

2019

Community Child Care Center



Annual Report

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Community Child Care Center (CCCC) has provided high quality early childhood education services since 1970. Today we provide services in seven communities throughout Whitman County, Washington to approximately 300 children and their families. Early childhood education services are provided through full day or school day center-based programs, half day preschool programs, and home-based services. CCCC is a non-profit organization, and we have three main funding sources; Head Start/Early Head Start, ECEAP (Early Childhood Education Assistance Program), and public childcare tuition with DSHS childcare subsidies.



Head Start and ECEAP are federal and state funded preschool programs designed to provide preschool and other comprehensive services free of charge to low income children (ages 3 – 5) and their families. Our child care programs, located in Pullman and Colfax, provide extended care and education services to children ranging from 1 – 12 years of age in tuition-based programs. The Early Head Start program is a home-based program for pregnant women and children birth – 3.

Community Child Care Center programs in Pullman and Colfax have received National Association for the Education of Young Children (NAEYC) accreditation. NAEYC is the nation's largest organization of early childhood educators/professionals, and accreditation has long been recognized as the gold mark in high quality early childhood programs. Only 5 percent of centers reach accreditation nationwide, and we are the only NAEYC accredited center in Whitman County. Early childhood programs accredited by NAEYC have voluntarily undergone a comprehensive process of internal self-study, and invited an external professional review to verify compliance.

CCCC fully participates in Early Achievers, Washington States quality rating and improvement system (QRIS), and has achieved and maintained a level 4 rating at each of our sites.

CCCC has collaborative sub-contracting agreements/contracts with 5 local school districts located in Endicott, Rosalia, Tekoa, Palouse, and Garfield, as well as Washington State University Children's Center. We partner with the Pullman and Colfax School districts to provide special education services to children ages 3 – 5 who reside within these communities. Pullman School District places special education staff in our Greyhound Way Head Start/ECEAP classrooms to help us meet the needs and educational goals of special education students; Colfax School District donates classroom space for the CCCC programs to operate within. WSU Human Development Department contracts with CCCC to use our classrooms as placement sites for their early childhood education practicum students, and we have occasionally taken advantage of interns and practicum student resources from

other WSU departments. These contracts enable us to provide a lower child to staff ratio in our classrooms, with children receiving more individualized and specialized attention.

Total Amount of Public and Private Funding

CCCC is a non-profit 501 (c) 3 corporation. We are funded primarily through a combination of Federal and State grants, as well as parent service fees (tuition). Additionally, we are a United Way participating agency and hold several contracts which provide us revenue.

Our WA State ECEAP contract provides us with 41% of our funding; the Federal Head Start/Early Head Start grants provide us with 33% of our funding, and Child Care parent tuition, United Way funding, USDA food program, and miscellaneous contracts comprise the remaining 26% of our funding. A 20% non-federal share (local community contribution) is required and achieved to support our Federal Head Start/EHS programs.

Statements of Activities		
Years Ended June 30, 2018 and 2017		
Support and Revenue	2018	2017
Head Start	770,615	664,070
ECEAP	1,041,332	1,013,421
Tuition	317,282	275,104
DSHS	166,279	171,295
In-Kind Support	186,355	71,438
USDA	103,273	103,442
United Way	14,000	19,750
Early Achiever's	34,561	24,065
Other Grants and Contracts	56,210	69,878
Interest	3,443	2,727
Miscellaneous	300	505
Total Support and Revenue	2,693,650	2,415,695
Expense		
Program Services	2,241,027	1,946,550
Administrative	305,287	297,822
Total Expense	2,546,314	2,244,372
Increase in Net Assets	147,336	171,323
Net Assets - Beginning of Year	1,046,764	875,441
Net Assets - End of Year	1,194,100	1,046,764

Table 1 – Statements of Activities from our last audit (YE 2018), and provides the total amount of public and private funds received.

Proposed Budget for 2020

	St. James	Colfax	ECEAP	HS	EHS	Total
REVENUE						
United Way, Pullman	10,000					10,000
USDA Grants	81,000	18,000				99,000
Head Start / EHS Federal Grants				549,994	185,080	735,074
ECEAP State Government Grants			1,125,639			1,125,639
Program Service Fees (tuition)	412,971	153,229				566,200
Miscellaneous Revenue	28,500					28,500
In-Kind Support				137,498	46,270	183,768
TOTAL REVENUE	532,471	171,229	1,125,639	687,493	231,350	2,748,182
Expenses						
Personnel	251,702	73,301	642,324	334,618	124,578	1,426,523
Benefits	45,459	17,992	122,856	59,397	24,964	270,668
Supplies						
Office	22,092	4,751	24,393	10,523	2,303	64,062
Classroom/Family/Parent Act.	20,794	6,657	18,383	18,893	2,737	67,464
Food / Kitchen / Custodian	95,151	32,431	22,450	10,547	928	161,507
Other Supplies (Misc.)	-14,641	16,435	3,117	9,350	2,645	16,906
Travel	4,093	1,756	22,371	18,012	3,940	50,172
Contractual	3,718	121	187,122	16,795	742	208,498
Facilities	62,651	7,185	75,624	57,311	17,902	220,673
Training / Staff Dev / Tech. Assistance	4,763	1,200	6,999	14,549	4,341	31,852
Depreciation	13,488	1,248				14,736
Uncollectable accounts	3,723	1,992				5,715
In-Kind Expense				137,498	46,270	183,768
TOTAL EXPENSE	512,993	165,069	1,125,639	687,493	231,350	2,722,544
NET INCOME (LOSS)	19,478	6,160	-	-	-	25,638

Table 2 - 2020 Proposed Budget describes both anticipated revenues and budget expenditures.

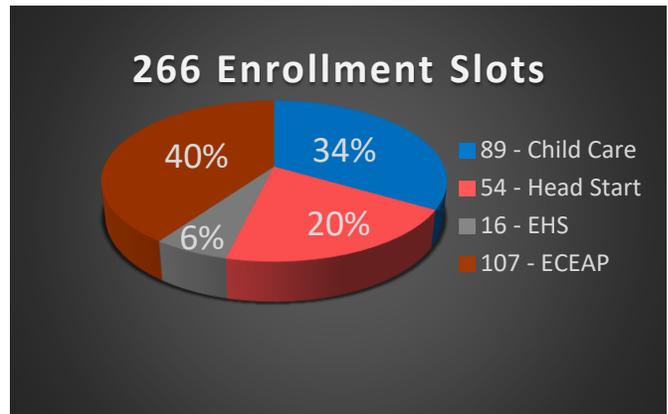
Number of Children and Families Served and Funded Enrollment

All combined CCCC provides 266 enrollment slots. Our State and Federally funded slots (ECEAP, Head Start, and Early Head Start) comprise 67% (177 slots) of our total enrollment, with Child Care slots making up the other 33% (89 slots).

Head Start/EHS and ECEAP families qualify through their family's income levels, the child's age, and special needs or considerations the child may have. Early childhood education and disability special needs support, along with other comprehensive services (Family Support, Health, Nutrition, Mental Health) are provided to all enrolled children and families at no cost to parents. CCCC is required to maintain and report enrollment levels in these

programs on a monthly basis to our funders. In 2018 - 2019 we reported 100% of all State/Federal enrollment slots were kept full. Our waitlist throughout this year averaged approximately 13 children.

Child care provides early childhood education and extended care to children of families who pay tuition for enrollment. Many families (25% - 40% on average) utilize the WA State child care subsidy program, Working Care Connections, to assist them with child care costs. The total number of enrolled children often varies, and can be greater than the total number of enrollment slots (89), as families are able to share slots through part time enrollment.



Our community assessment data in table 3 tells us that the level of our Head Start and ECEAP enrollment funding (161 slots) meets the needs of Whitman County for low-income 3 – 5 years old children, and we are serving 115% of the population. We understand the margin of error of statistical data when identifying poverty in communities increases, as low-income families are often underreported in census data for a variety of reasons. Therefore, we have been defined as a saturated county the State ECEAP office, meaning services are adequate for the number of eligible services. However, this data also tells us there is a need for increased services for children under the age of three.

City/Town/CCD	Population	Under 5 years	# of eligible children	3-5 Head Start / ECEAP eligible	Birth-3 Early Head Start eligible
Whitman County	49,046	2,089	349	140	209
Pullman	33,354*	1,421	237	95	142
Non-Pullman	15,692	668	112	45	67

Table 3 – Community Assessment

Recent Monitoring Reviews and Audit Reports

We are held in good standing with all funders and regulators: The Office of Head Start, DCYF Licensing and ECEAP departments, and the Office of Superintendent for Public Instruction USDA food program.

CCCC receives monitoring visits from the Department of Children, Youth, and Families (DCYF) Child Care licensing on an annual basis for each of our three centers. We corrected all compliance findings within 14 days of inspection and are held in good standing.

DCYF and ECEAP monitors programs by both an off-site fiscal review and an on-site program review. The fiscal review was last held in 2018; where ECEAP noted one exception that was corrected immediately. The last program review was held in 2012; we are scheduled for a program review in November, 2019.

The Office of Head Start has recently revised their monitoring protocols and CCCC will receive three monitoring reviews for each 5-year project period. The most recent monitoring event received from Head Start was a CLASS review in March, 2017. CLASS is a teacher interaction tool used to measure classroom quality in three domains; emotional support, classroom organization, and instructional support, using a 1 – 7 rating scale. Table 4 below, shows our Head Start ratings compared with national data, where we scored within the highest 10% in the Nation in all three domains.

OHS CLASS Review	Emotional Support	Classroom Organization	Instructional Support
CCCC CLASS Results	6.56	6.41	4.95
2017 National HS data to reach top 10%	6.48	6.33	3.65

Table 4 – Head Start Rating

CliftonLarsonAlan LLP completes the annual independent outside fiscal audit as our auditor. The YE 2018 audit resulted in an unmodified opinion and we were qualified as a low-risk auditee. In our single audit of federal funds, we did receive a finding not considered to be a material weakness, which was immediately corrected. Our audits are posted on the federal clearing house.

Health and Dental Outcomes of Head Start/EHS/ECEAP children

Family Advocates/Consultants work in partnership with parents to ensure each enrolled 0-5 child and pregnant woman has an ongoing source of continuous, accessible health care and health insurance coverage to address all age appropriate preventative and treatment/follow-up medical and oral health needs. For enrolled 0-5 children, this includes annual well-child medical visits and dental care based on the WA Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program. Evidence-based screenings for hearing and vision are completed for each enrolled child; referrals are made as appropriate based on screening results. Through the partnership between parents and Family Advocates/Consultants, informal education, modeling, handouts, etc., is provided to assist the parent(s) in gaining knowledge and understanding related to the health, nutrition, and mental health of the child(ren). This also includes gathering information from parents to determine what general interests there are for formal learning opportunities coordinated and provided through our program. Family Advocates/Consultants are constantly assessing family needs through quarterly assessment and ongoing contact with families; referrals to community agencies or programs occurs throughout the family’s participation in our program, this often includes Family Advocates/Consultants assisting the family in addressing barriers to accessing or following through with services.



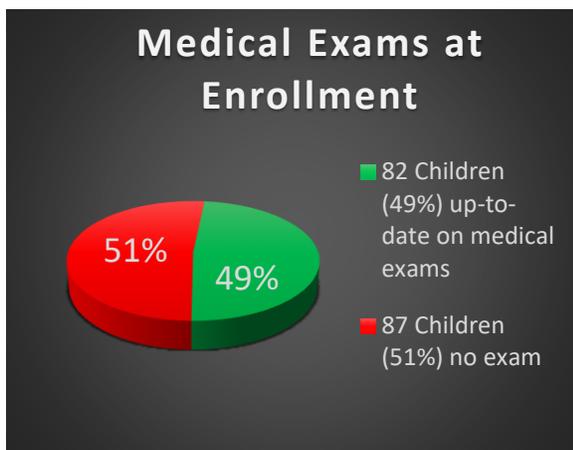


Figure 1 - 169 Head Start / ECEAP Children Total

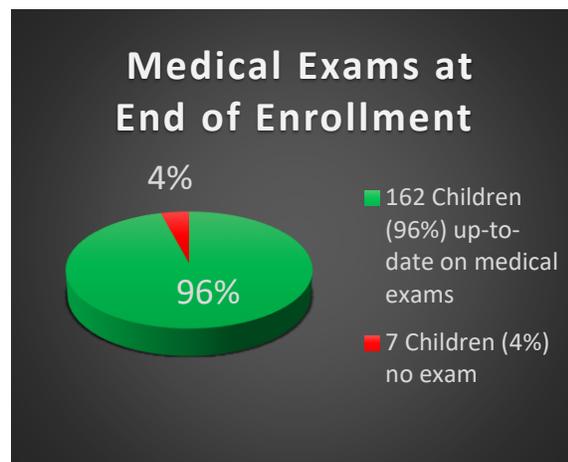


Figure 2 - 169 Head Start / ECEAP Children Total

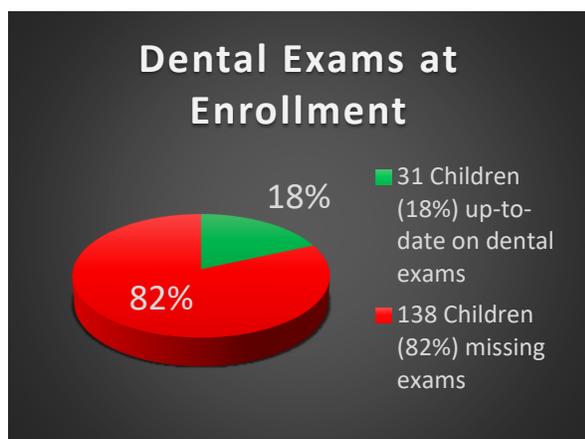


Figure 3 - 169 Head Start / ECEAP Children Total

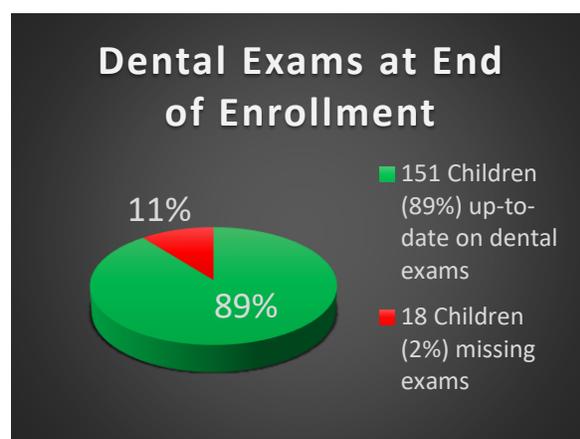


Figure 4 - 169 Head Start / ECEAP Children Total

Figures 1 - 4 above show progress that families made receiving physical and dental exam through the year.

Information about Parent Involvement Activities

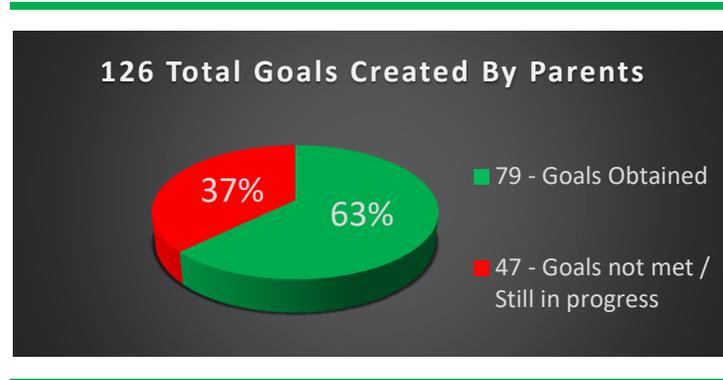
CCCC provides family support services that focus on strength based, supportive relationships while promoting families to increase self-sufficiency. These services look to remove any barriers and promote parents as their child's first and foremost teacher. In recognizing that improved economic self-sufficiency is multifaceted, CCCC families set goals related to their family stability, well-being, career, education, and finance. CCCC



Family Advocates (FA) work holistically with families to identify their strengths and problem solve around challenges. During our first home visit with families an in-depth family assessment is completed by the staff. The assessment provides the family and FA with baseline information about their household situation in the areas of family stability, family well-being, financial management, education and training, and employment and career management. It looks at not only the household's basic needs, but to the future and their ability to financially provide

for their family with their current employment situation or where they desire to be in the future. FA's are trained to ask questions through conversations to gather the information that is placed on a results sheet that is shared with the family. The assessment process leads right into the creation of the family partnership and goal process.

Goals are result orientated, specific, realistic, and they assign strategies, responsibilities and



completion deadlines to the participating parents with support and encouragement from their FA. Family goals are typically created in an area of desired improvement in one of the above-mentioned assessment areas. Families receive individualized follow up support and assistance from their FA towards the completion of all identified goals throughout their time and participation with CCCC programs. FA are trained in community resources and provide each family with individualized referrals to community partners. CCCC has interagency agreements with those community partners to clarify roles, prohibit duplication of services and encourage interactive relationships between the two agencies.

CCCC families have the opportunity to participate in parent engagement activities throughout the year. During the FA's first home visit or their first contact with the family a parent involvement survey is distributed to each family. The survey not only promotes the offerings that are planned for that year but solicits feedback on ideas our parents have on events or educational offerings. The current opportunities offered by CCCC include, but are not limited to a parent BBQ, parent committee meetings, family game night, and family science night, parenting education courses, attending field trips, helping with projects in the classroom or even being a paid substitute for the center.

Partnering with parents to develop school readiness

All children receive a developmental screening, within the first 45 days of their start date in the program. In addition, teachers collect and document observations and assess children three times a year. Parent conferences/Home visits are scheduled directly after each of the three assessment checkpoint dates, so teachers can readily share results (screenings, observations and assessment). This information is shared with parents to understand the child's current developmental level and their strengths and needs. Teachers then collaborate with parents to develop Individual



School Readiness Goals for children, with a plan for both teachers and parents to help children meet their goals. Teachers also provide parents with ideas for home activities that

will support the development of the targeted goals. Teachers share progress on Individual School Readiness Goals, and collaborate with parents to develop new goals, when individual goals are met.

CCCC's primary purpose of preparing children for Kindergarten, and our efforts and approach towards developing school readiness goals appropriately reflect the ages of all children birth to five. Individual School Readiness goals for each child are

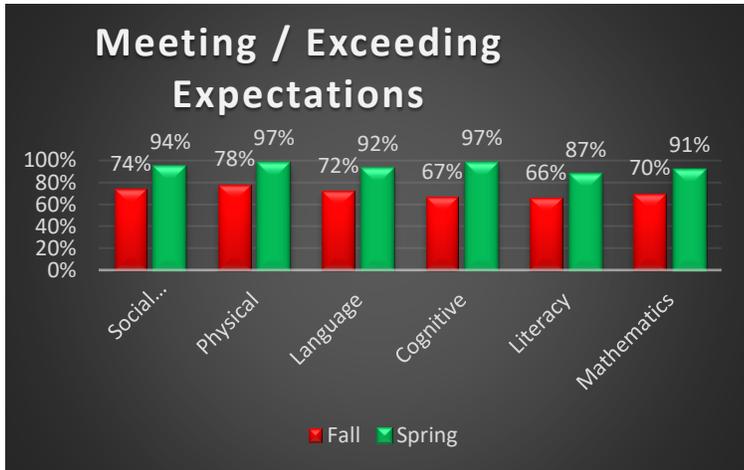


Table 5 - Overall growth of all children enrolled in the Fall and Spring

developed between the Teacher and Parent. Teachers use the Teaching Strategies Gold assessment tool (preschool) or HELP (Hawaii Early Learning Profile) to create a developmental base line for each child and show growth in 5 developmental domains; Social – Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. Table 5 shows overall growth of all enrolled children in these domains between the beginning and end of the year. We ensure these goals align with the Head Start Early Learning Outcome Framework (ELOF), Washington State Early Learning Guidelines, our local public-school districts school readiness expectations.

