

*Malheur County Child Development Center*

*2023-2024 Annual Report*



*The following document is the:*

*M. C. C. D. C. Annual Report*

*This report contains financial and service data from*

*all aspects of the program*

## **MCCDC History**

MCCDC was established in 1982. At its inception MCCDC provided services to both Migrant, and Region X Head Start children and families. The Regional Head Start program was funded from Region X and the Oregon Department of Education (ODE) to serve the low-income families that resided in Malheur County. The Migrant program was funded by Region XII to provide services to the migrant population that came to work in the produce for six months of the year. The program had sites in Nyssa, Vale and Ontario. In 1994, the structure of MCCDC changed. At this point in time the Migrant Head Start was no longer under the MCCDC umbrella, it became the Migrant and Indian Coalition in Woodburn, Oregon. This left MCCDC as the grantee for the Oregon Department of Education and the Region X programs in Malheur County, Oregon. The Oregon Department of Education funded 36 slots, and Region X funded 84 slots for a total of 120 children. The children in these slots were all four-years old, and attended class three days a week, for 3.5 hours a day, 96 days of the year. Each enrolled family participated in one home visit a month.

Over the past 50 years much has changed in Head Start, the State of Oregon, and likewise at MCCDC. The program now serves infants, toddlers, and preschool children until they are old enough to enter kindergarten. There are 40 infants and toddlers attending class in center-based classrooms 7.5 hours a day, four days a week, for a minimum of 1380 hours of class time a year. Each of these families receive two home visits with their child's teacher during the school year, plus a home visit in June and July with the Education Assistant. The Oregon Department of Early Learning and Care funds 32 of these slots, and the Office of Head Start funds 8 of these slots.

The program serves 142 preschool children from three years of age to entry into kindergarten. The Oregon Department of Early Learning and Care funds 43 of these slots, and the Office of Head Start funds 99 of these slots. The preschool children are provided services through two center-based program options. The first option services 71 children who attend class 7.5 hours a day four days a week, for a total of 1020 hours of class time. This option is for families who don't need extended hours for their children while they work or go to school. The second option serves 71 children who attend class 8 to 10 hours a day four days a week, for a minimum of 1020 hours of class time. This model is for those families who are working or going to school. This enables families to have a safe, reliable, free and developmentally appropriate educational setting for their preschool children while at work or school. All the classes start the middle of August and run to the end of May.

Each child enrolled in the program is provided with two Parent/Teacher conferences a year. This affords the family time to become more involved in the development of their child and establishment of individual goals for their child(ren). All program operations, functions and educational options are done in accordance with the Federal Head Start Performance Standards. The Performance Standards entail services that monitor and provide disabilities, health, dental, mental health, social services, educational, social services, nutrition, and family services.

The premise of the program is multifaceted. Instead of just being an educational institution for children and families, MCCDC strives to ensure that all the health, nutrition, dental, mental health, and social services needs of the child are met so that nothing impedes the child's continued growth and development. It is to strengthen the parents understand of the developmental milestones of their children, so they can utilize the skills they learned through Head Start to be the primary and best supporter and educator of their children.

## **Focus Area Two Federal Review Results:**

From January 8, 2024, to January 12, 2024, the Administration for Child and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Malheur County Child Development Center. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-124, Improving Head Start for School readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations and policy requirements.

*(In reading through this report, you will note that some areas of **Strong Practices** have been identified. These practices have specifically been identified because they go above and beyond what the Head Start regulations specify a program must do. This does not mean that there are no other areas where the program operations and practices are strong. It just identifies those that are exceptional and beyond OHS expectations.)*

### **Program Design, Management, and Improvement**

#### **Performance Area: Program Design and Strategic Planning:**

- The grant recipient maintains a system and procedure for collecting, managing and reporting on accurate, timely data.
- The grant recipient adjusts its program design to remain responsive to shifts in community needs, strengths, and resources over time.
- The grant recipient uses program data to routinely monitor performance progress towards goals and desired outcomes, and drive program improvement.
- The grant recipient maintains a system and procedures for collecting, managing and reporting on accurate, timely data.

#### **Performance Area: Program Governance:**

- The grant recipient collaborates effectively across program staff, the governing body, and the policy council to facilitate effective program governance.
- The grant recipient's governing body is engaged and effective in providing its legal and fiscal oversight.
- The grant recipient's policy council and policy committees are effective in providing program direction.

#### **Performance Area: Staff and Staff Supports:**

- The grant recipient supports staff members' continuous improvement and professional development.
- The grant recipient establishes high expectations for staff, and implements ongoing communication, and training systems to reinforce organizational accountability.
- The grant recipient develops systems that support the Head Start workforce by providing the compensation, opportunities for career advancement, and a positive work environment for staff.

- The grant recipient's leadership and management team has clearly defined manageable roles and responsibilities and the appropriate experience to effectively execute Head Start program operations.

### **Education and Child Development Services**

#### *Performance Area: Curricula, Screening, and Assessment Tools*

- The grant recipient implements appropriate ongoing child assessment tools to support children's progress and to individualize for every child.
- The grant recipient implements appropriate screening tools to refer children as indicated for evaluation.
- The grant recipient implements research-based and culturally appropriate curricula to achieve child outcomes.

#### *Performance Area: Teaching Strategies and Learning Environments*

*During the review event the OHS monitoring team identified the following Performance Measures as compliant:*

- The grant recipient uses home visits and group socializations to promote parent engagement and extended children's learning.
- The grant recipient provides well-organized learning environments and schedules that promote healthy development for enrolled children.
- The grant recipient uses intentionally designed lesson plans to deliver developmentally appropriate experiences for children.
- The grant recipient staff provide responsive, effective care and effective teaching practices that are tailored to meet the needs of all children.

#### **Strong Practice Details:**

*During the review even the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:*

- Education staff are supported by service providers or individuals with expertise in disabilities to implement or improve teaching strategies that promote the full inclusion of children with disabilities.
- The schedule promotes independent learning or the development of self-help skills through a variety of developmentally appropriate routines.

#### *Performance Area: qualification, Professional Development, and Coaching*

- The grant recipient offers education staff a system of professional development to support delivery of quality education and child development services.
- The grant recipient implements a research-based coaching strategy to support education staff to use effective teaching practices.
- The grant recipient has qualified education staff.

## Health Services

### Performance Area: Child Health and Oral Health Status and Care

- The grant recipient performs or obtains vision and hearing screenings for all children.
- The grant recipient provides health education opportunities to parents, assists them with understanding their child's health needs, and supports parents to navigate health systems.
- The grant recipient supports children to become and remain up-to-date on a schedule of age-appropriate medical and oral health care, including needs for referrals and follow-up care.
- The grant recipient leverages the Health Services Advisory Committee (HSAC) to address prevalent community health needs.

### Performance Area: Mental Health and Social and Emotional Well-Being

- The grant recipient develops a positive program environment, in partnership with a qualified mental health consultant, that promotes the mental health and social emotional well-being of children.
- The grant recipient provides family support services for mental health and social emotional well-being.
- The grant recipient implements positive discipline practices and policies that prohibit the use of expulsion and suspension.

### Performance Area: Child Nutrition

- The grant recipient implements nutrition services that accommodate children's unique nutritional needs.

### Performance Area: Safe and Sanitary Environments

- The grant recipient's facilities are safe.
- The grant recipient establishes safe environments through daily and ongoing oversight of facility, equipment and material safety.
- The grant recipient staff engage in appropriate safety practices.
- Staff are observed engaging in appropriate hygiene practices.
- The grant recipient completes background checks prior to hire for all staff.
- The grant recipient establishes appropriate administrative safety practices and policies.
- The grant recipient's equipment, materials, and program environments are safe.
- The grant recipient establishes and follows emergency preparedness plans.

## **Family and Community Engagement Services**

### **Performance Area: Program Foundations to Support Family Wel-Being and Family Engagement**

*During the review event the OHS monitoring team identified the following Performance Measures as compliant:*

- Staff are qualified, supported, and develop family assignments based on the specific needs of enrolled families.
- The grant recipient continuously engages all families into the program through open and effective communication.

### **Strong Practice Details:**

*During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:*

- The grant recipient solicits and uses input from families to improve programming.

### **Performance Area: Family Partnerships**

*During the review event the OHS monitoring team identified the following Performance Measures as compliant:*

- The grant recipient implements a family partnership process that includes supports for family-driven goals and progress toward outcomes.

### **Strong Practice Details:**

*During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area.*

- The grant recipient tracks data on family goals, strengths, and/or needs and regularly adjusts the offered activities (e.g., group classes or workshops) to ensure they are continually responsive to family interest and needs areas.

### **Performance Area: Promoting Strong Parenting, Parent-Child Relationships, and Engagement in Children's Learning**

- The grant recipient implements a family partnership process that includes supports for family-driven goals and progress toward outcomes.
- The grant recipient implements strategies that promote parental skills and engage parents in children's development.
- The grant recipient chooses and implements a research-based parenting curriculum.

### **Performance Area: Community Partnerships**

- The grant recipient has identified community partnerships that meet the needs and interests of families.

## **Fiscal Infrastructure**

### **Performance Area: Budget Development, Implementation, and Oversight**

*During the review event the OHS monitoring team identified the following Performance Measure as compliant:*

- The grant recipient engages in a transparent, data-informed strategic process to develop and maintain a budget that aligns with program goals and circumstances.

### **Strong Practice Details:**

*During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:*

- The grant recipient regularly examines and addresses the financial impact of emerging program needs or goals and other changes in program operations affecting budgeted costs.

### **Performance Area: Comprehensive Financial Management Structure and Systems**

- The grant recipient maintains effective control over and accountability for all funds, property, and assets to avoid theft, fraud, waste, and abuse.
- The grant recipient has implemented written procedures to ensure that only allowable costs are charged to the Head Start award in accordance with Federal statutes, regulations and the terms and conditions of the Federal award.
- The grant recipient implements a system for maintaining financial records and generating information needed to manage and safeguard Federal funds.

### **Performance Area: Facilities and Equipment Management Systems**

- The grant recipient implements a system for ensuring compliance with requirements for the acquisition, record-keeping, insurance, and disposal of facilities purchased, constructed, or renovated (major renovations) with Head Start funds.
- The grant recipient implements a system for ensuring that equipment purchased with Head Start funds is acquired, used, and disposed of in accordance with requirements.
- The grant recipient assesses and mitigates risk and maintains property loss, casualty, and liability insurance consistent with the replacement value of property and determined risk of liability.

## **Eligibility, Recruitment, Selection, Enrollment, and Attendance**

### **Performance Area: Eligibility**

- The grant recipient implements a clear, consistent, and compliant process for enrolling eligible families.
- The grant recipient trains staff to follow ERSEA regulations and establishes written policies and procedures to ensure compliance with eligibility requirements.

### **Performance Area Recruitment**

*During the review event the OHS monitoring team identified the following Performance Measures as compliant:*

- The grant recipient implements a recruitment strategy focusing on all families with eligible children, with specific outreach efforts to families with vulnerable children.

### **Strong Practice Details:**

*During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:*

- The grant recipient customizes recruitment information to children and expectant families from among all demographic, cultural, linguistic groups identified in the community assessment.

### **Performance Area: Selection**

- The grant recipient establishes selection criteria and a waitlist based on community needs.

### **Performance Area: Enrollment**

- The grant recipient fills at least ten percent of the program's total funded enrollment with children eligible for services under the Individuals with Disabilities Education Act (IDEA)
- The grant recipient establishes practices to maintain full enrollment and accurately tracks current enrollment.
- The grant recipient fills at least 10 percent of the program's total funded enrollment with children eligible for services under IDEA.

### **Performance Area: Attendance**

- The grant recipient consistently employs strategies to encourage regular attendance.



## CLASS Review

In the Spring of 2004, all MCCDC preschool classrooms received a CLASS Review by the OHS. The CLASS (Classroom Assessment Scoring System) tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

**Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

**Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.

**Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

A grant recipient having an average score across all classrooms observed that is below the following minimum thresholds on any of the three CLASS: Pre-K domains in a CLASS Observation will have to re compete for its grant.

**Emotional Support** domain competitive threshold is 5.

**Classroom Organization** domain competitive threshold is 5.

**Instructional Support** domain competitive threshold is 2.3

The following graph depicts the CLASS dimension and domain scores of MCCDC classrooms during the class review process.

<b>DIMENSION</b>	<b>SCORE</b>
<b>Emotional Support</b>	<b>5.9219</b>
Positive Climate	5.81
Negative Climate	1.00
Teacher Sensitivity	5.44
Regard for Student Perspectives	5.44
<b>Classroom Organization</b>	<b>5.7708</b>
Behavior Management	5.75
Productivity	5.94
Instructional Learning Formats	5.63
<b>Instructional Support</b>	<b>2.9375</b>
Concept Development	2.06
Quality of Feedback	2.88
Language Modeling	3.88

## **Independent Auditor's Report:**

Board of Directors  
Malheur County Child Development Center

### **Report on the Audit of the Financial Statements**

#### **Opinion**

We have audited the accompanying financial statements of the Malheur County Child Development Center (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the years then ended and the related notes to the financial statements.

#### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Malheur County child Development Center and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United State of America an for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered n the aggregate, that raise substantial doubt about Malheur County Child Development Center's ability to continue as a going concern for one year after the date that the financial statements are issued.

#### **Auditor's Responsibilities for the Audit of Financial Statement**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud

may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Malheur County Child Development Center's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate that raise substantial doubt about Malheur County Child Development Center's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### **Report on Summarized Comparative Information**

We have previously audited Malheur County Child Development Center's June 30, 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated March 24, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### **Other Information**

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The schedule of expenditures of federal awards as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying

accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statement themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

### **Other Reporting Required by Government Auditing Standards**

In accordance with Government Auditing Standards, we have also issued our report dated December 12, 2023, on our consideration of Malheur County Child Development Center's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion of internal controls over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with internal control over financial reporting and compliance.

**Section I – Summary of Auditor’s Results**

*Financial Statements*

Type of auditor’s report issues: Unmodified

Internal Control over financial reporting:

Significant deficiency(ies) disclosed?	None reported
Material weakness(es) disclosed?	None
Noncompliance material to financial statements noted?	None

*Federal Awards*

Internal Control over major programs:

Significant deficiencies identified?	None reported
Material weakness(es) identified?	None

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in  
Accordance with Uniform Guidance 2 CFR 200.516? None

*Identification of major programs:*

<u>Federal Financial Assistance Listing Number</u>	<u>Name of Federal Program</u>
93.600	Head Start

Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
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*Auditee qualified as low-risk auditee?* Yes

Zwygart John & Associates, CPAs PLLC  
Nampa Idaho  
December 12, 2023

**Monthly Enrollment percentage for all Program Options**

**Early Head Start and OPK-Pt Center Based Monthly Enrollment**

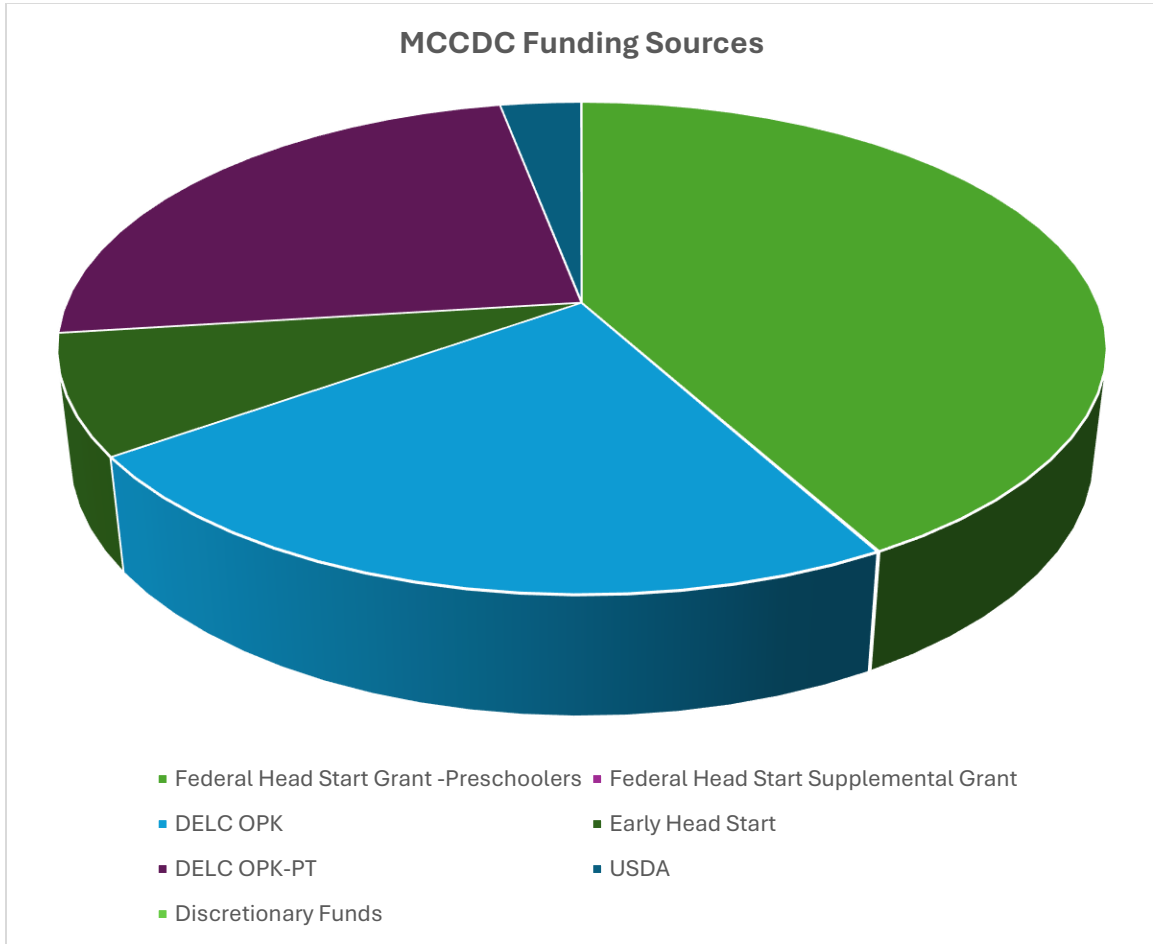
<b>Month</b>	<b>Number Enrolled</b>	<b>Number Dropped or Transferred</b>	<b>Enrollment %</b>
August	32	0	100%
September	32	6	100%
October	32	4	100%
November	32	0	100%
December	32	3	100%
January	32	4	100%
February	32	2	100%
March	32	2	100%
April	32	1	100%
May	32	1	100%

**Head Start and OPK Preschool Monthly Enrollment**

<b>Month</b>	<b>Number Enrolled</b>	<b>Number Dropped or Transferred</b>	<b>Enrollment %</b>
August	142	3	100%
September	142	9	100%
October	142	5	100%
November	142	3	100%
December	142	0	100%
January	142	12	100%
February	142	4	100%
March	142	9	100%
April	142	1	100%
May	142	2	100%

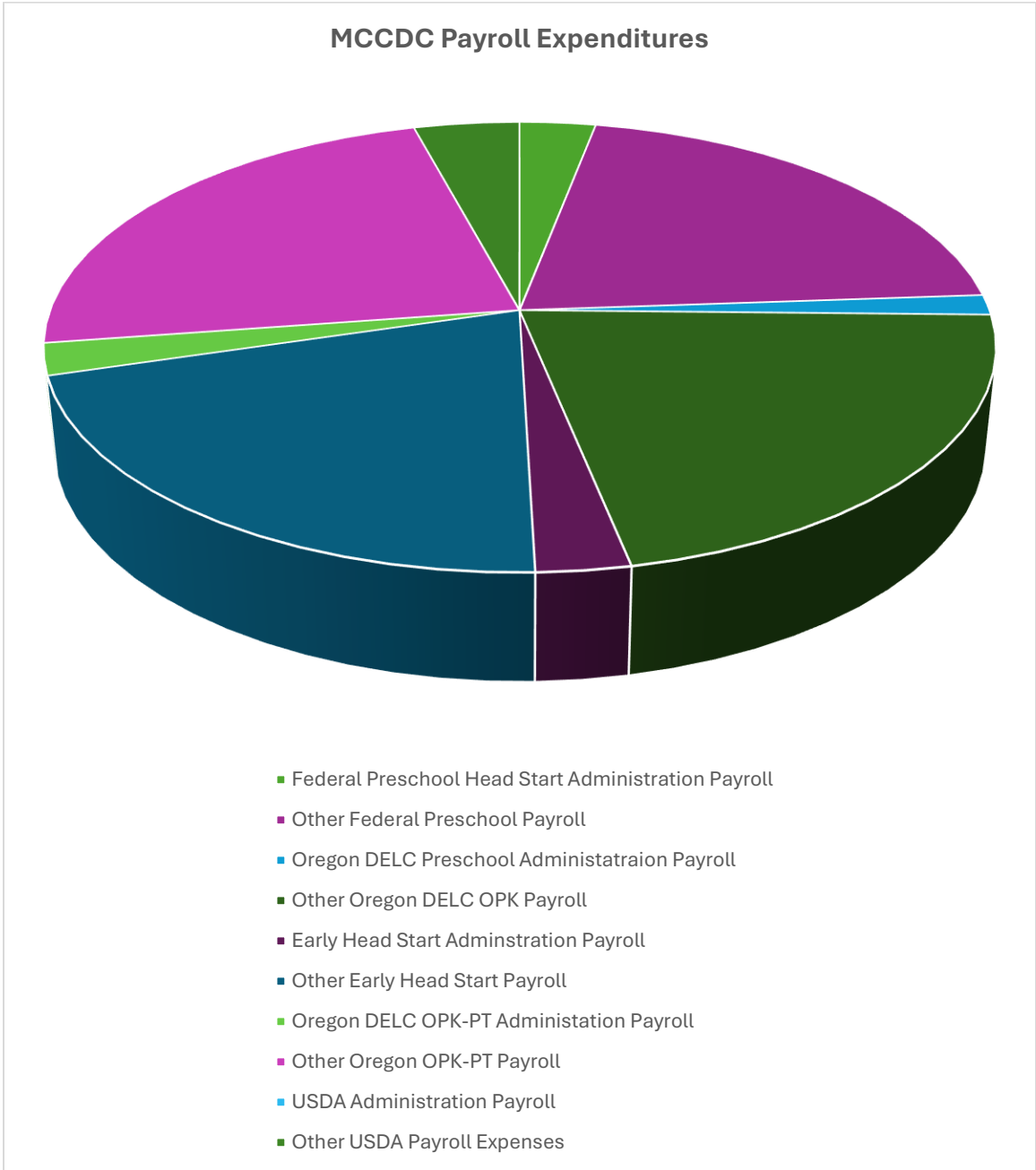
### 2023-2024 Program Year Budget Information

<b>Funding Source</b>	<b>Funding Amount</b>	<b>Percent of Total Budget</b>
Head Start Preschool Grant	\$ 1,875,942.00	41.83%
Federal Head Start Supplemental	\$ 18,331.00	0.41%
Oregon DELC OPK Grant	\$ 1,033,636.08	23.05%
Early Head Start	\$ 351,347.00	7.83%
Oregon DELC OPK-PT	\$ 1,071,505.41	23.89%
USDA	\$ 133,164.40	2.97%
<u>Discretionary</u>	<u>\$ 957.73</u>	<u>0.02%</u>
<b>Total</b>	<b>\$ 4,484,883.62</b>	<b>100.00%</b>



The discretionary funds are derived from the staff funds which staff pay into, interest on the account, and any cash donations which the program may receive

**MCCDC 2023-2024 Payroll Expenditures**





**Expenditures for the 2023-2024 Program Year**

**Federal Head Start Expenditures:**

<b><u>Activity</u></b>	<b><u>Preschool HS Expenditures</u></b>	<b><u>EHS Expenditures</u></b>
Payroll/Employee Insurance	\$1,577,290.08	\$ 221,743.52
Servcies/Supplies	\$ 120,798.99	\$ 17,961.59
Insurance	\$ 17,295.23	\$ 3,257.86
Travel	\$ 12,417.06	\$ 1,084.43
Training	\$ 44,197.32	\$ 2,999.84
Repair	\$ 21,850.30	\$ 3,658.70
Utilities	\$ 30,112.12	\$ 6,027.79
Total	\$1,823,961.10	\$ 256,733.73

**Oregon DELC Expenditures**

<b><u>Activity</u></b>	<b><u>Preschool OPK Expenditures</u></b>	<b><u>OPK-PT Expenditures</u></b>
Payroll/Employee Insurance	\$ 919,588.00	\$ 221,743.52
Servcies/Supplies	\$ 49,557.31	\$ 70,174.54
Insurance	\$ 11,356.73	\$ 11,739.33
Travel	\$ 5,240.56	\$ 4,264.77
Training	\$ 20,223.58	\$ 19,250.51
Repair	\$ 12,353.48	\$ 19,119.41
Utilities	\$ 15,316.42	\$ 17,867.86
Total	\$ 1,033,636.08	\$ 1,010,102.04

**Expenditures for Other Funding Sources**

<b><u>Activity</u></b>	<b><u>USDA</u></b>	<b><u>Discretionary (Staff Fund)</u></b>
Payroll	\$ 23,284.84	\$ 00.00
Services/Supplies	\$ 110,315.84	\$ 289.33

### **Basic Program Information**

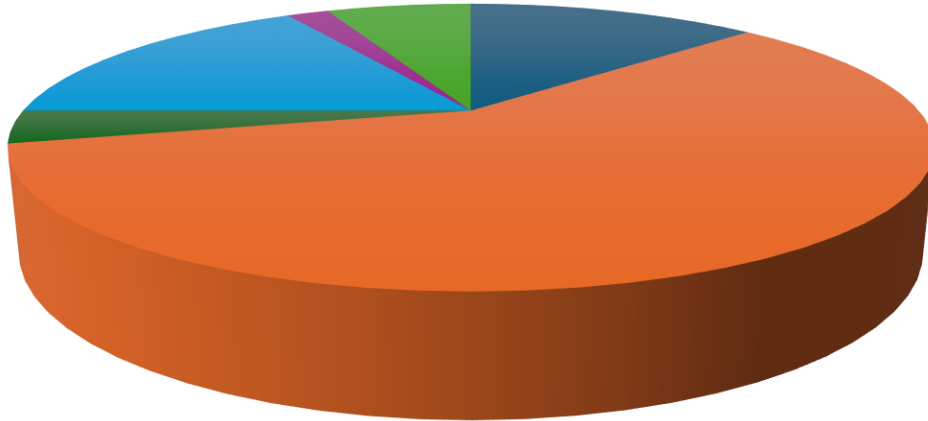
In looking at the following data it is important to understand some basic information about the program.

MCCDC is funded to serve 182 participants from six weeks of age to entry into kindergarten. The funding comes from the Office of Head Start, USDA, and Oregon Department of Early Learning and Care. The program follows the Head Start Performance Standards and the Oregon Child Care Regulations to implement all aspects of the program. Part of implementing the Performance Standards means the program likewise adheres to the Head Start Act and the Federal Office of Management and Budgets regulations in all program operations and in conducting all fiscal transactions within the program.

In filling slots for a classroom, there is a point system utilized to identify children and families with the greatest needs to fill empty slots. Using the point system helps to ensure that the lowest income families, those in the greatest need, and children with disabilities are enrolled before any other income child/family is enrolled into the program. Once a slot is vacated by a child family, the program has 30 days to fill a vacant slot. Those children/families with the highest points are enrolled first. Over income children/families are only enrolled when there is not an income eligible child or family on the waitlist. The program can only enroll 18 over income children. The goal of the program is to ensure that the neediest of the needy are enrolled and provided services by MCCDC.

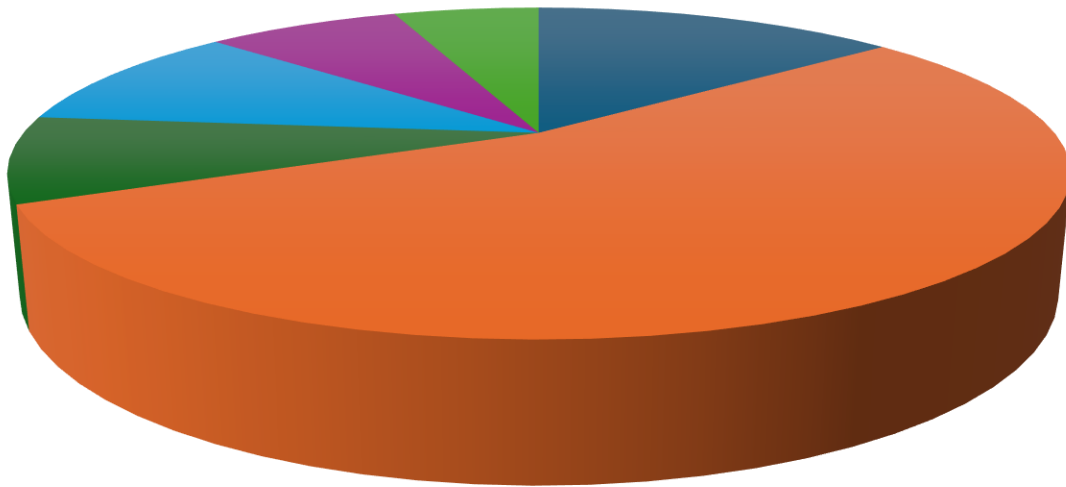
**Income Status of MCCDC Head Start Participants**

**Income Status of OPK-PT and EHS Participants**



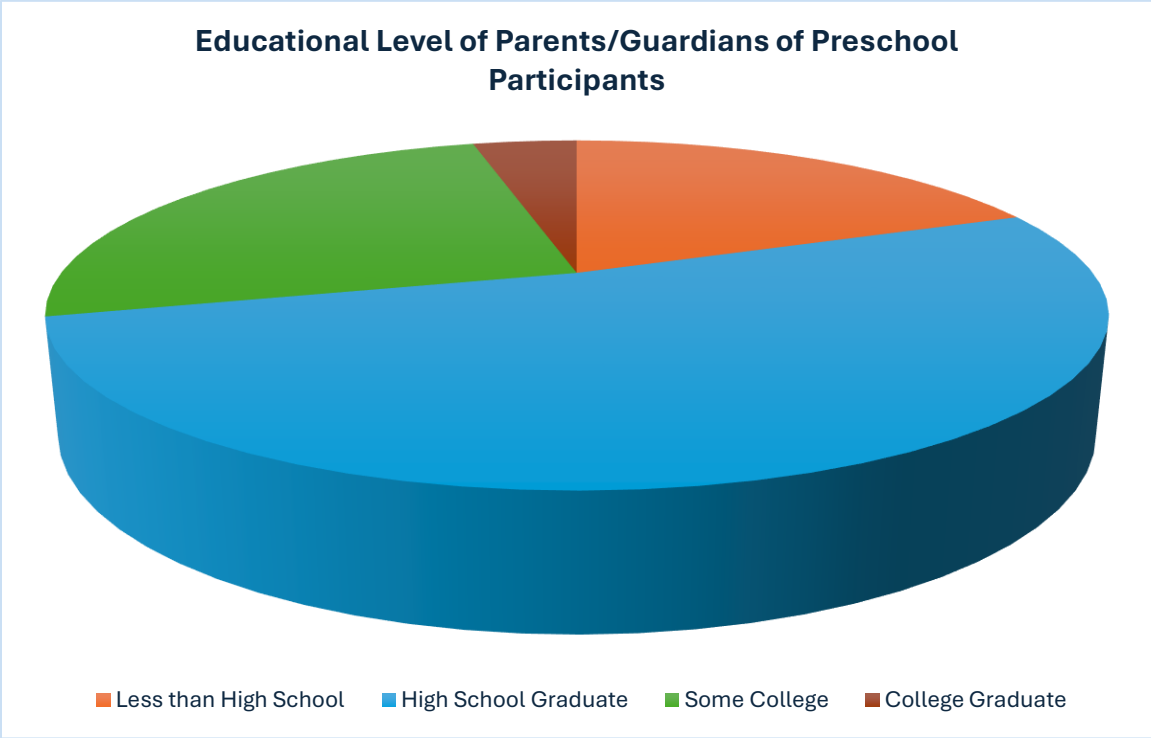
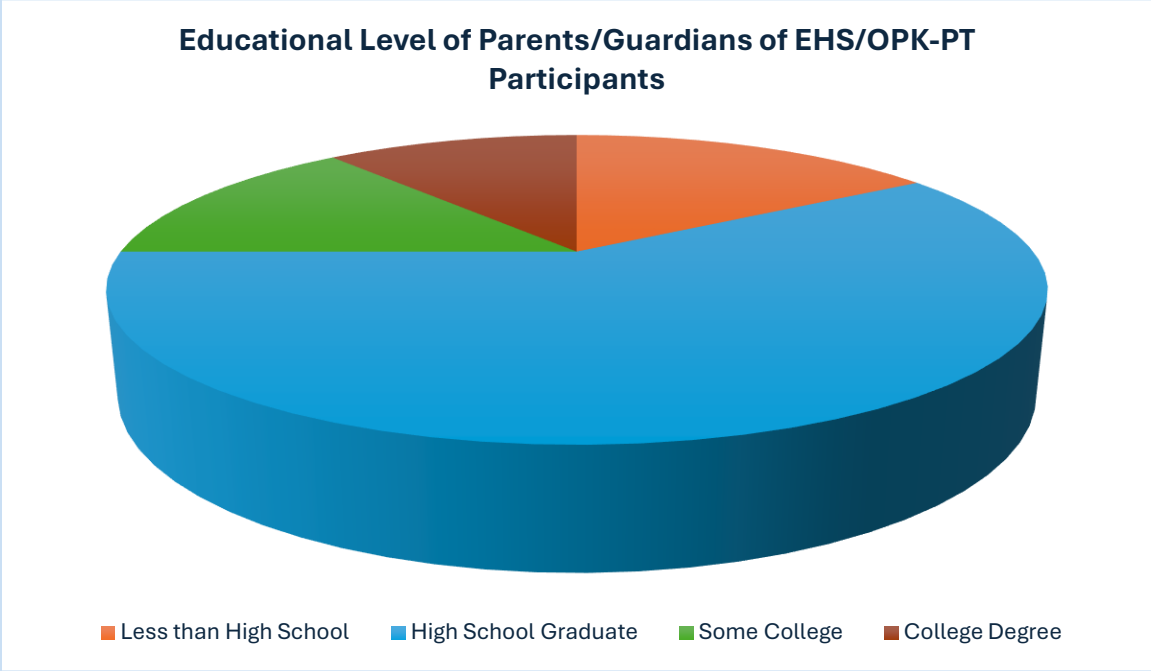
- Below 100%
- On Public Assistance
- Children in Foster Care
- Homeless
- Between 100% and 130% of Poverty Level
- Over Income

**Income Status of Preschool Participants**



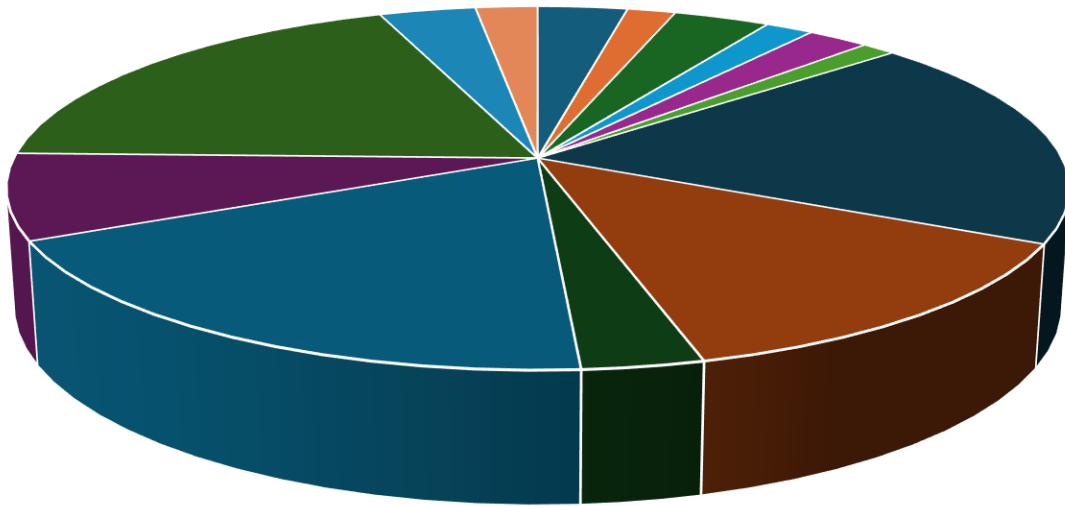
- Below 100% of Poverty Guidelines
- Receives Public Assistance
- Children in Foster Care
- Homeless
- Between 100% to 130% of Poverty Guidelines
- Over Income

**Parent/Guardian Educational Level of Participants**



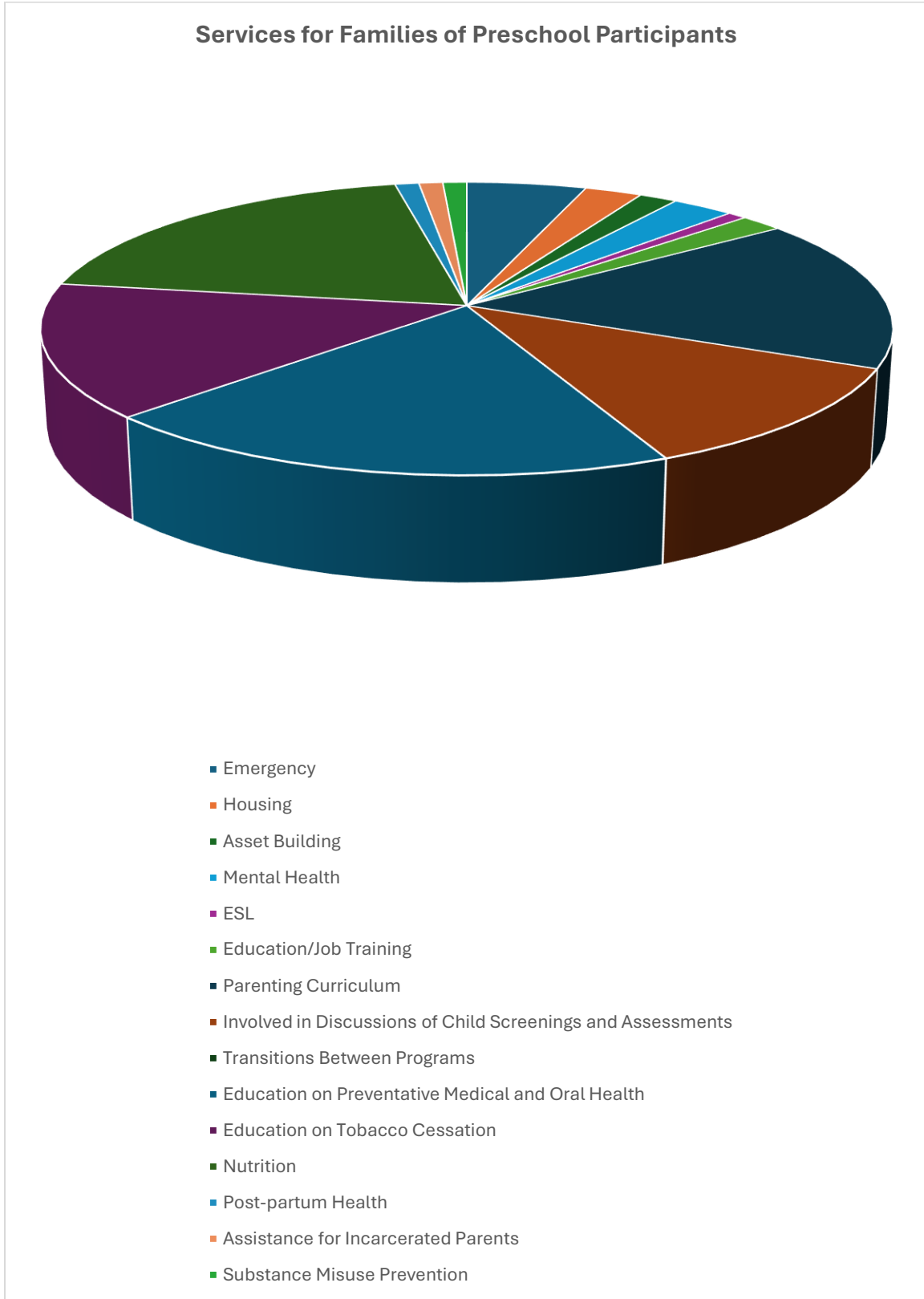
## Services Provided to Families Enrolled in Malheur County Child Development Center

Services Provided to Early Head Start/OPK-PT Families



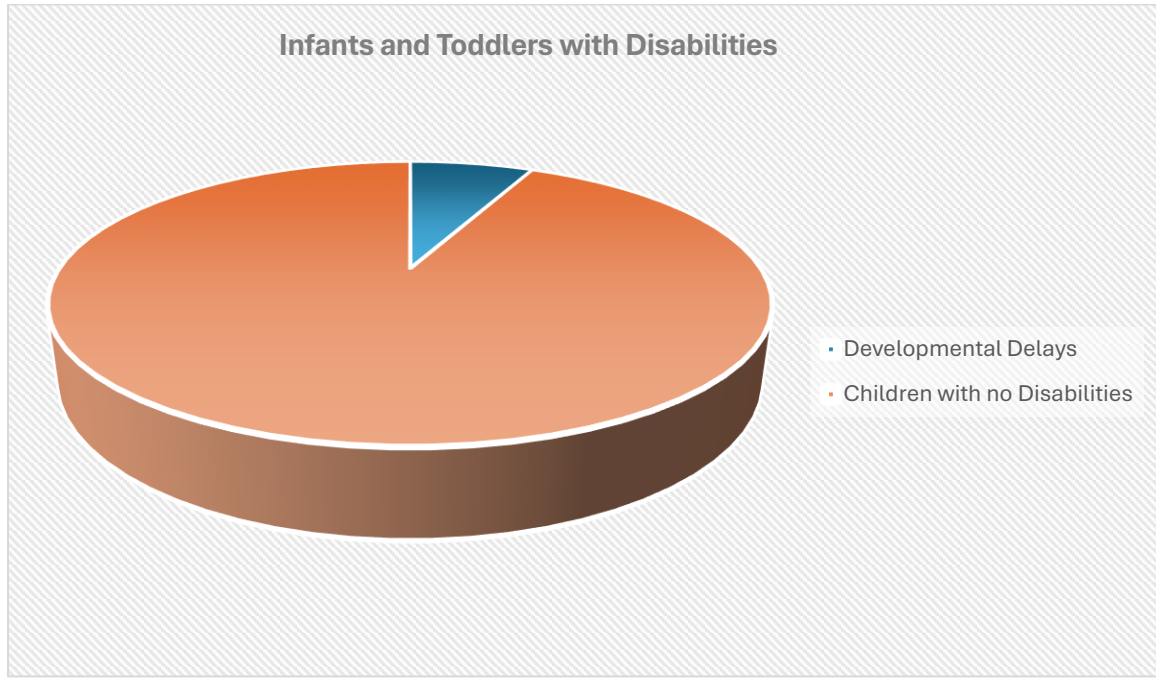
- Emergency
- Housing
- Asset Building
- Mental Health
- ESL
- Education/Job Training
- Parenting Curriculum
- Involved in Discussion of Screening/Assessments of Child
- Transition Between Programs
- Education on Preventative Medical and Oral Health Practices
- Education on Tobacco Cessation
- Nutrition
- Post-partum Health
- Relationship/Marriage Building

## Services Provided to Families of Preschool Participants

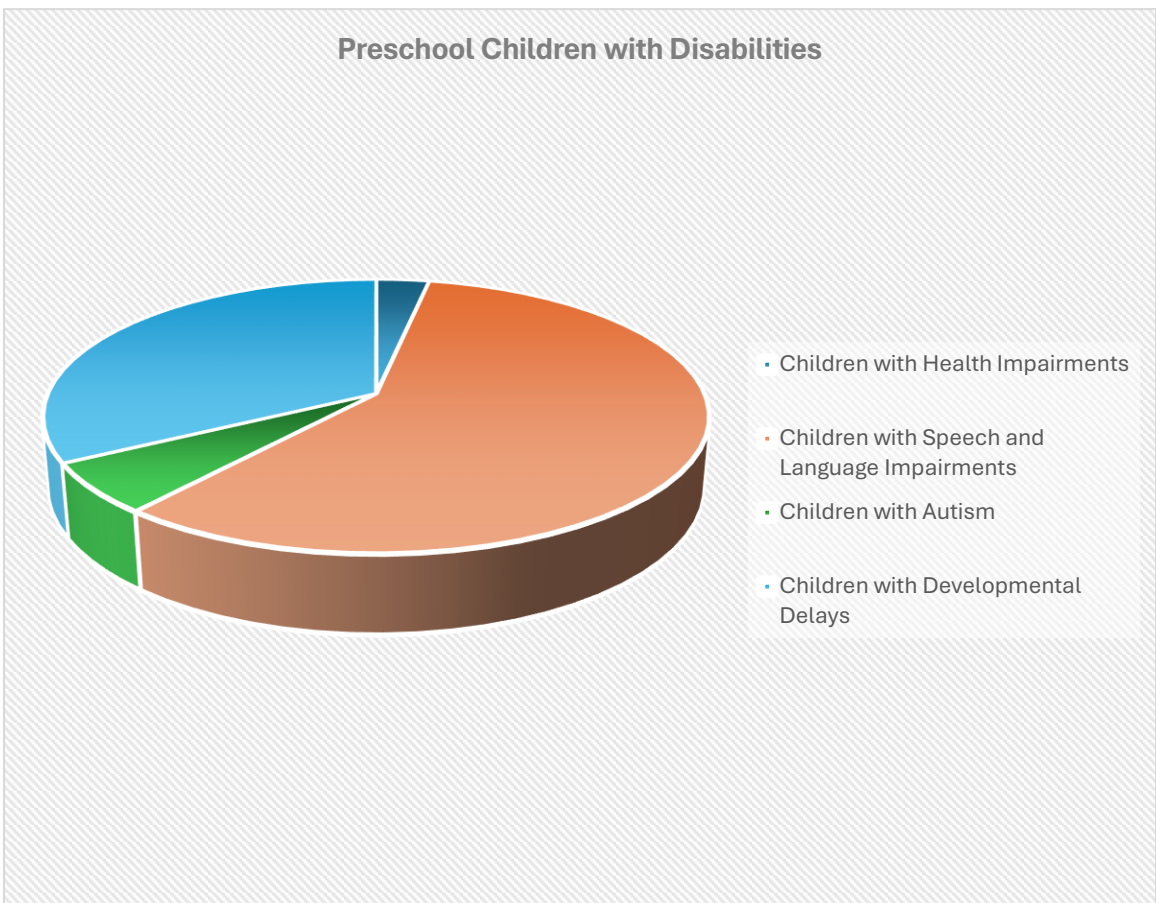


## Children with Disabilities

### Infants and Toddlers with Disabilities



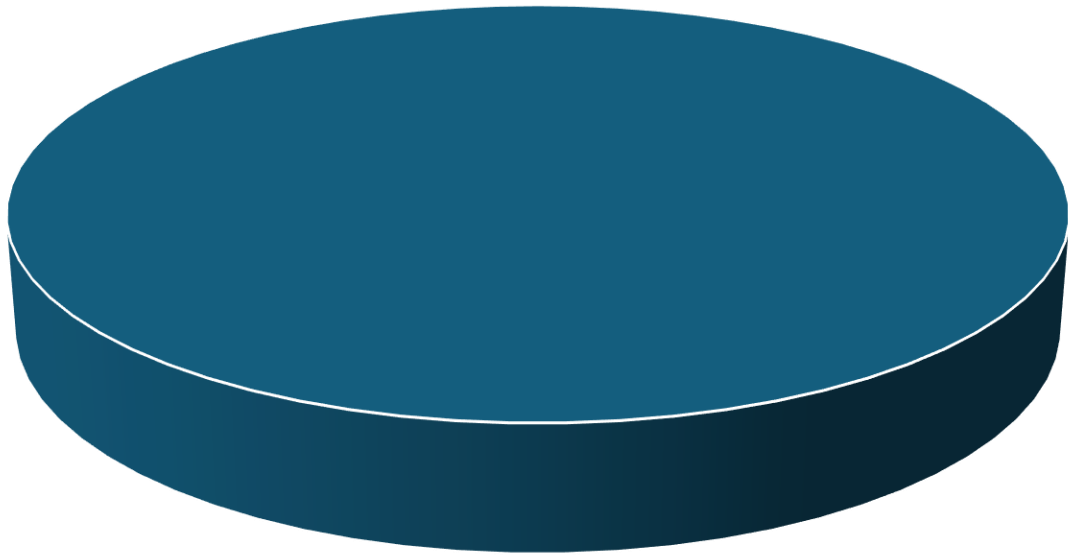
### Preschool Children with Disabilities



### Health Services for all Participants

In looking at the data on health services provided to children it is important to note that the program is funded to serve 142 preschool children, and 40 Infants and Toddlers. During the program year, 56 infant and toddlers were served, and 171 preschool children were served. This is important to note since there are often times when a child is not enrolled in the program long enough to get all needed screenings and assessments completed on them.

**Program Participants with a Medical Home**

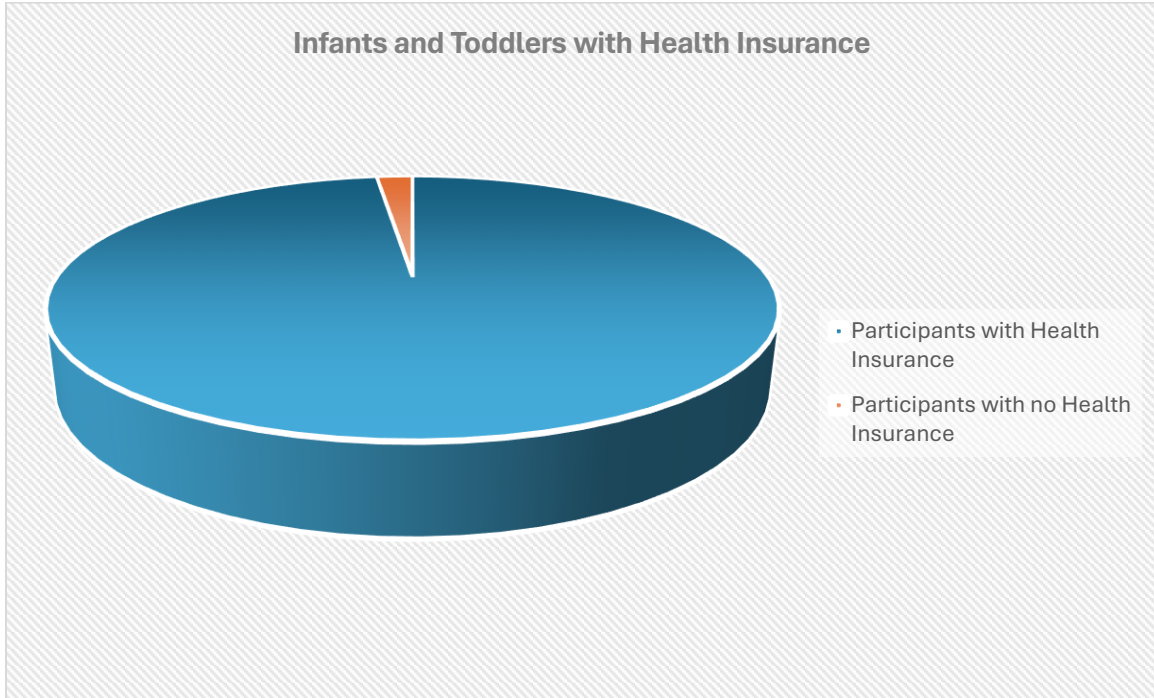


■ Children with a Medical Home

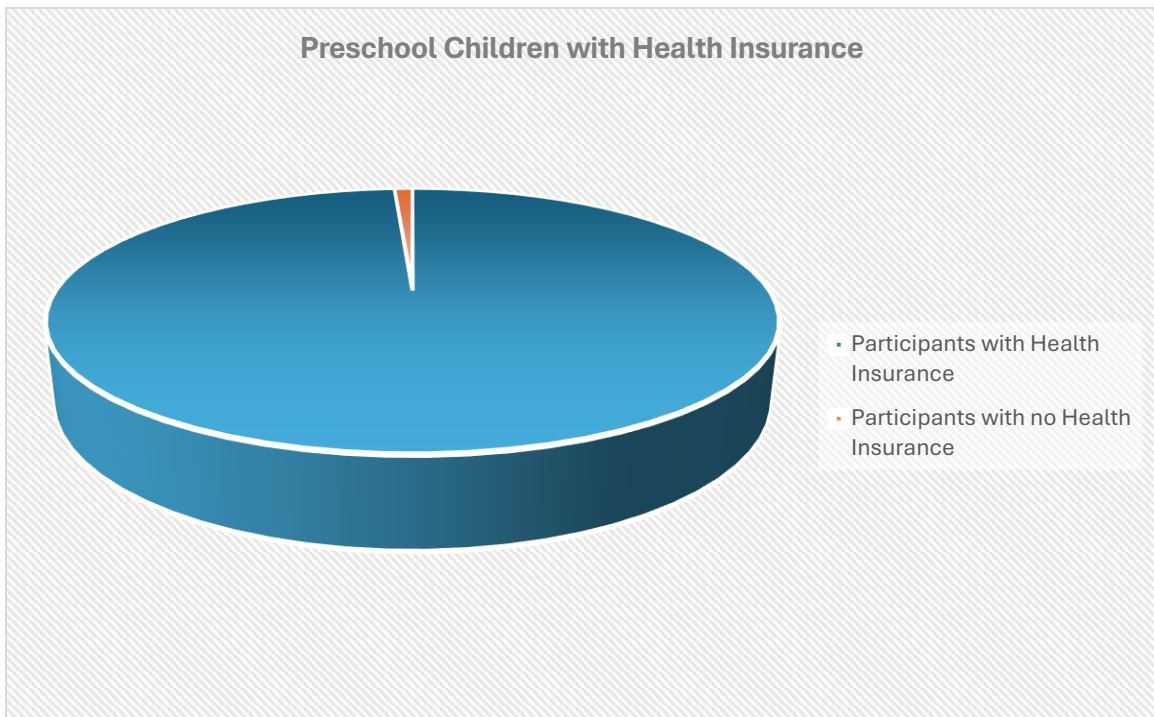


## Health Data on EHS and OPK-PT Participants

### Infants and Toddlers with Health Insurance

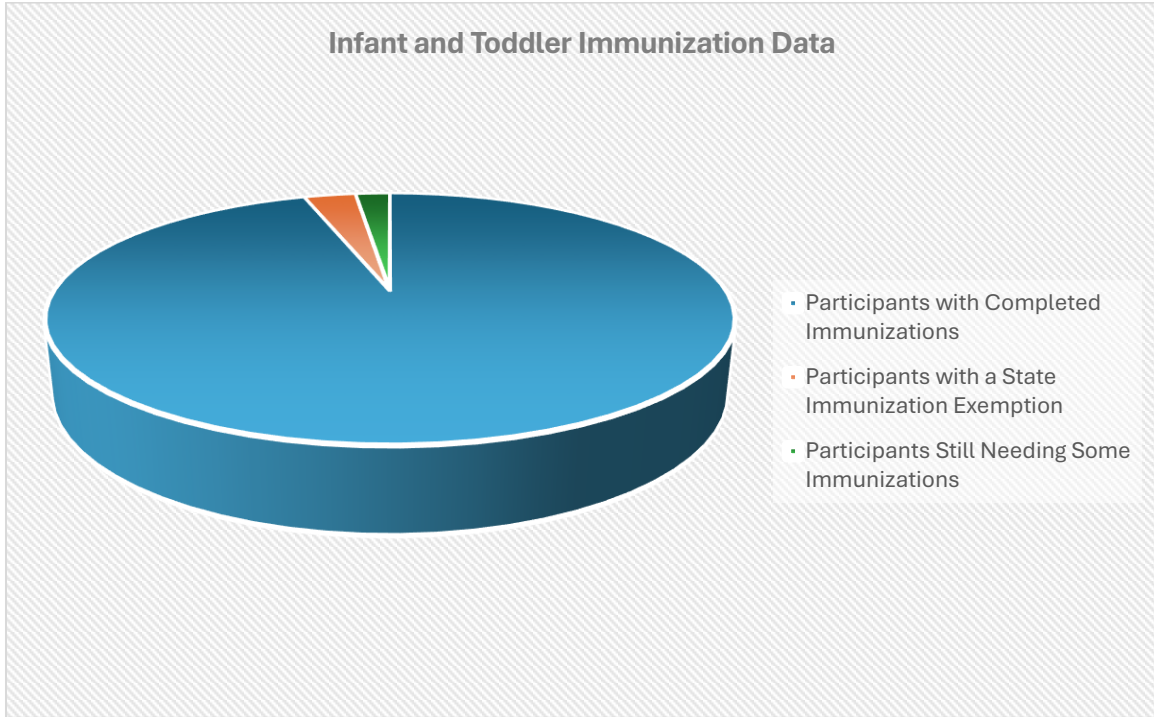


### Preschool Children with Health Insurance

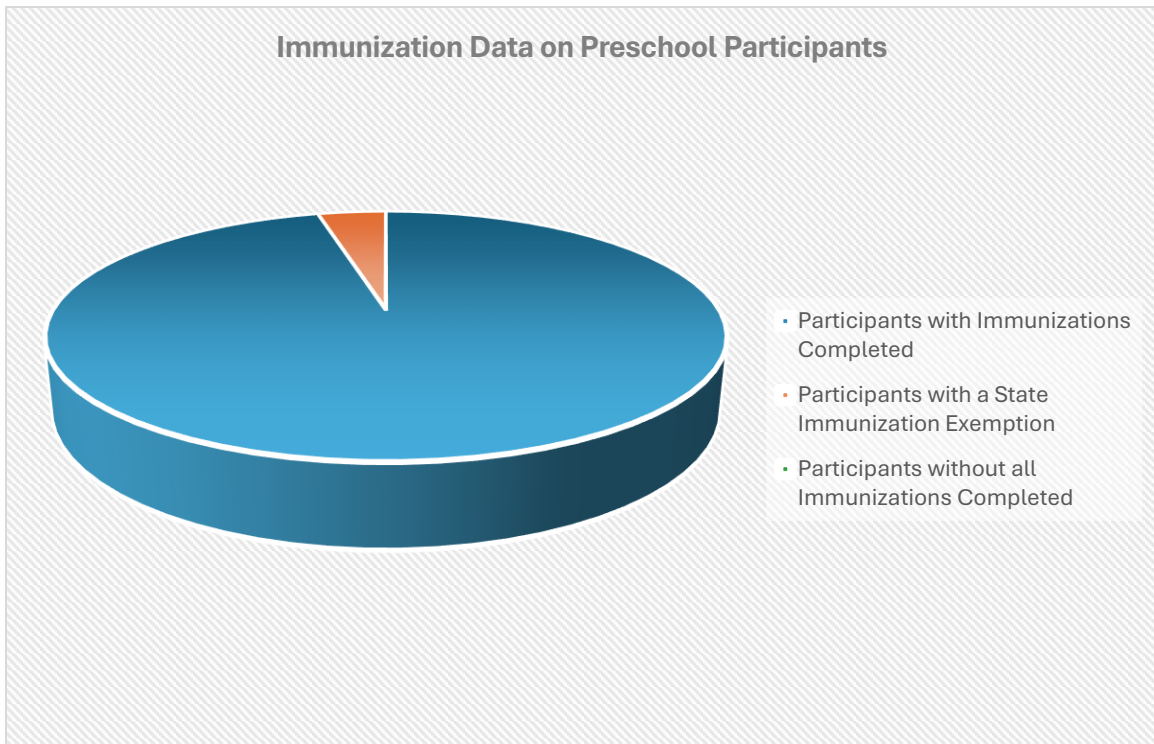


## Immunization Data

### Infant and Toddler Immunization Data



### Immunization Data on Preschool Participants



## Health Data

Data on Infant and Toddler Well Child Checkups



- Participants with all Needed Well Child Checkups
- Participants needing Additional Well Child Checkups

Data on Preschool Participants Well Child Checkups



- Participants up to Date on all Well Child Checkups
- Participants Behind on Well Child Checkups

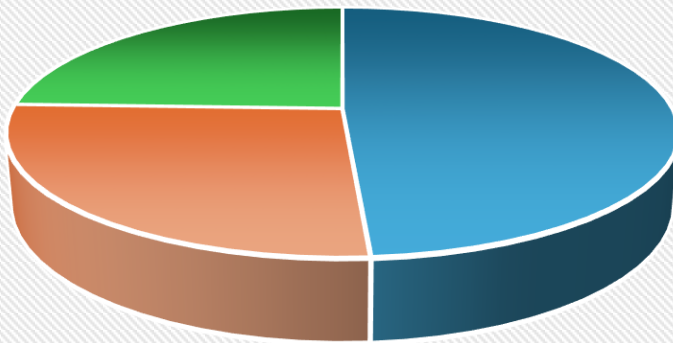
## Participants with Identified Chronic Health Conditions

### Infants and Toddlers Identified with a Chronic Health Condition



- Participants Identified with a Chronic Health Condition
- Follow up Completed on Participants with a Chronic Health Condition
- Follow up Treatment for a Chronic Health Condition that was not Completed

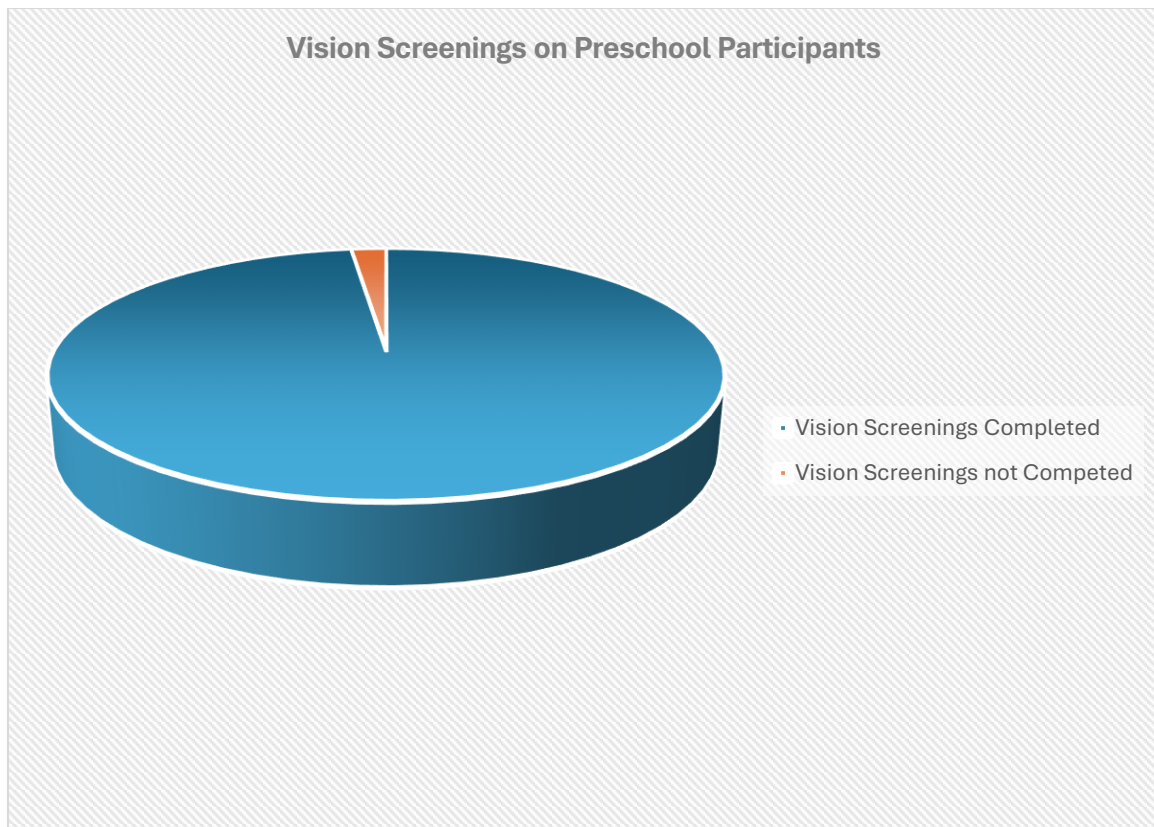
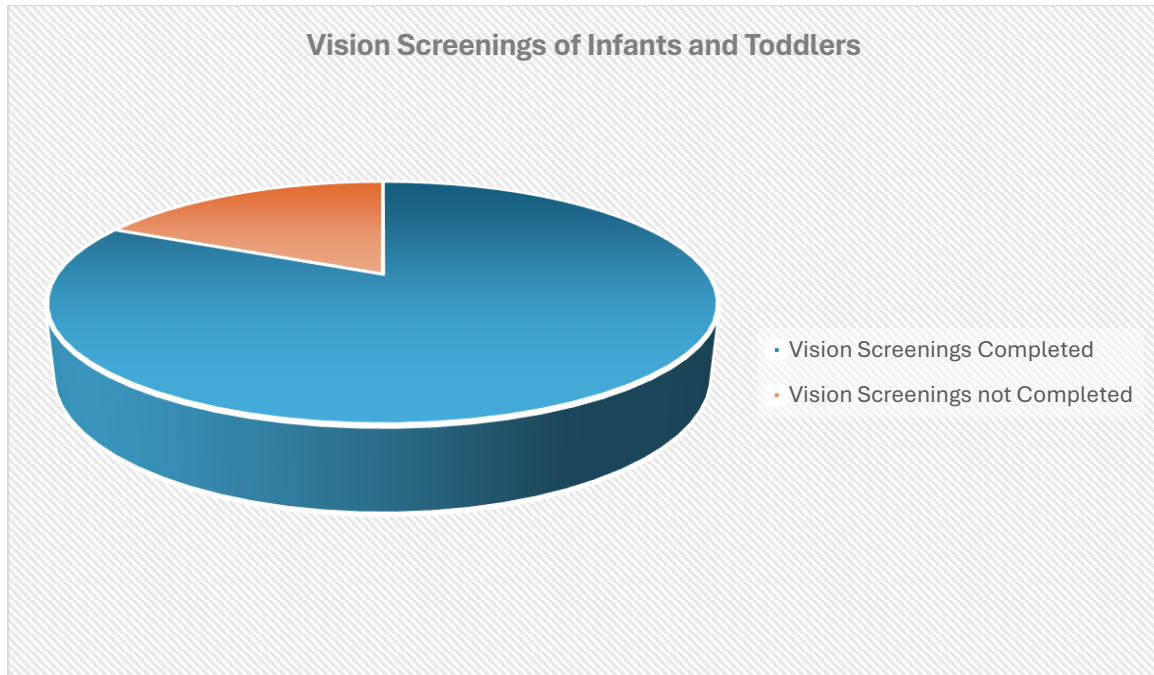
### Preschool Participants with Chronic Health Conditions



- Participants Identified with a Chronic Health Condition
- Follow up Completed on Identified Chronic Health Condition
- Follow up not Completed on an Identified Chronic Health Condition
-

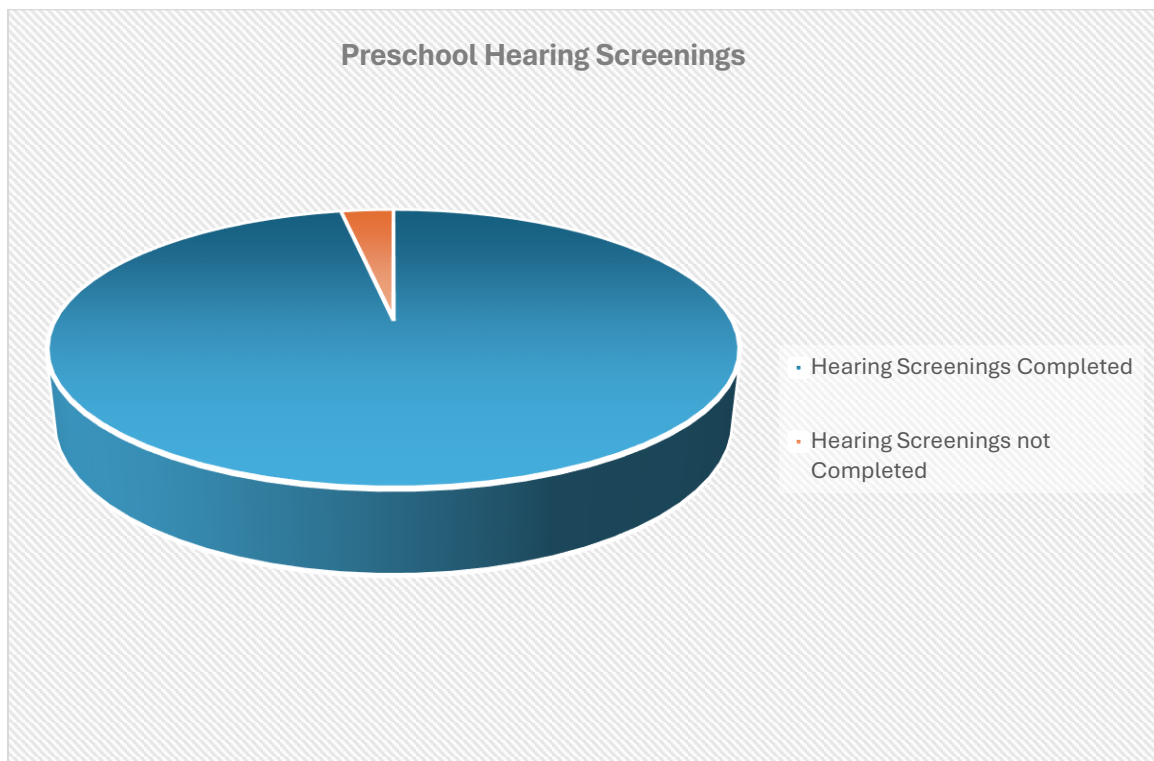
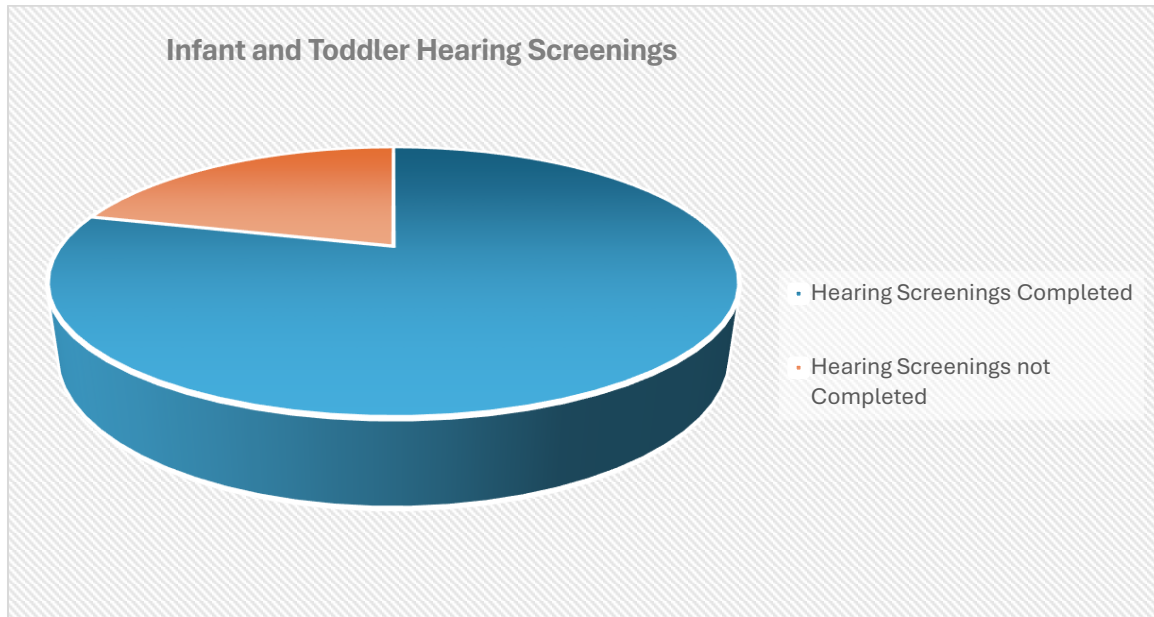
## Vision Data on Participants

Vision screenings are not done on the youngest infants unless it is completed during a well child check.



## Hearing Data on Participants

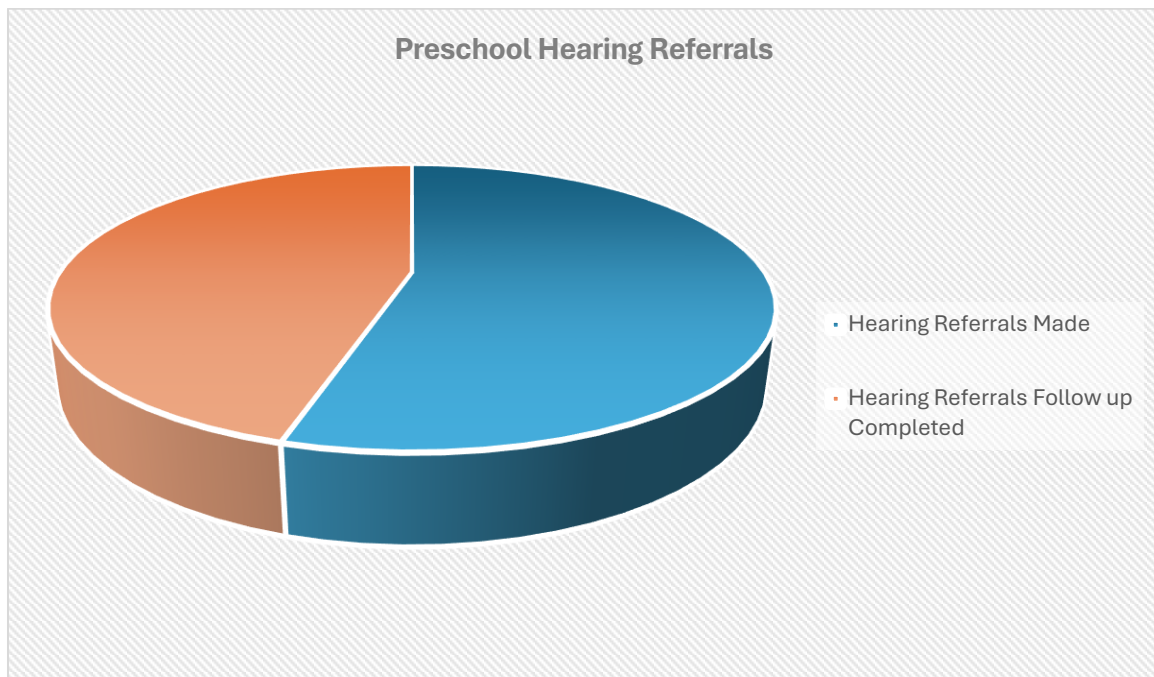
Hearing screenings were not done on the youngest infants unless it had been tested as a part of the Well Child Check.



## Hearing Referrals

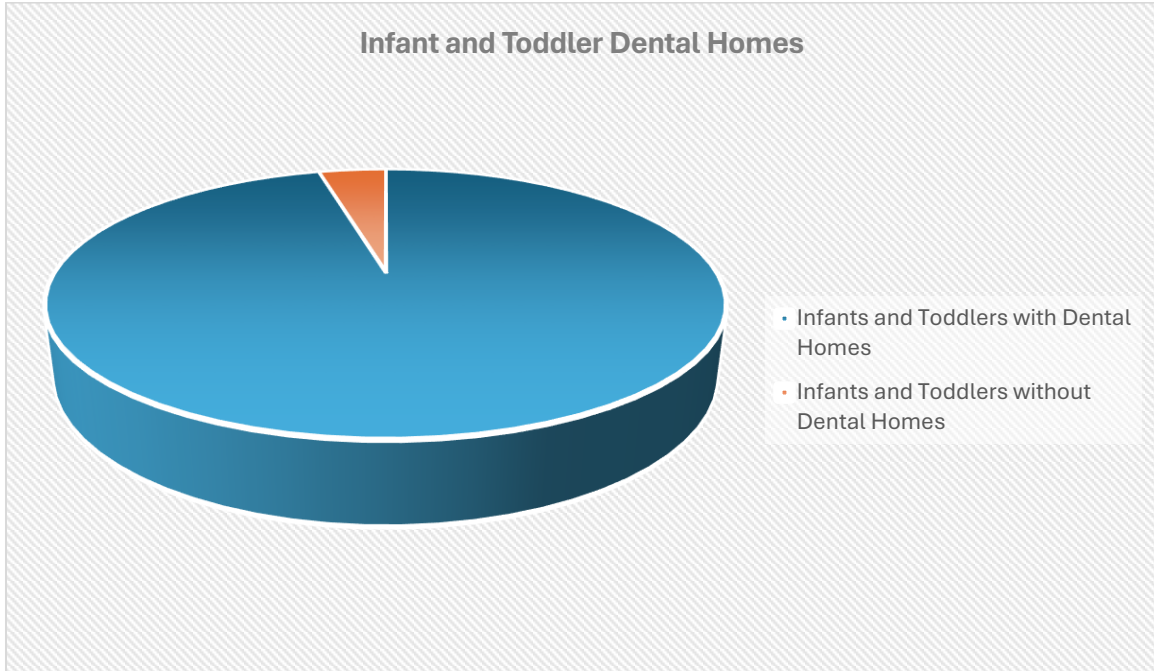
### Infant and Toddler Hearing Screenings:

Based upon the hearing screenings that were completed on infants and toddlers no referrals for further testing or services were made.

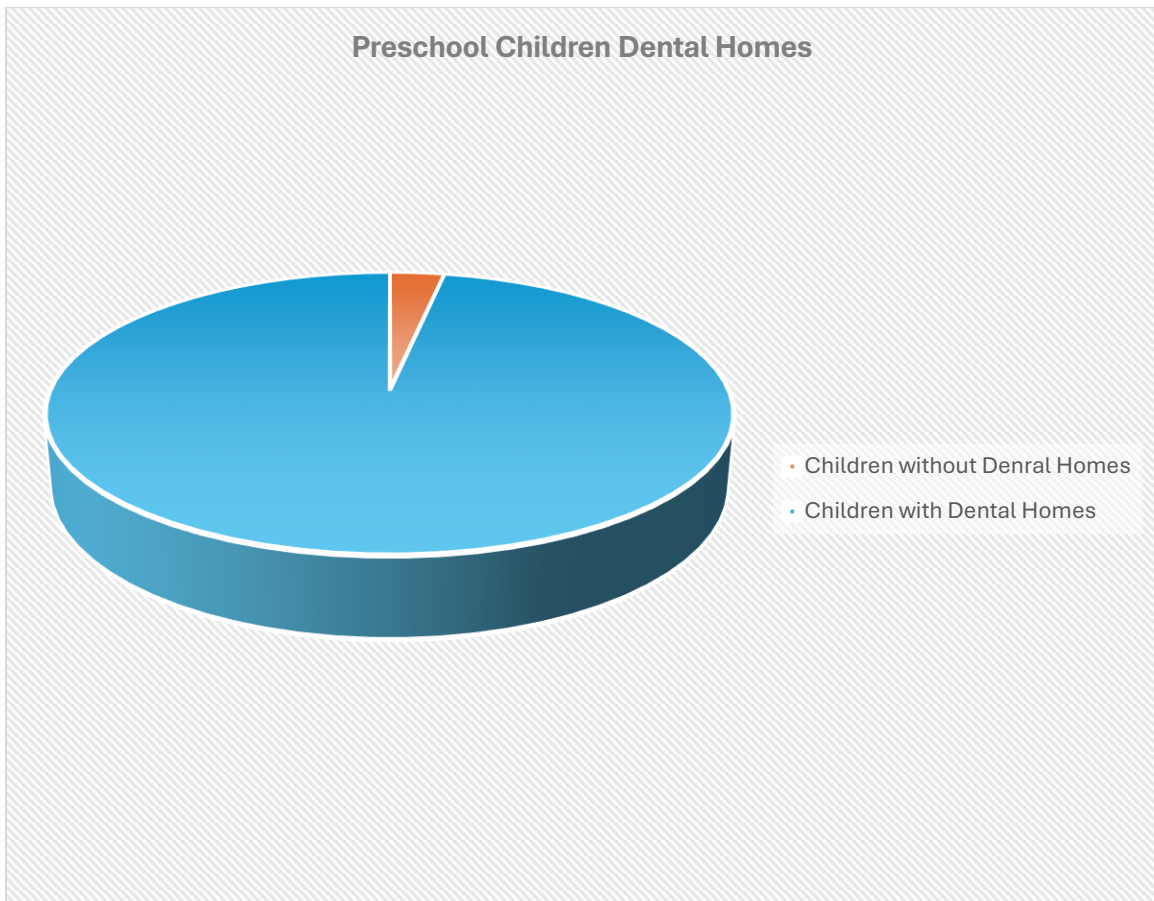


## Dental Data

### Infant and Toddler Dental Homes

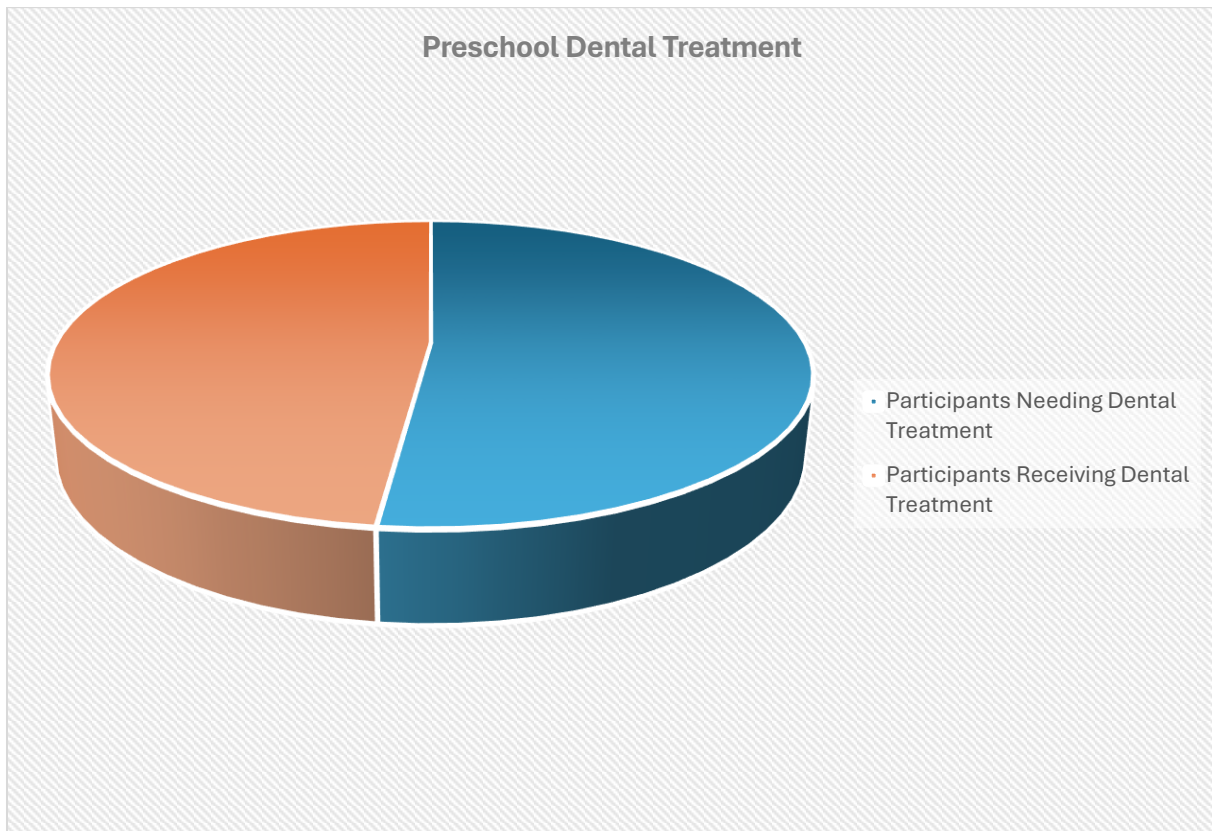
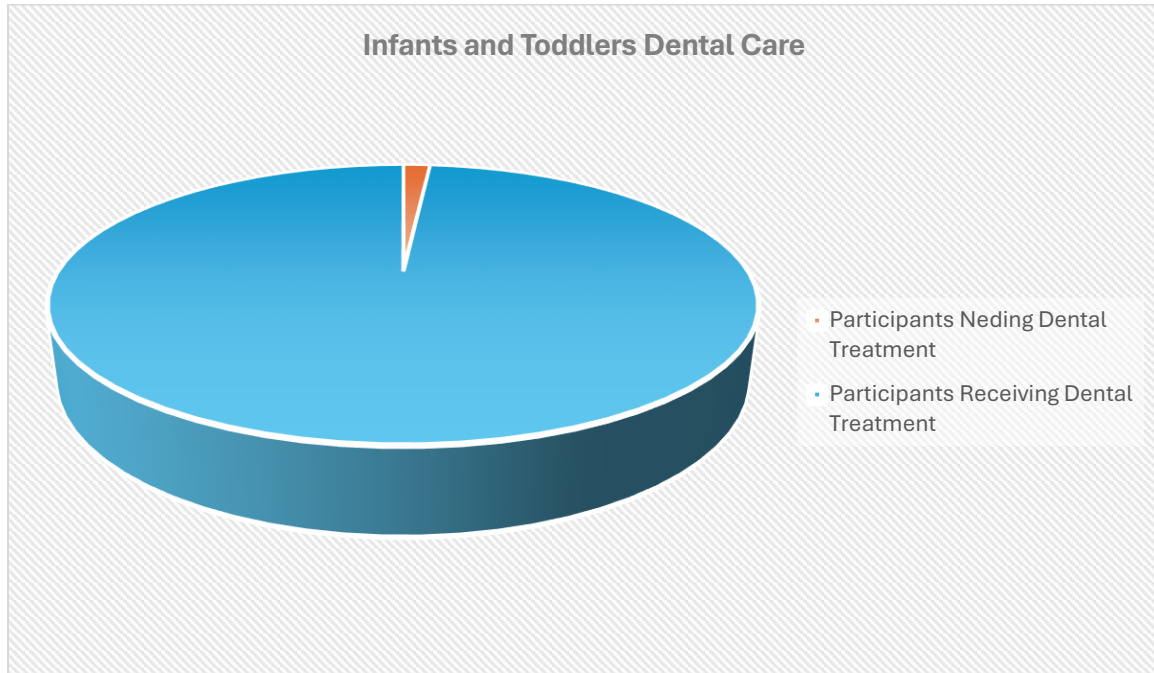


### Preschool Children Dental Homes

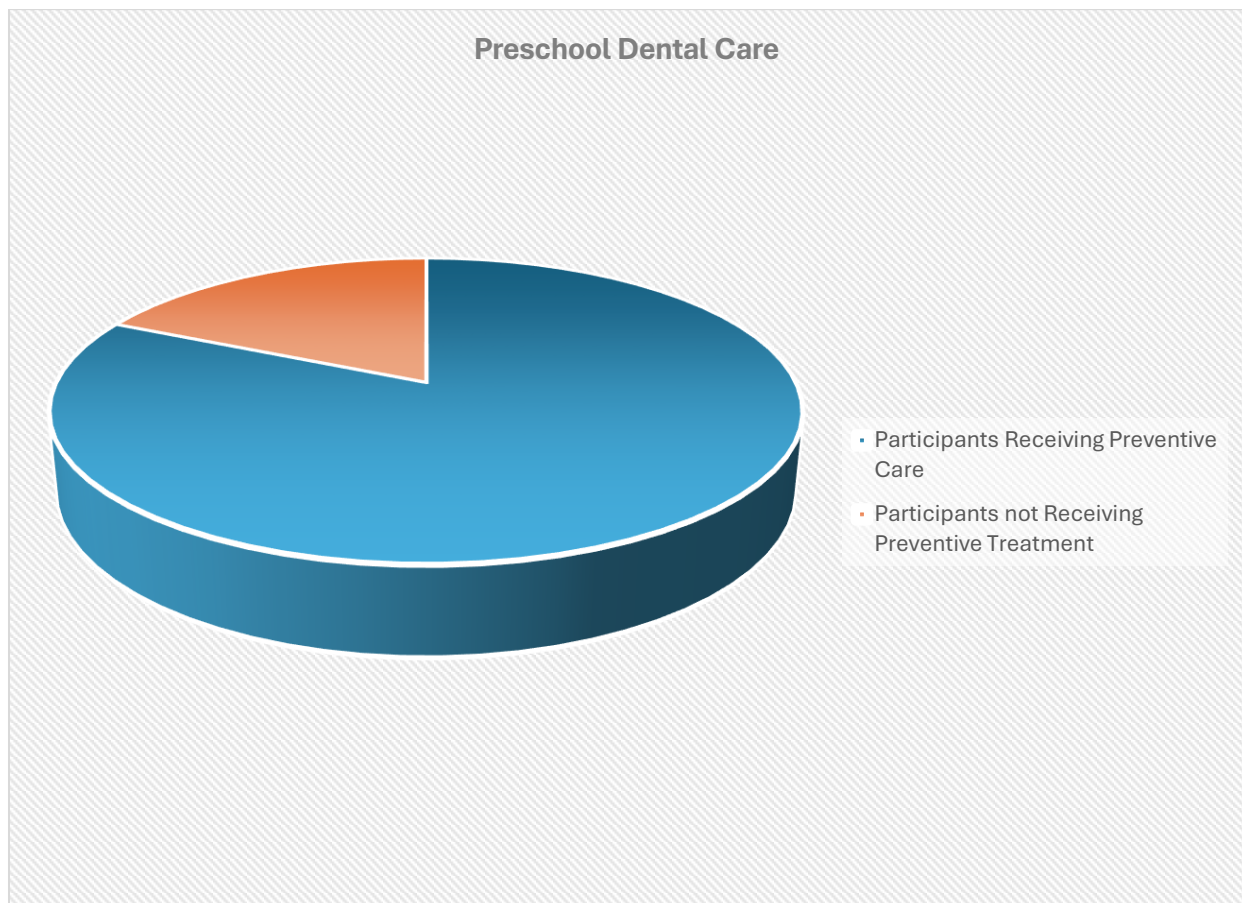
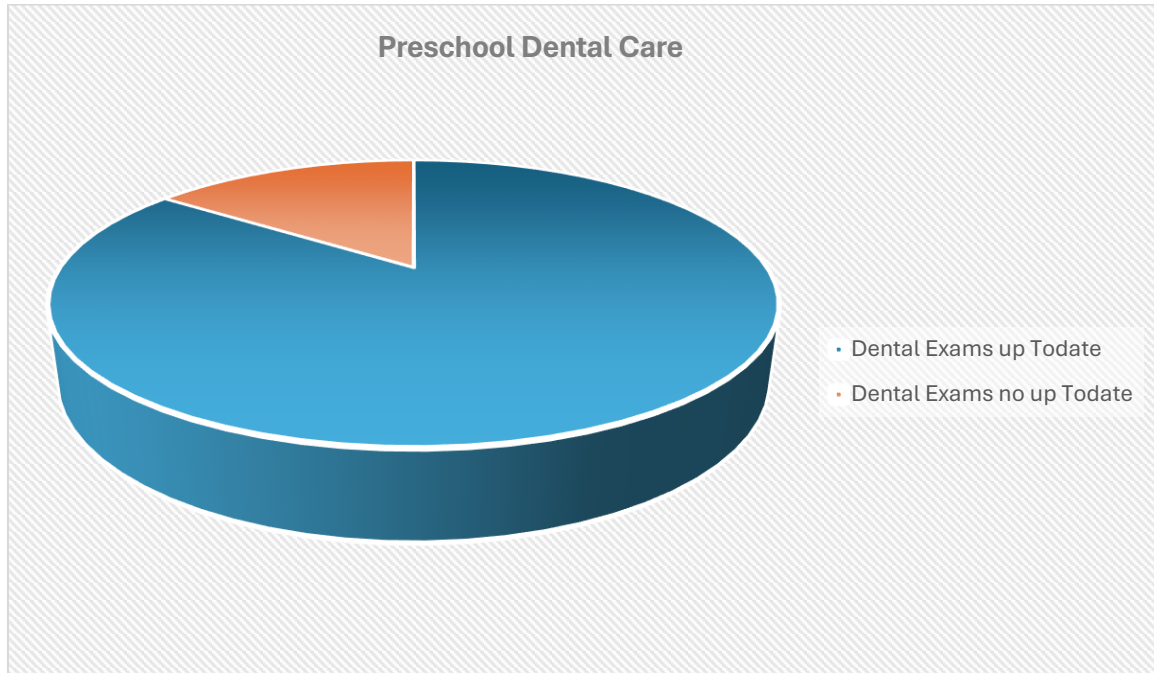




## Dental Data

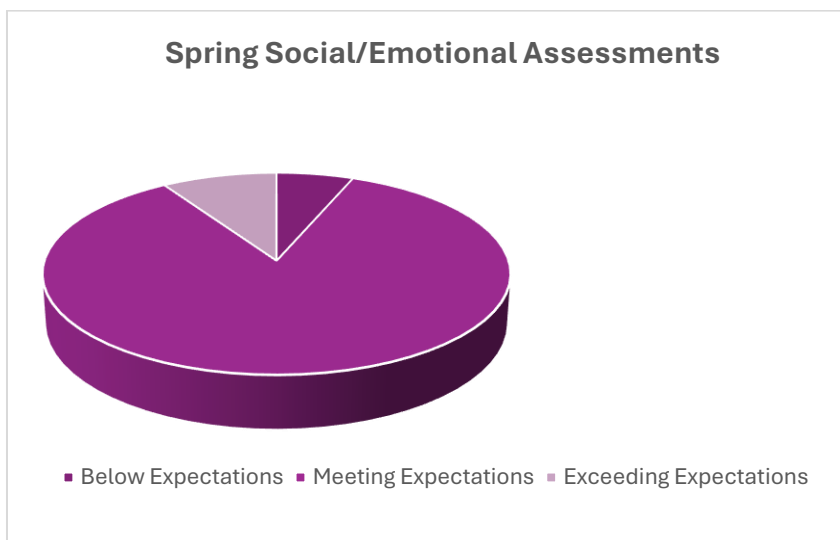
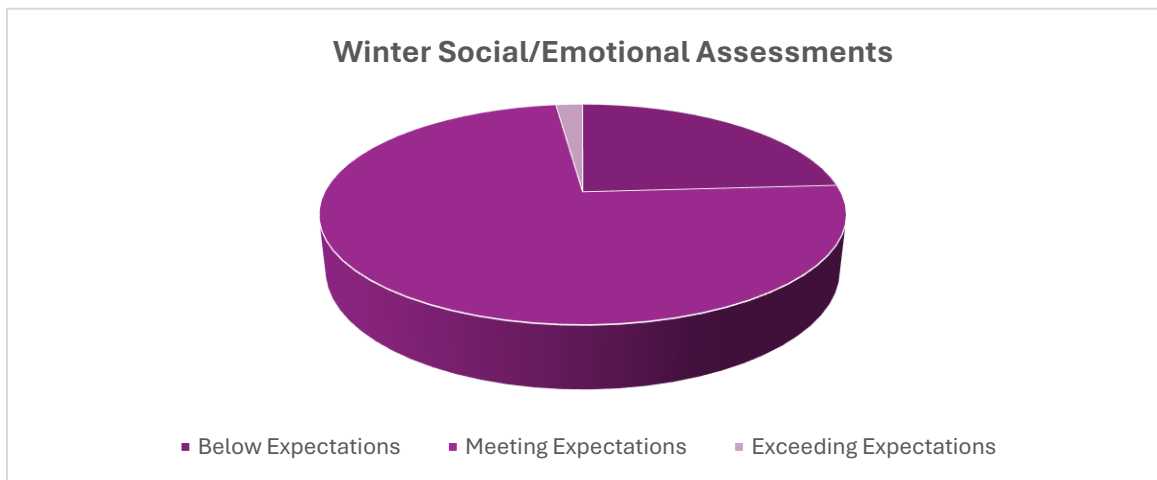
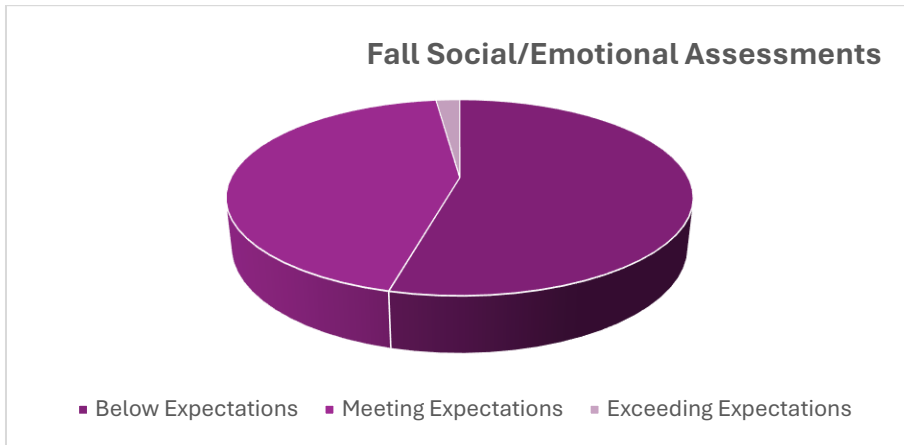


## Dental Data



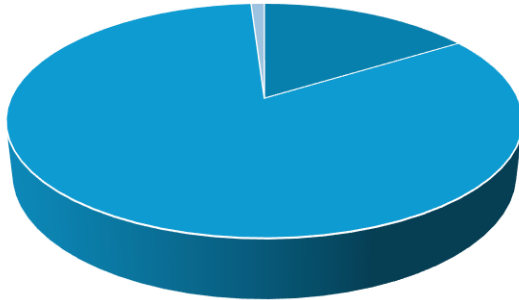
**Education Services:**

**Social/Emotional Assessment Results of all Participants**



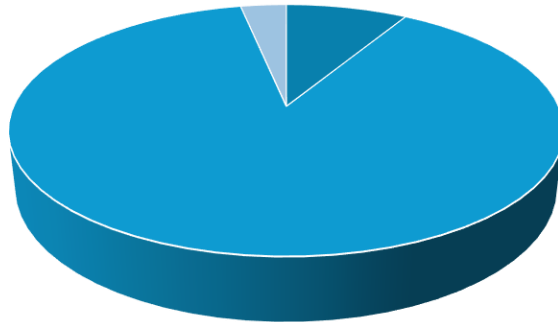
## Physical Assessment Results of All Children

### Fall Physical Assessments



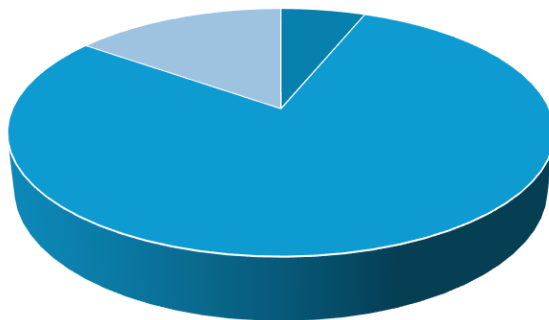
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Physical Assessments



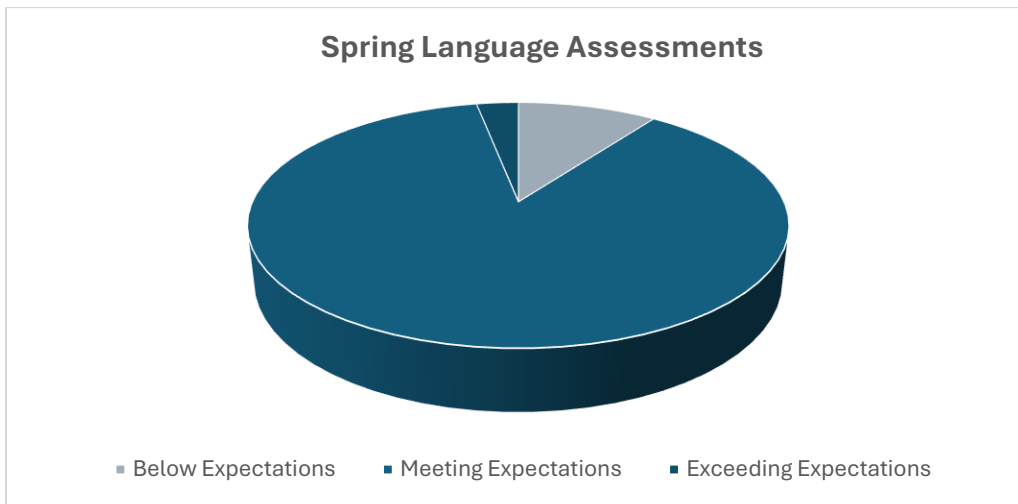
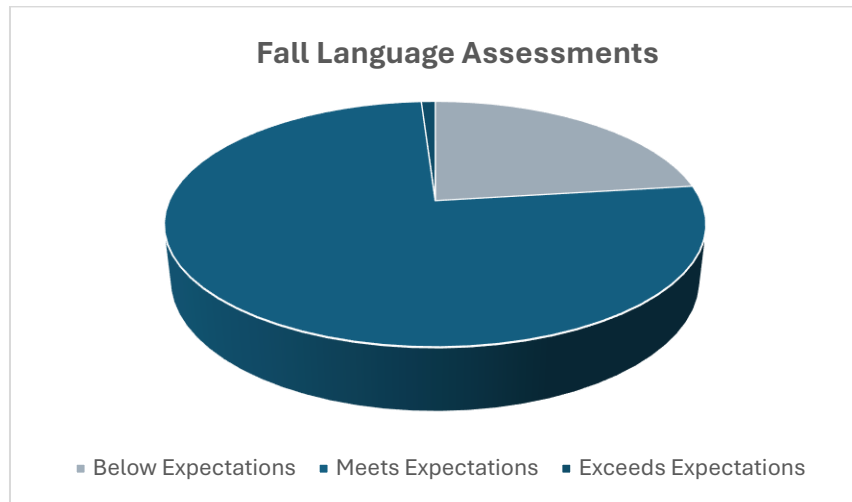
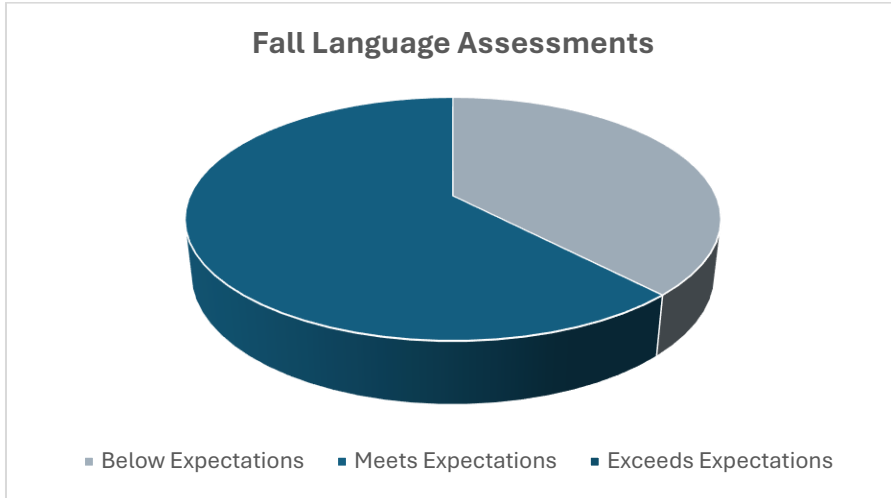
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Spring Physical Assessments

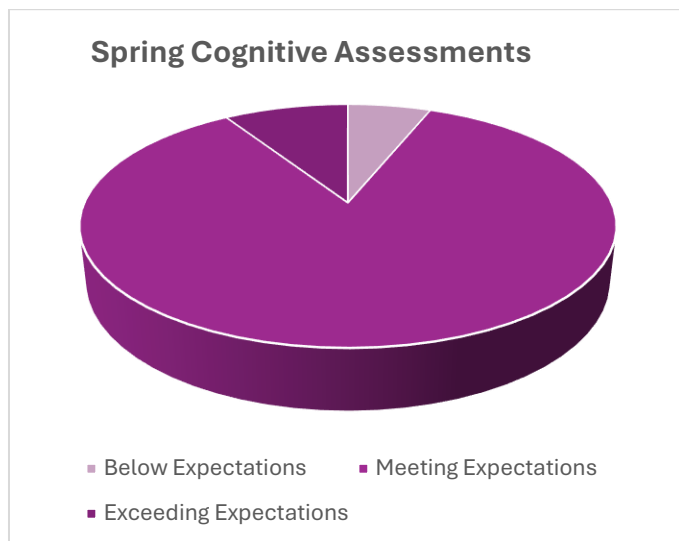
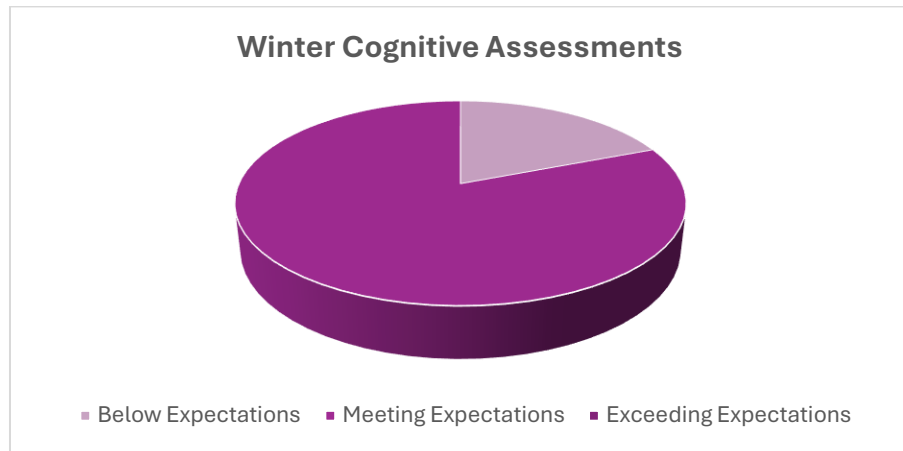
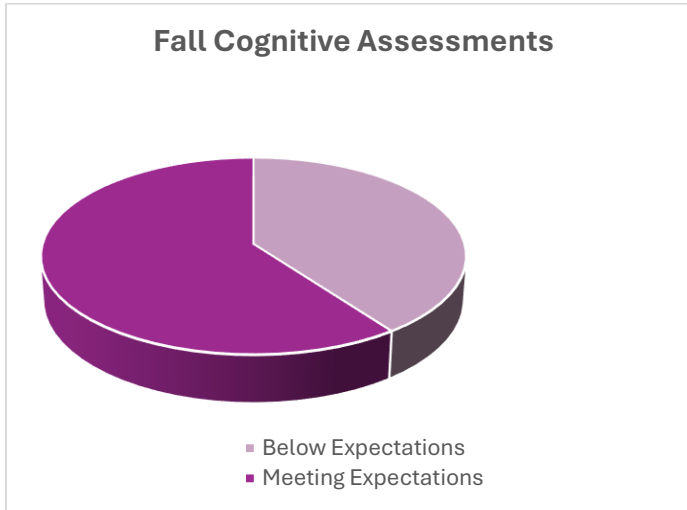


■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

## Language Assessment Results for all Children

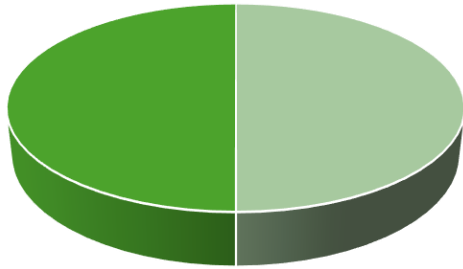


## Cognitive Assessments for all Participants



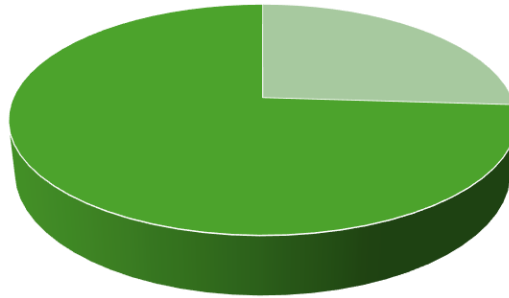
## Literacy Assessments for all Participants

### Fall Literacy Assessments



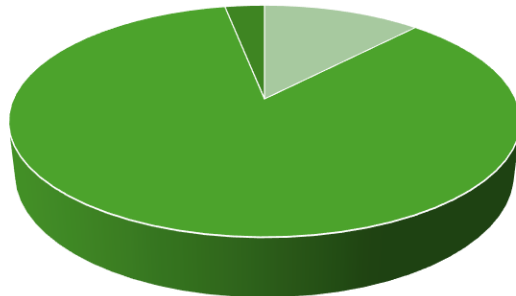
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Literacy Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

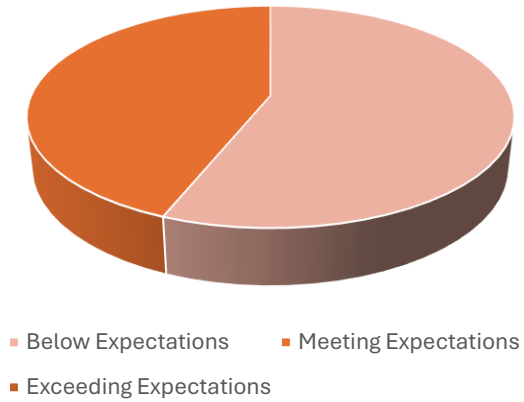
### Spring Literacy Assessments



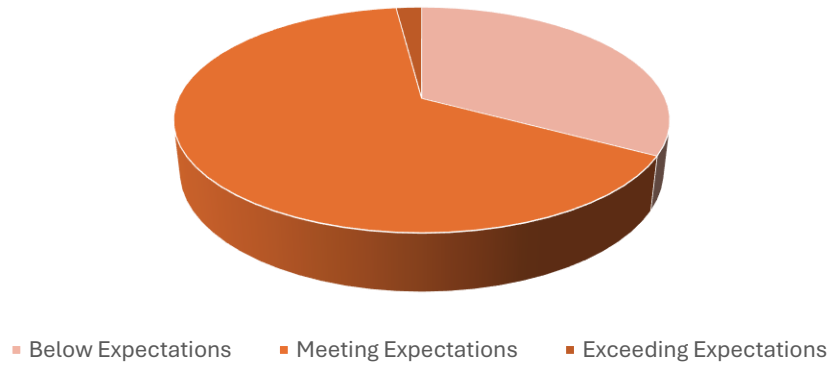
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

## Mathematics Assessments for all Participants

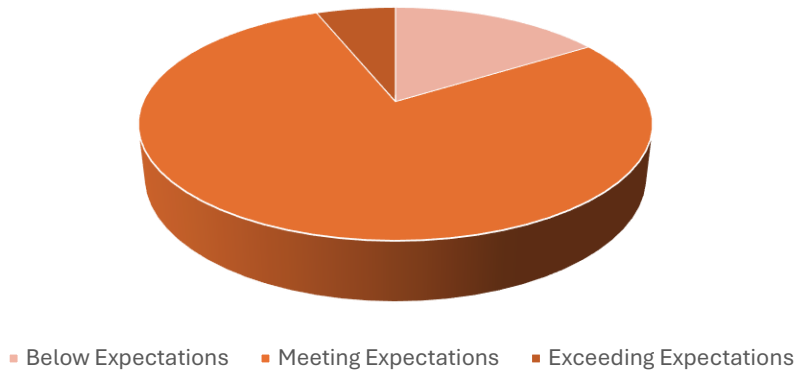
### Fall Mathematics Assessments



### Winter Mathematics Assessments



### Spring Mathematics Assessments

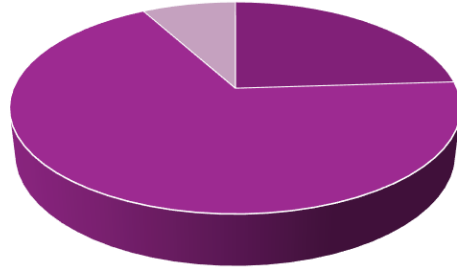




# Developmental Assessments for EHS & OPK-PT Classes

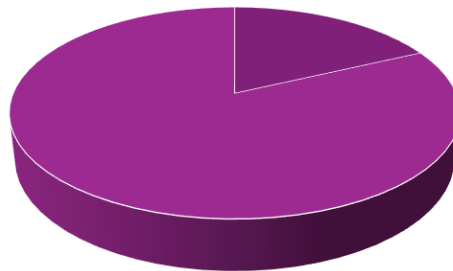
## Social/Emotional Assessments

### Fall Social/Emotional Assessments



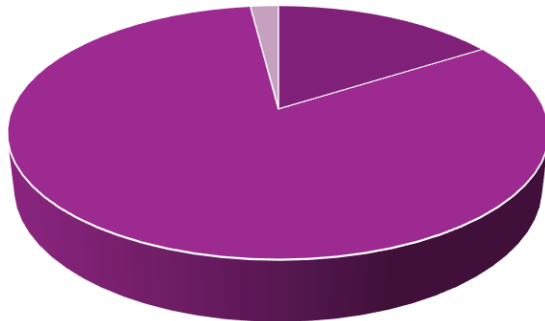
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Social/Emotional Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

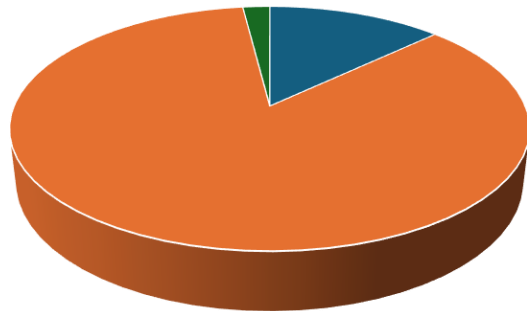
### Spring Social/Emotional Assessments



■ Below Expectations ■ Meeting Expectations  
■ Exceeding Expectations

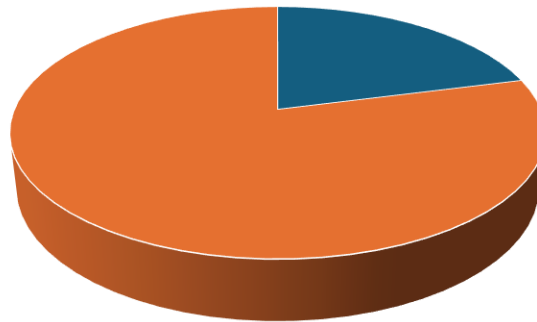
## Physical Developmental Assessments for OPK-PT and EHS

### Fall Physical Assessments



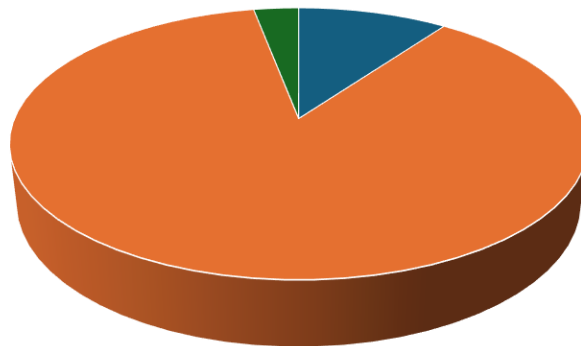
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Physical Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

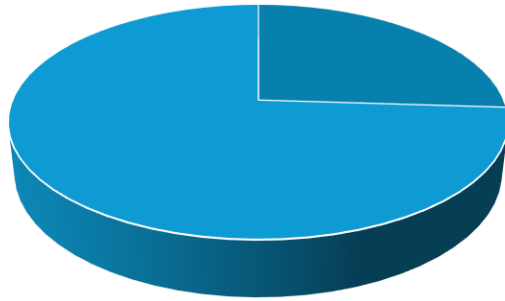
### Spring Physical Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

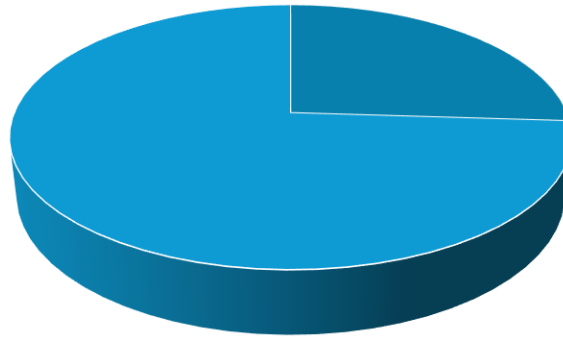
## Language Assessments for OPK-PT and EHS

### Fall Language Assessments



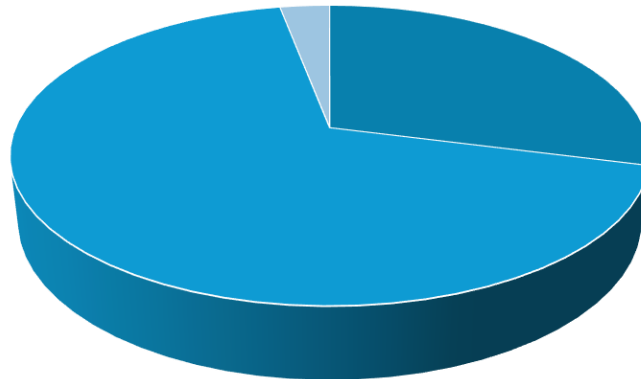
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Language Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

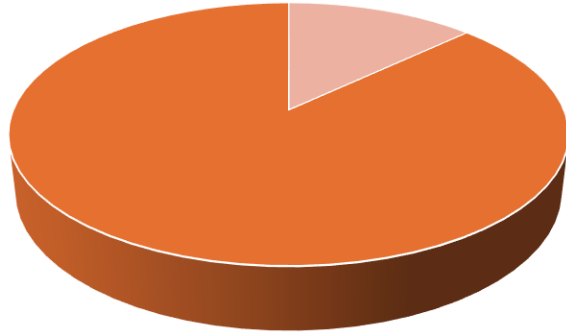
### Spring Language Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

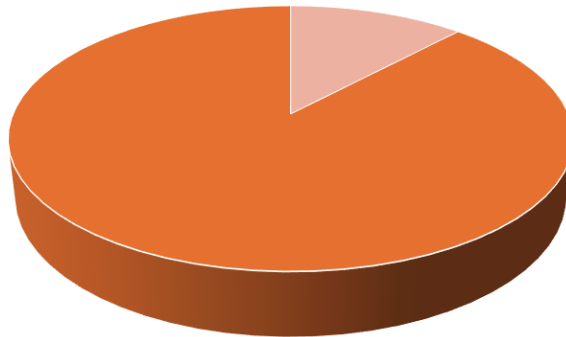
## Cognitive Assessments for OPK-PT and EHS

### Fall Cognitive Assessments



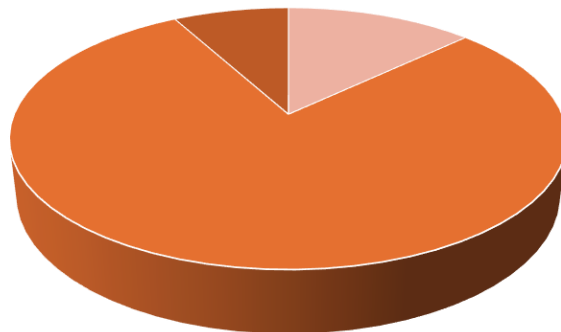
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Cognitive Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

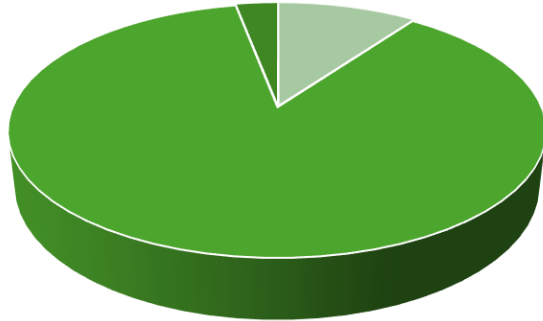
### Spring Cognitive Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

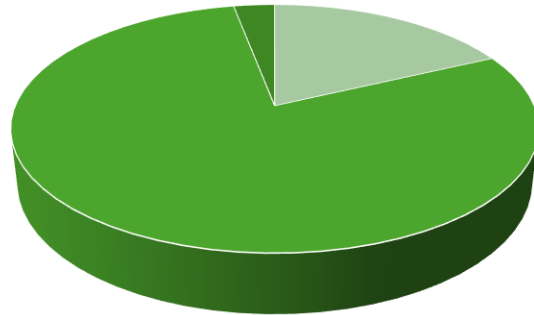
## Literacy Development Assessments for OPK-PT and EHS

### Fall Literacy Assessments



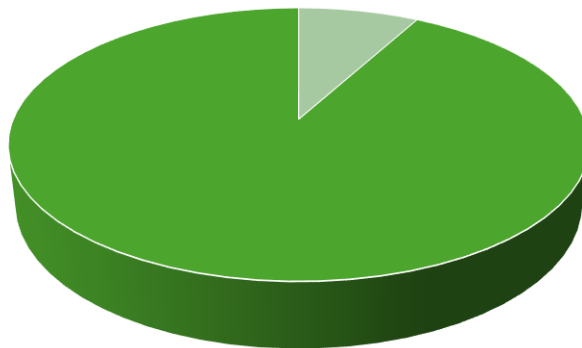
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Literacy Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

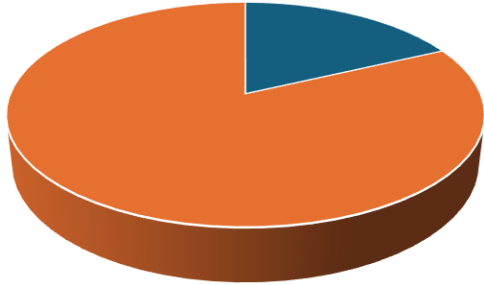
### Spring Literacy Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

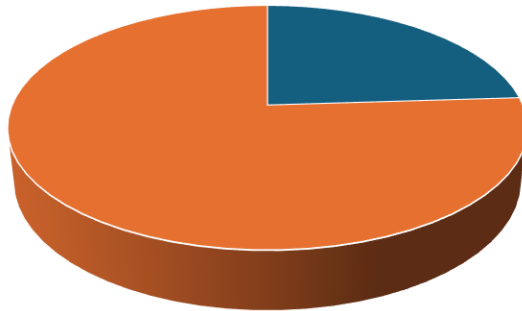
## Mathematics Assessments for OPK-PT and EHS

### Fall Mathematics Assessments



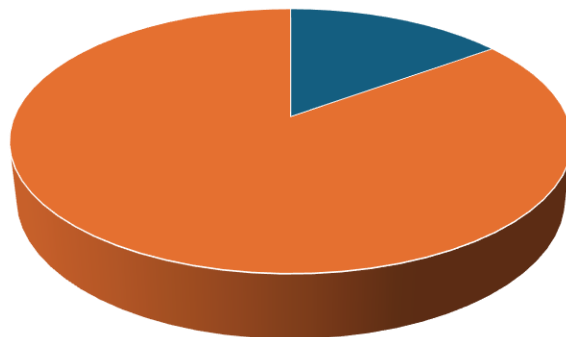
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Mathematics Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

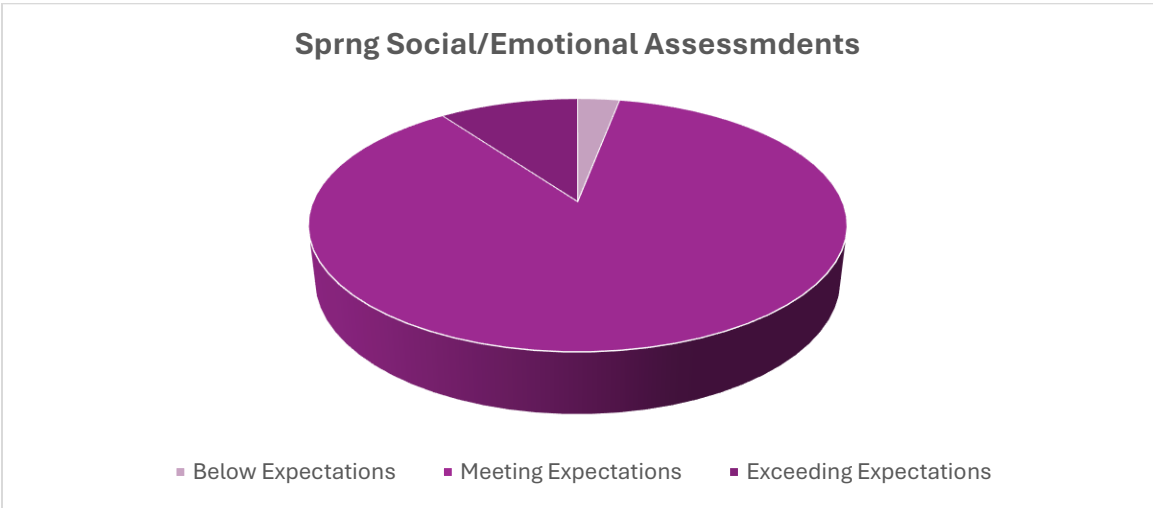
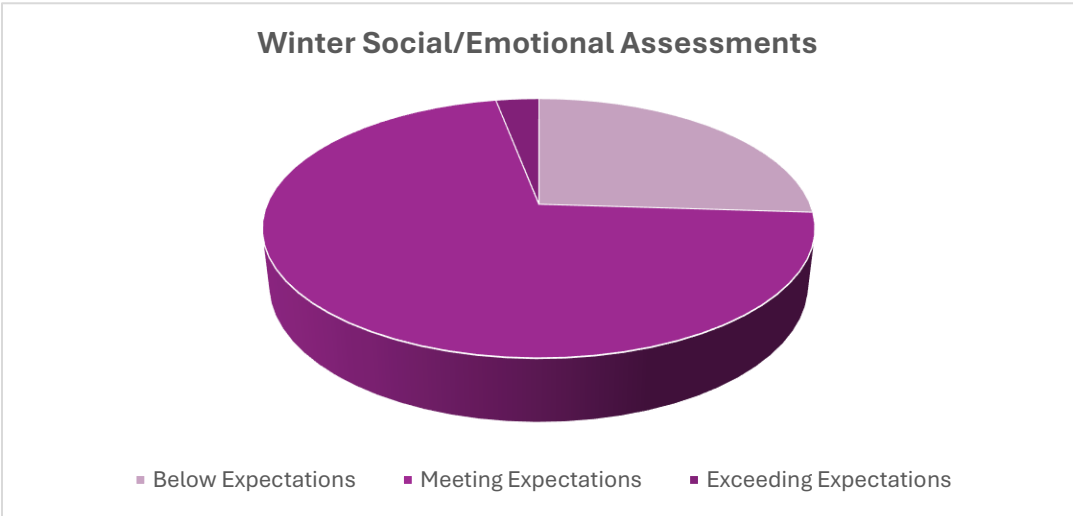
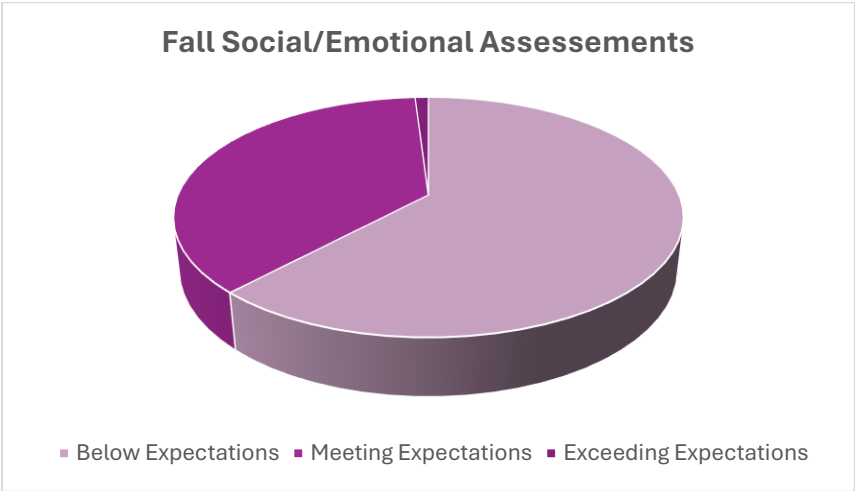
### Spring Mathematics Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

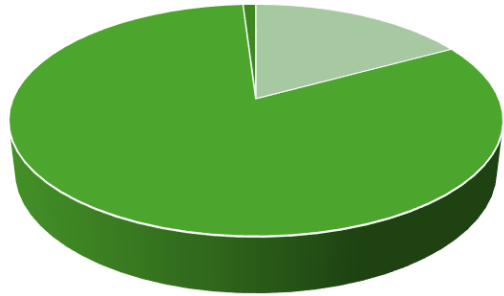
**Developmental Assessments for all HS & OPK Preschoolers:**

**Social/Emotional Developmental Assessments for Preschoolers**



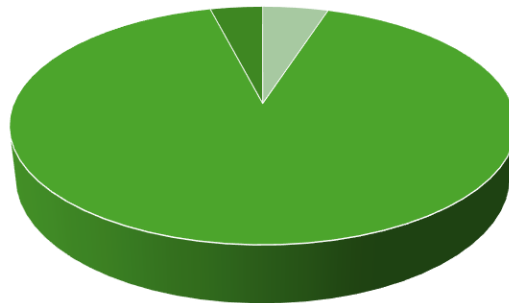
## Physical Developmental Assessments for Preschool

### Fall Physical Assessments



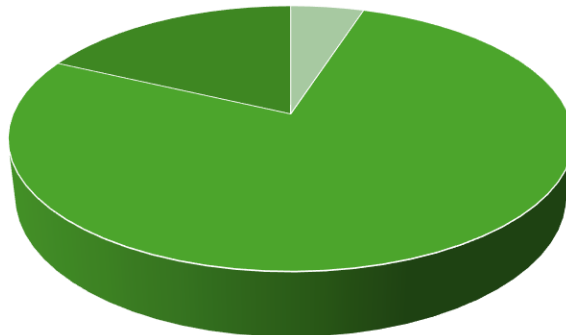
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Physical Assessments



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Spring Physical Assessments

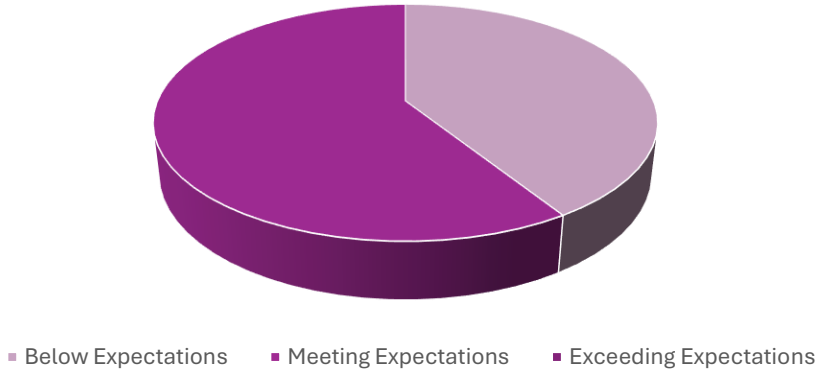


■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

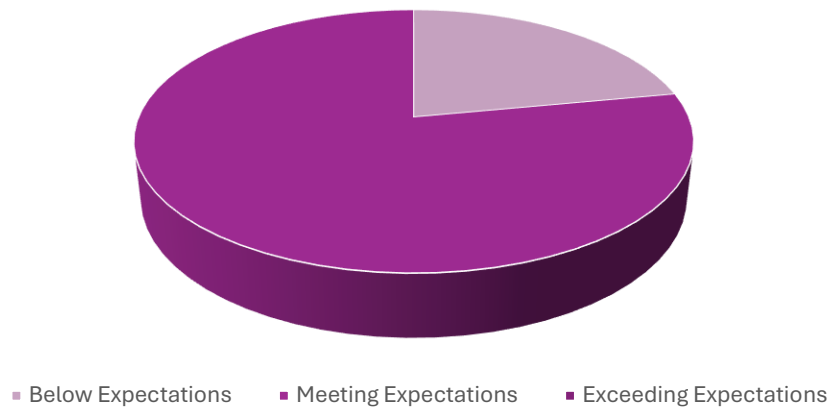


## Language Developmental Assessments for Preschool

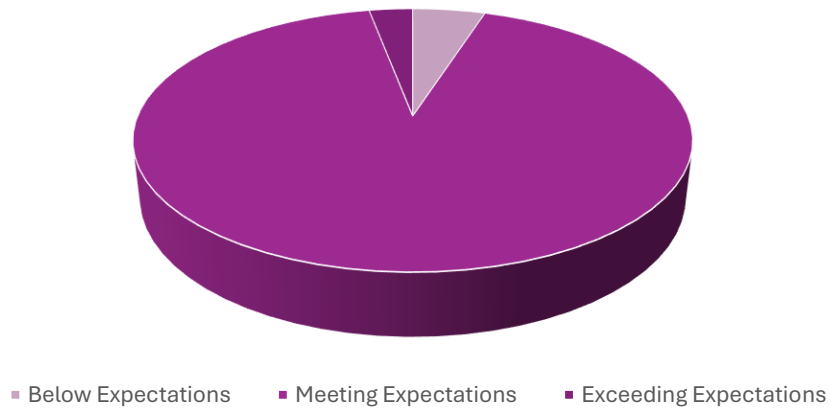
### Fall Language Assessments



### Winter Language Assessments

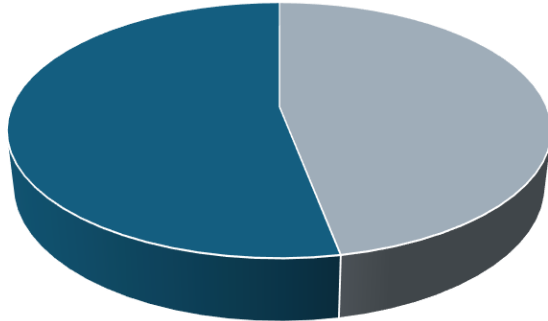


### Spring Language Assessments



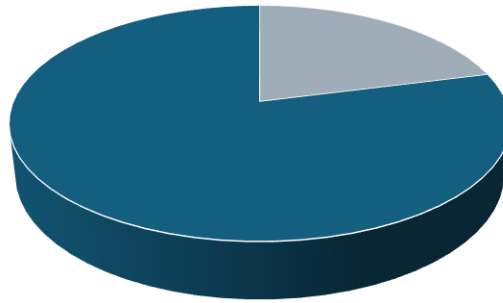
## Cognitive Developmental Assessments for Preschoolers

### Fall Cognitive Assessments



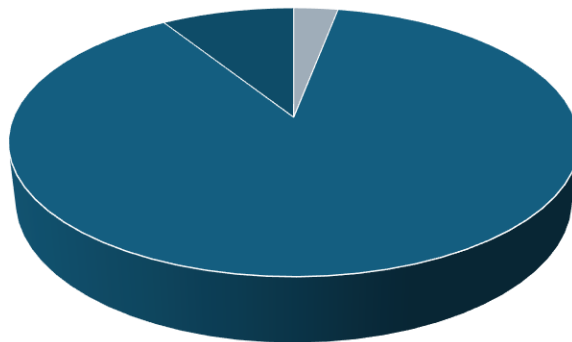
■ Below Expectations ■ Meeting Expectations ■ Exceeding expectations

### Winter Cognitive Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

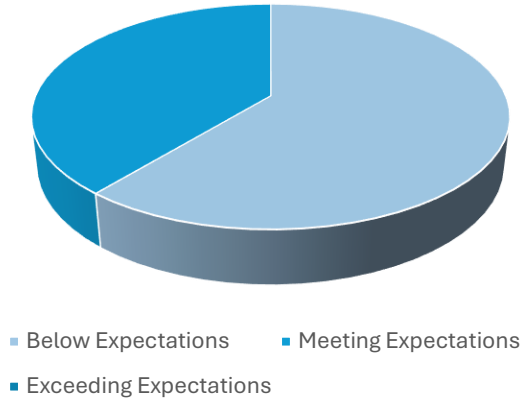
### Spring Cognitive Assessments



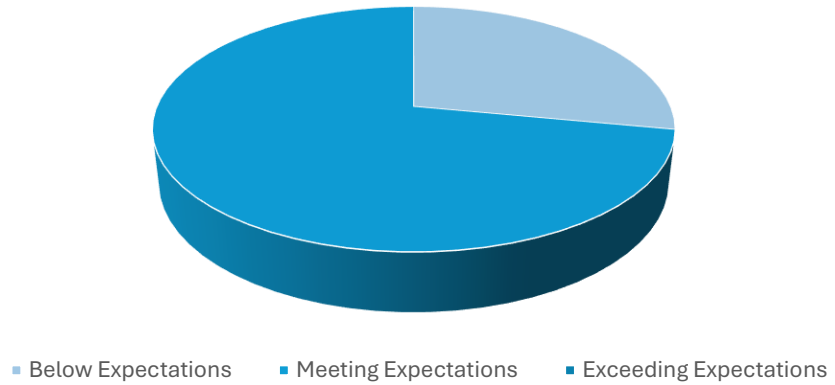
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

## Literacy Developmental Assessments for Preschoolers

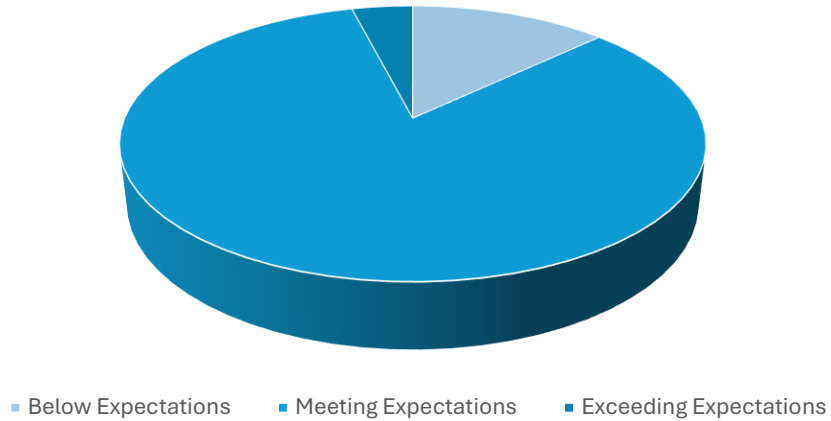
### Fall Literacy Assessments



### Winter Literacy Assessments

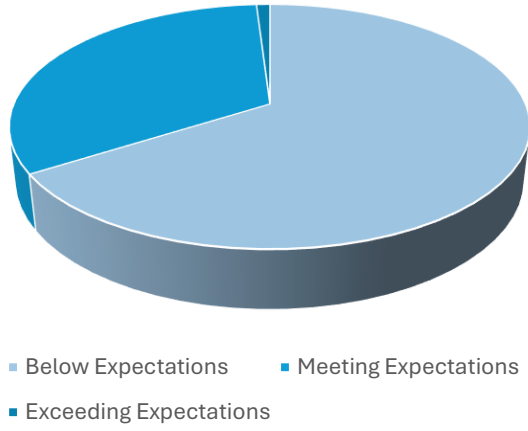


### Spring Literacy Assessments

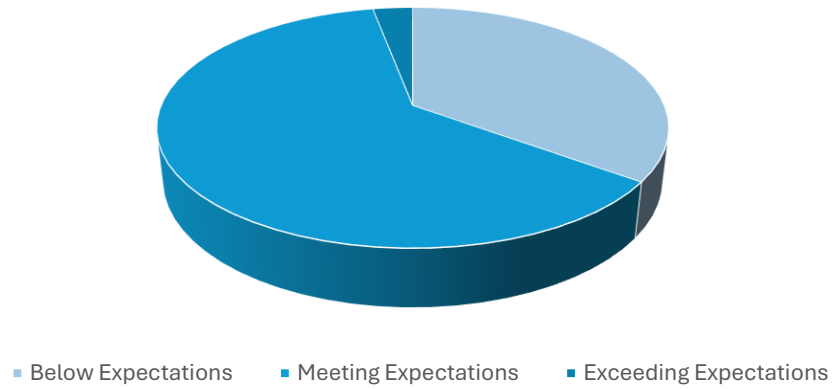


## Mathematics Developmental Assessments for Preschoolers

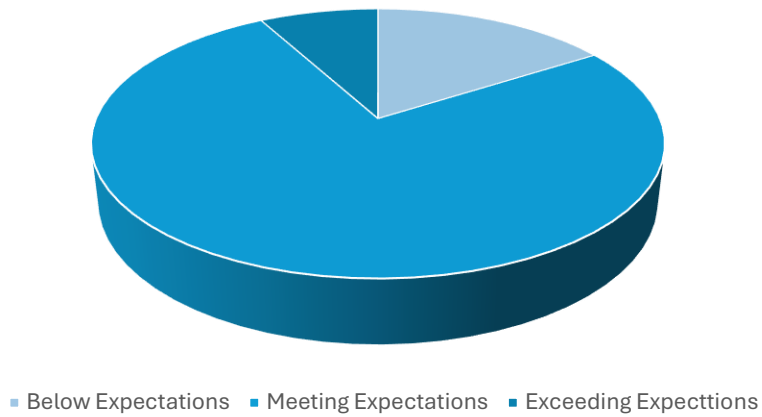
### Fall Mathematice Assessments



### Winter Mathematics Assessments

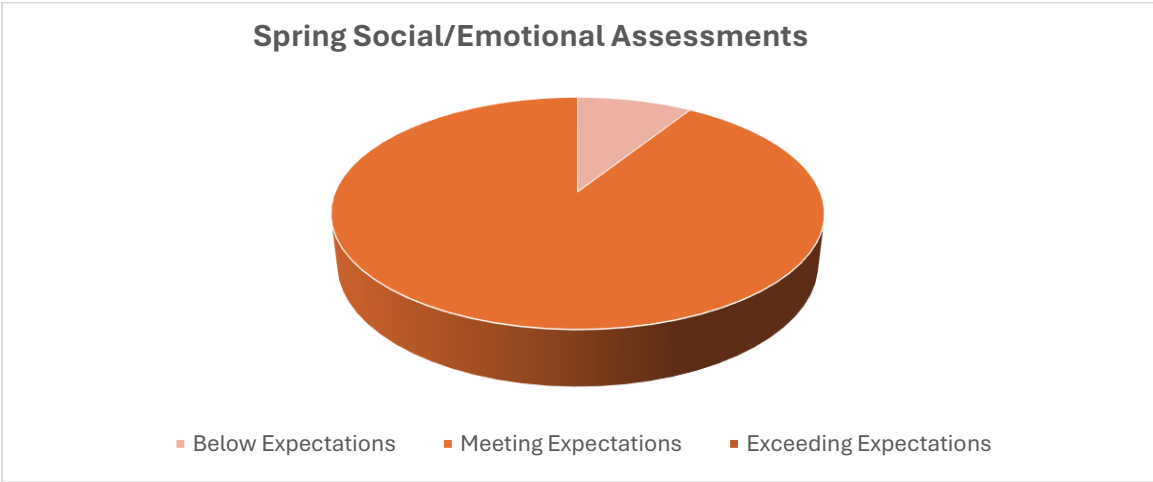
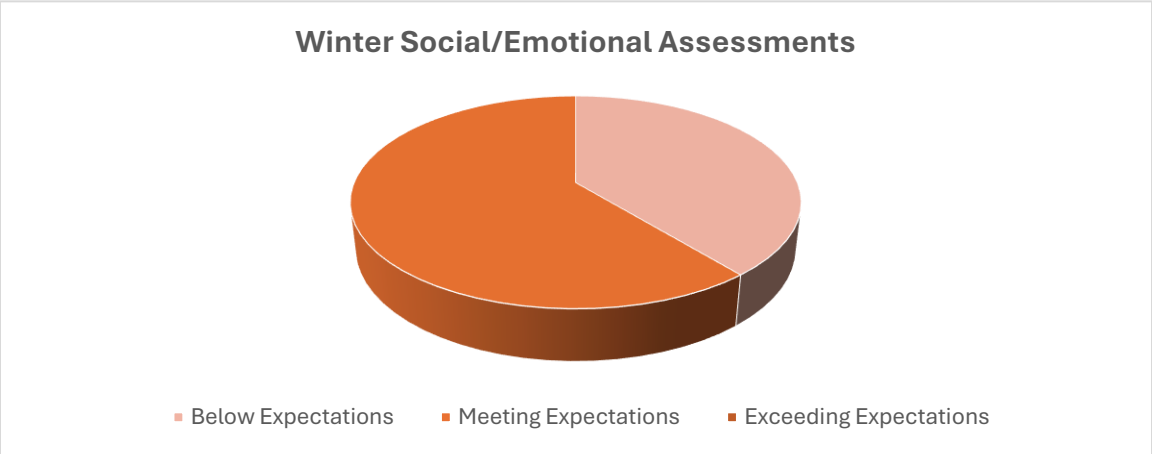
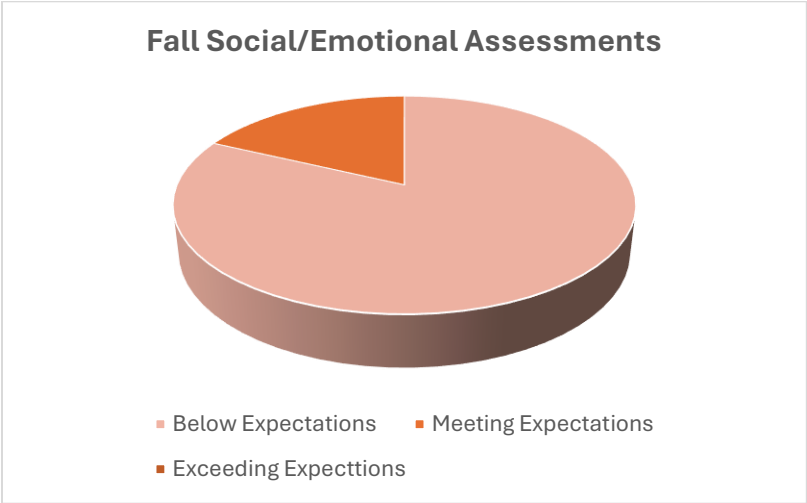


### Spring Mathematics Assessments



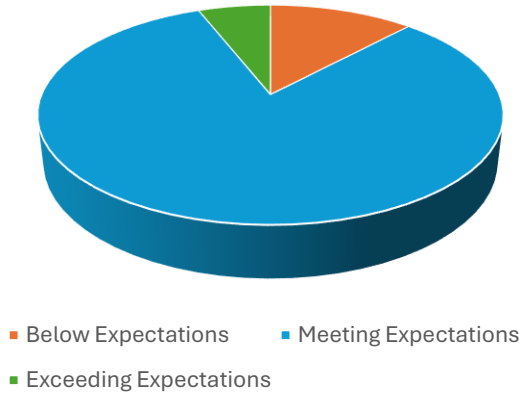
# Developmental Assessment Results for 3 Year Olds

## Social/Emotional Developmental Assessments for 3 Year Olds

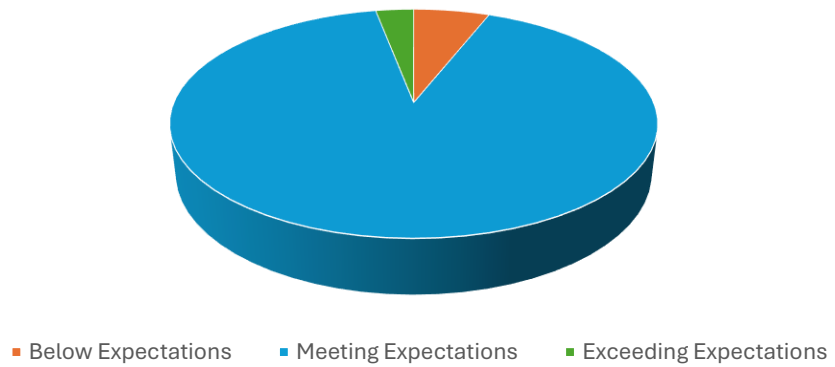


**Developmental Assessments of 3 Year Olds**  
**Physical Developmental Assessments**

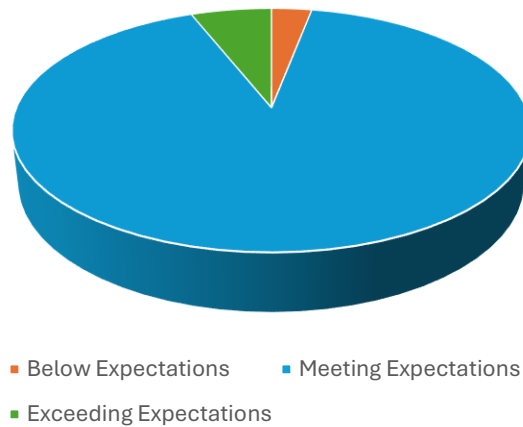
**Fall Physical Assessments**



**Winter Physical Assessments**

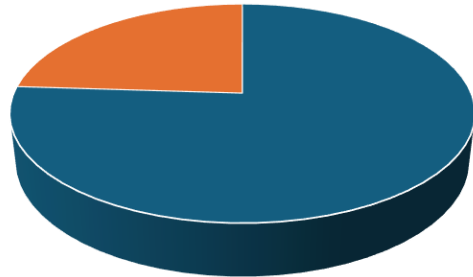


**Spring Physical Assessments**



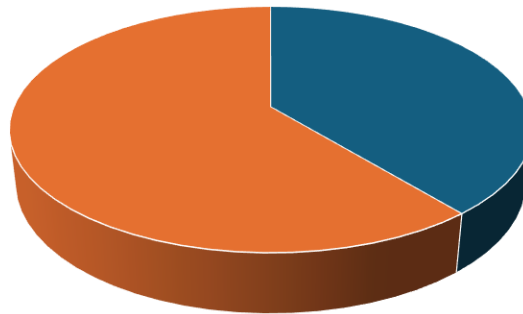
## Developmental Assessments for 3 Year Olds Language Developmental Assessment

### Winter Language Assessments



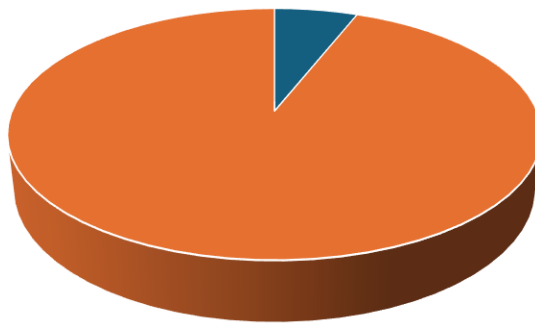
■ Below Expectations    ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Language Assessments



■ Beloe Expectations    ■ Meeting Expectations    ■ Exceeding Expectations

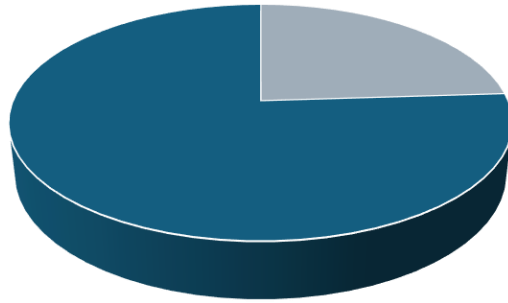
### Spring Language Assessments



■ Below Expectations    ■ Meeting Expectations  
■ Exceeding Expectations

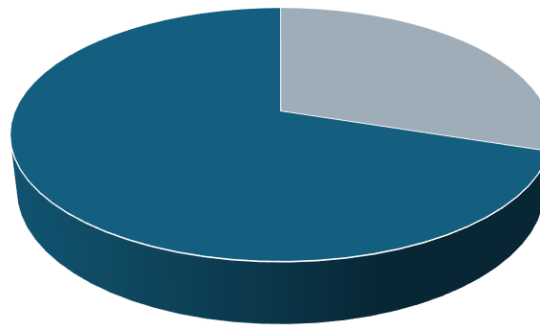
## Developmental Assessments for 3 Year Olds Cognitive Developmental Assessments

### Fall Cognitive Assessments



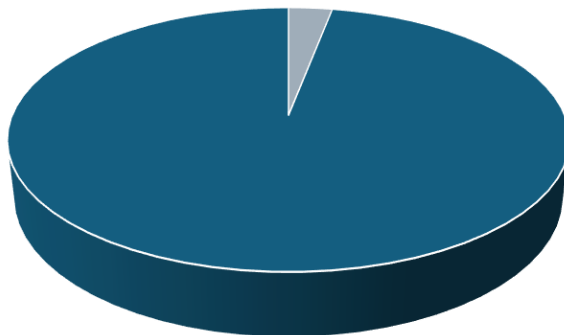
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Winter Cognitive Assessments



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### Spring Cognitive Assessments

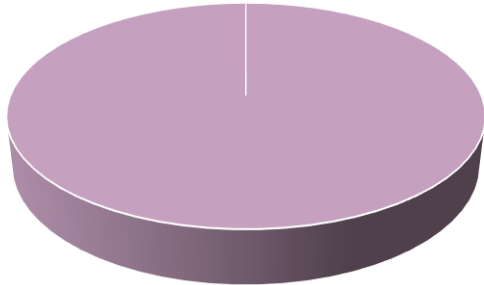


■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations



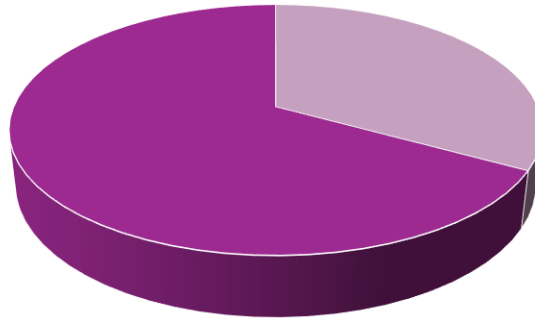
**Developmental Assessments of 3 Year Olds**  
**Literacy Developmental Assessments**

**Fall Literacy Assessments**



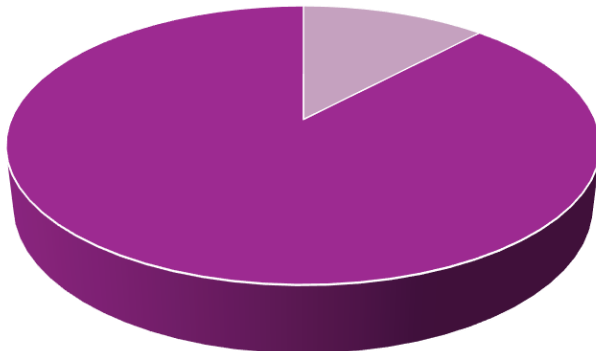
■ Below Expectations    ■ Meeting Expectations  
■ Exceeding Expectations

**Winter Literacy Assessments**



■ Below Expectations    ■ Meeting Expectations    ■ Exceeding Expectations

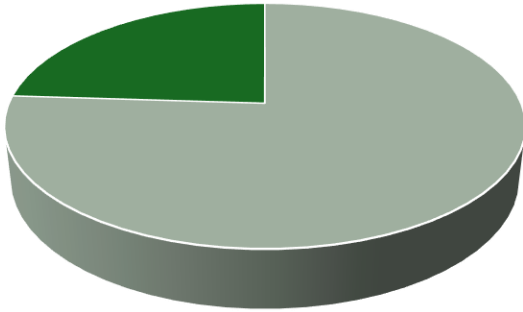
**Spring Literacy Assessments**



■ Below Expectations    ■ Meeting Expectations    ■ Exceeding Expectations

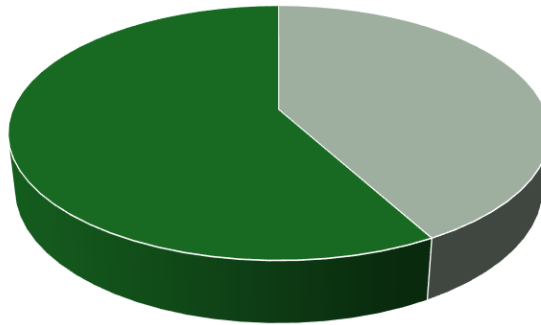
**Developmental Assessments of 3 Year Olds**  
**Mathematics Developmental Assessments**

**Fall Mathematics Assessments**



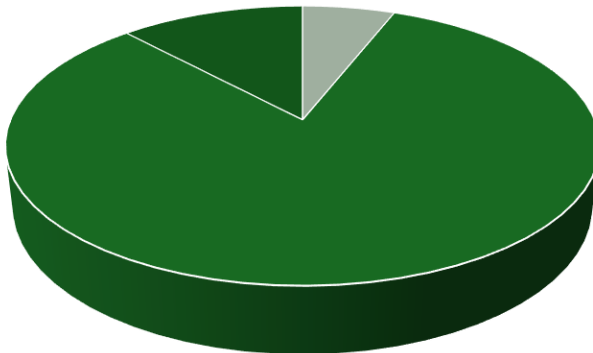
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

**Winter Mathematics Assessments**



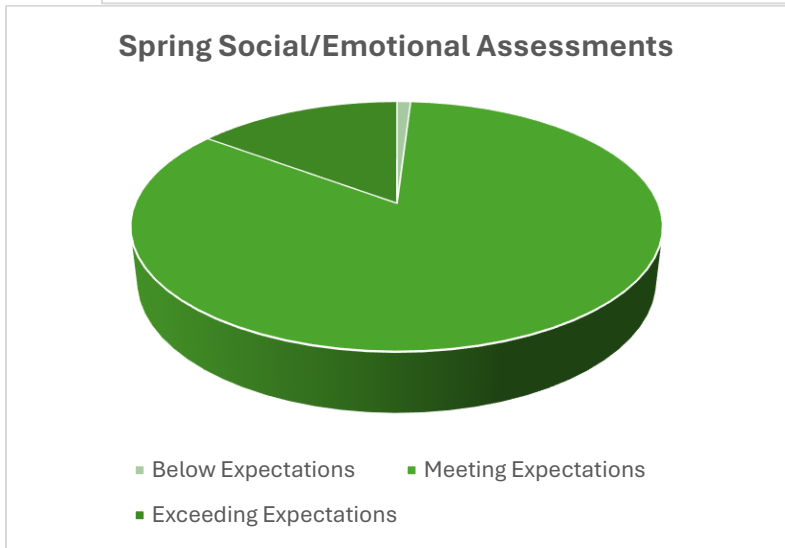
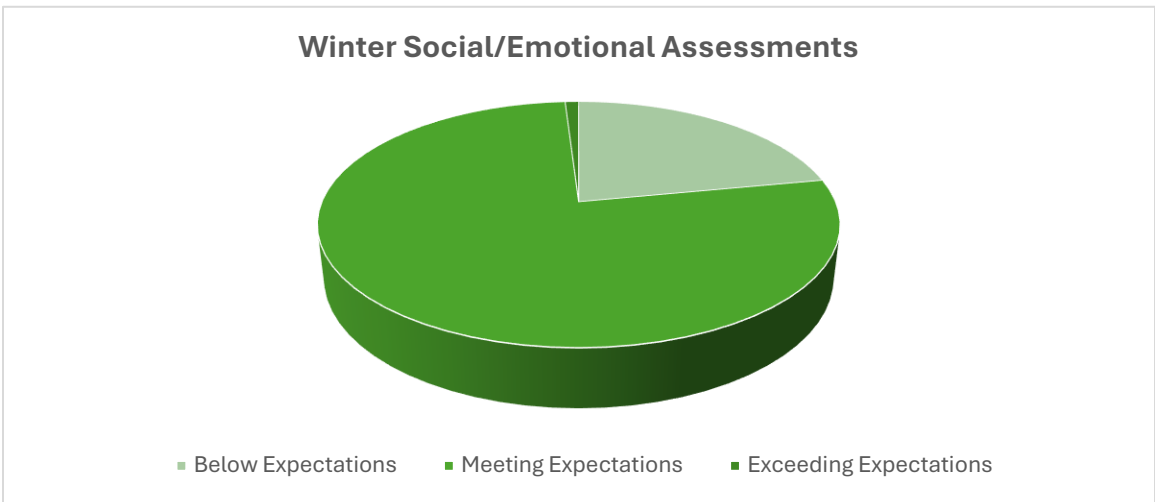
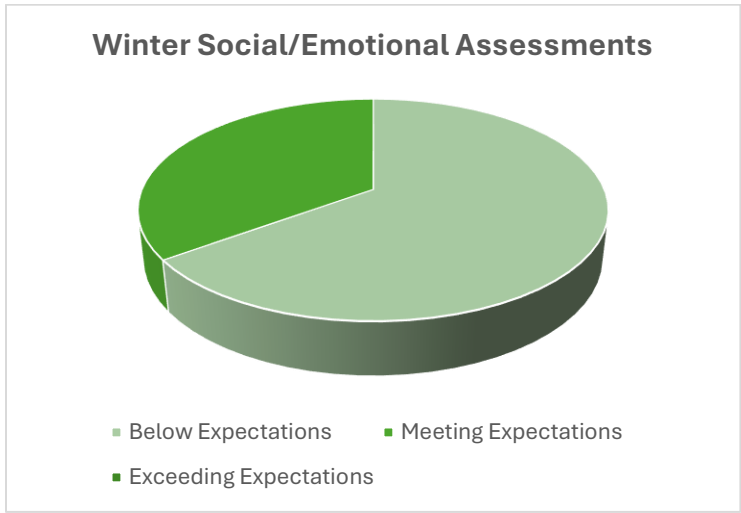
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Spring Mathematics Assessments**



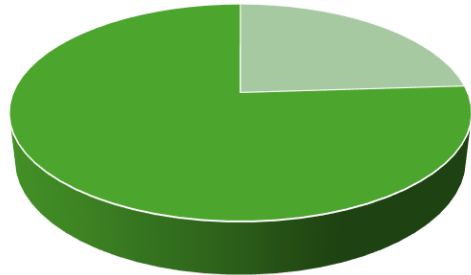
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Developmental Assessments for 4 Year Olds**  
**Social/Emotional Developmental Assessments**



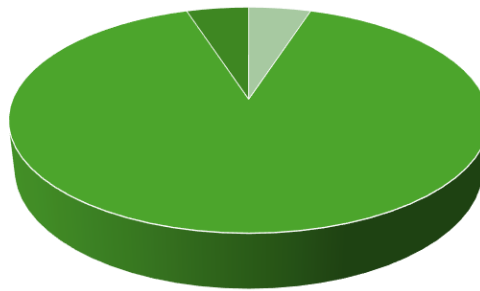
## Developmental Assessments for 4 Year Olds Physical Developmental Assessments

### Fall Physical Assessments



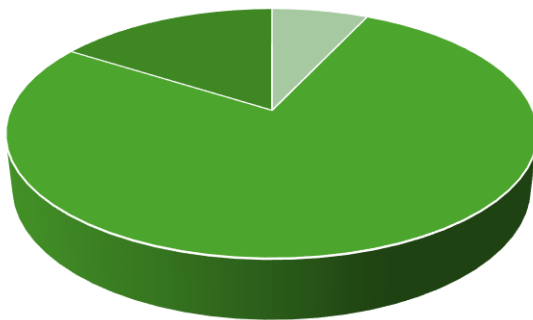
■ Below Expectations    ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Physical Assessments



■ Below Expectations    ■ Meeting Expectations    ■ Exceeding Expectations

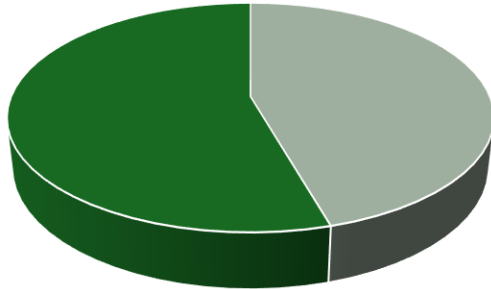
### Spring Physical Assessments



■ Below Expectations    ■ Meeting Expectations  
■ Exceeding Expectations

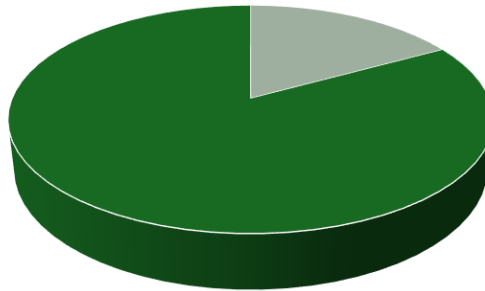
**Developmental Assessments for 4 Year Olds**  
**Language Developmental Assessments**

**Fall Language Assessments**



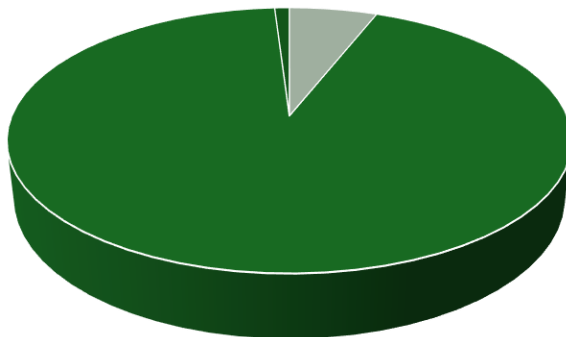
- Below Expectations
- Meeting Expectations
- Exceeding Expectations

**Winter Language Assessments**



- Below Expectations
- Meeting Expectations
- Exceeding Expectations

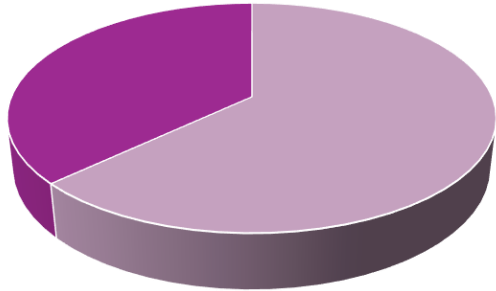
**Spring Language Assessments**



- Below Expectations
- Meeting Expectations
- Exceeding Expectations

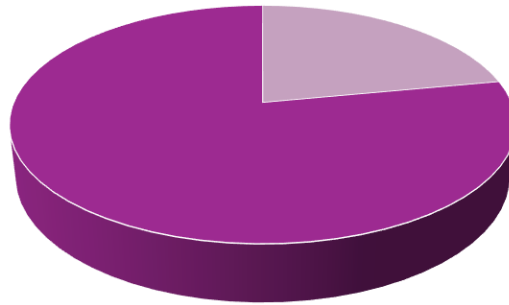
**Developmental Assessments for 4 Year Olds**  
**Cognitive Developmental Assessments**

**Fall Cognitive Assessments**



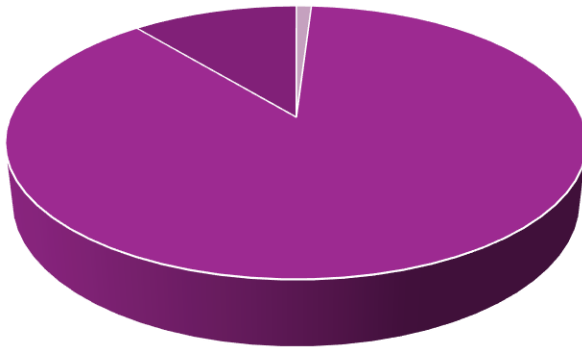
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

**Winter Cognitive Assessments**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

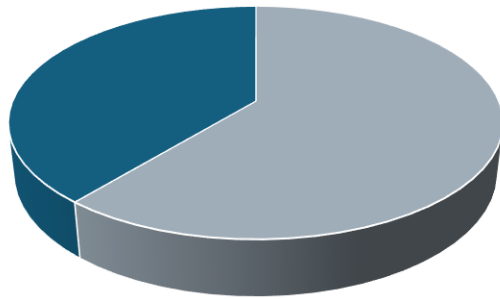
**Spring Cognitive Assessments**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

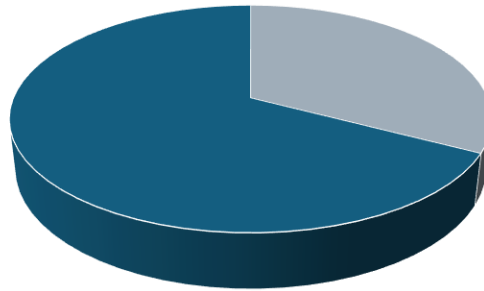
**Developmental Assessments For 4 Year Olds**  
**Literacy Developmental Assessments**

**Fall Literacy Assessments**



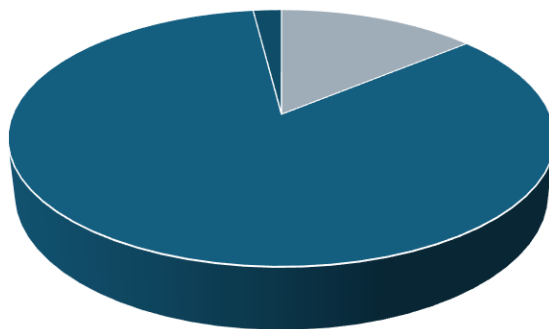
- Below Expectations
- Meeting Expectations
- Exceeding Expectations

**Winter Literacy Assessments**



- Below Expectations
- Meeting Expectations
- Exceeding Expectations

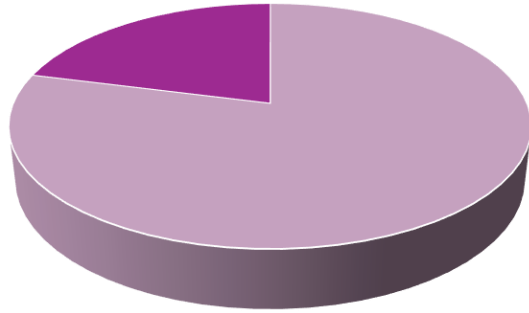
**Spring Literacy Assessments**



- Below Expectations
- Meeting Expectations
- Exceeding Expectations

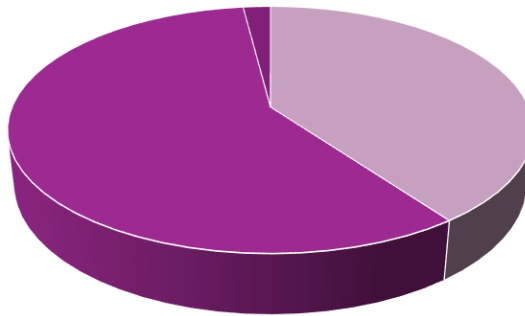
**Developmental Assessments for 4 Year Olds**  
**Mathematics Developmental Assessments**

**Fall Mathematics Assessments**



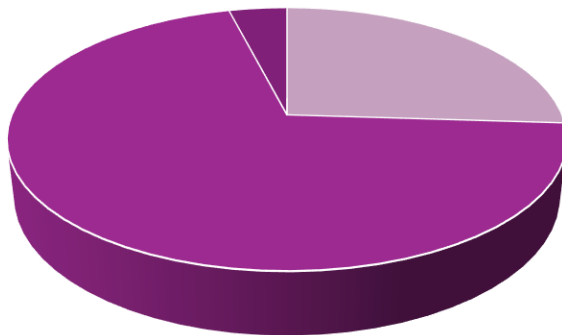
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

**Winter Mathematics Assessments**



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

**Spring Mathematics Assessments**



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations