

Community Action of Southern Kentucky

Head Start

Public Report – 2012

Community Action of Southern Kentucky, Inc. is a non-profit 501 (c)(3) corporation. Federal, state, and local government funding, private contributions, and user fees enable the Agency to provide a comprehensive range of human services to residents in the ten county area of south central Kentucky known as the Barren River area. The focus of Agency operations is on building stronger families and communities, as well as helping individuals and families achieve self-sufficiency, especially those confronting poverty conditions.

Community Action is governed by a Board of Directors, including elected officials, and representatives of the community, as well as low-income citizens and advocates. Warren County Judge Executive, Mike Buchanan, currently serves as the Chairman. The Board establishes policy and approves operating budgets. CEO Cheryl H. Allen recommends and implements policy and manages personnel and programs. Professional and dedicated support staff are assigned to the various programs in each county.

Community Action has managed and operated services in the region since 1966. The organization is viewed as a principle player in the delivery of education and human services in our ten county service area.

As with all human organizations, the test of quality is the competence of its staff. Additionally, an effective organization must have policy-making and management systems in place, up to date infrastructure available, and all the other tools required to accomplish important goals. Indeed, Community Action of Southern Kentucky, Inc. has human resources and fiscal management systems in place and technology capacity and access in every Agency facility; (over forty-five centers/offices); and a fleet of ninety-nine vehicles - Head Start buses, public transit buses and vans, and staff vehicles.

Community Action of Southern Kentucky, Inc. has served as Head Start Grantee since the program's inception. The Board of Directors, Agency Executive Management and program staff, are committed to the aims and purposes of the Head Start Act and related program operating philosophy.

Budget for 2011-2012

Budget categories	Continuation	Migrant	Expansion *ARRA	Totals
Personnel	\$ 2,087,157	\$ 186,314	\$ 69,370	\$ 2,447,391
Fringe Benefits	\$ 1,271,272	\$ 105,173	\$ 37,813	\$ 1,340,564
Travel	\$ 1,000	\$ 2,500		\$ 4,000
Equipment	\$	\$	\$	\$
Supplies	\$ 57,500	\$ 3,000	\$ 5,000	\$ 64,500
Contractual	\$ 363,760	\$ 31,600	\$ 11,000	\$ 343,100
Construction	\$			\$-
Other	\$ 373,794	\$ 17,456	\$ 17,395	\$ 446,884
Training	\$ 57,023	\$ 3,908	\$ 3,018	\$ 63,949
Indirect	\$ 278,376	\$ 29,620	\$ 10,336	\$ 369,761
Total Allocation	\$ 4,489,882	\$ 379,571	\$ 153,932	\$ 5,016,931

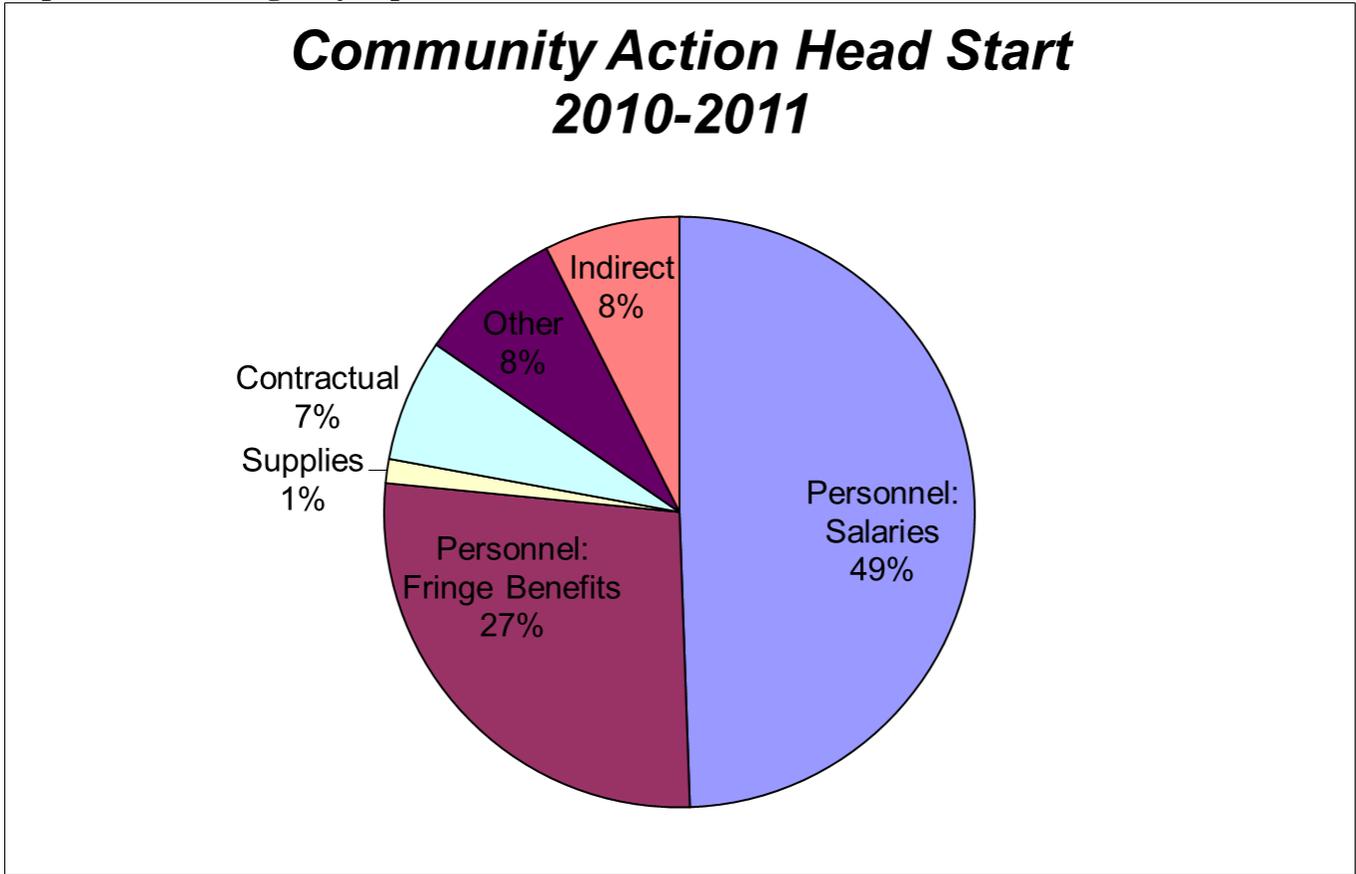
* American Recovery and Reinvestment Act

- **Total amount of public and private funds received and amount from each source**

FY 10-11 \$5,106,931 Federal Funds

\$1,276,733 In-kind match

- **Explanation of budgetary expenditures**



- **Results of the most recent on-site review**

The program had a Federal Review of Head Start operations on February 23-26, 2009 and is scheduled for a review in 2012. Areas of strength noted in the 2009 review included innovative uses of technology and strong community partnerships to significantly improve the program. On October 23, 2009, the program received communication from the Head Start Bureau that the Agency's Head Start program was in full compliance and in good standing with the Administration for Children and Families, Head Start Bureau.

- **Results of the most recent financial audit**

The Agency annual independent audit of fiscal year ending 6/30/11 again received the highest opinion letter – “an unqualified opinion”. All our programs, including Head Start, operated in compliance with contract terms and our accounting systems and fiscal operations. We are in compliance with generally accepted accounting procedures.

- **Total number of children and families served**

Community Action of Southern Kentucky served 763 children from 702 families during the 2010-2011 program year.

- **Average monthly enrollment (as % of funded enrollment) and % of eligible children served**

<i>Month</i>	<i>Enrollment</i>	<i>Percentage of Funded Enrollment</i>
<i>August</i>	685	100%
<i>September</i>	692	101%
<i>October</i>	696	102%
<i>November</i>	685	100%
<i>December</i>	684	100%
<i>January</i>	700	102%
<i>February</i>	684	100%
<i>March</i>	676	99%
<i>April</i>	659	96%
<i>May</i>	635	93%
<i>June</i>	117	98%
<i>July</i>	105	86%

Head Start programs have the option to not enroll children 60 days before the end of the program year due to the difficulty in coordinating all the required services for the family. Because of this policy, the enrollment from mid-March to May were below the funded enrollment number. In addition, the program is funded for 120 full year children that attend in June and July; however, again, the program does not enroll new children for those classrooms 60 days before the end of the program year, which explains the drop in enrollment for June and July.

<i>County</i>	<i>Number of Slots</i>	<i>% of Eligible Children Served in HS</i>
<i>Allen</i>	40	21%
<i>Barren</i>	100	24%
<i>Butler</i>	34	29%
<i>Edmonson</i>	32	35%
<i>Hart</i>	40	19%
<i>Logan</i>	60	23%
<i>Metcalfe</i>	40	33%
<i>Monroe</i>	40	28%
<i>Simpson</i>	40	31%
<i>Warren</i>	257	27%

In order to determine the percentage of eligible children served, the program looked at population estimates for children 0-4, and the percentages of children living in poverty. The estimates are adjusted to reflect three and four year old children.

- **% of children who received medical and dental exams**

For the 2010-2011 school year, 704 enrolled children were up to date on a schedule of age appropriate preventative and primary health care. Of that number, 54 needed medical treatment, with 98% receiving needed medical treatment during the school year. During the same program year, 692 children completed a dental examination, with 92 needing dental treatment. Percentage of children receiving dental treatment is 90%.

- **Information about parent involvement activities**

Parents and family members work in partnership with staff to set goals for their child's and family's development. Family Partnerships are designed to assist families in achieving their goals. Parents are encouraged to share their ideas and opinions, to visit the centers, and to participate in Parent Committees and other group activities. The program plan engages in a process of collaborative partnerships with the

individual families to develop family partnerships. The process includes identifying family goals, strengths, and services needed; establishing the roles that staff and families will play in addressing the goals; and building upon information obtained from the family and other community agencies. Family Service Workers work with parents to identify and access services and resources that are matched to each family's needs.

Parent meetings are held at each site along with parent training on parenting, school readiness, nutrition, safety practices, preparing for jobs, and many other topics. Parents also have an important voice in program decision-making by serving on Policy Council. Agency staff help parents obtain educational, literacy, or job training. In addition to education, Community Action of Southern Kentucky offers employment opportunities for parents, including substitutes, bus monitors, kitchen staff, and other openings for which parents may be qualified.

In the past year, the program has had numerous Parent Involvement Activities including:

- *In Allen County in October our families planned Fall craft projects with their children after a Parent Group Meeting. The parents went into the children's classroom and they worked together. The children loved having their parents be a part of the class for the day.*
- *In December, the Parent Group in Allen County sponsored a Magic Show for our children and their families. Pictures were taken at the event and each family was given a set of pictures of their child as a Christmas gift.*
- *The parents at Barren Co. Head Start in Glasgow were invited to the 2nd annual-Dancin' with Dad and Movin' with Mom. At each of these events the parents or other guests danced to Shawn Brown's "Super Fun Show". The activities in this DVD combine moving, learning, and burning calories. The children and their guest danced and exercised for about an hour and then they enjoyed a nutritional dinner provided by the staff. The children were delighted to see their parents/guests doing some of the things that they do at school.*
- *Barren Co. Head Start also hosted "A Night at the Museum" for the families and their guests. A variety of pictures from the Picturing America collection was exhibited throughout the center. The children and their parents viewed the pictures and read the information that was connected to each of them. Each classroom was set up with activity stations. Each teaching team chose the picture they wanted to teach about and the children rotated from one room to the next to participate in the activities provided. Some of the activities were quilting patterns, stain glass window art, architecture (the children designed their own home on paper using geometric shapes), and they made play dough and shaped boats out of their dough to go along with the picture about boats that was exhibited in that room. Afterwards the families sat down to refreshments and discussed what they had seen and done. The children were excited to take their works home with them.*
- *Barren Co. Head Start, in collaboration with several community partners, received a grant for the "Walk This Way" pedestrian safety program that was held at the center. The parents were invited to come to a training and meal provided by the community partners. There were also drawings for eight, \$25 Wal-Mart gift cards given out at the end of the training. The parents then went out to the parking lot with the community partners. Each child (and siblings) whose parent attended the training, received a new car seat, installed by the community partners at no cost to the parents.*
- *In September, Butler County Head Start had "Breakfast with Dads." Over half of our children had their fathers or a "father-figure" to come for breakfast and then stayed to do activities with the children. Also in September, we had a "Night at the Museum" where families came to view various forms of art from the "Picturing America" collection. They read the description of each one and then made an art piece that went along with that one.*
- *The local fire department in Butler County allowed us to use their building for our fall festival in October where the parents decorated and then manned the different activities of that day. Later in the week, many parents went trick or treating with their children throughout the town to various businesses that the parents had contacted and received many non-candy treats.*

- *Gamaliel Head Start takes family pictures and places them in the room on our family tree which will grow throughout the year when family members visit the classroom. Staff also send home an activity for the parents to do with their child which consists of drawing and coloring their handprint. Moms can kiss or Dads can put on the cologne on the print, we place that in the child's locker so if they are sad and miss their parents they can go to the locker and see the hand to let them know that mom and dad are always near.*
- *Gamaliel had a Family Literacy Night in December with close to 100 people in attendance. Santa brought several books to each child and sibling and made pictures with each of the children. We challenged each family to go home and read to their child before bedtime that night. We discussed how important it is to read to your child daily and to ask your child about what went on at school that day.*
- *A representative from the Bowling Green Public Library came to Little Scholars to discuss their winter and summer reading programs; they offered programs for children and adults with Kindles as door prizes. She offered reading/book lists for each age and stage of growth and gave a brochure listing 100 books children should have read by kindergarten. She also offered reading activities and how to plan activities around a book.*
- *Dietician students from Western Kentucky University presented a nutrition and table setting demonstration to parents at a Little Scholars parent meeting. They showed ways to inexpensively set and decorate a table and kitchen for meals. They also offered quick and inexpensive recipes and cooked for attendees.*
- *The Warren County Education and Human Services Center has an annual Thanksgiving Dinner that allowed our parents to eat lunch with their children. The students also created special centerpieces and additional work samples for this event that were displayed for the parents to view and enjoy. This event also created a wonderful atmosphere for faculty and staff to communicate with our families.*
- *Families at Warren County Education and Human Services Center participated in a Fall Festival that created an atmosphere that was fun for our students as well as their families. This was an event that gave our families the opportunity to enjoy a fun filled night of games, prizes, costumes, and food. The games provided during this event were a book walk, a walk through mystery maze, spider bean bag toss, fishing for fun, ring toss, pumpkin bowling, as well as everyone's favorite... funnel cakes. There were door prizes for the parents; allowing each family to leave with a prize. The student and their families were also able to eat dinner at this event.*
- *At the Warren County Education and Human Services Center, each family was given the opportunity to bring as many family members as they wanted to a photo shoot. Once taken, the family was provided with actual prints of their family portraits as well as a digital disk that allowed them to duplicate the photos as they would wish.*
- *At the Warren County Resource and Development Center, our parents were involved in various activities throughout the school year including Budgeting and Preparing Cost Effective Meals; Safety in the Home, Jewelry and Wreath Making. We had parents to help in the participation of the Veteran's Day parade; they helped with decoration of the bus and riding with the children in the parade.*
- *Parents at the Resource and Development Center have helped with reading short stories and assisting with other activities in the rooms. In addition, they have assisted with our walking field trips to the park including an outdoor trick or treating station where parents dressed in costumes and handed out nutritious snacks to each child.*
- *The parent group at the Child Development Center in Metcalfe County participated in a community "Thanksgiving Food Drive" that resulted in every Head Start family being provided with a food basket complete with a turkey.*
- *The Head Start classrooms in Metcalfe County held a Fall Festival for the children and invited all parents to participate as volunteers to run the booths and games. Sixty percent of the parents participated. Parents and children thoroughly enjoyed this fun time together.*
- *With donations from the Christian Appalachian Project, the Child Development Center in Metcalfe County held monthly "parent bazaars" which allowed the parents to come to the center and choose free items to use with their children in the home. In addition, the Nutrition Specialist from the Metcalfe*

County Extension Office attended all of the parent meetings and provided nutrition information and healthy snacks for families in attendance.

- *Multiple Centers decorated Christmas floats and entered them in their local Christmas parades. Many of those floats won awards in their categories.*
- *Multiple programs held end of year celebrations with families in which children received certificates of completion. Teaching staff were able to share positive outcomes for each child with parents.*

- **Other pertinent information regarding Community Action of Southern Kentucky's Head Start Program**

- *By the end of the school year, 665 children were determined to be up-to-date on all immunizations appropriate for their age with another 98 children having all immunizations possible at the time.*
- *A total of 1,386 people provided volunteer services for the program (64,531 hours). Of that number, 641 of the volunteers are former or current Head Start parents.*
- *Ninety-three children were diagnosed with a disability (13.62%). All of those children received special services as outlined in their Individual Education Plans.*
- *We received approximately 5,141 books through First Book. Each child was able to take home 7 books for personal libraries. With Reading is Fundamental (RIF) we distributed 2,875 books each child received 3 books, children in full year program received 5 books. We had 1,090 parent volunteer hours for the 5 distributions.*
- *The education staff use Creative Curriculum as the base curriculum. Children are assessed through Teaching Strategies Gold and the Devereaux Early Childhood Assessment. Teachers also assess through portfolios and observation.*
- *Four staff completed hours to obtain a Child Care Commonwealth Credential/Child Development Associate. One staff member completed the Family Development Leadership Credential.*
- *One hundred ninety-two children received transportation services.*

- **Agency's efforts to prepare children for school success in Kindergarten**

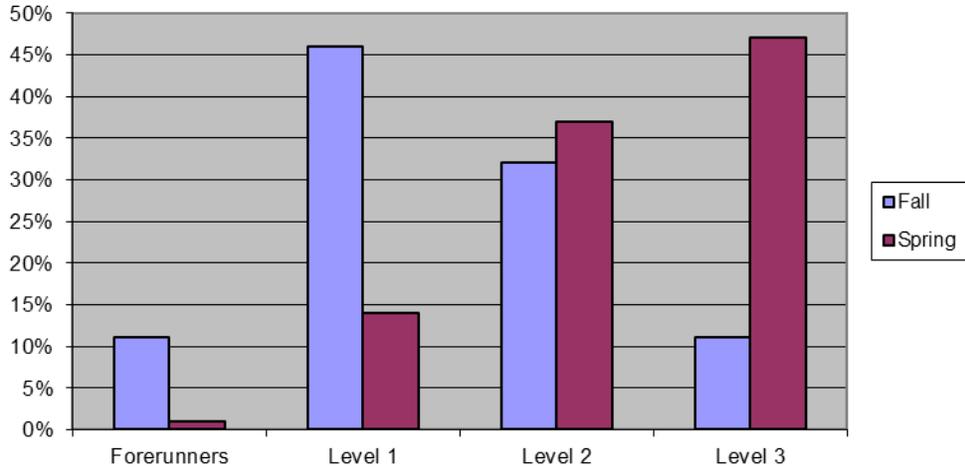
Transition is an ongoing process to ensure children and families receive appropriate information and support whenever there is a change in the child's placement. Transition activities are incorporated in the lesson plans which include reading stories, inviting former Head Start children back to the classrooms, visiting local kindergarten classrooms and home visit activities. Parent groups also invited Kindergarten Teachers to parent meetings to discuss preparing children for successful Kindergarten experiences and classroom expectations. Parents also receive information on documents needed for children to be school ready to enter Kindergarten. The Center Managers and Family Services staff also transfer children's records to the local school districts. Parents are encouraged to work with their children on school readiness activities throughout the year and during breaks.

Children's Services staff collected and analyzed a sample of Child Outcome Records from all 37 Head Start classrooms. The Domains analyzed were Social/Emotional Development, Physical Development, Cognitive Development, and Language Development.

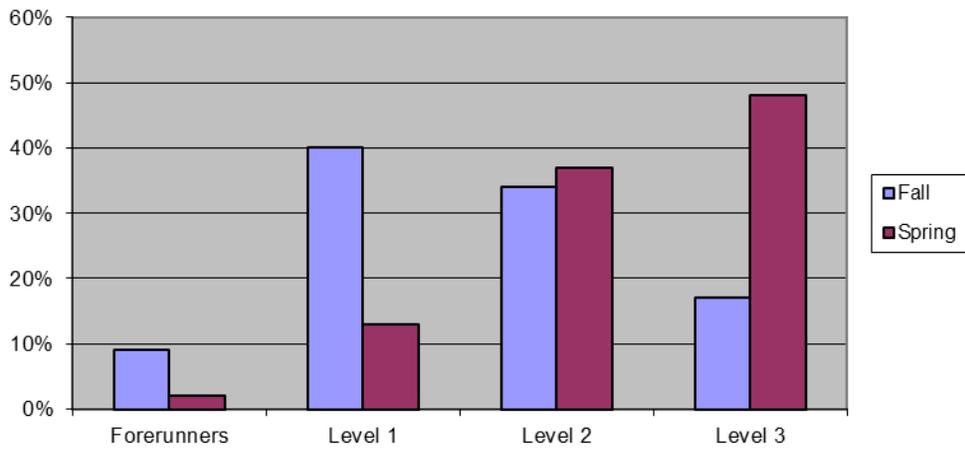
The majority of areas show a dramatic improvement moving children from forerunners and level 1 into levels 2 and 3 in the Spring Assessment. Results of the analysis of child outcomes serve as a basis for selecting and implementing professional development for Teaching Staff.

As demonstrated in the following charts, each of the charts show percentage of skills mastered:

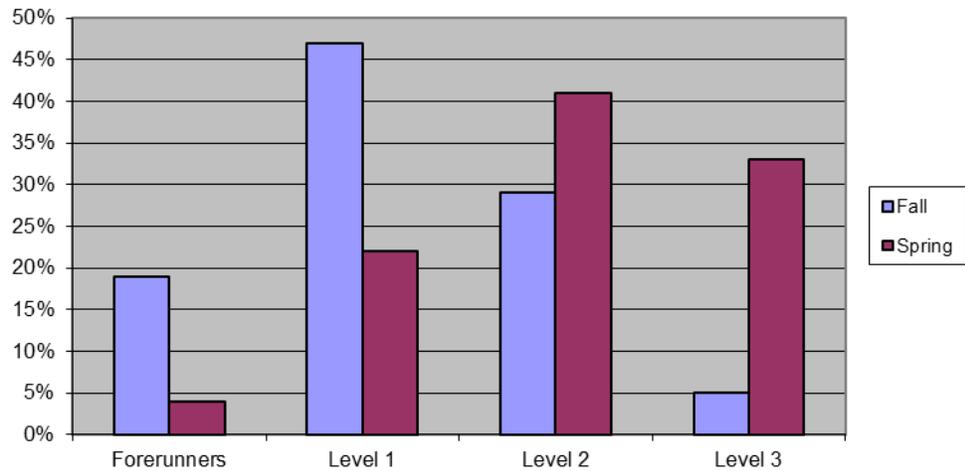
Social/Emotional Development

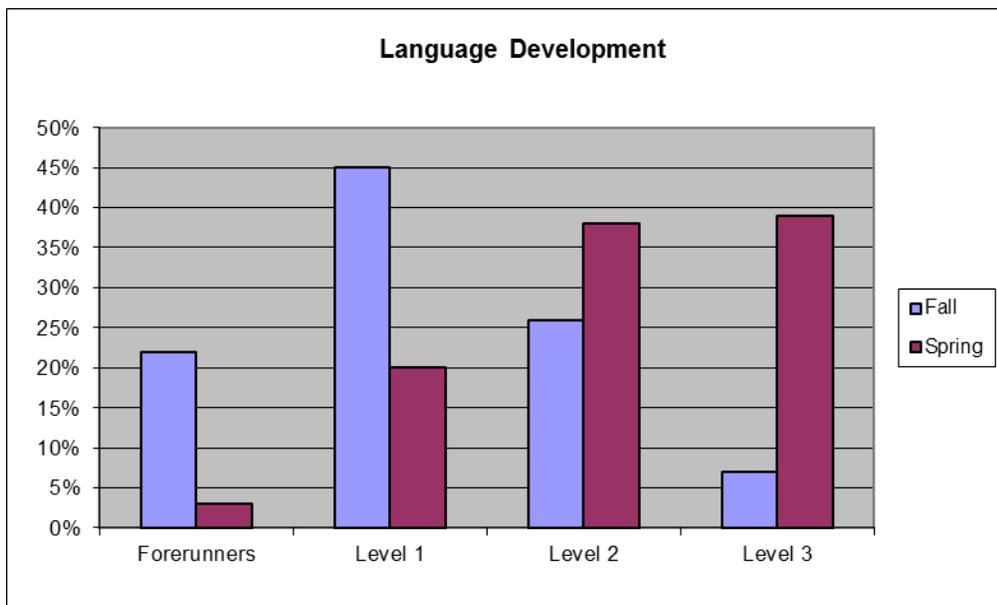


Physical Development



Cognitive Development





In the current school year, the program has fully implemented the CLASS Assessment which measures student/teacher relationships and interaction. The CLASS Assessment is broken down into Emotional Support (Positive Climate, Negative Climate, Teacher Sensitivity and Regard for Student Perspective), Classroom Management (Behavior Management, Productivity and Instructional Learning Formats) and Instructional Support (Concept Development, Quality Feedback and Language Modeling). With this tool, the program is able to look at not only the academic progress of children in classrooms, but the social aspects that are important in building school readiness skills in children. After the first round of CLASS observations, we are at or above national averages and have identified areas targeted for improvement. We provided training for all teaching staff at our Pre-Service Training in August on Instructional Support to ensure that teaching staff can fully implement classroom strategies to ensure children are ready to be successful in school settings. Nationwide, Instructional Support is the area with the lowest average score. We anticipate that by the second round of assessments, children will have been in an established routine and the scores will be higher in all areas.

By dimension, the first round of CLASS score averages are as follows:



PC – Positive Climate

NC – Negative Climate (inverted)

TS – Teacher Sensitivity

RSP – Regard for Student Perspective

BM – Behavior Management

PD – Productivity

ILF – Instructional Learning Format

CD – Concept Development

QL – Quality of Feedback

LM – Language Modeling

Kentucky's Governor's Taskforce on Early Childhood developed a definition of School Readiness that focuses on the whole child and encompasses early childhood programs throughout the state. The definition below focuses on the whole child, including academics, social emotional and physical health.

Ready to Grow...Ready to Learn...Ready to Succeed

In Kentucky, school readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Families, early care and education providers, school staff, and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

The five developmental areas for school readiness are:

- Approaches to learning;
- Health and physical well being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge

The purpose of this definition is to give parents, child care and preschool providers, and communities an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors listed below at the beginning of a primary program.

Health and Physical Well-Being

My child:

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

Emotional and Social Preparation

My child:

- Follows simple rules and routines
- Is able to express his or her own needs and wants
- Is curious and motivated to learn
- Is learning to explore and try new things
- Has many opportunities to be with other children and is learning to play and share with others
- Is able to be away from parents/family without being upset
- Is able to work well alone
- Has the ability to focus and listen

Language, Math and General Knowledge

My child:

- Uses 5-6 word sentences
- Sings simple songs
- Recognizes and says simple rhymes
- Is learning to write her name and address
- Is learning to count and plays counting games
- Is learning to identify and name shapes and colors
- Has opportunities to listen to and make music and to dance
- Is learning to sort and classify objects
- Knows the difference between print and pictures
- Listens to stories read to them
- Has opportunities to notice similarities and differences
- Is encouraged to ask questions
- Has his television viewing monitored by an adult
- Understands simple concepts of time (night and day, today, yesterday, tomorrow)

*These school readiness skills and behaviors are not to be used to determine school eligibility; all children who meet the legal age requirement are entitled to public school.

**These school readiness skills and behaviors are aligned to Kentucky Early Childhood Standards and are designed to be used with the KIDS NOW Early Childhood Parent Guide and were adapted from the Final Report of the National Governors Association Task Force on School Readiness, the Northern Kentucky Council of Partners in Education Kindergarten Readiness pamphlet, the United States Department of Education School Readiness Checklist, the Maryland Model of School Readiness, and the School Readiness in North Carolina Report to the North Carolina State Board of Education.

With Head Start's focus on School Readiness and the necessity to align with Kentucky Early Childhood Standards, Kentucky Head Start programs worked together on goals for all Head Start children under the five domains of learning – Physical Development and Health; Social and Emotional Development; Approaches to Learning; Language and Literacy; and Cognition and General Knowledge. Each of these goals is observable and is documented through Teaching Strategies Gold. In addition, our program has aligned the Child Outcomes Framework with the Kentucky Early Childhood Standards.

Kentucky 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.
- Parents will develop environments with their children that nurture and foster meaningful relationships between parent and child.

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.
- Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

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 and families 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.
- Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.