

2017-2018

2018-2019



# Mid-Columbia Children's Council

## ANNUAL REPORT



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## **Mission**

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

## **Vision**

Nurturing Children And Families Today,  
Strengthening Communities for  
Tomorrow



## Executive Director

Dear Friends,

Mid-Columbia Children's Council (MCCC) is excited to report our achievements for both the 2017-2018 and 2018-2019 program years. In the pages that follow, you will read the growth and changes embodied in our programs and services, the impact MCCC has on the lives of children and the many ways our organization works and partners with families to overcome obstacles. Each year just gets better and better!



Our 2017-2018 program year kicked off with a grant award from the United Way of the Columbia Gorge, allowing MCCC to fully implement "Conscious Discipline" at all of our sites. We followed up with an Washington State ECEAP grant expansion award extending classroom hours and number of children served at our Goldendale site.

Our growth continued during our 2018-2019 program year along with the enrichment of our programs and partnerships. MCCC was the recipient of a Head Start duration expansion grant extending classroom hours for 4 classes and the addition of a new site in Odell, Oregon; MCCC was awarded a new expansion grant from the Washington ECEAP program at our Carson site; and MCCC was awarded a 2019 United Way of the Columbia Gorge grant to enhance the use of creative curriculum. To finish off the year, MCCC signed an agreement with Hood River County Schools to pilot a high quality preschool model at the new May Street Elementary beginning fall 2019.

MCCC recognizes the foundation of our success is and will always be 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. As always, MCCC will continue to search for and develop ways to improve and increase services, resources and programming to meet the growing needs of the communities we serve.

Thank you for believing in our mission and for supporting the work we do each day.

*Paul Runyon*

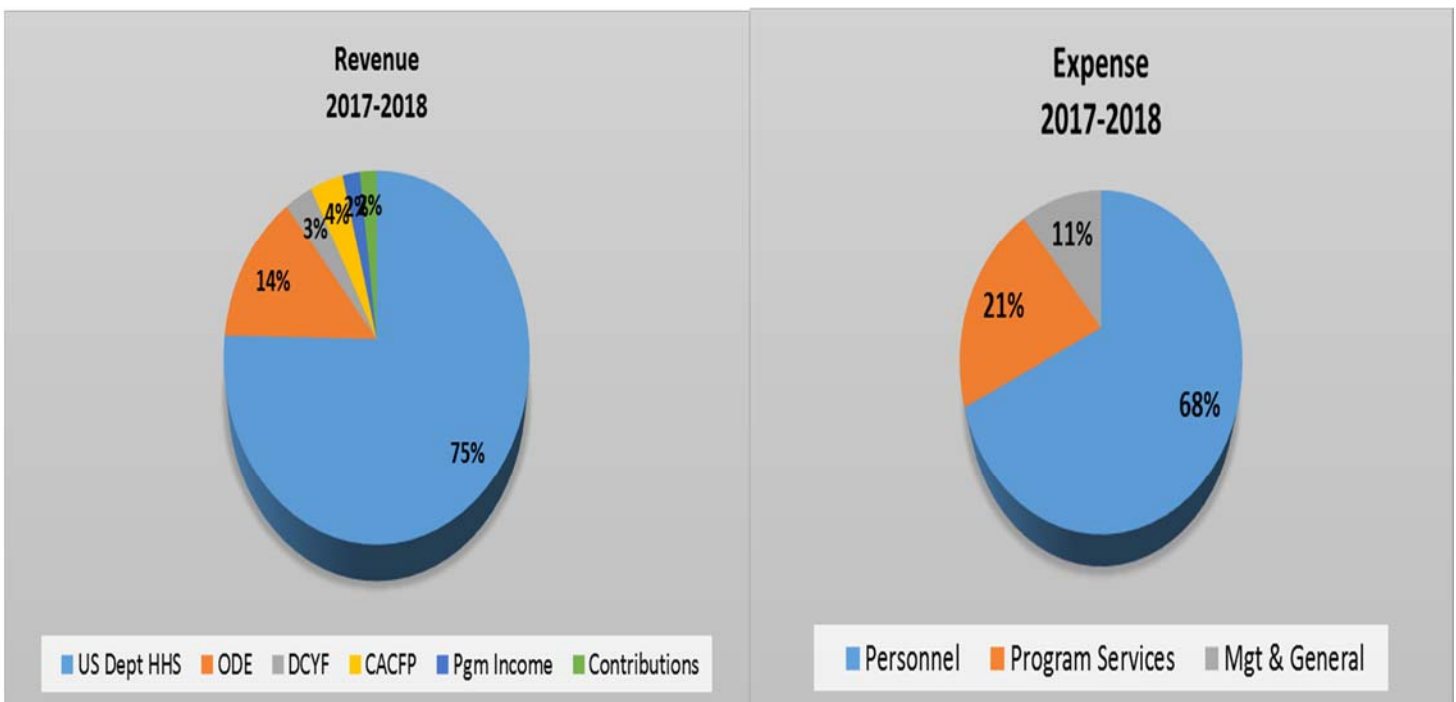


# Financial Report

Fiscal Year Ending November 30, 2018

	For Year Ended 11/30/2017 Audited*	For Year Ended 11/30/2018 Audited*	For Year Ended 11/30/2019 Budgeted
<b>Support and Revenues</b>			
US Department of Health & Human Services	4,653,031	4,850,126	5,193,020
Oregon Department of Education	839,455	883,570	894,673
Washington Department of Early Learning	130,230	208,373	318,131
US Department of Agriculture-Child Care Food Program	214,948	244,711	214,582
Program Income	61,616	129,005	43,150
Other Grants			233,809
Cash and In-Kind Contributions	78,739	125,135	76,400
<b>Total Support and Revenues</b>	<b>5,978,019</b>	<b>6,440,920</b>	<b>6,973,765</b>
<b>Functional Expenses</b>			
Personnel	4,243,851	4,464,263	4,907,010
Program Services	1,292,671	1,386,579	1,353,347
Management and General	666,497	732,345	713,409
<b>Total Expenses</b>	<b>6,203,019</b>	<b>6,583,187</b>	<b>6,973,765</b>

\*The independent auditors' report on financial statements expressed unmodified opinions for the years ended November 30, 2018, 2017, & 2016



## Parent Story

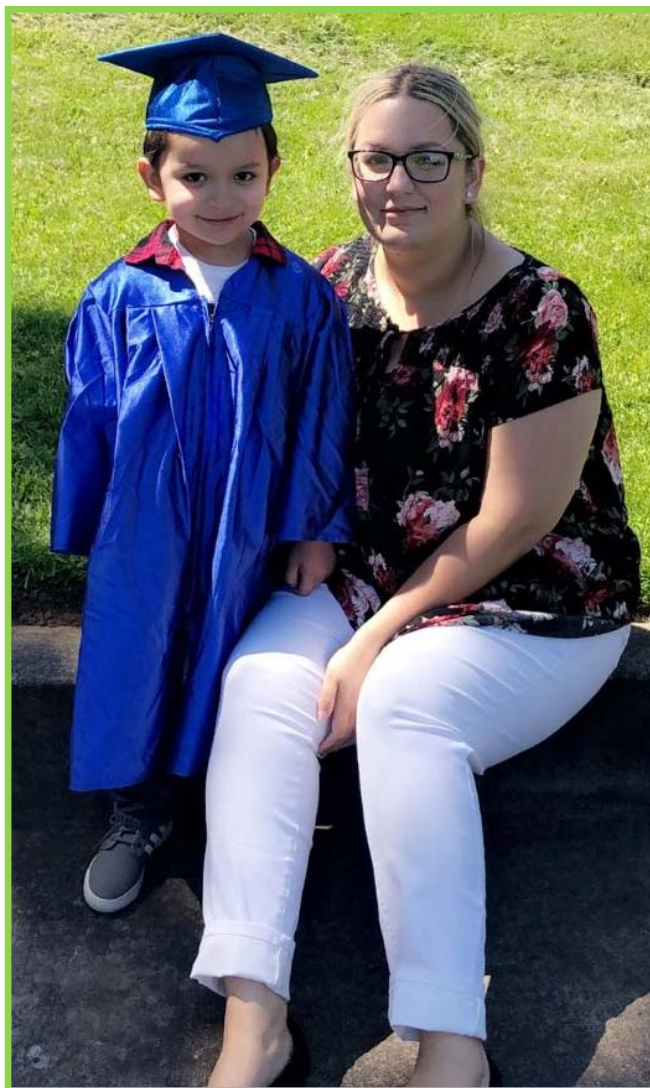
My name is Natasha Menke, mother of Giovanni Menke. He attends Belmont Head Start and has morning class with Teacher Evelia.

Before my son started attending this program he had never been in a class before and was so shy that it gave him a hard time being around kids his age.

The first day of school my son was so nervous but thanks to teacher Evelia she made everything so much easier for my son. Now he loves going to class and everyday he learns something new.

This program has been very beneficial, now my son has learned to count, knows the colors and shapes and he has started to write his first name on his own. Also the program gives not only my son but other kids the opportunity to learn new things and prepares them for kindergarten.

We are very thankful for the opportunity they have given my son.



We love Head Start! We have had our children involved for the last seven years. As my boys have graduated from the program and entered public school we can see the big difference this program has made for their school readiness. We appreciate being part of the process as our children's first teacher. The skills and philosophies we have learned and practiced through Head Start will give them a "head start" for the rest of their lives.

## Parent Story

In 2014 my daughter's preschool closed and we couldn't afford preschool. I walked into The Dalles Head Start building and I qualified.

During these last five years with The Dalles Head Start my husband has become employed, I became a Head Start sub, and now I am a Manager for Dutch Brothers. Our family has a home now too. All from the support and encouragement The Dalles Head Start staff gave us.

One of the most important part of my time with Head Start has been with the Head Start staff helping me with the evaluation process to receive Early Intervention services for my son. My son couldn't talk and now he is able to follow the classroom routine and I can understand him. I was willing to accept that my son wasn't going to know how to talk and the staff has taught me a million ways to try things and we broke through on the million and one way to approach what he needs.

With tears in my eyes, I can't tell you enough the amazing help you get. I am my family's first teacher but it took the Head Start village to help me raise my children.

My daughter will continue to have Head Start until the year of 2022. I will have been in Head Start for 8 years.



Thanks you, Karissa



## Parent Story

This letter is for Emiliano. Ever since Emiliano was two years old I started noticing that he had trouble communicating and he wouldn't try speaking or at least tried repeating words or sounds that I would make all he would do is point at stuff. Emiliano will be turning four in February and he started Head Start this September. Two weeks after he started Head Start I started noticing big changes in him. Emiliano was taught to go to the bathroom and not use diapers anymore. I had been trying to potty train him for over six months and he would just cry and didn't want to. But in just two weeks he was potty trained at Head Start, I was a proud mom and thankful for his teachers help. Another trouble Emiliano has was sitting down and following directions. Slowly Emiliano has been progress. Now we can do activities and he will sit for at least 10 minutes and do what he was told to do. Another issue I had with Emiliano was the eating part, he wouldn't want to eat by himself, I would have to feed him for every meal and now he tells me "me mom". The talking part is slow but he has learned 6 different words already and I couldn't be more proud of him.

Head Start is a blessing to our family. My son is doing so well in just a short period of time and all the teachers there are awesome and supportive. Not only has it helped my youngest Emiliano but also my oldest son. Two years ago he went to Head Start with trouble speaking and by the end of the school year he was speaking perfectly fine. If it wasn't for Head Start my son Emiliano wouldn't be as well as he is now. He had learned to share with other kids, go to the restroom and many other things.

For all these reasons and more I always encourage other parents with the same issues to take there kids to Head Start. It truly helps and I am positive my son hasn't been the only one they have helped, they are a great team always willing to help kids and parents.



## Community Partners Making a Difference

**SMART** partners with volunteers to read to kids one on one in classrooms each week. This year and last year we have partnered with SMART to give our children the opportunity of receiving one on one reading time as well as the opportunity to take two books home a month. The SMART program has been proven to promote literacy in school. More than 85% of SMART students consistently showed improvement in measures of reading motivation and enjoyment, which are strongly correlated with reading performance. In addition, more than 82% of SMART students showed improvement in social and emotional skills.

SMART receives their funding by private donors as well as many fundraising events.



**ROTARY CLUB:** During our 2017-2018 school year Rob-Sachs, the president of the White Salmon-Bingen Rotary club, approached us about wanting to bring books to the children in our Head Start program. Last year we had the opportunity to attend a meeting and tell the Rotary club about our program, what we do and the importance of children having access to quality books at home and school. At that meeting they voted to donate \$1,000 to MCCC's White Salmon site to purchase books for our students and class library. Every Tuesday members of the Rotary club visit our site and read to our Head Start class. Each visit they bring a hard cover book for a child and a matching book for our class library. 2017-2018

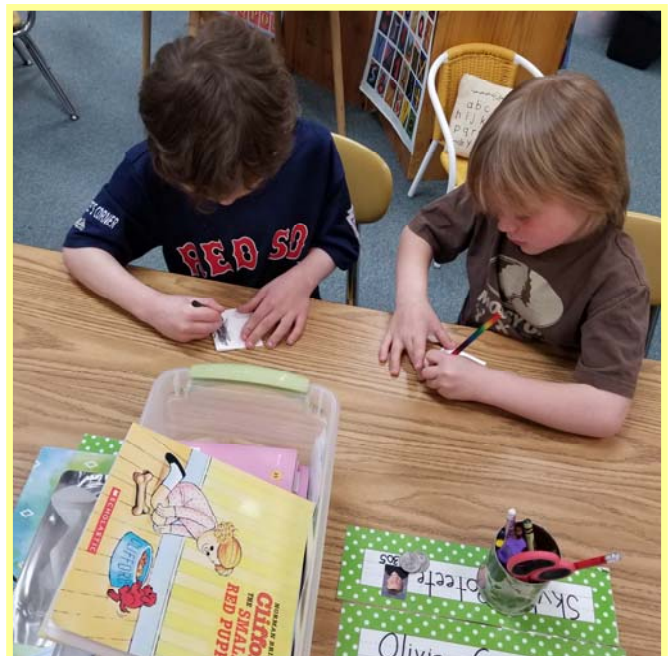
and 2018-2019 they were able to bring each child a book to take home to share. We are thankful to all those from our local Rotary club that have contributed to make this happen. The parents and children couldn't be happier to have quality books to read at home together.

## Community Partners Making a Difference

### Carson Head Start Teams with Carson Elementary 5th Graders for Literacy

Teacher Karen had a vision to spark interest in her students by reading with a preschooler. The 5th grade students participating in Reading Buddies are encouraged to pick out age appropriate stories for a preschool-aged child. Teacher Karen has her students practice reading the story considering comprehension questions to ask their preschool buddy. This activity allows the 5th grader to take ownership of their reading and comprehension by becoming a teacher; "It has truly built self-confidence and encouraged my hesitant readers by having that younger child anticipate this time each week. The preschoolers are excited to see the 5th graders and look-up to them. There is a natural connection that happens in that peer-to-peer relationship that doesn't happen between students and teachers" exclaims Teacher Karen.

The preschoolers at Carson Head Start benefit from this symbiotic relationship by creating novelty in their routine. While schedule and routine are important in creating predictability, thus safety for early learners, there is a natural need to create variation for continued interest. We have story-time built into the schedule each day and the only thing that changes with Reading Buddies is the reader. It can be difficult to offer the one-on-one time each child desires at this age and this program indirectly offers that time (with support from teachers) for our children. Adulthood is a mythical land reserved for grown-ups, a place that feels out of reach for an early learner. Because of that proximity in age, the Reading Buddies have been great mentors and role-models for our students.



## Visit to Kindergarten Classroom

Goldendale's visits to the kindergarten classroom began in November. The children visited Mrs. Reed's classroom monthly. Each visit the children were taken through activities that would be standard for the morning routine. Mrs. Reed would start with attendance and then do meal count. She had the children take turns introducing themselves and allow them to tell the group something they wanted their friends to know. She had the children recite the alphabet, count, and an activity geared towards a specific skill. They participated in a game called *What's the Sorting Rule*. We brought this activity back to our classroom and used it for transitions. On our next visit to the kindergarten class our pre-school children were able to name the sorting rule. They were excited. Mrs. Reed read to the children on each visit. She went over each part of the book before reading. Rhyming was another main focus during our visits. Sets of words were shared and the children gave a thumbs up or down if the words rhymed. In April the children recited the elementary school pledge and discussed what they meant. Using the school pledge the kindergarten teacher discussed ways to show kindness and the children drew pictures on index cards. The cards were taken to the hospital and used on the food trays to brighten the day of patients.



## Planting Relationship



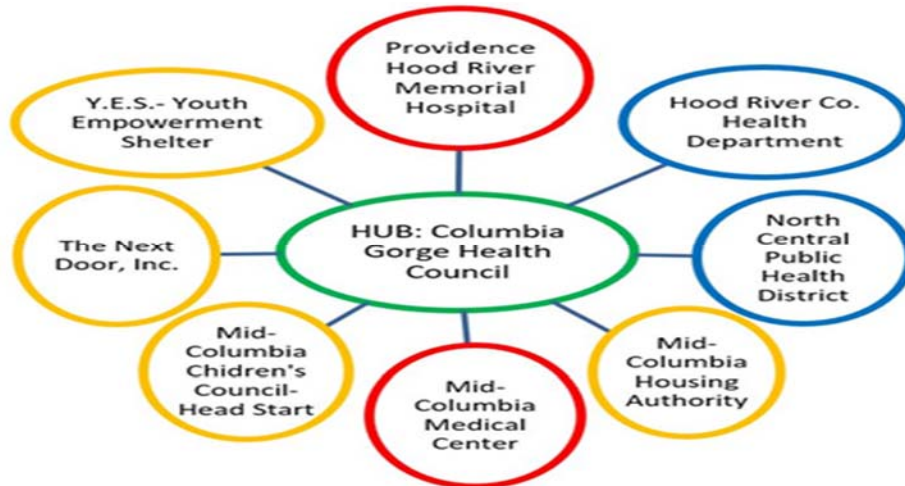
Margarite Kelly, a grandmother in our program brought us this maple tree to plant in our yard. She said, "We have had a Kelly in these programs for the last 10 years and I wanted to give you something to show just how much you have all meant to our family and we are grateful for the work that you do." She pointed out that she picked this tree because the leaves are a little rough around the edges (a lot like our family) but it will always be growing.





## A cross-sector collaborative approach to providing community care coordination

Mid-Columbia Children's Council contracted with the Columbia Gorge Health Council to provide two Community Care Coordinators through their Bridges to Health Pathways (B2H) program. B2H assist families by connecting them to needed services including health care, dental care, clothing, food, transportation, housing or others needed community services.



B2H is a centralized mechanism that coordinates, tracks and measures both the process and the resources that enables distributed Community Care Coordination of those served.

The primary goals of B2H are threefold:

1. Empower community members most in need to improve their overall health and wellbeing
2. Improve access to services and resources by addressing disparities
3. Increase collaboration of services in and out of healthcare



### Program Goals



# Transforming Our Program through Conscious Discipline

**Conscious Discipline** is an evidence-based, research-backed approach to Social and Emotional Learning that addresses the emotional intelligence of adults as well as children. Adults self-reflect to better understand their own emotional triggers then practice and model techniques for self-regulation and problem solving with children. Children are then disciples (the root word of discipline) who follow the model of another they see as their teacher. This perceptual shift empowers adults to see discipline encounters as opportunities to practice and teach new skills. In the classroom setting, the focus is on creation of a positive school climate that is built from safety, connection and problem solving.

We began our journey with *Conscious Discipline* in 2010 when a contracted mental health consultant began working toward certification as a *Conscious Discipline Instructor*. The new information she provided to staff made great sense and the suggested strategies they tried worked well. We knew the entire staff at Mid-Columbia Children's Council (MCCC) would benefit from learning about *Conscious Discipline* and began contracting for annual professional development. Successes were shared by early implementers and *Conscious Discipline* strategies began to be used more broadly throughout the program.



In 2018, MCCC applied for and received a grant from the United Way of the Columbia Gorge that has allowed us to purchase the *Conscious Discipline Feeling Buddies Self-Regulation Toolkit* for each classroom. The Toolkit is based on a unique strategy in which the adult teaches the child to self-regulate and the child teaches the Buddy to self-regulate, learning and practicing the process together. We focused first on professional development with the goal of implementing the curriculum in every preschool classroom during the 2019-2020 program year. Courageous teachers who have dived into the curriculum during the pilot year are leading the way with stories of positive outcomes and self-assessment data reflects increased teacher skill level.

In 2018, the agency also decided to adopt the *Conscious Discipline Parent Curriculum* for use at center parent meetings and there has been lots of positive feedback from those who have participated. This research-based curriculum helps parents understand the importance of adult self-regulation as the first step in guiding children through challenging situations. Skills taught include composure, encouragement, assertiveness, choices, positive intent, empathy and consequences. These skills help adults effectively transform any problem into a life lesson. By leading the sessions, staff members reinforce their understanding and further develop their own skills.

MCCC is committed to improving the social emotional well-being of staff, children and families through practices and curricula associated with *Conscious Discipline*. When times are tough, we want all adults and children to be able to say "I did it, I took deep breaths and got myself calm". The ability to self-regulate can promote emotional well-being and support social interactions and problem solving throughout life.

# Conscious Discipline Vignettes



A mom told us that she and her child were at the grocery store and she was in a hurry. The child stopped and stood and mom demanded the child keep up. The child then told mom to stop, breathe, and calm her body down because they were going too fast. While saying this the child started doing the hand motions of the balloon breath for self-regulation. Mom was very excited to tell us that she was very surprised and proud as this child would have started whining in the past when rushed.

A mom told us that her child, who is in our classroom, helped during home nap time when a younger sibling was having a hard time. He said, "I have this mom", and started singing and doing the motions of the Twinkle, Twinkle Little Star I Love You

Ritual with brother which stopped his crying.

Something that has helped me, is learning this information and taking it home and sharing with my family. My boys are learning how to take deep breaths when they feel anxious/upset. I have heard them say on many occasions, "I got this mom. I can do this." We have been talking more about feelings and what we can do when big upset happens. Implementing this program at home has been very beneficial to my family.....we are spreading emotional literacy by using what we learn with our personal families.

In the classroom, children are deep breathing when they are upset. One parent shared with us, that her son wanted something and she told him to wait. When she turned to look back at him, he was taking deep breaths. Another parent shared with us that when her older daughter was upset, her younger daughter went to her and breathed with her to help her calm down. We had one student who was very upset, she was crying and very angry. After a while, she said, "I did it. I took deep breaths and got myself calm."



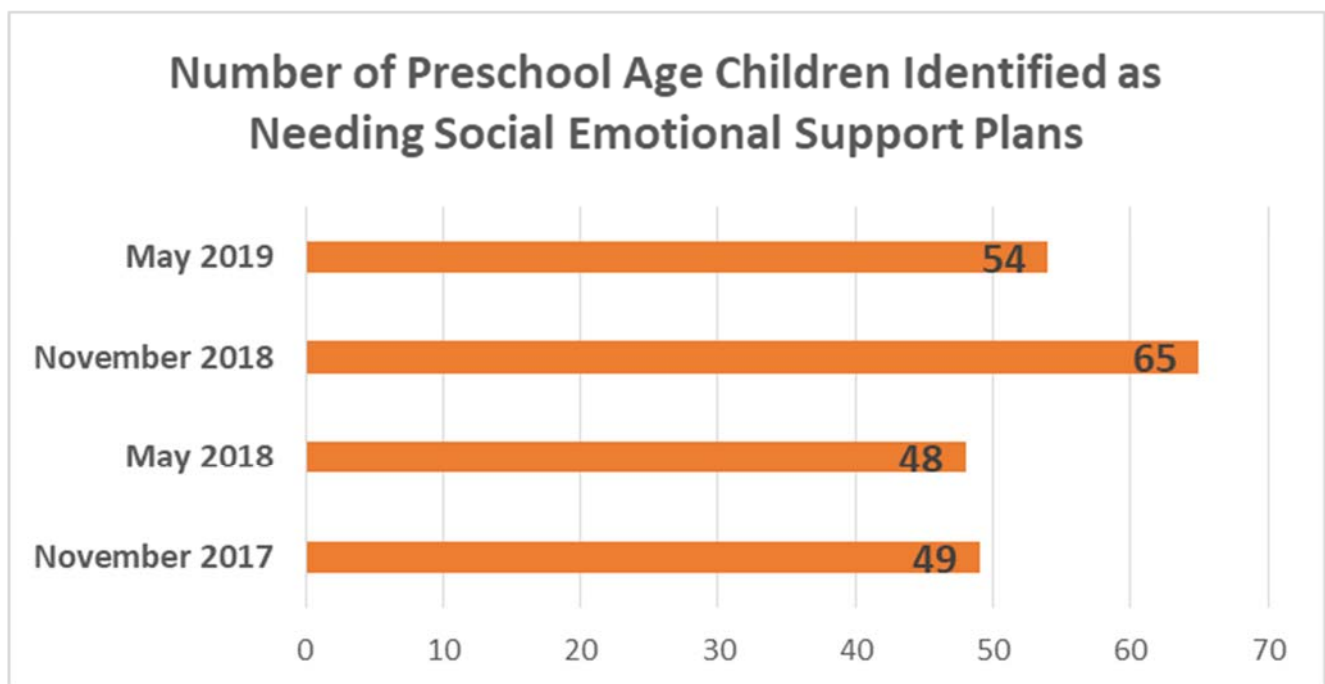
Twinkle, twinkle little star  
what a wonderful child you are  
With bright eyes and nice round cheeks  
A talented person from head to feet  
Twinkle, twinkle little star  
what a wonderful child you are



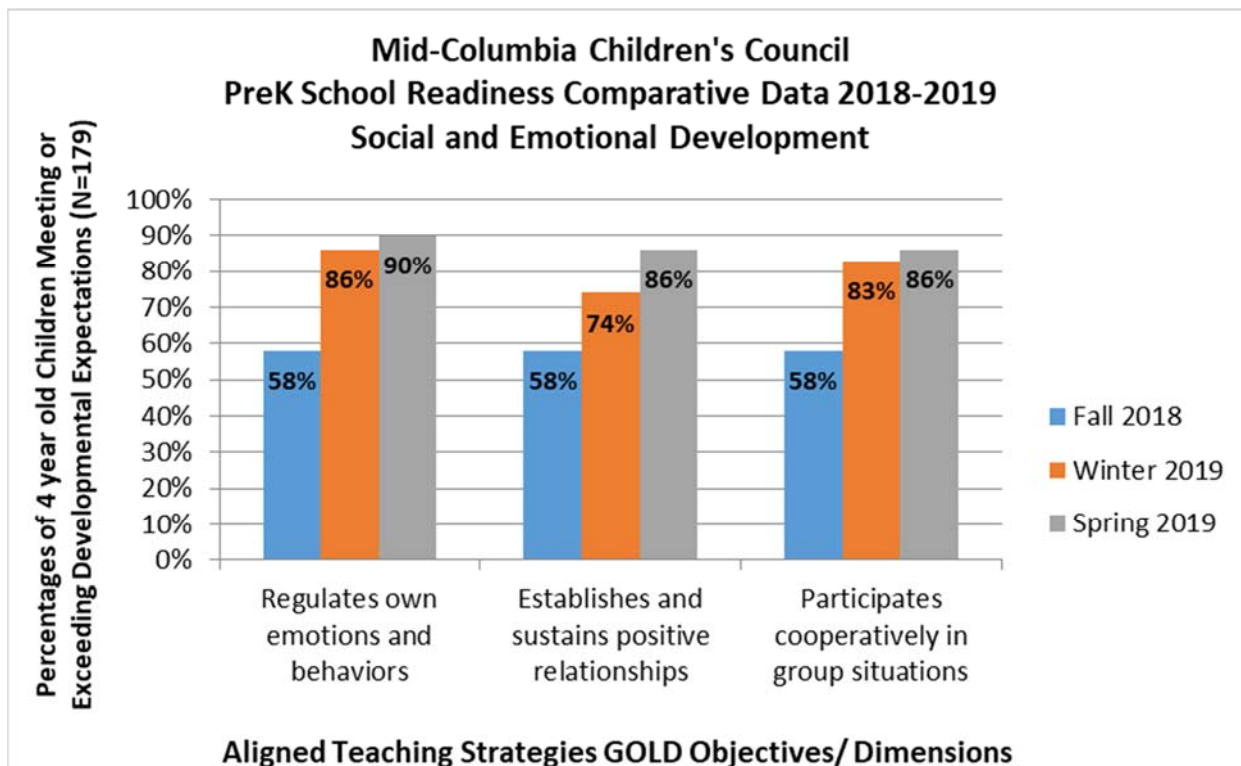
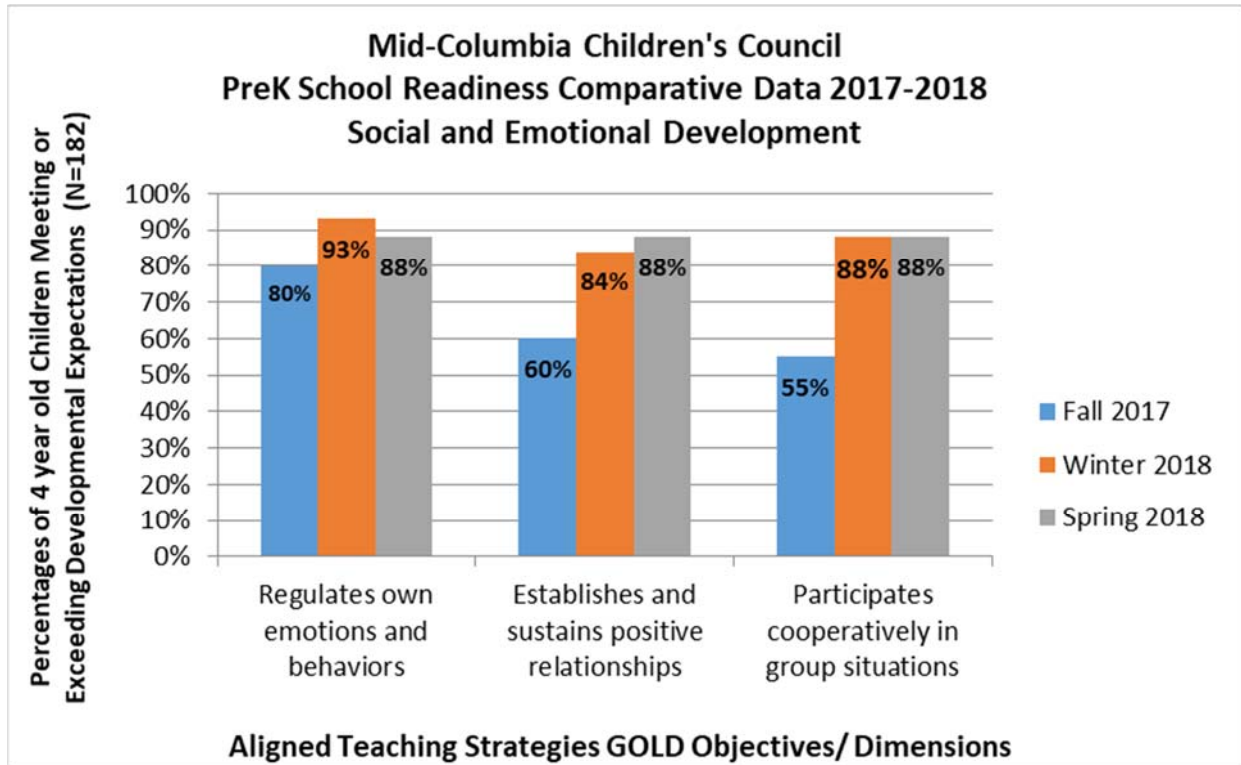
## Social Emotional

### Individualized Support for Social Emotional Skill Development: Increasing Children's Protective Factors

Every fall and spring each child enrolled in MCCC programs is screened using the Devereux Early Childhood Assessment. This tool is used to assess the level of protective factors present to promote a child's resilience- the ability to bounce back when adverse events occur. These protective factors are Initiative, Attachment, and Self-regulation/ Self-Control. This tool is also used to screen for Behavioral Concerns in preschool age children. When a child's score falls into the Need range for Behavioral Concerns and/or any two protective factors, an individualized Social-Emotional Support Plan is written so that all staff working with the child have the same expectations and use the same strategies to support the child's social emotional development. Parents are involved in this process, sign off on the plan, and are encouraged to use similar consistent strategies at home. The following table shows the number of preschool age children who screened in as needing Social-Emotional Support Plans in the 2017-2018 and 2018-2019 program years. We are hopeful that increased implementation of the Feeling Buddies curriculum and other Conscious Discipline strategies will enable more children each year to gain the skills and resilience needed for success.

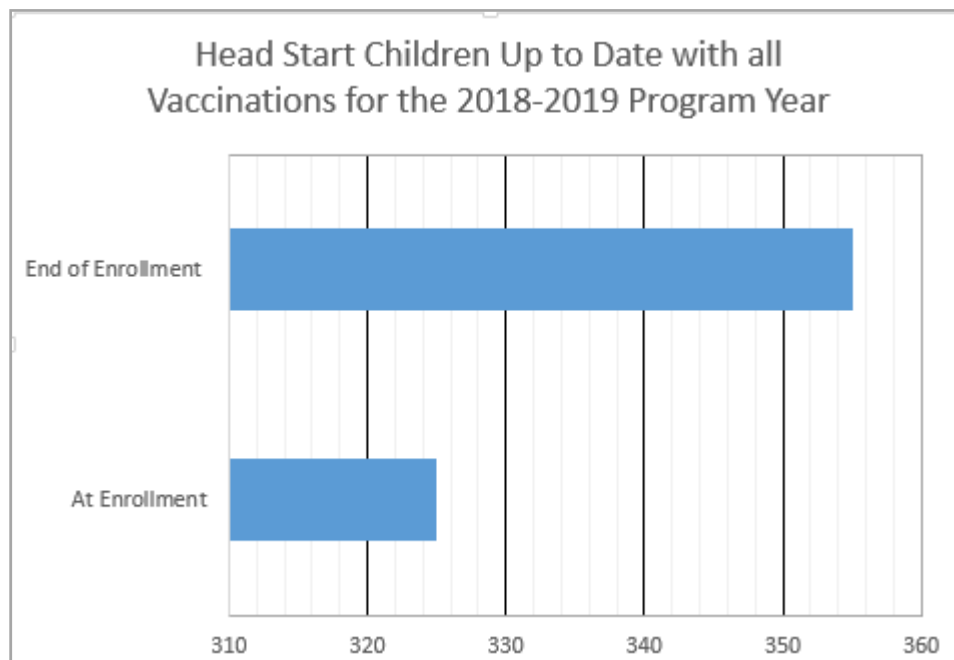
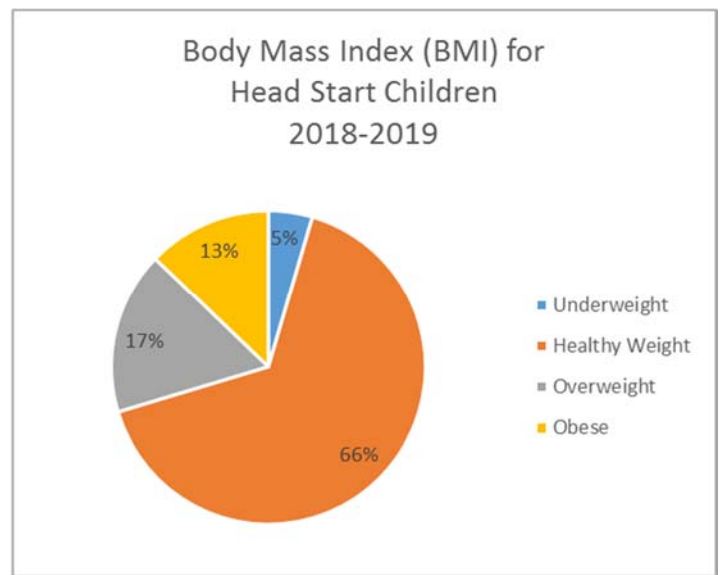
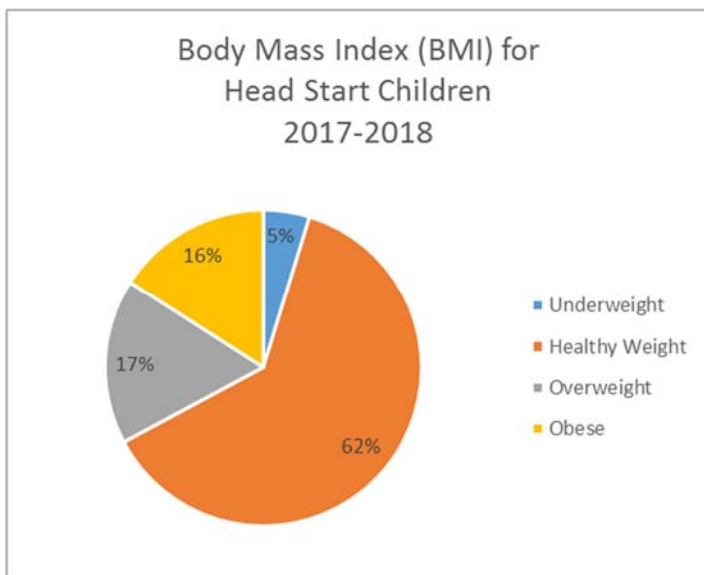


# School Readiness



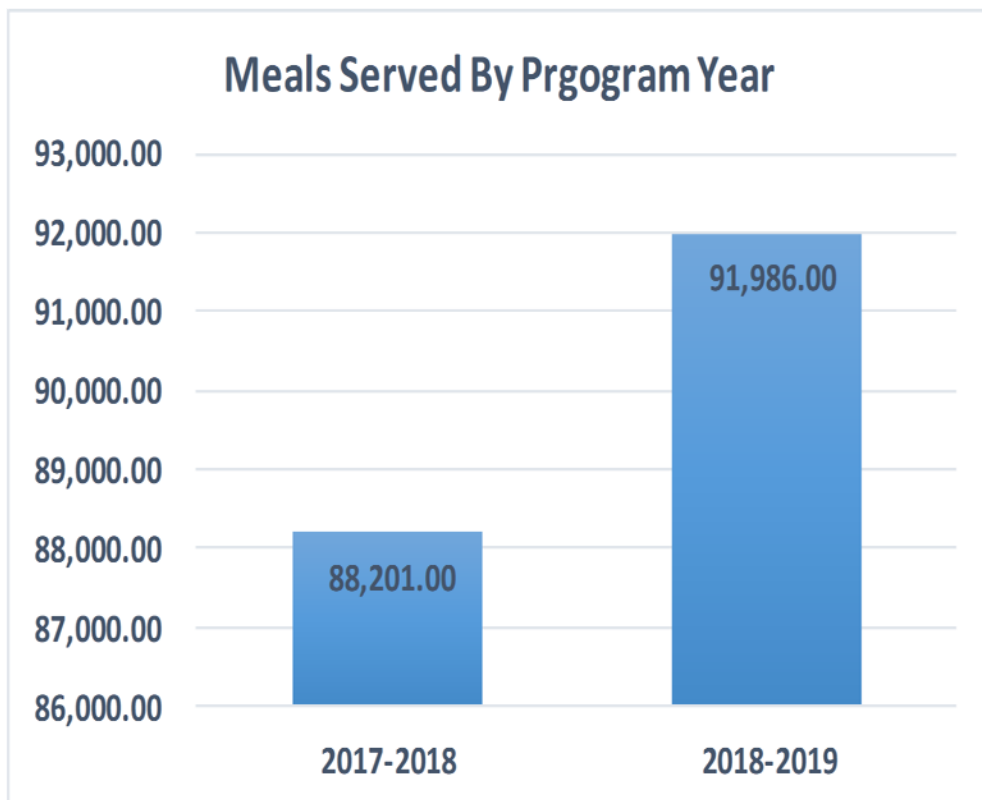
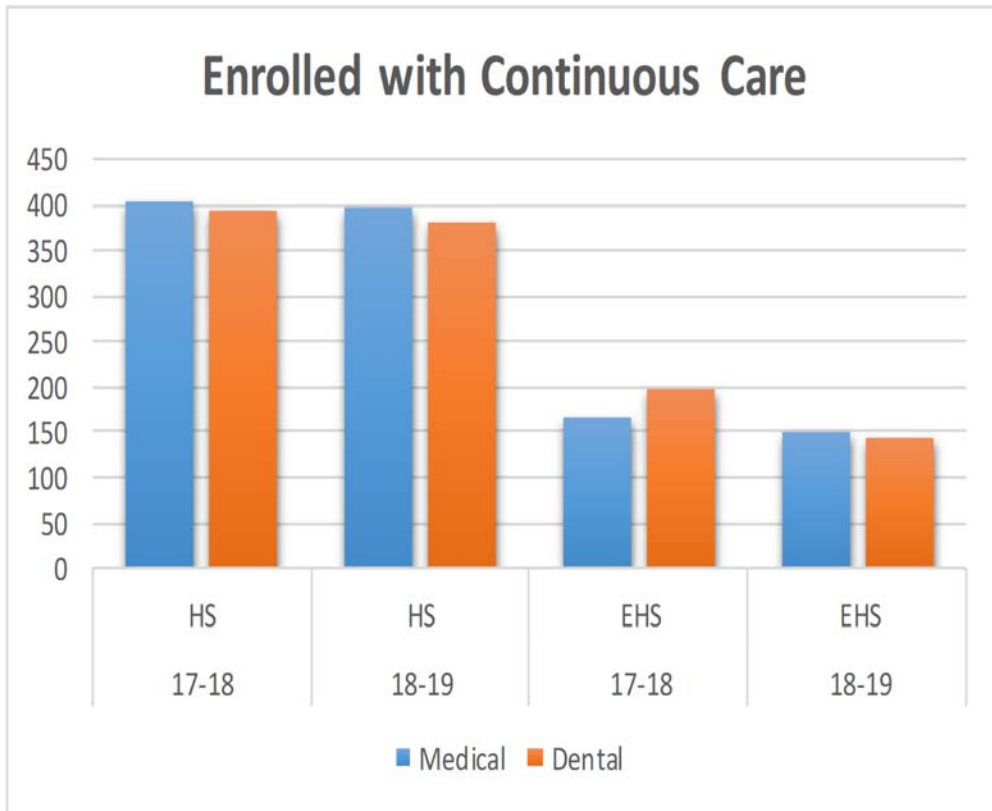
## Health & Nutrition Services

Growth assessment data is collected at the beginning of each program year and again at the end. This chart indicates the percentage of children that fell into each category of the Body Mass Index (BMI). If the child's BMI is less than 5% they are considered underweight, 6-84% BMI is considered healthy weight, 85-94% BMI is considered overweight, and obese is 95% and above.



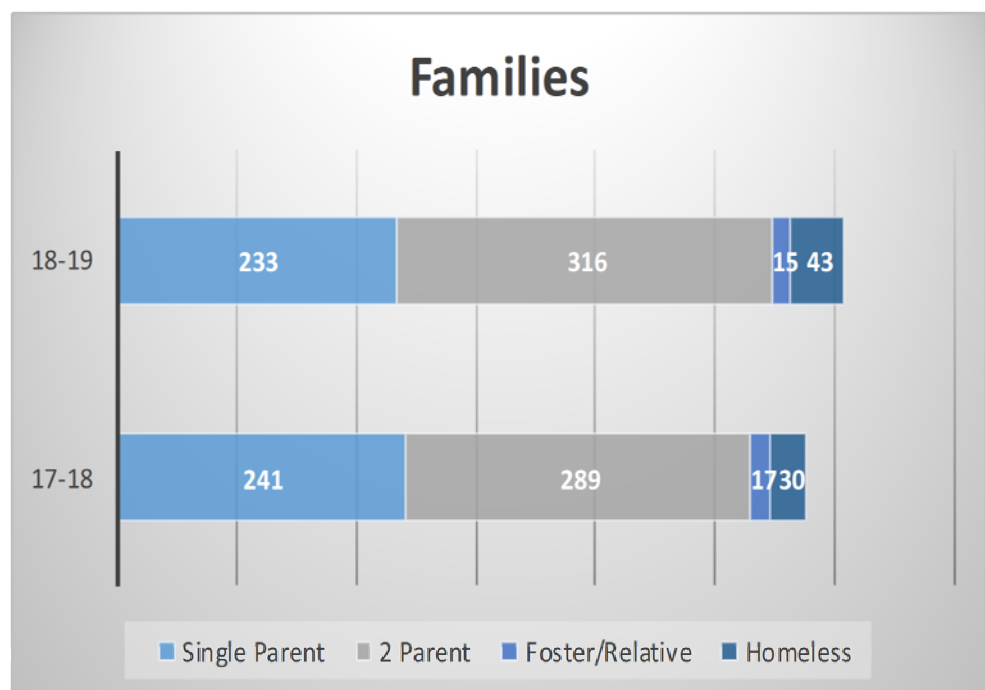
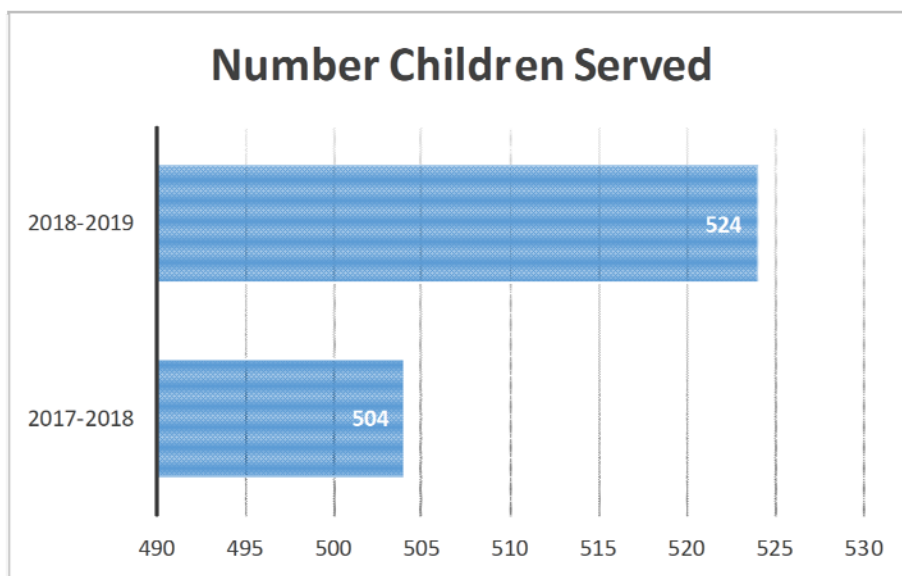
This chart indicates the number of Head Start children determined to be up to date with all needed immunizations.

## Health & Nutrition Services



## Family Services By The Number

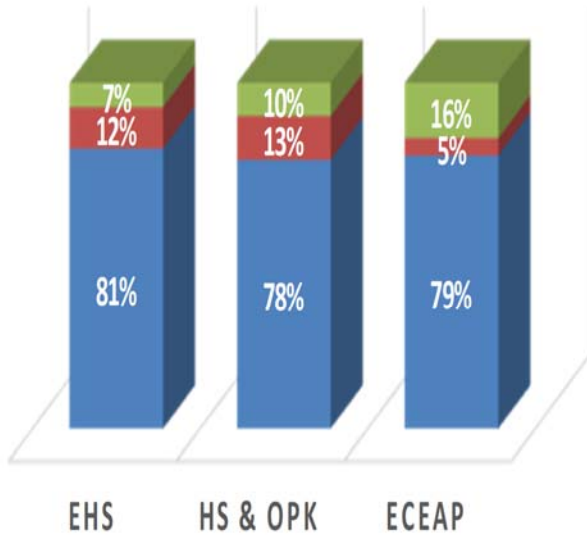
**MCCC** combines funding from a variety of sources to provide services to children and families. Federal funds from the Office of Head Start provide funding for 390 preschool-age children, pregnant mothers, infants and toddlers in 2017-2018 and 398 children and families in 2018-2019. Two state sources provided additional funding: the Early Childhood Education and Assistance Program (ECEAP) in Washington and the Oregon Department of Education. ECEAP provided funding for 18 classroom “slots” in 2017-2018 and 30 in 2018-2019. Oregon Department of Education provided 91 slots for preschoolers through Oregon Pre-Kindergarten (OPK) and 5 slots for birth to three through Oregon Department of Education (ODE) during both program years.



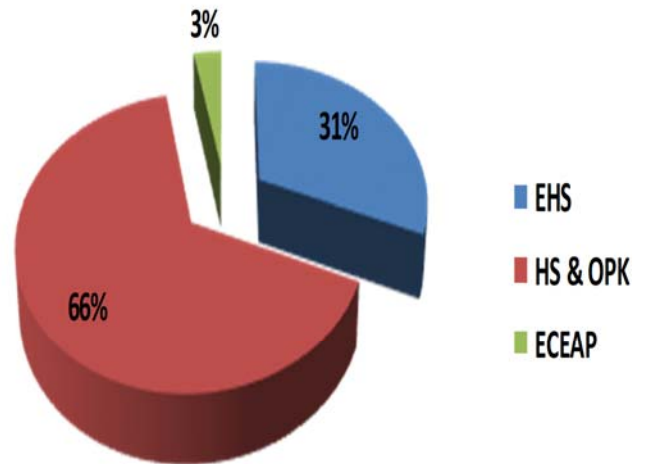
# Enrollment

## % CHILDREN BY INCOME 17-18

■ ≤ 100% of Poverty ■ 101-130% of Poverty ■ ≥131% of Poverty

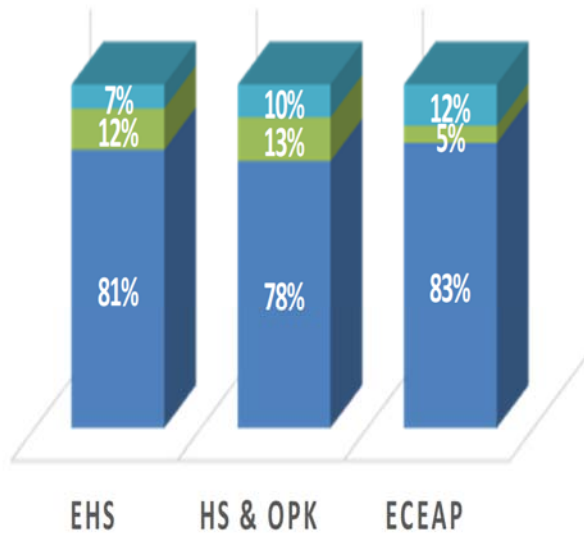


## Cumulative Enrollment 2017-2018

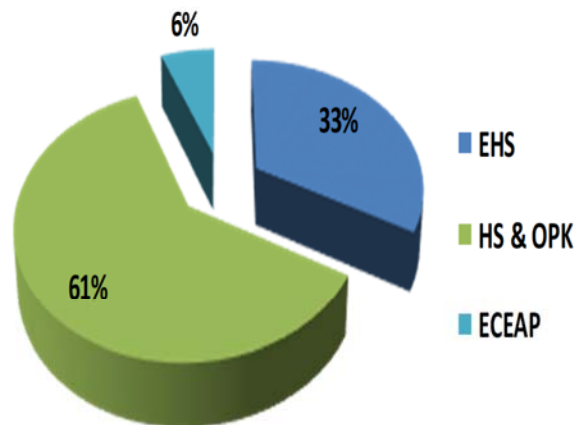


## % CHILDREN BY INCOME 18-19

■ ≤ 100% of Poverty ■ 101-130% of Poverty ■ ≥131% of Poverty



## Cumulative Enrollment 2018-2019



All publications that mention USDA Child Nutrition Programs must include the following revised nondiscrimination statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (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](mailto:program.intake@usda.gov).

***Mid-Columbia Children's Council is an equal opportunity provider***

**Approved by**

Policy Council: 08/29/2019

Board of Directors: 08/15/2019

**Supported in Part By**

