

MALHEUR COUNTY CHILD DEVELOPMENT CENTER

2024-2025 ANNUAL REPORT



THE FOLLOWING DOCUMENT IS THE:

MCCDC 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 by Region X and the Oregon Department of Education (ODE) to serve the low-income families that reside in Malheur County. The Migrant program was funded by Region XII to provide services to the migrant and seasonal population that came to work in the produce 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 out of 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 60 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 receives two home visits with their child's teacher during the school year. 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 with 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 a year. 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 a year. 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 in 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 allows 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, 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' understanding of the developmental milestones of their children, so they can utilize these skills to truly become the primary educator and best supporter of their children.

Focus Area Two Federal Review Results:

From January 8, 2024, to January 12, 2024, the Administration for Children 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 what 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 exceptionally 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 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.

Strong Practice Details:

During the review event 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 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, I 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 facilities, 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 hiring 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 Well-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:

- 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 support 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, data0informed 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 Practices 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.
- 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, causality, 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:

- 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 practices 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.

Performance Area: Attendance:

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

CLASS Review

In the Spring of 2024, all MCCDC preschool classrooms received a CLASS Review by the OHS. The CLASS (Classroom Assessment Scoring System) tool has 10 dimensions or 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 recompile 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.

DIMENSION	SCORE
Emotional Support	5.9219
Positive Climate	5.81
Negative Climate	1.00
Teacher Sensitivity	5.44
Regard for Student Perspective	5.44
Classroom Organization	5.7708
Behavior Management	5.75
Productivity	5.94
Instructional Learning Formats	5.63
Instructional Support	2.9375
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 Compliance for Each Major Federal Program

Opinion for Each Major Federal Program

We have audited Malheur County Child Development Center's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Malheur County Child Development Center's major federal programs for the year ended June 30, 2024.

In our opinion, Malheur County Child Development Center complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United State of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government, auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Unifor guidance).

We are required to be independent of Malheur County Child Development Center and to meet our other ethical responsibilities, in accordance with 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of Malheur County Child Development Center's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts of grant agreements applicable to Malheur County Child Development Center's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain responsible assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and

express an opinion of Malheur County Child Development Center's compliance based on our audit. 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, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Malheur County Child Development Center's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *Uniform Guidance*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, 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 Malheur County Child Development Center's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Malheur County Child Development Center's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Malheur County Child Development Center's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance Accordingly, this report is not suitable for any other purpose.

Summary of Auditor's Results

Internal Control over Financial Reporting:

Significant deficiency(ies) disclosed?	Non-Reported
Material weakness(es) disclosed?	No
Noncompliance material to financial statements noted	No

Internal Control over major programs

Significant deficiencies identified?	Non-Reported
Material weaknesses(es) identified?	No
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?	No
--	----

<u>Federal Financial Assistance Listing Number</u> 93,000	<u>Name of Federal Program</u> Head Start
---	---

Dollar threshold used to distinguish between Type A and Type B programs	\$750,000
---	-----------

<i>Auditee qualified as low-risk auditee?</i>	Yes
---	-----

Monthly Enrollment Percentage for all Program Options

Early Head Start and OPK-PT Center Based Monthly Enrollment

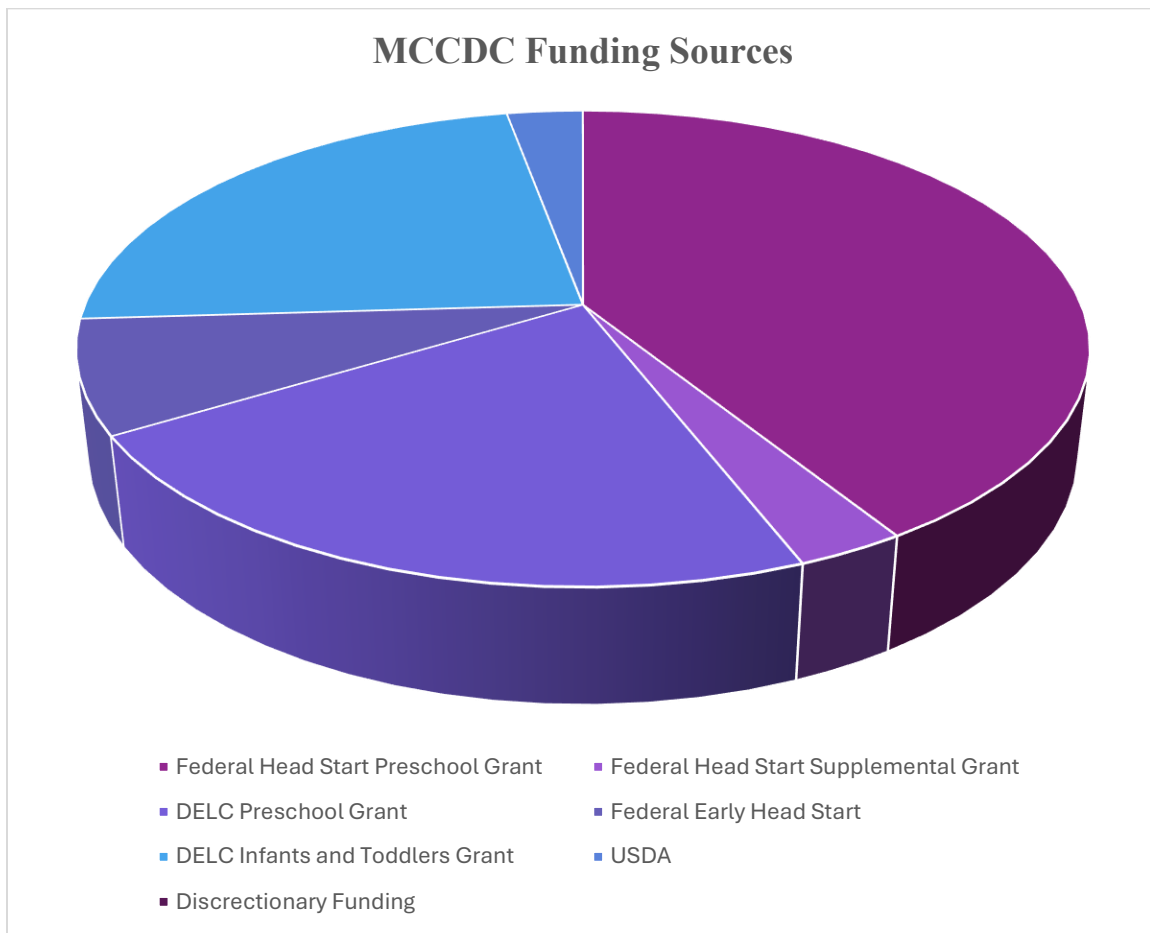
Month	Number Enrolled	Number Dropped or Transferred	Enrollment %
August	40	0	100%
September	40	1	100%
October	40	0	100%
November	40	1	100%
December	40	1	100%
January	40	1	100%
February	40	1	100%
March	40	1	100%
April	40	0	100%
May	40	1	100%

Head Start and OPK Preschool Monthly Enrollment

Month	Number Enrolled	Number Dropped or Transferred	Enrollment %
August	142	3	100%
September	142	10	100%
October	142	3	100%
November	142	2	100%
December	141	2	99%
January	141	5	99%
February	142	4	100%
March	142	2	100%
April	141	4	99%
May	141	2	99%

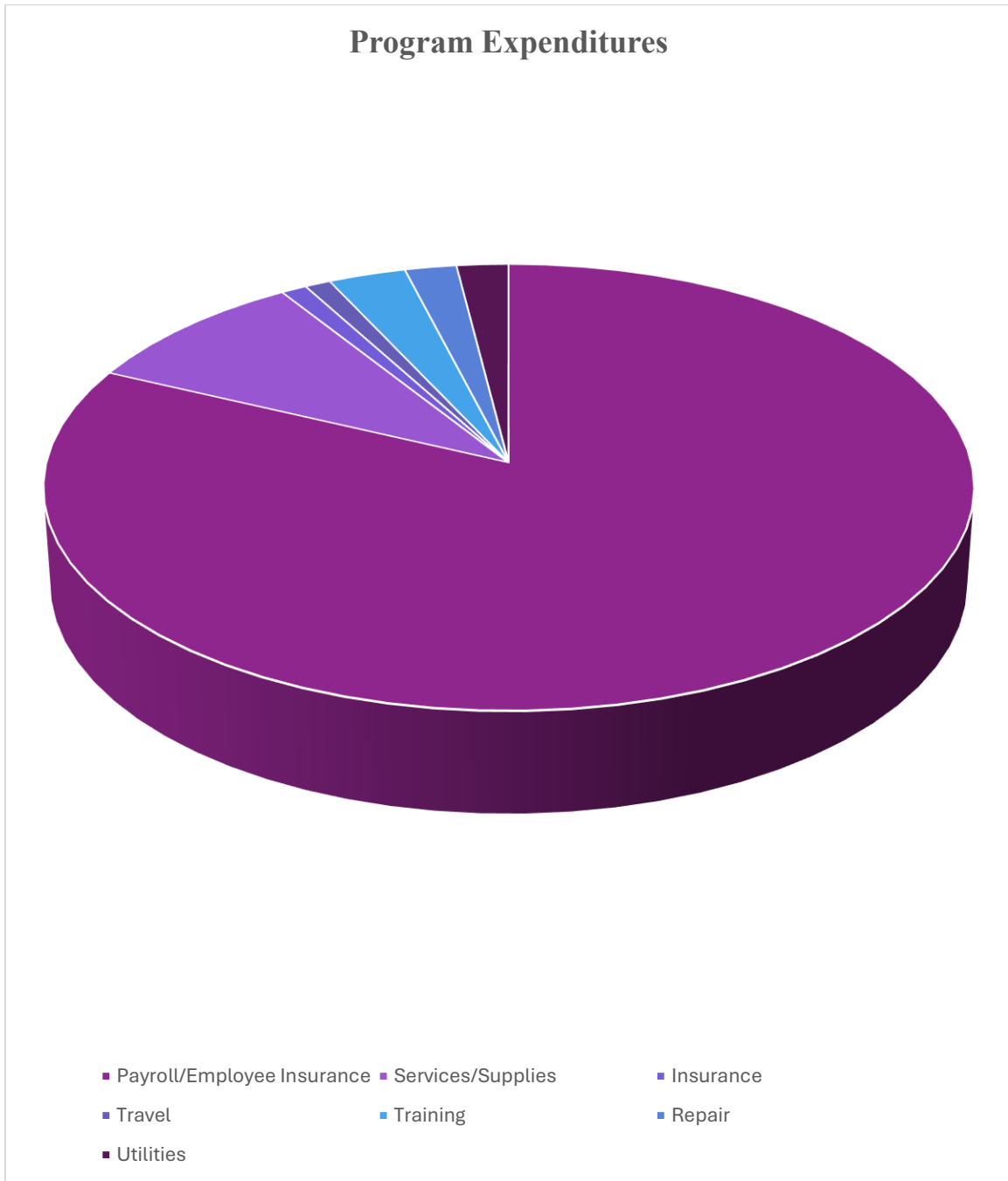
2024-2025 Program Year Budget Information

Funding Source	Funding Amount	Percent of Total Budget
Federal Head Start Grant 09/01 -08/31	\$ 1,919,587.00	41.10%
Federal Head Start Grant Supplemental	\$ 138,571.00	2.97% (Bus Purchase)
DELC	\$ 1,040,934.11	22.29%
Early Head Start	\$ 359,451.00	7.70%
DELC	\$ 1,076,936.32	23.06%
USDA	\$ 134,972.36	2.89% (to August 2024)
Discretionary 09/01-08/31	\$ 169.25	0.00% (staff fund, interest, (donations, etc.)
Total	\$ 4,670,621.04	100%



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 2024-2025 Program Expenditures



Expenditures for the 2024-2025 Program Year

Federal Head Start Expenditures:

Activity	Preschool HS Expenditures	EHS Expenditures
Payroll/Employee Insurance	\$1,652,496.73	\$ 152,895.20
Services and Supplies	\$ 148,728.39	\$ 1,613.43
Insurance	\$ 18,241.86	\$ 2,122.87
Travel	\$ 13,662.56	\$ 1,126.43
Training	\$ 29,139.40	\$ 4,606.51
Repair	\$ 17,317.11	\$ 6,509.46
Utilities	\$ 25,311.31	\$ 8,004.55
Total	\$1,904,897.36	\$ 176,878.45
 Total Payroll	 \$1,091,152.98	 \$ 228,954.72
Administration Payroll	\$ 136,618.79	\$ 26,196.85
	12.52%	11.44%
 Payroll to Overall Expenses	 86.7%	 86.4%

Oregon DELC Expenditures:

Activity	Preschool Expenditures	Infant/Toddler Expenditures
Payroll/Employee Insurance	\$ 911,564.09	\$ 921,238.89
Services and Supplies	\$ 62,729.92	\$ 101,813.54
Insurance	\$ 5,156.19	\$ 9,715.29
Travel	\$ 6,268.89	\$ 4,811.41
Training	\$ 23,041.18	\$ 18,280.44
Repair	\$ 16,364.94	\$ 9,433.80
Utilities	\$ 15,809.10	\$ 11,642.95
Total	\$1,040,934.11	\$1,076,936.32
 Total Payroll	 \$ 690,929.73	 \$ 687,756.01
Administration Payroll	\$ 41,139.46	\$ 64,784.41
	5.95%	9.42%
 Payroll to Overall Expenses	 87.6%	 85.5%

In looking at the above data on travel expenses, it is important to note that Malheur County is located on the Eastern border of Oregon. Most of the trainings that is provided is in the western part of the state. This means it takes at least eight hours of travel to get to the other side of the state. A feat that entails lodging and per diem cost for staff traveling to and from as well as attending trainings or meetings. This is also the cost for reimbursement of gas mileage for staff to conduct regular program business such as traveling to home visits, community meetings, and from one site to another throughout the course of a day, week, or month.

Basic Program Information

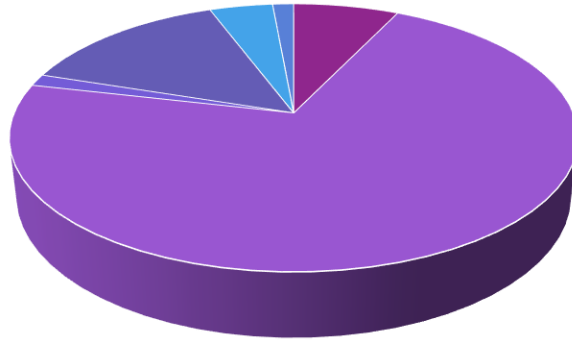
In looking at the following data it is important to understand some basic information about the program.

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 the Oregon Department of Early Learning and Care. The program follows the Head Start Performance Standards and the Oregon Employment and Child Care Regulations to implement all aspects of the program. Part of implementing the Performance Standards means the program adheres to the Head Start Act, relevant Federal Registers, 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 a total of 18 over income children in the preschool options and 4 in the options serving infants and toddlers. The goal of the program is to ensure that the neediest of the needy are enrolled and provided with services by MCCDC.

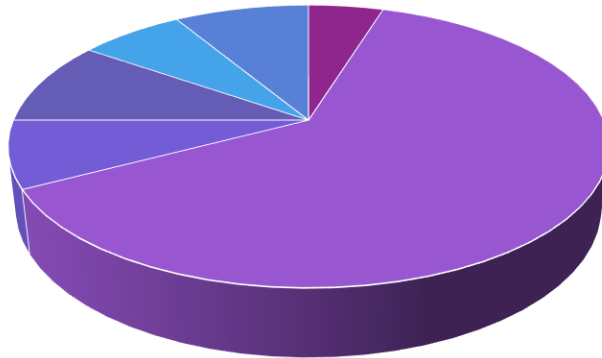
Income Status of MCCDC Participants

Income Status of OPK-PT and EHS Participants



- Below 100% of Federal Poverty Guidelines
- Public Assistance
- Child in Foster Care
- Homeless
- Between 100% - 130% of the Federal Poverty Guidelines
- Over Income

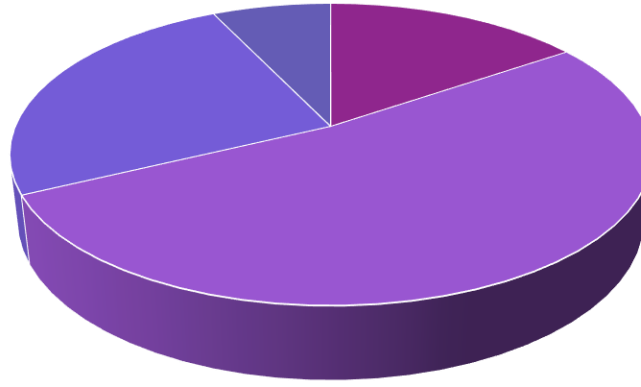
Income Status of Preschool Participants



- Below 100% of Federal Poverty Guidelines
- On Public Assistance
- Child in Foster Care
- Homeless
- Between 100%-130% of the Federal Poverty Guidelines
- Over Income

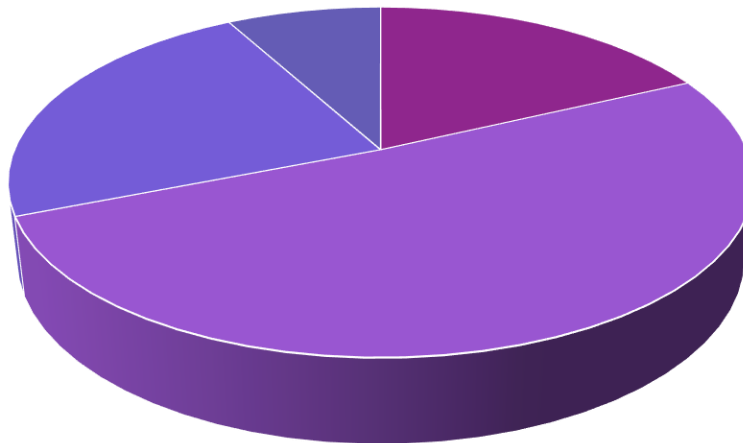
Educational Obtainment of Participant's Parent or Guardian

Educational Obtainment of Infant/Toddler Parents/Guardian



- Less Than High School
- High School Diploma or GED
- Associates Degree, Vocation Training, or some College
- Advanced or Baccalaureate Degree

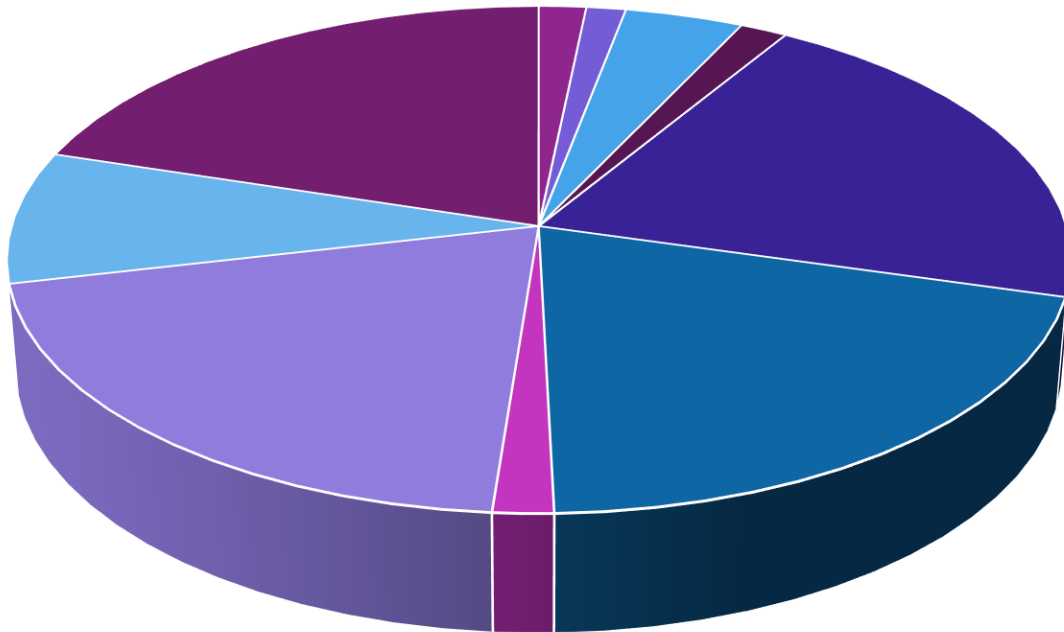
Educational Obtainment of Preschool Children's Parent or Guardian



- Less than High School
- High School Diploma or GED
- Associates Degree, Vocational Training, or some College
- Advanced or Baccalaureate Degree

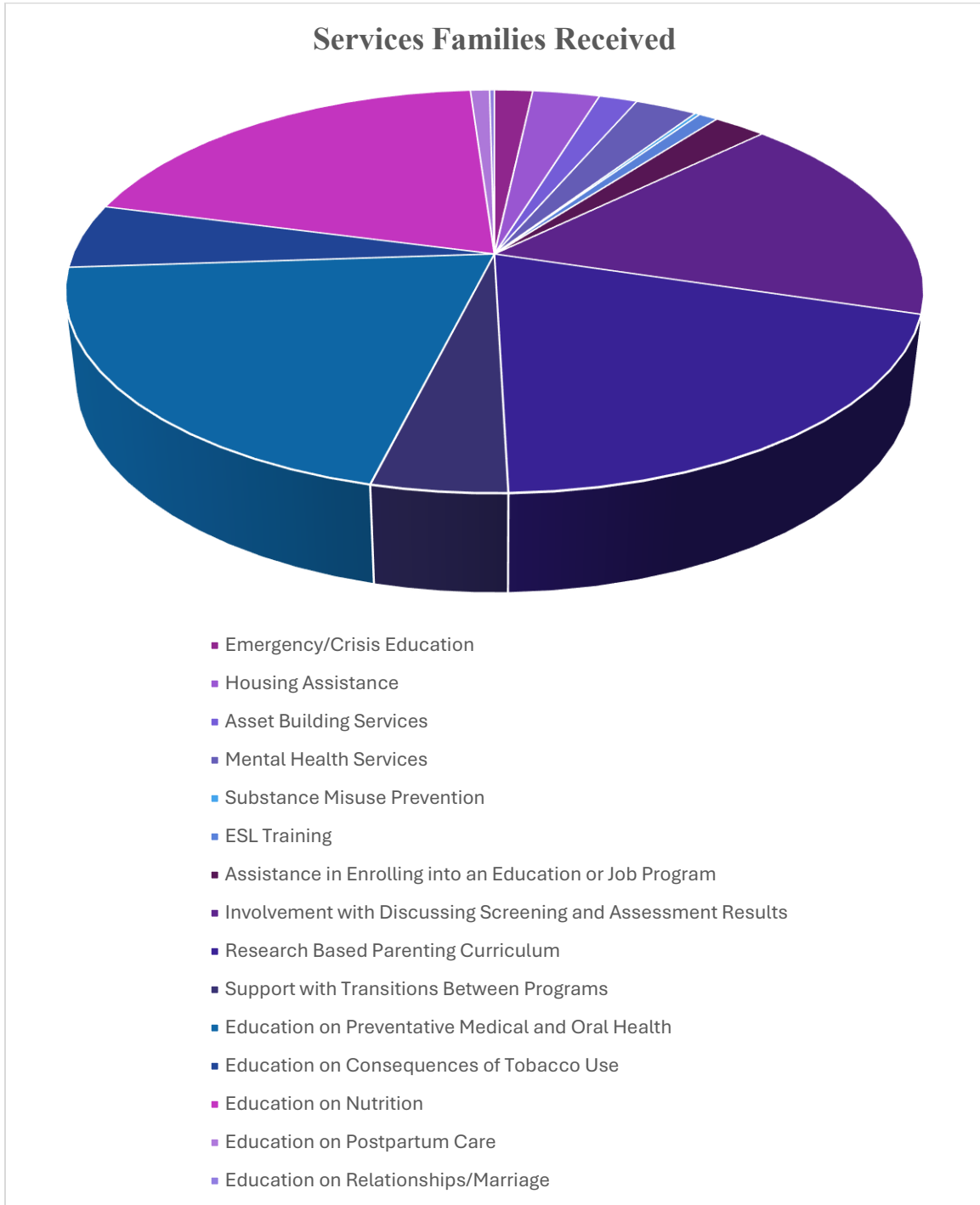
Services Provided to Families Enrolled in Malheur County Child Development Center

Services Provided to Early Head Start and OPK-PT Families



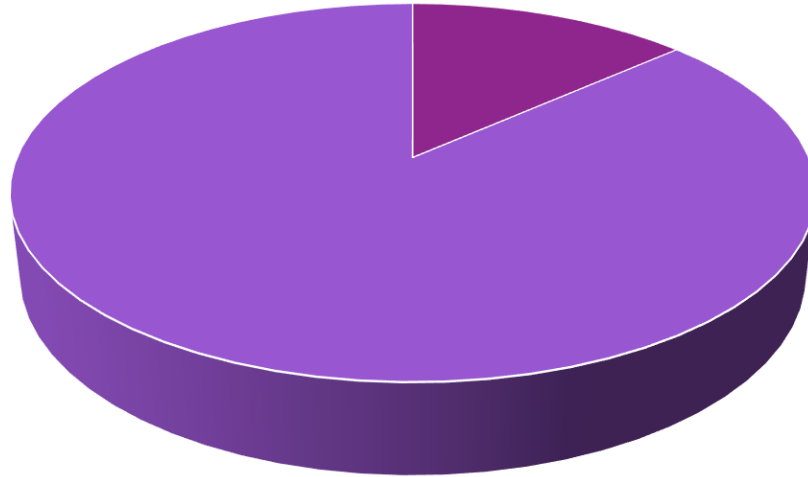
- Emergency/Crisis Intervention
- Housing Assistance
- Assesst Building Services
- Mental Health Servcies
- Research Based Parenting Curriculum
- Involvement in Discussing Child's Screening and Assessment Results
- Support for Transitions Between Programs
- Education on Preventative Medical and Oral Health
- Education on the consequences of Tobacco
- Education on Nutrition

Services Provided to Head Start and OPK Families of Preschool Children



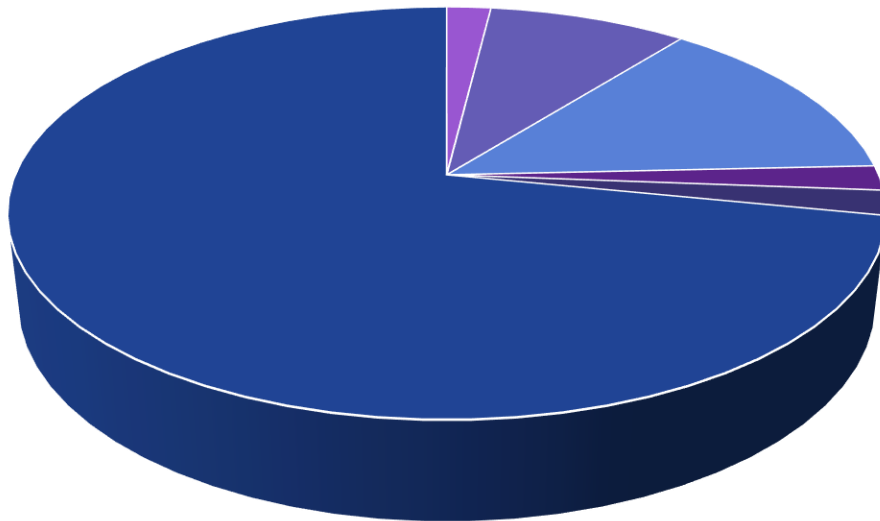
Children with Disabilities

Infants and Toddlers with a Disability



■ Developmental Delay ■ Children with no Disability

Preschool Children With a Disability

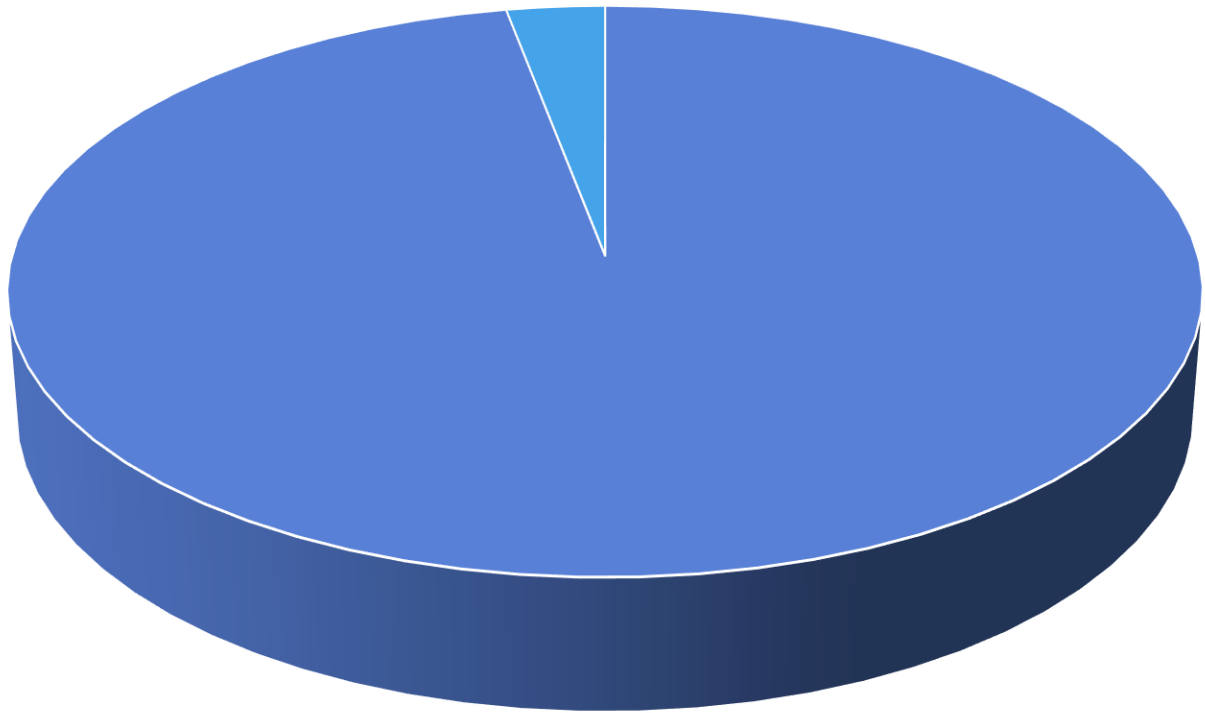


■ Other Health Impairment ■ Developmental Delay ■ Communication Delay
■ Autism ■ Intellectual Disability ■ Children with no Disability

Health Services for all Children

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, 58 infants and toddlers and 174 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 the needed screenings and assessments completed on them.

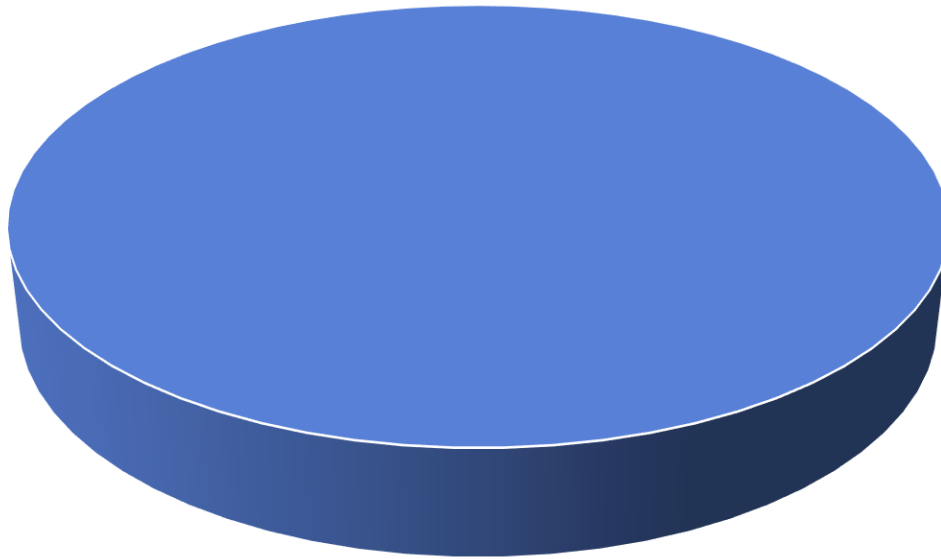
Program Participants with a Medical Home



■ Participants with a Medical Home ■ Participants without a Medical Home

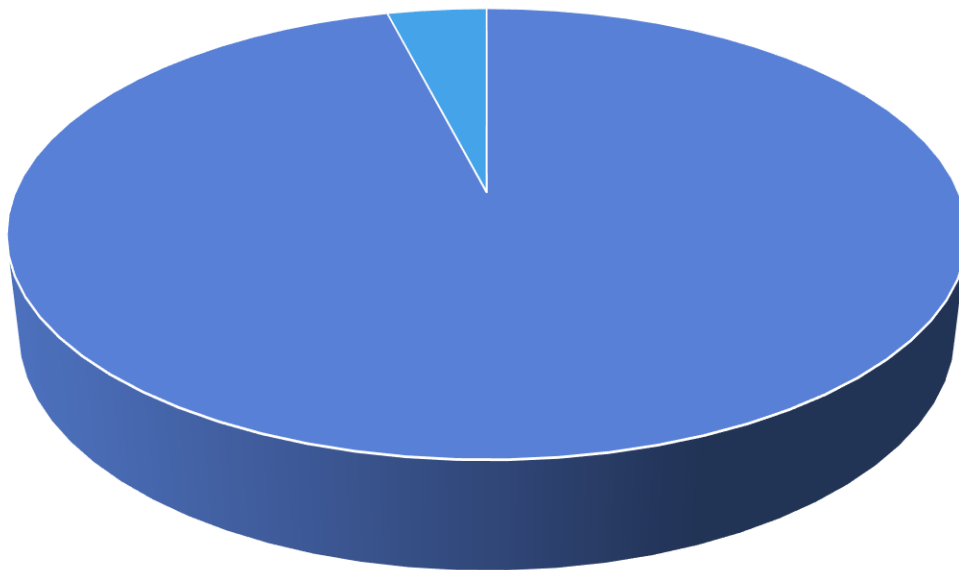
Health Data on EHS and OPK-PT Participants

Infants and Toddlers with Health Insurance



■ Infants and Toddlers with Health Insurance

Preschool Children with Health Insurance

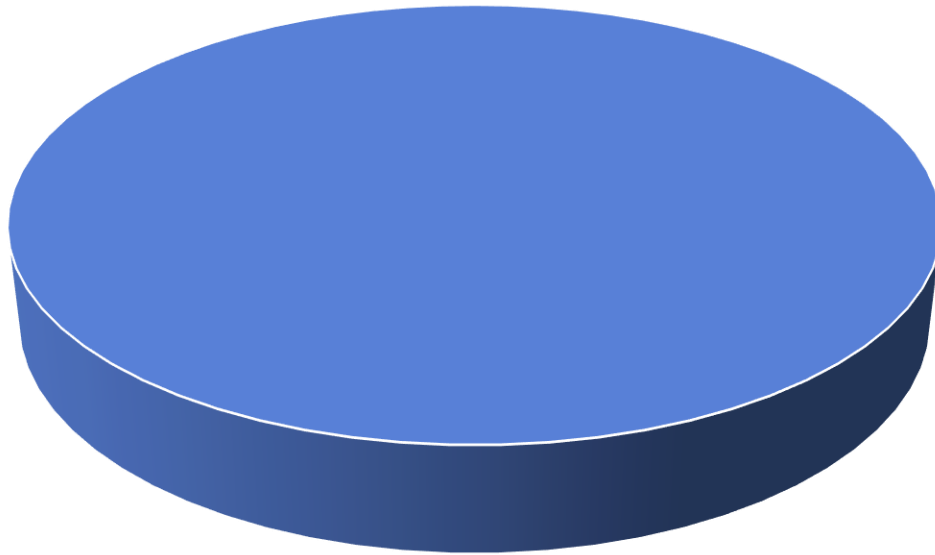


■ Participants with Health Insurance

■ Participants without Health Insurance

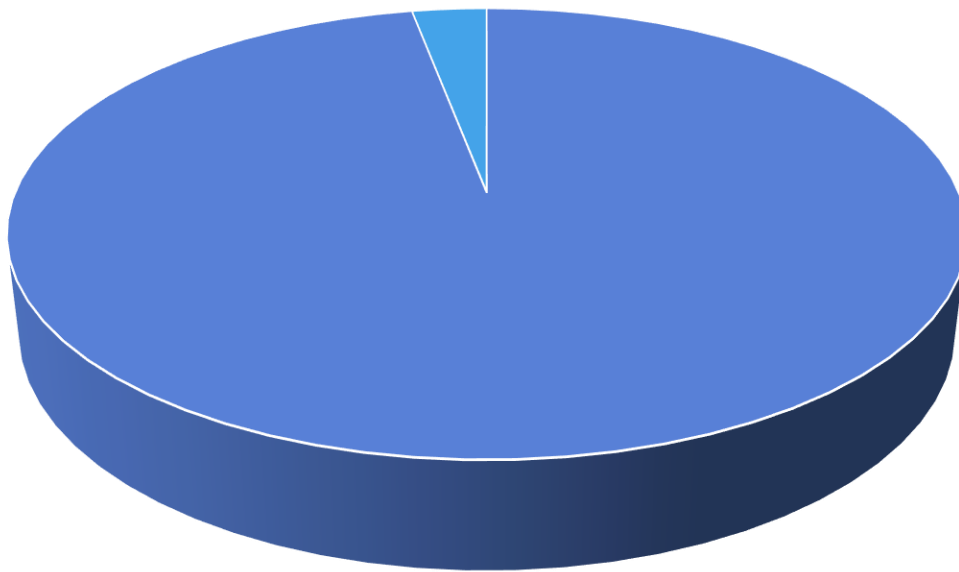
Immunization Data

Infant and Toddler Immunization Data



■ Participants with Completed Immunizations

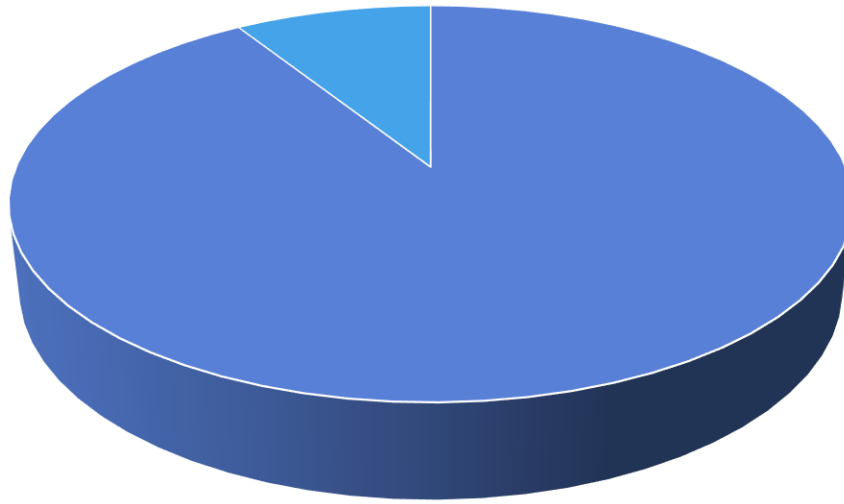
Immunization Data on Preschool Participants



■ Participants with Immunizations Completed ■ Participants without all Immunizations Completed

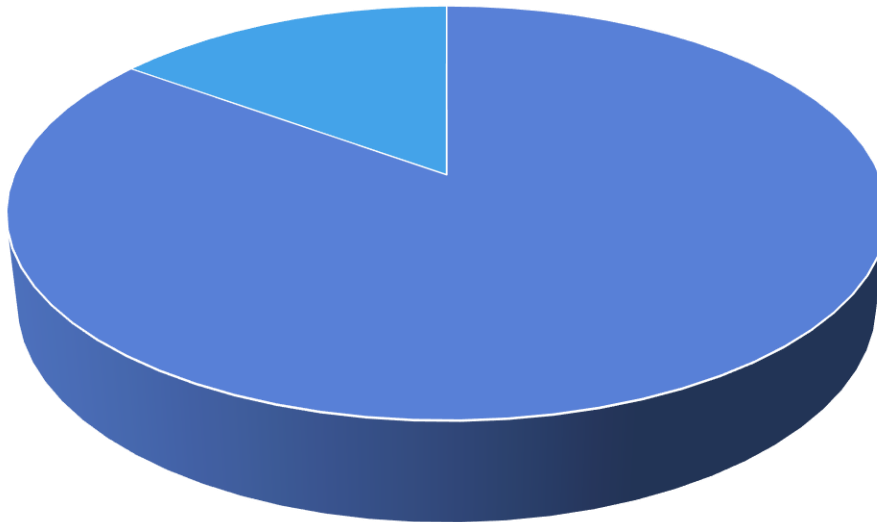
Health Data

Data on Infant and Toddler Well Child Checkups



- Participants with Well Child Checkups Completed
- Participants not up to date on Well Child Checkups

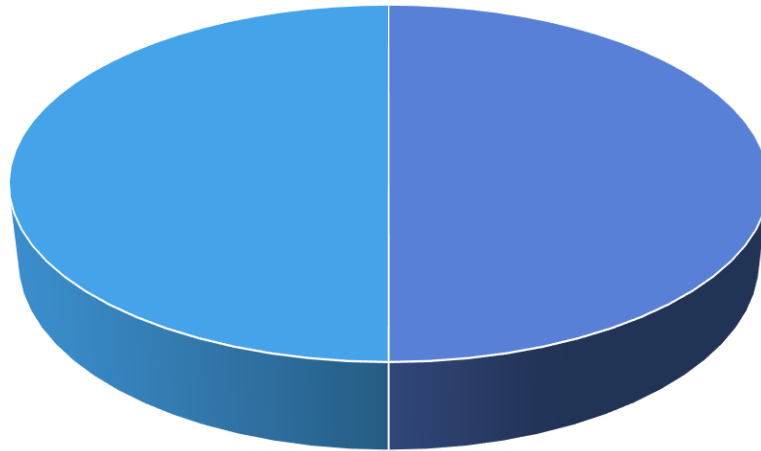
Preschool Participants with Well Child Checkups Completed



- Well Child Checkups Completed
- Well Child Checkups not Completed

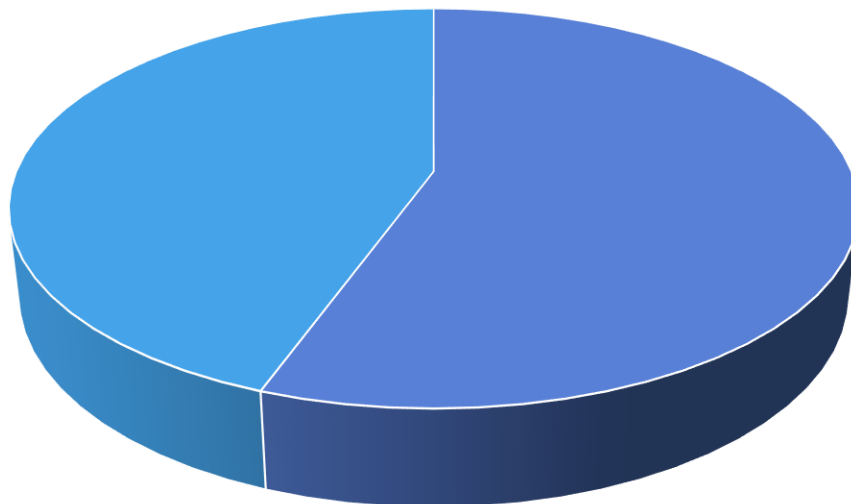
Participants with Identified Chronic Health Conditions

Infant and Toddlers Diagnosed with a Chronic Health Condition



- Participants Diagnosed with a Chronic Health Condition
- Participants Receiving Services for a Chronic Health Condition

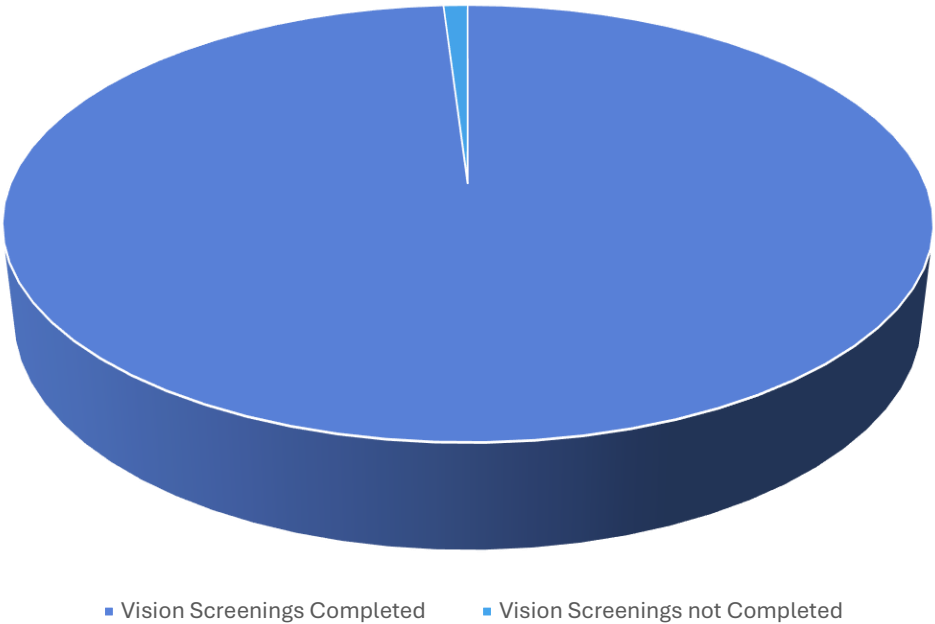
Preschool Participants Diagnosed with a Chronic Health Condition



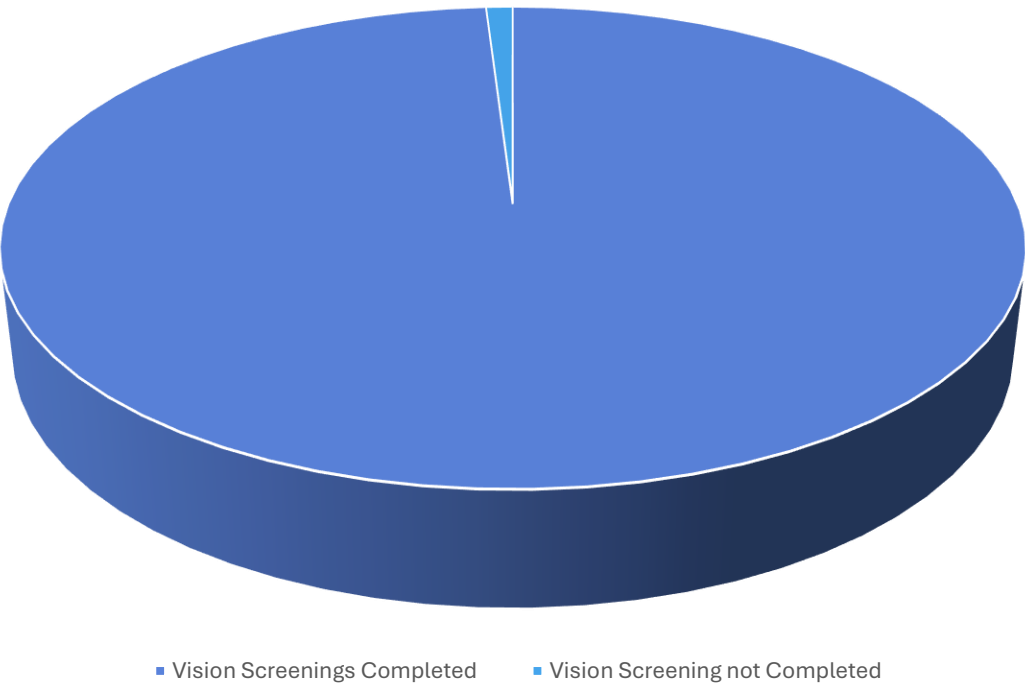
- Number Diagnosed with a Chronic Health Condition
- Number Receiving Care for a Chronic Health Condition

Vision Data on Participants

Vision Screenings of Infants and Toddlers



Vision Screening of Preschool Children

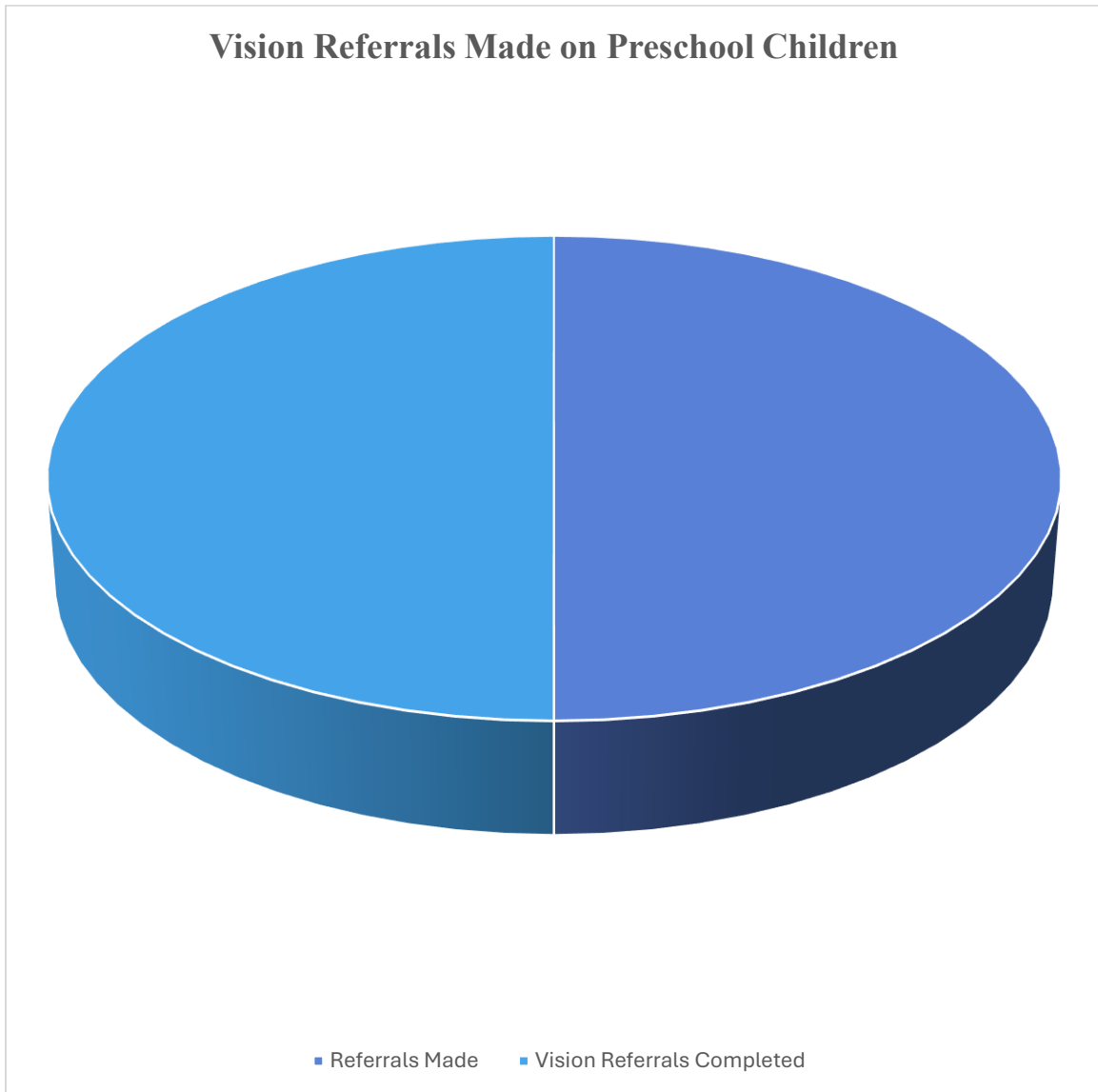


Vision Referrals Made

Infants and Toddlers:

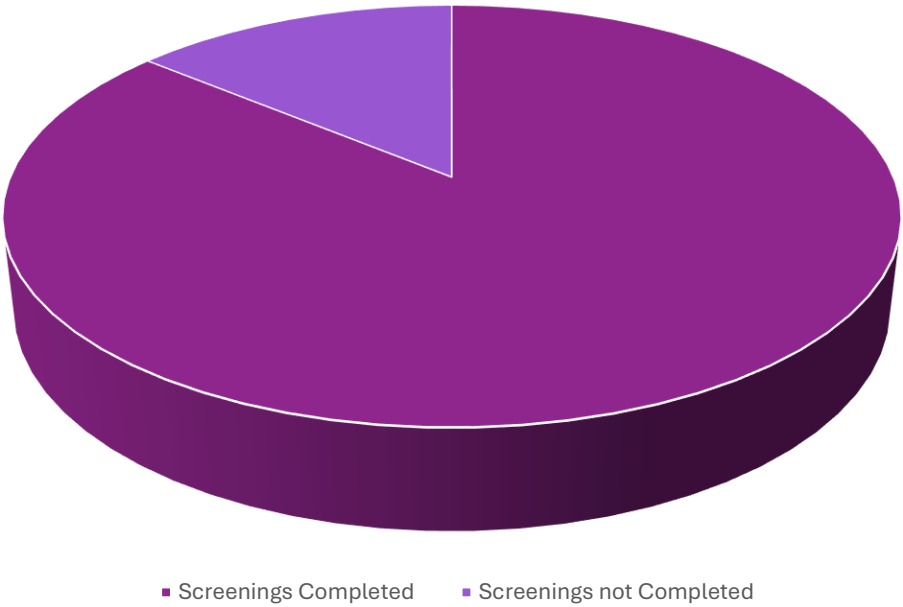
There were no vision referrals that needed to be made on infants and toddlers.

Vision Referrals Made on Preschool Children

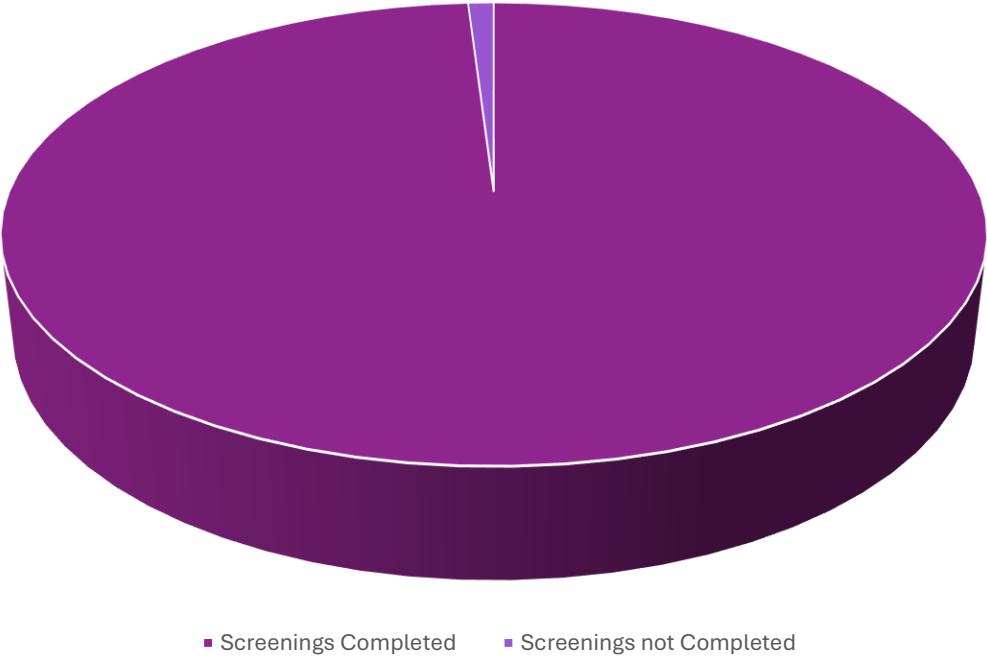


Hearing Data

Data on Infant and Toddler Hearing Screenings



Data on Preschool Hearing Screenings

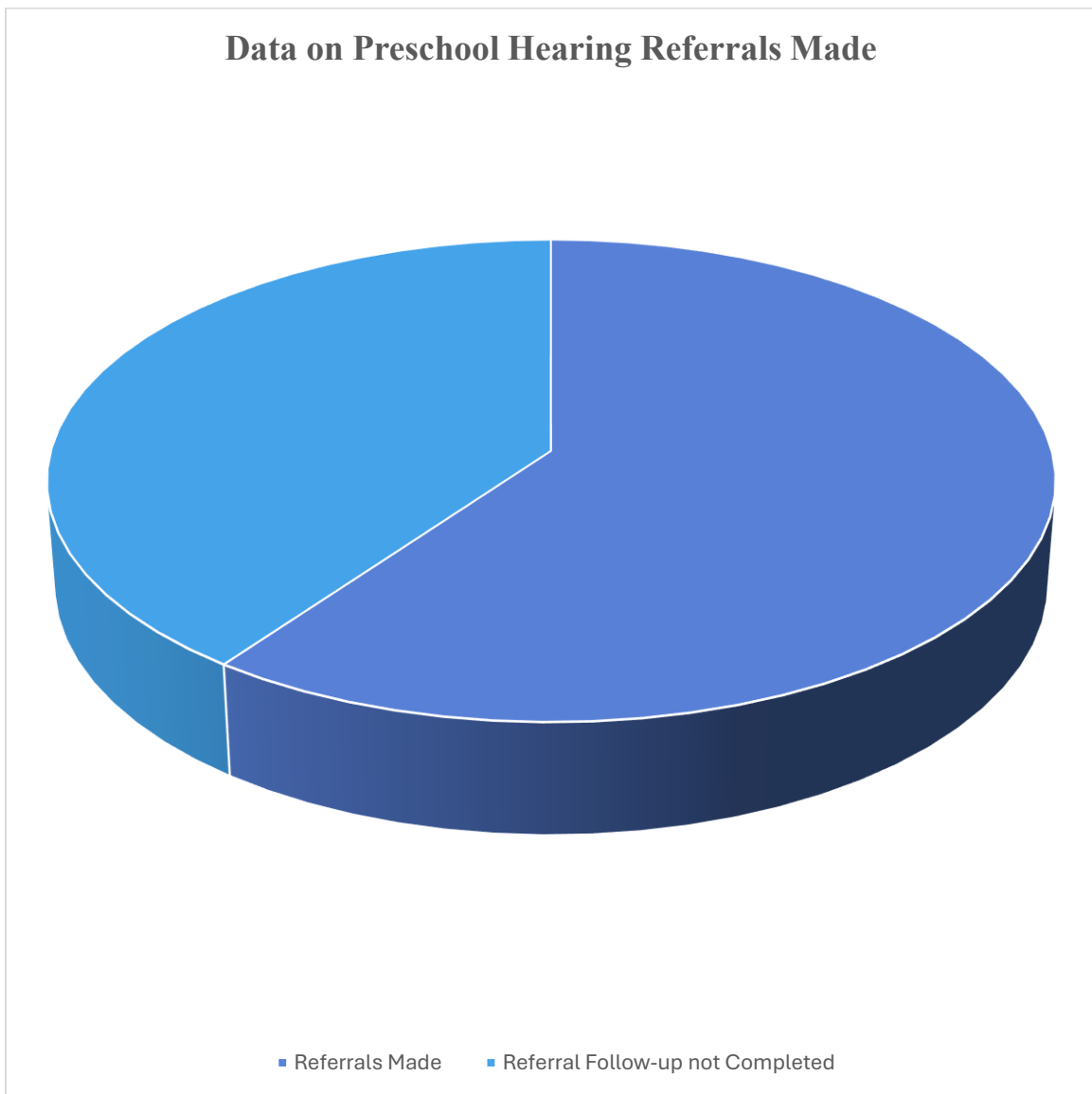


Data on Hearing Referrals Made

Data on Hearing Referrals Made on Infants and Toddlers:

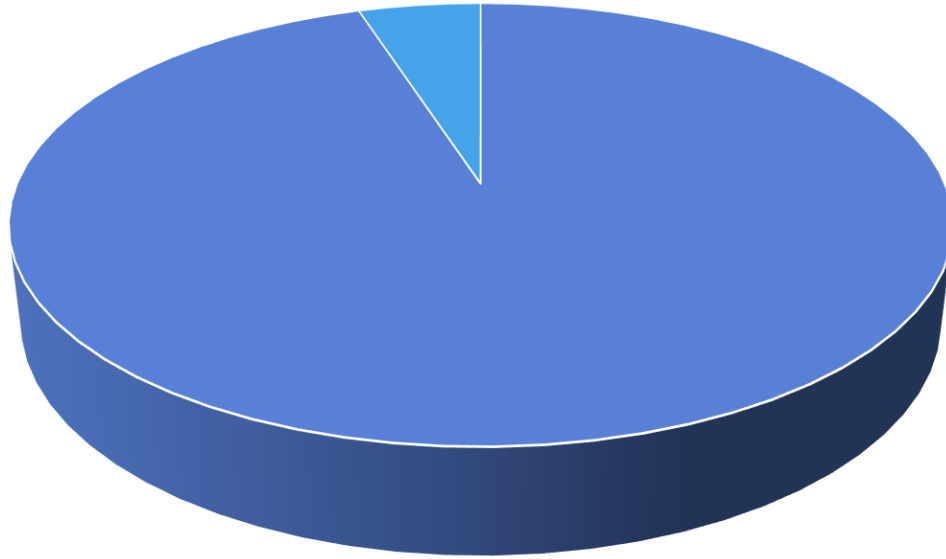
There were no referrals made for infants and toddlers.

Data on Preschool Hearing Referrals Made



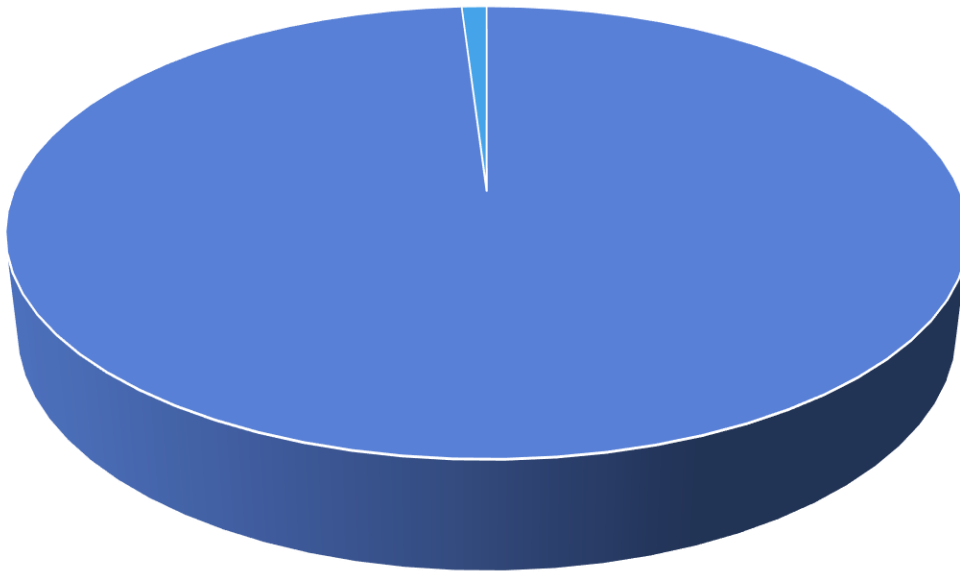
Dental Data

Infants and Toddlers with Dental Homes



■ Participants with Dental Homes ■ Participants with no Dental Home

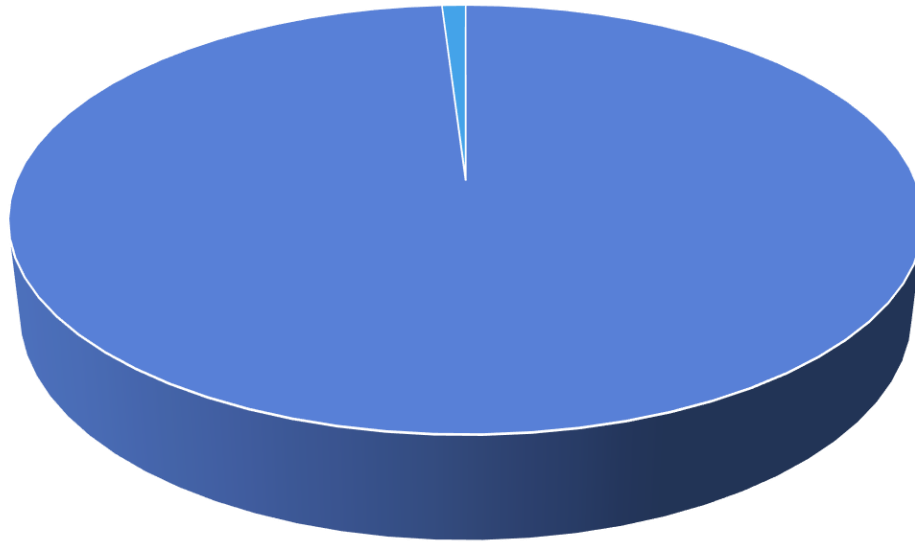
Preschoolers with Dental Homes



■ Participants with Dental Homes ■ Participants with out a Dental Home

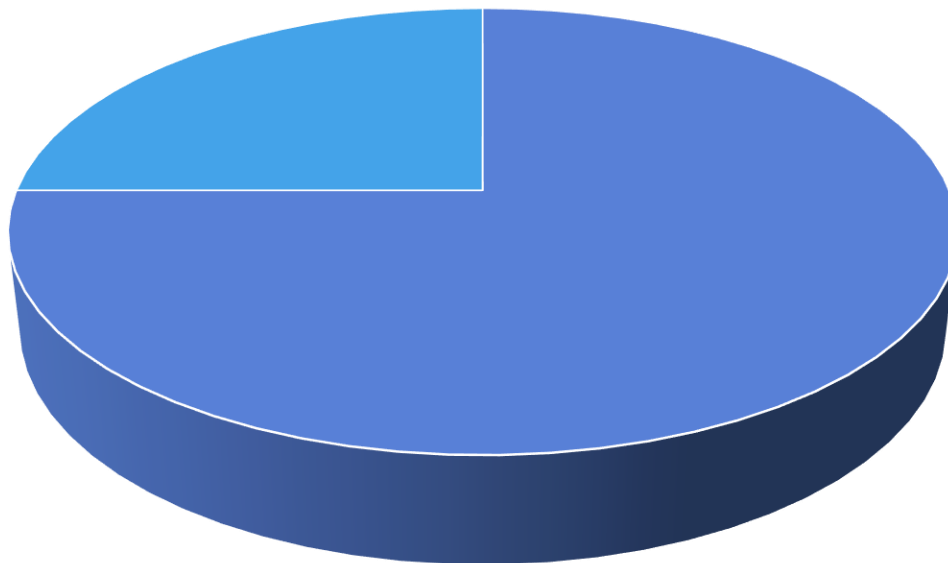
Data on Dental Exams

Infants and Toddlers Receiving Dental Exams



■ Treatments Completed ■ Treatments not Completed

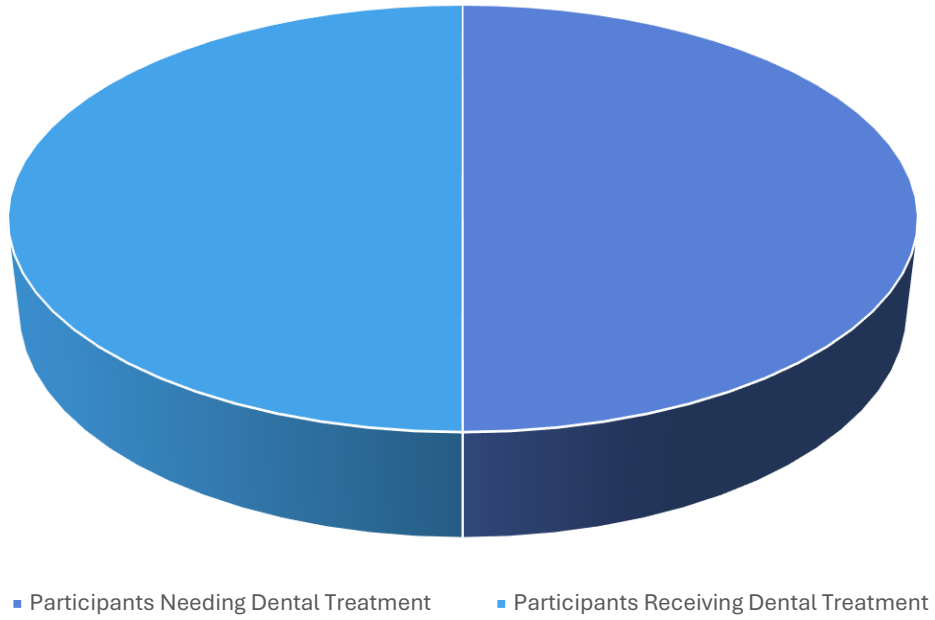
Preschoolers Receiving a Dental Exam



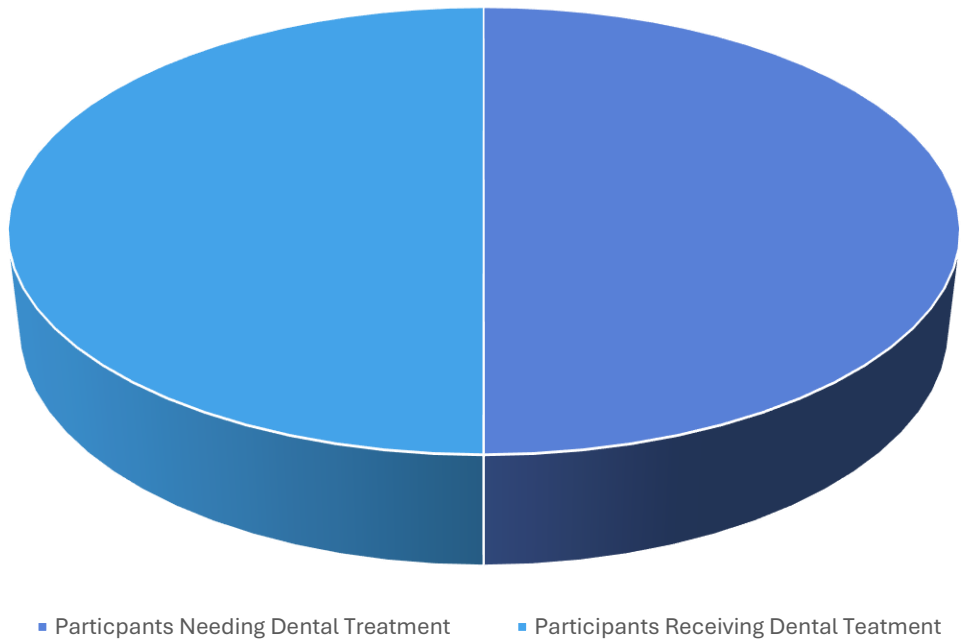
■ Participants who Received a Dental Exam ■ Participants not Receiving a Dental Exam

Dental Treatment Provided to Participants

Dental Treatment for Infants and Toddlers



Preschool Data on Dental Treatment



Education Data on all Participants'

In looking at the Education Data it is important to understand how the classrooms are organized in the program. The infant and toddler participants are in classrooms with eight children. As much as possible the five infant and toddler classrooms are separated by age groups. The youngest babies are in one classroom, those from around 12 to 24 months are in another classroom, and those from 24 months to 36 months are in another classroom. At times there are children who are performing skills or abilities that require them to move to a more advanced classroom. As children move through each of these class groups, they begin a new set of developmental skills. This means that they may not have mastered yet the developmental abilities of a specific age level as they move from one classroom to another. This along with the enrollment of new children means that the children are constantly moving from below expectations, meeting expectations, and exceeding expectations as they move from one set of developmental abilities to another as they continue to age and develop.

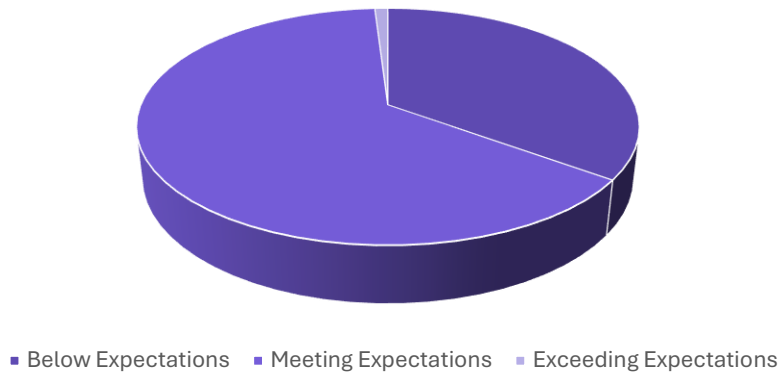
In Ontario, there are two three-year-old classrooms. These children are enrolled in these classrooms at the beginning of the year, or as they age out of a toddler classroom throughout the remainder of the school year. As three-year-olds age out of this classroom, they are enrolled into a four-year-old classroom once an opening becomes open in one of them. The other preschool classrooms are filled with four and five-year-old children. These children remain in these classrooms until they become old enough to go into kindergarten.

As previously mentioned, the program is funded to serve 142 preschool children, and 40 infants and toddlers. Throughout the 2024-2025 program year the program served 174 preschool children, and 58 infants and toddlers, this means the program served a total of 232 children during the 2024-2025 school year.

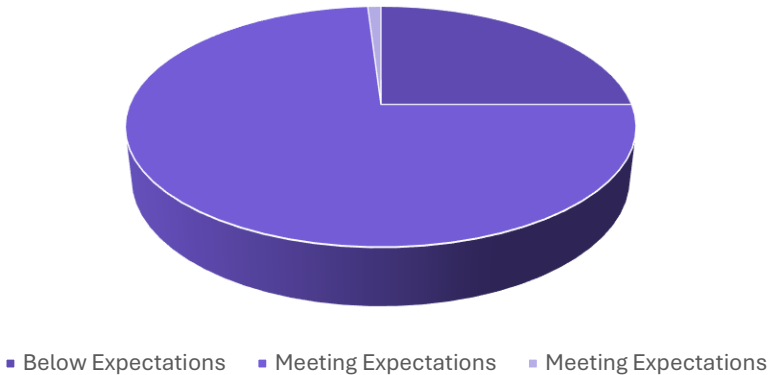
There are three Developmental Assessments done on children who are enrolled in the program for the entire program year. The assessments are done in the Fall, Winter, and Spring. If a child enrolls after one round of assessments results have been posted, then the child will have fewer Developmental Assessments done on them. However, the child will receive an initial assessment within a few weeks of being enrolled into the program. The Developmental Assessments measure each child's developmental abilities, needs, and concerns in the Domains of Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics development. This ensures that lesson plans and the learning environment are planned and organized to meet the ever-changing strengths and weaknesses of each child in the classroom. The following pie charts show the results of the three developmental assessments that were done on all children enrolled in the program.

Social/Emotional Developmental Assessment Results of all Participants

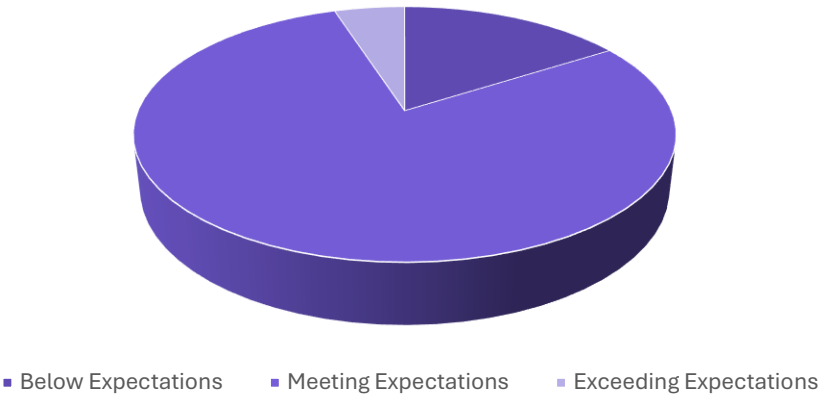
Fall Assessment Results



Winter Assessment Results

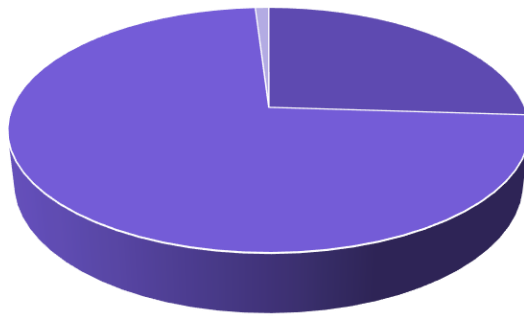


Spring Assessment Results



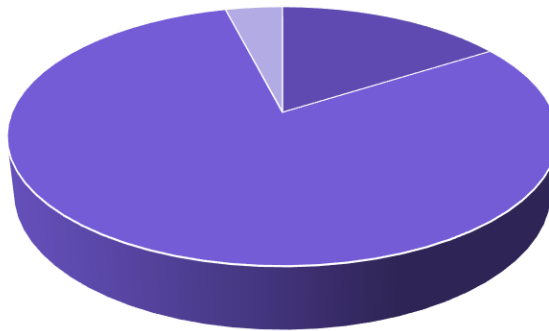
Physical Developmental Assessment Results for all Participants

Fall Assessment Results



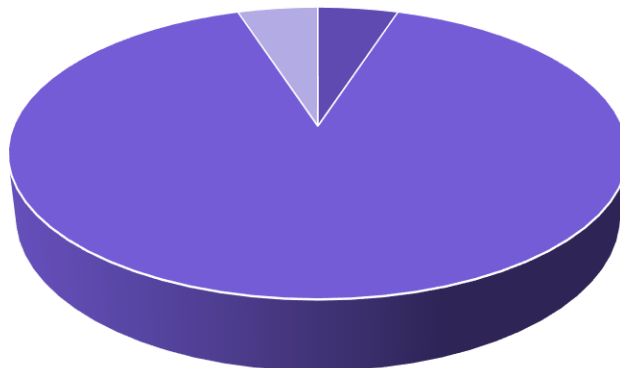
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

Winter Assessment Results



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

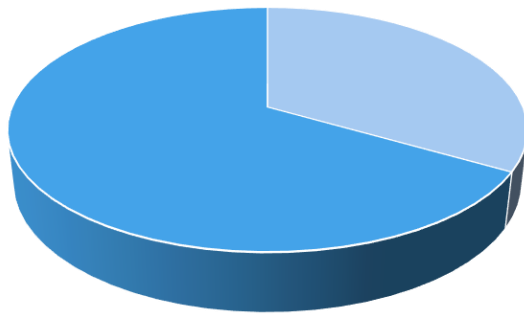
Spring Assessment Results



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

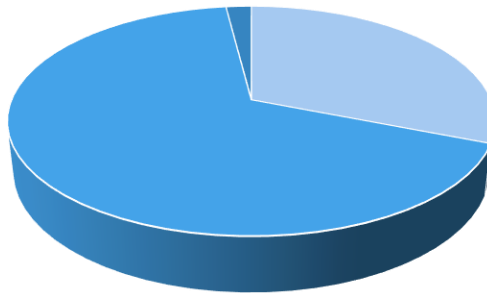
Language Developmental Assessment Results for all Participants

Fall Assessment Results



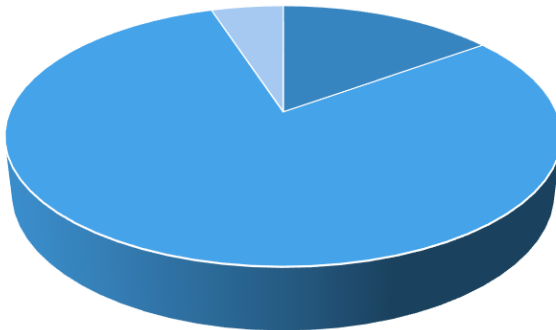
■ Below Expectations ■ Meeting Expectations
■ Exceeding Expectations

Winter Assessment Results



■ Below Expectations ■ Meeting Expectations
■ Exceeding Expectations

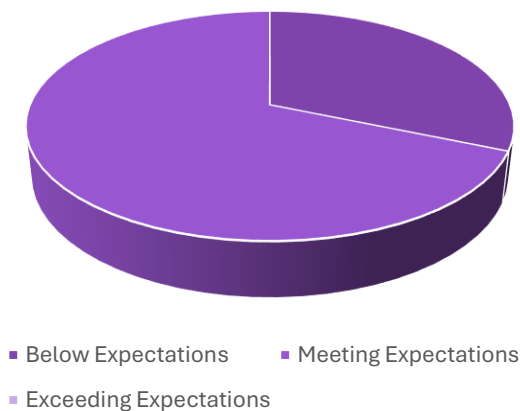
Spring Assessment Results



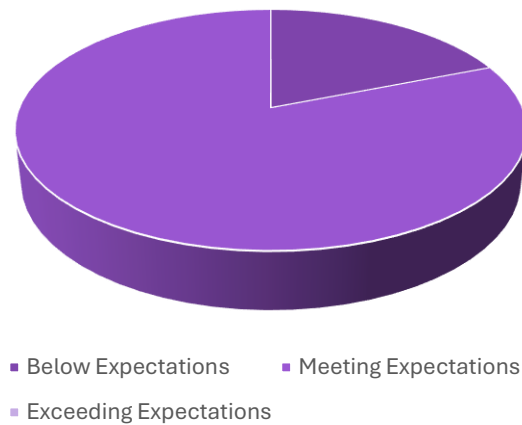
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectation

Cognitive Developmental Assessment Results for all Participants

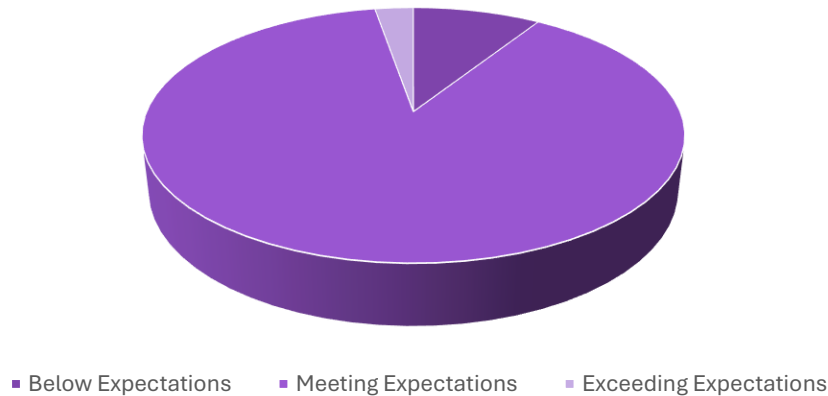
Fall Assessment Results



Winter Assessment Results

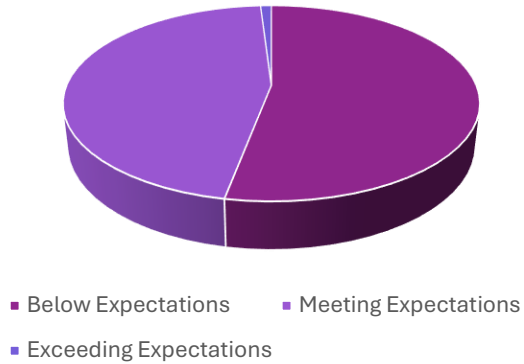


Spring Assessment Results

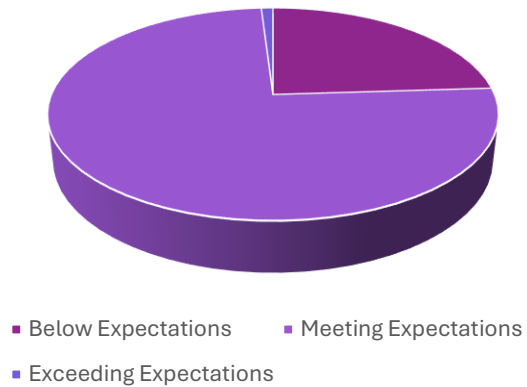


Literacy Developmental Assessment Results for all Participants

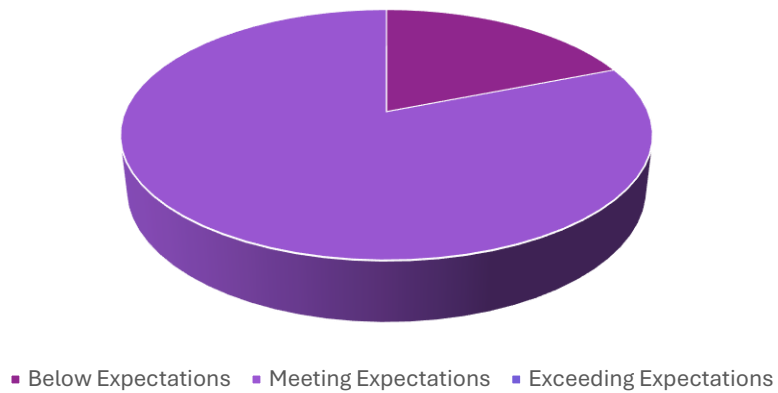
Fall Assessment Results



Winter Assessment Results

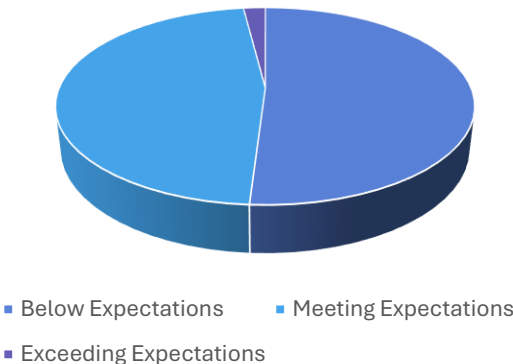


Spring Assessment Results

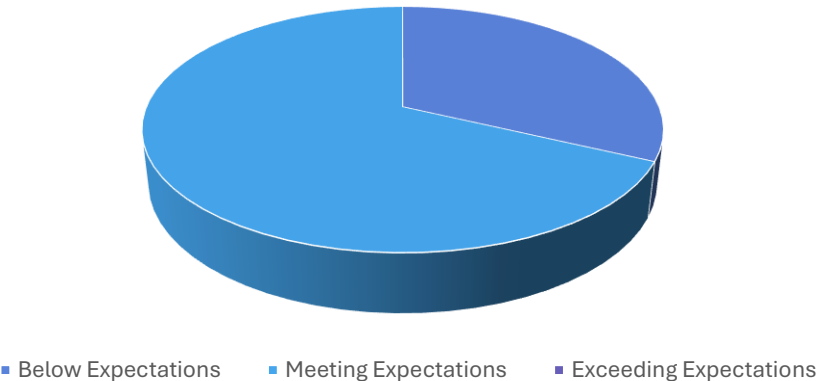


Mathematics Developmental Assessment Results for all Participants

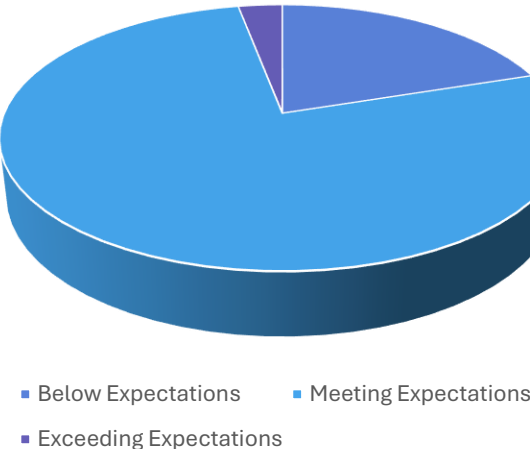
Fall Assessment Results



Winter Assessment Results

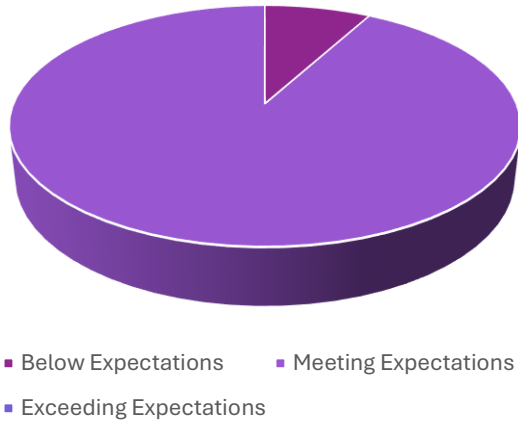


Spring Assessment Results

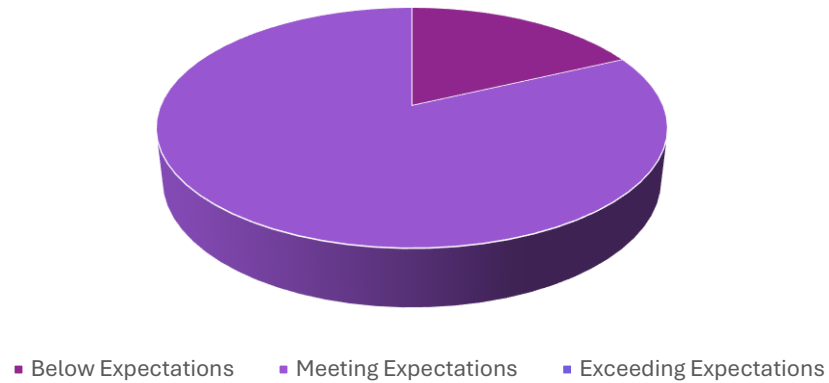


Social/Emotional Developmental Assessment Results for OPK-PT and EHS Participants

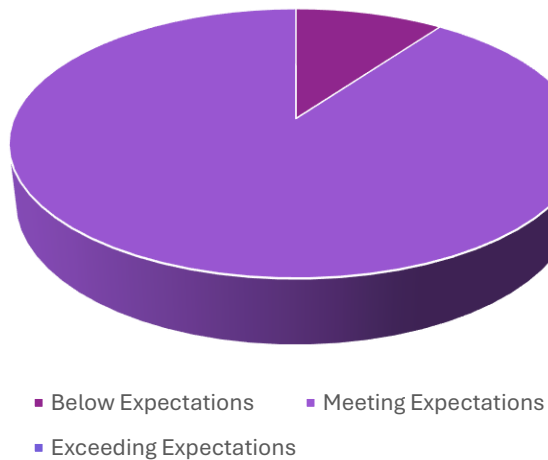
Fall Assessment Results



Winter Assessment Results

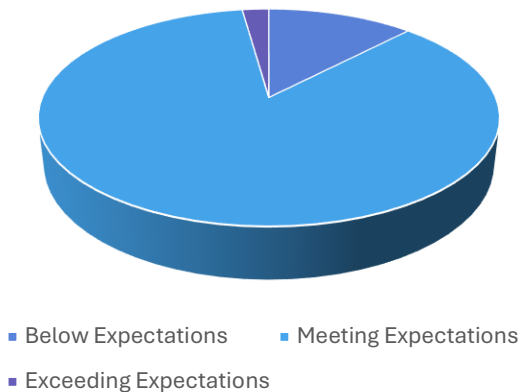


Spring Assessment Results

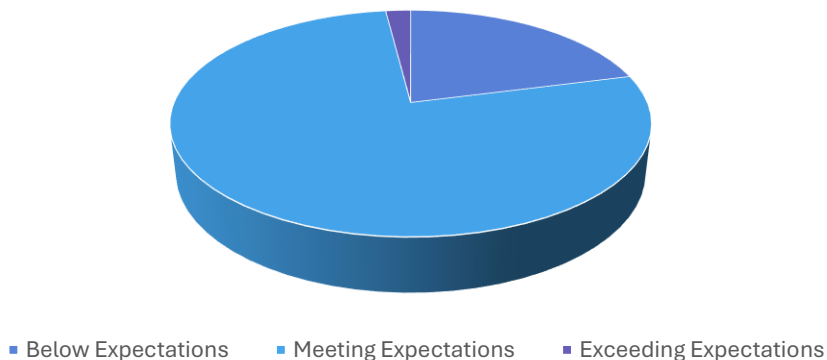


Physical Developmental Assessment Results of OPK-PT and EHS Participants

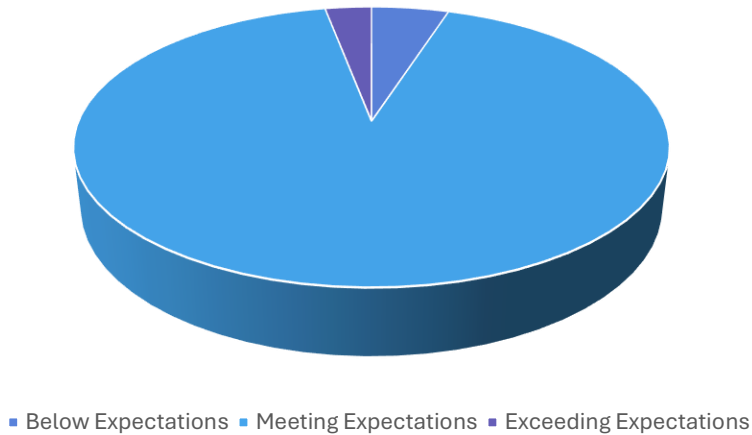
Fall Assessment Results



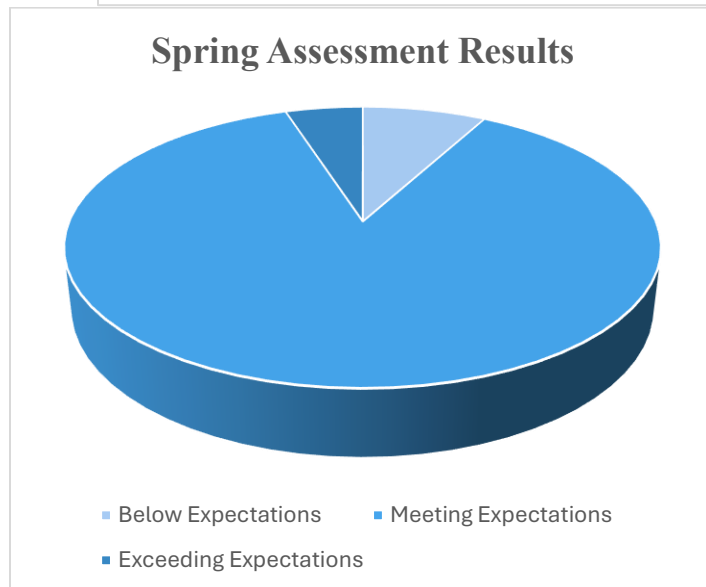
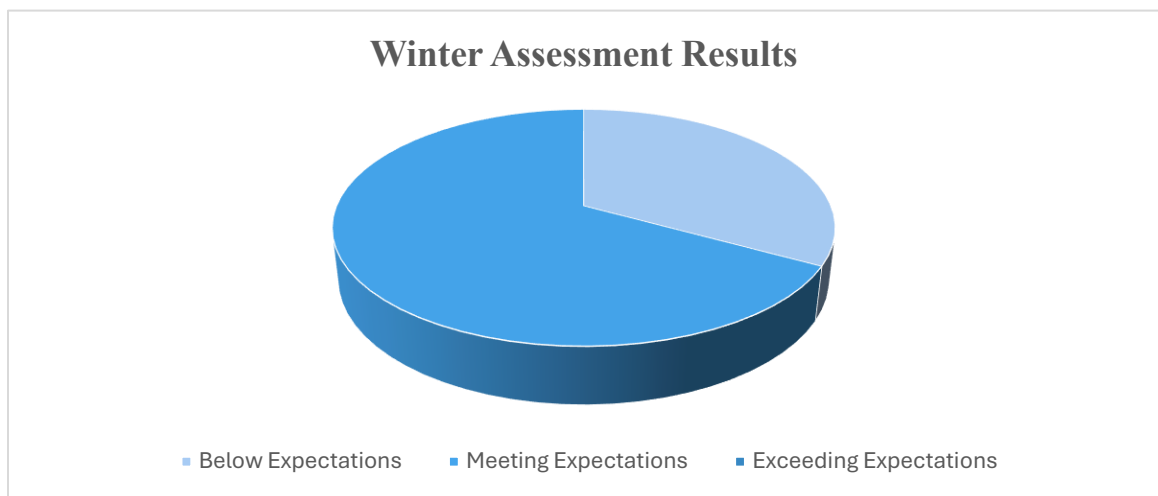
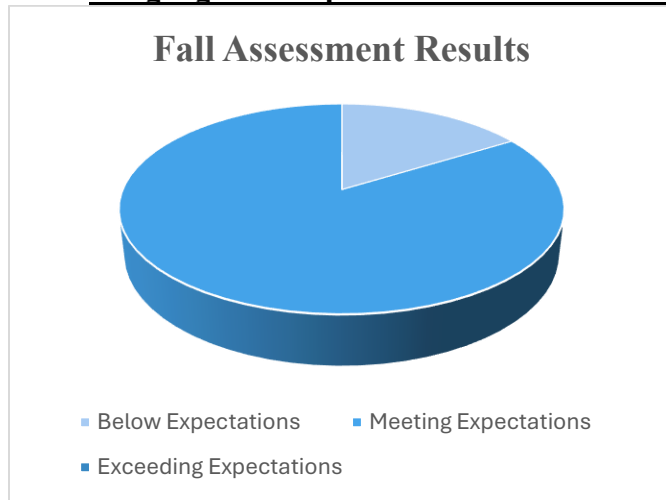
Winter Assessment Results



Spring Assessment Results

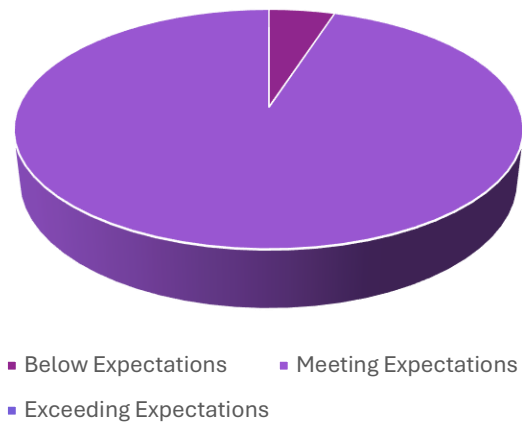


Language Developmental Assessment Results of OPK-PT and EHS Participants

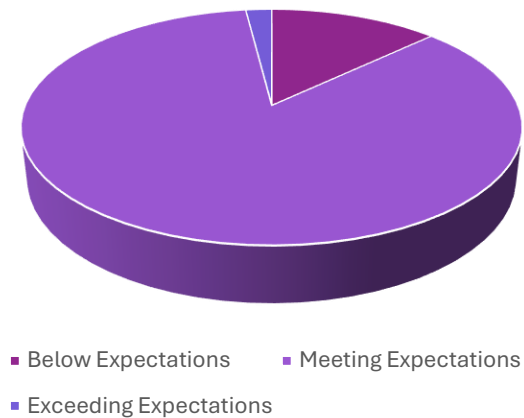


Cognitive Developmental Assessment Results for OPK-PT and EHS Participants

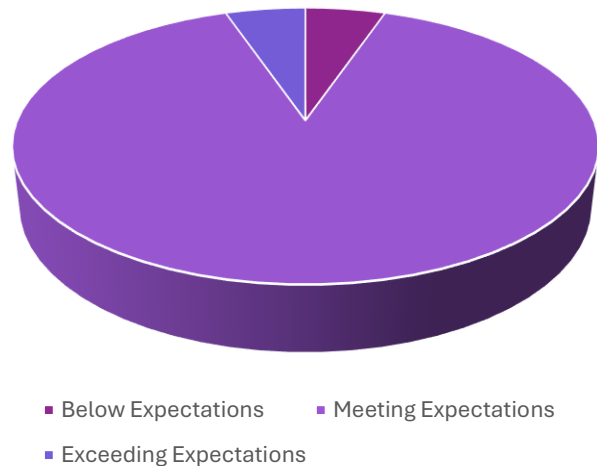
Fall Assessment Results



Winter Assessment Results

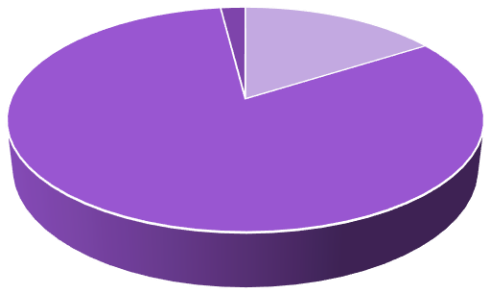


Spring Assessment Results



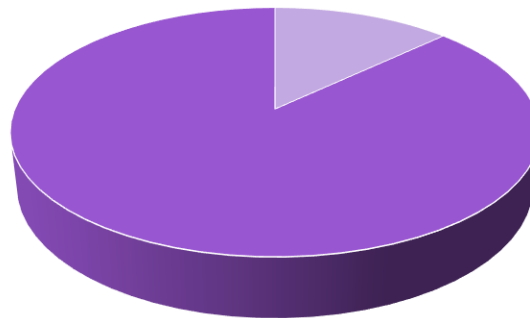
Literacy Developmental Assessment Results of OPK-PT and EHS Participants

Fall Assessment Results



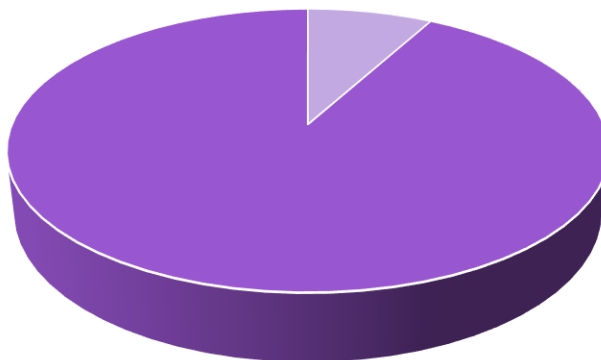
■ Below Expectations ■ Meeting Expectations
■ Exceeding Expectations

Winter Assessment Results



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

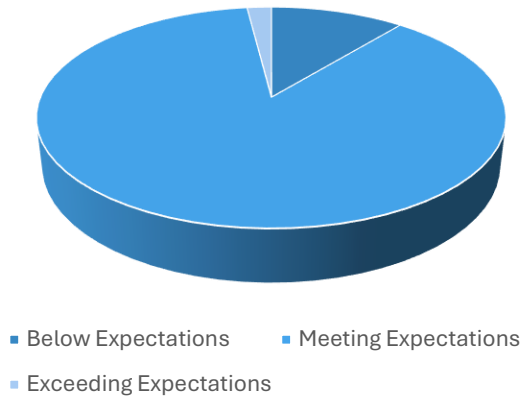
Spring Assessment Results



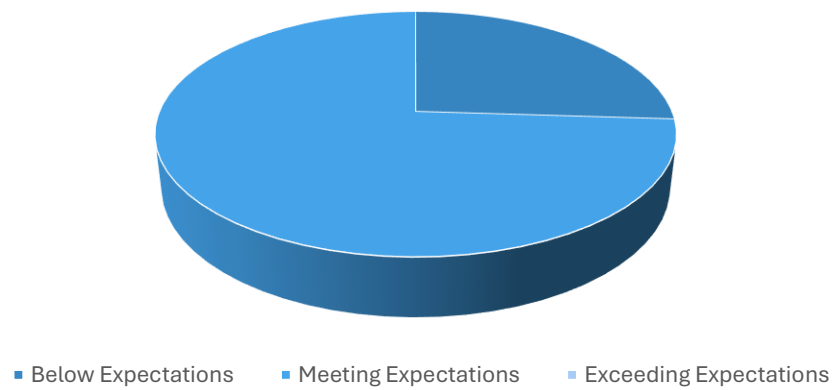
■ Below Expectations ■ Meeting Expectations
■ Exceeding Expectations

Mathematics Developmental Assessment Results for OPK-PT and EHS Participants

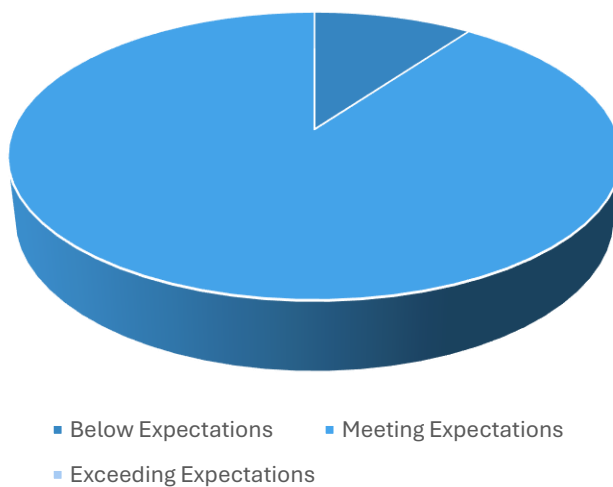
Fall Assessment Results



Winter Assessment Results

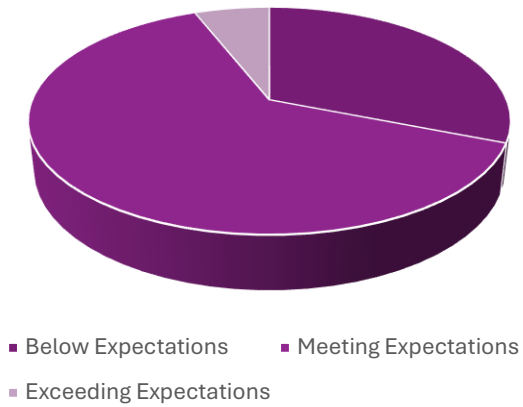


Spring Assessment Results

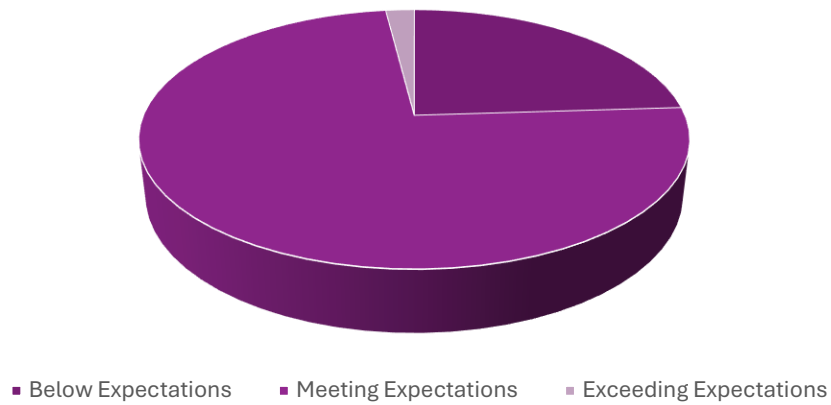


Social/Emotional Developmental Assessment of Three-year-old Participants

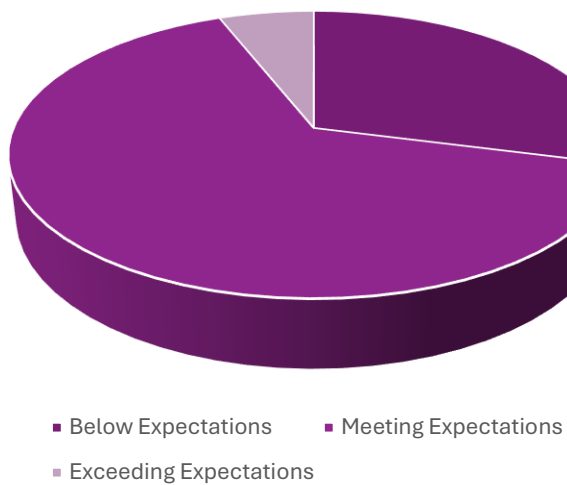
Fall Assessment Results



Winter Assessment Results

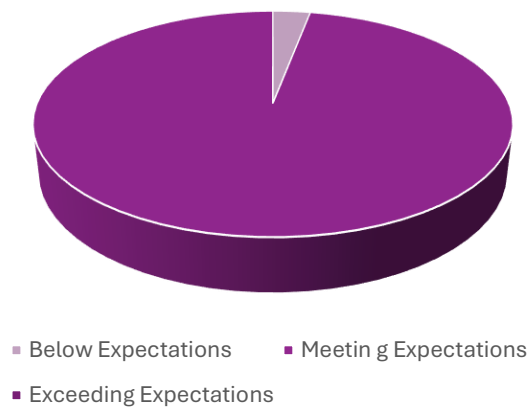


Spring Assessment Results

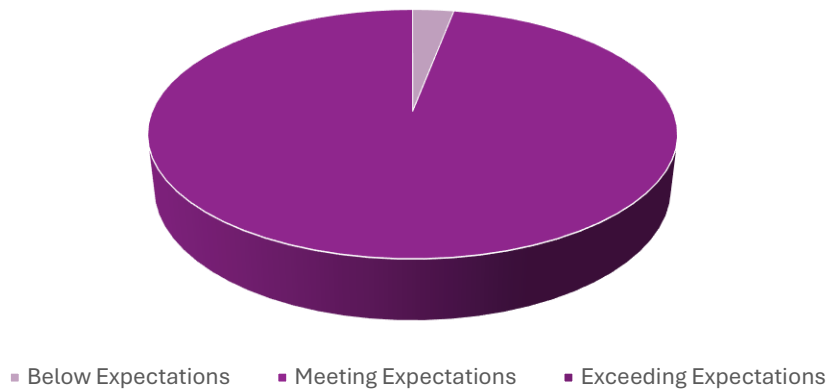


Physical Developmental Assessment Results of Three-year-old Participants

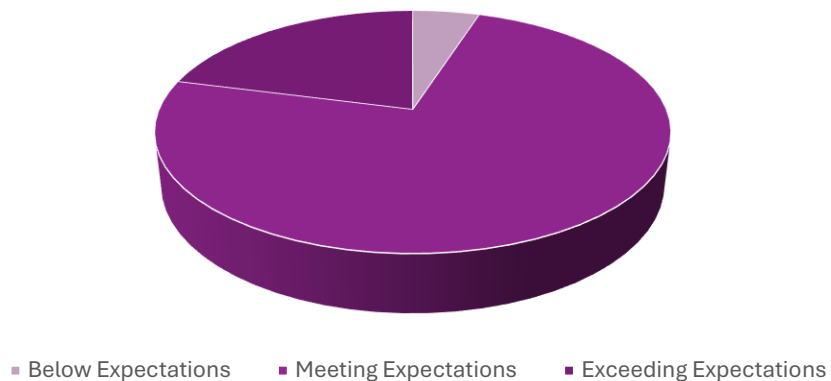
Fall Assessment Results



Winter Assessment Results

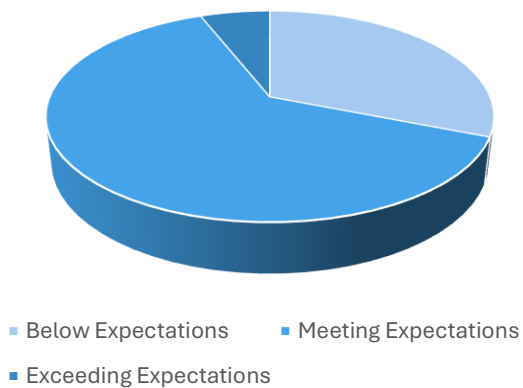


Spring Assessment Results

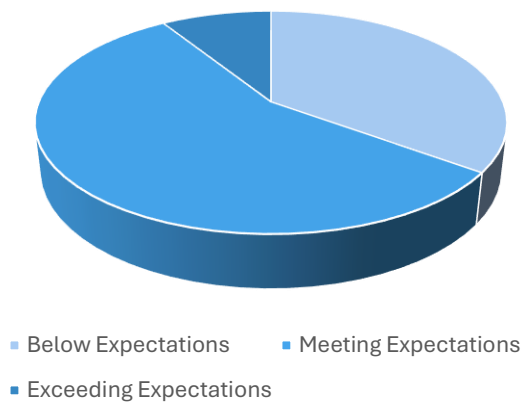


Language Developmental Assessment Results of Three-year-old Participants

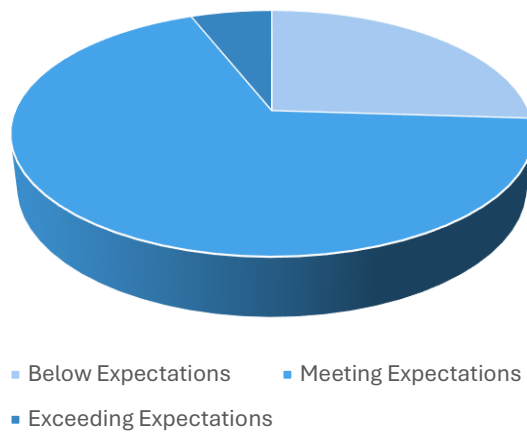
Fall Assessment Results



Winter Assessment Results

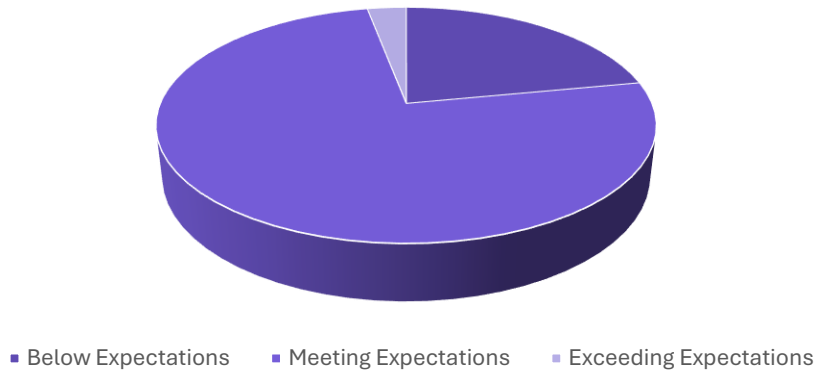


Spring Assessment Results

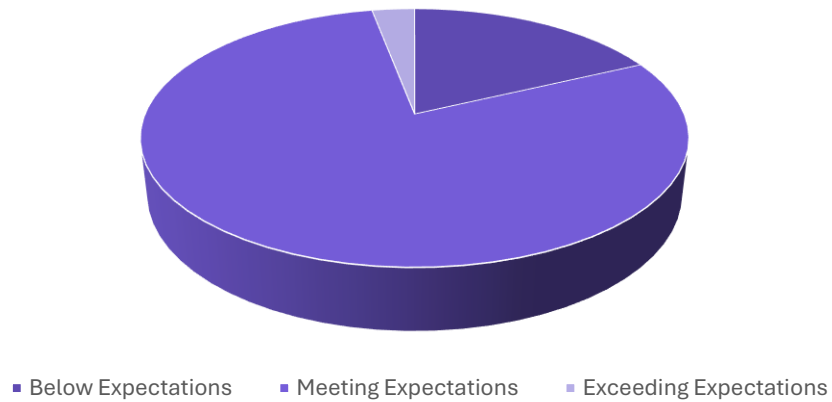


Cognitive Developmental Assessment Results of Three-year-old Participants

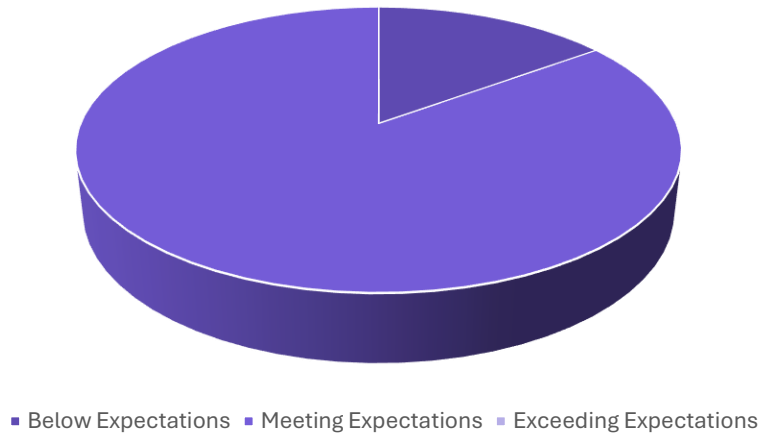
Fall Assessment Results



Winter Assessment Results

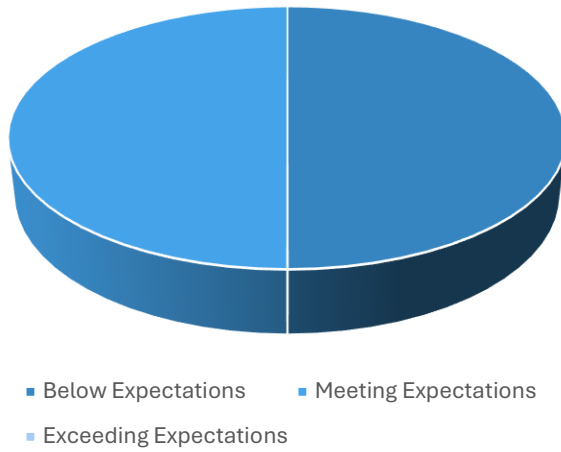


Spring Assessment Results

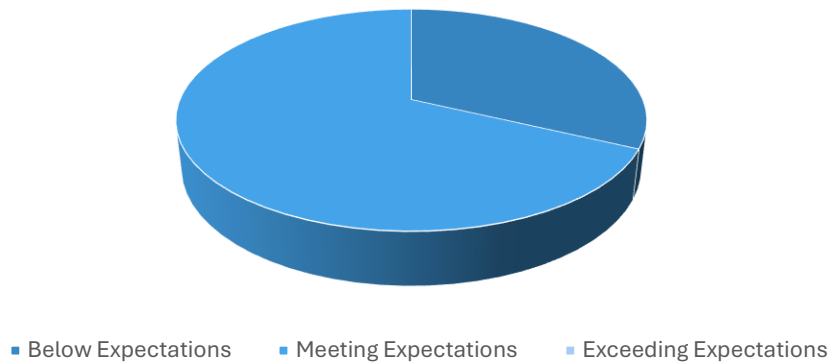


Literacy Developmental Assessment Results for Three-year-old Participants

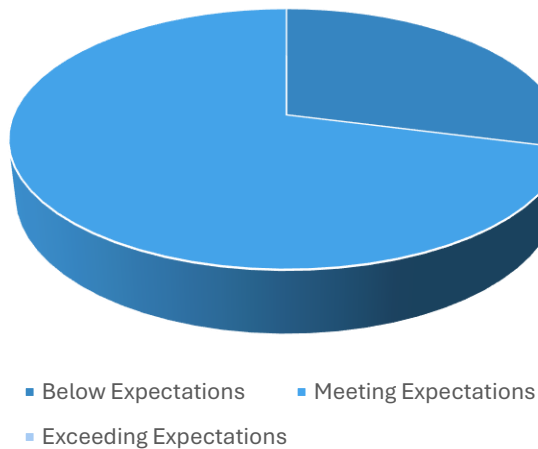
Fall Assessment Results



Winter Assessment Results

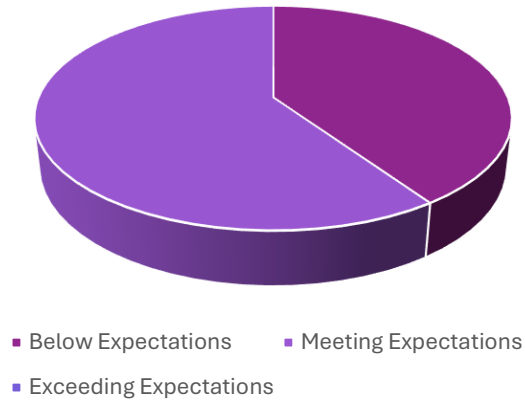


Spring Assessment Results

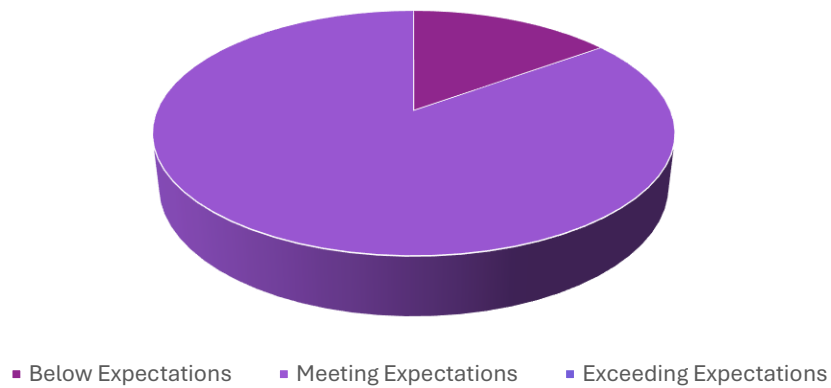


Mathematics Developmental Assessment Results for Three-year-old Participants

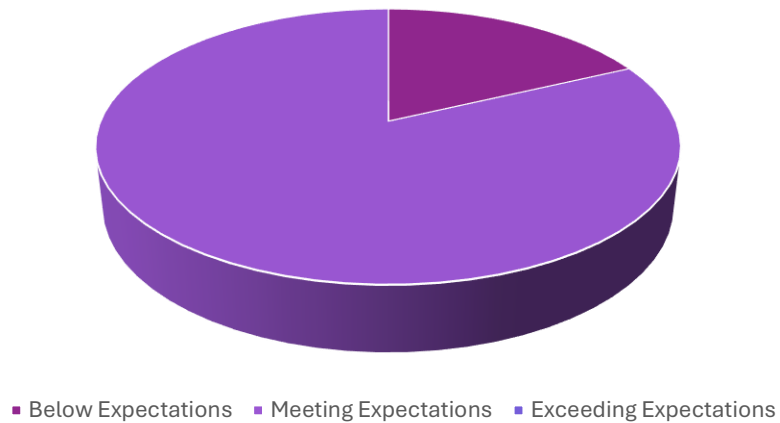
Fall Assessment Results



Winter Assessment Results

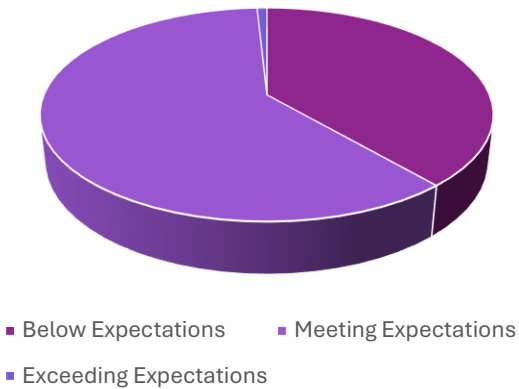


Spring Assessment Results

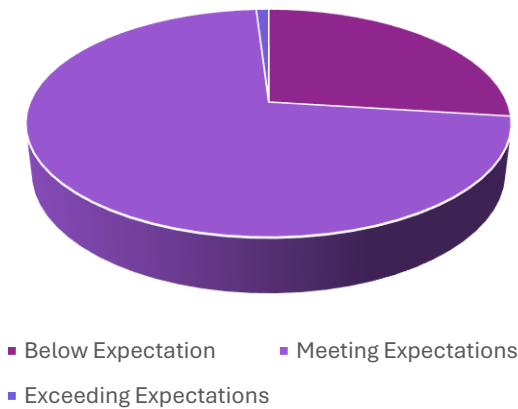


Social/Emotional Developmental Assessment Results of Four and Five-year-old Participants

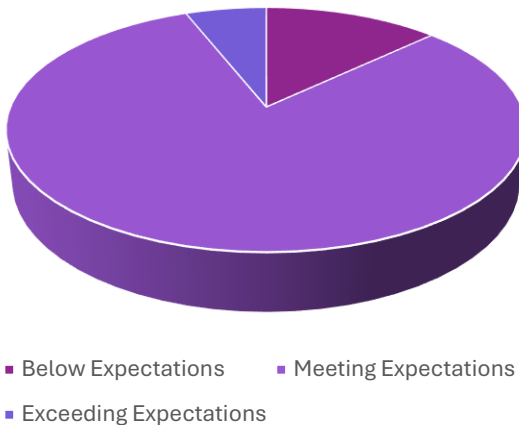
Fall Assessment Results



Winter Assessment Results

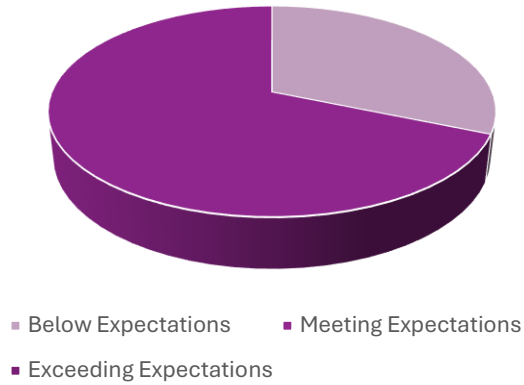


Spring Assessment Results

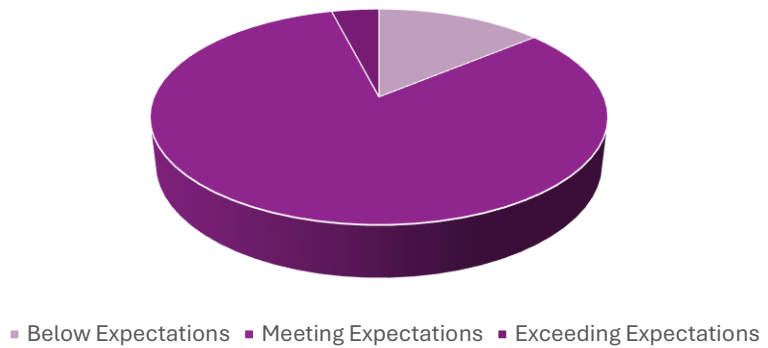


Physical Developmental Assessment Results of Four and Five-year-old Participants

Fall Assessment Results



Winter Assessment Results

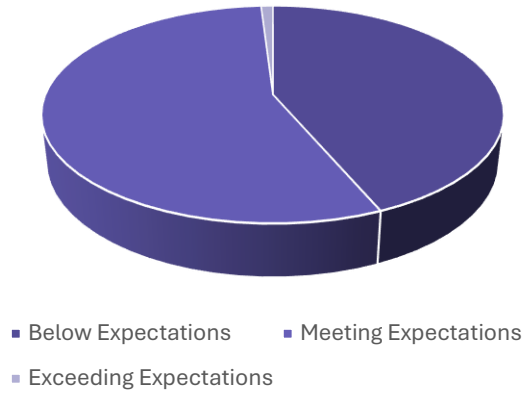


Spring Assessment Results

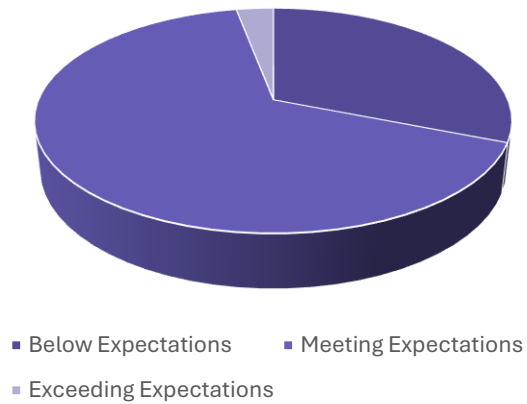


Language Developmental Assessment Results of Four and Five-year-old Participants

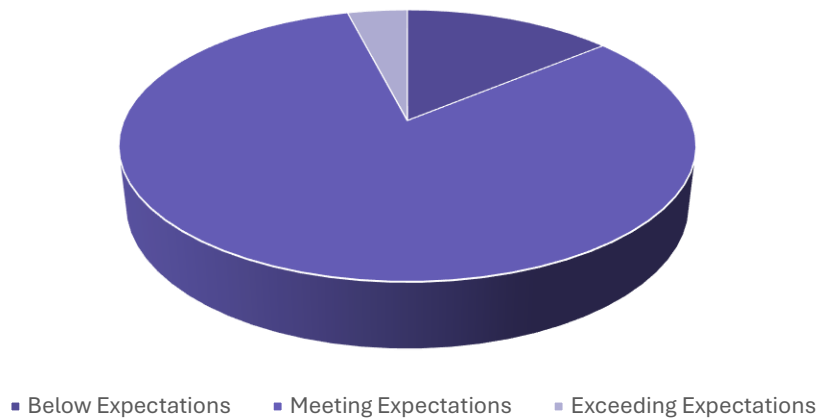
Fall Assessment Results



Winter Assessment Results

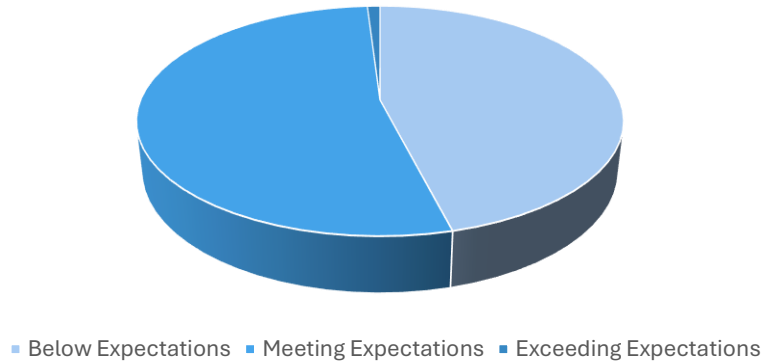


Spring Assessment Results

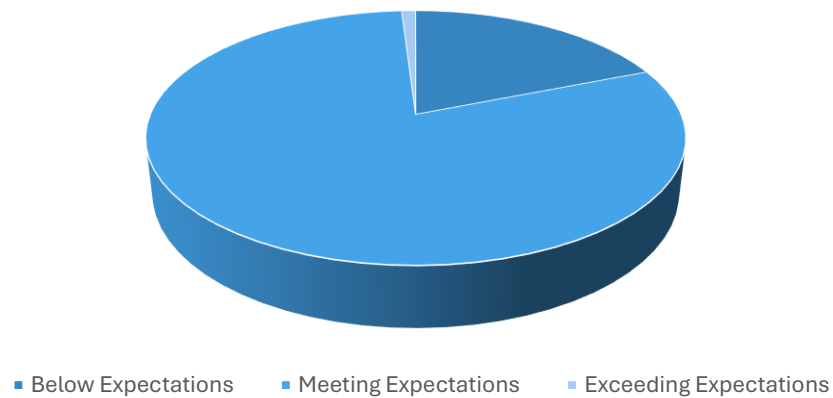


Cognitive Developmental Assessment Results of Four and Five-year-old Participants

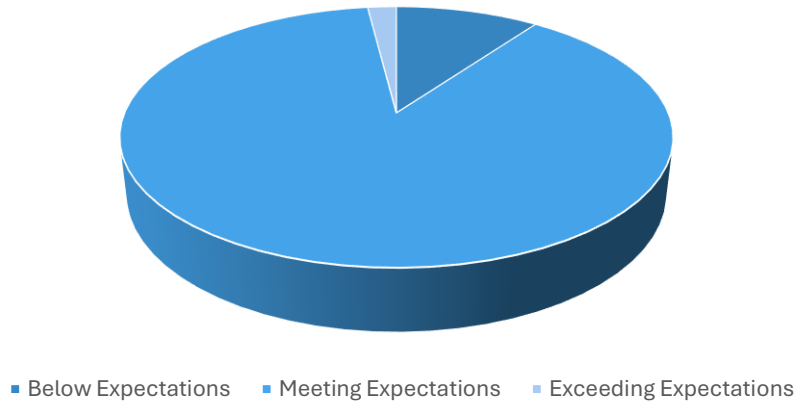
Fall Assessment Results



Winter Assessment Results

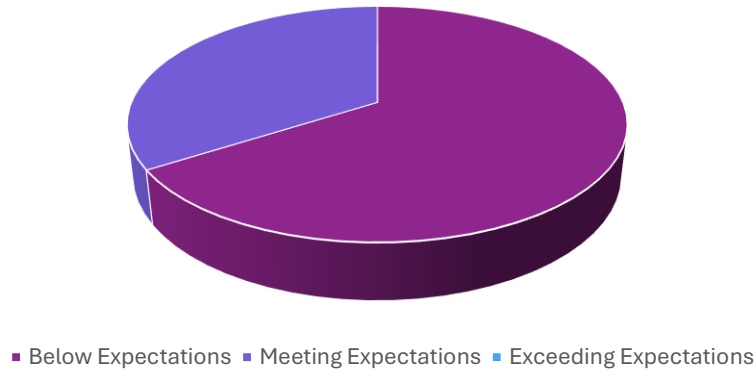


Spring Assessment Results

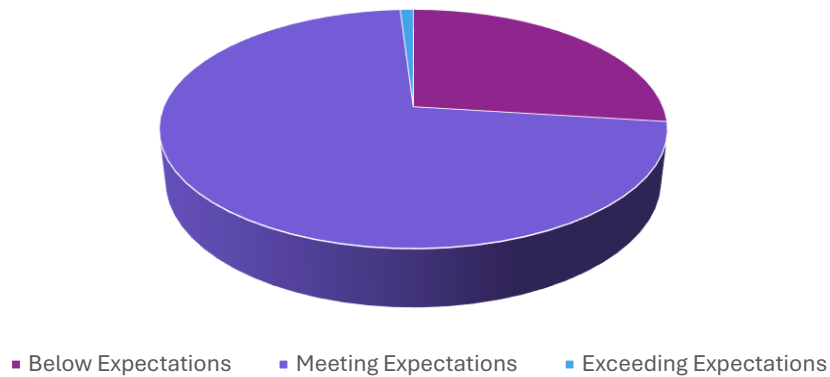


Literacy Developmental Assessment Results of Four and Five-year-old Participants

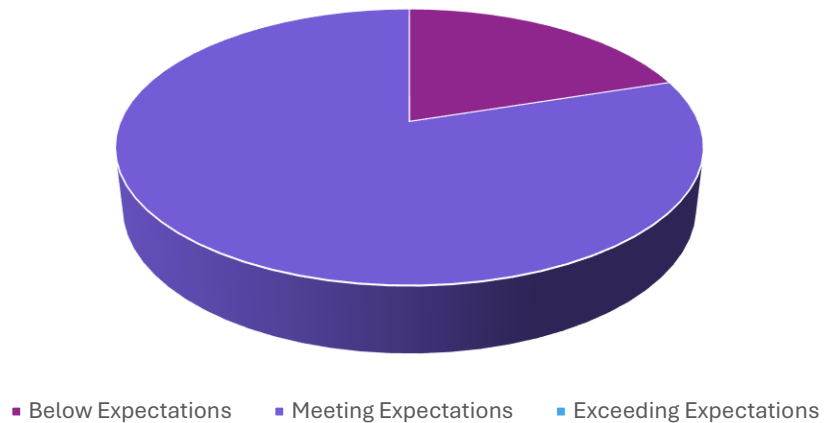
Fall Assessment Results



Winter Assessment Results

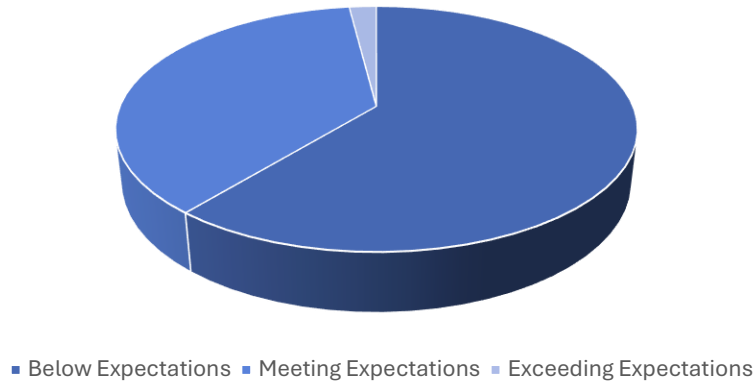


Spring Assessment Results

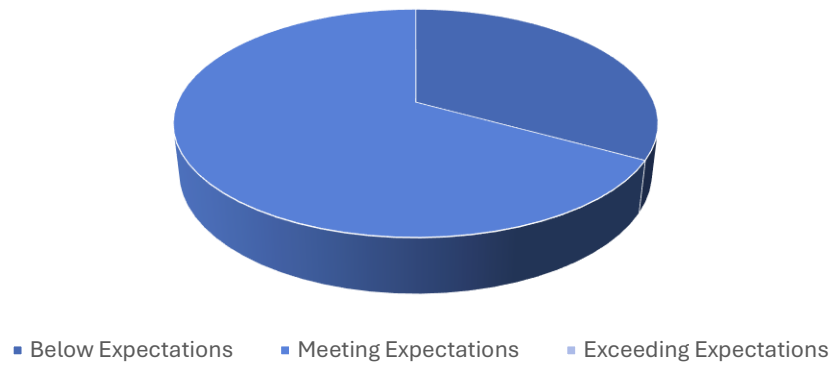


Mathematics Developmental Assessment Results of Four and Five-year-old Participants

Fall Assessment Results



Winter Assessment Results



Spring Assessment Results

