



Western Kentucky University Child Care Consortium Head Start & Early Head Start Annual Report 2018

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/audit2018_ii.pdf

WKUCCC's website at <http://www.wku.edu/ccs> 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

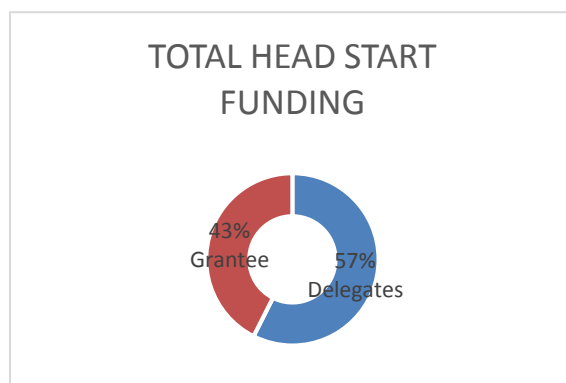
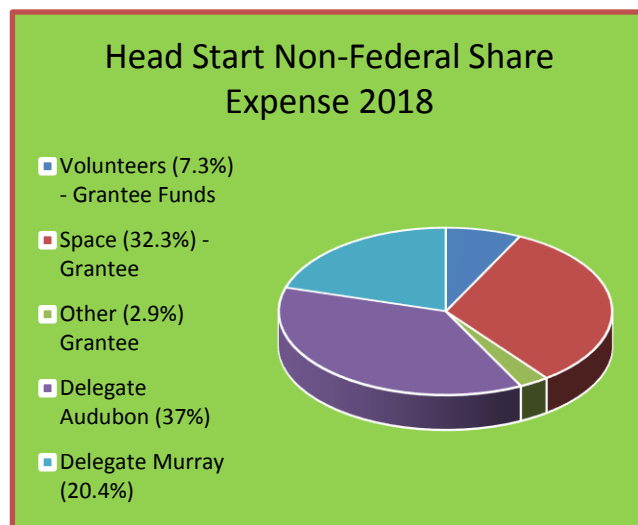
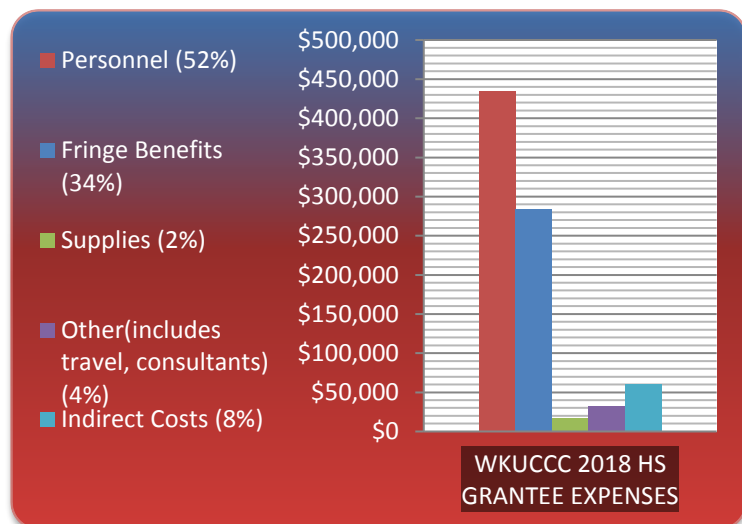
Total WKU Agency Public and Private Funds (External Grants and Contract Awards)			
Federal			\$9,620,339
State			\$988,290
Other			\$5,494,941
WKUCCC	Revenue 2018	Expenditures 2018	% Spent
Federal Funds for Head Start Services	\$830,031	\$830,031	100%
Federal Funds for Head Start Services - delegated to Audubon Area and Murray Head Start	\$1,111,401	\$1,111,401	100% <i>See note</i>
Matching Funds for Head Start Services	\$487,664	\$487,664	100%
Federal Funds for Early Head Start Services - delegated from Murray Independent Schools	\$213,185	\$213,185	100%
Matching Funds for Early Head Start	\$53,296	\$53,296	100%
Funds from Child Care and Development Block Grant and Private Pay	\$413,966	\$413,804	100%
Funds from the U.S. Department of Agriculture	\$88,055	\$88,055	100%
WKUCCC Total All Sources	\$3,206,560	\$3,206,431	100%

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 received approval 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. All carryover funds were expended.

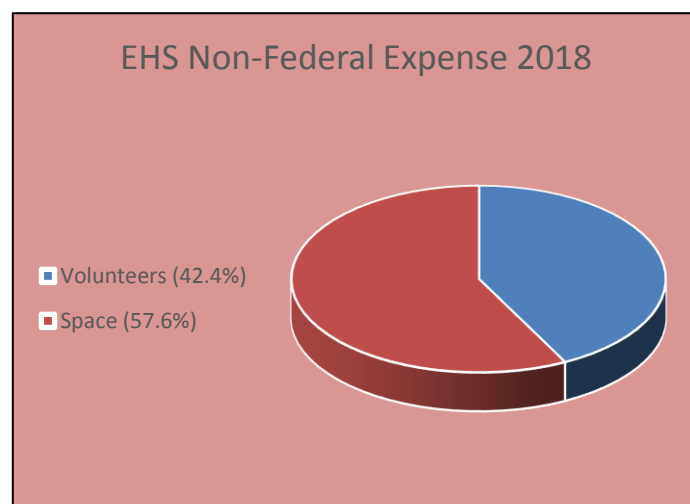
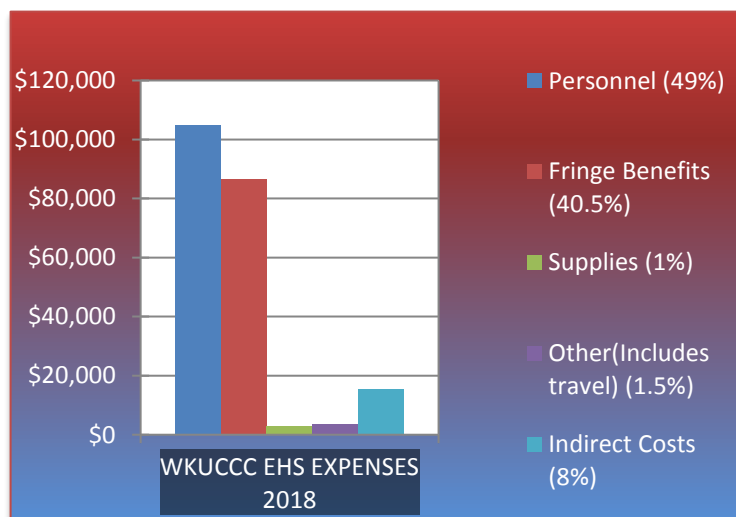
The FY18 federal expenditure analysis is summarized in the chart below. Personnel/fringe expenses represent the majority of program costs, comprising 86% of Head Start budget and 89.5% of EHS budget. Fringe benefit costs increased 7% due to increase in Kentucky retirement rates and health insurance. Day care and CACFP revenue fully funded the expenditures for operating and meal services for 2018.

The 2019 proposed budgets for each program are not expected to significantly change from the 2018 budget amounts. However effective July 1, 2019 Kentucky Employee Retirement system will be impacted by legislative changes for employers which could increase the 49.47% current rate. Supplemental funds from federal sources will be critical to meet the significant increase of costs. For day care only families, weekly fees will require increases, which could likely impact enrollment and revenue for FY19.

Head Start Grantee Expenditures FY 2018



Early Head Start Expenditures FY 2018



Customer Impact – 2018 WKU Head Start and Early Head Start

Total number of children and families served including drops and replacements	
Head Start	89
Early Head Start	25
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	87 (98%)
Enrolled in Medicaid/EPSTD	82 (94%)
Number with private health insurance/Tri-care	5 (6%)
Number of Head Start children up-to-date on age appropriate preventive and primary health care	89 (100%)
Head Start Dental Services	
Number of Head Start children who have completed a professional dental examination during the operating period or within 12 months	89 (100%)
Of the children examined -- the children needing dental treatment	20 (24%)
Head Start children who have received or are receiving treatment	14 (70%)
The total number of Early Head Start children with health insurance	23 (100%)
Enrolled in Medicaid/EPSTD	20 (87%)
Number with private health insurance	3 (13%)
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 (96%)

School Readiness

WKUCCC Head Start School Readiness Education Plan

(Updated June 17, 2019)

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 third and final aggregation of current assessment data. This data concludes that 50% of children in the program scored either above or within the Teaching Strategies Gold Widely Held Expectations (WHE) for their age. Additional data concludes that 25-49% gains were made in all areas by 3 and 4 year olds that completed the entire program year from fall to spring. This data will create a baseline score for 2019-2020 school year. Highlights of the final data are, for example, in the domain of Social Emotional development, 77% 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 15% of 3 and 4 year olds are exceeding widely held expectations in the area of Fine Motor. 81% of the children meet/exceed widely held expectations in language and 16% of children exceed in the area of literacy. 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 continued to provide the intended impact. In the overall area of Math 72% of children are meeting/exceeding widely held expectations. Also, females exceeded males in every developmental area. Most children with current IEP plans were male. Females that held a current IEP plan consisted mainly of targeted speech objectives.

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 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 school year, we will continue to target goals for these areas with providing teaching staff with upcoming pre-service training in August 2019 and on-going professional development opportunities throughout the school year. New materials and training will be provided for the following areas: Math, Trauma Based Training (Social-Emotional), Literacy and Language. We will also be continuing to implement and give feedback to the teaching staff on the CLASS observation instrument and ECERS-3. Utilizing the revised ECERS-3 will assist teaching staff to focus on Math, Language and Literacy materials, as the instrument specifies interactions in these developmental areas. 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 host parent and child designated activities, located on site at the center, to help link school activities and learning to home. School readiness backpacks that included educational activities were sent home with children and families over the holiday break December 2018, in an effort to help support learning at home. Additional home activities were sent home with children that will transition to kindergarten in the upcoming 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.

Fall Head Start Child Outcomes Data 2018

	Exceed	Meet	Below	Total Children
Social Emotional	25%	35%	40%	75
Gross Motor	17%	54%	29%	75
Language	10%	46%	44%	75
Cognitive	17%	42%	40%	75
Literacy	19%	33%	48%	75
Math	15%	27%	58%	75

Winter Head Start Child Outcomes Data Highlights 2019

	Exceed	Meet	Below	Total Children
Social Emotional	19%	49%	32%	75
Gross Motor	18%	63%	19%	75
Language	11%	58%	32%	75
Cognitive	23%	41%	36%	75
Literacy	16%	58%	25%	75
Math	39%	45%	16%	75

Spring Head Start Child Outcomes Data Highlights 2019

	Exceed	Meet	Below	Total Children
Social Emotional	9%	68%	23%	75
Gross Motor	15%	69%	16%	75
Language	8%	73%	19%	75
Cognitive	15%	60%	25%	75
Literacy	16%	57%	27%	75
Math	15%	57%	28%	75

Teaching Strategies Growth Report Fall--Spring 2019

	<u>Social Emotional</u>	<u>Physical</u>	<u>Language</u>	<u>Cognitive</u>	<u>Literacy</u>	<u>Math</u>
0-24%						
25-49%	X	X	X	X	X	X
50-74%						
75-100%						

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- All 3 and 4 year that completed the entire school year fell in the “Meeting Expectations “Category
 - 25-49% Gains made in all areas by these 3 and 4 year olds from fall to spring.

WKUCCC Children Meeting/Exceeding Expectations Spring 2019

Social Emotional:	77%
Gross Motor:	84%
Language:	81%
Cognitive:	75%
Literacy:	83%
Math:	82%



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 2019) 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-3. 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 include Kindergarten readiness info at Home Visits and Parents conferences.
- To provide teaching staff with trauma based training that will ensure that teachers have the resources to optimally support children with trauma, those who have been documented and those that have not been formally recognized.
- 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 2018, 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 2019-2020 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.

Parent, Family, and Community Engagement

WKUCCC Fall Family Festival 2018

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 a full day (7:30 am -5:30 pm) for families to engage in appropriate activities at the center with their children including 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 children and asking questions that extend learning while engaged in play.



Materials Given:

- Free take home activities and activity ideas to engage in as a family at home
- KY School Readiness Goals
- Early Head Start Early Learning Framework
- Engaging Fathers Literature
- 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



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

