



# Building A Better Tomorrow Together

Breckinridge-Grayson Programs, Inc.

Summary Annual Report 2016



2016-2017 Head Start Classroom Project



2016-2017 Early Head Start  
Classroom Projects



2016-2017 Head Start  
Classroom Projects

# Our Mission

“Empowering Families to Assure School Readiness for Every Child”



Serving families since 1965

Breckinridge-Grayson Programs, Inc. would like to take this opportunity to express our gratitude and thankfulness for all the support and encouragement the community has shown our program throughout our 50+ years of service to families and children. Community partnerships have been a great asset to our program and we look forward to strengthening these partnerships over our next 50 years.

# What We Do

Breckinridge-Grayson Programs, Inc. (the Agency) was incorporated in 1975 in the state of Kentucky as a nonprofit, limited purpose corporation. Breckinridge-Grayson Programs, Inc. is the local grantee for the Head Start and Early Head Start programs. Funds are awarded by the Department of Health and Human Services, Administration for Children and Families to serve children and families in the counties of Breckinridge and Grayson.

Head Start was enacted in 1965 as a federal program to assist with the needs of 4 and 5 year old children in poverty situations. In 1995, the Early Head Start program was established to serve children from birth to three years of age. The programs now provides services to children and families to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services.

The Agency provides comprehensive child development services to children and families, including children with significant disabilities, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. Parents are engaged in their children's learning. Parents are assisted and encouraged in making progress toward their own educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of the programs.



# History of Head Start

In January of 1964, President Lyndon B. Johnson declared “The War on Poverty” in his State of the Union speech. Shortly thereafter, Sargent Shriver took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. Among these experts were Dr. Robert Cooke, a pediatrician at John Hopkins University, and Dr. Edward Zigler, a professor of psychology and director of the Child Study Center at Yale University.

Part of the government's thinking on poverty was influenced by new research on the effects of poverty, as well as on the impacts of education. This research indicated an obligation to help disadvantaged groups, compensating for inequality in social or economic conditions. Head Start was designed to help break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. A key tenet of the program established that it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other donations as nonfederal share.

In the summers of 1965 and 1966, the Office of Economic Opportunity launched an eight-week Project Head Start. In 1969, under the Nixon administration, Head Start was transferred from the Office of Economic Opportunity to the Office of Child Development in the U.S. Department of Health, Education, and Welfare. Dr. Edward Zigler, who had served on the planning committee to launch Project Head Start, was appointed Director of the Office of Child Development. In 1977, under the Carter administration, Head Start began bilingual and bicultural programs in about 21 states. Seven years later, in October 1984 under the Reagan administration, Head Start's grant budget exceeded \$1 billion. In September of 1995, under the Clinton administration, the first Early Head Start grants were given and in October of 1998, Head Start was reauthorized to expand to full-day and full-year services.

Head Start was most recently reauthorized again in 2007, under the George W. Bush administration, with several provisions to strengthen Head Start quality. These include alignment of Head Start school readiness goals with state early learning standards, higher qualifications for the Head Start teaching workforce, State Advisory Councils on Early Care and Education in every state, and increased program monitoring, including a review of child outcomes and annual financial audits. The Head Start training and technical assistance system was redesigned to support programs through six National Centers and a state-based system to ensure success.

The statute also included a provision that regulations be promulgated to move programs from an indefinite project period to a five-year grant cycle. Programs would be required to demonstrate they are of high quality or a competitive grant opportunity would be made available within the community. In 2009, under the Obama administration, the American Reinvestment and Recovery Act added more than 64,000 slots for Early Head Start and Head Start programs.

Head Start has served more than 30 million children since 1965, growing from an eight-week demonstration project to include full day/year services and many program options. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico and the U.S. territories, including American Indian, Alaska Native, and Migrant and Seasonal communities.

Currently, Head Start programs promote school readiness of children ages birth to 5 from low-income families by supporting their development in a comprehensive way.

Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community. Many Head Start and Early Head Start programs are based in centers and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assigned dedicated staff who conduct weekly visits to children in their own home and work with the parent as the child's primary teacher.

More than 50 years ago, Head Start began as a program for preschoolers. Today 3- and 4-year-olds make up more than 80 percent of the children served by Head Start programs each year. Early Head Start (EHS) was created to serve pregnant women, infants, and toddlers. EHS programs are open to the family until the child turns 3 and is ready to transition into Head Start or another pre-K program. Just recently, many EHS programs have been funded to partner directly with existing infant and toddler child care programs, resulting in higher quality services to all children enrolled in the child care program.

Head Start programs support children's growth and development in a positive learning environment through a variety of services, which include:

- **Early learning:** Children's readiness for school and beyond is fostered through individualized learning experiences. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children progress in social skills and emotional well-being, along with language and literacy learning, and concept development
- **Health:** Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.
- **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children's learning and development.

Delivered through 1,700 agencies in local communities, Head Start and Early Head Start programs provide services to over a million children every year, in every U.S. state and territory,

in farm-worker camps, and in more than 155 tribal communities. Head Start programming is responsive to the ethnic, cultural, and linguistic heritage of each child and family.

Breckinridge-Grayson Programs, Inc. began serving Head Start children in 1965 in Grayson and (a portion of) Breckinridge Counties. The program served children 3-5 years of age. Years later, the agency identified Grayson County as its service area and relinquished enrollment for Breckinridge County to the Breckinridge County Public School System. About 1967 the agency began serving 0-3 age children in the federally funded Parent-Child Center program in both Grayson and Breckinridge counties. This program operated on a 2 day per week schedule for families attending, Monday-Tuesday and Wednesday-Thursday. Teachers planned and received training on Friday. Parents were required to attend with their child(ren) and offered a variety of learning opportunities. Home Based services were provided for some Head Start families during the 80's.

In 1996, (Bill Clinton, President) Breckinridge Grayson Programs successfully opened an Early Head Start Program during Wave I funding. This program replaced the Parent-Child Center concept and supported the federal government's initiative known as "Welfare-to-Work." Parents of enrolled children were expected to seek further education or job skill training and seek employment. At this time the Breckinridge County Parent-Child Center was closed and enrolled families transitioned into the agency's first Early Head Start Home Based program. In 1998, revised Head Start Program Performance Standards were implemented. It was during these years that it became apparent that Head Start needed to have data that supported the outcomes of Head Start services.

Under President George W. Bush's administration, the "Improving Head Start for School Readiness Act of 2007 was implemented. Within the Act governing bodies' responsibilities were clarified and program staff qualifications were included among other requirements. Teacher requirements were addressed to include a minimum of an Associate Degree in Early Childhood Education by 2011 and that 50% of Head Start Teachers nationwide would hold a baccalaureate degree in or relative to an Early Childhood Degree. The Obama administration implemented new Head Start Program Performance Standards in September 2016 that continue to support school readiness.

Today, Breckinridge-Grayson Programs provides center based Early Head Start in both counties and Head Start in Grayson County. Also, Early Head Start is provided through the home base option in both counties. The program uses data collected from various sources to demonstrate service outcomes and to guide program options and services.

# Agency Facts

## Locations:

Breckinridge-Grayson Programs, Inc.  
Head Start and Early Head Start  
201 East Walnut Street  
Leitchfield, Kentucky 42754

Breckinridge County Early Head Start  
228 Tules Creek Road  
Hardinsburg, Kentucky 40413

## Employment:

- 58 Full time staff
- 2 Part time staff
- Variable positions for bus monitors/drivers and substitutes.

## Operating Schedule:

The Agency's standard operating day for the Leitchfield locations is from 7:00 a.m. to 4:00 p.m. The Hardinsburg site operates from 7:00 a.m. to 3:00 p.m. Head Start and Early Head Start programs serve children in a variety of room options from part day classrooms to extended hour classrooms as well as home based.

## Quality Rating:

We are a three star rated program with KY ALLSTARS (Kentucky's QRIS) for childcare programs.

# Preparing Children For Kindergarten

- **Language Development**
  - Can demonstrate the ability to listen, understand and use a complex and varied vocabulary and can participate in stories, songs and poems.
- **Literacy**
  - Can discriminate, identify and match sounds in words, hears and demonstrates phonological awareness, has book knowledge and appreciation, can tell stories, engages in reading activities, prints names, letters and numbers, has good concept of a word as a unit of print and words put together can tell a story, early writing is understood as communication, can draw pictures to tell a story and uses a variety of writing tools.
- **Mathematics**
  - Understands the concept of numbers, can rote and object count, identifies basic shapes, repeat patterns, measures and matches.
- **Science**
  - Can observe and discuss differences and comparisons of objects, can collect, predict outcomes, especially in the natural world of materials.
- **Creative Skills**
  - Music, art, movement and dramatic play are expressed in a variety of experiences.
- **Social Emotional Development**
  - Understands self-concept, has self-control, is cooperative, social relationships have progressed in caring for self and others.
- **Approaches to Learning**
  - Children have learned to make independent choices, use imagination and inventiveness, can engage and be persistent in task, and can reason and solve tasks or problems.
- **Physical Health and Development**
  - Shows strength and control in using tools for writing and creating, eye-hand skills are increased to build with blocks, complete puzzles and use scissors, gross motor abilities reflect balance, control and ability to participate in moderate to vigorous activities, self-help and personal care needs are met.

# Preparing Children For Kindergarten

*(Continued)*

- **Transition Services**

- Involve and support the parents before, during and after the transition to kindergarten so they gain increased confidence in their child's ability to succeed in a new setting and enhance their own ability to effectively influence education, care and service delivery.
- Involve and support the parents before, during and after the transition to Head Start/Preschool so they gain increased confidence in their child's ability to succeed in a new setting and enhance their own ability to effectively influence education, care and service delivery.

- **Transition Activities**

- Obtain parental consent to begin transition into a new setting.
- Children will have activities planned in the dining room to prepare for dining in elementary school.
- Plan experiences for children that provide continuity between settings such as home learning ideas and use familiar routines.
- Children will take a field trip to their new school. While there, children will visit the kindergarten classrooms, lunchroom, library, gym, music and all offices.
- Children will take home educational materials from the school along with a transition booklet that includes pictures of elementary school staff where they will be attending.
- Parents will receive tips and advice on appropriately effective talking to their child's teacher, or other school personnel regarding concerns, wants and needs.
- Families of children with disabilities are invited to participate in a Transition ARC meeting at their new school.

- **Curriculum**

- Creative Curriculum for Preschool is a comprehensive curriculum with a clear organizational structure and particular focus on routines and experiences.
- Teaching Strategies Gold is an on-going assessment tool used to help measure children's developmental progress.
- Teaching Strategies Gold allows for parents to access their children's assessment data and communicate with teachers.
- Conscious Discipline and Flip It
- Portage Guide Birth to Six (Curriculum Home Based)
- TOP Assessment (Tool for Observation and Planning)
- CLASS (Classroom Assessment Scoring and Planning)
- HOVRS (Home visitor Rating Scale) measures quality of interactions in the home based setting.
- Partners for a Healthy Baby (prenatal curriculum)

# Parent Engagement Activities

- Breckinridge-Grayson has a strong partnership with families, offering a variety of parent engagement opportunities including:
- Volunteer Job Training Programs:
  - Bus Monitors
  - Classroom Subs
- Clerical Skills:
  - Resume Writing
  - Application Completion
  - Dressing for Success
  - Interviewing Skills
- Parent-Teacher Conferences
- Parent-Committee Meetings
- Variety of Parent Training opportunities:
  - Child Development & Observation Skills
  - Pedestrian Safety
  - Father/Male Involvement
  - Smoke Free Homes Campaign
  - Creative Art Activities
  - Healthy Lifestyle opportunities
  - Healthy Marriages
  - Weight Management
  - Physical Activity
  - Nutrition
  - Bullying
  - Home Safety
  - Budgeting
  - Healthy Food Choices
  - Community Resources
  - Creative/Dramatic Play
  - Discipline
  - Parent and Child Time



# Head Start Services Provided

June 1, 2015 to May 31, 2016

- Funded enrollment-114
- Total children served-128
- Total families served-121
- Average monthly enrollment-114 (100% of funded enrollment)
- 80% of children served were income eligible-under 100% poverty
- 3% of children served were eligible due to receipt of public assistance
- 1% of children served were eligible due to being foster children
- 2% of children served were eligible due to being homeless
- 4% of children were eligible at the 101-130% poverty
- 10% of children served were over income at 130% or higher poverty
- 100% of children received medical exams
- 99% of children received dental exams
- Creative Curriculum for Preschool is a comprehensive curriculum with a clear organizational structure and a particular focus on routines and experiences
- Brigance Screener is a developmental screener
- Teaching Strategies Gold is an on-going assessment tool used to help measure children's developmental progress.
- Portage Guide Birth to Six Curriculum (Home Based Option)

# Early Head Start Services Provided

June 1, 2015 to May 31, 2016

- Funded enrollment 110
- Total children served-162 Pre-Natal 8
- Total families served- 162
- Average monthly enrollment- 110 (100% of funded enrollment)
- 90% of children served were income eligible-under 100% poverty
- 2% of children served were eligible due to receipt of public assistance
- 0% of children served were eligible due to being foster children
- 1% of children served were eligible due to being homeless
- 3% of children served were eligible at the 101-130% poverty
- 4% of children served were over income at 130% or higher poverty
- 99% of children received medical exams
- 100% of children are up to date on dental exams
- Creative Curriculum for Infant and Toddlers is a comprehensive curriculum with a clear organizational structure and a particular focus on routines and experiences
- Brigance is a developmental screener
- Teaching Strategies Gold is an on-going assessment tool used to help measure children's developmental progress
- Portage Guide Birth to Six Curriculum (Home Based Option)
- Partners for a Healthy Baby Curriculum (Pre-Natal)

# Child and Adult Food Care Program (CAFCP)

## Program Facts:

- Providing nutritious meals to children is a fundamental Head Start Service.
- All meals are nutritionally balanced in accordance with USDA guidelines.
- Menus are approved by a registered dietician.
- The Agency is reimbursed by USDA for the costs of food.
- All classrooms participate in hands on nutrition activities at least twice per month.
- Head Start/Early Head Start serves meals that are high in nutrients and low in sugars and salts.

## Customer Impact:

- Each day, children receive nutritious meals and snacks which are provided through the USDA's CAFCP.
- An estimated 1,560 breakfasts, 1,599 lunches, and 1,782 snacks are prepared for children per month.
- All Head Start and Early Head Start children are served through the CAFCP program at no cost to children and families.



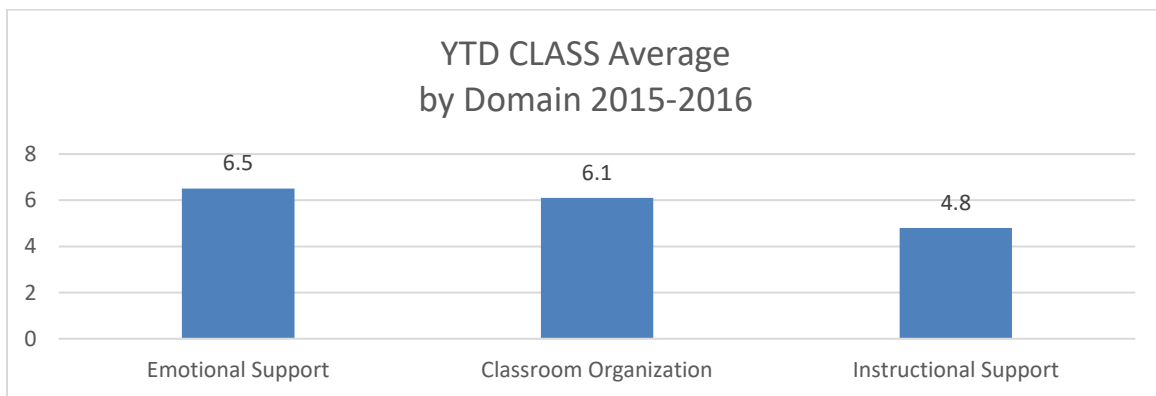
# Class Data

## 2015-2016 School Year

### Class Data (School Year 2015-2016)

Breckinridge-Grayson Programs has been preparing low-income children for school success since 1965. Agency staff and educators remain committed to providing the highest quality services to low income families so that their children can regardless of circumstances at birth, have an equal chance to succeed in school and life.

Classroom Assessment Scoring System (CLASS) is a critical tool used to measure the quality of adult-child interactions in all classrooms. High CLASS scores directly correlate to higher child outcomes. The CLASS scores include all Head Start classrooms with future plans of implementing CLASS for infant and toddler classrooms. Currently the program has ten staff members that are Class Rater Reliable.

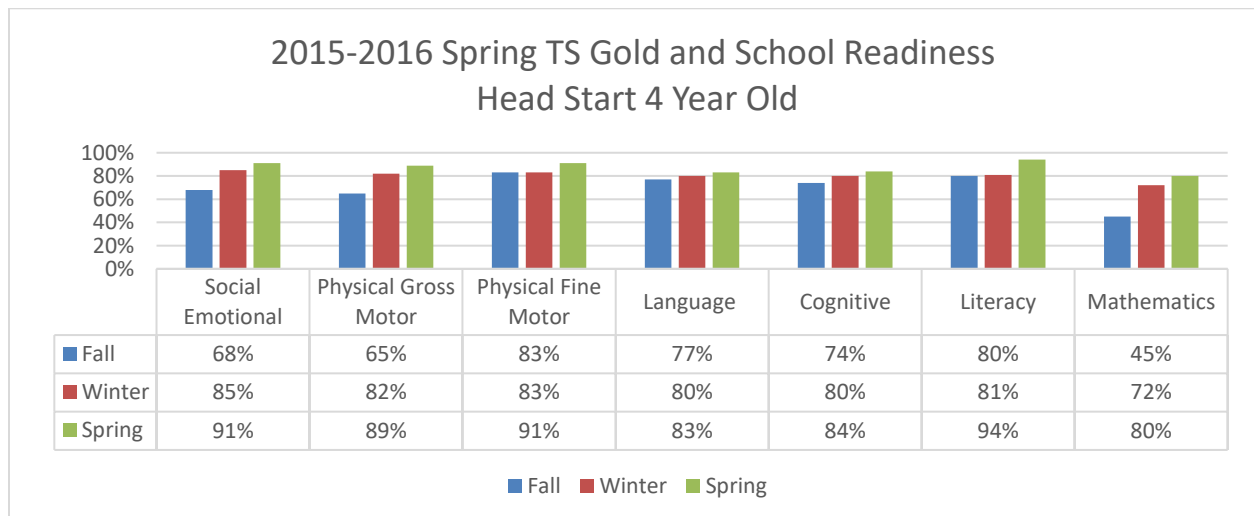


# School Readiness Data

## 2015-2016 School Year

### School Readiness Reports (School Year 2015-2016)

The progress toward all goals may vary somewhat from year to year. However, it is the expectation that levels of average achievement (regardless of classroom makeup) can be calculated. In the data from the ending checkpoint for data analysis for program year 2015-2016, 80% to 94% of all school readiness goals were achieved by four year olds going to Kindergarten. This number includes all 4 year old children going to Kindergarten for both home and center-based classrooms. This number also includes all children, including any that may have a diagnosed disability and I.E.P.



# Preparing Children for School Readiness

The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge that programs must foster in all children.

The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

Programs should use the Framework to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Framework will promote successful learning in all children. Programs should also use the Framework with families to help them engage in their children's learning. This Framework replaces the 2010 Head Start Child Development and Early Learning Framework.

The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through babbling and crawling on all fours—to toddlers speaking short sentences and beginning to run—to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them.

Yet, the quality of their early experiences can vary dramatically, and this can influence their learning and development. For example, by three years of age, some children have large vocabularies and others have much smaller ones. These differences usually reflect the everyday language experiences that children have with adults as well as other experiential and developmental factors. Such differences can have a lasting impact on later school success. Head Start and other early childhood programs must create stimulating learning environments and implement intentional teaching strategies that ensure all children are ready to succeed in school.

Family engagement and comprehensive services also play critical roles in children's development and school readiness. They remain essential services in Head Start. The Framework does not address these service areas because they are detailed in the Head Start Program Performance Standards. The Framework describes the skills, behaviors, and knowledge that programs need to foster in all children.

# Board of Directors

## Member

## Title

Barbara Carden

Board Chairperson

Carolyn Thomason

Vice-Chairperson

Gail Alexander

Former Parent

Linda Day

Retired Special Education Teacher

Kent Geary

Business Owner

Mary Hunt

Retired Early Head Start Teacher

Trellyn Kaufman-Gibson

Policy Council Chairperson

David Vickery

Licensed Attorney



*Kent Geary*



*Mary Hunt*



*Linda Day*

Not Pictured:  
David Vickery



*Trellyn Kaufman-Gibson*



*Carolyn Thomason*



*Gail Alexander*



*Barbara Carden*

# Policy Council

## Parent Representatives:

Trellyn Kaufman-Gibson-Chairperson  
Kathy Firesheets  
Alisha Caswell  
Mike Houchin  
Belinda Basham  
Heather Platter  
Mandy Grant  
Kelly Ward

## Community Representatives:

Dan Satterfield  
Barbara Carden



*Belinda Basham*



*Dan Satterfield*



*Alisha Caswell*



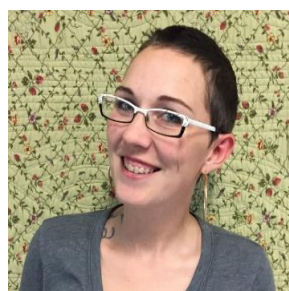
*Kathy Firesheets*



*Mike Houchin*



*Barbara Carden*



*Trellyn Kaufman-Gibson*

Not Pictured:  
Heather  
Platter  
Mandy Grant  
Kelly Ward

# Agency Contacts

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Gail Edwards, Education Manager

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Hollye Pence, ERSEA Manager

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Deanna Saltsman, Breckinridge County Site Supervisor

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Wanda Holland, Education Specialist

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Vicki Wilson, Disabilities Specialist

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# June 1, 2015 to May 31, 2016

## Audited, Revenue and Expenditure Statement

Revenue	
Office of Head Start-Program Year 6//1/2015 to 5/31/2016	\$ 2,477,865
USDA Revenue	108,531
Other Revenue	<u>527,169</u>
Total Revenue	<u>\$ 3,113,565</u>
Expenses	
Personnel	1,624,072
Fringe	269,387
Travel	5,976
Supplies	41,643
Contractual services	3,240
Occupancy	173,506
Transportation	54,828
Nutrition	103,948
Child Consulting Services	3,979
Parent services	5,405
Training and Staff Development	51,374
Other	<u>855,308</u>
Total Expenses	<u>\$ 3,192,666</u>

# *June 1, 2015 to May 2016*

## Current Fiscal Year Budget (2015-2016)

Other Revenue	250
Non-Federal Share Revenue - Grantee contributions	437,270
Total Revenue	<u>\$ 3,023,385</u>
Expenses	
Personnel	\$ 1,621,040
Fringe Benefits	393,249
Travel	3,066
Capitalized Equipment	0
Supplies	65,671
Contractual	13,877
Occupancy	137,286
Transportation	131,519
Nutrition	108,948
Child Consulting Services	6,725
Parent Services	10,035
Training & Staff Development	51,374
Other Expenses	43,325
Non-Federal Share Expenses - Grantee contributions	437,270
Total Expenses	<u>\$ 3,023,385</u>

# *Annual Audit Report*

## **Annual Audit Report**

-The annual audit report for the year ending May 31, 2015 was presented to the Board of Directors at the November 2015 meeting. The report did not contain any findings.

# *Federal Review Report*

## **Federal Review Report**

-February 2, 2016 the Office of Head Start conducted an Environmental Health and Safety review which was issued in April of 2016. The report stated one noncompliance area regarding exit signs. Upon a follow-up review in August 2016, all areas were in compliance. Also, in October 2016 CLASS observations were conducted at Breckinridge-Grayson Programs, Inc.

# Environmental, Health and Safety Review



## ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

**To: Board Chairperson**  
*Ms. Barbara Carden*  
*Board Chairperson*  
*Breckinridge-Grayson Programs, Inc.*  
*201 E Walnut St*  
*Leitchfield, KY 42754-1572*

**From: Responsible HHS Official**  
*Dr. Blanca Enriquez*  
*Director, Office of Head Start*

*Blanca E. Enriquez* 4/16/16  
Date

### Overview of Findings

From 2/2/2016 to 2/3/2016, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) review event for the Breckinridge-Grayson Programs, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Ms. Barbara Carden, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered during this review event, your Head Start and Early Head Start programs were found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

#### Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Capt. Robert Bialas, Regional Program Manager  
Ms. Kristin Mattingly, Policy Council Chairperson  
Mrs. Valeria Hayes-Hicks, CEO/Executive Director/Head Start Director

#### Overview Information

Review Type:	EnvHS
Organization:	Breckinridge-Grayson Programs, Inc.
Program Type:	Head Start and Early Head Start
Field Lead:	Mrs. Kathryn Ingham
Funded Enrollment HS:	142
Funded Enrollment EHS:	139

# Environmental, Health and Safety Follow-Up Review



## ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [ecfkc.ohs.acf.hhs.gov](mailto:ecfkc.ohs.acf.hhs.gov)

**To: Board Chairperson**

Ms. Barbara Carden  
Board Chairperson  
Breckinridge-Grayson Programs, Inc.  
201 E. Walnut St.  
Leitchfield, KY 42754-1572

**From: Responsible HHS Official**

Dr. Blanca Enriquez  
Director, Office of Head Start

*Blanca E. Enriquez* 2/15/16  
Date

### Overview of Findings

On 8/26/2016, the Administration for Children and Families (ACF) conducted a monitoring review of the Breckinridge-Grayson Programs, Inc. Head Start and Early Head Start programs to determine whether the previously identified findings had been corrected. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Ms. Barbara Carden, Board Chairperson, as legal notice to your agency of the results of the program review.

Based on the information gathered during our review, we have closed the previously identified findings. Accordingly, no corrective action is required at this time. If you have questions about this report, please contact your ACF Regional Office.

**Distribution of the Head Start Review Report**

Copies of this report will be distributed to the following recipients:

Capt. Robert Bialas, Regional Program Manager  
Ms. Kristin Mattingly, Policy Council Chairperson  
Mrs. Valeria Hayes-Hicks, CEO/Executive Director/Head Start Director

**Overview Information**

Review Type:	Desk/FTL Solo
Organization:	Breckinridge-Grayson Programs, Inc.
Program Type:	Head Start and Early Head Start
Field Lead:	Ms. Kerri Timmerman
Funded Enrollment HS:	114
Funded Enrollment EHS:	110

# CLASS



## ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

**To: Board Chairperson**

*Ms. Barbara Carden*

*Board Chairperson*

*BRECKINRIDGE-GRAYSON PROGRAMS, INC*

*201 E Walnut St*

*Leitchfield, KY 42754-1572*

**From: Responsible HHS Official**

*Dr. Blanca Enriquez*

*Director, Office of Head Start*

*Blanca E. Enriquez*  
11/21/2016

### Results from CLASS® Observations

Thank you for your support during the recent Office of Head Start onsite CLASS® review conducted from 11/01/2016 to 11/03/2016 of your Head Start program.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.8750	Classroom Organization	5.2381	Instructional Support	3.4286

DIMENSIONS					
Positive Climate	5.79	Behavior Management	5.43	Concept Development	2.93
Negative Climate*	1.07	Productivity	6.00	Quality of Feedback	4.00
Teacher Sensitivity	5.50	Instructional Learning Formats	4.29	Language Modeling	3.36
Regard for Student Perspectives	5.29				

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS® domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

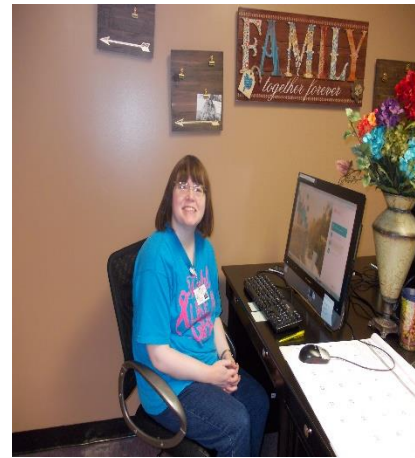
If you have any questions, please contact your Regional Office.

cc: *Mr. Robert Bialas*, Regional Program Manager  
*Ms. Kristin Mattingly*, Policy Council Chairperson  
*Mrs. Valeria Hayes-Hicks*, CEO/Executive Director  
*Mrs. Valeria Hayes-Hicks*, Head Start Director

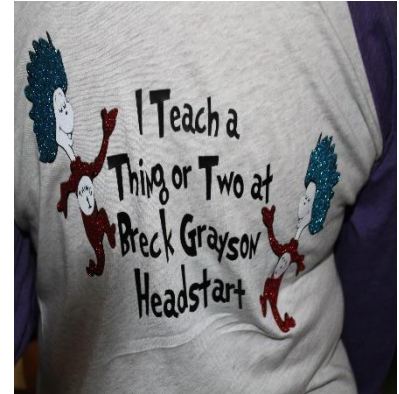
# In-Kind

As a condition of our federal grant, Breckinridge-Grayson Programs is required to match federal dollars received with local contributions, in a 4 (federal) to 1(local) ratio. This match is called non-federal share. These contributions may be cash donations or in-kind donations. In-kind can consist of supplies we may need for our classroom or facility, but in-kind can also be volunteer hours. We have some wonderful volunteers in our facility each and every day; however, we are always in need of more. If you would be interested in visiting our wonderful facility to learn more about our program, and potentially become a volunteer, we would be more than happy to talk with you. Our phone number is 270-259-4054.

## Volunteers Busy Helping



# *Life In Head Start*





*Breckinridge County  
Early Head Start  
228 Tules Creek Road  
Hardinsburg, Kentucky 40413  
270-756-0560  
270-756-0114 fax*

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Head Start and Early Head Start  
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Leitchfield, Kentucky 42754  
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