

EARLY HEAD START & HEAD START



2023-2024

ANNUAL REPORT



Great Lakes
COMMUNITY ACTION
PARTNERSHIP

Our mission:

We create partnerships and opportunities to help individuals, families and communities thrive.



**This report is prepared to comply with the Head Start Reauthorization Act of 2007,
Administrative Requirements and Standards Sec. 644 [42 U.S.C. 9839 (a)(2)]**



Welcome

GLCAP's Early Childhood program has successfully provided comprehensive child development services for low-income children ages birth through five and their families since 1965. Services include education, nutrition, health, medical, dental, parent involvement, and social services.

The purpose of the GLCAP Early Childhood program is to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in two ways:

1. The learning environment will support children's growth in language, literacy, mathematics, science, social-emotional development, creative arts, physical skills, and approaches to learning.
2. Each family will be provided with health, educational, nutritional, social, and other services when necessary based on the family's needs assessment.

GLCAP is funded to serve 573 Head Start children throughout the Northwest Ohio counties of Wood, Sandusky, Ottawa and Seneca. Program options available to these children include full-day, full-year, and full day, part-year all in direct-operated and child care partnership center-based and family child-care settings.

GLCAP is also funded to serve 63 Early Head Start children throughout the counties of Sandusky, Ottawa, Seneca and Wood. Forty-seven children are served in the home-based program option. Sixteen are served in full-day, full-year center based through childcare partnerships in Wood County.



Center & Partner Locations

1. OTTAWA COUNTY

GLCAP Locations

Genoa Early Childhood Center
1224 West St., Genoa

Port Clinton Early Childhood Center*
1848 E. Perry St., Port Clinton

Partner Locations

Rainbow Acres, Oak Harbor

2. SANDUSKY COUNTY

GLCAP Locations

Clyde Early Childhood Center
615 Vine St., Clyde

**Fremont Stricker Family
Development Center***
765 S. Buchanan St., Fremont

Partner Locations

Angie's Angels, Fremont

3. SENECA COUNTY

GLCAP Locations

**Fostoria Family
Development Center***
801 Kirk St., Fostoria

Tiffin Early Childhood Center
182 St. Francis Ave., Tiffin

Partner Locations

Brickner Childcare, LLC
328 Ella St., Tiffin

4. WOOD COUNTY

GLCAP Locations

**Bowling Green Jordan
Family Development Center***
812 N. College Dr., Bowling Green

**Perrysburg/Rossford
Early Childhood Center**
28744 Simmons Rd., Perrysburg

Partner Locations

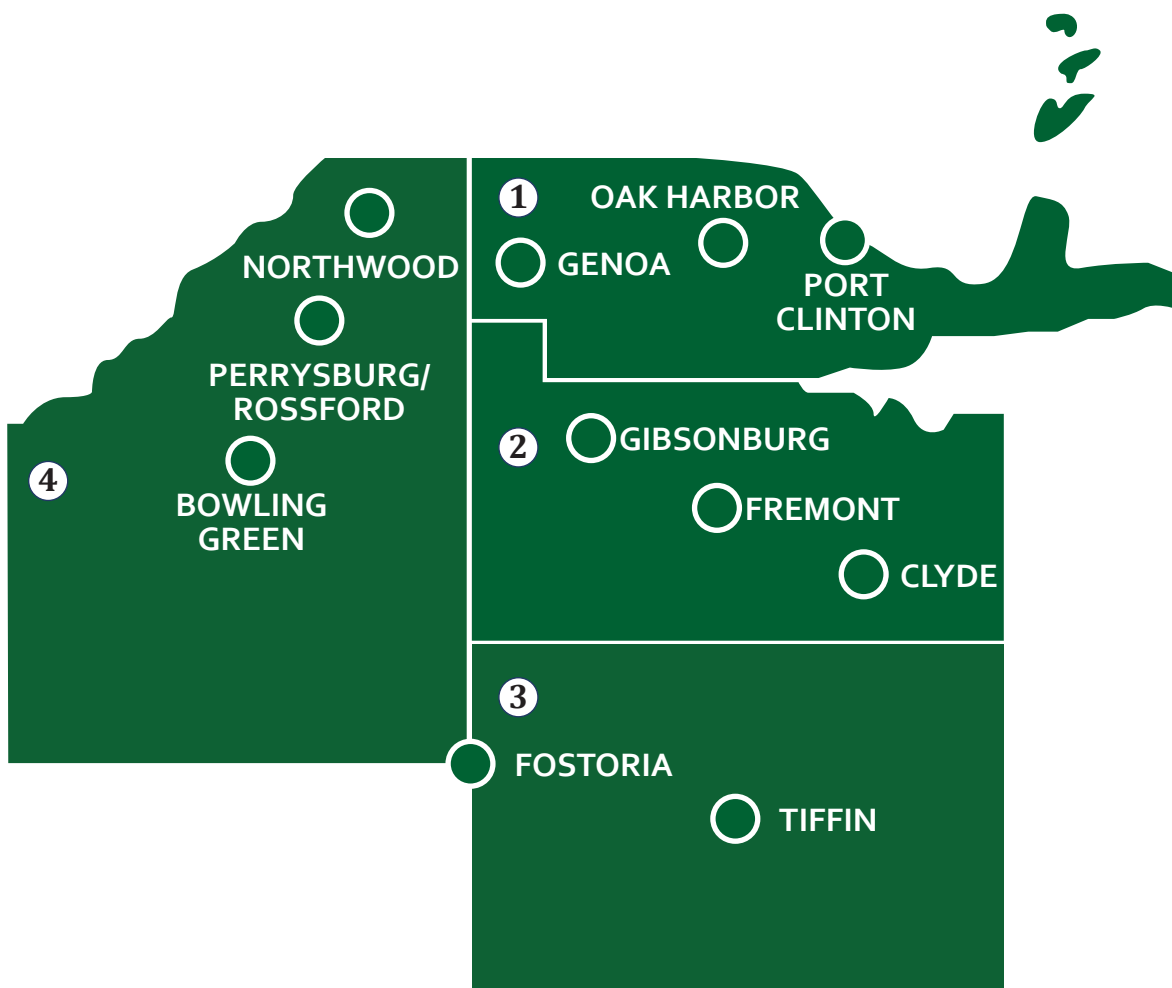
Educare, Rossford

Imaginative Beginnings, Northwood

Little Wonders, Northwood

Rainbow Acres, Gibsonburg

*GLCAP Home-Based Program operates in Ottawa, Sandusky, Seneca, and Wood counties. Their office spaces are at the GLCAP locations in Port Clinton, Fremont, Fostoria, and Bowling Green.





Revenue

All figures from fiscal year Aug. 2023- July 2024

Head Start Preschool

Category	Budget Program	Revenue Program	Percentage
Federal Revenue — HHS	7,731,334	7,731,334	73.5%
Federal Revenue — HHS TTA Funds	74,577	74,577	0.7%
Federal Revenue — TANF	144,000	133,956	1.3%
USDA Revenue	859,706	521,252	5%
Private Contracts (ECE)	1,508,878	1,836,384	17.5%
Parent Fees and Co-Pays	7,500	23,373	0.2%
In-Kind Revenue*	64,645	194,424	1.8%
Total	10,390,640	10,515,300	

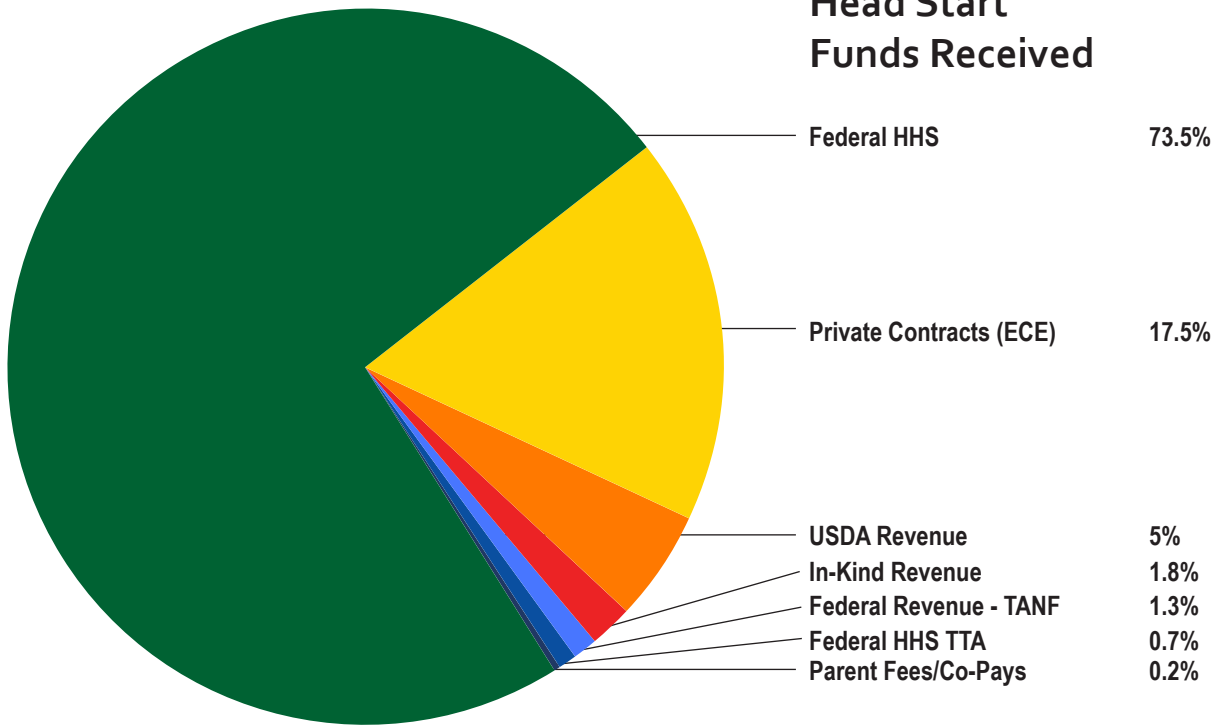
*In Kind Waiver Submitted

Early Head Start

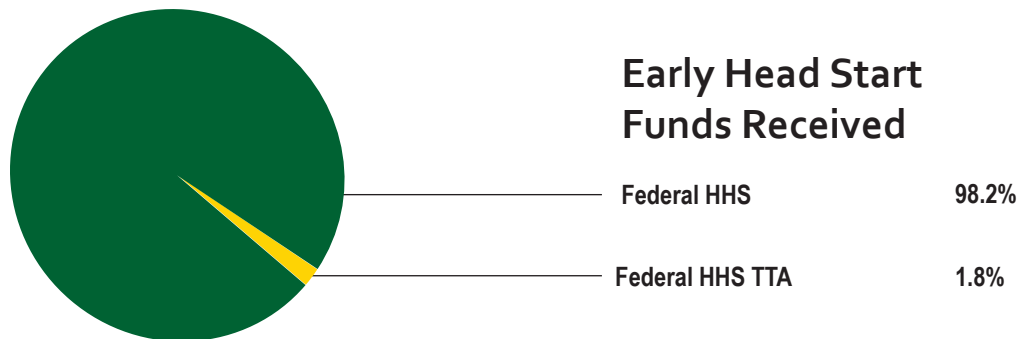
Category	Budget Program	Revenue Program	Percentage
Federal Revenue — HHS	701,028	701,028	98.2%
Federal Revenue — HHS TTA Funds	13,051	13,051	1.8%
Parent Fees and Co-Pays	-	-	0%
Total	714,079	714,079	



Head Start Funds Received



Early Head Start Funds Received



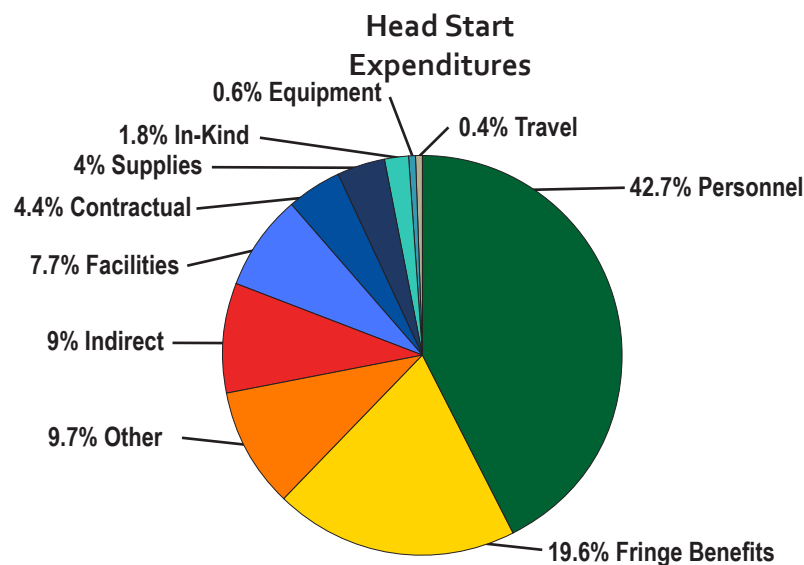
Expenditures

All figures from fiscal year Aug. 2023- July 2024

Head Start Preschool

Category	Budget Operations + T&TA	Expenditures Operations*	T&TA	Total	Percent of Total
Personnel	4,454,564	4,488,111	311	4,488,422	42.7%
Fringe Benefits	1,935,586	2,062,800	181	2,062,981	19.6%
Travel	45,345	38,708	4,737	43,445	0.4%
Equipment	-	63,394	-	63,394	0.6%
Supplies	169,855	417,953	4,725	422,678	4%
Contractual	402,000	461,962	-	461,962	4.4%
Facilities	1,158,569	811,077	-	811,077	7.7%
Other	1,229,280	965,800	57,846	1,023,646	9.7%
Volunteer In-Kind	64,645	194,424	-	194,424	1.8%
Direct Costs*	9,459,844	9,504,229	67,800	9,572,029	91%
Indirect Costs	930,796	937,073	6,779	943,852	9%
Total Amount	10,390,640	10,441,302	74,579	10,515,881	

*Includes the combined amount for Head Start and Early Head Start USDA and non-federal share expenses.

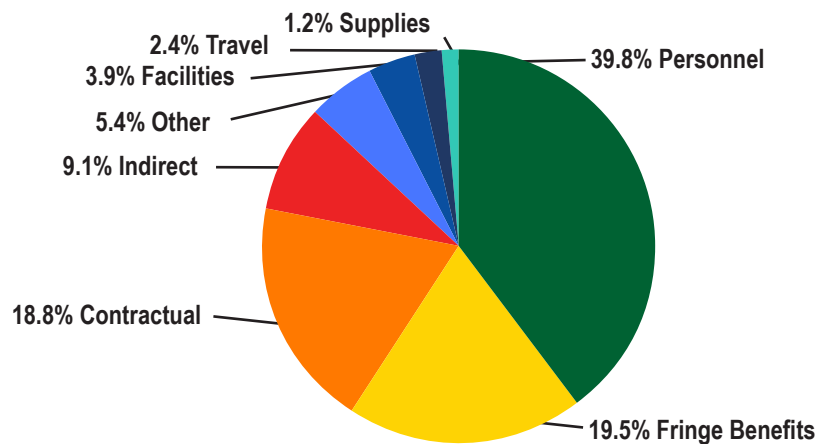




Early Head Start

Category	Budget	Expenditures		Total	Percent of Total
	Basic + T&TA	Basic	T&TA*		
Personnel	283,783	284,421	-	284,421	39.8%
Fringe Benefits	136,270	139,363	-	139,363	19.5%
Travel	14,050	11,620	5,205	16,825	2.4%
Equipment	-	-	-	-	0%
Supplies	9,468	8,277	108	8,385	1.2%
Contractual	135,255	133,959	-	133,959	18.8%
Facilities	37,041	27,802	-	27,802	3.9%
Other	33,686	31,991	6,566	38,557	5.4%
Direct Costs*	649,553	637,433	11,879	649,312	90.9%
Indirect Costs	64,526	63,686	1,188	64,874	9.1%
Total Amount	714,079	701,119	13,067	714,186	

Early Head Start Expenditures





Family Services

Overview

In school year 2023-2024, the GLCAP Early Childhood program provided services to 679 children and 608 families. The average monthly enrollment was 501 for Head Start and 42 for Early Head Start. The program maintained 86% enrollment (as a percentage of funded enrollment) throughout the year. Most of the children served were income eligible (including children below 100% of poverty line, on public assistance, in foster care, and experiencing homelessness), while others qualified as over-income.

Medical and Dental Services

Good health and nutrition are essential for learning. The GLCAP Early Childhood program ensures that all children enrolled have timely physical and dental exams and basic health screenings, including hearing, vision, and nutrition, and follow-up referrals to medical and outside providers.

Family Engagement

From the first meeting with the family, parents are offered the opportunity to be involved with the program. Parents can attend a Parent Café at the center, serve on Policy Council, and join the Health Advisory Committee. Parents are always

welcome to participate in the classroom by helping with or leading activities or projects, planning classroom activities with the teaching staff, and introducing or sharing their culture with the class. There are several ways parents can help the teaching staff: sharing opinions, ideas and thoughts, working on projects at home, communicating with the staff, helping other parents feel welcome, and reinforcing learning at home.

As the child's first and most important teacher, parents have an important role in the program. We reach out to parents for whom English is a second language to help them feel included in activities and meetings by providing interpreters and culturally sensitive activities. Parent Café events include families from center-based and home-based options and allow family members to feel a part of the center as we learn valuable parenting tools and leadership skills. Through the Teaching Strategies Gold Parent Central online assessment tool, parents can view their child's progress and share ideas with their child's teacher.



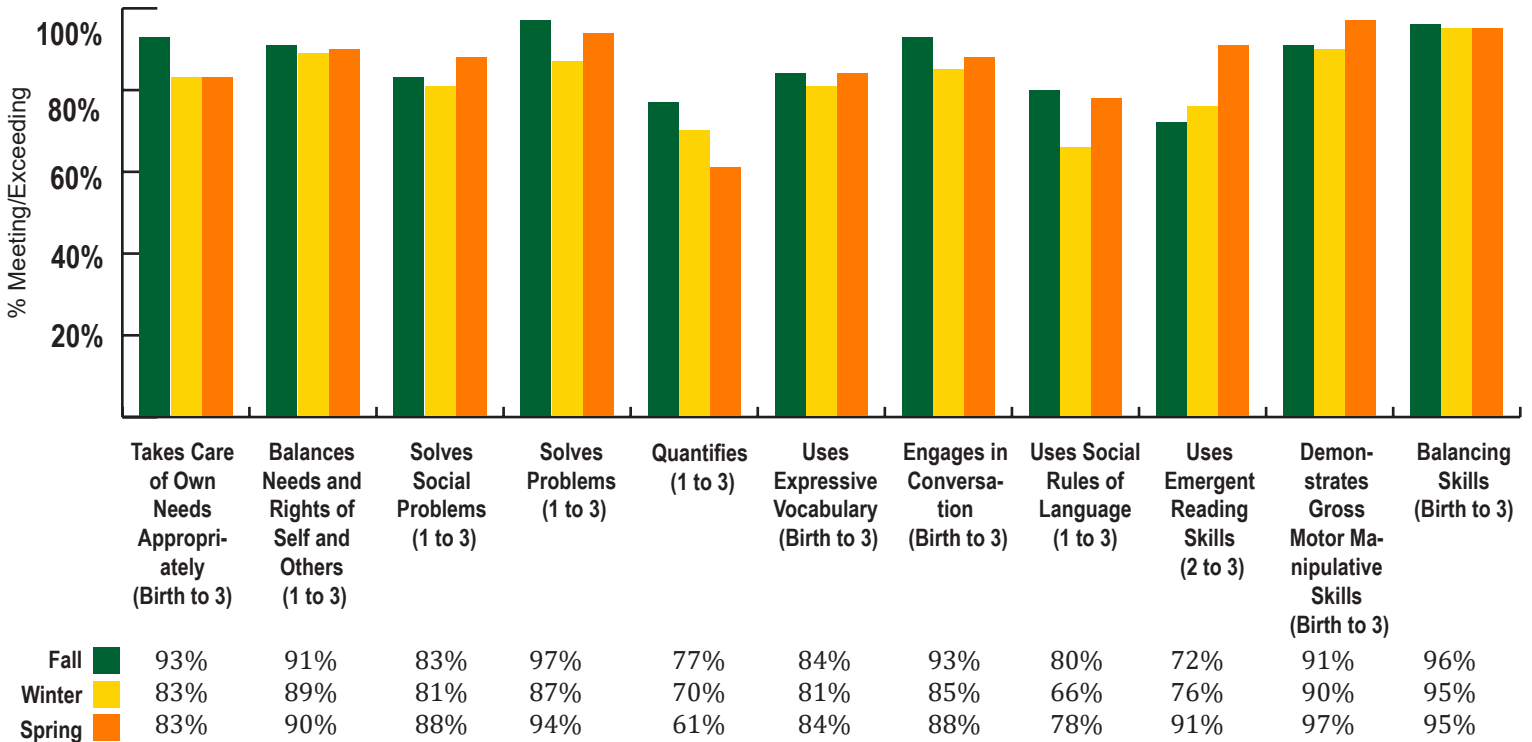
Category	Head Start	Early Head Start	Total
Eligible Children Served			
Applications Received	852	117	969
Eligible Children Served	710	97	807
Percentage	83.33%	88.12%	83.28%
Families Served	637	80	717
Average Monthly Enrollment			
Actual Enrollment	569	63	632
Funded Enrollment	573	63	636
Average Enrollment	99.3%	100%	99.37%
Medical and Dental Services			
Completed Dental Exams	392	15	407
Percentage of Completed Dental Exams	55.21%	15.46%	
Completed Health Exams & Screenings	666	55	721
Percentage of Completed Health Exams & Screenings	93.8%	56.71%	

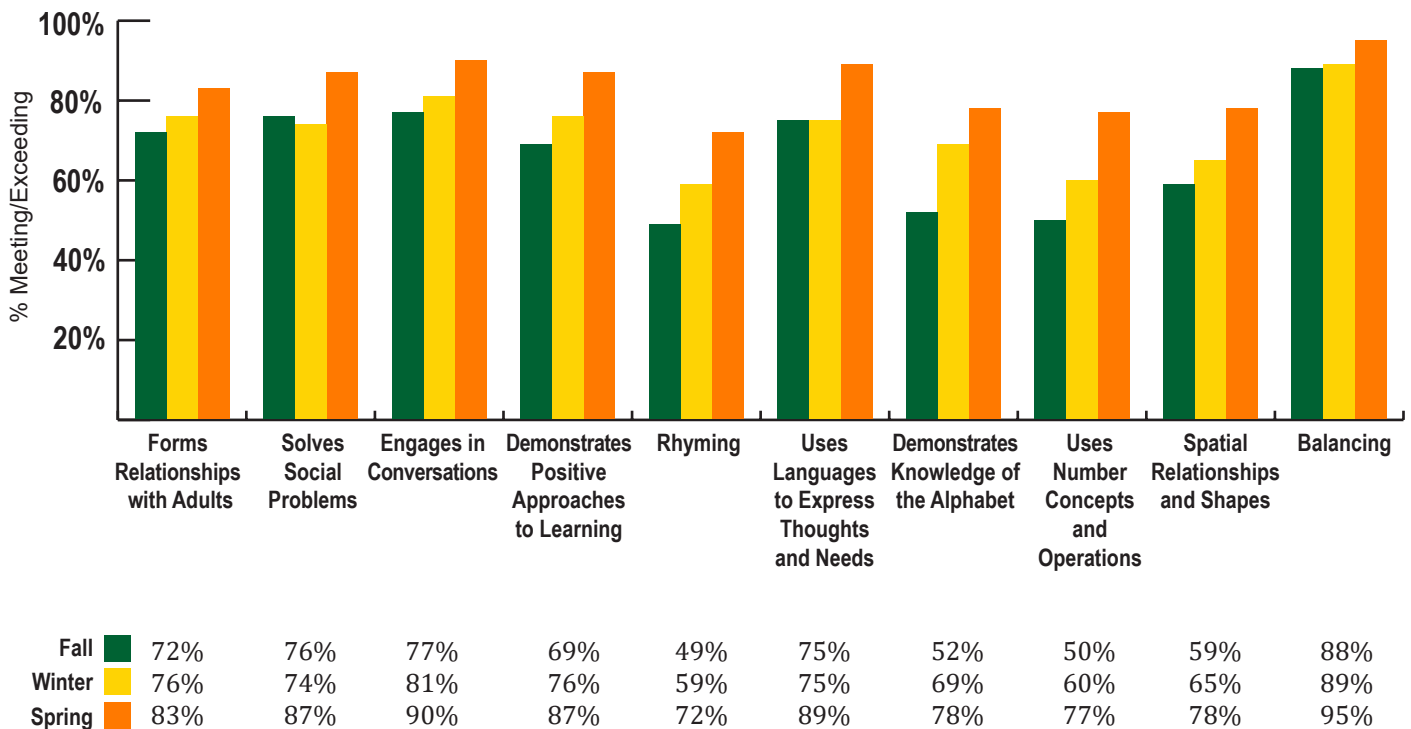


Preparing for Kindergarten

Children were assessed using the ongoing assessment tool Teaching Strategies GOLD. Teachers observe children frequently throughout the year as they participate in everyday experiences. A minimum of three times a year, teachers evaluate each child’s individualized developmental progress through their documentation, including but

not limited to observation notes, work samples, pictures, videos, and checklists. The following charts demonstrate the percentage of children served at GLCAP during the 2023-2024 program year that were meeting or exceeding widely held developmental expectations for each school readiness goal at the three checkpoints.





GLCAP Head Start School Readiness Outcomes 2023-2024



Quality Assurance

Monitoring the goals and activities of the Early Childhood Program is an ongoing process. Through the use of regular self-assessments, the Office of Head Start Monitoring system, annual fiscal audit, United States Department of Agriculture Child and Adult Care Food Program monitoring visits, and participation in Ohio's Step up to Quality program, and National Accreditation for Education of Young Children, the GLCAP Early Childhood program is able to maintain a high quality program and participate in continuous improvement.

Office of Head Start Review

No reviews were conducted during this grant term.

Independent Audit

An annual independent audit is conducted in compliance with the requirements described in the Code of Federal Regulations, Title 45, Part 75.501. The most recent audit found that GLCAP's consolidated financial statements presented fairly, in all material respects, the financial position, changes in net assets, and cash flows for the year ended September 30, 2023. Deficiencies in internal control were noted in the audit, and GLCAP has taken appropriate steps to remediate the findings. A copy of the independent audit is available upon request and available on the GLCAP website.

SUTQ & NAEYC

GLCAP is firmly dedicated to attaining accreditation at both the state and national levels, underscoring its unwavering commitment to providing high-quality services to children and families.

The Step Up to Quality (SUTQ) rating system is a recognition and endorsement for early childhood programs in Ohio that meet specific quality standards. This rating system emphasizes continuous improvement in the areas of learning and development, staff qualifications, administrative practices, and family partnerships. Achieving a SUTQ designation signifies that an early childhood program has undergone an evaluation process to ensure it meets or exceeds the established

benchmarks for quality in early childhood education. Programs can earn a star rating by meeting the quality benchmarks for the State of Ohio. SUTQ means fewer children per classroom, quality teacher training and preparation, more comprehensive early education experience for children, and a focus on continuous improvement. GLCAP is committed to ensuring young children and families have access to quality care and education. All GLCAP sites hold the highest star through Ohio's SUTQ rating system. Contracted sites are currently working towards the highest star ratings.

The National Association for the Education of Young Children (NAEYC) accreditation is a recognition and endorsement for early childhood programs that meet high-quality standards in the field of education and care for young children. Achieving NAEYC accreditation signifies that a program has undergone a rigorous evaluation process and demonstrated excellence in areas such as curriculum, interactions between teachers and children, health and safety practices, and family engagement. Eight GLCAP sites received national accreditation through the National Association for the Education of Young Children (NAEYC). NAEYC accreditation of programs for young children represents the highest quality in early childhood education. NAEYC accreditation is considered a mark of quality in the early childhood education sector. It assures parents, educators, and stakeholders that the accredited program is committed to delivering a safe, nurturing, and developmentally appropriate environment for young children.

Accredited programs are expected to adhere to best practices, stay informed about the latest research in early childhood education, and continuously strive for improvement. Accreditation reflects a commitment to high standards and continuous quality improvement in early childhood programs. Early childhood education programs with this mark of quality benefit children with greater readiness for and success in school and beyond.



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