

Big Sandy Area Community Action Program, Inc. – Head Start

2021-22 Annual Report

Service Area: Counties of Floyd, Johnson, Magoffin, Martin, and Pike in state of Kentucky.

Funded Enrollment: 1113

of Programs (Delegate and Direct Operation): 7

of Head Start Sites: 30

of Head Start Classrooms: 63

Enrollment Breakdown of Programs:

Program	County	Funded Enrollment
Floyd County BOE	Floyd	253
Johnson County BOE	Johnson	115
Magoffin County BOE	Magoffin	124
Martin County BOE	Martin	104
Model City	Pike	68
Paintsville City	Johnson	39
Pike County BOE	Pike	410

Overview

For over 50 years, the BSACAP Head Start has been serving low income children and families in Eastern Kentucky with the same dedication and commitment year after year. We are committed to providing a quality Head Start experience for the children and families in the Big Sandy area and we are continually looking for new and exciting ways to improve our program. Overall, there were 1,220 children that enrolled in one of the Head Start programs covered under the BSACAP grant during the 2021-22 school year. This was an increase of 99 children more than we served by the end of the 20-21 school year. Our enrollment numbers climbed back to the usual level after we saw a decline during the height of the pandemic.

Section 644(a)(2) of the “Improving Head Start for School Readiness Act of 2007” requires each Head Start agency to provide the community with an annual report that includes specific information related to the program as well as the children and families served. We have compiled program information from various resources including staff observations, Program Information Reports (PIRs), COPA data tracking, program self-assessments, and the community assessment in hopes of providing a valid picture of what took place within our program during the previous year. Additional statistical information can be obtained upon request.

Federal / Non-federal Budget

The BSACAP Head Start program is funded by federal money through the US Department of Health and Human Services under grant #: 04CH011865. In order to operate our program, a 25% match of non-federal funds must also be contributed either by goods or services to BSACAP-Head Start. The following chart shows the amount of federal & non-federal funds that were given to each program in 2021-22:

Program	Federal Budget	Non-Federal Contribution
Floyd County BOE	\$1,649,859	\$412,465
Johnson County BOE	\$687,534	\$171,884
Magoffin County BOE	\$851,422	\$212,856
Martin County BOE	\$796,431	\$199,108
Model City & Grantee Office	\$2,013,448	\$528,313
Paintsville City	\$252,001	\$63,000
Pike County BOE	\$2,776,347	\$694,087
Total	\$9,027,043	\$2,281,712

**Note: An additional \$99,805 in training funds is given to the Grantee office. These funds are used for training, college courses, CDA training, etc. for all 7 programs.*

This agency does not charge or accept a fee from any parent for their child's enrollment and therefore, we did not have any program income to report.

To take a closer look at the overall budget of the program, we have listed the total allocated amount for some of the common line-item expenditures found in each of our program budgets. You will notice that the majority of funds are used to cover the cost of personnel salaries and fringe benefits as would be the case with any Head Start program. We have combined several expenditures under the seven headings that we use when submitting our budget application. In addition, we have listed subheadings for the line item "Other" in order to provide a clearer picture of miscellaneous items and activities used in our programs.

Line Item	Allocated	% of Federal Budget
Personnel Salaries	\$4,589,409	50%
Fringe Benefits	\$3,114,940	34%
Out of Area Travel	\$21,550	.2%
Equipment	\$59,116	.6%
Supplies	\$195,926	2%
Other		
<i>Rent</i>	<i>\$53,000</i>	<i>.6%</i>
<i>Utilities/Telephone</i>	<i>\$23,800</i>	<i>.3%</i>
<i>Building and Child Liability Insurance</i>	<i>\$41,718</i>	<i>.5%</i>
<i>Local Travel/Transportation</i>	<i>\$373,094</i>	<i>4%</i>
<i>Nutrition Services</i>	<i>\$72,400</i>	<i>.8%</i>
<i>Child Services Consultants</i>	<i>\$36,234</i>	<i>.4%</i>
<i>Substitutes (not paid benefits)</i>	<i>\$28,900</i>	<i>.3%</i>
<i>Parent Services</i>	<i>\$44,724</i>	<i>.5%</i>

<i>Accounting and Legal Services</i>	\$15,500	.2%
<i>Publications/Advertising/Printing</i>	\$13,100	.1%
<i>Training or Staff Development</i>	\$109,194	1%
<i>Other</i>	\$72,989	.8%
Indirect Cost	\$261,252	3%

Enrollment & Attendance

BSACAP is required to serve 1,113 children at all times during the program school year. This number is referred to as our *“Funded Enrollment”* meaning that we must have 1,113 children, no more no less, enrolled in our program throughout the year. If a child is withdrawn from a program, it is required that the program must enroll another child within 30 calendar days to fill the vacant slot. For this reason, we keep an active waiting list of children who were not accepted during the initial enrollment phase but may be accepted if vacancies occur. By the end of the year, we had served a total of 1,220 children. This number is referred to as our *“Actual Enrollment”*.

Head Start requires that at least 90% of program enrollment must be children from families who fall into one of the following categories:

- 1) Total family income is below the national poverty guideline
- 2) The family is identified as “homeless” based on criteria of the McKinney-Vento Act
- 3) The child or a member of his/her family receives TANF or SSI benefits
- 4) The child is living in Foster Care
- 5) The family receives SNAP benefits

Any child who meets one of the five criteria listed above is identified as “Income Eligible” or “Categorically Eligible”. In addition to the five situations, a program may enroll up to 35% of their children from families who have an income level that falls between 1-30% above the national poverty guideline. Choosing children in the 1-30% above range only occurs when there are not enough children found to fill enrollment from the five conditions above. Children whose family income level falls in that range are also viewed as meeting the criteria for the 90% enrollment requirement.

As a last resort, when there are not enough children from the situations above to reach full enrollment, a Head Start program may enroll up to 10% of their children whose family income exceeds 30% above the national poverty guideline. These children are commonly referred to as “Overincome” children. The chart below lists the number of children enrolled in each program and their eligibility upon enrollment:

Program	Actual Enrollment	# of Eligible Children Served	% Served	# Served with Income Between 100%-130%	% Served	# of "Overincome" Children Served	% Served
Floyd County BOE	285	267	94%	18	6%	0	0%
Johnson County BOE	135	94	70%	28	20%	13	10%
Magoffin County BOE	131	98	75%	20	15%	13	10%
Martin County BOE	111	97	87%	8	7%	6	6%
Model City	74	67	91%	4	5%	3	4%
Paintsville City BOE	40	28	70%	4	10%	8	20%
Pike County BOE	444	398	90%	18	4%	28	6%
BSACAP Total	1,220	1,049	86%	100	8%	71	6%

Medical & Dental Services

Section 1302.42 of Head Start Program Performance Standards requires that each Head Start program assist families to obtain from a health care professional, a determination as to whether the child is up-to-date on a schedule of age appropriate preventative and primary health care which includes medical and dental exams. The chart below shows the number of children who received the appropriate medical exams including a physical, lead screening, tuberculosis assessment/screening, hemoglobin, hearing and vision, etc. Dental exams are not included in the first chart, but listed separately in the second chart. There are several children who enrolled in our programs but withdrew prior to the deadline for their medical exams to be completed. Those children are also counted in these charts.

Program	Enrolled	Completed All Medical Screenings/Exams	% Completing Medical Screenings/Exams
Floyd County BOE	285	257	90%
Johnson County BOE	135	116	86%
Magoffin County BOE	131	74	56%
Martin County BOE	111	93	84%
Model City	74	47	64%
Paintsville City BOE	40	19	48%
Pike County BOE	444	219	49%
BSACAP Total	1,220	825	68%

Program	Enrolled	Completed Dental Exam	% Completing Dental Exam
Floyd County BOE	285	262	92%
Johnson County BOE	135	115	85%
Magoffin County BOE	131	82	63%
Martin County BOE	111	98	88%
Model City	74	65	88%
Paintsville City BOE	40	27	68%
Pike County BOE	444	339	76%
BSACAP Total	1,220	988	81%

Children with Disabilities

All Head Start programs are required to have at least 10% of their enrollment slots filled by children who have an identified disability. For Head Start purposes, a child is viewed as having an identified disability once a thorough screening process has taken place and an Individual Education Plan (IEP) has been developed as a joint effort by the child's parents and the appropriate HS and/or school system staff members to plan the goals and strategies that will be used during services for this child. Typically, the BSACAP program serves a much greater number than 10% due to our enrollment criteria giving special consideration to those children with IEPs. In 2021-22, we were serving a total of 164 children with identified disabilities by the end of the school year which accounted for 14.7% of our funded enrollment. The following chart shows the number of children with disabilities that were being served in the each of the BSACAP programs by the end of the school year:

Program	# of Children With IEPs	% of Total Enrollment
<i>Floyd</i>	40	15.8%
<i>Johnson</i>	9	7.8%
<i>Magoffin</i>	22	17.7%
<i>Martin</i>	28	26.9%
<i>Model City</i>	6	8.8%
<i>Paintsville City</i>	8	20.5%
<i>Pike</i>	51	12.4%
BSACAP TOTAL	164	14.7%

Parent Involvement

When a child is enrolled in the Head Start program, we also begin serving the family as well. During the 2021-22 school year, there were 1,141 families who had at least one child enrolled in our program. We pride ourselves on being a family-friendly agency with numerous annual

activities geared toward involving parents in the program. Each of the 30 centers that house Head Start classrooms conducts a monthly parent meeting throughout the school year. Parents receive training on various topics during these meetings that assist them with their child's education and well-being in addition to other topics related to family life. During a typical year, parents and family members are also encouraged to volunteer in their child's classroom as often as possible which gives them a sense of belonging, not to mention providing an extra set of hands for the teaching staff. The following information shows the parent involvement totals and parent meetings that occurred in each of our programs during the 2021-22 school year:

<i>Program</i>	<i>Classroom Sites</i>	<i>Parent Meetings</i>	<i># Attending Parent Meetings</i>	<i>Volunteer Hours</i>
Floyd County BOE	7	49	628	4,553
Johnson County BOE	5	40	199	2,019
Magoffin County BOE	3	22	108	787
Martin County BOE	3	21	275	1,622
Model City	1	8	156	706
Paintsville City BOE	1	6	66	314
Pike County BOE	10	77	673	6,163
BSACAP Total	30	223	2,105	16,164

Each of the seven programs include funding in their annual budgets to conduct a parent activity or project each year. Parents brainstorm ideas at monthly meetings and vote on what they want to do as an activity that is related to either educational or socialization topics for the parents themselves. During this past year, we had a variety of activities conducted throughout our program which included field trips taken by the parents, hiring a speaker/trainer to come to a monthly parent meeting and conduct training on a particular topic, a family picnic, and a family photo event. Typically, programs set aside \$3 - \$10 per parent to conduct at least one parent activity per program year.

HS to Kindergarten Transition

Of the 1,113 children that we serve, all but 68 of those slots are located on the campuses of elementary schools in our area. For this reason, we have always been able to provide our children and families with effective transition activities in cooperation with the kindergarten classrooms. In most cases, the kindergarten classroom that a BSACAP Head Start child will attend is in the same building or located next door. This gives our teaching staff the ability to take the children into the kindergarten at any time during the school year to familiarize them with the surroundings and future teachers. This convenient placement of classrooms also allows the kindergarten teacher the opportunity to make visits to our Head Start children just to let them know all the great experiences awaiting them in the upcoming year. This procedure was followed by teaching staff throughout our program last year focusing on making the transition for children into kindergarten a positive experience.

Transition information for the Head Start parents was also addressed last year. During the final Education Home Visit of the school year held in Apr-May '22, each Head Start teacher prepared a list of activities that the parent could do with their child during the summer months in preparation

of their upcoming enrollment in kindergarten. These activities were based on each child's assessment results and individual needs at the end of the school year. The transition of their child from Head Start to Kindergarten is the primary focus of this final Parent-Teacher Conference. Each program submits an updated Transition Plan annually that identifies what activities/strategies will be used to ease the transition from Head Start to Kindergarten.

School Readiness

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

School readiness goals articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning. The five essential domains include (1) language and literacy, (2) cognition and general knowledge, (3) approaches to learning, (4) physical development and health, and (5) social and emotional development. Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Head Start services.

BSACAP Head Start has developed and implemented 16 comprehensive School Readiness Goals that we feel are crucial for the appropriate development of young children. All staff and parents are trained on these goals and how our program can support children and families in meeting them. The SR Goals for our program are listed below as well as the percentage of children who were meeting expectations at the end of the school year based on criteria defined by the Teaching Strategies GOLD assessment tool:

- 1) Children will demonstrate control, strength, and coordination of large muscles for movement, navigation, and balance
 - *Examples: Skipping, climbing, hopping, catching, throwing, etc.*
 - 80% of children were meeting age-level expectations in this area.**

 - 2) Children will demonstrate increasing control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring
 - *Examples: Builds with small or large blocks, writing/drawing, controlled coloring, eating with utensils, zipping, adequate hand strength, etc.*
 - 83% of children were meeting age-level expectations in this area.**

 - 3) Children and families will practice healthy and safe habits
 - *Examples: Eats a variety of nutritious foods, participates in physical activities, follows safety rules, brushes teeth regularly, washing hands, etc.*
 - 87% of children were meeting age-level expectations in this area.**

 - 4) Creative Arts Expression – Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences
 - *Examples: Enjoys pretend play, uses objects in pretend play, dances to music/rhythm, engages in music experiences by singing/listening/dancing, uses materials as musical instruments, etc.*
 - Could not be reported in a manner that shows a %***
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- 5) Children will develop and demonstrate positive interactions and relationships, as well as a sense of belonging with adults and peers

○ *Examples: Cooperates with others, develops friendships, expresses sympathy, willing to share/take turns, establishes trust in some adults, etc.*

87% of children were meeting age-level expectations in this area.

- 6) Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior

○ *Examples: Displays appropriate behaviors, handles impulses with minimal direction from adults, follows simple rules and routines, transitions between tasks/activities with ease, etc.*

87% of children were meeting age-level expectations in this area.

- 7) Children will develop and demonstrate the ability to recognize the emotions of others and respond positively

○ *Examples: Makes friends, uses an expanded vocabulary, follows limits and expectations, etc.*

86% of children were meeting age-level expectations in this area.

- 8) Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning

○ *Examples: Interested in learning new things, can maintain attention on an enjoyable task, participates in group play, models or teaches peers, asks lots of questions, etc.*

85% of children were meeting age-level expectations in this area.

- 9) Children will be able to utilize language to express their wants and needs, both verbally and nonverbally

○ *Examples: Uses words to get needs met, has a varied vocabulary, likes to tell about stories or events, etc.*

84% of children were meeting age-level expectations in this area.

- 10) Children will engage in conversations, follow directions, and comprehend language

○ *Examples: Has back-and-forth conversations with adults and peers, can understand meaning from simple stories, follows directions, etc.*

85% of children were meeting age-level expectations in this area.

- 11) Children will be able to demonstrate knowledge (age appropriate emergent literacy skills) of print and develop the awareness that print conveys meaning

○ *Examples: Understands books are read front to back – left to right, recognizes alphabet letters, associates correct sounds with letters, understands that a group of letters can make a word, etc.*

90% of children were meeting age-level expectations in this area.

- 12) Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English

87% of children were meeting age-level expectations in this area.

- 13) Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills

○ *Examples: Recognizes cause and effect relationships, engages in pretend play with objects, understands the difference in pretend play and reality, uses past knowledge to build new knowledge, etc.*

88% of children were meeting age-level expectations in this area.

- 14) Children will use math in everyday routines to count, compare, relate, pattern and problem solve
- *Examples: Counts toys, sorts toys by color/size/type, recognizes numbers by their correct names, counts down days to an event, etc.*

84% of children were meeting age-level expectations in this area.

- 15) Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and developing hypotheses
- *Examples: Compares differences of objects, talks about different kinds of flowers/trees/rocks, asks about life-death cycle, recognizes animals have different abilities, etc.*

88% of children were meeting age-level expectations in this area.

- 16) Children will engage in exploring their family and community, its history and events, and interacting with people and the environment
- *Examples: Notices differences in people's appearance, talks about things that happened in the past, understands their environment has natural things as well as man-made things, recognizes that there are places outside of the child's environment, etc.*

Could not be reported in a manner that shows a %

Head Start Audit & Review

Our most recent audit was completed by an independent auditor and showed our agency to be in full compliance with all regulations regarding the use of state and federal funds.

The Office of Head Start (OHS) hires and trains individuals who are then responsible for visiting Head Start programs and evaluating how successful each program has been at meeting Head Start Performance Standards. Our program's most recent review occurred in October 2021 and is referred to as a Focus Area 1 federal review. It was conducted through a series of virtual conferences between a federal reviewer and members of the BSACAP grantee staff. After 4 intense days of observation, interviews, record collection and review, the reviewer determined that the BSACAP and delegates were all performing at a high level and compliant with all rules and regulations governing the Head Start program except for one. There was one issue that was noted as an "Area of Concern" and it was recommended that the grantee follow-up with their Regional Head Start office for guidance on improvement. A summary of the issue is as follows:

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.

In a discussion, the Head Start director stated 2 of 63 Head Start center-based teachers did not have at least an associate's or bachelor's degree in child development or early childhood education. Both teachers had professional development plans outlining a path to obtaining associate's degrees by 2022. The quality control manager and Head Start director tracked the teachers' progress.

Immediately following the notice to our agency regarding the Area of Concern, the Head Start director contacted the Region IV Head Start office for further instructions. A waiver was granted to the agency for both staff members in question and the issue was resolved.

*Prepared in accordance with the Improving Head Start for School Readiness Act of 2007
section 644(a)(2)(A)-(H)*

End of Report

