



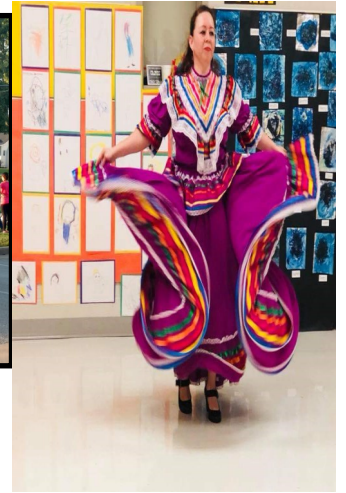
# Thelma B. Johnson Early Learning Center

Year in Review  
May 21, 2018

# Family Events

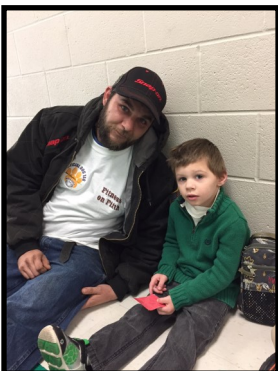
Event	Event Information	Average Attendance
Summer Reading in the Park	12 Sessions in June and July	55/session
Parent Orientation	8 Session times offered	All parents are required to attend
Meet and Greet	Evening Event	993
Harvest Hoedown	Saturday Event	482
BornLearning Academy	3 Sessions Complete (Sept, Oct, and Nov)	51/session
4C Play and Learn	Meets every Friday that school is in session	30/session
Smart from the Start Kickoff	Evening Event	395
Kids in the Kitchen	Evening Event	32
Watch DOGS Launch	Evening Event	208
First Annual Valentine's Dance	Evening Event	486
2 End of Year Programs	Evening Event	1,836 in two nights
End of Year Super Hero./ Princess Dance	Saturday Event	186
<b>69 family events between June, 2017 and May, 2018</b>		<b>impacted 6554 people who attended</b>





# Watch D.O.G.S.

- 15 dads have volunteered
- 10 have returned to volunteer a second time-with 2 more on the schedule to return next month
- 5 have returned for 3+ days
- 1 dad from last year returned and has volunteered this year with no student currently enrolled.
- A total of 182 dads attended our 2 launch events
- 300 hours-LOW estimation of total number of volunteer hours since implementation-not including the launch events (500 hours with events)





# Ace's Data

## ACE Questions

1. Did a parent or other adult in the household often or very often.... Swear at you, insult you, put you down, or humiliate you? Or Act in a way that made you afraid that you might be physical hurt?

Yes: 86

2. Did a parent or other adult in the household often or very often..... Push, grab, slap, or throw something at you? Or Ever hit you so hard that you had marks or were injured?

Yes: 53

3. Did an adult or person at least 5 years or older than you ever...Touch or fondle you or have you touch their body in a sexual way? Or Attempt or actually have oral, anal, or vaginal intercourse with you?

Yes: 42

4. Did you often or very often feel that.... No one in your family love you or thought you were important or special? Or Your family didn't look out for each other, feel close to each other, or support each other?

Yes: 73

5. Did you often or very often feel that....You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

Yes: 39

6. Was a biological parent ever lost to you through divorce, abandonment, or other reason?

Yes: 176

# ACE Data

7. Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? Or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? Or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife.

Yes: 56

8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?

Yes: 101

9. Was a household member depressed or mentally ill, or did a household member attempt suicide?

Yes: 82

10. Did a household member go to prison?

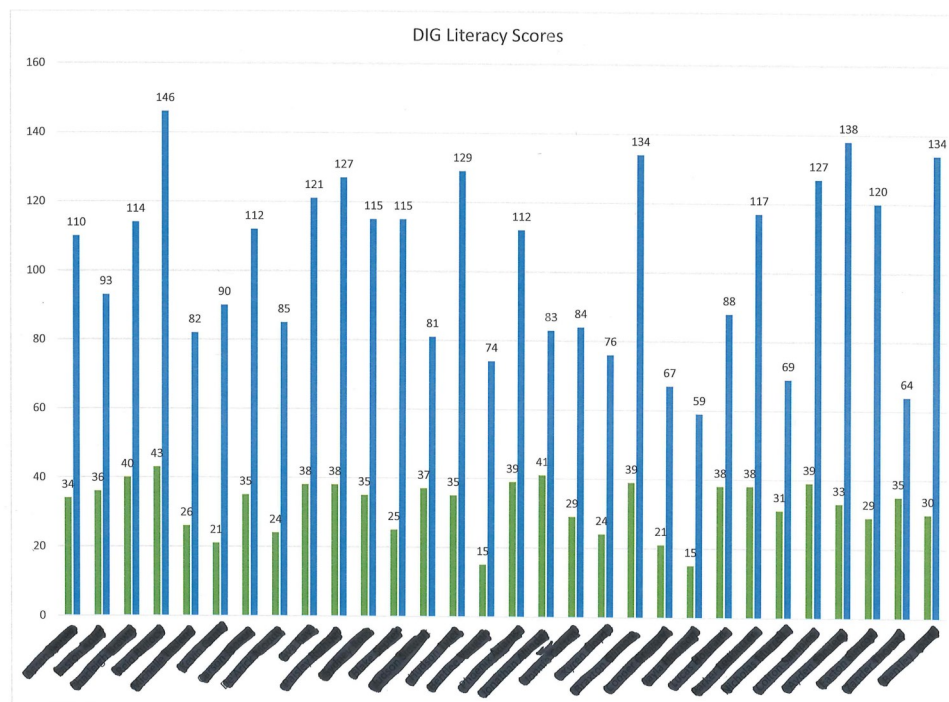
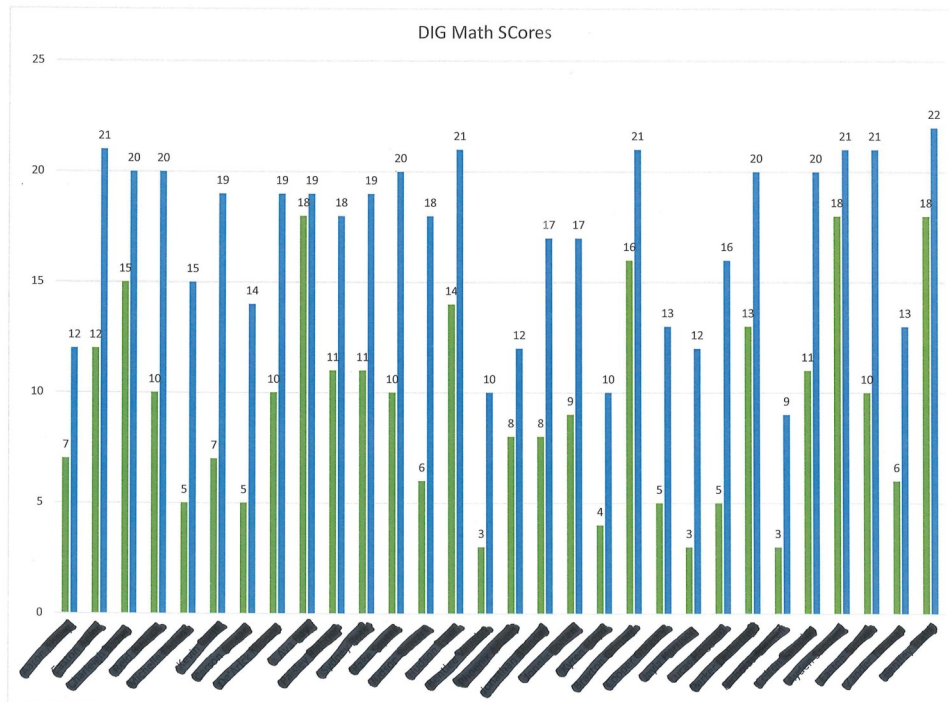
Yes: 58

**The ACES survey was completed by 333 parents and the data gained from the survey helped to give us a clear direction for where we need to focus future endeavors**

# 21st Century Data

Max Score

Literacy: 192      Math: 23



# 21<sup>ST</sup> CENTURY

## Focus Area 1: Program activities are geared toward rigorous academic enrichment

Elements of Strong Programs	Site Visitor Rating				
	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
<b>1. HIGH QUALITY HOMEWORK TIME:</b> Program provided appropriate space and climate for homework completion, alternatives for those without homework, and individual assistance for those who needed it.	1	2	3	4	NR
Because this site serves only pre-K students who do not have assigned homework, homework help is not included in programming.					
<b>2. SUPPLEMENTAL ACADEMIC ENRICHMENT:</b> Academic activities other than homework were offered to students that promoted engagement and stimulated thinking.	1	2	3	4	NR
Academic enrichment activities observed included morning message and journal time, read-aloud, and small groups. All activities included academic components ranging from early literacy skills (e.g., phonemic awareness, reading comprehension, rhyming) to math (e.g., number sense, patterns, measurement). Staff were intentional in making academic connections throughout programming and involving the students in making those connections, such as counting their peers in groups, identifying certain letters/letter sounds in written text, and discussing/dramatizing favorite stories. Weekly lesson plans included the academic foci for enrichment activities, as well as evidence of the ongoing theme for activities (currently fall/Halloween).					
<b>3. OPPORTUNITIES FOR ACTIVE LEARNING:</b> Students were active participants and frequently engaged in hands-on activities which had a clear link to the real world.	1	2	3	4	NR
Most activities emphasized hands-on or otherwise active student participation, as students were encouraged to chime in to answer questions, help to count or identify objects or words/letters, or to draw and write the words of the day following instructions. Staff consistently extended activities though asking students questions that would apply to real-world observations, such as questions about the weather, comparing or placing objects, and reflecting on favorite stories or activities. All activities, including free-choice centers, were cognitively stimulating and developmentally appropriate.					



## Focus Area 2: Program activities are linked to the regular school day

**4. LINKS TO THE SCHOOL DAY CURRICULUM/ SCHOOL STANDARDS:** Program staff incorporated school curriculum into after school programming and aligned activities with school standards.

1

2

3

4

NR

Overall, the program was a direct extension of the regular pre-K school day and curriculum, with staff who were very knowledgeable about the standards and activities that directly complemented the skills and content taught in pre-K. Lesson plans aligned with school standards and included options for enhancing certain activities (e.g., questions to check reading comprehension, connections to other content areas). Both STEM content (particularly math) and literacy content were observed throughout the various activities, and an additional STEM/STEAM component was included for students outside of the official 21<sup>st</sup> CCLC programming time.

**5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM:** School-day teachers and other school personnel participated directly or indirectly in the administration of the program to support academic enrichment.

1

2

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NR

Because of the unique nature of this program, offering both morning and afternoon sessions for students either before or after their pre-K half day, the site coordinator and teaching assistants work full time as teachers for the 21<sup>st</sup> CCLC-funded program. The school principal serves as the program director, and all program teachers were formerly teachers or assistants in the school's pre-K classrooms. Staff reported that a regular sub had been used for the program, a retired pre-K teacher. Teachers who do not work for the program support it through regular communication with the program staff, including discussion of individual student needs and progress and updates on curricula and class activities.

**6. ACADEMIC ACTIVITIES TAILORED TO INDIVIDUAL STUDENT NEEDS:** Program staff systematically identified students in need of academic support and utilized school data to plan programming.

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NR

Program staff collected extensive data on students and were able to review data collected by school day teachers via the TS-GOLD system. Data collected during the program began with student screeners (to determine eligibility), and also included additional assessments of cognitive, language, motor, and social/emotional skills. Furthermore, staff collected observational data on students throughout programming, and this was observed during the site visit. Program staff reported that these data were used to plan enrichment activities for students, focusing on content/skill areas where students could benefit from additional practice. Student data collected during programming were also shared with school day teachers, and program staff planned to follow-up with students when/if they exited the program.

### Focus Area 3: Program provides youth individual support and positive interactions

Elements of Strong Programs	Site Visitor Rating				
	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
<b>7. OPPORTUNITIES FOR INDIVIDUAL SUPPORT:</b> Individual, small group tutoring or one-on-one time was available for students who needed additional academic or emotional support.	1	2	3	4	NR
A low staff: student ratio (3:13) allowed for students to receive individual support easily, and there were at least two structured opportunities for small groups of students to work with staff on targeted academic skills. During whole group activities, staff were also observed assisting individual students with thinking through academic questions or handling emotional issues. During less structured time, staff circulated throughout areas to interact with and provide support to students, sometimes working individually or in small groups on academic concepts or asking students questions to provide academic connections to play-based activities. Staff reported that mentoring opportunities had been provided, through the school's Watch Dog program (fathers serving as mentors/role models in classrooms) and grandparents acting as volunteers.					
<b>8. OPPORTUNITIES FOR POSITIVE INTERACTION WITH ADULTS:</b> Program staff created an environment that allowed youth to receive support and encouragement.	1	2	3	4	NR
Staff were consistently positive, relaxed, and respectful with students, and students were often observed hugging staff and sharing their news or artwork with them. Very few behavior issues were observed, and any minor issues were resolved through positive behavior management. Staff frequently reinforced good behavior through positive feedback, pointing out when students were listening well, etc., and they also frequently complimented students on their hard work, accomplishments, or helping others.					
<b>9. OPPORTUNITIES FOR POSITIVE INTERACTION WITH PEERS:</b> All students were provided the opportunity to get to know each other and build positive social skills with peers.	1	2	3	4	NR
Students experienced both structured whole- and small-group activities during the course of the program, as well as less structured free-choice activities, including outdoor recess (gross-motor activity) and classroom centers. Primarily inclusive relationships were observed among students, and staff were intentional about reminding students to treat each other with respect (e.g., ask permission to play). Staff reported receiving training in "Conscious Discipline," and this was evident in the observation of staff helping students to regulate minor disagreements with one another. Staff were very intentional about helping students to talk to each other, ask permission, and stand up for themselves when a student was bothering them, and also reminded students about why certain rules were in place (to keep them safe, etc.).					

## Focus Area 4: Program builds relationships with schools, parents, and community partners

### 10. PROGRAM IS WELL-INTEGRATED WITH SCHOOL AND SHARES SCHOOL RESOURCES:

Program staff regularly communicated with school day teachers, had access to school resources, and spent ample time in the school during the school day.

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NR

The site coordinator and principal, who also serves as the program director, communicate daily regarding the program, students, and events. The program has a dedicated classroom and access to all common areas of the school for programming (e.g., library, playground, cafeteria). The site coordinator communicates daily with at least some teachers in the school, and communicates formally with all teachers by providing program updates during weekly staff meetings. The

site coordinator also serves on school committees and attends all school professional development meetings and PLC meetings.

### 11. PROGRAM STAFF INITIATE REGULAR

COMMUNICATION WITH PARENTS: Program staff communicated regularly with parents and provided opportunities for program involvement.

1

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3

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NR

Staff communicate regularly with parents in both formal and informal ways. The program uses a daily planner to communicate with parents of each student on a daily basis, writing a brief note or update on the day's activities or the child's progress. Parents can also use the planner to write notes back to the staff. Staff also use email, a Facebook page, texts, and weekly and monthly newsletters to communicate with parents. Family nights in coordination with the school occur very frequently, and opportunities are available for parents to volunteer in a variety of ways, including in the classroom, preparing materials, or supervising on field trips.

### 12. PROGRAM STAFF ACTIVELY DEVELOP

RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conducted outreach activities to engage community partners and involve them in the program.

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NR

Staff reported partnerships with a variety of community organizations and local businesses, including the local library, YMCA, fire department, state park, United Way, a local dentist, and several local restaurants or retail stores. Through partnering with United Way and the Volunteer information center, the 21<sup>st</sup> CCLC program had increased community support and awareness for several existing initiatives that serve the same families/students that attend their program. All partners provided services or donations on a volunteer basis.

TBJ became the first preschool in the nation to receive a 21<sup>st</sup> Century Learning Grant. Ninety students received enrichment throughout the school year and 20 more will receive summer enrichment to avoid summer slide.



# Grants 2017-2018

Grant	Amount Awarded
Smart from the Start	\$2,500.00
National 21st Century	\$150,000.00
Tier III Community Partnerships Continuation Grant	\$150,000.00
Quality Assurance	\$15,000.00
Prestion Family Foundation for Scholarships	\$25,000.00
Century Aluminum for Backpack Club	\$1800.00
Century Aluminum for Early Litera- cy Campaign	\$700.00

Total Amount awarded: \$345,000.00



# Enrollment Trends

Enrollment as of December 1:

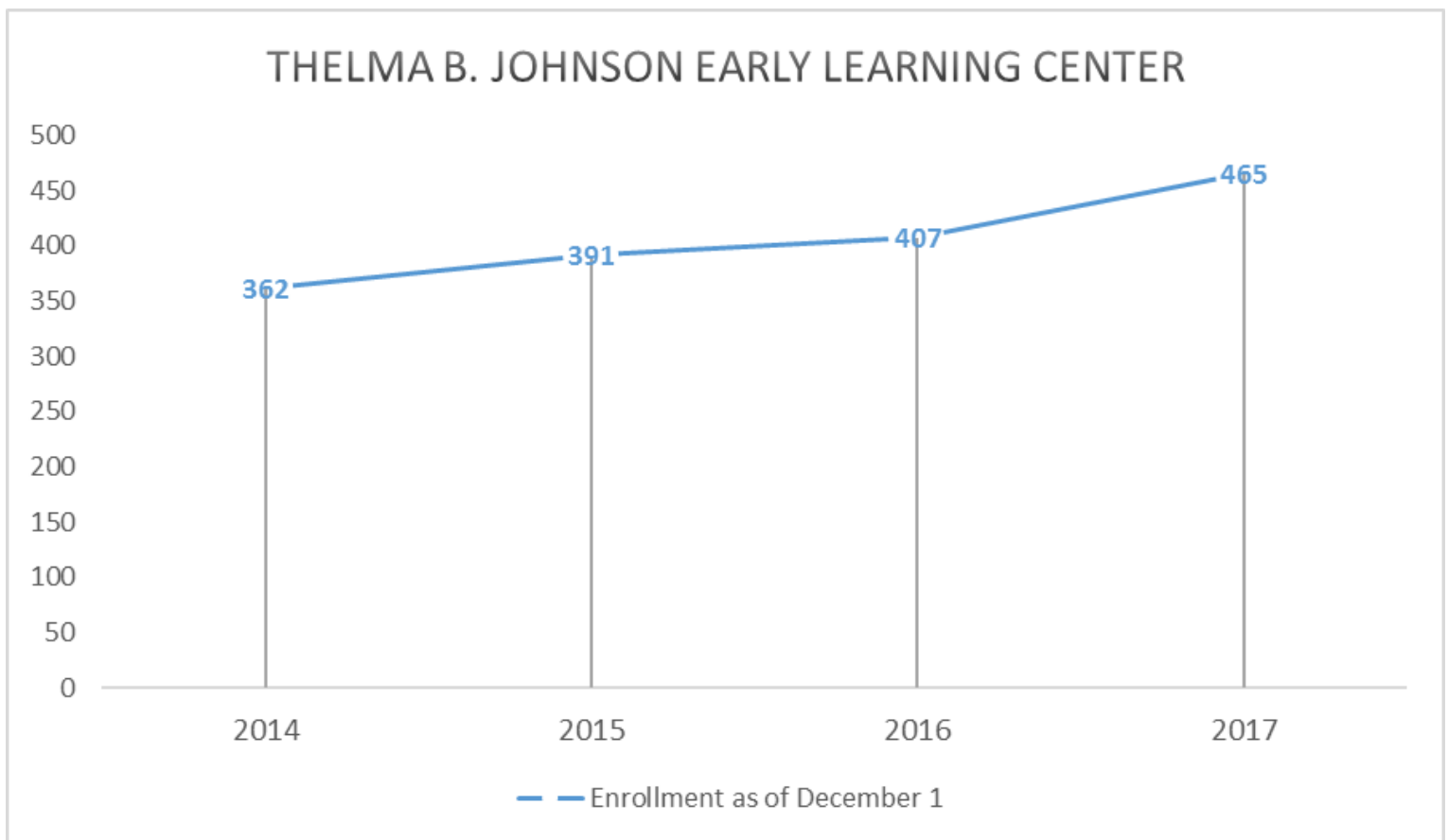
2014– 362

2015– 391

2016– 407

2017– 465

Enrollment at Thelma B. Johnson Early Learning Center has grown 22% since 2014.



- \*Our students participated in a service learning project (Sowing Seeds of Kindness) and delivered 30 plants and portraits by student artists to the community**
- \*We provided extra meals to 51 students for 25 weeks through our backpack program**
- \*Families and community members have donated 1171 volunteer hours this school year**
- \*One staff member achieved National Board Certified Teacher status and 2 more are currently working through the NBCT process**
- We partnered with 6 private childcares to provide enrichment and instruction in order to reach students who may not come to TBJ**
- Families and community members have donated 1171 volunteer hours this school year**



## Future Stars Family Resource Center

In office contacts: 107

Telephone Contacts: 154 (this doesn't include the texting I do with a few of our parents who never have minutes)

Backpack Club: 51 backpacks weekly

Readifest: 44 families serviced

Dental Screenings: 79 students (13 needed of immediate treatment)

Clothing for Confidence: 21 students

Christmas Assistance: 98 students

Utility Assistance: 9 Families

Birth Certificate: 16 Families

Lice Kits: 11 kits

Emergency Housing Assistance: 1 Family

Build a Bed: 4 students (plus siblings)

Diapers provided for 2 students during school days

Happy Feet: 21 children serviced

Vision referrals: 2 students referred for vision screen