



ANNUAL REPORT

2020-2021

A Year of Resilience



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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.



Dear Friends,

How do you sum up the 2020-2021 Program year in one word? “**Resilience**” (The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress). Throughout the 2020-2021 Program year we faced many difficult challenges, struggles and uncertainty while also embracing new opportunities, growth and successes that are reflected throughout this report. Humbled am I by how strong, adaptive, caring and incredibly flexible we all are. There is no mistaking the difficult journey we endured the past twelve months with COVID-19 or the challenging road of recovery.

As an individual, agency, community, and people we adapted how we think, how we live and how we work. We came together with our servant's heart to find ways to help each other and the children and families we so proudly and compassionately serve. We outdid ourselves through humility, gentleness, kindness, and importantly patience. We stayed flexible, thinking outside the box to provide meaningful and safe in-person and virtual program and support services to children and families. We are grateful for being awarded new and additional funding to expand services into new locations, provide staff with greater promotional opportunities, expand the number of early childhood and preschool childcare slots, increase our safety and operating capabilities, and add new jobs to the community. To top it all off, we successfully completed our Head Start & Early Head Start 5-year grant project federal application and received our notice of award on Dec 1st. The new grant project period allows us to redefine our scope of service for Head Start and Early Head Start to meet the needs of each community served.

All of this was so amazing! “Why?” Because MCCC actually grew, not only in program services but character as well, during a very challenging and uncertain time. All of the struggles we faced showed us the importance of what we do for a living, our mission, and the need for quality comprehensive services to help children, families and communities. We still have a tough road ahead and I am confident each of us will rise above the challenges.

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

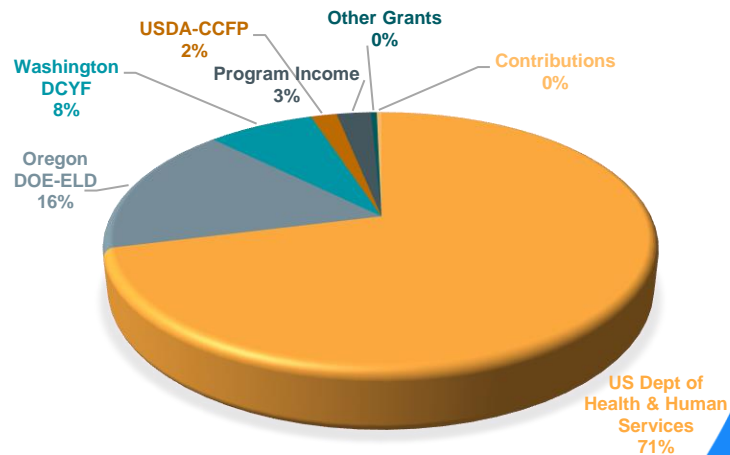
Paul Runyon

FINANCIAL REPORT

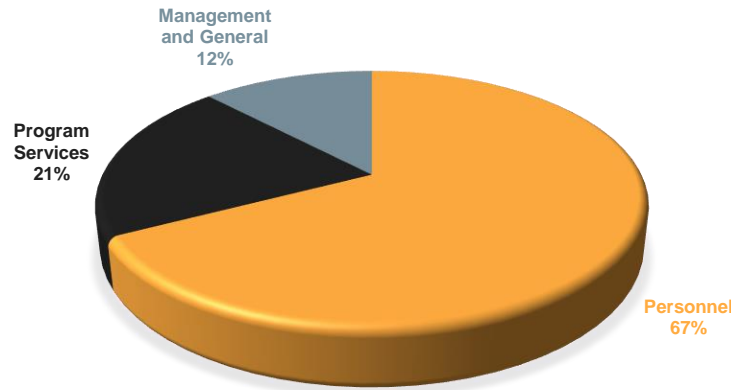
SUPPORT & REVENUE	FOR YEAR ENDED 11/30/2019 Audited	FOR YEAR ENDED 11/30/2020 Audited	2020-2021 Budgeted
US Department of Health & Human Services	5,246,405	5,865,451	5,635,935
Oregon Department of Education	833,181	1,352,591	2,700,424
Washington Department of Children Youth and Families	315,708	623,566	673,121
US Department of Agriculture-Child Care Food Program	249,241	151,465	358,037
Program Income	187,501	200,875	16,800
Other Grants	-	33695	6,000
Cash and In-Kind Contributions	130,793	27,318	16,771
TOTAL SUPPORT & REVENUE	6,962,828	8,254,961	9,407,088
Functional Expenses			
Personnel	5,246,405	5,403,367	5,863,085
Program Services	833,181	1,640,176	2,448,739
Management and General	315,708	975,914	1,095,264
TOTAL EXPENSES	7,165,756	8,019,457	9,407,088

FINANCIAL REPORT

FOR YEAR ENDED 11/30/2020 REVENUE BY TYPE



FOR YEAR ENDED 11/30/2020 - EXPENSES BY TYPE



COVID-19



The 2020-2021 program year looked very different as a result of the COVID-19 pandemic. One thing did not change...MCCC's dedication to provide quality, enriching, and inclusive services to children and families.

The summer kicked off with services to kindergarten-bound children in July 2020. A five-week summer program was implemented to help children prepare for their first year of school after only receiving virtual services during the spring. Comprehensive COVID-19 protocols and procedures were developed in accordance with federal and state guidelines for the summer program, supporting the operation of healthy and safe classrooms for fall.

Beginning fall 2020, both In-person and virtual services were offered to families for the program year. Parents could choose the best fit for their family during this time. In-person services were limited, due to physical distancing, group size limitations as well as additional cleaning requirements. This created a challenge for our program as increasing number of families requested in-person services throughout the year. As restrictions lifted, we were able to increase the number of children offered in-person services.

Staff remained resilient, dedicated and enthusiastic in their support for children and families. Working diligently to be innovative and resourceful in providing consistent high-quality services.

A Head Start Success Story:

Elizabeth Reetz, Lawyer and Advocate

Elizabeth (Liz) Reetz attended MCCC's Klickitat Head Start class in 1994-1995. Her teachers were Rebecca Moss and Cheryl Steindorf, and her mother, Soila Loeza, was volunteering in the classroom at the time. Soila has now been working for Mid-Columbia Children's Council for 21 years and is currently the family health advocate in the White Salmon site and Carson's ECEAP class.

Liz is now a Stanford Law graduate. After graduating, Liz secured a fellowship with Disability Rights Oregon (DRO), an organization that serves all of Oregon's counties. Liz's role at DRO is to keep people with mental health disabilities out of the justice system. Her latest project was an investigative report that went over how many people have died in Oregon jails.

Of the non-COVID-19 related deaths in the Oregon jail system during 2020, Liz found 9 out of 10 people who died had a disability. You can hear all about her report on KBOO radio from Liz herself.

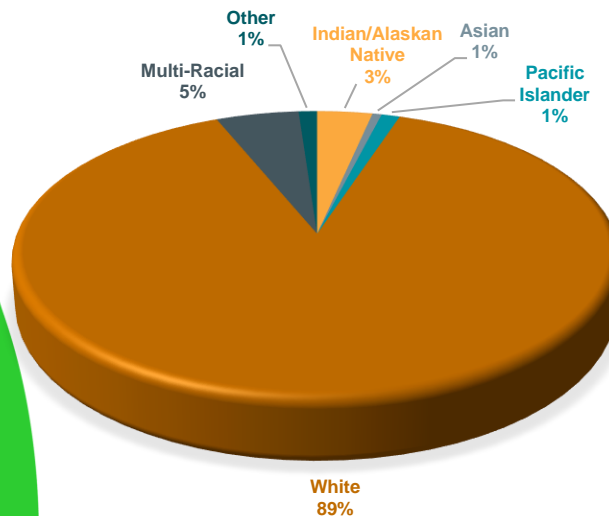
Liz explained that being part of Head Start and having the opportunity to start her education so early helped her throughout her schooling. What helped the most was how Head Start instilled that education was important at a very young age. She also enjoyed her classes very much, which started her education career on the right path to success.

From left to right Elizabeth; mother, Soila; and sister, Cheryl.



COMMUNITY DEMOGRAPHICS

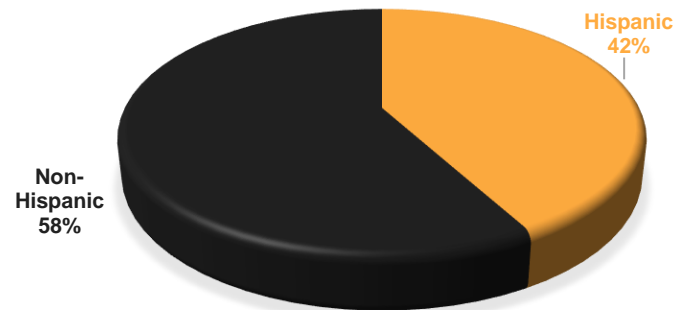
PARTICIPANT DEMOGRAPHICS 2020-2021



**Families
Served**

511

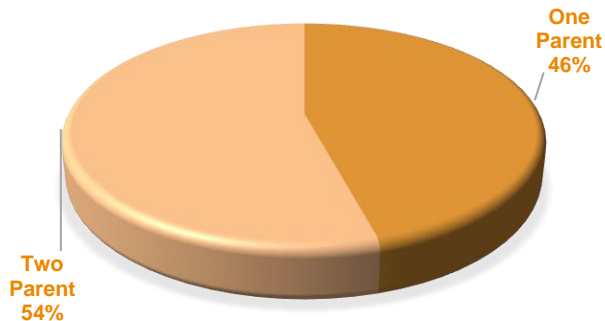
PARTICIPANT ETHNICITY 2020-2021



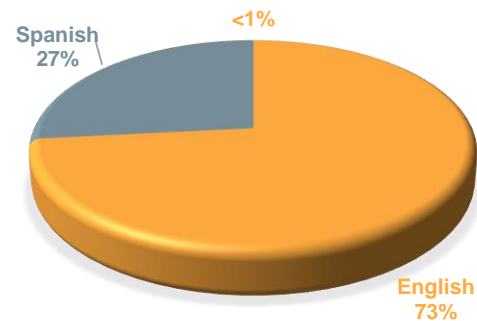
COMMUNITY DEMOGRAPHICS



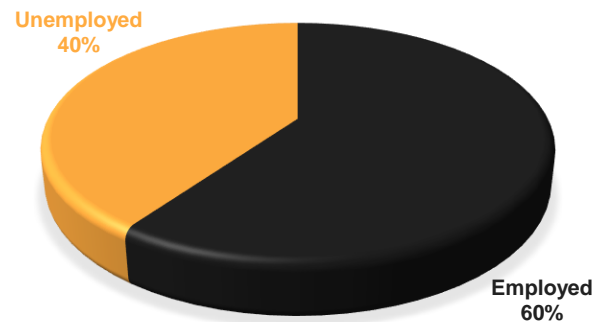
ONE PARENT AND TWO PARENT FAMILIES



PARTICIPANT LANGUAGE 2020-2021



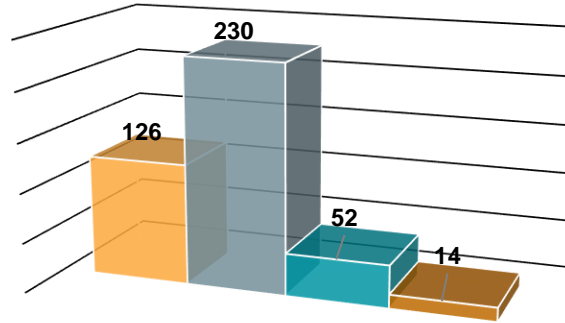
FAMILIES WITH AT LEAST ONE PARENT EMPLOYED



Enrollment

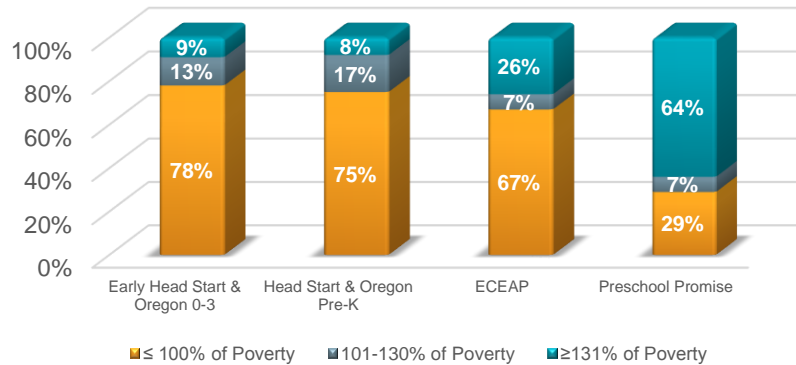
Children Enrolled
422

Child Enrollment By Program 2020-2021



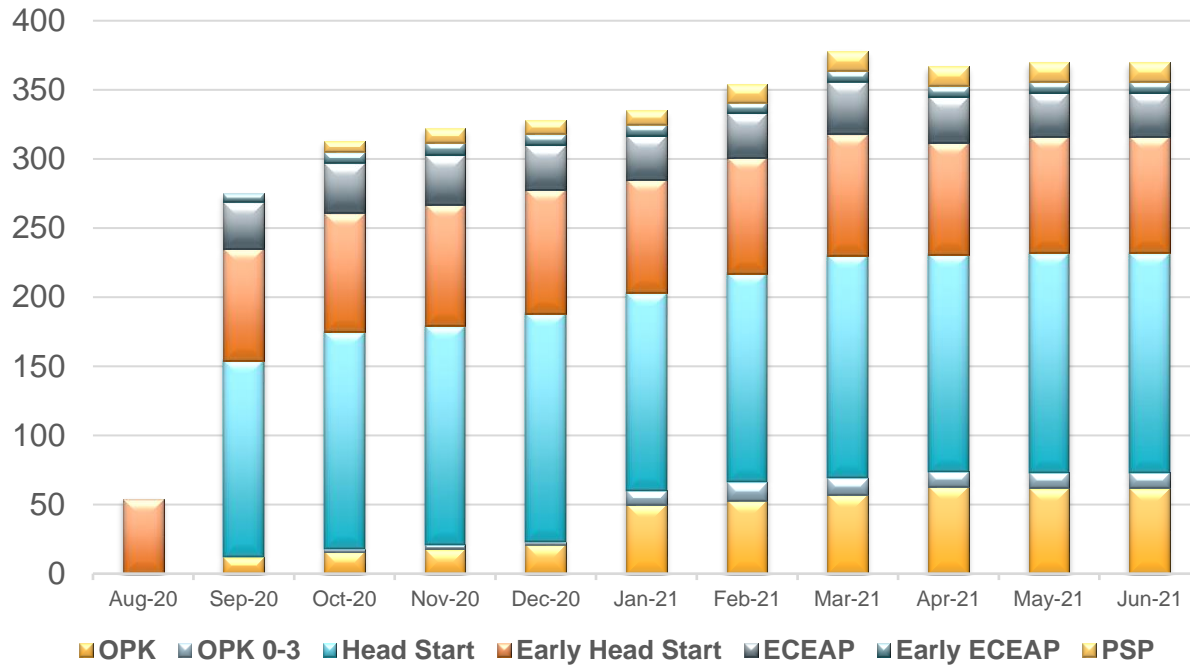
■ Early Head Start & OPK 0-3 ■ Head Start & Oregon Pre-K ■ ECEAP ■ Preschool Promise

Enrolled Children by income Level 2020-2021



Enrollment

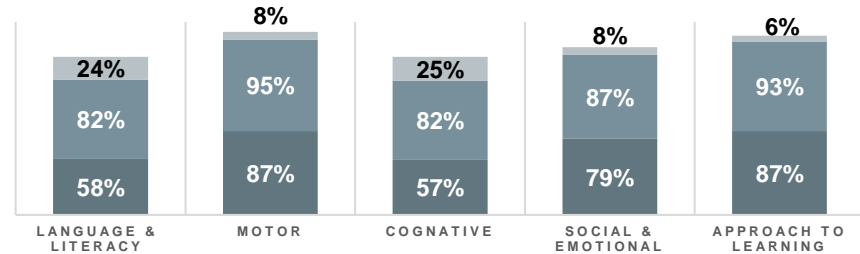
Average Monthly Enrollment 2020-2021



EDUCATION

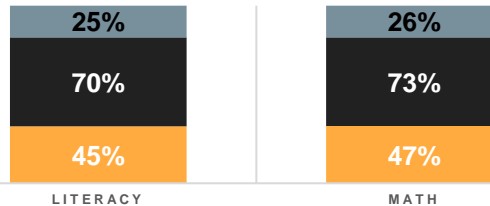
Teaching Strategies Gold Pre-k Outcome Comparison

■ Fall 2020 ■ Spring 2021 ■ Growth



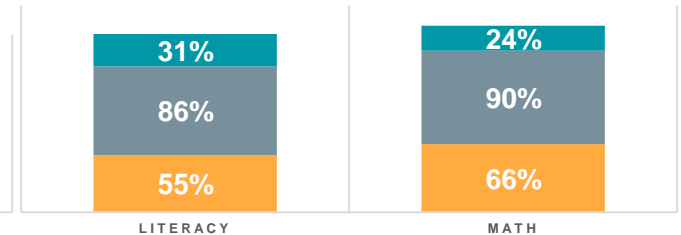
Dual Language Learners (DLL) TS Gold Pre-k Outcomes

■ Fall 2020 ■ Spring 2021 ■ Growth



Monolingual English Speakers (MES) TS Gold Pre-k Outcomes

■ Fall 2020 ■ Spring 2021 ■ Growth



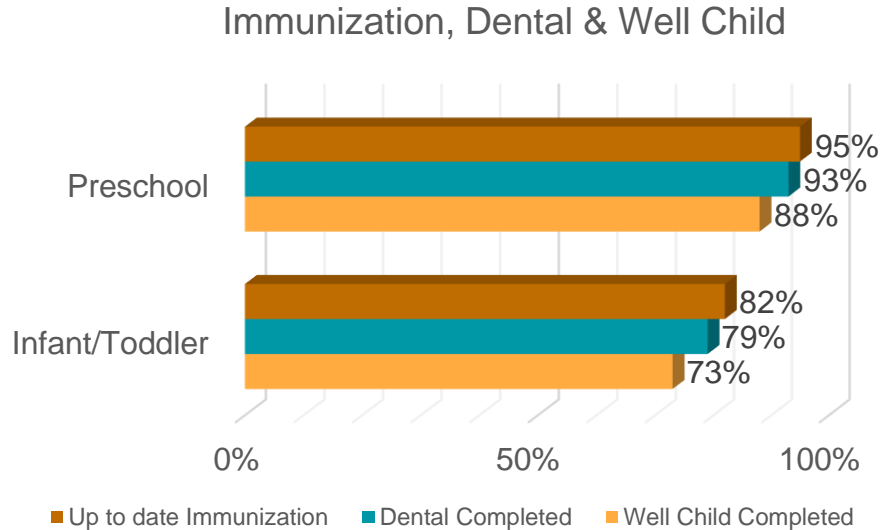
EDUCATION

Categories of Diagnosed Disabilities	Speech or Language Impairment	Developmental Delay	Autism	Emotional Disturbance	Health Impairment	Orthopedic Impairment	Visual Impairment	Total children served	Target Goal for number of children served
Number of Children Served 2019-2020	65	57	6	1	2	0	0	131	61
Number of Children Served 2020-2021	27	20	1	1	3	1	1	54	51

The number of children with diagnosed disabilities jointly served by MCCC and Early Intervention (EI) and Early Childhood Special Education (ECSE) partners was 15.1%. As a result of COVID-19 enrollment numbers were lower across our program which affected how many children participated and were served with disabilities.

Typically, special education services are provided by EI/ECSE specialists in person, in the classroom, or on visits with families. During the program year COVID-19 restrictions inhibited ECSE/EI specialist from providing in person services. With our strong partnerships and collaboration with EI/ECSE, teachers and home visitors supported the delivery of special education services through a virtual model in classrooms and through virtual home visits.

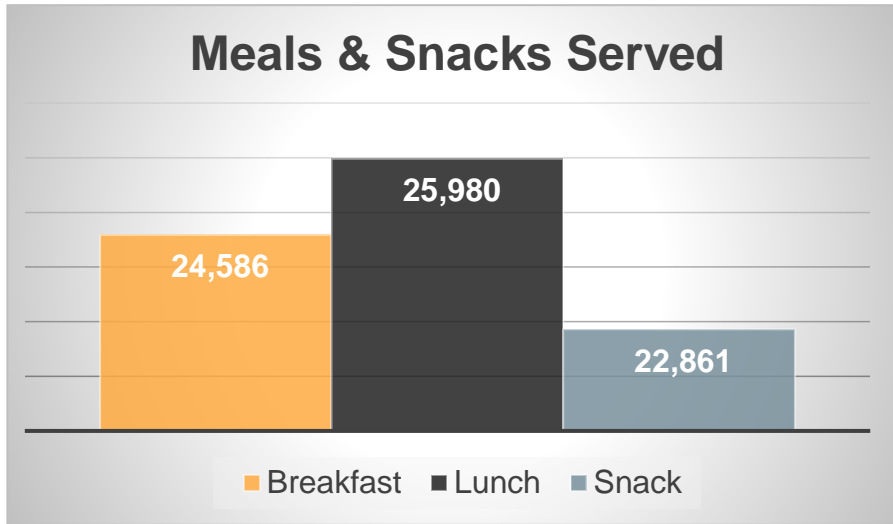
HEALTH & NUTRITION



COVID-19 had a significant impact on families being able to make and attend Well Child & Dental Exams. Working closely with our local health and dental clinics, families were able to access routine care as well as having access to a dental hygienist on site during scheduled visits.



HEALTH & NUTRITION



Children who received virtual services were offered meals either by pick up or drop off. In addition, MCCC worked with USDA CACFP to provide meals to families during our extended breaks.

Of the total meals served, **31,366** were delivered to families receiving virtual services.



School Readiness



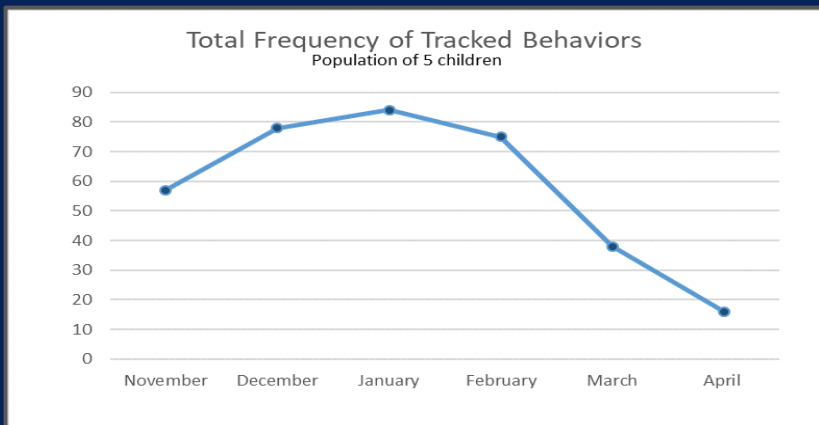
How did we help children and families become school ready during a pandemic?

- ✓ We started during the summer of 2020 by offering summer in person services to children who were headed to Kindergarten. To meet the needs of our families and adhere to COVID-19 protocols in the fall, we offered virtual and in-person services for families (virtual participation reached 23% in March 2021). Teachers and home visitors had to think outside of the box to create high quality and interactive learning experiences for the families and children who were receiving virtual services. As COVID risk levels decreased our in-person classroom participation increased and home visits and group socials were conducted outdoors.
- ✓ We used it as an opportunity to implement an “Outdoor Preschool” program at our Tygh Valley center. The program was so successful that it was spotlighted in articles by “Natural Start Alliance” and “Willamette Partnership” about staffs work to fully implement an outdoor preschool program. Outside learning environments allow children more freedom of movement and allow for increased exploration of the natural environment. When the Lead Center Coordinator/Lead Teacher of Tygh Valley, Danette Cole, was asked what the greatest success was that came from the change from indoor to outdoor environments she replied:

“I think the biggest change has been the children’s social emotional capabilities. They really are able to look at situations differently when we are outside, and if that doesn’t pan out for them, they have the room to just walk away and play somewhere else. The other impact I see is that the new information and the things they are learning are actually retained. They understand numbers, counting, letter sounds because it’s relating to the actual environment, games, and activities we do.”

Behavioral Support Services

This year MCCC welcomed two Early Childhood Behavioral Specialists to our Mental Health team. Our specialists' role are to be present in classrooms, directly engage in skill building for students needing extra support, provide support for teaching staff, and improve the overall social and emotional functioning of learning environments. Our specialists use strength-based, best-practice approaches from Conscious Discipline, Devereux Early Childhood Assessment, and the Pyramid Model.



"Tracked behaviors" are behaviors that we are providing instruction to modify (e.g., hitting, biting, disrupting class, play problems).

Staff Support

MCCC continues to be progressive in the implementation of the trauma-responsive, evidence-based Conscious Discipline curriculum. Our Mental Health Specialist and Education Manager attended this institute in 2019, which initiated a deeper understanding of the value of Conscious Discipline for the future wellness within classrooms and for staff. In 2020-2021, all classroom staff and home visitors had the opportunity to receive the Conscious Discipline foundational online course. Excitement and positive change is growing program-wide from this investment and proactive approach to focusing on and reducing challenging behaviors and, in turn, reducing staff burnout.



This bulletin board was created by our teacher Samantha Ng at The Dalles Site.

Recruitment

Covid-19 presented many challenges over the past year. Two most challenging issues were recruitment and parent involvement. Local resource providers were closed to in-person services, few were accepting recruitment materials, limited in-person classes, struggles with schools being closed and multiple virtual services, buildings restricted to essential staff, and traditional community activities cancelled. A couple of highlighted ways staff helped to address the challenges:

- ✓ A story walk was created by LeeAnn Mell and Paula Reynolds at the Goldendale site. The story walk was displayed at the Goldendale Public Library. Parents were encouraged to visit the library with their children to read “The Mitten”, written by Jan Brett. Activities for follow-up at home, contact information for Mid-Columbia Children’s Council, and program descriptions concluded the story. Parents used the suggested activities at home, shared their experience with other parents and encouraged families in the community to apply.
- ✓ The United Way of the Columbia Gorge supported MCCC by funding 300 “Duck Bags”, full of educational activities for children, to use as recruitment incentives for families to apply and to help recruit additional families to the programs.

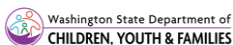
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Board of Directors: 07/01/2021