



Community Action  
Head Start and Early Head Start

**Program Direction  
2012-13**



Community Action Head Start  
Washington County, Oregon

## **2012-13 Program Direction Head Start and Early Head Start**

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Community Action Head Start  
Washington County, Oregon

## Head Start and Early Head Start Program Description

### Program summary

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Community Action operates Head Start and Early Head Start programs in Washington County, Oregon. We serve 776 children in Head Start. Of these, 758 are enrolled in 40 Part-Day Pre-K classrooms at 17 sites, which include local public schools and our Beaverton and Hillsboro Child Development Centers. Eighteen children are enrolled in one Full-Day Full-Year Pre-K classroom at our Hillsboro Child Development Center.

We serve 111 children in several Early Head Start program options. Our Hillsboro Child Development Center serves 16 children – eight infants and eight toddlers – in Full-Day Full-Year classrooms. We currently serve 79 children in our Home Based program option. We operate two Early Head Start Combination program options serving 16 children: one at our Hillsboro Child Development Center and one at Coffee Creek Correctional Facility in Wilsonville for the children of incarcerated mothers, their parents, and their caregivers.

All services are offered in the Washington County cities of Hillsboro, Beaverton, Tigard, Tualatin, and Wilsonville.

### Program updates

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During the 2011-12 program year, we did not make significant changes to our program options in Early Head Start and Head Start.

This year the State of Oregon restored funding for 40 Part-Day Pre-K slots that had been eliminated as part of previous budget cuts and expanded our funding for another 49 Part-Day Pre-K slots. We added four classes by converting our single mid-day classes to AM and PM sessions that did not require additional classroom space. We hired four Teachers, four Family Support Teachers, two drivers, two bus monitors, two Teacher Aides and one Program Area Supervisor to support the addition of 89 state-funded Part-Day Pre-K slots.

In 2012-13 we do not plan to make any changes to our existing program options.

### Staff changes

- Our Part-Day Pre-K Program Manager, Karen Murray, resigned in December 2010. At the time of our last grant application, this position was open. Lori Balch, our former Head Start Education Coordinator and Interim Program Manager, is now employed in this position.
- The Head Start Education Coordinator position previously held by Lori Balch has been filled by Yangchin Crane, who was previously employed as a lead teacher in our Head Start Full-Day Full-Year program option.

- Connie Bowen, our Family Services and Parent Engagement Coordinator, has resigned and will be leaving in April 2012. We have opened the position and will be conducting interviews to fill the position with a qualified applicant.
- Jean Andreas has been hired as our new Fiscal Specialist. This position replaces the Budget Analyst position that was included in last year's grant application. The Fiscal Specialist position supports the internal fiscal control in Early Head Start and Head Start, budget development and analysis, and acts as a liaison between Community Action's fiscal department and Head Start.
- To ensure a high-quality classroom experience for all children enrolled in our program and to implement CLASS in all our Head Start classrooms, we have created two CLASS Coach positions, filled by Katie Eide and Tiffany Powers. The CLASS Coaches are responsible for observing classrooms using the CLASS tool, sharing observations with teachers and making recommendations to individual teachers and supervisors, and tracking CLASS assessment data for all classrooms to ensure quality teaching and measure improvements.
- This year we introduced a pilot program in our Hillsboro program area to evaluate the delivery of family services using a staffing pattern with a Family Advocate position. Currently our Family Support Teachers work as Assistant Teachers during class time when children are present and deliver family services during non-class time. We hired two Family Advocates to support family services in three classes each; the classroom teaching team included a Teacher and Assistant Teacher (instead of a Family Support Teacher). In the February All Staff, staff from pilot program shared their feedback regarding what worked and what did not work in this model. We plan to continue the model this year and incorporate the changes recommended by staff.
- The Community Action agency position of Human Resources Generalist, formerly filled by Katie Roth, is now filled by Brian Gilbar. Brian's primary responsibility is to support Head Start with recruitment, hiring, employee relations issues, and tracking the staff certifications.

### **Policy Council structure**

Our Policy Council structure was developed to serve the needs of our large program, to be inclusive and allow parents full participation in program governance, and to make Policy Council meetings effective and efficient. The structure was developed with the input of Policy Council members, the Policy Council Executive Committee, and the Director of Child Development. It was approved by Policy Council vote.

### **Policy Council membership**

- **Head Start** – Because some of our sites have multiple classrooms and/or multiple classes within a classroom (AM and PM), Pre-K AM and PM classrooms at the same school site combine their parent site meetings and elect **one** Policy Council representative to represent each classroom. They also elect one **site president** per site. Each site creates a sub-committee to support the Policy Council representative.
- **Early Head Start and Head Start** – Child Development Centers, Coffee Creek, and Home Based hold parent site meetings at each center and elect **one** parent to represent their site. Hillsboro and Beaverton Child Development Centers and the Home Based program each elect one site president. Mothers from the Coffee Creek Early Head Start program attend Policy Council on a rotating basis following guidelines and permissions established by the Department of Corrections. Each center creates a sub-committee to support the Policy Council representative.

- Each sub-committee includes a site president (elected by the site parents) and room helpers from each classroom at that site. The sub-committee members, Policy Council representative, and Family Support Teacher collaboratively develop the agendas for their site meetings.
- Parent Site Meetings and Policy Council Site Reports
  - The Executive Committee members visit the first parent site meetings to share experiences and motivate parents to participate.
  - Parents select one date and time each month for the parent site meetings.
  - Combined classrooms present one Site Report 3-4 minutes in length.

### **Classrooms and facilities**

**Head Start:** Our program operates 40 Part-Day Pre-K classrooms located at 17 sites. We are housed in 15 elementary schools in the Hillsboro, Beaverton, and Tigard-Tualatin school districts. We also operate Head Start classes at our Hillsboro and Beaverton Child Development Centers.

**Early Head Start:** We serve 16 infants and toddlers in Full-Day Full-Year classrooms in our Hillsboro Child Development Center. This site also serves eight children enrolled in our Combination program option. Socializations for our Home Based program option are held at our Beaverton Child Development Center. We also serve eight children of incarcerated mothers in a dedicated classroom space at the Coffee Creek Correctional Facility in Wilsonville. This site is provided by the Oregon Department of Corrections.

### **Program highlights**

- Our program has started focused efforts to work with local school districts to educate them about the Head Start Child Development and Early Learning Framework and align our School Readiness goals with the State Common Core Standards. The Director of Child Development has met with the Beaverton School District twice to share and explore coordination of the work we do with children and families in the district. In February 2012 the Director of Child Development presented information about Head Start at the Hillsboro School District Board meeting.
- Our staff team that included the Early Childhood Programs manager, teacher, and a former parent from our Early Head Start at Coffee Creek program option presented a workshop (Parenting Beyond the Bars) at the Birth to Three Institute in Washington, DC.

### **Financial Literacy partnership**

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.

During this program year, facilitators from Operation Hope/Financial Beginnings will present training in budgeting at Parent Site Meetings. During the summer, teachers from our Early Head Start Home Based program will receive financial literacy training so that they can make appropriate referrals for families with financial literacy goals. In Fall of 2012, all Family Support Teachers will be trained in financial literacy so that they will be prepared to make appropriate referrals.

During the 2012-13 program year, all sites will offer financial literacy workshops for parents. Topics will include budgeting, credit, insurance, and savings plans.

### **School readiness goals**

Our program has begun to align our school readiness goals with the Head Start Child Development and Early Learning Framework, the State of Oregon Early Learning Foundations, the Common Core State Standards, and the Teaching Strategies GOLD Objectives and Dimensions. In February 2012 a focus group of teachers, coordinators, managers, the Policy Council chairperson, and the Director met to review and re-define Head Start School Readiness Goals. A draft copy of the Head Start School Readiness goals was shared with Policy Council and Board of Directors. In March 2012 another focus group of staff, coordinators, and parents met to define Early Head Start School Readiness Goals.

### **Education**

We are also participating in an Early Literacy partnership with the Hillsboro School District and the Washington County Cooperative Library Services in Hillsboro.

Our program has completed participation in the Social Emotional Learning/Positive Behavior Intervention and Support (SEL/PBIS) Cohort that began in fall of 2010. We have fully implemented SEL/PBIS practices in all areas of our program.

### **Enrollment and waiting lists**

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As of March 1, 2012, our program had 447 children on waiting lists for our program slots. Of these, 73 were waiting for Early Head Start slots and 374 were waiting for Head Start slots. The size of waiting lists in Head Start indicates the need to further expand Head Start and Early Head Start services.

## **Philosophy, program options, locations, and selection criteria**

### **Program philosophy**

Head Start's broad mission is to promote school readiness by enhancing the social and cognitive development of low-income children through health, educational, nutritional, social and other services. Community Action Head Start works with parents and community partners to prepare children for educational success, and assists their families to achieve their goals.

### **Program options and locations**

## Head Start in Our Communities, 2012-13

<b>Community</b>	<b>Head Start</b>	<b>Early Head Start</b>
<b>Hillsboro</b> Part-Day Pre-K Head Start classes in Hillsboro School District schools Early Head Start and Head Start at Hillsboro Child Development Center	304 children <b>286 in Part-Day Pre-K</b> 12 classes in 5 schools and Hillsboro Child Development Center <b>18 in Full Day Full Year Head Start</b> Hillsboro Child Development Center	62 children <b>16 in Full-Day Full-Year EHS</b> Hillsboro Child Development Center <b>8 in Combination EHS</b> Hillsboro Child Development Center <b>38 in Home Based EHS</b>
<b>Beaverton</b> Head Start and Early Head Start Part-Day Pre-K classes in Beaverton School District schools Early Head Start and Head Start at Beaverton Child Development Center	304 children <b>304 in Part-Day Pre-K</b> 13 classes in 5 schools 3 classes at Beaverton Child Development Center	41 children <b>41 in Home Based EHS</b>
<b>Tigard -Tualatin</b> Part-Day Pre-K Head Start in Tigard-Tualatin School District schools	168 children <b>168 in Part-Day Pre-K</b> 9 classes in 5 schools	
<b>Wilsonville</b>		8 children <b>8 in Combination EHS</b> Coffee Creek Corrections Center



## Enrollment changes, 2004-Present

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
<b>Head Start</b>	Part-Day Pre-K Preschool 17 sites in 3 school districts	464	463	493	655	655	655	651	758
	Full time child care in CAO centers in Hillsboro, Beaverton, & Tigard. +40 refers to Summer Plus	72 (+40)	54 (+40)	72	72	72	72	18	18
	Child Care—community based	30	48	0	0	0	0	0	0
<b>Early Head Start</b>	Full time child care in CAO centers in Hillsboro and Beaverton.	40	40	40	40	48	48	16	16
	Part Day Early Head Start 2 days/week, 2 home visits/month Hillsboro & Coffee Creek	24	40	24	16	18	8	16	16
	Home Based, 1 visit/week Based in Beaverton	0 (Jan 05)	0	16	24	24	24	79	79
	<b>Total</b>	<b>646</b>	<b>645</b>	<b>645</b>	<b>807</b>	<b>807</b>	<b>807</b>	<b>798</b>	<b>887</b>

### Head Start Part-Day Pre-Kindergarten program option

In the 2012-13 program year Community Action will serve 758 children from Washington County in our center-based Part-Day Pre-K Head Start program. Their participation will be funded by federal and state grants. We will operate 37 Part-Day Pre-K classrooms in 15 elementary schools in the Hillsboro, Beaverton, and Tigard-Tualatin school districts. We will also operate two classrooms at our Beaverton Child Development Center and one classroom at Hillsboro Child Development Center. All centers will operate four days per week, three and one-half to four hours per day, depending on the particular site and transportation schedule.

Classrooms of 17 to 20 children are staffed by a qualified Teacher, a Family Support Teacher, and a Teacher Aide. The Family Support Teacher assists the Teacher in the classroom and provides skilled information and also works with the Teacher to facilitate parent involvement in the classroom. The Teacher Aide works in the classroom to provide nutrition services and to give targeted support for children with special needs. Two meals per day, either breakfast and lunch or lunch and snack, are served to each child. Families in the Part-Day Pre-K program participate in two home visits and two parent-teacher conferences each school year. Transportation on Head Start school buses is provided for those who live within route boundaries. Buses are staffed with a driver and a bus monitor (two monitors in large buses).

### Head Start Full-Day Full-Year program option

We operate one Full-Day Full-Year Head Start classroom of 18 children at our Hillsboro Child Development Center. Children in this classroom meet the eligibility guidelines for the Oregon

Employment Related Day Care subsidy, which require that parents have received Temporary Assistance to Needy Families (TANF) benefits within the past 24 months.

The classroom is staffed by a Teacher, a Family Support Teacher, and two Assistant Teachers with staggered shifts so that sufficient qualified staff are present throughout the day from 7 am to 5:30 pm. Teachers work with children for six hours each day, allowing time for curriculum planning, individualizing, ongoing assessment, health follow-up, and contact with parents through home visits, phone calls, parent-teacher conferences, and casual contacts. Enrolled families receive two home visits and two parent-teacher conferences each program year. Caregivers and parents communicate on a daily basis through a written log. Parents provide their own transportation to the center through private vehicles or the public bus system. However, the Transportation department assists families as needed with public transportation tickets or other transportation services. Health and all other services are handled as they are in the part-day program.

Recruitment for this center-based program option is focused on families who receive Employment Related Day Care support through the Oregon Department of Human Services. The ERDC funds support the full-time services, and low income working parents have a source of quality center-based services for their children, which is very scarce in the county.

### **Early Head Start Full-Day Full-Year program option**

This center-based program option serves 16 children ages 0-3 at our Hillsboro Child Development Center. Like the Full-Day Full-Year Head Start program option, the center is open from 7 am to 5:30 pm. Each class is staffed by a Teacher, a Family Support Teacher, and two Teacher Aides. Health and other services are handled as they are in our other program options. Parents provide their own transportation to the center. All families enrolled in our Full-Day Full-Year program options are eligible for Oregon Employment Related Day Care subsidies, which require that the family have received TANF benefits within the past 24 months. Our Full-Day Full-Year programs provide a source of quality daily child care to low-income working parents.

### **Early Head Start Combination program option**

This program option serves eight children ages 0-3 at our Hillsboro Child Development Center. Children attend class twice a week for three hours and receive two home visits per month. Health, education, referrals, and all other services are handled as they are in Part-Day Pre-K. Home visits follow the same format as our Home Based program option. Each visit lasts at least 90 minutes and includes parent-centered and child-centered activities as well as family support.

### **Early Head Start Home Based program option**

This program option serves 79 children ages 0-3 in Beaverton and Hillsboro. The program is staffed by seven Home Based Teachers who conduct weekly home visits and plan Socialization activities two times per month. Parents and children come to Socializations for parent support and training. We provide bus transportation for Home Based Socializations for families and make other types of transportation available where possible.

### **Early Head Start at Coffee Creek Correctional Facility**

This innovative program option serves eight children 0-3 years old, their caregivers, and their incarcerated mothers at the Coffee Creek Correctional Facility. It includes two half-day sessions each week involving the child and mother, with supportive services for the caregivers. Two monthly home visits are conducted in a classroom space donated through collaboration with the Department of Corrections. This program option requires a great deal of flexibility to implement. Enrollment is very complex because the incarcerated mother must meet many criteria, the child's caregiver must be

willing and able to participate, and prison staff as well as Child Welfare Services staff must approve of the arrangement. For each enrolled child there are two entirely separate “parents”—biological and custodial— to work with.

We have developed the following approach to meet the individual needs of each Coffee Creek family:

- Mothers and children meet at the Early Head Start Classroom at Coffee Creek facility. Mothers come to class an hour before the caregivers bring the children and they are responsible for classroom setup. They work with the teacher using the **Growing Birth to Three Curriculum** and the **Creative Curriculum** to provide a classroom experience that meets both the needs of the group and the individual child. Mothers participate in screenings during class time. After class the mothers remain for debriefing and home visits.
- The Coffee Creek teacher meets with each mother twice a month. In some cases one of the meetings is held with the child’s foster parent/caregiver. To meet the needs of the incarcerated parent, home visits must be held at the Coffee Creek center. Home visits consist of elements of child development, health education, and social services. The teacher assists the mothers with the development of the child and family goals.
- Transition planning is a major component of the Coffee Creek program. Often the Early Head Start mother considers the program to be her primary support when she is released from prison. Program staff help the mother contact local Head Start programs and community resources that will assist her in getting established with her child and parenting after her release.

### **Hillsboro and Beaverton Child Development Centers (CDC)**

Community Action has two Child Development Centers that serve children from birth to age five with comprehensive Head Start services. Funds from Head Start, Early Head Start, Oregon Pre-Kindergarten, and Oregon Employment Related Day Care support these centers.

**The Hillsboro Child Development Center** is located adjacent to the Community Action central offices in Hillsboro. Built in 1995 as a Head Start center, the facility was remodeled extensively in summer of 2001 when it was converted to a full-day child care facility serving both Early Head Start and Head Start age children. In addition to classroom staff, the center is supported by a Program Area Supervisor. The Hillsboro CDC houses Full-Day Full-Year Head Start and Early Head Start classrooms, one Part-Day Pre-K Head Start classroom, and classroom space for families enrolled in our Combination program option.

**The Beaverton Child Development Center** houses two Part-Day Pre-K Head Start classrooms and is used for Socializations for families enrolled in our Early Head Start Home Based program option. This facility is owned and maintained by the city of Beaverton. It was purchased by the city with a HUD loan and is leased to Head Start at favorable rates.

### **Selection criteria**

Federal funds support 348 Head Start slots and 104 Early Head Start slots. These children are served in Part-Day Pre-K Head Start, Full-Day Full-Year Head Start, center-based Full-Day Full-Year Early Head Start, Part-Day Early Head Start (a combination model), and Home Based Early Head Start.

State of Oregon Pre-Kindergarten funds support Part-Day Pre-K services for 428 Head Start slots and 7 Early Head Start slots. Oregon Employment Related Day Care (ERDC) funds provide a

second source of funding to help cover the extended day for 34 children in center-based Full-Day Full-Year services.

All applications for Head Start and Early Head Start services are screened for eligibility based on the child's age, family income, and service area. Parents requesting center-based Full-Day Full-Year services must meet specific eligibility criteria for Oregon's ERDC subsidy. Incarcerated mothers at Coffee Creek Correctional Facility must meet additional enrollment criteria established by the Department of Corrections. Children are assigned specific numbers of criteria points based on age, family circumstances, and special needs. We use ChildPlus database software to identify the next "most needy" child from the waiting list; the database uses our established scale of criteria points to determine the order of the waiting list. Policy Council reviews and approves selection criteria annually.

## **Service area**

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The service and recruitment area for Community Action's Head Start operations has been clarified through the development of a Service Area Coordination Agreement with Oregon Child Development Coalition (OCDC), which provides Migrant and Seasonal Head Start. OCDC provides Pre-Kindergarten Head Start services within the Forest Grove and Banks school districts and shares some areas in western part of Hillsboro; Community Action provides Pre-Kindergarten Head Start services in areas of the county that include the Hillsboro, Beaverton, and Tigard-Tualatin school districts. We have developed and implemented a common application for enrollment in both programs. Our two programs have completed the local agreement and directors from two agencies have approved it. We have drafted a work plan to specify how we will work together, and this work plan has been reviewed and approved by the program directors of both the agencies in a meeting on January 9<sup>th</sup> 2012. The draft is included with this application.

Both Oregon Child Development Coalition and Community Action offer Full-Day Head Start services in Washington County, although OCDC does not provide such services on a continuous year-round basis. The eligibility for services and the specific models of service delivery are different in the two agencies. The goal of our agreement is to ensure that eligible families are enrolled in the service that best meets their needs. For example, the OCDC program for seasonal workers is open different hours and is available only to families working in agriculture and related fields; the Community Action Full-Day Full-Year programs are available to families working in any field, but the hours of care may not meet the needs of agricultural workers. State-funded Part-Day Pre-K is provided by both agencies, governed by the geographic service area agreement described above.

For Early Head Start, the service area includes the cities of Beaverton and Hillsboro. The Coffee Creek Correctional Facility is located in Wilsonville.

## **Content area services**

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Content area services are described in detail in the Systems and Services document. Our Head Start and Early Head Start programs are supported by two Education Coordinators, one Child and Family Services Manager who also oversees the Disabilities and Mental Health services, a Family Services and Parent Engagement Coordinator, a Health Coordinator, and a Child and Adult Care Food Program Coordinator. This team and our mental health consultants serve as the Referral Team that responds to any child or family referrals coming from the centers. They are supported by two Referral Team assistants.

## **Central administration and services**

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Program administration consists of the Director of Child Development who oversees both Head Start and Early Head Start; a Pre-K Program Manager for the four Part-Day Pre-K areas and transportation services; an Early Childhood Programs Manager who manages Early Head Start, 0-5 education component, and Hillsboro Child Development Center; we will be hiring another manager for three Part-Day Pre-K areas and supervision of substitute teachers; a Child and Family Services Manager who supervises Content Area Coordinators and also oversees the Disabilities and Mental Health services; an Enrollment Systems Supervisor who manages the recruitment and enrollment functions, and a Transportation supervisor for transportation services. A Fiscal Specialist provides internal fiscal controls and supports the budget development and analysis processes, and a Grants and Reports Manager supports state and federal grant applications, communications, and assists in maintaining compliance with performance standards in all areas of the program.

Enrollment is handled through the central office in Hillsboro. In addition to Enrollment staff, the central office has Program Assistants who handle training arrangements, travel, Policy Council support, printing, and many other administrative duties.

Community Action provides the essential administrative infrastructure to support Head Start and Early Head Start, with Executive oversight, Board of Directors, Human Resources, Finance, Technology, and Facilities services.



**Head Start of Washington County, Oregon**

**Grant # 10CH0071**

**Systems and Services**

Updated March 2012

The following pages include descriptions of the systems and services of Community Action Head Start. Topics are listed below.

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## Head Start Curriculum

Community Action Head Start's curriculum promotes optimal development by addressing cognitive, language, social-emotional, and physical development.

To support the process of planning developmentally appropriate learning experiences, the program uses **Teaching Strategies GOLD**. This web-based system provides a lesson plan template which guides the teaching team to think in terms of goals and objectives and to use structured planning approaches such as "big ideas," webbing, and brainstorming.

The **Teaching Strategies GOLD** lesson plan includes:

- Specific monthly objectives and daily activities for all domains of child development.
- Daily opportunities for fine motor and gross motor skill enhancement.
- Daily opportunities for literacy experiences, sorting, and classifying.
- Weekly learning activities designed to help children support and accept others with differing abilities or who come from different cultures.
- Health, nutrition, and safety education as an integral part of everyday classroom experience.
- Individual and small-group activities are designed from the GOLD Family Conference form, which is developed by the teacher and parent together at the first Parent-Teacher Conference.
- Flexibility for teachers to add classroom materials to the classroom environment to support children's individual goals and interests.
- Weekly recording of parent-initiated and parent-led activities.

Teachers have access to resource libraries to support curriculum development. The Education Coordinator provides each classroom with a small library of selected resource materials, and each program area maintains a more extensive shared library.

Several commercially available curricula have been introduced to assist teaching teams in challenging areas. Every classroom uses the "Talking about Touching" abuse prevention curriculum and the "Second Step" violence prevention curriculum.

Teachers are offered monthly training opportunities. We identify potential training topics through staff Professional Development Evaluations and the results from Program Outcomes. At the parent meetings, parents are invited to give input into the curriculum. Parents have helped develop and plan field trips, family events, and end-of-year celebrations.



## Early Head Start Curriculum

The **Creative Curriculum for Infants, Toddlers, and Twos** and **Parents as Teachers** provide a comprehensive framework for planning and implementing a developmentally appropriate RIE-influenced program for very young children. It emphasizes strong relationships between teachers and children and families. The primary responsibility of the teacher is to provide a safe environment in which the infant can begin to explore and play. Toddlers are encouraged to freely explore their environment and build on their social, emotional, cognitive, physical, and communication skills.

Weekly plans for infants and toddlers are built on **respect** for each child's unique temperament, cultural background, and special needs. Teachers develop a weekly plan focusing on:

- Building positive **relationships** with the children and their families.
- **Routines**.
- Planning purposeful interactions with the infants and toddlers.
- Providing opportunities for the children to develop positive social skills.
- Promoting children's health and well-being.
- Modeling appropriate health habits as an integral part of daily routines.
- Maintaining a warm, comfortable environment with specific materials which support individual children's goals and interests.
- Addressing the children's short and long term goals.

Parents are invited to give input into the curriculum at parent meetings, conferences, during home visits, and on daily activity reports.

Teachers have access to a resource library to support curriculum development. Each Child Development Center has a small library of selected resource books and training videos. The Program Manager maintains a more extensive library of resource books.

Staff use several resources to plan activities and to create classroom environments, including Thelma Harms' series of "Activities for Infants and Toddlers," the **Creative Curriculum for Infants, Toddlers, and Twos**, Parents As Teachers, ASQ-3, and DECA-I/T tools.

By referring to Internet sites such as "Zero to Three," teachers and administrators keep up to date with the most current research-based information on best practices for infants and toddlers, which provides guidance in the curriculum planning for children.

## **Head Start Individualization**

### **Initial Assessment**

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Each child's unique characteristics, strengths, and needs are determined through the use of several methods over the course of the child's Head Start experience, including:

- Comprehensive screenings.
- Follow-up screenings in the center or with a health care provider.
- An ongoing assessment system which includes development of a portfolio.
- Parent-teacher conferences and home visits.
- Individual goals established on the GOLD Family Conference form.
- Weekly activities planned to develop skills.

### **Planning for children with disabilities**

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For children identified with special needs, consultation takes place with the family during an Individual Family Service Plan placement meeting. Staff is provided with a special blue binder to monitor IFSP goals. Head Start staff and consultants from the Northwest Regional Education Service District Early Intervention/Early Childhood Special Education program maintain close coordination to monitor progress toward IFSP goals. The Education Service District has Early Childhood Education Specialists assigned to consult with and provide direct services to Head Start.

### **GOLD Family Conference form**

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Once the initial assessment is complete, a parent-teacher conference is conducted to develop the child's education goals. At the conference, the parent and teacher, taking into consideration the assessment and the child's interests, establish goals for the child and agree upon specific strategies to be used in the classroom and at home to help the child achieve the goals. The goals and the child's progress toward them are recorded on the GOLD Family Conference form.

**Curriculum planning:** The teacher compiles the children's individual goals to create a "class picture" that helps identify children who have similar goals. Teachers use this information to plan small group activities and to customize the classroom materials offered in each learning center. Daily learning activities reflect goals in the class picture. Observations of the individual progress of each child are recorded and communicated to parents during home visits, through notes sent home to the parents, or through personal contact with the parents. Home visits are designed around the child's individual goals.

## Early Head Start Individualization

Each child's unique characteristics, strengths, and interests are determined through the use of several methods over the course of the child's Early Head Start experience, including:

- Ongoing ASQ-3 and DECA Infant-Toddler screenings.
- An assessment system that includes regular developmental checkpoints, development of individual goals with parent input, and portfolio:
  - **Parents as Teachers (PAT) Milestones form.** Teachers provide information and guidance about child development and emerging skills. At each home visit the teacher and the parent review and document the child's new skills on a Milestones form, and collaboratively plan an individualized curriculum for the child. Emerging skills are tracked until observed. Appropriate referrals are made when screenings or Milestones indicate or validate a developmental concern
  - **Teaching Strategies GOLD Family Conference form.** Once the initial assessment is complete, a parent-teacher conference is conducted to develop the child's individual education plan. At the conference the parent and teacher, taking into consideration the assessment and the child's interests, establish goals for the child and agree upon specific strategies to be used in the classroom and at home to help the child achieve the goals. Teachers review and update education goals throughout the year and record progress on the GOLD Family Conference form. A Teaching Strategies GOLD Family Conference form is completed at the end of each assessment.
- Weekly planning that is developed to support the goals on the individual education plans.
- Classroom materials that take into consideration the child's needs, strengths, and interests.

## Individualizing for children identified with special needs

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Consultation takes place with the family during an Individual Family Service Plan placement meeting, annual or six month review. Early Head Start staff coordinate with consultants from the Northwest Regional Education Service District Early Intervention/Early Childhood Special Education program to monitor progress toward IFSP goals. Staff are encouraged to participate in joint home visits with Early Intervention staff and provide support for IFSP goals in weekly home visits.

## Curriculum planning for each child

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The teacher refers to the "class picture" to identify children who have like or similar goals. This information helps teachers customize the classroom materials offered in each learning center. Observations of the individual progress of each child are recorded and communicated to parents during home visits and through notes sent home or through personal contact with parents. Home visits are designed around the child's individual education goals.

## **Head Start Assessment and Outcomes**

We track the outcomes of children's Head Start experiences using the web-based **Teaching Strategies GOLD**. The reports generated from Teaching Strategies GOLD show overall progress in each of the Head Start general domain areas as well as the required domain elements and indicators. Teaching Strategies GOLD can provide classroom, area, and program-level reports.

At the classroom level, teachers gather information through observation, portfolio samples, and the completion of the GOLD Progress assessment tool checkpoints, for each child in Teaching Strategies GOLD. Assessments are completed in the fall, winter, and spring. After the first assessment is completed, the teacher shares the results with the child's parents at parent-teacher conferences. This assessment information is combined with portfolio samples and parent input to develop the individual education goals using the GOLD Family Conference form.

At the winter checkpoint completion date, our Education Coordinators generate reports based on the fall and winter observations. The Self-Assessment team reviews the data and shares the results at the monthly Policy Council meeting. The program generates a final report at the end of the spring cycle.

By analyzing the data gathered from the GOLD Progress Checkpoints, the Head Start program leaders can determine which aspects of the program are effective and which need attention. We are also correlating classroom data from Teaching Strategies GOLD with CLASS assessments to evaluate connections between CLASS scores and student educational outcomes. During the 2012-13 school year, teachers will be required to use Teaching Strategies GOLD data to explore how specific groups of children are learning, such as English language learners, boys, or children with special needs.

## **Early Head Start Assessment and Outcomes**

Strategies to promote and support infant and toddler progress are used, including observations and ongoing screenings and assessments of each child, all documented throughout the year. The assessment process begins with the completion of the DECA and Ages & Stages developmental screening tools within 45 days of the child's first day of attendance.

Teachers complete a year-end summary of each child's progress and share the results with parents at the end of the program year.

During the child's first six weeks of attendance, teachers observe and gather data on each of the domains on the assessment tool. During the observations, classroom staff make ongoing notes about which developmental milestones the child has reached and which milestones they show signs of reaching. Teachers develop weekly plans based on this ongoing assessment information, the results of the health screenings, and parent input.

The cognitive, physical, social, and language development of each child is tracked and progress is monitored using either PAT Milestones or the web-based Teaching Strategies GOLD checkpoints. After the teachers complete their initial assessment of each child, they meet with the child's parent to develop an Individual Education Plan for the child.

The Program Area Supervisor monitors, analyzes reports, and follows up with teachers when reports indicate areas of individual child concern.

After the winter checkpoint data is collected and entered into Teaching Strategies GOLD, the Head Start Education Coordinator generates a report showing the progress of the children from fall to winter. This report is shared with the Policy Council parents.

## **Classroom Assessment Scoring System (CLASS)**

Community Action Head Start uses the Classroom Assessment Scoring System (CLASS) to measure the quality of teacher-child interactions in our classroom. We employ two CLASS coaches and have ten additional program managers and supervisors who are certified as reliable CLASS observers. Our program's scale makes it possible to measure the impact of coaching across many classrooms and to observe the effects of teacher coaching on child outcomes.

The CLASS coaches' primary function is to observe each classroom once per month using the CLASS tool, noting scores in emotional support, classroom organization, and instructional support. After the observations the coaches meet with teaching teams, review the scores, and set goals based on the observations. A cornerstone of this process is the Teaching Team Notebook, which is used to collect and synthesize feedback from CLASS Coaches, Mental Health Consultants and Behavior Specialists, and program supervisors and managers. Teaching staff and consultants can review all suggestions made by all members of the team. Coaching and consulting feedback is more useful to teachers and less contradictory.

To evaluate connections between classroom quality and child outcomes, we compare CLASS observation data with Teaching Strategies GOLD checkpoint data, especially in the Social-Emotional, Language, and Cognitive domains. We analyze this data to discern correlations between classroom environments and child outcomes, especially for specific demographic groups such as children with special needs or dual language learners. This process shows us the effects of teacher turnover and improved teacher qualifications. Being able to connect specific changes in the classroom environment to improved child outcomes helps us provide the best possible educational experience for children in our care. This information is included in our annual Self-Assessment results and is shared with Policy Council, Board of Directors and schools when children transition to kindergarten.

## Disabilities Services

Community Action Head Start offers a comprehensive program in the least restrictive environment for children with special needs. Here in Washington County, the **Northwest Regional Education Service District Early Intervention/Early Childhood Special Education (EI/ECSE) program** provides evaluations and services. The agency provides both Part B and Part C services. An evergreen **Interagency Agreement** has been written and outlines the responsibilities of Head Start and the Education Service District. We provide enrollment opportunities in each class prior to the beginning of the school year for children with special needs and six opportunities for enrollment in three **collaborative classrooms**. The collaborative classrooms are at Metzger AM, Rosedale 2AM and Beaverton Child Development Center 2 AM. Each classroom is staffed by a Head Start Teacher, a Family Support Teacher, a Teacher Aide, and an Education Assistant provided by the EI/ECSE program.. Our working relationship is enhanced by the NWRES D's assignment of **Early Childhood Education Specialists (ECESs)** to work as case managers for children with special needs in the Head Start program. We are pleased to be working with three Speech and Language Pathologists and three Early Childhood Education Specialists. In Early Head Start there are approximately thirteen Early Intervention Consultants who provide direct and consult services to children.

The Child and Family Services Manager is responsible for Disabilities and Mental Health Services. She meets monthly with the Early Childhood Education Specialists and with the EI/ECSE Coordinator. The meetings provide an opportunity to exchange information, update each class, identify materials and accommodations needed, and share information regarding referrals, Individual Family Service Plan (IFSP) meetings, program information, and placement meetings. The Teacher is required to attend the IFSP meeting to provide input and support and to model advocacy skills for the parent. The Child and Family Services Manager may also attend. IFSP Meeting Notes are recorded during the IFSP meeting. The Early Childhood Education Specialist provides training to staff prior to placement and modifications are discussed. Children with special needs participate in all Head Start activities with their peers and are provided the same opportunities in the least restrictive environment. Each child identified as having a special need is assigned to an ECES and they provide the classroom teacher with a confidential **blue binder**. The purpose of the blue binder is to provide two-way communication between ECSE and the Early Head Start or Head Start teacher. It contains notes and data sheets to track progress on IFSP goals and the Consultant Sign-in Sheet. The Release of Information, Evaluation Report, IFSP and child's Eligibility are kept in the child's file. To ensure confidentiality, the binder is kept in a locked file with the child's Early Head Start/Head Start file.

The Child & Family Services Manager is a member of the **Early Intervention Advisory Council (LICC)** and the Inclusive Childcare Committee (State). Information regarding trainings offered by community groups is sent out to parents. The Head Start program works in partnership with the NWRES D, Morrison Center for Children and Families (Mental Health Provider), LifeWorks Northwest (Mental Health Provider) to provide parenting classes and resources to families.

## **Prevention and Early Intervention Health Care Tracking and Follow-Up**

Our program is supported by an active, effective Health Services Advisory Committee (HSAC) that meets three times a year. We collaborate with our neighbor Head Start program, Oregon Child Development Coalition (OCDC), to hold joint meetings. HSAC members often provide consultation for situations that arise between meetings.

Staff members ensure that families understand how their children are progressing in health and development. After health screenings are completed, Head Start staff members give parents the screening results and complete a detailed review with the family. The child's teacher tracks the progress of treatment or follow-up needs.

We work to ensure that every family has a medical and dental "home." Until they reach this goal, we refer families to community providers such as Virginia Garcia Memorial Health Center and Essential Health Clinic, a multi-agency program with a weekly free clinic. Community Action Head Start contracts with a registered nurse who trains staff in medical protocols and medication administration. We have a "fund of last resort" administered by the Health Coordinator. The funds pay portions of medical and dental bills for families with a financial need whether or not they have insurance.

The Referral Team, which includes all content area coordinators and mental health consultants, provides and tracks services to children and families referred by site staff. A Mental Health contract has been written with LifeWorks Northwest. The consultants provide observation and consultation to our sites. Other needs addressed by the referral team include pediatric dentistry in a clinic or hospital setting, eye surgery, hearing or speech concerns, developmental delays, special nutrition or eating/feeding needs, and head lice.

We care for our children while at school by complying with strict medication administration, tooth brushing, hand washing, and safety policies and procedures. The Health Coordinator checks the implementation of these policies and procedures during site visits. At the beginning of the school year, teachers complete the **Health and Safety Prevention Checklist** as a way of evaluating classroom's progress with health/safety procedures and practices. The budget provides funds for child health supplies, which include toothbrushes, bike helmets, and educational materials about health and safety topics.

Children receive nourishing food and a nutrition assessment. We provide nutrition education to the family. Our **Nutrition Assessment** form is linked to the My Plate nutrition information children learn in class and assesses educational and food access issues as well. A Registered Dietitian reviews our menus and helps with nutrition referrals, providing consultation to parents and teachers when specific concerns arise. Our Child and Adult Care Food Program Coordinator chooses the menus based on the USDA meal pattern requirements and monitors the food at each site during her regular site visits. Food Handler Cards and county permits are secured and posted.

Needed health services and follow-up are provided. Our tracking system, ChildPlus, helps teachers, track children's health status and progress. Ongoing monitoring and follow-up of the health services is conducted by the supervisors, program managers, and the Health Coordinator. Monthly reviews by the teacher and family support teacher also monitor progress. These are documented in the family contact record.



## Family Partnership Building

Community Action Head Start engages in collaborative partnership-building with parents. We make every effort to respect each family's uniqueness and cultural background by accepting that the choices families make are determined by cultural, environmental, and personal experiences. The family is the primary influence and our goal is to complement their positive efforts and offer alternatives in dealing with the challenges in their lives.

The Community Action Head Start philosophy towards family development is based upon building a trusting non-judgmental relationship and working to empower the family to attain a level of self-determination that will lead to success for parents and children. Our approach stresses creating an atmosphere of support and advocacy, connecting families to community resources and to each other. We are sensitive to each individual family's unique situation

Partnership Building involves the following:

- Teachers and parents develop a joint understanding of their respective roles in preparing the child for educational success. Teachers work with parents to develop the **Child Education Plan**. Teachers and Family Support Teachers make two home visits during the program year, focusing on the child's progress, the child's health, and the parent as primary educator. Home visits are recorded on the **Family Meeting Notes**. Both the Teacher and the Family Support Teacher note all contacts with and about families in the **Family Contact Record**.
- The Family Support Teacher visits every family to develop **Family Goals**. Using the Individual Family Partnership form, teacher and parent outline the timeline and responsibilities for achieving the goals. When goals are established, they are documented in ChildPlus and in the Family Contact Record. Follow-up with the family about their goals is documented in the Family Contact Record. Families can apply for reimbursement from the Parent Training Fund for expenses related to achieving their goals.
- Head Start staff maintain close contact with families and are available to offer assistance throughout the year. Our program requires that staff make two contacts of substance per month. Resources and services offered to parents are documented on in ChildPlus and in the Family Contact Record. These documents are monitored monthly by supervisors and the Family Services Coordinator.
- The Teacher and the Family Support Teacher meet weekly for Weekly Family Update meetings to coordinate their work with families by reviewing progress and identifying additional services needed. Program Area Supervisors are encouraged to attend these meetings to provide support.
- Contacts are documented on the Family Contact Record. Both Teachers and Family Support Teachers contribute to the narrative record of follow-up and ongoing communication with parents.

## **Information and Referral**

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The Community Action Information & Referral (I&R) program provides resource and social service information for all of Washington County using the 2-1-1 system ([www.211info.org](http://www.211info.org)), which serves Oregon and southwest Washington. The 2-1-1 system provides a comprehensive information and referral website to direct families to appropriate needed resources. 211Info staff compile an annual community resource directory of Washington County services, which is distributed to Head Start Family Support Teachers. In addition, the Community Action I&R program provides networking tools for community providers, including Head Start staff.

Regular bimonthly networking meetings and a county-wide listserv offer the opportunity for all Head Start staff to network and communicate with a comprehensive array of service providers. Family Support Teachers are encouraged to attend these meetings.

## **Child Welfare**

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As mandatory reporters, all Head Start staff receive in-service training in recognizing and reporting child abuse and neglect at the beginning of the program year. The program has clear policies and procedures in place that address child abuse and neglect issues.

## Parent Engagement

Parent engagement opportunities are offered at each center and Head Start site. Parents are encouraged to participate and experience all aspects of the Head Start program. Each center and program option has a fund to support parent activities at the local level.

**Parent Site Meetings** are held monthly. **Parent Site Committees** are established at the beginning of the year so that parents can help plan and organize center activities through the Agenda Committee Meetings. Parent involvement activities include the following.

- Home visits help parents gain knowledge of child development and set goals for their children and themselves. Parents participate in curriculum development and individualizing activities for their children.
- Parents volunteer in the classroom. The average family is involved in classroom and family activities over 16 hours over the course of the year. Parents who enjoy working in the classroom are invited to teacher training and are encouraged to apply for jobs in our program. Parents are welcome to visit their child's classroom during instructional hours.
- Parents attend orientation and year-end celebration activities at the sites. Parents and staff collaborate to plan celebrations.
- Family literacy is encouraged by establishing lending libraries at centers, field trips to the library involving parent chaperones, and Title I literacy programs in the schools. Parents attending classes in child development and/or scholastic-oriented goals can access a small scholarship from Head Start.
- Staff help parents to become active partners in their child's medical, dental, nutritional and mental health by:
  - Helping parents arrange for medical and dental exams.
  - Helping to facilitate follow-up care as needed.
  - Including parents in screening activities and giving them copies of results.
  - Providing meals and snacks and encouraging parents to eat with the class.
  - Having a mental health consultant available to observe children in the classroom environment and consult with families.
  - Reviewing the nutrition assessment with the parents.
  - Providing nutrition and health consultation upon request.

- Parents are encouraged to join the Policy Council so they can have input in the shared governance of the program. Parents have the opportunity to attend Oregon Head Start Association state meetings and to speak on behalf of their children, program, and community. Parents are encouraged to attend leadership seminars and trainings offered throughout the year. Parent training funds support these activities. The Community Action Board of Directors recruits low-income representatives from the Policy Council and the Policy Council has a representative on the board. Funds allocated to support parent engagement pay for professional interpreters and interpretation equipment, mileage, childcare for Policy Council meetings, meals for meetings, out-of-town travel and training.
- Transition activities include the final parent-teacher conference, where the parent and the teacher together write a letter to next year's teacher describing the child's strengths and needs.

## Community Partnerships

Community Action Head Start works extensively with community organizations to link Head Start families to community resources, to coordinate the delivery of services to low-income families, and to advocate on the local, state, and national level to increase resources available to low-income families. Our partnerships help children and families achieve their goals. Examples include:

- Agreements with the Beaverton, Tigard, and Hillsboro School Districts provide the program with most of its classroom space. The location of Head Start Pre-K classrooms in the public schools allows for close collaboration. The Education Coordinators and Disabilities Services Coordinator are involved in school districts' early childhood kindergarten transition planning meetings.
- An Interagency Agreement with the Northwest Regional Education Service District provides services, staff, and consultation to meet the needs of children with special needs.
- Partnerships, both formal and informal, provide additional support in classrooms. These partners include Title I staff from Beaverton and Tigard school districts, Pacific University, and various school organizations and classrooms.
- Health screenings have been supported by staff from the Washington County Health Department, the WIC program, Oregon Health Sciences University, Casey Eye Institute, Dental Outreach Oregon, Pacific University, University of Portland, Linfield College, and private dental and health care providers. The Health Services Advisory Committee meets three times a year and includes community health care providers as well as parents and staff.
- The Director of Child Development joins other Community Action staff as an active member of the Washington County Childhood Care and Education Advisory Committee.
- Through teachers and Family Support Teachers, Head Start families are linked with other Community Action services, including energy assistance, home weatherization, rent assistance, Child Care Resource and Referral, prenatal services through Opening Doors, shelter, and transitional housing.

## **Communications with Families**

When a family submits an application for Head Start, we review their application for completeness and send a letter of acknowledgement to the parent indicating either that we have received their completed application or that we need more information before we can begin the enrollment process. Further written communications follow to keep parents informed of their children's enrollment status. Upon enrollment in any program model, we provide the parent with a Parent Handbook that includes a program calendar, written policies, and center information.

Center and program-wide newsletters are distributed monthly to inform parents of upcoming events and focus on particular child development, health, nutrition, budgeting, and advocacy topics. Our monthly Head Start Herald publication is distributed to all parents in the program. Flyers from community organizations that offer courses of interest to our families are also sent home.

In the pre-kindergarten program, including classes held in our Child Development Centers, each family receives two home visits from the teacher. In the Early Head Start Home Based program option, families receive weekly home visits and attend two monthly socializations. All parents have two parent-teacher conferences during the school year. These structured meetings provide excellent opportunities for the staff and parents to review the child's progress in all areas, including health, academics, social development, and special needs. The teacher also focuses on the family's strengths and needs, reviewing the goals set by the family and making needed plans for follow-up. Staff understand the busy lives of parents and schedule visits at mutually convenient times, always balancing the priorities and work schedules of families as well as the employment parameters of Head Start Staff.

In the center-based Full-Day, Full-Year Early Head Start program, teachers maintain a written daily log that is available to parents upon sign-in or sign-out.

Every year during Self-Assessment, parents are asked to complete a parent satisfaction survey and give their input regarding program quality and services offered to children and families.

## **Employment opportunities**

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Parents are encouraged to apply for jobs in our program. Parents are encouraged to participate in Child Development Associate training. About one-fourth of the program staff are past or current Head Start parents, including several teaching staff. Head Start parents also have opportunities for positions in other parts of the Community Action. Current and former Head Start parents work in the agency's emergency services, child care, and housing and homeless programs, as well as in administrative support positions.

## Transition Throughout Head Start

### Parents and children to the program

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An enrollment visit is provided before classes begin. The teacher meets with the parent to describe the program and complete required enrollment forms. Every parent receives a Parent Handbook. The handbook provides essential program information, including policies and procedures related to health, attendance, home visits, curriculum, and child abuse reporting. It also includes an annual program calendar, complete with dates of national holidays and days when the program is closed for training.

The parent is invited to a classroom orientation, which takes place the day before regular class days begin. The parents are given an opportunity to ask questions and receive pertinent information, including information about the Policy Council and a short review of what was discussed during their enrollment visit. Parents who cannot make it to the open house are oriented individually.

Health screenings are conducted in the classrooms and a variety of organizations including Linfield College Nursing School, Pacific University, and volunteer dentist support health screenings.

### Transition to Kindergarten

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Transition activities are to the successful completion of the Head Start year and laying the groundwork for the successful beginning of the next placement. The teacher schedules and conducts a transition conference with each parent. During the conference the teacher and the parent complete a GOLD Family Conference form that describes the child's strengths, areas in need of improvement, and other relevant information, such as day care issues, parent's need for a translator, the child's primary language, or a description of services that the child received through Early Intervention.

If possible, visits to kindergarten classes are arranged. The location of so many of Community Action Head Start's classrooms in local schools has greatly facilitated these visits and helped overcome the anxiety that children and parents can feel regarding transition.

In collaboration with the Hillsboro school district, Head Start participates in a Kindergarten Fair held in the spring. The event provides school readiness activities, information, and community resources for families. The school district also sponsored an **Early Literacy Workshop – Every Child Ready to Read** for parents and children.

Head Start and Early Intervention/Early Childhood Special Education staff work jointly with parents of children with special needs and the receiving school district. Through this process, additional summertime services are made available to special needs children if necessary. Records for all transitioning children are compiled, reviewed with parents, and transmitted to appropriate school personnel. The Head Start staff and the classroom parents plan an end of the year celebration, which includes activities addressing closure and separation. The Full-Day Full-Year Head Start programs schedule this event in August rather than May.

## **Transition In, Through, and Out of Early Head Start**

### **Transition into Early Head Start**

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An enrollment visit is provided before classes begin. The lead teacher meets with the parent to describe the program and complete required enrollment forms. The parent is invited to a classroom orientation that takes place the week before the regular class days begin. Parents attend with their children. This is an opportunity to meet the staff and get the daily schedule for their child's classroom. Parents in the Home Based model are invited to experience the first Socialization. The parents are given an opportunity to ask questions and receive pertinent information. Every parent receives a Parent Handbook. The handbook provides essential program information, including policies and procedures related to health, attendance, home visits, curriculum, and child abuse reporting. It also includes an annual program calendar, complete with dates of national holidays and days that the program is closed for training. The Parent Handbook for the Home Based model describes what to expect during Home Visits and Socialization experiences. The Parent Handbook for the Coffee Creek program includes information specific to this combination program model.

### **Transition throughout Early Head Start**

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Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in a child's placement. Transitions occur when children move from Part-Day to Full-Day Early Head Start or vice versa. Children transition from the infant room to the toddler room within the center. Any time a family plans to transition their child, the classroom Family Support teacher and the Program Area Supervisor are involved. Procedures are followed to ensure a smooth transition between current and future placements.

Transition within Early Head Start occurs in September, when older infants are promoted to the toddler group. The program practices 'continuity of care' and the child's primary caregiver moves with the child. Before moving to a different classroom, children visit the new classroom on several occasions and the visits increase in duration each time.

### **Transition at the End of the Program Year**

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At the end of the program year, many of the children in the center-based model transition from the infant to the toddler room and from the toddler room to Head Start. When families first enroll and again six months before their children are scheduled to leave Early Head Start, families are informed that their income eligibility for Head Start must be determined if the child is to transition to Head Start. Every effort is made to have the child continue in Head Start.



## **Transition out of Coffee Creek Early Head Start**

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At the Early Head Start program at Coffee Creek Correctional Facility, transition planning relates to the mother's release from prison. Planning begins with enrollment. Early Head Start staff help parents and caregivers locate Head Start programs in their communities. Records of the child's participation in Head Start are provided to these programs, and the mother and caregiver receive copies of the child's records. Every effort is made to transfer the child and parent into an existing Early Head Start program. If none is available, we work with partner agencies to continue services through home visits and contracts with other programs or providers.

## **Eligibility, Recruitment, Selection, Enrollment, and Attendance**

Recruitment activities are designed to inform eligible families in Washington County about our Head Start program models and to ensure that they have the opportunity to apply.

Families can download Head Start applications from our website or request them by phone. Applications are placed in libraries, local elementary schools, community agencies such as the Department of Human Services, Washington County Health Department, Virginia Garcia Clinic, the Portland Community College Women's Resource Center, and the Northwest Regional Education Service District.

### **Enrollment process**

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1. We use the ChildPlus database to select children from a prioritized wait list based on age and income eligibility and established criteria approved by the Policy Council.
2. We process all applications, reviewing income and age eligibility, and enter the data in our database.
3. The Program Assistant communicates with Transportation staff about which service area each child should be assigned to.
4. If the application is complete, the Program Assistant sends a letter of acknowledgement. If it is incomplete, we make three attempts to contact the family. After the third attempt, we return the application with a letter requesting the necessary documents.
5. The application is then screened for specific program option eligibility.

### **Selection in Part-Day programs (Head Start and Early Head Start)**

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- Approved Head Start enrollment criteria are assigned points, which allow our database to prepare a prioritized wait list.
- The Program Assistant contacts the first family on the prioritized list and offers them the vacancy, which is dependent on their current pick-up and drop-off address.
- The Program Assistant prepares and sends the child's file to the Teacher, who then contacts the family to schedule orientation and the child's first day.
- The Family Support Teacher notifies the Program Assistant of child's enrollment with a change notification.

The Early Head Start program at Coffee Creek has unique enrollment procedures.

## **Selection in Full-Day, Full-Year Head Start and Early Head Start programs**

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- When a family applies to the Full-Day Full-Year program option, enrollment staff screens the family to ensure that the family meets the full day criteria.
- Once confirmed, the child is placed on the waiting list for the Full-Day Full-Year program.
- When an opening becomes available, our database prepares a prioritized wait list.
- The enrollment staff contacts the family, conducts a second screening, and sets up an appointment with the family to apply for Employment Related Day Care (ERDC) benefits through the Department of Human Services. At this meeting, DHS will determine the family's eligibility for the ERDC subsidy.
- Once confirmed, the child is enrolled in the Full-Day Full-Year program.
- Enrollment staff prepares the child's file for the center or class.
- A Full-Day Full-Year services agreement is completed to identify the reimbursement source (ERDC) and establish the child's schedule.

It is important for each Head Start classroom to maintain an accurate record of children's attendance. Teachers take daily attendance and document causes of a child's absence. Teachers contact parents if a child is absent for more than two days without explanation. A four-step procedure is followed when there is a persistent attendance problem.

## **Facilities, Materials, and Equipment**

Community Action Head Start has 41 classrooms in schools throughout Washington County and at our Beaverton and Hillsboro Child Development Centers. Our Part-Day Pre-Kindergarten classes are held in public schools and at the Beaverton and Hillsboro Child Development Centers. The Hillsboro Child Development Center is licensed by the State of Oregon. The Beaverton Child Development Center and all public school sites are listed with the State of Oregon as Recorded Preschool Program sites.

At the beginning of the program year, teachers use the Environment Setup Checklist to ensure that the center is ready for operation. Attention is given to environment, safety, center file preparation, and supplies. Teachers also complete the Health and Safety prevention checklist to ensure that health, safety, and emergency procedures are planned.

The Education Coordinator has worked with teaching staff to develop a Materials List that details a basic inventory of furnishings and educational materials needed to start a classroom. The Program Area Supervisors make funds available so teachers can add to the basic inventory, and they also order consumable supplies throughout the year. Specific funds are identified for the replacement of worn out materials.

The Education Coordinator manages a fund for curriculum and outcomes systems. The Disabilities Coordinator manages a budget for the purchase of materials to support children with special needs. All classrooms have access to funds for consumable supplies.

Some classrooms have computers with age-appropriate software for children. Each Head Start site has Internet service and access to the Community Action email system.

Periodic inspections are conducted at each Head Start site, including a checklist verifying essential health and safety features.

## Program Design and Management

### Management

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In Head Start, there are currently two program managers and we will be hiring another program manager in the 2012-13 program year. This will support the growth in our program as a result of a state expansion in 2011-12 when we added 89 children in Head Start.

One manager will supervise the Transportation supervisor and four Program Area Supervisors, who each supervise about six classrooms at multiple sites. The second manager will supervise the Early Head Start and Head Start Education Coordinators, one Early Head Start Program Area Supervisor, and two CLASS Coaches. The Early Head Start Education Coordinator will supervise the Early Head Start Home Based Program Area Supervisor who provides oversight to 79 children in our Home Based program option.

The third manager will supervise three Program Area Supervisors, who each supervise about six classrooms at multiple sites, and the program's substitute teachers.

The Enrollment Systems Supervisor coordinates recruitment and enrollment across all program models, manages the ChildPlus database, and supervises Program Assistants. The Transportation Supervisor coordinates transportation services and field trips for the program. The Child and Family Services Manager coordinates the Disabilities and Mental Health components and supervises the work of Content Area Coordinators and Consultants. See the organization chart on page SS-**Error! Bookmark not defined.**

### Transportation

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The program maintains a fleet of 15 school buses. Fourteen school buses operate the daily school schedule (Monday thru Thursday), while one of the school buses alternates for Early Head Start twice per week. One school bus is available for field trips and as a backup for any disabled school bus. We have fourteen school bus drivers, fourteen school bus monitors, four hybrids (bus monitor/bus driver) three on-call school bus monitors and one temporary Head Start school bus driver to cover 17 sites, 22 classrooms for 40 scheduled classes. Each driver drives four to six routes each day, picking up and taking home two to five different classes of Head Start children. The hybrid staff fills in as needed for absent drivers and also provides transportation for field trips. We have developed morning, afternoon, and midday class schedules to maximize efficient use of transportation and facilities.

Transportation management is a function of the Transportation Supervisor. The Transportation Supervisor supervises drivers, develops transportation routes, and ensures that all equipment is maintained in good condition. We use a local taxi service and TriMet public transportation services to meet families' additional transportation needs. All school buses are staffed with a driver and bus monitor (two monitors in large buses) whenever children are present on the bus.

The program has worked with the fiscal director to establish a system for procurement and maintenance of the fleet. This system involves a rotation of five-year leases so that a new vehicle is added and one lease is paid off each year. The ongoing cost of leases remains stable. Vehicles over

ten years old or with more than 100,000 miles are removed from the fleet if there are funds available to purchase new buses.

## **Community Action infrastructure**

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Community Action has infrastructure in place to support Head Start. The Director of Child Development is a member of the six-person Community Action Organization Directors team. The Human Resources Director has implemented improved personnel policies, employee orientation, documentation, and compensation systems, and works with Head Start managers to recruit and hire staff. The Chief Financial Officer of Operations has systems in place for cost allocation, required reporting, and monthly monitoring. The Chief Financial Officer of Operations maintains a warehouse and assists Head Start with projecting and controlling facilities and costs. Reception, records management, and Community Action Board support are managed through Community Action administration.

Technology staff support phones, computer networks, and computer systems. An automated phone system links callers to voice mail when the facility is closed or reception staff are unavailable. Agency e-mail and internet access is available at all Head Start sites and offices. Community Action also houses Information and Referral services. Bimonthly breakfast meetings bring together all in the community who work with the current theme issue.

The Community Action Executive Director, Jerralynn Ness, is well known both locally and nationally as an advocate for low-income families. She serves in many key community groups involved in activities that might impact Head Start families: local chambers of commerce; the Vision Action Network, which leads county-wide planning; and Centro Cultural, which is a hub of the Latino community.

The Community Action organizational chart appears on page SS-27. The Director of Child Development reports directly to the Community Action Executive Director.

## **Program Governance**

The Community Action Board of Directors is the governing body for the Head Start program. The board meets monthly, and standing committees (finance, planning, personnel, executive) meet as often as needed.

The Head Start Policy Council consists of Head Start parents and community members and has shared governance responsibility for operation of the Head Start program, including program planning, approving funding applications, performing Self-Assessment activities, and approving new hires.

Shared governance is facilitated by having Board members serve on Policy Council and having Policy Council members serve on the Board. The Director of Child Development or designee attends both Board and Policy Council meetings. Two current or past Policy Council members serve on the Board at this time.

A written Operating Agreement describes the roles and responsibilities of the Board and Policy Council regarding the Head Start Program. This agreement includes a formal process for dispute resolution. In January 2010 the Executive Committee of Policy Council and the Community Action Board of Directors reviewed and approved the Operating Agreement

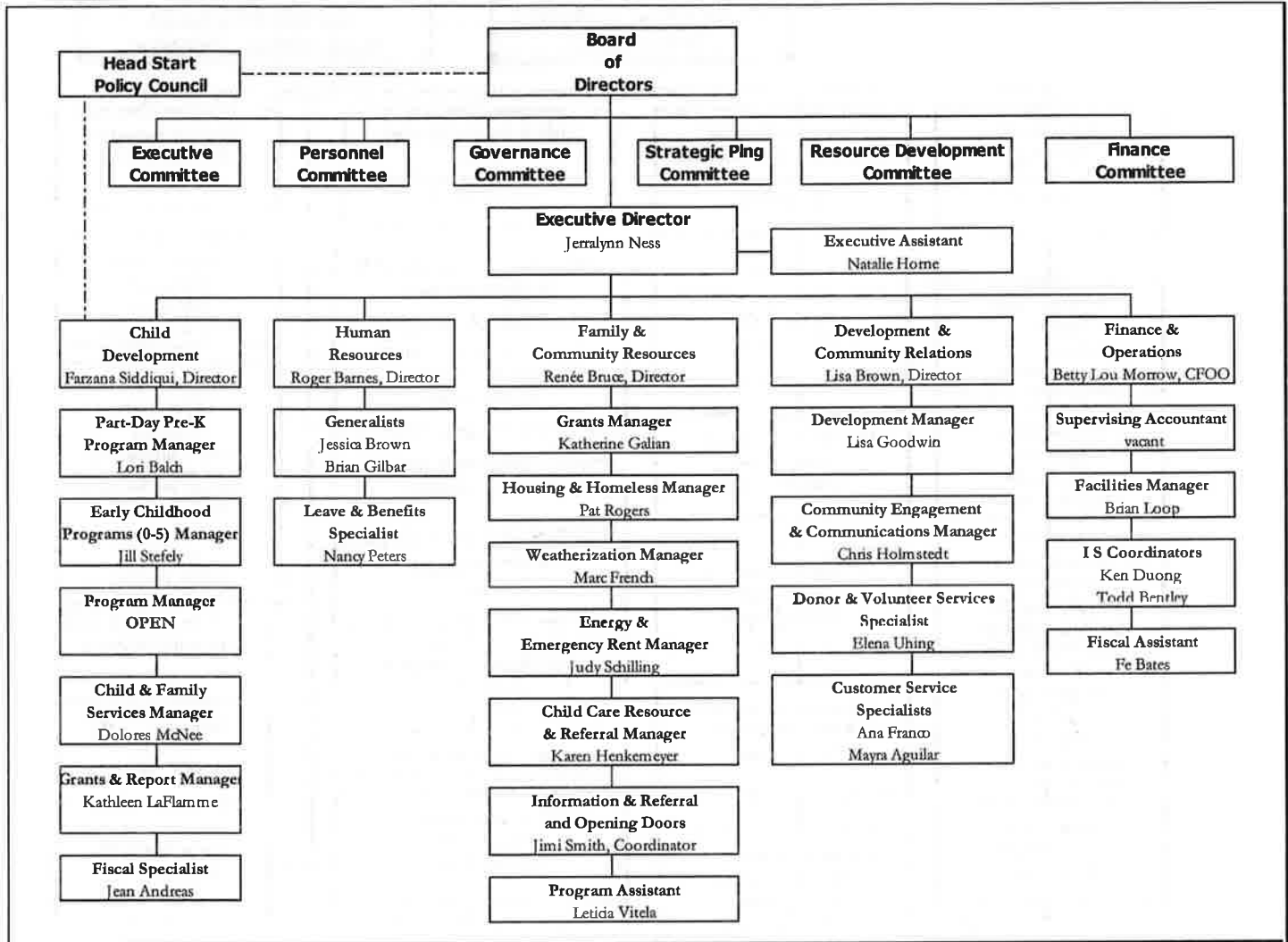
Parents are elected to the Policy Council by election at the site level. Parent committees are developed at the classroom site level with active support from the Family Support Teacher. The Policy Council Operating Agreement allows each classroom site and each home-based group an elected representative. The Policy Council recruits and elects community representatives. Current community members include past parents. Policy Council members receive training and orientation in an all-day meeting at the beginning of the school year and on an ongoing basis throughout the year. The Policy Council chairperson and Oregon Head Start Association representatives are encouraged to attend trainings offered through the Oregon Head Start Association (OHSA).

Each Policy Council member has a Head Start ID badge to wear when visiting centers and during Policy Council meetings. The Policy Council Chairperson has a mail slot at the Community Action office in Hillsboro. A Policy Council Handbook is provided to each member and contains useful program information including reimbursement policies, and by-laws. Agendas and minutes are sent to each member by Family Support Teachers. Other items for consideration are distributed at the meetings.

The Policy Council operates bilingually, with interpretation equipment and a professional interpreter at meetings. Written materials are provided in English and Spanish. Dinner is provided through the central kitchen. Parents have the choice of on-site child care services or reimbursement for child care, as well as transportation support or reimbursement.

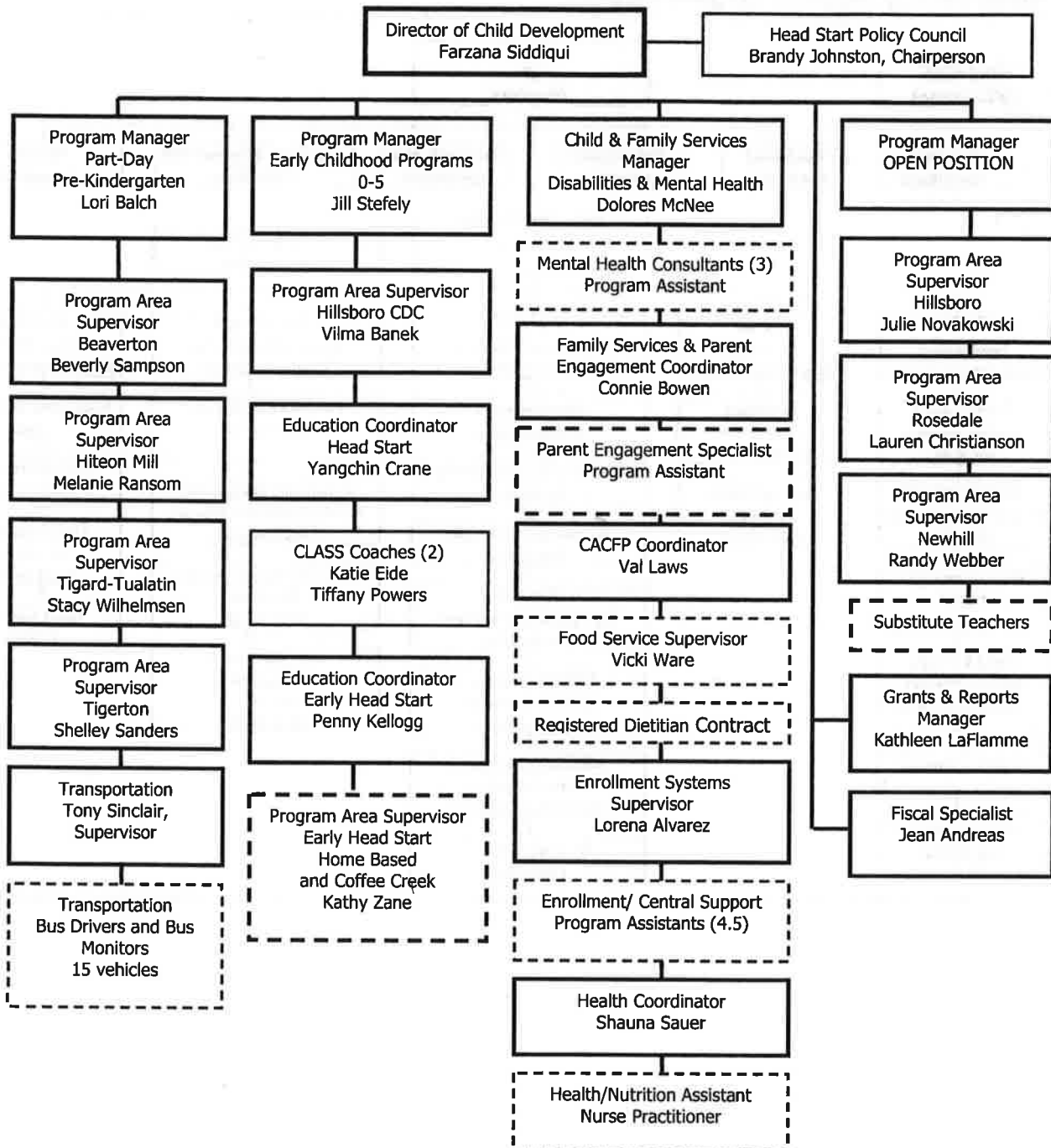
# Organizational Charts

## Community Action Organization





## Community Action Head Start program



## Planning

Major planning activities include conducting the Community Needs Assessment, developing annual funding applications and expansion grants, conducting the annual program Self-Assessment, developing annual work plans for implementing services, and start-up planning for new grant awards.

Program planning efforts seek input from parents, staff, and the community through surveys, staff meetings, focus groups, and meetings with community partners. The program leadership invites both formal and informal input, recognizing that good ideas can come from anywhere.

Strategic planning is accomplished within the context of the Community Action Strategic Plan, which is reviewed and updated every five years. Short-term focus goals are outlined in an annual plan. Strategic planning is an extensive community-based process that addresses all of the issues affecting the low-income community in Washington County. Community Action Head Start uses all of the information and products of the Community Action program planning processes in the areas of child care, housing, homelessness, emergency services, information and referral, and prenatal services. Head Start and other Community Action staff participate in a wide variety of community planning efforts.

As part of the planning process for grants and budgets, the Director requests input from Child Development Leadership Team members. In addition, each manager leads planning discussions with their work teams and brings the results to the Child Development Leadership Team for review. Some examples include planning for trainings (led by the Education Coordinator), development of the pre-service schedule (led by the Program Managers), and planning for screenings (led by the Child and Family Services Manager).

The Director of Child Development and the Child Development Leadership Team meet regularly with Program Area Supervisors (PASs) and other staff members. Center staff meetings focus on implementing program plans and identifying planning issues. Each year in January or February the entire Head Start staff comes together for a day of training, team-building, and planning.

## Communications with Families

As our program grows and changes, the need for fast, accurate communication becomes increasingly important. People can become overloaded with information, and important communication can get lost. Our goal is to keep communication simple and clear and to cheerfully repeat as needed.

### **Objective: Maintain communication with enrolled families**

Community Action produces the following publications to communicate with the Head Start families we serve.

Community Action Head Start Annual Report	Issued annually in September; made available on our website and distributed at agency and program events.
Community Action blog www.hopehelpchange.com	Public-facing blog, updated frequently with information about Community Action, the people we serve, and program news including Head Start and Early Head Start content.
“Head Start Herald” Program Newsletter	Supports parents as educators. Contains health and safety information, nutrition education, and Policy Council news. Distributed via centers.
Center Newsletters	Contains curriculum information, news about the center, and volunteer appreciation notes.
Head Start Parent Handbook with Calendar	Describes major program components and key policies; given to families at orientation.
Parent input /feedback	Written survey to all parents. Used in program Self-Assessment.
Flyers	Sent home via centers. Announce field trips, parent meetings, and family events.
Resource Directory	Published by Community Action; shared with parents as needed.

**Objective: Keep staff informed, maintain connections with Community Action and each other, monitor progress, and plan**

To keep our staff informed, we employ a variety of methods, including publications, team meetings, and committees.

Head Start Bulletin	Weekly Head Start staff news sheet. Contributions come mainly from Head Start staff.
Community Action blog www.hopehelpchange.com	Public-facing blog that includes Head Start content.
Community Action Directors	The Executive Director, and the Directors of Child Development, Family & Community Resources, Administration & Finance, Human Resources, and Resource Development meet every week.
Child Development Leadership Team	Director, Managers, and Content Area Coordinators meet weekly on Mondays to review program progress and manage resources.
PASs	Program Area Supervisors meet with Pre-K Manager weekly. Early Childhood PASs meet with the Early Childhood Programs Manager weekly. Content Area Coordinators attend monthly or more often as needed.
All Staff Area Meetings Green Team	The program holds two All Staff meetings per year, during which the state of the program is discussed and information is shared with all program staff. Staff are invited to share suggestions and contribute feedback during All Staff meeting activities.
Referral Team	Meet weekly to coordinate services and to review and plan follow-up for referrals and incidents. Meetings include Content Area Coordinators, Mental Health consultant, and Referral Team Assistants.
Staff Safety Committee	Community Action staff, including Head Start representatives, meet to review accidents, develop emergency plans, and ensure that facilities are safe.

## **Technology**

The Community Action Head Start program is equipped with the following technological resources.

### **Hillsboro Multi-Service Center**

The Hillsboro Multi-Service Center houses the Head Start management team and program support staff, including the Director; the Pre-Kindergarten and Early Childhood Program Managers; the CACFP, Transportation, and Enrollment Systems Supervisors; the Fiscal Specialist; the Grants and Reports Manager, and Program Assistants/support staff.

- 23 computers, all with network, Internet, and internal email access.
- 16 landline phones.
- 12 BlackBerry PDAs with email, calendar, and voice mail access
- 5 cell phones
- 5 printers/fax machines

### **Hillsboro Child Development Center and Central Kitchen**

- 9 computers, all with network, Internet, and email access
- 11 landline phones
- 1 BlackBerry PDA (Hillsboro CDC PAS)
- 1 cell phone
- 2 printers/fax machines

### **Beaverton Child Development Center**

- 13 computers, all with network, Internet, and email access
- 9 landline phones
- 1 BlackBerry PDA (Beaverton Area PAS)
- 1 cell phone
- 2 printers/fax machines

### **Coffee Creek Child Development Center**

The Coffee Creek Child Development center is located inside the Coffee Creek Correctional Facility and serves eight children, their caregivers, and their incarcerated mothers.

- 2 computers with network, Internet, and email access
- 2 landline phones
- 2 printers/fax machines

## **Transportation**

- 22 cell phones (Bus Drivers and Driver/Monitor Hybrid staff)

## **School sites**

Head Start classrooms are located in 15 Washington County public schools. They are equipped with:

- 38 computers with network, Internet, and email access
- 17 landlines
- 2 cell phones
- 40 printers/fax machines

## **Program Area Supervisor offices**

Our Program Area Supervisors share offices in Beaverton and Tigard-Tualatin schools. These offices have a total of:

- 6 computers with network, Internet, and email access:
- 2 landlines
- 3 printers/fax machines
- Each PAS has one BlackBerry.

Note: Washington County schools that house Head Start classrooms each have fax machines and copiers that Head Start staff can use: however, these machines are not owned or maintained by Community Action Head Start.

## **Recordkeeping and Reporting**

### **Agency records**

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Community Action has a contract with eVault Northwest, a data backup service that maintains offsite records of files stored on our internal network. This includes grant and budget files, Policy Council information, contact lists, Policies and Procedures, staff placement lists, information about our classrooms located in public schools, and administrative records. Files are backed up twice daily: files backed up at any time in the previous year can be retrieved even if our agency computers do not work.

### **Central office children's records**

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We use the ChildPlus database for enrollment and family information data. Up-to-date computers linked via a network enable central office staff to retrieve child information for enrollment purposes. The database is password-protected and the software to operate it is installed only on computers assigned to staff with enrollment and reporting responsibilities. Locked file cabinets retain child and family records; records are purged after three years, except for records of children with disabilities those records are purged after five years.

### **Child and family files**

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We retain essential enrollment records at the central office for all enrolled children. Child and family files are started by enrollment staff but are developed and maintained at the centers. Staff have access to ChildPlus to enter data about each child in their classrooms. Access is password-protected. Classroom files are color coded and labeled to ensure that documents are correctly managed and easily found. All centers keep files in locking cabinets. Files of children who drop out are returned to the central office.

### **Staff files**

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Personnel files maintained by the Community Action Human Resources department contain records of staff qualifications, copies of payroll changes, and annual performance evaluations. Access to these files is overseen by Human Resources staff. Employee emergency contact forms are stored at the centers. The Human Resources department also manages and maintains records of recruitment and hiring.

### **Administration files**

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Program records such as grant applications, correspondence from funding sources, Policy Council records, attendance records, monthly reports, and annual Self-Assessments are kept in central files at the Community Action office. Each Head Start site maintains records of fire drills and checklists used for center and classroom setup.

## **Monthly reports**

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The monthly reporting system is described on page SS-36. Data from monthly reports submitted by staff are compiled by the assigned staff person (Referral Team program assistant for Incident and Accident Reports and Referrals, Enrollment Systems Supervisor for PIR, etc). Key information is summarized in graphic reports for Policy Council and provided to Community Action staff for inclusion in quarterly service and Annual Plan monitoring reports.

## **Budget and Expenditures reports**

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The fiscal office generates a monthly summary of all revenue and expense categories, including what was budgeted, what was spent this month, spent to date, and the percentage of the budget spent. A copy of this summary is provided each month to Program Managers and a graphic representation of this report is provided by the Director to the Policy Council. On request, staff responsible for funds management can review the entire detailed ledger with fiscal department staff or through the online fiscal help desk.



## Ongoing Monitoring

The following table describes staff members' monitoring and reporting responsibilities.

<b>Position Responsible</b>	<b>Report Name(s)</b>	<b>Example of Content</b>
Teacher	Attendance	Sends in reports weekly to central office.
Teacher	Teaching Strategies GOLD	Assessment of each child in all domains. Uses web-based Teaching Strategies GOLD to track progress.
CLASS Coaches	Teaching Team Notebooks	
Transportation Supervisor	Facilities Inspections	Biannual inspection reports
Family Support Teacher	Monthly reports	Family Referral - Services Needed/Received (documented in ChildPlus) Parent sign-in sheets. Parent site meeting agendas. Parent Involvement Tracking System. Weekly Family Update log.
Teacher Aide	Vendor Receipts	Foods served at meal times (number and quantity).
Program Area Supervisors	Weekly Screenings Monitoring Report PAS monthly reports	Reviewed on database weekly Monthly narrative report for each area - completed online.
Child Development Leadership Team	Leadership Team Report CDLT Individual Report Classroom Site Visits	Monthly narrative report of progress toward objectives in work plans. Classroom site visits
Referral Team Program Assistant	Referral Team Report	Weekly report of referrals and accidents/incidents.
Fiscal Specialist	Fund Balance Report	Monthly analysis of program expenses
Enrollment Systems Supervisor	Enrollment Status Report Attendance Report	Number enrolled and waiting, updated weekly; average daily attendance by class; reported monthly to the Management Team.

## **Annual Program Information Report**

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Head Start Program Assistants enter demographic and family data into the ChildPlus database and use reports to provide PIR data. Results are summarized and the Director of Child Development reports the results to the Policy Council.

## **Human Resources**

### **Personnel policies**

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Community Action has a Director of Human Resources, Roger Barnes. The agency's personnel policies are included in an employee handbook which is reviewed with each staff member. The Policy Council and Community Action Organization Board Personnel Committee approved these policies.

### **Organization**

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The program's management structure is designed to support integration, growth, and change. The two Program Managers oversees 40 classrooms in schools throughout the county. The Early Childhood Programs Manager oversees Early Head Start, including Early Head Start program at Coffee Creek Correctional facility and our Hillsboro Child Development Center and Education Coordinators and CLASS Coaches. Program Area Supervisors supervise five to six classrooms each, arranged by geographic area. Classroom staffing patterns meet or exceed the requirements in the Head Start Performance Standards.

Content Area Coordinators have program-wide responsibility. The Enrollment Systems Supervisor oversees recruitment, enrollment, database, and administrative services. The Transportation Supervisor oversees transportation services and field trips. We provide daily transportation for the Pre-K program and as needed for field trips and socialization activities in EHS program. The Fiscal Specialist provides fiscal support, budget analysis, and internal controls to all Early Head Start and Head Start programs. The Grants and Reports Manager completes all grant applications, completes the Annual Report, and develops and edits internal and external program documents.

### **Staff orientation and health**

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Staff receive an orientation to the agency and an explanation of their benefits through the Human Resources office. New staff are required to get an initial health exam and a periodic update of the health exam. Supervisors orient Head Start staff to essential policies and procedures. Staff have regular individual contact with supervisors ("one on ones") and are evaluated annually. The Agency sponsors an annual Wellness Day.

### **Staff training**

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Staff training is conducted at individual, area, and program levels. Staff have access to program training funds for training sponsored by outside organizations. Child Development Associate (CDA) classes are offered in conjunction with Child Care Resource and Referral, which is a Community Action program. Child Care Resource and Referral offers trainings for child care providers on a regular basis. The Transportation Supervisor monitors and arranges for driver certification training. Early Head Start training has been focused on primary caregiving, the RIE approach, the Parents as Teachers curriculum, and technical assistance for program requirements. All classroom staff receive training on child nutrition services, civil rights, and reporting suspected child abuse and neglect.

## **Staff qualifications**

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Ninety percent of our Head Start Teachers have qualifying degrees. Eighty percent have Bachelor's or Master's degrees. The program collaborates with Portland Community College and Portland State University to improve teacher qualifications and provide ongoing staff development opportunities.

## **Fiscal and Administration**

The Community Action Director of Finance and Operations is Betty Lou Morrow. All members of the finance staff bring considerable experience and capacity in managing and monitoring agency and program grant activities.

The Finance and Director and the Fiscal Manager regularly attend Howard Gesbeck training to learn the latest updates to Head Start finance rules.

The agency has an automated accounting system with a detailed cash management procedure, has written fiscal policies and procedures, has implemented a system for regular and ongoing budget monitoring, and contracts with an outside firm for auditing services.

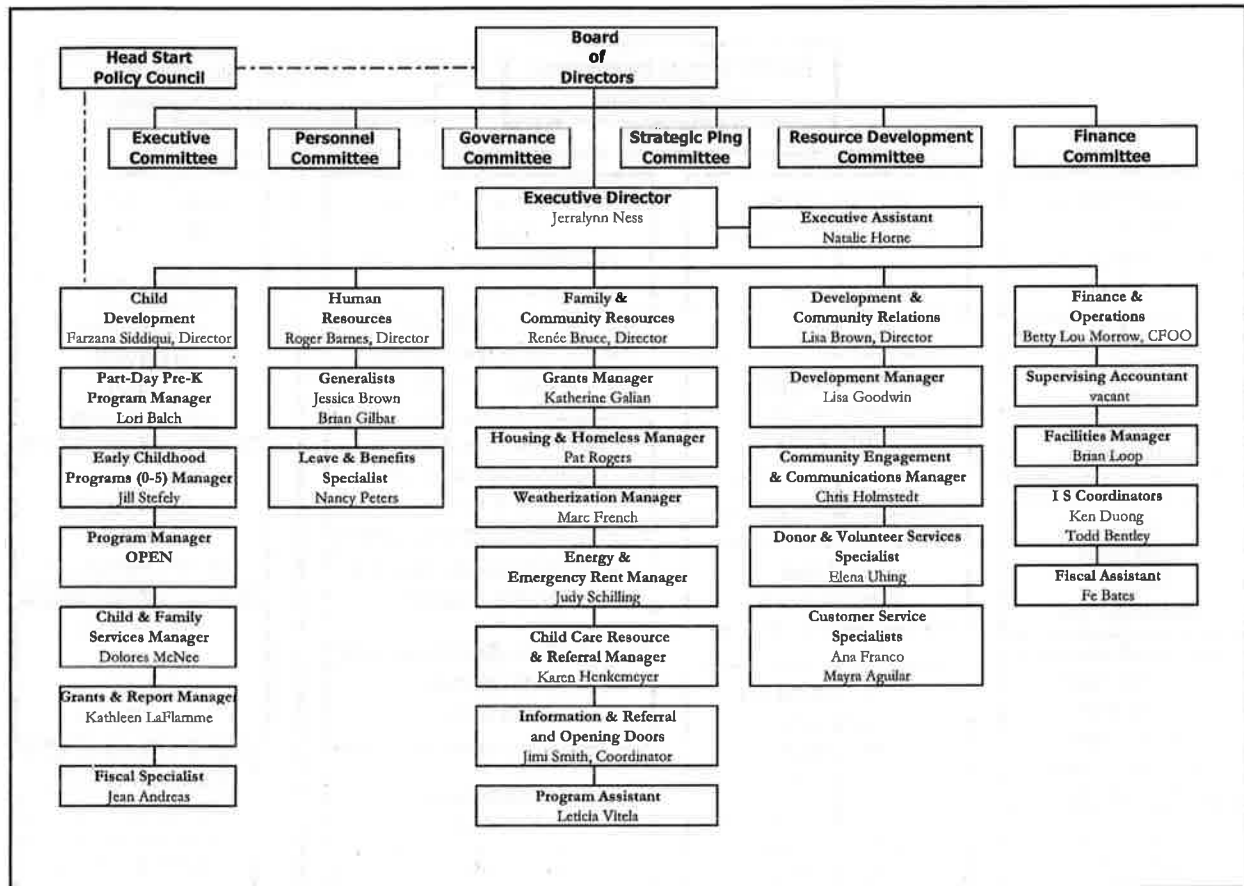
Head Start and Early Head Start programs have separate fund accounts assigned. Expenditures are charged directly to the appropriate fund whenever possible, and allocated on the basis of actual use when split. State and Federal funds support the Head Start program in and the budget allocation is developed accordingly.

Community Action administration provides financial systems and management, bookkeeping and accounting, information and technology support and systems, central office management, reception, and systems, facilities maintenance and repair, human resources, and executive services including board support and strategic planning. Administration costs are kept within the allowed 15%.

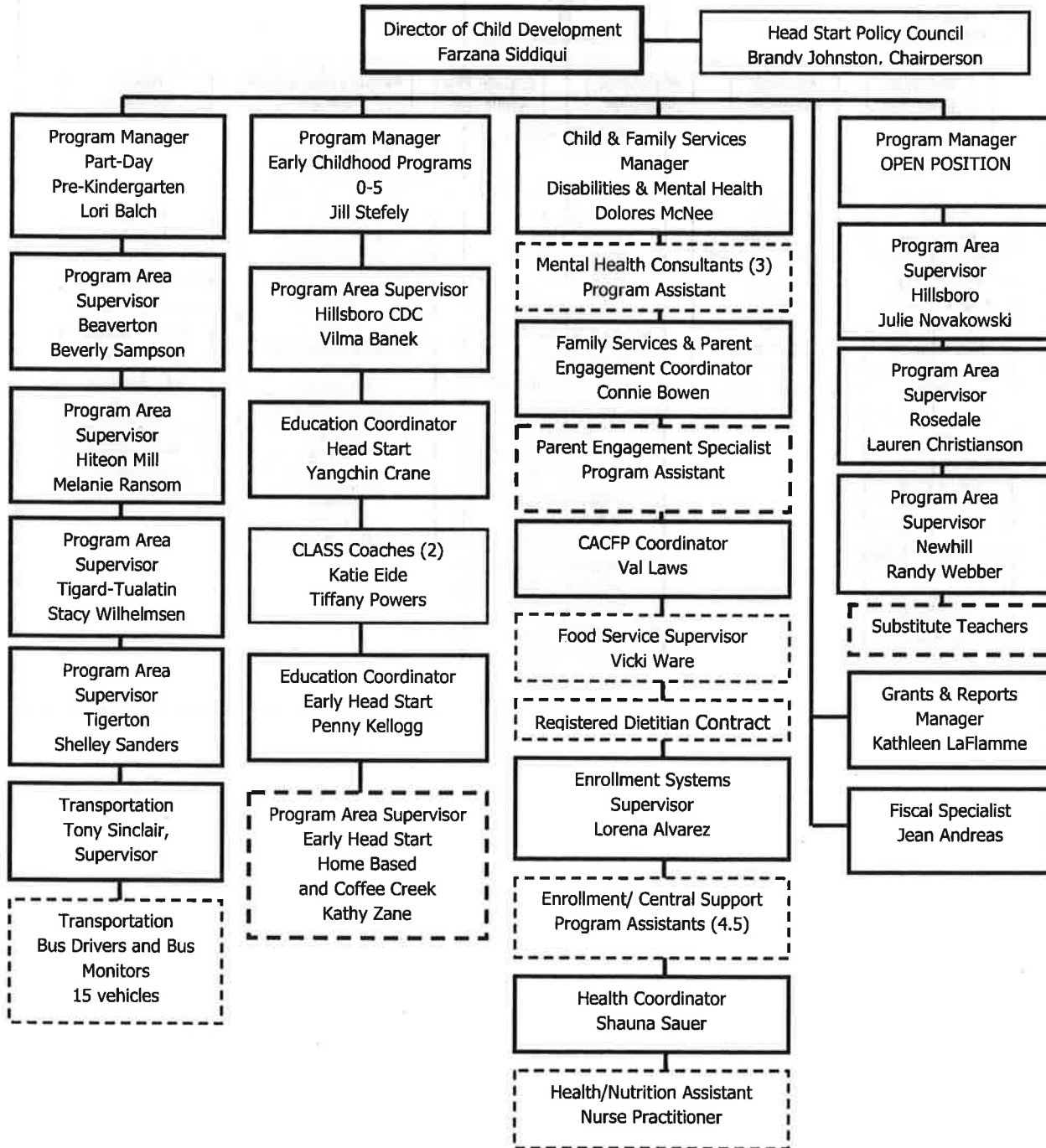
The annual **Money Memo**, updated each year and included in the Head Start Policies and Procedures, is the key document outlining the fiscal authority and responsibility of Head Start staff. It also summarizes the amounts and agency fiscal system codes for major budget areas. Program Managers are responsible for funds for replacement of classroom materials and furnishings. Content Area Coordinators are responsible for budgets related to their area of expertise (i.e. disabilities services, health, etc.) and Program Area Supervisors are responsible for area budgets that include funds for classroom supplies and materials, field trips, parent activities, and staff training. Teaching staff work with the Program Area Supervisors regarding classroom needs and monitoring expenditures related to individual classrooms.

The Policy Council and leadership staff receive a monthly finance report. The Board Finance Committee monitors both the program's and the agency's financial status on a monthly basis.

## Community Action Organization Agency Organizational Chart



## Child Development Department Head Start Program Organizational Chart





**Head Start of Washington County, Oregon**  
**Grant # 10CH0071**

## **2012-13 Continuation Grant, Year 1**

### **Community Needs Assessment**

**Updated March 2012**

#### **Introduction to the program / agency**

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Community Action, located in Hillsboro, Oregon, has helped low-income people in Washington County achieve self-sufficiency and self-determination for almost 50 years. The agency has operated in Washington County since 1965, advocating for and providing services to low-income families. Community Action currently operates Head Start and Early Head Start programs in addition to the Child Care Resource & Referral program, housing and homeless services, weatherization programs, emergency rent and energy assistance, Rent Well tenant education classes, and programs that support pregnant women. The agency operates a family shelter in Hillsboro and provides long-term support to formerly homeless families. Community Action is seen as a leader in advocating for the needs of low-income families.

Community Action operates Part-Day Pre-K Head Start in classrooms in three of the county's seven school districts: Beaverton, Hillsboro, and Tigard-Tualatin. We operate one Full-Day Full-Year Head Start classroom at our Hillsboro Child Development Center. We also operate several Early Head Start program options, including Home Based Early Head Start, two Full-Day Full-Year Early Head Start classrooms at our Hillsboro CDC, one Combination program option at the Hillsboro CDC, and an additional Early Head Start Combination program option for children of incarcerated mothers at the Coffee Creek Correctional Facility in Wilsonville.

In 2008 the Washington County Commission on Children and Families completed an eighteen-month planning process to identify issues facing children and families and to develop the County's Comprehensive Community Plan for the next six years. The Strategies Committee convened by the Commission held meetings throughout the County. These meetings included community organizations such as Community Action Head Start, Oregon Child Development Coalition, and Child Care Resource and Referral of Washington County – organizations that share the common mission of providing comprehensive services for young children. The committee identified four areas of focus, which provided the framework for organizing the comprehensive plan and laying the foundation for future funding, development of resources, and service delivery enhancements.

- **Access to health care.** Washington County residents need access to adequate physical and mental health services. These include medical, dental, and prenatal care.
- **Parenting and family support.** Families struggling to make ends meet and juggling the demands of work and family need help meeting the developmental needs of their children.
- **Positive youth development.** There are both risk factors and protective factors that influence whether children develop into healthy adults. School success (measured by test scores), dropout rates, and juvenile crime statistics are indicators of the status of youth development.
- **School readiness.** Children must enter kindergarten prepared to learn.



These areas of focus, as well as our own objective of evaluation and program development, guide the work of Community Action Head Start. We will continue to research, evaluate, and monitor program components to develop the Head Start Program as a learning community, ensuring effective service delivery and continuous program improvement.

## **Geographic area**

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### **Washington County: location and profile**

Washington County, Oregon is located directly west of the city of Portland. It encompasses 727 square miles that include urban, suburban, and rural areas. Washington County includes a portion of the city of Portland as well as eleven incorporated cities, including Hillsboro, Beaverton, Tigard, and Tualatin.

Washington County, the second largest county in Oregon, experienced rapid population growth over the past decade, even as other Oregon counties lost population. According to the United States Census Bureau, Washington County's population grew 19.1% between 2000 and 2010. Much of the population resides in the eastern part of the County, which includes Beaverton and unincorporated Aloha. Hillsboro, the county seat, is located in the western part of the County and has a population of 91,215. Hillsboro and Beaverton are two of Oregon's ten largest cities. Tigard, Tualatin, and Sherwood are in the south.

The County's developed regions are home to traditional suburban and new mixed-use neighborhoods. Focused residential and industrial growth and compliance with Oregon's nationally acclaimed Urban Growth Boundary requirements have enabled the County to preserve much of its agricultural and forest lands. Only an hour's drive away from the Pacific coastline and less than a half-hour's drive to downtown Portland, Washington County enjoys the benefits of a healthy urban and rural environment.

Historically a quiet suburban and rural community, Washington County is home to several high-tech companies. Intel's largest world campus is located here, as well as outdoor recreation companies such as Nike and Columbia Sportswear. Because of Washington County's image as an affluent, stable community, many people believe that there is no poverty here. This is not the case.

For several years now, the Washington County poverty rate has been increasing. There have also been large increases in minority populations. Historically, population growth has not been matched by growth in government resources to address health and social service issues, and the current recession has increased the demand for the services Community Action provides.

Homelessness continues to be prevalent in Washington County, partially due to the high cost of housing. A one-night count in January 2011 reported 1,356 homeless individuals seeking emergency shelter.<sup>i</sup> According to the Washington County 2011 Homeless Assessment Report, one in every 391 people in the County is homeless.<sup>ii</sup> When asked about their reasons for being homeless, 38% responded that they were unemployed. An additional 38% were unable to pay their rent. Other reasons cited included alcohol and drug addiction (18%); mental health issues (14%), criminal history (12%) and landlord eviction (10%).<sup>iii</sup> Families with young children are especially at risk for homelessness, accounting for 55% of families seeking shelter on the night of the one-night count.<sup>iv</sup> The Oregon Department of Education reports that during the 2010-11 school year 3.7% of Oregon's K-12 students were homeless for some period of time, an increase from 3.4% in 2009-10. During 2010-11 there were 2383 homeless students enrolled in Washington County schools, an increase of 605 students from 2009-10.<sup>v</sup>

Unemployment in Oregon remains above the national average. The construction, recreation, and service industries, which employ many lower-skilled workers, have been especially affected, but many higher paying jobs were lost during the recession. The recession that began in 2008 raised Oregon's unemployment rate to a peak of 11.6% in May 2009, above the national average. As of January 2012 the unemployment rate had dropped to 8.8%, still above the national average of 8.3%.<sup>vi</sup> In addition, many of the jobs that exist are in the low-paying service sector, not the high-tech sector. Oregon's per-capita income of \$36,427 is less than the national per-capita income of \$39,626, due in part to lower industry wages and lower wages in high-paying occupational groups.<sup>vii</sup> Unemployment and underemployment remain serious problems.

## Census data

### Population

Washington County's population growth slowed in 2011. For almost 20 years, from 1990 to 2009, it grew by 69%, much faster than Oregon's population as a whole. In 2010 it grew another 1%, double the rate of Oregon's overall population growth of 0.5%.<sup>viii</sup> As the County's population has increased, the recession has increased poverty, and the social infrastructure has been strained by both of these factors.

#### Census figures for cities and towns served by Community Action Head Start

Geographical area	2000 Population	2010 Population	Percent Increase
Washington County	445,342	532,620	19.6%
Hillsboro	71,455	91,213	27.7%
Beaverton	77,050	87,440	13.5%
Tigard	42,260	47,595	12.6%
Tualatin	20,370	26,160	28.3%

*Certified estimates as of July 1, 2010*

*Source: Center for Population Research, Portland State University, 12/15/2010*

Washington County's birth rate is slightly higher than the Oregon state average. In 2011 7,113 children were born in the County.<sup>ix</sup> In 2009, the birth rate in Washington County stood at 14.7 births per 1,000 residents, slightly higher than the statewide average of 12.3 births per 1,000.<sup>x</sup> The birth rate reflects the increase of minority populations in Washington County compared to Oregon statewide. Of the Washington County women who gave birth in 2010, 74.4% were classified as Caucasian by the U.S. Census Bureau. This figure includes all women who described themselves as being of Spanish/Hispanic/Latino origins. Three percent of mothers giving birth were black or African American. Almost eight percent of women giving birth were Asian, which is unchanged from last year. 6.2% were of another race, and 7.9% described themselves as being of two or more races.<sup>xi</sup>

In 2010, 22.6% of Washington County births were to unmarried mothers. Of these mothers, 10.3% had less than a high school diploma or GED, 42.1% were high school graduates, 39.8% had some college education, and 6.5% had four-year degrees. None had graduate or professional degrees.<sup>xii</sup> This represents an increase in the educational attainment of unmarried mothers from 2008.

Beaverton and Hillsboro, two of Oregon’s largest cities, have in the past few years opened new elementary schools and retrofitted and expanded other schools to accommodate the increase in density in the catchment areas.

**Population changes for Oregon and Washington County in census years**

	<b>Washington County</b>	<b>Percent change</b>	<b>Oregon</b>	<b>Percent change</b>
1990	311,554	---	2,842,321	---
2000	445,342	+43%	3,436,750	+21%
2010	532,620	+19.5%	3,844,195	+11.9%

*Source: Population Research Center, Portland State University, 12/15/2010*

Washington County residents are younger than the state average, with a median age of 35.3 years in 2010, up from 34.9 years in 2009. The median age for all Oregon residents was 38.5 in 2010.<sup>xiii</sup> This reflects the higher than average birth rate.

Washington County residents’ education levels are slightly above the state average.

**Highest education attainment of Oregon and Washington County residents in 2010**

	<b>Washington County</b>	<b>Oregon</b>
Less than high school diploma	9.4%	11.2%
High school diploma or GED	18.4%	25.0%
Some college or Associate Degree	33.2%	35%
Bachelor’s degree	25.7%	18.3%
Graduate or professional degree	13.3%	10.5%

*Source: U.S. Census Bureau, American Community Survey, 2010 1-year data sets*

Washington County’s median income dropped again in 2010 to \$60,489, down from \$65,625 in 2008 but still higher than Oregon’s statewide 2010 median income of \$46,560. The median income has continued to drop from the \$73,642 that it reached in 2007.<sup>xiv</sup> The 2010 Northwest Job Gap study indicates that an Oregon family of one adult and two children requires a wage of \$27.31 per hour, or \$56,804 per year, to meet basic needs, and that 84% of jobs available in Oregon pay less than this amount.<sup>xv</sup> A full-time worker earning Oregon’s 2011 minimum wage made \$17,680.

Of the families enrolled in Community Action Head Start in the 2010-11 program year, reports indicate that 42% did not complete high school, 28% had a high school diploma or GED, 23% had some college or an associate’s degree, and 7% had bachelor’s or advanced degrees. This is an overall increase in education level for the families in our Head Start program: due to the job losses across all employment sectors during the recession, more families with at least one college-educated parent are living in poverty. In 2011, 96% of Head Start families reported incomes below the poverty level (\$1,863 per month or \$22,350 per year for a family of four).

**Unemployment in Washington County**

Washington County’s unemployment rate has decreased but remains high. The area has not recovered from the job losses that began in 2007. In Oregon, the construction, manufacturing,

leisure, and recreation industries all experienced large job losses, but jobs were lost across all employment sectors.

**Local, state, and national unemployment rates**

	<b>December 2007</b>	<b>December 2008</b>	<b>December 2009</b>	<b>December 2010</b>	<b>December 2011</b>
<b>Washington County</b>	5.3%	7.1%	9.2%	8.9	7.6
<b>Portland MSA</b>	4.8%	8.1%	11.0%	10.5	9.2
<b>Oregon</b>	5.4%	9.0%	11.0%	10.6	9.6
<b>United States</b>	4.0%	7.2%	10.0%	9.4	9.1

*Source: Oregon Labor Management Information System, March 2012*

**Diversity and minority population growth**

Washington County has the state’s largest Hispanic population, the second largest African American population, and the second largest Asian/Pacific Islander population in the state of Oregon.

The County’s large Hispanic population is included in the Caucasian count of the official U.S. Census Bureau statistics. In 2008 the Census Bureau changed its American Community Survey to indicate that for the purposes of the survey, Hispanic/Latino origins are not considered races. Respondents of Spanish/Hispanic/Latino origins were classified as Caucasian in the 2008 survey. Following this change, the Oregon Department of Education redefined its ethnic classifications. As a result, all newly enrolled Hispanic families in Community Action Head Start programs were classified as Caucasian even though they describe themselves as Hispanic. Forty-seven percent of children served by Community Action Head Start and Early Head Start in 2010-11 speak Spanish at home – an increase from 43% in the 2009-10 program year.

**Population by race according to the U.S. Census Bureau**

	<b>White</b>	<b>African American</b>	<b>Asian</b>	<b>American Indian/ Alaska Native</b>	<b>Hawaiian/ Pacific Islander</b>	<b>Other</b>	<b>Two or more races</b>
<b>Oregon</b>	84.9%	1.8%	3.7%	1.3%	<1%	4.3%	3.6%
<b>Washington County</b>	76.5%	1.7 %	8.4%	<1%	<1%	7.8%	4.2
<b>Hillsboro</b>	65.7%	2.0%	6.4%	2.7%	<1%	1.9%	4.1%
<b>Beaverton</b>	75.9%	1.7%	12.4%	<1%	<1%	5%	4.6%

*Source: U.S. Census Bureau, American Community Survey, 2010*

**Note:** The 2010 survey does not contain data specific to Tigard and Tualatin.

Parent surveys completed by Community Action Head Start and Early Head Start parents provide more demographic information about our service area, although immigration concerns prompt many Head Start students and families not to declare their ethnicity.

Beaverton	38,668	46%	13,805	35.7
Hillsboro	20,827	25%	9479	45.5%
Tigard – Tualatin	12,688	15%	4,546	35.8%

*Source: Oregon Department of Education report, 2010-11*

Of the Head Start children transitioning to kindergarten, 66% transitioned to schools with over 50% Free / Reduced Lunch Program eligibility in the 2010-11 school year. Last year 48% of children transitioned to such schools. Children are transitioning to the same schools, which now have more children eligible for the lunch program because poverty has increased in those schools. Another 20% transitioned to schools with eligibility rates between 30% and 50%. Eight Community Action Head Start classrooms are housed in schools with over 50% eligibility.

### **Pregnant women and births**

According to the Oregon Health Division, in 2009 there were 7678 births in Washington County. Of those births, 27.1% were to unmarried mothers and 5.5% were to mothers 19 and under.<sup>xviii</sup> These figures represent a slight decrease (<2%) in the numbers of teen births. In 2007, the last year for which racial demographic figures were available, Hispanic teens accounted for 46% of Washington County births. Washington County babies are generally born healthy due to the emphasis on early and regular prenatal care. Most of the mothers giving birth had adequate prenatal care, although in 2009 4.2% of babies were born to mothers who did not receive adequate prenatal care, putting them at greater risk of preterm birth and low birth weight.<sup>xix</sup>

The Opening Doors program at Community Action provides prenatal services to low-income at-risk pregnant women in Washington County. In 2010-11, Opening Doors served 455 pregnant women by assessing their needs and referring them to appropriate resources. Opening Doors works with mothers until their babies are three months old, Comprehensive case management services were provided to 39 women. Funding for the postnatal case management element of this program is always uncertain. State funds pay for services offered at the intake level, but follow-up services have been funded by a combination of Community Services Block Grant funds and private donations.

### **Infants and toddlers**

Teen mothers face additional obstacles as parents of infants. The three major school districts (Beaverton, Hillsboro, and Tigard-Tualatin) allow them to continue attending classes while pregnant and parenting and have teen parent programs that provide child care to support them as they continue their high school education. These teen parent nurseries offer good quality care, but there are waiting lists for spaces and they are available only to teens who remain in school. If a teen mother drops out of school, she may be left with no education and no support at all.

Healthy Start, formerly known as the New Parent Network, was collaboratively created in 1995 with funding from the Washington County Commission on Children and Families. It provides parenting and child development support to at-risk mothers in Washington County through home visits.

### **Child care**

During the 2010-11 school year, over 75% of Community Action Head Start and Early Head Start families had at least one parent working. Working parents who cannot supervise their children during the workday need access to qualified, affordable child care. Unfortunately, this can be very difficult to find. Low-income families often use relatives and friends for child care. If families do not

or cannot access child care resources, and if they cannot afford to place their children with certified or licensed providers, there is no way to ensure that their children receive quality care.

In 2010 the State of Oregon changed the eligibility rules for the Employment Related Day Care (ERDC) subsidy, a program that helped working parents pay for quality child care in licensed facilities such as Head Start centers. Eligibility for ERDC subsidies is now limited to families who have received Temporary Assistance to Needy Families (TANF) benefits in the previous 24 months. Many families in Oregon lost their subsidized child care as a result of this change.

In fiscal year 2010-11 the Child Care Resource and Referral Network helped 1,182 families find quality child care and provided training to improve the quality of local child care resources. In 2010 1,984 child care providers participated in 15,872 hours of training in early childhood development. 59 child care sites completed comprehensive on-site literacy training.

### **Children with disabilities**

According to the U.S. Census Bureau, 134,469 children under 18 years of age lived in Washington County in 2010. Of these, 4931 had a disability and 776 were both disabled and living in poverty.<sup>xx</sup>

Community Action Head Start and Early Head Start served 165 children in 2010-11 who had an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) indicating that they are eligible to receive special education and related services.

In Head Start children under five years old with a primary disability diagnosis, the most common primary disability was a speech or language impairment, followed by developmental delays, traumatic brain injury, and hearing, orthopedic, and visual impairments.

### **Early Childhood Special Education services**

At least 10% of children enrolled in Community Action Head Start and Early Head Start are eligible for Early Intervention services based on their Individual Family Service Plan (IFSP). The program has the capacity to identify children who may have disabilities and refer them for evaluation to our partner, the Northwest Regional Education Service District (NWRESD).

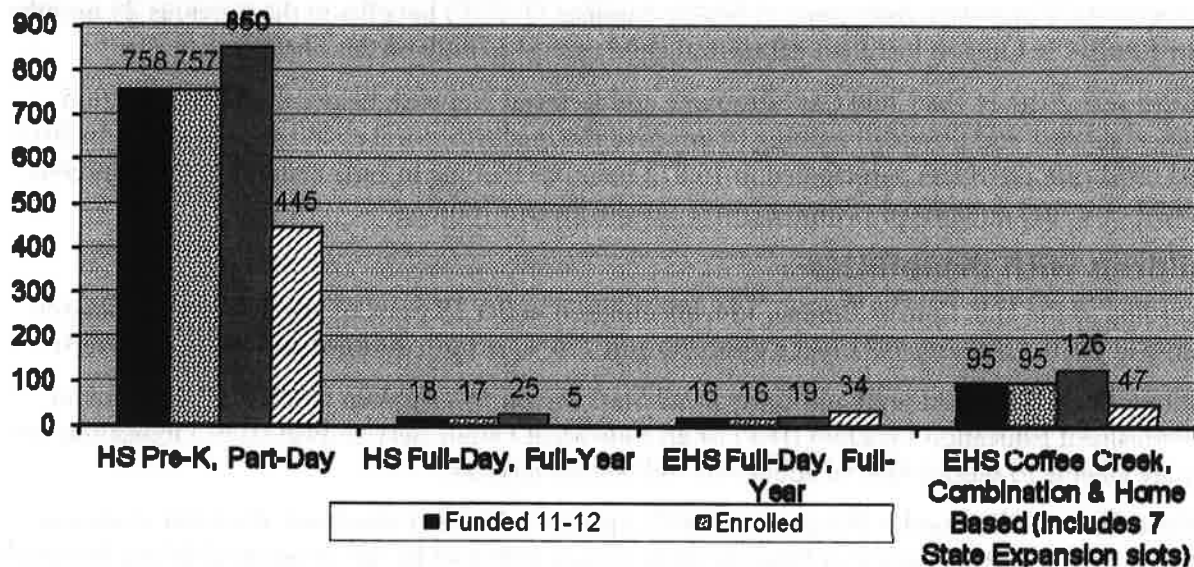
The Northwest Regional Education Service District provides special education services to children aged birth-to-five in their homes, Head Start/child care centers, and NWRESD classrooms. NWRESD has two classroom locations. The Woodside Early Childhood Center in Beaverton serves the northern part of the County, and the Tigard-Tualatin Early Childhood Center serves the south.

Community Action Head Start has shared a strong partnership with NWRESD over the years, and this collaboration was noted as an Area of Strength during our 2010 federal monitoring review. Dolores McNee, the Community Action Head Start Disabilities/Mental Health Coordinator, is a member of the Early Intervention Advisory Council, part of the NWRESD. Early Childhood Education Specialists work closely with Community Action Head Start classroom teachers to provide appropriate services to children, family, and staff. Additionally, four NWRESD teaching assistants are assigned to four supportive Head Start classrooms.

## Funded Head Start slots and current wait list, March 2012

The following chart lists the number of children our programs are funded for and the number on the wait list.

Head Start-eligible children enrolled and waiting



Our program makes every effort to enroll the children who most need our services. Income-eligible parents in the Washington County service area are given first priority for enrollment. Second priority for enrollment includes children with disabilities or at risk of a disability, children in foster care or referred by the Department of Human Services, teen parents, single parents, children of incarcerated parents, and homeless children. Four-year-olds get higher criteria points than three-year-olds.

At least 90% of the families served meet the income eligibility requirements of Head Start. Their income is at or below the federal poverty level, or the family receives TANF, SSI support, or Protective Services child care dollars. Enrollment opportunities for over-income families are reserved for referrals from our partner agencies. Children in foster care are granted automatic income eligibility.

## Other programs serving Head Start-eligible children

**Department of Human Services** partners with Community Action in the areas of Employment Related Day Care (ERDC) payments and child welfare placements. We accept enrollment referrals from DHS caseworkers and work with them to serve the children in our program.

**Opening Doors**, operated by Community Action, provides outreach and support to high-risk pregnant women. Staff provides translation services for clients and physicians and assists mothers during prenatal medical visits. Opening Doors referrals are typically by word of mouth. In 2010-11, Opening Doors served 455 mothers.

**Healthy Start**, operated by Washington County, provides support and education to first-time parents for up to five years. At-risk parents receive the highest degree of intervention, including

home visits and family services, to promote child health and parent-child bonding. Services do not include any kind of child care or group activities for children. Early Head Start and New Parent Network staff coordinate and match programs to family needs. The two programs also coordinate staff training.

**Child Care Resource and Referral (CCR&R)** of Washington County, operated by Community Action, maintains a detailed database of child care centers and family child care providers for parents seeking child care services. CCR&R offers training to child care providers in all content areas required by the State of Oregon and produces a quarterly newsletter in English and Spanish that is distributed to approximately 2000 child care providers and partners, along with a training calendar and other resources for support.

**Washington County Commission on Children and Families and the Childhood Care and Education Advisory Committee (CCWEAH)** used to provide a forum for early childhood providers to network and to discuss strategies to enhance coordination and collaboration in the delivery of services identified in the Comprehensive Community Plan for Children and Families. This commission has been disbanded as part of state education reforms.

**Morrison Center for Children and Families** delivers consultation to early childhood community child care centers, including Head Start, Oregon Child Development Coalition, and day care centers throughout Washington County.

The County's **State Incentive Grant (SIG)** continues to target the Latino community to provide culturally appropriate early childhood mental health services, to build capacity to more effectively support the positive social and emotional development of young children, and to support family access to mental health services. Through LifeWorks Northwest, a community mental health agency, two *promotoras* were hired in 2008 to facilitate referrals to mental health services and to teach the Incredible Years parenting curriculum. Head Start staff accesses training provided through the grant.

## **Data regarding the education, health, nutrition, and social service needs of Head Start-eligible children**

The recession that began in 2008 increased the number of Washington County families living in poverty. The unemployment rate has decreased, but many living-wage jobs have disappeared and have been replaced by low-wage part-time jobs. Poverty is still very prevalent and families' unmet needs are diverse. Children are most affected by families' inability to provide stable housing, adequate food, and quality education. For yet another year, most jobs available in Washington County do not pay living wages. Having an employed parent does not guarantee that a child's basic needs will be met.

In the 2010-11 program year, many families in our Head Start and Early Head Start programs required some kind of family assistance.

### **Assistance provided to Head Start and Early Head Start families, 2010-11**

<b>Type of assistance</b>	<b>Percent receiving services</b>
Emergency crisis intervention – food, clothing, or shelter	29%
Adult education services, including GED program assistance	14%
English as a Second Language (ESL) training	13%



Parenting education	13%
Health education	11%
Mental health services	6%
Resources or referrals to address homelessness	6%
Housing assistance, including subsidies, utilities, and repairs	4%
Job training	4%
Assistance for families of incarcerated individuals	2%
Services for substance abuse, domestic violence, child abuse, and marriage education	<1%

Source: Community Action Head Start and Early Head Start Program Information Report, 2010-11

## Hunger and food

Oregon had the nation's highest hunger rate a decade ago, and hunger remains a serious problem. In 2010, the Oregon Food Bank reported that requests for food assistance reached record highs. In fiscal year 2010-11, the food bank distributed over one million emergency food boxes, the highest number in their history. This is an increase from the 917,000 requests they received last year.<sup>xxi</sup> According to the Oregon Food Bank, 25% of families seeking food assistance had at least one working member. Families with children are the largest group seeking emergency food, and 33% of recipients of food are children. Many people in Oregon are seeking food assistance for the first time in their lives, and 30% of households reported to the Oregon Food Bank that they had been forced to reduce the size of their children's meals.

In focus groups conducted in 2011 by researchers from Pacific University that included low-income Oregon residents, all participants described challenges with receiving food assistance. In one group, members described how they could not get food stamps while they were enrolled in college. Another group noted that the amount they received in food stamps remained stagnant while the cost of food was steadily rising. Similarly, another focus group described the challenges with Social Security not keeping up with cost of living increases. Seniors specifically cited food prices, costs associated with medical and dental, and gas prices.

## Income and employment

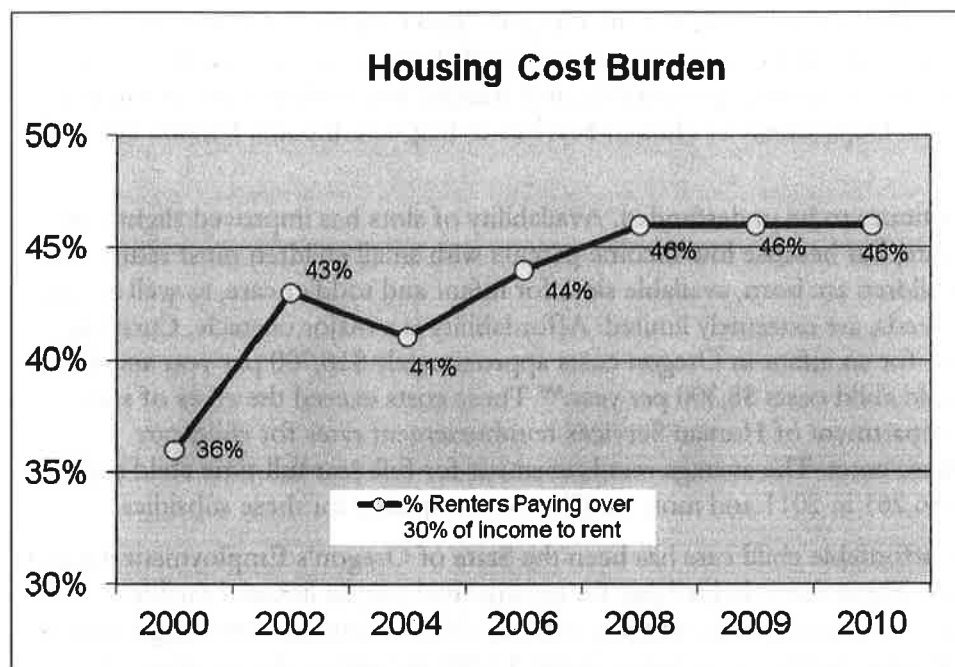
According to Community Action's Issues of Poverty report for 2011, an increasing number of Washington County working families are economically insecure. While Washington County continues to have one of the highest per capita incomes in the state, the proportion of people living at or below the poverty level continues to increase, from 7.6% in 2000 to 9% in 2010. Minorities make up 49% of the poverty population. An additional 28% of Washington County residents are low-income, defined as having incomes within 200% of the federal poverty level.<sup>xxii</sup> Until recently, the majority of children living in two-parent households had both parents working, but the recession and corresponding job loss has changed this. A single parent working full time earning Oregon's minimum wage (\$8.80) earns an annual income of \$19,092, which is just above the federal poverty level and not enough to support a family.

Public assistance does not adequately provide for a family's basic needs. A family of three eligible for public assistance receives a maximum of \$506 per month, which has not increased since being reduced in 2009. This cash benefit, when combined with the average monthly food benefit of \$250

available through the Supplemental Nutrition Assistance Program (SNAP), totals \$756 per month, or 49% of the federal poverty level for a family of three.<sup>xxiii</sup> Households accessing emergency food services reported that SNAP assistance was not enough to feed their families. The Oregon Food Bank reports that 65% of SNAP households deplete their assistance within the first two weeks of the month.

## Housing

Housing costs continue to create family financial crises in Washington County. The number of Washington County residents who pay more than 30% of their income for housing has been steadily increasing throughout the recession. A full time worker must earn an hourly rate of \$17.13 to afford a two-bedroom unit at the market rate of \$891 per month.<sup>xxiv</sup>



Source: Community Action Issues of Poverty Report, 2011

In the Pacific University focus groups, housing, and specifically the rise in the cost of housing, was a consistent theme in all groups. Participants in one focus group described how they felt that rents have been raised because of the lack of openings in affordable housing. They felt there were such a large number of applicants that property owners were using this as a tool to raise rents.

Specific barriers to obtaining housing (aside from the financial resources) were the negative impact of credit and/or criminal history. Additionally, having an eviction on their record exacerbated a negative housing experience. If they could find available affordable housing, participants described how they felt low income-people couldn't qualify based on income and that the amount of paperwork and upfront deposit were both increasing. The importance of social networks and connections were stressed as critical in all focus groups when trying to find housing.

Participants in a focus group of homeless shelter residents described a common journey into homeless that included the following phases. Individuals would lose their housing through eviction or foreclosure, often giving it up while still retaining some financial resources. From there, they would move in with friends or other family members, though they mentioned this often resulted in

“bad roommate” situations. Then, once their money ran out, they would be asked to leave and seek shelter services.

Seniors noted that the Housing and Urban Development waiting list of 7-8 years for subsidized housing was not really an option for individuals in their senior years. A major concern that was also stressed by older participants was the importance of the location of housing. Affordability was obviously important, but it also had to be close to public transportation and had to be safe, well-lit, and secure, or it was not a realistic option for them.

### **Child care availability and affordability**

Child care affordability is an ongoing problem, and state budget cuts have eliminated some important resources. In Oregon, child care is administered by the Child Care Division of the Oregon Employment Department. The Division operates the Oregon Child Care Resource and Referral Network (OCCRRN), a statewide network of community based child care resource and referral agencies that work to improve the quality, accessibility, and affordability of child care for Oregon families. They work with the Department of Human Services to help low-income families access child care.

The child care system continues to be underfunded. Availability of slots has improved slightly due to the high unemployment rate, but because low-income parents with small children must return to work quickly after their children are born, available slots for infant and toddler care, as well as care for children with special needs, are extremely limited. Affordability is a major obstacle. Currently, full-time center-based care for an infant in Oregon costs approximately \$10,700 per year and full-time care for a four-year-old child costs \$8,300 per year.<sup>xxv</sup> These costs exceed the costs of state college tuition. Oregon Department of Human Services reimbursement rates for child care providers do not cover these costs. The average reimbursement for full-year full-time child care in Washington County was \$6,261 in 2011 and most families do not qualify for these subsidies.

One important source of affordable child care has been the State of Oregon’s Employment Related Day Care (ERDC) subsidy. These funds helped pay for quality child care in licensed facilities, including Head Start centers, for low-income working parents. In 2010, due to state budget cuts, the ERDC subsidy was restricted to families who had received TANF benefits in the previous 24 months. This dramatically reduced the number of ERDC-eligible families. Community Action Head Start has a Full-Day Full-Year center-based program for children of ERDC-eligible parents. In 2010 we had to reduce the size of this program from 120 to 34 program slots because many enrolled families lost their ERDC subsidy.

As the population of children under age five has increased, so has school district capacity. Beaverton and Hillsboro School Districts have added seven elementary schools since 2007 and have retrofitted some older schools to accommodate the increase in population density. As a result, Community Action Head Start has relocated classrooms from Title I to non-Title I school areas.

### **Public assistance: TANF and Oregon Health Plan data**

The number of families in Washington County receiving public assistance continues to increase. From January to February of 2012, the statewide TANF caseload increased 101.4%.<sup>xxvi</sup> Enrollment in the Oregon Health Plan, the state’s Medicaid program, has decreased, but caseloads are still higher than they were before the recession began.<sup>xxvii</sup>

Number of one- and two-parent families receiving TANF benefits

	January 2009	January 2010	January 2011	January 2012
<b>Washington County</b>	1,977	2,557	2,863	3,218
<b>Oregon</b>	22,601	26,153	29,566	35,135

Source: Oregon Department of Human Services

Number of people enrolled in the Oregon Health Plan medical assistance programs

	January 2010	January 2011	January 2012
<b>Washington County</b>	50,491	61,281	55,385
<b>Oregon</b>	505,459	609,610	540,757

Source: Oregon Department of Human Services

The Healthy Kids program, operated by the Oregon Health Authority, has reduced Although some local medical providers offer clinic services to uninsured patients, the County has no permanent public health clinic. Available services at the other clinics vary based on annual funding. The number of uninsured children has decreased due to the expansion of public health programs. It is estimated that 7807 children were uninsured in Washington County in 2010.<sup>xxviii</sup>

### Oral health

The Oregon Smile Survey, released in 2007 by the Oregon Department of Human Services (DHS), contains the results of oral screenings conducted among first, second, and third graders. It follows a similar study conducted in 2002. In the most recent report, Gordon Empey, D.M.D., M.P.H., dental health consultant in the DHS Public Health division, states that by every measure, the oral health of Oregon’s school children worsened. In 2007 the rate of untreated decay increased by 49% from 2002. The survey also found that low-income children suffer twice the rate of untreated decay and almost three times the rate of rampant decay (decay in seven or more teeth) as children from higher-income families. Hispanic children have higher rates of oral disease than white non-Hispanic children, and an estimated 9% of Oregon first-graders have never seen a dentist.<sup>xxix</sup>

In 2010 the Oregon Dental Association held its first “Mission of Mercy” event in Portland, during which dentists provided charity dental care on a first-come, first-serve basis. Approximately 2000 people waited in line each day for dental care.<sup>xxx</sup>

### Education, health, nutrition, and social service needs of Head Start-eligible children, as defined by their families and community institutions

Washington County’s Comprehensive Community Plan for Children and Families was published in 2008 and covers the six-year period from 2008-2014. Its purpose is to guide work done to support the wellness of children and families in Washington County and to develop a service system built on the strengths and resources of our communities. The plan documents the work of over 250 individuals and organizations that assessed local community needs and developed strategies to address issues defined by the work groups. People from many sectors of the community were

involved, including service clubs and culturally specific community organizations. The plan identifies several major themes.

- **Child care affordability, availability, and quality** continue to be major issues. The cost of child care exceeds public college tuition. The availability of infant/toddler care and care for children with special needs is an issue throughout the state.
- **Expand access to health care** by increasing enrollment of children and families in the Oregon Health Plan and by increasing access to and availability of health care: primary health care, mental health care, and substance abuse prevention and treatment services. Access to dental services remains the highest need for Head Start children.
- **Expand parenting and family support** to strengthen families by assuring family safety, and to strengthen communities by assuring that basic needs can be met. Low wages and the absence of benefits have resulted in a crisis-level shortage of child care workers. Low levels of training and high levels of staff turnover threaten the quality of available care.
- **Address services for children of incarcerated or criminal justice-involved parents.** Support family resource centers that offer “one-stop shopping” to families.
- **Stabilize and enhance early childhood mental health** consultation and other treatment supports for young families. Provide prevention and early intervention to children and families with emergent mental health concerns.
- **Support undocumented workers and their families.** Fear of immigration authorities makes these families reluctant to ask for help, even for services for which they or their children might be eligible.

### **Child abuse and neglect data**

Oregon’s Department of Human Services, the state agency responsible for child welfare, received 71,886 reports of child abuse and neglect in 2010, an increase of 16.2% from 2009. From those reports, DHS investigations confirmed that 11,188 Oregon children were victims. Almost 50% of victims were under age six and almost 75% were abused by one of their parents. These statistics have been consistent in Oregon for the past few years. The large number of younger victims and the severity of family problems result in cases that take longer to resolve.

The Oregon Department of Human Services reports that almost 14,000 children spent at least one day in foster care in 2010. On an average day in Oregon in 2010, 6,046 children were in foster care.<sup>xxxii</sup> The largest stress factors in families where child abuse or neglect was present were drug and alcohol abuse (44.4%), domestic violence (32.6%), and parental involvement with law enforcement (27%).

### **Children of incarcerated parents**

Children of incarcerated parents are five to six times more likely than their peers to go to prison themselves.<sup>xxxii</sup> Corrections staff strongly believe that improved family bonds, education, preparation for employment, and other in-prison services are required to reduce the recidivism rate, which currently stands at 28%, a slight decrease from last year.<sup>xxxiii</sup>

The Oregon Department of Corrections reports that Oregon’s prisons held just over 14,000 inmates in January 2012.<sup>xxxiv</sup> Approximately 1000 women are incarcerated at the Coffee Creek Correctional Facility in Wilsonville. Many of these offenders are being held for non-violent crimes and will

eventually be released. Many of these inmates have children, and the parent-child bond is difficult to maintain while the parent is incarcerated.

Since 2003, over 60 women and their children have been served by Community Action's Early Head Start program at Coffee Creek. Community Action staff provide Early Head Start services while coaching and training mothers as they participate with their children in the program. Community agency staff, such as the Community Health Nurse Coordinator, the CPR/AED Coordinator, Oregon State University Extension trainer, and the Wilsonville Library staff have enriched the curriculum and provided recognition to the incarcerated women as mothers. Coffee Creek Corrections staff provides security support, allowing Early Head Start mothers to attend Policy Council on a rotating basis. This program was noted as an Area of Strength during our 2010 federal monitoring review.

## **Resources in the community**

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### **County partnerships and collaborations**

Washington County has a strong network of agencies and community partners who collaborate to address the basic needs of residents. They include:

- **Family Resource Centers**, which are funded by the Commission on Children and Families and work in partnership with the Department of Human Services to bring and integrate services to local communities.
- **Community Action**, which operates programs for low-income residents, including Head Start and Early Head Start, low-income energy assistance, the Child Care Resource and Referral (CCR&R) network for Washington County, small emergency cash assistance programs, programs to prevent homelessness and stabilize housing, and a family shelter in Hillsboro.
- **Oregon Department of Corrections**, which collaborates with Community Action to support the Early Head Start program at Coffee Creek Correctional Facility.

Partnerships and collaborations allow programs to expand, enhance, and strengthen services to children and families in Washington County. The Childhood Care and Education Advisory Committee, the Early Intervention Advisory Council, and Healthy Start are examples of community partnerships and collaboration that have resulted in providing and enhancing programs for Washington County children and families. Head Start staff and other agency staff attend these meetings regularly. Parenting classes using the Incredible Years curriculum are offered in English and Spanish throughout the County during the academic year. Some Head Start parents attend.

### **Community Action Head Start partnerships and collaborations**

- **Oregon Department of Human Services.** Agreement to provide Head Start and Early Head Start enrollment opportunities for children referred by Child Welfare and child care subsidies for working parents.
- **Northwest Regional Education Service District.** Collaboration to provide services to children with special needs.
- **Local school districts.** Beaverton, Hillsboro, and Tigard/Tualatin school districts provide classroom space to Head Start.

- **Medical providers.** Community Action Head Start refers families as needed to Virginia Garcia Memorial Health Center; Essential Health Clinic, Healthy Start; the Women, Infants, and Children program; Tuality Hospital; Kaiser Permanente; Dental Outreach Oregon, and the Washington County Health Department.
- **Mental health agencies.** Lifeworks Northwest and Morrison Child and Family Services provide mental health services to the Head Start community in the form of staff and family consultation and training.
- **Foster Grandparents Program.** Foster grandparents have been working in Head Start classrooms since the late 1970's, assisting and providing love to Head Start children.
- **Child Care Resource and Referral (CCR&R).** Head Start staff and parents access Child Development Associate training and other CCR&R training. Head Start staff also provides training.
- **Portland Community College and Portland State University.** Our collaboration with PCC supports the continuing professional development of our classroom staff. Portland State University interns work in our classrooms. The university is developing a Bachelor's Degree in Early Childhood Education program focused on the needs of Head Start teachers, and some of our staff plan to enroll.

## Summary

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Our 2012 Community Needs Assessment shows that the recession that began in 2008 is still impacting our community. Recovery has not reached the low-income people of Washington County. Unemployment remains high and living wage jobs are scarce. Unemployment benefits have expired or are expiring, forcing more people to seek emergency assistance. Washington County residents continue the services provided by Community Action and Head Start programs.

The lack of living wage jobs and the increasing cost of housing, food, child care, and transportation, are forcing more families into poverty. Schools that previously had between 30 and 50- percent of students eligible for free and reduced price school lunch now have well over 50% eligibility. State budget cuts threaten to compound the problems by removing crucial supports from families in need.

In addition to our agency's own strategic planning, our work is guided by the comprehensive plan developed by the Strategies Committee of the Washington County Commission on Children and Families. The committee, which included many agencies and community organizations, identified four areas of focus: parenting and family support, school readiness, access to health care, and positive youth development. Our organization's objectives are guided by these larger objectives and also include program development and evaluation. The Head Start Policy Council contributed to the development of the plan, which was released in 2008.

Community Action is committed to serving the low-income families of Washington County. We will continue to offer programs that 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 to the best of our ability. The number of low-income families in the County has increased, and our work is still very much needed.

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## Head Start and Early Head Start 2011-12 Annual Self-Assessment Results



## 2011-12 Self-Assessment Activities

- Parent Satisfaction Surveys
- Classroom site visits
- Child file reviews
- Focus Child reviews
- Bus ride observations
- CLASS scores
- CACFP Site Monitoring Visits
- TS Gold Checkpoints
- Facilities Inspections
- Enrollment file reviews
- HR staff file reviews
- Fiscal information review



## 2010-11 Areas of Improvement Self-Assessment Process

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### Improvements made this year:

- Parent Satisfaction Surveys distributed earlier.
- Classroom Site Visits scheduled by program managers resulting in efficient coordination of visits.
- Program Area Supervisors available at sites to meet and greet classroom visitors.
- Parent Input Surveys revised to include questions from all program components.

## 2010-11 Areas of Improvement ~ Communications Systems

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### Improvements made this year:

- Frequently used documents made available on the Community Action Intranet.
- Revised internal processes for editing program documents.
- Conducted IT best practices training for existing staff/new hires to maximize technological efficiency.

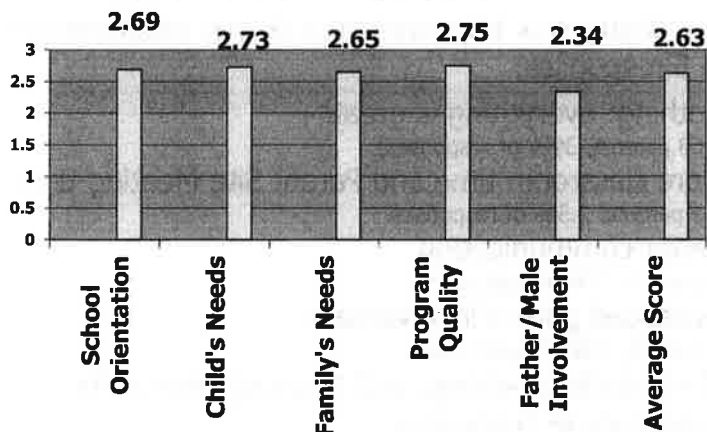
## Parent Satisfaction Surveys

Distributed to every family in all program options.

433 surveys returned — 49% response rate

- How well were you oriented to the program? (90% satisfied)
- How well is the program meeting your child's needs? (91% satisfied)
- How well is the program meeting your family's needs? (88% satisfied)
- How would you describe the quality of the program? (92% satisfied)
- How well is Head Start promoting father/male involvement and participation in the classroom? (78% satisfied)

## Parent Satisfaction Surveys



Scale: 0 (not at all) to 3 (excellent)

## Parent Satisfaction Surveys

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How has the program benefited you and your family?

Top 5 responses:

- **Education**  
(82 parents, 19% of responses)
- **Social learning experiences**  
(61 parents, 14% of responses)
- **"My child learns something new every day"**  
(52 parents, 12% responses)
- **Improved parenting skills / Reaching Parent Goals**  
(49 parents: 11% of responses)
- **Program provides useful information**  
(41 parents, 9% of responses)



## Parent Satisfaction Surveys

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What changes or improvements do you recommend?

Top 5 responses:

- **Nothing: everything is great!**  
(168 parents, 39% of responses)
- **More classroom time and Parent Site Meeting time**  
(11 parents, 2.5% of responses)
- **Better communication**  
(9 parents, 2% of responses)
- **Increased parent involvement**  
9 parents, 2% of responses
- **More reading, writing, and counting instruction – maybe some homework**  
(7 parents, 1.6% of responses)

## Parent Satisfaction Surveys

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Other comments?

- 33% parents thanked Head Start and teachers for the work we do with children and families!
- Teachers were wonderful and well-trained.
- Appreciated our efforts to make program accessible to their families (special needs children, dual language learners, etc.)

## Classroom Site Visits

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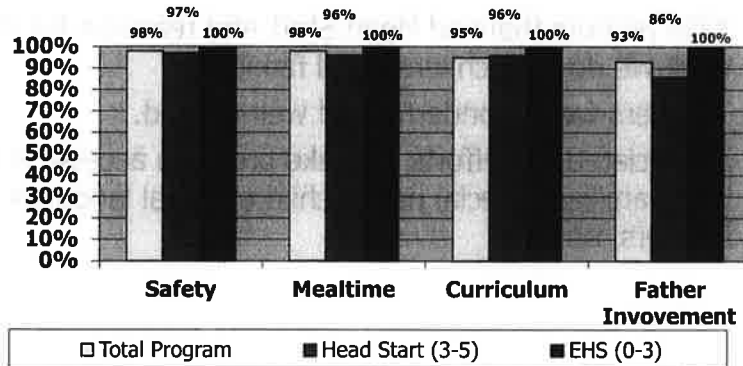
18 classroom sites assessed by 19 volunteers and staff.

Reviewers looked for evidence of:

- Safe and healthy classrooms
- Nutrition and mealtime procedure compliance
- Learning activities that encompass the scope of our curriculum
- Father or father figure involvement in the classroom

## Classroom Site Visits

### Classroom Observations



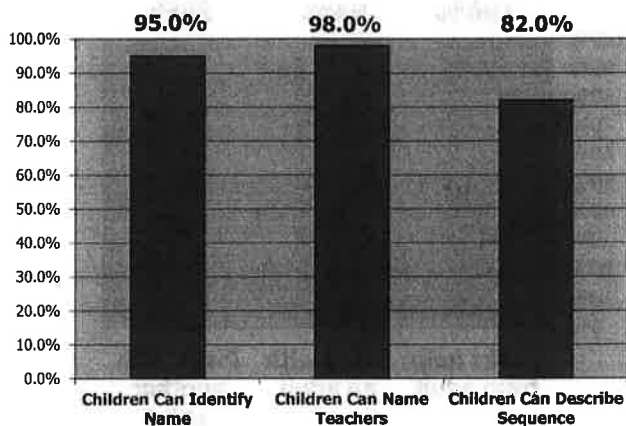
## Head Start Child Questions

"Can you find your name in this room?"  
(Can the child show you his or her printed name?)

"What happens when you come to school? What do you do first? What next?"  
(Can the child describe the sequence of the school day?)

"What is your teacher's name?"  
(Can the child name at least one adult?)

## Head Start Child Questions



## Early Head Start Questions

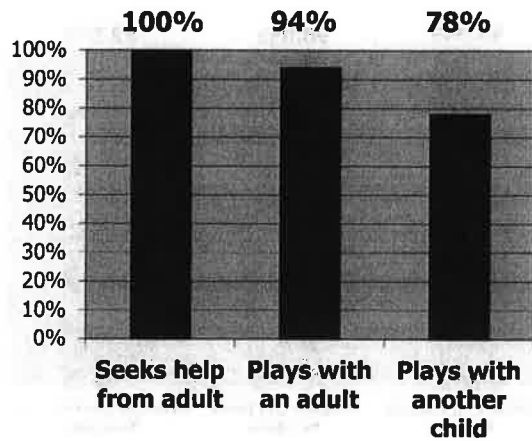
Does the child seek help from an adult, cry or vocalize, call teacher by name, or walk/crawl to an adult?

Does the child engage in play with an adult during floor play?

Is the child observed playing side by side or interacting with another child?



## Early Head Start Questions



## Child Favorites, Ages 3-5

What do you like best about Head Start?

### Top 5 responses

- Playing
- Playing outside (ball games, swings, recess)
- Painting, art, drawing, and making things
- Playing house, dress-up, kitchen, and jobs (Dramatic play)
- Eating

## Child File Reviews

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27 files reviewed and scored from 0 to 30 (complete)

- Highest score: 30
- Lowest score: 18
- Average score: 27 (90%)

High scoring areas:

- File organization
- Essential information complete
- Health tracking information
- Family Contact Record

Low scoring areas:

- Home Visit forms
- Observations and portfolios



## Focus Child Reports

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Seven Focus Child reviews completed.

- Records reflected children's and families' needs.
- Screenings were complete and evidence of follow-up actions.
- Children who were observed matched the picture gathered from records.
- Teachers individualizing to meet the needs of children.
- Parents learn about Head Start through Community Action, DHS and EI/ECSE, and DOC.
- Parents involved in their children's education.
- Children learning and progressing in all areas.
- Parents happy with their children's progress.

## Focus Child Reports

During interviews, parents said:

"I am really impressed with hand washing, tooth brushing, and general hygiene lessons."

"My child loves to come to school."

"Head Start has been really supportive. I'm amazed that there is still a program during times of economic hardship that is free and actually teaches."



## Bus Ride Observations

Nine bus rides were assessed by staff and volunteers.

Category	Percent compliance
Family information and communications	96%
Behavior management	100%
Emergency systems and safety	96%
Seating	100%
Routing	100%

## Bus Ride Observations

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Bus ride observer comments:

"Very positive interaction with parents."

"Linda and Sylvia are a great team."

"The driver and aide were excellent."

"Wonderful driver and monitor. They are so great with the children."

## CACFP Site Monitoring Visits

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26 site visits between September 2011 and March 2012

Criteria being **met consistently** at sites:

- Hand washing and good hygiene practices
- Attendance records with in/out times maintained
- Point of Service Meal Count being recorded correctly
- Family Style/Restaurant Meal Service being implemented correctly

## CACFP Site Monitoring Visits

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Following criteria were not met and have been corrected at this time:

- Required posters not posted (4 sites)
- Civil Rights Complaint Log out of place (6 sites)
- Staff unfamiliar with Civil Rights procedure (2 sites)
- Refrigerator Temperature/Sanitizer Check log not completed (2 sites)
- Safety Hazard Checklist completed incorrectly (7 sites)
- Specific fruits and vegetables and food substitutions sent by school kitchen not recorded (1 site)
- Statement for Food Substitution forms not located in Medical Protocol folder (1 site)

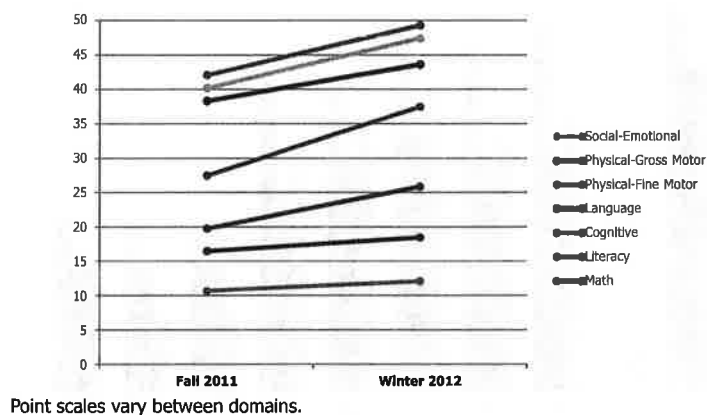
## CACFP Site Monitoring Visits

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### **Recommendations for next year:**

- Provide Teacher Aide/Vendor Receipt Training in small group settings to Teachers and Family Support Teachers.
- Incorporate more nutrition education into the classroom during mealtimes and classroom curriculum.

## Teaching Strategies GOLD Checkpoints

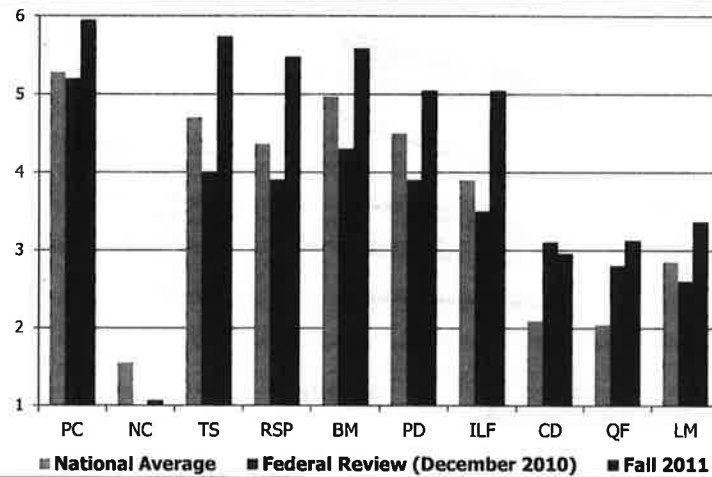


## CLASS Scores

Classroom Assessment Scoring System (CLASS) used in Head Start classrooms to measure the quality of teacher-student interactions.

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
- Behavior Management
- Productivity
- Instructional Learning Format
- Concept Development
- Quality of Feedback
- Language Modeling

## CLASS Scores



## Facilities Inspections, 2011-12

### 29 classroom inspections

- Classroom access
- Smoke detectors
- Fire safety equipment and procedures
- Lighting
- Earthquake safety
- Lead free paint
- Plumbing
- Medicine and First Aid supply cabinets
- MSDS books
- Storage of hazardous materials
- Wall plug covers
- Room measurements
- Furniture
- Play materials

## Facilities Inspections, 2011-12

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### **Classroom inspections**

- All issues noted addressed immediately.
- Most common issue: Missing MSDS sheets for products in classrooms.

### **15 playground inspections**

- School districts repair and maintain playgrounds at school sites.
- Most common issue: Bark dust and sand under play surfaces needed maintenance.

## Enrollment Files

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139 child enrollment files reviewed

- 132 Head Start
- 17 Early Head Start

Reviewers looked for:

- Income eligibility and proof of family income
- Signed statements to verify income
- Initials of staff who reviewed documents
- Age eligibility

**100 percent of files reviewed were complete**



## Staff Files

165 staff files reviewed.  
Reviewers looked for:

- Signed Head Start Code of Conduct
- Transcripts
- Diplomas
- CDAs and year they expire
- Current degree information
- Staff development goals
- Essential trainings



## Staff Files

Areas 100% complete:

- Transcripts
- Diplomas
- Current degree information  
CDAs

Other areas:

- Staff goals (90% complete)
- Signed Head Start Code of Conduct (91% complete)



**Follow-up actions are in progress**

## Areas of Improvement for 2012-13

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### **Reliable transportation for children**

Head Start Performance Standards 1310.1 – 1310.23

Head Start and Early Head Start programs and delegate agencies are required to provide training in pedestrian safety and to make reasonable efforts to coordinate transportation resources to control costs and to improve the quality and the availability of transportation services.

## Corrective Action Plan for 2012-13

---

To provide reliable transportation services, we will:

- Explore additional resources for recruitment and hiring of drivers.
- Develop Professional Development plans for bus monitors to train for driver positions.
- Explore partnerships with local school districts and programs to share resources

## Areas of Improvement for 2012-13

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### **Staff training for late hires and substitute teachers**

Head Start Performance Standard 1306.23

- (A) Head Start grantees must provide pre-service training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.
- (B) Head Start grantees must provide staff with information and training about the underlying philosophy and goals of Head Start and the program options being implemented.

## Corrective Action Plan for 2012-13

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To improve staff training for late hires and substitute teachers we will:

- Develop systems for timely orientation and training of late hires and substitute teachers.
- Follow-up on-site coaching for new staff.
- Training modules available on network for staff



Community Action Head Start  
Washington County, Oregon

## 2012-13 Program Goals and Objectives

### Progress on 2011-12 Program Goals and Objectives

#### Goal 1: Families become stronger and self-sufficient.

##### 1A. Parents become better connected to one new community resource.

- Community Action Head Start has developed a partnership with Operation Hope/Financial Beginnings, a volunteer-driven, community oriented organization. Through this partnership we will offer financial literacy training to Head Start 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, or education industries. Financial education activities will begin in March 2012. By Fall 2012, all Family Support Teachers will be trained in financial literacy so they can better support families.
- We are currently partnering with Ecotrust, a nonprofit organization promoting sustainable agriculture, to increase the amount of fruits and vegetables consumed by families in our Home Based Early Head Start program. Through a CACFP Child Care Wellness Grant awarded through the Oregon Department of Education, we will connect families with local sources of fresh produce and provide nutrition education and bags of seasonal produce. Our staff will participate in the Ecotrust Farm to Preschool Coalition. We will contribute our experience to help them expand the program to more child care and preschool programs.

##### 1B. All staff are trained in new methods to engage and increase male involvement.

- Family Support Teachers were trained during our pre-service trainings at the beginning of the program year. This training is now included in our Family Services and Parent Engagement Overview training. Late hires will be trained in ongoing monthly trainings.

##### 1C. Increase the number of parents developing leadership skills by 20%.

- Parent participation in Parent Site Meetings and Policy Council continues to increase. Three Policy Council representatives attended the Oregon Head Start Association conference in November 2011. One representative attended the February OHSA conference. Two representatives will attend the May 2012 OHSA conference.
- In December 2011 our Policy Council Chair and Vice Chair attended the Parent Leadership Conference.
- Parenting classes were presented at Parent Site Meetings twice per site per year. We have presented 15 so far this year and continue to present these classes. Topics include self-care, positive parenting, and social-emotional development.
- Our October Policy Council training had 100% attendance.

## **Goal 2: All eligible children increase their early literacy skills.**

### **2A. All classrooms develop partnerships with County libraries.**

- Staff from local libraries presented seven literacy trainings in our Parent Site Meetings.
- Library staff visited nine Head Start classrooms to do presentations about their libraries.
- In October 2011 our program began participating in the SMART program (Start Making A Reader Today). SMART volunteers read to Head Start children at Kinnaman, Metzger, and Rosedale elementary schools.
- Family Support Teachers helped parents obtain library cards. FSTs and Families with literacy goals can access Parent Training Fund dollars to purchase books for families to meet their goals. In 2011-12 seven families purchased books using Parent Training Fund dollars.
- Resource information is shared through Head Start Herald articles and classroom newsletters.

### **2B. Establish lending libraries in every classroom.**

- All classrooms have lending libraries as of Fall 2011.

### **2C. Train parents to use the lending library.**

- Information about the lending libraries is included in enrollment home visits, education home visits, conferences, and parent site meetings.
- We also shared information about literacy events in the community, such as the upcoming Hillsboro School District parent/child early literacy event on March 16. We announced these events at Parent Site Meetings and through notices sent to parents.

## **Goal 3: All eligible children have access to health care services.**

### **3A. Develop a health resource binder for parents.**

- A Community Health intern from Portland State University compiled and formatted the health resource binder information beginning in October 2011. The binder was completed in January 2012 and is currently being translated into Spanish for distribution.

### **3B. Identify additional funding or resources to support the ongoing dental and medical services to children.**

- The Health Coordinator attended state training about the new Oregon Medicaid web portal in August 2011.
- The Health Coordinator attended ALERT training to learn to use the new State of Oregon immunization database in December 2011. All staff were trained to use the new database in January 2012.
- We developed a new partnership with Dental Outreach Oregon to provide dental screenings and fluoride varnish to children in our program. We piloted this in the Early Head Start Home Based program.

- In March 2012, children from our Hillsboro Child Development Center will receive screenings and fluoride varnish. We are exploring opportunities for all Head Start children to participate in Fall 2012.

**Goal 4: Fully funded services are available for all eligible children 0-5.**

**4A. Continue to identify resources to sustain the expansion slots.**

- This year funding for the 24 Early Head Start program slots previously funded by the ARRA expansion grant was added to our regular continuation grant funding.
- The State of Oregon restored 40 slots that had been cut last year and funded an expansion of 49 slots in Part-Day Pre-K.
- The State of Oregon continued to fund seven Early Head Start slots through June 30, 2012.

**4B. Continue to develop plans and identify resources to serve 80% of income-eligible preschool children.**

- Parents in our program are advocating for Head Start. In February 2012 our Oregon Head Start Association parent representative visited six legislators to advocate for Head Start.
- Parents are actively engaged in raising funds for the Dollar per Child campaign to support advocacy efforts.

**Goal 5: The program is supported by a qualified, diverse, and stable workforce.**

**5A. The program is able to attract and retain qualified applicants.**

- This year our program managers worked with the Community Action Human Resources department to revise our interviewing and hiring processes and to recruit qualified applicants.
- We currently employ 17 teachers with Master's degrees, 49 teachers with Bachelor's degrees, and 6 teachers with Associate degrees.
- All Early Head Start teachers hired at the beginning of year have been retained as of March 2012.
- Our program managers collaborated with a mentor teacher at Pacific University.
- Portland State University is introducing a new Bachelor of Arts in Early Childhood Education degree program geared to Head Start staff. We have shared this information with our staff and some are interested in earning this degree.

**5B. Qualified parents are hired as employees.**

- Thirty-three staff members are current or former Head Start parents.

## **2012-13 Goals and Objectives**

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### **Education**

#### **Goal 1. All children will increase their school readiness skills.**

##### **1A. Physical Development and Health**

- Teacher-initiated, structured, age-appropriate physical activities will be presented to increase physical activity.

##### **1B. Social-emotional development**

- PBIS continues to be fully implemented in all Head Start classrooms as evidenced by mental health observation reports.
- Teachers use the results of assessments to support age-appropriate social-emotional development.

##### **1C. Approaches to learning**

- Children approach various activities with interest and curiosity as documented in observations.
- Inquiry-based learning and reflection is incorporated into our program philosophy.

##### **1D. Language development**

- Language modality scores will increase in CLASS assessments.
- Children will demonstrate progress in expressive and receptive language skills.
- The program will continue to support English language learners by recruiting bilingual and bicultural staff and adjusting staffing patterns to place bilingual staff where they are most needed.
- The program will develop at least one partnership with an organization that serves the Latino community in our service area.

##### **1F. Cognition and general knowledge**

- Children will develop and strengthen their reasoning and problem solving abilities.
- Teachers will support children's cognitive development through the use of emergent curriculum.

## **Health**

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### **Goal 2. All enrolled children have access to health and nutrition services.**

**2A.** Identify additional funding or resources to support ongoing medical and dental services to children.

- Explore one new community resource or partnership to support ongoing medical and dental services to children.

**2B.** Update and distribute Health Resources binder for parents.

- Utilize the services of interns to update the Health Resources binder.
- Educate/train parents about the contents and use of the Health Resources binder.

**2C.** Support children's consumption of fresh fruits and vegetables through participation in the Ecotrust Farm to Preschool program.

- Implement all the components of Ecotrust Farm to Preschool program in the Home Based program.
- Explore resources to sustain and expand the program to other parts of the program.

## **Family Services**

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### **Goal 3. Families become stronger, self-sufficient, and engaged in the program and in their communities.**

**3A. Family well-being**

- Family Services staff will continue to identify families' needs and their needs will be met as measured by completed referrals.
- All families will establish at least one family goal and Family Services staff will document their progress toward meeting their goals in ChildPlus.

**3B. Parent-Child Relationships**

- Parents will participate in ongoing support, education, and skills development opportunities through Parent Site Meetings.
- Mental health consultants will present two parenting trainings at Parent Site Meetings.

**3C. Families as Lifelong Educators**

- Parents will participate in educational activities presented by our community partners and staff, such as financial literacy and health education.

**3D. Family Engagement in Transitions**



- Parents will be provided opportunities to participate in kindergarten readiness events through local public schools.
- Early Head Start transition procedures will be evaluated for possible improvements.

### **3E. Family Connections to Peers and Community**

- Systems and strategies to maintain or increase attendance at Parent Site Meetings will be evaluated for possible improvements.
- Parent Site Meetings continue to provide opportunities for parents to build connections to their community and peers.

### **3F. Families as Advocates and Leaders**

- Parents participating in Policy Council have opportunities to receive leadership training.
- Parents of children with special needs are provided opportunities to increase their participation in IFSP meetings.

## **Program Design and Management**

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### **Goal 4. The program is supported by a qualified, diverse, and stable workforce.**

**4A.** The program will evaluate and improve our new hire and substitute orientation training.

- Develop systems for timely orientation and training of late hires and substitute teachers.
- Follow-up on-site coaching for new staff.
- Make training modules available on the network for staff.

**4B.** All teaching staff will meet current educational requirements for their positions.

- All Teacher Aides will have individual education plans to complete their CDAs by 2013.
- Early Head Start teachers will have professional development plans to complete their AA degrees.

**4C.** The program will develop the capabilities of our existing staff to meet the needs of various program components and non-English speaking families.

- Explore community resources to provide Spanish classes to staff in the evenings.
- Offer anti-bias curriculum training at Fall Pre-service training.

### **Goal 5. Our program systems and services support continuous quality improvement.**

**5A.** The program will continue to use data-driven decision making to ensure program quality.

- Management staff will develop competency in data analysis to make program improvements.

- Management staff will communicate the results/findings and action plans to direct service staff and management team monthly.

**5B.** The program will continue to provide safe, reliable transportation services.

- Explore additional resources for recruitment and hiring of drivers.
- Develop Professional Development plans for bus monitors to train for driver positions.
- Explore partnerships with local school districts and programs to share resources.

**5C.** Program management staff will incorporate staff feedback into annual pre-service and startup procedures.

- Pre-service focus group/committee will meet regularly during summer to ensure all components are addressed in a timely manner.
- Program Area Supervisors will be engaged in the closing and start-up processes.



Head Start of Washington County, Oregon

## **Training and Technical Assistance Plan for 2012-13 Head Start and Early Head Start**

### **Narrative description of the process and the sources of information used**

Community Action Head Start develops a training plan for each program year. In early summer, the Program Managers and Content Area Coordinators develop the training calendar for the upcoming year. Focus groups consisting of classroom staff, Program Area Supervisors, and Content Area Coordinators are formed to schedule required trainings throughout the year. Pre-service provides the mandatory trainings to meet Head Start Performance Standards.

We use the results of our annual Self Assessment and CLASS scores to determine training needs and develop professional development plans for teaching staff. Supervisors summarize individual training needs and provide these to the managers, who are responsible for the overall training plan. Individual and professional goals are developed during annual performance reviews. Training is provided to individuals, small groups, and/or all staff.

Professional growth and development is an integral part of our program. Our budget includes funds to assist staff with the cost of college tuition. Occasionally our Head Start teachers participate in training provided by our partner school districts.

Training for supervisors and managers focuses on Human Resources policies and fiscal systems. This training is arranged and provided by Community Action administrative staff.

Each year our program offers four opportunities for additional trainings. These include two Head Start and two Community Action all-staff training sessions.

**Training Plan for Fiscal Year 2011-12**

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
X	X	X	<p>New staff receives information about Community Action, Head Start requirements, and internal policies and procedures.</p> <p>Staff members are introduced to HS policies and procedures and to their job responsibilities.</p>	<p>All new staff members are required to attend Community Action New Staff Orientation, which is offered by the Human Resources Department.</p>	<p>New staff will understand their rights and responsibilities as outlined in the Employee Handbook.</p> <p>Staff will be familiar with the program P&amp;Ps and HS Performance Standards.</p>	<p>New Head Start employees, HR staff</p>	<p>Staff must attend within the first thirty days of employment.</p>	<p>Staff is paid to attend the CA &amp; HS orientations. Each person receives an Employee Handbook.</p> <p>Full-Day Full Year staff members receive copies of the Child Care Regulations.</p>
	X	X	<p>Assess individual staff training needs.</p>	<p>Area-wide, center-level, or individual coaching.</p>	<p>Staff will understand the philosophy of the program and its essential policies &amp; procedures.</p>	<p>New staff, Supervisors, Content Area Coordinators (if applicable).</p>	<p>Pre-service</p>	<p>No HS/EHS training funds are used.</p>

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
	X	X	New staff members receive information about their Head Start areas.	The supervisor completes the New Staff Orientation packet with the employee.	Staff will understand program policies and procedures and expectations of their positions.	New staff, Supervisors, Content Area Coordinators if applicable.	Prior to the start date.  Content Area training within 30 days of hire.	No HS/EHS training funds are used.
X	X	X	Mandatory trainings	Scheduled pre-service trainings are in August and September.  Trainings are delivered in small and large groups.  Mid-year trainings are provided.	Ensure that all staff have completed the mandatory trainings which include but are not limited to:  <b>Blood Borne Pathogens</b>  <b>Recognizing and Reporting Child Abuse</b>  <b>CACFP guidelines and Civil Rights training, health, education, disability &amp; family services</b>	All staff	Training is held prior to the start of the enrollment year, during the last weeks of August for the CDC's and the first two weeks of September for the Pre-K staff.  New staff members receive training as they are hired.	Staff is paid to attend training. Content Area Coordinators provide training. Program funds purchase materials and secure facility use.  PA 4120, PA 1126, and State funds are used.



Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F&CP						
X	X	X	Staff awareness of community needs.  An understanding of Community Action and Head Start Mission Statements.	Provide information at Community Action All Staff meeting in the fall.	Staff will be aware of issues affecting low-income families.  Staff will understand the mission of the Agency and Head Start.	All Community Action employees.  Policy Council and Community Action Board members are invited to attend.	Fall of the program year.	Staff is paid to attend. For Community Action All Staff meetings, administrative funds secure the facility and provide materials.  No Head Start/Early Head Start training funds are used.
X	X	X	Update staff on progress toward annual program goals.  Solicit input for program planning.  Offer training.	Provided at mid-year Head Start All Staff meeting.	Staff is updated on program changes.  Staff will be prepared for Self-Assessment and/or Federal Review.	All Head Start staff.	February of the program year.	Staff is paid to attend. Trainers are identified according to topic. PA 4120, PA 1126, and ODE funds are used for the facility, materials, supplies, and trainers.

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
	X	X	Program to encourage healthy and productive staff.	Workshops provided at Community Action All Staff Wellness Day.	Promote health, wellness and good morale among Community Action staff.	All Community Action staff. Board members are also invited.	Spring of the program year.	Wellness Day trainers are volunteers from the health community. Agency (admin) funds secure the facility, provide materials, and cover any costs other than salaries. No HS/EHS training funds used.
X			CDA training	To provide training to Teachers and Family Support Teachers.	Teachers increase their skills and expertise in child development.  Staff will receive CDA credentials.	Teacher Aides and Family Support Teachers	Ongoing	Program resources allocated to support training. See Training P&P. Head Start PA 4120, EHS PA 1126, and ODE funds.
X	X		Teachers meet Head Start qualifications.	Teachers attend ECE college classes.	Teachers complete requirements for an AA, BA or higher degree in Early Childhood Education.	Teachers	Ongoing	Policies are in place to pay for tuition for staff enrolled in AA degree programs in ECE  PA 4120, PA 1126, ODE funds

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F&CP						
X	X	X	Teachers will have knowledge of CLASS requirements and implement action plans developed as a result of CLASS observations and scores.	Teachers attend trainings, conferences, read resource books and periodicals, and utilize the information in their work with children.	Teachers will increase understanding of CLASS requirements and use CLASS scores to improve outcomes for children in our Head Start program.	Teachers, Program Area Supervisors, Managers, Content Area Coordinators.	Ongoing	Staff is paid for attending trainings. Funds will cover cost of travel and registration if needed.
X	X	X	CLASS Coaches, supervisors and managers will be reliable CLASS observers.	CLASS Coaches, supervisors, and managers attend trainings and pass the test to become reliable.	CLASS Coaches, supervisors, and managers will increase understanding of CLASS requirements and use CLASS scores to guide the trainings and professional development plans of staff.	CLASS Coaches, supervisors, managers	Annually and ongoing	Region X T/TA as needed. Staff is paid for attending trainings. Funds will cover cost of travel and registration if needed.
X	X	X	Staff is trained to use the ChildPlus database.	Provide training to increase knowledge and skills on the	Classroom staff will be able to enter data and run reports.	Classroom staff and program leadership.	Ongoing	Staff trained by Enrollment Systems Supervisor. PA 4120, PA1126,



Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
				database.	Ongoing monitoring and evaluation of Systems and Services. Record-keeping and reporting are complete and accurate.			ODE funds will secure the facility with computer work stations and pay for materials.
X	X	X	Leadership team to develop competency in analyzing data to make program improvements.	Leadership team attends trainings and gains continuing education credits to develop competency.	Leadership team has increased competency in analyzing data, communicating results, and making corrections to improve program quality.	Content Area Coordinators, Managers.	Ongoing	Region X T/TA support as needed, Leadership conferences; Program resources for University Courses —PA 4120, PA 1126, ODE funds as needed.
X	X	X	Training in specific content areas, such as Human Resources practices, supervision, grant opportunities, update on transportation regulations.	Staff will attend Oregon Coordinators Conference.	Staff will increase their knowledge in their areas of expertise.	Content & Program Area Supervisors, Director, and Managers.	April of each year	Staff is paid while attending conference.  PA 4120, PA 1126, ODE funds for per diem, travel and lodging.

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
		X	Parents to enhance parenting skills.	Refer parents to parenting classes offered in the community.  Classes are available in English and Spanish.	Parents learn strategies for working with their children.	Head Start Parents	Ongoing	Program collaborates with NW Regional ESD, Morrison Center and School Districts to provide parenting classes.  Supported by PA 4120, PA 1126, and ODE funds.
	X		Parents to increase their knowledge of child development.	Parents are surveyed for topics of interest. Staff plan training and locates providers.	Parents increase knowledge in child development.	Parents	Ongoing	The program pays for Content Area staff, teachers and other staff to do training. Trainers come from community agencies such as OSU Extension, Wash. Co. Library, and County Health Department.  PA 4120, PA 1126, ODE funds for facility, materials.
	X		Parents to receive training to meet their Family Partnership	Parents will utilize the established parent training fund.	Parents work toward their goals as developed in the Family Partnership	Head Start Parents	Ongoing	Parent Training Funds are supported by PA 4120, PA 1126, and ODE

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F&CP						
			Agreement goals.		Agreements.			funds.
X			<p>Policy Council &amp; Board of Directors to be trained in Head Start Policies and Procedures.</p> <p>Shared Governance and their roles and responsibilities as members of the PC or Board.</p>	Policy Council and Board members attend training.	Policy Council and Board Members will become familiar with Head Start P&Ps.	<p>Policy Council members,</p> <p>Community Action Board members,</p> <p>Family Services Coordinator,</p> <p>Director</p>	October and November of program year and as identified	<p>Program resources are allocated. Director and Family Services Coordinator provide much of the training.</p> <p>No training funds will be used to conduct this training.</p>



Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F& CP						
X			Parent Leadership Training.	Training is offered through Oregon Head Start Association.	Policy Council officers learn about the program governance roles and responsibilities needed to operate a quality HS program.	Two parents and Family Services Coordinator.	November of each program year.	PA 4120, PA 1126, ODE funds support travel, lodging, registration.
X	X	X	Parents, Director and staff are updated on current trends, HS mandates, and opportunities.	Parents, Director and staff attend State meetings.	Program keeps current information on EC trends, HS regulations, and resource & grant opportunities.	Two parent and staff representatives, Director, and Family Services Coordinator.	Three times per year at state meetings.	Program resources allocated for per diem, travel and lodging. PA 4120, PA 1126, and ODE funds.
X			Director to stay current with issues affecting Head Start.	Director attends meetings and trainings as they are scheduled.	Director will be current with issues affecting Head Start program, children and families.	HS Director	3-4 times per year and as scheduled.	PA 4120, PA 1126, ODE funds support out of town travel, lodging, other expenses.
			Managers to stay current on Head Start	Managers attend State, Regional, and/or National	Managers will be current on ECE best practices and	Program Managers	As needed.	Funds support out of town travel, lodging, and other expenses.

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD &H	F&CP						
			mandates and issues affecting Head Start programs. Managers to stay informed on latest information on early childhood education.	conferences.	Head Start regulations and grant opportunities.			
X	X	X	Family Support teachers to work effectively with families.	Family Support teachers will attend trainings.	Family Support teacher will be able to fulfill job requirements.	Family Support teacher, Family Service Coordinator.	Pre-service and throughout the year.	Family Service Coordinator provides much of the training. Program resources may pay for outside trainer or training.  PA 4120, PA 1126, ODE funds provide facility & materials for hosted training, pay for registrations for community training.

**Training & Technical Assistance Plan for Transportation Staff**

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD&H	F&CP						
X	X	X	Safe and licensed drivers.	Drivers attend Oregon School Bus Driver Training.	Bus drivers meet licensing requirements for Oregon School Bus Drivers.	Bus drivers and bus monitors.	August of the program year and as needed.	Staff is paid while attending. PA 4120, ODE funds are used to cover cost of training.
X	X	X	Program has trained bus monitors.	In-house training for bus monitors.	Bus monitors are prepared to do their jobs.	Bus monitors & Transportation Supervisor.	August, September and as needed.	Transportation Supervisor provides training.  No funds required.
	X	X	Drivers/Monitors need to have an understanding of child development.	Drivers/Monitors receive training in child development.	Drivers/Monitors will respond to children's needs appropriately.	Drivers/Monitors, Education Coordinator.	August and as needed.	Education Coordinator provides training.  No funds required.



**Training & Technical Assistance plan to correct areas identified in 2011-12 Self-Assessment**

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
PDM	CD&H	F&CP						
	X		To provide reliable transportation for children by having trained on-call transportation staff.	<p>Explore additional resources for recruitment and hiring of drivers.</p> <p>Develop Professional Development plans for bus monitors to train for driver positions.</p> <p>Explore partnerships with local school districts and programs to share resources.</p>	Trained on-call transportation staff will be available to provide reliable transportation services to children.	Transportation supervisor, bus drivers, and bus monitors.	Ongoing	<p>Transportation supervisor develops training plan for Bus Monitors and works with Human Resources dept. to develop recruitment plan.</p> <p>PA 4120, PA 1126, ODE funds may be used if needed.</p>
	X		To improve staff training for late hires and Substitute teachers.	<p>Develop systems for timely orientation and training of late hires and substitute teachers.</p> <p>Follow-up on-site coaching for</p>	New staff hired after the Fall Pre-service and Substitute teachers will receive Orientation and all the component trainings in a timely manner.	New staff hired after Fall Pre-service and Substitute teachers	Ongoing	Supervisors, managers, and Content Area Coordinators provide the training.

Content Area of Need			T/TA Need	Strategy	Expected Outcomes	Participants	Timeline	Resources
				new staff.				
				Training modules available on network for staff				