

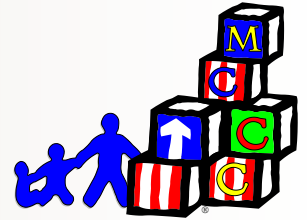
Mid-Columbia Children's Council

Annual
Report
2010/2011



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Our 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.

Our Vision

Lead communities in premier early childhood services by reaching underserved populations, cultivating partnerships, and increasing organizational capacity.

Our Motto

Building better communities,
one person at a time.

Greetings from the Executive Director

Mid-Columbia Children's Council (MCCC) is changing lives due to the exceptional talent and dedication of its employees. The 2010-2011 program year was a period of positive change. The child outcomes from the research-based Teaching Strategies GOLD assessment system demonstrated significant gains. MCCC revised the mission and vision statements to poise MCCC as a leader in early childhood learning and in many ways MCCC has taken leadership roles in our communities supporting children and families.

MCCC is in the forefront supporting seamless prenatal to K-12 education, frequently called P-3. In May 2010 MCCC hosted a day-long P-3 conference titled *Bridging Gaps* for Oregon and Washington early childhood professionals held in Hood River, Oregon. The purpose of the conference was to gain interest in P-3 alignment and to share information on steps to successfully align a seamless education system. One hundred and seventy early childhood professionals and teachers; school district superintendents, principals, and K-12 teachers; child care partners; community college instructors; MCCC Board of Directors; and parents attended *Bridging Gaps*. Guest



Kristie Kauerz, Speaker

speakers included Swati Adarkar, Executive Director of the Children's Institute, Linda Sullivan-Dudzic, co-author of the book *Making a Difference*, Laurie Danahy from the Oregon Department of Education, Karri Livingston from the Washington Department of Early Learning, and Kristie Kauerz, Program Director for PreK-3rd Education Department at Harvard Graduate School of Education. A panel of principals and Head Start leaders shared their success in implementing P-3 systems. The panel included Vicki Prendergast, Principal, Whitson Elementary School, White Salmon; John Welsh, Principal, Naval Avenue Elementary School, Bremerton; and both Connie Mueller, Director and Jill Brenner, Child Development Manager, from the Early Learning and Family Services program in Bremerton, Washington. The conference spurred further discussion and increased collaborations.



*Doreen Hotchkiss, Associate Director
leads the P-3 Panel Discussion*

Leading up to the event Matthew Solomon, MCCC Executive Director, met with each school district superintendent in the five county MCCC service areas to share a copy of the book *Making a Difference*, a brief video on the Montgomery School District P-12 seamless education system, and to discuss the value of working together to change children's lives. Since the initial discussion and the *Bridging Gaps Conference*, MCCC and school districts are initiating and intensifying planning around P-3 alignment. With training, new information, shared vision, and forward thinking, increased collaboration and work is being done in Mid-Columbia Children's Council's service areas to link the early learning community with the K-12 school system. ♪



Matthew Solomon, Executive Director

Greetings from the Executive Director

“A team can accomplish much more than any one individual. The same can be said for organizations. Imagine how much more can be accomplished when all the school districts in their respective communities come together with the preschool providers, childcare providers, Head Start Centers, and early learning agencies.”



The President and the Governors of Oregon and Washington State have highlighted the importance of changing lives through education and the urgency of beginning to guide the development of children at the earliest opportunity. There has been an increasing emphasis at the Federal level between the Department of Education and the Department of Health and Human Services to encourage collaboration and to develop systems to increase school readiness and address fade-out and the achievement gap. At the state level both governors have the vision of systemically connecting early childhood education and K-12 education to enhance learning.

At Mid-Columbia Children’s Council, we have adopted these initiatives. In coming together with a P-3 approach, early learning programs and schools can synergize resources, capitalize on expertise, and examine assessment data to achieve improved child outcomes. As we find systems to make positive changes, why not move forward and do so? Together we aspire to change children’s lives, families’ futures, and communities as a whole. ✎



Board of Directors

Chair—Bud Lacey

Vice-Chair—Anthony Connors

Treasurer—Marilyn Butler

Secretary—Dale Palmer

Policy Council Chair—Jackie Wolcott

Member—Joella Dethman

Member—Jane Gray

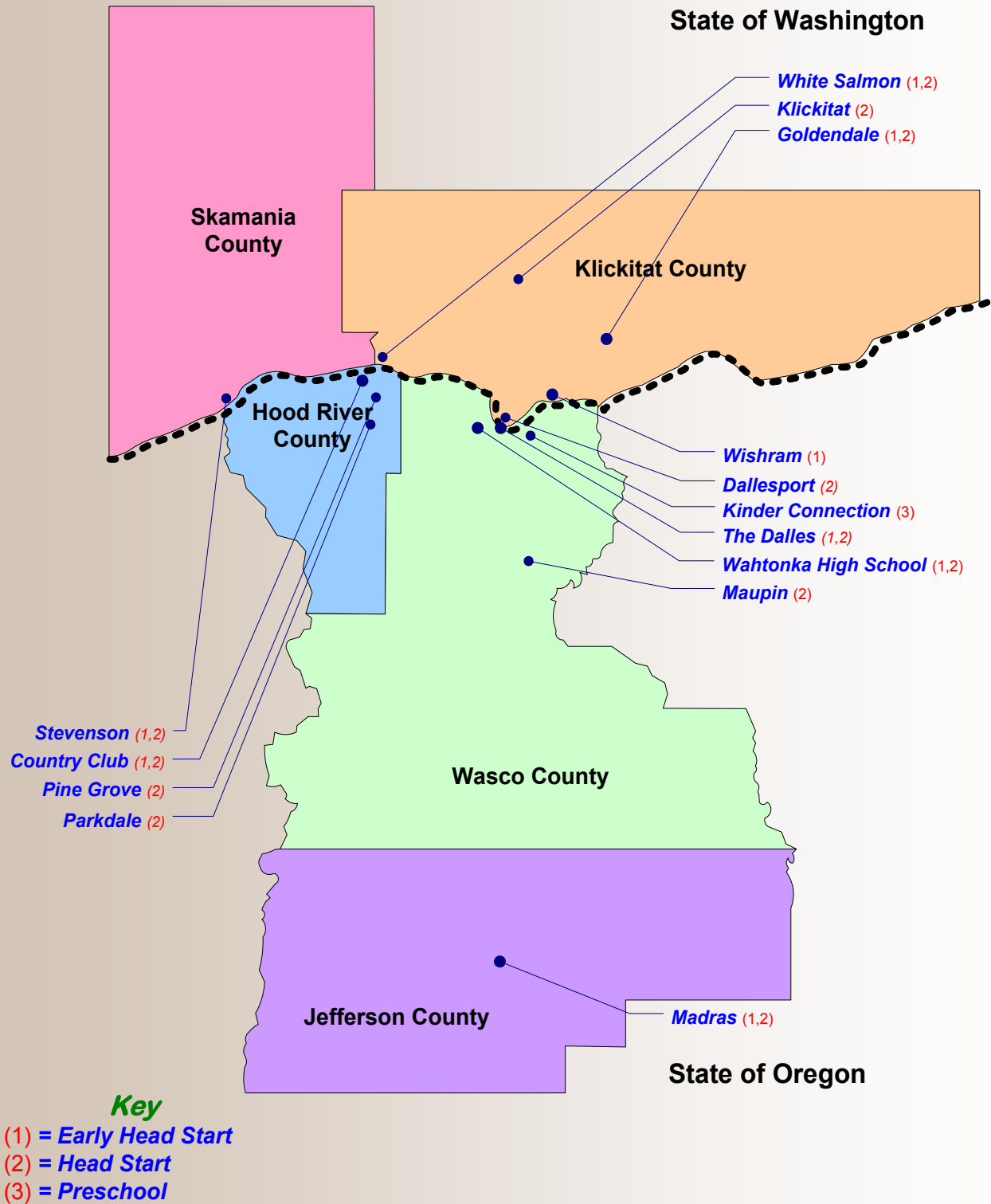
Member—Judith Miller

Member—Jane Palmer

Member—Trudy Townsend

Areas Served

Mid-Columbia Children's Council



Financial Report


Fiscal Year Ending November 30, 2011

	For Year Ending 11/30/2010 Audited *	For Year Ending 11/30/2011 Audited*	For Year Ending 11/30/2012 Budgeted
<i>Support and Revenues</i>			
US Department of Health and Human Services	\$3,709,017	\$3,821,476	\$4,323,442
US Department of Health and Human Services-Stimulus Programs	973,524	514,772	
Oregon Head Start Pre-Kindergarten Program	601,585	703,865	783,142
Washington Department of Early Learning	132,491	131,370	133,123
US Department of Agriculture-Child Care Food Program	186,782	193,180	213,500
Oregon and Washington Child Care Reimbursement	196,975	48,348	
Other Program Income and Grants	67,358	51,863	
Kinder Connections	30,861	84,817	84,729
Private Cash and In-Kind Contributions	84,919	100,633	100,000

Total Support and Revenues	\$5,983,512	\$5,650,324	\$5,637,936
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<i>Budgetary Expenditures</i>			
Personnel	\$4,282,652	\$4,377,969	\$4,625,500
Program Supplies and Services	1,070,809	978,149	882,436
Management , General Supplies and Services	109,928	126,774	130,000
Property and Equipment Additions	511,621	152,471	0

Total Budgetary Expenditures	\$5,975,010	\$5,635,363	\$5,637,936
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* The independent auditor's reports on the financial statements expressed unqualified opinions for the years ended November 30, 2010 and 2011. The independent auditor's reports on compliance with requirements of major programs expressed unqualified opinions for the years ended November 30, 2010 and 2011. 



Education and School Readiness

All children are assessed for cognitive, fine motor, gross motor (physical), language, literacy, mathematics, and social/emotional development. Teachers use the results to plan individualized curriculum and to support learning. MCCC chose Teaching Strategies GOLD which was released in June 2010 as the new assessment tool. The assessment 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 Child Development and Early Learning Framework. GOLD is a valid, reliable assessment system for children from birth through kindergarten. Teachers rate children on a scale of 1 to 9 on 36 objectives and there are two more objectives for English language learners. Teachers observe children in the classroom and at home visits over time, record their observations, and use them to rate each objective for each child. These numbers represent developmental steps not ages. The overall reports generated by Teaching Strategies GOLD provide information to administrators to guide program planning and professional development opportunities.



Abimael practicing writing

Data results shown in the **Child Outcomes Fall 2010 to Spring 2011** graphs indicate the average ratings for preschool 3 to 4 year olds and Pre-K 4 to 5 year olds. Children were assessed at the beginning, middle, and end of the school year and made progress in all domains. MCCC administrators used the Widely Held Expectations Reports to compare information about the knowledge, skills, and behaviors of groups of children of the same age. This report groups children's ratings into three categories: below, meets, or exceeds nationally normed expectations.



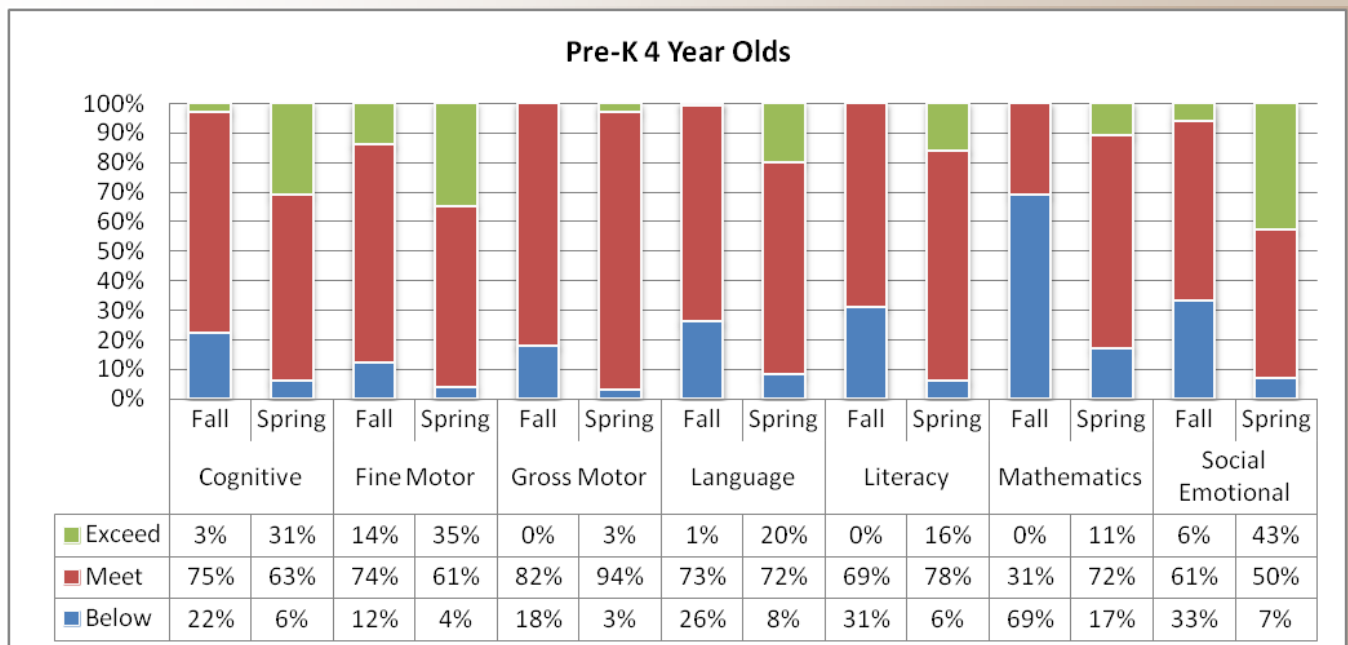
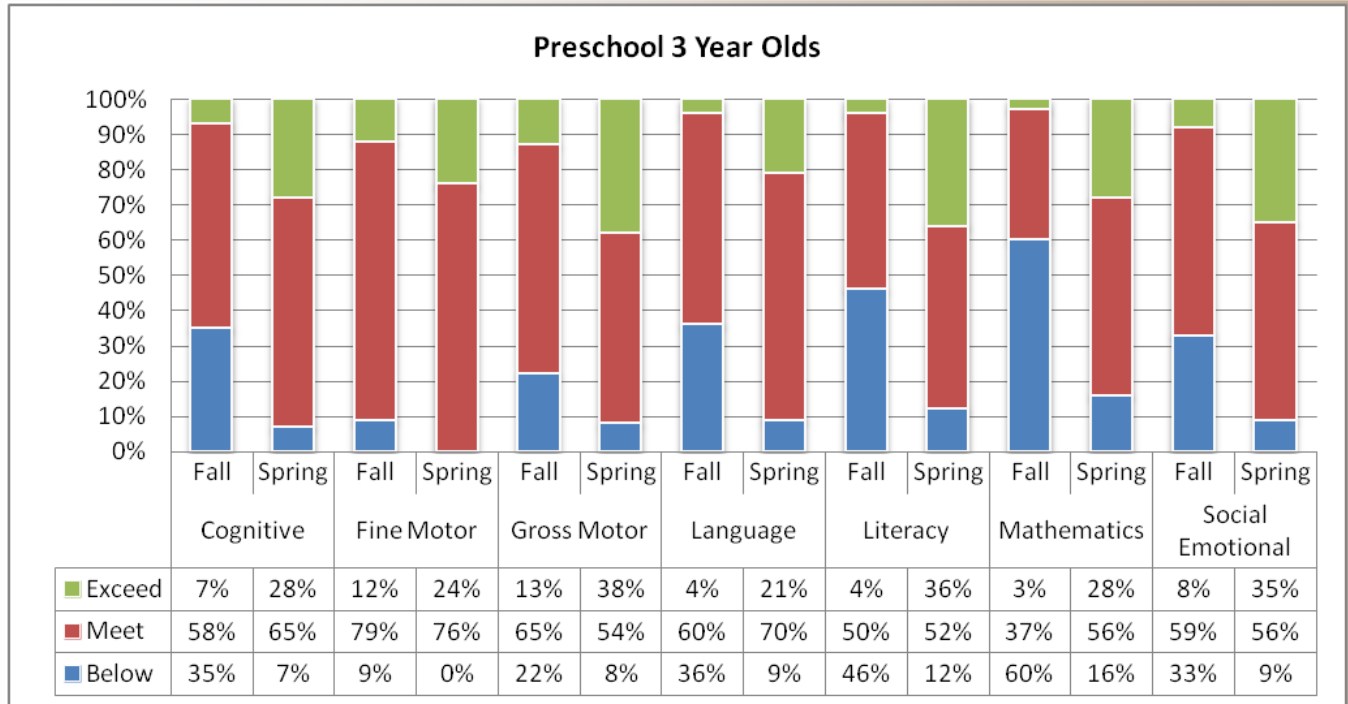
*Aubree, Amara and Dawn
Friends helping friends*

Children made the greatest progress in cognitive development, math, and literacy. Although children made substantial progress in mathematics, the data implies that more focused instructional support in math is needed to increase children's skills. In the fall sixty-nine percent of Pre-K 4 children assessed below expectations in math and in the spring seventeen percent of the children going to kindergarten remained below expectations. With much focus by teachers on language and literacy, ninety four percent of the Pre-K 4 year olds transitioning into kindergarten met or exceeded the Widely Held Expectations in literacy, and ninety two percent of the children met or exceeded the expectations in language. The early years are critical

for language and literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life. Effective instruction can have a large impact on children's literacy development. Ninety three percent of children going to kindergarten met or exceeded expectations in social/emotional development. A strong social/emotional foundation sets the stage for children's readiness and success in school. ♪

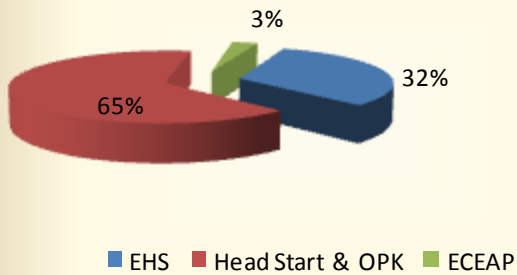
Learning Outcomes

Fall 2010 to Spring 2011

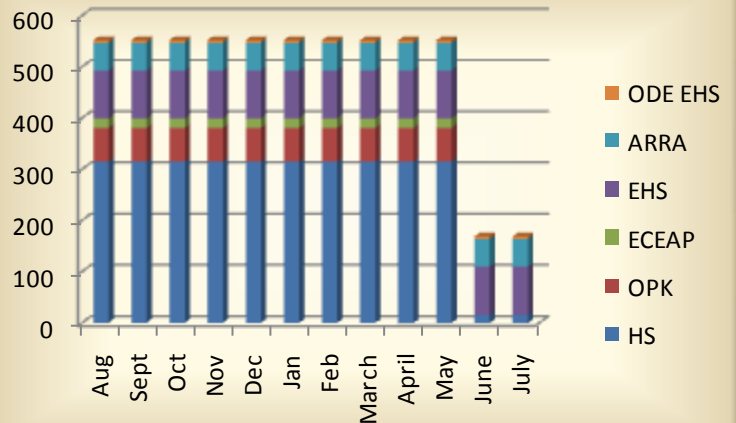


Enrollment

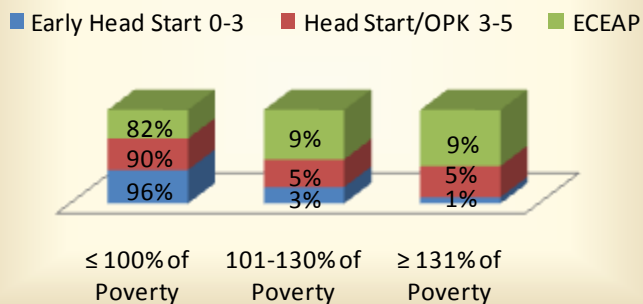
Total of 670 Children



2010—2011 Average
Funded Enrollment



Percentage of Children Below Poverty Guideline

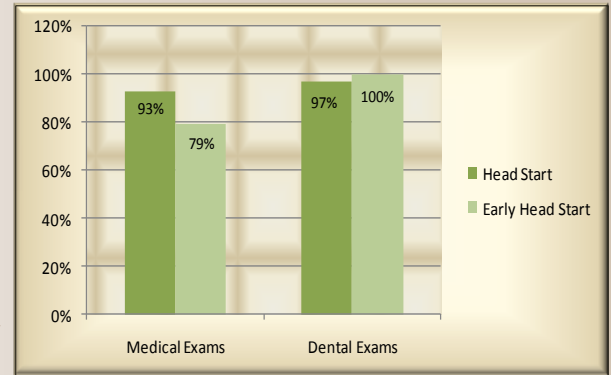


Health Services

Children who are unwell, or in pain, are not able to learn. Early periodic screening, diagnosis, and treatment, allow children to be ready and able to learn. Medical conditions that may cause permanent damage are treated early. This early detection and treatment that our services provide may prevent problems that if not discovered until school age are permanent. To accomplish this Mid-Columbia Children's Council partners with numerous local healthcare providers to offer free and low cost medical and dental care to our participants.

Services that our MCCC programs provide include:

- Vision and hearing screenings
- Assisting families in finding a medical home
- Locating sources of funding for health services
- Assisting families in obtaining health insurance
- Education on safe environments including home safety and disaster planning
- Training parents in CPR and first aid
- Nutrition education including how to eat healthy on a tight budget
- Nutritious meals/snacks during classes and group socials
- Education on oral health including tooth brushing during class/socials
- Educating families on what to expect at exams and how often they should occur



Percentages of Completed Exams

Mental Health Component

The focus of the Mental Health Component at MCCC is to support the social and emotional development for children in our programs. This is achieved through consultations with parents, classroom observations, staff consultations, providing trainings for staff and parents, 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 then 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. There are many approaches teachers utilize in encouraging social-emotional growth. Specific curriculum that aids in this process includes: Second Step, High Scope Conflict Resolution, Bright Futures, and Positive Behavioral Intervention and Supports (PBIS).



Elizabeth made this completely on her own. She cut squares, wrote numbers, and glued them in order.

2010-2011 Mental Health Statistics

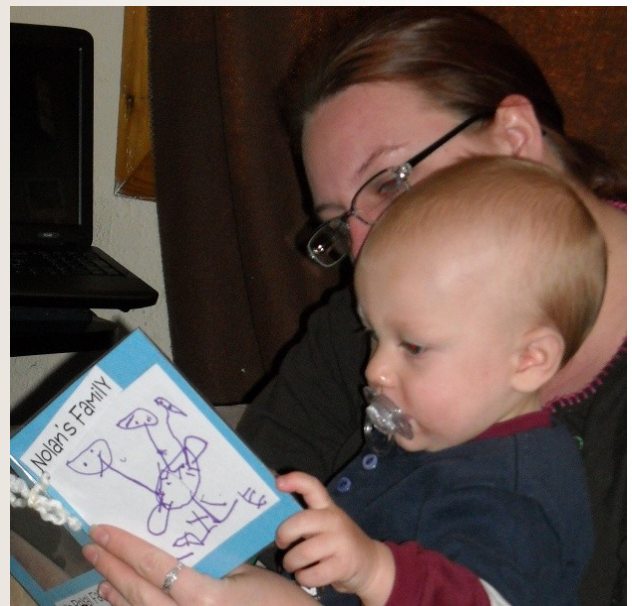
Classroom Observations	Child Observations	Parent Consultations	Staff Consultations	Trainings Offered	Trainings Received	Child Abuse/ Neglect Reports
42	22	41	118	8	3	57

Parent Engagement

Parents Involved In Their Child's Early Learning



Trinity and her father Keacan engaged in a literacy activity



Nolan and Cassidy reading their favorite book

“Parent and family engagement in Mid-Columbia Children’s Council is about building relationships with families that support well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.”

Parent Involvement

Parents at Stevenson and Country Club Centers had the opportunity to participate in playground improvement efforts. With grant funding for new outdoor play environments, parents and children contributed by adding some of their own personal touches as they volunteered their help in a variety projects.

Parents Help Plant Herbs—At the Country Club Center, parents helped plant flowers together with the children in the site’s garden bed in celebration of Earth Day. Parents also helped with the planting and creating of a garden around the wooden bridge path. The playground was enhanced with colors and scents for the children to discover and experience as part of the natural world and learning about science.



Parent Kari, with Jazlyn, Emery and Burke in Country Club



Parent Involvement

Parents Help Craft Sailing Adventure—One of Goldendale Head Start’s more successful father involvement activities was the “Float Your Boat” day. Some parents built boats before, but were quite surprised with the materials provided for this activity. Parents and children built boats using styrofoam pieces, tongue depressors, plastic cups and lids, pipe cleaners, sponges and other fun materials. After toiling with the



Jorge and Jesse amazed at their creation

materials and building the boat of their child’s dreams, families went out and launched the boats into the Little Klickitat River.

The children enjoyed the notion of their boat floating, but were not prepared for what happened next. The current moved the boats

away! This is where the REAL father involvement began. Some dads waded out into the freezing water to reach out and grab the passing boats. Dads became heroes twice in one fun and creative father involvement activity, building and rescuing boats.☞



Ronnie and son Caden creating that perfect boat



Left to Right: Tallulah, Ezra, Alicia, Joaquin, Axel, Rusty, Dorothy, O’Rian, Jayden, Aiden and Ryan

Fathers and Firefighters—Children and fathers from Klickitat Head Start visited their local fire department to help honor and celebrate the contribution of the volunteer firefighters in their community. During Volunteer Firefighter Recognition Week the children and fathers learned more about volunteer firefighters in a small community. The children were able to sit in fire trucks; try on fire-fighting equipment, such as hats and coats; and hear the sirens on the trucks. Children went home with pencils, crayons, and a coloring book while fathers learned more about what it means to be a volunteer fireman.☞



Parents Help Craft Stepping Stones—In Stevenson, parents and children crafted stepping stones for their playground. Parents and children came together to make the stepping stones from colorful rocks and concrete. Later the stones were incorporated into the newly designed outdoor play environment. ☞



Froylan and Felipe making stepping stones for new playground in Stevenson



Community Partners

Mid-Columbia Children's Council has partnerships with an extensive network of community agencies working together to provide comprehensive services for children and families. These partnerships include informal and inter-agency agreements with social services agencies, health departments, dentists, local clinics, child care resource and referral agencies, school districts, education service districts, mental health providers, libraries, and colleges.

MCCC staff members frequently engage community organizations and participate on community committees and boards. By working together **WE CAN** achieve common goals that best support children and families. THANK YOU to our many partners in the Mid-Columbia region.☞

Head Start Heroes

GOLDENDALE—Dr. Ogden has provided vision screenings for the young children at the Goldendale Center for almost twenty years. Every year when he is given the date of the mandated 45 day deadline for screenings, he chooses a schedule that will work within the Head Start timeframe. Before the screening day Dr. Ogden brings his tractor to the center and provides a trip twice around the parking lot. Several children at a time ride in the little trailer filled with hay hitched up behind the tractor. This fun activity is important to the doctor and the children. It gives children a chance to meet Dr. Ogden before he provides them with a vision screening.



Dr. Ogden received the “David Duncombe Living Your Conscience Award” for East Klickitat County in 2011. His volunteer work with Head Start is only a small piece of the many volunteer and humanitarian efforts he provides here and abroad. Goldendale Center recognizes that to provide their children and families with a high quality program it is vital to have the dedication of local volunteer heroes such as Dr. Ogden. ☞

STEVENSON— Marilynn Weaver is a Head Start Hero that visits the Stevenson Center regularly. Marilynn is a professional storyteller who shares her talent telling Native American stories as the children listen to her tales. Marilynn has continued this tradition for about two years. Marilynn reports that she enjoys volunteering because the children are good listeners and show their interest as they gather on the rug. Marilynn uses stuffed animals as props for her stories and tells tales such as how the jack rabbit got his ears, why the raccoon has a mask, and how coyote saved the salmon. Children shared that their favorite story is Marilynn's tale about how the seasons came to be. Thank you Marilynn for making stories come alive for children.☞



Grants

For over fifteen years, MCCC has been awarded the federal Reading is Fundamental (RIF) Grant. This grant provides three books for children in our programs each year. Funding for RIF was slated to end this year, but Congress voted to maintain this important literacy program. RIF grants include instruction for programs to conduct literacy events three times a year with parents and community volunteers. Children chose a book to take home for their own library. Parents assist in the selection of books purchased at the beginning of the school year.~



Story time—fun with books

MCCC was awarded the First Books Grant in Hood River County. As a result of this grant children in Hood River County received three additional books this year, which gave them a total of six new books for their home library. Centers held family events to highlight the joy of reading books.~

MCCC received five grants for outdoor play space improvements. Four of these grants were from the Head Start Body Start program. These grants were awarded to Stevenson and Dallesport Head Start and The Dalles and Goldendale Early Head Start centers. Funding helped to improve, create, and provide children with healthy outside activities at school. Each center received \$5000 to purchase equipment and materials for the outdoor play spaces. Elements were added for running, climbing, sliding, swinging, and engagement in dramatic play. Parents played a big part in these projects. They helped to plant bushes and flowers; they assisted in laying sod and spreading bark dust. Parents made beautiful stepping stones with their children for the garden spaces.~



Kaidyn climbing to the top

MCCC applied for funding through the Oregon Head Start Association's Charitable Check Off grant and was awarded \$2000. The Maupin Center located in the Maupin Elementary School will benefit from this funding to improve their playground with age appropriate equipment for our preschool age children. A fence and storage shed were added and a "tree house" type structure will surround one of the trees for fun and imaginative play activities.



Hayden and Thatcher in imagination play



Abimael creating images with shapes

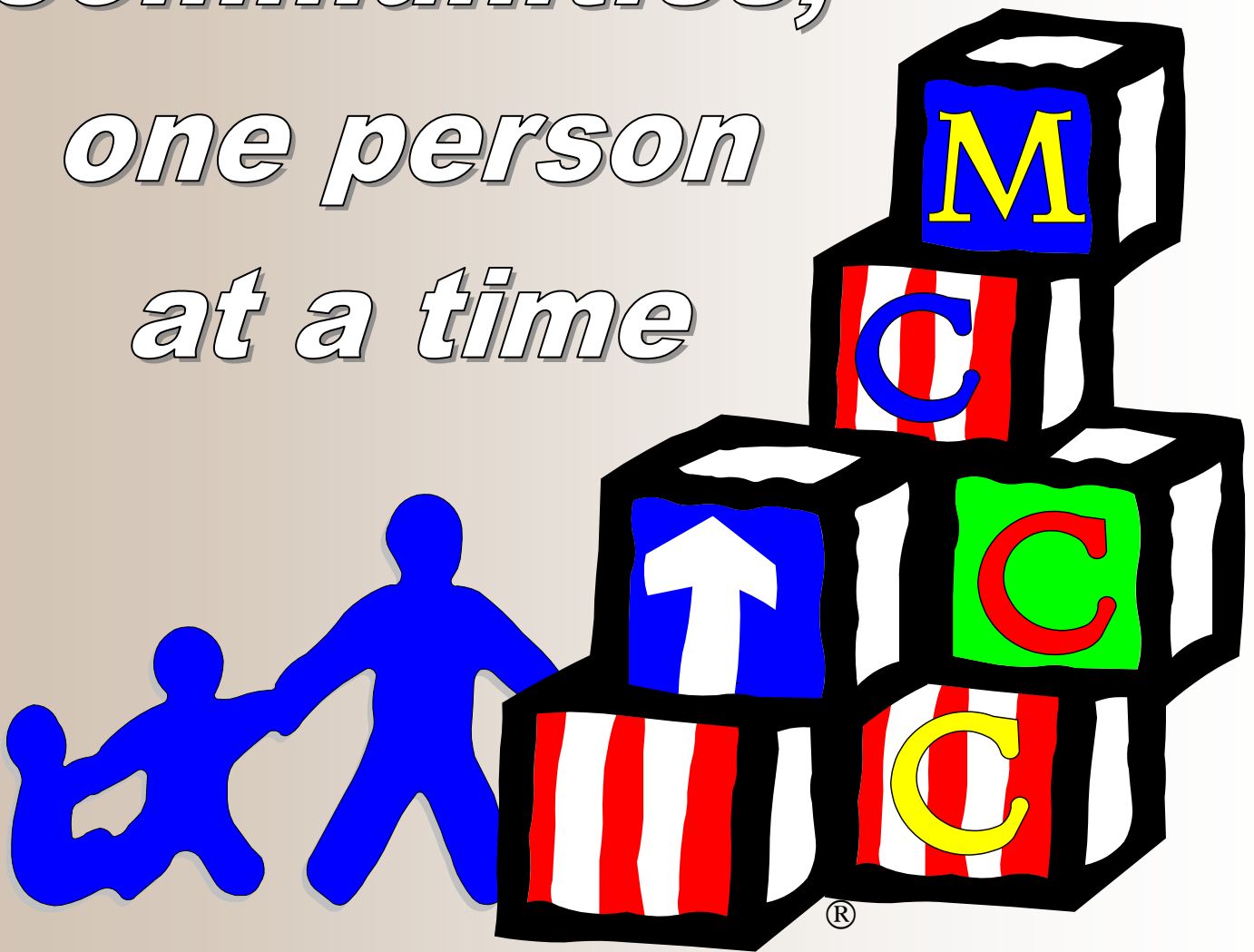
Staff members from the Maupin Center wrote and received \$1000 grant from the Oregon Cultural Trust Foundation. Teachers incorporated enriched art and literacy projects into their curriculum.~



Izabella "Making letters with rocks"



*Building
better
communities,
one person
at a time*



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