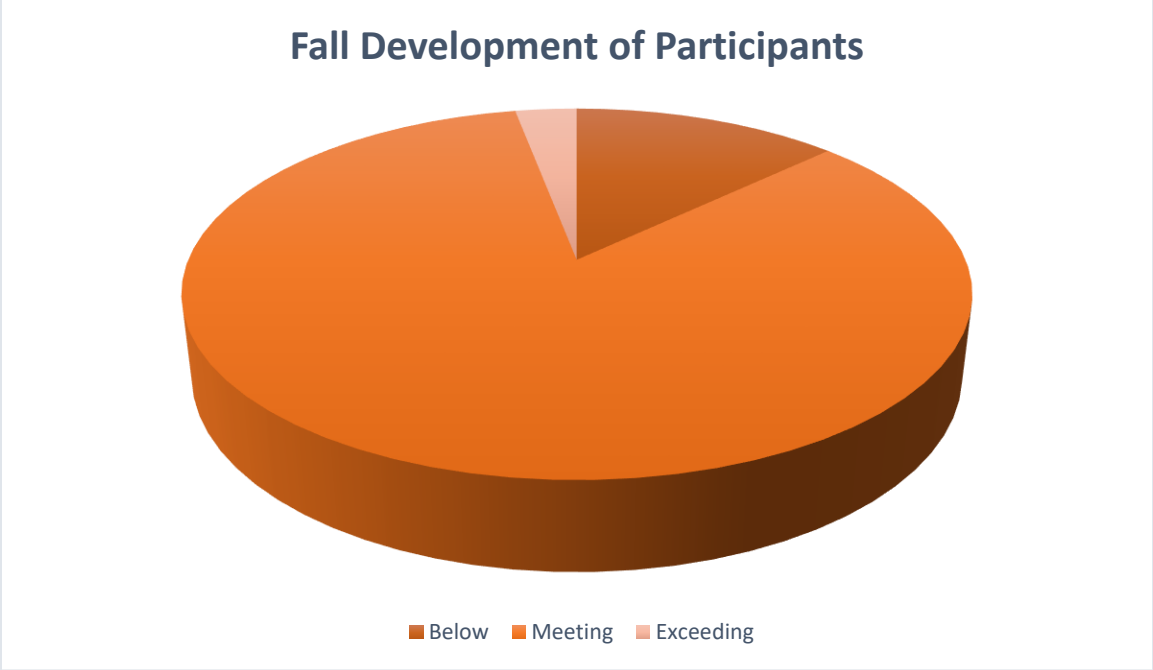




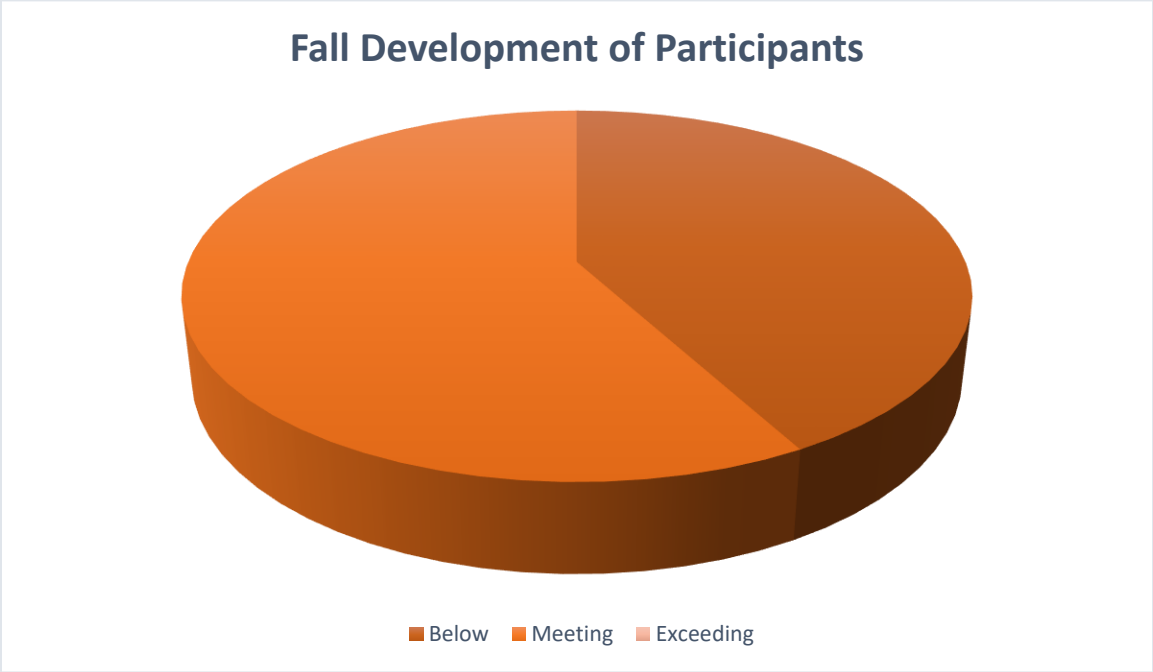
Cognitive Development of 4 Year-Old Participants

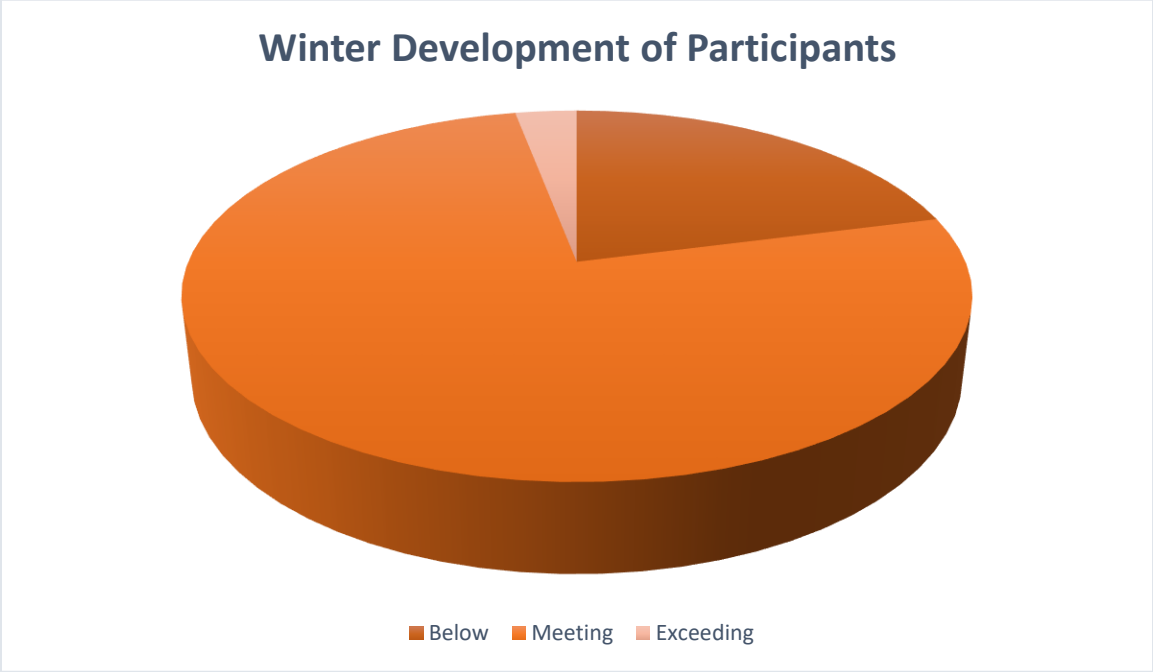


Preschool Children in the Full Day Option

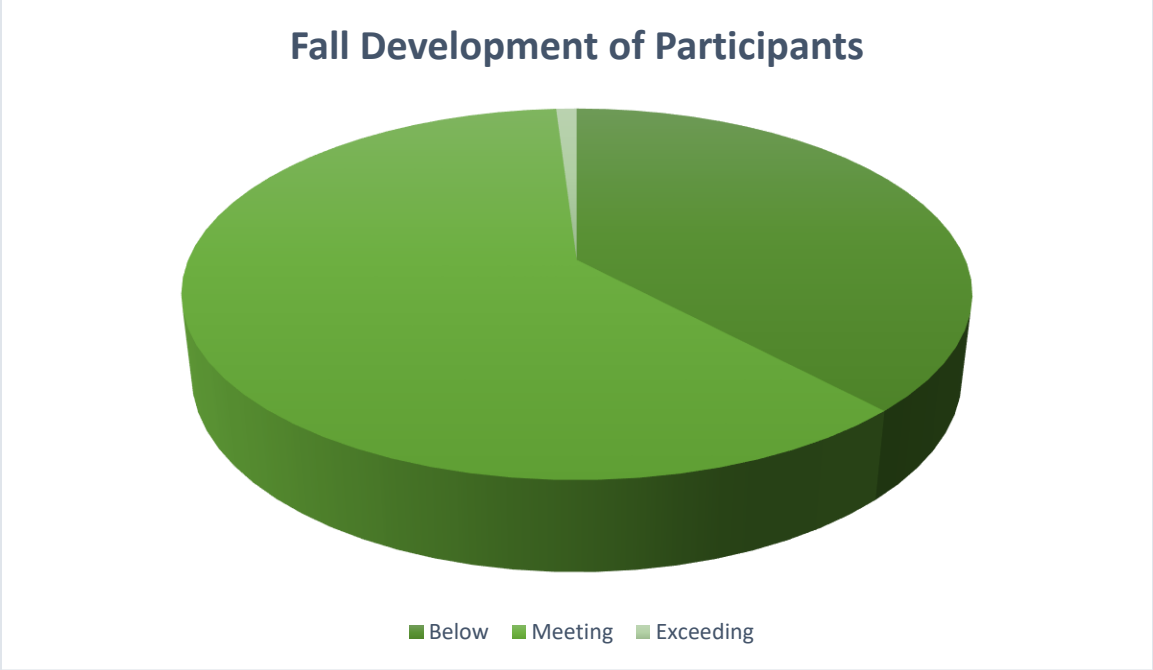


Cognitive Development of Preschool Participants in the Part Day Option

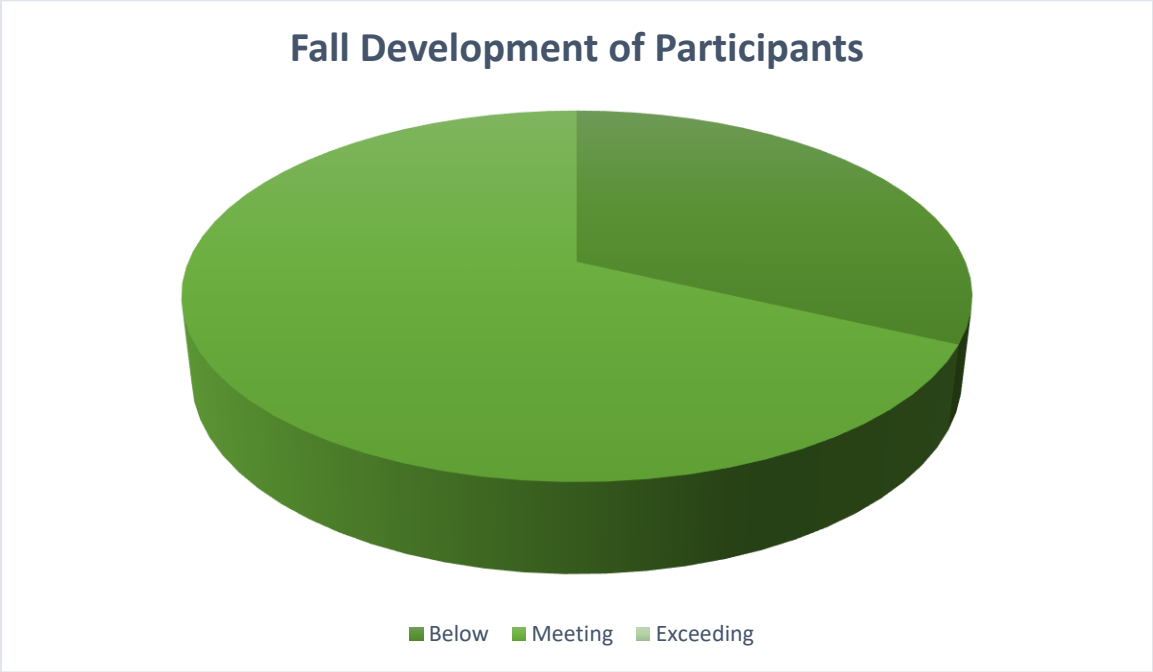




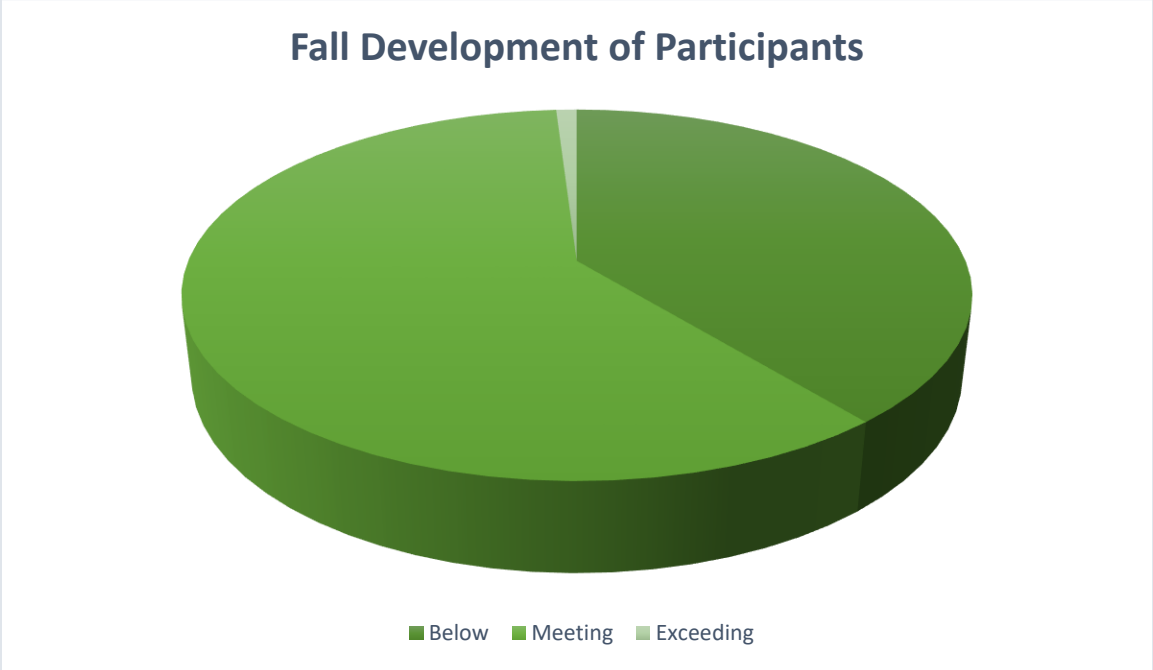
Literacy Development of all Participants



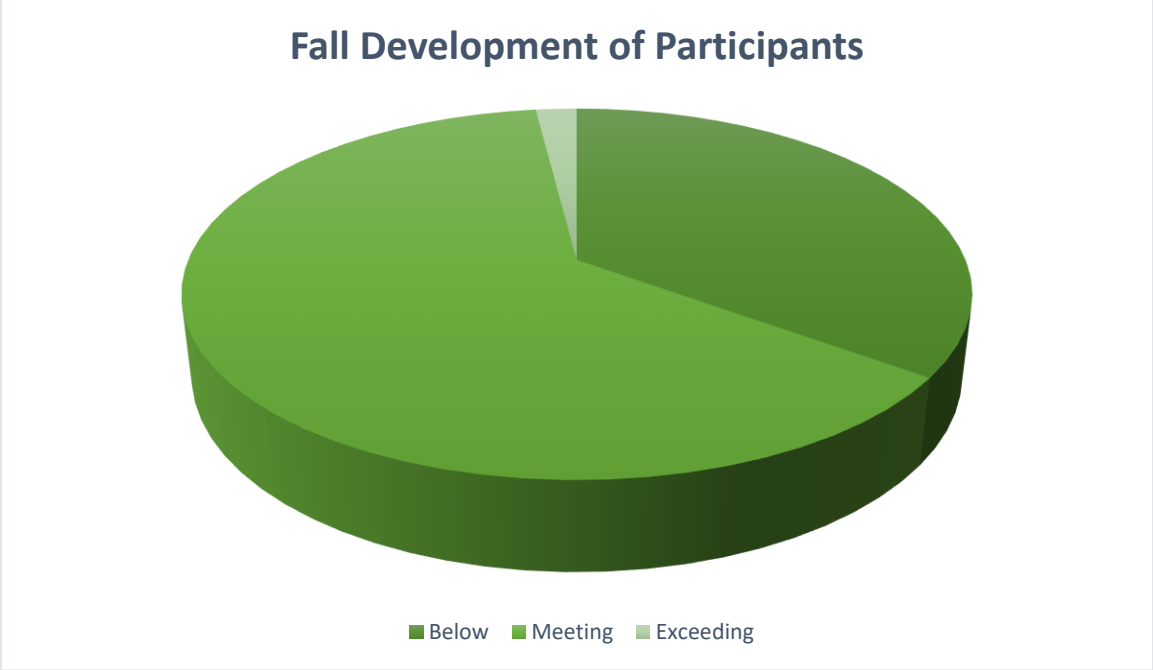
Literacy Development of EHS Participants



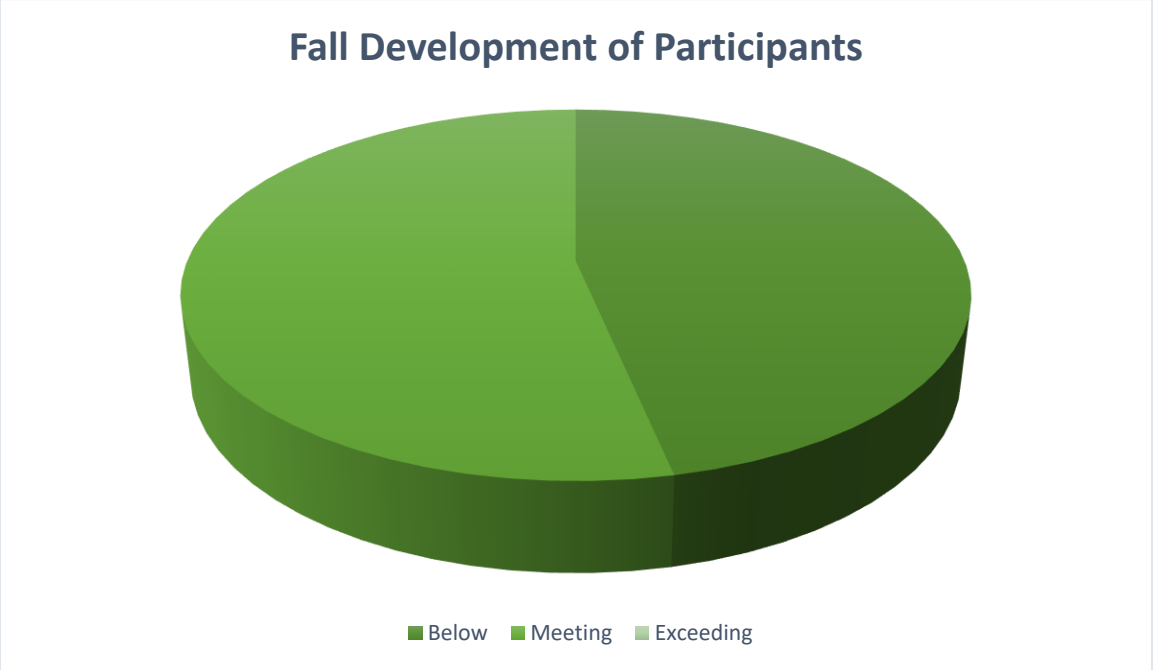
Literacy Development of all Preschool Participants



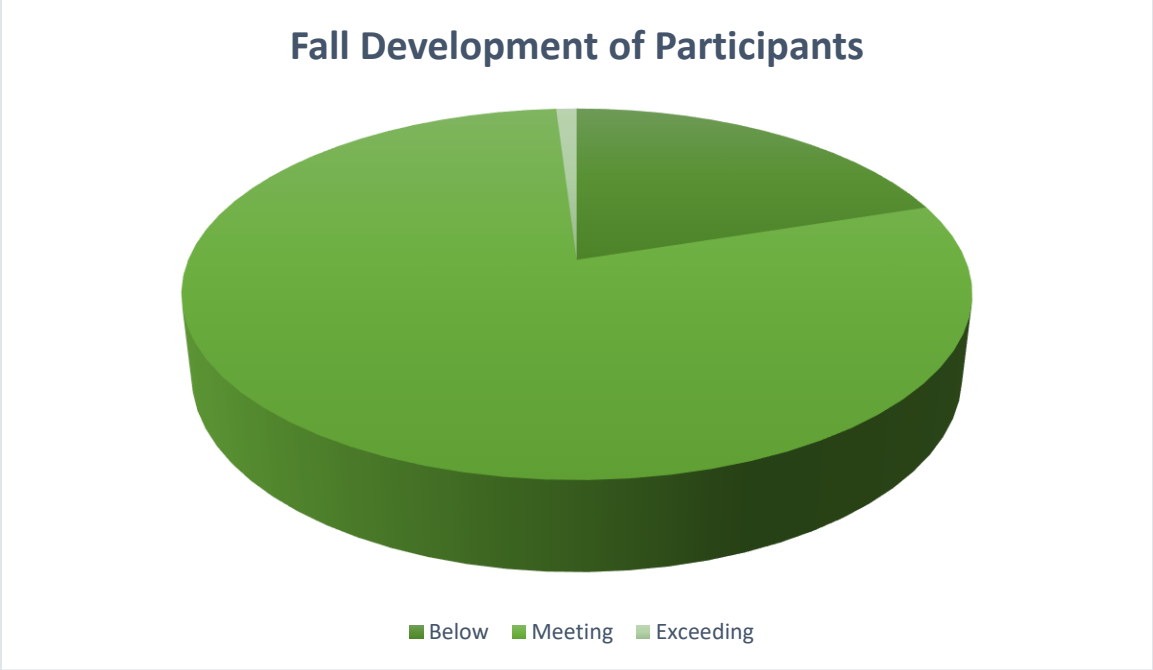
Literacy Development of 3 Year-Old Participants



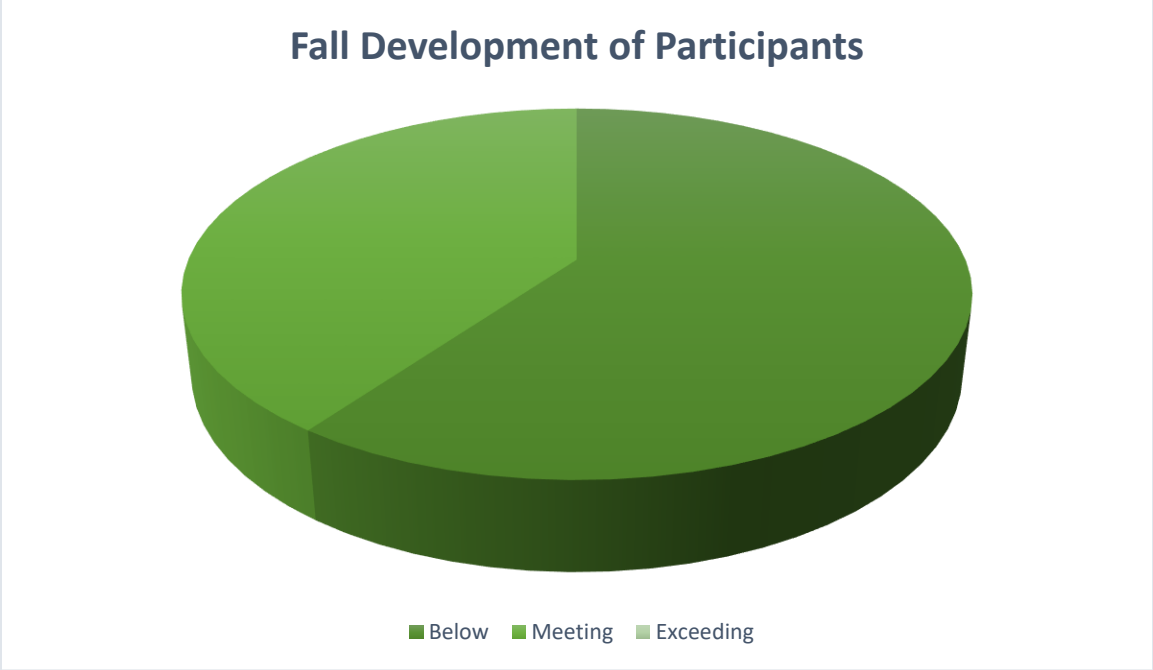
Literacy Development of 4 Year-Old Participants



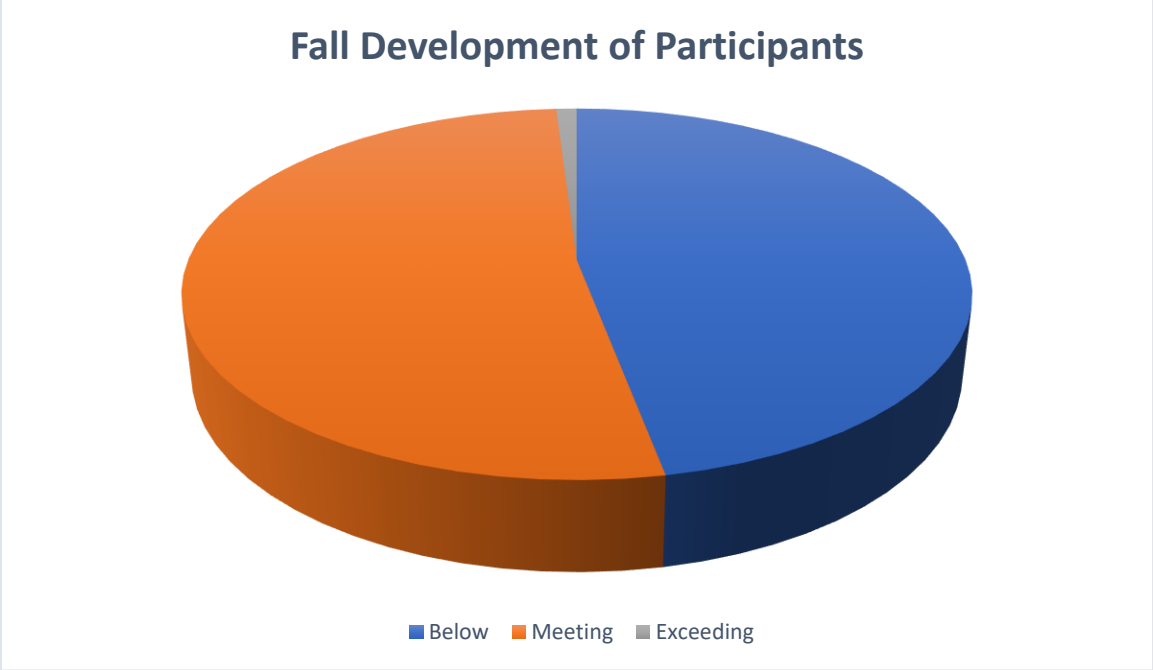
Literacy Development of Participants in the Full Day Option

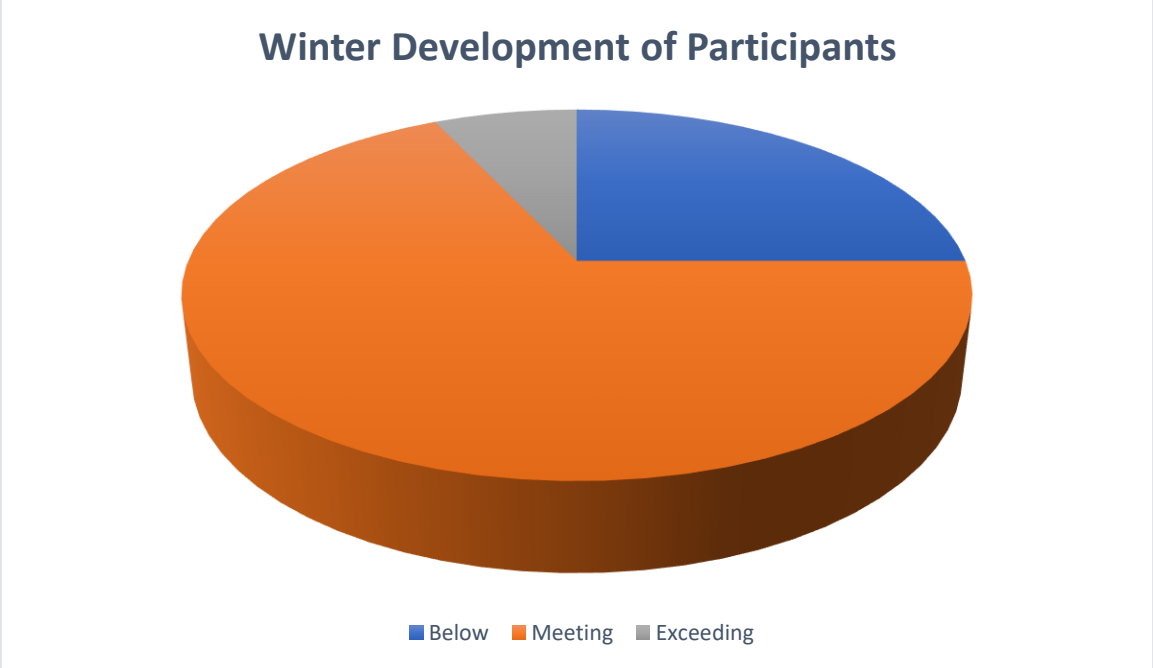


Literacy Development of Participants in the Part Day Option

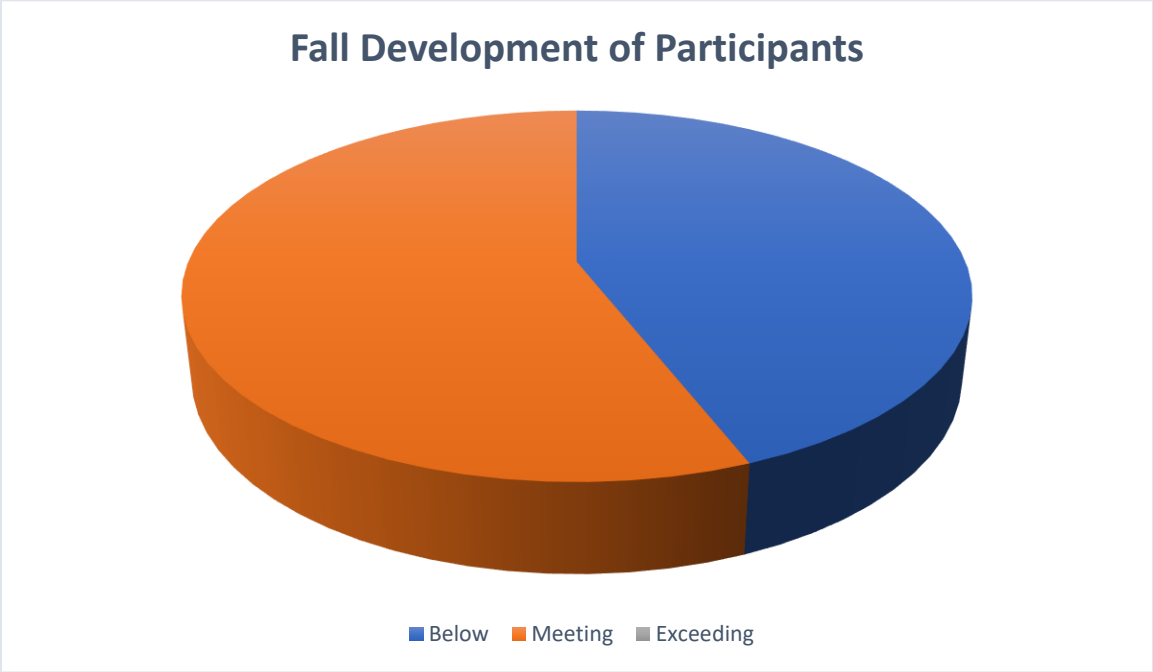


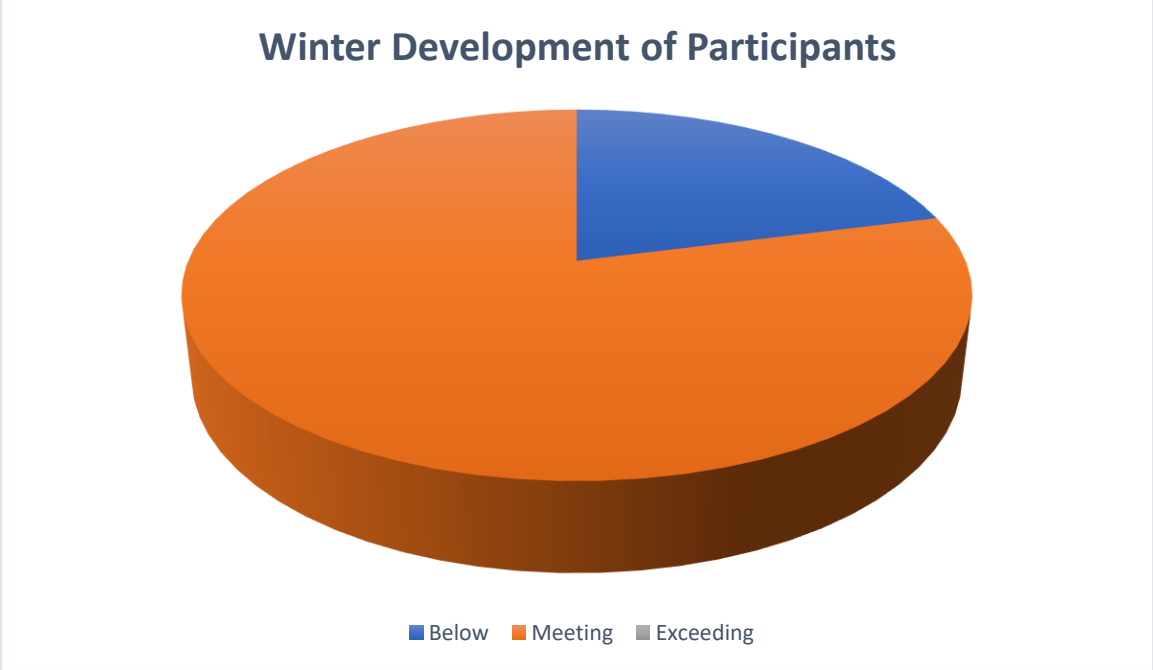
Mathematics Development of all Participants



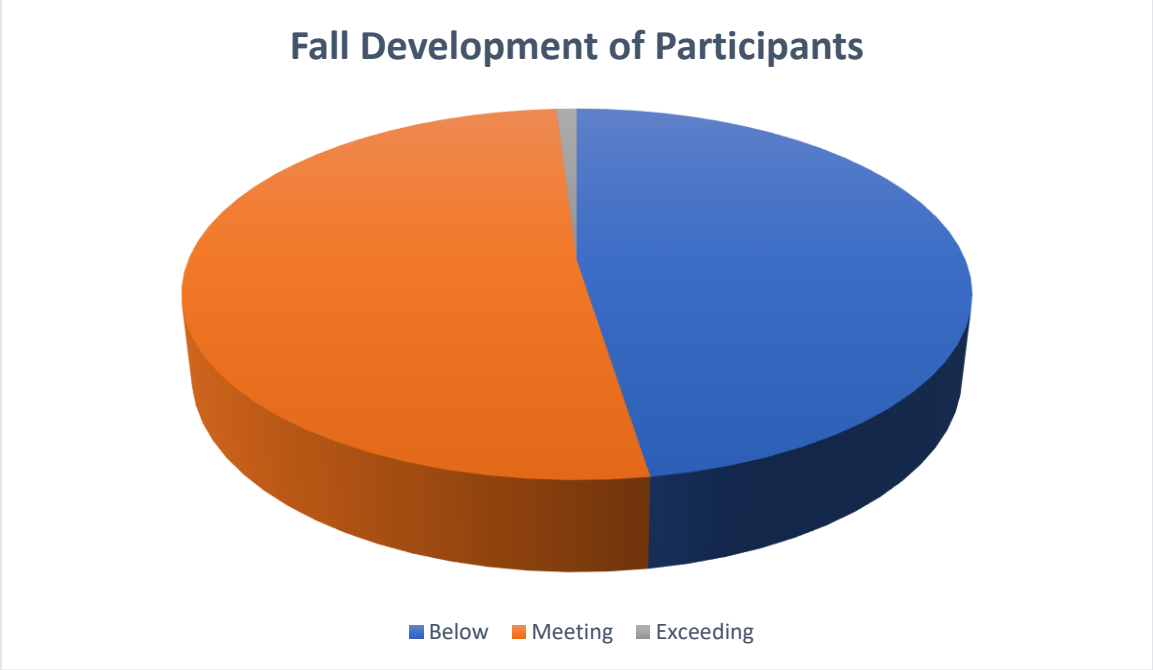


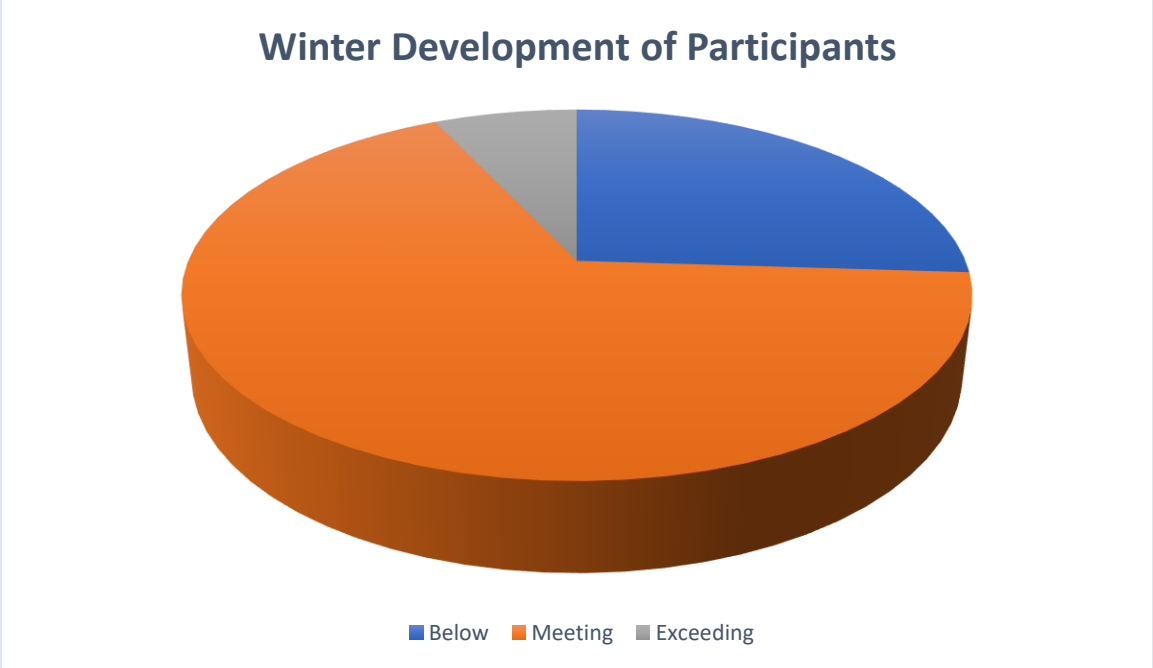
Mathematics Development of EHS Participants



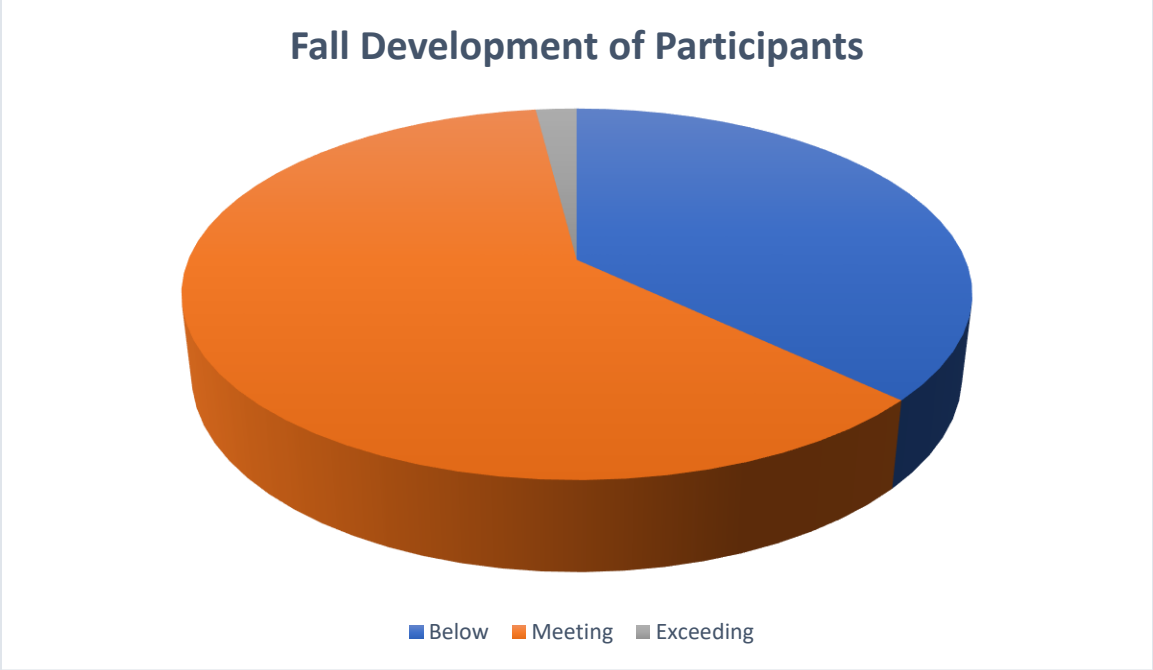


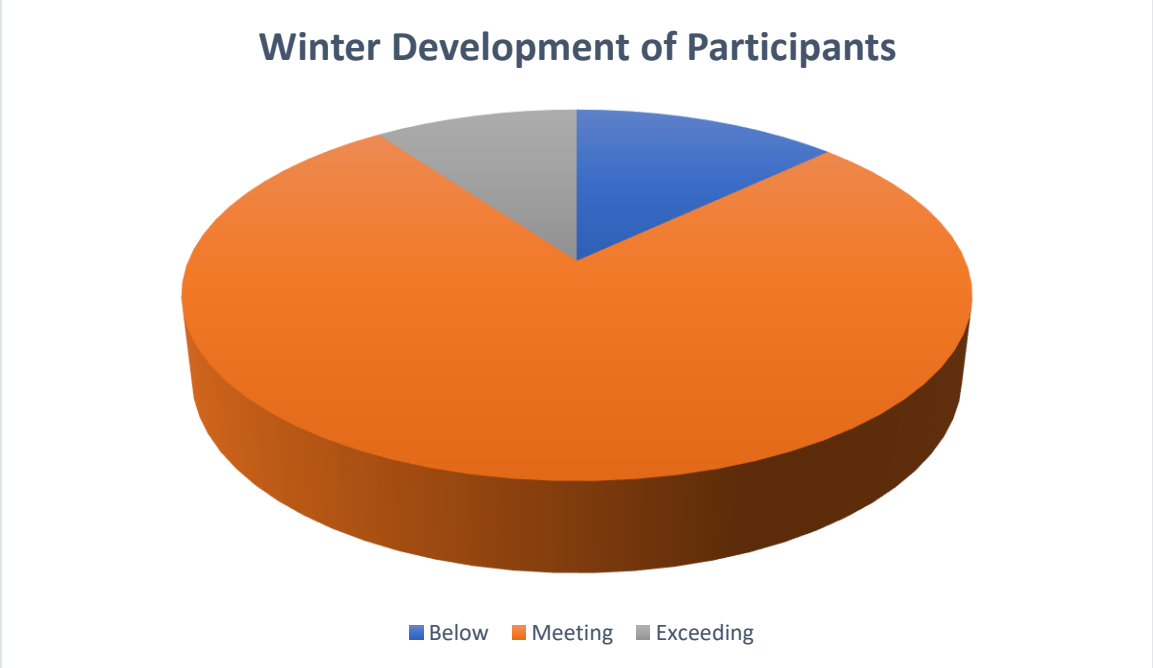
Mathematics Development of Preschool Participants



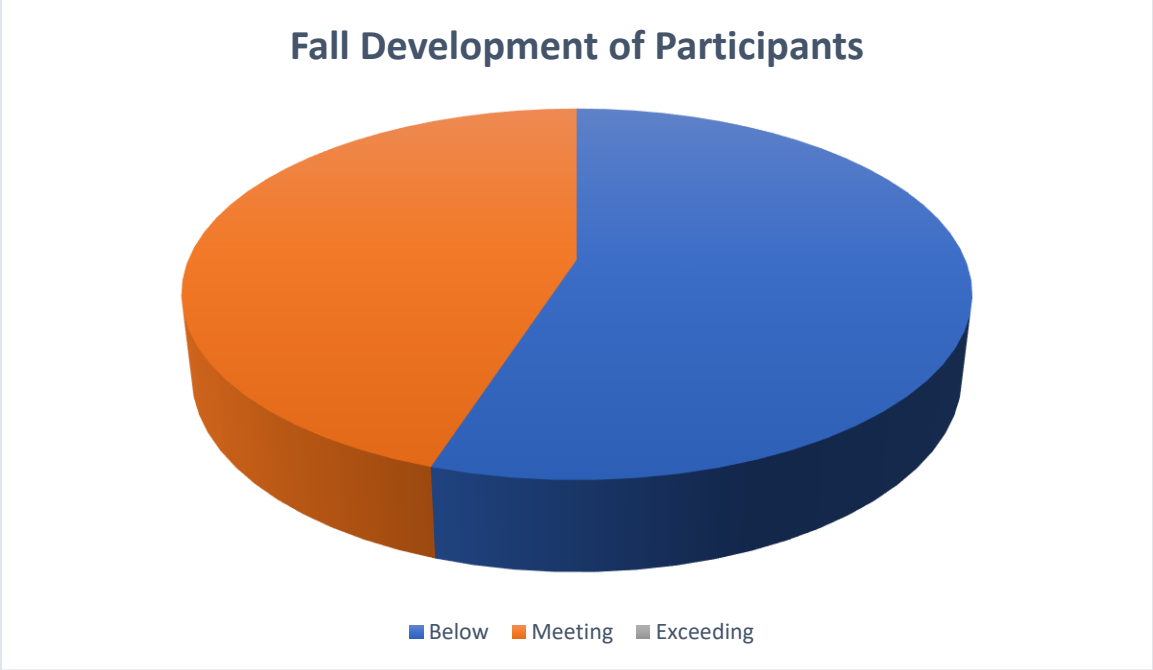


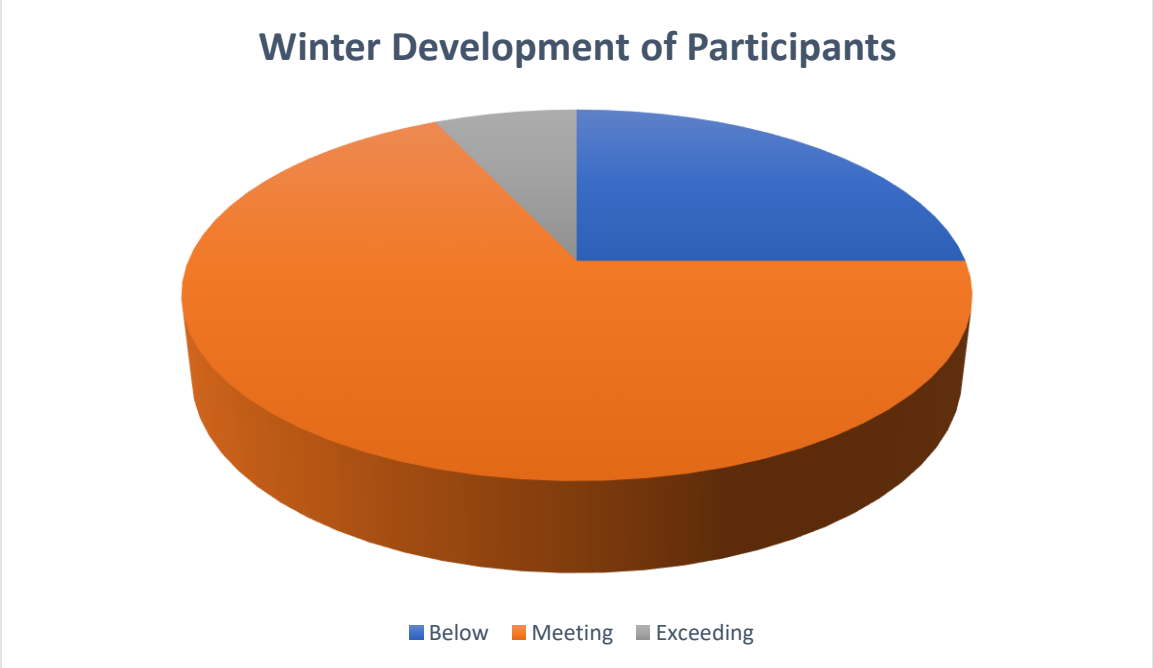
Mathematics Development of 3 Year-Old Participants



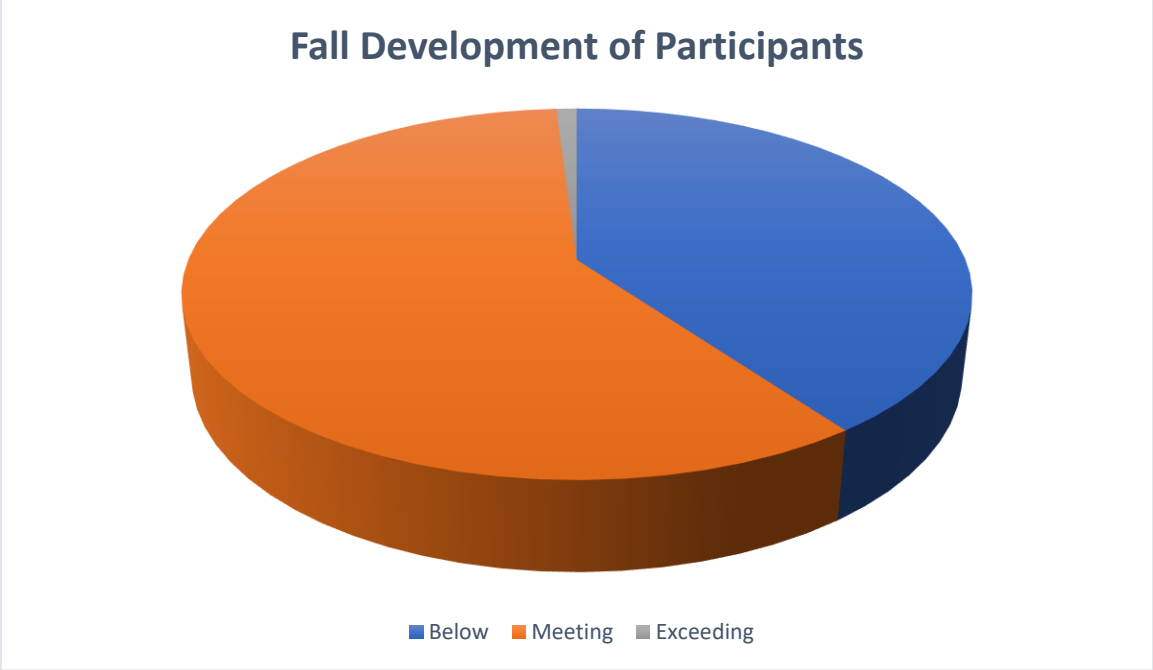


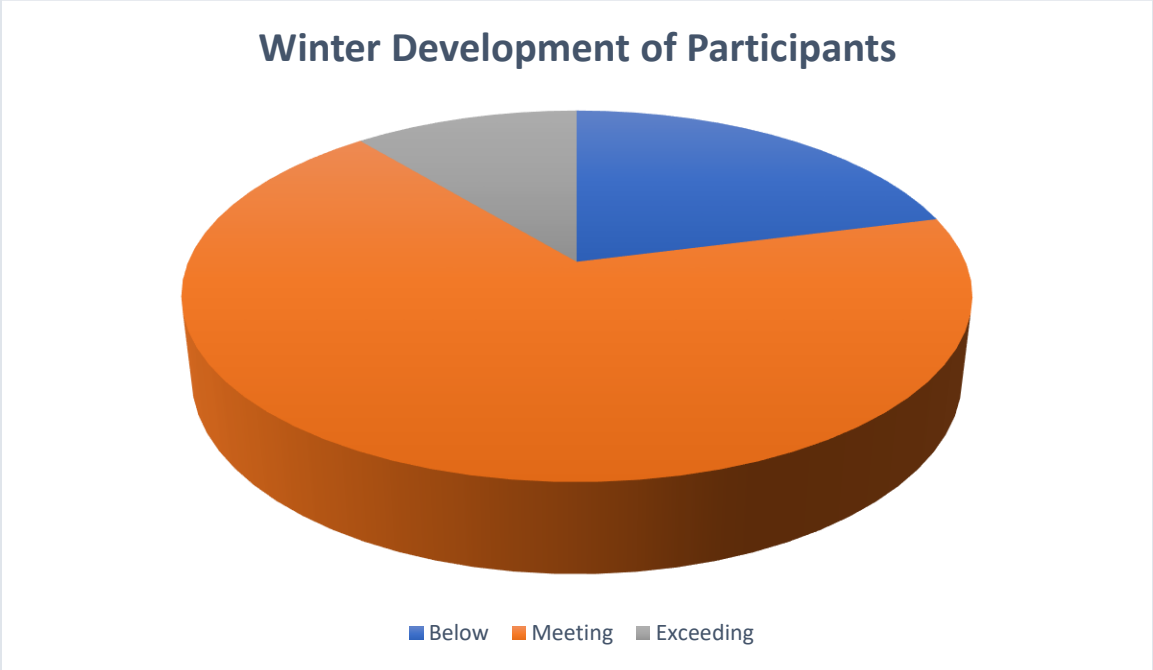
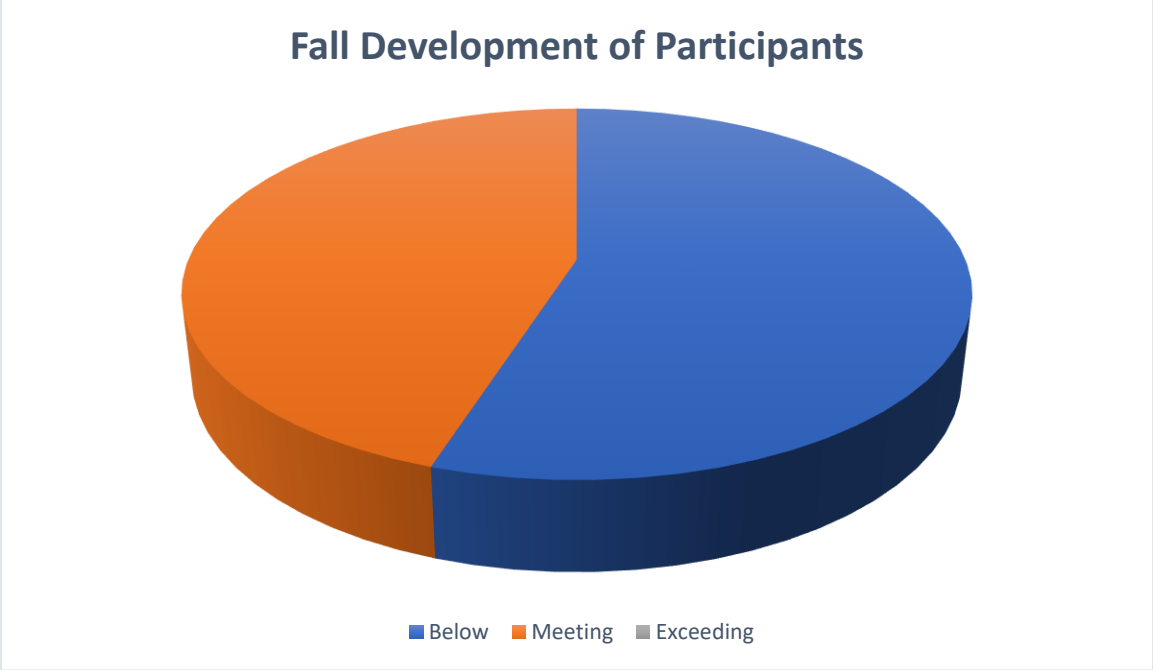
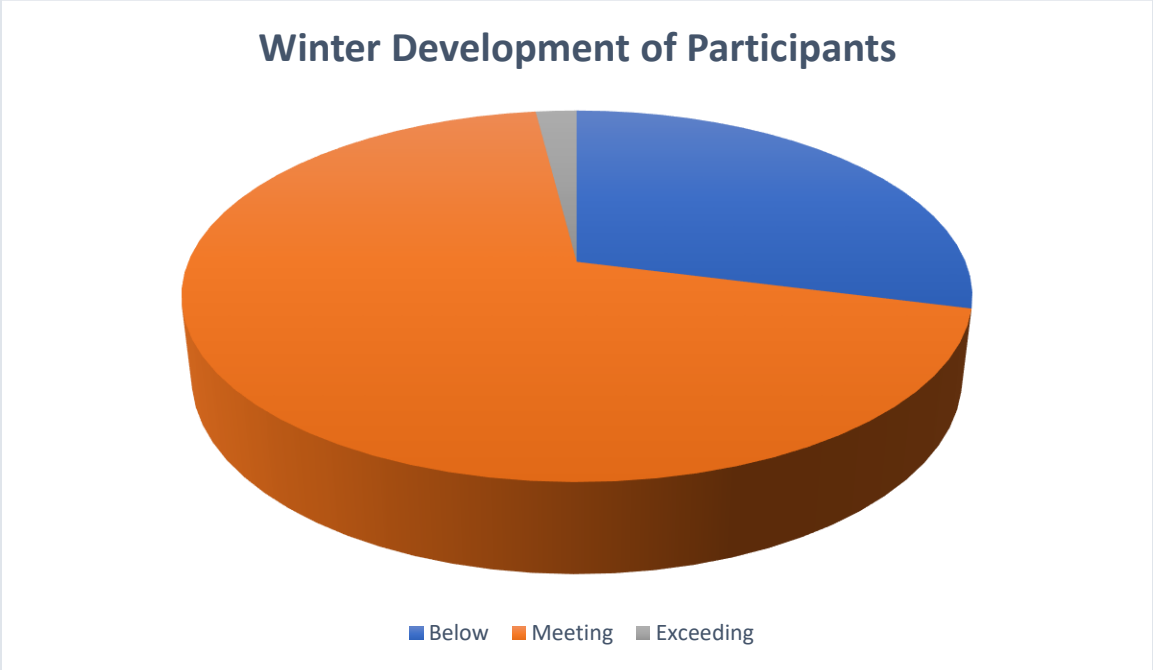
Mathematics Development of 4 Year-Old Participants





Mathematics Development of Participants in the Full Day Option





Mathematics Development of Participants in the Part Day Option