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 86%
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 2 ESL
  • 3 Head Start

New Programs – Pediatric Health Clinic & Motor/Sensory Lab
Community Partners

- Galveston ISD
- Teen Health
- Galveston County Community Action Council – Head Start
- Ball High School
  - BESST
  - Child Guidance
  - Audio Visual
- UTMB
  - OT, PT, Pediatric Psychiatry
    - Gross Motor/Sensory Lab
  - Nursing
- SMART Family Literacy
- Area Childcare Directors
- Diaper Bank
- 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

[Image of a child]
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></td>
<td>Dec</td>
<td>Jan</td>
<td>May</td>
<td>Dec</td>
</tr>
<tr>
<td>Health &amp; Motor</td>
<td>0</td>
<td>50</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>Lang &amp; Literacy</td>
<td>0</td>
<td>13</td>
<td>70</td>
<td>51</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>0</td>
<td>50</td>
<td>77</td>
<td>88</td>
</tr>
<tr>
<td>Cognitive</td>
<td>0</td>
<td>23</td>
<td>77</td>
<td>52</td>
</tr>
<tr>
<td>Overall</td>
<td>0</td>
<td>25</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Skill Assessed</td>
<td>1st Assessment (9/13/18)</td>
<td>2nd Assessment (10/31/18)</td>
<td>3rd Assessment (1/15/19)</td>
<td>4th Assessment (5/3/19)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Capital Letter Identification</td>
<td>14%</td>
<td>17%</td>
<td>34%</td>
<td>84%</td>
</tr>
<tr>
<td>Lower Case Letter Identification</td>
<td>.7%</td>
<td>11%</td>
<td>22%</td>
<td>67%</td>
</tr>
<tr>
<td>Number Identification</td>
<td>N/A</td>
<td>26%</td>
<td>40%</td>
<td>82%</td>
</tr>
<tr>
<td>Rote Counting</td>
<td>.8%</td>
<td>14%</td>
<td>38%</td>
<td>80%</td>
</tr>
<tr>
<td>Colors</td>
<td>16%</td>
<td>25%</td>
<td>41%</td>
<td>82%</td>
</tr>
<tr>
<td>Shapes</td>
<td>17%</td>
<td>20%</td>
<td>25%</td>
<td>82%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7%</td>
<td>18%</td>
<td>31%</td>
<td>82%</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)</th>
<th>Shapes (Goal: 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Feb</td>
<td>May</td>
<td>Oct</td>
<td>Feb</td>
<td>May</td>
</tr>
<tr>
<td><strong>Return MECC</strong></td>
<td>31%</td>
<td>44%</td>
<td>93%</td>
<td>*</td>
<td>38%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>New MECC</strong></td>
<td>22%</td>
<td>33%</td>
<td>82%</td>
<td>*</td>
<td>20%</td>
<td>67%</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/82% May

- **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/82% May

- **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/77% May

Targets areas for 2019-2020: Phonological Awareness & Math Skills
## SLO Comparisons

<table>
<thead>
<tr>
<th>SLO</th>
<th>% Letter</th>
<th>% Vocab</th>
<th>% Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning MECC Students</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>New MECC Students</td>
<td>81%</td>
<td>81%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Performance Measures
Performance Measure #1
Student Outcome Performance Measures

• TSDS Early Childhood Assessment
  • 2017-2018
    • 91.7%
    • Update at August Board Meeting
• Updated High Quality Early Childhood Self Assessment (Sept)
  • Update at August Board Meeting
  • 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–Ages and Stages, BINGO, Process-Based Art, Weekly Themes/Skills posted
  • Family nights – Thanksgiving, Yoga, Beach and Water Safety, Movie Night, FUN DAY
  • Parenting – Financial Literacy, Personal Finance, Incredible Years, Positive Discipline
  • 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
  • Calendar of Events
  • Newsletter
  • Parent Conferences
    • Scheduled
    • Unscheduled
  • Developmental Checklists Monthly
  • Report Card 9 wks
Betty Massey, MECC Board President
Weez Doherty, MECC Board Member
Karin Miller, Executive Director
Greg Howell, Business Manager