



Head Start/Early Head Start State Early Childhood Education Program 2020/2021 Program Year-end Report



Enrollment

The Office of Head Start modified enrollment and attendance requirements due to the COVID-19 pandemic.

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| 798 Head Start (HS) (Ages 3–5) | 124 State Early Childhood Education Program (Age 4) | 115 Early Head Start (EHS) (6 Weeks–Age 3) | 44 Early Head Start Pregnant Women | 203 Foster Care & Homeless (Head Start & Early Head Start) |
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Developing Attendance Habits

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|--|--|--|
| 75% Head Start Average Daily Attendance | 78% State Early Childhood Education Program Average Daily Attendance | 77% Early Head Start Average Daily Attendance |
|--|--|--|



Mental Health Services



Supporting Children, Families, and Staff

Our program continued our commitment to promote social and emotional health for children, families, and staff. We partner with community Early Childhood Mental Health Consultants to support our teaching staff in creating a positive classroom and working environment for children and adults. Mental health intertwines with every aspect of a child's individual growth and development and our services are focused on the child's strengths and wellness.

During this school year, **106** children were referred for early childhood mental health consultation services. Through observation and consultation, **54** Head Start and **12** Early Head Start Teachers received support from an Early Childhood Mental Health Consultant. The assistance, support, and modeling of developmentally appropriate interventions provide teachers guidance to build relationships, maintain a positive classroom learning environment, and strategies to deescalate and manage challenging behaviors.



Program Funding

Budget represents 12 months of funding. HS/EHS is in compliance with no findings in program audits.

\$14,449,096.00 Federal Share (HS/EHS)

\$ 3,444,168.00 Non Federal Share (HS/EHS)

Funding represents COVID-19 Support

\$ 1,284,817.00 Coronavirus Response and Relief Supplemental Appropriations Act

\$ 375,008.00 COVID-19 Supplement

\$ 1,490,839.00 American Rescue Plan

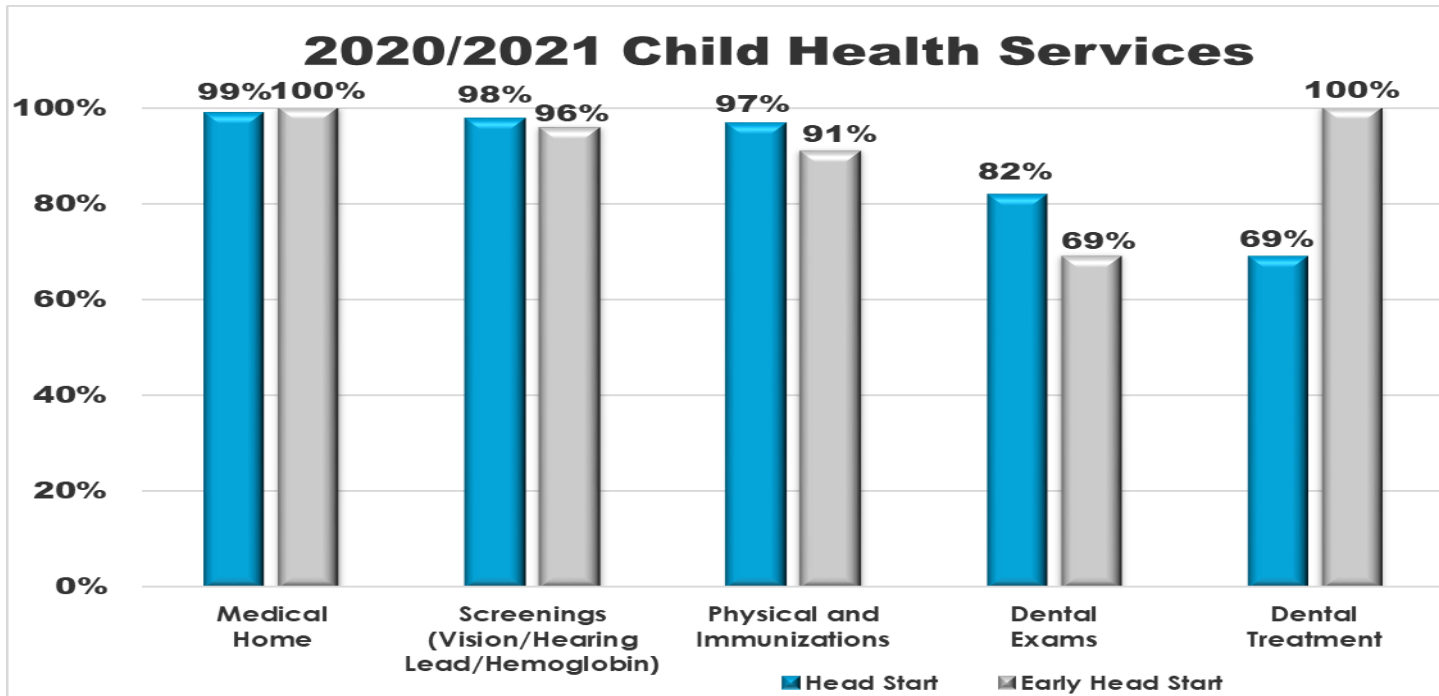
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Child Health Services

Head Start & Early Head Start Health Data

School readiness begins with health! The graph below illustrates the percentage of Head Start and Early Head Start children who received health services for the 2020/2021 program year.



Services to Pregnant Women

Pregnant Together

- 100% had access to care, medical/dental home
- 100% received prenatal/postnatal care
- 43% received dental exams
- 20% needed and received a mental health referral, of which, 100% received intervention and follow-up services
- 100% received prenatal education



Child Nutrition Services

Growth Assessment

- 4% Underweight (BMI less than 5th percentile for child's age and gender)
- 63% Normal (BMI at 5th percentile and below 85th percentile for child's age and gender)
- 16% Overweight (BMI at 85th percentile and below 95th percentile for child's age and gender)
- 17% Obese (BMI greater than 95th percentile for child's age and gender)

(Growth Assessments are only for children ages 3 - 5 and Based on Body Mass Index (BMI) Chart)



Services to Children with Disabilities



Early Head Start and Head Start Children Disabilities Numbers

15 infants/toddlers (ages 6 weeks up to 36 months) with Individual Family Service Plans (IFSP) and **92 preschoolers** (ages 3 to 5 years) with Individualized Education Programs (IEP) received early intervention and special education services of which:

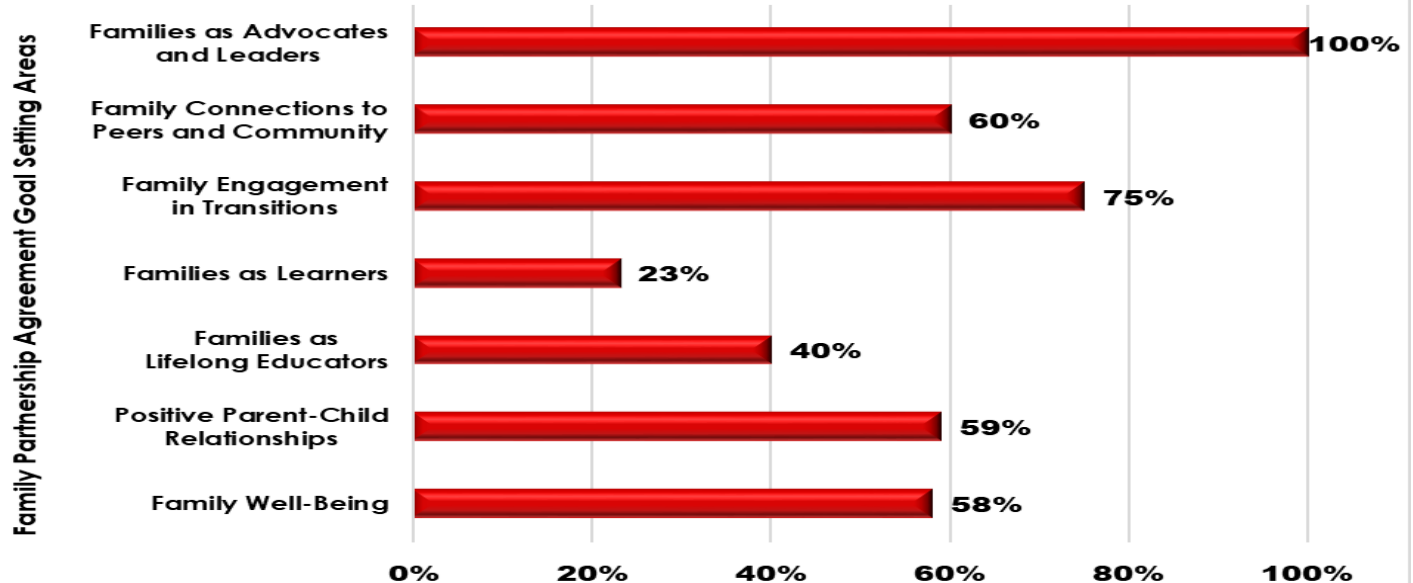
- **13% and 28%** Speech and Language
- **7% and 16%** Health (physical, occupational, hearing, vision, and/or Autism)
- **80% and 56%** Developmental (behavior, adaptive, motor, and/or cognitive)

Parent, Family, and Community Engagement

Family Outcomes

Head Start Parent, Family and Community Engagement Framework (PFCE) identifies seven family outcomes which research has shown to promote positive child outcomes. Our Family Service Workers collaborate with parents and families to help them develop and achieve at least one goal in one of the seven areas during the school year. Outcomes of these goals are presented below.

Family Partnership Goals Achieved



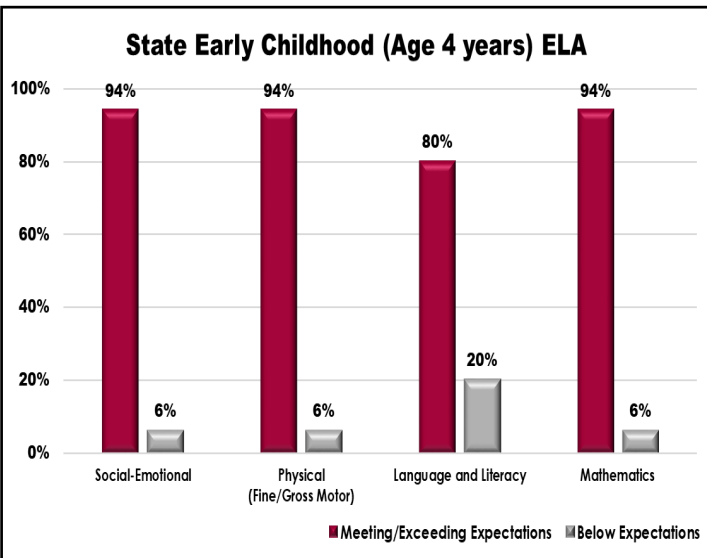
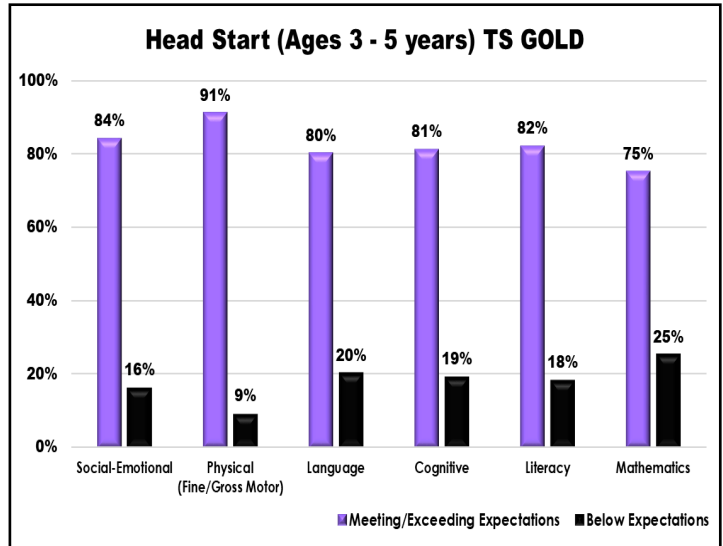
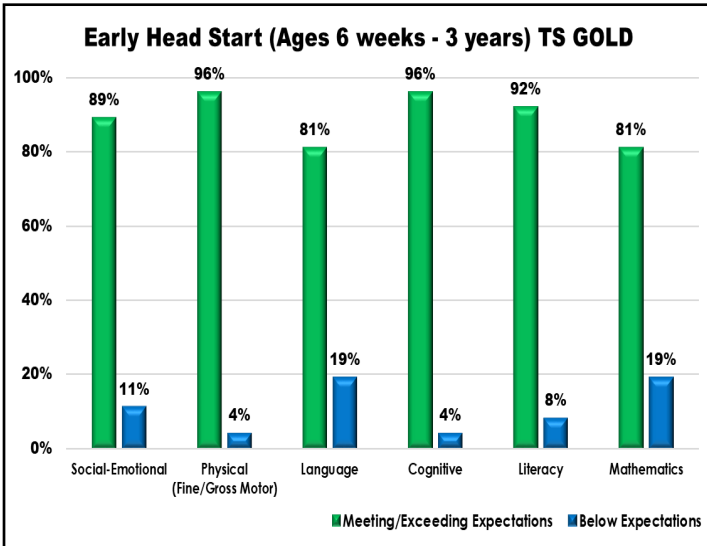
Father and Father Figures



Father/Father Figures Involvement

- 126** fathers/father figures engaged in the program Family Assessment
- 118** fathers/father figures engaged in the program Family Goal Setting
- 153** fathers/father figures were engaged in HS/EHS child development experiences throughout the program year (e.g. Home-School Connection, Classroom Activities, Parent Meetings, etc.)
- 19** fathers/father figures engaged in Program Governance (Policy Council or policy committees)
- 34** fathers/father figures were engaged in Parenting Education Workshops

Children Learning Outcomes



Early Head Start (top left graph) and Head Start (top right graph) outcomes from **Teaching Strategies GOLD (TS GOLD)** assessment tool which supports effective teaching and long-term school success through child work samples, teacher observations, and parent input.

State Early Childhood (bottom left graph) outcomes from the **Early Learning Assessment (ELA)** tool, Ohio's Early Childhood Comprehensive Assessment System assesses children's readiness for kindergarten. By Spring 2021, the majority of children were meeting/exceeding learning expectations in all assessed areas.



Kindergarten Transition

Transition Skills Summary

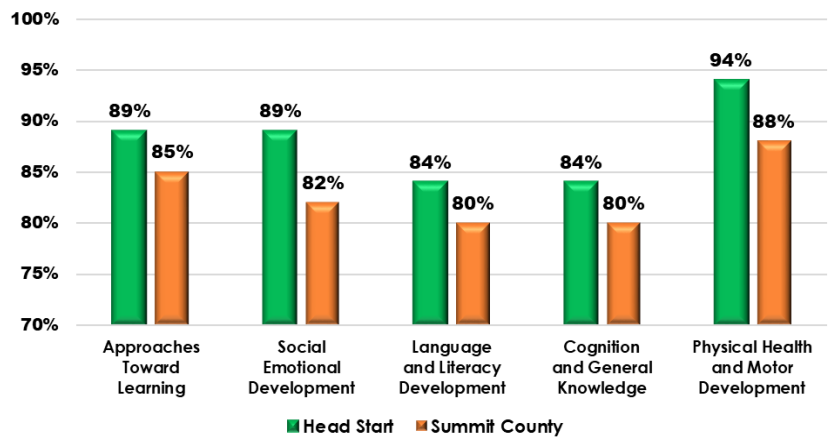
376 Head Start Kindergarten-Bound children were counted in the 2,090 total Summit County children who participated in the countywide school readiness *Transition Skills Summary*, a collaborative of the Summit County *First Things First* Initiative and facilitated by Summit Education Initiative (SEI). The outcomes in the five domains assessed illustrate children will be entering Kindergarten "Developing¹/On Track²" to begin a successful school year.

¹ "Developing" children demonstrate having 50% to 89% of skills in each domain.

² "On Track" children demonstrate having 90% or more of the skills in each domain.



2021 Transition Skills Summary Snapshot Report Kindergarten-Bound Children

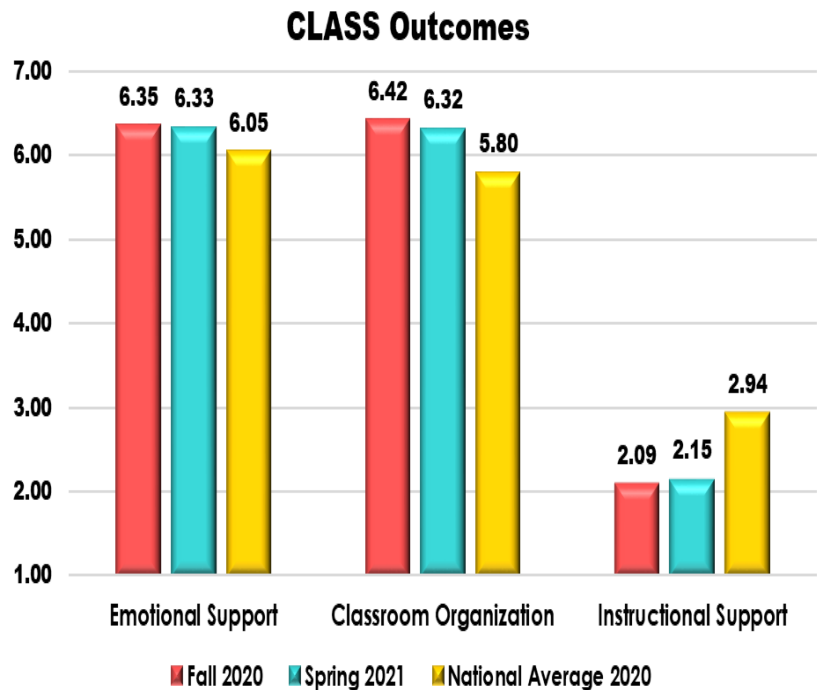


Classroom Assessment Scoring System

Classroom Assessment Scoring System (CLASS®) focuses on **quality teacher-child Interactions** in Head Start classrooms and assesses through observation on a 7-point scale, from low to high.

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

Scores of 1-2 means quality teacher-child interaction is low; 3-5 show a mixture of low and effective teacher-child interaction; 6-7 show effective and consistent teacher-child interaction. Summit County Head Start remained **above** the national benchmark in Emotional Support and Classroom Organization and continue to demonstrate improvement in Instructional Support. Scores for the 2020/2021 program year compared to the 2020 national benchmark average are in the graph on the right.



Staff Professional Development

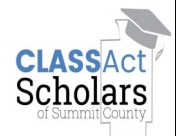


Michelle Conrad & Haley Klinedinst

Head Start teachers, **Michelle Conrad (top)** and **Haley Klinedinst (bottom)** were two of fourteen early childhood educators selected to participate in the **Summit Education Initiative (SEI)** fourth cohort of 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). Due to COVID-19, their graduation was during a virtual ceremony on May 7th.

Congratulations to our Head Start graduates Michelle Conrad, Haley Klinedinst, and all of the CLASS Act Scholars of Summit County Graduates!

Photos courtesy of Summit Education Initiative Website 2020/2021 Class Act Scholars Class 4



Quality Rated Centers Maintained



Since our achievement in 2011, we have successively maintained the highest star rating in Step Up to Quality, the State of Ohio quality rating system! All thirteen of our early learning centers are 5-Star rated! We operate the most 5-Star rated Step Up to Quality centers within Summit County.



Congratulations to our Oak Creek and David Bacon Head Start sites for maintaining the National Association for the Education of Young Children (NAEYC) accreditation for ten consecutive years.



For the sixth straight year, 100% of our designated centers have been re-designated Ohio Healthy Program sites. Continued use of Ohio Healthy Programs has shown an increase in our children's food awareness, developing healthy eating habits, and increased physical activity.

Spotlights: Parent & Community Partners

Parent Partner - India Moore

Families as Advocates and Leaders



India and her son, Dacian came to the Head Start program at the recommendation of a family member. She was familiar with Head Start because many of her family members have attended the program and she is a former Head Start child. At the time India was in-between jobs and was seeking a quality preschool program for Dacian. Dacian loved coming to school and enjoyed learning from his teachers. He talked about school and his teachers all the time sharing his favorite parts of the day were playing and dancing. India continually asked his teachers for ways to develop skills and extend his learning at home. Dacian is beginning Kindergarten and she feels he is prepared for a successful Kindergarten year.

India was eager to learn more about the program and opportunities to be involved. She attended a Parent Meeting at her Head Start center. She learned about Policy Council, which is a group of Head Start and Early Head Start parents and community members who help lead and make decisions about their program. India was elected as Policy Council Vice-Chair and Chair of the Human Resources sub-committee. Her engagement and enthusiasm lead to her election as Policy Council Chair and Policy Council Parent Representative to the Community Action Akron Summit Board. India not only learned about setting goals, she also achieved her goal as a parent advocate and leader. We honor India's engagement and growth!

Virtual Learning Classroom

Virtual Story Time



Due to COVID-19, some parents made the decision of having their children participate in the virtual classroom setting. Twenty children were selected to participate with priority given to Kindergarten-bound children. Two Head Start teachers provided programming via Zoom, Tuesday through Friday, with 75 minutes of planned learning activities. The activities consisted of topic studies, such as pets, buildings with music and movement, math, science and other topic related activities.



Two regular guests, Mrs. Pam Oviatt (top picture) and children's librarian Ms. Erica (bottom picture) from the Maple Valley Branch of the Akron Summit County Public Library provided phonemic awareness and reading activities on Tuesdays and Thursdays during the 11:45 am–12:00 pm Story Time segments. The children were eager to participate as they learned phonics and to hear the stories shared.

Children's Art Experience with Akron Art Museum

Weekend At The Museum

For the past 10 years, Head Start/Early Head Start collaborated with the Akron Art Museum to have children's artwork on display. In the past, children's artwork premiered during Night At The Museum inside the museum lobby. This year, the show was moved outdoor to the Bud and Susie Rogers Garden.

Children's artwork from Arlington, Cedar, Helen Arnold, Portage Path, and Summit Lake were on display Thursday, May 20th – Saturday, May 22nd. Community Action Akron Summit Staff, children and parents walked through the garden to admire the children and staff's wonderful creations while enjoying the great outdoors.

