



Western Kentucky University Child Care Consortium Head Start & Early Head Start Annual Report 2017

Western Kentucky University Child Care Consortium (WKUCCC), in the Child and Family Services division of Training & Technical Assistance Services (T/TAS) in WKU's College of Education and Behavioral Sciences, serves nearly 100 children and their families at two sites in Bowling Green, Kentucky, on the WKU campus and at the Housing Authority of Bowling Green's Bryant Way Housing Development. Services are provided through:

- funding directly from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, for the preschool Head Start program,
- a contractual arrangement with Murray Independent Schools for Early Head Start, and
- private pay and state funding to provide child and family development services for clients who are not income-eligible for Head Start/Early Head Start, and to offer extended day and year-round programs for income-eligible children and families.

As a Head Start/Early Head Start program, WKUCCC's primary mission is to provide comprehensive early childhood development services for children from birth to age five. All children enrolled in our program grow and develop in a safe, nurturing environment in which they are given the opportunity to learn, experiment and experience success. Additional supportive and developmental services are provided to children with special needs and their families. The Consortium ensures that the children are provided with medical and dental examinations, nutritious meals and mental health services. WKUCCC's family development focus ensures that families have the knowledge and skills to support their children in achieving school readiness and school success and to strengthen the entire family to accomplish individual and family goals and pursue their dreams. Capable and committed partners enhance and expand WKUCCC services to children and families and support staff in meaningful ways.

Through contractual arrangements called delegate relationships, WKUCCC provides funding for Head Start services provided by Audubon Area Community Services (<http://www.audubon-area.com/>) and Murray Independent School District (<http://www.headstart.murray.kyschools.us/>). In turn, as noted above, WKUCCC is a delegate of Murray Independent Schools for its Early Head Start services.

Program and Financial Reviews

WKUCCC has had no audit findings in the last year. For more details please review at <https://www.wku.edu/finadmin/financial/documents/audit2017.pdf>

WKUCCC's website at <http://www.wku.edu/cccl/> provides easily accessible, up-to-date information about program activities and access to monthly and quarterly financial and programmatic reports for committees and board members.

WKUCCC received its aligned Federal monitoring visits for CLASS on November 2-5, 2015; Environmental Health & Safety February 9-11, 2016; and ERSEA and Fiscal on March 28-April 1, 2016. No findings were reported. To see the final reports for all Federal monitoring, go to WKUCCC web page, Reports/Federal Review Reports



Grantee Funding

Total WKU Agency Public and Private Funds (External Grants and Contract Awards)			
Federal			\$11,301,862
State			\$2,599,206
Other			\$10,752,838
WKUCCC	Revenue 2017	Expenditures 2017	% Spent
Federal Funds for Head Start Services	\$809,349	\$809,349	100%
Federal Funds for Head Start Services - delegated to Audubon Area and Murray Head Start	\$796,881	\$613,431	77% <i>See note</i>
Matching Funds for Head Start Services	\$355,695	\$355,695	100%
Federal Funds for Early Head Start Services - delegated from Murray Independent Schools	\$211,124	\$211,124	100%
Matching Funds for Early Head Start	\$52,781	\$52,781	100%
Funds from Child Care and Development Block Grant and Private Pay	\$421,329	\$421,329	100%
Funds from the U.S. Department of Agriculture	\$83,139	\$83,139	100%
WKUCCC Total All Sources	\$2,730,298	\$2,546,848	93%

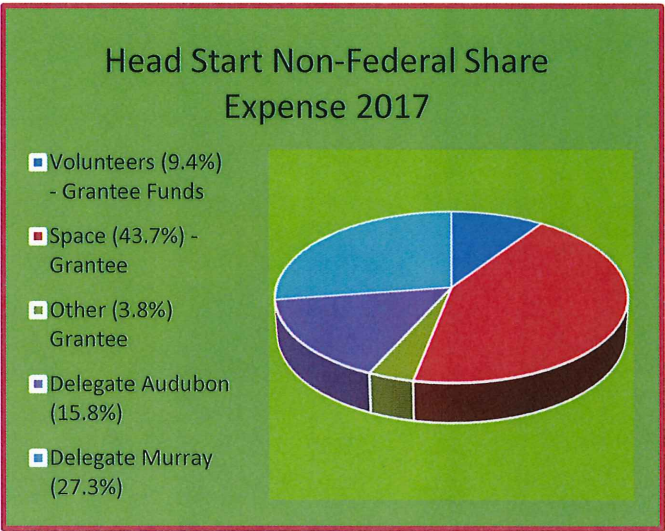
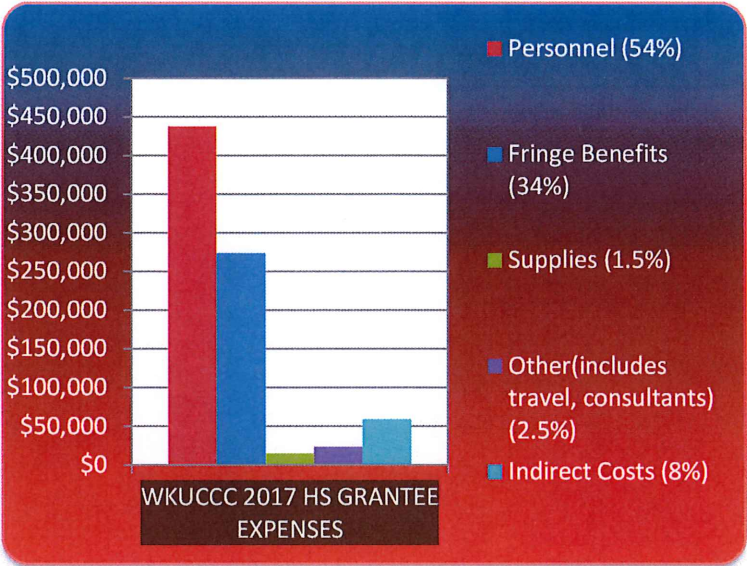
NOTE: WKUCCC Audubon delegate presented justification in October 2017 to amend their budget for equipment purchase necessary for the awarded extended duration project to Audubon Area Community Services to expand their program option to full day hours. This project required building renovation which the Audubon Area Community Services has purchased. No WKU funds were allocated for purchased buildings. The WKURF Board and Policy Council in October 2017, approved the amendment for allocation of funds for partial cost of HVAC equipment purchase. The request was submitted to the funding source and also approved. The improvements were not completed by the end of FY 17 time frame and Audubon Area is requesting to carry over their awarded extended duration program funds to fiscal year 2018 to complete the project and open the new classrooms to begin services.

Audubon Area HS is not requesting additional dollars from OHS for this project. They are requesting to carry over the unobligated funds totaling \$70,950 from the initial start-up and \$112,500 from operational funds from the initial Extended Duration grant awarded in 2017. These funds remain unobligated due to the timing of the finalized renovation report from the Architects and the awarding of the contract for the general contractor.

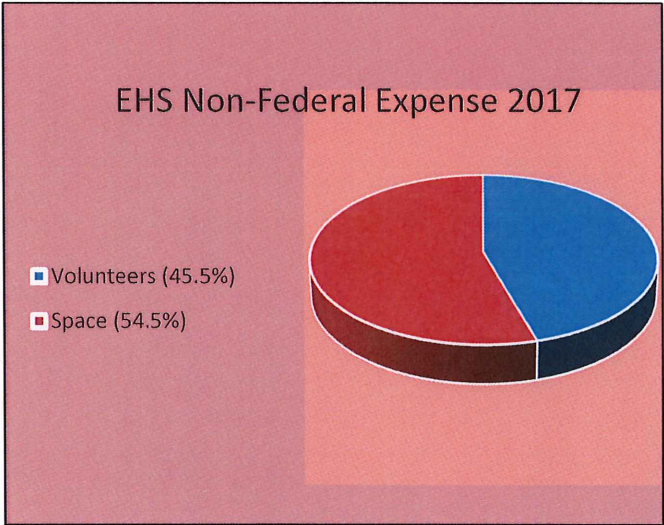
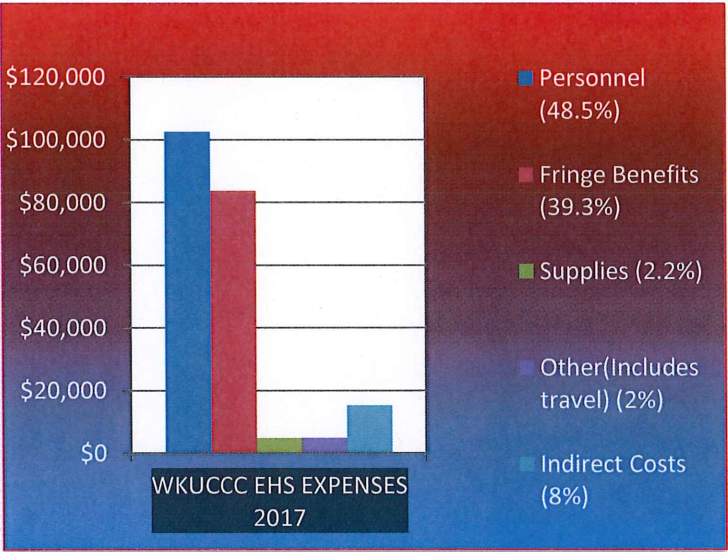
The FY17 federal expenditure analysis is summarized in the chart below. Personnel/fringe expenses represent the majority of program costs, comprising 88% of Head Start budget and 88% of EHS budget. Fringe benefit costs increased 7% due to increase in Kentucky retirement rates and health insurance. Day care and CACFP revenue fully funded the expenditures for operating and meal services for 2017.

The 2018 proposed budgets for each program are not expected to significantly change from the 2017 budget amounts.

Head Start Grantee Expenditures FY 2017



Early Head Start Expenditures FY 2017



Customer Impact – 2017

WKU Head Start and Early Head Start

Total number of children and families served including drops and replacements	
Head Start	92
Early Head Start	22
Funded Enrollment	
Head Start	75
Early Head Start	15
Average Monthly Enrollment served by WKUCCC	
Head Start	100%
Early Head Start	100%
Percentage of Low Income community served by WKUCCC	
Head Start	90%
Early Head Start	95%
Total number of Head Start children with health insurance	90 (98%)
Enrolled in Medicaid/EPSTD	82 (91%)
Number with private health insurance/Tri-care	8 (9%)
Number of Head Start children up-to-date on age appropriate preventive and primary health care	90 (98%)
Head Start Dental Services	
Number of Head Start children who have completed a professional dental examination during the operating period or within 12 months	92 (100%)
Of the children examined -- the children needing dental treatment	5 (5%)
Head Start children who have received or are receiving treatment	4 (4%)
The total number of Early Head Start children with health insurance	22 (100%)
Enrolled in Medicaid/EPSTD	21 (95%)
Number with private health insurance	1 (5%)
Number of EHS children up-to-date on age appropriate preventive and primary health care	22 (100%)
EHS Dental Services	
Number of Early Head Start children who have received dental screenings	22 (100%)

School Readiness

School Readiness Education Plan

(Updated March 30, 2018)

The program's educational experiences and approach to school readiness are based upon our education plan, the Head Start Early Learning Outcomes Framework: Birth to Five for programs serving Head Start children and their families, and the program's curriculum which is Creative Curriculum. The Head Start Act requires that programs develop goals aligned with the Framework, Kentucky Early Learning Standards and the expectations of school districts. Parental input also is required. Programs must also align their goals with their curriculum and assessment tools. WKUCCC's School Readiness goals have been developed by examining the Framework and Kentucky Early Learning Standards, analyzing child outcomes, integrating the Head Start Parent, Family and Community Engagement Framework, incorporating health services for the child and family, seeking input from parents and determining the management, human resources and financial support necessary for success.

As noted above, data entered into Teaching Strategies GOLD are aggregated by classroom and program level three times a year—October, February and May. At each point, child outcome averages (mean scores) are studied across domains to identify any school readiness areas where children are not progressing as expected. Next, the distribution of scores is examined to determine variability in children's progress. The Education Coordinator is able to determine if a certain classroom needs additional support in one or more areas to better target teaching and individualized learning. She also looks at various subgroups of children (e.g., gender, home language) to see if disparities exist.

WKUCCC has analyzed the second aggregation of current assessment data. This data concludes that 57% of children in the program scored either above or within the Teaching Strategies Gold Widely Held Expectations (WHE) for their age. For example, in the domain of Social Emotional development, 56% of the children meet/exceed widely held expectations. Staff utilized various resources such as the Center for Social Emotional Foundation and partnered with agencies such as Lifeskills and both LEA's to address individual social emotional needs. Other positive impacts include that 59% of the children meet/exceed widely held expectations in language and 12% gain in the area of Literacy for children meeting expectations. The program goal of promoting language and literacy development by utilizing guidance from quality indicators from CLASS and ECERS-R and targeted training regarding the domain of Instructional Support in CLASS certainly provided the intended impact. There was a slight increase for the children in below expectations in every area except for Math and Literacy. In the overall area of Math, a 3% gain was made and in Literacy a 12% gain was made in children that moved from below expectations to meeting expectations. Changes that occurred from the beginning of fall to winter checkpoints included that 21 children dropped from the program and were replaced. Also during the winter checkpoint, 15% of HS children now have IEP plans and of that 15%, four children are diagnosed with moderate to severe disabilities.

WKUCCC will not make any operational changes to our program at this time. Timing of

aggregation data will also remain the same and we will continue to utilize the Teaching Strategies Gold online assessment system. WKUCCC currently have existing school readiness goals that have been revised to reflect the current child outcome data. We will continue to partner with families to share assessment info and receive their input. Also will continue to partner with local LEA's to provide resources and training in some of the targeted areas from this final round of assessments for both Head Start and Early Head Start.

In planning for the upcoming Spring checkpoint, we will continue to target goals for these areas with providing upcoming pre-service training in August 2017. We will also continuing to implement and give feedback to the teaching staff on CLASS observations instrument and ECERS-R. Class feedback and areas of improvement will also be noted in individual professional development plans to increase teachers understanding of providing learning opportunities in regarded areas per classroom assessment findings. Other additional strategies that will continue to be put into practice to support families, children, and teaching staff are as follows: To ensure assessments are valid, a sampling of children's assessments will be monitored by the Education Coordinator, WKUCCC will continue host parent and child designated activities, located on site at the center, to help link school activities and learning to home. School readiness activity packets that included educational activities were sent home with children and families over the holiday break December 2017, in an effort to help support learning at home. .In addition a PAC (Parent and Child) activity table was offered to families at the center in Dec 2017. (Please see attached). WKUCCC staff was on hand to assist with modeling open ended questions for families while showing ways to explore manipulatives with tier child. Staff will also be provided with various professional development opportunities throughout the school year. This will include a new partnership with the KY Department of Education to provide a monthly (Sept 2017-April 2018) training opportunity to HS Teaching Staff to enhance teaching math concepts to young children. We will continue to partner with both local LEA's (Warren County Schools and Bowling Green City Schools) to ensure that all children with suspected and diagnosed disabilities are screened in a timely manner and if needed, have written IEP plans in place to target their individual areas of need.

Fall Head Start Child Outcomes Data 2017

	Exceed	Meet	Below	Total Children
Social Emotional	12%	58%	30%	75
Physical	7%	77%	16%	75
Language	6%	53%	42%	75
Cognitive	5%	59%	36%	75
Literacy	2%	38%	60%	75
Math	2%	41%	57%	75

Winter Head Start Child Outcomes Data 2018

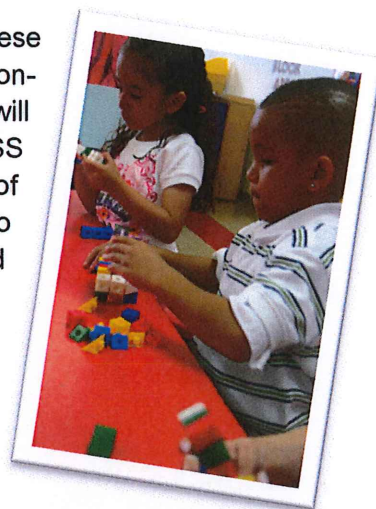
	Exceed	Meet	Below	Total Children
Social Emotional	2%	54%	45%	75
Physical	2%	69%	29%	75
Language	2%	57%	42%	75
Cognitive	0%	60%	40%	75
Literacy	0%	52%	48%	75
Math	0%	46%	54%	75

Transition Activities

In planning for the upcoming school year, we will continue to target goals for these areas with providing teaching staff with pre-service training (August 2017) and on-going professional development opportunities throughout the school year. We will continue to implement and give feedback to the teaching staff on CLASS observations instrument and ITERS/ECERS-R. Class feedback and areas of improvement will also be noted in individual professional development plans to increase teachers understanding of providing learning opportunities in regarded areas per classroom assessment findings.

Other additional strategies that will be put into practice to support families, children, and teaching staff are as follows:

- To ensure assessments are valid, a sampling of children's assessments will be monitored by the Education Coordinator;
- WKUCCC will host parent and child designated activities, located on site at the center, to help link school activities and learning to home; and
- School readiness packets that included educational activities were sent home with children and families over the holiday break December 2017, in an effort to help support learning at home.
- Additional home activity packets will be sent home with children that will transition to kindergarten in the upcoming 2018-2019 school year.



We will continue to partner with both local LEA's (Warren County Schools and Bowling Green City Schools) to ensure that all children with suspected and diagnosed disabilities are screened in a timely manner and if needed, have written IEP plans in place to target their individual areas of need.

WKUCCC Parent Child Activity Day

December 2017

One Key to school readiness is to recognize parent's roles as children's lifelong educators and to be engaged in their child's education services at home and at school.

WKUCCC provided all families on December 14th 2017, appropriate activities for them to engage in at the center with their child during pick up and drop off times. Management and Teaching staff were on hand to assist and guide these hands-on science, math, language, literacy and cognition activities. Staff also modeled open-ended and higher-level thinking questions to show families the importance of spending time with their child and asking questions that extend learning while engaged in play.



Materials given:

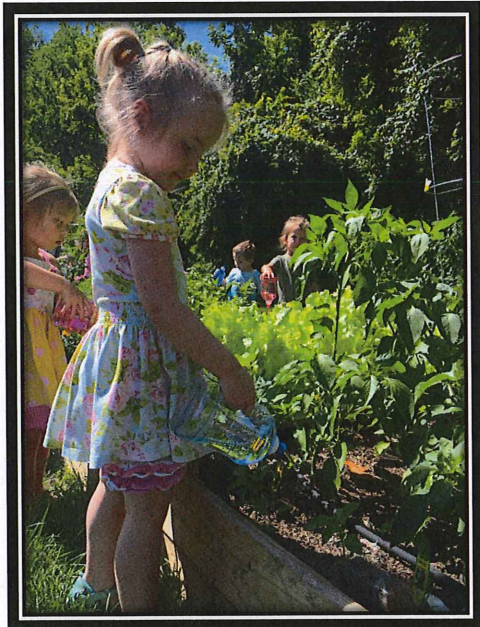
- Free take home activities and activity ideas to engage in over the winter break.
- KY School Readiness Goals
- Early Head Start Early Learning Framework
- Potty Training DVD's
- Teaching Young Children Self Control Pamphlets



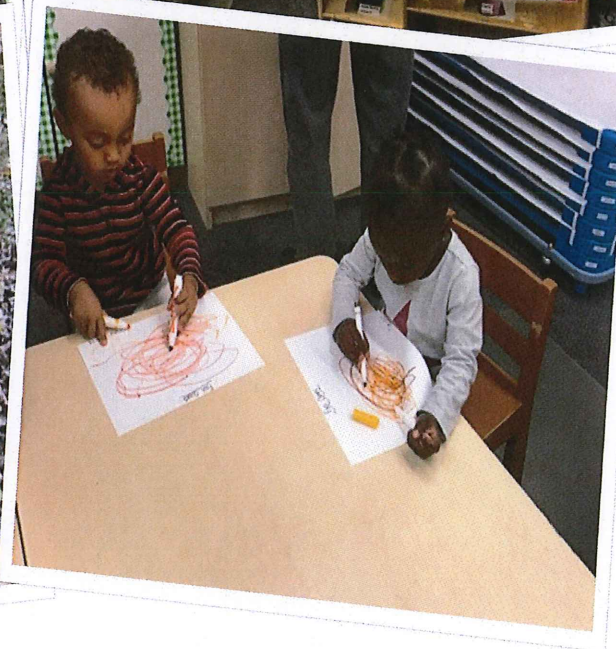
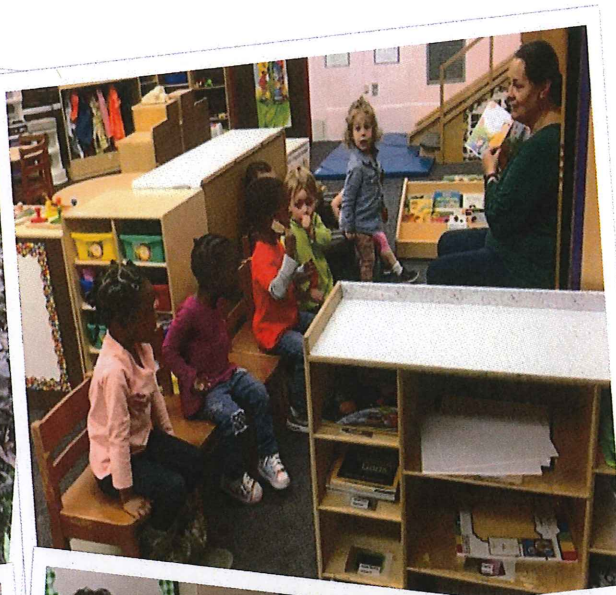
These activities meets the following HS Performance Standards & State Regulations:

- **1302 Subpart C—Education and Child Development Program Services**
1302.34 Parent and family engagement in education and child development services
- **1302 Subpart E—Family and Community Engagement Program Services**
1302.51 Parent activities to promote child learning and development
- **KY All Stars State Accreditation: Family Engagement**
- **KY Regulation: Sect: 4 (2) (p) Coordinate at least 1 annual activity involving family participation**

Gardening Activities with Children



STEM Activity



STEAM activity: Hydroponics: Growing plants (wheatgrass) without soil

