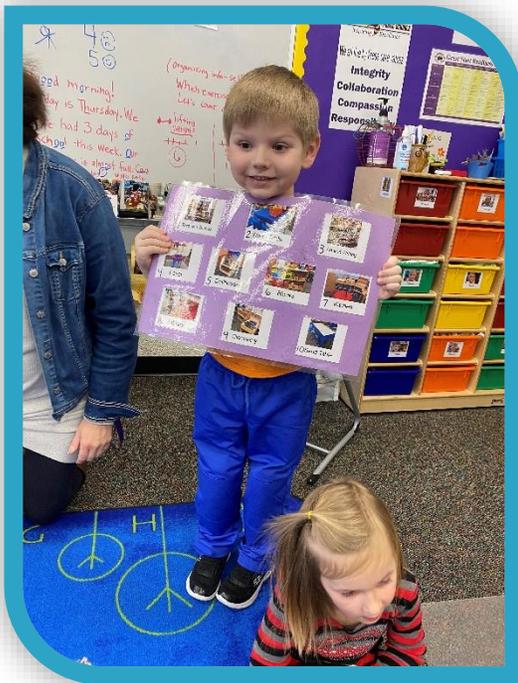


Montcalm Area ISD Preschool Annual Report 2021-2022



Montcalm Area Intermediate School District
621 New Street, PO Box 367, Stanton, MI 48888



08/2022
Approved

Contents

Executive Summary ----- 1

Program Information ----- 3

 Enrollment ----- 3

 Type of Eligibility ----- 3

 2021-22 Poverty Guidelines ----- 3

School Readiness Goals ----- 4

Language and Literacy ----- 5

Cognitive and Mathematics ----- 6

Physical Well-Being and Motor Development ----- 7

Approaches Toward Learning ----- 8

Classroom Learning ----- 9

CLASS Results ----- 10

MAISD Early Childhood Coaching ----- 11

Continuous Improvement Plan ----- 11

Montcalm GSRP Highlights ----- 12

Parent Satisfaction Results ----- 12

EightCAP, INC. 0-5 Head Start Annual Report 2020-2021 ----- 13

Appendix ----- 17

 Acronym List ----- 17



Executive Summary

The Great Start Readiness Program (GSRP) is a state funded preschool program for four-year-olds that is coordinated by local ISD's. GSRP programming supports the development of young children through partnering with parents. GSRP programming acknowledges children must be educated with a whole child view. Children operate as a whole because they are developing their mind, body, and social emotional capacity. GSRP programming strives to support parents and students in all areas. GSRP also recognizes parents are their children's first and best teacher. Essentially, GSRP is a holistic approach to kindergarten readiness for four-year-old children.

In Montcalm County, GSRP is coordinated by the Montcalm Area Intermediate School District (MAISD). The MAISD provides services, programs, and supports to all the local school districts within Montcalm County. The MAISD also operates four facilities serving students in the areas of special education, general education, and career technical education. Facilities include the Seiter Education Center in Greenville, Montcalm Area Career Center in Sidney, H.O. Steele Education Center in Fenwick, Montcalm Transition Center in Stanton, and the Helen L. Hamler Administration Building in Stanton.

The MAISD:

- The MAISD offers center-based programs and programs within local districts supporting more than 1,800 students ages birth to age 26 years old. These programs include education services for Autism Spectrum Disorder, Emotional Impairment, Cognitive Impairment, Hearing Impairment, Early Childhood Identification services, and Early Childhood Special Education (SE) for Birth to Three Years Old. The MAISD also offers Early College and career tech opportunities. MAISD actively engages in early intervention through Early On and Great Start programming. These programs serve over 118 families each year in Montcalm County.
- Operates the Montcalm Area Career Center serving juniors and seniors attending Montcalm County schools with career technical education programs. All programs have articulation agreements allowing students to earn free college credits.
- Provides a technology infrastructure, which supports local district systems, allows for curriculum integration, and provides an outstanding foundation of assistive technology to meet individual learning needs.
- Offers a broad spectrum of services in the areas of general education including curriculum, instruction, and professional development as well as school safety, truancy, pupil accounting, and business and finance. All departments provide support and facilitation for local district collaboration.
- Supports the evidenced-based Great Start Readiness Programming (GSRP) for four-year-old preschool opportunities. There are seven sub-recipients that include all seven school districts, and the MAISD operates one classroom with blended funding (Special Education & GSRP).

In the 2021-2022 school year, the MAISD received funding for 749 GSRP slots. This was an increase from the 659 slots awarded in 2020-2021. We were able to increase our number of GSRP classrooms within the MAISD. Slots can be used for the school day (two slots per child) or part day (one slot per child). With this allocation, a total of 365 children were served in a center based GSRP program. The majority of slots being used were in school day programming. GSRP targets families who have identified risk factors that may interfere with their child's educational success. The priority risk factor is defined as income at or below 250% of the federal poverty level. Other risk factors are defined by Michigan legislation; there are seven risk factors total for eligibility.

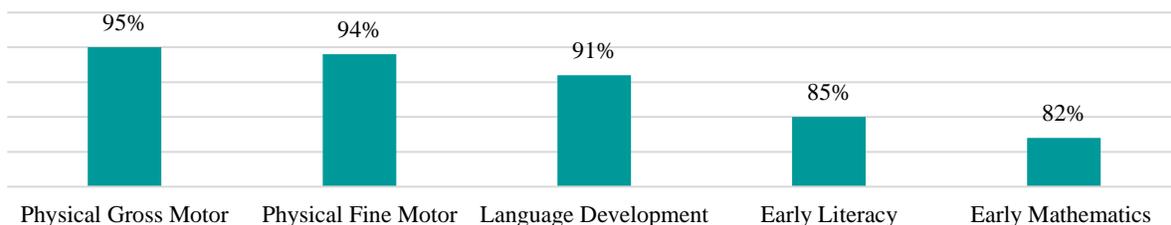
In 2019-2020 we were introduced to COVID-19 in our schools. We continued to focus on educating our preschool children in a safe manner. In comparison with the previous year's data, our data does reflect declines in some areas. We continued to operate under COVID-19 restrictions which impacted our

students and staff. We continue to problem solve and learn from the 2019-20 pandemic. We continue to prepare for another year of COVID-19-related issues in our classroom GSRP programming for 2022-23. Michigan legislation included language that said 30% of allocated slots must be bid out to private providers so they can operate GSRP. Due to COVID-19, the MAISD lost its only eligible community-based organization (CBO) that resided within the MAISD. 2021-2022 CBO opportunities were offered to our only eligible options, however, the eligible parties continued to decline interest in participating.

All preschool children are served in a licensed, center-based option where all have at least a three out of five-star rating in the Great Start to Quality Rating system through the State of Michigan. For 2021-2022, MAISD's average starting rating was a four. In 2021-2022, there were twenty-three classrooms directly operated by seven sub-recipients and one GSRP classroom operated by the MAISD. Children attend class four days per week during a typical school day throughout the school year and received two home visits during the school year. Classrooms can run on a part-day schedule or school day schedule (full day). The majority of GSRP programs in the MAISD ran school day operations last year, which helped to support working parents in our identified childcare deserts. In the 2021-2022 school year over 1,233 joint recruitment applications were processed.

All children are screened within the first five days of enrollment using the Ages and Stages Questionnaire (ASQ-3). This tool covers six areas of development and generates a report letting staff and parents know if a child is typical, needs monitoring, or needs a referral for further evaluation in each area. For ongoing assessment information, the staff uses My Teaching Strategies (MTS). This allows staff to continue to assess and level a child's progress in all areas of development. GSRP teachers provide additional referral and resource information for the identified needs of their families. The curriculum that is used in all GSRP classrooms is Creative Curriculum, and My Teaching Strategies (assessment tool).

2021-2022
Percent of Children At or Above Expected Growth Range
Year end data



Preschool experiences can be the most critical in a child's education and can influence future learning. Family background, cultural lifestyle, experiences, and learning expectations all play a role in how teachers interact with children. GSRP teachers reflect on their practices in an ongoing manner and participate in regular professional development provided by the MAISD. GSRP staff and the MAISD are dedicated to supporting children in being kindergarten ready. Last year 52 hours of professional learning opportunities were offered by the MAISD to GSRP teaching teams. Essentials in Literacy coaching and professional development continued to be a priority area. Working with teaching teams to support literacy training and math competency is reflected in our student growth data. The data above reflects growth is down out of five areas from previous years, however the overall benchmark of 80% of students meeting or exceeding learning objectives was met by all classrooms within the MAISD.



Program Information

The data represented in this selection is gathered throughout the program year using Drop Box Online CLASS assessment and My Teaching Strategies assessment database system. Data review teams met quarterly (3x a year) as a classroom team, a district team, and MAISD team to review child, classroom and district progress.

Enrollment

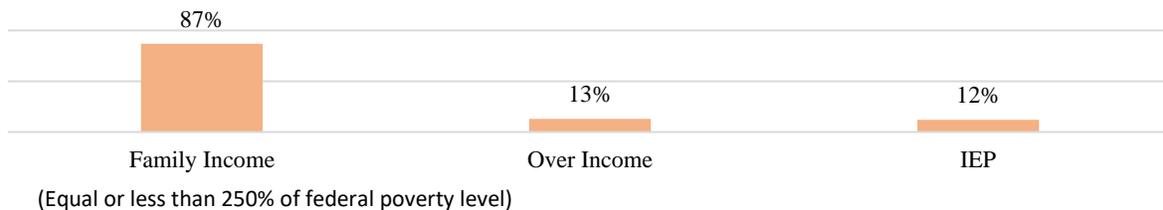
The total cumulative enrollment for the 2021-2022 data was 365 Children. This is an increase from previous years (2020-2021 of 346 children enrolled). Three additional classrooms were offered during the 2021-22 school year to support this increased enrollment.

Type of Eligibility

1. Low family income
 - ◆ Equal or less than 250% of federal poverty level
2. Diagnosed disability or identified development delay
 - ◆ Child’s developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems
3. Severe or challenging behavior
 - ◆ Child has been expelled from preschool or childcare center
4. Primary home language other than English
 - ◆ English is not spoken in the child’s home; English is not the child’s first language
5. Parent/guardian with low educational attainment
 - ◆ Parent has not graduated from high school or is illiterate
6. Abuse/neglect of child or parent
 - ◆ Domestic, sexual, or physical abuse of child or parent; child neglect issues
7. Environmental risk
 - ◆ Parent loss due to death, divorce, incarceration, military service, or absence

*Legislation changed the State of Michigan Law for 2021-2022 only that states that no more than 15% of eligibility can be used for over-income slots (this includes children with IEPs).

Percent of MAISD GSRP Children Enrolled by Type of Eligibility



2021 Poverty Guidelines

Persons in family/household	Annual Income
1	\$17,388
2	\$23,517
3	\$29,646
4	\$35,775
5	\$41,904
6	\$48,033
7	\$54,162
8	\$60,291

For families/households with more than 8 persons, add \$6,129 for each additional person.

School Readiness Goals

School Readiness at the federal level is defined as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. GSRP strives to support the same concept in defining kindergarten readiness. **The GSRP approach to school readiness is children are ready for school, families are ready to support their children’s learning, and schools are ready for children.**

Office of Great Start Goals:

1. Children are born healthy.
2. Children are healthy, thriving, and developmentally on track from birth to third grade.
3. Children are developmentally ready to succeed in school at the time of school entry; and
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

2021-2022 Year-End Data:

Language and Literacy:

- ◆ Children will engage with print (e.g., stories and books) appropriately. **91% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will hear, distinguish, and identify the sounds of rhymes of language. **85% of MAISD GSRP preschools are meeting or exceeding this objective.**

Cognitive:

- ◆ Children will use all their senses to investigate their environment, to discover what objects and people do, how things work, and how they make things happen. **95% of MAISD GSRP preschools are meeting or exceeding this objective.**

Math:

- ◆ Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information. **82% of MAISD GSRP preschools are meeting or exceeding this objective.**

Physical Well Being and Motor Development:

- ◆ Children will develop control of small muscles for manipulation and exploration. **95% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will learn and begin to demonstrate healthy and safe habits. **94% of MAISD GSRP preschools are meeting or exceeding this objective.**

Approaches to Learning:

- ◆ Children will demonstrate persistence in learning and discovery. **93% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will learn and use words to describe what they are thinking and doing. **92% of MAISD GSRP preschools are meeting or exceeding this objective.**

Social-Emotional Development:

- ◆ Children will develop and engage in positive relationships and interactions with adults. **93% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation). **90% of MAISD GSRP preschools are meeting or exceeding this objective.**



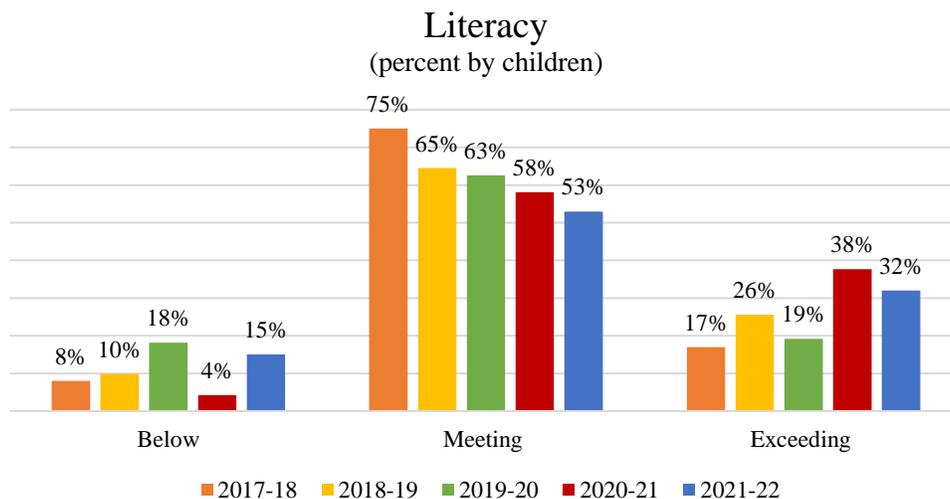
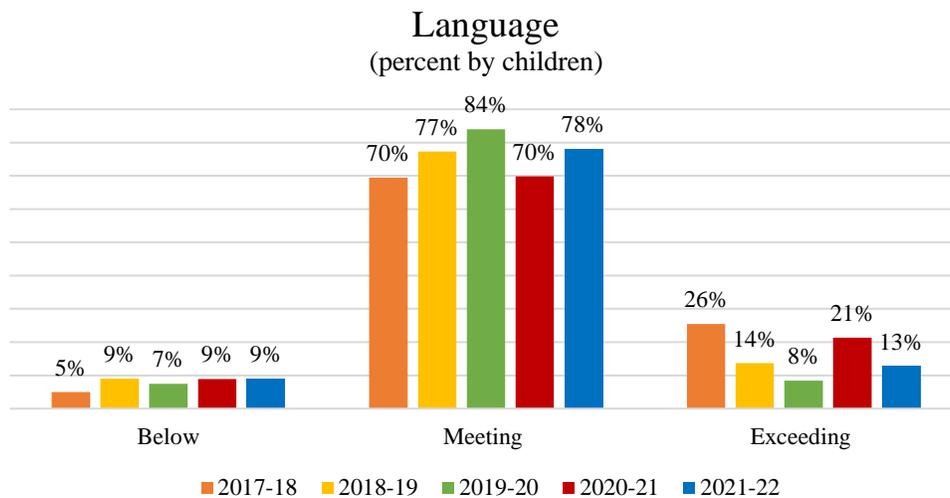
Language and Literacy

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks in the first five years of a child’s life. **91% of GSRP students met or exceed this area in 2021-2022.**

Literacy Knowledge & Skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in the school. It is considered to be an important area for young children’s growth, development, and learning. **85% of GSRP students met or exceeded this area in 2021-2022.**

Source: GSRP My Teaching Strategies Database

MAISD GSRP Program Data for Literacy and Language Objectives (average):



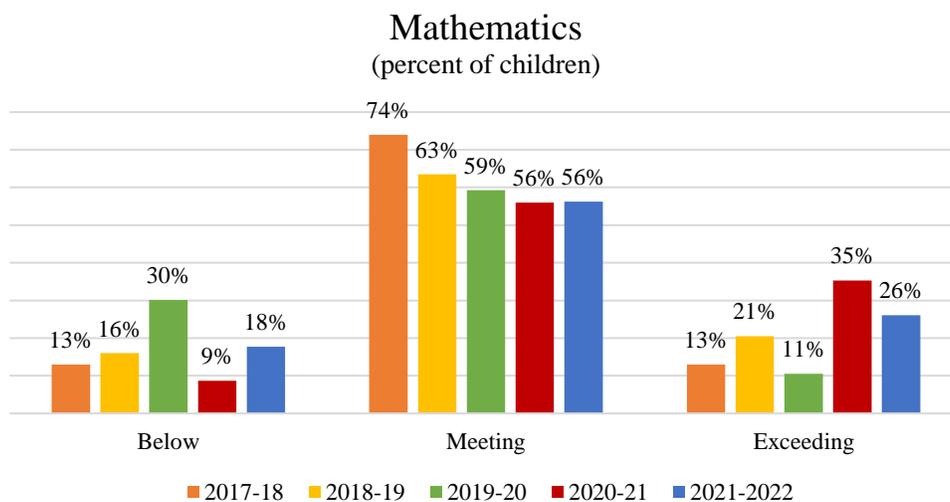
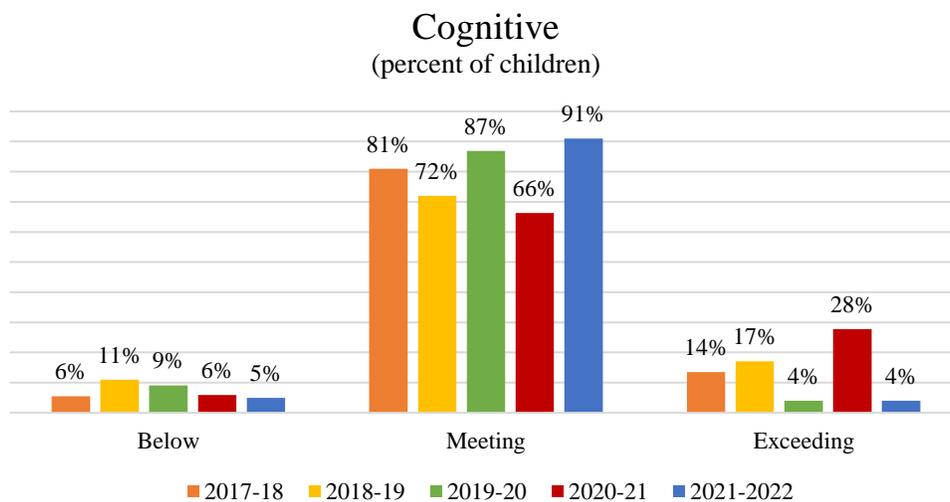
Cognitive and Mathematics

Cognitive Development, also called intellectual development, is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child’s background knowledge, or knowledge base, also affects the way a child thinks. **95% of GSRP students met or exceed this area in 2021-2022.**

Mathematics: Research has made a clear link between early math skills and later school reading and math achievement. Children’s mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. **82% of GSRP students met or exceed this area in 2021-2022.**

Source: GSRP My Teaching Strategies Database

MAISD GSRP Program Data for Cognitive Function and Mathematics Objectives (average):



Physical Well-Being and Motor Development

Physical development includes children’s gross-motor (large muscle) and fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the importance of early, positive movement experiences to brain development (Gabbard, 1998; Robert, 1999), and physical development is linked to children’s emotional development and their school performance (Pica, 2006; Rule & Steward, 2002; Sanders, 2002; Son & Miesels, 2006).

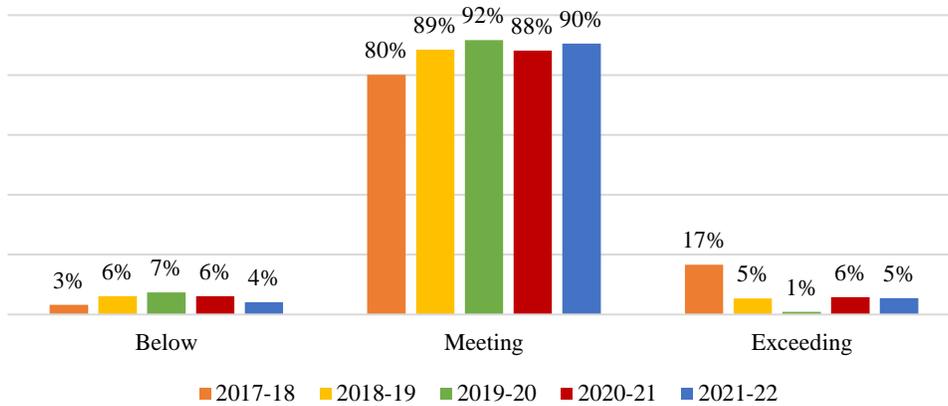
95% of GSRP students met or exceed Gross Motor in 2021-2022.

94% of GSRP students met or exceed Fine Motor in 2021-2022.

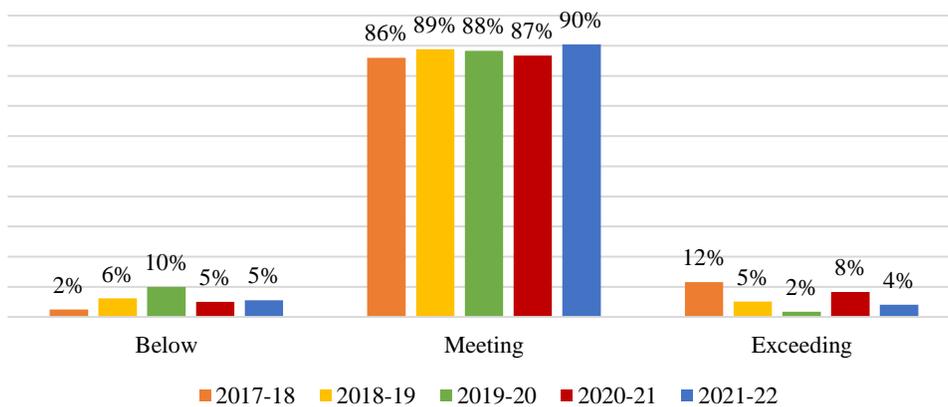
Source: GSRP My Teaching Strategies Database

MAISD GSRP Program Data for Physical and Motor Development Objectives (average):

Physical Gross Motor
(percent of children)



Physical Fine Motor
(percent of children)

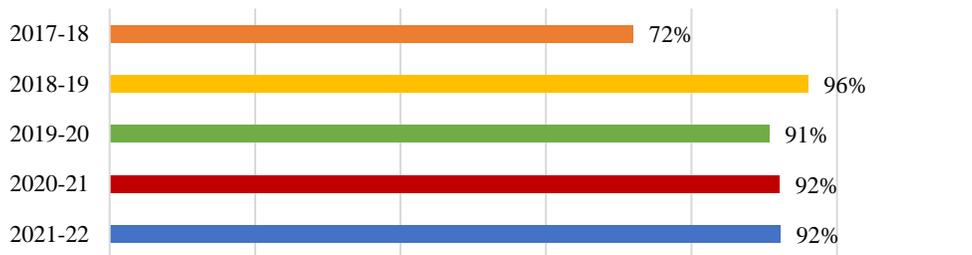


Approaches Toward Learning

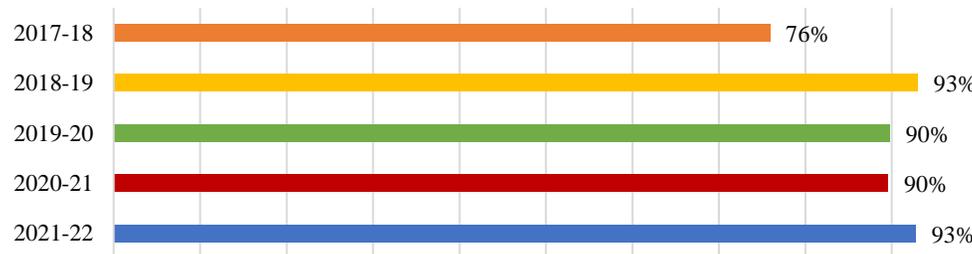
Approaches toward learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children’s approaches toward learning contribute to their success in school and influence their development and learning in all other domains. Children’s ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development.

Source: GSRP My Teaching Strategies Data Base
MAISD GSRP End of Year Program Data:

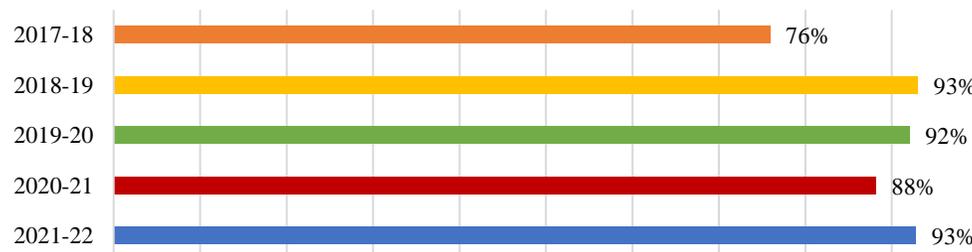
Expanding Expressive Vocabulary



Attends and Engages



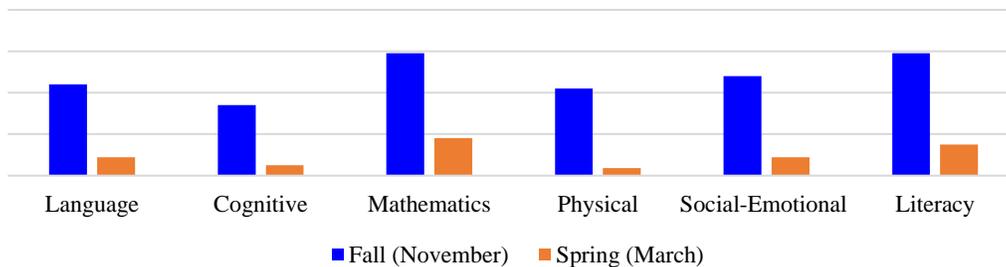
Persists



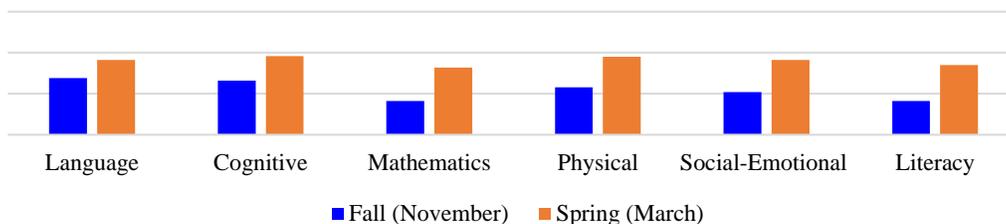
Classroom Learning

Classroom learning data is from teachers using assessments within My Teaching Strategies (MTS). The following data shows weaknesses and strengths in MAISD GSRP classrooms as identified by observational note taking data. This data was compiled from the first two check points of 2020-21 MTS data. The data reflect where students came into GSRP at and where they ended up at the end of the year.

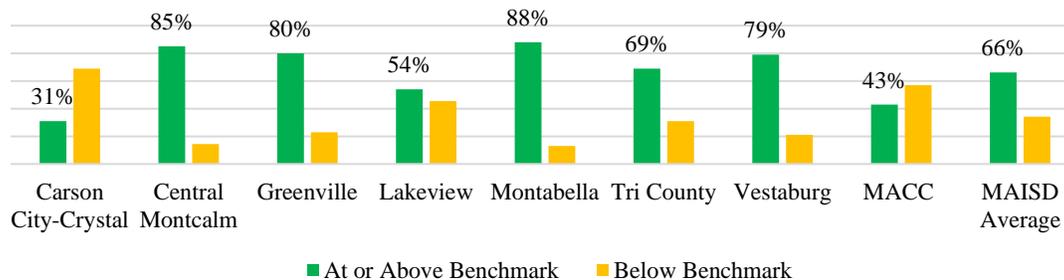
Areas to Address for Improvements (percent of children) Below Growth Range Target Goal



Areas to Address for Improvements (percent of children) Meeting/Exceeding Growth Range Target Goal

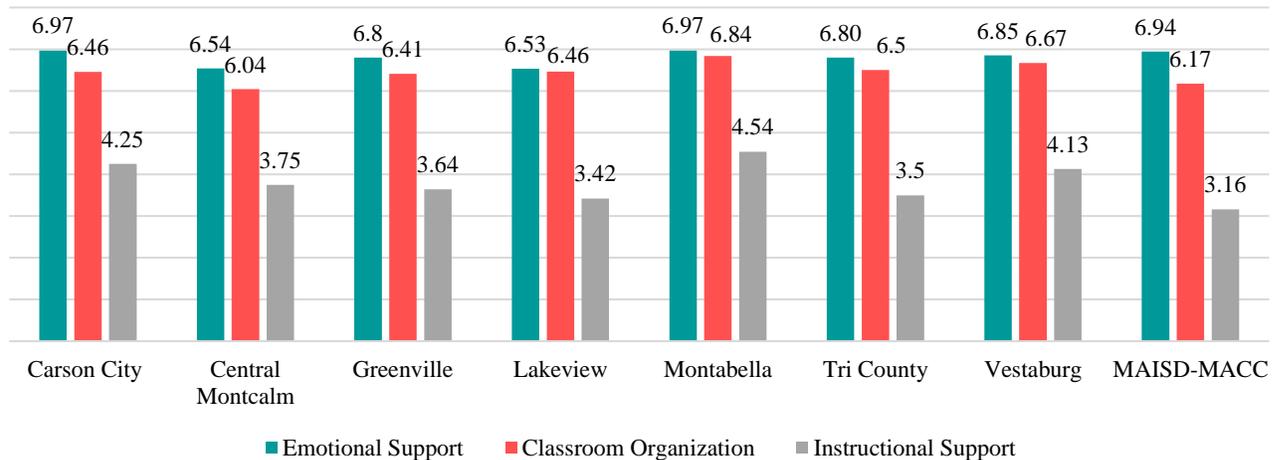


Preschool Early Literacy Indicator (PELI)
May 2022 (End of Year)



CLASS Results

CLASS Average by District



During the 2021-2022 school year the MAISD transitioned from the PQAr assessment tool to Classroom Assessment Scoring System (CLASS) assessments. This not only aligned us with our other preschool providers but also focused on high quality interactions to create a shared understanding of what quality preschool looks like.

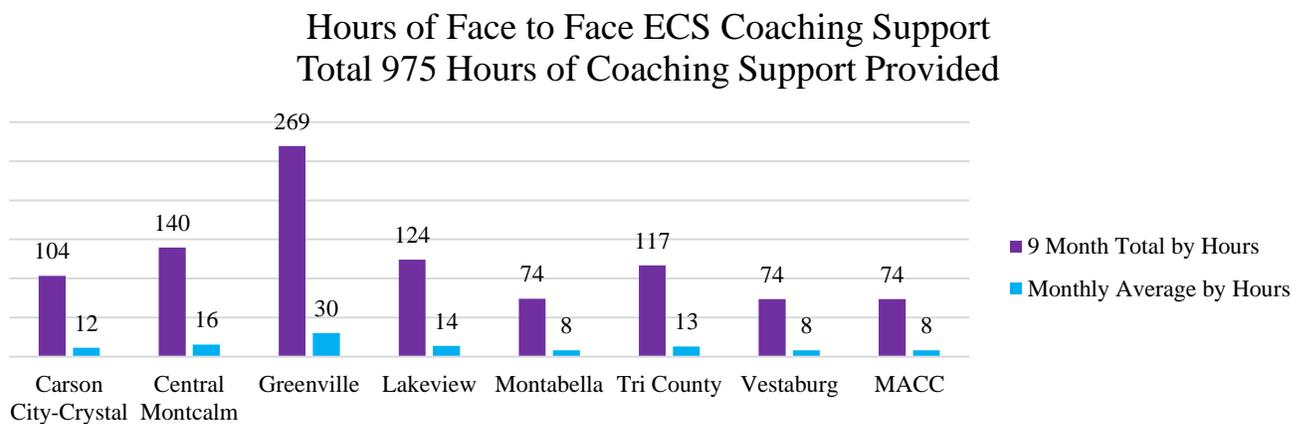
Using CLASS as a quality improvement tool for GSRP teaching, teams help to focus, measure, and improve classroom interactions — a key factor proven to drive children’s academic and life-long success. CLASS defines teaching quality through the lens of interactions, it also provides the ability to measure and improve the interactions that matter most for student outcomes. Each GSRP classroom had a CLASS completed with a single implementor across the MAISD to support fidelity implementation. This was a data gathering exercise that focused on providing feedback to further teacher’s growth in their classroom competencies and best practices. CLASS is a 7-point scale.

CLASS is a journey of continuous improvement that is data-driven and focused on what matters most for student outcomes, interactions. ECS coaches used the CLASS lens to support teaching teams within their own learning and development. Emotional Support scores were high and reflected the work being done to support teaching teams and classroom materials. Over \$90,000 was poured into classroom materials around social emotional and literacy learning tools for student use during this fiscal year. Data from TPOT, ICP, and CLASS were used to determine need by classroom.



MAISD Early Childhood Coaching

Early Childhood Specialist provided coaching support focused on goals teachers identified as opportunities for growth. These coaching supports were provided face to face, (virtual or in-person).



2021-2022 Montcalm Area ISD Continuous Improvement Plan Progress:

- ◆ Three individual data meetings (as required by GSRP Implementation Manual) were held in person and via Zoom, using updated Model Data Guides to review individual classroom, sub-recipient, and MAISD level data. Each sub-recipient was supported to improve individual classroom data considering My Teaching Strategies data, ASQ data, PELI data, and CLASS feedback.
 - Average evaluation of the three data meetings held at the MAISD were as follows:
 - 61% felt the time spent was a valuable use of their time
 - 61% stated that they left with an updated implementation/action plan that tied to their analysis of their classroom data
 - 62% felt the materials for the day facilitated their learning and their team’s productivity
- ◆ Other professional development opportunities were provided at the MAISD for the Early Childhood community, GSRP teachers, and staff.
 - Essential Math Practices evaluation results:
 - 84% felt the time spent was a valuable use of their time.
 - 84% felt that they are leaving with new or useful information to help support families
 - 78% felt the materials for the day facilitated their learning and their team’s productivity.

- Inclusive Classroom Profile evaluation results:
 - 86% felt the trainer presented the content to promote active engagement opportunities for processing and time for participating to work together.
 - 97% felt that the content and activities will support their inclusive practice efforts.
 - 89% felt the materials for the day facilitated their learning and their team's productivity
- ◆ Inclusive Classroom Profile and TPOT implementation support training occurred through GSRP and Early Childhood Specialist coaching. This work continued to build our Early Childhood Multi-Tiered System of Support (MTSS).

2021-22 Highlights of Montcalm Great Start Readiness Classrooms

- ◆ Serviced 365 children in 24 classrooms and supported 24 teaching teams. This is an increase of three classrooms and over 100 more children.
- ◆ Collaborated with 0-5 early childhood service providers in Montcalm County to provide support to all GSRP families.
- ◆ Early Childhood Mathematics preschool professional development and support were provided.
- ◆ Continued to partner with private preschool providers to support the development of 5-star programs in Montcalm County.
- ◆ Continued to support Multi-Tiered System of Support (MTSS) model for preschool with a focus on literacy and social-emotional development. Achieved certification in TPOT, CLASS, and ICP.
- ◆ Conducted three School Readiness Advisory Council meetings (as required per GSRP manual).
- ◆ Supported building inclusion capacity with EC coaches: ICP, DEC, and over 25 hours of professional development specific inclusion.
- ◆ Inclusion support at the preschool level was a priority this school year. Supported LEA's transition from traditional ECSE to GSRP classroom including coaching, training, and consultation.
- ◆ Targeted Early Literacy Essentials Coaching and PELI fidelity support with teaching teams provided individual classroom growth and increased staff capacity.

2021-2022 Parent Satisfaction Survey Results for GSRP Programming

98% said that GSRP prepared their child for kindergarten.

99% said that GSRP helped their child grow socially and emotionally.

97% said that GSRP helped develop their child's thinking skills.

94% said that GSRP supported their child's academic skills.

94% said that GSRP supported their child's physical development.

90% stated that GSRP provided a variety of activities for parents to participate in the program.

96% stated that scheduled parent-teacher meetings or school events/activities met their needs.

96% stated that GSRP supported and respected their families' cultural backgrounds.

98% that teachers communicated about their child's academic progress and development.

99% stated the GSRP schedule met the needs of their preschool child.

80% stated that they received information on before and/or after school childcare opportunities.

EIGHTCAP, Inc. 0-5 HEAD START 2020-21 Annual Report

Program At-a-Glance

EightCAP, Inc. is a Community Action Agency designated to serve the counties of Gratiot, Ionia, Isabella, and Montcalm in the central portion of the lower peninsula of Michigan. EightCAP operates Head Start and Early Head Start programming within the boundaries of these four counties and the Ionia County Intermediate School District (ICISD), Montcalm Area Intermediate School District (MAISD), and the Gratiot-Isabella Regional Education Service District (GIRESD). Additionally, EightCAP offers Early Head Start center-based programming in Clinton County.

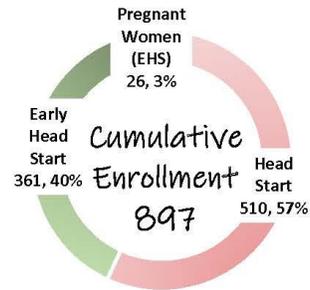


Head Start

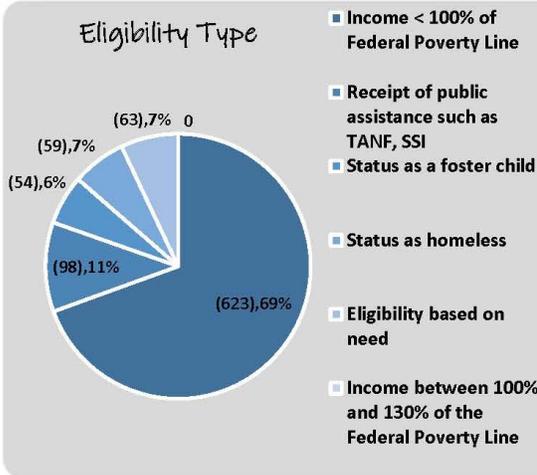
- 4 Counties (Gratiot, Ionia, Isabella, Montcalm)
- 18 Sites
- 30 Classrooms (22 full-day, 8 part-day)
- *Funded Enrollment: 667
- *Average Monthly Enrollment: 65.26%
*Reduced Enrollment/Capacity Due to COVID-19

Early Head Start

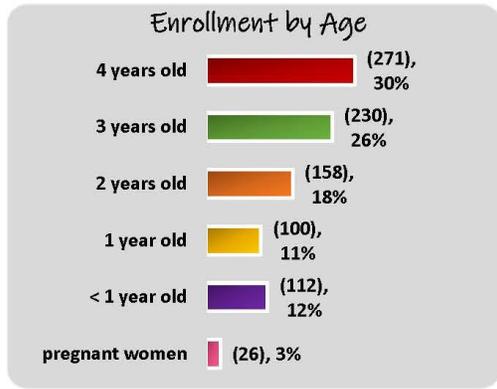
- 5 Counties (Clinton, Gratiot, Ionia, Isabella, Montcalm)
- 4 Sites
- 4 Full-Day Classrooms
- 22 Home Visitors
- Funded Enrollment: 268
- Average Monthly Enrollment: 94.58%



Eligibility Type



Enrollment by Age



The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

EIGHTCAP, Inc. 0-5 HEAD START 2020-21 Annual Report

School Readiness

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Positive early learning environments that include relationships based on trust, encouragement, and appropriate expectations throughout the five central domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development, are critical elements of school readiness.



EightCAP's school readiness goals are aligned with the Head Start Early Learning Outcomes Framework (HSELOF), the Michigan Early Childhood Standards for Quality Prekindergarten, Creative Curriculum for Preschool, and Creative Curriculum for Infants, Toddlers, and Twos. The following chart illustrates the percentage of Head Start and Early Head Start children that met or exceeded the program's school readiness goals in each of the five central domains in 2020-21.

Central Domains	EightCAP, Inc. School Readiness Goals	Early Head Start	Head Start
Approaches to Learning	Children and families will engage in learning to acquire knowledge, learn new skills and achieve goals.	100%	96%
Social and Emotional Development	Children and families will express, recognize, and manage their own emotions in order to create and sustain positive relationships.	96%	96%
Language and Literacy	Children will expand their receptive and expressive language to establish a foundation for reading and writing.	91%	95% (Language)
			83% (Literacy)
Cognition	Children will experiment with the world around them to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.	91%	88%
Perceptual, Motor, and Physical Development	Children will enhance their well-being by exploring their environment and investigating objects in the world around them.	96%	99%

The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

EIGHTCAP, Inc. 0-5 HEAD START 2020-21 Annual Report

Parent Involvement

The Positive Solutions for Families parenting curriculum utilizes the Pyramid Model for supporting social emotional competence in infants and young children. The curriculum consists of a series of six modules, developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL), focused on promoting children’s social and emotional skills, understanding problem behavior, and using positive approaches to help children learn appropriate behavior.



88% of families reported they have used information from the curriculum.



- *"I love this zoom meeting! It gives you the opportunity to listen to the struggles other parents are facing, and you feel less alone or less crazy!"*

- *"This is a great group with lots of ideas to help my little one."*

- *"I like the idea of labeling emotions. I never thought to really teach those words to her before."*

- *"It's always good to see what she does in school because she really enjoys school. Allowing me to be a part of that has been a great way to keep [child] excited about learning and give us something to look forward to and discuss."*

Additional Highlights

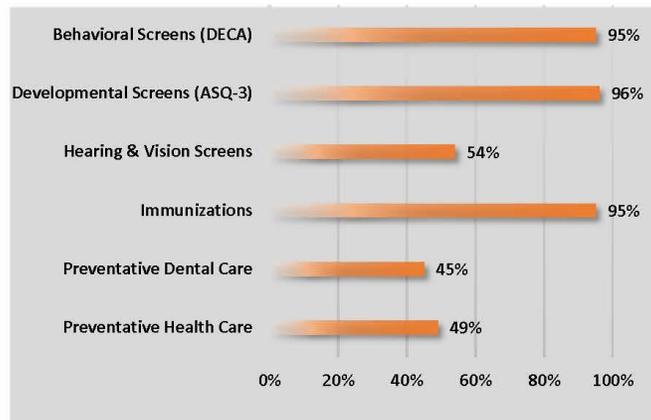
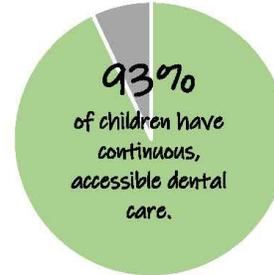
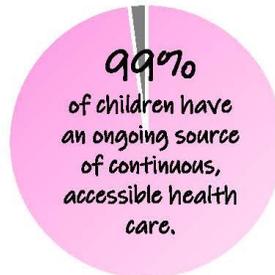
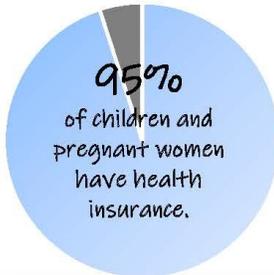
- 1,189 volunteers provided valuable services to the 0-5 Head Start program.
- 43 parent events were planned using Family Partnership data including:
 - 30 Parenting Skills Sessions
 - 7 Life Skills Education Events
 - 6 Kinship Support Sessions
- 133 families received parenting education services.
- 122 fathers/father figures engaged in family goal setting.



The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

EIGHTCAP, Inc. 0-5 HEAD START 2020-21 Annual Report

Health & Wellness



Additional Information

- Participation in the Child and Adult Care Food Program (CACFP) allowed for the provision of the following meals:
 - **9,610** Breakfasts;
 - **16,497** Lunches; and
 - **10,685** Snacks.
- **52** participants were served by the Mental Health Coordinator (HS) or Mental Health Consultant (EHS).



The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

Appendix

Acronym List

ASQ-3	Ages & Stages Questionnaire-3 rd Edition
CDC	Child Development and Care
CLASS	Classroom Assessment Scoring System
DEC	Division for Early Childhood
DECA	Devereux Early Childhood Assessment
ECSE	Early Childhood Special Education
ECS	Early Childhood Specialist
ECC	Early Childhood Contact
ECIC	Early Childhood Investment Corporation
EHS	Early Head Start
EPSDT	Early and Periodic Screening, Diagnosis, and Treatment
GSRP	Great Start Readiness Program
HS	Head Start
ICP	Inclusive Classroom Profile
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
MTS	My Teaching Strategies
MTSS	Multi-Tiered System of Supports
OGS	Office of Great Start
OHS	Office of Head Start
PELI	Preschool Early Literacy Indicator
PIR	Program Information Report
PQAr	Program Quality Assessment Revised
SSI	Supplemental Social Security Income
TANF	Temporary Assistance for Needy Families
TPOT	Teaching Pyramid Observation Tool

WHAT DO YOU WANT TO PLAY WITH?



LET'S COUNT THE CRAYONS!



TODAY WE LEARNED ABOUT...



WHAT'S YOUR FAVORITE BOOK TO READ AT SCHOOL?



WHO ARE YOUR FRIENDS?



TALKING IS TEACHING.ORG



TALKING IS TEACHING.

TALK READ SING