

KCEOC, Community Action Partnership, Inc.
Child Development Annual Report
FY 2011-2012

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.

From January 21, 2011 through January 28, 2011, the Administration for Children and Families conducted an on-site monitoring review of KCEOC's Head Start and Early Head Start programs as well as the American Recovery and Reinvestment Act (ARRA) funded Early Head Start Program. Based on the information gathered during this review, it was determined that KCEOC's Head Start and Early Head Start programs as well as the ARRA funded Early Head Start Program continue to be in compliance with all applicable Head Start Performance Standards, laws, regulations, and policy requirements. Numerous areas of strength were noted in the overview of findings report with no areas for improvement being cited.

KCEOC Child Development has established the implementation of *The Creative Curriculum for Preschool* and *The Creative Curriculum for Infants, Toddlers & Twos* through out both our center based and home based program options. The curriculum learning goals and objectives relate directly to child outcome indicators outlined in the "Head Start Child Development and Early Learning 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 Creative Curriculum* approach 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. Typically school readiness 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 three major frameworks that promote an understanding of school readiness for parents and families, infants/toddlers, and preschoolers. These three 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 Child Development and Early Learning Framework consist of 10 domains and 34 domain elements. This Framework can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track the progress of children from three to five years of age across the developmental domains.

The Infant and Toddler Framework provide a guide for programs to develop and implement supports for the healthy growth and development of expectant families, babies, and toddlers. Strong management systems provide the foundation for implementing comprehensive child development and family support services that lead to positive outcomes for very young children and their families.

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 School Readiness Goals" 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 Child Development and Early Learning Framework, Kentucky's Early Childhood Standards, The Creative Curriculum, Teaching Strategies Gold Assessment and the Denver II and Dial 4 screenings.

KCEOC Child Development Program School Readiness Goals

Physical Development and Health

- Children will demonstrate control of large muscles for movement, navigation, and balance.
- Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.
- Children and families will practice healthy and safe habits.

Social and Emotional Development

- Children will develop and demonstrate positive interactions and relationships with adults and peers.
- Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.

Approaches to Learning

- Creative Arts Expression – Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.
- Approaches to Learning – Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.

Language and Literacy

- Language Development – Children will be able to utilize language to 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 knowledge of print and develop 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 and General Knowledge

- 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.
- Social Studies knowledge and skills – Children will engage in exploring their family and community, its history and events, and interacting with people and the environment.

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.

ANALYSIS OF 2011-2012 KCEOC DATA

DIMENSION	EXCEEDING EXPECTATION	MEETING EXPECTATION	BELOW EXPECTATION
Social/Emotional	17%	52%	31%
Gross Motor	20%	59%	21%
Fine Motor	8%	69%	23%
Language	9%	58%	33%
Cognitive	12%	55%	33%
Literacy	13%	49%	38%
Math	5%	42%	53%

Specific Program Information

Funded Enrollment/Program Option

Program	Total Number of Children	Center Based Program Option	Home Based Program Option
Head Start	837	741	96
Early Head Start	271	64	207

Total Number of Children and Families Served during the 2011-2012 program year:

Program	Number of Children	Number of Families
Head Start	997	967
Early Head Start	458	385

Average Monthly Enrollment:

Month	Number Enrolled	% of Funded Enrollment
August 2011	1,108	100%
September 2011	1,108	100%
October 2011	1,108	100%
November 2011	1,108	100%
December 2011	1,108	100%

January 2012	1,108	100%
February 2012	1,108	100%
March 2012	1,108	100%
April 2012	1,108	100%
May 2012	1,108	100%

Eligibility:

Program	Category	Percentage
Head Start	Income Eligible	79%
Head Start	Categorically Eligible (homeless, foster, receipt of public assistance)	13%
Head Start	Over Income	8%
Early Head Start	Income Eligible	77%
Early Head Start	Categorically Eligible (homeless, foster, receipt of public assistance)	21%
Early Head Start	Over Income	2%

Medical and Dental Services:

Program	Up to date Immunizations	Up to date on EPSDT schedule	Received dental examination
Head Start	96%	92%	90%
Early Head Start	94%	91%	n/a

Disability Services:

Program	Number of Students	Percentage
Head Start	125	13%
Early Head Start	48	10%

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
Current/Formers Parents	1,450	124,291

Program Friends	4	12
TOTAL:	1454	123,303

Federal Funding for 2011-2012: \$8,939,783

Budgetary Expenditure for 2011-2012 Program Year:

CATEGORY	AMOUNT
Personnel	4,084,506
Fringe Benefits	1,699,858
Travel	47,584
Equipment	29,196
Supplies	253,960
Contractual	174,350
Facilities/Construction	0
Other	1,561,018
Direct Costs	7,850,472
Indirect Costs	1,089,311
TOTAL APPROVED BUDGET	8,939,783

Restricted Donations to Head Start for 2011-2012 Program Year

Berea College Promise Neighborhood Initiative	\$6,597.02
PNC Bank; Grow up Great Initiative	\$4,948.98
Total	\$11,546

Proposed Budget for 2012-2013 Program Year:

CATEGORY	AMOUNT
Personnel	3,801,711
Fringe Benefits	1,591,954
Travel	55,290
Equipment	81,180
Supplies	477,498
Contractual	140,718
Facilities/Construction	0
Other	1,846,986
Direct Costs	7,995,337
Indirect Costs	984,344
TOTAL APPROVED BUDGET	8,979,681

Results of Most Recent Financial Audit:

The financial audit of KCEOC, Community Action Partnership, Inc. was conducted by the independent auditors of Mulligan, Hill, Clements, & Co., PSC. 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 2011 Annual Audit Report is available at the main office of KCEOC for review.