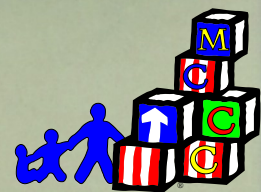


Mid-Columbia Children's Council



Annual Report

2015-2016

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- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

FINANCIAL REPORT

Fiscal Year Ending November 30, 2016

	For Year Ended 11/30/2015 Audited*	For Year Ended 11/30/2016 Audited*	Budgeted FY 2016-2017
Support and Revenues			
US Department of Health & Human Services	4,393,807	4,462,527	4,462,527
Oregon Department of Education	968,675	893,339	854,802
Washington Department of Early Learning	309,551	215,122	132,714
US Department of Agriculture-Child Care Food Program	188,466	207,508	200,000
Program Income	77,406	40,421	8,400
Private Grants	88,155	7,500	
Cash and In-Kind Contributions	103,729	103,676	120,000
Total Support and Revenues	6,129,789	5,930,093	5,778,443
Functional Expenses			
Personnel	4,434,859	4,500,595	4,595,608
Program Services	1,591,306	1,278,920	1,046,731
Management and General	141,524	208,659	136,104
Total Expenses	6,167,689	5,988,174	5,778,443

*The independent auditors' reports on the financial statements expressed unqualified opinions for the years ended November 30, 2016 and 2015. The independent auditor's reports on compliance with requirement of major programs expressed unqualified opinions for the years ended November 30, 2016 and 2015.

FROM THE EXECUTIVE DIRECTOR

Dear Friends,

Thank you for making 2015-2016 yet another remarkable year for Mid-Columbia Children's Council! As the new Executive Director, it is an honor and privilege to be able to serve such an exemplary community centered organization. It is hard to believe one year has passed since I arrived, it just shows that time flies when you're surrounded by such passionate and caring people who want to do great things for others.

In the pages that follow you will read the growth and changes embodied in our programs and services, the impact Mid-Columbia Children's Council has on the lives of children and the many ways our organization works and partners with families to overcome obstacles.

Our progress and success is a true credit to our staff and the families we work with each day, who experience challenges and barriers yet maintain their resolve to provide quality early childhood experience for each and every child in our care. We are often amazed by the strength and perseverance of the families and children we serve, and by the generosity and compassion expressed by our staff, volunteers and supporters.

Mid-Columbia Children's Council will continue to implement strategic initiatives to address quality early childhood development and education for all children; increase parent and community partnerships and work to innovate our service delivery systems.

Mid-Columbia Children's Council recognizes the foundation of our success was and will always rest in the support we receive from you. The gifts of time, talent and assistance you've given are working to change the lives of children and families in our community. Thank you for believing in our mission and for supporting the work we do each day.

Please join us throughout the 2017
Program Year celebrating 30 years of MCCC
"Giving Families a Head Start".

Thank you for all that you do!

Paul Runyon



STAFFING

Meeting staffing challenges: Unemployment rate is down while job vacancies are up. Nationwide Schools and Pre-K programs are reporting teacher shortages and Columbia River Gorge area is no different. Finding qualified teachers to fill open positions can be very challenging.

MCCC works hard to address these challenges through increased recruitment and retention efforts, providing in-house training and forming collaborative relationships within our service area communities. MCCC partners closely with local colleges, community employment assistance programs and other community partners to recruit qualified teachers and entry level staff interested in working towards the required teacher qualification.

One way MCCC is meeting this challenge happened in June 2016 when MCCC formed a committee to develop the Parent Volunteer Training program. Members of the MCCC Management team traveled to 2 of the local Head Start Programs to gather information on how MCCC might develop its own Parent Volunteer Training program to help grow their own teaching staff.

Committee members brainstormed words and phrases that were related to the intent of a parent training program and decided on the name: **Parent Empowerment Program (PEP) for Career Readiness**. PEP, our Parent Volunteer/Training Program offers free, on-the job trainings as a Head Start/Early Head Start Teacher to parents and guardians of enrolled children. Participants must be able to maintain regular attendance, attend weekly training, and complete a work practicum in HS or EHS classrooms.

Volunteer hours will be structured to allow participants to use the skills learned in the training environment and to receive coaching and mentoring from experienced teachers.

Requirements

- Volunteer in the classroom for 100 hours (about 17 hours per month) for parents interested in HS or EHS only;
- Volunteer in classrooms for 150 hours for parents interested in both HS and EHS; and
- Attend and participate in weekly scheduled training and Practice skills learned in the classes while volunteering.

The training will be available to parents and guardians of enrolled children. Selected parents will complete the job training in Head Start and Early Head Start classrooms and attend weekly training sessions.

Participants will receive training in health, safety, diversity, policies and procedures, curriculums and will have food handler's card and CPR/First Aid. When a participant successfully completes the program they will be invited to interview for a substitute teacher position.

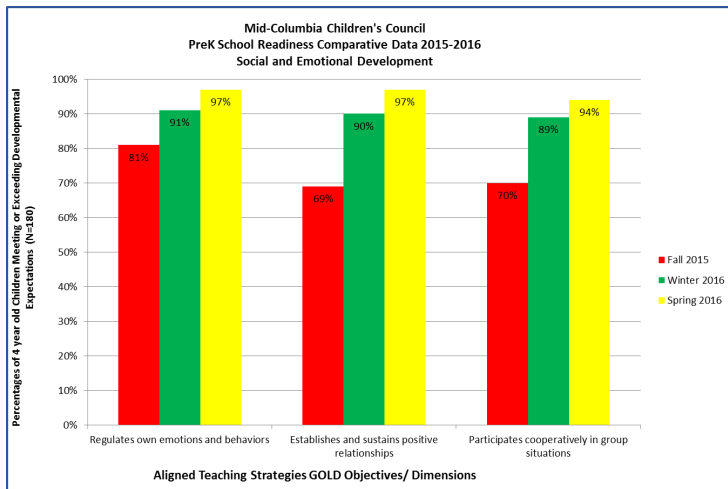
SCHOOL READINESS AND SUCCESS

Being ready for kindergarten is more than learning ABCs, counting, colors, shapes, name writing and other traditional academic skills. Although these are the skills most adults believe are crucial for kindergarten readiness, research has made it clear that children's emotional and behavioral adjustment is also important for their chances of early school success. In fact, research shows the link between social and emotional skills and school success is a greater predictor of children's later academic performance than cognitive abilities.

Most kindergarten teachers agree it is the social and emotional skills that children learn in early childhood programs and other group settings that are most needed in elementary school. Learning is a social process and it is hard to reach children who have trouble cooperating, lack confidence in their own abilities, and who are not interested in learning. Children cannot learn when they have trouble following directions, getting along with their peers, and controlling their emotions. When children struggle with these skills, they are also often unable to attend and engage, solve problems, and persist until a task is complete.



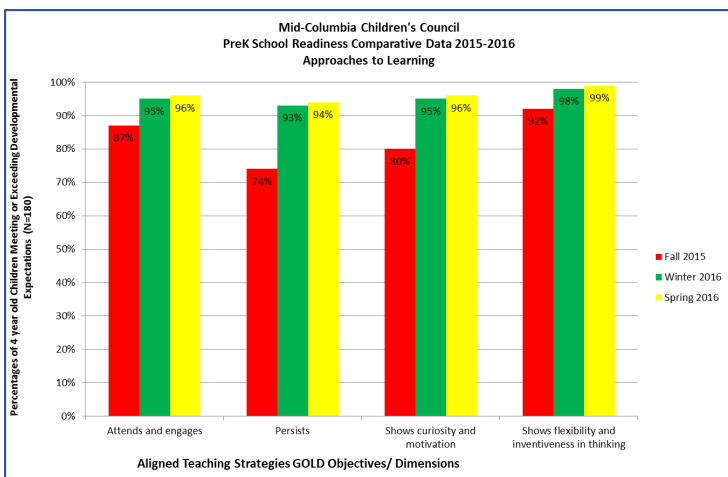
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MCCC teachers use a variety of approaches and tools to support children in developing important social and emotional skills. Daily routines include both structured small and large group experiences where teachers directly instruct and promote skill development and more open-ended opportunities for play and exploration where children can practice problem solving and related skills more independently. Teachers recognize the importance of devoting lots of time to developing social and emotional skills before becoming highly focused on academic content.

At the start and near the end of each program year, an assessment tool is used to screen children for their abilities to take initiative, self-regulate and form relationships with others.

Through a process of ongoing assessment, teachers evaluate children's overall skill development, including their social and emotional skill development and their approaches to learning. At regular quarterly intervals, this information is compiled and reported. Teachers use the information they glean to plan for groups and individual children. Parents are engaged in the process of establishing goals for their children and, as needed, specialized social emotional support plans. These efforts all work toward the ultimate goal of kindergarten readiness and school success.



PARENT/CHILD SPECIAL EVENTS



Learning Math

One of many parent/child events at our centers this year was the Maupin Head Start's first annual Derby Day. This was a male-involvement activity fun for the whole family. Teachers were excited with the participation of parents, grandparents, and others who helped make the event a success.

Families worked together to use recycled materials from their homes to create unique vehicles, which they then brought into the classroom.

Derby Day began with a car show, in which families and children were able to present their creations. Children tested out the cars by sending them down the ramps set up in the classroom. The ramps differed in height and slop, so children could see their cars take on varying speeds.

There was measuring tape on the floor for children to measure how far the cars traveled. Everyone was impressed with how imaginative the vehicles looked and worked!

Each child received a certificate of participation to recognize their hard work. Parents raved about the event long after it ended, and some are already thinking of new ideas for next year's Derby Day!



PARENT ENGAGEMENT

I Love You Rituals: I love rituals are rhymes and games that send a message of unconditional love and enhance children's social, emotional, and school success. Staff have been using these rituals as part of the classroom strategies to support children, since the original training on Conscious Discipline. The teachers have a die that has a picture of an "I Love You Ritual" on each side. A child rolls a die, and then does the ritual with either a teacher or another child. On March 3rd, 2016 The Dalles Center had a parent meeting in which the children had the opportunity to share the "I Love You Rituals" they have been learning throughout the year. As each side was rolled the kids got to teach the "I Love You Ritual" to their parents. During this activity something amazing happened. Every parent wanted a turn to roll the die and do more "I Love You Rituals." The parents were amazed by what the children had learned. Many shared that the children had already been bringing these rituals home and were pleased to finally truly learn them. This activity was done in four separate classrooms, and as the teachers, FHAs, and Center Coordinator discussed the day's events everyone reported the same thing. All the parents loved the "I Love You Rituals" and even the shyest parent participated!



Policy Council

In October 2015 the newly-elected Policy Council reps got together for the annual Policy Council Orientation at The Dalles center. The Policy Council members spent the morning, sharing and learning information about the operation and regulations of Mid-Columbia Children's Council. They also learned about their role as active members in the shared governance of Head Start. Congratulations, and thanks again for your support.

MENTAL HEALTH

The focus of the Mental Health Component at MCCC is to support the social and emotional (SE) development for children/families within the program. This is achieved through teacher/parent consultations, classroom observations, staff consultations, provided social emotional trainings for staff and parents, individualized child observations, and collaborations with community partners. The effectiveness of our work in supporting social-emotional growth is measured by the Devereux Early Childhood Assessment (DECA). Teachers complete this assessment for each child in the fall and again later in the spring which allows us to compare scores at the start of the program year with scores towards the end of the year. If children score a 'Need' in specific SE categories, then they are required to have a 'Social Emotional Support Plan' in place written by staff for individualized interventions to work on those areas of concern. Often times these plans transfer into the home where parents are given strategies to provide consistency for their child's learning.



For 2015-16, 63 children scored in on their DECA's and were required to have Social Emotional Plans to improve on areas from their DECA. By spring 2016, overall program percentages of 'Need' in any category of the DECA, decreased AT LEAST 3% across the board. Out of all 2015-16 HS, OPK & ECEAP children who screened in for concerns on fall DECA screening, 17% needed a Social Emotional Plan at some point. Approximately 17% of the children with concerning DECA's were referred outside of MCCC based on concerning observations and approximately 45% of them received ongoing services.

Parent Volunteers

The parents at Mid-Columbia Children's Council take volunteering seriously. In 2015-2016, parents volunteered for a total of 23,045 hours which generated \$461, 927.00 of in-kind for the programs required match.

Thank You!!

HEALTH

MCCC works in collaboration with parents/guardians to ensure that all children are healthy and ready to learn. Our program strives to ensure that children are up to date on medical and dental care. With parent permission, a variety of screenings are completed to determine if the child has vision, hearing, dental or nutritional needs. MCCC works with many different community partners in the five county radius including dental and medical providers, health departments, local Ear, Nose and Throat providers and Optometrists, as well as the OSU Extension which provides nutritional services.

Pregnant women served: 15

Enrolled in their 1st trimester: 2

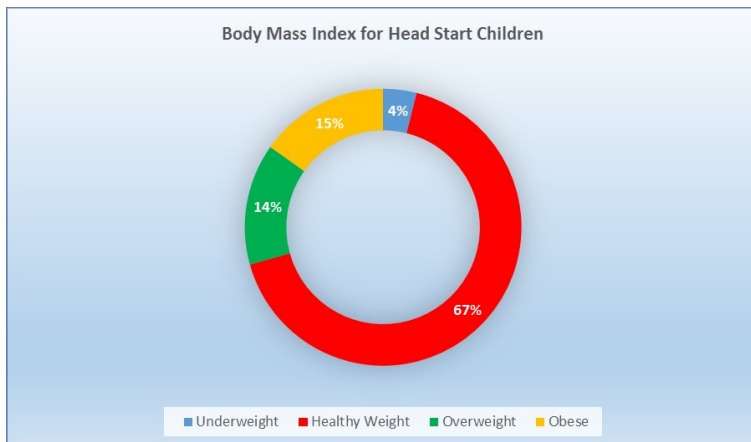
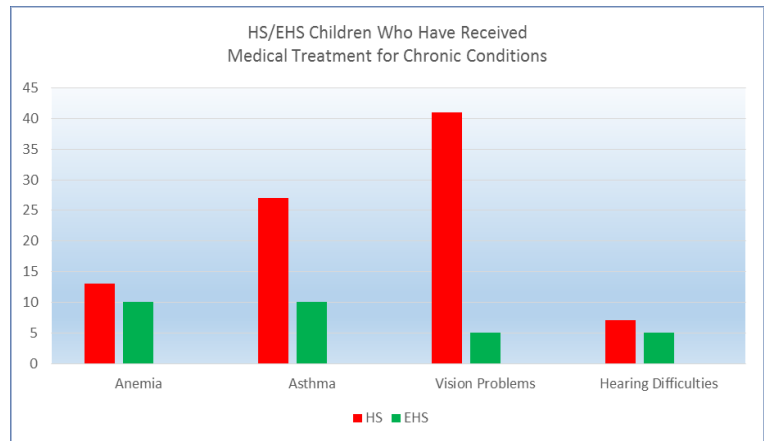
Enrolled in their 2nd trimester: 4

Enrolled in their 3rd trimester: 9

Children enrolled with continuous, accessible dental care provided by a dentist:

Early Head Start: 174

Head Start: 397



Children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age:

Early Head Start: 164

Head Start: 390

Children enrolled with an ongoing source of continuous accessible health care:

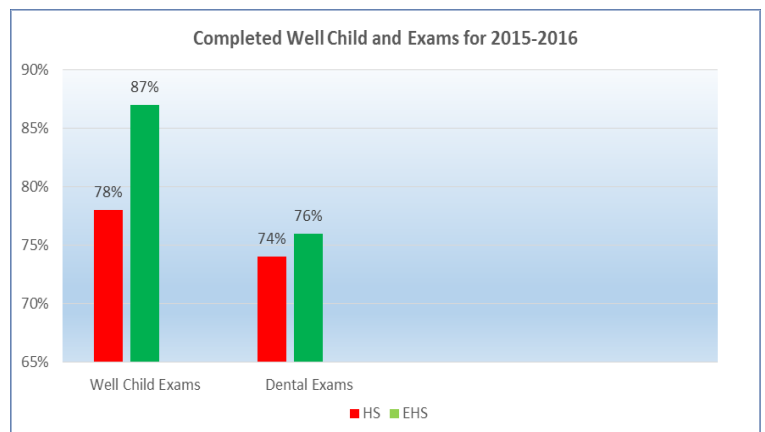
Early Head Start: 128

Head Start: 349

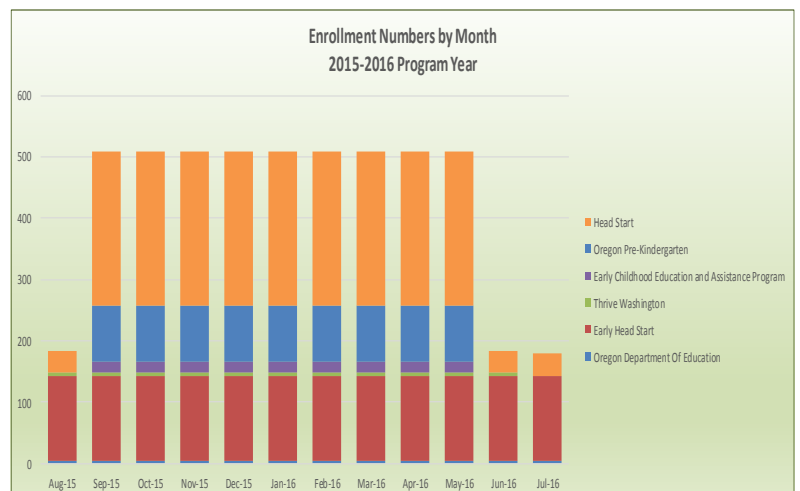
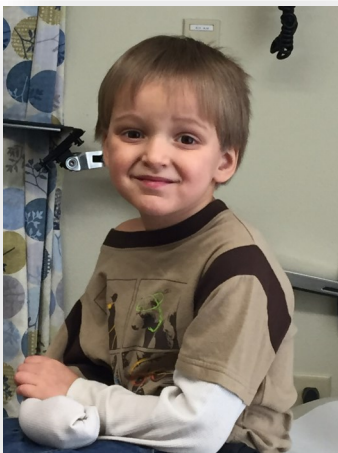
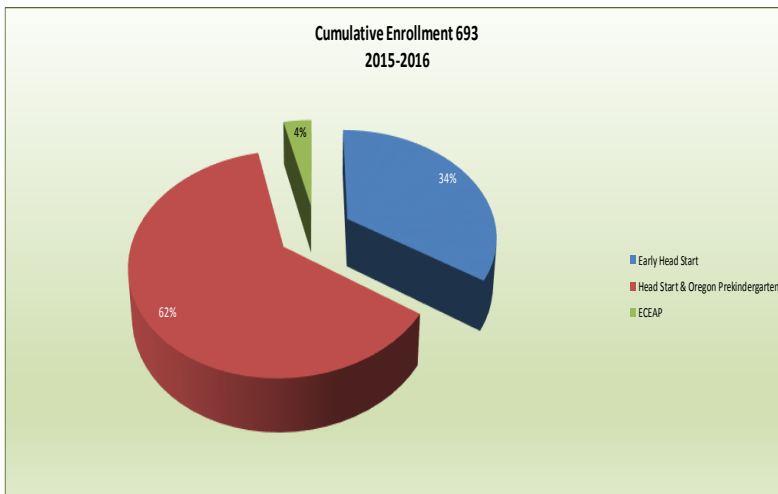
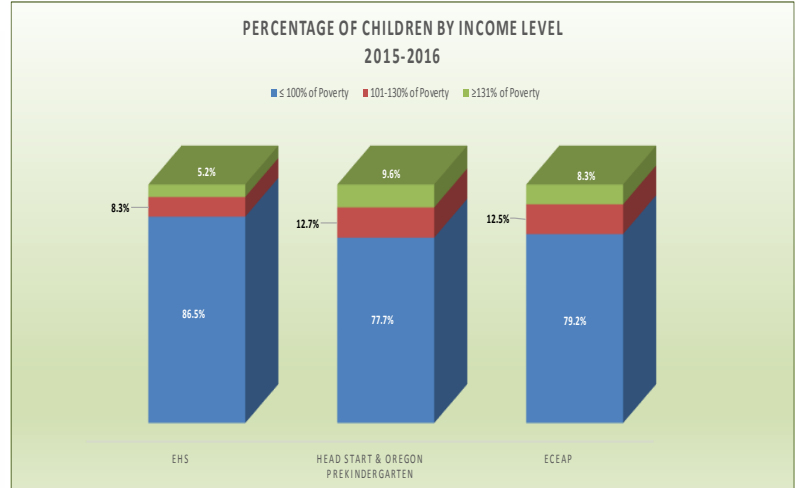
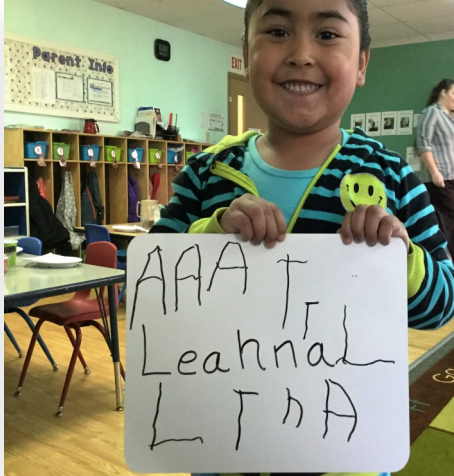
Children who meet their state's guidelines for an exemption from immunizations:

Early Head Start: 5

Head Start: 13



ERSEA



SERVING OREGON & WASHINGTON

Administration Office

1100 E. Marina Way, Suite 215

Hood River, OR 97031

541-386-2010

Klickitat Center

PO Box 54

Klickitat, WA 98628

509-369-3800

The Dalles Center

1717 West 10th Street

The Dalles, OR 97058

541-298-8801

Belmont Center

2168 Belmont Drive

Hood River, OR 97031

541-386-1955

Madras Center

650 NE A Street

Madras, OR 97741

541-475-4870

Wahtonka Center

3601 West 10th Street

The Dalles, OR 97058

541-370-2636

Carson Center

441 Hot Springs

Carson, WA 98610

509-427-5815

Maupin Center

308 Deschutes Avenue

Maupin, OR 97037

541-395-2665

White Salmon Center

555 NW Loop Road

White Salmon, WA 98672

509-493-2666

Country Club Center

820 Country Club Road

Hood River, OR 97031

541-386-3269

Parkdale Center

4880 Van Nuys Drive

Parkdale, OR 97041

541-436-0859

White Salmon EHS

553 NW Loop Road

White Salmon, WA 98672

509-493-1902

Goldendale Center

920 South Schuster

Goldendale, WA 98620

509-774-1114

Petersburg Center

3855 15 Mile Road

The Dalles, OR 97058

541-370-2536

Approved w/Financials:

Policy Council: 08/29/2017

Board of Directors: 08/28/2017



Thrive by Five Washington



Washington State Department of

Early Learning



DEPARTMENT OF
EDUCATION