Infant and Toddler

86 Students

47% Male
53% Female

Ethnicity

- Non-Hispanic 84%
- Hispanic 14%
- Both 1%
- Blank 1%

Race

- Asian 7%
- Black/AA 23%
- White 64%
- Two+ 3%
- Blank 1%

Tuition

- Subsidy 45%
- Full 55%
Pre-K 3

134 Students
48% Male
52% Female

Ethnicity
• Non-Hispanic 59%
• Hispanic 41%

Race
• Asian 5%
• Black/AA 41%
• White 52%
• Hawaiian/Pac Island 2%
• Two+ 1%

Socio-Economic
• Eco-Disadvantage 95%
• Non-Eligible 5%
After School Program

22 Students
59% Male
41% Female

Ethnicity
• Non-Hispanic 68%
• Hispanic 32%

Race
• Asian 5%
• Black/AA 23%
• White 64%
• Two+ 1%

Tuition
• Subsidy 14%
• Full Pay
Dedicated/Engaged Staff

- Family Advocates
  - 1 Full-Time & 1 Part-Time Counselor
  - 1 Social Worker
  - 2 Education Advocates

- Enrichment Teachers
  - STEAM
  - Music & Movement
  - Literacy Library

- Infant/Toddler Staff
  - 2:8 ratio in most rooms

- PreK 3 Classrooms
  - 2:15 ratio
  - 2 Bilingual 1 ESL
  - 3 Head
  - Head
  - Start
Community Partners

- Galveston ISD
- Galveston County Community Action Council – Head Start
- Ball High School
  - BESST
  - Child Guidance
  - Audio Visual
- UTMB
  - OT, PT, Pediatric Psychiatry
  - Nursing
- SMART Family Literacy
- Area Childcare Directors

- Boys and Girls Club
- Urban Strategies
- Galveston Urban Ministries
- Family Service Center
- BBVA
- Gulf Breeze
- Galveston Food Bank
- St. Vincent’s House
- Ironman
- 3919 Enterprises
Curriculum/Assessment

Infant, Toddler, Three Year Old Early Learning Guidelines
(Frog Street)

PK Guidelines
(Frog Street)

INFANT & TODDLER Developmental Checklists

PK3 CIRCLE

PK4 CIRCLE

KINDERGARTEN Kindergarten Readiness
### Infant & Toddler Developmental Checklist

<table>
<thead>
<tr>
<th>Age</th>
<th>6-9 months</th>
<th>12-18 months</th>
<th>18-23 months</th>
<th>24-36 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dec Jan</em></td>
<td>Dec Jan</td>
<td>Dec Jan</td>
<td>Dec Jan</td>
<td>Dec Jan</td>
</tr>
<tr>
<td><strong>Health &amp; Motor</strong></td>
<td>0 50</td>
<td>70 77</td>
<td>32 53</td>
<td>57 61</td>
</tr>
<tr>
<td><strong>Lang &amp; Literacy</strong></td>
<td>0 13</td>
<td>51 69</td>
<td>25 33</td>
<td>52 56</td>
</tr>
<tr>
<td><strong>Social Emotional</strong></td>
<td>0 50</td>
<td>88 92</td>
<td>56 73</td>
<td>68 72</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td>0 23</td>
<td>52 62</td>
<td>25 33</td>
<td>56 61</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>0 25</td>
<td>65 69</td>
<td>35 47</td>
<td>52 53</td>
</tr>
</tbody>
</table>
# PK3 Skill Assessment

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Assessment (9/13/18) 132</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Assessment (10/31/18) 141</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Assessment (1/15/19) 140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Letter Identification</td>
<td>14%</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Lower Case Letter Identification</td>
<td>.7%</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>Number Identification</td>
<td>N/A</td>
<td>26%</td>
<td>40%</td>
</tr>
<tr>
<td>Rote Counting</td>
<td>.8%</td>
<td>14%</td>
<td>38%</td>
</tr>
<tr>
<td>Colors</td>
<td>16%</td>
<td>25%</td>
<td>41%</td>
</tr>
<tr>
<td>Shapes</td>
<td>17%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7%</td>
<td>18%</td>
<td>31%</td>
</tr>
</tbody>
</table>
## Comparative Scores

* Indicates not assessed in October

<table>
<thead>
<tr>
<th></th>
<th>Uppercase (Goal: 10)</th>
<th>Lowercase (Goal: 10)</th>
<th>Numbers (Goal: 1-5)</th>
<th>Rote Counting (Goal: 1-15)</th>
<th>Colors (Goal: 11 Colors)</th>
<th>Shapes (Goal: 6 Shapes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning MECC</td>
<td>31%</td>
<td>44%</td>
<td>*</td>
<td>38%</td>
<td>31%</td>
<td>50%</td>
</tr>
<tr>
<td>New MECC</td>
<td>22%</td>
<td>33%</td>
<td>*</td>
<td>20%</td>
<td>27%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Student Outcome Goals (70%)

- **Increase Vocabulary** – By the end of the 2018-2019 school year, 70% of our students will be able to identify vocabulary introduced in the Frog Street curriculum (90 vocabulary cards)
  7% Sept/18% Dec/31% Jan

- **Alphabet Knowledge** – By the end of the 2018-2019 school year, 70% of our students will recognize at least 10 letters especially those in their own name.
  12% Sept/17% Oct/38% Dec

- **Number Recognition** – By the end of the 2018-2019 school year, 70% of our students will recognize the numerals 1-5.
  15% Sept/26% Oct/43% January
Performance Measures
Performance Measure #1
Student Outcome Performance Measures

• TSDS Early Childhood Assessment
  • 2017-2018
    • 91.7%
  • Updated High Quality Early Childhood Self Assessment (Sept)
    • 51 indicators
      • 22 Exemplary
      • 18 Proficient
      • 11 Developing
Performance Measure #2
Financial Performance
Financial Reporting

Financial Report Submitted within 180 days

2018 Audit in progress

Unqualified opinion

Free of Instances of Material Weaknesses in Internal Controls
Performance Measure #3
Parent and Community Engagement

Progress Measure #1

• Parent and Community Meetings
  • Community Resource Fair (Sept)
  • Professional Advisory Mtg (Aug, Dec, & Feb)
  • Parent Advisory Mtg (Oct & Feb)
  • Area Childcare Providers (Sept, Nov, Dec & Jan)
  • Program & Early Childhood Research (Dec)
  • Community Advisory (Dec & Feb)
• Family Engagement Nights (Weekly events)
  • Academic Areas (Weekly Themes/Skills posted, Family nights – Process-Based Art, BINGO)
  • Parenting (Financial Literacy, Incredible Years, Positive Discipline, etc.)
  • Social/Emotional: De-Escalating Techniques (sensory activities, kinetic sand, yoga), Developmental Behavior (tantrums, biting)
Performance Measure #3
Parent and Community Engagement

Progress Measure #2

• Parent Communication of Student Assessment Performance
  • Parent Conferences
    • Scheduled
    • Unscheduled
  • Developmental Checklists Monthly
  • Report Card 9 wks
Angela Brown, MECC Board Treasurer
Karin Miller, Executive Director
Antonio Ford, Deputy Executive Director
Greg Howell, Business Manager