

# Middle Kentucky CAP, Inc.

171 Howell Heights  
Jackson, KY 41339



## Annual Report

To the Public

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Community Action Partnership, Inc.

*Serving Breathitt, Lee, Wolfe and Owsley Counties  
Funded by the Department of Health and Human Services*

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## Mission Statement:

Middle Kentucky Head Start increases each child's effectiveness in dealing with present and future responsibilities in school and in life.

## Program Overview:

Services are provided to 231 children and families in Breathitt, Lee, and Wolfe Counties by the grantee, Middle Kentucky Community Action Partnership, Inc. Services are provided to 90 children and families in Owsley County and are delegated through the Owsley County Board of Education. Head Start's primary source of funding is through the Department of Health and Human Services, Administration for Children and Families. In order to qualify for Head Start services families must meet certain guidelines, established by the federal government. Ten percent of our enrollment slots may be used to serve children and families who are considered over the income limit for the federal poverty guidelines. Thirty-five percent of our enrollment slots may be used to serve children and families whose annual income is within 130% of the federal poverty guidelines. Of the total 321 enrollment slots, ten percent of those are reserved for children with disabilities.

All Middle Kentucky Head Start Centers are nationally accredited through the National Association for the Education of Young Children (NAEYC). The centers also participate in the Kentucky All Stars Initiative where the Breathitt, Lee, and Wolfe County centers are at Level V, the highest attainable level.

## Funding Amounts:

*Head Start Fiscal Year 4/1-3/31*

Department of Health and Human Services/Administration for Children and Families	\$3,345,776
Child Adult Care Food Program	\$149,362
KY All STARS	\$12,000
<b>Total</b>	<b>\$3,284,822</b>



## Budgetary Expenditures

*2022-2023 Program Year*

Wages	\$1,104,098
Fringe Benefits	\$517,366
Travel	\$16,326
Supplies	\$207,118
Contractual	\$879,480
Other	\$331,192
Indirect Costs	\$254,414
Training/Technical Assistance	\$35,782
<b>Total</b>	<b>\$3,345,776</b>

	Number of Children	Number of Families
Grantee	263	234
Delegate	101	93
<b>Total</b>	<b>364</b>	<b>327</b>

## Average Monthly Enrollment

Month	Number of Students	Percentage of Funded Enrollment
August 2022	305	95%
September 2022	309	96%
October 2022	314	98%
November 2022	314	98%
December 2022	313	98%
January 2023	310	97%
February 2023	311	97%
March 2023	313	98%
April 2023	314	98%
May 2023	314	98%

## Eligibility (Cumulative Enrollment)

Category	Percentage
Income Eligible	89%
101%-130%	2%
Over Income	9%

## Health Services

Service	% of students receiving exams/up to date
Medical	94%
Dental	84%
Immunizations	100%
Vision	96%
Hearing	92%
Lead Screening	83%
Hematocrit/Hemoglobin	83%

## Volunteer Hours

Group	Number of Volunteers
Current/Former Parents	351
Community Persons	64
<b>Total</b>	<b>415</b>

## Family Partnership Services

Service	% of Families Receiving Service
Emergency/Crisis	100%
Education (GED, Healthy Marriage, Domestic Violence, Mental Wellness)	100%
Housing	70%
Love & Logic Curriculum	100%
Food/Clothing	100%
Health	43%
Employment	70%

## Children with Disabilities

Diagnosis	Number of Children Receiving Service
Speech/Language Only	18
Vision Impairment	0
Hearing Impairment	0
Developmental Delay	12
Developmental Delay w/SLP, OT, PT	8
Autism	1
Orthopedic Impairment	0
Physical Impairment	0
<b>Total</b>	<b>39</b>

## Educational Outcomes

Middle Kentucky Head Start education staff complete child observations across various settings and collect relevant documentation such as portfolio pieces, photographs, anecdotal notes, checklists, and parent information. This collection is an ongoing process, occurring throughout the program year.

The Head Start staff has established three checkpoints for formal collection of data. The initial baseline checkpoint is in the fall, mid-year checkpoint is in the winter, and the final checkpoint is in the spring of each program year. Head Start staff utilize the Teaching Strategies Gold assessment instrument. This tool is aligned with the Kentucky Early Learning Standards and the Head Start Early Learning Outcomes Framework. Completing frequent observations along with relevant documentation allows program staff to adapt strategies and curricula to improve child outcomes.

Aggregate data is analyzed to determine outcomes at the individual child, classroom, center, county, and program level. At the end of each data collection checkpoint teaching staff develop Individual Goal Plans for each child based on the skill level determined during the assessment period. Goals are developed in the following domains: Social/Emotional, Physical Development and Health, Language and Literacy, Cognition and General Knowledge and Approaches to Learning. Center Director's review classroom reports to determine areas of professional development and/or purchase of materials for learning centers. Goals are established on education staff professional development plans and training is provided during Pre In-Service and throughout the program year as needed. Head Start staff will continue to assess teacher/child interactions, classroom environment, and concept development using the CLASS Assessment Scoring System (CLASS). Additional learning materials will be purchased as necessary to enable staff to build upon each concept necessary to prepare our children for kindergarten. Goals for teaching staff will be written into their Professional Development Plans. The CLASS instrument will be used to determine goals in the area of curriculum, assessment tools, learning environment, instructional planning, instructional strategies, intentional teaching, teacher supports, children's progress and parental input into children's learning and transition to kindergarten. Classroom environments are assessed monthly during education staff monitoring and two times per year using the Early Childhood Environmental Rating Scale III. Resources are provided based on results of monitoring visits. The Mentor Coach visits the classroom

on a monthly basis and works collaboratively with teaching staff in developing professional and personal goals for quality improvement. Transitions are evaluated from home to Head Start and from Head Start to kindergarten. Middle Kentucky Head Start staff work collaboratively with the local Boards of Education throughout the Child Find process to ensure all information necessary for enrollment is collected and the transition into the program is as streamlined as possible. This ensures there is no lapse in service for children with disabilities and all children enter into our program ready to learn.

Transition visits are planned to kindergarten classrooms where children meet receiving teachers and information is shared between the Head Start and the local education agency to ensure the receiving teacher has the best indication of where each child is developmentally and the child will enter into the kindergarten classroom on a level playing field.

Kentucky Head Start programs have established state wide school readiness goals. These goals are broad statements that articulate the knowledge and skills for preschool children in social and emotional development, cognitive and general knowledge, language and literacy, approaches to learning and physical development and health as they enter kindergarten.

To follow is a listing of the school readiness goals developed in each of the five learning domains. Please note that these are overall program goals and will not change; however, program goals will be developed in each of these domains, if necessary, once assessment data is collected, aggregated, and analyzed to determine specific areas of need.

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- PHYSICAL HEALTH AND DEVELOPMENT

- 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 health and safety 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 behaviors.

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### 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 LEARNING

- 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.
- English Language Development- Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

### COGNITION & 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 every day 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 developing hypothesis.

#### SOCIAL STUDIES KNOWLEDGE & SKILLS

- Children will engage in exploring their family and community, its history and events, and interact with people and the environment.

## **2022-2023 Child and Program Goals**

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To increase skill level in the identified areas Head Start staff will provide professional development for staff on use of:

#### APPROACHES TO LEARNING

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### COGNITION & GENERAL KNOWLEDGE

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### PHYSICAL HEALTH & DEVELOPMENT

- 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.

Overall, program reports demonstrated consistent progress toward obtaining goals from the Baseline, Midpoint and End of Year Checkpoints in all domain areas: The following table summarizes the progress of children enrolled in Middle Kentucky Community Action Partnership, Inc. Head Start based on the Head Start Child Development and Early Learning Framework for the selected checkpoints. Each score represents the average number of milestones achieved expressed as a percentage of the total number of milestones correlated to each domain. Gains and/or losses are based on the difference between the average percentage scores at each checkpoint.

### Teaching Strategies Gold 2022-2023

Middle Kentucky Head Start Teaching Strategies Gold Program Wide 2022-2023						
Domain	Fall 2022 Score	Winter 2023 Score	Variance Fall 2022- Winter 2023	Spring 2023 Score	Variance Winter 2023 – Spring 2023	Variance Fall 2022 – Spring 2023
Social Emotional	51%	63%	+12%	65%	+2%	+14%
Physical	50%	64%	+14%	68%	+4%	+18%
Language	39%	62%	+23%	64%	+2%	+25%
Cognitive	42%	59%	+17%	61%	+2%	+19%
Literacy	30%	70%	+40%	73%	+3%	+43%
Mathematics	41%	62%	+21%	65%	+3%	+24%

## Office of Head Start Monitoring Review

From February 27, 2023 to March 1, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Middle Kentucky Community Action Partnership, Incorporated Head Start program. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007. Below is the summary of each area monitored during the review:

### Program Design and Management Summary

Middle Kentucky Community Action Partnership, Incorporated utilized community-wide data to design program improvement strategies. The recipient assessed the program's referral process by examining families' success in accessing resources. The assessment results indicated a lack of data on the quality of the referrals to community-wide services and how often families connected with services suggested by the program. The identification of this gap guided the development of an improvement plan outlining strategies to create strong community partners, enhance professional development for staff around data collection and referrals, and strengthen the program's approaches to supporting families. The leadership team implemented the new strategies and developed additional tracking tools for data entry and monitoring.

## **Designing Quality Education and Child Development Program Services**

### *Alignment with School Readiness*

The grant recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

### *Effective and Intentional Teaching Practices*

The grant recipient has strategies to ensure teaching practices promote progress toward school readiness.

### *Supporting Teachers in Promoting School Readiness*

The grant recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness, but improvement is needed.

*AOC - 1302.91(e)(2)(ii) Timeframe for Correction: Follow up with Regional Office for support.*

*Citation Definition: 1302.91 Staff qualifications and competency requirements.(e) Child and family services staff. (2) Head Start center-based teacher qualification requirements. (ii) As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.*

Monitoring Feedback: In an interview, the Head Start director stated 3 of 18 Head Start teachers did not have a minimum of an associate's degree in child development or equivalent coursework. The Head Start director noted that all 3 teachers hired between 2016 and 2022 held a Child Development Associate or an equivalent state credential and were expected to complete associate's degrees by spring 2024. The professional development plans were monitored by the education manager and center director.

## **Designing Quality Health Program Services**

Middle Kentucky Community Partnership, Incorporated leveraged its resources to improve mental health outcomes for children and families. After learning that child outcomes data showed low gains in the social and emotional development domain, the recipient addressed this issue by implementing additional staff training on a research-

based social-emotional curriculum. The recipient also revised its contract with a mental health consultant to increase availability. The new contract stated that the consultant would provide the program with an increased number of on-site visits. These increased visits would allow the consultant to spend more time conducting classroom observations, meeting with teachers to discuss additional instructional techniques, attending parent meetings, and providing training and materials for families and staff. The program's use of resources in response to data allowed for a focused approach to improving the mental health of children and families.

### **Family and Community Engagement Services**

Middle Kentucky Community Action Partnership, Incorporated improved family engagement by targeting certain demographics. When recent self-assessment results identified lower-than-expected father involvement, the recipient used a parenting curriculum to plan activities for monthly parent meetings, including activities specifically for fathers. Each center also planned special events to engage fathers, such as Field Day with Dad, pumpkin carving, and story time events where fathers came into the classroom to read. Implementing these strategies helped increase engagement by fathers in their children's education.

### **ERSEA and Fiscal**

Middle Kentucky Community Partnership, Incorporated collaborated with local agencies to recruit children eligible for services under the Individuals with Disabilities Education Act (IDEA). The recipient's partnership with Early Intervention programs supported the recruitment of 2-year-old children identified with a disability for services once they turned 3 years old. The recipient also collaborated with local education agencies to ensure that children referred to public schools received timely evaluations and services. The management's close communication helped the program reach and enroll children receiving IDEA services.

The recipient's fiscal staff created a financial reporting process that supported informed decision-making and oversight from governing board and policy council members. The fiscal staff developed monthly reports that included the budget to actual spending details for each site. These reports enabled all stakeholders to easily see and understand spending patterns on a cost per-child basis and make suggestions

for budget adjustments. The recipient's financial reports supported ongoing monitoring and oversight of the annual budget.

**Financial Audit Results:**

The financial audit for Middle Kentucky Community Action Partnership, Inc. was conducted by Jones and Associates, CPAs, PSC. We were found to be in compliance with the requirements applicable to federal programs in accordance with OMB Circular A-133. The agency fiscal year begins July 1 and ends June 30. Therefore, the latest audit report of the Middle Kentucky Head Start program is available at the central office in Jackson, KY for review. For the next fiscal year Middle Kentucky Community Action Partnership, Inc. has retained Jones and Associates, CPAs, PSC to complete our audit.

Middle Kentucky Community Action Partnership, Inc. is operated under the direction of  
*Darrell R. Shouse, Executive Director*

*The Middle Kentucky Head Start management team consists of:*  
*Christopher Holiday, Head Start Director*  
*Jordan Frye, Education Manager*  
*Melissa Noe, Family Community Partnership & Health Manager*  
*Lynda Griffin, DS/MH & CACFP/Nutrition Manager*  
*Kaitlyn Ward, Admin Asst./Office Manager*  
*Susan Watts, Mentor Coach*