

Annual
Report
2012/2013

Mid-Columbia Children's Council



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Future Stars of Tomorrow

Educating children and families
with innovative, high-quality
early childhood
learning opportunities
and family partnerships
to build better communities,
one person at a time.



Matthew Solomon * Executive Director

Doreen Hotchkiss * Associate Director, Education Manager

Lori Higgins * Finance Director

Karen Mooney * Family Service Manager

Chelsea Wooderson * Health, Safety & Nutrition Manager

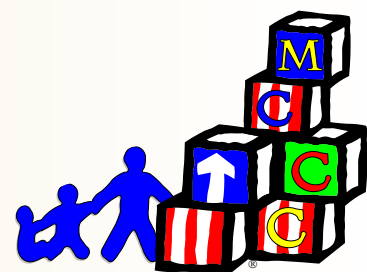


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Every Family Has A Story, Welcome To Ours



Nurturing Children and Families Today,
Strengthening Communities For Tomorrow

Message From The Executive Director



Welcome to the Annual Report for Mid-Columbia Children's Council (MCCC).

During the 2012 -2013 Program Year MCCC completed many milestones for enhancing quality and growth. My efforts this year focused on making connections and building community partnerships throughout our five county service area.

Part of those efforts included working with partners in forming our regional Oregon Early Learning Hub. The Early Learning Hub was an initiative to restructure, better coordinate, and focus efforts and alignment of prenatal through preschool services with K-12 education. MCCC has participated in discussions and planning for the structure of the Early Learning Hub within the Columbia Gorge Region. Com-

munity professionals working in educational services districts, county government, school districts, Head Start, private preschools, child care resource and referral, social services, mental health, migrant services, and health, including the Community Care Organizations are working towards common goals. The Early Learning Hub's goals include improving early learning education efforts and creating a seamless system that ensures school readiness by kindergarten.

From this work the Four River Early Learning Hub was established and includes five counties; Hood River, Wasco, Sherman, Gilliam, and Wheeler. MCCC has been at the table during the formation of the Early Learning Hub and will continue to support the Hub's concerted efforts.

MCCC's involvement in the Four Rivers Early Learning Hub is one example of our dedication to community, children, and families. Through the efforts of our entire early childhood education community and our collaborative efforts with community partnerships, we are creating prenatal to career pathways for children.

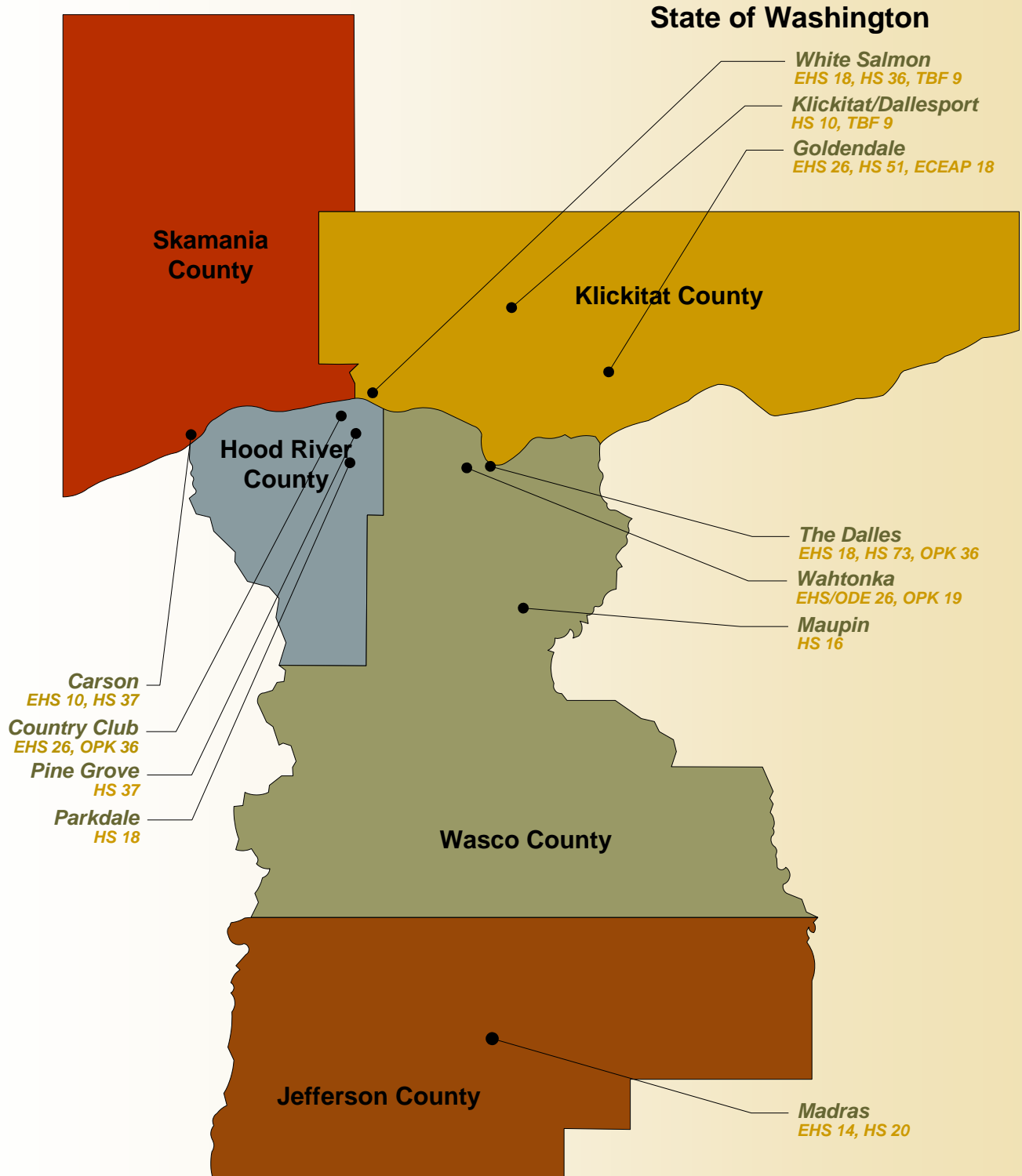
There were a multitude of milestones this year. The highlight is our efforts to always work together. We advocate for parent engagement in their child's education, strong working partnerships between parents and teachers, instructional supports provided by teachers for quality educational experiences for children, collaborative teams of staff, and sharing of resources and expertise with our entire community. MCCC could not do the wonderful work it does without you as a partner.

Thank you!

Matthew Solomon

Executive Director

MCCC Funding Sources and Numbers Served by Site



Funding Source Key

- EHS = Early Head Start
- HS = Head Start
- OPK = Oregon Prekindergarten
- ODE = Oregon Department of Education (0-3)
- ECEAP = Early Childhood Education Assistance Program
- TBF = Thrive By Five

State of Oregon

2013-2014

2012-13 Financial Reports

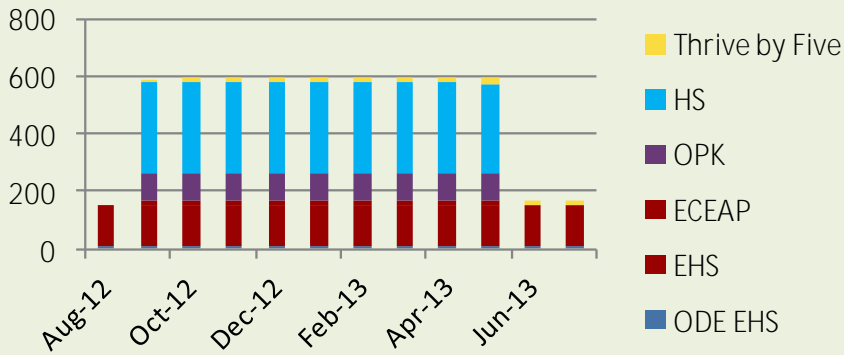
Fiscal Year Ending November 30, 2013

	For Year Ending 11/30/2012 Audited *	For Year Ending 11/30/2013 Audited *	For Year Ending 11/30/2014 Budgeted
<i>Support and Revenues</i>			
US Department of Health and Human Services	\$4,330,211	\$4,109,568	\$4,109,568
Oregon Head Start Pre-Kindergarten Program	799,395	676,982	783,260
Washington Department of Early Learning	179,285	320,092	307,628
US Department of Agriculture-Child Care Food Program	192,250	189,238	200,000
Other Program Income and Grants	29,160	17,694	14,460
Kinder Connections	85,736	55,711	
Private Grants			83,719
Private Cash and In-Kind Contributions	64,274	146,504	140,000
Loss on Leasehold Improvements		(5,200)	
Total Support and Revenues	\$5,680,311	\$5,510,589	\$5,638,635
<i>Budgetary Expenditures</i>			
Personnel	\$4,425,711	\$4,343,403	\$4,616,483
Program Supplies and Services	988,291	1,027,406	909,715
Management , General Supplies and Services	142,449	127,226	112,437
Property and Equipment Additions	97,335	29,549	
Total Budgetary Expenditures	\$5,653,786	\$5,527,584	\$5,638,635

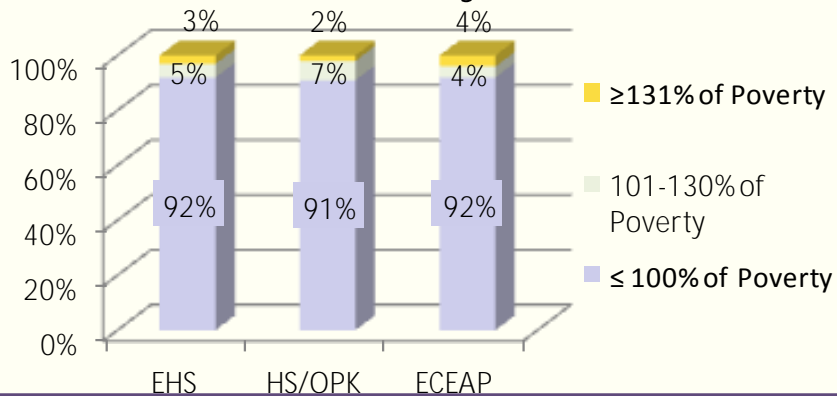
* The independent auditors' reports on the financial statements expressed unqualified opinions for the years ended November 30, 2012 and 2013. The independent auditors' reports on compliance with requirements of major programs expressed unqualified opinions for the years ended November 30, 2012 and 2013.

ERSEA

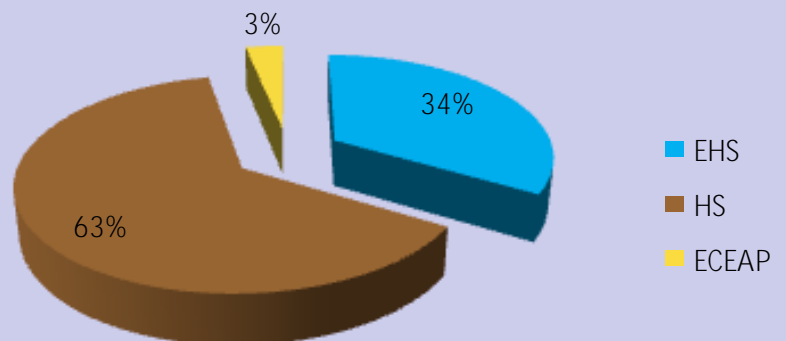
2012-2013 Average Funded Enrollment



Percentage of Children Below 100% of Poverty 2012-2013



Cumulative Enrollment 710



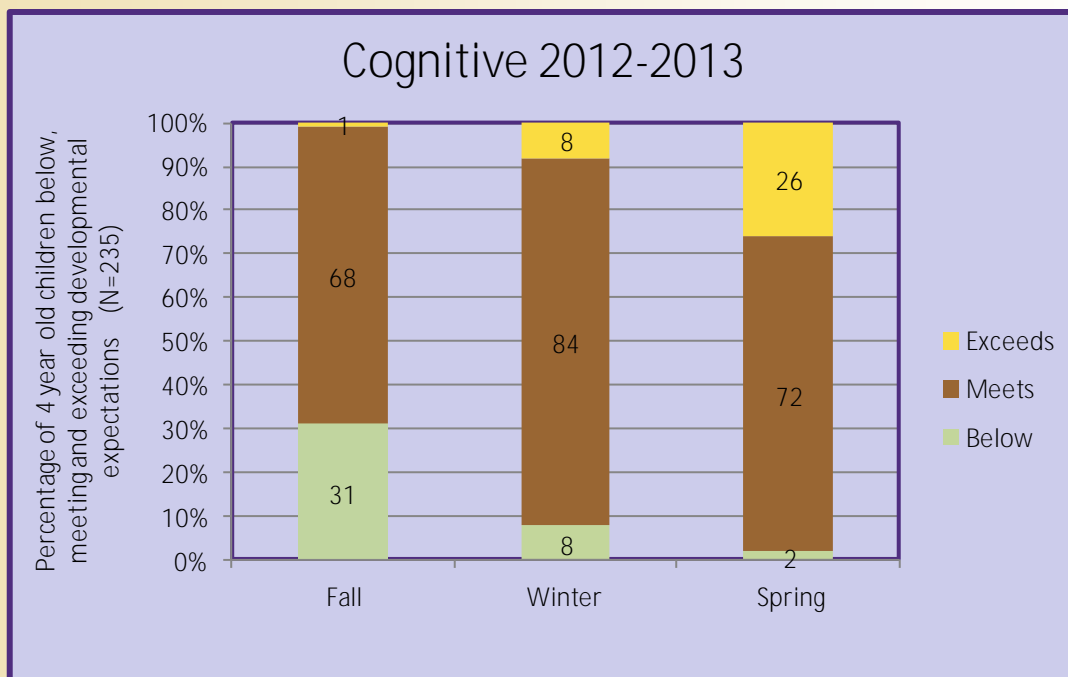
Education

Early Childhood Education

The early learning years are essential for later school success. Mid-Columbia Children's Council prepares young children for success in school and engages parents as their child's first teacher. MCCC established school readiness goals with input from parents, teachers, and school district partners. These goals are the expectations for children's progress in language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten.

Using research-based curriculum and best practices our teachers and home visitors provide rich learning experiences for children ages 0 to 5 that build a foundation to last a lifetime. We are committed to providing quality teaching and educational opportunities that help children enter kindergarten self-confident and ready to learn.

MCCC uses the Classroom Assessment Scoring System (CLASS) to strengthen teacher practices shown to improve children's readiness for kindergarten in all areas; social, emotional, cognitive, language, literacy and math. CLASS is conducted through direct observation by certified Education Coordinators and the results are used to support on-going improvements in teaching practices.

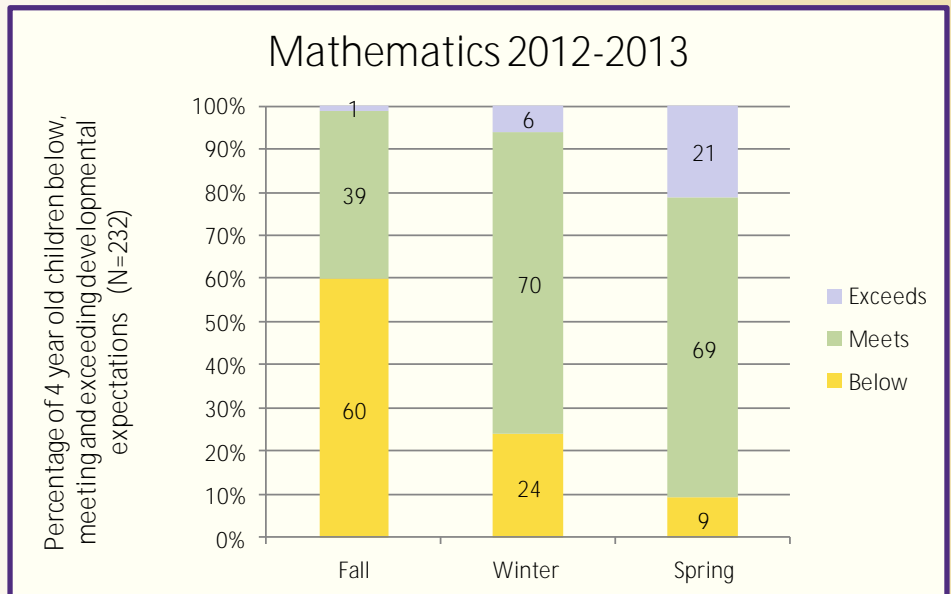


Families are engaged as equal partners in their children's learning and development.

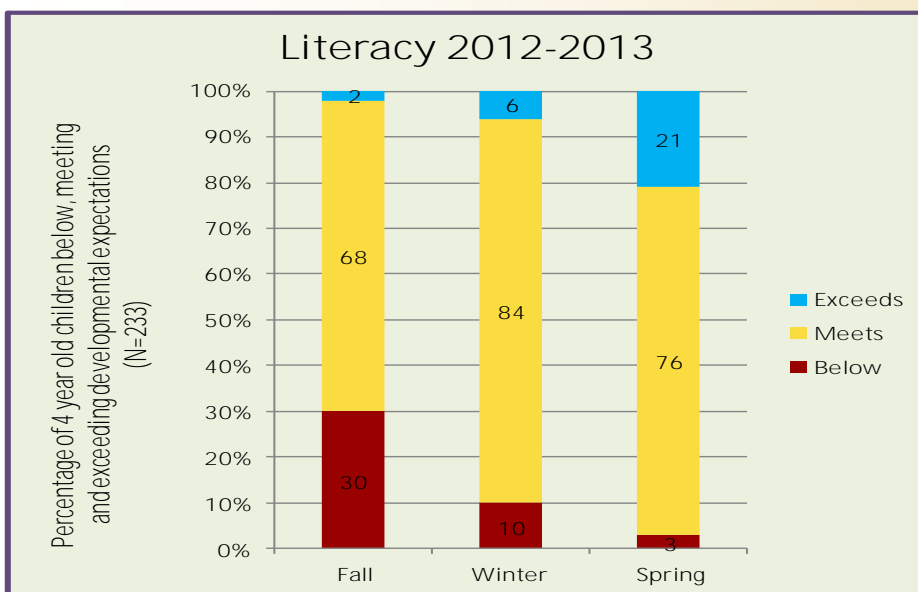
Education

School Readiness Outcomes

Children’s skills for a variety of developmental objectives are assessed three times a year using the Teaching Strategies GOLD assessment tool. The assessment system is aligned with *The Creative Curriculum* used in Head Start, OPK, ECEAP and Early Head Start programs. GOLD meets the assessment standards of the National Association for the Education of Young Children (NAEYC). It is aligned with Oregon and Washington Early Learning Standards and the Head Start Early Learning Framework. Teachers and home visitors use assessment data to plan for individual children and to support group learning in classrooms, at play groups and on home visits. Administrators use outcome data generated by Teaching Strategies GOLD to guide ongoing program improvement, including professional development activities, to ensure all children are ready for kindergarten.



MCCC administrators use the Widely Held Expectations Reports from the GOLD assessment tool to compare information about the knowledge and skills of children. This report groups children’s assessed ratings on the developmental continuum into three categories: below, meets, or exceeds typical expectations. Data results shown in the **Fall 2012 to Spring 2013 School Readiness** graphs shows that the majority of children entering our program do not have the skills expected for their age. However, by the end of the year they make tremendous growth, acquiring expected skills. The charts provided show significant progress in the areas of literacy, math, and cognition. This



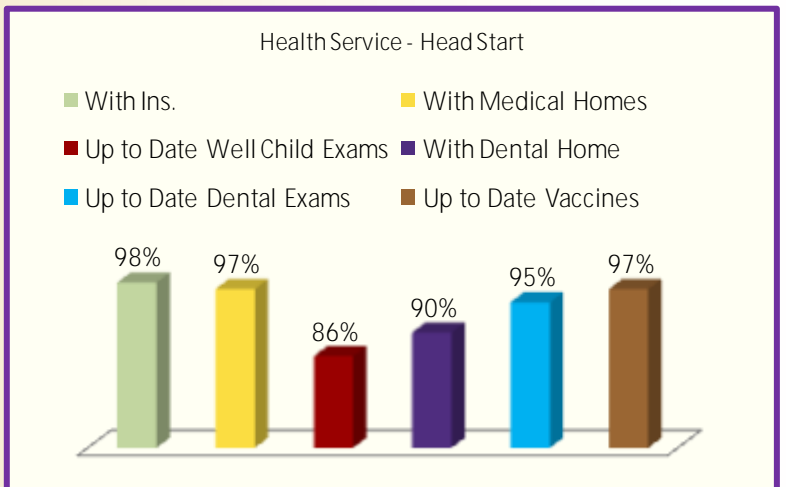
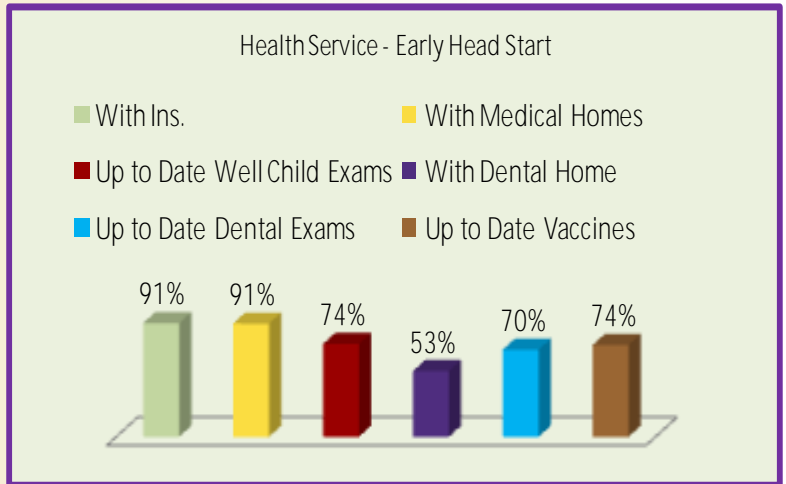
strong knowledge and skills foundation sets the stage for children’s readiness and success in school.

Health Services

MCCC Head Start and Early Head Start focus on children's health since good health and nutrition are key aspects for learning. We strive to ensure all enrolled children have up to date physicals based on the Early Periodic Screening, Diagnostic and Treatment schedule, receive required immunizations, dental exams every 6 months, hearing screens, vision screens and also healthy meals during the day.

Staff work with families to ensure follow-up services are received for any identified needs with appropriate medical and/or dental exams and treatment. MCCC will assist families in covering costs for medical, dental exams, and follow-up services when no other source of payment is available.

Meals, Food and Nutrition: One of the goals for the program is to model good nutritional habits in the home and at school. We serve only healthy meals and snacks which minimize salt, sugar and fat and emphasize whole grains, fresh fruits, vegetables, protein and dairy products at the sites we prepare meals at. Meals are served family style which help participants develop positive attitudes toward nutritious foods, share in group eating situations and develop good eating habits.



“You Can’t
Keep a Child Educated that isn’t Healthy, and you can’t keep a
Child Healthy that isn’t Educated”



Mental Health

The focus of the Mental Health Component at MCCC is to support the social and emotional development of children in our programs. This is achieved through classroom and child observations, consultations with staff and parents, trainings for staff and parents, as well as collaboration with community partners. The effectiveness of our work in supporting social-emotional growth and development is measured by the Devereux Early Childhood Assessment (DECA). This is an excellent assessment tool that is used by the teachers in the Fall to get a baseline, and again in the Spring to measure growth over the program year. These ratings allow us to assess our strategies, both on an individual and classroom level. There are many approaches teachers utilize in encouraging social-emotional growth. Some of the curriculum used includes: Second Step, Positive Behavioral Intervention and Supports (PBIS), High Scope Conflict Resolution, Bright Futures, and Pocketful of Feelings.



Family Services

From the very first meeting with the family, parents are offered the opportunity to be involved with the program. Parents attend site parent meetings, serve on Policy Council, Health Advisory Committee, and RIF committees. Parents are always welcome in the classroom by helping with or leading activities or projects, attending field trips, planning classroom activities with teaching staff, and introducing or sharing their culture with the class. There are a number of ways that parents can help teaching staff by sharing opinions, ideas and thoughts, working on projects at home, communicating with the staff, helping other parents feel welcome, and reinforcing learning at home.



Parent and family engagement in Head Start/Early Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.

Families work with staff to identify and achieve their goals and aspirations. To make an impact in the area of family partnerships, staff and families build ongoing, respectful and goal-oriented relationships.



This means identifying and acting on family goals and using program and community support and resources to promote progress on family and child development goals.

Leadership

For fifty years Head Start has provided parents opportunities to complete goals and strengthen their leadership and advocacy skills. This class of parents is certainly a testimony to this important feature of the program. Leeann Carpenter a past parent, and current grandparent, has volunteered to advocate for the program by volunteering as a Policy Council Representative. Amber Pantages stepped forward to be a regular classroom volunteer, Policy Council Rep. and, along with her husband Sonny, attend monthly parent meetings. Lindsey Mitchell entered her child Isaac in EHS and remembers working on her Family Partnership goal with her Home Visitor Kathleen McKinney. Her goal was to find employment and she told Kathleen she thought



she might want to go into the Early Childhood field. Kathleen **encouraged her to volunteer in her child's classroom and start planning some activities for the class.** Lindsey enjoyed it so much that she applied for an opening in the program as a Substitute Teacher Assistant. Lindsey worked as an assistant for two years and recently was the successful candidate for regular Classroom Assistant. Karie Rolfe got her start with MCCC as **a Childcare Teacher. She worked for about a year and then took time off to start a family. Karie's youngest son Will is in the program now and Karie has volunteered to be a leader on our parent committee.** Karie also came back to work as a substitute classroom teacher. Not pictured but vitally important to the Goldendale Center and MCCC are Mike and Alexis Wright. Mike has served as the Policy Council Rep for several years. He not only attends regularly, but has stepped into leadership roles within the council. His wife Alexis is also serving on the council and both have taken on leadership roles in center activities. These are just a few of the leaders amongst the several thousand cultivated by Project Head Start over the last fifty years.



Tortilla making activity for Reading is Fundamental (RIF) Day. Children choose books to own, take home, and read with their families through the RIF program. Community organizations provide MCCC with donations to support the purchase of books for children.

Federal Review Outcomes

MCCC completed the Triennial Federal Review in March of 2013. The initial Federal Review Report documented three findings. The three findings were corrected in the Follow-up Review in August 2013.

Finding: The grantee did not obtain criminal record checks (CRCs) before employing individuals. One person was hired within the past 12 months prior to completing a criminal record check.

Follow-up Review and Correction: A review of a list of three new staff hired since the triennial review found the employees completed CRCs prior to their dates of hire. A review of training agendas and sign-in sheets determined Human Resources and Management staff received training on CRC requirements. The Executive Director stated that a new monitoring and tracking system was established to mitigate the risk of a repeat citation. The grantee obtained CRCs before hiring individuals. This area of noncompliance is corrected.



Finding: The grantee did not ensure all salary costs were allocated to the award in a reasonable proportion to the benefits received. An employee was incorrectly charged 100 percent to Head Start.

Follow-up Review and Correction: A sample of 12 timesheets, payroll distributions, and Employee Actions for employees funded under more than one distribution code was reviewed to determine adherence to the grantee's policies and procedures. A review of documents for two pay periods in August determined allocations between Head Start and the Washington Early Childhood Education Assistance Program were based upon the number of children served. The grantee ensured it distributed costs in reasonable proportion to the benefits received. This area of noncompliance is corrected.

Finding: The grantee did not ensure children with known, observable, or suspected medical, dental, developmental, or behavioral problems received further diagnostic testing, examination, or treatment by a licensed or certified professional. Thirteen percent of the files of children with known issues contained no evidence of further diagnostic testing, examination, or treatment.



Follow-up Review and Correction: All children were either in treatment or completed treatment. A review of the procedures and tracking reports confirmed either the grantee provided follow-up treatment or children were still receiving treatment. The grantee ensured that children with known, observable, or suspected medical, dental, developmental, or behavioral problems received further diagnostic testing, examination, or treatment by a licensed or certified professional. This area of noncompliance is corrected.

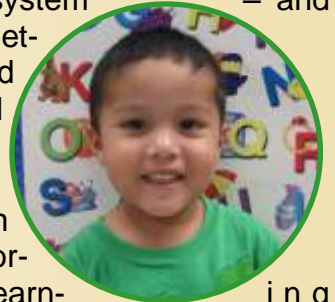
In addition to the Triennial Federal Review and the successful Follow-up Review that resulted in 100% compliance, MCCC received recognition for an area of strength.

Federal Review Outcomes Continued

Areas of Strength:

The Federal Review Team noted:

The grantee developed thorough and parent-friendly school readiness goals. Each program year, goals were reviewed and revised to make sure they addressed and strengthened school readiness for all children. The school readiness goals were written in the five essential domains of the Head Start Developmental and Early Learning Framework and aligned with the Mid-Columbia Children's Council program curriculum – the Teaching Strategies GOLD assessment system – and the Oregon/Washington State Early Learning Guidelines. In addition, meetings were held between Mid-Columbia Children's Council Education staff and school district partners to gain information about important skills and schools' expectations to prepare children for successful, smooth transitions.



Mid-Columbia Children's Council and the school districts have engaged in developing P-3 alignment. Training, new information, shared vision, and forward thinking has increased collaboration and is working to link the Early Learning community with the K-12 school system. Mid-Columbia Children's Council and school district leaders have committed to work together to create continuity across Early Childhood programs and the early years of elementary school. P-3 collaboration groups outlined key components, guiding principles, and alignment strategies to support children and families.



Mid-Columbia Children's Council

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Joella Dethman	Secretary
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Timothy Sharpoe		Denae Manion



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Washington



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Approved:
Policy Council: 6/26/14
Board of Directors: 7/16/2014