



## **Clinton County Head Start Program**

*Office and Center  
789 N. Nelson Ave.  
Wilmington, Ohio 45177*

*937-382-5624 or 937-382-5273*

The Clinton County Head Start Center is licensed by the Ohio Department of Jobs and Family Services Day Care Licensing.

### **Hours of Operation**

The Clinton County Head Start Center office is open from 8:00 am to 4:30 pm, Monday thru Friday.

AM Classrooms are open Monday thru Thursday, 8:45 am to 12:15 pm.

PM Classrooms are open Monday thru Thursday, 12:15 pm to 3:45 pm.

### **Ratio**

The following staff/child ratio is what we follow and is mandated by the ODJFS – Step Up To Quality Program that we participate in:

One 3 year old	9 children to one adult
More than One 3 year old	10 children to one adult

### **Clinton County Head Start is NAEYC Accredited**

NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC Accreditation began in 1985 with the goal of providing an accrediting system that would raise the level of early childhood programs. Today, nearly 8,000 programs are NAEYC Accredited.

NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children’s lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for and success in school.

It is for this reason that parents and families are seeking out NAEYC-accredited programs. Parents choosing an early childhood education program can be overwhelmed by trying to find the highest-quality program for their child. NAEYC Accreditation is the mark of quality

that families are looking for. NAEYC Accreditation gives families the chance to make the Right Choice for Kids.

## **NAEYC Accreditation Standards**

There are ten program standards, with specific criteria attached to each that programs must meet in order to achieve NAEYC Accreditation. The framework of the standards and criteria focus on best practices in the field and the benefits to stakeholders in early childhood education. There are four groups of early childhood education stakeholders: children, teachers, family and community partners, and the program administration.

Each of the ten standards falls under a category according to the early childhood education stakeholder. As the breakdown below illustrates, the majority of the standards focus on children—the most important stakeholders. The remainder of the ten standards focus on other stakeholders and the programmatic structure they build to support quality.

### **Children**

Standards under this group focus on the advancement of children’s learning and development.

- Standard 1: Relationships
- Standard 2: Curriculum
- Standard 3: Teaching
- Standard 4: Assessment of Child Progress
- Standard 5: Health

### **Teachers**

The focus for this standard is on the qualifications, knowledge, and professional commitment of a program’s teaching staff.

Standard 6: Teachers

### **Family and Community Partners**

The two standards focus on relevant partnerships the program establishes with both families and the community.

- Standard 7: Families
- Standard 8: Community Relationships

### **Program Administration**



The final two standards focus on the program's physical environment and the leadership and management provided by the program administration.

- Standard 9: Physical Environment
- Standard 10: Leadership and Management



Your child is enrolled or you may be considering enrolling your child in an early care and education program that's level of quality exceeds Ohio's child care licensing standards.

High quality early care and education settings are important because early experiences last a lifetime. Your child has 1,892 days from the day they are born until they enter kindergarten. What happens on this journey lays the foundation for school and life success.

A Step Up To Quality **Three Star** rated program means that your child is in a program with:



**Lower staff: child ratios by at least 2 children in all classrooms**

This means the teachers have more time to support your child's individual development and learning. This is important because 85% of brain development occurs by the time your child is 3 years old and the number of words your child knows when they enter kindergarten is the single most important predictor of school success.

**The administrator and all lead teachers have a credential and/or a degree in early childhood education.**

This means that the administrator and all lead teachers have the specialized knowledge to support your child's development and learning. This is important because just like a doctor needs formal education, so do those working with young children. It's no less important than for any other profession.

**The administrator all lead teachers and assistant teachers complete 15 hours of specialized training annually.**

This means that the administrator and teaching staff are committed to expanding their education and skills to better support your child's development and learning. This is important because every year there is new information being discovered and everyone working with young children needs to know about it.

**☐ Provides administrative supports and at least three benefits (such as insurance, paid leave, tuition reimbursement etc.).**

This means that the program is a place where employees are supported and treated professionally. This is important because good programs retain good teachers.

**☐ Teachers who conduct a developmental screening tool and utilize Ohio's Infant Toddler Guidelines and/or Early Learning Content Standards in their planning.**

This means that your child's program uses research based information and your child's developmental profile on an ongoing basis. This is important because your child's teacher utilizes this information to plan experiences that best meets your child's individual development and learning needs. Step Up To Quality Programs are only eligible for a Star Rating if they have not had any serious risk licensing non-compliances within the past 12 months. If this program were to have a serious risk non-compliance, their rating would be either suspended or removed based on the non-compliance.

### **Services for Children with Special Needs**

Clinton County Head Start provides a complete preschool experience for all enrolled children. Special needs children participate in all program activities. A child with special needs receives all usual screenings and services plus any other special services necessary to provide a total learning experience. These services could include assistance with speech services, special shoes, braces and other physical needs and assistance with questions concerning behavior, sleeping habits and general living habits. Our program works cooperatively with local school districts and other agencies to provide needed services.

### **Head Start Philosophy, Goals and Objectives**

The Clinton County Head Start Program has adopted the philosophy that a child is a member of the community. As we work to help the child in his/her social, intellectual, physical and emotional development, we must also reach out and involve their family so that they can all become more effective community members. Head Start's basic humanistic approach is to encourage and develop a better growth pattern for children and bridge the gap between home and the larger social world. As the parents and children become more self sufficient and confident, they will lay the groundwork for future success in school and the larger community.

Clinton County CAP Head Start recognizes that the family, community and staff contribute to the child's total development and Head Start experience. We concentrate in the areas of Health, Nutrition, Education, Social Service and Parent Involvement.

As the family is fundamental to the child's development, parents play an important role in developing policies, volunteering their time and other program participation.

The Head Start Program is based on the premise that all children share certain needs and that children of low income families, in particular, can benefit from a comprehensive development program to meet those needs. The Head Start program approach is based on the **philosophy** that:

1. A child can benefit from a comprehensive, interdisciplinary program to foster development and remedy problems as expression in a broad range of services, and that
2. The child's entire family, as well as the community, must be involved. The program should maximize the strengths and unique experiences of each child. The family, which is perceived as the principle influence on the child's development, must be a direct participant in the program. Local communities are allowed latitude in developing creative program designs as long as the basic goals, objectives and standards of a comprehensive program are ordered to.

**The Overall Goal** of the Head Start program is to bring about a greater degree of social competence in children of low-income families. By social competence is meant the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs and other factors that enable a developmental approach to helping children achieve social competence. To the accomplishment of this goal, HEAD START objectives and Performance Standards provide for:

1. The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet. The improvement of the family's attitude toward future health care and physical abilities.
2. The encouragement of self-confidence, spontaneity, curiosity and self-discipline, which will assist in the development of the child's social and emotional health.
3. The enhancement of the child's mental processes and skills with particular attention to conceptual and communication skills.
4. The establishment of patterns and expectations of success for child, which create a climate of confidence for present and future learning efforts and overall development.
5. An increase in the ability of the child and the family to relate to each other and to others.
6. The enhancement of the sense of dignity and self-worth within the child and his family.



### **Education Service Objectives**

1. Provide children with a learning environment and the varies experiences which will help them develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.
2. Integrate the educational aspects of the various Head Start components into the daily program of activities.
3. Involve parents in the educational activities of the program to enhance their role as the principle influence on the child's education and development..
4. Assist parents to increase knowledge and understanding skills and experience child growth and development.
5. Identify and reinforce experiences, which occur in the home that parents can utilize as educational activities for their children.

### **Health Services Objectives**

1. Provide a comprehensive health services program which includes a broad range of medical, dental, mental health and nutrition services to preschool children, including children with disabilities, to assist the child's physical, emotional, cognitive and social development toward the overall goal of social competence.
2. Promote preventative health services and early intervention.
3. Provide the child's family with necessary skills and insight and otherwise attempt to link the family to an ongoing health care system to ensure that the child continues to receive comprehensive health care even after leaving the Head Start Program.





## **Nutrition Service Objective**

1. Help provide food that will meet the child's daily nutritional needs in the child's home or another pleasant environment, recognizing individual differences and cultural patterns, and thereby promote sound physical, social and emotional growth and development.
2. Provide an environment for nutritional services, which will support and promote the use of the feeding situation as an opportunity for learning.
3. Help staff, child and family to understand the relationship of nutrition to health, factors which influence food practices, varieties of ways to provide for nutritional needs and to apply this knowledge in the development of good eating habits even after leaving the Head Start Program.
4. Demonstrate the interrelationships of nutrition to other activities for the Head Start Program and its contribution to the overall child development goals.
5. Involve all staff, parents and other community agencies as appropriate in meeting the child's nutritional needs so that nutritional care provided by Head Start compliments and supplements that of the home and community.

## **Family Services Objectives**

1. Provide community resources to all families who express a need.
2. Engage in a process of collaborative partnership building (family partnership agreement) with parents to establish mutual trust and to identify family goals, strengths and necessary services and other support.
3. Assist families with crisis situations.
4. Help each family attain 85% attendance for their child.
5. Contribute to the data collection for the community assessment



## **GRANDPARENT PROGRAM**



A Foster Grandparent Program operates at the Head Start Center. One or two Foster Grandparents are in the classrooms each day. These Grandparents are primarily responsible for working with special needs children, but they also share some time with all of the other children.



### **Sample Daily Program Activities**

#### **Class # 1 & # 2 AM**

8:45 - 9:00	Arrival of Children/attendance/rules/small motor
9:00 - 9:10	Restroom/wash hands
9:10 - 9:30	Breakfast
9:35 - 10:05	Outdoor Play patio or playground)
10:10 - 10:25	Circle (story, music, math/counting, (calendar), etc)
10:30 - 11:10	Free choice & small groups
11:15 - 11:25	Restroom/wash hands
11:25 - 11:45	Lunch (Class #1 brushes teeth afterwards)
11:45 - 12:15	Prepare for Departure/small groups (class #2 brushes teeth)

#### **Class # 1 & # 2 PM**

12:15 - 12:30	Arrival of Children/attendance
12:35- 12:45	Restroom/wash hands
12:50 - 1:15	Lunch - (class 1 brushes teeth)
1:20 - 1:50	Outdoor Play (patio or playground)
1:55 - 2:10	Circle (story, music, math/counting, (calendar), etc)
2:15 - 2:55	Free Choice/small groups
3:00 - 3:10	Restroom/wash hands
3:10 - 3:20	Snack
3:20 - 3:45	Prepare for Departure/small groups (class 2 brushes teeth)

### **MY RESPONSIBILITIES AS A HEAD START PARENT**

- ◆ To learn as much as possible about the program and to take part in major policy decisions.
- ◆ To accept Head Start as an opportunity through which I can improve my life and my children's' lives.
- ◆ To take part in the classroom as an observer, a volunteer worker or paid employee and to contribute my services in whatever way I can toward the enrichment of the total program.
- ◆ To provide parent leadership by taking part in elections, by explaining the program to other parents and encouraging their full participation.
- ◆ To welcome teachers and staff into my home to discuss ways in which parents can help their children's' development at home in relation to the school experience.
- ◆ To work with the teachers, staff and other parents in a cooperative way.
- ◆ To guide my children with firmness which is both loving and protective.



- ◆ To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.
- ◆ To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.
- ◆ To become involved in community programs which help to improve health, education and recreation for all.

To apply for Head Start you will need to come to office and fill out an application for your child. You will need to bring proof of income for past 12 months, shot record, birth certificate, medical card or insurance card, and custody papers if you have any.

Income guidelines, for a family of:

2: \$14,570 per year

3: \$18,310

4: \$22,050

5: \$25,790

6: \$29,530

7: \$33,270

8: \$37,010