



Community Action Head Start Washington County, Oregon



**Annual Report
Head Start and Early Head Start
Program Year 2010-11**

Who We Are

About Community Action

Community Action, located in Hillsboro, Oregon, has served low-income families in Washington County since 1965. We are one of the largest private nonprofit organizations serving Washington County, responding to over 30,000 calls for help each year.

Our agency operates many programs, including housing services for people experiencing homelessness, energy and emergency rent assistance, weatherization assistance, and prenatal care through our Opening Doors program. Our Child Care Resource and Referral Network (CCR&R) provides families in Washington and Columbia Counties with free child care referrals and resources. CCR&R also supports child care providers with technical assistance, onsite literacy training, and business development. Our Information and Referral program provides resource data for Washington and Yamhill Counties to the 2-1-1 Info system serving Oregon and Southwest Washington.

These services are needed now more than ever. In 2010-11, Washington County residents continued to experience conditions of poverty. Between 2000 and 2009 the population of the County increased by 22 percent, while the poverty population—people living at or below the federal poverty level—increased by 66 percent. One in ten Washington County residents live below the federal poverty level, and one in four is considered low income. Children make up 32 percent of the poverty population. Community Action is committed to seeing that Washington County families live with dignity and security, and recognizes that education is an extremely effective weapon against poverty.

Head Start and Early Head Start are important parts of Community Action's mission. Our programs prepare children for success in school, promote positive parenting, and help families set and achieve family goals. Children who attend high-quality early childhood programs such as Head Start and Early Head Start begin school fully prepared to learn. A good early education makes a big difference.

Message from the Director

Dear parents, friends of Head Start, and community partners:

For more than 45 years Head Start programs across the country have worked diligently to support children and families as they build foundations for success, so that children are ready for school and families are ready to support their children's learning. Head Start defines "school readiness" as children possessing skills, knowledge, and attitudes necessary for success in school and for later learning in life. They have foundations in literacy, math, social studies, and science; receptive and expressive language skills; critical thinking skills to solve problems and ask questions; and the ability to self-regulate and demonstrate self-control.

We recognize that parents are their children's primary teachers and advocates. For parents and families, "school readiness" means that they are engaged in the long-term, lifelong success of their children. Working collaboratively with our community partners, we know that the children from birth to five that we serve in our program will continue to receive high-quality early childhood education and development. We wish to thank all of the Governing Board and Policy Council members, staff, parents, and community stakeholders for making us a high quality program. Through our ongoing program improvement efforts, we will continue to implement systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families living in Washington County.

Sincerely,
Farzana Siddiqui, Psy.D.
Director of Child Development, Community Action



Program Options

Head Start

Part-Day Pre-K Head Start

In this program option, children ages three to five attend class for three and a half hours per day, four days per week, in classrooms located in public schools in the Beaverton, Hillsboro, and Tigard-Tualatin school districts and in our Hillsboro and Beaverton Child Development Centers. Children receive one balanced lunch and one healthy breakfast or snack every day. Teachers conduct two home visits and two Parent-Teacher Conferences throughout the year. Bus transportation is provided for most classes.

Full-Day Full-Year Head Start

This program option provides full-day Head Start services to children ages three to five whose parents are working and are eligible for Employment Related Day Care (ERDC) funds from the State of Oregon. This program option operates from 7:30 am—5:30 pm, five days per week year-round. Children receive healthy breakfasts, lunches, and snacks. Teachers conduct two home visits and two Parent-Teacher Conferences per year.



Early Head Start

Full-Day Full-Year Early Head Start

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

Early Head Start Home Based Program

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

Combination or Part-Day Full-Year Early Head Start

This program option serves parents and children up to age three. Parents and children attend class together in a nurturing play environment twice per week for three hours. Classes are led by qualified and trained teachers who encourage parents to strengthen their parenting skills through observation, play, practice, and fun. Teachers conduct two 90-minute home visits per month with each family.

Early Head Start at Coffee Creek

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

Serving Children

Enrollment

In 2010-11 we had **687** funded slots available in our Head Start program options and **111** funded slots available in Early Head Start. Our programs maintained full enrollment all year. We fill vacancies promptly with age and income-eligible children, but there are always many children waiting to be enrolled.

How we select children

We enroll age and income-eligible children with the greatest need. Based on the selection criteria, our wait list is prioritized so that we enroll the children who will benefit most from our program and services. These include:

- Children with disabilities.
- Children in foster care whose guardian is the State of Oregon or who are referred by the Department of Human Services.
- Children experiencing homelessness.
- Siblings of children already enrolled in our program.
- Children of parents on active duty in the military.
- Children of parents referred through Opening Doors or Healthy Start.
- Children of incarcerated, teen, or single parents.



Total cumulative enrollment

In 2010-11 our program served a total of **756** children in Head Start and **179** children in Early Head Start.

Children waiting for enrollment

At the end of the 2010-11 program year:

- **434** children were on our Head Start wait list.
- **92** children were on our Early Head Start wait list.
- We served **63 percent** of children eligible for Head Start.
- We served **66 percent** of children eligible for Early Head Start.

Children with special needs

At least ten percent of our program slots are always made available to children with special needs or disabilities. In 2010-11 these children made up almost **18 percent** of our total enrollment.

Head Start

- **138** children had Individual Family Service Plans, indicating that they are eligible for special education and related services.
- **33** of these children were identified as eligible during this enrollment year.
- Children with special needs made up **18 percent** of total Head Start enrollment.

Early Head Start

- **27** children had Individual Family Service Plans, indicating that they are eligible for Early Intervention services.
- **5** of these children were identified during this enrollment year.
- Children with special needs made up **15 percent** of total Early Head Start enrollment.

Serving Children

Race and Ethnicity

The children in our program come from many cultural backgrounds and speak many languages. Our teachers show respect for children's home cultures by including pictures and classroom materials that reflect the children's cultures, by inviting parents to share elements of their cultures while volunteering in classrooms, and by accommodating religious dietary restrictions. Children who do not yet speak English are always welcome in Head Start and Early Head Start.

Race

- **90** percent Caucasian (includes Latino/Hispanic origins)
 - **6** percent Biracial or Multiracial
 - **1** percent Asian
 - **1** percent Native Hawaiian/Pacific Islander
 - **<1** percent Black/African American
 - **<1** percent American Indian/Alaska Native
- (3 percent did not specify their race)

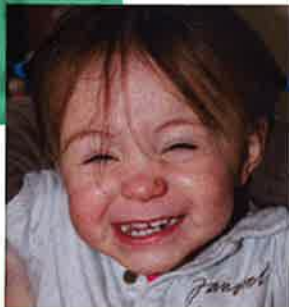


Ethnicity

(The U.S. Census Bureau includes people of Latino and Hispanic origins in the Caucasian race category.)

- **59** percent Hispanic or Latino
- **41** percent non-Hispanic non-Latino

Languages



Our families speak a variety of languages. Children who are learning English are always welcome in Head Start and Early Head Start. We enable non-English-speaking families to participate in our program by providing program materials in English and Spanish and by providing interpretation services in multiple languages at program events, Policy Council meetings, home visits, and parent-teacher conferences. We hire qualified bilingual staff whenever possible.

In 2010-11, the children in our program spoke the following languages at home.

- **47** percent spoke Spanish
- **43** percent spoke English
- **3** percent spoke an African language
- **7** percent did not specify a native language

Serving Families

Family Structure

When families are secure and healthy and can meet their children's basic needs, children can thrive. Our program served a total of **855** families in the 2010-11 program year.



447 two-parent families

- In **26 percent**, both parents were employed.
- In **60 percent**, one parent was employed.
- In **14 percent**, both parents were unemployed, retired, or disabled.

408 single-parent families

- In **66 percent**, the parent or guardian was employed.
- In **34 percent**, the parent or guardian was unemployed, retired, or disabled.

Family Income

We verify income eligibility for all children enrolled in our program.

96 percent of children came from homes with income at or below 100 percent of the federal poverty level.

4 percent came from homes with income between 100 and 130 percent of the federal poverty level.

- Of the enrolled children, **20 percent** were receiving public assistance, **7 percent** were experiencing homelessness and **5 percent** were foster children and thus granted automatic income eligibility.

Family Education

Low-income families in Washington County include parents and guardians with varying levels of education.



Of the families enrolled in our Head Start and Early Head Start programs during 2010-11:

- **7 percent** had Bachelor's degrees or advanced degrees.
- **23 percent** had Associate degrees, vocational training, or some college education.
- **28 percent** had high school diplomas or GEDs.
- **42 percent** had less than a high school diploma or GED.

Serving Families

Family Services

Low-income families face many challenges. Children from families experiencing homelessness, health issues, domestic violence, or food insecurity, or whose parents are unable to provide safe care begin school at a disadvantage. When families are secure and can meet their children's needs, their children thrive.

Family Services is an important component of Head Start. We meet families where they are and connect them with the opportunities and resources that will benefit them most. Through our strong relationships with community partner agencies, we can often refer families to resources that will help them address their specific needs and goals. All families in our program complete Family Partnership Agreements in which they define their family goals for the year. Our Family Services staff builds relationships with families and works with them to help them succeed.



In 2010-11, we connected families to a wide variety of supportive services.

- **29 percent** of families received emergency crisis intervention to meet immediate needs for food, clothing or shelter.
- **6 percent** received resources or referrals to address homelessness.
- **4 percent** received housing assistance, including subsidies, utilities, and repairs.
- **6 percent** received mental health services.
- **13 percent** received English as a Second Language (ESL) training.
- **14 percent** received adult education services, including GED programs and help with college selection.
- **4 percent** received job training.
- **3 percent** received child support assistance.
- **11 percent** received health education.
- **2 percent** received assistance for families of incarcerated individuals.
- **13 percent** received parenting education in addition to the parent training provided by Head Start and Early Head Start.
- A small number (fewer than 1 percent) received services related to substance abuse, child abuse, domestic violence, or marriage education.

Homelessness

Washington County families continue to struggle to maintain stable housing. In 2010-11 we served **54** homeless families, including **66** children. Of these, **40** families acquired housing during the enrollment year.



Inside Our Classrooms

Head Start

The preschool years are a time of intense growth and development. Early childhood education research continues to show the importance of supporting children's development during these years to prepare them for a lifetime of learning. Community Action Head Start is committed to ensuring that children have the opportunity to learn and grow in classrooms designed to support their development. A good early education makes a profound difference in a child's readiness for school.

Our Head Start classrooms use **The Creative Curriculum® for Preschool**, developed by **Teaching Strategies, Inc.®** This research-based curriculum includes activities that nurture children's development in nine areas.

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts



Classroom activities and the classroom environment itself are designed to foster development in each of these areas. Some learning activities are individualized to help children grow in specific areas. The Creative Curriculum learning objectives align with the Head Start Child Development and Early Learning Framework.

Our teachers also employ other research-based strategies. In 2010-11 several classrooms participated in activities informed by **Tools of the Mind**. This educational approach uses dramatic play to build executive function, impulse control, and sequence awareness. These skills are essential for school success.

Early Head Start



Parents are their children's first and most influential teachers, and our Early Head Start program supports them in this role. We use **The Creative Curriculum for Infants, Toddlers, and Twos** and the evidence-based **Parents as Teachers® Born to Learn®** curriculum to plan developmentally appropriate learning activities.

Infants and toddlers learn best through positive relationships and consistent routines. Early Head Start promotes positive parenting by increasing parents' knowledge of their children's emerging development, supporting the parent-child relationship, identifying any developmental delays or health issues, and helping parents set and achieve goals for their children and their families.

During home visits, teachers show parents how to use the home as a learning environment. At Socializations, children and parents come together to build parenting skills and social-emotional development.

Inside Our Classrooms

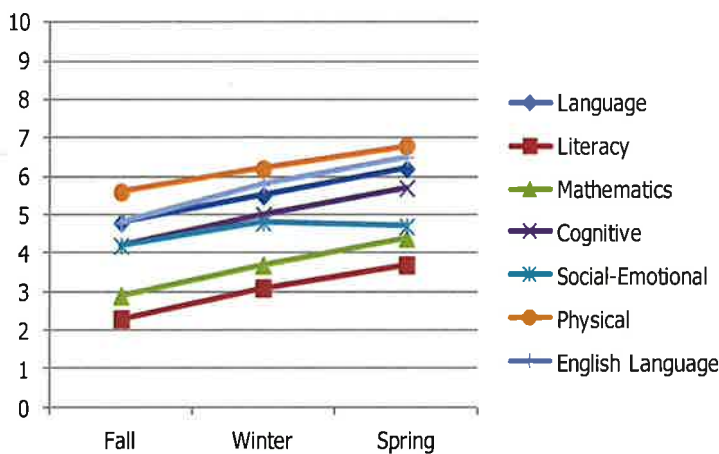
Education Outcomes

The impact of a high quality early childhood education is measurable. 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 children's overall progress in each of the Head Start general domain areas as well as the required domain elements and indicators.

At the classroom level, teachers gather information through observation, portfolio samples, and the completion of the GOLD Progress assessment tool checkpoints for each child. 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 or guardians at a parent-teacher conference. This assessment information is combined with portfolio samples and parent input to develop each child's individual education goals.

We also use standardized instruments such as the Devereaux Early Childhood Assessment (DECA), the Ages and Stages Questionnaire (ASQ-3) and the Early Screening Instrument (ESI) to measure children's development.

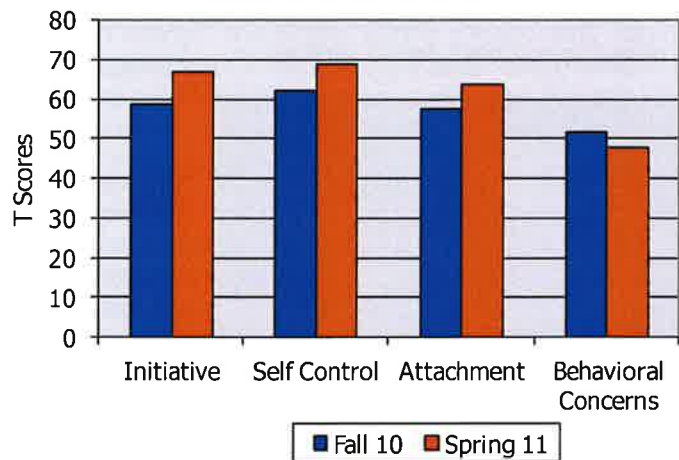
Head Start Child Outcomes, Fall 2010—Spring 2011



Each area assessed on a scale of 0-9 points.



DECA Scores 2010-11



Teacher Qualifications

A high quality program depends on the expertise and commitment of highly qualified teachers.

70 percent of the teachers in our classrooms have bachelor's degrees or advanced degrees in early childhood education. **22 percent** have master's degrees. Some of our teachers hold degrees in other fields and are currently enrolled in early childhood education degree programs.

Health and Nutrition

Screenings and Evaluations

Children who are physically and mentally healthy can succeed in school. Children with medical issues or developmental delays benefit greatly from early intervention. Every child in our program receives the following screenings and evaluations.

- Hearing and vision assessment
- Developmental screening
- Behavioral screening
- Speech and language assessment
- Nutrition assessment
- Height and weight evaluation

These screenings help us to monitor children's mental and physical development and to detect developmental delays before they affect children's school performance.



Medical and Dental

Our staff works with parents to help them establish continuous sources of medical and dental care for their children.

- By the end of the program year the number of children with ongoing source of continuous, accessible health care increased from **84 percent** to **96 percent**.
- The number of children with continuous, accessible dental care increased from **73 percent** to **96 percent**.
- At the beginning of the program year **91 percent** of children enrolled in our program had medical insurance. By the end of the program year, **97 percent** were insured.
- In 2010-11 **96 percent** of children in our program received medical exams and were up to date on age-appropriate preventive and primary health care.
- Of these, **3 percent** were diagnosed with chronic medical conditions needing treatment. **96 percent** of the children needing medical services received the appropriate medical services.
- **97 percent** of Head Start children and **94 percent** of Early Head Start children received dental exams.
- 7 percent of these children required dental treatment. **94 percent** of the children needing dental services received appropriate dental services.

Nutrition



Washington County families continue to face food insecurity. According to the Oregon Department of Education, 39 percent of Washington County children qualify for free or reduced price school lunch. Children who come to school hungry cannot learn as well as children who eat healthy meals on a daily basis.

Children in our Head Start and Early Head Start programs eat healthy meals and snacks every day. Our staff conducts nutrition assessments to determine if they are receiving adequate nutrition at home. We often connect families with resources that will help them feed their children.

Nutrition is part of the Head Start curriculum. During the school day, teachers sit with the children during meals and model appropriate meal-time behavior. Children occasionally participate in simple food preparation. Other fun activities teach children about the health benefits of fruits and vegetables.

Parent Engagement

Parents are crucial to the success of Head Start and Early Head Start. In 2010-11 parents contributed over ten thousand volunteer hours to our program. Elected parent representatives serve on Policy Council, which shares the governance of the program with the Board of Directors.

Policy Council

Policy Council works with the Board of Directors under a shared governance agreement. Policy Council members approve grant applications; participate in hiring committees for new staff; help conduct our annual self-assessment; and approve policies and procedures, recruitment plans, and selection criteria. Parents who serve on Policy Council develop leadership skills as they contribute their unique perspectives to the program decision-making process. Policy Council members are involved in every aspect of our program and have made valuable contributions to decisions regarding food service, program options, and the program's response to budget cuts and changing regulations and eligibility requirements. Policy Council parents are an indispensable part of our program.

Every Head Start and Early Head Start site, including groups of families in our Early Head Start Home Based program, elects one representative to Policy Council. These representatives hold monthly site meetings and serve as a bridge between Policy Council and parents at each site. The Executive Committee, which includes elected Policy Council officers—a chairperson, a vice chair, a liaison to the Board of Directors, and two Oregon Head Start Association Representatives — meets year-round.



Because over half of the families in our program speak languages other than English, simultaneous interpretation services are available at Policy Council meetings to enable parents who do not speak English to have a voice in our program.

Involved Parents



Our program strongly encourages parent engagement. Parents who actively participate in our program build strong relationships with their children, develop leadership and advocacy skills, build connections to community partners and resources, and learn valuable methods of ensuring that their families are healthy and strong.

Every parent in our program is invited to attend Parent Site Meetings. Family members, including grandparents, aunts, uncles, and siblings are welcome as well. Topics for these meetings in 2010-11 included positive parenting strategies, appropriate discipline, and nutrition information. They occasionally hosted guest presenters from our community partners such as public libraries. Family budgeting, dental health, early childhood literacy, and fire safety were all discussed during Parent Site Meetings this year.

Parent volunteers help out in our classrooms, provide support on field trips, and work on special projects. Fathers and father figures are especially welcome.

Transition To Kindergarten

When children transition from one classroom, program, or school to another, the adjustment to new settings, routines and relationships can be stressful for them and for their families. Transitions are eased with joint planning, information sharing, open communications, and time to adjust. Children's early classroom experiences can be calm and pleasurable when parents understand what to expect for their children in new environments.

In 2011 **551** children transitioned from our Head Start program to kindergarten classrooms in Washington County schools. Before they arrived in those new classrooms, our staff had already been working for months to ensure a smooth transition.

Preparing Families

Before children leave Head Start, our staff makes parents of transitioning children aware of kindergarten roundup events at local schools to ensure that they know how to enroll their children. School principals visit Parent Site Meetings to share information about kindergarten with parents.

At the end of each program year, teachers conduct parent-teacher conferences with parents of transitioning children. Most of our Part-Day Pre-K classrooms are located in public schools, and our teachers develop working relationships with the kindergarten teachers in those schools. Teachers provide information to parents about kindergarten orientations.



Preparing Teachers

At the end of each program year, our Head Start Education Coordinator provides each receiving public school with a list of prospective incoming kindergarten students. When these children arrive in their new classrooms, their teachers have already received Transition to Kindergarten Letters explaining that they are Head Start graduates. The teachers have also received progress reports about their new students' development, learning, and individual educational goals.

Children with special needs receive special attention. Every child in our program with an Individual Family Service Plan at the time of transition is evaluated by the receiving school district to determine if he or she is eligible for special education in the new school. Our staff works with school district staff and with the Northwest Regional Education Service District to ensure a smooth transition for children with special needs.



Program Information

Donors and Volunteers

Community Action Head Start would like to express our deep appreciation to the many volunteers, community partners, and friends who have supported our children this year in activities that help enrich their lives. This support included classroom volunteers who helped with vision, hearing, and dental screenings; music appreciation classes; and the Adopt-A-Class holiday experience. Donors and volunteers also provided space and food for various Head Start events as well as generous gifts of time. We thank them for their commitment to our children and our classrooms.

In 2010-11 parent and community volunteers contributed a total of **14,435** hours to our Head Start and Early Head Start programs. Of these, **10,160** hours were contributed by parent volunteers.

We are very grateful to the donors who contributed funds and in-kind donations to our program, especially to those who participated in the Adopt-a-Class program to make the holiday season special for our children and families.



Program Review Results

In December 2010 Community Action Head Start had its triennial federal monitoring review. Reviewers spent a week visiting our classroom sites, examining our enrollment and fiscal information, and interviewing our Content Area Coordinators about every aspect of our program. Reviewers spoke to parents, Policy Council members, classroom and agency staff, and members of our Board of Directors. Based on the information gathered during our review, it was determined that our Head Start and Early Head Start programs were in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. No corrective action was required.

The reviewers noted two areas of strength. The first was the Early Head Start program at Coffee Creek Correctional Facility. Through a special partnership with the Oregon Department of Corrections, we are able to serve eight children, their incarcerated mothers, and the children's caregivers in a combination model program that builds parent-child relationships and prepares the inmate mothers for parenting after they are released from prison.

The second was our strong partnership with the Northwest Regional Education Service District (NWRES), our Local Education Agency (LEA) serving children with special needs. We have a comprehensive interagency agreement with NWRES that includes three collaborative classrooms staffed by Head Start staff and one Educational Assistant position funded by the NWRES. Several dedicated Early Childhood Education Specialists and Speech and Language Pathologists are assigned to specific classrooms and work with Head Start staff to support children's Individual Family Service Plan goals. Head Start staff meet weekly with the consultants to discuss progress and needs. The two agencies plan and share trainings.

Fiscal Information

Revenue

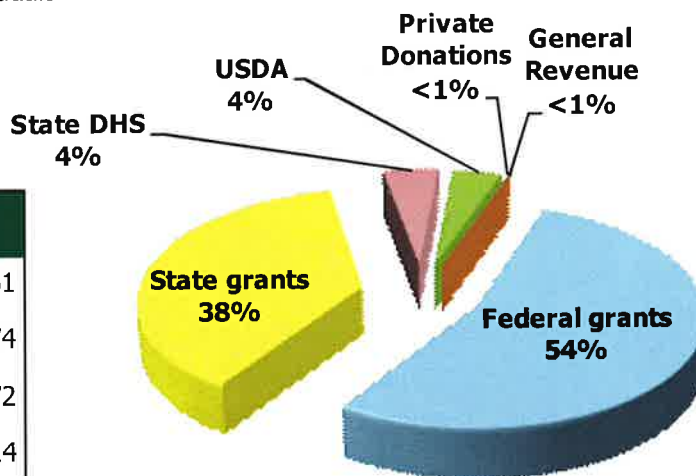
Community Action Head Start and Early Head Start programs are funded by a federal grant through the **Administration for Children and Families — Office of Head Start**. We are also funded by state a grant through the **Oregon Department of Education**. These federal and state grants also provide funding for staff training and technical assistance.

Our Early Head Start program was also partially funded by the second year of an **American Recovery and Reinvestment Act** grant that allowed us to continue to offer 24 program slots in our Home Based program. The Oregon Department of Education provided funding for seven additional Early Head Start program slots.

The **United States Department of Agriculture** provides reimbursement for the cost of healthy food that we serve to children in our care. Our program participates in the Child and Adult Care Food Program (CACFP) through the USDA. *

The Oregon **Department of Human Services** provided Employment Related Day Care (ERDC) subsidies for children of low-income working parents who were enrolled in our Full-Day Full-Year Head Start and Early Head Start programs. These programs served a total of 34 children in 2010-11.

We also received support from other sources, including over five thousand dollars in contributions from private corporations, foundations, organizations, and individuals.



REVENUE	
Federal grants	\$ 4,643,322.61
State grants	\$ 3,236,883.74
State DHS	\$ 382,348.72
USDA	\$ 333,919.24
Private donations	\$ 5,027.51
Other revenue	\$ 5,814.32
TOTAL REVENUE	\$8,607,316.14

Financial Audit Results

Our 2010 financial statements were audited by Aiken & Sanders, Inc. PS, Certified Public Accountants and Management Consultants. Their report, issued on December 16, 2010, expressed an unqualified opinion of our financial statements. The report stated:

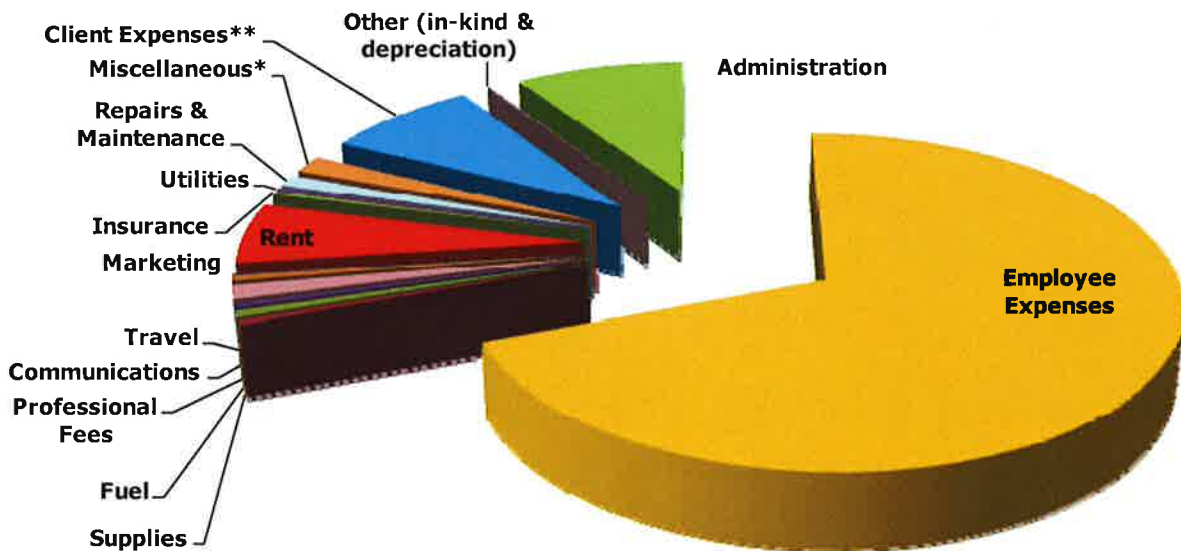
"In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the CAO as of June 30, 2010, and the changes in its net assets and its cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America."

* In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write **USDA, Office of Civil Rights**, 1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call, toll free, (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

Fiscal Information

Expenses

Category	Budgeted	Actual
Employee Expenses	\$ 5,826,057.00	\$ 6,063,644.30
Supplies	\$ 67,946.00	\$ 40,867.39
Fuel	\$ 42,482.00	\$ 54,796.68
Professional Fees	\$ 65,361.00	\$ 41,917.36
Communications	\$ 120,799.00	\$ 119,064.61
Travel	\$ 58,394.00	\$ 48,505.55
Marketing	\$ 5,099.00	\$ 2,018.31
Rent	\$ 453,399.00	\$ 526,319.50
Insurance	\$ 31,114.00	\$ 25,505.30
Utilities	\$ 30,397.00	\$ 28,581.95
Repairs & Maintenance	\$ 79,641.00	\$ 101,792.76
Miscellaneous*	\$ 231,055.00	\$ 153,828.75
Client Expenses**	\$ 674,658.00	\$ 727,844.05
Other (in-kind & depreciation)	\$ -	\$ 6,421.03
Administration	\$ 889,087.00	\$ 797,128.42
TOTAL EXPENSES	\$ 8,575,489.00	\$ 8,738,235.96



* Includes dues, licensing, training, employee testing fees, and translation expenses.

** Includes food, transportation, diapers, classroom supplies, parent training and Policy Council expenses, contractual services health supplies, medical and dental fees, field trip expenses, and expenses to provide services to children with disabilities and special needs.



1001 Southwest Baseline Street • Hillsboro, Oregon • 97123

(503) 648-6466

www.communityaction4u.org

www.hopehelpchange.com

In partnership with the community, Community Action assists low-income people to achieve self-determination.

Community Action Head Start works with parents and community partners to prepare children for educational success, and assists their families to achieve their goals.

Executive Director

Jerralynn Ness

Director of Child Development

Farzana Siddiqui, Psy.D.

2010-11 Board of Directors

Chair: Ronald Sarazin, President, Olympic Performance

Vice-Chair: Tom Hughes, Metro Council President, *for Mayor Jerry Willey, City of Hillsboro*

Treasurer: Scott Gardner, PGE

Secretary: Cathy Stanton, City Councilor, *for Mayor Denny Doyle, City of Beaverton*

At-Large: Kevin Aguirre, District Manager,
Oregon Department of Human Services

At Large: Christy Barker, Community Representative

D. Craig Kinnie, retired Vice-President, Intel Architecture Labs

Dana Galaxy, Community Representative

David Wu, Representative, US Congress

Denny Doyle, Mayor, City of Beaverton

Dick Schouten, County Commissioner

Erica Leonard, Head Start Policy Council

Jerry Willey, Mayor, City of Hillsboro

Joelle Davis, City Councilor, *for Mayor Lou Ogden, City of Tualatin*

Leda Garside, Clinical Services Manager for iSalud!

Leslea S. Smith, Regional Director, Oregon Law Center

Lou Ogden, Mayor, City of Tualatin

Lynn Baker, Manager, Virginia Garcia Memorial Health Center, *for Centro Cultural*

Margaret Doherty, State Representative

Richard M. Odell, Director of Communications and Assistant to the President, Kaiser Permanente

Chief Ron Louie, retired Hillsboro Police Department,
for Congressman Wu

2010-11 Policy Council

Chair: Yesenia Rojas

Vice Chair: Marcelo Zarate

Community Action Board Liaison: Erica Leonard
Oregon Head Start Association

State Representatives:

Teresa Cervantes
Ashley Kountz

Zayra Estrada

Edith Garcia

Sabrina Hernandez

Brandy Johnston

Jessica Martinez

Gustavo Mejia

Andrea Meyer

Jennifer Moody

Martha Morales

Angela Patten

Alicia Roach

Maria Salazar

Mary Sanchez

Susana Soto

Sefana Wilde