

KCEOC, Community Action Partnership, Inc.
Child Development Annual Report
2014-2015

Program Overview:

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.

On September 15th, 2014, the Administration for Children and Families conducted a monitoring review of KCEOC's Head Start and Early Head Start programs in addition to, the on-site monitoring review that was conducted from February 23, 2014 through 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* 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 Ages and Stages 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 2014-2015 CHILD ASSESSMENT DATA

DIMENSION	EXCEEDING EXPECTATION	MEETING EXPECTATION	BELOW EXPECTATION
Social/Emotional	44%	45%	11%
Gross Motor	30%	55%	15%
Fine Motor	31%	62%	7%
Language	31%	55%	14%
Cognitive	36%	53%	11%
Literacy	38%	51%	11%
Math	32%	49%	19%

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	64	227

Total Number of Children and Families Served during the 2014-2015 program year:

Program	Number of Children	Number of Families
Head Start	933	861
Early Head Start	418	356

Average Monthly Enrollment:

Month	Number Enrolled	% of Funded Enrollment
August 2014	1,088	100%
September 2014	1,088	100%
October 2014	1,088	100%
November 2014	1,088	100%
December 2014	1,088	100%
January 2015	1,088	100%
February 2015	1,088	100%
March 2015	1,088	100%
April 2015	1,088	100%
May 2015	1,088	100%

Eligibility: Primary Type of Eligibility

Program	Category	Percentage
Head Start	Income Eligible	74%
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	1%
Head Start	Over Income	6%
Early Head Start	Income Eligible	72%
Early Head Start	Categorically Eligible: receipt of public assistance)	15%
Early Head Start	Categorically Eligible: status as a foster child	3 %
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	4

Medical and Dental Services:

Program	Up to date Immunizations	% of children with a medical home	Received dental examination
Head Start	97%	92%	89%
Early Head Start	97%	99%	n/a

Disability Services:

Program	Number of Students	Percentage
Head Start	168	18%
Early Head Start	46	11%

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/Former Parents	1,741	134,430
Program Friends	136	12,465
TOTAL:	1,877	146,895

Federal Funding for Funding Year 2015: \$9,094,451**Budgetary Expenditure for Funding Year 2015:**

CATEGORY	AMOUNT
Personnel	4,105,850
Fringe Benefits	1,872,721
Travel	67,868
Equipment	46,794
Supplies	256,955
Contractual	129,599
Facilities/Construction	0
Other	1,505,423
Direct Costs	7,985,211
Indirect Costs	1,109,240
TOTAL APPROVED BUDGET	9,094,451

Restricted Donations to Head Start for Funding Year 2015

PNC Bank; Grow up Great Initiative	\$9,000
STARS	\$3,050
ECC Mini Grants	\$674
Total	\$12,724

Proposed Budget for Funding Year 2016:

CATEGORY	AMOUNT
Personnel	4,317,765
Fringe Benefits	1,840,387
Travel	70,680
Equipment	67,178
Supplies	212,392
Contractual	109,723
Facilities/Construction	0
Other	1,337,068
Direct Costs	7,955,193
Indirect Costs	1,139,258
TOTAL APPROVED BUDGET	9,094,451

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 2014 Annual Audit Report is available at the main office of KCEOC for review.