



**Community Action**

*Helping people. Changing lives.*

## **Head Start and Early Head Start Program**

### **Annual Report 2023-2024**



**Enhancing the development of young children through the provision of inclusive educational, health, nutritional and social services for eligible children and families to ensure children are ready for Kindergarten**

## Community Action Mission and Vision

### **The Community Action Promise**

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. Community Action cares about the entire community, and is dedicated to helping people help themselves and each other.

### **Vision**

Washington County's residents are strong, resilient, involved in the community and live with dignity and security.

### **Mission**

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

## Head Start Five Year Goals

Goals and objectives are required every five years for all Head Start programs. Our program goals are focused on the needs of the family and staff as well as overall program growth. We work on these goals incrementally and with measurable outcomes over the course of the five years of our grant cycle.

We assess our goals throughout the year through monitoring of data, an annual Self-Assessment process and staff and family surveys. Needs identified through this process guide Head Start to develop new systems, or to respond immediately to the needs of children and families in all of our program models.

### **Five Year Goals**

Goal 1 CAHS will prioritize resources to invest in intentional and responsive professional development that strengthens staff to support quality service for children and families.

Goal 2 CAHS will provide opportunities for families to strengthen their leadership and skills to be a lifelong coach and advocate for their children.

Goal 3 CAHS will provide high quality services to children to promote the skills necessary to enter kindergarten.

Goal 4 CAHS will implement a trauma-informed approach to services.

# The Program Options

## Part Day and Duration Head Start Center Based Options

These options serve children ages three to five years old who live in the Hillsboro, Beaverton, Sherwood, and Tigard-Tualatin school district areas. Part-Day Pre-K children attend class for 3.5 hours per day, four days per week from September through May. The Duration option children attend class for 6.2 hours per day, five days per week for a full school year, September through June.

## Full-Day Full-Year Head Start and Early Head Start Center Based Options

This option provides full-day services to children ages six weeks to five years whose parents are employed and eligible for Employment Related Day Care (ERDC) subsidies from the State of Oregon Department of Human Services. Classrooms are open for 10.5 hours per day and run year-round. These full-day services enable working parents to remain employed while their children prepare for school.

## Early Head Start Home-Based Option

Home-Based is to promote secure parent-child relationships and work collaboratively with parents providing high-quality early learning experiences in the home. Home Visitors provide weekly home visits to pregnant women and families with children ages birth to three and twice per month, families come together for socialization experiences.

## Coffee Creek—Local Designed Option

Coffee Creek is a unique locally designed option that serves eight children of incarcerated mothers and their caregivers in a special child development center at the Coffee Creek Correctional Facility. Through a collaboration with the Oregon Department of Corrections, our staff facilitate the interactions that help incarcerated mothers bond with their children, build parenting skills, and prepare for parenting after they are released from prison.



## Who We Are

Community Action Head Start (CAHS), a department of Community Action Organization in Washington County, Oregon has been operating since Head Start was established in 1965. Our program's mission is to promote school readiness through the provision of comprehensive child development and family engagement services. The 2023-2024 school year CAO Head Start was slated to serve **959** children and their families living in Washington county within the cities of Beaverton, Hillsboro, Tigard-Tualatin and Sherwood.

Head Start operates 20 sites, of which **18** sites are co-located in district public schools and a recreation center. **Two** sites are Child Development Centers in Beaverton and Hillsboro along with **12** Early Head Start Home Based zones and one locally designed option at Coffee Creek Women's Correctional Facility.

### Statement on Covid-19

During the 2023-2024 school year CAO Head Start was still feeling the effects of the Covid-19 Pandemic. Covid-19 had an effect on our enrollment, as many families were also still affected by the pandemic. Many did not have regular work hours or decided to stay at home with their children. Despite these factors CAO Head Start was still able to offer quality education and services to the children and families in our program.

Covid-19 has continued to show impacts to our ability to be fully staffed. With lack of staffing, throughout the 2023-2024 school year we experienced many classroom closures due not having enough classroom team members to staff classrooms considering ratios and level of need.

### Enrollment

In 2023-2024 we had a total of 965 funded enrollment opportunities.

	Funded	Served
Early Head Start	148	205
Head Start	817	596
Total	965	*801

\*We served a total of 801 children in the program year, this includes students who dropped and additional students who started mid-year.

## Who We Serve

Head Start families qualify for services when income falls at or below 130 percent of the federal poverty level. We use a prioritized wait list to enroll the children with the highest needs, including children with disabilities, children who come to us through foster care, children of incarcerated parents and children from families who are experiencing homelessness.

### Children Served by Income

0-100% FPL	27%
101-130% FPL	5%
130-200% FPL*	3%
Foster Care	3%
Homeless	35%
Public Assistance	26%

### Children Served by Age

Prenatal	2%
Newborn	8%
1 year old	8%
2 year old	10%
3 year old	34%
4 year old	48%

Our recent Community Needs Assessment looked at 2021 census data that concluded that Washington County is more racially diverse than Oregon as a whole. Latino/a/x and African American and Asian people were represented at a higher rate in Washington county then compared to Oregon. This information is reflected in the children that we serve at Community Action Head Start.

### Children Served by Race

Hispanic	57%
Non-Hispanic/White	1%
Black/African	8%
Biracial/Multiracial	8%
Asian	5%
American Indian/Alaska Native	2%
Native Hawaiian/Pacific Islander	1%
Other	3%



## Head Start in Our Community

Washington County continues to diversify, economically and culturally. According to our most recent Community Needs Assessment, Washington County is more diverse than Oregon as a whole with about 1 in 4 people speaking a language other than English at home and nearly 1 in 5 residents were born in another country.

### Languages Spoken at Home

English	50%
Spanish	37%
Middle Eastern/South Asian	7%
East Asian	2%
African	2%
Other	2%

**10% of the children enrolled were dual language**

### Family Demographics

Households in Washington County are slightly larger than in Oregon and according to 2021 census data there are 2,668 single parent households with children under six and surprisingly there were over 8,000 grandparent led households. This is reflected in the family make-up within our own community at CAO Head Start.

Single Parent Guardian: 37%

Two Parent/Guardian: 63%

Grandparents/Relatives 2%:

Foster Parents: 2%



# Early Childhood Education and School Readiness

## Educational and Developmental Domains

We assess children's growth and learning in six domains.

- Social-Emotional Development
- Physical Development
- Gross Motor and Fine Motor
- Language
- Cognitive Development
- Literacy
- Mathematics

## The Social-Emotional Foundation

Success in school depends on more than knowing how to read, write and count. Strong social and emotional skills and the ability to self-manage emotions, control impulses, and establish positive relationships with others form the foundation for success in school and continued learning. Children learn these skills through supportive environments where they can build positive relationships with parents, family members, friends, home visitors and teachers.

In the 2023-2024 program year, the children enrolled in our program were children of the pandemic, which severely limited their exposure to and interaction with people outside of their immediate families and in the communities in which they live. The lack of these social interactions occurred at a critical age and stage for the development of social skills impacting other areas of development as well, especially language. Language development can only occur through interactions with others. Because families were more isolated in the beginning of these children's lives, they did not get the wide variety of experiences to expose them to more vocabulary or learn the social use of it, such as having conversations. Conversations require children to engage in turn-taking (a social skill) and vocabulary is necessary for engaging in problem solving (which is both social and language dependent). In fact, we are now approaching 30% of our enrollment are children identified with autism, developmental delays and those needing additional support to develop their social-emotional and self-regulation skills enrolling in our program. This is a significant increase from the pre-pandemic years, and it continues to trend up.

In addition, we experienced a critical staffing shortage which led to some classes closing for days or weeks at a time while more staff were absent than we had staff to cover, or new staff were hired. This also limited their opportunities to grow across all domains.

Because the children in our program all experienced the lingering effects of the social "shutdown" due to the pandemic and likely experienced more negative consequences of it than the general population, and the increase in children with developmental delays, we continued focus on promoting strong social, emotional and self-regulation skills. When children have the essential social, emotional, and self-regulation skills, they are better able to engage in the "joyful learning" that leads to increasing cognitive, literacy, and math skills.

All of our program models use research based curriculums and assessment programs. In our center based classrooms, we use Creative Curriculum®, which also aligns with the Teaching Strategies Gold® assessment program we use. Our Home based and Coffee Creek programs use Growing Great Kids© and Growing Together© curriculums for home visits, socializations and classes. We use the Desired Results Developmental Profile (DRDP) by ChildPlus as the assessment program in those models.

Staff observe the children regularly, writing notes about their skills and what activities may support the child's growth in specific areas of development. They use observations to inform weekly planning to support the individualized needs of the children and to inform their assessment of the children's development and skills three or four times per year, depending on the program model.

When looking at outcomes for the fall assessment compared to the spring assessments, we can see how our amazing staff are supporting all the children in our program. Results from the 2023-2024 program year show the overall percentages of children meeting or exceeding WHE across all domains increased from a low of 69% to 82% at the end of the program year, an increase of 19%. Nearly 60% of the children met "widely held expectations" (WHE) for social-emotional skills in the fall but that increased to 80% in the spring. Language development improved from only 53% of children meeting WHE to 71% in the spring. The percentage of increase of children with identified needs meeting WHE averaged 27% versus 8% for the rest of the program. That means the children with identified needs were catching up to their more typical peers.

## Family Services

### Family Services

Families in our community continue to struggle to meet their basic needs. When families are strong and live with dignity and security, their children are better positioned to succeed in school. The Family Services component is an important part of the comprehensive services provided by Head Start. Families participate in a Strengths and Needs Assessment (SNA) and Family Partnership Agreement (FPA) where we identify resources that a family may need to reach their goals, develop a family goal around a need from the SNA results or another goal that the family would like to work towards. This year the largest category of referrals was to health education followed by emergency services to assist with utilities, food, and emergency rent assistance. In 2023-2024, we connected families to a wide variety of supportive services and agencies for which they receive supports and services as follows:

- 49% of services were received to meet immediate needs for food, emergency rent, utilities, transportation, clothing or shelter
- 56% of referrals were to support with health education—including education on preventative medical and oral health, developmental consequences of tobacco use, nutrition education, mental health, and substance abuse prevention or treatment.
- 2% of referrals in parenting education workshops for fathers.
- 7% of referrals for English as a Second Language training.
- 8% of referrals to adult education programs.
- 9% of referrals to mental health services

A total of 289 Family Goals were set with some families setting more than one goal during the school year. Out of those goals set, 201 were fully met with a 69 percent completion rate.

Families in our program are invited to a variety of parent engagement activities within the program such as Parent Teacher Nights, Conferences, Home Visits, Family Events, Policy Council and Parent Workgroups. These parent engagement activities give families an opportunity to network and create a social network. Through increased efforts to engage fathers in the program, 237 fathers participated in these activities; 80 more fathers than the previous program year. In total this program year, 621 parents participated in parent engagement activities, a 78% parent participation rate.



## Health and Well Being

Health Services prioritizes early intervention screenings, reduction of barriers for medical services, and health education for families. Robust community partnerships increase our effectiveness by providing in class vision and dental screenings and referrals. Each child in Head Start receives hearing, vision and developmental social/emotional screenings. Health services also monitors children's BMIs, insurance status, medical and dental homes. Children with special needs who are found eligible for services, receive them in an inclusive setting where they learn alongside their typically devel-

### Physical and Dental Health

By the end of the 2023-2024 program year:

- 99% of children had a medical home—a source of continuous, accessible medical care.
- 85% had received medical exams and were up to date on a schedule of age-appropriate primary health care.
- 88% had received dental exams , dental treatment, dental screening and preventive dental care that were provided by a dentist or community health care partner.



### Early Intervention Services

Any child who may benefit from Early Intervention/Early Childhood Special Education services is referred for evaluation. In 2023-2024, we partnered with Northwest Regional Education Service District to serve 196 children with special needs who were eligible for Early Intervention/Early Childhood Special Education services. These children represented over 24 percent of our total enrollment. A total of 57 children were referred to NWRESA for evaluation during the program year.

### Mental Health Services

Any child and/or family who may benefit from mental health services is referred to our LifeWorks NW Mental Health Consultant. They provide short-term consulting both in the classroom and home, providing strategies and referring families to programs in the community.

In 2023-2024, we partnered with LifeWorks Northwest to serve 84 children and families who were referred for mental health services. These children represented about 10 percent of our total enrollment.

## Health and Well Being

### **Nutrition Services**

The meals and snacks served to children in center-based Head Start programs follow the meal pattern established by the Child and Adult Care Food Program (CACFP). The CACFP is a United States Department of Agriculture program administered by the Oregon Department of Education which provides reimbursement for the meals and snacks served to center-based children. Nutrition education is part of our classroom curriculum and is supplemented with in-person planned nutrition activities and nutrition education sessions presented at family events and home-based socializations.

From September of 2023-August of 2024 we received \$322,708 in CACFP reimbursement.



### **Transportation**

Bus Transportation serves many of our Head Start children in Washington County. The 2023-2024 school year was unique as we were still recovery from the pandemic. During the 2023-2024 school year we provided bus transportation to 151 children. All our buses take safety as their top priority and complete daily and annual safety inspections. All our buses are equipped with 5-Point harness systems. The Head Start bus is more than just safe transportation to and from school, it is an extension of the classroom where bus staff engage children by singing songs, reading books and learning tools about transportation safety. We also used our buses as a recruitment tool in enrolling children and hiring staff in the community.

# Home Based Services and Coffee Creek

## Home Based

Home-Based is to promote secure parent-child interaction and relationships and work collaboratively with parents providing comprehensive high-quality services and early learning experiences in the home. Home Visitors provide weekly home visits to pregnant women, their partner, and families with children ages birth to three and twice per month, families come together for socialization experiences in community setting.

The Home-Based program promotes the development of children zero to three years old and provides services for pregnant women to support them in gestational knowledge on what the parent already knows and new research information, preparing themselves and the environment for the birth of their child. Parents are the child's first and the most important teacher, and their home is the primary learning environment. Home Visitors build trusting relationships, empower parents in that role, building their understanding of early child development, and encouraging them to engage in age individualized interactions with their child at home during home visits and in socializations. We use Growing Great Kids (GGK) as the foundational curriculum, supplemented by Creative Curriculum®, to develop plans for home visits and Great Kids Together for socializations in collaboration with the parents. Plans are developmentally appropriate based on the individual interests, strengths and needs of the child as well as the needs of the family.

Home Visitors provide a minimum of 46 home visits per year. Weekly 90 minutes home visits at family homes.

## Coffee Creek-Locally Designed Option

Head Start at Coffee Creek is a year round program that serves 8 children ages birth to 5. The adults in custody come over to the child development center on the correctional facility campus for mother/child class time twice per week. Caregivers (fathers, grandparents, foster family) or DHS transport the children to the center to participate in class. The mothers are actively involved in all aspects of the classroom. They start their day with a morning meeting and setting up daily activities for the children. The mother/child class time consists of mealtime, diapering/bathing, classroom exploration, circle time, outdoor play and end of the day debrief. The teachers use Creative Curriculum® to develop plans for classroom learning that meet the needs of each



## Parent Engagement and Policy Council

We believe that parents/caregivers are their child's first and most important teacher! Since 1965 Head Start program have recognized this by engaging parents/caregivers in all aspects of the program. Parents/caregivers are invited to attend regular classroom and family events, and we now offer one event each program year specifically appealing to father engagement. These events, provide the family with an opportunity to share information about the program, to hear from their Policy Council representative, to participate in activities that build parenting skills, and support their child in the learning about the classroom and education. In 2023-2024 our program used family engagement as a way to build relationships that support family well being and nurture ongoing learning and development for both parent/caregiver and child. Parents/caregivers who are elected to serve as Policy Council members build skills and connections while serving as program leaders. The program utilizes parent/caregiver workgroups in program topic areas to offer input and feedback and the opportunity to participate in program-level advocacy. Parents/Caregivers provide support to workgroups that assess the process behind hiring and onboarding, the annual Self-Assessment process and other topics related to program need.

### Policy Council

The Head Start Policy Council shares the responsibility of program governance with the Community Action Board of Directors. Policy Council Representatives are parents of enrolled children, elected by their peers to represent each site or class and program model. Parents who participate develop leadership and advocacy skills and contribute an essential voice for program decisions. We know we can only have a program of excellence when we give voice to those we are serving and by collaborating with parents, we hear their voice and create a program of excellence. The program provides appropriate training and technical assistance to ensure that parents understand and develop leadership and advocacy skills in order for them to provide program guidance and participate in program decision making. During the 2023-2024 program term all Policy Council meetings were held in person with zoom option which 21 parents were actively involved.





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mail:

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Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

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[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.



## 2023-2024 Financial Information

REVENUE	ACTUAL	BUDGETED
Federal	\$6,672,525.00	\$7,494,521.00
State	\$7,951,548.00	\$8,640,440.00
DHS	\$540,561.00	
Temp-Restricted		
USDA	\$341,565.00	\$299,570.00
General	\$12,881.00	
In-Kind Contributions	\$55,553.00	
<b>TOTAL</b>	<b>\$15,574,633.00</b>	<b>\$16,434,531.00</b>

EXPENSES	ACTUAL	BUDGETED
Personnel Costs	\$11,131,876.00	\$12,228,746.00
Travel	\$151,810.00	\$103,791.00
Supplies	\$247,549.00	\$131,736.00
Occupancy	\$322,729.00	\$249,136.00
Insurance	\$20,112.00	\$18,278.00
Nutrition Services	\$384,712.00	\$383,585.00
Child Services	\$139,587.00	\$128,060.00
Parent Services	\$121,344.00	\$98,698.00
Publications/Advertising/Printing	\$26,276.00	\$24,000.00
Training	\$148,686.00	\$206,240.00
Transportation	\$80,693.00	\$132,192.00
Other	\$216,255.00	\$100,104.00
Equipment	\$752,108.00	\$736,540.00
Agency Administration	\$1,770,192.00	\$1,893,425.00
<b>TOTAL</b>	<b>\$15,513,929.00</b>	<b>\$16,434,531.00</b>



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

**Executive Director**

**Kemp Shuey**

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