



# Community Action

## Head Start and Early Head Start

### Washington County, Oregon



**2013-14 Annual Report**

## Who We Are

Community Action, located in Hillsboro, Oregon, has served Washington County families since 1965 by continuously providing crucial services to help economically disadvantaged people achieve better lives, and increase opportunities for their children to thrive at home and in school. For almost 50 years Community Action has been offering hope, help and change for families in transition. Community Action programs promote the birth of healthy babies, reduce the potential for child abuse and neglect, increase children's chances for success in school, and improve the quality and accessibility of child care. We also offer energy assistance and help to prevent homelessness. We know that when the right resources are available at the right time, families can find a way out of poverty.

Head Start is one of our oldest and largest programs, and Early Head Start supports the growth of our county's youngest citizens. These programs serve families with low-income children from birth to age five in a two-generation program that supports parents in their role as their children's first teachers and builds children's school readiness so that they enter kindergarten fully prepared to learn. A high quality early childhood education provides a foundation for future success.

In addition to education, Head Start and Early Head Start programs provide comprehensive services to enrolled children and their families. These include health, nutrition, social and other services determined to be necessary by family needs assessments. Head Start services are designed to be responsive to each child and family's ethnic, cultural and linguistic heritage. Our program reflects the diversity of our community and our commitment to the success of children and families.

## Program Options

### Part-Day Pre-K Head Start

In this program option, children ages three to five attend class for three and a half hours per day, four days per week, in classrooms located in public schools in the Beaverton, Hillsboro, and Tigard-Tualatin school districts and in our Hillsboro and Beaverton Child Development Centers. Children receive one balanced lunch and one healthy breakfast or snack every day provided through the Child and Adult Care Food Program, a United States Department of Agriculture program that funds healthy meals served to the children in our care.



### Full-Day Full-Year Early Head Start and Head Start

This program option provides full-day Head Start services to children ages six weeks to five years whose parents are working and are eligible for Employment Related Day Care (ERDC) funds from the State of Oregon. This program option operates from 7:30 am—5:30 pm, five days per week year-round.



## Home Based Early Head Start

This program option serves children ages three and under in Beaverton and Hillsboro. Home Based Teachers make weekly visits to families and teach them to use their homes as learning environments for their children. Twice per month, families come together for Socialization experiences at our Beaverton Child Development Center. Parent training is provided through Socializations and parents' involvement in Parent Site Meetings and Policy Council.

## Combination or Part-Day Full-Year Early Head Start

This program option serves parents and children up to age three. Parents and children attend class together in a nurturing play environment twice per week for three hours. Classes are led by qualified and trained teachers who encourage parents to strengthen their parenting skills through observation, play, practice, and fun.

## Early Head Start at Coffee Creek

This innovative Combination program option serves eight children up to age three, their incarcerated mothers, and the children's caregivers in a special Early Head Start classroom at Coffee Creek Correctional Facility. Through a special partnership with Oregon Department of Corrections, our qualified and trained teachers facilitate the interactions that help incarcerated mothers bond with their children, learn parenting skills, and prepare for parenting after they are released from prison.



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## Office of Head Start Review

Our program's last triennial review was held in December 2010. At that time, reviewers found no issues or deficiencies in our program. Our strong partnership with the Northwest Regional Education Service District and our Early Head Start program at Coffee Creek Correctional Facility were noted by reviewers as Areas of Strength.

## Who We Served

Head Start and Early Head Start programs serve children who are age and income-eligible and who live in our Washington County service area. Early Head Start serves children ages 0-3. Head Start serves children ages 3-5. The children come from families with income at or near the Federal Poverty Level, families eligible for public assistance, foster families, and families experiencing homelessness. We use a prioritized wait list to enroll the children with the highest needs.

Poverty in Washington County is often hidden, but very real. Growing up in poverty has a documented impact on children's health, school readiness and ability to learn. Our comprehensive two-generation program prepares children for school while connecting families with pathways out of poverty.

In 2013-14, due to federal sequestration of funds, we were forced to reduce our Part-Day Pre-K program slots by 40 and our Early Head Start program slots by 11 from the previous program year.

### Enrollment

In 2013-14 we had **875** funded slots.

- 776 in Head Start
- 99 in Early Head Start

We served a cumulative total of **997** children.

- 866 in Head Start
- 131 in Early Head Start

In 2013-14 our average monthly enrollment was **100** percent.

### Eligibility

According to the U.S. Census Bureau, approximately 5,756 Washington County children under age five lived in poverty in 2013. Community Action Head Start and Early Head Start was able to serve approximately 17 percent of these children in 2013-14.



### Children with special needs

Children with special needs participate fully in our program. At least ten percent of our enrollment opportunities are made available to children with special needs. Through screenings and assessments, we work to identify children who may be eligible for Early Intervention services to address their needs as early as possible. We operate three Early Intervention supported classrooms, staffed by Head Start teachers and Education Assistants from the Northwest Regional Education Service District, where children with and without special needs learn together.

In 2013-14 we served **203** children with special needs.

- **180** children in Head Start (20 percent)
- **23** children in Early Head Start (18 percent)

The most common primary disability was speech and language impairment, followed by non-categorical developmental delays.

## Our Community

As our Washington County service area has diversified, so has our program. The children who enroll speak a variety of languages at home. To serve our many Spanish-speaking families, we distribute program information in English and Spanish. We provide interpretation services for multiple languages at Policy Council and Parent Site Meetings to enable all families to participate. Children who are learning English are always welcome in Head Start and Early Head Start. To better serve dual language learners, our program is participating in the Planned Language Approach, a comprehensive education approach for all children, including dual language learners and those whose home language is English.

### Race and Ethnicity

In 2013-14, the children we served were:

- **81** percent Caucasian (includes Hispanic/Latino origins)
- **7** percent Biracial/Multiracial
- **5** percent Black/African American
- **4** percent Asian
- **1** percent Native Hawaiian / Pacific Islander
- **<1** percent American Indian / Alaska Native
- Some families did not specify race/ethnicity.
  
- **69** percent were Hispanic/Latino
- **31** percent were not Hispanic/Latino



## Our Families

The children we served came from **946** families, the majority of which were two-parent families.

- **563** two-parent families
- **383** single-parent families

### Parental employment

In the majority of two-parent families, at least one parent or guardian was employed.

- **184** families, or **33** percent, had both parents working.
- **323** families, or **57** percent, had one parent working.

The majority of single-parent families also had an employed parent or guardian.

- In **225** single-parent families, or **59** percent, the parent or guardian was employed.
- In 158 single-parent families, or **41** percent, the parent or guardian was unemployed, retired, or disabled.

**3** families had at least one parent or guardian who was a member of the United States military on active duty.

### Home Language

Over 50 percent of our students speak a language other than English at home.

- **50** percent spoke Spanish
- **41** percent spoke English
- **2** percent spoke an African language
- **<1** percent spoke a Pacific Island language
- **6** percent did not specify a language



## Preparing Children for Kindergarten

The mission of every Head Start and Early Head Start program is to promote the school readiness of young children from low-income families. To achieve this goal, our program has developed age-appropriate school readiness goals that are aligned with the Head Start Child Development and Early Learning Framework, Teaching Strategies GOLD Objectives for Development and Learning, and state early learning and kindergarten readiness guidelines.

Our teachers use a research-based, developmentally appropriate curriculum to deliver a high quality early childhood education. All children receive screenings to identify any early signs of disabilities, delays, or special needs. We assess children at several points per year to observe their progress toward meeting school readiness goals. Teachers use their knowledge of each child to develop individualized lesson plans. Our goal is to ensure that every child is fully prepared for kindergarten.

Parents are their children's first teachers, and the home is a learning environment. Through home visits, Head Start and Early Head Start teachers show parents how to support their children's growth and learning. Early literacy is a large focus area.



### Highly qualified teachers

Our teaching staff is highly qualified. To ensure program quality, we hire only teachers who meet the educational requirements set forth in section 645 of the 2007 Head Start Act.

### Measuring classroom quality

Positive relationships between children and trusted adults are essential for learning. To measure the quality of teacher-child interactions, we use a Practice-Based Coaching model that includes observations conducted with the **Classroom Assessment Scoring System (CLASS)**. Education Specialists observe teachers in their classrooms and offer constructive coaching. Our program's CLASS scores exceed the national average.



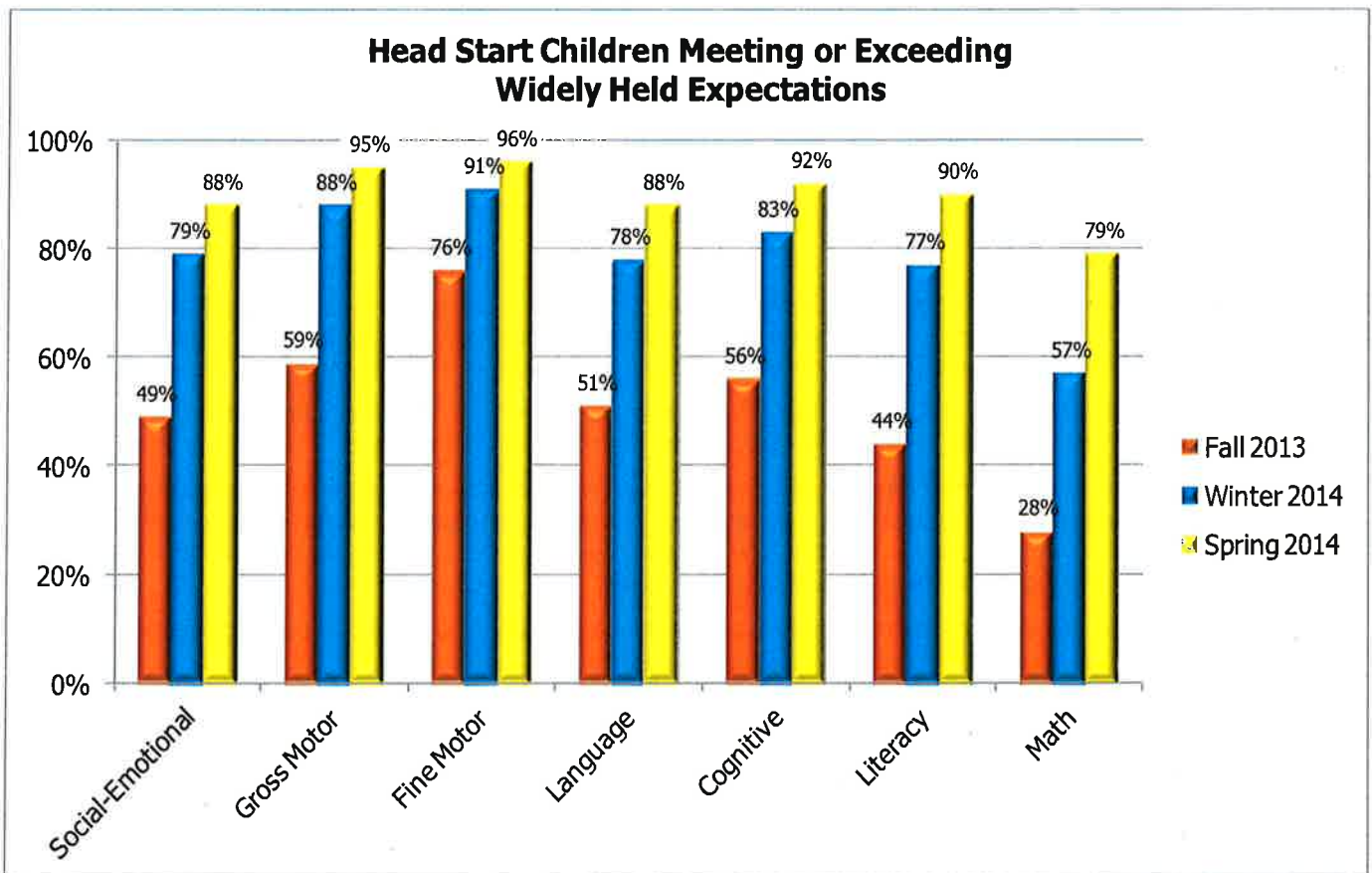
## Measuring Outcomes

To determine if the children in our program are reaching their school readiness goals, teachers assess their growth and learning in multiple developmental domains at several checkpoint periods throughout the year using the **Teaching Strategies® GOLD** assessment tool, which is aligned to our program's school readiness goals as well as the objectives of the Head Start Child Development and Early Learning Framework, Common Core State Standards, and State of Oregon early learning guidelines.

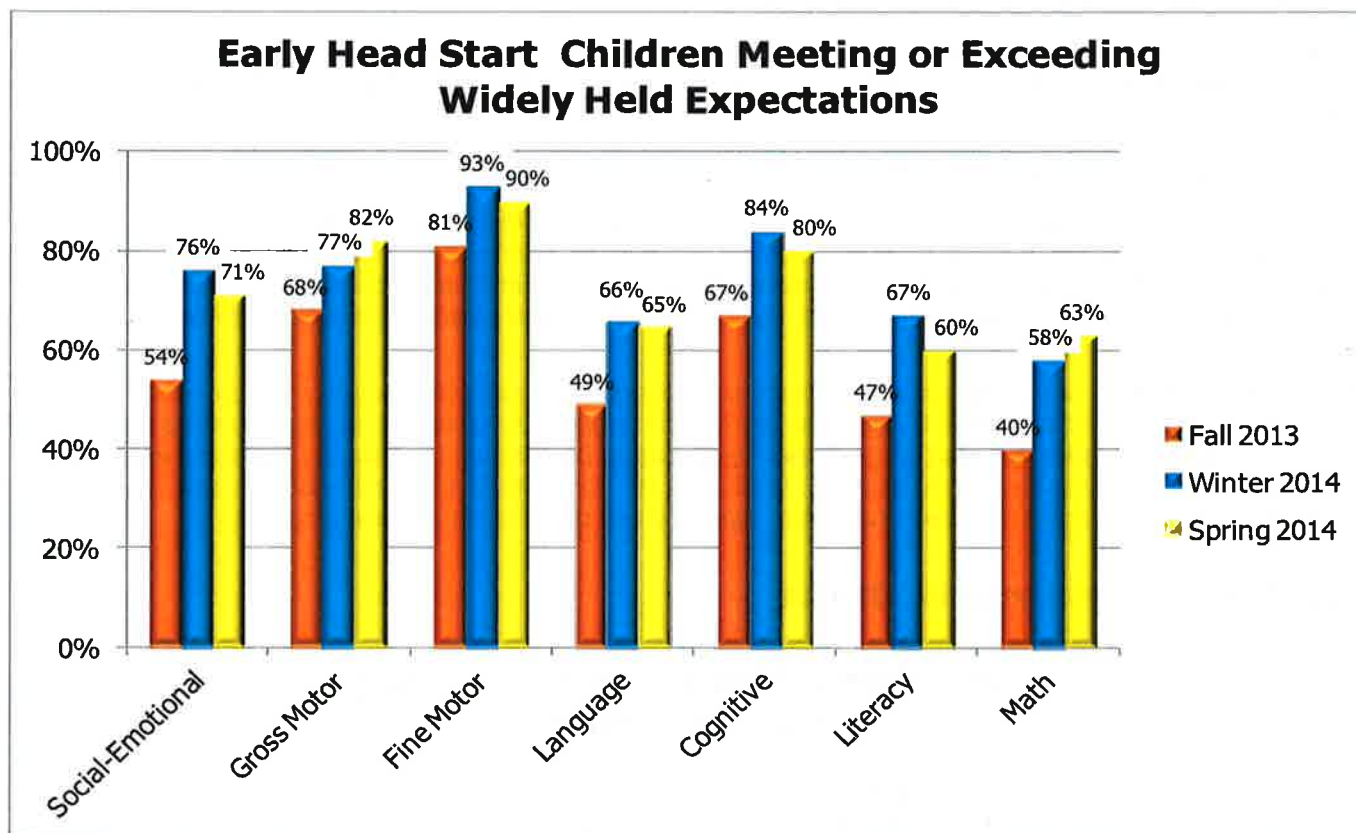
After each checkpoint period, our education staff review the data and use the results to individualize children's educational goals. Teachers develop lesson plans based on the needs of the children in their classrooms. We also review program-wide results to inform program improvements and analyze the outcomes of specific groups of children, including dual language learners, children in foster care, and children with special needs, to determine how best to serve them.

We staff our classrooms with highly qualified teachers who develop classroom activities using the research-based Creative Curriculum®. This curriculum is aligned to Teaching Strategies GOLD assessments and provides a solid foundation for learning. Our Early Head Start program uses the **Creative Curriculum for Infants, Toddlers and Twos** to develop classroom activities for children ages 0-3. In 2013-14 our Home Based and Combination program staff also used **Parents as Teachers**, a research-based curriculum especially well suited to home-based programs.

### Head Start child outcomes in 2013-14



## Early Head Start child outcomes in 2013-14



### What did we learn?

Our approach to mathematics instruction shows positive results. In recent years we have strengthened the mathematics curriculum to address the large number of children who enter our program below expectations in emergent math skills. Children continue to enter the program below expectations, but make great gains by the end of the year.

We are serving children with special needs and dual language learners effectively. These children made gains in all developmental domains. In some areas, these gains were greater than the program average.

Physical development is usually a strength for children in our program. In all age groups, children are least likely to fall below widely held expectations in this area than in other areas. However, we found that children who come to us from foster care are more likely to fall behind in physical development. To address this, we are promoting indoor and outdoor physical activities and aligning them with individual education goals.

Early Head Start children showed strengths in physical and cognitive development. To support their development in other areas, we are increasing training and technical assistance support to teachers.

In 2014-15, to support dual language learners, we will implement the Planned Language Approach program-wide. Planned Language Approach is a systematic, comprehensive approach to language instruction for all children—those who speak English at home as well as dual language learners. This approach has been shown to promote the language development and English language acquisition of all children.

We will continue to analyze child outcome data to develop and support effective educational strategies for all children in our program.



## Health and Nutrition

A successful education begins with a healthy child. Children who are hungry or who have unaddressed health concerns cannot learn as easily as children who eat nutritious meals and receive regular medical and dental care.

Food insecurity continues to challenge our families. Many of our school sites are located in areas where a high percentage of students qualify for free and reduced price school lunch, and we often refer parents to resources for food assistance. In Head Start and Early Head Start classrooms, children are served nutritious meals and snacks every day. These meals are provided through the **Child and Adult Care Food Program\***, a United States Department of Agriculture program managed in the state of Oregon by the Oregon Department of Education.

We work with parents to ensure that each child has a medical and dental exam during the year and establishes a **medical and dental home**—a continuous source of medical and dental care. Each child receives vision, hearing, behavioral and developmental screenings to identify any possible impediments to learning. We work closely with the Northwest Regional Education Service District to identify children who may have special needs and who may be eligible for Early Intervention services.

By the end of the 2013-14 program year:

- **97** percent of enrolled children had established medical homes by the end of the program year.
- **94** percent of children were up to date on a schedule of age-appropriate preventive and primary health care.
- **94** percent of children had established dental homes.
- **93** percent of children had received dental exams.

## Family Services

When families thrive, children thrive. Our Family Services staff works with families to help them set and achieve Family Goals each year.

After families set goals, or when a need is identified, Family Services staff works with families to address their needs and connect them to appropriate community resources.

In 2013-14 Family Services staff referred **449** families to a variety of resources. The most common requests were for emergency assistance to meet immediate food, clothing, and shelter needs; referrals to English as a Second Language classes; and referrals to parenting education resources.



## Parent Engagement

Parent engagement is a crucial element of Head Start. Parents are their children's first teachers, and when families are strong and healthy, children thrive. The two-generation approach of Head Start engages parents in our program's operation at the deepest levels.

The Head Start Parent, Family and Community Engagement Framework provides a road map for engaging parents in the program, their children's education, and their community. Parents at all sites are invited to attend monthly Parent Site Meetings, where a variety of topics are presented. Topics have included financial literacy training, child development information, parenting strategies, health and nutrition. This year Family Services staff introduced *Abriendo Puertas/Opening Doors*, a ten-session bilingual parenting education curriculum developed by Latino parents that centers on the cultural values, strengths, and experiences of multi-cultural families. Parent Site Meetings used this curriculum to focus on topics including early childhood development, school readiness, health, social and emotional well-being, economic well-being, parenting styles, and leadership and advocacy skills. Parents /guardians and classroom staff engaged each other as a Community of Learners and cooperated to share experiences, knowledge and resources to support one another throughout the program year.

Parents also serve on Policy Council, a group of parents elected to represent each program site. Parents elected to Policy Council build leadership and advocacy skills through participation in program governance. Policy Council and the Community Action Board of Directors oversee program operations through a shared governance agreement. A representative from the Head Start Policy Council serves as a liaison to the Community Action Board of Directors. Two Policy Council members each year also serve as our program's representatives to the Oregon Head Start Association. Former Policy Council members often go on to serve in leadership positions in the community after they have left Head Start.

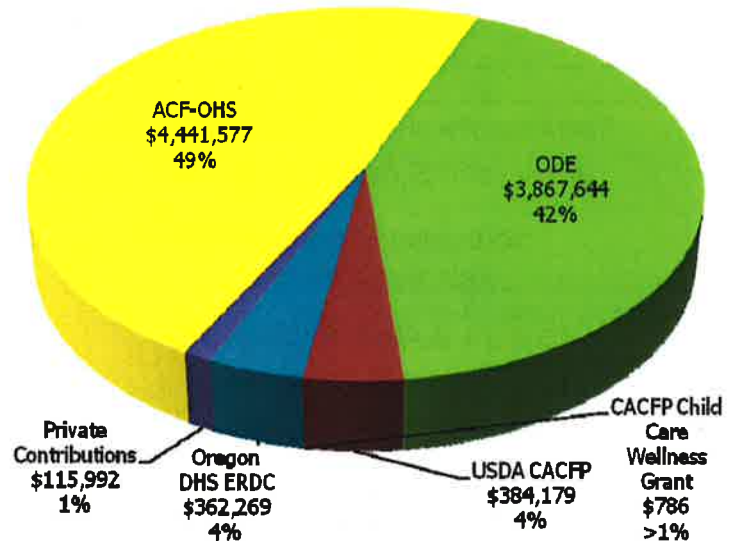
### 2013-14 Head Start Policy Council



## Financial Information

Our program is funded primarily by the **Administration for Children and Families—Office of Head Start** and by the **Oregon Department of Education**. We receive funding from the **USDA Child and Adult Care Food Program** for the meals we serve to children in our care. Additional funding includes **Employment Related Day Care** subsidies provided by the Oregon Department of Human Services, a **Child Care Wellness Grant** we received from CACFP in a previous year to fund nutrition activities in our Early Head Start Home Based program, and private contributions.

## 2013-14 Revenue



## 2013-14 Expenses

	Budgeted	Actual
Employment Expenses	\$ 6,327,535.00	\$ 6,309,920.54
Supplies	61,250.00	52,293.56
Training and Travel	174,254.00	143,895.64
Occupancy	462,064.00	435,736.20
Client Expenses	750,448.00	746,322.65
Communications / Marketing	66,536.00	43,085.12
Professional Fees	-	20.00
Telecommunications	58,000.00	51,518.26
Equipment	65,452.00	91,592.23
Insurance	42,239.00	46,213.12
Repairs and Maintenance	96,970.00	118,497.29
Miscellaneous	40,347.00	208,190.00
Administration	897,779.00	896,324.88
<b>Total</b>	<b>\$ 9,042,874.00</b>	<b>\$ 9,143,609.49</b>

## Community Action Organization Audit Results

Our comprehensive A-133 financial audit for the 2013-14 program year was completed in November 2014 by the firm of McDonald Jacobs, PC. Their Independent Auditors Report dated November 19, 2014 stated that in their opinion, our financial statements presented fairly, in all material respects, the financial position of Community Action Organization as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. The auditors did not identify any material weaknesses or deficiencies in our internal controls.



*Community Action leads the way to eliminate conditions of poverty and creates opportunities for people and communities to thrive.*

**Executive Director**  
**Jerralynn Ness**

**Director of Child Development**  
**Jane T. Hogue**

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Head Start and Early Head Start Enrollment  
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