Our program proudly serves the families of Columbiana and Jefferson Counties, in the 946 square miles of rural countryside nestled along the Ohio River, forming its south-eastern border with West Virginia and the eastern border adjoining Pennsylvania. The area has earned the term the Rust Belt, due the nature of the declining economy following the closing of the steel and pottery mills in the area. The bi-county service area population has decreased 6% in the past decade and has home to 68,965 households. Approximately 44% of the children under age six in our area are economically disadvantaged.
Greetings,

Resiliency is defined by Merriam-Webster as an ability to recover or adjust easily to adversity or change. I define resiliency with two words: Head Start.

This past year was challenging and looked very different than any of our last 55 years of Head Start at CAACC. There is not one staff member, child, parent, or aspect of our program that wasn’t affected by the global pandemic. The responsibility to educate and support our children and families was challenged by the responsibility to keep our children, families, and staff safe. In an effort to provide as much in-person service as possible; we reduced class sizes, sharpened out I.T. skills, modified the environment, created more outdoor learning spaces, embraced state-of-the art sanitation technology, masked up, took temperatures, completed daily health checks, and become well versed in the process of contact tracing.

Then when the pandemic did not quit, we did not quit either. Fresh off of a statewide shutdown, before the school year even began, we were operating a school-readiness ‘Kindercamp’ for 52 children transitioning to kindergarten in fall 2020. Throughout the year we simultaneously operated 25 ‘virtual’ classrooms while also operating 29 in-person classrooms. We provided all services of the program both in-person and remotely. At the end of the school year the vast majority of the children attending remote learning had transitioned to the in-person environment.

In the general public, I have heard of this past school year referred to as the year that did not count. In reality, it counted more than ever. Throughout this past year we have seen growth in our in children, families, staff, and as a program. Children showed gains in all areas of development while our parents truly stepped up into their role as the child primary educator and our partner in their child’s journey to success.

Over this past year we have developed new and innovative ways to provide meaningful service while staying focused on our program’s goals. ‘Our mission to improve educational outcomes and well-being of our children while strengthening the families we serve’ has not waivered as we have continued to work towards progress every day. Looking forward to the 2021 -2022 school year, I know we will once again be challenged and tested. I also know that we; the staff, children, and families of Head Start, will be ready to adapt and grow. We will continue to be resilient.

Sincerely,

Christine Malloy

Christine Malloy
Early Childhood Development Director
Who We Are

The Early Childhood Development (ECD) department developed from one of the agency's first programs in Columbiana County, the 1965 summer Head Start program. Now, our department delivers services in Columbiana and Jefferson counties. Each program and service fosters healthy development appropriate to each child's and each family's heritage and experience.

Our Mission

The mission of the Community Action Agency of Columbiana County's ECD department is to improve educational outcomes and well-being of children and to strengthen the families we serve.

Leadership and Governance

Policy Council

Parents can be part of program planning by participating in meetings and providing feedback on the services we provide. Many parents serve as members of the Parent Policy Council. Policy councils are responsible for the direction of the agency's Head Start and Early Head Start programs.
Early Childhood Development

Programs and Services

Early Learning
Head Start and Early Head Start
Research and Evidence-Based Academic Curriculum
Individualized Lesson Plans

Health & Well-being
Nutritious Meals and Snacks
Health, Mental Health, and Dental Practices

Family Engagement & Support
In-Home Visits and School Family Conferences
Parenting Curriculum
Family Goal Planning and Achievement Assistance
Father Involvement
Policy Council
Supervised Visitation

Community Assessment
The community assessment describes how the department operates and helps ensure that the correct services are provided to the appropriate population. The most recent Community Assessment identified the following areas of need in which our department is focusing on delivering:

1. High-quality early development centers for children of preschool age
2. Assistance for homeless families and children with disabilities of all ages
3. Childcare centers that accept children less than 18 months.
4. Ample service in larger populated areas
HEAD START

Head Start is one of the core programs of President Lyndon Johnson’s Economic Opportunity Act of 1964. It remains an exemplary family development program that each year serves more than a million disadvantaged children nationwide.

The CAA Head Start (HS) and Early Head Start (EHS) programs follow the belief that children learn through various rich and meaningful learning experiences. Throughout the day, children, with the adults' support, set goals, make choices and are involved with materials and classroom activities. The Creative Curriculum, used in all center-based classrooms, focuses on teacher-child interactions and developmentally appropriate practices.

25 Head Start Classrooms

Programs Goals

1. The program will promote an effective, safe, and positive learning environment for the staff and children.

2. The program will further promote school readiness and successful child outcomes by providing high-quality, comprehensive services.

3. The program will collaborate with partnering agencies in the community and provide high-quality, comprehensive services to promote successful family outcomes.

4. The program will meet the needs of the community and remain a leader in the Early Childhood Education arena by creating and participating in dynamic programming in the community to improve overall child and family services in the area.

Enrollment

2019-20 Enrollment

<table>
<thead>
<tr>
<th>Funded Enrollment</th>
<th>443</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Served</td>
<td>386</td>
</tr>
<tr>
<td>Families Served</td>
<td>360</td>
</tr>
</tbody>
</table>

Type of Eligibility and Income

<table>
<thead>
<tr>
<th>Income Below 100%</th>
<th>266</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Assistance; i.e. TANF, SSI</td>
<td>24</td>
</tr>
<tr>
<td>Status as a Foster Child</td>
<td>46</td>
</tr>
<tr>
<td>Status as Homeless</td>
<td>33</td>
</tr>
<tr>
<td>Over Income</td>
<td>17</td>
</tr>
<tr>
<td>100 – 130% FPL</td>
<td>0</td>
</tr>
</tbody>
</table>

Eligible Children Served were 96% of total enrollment

Average Monthly Enrollment was 76.7% at funded enrollment all year

212 Eligible Students Returned

2022 Children Graduated to Kindergarten

Maintained goal of cumulative Average Daily Attendance (ADA) throughout the program with 84% ADA for the year

87% Of students that started the school year completed the year
Head Start School Readiness Outcomes

Through the process and experiences provided to children and families, we strive to prepare children and families to transition to kindergarten and their academic and social success. We partner with local school districts to transition our children into kindergarten because we believe in taking a team approach in equipping our children for success in their following educational setting. Head Start School Readiness and Program goals reflect developmentally appropriate expectations for children ages 3-5. School Readiness goals are organized to include the 5 Head Start domains and successfully complete skills in each area.

Social and Emotional Development
Children will establish and sustain positive relationships and use successful strategies for entering groups.

Children will participate cooperatively and constructively.

Children will regulate their own emotions and behaviors in order to take care of their own needs appropriately, such as zipping coats and tying shoes.

Perceptual, Motor, and Physical Development
Children will demonstrate manipulative skills for gross-motor and fine-motor strength and coordination. Uses a 3-finger grip of dominant hand to hold a writing tool.

Language and Literacy
Children will listen to, understand, and comprehend increasingly complex language.

Cognition Development (Mathematics)
Children will use number concepts and operations: counts, quantifies (0-5) and connects numerals with their quantities (0-5).

Approaches to Learning Goal
Children will demonstrate the ability to resist distractions, remain positively engaged, and persist at learning tasks.

The final Head Start outcomes report includes virtual, in-class and transition children. Each category will continue to be reported for both three year olds and four year olds with a focus on the School Readiness goals. The spring report consists of the following number of children for each category: 3 yr. virtual (1 child), 4 yr. virtual (10 children), 3 yr. transition (13 children), 4 yr. transition (17 children), 3 yr. in-class (38 children), and 4 yr. in-class (159 children).
EARLY HEAD START

Early Head Start (EHS) is unprecedented among early learning programs in applying cutting-edge research, on brain development in infants and toddlers, to low-income families’ needs. Very young children receive care and stimulation to aid brain development, and staff works with parents and pregnant mothers to promote understanding of those needs.

CAACC use the Creative Curriculum for Infants, Toddlers, and Twos 3rd edition and the 6th edition for preschool classrooms. The home-based Early Head Start visitors implement the Partners for a Healthy Baby Curriculum. The Partners curriculum is comprehensive as it addresses the needs of the parent and the child.

4 Early Head Start Classrooms
3 Home-based Cohorts

Programs Goals

1. The program will promote an effective, safe, and positive learning environment for the staff and children.

2. The program will further promote school readiness and successful child outcomes by providing high-quality, comprehensive services.

3. The program will collaborate with partnering agencies in the community and provide high-quality, comprehensive services to promote successful family outcomes.

4. The program will meet the needs of the community and remain a leader in the Early Childhood Education arena by creating and participating in dynamic programming in the community to improve overall child and family services in the area.

Enrollment

2020-21 Enrollment

- Average Monthly Enrollment was 98.1% of Funded enrollment
- 34 Children returned

Funded Enrollment: 68
Children Served: 93
Families Served: 76

Type of Eligibility and Income

- Income Below 100%: 56
- Public Assistance; i.e. TANF, SSI: 10
- Status as a Foster Child: 11
- Status as Homeless: 14
- Over Income: 2

(As a percentage of the Federal Poverty Guidelines; for 2020, 100% FPG for a family of four was $25,750.)

- Income or Categorically Eligible 98%
- 13 children graduated from EHS and transitioned to HS
- Maintained cumulative ADA of 84% through the year
- 88% of enrolled children completed to EHS year
Early Head Start School Readiness Outcomes

Early Head Start (EHS) child assessment data is completed using the Learning Accomplishment Profile birth to kindergarten (LAP: B-K) online system. The 2019-20 school year was the first year reporting child outcomes for infants and toddlers. The areas of development for the EHS children consist of 256 developmental skills arranged in chronological sequence out of the 521 skills the assessment provides. Each area is reported to show the percentage of children demonstrating proficiency in domain items.

Early Head Start School Proficiency and Program goals reflect developmentally appropriate expectations for children from birth to 3 years old. School Readiness goals are organized to include the 5 domains and successful completion of skills in each area.

Social-Emotional Development: EHS children will regulate own emotions and behaviors to manage their feelings.

Perceptual, Motor, and Physical Development: EHS children will demonstrate balancing skills in body movements.

Language and Communication: EHS children will comprehend language.

Approaches to Learning: EHS children will attend and engage in activities.

Cognition: EHS children will use a variety of strategies to solve problems.
Commitment to Excellence

Playing Catch-up

The pandemic shutdown of 2020 left many children behind on preventive health and oral health care. Well-child checks and semi-annual dental exams were deferred for months in a statewide COVID-19 mitigation strategy. When offices were open once again to provide routine and preventive care, many children were behind the Early, Periodic Screening, Diagnosis, and Treatment schedule for their age. Our staff worked diligently with families to get their child(ren) back on track. As to be expected, the number of dental and medical exams are lower than a typical year, however we are making progress every day. This is a challenge that will continue throughout 2021.

Nutrition

Through the the Child and Adult Food Care Program, children are served nutritionally balanced meals while attending Head Start.

Served a total of:

- Breakfasts ....................................................... 30,365
- Lunches .......................................................... 30,973
- Snacks ............................................................ 30,144

Medical and Dental Care

CAACC assists families to ensure proper preventative medical and dental care takes place. Our program partners with CAA Health & Dental to with the family advocates to ensure children are scheduled to have up-to-date immunizations, a current physical and dental exam.

EHS Children with completed dental exam..............43%

HS Children with completed dental exam...............59%

HS Children with completed medical exam.............84%

EHS Children with completed medical exam.............84%

In the months following the statewide shutdown the program facilitated in 100 HS students and 9 EHS students becoming up to date on Ohio’s Early and Periodic Screening, Diagnostic and Treatment (EPSTD). At the end of the program year 85% of HS students and 45% of EHS students were up to date.

Mental Health/Disabilities Services

In 2020-2021 the program served 11.4% of our total HS enrollment with students receiving an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). In EHS the program served 10.3% of the enrollment received an IFSP. Accomodations are made in the classroom and all lesson plans are individualized to each child's needs.
Commitment to Excellence

Parent, Family and Community Involvement and Engagement

Developing partnerships with parents is a crucial activity for CAACC Head Start Family Advocates. The following are a sampling of areas of assistance and the number of parents served. CAACC hosted school-family conferences, home visits, field trips, and parent meetings. Additionally, each center held 11 family engagement events. These included father figures, mothers, grandparents, and special person events, literacy nights, and earth day events.

- 71% of father figures participate in at least one activity during the school year
- 96% of families had PFCE Outcomes demonstrating overall family strengthening
- 321 of our families received emergency and crisis intervention services
- 19 of 37 of families who experienced homelessness during the school year obtained secure housing
- 100% families received various parent education information, trainings, and curriculum programs
- 277 supervised visitation visits conducted

Results of the Most Recent Monitoring Review: Office of Head Start (OHS) uses the Head Start Monitoring System to measure Head Start programs' performance and accountability across the country. The most recent Office of Head Start Monitoring Review was in May 2020 and was a Focus Area One (FA1) federal monitoring review of our Head Start and Early Head Start programs. The program was determined to comply with all regulations and standards. There were no Opportunities for Improvement, Areas of Concern, Areas of Noncompliance, or deficiencies cited in the report.

Ohio Department of Jobs and Family Services Childcare Licensing Annual Inspection Reports: Our centers were in 100% compliance with 568 of 570 total rules verified and 4 points out of a possible 3,420 points non-compliance points, or 99.88% compliant with all Ohio Department of Childcare licensing rules.

Trunk or Treat 2020

In October, we hosted our 4th annual Trunk or Treat with a twist of pandemic precaution. We socially distanced the 19 “trunks” and all of the participants. All agency trunk sponsors wore mask and we provided hand sanitizer to all participants. It was a fun and safe time had by all 570 children and families who participated.
Finances

Fiscal responsibility and transparency is a task that benefits ourselves, our county, and the communities we serve. Therefore, as required by the Head Start Act §644(a)(2), we provide both our programmatic budget and expenditures and public and private funds received from each source. These reported revenues and expenses were closely aligned with the 2020-21 budget and supported our goals and objectives.

The following tables and graph describe the budgetary expenditures as well as the proposed budget for the fiscal year beginning June 1, 2020 to May 31, 2021.

### Revenue

- **Grant Funds**: $5,350,095
- **Program Income**:
  - Partnership Revenue: $595
  - Columbia Gas (for right of way): $1,000
  - Recycling Program: $44
- **Total Revenue**: $5,351,734

### Budgeted Expenditures

- **Salaries**: $2,747,555
- **Fringe Benefits**: $1,004,523
- **Travel**: $65,859
- **Equipment**: $72,681
- **Supplies**: $370,575
- **Contractual**: $739,963
- **Facilities/Construction**: $0
- **Other**: $934,176
- **Indirect Costs**: $468,227
- **Total Federal Funds**: $6,403,599

### Actual Federal Grant Expenditures

- **Salaries**: $2,521,930
- **Fringe Benefits**: $454,249
- **Travel**: $9,207
- **Equipment**: $97,381
- **Supplies**: $414,714
- **Contractual**: $629,685
- **Facilities/Construction**: $0
- **Other**: $780,398
- **Indirect Costs**: $442,441
- **Total Federal Funds**: $5,350,095
- **Unobligated Expense**: $1,053,504
CARES FUNDS:

**Revenue**

Grant Funds............................$449,071

**Total Revenue** $449,071

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**Budgeted Expenditures**

Salaries......................................$84,162  
Fringe Benefits............................$16,832  
Travel..............................................$0  
Equipment.....................................$116,000  
Supplies........................................$73,039  
Contractual..................................$0  
Facilities/Construction..............................$0  
Other...........................................$136,298  
Indirect Costs...............................$22,740  
**Total Federal Funds**....................$449,071

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**Actual Federal Grant Expenditures**

Salaries......................................$82,763  
Fringe Benefits............................$23,437  
Travel..............................................$0  
Equipment.....................................$199,221  
Supplies........................................$69,212  
Contractual..................................$10,040  
Facilities/Construction..............................$0  
Other...........................................$45,711  
Indirect Costs................................$18,687  
**Total Federal Funds**....................$449,071

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Results of the Most Recent Audit:

The 2020 financial audit was determined a “clean” audit. There were not any material weakness or significant deficiencies found in the 2020 audit. The audit concluded CAACC was is a low-risk auditee.

In the independent auditing firm’s option, “CAACC complied in all material respects, with the types of compliance requirements [for each major program of the agency] that could have a direct a meaningful effect on its major federal program year ended December 31, 2020. . . . financial statements were presented fairly, in all material respects, the financial position of the organization as of December 31, 2020 and the changes in its net assists and its cash flow for the year then ended in accordance with accounting principles generally accepted in the United States of America.”
The mission of the Community Action Agency of Columbiana County's Head Start Program is to improve educational outcomes and well-being of children and to strengthen the families we serve.

caaofcc.org/headstart | 330.424.6693