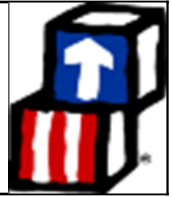




# Head Start/Early Head Start State Early Childhood Education Program 2021/2022 Program Year-End Report



Enrollment and attendance levels were impacted due to the COVID-19 pandemic.

## Enrollment

762 Head Start (Ages 3–5)	115 State Early Childhood Education Program (Age 4)	89 Early Head Start (6 Weeks—Age 3)	5 Early Head Start Pregnant Women	133 Foster Care & Homeless (Head Start & Early Head Start)
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## Developing Attendance Habits

78% Head Start Average Daily Attendance	81% State Early Childhood Education Program Average Daily Attendance	75% Early Head Start Average Daily Attendance
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## Quality Rated Centers Maintained

Initially achieved in 2011, we have successively maintained the highest star rating in Step Up to Quality, the State of Ohio’s Tiered Quality Rating and Improvement system! All thirteen of our early learning child development centers are 5–Star rated! We continue to operate the most 5–Star rated Step Up to Quality centers within Summit County.



Since 2015, 100% of our selected centers have been re-designated as Ohio Healthy Program (OHP) sites. OHP is a voluntary program that provides training and technical assistance to create environments which promote nutrition education to staff and families. Continued use of OHP benefits our children’s development of healthy eating habits, food awareness, and increased physical activity.



## Program Funding

The Head Start/Early Head Start program budget represents 12 months of funding.  
**\$14,623,178.00** Federal Share (HS/EHS)  
**\$ 3,612,274.00** Non Federal Share (HS/EHS)

Funding represents COVID-19 Support.  
**\$ 375,008.00** Coronavirus Response and Relief Supplemental Appropriations Act  
**\$ 1,490,839.00** American Rescue Plan

Our Head Start/Early Head Start program is in compliance with no findings in program audits.

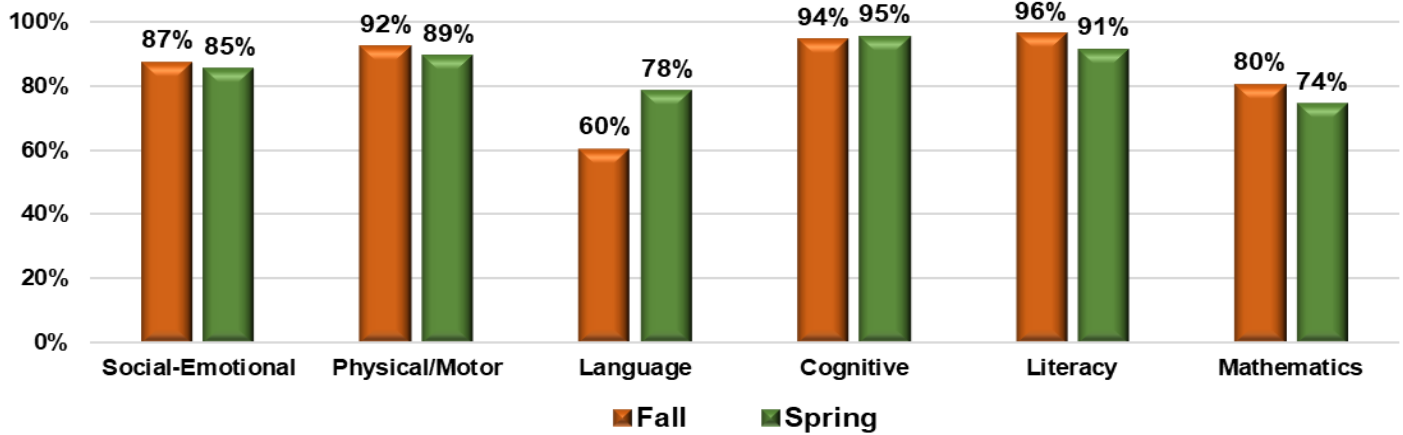
## Inside This Report:

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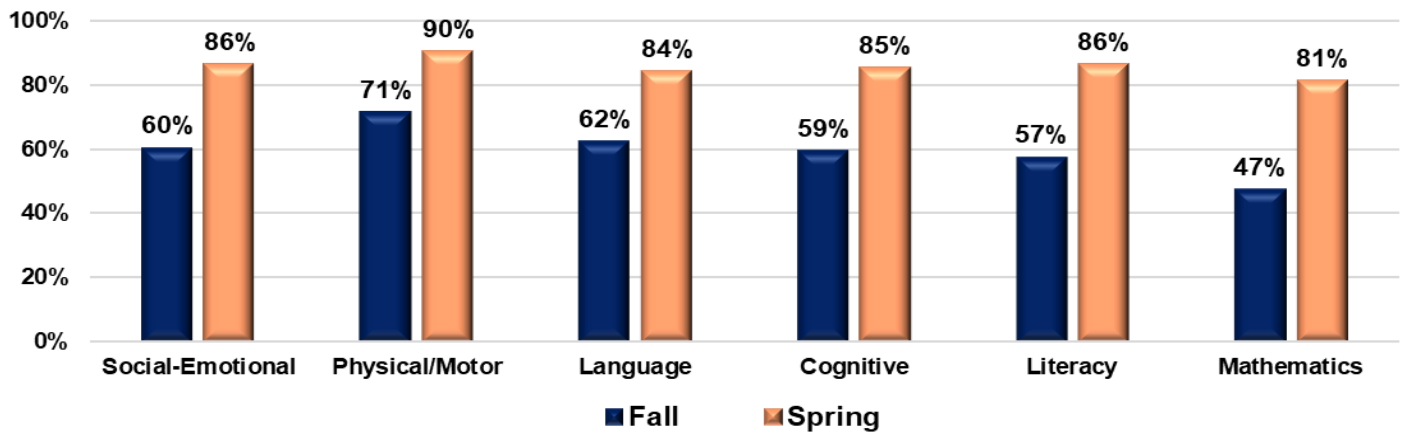
## Children Learning Outcomes

Teaching Strategies GOLD (TS GOLD) assessment is used to measure children’s development. The **Early Learning Assessment (ELA)** tool measures children’s readiness for kindergarten. The graphs demonstrate the percentage of children meeting or exceeding developmental levels for their age range in Fall 2021 and Spring 2022.

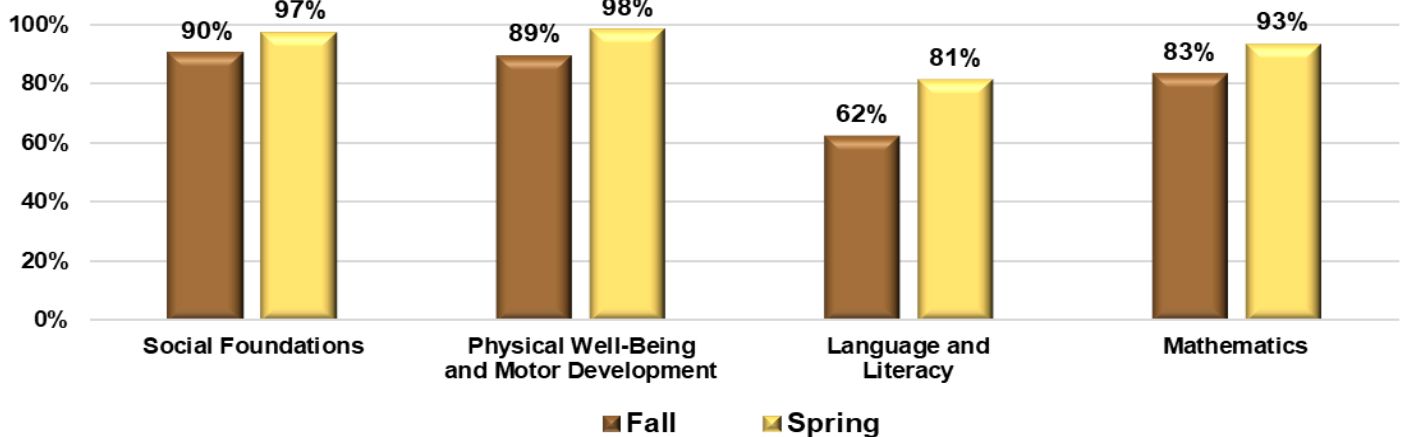
### Early Head Start TS GOLD



### Head Start TS GOLD



### State Early Childhood ELA



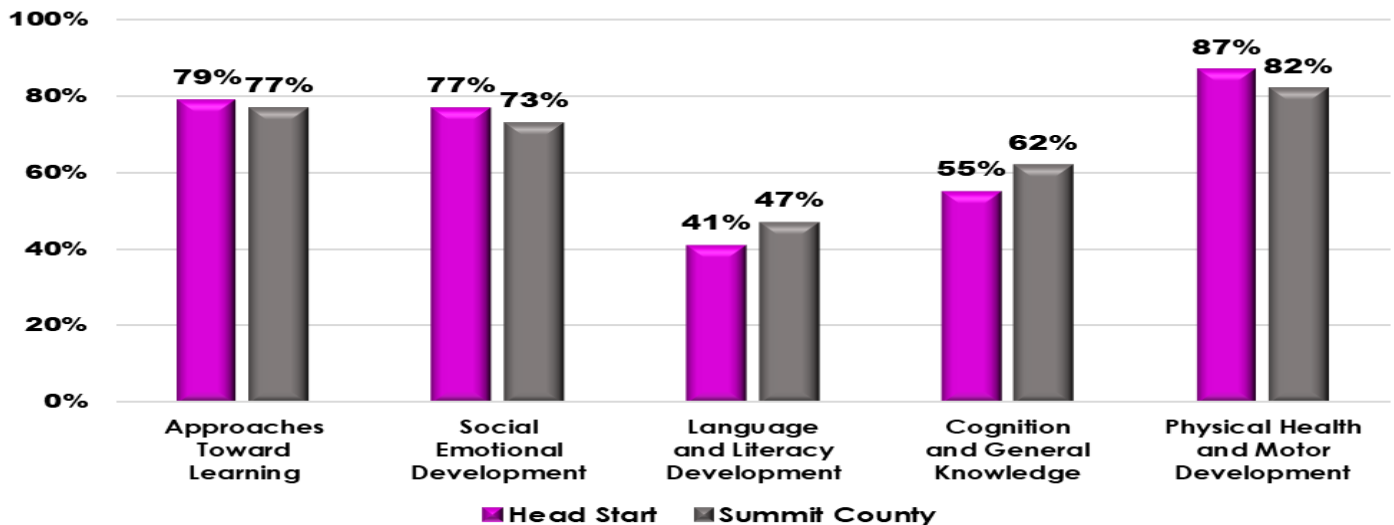
## Kindergarten Transition

### Transition Skills Summary Snapshot for Kindergarten-Bound Children

372 Head Start Kindergarten-Bound children were counted in the 2,398 Summit County children who participated in the countywide school readiness *Transition Skills Summary*, a collaborative of the Summit County *First Things First* Initiative and facilitated by Summit Education Initiative (SEI). The outcomes in the five domains assessed illustrate children will be entering Kindergarten “On Track<sup>1</sup>” to begin a successful school year.

<sup>1</sup> “On Track” means children demonstrate having 90% or more of the skills in each domain.

### Transition Skills Summary

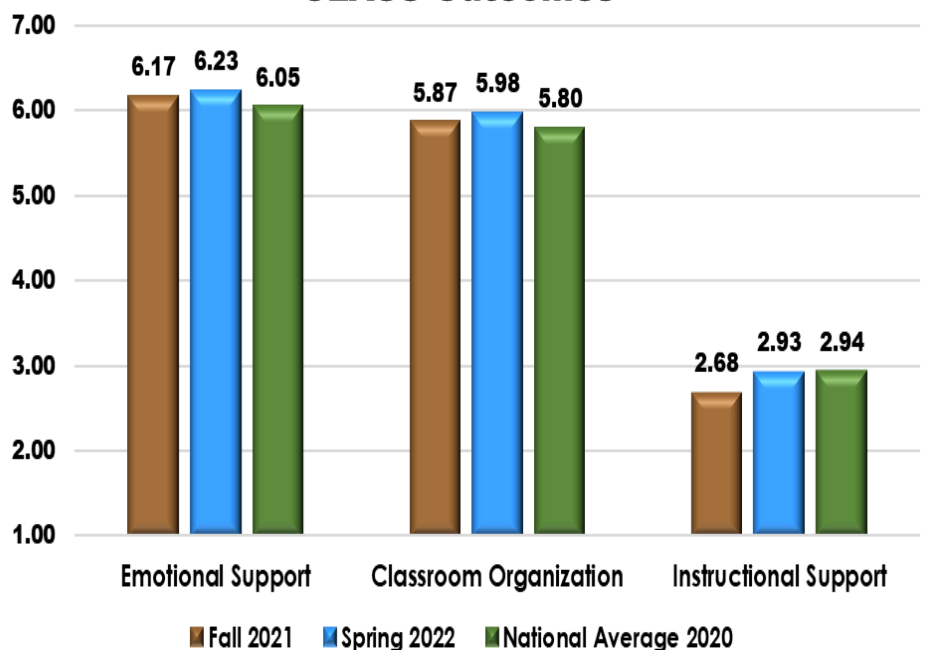


## Classroom Assessment Scoring System

The Classroom Assessment Scoring System (CLASS<sup>®</sup>) focuses on quality teacher–child interactions through observational assessment in three areas on a 7-point scale.

- ◆ **Emotional Support:** the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- ◆ **Classroom Organization:** routines and procedures related to the organization and management of children's behavior, time, and attention.
- ◆ **Instructional Support:** the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

### CLASS Outcomes



## Child Nutrition Services

### Growth Assessments

Growth Assessments are completed for all enrolled Head Start children ages three through five. The percentages below represent the **762** Head Start children enrolled based on the Body Mass Index (BMI) chart.

**4% Underweight** (BMI less than 5th percentile for child’s age and gender)

**59% Normal** (BMI at 5th percentile and below 85th percentile for child’s age and gender)

**18% Overweight** (BMI at 85th percentile and below 95th percentile for child’s age and gender)

**19% Obese** (BMI greater than 95th percentile for child’s age and gender)

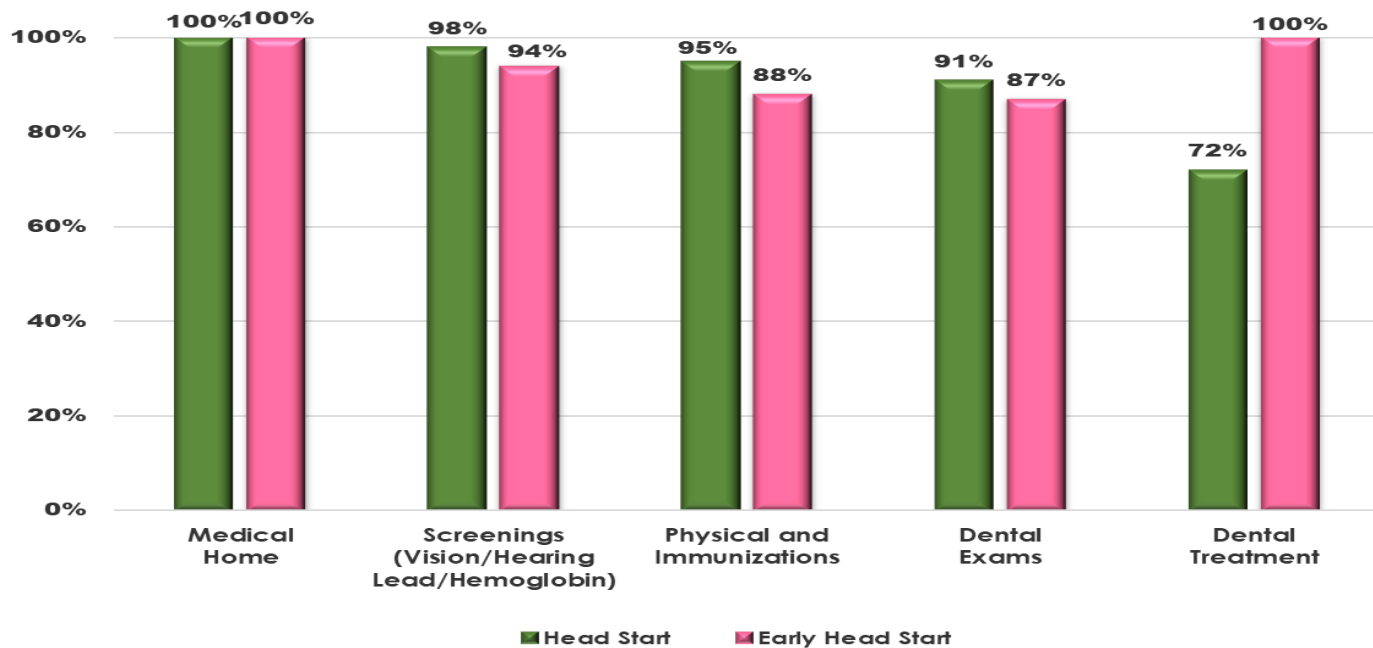


## Child Health Services

### Head Start and Early Head Start Health Data

Health is the foundation of school readiness! To help children thrive, Head Start promotes children are up to date on immunizations, learn healthy habits, and gain access the care they need. The graph below illustrates the percentage of children who received health services during the program year.

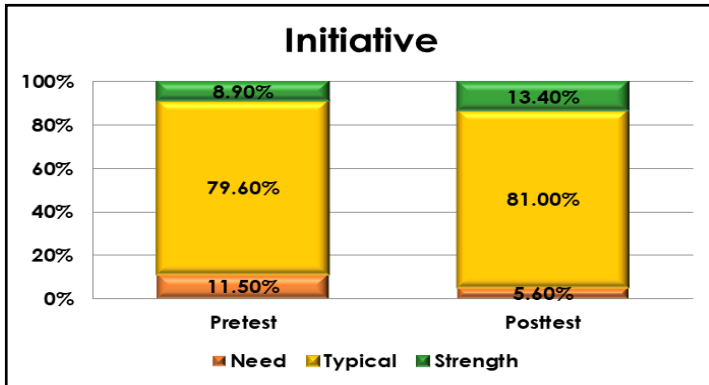
### Child Health Services



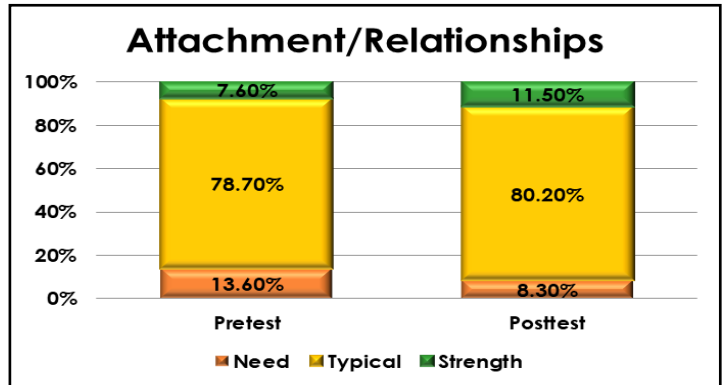
## Mental Health Services

### Head Start and Early Head Start Social Emotional Snapshot

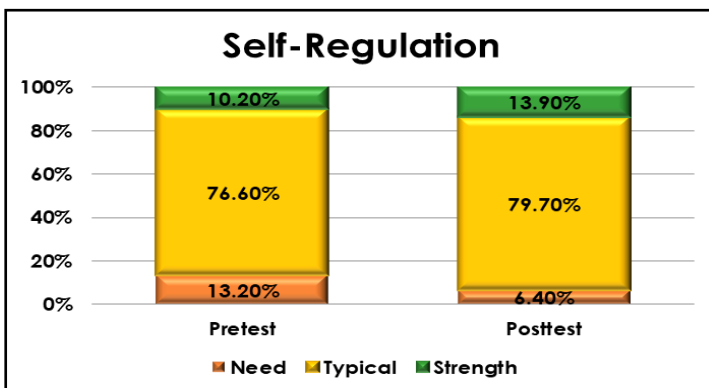
Teachers complete the *Devereux Early Child Assessment* (DECA) twice during the school year to get an overall indication of children’s social and emotional development and resilience. DECA scores fall into **Strength** (exceeds developmental target), **Typical** (on developmental target), and **Need** (needs strategies for resiliency development).



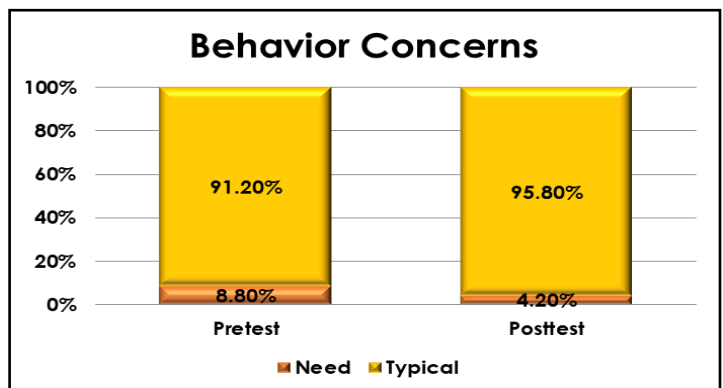
**Initiative:** ability to use independent thought and action to meet his or her needs



**Attachment/Relationships:** ability to promote and maintain mutual, positive connections with other children and significant adults

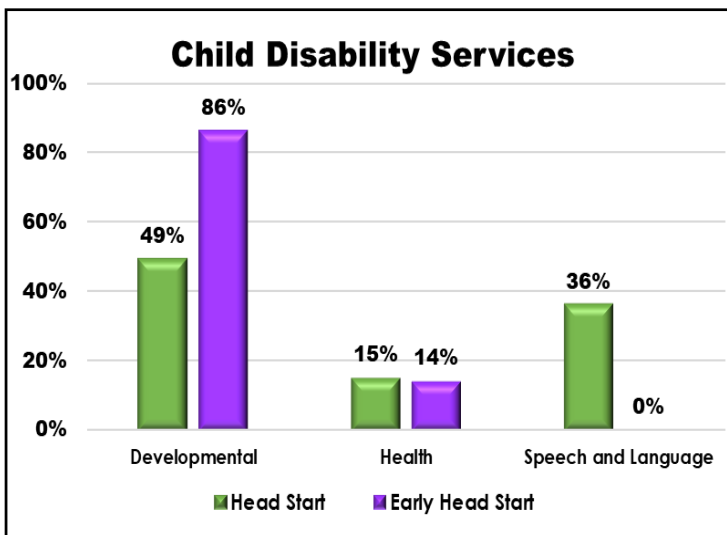


**Self-Regulation:** ability to express emotions and manage behavior in healthy ways



**Behavioral Concerns:** actions that interfere with the child’s learning or development

## Services to Children with Disabilities



### Head Start and Early Head Start Disability Data

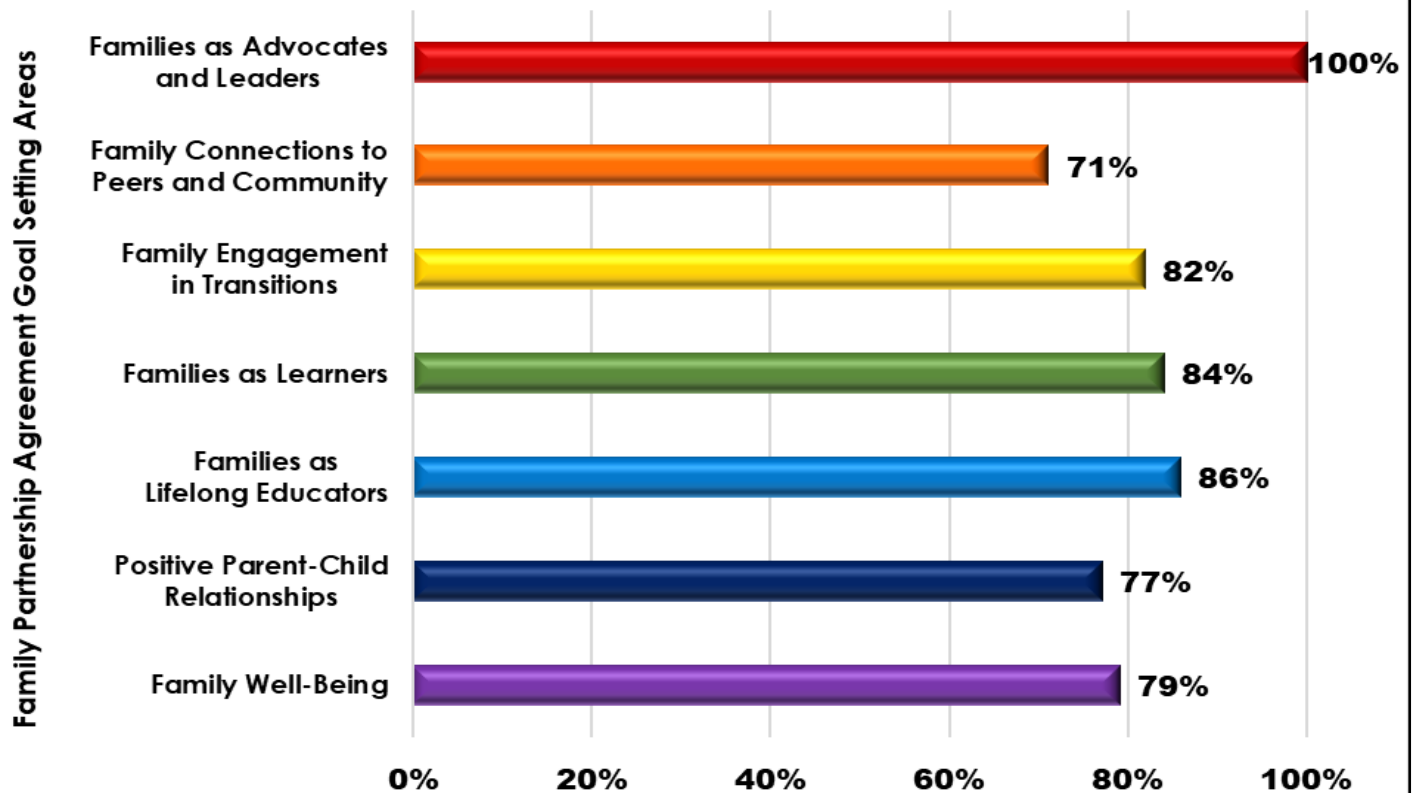
Our priority is to include children of all abilities! We served **83** children with disabilities; **16** children in Early Head Start with an Individual Family Service Plan (IFSP) and **67** children in Head Start with an Individual Education Program (IEP). Early identification of delays along with early intervention are extremely important to improve the child’s success and school readiness. Head Start children received speech screenings; **244** children were referred for further evaluation. Of the children referred, **130** children qualified for speech and language therapy and received services provided by Community Speech Services.

## Parent, Family, and Community Engagement

### Family Goals Outcomes

Head Start incorporates family engagement as a strength-based process to partner with families and build positive goal-oriented relationships. The Parent, Family, and Community Engagement Framework (PFCE) identifies seven family outcomes which research has shown to promote positive child outcomes. Our Family Support Specialists collaborate with parents and families to help them identify and develop at least one goal to achieve in one or more of the seven areas during the school year. This year **256** families set **289** goals, of which **81%** were achieved during the program year. Outcomes for each of the seven PFCE Framework areas are graphed below.

### Family Partnership Goals Achieved



## Fathers and Father Figures

### Father/Father Figure Involvement



- 45 fathers/father figures engaged in the program Family Assessment.
- 24 fathers/father figures engaged in the program Family Goal Setting.
- 100 fathers/father figures were involved in their HS/EHS child's early learning development experiences throughout the program year (e.g. Home-School Connection, Classroom Activities, Parent Meetings).
- 4 fathers/father figures participated in Program Governance (e.g. Policy Council or policy committees).
- 40 fathers/father figures were engaged in learning through Parenting Education Workshops.

## Practice Based Coaching

### Coaching

Practice Based Coaching is a cyclical process for supporting the use of effective teaching practices that lead to positive outcomes for children and families. Coaching was developed to support teaching staff and improve classroom practices. This non-evaluative process provides tools to improve teaching and support teachers to successfully apply the tools in the classroom. This school year, **19** staff participated in coaching with support from our three Head Start Mentor Coaches. Through coaching, staff set goals, implemented action plans, and reflected on teaching practices.

#### Staff reflections regarding their coaching experience:

- ◆ "To me, this isn't a job, it's a career and I am always looking for opportunities to expand my knowledge. Coaching has been a vital part of that this year."
- ◆ "I overall LOVED coaching!! I really wish I would have had it my 1st year here. I gained so many new things to reflect on in my own practice and I still want to continue to learn and grow with coaching!!"
- ◆ "My coaching experience was great and helpful. My Mentor Coach focused on my interests and things I need to be successful in the classroom. She gave me more insight on Teaching Strategies GOLD, tools to help in the classroom with children. Our reflection sessions was awesome sauce. I love them."



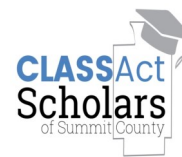
## Staff Professional Development

### Head Start CLASS® Act Scholars



Head Start Teacher Assistant **Zahra Homafar** (top left) and Teachers, **Melissa Helems** (top right), **Megan Plovic** (bottom left), and **Angela Stafford** (bottom right), were four of eighteen early childhood educators selected to participate in the **Summit Education Initiative (SEI)** fifth cohort for the CLASS Act Scholars of Summit County program. The program aims to "Elevate—Celebrate—Support" early childhood teachers using the CLASS® model through coaching, peer-to-peer learning, mentoring, and professional development (Source: SEI).

**Congratulations to our Head Start graduates Zahra, Melissa, Megan, Angela, and all of the CLASS Act Scholars of Summit County fifth cohort graduates!**



### Learning at NAEYC®

Head Start Center Supervisors and staff attended the National Association of Young Children (NAEYC) Professional Learning Institute in Cleveland, June 2022. The institute is designed for all early childhood professionals, including leaders who prepare, mentor, and support early childhood professionals. The institute focuses on empowering early childhood professionals with fresh ideas and insights to participate in and facilitate the highest quality professional development. Pictured (left-right): Alisha Barton, Kara Bennett, Deon Bishop, and Jourdon Harrison.

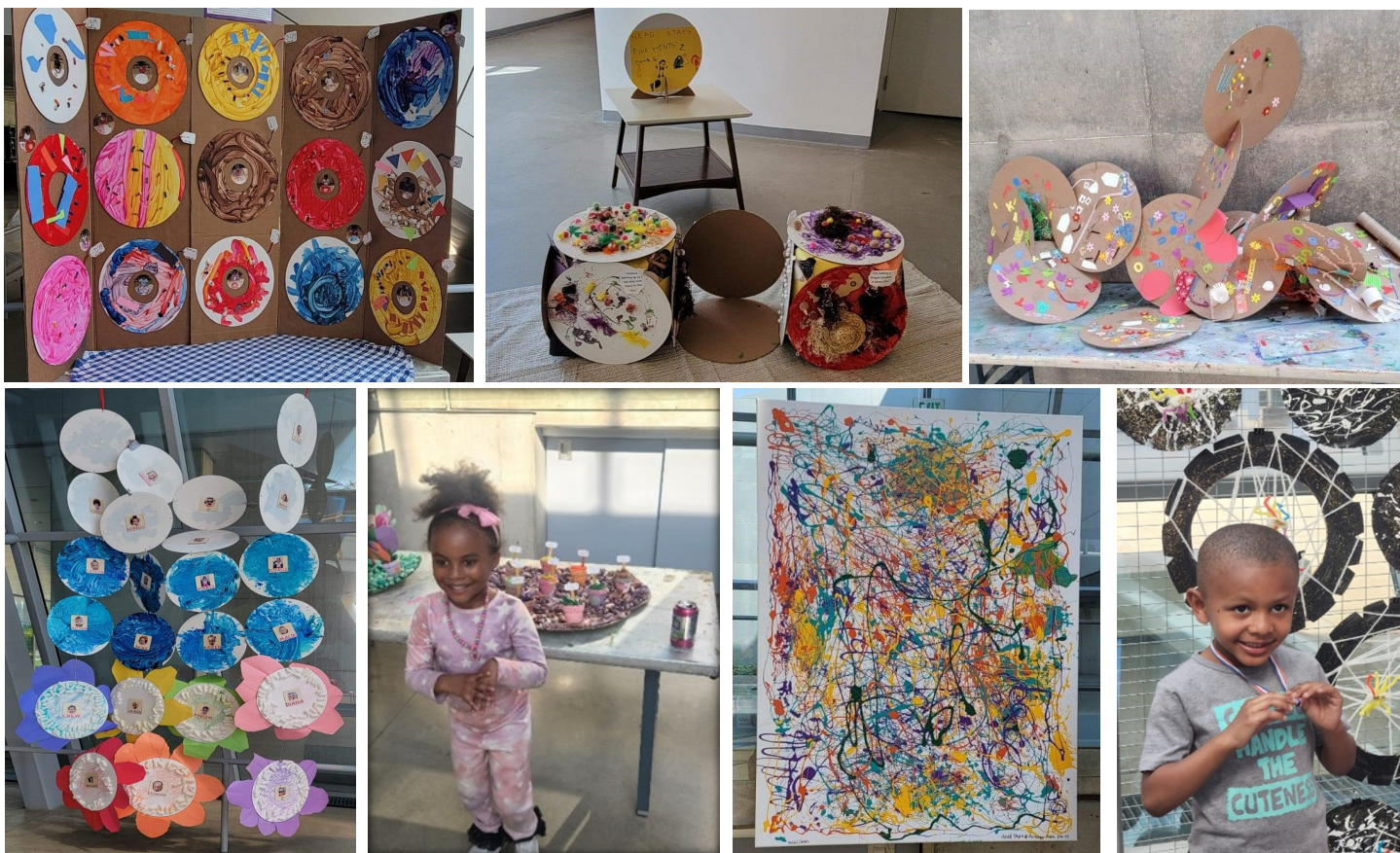


## Spotlight: Community Partners

### Akron Art Museum

#### Night At The Museum

Head Start/Early Head Start continues our annual collaboration with the Akron Art Museum to present the Night at the Museum event. In March, Gina Thomas, Director of Learning and Engagement, provided training to staff from our Cedar, Five Points I, Five Points II, Portage Path, and Summit Lake centers. With the donation of training time, art materials, and the use of the Art Museum space, the Art Museum donated over \$2,000 toward our Non-Federal Share In-kind. On May 19th, more than **370** parents, children, and staff attended the Night at the Museum event to view the children’s artwork on display. Kudos to our children and staff for their creativity and beautiful artwork!



### Akron Children’s Museum

#### Museum In a Box and Head Start Family Day

Akron Children’s Museum provided Museum in a Box mobile units to our Head Start classrooms. Children engaged in play with the Wind Tunnel, Swiss Cheese Blocks, and Jumbo Magnetic Building Blocks. Children demonstrated problem solving skills, learned cause and effect, and investigated spatial awareness. On May 21st, Akron Children’s Museum held a Head Start Family Day at the Museum. Head Start families received free admission to enjoy monster story time, dance activities, a sing-along, and explore the museum exhibits.

