



Mid-Columbia Children's Council

ANNUAL REPORT

2021-2022

A Year of Resolution



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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”

OUR VALUES

The children and the families we serve are our most valuable resources

The trust and the respect we show those we serve is paramount to their success

The environments we promote respect and respond to the different cultures, languages, values and structures of each family and their community

The quality of the services we provide is the reflection of the continued commitment, leadership, responsibility and knowledge shared by our staff and our parents

The programs and resources we offer are delivered by an educated, experienced staff using reflective and data-driven practices



From the CEO

Dear Friends,

2021-2022 has been a resolute year for all of us as we navigated through another year of COVID-19 restrictions and obstacles. I am proud to say our staff, parents and partners rose to the occasion and worked side by side to keep classrooms, programs and services operating throughout the program year.

Like many companies around Oregon and Washington, MCCC struggled with staff vacancies. We asked a lot from our staff to help cover sites and workloads to ensure children had a safe and nurturing environment to learn and that parents were at ease knowing their child(ren) were safe, well cared for and receiving quality early childhood education and services.

As you review the information within this annual report you will see the positive outcomes, gains and successes children, staff and families had during what was a trying time in their lives. As we look to the new program year, MCCC is focused on recovery and foundational support. Our recruitment and retention benefits to attract qualified career minded teachers and program staff has been enhanced, sites are getting new equipment and building improvements, additional high quality sanitizing equipment for classroom use, upgraded indoor and outdoor learning areas and we are expanding our successful outdoor learning in both Oregon and Washington.

MCCC is stronger today in determination, adaptability and character and we are all excited about what we can do with the opportunities that will unfold in the future. We have an amazing group of employees and the most amazing, engaged, supportive and caring communities.

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

Paul Runyon



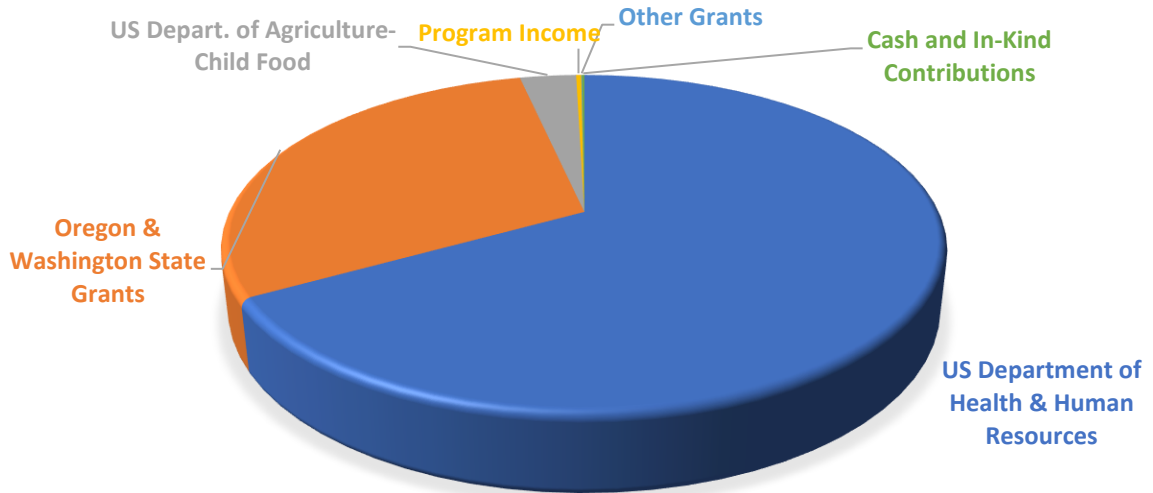
FINANCIAL REPORT

SUPPORT & REVENUE	FOR YEAR ENDED 11/30/2020 AUDITED	FOR YEAR ENDED 11/30/2021 AUDITED	2021/2022 BUDGETED
US Department of Health & Human Resources	5,865,451	5,097,697	6,046,545
Oregon & Washington State Grants	1,976,157	2,254,886	3,753,403
US Depart. of Agriculture-Child Food	151,465	230,165	335,022
Program Income	200,875	20,949	206,200
Other Grants	33,695	3,000	3,000
Cash and In-Kind Contributions	27,318	9,596	26,000
TOTAL SUPPORT & REVENUE	8,254,961	8,228,141	10,370,170

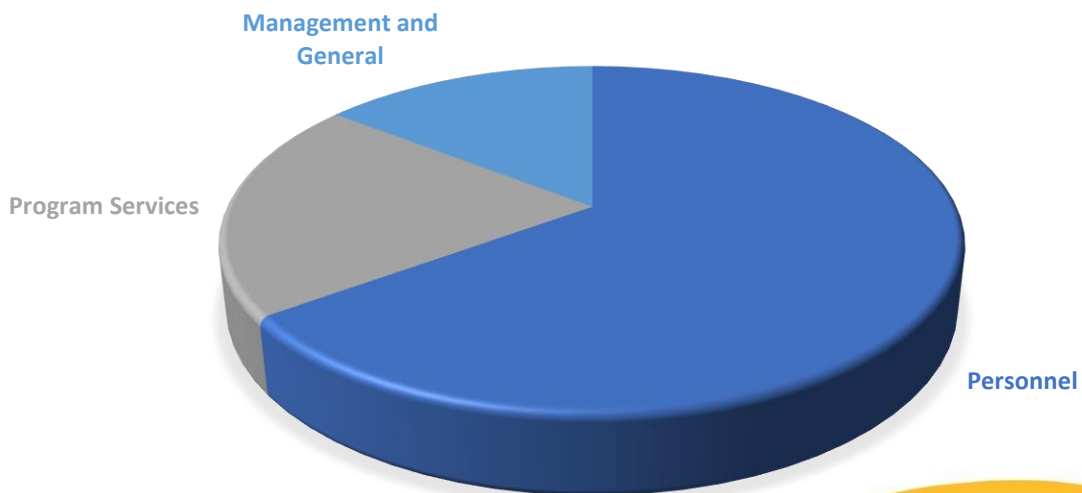
FUNCTIONAL EXPENSES			
Personnel	5,403,367	5,234,488	7,797,248
Program Services	1,640,176	1,662,495	1,535,905
Management and General	975,914	1,161,977	1,037,017
TOTAL EXPENSES	8,019,457	8,058,960	10,370,170

FINANCIAL REPORT

FOR YEAR ENDED 11/30/2021 REVENUE BY TYPE



FOR YEAR ENDED 11/30/2021 - EXPENSES BY TYPE





Persevering through the pandemic

The ongoing pandemic has put additional layers of complexity to providing quality services. The three main components to this are staffing shortages, restrictive protocols, and limited access to community resources. Staffing shortages have been the biggest challenge that we have faced this year. An unusual shortage of applicants have severely limited our ability to bring on new employees and volunteers. This has led to an abundance of correlated problems. The protocols in place to limit the spread of the virus have affected the way our children receive their education. Isolation and quarantine requirements are impacting the continuity of care. A major part of how we provide services is connecting families to community resources. The pandemic has led to community partners facing similar challenges which affected some of the services we provide and our ability to recruit children and staff for our program.

By addressing these challenges, we grew and learned how to overcome and adapt to unanticipated barriers. We have strengthened our ability to work remotely and hold virtual meetings and trainings. This has been beneficial for our large geographical area, specifically for our Policy Council parents and Board members. Extended travel times have been eliminated which eases the burden for parents, staff, and volunteer. Staff have been collaborative and creative with their work arounds to continue to provide services. Home visits were routinely held outdoors, *ReadyRosie* has been utilized to provide alternative methods for parents to engage in their child's education, and recruitment efforts were made with little in person contact. Staff were still able to have compassion and understanding for families and each other during this trying time.

While the pandemic related protocols adversely impacted services, families adapted and understood the need to keep their children home when ill. Providing self-administered rapid tests allowed children and staff to have a resource to detect the virus and return to school sooner if they were showing any signs of illness. In addition, parents' have been appreciative of the PPE that was provided to their children. The flexibility and resilience of families and staff have allowed MCCC to overcome the many challenges of the pandemic and remain an essential resource to our communities.



Inspirational Story



Angela Mabrey first became affiliated with Mid-Columbia Children's Council when her stepson was enrolled in Early Head Start home-based services with Teacher Stacey Morris in Goldendale. After her twins were born, she enrolled them into Early Head Start home-based services with teacher Stacey as well. When spots became open in the Early ECEAP classroom, the twins were able to be transferred to the classroom setting. Shortly after, a Teacher's Aide position became available in the preschool classroom. Staff encouraged her to apply, and she was offered the position in September 2021.

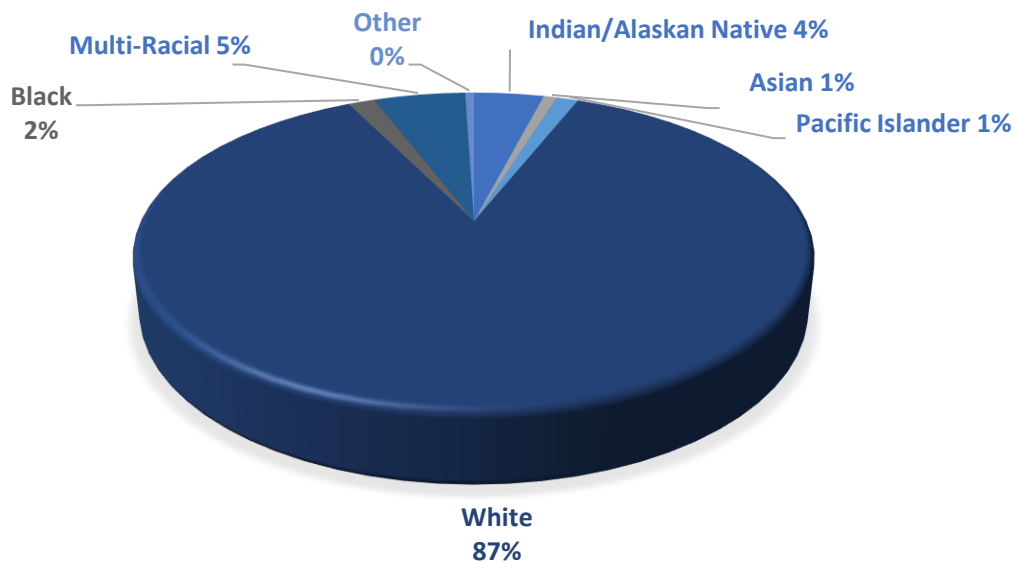
Since starting her employment, Angela made it her goal to improve her knowledge in child development and grow professionally. She was able to take advantage of the many professional development opportunities provided by MCCC. By April 2022, she was able to complete her Child Development Associate (CDA) credential which qualifies her to apply for a teacher position in the classroom.

Angela was able to complete the 2-year CDA process in 8 months. Angela's accomplishments sets a great example for others. We are excited to see continued growth in her skills and abilities as she applies them in the classroom and continues to inspire and empower those around her.

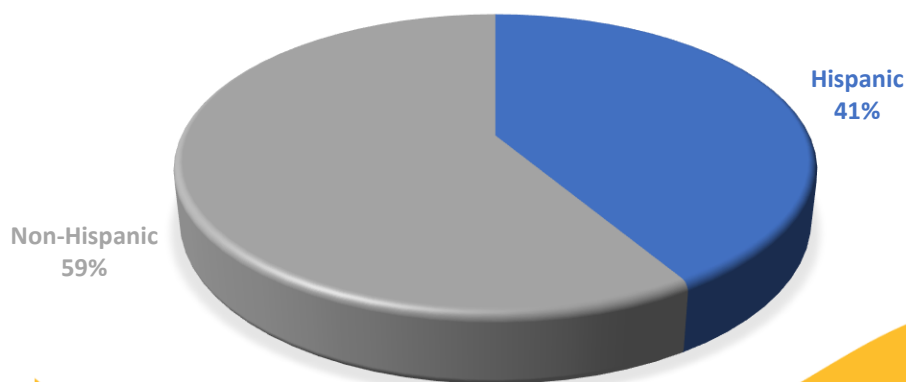
COMMUNITY DEMOGRAPHICS

Families
Served
320

PARTICIPANT DEMOGRAPHICS 2021-2022

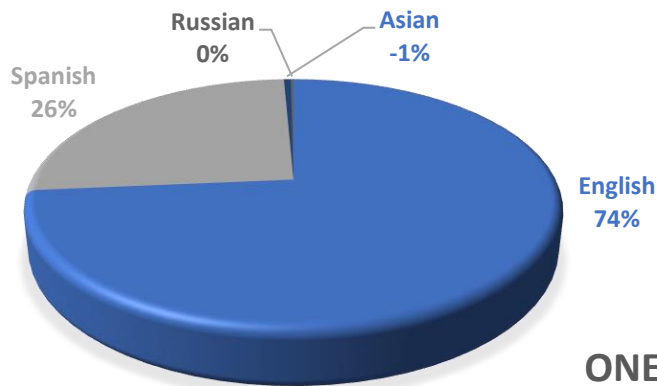


PARTICIPANTS ETHNICITY 2020-2021

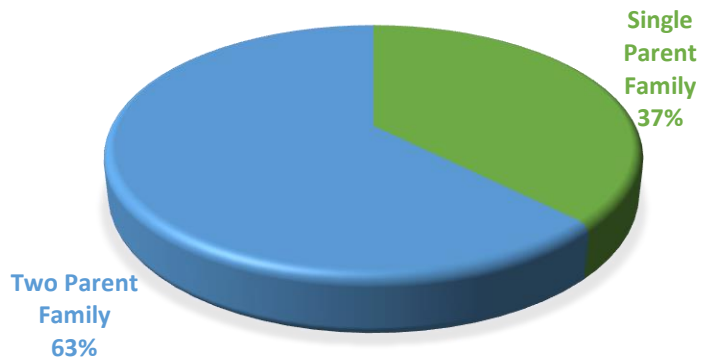


COMMUNITY DEMOGRAPHICS

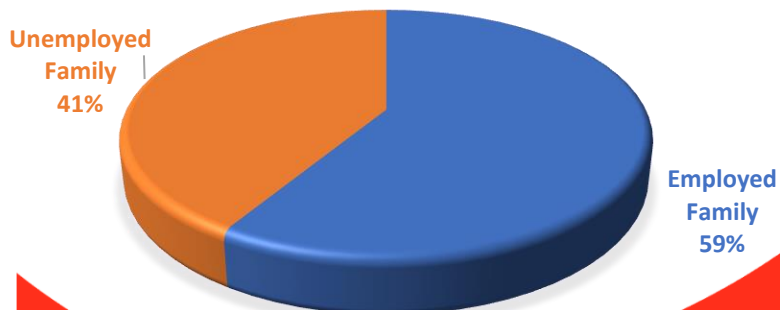
LANGUAGE OF PARTICIPANTS



ONE & TWO PARENT FAMILIES



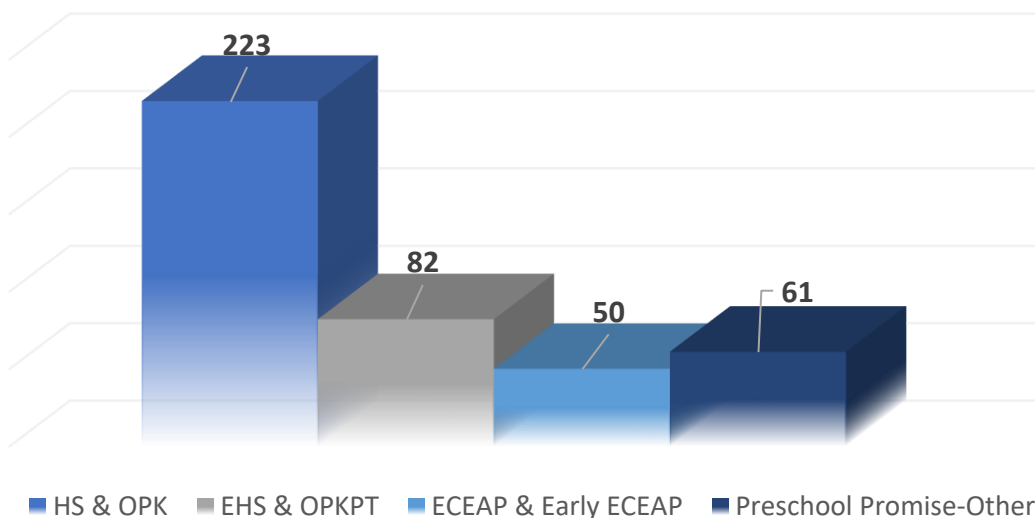
FAMILIES WITH AT LEAST ONE PARENT EMPLOYED



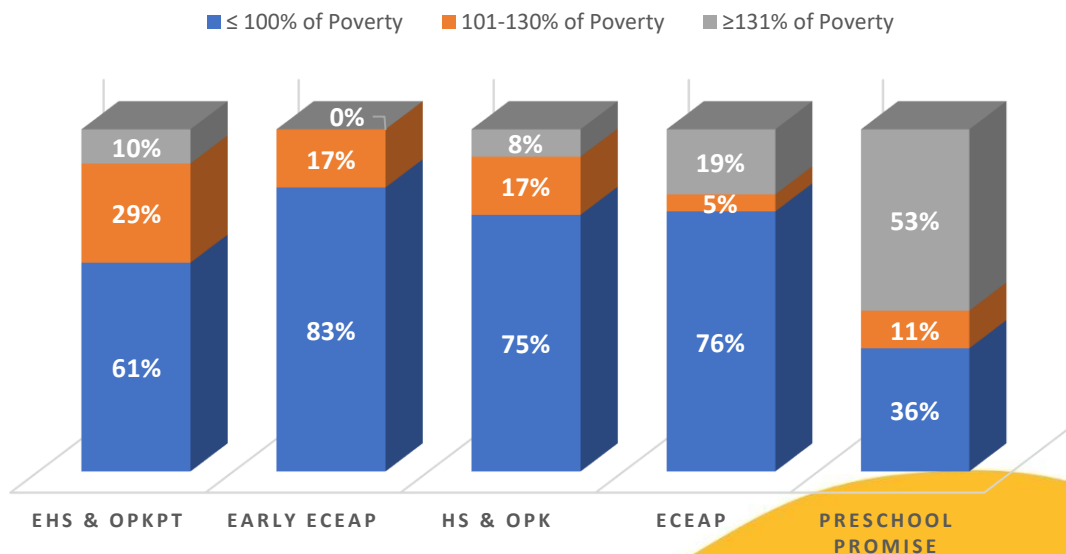
ENROLLMENT

Children
Enrolled
416

CHILD ENROLLMENT BY PROGRAM 21-22

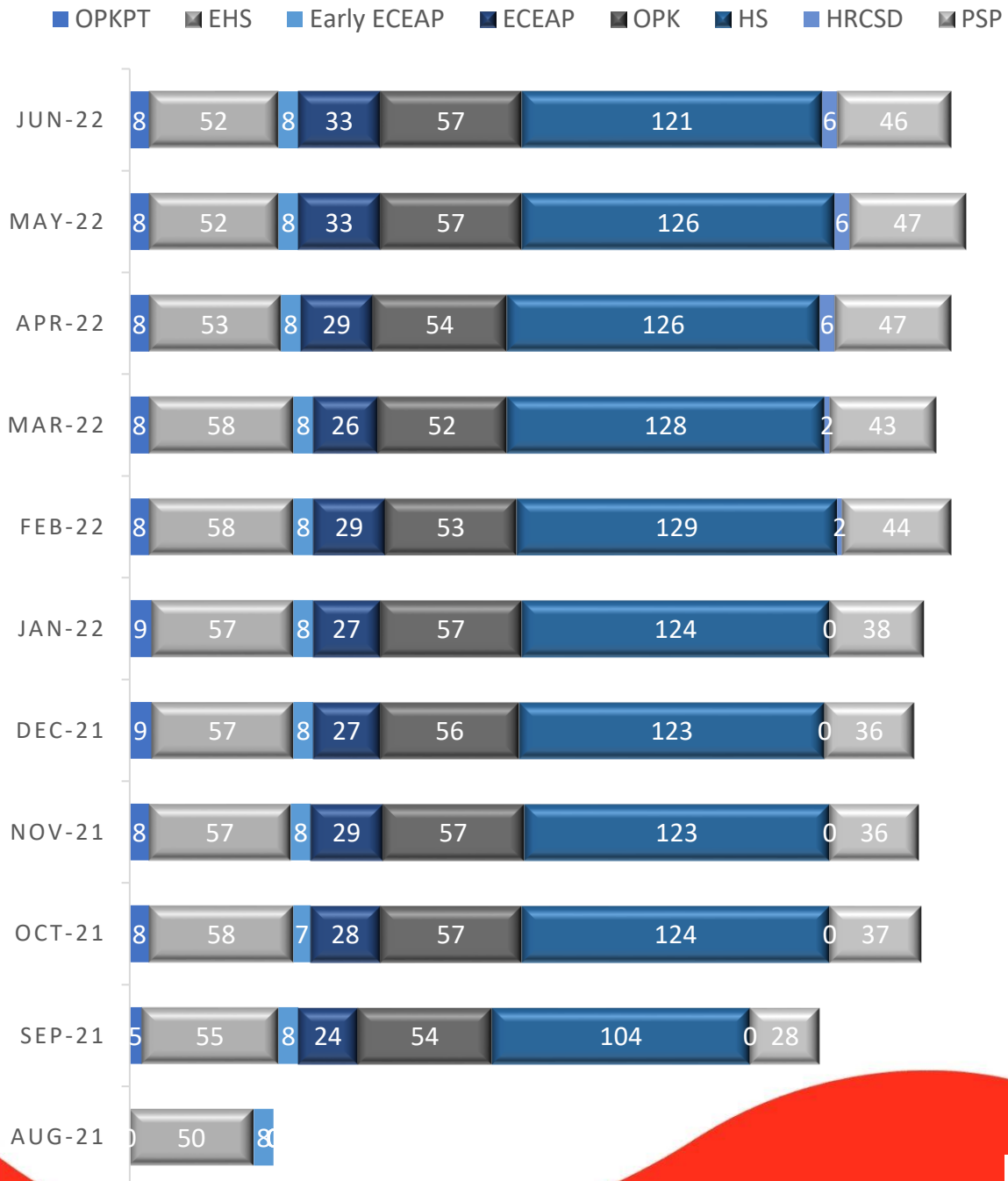


ENROLLED CHILDREN BY INCOME LEVEL 21-22



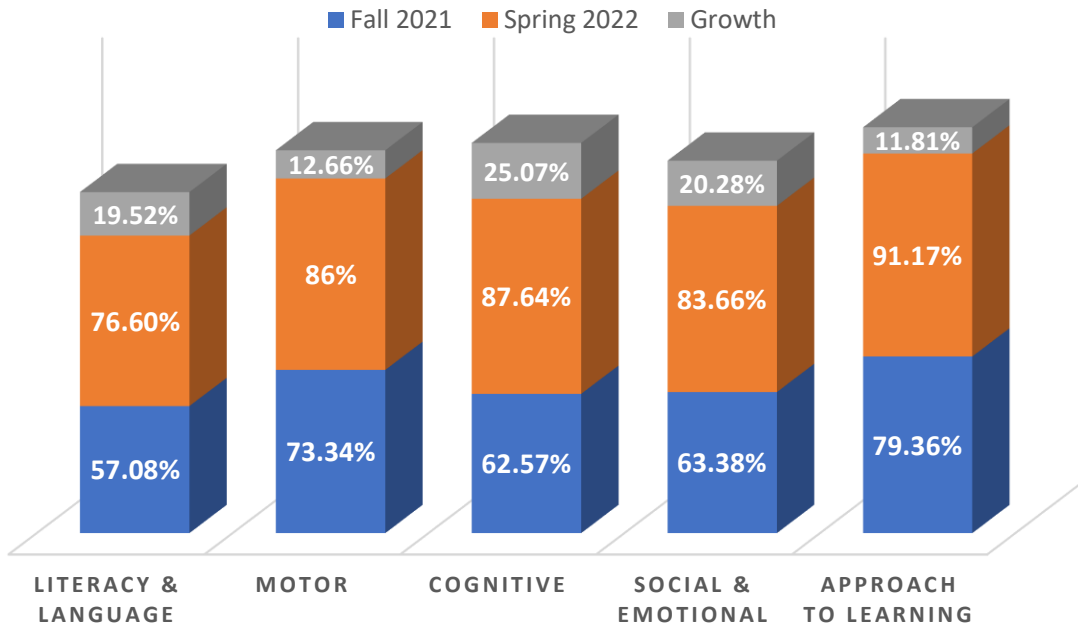
ENROLLMENT

AVERAGE MONTHLY ENROLLMENT 21-22

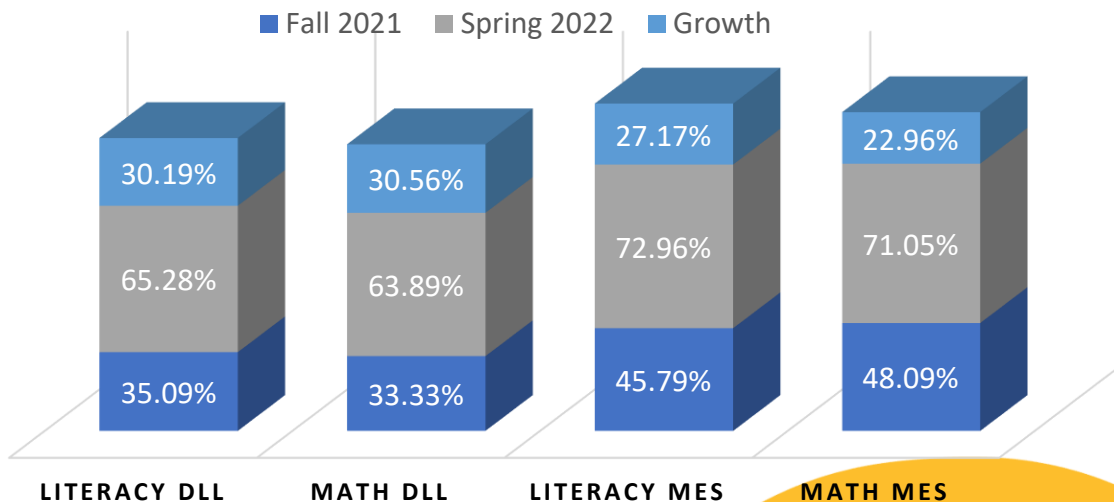


EDUCATION

TS GOLD PRE-K OUTCOME COMPARISON 2021-2022



DUAL LANGUAGE LEARNERS (DLL) & MONOLINGUAL ENGLISH SPEAKERS (MES) TS GOLD PRE-K OUTCOMES 2021-2022



EDUCATION

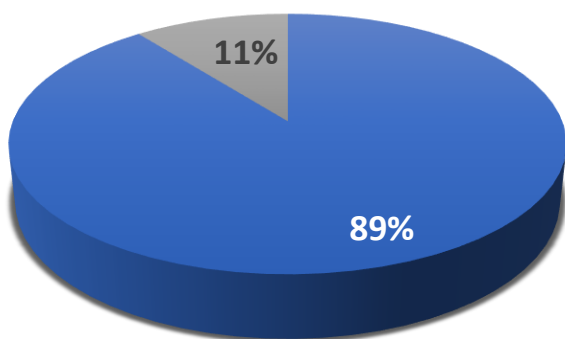
The number of children with diagnosed disabilities jointly served by MCCC and Early Intervention (EI) and Early Childhood Special Education (ECSE) partners was 19%. As a result of the continued pandemic enrollment numbers were down across our program which affects the number of children who participated and served with disabilities.

We gratefully welcomed the return of in-person EI/ECSE services in classrooms, and on home visits with families. Due to our robust partnerships and collaborations with EI/ECSE, especially only having virtual services last year, teachers and home visitors have become empowered to better support the delivery of special education services in classrooms and home visits.

Categories of Diagnosed Disabilities	Number of Children Served 2020-2021	Number of Children Served 2021-2022
Speech or Language Impairment	27	39
Developmental Delay	20	17
Autism	1	2
Emotional Disturbance	1	2
Health Impairment	3	2
Orthopedic Impairment	1	0
Visual Impairment	1	0
Learning Disability	0	1
Unspecified	0	9
Multiple	0	2
Total children served	54	75
Target Goal for number of children served	51	50

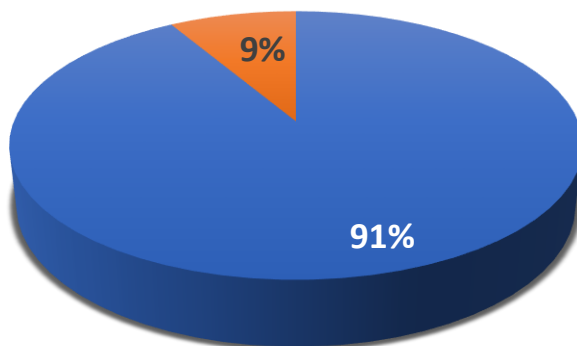
HEALTH & NUTRITION

**Dental Exam
within 90 Days**



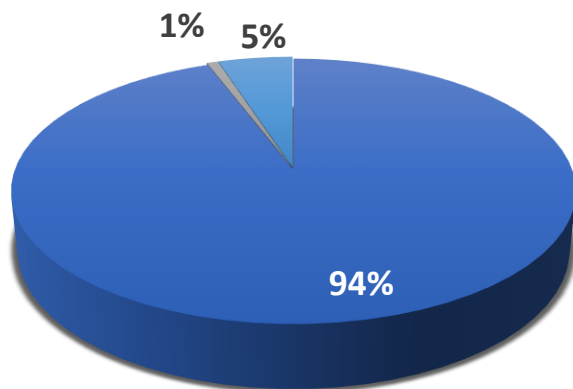
■ Dental Exam ■ No Dental Exam

**Well Child Exam
within 90 Days**



■ Well Child Exam ■ No Well Child Exam

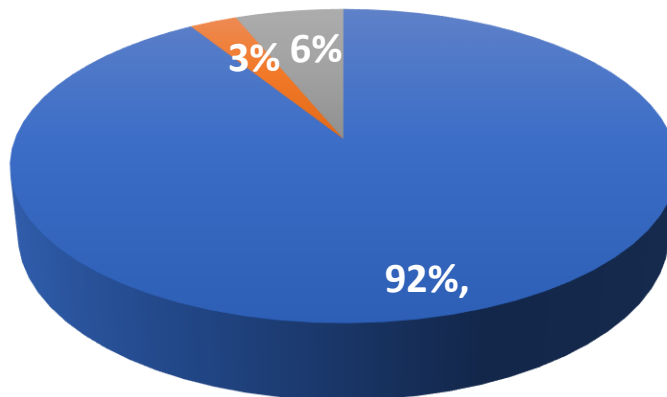
**Hearing/Vision Screenings
within 45 Days**



■ On Time ■ Late ■ Incomplete

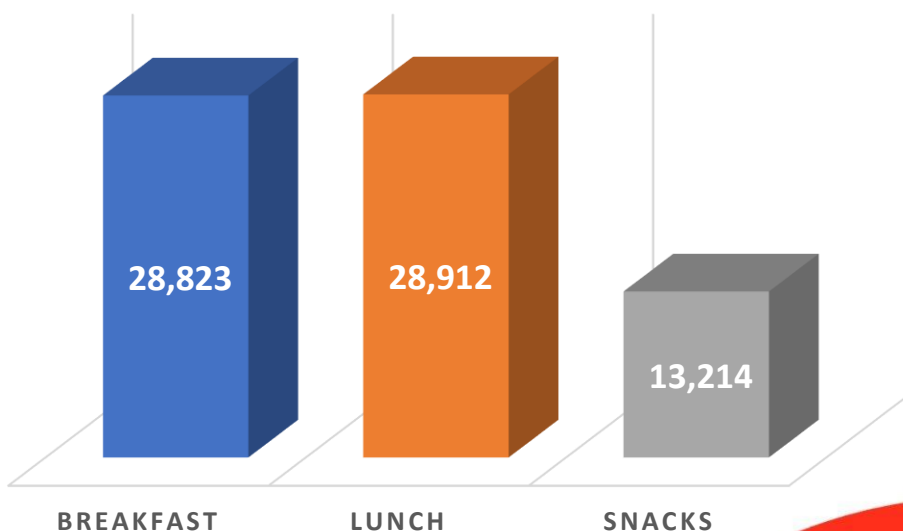
HEALTH & NUTRITION

Immunization Status



■ Complete ■ Behind ■ Exempt

MEALS & SNACKS SERVED

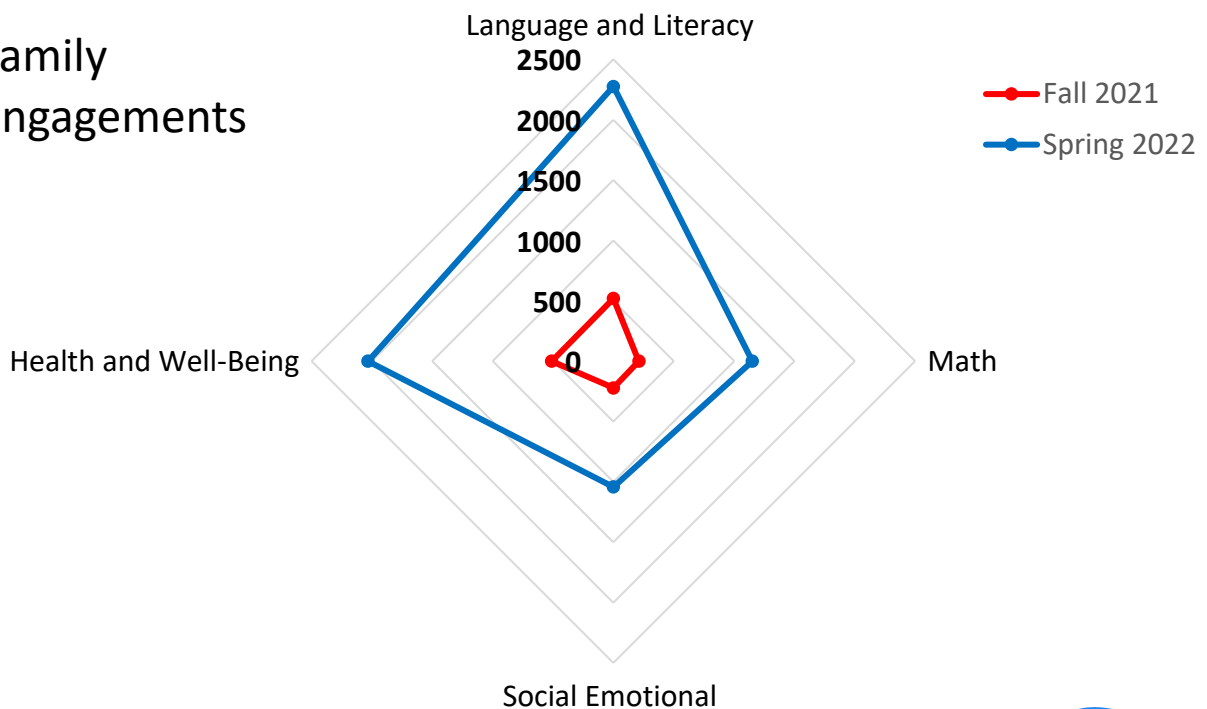


School Readiness

Ready Rosie – Learning Objectives

Teachers have sent out thousands of Ready Rosie activities to support Families as the child's first teacher. This data shows the quantity of playlists from the first few months to the end of the year that were sent out by teachers. Families have written in about how successful the activities have been for their child's education for home learning. The families have shared that the activities are fun and engaging.

Family Engagements



Family Feedback

"We do this all the time with the game "I spy" I really like the idea of incorporating letter hints in the shopping experience! It will keep her busy!"

We always have books on hand, and Dad and I are implementing a reading time before bed again. It's fun and relaxing. Thank you for this."

"We are excited to extend learning by doing activities through Ready Rosie!"

Staff Development

A CDA is required to be a Teacher in our program. To earn a CDA staff need:

- 120 hours of coursework
- 480 hours of classroom experience
- A professional portfolio
- To pass the CDA exam
- To successfully complete the classroom observation and portfolio review

Child Development Associate (CDA) Credentials Earned 2021-22





Mid-Columbia Children's Council

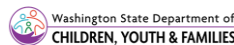
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Approved By

Policy Council: 07/21/2022

Board of Directors: 08/04/2022