

Audubon Area Community Services Head Start 2016-2017 Annual Report



Our Mission

Excitement

in children through learning

Empowerment

in families through strengths

Enhancement

in communities through
participation

Enrichment

in staff through experiences

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Head Start Director: Peggy Grant

Audubon Area Community
Services CEO:
Rob Jones

Audubon Area Community
Services COO:
Brandon Harley

Who We Are

The Audubon Area Head Start Program consists of Head Start, Early Head Start, Early Head Start Child Care Partnerships, Western Kentucky University Delegate and Migrant Head Start. Program options include center-based classrooms, home-based visitation, child care partners and family child care.

We promote school readiness for at-risk children from birth to age five by providing comprehensive child and family centered services that foster healthy development of children throughout 16 counties in western Kentucky.



64

Sites

140

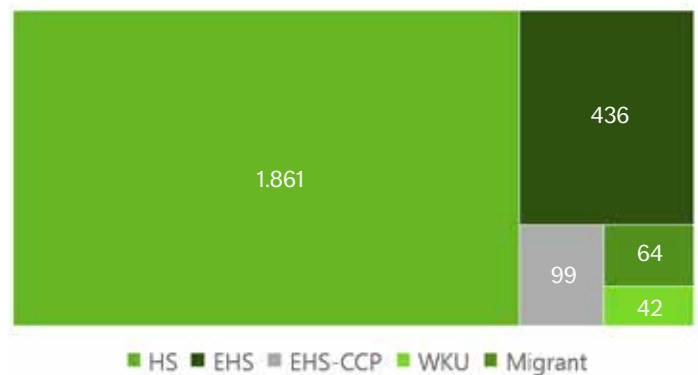
Classrooms

435

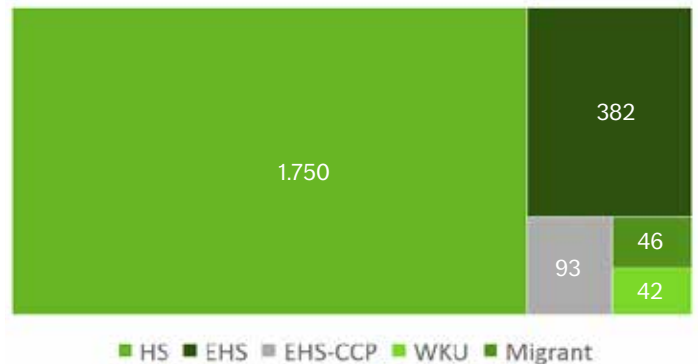
Employees

Program Options

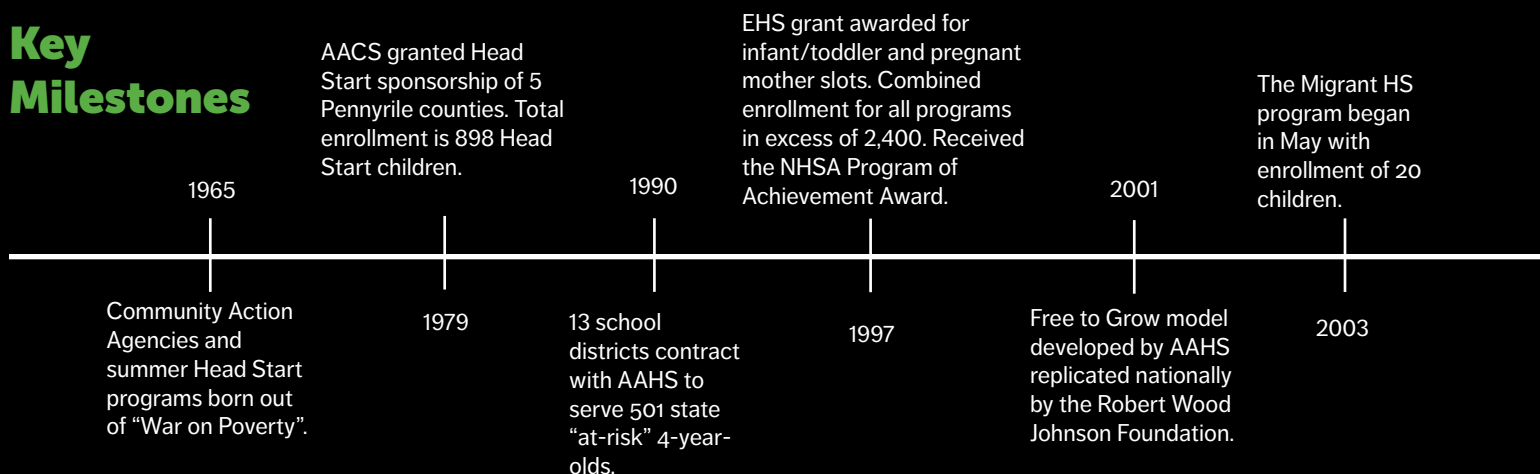
2,502 Total Children Served



2,313 Total Families Served



Key Milestones



Our Goal:

School readiness for all children by closing the achievement gap, which guides our work in all service areas.

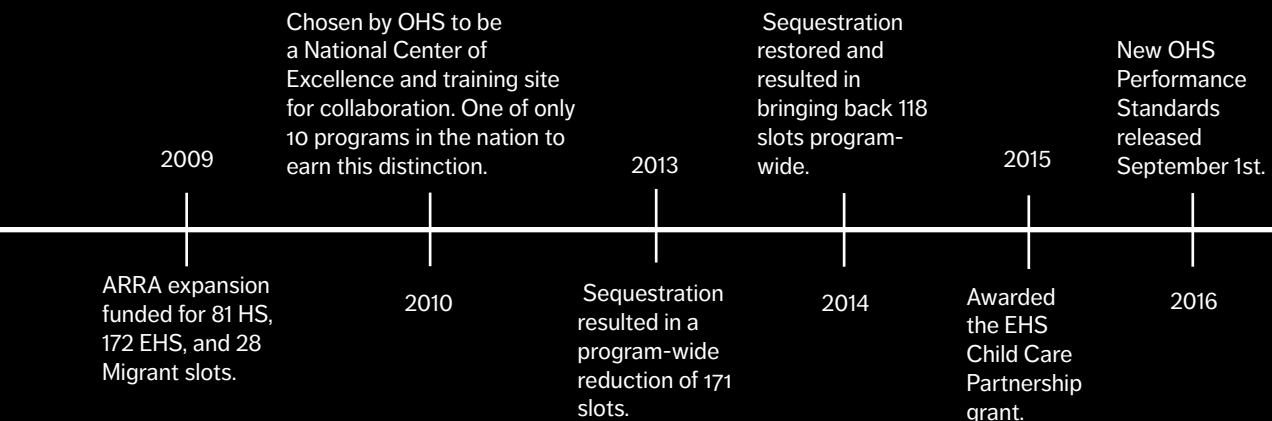
Chili Cook Off

The families, community and staff of Dawson Springs Child Development Center celebrated a kick off to fall with their 7th Annual Chili Cook-Off and School Readiness Festival. They began this tradition in 2010 and have continued to watch it grow every year. This year the families wanted to make it more like the “Big School” fall festival and voted to have a carnival in conjunction with the Chili Cook-Off. Families and staff worked together to design games for the festival that would address school readiness goals.



In preparation for the festival each class made a pot of chili. The students measured ingredients, chopped onions, and helped stir the chili as they followed a recipe to make the chili. Parents and community members volunteered their time to help the staff prepare for the big night.

Twenty-six of the thirty-one families participated in the carnival, with a total of approximately 125 family and community members in attendance.



We have been recognized as an NHSA Program of Excellence from 2000-2016

Program Goals



Health

To ensure all families have access to a support system designed to assist preschool children and engage families in comprehensive services including health, nutrition, mental health and disabilities.



Child Development

To provide children and their families comprehensive services that foster children's development and competence in all learning areas to support the foundation for school readiness during the early years.



Parent Engagement

To support parents/guardians in their role as primary caregivers and educators of their children in meeting family goals and provide supports so parents may achieve self reliance and self sufficiency.



Program Design and Management

To ensure comprehensive services are provided to Head Start children and families by maintaining all federal, state and local regulations and ensuring a system that guarantees proper planning and efficient program operation.

School Readiness Goals

Physical Development

Children will use their large and small muscles. They will also use healthy and safe habits.

Language Development

Children will be able to understand and use expanded language to express their wants and needs to engage in conversations and follow directions.

Social and Emotional Development

Children will learn how to recognize and regulate their feelings. They will also develop positive relationships with adults and peers.

Literacy

Children will have knowledge of print and know that print is meaningful.

Approaches to Learning

Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.

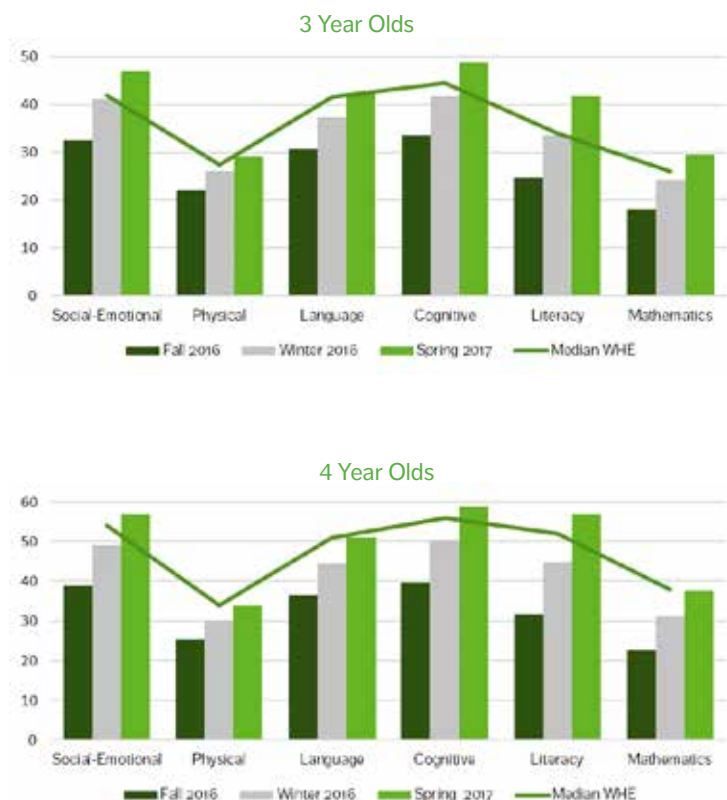
Cognition and General Knowledge

Children will use math in everyday routines to count, compare, pattern and problem solve.



Child Outcomes

Child Outcome Scores Compared to Widely Held Expectations



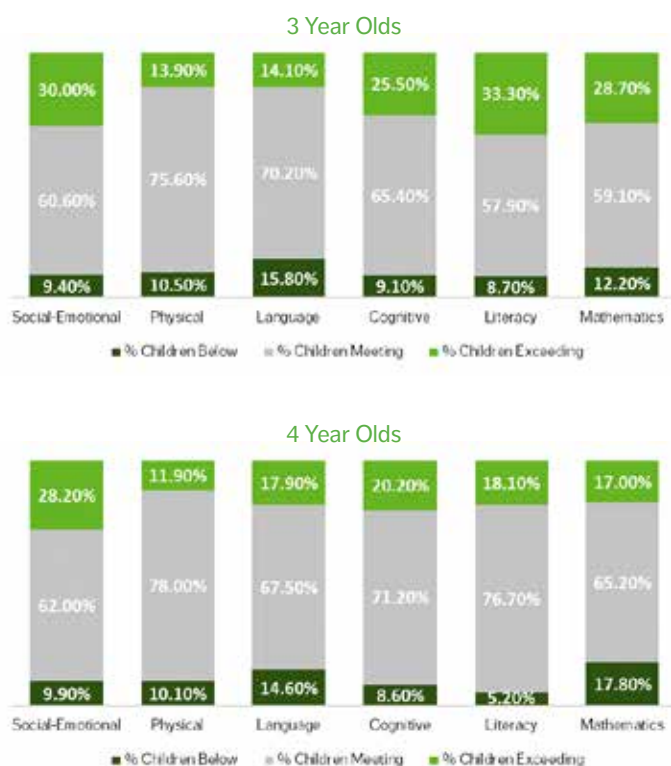
What are Widely Held Expectations?

Teaching Strategies GOLD® progressions have color-coded bands that show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Teachers see the full spectrum, enabling them to work with any child, at any level of development.

<https://teachingstrategies.com/content/pageDocs/Teaching-Strategies-GOLD-Assessment-Touring-Guide-WEB.pdf>

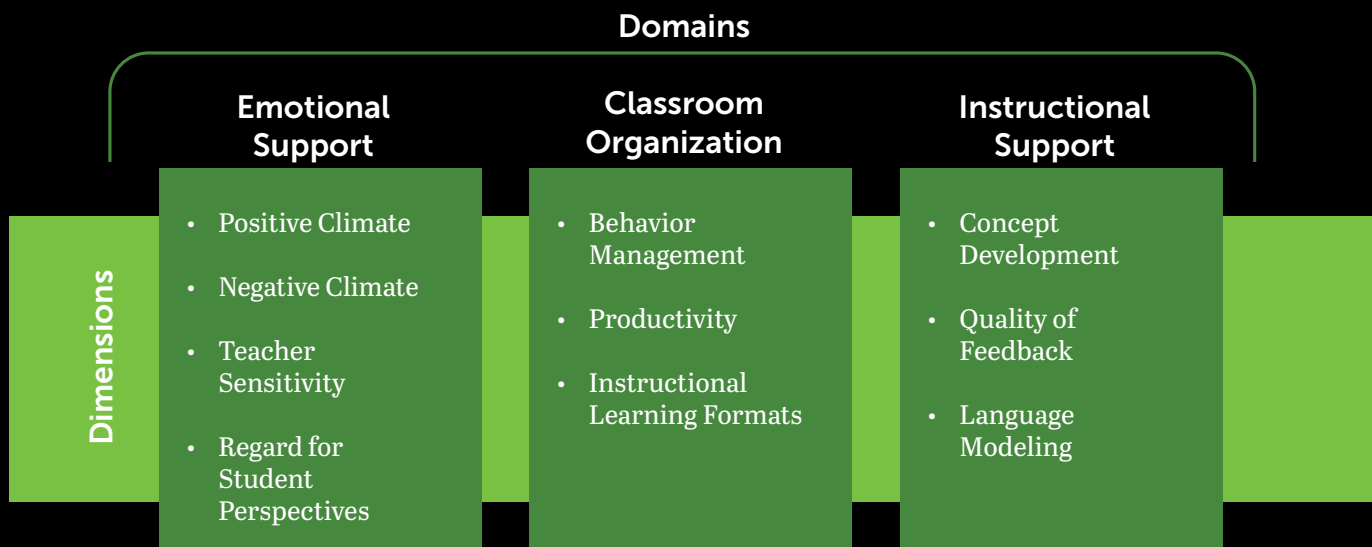
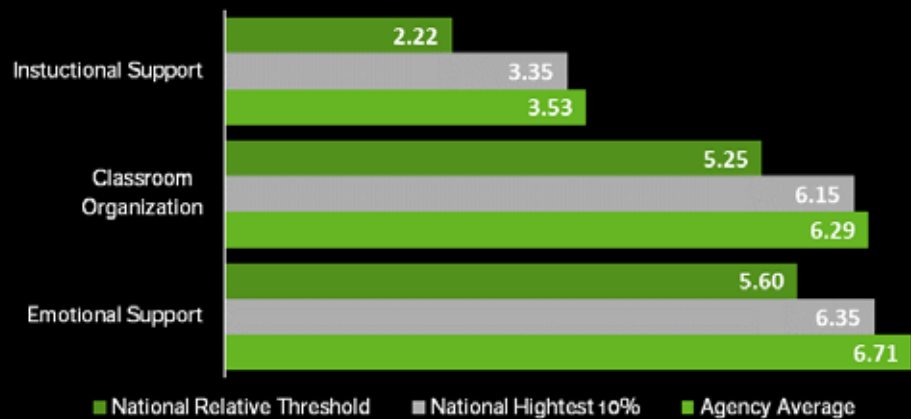
Percentage of Children Below, Meeting, or Exceeding Widely Held Expectations

Teaching Strategies Gold is the authentic, observational assessment system used by Audubon Area Head Start. It aligns with The Creative Curriculum and is used to document children's development and learning over time. We are able to collect and gather child outcome information to guide program planning and professional development. Our teachers complete a comprehensive assessment on each child three times per year. Teaching staff assess the work collected for each child's portfolio and determine the skill level of children on various learning outcomes. They use this information to design activities that support and encourage individual skill development. The results of each assessment are shared through home visits and parent teacher conferences.



CLASS Scores

The Classroom Assessment Scoring System assesses interactions between teachers and children in ten dimensions within three domains. The Office of Head Start believes that the domains of quality measured by CLASS remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.



Curricula

At Audubon Area Head Start, The Creative Curriculum for Infants, Toddlers, and Twos is used in Early Head Start. The Creative Curriculum for Preschool is used in our preschool classrooms. These curricula are research-based which allows and encourages teachers to involve children in their own learning by choosing activities and topics that are meaningful to the children. This approach ensures that children make gains in all developmental domains outlined in the Kentucky Department of Education’s Early Childhood Learning Standards and the Head Start Early Learning Outcomes Framework. The Reggio Emilia Philosophy is used as a resource to Creative Curriculum and inspires the teacher to view the child in his/her fullest potential as a capable and strong learner. The impact of nature and visible learning in the setting is extremely important in supporting the

child in his/her studies and driving the curriculum. The philosophy supports individualization by building upon the child's interests and abilities and allows the environment to be the "third teacher" in the setting. The first teacher is the child, second-the group (which includes staff, children and all involved adults).



AAHS Makes a Difference

Carmynn Blakeley was born blind and diagnosed with septo-optic dysplasia at just 6 months old. In June 2017, 8-year-old Carmynn became the first Jefferson County Public Schools student to compete in the National Braille Challenge. Competing in the apprentice category with first and second graders from the United States and Canada, she conquered spelling words, proofreading sentences and reading comprehension passages. After beating more than 1,100 students in preliminary contests and 50 in the finals, Carmynn was named the 2017 National Braille Challenge Champion. This was an amazing feat accomplished by an amazing little girl that Audubon Area Head Start is proud to call one of our own!

Carmynn entered the AAHS program just before turning 2 years old and attended both West End Family Development Center and Hager Preschool during her time with us. Although she didn't start learning braille until around 4 years old, AAHS staff found ways to expose her to the concept long before then. Tara Fielden, Lead Teacher at West End, read braille books to Carmynn as she followed along with her fingers. After about two months, Carmynn had memorized the books cover to cover. "She would pick a book up and read it herself," Ms. Tara recalled. "When you were reading to her, if you missed a word, she would correct you." In Carmynn's second year with us, Ms. Tara acquired a braille writer which she used to label various objects around the room. Carmynn would then explore the room and every label, feeling each set of braille buttons as Ms. Tara identified the words they spelled. This allowed Carmynn to connect words with what she was feeling with her fingers.

When Carmynn started preschool, her mom, Rebecca Brown, wanted to see how she would progress and adapt to a sighted school and to see how well she would interact with the other children

in a school setting. Carmynn will tell you her favorite thing about Head Start was "getting to play with her friends." For Rebecca, the progress her daughter made during this time was much more than just social. "She by far met those goals and did extremely well," said Rebecca Brown.

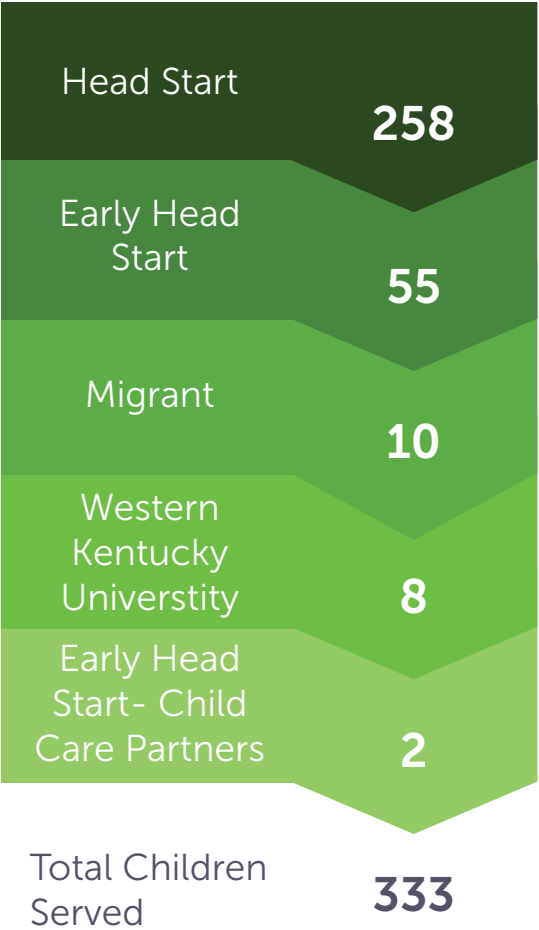
"The staff at both Hager and West End were wonderful! They were very accommodating and everyone was fantastic with Carmynn. I believe the program gave her an excellent start in the school and learning field, and that helped her to be able to win the National Braille Challenge."

Rebecca Brown



Carmynn Blakeley is now the best braille reader and writer in her age group in the whole country, but she won't be slowing down any time soon. She plans on defending her title at next year's competition and is hard at work preparing. Along with the national title, a trophy, and an iPad, the avid reader also brought home a refreshable braille display machine that translates e-books to braille with the help of a specialized keyboard. This allows her to download new books every day. In addition to following the same curriculum as every other second grader, she spends extra time reading and writing in braille. She does her own work and even walks herself in between classes. Ms. Tara has followed Carmynn's successes since leaving our program and is never surprised to learn of new achievements. "She is amazing," Ms. Tara said. "Her disability does not stop her at all. I taught her. She taught me a lot, too."

Children with Disabilities

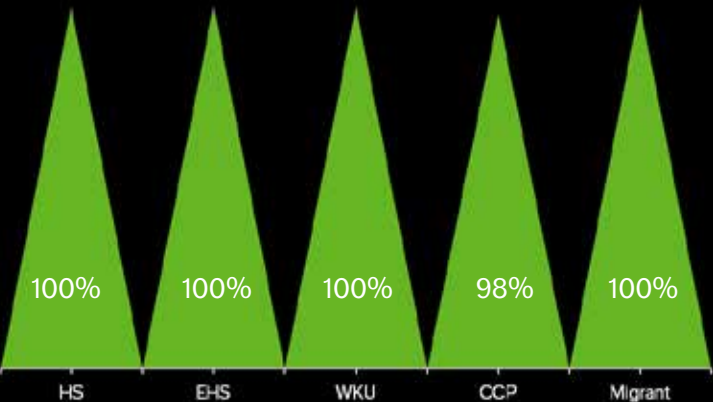


Pregnant Women

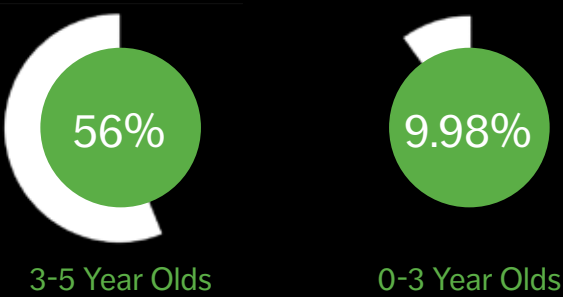
Achieving school readiness is a process that begins before birth. A healthy pregnancy has a lasting impact on the child's potential for healthy growth and development. Audubon Area Head Start provides comprehensive, individualized services for eligible pregnant women and their families through the duration of the pregnancy and postnatal period. We assist pregnant women in accessing comprehensive prenatal and postpartum health care and provide prenatal education on fetal development (including the risks from smoking, alcohol and drugs), the importance of nutrition, labor and delivery, postpartum recovery (including information on parental depression), infant care and the benefits of breastfeeding. As needed, we collaborate with various community partners to ensure quality service delivery to enrolled pregnant women and their families.

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Pregnant Women Served

Average Monthly Enrollment



Percent of Eligible Children Served



Health

2016-2017 Health and Dental Summary	HS	EHS	EHS-CCP	WKU	Migrant*
With Health Insurance	98.23%	99.08%	98.99%	100%	84.38%
With Medical Home	97.90%	99.77%	100%	100%	98.44%
Up-to-Date on EPSDT Well Child Schedule	87.59%	78.44%	67.68%	97.62%	71.88%
Up-to-Date on Current Immunizations	99.84%	99.31%	95.96%	100%	101.56%
With a Dental Home	95.70%	98.39%	95.96%	100%	71.88%
Received a Dental Exam (HS, WKU, and Migrant only)	84.04%	0	0	100%	86.36%

*Migrant percentage is based on 21 HS aged children.

Children must be healthy to learn. Enrolled children and pregnant mothers receive comprehensive health services including medical, dental, mental health, nutritional and prenatal assistance. Staff work with parents to ensure children are up-to-date on medical and dental requirements outlined in the Kentucky Early Periodic Screening Diagnostic Treatment Plan (EPSDT).

A wide range of partners including pediatricians, dentists, health departments, managed care organizations and hospitals work with Head Start program staff to meet the health care needs of children and pregnant mothers. Children with special health care needs are welcomed into the program.

We partner with First Steps and the local school districts to make certain children receive specialized therapies addressing individualized needs. Nutrition needs of children are evaluated, individualized and met on a daily basis.

Health literacy events are implemented to educate families on diabetes, colds vs. flu, when to take their child to the doctor and nutrition as it relates to healthy brain development and healthy eating. Other parent health activities focus on the importance of early childhood health screenings.

Home Based

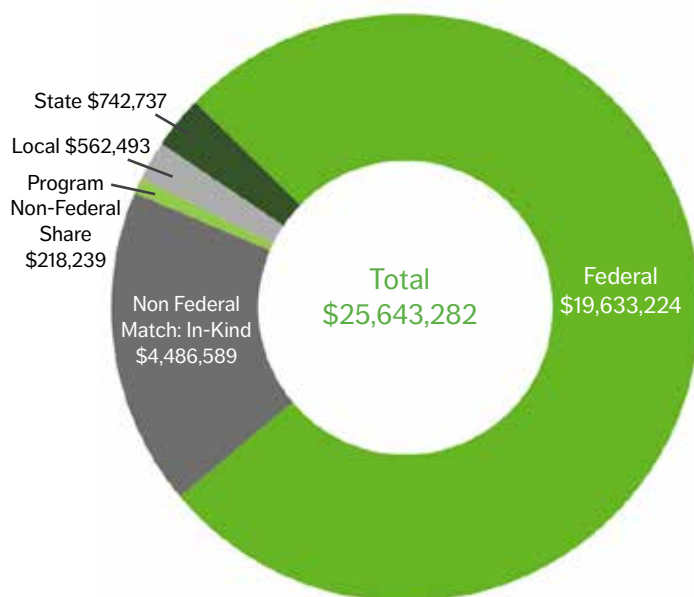
Our Early Head Start home based program provides comprehensive services to income eligible children ages 0-3, including pregnant mothers, in their own homes. Home based services include: child development and education; screening and ongoing assessment of child development; medical, dental and mental health services; family support services; crisis intervention; and family partnerships that focus on setting goals and identifying the responsibilities, timetables and strategies for achieving those goals. Home Based Educators visit the home each week to work with children and their parents. Together, they plan activities to help the child learn using parent-child interactions, daily routines and household materials. Activities are planned for the parent to do with the child during the home visits and during the week between visits. Group socializations are held twice per



month and bring together the children and families who participate in the home based program as well as the Home Based Educators. Socializations allow parents to meet together as a group, get to know one another, share their experiences and learn about topics such as feeding an infant or dealing with the challenging behaviors of a toddler.

Financial Data

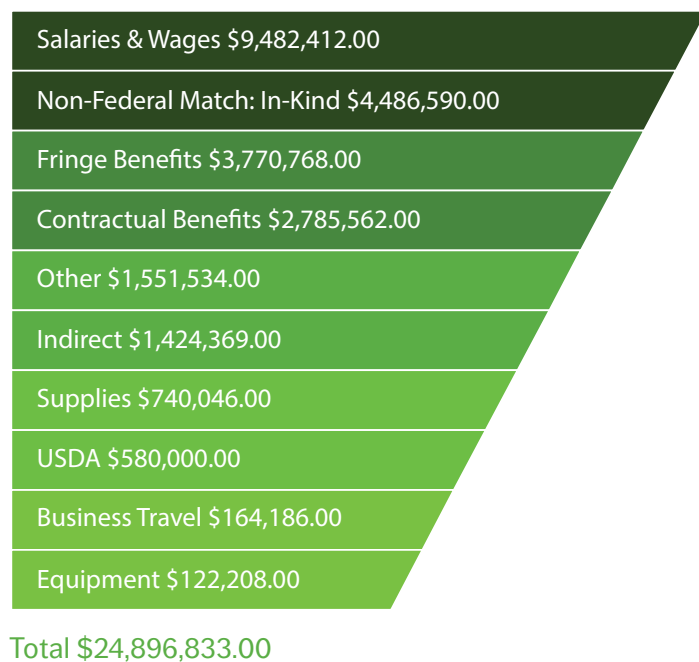
Summary of Revenue



Summary of Expenses

Salaries & Wages	\$9,583,375.24
Non-Federal Match: In-Kind	\$4,486,590.00
Fringe Benefits	\$3,438,221.41
Administrative	\$2,881,467.13
Contractual Services	\$2,335,561.46
Supplies	\$757,874.74
Other	\$704,743.64
Business Travel & Staff Development	\$551,731.29
USDA	\$527,865.80
Equipment	\$344,238.01
Transportation	\$101,836.34
Total	\$25,713,505.06

Proposed Budget for 2017-2018



Financial Audit Results

The agency is required to have a single audit conducted on an annual basis in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The published Independent Auditors' Report expresses an unmodified opinion on the consolidated financial statements of Audubon Area Community Services, Inc. (The Agency) and on all major federal award programs for The Agency, including Head Start. The report also stated the audit disclosed no significant deficiencies, no instances of noncompliance material to the financial statements of The Agency and no audit findings required to be reported in accordance with 2CFR Section 200.516(a).

Community Assessment

The AAHS Community Assessment provides a snapshot of the service region and identifies characteristics which may have a significant impact on agency planning and program development. The AAHS Community Assessment must guide decisions based on the status of eligible families and the community settings within the service area. A summary of the 2015-2016 Community Assessment can be found on the Audubon Area Head Start website at <http://www.aacshs.org>.

Policy Council 2016-2017

Policy Council Officers

Jon Cates- Chairperson
Abby Maraman- Vice
Chairperson
Heather Cooper- Secretary
Megan Miller- Parliamentarian

Community

Tabatha Carman
Susan Cooper
Shelley Glapion
Betty Hendrix
Janet Walker
Abby Maraman
Angie York
Erica Newman
Sandie Hermann
Hon. Kelly Thurman (ex-officio)
Charlotte Whittaker (ex-officio)

Parent

Kristie Vanover
Sarah Bowman
Shawna Johnson
Amanda Patton
Rhonda Logsdon
Megan Miller
Heather Cooper
Yolanda Williams
Casey Minton
Samantha Copple
Lynn Alford
Sam Lukens
Krystal Book
Jessica Key
Kathy Grindle
Beth Watson
Sara Williams
Trevin Hampton (ex-officio)
Niki Riley (ex-officio)
Delmy Yanira Ventura Bonilla
(ex-officio)

Parent Alternate

Latisha Wilson
Patricia Tindle
McKallen Boarman
Amanda Brown
Terra Williams
Derek Groves
Bobbi Jo Flint
Katie Greenwell
Emmie Lou Helm
Sarah Raines

The Role of the Head Start Policy Council

Shared decision-making in planning is an essential element in all Head Start programs. While it is common for the agency board and staff to share the responsibilities for planning in most organizations, in Head Start organizations this process is also shared with the Head Start Policy Council. 71% of Audubon Area Head Start Policy Council members were parents of children currently enrolled in the program. With a majority of members as parents, the Policy Council is guaranteed to represent the needs of the children and families.

Board Officers 2016-2017

Chairperson

Hon. Kelly Thurman

Vice
Chairperson

Charlotte Whittaker

Secretary
and
Treasurer

Yvonne Taylor

Early Childhood Committee

The Early Childhood Committee of the Board works closely with the Policy Council in the oversight and planning of the Audubon Area Head Start Program.

Dr. Sandra Obilade – Chairperson
Rev. Jerry Manning
Tony Felker
Phyllis Church

Lynda Cartwright-Harrison
Bridget Murray (ex-officio)
Keith Sanders (ex-officio)
Jon Cates (ex-officio)

Federal Review

The Office of Head Start conducted a federal CLASS review in March 2017 for Head Start classrooms. Fifty one classrooms were observed. Audubon Area Head Start scored above the national average in two out of three domains. The scores were: Emotional Support 6.1425; Classroom Organization 5.7167 and Instruction Support 3.1267. Two Migrant preschool classrooms were also observed through the contract with Community Action Council of Lexington. The collective Migrant scores were: Emotional Support 5.7500; Classroom Organization 5.1278 and Instructional Support 2.2361. All scores were above the relative threshold.



Audubon
Area *Head Start*

www.aacshs.org