

COMMUNITY ACTION TEAM, INC.

CHILD AND FAMILY DEVELOPMENT
PROGRAMS – HEAD START

REPORT TO THE PUBLIC 2017-18

COMMUNITY ACTION TEAM, INC.

“BUILDING BRIDGES TO SELF-SUFFICIENCY”





2017-18



IN THIS REPORT:

- Funding
- Budgetary Expenses
- Enrollment
- Review & Audits
- Health Status
- Parent Engagement
- CLASS
- Kindergarten Readiness
- Community Assessment
- USDA Statement
- Vision, Mission, Values and Philosophy

The program emphasizes the role of parents as their child's first and most important teacher and builds relationships with families to support:

- Family well-being and positive parent-child relationships
- Families as learners and life-long educators
- Family connections to peers and community
- Families as advocates and leaders

Together, parents and staff work to provide developmental preschool experiences for children to succeed in school.



Funding

The total amount of public and private funds received and the amount from each source.

U.S. Department of Health & Human Services: \$1,874,956

Oregon Department of Education: \$1,744,499

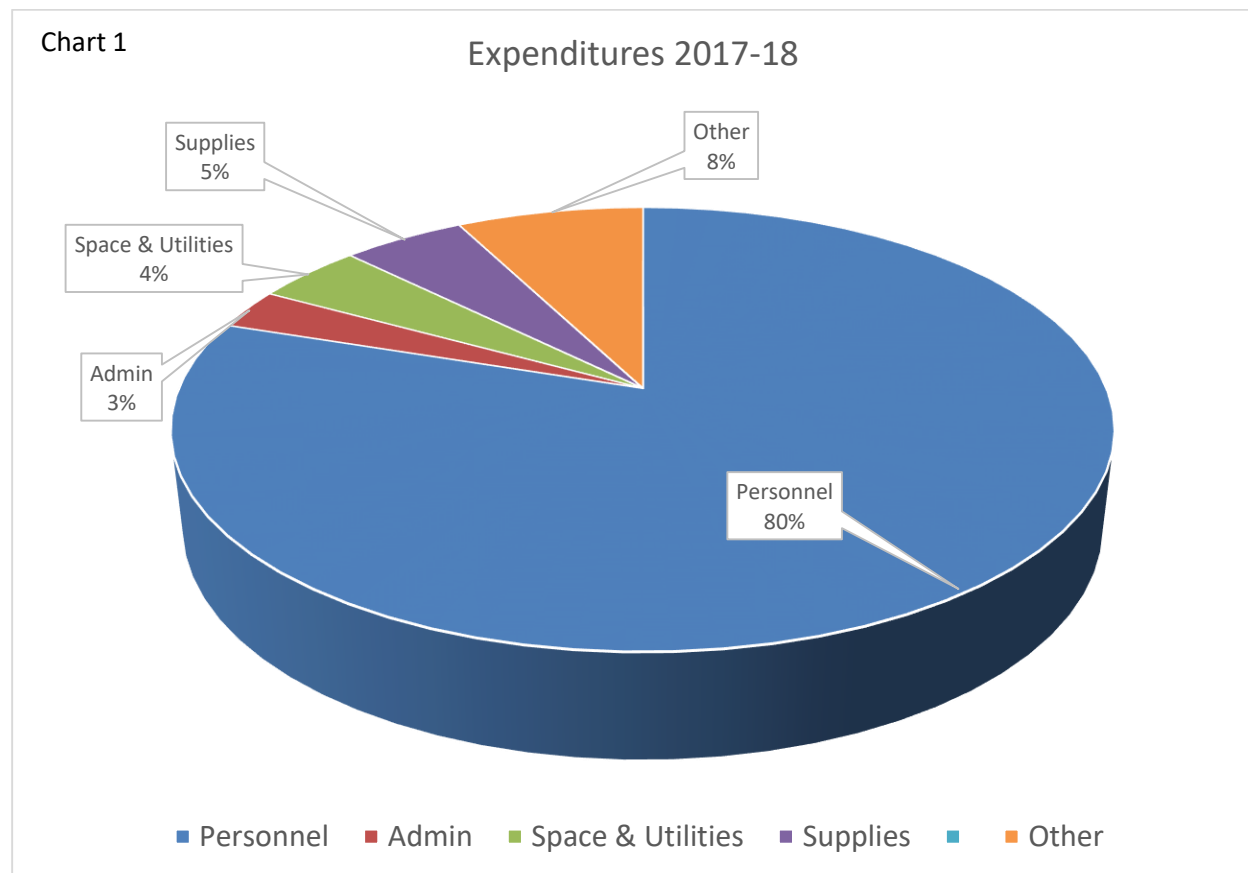
Department of Agriculture: \$148,252

Matching In-kind: \$468,739



Budgetary Expenditures

2017-18 budgetary expenditures displayed in Chart 1.



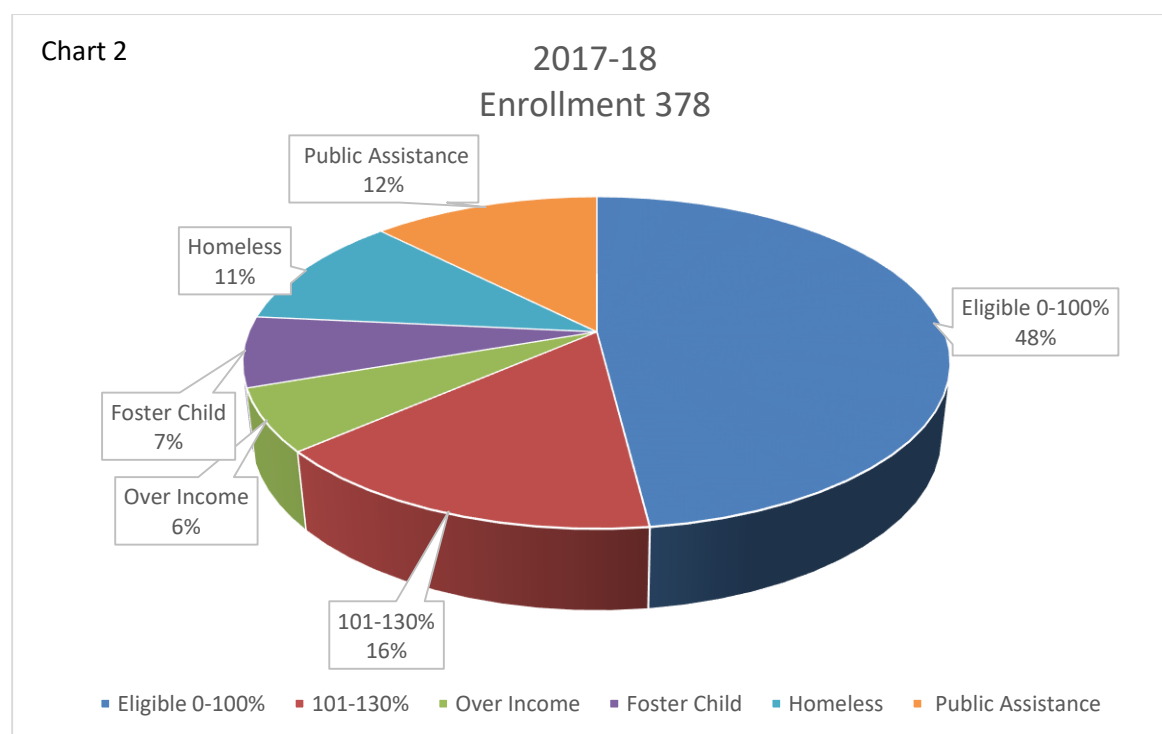


Enrollment

Funded Enrollment: 371

Total Served: 378

Total number of children with disabilities: 92



Review & Audit

Office of Head Start:

The program was reviewed in March of 2018. Their monitoring review found the program did not maintain funded enrollment. The program, during the 2017-18 school year, maintained 88% of funded enrollment. At the time of the review, the program had submitted a plan to the regional office to address under enrollment. Currently, the program has maintained full enrollment at current funded level.

The Office of Head Start (OHS) promotes the school readiness of young children from low-income families through agencies in their local community. Head Start and Early Head Start programs support the cognitive, social, and emotional development of children from birth to age 5.



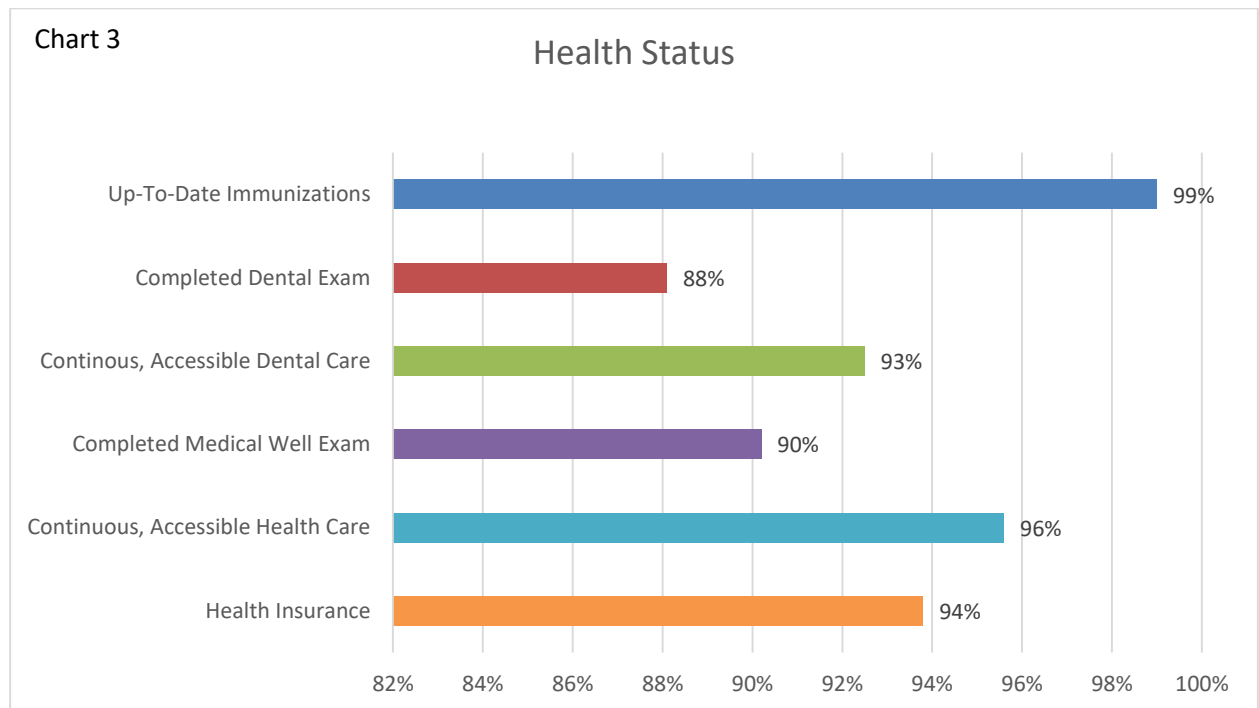


Financial Audit:

The firm of Kern & Thompson, LLC, completed the financial audit for the fiscal year ending June 30, 2017. The firm reported Community Action Team was in compliance as stated in their report. "In our opinion, the financial statements referred to above, present fairly, in all material respects, the financial position of Community Action Team, Inc. and subsidiaries as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America."

Health Status

The health status of a child is an important factor in school readiness. Chart 3 displays that the majority of children served were up-to-date.





Parent Engagement

Parents are provided numerous opportunities to strengthen leadership skills, support active involvement in their child’s education, and to connect to their communities in meaningful ways. For example, parents are active members of the Policy Council, Center Parent Committee’s, and volunteer activities in the centers. Parents also serve on the agency’s Board of Directors, participate in job training through the Center Training Assistant employment training program and participate in higher education opportunities. Families participate in monthly family nights with activities supported by parents.

During the 2017 – 2018 year, forty-three staff members (39%) were current or former Head Start parents, 187 parents, guardians and community members volunteered a total of 2578 hours, by donated time and expertise. The total volunteer dollar amount exceeded \$150,000.

CLASS

CLASS (Classroom Assessment and Scoring System) is a research-driven tool used by the Office of Head Start and the program to assess teacher-child interactions. Quality teacher-child interactions support learning and development by providing supportive, structured, and engaging classroom interactions. Information gained from the CLASS tool supports focused professional development. Even small gains in CLASS scores have been proven to have a high impact on student outcomes. The Office of Head Start conducts CLASS reviews in a random selection of Head Start programs across the nation. This data is provided to programs annually. Chart 4 shows how the program compared to the national average in SY 2017-18. To determine continued growth, a review of the previous years was completed, and is shown in Chart 5.

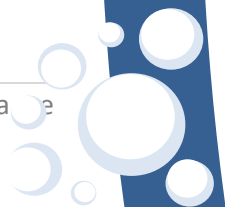
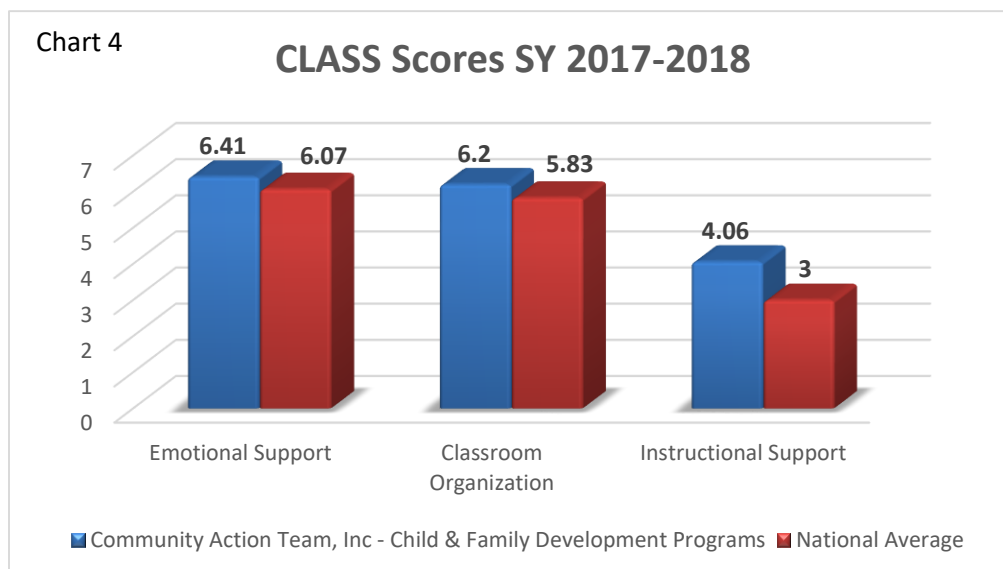
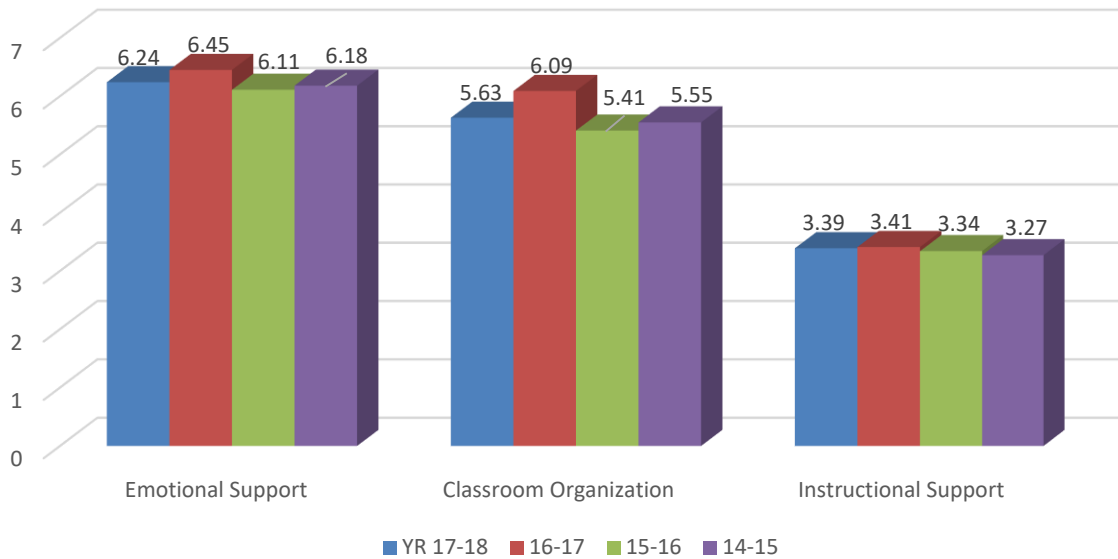




Chart 5

CLASS Score 4-Year Comparison

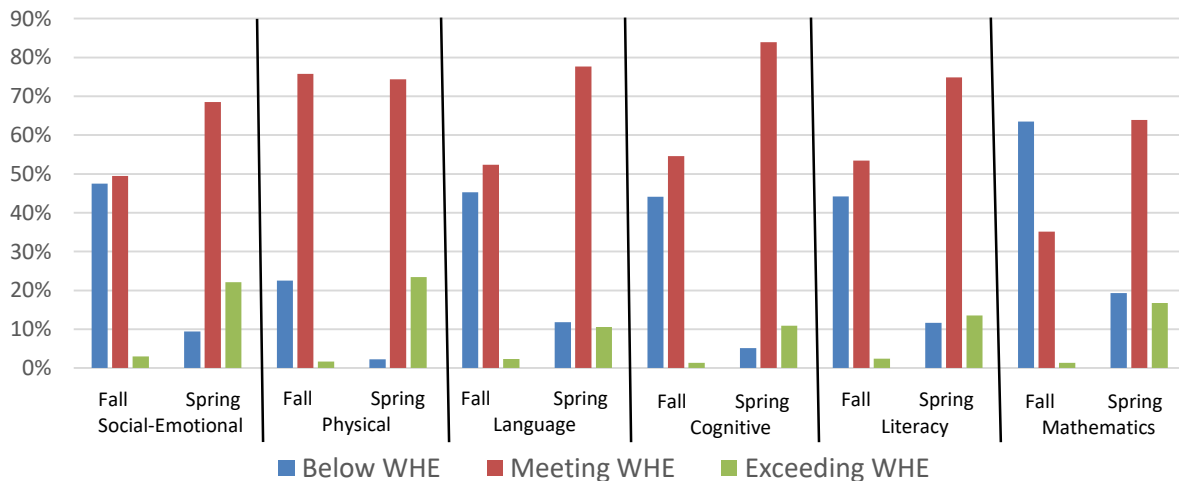


Kindergarten Readiness

Historically, Child and Family Development Programs' (CFDP) child outcome data reflects that many children enter the Head Start program below the "widely held expectations" (WHE) for development and learning in the areas of language, literacy, and mathematics. Chart 6, CFDP Data by Teaching Strategies Gold (TSG) Area SY 2017-18 highlights the growth from fall to spring for six areas of development and learning the percent of children meeting or exceeding the WHE at each checkpoint period.

Chart 6

Child Outcomes 2017-18





Community Assessment

The community assessment was completed using data from each of the communities served in addition to data from other sources. Information from the community assessment contributed to this report. A few highlights from the community assessment are:

- Lack of services for infant and toddlers
- Lack of safe and affordable housing
- Increase in State funded preschool



USDA Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. USDA is an equal opportunity provider, employer, and lender.





COMMUNITY ACTION TEAM

CHILD & FAMILY DEVELOPMENT PROGRAMS

VISION

We provide opportunities for children and families to succeed in school and life.

MISSION

Children and families empowered to meet the challenges of a changing world.

VALUES

1. To celebrate and honor families, staff and community strengths.
2. Promote excellence through communication and team work.
3. Maintain wellness and commitment to life-long learning.
4. Recognize and support holistic wellness in staff, families and children.

PHILOSOPHY

1. We believe that the family is the principle influence on the child's development.
2. We believe it is essential to support personal, holistic wellness and positive relationships among staff, in order to provide quality services.
3. We believe self-sufficiency, wellness and life-long learning are enhanced by establishing partnerships within our communities.
4. We believe the investment of family focused early childhood education through best practices strengthens our children to become leaders of the future.

