Mission

Our mission is to provide information, training, education, and other services that engage and empower families and communities to become self-sufficient.

Vision

East Central Illinois Community Action Agency is a premiere organization which fully understands and responds to the social and economic needs of the families, individuals, and communities we humbly serve. By working with our community partners and accessing a diversified stream of funding, we serve our customers and our neighbors with compassion, inclusiveness, and respect.

The Promise of Community Action

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

56 North Vermilion Street | Danville, Illinois 61832
Telephone (217) 554-9100 | Facsimile (217) 431-0725

WWW.COMACTION.ORG
Message from the Chairperson and Chief Executive Officer

On this special evening, East Central Illinois Community Action Agency celebrates fifty-two momentous years of Helping People Move Forward; one individual and one family at a time. The Agency and its team are committed to delivering meaningful and high quality services with the goal of eradicating the causes and effects of poverty in this community. Community Action’s ultimate goal is to empower the most vulnerable citizens in its tri-county service area of Ford, Iroquois, and Vermilion counties; hence enabling fellow citizens to become economically independent.

The Agency recognizes that achieving economic self-sufficiency takes hard work and dedication. At one point in everyone’s life, someone or some organization has played a part in guiding a person in his/her journey towards a successful and fulfilling life. One’s ability to become a contributing member of his or her community relies upon equitable access to high quality education, employment, and housing. Community Action wants to ensure everyone has a fair opportunity to achieve their dreams.

Community Action partners with numerous private businesses, local, state, and federal government, financial and educational institutions, and local human and social organizations, to lead the charge in addressing the socio-economic challenges that families in our community are burdened with each and every day. The Agency remains steadfast in developing innovative strategies, continuously enhances service delivery methods, and constantly builds new partnerships each day to maximize its impact in eradicating generational and situational poverty in the community it serves. Each time an individual person or family moves forward our entire community is strengthened.

One’s ability to become a contributing member of his or her community relies upon equitable access to high quality education, employment, and housing. Community Action wants to ensure everyone has a fair opportunity to achieve their dreams.

Member of:

Illinois Association of Community Action Agencies

Community Action Partnership

AGENCY GOVERNANCE

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Kiley Simmers  Iris Taylor  Sabrina Thomas
Ashley Walker
Mary Williams
32nd ANNUAL DINNER and BUSINESS MEETING

Menu

— HORS D’OEUVRES —
Veggie Eggrolls
Italian Beef Crescents
Crab Stuffed Mushrooms
Barbecue Meatballs
Assorted Petite Quiches

— PLATED DINNER —
Spring Mix Garden Salad – French, Italian, and Ranch Dressings
Breast of Chicken in Puff Pastry
Roasted Salmon with Bourbon Barbecue Sauce
Roasted and Herbed New Potatoes
Green Bean Almondine
Dinner Rolls, Whipped Butter, and Strawberry Preserves
Coffee, Iced Tea, Lemonade and Water

— DESSERT —
ASSORTED BISTRO DESSERTS
Red Velvet, Turtle Cream Pie, Peanut Butter Cream Cake,
Hot Fudge, Key Lime Pie, Strawberry Cheesecake Cream Pie,
Chocolate Cream Pie, Lemon Layer Cake
Coffee and Hot Tea
ORDER OF PROGRAM

Salutation
Honorable Scott Eisenhauer
Mayor – City of Danville, Illinois
Master of Ceremonies

Welcome
Angéle Thibodeaux Burns, Ph.D.
Chief Executive Officer

Introduction of Governing Board of Directors
Randy P. Berger, Chairperson

Presentation of Annual Report

Greetings from Association President/Chief Executive Officer
Dalitso S. Sulamoyo, Ph.D.
Illinois Association of Community Action Agencies

Invocation
Elder Tyson Parks

Dinner
Music Provided by
Ther’UPY
with special vocalist Danyell Finkley

Community Service Awards
Odette Hyatt-Watson, Chief Academic Officer

Honorees
Peter Blackmon
Jen Henrickson
Ellen Luhman
Neil and Betty Porter
Tina Todd
Frederick Whitman
ORDER OF PROGRAM

Employee Service Awards
Delia Anderson Farmer, Chief Operating Officer

Honorees
Mary Elliott – 30 Years of Dedicated Service
Connie McMasters – 30 Years of Dedicated Service
Valerie Nickle – 30 Years of Dedicated Service

Introduction of Keynote Speaker
Sergio Gonzalez, Chief Financial Officer

Keynote Presentation
Vu Le
Executive Director of Rainier Valley Corps – Seattle, Washington

Community Action Movement Economic Development Awards
Angéle Thibodeaux Burns, Ph.D.
Chief Executive Officer

Honorees
Economic Empowerment
Richard Brazda

Economic Development Leadership
Vicki Haugen

Special Acknowledgements
OUR KEYNOTE SPEAKER

— Vu Le —

Vu Le (“voo lay”) is a writer, speaker, vegan, Pisces, and grizzled nonprofit leader. Known for his no-BS approach, irreverent sense of humor, and love of unicorns, Vu has been featured in dozens, if not hundreds, of his own blog posts at nonprofitwithballs.com. He is the Executive Director of Rainier Valley Corps, a nonprofit in Seattle that promotes social justice by developing leaders of color, strengthening organizations led by communities of color, and fostering collaboration between diverse communities. RVC’s flagship program recruits cohorts of emerging leaders of color and sends them to work for two years at local nonprofits led by communities of color. RVC provides them with ongoing training, along with a living wage, medical benefit, and an education bonus upon completion of service.

Vu was born in Vietnam. He and his family came to the US when Vu was eight. His father, who was imprisoned in reeducation camp after Saigon fell, insisted on giving Vu and his siblings haircuts to save money. As an ESL kid with a terrible haircut, Vu developed an incisive sense of humor to fight back against the taunts and insults, mostly from his family. He spent several years in Seattle, attending elementary and middle school, before his parents had this wonderful idea to move the entire family over to Memphis, Tennessee, which is famous for Elvis and barbecue. Vu became a vegan.

After being a class clown for much of High School and failing AP Calculus, Vu went to Washington University in St. Louis for college and grad school. He was premed for approximately two weeks before realizing he did not want to dissect a cadaver. He chose a BA in psychology and followed it with a master’s in social work. Going from possibly being a doctor to definitely being a social worker made his family very proud. Just kidding. He was a disappointment to his parents and brought shame to his ancestors. His father said, “You’re going to this expensive school to get that degree? That’s like using a cannon to kill a cockroach.” Vu luckily inherited his father’s gift for analogies.

After grad school, Vu moved back to Seattle, where he could not find a job, and in a fit of desperation locked himself in his room and studied for the Law School Admission Test. It was a terrifying ordeal. The logic games section nearly destroyed his soul. Figuring that law school was not in his future, he found an AmeriCorps-funded position working with the Vietnamese Friendship Association (VFA), an organization focused on helping Vietnamese kids and families who just arrived to the US. Vu was the only staff at the organization, which made staff meetings really efficient, though kind of lonely. The organization had a budget less than 50K. When his one-year service was done, Vu insisted on renewing for a second year, because he really loves ramen noodle. The following year, he became the Executive Director, a position he would hold for the next seven years.

During his time as VFA’s Executive Director, Vu joined several boards and committees and participated in leadership programs such as the Marshall Memorial Fellowship. He helped found the Southeast Seattle Education Coalition, which rallies communities of color to work with and support schools in Southeast Seattle. He is a founding board member of the Youth Executives of King County, which works to coordinate the diverse organizations that make up the youth development field. And, along with several colleagues, Vu founded World
Dance Party, a multi-cultural, multi-generational dance party and potluck where 200 to 400 participants learn different cultural dances and then dance.

In 2011, asked by Social Venture Partners, one of VFA’s funders, Vu started writing about his nonprofit experience for the SVP blog. That eventually spun off into the blog nonprofitwithballs.com, unique for its unflinching look at the joys and frustrations of the nonprofit sector, as well as the usage of pictures of adorable baby animals. Vu has the belief that we should take the work seriously, but not ourselves. There are tons of humor in the nonprofit world, and someone needs to document it. He is going to do that, with the hope that one day, a TV producer will see how cool and interesting our field is and make a show about nonprofit work, featuring attractive actors attending strategic planning meetings and filing tax forms.

In his free time, Vu watches way too much TV (Game of Thrones, Breaking Bad, 30Rock, The Golden Girls), writes, and spends time with his wife and kids (a three-year-old and a one-year-old as of March 2017).

MASTER OF CEREMONIES

The Honorable **Scott Eisenhauer** is a life-long resident of Danville, and feels blessed to start his fourth term serving as Mayor of his hometown. While his face is recognized by many in the community, his voice is his trademark. He has been the “voice” of Vermilion county sports at Neuhoff Broadcasting for more than 30 years. Scott has also served as the emcee for several local, state, and national pageants, show choir competitions, marching band invitational, and community events. While no longer a full-time broadcaster, he continues to announce games for WDAN-AM, as well as for high school and college basketball, football, and baseball.

In 1993, Eisenhauer was elected to the Danville City Council. He held office until 1998, when he became the Assistant Director for the Vermilion county Emergency Management Agency writing emergency operations plans, creating school and business safety plans, and focusing on terrorism and issues of homeland security.

In 2003, Eisenhauer launched a successful campaign for Mayor of the City of Danville, a position he had dreamed of occupying since childhood. During his time in office, he developed a plan for neighborhood revitalization; established the Mayor’s Youth Council, inviting high school students to represent the young person’s perspective on issues facing the City; and also initiated a partnership with the University of Illinois students in the schools of Architecture, Landscape, and Design to create ideas for improving the area along our riverfront.

Early in his adult life, Eisenhauer committed to give 1000 hours each year in volunteer service. He was named one of Illinois’ “Ten Outstanding Young Persons” for 2000 in recognition of his years of community service. He remains active in many civic and social organizations, and continues to volunteer for community activities whenever possible.
Richard L. (Dick) Brazda was born and grew up in Grand Haven, Michigan. He received a Bachelor’s of Art from Michigan State University and a Master Business Administration from Indiana University in Transportation. His career began at the Chicago Transit Authority in a management training program. Five years later, serving as Supervisor of Service Planning, he moved to the Northeastern Illinois Regional Transportation Authority in a similar capacity. In 1983 there was a reorganization in transit operations and he transferred to the Pace Suburban Bus Division. He retired in 2003 as Planning Department Manager.

In 2003 he moved to Danville to become manager of the city bus system, Danville Mass Transit. With the assistance of federal urbanized area funding and state support, Danville Mass Transit offers extensive service for a small city.

He retired from the City of Danville in 2012. Currently, he serves as a tutor in Danville Area Community College’s English Department as a Second Language class. He began assisting with Volunteer Income Tax Assistance (VITA) program four years ago where he served as a Site Coordinator. During the 2016 Tax Season, Mr. Brazda spearheaded the VITA as Program Coordinator. Dick served as president of the Danville Rotary Club from 2014-2015. He is active in several music groups in the city and at Saint James United Methodist Church; where he is a vocalist and plays the clarinet. He is an officer with the Danville Junction Chapter of the National Railroad Historical Society.

Mr. Brazda’s wife, Joanne, is deceased, his stepson, Chris, lives with his wife in Chicago.
Vicki L. Haugen joined the Economic Development Corporation at its inception in 1982. She served as Vice President of Marketing from 1982 to 1986 and President & CEO from 1986 to June 30, 2002. On July 1, 2002 she became the President & CEO of Vermilion Advantage. With Vermilion Advantage she is responsible for implementation of economic development, business services and workforce development for Vermilion County, Illinois. She is a graduate of Danville High School and the University of Illinois at Chicago, College of Business Administration, and Institute for Entrepreneurial Studies. She has been a faculty member of the Illinois Basic Economic Development program since 1995.

Mrs. Haugen’s professional accomplishments are numerous and include competing for and successfully landing the following new employers among others:

- Alcoa (now called Arconic)
- Automation International
- AutoZone Distribution
- Blue Cross Blue Shield
- Fiberteq
- Freight Car Services
- HRW
- Kohl’s
- McLane Midwest
- Meijer
- REG
- Strapack
- The Sygma Network
- Thyssenkrupp Crankshaft
- Thyssenkrupp Presta

In addition, she has worked with existing local businesses over the years on expansion and retention projects such as the following, just to name a few:

- Genpact
- Hoopeston Foods
- KIK Custom Products
- Quaker Oats
- Steelgrip
- Towne Machine and Tool
- Walgreen’s Accounting
- Watchfire Signs

In Workforce Development, Mrs. Haugen led the establishment of the first local workforce cluster in 1998 with 12 manufacturing employers and today has more than 60 employers in manufacturing, health care, logistics, technology service and education involved in this process. In 2015, the U.S. Chamber of Commerce Foundation recognized this employer-driven workforce system facilitated by Vermilion Advantage as one of the seven best models in the country.

Throughout her busy career she has earned considerable professional recognition, including:

- 2016 Danville High School Wall of Fame
- 2014 Vermilion County Business Hall of Fame
- 2011 Commercial-News Danville Business “Woman of the Year”
- 2001 “Danvillian of the Year” by Boys & Girls Club
- 1997 Girl Scouts “Woman of Distinction”
- 1997 Illinois Development Council “Distinguished Economic Developer of the Year”
- 1995 American Association of University Women – “Woman of Achievement”
- 1990 Danville Business & Professional Women’s Club “Woman of the Year”

Her personal interests include cooking, writing poetry and flower gardening. She is married to Wayne Haugen and they have one very spoiled Shichon puppy.
Peter Blackmon, General Manager for the David S. Palmer Arena since November 2000, is a graduate of the University of Illinois. Mr. Blackmon has a degree in English Literature with a minor in Education and Psychology. Prior to his current position, he served Executive Director for Downtown Danville, Inc.; a non-profit organization focused on the revitalization of Danville’s Central Business District. From 1998 to 2001, Peter was also the Marketing Coordinator for the Danville Community Public School Foundation, developing their public relations and fundraising efforts.

In 2012, Peter helped to launch SCP Records, a small label here in Danville; slowly and carefully developing and managing a small roster of regional artists. Aside from his position with the David S. Palmer Arena, Peter is very involved in the community from all aspects of growth, including:

- Current Co-Chairman for the Festival of Trees, Provena USMC Foundation
- Developer and Coordinator for First Gig Rock and Roll Camp for Kids
- Steering Committee for Balloons Over Vermilion
- Coordinator for Lose the Training Wheels

He has formerly served on Renaissance Initiative, Inc., the Historic Preservation Commission, AMBUCS, Downtown Danville Rotary, and a number of other boards and committees throughout the City of Danville.

Peter and his wife Laura enjoy life with their daughter, Sweet Caroline.

Frederick Whitman is the Director of Communications for CRIS Healthy-Aging Center. For over 25 years Fred has worked with non-profit organizations developing and administering social service programs. He has 20 years experience working with Community Action Agencies in three states, including ten years with East Central Illinois Community Action Agency as the Associate Director of Planning and Community Services. Fred also served as an Executive Director of the Southern Iowa Economic Development Association, a community action agency. Through his writing, Fred has been instrumental in bringing over $10,000,000 in first-time continuing competitive grants from the U.S. Departments of Health and Human Services, Education, Housing and Urban Development, and Labor to the states he served. Fred has been instrumental in initiating job development programs to rural sites in Wyoming; ensuring continuation of civil legal aid programs in Indiana; enhancing pre-school programs in Iowa; and serving the most vulnerable to poverty in Illinois.

Jen Hendrickson is the director of the Gilman-Danforth District Library in Gilman, Illinois. She has enjoyed working with children all of her life, starting with babysitting in her teen years. Jen had a brief teaching career before deciding to become a children’s librarian and, ultimately, a small town library director. An important focus of her job is using her position to further children’s education, especially in the early childhood years. Headstart is one of her favorite places to do story time. She enjoys reading to and singing with the children, teaming up with Friends of the Library in Gilman to provide books and stuffed animals around the Christmas season, and promoting the 1,000 Books before Kindergarten program.
Tina Todd RDH is a dental hygienist/casefinder and has worked for OPDS (Orland Park Dental Services) since 1999. She received her training at ICC (Illinois Central College) in East Peoria and graduated in 1992. Upon graduation, she worked for 4 years in a private practice dental office. She enjoyed the office setting and building relationships with her patients. In 1996, an opportunity became available to work with the original school-based dental program which started in Peoria. She worked with the Peoria group until it disbanded, at which time she went to Orland Park Dental.

OPDS has provided services to all of the Community Action Head Starts sites since 1999, along with all the District 118 schools and the majority of the Vermillion County Schools. OPDS provides dental services to all children regardless of income, which includes a dental exam, cleaning, fluoride treatment and sealants if needed, and will arrange for payment for treatment of any child who does not have dental insurance. They also collaborate each year with Project Halo’s Director, Kathy Richard, and participate in the Colgate Dental Van event each summer. Any child seen at any of the Danville sites needing additional dental treatment is referred back to Project Halo. Kathy has a network of local dentists who participate in treating these children at no cost. Project Halo has been invaluable to OPDS.

Community Action along with Head Start, Danville District 118, and Project Halo have been a joy to work with over the years. Tina gives praise and thanks to Administration along with the teachers, school nurses and support staff who have been so supportive of this program.

Neil and Betty Porter, who live in Chrisman, Illinois, have been married since 1960 and have raised two sons together. They also get to enjoy the pleasure of being grandparents to one granddaughter and four grandsons.

Neil and Betty have been members of the Trinity United Church of Christ in Westville since 1963. Neil currently is on the Trustee Board which oversees the building and grounds of Trinity and with help from many hardworking members they keep Trinity a thriving community worship site. Some of the activities that they enjoy are the great fellowship through the annual chili supper, many potlucks, and coffee hours.

Together they enjoyed setting up a Christmas workshop in the fellowship hall and along with other members of the congregation they played Santa’s elves by helping the Head Start children choose gifts to take home for their parents. The children were so proud to be able to take beautifully wrapped presents home to share.

Ellen Luhman provides many different learning opportunities for the children in the classroom. She comes once a month and gives the children a detailed lesson on health and nutrition. The story usually involves an interactive story, details on a nutritious snack, and informational papers to take home. This ensures that parents have the resources at home to incorporate the lesson in their home. Ellen also comes to multiple parent nights. At these events, she has taught our parents the importance of budgeting and nutrition. She also provides tools to the families to implement her suggestions at home. Some of these items are measuring spoons and measuring guides. Ellen provides a positive attitude and friendly face to the children and families at Head Start!
Mary Elliott began her 30-year journey as an employee for East Central Illinois Community Agency on September 8, 1987. Her desire to shape young minds began at the First Presbyterian Church as a Head Start Parent in her daughter’s classroom. She fondly remembers her schedule for the week, leaving her place of employment, changing her clothes and heading to volunteer in the classroom.

After her eldest daughter completed the Head Start program and transitioned into kindergarten, Ms. Mary was hired to work in the Head Start program at the Lincoln Head Start Center with a co teacher, Mrs. Annie Rivers.

Since coming to the Agency, Mary has obtained her Preschool CDA, Associate Degree, Infant and Toddler CDA and Bachelor’s degree. She is most grateful to the Agency for its contribution to her education. Although Mary has moved from being a parent volunteer, Head Start teacher and now is currently a Family Advocate, her greatest desire still remains 30 years later, to have an impact on the Head Start families.

Connie McMasters began her love for the Head Start Program when her oldest son was enrolled in the program. She dedicated her time volunteering in the classroom. It was then, that Ms. Connie knew what she wanted to do. She wanted to be a Head Start teacher.

Now that her son was older, Ms. Connie decided to go back to school. She enrolled at Danville Area Community College and in two years completed an Associate Degree in Early Childhood Education. After graduating in May 1987, Ms. Connie began her teaching experience at the Lincoln School Head Start Center on September 8, 1987.

Ms. Connie taught at Trinity Head Start Center for fifteen years. Her time there was her most memorable years with Beth Amos and Goldie Nale. They enjoyed teaching the children and “they were not only a great team but the best of friends.”

Ms. Connie’s love and care for the children is what keeps her from not giving up. She finds it most rewarding when she sees the children, who are now in high school, that she taught in Head Start. She loves hearing them say, “Hey, Ms. Connie.” She will always value her friendships with her co-workers. Ms. Connie will forever have happy memories of her many years with her Head Start family. This has been a very rewarding job for her.

Ms. Valerie Nickle began her journey with East Central Illinois Community Action Agency in 1987. As a child, attending Lincoln Grade School in the early 1940s, Ms. Valerie never would have imagined that she would be working in the same exact location as an adult.

Thirty years ago, she began working at the Lincoln Head Start Center as a receptionist. Ms. Valerie has continued through the years as a receptionist for Head Start. Every morning, children, parents, and staff are welcomed with a friendly smile and a warm good morning. No one understands the importance of a smile and a warm greeting more than Ms. Valerie.

Ms. Valerie’s position provides the security routine of Agency personnel and program participants’ entrance and exit access to the Family and Community Development Center. She conducts ongoing monitoring by making sure individuals sign in and out of the building. This process keeps our children and teaching teams safe. Ms. Valerie keeps the front desk cheerful by decorating according to the holiday or season. This contributes to the children’s understanding of the different seasons and how holidays are celebrated in the community. Ms. Valerie’s determination, love of her job, and watching the children grow and learn has kept her with Community Action for thirty years.
## SPECIAL THANKS

### Silent Auction Donors*

- AMC Village Mall 6 – Dale French
- Amy Bell
- Drs. LaVias and Angéle Burns
- Applewoods Foods — Sarah Duensing
- Asher’s Catering
- Autozone Auto Parts
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- Café 13
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- Erin Ragsdale
- Family Video
- Garfield’s Restaurant and Pub
- Gibson City Head Start
- Harbor House
- Heather McMasters
- Illini Skateland — Sharon McMahon
- Illiana Backyard Fun, Inc.
- Jamie Bann
- Jennifer Nitsche
- Jimmy John’s
- Kaplan
- Kea Cunningham
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- LakeShore Learning Materials — Jared Weston
- Lincoln Lanes Bowling Alley
- Lisa Adams
- Lowe’s
- Mach 1 Danville, IL
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- Pet Supply Plus
- PinkBox Studios — Ebun Osaze

*As of March 7, 2017

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- CRIS Healthy-Aging Center
- Crosspoint Human Services
- Danville Area Community College
- Danville School District #118
- Danville Family YMCA
- Drs. LaVias and Angéle Burns
- Educational Talent Search
- Faulstich Printing Company
- GFi Digital
- Housing Authority of the City of Danville
- Illinois Association of Community Action Agencies
- Iroquois Federal Savings and Loan
- Mr. Larry and Mrs. Delia Farmer
- Mr. Leonard Bryant, II and Mrs. Chantal Savage Bryant
- Mr. Gregory Watson and Mrs. Odette Hyatt-Watson
- New Directions Treatment Center
- Presence United Samaritan Medical Center
- Woodard’s Computing Services
- Wright’s Heating and Air
SPECIAL THANKS, CONTINUED

Annual Dinner Planning Committee
Chantal Savage-Bryant, Chairperson
Lisa Adams
Teena Alpers
Tori Brigham
Angéle Thibodeaux Burns, Ph.D.
Cindy Cloutier
Lolita Collier
Kea Cunningham
Cicely M. Dowell
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Sergio Gonzalez
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Shane Huerta
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Heather McMasters
Audrey Randle
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Connie Strawser
Linnie Suggs
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Photography and Videography
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Jeff Simpson, Owner/Operator
D and J Entertainment

Musical Entertainment
Ther’UPY
with special vocalist Danyell Finkley

Graphic Design
Polly Danforth, Graphic Designer
Morning Star Design

Printer
Faulstich Printing Company

Venue
Turtle Run Golf Club and Banquet Center
Maggie Smith, Banquet Manager
Education, Employment, and Equitable, Affordable Homes are means to which economic independence is achieved. The Agency is committed to equipping its most vulnerable citizens with the essential tools and resources necessary to achieve economic self-sufficiency. The array of meaningful programs and initiatives offered through the Community Service Block Grant (CSBG) are designed to address and combat the root causes and effects of poverty. Through an annual comprehensive needs and community assessment, services are tailored specifically at the grassroots level to meet the individualized needs of the citizens residing in Ford, Iroquois, and Vermilion counties.

To continuously strengthen the lives of the residents and the communities we serve is what Community Action is determined to accomplish. Education, Employment, and Equitable, Affordable Homes are means to which economic independence is achieved. Community Action through its CSBG funds have developed initiatives that work interdependently of each other to effectively tackle the problems that prevent significant growth in these areas. Team members conduct holistic assessments on households, analyze their complex needs, and design action plans with applicable services that will aid in the elimination of barriers to reaching their desired outcomes.

Over the past year, the Agency endeavored to utilize CSBG services as conduits for families to realize economic self-sufficiency; providing families with proactive, resiliency strategies. Community Services Block Grant has incorporated financial empowerment and wealth building activities into its service delivery process. Households applying for assistance to alleviate a crisis were required to attend Financial Empowerment workshops prior to being granted approval for assistance. The workshops were facilitated by certified financial empowerment specialists and afforded participants the opportunity to examine their finances, review personal credit reports, and prepare budgets that will help them to better control their finances.

The Agency continued to leverage CSBG economic and human resources with dollars from local financial institutions and foundations to create feasible avenues for the homeownership. The Gateway to Homeownership offered professional housing education, financial coaching, and income management services to families, with low to moderate income, in Ford, Iroquois, and Vermilion counties, who were interested and motivated to purchase their first home. The Gateway to Homeownership initiative provided a six-week informative, interactive workshop series as well as one-on-one counseling sessions, to prepare households for the home-buying process. Topics ranging from Assessing Home Readiness, Budgeting and Credit, Financing a home, to the Importance of Community Involvement were facilitated by the Agency’s certified homeownership educators. Community partners were strengthened due to the active engagement of city and county government, financial and insurance industries, local utilities, and the real estate arena; these stakeholders lent their valuable time and vast expertise to the program.

Through educational endeavors, employment initiatives, crisis management, financial empowerment, housing education, leadership and personal development activities, and nutritional interventions, Community Action is committed to reducing poverty in our local communities with innovative and sustainable methods.
An educational program the Agency implements to help people move forward is the “Maternal, Infant, and Early Childhood Home Visiting Program” (MIECHV). MIECHV uses the Early Head Start Based Model as an evidence-based design that endeavors to: strengthen and improve school readiness skills, provide health based screenings, improve parent and child bonding, and identify and provide comprehensive services to improve outcomes for families who are at-risk. Weekly 90 minute home visits are provided to 20 enrolled families that are comprised of infants, toddlers and pregnant women. MIECHV purposes to provide a pathway for families that will lead them out of poverty.

In 2016, the program served 29 families: 32 children and 12 pregnant mothers. In 2016, the program welcomed 9 healthy births, and mourned three losses: 1 miscarriage, 1 still birth and 1 genetic disorder fatality in Vermilion County.

MIECHV provides services to families of various backgrounds. Of those served, 3 families were of Hispanic origin, 7 families were African American and 18 families were White. Families from various communities in Vermilion County welcomed home-visits: 17 families in the City of Danville, 7 families in the City of Hoopeston, 2 families in Oakwood and, additionally, there was 1 family in each of the towns of Rossville, Westville, Sidell, and Georgetown. A total of 450 home visits were conducted in the year 2016.

At the age of 30 months, children begin a transition process that lasts 6 months. Once a child in the MIECHV program turns 36 months, they are transitioned into the Head Start Center-Based program. In 2016, four children were transitioned from the MIECHV program into the Head Start Centers as a continuation of their school-readiness preparation.

MIECHV serves children with all abilities. In 2016, the program served 3 children with Special Needs. Three Individual Family Service Plans (IFSP) were developed and served in collaboration with Easter Seal’s Child and Family Connections, MIECHV parents, Community Action Staff and other community support systems.

MIECHV Home Visitors work individually with each family to set goals. In 2016, there were 89 new goals set by families. Goal categories and number of goals set in each include: Basic Essentials 7 - 8%; Child Development 8 - 9%; Education 7 - 8%; Employment 8 - 9%; Health & Medical Care 4 - 4%; Parenting Behavior and Relationships with Children 25 - 28%; Relationships with Family and Friends 5 - 6%; Relationships with service providers 4 - 4%; Other 25 - 28%. At the end of 2016, 15 goals (17%) had been reached by the families, 3 goals (3.5%) were partially completed, and additional goals were identified as still in the process of progressing.

MIECHV Home Visitors also provide families with needed resource referrals. In 2016, a total of 37 referrals were made for MIECHV families in the following areas of Community/group participation 2; Dental Services 7; Early Childhood Intervention 1;
MIECHV Program – continued

Faith Community 2; Food Resources (WIC, Food Pantry) 2; Housing Resources-Utilities 1; Other 16; Mental Health Services 4; Transportation, License/insurance 1; and utility bill assistance (LIHEAP) 25 (all families served).

Central Intake

The MIECHV program recruitment and referral must be conducted through a Coordinated Intake (CI) process. This service is provided by Aunt Martha’s Clinic in Danville, Illinois. Any customer, who is interested in MIECHV services, must first complete an initial intake application with the Coordinated Intake provider who then refers that family to the appropriate MIECHV provider that was identified for the family. This Coordinated Intake process differs significantly from the Early Head Start recruitment and enrollment process. There lies the significant difference between the two Birth to Three home visiting services provided by Community Action.

MIECHV Quality Assurance Review

The annual MIECHV Program Quality Assurance Review was conducted by the Illinois Department of Human Services, Division of Family and Community Services on June 15, 2016. Erikson Institute visited on June 27, 2016.

MIECHV Children's School Readiness Progress

MIECHV provides on-going assessment of infants and toddlers four times per program year. MIECHV uses the Teaching Strategies Gold On-Going Assessment Tool to evaluate the attainment rate of each infant’s/toddler’s school readiness skills. Some of MIECHV’s school readiness outcomes for the program year 2015 are listed below:

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals</th>
<th>Fall Qtr. 1</th>
<th>Winter Qtr. 2</th>
<th>Spring Qtr. 3</th>
<th>Summer Qtr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Social Emotional</strong> MIECHV children shall attempt to use the restroom independently with increased success; regulate own emotions and behaviors; indicate needs and wants; seeks to do things for themselves.</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td>Birth to 1 year: indicate needs and wants</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>1 to 2 years: regulate own emotions and behaviors</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td></td>
</tr>
<tr>
<td>2 to 3 years: attempt to use the restroom independently with increased success</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>83% Met</td>
</tr>
<tr>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2: Social-Emotional** MIECHV children shall establish and sustain positive relationships.

| Birth to 1 year: demonstrate secure attachment to one or more adults | 100% Met | 100% Met | 100% Met | 100% Met |
| 0% Exceed | 0% Exceed | 0% Exceed | 0% Exceed |
| 1 to 2 years: use trusted adults as a secure base from which to explore the world | 100% Met | 100% Met | 100% Met | 100% Met |
| 0% Exceed | 0% Exceed | 0% Exceed | 0% Exceed |
| 2 to 3 years: manage separation without distress and engage with trusted adults | 100% Met | 100% Met | 100% Met | 100% Met |
| 0% Exceed | 0% Exceed | 0% Exceed | 0% Exceed |
MIECHV Program – continued

<table>
<thead>
<tr>
<th>Infant and Toddler School Readiness Goals</th>
<th>Fall Qtr. 1</th>
<th>Winter Qtr. 2</th>
<th>Spring Qtr. 3</th>
<th>Summer Qtr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 3: Physical Development / Social-Emotional:</strong> MIECHV children shall demonstrate traveling skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth to 1 year: children shall move to explore immediate environment</td>
<td>100% Met</td>
<td>50% Met</td>
<td>40% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>1 to 2 years: children shall experiment with different ways of moving</td>
<td>50% Met</td>
<td>50% Met</td>
<td>50% Met</td>
<td>67% Met</td>
</tr>
<tr>
<td></td>
<td>50% Exceed</td>
<td>50% Exceed</td>
<td>33% Exceed</td>
<td></td>
</tr>
<tr>
<td>2 to 3 years: children shall experiment with different ways of moving</td>
<td>100% Met</td>
<td>0% Met</td>
<td>25% Met</td>
<td>50% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>50% Exceed</td>
<td>50% Exceed</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 4: Physical Development:</strong> MIECHV children shall demonstrate fine-motor strength and coordination using fingers and hands.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth to 1 year: children shall reach for, touch, hold objects purposefully</td>
<td>100% Met</td>
<td>80% Met</td>
<td>80% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>1 to 2 years: children shall use fingers and whole-arm movements to manipulate and explore objects</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>2 to 3 years: children shall refined wrist and finger movements</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td><strong>Goal 5: Language:</strong> MIECHV children shall listen and understand increasing complex language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth to 1 year: children shall show an interest in the speech of others</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>1 to 2 years: children shall identify familiar people, animals, and objects when prompted</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
<td>100% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
<td>0% Exceed</td>
</tr>
<tr>
<td>2 to 3 years: children shall identify familiar people, animals, and objects when prompted</td>
<td>100% Met</td>
<td>75% Met</td>
<td>75% Met</td>
<td>67% Met</td>
</tr>
<tr>
<td></td>
<td>0% Exceed</td>
<td>25% Exceed</td>
<td>25% Exceed</td>
<td>33% Exceed</td>
</tr>
</tbody>
</table>

MIECHV children showed an on-going progress where they either met or exceed most school readiness goals. The school readiness goals are reviewed with individual families and in-home lesson plans are developed to enhance the attainment rate of each goal. The lack of school readiness attainment is also reviewed to evaluate the types of professional development home visitors may require in order to prepare their parents to engage skillfully with their infants and toddlers. 100% of MIECHV age eligible children are transitioned into the Head Start centers with an upper hand in school readiness.
HEAD START AND EARLY HEAD START ANNUAL SUMMARY

For the past 52 years, Community Action has been helping children and their families move forward through early childhood development and family engagement services that is offered through the Head Start Birth to Five Program. The Head Start Program supports the education, health, mental health, disability, nutrition, family and community support services for children and their families. Our goal is to teach and prepare children for kindergarten and assist parents in increasing their self-sufficiency thereby providing a continuum of comprehensive services that move children and their families out of poverty.

The funded enrollment for the Head Start Program is 414 children, and the funded enrolled for Early Head Start Program is 70 infant, toddlers and/or pregnant women. Each child enrolled in the program receives early learning services, developmental, dental, vision, hearing, nutrition and social emotional screenings. Each parent is offered family-goal setting, self-sufficiency screenings, leadership opportunities and referral supports to ensure that they are better able to contribute to the well-being of their children and community.

As the Head Start Program celebrated 52 years of educational services, the Early Head Start Program entered its 14th year of program operation. The Head Start and Early Head Start Programs successfully completed three continuous years of Federal Reviews, and the Department of Health and Human Services, Administration for Children and Families granted the Early Head Start and Head Start Programs its fourth year of funding of a five year grant cycle.

Both the Head Start and Early Head Start programs surpassed its funded enrollment goals with a cumulative enrollment of 583 children: (10) pregnant mothers, (107) infant and toddlers and (476) ages 3 to 5 years. In 2016, both programs maintained 100% of its funded enrollment with a combined average attendance rate of 86% at Head Start and Early Head Start centers.

Children served came from families with diverse racial backgrounds and ethnicities. The programs served 14% children from Hispanic/Latino ethnicities; and children from the following races: 34% White, 42% African American, 8% Bi-racial, 0% Pacific Islander, .03% Asian and .03% Native American Indian.

The Agency used the 2016 Federal Poverty Guidelines to determine the eligibility for participation in Head Start and Early Head Start Programs. Among the Early Head Start and Head Start children and families served: 88% were children whose families had incomes below 100% of the federal poverty line (14% were children whose families were recipients of public assistance such as TANF and SSI; 2% were children in foster care; 7% were children whose families were homeless.) Of the remaining number of children served, 8% were from incomes that were between 100% and 130% of the federal poverty line, and 3% were children whose families were classified as “over-income.”

Head Start and Early Head Start programs are required to enroll 10% of children with special needs. In 2016, 10% of infants and toddlers and 13% of children ages 3 to 5 years were identified as children with special needs. Through collaborations
with the local school districts, Easter Seals, parents, and other community support systems, 11 Individual Family Service Plans (IFSP) and 60 Individual Education Plans (IEP) were developed resulting in a total of 71 children with diagnosed special needs being served in Head Start and Early Head Start.

**HEAD START CHILDREN’S GROWTH IN ACADEMIC SKILLS**

The Agency has the ability to process and document accurate and reliable data, monitor progress and evaluate the contributing factors that increases long-term school readiness skills in young children. The Agency has a goal of implementing the **Head Start Early Learning Outcomes Framework**, its 20 school readiness goals and aggregated child outcomes to promote long-term school readiness. The program determines if its educational goals are being met through the use of a research-approved assessment tool called **Work Sampling On-Going Assessment Tool**. Below is a list of some of the 2015/2016 fall and spring outcomes for children ages three (3) and four (4) years old.

<table>
<thead>
<tr>
<th>The percentage of Head Start 3-yr-olds who can now, or are in the process of attaining, these skills:</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>2016 Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names basic shapes?</td>
<td>63%</td>
<td>96%</td>
<td>33%</td>
</tr>
<tr>
<td>Counts to 10 or higher?</td>
<td>62%</td>
<td>97%</td>
<td>35%</td>
</tr>
<tr>
<td>Uses crayons and pencils correctly and has control to make basic shapes, such as circle, cross, and straight line?</td>
<td>70%</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td>Shows beginning phonological awareness?</td>
<td>44%</td>
<td>91%</td>
<td>47%</td>
</tr>
<tr>
<td>Performs the social skills of taking turns, talking to others within a group, sharing, participating in new activities, following rules and directions?</td>
<td>78%</td>
<td>100%</td>
<td>22%</td>
</tr>
<tr>
<td>Knows some words for where things are: ie – first, last, top, bottom, beside, inside, outside?</td>
<td>63%</td>
<td>96%</td>
<td>33%</td>
</tr>
<tr>
<td>Prints first name correctly, using capital and small letters correctly?</td>
<td>63%</td>
<td>99%</td>
<td>36%</td>
</tr>
<tr>
<td>Sits and listens to a story?</td>
<td>71%</td>
<td>98%</td>
<td>27%</td>
</tr>
<tr>
<td>Recognizes 10 letters of the alphabet and numbers 1 to 10?</td>
<td>34%</td>
<td>86%</td>
<td>52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The percentage of Head Start 4-yr-olds who can now, or are in the process of attaining, these skills:</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>2016 Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names basic shapes?</td>
<td>79%</td>
<td>98%</td>
<td>19%</td>
</tr>
<tr>
<td>Counts to 10 or higher?</td>
<td>79%</td>
<td>98%</td>
<td>19%</td>
</tr>
<tr>
<td>Uses crayons and pencils correctly and has control to make basic shapes, such as circle, cross, and straight line?</td>
<td>86%</td>
<td>100%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Each child enrolled in the program receives early learning services, developmental, dental, vision, hearing, nutrition and social emotional screenings.

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### Head Start — continued

The percentage of Head Start 4-yr-olds who can now, or are in the process of attaining, these skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>2016 Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows beginning phonological awareness?</td>
<td>66%</td>
<td>98%</td>
<td>32%</td>
</tr>
<tr>
<td>Performs the social skills of taking turns, talking to others within a group, sharing, participating in new activities, following rules and directions?</td>
<td>87%</td>
<td>100%</td>
<td>13%</td>
</tr>
<tr>
<td>Knows some words for where things are: ie – first, last, top, bottom, beside, inside, outside?</td>
<td>83%</td>
<td>99%</td>
<td>16%</td>
</tr>
<tr>
<td>Prints first name correctly, using capital and small letters correctly?</td>
<td>83%</td>
<td>98%</td>
<td>16%</td>
</tr>
<tr>
<td>Sits and listens to a story?</td>
<td>89%</td>
<td>99%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Average Growth among 3 and 4 year olds:** 14%

The Early Head Start Program provides on-going assessment of infants and toddlers four times per year. Similar to the Head Start Program, the Agency determines if its educational goals are being met through the use of a research-approved assessment tool called Teaching Strategies Gold On-Going Assessment Tool. A summary of how infants and toddlers gained in school readiness for the program year 2016 are displayed below:

#### Infant and Toddler School Readiness Goals

<table>
<thead>
<tr>
<th>Goal 1: Social Emotional: EHS children shall attempt to use the restroom independently with increased success; regulate own emotions and behaviors; indicate needs and wants; seek to do things for themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1 year: indicate needs and wants</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1 to 2 years: regulate own emotions and behaviors</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2 to 3 years: attempt to use the restroom independently with increased success</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### Goal 2: Social-Emotional: EHS children shall establish and sustain positive relationships.

<table>
<thead>
<tr>
<th>Birth to 1 year: demonstrate secure attachment to one or more adults</th>
<th>Fall Qtr. 1</th>
<th>Winter Qtr. 2</th>
<th>Spring Qtr. 3</th>
<th>Summer Qtr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Met</td>
<td>33% Met</td>
<td>75% Met</td>
<td>86% Met</td>
<td></td>
</tr>
<tr>
<td>0% Exceed</td>
<td>67% Exceed</td>
<td>25% Exceed</td>
<td>14% Exceed</td>
<td></td>
</tr>
<tr>
<td>1 to 2 years: use trusted adults as a secure base from which to explore the world</td>
<td>64% Met</td>
<td>24% Met</td>
<td>69% Met</td>
<td>25% Met</td>
</tr>
<tr>
<td>14% Exceed</td>
<td>65% Exceed</td>
<td>26% Exceed</td>
<td>50% Exceed</td>
<td></td>
</tr>
<tr>
<td>2 to 3 years: manage separation without distress and engage with trusted adults</td>
<td>68% Met</td>
<td>41% Met</td>
<td>84% Met</td>
<td>70% Met</td>
</tr>
<tr>
<td>4% Exceed</td>
<td>32% Exceed</td>
<td>5% Exceed</td>
<td>10% Exceed</td>
<td></td>
</tr>
</tbody>
</table>

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—continued on next page
Infant and Toddler School Readiness Goals

| Goal 3: Physical Development / Social-Emotional: EHS children shall demonstrate traveling skills. |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Infant/Toddler School           | Fall Qtr. 1                     | Winter Qtr. 2                   | Spring Qtr. 3                   | Summer Qtr. 4                   |
| **Birth to 1 year:** children shall move to explore immediate environment | 14% Met 66% Exceed | 15% Met 85% Exceed | 33% Met 67% Exceed | 57% Met 43% Exceed |
| **1 to 2 years:** children shall experiment with different ways of moving | 52% Met 38% Exceed | 41% Met 47% Exceed | 19% Met 69% Exceed | 56% Met 33% Exceed |
| **2 to 3 years:** children shall experiment with different ways of moving | 52% Met 48% Exceed | 50% Met 27% Exceed | 52% Met 42% Exceed | 42% Met 42% Exceed |

**Goal 4: Physical Development:** EHS children shall demonstrate fine-motor strength and coordination using fingers and hands.

| Birth to 1 year: children shall reach for, touch, and hold objects purposefully | 100% Met 0% Exceed | 67% Met 33% Exceed | 50% Met 50% Exceed | 86% Met 14% Exceed |
| 1 to 2 years: children shall use fingers and whole-arm movements to manipulate and explore objects | 67% Met 5% Exceed | 41% Met 47% Exceed | 18% Met 13% Exceed | 42% Met 8% Exceed |
| 2 to 3 years: children shall refine wrist and finger movements | 84% Met 0% Exceed | 50% Met 27% Exceed | 68% Met 5% Exceed | 60% Met 10% Exceed |

**Goal 5: Language:** EHS children shall listen to and understand increasingly complex language.

| Birth to 1 year: children shall show an interest in the speech of others | 85% Met 8% Exceed | 100% Met 0% Exceed | 63% Met 38% Exceed | 71% Met 14% Exceed |
| 1 to 2 years: children shall identify familiar people, animals, and objects when prompted | 81% Met 0% Exceed | 71% Met 0% Exceed | 94% Met 6% Exceed | 67% Met 8% Exceed |
| 2 to 3 years: children shall identify familiar people, animals, and objects when prompted | 92% Met 4% Exceed | 41% Met 23% Exceed | 89% Met 5% Exceed | 75% Met 5% Exceed |

The process of collecting, analyzing and aggregating data starts at the classroom with each individual child, and it continues at the Head Start management level. The management team uses the Work Sampling On-Going Assessment Tool and the Teaching Strategies Gold On-Going Assessment Tool to generate reports on groups of children, single or multiple classrooms and ages of children. The Agency serves children who are dual language learners, children with disabilities, children who are entering school for the first time or children who transitioned into Head Start from the Early Head Start Program. The program collects and compares the school readiness of children who are enrolled in part-day Head Start Services versus children who are enrolled in full day services. The data is used to monitor, track and compare groups of children so that the Agency can determine its ability to prepare children from various groups for school readiness and long-term academic success.
HEAD START – continued

As a result of child outcome reports and data collection, the Agency has petitioned the Office of Head Start to convert all part-day Head Start sessions into full day Head Start sessions. The child-outcomes data revealed that children in full day sessions were gaining more school readiness skills than children who were enrolled in part-day sessions. The Office of Head Start in December of 2016 granted the Agency’s request.

The 2016 Early Head Start outcomes are unique as the children will age into different age groups during a quarter. After reviewing individual scores of various infants and toddlers, the data does show growth in the outcomes scores between the 4 quarters. Growth is measured by groups of children or individual children in order to determine ways to increase school readiness in infants and toddlers.

Spanish speaking children’s growth in early reading, comprehension of the English language showed some progress. The program will remain to continue to create more growth in the use of vocabulary and uses of the English language.

Head Start promotes healthy habits so that we can see Healthy growth in children. We promote physically active games and play activities; serve fresh fruit and low-fat milk and serve child size portions to address the growing trend of childhood obesity. Partnering with local Health Providers to ensure that medical and dental health services are available to Head Start enrolled children is a must. Of the children enrolled in the Head Start 3 to 5 service, 100% received medical exams and 100% received dental exams. Of the children enrolled in the Early Head Start service, 100% received well-baby exams and 100% received dental mouth sweeps.

Parents are great leaders in the Head Start Program. Many parents are volunteers in the classrooms, and/or socialization sessions, attend parent teacher conferences, attend parent education trainings, participate in the Policy Council (a voluntary governing group in Head Start), and are observers and assessors in the Head Start Program’s Self-Assessment process. In 2016, our program earned a total of 764 Former and Present Head Start Parents voluntary services resulting in a total of 29,449 voluntary hours.

The average Head Start teacher has been in the classroom for 16 years. 100% of the Head Start (3 to 5) Center teachers and 75% of the Birth to Three Center Teachers have at least an Associate Degree. 50% have least a Bachelor’s Degree.

2016 FAMILY GOAL ATTAINMENT OUTCOMES

**Program Option: Early Head Start**

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of EHS Families who participated in Goal Setting</td>
<td>60</td>
</tr>
<tr>
<td>Number of EHS Families with documented changes in Goal Attainment</td>
<td>47</td>
</tr>
<tr>
<td>Number of Assessments Conducted</td>
<td>3</td>
</tr>
<tr>
<td>Assessment #1: End of First Quarter Family Goal Attainment Rate</td>
<td>80.2%</td>
</tr>
<tr>
<td>Assessment #2: End of Second Quarter Family Goal Attainment Rate</td>
<td>85%</td>
</tr>
<tr>
<td>Assessment #3: End of Third Quarter Family Goal Attainment Rate</td>
<td>86.87%</td>
</tr>
</tbody>
</table>

—continued on next page
<table>
<thead>
<tr>
<th>Family Goal</th>
<th>Increase in Goal Attainment</th>
<th>No Change in Goal Attainment</th>
<th>Decrease in Goal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health / Substance Abuse</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Stability</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Nurturing Relationships</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Child Development / Parenting</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Family Education at Home</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School Readiness</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Promoting Primary Language</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Education, Training and Literacy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Volunteering</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Transition to Head Start Centers</td>
<td></td>
<td>X</td>
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<tr>
<td>Families and Communities</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Leadership and Advocacy</td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>

The 2016 data shows that Early Head Start and Head Start families increased in goal attainment in all areas except Early Head Start families decreased in Safety and Mental Health/Substance Abuse. These two areas will be explored via trainings to better equip personnel in serving Early Head Start families in these content areas.
2016 FAMILY GOAL ATTAINMENT OUTCOMES

Program Option: Head Start

Number of EHS Families who participated in Goal Setting................................. 387
Number of EHS Families with documented changes in Goal Attainment ............ 377
Number of Assessments Conducted........................................................................ 3
Assessment #1: End of First Quarter Family Goal Attainment Rate....................... 77.92%
Assessment #2: End of Second Quarter Family Goal Attainment Rate................... 83.54%
Assessment #3: End of Third Quarter Family Goal Attainment Rate...................... 88.12%

<table>
<thead>
<tr>
<th>Family Goal</th>
<th>Increase in Goal Attainment</th>
<th>No Change in Goal Attainment</th>
<th>Decrease in Goal Attainment</th>
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</thead>
<tbody>
<tr>
<td>Safety</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health / Substance Abuse</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Stability</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturing Relationships</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development / Parenting</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Education at Home</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting Primary Language</td>
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</tr>
<tr>
<td>Leadership and Advocacy</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

2014 - 2017 Community Assessment Key Findings

1. **Population Growth:** According to American Marketing Services, Inc., the new census showed a population of 81,625 in Vermilion County, a decline of 2.7% from the 2000 population of 83,919. Similarly, the new census showed the population of the city of Danville at 33,027, down 2.6% from the city’s 2000 population of 33,904. In contrast to Danville and Vermilion County, the population for the state of Illinois is estimated to have grown by 4.6% since, while the number of households has increased by 4.5%.

2. **Agency Satisfaction:** The data demonstrated that the majority of customer respondents’ perception of the quality of ECI-CAA’s services is favorable. The vast majority (99% or 278) of the respondents indicated that they were satisfied to very satisfied with the Agency’s services to families overall. And, the vast majority (97% or 271) of the respondents indicated that they were satisfied to very satis-
fied with the staff providing telephone customer service. About 85% (or 238) of the total respondents received services from ECI-CAA in the past year.

3. **Agency Familiarity/Marketing:** ECI-CAA provides many of the services that the participants are requesting. Of those that responded to the customer survey, majority were most familiar with the Energy and Head Start programs. About 98% of those that responded indicate that they were referred to the Agency by family/friend. About 38% of the respondents indicated that they learned about the Agency through the Agency brochure, Internet/website, and newspaper/radio/television. It appears that more marketing of the services is critical to meeting these families’ needs.

4. **Top Five Needed Services:** Respondents were asked to identify what services that are needed in the community. The top five services whereby assistance is needed includes: finding jobs (41%); utilities (44%); recreation for youth (34%); housing/rental (35%); and, emergency (35%).

5. **Child Care:** The ECI-CAA’s 2014 Community Needs Assessment addressed the need for Head Start to provide more 6 hour/full day Head Start services and child care in respect to before and after school programs. Those employed cited that caregivers were lacking adequate childcare services that will accommodate off-peak working hours.

**Federal Review/Comprehensive Monitoring Outcomes:**

The Office of Head Start conducts a comprehensive assessment of all Head Start and Early Head Start services during the second and third year of the program’s five-year funding cycle. At the end of 2016, the Agency received six comprehensive reviews in the following areas:

1. **Fiscal Integrity:** No Findings Issued.
2. **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA):** No Findings Issued.
3. **Classroom Assessment Scoring System (CLASS):** Classroom teams were issued “classroom quality” ratings from 1 (Low Quality) to 7 (High Quality) on each type of classroom quality.
   - **CLASS Scores issued:** Emotional Support: 5.8618; Classroom Organization: 5.4474; Instructional Support: 2.5351
4. **Safe Environment Assessment:** No Findings Issued.
5. **Health:** (1) Finding issued regarding Medication Administration practices. Immediate procedures were implemented to correct the completion of Medication Administration forms and practices.
6. **Governance:** No Finding Issued.
7. **Education (School Readiness):** No Findings Issued.

During the Agency’s most recent financial audit, two (2) findings were issued: (1) internal control over the general ledger recording and (2) internal control over the recording of in kind. ECICAA had adequate in-kind to meet the required match amount. Immediate procedures were implemented to provide internal control over the general ledger recording and monitoring of in-kind data entry errors.

East Central’s Head Start and Early Head Start services have made significant investments in moving our children and their families forward to support children’s learning and development. We have established school readiness goals, assessed children’s and parents’ progress towards meeting the goals and gaining self-sufficiency. We have implemented key strategies for achieving these goals and engaged parents and the community to support their children’s growth.

—continued on next page
EDUCATIONAL TALENT SEARCH PROGRAM

Education is a sure path out of poverty and this is why the Community Action Agency’s Educational Talent Search Program is dedicated to helping youth move forward through education and empowerment services. The TRIO Educational Talent Search Program (ETS) is a federally funded college opportunity program that encourages and inspires students from at-risk and low income backgrounds to attend and remain in college after graduating from high school. In 2016, the ETS Program served 656 high school and middle school students to successfully promote to the next year and/or enter college.

Each year, the ETS team teaches and provides Study and Test Preparation Skills, Goal Setting, Academic Monitoring, Career Exploration, ACT Test Preparation, College Admission Assistance, and Financial Aid Application Completion Assistance. The program provides an educational assessment on each student that is enrolled in the program. The educational assessment is used to identify what services would prepare each student for college entrance and persistence. Throughout the year, the ETS team will meet with enrolled students in their schools to provide on-site group workshops and one-on-one academic mentoring sessions. The program provides after school services, parent meetings, college tours and cultural field trips as a means of keeping enrolled students and parents actively engaged in planning their future academic experiences and careers.

In 2016, the Agency received confirmation that the ETS program would be fully funded again for the next 5 years. With this new grant, an additional ETS specialist was hired. ETS will continue to expand to the southern Vermilion
County communities of Westville and Georgetown. With this new funding, the program will be able to increase the number of students served to 675.

Of those served, 589 students were low-income and first-generation college potentials; 27 students were low income only, 38 students were first-generation college potentials only and 2 students were in the other needs category. ETS served students from diverse backgrounds: 46 Hispanic/Latino; 1 American Indian; 2 Asian; 414 African-American; 144 White; and 49 Bi-Racial.

The U.S. Department of Education, Office of Post-Secondary Education, Federal TRIO Programs rates each Educational Talent Search Program’s Annual Performance Report. In 2016, the ETS Program exceeded all assigned U.S. Department of Education Program Objectives and received the highest possible points. Refer to the chart on the following page.

In 2016, ETS celebrated 586 non-senior promotions to the next grade; 42 high school seniors graduated from “Rigorous Program” studies and 2 high school seniors graduated with a traditional diploma. 100% of ETS’s high school seniors applied for financial aid; 57 seniors entered public two-year colleges, 3 seniors entered public four-year universities, 1 senior entered a private-four year university and 1 senior entered a vocational/trade institution.


<table>
<thead>
<tr>
<th>Department of Education Program Objectives</th>
<th>Dept. of Ed.’s Approved Rate</th>
<th>ETS Attainment Rate</th>
<th>Maximum Points ETS Programs can earn</th>
<th>Points ECICAA’s ETS Program Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School Persistence</td>
<td>90%</td>
<td>99%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Secondary School Graduation with a Regular Diploma in standard number of years</td>
<td>85%</td>
<td>100%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Secondary School Graduation in standard number of years and completed rigorous program</td>
<td>60%</td>
<td>66%</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Postsecondary Education Enrollment</td>
<td>90%</td>
<td>97%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Funded Enrollment</td>
<td>656</td>
<td>100%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>13.5</strong></td>
<td><strong>13.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ETS program served a total of 656 students in the 2016 program year.

305 Middle School (grades 6-8)
287 High School non-senior (grades 9 - 11)
64 High School seniors
656 Total students
ENERGY ASSISTANCE

The Low-Income Home Energy Assistance Program offers one-time assistance to eligible households who require support in paying their home heating bills. Funding is provided by the U.S. Department of Health and Human Services and the State of Illinois. Services are provided in Vermilion, Ford, and Iroquois Counties.

Applicants must have an income less than 150% of the federal poverty level, to be eligible to participate in the Program. Priority is given to low-income families with children under the age of six, as well as seniors and individuals with disabilities.

The average family pays approximately 5% of their income toward energy costs. However, due to poverty, a low-income family pays approximately 33% of their income toward energy costs, in the absence of energy assistance. In 2016, Energy Assistance was provided to 5,773 households, totaling over $2 million.

Households that are disconnected or on the verge of disconnection maybe eligible for one-time Reconnection Assistance (RA). The amount of Reconnection Assistance is based on the minimum amount needed to help secure energy service to the household. During the 2016 program year, a total of 843 RA payments were applied to energy bills, for a total of $365,000.

In addition to helping the homes of low-income individuals and families keep warm during the winter, LIHEAP is also an investment in the local economy. LIHEAP funding is used to offset utility bills and propane costs among small and large energy suppliers, in addition to helping low-income families with home energy costs. The amount of the Direct Vendor Payment (DVP) is contingent upon the household income, number of people who dwell in the home, and the primary heating source.

LIHEAP also provided outreach services via intake events held at Hoopeston Multi-Agency, Deer Creek Manor, Immanuel Senior Residences, Vermilion House, Green Meadows, and Churchill, to reach individuals who may be in need of energy assistance. For homebound customers, the Agency also provided home visits, to assist seniors and individuals with disabilities to obtain access to services.
WEATHERIZATION ASSISTANCE

The Illinois Home Weatherization Assistance Program’s primary purpose is to help low-income residents save energy and money while increasing the comfort of their homes. Household income must be at or below 200% of the poverty level, established by the U.S. Department of Health and Human Services, to be eligible for the Weatherization Assistance Program.

If the homeowner is income-eligible and funds are available, an Assessor will conduct a home energy audit to determine which measures, if any, will increase energy efficiency of the home and reduce the household’s energy burden.

Upon qualification, Weatherization contractors will install weatherization measures using high-quality materials that meet federal standards. These measures may include attic insulation, air-sealing, heating system repair or replacement, new energy star efficient refrigerators, and addressing health and safety issues related to home energy and indoor air quality. Once installed, a final inspection is conducted to ensure the work is complete and correct.

These energy saving measures will help to reduce home heating and cooling costs and reduce energy consumption in the home for years to come. According to the U.S. Department of Energy, households receiving weatherization can save more than $400 annually on their fuel costs. Measures, such as making heating or cooling equipment more efficient, will provide savings for 10-15 years. On average, the value of the weatherization improvements is 2.2 times greater than the cost.

Community Action has weatherized over 1,600 homes from 2004 to 2016. In 2016, the Weatherization Program completed 15 homes within the three-county service area, at a cost of $138,303. Three funding sources were used to complete these homes: U.S. Department of Energy, U.S. Department of Health and Human Services, and the State of Illinois. The Weatherization Program runs from July 1 through June 30.

Demographics of Customers Served through Weatherization Assistance

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households with Elderly or Disabled Members</td>
<td>10</td>
</tr>
<tr>
<td>Households with Children Under 6</td>
<td>5</td>
</tr>
<tr>
<td>Male Head of Household</td>
<td>7</td>
</tr>
<tr>
<td>Female Head of Household</td>
<td>8</td>
</tr>
<tr>
<td>African-American</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
</tr>
</tbody>
</table>
East Central Illinois Community Action Agency fully embraces its mission to provide information, training, education and other services that engage and empower families and communities to become self-sufficient. This commitment is reflected in its diversity of programs, as well as through the Agency’s dynamic team of 105 professionals, serving Vermilion, Ford, and Iroquois Counties.

Community Action personnel are comprised of multi-disciplined analytic teams who are able to use research-based information about children, families, and communities to guide local planning and program management. All of the Agency’s Head Start sites use data walls to monitor and share aggregate attendance and academic student performance results with parents and other community stakeholders. The Agency understands the importance of creating and working within a culture that is trained and prepared, using the latest, relevant data models.

Most team members have earned multiple post-secondary degrees and certifications. The following statistics reflect the highest earned degree by employees: Doctorate: 1; Master’s: 10; Bachelor’s: 37; and Associate: 61. A number of team members also have attained the following state certifications and credentialing: Superintendent, Principal, Assistant Principal, Teacher, Child Development Associate, Family and Community Development, and Homeownership Educator.

Community Action also celebrates a diverse workforce that reflects the communities it serves with respect to gender, race, ethnicity, age, and other rich examples of diversity. This wealth of diversity affords Community Action a unique perspective to relate to each customer. Nearly 10% of the tri-county staff members speak two or more languages. This additional example of diversity further expands the Agency’s capacity to serve a greater number of citizens throughout its tri-county service area.

Community Action team members are on the frontline of change. Head Start Teachers, Family Advocates, Home-Base Teachers, Family Community Development (FCD) Specialists, and Financial Empowerment Coaches work with citizens to develop personal goals that will lead to economic self-sufficiency. These goals are usually focused on working toward continued education, earning advanced employment, and acquiring improved affordable housing. Team members working directly with individuals, children and families each day have the opportunity to be a catalyst for change and empowerment.

Strategic planning, professional development, and communication are three key components to establishing and maintaining high levels of grant management, delivery of services, and communication. Rigorous pursuit of local, regional and national professional development are Agency priorities that are strongly encouraged. Communication among internal and external customers is paramount to delivery of quality services, providing a superior experience for customers, strengthening community partnerships, and expanding the Agency’s capacity to serve its community.

Our team works every day to remove societal barriers and replace discouragement with beneficial information, resources, and hope. In partnership with local school districts, institutions of higher education, other not-for-profit partners, political, civic, and industry leaders, our Agency can help individuals and families move forward toward economic self-sufficiency.
**Founders**

*Rev. Herschel Hughes and Dr. W.G.D. Henderson*

**Charter Board Members**

Dr. W.G.D. Henderson — Chairperson  
Uta Lee — Secretary  
Bertha Williams  
Clara Herring  
Dr. David Radcliff  
R.F. Fitzgerald  
Dr. Fred Crockett  
Major Ellis Bruns  
Ola Mae Ford  
Rev. Otis Wheeler  
Mary Ann Diller  
Dr. W. Robert Elghammer  
Mrs. John Morton-James  
Mr. Albert “Pete” Derrickson  
Frank McGough  
Louis Lowenstein  
Mrs. Herbert Harper  
Virginia Merriweather  
Ernest Dill  
Nate Render  
Bertella McDougal  
Mrs. Paul Donaldson  
Ann Stifler  
Jacqueline Miller  
Joseph Payne

**Executive Directors**

Rev. Herschel Hughes — 1966 - 1968  
Lewis Morris — 1968  
Jerry Robinson — 1968 - 1971  
John Russian — 1971 - 1972  
Leslie Lucas — 1972  
Mark Reynolds — 1972 - 1977  
Shirley Findley (Interim Director) — 1977  
Rev. Harold Wilkes — 1977  
Otis E. Hillsman — 1977 - 1986  
Dwight A. Lucas (CEO) — 1986 - 2013  
Laura T. Brooks (Interim CEO) — 2013 - 2014  
Dr. Angéle Thibodeaux Burns (CEO) — 2014 to Present

**OUR STORY**

Community Action (CA) was the 1964 brain child of Dr. W.D. Henderson and Reverend Hershel Hughes. In 1956, Dr. Henderson and Rev. Hughes determined the first goal of CA was to establish early childhood Head Start centers. These preschool education centers would provide opportunities for the nearly 58% of Vermilion county parents who did not have a high school diploma to return to school to complete their education. By 1966, Head Start children began receiving medical and dental screenings; a youth work study program began along with additional adult educational programming. As CA continued to grow, legal aid services and home management programs were created in collaboration with the Danville Area Community College. By 1968, CA began employing VISTA workers; a meals-on-wheels program was started in partnership with the YMCA. The Upward Bound youth summer services and senior citizen health program were set up to address the medical needs of the elderly. CA again partnered with the DACC to provide job training under the Comprehensive Employment Training Act. CA has continued to grow and evolve based on the needs of the community.
Emeritus Governing Board of Directors

Dr. W.G.D. Henderson — 2001
Otis E. Hillsman — 2001
Mary Alice Buchanan — 2001
Margaret “Marcy” Mauck — 2002
José Velazquez — 2003
Eugene V. Thompson — 2004
Reverend H.L. Reed — 2006
Mrs. Ivadale Foster — 2016