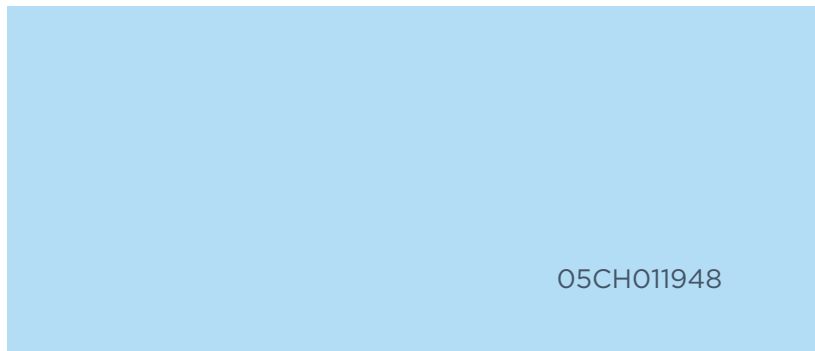




2022-2023 Annual Report

Head Start and Early Head Start



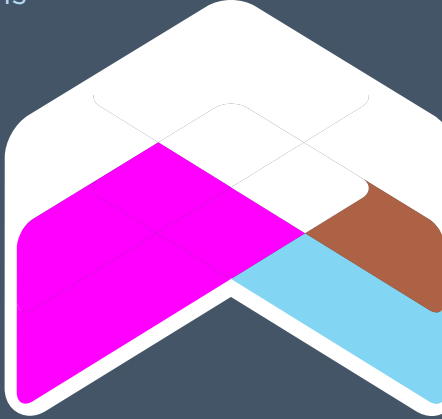


Everyone Deserves a Future They Can Look Forward To

The Centers Head Start and Early Head Start programs are designed to provide all children with safe, nurturing, enjoyable, and secure learning environments. The varied experiences provided by each program support the continuum of each child's intellectual, social, and emotional growth and development. All learning experiences are designed to be developmentally appropriate and culturally sensitive. We recognize parents as their children's primary educators and provide opportunities for families to play an active role in supporting their children's learning both in the classroom and at home.



Carole Beaty, MPOD
Chief Program Officer,
Family & Work
Programs



A Brighter Future Starts Today

A child's experiences during the first 2,000 days of their life—from birth to the start of kindergarten—have a lasting impact on later success. With six five-star rated early learning centers in Northeast Ohio, plus a home-based program, we help families capitalize on this precious time. Our five-star rated early learning centers are accessible to all and help children from birth to age five reach their full potential during this crucial developmental period.



AFFORDABLE EARLY LEARNING FOR ALL

Our team meets with each family individually to match them with the appropriate childcare programs and scholarships to ensure services are as affordable as possible.



NATIONALLY RECOGNIZED CURRICULUM

Our play-based curriculum lets children learn while having fun. Our teaching staff is highly qualified and undergoes continual development and training.



FULL-DAY CARE & HOME-BASED PROGRAM

Most sites are open from 7 am – 5:30 pm so we can provide full-day services, including nutritious meals. We also offer a home-based program that provides in-home early learning and prenatal services to families who can't travel to our centers.

Revenue and Expenses

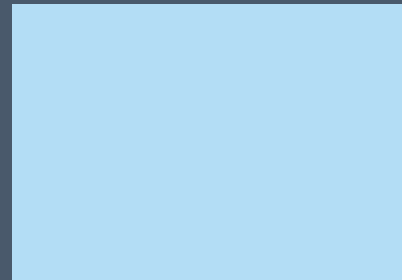
The Centers provided essential services to many of Cleveland’s most vulnerable children through our Head Start, Early Head Start, and Early Head Start-Child Care Partnerships programs.

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

REVENUE ACTUALS	1/1/22 - 12/31/22
Head Start Grant	\$14,161,198
USDA	\$322,908
United Way	0
Publicly Funded Child Care	\$985,210
Fees from Clients	\$413,385
Match	0
Total Revenue	\$15,882,701

An explanation of budgetary expenditures and proposed budget for the fiscal year.

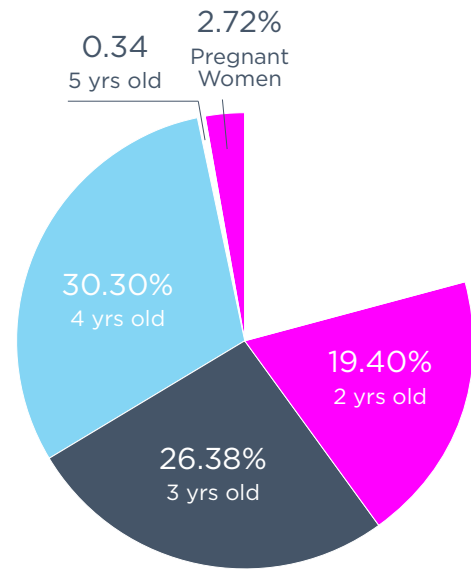
CATEGORY	1/1/22 - 12/31/22 BUDGET	1/1/22 - 12/31/22 ACTUAL
Personnel	\$4,920,277	\$4,909,731
Fringe Benefits	\$1,161,758	\$1,423,129
Travel (out-of-town)	\$37,200	\$32,770
Equipment	\$246,700	\$246,540
Supplies	\$141,323	\$103,274
Contractual	\$4,866,809	\$4,588,656
Other	\$3,422,159	\$4,597,044
Match	-	-
Total Revenue	\$14,796,226	\$15,901,144



The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

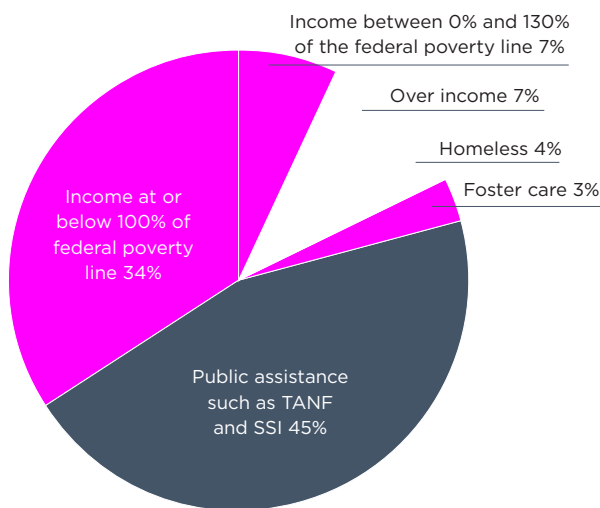
During the 2022-2023 year, The Centers was funded to serve 1,156 children and pregnant women. Of this number, 788 received Head Start services, and 368 received Early Head Start services. Head Start services were designed for preschool-aged children, while Early Head Start services were designed for infants, toddlers, and pregnant women. Within the Early Head Start program, 36 spots were funded to serve pregnant women. The Centers Head Start and Early Head Start together with delegate agencies and partners, had a cumulative enrollment of 1,143 children and 32 pregnant women from 1,058 families.

Children Served - By Age



Source: 2022-2023 Annual Program Information Report

Children Served - Type of Eligibility



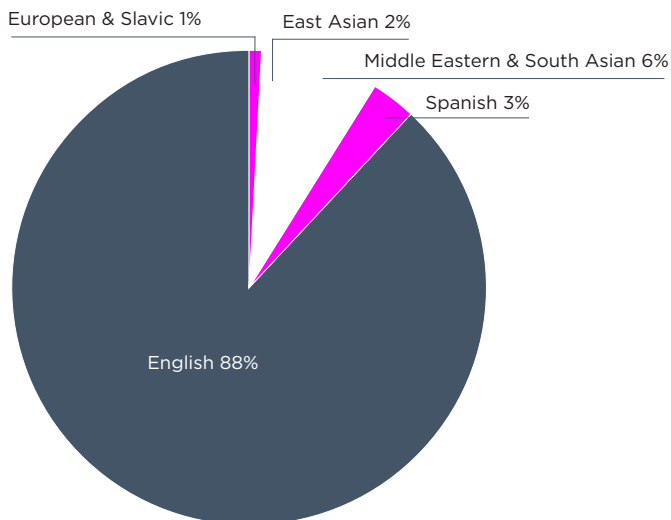
Source: 2022-2023 Annual Program Information Report

The grantee’s average monthly enrollment as a percentage of funded enrollment was 69.23% for both Head Start and Early Head Start. The average monthly enrollment was 69.65% in Head Start, while the average monthly enrollment was 63.49% in Early Head Start.

To the left is a pie chart of children served by type of eligibility in the grantee’s HS and EHS program in 2022-2023.

The pie chart to the right represents a composition of the languages spoken by families at home

Primary Language of Family Home



Source: 2022-2023 Annual Program Information Report

The results of the most recent review by the Secretary and the financial audit.

Our last annual agency financial audit was completed in June 2023 for the fiscal year January 1, 2022, to December 31, 2022, and the consolidated financial statements were presented fairly in all material respects with no findings.

Grant recipient completed a Focus Area 1 federal review during the 2022-2023 school year with no findings. However, the grant recipient was cited with a deficiency due to not ensuring that all staff refrained from violating standards of conduct relative to personnel policies. The grant recipient addressed the citation and prepared and submitted a quality improvement plan to the Office of Head Start. The grant recipient awaits a follow-up review from the Office of Head Start.

Percentage of children that received medical and dental services:

PERFORMANCE INDICATORS	HS	EHS
% of children who received medical exams	63.30%	21.10%
% of children with health Insurance	99.20%	95.30%
% of children with medical home	100.0%	96.30%
% of children with up-to-date immunizations	96.40%	76.00%
% of children who received dental exams	88.20%	45.40%

Source: 2022-2023 Annual Program Information Report



Parent involvement activities

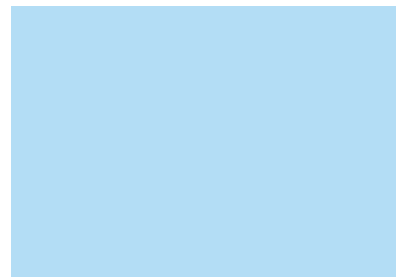
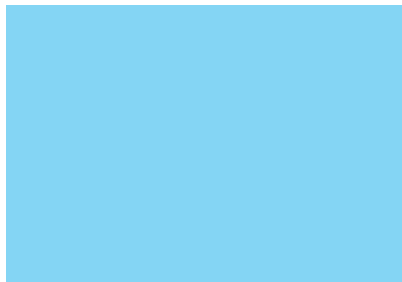
The Centers Head Start program constantly provided opportunities for parent involvement. Opportunities include:

- School Readiness Activities – Included kindergarten school visits, school choice fairs, and attendance awareness information.
- Introduction of LENA Program (EHS) – Provided opportunities for parents and teachers to collaborate regarding the increase of talk and language development.
- Male Advisory Council – Leadership opportunities to help plan opportunities to involve more males/fathers.
- Male Advisory speaking engagements at site-wide parent meetings and family engagement events.
- Program-wide activity planning to engage families and male role models.
- National Fathers Walk, site-wide
- 2 Gen/Whole Family Parent Focus Groups
- Attendance Awareness and Recognition – Get Up-Get To School-Get Ahead, Let's Get Technical About Attendance; scholars received a new tablet or basket of family engagement activities.
- Volunteer Opportunities – Planning events, at-home activities to support the curriculum, and art activities.
- Leadership and Advocacy – Parent Committees, Policy Council, State Representative, National Representatives, and Parent Ambassador.
- Forums to solicit parent feedback, make meaningful contributions, and advocate for their child, including Parent Surveys, Self-Assessment, and Parent Panels.
- Parent/Teacher Conferences, Mental Health, and Wellness Presentations.
- National and Regional Conferences and Trainings.
- Parent Meetings, Orientations, First Day of School Clap-in, Family Fun Days, and Literacy Read-a-Louds.
- Parents received training opportunities to support their role as the child's first teacher and lifelong educator, primary advocate, leader, and continuous learner (Parenting Skills, Conscious Discipline, Child Development, Nutrition, Child Abuse, Mental Health, Safety, and Financial Literacy workshops)

Preparing children for kindergarten

The grant recipient, its sub-recipient, and its partner assessed the school readiness in children via three assessment tools: Child Observation Record (COR) Advantage, Teaching Strategies Gold (TSG), and Early Learning Assessment (ELA). The Centers used COR Advantage, Catholic Charities and Urban Community School used TSG, while the Cleveland Metropolitan School District used ELA. Each assessment tool is aligned with the Ohio Early Learning and Development Standards and allows teachers to intentionally plan for children in their classrooms.

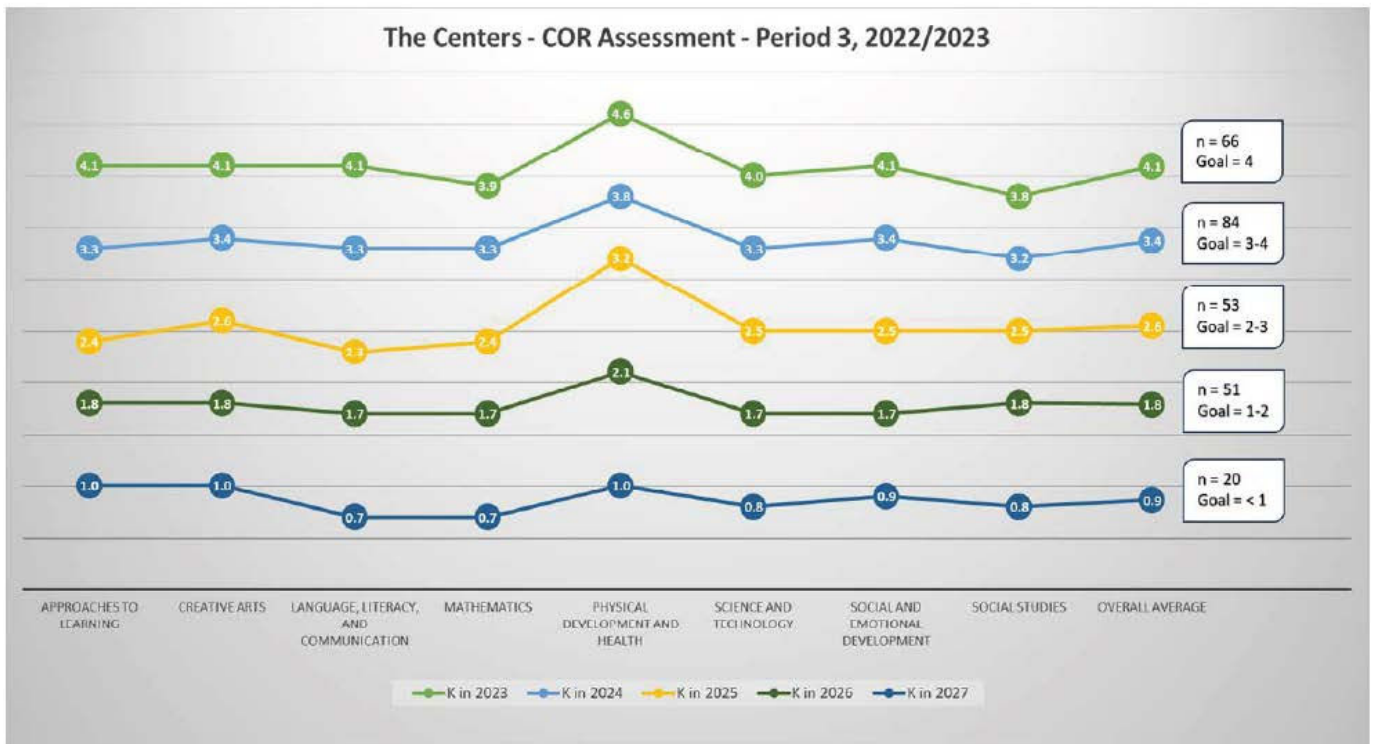
The Centers for Families and Children, Catholic Charities, Urban Community School, and Cleveland Metropolitan School District collected, aggregated, and analyzed the ongoing assessment data of the children at least three times during 2022-2023. Data was analyzed and summarized, then shared with teachers and parents, and used to design staff training.



Each assessment tool had different rating scales that indicated the performances of children. On average, children showed progressive development from the beginning to the end of the year. Overall, the average ongoing assessment ratings of the children at the end of the school year showed progressive development among all age groups.

Graphs from COR, ELA, and TSG below show the average development of children by age group from the beginning to the end of the year, by area or category assessed. At The Centers, Catholic Charities, and Urban Community Schools, children ages zero to five were served. At CMSD (Cleveland Metropolitan School District) where ELA assessments were utilized, only four-year-old children were served.

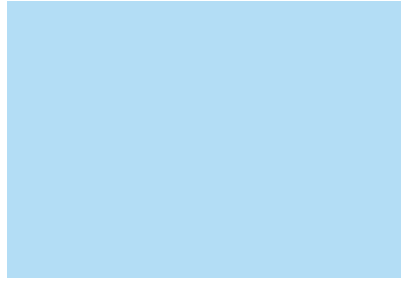
Below are graphical representations of the children summarizing the performances by age group or by the year children are projected to transition to kindergarten in The Centers Early and Head Start programs.



The Centers Head Start and Early Head Start program utilizes the Child Observation Record (COR) Advantage tool to assess children. The top two lines in the graph above show the average ratings for preschoolers, whereas the bottom three lines represent average ratings for infants and toddlers, projected to transition to kindergarten in 2025, 2026, and 2027. COR has a rating scale of 0 - 7. For a child to be considered ready to transition to kindergarten, an average rating of 4.0 must be attained.

Among the preschoolers represented with a light green line on the graph above, assessed in three periods and transitioned to kindergarten in 2023, an average rating of 4.0 or higher in six of eight domains was evident. There were two domains, Math and Social Studies, with average ratings of 3.9 and 3.8 respectively, for this group of children.

The domain with the highest average rating at the end of period three was Physical Development and Health.



The children represented by the light blue line on the graph above were eligible to return to Head Start for another year of services and are projected to transition to kindergarten in 2024. Among this group of preschoolers, an average rating below 4.0 was evident in all eight domains above. The Physical Development and Health domain had the highest average rating at the end of period three. Social Studies exhibited the lowest average rating of 3.2 for this group of children. Data showed that the average rating per domain increased from period to period.

Among infants and toddlers projected to transition to kindergarten at the end of period three in 2025, the average rating per domain and period showed gains in school readiness.

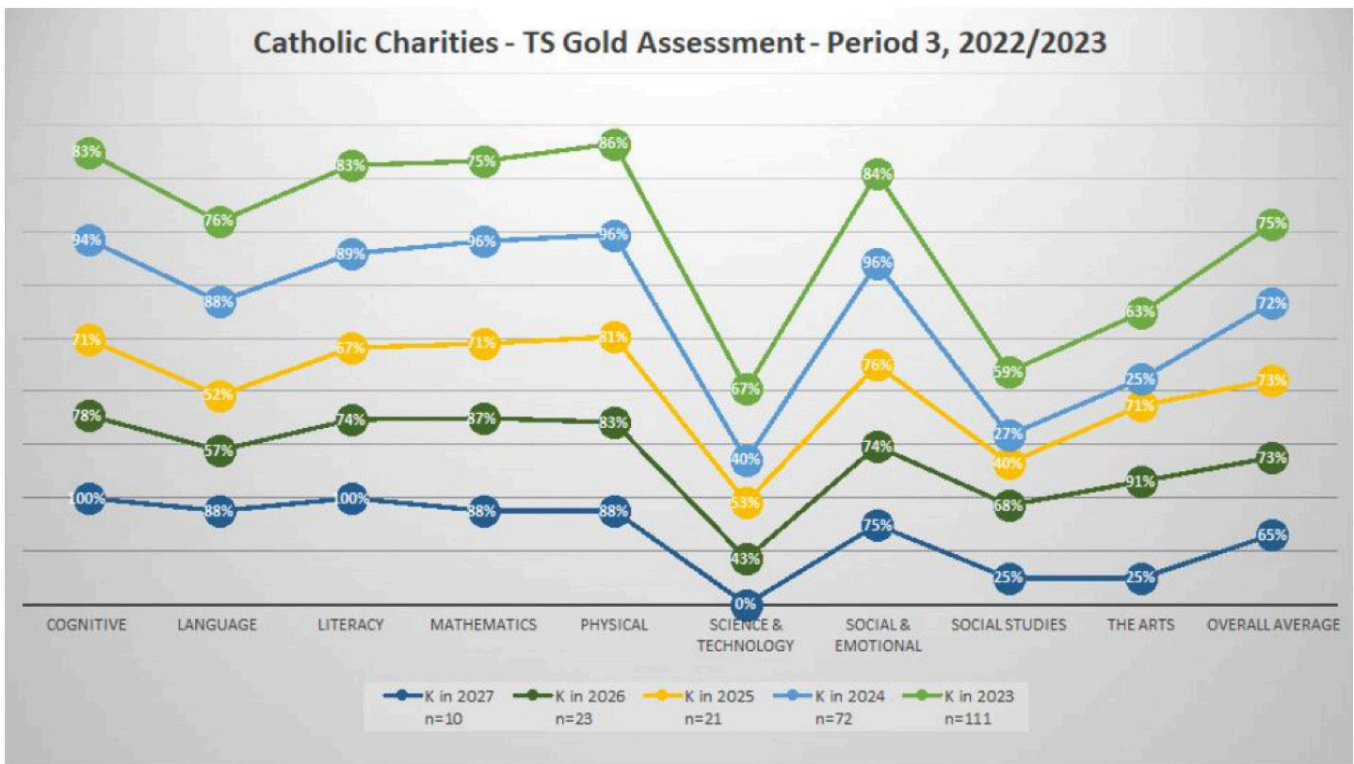
As with the older age groups, Physical Development and Health showed the highest rating at the end of period three.

The domain with the lowest average rating at the end of period three was Math.

Among the next group of infants and toddlers, projected to transition to kindergarten in 2026, the average rating per domain and period showed gains in school readiness at the end of period three. As with the older age groups, Physical Development and Health showed the highest rating at the end of period three. The four domains with the lowest average rating, 1.7, at the end of period three included Language, Literacy & Communications, Math, Science & Technology, and Social and Emotional Development.

Among the youngest group of infants and toddlers, projected to transition to kindergarten in 2027 at the end of period three, average rating per domain and period showed gains in school readiness. Among children in this age group, Creative Arts, Learning and Physical Development, and Health showed the highest ratings at the end of period three. Two domains, Language, Literacy & Communications, and Math showed the lowest average rating of 0.7 at the end of period three.

Below are graphical representations summarizing the performances of children by age group or the year children are projected to transition to kindergarten in the Catholic Charities Early and Head Start programs.



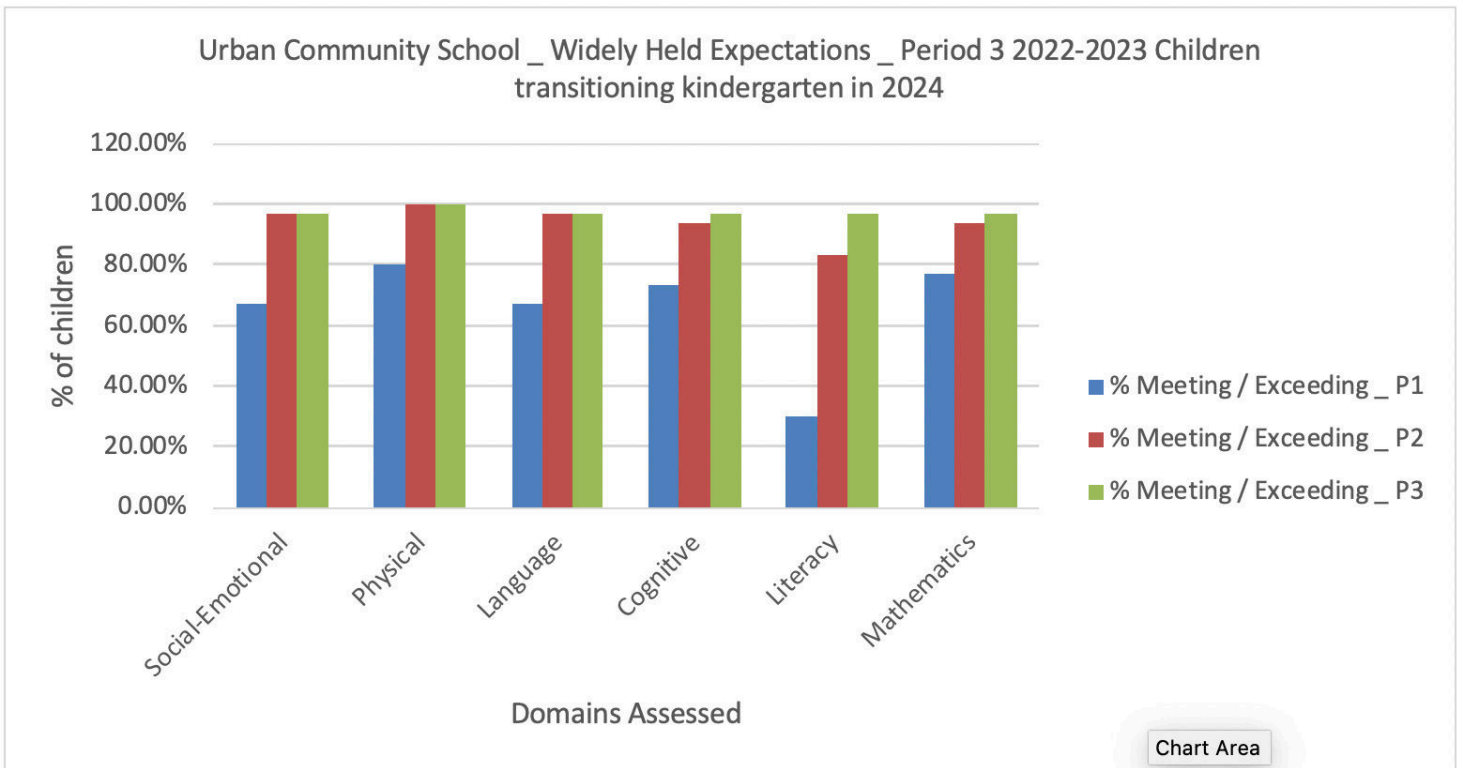
Catholic Charities Head Start and Early Head Start program utilized the T S Gold (TSG) tool to assess children. TSG rates children based on widely held expectations. The top two lines of the graph above show average percentages of children who either met or exceeded widely held expectations whereas the bottom three lines represent the average percentages of infants and toddlers projected to transition to kindergarten in 2025, 2026, and 2027. Among the group of children who transitioned to kindergarten in 2023, data assessed showed percentages of children who met and exceeded expectations for their age groups. Analyses indicate the growth in the percentages of children who met and/or exceeded expectations per domain per period, except in Social Studies. The highest percentage of children who met and/or exceeded expectations at the end of period three is in the Physical domain.

Among the children projected to transition to kindergarten in 2024, the data assessed showed percentages of children who met and exceeded expectations for their age groups. Analyses showed growth in percentages of children who met and/or exceeded expectations per domain per period, except in The Arts. Domains with the highest percentage of children who met and/or exceeded expectations at the end of period three were Cognitive, Mathematics, Physical, and Social & Emotional.

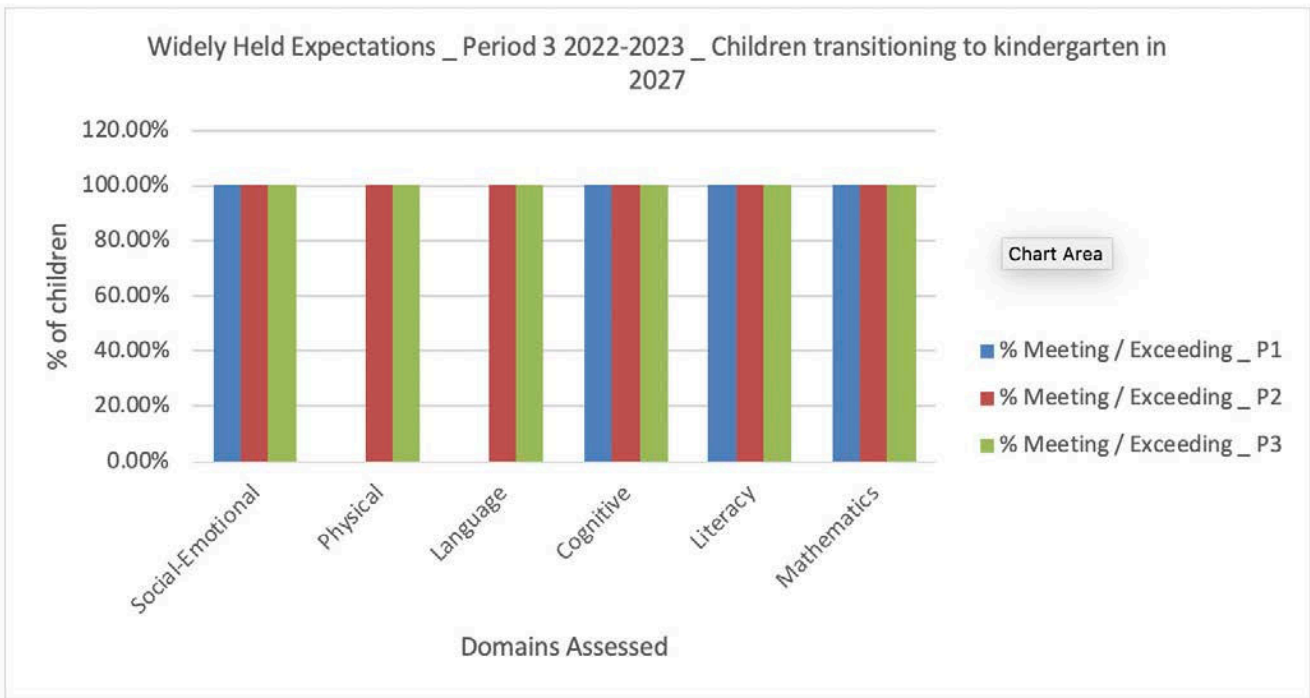
Among the infants and toddlers projected to transition to kindergarten in 2025 at the end of period three, the average rating per domain and period showed gains in three of nine domains. Average ratings for this age group showed some challenges either during the second or third period. Arrangements were made to provide more support resources for teaching staff.

Among the group of infants and toddlers projected to transition to kindergarten in 2026, at the end of period three, the average rating per domain and period showed gains in three of nine domains showed. The three domains with increased percentages of children who met and/or exceeded widely held expectations included Mathematics, Social Studies, and The Arts. Arrangements were made to provide more support resources for teaching staff.

Among the youngest group of infants and toddlers, projected to transition to kindergarten in 2027, at the end of period three, the average percentage of children who met and/or exceeded widely held expectations in Cognitive and Literacy domains remained constant, while average percentages of children who met and/or exceeded widely held expectations in remaining domain showed some challenges. Arrangements were made to provide more support resources for teaching staff.

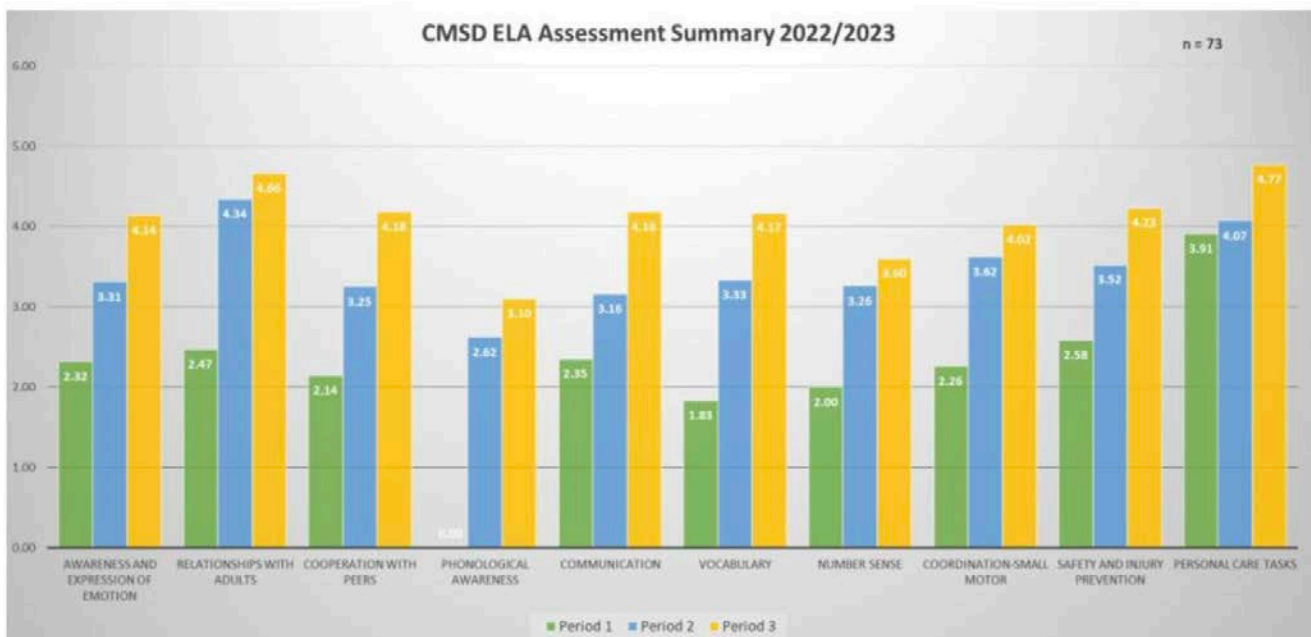


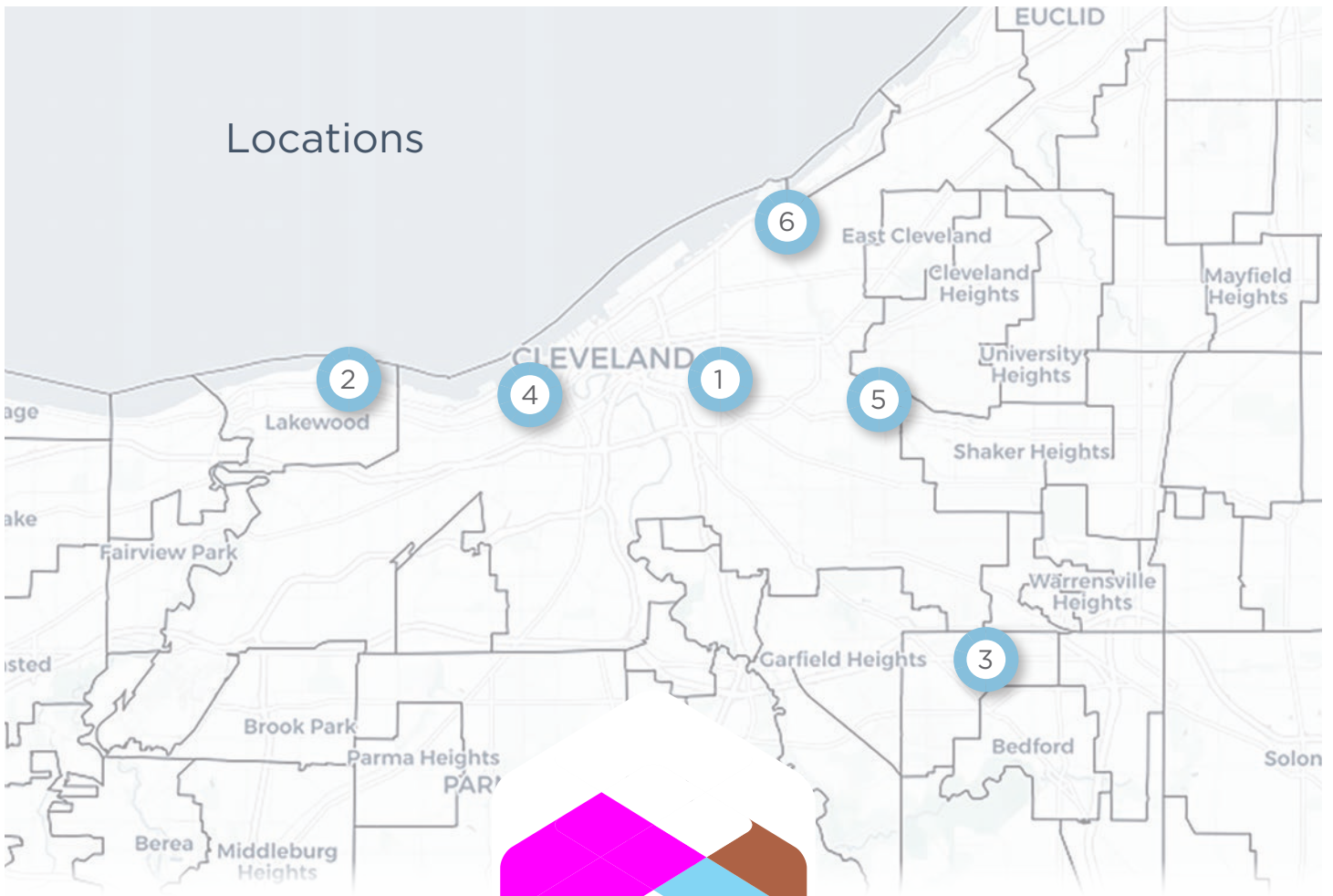
At the end of period three, during 2022/2023, at Urban Community School, preschool children projected to transition to kindergarten in 2024 showed progress in all domains assessed. The domain with the highest percentage of children who met and/or exceeded widely held expectations was Physical. At the end of period three, at least 96.70% of children in this age group met or exceeded widely held expectations.



Above is a summary of children’s ongoing assessment for infants, projected to transition to kindergarten in 2027. The average rating per domain and period showed that all infants met or exceeded widely held expectations.

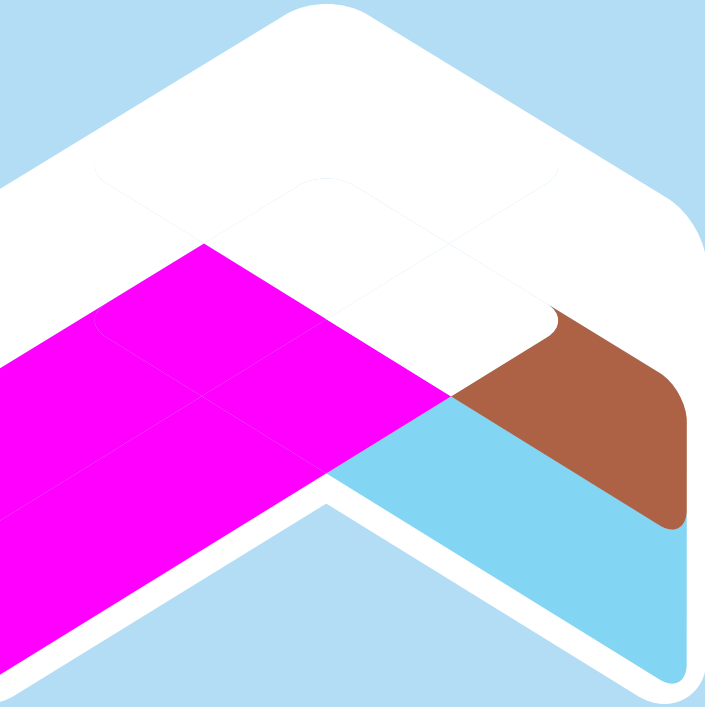
Below is a graphical representation summarizing the average ratings of children in each area assessed in the Cleveland Metropolitan School District’s Head Start program during the 2022-2023 school year. Based upon the rating scale used with the Early Learning Assessment, children demonstrated kindergarten readiness with an average rating of 4.0 or higher in eight of the ten domains assessed. Two domains with average ratings below 4.0 were Phonological Awareness and Number Sense.



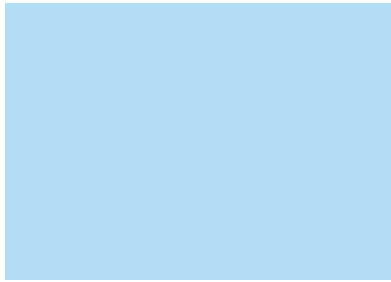
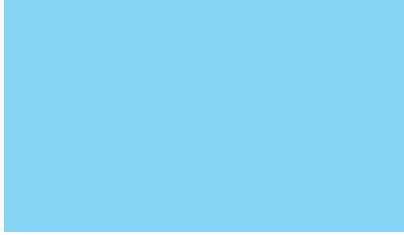


Locations

- | | |
|---|--|
| <p>1. BINGHAM
Early Learning Center
2421 Central Avenue
Cleveland, OH 44115</p> | <p>4. GORDON SQUARE
Early Learning Center
5209 Detroit Avenue
Cleveland, OH 44102</p> |
| <p>2. CLIFTON
Early Learning Center
13889 Clifton Blvd
Lakewood, OH 44107</p> | <p>5. McMILLAN
Early Learning Center
1941 S Taylor Road
Cleveland Heights, OH 44118</p> |
| <p>3. DEBRA ANN NOVEMBER
Early Learning Center
5225 Library Lane
Maple Heights, OH 44137</p> | <p>6. WADE
Early Learning Center
9111 Yale Avenue
Cleveland, OH 44108</p> |



®



Scan the QR code and scroll to the bottom of the page to see virtual tours of each of our Early Learning Centers!



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