

Malheur County Child Development Center
2020-2021 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 has 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 38 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 enables 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 38 weeks a year. These classes are used by the families who do not need additional childcare. The children enrolled in these classes are 3 years old to the child's entry into kindergarten at 5 years of age. 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 with the child's teacher. There are 43 children in this model that are funded by the State of Oregon in an Oregon Pre-Kindergarten program that adheres to all the federal Performance Standards.

There is a Home-Based model that provides services to 20 children and families. 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.

The last program model the program implements is an Oregon funded Prenatal-to-three model that provides Center Based services to infants and toddlers. This service is provided 8 to 10 hours a day for 38 weeks of the year.

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, 2020

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 20, 2020 and have issued our report thereon dated December 17, 2020. 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, 2020. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings:

Qualitative Audit Findings

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 was not changed during 2019-2020. We noted no transactions entered into 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 were 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, 2020.

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, or professional standards require the consulting account to check with us to determine that the consultant has 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 complete 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.

This information is intended solely for the use of the Organization's Board and management of Malheur County Child Development Center and is not intended to be and should not be used by anyone other than these specified parties.

Sincerely,

Brian L. Richins
Certified Public Accountant

COVID-19 Affects to the Program

“The effects of COVID-19 stretched throughout the 2020-2021 program year. With the wide spread of COVID-19 in the county in the fall of 2020 the Board, Policy Council and management were forced to make decisions about how services would be delivered, and how the program would operate as long as it was being crippled by COVID-19. After much discussion, it was decided that the safest way to operate the program would be through the implementation of a hybrid model. This decision was made for several reasons. The first was that we knew that not very many parents were going to send their youngest children off to school during a pandemic when the public schools weren’t even doing in person classes. The second was because we needed to keep children and staff in cohorts, and we wanted to do social distancing in the classrooms as much as possible. Therefore, it was established that each classroom would have no more than 10 children in it. If we had more children that could enroll than a classroom could accommodate, these children attended class virtually. There was no transportation provided so parents picked up and dropped off their children each day. Following this practice enabled staff to check the health status of children before they entered the facility each morning.

The children receiving hybrid services were sent out a packet each Monday. The packet included educational materials and activities to do with their child at home, access to recorded reading and instructional videos the teaching staff did for the children, and food to serve the child each day of class for breakfast, lunch, and an afternoon snack. All home visits with families were done through zoom. All parent, Board, staff, and Policy Council meetings, trainings and events were done through zoom. It was a challenging year. Often there weren’t full classrooms, or there were full classrooms with several children and families participating in hybrid learning.

The parent meetings for each center were done virtually. This meant that often there were very few parents or families even tuned in. It was apparent that not being able to meet them in person created an impersonable relationship with them. When meeting individuals in person one can be much more welcoming and warmer in interactions with others. This was the case even when families were sent out activities to do with their family.

Through all this, Home Visitors and Family Advocates still provided many services to the families being served.

Throughout the course of the program year there were 128 children from three to five years of age who received MCCDC services. This is out of the program’s 142 federally and state funded slots.

Throughout the course of the program year there were 42 pregnant women, and infants/toddlers from six weeks of age to three who were served by the program. This is out of the program’s 52 federally and state funded slots.

Oregon OPK -PT Average Monthly Enrollment

<u>Month</u>	<u>Number Enrolled</u>	<u>Number Who Dropped in Month</u>	<u>Enrollment%</u>
November	32	0	100%
December	34	4	100%
January	32	0	100%
February	30	1	94%
March	28	4	88%
April	30	2	94%
May	28	2	88%
June	26	0	81%

From January through June there were 9 children who turned three who were transitioned into one of the preschool classrooms. These children are not reflected in the number of children who dropped out of the program.

Federally Funded Early Head Start Average Monthly Enrollment

<u>Month</u>	<u>Number Enrolled</u>	<u>Number Who Dropped in Month</u>	<u>Enrollment %</u>
September	20	0	100%
October	20	2	100%
November	14	2	70%
December	17	0	85%
January	17	3	85%
February	13	0	65%
March	16	2	80%
April	14	0	70%
May	14	1	70%
June	17	0	85%
July	18	1	85%
August	17	2	85%

From September through June there were 16 children who turned three who were transitioned into one of the preschool classrooms. These children are not reflected in the number of children who dropped out of the program.

State and Federally Funded Preschool Average Monthly Enrollment

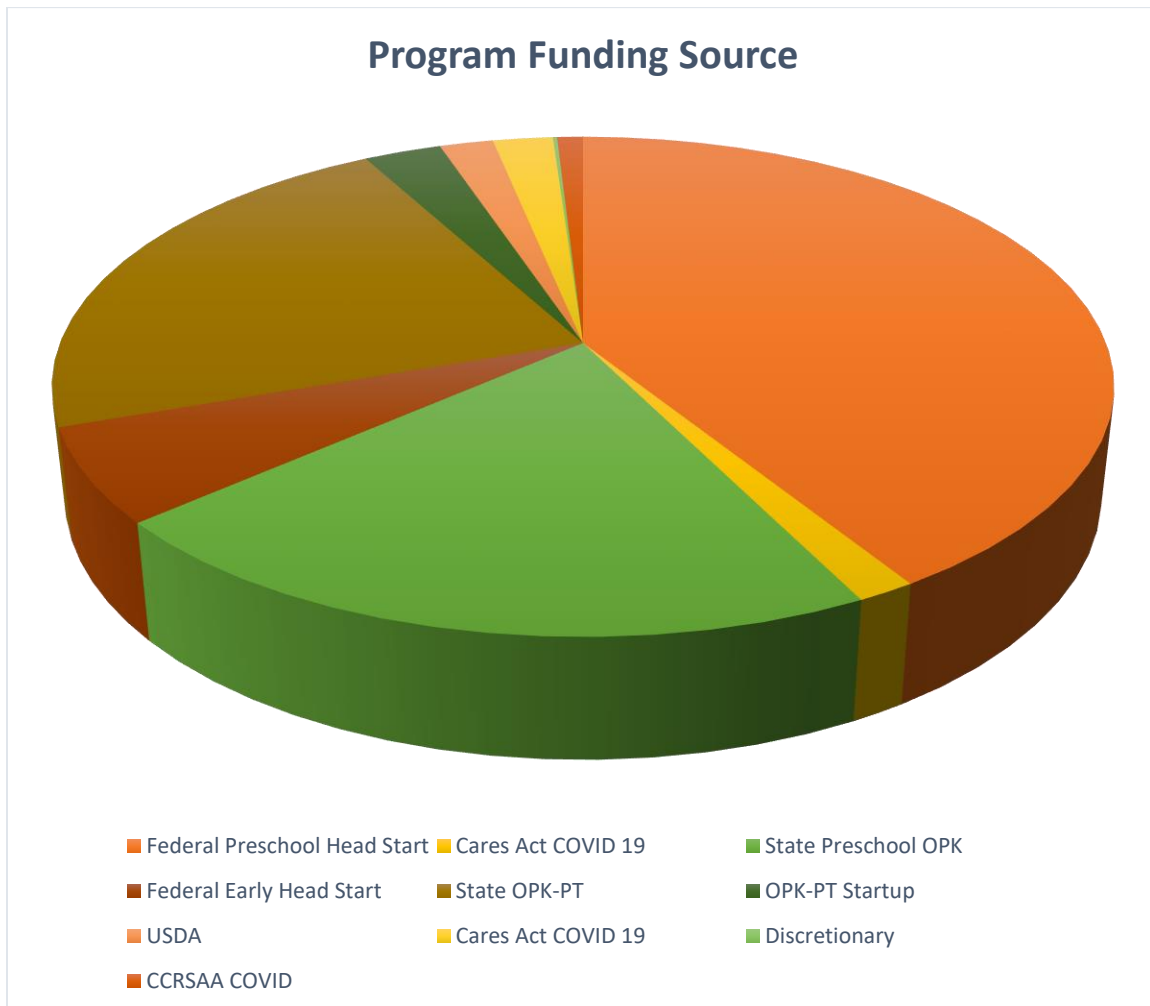
<u>Month</u>	<u>Number Enrolled</u>	<u>Number Who Dropped in Month</u>	<u>Enrollment %</u>
September	80	2	56%
October	95	5	67%
November	94	4	66%
December	95	2	67%
January	101	5	71%
February	102	3	72%
March	101	2	71%
April	99	0	70%
May	103	2	73%
June	102	2	72%

The numbers above are reflective of the 80 children the program was committed to serving through its 8 preschool classrooms. Any number above 80 in a month are those children who were served in the hybrid model.

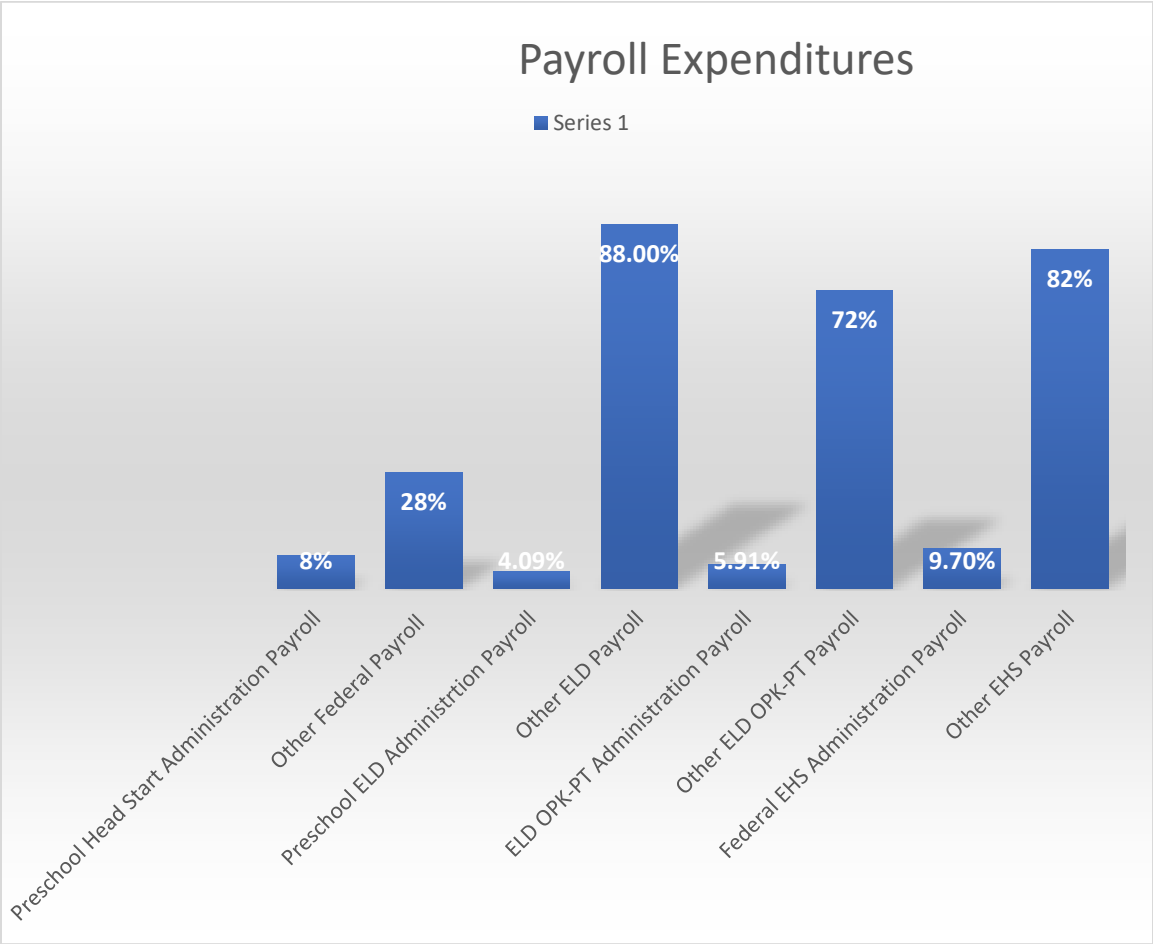
Over the course of the program year from September through June, there were 27 children who dropped out of the program. These children tended to drop out of the program because their families were relocating to another location or because of COVID exposure fears.

2020-2021 Program Year Budget Information

Funding Source	Funding Amount	Percent of Total Budget
Preschool Head Start Grant	\$ 1,586,224.00	41.04%
Cares Act COVID 19	\$ 60,000.00	1.55%
Oregon OPK	\$ 811,195.00	20.99%
Early Head Start Grant	\$ 235,776.00	6.10%
OPK-PT	\$ 864,000.00	22.35%
OPK-PT Start-up	\$ 108,000.00	2.79%
USDA	\$ 74,542.54	1.93%
COVID Funding	\$ 83,545.00	2.16%
Discretionary	\$ 5,963.46	.15%
CCRSAA COVID 19	\$ 35,815.00	.93%
Total	\$ 3,865,061.00	100%



MCCDC 2020-2021 Payroll Expenditures



MCCDC Expenditures for the 2020-2021 Program Year

Federal Head Start Expenditures

Activity	Preschool HS Expenditures	EHS Expenditures
Payroll/EE Benefits	\$ 1,097,563.65	\$ 215,162.28
Services/Supplies	\$ 124,734.78	\$ 27,949.86
Insurance	\$ 12,248.01	\$ 2,350.63
Travel	\$ 460.82	\$ 368.15
Training	\$ 20,785.79	\$ 3,352.00
Repair	\$ 110,551.32	\$ 5,592.62
Utilities	\$ 26,076.11	\$ 6,518.68
Total	\$ 1,392,420.48	\$ 261,294.22

Oregon ELD OPK Expenditures

Activity	Preschool OPK Expenditures	OPK-PT Expenditures
Payroll/EE Benefits	\$ 715,277.13	\$ 529,731.11
Services/Supplies	\$ 30,792.95	\$ 155,709.39
Insurance	\$ 4,954.64	\$ 7,241.77
Travel	\$ 174.81	\$ 200.33
Training	\$ 7,950.23	\$ 24,082.46
Repair	\$ 40,680.76	\$ 7,568.54
Utilities	\$ 11,364.48	\$ 13,654.59
Total	\$ 81,195.00	\$ 738,188.19

Expenditures for Other Funding Sources

Activity	Cares/COVID	USDA	CCRSAA
Payroll/EE Benefits	\$ 79,781.13	\$ 14,681.21	\$ 0
Services/Supplies	\$ 47,473.85	\$ 68,406.32	\$ 0
Insurance	\$ 0	\$ 0	\$ 0
Travel	\$ 0	\$ 0	\$ 0
Training	\$ 2,772.00	\$ 0	\$ 35,582.00
Repair	\$ 243.46	\$ 0	\$ 0
Utilities	\$ 6,052.18	\$ 0	\$ 0
Total	\$136,322.62	\$ 83,087.53	\$ 35,582.00

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 194 participants prenatally to when a child is eligible for kindergarten. The funding comes from the Office of Head Start and the State of Oregon. The program follows the Head Start Performance Standards to implement all aspects of the program. Part of implementing the Performance Standards means the program likewise adheres to the Head Start Act and Federal Office of Management and Budgets in all program operations and in conducting all fiscal transactions within the program.

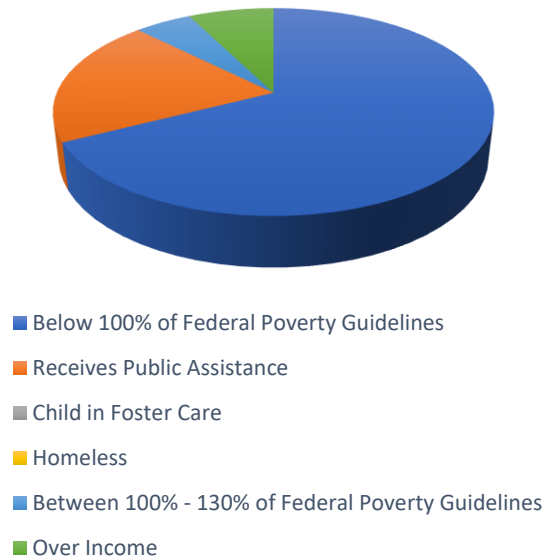
In filling slots for a classroom there is a point system utilized to identify children to fill empty slots. Using the point system helps to ensure that the lowest income families, those in greatest need, and children with disabilities are enrolled before any over income child/family is enrolled into the program. Once a slot is vacated by a child/family, the program has 30 days in which to fill this slot. Those children/family with the highest points are enrolled first. Over income children/families are only enrolled when there is not an income eligible child or family on the waitlist. The program can only enroll 19 over income children. The goal of the program is to ensure that the neediest of the needy are enrolled and provided services by MCCDC.

During the 2020-21 program year all program operations and services were greatly affected by COVID. As a result of COVID, each of the program's classrooms were limited to no more than 10 children learning in person for 7 hours a day. Any children who were enrolled in the program beyond this number were serve virtually. All parent meetings, socialization sessions, and home visits were done virtually.

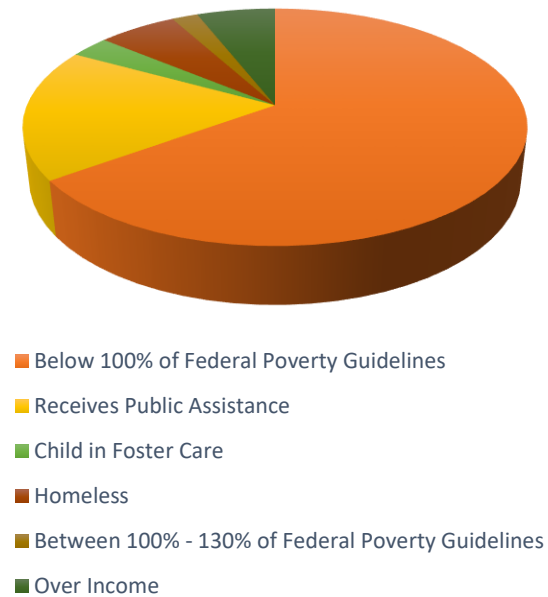
At the beginning of November MCCDC opened 4 OPK-PT classrooms. These were Center Based classrooms with 8 children in them from six weeks to three years of age. Children turning three during the program year were transitioned into a preschool classroom as soon as a slot became available.

Income Status of MCCDC Early Head Start & OPK-PT Participants

Income Status of MCCDC EHS & OPK-PT Participants

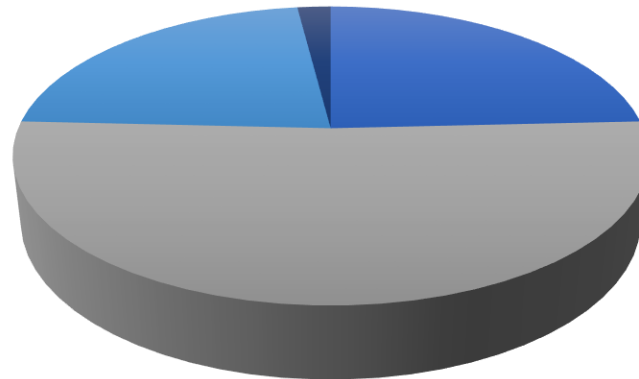


Income Status of Preschool Participants



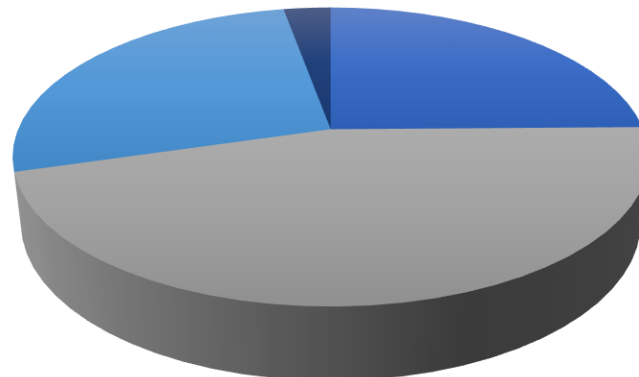
Educational Level of Parents/Guardians

Educational Level of EHS or OPK-PT Parents or Guardians



■ Less than High School Graduate ■ High School Graduate or GED
■ Some College or AA ■ Advanced Degree

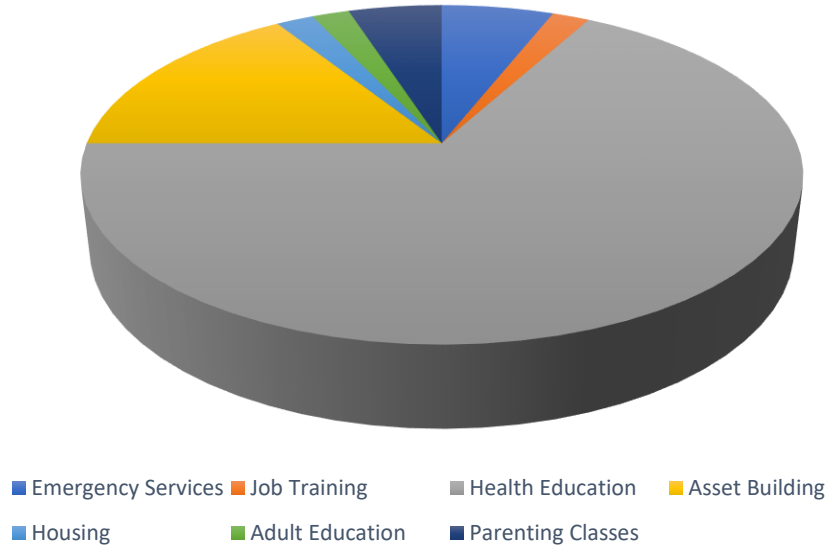
Educational Level of Preschool Parents or Guardians



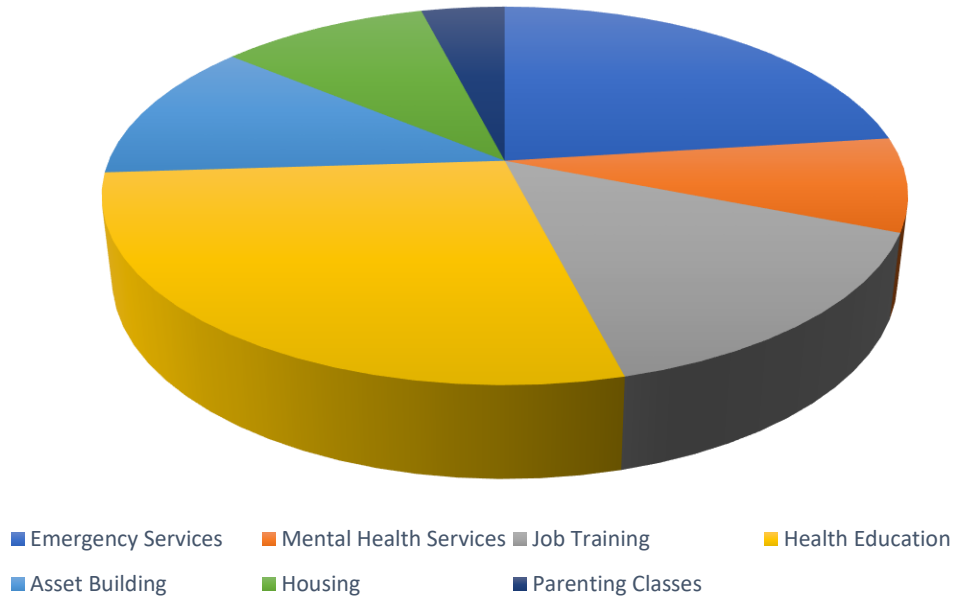
■ Less than High School Graduate ■ High School Graduate or GED
■ Some College or AA ■ Advanced Degree

Services Provided to MCCDC Families

Services Provided to EHS & OPK-PT Families

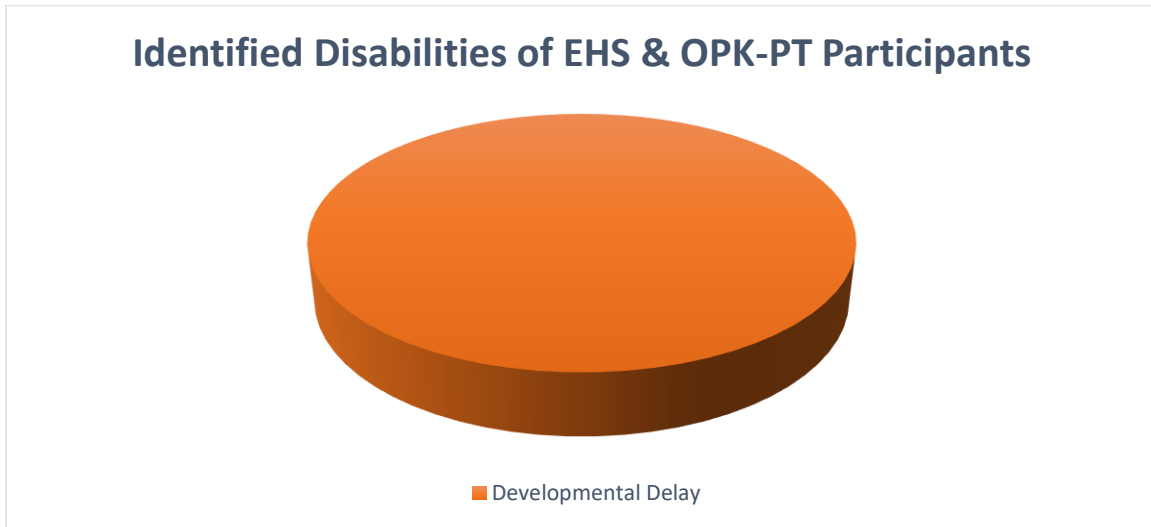


Services Provided to Families of Preschool Participants

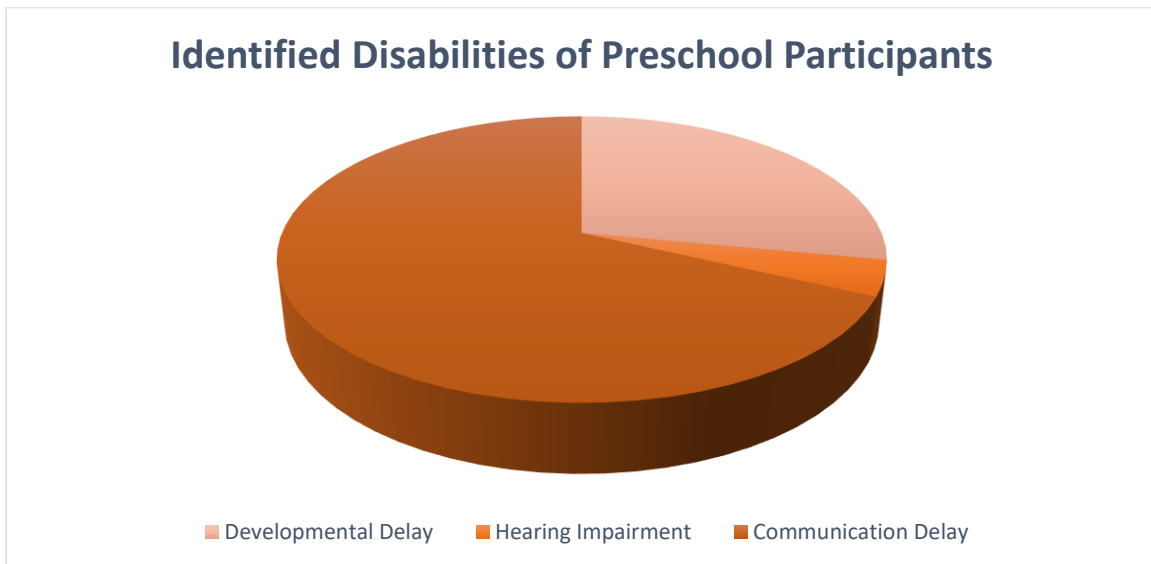


Children with Disabilities

Of the 42 Early Head Start (EHS) and OPK-PT served by the program 4 of them qualified for Early Childhood Special Education. The following chart shows children's identified disabilities.



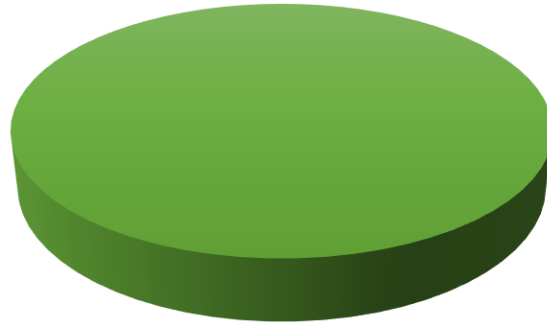
Of the 128 preschool children the program served 28 of them qualified for Special Education. The following chart shows the children's identified disabilities.



Health Services for all Participants

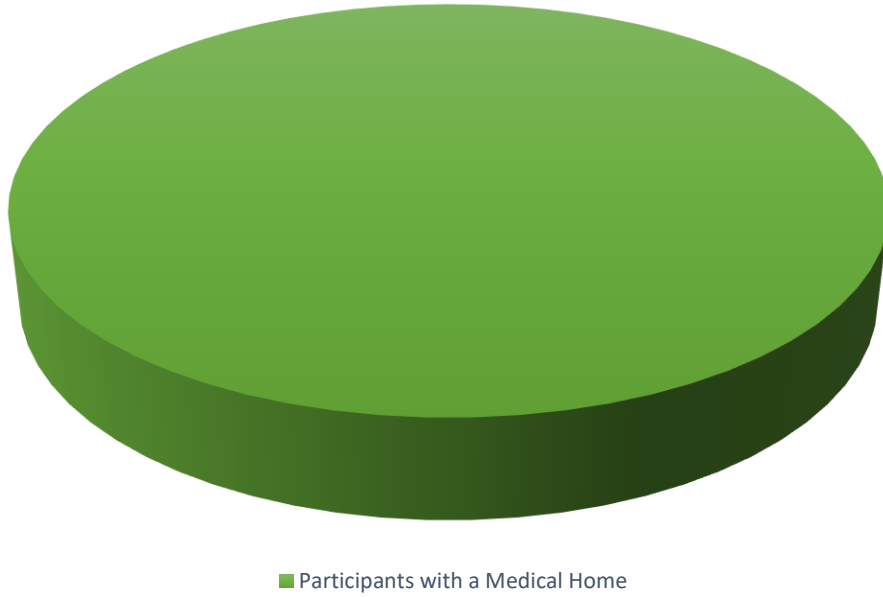
In looking at the following health services information it is important to note that many children dropped out of the program because of COVID fears over the course of the year. Each time a child dropped; staff attempted to fill the slot within 30 days. This was often difficult since many families didn't want their young children out in a center to potentially be exposed to COVID. This fact, coupled with many Medical Services Providers doing virtual visits with patients, tended to change the success rate for conducting health screenings and doing follow-up services.

EHS & OPK-PT Participants with a Medical Home



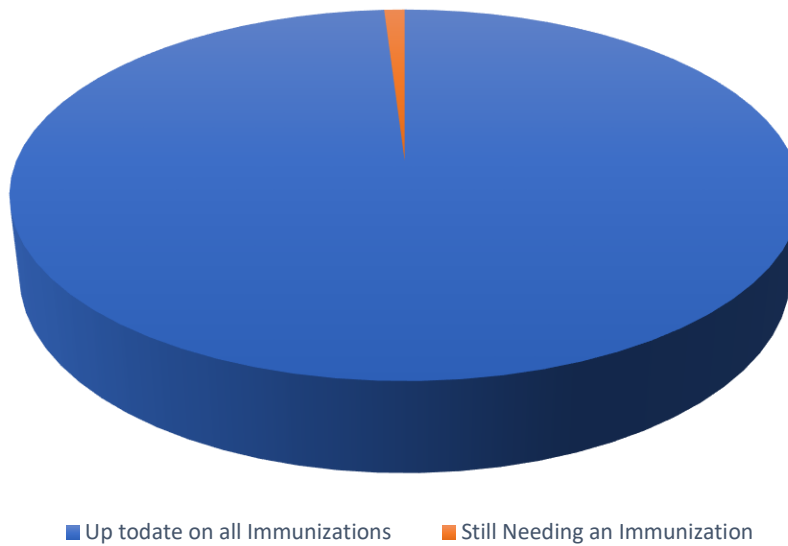
■ Participants with a Medical Home

Preschool Participants with a Medical Home

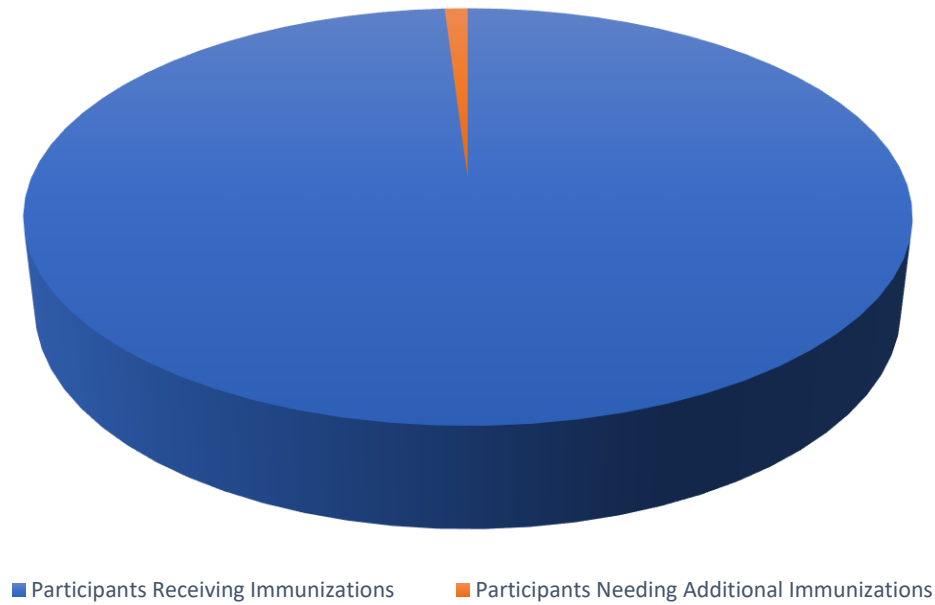


Immunization Status of Participants

Immunization Status of EHS & OPK-PT Participants



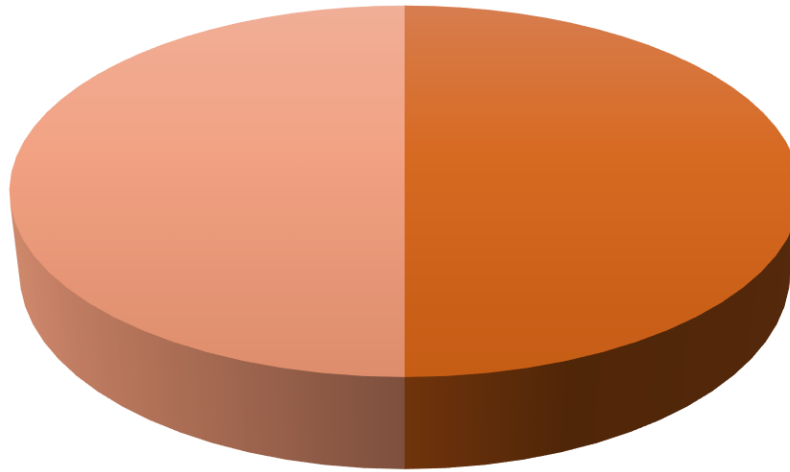
Immunization Status of Preschool Participants



Medical Services

There were no Early Head Start or OPK-PT children identified as needing additional medical treatment or services.

Medical Treatment of Preschool Children

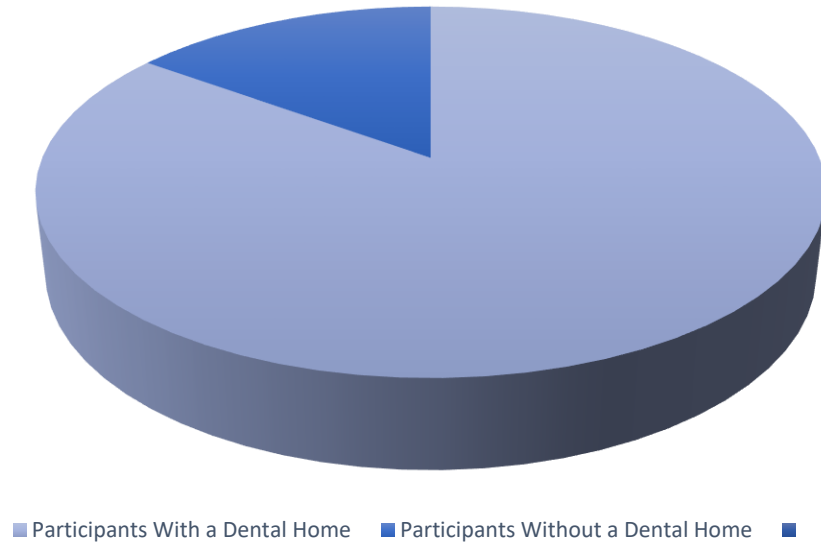


■ Participants Needing Medical Treatment

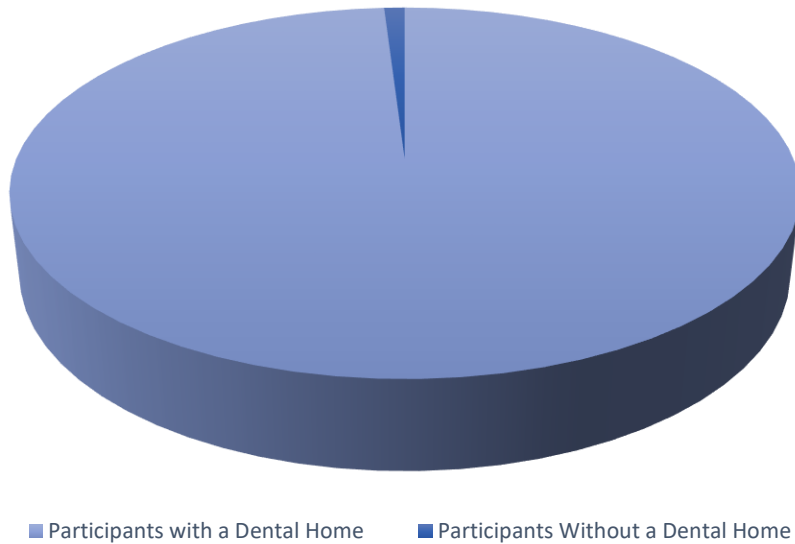
■ Participants Receiving Medical Treatment

Dental Services for Participants

EHS & OPK-PT Dental Home Information

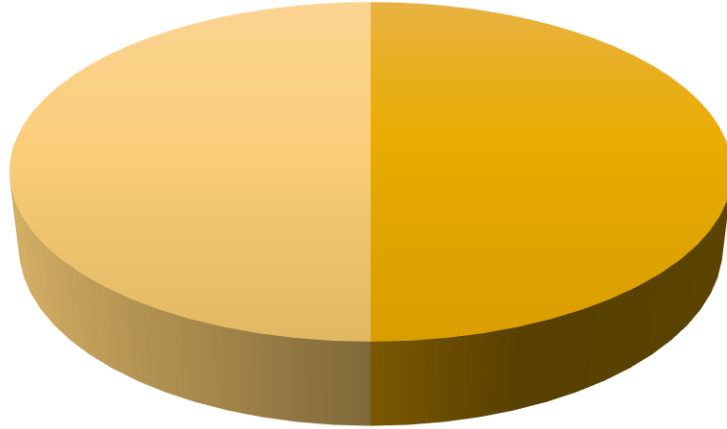


Preschool Dental Home Information



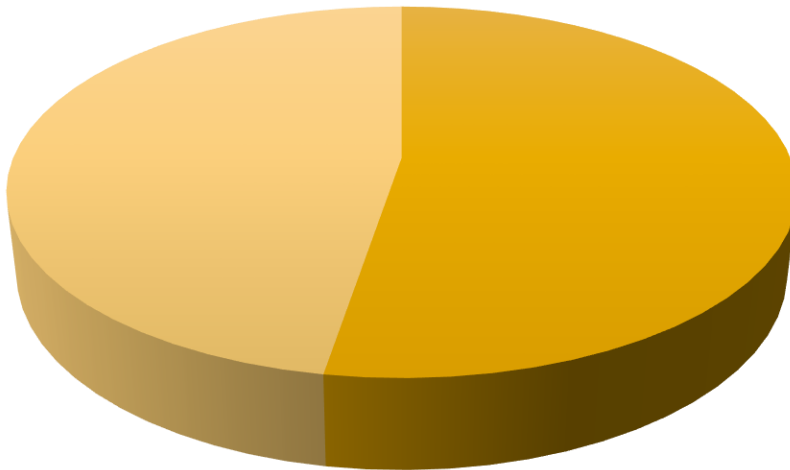
Dental Services for Participants

EHS Dental Treatment



■ EHS & OPK-PT Participants Needing Dental Treatment
■ EHS & OPK-PT Participants Receiving Dental Treatment

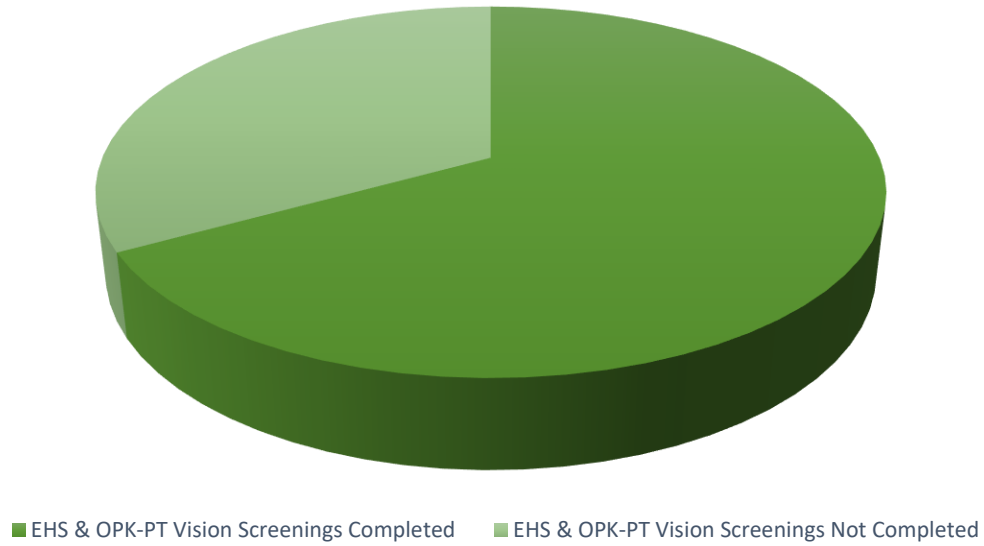
Preschool Dental Treatment



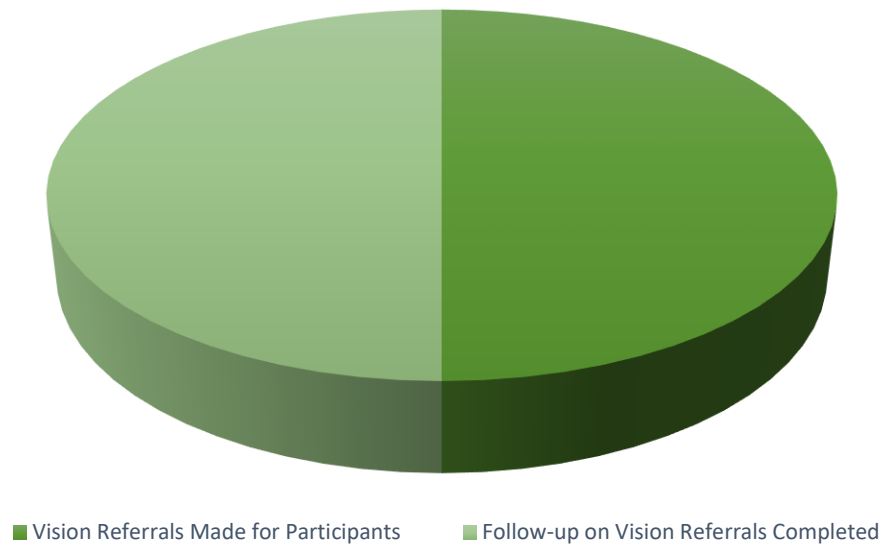
■ Preschool Participants Needing Dental Treatment ■ Preschool Participants Receiving Dental Treatment

Vision Services for Participants

EHS & OPK-PT Vision Screenings

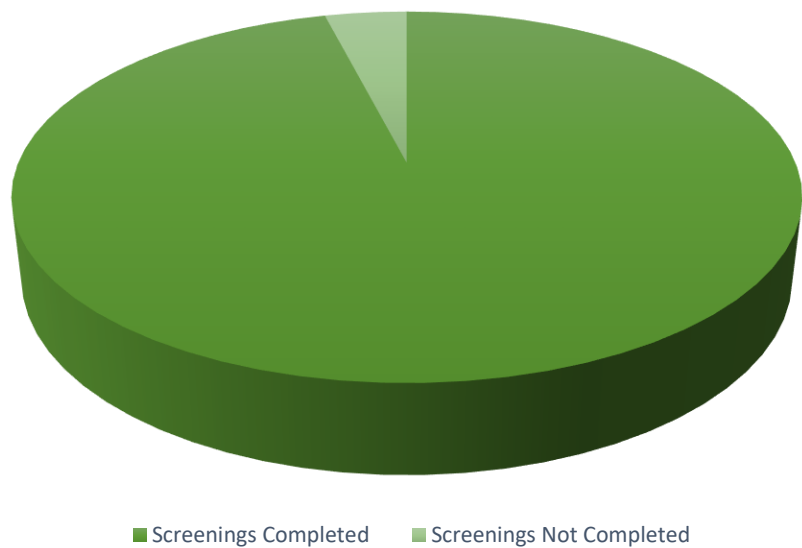


EHS & OPK-PT Vision Treatment Needed

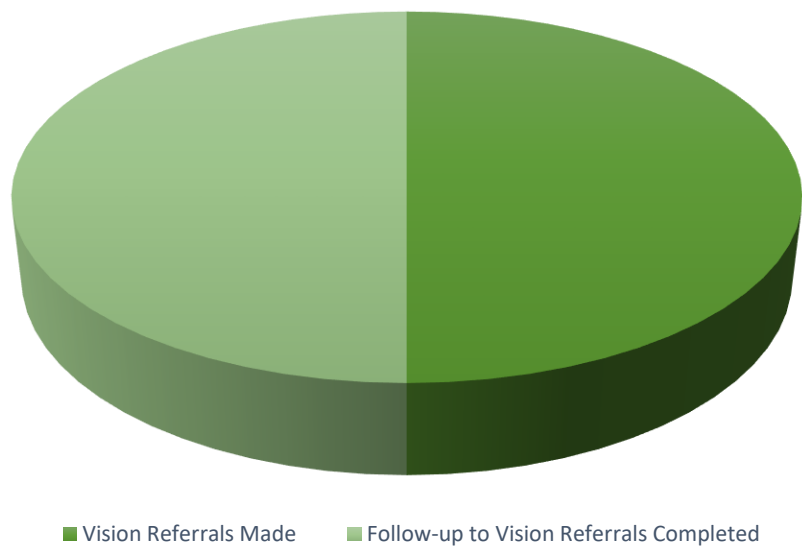


Vision Services

Preschool Vision Screenings

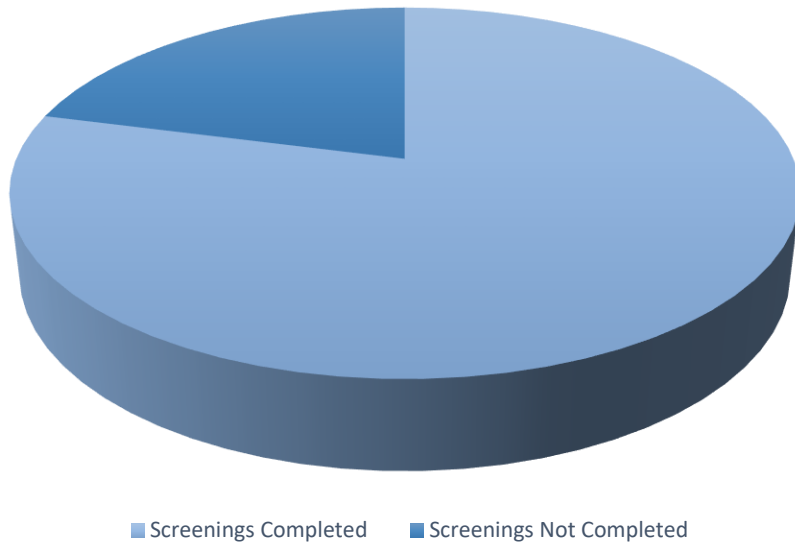


Preschool Vision Referrals

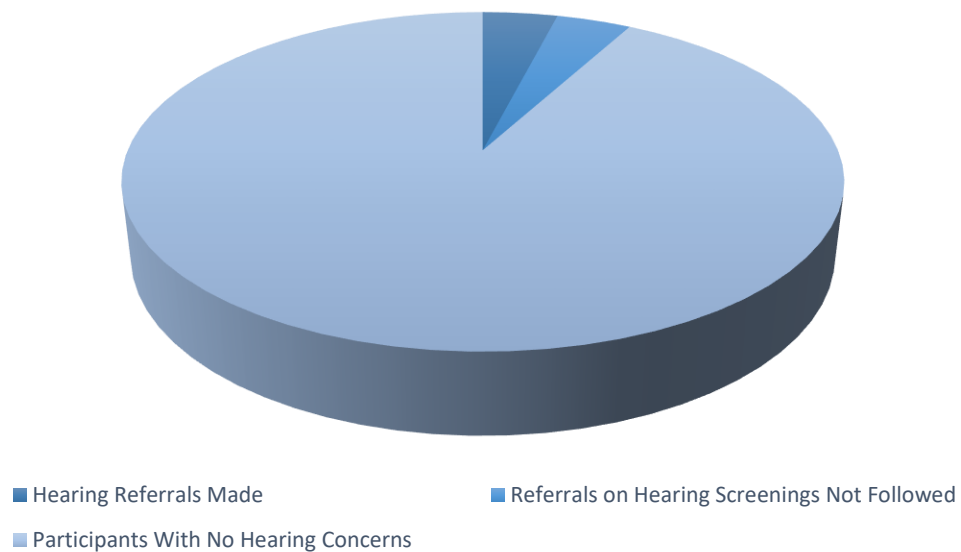


Hearing Services

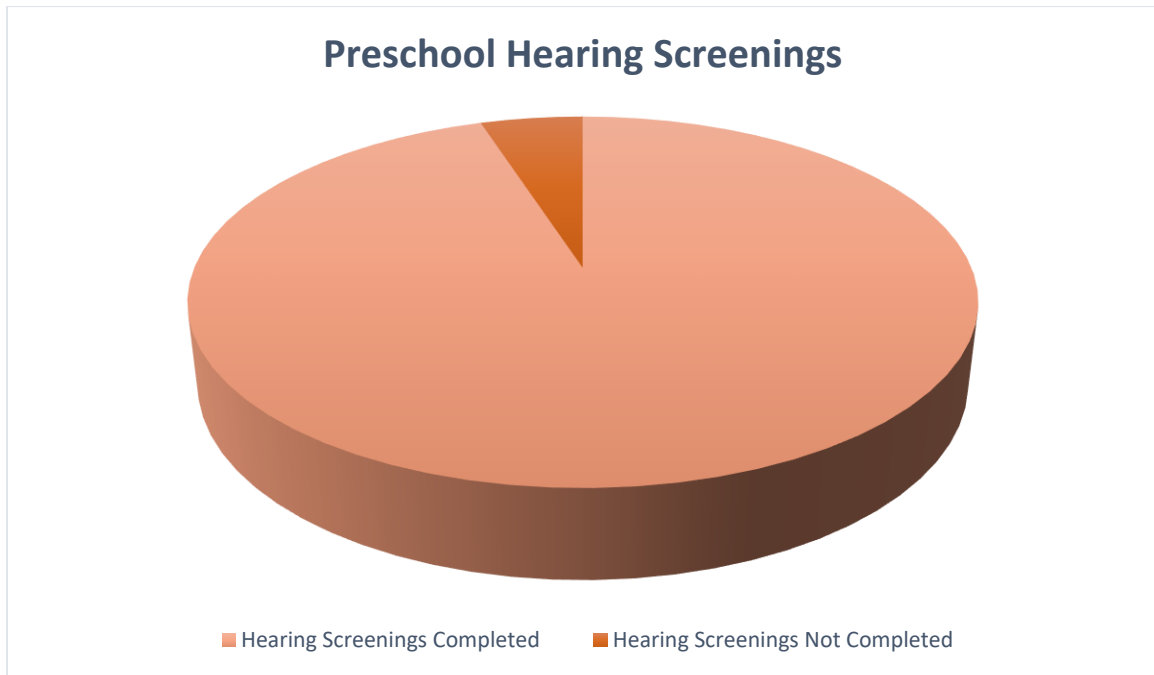
EHS & OPK-PT Hearing Screenings



EHS & OPK-PT Referrals



Hearing Services



There were no hearing referrals made since none of the screenings identified any children with hearing concerns.

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 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;
- Training on the developmental acquisition of skills and levels that children progress through from birth to age eight.

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 developmental areas 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 2020/2021 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 and the OPK-PT infants and toddlers 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.

In looking at the data on the preschool children many children over the course of this program year left due to COVID fears and concerns.

The charts show levels of forerunner skills that children are rated on according to the assessments, 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 their 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

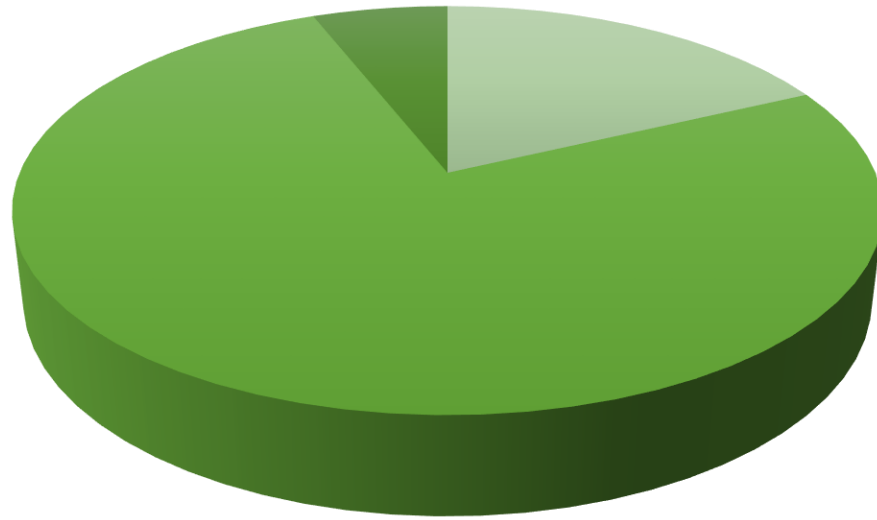
Educational Development of Participants

The following pie charts show the educational development and progress of all participants through their involvement in the program. The assessments are done so that teaching staff can 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 individual skill development of all children. There are three assessments that are done on preschool and OPK-PT 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 all children, and a summer one is done on the EHS children since this option operates until the middle of August. In looking at the EHS charts it is important to note that there are only 20 participants enrolled in this option. Some of these participants are pregnant women. Once their child is born the program begins serving both the child and mother. EHS serves pregnant women and children to the age of three. Once a child reached three years of age they are transitioned into a preschool classroom. In looking at the developmental charts for EHS you will note that the assessment scores went down between the spring assessment and the summer one. This decline was created due to children who aged out of the EHS classrooms but will be starting back in a preschool classroom in the fall.

Social-Emotional Development of All Program Participants

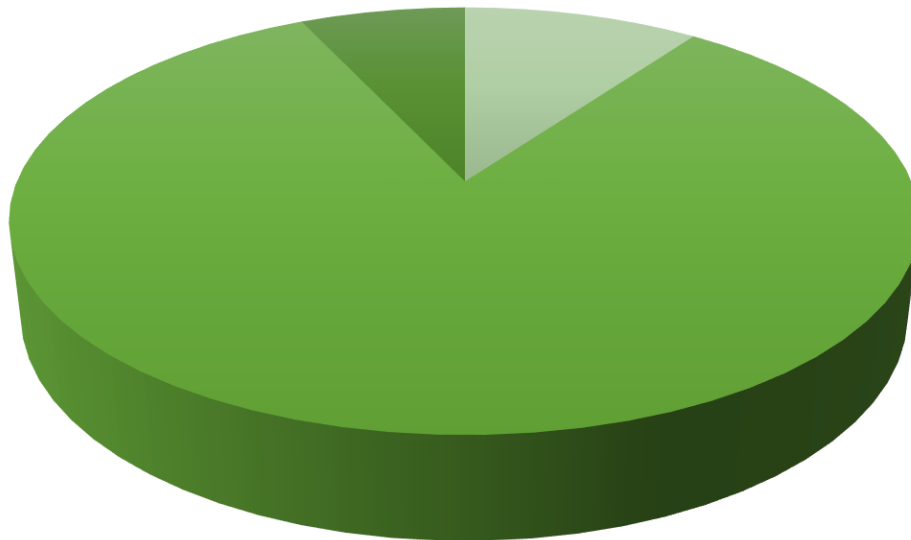


Winter Social-Emotional Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

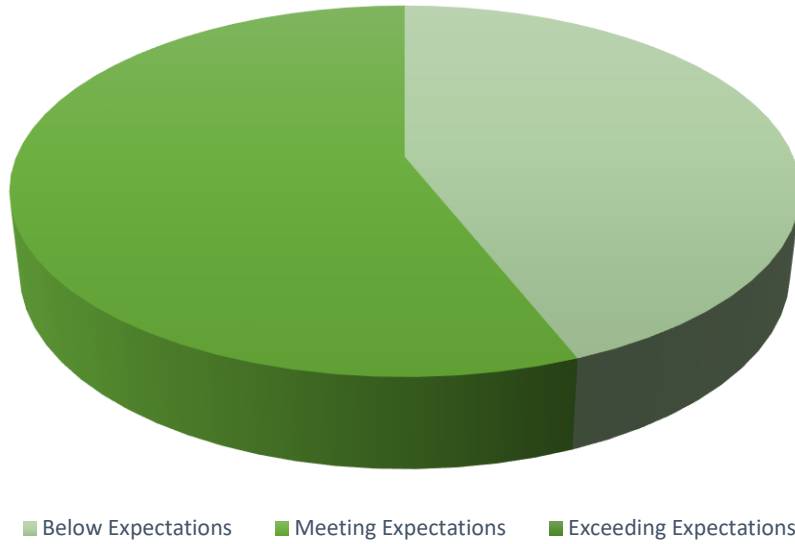
Spring Social-Emotional Development



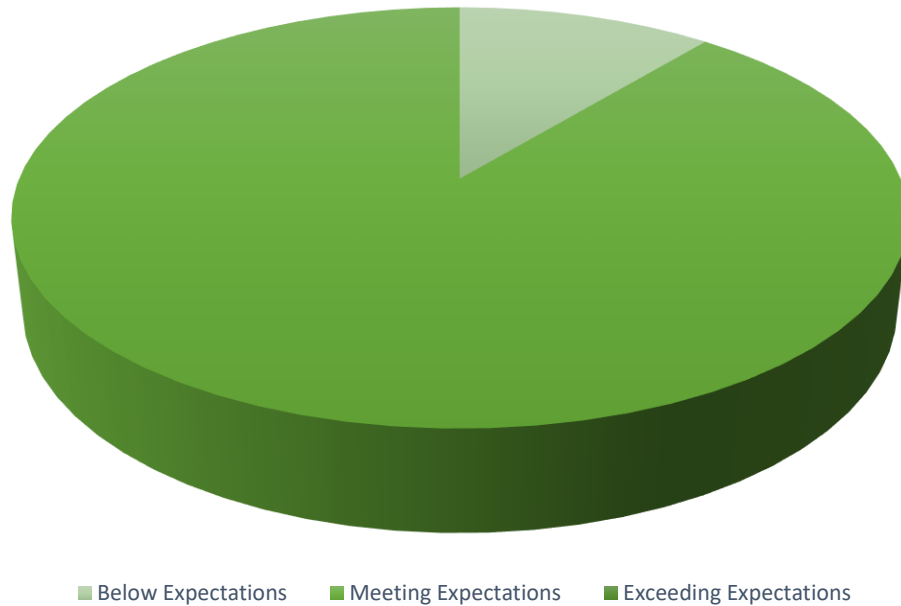
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

EHS Social-Emotional Development

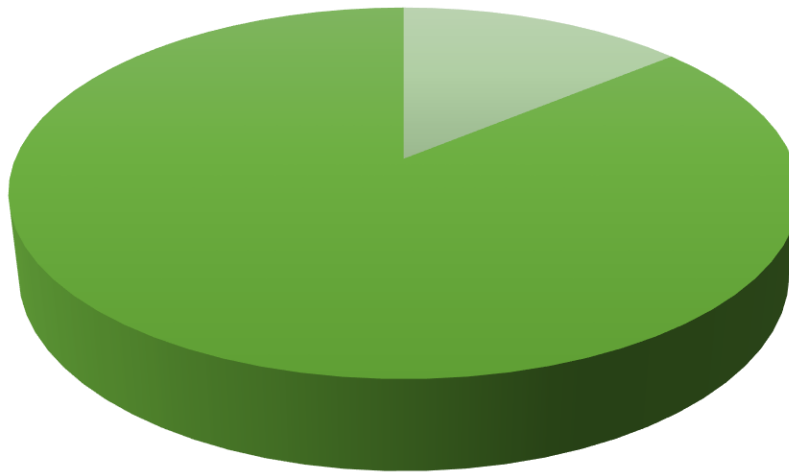
Fall EHS Social-Emotional Development



Winter EHS Social-Emotional Development

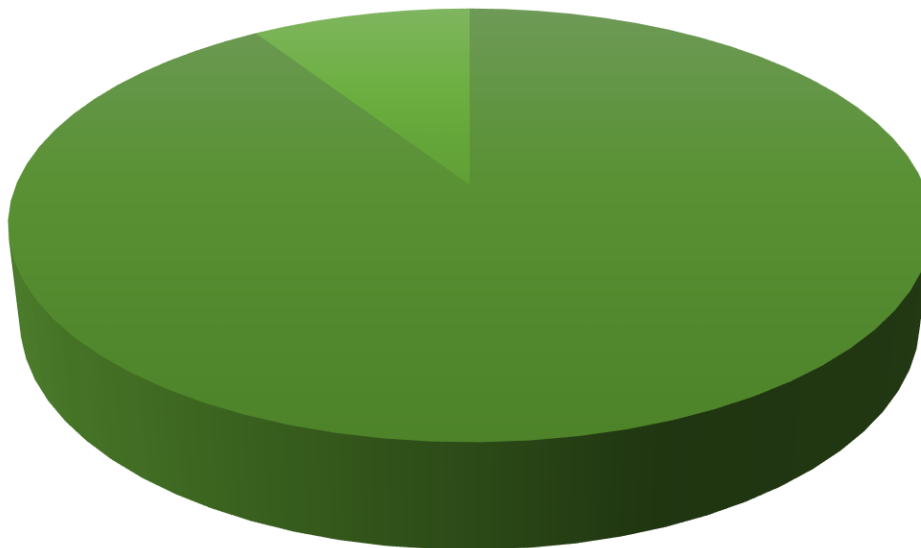


Spring EHS Social-Emotional Development



Below Expectations Meeting Expectations Exceeding Expectations

Summer EHS Social-Emotional Development

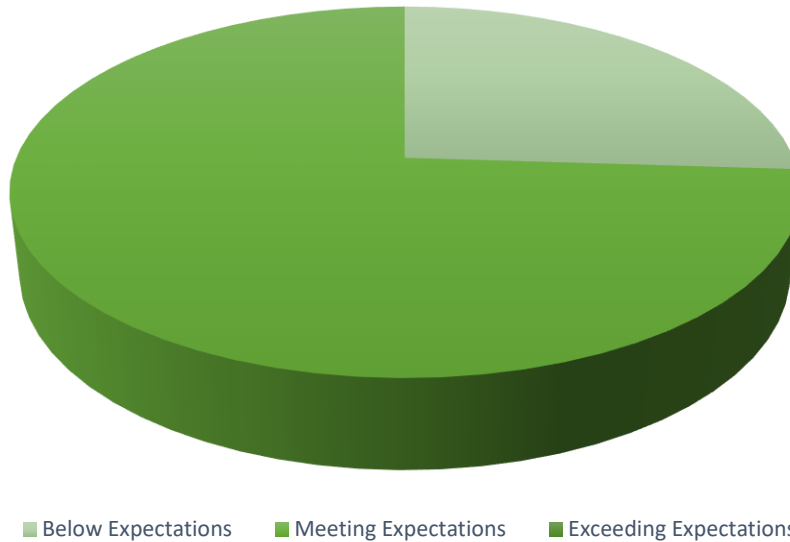


Below Expectations Meeting Expectations Exceeding Expectations

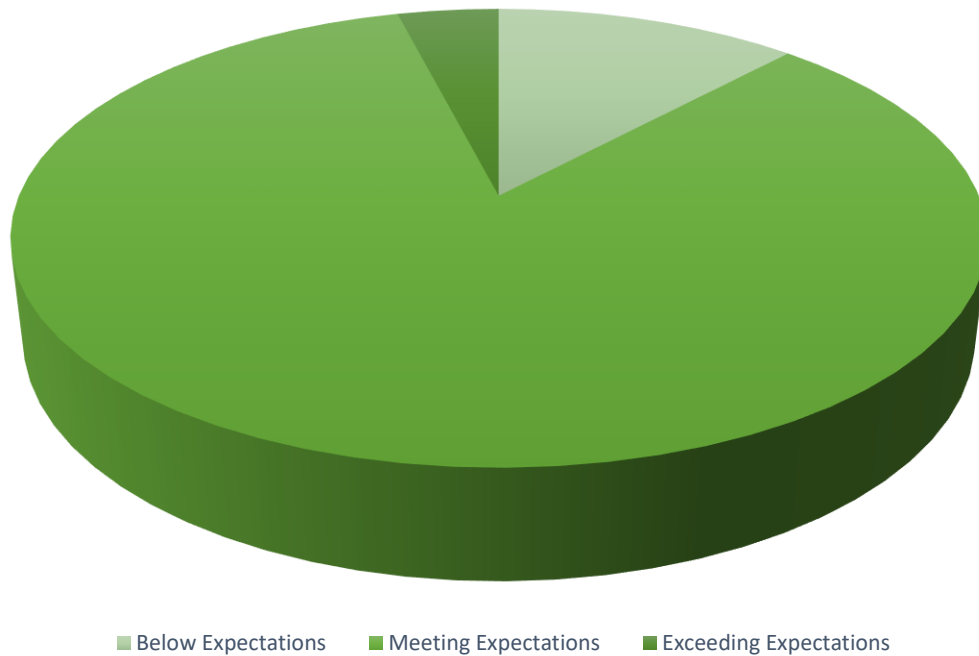
Social-Emotional Development of OPK-PT Participants

These classes did not start until the end of October 2020.

Winter OPK-PT Social-Emotional Development

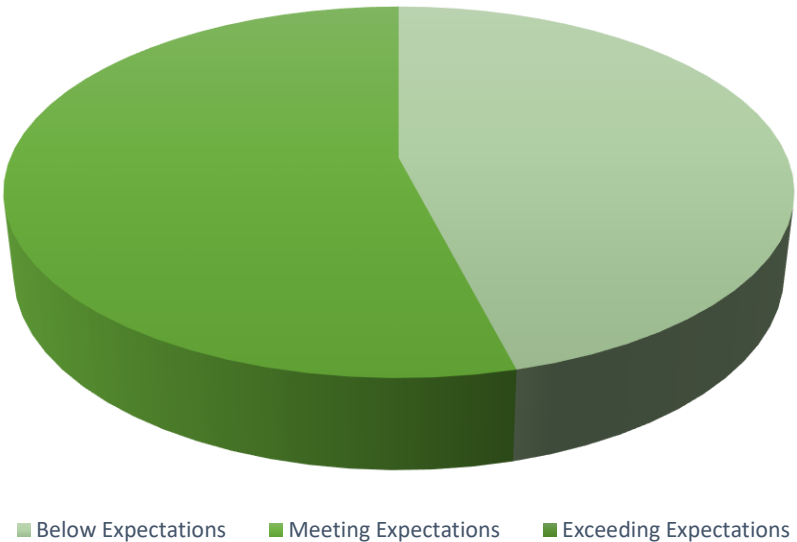


Spring OPK-PT Social-Emotional Development

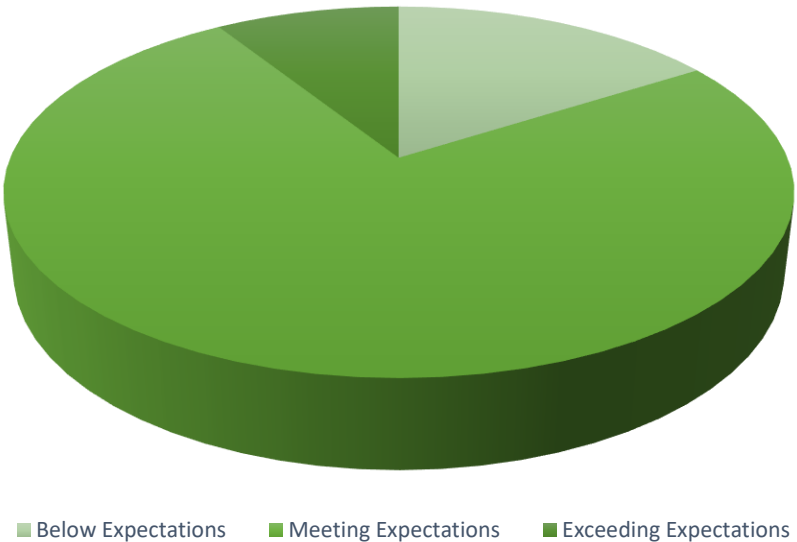


Social-Emotional Development of all Preschool Children

Fall Preschool Social-Emotional Development

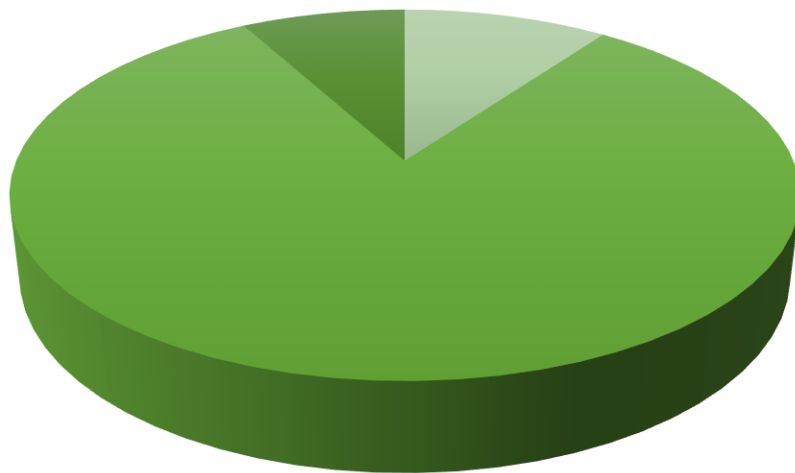


Winter Preschool Social-Emotional Development



Social-Emotional Development of All Preschool Participants

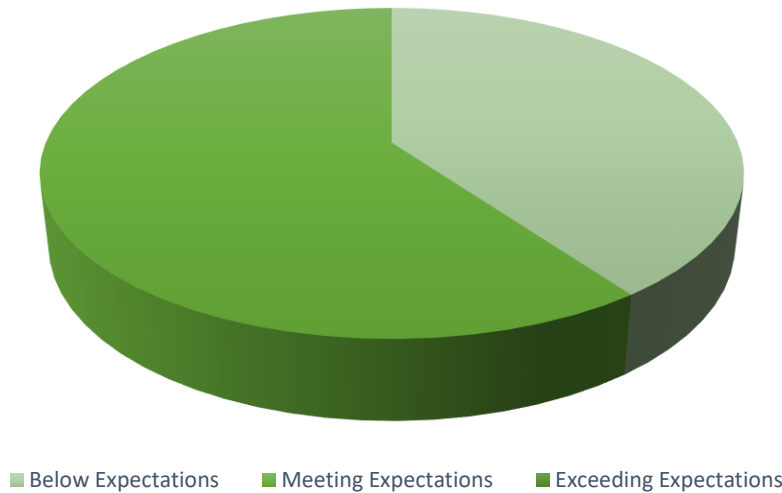
Spring Preschool Social-Emotional Development



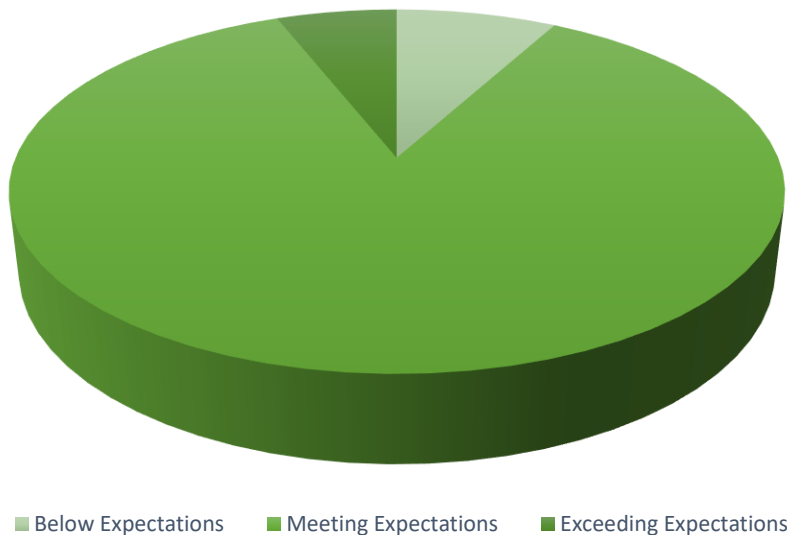
Below Expectations Meeting Expectations Exceeding Expectations

Social-Emotional Development of Three-Year-Old Participants

Fall Social-Emotional Development of Three Year Old Participants

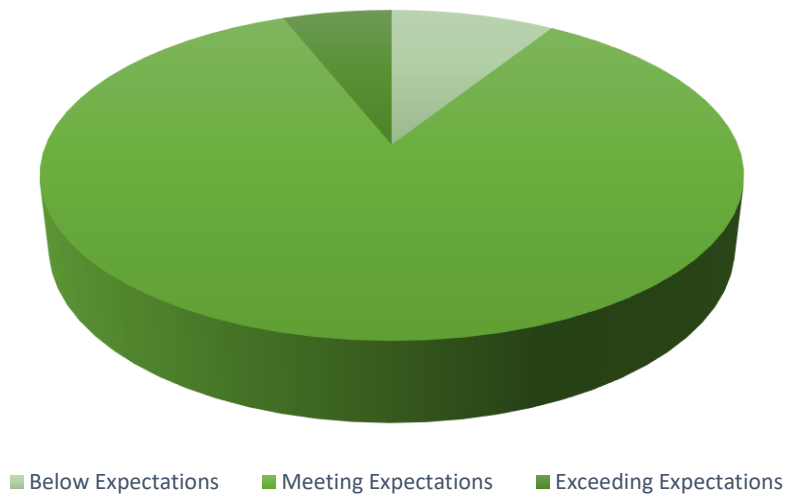


Winter Social-Emotional Development of Three Year Old Participants



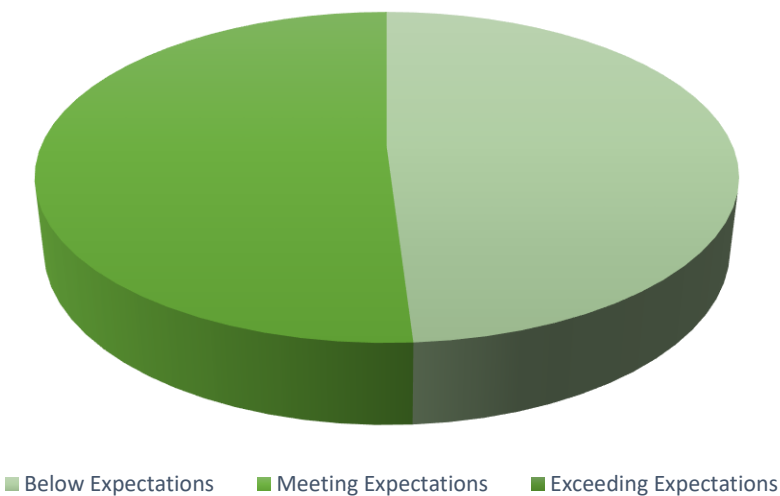
Social-Emotional Development of Three-Year-Old Participants

Spring Social-Emotional Development of Three Year Old Participants

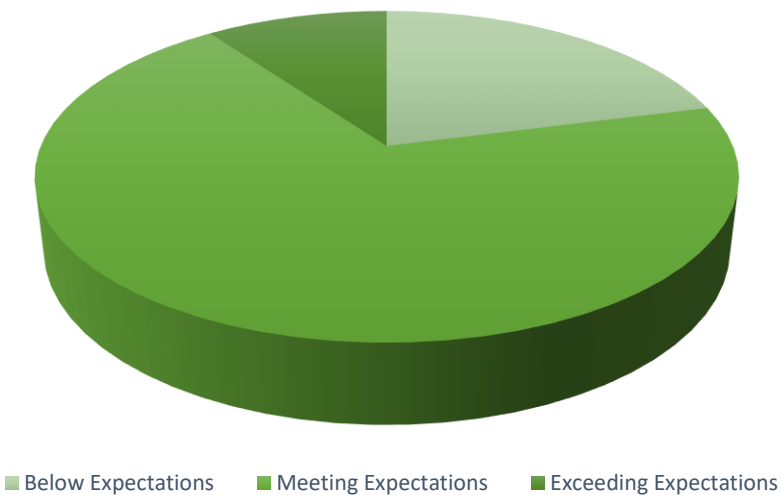


Social-Emotional Development of Four-Year-Old Participants

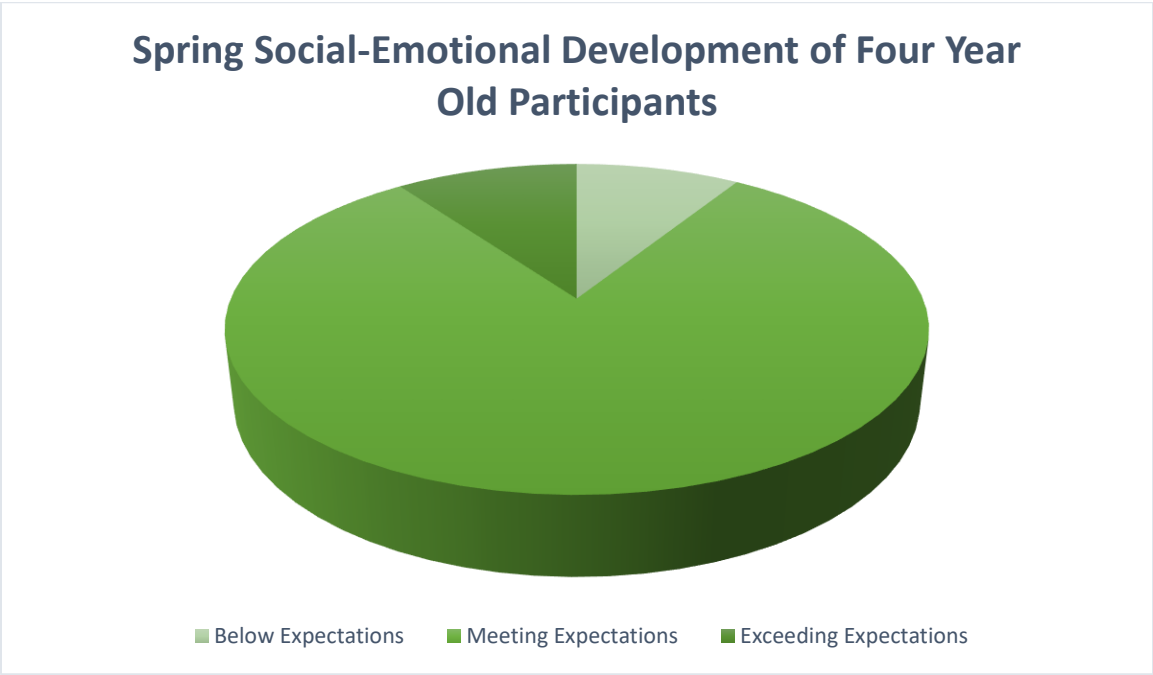
Fall Social-Emotional Development of Four Year Old Participants



Winter Social-Emotional Development of Four Year Old Participants

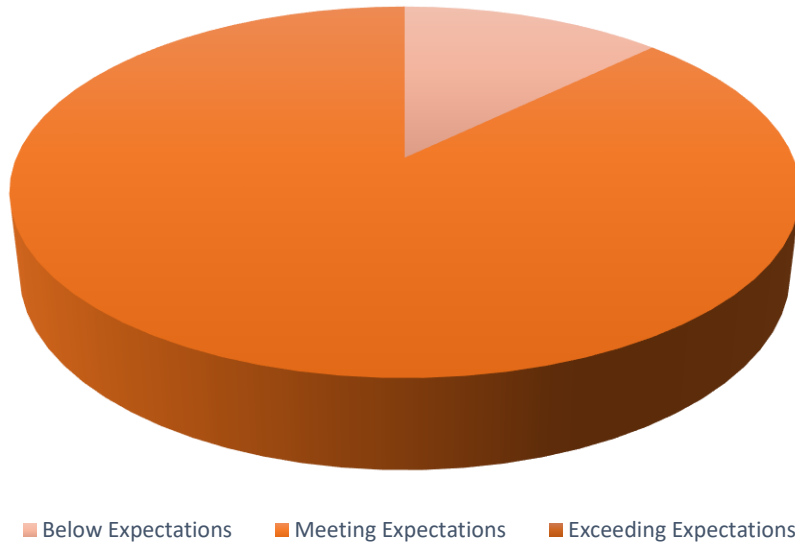


Social-Emotional Development of Four-Year-Old Participants

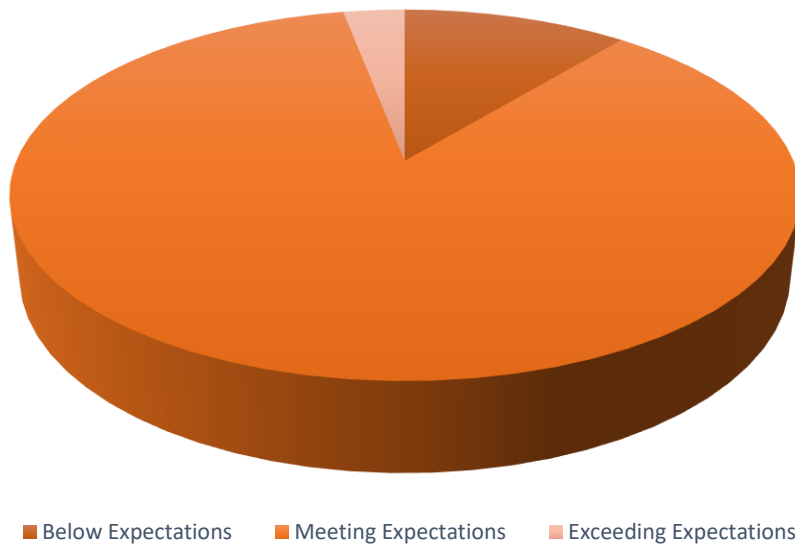


Physical Development of All Program Participants

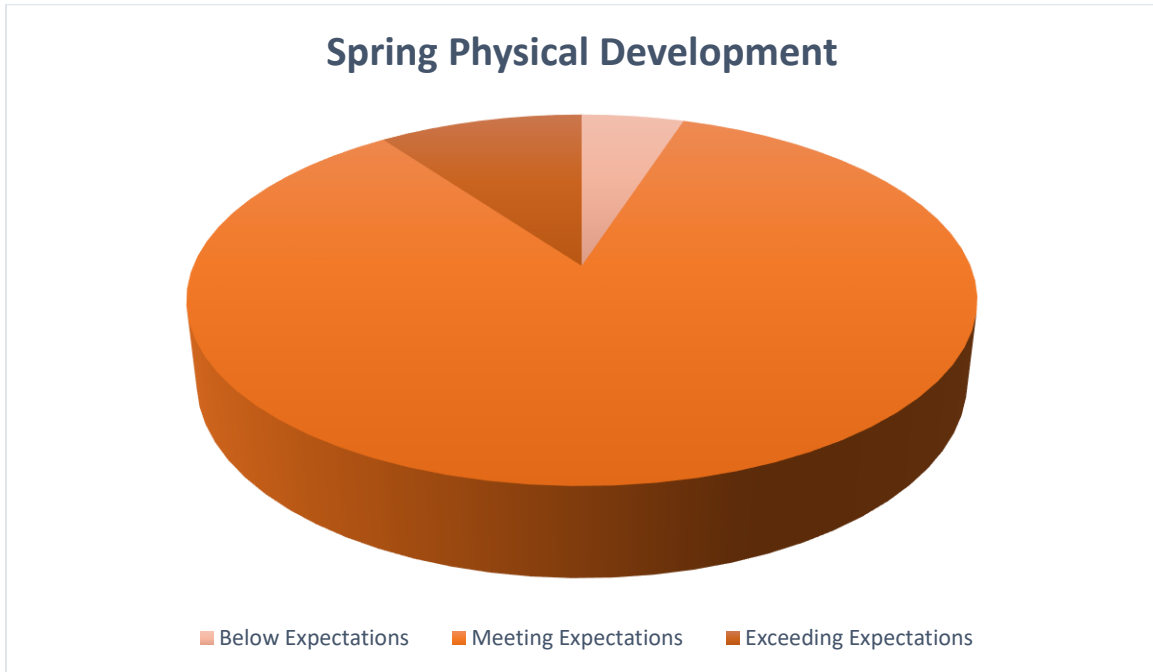
Fall Physical Development



Winter Physical Development

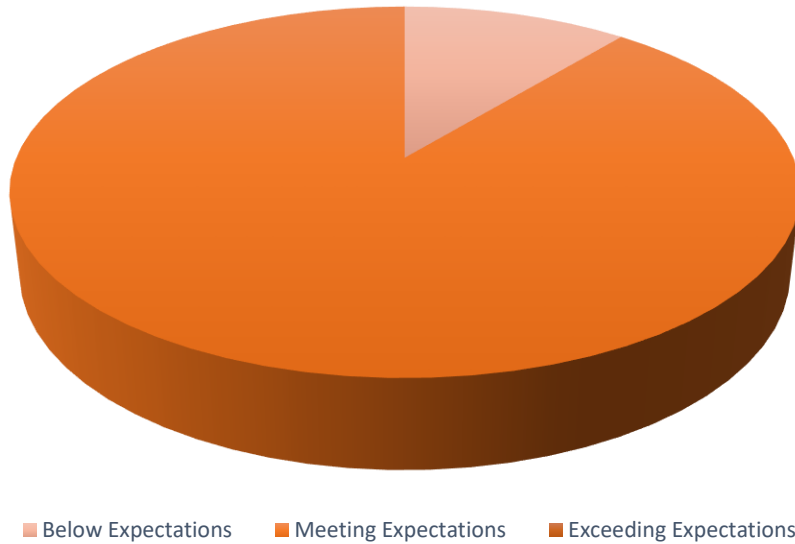


Physical Development of All Program Participants

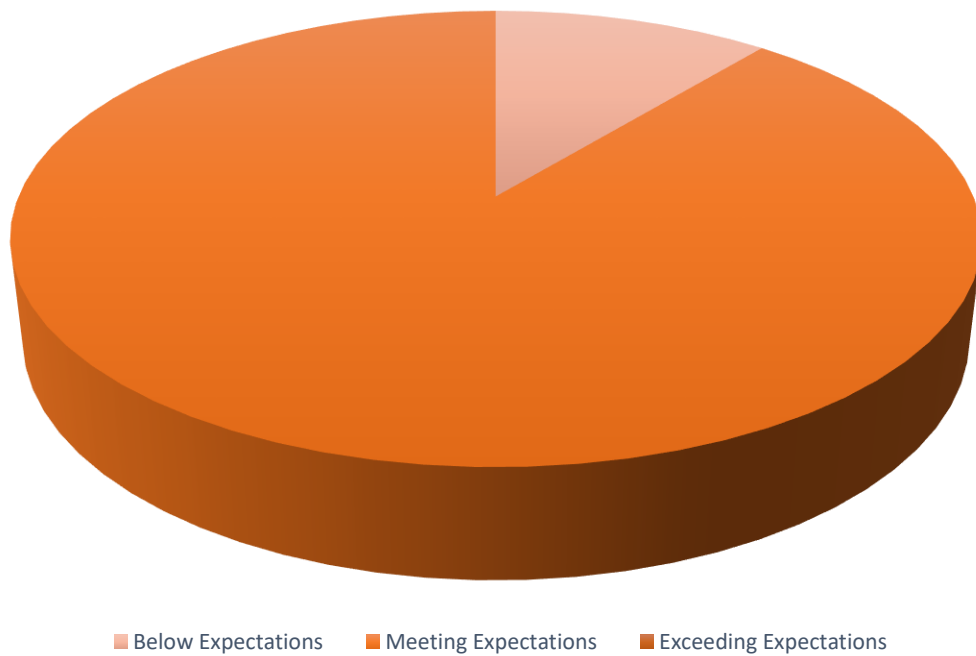


Physical Development of EHS Participants

Fall EHS Physical Development

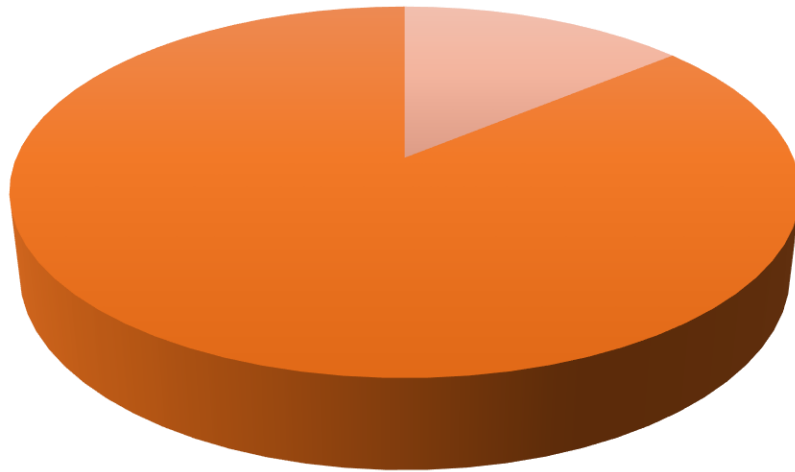


Winter EHS Physical Development



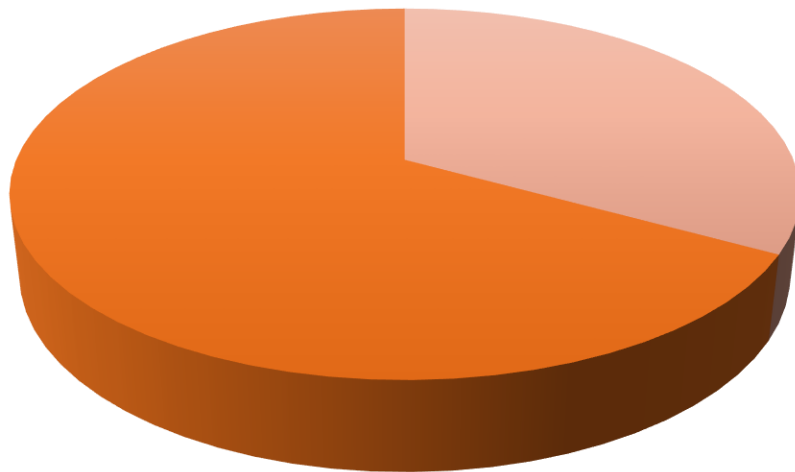
Physical Development of EHS Participants

Spring EHS Physical Development



Below Expectations Meeting Expectations Exceeding Expectations

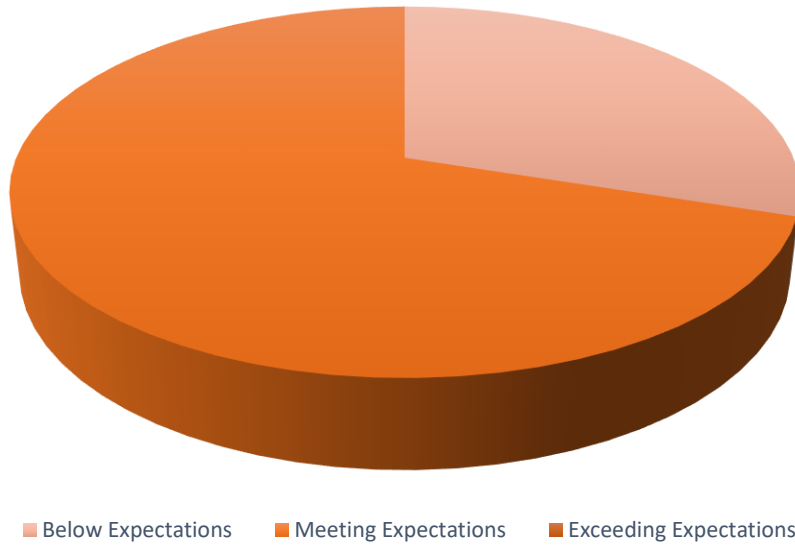
Summer EHS Physical Development



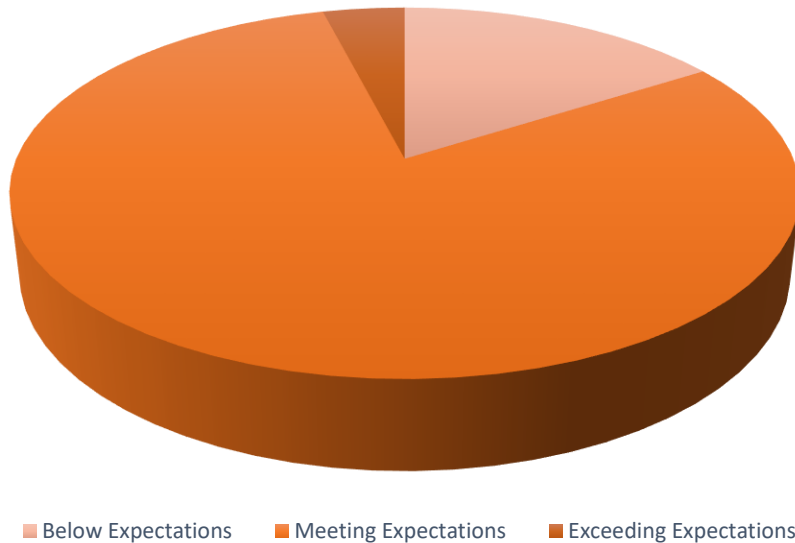
Below Expectations Meeting Expectations Exceeding Expectations

Physical Development of OPK-PT Participants

Winter OPK-PT Physical Development

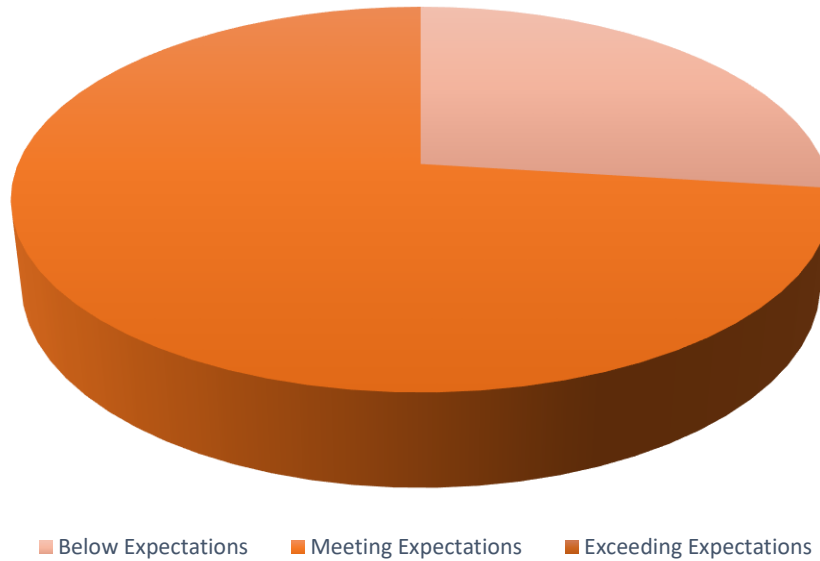


Spring OPK-PT Physical Development

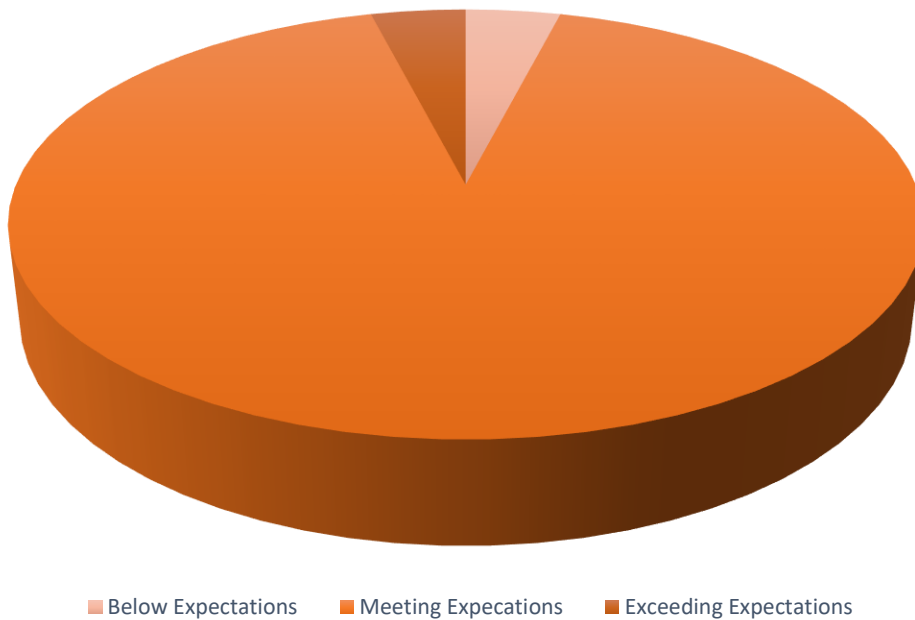


Physical Development of all Preschool Participants

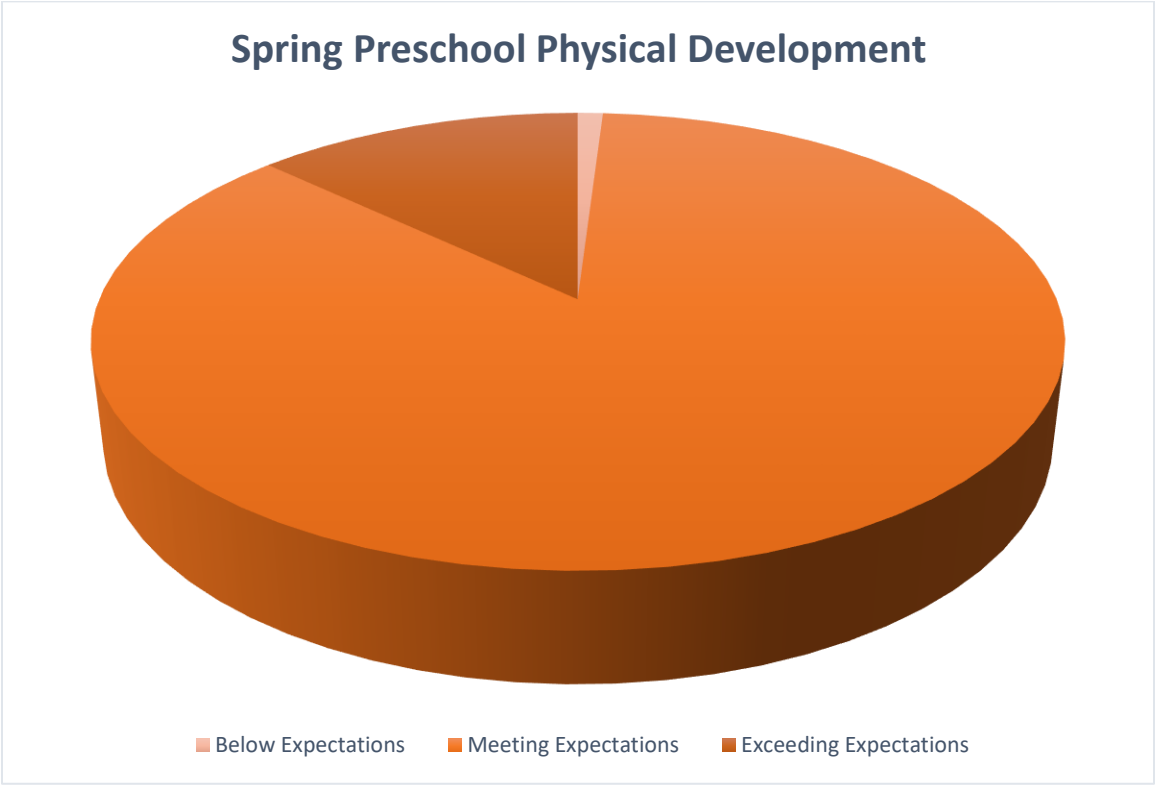
Fall Preschool Physical Development



Winter Preschool Physical Development

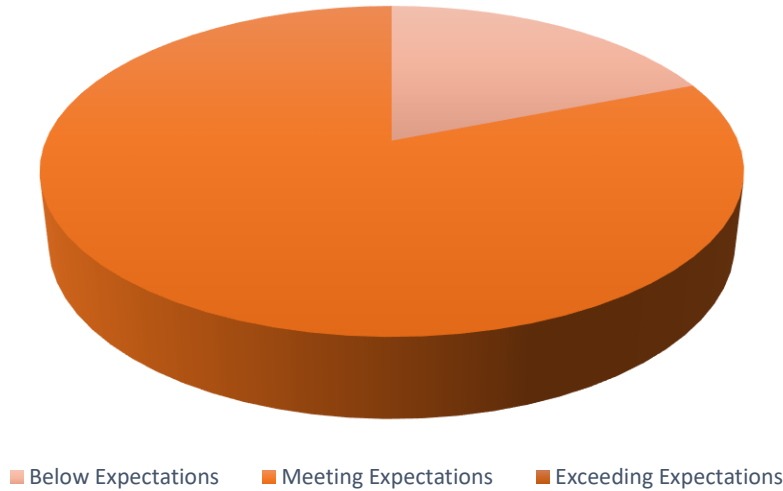


Physical Development of all Preschool Participants

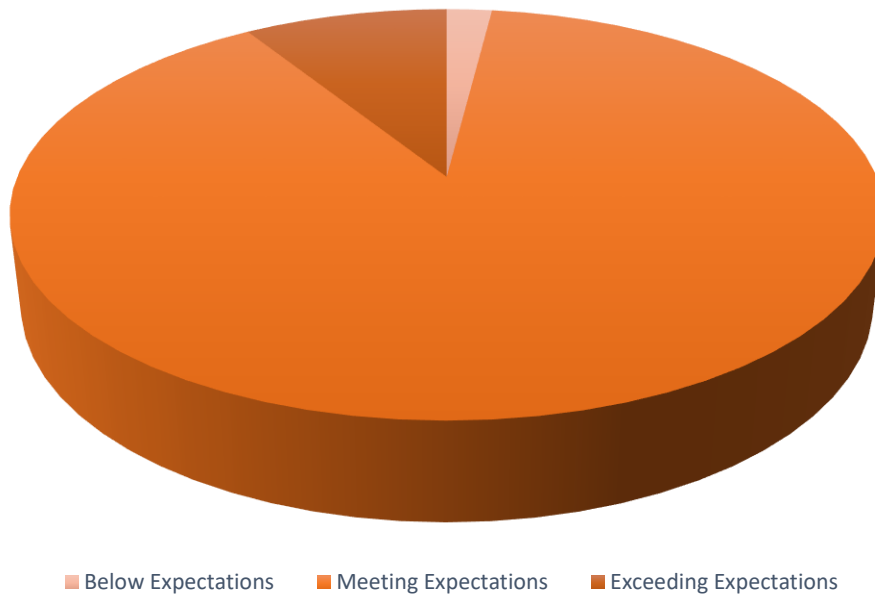


Physical Development of Three-Year-Old Participants

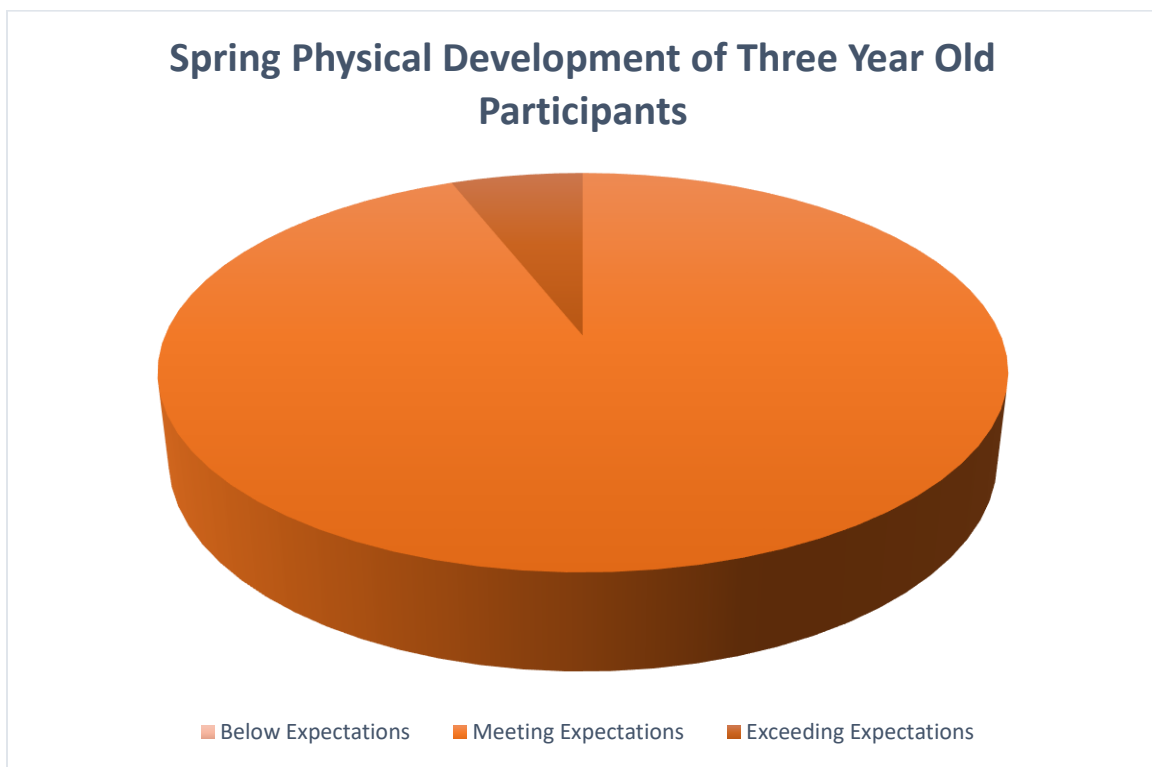
Fall Physical Development of Three Year Old Participants



Winter Physical Development of Three Year Old Participants

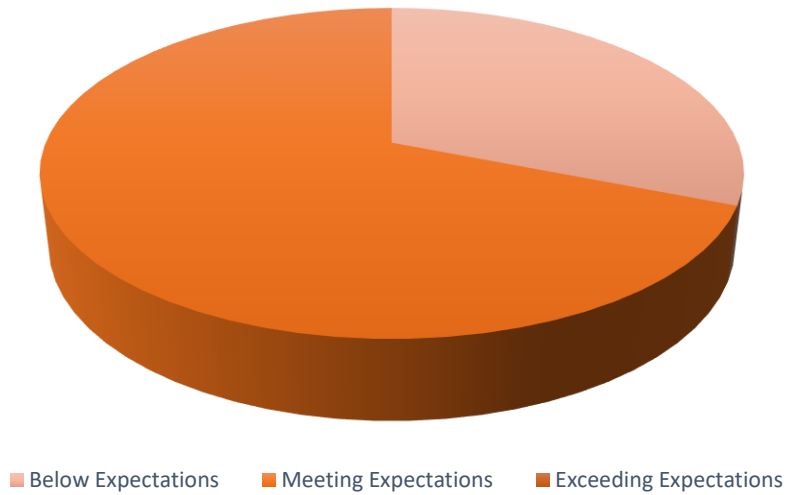


Physical Development of Three-Year-Old Participants

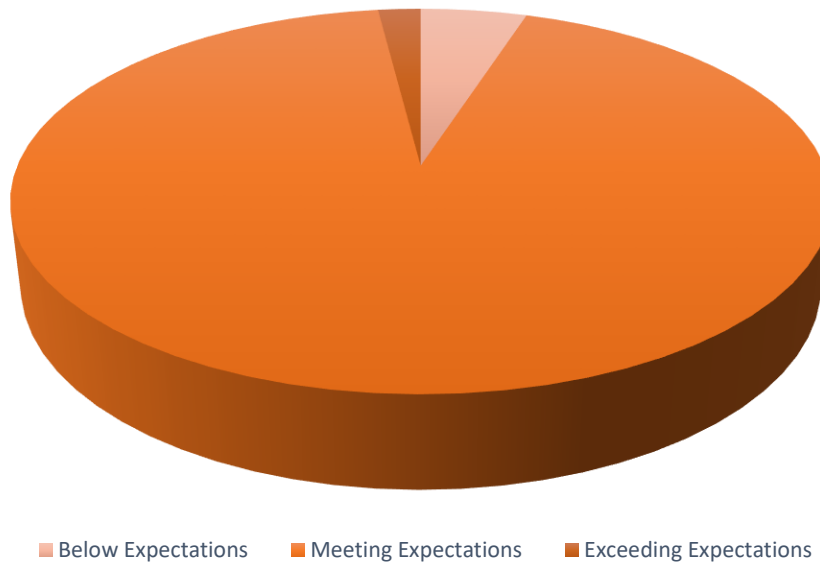


Physical Development of Four-Year-Old Participants

Fall Physical Development of Four Year Old Participants

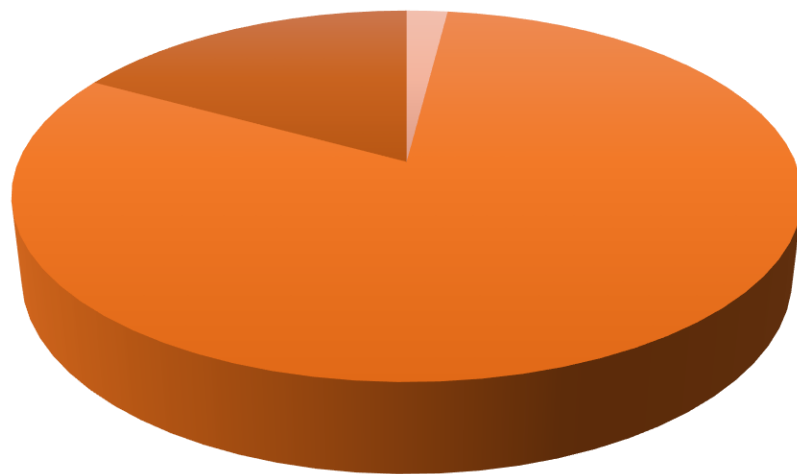


Winter Physical Development of Four Year Old Participants



Physical Development of Four-Year-Old Participants

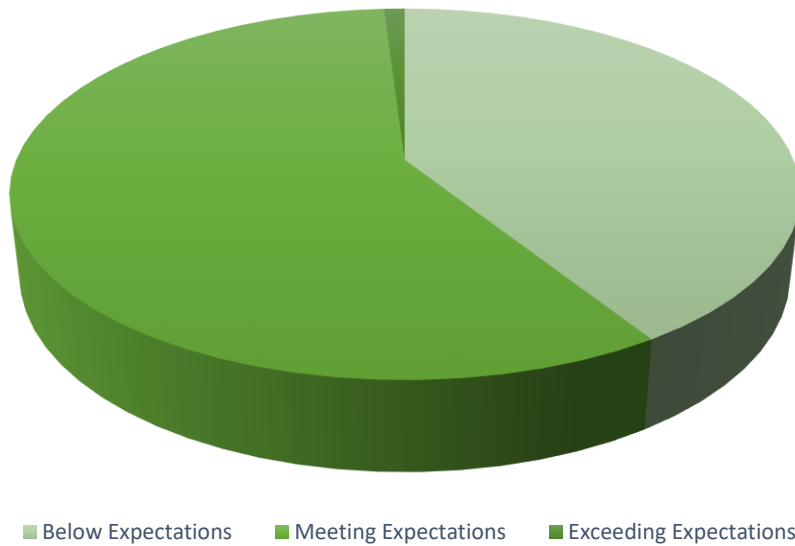
Spring Development of Four Year Old Participants



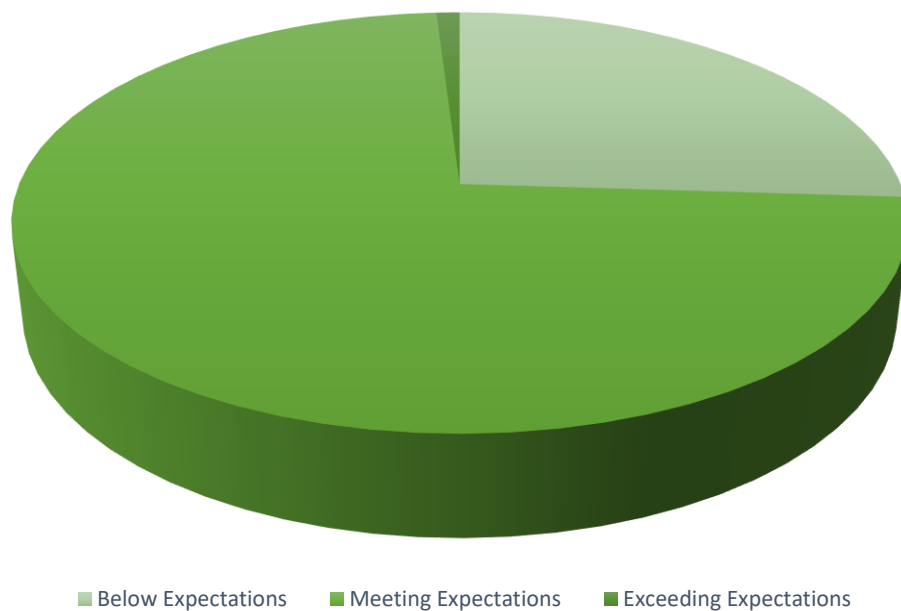
Below Expectations Meeting Expectations Exceeding Expectations

Language Development of all Participants

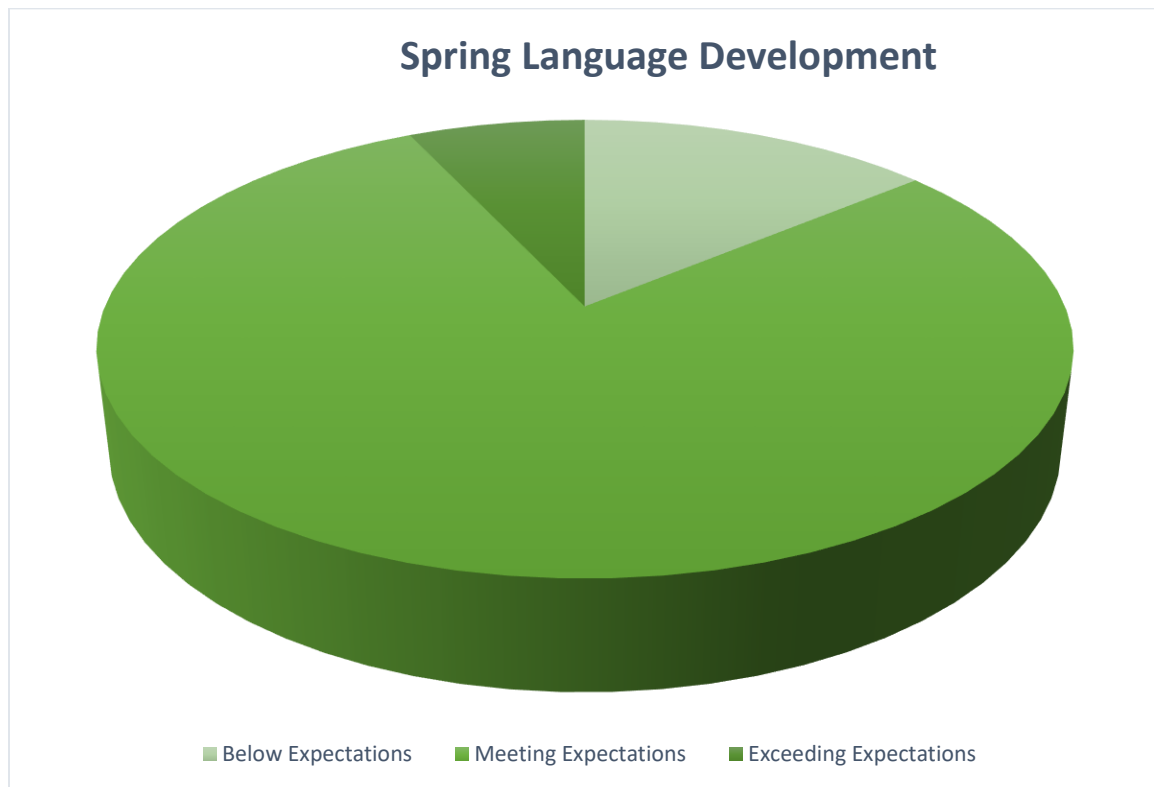
Fall Language Development



Winter Language Development

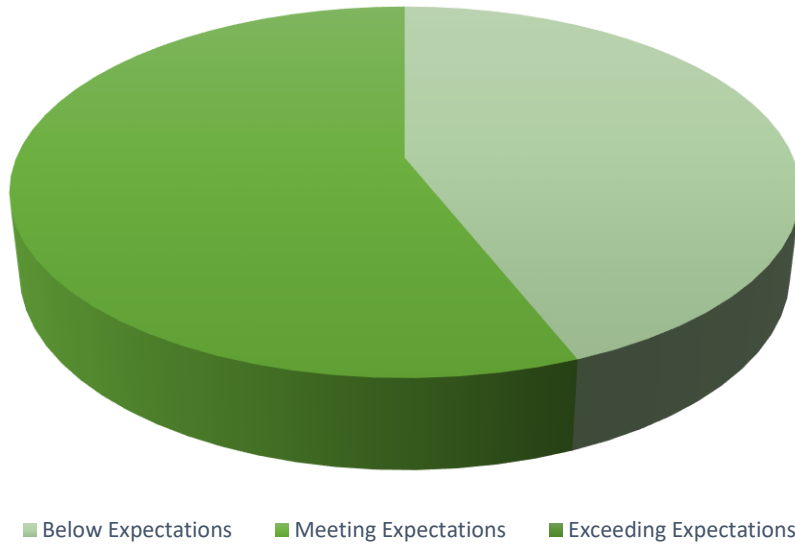


Language Development of all Participants

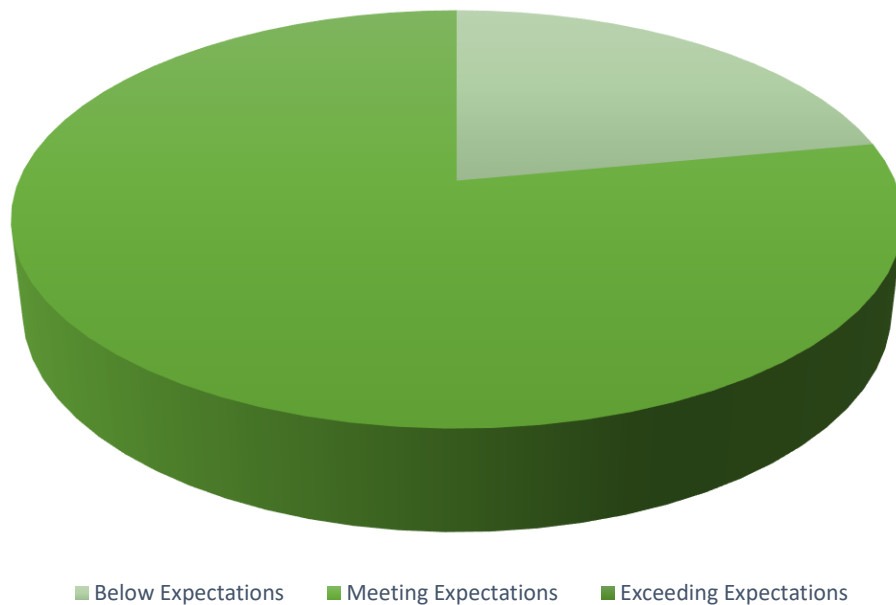


Language Development of EHS Participants

Fall EHS Language Development

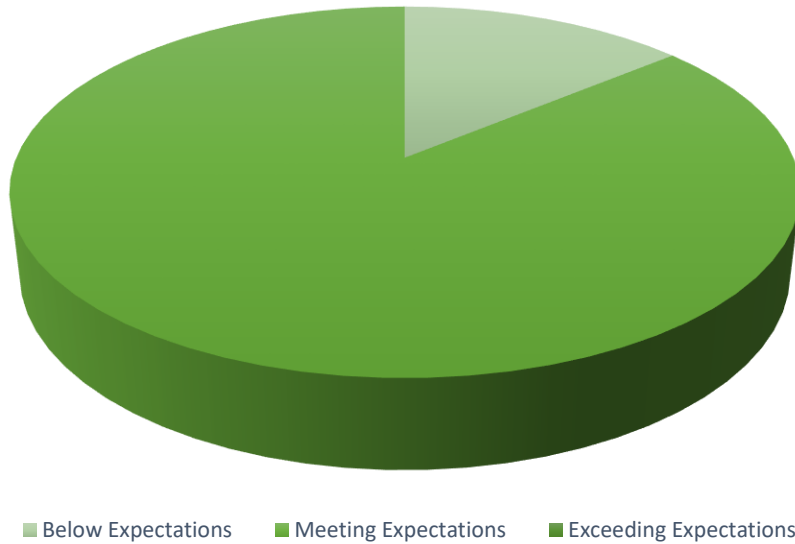


Winter EHS Language Development

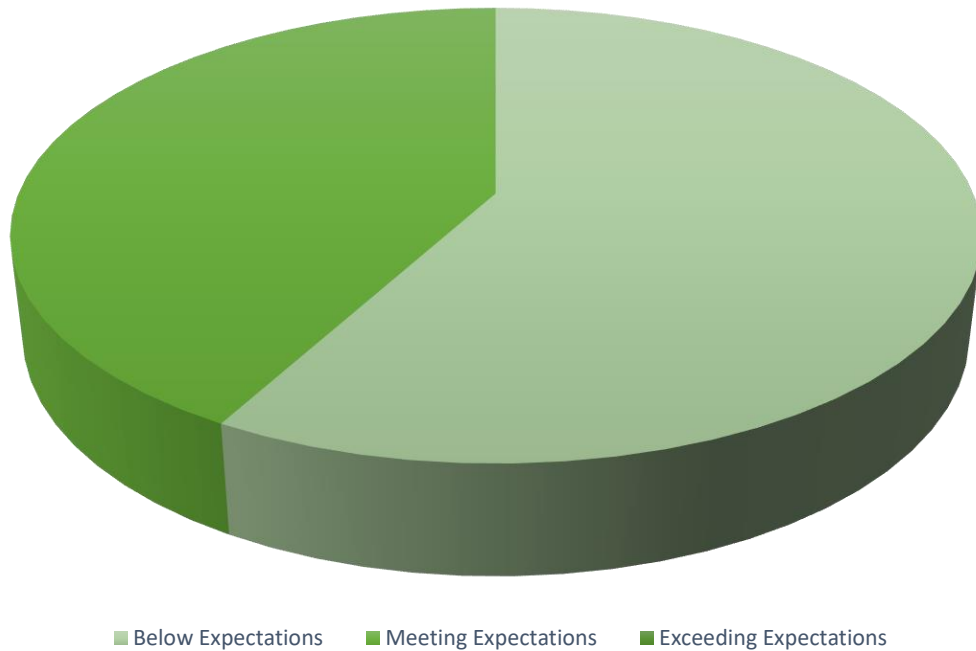


Language Development of EHS

Spring EHS Language Development

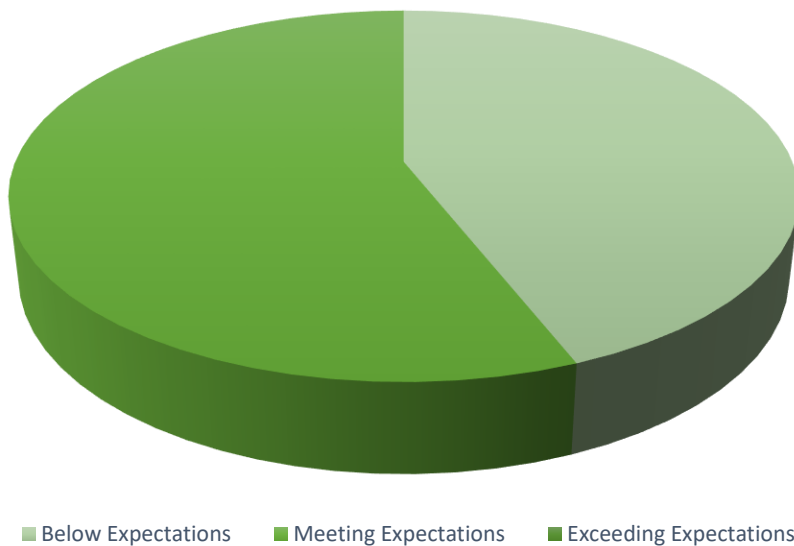


Summer EHS Language Development

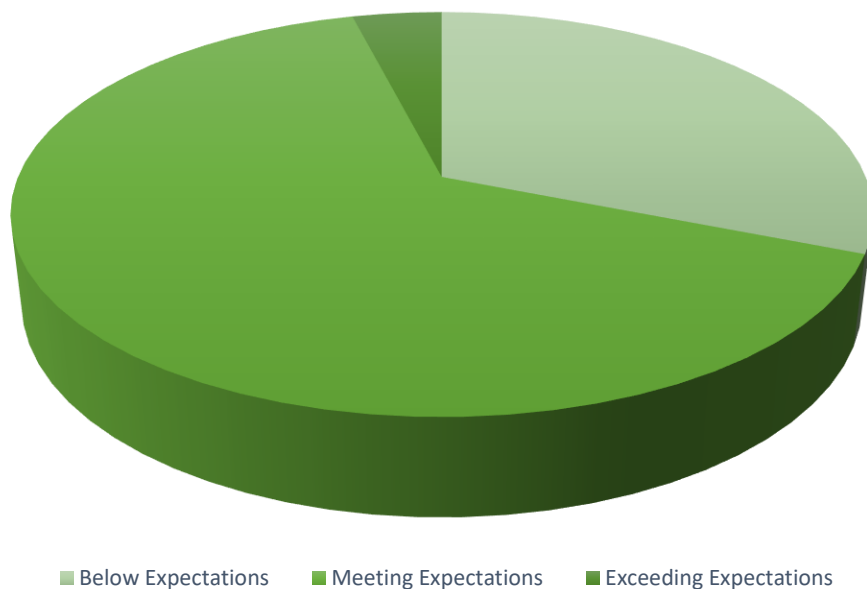


Language Development of OPK-PT Participants

Winter OPK-PT Language Development

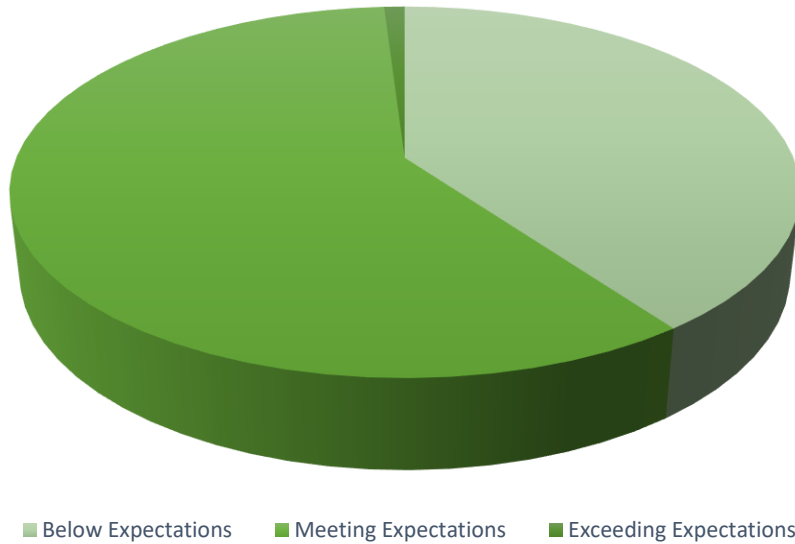


Spring OPK-PT Language Development

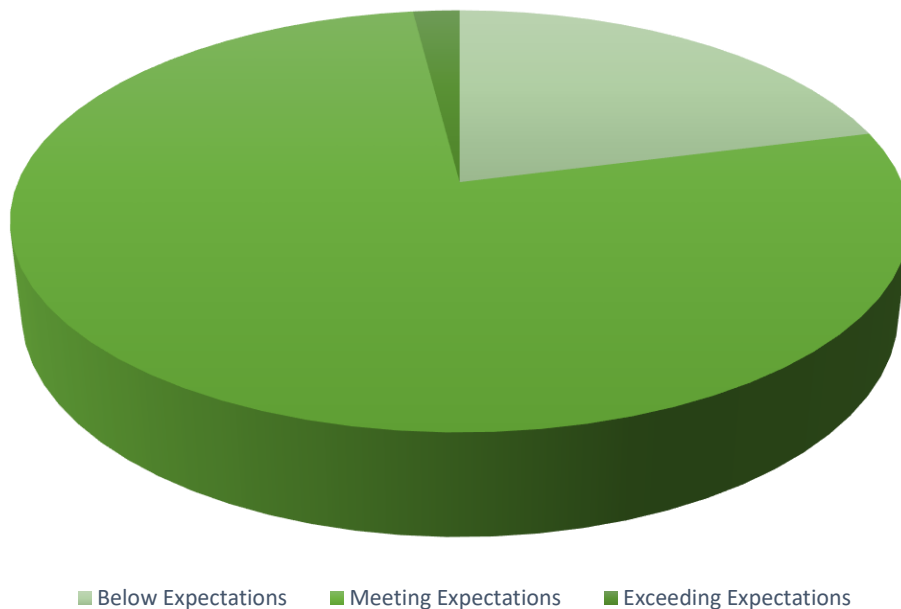


Language Development of all Preschool Participants

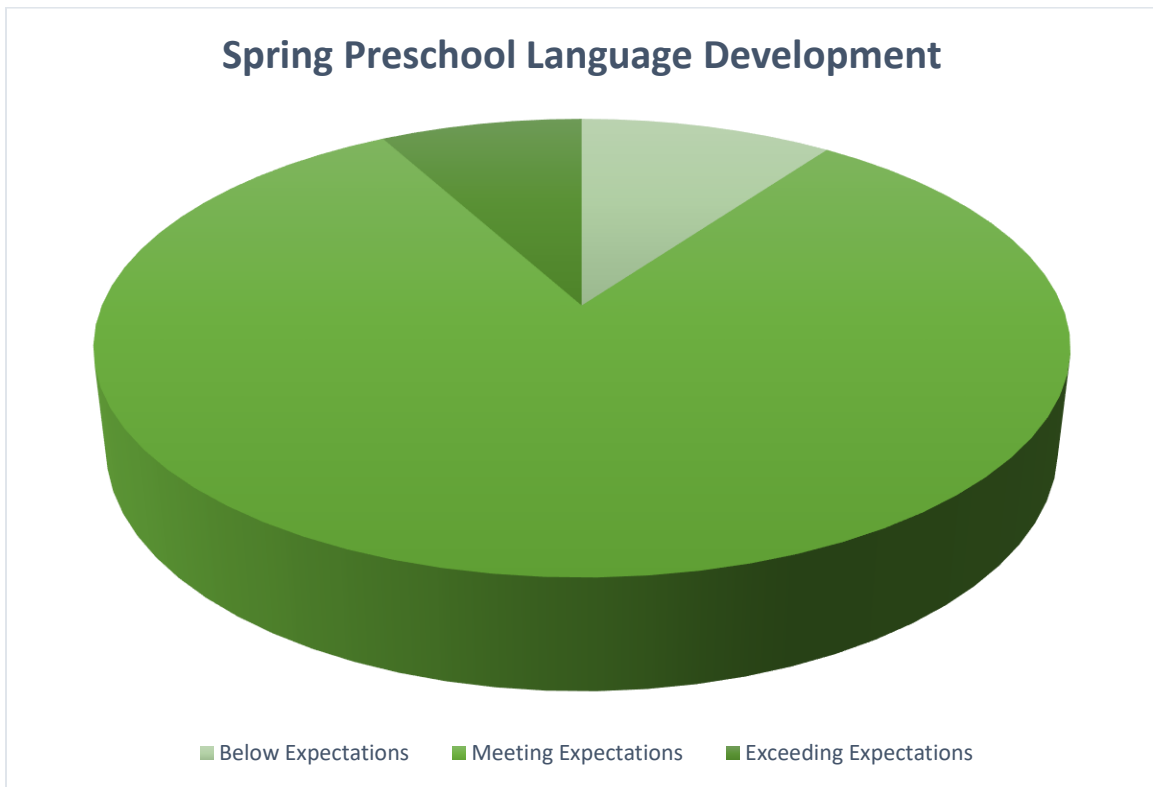
Fall Preschool Language Development



Winter Preschool Language Development

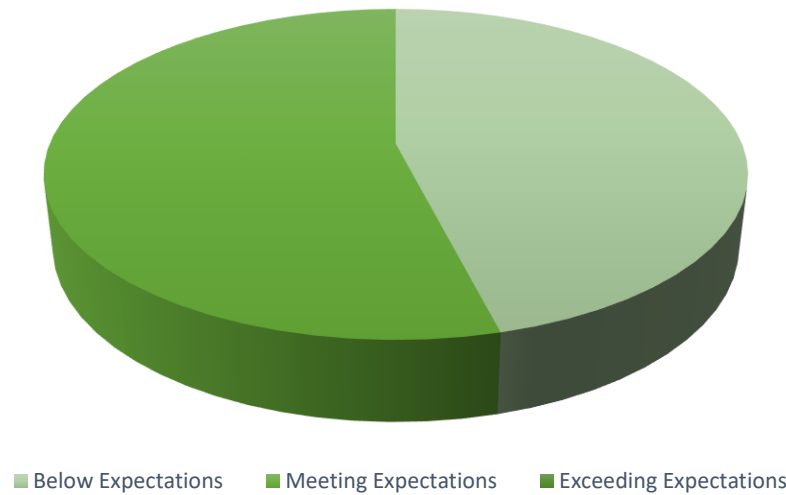


Language Development of all Preschool Participants

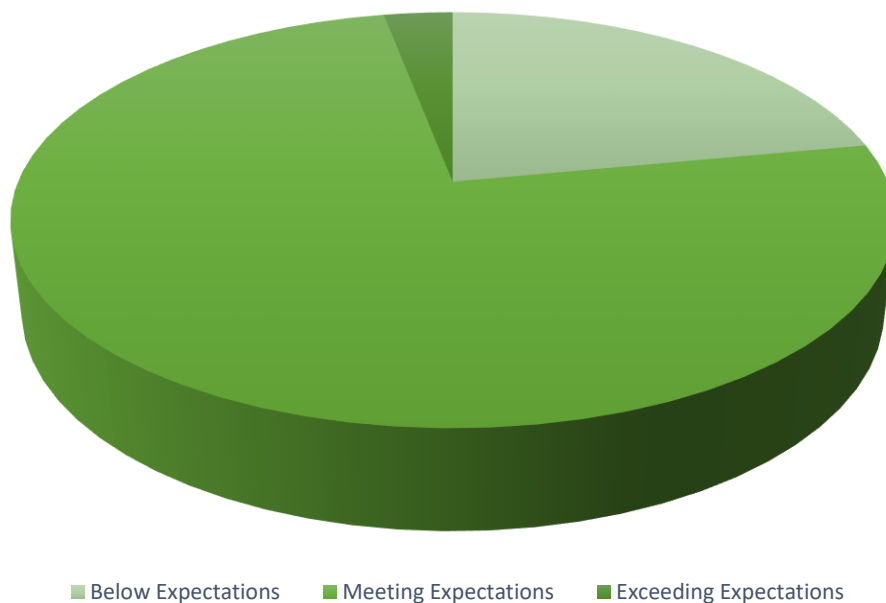


Language Development of Three-Year-Old Participants

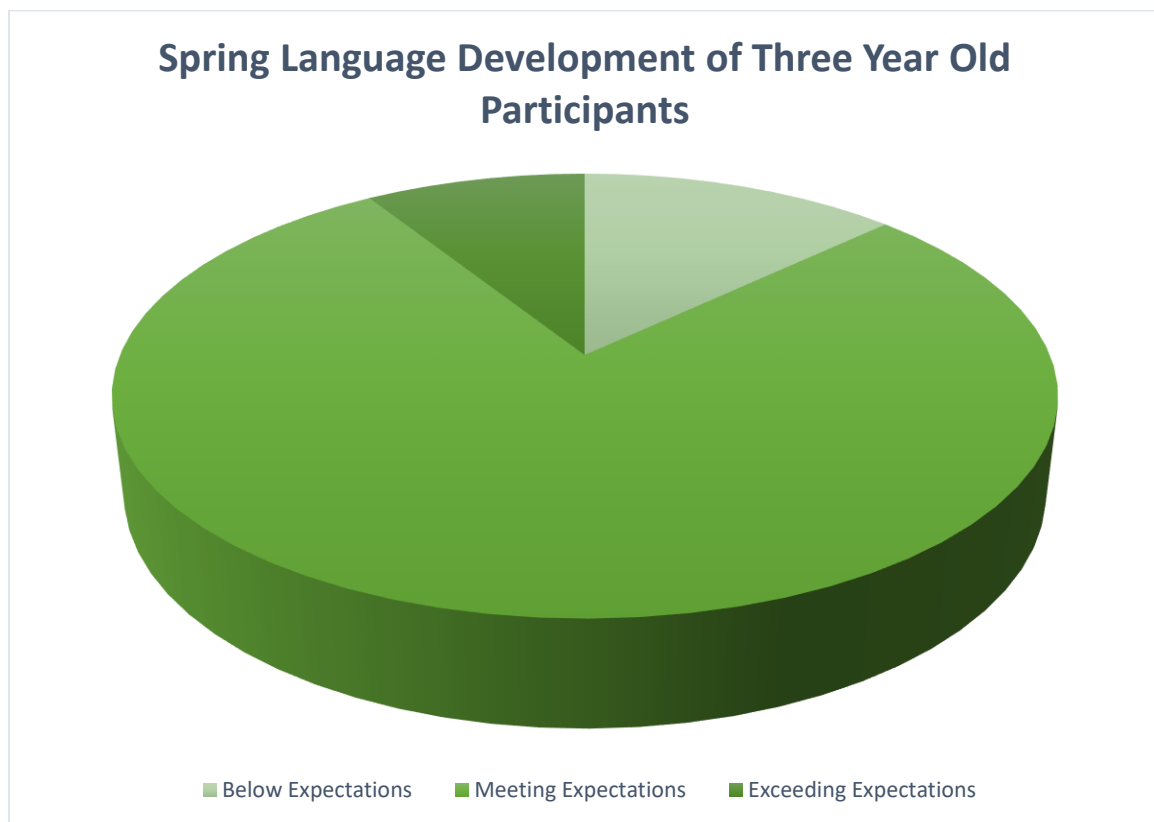
Fall Language Development of Three Year Old Participants



Winter Language Development of Three Year Old Participants

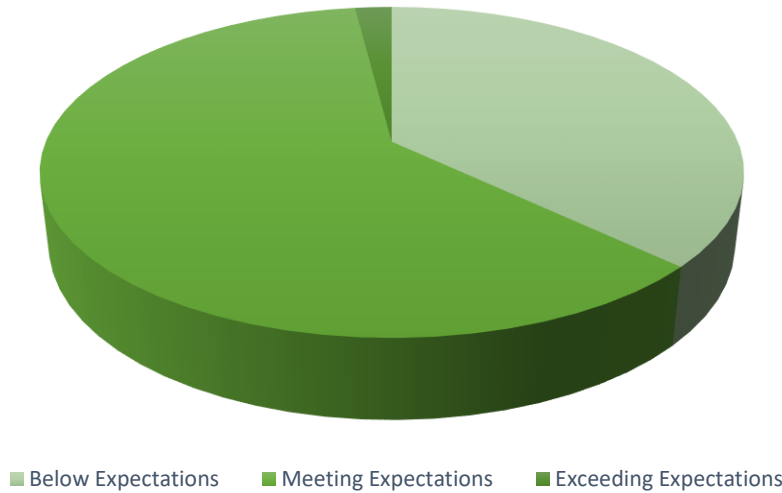


Language Development of Three-Year-Old Participants

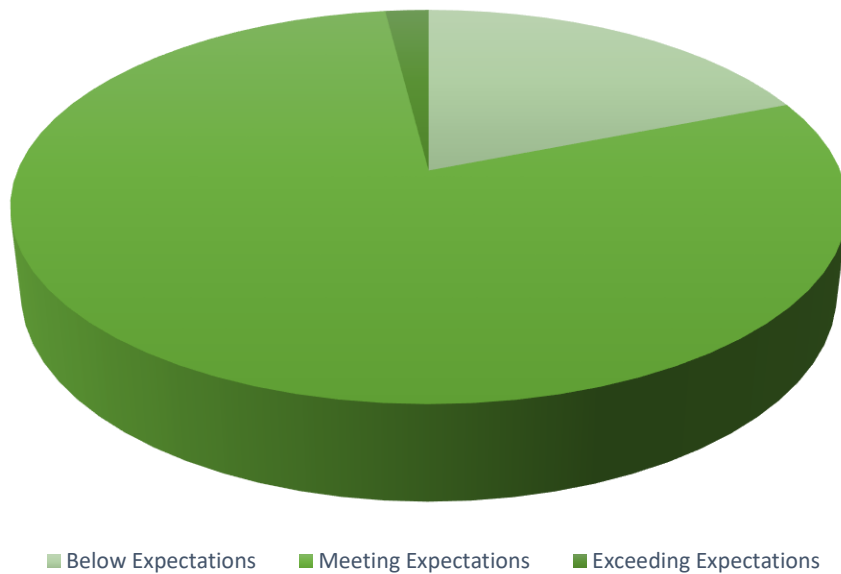


Language Development of Four-Year-Old Participants

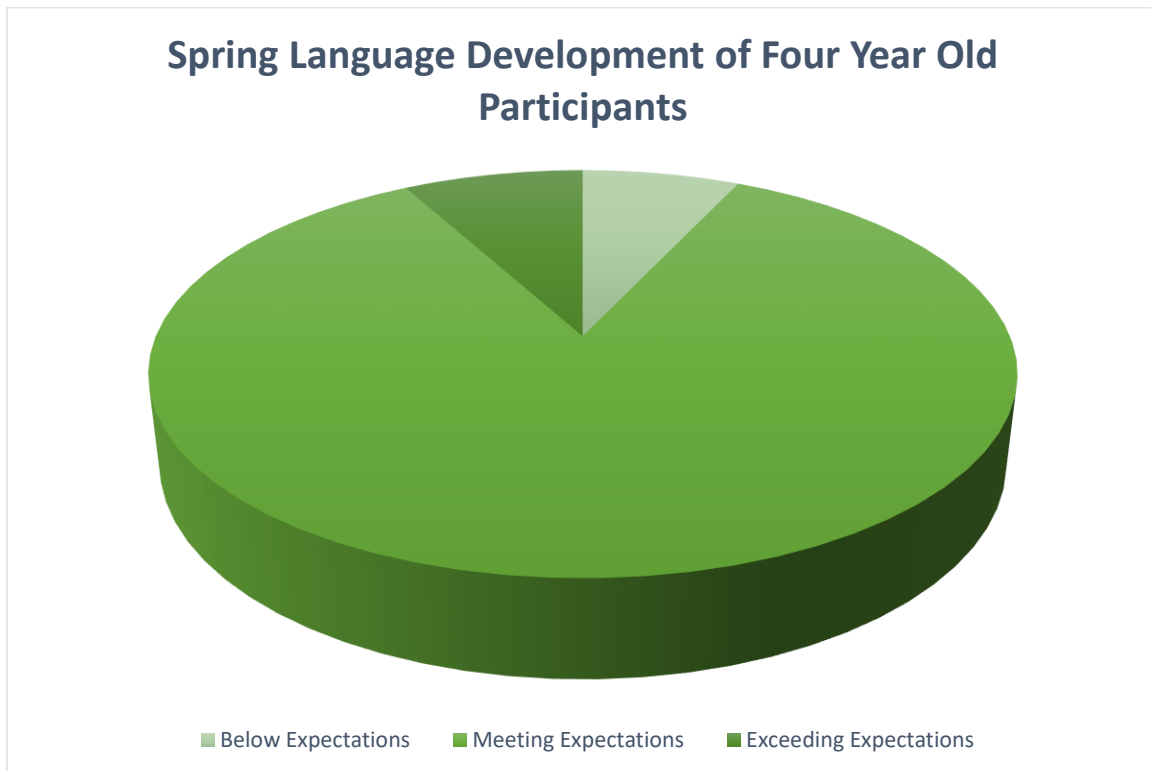
Fall Language Development of Four Year Old Participants



Winter Language Development of Four Year Old Participants

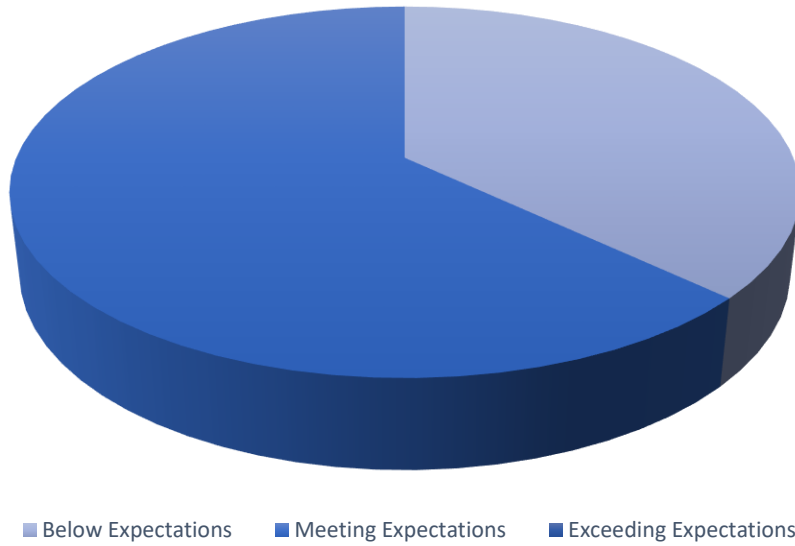


Language Development of Four-Year-Old Participants

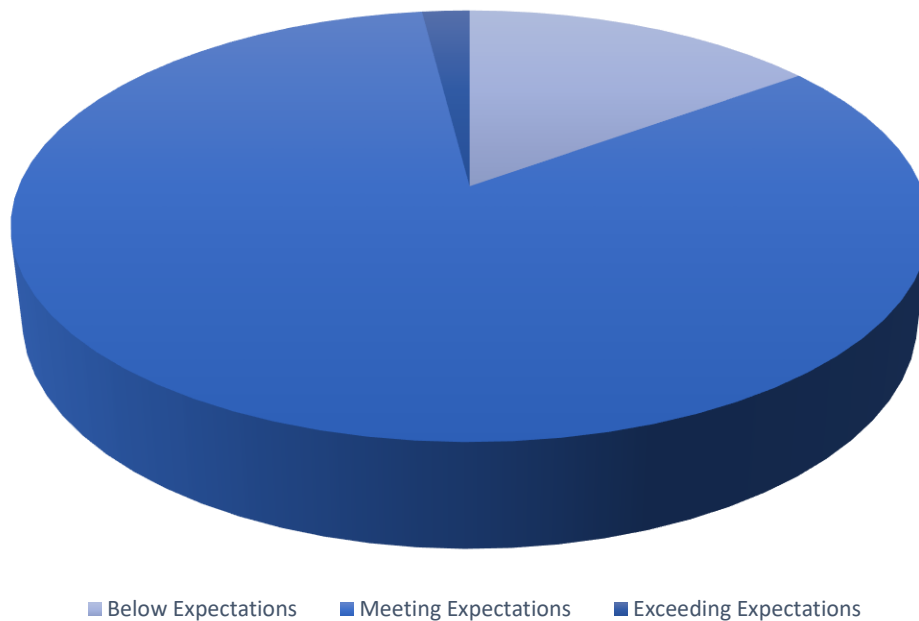


Cognitive Development of all Participants

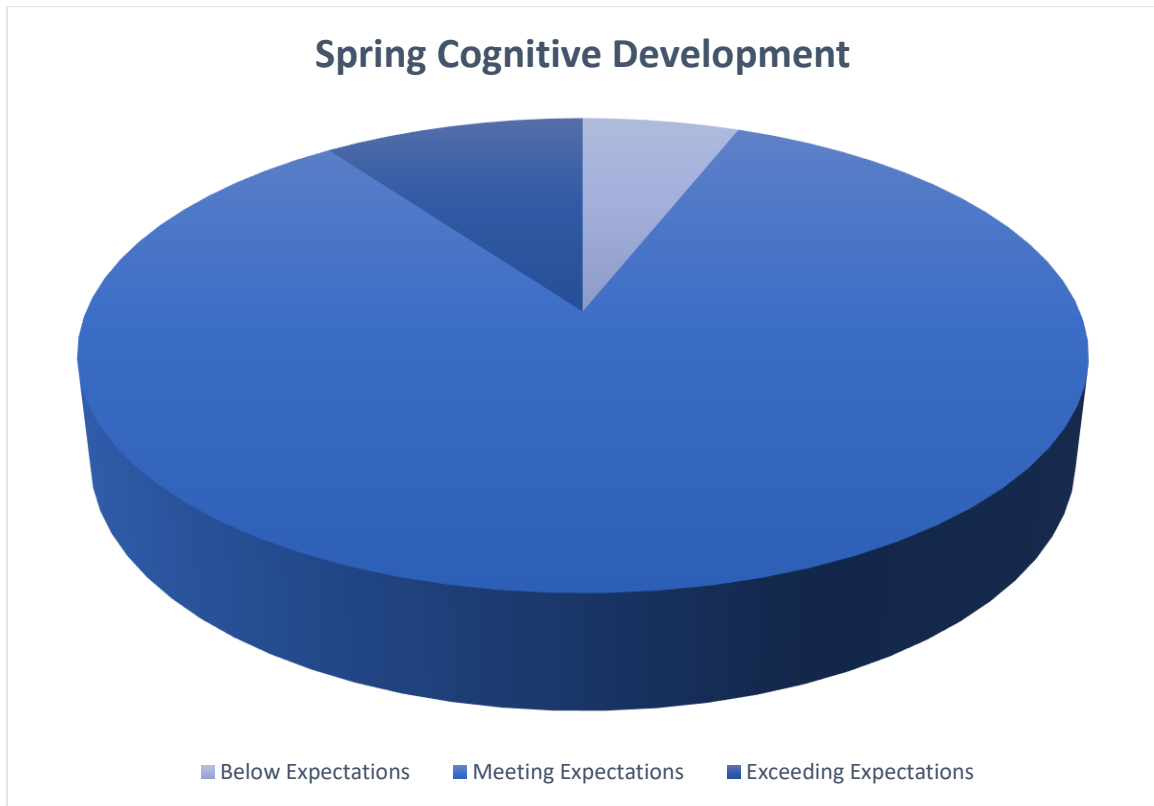
Fall Cognitive Development



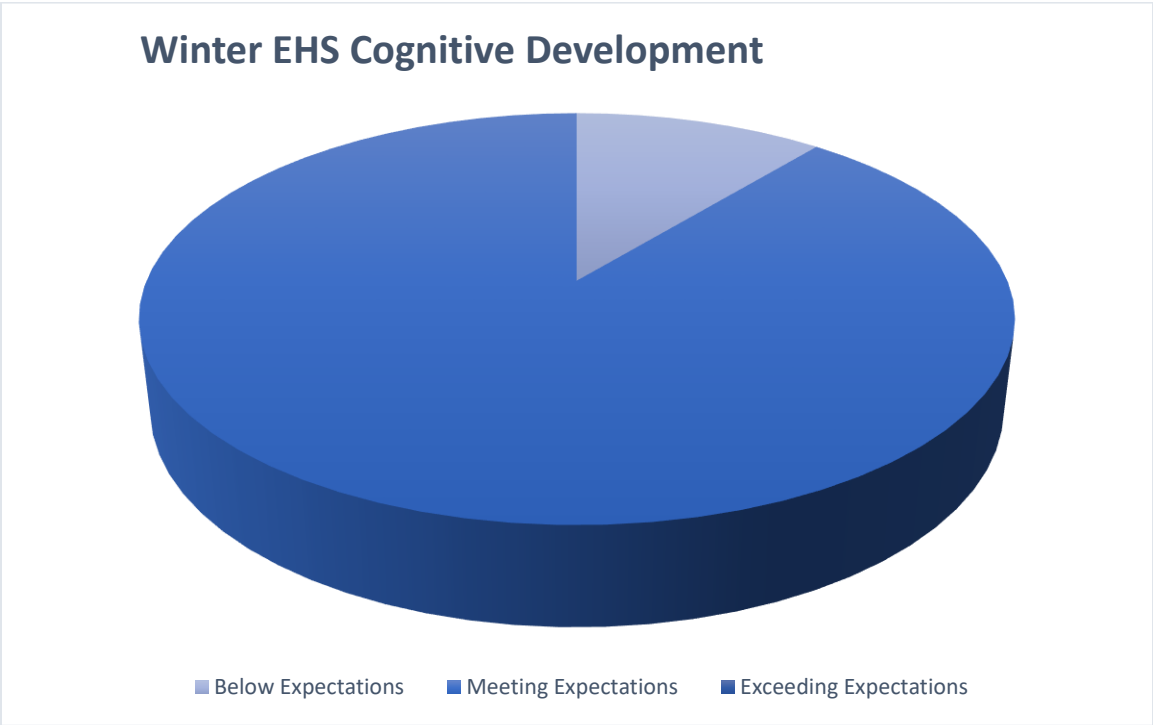
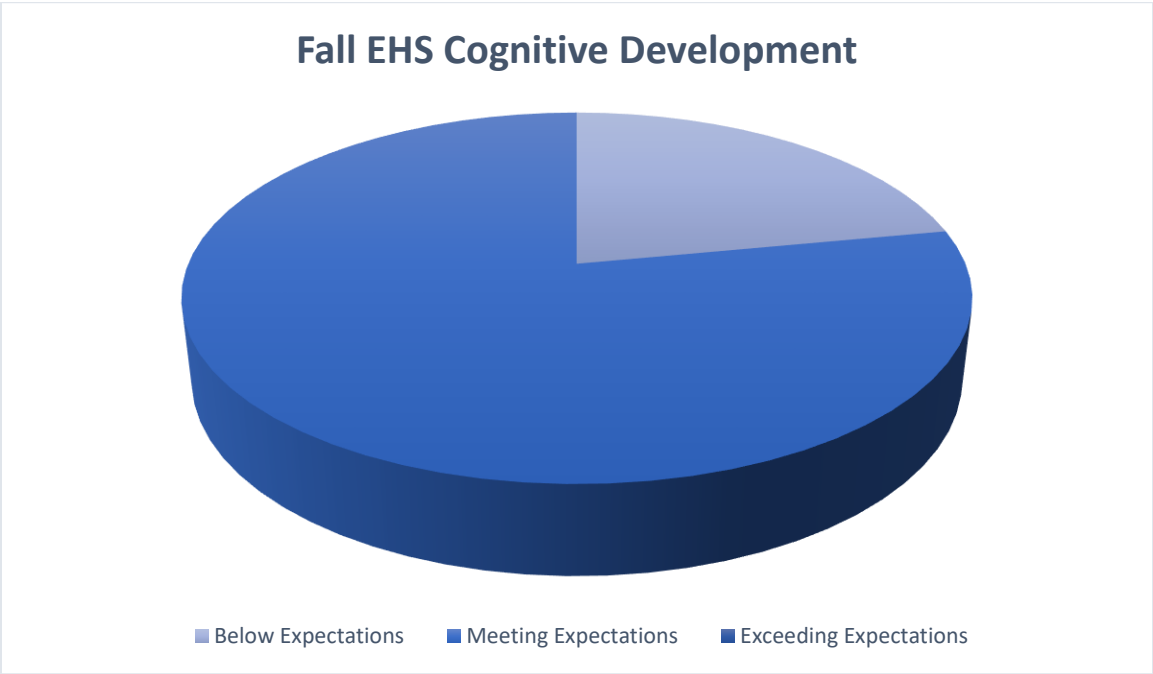
Winter Cognitive Development



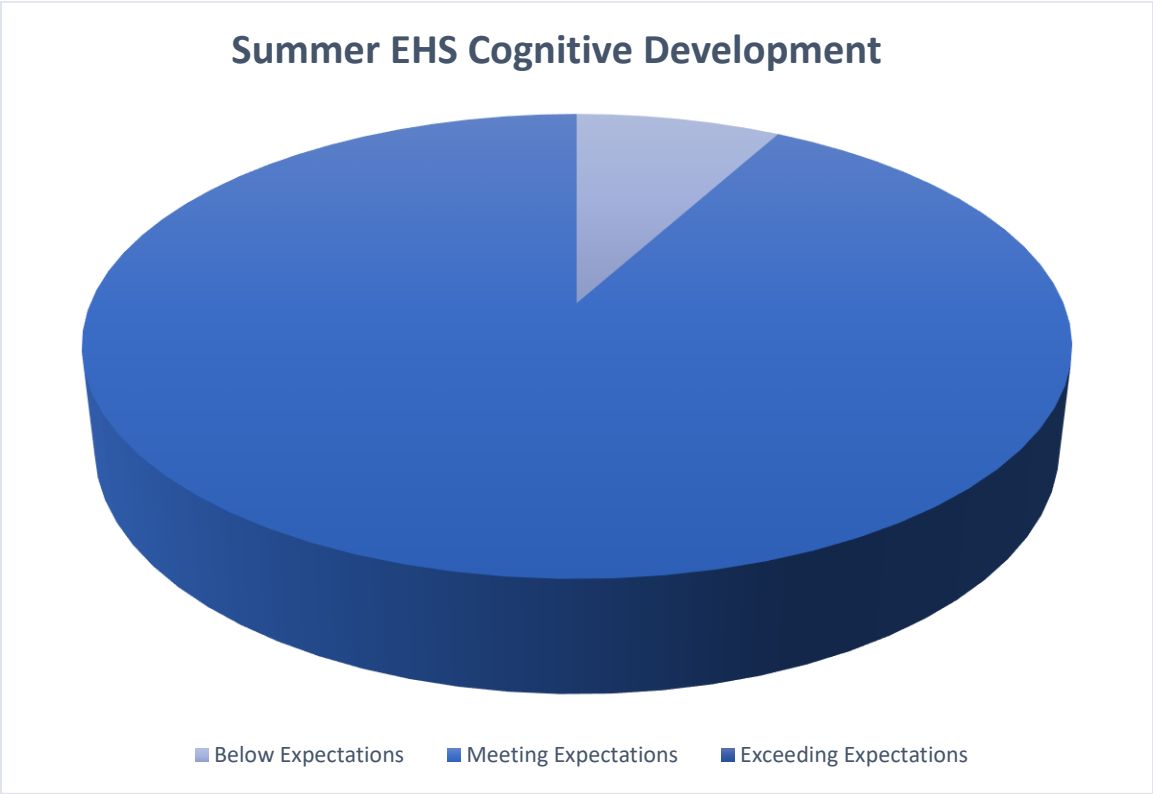
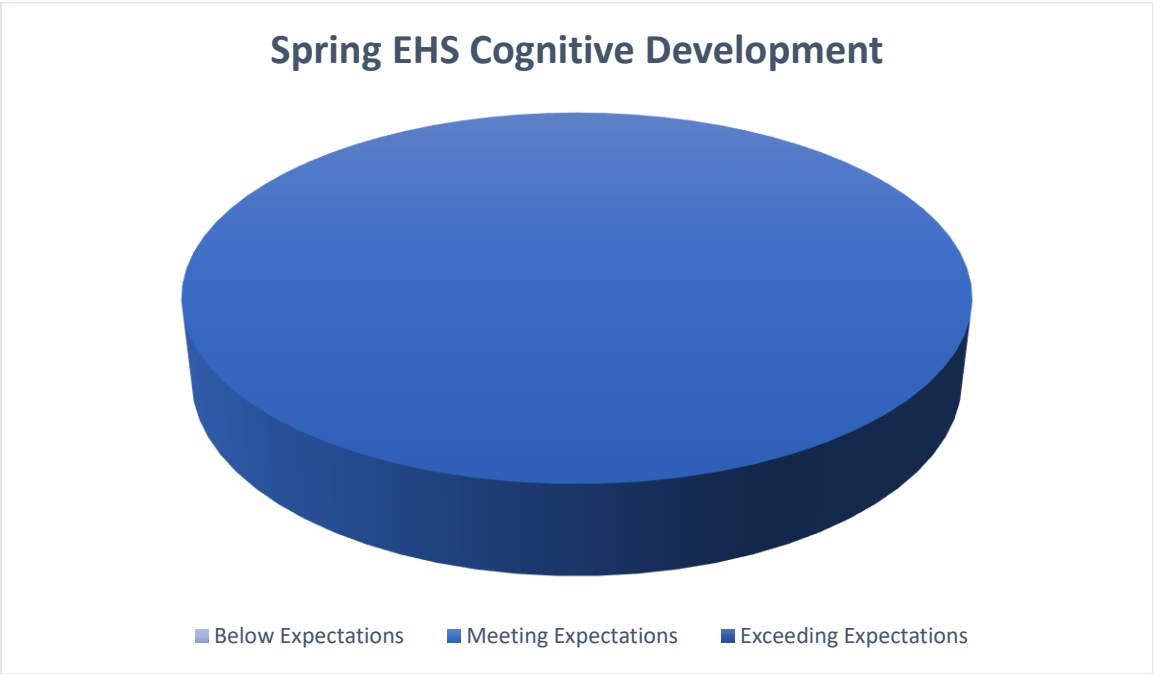
Cognitive Development of all Participants



Cognitive Development of EHS Participants

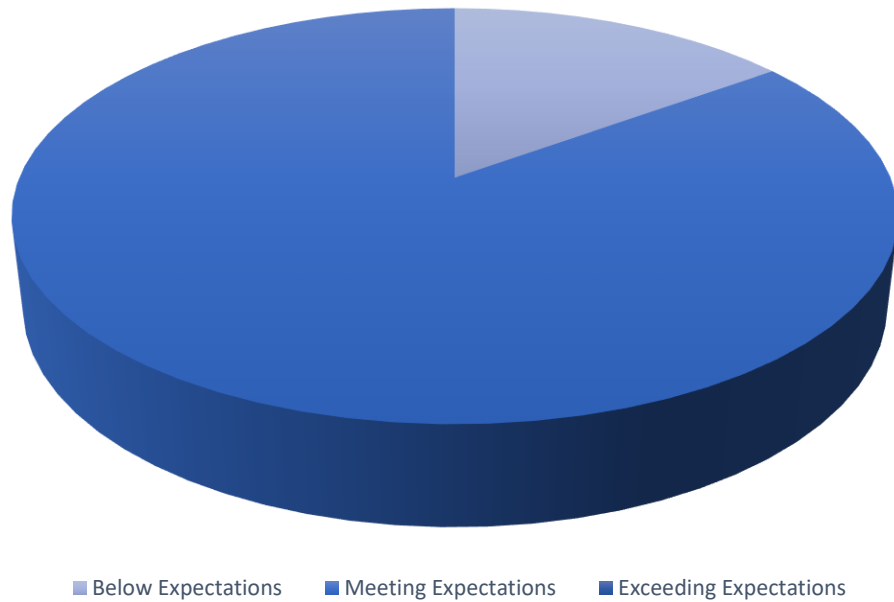


Cognitive Development of EHS Participants

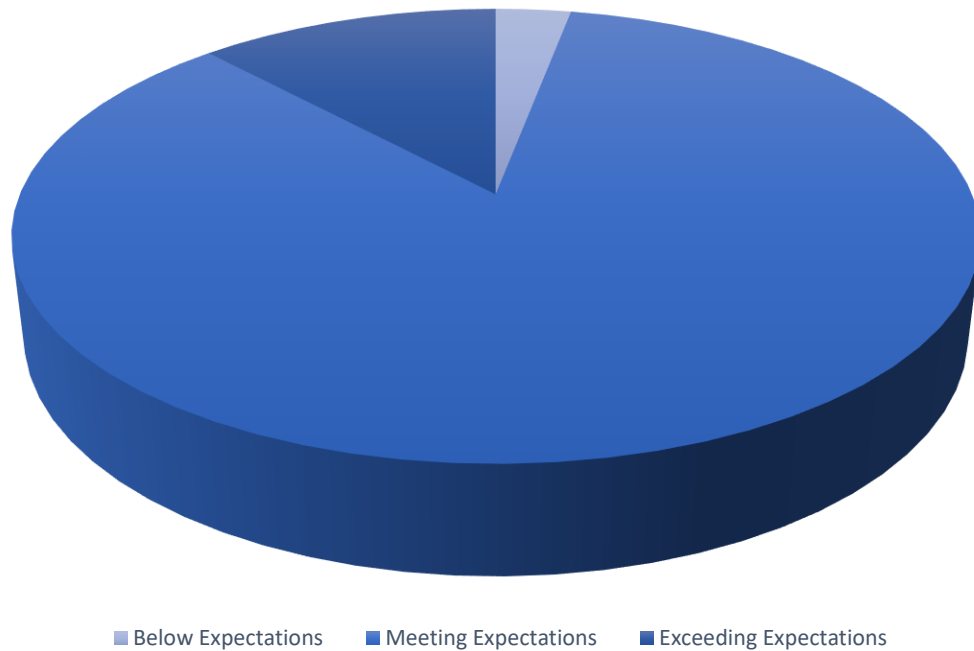


Cognitive Development of OPK-PT Participants

Winter OPK-PT Cognitive Development

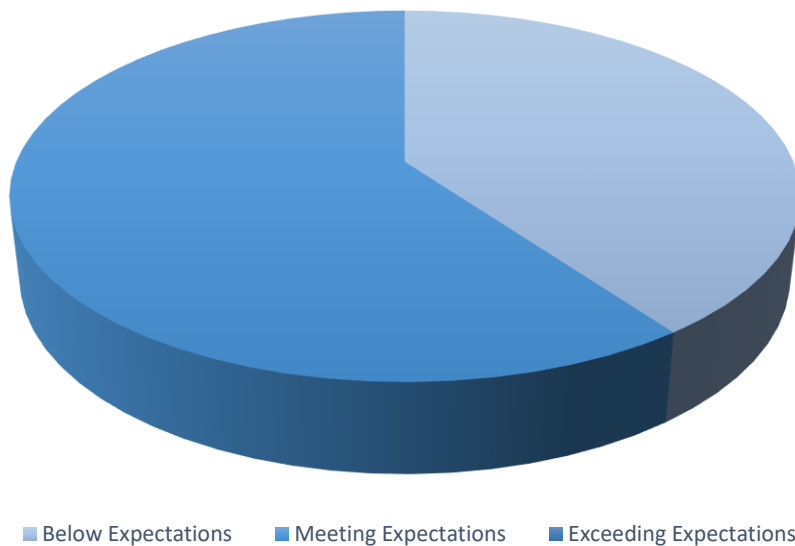


Spring OPK-PT Cognitive Development

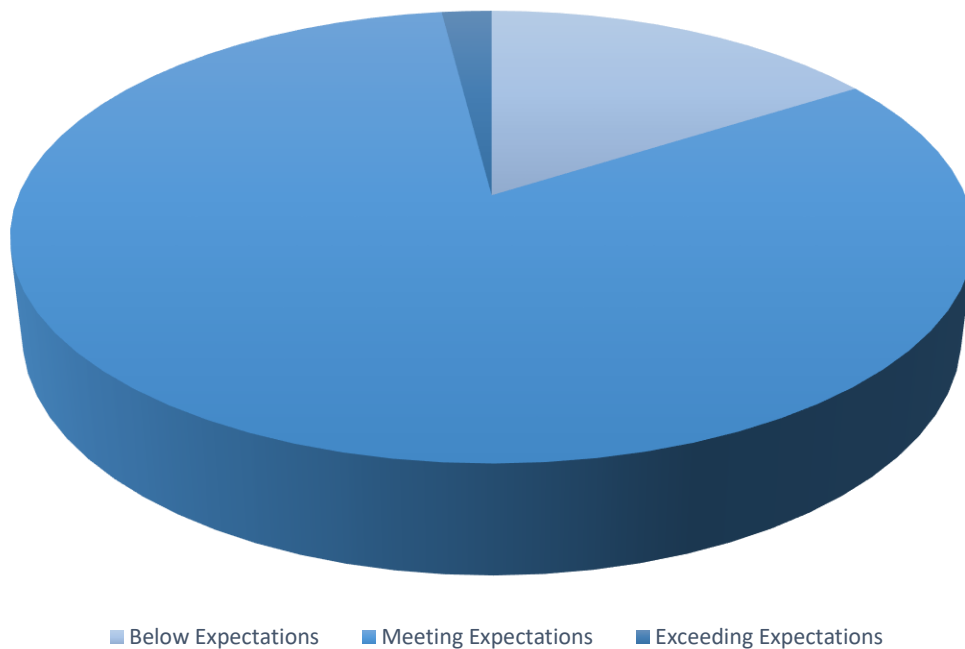


Cognitive Development of all Preschool Participants

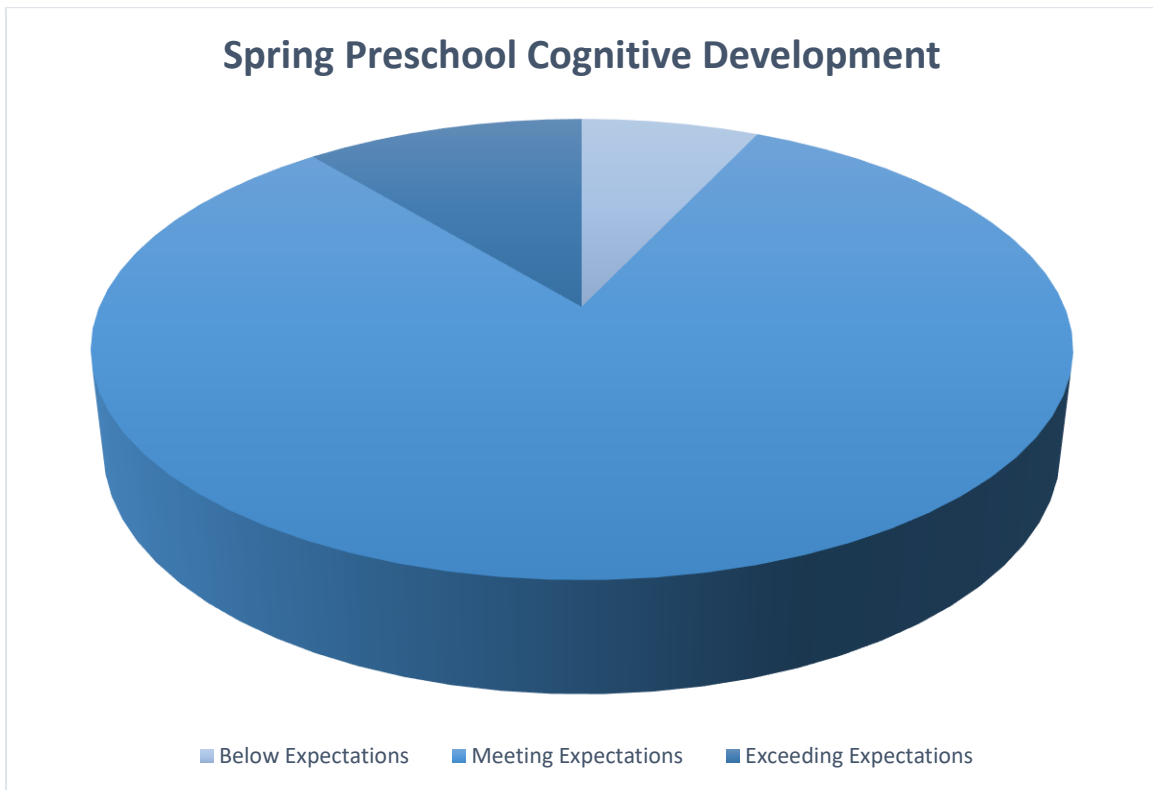
Fall Preschool Cognitive Development



Winter Preschool Cognitive Development

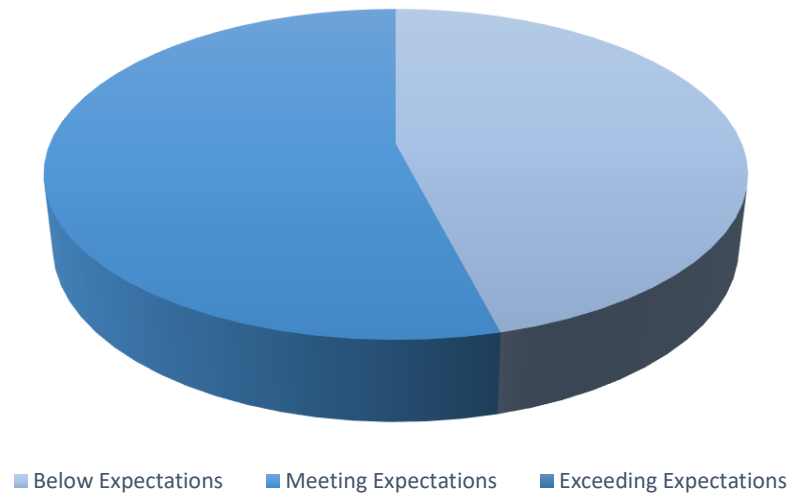


Cognitive Development of All Preschool Participants

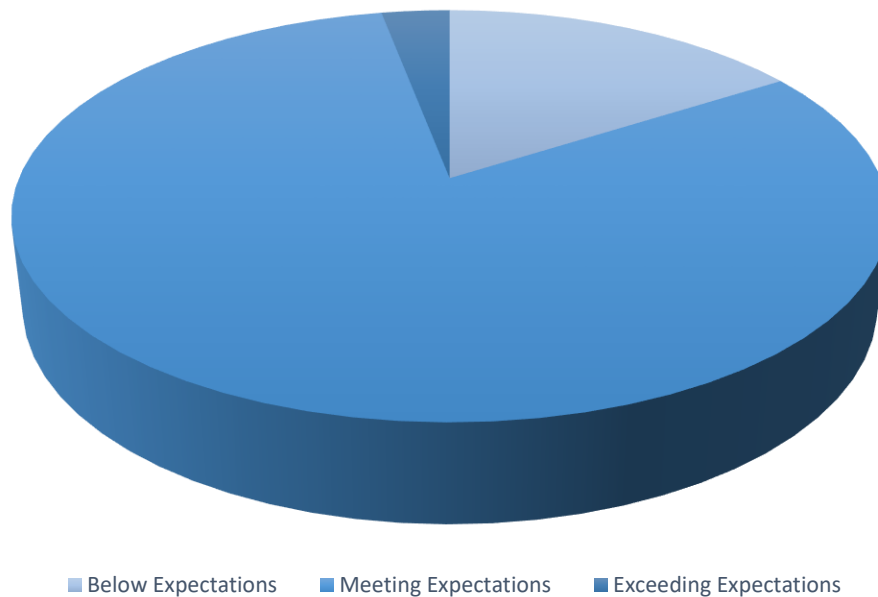


Cognitive Development of Three-Year-Old Participants

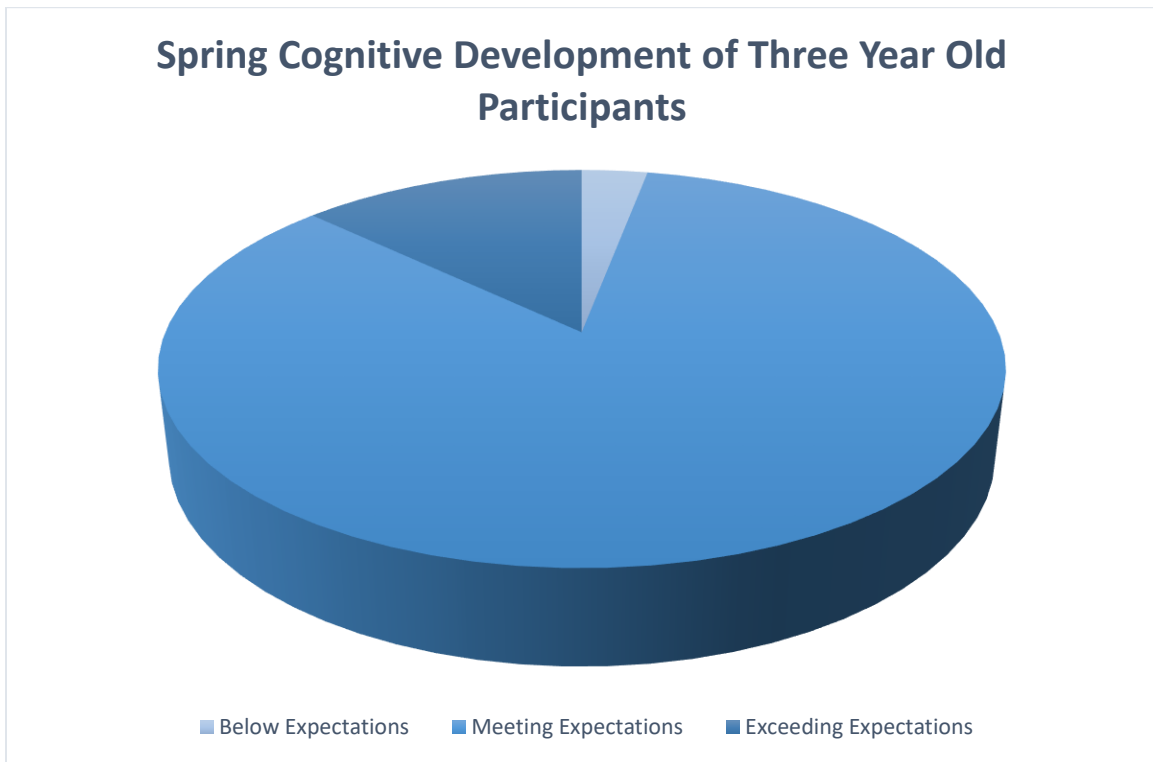
Fall Cognitive Development of Three Year Old Participants



Winter Cognitive Development of Three Year Old Participants

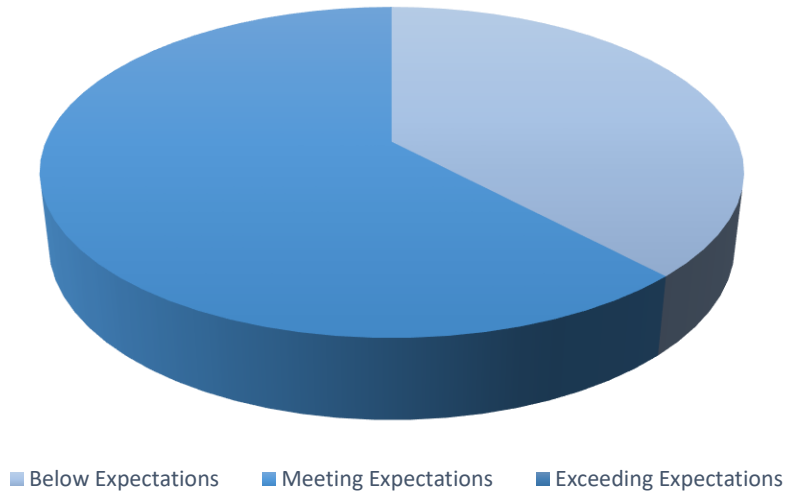


Cognitive Development of Three-Year-Old Participants

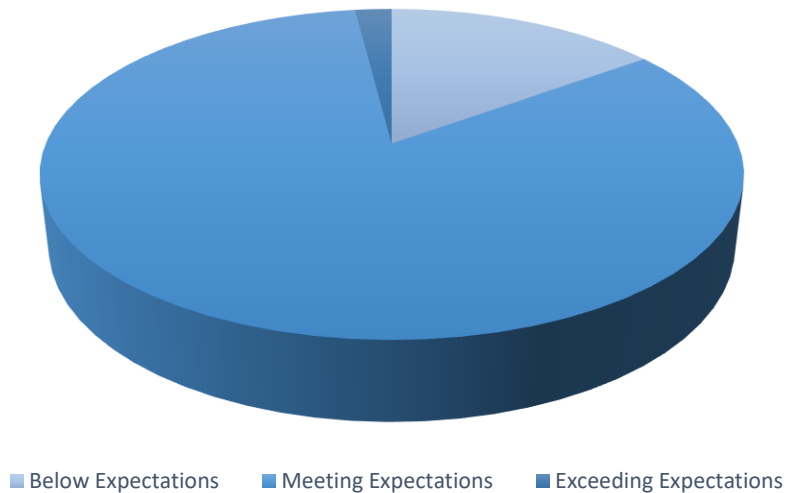


Cognitive Development of Four-Year-Old Participants

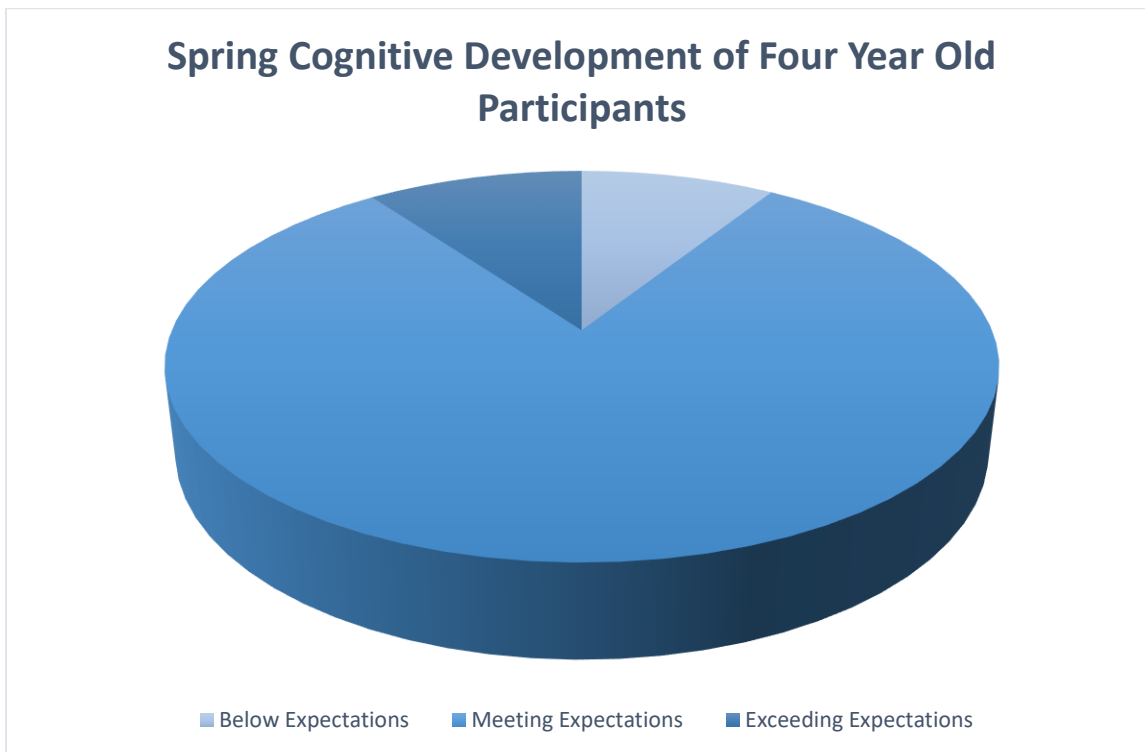
Fall Cognitive Development of Four Year Old Participants



Winter Cognitive Development of Four Year Old Participants

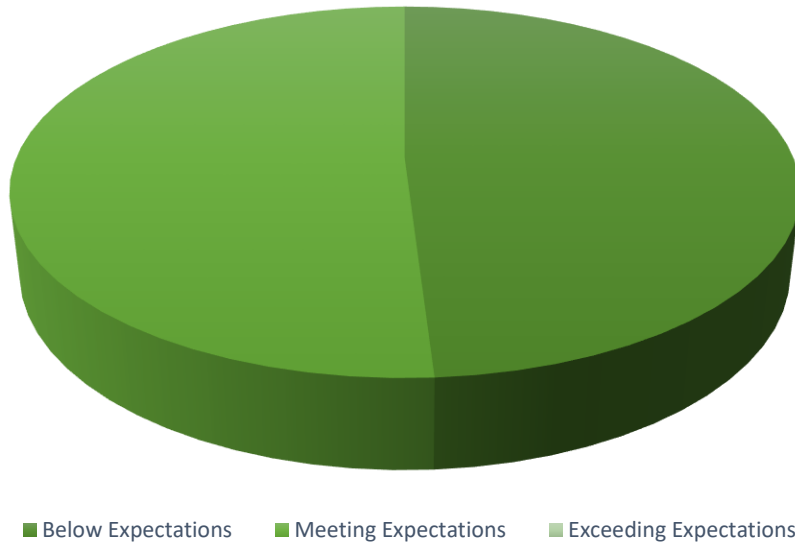


Cognitive Development of Four-Year-Old Participants

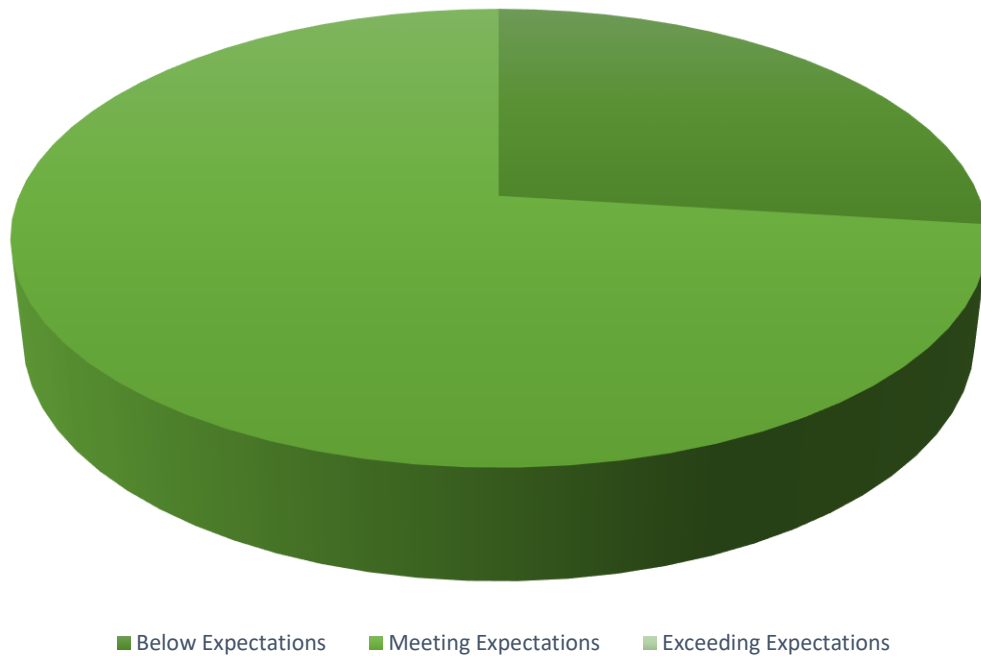


Literacy Development of All Program Participants

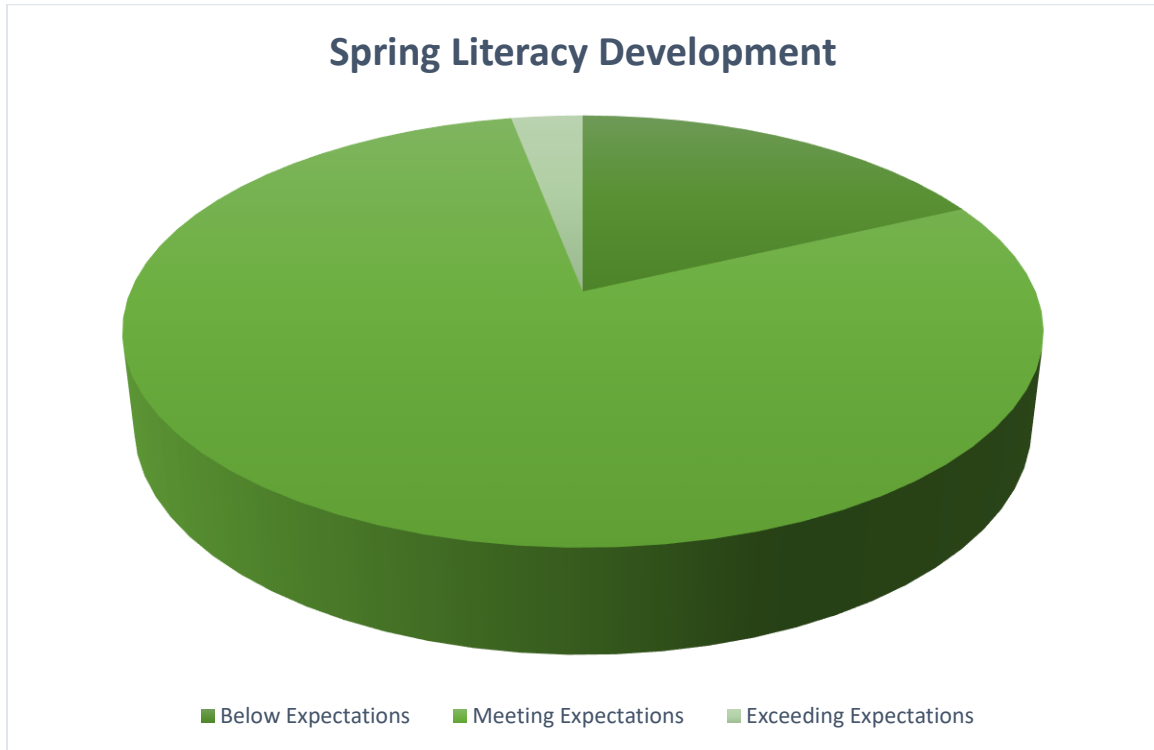
Fall Literacy Development



Winter Literacy Development

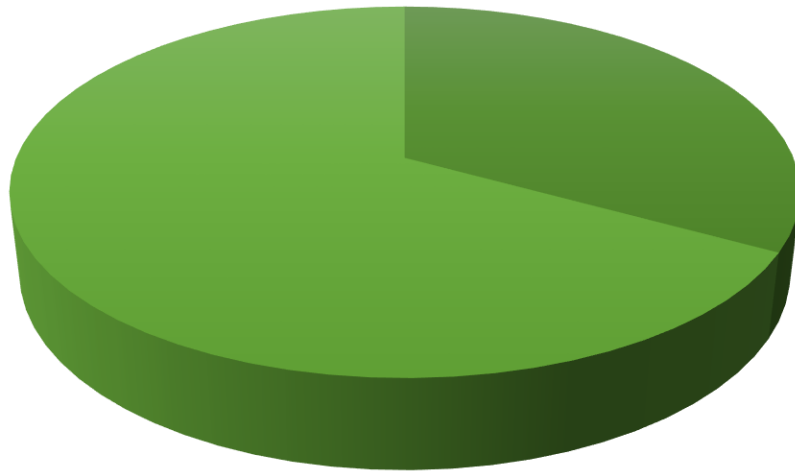


Literacy Development of All Participants



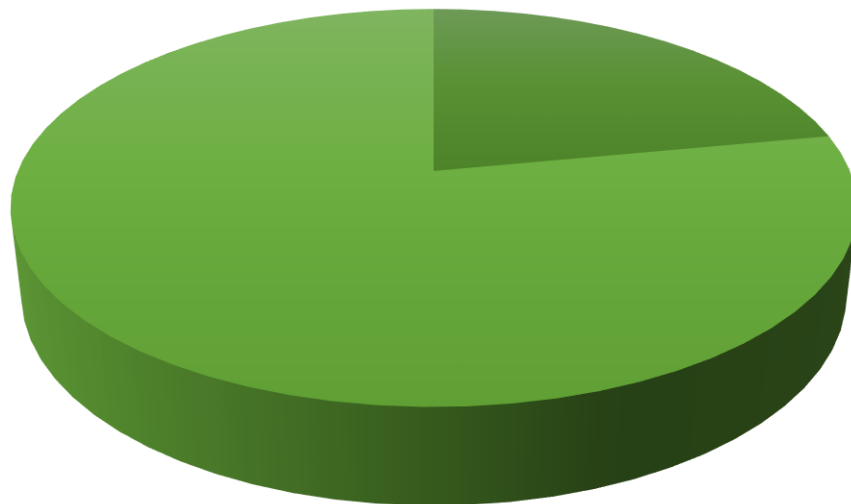
Literacy Development of EHS Participants

Fall EHS Literacy Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

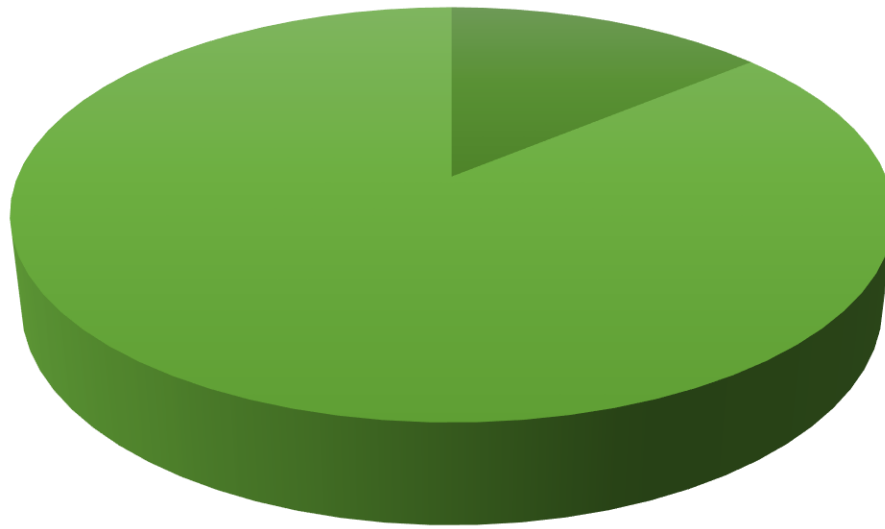
Winter EHS Literacy Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

Literacy Development of EHS Participants

Spring EHS Literacy Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

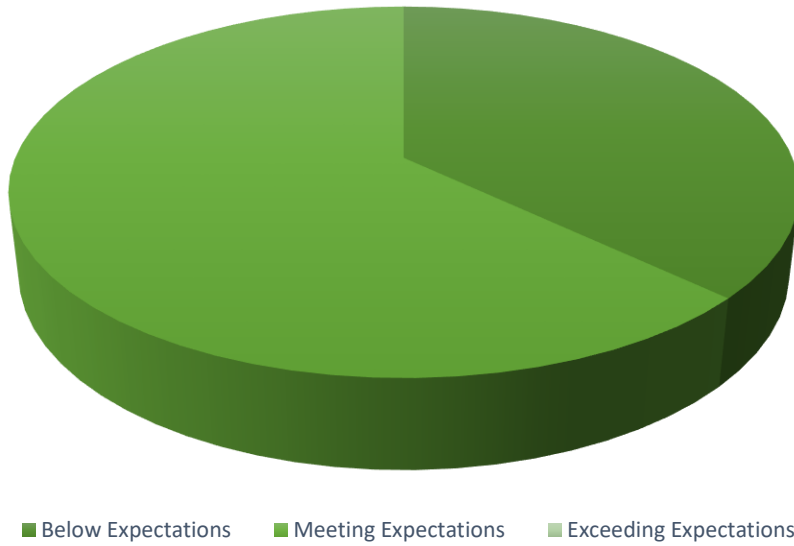
Summer EHS Literacy Development



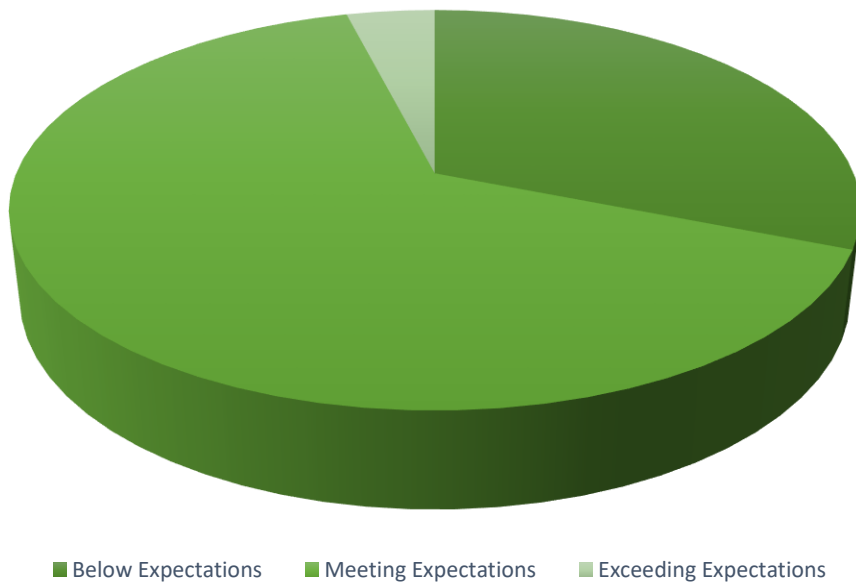
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

Literacy Development of OPK-PT Participants

Winter OPK-PT Literacy Development

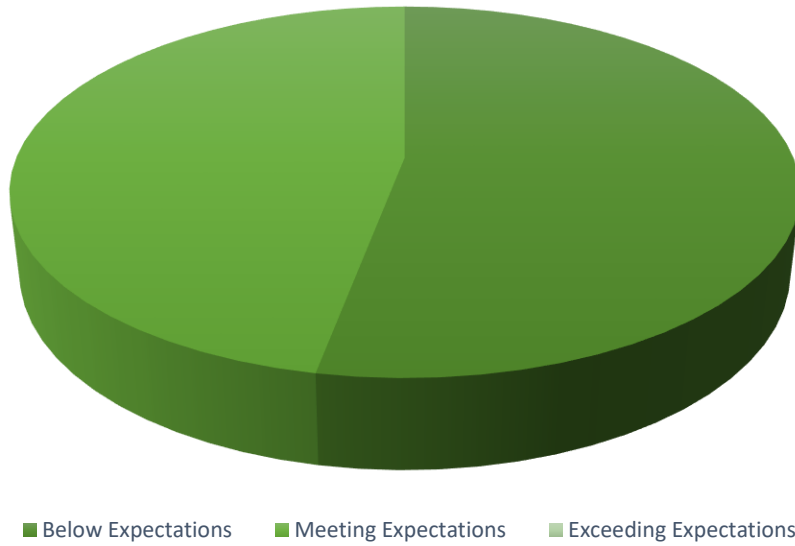


Spring OPK-PT Literacy Development

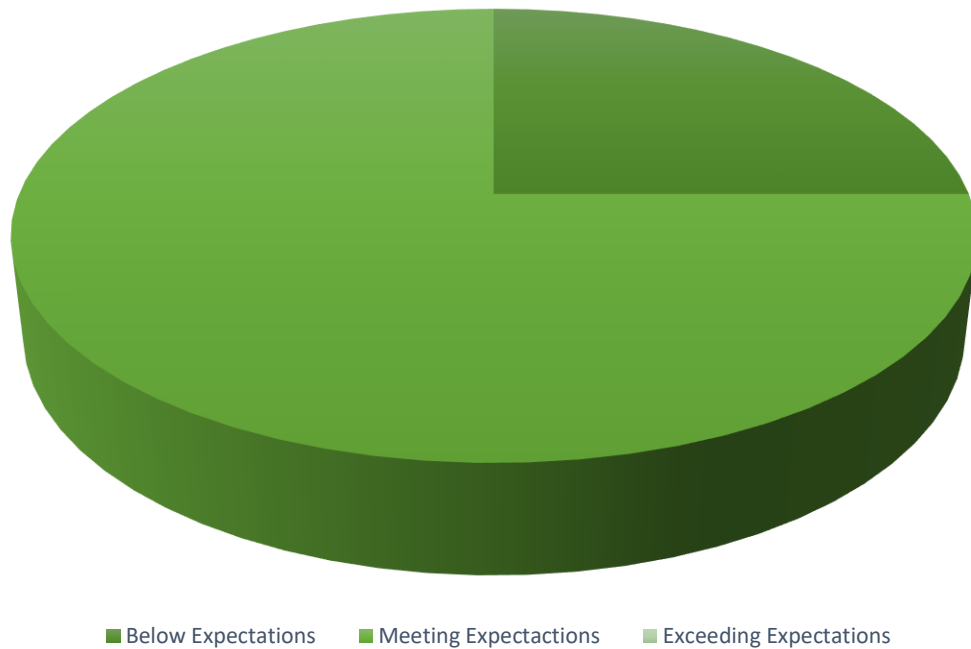


Literacy Development of All Preschool Participants

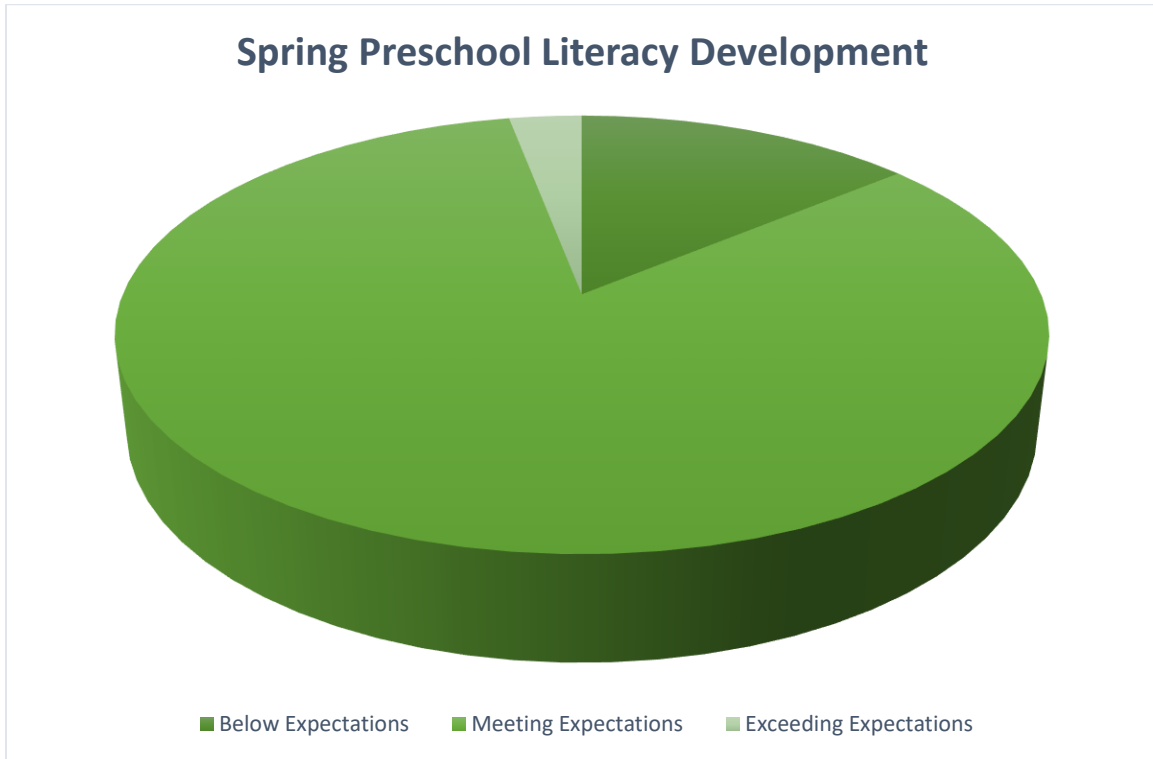
Fall Preschool Literacy Development



Winter Preschool Literacy Development

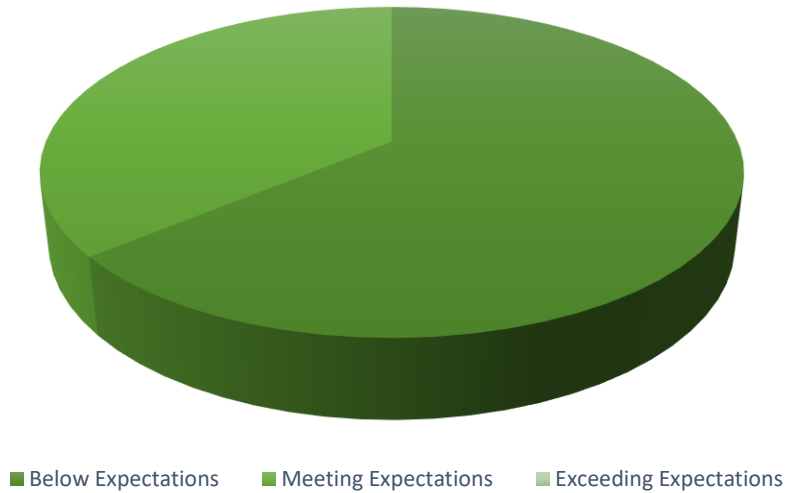


Literacy Development of All Preschool Participants

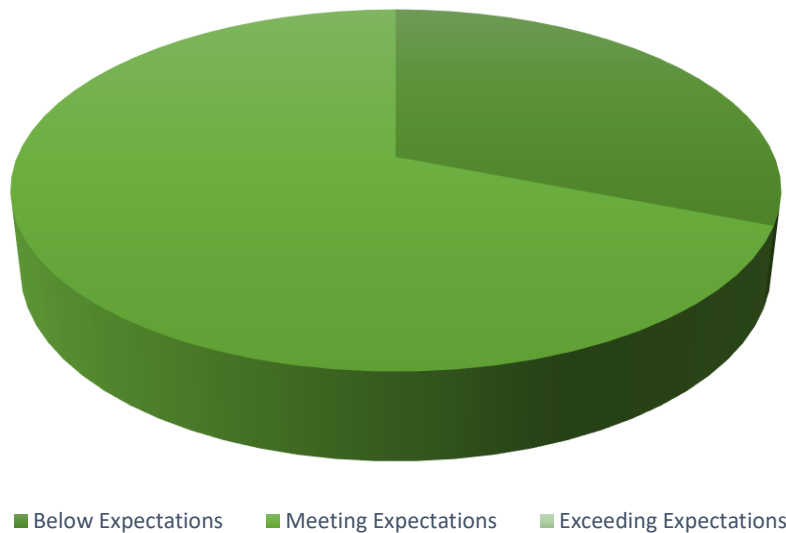


Literacy Development of All Three-Year-Old Participants

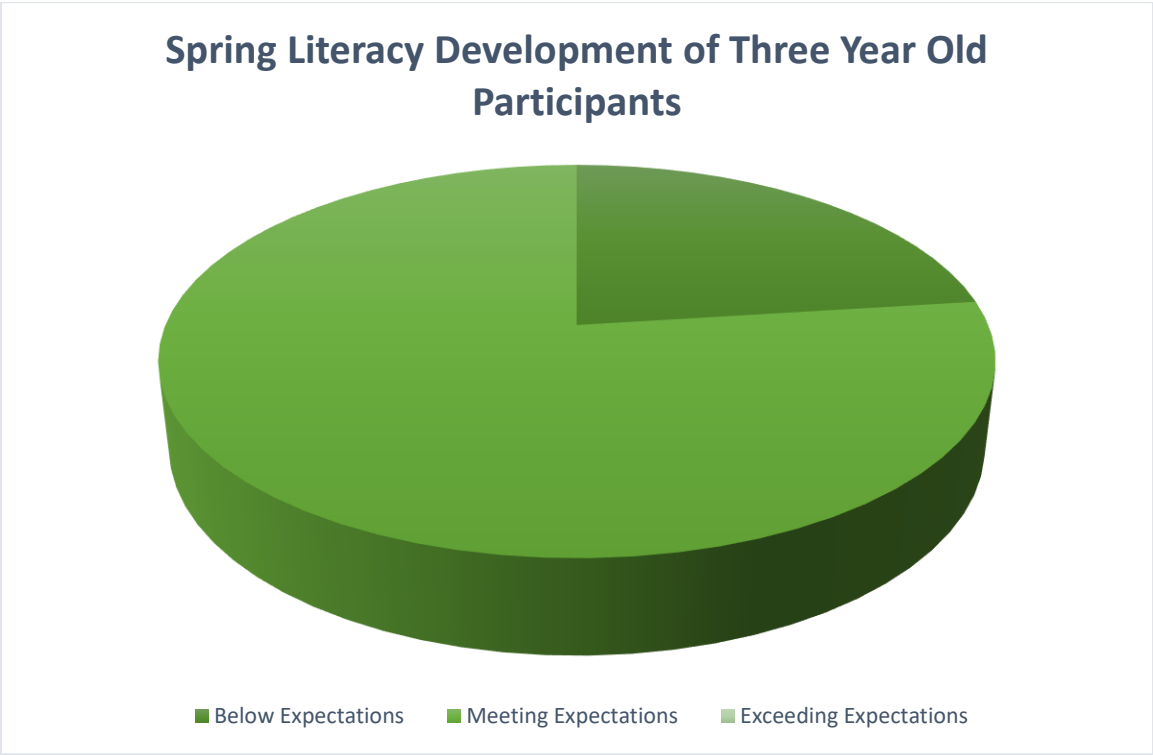
Fall Literacy Development of Three Year Old Participants



Winter Literacy Development of Three Year Old Participants

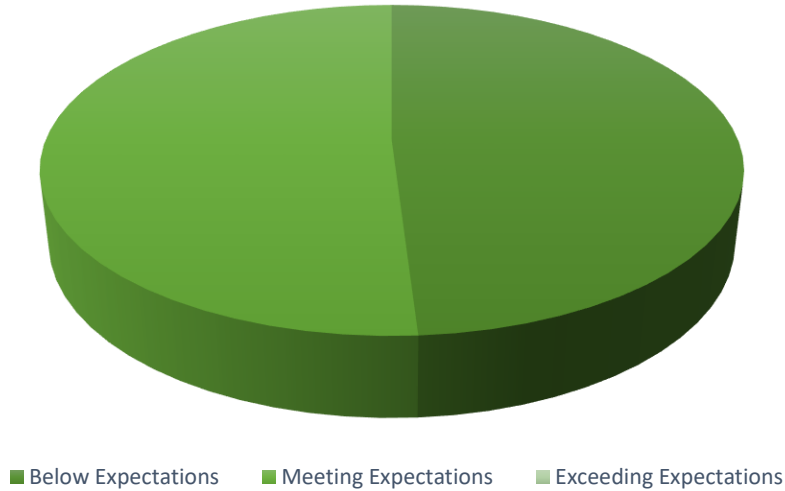


Literacy Development of Three-Year-Old Participants

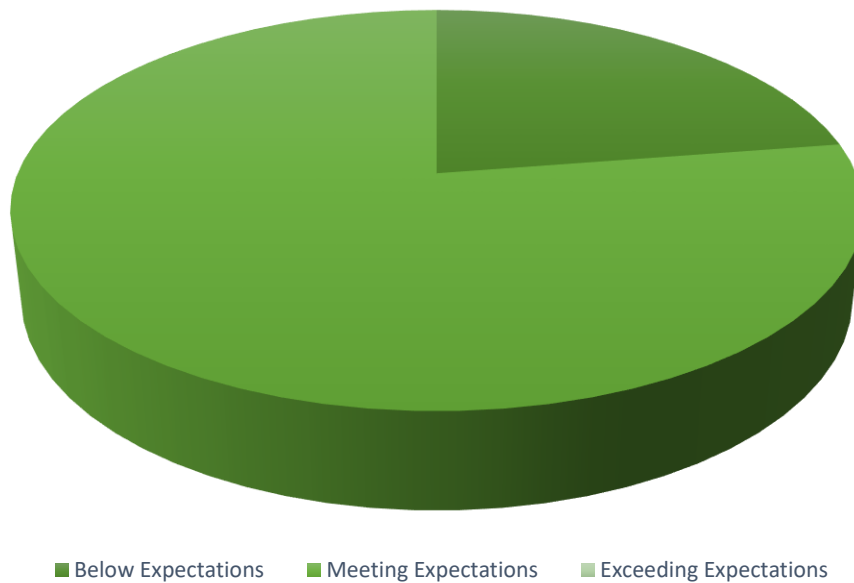


Literacy Development of Four-Year-Old Participants

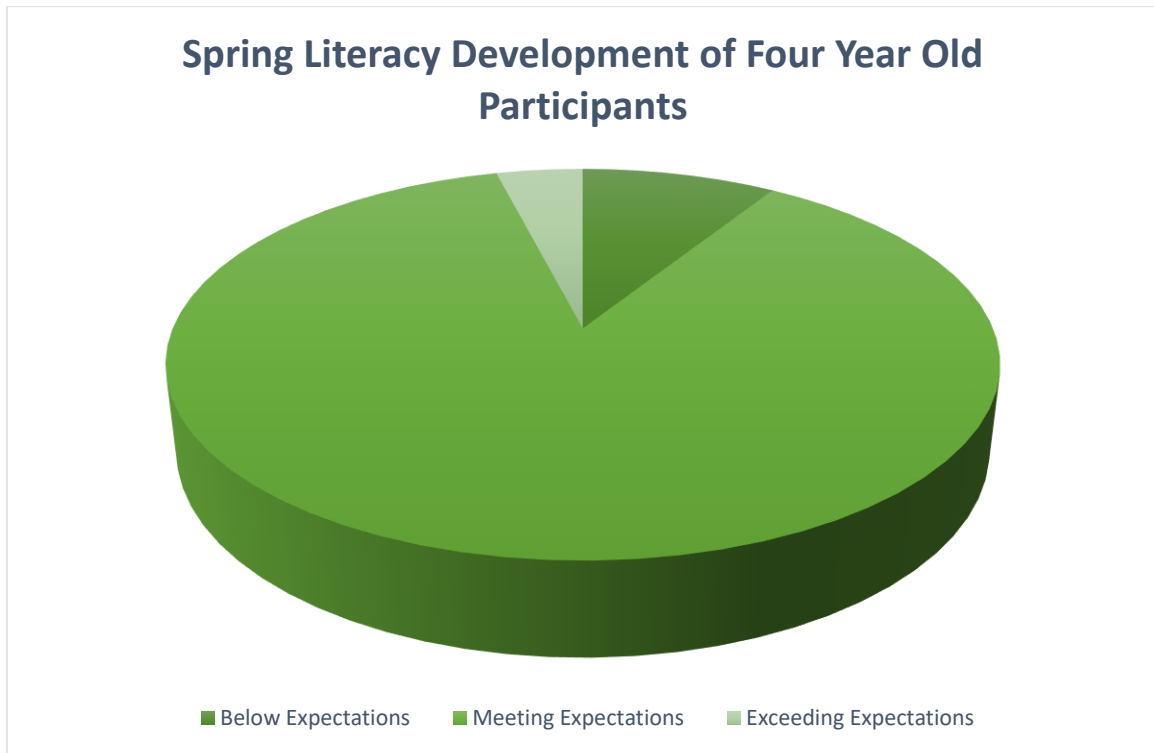
Fall Literacy Development of Four Year Old Participants



Winter Literacy Development of Four Year Old Participants

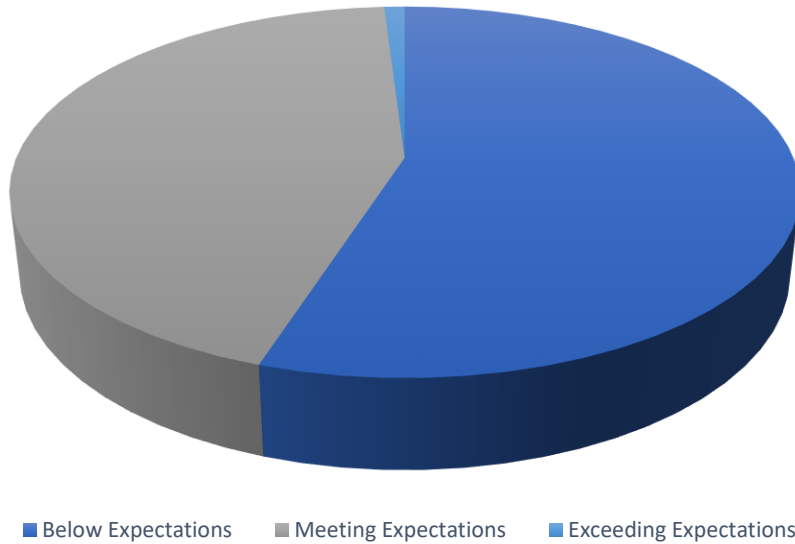


Literacy Development of Four-Year-Old Participants

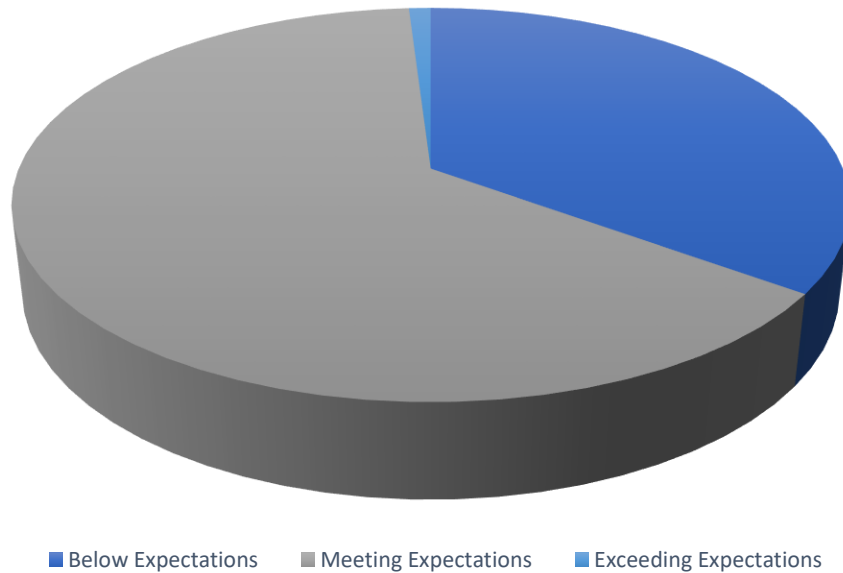


Mathematics Development of All Program Participants

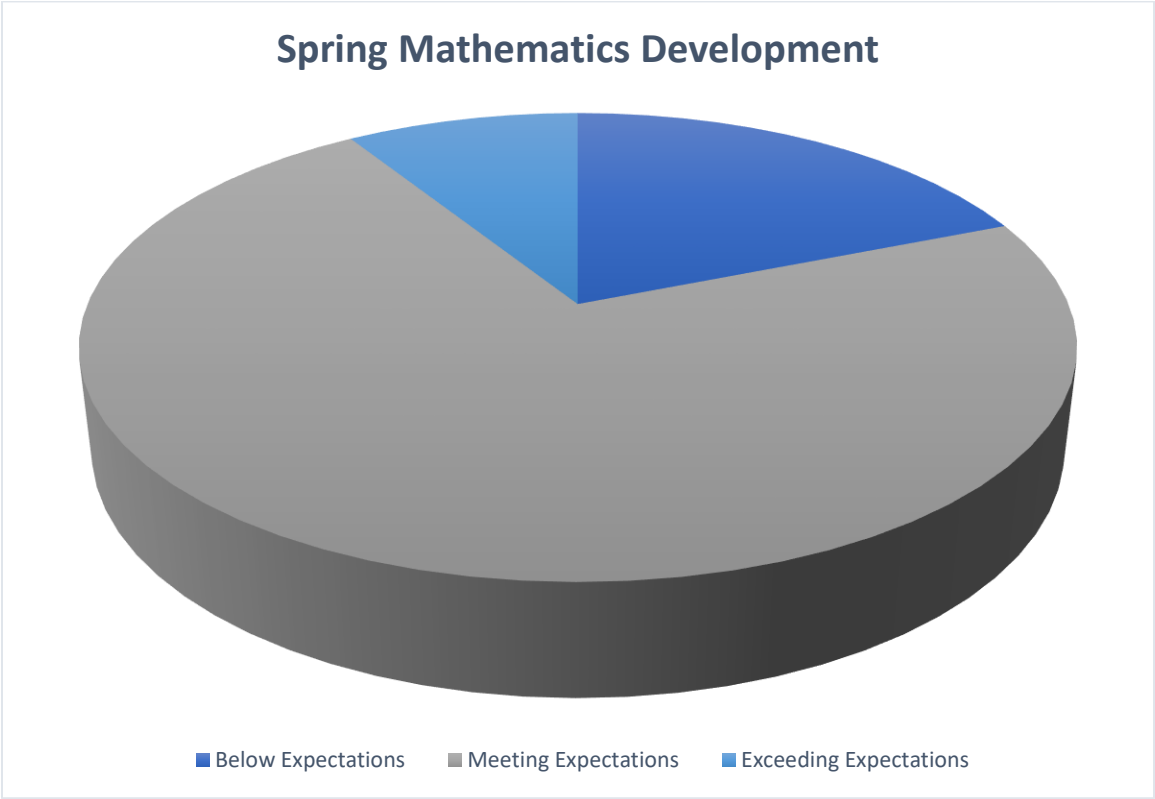
Fall Mathematics Development



Winter Mathematics Development

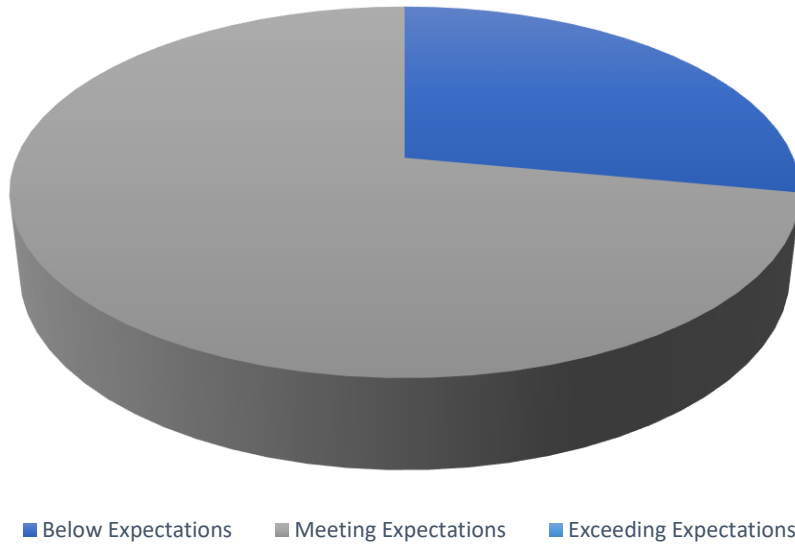


Mathematics Development of All Participants

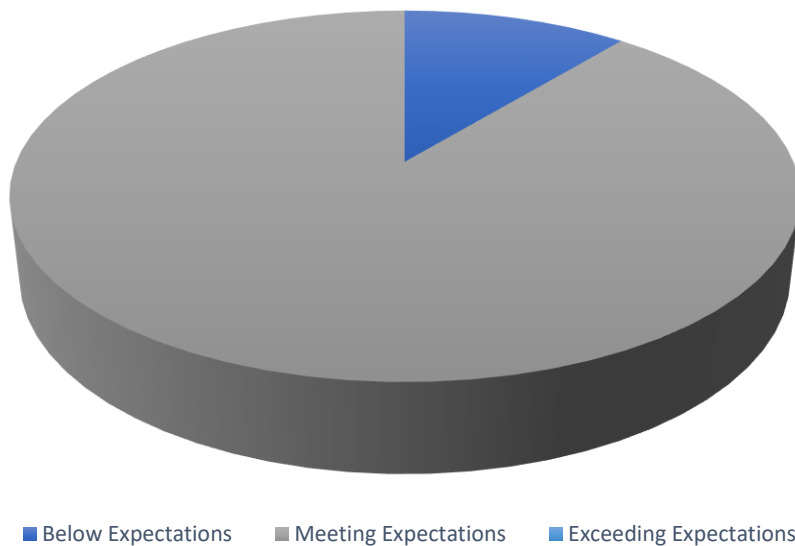


Mathematics Development of EHS Participants

Fall EHS Mathematics Development

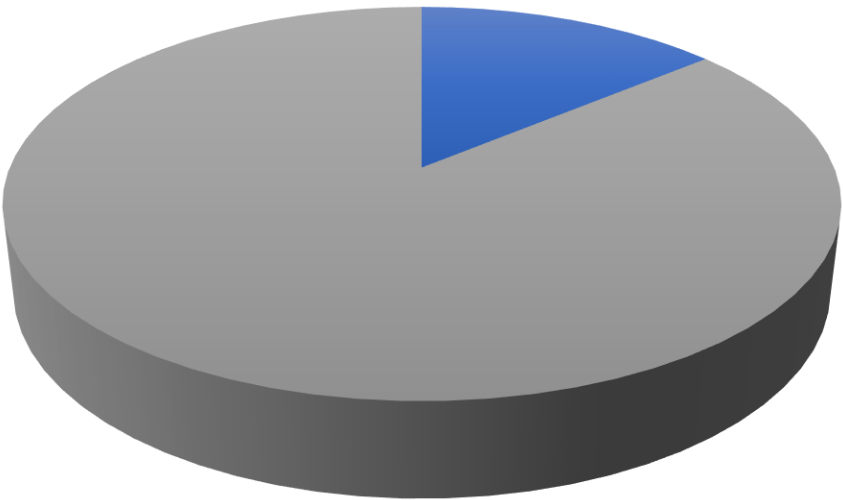


Winter EHS Mathematics



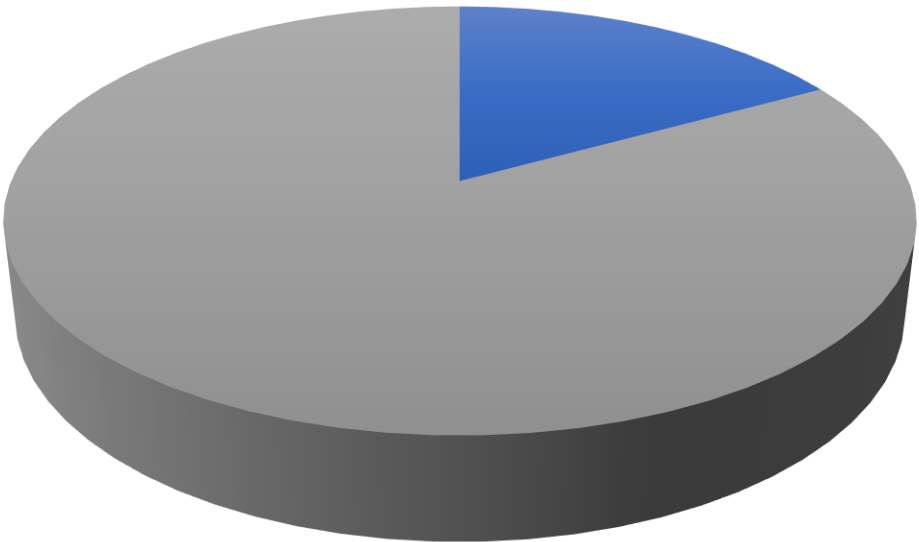
Mathematics Development of EHS Participants

Spring EHS Mathematics Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

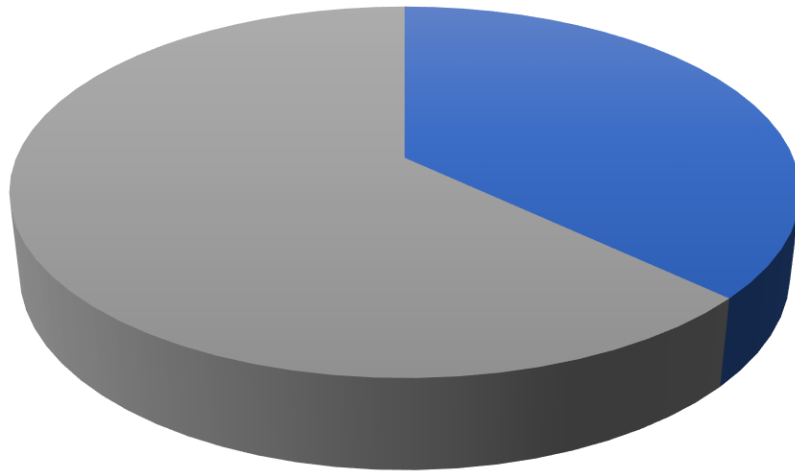
Summer EHS Mathematics Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

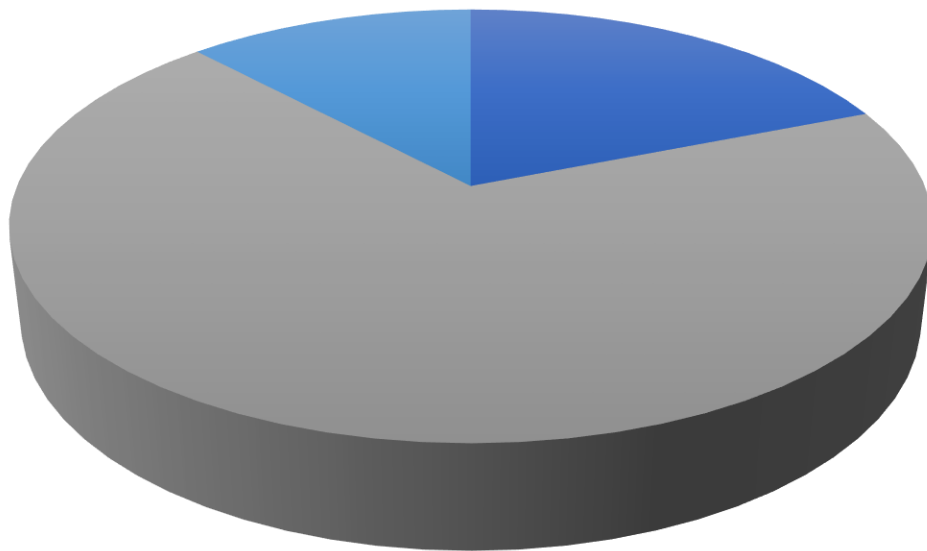
Mathematics Development of OPK-PT Participants

Winter OPK-PT Mathematics Development



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

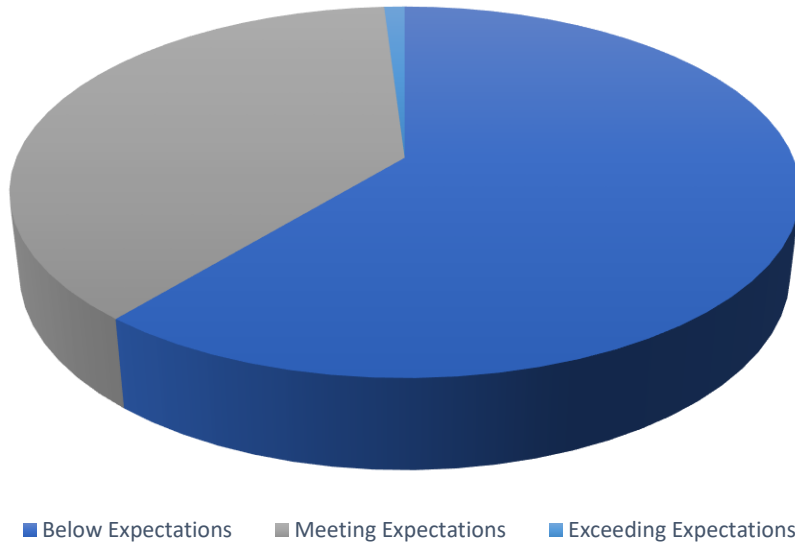
Spring OPK-PT Mathematics Development



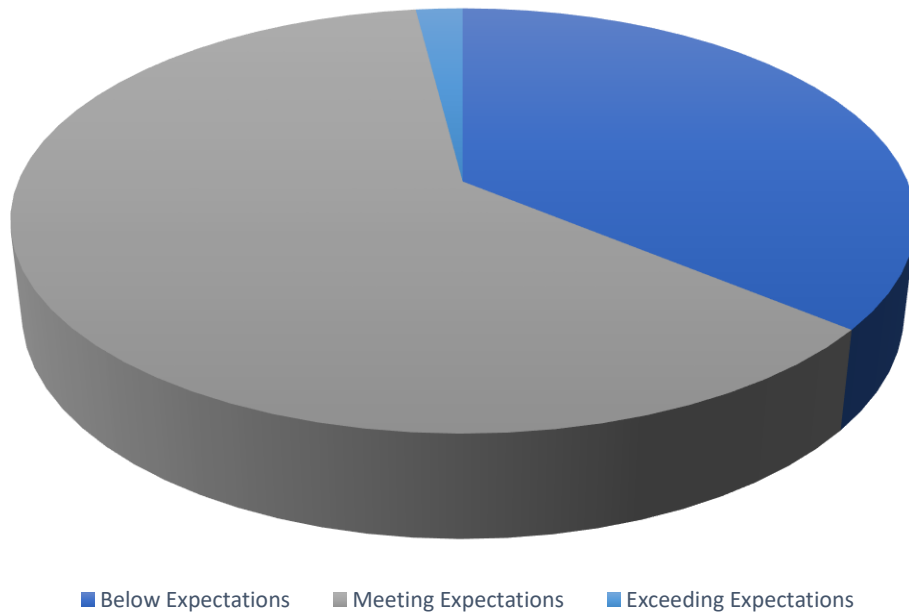
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

Mathematics Development of All Preschool Participants

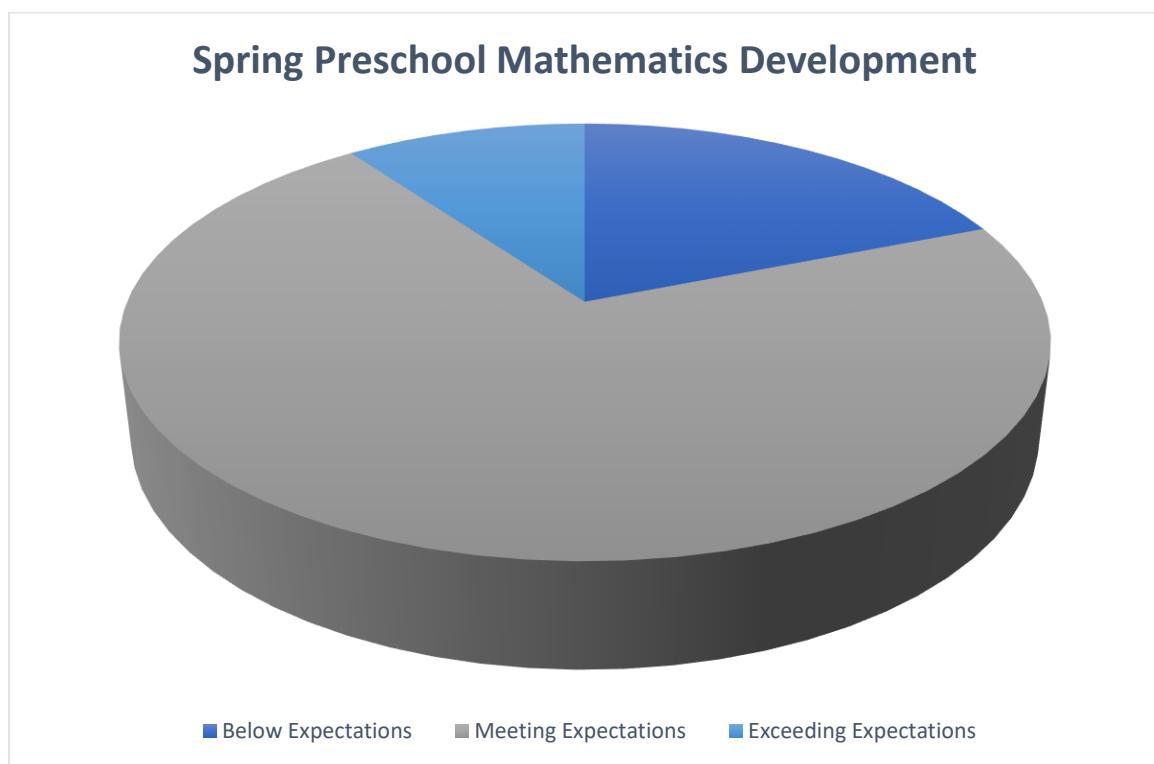
Fall Preschool Mathematics Development



Winter Preschool Mathematics Development

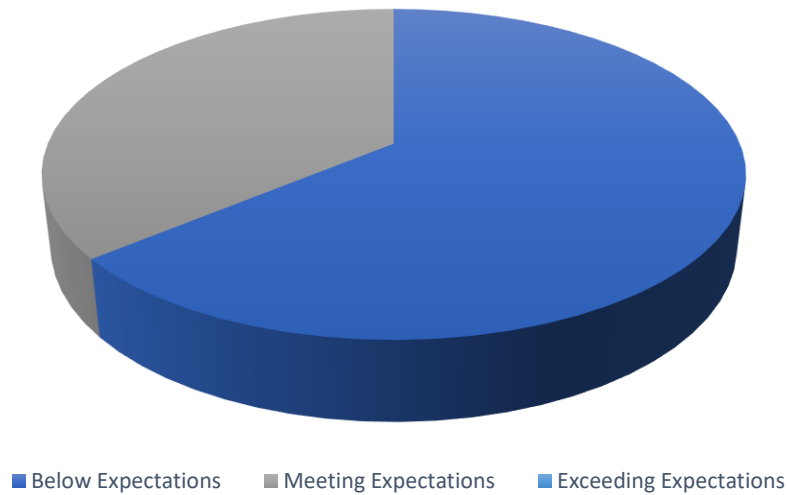


Mathematics Development of All Preschool Participants

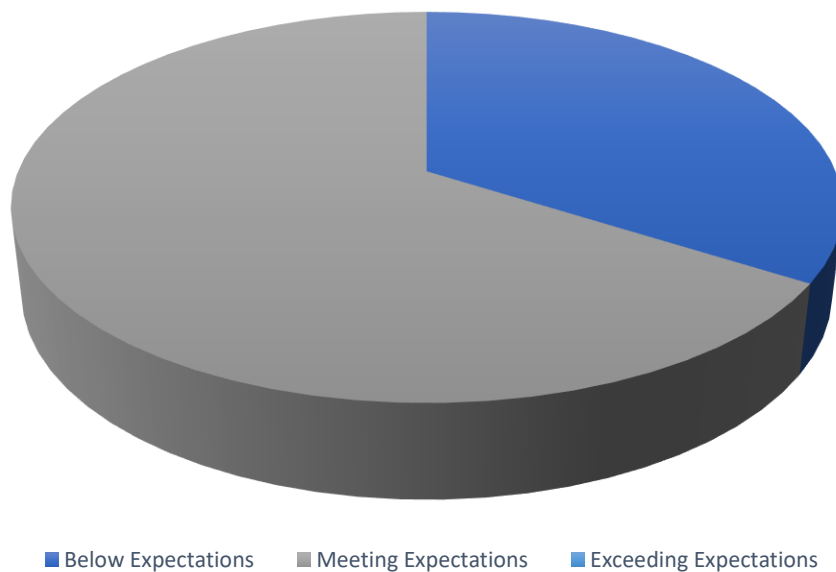


Mathematics Development of Three-Year-Old Participants

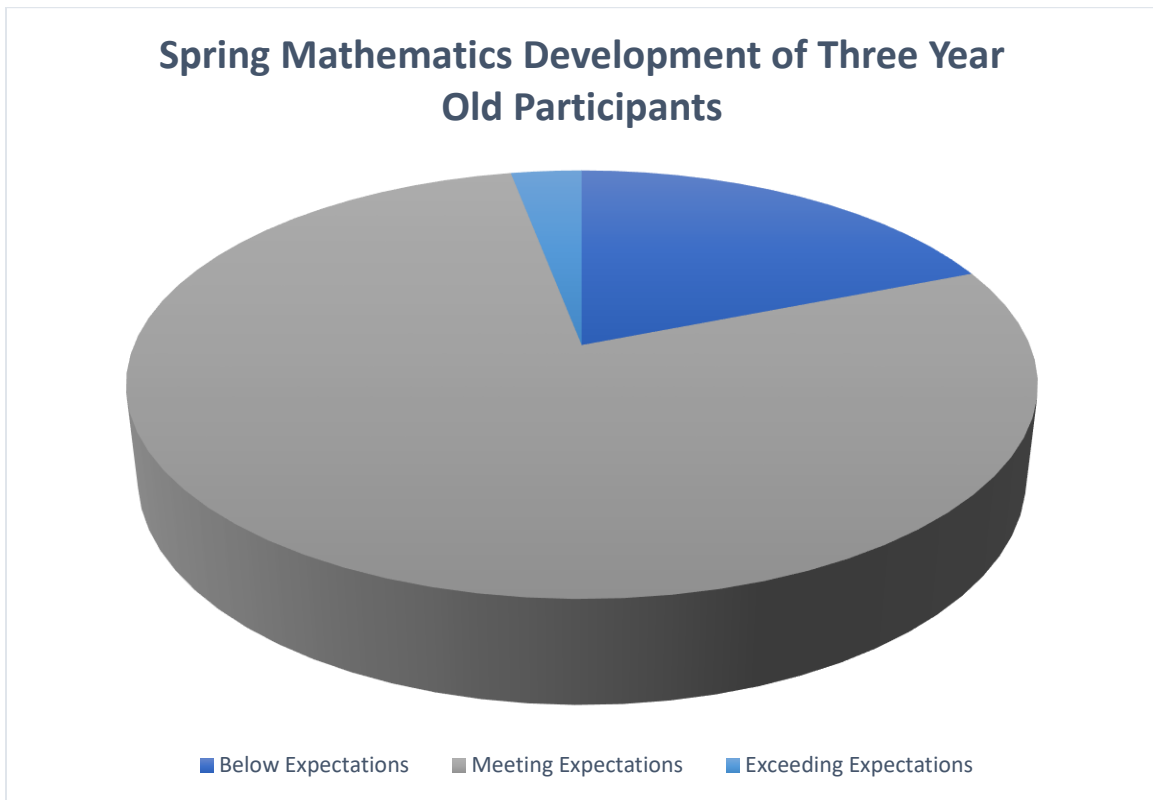
Fall Mathematics Development of Three Year Old Participants



Winter Mathematics Development of Three Year Old Participants

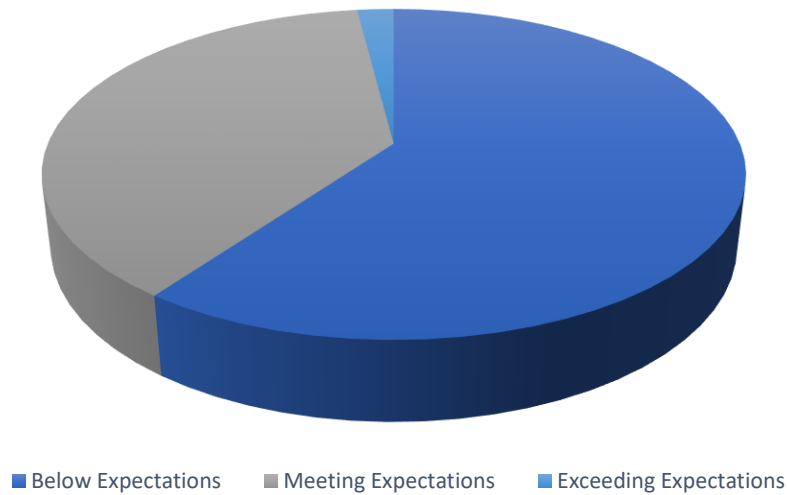


Mathematics Development of Three-Year-Old Participants

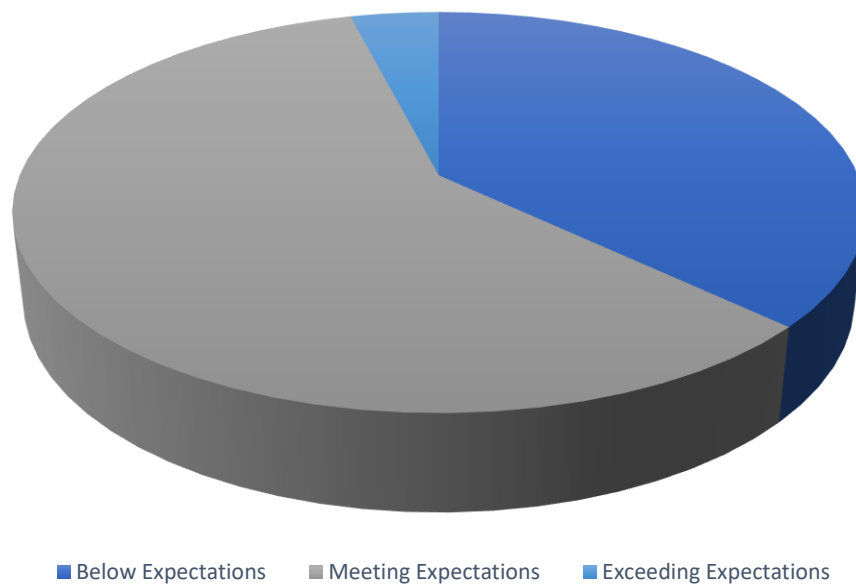


Mathematics Development of Four-Year-Old Participants

Fall Mathematics Development of Four Year Old Participants



Winter Mathematics Development of Four Year Old Participants



Mathematics Development of Four-Year-Old Participants

Spring Mathematics Development of Four Year Old Participants

