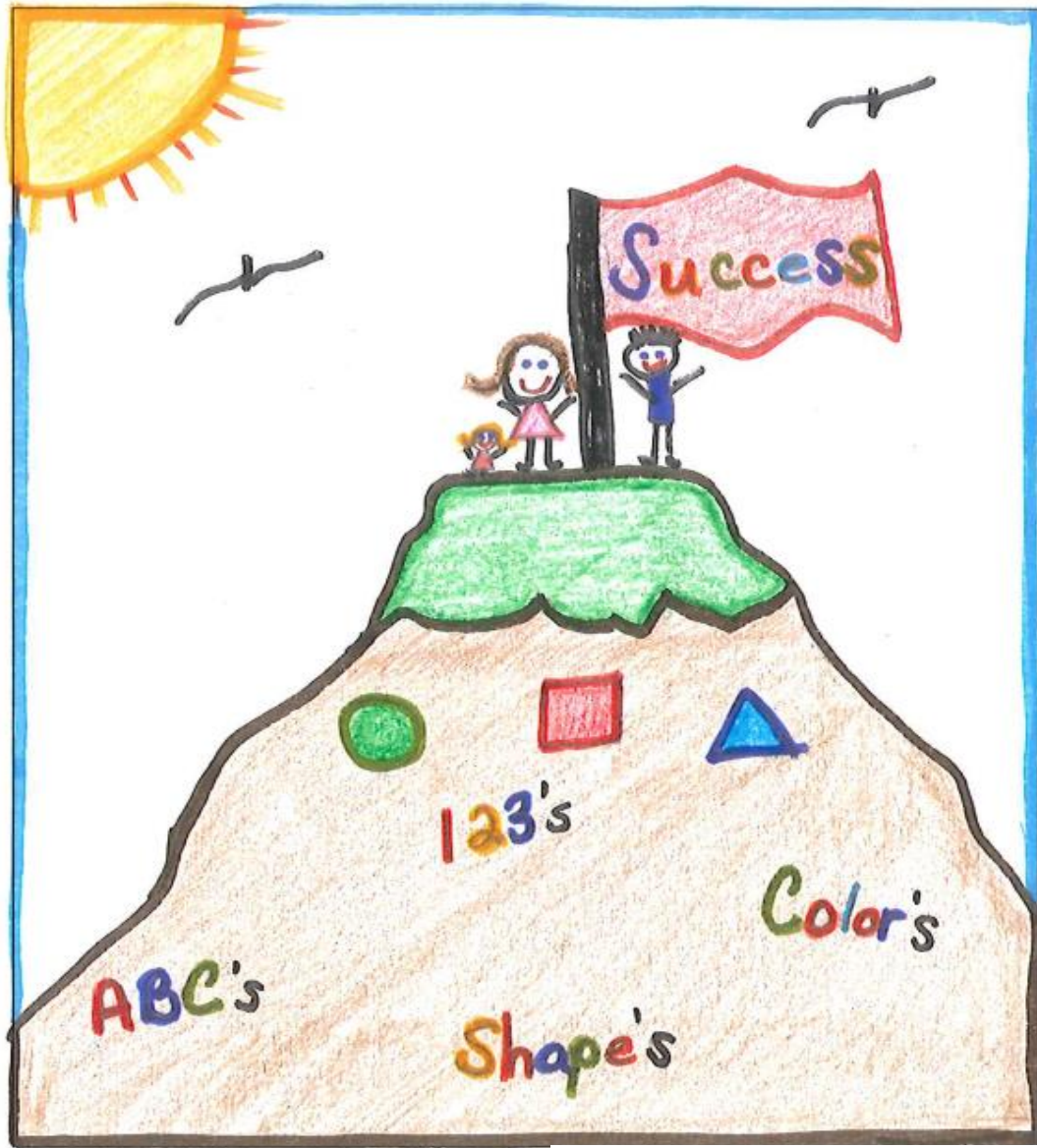


Summary Annual Report for the fiscal
year ending May 31, 2018



Artwork by Amanda Cottrell

Breckinridge-Grayson Programs, Inc.

Table of Contents

Our Vision.....	3
Our Mission.....	3
What We Do.....	4
History of the Head Start Program.....	5
Local Services.....	8
School Readiness - Preparing Children for Kindergarten.....	10
Parent Engagement Activities.....	13
Summary of Head Start Services Provided from June 1, 2017 to May 31, 2018	14
Summary of Early Head Start Services Provided June 1, 2017 to May 31, 2018	15
Child and Adult Food Care Program (CAFCP) through USDA	16
CLASS® Scores.....	17
School Readiness Report.....	18
Board of Directors.....	19
Policy Council Members.....	19
Agency Contacts.....	20
Budget.....	21
Reporting.....	23
Non-federal Share - In-Kind.....	23

Our Vision

**Breckinridge-Grayson Programs: Where Love and Knowledge
Unite**

Our Mission

Empowering Families to Assure School Readiness for Every Child



Serving children and 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 children and families. 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. 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 the Head Start Program

In January of 1964, President Lyndon B. Johnson declared “The War on Poverty” in his State of the Union speech. Shortly thereafter, Robert Sargent Shriver, Jr. took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities by meeting 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.

At that time, part of the thinking was influenced by new research on the effects of poverty on families and the impact on education. This research indicated an obligation to help disadvantaged groups, compensating for inequality in social or economic conditions. Head Start was designed to provide preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs to prepare them for lifelong success. 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 the eight-week Project Head Start program. 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 national budget exceeded \$1 billion. In September of 1995, under the Clinton administration, the

first Early Head Start grants were awarded to programs, and in October of 1998, Head Start was reauthorized to provide more hours of service to children.

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. 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 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 providing comprehensive services to focus on the whole child. 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 assign dedicated staff who conduct weekly visits to children in their own home and work with the parent as the child's primary teacher.

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.

Local Services

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. Around 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. A requirement of the revision was the collection and aggregation of child outcomes data.

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-based option in both counties. The program uses data collected from various sources to demonstrate service outcomes and to guide program options and services. During BGP's 50+ years we have had the opportunity and privilege to help enhance, embrace, and encourage over 7,000 children and their families in Breckinridge and Grayson Counties.

Breckinridge-Grayson Programs employs 65 full time staff, 35 part time, staff and 33 variable positions for bus monitors, drivers and substitutes.

The Agency's standard operating hours for the Leitchfield center are from 7:00 a.m. to 4:00 p.m. The Hardinsburg center operates from 7:00 a.m. to 3:00 p.m.

Both of Breckinridge-Grayson's centers have been given a KY ALLSTARS quality rating of FIVE Stars, with five being the highest rating possible.

School Readiness – Preparing Children for Kindergarten

Head Start's primary goal is to prepare children and families for kindergarten and lifelong success.

The quality classroom environments provided in our programs give children the foundation needed to be successful. To enter kindergarten, children should show some of the following skills.

- ***Language and Literacy Development***

- Demonstrates the ability to listen, understand and use a complex and varied vocabulary and can participate in stories, songs and poems.
- Discriminates, identifies and matches sounds in words, hears and demonstrates phonological awareness, has book knowledge and appreciation, tells 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, draws 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***

Observes and discusses differences and comparisons of objects, can collect, predict outcomes, especially in the natural world of materials.

- ***Creative Skills***

- Learns to express experiences through music, art, movement, and dramatic play.

- ***Social Emotional Development***

- Understands self-concept, has self-control, is cooperative, progresses in caring for self and others in social relationships.

- ***Approaches to Learning***

- Learns 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.

Breckinridge-Grayson Programs uses an ongoing, observation-based assessment system, Teaching Strategies® GOLD, to collect, record and aggregate each child's developmental progress. Teaching Strategies® GOLD allows for parents to access their children's assessment data and communicate with teachers.

To guide learning, comprehensive research-based curricula and assessment tools are used.

Breckinridge-Grayson uses the following curricula.

- *Creative Curriculum*® by Teaching Strategies® is a comprehensive curriculum with a clear organizational structure and focus on routines and experiences.
- *Florida State University Partners for a Healthy Baby* is a two generational curriculum that addresses the needs of both the parent and the child used in home-based services for infants, toddlers, and pregnant women.

The Office of Head Start requires programs to use an observation tool to measure teacher and child interactions to assure quality classroom and home visiting experiences. Breckinridge-Grayson uses the following teacher-child interaction observation tools.

- *CLASS*® (Classroom Assessment Scoring System) by Teachstone uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences.
- *HOVRS* (Home visitor Rating Scale) created by Lori A. Roggman at Utah State University is designed for practitioners and supervisors seeking a high level of excellence in home visiting practices in programs aiming to help parents to support the early development of their infants and young children.

Other resources used in classrooms include Conscious Discipline® and Flit It®.

- Conscious Discipline® by Dr. Becky Bailey provides social emotional learning and classroom management tools.
- Flit It® from Devereaux Advanced Behavioral Health Center for Resilient Children provides strategies for working with children with challenging behaviors.

When children are ready to transition to kindergarten or another setting, Breckinridge-Grayson partners with the parents and schools to assist by involving and supporting the parents before, during and after the transition 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.

Parent Engagement Activities

Breckinridge-Grayson has a strong partnership with families, offering a variety of parent engagement opportunities.

- 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

- Parent Training opportunities:

Child Development & Observation Skills

Pedestrian Safety

Father/Male Involvement

Smoke Free Homes Campaign

Creative Art Activities

Healthy Lifestyle opportunities

Marriage and family

Weight Management

Physical Activity

Nutrition

Bullying

Home Safety

Budgeting

Healthy Food Choices

Community Resources Healthy

Creative/Dramatic Play

Healthy Child Discipline Techniques

Parent and Child Time

Summary of Head Start Services Provided from June 1, 2017 to May 31, 2018

- Funded enrollment - 114
- Total children served - 130
- Total families served - 115
- Average monthly enrollment-114 (100% of funded enrollment)
- 65% of children served were income eligible-under 100% poverty
- 5% of children served were eligible due to receipt of public assistance
- 13% of children served were eligible due to being foster children
- 5% of children served were eligible due to being homeless
- 9% of children were eligible at the 101-130% poverty
- 2% of children served were over income at 130% or higher poverty
- 67% of children received medical exams
- 70% of children received dental exams

Summary of Early Head Start Services Provided June 1, 2017 to May 31, 2018

- Funded enrollment - 110
- Total children served - 147 children and 6 pregnant women (Pre-Natal services)
- Total families served - 127
- Average monthly enrollment- 110 (100% of funded enrollment)
- 69% of children served were income eligible-under 100% poverty
- 10% of children served were eligible due to receipt of public assistance
- 8% of children served were eligible due to being foster children
- 9% of children served were eligible due to being homeless
- 1% of children served were eligible at the 101-130% poverty
- 3% of children served were over income at 130% or higher poverty
- 22% of children received medical exams
- 69% of children are up to date on dental exams

Child and Adult Food Care Program (CAFCP) through USDA

Program Facts:

- Provides 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.

Impact:

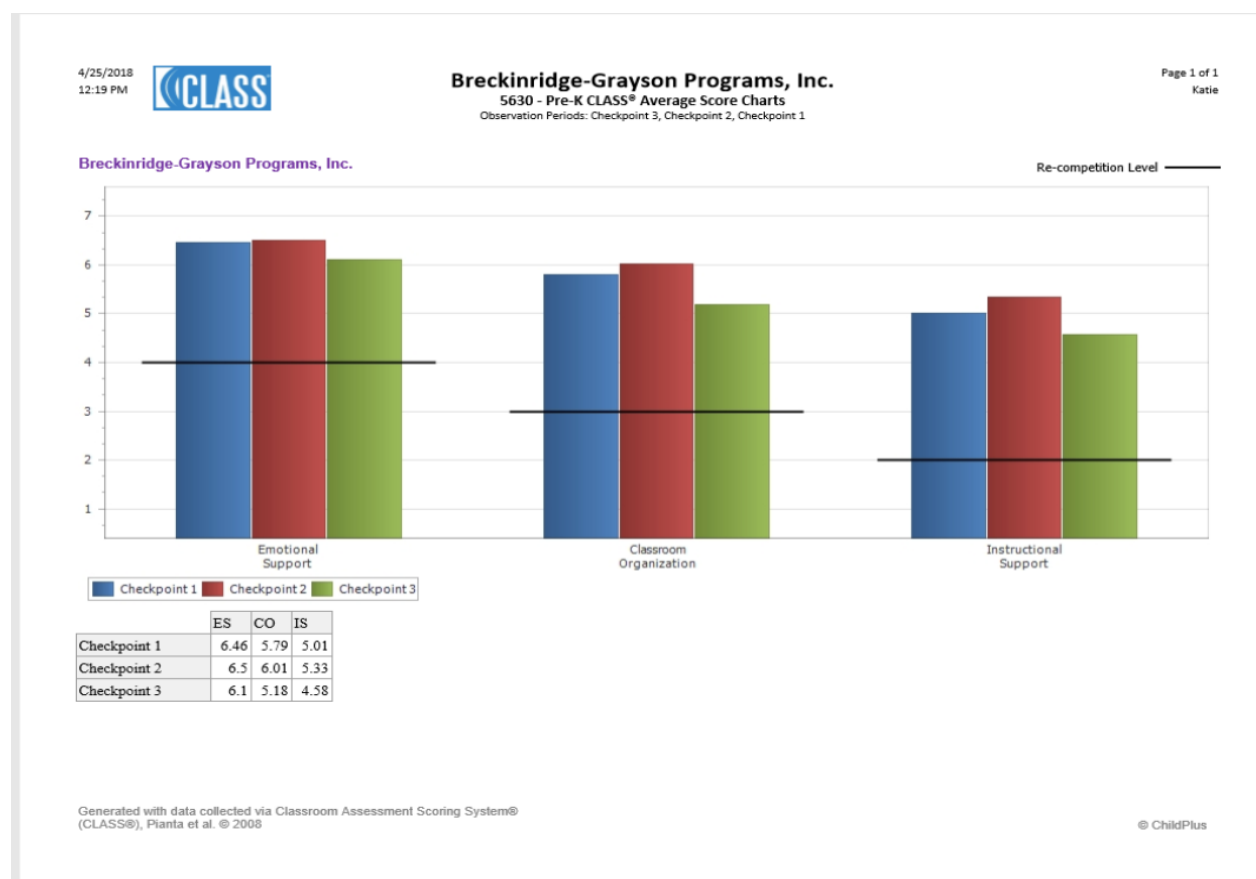
- Each day, children receive nutritious meals and snacks.
- An estimated 1,573 breakfasts, 1,614 lunches, and 1,801 snacks are prepared for children per month.
- All Head Start and Early Head Start children are served through the CAFCP program at no cost to children and families.

CLASS® Scores

CLASS® Data (School Year 2017-2018)

Agency staff and educators stay committed to providing the highest quality services to low income families so children can, regardless of circumstances and/or environment, have an equal chance to succeed in school and life.

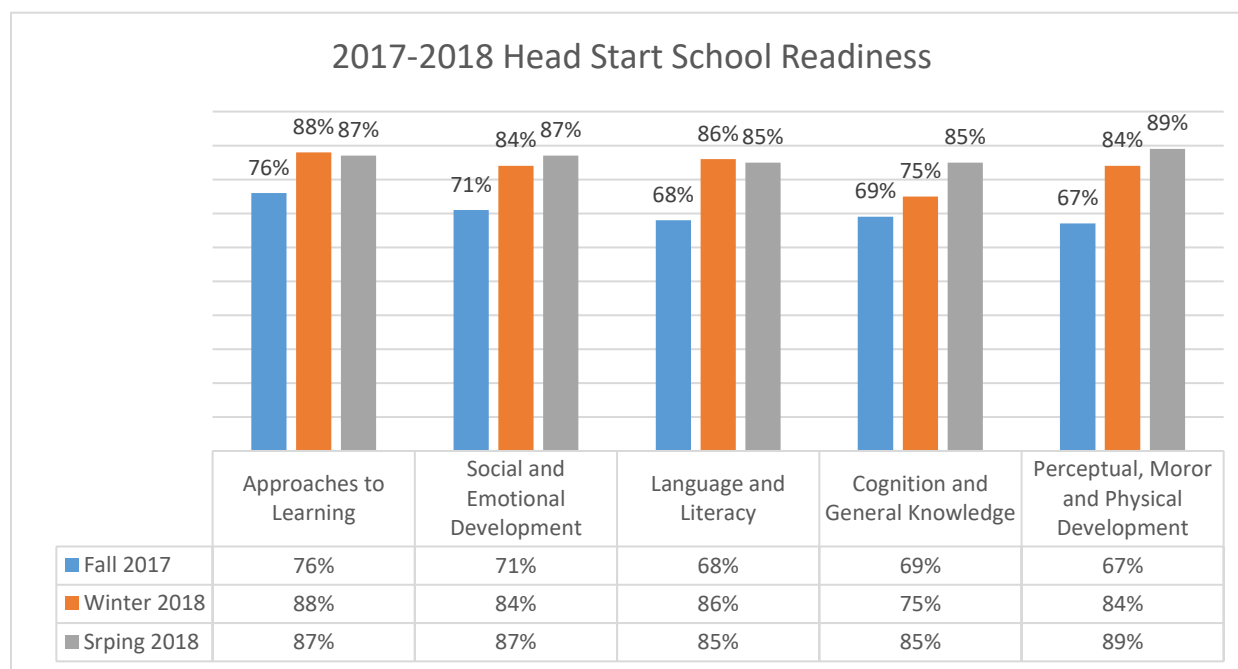
Classroom Assessment Scoring System® (CLASS®) is a critical tool used to measure the quality of adult-child interactions in all classrooms. High CLASS® scores directly correlate to higher child outcomes. The CLASS® scores include all Head Start classrooms with future plans of implementing CLASS® for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



School Readiness Report

School Readiness Reports (School Year 2017-2018)

Ongoing assessment data is collected three times per program year from Teaching Strategies GOLD® to measure progress from the beginning of the year to the end of the year for children. The progress toward all goals may vary 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 program year 2017-2018, 70% to 89% of all school readiness goals were achieved by four-year old children going to Kindergarten. This number includes all children, including any that may have a diagnosed disability an Individual Education Plan (IEP).



Board of Directors

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Barbara Carden

Carolyn Thomason

Linda Day

Kent Geary

Mary Hunt

Belinda Basham

Title

Board Chairperson

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Retired Special Education Teacher

Business Owner

Retired Early Head Start Home Visitor

Policy Council Chairperson

Policy Council Members

Parent Representatives

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Budget

Audited Revenue and Expenditure Statement June 1, 2017 to May 31, 2018

Revenue

Office of Head Start-Program Year 6/1/2017 to 5/31/2018	\$ 3,606,857
USDA Revenue	130,923
Other Revenue	<u>680,556</u>
Total Revenue	<u>\$ 4,418,336</u>

Expenses

Personnel	2,141,271
Fringe	357,289
Travel	9,791
Supplies	68,302
Contractual services	22,617
Occupancy	208,562
Transportation	59,757
Nutrition	130,353
Child Consulting Services	31,894
Parent services	4,273
Training and Staff Development	74,976
Other	<u>1,035,838</u>
Total Expenses	<u>\$ 4,144,923</u>

Current Fiscal Year Budget (June 1, 2018 to May 31, 2019)

Fiscal Year June 1, 2018 to May 31, 2019	<u>Total Budget</u>
Revenue	
Office of Head Start	
Program Year June 1, 2018 to May 31, 2019	\$ 3,538,605
USDA Reimbursement	125,000
Community Coordinated Childcare	0
Other Revenue	250
Non-Federal Share Revenue - Grantee contributions	526,079
Total Revenue	<u>\$ 4,189,934</u>
Expenses	
Personnel	\$ 2,178,466
Fringe Benefits	631,010
Travel	3,258
Capitalized Equipment	0
Supplies	77,414
Contractual	10,663
Occupancy	378,318
Transportation	108,287
Nutrition	131,422
Child Consulting Services	14,584
Parent Services	11,240
Training & Staff Development	55,590
Other Expenses	63,333
Non-Federal Share Expenses - Grantee contributions	526,079
Total Expenses	<u>\$ 4,189,934</u>

Reporting

Annual Audit Report

The annual audit report for the year ending May 31, 2018 was presented to the Board of Directors at the January 2019 meeting. The report did not contain any findings.

Federal Review Report

The most recent Federal Reviews was conducted February 2, 2016 and October 2016. The Office of Head Start conducted an Environmental Health and Safety review with the final report being issued in April of 2016. The report revealed one area of non-compliance which was in regard to lighted exit signs. Breckinridge-Grayson corrected the area of non-compliance. A follow-up review report in August 2016 stated all program areas were in compliance. In October 2016, a CLASS® review was conducted by the Office of Head Start at Breckinridge-Grayson Programs, Inc. The final report showed results from the CLASS® review were as follow: Emotional Support Domain: 5.88 of a possible 7, Classroom Organization Domain: 5.24 of a possible 7, and Instructional Support Domain: 3.43 of a possible 7. These reports can be found online at <https://eclkc.ohs.acf.hhs.gov/grantee-profiles/breckinridge-grayson-programs-inc-ky>.

Non-federal Share – In-Kind

As a condition of our federal grant, Breckinridge-Grayson Programs must 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!



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