



Western Kentucky University Child Care Consortium Head Start & Early Head Start Annual Report 2016

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/audit2016.pdf>.

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

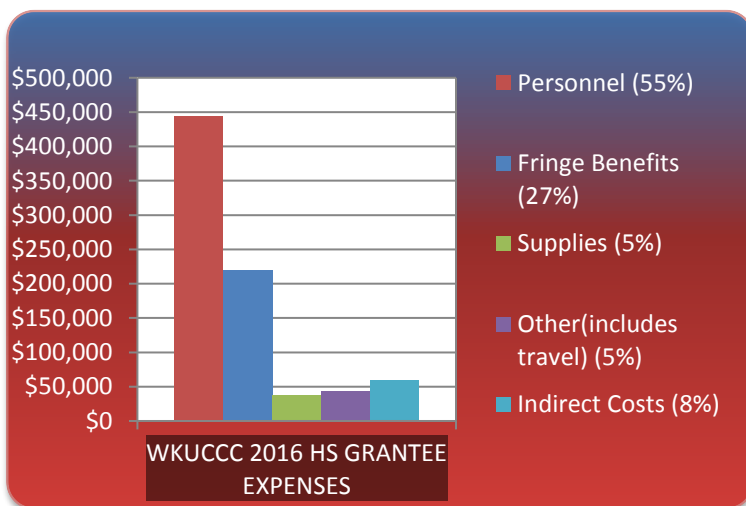


Grantee Funding

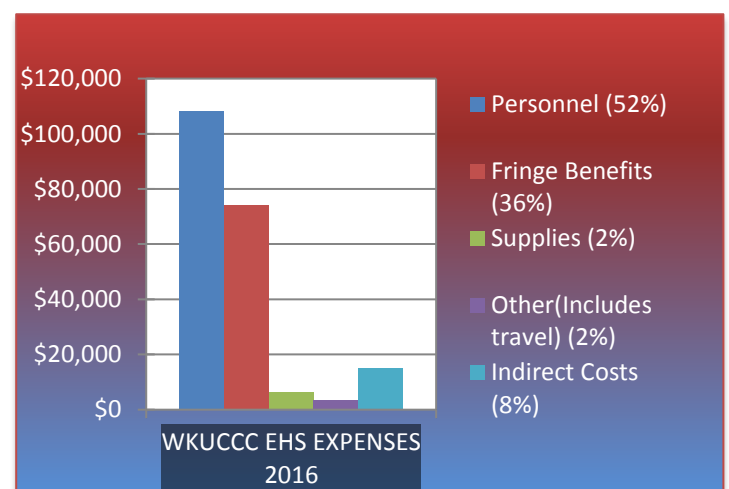
| Total WKU Agency Public and Private Funds (External Grants and Contract Awards) | | | |
|---|--|--------------|--------------------|
| Federal | | | \$8,148,805 |
| State | | | \$2,789,047 |
| Other | | | \$4,824,894 |
| WKUCCC | | Revenue 2016 | Expenditures 2016 |
| | | | % Spent |
| Federal Funds for Head Start Services | | \$801,452 | \$801,452 100% |
| Federal Funds for Head Start Services - delegated to Audubon Area and Murray Head Start | | \$607,447 | \$607,447 100% |
| Matching Funds for Head Start Services | | \$352,225 | \$352,225 100% |
| Federal Funds for Early Head Start Services - delegated from Murray Independent Schools | | \$207,479 | \$207,479 100% |
| Matching Funds for Early Head Start | | \$ 51,870 | \$ 51,870 100% |
| Funds from Child Care and Development Block Grant and Private Pay | | \$389,431 | \$362,161 93% |
| Funds from the U.S. Department of Agriculture | | \$ 79,794 | \$ 80,271 100.6% |
| WKUCCC Total All Sources | | \$2,489,698 | \$2,462,905 98.92% |

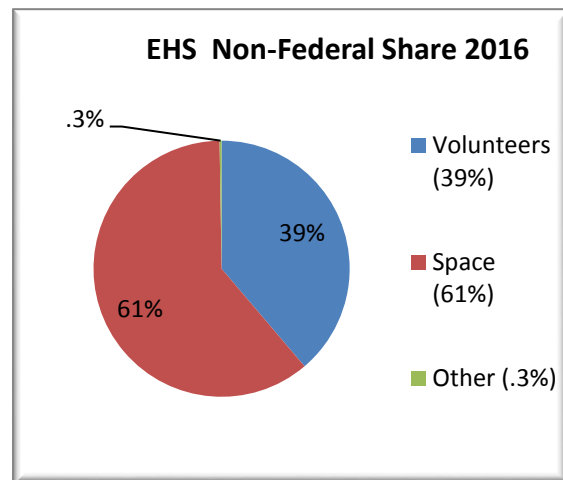
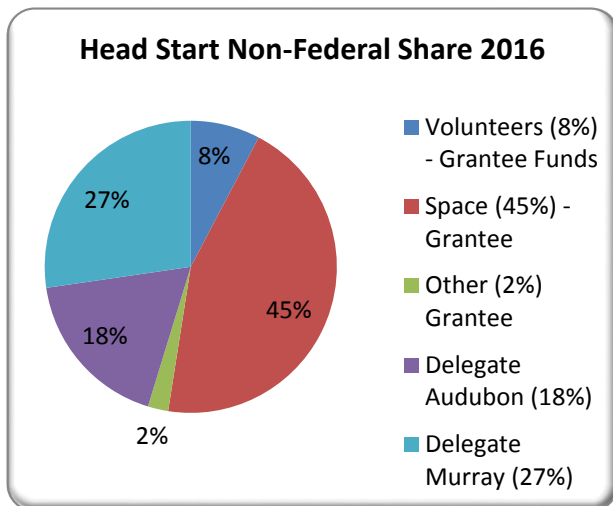
The 2016 federal expenditure analysis is summarized in the chart below. Personnel/fringe expenses represent the majority of program costs, comprising 82% of Head Start budget and 88% of EHS budget. Fringe benefit costs did not significantly increase for 2016. Day care and CACFP revenue fully funded the expenditures for operating and meal services for 2016.

Head Start Grantee Expenditures FY 2016



Early Head Start Expenditures FY 2016





The 2017 proposed Head Start budget will significantly change from the 2016 budget amounts. Audubon Area Community Services, Inc. one of WKUCCC delegate agencies, submitted a supplemental budget request for a change in their program option. In March 2017, the grant award was received for increasing Audubon Area's budget and changing program option to full day for the 37 Head Start children served under their Delegate Agreement.

A major budget impact for 2017 funding will be the significant increase in fringe benefit costs initiated by WKU and state retirement policy. At the end of 2016, WKU initiated a policy change for part time hourly staff, that requires full fringe benefits for staff working 30 or more hours a week. The additional fringe expense for retirement and health insurance will raise those line items by a minimum of \$20,000 for Head Start budget. The budget spending plan for supplies, other and personnel will require adjustment to meet this increase.

| Customer Impact – 2016 WKU Head Start and Early Head Start | |
|---|------|
| Total number of children and families served including drops and replacements | |
| Head Start | 92 |
| Early Head Start | 20 |
| Funded Enrollment | |
| Head Start | 75 |
| Early Head Start | 15 |
| Average Monthly Enrollment served by WKUCCC | |
| Head Start | 100% |
| Early Head Start | 100% |

Customer Impact – 2016 WKU Head Start and Early Head Start

| | |
|--|--------------|
| Percentage of Low Income community served by WKUCCC | |
| Head Start | 12% |
| Early Head Start | 1% |
| Total number of Head Start children with health insurance | 92 (100%) |
| Enrolled in Medicaid/EPSTD | 89 (97%) |
| Number with private health insurance/Tri-care | 3 (3%) |
| Number of Head Start children up-to-date on age appropriate preventive and primary health care | 87 (95%) |
| Dental Services | |
| Number of Head Start children who have completed a professional dental examination during the operating period or within 12 months | 82 (94%) |
| Of the children examined -- the children needing dental treatment | 0 (%) |
| Head Start children who have received or are receiving treatment | 4 (5%) |
| The total number of Early Head Start children with health insurance | 19 (100%) |
| Enrolled in Medicaid/EPSTD | 18 (95%) |
| Number with private health insurance | 1 (5%) |
| Number of EHS children up-to-date on age appropriate preventive and primary health care | 16 (100%) |
| Dental Services | |
| Number of Early Head Start children who have received dental screenings | 13 (68%) |

School Readiness

To prepare children and their families for transition to and success in school and life, WKUCCC has adopted the Kentucky School Readiness Goals, and supplements them with local program goals, which reflect the results from assessments of WKUCCC children's achievement. In addition, the local goals are aligned with the expectations of the local school district and parents. WKUCCC's formal assessment tool, Teaching Strategies GOLD, is supplemented by ongoing informal assessments – anecdotal notes, skills checklists, portfolios, writing and art samples, formal third party observations, parent input, service provider reports, photographs, and Response to Intervention (RTI) and Individual Education Plan (IEP) monitoring. WKUCCC collects child outcomes data in eleven domains:

- Science Knowledge & Skills
- Social Studies Knowledge & Skills
- Physical Health & Development
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills

- Social & Emotional Development
- Mathematics Knowledge & Skills
- Cognition & General Knowledge
- Logic & Reasoning
- Creative Arts Expression

Teaching staff conduct formal child assessments three times a year, and informal assessment is ongoing. During home visits and parent conferences, staff discuss assessment results with families and gather parents' input as to their aspirations for their children. Child outcomes reports are generated for each classroom and are aggregated for the program as a whole, so that each child's experience can be individualized and so training and resources allocation decisions can be made.

Portfolios maintained on each Head Start child include notations and work samples from the informal assessment process. They include children's work completed during both small group and individual activities that reflects milestones in their development. Tracking developmental progress through anecdotal notes and other informal strategies enables WKUCCC to continuously update individual goals to address needs and developmental stages of each child.

Spring Head Start Child Outcomes Data 2016

| | Exceed | Meet | Below | Total Children |
|------------------|--------|------|-------|----------------|
| Social Emotional | 56% | 435 | 10% | 75 |
| Gross Motor | 34% | 57% | 9% | 75 |
| Fine Motor | 43% | 53% | 4% | 75 |
| Language | 45% | 47% | 8% | 75 |
| Cognitive | 46% | 47% | 7% | 75 |
| Literacy | 50% | 45% | 5% | 75 |
| Math | 56% | 35% | 9% | 75 |

70% of children in the program scored above or within Widely Held Expectations for their age as noted in the Spring Child Outcome Data.

Gains made for children meeting/exceeding widely held expectations from fall checkpoint to spring checkpoint in each learning domain are:

Exceed/Meet WHE for their age

- Social Emotional: 91%
- Gross Motor: 91%
- Fine Motor: 96%
- Language: 92%
- Cognitive: 93%
- Literacy: 95%
- Math: 91%

Gain/Progress Fall to Spring

- 19%
- 11 %
- 12 %
- 32%
- 23%
- 22 %
- 27%

Transition Activities

WKUCCC will continue 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 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. Additional Home activities will be sent for families and their children, and staff will also be provided with various professional development opportunities throughout the 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

The Outdoor Garden with young children is about building positive relationships with healthy foods. These tools can be a powerful tool to enhance language development, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning, as well as physical health and development. Integrating food and gardens throughout curriculum areas and centers give children a real life context for learning and discovery.

Our children are involved in the planning process, preparing the beds, planting of the seeds, marking/labeling plants, structures (tee-pees), taking care and incorporating the garden into the classroom.

The garden experience gives our children so many opportunities to learn in all the 5 domains listed in the Head Start Child Development Early Learning framework. Children are socially having conversations about the garden, learning how science works and learning about colors and counting flowers and vegetables (math). Our parents are encouraged to participate in the planning and taking care of the garden with their children. The good news is that this is a great way to get the entire family to eat more fruits and vegetables while engaging in some active fun too.

Gardening Activities with Children

