imagine the possibilities

2016 ANNUAL REPORT

OHIO HEAD START ASSOCIATION
Head Start Providers a Wide Range of Comprehensive Services

Head Start is a unique program, in that part of its foundation is the range of comprehensive services provided for all children who participate in the program. The delivery of these services is a distinct competency of Head Start providers and unique in the world of early childhood education. Head Start’s comprehensive services include providing in-depth attention to: Education, cognitive assessments, screenings and tracking, initial screenings and follow-up for physical health and dental health, assessments and follow up for social and emotional mental health screenings and behavior assessments, nutrition and nutritional assessments addressing individual child needs, family goal setting, social services for families with expressed needs, plus a total range of services for children with disabilities and transition services for children transitioning from Early Head Start to Head Start and from Head Start to kindergarten.

Head Start comprehensive services are delivered in an individualized, supportive environment, geared to enhance children’s growth in the five essential domains of early childhood learning – Language and Literacy, Cognition and General Knowledge, Physical Development and Health, Social and Emotional Development and Approaches to Learning. Head Start services are designed to be responsive to each child and family’s ethnic, cultural and linguistic heritage and a minimum of ten percent of a program’s total enrollment must be filled by children who have a diagnosed and fully assessed disability as defined by IDEA regulations.

Head Start in Ohio

There are sixty-six Head Start providers in Ohio, serving all eighty-eight counties, who in 2016 served a cumulative enrollment of nearly 37,000 preschool children and over 8,000 infants and toddlers. Head Start providers in Ohio continue to play a key role in the transformation of education in Ohio, getting large numbers of children ready for school.

Head Start providers bring a long record of success in working with some of Ohio’s most challenging young children and their families while partnering with education and family services providers in each local community. Ohio Head Start programs work together and in partnership with other service providers to ensure that all our young children have the opportunity to succeed in school and in life.
Head Start has been in business for 51 years as a federal to locally funded program, providing services to the neediest children and families of the nation. Founded as a part of the war on poverty, Head Start has changed and grown over those 51 years to become the premier provider of comprehensive early childhood services in the nation and beyond. Head Start programs are challenged to be the gold standard of preschool services and are continually under scrutiny to achieve the highest levels of quality in their service delivery.

Head Start and Early Head Start programs support the cognitive, social and emotional development of children from birth to age 5, and in addition to classroom experiences, programs provide children and their families with health, nutrition, social and other services. These services are responsive to each child and families’ ethnic, cultural, and linguistic heritage.

One of the major pillars of Head Start is that we recognize and encourage the role of parents as their child’s first and most important teachers. Programs build supportive relationships with families that encourage and frame positive parent-child relationships, family well-being and connections to peers and communities.
Head Start began in 1965 as a program for low-income and at-risk preschoolers to develop social competence and school readiness. In 1993, the Early Head Start program was authorized and providers began serving infants and toddlers and some pregnant mothers, as well as preschoolers. Early Head Start programs serve children until the child turns three and is ready to transition into Head Start or another preschool program.

Head Start programs are community-based and offer services which reflect the distinct needs of the community in which they are located. Depending on the needs of the local community, Head Start and Early Head Start programs offer a variety of service models. Programs may be based in centers, schools or family childcare homes. Early Head Start services are provided for at least six hours per day, while preschool services can be half day or full day, or both, depending on what the community needs dictate.

When needed, Head Start providers also offer a home-based model where a trained home visitor visits children once a week in their own home and works with the parent as the child's primary teacher.

The revised Head Start Performance Standards, released in the fall of 2016, are requiring a longer Head Start day and a longer school year. Many programs in Ohio and across the country follow a long-standing tradition and serve children for a three and a half hour day, and a thirty-two week school year. The new Standards are now strongly recommending that programs expand their services to a six hour day and a thirty-six week school year. Programs with less than 40% of their children served in the longer day model will be expected to expand their hours and days of operation. Funding was provided in 2016 to support these changes. Research has shown that the longer a child is in a quality preschool setting, the greater the benefits for that child.

Extensive research on the benefits of early childhood education, particularly those programs focusing on low-

Every dollar invested in a Head Start child brings a savings of nearly $17 per child in later years.
income children, show clearly that the investment in early childhood education is worthwhile and has major payoffs later in that child’s life, according to long-term research conducted by the High Scope Foundation. Every dollar invested in a Head Start child brings a savings of nearly $17 per child in later years.

A Head Start child is much less likely to require remedial work in elementary and secondary schools, has a significantly lower school dropout rate than their non-Head Start peers, is more likely to be qualified to enter college and a Head Start child is far less likely to end up in jail in later years than his non-Head Start peers.

School Readiness

The Office of Head Start defines school readiness as children being ready for school, families ready to support their children’s learning and schools ready for the children who enter their doors. School readiness for children in Head Start is measured by the skills set out in the five domains of the Head Start Child Development and Early Learning Framework.

Head Start works to meet the overall goal of ensuring the school readiness and social competence of young children in low-income families. School readiness includes the challenges of getting preschoolers ready to take on the rigors of a K through 12th grade education system. Head Start programs in Ohio work from curricula that is aligned with Ohio’s PreK Standards and they work to ensure that children leaving Head Start meet the state’s kindergarten readiness goals.

The focus on social competence means fostering the child’s every day effectiveness in dealing with his or her present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of social, emotional, cognitive and physical development of the child. We work to see that families are engaged in their children’s learning and development and are ready to support the lifelong success of their child. Head Start recognizes that parents are their children’s primary teachers and advocates and we offer family members opportunities and support for growth and change, believing that people can identify their own strengths, needs and interests and are capable of finding solutions.

For over 50 years, Head Start has a long tradition of delivering comprehensive and high quality services designed to foster healthy development in children from low-income and at-risk families. Head Start grantees and delegate agencies provide a range of individualized services in the areas of education and early childhood development, medical, dental and mental health and nutrition, along with deeply engaged parent involvement.

It is critical that the entire range of Head Start services is responsive to each child and family’s developmental, ethnic, cultural and linguistic heritage and experience. Head Start values the family and its origins. Head Start serves children with disabilities – a service critical to young children who have special needs. Each Head Start program must work with the local school districts (LEAs) to ensure appropriate Individual Education Plans (IEPs) and to further ensure that services required are provided to those children and the necessary interventions are taken to ensure that child’s optimal development.
The Ohio Department of Education

The Ohio Department of Education, Division of Early Childhood and Head Start in Ohio have had a long and successful relationship working together, beginning in 1990 when state-funded Head Start was initiated. Since that time we have worked together enduring many changes, funding losses, funding increases and program design changes. In 2016, 28 Head Start grantees and delegate agencies partnered with the Ohio Department of Education and served more than 2,000 children in the state preschool model.

The Ohio Department of Jobs and Family Services – The Step Up to Quality Initiative

Head Start programs in Ohio operate in alignment with the state systems for Early Childhood Education. Ohio was one of the first states to receive a Race to the Top Early Learning Challenge Grant, establishing close ties within the early childhood community across the state, including Head Start – even though Head Start is a federal to local program and not directly administered by the state.

The Ohio Department of Education and the Ohio Department of Jobs and Family Services work closely together coordinating the work of agencies that serve young children and through this coordination ensure that high quality services and high level outcomes are achieved during the eight years of its tenure. Head Start members on the Council include:

- The Director of the Head Start Collaboration Office is a required member.
- The Executive Director of the Head Start Association has served on the Council since its inception.
- The Director of Operations of a large Head Start program in the state serves as a member of the Council and also serves as the Chair of the Sub-Committee on Family and Community Partnerships.

Ohio’s Step Up To Quality (SUTQ)

Head Start programs are fully involved in Ohio’s quality rating system known as Step Up To Quality (SUTQ). This voluntary process conducted by the Ohio Department of Jobs and Family Services – Childcare Division – rates childcare/preschool providers on a scale of one to five stars with five being the highest. The greater number of stars, the higher the quality of the program.

In 2016 there were 468 Head Start centers eligible to be included in SUTQ, of those 86 were Unrated, or waiting to be rated (19%); 1 center-based and 4 family childcare centers were at 1 star – (2%); 9 center-based and 1 family childcare center were at 2 stars (3%); 31 center-based programs were at 3 stars (7%); 37 center-based programs were at 4 stars (8%); and 288 center-based programs were at 5 stars. 80% of all Head Start centers were rated, with 64% of them at 5 Stars.

Ohio’s Early Childhood Advisory Council

The Ohio Early Childhood Advisory Council was established in 2008 with funds and guidelines outlined in the Head Start Act of 2007. The committee has been active since that time. Head Start has been represented on the committee and consistently by the young children served in programs receiving public funding, including Head Start.

Ohio’s Head Start Collaboration Office

Head Start Collaboration Offices are located in all 50 states to serve as a bridge between federal oversight of the Head Start program and state initiatives that involve the Head Start population. Ohio was one of the first 10 states to receive Collaboration Office funding when the initiative was established in 1990. The work of the Collaboration Office is directed by the Office of Head Start and is focused on:

- Assessing the collaboration between Head Start agencies and statewide entities serving young children to ensure needs are met for low-income children and their families from birth to school age.
- Assisting in the coordination of activities between the State agency responsible for administering the state.
program carried out under the Childcare and Development Block Grant and entities providing resource and referral services in the state to make full working day and full calendar year services available to children who need them

- Promoting better connections between Head Start agencies and other child and family agencies including agencies that provide health, mental health or family services or other child or family supportive services such as those provided under Part C of the Individuals with Disabilities Education Act

- Carrying out the detailed activities of the State Director of Head Start Collaboration

The Director of the State Head Start Collaboration Office works in close partnership with the Ohio Head Start Association as partners in ensuring the best possible Head Start services in the state.

The New Head Start Standards

In the fall of 2016, the Office of Head Start released the new and revised Head Start Program Performance Standards. The Head Start Program Performance Standards are the foundation on which programs design and deliver comprehensive, high-quality individualized services to support the school readiness of children from low-income families. The first set of Head Start Program Performance Standards was published in 1974. Since then, they have been revised following subsequent Congressional reauthorization and were last revised in 1998. The standards set forth the requirements local grantees must meet to support the cognitive, social, emotional and healthy development of children from birth to age five. They encompass requirements to provide education, health, mental health, nutrition and family and community engagement services, as well as rules for program governance and aspects of federal administration for the program.

Head Start currently provides comprehensive early learning services to more than 1 million children nationwide, through more than 60,000 classes, home visitors and family childcare partnerships. Since its inception in 1965, Head Start has been a leader in helping children from low-income families enter kindergarten more prepared to succeed in school and in life. The Head Start Program Performance Standards are both rigorous and encompassing and establish the framework for high-quality programs and service delivery.
Ohio Head Start 2015 Data on Child Outcomes

The charts below illustrate that a significant number of children in Ohio Head Start Programs are starting the year below widely held expectations in most areas, and by the winter have made significant progress. A third assessment is conducted in the spring and expectations are that successes will be even higher.

PRESCHOOL 3

<table>
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PRE-K 4

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Teaching Strategies GOLD®, a criterion referenced tool, uses widely held expectations to assess children’s skills, knowledge, and behaviors, as compared to children of the same age or class/grade. For a definition of the measure, please refer to the definition below:

**Widely Held Expectations**

Widely held expectations determine if children’s skills, knowledge, and behaviors are below, meeting or exceeding widely held expectations. The widely held expectations are research-based, encompassing the developmental milestones from birth through kindergarten.

*Please note: This data represents children who have 70% of complete data by area of development. For more information about the report, please visit our website (www.teachingstrategies.com), and review the research technical reports.*

GROWTH is a critical measurement, that along with measuring widely held expectations, helps paint a picture of the child’s overall development and learning. The charts below highlight that both Preschool 3 & Pre-K 4 children in the Ohio Head Start Programs are making positive growth in all areas of development and learning. This growth is consistent with the growth associated with our national normative sample.

**OHIO CHILD ACCOMPLISHMENTS 2016/2017**

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<td>629</td>
<td>611</td>
<td>625</td>
<td>629</td>
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Celina City Schools Head Start

Celina City Schools Head Start program has been providing services to young children and families for over 40 years. This Head Start program is one of the few in the State of Ohio to have a school district as its grantee. Due to this partnership, the transition from preschool to kindergarten is seamless for families and children. This allows for more communication, better preparedness and collaboration of services.

CCS Head Start is nestled along Grand Lake St. Marys in Celina, which is located in Mercer County, Ohio. The lake provides a backdrop of economic opportunity partnered with Midwestern values. Mercer County not only provides ample opportunity for employment, but also celebrates their rich agricultural heritage. These three components: economics, agriculture and Midwestern values tie into the mission of CCS Head Start.

Mercer County Head Start is committed to providing comprehensive, holistic services, designed to enrich, nurture, empower and positively impact the lives of children, their families and the community.

Housed alongside Head Start in the Franklin Early Childhood Building is the Mercer County Educational Service Center preschool center-based program, and the TriStar Community Compact Early Childhood Education program. Seventeen percent of enrolled children are identified as experiencing developmental delays. The benefit of having itinerant teachers, therapists and specialists housed in the same facility has provided enriched services for children and additional support to classroom staff. The TriStar Early Childhood program provides a symbiotic partnership with Head Start in that their high school students profit from the hands-on experiences in the classroom while our teaching staff and children benefit from the additional teacher in the room. In addition to these two programs, Head Start also has the luxury of supporting the Early Childhood Education program at Wright State University Lake Campus by offering high quality experience for college students.

Through school readiness discussions with county principals, the question of “What does school readiness mean to you?” was answered in a simple statement: “We need children ready to learn.”

Kindergarten teachers and principals have communicated the rise of behavioral concerns in their classrooms. Based upon this information, CCS Head Start invested time and financial resources to target the social emotional area. Education staff, family engagement staff, and administration completed Conscious Discipline training as the foundation of our social emotional approach in the classroom setting. CCS Head Start invested in Conscious Discipline coaching for education staff throughout the program year, offering one-on-one coaching and modeling. The end result was overwhelmingly positive. The percentage of growth for 3 year old children from one year to the next was 12.9%, whereas the percentage of growth for PreK children was 32.8%. Administration is planning to...
continue to expand the Conscious Discipline program to incorporate all staff members and families.

CCS Head Start in conjunction with the Educational Service Center developed the Early Childhood Education Task Force. This group’s primary mission is aligned with the National Association for the Education of Young Children in that all children deserve high-quality early childhood education and that staff deserve high-quality training and support. A subsidiary of this group was formed to educate the community and all providers of the resources available in Mercer County. This subsidiary held the first ever No Wrong Door event in February, 2017. Head Start Director, Amy Esser, facilitated the event along with other members of the Early Childhood Education Task Force. Due to the positive feedback and high interest, the event will be expanded to the business community next year.

Another area of opportunity seized by CCS Head Start was the collaborative partnership with Mercer County Department of Job and Family Services and Foundations Behavioral Health Services. Mercer County has seen a significant amount of children residing with someone other than their biological parent due to incarceration or drug abuse. Rather than placing children in a foster home or an out-of-county placement, the Department of Job and Family Services relies on kinship members to provide care for children. Together, the three agencies developed the Kinship Care Support Group. This group is open to any family in Mercer County who is providing kinship services. CCS Head Start partnered with Cooper Farms to financially support the cost of the monthly group meetings.

It is our firm belief that “it takes a community to raise a child.” By inviting our educational institutions, social services agencies and business partners into the world of Head Start, we expect greater impacts not only for our children and families, but for Mercer County.
Portage Learning Centers (PLC) is celebrating its 20th year of administering the Head Start program in Portage County. The program expanded in 2010 to include Early Head Start.

The program serves 240 children in the center-based and home-based options. PLC’s four child development centers are located in Kent, Ravenna, Atwater and Streetsboro. Each center is 5-Star rated through Ohio’s Step Up to Quality rating system. PLC operates both part day and full day Head Start classes. Our Early Head Start program serves children and pregnant women in the home-based and center-based options.

Both Head Start and EHS center-based programs use the Creative Curriculum. The Head Start and EHS home-based programs use the Parents as Teachers Curriculum. EHS home-based also uses the Partners for a Healthy Baby Curriculum.

PLC’s school readiness goals focus on the development of the skills crucial for children’s successful participation in school and home experiences and for their overall growth. Children participating in Head Start classrooms show significant gains academically every year.

### Number of children who met/exceeded expectations FALL 2015/SPRING 2016

<table>
<thead>
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<th>SPRING</th>
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<td>98%</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>53%</td>
<td>98%</td>
</tr>
<tr>
<td>MATH</td>
<td>47%</td>
<td>87%</td>
</tr>
<tr>
<td>COGNITIVE</td>
<td>60%</td>
<td>97%</td>
</tr>
<tr>
<td>PHYSICAL/GROSS MOTOR</td>
<td>64%</td>
<td>92%</td>
</tr>
<tr>
<td>LITERACY</td>
<td>70%</td>
<td>95%</td>
</tr>
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</table>
PLC has a strong partnership with Kent State University, one of the largest universities in the state of Ohio. KSU’s main campus, located in Portage County, provides many resources to children, families and staff. The College of Education Health and Human Services provides PLC with student teachers and field experience students. This collaboration provides KSU students an opportunity to teach under the supervision of a certified teacher while providing PLC with additional support in the classroom. The University’s Human Development and Family Studies Department provides interns for the EHS home-based program. These interns work closely with home visitors, and gain experience in documentation, assessment, observation and family service. Students studying nutrition provide presentations on healthy eating and proper handwashing to children and families. A licensed dietitian reviews all menus and provides guidance for children with dietetic concerns.

Family Engagement is a cornerstone of Head Start. In 2000, a PLC Family Advocate created a unique program to increase the participation of fathers and male role models in their child’s education. Fathers work with their child on designing and building model cars. Children and parents display their cars at a Car Show event, where they enjoy a “drive-in movie and popcorn.” Fathers and children use a variety of materials, including cardboard, wood, milk cartons, etc. Cars range from miniature to life size. This activity engages fathers and male role models, while reinforcing key curriculum concepts such as shapes, measurements and colors. This simple idea has now grown into an event that fathers and children look forward to each year.

To promote a greater sense of belonging to our community, PLC’s Family Engagement staff developed Family Fun Night. For the past three years, Head Start and Early Head Start families have been invited to attend a themed evening featuring games and crafts for children, music, dancing, healthy food and information from local social services agencies. During 2016’s “Down on the Farm Event,” children and their families were able to interact with a variety of farm animals, due to a generous donation by the Barnyard Petting Zoo. The Portage County Farm Bureau provided children with the opportunity to learn how to milk a cow, using a “model milking cow.” Program staff provided children with a variety of educational games and activities such as toy tractor races and bubble making. These family events have tremendous turnout – over 400 children, parents and family members attended the event in 2016.
Hocking Athens Perry Community Action (HAPCAP), works closely with parents and community members to provide high quality school readiness programming for children and families. All 6 of our Head Start Center Base sites have received a 5-Star quality rating through Step Up to Quality. We provide center-based services for children ages 3-5 and home-based services to pregnant moms and for children 0-5. We currently enroll 379 children in Head Start and 106 Early Head Start Children and expecting mothers.

HAPCAP has worked hard over the years to improve the educational levels of all staff. We have 9 classrooms with 18 teaching staff. Our strong commitment to education has resulted in 14 of 18 teachers with at least a Bachelor's degree. The other 4 have an Associate's degree with 3 of them set to receive a Bachelor's degree soon. 87% of other full time staff, including home visitors, family support staff and administrative staff also have degrees. We believe a well-educated and trained staff is key to strong outcomes for children and families.

Resources in our area are limited so the agency works collaboratively with other providers to provide support and assistance to our families. In the fall, we secured funding to provide families with personal care and cleaning supply boxes. Later in the fall, we received funding to supply all the children in an enrolled family in Athens County with a winter coat, boots and gloves. By providing families with these supplies and clothing items, we freed up their resources for other uses. We worked with another organization to provide many families in all three counties with food baskets and toys for the holiday.

Years ago we noticed that our children suffered from two things over our long summer break: loss of skills and a lack of reliable food. We sought out and secured funding to operate a “summer camp” experience for children. Funding and program length has varied over the years but key elements remain consistent. Historically, Head Start began in 1965 as a summer program to ensure children enter kindergarten ready to learn. Priority for enrollment in our summer program aligns with that heritage. We design summer camp to enrich and retain school readiness skills acquired during the program year. Though not limited to kindergarten bound children, they receive priority enrollment. Children also receive transportation to the program where they receive a nutritious breakfast and lunch and participate in a variety of educational activities. Highlights of the program are community field trips, free t-shirts and new shoes for all participants.

Many children come to us with speech and language skills that are lagging behind their peers, but perhaps not enough to qualify for services through their public schools. Speech therapy is often recommended for these children but not easily available in this rural area. HAPCAP contracts with a speech therapist to provide intervention services to these children. HAPCAP also provides guidance to teachers and parents about how best to intervene and support speech and language development in young children.
The program has provided many car seats to area residents through the Ohio Buckles Buckeyes car seat program. In an effort to reduce the large waiting list, HAPCAP sought out and received funding to purchase additional car seats. The program has several certified car seat technicians that also work with families to assure that their car seats are installed correctly and sized appropriately for their child.

HAPCAP’s work supporting families is integral to the success of the program. Through the use of the Strengthening Families parenting curriculum, HAPCAP has developed “parent cafes” at each center. Parents receive training and support to become leaders of parent groups designed to promote parent-to-parent interactions and increase protective factors needed to promote healthy outcomes for children.
A wide range of services are provided to the children of migrant and seasonal families, including the same services offered in regular Head Start. Additionally, specific services which meet the needs of migrant and seasonal families are provided. Unlike the regular Head Start programs and the Home-Based Migrant program, the Teaching and Mentoring Communities Head Start places a unique emphasis on the following services:

- Serving infant, toddler and pre-school children in our 7 seasonal and migrant centers throughout the state of Ohio and in centers located in 7 other states to provide them with the best possible start to their education
- Operating centers with extended hours and services Monday through Saturday based on the needs of the families
- Individualized, ongoing professional development for staff, including the training and implementation of the PK CLASS Observation Tool and Center for Improving the Readiness of Children for Learning and Education (CIRCLE) early childhood best practices
- Implementation of program-wide school readiness goals for children from birth to compulsory school age based upon ongoing screening and assessment data and implementation of research-based curricula aligned to the Head Start Early Learning Outcomes Framework and Ohio Early Learning and Development Standards
- Bilingual classrooms providing instruction in the primary language of the child while supporting English Language Development
- The Ohio Region has over 20 Pre-K reliable staff between the Regional Office and Centers to support the implementation of professional development throughout the Region

The seasonal program typically runs from April through early November and provided services for 191 children in 2016. The migrant program typically runs from May through October and provided services for 287 children in 2016.

The program provides the full range of Head Start services in the areas of Education, Health, Mental Health, Parent Involvement and Education, Social Services, Nutrition, Disabilities and Transportation.

Ohio Teaching and Mentoring Communities is a member of the Ohio Head Start Association and works with other community agencies to ensure the best quality services are provided to the families.
Ohio teaching and mentoring communities

44 classrooms operated in 2015

- 11 infant classrooms
- 17 toddler classrooms
- 16 pre-school classrooms

Within those classrooms, Ohio teaching and mentoring communities provided services for:

- 210 infants
- 145 toddlers
- 239 preschool age children

They employed 173 staff members, including:

- 7 center managers
- 22 family service workers
- 11 mentor teachers
- 66 teachers
- 15 teacher aides
- 19 bus drivers
- 15 bus aides
- 7 cooks
- 11 cook aides
45,599 children were served in Ohio in 2016 in both the Head Start and Early Head Start programs, and of that number over 62% of them (28,271) were part of families whose annual income fell below 50% of the federal poverty level. The 2016 federal poverty guidelines stipulate an annual income of $24,300 for a family of four as being the 100% poverty level. The families living at 50% of the poverty level and BELOW, would be living on an annual income of $12,150 per year or less. That would be the equivalent of $234 per week to cover all expenses for a family of four.

Data shows that more than half of the children served in Ohio Head Start programs come from families living at these extremely low-income levels. These are children who live in seriously deprived conditions and who come to the programs with incredibly few resources and very high needs.
In 2014, we launched our Parent Ambassador Program and our first Parent Ambassador class. The role of a Head Start Parent Ambassador is to be an advocate for Head Start at the local level as well as the state and national level. The work of an Ohio Head Start Parent Ambassador includes advocacy for Head Start with other parents within the local program, participation in advocacy efforts at both a state and national level and serving as a resource for other parents in the community.

Parents from across the state apply to enter the program and are selected on the basis of their written application. A total of 18 parents participated in our Class of 2016. Our Ambassadors receive over 60 hours of training in a wide range of topics, which include a focus on their own personal skills and strengths. We provide outstanding training in the federal, state and local legislative structure, focusing on issues at all levels of government that might impact and effect Head Start and early childhood education. We help them develop the skills to tell their own story in a compelling way and more importantly, we help them learn how to maneuver the ever-changing landscape as an advocate for children and families.

One of the experiences provided for our Parent Ambassadors is a trip to Washington DC and visits to the Ohio Congressional Delegation offices to meet with our members of Congress and their aides. Ambassadors are able to tell their personal story and gain positive attention from these members of Congress. In addition, our Ambassadors have had the privilege of having coffee with Ohio Senator Sherrod Brown at his weekly early morning coffee session, sharing their personal stories with him and his staff.

By all accounts our Parent Ambassador program is a major success!
HEAD START PROGRAM MAKE-UP

Number of grantee agencies........................................... 56
Number of delegate agencies ........................................... 9
Migrant and seasonal agencies......................................... 1
Grantees providing both Head Start and Early Head Start................................. 36
Grantees with Head Start only ......................................... 17
Grantees with Early Head Start only ................................. 3

GRANTEE TYPES

Community Action Agencies.......................................... 33
Single Purpose Not for Profit........................................... 7
Multi Purpose Not for Profit School Districts ....................... 5
University Lab Schools .................................................. 2
Single Purpose for Profit............................................... 1

DELEGATE TYPES

Community Action Agencies.......................................... 1
Single Purpose Not for Profit........................................... 0
Multi Purpose Not for Profit........................................... 5
School Districts.......................................................... 1
University Lab Schools .................................................. 1
Government Agency..................................................... 1
EARLY HEAD START CHILDCARE PARTNERSHIPS
Funded enrollment in EHS/CCP ........................................ 1,181
Early Head Start/Childcare Partnership Grantees ......................... 10

SERVICES BY AGE
Less than 1 year of age .................................................. 2,631
1 year old ..................................................................... 2,592
2 years old ..................................................................... 4,156
3 years old ..................................................................... 15,350
4 years old ...................................................................... 19,473
5 years and older ............................................................ 687

HEAD START ETHNICITY
Hispanic or Latino origin ............................................... 4,857
Non-Hispanic or Non-Latino origin .................................. 40,587

HEAD START RACE
American Indian or Alaska Native ................................... 262
Asian .............................................................................. 675
Black or African American ............................................ 15,503
Native Hawaiian or Pacific Islander ................................. 155
White ............................................................................ 22,364
Biracial/Multi-racial ....................................................... 4,925
Other ............................................................................. 1,370
Unspecified ................................................................. 190

HEAD START STAFF AND VOLUNTEERS
Total number of all staff ................................................ 7,932
Of those, how many were former
Head Start parents ...................................................... 1,935 (24%)
Total number of all volunteers ...................................... 47,829
Of those, how many were Head Start
or Early Head Start parents ........................................ 34,307
Percent of Head Start classroom teachers
having advanced or Baccalaureate degrees ..................... 72%
Percent of Head Start classroom assistant teachers having
advanced or Baccalaureate degrees ................................ 11%
Percent of Head Start classroom teachers
having Associate degrees ............................................. 36%

PRIMARY LANGUAGE OF CHILDREN AT HOME
English ................................................................. 41,475
Spanish ............................................................... 2,048
Native Central American, South American
and Mexican Languages ........................................ 1
Caribbean Languages ................................................ 7
Middle Eastern and South Asian Languages ............ 857
East Asian Languages .............................................. 189
Native North American/Alaska Native Languages .... 1
Pacific Island Languages .......................................... 30
European and Slavic Languages .................... 58
African Languages .................................................. 723
Other ................................................................. 57
Unspecified ........................................................... 53

CLASSROOM TEACHERS PROFICIENT IN
Languages other than English ..................................... 209
Who We Are

The Ohio Head Start Association Inc. – OHSAI – is the statewide Head Start agency membership organization available to all Head Start grantees, delegate agencies and partners across our state. Our membership opportunities extend to individual staff, parents, supporting organizations, corporations and friends. We work in collaboration with other advocates for early childhood education and programs for children and families and have a long history of outstanding partnerships across the state and nation.

Our History

OHSAI was incorporated in 1974 as a 501(c)4 organization and began supporting our members as an all-volunteer operation, which focused primarily on training. In 1986, we established the first state Head Start Association office in the nation and expanded our mission to include advocacy and leadership development, along with our original focus on professional development and training.

Our Mission and Values

The Ohio Head Start Association is a professional membership organization committed to building strong foundations for dynamic leadership, professional development and advocacy at the local, state and national levels that support high quality early education and experiences for children and families.

The Ohio Head Start Association will continue to be an influential leader in the world of Head Start and early childhood, enriching the lives of children, families and communities.

Services We Provide

Our services support our mission. The three major lines of business we foster are Advocacy, Leadership Development and Professional Development.

To enhance advocacy, we partner with a wide range of other state and national advocates who work on behalf of children and families. We maintain ongoing contact with our state legislators and our Ohio Congressional delegation so that they will be routinely informed on the issues we face and the support we need from them. We work in close partnership with the Ohio Head Start Collaboration Office, giving us a direct link with state level providers of services to young children. We serve on a large number of state level committees, including the Ohio Early Childhood Advisory Council with the expectation that we can ensure the most effective and meaningful collaborative relationships within our state and federal spheres of influence. We maintain close working ties with the Office of Head Start and the Regional Federal Office to ensure a direct link with Head Start Funders.

To foster leadership development, we have an extensive ongoing leadership development program for Head Start and other partners. Sixteen years ago, we established the Ohio Head Start Futures Group, a cadre of leaders from across the state whose work is to focus on the future of the program, the challenges we face and ways that we can ensure that our
To grow professional development, we host over twelve training events and conferences annually, where we offer IACET CEUs and other applicable CEUs like Counseling, and Social Work and Nursing. Our training events also carry Ohio Approved credit for Step Up to Quality programs. All of the training events we do are focused on the current and future operational challenges facing our member programs—from management systems to classroom operations.

We take great pride in our ability to meet member agencies’ professional and leadership development needs through quality training. We work in concert with the established network of Head Start training and technical assistance providers to capitalize on the strengths of each and to ensure that the local Head Start programs have the best possible training available to them in all areas of program operations.

The training events we offer are timely, of exceptional quality and are geared to all levels of Head Start experience. The office of Head Start, ACF and HHS have made it very clear that Head Start programs must provide the highest possible levels of program quality and service delivery and our efforts are to support those goals. In 2016, we provided professional development and training to more than 2,200 individuals in more than 700 contact hours.

In addition, OHSAl has been the convener of the six state Region V Bi-annual Conference held in Chicago for many years. We held a very successful conference in the fall of 2015 where over 1,000 participants gathered and we will host the conference in 2017 in Chicago in the fall.

Our Parent Ambassador program is another example of how we are fostering leadership development in our Head Start family.
Thanks to the following programs for their submittal of amazing photographs of Head Start children: Adams-Brown Head Start/Early Head Start; Celina City Schools Head Start; Centerburg Head Start; Child Focus, Inc., Cincinnati; Child Care Resources Inc. Muskingum County Head Start; Child Development Council of Franklin County; Council on Rural Services; Fayette County Early Learning Center; HAPCAP Head Start – Hocking, Athens,0 and Perry Counties; Lawrence County Early Childhood Academy; Miami Valley Child Development Center, Inc.; Portage Early Learning Centers (Portage County) and WSOS.