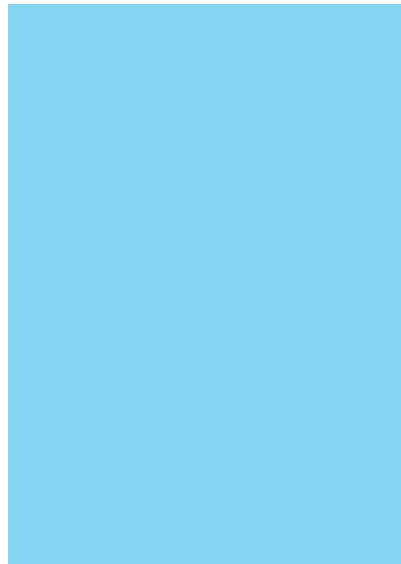


2023-2024 Annual Report

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 gold rated early learning centers in Northeast Ohio, plus a home-based program, we help families capitalize on this precious time. Our gold 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 7:30am - 5:30pm so we can provide full-day services, which include 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

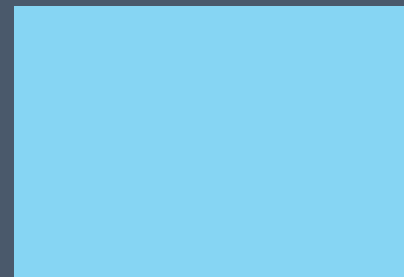
The Centers provided essential services to many of Cleveland’s most vulnerable children through our Head Start, Early Head Start, and Early Head Start-Child Care Partnerships programs.

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

REVENUE ACTUALS	1/1/23 - 12/31/23
Head Start Grant	\$15,206,337
USDA	\$347,292
Publicly Funded Child Care	\$816,820
Fees from Clients	\$371,938
Match	0
Total Revenue	\$16,742,387

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

CATEGORY	1/1/23 - 12/31/23 BUDGET	1/1/23 - 12/31/23 ACTUAL
Personnel	\$5,526,982	\$5,240,191
Fringe Benefits	\$1,278,935	\$1,650,959
Travel (out-of-town)	\$37,200	\$54,422
Equipment	\$12,000	-
Supplies	\$97,130	\$85,152
Contractual	\$5,216,096	\$5,380,111
Other	\$3,255,159	\$5,072,965
Match	-	-
Total Revenue	\$15,423,502	\$17,483,800

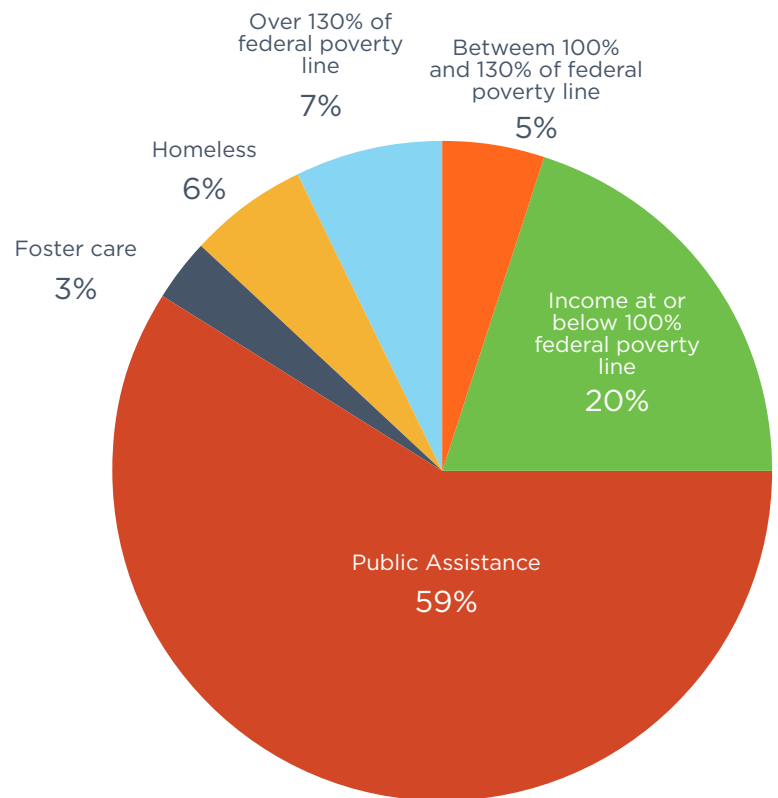


The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

During the 2023-2024 year, The Centers' requested enrollment reduction and its request was granted. Grant recipient's new funded enrollment was 1,019 with 651 in Head Start (HS) and 368 Early Head Start (EHS) slots. Of the 368 EHS slots, 332 were allocated to infants and toddlers while 36 were allocated to pregnant women. The Centers' Head Start and Early Head Start, together with delegate agency and partners, had a cumulative enrollment of 1,316 children and fifty-five pregnant women from 1,210 families.

The grantee's average monthly enrollment as a percentage of funded enrollment was 84.91% percent for both programs, understanding that grant recipient's partners operated part year programs.

Children Served – Type of Eligibility



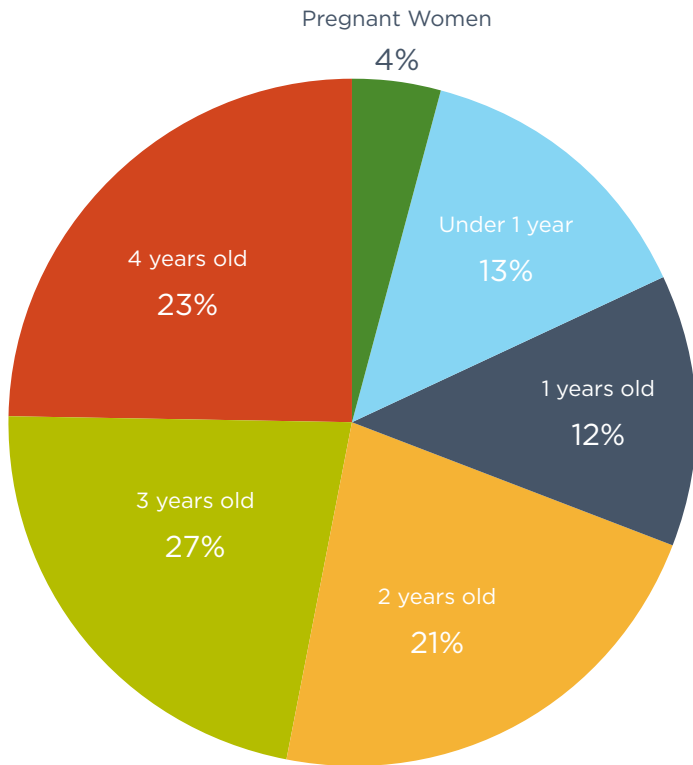
Source: 2023-2024 Annual Program Information Report

Above is a pie chart of children served by type of eligibility in the grant recipient's HS and EHS program in 2023-2024.



Below is pie chart of children and pregnant women, served during the year by age.

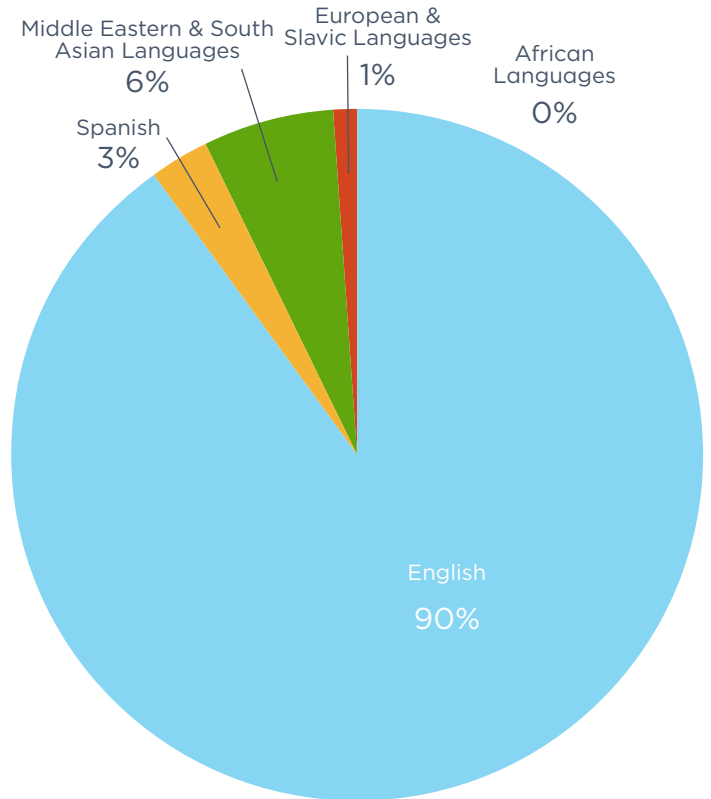
Children and Pregnant women served by age



Source: 2023-2024 Annual Program Information Report

The grant recipient, delegate agency and partners served children and pregnant women who spoke a variety of languages at home. Here is a breakdown of different languages spoken.

Primary language of family at home



Source: 2023-2024 Annual Program Information Report

Most of the children served in grant recipient's program were from single-parent families. Below is table of family composition.

COMPOSITION OF FAMILIES SERVED	%
Two-parent families	28.60%
One-parent families	71.40%





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

Our last annual agency financial audit was completed in June 2024 for the fiscal year January 1, 2023 to December 31, 2023 and the consolidated financial statements presented fairly in all material respects with no findings.

The Focus Area 2 federal review, scheduled for 2023-2024 was re-scheduled to occur during 2024-2025. Grant recipient had a deficiency finding related to safety practices. As a result, the Office of Head Start conducted a Risk Assessment Notification (RAN) Review and concluded that grant recipient had corrected the finding. In addition, grant recipient's center-based, preschool classrooms were observed with the 2008 Classroom Assessment Scoring System (CLASS). The CLASS tool assessed teacher-child interactions in three domains and ten dimensions on a seven-point scale. Below is a table with grant recipient's scores.

DOMAIN	YOUR PROGRAM'S GOAL
Emotional Support	5.9440
Classroom Organization	5.6494
Instructional Support	2.9540

Percentage of children that received medical and dental services.

PERFORMANCE INDICATORS	HS	EHS
% of children who received medical exams	66.2%	15.1%
Children with health Insurance	95.5%	95.6%
Children with medical home	97.1%	93.8%
Children with up-to-date immunizations	95%	81.2%
% of children who received dental exams	46.1%	33.7%

Source: 2023-2024 Annual Program Information Report



Parent involvement activities

The Centers Head Start program constantly provided opportunities for parent involvement. Some of the opportunities include:

- School Readiness Activities – included kindergarten school visits, school choice fairs, attendance awareness information.
 - Male Advisory Council – Leadership opportunities to plan opportunities to involve more male/fathers.
 - Ohio Head Start Association Regional Parent Ambassador representative.
 - Male Advisory speaking engagements at site-wide parent meeting and family engagement events.
 - Site-wide classroom positive literacy encouragement that highlight males reading developmental culturally responsive books to children in the program.
 - National Fathers Walk, statewide
 - 2 Gen/Whole Family Parent Focus Groups
 - Attendance Awareness and Recognition-Let's Get Technical about Attendance (Tablet give-a-way) to families with perfect and improved program attendance.
 - Summer Family Fun Packs and Basic Needs Baskets were provided to families to promote family engagement over the summer months (Site-wide)-In collaboration with community partners
- families received educational games and household products.
 - Volunteer Opportunities – planning events, at home activities to support the curriculum, art activities.
 - Leadership and Advocacy – Parent Committees, Policy Council, State Representative, National Representatives, Parent Ambassador presentations on Capitol Hill in Washington D.C.
 - Forums to solicit parent feedback, make meaningful contributions and advocate for their child. Parent Surveys, Self-Assessment, Parent Panels.
 - Parent/Teacher Conferences, Mental Health and Wellness Presentations.
 - Conferences and Trainings.
 - Parent Meetings, Orientations, Welcome Back-Clap-in, Family Fun Days, Male Advisory Council Bowling Night and Literacy/Read-a-louds.
 - Parents are provided 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)

Attendance Ambassadors

Attendance is a major component of school readiness. Review of attendance data in grant recipient's Head Start and Early Head Start program showed a high number of program participants had attendance percentages below 90%. To develop a good understanding of why participants struggled with attendance, grant recipient established the Attendance Ambassadors. The Attendance Ambassadors is comprised of program staff from all service areas and parents who meet frequently to review attendance data and strategize on ways to promote the significance of attendance. In addition, the ambassadors had community partnership support from PNC Bank.

During the past year, attendance data showed that the highest three reasons for absences were children spending time with family, children sick and either lack of or unreliable transportation. Attendance data showed that attendance was highest in September. Following September, attendance percentages dropped and fluctuated through the year. Grant recipient facilitated two focus group sessions with parents of children who struggled with attendance. During the focus group sessions, parents shared that children did not attend due a variety of reasons such as not having laundry, children not having shoes to wear, having children enrolled at different schools and not able to go to all schools every day and on time, having to rely on public transportation, inadequate financial resources to repair own vehicles, frequency of violence in some communities, chronic conditions and impact of cold weather. The Attendance Ambassadors leveraged support from our community partners such as PNC Bank to supply laundry baskets and other supplies. Parents also gained access to additional supplies and resources such as the electronic vehicle from The Centers Basic Needs Resource Center.

With ongoing support of PNC Bank and other community partners, Attendance Ambassadors took measures to improve children's attendance in the following ways. Strengthening parent education about significance of attendance by highlighting correlation between attendance and school readiness, connecting parents with community resources, encouraging parents who wish to spend more time with their children to consider volunteering in the program and encouraging staff to improve relationship building skills.



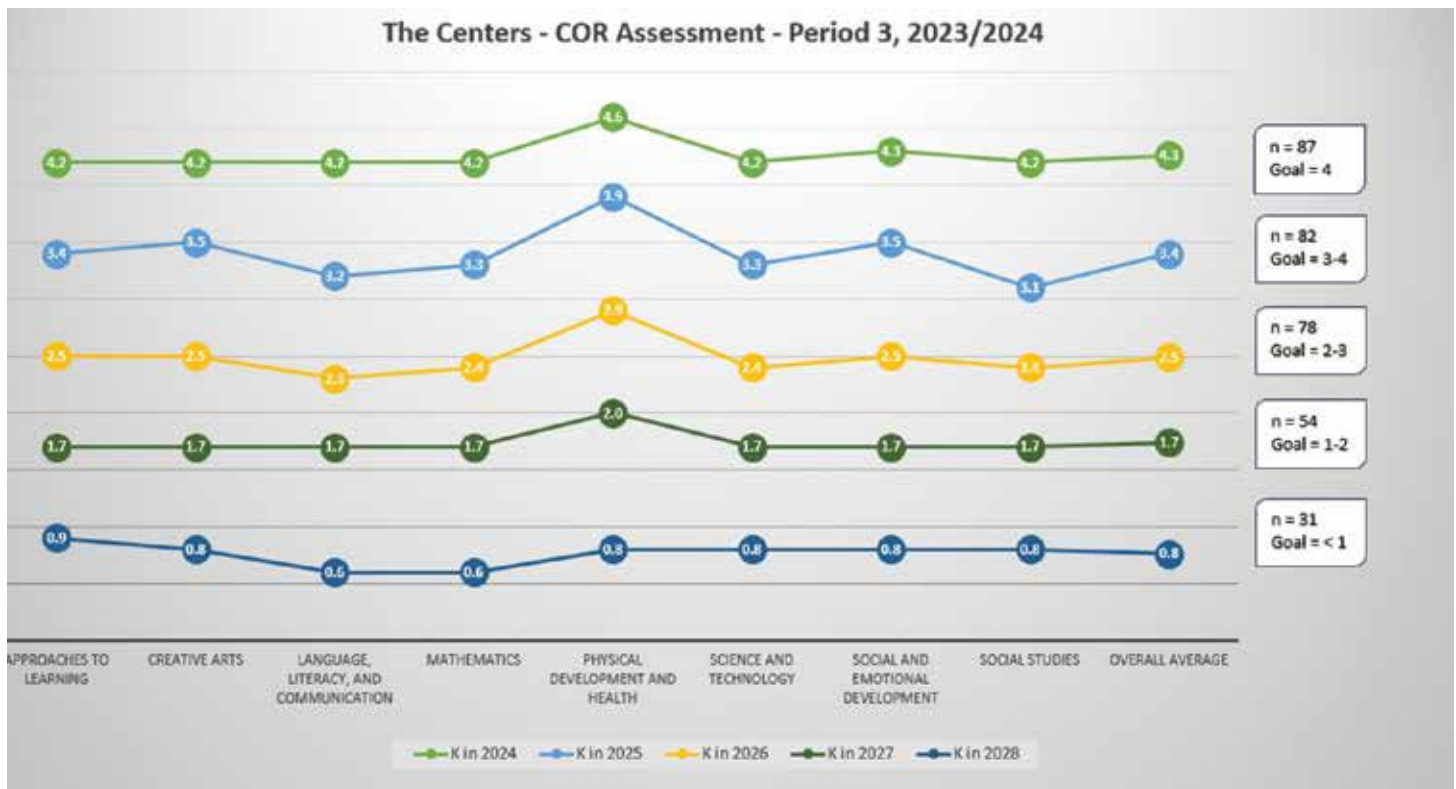
Preparing children for kindergarten

Grant recipient, its delegate agency and partners assessed children’s school readiness with three assessment tools, Child Observation Record (COR) Advantage, Teaching Strategies Gold (TSG) and Early Learning Assessment (ELA). The Centers for Families and Children used COR Advantage, Catholic Charities and Urban Community School used TSG while Prospect Academy used ELA. Each assessment tool is aligned with the Ohio Early Learning and Development Standards and allowed teachers to intentionally plan for children in their classrooms.

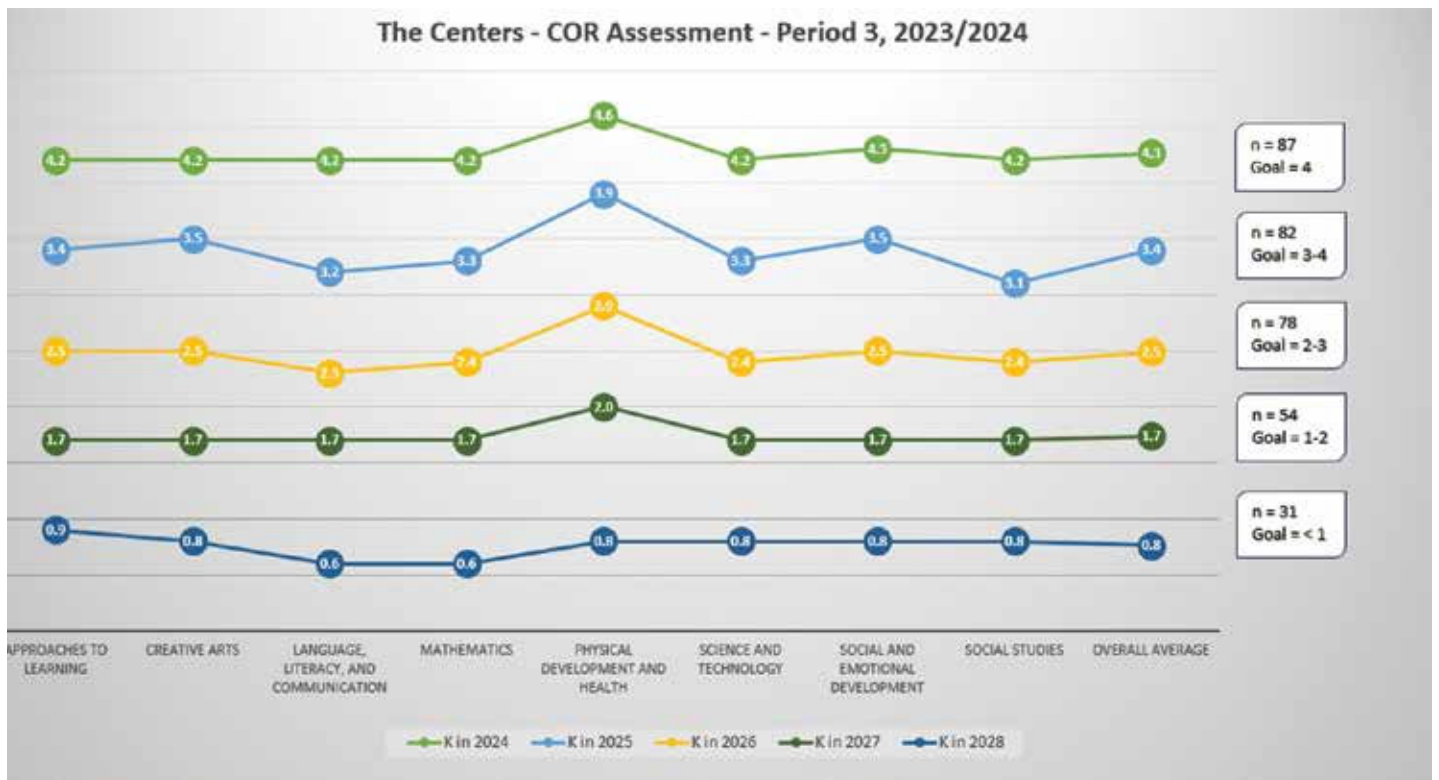
Children’s ongoing assessment data for all programs were collected, aggregated and analyzed at least three times during the school year (P1, P2 and P3). During the 2023-2024 school year, children’s ongoing assessment data was collected in October/November (P1), January (P2) and April/May (P3).

Each assessment tool had different rating scales that indicated performances of children. On average, children showed progressive development from beginning to end of year. Graphs from COR, TSG, ELA and table from TSG below show average development of children by age group from beginning to end of year, by area or category assessed.

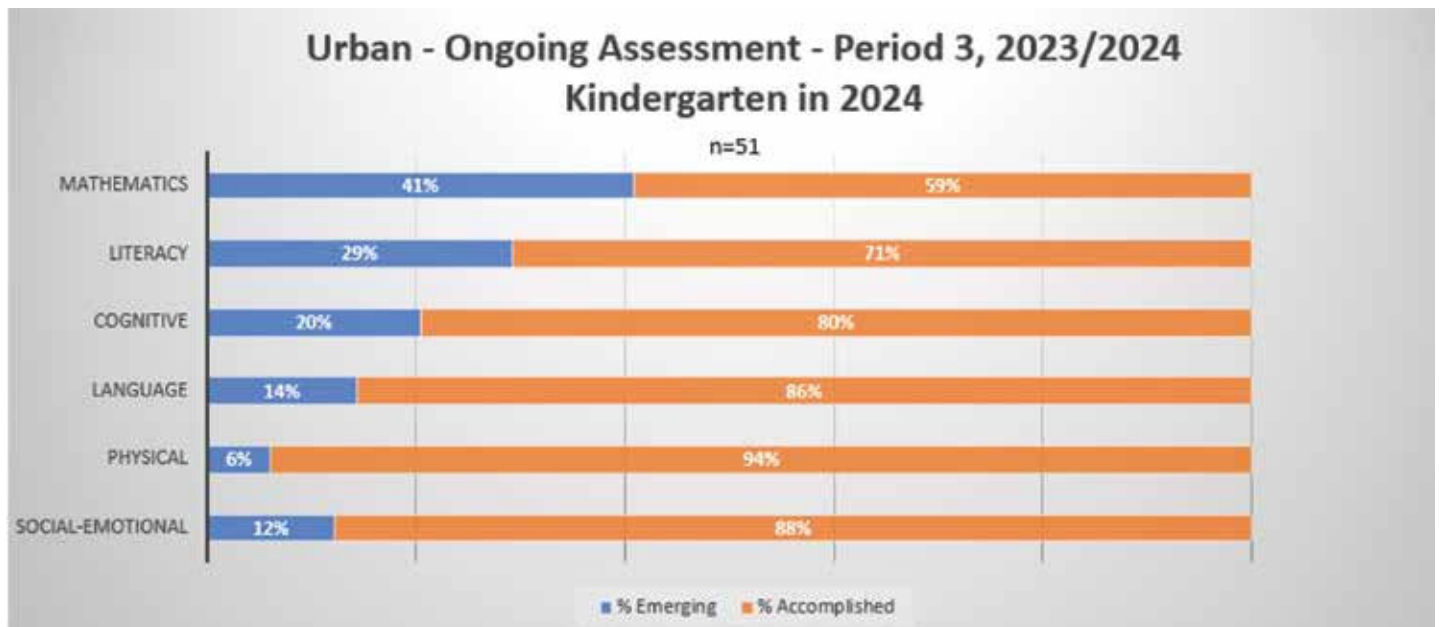
Below are graphical representations that summarized performances of children, by age group in The Centers for Families and Children’s Early and Head Start programs.



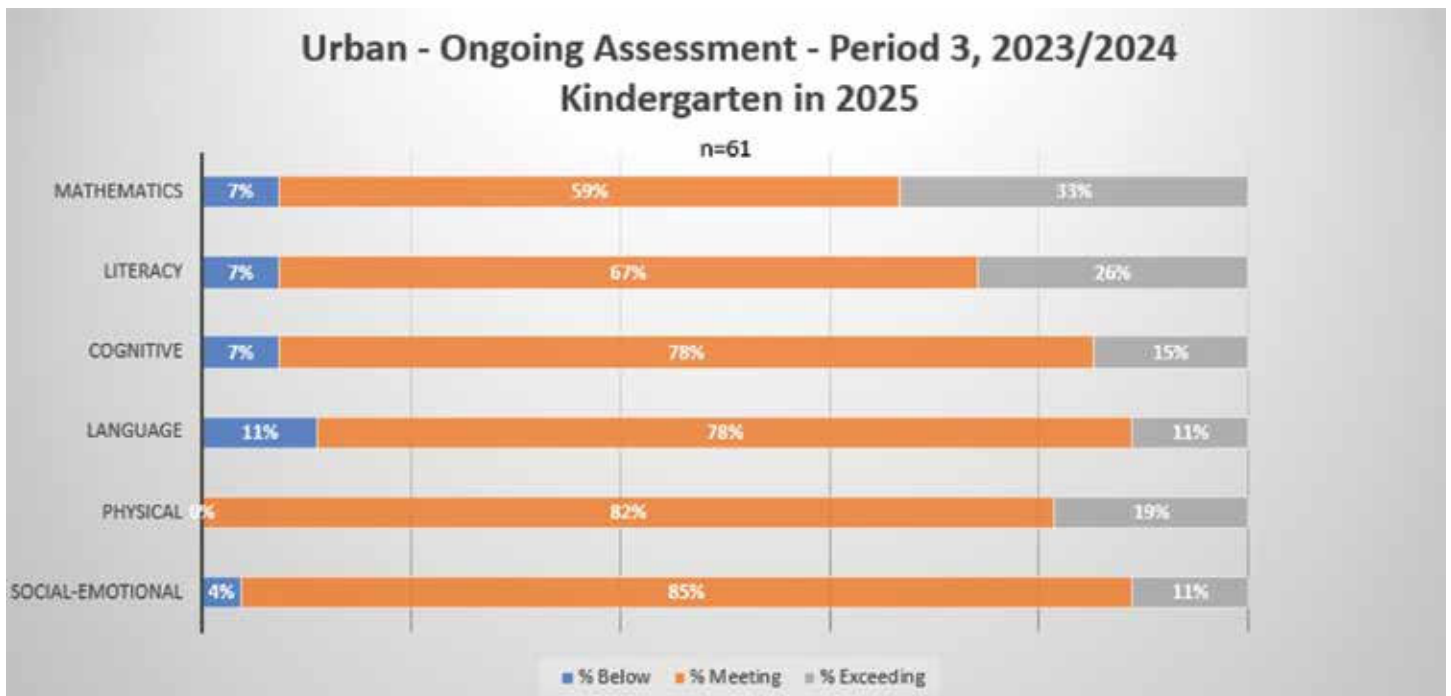
Based upon children’s ongoing assessment for kindergarten using the Child Observation Record (COR) Advantage, among children, projected to transition to kindergarten in 2024 the highest average rating, on a scale of 0 to 7 was 4.6, in physical development and health at end of period three. The lowest average rating was 4.2 in six areas of assessment. With COR assessment, children were expected to achieve an average rating of 4 to be considered, ready for kindergarten. From the COR assessment graph above, average ratings of children, projected to transition to kindergarten in 2025 and beyond were within range of their age groups. The trends appear to be similar among all age groups with a few exceptions.



Based upon children’s ongoing assessment for kindergarten using Teaching Strategies Gold (TSG), data showed that average ratings for children by age group increased from period one to period three. Data on children’s ongoing assessment was collected and analyzed at least three times during the year. From the above graph which represents percentages of children by age groups who demonstrated that they met expectations for their respective age groups at end of program year. Among children projected to transition to kindergarten in 2024 (light blue line), highest percentage, 86% of children met and/or exceeded expectations in physical development while social studies showed lowest percentage of children who met expectations, at 52%. The trends were similar across different age groups and areas assessed, however, margin of changes were different. Among children projected to transition to kindergarten in 2025 and beyond, percentages of children who either met and/or exceeded expectations in mathematics was equivalent or equaled percentages of children in physical development.

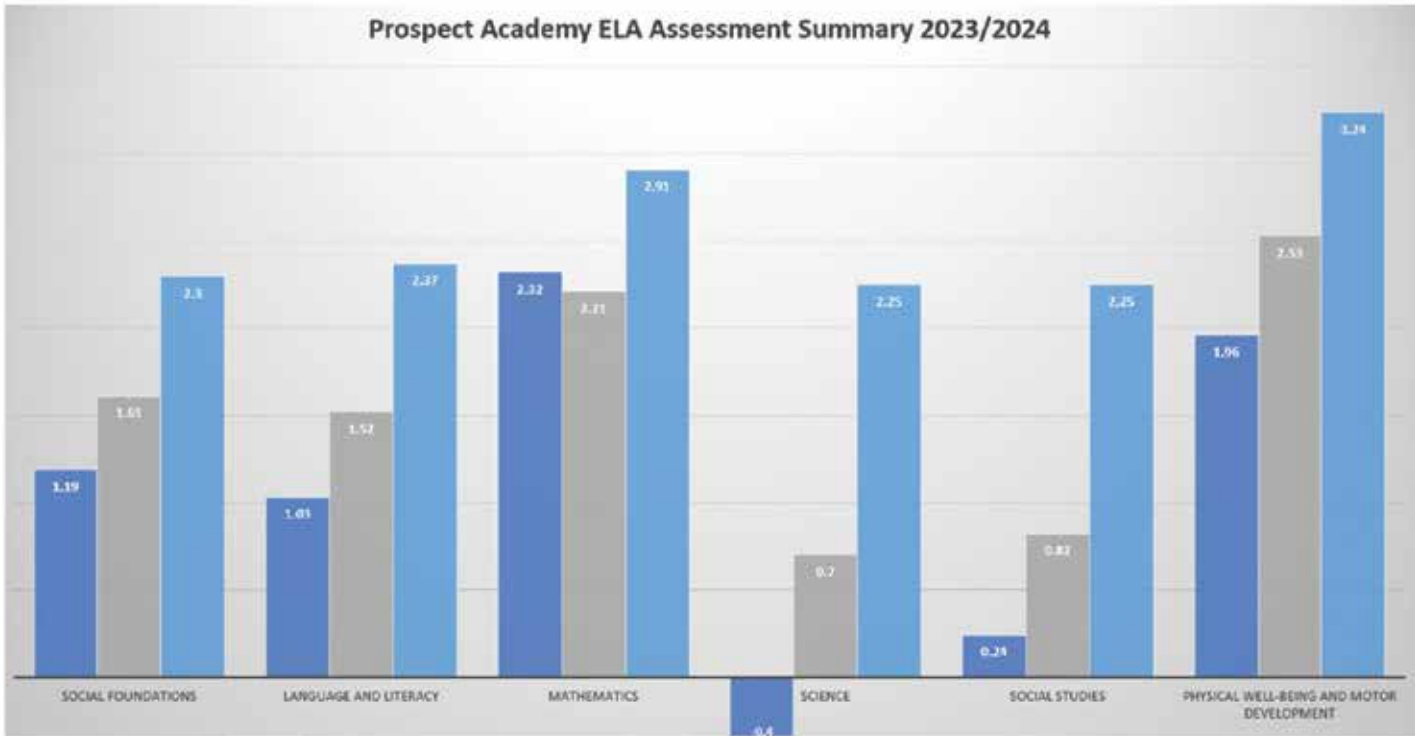


Among children projected to transition into kindergarten in 2024 at the Urban Community School, at end of the school year, approximately 59 - 94% of the children exceeded expectations to determine, readiness for kindergarten based upon six areas assessed. At 94%, the area of Physical Development showed the highest percentage of children ready for kindergarten while at 59%, the area of Mathematics showed lowest percentage of readiness. Assessment data showed that percentage of children who accomplished expectations increased from period one to period three.

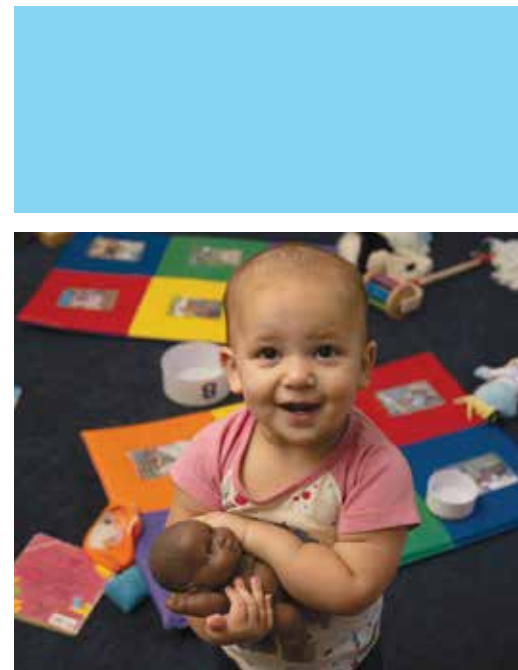


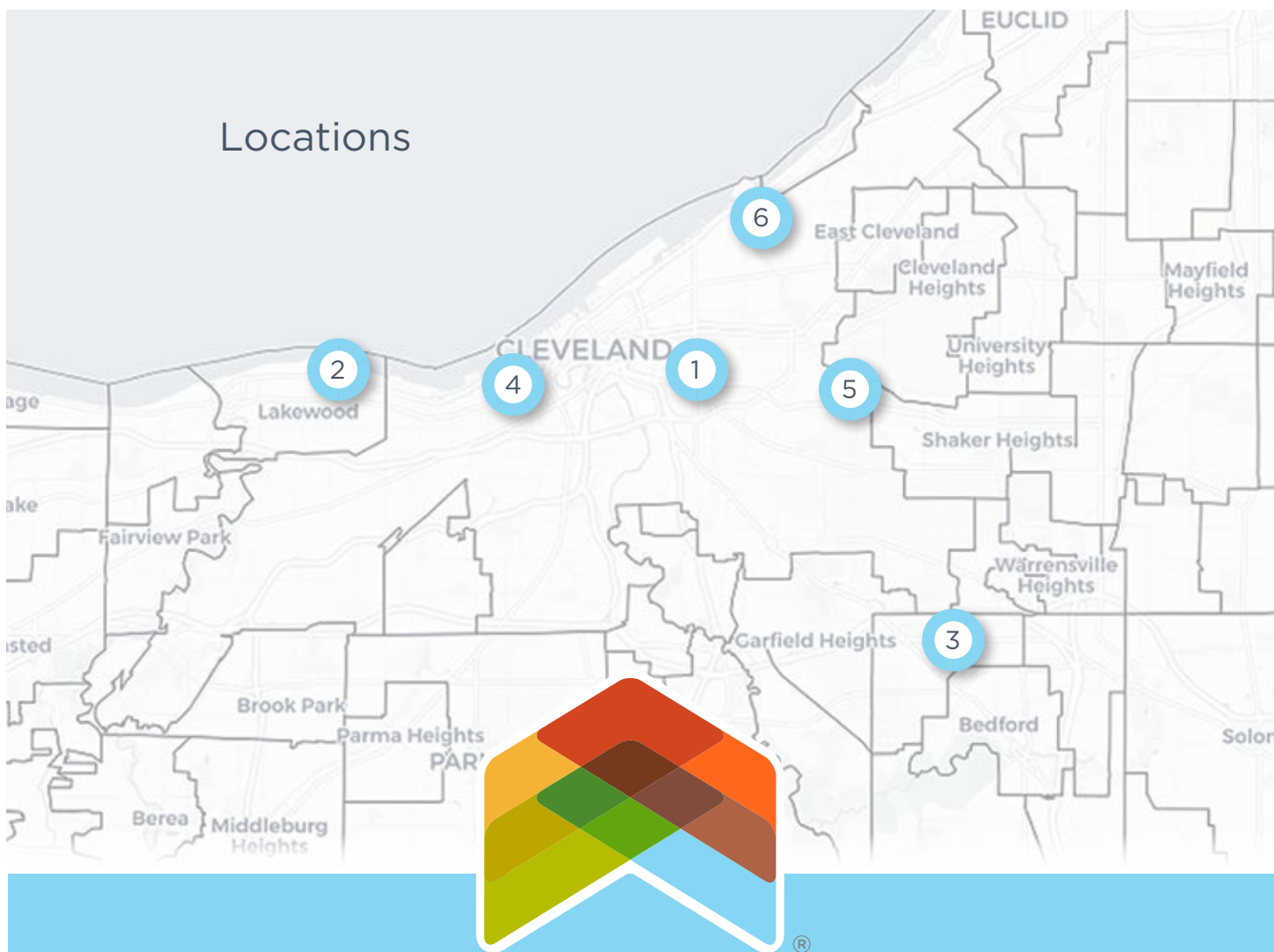
Among group of Head Start children, eligible to return for additional year of program services, projected to transition into kindergarten in 2025, Physical Development showed all children either met or exceeded expectations for their age group, while Language Development showed highest percentage of children below expectations.





Among group of Head Start children, eligible to return for additional year of program services, projected to transition into kindergarten in 2025, Physical Development showed all children either met or exceeded expectations for their age group, while Language Development showed highest percentage of children below expectations.





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> |



Headquarters

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www.thecentersohio.org

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

