

MID-COLUMBIA CHILDREN'S COUNCIL



Building
Better
Communities
One Person
At A
Time

Annual Report

2011-2012

1100 E. Marina Way, Suite 215 * Hood River * Oregon * 97031

541-386-2010 * mccheadstart.org

Welcome to MCCC

Welcome to Mid-Columbia Children's Council; where children, families and communities are valued. Through the daily work of every employee, relationships are developed within the context of meaningful interactions. Your interaction makes the difference. Parents, community members, volunteers, employees, and even children make a difference in the lives of others. Within the context of relationships we shape our world and the world of others through the decisions we make, our actions, and the way in which we communicate and interact. At Mid-Columbia Children's Council we make a purposeful effort in how we shape the world of our children, parents, employees, and communities.

Mid-Columbia Children's Council is a learning organization. To be more conscious of the quality of the interactions and how to improve the classroom and home visiting environment, we continually evaluate using standardized, researched-based tools. With the information learned we improve our program and increase our ability to help others through supportive interactions. Mid-Columbia Children's Council evaluates systems regularly for continuous quality improvement through the collection, analysis, and application of data. The organization establishes new goals every year to improve practices, systems, and operations often with innovative approaches.



Mid-Columbia Children's Council provides opportunities to develop knowledge through parenting education, employee training, and the regular instruction of young children by parents and their teachers. This occurs within the context of the child's and the parent's real world where it is applied. Knowledge is created through exploration, discovery and determining how new information can be used in the real world. A child discovers water, plays with and determines it makes things wet, it can be drunk, and how it effects different materials. The child then uses that information with purpose in the future. Another example is a teacher receiving information through training on how to enhance interactions with children. The teacher then begins applying that information to plan and shape interactions as they occur in the classroom.

Mid-Columbia Children's Council values and recognizes the importance of people like you. The key reason behind the accomplishments of the children at Mid-Columbia Children's Council is how the staff and parents work together. Effective communication is the single most important factor that influences the success of relationships between people. Supportive, clear, and thoughtful communication between staff and parents is therefore essential.

Mid-Columbia Children's Council strives for excellence in its work with children, families, and the community. We look for new opportunities to move our communities forward.

Matthew Solomon
Executive Director





Success Story

Ofelia started out as a pregnant mother in our Early Head Start program. She entered the program on TANF and was unemployed. Ofelia describes this time in her life as a struggle and a time of hardship, but she was determined to stay positive. She participated in weekly home visits with her son, while she was also pregnant. **Ofelia said, “Being in the program encouraged me to keep moving forward.”** Ofelia is now employed with MCCC after having obtained opportunities for growth and is dedicated to sharing with families about the success they can also have when being a part of our program.



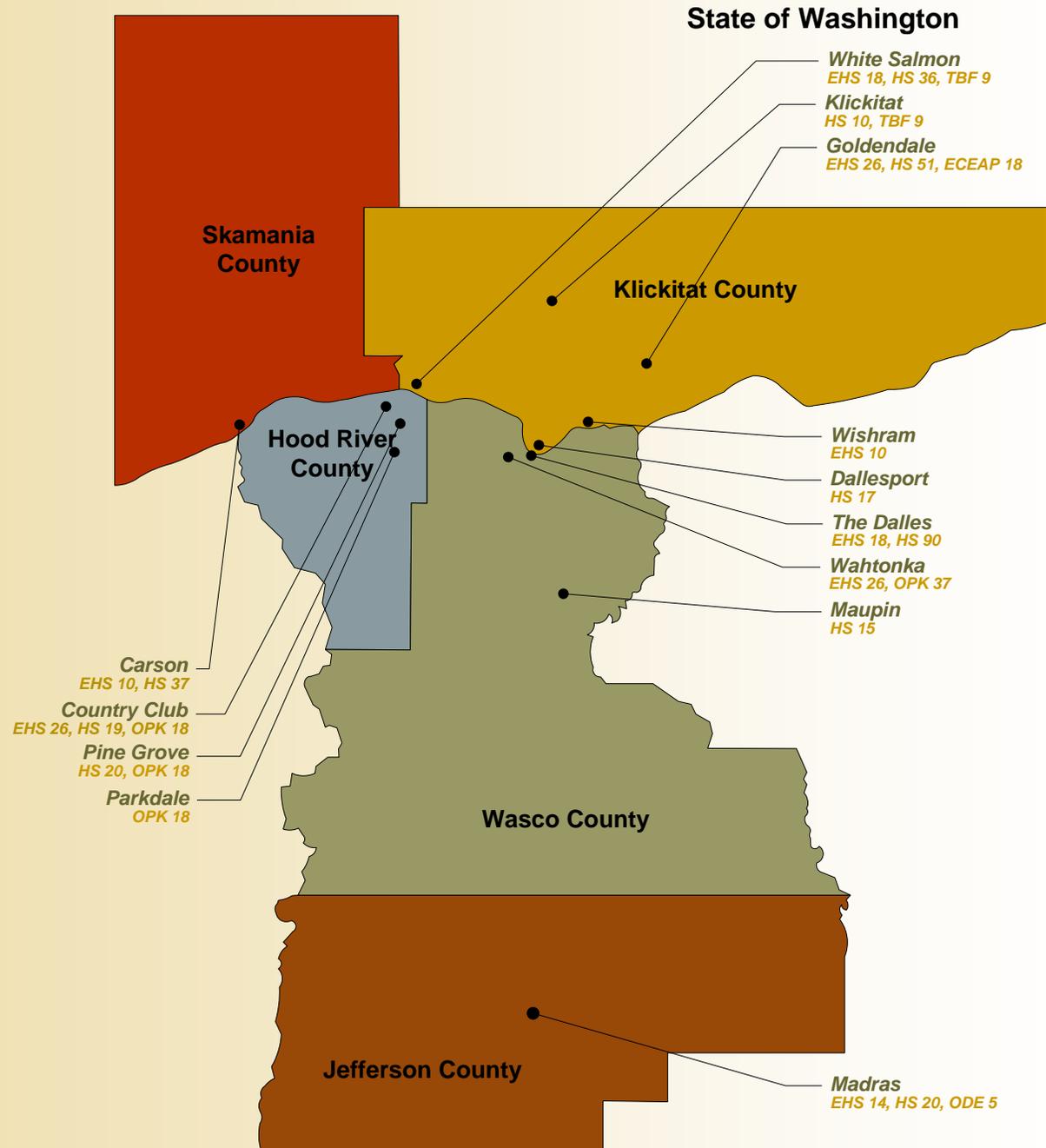
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Communities We Serve

MCCC Funding Sources and Number 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

2011-2012

Financial Report

Fiscal Year Ending November 30, 2012

	For Year Ending 11/30/2011 Audited *	For Year Ending 11/30/2012 Audited*	For Year Ending 11/30/2013 Budgeted
<i>Support and Revenues</i>			
US Department of Health and Human Services	\$3,821,476	\$4,330,211	\$4,109,568
US Department of Health and Human Services-Stimulus Programs	514,772		
Oregon Head Start Pre-Kindergarten Program	703,865	799,395	787,245
Washington Department of Early Learning	131,370	179,285	307,628
US Department of Agriculture-Child Care Food Program	193,180	192,250	213,500
Oregon and Washington Child Care Reimbursement	48,348		
Other Program Income and Grants	51,863	29,160	
Kinder Connections	84,817	85,736	48,794
Private Cash and In-Kind Contributions	100,633	64,274	75,000
Total Support and Revenues	<u>\$5,650,324</u>	<u>\$5,680,311</u>	<u>\$5,541,735</u>
<i>Budgetary Expenditures</i>			
Personnel	\$4,377,969	\$4,425,711	\$4,429,450
Program Supplies and Services	978,149	988,291	978,811
Management , General Supplies and Services	126,774	142,449	133,474
Property and Equipment Additions	152,471	97,335	0
Total Budgetary Expenditures	<u>\$5,635,363</u>	<u>\$5,653,786</u>	<u>\$5,541,735</u>

* The independent auditors' reports on the financial statements expressed unqualified opinions for the years ended November 30, 2011 and 2012. The independent auditors' reports on compliance with requirements of major programs expressed unqualified opinions for the years ended November 30, 2011 and 2012.

Federal Review—March 2013



Overview

The Office of Head Start (OHS) Monitoring Protocol, is the instrument used to gather data during on-site monitoring reviews.

The protocol measures seven (7) areas of grantee performance and contains Key Indicators that are used to assess each grantee. Data gathered about grantees during monitoring reviews is used by the Office of Head Start to evaluate multiple levels of performance, including determining program strengths, concerns, non-compliances, and deficiencies.

The Protocol organizes selected program Performance Standards, the Head Start Act, and fiscal regulations into seven (7) content areas:

- Program Governance
- Management Systems
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance
- Child Health and Safety
- Family and Community Engagement
- Child Development and Education



The Administration for Children and Families (ACF) conducted an on-site monitoring review of the Mid-Columbia Children's Council (MCCC) Head Start and Early Head Start program from March 3 to March 8, 2013.

Areas of Strength

MCCC developed School Readiness Goals in collaboration with School District partners to ensure that all children are successful in Kindergarten. The goals address five essential domains of the Head Start Developmental and Early Learning Framework, are aligned with The Creative Curriculum and the Teaching Strategies GOLD assessment system, and Oregon/Washington State Early Learning Guidelines.

MCCC took the lead in its communities to host a Prenatal to Third Grade (P-3) conference titled *Bridging Gaps* to align School Readiness Goals with the expectations for Kindergarten. The purpose of the conference was to promote interest in P-3 work and share information to develop seamless education systems. One hundred seventy Oregon and Washington Early Learning professionals attended the conference. It spurred discussion, excitement, and increased collaboration linking the Early Learning community with the K-12 school system, essentially supporting school success for all children.

Areas of Noncompliance

Management Systems— One person was hired within the past 12 months prior to completing a Criminal Record Check.

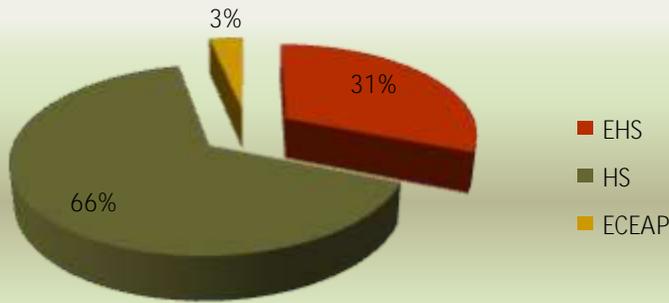
Fiscal Integrity—MCCC charged 100 percent of one employee's salary to Head Start funds. The salary should have been split between two funding sources.

Child Health and Safety— Five child records did not show follow up on identified health screening concerns.

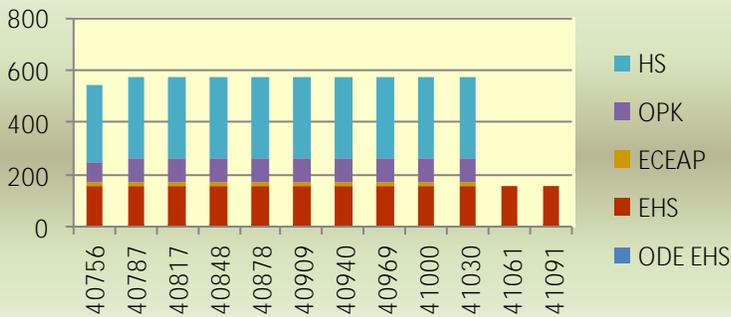
MCCC submitted a Corrective Action Plan to the Office of Head Start to ensure compliance in the identified areas of non-compliance.

Enrollment

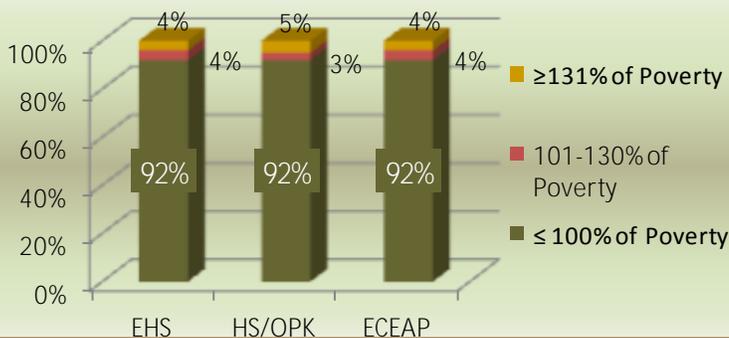
Cumulative Enrollment 695



2011-2012 Average Funded Enrollment



Percentage of children Below 100% of Poverty



Our Vision

Nurturing
Children

and

Families Today,
Strengthening
Communities
for

Tomorrow



School Readiness

Early Childhood Education

Mid-Columbia Children's Council prepares children and their families for success in school and throughout life. Early childhood is the best time to help a child to be prepared for later school success. Using research-based curriculum and best practices our rich learning experiences to build a foundation that lasts a lifetime. We are doing quality work to help children enter kindergarten self-confident and MCCC uses the Classroom Assessment Scoring System (CLASS) to strengthen **practices that are shown to improve children's readiness for kindergarten in all areas;** teachers provide committed to ready to learn. teacher prac-social, emotional, cognitive, language, literacy and math. CLASS is based on direct observation by certified Education Coordinators and the results are used to support on-going improvements in teaching practices.



School Readiness Outcomes



Children's skills are assessed three times a year. Teachers use this data to plan for individual children and to support learning in their classrooms. MCCC uses the Teaching Strategies GOLD 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 Early Learning Framework. Administra-

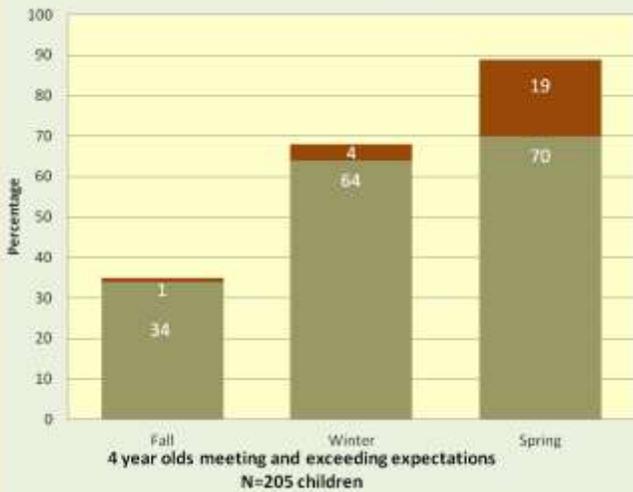
tors use outcome data generated by Teaching Strategies GOLD to guide on-going program improvement to ensure all children are ready for kindergarten.

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 ratings into** three categories: below, meets, or exceeds expectations. Data results shown in the Fall 2011 to Spring 2012 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, with about 89% to 97% acquiring the 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.**



School Readiness

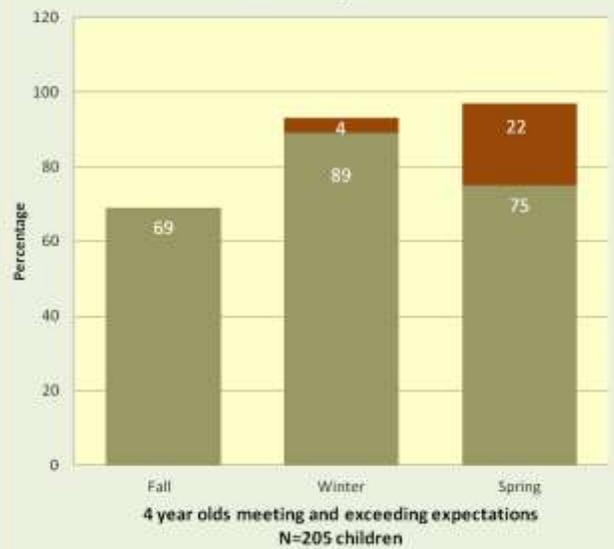
Mathematics



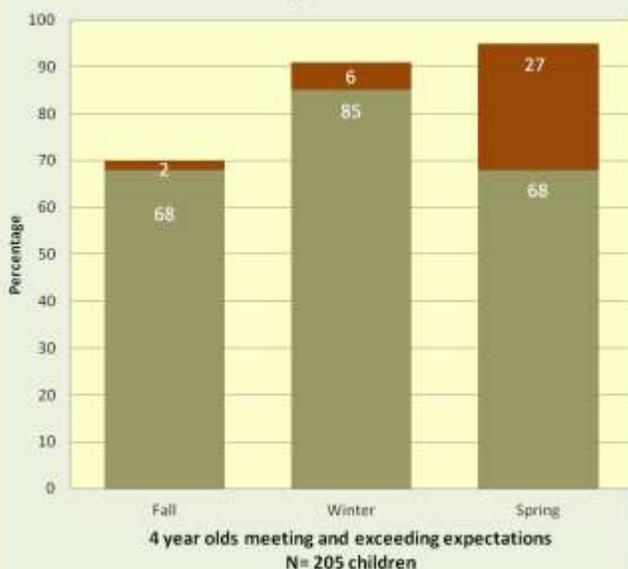
= Meeting Expectations
 = Exceeding Expectations



Literacy



Cognitive



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.

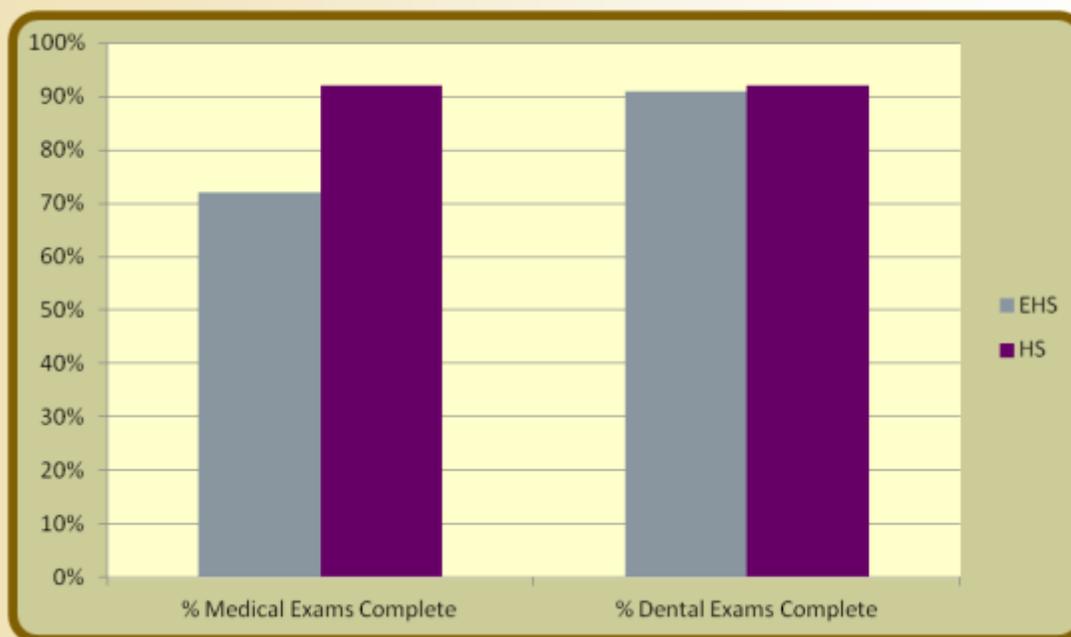
Children in the EHS program are required to attend medical appointments multiple times a year to stay on the recommended schedule. Head Start children need to see a doctor annually. Children over the age of one should see a dentist every 6 months. In 2011-12 seventy-two percent of EHS children were up to date on their medical exams, while ninety-two percent of Head Start children were up to date. The percentages of dental exams were similar between the two programs with 91% of EHS and 92% of HS children being up to date.

Services that our Head Start and Early Head Start programs provide include:

- 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 healthfully on a 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



Medical /Dental Statistics



Mental Health Services

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 is 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. 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).



Mental Health Statistics

<u>Classroom Observations</u>	<u>Child Observations</u>	<u>Parent Consultations</u>	<u>Staff Consultations</u>	<u>Trainings Offered</u>	<u>Trainings Received</u>	<u>Child Abuse/Neglect Reports</u>
39	14	55	208	6	2	32



“WE SEE YOU!”



Learning Through Inquiry

Head Start Explodes With Excitement

Following the children's interest in volcanoes, we were soon all absorbed into a month long project. The first step was having a conversation about where they had seen volcanoes and what they knew about them. There were many reference materials available which aided in a huge burst of vocabulary words for children and adults alike. Then came the list of supplies generated by the group to make their own volcano. The children used many materials including play dough, rocks, sticks, and



miniature trees and shrubs. They were free to add whatever they thought was necessary to recreate the appearance of an actual volcano. Peaking their interest on the day of the great explosion the children heard sounds from their volcano, the sounds of rumbling, earth-quaking, rocks falling and lava flowing, (a CD playing on the computer behind the volcano with the actual sounds). Then came the steam to replicate the pyroclastic flow (a new vocabulary word for the students, a tube piped in the vapors from dry ice and water). With a black light close by, soda, vinegar and glow in the dark paint was just what was needed to make caverns of hot lava flow down the mountain. The children began counting backwards from ten many times adding to the anticipation. This activity will not be soon forgotten by all that participated in constructing their version of the perfect volcano.



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



Success Story

When my daughter and I started in the Head Start program I didn't know what to expect. I figured it was basically a childcare for my daughter. I had no idea how involved I would become. When receiving the Working Connections Child Care subsidy from the state, my daughter was being cared for by my sister when I was working, and when I was home with my daughter I spent most of my time sleeping. Obviously I didn't have a whole lot of actual interaction time with my daughter.

When we had our first home visit with our Family Head Advocate I had no idea that we'd be setting goals for me as well as my daughter. I didn't even know I HAD goals for myself, it just wasn't something I thought about. After talking about my work life and the fact that I have *horrible* dental health problems that needed to be addressed we set some goals. My first goal was to find a job that would not only allow me to have more time at home with my daughter but would, after time, provide health and dental coverage. After my first goal was achieved, the next goal was to start getting my dental issues taken care of. I also wanted to be involved with my daughter's education.

At my first parent committee meeting I heard about Policy Council and decided to 'give it a shot'. I started attending the meetings and learning more about the program as a whole and absorbed every bit of information I could. I became a WSA representative, sat on several committees, participated in the strategic planning process in our program, and, on top of all that, I found myself a job working as a cook in my local hospital. I started part time, working weekends when my daughter was away at her grandma's house so I had accomplished one of my goals: more time with my daughter. Six months after starting this new job I was given the option of medical and dental benefits.



I am now in my second year of Policy Council, I'm the Chairperson, I've attended not only state association meetings but also the Office of Head Start's 1st National Birth to Five Leadership Institute and now I have a Region X Conference under my belt. I am currently in the process of getting my teeth fixed and am constantly volunteering in my daughter's classroom. Looking forward to the year ahead and the act that my daughter will be transitioning out of the Head Start Program and into Kindergarten, I've begun to look for ways that I would be able to transition right along with her.

I have already made contact with the PTO of the local school that my daughter will be transitioning into so that I can start to attend their monthly meetings. I won't be able to participate in these meetings at this point but I will be able to gain an understanding of what my role will be in the public school system once the transition is initiated. I will hopefully be able to do my third and final year of Policy Council as a Community Representative and be able to help parents next year make the same kind of transition that I am in the process of making this year. This has been an amazing journey and I can't wait to see where it will take me next.

Jacquelyn M. Wolcott

Male Involvement



What is it about fathers and fathering that makes dads unique and irreplaceable?

Children do best in life when they grow up with the active, positive involvement of both a mother and father. Whatever the measure—physical and emotional health, educational achievement, behavior, substance abuse, crime or delinquency—children are more likely to lead healthy, productive lives when both their mother and father are actively involved in their lives in positive ways. This is because moms and dads tend to parent differently, at least in some important ways, and their complementary parenting skills and attitudes combine to give children the best environment in which to grow up healthy and successful.

MCCC strives to ensure both parents are involved with the program. Each site provides opportunities for fathers to be involved with the program including activities designed specifically for fathers.



We had parents of both classes volunteer to bring in items for the tacos, which we had a buffet line set up for in the entryway. The children all gathered and ate with their families. Once they were finished with dinner the children all received hand made wood cars donated by one of our students' grandparents. And the kids worked with their fathers to color their race cars and make them individual. Once they were finished we had races on ramps with the cars and took pictures for the families and for you. There were more than 10 families here and lots of fun was had by all.



Parent Involvement

Mid-Columbia Children's Council is proud to be a part of the new **Opening Doors** parenting class series! Opening Doors is a best practice parenting education class that provides parenting education materials from the point of view of helping your child be successful. Classes were held in The Dalles, White Salmon and Goldendale. Opening Doors is a unique program that draws from the real life experiences of its participants. Facilitators enhance parents learning by presenting material in a fun and interactive way by incorporating popular sayings, music, stories, games etc. At the end of the sessions parents will find significant increases in:

Opening Doors The Dalles Alumni

- Confidence about parenting skills
- Knowledge about and access to available health and other services
- Social support and social connections in the community



- Community involvement
- Knowledge about development milestones for children



Head Start has always embraced the ethnic, cultural, and linguistic diversity of its enrollment and the community in which it operates. Head Start programs have responded to diversity as an opportunity for children and families to learn about different cultures and customs. Instead of reducing opportunities for bilingualism among children, Head Start has built upon the skills and culture that each child and family brings to the program.

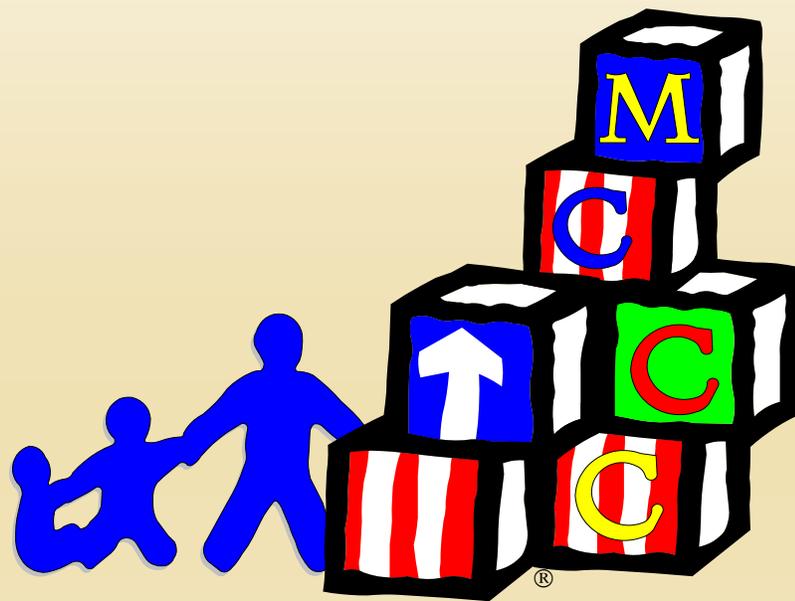


Four elements of Head Start's overall philosophy are particularly relevant to the task of developing and implementing multilingual and multi-cultural programming: building trusting relationships, being sensitive to cultural preferences of

families, building bridges between cultures for both children and adults, and acknowledging that staff and parents are in a true partnership.



Building Better Communities



One Person At A Time

This institution is an equal opportunity provider.

Approved by Policy Council: 07/25/2013

Approved by Board of Directors: 08/01/2013