



Head Start and Early Head Start



2017-18 Annual Report

What is Community Action?

Established in 1965 as part of Economic Opportunity Act, Community Action leads the way to eliminate conditions of poverty and create opportunities for people and communities to thrive. As a private nonprofit serving Washington County, over 33,000 residents access the organization's programs and services annually. We believe that when families can see a vision for their future and have access to the right services at the right time, they have the ability to successfully transition out of poverty.

Our work focuses on early childhood development, homelessness prevention and the promotion of affordable housing, and ensuring basic needs are met for the clients we serve. The programs that support this work include Head Start, Early Head Start, Child Care Resource & Referral, Early Connections – Prenatal and Parenting Support, Housing and Homeless Services, Energy Conservation, Energy Assistance, Emergency Rent Assistance, and 211info.

Head Start and Early Head Start supports families of young children with a two-generation approach that builds on family strengths to ensure that children are prepared for school when they arrive at kindergarten. Head Start and Early Head Start programs support the social, emotional, cognitive, and physical development of children, building foundations for success in school and in life.

Community Action Head Start leadership participate in Early Learning Washington County, the Early Learning Hub that covers the school districts of Beaverton, Hillsboro, Tigard-Tualatin and Sherwood. We maintain strong relationships with community partner agencies that serve children ages birth to five. Together we can help the youngest members of Washington County prepare for bright, healthy futures.

What are Head Start and Early Head Start?

Head Start began in 1965 as a summer program for economically disadvantaged children ages three to five. The program's mission is to promote the school readiness of young children from low-income families through agencies in their local community. Head Start and Early Head Start programs attempt to break the cycle of poverty through a two-generation approach that supports the comprehensive development of children from birth to age five and their parents. Children and families receive support to meet their educational, social-emotional, health, nutritional, and psychological needs in order to improve their lives.

In 1995 the first Early Head Start programs were funded to serve children from birth to age three. Today over a million children participate in Head Start and Early Head Start each year.

In addition to high quality early childhood education services, these programs provide children and their families with health, nutrition, and social services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage. Head Start staff refer families to community partner agencies as needed to connect them with resources, such as emergency food, rent assistance, and education. Helping families meet basic needs is key to helping them to support their children's success in school.

Parents are engaged at all levels of the Head Start experience. The two-generation approach supports parents in their role as their children's first teachers. Parent-Teacher Nights give parents an opportunity to network, connect with helpful resources, and build on their strengths to support their children's school readiness. Parents also serve on the Head Start Policy Council, where they build leadership skills by participating in the governance of the program.

By supporting early learning and positive parent-child relationships, Head Start and Early Head Start prepare children for success in school and in life.

Our Program Options

In 2017–18, we offered several program options to meet the needs of our community.

Part-Day and Full Day Pre-Kindergarten and Preschool Promise

This is our largest program option for children ages three to five years old who live in the Hillsboro, Beaverton, Sherwood, and Tigard-Tualatin school district areas. For Part-Day Pre-Kindergarten option, children attend class for three and a half hours per day, four days per week. For Full-Day Pre-Kindergarten option, children attend class for six and a half hours per day, five days per week. They receive a high quality early childhood education that prepares them to succeed in kindergarten and beyond. Family services support is offered to all families. Children eat healthy meals and snacks through our participation in the Child and Adult Care Food Program (CACFP), a United States Department of Agriculture program.



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

This program 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. Children receive full-day, developmentally appropriate education services in age-level classes. They also receive health and developmental screenings and eat healthy, balanced meals and snacks. These full-day services enable working parents to remain employed while their children prepare for school.



Home Based Early Head Start

In this program option, Home Visitors provide weekly home visits to families with children ages birth to three. The purpose of the home visits is to promote secure parent-child relationships and help parents provide high-quality early learning experiences in the home. Twice per month, families come together for Socialization experiences. Home Based program has provided prenatal services since 2015.

Coffee Creek Program

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

** See USDA Civil Rights Nondiscrimination Statement, page 11.*

Who We Served

Our Head Start and Early Head Start programs serve Washington County children with family incomes at or below 130 percent of the federal poverty level for family size. Head Start serves children ages three to five; Early Head Start serves children from birth to age three. 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 have experienced homelessness.

Eligibility

The United States Census Bureau reports that in 2017, there were 36,412 children who were under age 5 living in Washington County. Of these, 5,699 children were under age five and living in poverty.

Community Action Head Start and Early Head Start programs were able to serve **18** percent of these families whose children were age and income eligible.



Enrollment

In 2017– 18, we had a total of **893** funded enrollment opportunities.

- **781** in Head Start
- **112** in Early Head Start

We served a total of **1,027** children.

- **879** in Head Start
- **148** in Early Head Start

Our average monthly enrollment as a percentage of funded enrollment was **97 percent**.

Children with Special Needs

Children with special needs and/or disabilities participate fully in Head Start and Early Head Start. Each child receives hearing, vision, developmental and behavioral screenings. Any child who may benefit from Early Intervention services is referred for evaluation. Children with special needs who require special services receive them in an inclusive setting where they learn along with their peers.

At least **10** percent of our enrollment opportunities are made available to children with special needs.

In 2017–18, we served **201** children with special needs who were eligible for Early Intervention services. These children represented **22** percent of our total enrollment. Seventy of these children were identified through screenings during the program year.



Head Start in Our Community

Washington County continues to diversify, economically and culturally, but poverty continues to affect our population. The low-income families in our service area are increasingly likely to be employed and to have experienced homelessness. Families who are income-eligible for Head Start are often working one or more jobs. Sixty one percent of families in our program were two-parent families.

Our children come from many cultures and speak many languages at home. We welcome children who are learning English. To include all families, we provide interpretation services at Parent Teacher Meetings, Parent Committee meetings, and Policy Council meetings. We distribute program information in English and Spanish.

Race and Ethnicity

In 2017-18, we served **1,027** children.

- **81** percent were Caucasian.
 - **65** percent were of Hispanic or Latino origins (of any race).
 - **7** percent were Black or African American.
 - **7** percent were biracial or multiracial.
 - **3** percent were Asian.
 - **Fewer than 1** percent were Native Hawaiian or Pacific Islander.
 - **Fewer than 1** percent were American Indian or Alaska Native.
- (Some families chose not to declare their race/ethnicity.)*



Families

The children we served came from **967** families.

- **591** two-parent families.
- **375** single-parent families.
- In two-parent families, **13 percent** had at least one parent working.
- In single-parent families, **41 percent** of parents or guardians were employed.

Parents had a variety of educational backgrounds.

- **25** percent had less than a high school diploma.
- **47** percent had completed a high school diploma or GED.
- **15** percent had an Associate Degree, vocational school, or some college.
- **11** percent had a Baccalaureate or advanced degree.

(Some parents did not declare their level of education.)

Languages

- **44** percent spoke Spanish.
- **44** percent spoke English.
- **6** percent spoke a Middle Eastern and South Asian language.
- **3** percent spoke an African language.
- **Fewer than 3** percent spoke a European, East Asian, or other language.

(Some families chose not to declare a home language.)

Health and Nutrition

Despite Washington County's image as an affluent community, some families struggle to access health care and adequate food. A healthy, well-nourished child is able to learn much more easily than one who is hungry or struggling with illness. We work with families to ensure that each child receives a physical and dental exam, nutritious meals, and screenings to identify signs of developmental issues that may impact learning.

Physical and Dental Health

By the end of program year 2017–18,

- **95** percent of children had a medical home—a source of continuous, accessible medical care.
- **71** percent had received medical exams and were up to date on a schedule of age-appropriate primary health care.
- **86** percent had a dental home—a source of continuous, accessible dental care.
- **82** percent had received dental exams, dental treatment, dental screening and preventive dental care that were provided by a dentist or community health care partner.



Nutrition

Children who attend class at our centers receive 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 administered in our state by the Oregon Department of Education. Nutrition education is part of our curriculum. Families who are struggling with food insecurity receive referrals to community food resources such as emergency food pantries and public assistance programs.

In 2017-18, we served **54,144** breakfasts, **95,488** lunches, and **54,144** healthy snacks to Washington County children.

Family Services

Families in our community continue to struggle to meet basic needs. When families are strong and live with dignity and security, their children are better positioned to succeed in school.

Each family in our program has the opportunity to develop family goals. This process includes a strengths and needs assessment that helps families identify resources that they need to reach their goals. In 2017-18, our families received referrals to a variety of resources. As in previous years, the largest category of referrals was to emergency/crisis intervention services to assist with food, clothing, and shelter.

- **32** percent requested help meeting immediate needs for food, clothing, transportation, or shelter.
- **7** percent received referrals to parenting education resources.
- **4** percent received referrals to adult education programs.
- **6** percent were referred to English as a Second Language training.
- **4** percent were referred to health education.
- **6** percent received referrals to mental health services.
- **5** percent requested housing assistance, including subsidies, utility assistance, and repairs.
- **5** percent received housing assistance, including subsidies.

Less than 3 percent were referred and received services related to job training, substance abuse prevention or treatment, domestic violence services, child support assistance, marriage education, services to families of incarcerated individuals, and asset building services such as financial education and debt counseling.

Preparing Children for Kindergarten

To provide a high quality early childhood education, we use the research-based, developmentally appropriate **Creative Curriculum**® and the **Parents as Teachers**® curriculum to provide a positive, enriching educational experience for each child.

We have established age-appropriate school readiness goals that are aligned to the Head Start Child Development and Early Learning Framework, state early learning standards, and the Oregon Kindergarten Readiness Assessment. Three times per year, we measure children's progress toward those goals using the research-based **Teaching Strategies GOLD**® assessment tool.

Many of our Head Start classrooms are located in the public schools where children will attend kindergarten. We work to establish positive relationships with the schools to ensure successful transitions for children and families.

When children are ready to move from Early Head Start to Head Start or from Head Start to Kindergarten, teachers create a Transition Plan. Parents are oriented to their child's next steps, children are prepared for the transition and program staff coordinate with the receiving school or classroom.



Early Learning Washington County

Community Action Head Start continues to participate in **Early Learning Washington County**, one of sixteen statewide Early Learning Hubs developed to implement a coordinated, culturally responsive, and effective early learning system, to ensure all children ages birth through six and their families are stable, healthy, and prepared for educational and life success.

Early Learning Washington County partners collaborate to apply the Equity Lens to groups of children at particular risk for not being prepared for kindergarten, including children of color, children with disabilities, English language learners, low-income children, homeless children, migrant children, and children who are affected by abuse and trauma. Head Start programs were developed to close the achievement gaps faced by these children, and we are proud to continue our work as part of a larger community.



The Oregon Quality Rating and Improvement System (QRIS) officially became **Spark!** in January 2018. Spark! is a systemic approach to assess, improve, and communicate the level of quality in early childhood education programs. Participation in QRIS demonstrates that the participating provider is committed to raising the quality and consistency of child care and early learning programs across the state.

In 2017-18, Community Action continued the process of submitting all our eligible sites for star rating under Spark! guidelines. Today, all our eligible sites have received five-star ratings, the highest rating possible.

Measuring Outcomes

To measure our children's growth and development, we assess children several times during the year using My Teaching Strategies®, a research-based assessment tool that aligns with the Creative Curriculum. Children in part-year program options receive three assessments; those in full-year programs receive four. Children are observed and evaluated in six domains, and their progress is compared to widely held expectations for their age group. Teaching staff use these observations to develop a classroom experience for each child that supports his or her growth and learning.



Educational and Developmental Domains

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

- Social-Emotional Development
- Physical Development –Gross Motor
- Physical Development—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 — the ability to self-manage emotions, control impulses, and establish positive relationships with others — provide a foundation for success in school and continued learning. Children learn these skills through supportive environments where they can build positive relationships with parents, teachers, and peers.

From fall to spring of the 2017-18 program year, the number of Head Start children meeting or exceeding widely held expectations for social-emotional development rose from **91.8** percent at the beginning of the program year to **96.6** percent at the end of the program year.

Learning English

Over half of the children in our program speak a language other than English at home. A Head Start classroom provides these children a chance to learn English while being supported in the use of their home languages. Our Head Start and Early Head Start classrooms use the **Planned Language Approach (PLA)**, a comprehensive, systematic, research-based way to ensure optimal language and literacy services for children who speak English and those who are dual language learners.

Parent Engagement

Parents are their children's first and most important teachers. Since 1965 Head Start programs have recognized this by engaging parents in all aspects of the program.

All parents are invited to attend regular Parent-Teacher Nights. At these monthly events, parents have the opportunity to share program information, to hear from Policy Council representatives, to participate in activities to build parenting skills, and support their participation in their children's education. In 2017-18, our program used family engagement to build relationships with families that support family well-being and nurture ongoing learning and development for both parents and children.

Parents who are elected to serve as Policy Council representatives build skills and connections while serving as program leaders. A Policy Council Representative sits on the Community Action Board of Directors. Parents also participate in program advocacy work and community engagement.

Parent Volunteers

Parents are always welcome to volunteer in their children's classrooms. Parents also volunteer as hiring committee members, Site Presidents, Policy Council representatives, and program advocates.

In 2017-18, **720** parent volunteers contributed **6,227** volunteer hours to our program—an in-kind donation valued at **\$66,816**.

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 program class. Parents who participate develop leadership and advocacy skills and contribute an essential voice to program decisions.



2017-18 Financial Information

2017 – 18 Revenue		
	Budgeted	Actual
Administration for Children and Families – Office of Head Start	\$ 5,164,051	\$ 5,164,051
Oregon Department of Education – OPK and PSP	\$ 4,936,766	\$ 4,936,766
Oregon Department of Human Services – ERDC	\$ 446,480	\$ 495,037
U.S. Department of Agriculture – CACFP	\$ 395,000	\$ 426,866
Other Funds	\$ -	\$ 2,002
Total	\$10,942,297	\$11,024,722

2017– 18 Expenses		
	Budgeted	Actual
Personnel Costs	\$ 8,057,618	\$ 7,978,710
Agency Administration	\$ 689,925	\$ 602,392
Travel and Training	\$ 148,541	\$ 193,403
Parent Services	\$ 124,400	\$ 116,676
Publications, Advertising, Training	\$ 54,655	\$ 45,725
Other	\$ 92,359	\$ 74,821
Child Services	\$ 181,921	\$ 152,049
Nutrition Services	\$ 408,665	\$ 423,105
Occupancy	\$ 714,872	\$ 781,661
Supplies	\$ 148,082	\$ 189,375
Transportation	\$ 121,920	\$ 76,316
Total	\$10,706,688	\$10,764,952

2017-18 Financial Audit Results

The independent audit for the year ended June 30, 2018 was performed by Hoffman, Stewart & Schmidt, P.C., and their report on the organization's financial statements was unmodified. The auditors also did not identify any deficiencies in internal control over financial reporting that would be considered material weaknesses.

Office of Head Start Program Review

In March of 2016 our program was reviewed by the Office of Head Start, Region X. This review determined that previously identified findings have been corrected. Our program did not have a federal review in 2017-18.

Civil Rights Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.





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

Executive Director
Renée Bruce

Head Start Director
Julie Novakowski

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