



OCDC
Oregon
Child Development
Coalition



**OCDC Annual Report
Oregon Prekindergarten &
RX EHS CCP
9/01/2020 – 8/31/2021**



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We have seen our communities rally and support each other during these times.



Message from the Executive Director

2020 and 2021 will be remembered as the Years of the Pandemic. The world as we have known it drastically changed with the occurrence of the Coronavirus pandemic that invaded our nation in February 2020. The pandemic set in place many chain reactions experienced by OCDC and other Head Start services providers and business as well.

Oregonians (and the world) were introduced to a new concept – ‘shelter in place’ – a directive by state governance. This was the year of dramatic impact on Oregon’s economy, plummeting it in to a very sharp decrease and forcing unemployment to skyrocket to an all-time high. Gatherings were limited and discouraged.

We have seen our communities rally and support each other during these times. Through all the turmoil, OCDC staff rose to the top and creatively and unselfishly served children and families. Staff immediately and continuously developed new ways to provide educational opportunities to students, to perform health screenings with physical distancing, and engaged old and new community partners in up-scaled services.

As Soren Kierkegaard said: “Life can only be understood backwards: but it must be lived forwards”. Although the path forward is not always straightforward, we know we can rely on the resilience, resourcefulness, and social-mindedness of OCDC staff and partners as we move forward.

Donalda Dodson, MPH, RN
OCDC Executive Director



OCDC Mission

The Oregon Child Development Coalition (OCDC) is a private, non-profit corporation established in 1971 that operates early childhood education programs in the state of Oregon and serves over 4,000 children and families in its Migrant and Seasonal Head Start and Early Head Start (MSHS/EHS), Early Head Start Childcare Partnerships Region X (EHS CCP RX), Early Head Start Childcare Region XII (EHS CC RXII), Oregon Pre-Kindergarten (OPK), OPK Prenatal to Three (OPK-P3), Preschool Promise (PSP), and Maternal, Infant, Early Childhood Home Visiting (MIECHV) programs across 13 of Oregon's 36 counties at 25 centers. OCDC is dedicated to improving the lives of children and families by providing early childhood education, care and advocacy with unique and supportive services to enhance family growth and community success. OCDC prepares children for school by focusing on early childhood care, education and teacher development, promotes economic opportunities for families and communities by providing services that support the workforce and, in turn, state and local economies, partners with the community by collaborating with dentists, doctors, educators, health care providers, emergency food care providers, school districts, employers and state and local service providers, and practices inclusiveness by welcoming all cultures and languages.



The Agency's Efforts to Prepare Children for Kindergarten

School Readiness Goals

OCDC has developed agency wide School Readiness Goals. These goals align with the Head Start Early Learning Outcomes Framework, Oregon Early Learning and Kindergarten Guidelines, and OCDC's current Self-Assessment and Quality Improvement Plan (SAQIP) for 2020-2021.

- Goal 1: Children will Increase Self-Regulation skills and establish and maintain positive relationships.
- Goal 2: Children will expand expressive and receptive language skills. Dual Language learners will build home language skills while progressing in their English.
- Goal 3: Children will develop alphabet and phonemic skills.
- Goal 4: Children will develop their problem- solving skills.
- Goal 5: Children will develop their physical wellness.
- Goal 6: Children will demonstrate positive approaches to learning.
- Goal 7: Children and families will enhance the connection with local schools and community.
- Goal 8: Children will develop their Mental Health Wellness.

Under these broad agency goals, county specific objectives for children's learning are developed for each program.



Programs

Calendar Year Programs

Migrant, Seasonal / Early Head Start (MSHS/EHS)

Migrant and Seasonal Head Start and Early Head Start is a statewide federally funded program, that provides comprehensive child development services to children and families. Migrant and Seasonal Head Start serves children of migrant and seasonal farm workers. Early Head Start provides services to pregnant woman, and infants and toddlers ages 0 to 3.

School Year Programs

Oregon Pre-Kindergarten (OPK)

Oregon Prekindergarten serves children of 3-4 years of age and their families. A State funded Head Start program that provides education and child development services, helping prepare young children for school.

Oregon Pre-Kindergarten-Prenatal to 3 (OPK-P3)

Oregon Prekindergarten serves children of prenatal to 3 years of age and their families. A State funded Early Head Start program that provides families with complex social, economic, and health needs the support they need to ensure effective child development in the earliest years.

Preschool Promise (PSP)

Preschool Promise (PSP) offers free, high-quality preschool to Oregon families who are living at or below 200 percent of the Federal Poverty Level in Oregon. Serving children ages three and four, PSP is a publicly funded program and complements other early learning programs such as Oregon Pre-Kindergarten. PSP expands access to culturally responsive early learning programs.

Early Head Start Childcare (RXII EHS CC)

Early Head Start Childcare Region XII (EHS CC RXII) – serves children who are 6 weeks to 3 years of age and is a federally funded program that provides comprehensive child development services and compliments the Migrant and Seasonal Head Start Services.

Maternal, Infant, and Early Childhood Home Visiting (MIECHV)

This program provides home visits and education for low-income families with infants or toddlers as well as pregnant women. The home visiting program helps connect families to resources they need to ensure their child's healthy development.

Migrant Education (MEP)

The purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children. The MEP helps State and community agencies address the unique educational needs of migrant children to support their academic success. OCDC partners with Migrant Ed to deliver summer programs.

Early Head Start Childcare Partnerships (RX EHS CCP)

OCDC works with child care partners to provide Early Head Start Child Care Partnerships – where child care providers work with our team of specialists and experts to elevate the quality of their child care to meet Early Head Start standards. Children 0-3 years' old who are eligible for Early Head Start can attend these year-round, full day services designed to maximize their developmental potential.



Board of Directors 2021

Grant Baxter - Board Co-Chair
Juan C. Preciado - Board Co-Chair
Anna Lee - Board Secretary
Steve Petruzelli – Chair of Finance Committee
Patricia Cuevas - Board Member
Daniel Quiñones – Chair of HR Committee
Matthew Colley - Board Member
Kathleen Ayres - Board Member
Ingrid Anderson - Board Member
Maria Guadalupe Diaz - MSHS PC Representative
Josephine Mendez – MSHS PC Representative (alt)



Policy Councils 2021

OPK/OPK-P3

Ashley King - Jackson
Dulce Luna - Jackson
Rebecca Chavolla - Klamath Falls
Alethea Barlowe - Klamath Falls/Chiloquin
Monica Bucevschi – Multnomah

Region X EHS Partners

Celeste Mora Morales - Washington (Adelante Mujeres) RXII

MIECHV

Florentino Madrigal – Marion

Community Reps: OPK

Esmeralda Javier de Jesus - Salem CR
Jenny MacDonald – Klamath Falls CR
Mary C. Strock - Jackson



Community Assessment Summary

The Community Assessment for 2021 tells the story of Oregon’s least served and most vulnerable families and children over the past few years by looking at the social indicators. The impacts of the Coronavirus pandemic and the wildfires in Oregon cannot be understated, from health, to availability of childcare, to economic insecurity, to the safety of children. The major findings/trends for children and families in the Oregon counties in which OCDC serves have not changed significantly since the 2019 Community Assessments. The recommendations from the 2019 Community Assessment continue to be valid, but they are now even more intense and relevant due to COVID-19 and the wildfires. The focus for 2021 must continue to be providing services and working with/supporting families while also addressing the significant challenges that COVID-19 and the wildfires have created and race/ethnicity and the inherent inequities therein, which have been brought into stark contrast over the past year. As per the Hub reports, most of the families we serve experience multiple vulnerabilities, so supporting families and reducing stressors are even more critically important.

The following are the findings/trends identified in this report and the recommendations for the program based on those findings.¹

¹ For the full Community Assessment, go to the OCDC Website: <https://www.ocdc.net/wp-content/uploads/2021/07/2020-CNRA-Update-Final-Published-May-2021.pdf>

Finding/Trend: Need for economic security, including food security, meeting basic needs, and stable housing.

Finding/Trend: Need for safe, COVID-free, stable living environments free from abuse and/or neglect, including for children in foster care.

Finding/Trend: Need for affordable and available child care in all Oregon counties.

Finding/Trend: Need for more children with disabilities to access services.



Audit Results

In 2021 the Auditor provided a clean opinion of the OCDC Financial Audit based on review of financial statements resulting in no findings.

The Oregon Department of Education conducted the last review of the Oregon Child Development Coalition OPK Program in 2021. There were no deficiencies.



Service Areas

OPK & OPK-P3: OCDC Service Area

The OPK and OPK-P3 programs provided services in in the following counties and centers for the 9/01/2020 through 8/31/2021 program year (as of 8/31/2021).

- Jackson County: Ashland Center
- Klamath County: Chiloquin Center & Klamath Falls Center
- Marion County: Brooks, Settlemier (Woodburn), and Silverton Centers
- Polk County: Independence Center
- Washington County: Enterprise (Hillsboro), Jose Pedro (Cornelius), and Linden (Cornelius) Centers

RX EHS CCP: OCDC Service Area

The RX EHS CCP partners provided services in 6 Oregon counties in the following counties and centers from 9/01/2020 through 8/31/2021 program year (as of 8/31/2021).

- Jefferson County, Madras, OR: MHS Childcare Center
- Josephine County, Grants Pass, OR: Caring for Kids Early Learning Center
- Josephine County, Hidden Valley, OR: Imagine That... Creative Children's Center
- Josephine County, Jerome Prairie, OR: Imagine That... Creative Children's Center
- Klamath County, Chiloquin, OR: Klamath Tribes Early Childhood Development Center
- Malheur County, Nyssa, OR: Nyssa School District Early Head Start
- Malheur County, Ontario, OR: Giggles & Grace Early Learning Center
- Malheur County, Ontario, OR: Ontario High School TPP
- Multnomah County, Portland, OR: Discovery Gardens (ended 8/31/2021)
- Multnomah County, Portland, OR Neighborhood House: Applegate
- Multnomah County, Portland, OR: NAYA Family Center
- Washington County, Forest Grove, OR, Adelante Mujeres



Data Summaries

Program Data Summary 9/01/2020-8/31/2021

Program Data as of 8/31/2021	OPK & OPK-P3	RX
Funded Slots	806	170
Total Enrollment	630	216
% Average Monthly Enrollment	N/A	N/A
% of Eligible Children Served	N/A	N/A
% Children Up-to-Date on EPSDT at the End of Enrollment	69%	77%
% Children Up-to-Date on Dental Exams at the End of Enrollment	95%	52%



Budget & Expenses 2020-2021

	OPK Contract to Date	OPK Annual Budget	OPK-P3 Contract to Date	OPK-P3 Annual Budget	RX Contract to Date	RX Annual Budget
County	\$5,399,459	\$8,192,709	\$1,997,455	\$4,759,022	\$28,816	\$47,463
Facilities	\$593,822	\$501,490	\$162,877	\$337,643	\$1,099	\$2,500
Program Governance	\$6,013	\$64,460	\$248	\$20,870	\$0	\$17,650
Education	\$29,356	\$74,074	\$7,677	\$76,425	\$1,108	\$2,500
Software Maintenance	\$18,894	\$16,837	\$10,141	\$6,212	\$4,674	\$3,886
Transportation	\$97,646	\$257,316	\$2,070	\$700	N/A	N/A
Training T/TA	\$51,718	\$235,533	\$22,926	\$152,525	\$5,245	\$83,868
CO Admin Allocation	\$459,692	\$741,654	\$181,044	\$456,888	\$71,361	\$77,377
CO Program Allocation	\$425,097	\$602,827	\$199,817	\$290,715	\$482,969	\$656,096
Other Contracted Services	N/A	N/A	N/A	N/A	\$2,248,905	\$2,928,373
Totals:	\$7,081,697	\$10,686,900	\$2,584,255	\$6,101,000	\$2,844,177	\$3,819,713

*OPK Funding 7/01/20-6/30/21

*Region X EHS CCP 9/01/2020-8/31/2021



Public/Private Funds Received

OCDC received \$66,734,396.00 in public funds for \$9,547.00 in private funds from 1/01/2021-12/31/2021.



Kindergarten Readiness Data

Children, staff and family's social and emotional wellbeing and needs are/were the primary focus of School Readiness/Kindergarten Readiness. During 2020-2021 program year, the pandemic continued to affect OCDC in center services, with periodic and unpredictable closings of classrooms and sites due to COVID-19 positive cases and exposures.

OCDC provides a variety of opportunities to support preparing children and families for the transition to kindergarten and ongoing school readiness. This includes transition activities to visit the local schools; Kindergarten Teachers visits to OCDC; family nights;

summer school with the public school; and classroom group and individual school readiness activities. Families are an integral partner in any part of the transition planning.

OCDC promotes the social and emotional well-being of children, families, and staff as the priority and primary focus of kindergarten and school readiness. This is promoted by the intensive implementation of the Pyramid Model framework, Second Step Curriculum, and the Early Childhood Mental Health Consultation model.

Agency Child Outcome Data is aggregated primarily, from the My Teaching Strategies online data system. OCDC teachers input observations that measure children's developmental progression, or growth, in seven domains of learning: Social and Emotional, Gross Motor, Fine Motor, Language, Cognitive, Literacy, and Math. Each domain of learning has objectives that teachers use to measure the progression of the children's development during the program year.

The 2020-2021 Agency Child Outcome Data for:

1. OPK P-3 program has shown progression of learning percentages of children meeting/or exceeding the development and learning expectations for their age range in all domains except Literacy, Language, Mathematics, Social Emotional, Spanish Language, and Spanish Literacy.
2. OPK program has shown progression of learning percentages of children meeting/or exceeding the development and learning expectations for their age range in all domains.

This data has been used to create Training and Technical assistance plan to promote strengthening in all the development and learning areas indicated from the 2020-2021 data aggregation. The T/TA plan is associated with the Agency School Readiness goals and plan.



Parent Engagement Activities

Parents are involved at all levels of the program:

- Budget and Program planning
- Policy Council Representatives
- Community Representatives
- PFCE (Parent, Family, and Community Engagement) Representatives
- Representatives to Board of Directors

The 2020-2021 program year had OCDC conducting parent engagement activities differently due to in-person meeting restrictions due to COVID-19. The following are some of the general activities done by the partners:

- Provided “COVID bags” – bags of supplies to support parents with staying safe during COVID
- Sent home educational activities
- Provided holiday boxes
- Shared resources and information in both Spanish and English with families about COVID and addressing their areas of concern

Partners went above and beyond to individualize activities for families. The following are several examples:

- One Mom was doing online schooling so the partner shared some art and sensory activities that the child could do with Grandma while she was helping. In addition, the partner shared some activities for Mom and the child to do together on Mom's breaks away from homework.
- In another family, the partner worked with the family on routines and addressing possible concerns for sensory processing. The ASQs were administered and the partner shared a book with the family to read and shared activities to challenge their child with activities using items they found around their home.
- Another family had a child going through a health crisis (who later diagnosed with a rare lung disease). Most of the activities the partner shared were ones the family and child could do at the home, on the road, and/or under the restrictions of movement in the hospital. They also shared activities with Mom to support mental health. Additionally, they shared food ideas with Mom as calorie intake was a concern due to the rare disease.



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