



Improving Outcomes for Colorado Children





What Makes Clayton Unique?

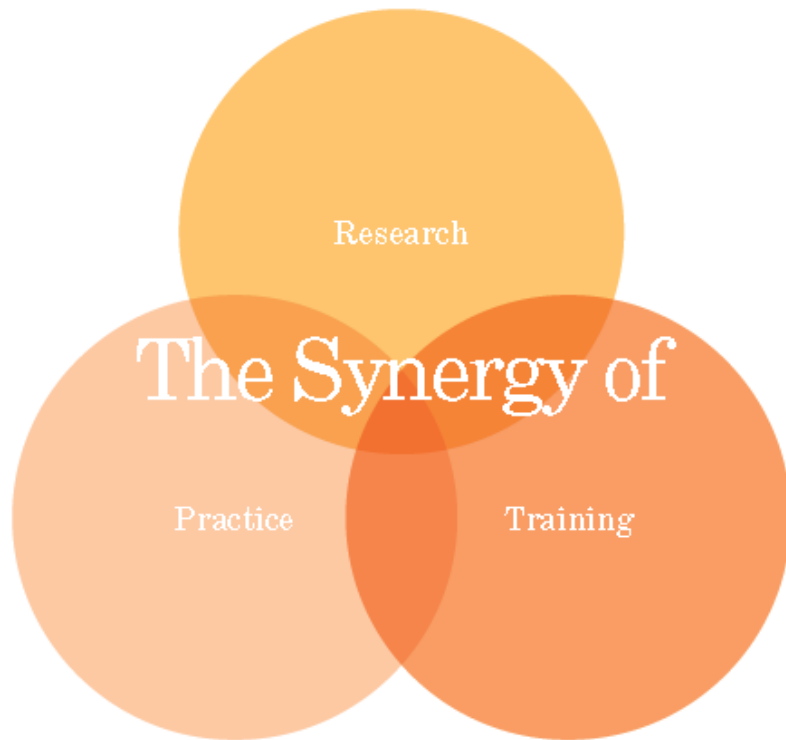
- *Improved school readiness* of at risk children
- Highest quality early childhood education: Head Start Reviews, 4 Star Qualistar Rating, NAEYC accreditation, implementation of Educare Model
- Unique blend of direct services, action research, and on-going use of data to inform practice
- Outreach and support for other programs
- Impact-driven partnerships with stakeholders



Center of Excellence Award

- Designated as one of 10 by US DHHS Office of Head Start
- Grant of \$1,000,000 over five years
- Recognizes programs in full compliance with and *building upon* program performance standards
- Awardees become part of the national effort to *improve child outcomes* in all programs by *giving back*– sharing promising practices

Current Operations



Focus on pre-natal to age five, with strong ties to K-12

- Clayton Educare
- Clayton Institute



Clayton Institute

- Founded in 2000
- Provides a unique blend of professional development for early childhood educators, training for parents, and program evaluations
- Reaches hundreds of teachers statewide who in turn reach thousands of children



Clayton Educare



Serve 400+ low income children and their families

The majority in our Educare center, some through community partners



What is Educare?

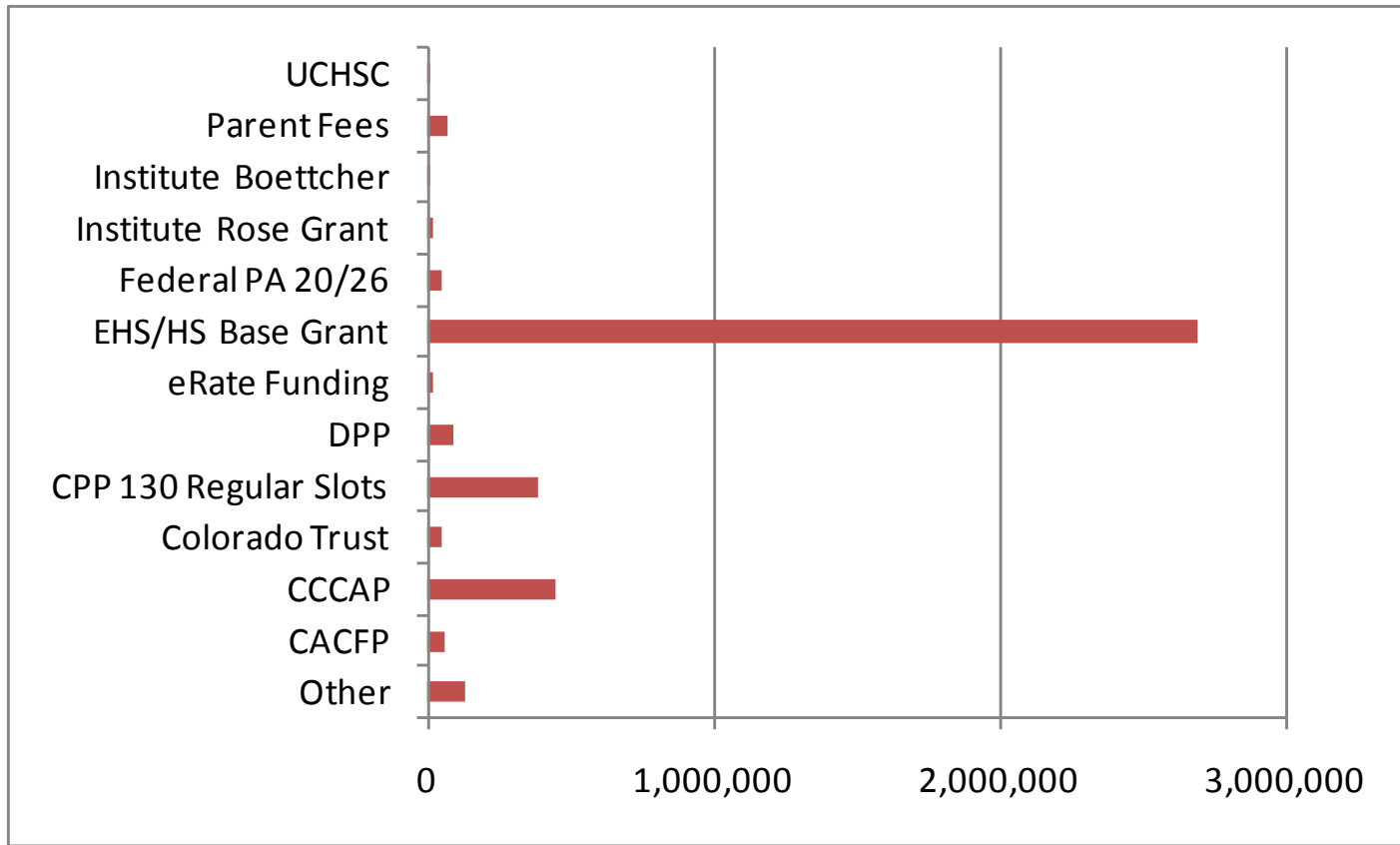
Educare is:

- A **Partnership** to create a birth to 5 program.
- A **Place** to serve as a beacon of hope.
- A **Program** to prepare children for school.
- Highly-qualified **People** to produce and sustain high-quality services.

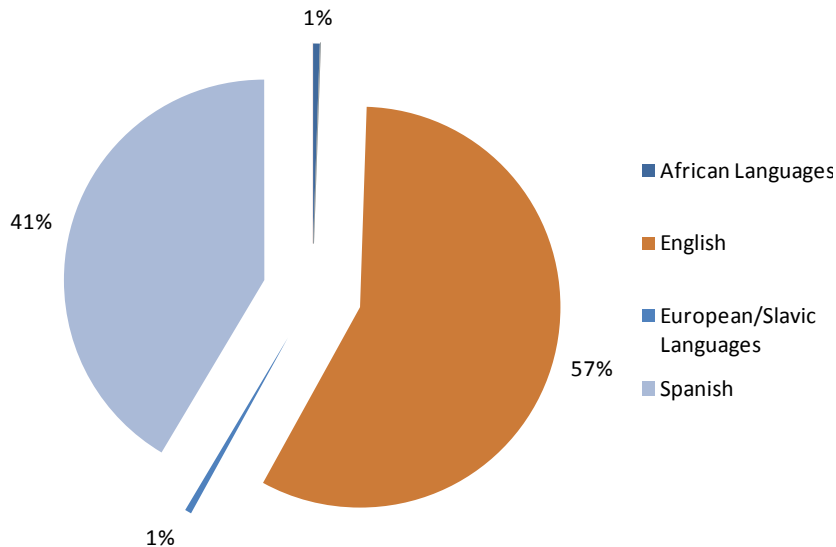




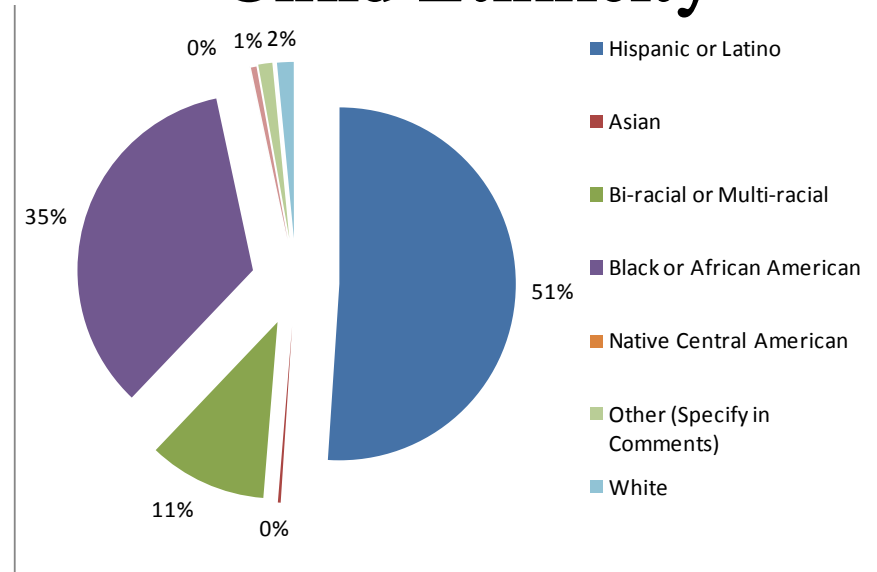
Clayton Educare Funding Sources



Child Primary Language



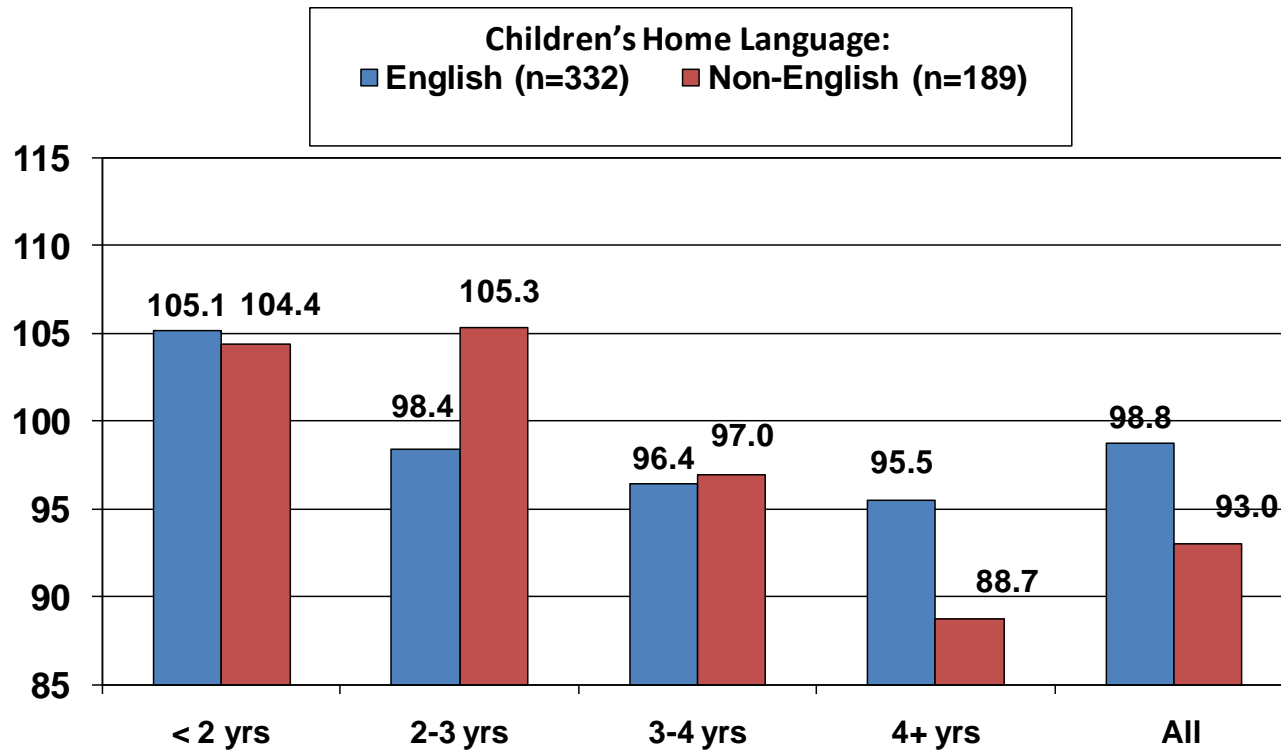
Child Ethnicity



- The total population of Denver County is estimated to be 585,563 with 18% foreign born.
- 9% of all Denver households are linguistically isolated.
- 51% of Denver children under the age of 18 are of Hispanic/Latino origin.
- The poverty rate for children under the age of five is 29%.



School Readiness Scores (English Bracken) of Kindergarten Bound Children by Age of Entry into Educare All Sites, Adjusted, 2007-09





The Benefit to Colorado of the Center of Excellence Designation

Grant award allows us to further enhance and radiate out to other sites through existing and new relationships some of our most promising practices, including:

Culturally responsive child and family mental health services

Mentoring/coaching of early childhood teachers for continued professional development



Culturally Responsive Mental Health Services

- Equality in Health Grant – Colorado Trust (2005-2010)
- Purpose: eliminate disparities in the utilization of mental health services by racial and ethnic minority children and families
- Link between parent-child mental health
- On-site services and linking to community agencies
- Reducing barriers
 - Clayton demographics
 - Transportation, language, culture, financial, service restrictions
 - Addressing the stigma
 - Creating alternative opportunities for support
 - Cultural competency workgroup





Clayton's Model for Social-Emotional Development

- Offer support at three levels – universal, targeted and intensive
- Social-emotional screening for all families – Center for Epidemiological Studies Scale for Depression (CES-D)
- Center of Excellence Grant – increase focus on children, families and staff
- Staff: one-on-one consultation, Child-Family Reviews, Child Family Educator Reflective Group



Organizational Cultural Competency

- Organizational change work to create a more respectful, reciprocal and responsive educational setting for children and families and a better workplace for staff
- Cultural Competency Workgroup
 - Multidisciplinary staff & families participate voluntarily
 - Policy change and creation
 - Development plan: personal/professional, organizational, community
 - Forum for discussing the issues that arise around our work
 - Ongoing training and development



Coaching-Centered Professional Development

The goal of coaching is to support early childhood professionals in making sustained, continuous growth in their practice, thereby promoting positive outcomes for children and families.





Coaching Consortium

<http://cocoaches.net>

Actively promoting excellence in and opportunities for early childhood coaching while strengthening collaboration among stakeholders





In What Areas Do We Coach?

- Overall program improvement
- Language and literacy development
- Infant-toddler development
- Authentic assessment



Effective Coaching

- The relationship is critical
- Highly individualized, ideally driven by the learner's agenda
- Heavy reliance on reflective conversations



Teacher as Researcher

- Opportunities for self-reflection
- Teachers make their own connections between theory and practice
- Share reflections with a colleague to gain meaning



Relationship of Impact on Teachers and the Types of Training Components Used

Training Components \ Impact on Teachers	Understand Knowledge and Skills	Actually Learn Skills	Actually Apply Skills in Classroom
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Feedback Peer Visits	90%	90%	80-90%

Joyce & Showers. (1995).

Student Achievement Through Staff Development: Fundamentals of School Renewal

Professional Learning Communities

The Bottom Line: Reading, Math, and Closing the Gap Within a Culture of Collaboration

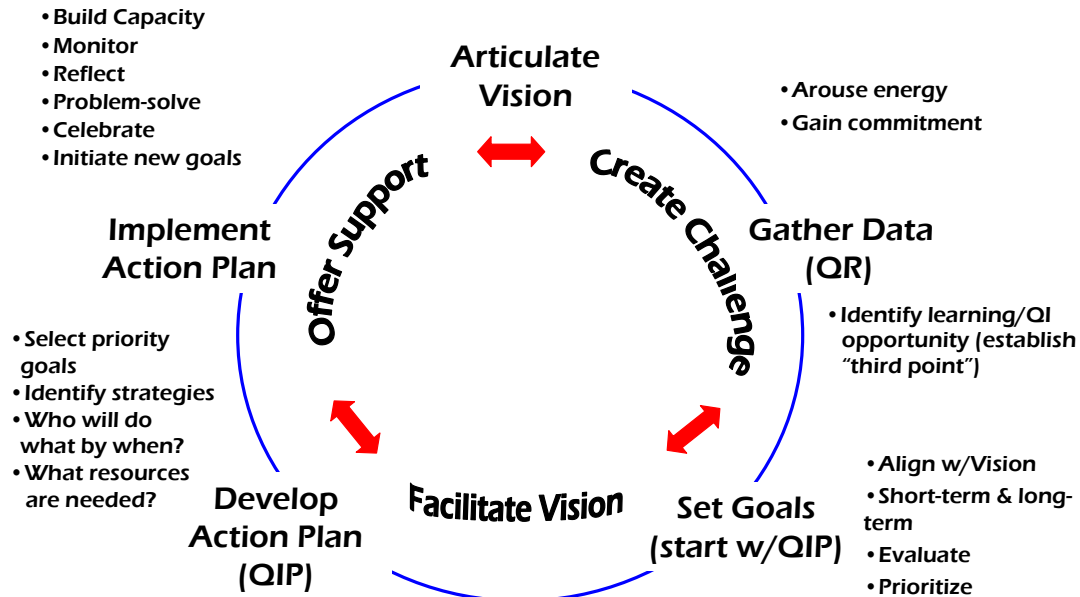


Coaching Model

Includes:

- A cycle of reflection
- Observation/practice
- Demonstration/modeling
- Feedback

Continuous Quality Improvement: Learning Focused and Data Driven





Video clip:
Instructional Coaching





Questions?

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