



2024/2025 YEAR-END REPORT

HEAD START PRESCHOOL
EARLY HEAD START
STATE EARLY CHILDHOOD PROGRAM

Head Start 60th Year Commemorative Edition



COMMUNITY ACTION
AKRON SUMMIT

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Ceremony for National Head Start Day on June 30, 1965, at the White House. Front row, right to left: Sargent Shriver, who spearheaded the program as director of the Office of Economic Opportunity; Lou Maginn, director of a Head Start project in Vermont; Lady Bird Johnson; entertainer Danny Kaye; and Mr. Shriver's sons Robert Shriver and Timothy Shriver.



President Lyndon B. Johnson signs the Poverty Bill, also known as the Economic Opportunity Act, during a ceremony outside the White House on Aug. 20, 1964.

Honoring Our History: 1964 – 1969

(Source: HeadStart.gov)

1964	<u>War on Poverty:</u> On January 8, 1964, President Lyndon Johnson took up the cause of building a "Great Society". He declared "War on Poverty" in his first State of the Union Address. The goal was to eradicate causes of poverty by creating job opportunities, increasing productivity, and enhancing quality of life.
1965	<u>Head Start Launched:</u> On May 18, 1964 President Lyndon B. Johnson officially announced Project Head Start from the White House Rose Garden. Head Start launched in the summer of 1965, served more than 560,000 children and families across America in an eight-week summer program through Head Start Child Development Centers throughout the United States. The program is administered through the Office of Economic Opportunity (OEO).
1966	<u>Head Start Funded for Full School Year:</u> Based on success of the 1964 summer program, Congress authorized Head Start as a primarily part day, nine-month program. The first school year programs had already started in the fall of 1965.
1967	<u>Services to Children Birth to 3 Started:</u> The Parent and Child Centers demonstration project was established. It offered Head Start services to families with children birth to 3. This program eventually became Early Head Start, first funded in 1995.
1968	<u>Head Start Data/Research Collected/Disseminated:</u> The Research and Evaluation Division of the OEO worked with the Bureau of Census and collected and disseminated data about Head Start children, families, staff and programs. Studies such as "Project Head Start 1956–1967: A Descriptive Report of Programs and Participants" and "Project Head Start 1968: The development of a program" offered rich details at the national level of Head Start programs.
1969	<p><u>Head Start Moved to Department of Health, Education and Welfare:</u> As the OEO's major function was to innovate, experiment, and develop new approaches to the problems of poverty, Head Start was ready for assignment to an established department. Project Head Start was moved to the Department of Health, Education and Welfare, where there was vigorous debate as to its place within the Office of Education or within the Children's Bureau. On the basis of the broad mandate of Head Start, many supporters were pleased with its eventual assignment to the newly established Office of Child Development, within the Children's Bureau.</p> <p><u>Migrant Head Start Begun:</u> The Migrant Head Start program began and ensured that farmworker families and their children could have the same advantages made available to other low-income children through Head Start. The program was initially established to provide for the needs of migrant farmworker children as they moved across the country with their families and pursued work. In 1998, services was expanded to include the services to children of seasonal agricultural workers.</p>

Honoring Our History: 1970 – 1975

(Source: HeadStart.gov)

1970	<u>Parent Participation as Policy:</u> The Head Start policy manual "70.2, The Parents" is published, mandated a local formal structure that empowered and required parents' involvement in policy making and program operation through Parent Committees, Policy Committees and Policy Councils. Many Head Start grantees threatened to leave Head Start because 70.2 gives so much authority to parents.
1971	<u>Training on Health:</u> Head Start published "Healthy, That's Me" curriculum guide and parent handbooks. This prompt comprehensive services in Head Start with a focus on illness prevention, first aid procedures, and oral health. Developing a Workforce: The number of low-income employees of full-year Head Start programs enrolled in college-level training for two-year and four-year degrees in 49 states, Puerto Rico, and the Virgin Islands increased by 25 percent.
1972	<u>Services to Children with Disabilities (10% Enrollment) :</u> Congress amended the Economic Opportunity Act, called to expand Head Start program opportunities for handicapped children. The legislation mandated that at least 10 percent of Head Start's national enrollment consisted of handicapped children.
1973	<u>Home Start (Home-based Option Started) :</u> Home Start began as a three-year demonstration program to provide Head Start services to children and parents in their own homes. A permanent program option was eventually added and was called "Home Based".
1974	<u>Community Services Act:</u> Congress enacted Community Services Act of 1974, which included three important provisions that affected Head Start. The act officially recognized Head Start's transfer from the Office of Economic Opportunity to Health and Human Services; extended the program's authority for fiscal years 1975, 1976, and 1977; and established a mandatory formula to allocate funds among States.
1975	<u>Head Start's 10th Anniversary:</u> Head Start celebrated its 10th anniversary. An April 25, 1975 letters that went to governors says "Head Start has now seen more than 5.3 million children pass through its classrooms; and now employed 79,000 professionals and non-professionals in 9,400 centers in every state and territory, and used the services of 103,000 volunteers that included many parents." <u>Head Start Program Performance Standards (First Publication) :</u> Head Start published first performance standards that detailed guidelines for serving children ages 3 to 5.

Honoring Our History: 1976 – 1981

(Source: HeadStart.gov)

1976	<p><u>Training and Technical Assistance:</u> The Head Start Bureau developed materials to help programs implement the new program performance standards.</p> <p><u>Improving Services to Spanish Speaking Children:</u> Research Workshop on bilingual/bicultural early childhood development informed a strategy for Spanish-speaking children.</p>
1977	<p><u>Research on Bilingual and Bicultural Curriculum:</u> Between 1976 and 1979, Head Start, as part of its strategy for Spanish-speaking children, developed Bilingual and Bicultural Curriculum Models and used them for training.</p>
1978	<p><u>Parent Advocacy:</u> Winston Austin is the first Head Start parent to testify before Congress. The father from Akron Ohio served as president of the National Head Start Parents Association.</p> <p><u>Expansion:</u> Congress enacted a budget that allowed the first expansion opportunities for existing Head Start programs. The Economic Opportunity Act was amended to state that all Head Start programs must be operated in accordance with Performance Standards. Furthermore, they must be no less comprehensive than those in effect on the date of enactment.</p>
1979	<p><u>Department of Education Recommendation:</u> President Carter recommended Head Start moved to the U.S. Department of Education. The Head Start community nationwide raised considerable resistance to this effort, and the President did not pursue the idea.</p> <p><u>Reauthorization:</u> Congress reauthorized Head Start for five years and allowed for a 20 percent funding increase each year in the number of children and families served.</p>
1980	<p><u>Children with Disabilities:</u> Mainstreaming preschool children with disabilities was a major effort throughout the late 1970s and early 80s. The Head Start Bureau funded and published a series of manuals designed to help programs integrate children with disabilities into their classroom. This included Children with health impairments, children with speech and language impairments, children with hearing impairments, children with orthopedic handicaps, children with mental retardation, and children with emotional disturbances.</p>
1981	<p><u>Arts:</u> The Wolf Trap Institute for Early Learning through the Arts is established in collaboration with Head Start to develop drama, music and movement activities that support children's learning through the arts, and to provide professional development to local program staff.</p> <p><u>Head Start funding avoids proposed cut:</u> Supporters and members of Congress rallied to ensure Head Start funding continued both without cuts and as a federal to local grant program.</p>

Honoring Our History: 1982 – 1987

(Source: HeadStart.gov)

1982	<p><u>Funding Increase:</u> Congress authorized a \$125 million increase in funding and a subsequent increase of 9,500 funded enrollment slots. Funded enrollment reaches 395,800.</p> <p><u>End of Summer-only Programs:</u> Summer programs were required to convert to school-year programs, increased level of exposure enrolled children received to Head Start comprehensive services.</p>
1983	<p><u>Training Funds to maintain qualified staff:</u> Essential training funds continued. Congress established important criteria for training funds.</p> <p><u>Nutrition component:</u> A call for programs to consult with professional nutrition personnel. The nutrition component four major mandates were. 1. To provide nutritious food appropriate for children which helped meet their nutritional requirements 2. To provide physical and emotional environment conducive for children to develop positive food attitudes/eating habits 3. To help t parents and staff understand the role of nutrition in a child's physical, mental and social development 4. To increase parents' ability to meet the child's nutritional needs.</p>
1984	<p><u>Congress reauthorizes the Head Start program through FY 1986:</u> The Human Services Reauthorization Act of 1984 ensured training funds and funding for the National Child Development Associate continued. The reauthorization emphasized children were eligible for two years of services and maintained the Head Start's Performance Standards.</p> <p><u>Second expansion:</u> Funding increased that allowed another opportunity for expansion of existing Head Start programs. Head Start budget exceeded the one billion mark and the number of children served since 1965 reached 9,144,990.</p>
1985	<p><u>Head Start Celebrated 20th Anniversary:</u> Dr. Edward Zigler noted Head Start success stories were due to "the fact that Head Start is a quality child development program that involves parents, hires the best teachers that can be found locally, maintains small classes and provides comprehensive medical, dental, nutrition and social services."</p>
1986	<p><u>Head Start Reauthorized:</u> Congress ensured children may receive multiple years of services. The Human Services Reauthorization Act of 1986 reauthorized Head Start through 1990. The Act ensured children were able to remain in Head Start for multiple years.</p> <p><u>Low Head Start salaries get national attention:</u> National Head Start Association (NHSA) discussed low salaries at Congressional committee hearing. This was the first time, the concerns about low salaries paid in Head Start programs were presented in testimony before a committee.</p>
1987	<p>A quiet year!</p>

Honoring Our History: 1988 – 1992

(Source: HeadStart.gov)

1988	<u>Head Start Salary Improvements</u> : Spurred by the information provided in the hearing, Congress recognized the important role that teachers and staff play in the lives of the children and families they served. Congress appropriates more than \$50 million for Head Start salary improvements.
1989	<u>Funds to Improve Quality</u> : Congress appropriated a \$50 million quality set-aside. This appropriation represents an acknowledgement that funding is required to improve programs and ensure that all children receive a high-quality Head Start experience.
1990	<p><u>Congress funds quality improvement</u>: Congress passed Head Start Expansion and Quality Improvement (reserved two percent of total funding for training). The Act also, for the first time, sets minimum requirements for teachers—every classroom must have at least one teacher with a CDA or appropriate early childhood degree or credential.</p> <p><u>Head Start-State Collaboration Projects</u>: Twelve states implement a Collaboration project to facilitate significant state wide partnerships between Head Start and the state. By 1998, all 50 states and two territories had Head Start State Collaboration Offices.</p> <p><u>Congress Appropriates Largest Single Funding Increase in Head Start History</u>: Further, Congress and the President promise “full funding” for the program.</p>
1991	<u>Multicultural Principles</u> : The Head Start Bureau publishes the Multicultural Principles for Head Start Programs. Its purpose was to challenge programs to focus efforts on individualizing services so that every child and family feels respected and values, and was able to grow to accept and appreciate different. These principles were revisited and updated in 2010.
1992	<p><u>Head Start Funding Increased by \$600 Million</u>: This additional appropriation extends Head Start services to another 180,000 children and families.</p> <p><u>Congress passes the Head Start Improvement Act</u>: This legislation codified the ability for programs to purchase facilities, establishes transportation regulations, required review of grantees after first year, and provided health services for younger siblings and literacy and child development training for parents.</p> <p><u>Services to Homeless children</u>: The objectives of this initiative were to: (1) enhance access of homeless families to Head Start services; (2) provide services responsive to the special needs of homeless children/families; (3) identify effective methods of addressing the needs of homeless families; and (4) implement/document replicable strategies for collaboration between Head Start programs and community agencies on behalf of homeless families.</p>

Honoring Our History: 1993 – 1997

(Source: HeadStart.gov)

1993	<p><u>Advisory Committee on Head Start Quality and Expansion</u> publishes vision and recommendations in "Creating a 21st Century Head Start," issued in December 1993. This report forms the basis for the Head Start reauthorization in 1994.</p> <p><u>Federal legislation allows Head Start programs to purchase buildings, and pay interest with federal dollars:</u> This is very important to the quality of Head Start programs ensuring that all children are served in safe environments.</p>
1994	<p><u>Early Head Start Created:</u> The creation of Early Head Start established services for pregnant women, infants and toddlers. The law also focused on staff qualifications and development and provides a Cost of Living Adjustment (COLA) for staff. This reauthorization also requires revised performance standards and improved monitoring, and develops a system for continuing research and evaluation of the program. State Collaboration grants were also funded in this landmark legislation.</p> <p><u>Head Start Expanded Further:</u> Head Start's appropriation for FY 1995 was \$3.53 billion, with services to some 752,000 children.</p>
1995	<p><u>First Early Head Start (EHS) Grants awarded:</u> 68 new EHS grants were implemented based on 1994 reauthorization.</p> <p><u>Fatherhood Initiatives:</u> The federal Fatherhood Initiative brought several key government agencies together to evaluate the role of fathers in national policies and programs. The Head Start Bureau funded six male involvement demonstration projects between 1991 and 1994.</p>
1996	<p><u>The Head Start Bureau Funded the Early Head Start National Resource Center:</u> This training and technical assistance center supported implementation of the new Early Head Start (EHS) program.</p> <p><u>Head Start Gains a Small Funding Increase in Fiscal Year (FY) 1996:</u> The increased appropriation came when most social service programs are receiving drastic funding cuts.</p>
1997	<p><u>Head Start-Child Care Partnership:</u> One of the most exciting initiatives was partnerships between Head Start and Child Care. The two shared a dream for early childhood-to provide high quality, comprehensive, full-day services to meet the needs of children and their parents-and great strides were made to carry that vision forward and the vision was encouraged throughout the 90s and 2000s, but was not funded until 2015.</p>

Honoring Our History: 1998 – 2002

(Source: HeadStart.gov)

1998	<p><u>Head Start Performance Standards Revised:</u> The revised standards included EHS services and the requirement that at least one teacher in each Head Start preschool classroom must have a CDA.</p> <p><u>Congress Passed the Head Start Improvement Act:</u> The reauthorization revised the purpose of Head Start from the development of social competence to the promotion of school readiness, created a major culture change for Head Start. Further the law requires at least one teacher in each classroom to have an Associate degree, includes flexibility for full-day, full year services and develops measures for academic skills. In addition this legislation enhanced comprehensive social services; focuses on partnerships with other early childhood providers; strengthens management systems and improves oversight; adds education requirements; and required transition activities for children and families.</p>
1999	<p><u>Congress Appropriates Another Funding Increase for Head Start:</u> Funding increased by \$311 million in FY 1999 and by \$608 million in FY 2000.</p>
2000	<p><u>Head Start Celebrated 35th Anniversary:</u> Further, Head Start marked five-year period of significant expansion in services to children and families with an enrolment increase of more than 100,000. In addition the quality of the workforce improved with a 12 percent increase of Head Start teachers with degrees.</p>
2001	<p><u>Transportation Regulations:</u> Head Start issued the nation's first official regulation on transportation of preschool children. This regulation governs how grantees transport children to and from program activities. The Head Start Transportation final rule requires grantees to use either "school buses" or "allowable alternate vehicles," and to ensure children are seated in height and weight appropriate child restraint systems. The rule describes operator qualifications and training requirements, vehicle and pedestrian safety training for parents and children, and how to transport children with disabilities.</p>
2002	<p><u>The Bush Administration Proposed Good Start, Grow Smart:</u> This proposed new early childhood initiative aimed to help States and local communities strengthen early learning for young children to ensure that young children are equipped with the skills they will need to start school ready to learn. This initiative addressed three major areas; Strengthening Head Start, Partnering with States to Improve Early Childhood Education, and Providing Information to Teachers, Caregivers and Parents.</p> <p><u>Teacher Literacy Training.</u> The Department of Health and Human Services implemented national training program and trained nearly 50,000 Head Start teachers in early literacy teaching techniques.</p>

Honoring Our History: 2003 – 2005

(Source: HeadStart.gov)

2003	<p><u>Head Start Bureau Implemented the Head Start National Reporting System (NRS)</u> : As part of the Administration's Good Start, Grow Smart initiative, the NRS aimed to collect information on a standard set of child outcomes in a consistent manner. This ambitious initiative aimed to assess systematically early literacy, language, and numeracy skills of all 4-and 5-year-olds enrolled in Head Start.</p> <p><u>Child Outcomes Framework:</u> Head Start promoted the Head Start Child Outcomes Framework to help programs plan their curricula and assessed their children's progress and accomplishments of children. First published in 2000, and re-released in 2003, the framework was composed of eight general Domains, 27 domain elements, and numerous examples of specific Indicators of children's skills, abilities, knowledge, and behaviors. Head Start revises the framework in 2010.</p>
2004	<p><u>Region III Head Start launched a Pilot Initiative, I Am Moving, I Am Learning (IM/IL):</u> This initiative aimed to address childhood obesity in two states with significant need – Virginia and West Virginia and it was rolled out nationwide in the next few years. The goals of IM/IL were to: •Increase time spent in moderate to vigorous physical activity during the daily routine to meet national guidelines for physical activity; •Improve quality of structured movement experiences facilitated by teachers/adults; and •Improve healthy nutrition choices for children every day.</p> <p><u>The Head Start Bureau Unveiled the Head Start Management Initiative:</u> This initiative focused on administrative practices and build on earlier efforts to ensure that Head Start children enter school ready to learn. This initiative has two major goals: 1) Improving Head Start's monitoring system to address under-enrollment, erroneous payments, child outcomes and grantee compliance with regulations, including executive administrative personnel compensation; and 2) improving Head Start's training and technical assistance system delivery, outcomes and impacts.</p>
2005	<p><u>Head Start Celebrated 40th Anniversary:</u> Total number of children served reached more than 25 million.</p> <p><u>Hurricane Katrina:</u> In the aftermath of Hurricane Katrina, Head Start was uniquely positioned to reach out to many of these families and help ease some of their suffering. About half a million people in New Orleans were displaced by floods caused by Hurricane Katrina. All Head Start grantees, particularly those in Alabama, Louisiana, Mississippi, Arkansas, Texas, Florida, Georgia and Tennessee, were called to open their doors to those displaced families who have sought refuge in communities and to seek new ways to support children, parents and others affected by this disaster. The Head Start centers in the Gulf Coast region played a key role in partnering with local organizations, charities, government agencies, educational institutions and other nonprofit organizations.</p>

Honoring Our History: 2006 – 2008

(Source: HeadStart.gov)

2006	<p><u>Early Childhood Learning and Knowledge Center (ECLKC) Website:</u> The Office of Head Start announced launch of the Early Childhood Learning and Knowledge Center (ECLKC). The website offers an interactive, web-based resource providing relevant, timely information, knowledge and learning to Head Start programs and the early childhood community in an easy-to-use format. This website is a comprehensive resource for individuals involved in early childhood education, with format and content geared to the needs of the intended user. The site directly serves parents by providing information that supports parents' involvement in their children's lives. It also is designed to inform families about Head Start and Early Head Start, and shares with parents how they can support their child's experiences in the program.</p>
2007	<p><u>The Improving Head Start for School Readiness Act:</u> The 110th Congress passed reauthorization begun in the 108th Congress. The new law: 1) Made quality improvements in all areas of the program including education staff qualifications, monitoring, and, collaboration. 2) Increased accountability through strengthened monitoring and oversight. 3) Changed the funding/grants structure by revising the allocation formula and converting all grants to five year grants for which grantees may have to compete. 4) Expands eligibility to allow grantees to fill up to 35 percent of slots with children from families with income between 100% and 130% of poverty (in certain circumstances). 5) Required increased qualifications and training requirements for staff. 6) Clarified the roles and responsibilities of a grantee's governing body and policy council. 7) Terminated National Reporting System. 8) Promoted coordination among Head Start grantees and other state/ local early childhood programs.</p> <p><u>Healthy Marriage:</u> Head Start awarded 24 Healthy Marriage Initiative grants. Using these five-year grants, Head Start programs can partner with other organizations in their communities to offer low-income families a full range of practical skill-building sessions on communication, joint decision making, parenting, budgeting, and conflict resolution.</p>
2008	<p><u>Office of Head Start funds Head Start Higher Education Partnerships:</u> These grants support staff in attaining required degrees by establishing partnerships with institutions of higher education.</p> <p><u>Two childhood obesity prevention initiatives begin:</u> I Am Moving I Am Learning and Little Voices Healthy Choices. These initiatives promote healthy lifestyles and physical activity.</p>

Honoring Our History: 2009 – 2011

(Source: HeadStart.gov)

2009	<p><u>American Recovery and Reinvestment Act (ARRA)</u> : \$2.1 billion in ARRA funds expands enrollment by more than 61,000 children and their families. This nearly doubles the number of infants and toddlers served by Early Head Start. Funding was also provided for quality improvements which led to significant gains in the professionalization of the Head Start workforce and investments in mentor coaching for teachers.</p> <p><u>CLASS Observations Use of the Classroom Assessment Scoring System (CLASS™) became widespread</u>: CLASS gave a way to consistently observe, rate and give feedback on the effectiveness of teacher-child interaction. CLASS raised expectations for teacher practice and guided professional development, producing improved teacher practices.</p>
2010	<p><u>National Centers on Training/Technical Assistance</u>: Six training and technical assistance (T/TA) centers were funded to communicate best practices and provide content-rich, usable, and practical resources to Head Start grantees. These are: 1) The National Center on Quality Teaching and Learning (NCQTL); 2) The National Center on Program Management and Fiscal Operations (PMFO); 3) The National Center on Parent Family and Community Engagement (PFCE); 4) The National Center on Health (NCH); 5) The National Center on Cultural and Linguistic Responsiveness (NCCLR), and 6) The Early Head Start National Resource Center (EHSNRC).</p> <p><u>Mentor and Coaching</u>: Early Learning Mentor and Coach grants were awarded to 131 programs in 43 states to improve staff qualifications and training. Grantees used the funds to hire coaches to provide on-the-job guidance, training, mentoring/technical assistance to staff. This in turn promoted positive, sustained outcomes for children; and promoted career development.</p>
2011	<p><u>Designation Renewal System</u>: Head Start Program Performance Standards were amended to add §1307. The Designation Renewal System (DRS) improved quality by holding programs accountable for performance, and through competition, ensuring the best available early childhood services for our nation's most vulnerable children and families. DRS required grantees not meeting certain quality benchmarks compete for renewed funding and converts all continuous Head Start grants to five year grants. By 2015, all grantees are converted to five year grants and have been through the DRS system.</p> <p><u>Parent, Family and Community Engagement (PFCE) Framework</u>: OHS released a research-based, birth to 8 approach to promote family well-being and engagement in children's learning and development. The framework outlined program-wide practices to support family wellbeing, relationships between parents and children, families as teachers and adult learners, families social connections, parent leadership and advocacy, and positioning families to make the best transition into kindergarten.</p>

Honoring Our History: 2012 – 2014

(Source: HeadStart.gov)

2012	<p>Hurricane Sandy: Communities across the East Coast were devastated by Hurricane Sandy. Head Start programs play a significant role in aiding and assisting children and families following the disaster. Congress appropriates \$95 million in recovery aid to help renovate, repair and rebuild damaged Head Start centers. Head Start programs could also use these funds for other recovery, relief, and resiliency efforts.</p>
2013	<p>President's Early Learning Initiative: In the State of the Union address, President Obama proposed a series of new investments that would establish a continuum of high-quality early learning for a child—beginning at birth and continuing to age 5. This included providing Preschool for All, funding Early Head Start-Child Care partnerships, and expanding home visiting programs.</p> <p>Sequestration: Due to a sequestration order, Head Start program receives the biggest funding cut in Head Start history; all grantees altered programs to operate at reduced levels. The 5.27% funding cut represented a loss of about 57,000 children/slots. In 2014 Congress restored full funding to Head Start.</p> <p>Professional Development: 66% of all Head Start center-based preschool teachers have a Baccalaureate degree or higher in early childhood education, or in a related field with experience. The Head Start Act specified 50% of center-based preschool teachers nationwide should have these credentials by 2013. As of 2014, 71% of Head Start teachers had BA or higher and nearly all (96 percent) have at least an Associate Degree.</p>
2014	<p>Birth to Five Funding Opportunity Announcement (FOA): Through the Birth-to-Five FOAs, applicants were encouraged to design a single, comprehensive proposal based on demonstrated community needs and their organizational capacity. Grants were awarded to the 14 agencies that were successful in applying to the Birth to Five pilot FOAs published in five communities: Baltimore, MD; Detroit, MI; Jersey City, NJ; Sunflower County, MS; and Washington, DC. The pilot was successful and was expanded to most FOAs for Head Start programs.</p> <p>Early Head Start-Child Care (EHS-CC) Partnership Grants: Congress appropriates \$500 million dollars and launched the Early Head Start-Child Care Partnership Grants. These grants capitalized on existing child care capacity and infrastructure to provide access to full day and full year high quality early care and education and continuous comprehensive services to low income infants and toddlers throughout the nation. Applicants for the EHS-CC Partnerships request nearly \$1 billion and reported tens of thousands of eligible infants and toddlers on waiting lists for high quality care and education. There are 275 new Early Head Start-Child Care Partnership grants awarded in 2015.</p>

Honoring Our History: 2015 – 2017

(Source: HeadStart.gov)

2015	<p><u>Head Start celebrated 50 years! 50 years of Leading the Way:</u> Head Start celebrates 50 years of providing comprehensive services to eligible children and families and leading the way in early childhood education.</p> <p><u>Full day and Full Year Program Proposal:</u> President’s budget proposes to support all Head Start programs to operate for a full school day and full school year. Strong evidence from research strongly points to the importance of full-day programs. Research on summer learning loss and attendance indicated that extending the program year also is critical for Head Start children.</p> <p><u>Aligned Monitoring System:</u> Starting this year the Office of Head Start (OHS) assesses grantee compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The new methodology requires 100 percent review of all centers, classrooms and outdoor play spaces within the grant period to better identify health and safety problems.</p>
2016	<p><u>Head Start Program Performance Standards (HSPPS):</u> Head Start streamlines the HSPPS with the first comprehensive revision since they were originally published in 1975. The HSPPS reflect best practices and the latest research on early childhood development and brain science. The Standards give grantees flexibility in achieving positive child and family outcomes. They also encourage the use of data to track progress and reach goals in all program areas. Learn more about the general structure of the HSPPS, and how they address services to infants and toddlers, dual language learners, and children with disabilities.</p>
2017	<p><u>Hurricanes Harvey, Irma, and Maria: The 2017 hurricane season was among the most destructive in U.S. history.</u> Hurricanes Harvey, Irma, and Maria damage or destroy Head Start facilities and property in Florida, Texas, Puerto Rico, and the U.S. Virgin Islands. The Office of Head Start removes barriers, making it easier for Head Start agencies to meet the needs of children and families affected by disasters.</p> <p><u>Head Start programs serve a critical role in the recovery of impacted communities.</u> Head Start leaders reach out, comfort families, and try to meet these families’ basic needs, often while experiencing devastating losses of their own.</p> <p><u>MyPeers:</u> Head Start provides a virtual learning network to help Head Start and child care staff connect and learn with people who share interests and program responsibilities. Early childhood colleagues can brainstorm, exchange ideas, and share resources with from across the country. There are more than 40 MyPeers communities and more than 10,000 members.</p>

Honoring Our History: 2018 – 2020

(Source: HeadStart.gov)

2018	<p><u>Safe Foundations, Healthy Futures Campaign:</u> The Office of Head Start dedicates a campaign to ensure safe and nurturing settings for very young children. The Safe Foundations, Health Futures campaign shares best practices to eliminate preventable risks to children’s health, safety, and well-being.</p> <p><u>Dual Language Learners Program Assessment (DLLPA):</u> Head Start offers a tool to help programs assess their management systems and services to ensure the full and effective participation of children who are DLLs and their families.</p> <p><u>Head Start Coaching Companion:</u> The Head Start Coaching Companion is a video sharing and coaching feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance.</p>
2019	<p><u>Early Head Start (EHS) Expansion and Early Head Start-Child Care (EHS-CC) Partnership grants:</u> The Administration for Children and Families funds 78 programs in Cohort 3, adding more than 8,000 slots for infants and toddlers.</p> <p><u>Individualized Professional Development (iPD) Portfolio:</u> Head Start launches an online platform created to support ongoing professional development for staff in Head Start and child care settings. The iPD contains accessible, self-paced modules based on staff roles and interests. Modules offer continuing education units (CEUs) or completion certificates.</p> <p><u>Head Start-Public Schools Collaboration Demonstration Project:</u> For many Head Start children and families, the transition to an unfamiliar kindergarten setting is not easy. The demonstration project built strong partnerships between 13 Head Start programs and school districts with the goal of ensuring effective transitions. Out of this project, the Office of Head Start provided online resources to help all programs and their receiving schools develop successful transition strategies, such as joint professional development, family visits to the schools, and aligned child assessments. Head Start Collaboration Offices are continuing to support Head Start program and public school linkages.</p>
2020	<p><u>COVID-19 suspends most in-person services:</u> Most Head Start programs paused in-person services due to the Coronavirus disease 2019 (COVID-19) pandemic. Instead, they offered a mix of virtual or remote child development services, combined with other family supports. The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided \$750 million to support programs and maintain service delivery to children and families. Head Start programs that continued in-person services were examples to all early childhood programs on how to operate safely while serving essential workers.</p> <p><u>Tribal Colleges and Universities Head Start (TCU-HS) Partnerships Program:</u> The Administration for Children and Families awarded \$4 million to six TCU-HS Partnership programs to increase the number of qualified education staff working in American Indian and Alaska Native (AIAN) Head Start and Early Head Start programs. The funding was intended to support Tribal colleges and universities to implement efforts to strengthen career pathways and degree attainment for Head Start education staff, in partnership with AIAN agencies. Importantly, this funding strived to ensure that qualified AIAN Head Start educators who are linguistically and culturally competent can be employed in Head Start classrooms.</p>

Honoring Our History: 2021 – 2023

(Source: HeadStart.gov)

2021	<p><u>Head Start Heals campaign increases awareness about how programs are uniquely qualified to address trauma and promote resilience in young children and families:</u> The national OHS campaign focused on supporting children and families who had been exposed to trauma that might overwhelm their ability to cope. A podcast series provided Head Start staff with information and resources on a variety of topics to support children and families during difficult times. Episodes explored how to have sensitive conversations about coping with grief and loss, as well as incorporating mental health into disaster preparedness planning. OHS also used #HeadStartHeals to keep the conversation going on social media, where programs could share their own strategies and success stories. The Head Start Heals Animated Series featured some of those success stories, from rebuilding hope and helping hands to recovering confidence.</p>
2022	<p><u>National Head Start Fellowship Program (NHSFP):</u> OHS resumed the National Head Start Fellowship Program after a 10-year hiatus. The NHSFP was intended to grow Head Start leaders who would go on to make significant contributions to Head Start programs and early childhood education at the local, state, and federal levels. It provided OHS with information and experiences from people working directly in the field. At the same time, it gave rising leaders opportunities to expand their knowledge, gain experiential learning through work placement, and cultivate a network through relationship building.</p> <p><u>Head Start categorical eligibility for families eligible for the Supplemental Nutrition Assistance Program (SNAP):</u> OHS expanded its interpretation of “public assistance” in Sec. 645 of the Head Start Act to include SNAP, along with Temporary Assistance for Needy Families (TANF) and Supplemental Security Income (SSI). Eligible families who demonstrate proof of SNAP receipt or eligibility can enroll for Head Start services.</p>
2023	<p><u>Head Start funding increase:</u> The Consolidated Appropriations Act, 2023, authorized a \$960 million increase in Head Start funding. The funding increase allowed Head Start Preschool, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership programs to deliver and expand high-quality services , and provide a cost-of-living adjustment for the Head Start workforce. It also allowed for greater investment in Tribal College and University Head Start (TCU-HS) Partnership programs to support the Tribal early education workforce.</p> <p><u>Integrated mental health services into Head Start programming:</u> The Office of Head Start proposed changes to better integrate mental health into every aspect of program services and elevate the role of mental health consultation. This helped address the increasing rates of mental health concerns in children and adults in Head Start programs and facilitate a proactive approach to support the overall well-being of children, families, and staff. Head Start programs were encouraged to improve quality and promote best practices for mental health consultation and integrate mental health across other program services.</p>

Honoring Our History: 2024 – 2025

(Source: HeadStart.gov)

2024

Changes to eligibility criteria for American Indian and Alaska Native (AIAN) Head Start programs and Migrant and Seasonal Head Start (MSHS) programs: A new law gave Tribal communities additional flexibility in determining which children can enroll in Head Start programs, regardless of income. MSHS programs were approved to serve any age-eligible child who has at least one family member whose income comes primarily from agricultural employment. These provisions ensure Head Start programs can more effectively serve the families for whom they were designed.

Head Start Program Performance Standards Updated: The Administration for Children and Families released a final rule in the Federal Register, Supporting the Head Start Workforce and Consistent Quality Programming, to respond to concerns about the sustainability of Head Start programs. The changes also modernize the process programs use to identify and meet community needs.

2025



Honoring Our Local History: 1965 – 2025

(Source: Community Action Akron Summit)

Summit County Head Start Program

Summer 1965	As part the Head Start national pilot, Akron Summit Community Action, Inc. (ASCA) became the Head Start Grantee in Summit County. Akron Public Schools served as a delegate and served 300 children.
Fall 1965	ASCA became part of the national Head Start program and administered the Summit County Head Start program.
1968	ASCA, as grantee, and Akron Public Schools, Barberton City Schools and Twinsburg Local Schools, as delegates, began to service children directly.
1978	Twinsburg Local Schools ended their delegate contract. ASCA continued to serve the families and children of Twinsburg.
1990	State funded Head Start began.
1992	ASCA began to serve 909 more children with State funding and continued until the State funded support ended.
1997	ASCA was award the first Early Head Start grant in Summit County (infants, toddlers and pregnant women).
2002	State funding for Head Start ended. ASCA continued to serve children in Head Start with federal funding.
2004	Akron Public Schools ended their delegate contract. ASCA continued to serve those 520 children directly.
2012	Barberton City Schools ended their delegate contact. ASCA continued to serve those 336 children directly.
2015	The ASCA Head Start program has served more than 50,000 children in Summit County, ages 6 weeks to 5 years and pregnant women, in home-based and center-based settings in 14 Step Up to Quality 5-Star quality-rated locations.
2025	Akron Summit Community Action (DBA Community Action Akron Summit) continues to be the sole Grantee in Summit County for the Head Start Preschool and Early Head Start program, serving 997 children in nine Step Up to Quality Gold-rated locations.

Happy 60th Birthday, Head Start

Day of Celebration: May 16, 2025



Happy 60th Birthday, Head Start



Day of Celebration: May 16, 2025

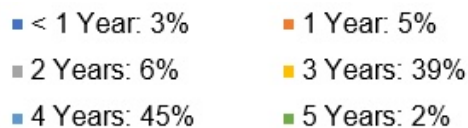
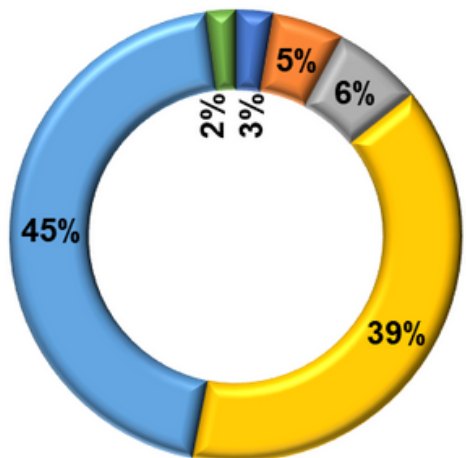


Enrollment

	Funded	Served
Pregnant Women	16	23
Infants and Toddlers (EHS ages 6 weeks - 3 years)	100	128
Preschoolers (HSP ages 3-5)	881	772
State Early Childhood Education Program (ages 3-5)	112	112

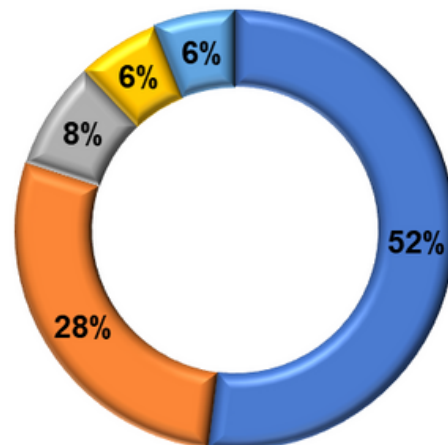
Children by Age

(at time of enrollment)



Primary Eligibility

(at time of enrollment)



Prior Enrollment

(enrolled in Early Head Start or Head Start Preschool for:)

Early Head Start (EHS)



1st Year 2nd Year 3rd+ Year

Head Start Preschool (HSP)



1st Year 2nd Year 3rd+ Year

Attendance



Early Head Start
Infants & Toddlers



Head Start
Preschool



State Early
Childhood Education



Quality Rated Centers

All **nine** of our Head Start Preschool and Early Head Start Child Development Centers are **Gold Award-rated**! We continue to maintain the highest award rating in Step Up to Quality, Ohio's Tiered Quality Rating and Improvement System.

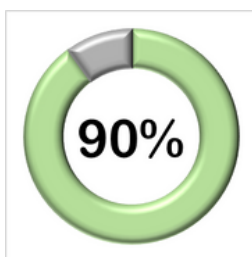


Education

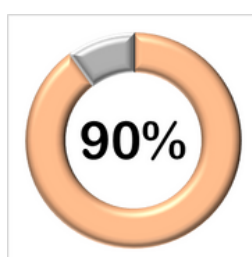
Teaching Strategies GOLD

This is a research-based assessment tool used in early childhood programs to track children's development from birth through kindergarten. It relies on teacher observations to assess progress across key developmental areas such as social-emotional, physical, language, cognitive, literacy, and math. The percentages below represent the children meeting or exceeding developmental levels for their age range.

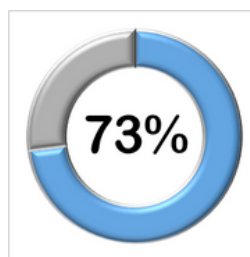
Early Head Start



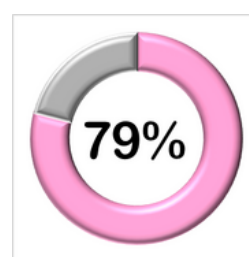
Social
Emotional



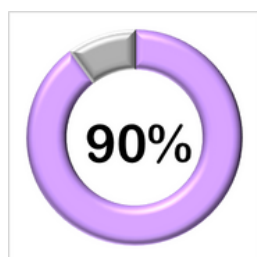
Physical
Fine/Gross Motor



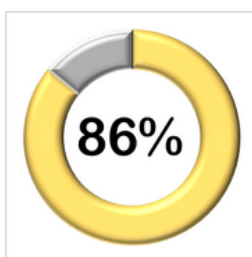
Language



Mathematics



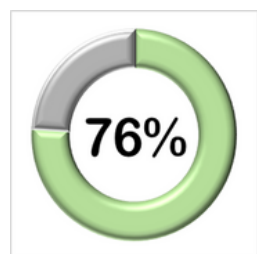
Cognitive



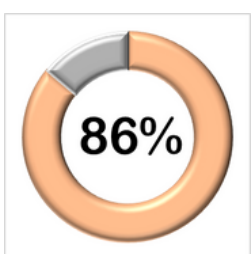
Literacy



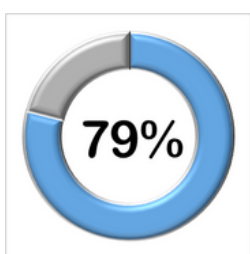
Head Start Preschool



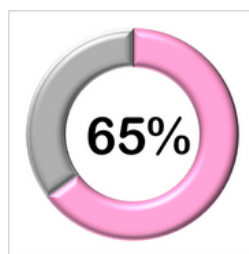
Social
Emotional



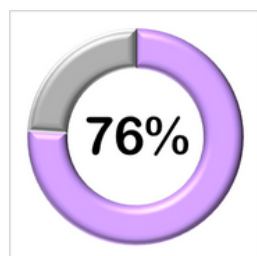
Physical
Fine/Gross Motor



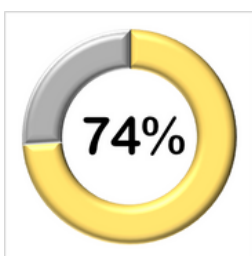
Language



Mathematics



Cognitive



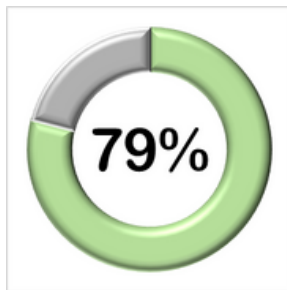
Literacy



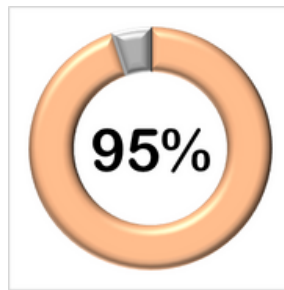
Education

State Early Learning Assessment

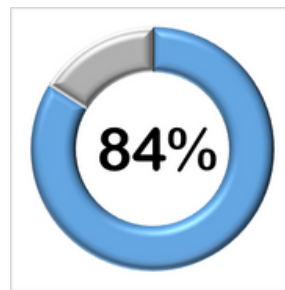
This is Ohio's Early Childhood Comprehensive Assessment System that assesses children ages three to six for kindergarten readiness. The ELA is an observational tool used by educators to assess the developmental progress across key domains like social foundations, language and literacy, math, and physical wellbeing and motor development. The percentages below represent the State Early Childhood Program children meeting or exceeding developmental levels for their age range.



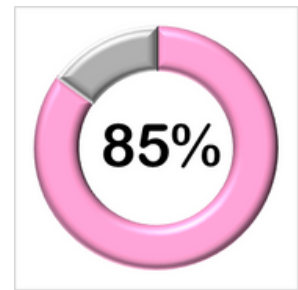
**Social
Foundations**



**Physical Well-being
and Motor Development**



**Language and
Literacy**

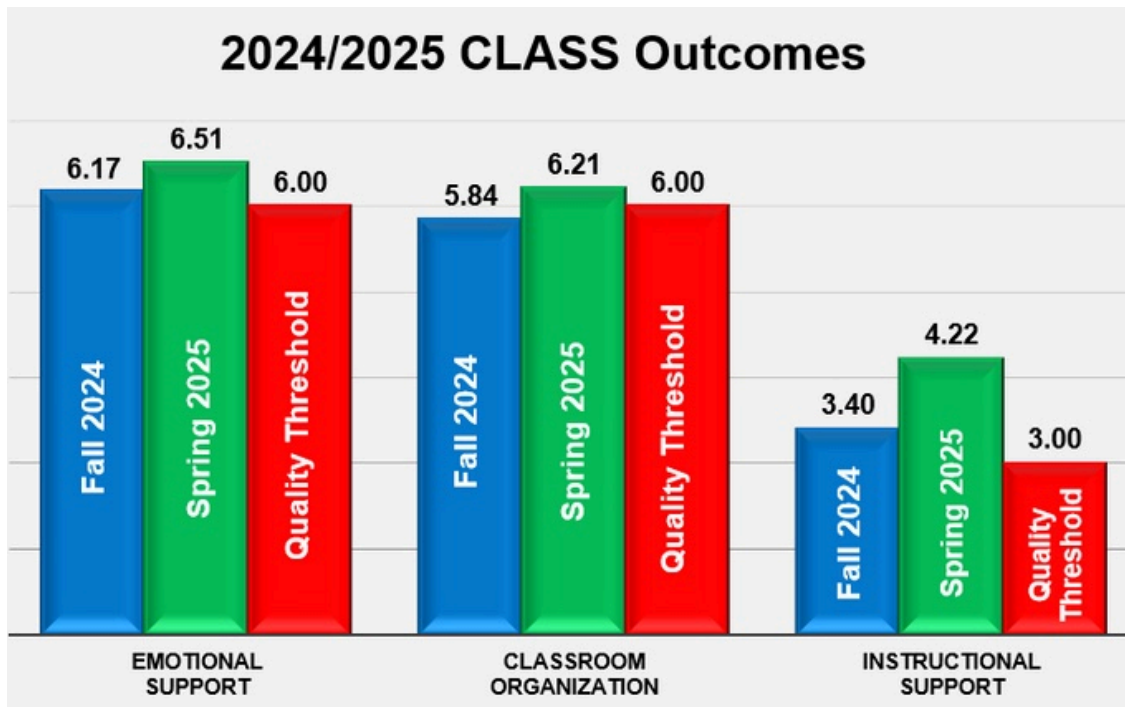


Mathematics



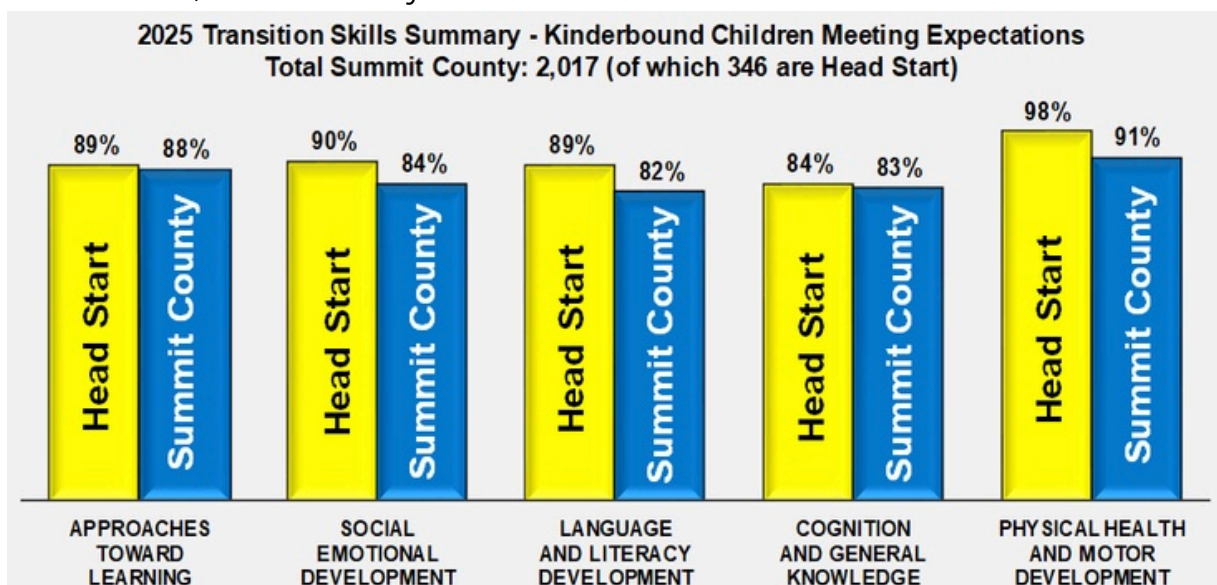
Classroom Assessment Scoring System (CLASS)

CLASS assesses teacher-child interactions across **Emotional Support**, **Classroom Organization**, and **Instructional Support** using a seven-point observational scale. Below are our Head Start Preschool scores from Fall 2024 and Spring 2025 scores compared to the Quality Threshold benchmarks.



Kindergarten Transition

Head Start partnered with Summit Education Initiative (SEI) to complete the Transition Skills Summary (TSS), assessing kindergarten readiness across 47 skills aligned with Ohio's Early Learning Standards. Of **2,017** Summit County children assessed, **346** were Head Start children. The graph below shows the percentage of Head Start children "On Track" (90% or more of skills) across five key domains.



Practice-Based Coaching

Practice-Based Coaching is a cyclical process that supports the use of effective teaching practices, leading 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 enhance teaching and support teachers to successfully apply the tools in the classroom.

This school year, **29 teaching staff** participated in coaching with support from our three Mentor Coaches. Through coaching, staff set goals, implemented action plans, and reflected on teaching practices.



247 Goal Setting Meetings



234 Focused Observations



240 Reflection and Feedback Meetings

Staff reflections regarding their coaching experience:

- “Through working with a coach, I feel like I have become a better teacher. It feels like a partnership to improve teaching and interactions with the children in the classroom.”
- “I tried new things that I’ve never tried in the past years. I’ve had to brainstorm and think outside of the box to come up with ideas on how to meet the needs of all children.”
- “This was my first time signing up for coaching, and I’m really glad that I did. It was a great learning experience and I will definitely use what I learned for years to come!”

Early Childhood Volunteers

Hudson High School Student



Evan - Head Start at Oak Creek Growth Through Connection at Head Start

At the start of the semester, Evan was unsure about stepping into a new environment and connecting with unfamiliar faces. But week by week, his time in the Head Start classroom transformed that uncertainty into confidence. He built strong relationships with both the children and teachers, and found joy in returning each week to support and engage with the kids.

Through this experience, he not only grew more comfortable in new settings but also discovered a deeper appreciation for service and the importance of giving back. His time at Head Start helped him see beyond his world and inspired a lasting commitment to helping others, both in big and small ways.

We are incredibly grateful for Evan's dedication and compassion, and we wish him all the best as he continues his academic journey. Evan, may your journey be filled with purpose, growth, and continued service to others.

Early Childhood Volunteers

Hudson High School Student



Gabi - Head Start at Five Points I Finding Purpose in the Head Start Classroom

Gabi discovered more than just a weekly service opportunity; she found her calling. Initially planning to pursue a Finance major, knowing it would make a lot of money in the future, she discovered her heart was not in finance.

Gabi began volunteering every Wednesday in a Head Start classroom. There, she spent time working with the children, and specifically two children with special needs, including one child who was nonverbal. Through patience, compassion, and the use of simple sign language, she formed a meaningful connection that provided an experience that deeply moved her, sparking a new passion. Inspired by her time in the classroom and a firsthand look at the work of a Speech and Language Pathologist, she made the bold decision to change her college major to Speech and Hearing Sciences.

Gabi's story is a powerful reminder of the impact our classrooms can have, not just on children, but on the lives of those who serve them.

We are incredibly grateful for Gabi's dedication and compassion, and we wish her the very best as she pursues her academic journey in Speech and Hearing Sciences. Gabi, your future is bright, and we know you'll continue to make a meaningful difference.

Disabilities Services

Individualized Learning Supports

During the 2024–2025 program year, we served a total of **74** children with disabilities across our Early Head Start (EHS) and Head Start Preschool (HSP) programs. In EHS, **24** children received services through Help Me Grow, with all of their Individualized Family Service Plans (IFSPs) addressing developmental delays. In HSP, **50** children received intervention services from the Local Education Agencies (LEAs). Of which, **44** qualified under developmental delay, **four** under health impairments, and **two** under speech impairments. These efforts reflect our ongoing commitment to providing inclusive, individualized support for every child.

Speech & Language Therapy (SLT): All HSP children were screened. Based on the results, **230** children required follow-up evaluations. Of which, **207** qualified for and received speech services.

Occupational Therapy (OT): Children are referred for an evaluation based on the outcomes of developmental screening (ASQ:3), teacher concerns, parental concerns, or behavioral or sensory concerns. This year, **250** children were evaluated, of which **239** qualified for and received therapy.



Staff Credential and Center Designation



Governor DeWine's **Ohio PROMISE initiative** promotes inclusive early childhood education through training and recognition. Staff and management earn the **Ohio PROMISE Credential** by completing training focused on supporting children with special needs. Programs demonstrating inclusive practices can receive the **Inclusive Child Care Designation**—a recognition currently held by over 1,000 programs statewide. We're proud that **all nine of our EHS/HSP centers** have earned this designation, reflecting our commitment to meeting every child's unique needs with care and support. (Sources: Ohio Department of Jobs & Family Services and Ohio Department of Children & Youth)

Parent & Family Engagement

Family Partnership Goal Setting

Early Head Start and Head Start Preschool incorporate family engagement as a strength-based process to build positive relationships in three steps: Family Partnership Agreement, Strengths and Needs Assessment, and Goal Setting. The Parent Family and Community Engagement (PFCE) Framework identifies seven family outcomes that research has shown to promote positive child/family outcomes. Our Family Support Specialists work together with parents to help identify and develop at least one goal within the seven areas of the PFCE Framework. This year, **869** families set **819** goals, of which **94%** were achieved during the program year.

83%

**Family
Well-Being**

87%

**Positive Parent-Child
Relationships**

85%

**Families as
Lifelong Educators**

83%

**Families as
Learners**

81%

**Family Engagement
in Transitions**

78%

**Family Connections to
Peers and Community**

90%

**Families as Advocates
and Leaders**



Parent & Family Engagement

Engaging Fathers and Father Figures

Male engagement is a vital aspect of parent, family, and community engagement. Early Head Start/Head Start Preschool staff engage and partner with fathers and father figures as advocates, lifelong educators, and first teachers of their children. Male family members and father figures serve as key roles in the healthy development of their children and families, and have much to add to their Head Start communities.

192 Father/Father figures participated in early learning development experience (i.e., Parent/Teacher Conferences, Home Visits, Home-School Connections, and Classroom Activities)

100 Father/Father figures engaged in Family Goal Setting

108 Father/Father figures engaged in program Family Assessment

30 Father/Father figures engaged in Parent Educational Workshops

2 Father/Father figures participated in Program Governance (i.e., Policy Council or Center Policy Committees)

Conscious Discipline Parent Education Curriculum

The curriculum includes **16 hours** of instructional content and was delivered as a Parent Night series under the theme, “Relationships Are the Cradle of All Learning.” We offered three events, and a total of **14** parents participated. The weekly topics covered included: Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences.

Parent feedback was positive. One parent shared, “***The DNA method was really helpful—Describe, Name, Acknowledge, feelings, and provide positive choices.***” Another noted, “***It’s wonderful. I think this will help a lot with what is happening at home. It’s great to see staff using this in the classroom—I see it being done.***” These insights highlight the program’s positive impact on families and home-school relationships.



Home-Based Services

Early Head Start Pregnant Women, Infants, and Toddlers

Our Health Specialist, who visits enrolled pregnant women, and our Caregiver Teacher, who visits infants and toddlers, provide comprehensive support through home visits and group socialization activities. These services are designed to promote healthy prenatal outcomes, enhance the development of young children, and strengthen family relationships.

Beyond home visits, group socialization opportunities occur in diverse settings, such as Early Head Start classrooms and community spaces, including the Akron Main Library, the Akron Children's Museum, the Akron Art Museum, and the Akron Zoo. Families gathered to participate in enriching activities, shared a meal, and engaged in discussions on topics designed to support family well-being and child development.

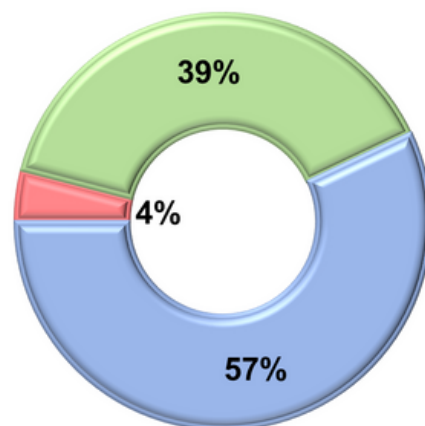


Health Services


Services to Pregnant Women

■ 1st Trimester ■ 2nd Trimester ■ 3rd Trimester

Initial Engagement in Early Head Start
Pregnant Women Program by Trimester



At the end of program participation, pregnant women with


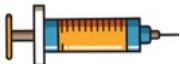

	Health insurance	100%
	An ongoing source of continuous, accessible health care	100%
	Prenatal care during their pregnancy	100%
	Parental education (nutrition, oral health, parental depression, fetal development, breast feeding, safe sleep, risks of substance misuse and abuse, and more)	100%

Services to Children

At the end of program participation, children with

EHS

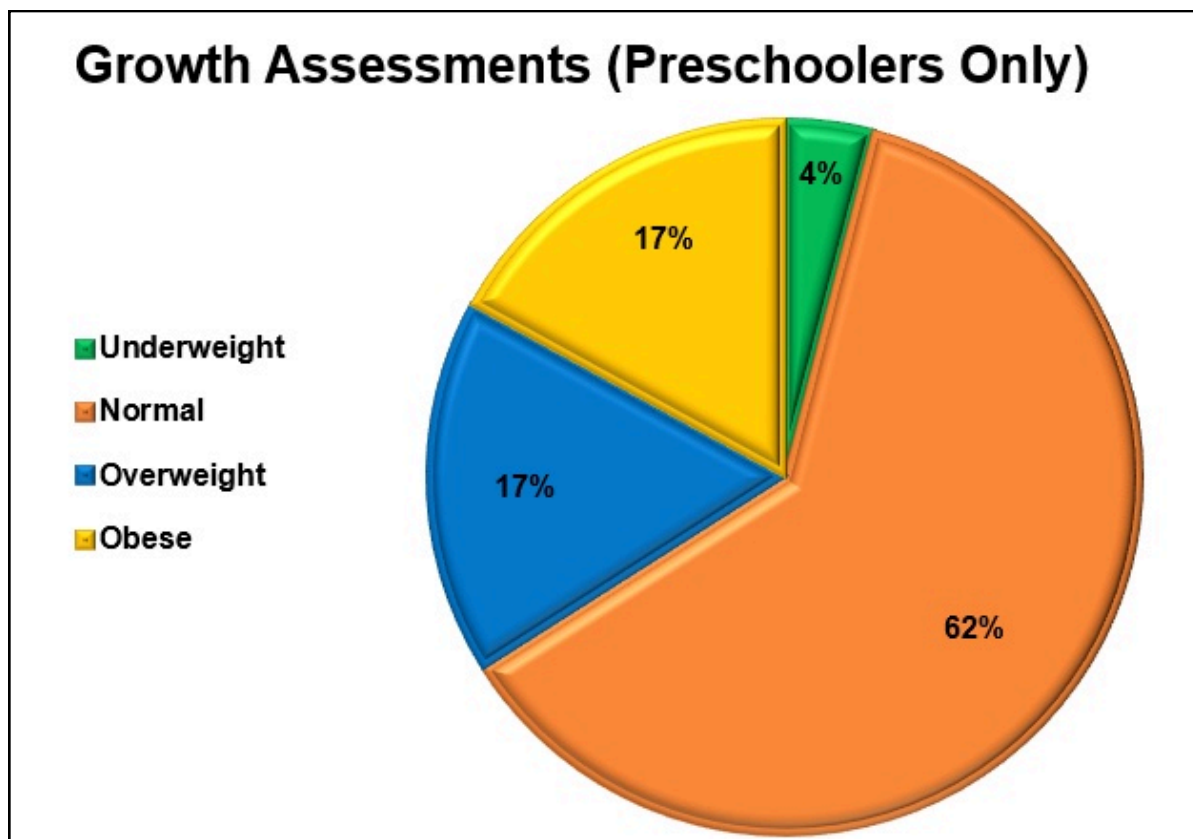
HSP

	Health insurance	99%	99%
	• Of these, with Medicaid	94%	97%
	An ongoing source of continuous, accessible health care	98%	99%
	Up-to-date age-appropriate preventive and primary health care	94%	96%
	Up-to-date or received all possible age-appropriate immunizations	90%	93%
	Continuous, accessible dental care provided by a dentist	98%	99%
	Up-to-date age-appropriate preventive/primary oral health care or received preventative	80%	91%

Child Nutrition



Nutrition services include nutrition assessments, nutritious meals approved by a dietitian with modifications for children with special dietary needs, and education to empower parents to help make healthy choices for themselves and their children. A total of **64,062** breakfasts, **80,522** lunches, and **61,104** snacks were served to children this program year.



Nutrition is important to a child's health, growth, and development. The graph above represents the growth assessments for **770 Head Start Preschool children** based on the BMI chart. Two children only attended one day and were not weighed; subsequently, they dropped from the program.

Mental Health Services

The Devereux Early Childhood Assessment (DECA) is a strength-based tool that fosters resilience in young children by assessing three protective factors:

Initiative: Independent thinking and action to meet personal needs.

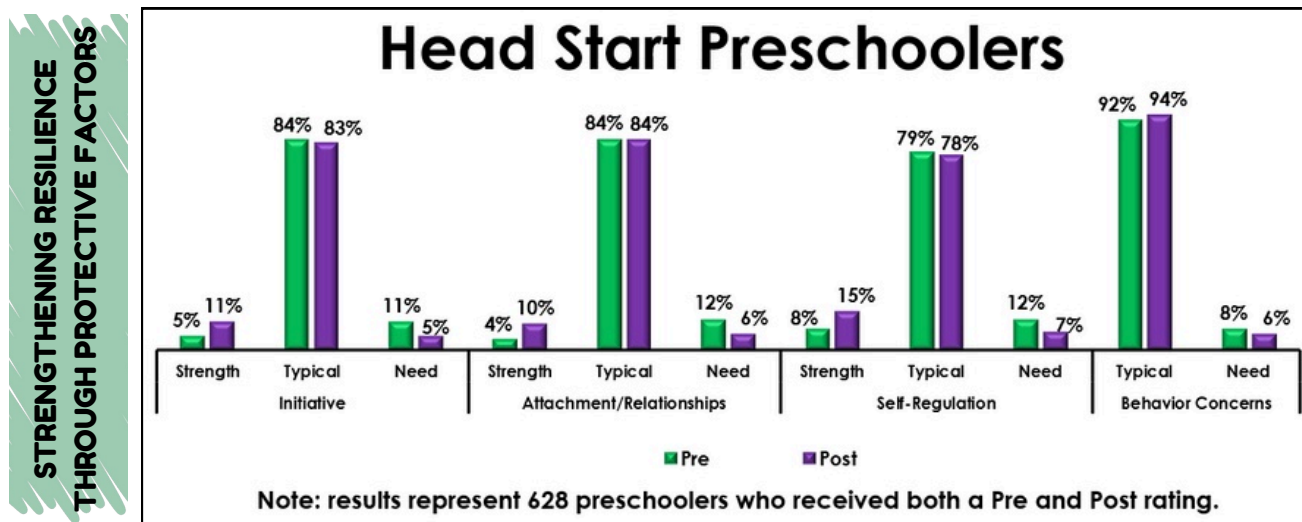
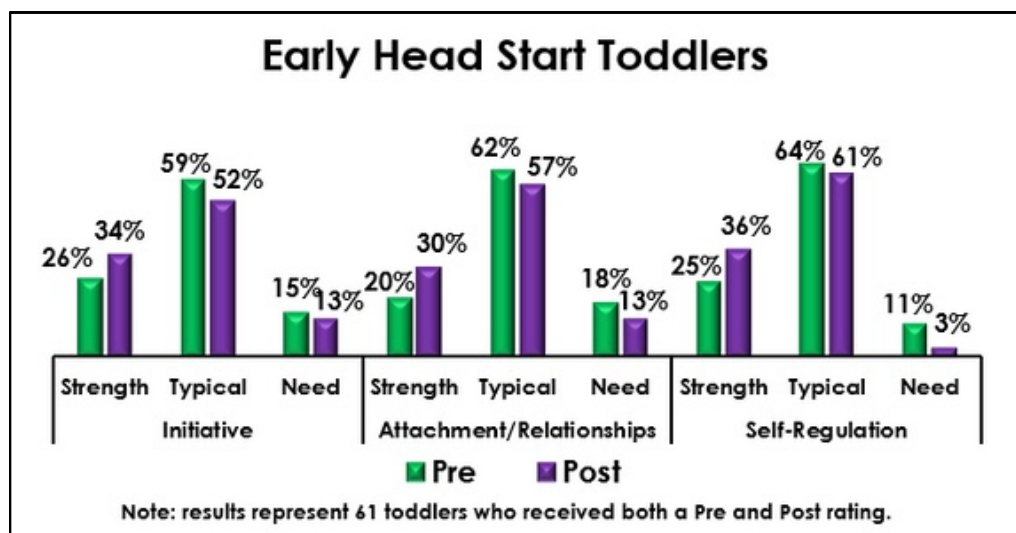
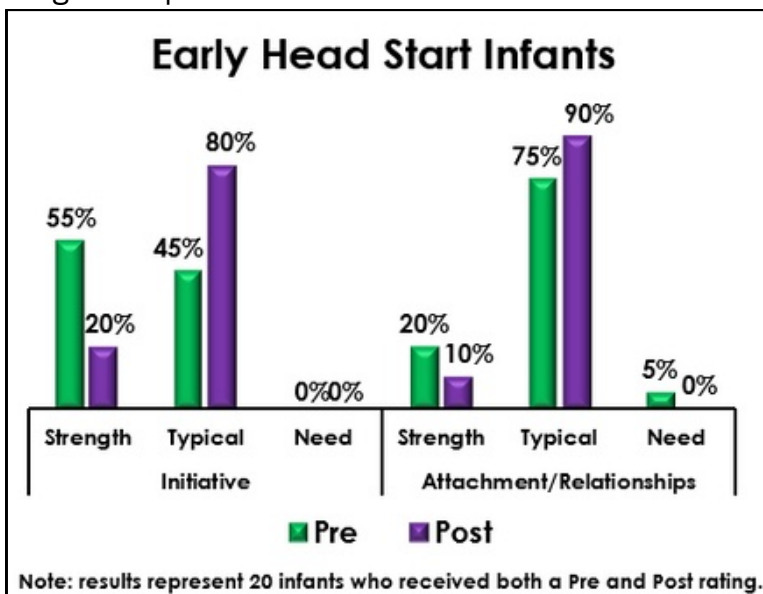
Attachment/Relationships:

Forming and maintaining positive connections.

Self-Regulation: Managing emotions and behavior in healthy ways.

These traits help children handle stress, reduce risk, and thrive socially and emotionally.

The graphs show Pre- and Post-assessment results by age group.



STRENGTHENING RESILIENCE
THROUGH PROTECTIVE FACTORS

Community Partners Spotlight

AmeriHealth Caritas and Akron Children's Hospital

On February 13, 2025, **39** pregnant women and their guests attended a Community Baby Shower in the Summit County Public Health Department Auditorium. This event was designed to:

Provide education to support healthy pregnancies. Education areas included: Car seat safety, safe sleep, and nutrition.

Promote prenatal and postpartum support and provide the guests with resources.

Engage in the recruitment of pregnant women for participation in the Early Head Start Pregnant Women program.



Community Partners Spotlight

Akron Art Museum

On March 18, 2025, Early Head Start and Head Start Preschool families from **Barberton**, **Five Points I**, **Five Points II**, and **Summit Lake** enjoyed a fun-filled Family Night at the Akron Art Museum, where they explored interactive multiple art stations using everyday household items. The event encouraged parents to discover creative, budget-friendly activities to inspire their children's artistic expression, critical thinking, and problem-solving skills at home.



Community Partners Spotlight

Magical Theatre Company

Mother Goose made her annual spring visit to all of our Early Head Start and Head Start Preschool centers, along with her big book of nursery rhymes to read with the children. The children and teachers eagerly interacted in the performance of classic rhymes and songs using their phonemic awareness skills. These skills are the necessary building blocks for young children before they can begin to read.



Community Partners Spotlight

Akron Symphony Orchestra

The Akron Symphony Orchestra brought a string ensemble to our Early Head Start and Head Start Preschool centers at **Barberton**, **David Bacon**, and **Summit Lake**. Through a lively and interactive show-and-play session, children were introduced to the sounds of various orchestral instruments and fundamental musical concepts. Each performance featured storytelling, movement, singing, and listening activities that encouraged active participation. Children engaged with the musicians, explored musical elements like loud and soft or fast and slow, and even pretended to play along, making for a fun, educational, and immersive musical experience.



Community Partners Spotlight

Summit Education Initiative

The Summit Education Initiative (SEI) CLASS Act Scholars program aims to "Elevate—Celebrate—Support" early childhood teachers by using the CLASS® model through coaching, peer-to-peer learning, mentoring, and professional development (Source: SEI).

Our Head Start Preschool Teachers, **Tiffany Jewel** (front row left), **Teresa Kamany** (back row middle left), **Nicole Liggins** (front row right), **Molly Rothgeb** (back row right), **Deborah Sowers** (front row center), and Head Start Preschool Teacher Assistants **Ryesha Jenkins** (back row left) and **Tiara Thurman** (back row middle right), were seven of fourteen early childhood educators selected to participate in the Summit Education Initiative (SEI) eighth and final cohort for the CLASS Act Scholars of Summit County program. In total, **26** Head Start Preschool teaching staff have graduated from the CLASS Act Scholars program since the program's inception in 2017.



Congratulations to Tiffany, Teresa, Nicole, Molly, Deborah, Ryesha, Tiara, and all graduates of the CLASS Act Scholars of Summit County Program, Cohort 8!



Parent Satisfaction Survey

The 2024/2025 Parent Satisfaction Survey was conducted in May 2025, yielding an overall response rate of **89%**. The feedback from parents/families is critical to our ongoing program strengthening and our ability to provide parents and children with quality learning and parents/families with exceptional experiences. Thank you to all of our parents/families who took the time to provide feedback on their Early Head Start and Head Start Preschool experience.

100%

of Pregnant Mothers agreed they felt supported during their participation in the program during pregnancy and following childbirth through building relationships and connecting with community resources.

82%

of Infant/Toddlers Home-Based families agreed their experience in the Home-based program was excellent and 18% very good.

98%

of Parents/families were satisfied with the quality education, classroom environment, and learning experiences provided to their children.

93%

of families felt the program was helpful in preparing their children to begin kindergarten.

97%

of Parents/families felt their parent engagement experience was positive (Parent Meetings, Classroom Volunteering, Policy Council Participation, reading to their children, etc.)

Words From Our Families...

"The school year has been amazing. My daughter has learned a lot more than she already know."

"My home visitor was very professional and knowledgeable about the entire process."

"My child's experience was highly satisfying. I am happy with the teachers who helped my child day by day."

"I had a good experience with teachers and am satisfied."

"Highly satisfied with our experience with the school and staff."



Program Funding, Assessment, and Monitoring

Agency Budget and Expenditures

Fiscal Year 2024 - June 1, 2024- June 30, 2025
(includes one-month extension 6/1/2025-6/30/2025)



Federal Operating Funds

Budget Categories	Total Grant Budget	Total Grant Expended
Personnel	\$ 9,440,223	\$ 8,503,362
Fringe Benefits	\$ 4,915,987	\$ 4,116,485
Travel	\$ 2,965	\$ 0
Supplies	\$ 631,681	\$ 772,786
Contractual	\$ 502,156	\$ 691,823
Other	\$ 2,292,320	\$ 2,294,342
Training and Technical Assistance	\$195,028	\$146,561
Non-Federal Share	\$ 4,495,090	\$ 2,991,041
Total	\$ 22,475,450	\$ 19,516,400

Revenue by Source

Revenue by Source	Total Grant Budget	Total Grant Expended
Federal Operating Funds	\$ 22,475,450	\$ 19,516,400
State Early Childhood Grant	\$ 476,000	\$ 476,000
USDA- CACFP Nutrition	\$ 716,613	\$ 632,704
American Rescue Plan (ARP)	\$ 1,490,839	\$ 1,490,839
Building Project-1303 Arlington	\$ 1,838,645	\$ 133,070
Building Project-1303 Wyley	\$ 1,753,841	\$ 129,978
Total Revenue	\$ 28,751,388	\$22,378,991

Note: Expended amounts as of Fiscal Reports ending 6/30/2025

Results of the Most Recent Financial Audit

The financial audit is taken to the Board annually for approval. The Independent Auditor's report by Wipfli, through December 2023, indicated no findings or questioned costs.

Self-Assessment & Federal Monitoring

The annual self-assessment, completed on January 29, 2025, evaluated progress toward program goals, compliance with Head Start regulations, and school readiness goals. Policy Council approved the results on February 20, 2025, followed by the Board of Directors on February 27, 2025. No federal monitoring review occurred during this program year.



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This institution is an equal opportunity provider.

July 29, 2025