



The Centers Head Start 2014 Annual Report – 05CH8333

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

Category	1/1/14 – 12/31/14 Actual
Head Start Grant	\$10,167,523
USDA	\$125,547
Step Up to Quality	\$38,072
United Way	\$226,902
Publicly Funded Child Care	\$461,099
Fees from Clients	\$131,882
Inkind	\$82,184
Total	\$11,233,209

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

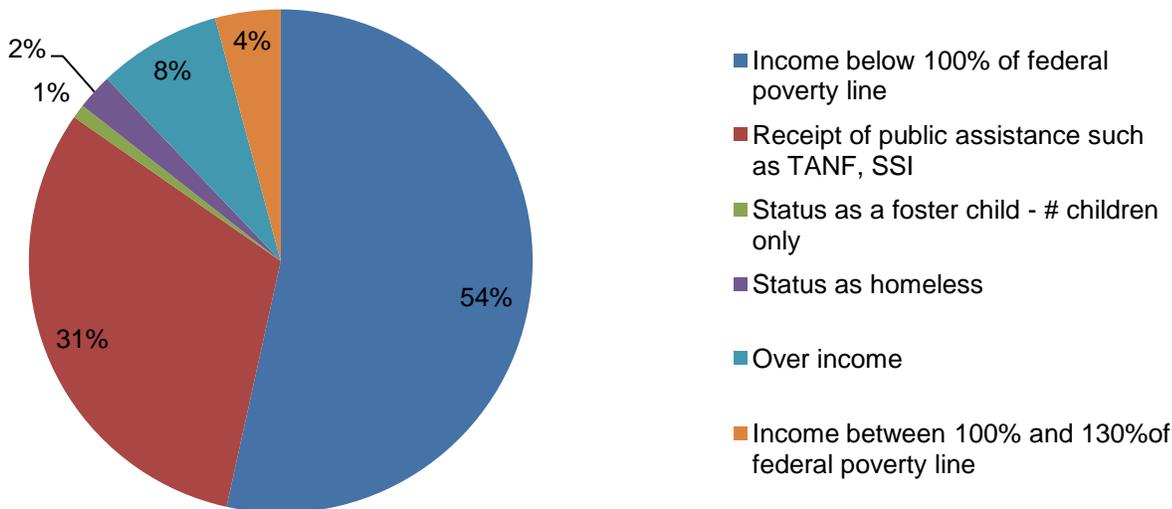
Category	1/1/14 – 12/31/14 Budget	1/1/14 – 12/31/14 Actual
Personnel	\$1,246,527	\$1,132,618
Fringe Benefits	\$362,436	\$269,636
Travel(out-of-town)	\$42,180	\$15,838
Equipment	\$10,714	\$75,000
Supplies	\$41,582	\$55,588
Contractual	\$6,831,121	\$6,957,562
Other	\$1,615,034	\$1,603,381
Total*	\$10,149,594	\$10,109,623

*Of these funds, \$86,429 was for Training and Technical Assistance.

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 2014-2015 year, The Centers' Head Start program (the Grantee) had a funded enrollment of 1,278 slots. The Centers' Head Start had a cumulative enrollment of 1,643 children from 1,521 families. The Grantee had an average monthly enrollment of eighty-five percent of its funded enrollment. During the same period of time, the Grantee had actual enrollment in excess of its funded enrollment in two months. Non year-round program services ended in May and June, while the year-round program services ended in August.

Head Start Eligible Children Served



Source: 2014-2015 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 April 2015 for fiscal year January 1, 2014 – December 31, 2014 and the consolidated financial statements presented fairly in all material respects with no findings.

The Grantee was reviewed in the areas of Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA), Fiscal Integrity, Environment Health and Safety. The Grantee had one non-compliance for not enrolling at least ten percent, children with disabilities. However, the Grantee submitted a waiver request to the Region V Office of Head Start (OHS) and the request was approved by the OHS, removing the non-compliance.

Percentage of children that received medical and dental services

Medical exams	93.8%
Children with health insurance	105%
Children with medical home	103.3%
Children with up-to-date immunizations	98%
Children who are up-to-date – preventative and primary oral health care	91.5%



Parent Involvement activities

The Grantee constantly provided opportunities for parent involvement. Some of the opportunities included:

- School Readiness Activities
- Volunteer Opportunities
- Home Visits
- Forum to solicit parent feedback, make meaningful contributions and advocate for their child. (Parent Committee, Policy Council)
- Parent/Teacher Conferences
- Socialization Experiences for Home-Based families
- Conferences and Trainings
- Family Fun Days
- Me and My Guy Activities
- 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, Child Development, Nutrition, Child Abuse, Mental Health, and Financial Literacy).

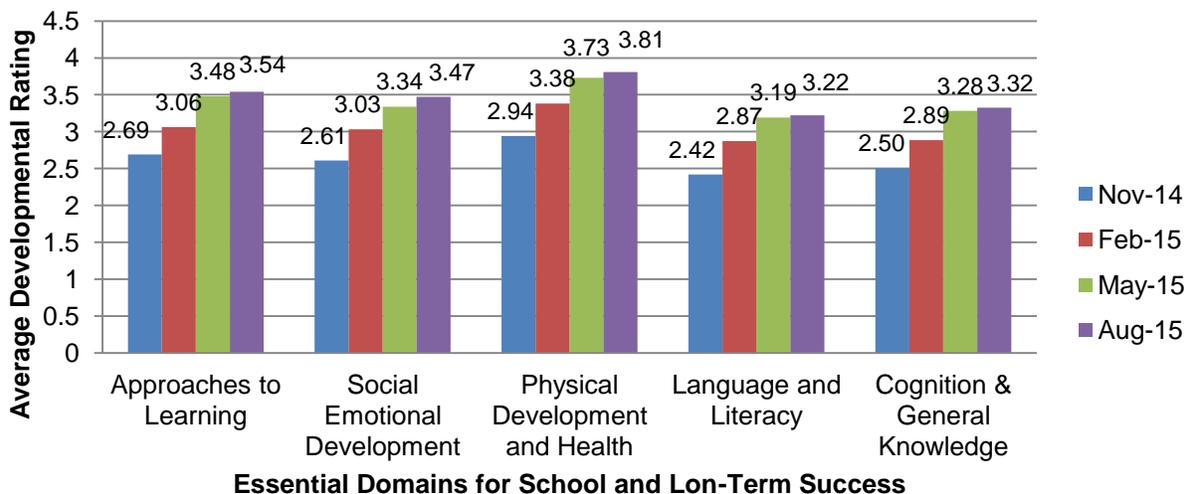
Preparing children for kindergarten

The Grantee assessed school readiness in five domain areas; Physical Development & Health, Social & Emotional Development, Approaches to Learning, Language & Literacy, Cognitive & General Knowledge. The assessment tool used by the Grantee is the High Scope Child Observation Record (COR) Advantage. The data was downloaded four times during the year and analyzed, to guide teachers with intentional teaching toward achieving the five domains. High Scope Child Observation Record is aligned with the Ohio Early Learning and Development Standards which allows the teachers to intentionally plan for the students in their classrooms. Analysis of the assessment data was used make some program improvements regarding staff training, enhancing individualization and family engagements. Below are graphical representations of summarized children's assessments divided into two groups, three and four-year olds.

The Grantee's child assessment data showed children made steady progress during our three download periods. After each download period (November, February, May and August) teaching staff looked at their classroom results. Teachers wrote action plans which showed how the teachers focused on the three areas of lowest improvement. The action plans showed new teaching strategies or materials that facilitated improvement in those areas. The agency's progress toward school readiness was shared with parents at the policy council and governing body meetings. The results are also shared with the community through the agency's annual report.

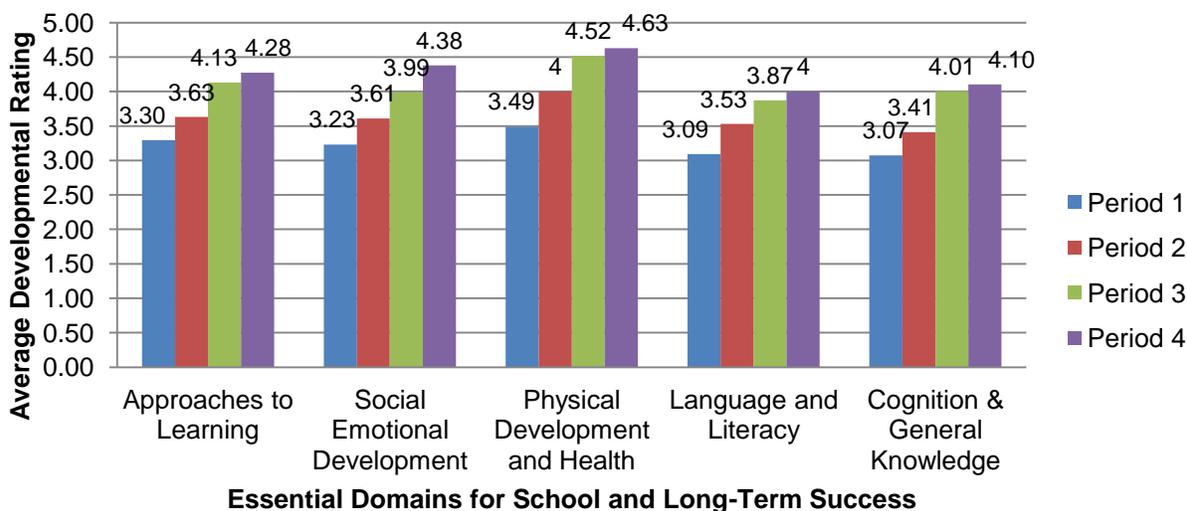


2014-2015 School Readiness Assessment of 3 year-old Children



The Grantee used the Child Observation Record (COR)-Advantage to assess the school readiness of preschool children during the 2014-2015 school year. The COR-Advantage had a rating scale of 1 - 7 for teaching staff rate children's development through observations. Based upon the COR Advantage's rating scale, children rated below 4 are not ready for kindergarten.

2014-2015 School Readiness Assessment of 4 year-old Children



The Grantee used the Child Observation Record (COR)-Advantage to assess the school readiness of preschool children during the 2014-2015 school year. The COR-Advantage had a rating scale of 1 - 7 for teaching staff rate children's development through observations. Based upon the COR Advantage's rating scale, children rated at 4 or higher were ready for kindergarten.