



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. AB Conley

Big Sandy Area Community Action Program, Inc.

230 Court St Rm 332

Paintsville, KY 41240 - 1606

From: Responsible HHS Official

Date: 01/06/2022

Dr. Bernadine Futrell

Director, Office of Head Start

From October 25, 2021 to October 28, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Big Sandy Area Community Action Program, Inc. Head Start program. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand recipient progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Ms. Maria Goss, Regional Program Manager

Ms. Wanda Thacker, Chief Executive Officer/Executive Director

Mr. Tracy Jenkins, Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the recipient is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Performance Summary

Service Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Designing Quality Education and Child Development Program Services	04CH011865	Area of Concern	1302.91(e)(2)(ii)	Follow up with Regional Office for support



Program Design and Management

Program Design

The recipient's program design and structure takes into account community strengths and needs.

Program Management

The recipient has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The recipient maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

Big Sandy Area Community Action Program, Inc. serves children and families living in five rural counties of eastern Kentucky, one of the highest poverty states in the nation. Funded to serve 1,113 Head Start children, the program offers center-based classrooms at its sites and within each of the elementary schools in the service area.

The program actively strengthened its services by encouraging staff to broaden their knowledge and skills through higher education. Employees who enrolled in degree or credential programs received financial assistance to cover the costs of tuition, books, mileage, and time for coursework. These efforts resulted in 19 staff members completing degrees or obtaining professional credentials during the 2020-2021 program year.

Big Sandy Area Community Action Program, Inc. also provided in-house professional development opportunities for staff. For example, in response to the growing number of Spanish-speaking families in the community, the program collaborated with a local college to offer Spanish language classes to staff. Additionally, when the pandemic created a need for virtual service delivery, the program offered a 2-hour instructional session to encourage creativity in virtual learning activities. The video developed for the training was recently showcased at the National Center for Early Childhood Development, Teaching, and Learning as an example of high-level virtual teaching.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

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

Effective and Intentional Teaching Practices

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

Supporting Teachers in Promoting School Readiness

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

AOC 1302.91(e)(2)(ii)

Timeframe for Correction: Follow up with Regional Office for support

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.

Home-based Program Services

Not Applicable.



Designing Quality Health Program Services

Child Health Status and Care

The recipient has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Health Services Summary

Big Sandy Area Community Action Program, Inc. partnered with families, schools, and community providers to support children's overall health. Family services and classroom staff worked together to engage parents in conversations to determine and address barriers to care. Furthermore, relationships with local education agencies afforded enrolled families access to school nurses who administered medication and completed sensory screenings. Finally, the program collaborated with community resources to acquire vision screening equipment, on-site dental screenings, a mental health consultant, as well as staff and parent training. These practices helped families access resources supportive of children's health care.



Designing Quality Family and Community Engagement Services

Family Well-being

The recipient has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The recipient has an approach for providing services that strengthen parenting skills.

Family and Community Engagement Services Summary

Big Sandy Area Community Action Program, Inc. focused on maintaining family support services during COVID-19. To help meet this goal, the program distributed Wi-Fi-enabled devices to all families who needed them, allowing staff to use virtual platforms to meet individually with families and facilitate parent meetings. As a result, families had the opportunity to talk about their needs, establish goals, gather information, and participate in program decisions. The program also met with families in outdoor settings and delivered resources to homes. By incorporating these new techniques, Big Sandy Area Community Action Program, Inc. continued to meet family needs while protecting the health of children, parents, and staff.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the recipient's total funded enrollment is filled by children eligible for services under IDEA or the recipient has received a waiver.

Enrollment Verification

The recipient maintains and tracks full enrollment for all enrolled participants.

Fiscal Infrastructure, Capacity, and Responsiveness

The recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

The recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

ERSEA and Fiscal Summary

Big Sandy Area Community Action Program, Inc. used ERSEA data to guide continuous program improvement. An enrollment and attendance data analysis indicated a decrease in enrollment and waiting list numbers at one of their sites. In response, the program developed a plan to complete a new community assessment to determine if this was a one-time occurrence or a shift in demographics and corresponding center locations. By regularly monitoring data, the program was able to customize services for eligible families.

The program's ERSEA procedures prioritized the accurate enrollment of eligible families. Trained staff, a multitiered verification process, and audits of child records supported this priority. To audit its processes, the program hired individuals who went through the same application steps as interested families. This exercise helped the program identify and address issues within its eligibility determination process.

Big Sandy Area Community Action Program, Inc.'s financial infrastructure provided effective oversight of Head Start funds. Experienced staff utilized accounting software and separate bank accounts to segregate and manage the agency's multiple funding sources. The fiscal team also prepared detailed financial reports for staff and stakeholders to inform ongoing monitoring of the program's budget and goals. This approach to fiscal management safeguarded Federal funds and supported the delivery of quality services for enrolled families.

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