



Community Action Head Start and Early Head Start Washington County, Oregon



**Annual Report
2011-12 Program Year**

Who We Are

About Community Action

Community Action, located in Hillsboro, Oregon, is one of the largest private nonprofit organizations serving low-income families in Washington County. Since 1965 we have assisted families with housing and homelessness services, energy and emergency rent assistance, weatherization services, prenatal care and early childhood education. Our Information and Referral program provides information to the 2-1-1 system serving Oregon and Southwest Washington. Our Child Care Resource and Referral (CCR&R) network provides families with child care referrals and supports child care providers with technical assistance, onsite literacy training, and business development. Head Start and Early Head Start are important parts of our mission to enable low-income residents to live with dignity and security.

The goal of every Head Start program is to prepare low-income children for success in school. As our state continues to recover from the recent recession, the services we provide are needed more than ever. Education is an effective weapon against poverty, and children thrive when their families are healthy and secure. We provide children with a high-quality preschool education and support families so that they can meet their children's needs. Head Start and Early Head Start are part of our efforts to ensure that all Washington County residents have opportunities to thrive.

Message from the Director



It is the adults who create and maintain learning opportunities for the children they serve. The outcomes that children experience are determined by the practices of adults in the learning environment. This program year 927 children from 0-5 years of age began their journey to explore and learn and become ready for school. The Office of Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Parents and family members are more likely to become engaged in their children's development and learning when they have positive and trusting relationships with those who support them. In our program, these relationships focus on goals that families develop with the support of program staff. These goal-directed relationships are part of the two-generational approach to working with children and adult family members. This is what makes our program unique and different from other early childhood initiatives.

Research has shown that children who attend quality early childhood programs are less likely to repeat a grade, more likely to complete high school and attend college, and less likely to commit violent crimes as adults.

According to Kathleen McCartney, dean of the Harvard Graduate School of Education, even before kindergarten there are significant performance gaps between rich and poor students. Those gaps then widen further in school. As she told the New York Times, "The reason early education is important is that you build a foundation for school success. And success breeds success."

As we strive to make a meaningful impact with the work we do with children and families, we continue to ask ourselves, "What can we do differently?" We are fortunate to have the support of our Board of Directors and Policy Council and strong community partnerships that help us get closer to our mission. We are committed to promoting a culture of continuous improvement through systems thinking, emphasis on feedback, and embracing change. We look forward to an exciting and rewarding program year ahead!

Farzana Siddiqui, Psy.D

Program Options

Head Start

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. Teachers conduct two home visits and two Parent-Teacher Conferences throughout the year. Bus transportation is provided for most classes.

Full-Day Full-Year Head Start

This program option provides full-day Head Start services to children ages three to five 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. Children receive healthy breakfasts, lunches, and snacks. Teachers conduct two home visits and two Parent-Teacher Conferences per year.



Early Head Start

Full-Day Full-Year Early Head Start

Like Full-Day Full-Year Head Start, this program option is for children of working parents who are eligible for ERDC child care subsidies. Infants and toddlers ages six weeks to three years receive full-day educational services and healthy balanced breakfasts, lunches, and snacks. Early Head Start teachers conduct two home visits and two Parent-Teacher Conferences per year.

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. Teachers conduct two 90-minute home visits per month with each family.

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.

Program Year Highlights

In 2011-12 we continued to focus on quality education and strong community partnerships.

In Our Classrooms

This year our program took several important steps to ensure that all children leave Head Start fully prepared for kindergarten.

- Reviewed and finalized **school readiness goals** for all children ages 0-5.
- Aligned our existing research-based curriculum with the **Head Start Child Development and Early Learning Framework**.
- Began to align our preschool curriculum with the **Common Core State Standards** used in Oregon public schools.
- Fully implemented the **Classroom Assessment Scoring System (CLASS)** in all Head Start classrooms.
- Continued to collect and review **child outcomes data** to ensure that our children are making progress and preparing for success in school.

In the Community

Washington County Public Health Recognition Award

In April 2012 Community Action and the Oregon Department of Corrections received a **Public Health Recognition Award** from the Washington County Department of Health and Human Services. The award honors one individual and one organization that have made a significant impact on public health in Washington County. This year, for the first time, the award went to a collaboration between the two organizations and recognized our work to improve the health of pregnant inmates during incarceration.

Our Early Head Start program at Coffee Creek Correctional Facility allows inmate mothers to bond with their young children, learn parenting skills, and prepare for parenting after their release. Our collaboration with the Department of Corrections has helped to develop prenatal and postpartum support groups and classes as well as a breastfeeding program that allows women to pump and store breast milk for their newborns.

The mothers can also enroll in the Early Head Start program at the facility and breastfeed their infants several times a week when they are together in the program. The nutritional and psychological benefits for both mothers and infants are significant. Strong family relationships help prevent recidivism, and children benefit from strong bonds with their parents.



Kathy Zane, right, and Sharon Bolmeier, second right, accept the award on behalf of Community Action.

Program Year Highlights

Farm to Preschool program

Health and nutrition have always been important parts of the Head Start mission. Children who eat healthy meals each day are much more able to succeed in school than children who struggle with hunger.

Thanks to a new **Child Care Wellness Grant** and a collaboration with **Ecotrust of Oregon**, families in our Home Based Early Head Start program received extra help to feed their children healthy meals. Seventy-nine families received monthly distributions of fresh produce grown by local farmers, along with recipes and fun nutrition activities to share with their children. Farmers also visited classes and parent meetings to help connect families with local sources of healthy food.



*Families receive fresh produce from local farms.
Photo: Andrea Castillo, The Oregonian*

Increasing children's consumption of fresh fruits and vegetables is a key strategy to prevent childhood obesity. Ecotrust has brought its Farm to Preschool program to Head Start centers before, but this is the first time that this successful program has been adapted to a home-based learning environment.

The Child Care Wellness Grant is provided by the **Child and Adult Care Food Program (CACFP)***, which is part of the United States Department of Agriculture. In Oregon, CACFP is administered by the Oregon Department of Education. CACFP provides funding for the meals served to children in our care. Our program uses CACFP meal patterns to ensure that all meals and snacks served to children in our Head Start and Early Head Start centers contain the complete nutrition that they need.

Our staff is also participating in the Ecotrust Farm to Preschool Coalition. By sharing our experience and best practices with other programs, we can improve access to healthy local food for more of Oregon's children.



Financial literacy education

This year we had the opportunity to provide financial literacy education to our families. Our program has partnered with Operation Hope/Financial Beginnings, a volunteer, community-oriented organization, to present financial literacy trainings to parents and staff. Financial Beginnings programs are enhanced by the career experience and personal knowledge of volunteer teachers, many of whom work in or are retired from finance, insurance, and education industries.

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Who We Served

Children

Head Start and Early Head Start serve the children with the greatest needs. All enrolled children must be age and income-eligible and live within our service area boundaries.

We maintain a prioritized wait list and select the neediest children who will benefit most from our program. Children who are in foster care or who are homeless; children with special needs and disabilities; children of single, teen, or incarcerated parents; and children with special needs are enrolled as quickly as possible. We maintain our wait list throughout the year and enroll children as slots become available.

Average monthly enrollment

In 2011-12 our average monthly enrollment in Head Start and Early Head Start was **100 percent**.



Total enrollment

In 2011-12 we had **887** funded slots available.

- **776** in Head Start
- **111** in Early Head Start

We served a cumulative total of **1042** children.

- **873** in Head Start
- **169** in Early Head Start

Children waiting for enrollment

By the end of the program year we had served **68 percent** of the children who applied for slots in our program.

Children with special needs

At least ten percent of our enrollment opportunities are made available to children with special needs and/or disabilities. Through a strong partnership with the Northwest Regional Education Service District, we receive consultation services in all of our classrooms and operate three supported classrooms staffed by Head Start and one Educational Assistant from the NWRES D.

In 2011-12 we served children with special needs in both Head Start and Early Head Start.

- **157** in Head Start (**18%**)
- **26** in Early Head Start (**15%**)

Who We Served

Diversity

Washington County continues to diversify. Children in our program come from many cultural backgrounds and speak a variety of languages.

We are committed to serving our entire community. Children who do not yet speak English are always welcome in Head Start. To serve the County's large Spanish-speaking population, we distribute program information in English and Spanish. We provide interpretation services for Parent Site Meetings and at Policy Council to enable all parents to participate. We hire qualified bilingual staff whenever possible and our classrooms reflect our students' cultures.

Our School Readiness Goals for all children include proficiency in English.

Race

In 2011-12:

- **69 percent** of children were **Caucasian**. (Includes children of Hispanic/Latino origins.)
- **5 percent** were **Black or African American**.
- **8 percent** identified as **Biracial or Multiracial**.
- **2 percent** were **Asian**
- **1 percent** were **Native Hawaiian/Pacific Islander**.
- **1 percent** were **American Indian or Alaska Native**.

Ethnicity

The U.S. census bureau includes people of Hispanic/Latino origins in the Caucasian race category.

- **67 percent** were **Hispanic/Latino**.
- **33 percent** were **non-Hispanic/Latino**.

Languages

In 2011-12:

- **40 percent** of children spoke **English** at home.
- **49 percent** spoke **Spanish** at home.
- **2 percent** spoke an **African language**.
- **9 percent** did not specify a home language.



Families



Family structure

In 2011-12 we served a total of **965** families.

- **59 percent** were **two-parent families**.
 - Of these, 21 percent had two employed parents.
 - 63 percent had one employed parent.
- **41 percent** were **single-parent families**.
 - In 55 percent of these families, the parent/guardian was employed.

Strengthening Families

Parents are their children's first teachers, and children thrive when parents are able to meet their needs. Low-income families face many challenges. Our Family Services staff works with parents to connect them to resources and opportunities to help them meet their goals.

Health and Nutrition

Healthy children who receive proper nutrition can succeed in school more easily than children who struggle with hunger, untreated medical issues, or undiagnosed developmental delays. Head Start helps to connect parents with sources of medical and dental care for their children. All children in our program receive hearing, vision, behavioral, speech and language, and developmental screenings so that any issues can be identified and addressed before they interfere with school performance.

Nutrition is part of our curriculum. We serve healthy meals during class and conduct nutrition assessments to determine if children are receiving adequate nutrition at home. We also connect families with food resources as needed.

Medical and dental care

Head Start works with parents to ensure that their children have medical and dental homes — continuous, accessible source of medical and dental care. By the end of the 2011-12 program year:

- **93 percent** of enrolled children were up to date on a schedule of age-appropriate **medical care**.
- **93 percent** of enrolled children had a **medical home**.
- **91 percent** of Head Start children and **86 percent** of Early Head Start children had a **dental home**.
- **93 percent** of children were up to date on **immunizations**.



Family Services

Strong families are crucial to positive early childhood development, and Family Services is an essential component of our program. Our Family Services staff works with families to help them establish and meet family goals.

In 2011-12 we connected **636** families with a variety of supportive services, including:

- Assistance to meet immediate needs for food, clothing, or shelter.
- Adult education, including GED and college classes.
- English as a Second Language (ESL) classes.
- Parenting classes.
- Health education services.
- Job training programs.
- Assistance with housing or utilities.
- Mental health services.
- Services related to child abuse or neglect and domestic violence.
- Assistance for families of incarcerated individuals.
- Substance abuse treatment or prevention programs.
- Marriage/relationship counseling or education services.



Education

Community Action Head Start and Early Head Start is committed to providing a high quality early childhood education to every child in our program. To do this, we measure our children's progress in seven educational domain several times per year.

Our teachers use the research-based **Creative Curriculum**, developed by **Teaching Strategies®**, to create lesson plans. We measure children's progress at several checkpoints throughout the year using the **Teaching Strategies GOLD** assessment tool. This allows us to track the progress of each individual child and to evaluate results across our entire program.

This year we compared the progress of several subgroups of children to the program average and gained a better understanding of how to serve specific cohort groups, including English language learners, children with special needs, children who transition from Early Head Start to Head Start, and children in foster care or who have experienced homelessness. These insights will enable us to continue to improve program quality and provide the best possible education to all children in our program.

Teaching Strategies GOLD Domains

Teachers measure children's progress in:

- Social-emotional development
- Physical development (fine motor)
- Physical development (gross motor)
- Language development
- Cognitive development
- Literacy
- Mathematics

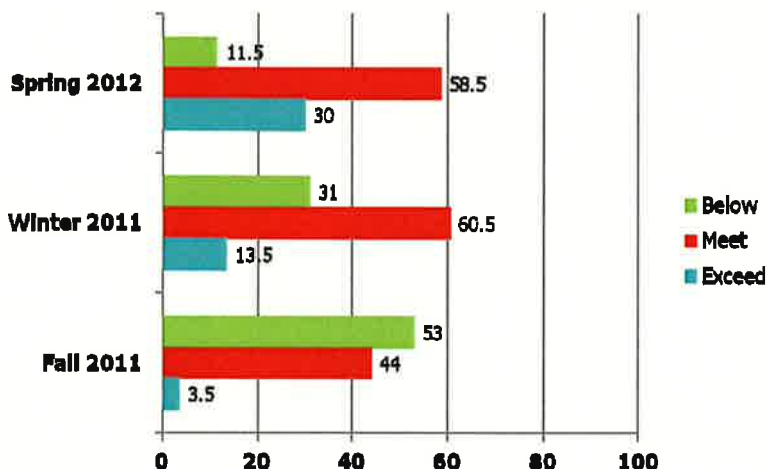
Widely Held Expectations reports

These reports compare information about the knowledge, skills, and behaviors of an individual child, class, or other group with widely held developmental expectations for children of the same age or same class.

After measuring each Head Start child's development in each of the seven domains, we compared their progress to Widely Held Expectations for their age group to determine if they were below, meeting, or exceeding these expectations.

We then compared individual cohort groups to the program average to obtain more detailed information.

Social-Emotional Development

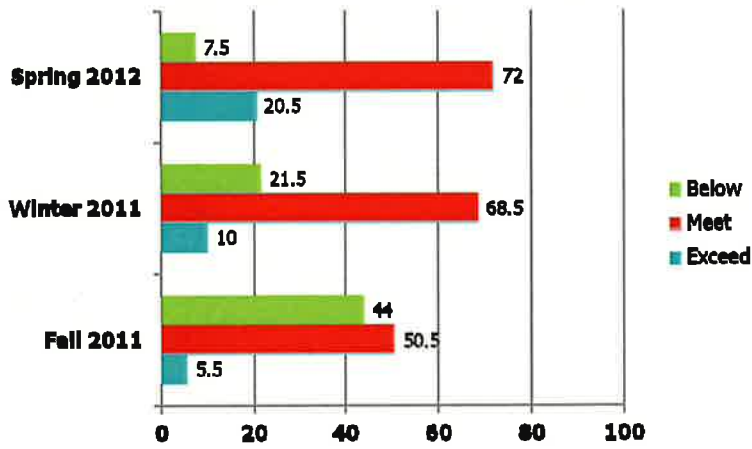


What did we learn about boys and girls?

There were no significant differences between the development of boys and girls between ages three and five in any of our classes.

Education

Physical Development—Gross Motor

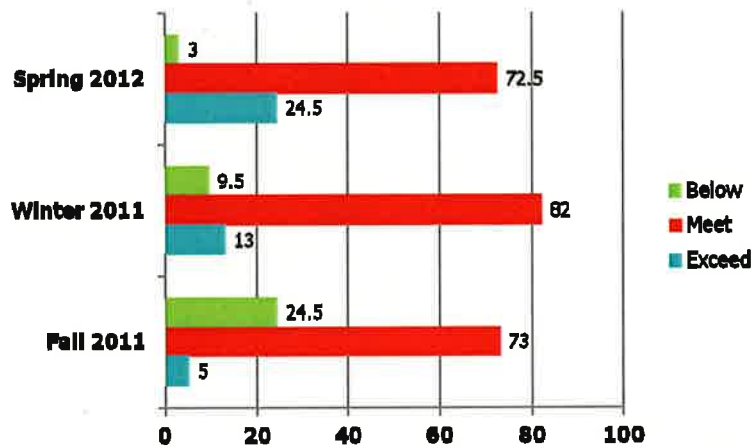


What did we learn about children with special needs?

Children with special needs who were eligible for Early Intervention services and had an Individualized Education Plan (IEP) scored lower in most domains at the fall checkpoint period.

Throughout the year, these children made steady progress in all areas. By the Spring checkpoint period, children with IFSPs had made gains in the Social-Emotional Development domain that exceeded the program average.

Physical Development—Fine Motor

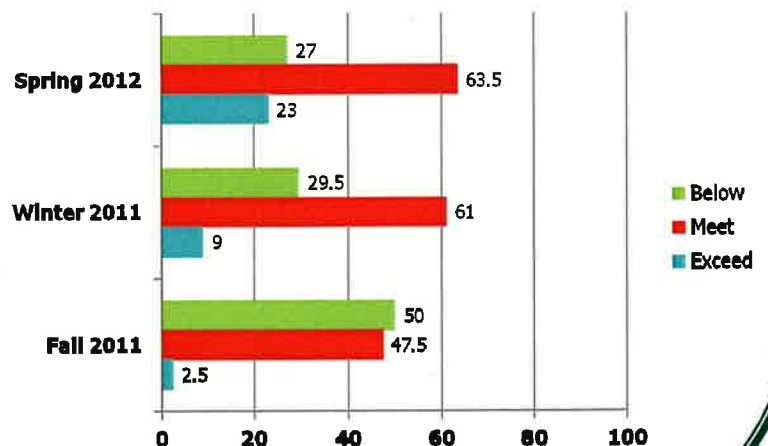


What did we learn about English language learners?

Children whose first language is not English scored lower in Fall in language development, but made significant gains in language development throughout the year.

These children also made gains in the Social-Emotional, Cognitive, and Literacy domains that exceeded the program average.

Language Development

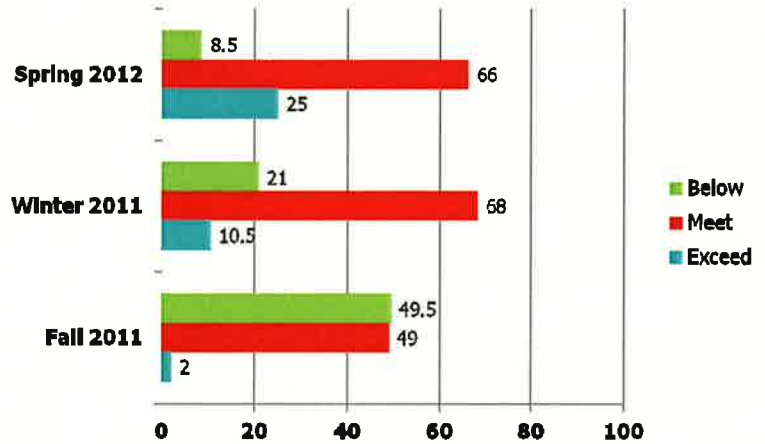


Education

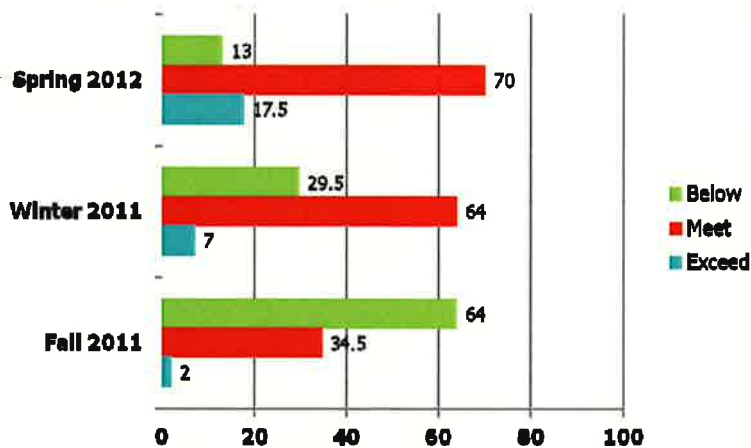
What did we learn about children who transitioned from Early Head Start to Head Start?

Children who began Head Start after at least one year of enrollment in Early Head Start scored higher in all domains than children without the benefit of Early Head Start. By the end of the year there was no significant difference in scores. We are currently evaluating and revising our transition plans to ensure that these children can build on their already-developed strengths.

Cognitive Development



Literacy



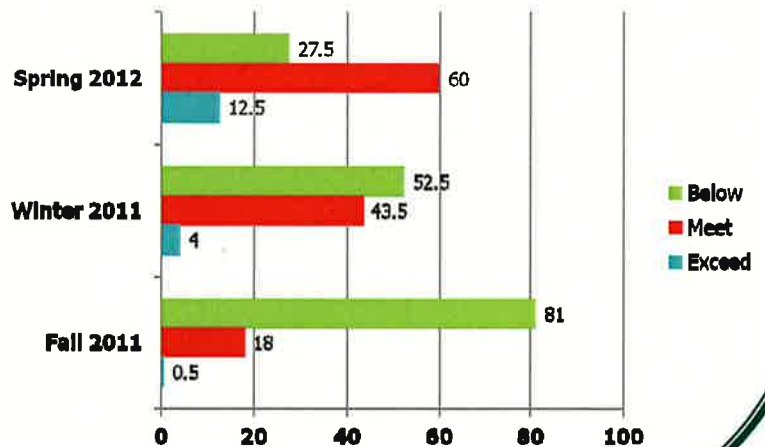
What did we learn about homeless children and foster children?

Children who were in foster care or were experiencing homelessness when they enrolled in our program scored significantly lower in social-emotional development at the Fall checkpoint, but made significant gains throughout the year.

Their scores in other domains were not as affected. All children made gains from Fall to Spring.



Mathematics



Education

Early Head Start assessments

Our Early Head Start program options serve 111 children ages 0-3 in several program options. This year we evaluated three classrooms using the Teaching Strategies GOLD assessment tool and discovered that all children were making developmental gains. Assessments of children who have transitioned from Early Head Start to our Head Start program show that they exceed the program average in most developmental domains.

Infants and toddlers are thriving in our program. Though a combination of positive, nurturing child-adult relationships; small group sizes and low ratios; parent coaching and an emphasis on professional development, we promote healthy child development and strong parent-child relationships. Early Head Start works for children and families.

Transition to Kindergarten

The mission of Head Start is to ensure that children enter school fully prepared for kindergarten and ready to learn. A child's transition to a new school can be stressful, but is usually successful if they, their parents, and their new school are prepared for the transition and know what to expect.

Preparing children

Our qualified teachers, research-based curriculum, and comprehensive family services all play a part in preparing children for school. A high quality preschool education fosters social-emotional development that serves children well when they enter kindergarten. Head Start children are already familiar with classroom routines and can easily adjust to their new environments.

Preparing families

Before children leave Head Start, we share information with parents about kindergarten roundup events at local public schools. Information about school registration is also shared at Parent Site Meetings to ensure that parents know how to enroll their children. The final parent-teacher conference of the year focuses on the child's transition, and teachers are available to answer questions. Parents are encouraged to visit the classes their children will attend.

Preparing schools

Our teachers have strong working relationships with school district staff. When Head Start children begin kindergarten, their teachers have already received Transition to Kindergarten letters that detail their experience in Head Start and are accompanied by information about their education and development.

For children with special needs who have been eligible for Early Intervention, we work with school district staff to ensure that these children are evaluated to determine if they are eligible for special education services at their new school. Successful transitions are important for all students.



This Head Start graduate was all ready for her first day of kindergarten.

Parent Engagement

Parents are their children's first teachers, and Head Start recognizes this by inviting parents to become engaged in both their children's education and in the governance of our program.

Parent Volunteers

Last year **2189 volunteers** generously contributed their time and talents to our program. Of these, **2179** were current or former Head Start parents.

Male Involvement

Fathers and father figures are encouraged to participate in our program. Last year, the fathers or father figures of **466 children** participated in a variety of ways, from volunteering in the classroom to serving on Policy Council.



Policy Council

The Head Start Policy Council is made up of parent representatives elected from each of our program sites. Policy Council shares the responsibility of program governance with our Board of Directors and our staff. Parents who participate develop leadership skills and contribute an essential voice to program decisions. Policy Council parents serve on hiring committees, review and approve financial reports and grant applications, and serve as liaisons to our Board and to the community. They represent our program at the Oregon Head Start Association and advocate for Head Start at state and local levels.

In 2011-12, Policy Council members were involved in every stage of our curriculum alignment process, working with our staff to ensure that our classroom curriculum prepares children to meet school readiness goals. They raised money for the **Head Start Dollar Per child campaign** and shared their experiences in our program with our staff members at our Head Start All Staff meeting. We are grateful to have such an engaged, effective group of parents contributing their voices to our program.



2011-12 Policy Council

Fiscal Information

2011-12 Revenue

Funding Source	Amount
Administration for Children and Families— Federal Head Start	\$3,268,543
Federal ARRA Head Start	\$55,330
Administration for Children and Families— Federal Early Head Start	\$1,241,728
Federal Training and Technical Assistance	\$63,104
Oregon Department of Education Oregon Pre-Kindergarten Head Start	\$3,789,864
State of Oregon Early Head Start	\$86,772
USDA Child and Adult Care Food Program (CACFP)	\$368,641
State of Oregon Department of Human Services Employment Related Day Care (ERDC)	\$300,557
State of Oregon CACFP Child Care Wellness Grant	\$826
Private Contributions	\$3,125
In-Kind Contributions	\$140,621
TOTAL REVENUE	\$9,319,112

Audit and Review Results

Community Action Fiscal Audit

The most recent audit for the fiscal year ending June 30, 2012 was approved by the Board of Directors on November 14, 2012. The audit was completed by McDonald Jacobs, PC. There were no significant findings pursuant to generally accepted auditing standards, Government Auditing Standards, and OMB circular A-133. The A-133 audit report was unqualified and Community Action qualifies as a low-risk auditee.

Office of Head Start Triennial Review

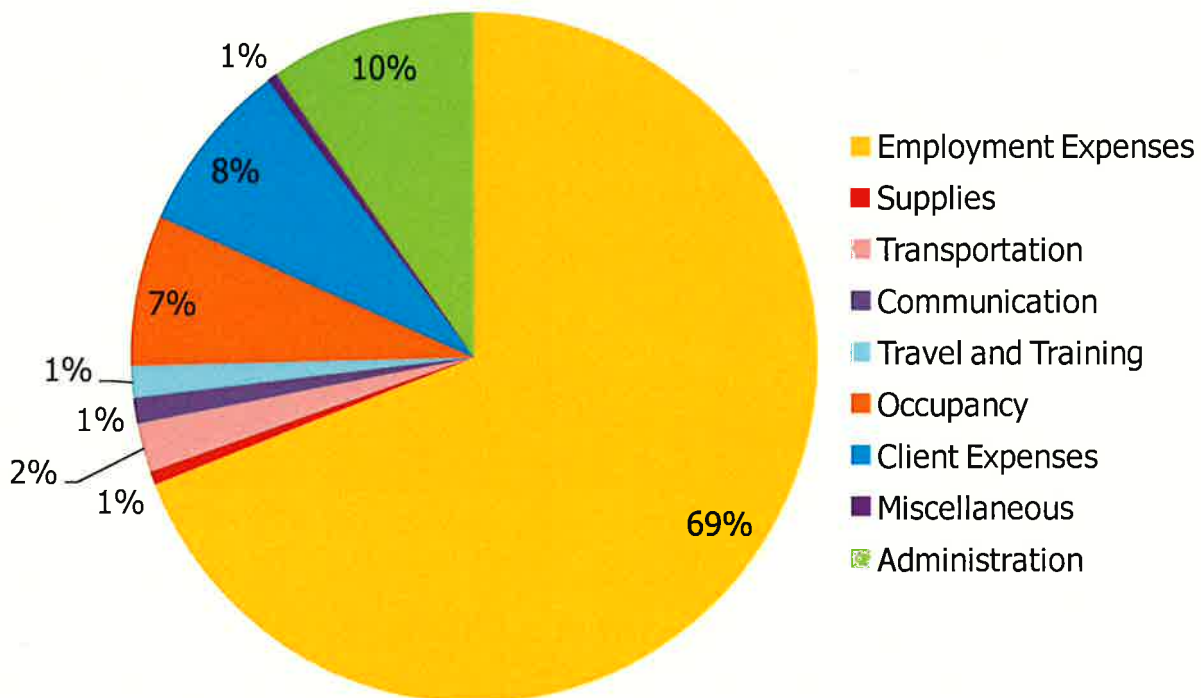
Our program's most recent triennial review was held in December 2010. At that time, reviewers found no issues or deficiencies in our program. Our strong partnership with the Northwest Regional Education Service District and our Early Head Start program at Coffee Creek Correctional Facility were noted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

Fiscal Information

2011-12 Expenses

Category	Budgeted	Actual
Employment Expenses	6,486,275	6,472,941
Supplies	63,696	57,554
Transportation	179,311	216,859
Communication	133,100	112,300
Travel and Training	115,937	139,301
Occupancy	636,107	662,090
Client Expenses	757,597	762,044
Miscellaneous	29,380	47,360
Administration	917,709	909,755
Total	9,319,112	9,380,204

2011-12 Expenses





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

Executive Director
Jerralynn Ness, CCAP

Director of Child Development
Farzana Siddiqui, Psy.D.
fsiddiqui@caowash.org

2011-12 Board of Directors

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Daniel I. Lopez

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Sarah Washburn

1001 Southwest Baseline Street • Hillsboro, Oregon • 97123

Phone: 503-648-6646
www.caowash.org

Head Start and Early Head Start Enrollment:
503-693-3262