

KCEOC, Community Action Partnership, Inc.
Child Development Annual Report
2016-2017

Program Overview:

KCEOC, Community Action Partnership (KCEOC) has been operating quality human services programs since 1964, assisting thousands of residents in six of the poorest and most remote counties of Southeastern Kentucky's Appalachian region in their efforts to overcome the ravages of poverty and isolation. Since the program's inception in 1965, KCEOC Head Start has provided high quality services to low-income preschool age children and families; with funding in 1997 of Early Head Start, KCEOC extended its services to infants, toddlers and pregnant women.

The Administration for Children and Families conducted an on-site monitoring review of KCEOC's Head Start and Early Head Start programs from February 23 - February 27, 2014. Based on the information gathered during this review, it was determined that KCEOC's Head Start and Early Head Start programs are in compliance with all applicable Head Start Performance Standards, laws, regulations, and policy requirements. KCEOC's CLASS scores have consistently remained above the national threshold.

KCEOC Child Development has established the implementation of *The Creative Curriculum for Preschool* and *The Creative Curriculum for Infants, Toddlers & Twos*. The curriculum learning goals and objectives relate directly to child outcome indicators outlined in the "Head Start Early Learning Outcomes Framework" as well as the "Kentucky Department of Education Milestones and Benchmarks", the state standards that identify the infant, toddler and preschool core content and learning expectations. The curriculum also meets all of the standards put forth for effective early childhood curricula by the National Association for the Education of Young Children (NAEYC). We feel these provisions have enriched the program while promoting school readiness. School readiness means that a child is ready to enter a social environment that is primarily focused on education. It refers to the child's attainment of a certain set of emotional, behavioral, and cognitive skills needed to learn, work, and function successfully in school. It is our job to teach children at their own level and to meet each child's needs.

SCHOOL READINESS

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Head Start Approach to School Readiness encompasses two major frameworks that promote an understanding of school readiness for parents and families, infants/toddlers, and preschoolers. These two frameworks provide the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families.

The Head Start Early Learning Outcomes Framework consists of five central Domains that is broken down into Sub-Domains, Goals, Developmental Progressions and Indicators, based on the age most typically developing children learn. These domains reflect research-based expectations for learning and development. The HSELOF emphasizes the key skills, behaviors, and knowledge that programs must foster in children ages birth to 5 to help them be successful in school and life. It is used to guide choices in curriculum and learning materials, plan daily activities and experiences, and inform quality interactions and intentional teaching practices.

The Parent, Family and Community Engagement Framework is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families. It is an approach to program change that shows how an agency can work together as a whole - across systems and service areas - to promote parent and community engagement and children's learning and development.

KCEOC adopted the "Kentucky Head Start School Readiness Goals for Children" as our broad, overall goals for the children we serve. We then established program specific goals that relate to the strengths and needs of the children we serve. These goals are aligned with the Head Start Early Learning Outcomes Framework, Kentucky's Early Childhood Standards, The Creative Curriculum, Teaching Strategies Gold Assessment and Ages and Stages and Dial 4 screenings.

KCEOC Child Development Program School Readiness Goals

Approaches to Learning

- Approaches to Learning – Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.

Social and Emotional Development

- Children will develop and demonstrate positive interactions and a sense of belonging through relationships with adults and peers.
- Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.
- Children will develop and demonstrate the ability to recognize the emotions of others and respond positively.

Language and Literacy

- Language Development – Children will be able to verbally/non-verbally express their wants and needs.
- Language Development – Children will engage in conversations, follow directions, and comprehend language.
- Literacy Knowledge and Skills – Children will be able to demonstrate age appropriate emergent literacy skills that lead to print knowledge and the awareness that print conveys meaning.

- English Language Development – Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Cognition

- Logic and reason – Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills.
- Mathematics knowledge and skills – Children will use math in everyday routines to count, compare, relate, pattern and problem solve.
- Science knowledge and skills - Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development hypotheses.

Perceptual, Motor, and Physical Development

- Children will demonstrate control, strength and coordination of large muscles.
- Children will demonstrate increasing control, strength and coordination of small muscles.
- Children and families will practice healthy and safe habits.
- Creative Arts Expression – Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.

KCEOC has provided academic enrichment to those enrolled through constructive and imaginative play opportunities that are age and developmentally appropriate to promote development of oral language skills, phonological awareness, print awareness and alphabet knowledge as required by “No Child Left Behind” legislation. Our curriculum approach consists of clearly defined goals and objectives which focus on child outcomes in language development, emergent literacy, emergent numeracy, cognition, general knowledge, and social competence as well as physical development.

KCEOC provides a variety of learning experiences to help children grow intellectually, socially, and emotionally preparing each child for that important transition into kindergarten.

PARENT INVOLVEMENT

Parent Involvement is strongly encouraged throughout the Head Start/Early Head Start program. Parent meetings and parent trainings are offered once a month in each parent group in the six counties KCEOC serves. Specific topics covered during the parent trainings include school readiness, child abuse and father involvement. Staff also offers trainings on topics requested by the parents. Parents are elected Policy Council and meet monthly throughout the program year. Parent Activity Funds are available for every parent group also. Parents vote on activities to use for those funds during their parent meetings, then request Policy Council approval. Activities those funds are utilized for include parent cooking classes, art/drawing classes, and sewing classes, among other topics. Parents also participate in kindergarten field trips to learn about the school/teacher their child will transition into after leaving Head Start.

ANALYSIS OF 2016-2017 CHILD ASSESSMENT DATA

DIMENSION	EXCEEDING EXPECTATION	MEETING EXPECTATION	BELOW EXPECTATION
Social Emotional	13%	50%	37%
Gross Motor	25%	57%	18%
Fine Motor	22%	66%	12%
Language	24%	58%	18%
Cognitive	33%	54%	13%
Literacy	33%	53%	14%
Math	26%	50%	24%

Specific Program Information

Funded Enrollment/Program Option

Program	Total Number of Children	Center Based Program Option	Home Based Program Option
Head Start	737	641	96
Early Head Start	291	72	219

Total Number of Children and Families Served during the 2016-2017 program year:

Program	Number of Children/ Pregnant Women	Number of Families
Head Start	910	801
Early Head Start	468	371

Average Monthly Enrollment:

Month	Number Enrolled	% of Funded Enrollment
August 2016	1,028	100%
September 2016	1,028	100%
October 2016	1,028	100%
November 2016	1,028	100%
December 2016	1,028	100%
January 2017	1,028	100%
February 2017	1,028	100%
March 2017	1,028	100%
April 2017	1,028	100%
May 2017	1,028	100%

Eligibility: Primary Type of Eligibility

Program	Category	Percentage
Head Start	Income Eligible	65%
Head Start	Categorically Eligible: receipt of public assistance)	16%
Head Start	Categorically Eligible: status as a foster child	2%
Head Start	Categorically Eligible: status as homeless	1%
Head Start	Income between 100% - 130% Federal Poverty Line	5%
Head Start	Over Income	10%
Early Head Start	Income Eligible	71%
Early Head Start	Categorically Eligible: receipt of public assistance)	13%
Early Head Start	Categorically Eligible: status as a foster child	4%
Early Head Start	Categorically Eligible: status as homeless	2%
Early Head Start	Income between 100% - 130% Federal Poverty Line	4%
Early Head Start	Over Income	6%

Medical and Dental Services:

Program	Up to date Immunizations	% of children with a medical home	Received dental examination
Head Start	93%	89%	86%
Early Head Start	98%	95%	N/A

Disability Services:

Program	Number of Students	Percentage
Head Start	176	19%
Early Head Start	32	7%

Family Services:

Program	Service	Percentage of Families
Head Start	Family Partnership Agreement/Goal Setting	100%
Early Head Start	Family Partnership Agreement/Goal Setting	100%

Volunteer Hours:

Group	Number of People	Number of Hours
Volunteers	1,767	153,644

Federal Funding for Funding Year 2017: \$9,650,495**Budgetary Expenditure for Funding Year 2017:**

CATEGORY	AMOUNT
Personnel	4,415,988
Fringe Benefits	2,035,590
Travel	64,465
Equipment	135,963
Supplies	240,081
Contractual	109,930
Facilities/Construction	0
Other	1,459,044
Direct Costs	8,458,061
Indirect Costs	1,192,434
TOTAL APPROVED BUDGET	9,650,495

Restricted Donations to Head Start for Funding Year 2017

PNC Bank; Grow up Great Initiative	\$9,000
STARS	\$58,500
Total	\$67,500

Proposed Budget for Funding Year 2018:

CATEGORY	AMOUNT
Personnel	4,290,977
Fringe Benefits	2,567,243
Travel	62,510
Equipment	80,989
Supplies	94,600
Contractual	4,500
Facilities/Construction	0
Other	1,250,227
Direct Costs	8,199,808
Indirect Costs	1,259,686
TOTAL APPROVED BUDGET	9,610,732

Results of Most Recent Financial Audit:

The financial audit of KCEOC, Community Action Partnership, Inc. was conducted by the independent auditors of Mather & Co. There were no findings. KCEOC Community Action Partnership, Inc. which includes KCEOC's Child Development program was found to be in compliance with the requirements applicable to federal programs in accordance with the OMB Circular A-133. A copy of the 2016 Annual Audit Report is available at the main office of KCEOC for review.